

Welcome to the Year 10 GCSE Information Evening



Please fill up the seats from the front and from the centre outwards

Please turn mobile phones to silent or vibrate

We are part of...

WENSUMTRUST 

Purpose of the Evening:

- Give you key information to help you maximise your child's potential at GCSE.
- To share our high expectations of Year 10 students and emphasise the importance of this year as a part of the bigger picture.
- To give you an overview of the key subject specific information surrounding your child's GCSEs.
- Allow you to access all the key information which can support your child at home with their GCSEs. Updates and support in place
- Answer any questions you might have about your child's GCSEs.





Following this evening

1. Speak to members of the Senior Leadership Team, SENDco and HoY.
2. Re-visit any section of the event you need further clarification on via the website.
3. Buy revision guides online via Scopay (if you do not want to purchase them this evening)



Important dates

Year 10 Parents Evening: Thursday 23rd November 2023

Maximise Potential- Tuesday 23rd January

Year 10 careers Drop Down Day- Tuesday 4th June 2024

Work Experience Week- Monday 10th-Friday 14th June 2024

Year 10 Mock Exams: Begin on Thursday 20th June 2024



Your support network

- ✓ Mr Sayce and all of LT
- ✓ Miss Perkins- Head of Year 10
- ✓ Form tutors
- ✓ Subject teachers
- ✓ Heads of subject
- ✓ Intervention staff
- ✓ Inspire



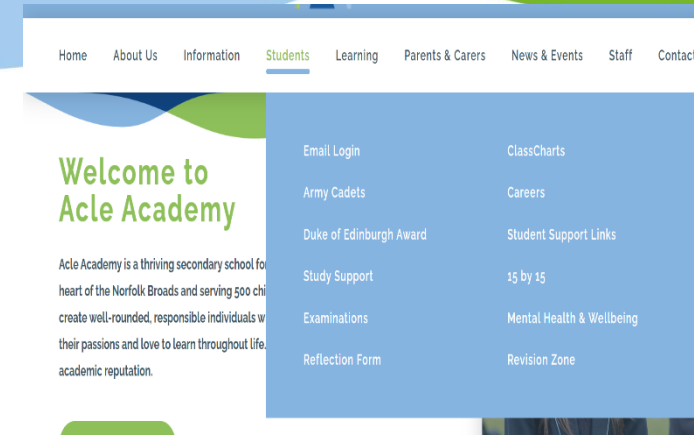
Work with us- Teachers aren't the enemy

Communication is key- if you need specific help or guidance then please speak with us.

Google Classrooms

- We already have the school revision zone which is an excellent, ready-made revision tool for your child to use to prepare for their exams in all subjects.
- We have now embedded Google Classrooms again this year to support your child in every class they take.
- Teachers are uploading all lessons (within 24hrs of them taking place), homework and revision materials directly to their classroom.
- This is great if your child misses a class because of illness or another reason. **The expectation is that they MUST catch up on the missed work.** All the resources are now in place for them to do this.

We are part of...



Revision Resources

[REVISION ZONE RESOURCES - GOOGLE DRIVE](#)

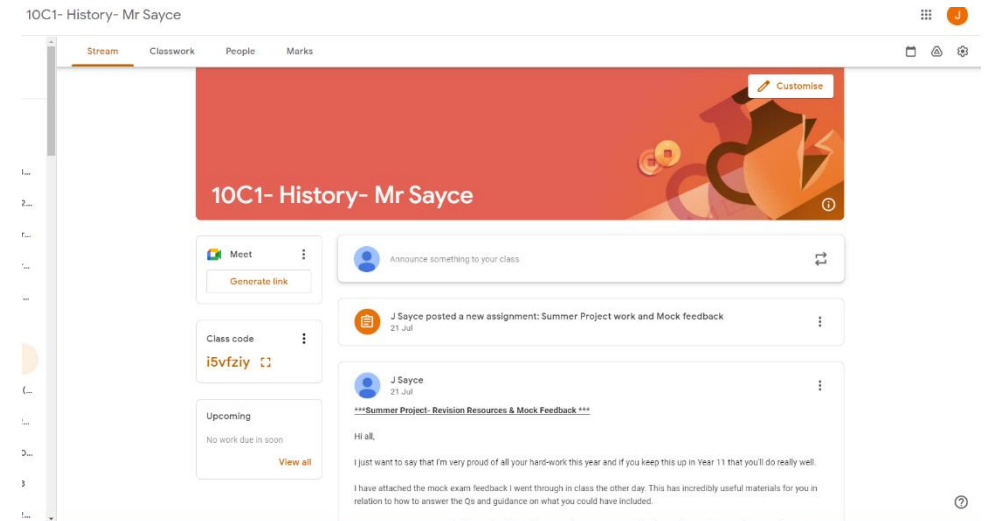
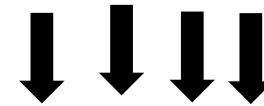
A presentation was held in school on Thursday 29th September and all supporting documents and videos can be found below. This is a comprehensive guide to GCSEs for parents and pupils. If you have any questions about a particular GCSE please contact your child's Head of Subject or if it is a general query about GCSEs or progress then get in touch with Mr Sayce.



Google Classroom
WENSUM TRUST

Recap- what does Classroom look like?

- Every **Class** is comprised of four pages: **Stream**, **People** **Classwork** and **Marks**.
- Teachers (and students, if we allow them) can post **Announcements**, which can include weblinks and uploaded resources.
- Homework can be set (and marked, if you want), as **Assignments**.
- Courses can be set up for SoL or different topics
- Markbooks can be created for homework/exam answers



All topics

Paper 1-Medicine Through Time



Students will see this topic once work is added to it

Paper 2-Elizabethan England



Summer Project work and Mock feedback

Due 6 Sept, 23:59



Paper 2- Superpower relations and the Cold W...



Students will see this topic once work is added to it

Paper 3- Weimar and Nazi Germany



Students will see this topic once work is added to it

What it will look like

+ Create

All topics

Paper 1-Medicine Through Time



Lessons

Posted 14:46



Knowledge questions

Posted 14:46



Past papers

Posted 14:46



Revision guides

Posted 14:45



GCSE Results = Long-term happiness

Money
makes you
happy



Choice
makes you
happy

Exam results alter life
choices & chances

Current GCSEs – Raising the bar

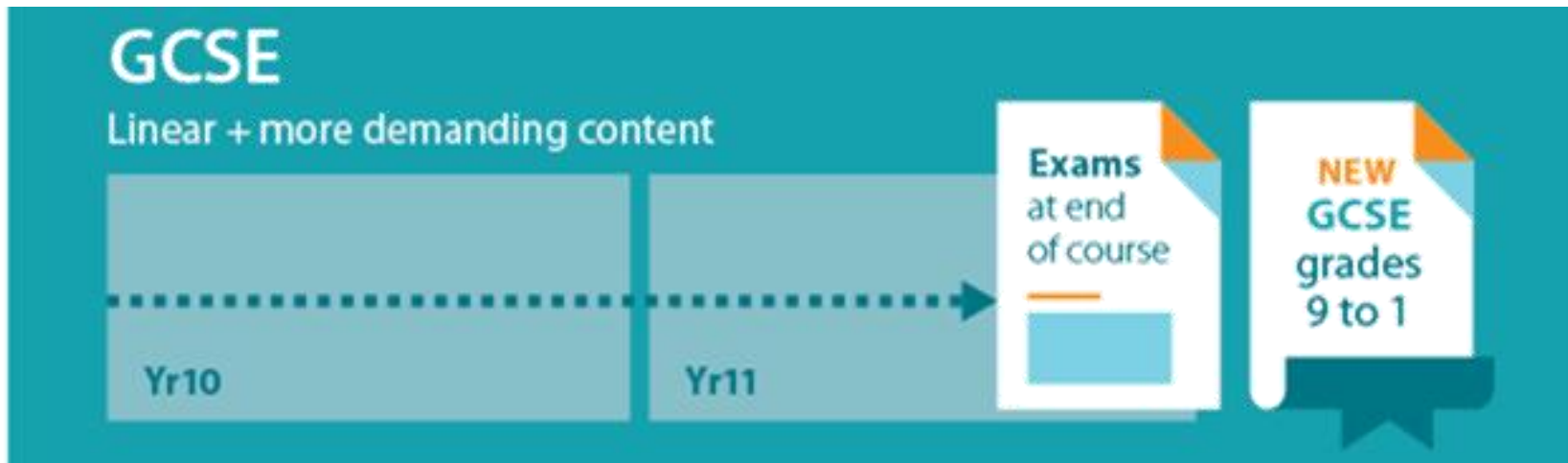
- Ofqual reforms – deliberately raising expectations
- Since 2017 phased change over to new standard
 1. Curriculum / content
 2. Coursework / Controlled assessments
 3. New grading system
 4. New “good pass” and “standard pass”

Current GCSEs – Raising the bar

1. Curriculum / content
2. Coursework / Controlled assessments
3. New grading system
4. New “good pass” and “standard pass”

Curriculum / Content

- More content for all GCSEs
- More demanding content in terms of academic challenge
- Change in coursework for some subjects
- “Linear” (exams at the end of Y11 only)



Current GCSEs – Raising the bar

1. Curriculum / content
2. Coursework / Controlled Assessments
3. New grading system
4. New “good pass” and “standard pass”

Practical Assessments in:

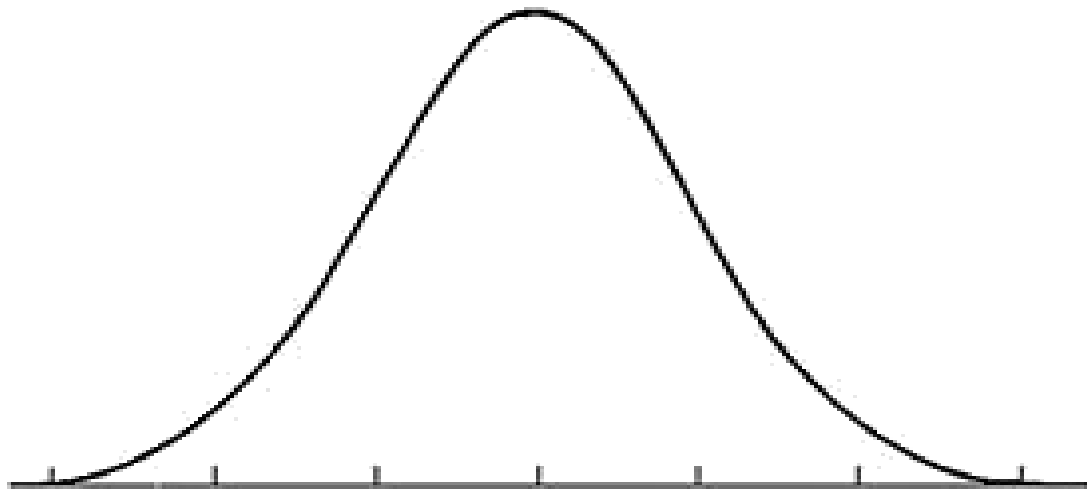
- Art
 - Product Design and Textiles
 - Hospitality and Catering
 - PE & Sports Studies
 - Modern Foreign Languages (speaking exam)
-
- All other GCSEs are assessed completely on exams taken at the end of the course.

Current GCSEs – Raising the bar

1. Curriculum / content
2. Coursework / Controlled Assessments
3. **New grading system**
4. New “good pass” and “standard pass”

Grading 9-1

- All subjects since 2019
- Bell curve



In a difficult year where a set of exams were very challenging, students who may have normally failed could receive a passing grade, but in an 'easy' course students accustomed to getting 7s may get 6/5 or even 4s. This is because a bell curve relegates most students to the 4-5 range. Only the very highest scores earn 7-9, and only the very lowest scores earn u-2.

The bar constantly moves...

- Mo Farah
 - 2012 Olympics
 - Double Gold
 - 5,000m: 13:41.66
 - 10,000m: 27:30.42
- Neither were world records in 2023
 - 5,000m: 12:35.36
 - 10,000m: 26:11.00



Current GCSEs – Raising the bar

1. Curriculum / content
2. Coursework / Controlled Assessments
3. New grading system
4. New “good pass” and “standard pass”

Acle Academy

"Pass" level



More choice

5s come alive

4s open doors

Less choice

New grading structure	Old grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Order of events

- Grading of GCSE
- **Impact of covid and lockdowns**
- What we will do
- What you can do to help

**what's
next?**

Impact of covid and lockdowns

- Exam content – no changes, assume traditional exams
- Exam marking – No CAGs/TAGs
- Exam boards finding “mid-point” for grades again
- Work hard from the start



Attendance

- Students should aim for 100% attendance.
- Good attendance will maximise your child's learning and will positively impact their performance at GCSE.
- 90% attendance is the equivalent to missing 4 weeks of school which is 100 hours of learning!
- Holidays in term time are not permitted.

Punctuality

- Students must arrive to lessons on time



Acle Academy

Attendance Matters



Acle Academy

Attendance Matters

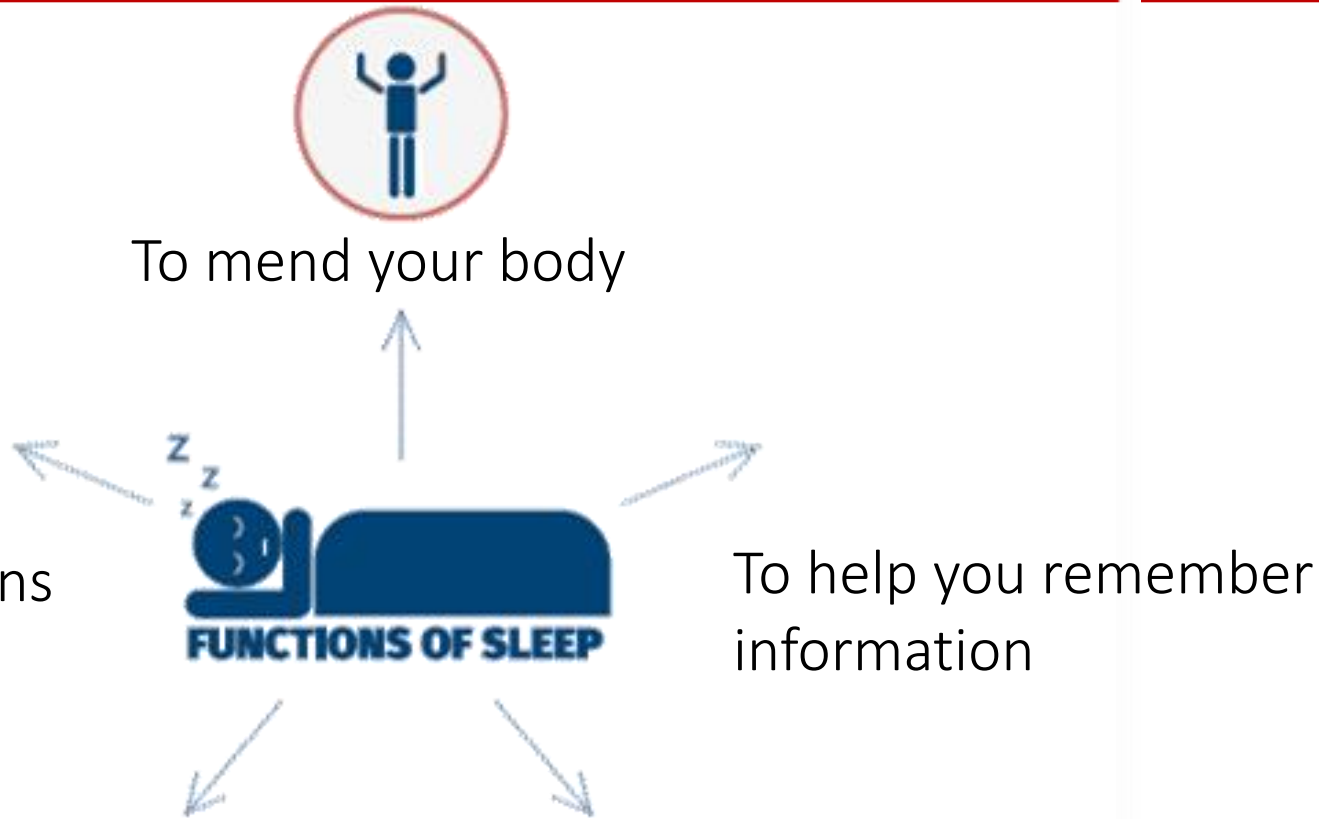
- Target is 100%
- Only 12% of pupils with below 80% school attendance achieve five or more GCSEs at grades 9 to 4 (old A*-C) including English and Maths
- Compared to 68% for pupils with attendance greater than 95%. (Attendance of 95% for the year equals 10 days that your child has been absent)

What is the importance of **sleep** to learning and exam performance?



When you are experiencing anxiety, you may find it difficult to sleep.

: What is the importance of **sleep** to learning and exam performance?



Why do we need sleep?

Acle Academy

Sleep Matters



Most of us need around 8 hours of good-quality sleep a night to function properly.

An occasional night without sleep makes you feel tired and irritable the next day, but it won't harm your health.

After several sleepless nights, the mental effects become more serious. Your brain will fog, making it difficult to concentrate and make decisions. You'll start to feel down, and may fall asleep during the day. Your risk of injury and accidents also increases.

If it continues, lack of sleep can affect your overall health and make you prone to serious medical conditions, such as obesity, heart disease, high blood pressure and diabetes.

We are part of...

Sunday, 15 October 2023

WHY SLEEP MATTERS FOR KIDS

SLEEP RECHARGES KIDS' BODIES AND BRAINS SO THEY CAN:

- Feel calm and refreshed.
- Make good choices.
- Have a healthy weight.
- Pay attention in school.
- Remember what they learned.
- Do better in sports.
- Avoid getting hurt.
- Feel good about themselves.

AFTER 1 OR 2 NIGHTS OF LESS SLEEP, YOUR CHILD MAY:

- Have more meltdowns.
- Make poor choices.
- Zone out in class.
- Forget what they learned.
- Have trouble with sports and games.
- Get into arguments.

KIDS WHO ARE SLEEP-DEPRIVED MAY:

- Feel sad, hopeless, or anxious.
- Become overweight.
- Make risky choices.
- Use cigarettes, alcohol, and drugs.

HOW MUCH IS ENOUGH?

9-12 hours for ages 6-12 8-10 hours for ages 13-18

Revised by Hansa Bhargava, MD, 1/17/2018
SOURCES: American Academy of Sleep Medicine, Sleep Review, National Sleep Foundation, Preventive Medicine, Morbidity and Mortality Weekly Report, American Academy of Pediatrics.

WENSUM TRUST

10 sleep tips for teens



1 Only use your bed for sleep. Don't lie on your bed outside sleep times



2 Try to go to bed and get up at about the same time every day



3 Don't consume caffeinated drinks after 2pm



4 Eat at least two hours before bed



5 Have a relaxing pre-bed routine. Clear your thoughts, meditate



6 Take a hot bath or shower (more than 20 minutes before bedtime)



7 Try drinking a milky drink or chamomile tea before bed



8 Make your bedroom a quiet place



9 Make sure your bedroom is not too hot



10 Turn your computer off. Leave your phone out of the bedroom

Sleep Matters- What can parents do?

- **Have a sleep chat-** Talk with your teenager. Express your concerns openly and ask them what they think.
- **Establish a lights out agreement-** Negotiate a reasonable school night bedtime, and make sure your teen sticks to it. Give your support by helping organise the timing of evening activities. Teens, especially boys, are poor evening organisers, and this often delays their bedtime.
- **Condition bed with relaxation-** Bed should be associated with sleep only. Condition teenagers to associate bed with relaxation. Get your teen to agree to use the bed only for sleep. Don't let them use the bed outside sleep times.
- **Implement a pre-bedtime routine-** Create a relaxing 'winding down' routine that starts 45 minutes before bedtime. No screens. No school work. The routine should be done at the same time and in the same order each night. A routine slowly trains the brain that 'sleep is coming soon'.
- **Don't allow sleep-ins-** Minimise big weekend sleep-ins as much as possible. Regular sleep times are important for forming good sleep habits.
- **Limit screens-** All screen devices should be away from the bedroom at night. If a device needs recharging, do it in another room. This is usually very unpopular. You will get pushback! If you are unable to separate your teen from their phone, there are apps that can enforce screen time limits.
- **More digital device strategies-** School work should be completed before social screen activity begins. Multi-tasking can delay night-time activities and overstimulate young people. Be a good digital role model: follow these rules yourself.

Access Arrangements:

Some students may need access arrangements for their GCSE exams.

Possible access arrangements are as follows:

Reader, Scribe, 25% extra time, use of overlay, use of laptop, prompter, smaller room

If your child has an EHCP then they will automatically be granted access arrangements depending on their needs.

If your child does not have an EHCP then we can either test them to see if they qualify for extra support or if they have a medical condition, then medical evidence can be submitted as evidence to support the access arrangement/s.

We have already sent out letters about confirmed Access Arrangements but if you have any questions or queries, please contact Miss Frary: Lfrary@acle.Norfolk.sch.uk

Careers

*Post 16 Options,
application and
process.*

Year 10 Career Information

Norfolk Skills and Careers Festival. March 2024; Careers Fair – an opportunity to talk to different education/training/employment providers.

Year 10 Careers Drop down Day 4th June

Work Experience - Week commencing the 10th June

Careers Guidance Mentor- on request

Independent Careers Advisors Appointment



ACLE ACADEMY > STUDENTS > CAREERS

Careers

Careers Education, Information Advice and Guidance (CEIAG)

At Acle Academy we believe that good provision of CEIAG is fundamental in helping young people to reach their potential, broaden horizons, and explore their own career aspiration and to be ambitious. Equipping our young people to leave school and move successfully in to further education, employment or training has always held high priority at Acle.

The careers programme we offer takes a practical approach, giving students the employability skills so essential to both finding and being

In This Section

[Email Login](#)

[ClassCharts](#)

[Revision Resource Zone](#)

[Army Cadets](#)

[Careers](#)

[Duke of Edinburgh Award](#)

Year 10 Work Experience 10-14th June

How can Parents/Carers help?

Young people need to be motivated and determined if they are to benefit from the opportunities that Work Related Activities presents.

Parents/Carers should encourage their Son/Daughter to think of the type of placement that they believe they would like to have. For example, they might picture themselves in different industries such as catering, engineering, agriculture/horticulture, community care, clerical administration or hairdressing.

Can students do their placement in another geographical area?

Out of county placements can go ahead provided that **3 minimum criteria** are met. The school and The Exchange must take the following actions to establish that the placement is suitable.

1. Health and safety checks are completed in line with Norfolk County Council Guidance
2. Accommodation and transport arrangements are clear and approved by the Head teacher.
3. Schools have prepared the student appropriately and that clear processes for monitoring a student are in place.

*The final decision on whether the placement goes ahead rests with the head teacher, providing that the 3 minimum criteria above are met. If any of the 3 criteria are not met the placement **must not** go ahead.*

We are part of...

Who can have a students at their workplace?

- EMPLOYERS MUST HOLD EMPLOYER AND PUBLIC LIABILITY INSURANCE
- THEY MUST BE HEALTH AND SAFETY CHECKED BY NORFOLK COUNTY COUNCIL
- THERE ARE SOME PROHIBITED JOBS, BUT STUDENTS **CAN** UNDERTAKE ROLES NORMALLY RESTRICTED BY CHILD EMPLOYMENT REGULATIONS, SUCH AS WORKING IN KITCHENS
- STUDENTS CAN BE ASKED TO WORK UP TO 40 HOURS A WEEK
- THEY MAY BE ASKED TO SWAP A WEEK DAY SHIFT FOR A WEEKEND SHIFT
- THEY MAY BE ASKED TO WORK AN EVENING SHIFT
- YOU CAN SPLIT YOUR PLACEMENT

Year 10 Work Experience 10-14th June

Next Steps and Deadline!

Parental Consent Form

(**Friday 8th December**- completed by parents)

Placement Form

(**Thursday 21st March**- Completed by employer)


We are part of...

Friday 12th November 2021
To be completed and returned to school by Friday 9th December 2022

Acle Academy
WORK EXPERIENCE PARENT/CARER CONSENT FORM
Monday 12th June- Friday 16th June 2023

Student Details:			
Student Name:			Form Group:
Type of work experience placement student is looking for (please list here e.g. office, shop etc):			
I give permission for the above-named student to participate in the Acle Academy's Work Experience programme, under the Education (Work Experience) Act 1973, for the purpose of gaining experience in the work place, during the period Monday 12th June- Friday 16th June 2023 .			
	YES	NO	
I recognise that work experience is a vital part of my child's compulsory education and as such, it is not acceptable to arrange a holiday during this period without seeking permission through the completion of a Leave of Absence Form.			
	YES	NO	
I agree to support my child in trying to find their own placement. The final decision as to where each student is placed will rest with the school.			
	YES	NO	
Health Declaration:			
I confirm that my child does not have any medical, health, educational or social conditions that may affect his / her performance at work.			
	YES	NO	
I confirm that my child does have a medical, health, educational or social condition that may affect his / her performance at work and I have noted them in the box below.			
	YES	NO	
Medical Details:			
	YES	NO	
Colour Blindness			Eczema/dermatitis
Dizziness			Chronic Back problems
Epilepsy			Claustrophobia
Fainting or Blackouts			Skin Problems
Impaired Hearing			Mental Health Problems
Asthma or chest trouble			Physical Disabilities
Inflammatory Joint Condition			Impaired Eyesight (if not corrected by glasses)
Is your child taking any medication that may affect their work, i.e. cause drowsiness? If YES, please note the medication here:			
If you have indicated YES for any of the above, or if your child has a medical, health, education, behavioural or social condition that has not been listed, please give further information in the space provided below:			
NOTE: It is recommended that students have an up to date tetanus injection if they are to come into contact with animals or soil.			

Acle Academy's WORK EXPERIENCE PROGRAMME
Placement Form
12th June – 16th June 2023 (5 days)



PUPIL NAME:	FORM
To the Employer: Thank you for offering the above student a work experience placement. Please complete this form fully. We will then contact you for further information about your business in order for us to approve the placement.	
BUSINESS NAME	
Contact name	Mr/Mrs/Miss/Ms
Your Role/ Job Title	
Business address	Post Code:
Email Address	
Telephone/Mobile	
Job Title for student	
Duties to be carried out by student:	
Working Days/Times	
Meal Breaks	
Appropriate Clothing	

Help You Choose

You can find lots of useful information to help support your child in the parents section of Help You Choose

Why Apply Online via Help You Choose?

- *All the learning options are all in one place.*
- *Young people can apply to multiple providers using the same information.*
- *They will receive emails to keep them up-to-date with the progress of their applications.*



The screenshot shows the Help You Choose website. The header is dark blue with the logo 'HelpYouChoose Your future, your choice' and navigation links: Home, Info & Advice, Courses, News & Events, SEND, Volunteering, My Account. There are also links for Log in, Register, Advisers, Parents, Feedback, and Help, along with social media icons for Facebook and Twitter. A search bar with the placeholder 'Choose an area' is present. The main content area is white and features a 'Welcome to Help You Choose' message, stating it is 'The information, advice and careers guidance website for young people in Norfolk'. Below this are five filter buttons: 'I'm in Year 8/9', 'I'm in Year 10', 'I'm in Year 11', 'I'm aged 16-19', and 'View All'. Three featured cards are visible: 'Find an Apprenticeship' with a wrench and screwdriver icon, 'Choices at 16' with a large '16' icon, and 'All about Apprenticeships' with a photo of a woman in a yellow hard hat. Each card has a right-pointing arrow at the bottom.











We are part of...



More information...

*Careers Page on Acle Academy Website
Parents Section on Help you Choose*

Choices at 16

More within Choices at 16

 What are the options for 16 - 18's? >	 How do qualifications compare? >
 Further education (FE) >	 Apprenticeships and traineeships >
 Year 11 - planning the year ahead >	 Questions for open events at sixth form colleges and FE colleges >
 Finance for learning >	 Travel and transport >
 Where will the future jobs be? >	 Using Help You Choose >



ACLE ACADEMY > STUDENTS > CAREERS

Careers

Careers Education, Information Advice and Guidance (CEIAG)

At Acle Academy we believe that good provision of CEIAG is fundamental in helping young people to reach their potential, broaden horizons, and explore their own career aspiration and to be ambitious. Equipping our young people to leave school and move successfully in to further education, employment or training has always held high priority at Acle.

The careers programme we offer takes a practical approach, giving students the employability skills so essential to both finding and being...

In This Section

- Email Login
- ClassCharts
- Revision Resource Zone
- Army Cadets
- Careers**
- Duke of Edinburgh Award

We are part of...

Home learning

- Revision
- The purpose of home learning and why it is important
- Parental support makes a difference



Home learning – how can we support it?

- Home learning is set on Class
- All parents have their own ac
- Notifications
- Powerful conversations
- **Homework is deliberately set that parents/carers can support time and manage their worklo**

We are part of...

Key findings

1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.
2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).
3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.
4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).

How much time should they be spending on home learning?

- This will vary occasionally as sometimes homework will come in patterns.
- On average most studies say that GCSE students should be completing approximately **1 and half hours homework a day.**
- Getting into good habits linked to completing homework and using time effectively will benefit pupils when revision starts to step up.



We are part of...

Acle Academy

Create a work space

- Help them to organise this space so everything is at hand



Making use of the resources available to you

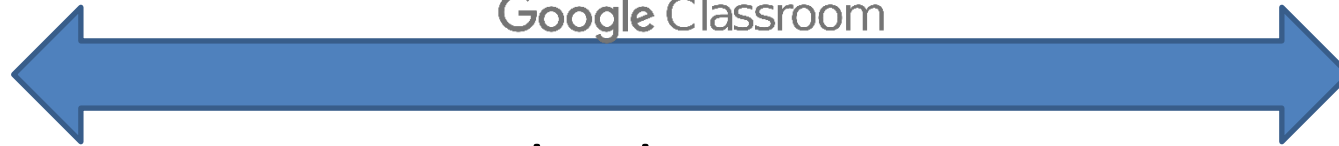
We have wealth of incredibly useful and proven revision resources at our disposal to help GCSE students attain highly.



GCSEPod



Google Classroom



Google Classroom



Acle Academy GCSE Revision Zone



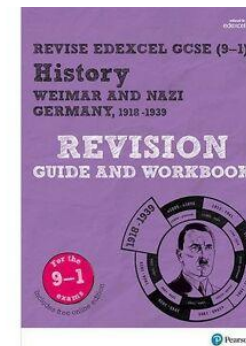
Seneca



Pixl Apps



Oak National Academy



Traditional revision materials

What is GCSEPod?

3-5
minute
'Pods'

28+
subjects

Easy
to use

57.9 million
pods
watched

17.4 million
pods
watched in
2021

10 years experience as an
award
winning educational
publisher

- Mapped to the
curriculum
- Available on all
platforms

1 in 3 secondary schools in the UK
subscribe

- In use across 40+ countries

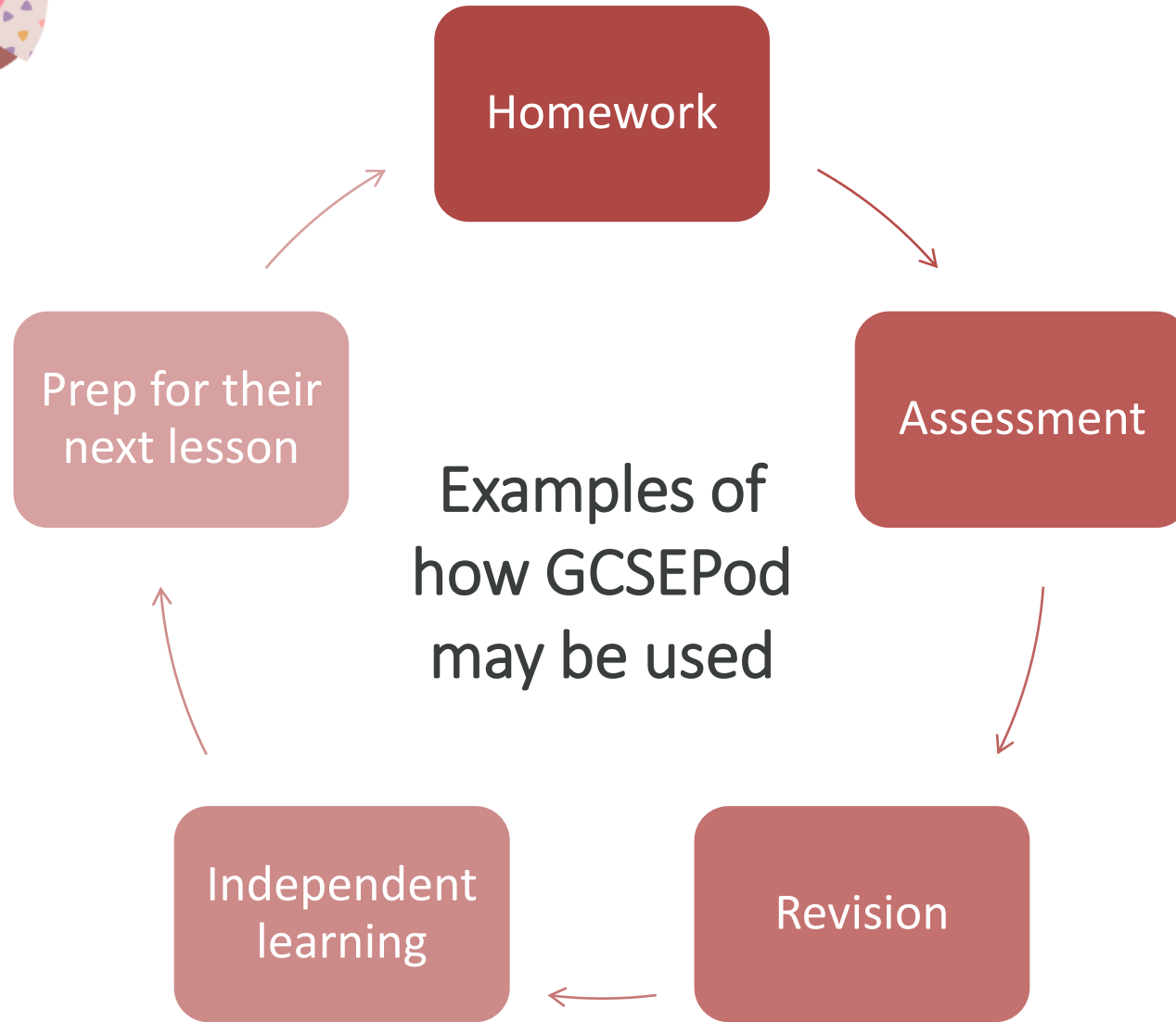
- “The Netflix of GCSE
Content”



GCSEPod covers a broad range of subjects

The subjects are filtered on your child's account to what they study and their exam boards





Study smart



Study Smart Pods help you and your child learn how to learn smarter

The Pods look at the theory behind the science and helps to identify new methods of learning and revision

APRIL

Find the sweet spot just before you'd forget

Best way to improve potential for learning

It's always better to be over-generous

Mind map

Write down the keywords that appear onscreen

Write down as much as you can remember

APRIL

Return to the information to review it

Repeat this process 4 or 5 days later

Select the information to revise

Language techniques

Study Plan

	am	pm
Mon		
Tues		
Wed		
Thu		

Revision

Switch between different ideas

Move to a related or similar topic

The Cold War 1945 - 19

The Cold War 1985 - 1991

The Cold War 1979 - 1985

Use the information more flexibly

"I carving out me identity"

Find it easier to remember the poems and bring them quickly to memory

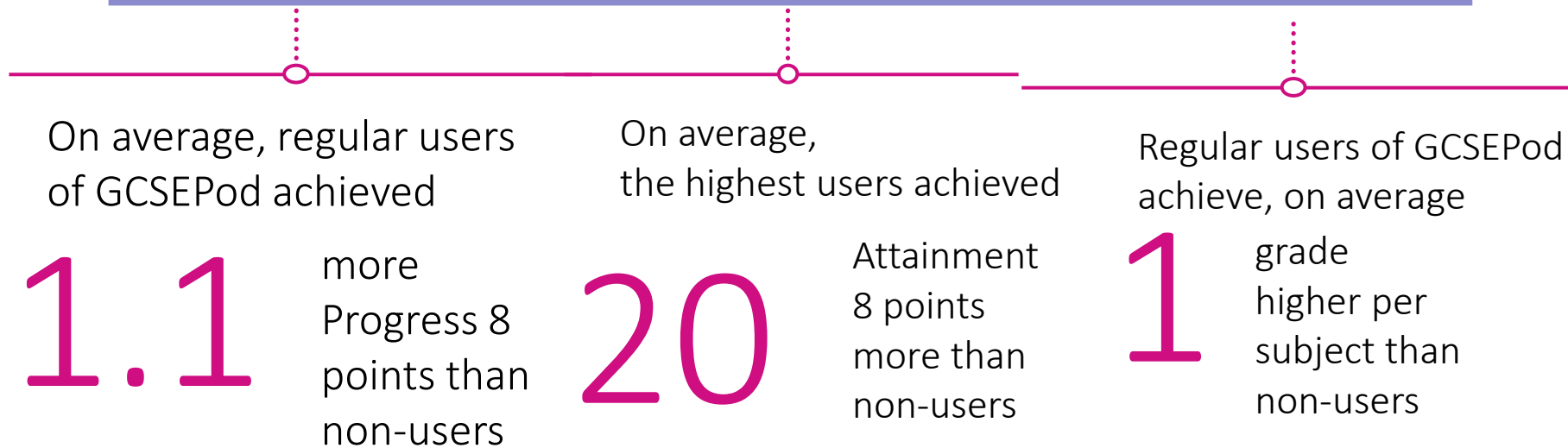
"Paper that lets the light shine through"

Might even be able to match new poems to the correct poets

"A samurai sword in the cockpit"

Why it works!

Year 11 Impact Analysis



Want to know more?

Visit www.gcsepod.com/parents to find out more and get exclusive access to additional resources that will help you support your child

Register for a free parent/carers webinars to find out more

Watch the parents introductory video I have uploaded to the school's website.

www.gcsepod.com/podup-presents-webinars/



Getting it right, most of the time!

1. Effective revision habits
2. 'Coaching your child' How to approach difficult school-based conversations
3. Managing Stress
4. Psychology of success

We are part of...



Acle Academy

Revision

- Effective revision
- Subject specific revision

LAMB

Land
Armaments
Money
Blame

Know "LAMB" and use it to tick off your completed revision with something that helps you understand

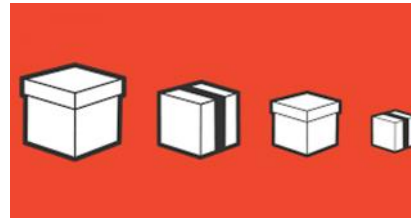
Dual Coding

Try using images to help you remember.



Flash cards

- Colour code them.
- Quote on the front.
- Analysis on the back with technique, what it links to etc.
- Theme and character.
- Say your cards out loud when studying



The key to revision?

Video clips

Make notes while watching a revision clip

48%

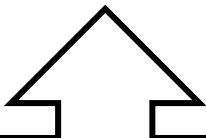


of



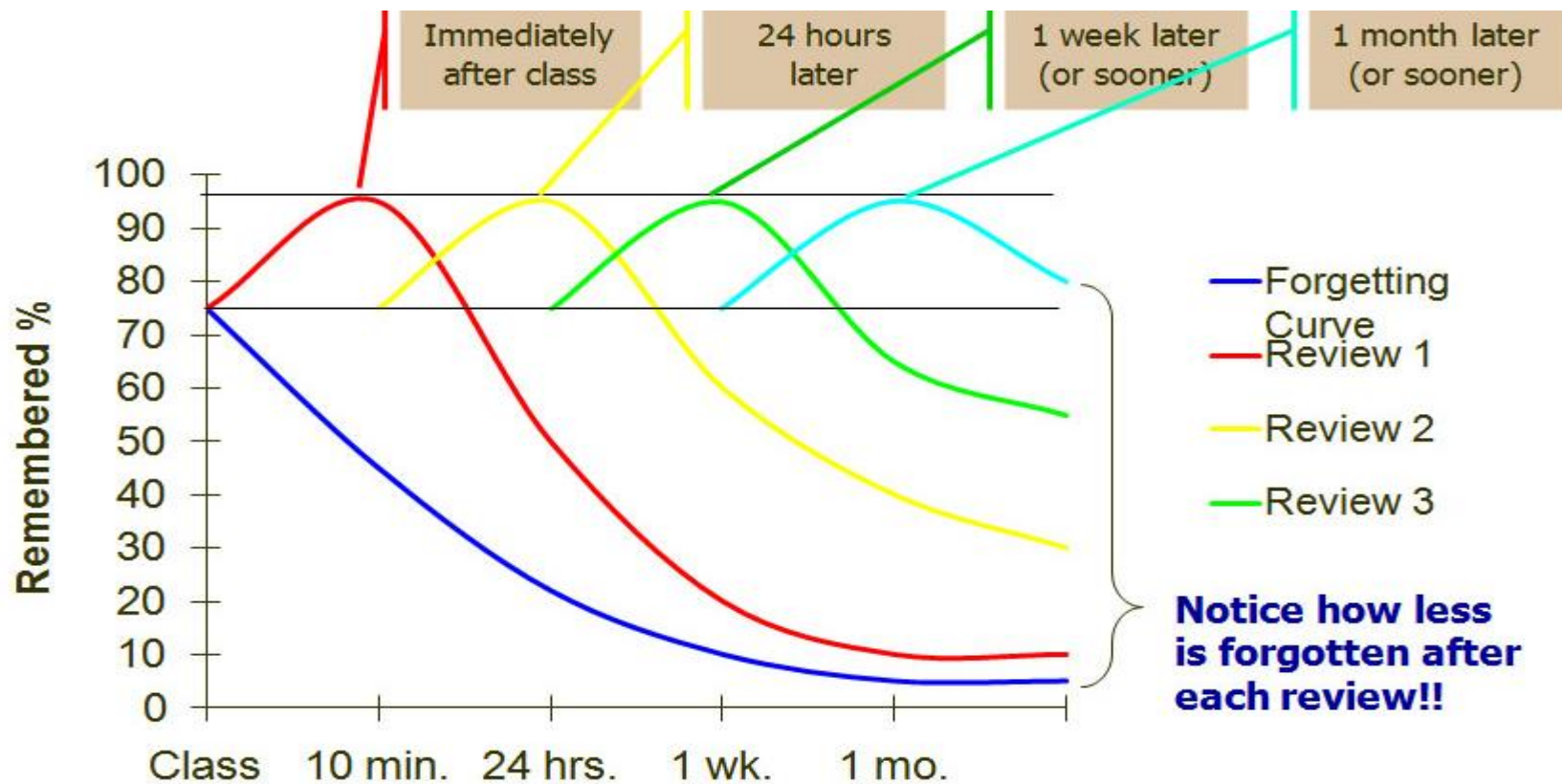
Acle Academy

The Science of revising

Most Powerful Strategies	Least Powerful Strategies
<ul style="list-style-type: none">• Practice exam questions (PowerHour)• Quizzing• Flashcards• Mind-maps• Spacing out your revision	<ul style="list-style-type: none">• Re-reading• Summarising• Highlighting <div data-bbox="1319 992 2147 1239" style="border: 1px solid black; padding: 5px; text-align: center;"><p>These three make you feel you are doing something, but your brain isn't working hard!</p></div> <ul style="list-style-type: none">• Cramming

Retrieval Practice

- Frequent low stakes testing
- Proven results: Learn it. Forget it. Repeat!



Knowledge Organisers

What is Urbanisation?	Sustainable Urban Living	Traffic Management
<p>This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50% of the world's population live in urban areas.</p> <p>Where is Urbanisation happening?</p> <p>Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.</p>	<p>Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use them.</p> <p>Water Conservation</p> <ul style="list-style-type: none"> Collecting rainwater for gardens and flushing toilets. Installing water meters and toilets that flush less water. Educating people on using less water. <p>Energy Conservation</p> <ul style="list-style-type: none"> Using less fossil fuels can reduce the rate of climate change. Promoting renewable energy sources. Making homes more energy efficient. Encouraging people to use energy. <p>Environmental problems</p> <ul style="list-style-type: none"> Traffic increases air pollution which releases greenhouse gases that is leading to climate change. <p>Economic problems</p> <ul style="list-style-type: none"> Congestion can make people late for work and business deliveries take longer. This can cause companies to lose money. <p>Social Problems</p> <ul style="list-style-type: none"> There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians. 	<p>Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.</p> <p>Environmental problems</p> <ul style="list-style-type: none"> Traffic increases air pollution which releases greenhouse gases that is leading to climate change. <p>Economic problems</p> <ul style="list-style-type: none"> Congestion can make people late for work and business deliveries take longer. This can cause companies to lose money. <p>Social Problems</p> <ul style="list-style-type: none"> There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.
Causes of Urbanisation	Urban Greening	Waste Recycling
<p>Rural - urban migration (1)</p> <p>The movement of people from rural to urban areas.</p> <p>Push</p> <ul style="list-style-type: none"> Natural disasters War and Conflict Mechanisation Drought Lack of employment <p>Pull</p> <ul style="list-style-type: none"> More Jobs Better education & healthcare Increased quality of life. Following family members. 	<p>Creating green spaces in urban areas can improve places for people who want to live there.</p> <ul style="list-style-type: none"> Provide natural cooler areas for people to relax in. Encourages people to exercise. Reduces the risk of flooding from surface runoff. 	<p>More recycling means fewer resources are used. Less waste eventually goes to landfill.</p> <ul style="list-style-type: none"> Collection of household waste. More local recycling facilities. Greater awareness of the benefits in recycling.
Natural Increase (2)	When the birth rate exceeds the death rate.	Lower death rate (DR)
<p>Increase in birth rate (BR)</p> <ul style="list-style-type: none"> High percentage of population are child-bearing age which leads to high fertility rate. Lack of contraception or education about family planning. 	<p>Lower death rate (DR)</p> <ul style="list-style-type: none"> Higher life expectancy due to better living conditions and diet. Improved medical facilities helps lower infant mortality rate. 	<p>Types of Cities</p> <p>Megacity</p> <p>An urban area with over 10 million people living there.</p> <p>More than two thirds of current megacities are located in either NEEs (Nigeria) and LICs (Uganda). The amount of megacities are predicted to increase from 28 to 41 by 2030.</p>
Unit 2a Urban Issues & Challenges		
Sustainable Urban Living Example: Norwich	Social and Economic Strategies	Environmental Strategies
<p>Sustainable Urban Living Example: Norwich</p> <ul style="list-style-type: none"> A £4million deal will boost the science and technology sectors; creating 19,000 jobs. Newcross Healthcare create 200 new nursing jobs. In 2013, 145 affordable homes were built across the city. A new eco-town at Rackheath is to be built with 5000 homes. 	<ul style="list-style-type: none"> Norwich has 6 park and ride sites with 4800 parking spaces. Blue bin: recyclables: 40% recycled in 2012. Brown bin: compost: 9000 home signs up for this. 24 of the most polluting service businesses now have emission reducing technology on them. 	<p>Traffic Management Example: Norwich</p> <p>In 2016 the city pedestrianised its busiest CBD roads (such as Westgate at the end of St Stephens). The city has also invested in bus and cycle lanes (e.g. down Newmarket Road) which help to prioritise public transport over private (e.g. cars).</p>
Integrated Transport System	Greenbelt Area	Urban Regeneration
<p>This is the linking of different forms of public and private transport within a city and the surrounding area.</p> <p>Brownfield Site</p> <p>Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.</p>	<p>This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.</p>	<p>The investment in the revival of old, urban areas are either improving what is there or clearing it away and rebuilding.</p>

Early Elizabethan England (1558-1588): Knowledge Overview

KT1: Queen, Government and Religion (1558-69)	KT2: Challenges to Elizabeth at Home and Abroad (1569-88)	KT3: Elizabethan society in the Age of Exploration (1558-88)
<p>[1.1] The situation on Elizabeth's accession</p> <ul style="list-style-type: none"> The monarch was at the top of society, followed by the nobility, gentry, yeoman, tenant farmers, the poor and then vagrants. In the towns there were also merchants and craftsmen. The government was made up of the Court, Privy Council, Parliament, Lords Lieutenant and Justices of the Peace (JPs). As monarch, Elizabeth could declare war and make peace, call and dismiss parliament, rule in some legal cases and grant titles, land, money and jobs (patronage). The most important Privy Councillor was the Secretary of State, Sir William Cecil held the position until 1573. Elizabeth's legitimacy was questioned because she was a woman, had not married, and because her father Henry VIII had divorced his first wife, Catherine of Aragon, and it was believed that Elizabeth was born out of wedlock. Elizabeth was highly intelligent, well educated and had an excellent grasp of politics. She could speak 5 languages and made great speeches. When Elizabeth came to the throne, the country was in £300,000 of debt. France was a traditional enemy of England and had formed the Auld Alliance with England's other enemy, Scotland (of which the queen was her cousin, Mary Queen of Scots) Elizabeth were concerned that, because France and Spain were no longer at war, they could form a Catholic alliance against her. 	<p>[1.2] The settlement of religion</p> <ul style="list-style-type: none"> The English Reformation began in 1532, when Henry VIII created the Church of England. There was much hostility between Catholics and Protestants. Elizabeth was a Protestant whereas The North and North-West of England tended to be more strongly Catholic whereas the South-East of England was mainly Protestant. Elizabeth wanted to find a compromise between the two denominations and so created the Religious Settlement in 1559. It came in three parts: The Act of Supremacy (made Elizabeth supreme governor of the Church and all clergy had to swear an oath of allegiance), The Act of Uniformity (established the appearance of churches and the form of services) and the Royal Injunctions (a set of instructions to help enforce the Acts). 8,000 priests took the oath of supremacy but only one bishop did, so Elizabeth appointed 27 new bishops. The majority of normal people accepted the settlement and attended services but may have still held onto their Catholic beliefs in private. To enforce the settlement, visitations took place every 3-4 years. In 1569 alone, up to 400 clergy were dismissed. 	<p>[1.3] Education and leisure</p> <ul style="list-style-type: none"> Attitudes towards education were beginning to change but you were still prepared for the life you were expected to live based on the Tudor social hierarchy. Children on the nobility learned a variety of subjects, such as foreign languages, Philosophy, History and Government. Englishmen were taught a variety of skills such as music, dancing and swordwork. Noble children were tutored at home but were often sent to another noble household to finish the education. The greatest change was the development of grammar schools. 42 grammar schools were founded in the 1560s. They were set up for boys considered bright, who came from families of the gentry, professionals or business owners. Some grammar schools ran alternative curricula for sons of merchants and craftsmen. Petty schools were often set up and ran in a teacher's home. Boys whose parents could afford to send them to school started their education here. Girls went to Dame schools, run by a local, educated woman. They would learn reading, writing and basic arithmetic. Most Elizabethans had no formal education and learned what they needed from their families. It is estimated that around 10% of men and 10% of women were literate by the end of Elizabeth's reign. For those able to go on to higher education, they would attend either Oxford or Cambridge University, starting at the age of 14/15. Your social class also determined what sports and leisure activities you could take part in. Nobility: hunting, hawking, fishing, fencing and tennis. Craftsmen, farmers and labourers: football. Other leisure activities included balling and cock-fighting. These were spectator sports. The Theatre was a popular building and the first purpose-built theatre was the Swan Inn, constructed in 1567.
<p>[1.2] The settlement of religion</p> <ul style="list-style-type: none"> The English Reformation began in 1532, when Henry VIII created the Church of England. There was much hostility between Catholics and Protestants. Elizabeth was a Protestant whereas The North and North-West of England tended to be more strongly Catholic whereas the South-East of England was mainly Protestant. Elizabeth wanted to find a compromise between the two denominations and so created the Religious Settlement in 1559. It came in three parts: The Act of Supremacy (made Elizabeth supreme governor of the Church and all clergy had to swear an oath of allegiance), The Act of Uniformity (established the appearance of churches and the form of services) and the Royal Injunctions (a set of instructions to help enforce the Acts). 8,000 priests took the oath of supremacy but only one bishop did, so Elizabeth appointed 27 new bishops. The majority of normal people accepted the settlement and attended services but may have still held onto their Catholic beliefs in private. To enforce the settlement, visitations took place every 3-4 years. In 1569 alone, up to 400 clergy were dismissed. 	<p>[2] Relations with Spain</p> <ul style="list-style-type: none"> Elizabeth's foreign policy aims were to develop and improve trade, protect England's borders, protect the throne and avoid war. Francis Drake was an English merchant. In 1577, he was hired by Elizabeth as a privateer. She also issued him with secret orders to attack Spain's colonies in the New World. Drake's 1577-80 voyage helped to circumnavigate the globe - the first Englishman to do so. He set off with 5 ships and returned with just one, the Golden Hind. During his voyage, Drake plundered Spanish ports and ships along the coasts of Chile and Peru and discovered the North California, naming it New Albion. It is believed that he had been retained Drake brought with him 600,000 of Spanish treasure. From 20th, Spanish ships were calling to the Netherlands with troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. 	<p>[3.2] The problem of the poor</p> <ul style="list-style-type: none"> Poverty during Elizabeth's reign was caused by population growth, the rising price of food (food became more in demand as the population grew), a change to sheep farming for wool rather than growing crops, and enclosure. Enclosure meant replacing large, open fields with individual fields belonging to one person. Enclosure often made landless workers, rich but ordinary labourers could not afford increased rents and therefore suffered. Also, more efficient techniques for farming meant that fewer labourers were needed. Vagrabonds (homeless people without jobs who roamed around begging for money) were paid for as they threatened law and order. Vagrabonds and the number of urban poor grew rapidly. Craftsmen, farmers and labourers: football. Other leisure activities included balling and cock-fighting. These were spectator sports. The Theatre was a popular building and the first purpose-built theatre was the Swan Inn, constructed in 1567.
<p>[1.3] Challenge to the religious settlement</p> <ul style="list-style-type: none"> Puritans (radical Protestants) opposed keeping crucifixes in churches as they felt they represented idols. Elizabeth demanded crucifixes be displayed but when some Puritan bishops threatened to resign, she backed down. Puritans also believed that vestments should be plain and simple. The Catholic campaign against Protestantism was known as the Counter-Reformation. In 1566, the Pope issued instructions that Catholics should not attend Church of England services. Elizabeth did not investigate recusants too closely as she did not want to make martyrs of people. Around one-third of the nobility were recusants, especially in north-west England. In 1569, the Earls of Northumberland and Westmorland rebelled in the Revolt of the Northern Barons. They took Durham Cathedral and celebrated a Catholic mass. The rebellion was put down and hundreds of rebels were executed. When religion war broke out in France, Elizabeth agreed to help French Protestants in 1562, hoping to get Calais back in return. This failed and the French made peace. Elizabeth lost Calais for good in the Treaty of Troyes (1564). With Catholic Spain controlling the Netherlands, Catholics and Protestants united in the Dutch Revolt (1568) against the Spanish. Elizabeth was under pressure to help but wanted to avoid war. Instead, she allowed Sea Beggars to shelter in English ports. In 1568, Elizabeth took gold from Spanish ships that took refuge in English ports. She argued that since it was a loan it did not belong to Spain. The event is known as the Genoese Loan. 	<p>[2] Relations with Spain</p> <ul style="list-style-type: none"> Elizabeth's foreign policy aims were to develop and improve trade, protect England's borders, protect the throne and avoid war. Francis Drake was an English merchant. In 1577, he was hired by Elizabeth as a privateer. She also issued him with secret orders to attack Spain's colonies in the New World. Drake's 1577-80 voyage helped to circumnavigate the globe - the first Englishman to do so. He set off with 5 ships and returned with just one, the Golden Hind. During his voyage, Drake plundered Spanish ports and ships along the coasts of Chile and Peru and discovered the North California, naming it New Albion. It is believed that he had been retained Drake brought with him 600,000 of Spanish treasure. From 20th, Spanish ships were calling to the Netherlands with troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. 	<p>[3.2] The problem of the poor</p> <ul style="list-style-type: none"> Poverty during Elizabeth's reign was caused by population growth, the rising price of food (food became more in demand as the population grew), a change to sheep farming for wool rather than growing crops, and enclosure. Enclosure meant replacing large, open fields with individual fields belonging to one person. Enclosure often made landless workers, rich but ordinary labourers could not afford increased rents and therefore suffered. Also, more efficient techniques for farming meant that fewer labourers were needed. Vagrabonds (homeless people without jobs who roamed around begging for money) were paid for as they threatened law and order. Vagrabonds and the number of urban poor grew rapidly. Craftsmen, farmers and labourers: football. Other leisure activities included balling and cock-fighting. These were spectator sports. The Theatre was a popular building and the first purpose-built theatre was the Swan Inn, constructed in 1567.
<p>[1.4] The problem of Mary Queen of Scots</p> <ul style="list-style-type: none"> Mary Queen of Scots was a Catholic with a strong claim to the English throne. She was Elizabeth's second cousin and there were no issues about her legitimacy. Her mother, Mary of Guise, was from a powerful French noble family. When MQS was away ruling in France (with her husband, King Francis II), her mother rules Scotland. Her Scottish Protestant lords rebelled and Elizabeth secretly sent money to help the rebels. The rebellion ended with the Treaty of Edinburgh (1560) which said that Mary would give up her claim to the English throne. When Francis died, Mary returned to Scotland but the Protestant lords controlled government. Mary herself never approved the treaty. MQS married her second husband, Lord Darnley in 1565 and gave birth to a son, James. Darnley was murdered. Probably by the Earl of Bothwell (who would become Mary's third husband). This scandal led to the lords rebelling again and they forced Mary to abdicate. She was imprisoned in a castle but escaped in 1568 and raised an army to try to regain her throne. She was defeated and fled to England seeking support from Elizabeth. A court heard the case of Darnley's murder in 1568. Mary said the court had no right to try her because she was an anointed monarch. The court did not reach a verdict and Mary remained in England in captivity. 	<p>[2] Relations with Spain</p> <ul style="list-style-type: none"> Elizabeth's foreign policy aims were to develop and improve trade, protect England's borders, protect the throne and avoid war. Francis Drake was an English merchant. In 1577, he was hired by Elizabeth as a privateer. She also issued him with secret orders to attack Spain's colonies in the New World. Drake's 1577-80 voyage helped to circumnavigate the globe - the first Englishman to do so. He set off with 5 ships and returned with just one, the Golden Hind. During his voyage, Drake plundered Spanish ports and ships along the coasts of Chile and Peru and discovered the North California, naming it New Albion. It is believed that he had been retained Drake brought with him 600,000 of Spanish treasure. From 20th, Spanish ships were calling to the Netherlands with troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. 	<p>[3.2] The problem of the poor</p> <ul style="list-style-type: none"> Poverty during Elizabeth's reign was caused by population growth, the rising price of food (food became more in demand as the population grew), a change to sheep farming for wool rather than growing crops, and enclosure. Enclosure meant replacing large, open fields with individual fields belonging to one person. Enclosure often made landless workers, rich but ordinary labourers could not afford increased rents and therefore suffered. Also, more efficient techniques for farming meant that fewer labourers were needed. Vagrabonds (homeless people without jobs who roamed around begging for money) were paid for as they threatened law and order. Vagrabonds and the number of urban poor grew rapidly. Craftsmen, farmers and labourers: football. Other leisure activities included balling and cock-fighting. These were spectator sports. The Theatre was a popular building and the first purpose-built theatre was the Swan Inn, constructed in 1567.
<p>[1.4] The problem of Mary Queen of Scots</p> <ul style="list-style-type: none"> Mary Queen of Scots was a Catholic with a strong claim to the English throne. She was Elizabeth's second cousin and there were no issues about her legitimacy. Her mother, Mary of Guise, was from a powerful French noble family. When MQS was away ruling in France (with her husband, King Francis II), her mother rules Scotland. Her Scottish Protestant lords rebelled and Elizabeth secretly sent money to help the rebels. The rebellion ended with the Treaty of Edinburgh (1560) which said that Mary would give up her claim to the English throne. When Francis died, Mary returned to Scotland but the Protestant lords controlled government. Mary herself never approved the treaty. MQS married her second husband, Lord Darnley in 1565 and gave birth to a son, James. Darnley was murdered. Probably by the Earl of Bothwell (who would become Mary's third husband). This scandal led to the lords rebelling again and they forced Mary to abdicate. She was imprisoned in a castle but escaped in 1568 and raised an army to try to regain her throne. She was defeated and fled to England seeking support from Elizabeth. A court heard the case of Darnley's murder in 1568. Mary said the court had no right to try her because she was an anointed monarch. The court did not reach a verdict and Mary remained in England in captivity. 	<p>[2] Relations with Spain</p> <ul style="list-style-type: none"> Elizabeth's foreign policy aims were to develop and improve trade, protect England's borders, protect the throne and avoid war. Francis Drake was an English merchant. In 1577, he was hired by Elizabeth as a privateer. She also issued him with secret orders to attack Spain's colonies in the New World. Drake's 1577-80 voyage helped to circumnavigate the globe - the first Englishman to do so. He set off with 5 ships and returned with just one, the Golden Hind. During his voyage, Drake plundered Spanish ports and ships along the coasts of Chile and Peru and discovered the North California, naming it New Albion. It is believed that he had been retained Drake brought with him 600,000 of Spanish treasure. From 20th, Spanish ships were calling to the Netherlands with troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. 	<p>[3.2] The problem of the poor</p> <ul style="list-style-type: none"> Poverty during Elizabeth's reign was caused by population growth, the rising price of food (food became more in demand as the population grew), a change to sheep farming for wool rather than growing crops, and enclosure. Enclosure meant replacing large, open fields with individual fields belonging to one person. Enclosure often made landless workers, rich but ordinary labourers could not afford increased rents and therefore suffered. Also, more efficient techniques for farming meant that fewer labourers were needed. Vagrabonds (homeless people without jobs who roamed around begging for money) were paid for as they threatened law and order. Vagrabonds and the number of urban poor grew rapidly. Craftsmen, farmers and labourers: football. Other leisure activities included balling and cock-fighting. These were spectator sports. The Theatre was a popular building and the first purpose-built theatre was the Swan Inn, constructed in 1567.
<p>[1.4] The problem of Mary Queen of Scots</p> <ul style="list-style-type: none"> Mary Queen of Scots was a Catholic with a strong claim to the English throne. She was Elizabeth's second cousin and there were no issues about her legitimacy. Her mother, Mary of Guise, was from a powerful French noble family. When MQS was away ruling in France (with her husband, King Francis II), her mother rules Scotland. Her Scottish Protestant lords rebelled and Elizabeth secretly sent money to help the rebels. The rebellion ended with the Treaty of Edinburgh (1560) which said that Mary would give up her claim to the English throne. When Francis died, Mary returned to Scotland but the Protestant lords controlled government. Mary herself never approved the treaty. MQS married her second husband, Lord Darnley in 1565 and gave birth to a son, James. Darnley was murdered. Probably by the Earl of Bothwell (who would become Mary's third husband). This scandal led to the lords rebelling again and they forced Mary to abdicate. She was imprisoned in a castle but escaped in 1568 and raised an army to try to regain her throne. She was defeated and fled to England seeking support from Elizabeth. A court heard the case of Darnley's murder in 1568. Mary said the court had no right to try her because she was an anointed monarch. The court did not reach a verdict and Mary remained in England in captivity. 	<p>[2] Relations with Spain</p> <ul style="list-style-type: none"> Elizabeth's foreign policy aims were to develop and improve trade, protect England's borders, protect the throne and avoid war. Francis Drake was an English merchant. In 1577, he was hired by Elizabeth as a privateer. She also issued him with secret orders to attack Spain's colonies in the New World. Drake's 1577-80 voyage helped to circumnavigate the globe - the first Englishman to do so. He set off with 5 ships and returned with just one, the Golden Hind. During his voyage, Drake plundered Spanish ports and ships along the coasts of Chile and Peru and discovered the North California, naming it New Albion. It is believed that he had been retained Drake brought with him 600,000 of Spanish treasure. From 20th, Spanish ships were calling to the Netherlands with troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. 	<p>[3.2] The problem of the poor</p> <ul style="list-style-type: none"> Poverty during Elizabeth's reign was caused by population growth, the rising price of food (food became more in demand as the population grew), a change to sheep farming for wool rather than growing crops, and enclosure. Enclosure meant replacing large, open fields with individual fields belonging to one person. Enclosure often made landless workers, rich but ordinary labourers could not afford increased rents and therefore suffered. Also, more efficient techniques for farming meant that fewer labourers were needed. Vagrabonds (homeless people without jobs who roamed around begging for money) were paid for as they threatened law and order. Vagrabonds and the number of urban poor grew rapidly. Craftsmen, farmers and labourers: football. Other leisure activities included balling and cock-fighting. These were spectator sports. The Theatre was a popular building and the first purpose-built theatre was the Swan Inn, constructed in 1567.
<p>[1.4] The problem of Mary Queen of Scots</p> <ul style="list-style-type: none"> Mary Queen of Scots was a Catholic with a strong claim to the English throne. She was Elizabeth's second cousin and there were no issues about her legitimacy. Her mother, Mary of Guise, was from a powerful French noble family. When MQS was away ruling in France (with her husband, King Francis II), her mother rules Scotland. Her Scottish Protestant lords rebelled and Elizabeth secretly sent money to help the rebels. The rebellion ended with the Treaty of Edinburgh (1560) which said that Mary would give up her claim to the English throne. When Francis died, Mary returned to Scotland but the Protestant lords controlled government. Mary herself never approved the treaty. MQS married her second husband, Lord Darnley in 1565 and gave birth to a son, James. Darnley was murdered. Probably by the Earl of Bothwell (who would become Mary's third husband). This scandal led to the lords rebelling again and they forced Mary to abdicate. She was imprisoned in a castle but escaped in 1568 and raised an army to try to regain her throne. She was defeated and fled to England seeking support from Elizabeth. A court heard the case of Darnley's murder in 1568. Mary said the court had no right to try her because she was an anointed monarch. The court did not reach a verdict and Mary remained in England in captivity. 	<p>[2] Relations with Spain</p> <ul style="list-style-type: none"> Elizabeth's foreign policy aims were to develop and improve trade, protect England's borders, protect the throne and avoid war. Francis Drake was an English merchant. In 1577, he was hired by Elizabeth as a privateer. She also issued him with secret orders to attack Spain's colonies in the New World. Drake's 1577-80 voyage helped to circumnavigate the globe - the first Englishman to do so. He set off with 5 ships and returned with just one, the Golden Hind. During his voyage, Drake plundered Spanish ports and ships along the coasts of Chile and Peru and discovered the North California, naming it New Albion. It is believed that he had been retained Drake brought with him 600,000 of Spanish treasure. From 20th, Spanish ships were calling to the Netherlands with troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. 	<p>[3.2] The problem of the poor</p> <ul style="list-style-type: none"> Poverty during Elizabeth's reign was caused by population growth, the rising price of food (food became more in demand as the population grew), a change to sheep farming for wool rather than growing crops, and enclosure. Enclosure meant replacing large, open fields with individual fields belonging to one person. Enclosure often made landless workers, rich but ordinary labourers could not afford increased rents and therefore suffered. Also, more efficient techniques for farming meant that fewer labourers were needed. Vagrabonds (homeless people without jobs who roamed around begging for money) were paid for as they threatened law and order. Vagrabonds and the number of urban poor grew rapidly. Craftsmen, farmers and labourers: football. Other leisure activities included balling and cock-fighting. These were spectator sports. The Theatre was a popular building and the first purpose-built theatre was the Swan Inn, constructed in 1567.
<p>[1.4] The problem of Mary Queen of Scots</p> <ul style="list-style-type: none"> Mary Queen of Scots was a Catholic with a strong claim to the English throne. She was Elizabeth's second cousin and there were no issues about her legitimacy. Her mother, Mary of Guise, was from a powerful French noble family. When MQS was away ruling in France (with her husband, King Francis II), her mother rules Scotland. Her Scottish Protestant lords rebelled and Elizabeth secretly sent money to help the rebels. The rebellion ended with the Treaty of Edinburgh (1560) which said that Mary would give up her claim to the English throne. When Francis died, Mary returned to Scotland but the Protestant lords controlled government. Mary herself never approved the treaty. MQS married her second husband, Lord Darnley in 1565 and gave birth to a son, James. Darnley was murdered. Probably by the Earl of Bothwell (who would become Mary's third husband). This scandal led to the lords rebelling again and they forced Mary to abdicate. She was imprisoned in a castle but escaped in 1568 and raised an army to try to regain her throne. She was defeated and fled to England seeking support from Elizabeth. A court heard the case of Darnley's murder in 1568. Mary said the court had no right to try her because she was an anointed monarch. The court did not reach a verdict and Mary remained in England in captivity. 	<p>[2] Relations with Spain</p> <ul style="list-style-type: none"> Elizabeth's foreign policy aims were to develop and improve trade, protect England's borders, protect the throne and avoid war. Francis Drake was an English merchant. In 1577, he was hired by Elizabeth as a privateer. She also issued him with secret orders to attack Spain's colonies in the New World. Drake's 1577-80 voyage helped to circumnavigate the globe - the first Englishman to do so. He set off with 5 ships and returned with just one, the Golden Hind. During his voyage, Drake plundered Spanish ports and ships along the coasts of Chile and Peru and discovered the North California, naming it New Albion. It is believed that he had been retained Drake brought with him 600,000 of Spanish treasure. From 20th, Spanish ships were calling to the Netherlands with troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. In 20th, Elizabeth allowed the promise of a marriage alliance with the heir to the French throne, the Duke of Anjou. When this failed to occur, Philip, she influenced the Duke to fight the Spaniards in the Netherlands. He was unsuccessful. In 20th, the Spanish government of the Netherlands had troops and resources for the Duke of Alba's army. Philip's brutal campaign against Protestantism in the Netherlands, Elizabeth wanted to avoid war so instead applied pressure on Philip through indirectly helping the Dutch, allowing Spanish ships to come under attack from English privateers, by naming friendly relations with France and encouraging others to fight the Spaniards. 	<p>[3.2] The problem of the poor</p> <ul style="list-style-type: none"> Poverty during Elizabeth's reign was caused by population growth, the rising price of food (food became more in demand as the population grew), a change to sheep farming for wool rather than growing crops, and enclosure. Enclosure meant replacing large, open fields with individual fields belonging to one person. Enclosure often made landless workers, rich but ordinary labourers could not afford increased rents and therefore suffered. Also, more efficient techniques for farming meant that fewer labourers were needed. Vagrabonds (homeless people without jobs who roamed around begging for money) were paid for as they threatened law and order. Vagrabonds and the number of urban poor grew rapidly. Craftsmen, farmers and labourers: football. Other leisure activities included balling and cock-fighting. These were spectator sports. The Theatre was a popular building and the first purpose-built theatre was the Swan Inn, constructed in 1567.
<p>[1.4] The problem of Mary Queen of Scots</p> <ul style="list-style-type: none"> Mary Queen of Scots was a Catholic with a strong claim to the English throne. She was Elizabeth's second cousin and there were no issues about her legitimacy. Her mother, Mary of Guise, was from a powerful French noble family. When MQS was away ruling in France (with her husband, King Francis II), her mother rules Scotland. Her Scottish Protestant lords rebelled and Elizabeth secretly sent money to help the rebels. The rebellion ended with the Treaty of Edinburgh (1560) which said that Mary would give up her claim to the English throne. When Francis died, Mary returned to Scotland but the Protestant lords controlled government. Mary herself never approved the treaty. MQS married her second husband, Lord Darnley in 1565 and gave birth to a son, James. Darnley was murdered. Probably by the Earl of Bothwell (who would become Mary's third husband). This scandal led to the lords rebelling again and they forced Mary to abdicate. She was imprisoned in a castle but escaped in 1568 and raised an army to try to regain her throne. She was defeated and fled to England seeking support from Elizabeth. A court heard the case of Darnley's murder in 1568. Mary said the court had no right to try her because she was an anointed monarch. The court did not reach a verdict and Mary remained in England in captivity. 	<p>[2] Relations with Spain</p>	

Getting it right, most of the time!

1. Effective revision habits
2. Coaching your child- How to approach difficult school-based conversations
3. Managing Stress
4. Psychology of success

We are part of...



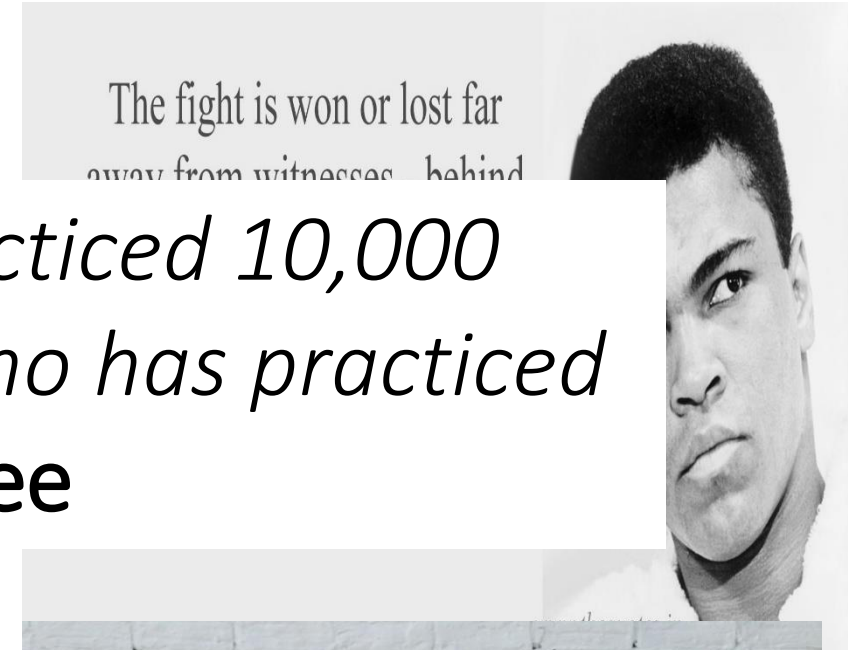
A successful student- metaphor

- **Boxer-** the student

"I fear not the man who has practiced 10,000 kicks once, but I fear the man who has practiced

- **Coach-** *Th one kick 10,000 times".- Bruce Lee*

- **Promotor/manager-**
Parent/carer



A successful student- metaphor

- **Boxer-** the student

Parents and teachers cannot sit the exams for you. We cannot make you revise or perform at school. We cannot make every decision for you whilst at school. You are in control of what happens in 'the ring'/ classroom/ exam hall.

- **Coach 1-** The teacher

Any good boxer needs to be prepared for their fight. It is our job to prepare you for your GCSEs, train you with subject content, exam skills and mental agility so that you are ready for the exams.

- **Promotor/manager/coach 2-** Parent/carer

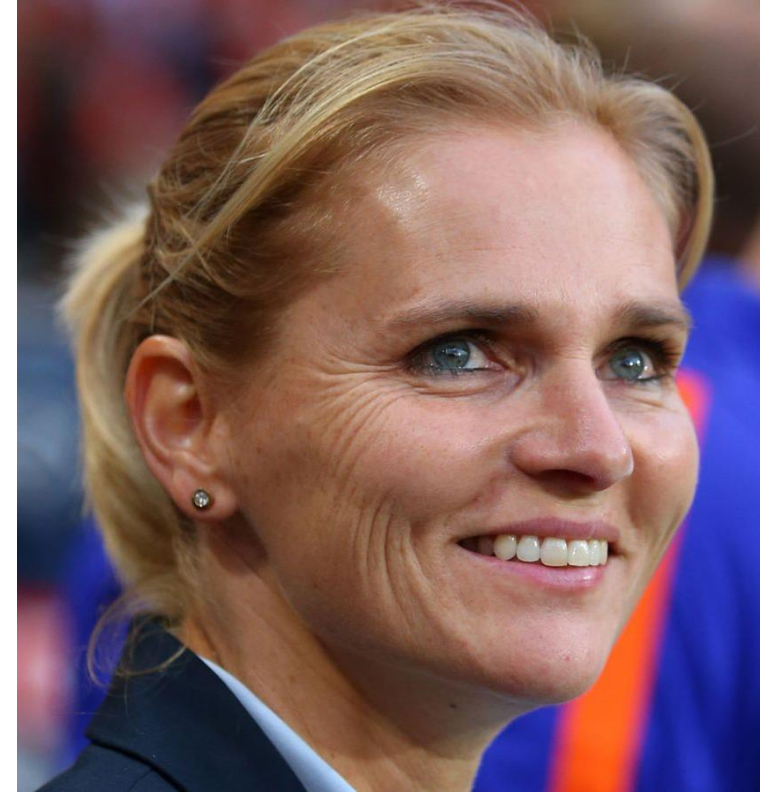
Boxers need promoters and managers working behind the scenes supporting them. They will provide the morale boosts, offer advice and guidance when needed/ they ensure you are motivated and pick you up mentally when you are struggling. They provide you with all the resources you need to be successful.

Being your child's coach

- 'Marginal gains'
- What they do now will have an impact

"If you want to win, you have to stick together and stick to the plan. Even if we are 1-0 down we can still win if we stick to the plan."

- Sarina Wiegman, Lionesses Coach



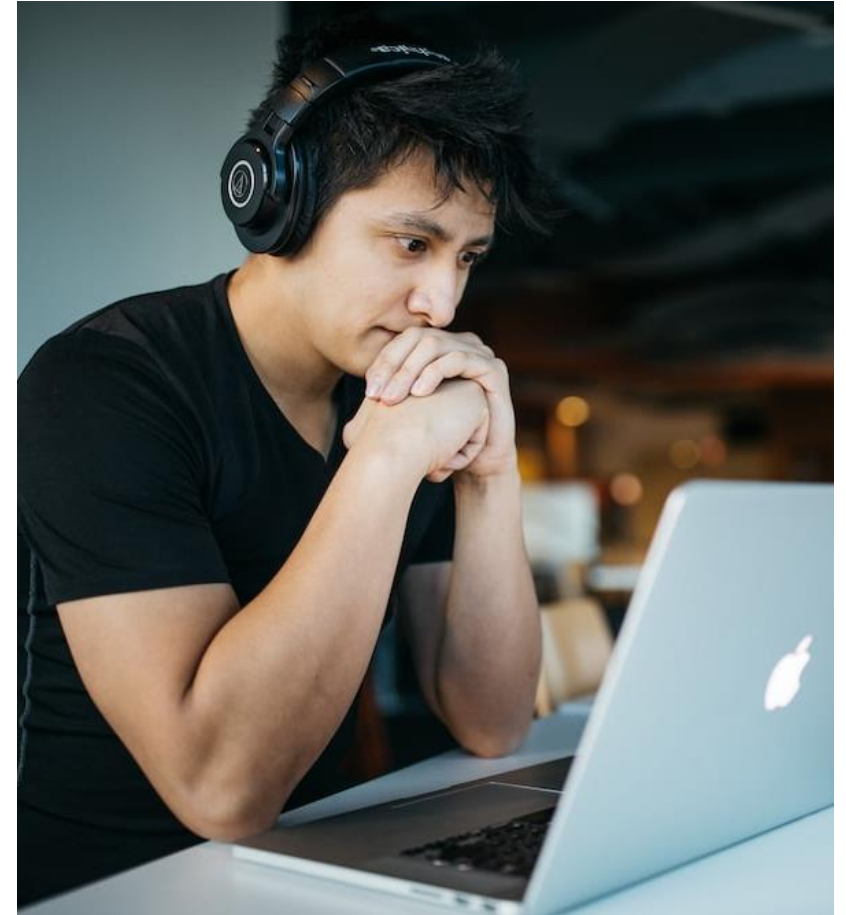
Acle Academy

Coaching your child

“I’ve got no homework”

- Online:
 - GCSEPod
 - Google Classroom
 - Acle Academy Revision Zone
 - Seneca
 - BBC Bitesize
 - Youtube
 - Oak National > continuityoak.org.uk/
- Flashcards
- Exam questions

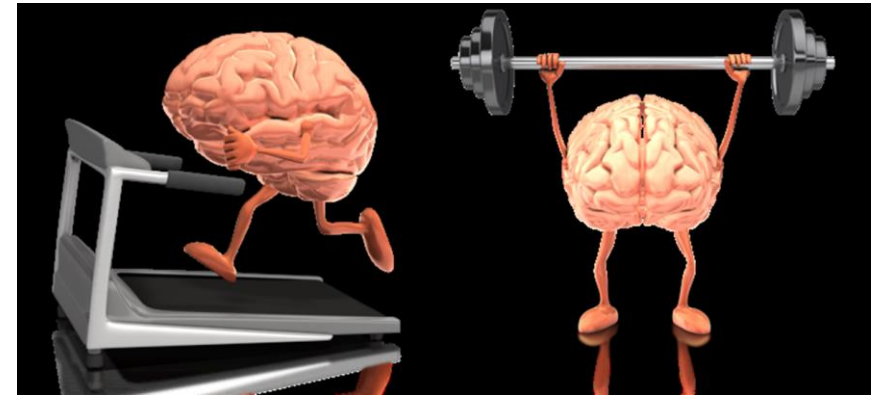
We are part of...



Coaching your child

“Some people are smarter than others”

- Be the best *you* can be.
- However much I train I won't be as fast as Mo Farrah, but I can be a lot faster than I am now.



Acle Academy

Coaching your child



“I tried and failed in the past”

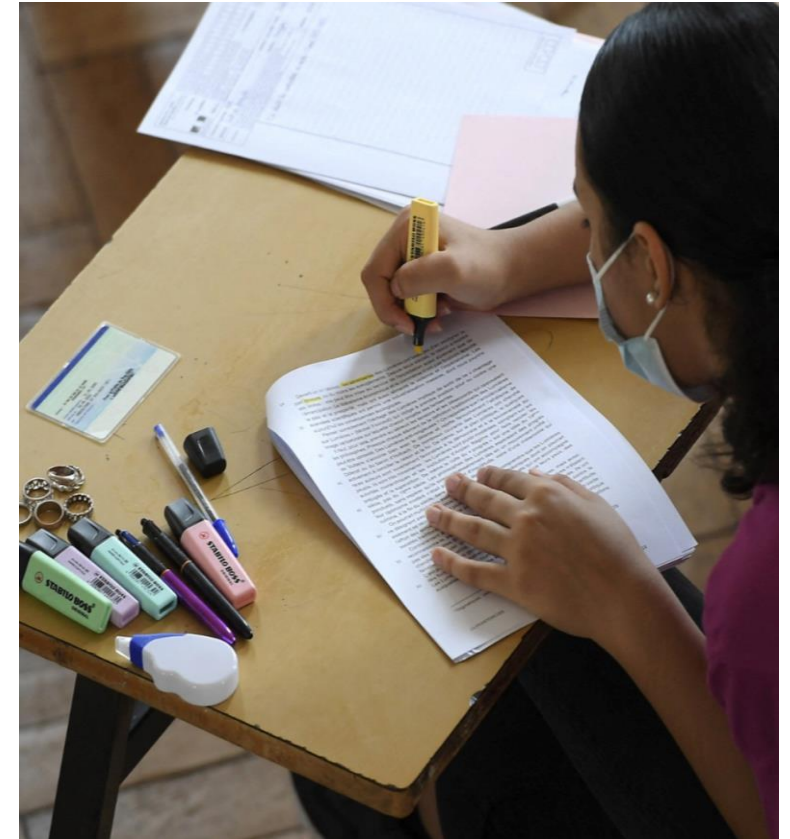
- See failure as a learning opportunity
- What do you need to do differently next time?

Coaching your child

“I’ll have fun now and work hard at the end”

- Work you do now will not be repeated
- If your work is badly organised and/or you answer questions “well enough” that will be all you have to revise from
- Little steps build up

We are part of...



Acle Academy

Coaching your child



“I’ll revise hard for the real exams”

- It’s better to remind yourself each time than learn it from scratch – forgetting curve
- If you don’t revise you won’t be able to practise exam technique.

We are part of...

WENSUMTRUST 

Coaching your child

“Something outside my control has made it not my fault” or “I would do better but...”

- Everyone has obstacles, and it’s sometimes hard, but successful people overcome them.
- Have a revision plan – stick to it



Acle Academy

Coaching your child

“It’s boring”

- Sometimes important things are.



Be the right coach at the right time

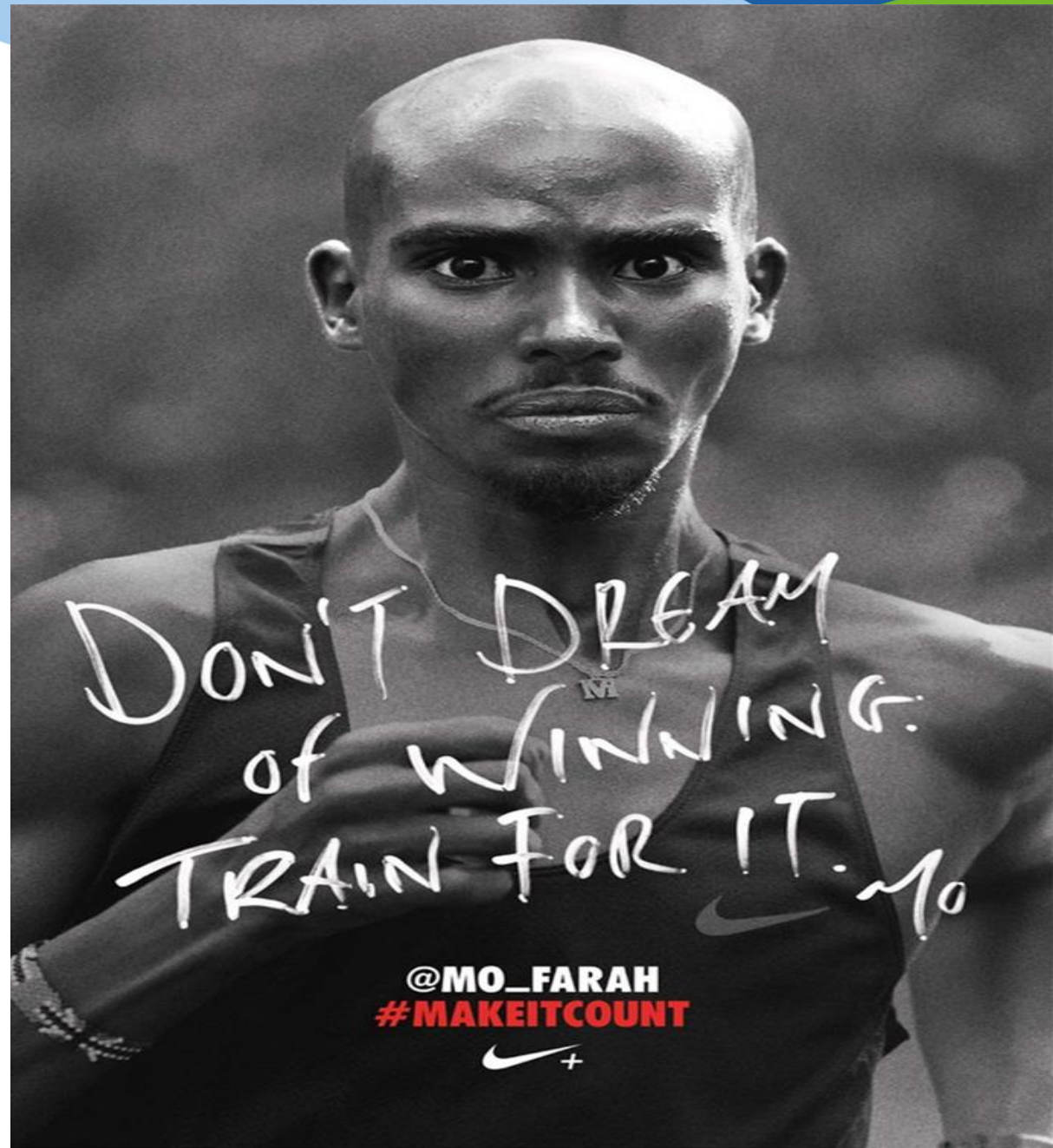
- “mild anger” vs “sympathy”
- Sometimes protect and reign in
- Love, care and help them manage their stress

“

If you really look closely, most overnight successes took a long time.

Steve Jobs

co-Founder of Apple Inc.



Getting it right, most of the time!

1. Effective revision habits
2. Coaching your child- How to approach difficult school-based conversations
3. **Managing Stress**
4. Psychology of success

We are part of...



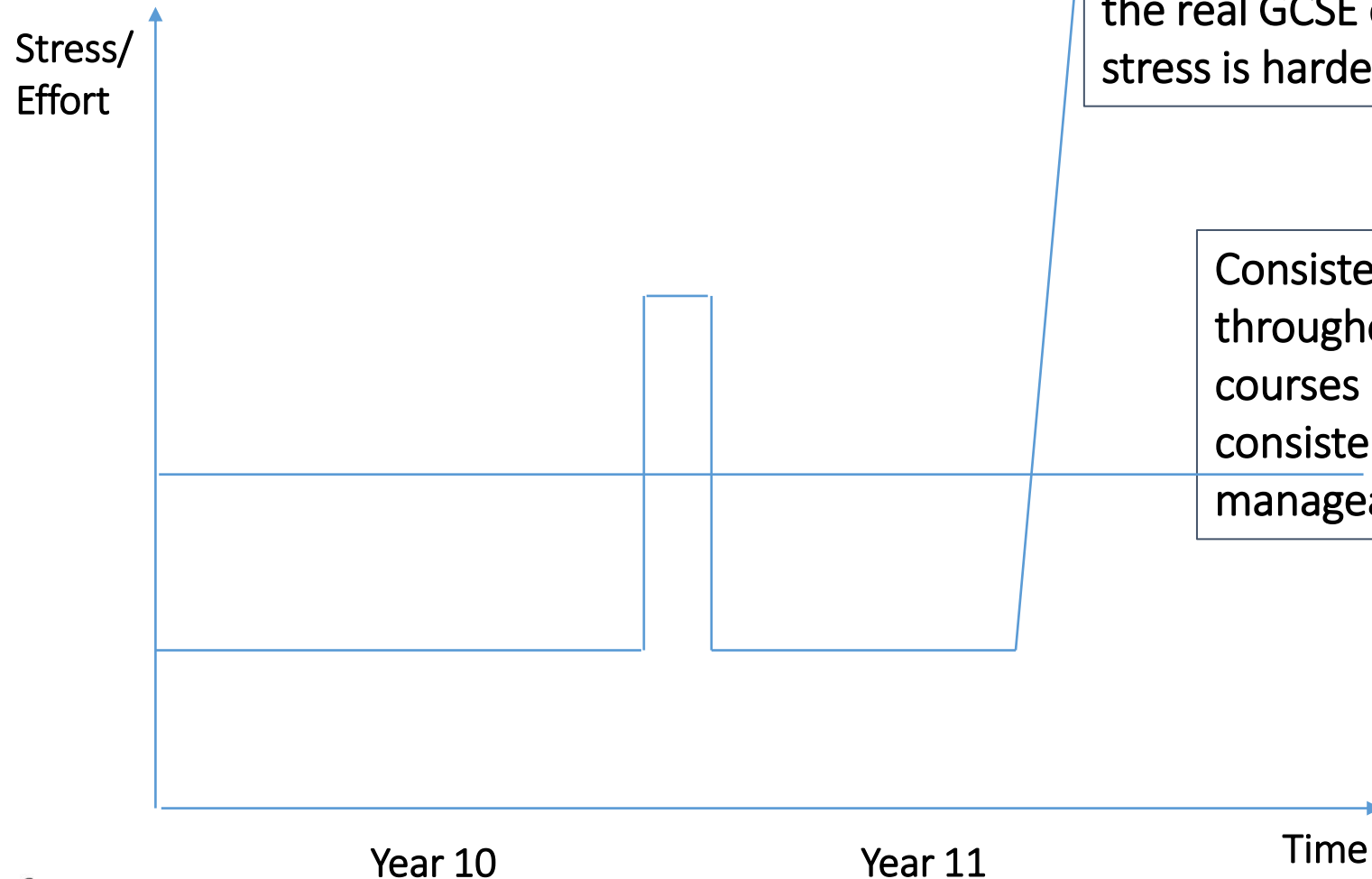


Managing stress levels...

- Attendance
- Communication with the school
- Getting them organised early
- Workspace
- Good routines
- Sleep
- Social Media
- Importance of revising from the beginning and not leaving it to the end
- Healthy relationships, health mind and body
- Normalising stress
- Exercise

We are part of...

Managing Stress Levels



Waiting until key points e.g. mock exams and just before the real GCSE exams means stress is harder to manage

Consistent effort throughout GCSE courses means consistent and manageable stress

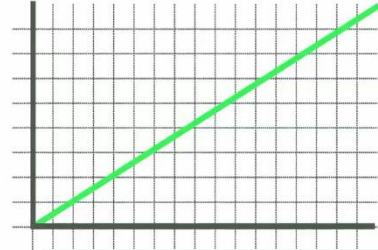
Getting it right, most of the time!

1. Effective revision habits
2. Coaching your child- How to approach difficult school-based conversations
3. Managing Stress
4. Psychology of success

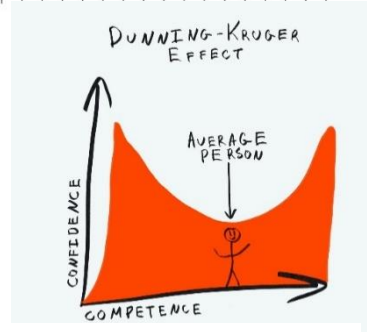
We are part of...



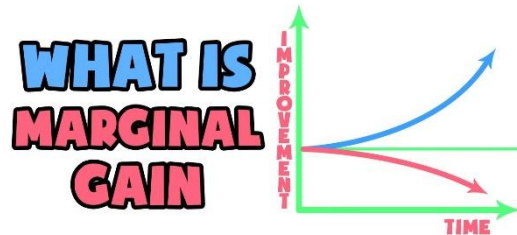
- Progress isn't linear



- Dunning-Kruger Effect



- Marginal Gains

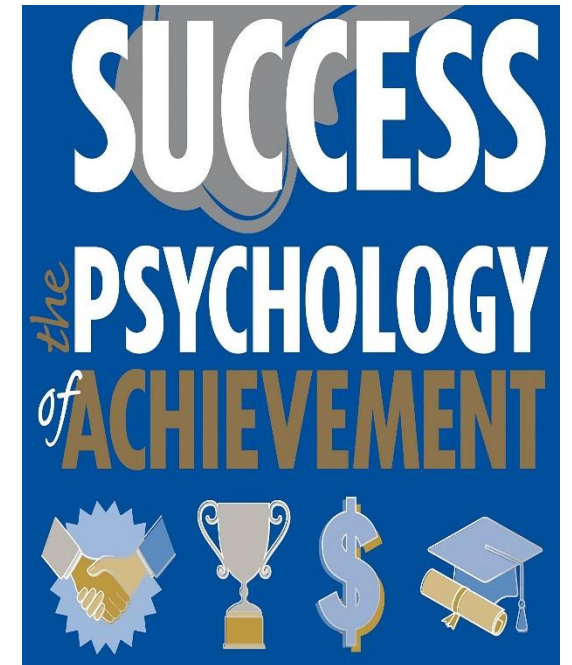


- High impact



We are part of...

The psychology of success



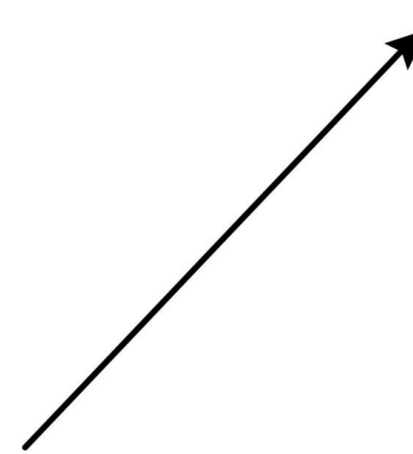
WENSUM TRUST 

Remember this is based on progress, not ability!

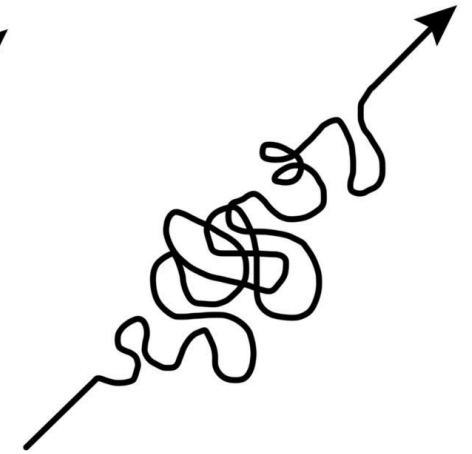
- Your progress is not fixed and isn't always easy.
- Your attitude to learning is not pre-determined, you can have a massive impact upon this.
- You can all make further progress by working hard at school and trying your best in the lead up to the exams.
- It's within your capability to move up the Progress Ladder if you demonstrate hard work and commitment

SUCCESS

SUCCESS



what people think
it looks like

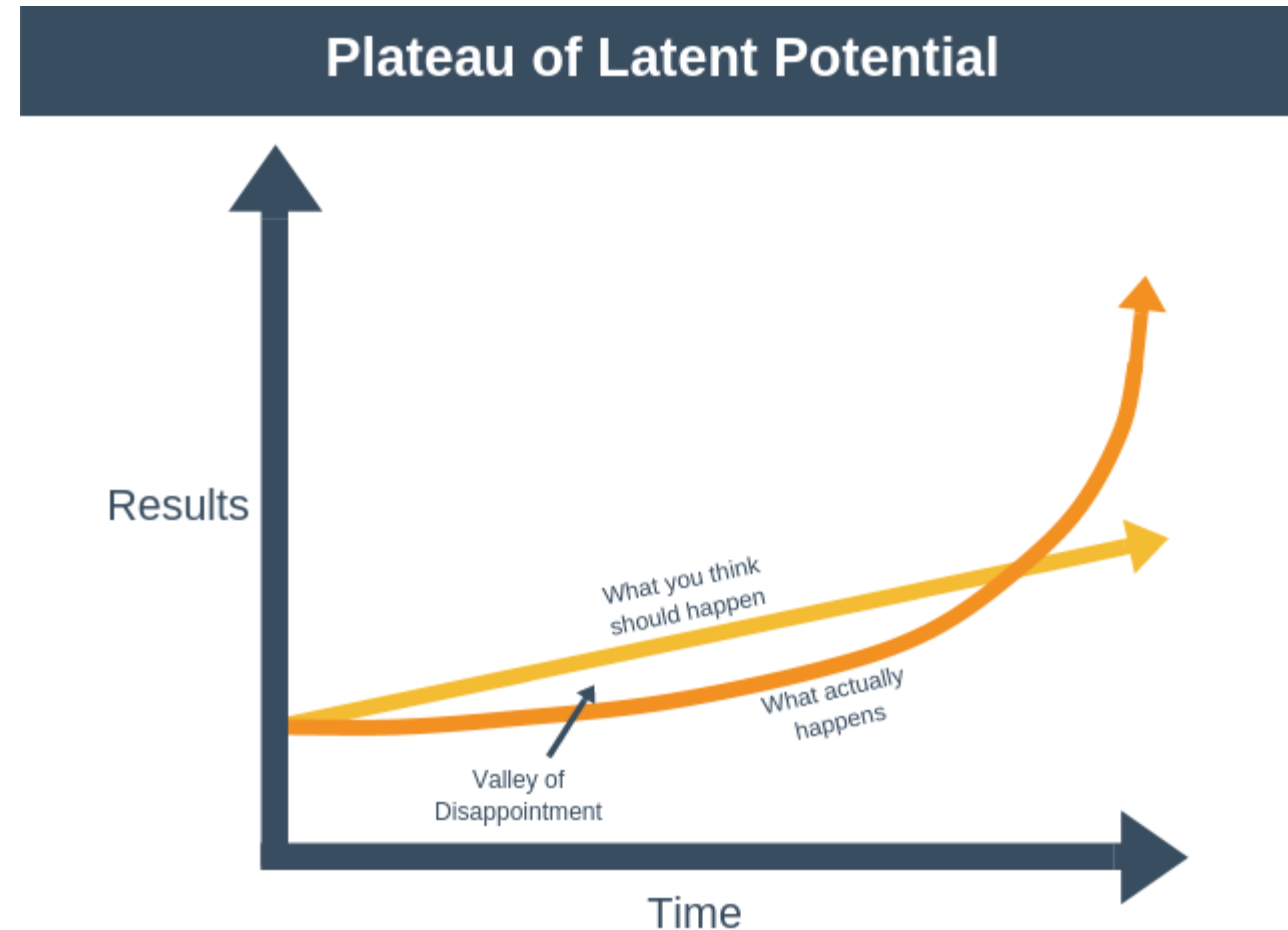


what it really
looks like

It might not always feel like you're making progress but if you work hard, you will make it eventually. It's a journey which has its ups and downs!

You will not see instant results

Creating new habits takes time to embed and will show results in the long-run. You will not always notice improvements immediately. You must be patient.

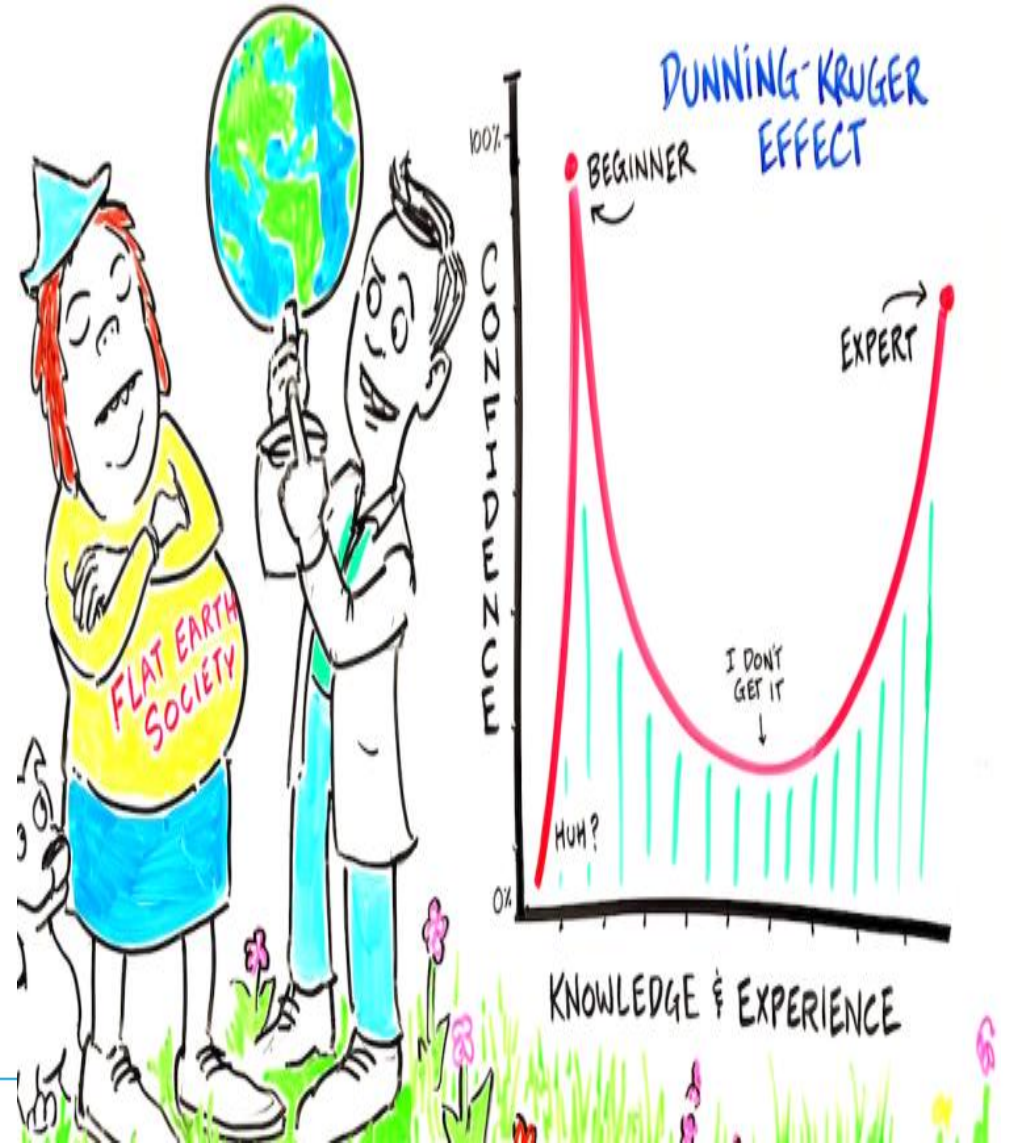


Acle Academy

Dunning-Kruger Effect



Duning-Kruger effect



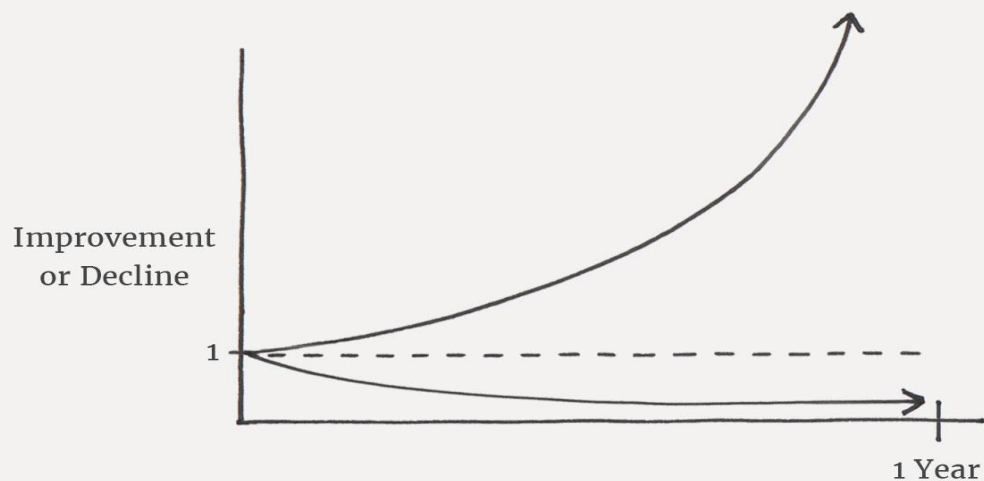


- Don't be fooled, it does feel difficult to make progress.
- At first, when you don't work very hard or don't revise **it will feel like you don't need to**, as **it will feel like** you already know everything you need to know.
- However, when you then begin to revise you quickly **realise how much there is to know** and it is very **easy to become overwhelmed** and think that you can't do it or that you're better off not trying. At this point, you will tend to find that **the more you revise or work the less you think you know** (as you realise just how much there is to work on).
- Despite this, if you **continue with the hard-work/revision** you will soon see your **confidence** and **knowledge gradually increase** and eventually you will see huge progress if you persist.

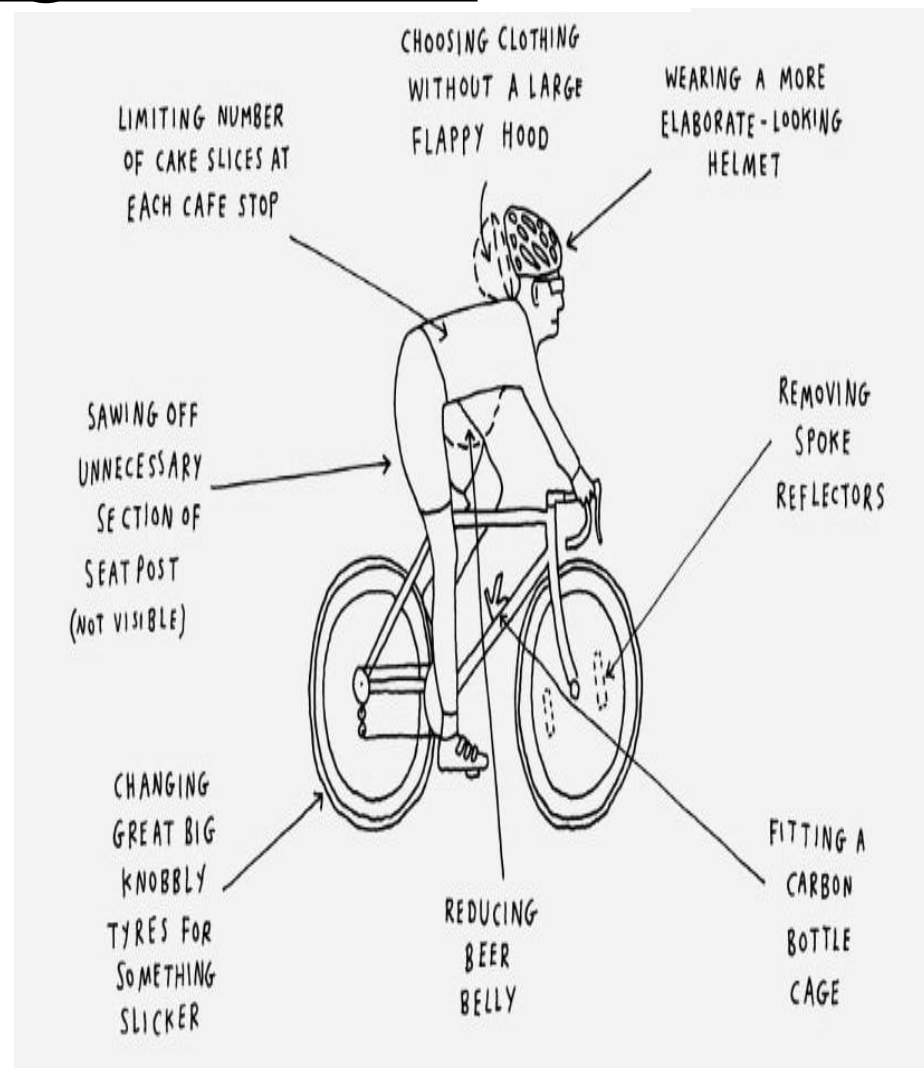


The Power of Tiny Gains

1% better every day $1.01^{365} = 37.78$
1% worse every day $0.99^{365} = 0.03$



JamesClear.com



The impact of Marginal Gains

CHOOSING CLOTHING

- Implementing ideas such as Marginal Gains is another great way to make progress and to do it over a sustained period of time.
- Originally designed to help the **UK Olympic cycling team** and it focused on making **small improvements** which would each add 1% efficiency at each stage- e.g. changing water filters, washing hands for longer, having specialised pillows. Each little improvement contributed in a very small way to improving the success of the team. Eventually they were the most successful team at the 2012 Olympics and won 12 medals, including 8 golds.
- **Improving by 1 percent isn't particularly notable** —sometimes it isn't even noticeable—but it can be far more meaningful, especially in the long run. The difference a tiny improvement can make over time is astounding. **If you can get 1 percent better each day for one year, you'll end up thirty-seven times** better by the time you're done
- This could include small changes, e.g. spending 10 minutes less a day on social media, watching a couple of GCSEPod videos each evening, Going through your lesson notes the day of a lesson, creating a flashcard for each lesson etc.

$$1.01^{365} = 37.8$$

$$0.99^{365} = 0.03$$

What can **you** do to get 1% better each day?

- ✓ Adopt a positive attitude to each and every lesson.
- ✓ Don't think of cover lessons as 'doss' lessons or lessons where you don't need to work. That's on you!
- ✓ Work out where you are struggling and ask for help.
- ✓ Consolidate your learning by following on from it- e.g. GCSEPod, Cornell Notes or making flashcards.
- ✓ Work with your teachers and not against them.
- ✓ Consider 'flipped learning' by looking up topics you're due to be taught in advance and doing research on them.
- ✓ Practise exam questions and act on feedback.
- ✓ Make the most of every minute in lessons.
- ✓ Stop procrastinating- aim to spend 10 mins less a day on your phone and instead add 10 mins of study time.

We are part of...

Habits

Habit forming.

“Getting one percent better everyday counts for a lot in the long-run”

We are part of...

