

What qualities does a student need to have to be successful at secondary school?



Effort

We expect students to...

- Stay positive
- Try your hardest
- Respond positively to advice
- Ask for ch
- Listen carefully and give the best of your ability
- Keep going when things are difficult

Behaviour for learning

We expect students to...

- Be polite and listen to everyone
- Treat others the way you would like to be treated

Home Learning

We expect students to...

- Complete independent revision at home- flashcards, cornell notes, mind-maps.

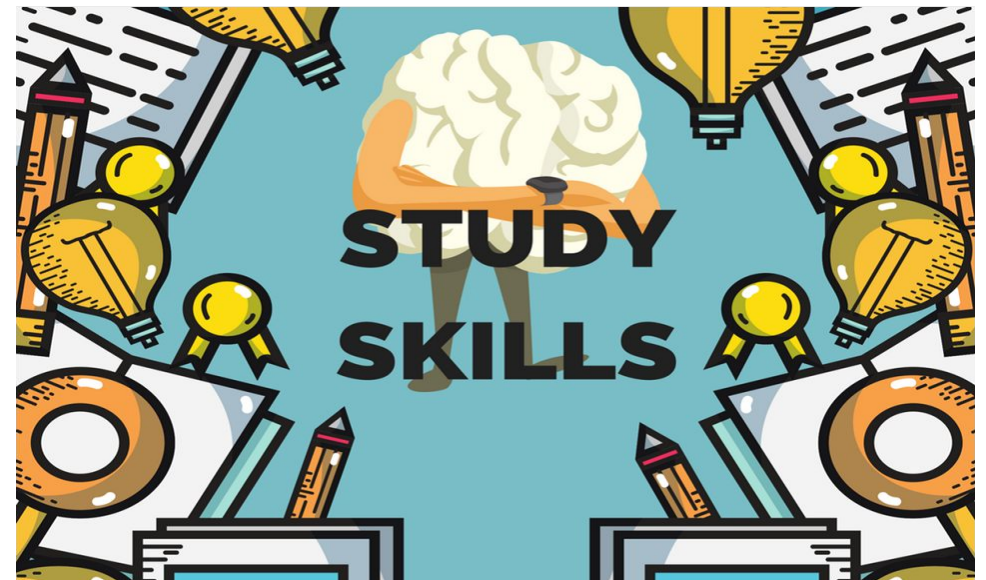
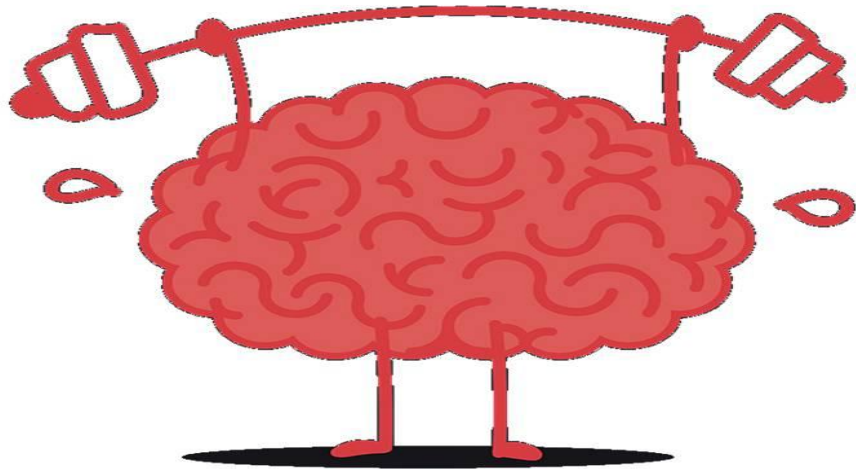
- **Notice how I didn't include 'being clever' or anything to do with natural ability...**
- **Working hard and having the right attitude will ensure your success.**

Some learning ability

Learning tasks

look for
to work out

Mr Sayce- Developing effective study habits and routines



How to plan for your home learning

- Every week homework is schedule to go live on Monday morning.
- This means that each week you can sit down Monday after-school and plan the week ahead in terms of what homework you have and when you will complete this.
- This will help embed good organisational and study skills which will prove valuable as you move up the school.
- If you need help with this, you can go to Inspire at lunchtime.

Home Learning- Weekly Timetable								Date _____
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Homework To do list.
8:55-9:25	Tutor Time	Tutor Time	Tutor Time	Tutor Time	Tutor Time			•
9:25-10:25	Lesson	Lesson	Lesson	Lesson	Lesson			•
10:25-11:25	Lesson	Lesson	Lesson	Lesson	Lesson			•
11:25-11:45	Break	Break	Break	Break	Break			•
11:45-12:45	Lesson	Lesson	Lesson	Lesson	Lesson			•
12:45-1:30	Lunch	Lunch	Lunch	Lunch	Lunch			•
1:30-2:30	Lesson	Lesson	Lesson	Lesson	Lesson			•
2:30-3:30	Lesson	Lesson	Lesson	Lesson	Lesson			•
3:30-4:45								•
4:45-5:15								•
5:15-5:45								•
5:45-6:15								•
6:15-6:45								•
6:45-7:15								•
7:15-8:45								•

Any issues which need communicating with teachers:

Subjects covered this week

-
-
-
-
-
-
-
-

Common problems we face when setting 'research' home learning

- Copying directly from the web page
- Leaving in hyperlinks
- Not putting research into their own words.
- Being unable to skim read/ scan text
- Assuming that 3+ pages of copied text (not read or understood) is better than a summary paragraph in their own words
- The rise of AI apps and their usage in home learning



Example- History-

- This is a History Enrichment Grid- Each Year group in KS3 completes at least one of these per year.
- Let's assume that our student picks the biography of Douglas Haig as their chosen task.
- How do they go about creating their biography...?









The First World War

Enrichment Homework Grid



The enrichment tasks have been designed to give you a wider understanding of the topic you're studying. You will receive achievement points for any completed tasks and be placed into a half termly prize draw. Either submit your work via Google Classroom or hand your homework to your class teacher. **Good Luck!**



<p>https://www.bbc.co.uk/teach/class-clips-video/history-ks3-qcse-women-of-world-war-one/zxcmftr</p> <p>Women and WW1. create a factfile on how the war impacted on Women's lives.</p> 	<p>Create a detailed timeline of the major battles of WW1</p> 	<p>Create a set of Top Trumps for the main countries involved in WW1</p> 
<p>https://www.youtube.com/watch?v=DnBYftRh_E0</p> <p>Watch this video and create a WW1 trench in a shoebox.</p> 	<p>Create a biography of Field Marshal Douglas Haig.</p> 	<p>Write an account of the first day of the Battle of the Somme</p> 
<p>Design a newspaper front page covering the outbreak of war.</p> 	<p>Create a recruitment poster to encourage men to join up to fight</p> 	<p>https://www.youtube.com/watch?v=e43mHKNXEeA</p> <p>Research the conscientious objectors of WW1. Make notes on a google doc.</p>



Google 'biography of Field Marshal Sir Douglas Haig'

- **Douglas Haig, 1st Earl Haig**, (born June 19, 1861, Edinburgh—died Jan. 29, 1928, London), British field marshal, commander in chief of the British forces in France during most of World War I. His strategy of attrition (tautly summarized as “kill more Germans”) resulted in enormous numbers of British casualties but little immediate gain in 1916–17 and made him a subject of controversy.
- A graduate of the Royal Military College at Sandhurst, Haig fought in the Sudan (1898) and in the South African War (1899–1902) and held administrative posts in India. While assigned to the War Office as director of military training (1906–09), he helped the war minister, Richard Burdon Haldane, establish a general staff, form the Territorial Army as a useful reserve, and organize an expeditionary force for a future war on the European mainland. On the outbreak of World War I in August 1914, Haig led I Corps of the British Expeditionary Force (BEF) to northern France, and, early in 1915, he became commander of the 1st Army. On December 17 of that year, he succeeded Sir John French (afterward 1st Earl of Ypres) as commander in chief of the BEF. In July–November 1916, he committed great masses of troops to an unsuccessful offensive on the Somme River, which cost 420,000 British casualties. The next year, when the French decided to stand on the defensive until forces from the United States (which had entered the war April 6) could arrive in quantity, Haig resolved to try to defeat the Germans by a purely British offensive in French and Belgian Flanders. In the resulting Third Battle of Ypres (July–November 1917), also called the Passchendaele Campaign, the number of casualties shocked the British public, as the Somme death toll had done. But, although he failed to reach his objective—the Belgian coast—he did weaken the Germans and helped prepare the way for their defeat in 1918.

AI- ChatGPT- 'Biography of Sir Douglas Haig'

- Sir Douglas Haig, born on June 19, 1861, in Charlotte Square, Edinburgh, Scotland, was a prominent military leader best known for his role as the commander-in-chief of the British Expeditionary Force (BEF) during World War I.
- Haig came from a **distinguished** military family and attended Clifton College and Brasenose College, Oxford. His early military career included service in India, Sudan, and South Africa, where he gained valuable experience in various campaigns. By the outbreak of World War I in 1914, Haig had risen to the rank of lieutenant general.
- As the commander of the BEF, Haig played a crucial role in several major battles, most notably the Battle of the Somme in 1916. Although the campaign is often **criticized** for its high casualty rates, Haig's leadership was marked by a commitment to attrition warfare, which aimed to wear down the enemy over time.
- Haig's strategic decisions were not without controversy, and his leadership style has been a subject of debate among historians. Some praise his determination and **organizational** skills, while others criticize his willingness to endure high casualties.
- After the war, Haig was raised to the peerage as the Earl Haig and became involved in various charitable activities. He dedicated himself to **honoring** and supporting **veterans**, playing a key role in the creation of the Royal British Legion.
- Sir Douglas Haig passed away on January 29, 1928, leaving behind a complex legacy. While his military leadership during World War I is a topic of historical scrutiny, his post-war efforts to support veterans and their families contribute to a more nuanced understanding of his life and impact.

How to do this task correctly

- Create a Word Doc or have your piece of paper to write on for this task. **Cornell Notes are a great way to complete summary notes.**
- Decide on the headings you wish to have for your biography- e.g. early life, involvement with WWI and positive/negative legacy & personal evaluation on Haig
- Google the information you want regarding each section of your biography but then work on summarising the text down to the core information.



Biography of Field Marshall Haig- War time contributions

Body of text:

- Sir Douglas Haig, as the commander-in-chief of the British Expeditionary Force (BEF) during World War I, made several significant contributions to the conflict:
1. **Battle of the Somme (1916):** Haig's leadership during the Battle of the Somme is one of the most notable chapters of his military career. Despite high casualty rates, Haig's determination and organizational skills were evident in the planning and execution of this massive offensive. The battle aimed to relieve pressure on the French at Verdun and break through the German lines. Although controversial, the Somme offensive had strategic implications and marked a turning point in the war.
 2. **Adoption of New Tactics:** Haig adapted to the changing nature of warfare during World War I. He embraced technological advancements such as tanks and aircraft, recognizing their potential on the battlefield. His willingness to incorporate new tactics and technologies demonstrated a commitment to evolving military strategies.
 3. **The Hundred Days Offensive (1918):** Haig played a crucial role in the success of the Hundred Days Offensive, the final series of offensives that ultimately led to the defeat of the Central Powers. His coordination with Allied forces and strategic planning contributed to the successful advance of the BEF, leading to the Armistice in November 1918.
 4. **Maintaining British Morale:** Despite the challenges and high casualties, Haig's leadership played a role in maintaining the morale of the British forces. His determination and resolve in the face of adversity were seen as crucial during a time of prolonged trench warfare and attrition.

246 words

We are part of...

Summary of text:

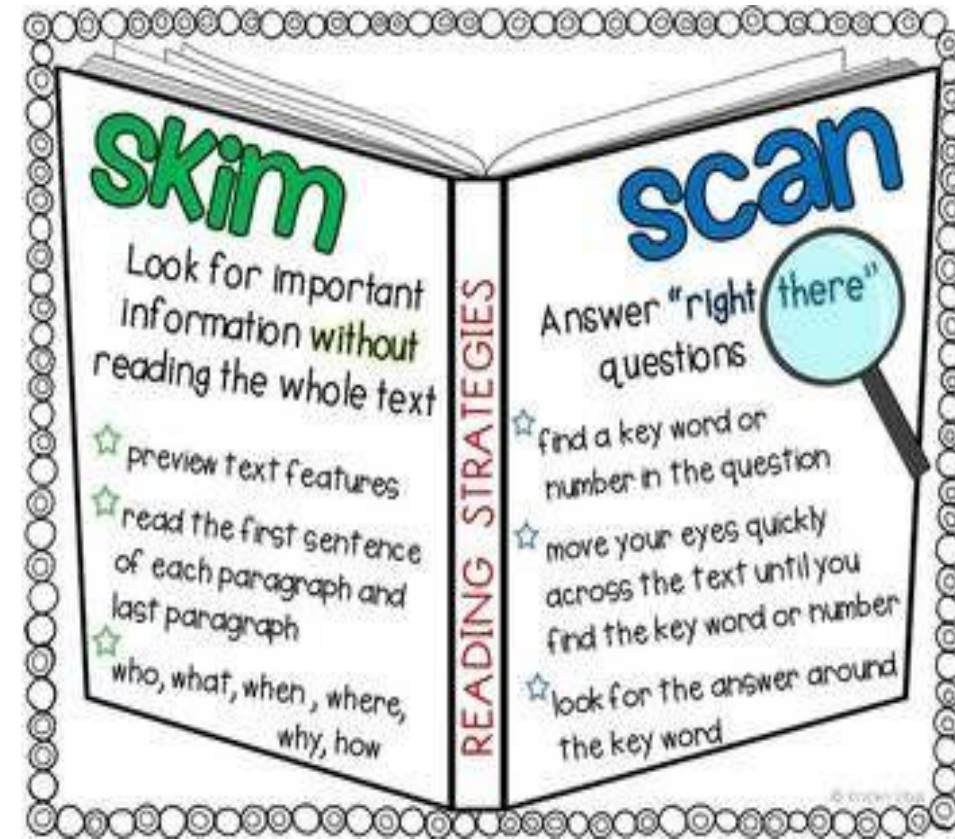
- Sir Douglas Haig, was the overall commander of the BEF during large part of WWI:
1. **Battle of the Somme (1916):** Haig led and planned the battle and it is what he's most remembered for. The most memorable feature was the high casualty rates that British troops suffered but Haig achieved his main aim of easing the pressure on the French.
 2. **Adoption of New Tactics:** Haig used new tech during battles such aircraft and tanks. His use of these proved he was willing to embrace change
 3. **The Hundred Days Offensive (1918)-** He played a key role in the organisation of the final offensive against the Germans which helped end WWI.
 4. **Maintaining British Morale:** despite criticism he played a key role in ensuring British forces ensuring British forces maintained discipline and order.

129 words

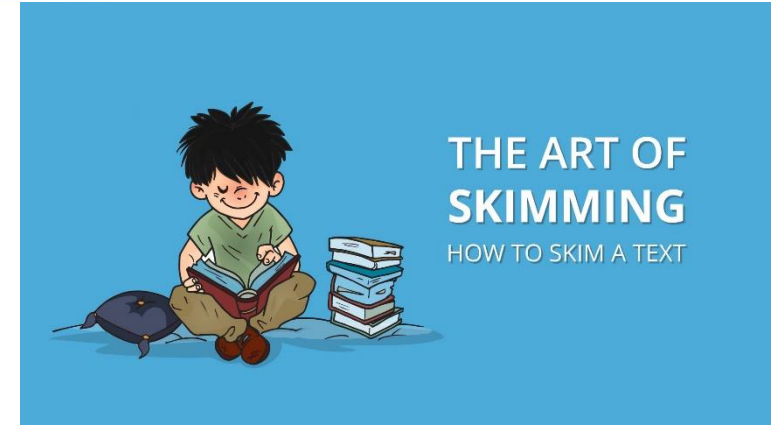
Three key reading strategies

Reading Strategies

- **SCAN** the text for words/facts you recognise from your own knowledge – highlight them
- **SKIM** the text – read the paragraph to get the gist (overall message) of what it's saying
- **SUMMARISE** each paragraph into one sentence by scanning and skimming (write this in box 4)



What is skimming?



Skimming is a reading technique that can help you to:

- read more quickly
- decide if the text is interesting and whether you should read it in more detail

Skimming is a fast-reading technique. Use it to obtain the gist of a piece of text (i.e. to quickly identify the main ideas in the text).

How is 'skimming' different from 'scanning'?

The term **skimming** is often confused with **scanning**. Remember:

Skimming is used, for example, to get the gist of a page of a textbook to decide whether it is useful and should therefore be read more slowly and in more detail.

Scanning Is used to obtain specific information from a piece of text and can be used, for example, to find a piece of information or factual detail.



- Read the title, subtitles and subheadings to find out what the text is about.
- Look at the illustrations to give you further information about the topic.
- Read the first and last sentence of each paragraph.
- Don't read every word or every sentence.

What is scanning?



Scanning is a fast-reading technique. It's a way of reading to look for specific information in a text.

Scanning is useful when studying or looking to find specific information from a book or article quickly as there is not always time to read every word.



- Don't try to read every word. Instead let your eyes move quickly across the page until you find what you are looking for.
- Use clues on the page, such as headings and titles, to help you.
- If you are reading for a particular homework, start by thinking up or writing down some questions that you need to answer. Doing this can focus your mind and help you find the facts or information that you need more easily.

What is a summary?

- A summary is a brief overview of an entire text. You might summarise a whole research paper or article in a single paragraph, for example, or with a series of bullet points, using your own words and style.
- People need to summarise when the original material is long, or to emphasise key facts or points. Summaries leave out detail or examples that may distract the reader from the most important information, and they simplify complex arguments, grammar and vocabulary.
- Used correctly, summarizing can save time, increase understanding, and give authority and credibility to your work. Ultimately, this is a tool to improve learning and knowledge retention.

WHAT IS A SUMMARY?

A summary **IS** a short description of the most important events in the story, **NOT** a retelling of everything that happened.

A summary focuses on story elements like setting, characters, and plot. It does **NOT** include minor details.

A summary **IS** written in your own words, but does **NOT** include your opinion.



How to create a summary?

1. **Get a general idea of the text-** Speed read the text and get a general impression of the content. Pay notice to headings/sub-headings and intros/conclusions.
2. **Check understanding-** Build comprehension of text by reading again more carefully. Check your initial interpretation of the content was correct.
3. **Make notes-** Take notes on what you're reading. Use bullet points and only one of two ideas for each bullet point. Keep notes concise, well-ordered and include only the most important info
4. **Write the summary-** Go back to your bullet point notes and tidy them up by re-wording them so that other people will be able to understand them.
5. **Check your work-** read through your summary- it should be brief and express all the most important points of what you've read in your own words.



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Your turn- Summarise the below text

- So how do you go about identifying your strengths and weaknesses, and analysing the opportunities and threats that flow from them? SWOT (Strengths, weaknesses, opportunities and threats) analysis is a useful technique that helps you to do this.
- What makes SWOT especially powerful is that, with a little thought, it can help you to uncover opportunities that you would not otherwise have spotted. And by understanding your weaknesses, you can manage and eliminate threats that might otherwise hurt your ability to move forward in your role.
- If you look at yourself using the SWOT framework, you can start to separate yourself from your peers, and further develop the specialised talents and abilities that you need in order to advance your career and to help you achieve your personal goals.

Your summary

Your turn- Summarise the below text

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Your summary

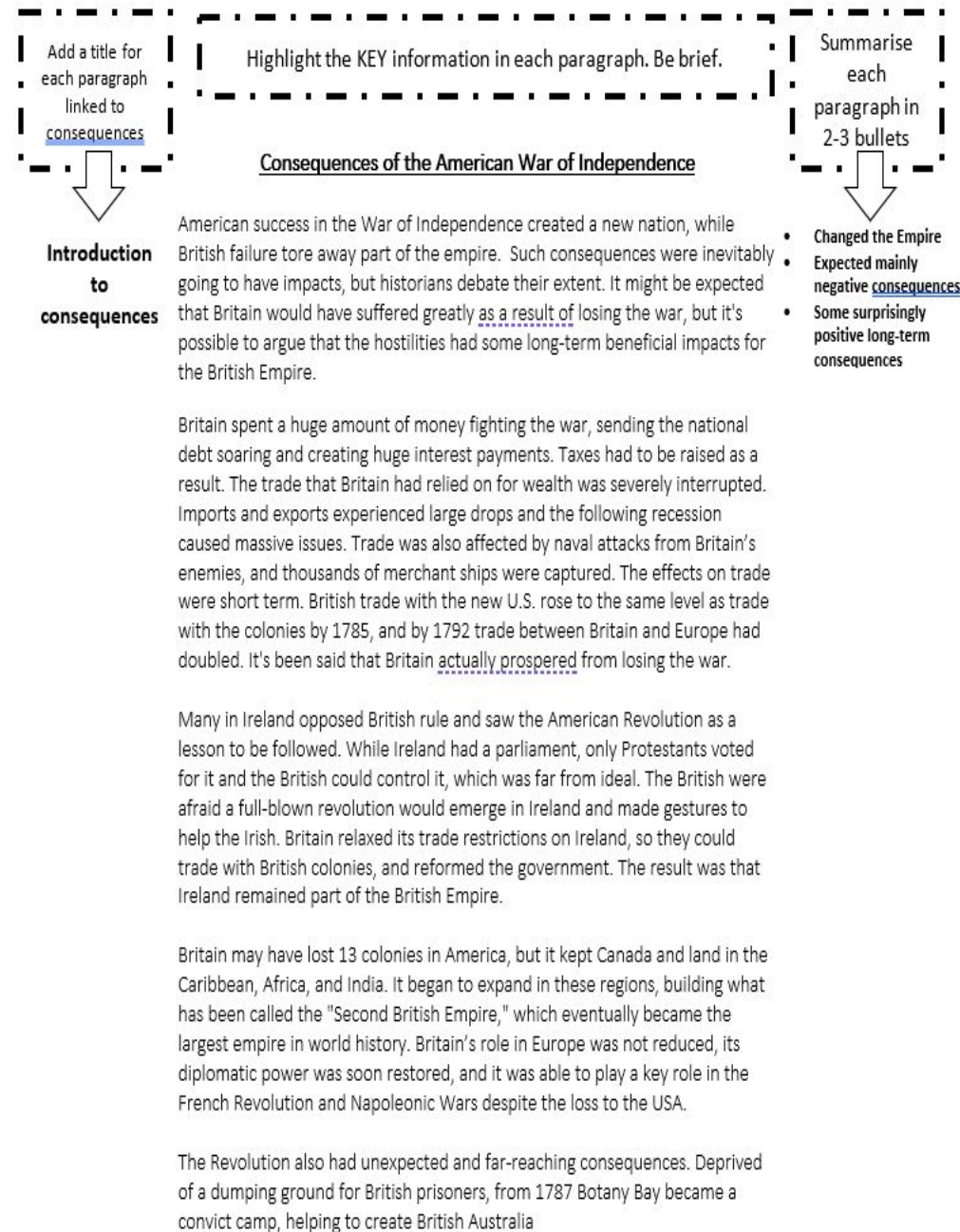
SWOT Analysis is a technique that helps you identify strengths, weakness, opportunities, and threats. Understanding and managing these factors helps you to develop the abilities you need to achieve your goals and progress in your career.

Cornell Notes and Guided

Reading

- These summary skills are something we are always trying to build into our lesson planning and skill development across the curriculum in all subjects.
- This is something which is developed via **guided reading tasks** and in revision home learning where we encourage the development of **Cornell Notes**
- This is why we want this to be something that is also enhanced at home via home learning and encouraged by parents/carers.

We are part of...



The diagram illustrates the Cornell Notes format for the topic "Consequences of the American War of Independence". It shows a page with a title, an introduction, and several paragraphs of text. The notes are organized into three columns: a narrow left column for an introduction, a wide middle column for the main text, and a narrow right column for a summary. The summary is written in bullet points. The diagram includes instructions for each section: "Add a title for each paragraph linked to consequences" (with a dashed box around the title), "Highlight the KEY information in each paragraph. Be brief." (with a dashed box around the main text), and "Summarise each paragraph in 2-3 bullets" (with a dashed box around the summary). A downward arrow points from the title to the introduction, and another downward arrow points from the summary box to the summary text.

Consequences of the American War of Independence

Introduction to consequences

American success in the War of Independence created a new nation, while British failure tore away part of the empire. Such consequences were inevitably going to have impacts, but historians debate their extent. It might be expected that Britain would have suffered greatly as a result of losing the war, but it's possible to argue that the hostilities had some long-term beneficial impacts for the British Empire.

Britain spent a huge amount of money fighting the war, sending the national debt soaring and creating huge interest payments. Taxes had to be raised as a result. The trade that Britain had relied on for wealth was severely interrupted. Imports and exports experienced large drops and the following recession caused massive issues. Trade was also affected by naval attacks from Britain's enemies, and thousands of merchant ships were captured. The effects on trade were short term. British trade with the new U.S. rose to the same level as trade with the colonies by 1785, and by 1792 trade between Britain and Europe had doubled. It's been said that Britain actually prospered from losing the war.

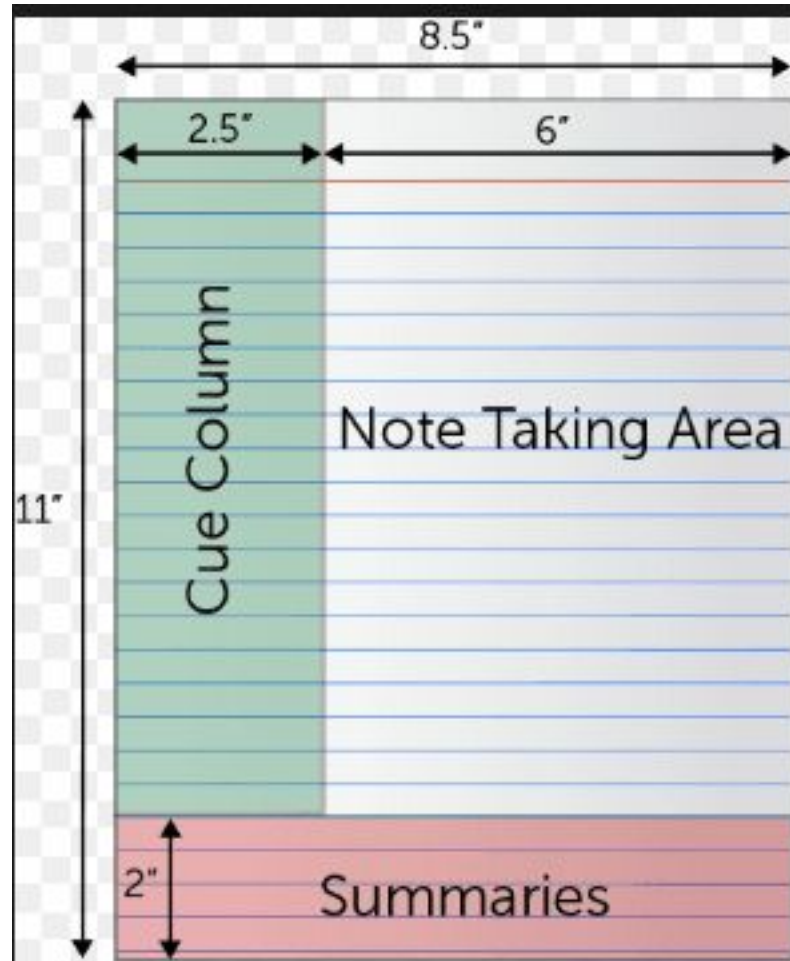
Many in Ireland opposed British rule and saw the American Revolution as a lesson to be followed. While Ireland had a parliament, only Protestants voted for it and the British could control it, which was far from ideal. The British were afraid a full-blown revolution would emerge in Ireland and made gestures to help the Irish. Britain relaxed its trade restrictions on Ireland, so they could trade with British colonies, and reformed the government. The result was that Ireland remained part of the British Empire.

Britain may have lost 13 colonies in America, but it kept Canada and land in the Caribbean, Africa, and India. It began to expand in these regions, building what has been called the "Second British Empire," which eventually became the largest empire in world history. Britain's role in Europe was not reduced, its diplomatic power was soon restored, and it was able to play a key role in the French Revolution and Napoleonic Wars despite the loss to the USA.

The Revolution also had unexpected and far-reaching consequences. Deprived of a dumping ground for British prisoners, from 1787 Botany Bay became a convict camp, helping to create British Australia

Summary:

- Changed the Empire
- Expected mainly negative consequences
- Some surprisingly positive long-term consequences



CORNELL NOTES METHOD

<https://www.youtube.com/watch?v=ErSjc1PEGK>
E

CUES	DATE	MODULE/CLASS	TOPIC
<p>CUES (reduce & recall)</p> <p>AIM - reduce notes to essential ideas to process & recall</p> <p>WRITE JOHN AFTER CLASS</p> <p>Step 1: Review NOTES column - pull out: - key words - key concepts - numbers - dates - facts</p> <p>Step 2: Formulate questions voiced by your NOTES e.g. what are formulae & principles of complexity theory?</p> <p>Step 3: Write these ques and questions in the column alongside the identifying NOTES</p>	<p>NOTES (record)</p> <p>AIM - record as many key points as possible</p> <p>TAKE DURING CLASS</p> <p>What do I write here?</p> <ul style="list-style-type: none"> - key words and ideas - important dates/people/places - diagrams/charts - formulas - examples / case studies - critique - strengths/limitations <p>STEP 2 tips</p> <ul style="list-style-type: none"> - use short points instead of full sentences - use symbols and abbreviations - leave a line between ideas - don't mindlessly copy from the student textbook - write in your own words where possible - use a method that works for you - take notes in a format that you understand so you can make sense of them later 		
<p>SUMMARY (reflect & review)</p> <p>AIM - review the main ideas & reflect on their significance</p> <p>WRITTEN AFTER CLASS</p> <p>Briefly summarise the main points from your notes, this section is useful to think about - why is this important?</p>			

<p>1. What is the significance of the speaker in the poem?</p>	<p>Speaker -</p> <ul style="list-style-type: none"> * voice that communicates a poem's ideas, actions, descriptions, & feelings - similar to narrator - can be unknown or specific (like character)
<p>2. How does a poet's choice of speaker affect the mood/meaning of a poem?</p>	<p>Imp.</p> <ul style="list-style-type: none"> - Poet's choice of speaker - contributes to the poem's mood/meaning - who speaks is as imp. as what is said - different points of view regarding same event (ie. parent, child, elderly person) - the person telling the story gives point of view and affects the message told ← P.O.V*
<p>3. How does Hughes use vocabulary to contribute to</p>	<p>writer's/poet's style</p> <p>Vocab - helps to understand meaning</p> <p>"Crystal stair" = luxuries (metaphor) → compares 2 things</p> <p>ie. "Life for me ain't been no crystal stair"</p>

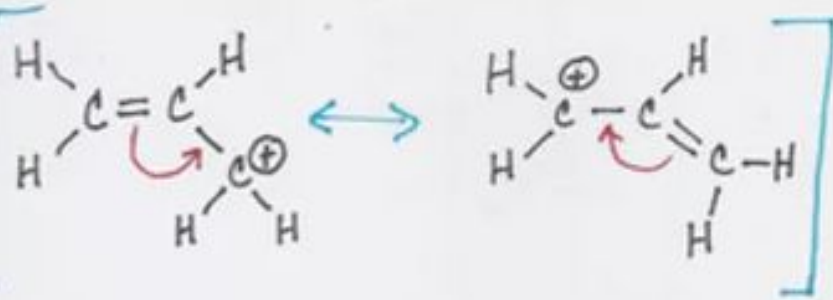
CORNELL NOTES – HOW?

CORNELL NOTES – MAKING THEM USEFUL

What is the difference between resonance structures & true structures?

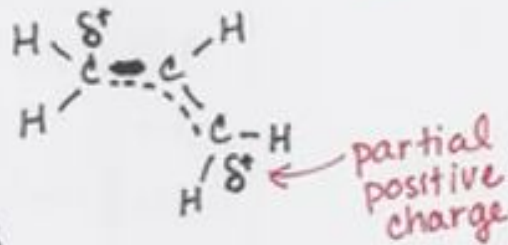
Why does charge delocalization stabilize a molecule?

Resonance Hybrid: True structure of molecule represented by a set of resonance structures



"True structure"

Positive charge is delocalized over carbon 1 & 3



- Your questions need to be clear – remember you'll come back to these out of context. Do you know what you're on about?!
- The notes section needs to be detailed enough to cover everything you need to know. Remember you're using it in the future when you've actually forgotten it. Write it for your future self.

“It helps you to learn the subject in detail as you are reflecting on the key points.”

“It is useful for re testing – you just go back to the questions on the side in a few days and check if you remember the answer. If not, you can remind yourself easily with the bit on the right.”

“Summarising the content really helps you learn it. You’re doing something active with it which has more impact on your long term learning.”



HOW TO CREATE CORNELL NOTES



Using your notes/knowledge organiser/revision guide, read through one topic.



Using the resource, produce your notes on the right.



Once you have produced your notes, move on to the questions. Pick things that have clear answers in your notes.



Once you have done this, move on to the summary at the bottom. In your own words, summarise the topic.



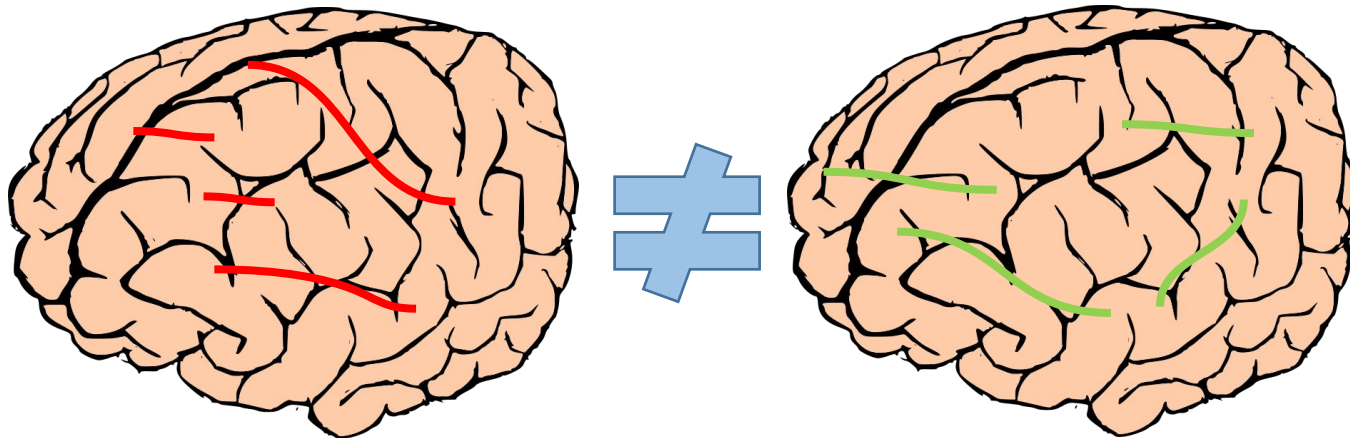
Once or twice a week, check back and try to answer the questions on the left. If you have forgotten, that is fine. The brain forgets things. Re read through the notes and the summary then answer the question again.

How to create FLASH CARDS!

Make your own

Why?

Taking information → *considering it* → *then putting it in your own form and words is an essential part of learning.*



Recreating information in your own way helps build strong neural pathways and memories. These are unique to you...using someone else's recreation doesn't help you quite as much.

If you take someone else's premade cards – you deny yourself this learning process!

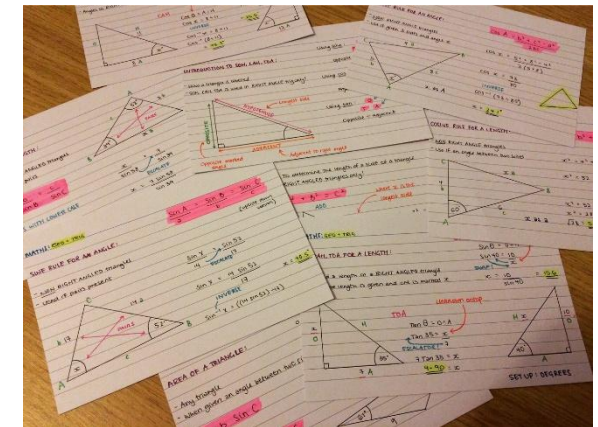
Add pictures with words

Why?

*As humans we relate and remember pictures much more easily compared to words.
(Our brains are wired to be extra sensitive to images.)*

- ✓ Draw simple pictures/symbols
- ✓ Print out images from the internet and stick them on
- ✓ Use an app that simply copies from your images (**Cram**, **Study Blue** and **Quizlet** are popular)

Pictures next to descriptive sentences are proven to be more memorable compared to just an image or a set of sentences.



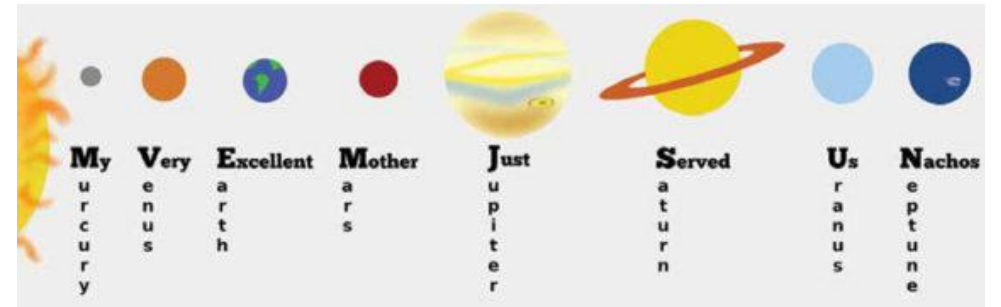
Mnemonic devices

Why?

A mnemonic device helps you build links between two or more pieces of information

Keep them simple and memorable.

Remember: it only has to make sense to you. So it's better if you create the mnemonic or memory link.



"SOH CAH TOA"

$$\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}}$$

$$\cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}}$$

$$\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$$



Parts of an Atom

PEN

Protons
Electrons
Neutrons

Simplicity and recall

Why?

One card – one question

OR

One card – one small part of a topic

This helps our brains avoid confusion. We can easily mistake **recall** for **recognition**.

Recognition	Recall
When revising it can be easy to think that you understand a theory, key word, question or something similar because you recognize it. This isn't the same as fully understanding it and being able to recall.	Actively being able to retrieve information from your memory without having to recognize it. It's basically the sign of truly understanding something.

The more you break up the information onto separate cards, the less likely you are to miss key points. If you used several bullet points per card, you may remember two or three then be tricked into thinking you understood all the information because it felt familiar (or you recognized it...)

Break up the difficult stuff

Why?

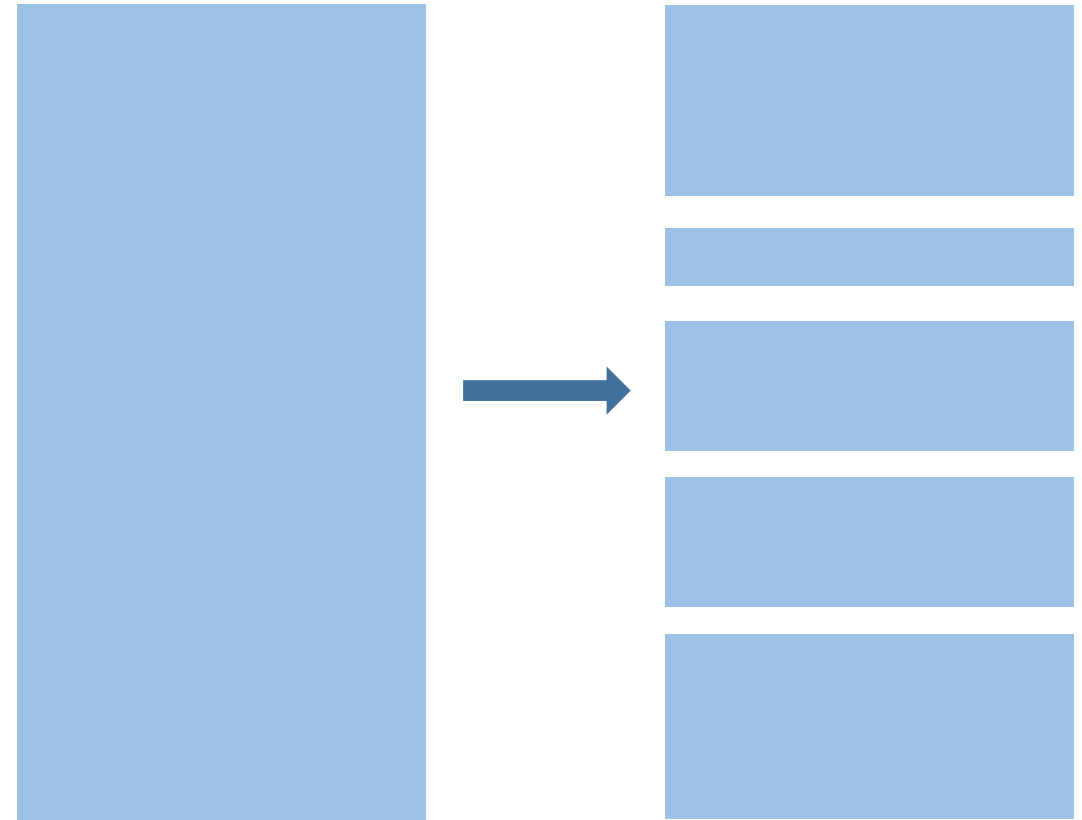
Group too much information on one topic you may slip into thinking you understand all of it because you understand some of it – the illusion of competence...

For example:

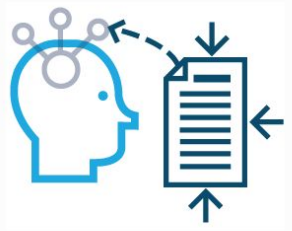
You're studying for a History assessment on The Vietnam War, specifically, why the USA lost. It's a broad and complicated topic including tactics, soldiers, weapons, technology and the home front. You might know and understand tactics and soldiers really well and recall lots of detail. If you don't break up this information you may have the illusion that you understand all of the factors as to why the USA lost.

Break up the topics onto separate cards and you are forced to make sure you learn the different parts separately:

- 1) Tactics*
- 2) soldiers*
- 3) weapons etc.*



Ready to Revise: How can I use flashcards and self-quizzing effectively?



Self-quiz regularly. Repetition will transfer the knowledge into your working memory.

You need to review the flash cards you get wrong more often!



Takeaway Points from this session