



**THE CEDARS
ACADEMY**
Lionheart Educational Trust

**SUPPORTING YOUR CHILD AT KEY
STAGE 3**

MR ALLARD & MR THOMAS





Romeo and Juliet Prologue

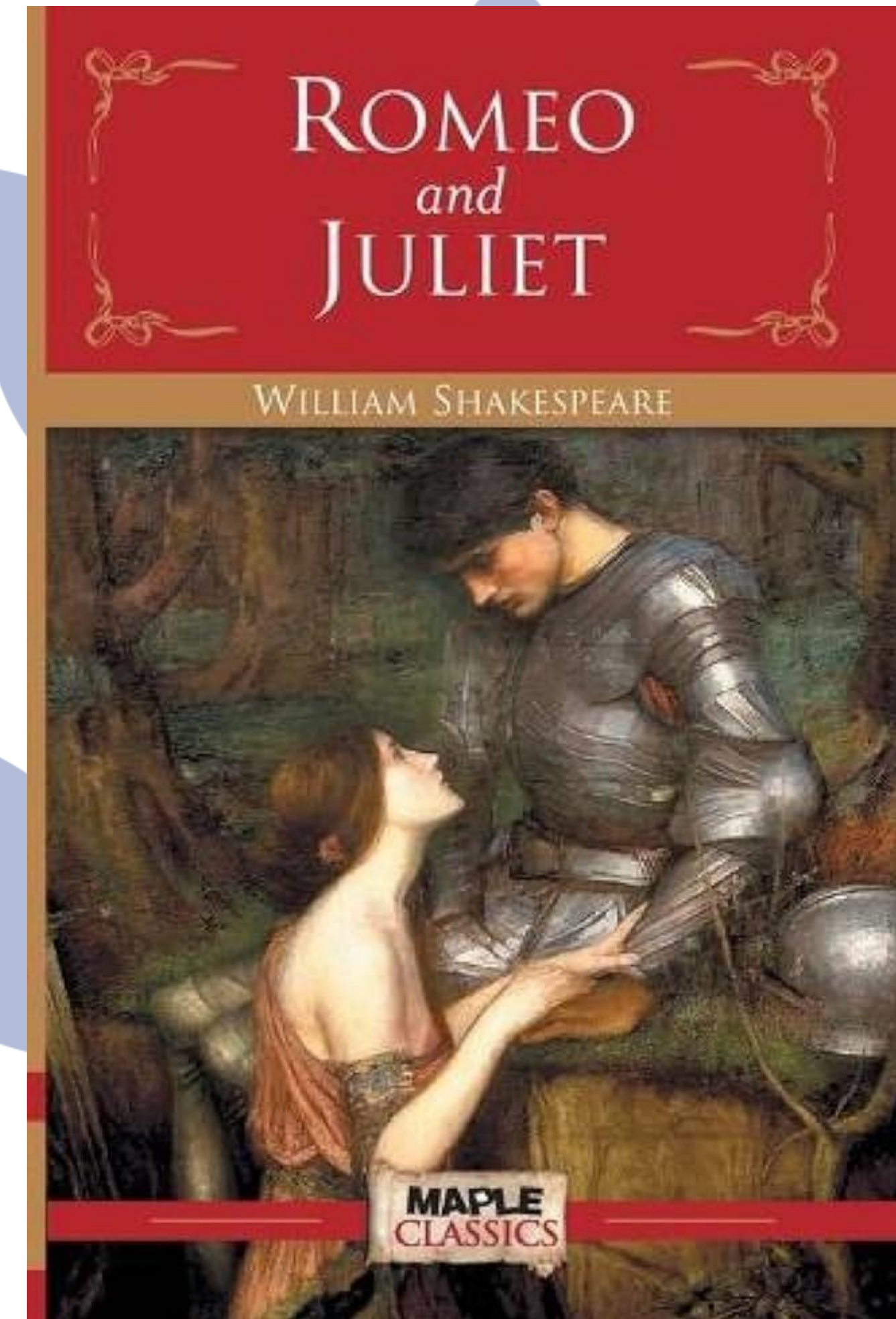


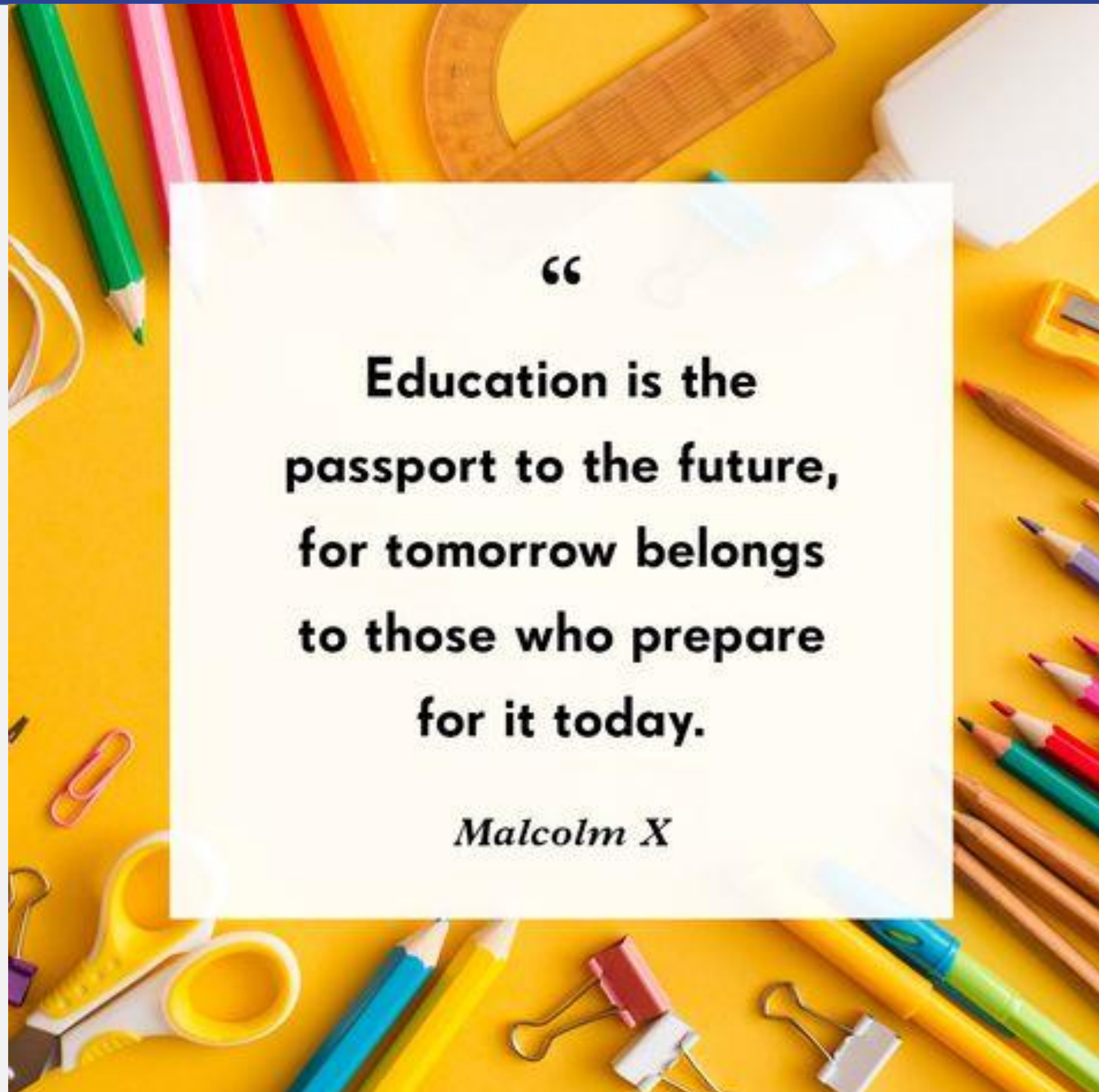
"IF YOU CAN LEARN A POEM...



Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-cross'd lovers take their life;
Whose misadventured piteous overthrows
Do with their death bury their parents' strife.
The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,
Which, but their children's end, nought could remove,
Is now the two hours' traffic of our stage;
The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

...YOU CAN LEARN ANYTHING"





“

**Education is the
passport to the future,
for tomorrow belongs
to those who prepare
for it today.**

Malcolm X



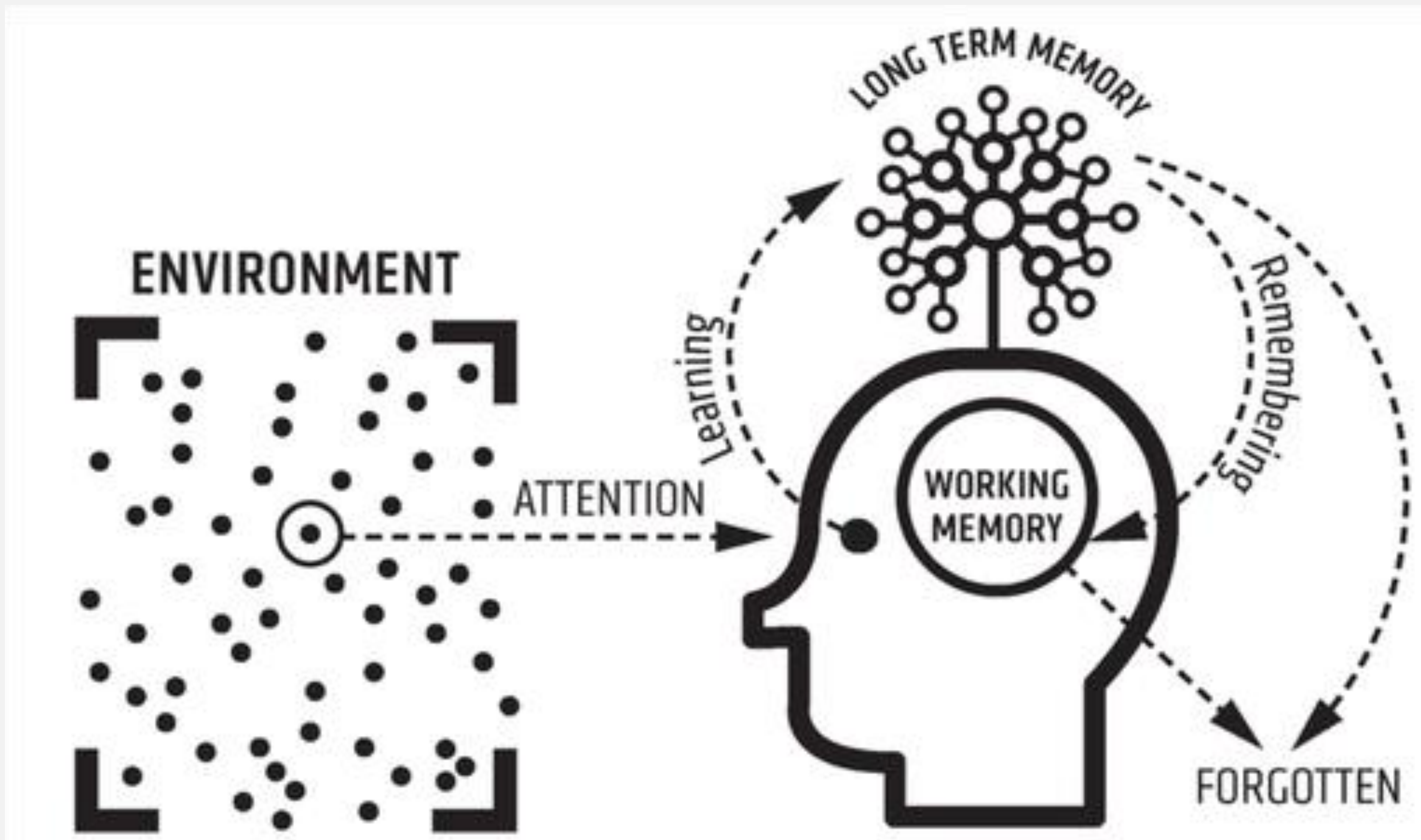
Qualifications at Key Stage 4 have become increasingly more challenging. Many subjects have lost their coursework), and these have been replaced with additional exam papers.

To do well in exams, students have to learn a lot of information (knowledge), and be able to use it effectively (skills).

This means our students need to retain even more information for longer, and practice using that knowledge in lots of different situations



HOW YOUR MEMORY WORKS!



- Our working memory is actually rather small and we easily forget knowledge at first.
- To secure knowledge and skills into our long term memory we have to forget and revisit – **practice it** – it several times.
- Once stored in our long term memory (which is almost limitless) we can retrieve it easily.



- To be able to express themselves, students need to have a good grasp of the language of their subjects – vocabulary.
- This is true for ALL subjects, not just English or French!
- We have some online resources to help students, and which you can use with them.

Normal Vs. Advanced English

Normal English	Advance English	Normal English	Advance English
Poor	Impoverished	Fell asleep	Nodded off
Strong	Vigorous	Very cold	Freezing
Weak	Feeble	Hurry up	Chop-chop
Talkative	Loquacious	Good luck	Break a leg
Quiet	Taciturn	Open	Unveil
Big	Gigantic	Close	Seal
Small	Petite	Win	Prevail
Childish	Infantile	Lose	Surrender
Mature	Sophisticated	Like	Admire
Get married	Tie a knot	Dislike	Abhor
Very rarely	Once in a blue moon	Happy	Content
Secret	Under wraps	Sad	Despondent
Lucky	Jammie	Rich	Opulent
Wasting time	Faffing around	Selfish	Rapacious



Select Subject:

English	Maths	Science	Geography	History	Computer Studies	Drama	Music
Art	Design	Personal Development	Religious Education				

Select Year Group:

Year 7	Year 8	Year 9
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 Study Mode Flashcards Quiz Mode Review Mistakes

Toggle All

Shuffle

Select All

Select None

Random Set

Hide Known

Search words...

0 words selected (182 total words)

Use Selected for Practice

**(Arithmetic) Mean**

A type of measure of central tendency (average) used to represent the central value of a set of numbers.

**Acute**

An angle that is less than 90 degrees.

**Adjacent angles**

Two angles that have a common side and a common vertex (corner point), and don't overlap.

WHY HOMEWORK IS IMPORTANT



Homework is practice, and we do not miss practice!

Most homework is now set on Teams, and will be listed on Beehive as well

Effective study will be:

- Frequent
- Structured
- Spaced out
- Active

The habits and skills needed for independent study need to be established and **practiced** in Key Stage 3.

Waiting for Year 10 is too late!

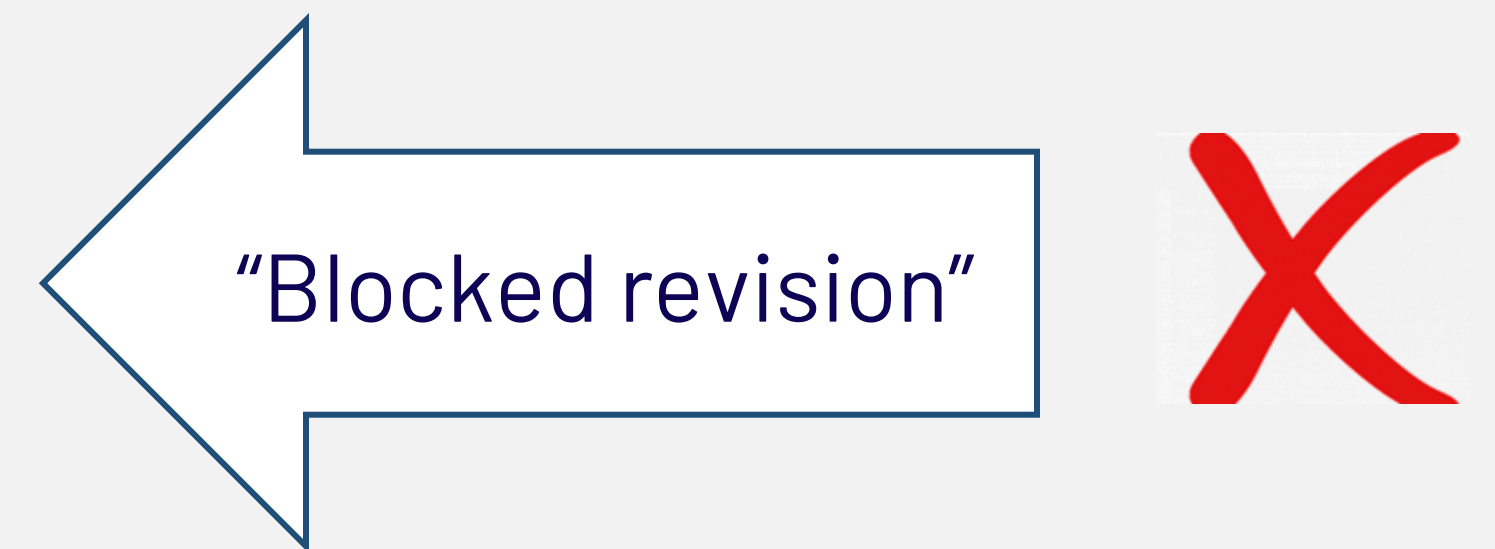
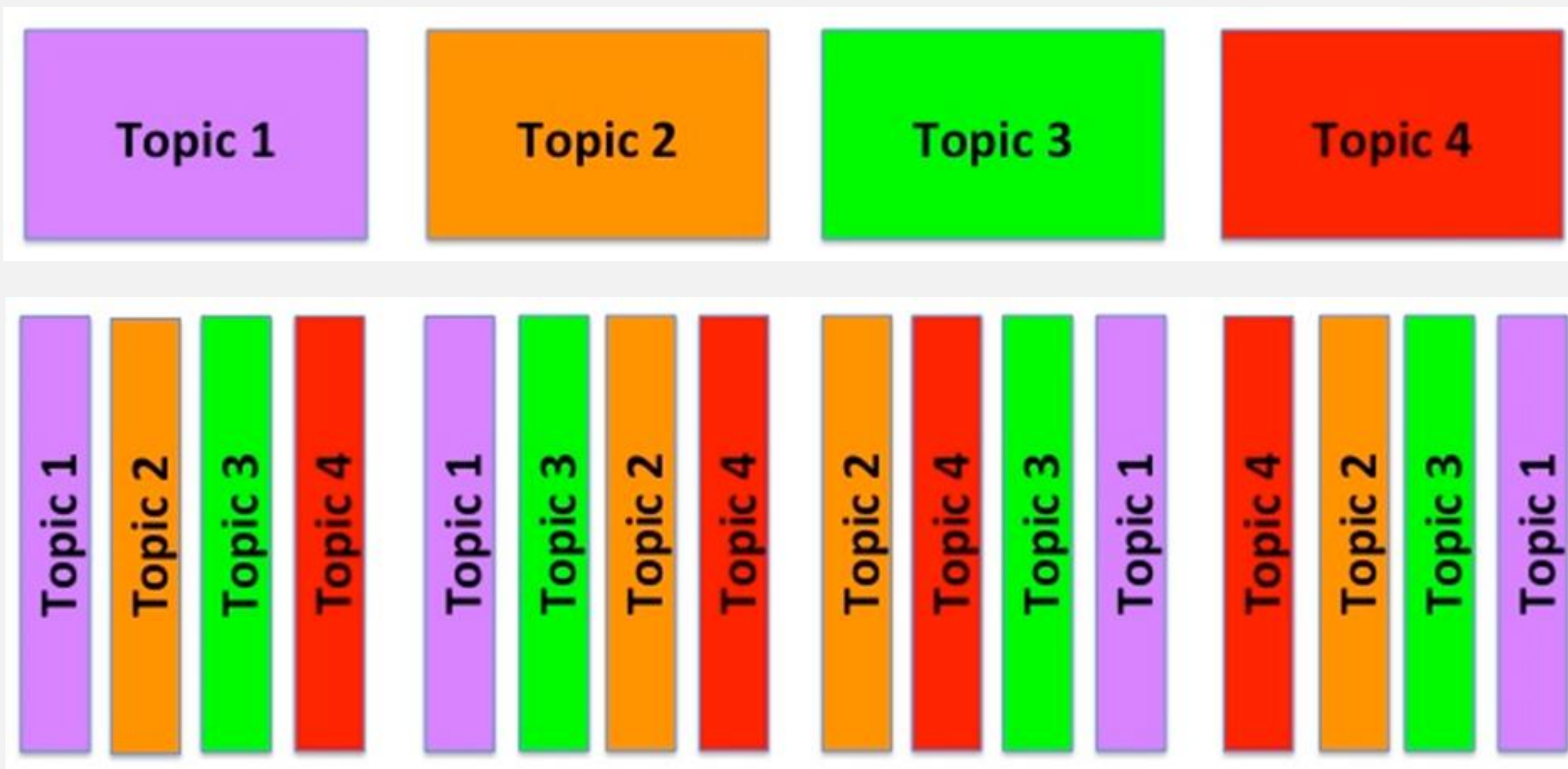
WHAT ALL THIS MEANS FOR HOMEWORK



Retrieval should be spaced out.

'Cramming' for a particular subject or topic is not the most effective method for learning.

Instead, **retrieval** should be broken down in to small chunks that are repeated frequently.





Research shows that study is most effective when the conditions represent an 'exam' environment.

- Sit at a desk.
- Avoid distractions: NO PHONES/ MUSIC.
- Work in a quiet space.



**Our library is open after school every day for silent revision/study/reading.
Our Post-16 run lunchtime homework club will also begin in ICT4 after half-term**

AN ANALOGY – BRICKS AND CEMENT



Bricks = knowledge
Wall = learning over time
Cement = deliberate practice (long term memory)



Cement not used / not used enough
Result = a crumbling wall



Systematic, deliberate. Bricks strongly secured together.
Wall of learning strong and resilient

KNOWLEDGE ORGANISERS



The Knowledge Organisers summarise everything that needs to be learnt in that term.

You can find the KS3 Knowledge Organisers on our website:



KNOWLEDGE ORGANISERS

KNOWLEDGE ORGANISERS

Year 7 Autumn Term 2025

Year 8 Autumn Term 2025

English

Unit 1: The Ruby in the Smoke



Features of the Victorian Novel

- Realistic
- Purpose to entertain
- Often has a hero or a heroine at the heart of it
- Presents all aspects of society
- Several genres; romance, gothic and social commentary
- Victoriana refers to mock Victorian culture such as *The Ruby in the Smoke*.

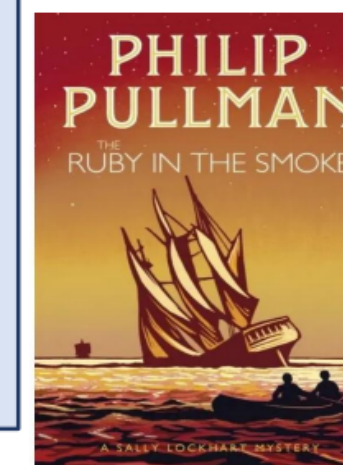
The Detective tradition as a genre

- Many based on true crime stories
- Often a hero like Sherlock Holmes
- Presents a range of characters involved in these mysteries
- Offers elements of social commentary.
- First serialised in magazines, so lends themselves to short stories or sections with cliff-hangers.

- What?** What is the writer presenting? What is your area of focus?
How? How are these ideas demonstrated or developed? *Introduce and embed a quotation to develop your argument. Analyse the connotations of words and how we are encouraged to react as a reader.*
Why? Why is this effective? Why might it create a reaction? Why might the writer have made this decision?

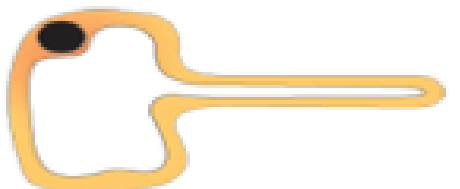
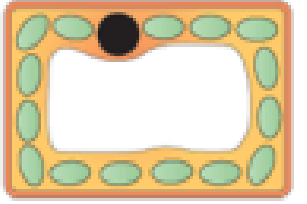
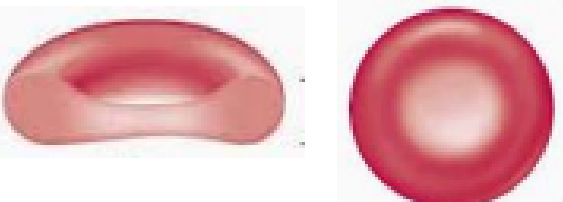

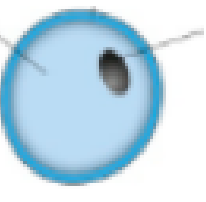

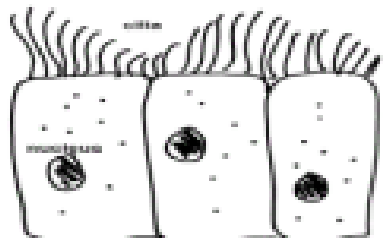
How to structure a well organised, analytical paragraph

1. Start with your **topic sentence** which should make explicit reference to the task (using key words from the title) and explain what the focus of the paragraph will be. (The what)
2. Refer to the writer's methods to show how this particular idea is presented in the text. You must remain focused on the idea you flagged up in your topic sentence.
3. Develop by considering why this is significant in terms of either reader response, the wider plot of the text, the genre or the literary context.
4. Make explicit reference back to the title to ensure you have remained focused on the question.



Evaluative vocabulary		Emotional vocabulary	
Subtle	Skilful	Outrage	Empathy
Challenging	Striking	Sympathy	Approval
Crucial	Significant	Pity	satisfaction
Pivotal	Provocative	Remorse	Compassion



Type of plant cell	Function	Special features
Root hair cell 	To absorb water and minerals	Large surface area
Leaf cell 	To absorb sunlight for photosynthesis	Large surface area Lots of chloroplasts
Type of animal cell	Function	Special features
Red blood cells 	To carry oxygen	Large surface area, for oxygen to pass through. Contains haemoglobin, which joins with oxygen
Nerve cells 	To carry nerve impulses to different parts of the body	Long Connections at each end. Can carry electrical signals
Female reproductive cell (egg cell) 	To join with male cell, and then to provide food for the new cell that's been formed	Large Contains lots of cytoplasm
Male reproductive cell (sperm cell) 	To reach female cell, and join with it	Long tail for swimming. Head for getting into the female cell
Ciliated Cells 	The hairs sweep hair, mucus, trapped dust and bacteria up to the back of the throat where it can be swallowed	Hair like structures Present in many structures e.g. ear, nose, trachea

Movement of substances

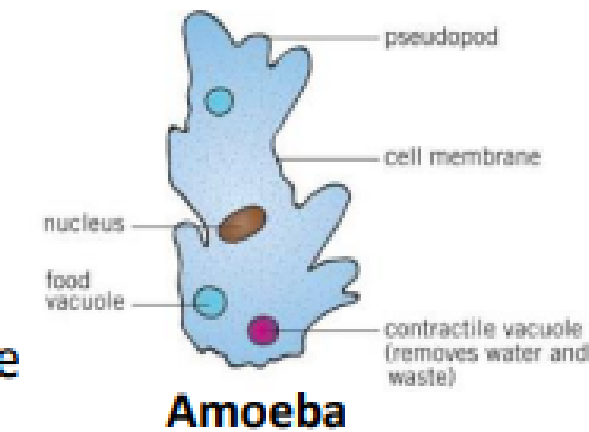
Substances move from an area where they are in high concentration to an area where they are in low concentration. This process is called **diffusion**.

Oxygen diffuses into cells from an area of high concentration outside the cell to a low concentration of oxygen inside the cell. Carbon dioxide moves out of the cell.

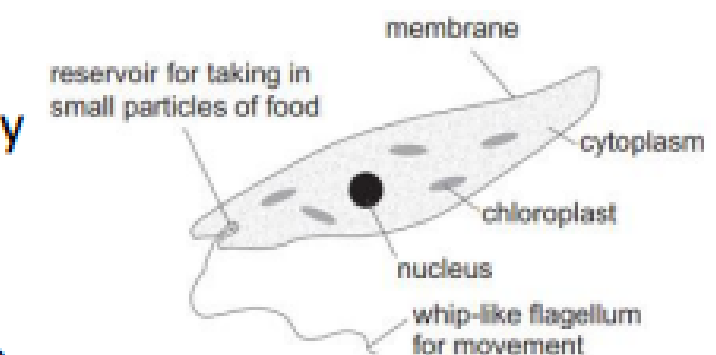
Water moves into a plant from a high concentration of water in the soil to a low concentration of water in the root hair cells.

Unicellular Organisms

Amoebas and Euglenas are examples of unicellular organisms. This means that they are only made up of one cell.



Both organisms reproduce by binary fission.



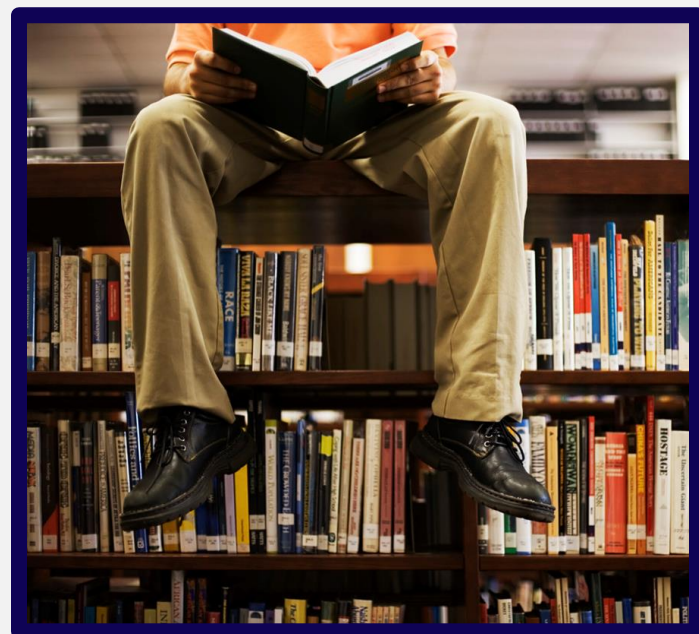
Amoebas have to find food to survive but Euglenas can carry out photosynthesis to produce their own food.



Studying should be ACTIVE not passive



Highlighting



Re reading texts

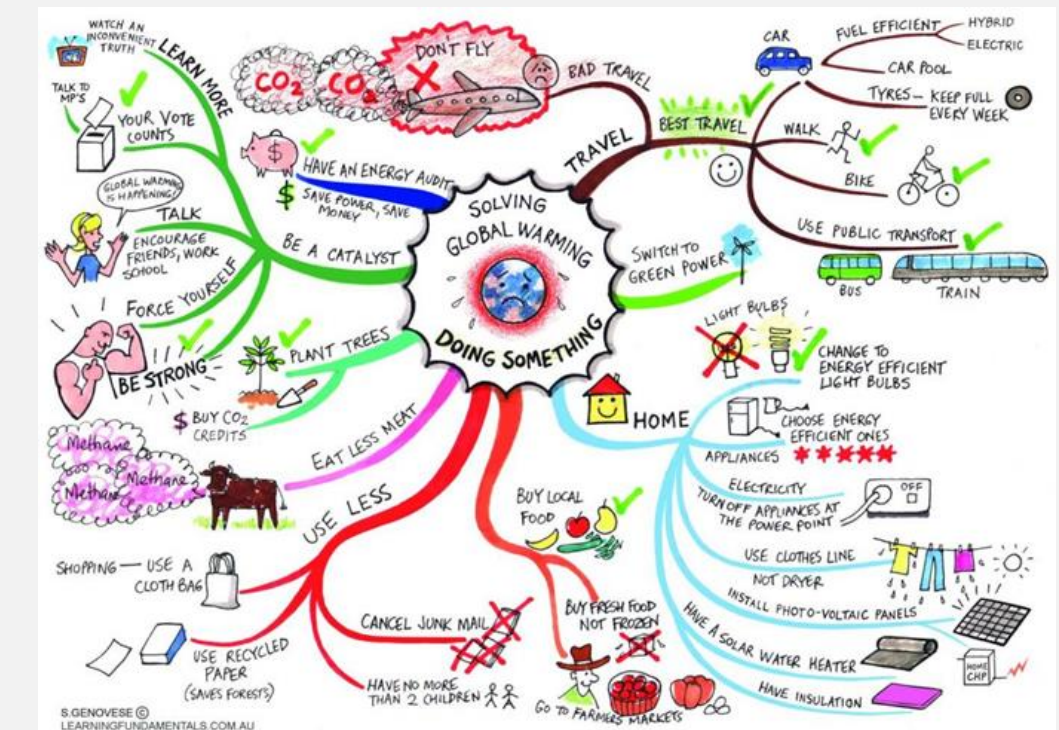
To revise all elements of GCSE English Lang+Lit

Interleaved Revision Quiz 1 – 20 marks

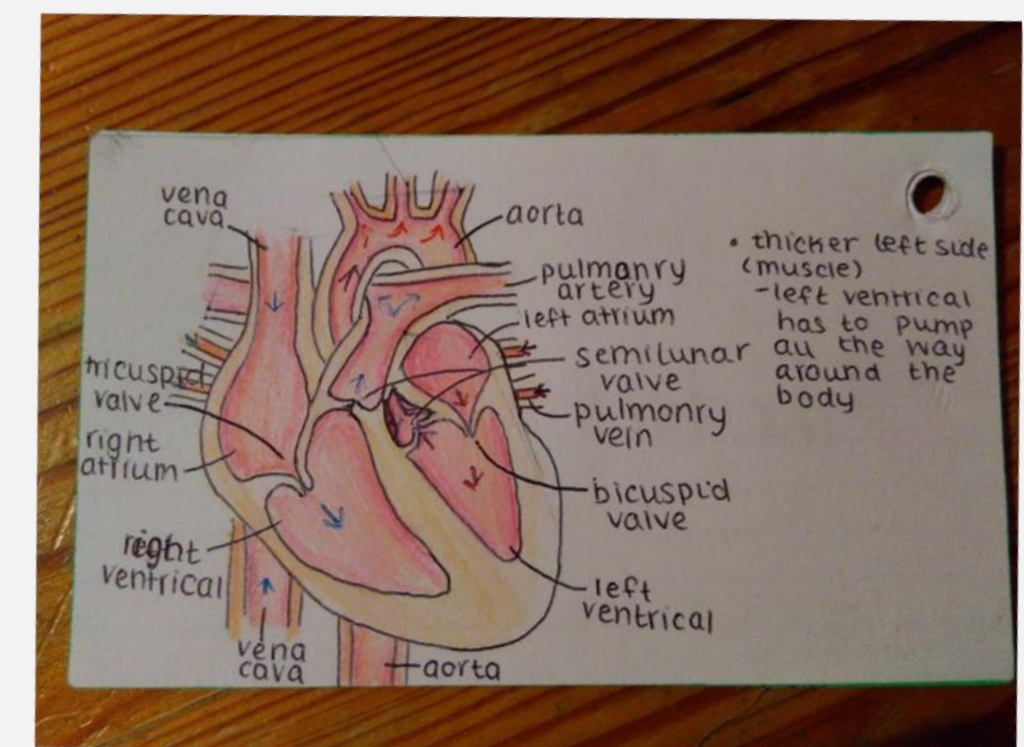
Macbeth	1. Who becomes King at the end of the play? (1)
J+Hyde	2. What is the name of the character Hyde murders? (1)
AI Calls	3. Which character got Eva pregnant? (1)
Poetry	4. Which is the only poem written by a serving soldier? (1)
Lang P1	5. List how many marks the 5 questions are worth. (5)
Macbeth	6. Give a quotation you could use for Macbeth AND ambition. (1)
J+Hyde	7. What language technique is used in "hissing" "savage" "snarled"? (1)
AI Calls	8. Give 2 quotations which you could use for Sheila AND gender. (2)
Poetry	9. Which poem contains "mind-forged manacles" + what method is it? (2)
Lang P2	10. List how many marks the 5 questions are worth. (5)



Complete QUIZZES



Create MIND MAPS



Flashcards

LOOK, COVER, WRITE, CHECK



1. **Look:** Students spend some time reading / revising a section of the knowledge organiser

Patron Saints of the United Kingdom		
Patron Saint of Wales	Saint David	1 st March
Patron Saint of Ireland	Saint Patrick	17 th March
Patron Saint of England	Saint George	23 rd April
Patron Saint of Scotland	Saint Andrew	30 th November

2: Cover

Students should then cover the knowledge organiser or turn the knowledge organiser over

3: Write

Students then write down as much as they can remember about the section of the knowledge organiser that has just been studied.

4: Check

Using the knowledge organiser students should then check if they were right.

The most important part of the process is to correct the work (ideally in a different coloured pen).

Students should make sure that they write down the correct answers to anything that was incorrect. They shouldn't just mark it right or wrong.



Self Quizzing

Use your knowledge organiser to create a mini quiz. Write down questions using your knowledge organiser.



Cover or flip the knowledge organiser over and answer the questions and remember to use full sentences and key words/vocabulary.



Check your answers. Correct any mistakes in a different coloured pen and add anything you missed. Repeat.



Paired Retrieval

Like self quizzing, use your knowledge organiser to create a quiz.



Ask a family member to ask you the questions and tell you which ones you get right and which ones you get wrong.



Following the quiz, summarise which areas you got wrong and need to revise further.



1. Students spend time reading / revising a section of the knowledge organiser

2. The knowledge organiser is then removed (either turned over, or given to a family member).

2. Students can then answer their own pre made quiz, or could be quizzed by a family member.

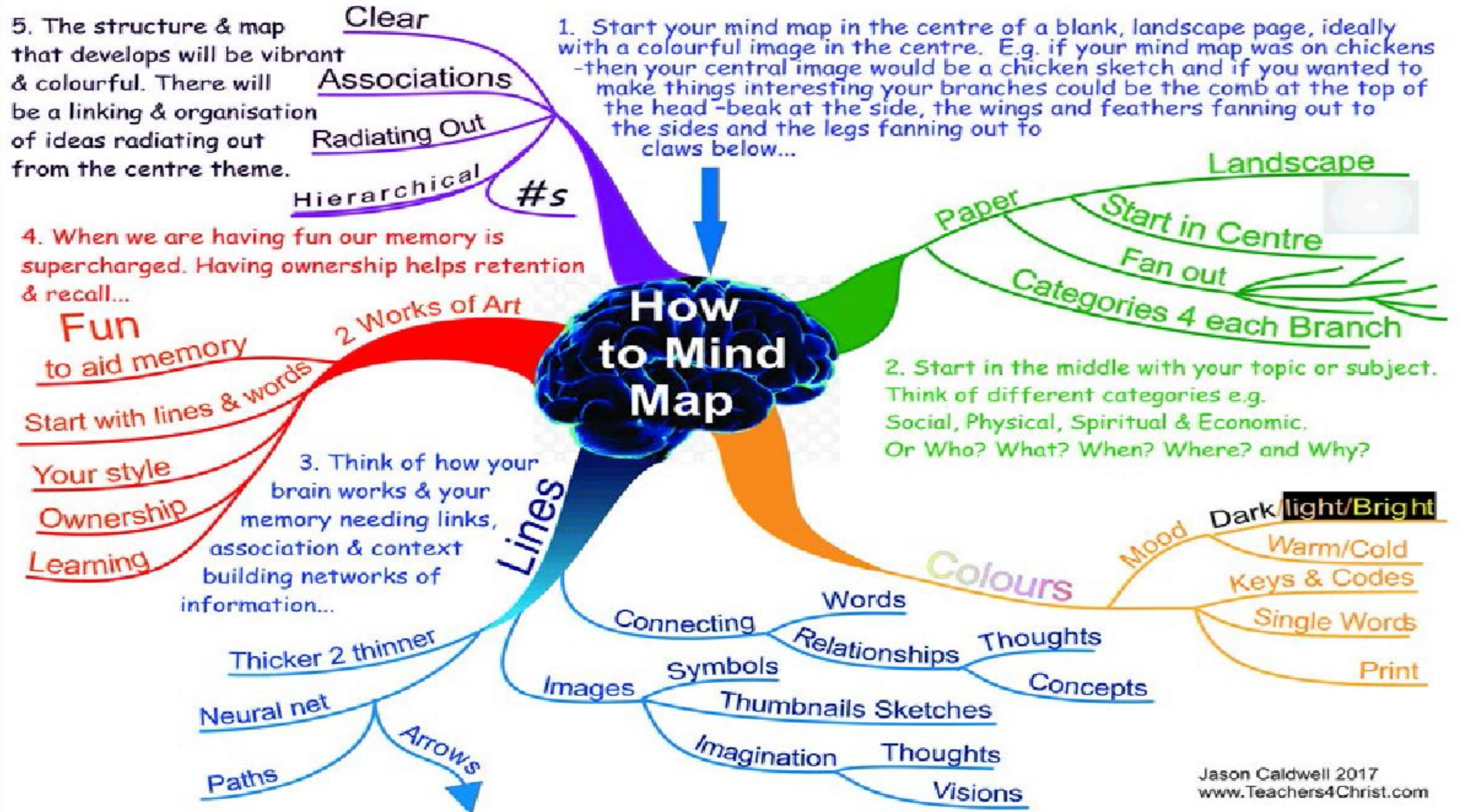
4: The most important part of the process is to correct the work (ideally in a different coloured pen).

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MIND MAPS



Mind Mapping is a process that involves a combination of text, images, colour and visual-spatial arrangement.



Jason Caldwell 2017
www.Teachers4Christ.com

TIME LINES



Timelines are useful when the order of specific knowledge is important.


They can be used to help remember the chronological order of events.

This could be the key events of a particular time period, or could be the events (plot) of a play or book.



Like a mind map it can help if students use colour to categorise and use pictures/diagrams to help remember certain facts (dual coding).

TIMELINE

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4 August 1914
Britain declares war on Germany

August 1914
1st Battle of Ypres

1914
Home Depot, the largest wooden building in the world, built in Regent's Park, London




1914
General Post Office establishes relief fund

1915
Women are recruited to fill jobs left by male postal workers

August 1914
Naval battle of Heligoland Bight

1914
11,000 General Post Office employees join the armed forces. This rises to over 75,000 by the end of the war


1915
Army Post Office establishes communication in the field



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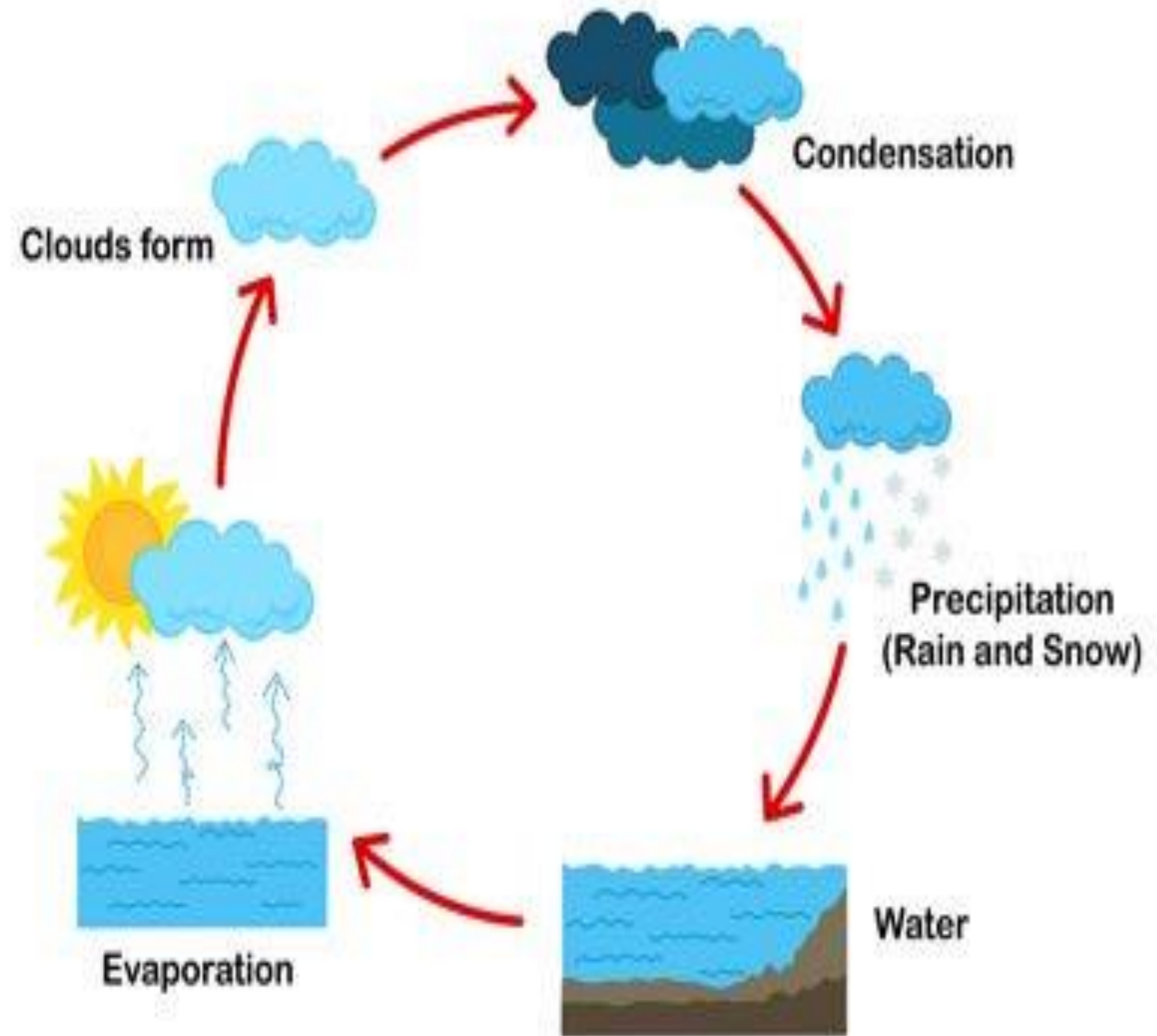
DIAGRAMS AND 'DUAL CODING'



Diagrams can be an effective memory trigger.

Students should challenge themselves to condense key information on the knowledge organiser down to key words and diagrams.

Students should use colours and images to help make the information meaningful and memorable.





Talking to your child

Check in with them about **WHAT** they have been learning/revising...

- It is great for them to articulate what they have been learning/revising

Practise **ELABORATE INTERROGATION**...

- **Student:** *“The leisure industry in British seaside towns like Porthcawl in South Wales has deteriorated in the last 4 decades”*
- **Parent:**why?What do you think has caused that to happen?



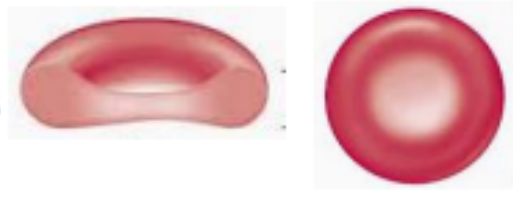
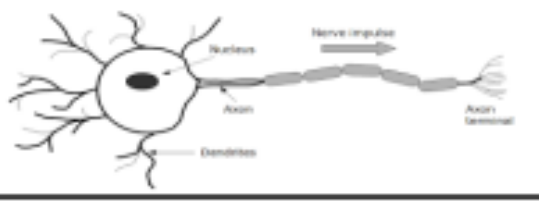


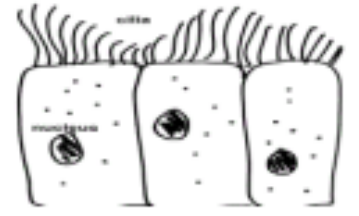
PUTTING THIS INTO PRACTICE



Science



KNOWLEDGE ORGANISER BIOLOGY: CELLS

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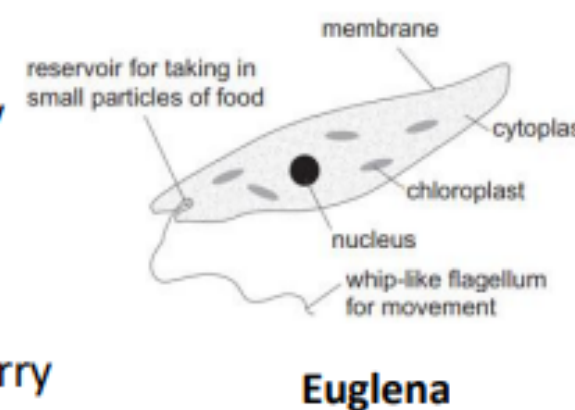
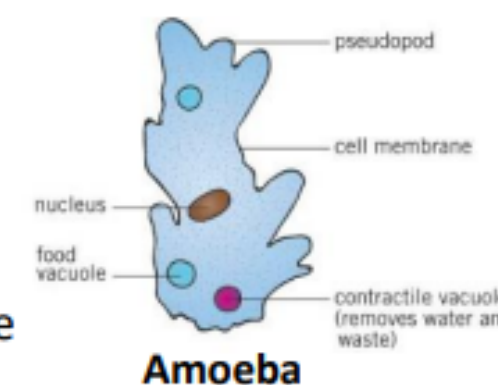
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Work together with your child to read and digest a key area / section of the KO at a time.

After you've read and discussed the section, turn over the KO and use one of the strategies to quiz and retrieve the information:

- A series of questions
- Create a mind-map

IMPORTANT QUESTIONS TO ASK



Was this strategy effective in helping me to revise and remember this information?

Would a different strategy be more effective?

Do I need to ask my teacher for additional support with a particular part of the topic?

Which parts of the topic am I able to remember?

Which parts of the topic am I less confident with and need to revise/study further?

What should I revise next?



7 Self Care Tips For Students To Help Manage Stress

Learning is hard! Sometimes the work and pressure means some students will experience stress

A certain level of stress is normal and actually healthy

We have lots of support in school for students who are worrying or stressed.

You can also support at home with some simple tips.

1 School and personal life balance

2 Find hobbies

3 Remain Active

4 Make sure to eat and sleep enough

5 Seek support as needed

6 Respect your boundaries

7 Find relaxing activities

WE WOULD LOVE YOUR FEEDBACK



Y7 Parent and Child Information
Session



PUPIL CENTRED, POSITIVE AND PROFESSIONAL