



LIONHEART
EDUCATIONAL TRUST

Y11 PARENTS INFORMATION EVENING

BENJAMIN BLOOM

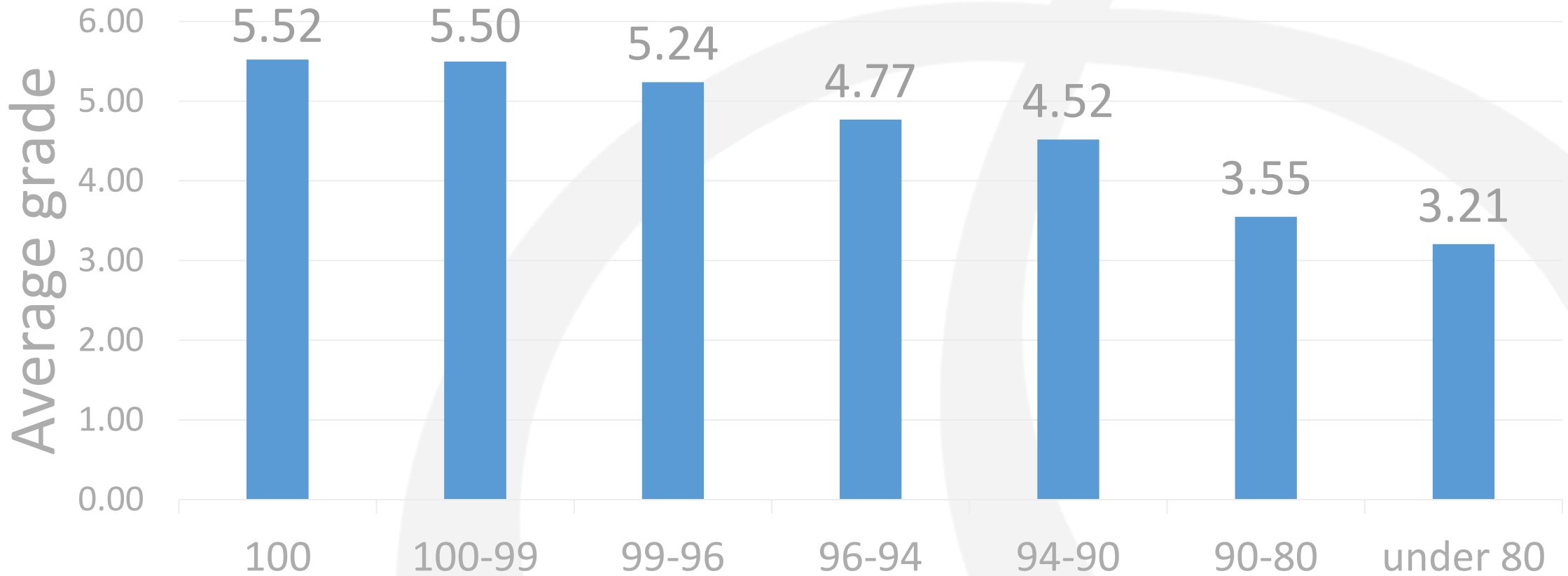


“What any person in the world can learn, almost all persons can learn if provided with appropriate conditions of learning.”



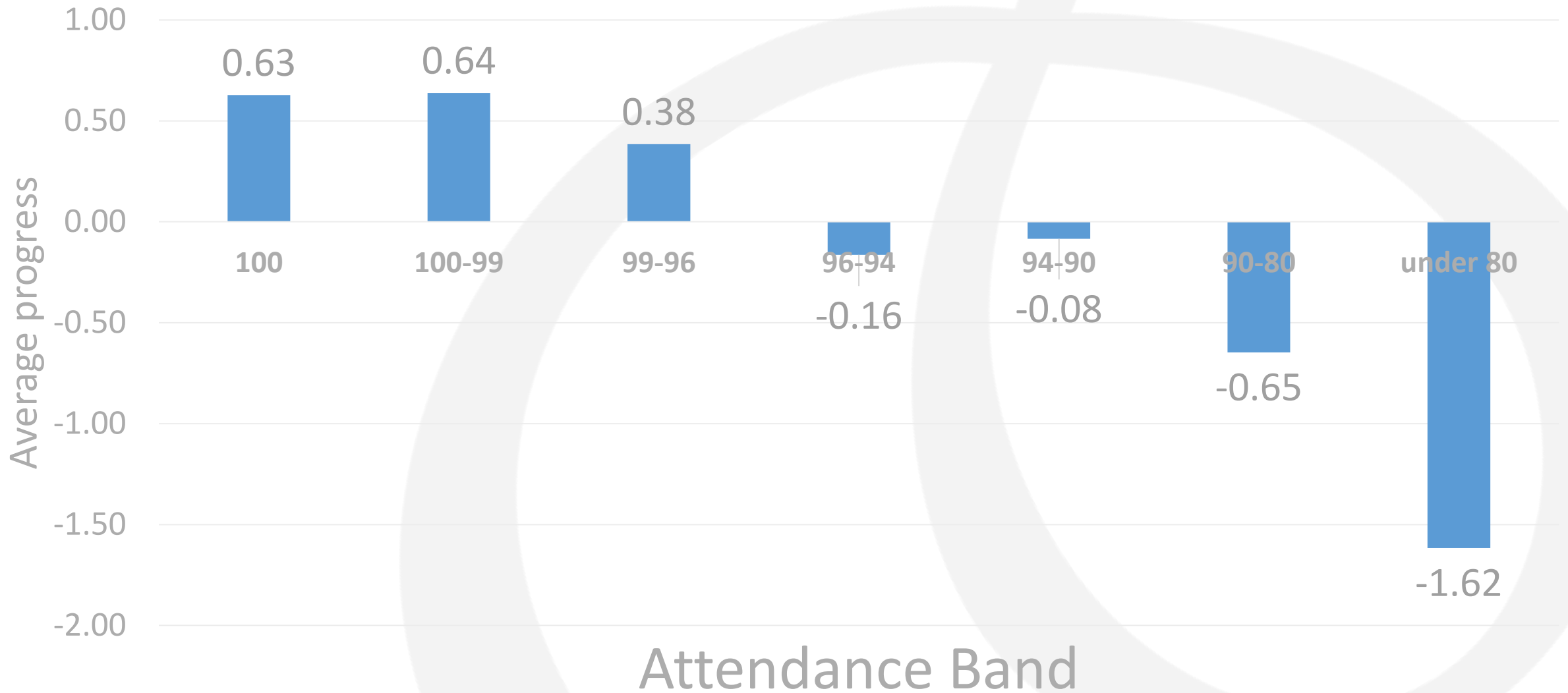


IMPACT ON GCSE GRADES:



Attendance Band

IMPACT ON GCSE GRADES:



WORKING HARD IN LESSONS



Lessons are where the learning happens.

Arrive on time, properly equipped, and put maximum effort in.

Lessons are supposed to be hard!



HOMEWORK

- Set regularly
- View on Beehive
- Consequence for non-completion
- Homework is practice!

The screenshot shows a user interface for managing homework assignments. At the top, there is a 'My Assignments' header with filters for 'All' and 'Current'. A list of assignments is displayed on the left, each with a briefcase icon, title, teacher name, and due date. Some assignments have a 'Late' badge. On the right, a detailed view for the 'Year 11 RS HW' assignment is shown, including its type, set for, deadline, set on date, set by (Lois Kidger), visible from date, publish status (Live), and suggested timescale (15 Minutes). Below this, a 'Details' section contains a message from the teacher: 'Hi all, Please find attached your RS HW. Some short essay practice questions- this shouldn't take you too long. If you would like a printed copy- please respond to my email. Thanks,'

Assignment	Teacher	Due Date	Status
Year 11 RS HW	Lois Kidger	15/10/2025	
Trial zero feedback	Krishna Varia	08/10/2025	
Exam Questions 3	Ayesha Parmar	15/10/2025	
Complete Maths - 4 goals a week	Bhoomika Savajani	13/10/2025	
Revision for Trial Exam on Friday 10th October	Sonia Pope	10/10/2025	
English homework- week 6	Emmy Hikes	13/10/2025	
Monitored revision - Physics paper 1 required practicals	Ayesha Parmar	08/10/2025	
Complete Maths - 4 goals a week	Bhoomika Savajani	06/10/2025	
Early Modern Public Health Revision Homework	Sonia Pope	03/10/2025	Late
Complete Maths - 4 goals a week	Bhoomika Savajani		Late

Assignment Details: Year 11 RS HW

- Type: Assignment
- Set For: 1104/Rs1
- Deadline: Wednesday, 15th October 2025 (Period 5)
- Set On: Tuesday, 7th October 2025
- Set By: Lois Kidger
- Visible From: Tuesday, 7th October 2025
- Publish Status: Live
- Suggested Timescale: 15 Minutes

Details

Hi all,

Please find attached your RS HW.

Some short essay practice questions- this shouldn't take you too long.

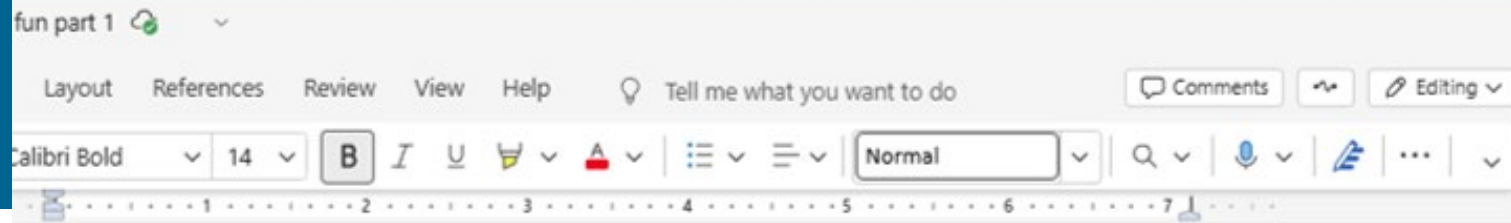
If you would like a printed copy- please respond to my email.

Thanks,

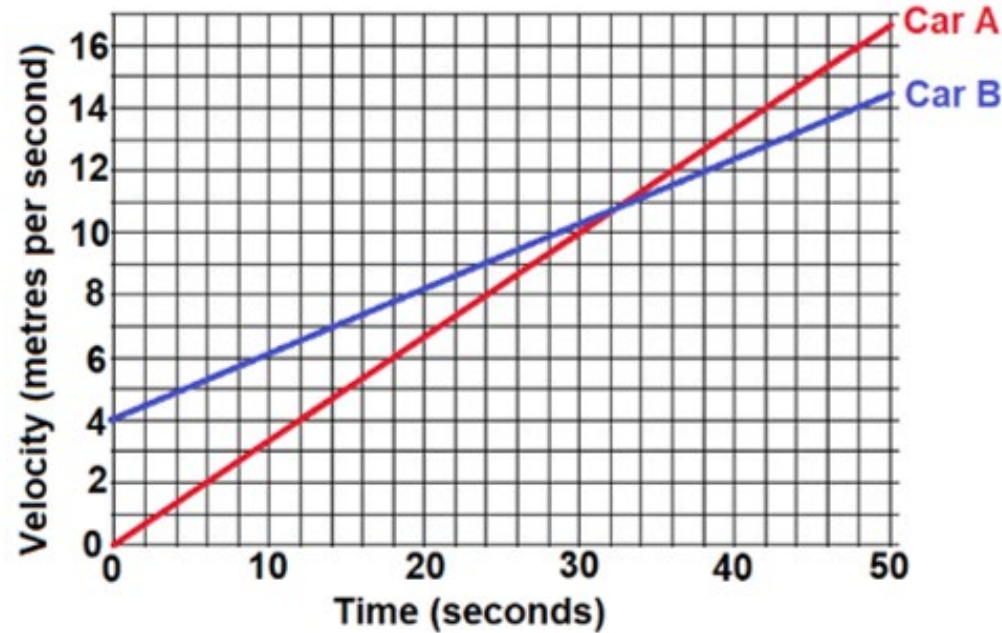
TEAMS

A lot of work is now set through Teams

Students all have log-ins, and should complete and return within Teams unless told otherwise.



3) The following position-time graph describes the motion of two cars, A and B, travelling north along a straight line. At what time will the two cars have travelled the same distance?



66.7 seconds

4) A stationary rocket of mass $3.6 \times 10^4 \text{ kg}$ fires its engines, which produce a thrust of $4.8 \times 10^5 \text{ N}$

a) What is the initial acceleration of the rocket? (2)

13.4 ms^{-2}

Close

< TB [redacted] ... >

Student Work
✓ Turned in View History

Physics holiday fun part 1... ..

Take action in student view

Feedback
B I U [redacted] [redacted] [redacted] [redacted]

Solid work [redacted] 25/28 scored, and all areas are basically understood. Be careful with graph work - at A-level you will be expected to be very accurate with your readings. Make sure you green pen the mistakes. Finally, it is important to show your working - this makes it harder to make mistakes and easier to pick up marks even if you do

Points
No points

Return [dropdown arrow]

INTERVENTION



Some students specifically invited, and should treat these as normal lessons

All sessions timetabled

Groups based on specific needs

13th October 2025	Geography; History	Media	French	science RPs; Drama;Sports
20th October 2025	Half term			
27th October 2025	Maths	English	Science	Sports; Creative options; science RPs; Drama;Sports
3rd November 2025	Geography; History	HSC; iMedia; Creatives; Media	French	Sports; Creative options; science RPs; Drama;Sports
10th November 2025	Maths	English	Science	Sports; Creative options; science RPs; Drama;Sports
17th November 2025	Geography; History	HSC; iMedia; Creatives; Media	French	Sports; Creative options; science RPs; Drama;Sports
24th November 2025	Maths	English	Science	Sports; Creative options; science RPs; Drama;Sports
1st December 2025	Geography; History	HSC; iMedia; Creatives; Media	French	Sports; Creative options; science RPs; Drama;Sports
8th December 2025	Ad hoc intervention for specific students identified during mocks			
15th December 2025	Ad hoc intervention for specific students identified during mocks			
22nd December 2025	Christmas			



- Revision starts today!
- Best when clearly planned
- Lots of classroom practice:
 - Revision topics
 - Extended writing practice
 - Command words
 - Exam skills
- Form time sessions to teach skills
- Revision timetables for half term and beyond



Day Planner: Autumn half term break 18th - 26th October 1 session is around 30-40 mins)



	English 6 sessions	Maths 6 sessions	Science 6 sessions	Option 1 4 sessions	Option 2 4 sessions	Option 3 4 sessions	Option 4 4 sessions
Saturday 18 th October							
Sunday 19 th October							
Monday 20 th October							
Tuesday 21 st October							
<u>Wednesday</u> <u>22nd October</u>							
Thursday 23 rd October							
Friday 24 th October							
Saturday 25 th October							
Sunday 26 th October							

Weekly Subject planner – Autumn half term 2



Week beginning	English 3 sessions	Maths 3 sessions	Science 3 sessions	Option 1 2 sessions	Option 2 2 sessions	Option 3 2 sessions	Option 4 2 sessions
27 th October							
3 rd November							
10 th November							
17 th November							

Trial 1 exams



First week of trials	Monday 24 th November	Tuesday 24 th November	Wednesday 24 th November	Thursday 24 th November	Friday 24 th November	Saturday/Sunday 29 th /30 th November
	Exams: Tonight's revision:	Exams: Tonight's revision:	Exams: Tonight's revision:	Exams: Tonight's revision:	Exams: Tonight's revision:	Weekend revision focus:
Second week of trials	Monday 1st December	Tuesday 2nd December	Wednesday 3rd December	Thursday 4th December	Friday 5th December	Saturday/Sunday 6 th /7th December
	Exams: Tonight's revision:	Exams: Tonight's revision:	Exams: Tonight's revision:	Exams: Tonight's revision:	Exams: Tonight's revision:	Take the weekend off!



THE BEST CONDITIONS FOR HOME STUDY



- Planned time
- Study is interleaved
- Shared plan with others
- Phone in a different room
- No TV, no music
- Sensible bedtime

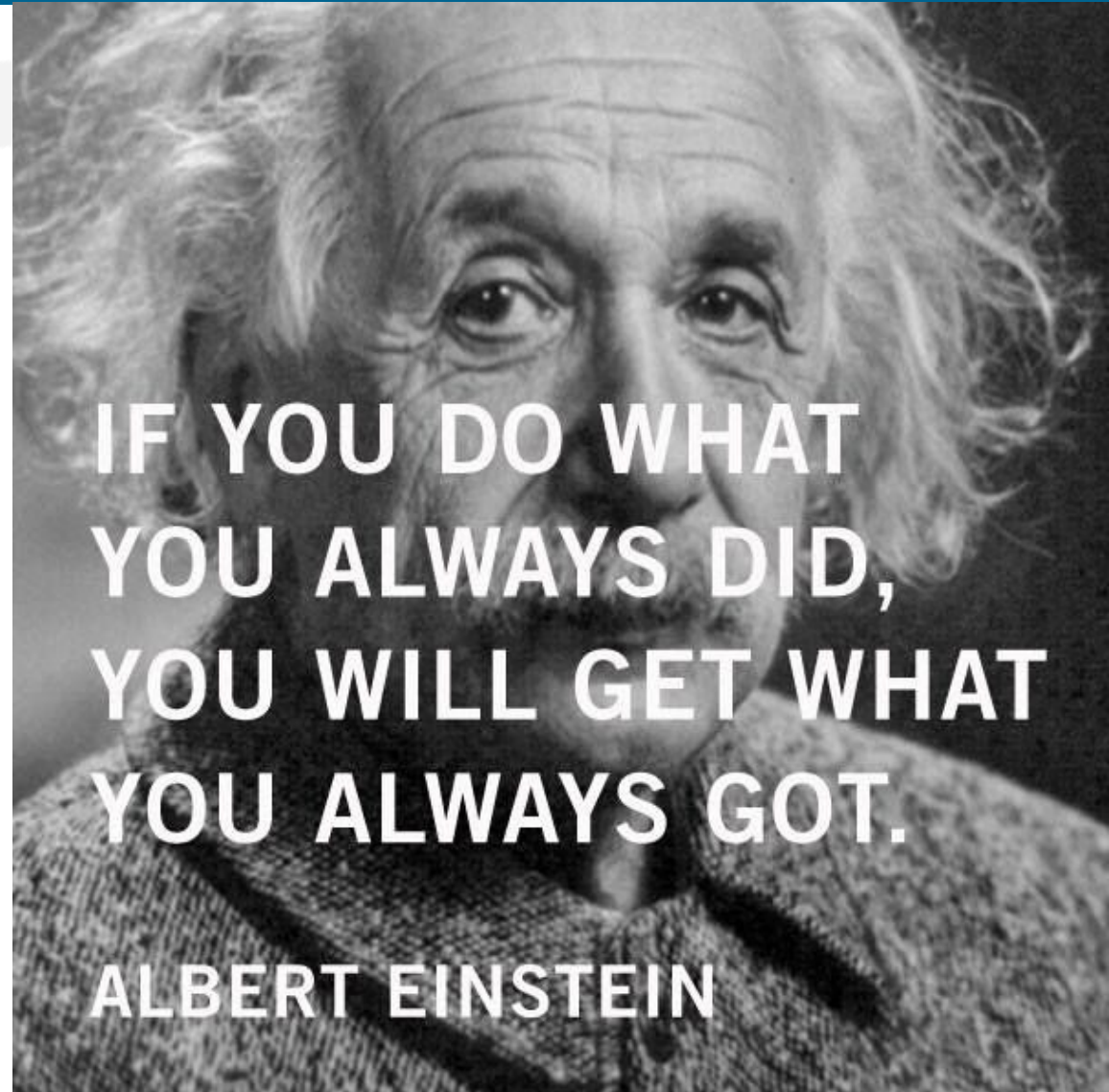


YOU CAN HELP YOUR CHILD LEARN...



Look at your child's routines.

- Are they spending the right time on home-study?
- Do they have a plan? Can they explain it to you?
- Do they have a calm, distraction free place to go, and do they use it?





THE PRINCIPLES OF LEARNING AND PRACTICAL TECHNIQUES

MR THOMAS

THE LOWDOWN ON MEMORY



- New information in working memory is **temporary**. It is **either encoded** into long-term memory **or it decays**.
- Information in working memory has a **short duration of around 10-15 seconds** unless we rehearse it or attend to it.
- Short-term memory can hold up **to 7 pieces of information at the same time...** But only for around 15 seconds!
- Unless interested in a topic, **most adults have an attention span of 20 minutes**. Researchers estimate that the adult attention span has decreased by about 12 minutes in the past decade.

THE LOWDOWN ON MEMORY

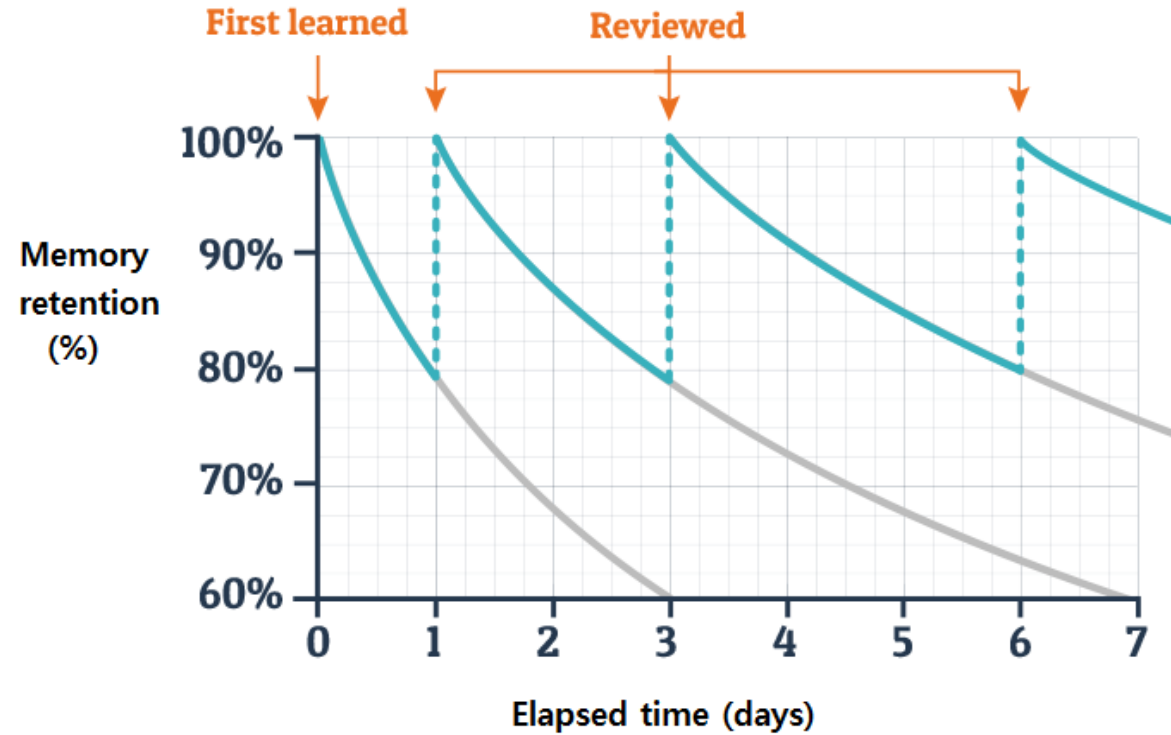
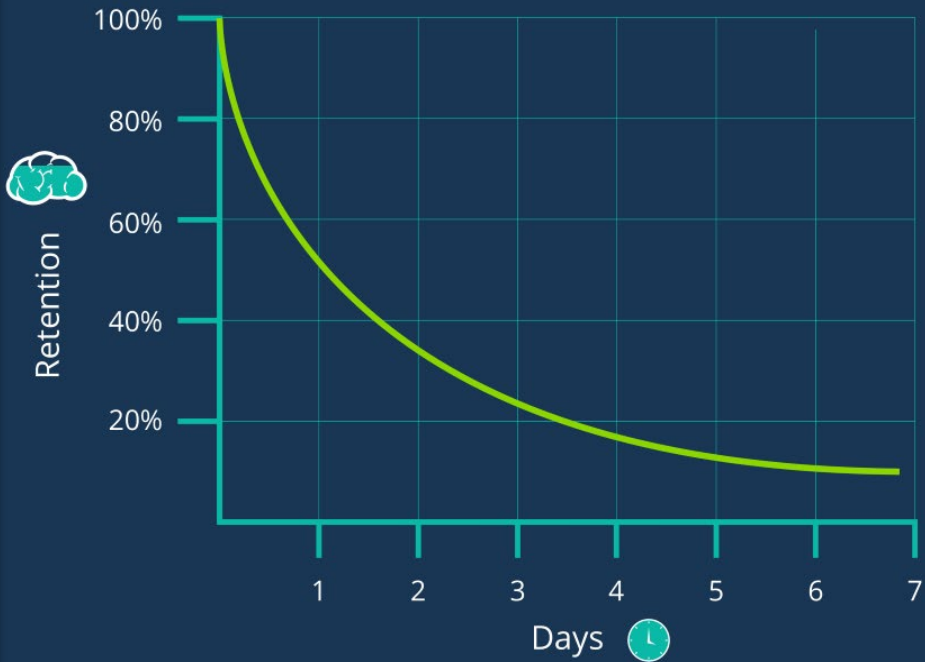


- **Cognitive overload** can have a **significant impact** on being able to understand and store information.
- **Long term memory is effectively infinite.**
- Our goal is to **find effective ways to transfer working memory into long-term memory** – such as:
- Deliberate retrieval; making links; structuring and organising information; using mnemonics; visualising and elaborating on information. **Active**, not passive.

THE 'FORGETTING CURVE' (EBBINGHAUS)



THE FORGETTING CURVE





Plot (Acts)		Character		Context (Written 1606)
1	The three Weird Sisters meet in a storm: 'fair is foul'. A war is taking place between Scotland and Norway and Scotland is victorious due to the valiant efforts of Macbeth. The traitorous Thane of Cawdor is captured and executed and King Duncan decides to reward Macbeth with the title of Thane of Cawdor. Before he is given the title, the three Weird Sisters tell Macbeth that he will become Thane of Cawdor and eventually king, and that Banquo's children will become kings. Macbeth learns of his new title which fulfils part of the prophecy and sends a letter to his wife. Lady Macbeth receives the news that King Duncan will be staying the night at their castle and immediately plots his death so her husband will be king. Macbeth doubts that this is the right thing to do, but Lady Macbeth manipulates him into following her plans by challenging his manhood and he reluctantly agrees to murder Duncan. By the end of Act 1, Macbeth is determined to follow through with the plan: 'I am settled'.	Macbeth	<i>The protagonist and tragic hero. Ambition is his tragic flaw that leads to his downfall. He transforms from loyal warrior to paranoid, tyrannical king. Ambitious, ruthless, valiant, tormented, deceitful.</i>	Macbeth. The plot is partly based on fact. Macbeth was a real 11 th Century king who ruled Scotland from 1040-1057. Shakespeare's version of the story originates from the Chronicles of Holinshed (a well known historian). The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.
		Lady Macbeth	<i>A strong, ambitious and manipulative woman, associates herself with evil spirits. Persuasive, ruthless, ambitious, deceitful, controlling.</i>	
		The Weird Sisters	<i>Supernatural and manipulative beings who seem able to predict the future. Give Macbeth the prophecies that drive the plot. Unearthly and omniscient.</i>	
		Banquo	<i>Macbeth's close friend, prophesied to be father of kings. Macbeth sees him as a threat. Virtuous, insightful and loyal.</i>	
		Duncan	<i>King of Scotland; a strong, honourable, respected leader.</i>	
		Macduff	<i>A noble soldier loyal to Duncan and suspicious of Macbeth. Represents the good against Macbeth's evil. Noble, wise, judicious. His wife resents feminine goodness and innocence in the play.</i>	
2	His evil state of mind is shown when Macbeth hallucinates before he commits the murder. His immediate guilt means that he cannot say 'Amen' or return to the scene, so Lady Macbeth wipes blood on the drunk guards. The next morning, Macduff and Lennox arrive and Macduff discovers the dead body of King Duncan. The guards are immediately suspects and Macbeth kills them. Malcolm and Donaldbain, the King's sons, flee the castle because they are afraid that they will be blamed for the murder of their father.	Malcolm	<i>Duncan's son and next in line to the throne. Dignified.</i>	Only a century before <i>Macbeth</i> was written, England had suffered under the massive disorder of the Wars of the Roses . Civil disorder was now seen as the ultimate disaster and also an ungodly state.
		Themes		
3	Banquo suspects Macbeth of the murder of King Duncan; Macbeth worries that Banquo will reveal this so sends men to murder Banquo and his son, Fleance, but Fleance escapes. Macbeth, Lady Macbeth, Lennox, Ross and other lords attend a banquet. The ghost of Banquo appears to Macbeth three times and he loses control. Lady Macbeth tries to cover up the situation by saying that Macbeth is prone to fits. Macduff has not attended the banquet as he has gone to England looking for help because he is suspicious of Macbeth. Macbeth states his intention to visit the weird sisters again.	Ambition	The witches prophecies spur both Macbeth and Lady Macbeth to act on their own to fulfil their deepest desires and ambitions. Both Macbeth and Lady Macbeth want to be great and powerful, and sacrifice their morals to achieve that goal.	The Great Chain of Being was a strict religious hierarchical structure of all matter and life which was believed to have been decreed by God and this dominated Jacobean beliefs. The chain starts from God and progresses downward to angels,, saints, kings, princes, nobles, commoners and animals from the highest lion to the worm and then rocks and minerals. If this order was disturbed it was believed that the state would erupt into chaos.
		Order and Disorder	The play subverts the natural order of the world and depicts an anarchy: Macbeth inverts the order of royal succession; his wife inverts the patriarchal hierarchy; the unnatural world disrupts the natural. The disruption underpins the conflict both external and internal.	
		Masculinity, femininity and identity	The idea of manhood is questioned throughout the play: does a true man take what he wants no matter what it is? Or does a real man have the strength to restrain his desires? Lady Macbeth challenges Macbeth's when he decides not to kill Duncan, Lady Macduff questions Macduff's decision to go to England and Macbeth uses it to incite Banquo's murderers. Lady Macbeth subverts the expectation of what it is to be a woman; she rejects her womanhood and bargains with darkness.	
4	Macbeth confronts the three Weird Sisters and they show him three visions that lead him to believe he cannot be killed by any man, which gives him a false sense of security. Told by the witches to 'Beware Macduff', he sends murderers to the castle of Macduff to kill his family. Meanwhile, Macduff is in England begging Malcolm to return to Scotland to seize the throne from Macbeth who has become a tyrant. Malcolm tests Macduff's loyalty to Scotland and himself; once satisfied with Macduff's responses he agrees to wage war against Macbeth. Malcolm's uncle, Siward, will also help in the attack.	Kingship and tyranny	Duncan is always referred to as a 'king' while Macbeth soon becomes known as the 'tyrant'. In Act 4, scene 3 Malcolm pretends that he would make an even worse king than Macbeth. He tells Macduff of his reproachable qualities—among them a thirst for personal power and a violent temperament. Malcolm says, "The king-becoming graces / [are] justice, verity, temp'rance, stableness, / Bounty, perseverance, mercy, [and] lowliness" (4.3.92–93)-embodiment of order and justice, but showing comfort and affection. Under him, subjects are rewarded according to their merits, as when Duncan makes Macbeth Thane of Cawdor after Macbeth's victory over the invaders. The king must be loyal to Scotland above his own interests. Macbeth, by contrast, brings only chaos to Scotland—symbolized in the bad weather and bizarre supernatural events—and offers no real justice, murdering those he sees as a threat. As the embodiment of tyranny, he must be overcome by Malcolm so that Scotland can have a true king once more.	The Divine Right of Kings says a monarch is not subject to earthly authority and that they have the right to rule directly from the will of God. It implies that only God can judge an unjust king and that any attempt to depose one runs against the will of God and is a sacrilegious act. The action of killing a king, regicide, was the ultimate sin.
		Appearance and reality	Appearances are deceptive in the play. Shakespeare repeats the words 'seem', 'false', 'face' and 'hide' to highlight the deception of appearance. Duncan trusts the wrong men with disastrous consequences, Macbeth trusts the witches and Lady Macbeth emphasises the need for 'false face.' This fine line between appearance and reality represents the line between good and evil.	
5	Lady Macbeth has gone mad with guilt over the murders. The once strong and ruthless woman becomes an hysterical sleepwalker and doctors are unable to help her. Some of the Scottish lords discuss Macbeth's state of mind and come to the conclusion that they will help Malcolm and Macduff fight against Macbeth. Macbeth isn't really concerned because he believes the prophecy ensures that he cannot be killed by any man born of woman. When he's confronted by Macduff at Dunsinane Macbeth learns that Macduff was ripped from his mother and not born naturally and realises that he has been tricked by the witches. Macduff kills Macbeth in a fight and Malcolm is proclaimed the new King of Scotland.			Shakespearean Tragedy. Macbeth is one of Shakespeare's tragedies and follows specific conventions. The climax must end in a tremendous catastrophe involving the death of the main character; the character's death is caused by their own flaw(s) (hamartia) yet the character has something the audience can identify with.



Context (Written 1606)

Macbeth. The plot is partly based on fact. Macbeth was a real 11th Century king who ruled Scotland from 1040-1057. Shakespeare's version of the story originates from the Chronicles of Holinshed (a well known historian). The play was most likely written in 1606 – the year after the Gunpowder Plot of 1605 – and reflects the insecurities of Jacobean politics.

King James I of England (and VI of Scotland) came to the throne in 1603 following the death of Queen Elizabeth I. The play pays homage to the king's Scottish lineage. The witches' prophecy that Banquo will found a line of kings is a clear reference to James' family's claim to have descended from the historical Banquo. While King of Scotland, James VI became convinced about the reality of witchcraft, and its great danger to him, leading to trials that began in 1591.



Write down the answers to these five questions...

- 1) What century was the real Macbeth to the throne?
- 2) Where does the original story of Macbeth originate from?
- 3) In what year did Shakespeare write Macbeth?
- 4) Who was the real King on the throne, during the time Macbeth was written and performed?
- 5) Who did King James believe he descended from?

KNOWLEDGE ORGANISER RETRIEVAL QUIZ



Write down the answers to these five questions...

- 1) What century was the real Macbeth to the throne? **11th Century**
- 2) Where does the original story of Macbeth originate from? **The Hollinshead Chronicles**
- 3) In what year did Shakespeare write Macbeth? **1606**
- 4) Who was the real King of England on the throne, during the time Macbeth was written and performed? **King James 1st**
- 5) Who did King James believe he descended from? **Banquo**

RETRIEVAL PRACTICE:



Systematically
bringing things
out of your
memory

Doing it again
and again until
you can't get it
wrong

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



ACTIVE VERSES PASSIVE REVISION - 'CEMENTING' THE LEARNING

 TRADE THIS...FOR THIS 
Sat on the sofa; TV / music on; phone nearby	A desk / table ; no music or phone and distractions out of sight
Re-reading a text, notes or revision booklet	ACTIVE revision – highlight and annotate the texts; turn into mind-maps, flashcards, timelines
Using 'tiktok teacher' as a revision tool	Use Cedars Youtube page and videos suggested by the teachers. ACTIVELY watch and revise.
Cramming the night before	Small and often. Cramming overloads and is ineffective in the long term.
Revise the 'theory' only (i.e. how to write an effective description)	Put in to action – practice and apply the technique.
Revise the CONTENT only	Pupils need to KNOW exactly what to expect in each exam – how long? What's the focus. Prepared and calm.
Be a 'lone wolf'	Teachers are there to help – bring in flashcards; practice questions etc.

YOU CAN HELP YOUR CHILD LEARN...

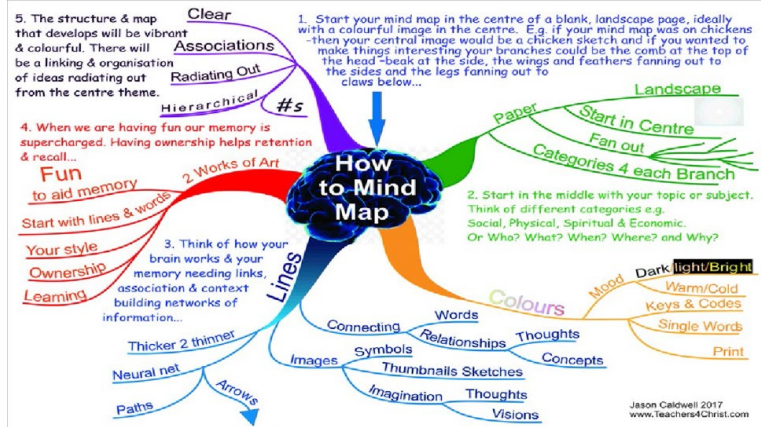


Ask your child about their learning that day. Ask them to EXPLAIN ideas. If it isn't clear, ask them to do it again, but better!

When students do this, they are basically using retrieval practice!



ACTIVE REVISION STRATEGIES...



EVIDENCE OF DAMAGE TO HEALTH

- Increased risk of heart attack
- Increased risk of death from lung cancer
- Increased risk of stroke
- Breathing problems among babies born to smokers

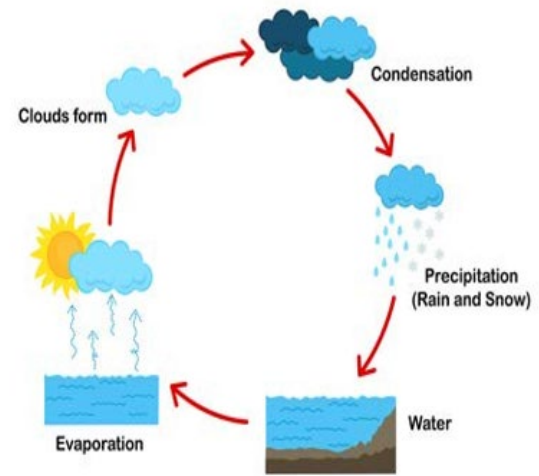
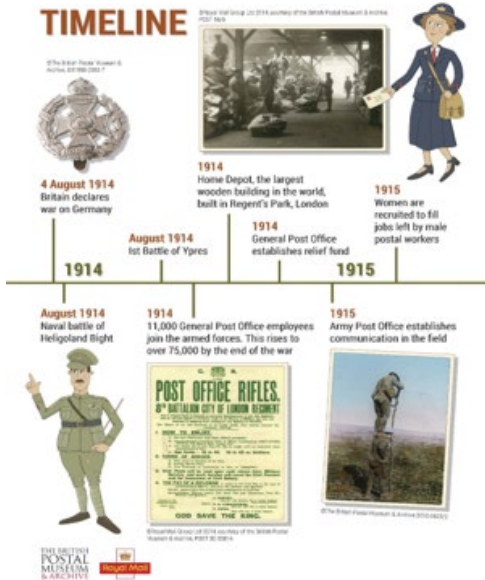
Measurement

Weight

$$F_g = m \times g$$

The gravitational force (F_g) which acts on an object on/near the surface of a planet/moon.

★ Example



22. Satellite 1 makes a circular orbit around the Earth with a radius $r_1 = R$. Satellite 2 makes a circular orbit around the Earth with a radius $r_2 = 2R$. We let v represent the speed of a satellite and a represent the magnitude of a satellite's acceleration. Which one of the following choices gives the correct relation between the speeds and accelerations of the satellites?

(A) $v_2 = \frac{1}{2}v_1$, $a_2 = \frac{1}{4}a_1$
 (B) $v_2 = \frac{1}{2}v_1$, $a_2 = \frac{1}{2}a_1$
 (C) $v_2 = \frac{1}{2}v_1$, $a_2 = \frac{1}{2}a_1$
 (D) $v_2 = \frac{1}{2}v_1$, $a_2 = \frac{1}{4}a_1$
 (E) There is no average acceleration

23. A car moves with constant speed around a horseshoe-shaped path as shown with the arrows in the figure. Which one of the following choices best describes the direction of the average acceleration of the car in traveling from W to X?

(A) \swarrow (B) \nwarrow (C) \rightarrow (D) \searrow (E) There is no average acceleration

24. A mass on a frictionless incline has a gravitational force F_g acting vertically downwards, a normal force F_N acting perpendicular to the incline, and a force applied by a person F_p acting up the incline. The mass remains at rest and the incline is oriented vertically. Which one of the following choices best describes the direction of the net force on the mass?

(A) The applied force F_p is the only force on the mass.
 (B) The applied force F_p is the only force on the mass.
 (C) The applied force F_p is the only force on the mass.
 (D) This is a completely impossible situation.
 (E) This is a completely impossible situation.

KNOWLEDGE ORGANISERS



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

You can find the KS4 Knowledge Organiser pack on our website:

CURRICULUM OVERVIEW

Teaching and Learning Videos

Our Five Fundamentals

Key Stage 3 Overview

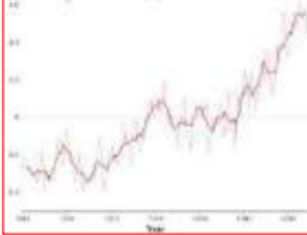

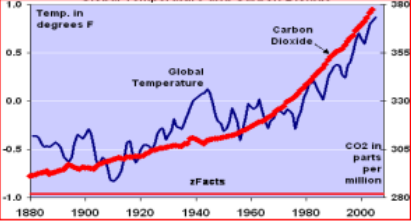

Key Stage 4 Overview

Subject Manifestos

Knowledge Organisers

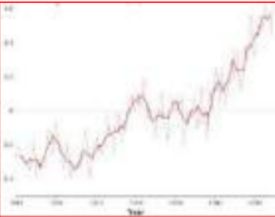

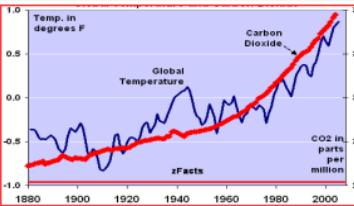


Homework

Poetry by Heart

What is Climate Change? Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.		Natural Greenhouse Effect The Earth is kept warm by a natural process called the Greenhouse Effect. As solar radiation hits the Earth, some is reflected back into space. However, greenhouse gases help trap the sun's radiation. Without this process, the Earth would be too cold to support life as temperature would average as -18°C instead of +15°C.		Linking CO₂ and Global temperatures The rate of carbon dioxide and increase in global temperatures is strong. Scientist agree that this increase is caused by human activity.	
Quaternary geological period The quaternary period is the last 2.6 million years. During this period temperatures have always fluctuated. The cold 'spikes' are the glacial periods, whereas the warm points are the interglacial periods.				Enhanced Greenhouse Effect Recently, there has been an increase in humans burning fossil fuels for energy. These fuels (gas, coal and oil) emit extra greenhouse gases. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation but causing less to be reflected. As a result, our Earth is becoming warmer.	
Evidence for climate change Earth's temperature has changed over the last 2.6 million years. Scientists know this by collecting a range of evidence that is trapped or stored in the environment around us.		Retreat of the Columbia Glacier, Alaska, USA Located in southern Alaska, it flows 50km to the sea. The glacier has been retreated by 16km and has lost half of its thickness in the last 30 years. Scientists believed this is due to global warming, which if continued will contribute towards continued sea level rises.			
Geological fossil evidence Plants and animals fossils/remains which favour certain environmental conditions have been found in contradictory conditions, thus suggesting periods of a warmer and colder time. E.g. Mastodon in USA.		Greenhouse Gases Most greenhouse gases occur naturally. Some greenhouse gases have greater potential to increase global warming than others as different gases trap and absorb different amounts of radiation.			
Ocean Sediment Layers of sediment that has built up over time have provided scientists trapped oxygen isotopes. Scientists have used them to calculate and understand that atmospheric temperature have indeed changed.		Carbon dioxide Accounts for 60% of the enhanced greenhouse gases. It is produced by burning fossil fuels through producing electricity, industry, cars and deforestation.		Methane Accounts for 15% of the enhanced greenhouse gases. 25x more efficient than Carbon dioxide. Produced from landfills, rice and farm animals.	
Ice Cores Ice cores are made up from different layers that each represents a different historical time. By exploring the water molecules of these cores, scientists have calculated fluctuating temperatures of the atmosphere.		Halocarbons Human made and makes a tiny proportion of all greenhouse gases. 15000x more efficient at trapping radiation than Carbon dioxide. Produced from air-conditioning, refrigerators and aerosols.		Nitrous Oxide Accounts for 6% of the enhanced greenhouse effect. 250x more efficient than Carbon dioxide. Produced from fertilisers and car exhausts.	
Historical records Historical records from ancient cave paintings, diaries and written observations have provided evidence of climate change through personal accounts from the people through them.		Topic 2 <h2>CHANGING CLIMATE</h2>		Whose responsible?	
Recent Evidence for climate change. In the past 100 years, scientists have become pretty good at collecting accurate measurements from around the world. These measurements have suggested a trend that the climate is yet again changing.		Past Evidence: The Little Ice Age (1300-1870) The Little Ice Age was a period of cooling that occurred after the Medieval Warm Period in parts of Europe and North America. Impacts included...			
Evidence of natural change Climate change has occurred in the past without human ever being present. This suggests that there are natural reasons for the climate to change.		1. Price of grain increased and vineyards become unproductive.		Not what it seems Although China is responsible for the highest amount of carbon emission, 1.4 billion people do live there. However, per person, the USA (320 million) actually contributes far more CO ₂ emissions.	
Milankovitch cycle Milutin Milankovitch argued that climate change was linked to the way the Earth orbits the Sun, and how it wobbles and tilts as it does it. There are three ideas that are thought to change climate.		2. Sea ice engulfed Iceland and the sea force around parts of the UK. Frost Fairs were held on rivers such as the River Thames.		EDCs Countries such as China and India are increasingly more industrialised and therefore are emitting more carbon dioxide. These increasing population sizes and steadily increasing wealth mean more energy is being consumed.	
Global temperature data Evidence collected by NASA suggests average global temperatures have increased by more than 0.6°C since 1950.		3. People suffered from the intense cold winters as food stock were limited.		ACs Countries such as the USA and UK are industrialised with a wealthier population that enjoy lifestyles which required a large consumption of energy.	
Ice sheets and glaciers Evidence from maps and photos have shown many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years.		Sun Spots Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.			
Sea Level Change Evidence from the IPCC has shown that the average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from fresh water ice and thermal expansion of the ocean due to higher temperatures.		Volcanic Eruptions Volcanoes release large amounts of dust containing gases. These can block out sunlight and results in cooler global temperatures.			

APPLY THE STRATEGIES...



What is Climate Change? Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.		Natural Greenhouse Effect The Earth is kept warm by a natural process called the Greenhouse Effect. As solar radiation hits the Earth, some is reflected back into space. However, greenhouse gases help trap the sun's radiation. Without this process, the Earth would be too cold to support life as temperature would average as -18°C instead of $+15^{\circ}\text{C}$.		Linking CO₂ and Global temperatures The rate of carbon dioxide and increase in global temperatures is strong. Scientist agree that this increase is cause by human activity.	
Quaternary geological period The quaternary period is the last 2.6 million years. During this period temperatures have always fluctuated. The cold 'spikes' are the glacial periods, whereas the warm points are the interglacial periods.					
Today's temperature is higher than the rest of the period. Despite alternate cold and warm moments within this period, global temperatures have increased above average in the past 100 years. This current trend is what's become know as global warming.		Enhanced Greenhouse Effect Recently, there has been an increase in humans burning fossil fuels for energy. These fuels (gas, coal and oil) emit extra greenhouse gases. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation but causing less to be reflected. As a result, our Earth is becoming warmer.			
Evidence for climate change Earth's temperature has changed over the last 2.6 million years. Scientist know this by collecting a range of evidence that is trapped or stored in the environment around us.		Retreat of the Columbia Glacier, Alaska, USA Located in southern Alaska, it flows 50km to the sea. The glaciers has been retreated by 16km and has lost half of its thickness in the last 30 years. Scientist believed this is due to global warming, which if continued will contribute towards continued sea level rises.		Greenhouse Gases Most greenhouse gases occur naturally. Some greenhouse gases have greater potential to increase global warming than occurs as different gases trap and absorb different amounts of radiation.	
Geological fossil evidence Plants and animals fossils/remains which favour certain environmental conditions have been found in contractionary conditions, thus suggesting periods of a warmer and colder time. E.g. Mastodon in USA.				Carbon dioxide Accounts for 60% of the enhanced greenhouse gases. It is produced by burning fossil fuels through producing electricity, industry, cars and deforestation.	
Ocean Sediment Layers of sediment that has built up over time have provided scientist trapped oxygen isotopes. Scientist have used them to calculate and understand that atmospheric temperature have indeed changed.				Methane Accounts for 15% of the enhanced greenhouse gases. 25x more efficient than Carbon dioxide. Produce from landfills, rice and farm animals.	
Ice Cores Ice cores are made up from different layers that each represents a different historical time. By exploring the water molecules of these cores, scientist have calculated fluctuating temperatures of the atmosphere.		Topic 2 <h2 style="color: red;">CHANGING CLIMATE</h2>		Halocarbons Human made and makes a tidy proportion of all greenhouse gases. 15000x more efficient at trapping radiation than Carbon dioxide. Produced from air-conditioning, refrigerators and aerosols.	
Historical records Historical records from ancient cave paintings, diaries and written observations have provide evidence of climate change through personal accounts from the people through them.				Nitrous Oxide Accounts for 6% of the enhanced greenhouse effect. 250x more efficient than Carbon dioxide. Produced from fertilisers and car exhausts.	
Recent Evidence for climate change. In the past 100 years, scientists have become pretty good at collecting accurate measurements from around the world. These measurements have suggested a trend that the climate is yet again changing.		Evidence of natural change Climate change has occurred in the past without human ever being present. This suggests that there are natural reasons for the climate to change.		Whose responsible?	
Global temperature data Evidence collected by NASA suggests average global temperatures have increased by more than 0.6°C since 1950.		Milankovitch cycle Milutin Milankovitch argued that climate change was linked to the way the Earth orbits the Sun, and how it wobbles and tilts as it does it. There are three ideas that are thought to change climate.			
Ice sheets and glaciers Evidence from maps and photos have shown many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years.		<ol style="list-style-type: none"> Eccentricity: Changes in the shape of Earth's orbit. Obliquity: Changes in how the Earth tilts on its axis. Precession: The amount the Earth wobbles on its axis. 		EDCs Countries such as China and India are increasingly more industrialised and therefore are emitting more carbon dioxide. These increasing population sizes and steadily increasing wealth mean more energy is being consumed.	
Sea Level Change Evidence from the IPCC has shown that the average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from fresh water ice and thermal expansion of the ocean due to higher temperatures.		Sun Spots Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.		Not what is seems Although China is responsible for the highest amount of carbon emission, 1.4 billion people do live there. However, per person, the USA (320 million) actually contributes far more CO ₂ emissions.	
		Volcanic Eruptions Volcanoes release large amounts of dust containing gases. These can block out sunlight and results in cooler global temperatures.		ACs Countries such as the USA and UK are industrialised with a wealthier population that enjoy lifestyles which required a large consumption of energy.	

Using the Knowledge Organiser, read a **key section** of it, then use **one of the active revision strategies** to help you learn it:

- Mind map
- Diagram
- Timeline
- Flashcards

Important: **Don't simply COPY** the information – **read** the KO section, **put it to one side, create** your active revision **THEN check** and add to it



All pupils have been given access to Complete Maths

Pupils work on personal targets so the more they do, the more progress they are able to make.

All pupils should be completing a minimum of 4 “goals” per week for homework, but we are encouraging pupils to make as much use of this as they can.

The site also includes “memory boosts” to help with retrieval of the skills they have worked on.

<https://tutor.completemaths.com/>

Parents can create a free account which enables you to view how much work is being completed.

MATHS REVISION – COMPLETE MATHS



Between July 2023 and May 2024 Lauren:

- Completed 328 goals
- Watched over 1100 minutes of “learn” videos
- Watched over 1200 minutes of “do” videos
- Completed over 300 “remember” quizzes



Lauren went from a grade 3 at the end of year 10 exam to a grade 5 in her actual GCSE.

Between July 2023 and May 2024 Arjun:

- Completed 184 goals
- Watched over 600 minutes of learning videos
- Completed approximately 350 quizzes

Arjun went from a grade 3 at the end of year 10 exam to a grade 5 in his actual GCSE.



Year 11 Pupil Guide to Maths

A handbook to achieve your best possible outcomes



LIONHEART
EDUCATIONAL
TRUST



This guide aims to provide you with all the information you need to make the most of your maths lessons and revision time during Year 11. We want to help you achieve your best possible grade in maths and have the maths skills you need for the next stage of your education.

Our aim as maths teachers across all Lionheart schools is that:

All pupils are confident in maths; equipped with strong procedural and conceptual understanding for future education and for life.

You don't need to read this whole guide in one go (although you can), but dip in and look at relevant parts throughout the year.

Pick one of these quotes and use it to encourage yourself when things are hard this year.

"Success is the sum of all efforts, repeated day-in & day-out." - R. Collier

"Failure will never overtake me if my determination to succeed is strong enough." - Og Mandino

"Don't let what you cannot do interfere with what you can do." - John Wooden

"Excellence is not a skill. It is an attitude." - Ralph Marston

"You are braver than you believe, stronger than you seem and smarter than you think." - A.A Milne

"The more that you read, the more things you will know, the more that you learn, the more places you'll go." - Dr. Seuss

"There is no secret to success. It is the result of preparation, hard work, and learning from failure." - General Colin Powell

"Every accomplishment starts with the decision to try." - Gail Devers

ENGLISH: TWO SUBJECTS X 2 EXAMS



AQA English Literature	AQA English Language
<p>Paper 1: Shakespeare and the 19th Century Novel Monday 11th May 2026- 9am</p> <p><i>Macbeth</i> by William Shakespeare <i>A Christmas Carol</i> by Charles Dickens</p>	<p>Paper 1: Creative Reading and Writing Thursday 21st May 2026- 9am</p> <p>One unseen fiction text from the 19th-21st Century Four comprehension questions A choice of creative writing task</p>
<p>This will be your child's November trial for Literature</p>	<p>This will be your child's November trial for Language</p>
<p>Paper 2: Modern Texts and Poetry Tuesday 19th May 2026- 9am</p> <p><i>An Inspector Calls</i> by J.B. Priestley Power and Conflict Poetry Anthology Unseen Poetry analysis</p>	<p>Paper 2: Writers' viewpoints and perspectives Friday 5th June 2026- 9am</p> <p>Two unseen non-fiction texts from the 19th and 20th- 21st Century Four comprehension questions One compulsory transactional writing task</p>



- York Notes or CGP guides: both companies produce flashcards, revision books and workbooks.
- Thecedarsacademy Youtube channel: [TheCedarsAcademy – YouTube](#)
- Mr Bruff Youtube playlist: [Mr Bruff – YouTube](#)
- Physics and Maths Tutor website: don't be fooled by the name.
- BBC Bitesize
- Sparknotes
- Our fortnightly, targeted, interventions sessions
- Weekly homework tasks (Teams app and Extended Writing Booklet)

Please **discourage** your child from using Tik Tok teachers and other online “educators” - they’re genuinely terrible!

THE VLE: OUR IN HOUSE REVISION RESOURCE



The screenshot shows the Beehive navigation menu on the left with 'Links' circled in red. The main content area is titled 'Links' and contains several resource cards. The 'Virtual Learning Environment' card, with the URL <https://vle.lionhearttrust.org.uk>, is circled in red. Other cards include Office 365, Beauchamp Library, SAM Learning, and Dr. Frost Maths.

The screenshot shows the Office 365 login page. The 'LOG IN USING YOUR ACCOUNT ON:' section is circled in red, showing the Office 365 login option. The page includes a login form with fields for username and password, and a 'Please use Login in using your account on Office 365' button.

Students can access the VLE link through Beehive “Links” or skip straight to <https://vle.lionhearttrust.org.uk> They will need to use their Office 365 login to access the VLE.

GCSE English Language Revision 2026

GCSE English Literature Revision 2026

SUMMARY FOR GCSE SCIENCE



November trials

• Paper 1 topics:

Biology – cells, organisation, infection and response, bioenergetics

Chemistry – atomic structure/periodic table, structure and bonding, quantitative chemistry, chemical changes and energy changes

Physics – energy, electricity, particle model and atomic structure/radioactivity

All topics were completed by end of year 10

February/March trials

• Paper 2 topics:

Biology – homeostasis, genetics/evolution and variation, ecology

Chemistry – rates of reaction, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources

Physics – forces, waves, magnetism, space (triple only) (physics)

Exams:

Exams are tiered (Foundation 1-5, Higher 4-9); **pupils need to gain a grade 6 or above in trials to remain on the higher tier paper.**



Past papers – direct from AQA: all past papers are available online to download, and many are available from Miss Parmar – pupils are working towards **completing 1 paper per week**

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

(filter for bio/chem/phys for triple and trilogy for double).

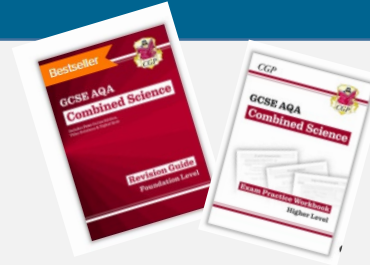
Monitored revision -

More exam questions included; every week pupils are expected to complete either a review of a key topic or a set of exam questions to embed their knowledge.

REVISION SUPPORT FOR GCSE SCIENCE



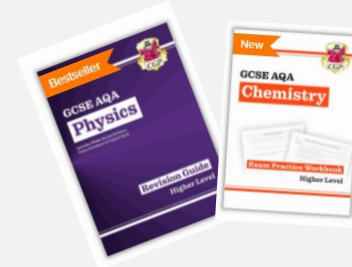
Revision guides: prices for revision guides shared and pupils are encouraged to use them to complete monitored revision and bring to lessons.



Exam questions and past papers:

Fortnightly completion, to apply knowledge using past paper questions.

Full papers available from AQA site.



Key facts booklet:

All year 10 pupils will be provided with a book of key facts, based on the specification, which they should memorise to strengthen their knowledge and retrieval

Pupils should regularly and repeated review lesson content.

Application using exam questions is the best method to support pupils gaining grade 6 and above

HOW TO REVISE EFFECTIVELY IN HISTORY



1. Knowledge Organisers

- Physical copies of all KOs have been given to students along with revision books to complete tasks in
- They should use these to create revision resources using retrieval-based techniques e.g.
 - Flash cards
 - Mind maps
 - Look cover test check

2. Past questions

- Banks of past questions have been provided to students for them to complete
- Past questions, mark schemes and example answers can be found on the OCR B Website

<https://www.ocr.org.uk/qualifications/gcse/history-b-schools-history-project-j411-from-2016/assessment/>

The screenshot shows the Cambridge OCR website page for GCSE History B (Schools History Project) (9-1) - J411. The page is titled "GCSE History B (Schools History Project) (9-1) - J411" and features a navigation menu with "Subjects", "Qualifications", and "Admin". The main content area is divided into two columns. The left column contains a list of links: "History B (Schools History Project) (9-1) - J411", "Specification at a glance", "Switch to Cambridge OCR", "Why choose us", "Planning and teaching", "Assessment" (highlighted), "Textbooks & endorsed resources", "More history >", "Sign up for updates >", "Professional development >", and "Contact the team >". The right column is titled "Assessment" and contains the text "Teach Cambridge" and "Full assessment teaching materials, including secure assessment materials, are now only available on Teach Cambridge. Examples are shown below." Below this text is a link to "Teach Cambridge". At the bottom of the right column, there is a list of "Question papers, mark schemes and reports" for the years 2024 - June series, 2023 - June series, 2022 - June series, and 2021 - November series, each with a right-pointing arrow. Below this list are links for "Sample assessment materials" and "Candidate exemplars", also with right-pointing arrows. The footer of the page includes the phone number "01223 553998" and the email address "history@ocr.org.uk".

How to revise effectively in History

3. Revision Guides

- CGP Guide: GCSE OCR B School History Project History
- £6.99 on amazon, available for £3.99 on world of books
- Has all the topics in one book

4. YouTube videos

- Pete Jackson - @lovingthelearning
- Has content video for all topics as well as exam walk-throughs

<https://www.youtube.com/@lovingthelearning/featured>



This is a screenshot of the YouTube channel page for Pete Jackson (@lovingthelearning). The page features a search bar at the top right. Below it is a circular profile picture of Pete Jackson sitting on a stone wall in a field. To the right of the profile picture, his name 'Pete Jackson' is displayed in bold, followed by his handle '@lovingthelearning', subscriber count '4.63K subscribers', and video count '262 videos'. A 'Subscribe' button is located below the profile picture. Underneath the profile information, there are navigation tabs for 'Home', 'Videos', 'Shorts', and 'Playlists'. The main content area is titled 'OCR GCSE History B Playlists' and displays four video playlists with their respective thumbnails and video counts: 'History Around Us (Helmley Castle) Revision Playlist' (12 videos), 'People's Health Revision Playlist' (9 videos), 'Elizabethans 1580-1603 Revision Playlist' (11 videos), and 'Making of America 1789-1900 - GCSE History (OCR B...)' (13 videos). Each playlist entry includes the title, creator 'Pete Jackson · Playlist', and a 'View full playlist' link.

SUMMARY FOR GCSE GEOGRAPHY



Units:

- Urban Futures, Dynamic Development, UK 21st Century, Resource Reliance
- Distinctive Landscapes, Changing Climate, Sustaining Ecosystems, Global Hazards

Exams:

- Paper 1 – Our Natural World (Physical)
- Paper 2 – People & Society (Human)
- Paper 3 – Geographical Exploration

Revision Focus:

- 6 mark questions
- Case Studies – Place Specific Detail

Revision Resources can be found under the 'Cedars Geography Revision' section:
<https://vle.lionhearttrust.org.uk/course/view.php?id=143#section-28>

- Knowledge Organisers
- Practice exam style questions and mark schemes
- Unit Summary PowerPoints for all units which include key knowledge you need to understand
- A copy of the GCSE Textbook
- Quick quizzes

<https://www.ocr.org.uk/Images/207307-specification-accredited-gcse-geography-b-j384.pdf> - OCR B Geography Specification.

<https://www.ocr.org.uk/qualifications/gcse/geography-b-geography-for-enquiring-minds-j384-from-2016/assessment/> - Past Papers & Mark Schemes



- We follow the **Pearson Edexcel Course (2024)**
- This is a new course which started in 2024 (first exams in 2026)
- There are 4 exams, one in each skill: **Listening, Speaking, Reading and Writing**
 - Each exam is worth 25% of the overall grade
 - The **Speaking exam** will be first, usually shortly after Easter in Year 11
 - **Listening, Reading and Writing** exams take place on separate days during the main exam season.
- There is a **Foundation** exam and a **Higher** exam – you must do the same tier for all 4 exams.
 - Foundation covers grades 1-5, Higher covers grades 4-9
 - Tiers are usually finalised after the first set of mocks in year 11



- Students will cover many topics and themes such as:
- **My Personal World:** Family, friends, relationships, local and global environment, and environmental issues.
- **Lifestyle and Well-being:** Physical and mental well-being, food and drink, sports, and fashion.
- **My Neighbourhood:** Places in town, local environment, and transport.
- **Media and Technology:** Social media, gaming, and music.
- **Studying and My Future:** School, future opportunities, work, and travel.
- **Travel and Tourism:** Accommodation, tourist attractions, and travel.
- Alongside this, we cover many different grammar points



- The best way to study a language is **little and often**
- **Homework** is a key part of the course and will involve exam practice and vocabulary learning
- It's important for pupils to **spread this work out over the week** – it's better to do 3 x 5 minutes of vocab practice than any long session
- It's a great idea for pupils to create **flashcards or mindmaps of key topic vocab** as they go along and prepare their speaking exam style questions (we will guide pupils to do this)
- Pupils should also work on knowing the **key high frequency words and phrases in 3 tenses** (this is key to getting at least a grade 4)
- There are some great **revision guides and workbooks** available → search on the Pearson website (check they are for the 2024 specification)



A MENU OF TIMINGS AND TASKS FOR REVISION

Revision resources:

- Cue cards
- Revision guides
- Online sources
- Past papers
- Booklets from school (ie speaking)
- Revision mindmaps
- Knowledge organisers
- VLE

10-15 minute activities

- Complete an extended task on the VLE
- Go through a whole topic section on BBC Bitesize
- Record answers for oral exam questions to listen to them
- Plan a past paper role play and photo card
- Complete a translation and check it
- Find a text and practise reading / listening

5 minute activities

- Quick online vocab test on the VLE
- Look cover check on vocab lists
- Make a quiz on a topic
- Write out key verbs for a tense from memory
- Plan a writing question – what to write for each bullet point
- Rehearse out loud planned oral exam question answers

30 minute activities

- a past paper for listening/reading
- planning answers to questions for the oral exam
- planning out 2 roles plays and 2 photo cards completing a writing task
- Make a revision mind map for a topic or some grammar



Key exam and careers dates:

- Y11 careers fair: 6th November
- **Full GCSE trials:** 24th November till 5th December
- **Trials results day:** 9th January
- Partial GCSE trials (Maths only): w/b 19th January
- **Full GCSE Trials: w/b 9th March**
- Y11 ASK apprenticeship workshops: 14th May (provisional date)
- GCSE French speaking exams: w/b 27th April
- GCSE summer exam series starts: 5th May
- GCSE “contingency day”: 25th June



GATSBY BENCHMARKS

- 1** A stable career programme
- 2** Learning from labour market information
- 3** Addressing the needs of every pupil
- 4** Linking curriculum learning to careers
- 5** Encounters with employers and employees
- 6** Experience of workplaces
- 7** Encounters with FE and HE
- 8** Personal Guidance



- Careers advice meetings – ongoing
- Careers fair – 6th November (3pm for parents, booking required!)
- Mock interviews – 9th December





PS16 process opens from 27th October and will be taught and supported in class

About our prospectus

Welcome to PS16, your Online Careers Gateway.

PS16 is an online prospectus and application system for young people to apply to school sixth forms, colleges and training providers.

Anyone can browse the prospectus to find out more about courses and opportunities, but to make an application you will need your log in details.

Opportunities >





Level	Qualification / educational route		
8	Doctorate (PhD)		NVQ 8
7	Masters degree (MA)		Degree apprenticeship / NVQ 5, 6, 7
6	Bachelors degree BA or BSc		
5	Foundation degree FdA or FdSc	Higher National Diploma (HND)	
4			Higher National Certificate (HNC)
3	A levels Grades A-E	International Baccalaureate	T Levels
			BTEC diploma BTEC certificate
2	GCSE Grades 4- 9 (C, B, A or A*)		BTEC first diploma
1	GCSE Grades 1- 3 (D,E,F or G)		Foundation diploma / entry level qualifications
	Academic route	Vocational route	Applied / work route

T-LEVELS



The Parents' Guide to
www.theparentsguideto.co.uk

National T Levels Week 13-17th October

- T Levels are a post-GCSE qualification designed to provide students with a strong foundation for skilled careers, combining classroom learning with practical experience.
- T Levels are ideal for students who are interested in a more hands-on approach to learning and are considering a direct route into skilled employment, apprenticeships, or further study.
- Throughout the week, our Careers Department will be available to speak with students who would like to learn more about T Levels and explore whether this qualification might be right for them. This opportunity is open to all students from Year 7 to Year 11, as we believe it's never too early to start thinking about future possibilities.

Level	Qualification / educational route				
8	Doctorate (PhD)		NVQ 8		
7	Masters degree (MA)		Degree apprenticeship / NVQ 5, 6, 7		
6	Bachelors degree BA or BSc				
5	Foundation degree FdA or FdSc	Higher National Diploma (HND)	Higher apprenticeship / NVQ 4		
4		Higher National Certificate (HNC)			
3	A levels Grades A-E	International Baccalaureate	T Levels	BTEC diploma BTEC certificate	Advanced apprenticeship / NVQ 3
2	GCSE Grades 4-9 (C, B, A or A*)			BTEC first diploma	Intermediate apprenticeship / NVQ 2
1	GCSE Grades 1-3 (D,E,F or G)			Foundation diploma / entry level qualifications	Traineeship / NVQ 1
	Academic route			Vocational route	Applied / work route



OPEN EVENING:

Wed 30th October
4.30 – 6.30 pm

We are one of the top performing sixth forms in the county.

2024 and 2025 results:

0.51 Value Added score
100% pass rate
47% A*-B grades

0.27 VA Score
100% Pass rate

'Every Voice Matters' - genuine focus on support and nurture

Come to our open evening and see what we can offer to those seeking A-Levels as their next step.





**BOOK NOW FOR
OUR OPEN EVENING**

**Thursday 30th October from
4.30pm - 6.30pm**