Atlantic Academy Portland

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KNOWLEDGE MAP

& HOMEWORK JOURNAL

Year 10

KNOW MORE

Learn it.

REMEMBER MORE

Retrieve it.

CHECK MORE

Check it.

CONNECT MORE

Use it.

This booklet contains your Knowledge Maps for each subject.
Use them to learn the most important knowledge
from your lessons each week.

Use the homework routines inside this booklet
to complete your homework in your homework/practice book.

Name: _____

Tutor Group: _____

Tutor: _____

KNOW MORE.
REMEMBER MORE.
BE MORE.

Good homework habits today
create strong learners for tomorrow.

HOW TO USE YOUR KNOWLEDGE MAPS

YOUR HOMEWORK ROUTINE

1 KNOW MORE
5 MINUTES

- Read the relevant Knowledge Map section.
- Focus on the Five Big Ideas.
- Read the key vocabulary.
- Look at the visual / diagram.
- Make sure you understand it.

2 REMEMBER MORE
10 MINUTES

- **CLOSE** your Knowledge Map.
- Write down everything you can remember about the Five Big Ideas.
- Use the five icons as prompts.
- Do not look at the Knowledge Map.
- This is called "blurting".

3 CHECK MORE
5 MINUTES

- **OPEN** your Knowledge Map.
- Use a **PURPLE PEN** to check your recall.
- Correct anything inaccurate.
- Add any missing information.
- Underline key vocabulary.
- Write 3 facts you need to remember next time.

4 CONNECT MORE
10 MINUTES

- Answer the week's Learning Question in 6–8 full sentences.
- Use what you have learned.
- Make connections between ideas.
- Use key vocabulary.

5 EXPLORE MORE
5 MINUTES
(Optional)

- Find one interesting fact about this week's topic using a trusted source.
- Write one new fact.
- Why did you find it interesting?

IMPORTANT REMINDERS

- Complete homework in your homework/practice book.
- Take pride in your presentation.
- Do your best every week.

DON'T COPY IT.
LEARN IT.
RETRIEVE IT.
CHECK IT.
CORRECT IT.
USE IT.

Good homework habits today create strong learners for tomorrow.

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ENGLISH KNOWLEDGE MAP

DRIVING QUESTION: *What is the importance of community?*

YEAR: 10 | **UNIT: 1: AN INSPECTOR CALLS**

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CONNECT MORE Make links and think deeper

WEEK 1 An Inspector Calls – Context

Learning Question: What was life like in 1912 and why does it matter?

5 BIG IDEAS

1. The play is set in 1912, a divided society with strong class differences.
2. People had social responsibility to help those less privileged.
3. Life for women in 1912 was strictly controlled and they could not vote.
4. Charities supported the poor as there was no government help.
5. World events and political ideas shaped British society.

VOCABULARY YOU MUST KNOW

Class system – a structure dividing people into working, middle and upper classes.

Welfare – support for people in need.

Capitalism – private ownership of industry for profit.

Socialism – ideas for a fairer sharing of wealth and power.

Privilege – having advantages others do not have.



REMEMBER THIS

1912 Britain was unequal. Class, gender and lack of welfare shaped people's lives.

BY THE END OF THIS WEEK I CAN...

explain key features of life in 1912 and why they matter in the play.

WEEK 2 An Inspector Calls – Big Ideas

Learning Question: How do the main themes shape the play?

5 BIG IDEAS

1. Priestley argues we should help those less privileged.
2. Middle class families in 1912 had clear roles and strict expectations.
3. Younger people challenge authority and are open to change.
4. The women grow stronger; the men become weaker.
5. The lesson matters more than who the Inspector is.

VOCABULARY YOU MUST KNOW

Stereotype – a fixed idea about a type of person.

Judgement – forming an opinion about something.

Ignorance – choosing not to know or understand.

Responsibility – being accountable for your actions.

Authority – the power to give orders or make decisions.



REMEMBER THIS

Themes show us the problems in society and the personal responsibilities we all have.

BY THE END OF THIS WEEK I CAN...

identify key themes and explain how characters develop across the play.

WEEK 3 An Inspector Calls – Dramatic Devices

Learning Question: How does Priestley use dramatic techniques to send a message?

5 BIG IDEAS

1. Dramatic irony highlights the Birlings' short-sightedness.
2. The Inspector uses language to emphasise duty and guilt.
3. Graphic imagery is used to shock the Birlings and the audience.
4. Informal language shows the younger generation's status and attitudes.
5. Characters and techniques symbolise wider social ideas.

VOCABULARY YOU MUST KNOW

Dramatic irony – the audience knows more than the characters.

Euphemism – avoiding unpleasant words.

Imagery – descriptive language that creates pictures in the mind.

Symbolism – using symbols to represent ideas or groups.

Colloquial language – informal language used in everyday speech.



REMEMBER THIS

Priestley uses techniques to engage us and make his message powerful.

BY THE END OF THIS WEEK I CAN...

explain how dramatic devices are used to create meaning and impact.

WEEK 4 An Inspector Calls – Act 1 Key Quotations

Learning Question: How does Priestley present the Birlings in Act 1?

5 BIG IDEAS

1. Mr Birling shows arrogance and focuses on status and business.
2. Eric is unsure and has potential for change.
3. Sheila starts childish but matures.
4. Birling's views are short-sighted and based on money.
5. Stage directions foreshadow events and tensions.

VOCABULARY YOU MUST KNOW

Repetition – repeating words or ideas for emphasis.

Dramatic irony – the audience knows more than the characters.

Foreshadow – giving hints about future events.

Stereotype – an oversimplified idea about someone.

Capitalist – someone who supports making profit.



REMEMBER THIS

Act 1 quotations reveal character, class views and hidden tensions.

BY THE END OF THIS WEEK I CAN...

analyse key quotations and explain how they present the Birlings and themes.

WEEK 5 Revision

Learning Question: How does Mr Birling show a limited and wrong view of the world?

5 BIG IDEAS

1. Mr Birling believes war is unlikely and impossible.
2. He trusts progress through technology without question.
3. He ignores social problems and the poor.
4. He believes Britain is always ahead of other countries.
5. Priestley shows Birling's views are outdated and wrong.

FOCUS ACTIVITY

Create a mind map of all the things Mr Birling gets wrong about history in the opening scene.

What really happened?

How is he wrong?

Use the speech provided in your homework booklet to help you.



REMEMBER THIS

Birling's speech is full of mistakes and shows his ignorance and arrogance.

BY THE END OF THIS WEEK I CAN...

identify historical inaccuracies and explain how they reveal Birling's character.

WEEK 6 An Inspector Calls – Act 2 Key Quotations

Learning Question: How do Act 2 quotations show change and responsibility?

5 BIG IDEAS

1. The Inspector challenges each family member directly.
2. The truth is revealed through powerful confrontations.
3. Guilt forces the characters to reflect on their actions.
4. Responsibility replaces ignorance and denial.
5. Change is shown through language and behaviour.

VOCABULARY YOU MUST KNOW

Confrontation – a direct and challenging interaction.

Guilt – feeling responsible for wrongdoing.

Responsibility – accepting blame and taking action.

Euphemism – using mild words instead of harsh ones.

Change – becoming different in attitude or behaviour.



REMEMBER THIS

Act 2 shows truth, guilt and the chance for personal change.

BY THE END OF THIS WEEK I CAN...

analyse Act 2 quotations and explain how characters develop and take responsibility.

HOW TO USE YOUR KNOWLEDGE MAP

KNOW MORE
Read your Knowledge Map carefully and learn the key ideas and vocabulary.

REMEMBER MORE
Close your book and try to recall the five big ideas and key vocabulary.

CHECK MORE
Check your recall using your purple pen. Correct any mistakes and improve.

CONNECT MORE
Answer the learning question in full sentences and make links between ideas.

WHY DO WE WORK LIKE THIS?

Retrieval practice strengthens your memory. The more you try to recall what you have learned, the better you will remember it and the more confident you will become as an English student.

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ENGLISH HOMEWORK – WEEKS 1 & 2

Remember to use your KNOWLEDGE MAP on the previous page to learn.

KNOW MORE – Learn the knowledge
REMEMBER MORE – Recall the key ideas
CONNECT MORE – Make links and think deeper

WEEK 1 — AN INSPECTOR CALLS – CONTEXT

Learning Question: What was life like in 1912 and why does it matter?

1 KNOW MORE — 5 MINUTES

Read the **BLUE** Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

1912 society & class | Social responsibility | Women's lives | Welfare & poverty | Wars & politics

3 CHECK MORE — 5 MINUTES

Open the Knowledge Map.
Correct using **PURPLE PEN.**
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE — 5 MINUTES (Optional)

Find one interesting fact about this week's topic using a trusted source.
Write:
- One new fact.
- Why it interested you.

BRAIN TIP

Context helps you understand characters' actions and why Priestley wrote the play.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1912 society & class | Social responsibility | Women's lives | Welfare & poverty | Wars & politics

WEEK 2 — AN INSPECTOR CALLS – BIG IDEAS

Learning Question: How do the main themes shape the play?

1 KNOW MORE — 5 MINUTES

Read the **GREEN** Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

Help the less privileged | Family expectations | Young vs old | Men vs women | Judgement & authority

3 CHECK MORE — 5 MINUTES

Open the Knowledge Map.
Correct using **PURPLE PEN.**
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE — 5 MINUTES (Optional)

Find one interesting fact about this week's topic using a trusted source.
Write:
- One new fact.
- Why it interested you.

BRAIN TIP

Themes connect ideas across the play and help you understand Priestley's message.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

Help the less privileged | Family expectations | Young vs old | Men vs women | Judgement & authority

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ENGLISH HOMEWORK – WEEKS 3 & 4

Remember to use your **KNOWLEDGE MAP** on the previous page to learn.

KNOW MORE – Learn the knowledge
REMEMBER MORE – Recall the key ideas
CONNECT MORE – Make links and think deeper

WEEK 3 – AN INSPECTOR CALLS – DRAMATIC DEVICES

Learning Question: How does Priestley use dramatic techniques to send a message?

1 KNOW MORE — 5 MINUTES
Read the ORANGE Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES
Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

- Dramatic irony highlights the Birling's
- Inspector emphasises duty & guilt
- Graphic imagery shocks
- Informal language shows younger views
- Symbolism connects ideas & events

3 CHECK MORE — 5 MINUTES
Open the Knowledge Map.
Correct using **PURPLE PEN.**
- Add missing facts.
- Underline key vocabulary.
- *Write three facts to remember next time.*

4 CONNECT MORE — 10 MINUTES
Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE — 5 MINUTES (Optional)
Find one example of a dramatic technique from the play using a trusted source.
Write:
- What the technique is.
- *How it is used and why it is effective.*

BRAIN TIP
Dramatic techniques help Priestley show ideas and make the audience think.

REVIEW CHALLENGE
Without looking at your Knowledge Map, write down:

- Dramatic irony highlights the Birling's
- Inspector emphasises duty & guilt
- Graphic imagery shocks
- Informal language shows younger views
- Symbolism connects ideas & events

WEEK 4 – AN INSPECTOR CALLS – ACT 1 KEY QUOTATIONS

Learning Question: How does Priestley present the Birlings in Act 1?

1 KNOW MORE — 5 MINUTES
Read the **PURPLE** Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES
Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

- Mr Birling shows arrogance and focuses on status
- Eric is unsure and has potential for change
- Sheila starts childish but matures
- The Birlings' views are short-sighted and based on money
- Stage directions foreshadow events & tensions

3 CHECK MORE — 5 MINUTES
Open the Knowledge Map.
Correct using **PURPLE PEN.**
- Add missing facts.
- Underline key vocabulary.
- *Write three facts to remember next time.*

4 CONNECT MORE — 10 MINUTES
Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE — 5 MINUTES (Optional)
Find one key quotation from Act 1.
Write:
- The quotation.
- What it reveals about a character.
- Why it is important.

BRAIN TIP
Quotations are powerful evidence. Use them to support your ideas.

REVIEW CHALLENGE
Without looking at your Knowledge Map, write down:

- Mr Birling shows arrogance and focuses on status
- Eric is unsure and has potential for change
- Sheila starts childish but matures
- The Birlings' views are short-sighted and based on money
- Stage directions foreshadow events & tensions

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ENGLISH HOMEWORK – WEEKS 5 & 6

Remember to use your KNOWLEDGE MAP on the previous page to learn.

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CONNECT MORE Make links and think deeper

WEEK 5 REVISION

Learning Question: How does Mr Birling show a limited and wrong view of the world?

1 KNOW MORE

Read the RED Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES

War is unlikely | Technology brings progress | Ignores social problems | Britain is always ahead | Views are outdated

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Add missing facts.
- Underline key vocabulary.
- *Write three facts to remember next time.*

5 MINUTES

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- *Why it interested you.*

5 MINUTES (Optional)

BRAIN TIP

Question Mr Birling's ideas. Check the facts and think about different points of view.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

War is unlikely | Technology brings progress | Ignores social problems | Britain is always ahead | Views are outdated

WEEK 6 AN INSPECTOR CALLS – ACT 2 KEY QUOTATIONS

Learning Question: How do Act 2 quotations show change and responsibility?

1 KNOW MORE

Read the TEAL Knowledge Card.
Focus on the five big ideas and vocabulary.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

10 MINUTES

Confrontation challenges | Truth is revealed | Guilt shows responsibility | Responsibility replaces ignorance | Change in behaviour

3 CHECK MORE

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Add missing facts.
- Underline key vocabulary.
- *Write three facts to remember next time.*

5 MINUTES

4 CONNECT MORE

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- *Why it interested you.*

5 MINUTES (Optional)

BRAIN TIP

Key quotations reveal how characters change. Think about what causes this change.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

Confrontation challenges | Truth is revealed | Guilt shows responsibility | Responsibility replaces ignorance | Change in behaviour

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KNOWLEDGE MAP HOMEWORK
WEEK 7 – RETRIEVE & REVIEW

Year
Unit

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CHECK MORE Make links and think deeper
CONNECT MORE Make links and think deeper

This is your end of unit homework. It helps you bring together everything you have learnt over the last six weeks. You will complete the tasks outlined here for EACH of your Knowledge Map homeworks on that subject's relevant homework day.

You will need your **KNOWLEDGE MAP** for this homework.

1 RETRIEVE MORE – 10 minutes



Close your **KNOWLEDGE MAP.**
In your **homework exercise book,** write down everything you can remember from Weeks 1 to 6. Organise your ideas under **Week 1, Week 2, Week 3...**
Do not look at your Knowledge Map yet.

TOP TIP
This is called **blurting.**
Write all your ideas, key facts and vocabulary.
Use bullet points, diagrams or sentences.

2 CHECK MORE – 5 minutes



Open your **KNOWLEDGE MAP.**
Use a **PURPLE PEN** to check your work.
Add any important knowledge you missed.
Correct anything that is inaccurate and underline key vocabulary.

TOP TIP
Your purple pen shows you are checking, correcting and improving your memory.
Gaps are normal – that is how we learn!

3 TARGET MORE – 5 minutes



Look across all six weeks on your **KNOWLEDGE MAP.**
Choose the **two weeks** you remembered least well.
From each of those weeks, write down three facts or ideas that you particularly need to remember.

TOP TIP
Focus on the knowledge you found hardest to recall. This is the most powerful way to improve your memory.

4 CONNECT MORE – 5 minutes



Look at the **DRIVING QUESTION** at the top of your **KNOWLEDGE MAP.**
Without copying, write a paragraph (6–8 full sentences:) answering the question using knowledge from at least three different weeks.
Make clear links between your ideas.

TOP TIP
This helps you put your knowledge together and think more deeply across the whole unit.

5 TEST MORE – 5 minutes



Create five retrieval questions that could test someone else's knowledge of this unit. Write the answers underneath.
Cover the answers and test yourself.

TOP TIP
Retrieval practice is one of the best ways to strengthen your memory.

HOW TO USE THIS WEEK

Week 7 is the same for every subject.

It is designed to help you:

- retrieve knowledge from memory
- identify your knowledge gaps
- strengthen weak areas
- connect ideas across the unit
- build confidence for assessments

Good revision isn't about reading more. It's about remembering more.
Keep retrieving!

BRAIN TIP – BLURTING

Writing everything you can remember before checking your Knowledge Map is called **blurting.**
It helps you identify the **gaps** in your knowledge so you know what to revise next and remember for longer.

REVIEW CHALLENGE – YOUR REVISION TARGET

In your homework exercise book, answer these revision reflections:

1. The part of this unit I know best is...
2. The part I need to revisit is...
3. Three things I will make sure I remember are...

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember and the more confident you will become in your learning.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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ENGINEERING KNOWLEDGE MAP

Year 10 | Autumn 1 | OCR Engineering

CORE KNOWLEDGE
Teacher-supplied terms and definitions are preserved.

WEEK 1 — CORE ENGINEERING KNOWLEDGE

1	**Design Strategy**	A specific range of design stages chosen to inform a design process.
2	**Design Process**	A series of interlinked stages that designers and engineers use to create a functioning product
3	**Linear Design**	A rapid design process where stages are carried out one after the other without returning to previous stages.
4	**Iterative Design**	A circular design process that models, evaluates and improves designs based on the results of testing.
5	**Design Cycle**	A set of processes, split into four phases, that designers follow to ensure effective product development.
6	**Design Cycle sequence**	Identify need → Design solution → Optimise through prototypes → Validate through testing → Repeat until product fully meets specification
7	**Optimise**	Process of removing flaws or enhancing beneficial features within a design
8	**Validate**	a testing process by which you prove that a product works for the user as intended.



RETRIEVAL SUPPORT Cover the definitions. Recall each term accurately, then check and correct.
The section above preserves the teacher's original knowledge; this strip is a study prompt.

WEEK 2 — CORE ENGINEERING KNOWLEDGE

1	**Design Brief**	A document received from the client containing the requirements of the product or service to be designed.
2	**Specification**	The specific requirements for a product that must be included in the final design
3	**Client**	Person, Group of people or company that has commissioned the development of a new product.
4	**End User**	Person, people or demographic who will use the final product that is designed.
5	**Inclusive design**	A design process where a product is optimised for a user with specific needs.
6	**User-centred design**	A design process where the designer focuses on the user in each step of the design process
7	**Sustainable design**	A design process where the designer attempts to remove or reduce negative environmental impacts of a product
8	**Ergonomic design**	A design process where designer optimise their products using anthropometric data
9	**Anthropometrics**	The study of the measurements of the human body

RETRIEVAL SUPPORT Cover the definitions. Recall each term accurately, then check and correct.
The section above preserves the teacher's original knowledge; this strip is a study prompt.

WEEK 3 — CORE ENGINEERING KNOWLEDGE

1	**ACCESS FM**	Acronym for a standardised method of product analysis that design engineers use to appraise the strengths and weaknesses of existing products
2	**Aesthetics**	How well a product appeals to the senses
3	**Cost**	The relationship between how much a product costs to make and how much it sells for as well as a rating of how well the product performs at its price point.
4	**Customer**	Who is the intended user of this product and the features included that reflect this
5	**Environment**	Impacts on the environment of the product in terms of manufacture, use and disposal.
6	**Safety**	The product should meet safety regulations and not have any flaws that could result in harm to the user.
7	**Size**	The suitability of the product's size in relation to its customer, use pattern and ergonomic factors
8	**Function**	How well the product functions against its intended purpose; are there weak areas or improvements that could be made
9	**Materials**	Are they correct for the manufacture, use and durability of the product?

RETRIEVAL SUPPORT Cover the definitions. Recall each term accurately, then check and correct.
The section above preserves the teacher's original knowledge; this strip is a study prompt.

WEEK 4 — CORE ENGINEERING KNOWLEDGE

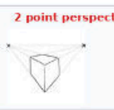
1	**Primary Research**	Gathering original information first hand - interviews, experiments, surveys, questionnaires
2	**Secondary research**	Gathering information from sources that already exist - books, magazines, technical papers and the internet.
3	**Ranking Matrix**	Table showing the comparative strengths and weaknesses of a range of products being evaluated in an objective manner.
4	**Weighting**	A method to tailor a ranking matrix to give a specific design area more influence over the final scores.
5	**Market Pull**	When designers and engineers react to research that shows what people want in their products
6	**Technology push**	When designers or engineers persuade people that that they need to upgrade to get new features in a product
7	**Ideation**	The process of rapidly producing ideas for a product
8	**Procedure**	A series of actions undertaken in a specified order to achieve a goal, for example the required steps to take a product apart or assemble it.

RETRIEVAL SUPPORT Cover the definitions. Recall each term accurately, then check and correct.
The section above preserves the teacher's original knowledge; this strip is a study prompt.

WEEK 5 — CORE ENGINEERING KNOWLEDGE

1	**Sketch**	A rough, rapid drawing to capture an idea or explain a concept
2	**Annotation**	The use of notes alongside sketches to explain features, ideas and concepts
3	**Crating**	A framework of basic geometric shapes used as a framework to aid the sketching of more complex shapes
4	**Compound Shape**	A shape made up from two or more different, simpler shapes.
5	**Rendering**	A high quality drawing of a proposed design idea or product.
6	**Perspective**	A method of drawing that shows 3D objects on a 2D surface
7	**Vanishing point**	A point on the horizon beyond which an object can no longer be seen.
8	**2-point Perspective**	A type of perspective drawing that uses 2 vanishing points to enhance realism in rendered drawing.





RETRIEVAL SUPPORT Cover the definitions. Recall each term accurately, then check and correct.
The section above preserves the teacher's original knowledge; this strip is a study prompt.

WEEK 6 (RE — CORE ENGINEERING KNOWLEDGE

1	**ACCESS FM**	Acronym for a standardised method of product analysis that design engineers use to appraise the strengths and weaknesses of existing products
2	**Aesthetics**	How well a product appeals to the senses
3	**Cost**	The relationship between how much a product costs to make and how much it sells for as well as a rating of how well the product performs at its price point.
4	**Customer**	Who is the intended user of this product and the features included that reflect this
5	**Environment**	Impacts on the environment of the product in terms of manufacture, use and disposal.
6	**Safety**	The product should meet safety regulations and not have any flaws that could result in harm to the user.
7	**Size**	The suitability of the product's size in relation to its customer, use pattern and ergonomic factors
8	**Function**	How well the product works against its intended purpose.
9	**Materials**	Are they correct for the manufacture, use and durability of the product?

RETRIEVAL SUPPORT Cover the definitions. Recall each term accurately, then check and correct.
The section above preserves the teacher's original knowledge; this strip is a study prompt.

KNOW MORE
Read and understand the engineering terms and definitions.

REMEMBER MORE
Retrieve precise terminology and meanings from memory.

CHECK MORE
Check against the map and correct inaccuracies.

CONNECT MORE
Use the engineering knowledge accurately in context.

WHY RETRIEVAL PRACTICE?
Retrieving precise terminology strengthens memory and supports accurate engineering thinking.

RETRIEVE, PRACTISE, CONNECT - THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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ENGINEERING
HOMEWORK JOURNAL – WEEKS 1 & 2

Year 10
Autumn 1
OCR Engineering

KNOW MORE – Learn the knowledge
REMEMBER MORE – Recall the key ideas
CONNECT MORE – Think deeper

WEEK 1 — DESIGN PROCESS & DEVELOPMENT

Learning Question: How do engineers use a design process to develop and improve products?

1 KNOW MORE — 5 mins

Study the Week 1 section of your Knowledge Map.
- Read each engineering term and its definition.
- Study the Design Cycle diagram.
- Focus on the key sequence.

2 REMEMBER MORE — 10 mins

Close your Knowledge Map.
In your homework/practice book:
- Recall the terminology – write down as many of the Week 1 terms as you can.
- Define each term as accurately as you can.
- Reconstruct the process – draw the four-stage Design Cycle from memory and label each stage.

IDENTIFY NEED – What is the problem? → DESIGN SOLUTION – Ideas and planning → OPTIMISE THROUGH PROTOTYPES – Make and improve → VALIDATE THROUGH TESTING – Does it meet the specification? → REPEAT UNTIL PRODUCT FULLY MEETS SPECIFICATION

3 CHECK MORE — 5 mins

Open your Knowledge Map.
Use **PURPLE PEN** to:
- add any terms you missed;
- correct definitions that are inaccurate or incomplete;
- correct your Design Cycle;
- underline the precise engineering vocabulary.

★ Put a star beside the TWO terms you found hardest to recall.

4 CONNECT MORE — 10 mins

Explain why an iterative design process can help an engineer improve a product.
Write 6–8 full sentences.
Use appropriate engineering terminology from your Knowledge Map.
Try to include: iterative design • optimise • prototypes • validate • testing

5 EXPLORE MORE — 5 mins (Optional)

Engineering in the real world
Choose a product you use regularly.
In 2–3 sentences, explain one way you think its design may have been optimised or improved through testing.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down the Week 1 terms.

WEEK 2 — CLIENT REQUIREMENTS & USER FOCUS

Learning Question: How do engineers design products that meet the needs of their clients and users?

1 KNOW MORE — 5 mins

Study the Week 2 section of your Knowledge Map.
- Read all nine engineering terms and definitions.
- Think about the connections between client, user, needs and how designers respond to them.

2 REMEMBER MORE — 10 mins

Close your Knowledge Map.
In your homework/practice book:
- Brain dump – write down as many of the nine Week 2 terms as you can.
- Define – write a definition beside each term from memory.
- Make connections – in your book, explain the difference between:

Client & End User **Design Brief & Specification**

Design Brief · Specification · Client · End User · Inclusive Design · User-centred Design · Sustainable Design · Ergonomic Design · Anthro-metrics

3 CHECK MORE — 5 mins

Open your Knowledge Map.
Use **PURPLE PEN** to:
- add missing terminology;
- correct inaccurate definitions;
- add important details you missed;
- underline key words that distinguish similar terms.

★ Circle the THREE terms you most need to retrieve again.

4 CONNECT MORE — 10 mins

A designer has been asked to develop a new school chair.
Explain what the designer would need to consider to make sure the product meets the needs of its users.
Write 6–8 full sentences.
Use as much precise Week 2 terminology as you can.
Try to include: client • end user • specification • inclusive design • user-centred design • ergonomic design • anthropometrics

5 EXPLORE MORE — 5 mins (Optional)

Engineering in the real world
Choose a product you use every day.
In 2–3 sentences, explain one way the designer may have considered the needs of a client or user group when developing it.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down the Week 2 terms.

KNOW MORE Build your understanding of engineering knowledge.
REMEMBER MORE Retrieve facts, definitions and processes from memory.
CHECK MORE Check accuracy and fill gaps using purple pen.
CONNECT MORE Apply knowledge to engineering contexts.

REMEMBER: YOU WRITE IN YOUR HOMEWORK/PRACTICE BOOK.
This journal is a guide to help your learning.

Atlantic Academy Portland
an Aspirations Academy

ENGINEERING
HOMEWORK JOURNAL – WEEKS 3 & 4

Year 10
Autumn 1
OCR Engineering

KNOW MORE — Learn the knowledge
REMEMBER MORE — Recall the key ideas
CONNECT MORE — Think deeper

WEEK 3 — PRODUCT ANALYSIS & EVALUATION (ACCESS FM)

Learning Question: How do engineers evaluate products to decide if they are successful?

1 KNOW MORE — 5 mins

Study the Week 3 section of your Knowledge Map.
- Read the definition of ACCESS FM and all eight factors.
- Look at the examples and explanations.
- Focus on how these factors help engineers evaluate products.

2 REMEMBER MORE — 10 mins

Close your Knowledge Map.
In your homework/practice book:
- Write what ACCESS FM is used for.
- Write down and define all eight factors.
- Explain why each factor is important when evaluating a product.

VISUAL RETRIEVAL CUES — can you recall all eight factors?

3 CHECK MORE — 5 mins

Open your Knowledge Map.
Use **PURPLE PEN** to:
- add any factors or definitions you missed;
- correct inaccurate information;
- add important details you missed;
- underline key words that distinguish similar terms.

★ Circle the THREE factors you most need to retrieve again.

4 CONNECT MORE — 10 mins

Choose a product you use every day (e.g. water bottle, headphones, school bag, phone case). Evaluate it using ACCESS FM.
Write 6–8 full sentences.
Use as much precise Week 3 terminology as you can.
Try to include: all eight factors • strengths • weaknesses • any improvements you would suggest

5 EXPLORE MORE — 5 mins (Optional)

Engineering in the real world
Find a product that has been redesigned to improve its performance in one or more ACCESS FM areas.
In 2–3 sentences, explain what improvements were made and why.

★ REVIEW CHALLENGE

Without looking at your Knowledge Map: explain what ACCESS FM is used for, then recall the eight factors from the visual cues above.

WEEK 4 — RESEARCH & IDEA GENERATION

Learning Question: How do engineers research and generate ideas for new products?

1 KNOW MORE — 5 mins

Study the Week 4 section of your Knowledge Map.
- Read all eight key terms and definitions.
- Look at the examples of research and idea generation tools.
- Focus on how research leads to better ideas.

2 REMEMBER MORE — 10 mins

Close your Knowledge Map.
In your homework/practice book:
- Write down all EIGHT key terms.
- Write a definition for each term.
- Explain how each term helps in research and idea generation.

VISUAL RETRIEVAL CUES — can you recall all eight terms?

3 CHECK MORE — 5 mins

Open your Knowledge Map.
Use **PURPLE PEN** to:
- add any terms or definitions you missed;
- correct inaccurate information;
- add important details you missed;
- underline key words that distinguish similar terms.

★ Circle the THREE terms you most need to retrieve again.

4 CONNECT MORE — 10 mins

You are designing a new eco-friendly phone case.
Use research and idea generation to develop your idea.
Write 6–8 full sentences.
Use as much precise Week 4 terminology as you can.
Try to include: primary or secondary research • ranking matrix • weighting • market pull or technology push • ideation

5 EXPLORE MORE — 5 mins (Optional)

Engineering in the real world
Find a product that was clearly developed using research and idea generation.
In 2–3 sentences, explain what evidence there is of this (e.g. surveys, reviews, testing, customer feedback).

★ REVIEW CHALLENGE

Without looking at your Knowledge Map, write down the Week 4 key terms

KNOW MORE — Build your understanding of engineering knowledge.
REMEMBER MORE — Retrieve facts, definitions and processes from memory.
CHECK MORE — Check accuracy and fill gaps using purple pen.
CONNECT MORE — Apply knowledge to engineering contexts.

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ENGINEERING
HOMEWORK JOURNAL – WEEKS 5 & 6

Year 10
Autumn 1
OCR Engineering

KNOW MORE — Learn the knowledge
REMEMBER MORE — Recall the key ideas
CONNECT MORE — Think deeper

WEEK 5 — MODELLING & TECHNICAL DRAWING

Learning Question: How do engineers communicate their design ideas clearly?

1 KNOW MORE — 5 mins

Study the Week 5 section of your Knowledge Map.
- Read all key terms and definitions.
- Look at the examples and diagrams.
- Focus on how technical drawings help communicate ideas.

2 REMEMBER MORE — 10 mins

Close your Knowledge Map.
In your homework/practice book:
- Write down all EIGHT key terms.
- Write a definition for each term.
- Explain how each term is used in modelling and technical drawing.

VISUAL RETRIEVAL CUES — can you recall all eight terms?



3 CHECK MORE — 5 mins

Open your Knowledge Map.
Use **PURPLE PEN** to:
- add any terms or definitions you missed;
- correct inaccurate information;
- add important details you missed;
- underline key words that distinguish similar terms.

★ Circle the **THREE** terms you most need to retrieve again.

4 CONNECT MORE — 10 mins

Choose a simple everyday product.
Make a rapid sketch of it, then develop the idea using appropriate annotation.
Use crating and compound shapes to help construct the form.
Apply perspective and rendering where appropriate.
In your homework/practice book, explain how these techniques help communicate the design clearly.

5 EXPLORE MORE — 5 mins (Optional)

Engineering in the real world
Look at a product that uses clear technical drawings in its design and manufacture. In 2–3 sentences, explain how those drawings help prevent mistakes and ensure the product works correctly.

★ REVIEW CHALLENGE

Without looking at your Knowledge Map, write down the Week 5 key terms.



WEEK 6 — REVIEW: ACCESS FM IN DEPTH

Learning Question: How can engineers use ACCESS FM to make better design decisions?

1 KNOW MORE — 5 mins

Study the Week 6 section of your Knowledge Map.
- Read the definition of ACCESS FM and the eight factors.
- Look at the examples and explanations.
- Focus on how engineers use ACCESS FM to improve products.

2 REMEMBER MORE — 10 mins

Close your Knowledge Map.
In your homework/practice book:
- Write what ACCESS FM is used for.
- Recall all eight factors.
- Explain what each factor means.
- Give an example of how each factor could affect a product.

VISUAL RETRIEVAL CUES — can you recall all eight factors?



3 CHECK MORE — 5 mins

Open your Knowledge Map.
Use **PURPLE PEN** to:
- add any factors or definitions you missed;
- correct inaccurate information;
- add important details you missed;
- underline key words that distinguish similar terms.

★ Circle the **THREE** factors you most need to retrieve again.

4 CONNECT MORE — 10 mins

Choose a different product to Week 3 (e.g. bicycle helmet, lunchbox, running shoes). Use ACCESS FM to evaluate it.
Give TWO strengths and TWO weaknesses for each factor.
Which factor is most important for this product and why?
What improvement would you suggest?

5 EXPLORE MORE — 5 mins (Optional)

Engineering in the real world
Find a product that you think could be improved.
Name ONE ACCESS FM factor you would focus on improving and explain, in 2–3 sentences, how this change would benefit the user and why it is important.

★ REVIEW CHALLENGE

Without looking at your Knowledge Map, explain what ACCESS FM is used for, then recall the eight factors from the visual cues above.



KNOW MORE — Build your understanding of engineering knowledge.

REMEMBER MORE — Retrieve facts, definitions and processes from memory.

CHECK MORE — Check accuracy and fill gaps using purple pen.

CONNECT MORE — Apply knowledge to engineering contexts.

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KNOWLEDGE MAP HOMEWORK
WEEK 7 – RETRIEVE & REVIEW

Year
Unit

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CHECK MORE Make links and think deeper
CONNECT MORE Make links and think deeper

This is your end of unit homework. It helps you bring together everything you have learnt over the last six weeks. You will complete the tasks outlined here for EACH of your Knowledge Map homeworks on that subject's relevant homework day.

You will need your **KNOWLEDGE MAP** for this homework.

1 RETRIEVE MORE – 10 minutes



Close your **KNOWLEDGE MAP.**
In your **homework exercise book,** write down everything you can remember from Weeks 1 to 6. Organise your ideas under **Week 1, Week 2, Week 3...**
Do not look at your Knowledge Map yet.

TOP TIP
This is called **blurting.**
Write all your ideas, key facts and vocabulary.
Use bullet points, diagrams or sentences.

2 CHECK MORE – 5 minutes



Open your **KNOWLEDGE MAP.**
Use a **PURPLE PEN** to check your work.
Add any important knowledge you missed.
Correct anything that is inaccurate and underline key vocabulary.

TOP TIP
Your purple pen shows you are checking, correcting and improving your memory.
Gaps are normal – that is how we learn!

3 TARGET MORE – 5 minutes



Look across all six weeks on your **KNOWLEDGE MAP.**
Choose the **two weeks** you remembered least well.
From each of those weeks, write down three facts or ideas that you particularly need to remember.

TOP TIP
Focus on the knowledge you found hardest to recall. This is the most powerful way to improve your memory.

4 CONNECT MORE – 5 minutes



Look at the **DRIVING QUESTION** at the top of your **KNOWLEDGE MAP.**
Without copying, write a paragraph (6–8 full sentences:) answering the question using knowledge from at least three different weeks.
Make clear links between your ideas.

TOP TIP
This helps you put your knowledge together and think more deeply across the whole unit.

5 TEST MORE – 5 minutes



Create five retrieval questions that could test someone else's knowledge of this unit. Write the answers underneath.
Cover the answers and test yourself.

TOP TIP
Retrieval practice is one of the best ways to strengthen your memory.

HOW TO USE THIS WEEK

Week 7 is the same for every subject.

It is designed to help you:

- retrieve knowledge from memory
- identify your knowledge gaps
- strengthen weak areas
- connect ideas across the unit
- build confidence for assessments

Good revision isn't about reading more. It's about remembering more.
Keep retrieving!

BRAIN TIP – BLURTING

Writing everything you can remember before checking your Knowledge Map is called **blurting.**
It helps you identify the **gaps** in your knowledge so you know what to revise next and remember for longer.

REVIEW CHALLENGE – YOUR REVISION TARGET

In your homework exercise book, answer these revision reflections:

1. The part of this unit I know best is...
2. The part I need to revisit is...
3. Three things I will make sure I remember are...

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember and the more confident you will become in your learning.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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FRENCH KNOWLEDGE MAP

Year 10 | Unit 1 – Identity, Family and Future

DRIVING QUESTION:
How can I talk about who I am, my family, my health and my future in French?

WEEK 1 — 1.1G – Qui suis-je? *Who am I?*

Learning Question: *How can I introduce myself and describe me?*

5 BIG IDEAS

1. **Je m'appelle …** is used to say your name.
2. **J'ai … ans** is used to say how old you are.
3. **J'habite dans une petite ville** describes where you live.
4. **Je parle …** is used to say the languages I speak.
5. **J'aime … / Je n'aime pas …** describes what you like or don't like.

VOCABULARY YOU MUST KNOW

- **Je m'appelle** – my name is
- **J'ai … ans** – I am … years old
- **J'habite** – I live
- **J'ai les cheveux longs et blonds** – I have long blond hair
- **Je parle** – I speak
- **Je n'aime pas** – I don't like
- **Je déteste** – I hate
- **Je joue au foot** – I play football
- **J'aime porter** – I like to wear



REMEMBER THIS:
Je m'appelle…, j'ai… ans and j'habite… are useful phrases for introducing yourself.

BY THE END OF THIS WEEK I CAN…
introduce myself and give basic information about me.

WEEK 2 — 1.1F – Ma personnalité *My personality*

Learning Question: *How can I describe myself and others?*

5 BIG IDEAS

1. **Je suis bavard(e)** describes being chatty.
2. **Je ne suis pas timide** says you are not shy.
3. **Ma soeur est gentille** describes your sister.
4. **Mon frère est amusant** describes your brother.
5. **Je trouve le français intéressant** says what you find interesting.

VOCABULARY YOU MUST KNOW

- **Je suis** – I am
- **Je ne suis pas** – I am not
- **Ma soeur** – my sister
- **Mon frère** – my brother
- **Ma mère** – my mum
- **Mon père** – my dad
- **travailleurs** – hardworking
- **drôles** – funny
- **J'attends** – I'm waiting for
- **Je trouve … intéressant** – I find … interesting



REMEMBER THIS:
Personality descriptions can be positive or negative: bavard(e), timide, gentil(le), amusant and travailleurs.

BY THE END OF THIS WEEK I CAN…
describe my personality, my family and say what I find interesting.

WEEK 3 — 1.2F – Les familles de nos jours! *Families these days!*

Learning Question: *How can I talk about families and make comparisons?*

5 BIG IDEAS

1. **Je finis mes devoirs** says you are finishing homework.
2. **Mes parents sont séparés** says your parents are separated.
3. **Plus … que, moins … que** and **aussi … que** are used to compare people and things.
4. **Elle est aussi sympa que moi** means "She is as nice as me."
5. **La musique est meilleure que la lecture** compares preferences.

VOCABULARY YOU MUST KNOW

- **Je finis** – I finish
- **Je choisis** – I choose
- **Mes parents sont séparés** – my parents are separated
- **plus grand que** – bigger than
- **moins marrant que** – less funny than
- **aussi … que** – as … as
- **meilleur(e)** – best
- **pire** – worst



REMEMBER THIS:
Comparatives help us compare things, people and places.

BY THE END OF THIS WEEK I CAN…
make comparisons and express opinions about things and people.

WEEK 4 — 1.2G – Voici ma famille *Here is my family*

Learning Question: *How can I describe my family and relationships?*

5 BIG IDEAS

1. **Je m'entends bien avec …** describes getting on well with someone.
2. **Je me dispute avec …** describes arguing with someone.
3. **Ma tante se sépare de mon oncle** says an aunt is separating.
4. **Ma cousine se marie avec son petit copain** says a cousin is marrying her boyfriend.
5. **On se dispute souvent** says we often argue.

VOCABULARY YOU MUST KNOW

- **Je m'entends bien avec** – I get on well with
- **Je me dispute avec** – I argue with
- **Je n'aime pas** – I don't like
- **se séparer** – to separate
- **se marier** – to marry
- **On se dispute souvent** – We often argue
- **ma cousine** – my cousin (f)
- **sa famille** – her family



REMEMBER THIS:
Je m'entends bien … and Je me dispute … are key phrases for relationships.

BY THE END OF THIS WEEK I CAN…
describe my family and talk about relationships and events.

WEEK 5 — 2.1F – Aïe! Aïe! Aïe! *Ouch! Ouch! Ouch!*

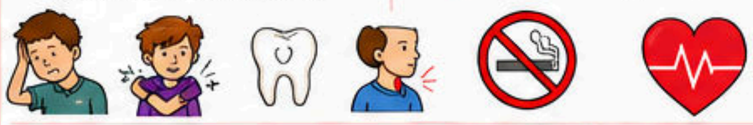
Learning Question: *How can I talk about aches, ill health and staying healthy?*

5 BIG IDEAS

1. **J'ai mal à la tête** expresses having a headache.
2. **J'ai mal au dos / aux dents / à la gorge** expresses pain.
3. **Je suis malade** says you are ill.
4. **Je vais arrêter de fumer / me coucher** expresses plans.
5. **Je veux rester en bonne santé** expresses a wish to be healthy.

VOCABULARY YOU MUST KNOW

- **J'ai mal à la tête** – I have a headache
- **J'ai mal au dos** – I have backache
- **J'ai mal aux dents** – I have toothache
- **J'ai mal à la gorge** – I have a sore throat
- **Je suis malade** – I am ill
- **mauvais pour la santé** – bad for your health
- **Je vais** – I am going to
- **Je ne vais pas** – I am not going to
- **en bonne santé** – in good health



REMEMBER THIS:
J'ai mal… describes pain, while Je suis malade describes being ill.

BY THE END OF THIS WEEK I CAN…
talk about aches and illness and make healthy choices.

WEEK 6 — 1.1H – Mon futur moi *Future me*

Learning Question: *How can I talk about my future plans and hopes?*

5 BIG IDEAS

1. **J'habiterai en France** means I will live in France.
2. **Je parlerai français tous les jours** says you will speak French daily.
3. **J'écouterai plus de musique** means you will listen to more music.
4. **Je travaillerai dans un hôpital** means I will work in a hospital.
5. **Je rencontrerai mon partenaire idéal** means "I will meet my ideal partner."

VOCABULARY YOU MUST KNOW

- **J'habiterai en France** – I will live in France
- **Je parlerai français tous les jours** – I will speak French every day
- **J'écouterai plus de musique** – I will listen to more music
- **Je travaillerai dans un hôpital** – I will work in a hospital
- **Je rencontrerai mon partenaire idéal** – I will meet my ideal partner
- **célibataire** – single



REMEMBER THIS:
J'habiterai, je parlerai, j'écouterai, je travaillerai and je rencontrerai describe future plans.

BY THE END OF THIS WEEK I CAN…
talk about my future hopes, plans and dreams.

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember it and the more confident you will become in French.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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FRENCH HOMEWORK JOURNAL – WEEKS 1 & 2

Remember to use your **KNOWLEDGE MAP** on the previous page to learn.

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CONNECT MORE Make links and think deeper

WEEK 1 — 1.1G – Qui suis-je? / *Who am I?*

Learning Question: *How can I introduce myself and describe myself?*

1 KNOW MORE — 5 MINUTES

Read the **BLUE** Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.



Name | Age | Where I live | Languages I speak | Likes and dislikes

3 CHECK MORE — 5 MINUTES

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE (optional) — 5 MINUTES (Optional)

Find one interesting fact about this week's topic using a trusted source. Write:

- One new fact.
- Why it interested you.

BRAIN TIP

Understanding who you are helps you build confidence and makes conversations easier.

REVIEW CHALLENGE — Without looking at your Knowledge Map, write down:

1. How do you say "I am called..." in French?
2. How do you say how old you are?
3. How do you say where you live?
4. Name two languages you can say.
5. What are two things you like and dislike?

WEEK 2 — 1.1F – Ma personnalité / My personality

Learning Question: *How can I describe myself and others?*

1 KNOW MORE — 5 MINUTES

Read the **GREEN** Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.



Je suis bavard(e) — I am chatty
Je ne suis pas timide — I am not shy
Ma sœur est gentille — My sister is kind
Mon frère est amusant — My brother is funny
Mes parents sont travailleurs — My parents are hardworking

3 CHECK MORE — 5 MINUTES

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE (optional) — 5 MINUTES (Optional)

Find one interesting fact about this week's topic using a trusted source. Write:

- One new fact.
- Why it interested you.

BRAIN TIP

Describing yourself and others helps you understand people better and improves your relationships.

REVIEW CHALLENGE — Without looking at your Knowledge Map, write down:

1. Name two adjectives you use to describe yourself.
2. Give two positive personality adjectives.
3. How do you say your sister is kind?
4. How do you say your brother is funny?
5. How do you say your parents are hardworking?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember it and the more confident you will become in French.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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FRENCH HOMEWORK JOURNAL – WEEKS 3 & 4

Remember to use your KNOWLEDGE MAP on the previous page to learn.

KNOW MORE – Learn the knowledge
REMEMBER MORE – Recall the key ideas
CONNECT MORE – Make links and think deeper

WEEK 3 — 1.2F - Les familles de nos jours! / Families these days!

Learning Question: How can I talk about families and make comparisons?

1 KNOW MORE (5 mins) — 5 MINUTES
Read the ORANGE Knowledge Card.
Focus on the five big ideas and vocabulary.

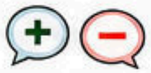
2 REMEMBER MORE (10 mins) — 10 MINUTES
Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.


Parents are separated


Making comparisons plus / minus


She is as nice as me (aussi...que)


Music is better than reading (meilleure que)


Comparatives
Best and worst
meilleur(e) / pire

3 CHECK MORE (5 mins) — 5 MINUTES
Open the Knowledge Map.
Correct using **PURPLE PEN.**
- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES
Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE (5 mins – optional) — 5 MINUTES (Optional)
Find one interesting fact about this week's topic using a trusted source. Write:
- One new fact.
- Why it interested you.

BRAIN TIP
Comparing things helps you describe differences and similarities more accurately.

REVIEW CHALLENGE Without looking at your Knowledge Map, write down:

1. How do you say "My parents are separated" in French?

2. How do you say 'more...than' and 'less...than' in French?

3. How do you say 'She is as nice as me' in French?

4. How do you say 'Music is better than reading' in French?

5. Name two words you can use to make comparisons.


WEEK 4 — 1.2G - Voici ma famille / Here is my family

Learning Question: How can I talk about family relationships and events?

1 KNOW MORE (5 mins) — 5 MINUTES
Read the PURPLE Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE (10 mins) — 10 MINUTES
Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.


I get on well with...


I argue with...


We often argue
On se dispute souvent


Getting married (se marier)


To separate (se séparer)

3 CHECK MORE (5 mins) — 5 MINUTES
Open the Knowledge Map.
Correct using **PURPLE PEN.**
- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES
Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE (5 mins – optional) — 5 MINUTES (Optional)
Find one interesting fact about this week's topic using a trusted source. Write:
- One new fact.
- Why it interested you.

BRAIN TIP
Link each relationship phrase to a person in the family to help you remember it.

REVIEW CHALLENGE Without looking at your Knowledge Map, write down:

1. How do you say 'I get on well with...' in French?

2. How do you say 'I argue with...' in French?

How do you say "We often argue" in French?

4. How do you say 'We get married' in French?

5. How do you say 'They separated' in French?


KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember it and the more confident you will become in French.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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FRENCH HOMEWORK JOURNAL – WEEKS 5 & 6

Remember to use your KNOWLEDGE MAP on the previous page to learn.

KNOW MORE – Learn the knowledge
REMEMBER MORE – Recall the key ideas
CONNECT MORE – Make links and think deeper

WEEK 5 — 2.1F – Aïe! Aïe! Aïe! / Ouch! Ouch! Ouch!

Learning Question: How can I talk about health, illness and making healthy choices?

1 KNOW MORE (5 mins) — 5 MINUTES
Read the **RED** Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE (10 mins) — 10 MINUTES
Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.


I have a headache


Other aches and pains


I am ill


Health plans fumer / me coucher


I want to stay healthy

3 CHECK MORE (5 mins) — 5 MINUTES
Open the Knowledge Map.
Correct using **PURPLE PEN.**
- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES
Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE (5 mins – optional) — 5 MINUTES (Optional)
Find one interesting fact about this week's topic using a trusted source. Write:
- One new fact.
- Why it interested you.

BRAIN TIP
Link body parts and feelings to the correct phrase to help you remember them.

REVIEW CHALLENGE — Without looking at your Knowledge Map, write down:

1. How do you say "I am ill" in French? — French?
2. How do you say 'I have a headache' in French?
3. How do you say 'I am ill' in French?
4. How do you say 'I want to smoke' in French?
5. How do you say 'I want to stay healthy' in French?

WEEK 6 — 1.1H – Mon futur moi / Future me

Learning Question: How can I talk about my future plans and hopes?

1 KNOW MORE (5 mins) — 5 MINUTES
Read the **TEAL** Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE (10 mins) — 10 MINUTES
Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.


I will live (J'habiterai)


I will speak (je parlerai)


I will listen (j'écouterai)


I will work (je travaillerai)


I will meet (je rencontrerai)

3 CHECK MORE (5 mins) — 5 MINUTES
Open the Knowledge Map.
Correct using **PURPLE PEN.**
- Correct any inaccuracies.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES
Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE (5 mins – optional) — 5 MINUTES (Optional)
Find one interesting fact about this week's topic using a trusted source. Write:
- One new fact.
- Why it interested you.

BRAIN TIP
Notice the future-tense endings in this week's five phrases to help you remember them.

REVIEW CHALLENGE — Without looking at your Knowledge Map, write down:

1. How do you say 'I will live' in French?
2. How do you say 'I will speak' in French?
3. How do you say 'I will listen' in French?
4. How do you say 'I will work' in French?
5. How do you say 'I will meet' in French?

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember it and the more confident you will become in French.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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KNOWLEDGE MAP HOMEWORK
WEEK 7 – RETRIEVE & REVIEW

Year
Unit

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CHECK MORE Make links and think deeper
CONNECT MORE Make links and think deeper

This is your end of unit homework. It helps you bring together everything you have learnt over the last six weeks. You will complete the tasks outlined here for EACH of your Knowledge Map homeworks on that subject's relevant homework day.

You will need your **KNOWLEDGE MAP** for this homework.

1 RETRIEVE MORE – 10 minutes



Close your **KNOWLEDGE MAP.**
In your **homework exercise book,** write down everything you can remember from Weeks 1 to 6. Organise your ideas under **Week 1, Week 2, Week 3...**
Do not look at your Knowledge Map yet.

TOP TIP
This is called **blurting.**
Write all your ideas, key facts and vocabulary.
Use bullet points, diagrams or sentences.

2 CHECK MORE – 5 minutes



Open your **KNOWLEDGE MAP.**
Use a **PURPLE PEN** to check your work.
Add any important knowledge you missed.
Correct anything that is inaccurate and underline key vocabulary.

TOP TIP
Your purple pen shows you are checking, correcting and improving your memory.
Gaps are normal – that is how we learn!

3 TARGET MORE – 5 minutes



Look across all six weeks on your **KNOWLEDGE MAP.**
Choose the **two weeks** you remembered least well.
From each of those weeks, write down three facts or ideas that you particularly need to remember.

TOP TIP
Focus on the knowledge you found hardest to recall. This is the most powerful way to improve your memory.

4 CONNECT MORE – 5 minutes



Look at the **DRIVING QUESTION** at the top of your **KNOWLEDGE MAP.**
Without copying, write a paragraph (6–8 full sentences:) answering the question using knowledge from at least three different weeks.
Make clear links between your ideas.

TOP TIP
This helps you put your knowledge together and think more deeply across the whole unit.

5 TEST MORE – 5 minutes



Create five retrieval questions that could test someone else's knowledge of this unit. Write the answers underneath.
Cover the answers and test yourself.

TOP TIP
Retrieval practice is one of the best ways to strengthen your memory.

HOW TO USE THIS WEEK

Week 7 is the same for every subject.

It is designed to help you:

- retrieve knowledge from memory
- identify your knowledge gaps
- strengthen weak areas
- connect ideas across the unit
- build confidence for assessments

Good revision isn't about reading more. It's about remembering more.
Keep retrieving!

BRAIN TIP – BLURTING

Writing everything you can remember before checking your Knowledge Map is called **blurting.**
It helps you identify the **gaps** in your knowledge so you know what to revise next and remember for longer.

REVIEW CHALLENGE – YOUR REVISION TARGET

In your homework exercise book, answer these revision reflections:

1. The part of this unit I know best is...
2. The part I need to revisit is...
3. Three things I will make sure I remember are...

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember and the more confident you will become in your learning.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

GEOGRAPHY | KNOWLEDGE MAP

YEAR: 10 | **UNIT: 1 – PHYSICAL LANDSCAPES OF THE UK**

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DRIVING QUESTION: *How do physical processes shape our coasts and rivers and how should we manage them?*

WEEK 1 COASTAL PROCESSES

Learning Question: What processes shape our coastlines and change the rocks over time?

5 BIG IDEAS

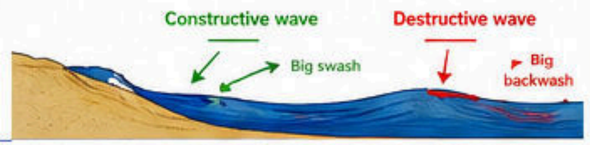
1. Waves are shaped by fetch and can build up or wear away beaches.
2. Weathering is the breakdown of rocks by physical and chemical processes.
3. Freeze–thaw, salt and carbonation are types of physical and chemical weathering.
4. Mass movement moves material down slopes under gravity.
5. These processes work together to shape coastal landscapes.

VOCABULARY YOU MUST KNOW

Fetch – the distance over the sea that the wind can blow.

Constructive waves – waves with a bigger swash than backwash that build up a beach.

Destructive waves – waves with a bigger backwash than swash that erode a beach.



REMEMBER THIS

The coast is constantly shaped by waves, weathering and mass movement.

BY THE END OF THIS WEEK I CAN...

explain how waves, weathering and mass movement change the coast.

WEEK 2 MASS MOVEMENT & COASTAL EROSION

Learning Question: How does material move and how do waves erode and transport it?

5 BIG IDEAS

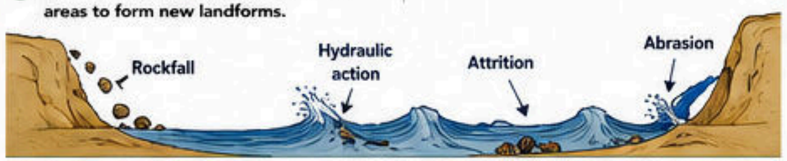
1. Gravity causes mass movement on slopes in different ways.
2. Waves erode cliffs using hydraulic action, attrition and abrasion.
3. Material is broken down, transported and made smaller.
4. Waves remove material from coastlines over time.
5. Some material is deposited in sheltered areas to form new landforms.

VOCABULARY YOU MUST KNOW

Hydraulic action – erosion caused by the power of the waves.

Attrition – rocks collide causing them to become smaller and smoother.

Abrasion – material thrown at cliffs by the sea causing erosion.



REMEMBER THIS

Erosion removes material; deposition drops it in sheltered places.

BY THE END OF THIS WEEK I CAN...

describe different types of mass movement and coastal erosion.

WEEK 3 COASTAL LANDFORMS & MANAGEMENT

Learning Question: What landforms are created and how can we manage coastlines?

5 BIG IDEAS

1. Waves create landforms such as notches, platforms, beaches, dunes, spits and bars.
2. Coastal management strategies aim to protect the coast and communities.
3. Hard engineering uses artificial structures to reduce erosion.
4. Soft engineering works with natural processes to protect coasts.
5. Managed retreat allows the sea to flood or erode less valuable land.

VOCABULARY YOU MUST KNOW

Spit – a narrow strip of sand or shingle that extends into the sea.

Hard engineering – using artificial structures such as sea walls and rock armour.

Soft engineering – using natural methods like beach nourishment and dune fencing.



REMEMBER THIS

Landforms are created by waves and can be managed in different ways.

BY THE END OF THIS WEEK I CAN...

identify coastal landforms and explain different management strategies.

WEEK 4 LYME REGIS CASE STUDY

Learning Question: Why was Lyme Regis managed and what were the impacts?

5 BIG IDEAS

1. Lyme Regis is on soft, unstable cliffs that erode quickly.
2. A £50 million scheme uses hard and soft engineering to protect the town.
3. The scheme has benefits for protection and tourism.
4. There are also negative impacts for the community and environment.
5. Many stakeholders have different views on the management.

VOCABULARY YOU MUST KNOW

Hard engineering – structures like sea walls, rock armour and gabions.

Soft engineering – natural methods such as beach nourishment and cliff drainage.

Stakeholder – someone with an interest or involvement in an issue.



REMEMBER THIS

Coastal management protects places but creates costs and different opinions.

BY THE END OF THIS WEEK I CAN...

evaluate the management of Lyme Regis, including positives and negatives.

WEEK 5 COASTAL LANDFORMS & MANAGEMENT REVISION

Learning Question: Can I recall key landforms and management strategies?

5 BIG IDEAS

1. Waves create a range of distinctive coastal landforms.
2. Landforms depend on the balance of erosion and deposition.
3. Hard engineering uses man-made structures to protect coasts.
4. Soft engineering uses natural processes to reduce erosion.
5. Decisions about management balance costs, benefits and risks.

VOCABULARY YOU MUST KNOW

Wave-cut platform – the rocky shore left behind when hard cliffs are eroded.

Managed retreat – allowing the sea to erode or flood less valuable land.

Beach nourishment – sand or shingle added to the beach to create a bigger barrier.



REMEMBER THIS

Coasts are dynamic and need careful management to protect people and places.

BY THE END OF THIS WEEK I CAN...

recall coastal landforms and management strategies confidently.

WEEK 6 RIVER PROCESSES & LANDFORMS

Learning Question: How do rivers shape landscapes from source to mouth?

5 BIG IDEAS

1. Rivers transport material in different ways: traction, saltation, suspension and solution.
2. Erosion is strongest in the upper course forming steep valleys.
3. The middle course develops meanders and wider valleys.
4. Deposition increases downstream, building floodplains and features.
5. River landforms change along the river's course.

VOCABULARY YOU MUST KNOW

Traction – large boulders that roll along the river bed.

Meanders – bends in the river that form in the middle course.

Deposition – where sediment is dropped when a river slows down.



REMEMBER THIS

Rivers erode, transport and deposit material and create landforms.

BY THE END OF THIS WEEK I CAN...

explain how rivers shape landscapes and create landforms.

HOW TO USE YOUR KNOWLEDGE MAP

KNOW MORE
Read your Knowledge Map carefully and learn the key ideas and vocabulary.

REMEMBER MORE
Close your book and try to recall the five big ideas and key vocabulary.

CHECK MORE
Check your recall using your purple pen. Correct any mistakes and improve.

CONNECT MORE
Answer the learning question in full sentences and make links between ideas.

WHY DO WE WORK LIKE THIS?

Retrieval practice strengthens your memory. The more you try to recall what you have learned, the better you will remember it and the more confident you will become in Geography.

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GEOGRAPHY HOMEWORK – WEEKS 1 & 2

Remember to use your KNOWLEDGE MAP on the previous page to learn.

KNOW MORE — Learn the knowledge
REMEMBER MORE — Recall the key ideas
CONNECT MORE — Make links and think deeper

WEEK 1 — COASTAL PROCESSES

Learning Question: What processes shape our coastlines and change the rocks over time?

1 KNOW MORE — 5 MINUTES

Read the **BLUE** Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

- Waves shape our coasts
- Weathering breaks down rocks
- Physical weathering happens
- Chemical weathering happens
- Mass movement changes landscapes

3 CHECK MORE — 5 MINUTES

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE — 5 MINUTES (Optional)

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

BRAIN TIP

Try drawing a simple diagram or using mnemonics to help you remember key processes.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

- Waves shape our coasts
- Weathering breaks down rocks
- Physical weathering happens
- Chemical weathering happens
- Mass movement changes landscapes

WEEK 2 — MASS MOVEMENT & COASTAL EROSION

Learning Question: How does material move and how do waves erode and transport it?

1 KNOW MORE — 5 MINUTES

Read the **GREEN** Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

- Mass movement happens in different ways
- Waves erode coasts in powerful ways
- Rocks are broken down and moved
- Material is moved by waves and the sea
- Deposition builds new landforms

3 CHECK MORE — 5 MINUTES

Open the Knowledge Map.
Correct using **PURPLE PEN.**

- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES

Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE — 5 MINUTES (Optional)

Find one interesting fact about this week's topic using a trusted source.
Write:

- One new fact.
- Why it interested you.

BRAIN TIP

Make links between erosion, transportation and deposition to see the full process.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

- Mass movement happens in different ways
- Waves erode coasts in powerful ways
- Rocks are broken down and moved
- Material is moved by waves and the sea
- Deposition builds new landforms

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GEOGRAPHY HOMEWORK – WEEKS 3 & 4

Remember to use your KNOWLEDGE MAP on the previous page to learn.

KNOW MORE – Learn the knowledge
REMEMBER MORE – Recall the key ideas
CONNECT MORE – Make links and think deeper

WEEK 3 — COASTAL LANDFORMS & MANAGEMENT

Learning Question: What landforms are created and how can we manage coastlines?

1 KNOW MORE — 5 MINUTES
Read the ORANGE Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES
Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

- Landforms created by waves
- Coastal management protects coasts
- Hard engineering uses man-made structures
- Soft engineering uses natural processes
- Managed retreat allows the sea more space

3 CHECK MORE — 5 MINUTES
Open the Knowledge Map.
Correct using **PURPLE PEN.**
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES
Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE — 5 MINUTES (Optional)
Find one interesting fact about this week's topic using a trusted source.
Write:
- One new fact.
- Why it interested you.

BRAIN TIP
Draw diagrams of landforms and management strategies – pictures help you remember.

REVIEW CHALLENGE
Without looking at your Knowledge Map, write down:

- Landforms created by waves
- Coastal management protects coasts
- Hard engineering uses man-made structures
- Soft engineering uses natural processes
- Managed retreat allows the sea more space

WEEK 4 — LYME REGIS CASE STUDY

Learning Question: Why was Lyme Regis managed and what were the impacts?

1 KNOW MORE — 5 MINUTES
Read the PURPLE Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES
Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.

- Lyme Regis location & tourism
- Soft, unstable cliffs need management
- Hard & soft engineering protects
- Benefits for people & the place
- Negative impacts & trade-offs

3 CHECK MORE — 5 MINUTES
Open the Knowledge Map.
Correct using **PURPLE PEN.**
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES
Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE — 5 MINUTES (Optional)
Find one interesting fact about this week's topic using a trusted source.
Write:
- One new fact.
- Why it interested you.

BRAIN TIP
Use evidence from the case study – names, numbers and details make your answers stronger.

REVIEW CHALLENGE
Without looking at your Knowledge Map, write down:

- Lyme Regis location & tourism
- Soft, unstable cliffs need management
- Hard & soft engineering protects
- Benefits for people & the place
- Negative impacts & trade-offs

KNOW MORE
Learn and understand the key ideas and vocabulary.

REMEMBER MORE
Retrieval practice helps move knowledge from your head to your long-term memory.

CHECK MORE
Check and correct strengthens memory and helps you improve.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory.
The more you try to recall, the better you will remember it and the more confident you will become in Geography.

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GEOGRAPHY HOMEWORK – WEEKS 5 & 6

Remember to use your KNOWLEDGE MAP on the previous page to learn.

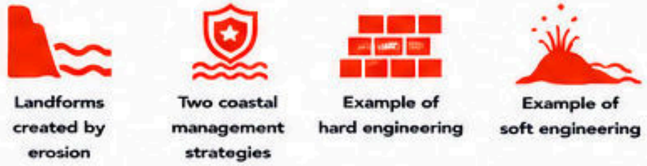
KNOW MORE – Learn the knowledge
REMEMBER MORE – Recall the key ideas
CONNECT MORE – Make links and think deeper

WEEK 5 — COASTAL LANDFORMS & MANAGEMENT REVISION

Learning Question: Can I recall key landforms and management strategies?

1 KNOW MORE — 5 MINUTES
Read the RED Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES
Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.



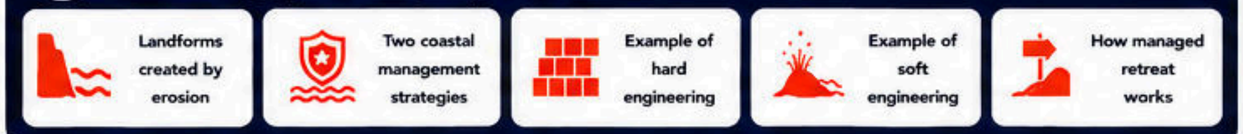
3 CHECK MORE — 5 MINUTES
Open the Knowledge Map.
Correct using PURPLE PEN.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES
Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE — 5 MINUTES (Optional)
Find one interesting fact about this week's topic using a trusted source.
Write:
- One new fact.
- Why it interested you.

BRAIN TIP
Create a mind map of coastal landforms and management to link ideas together.

REVIEW CHALLENGE
Without looking at your Knowledge Map, write down:



WEEK 6 — RIVER PROCESSES & LANDFORMS

Learning Question: How do rivers shape landscapes from source to mouth?

1 KNOW MORE — 5 MINUTES
Read the TEAL Knowledge Card.
Focus on the five big ideas and vocabulary.

2 REMEMBER MORE — 10 MINUTES
Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use icons representing the week's five ideas.



3 CHECK MORE — 5 MINUTES
Open the Knowledge Map.
Correct using PURPLE PEN.
- Add missing facts.
- Underline key vocabulary.
- Write three facts to remember next time.

4 CONNECT MORE — 10 MINUTES
Answer the Learning Question in your homework book in 6–8 full sentences.
Use what you have learned to support your answer.

5 EXPLORE MORE — 5 MINUTES (Optional)
Find one interesting fact about this week's topic using a trusted source.
Write:
- One new fact.
- Why it interested you.

BRAIN TIP
Draw the three courses of a river and label key processes and landforms.

REVIEW CHALLENGE
Without looking at your Knowledge Map, write down:



KNOW MORE
Learn and understand the key ideas and vocabulary.

REMEMBER MORE
Retrieval practice helps move knowledge from your head to your long-term memory.

CHECK MORE
Check and correct strengthens memory and helps you improve.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory.
The more you try to recall, the better you will remember it and the more confident you will become in Geography.

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KNOWLEDGE MAP HOMEWORK
WEEK 7 – RETRIEVE & REVIEW

Year
Unit

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CHECK MORE Make links and think deeper
CONNECT MORE Make links and think deeper

This is your end of unit homework. It helps you bring together everything you have learnt over the last six weeks. You will complete the tasks outlined here for EACH of your Knowledge Map homeworks on that subject's relevant homework day.

You will need your **KNOWLEDGE MAP** for this homework.

1 RETRIEVE MORE – 10 minutes



Close your **KNOWLEDGE MAP.**
In your **homework exercise book,** write down everything you can remember from Weeks 1 to 6. Organise your ideas under **Week 1, Week 2, Week 3...**
Do not look at your Knowledge Map yet.

TOP TIP
This is called **blurting.**
Write all your ideas, key facts and vocabulary.
Use bullet points, diagrams or sentences.

2 CHECK MORE – 5 minutes



Open your **KNOWLEDGE MAP.**
Use a **PURPLE PEN** to check your work.
Add any important knowledge you missed.
Correct anything that is inaccurate and underline key vocabulary.

TOP TIP
Your purple pen shows you are checking, correcting and improving your memory.
Gaps are normal – that is how we learn!

3 TARGET MORE – 5 minutes



Look across all six weeks on your **KNOWLEDGE MAP.**
Choose the **two weeks** you remembered least well.
From each of those weeks, write down three facts or ideas that you particularly need to remember.

TOP TIP
Focus on the knowledge you found hardest to recall. This is the most powerful way to improve your memory.

4 CONNECT MORE – 5 minutes



Look at the **DRIVING QUESTION** at the top of your **KNOWLEDGE MAP.**
Without copying, write a paragraph (6–8 full sentences:) answering the question using knowledge from at least three different weeks.
Make clear links between your ideas.

TOP TIP
This helps you put your knowledge together and think more deeply across the whole unit.

5 TEST MORE – 5 minutes



Create five retrieval questions that could test someone else's knowledge of this unit. Write the answers underneath.
Cover the answers and test yourself.

TOP TIP
Retrieval practice is one of the best ways to strengthen your memory.

HOW TO USE THIS WEEK

Week 7 is the same for every subject.

It is designed to help you:

- retrieve knowledge from memory
- identify your knowledge gaps
- strengthen weak areas
- connect ideas across the unit
- build confidence for assessments

Good revision isn't about reading more. It's about remembering more.
Keep retrieving!

BRAIN TIP – BLURTING

Writing everything you can remember before checking your Knowledge Map is called **blurting.**
It helps you identify the **gaps** in your knowledge so you know what to revise next and remember for longer.

REVIEW CHALLENGE – YOUR REVISION TARGET

In your homework exercise book, answer these revision reflections:

1. The part of this unit I know best is...
2. The part I need to revisit is...
3. Three things I will make sure I remember are...

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember and the more confident you will become in your learning.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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HISTORY KNOWLEDGE MAP

YEAR 10 • UNIT 1

Conflict and Tension in Asia & Elizabethan England

Driving Question: How did conflict and tension shape Asia and Elizabethan England?

KNOW MORE Learn the knowledge

REMEMBER MORE Recall the key ideas

CONNECT MORE Make links and think deeper

WEEK 1 — RAG: KEY PEOPLE, EVENTS & CONCEPTS

Learning Question: What key people, events and ideas shaped Elizabethan England and the start of the Cold War?

5 BIG IDEAS

1. Elizabeth I faced danger and accusations before becoming Queen in 1558.
2. The US gave Europe $13 billion in 1947 through the Marshall Plan.
3. Churchill said an 'Iron Curtain' had divided Europe after 1945.
4. Two military alliances formed: NATO in the West and the Warsaw Pact in the Communist East.
5. Truman's policy of containing communism was called the Truman Doctrine.

VOCABULARY YOU MUST KNOW

- **Marshall Plan** – US plan to give financial aid to Europe.
- **Iron Curtain** – term used by Churchill to describe division in Europe.
- **Alliance** – a formal agreement between countries to work together.
- **Containment** – a US policy to stop communism spreading.
- **Doctrine** – a belief or policy set by a government.

DIVIDED EUROPE AFTER 1945



REMEMBER THIS
The Cold War began with ideas, fears and mistrust.

BY THE END OF THIS WEEK I CAN...
identify key people, events and ideas that caused conflict and tension.

WEEK 2 — NORTH & SOUTH KOREA AND ELIZABETHAN GOVERNMENT

Learning Question: How were Korea divided and how was England governed under Elizabeth I?

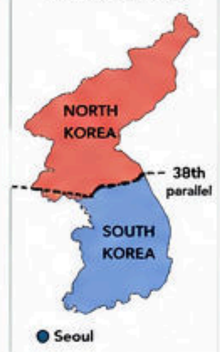
5 BIG IDEAS

1. Korea was divided along the 38th parallel into North and South.
2. Kim-Il-sung led the North and Syngman Rhee led the South.
3. Seoul is the capital of South Korea.
4. Capitalism means free ownership of businesses and land.
5. Parliament was made up of the House of Lords and the House of Commons.

VOCABULARY YOU MUST KNOW

- **38th parallel** – the line dividing North and South Korea.
- **Capitalist** – a system where individuals can own and run businesses.
- **Parliament** – the law-making body in England.
- **House of Lords** – made up of hereditary peers and bishops.
- **House of Commons** – made up of elected representatives.

DIVIDED KOREA



REMEMBER THIS
Korea was divided by ideology, just as Europe was.

BY THE END OF THIS WEEK I CAN...
explain how Korea was divided and how Elizabeth ruled with limited Parliament.

WEEK 3 — ELIZABETHAN ADVISERS & THE KOREAN WAR BEGINS

Learning Question: Who advised Elizabeth and what happened in the early stages of the Korean War?

5 BIG IDEAS

1. William Cecil was Elizabeth I's most trusted advisor.
2. Francis Walsingham was her 'spymaster'.
3. Elizabeth nearly died of smallpox in 1562.
4. General MacArthur led UN forces in Korea.
5. MacArthur was sacked for sending troops back into North Korea.

VOCABULARY YOU MUST KNOW

- **Advisor** – someone who gives advice to the Queen.
- **Spymaster** – a person in charge of gathering secret information.
- **UN (United Nations)** – an organisation of many countries working together.
- **Commander** – in charge of military forces.
- **Sacked** – removed from a job.

KOREAN WAR 1950–1953



REMEMBER THIS
The Korean War began in 1950 and became a global conflict.

BY THE END OF THIS WEEK I CAN...
describe Elizabeth's key advisors and explain the start of the Korean War.

WEEK 4 — REBELLIONS IN ENGLAND & THE INDOCHINA CONFLICT

Learning Question: What threats did Elizabeth face and how did conflict in Indochina lead to division?

5 BIG IDEAS

1. The Northern Rebellion happened in 1569.
2. The Ridolfi Plot was a rebellion Elizabeth faced in 1571.
3. The Duke of Norfolk was executed in 1572 for these rebellions.
4. Ho Chi Minh led the Vietnamese communists against France.
5. French Indochina was controlled by France, then Japan in WWII.

VOCABULARY YOU MUST KNOW

- **Rebellion** – fighting against the Queen or government.
- **Plot** – a secret plan to do something illegal.
- **Executed** – put to death as punishment.
- **Guerilla tactics** – small, surprise attacks used in warfare.
- **Indochina** – Vietnam, Laos and Cambodia.

FRENCH INDOCHINA BEFORE 1954



REMEMBER THIS
England faced threats at home, while Indochina fought for freedom.

BY THE END OF THIS WEEK I CAN...
explain Elizabeth's rebellions and how Indochina's conflict developed.

WEEK 5 — ELIZABETHAN SOCIETY & IDEAS AND COLD WAR TERMS

Learning Question: What was Elizabethan society like and what key ideas defined the Cold War?

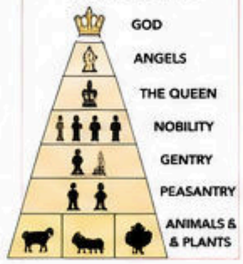
5 BIG IDEAS

1. Elizabethan society followed the Great Chain of Being.
2. Society had the Queen, nobility, gentry and then peasants.
3. Rich Elizabethans showed wealth through food and fashion.
4. The Cold War was 'cold' and hostile after 1945.
5. Containment was the policy to stop communism spreading.

VOCABULARY YOU MUST KNOW

- **Great Chain of Being** – a belief in a fixed social order.
- **Peasantry** – poor farmers and workers.
- **Communism** – a system where the government owns everything.
- **Cold War** – a period of tension between the USSR and USA.
- **Nationalist** – someone who loves their country and wants independence.

THE GREAT CHAIN OF BEING



REMEMBER THIS
Society had a strict order and the Cold War was based on ideas.

BY THE END OF THIS WEEK I CAN...
explain Elizabethan society and key Cold War ideas and terms.

WEEK 6 — ELIZABETHAN CULTURE & EARLY KOREAN WAR EVENTS

Learning Question: What was Elizabethan culture like and what key events happened in the early Korean War?

5 BIG IDEAS

1. The ruff was a key fashion item for men and women.
2. Rich Elizabethans built great country houses.
3. Theatre was very popular entertainment.
4. China became Communist in October 1949.
5. China entered the Korean War in October 1950.

VOCABULARY YOU MUST KNOW

- **Ruff** – a large, starched collar worn around the neck.
- **Theatre** – live performances of plays.
- **Communist** – a political system where the state owns industry.
- **Stalemate** – a situation where no one can win.
- **Veto** – the right to block a decision.

EARLY KOREAN WAR KEY EVENTS

- **OCT 1949** — China becomes Communist
- **APR 1950** — Stalin gives permission to attack the South
- **OCT 1950** — China enters the Korean War

REMEMBER THIS
Culture thrived in Elizabethan England while the Korean War grew bigger.

BY THE END OF THIS WEEK I CAN...
describe Elizabethan culture and key early events of the Korean War.

HOW TO USE YOUR KNOWLEDGE MAP

KNOW MORE
Read each week's Knowledge Card carefully and learn the key ideas and vocabulary.

REMEMBER MORE
Close your book and try to recall the five big ideas and key vocabulary.

CHECK MORE
Check your recall using your purple pen. Correct any mistakes and add missing facts.

CONNECT MORE
Answer the Learning Question in full sentences and make links between ideas.

WHY DO WE WORK LIKE THIS?

Retrieval practice strengthens your memory. The more you try to recall what you have learned, the better you will remember it and the more confident you will become in History.

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HISTORY HOMEWORK – WEEKS 1 & 2

Remember to use your KNOWLEDGE MAP on the previous page to learn.

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CONNECT MORE Make links and think deeper

WEEK 1

RAG: KEY PEOPLE, EVENTS & CONCEPTS

Learning Question: What key people, events and ideas shaped Elizabethan England and the start of the Cold War?

1 KNOW MORE (5 MINUTES) — 5 MINUTES

Read the BLUE Knowledge Card carefully.
Focus on learning the five Big Ideas and the Vocabulary You Must Know.

2 REMEMBER MORE (10 MINUTES) — 10 MINUTES

Close the Knowledge Map.
In your homework exercise book, write everything you can remember about the week's five Big Ideas.
Use the icons below to help you.

Elizabeth I faced danger | Marshall Plan (1947) | Iron Curtain divides Europe | Alliances formed | Containment policy

Try your best – no looking!

3 CHECK MORE (5 MINUTES) — 5 MINUTES

Open the Knowledge Map.
Compare your work.
Use PURPLE PEN to:

- correct mistakes
- add missing facts
- underline important vocabulary
- write three facts you most need to remember next time.

4 CONNECT MORE (10 MINUTES) — 10 MINUTES

Answer the week's Learning Question in your homework exercise book.
Write 6–8 full sentences using evidence from the Knowledge Map.

5 EXPLORE MORE (5 MINUTES) — 5 MINUTES (Optional Challenge)

Find one interesting fact about this week's topic using a trusted source.
Write:

- one new fact
- why you found it interesting.

BRAIN TIP

Retrieval practice helps move knowledge from short-term memory to long-term memory. The more you try to recall, the more you will remember!

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

Elizabeth I faced danger | Marshall Plan (1947) | Iron Curtain divides Europe | Alliances formed | Containment policy

WEEK 2

NORTH & SOUTH KOREA AND ELIZABETHAN GOVERNMENT

Learning Question: How were Korea divided and how was England governed under Elizabeth I?

1 KNOW MORE (5 MINUTES) — 5 MINUTES

Read the GREEN Knowledge Card carefully.
Focus on learning the five Big Ideas and the Vocabulary You Must Know.

2 REMEMBER MORE (10 MINUTES) — 10 MINUTES

Close the Knowledge Map.
In your homework exercise book, write everything you can remember about the week's five Big Ideas.
Use the icons below to help you.

Korea divided (38th parallel) | Leaders of North & South | Capital of South Korea | Capitalism means private ownership | Parliament: Lords & Commons

Try your best – no looking!

3 CHECK MORE (5 MINUTES) — 5 MINUTES

Open the Knowledge Map.
Compare your work.
Use PURPLE PEN to:

- correct mistakes
- add missing facts
- underline important vocabulary
- write three facts you most need to remember next time.

4 CONNECT MORE (10 MINUTES) — 10 MINUTES

Answer the week's Learning Question in your homework exercise book.
Write 6–8 full sentences using evidence from the Knowledge Map.

5 EXPLORE MORE (5 MINUTES) — 5 MINUTES (Optional Challenge)

Find one interesting fact about this week's topic using a trusted source.
Write:

- one new fact
- why you found it interesting.

BRAIN TIP

Retrieval practice helps move knowledge from short-term memory to long-term memory. The more you try to recall, the more you will remember!

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

Korea divided (38th parallel) | Leaders of North & South | Capital of South Korea | Capitalism means private ownership | Parliament: Lords & Commons

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HISTORY HOMEWORK – WEEKS 3 & 4

Remember to use your KNOWLEDGE MAP on the previous page to learn.

KNOW MORE – Learn the knowledge
REMEMBER MORE – Recall the key ideas
CONNECT MORE – Make links and think deeper

WEEK 3

ELIZABETHAN ADVISERS & THE KOREAN WAR BEGINS

Learning Question: Who advised Elizabeth and what happened in the early stages of the Korean War?

1 KNOW MORE — 5 MINUTES

Read the ORANGE Knowledge Card carefully.
Focus on learning the five Big Ideas and the Vocabulary You Must Know.

2 REMEMBER MORE — 10 MINUTES

Close the Knowledge Map.
In your homework exercise book, write everything you can remember about the week's five Big Ideas.
Use the icons below to help you.

- William Cecil – trusted adviser
- Francis Walsingham – spymaster
- Elizabeth nearly died of smallpox in 1562
- MacArthur led UN forces in Korea
- MacArthur ordered troops back into North Korea

Try your best – no looking!

3 CHECK MORE — 5 MINUTES

Open the Knowledge Map.
Compare your work.
Use PURPLE PEN to:
- correct mistakes
- add missing facts
- underline important vocabulary
- write three facts you most need to remember next time.

4 CONNECT MORE — 10 MINUTES

Answer the week's Learning Question in your homework exercise book.
Write 6–8 full sentences using evidence from the Knowledge Map.

5 EXPLORE MORE — 5 MINUTES (Optional Challenge)

Find one interesting fact about this week's topic using a trusted source.
Write:
- one new fact
- why you found it interesting.

BRAIN TIP

Retrieval practice helps move knowledge from short-term memory to long-term memory. The more you try to recall, the more you will remember!

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

- William Cecil – trusted adviser
- Francis Walsingham – spymaster
- Elizabeth nearly died of smallpox in 1562
- MacArthur led UN forces in Korea
- MacArthur ordered troops back into North Korea

WEEK 4

REBELLIONS IN ENGLAND & THE INDOCHINA CONFLICT

Learning Question: What threats did Elizabeth face and how did conflict in Indochina lead to division?

1 KNOW MORE — 5 MINUTES

Read the PURPLE Knowledge Card carefully.
Focus on learning the five Big Ideas and the Vocabulary You Must Know.

2 REMEMBER MORE — 10 MINUTES

Close the Knowledge Map.
In your homework exercise book, write everything you can remember about the week's five Big Ideas.
Use the icons below to help you.

- Northern Rebellion – 1569
- Ridolfi Plot – 1571
- Duke of Norfolk – executed 1572
- Ho Chi Minh – led Vietnamese communists against France
- French Indochina – controlled by France, then Japan in WWII

Try your best – no looking!

3 CHECK MORE — 5 MINUTES

Open the Knowledge Map.
Compare your work.
Use PURPLE PEN to:
- correct mistakes
- add missing facts
- underline important vocabulary
- write three facts you most need to remember next time.

4 CONNECT MORE — 10 MINUTES

Answer the week's Learning Question in your homework exercise book.
Write 6–8 full sentences using evidence from the Knowledge Map.

5 EXPLORE MORE — 5 MINUTES (Optional Challenge)

Find one interesting fact about this week's topic using a trusted source.
Write:
- one new fact
- why you found it interesting.

BRAIN TIP

Retrieval practice helps move knowledge from short-term memory to long-term memory. The more you try to recall, the more you will remember!

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

- Northern Rebellion – 1569
- Ridolfi Plot – 1571
- Duke of Norfolk – executed 1572
- Ho Chi Minh – led Vietnamese communists against France
- French Indochina – controlled by France, then Japan in WWII

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HISTORY HOMEWORK – WEEKS 5 & 6

Remember to use your KNOWLEDGE MAP on the previous page to learn.

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CONNECT MORE Make links and think deeper

WEEK 5

ELIZABETHAN SOCIETY & IDEAS AND COLD WAR TERMS

Learning Question: What was Elizabethan society like and what key ideas defined the Cold War?

1 KNOW MORE

Read the RED Knowledge Card carefully.
Focus on learning the five Big Ideas and the Vocabulary You Must Know.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
In your homework exercise book, write everything you can remember about the week's five Big Ideas.
Use the icons below to help you.

10 MINUTES


The Great Chain of Being


Elizabethan social order


Wealth shown through food


Cold War key ideas


Containment stopped communism spreading

Try your best – no looking!

3 CHECK MORE

Open the Knowledge Map.
Compare your work.
Use PURPLE PEN to:

- correct mistakes
- add missing facts
- underline important vocabulary
- write three facts you most need to remember next time.

5 MINUTES

4 CONNECT MORE

Answer the week's Learning Question in your homework exercise book.
Write 6–8 full sentences using evidence from the Knowledge Map.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- one new fact
- why you found it interesting.

5 MINUTES *(Optional Challenge)*

BRAIN TIP

Retrieval practice helps move knowledge from short-term memory to long-term memory. The more you try to recall, the more you will remember!

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:


The Great Chain of Being


Elizabethan social order


Wealth shown through food


Cold War key ideas


Containment stopped communism spreading

WEEK 6

ELIZABETHAN CULTURE & EARLY KOREAN WAR EVENTS

Learning Question: What was Elizabethan culture like and what key events happened in the early Korean War?

1 KNOW MORE

Read the TEAL Knowledge Card carefully.
Focus on learning the five Big Ideas and the Vocabulary You Must Know.

5 MINUTES

2 REMEMBER MORE

Close the Knowledge Map.
In your homework exercise book, write everything you can remember about the week's five Big Ideas.
Use the icons below to help you.

10 MINUTES


Ruff fashion


Great country houses


Popular theatre


China becomes Communist – October 1949


China enters Korean War – October 1950

Try your best – no looking!

3 CHECK MORE

Open the Knowledge Map.
Compare your work.
Use PURPLE PEN to:

- correct mistakes
- add missing facts
- underline important vocabulary
- write three facts you most need to remember next time.

5 MINUTES

4 CONNECT MORE

Answer the week's Learning Question in your homework exercise book.
Write 6–8 full sentences using evidence from the Knowledge Map.

10 MINUTES

5 EXPLORE MORE

Find one interesting fact about this week's topic using a trusted source.
Write:

- one new fact
- why you found it interesting.

5 MINUTES *(Optional Challenge)*

BRAIN TIP

Retrieval practice helps move knowledge from short-term memory to long-term memory. The more you try to recall, the more you will remember!

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:


Ruff fashion


Great country houses


Popular theatre


China becomes Communist – October 1949


China enters Korean War – October 1950

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KNOWLEDGE MAP HOMEWORK
WEEK 7 – RETRIEVE & REVIEW

Year
Unit

KNOW MORE Learn the knowledge
REMEMBER MORE Recall the key ideas
CHECK MORE Make links and think deeper
CONNECT MORE Make links and think deeper

This is your end of unit homework. It helps you bring together everything you have learnt over the last six weeks. You will complete the tasks outlined here for EACH of your Knowledge Map homeworks on that subject's relevant homework day.

You will need your **KNOWLEDGE MAP** for this homework.

1 RETRIEVE MORE – 10 minutes



Close your **KNOWLEDGE MAP.**
In your **homework exercise book,** write down everything you can remember from Weeks 1 to 6. Organise your ideas under **Week 1, Week 2, Week 3...**
Do not look at your Knowledge Map yet.

TOP TIP
This is called **blurting.**
Write all your ideas, key facts and vocabulary.
Use bullet points, diagrams or sentences.

2 CHECK MORE – 5 minutes



Open your **KNOWLEDGE MAP.**
Use a **PURPLE PEN** to check your work.
Add any important knowledge you missed.
Correct anything that is inaccurate and underline key vocabulary.

TOP TIP
Your purple pen shows you are checking, correcting and improving your memory.
Gaps are normal – that is how we learn!

3 TARGET MORE – 5 minutes



Look across all six weeks on your **KNOWLEDGE MAP.**
Choose the **two weeks** you remembered least well.
From each of those weeks, write down three facts or ideas that you particularly need to remember.

TOP TIP
Focus on the knowledge you found hardest to recall. This is the most powerful way to improve your memory.

4 CONNECT MORE – 5 minutes



Look at the **DRIVING QUESTION** at the top of your **KNOWLEDGE MAP.**
Without copying, write a paragraph (6–8 full sentences:) answering the question using knowledge from at least three different weeks.
Make clear links between your ideas.

TOP TIP
This helps you put your knowledge together and think more deeply across the whole unit.

5 TEST MORE – 5 minutes



Create five retrieval questions that could test someone else's knowledge of this unit. Write the answers underneath.
Cover the answers and test yourself.

TOP TIP
Retrieval practice is one of the best ways to strengthen your memory.

HOW TO USE THIS WEEK

Week 7 is the same for every subject.

It is designed to help you:

- retrieve knowledge from memory
- identify your knowledge gaps
- strengthen weak areas
- connect ideas across the unit
- build confidence for assessments

Good revision isn't about reading more. It's about remembering more.
Keep retrieving!

BRAIN TIP – BLURTING

Writing everything you can remember before checking your Knowledge Map is called **blurting.**
It helps you identify the **gaps** in your knowledge so you know what to revise next and remember for longer.

REVIEW CHALLENGE – YOUR REVISION TARGET

In your homework exercise book, answer these revision reflections:

1. The part of this unit I know best is...
2. The part I need to revisit is...
3. Three things I will make sure I remember are...

KNOW MORE
Builds knowledge by reading and understanding the key ideas.

REMEMBER MORE
Retrieval practice helps move knowledge from your short-term memory to your long-term memory.

CHECK MORE
Checking and correcting strengthens memory and improves accuracy.

CONNECT MORE
Making links and answering questions helps you think more deeply.

WHY DO WE WORK LIKE THIS?
Retrieval practice strengthens your memory. The more you try to recall, the better you will remember and the more confident you will become in your learning.

RETRIEVE, PRACTISE, CONNECT – THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.