Atlantic Academy Portland
an Aspirations Academy

KNOWLEDGE MAP

& HOMEWORK JOURNAL

Year 11



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.

Atlantic Academy Portland
an Aspirations Academy

ENGLISH KNOWLEDGE MAP – YEAR 11 – UNIT 1: MACBETH

Driving Question: What is nature's power over humans?

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

WEEK 1 KEY IDEAS & THEMES

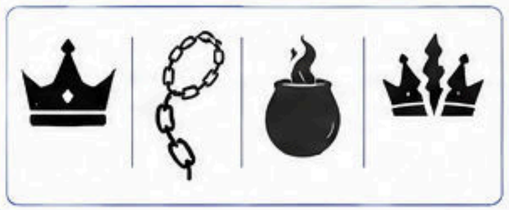
Learning Question: What key ideas and themes shape Macbeth?

5 BIG IDEAS

1. Macbeth's hamartia is ambition, which drives his downfall.
2. The Great Chain of Being supports the Divine Right of Kings.
3. Hubris links Macbeth and Lady Macbeth to their tragic fall.
4. The witches use equivocation to hide the truth and manipulate Macbeth.
5. Antithesis highlights the conflict between good and evil kingship.

VOCABULARY YOU MUST KNOW

- **Hamartia** – a fatal flaw that causes a downfall.
- **Divine Right of Kings** – belief that the monarch is chosen by God.
- **Hubris** – extreme pride and arrogance.
- **Equivocation** – using unclear language to mislead.
- **Antithesis** – opposites set in contrast.



REMEMBER THIS
These ideas explain why Macbeth's ambition leads to chaos and destruction.

BY THE END OF THIS WEEK I CAN...
Explain how key ideas in the play shape Macbeth's actions and fate.

WEEK 2 LANGUAGE & STRUCTURE: ACT 1-3

Learning Question: How does Shakespeare use language and structure to show Macbeth's ambition and fear?

5 BIG IDEAS

1. Macbeth realises his crown is 'fruitless' without heirs.
2. Lady Macbeth recognises their efforts have been wasted.
3. Role reversal shows Macbeth now advises Lady Macbeth.
4. Macbeth repeats his fears about Banquo's heirs becoming kings.
5. Language of darkness and confinement shows Macbeth's fear and guilt.

VOCABULARY YOU MUST KNOW

- **Metaphor** – a comparison without using 'like' or 'as'.
- **Rhyming couplets** – two lines that rhyme and emphasise meaning.
- **Repetition** – saying something more than once.
- **Motif** – a repeated idea or image.
- **Alliteration** – repetition of the same sound.



REMEMBER THIS
Macbeth's ambition leads to fear, guilt and a sense of being trapped.

BY THE END OF THIS WEEK I CAN...
Analyse how Shakespeare uses language and structure to develop Macbeth's character.

WEEK 3 POWER, PROPHECY & CONTEXT

Learning Question: How do power, prophecy and context influence Macbeth?

5 BIG IDEAS

1. Lady Macbeth questions Macbeth's manhood, challenging gender roles.
2. Macbeth knows 'blood will have blood' and accepts his crimes may destroy him.
3. Hecate sees Macbeth's ambition as his fatal flaw.
4. Medieval Scotland's unstable succession explains the play's power struggles.
5. Macbeth's guilt is obvious to others, shown by the Banquo ghost.

VOCABULARY YOU MUST KNOW

- **Gender roles** – expected behaviours of men and women.
- **Motif** – a repeated idea or image.
- **Verb** – a doing or being word.
- **Context** – information about the time and place.
- **Guilt** – feeling responsible for wrongdoing.



REMEMBER THIS
Power, prophecy and context all show how Macbeth's ambition breaks natural order.

BY THE END OF THIS WEEK I CAN...
Explain how context, prophecy and key ideas influence events in the play.

WEEK 4 DARKNESS, FEAR & OPPOSITION

Learning Question: How does Shakespeare show Macbeth's tyranny and growing opposition?

5 BIG IDEAS

1. Shakespeare uses dark and ominous language to show evil.
2. The apparitions increase Macbeth's fears.
3. The murderers show fear, guilt and brutality.
4. Others like Lennox despise Macbeth and his rule.
5. Macbeth recognises the witches have misled him.

VOCABULARY YOU MUST KNOW

- **Adjective** – a word that describes a noun.
- **Imperative** – a command.
- **Noun** – a person, place or thing.
- **Ironic** – the opposite of what is expected.
- **Motif** – a repeated idea or image.



REMEMBER THIS
Macbeth's tyranny isolates him and unites his enemies.

BY THE END OF THIS WEEK I CAN...
Analyse how Shakespeare presents Macbeth as a tyrant.

WEEK 5 GUILT, JUSTICE & CHANGE

Learning Question: How do guilt, justice and change lead to Macbeth's downfall?

5 BIG IDEAS

1. Lady Macbeth repeats her challenge, highlighting gender roles.
2. Macbeth knows guilt will lead to his end.
3. Macduff's speech shows the horrors of Macbeth's rule.
4. Men are expected to show strength, not weakness.
5. Malcolm believes Macbeth's downfall is inevitable.

VOCABULARY YOU MUST KNOW

- **Symbolism** – using an object or image for a deeper meaning.
- **Personification** – giving human qualities to something.
- **Dramatic irony** – when the audience knows more than the characters.
- **Gender roles** – expected behaviours of men and women.
- **Metaphor** – a comparison without using 'like' or 'as'.



REMEMBER THIS
Guilt haunts Macbeth while justice and change bring about his end.

BY THE END OF THIS WEEK I CAN...
Evaluate how Shakespeare shows guilt, justice and change in the play.

WEEK 6 DOWNFALL & RESOLUTION

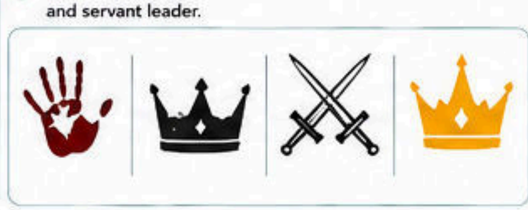
Learning Question: How does Shakespeare show Macbeth's downfall and the play's resolution?

5 BIG IDEAS

1. Blood imagery shows guilt cannot be hidden.
2. Macbeth trusts the prophecies until the end.
3. Macbeth and Lady Macbeth are shown as cruel and violent.
4. Macbeth realises everything has been meaningless.
5. Malcolm shows he will be a just and servant leader.

VOCABULARY YOU MUST KNOW

- **Metaphor** – a comparison without using 'like' or 'as'.
- **Motif** – a repeated idea or image.
- **Contrast** – showing differences between ideas.
- **Statement** – a declarative sentence.
- **Christian ruler** – a leader guided by Christian values.



REMEMBER THIS
Macbeth falls because of his ambition and betrayal of natural order.

BY THE END OF THIS WEEK I CAN...
Explain how Shakespeare presents Macbeth's downfall and resolution.

HOW TO USE YOUR KNOWLEDGE MAP

KNOW MORE
Read the Knowledge Map carefully. Focus on the five big ideas and key vocabulary.

REMEMBER MORE
Close the map and write everything you can remember in your homework book.

CHECK MORE
Open the map and check your answers. Correct using purple pen and underline key vocabulary.

CONNECT MORE
Answer the learning question in 6–8 full sentences. Use what you have learned to make links and think deeper.

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 English. This helps you understand the play deeply and write stronger responses.

Atlantic Academy Portland
an Aspirations Academy

ENGLISH HOMEWORK

Year 11 | Week 1

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

WEEK 1

KEY IDEAS & THEMES

Learning Question: What key ideas and themes shape Macbeth?

1 KNOW MORE

Read the **BLUE** 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


Hamartia


Great Chain of Being


Hubris


Equivocation


Antithesis

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.

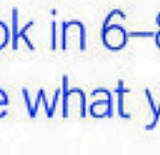
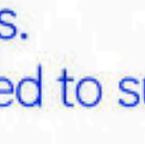
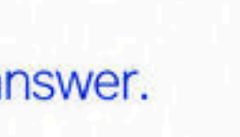
5 MINUTES (Optional)

BRAIN TIP

Link each idea to Macbeth and Lady Macbeth. Think about how they influence his choices.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1.  Hamartia – what is Macbeth's fatal flaw?
2.  What does the Great Chain of Being mean?
3.  What is hubris?
4.  What is equivocation?
5.  What is antithesis?

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.

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

Atlantic Academy Portland
an Aspirations Academy

ENGLISH HOMEWORK

Year 11 | Week 2

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

WEEK 2

LANGUAGE & STRUCTURE: ACT 1–3

Learning Question: How does Shakespeare use language and structure to show Macbeth's ambition and fear?

1 KNOW MORE

Read the **GREEN** 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



Fruitless crown



Nought's had, all's spent



Make our faces vizards



To be thus is nothing…



The west yet glimmers…

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

Notice how Shakespeare uses language and structure to build mood and show Macbeth's fears.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. What does Macbeth realise about his crown?
2. What is Lady Macbeth saying in this quote?
3. What does Macbeth ask the witches to hide?
4. Why is Macbeth worried about Banquo's heirs?
5. What does the motif of light/dark show?

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.

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

Atlantic Academy Portland
an Aspirations Academy

ENGLISH HOMEWORK

Year 11 | Week 3

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

WEEK 3 POWER, PROPHECY & CONTEXT

Learning Question: How do power, prophecy and context influence Macbeth?

1 KNOW MORE

Read the **ORANGE** 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



Gender roles & manhood



Blood & ambition



Scotland & succession



Guilt & responsibility



Power leads to consequences

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

Consider how power changes Macbeth and how context shapes the play's events.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. How does Lady Macbeth challenge gender roles?
2. How is blood linked to Macbeth?
3. What does context tell us about Scotland?
4. What does guilt mean in the play?
5. Why does power lead to consequences?

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.

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

Atlantic Academy Portland
an Aspirations Academy

ENGLISH HOMEWORK

Year 11 | Week 4

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

WEEK 4

DARKNESS, FEAR & OPPOSITION

Learning Question: How does Shakespeare show Macbeth's tyranny and growing opposition?

1 KNOW MORE

Read the **PURPLE** 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

Darkness & evil | **Apparitions & fear** | **Violence & brutality** | **Witches & influence** | **Opposition & discontent**

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

Look for how Shakespeare uses language and images to create fear and show Macbeth losing control.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. What images show darkness and evil?
2. How do the apparitions create fear?
3. How is violence shown in the play?
4. What is the role of the witches?
5. Why do people opposed to Macbeth?

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.

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

Atlantic Academy Portland
an Aspirations Academy

ENGLISH HOMEWORK

Year 11 | Week 5

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

WEEK 5 GUILT, JUSTICE & CHANGE

Learning Question: How do guilt, justice and change lead to Macbeth's downfall?

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

Gender roles | **Blood & guilt** | **Justice & consequence** | **Macbeth's downfall** | **Change & new order**

3 CHECK MORE

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

- Correct any inaccuracies.
- Add missing knowledge or evidence.
- Underline key vocabulary.
- Write three things you most need to remember.

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

Think about how Shakespeare links guilt, justice and change to show why Macbeth cannot remain in power.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. How does Shakespeare challenge ideas about masculinity in this week?
2. How is blood used to show guilt and its consequences?
3. How does Shakespeare present justice and retribution?
4. Why does Macbeth's downfall feel inevitable?
5. How is change shown in the movement against Macbeth?

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.

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

Atlantic Academy Portland
an Aspirations Academy

ENGLISH HOMEWORK

Year 11 | Week 6

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

WEEK 6 DOWNFALL & RESOLUTION

Learning Question: How does Shakespeare show Macbeth's downfall and the play's resolution?

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



Guilt cannot be hidden



Trust in the prophecies



Violence & cruelty



Meaningless struggle



Christian resolution

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

Think about how Shakespeare shows that ambition leads to emptiness, while a just leader brings order.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. Why can Macbeth not escape his guilt?
2. How does Macbeth's trust in the prophecies lead to his downfall?
3. How does Shakespeare present violence in this week?
4. Why does Macbeth's struggle for power become meaningless?
5. How does Shakespeare end the play?

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.

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

Atlantic Academy Portland
an Aspirations Academy

GEOGRAPHY | KNOWLEDGE MAP

Year 11 | Unit 1 – The Living World

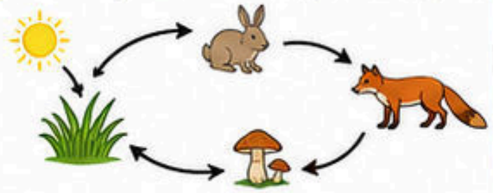
DRIVING QUESTION:
How do natural systems support life and how are they threatened and managed?

WEEK 1 ECOSYSTEMS

Learning Question: What makes up ecosystems and how do they function?

5 BIG IDEAS

1. Ecosystems are natural systems of living and non-living things.
2. Producers make their own food using sunlight.
3. Food chains and webs show how energy flows.
4. Nutrient cycles recycle nutrients within ecosystems.
5. Human activity can reduce biodiversity and harm ecosystems.



VOCABULARY YOU MUST KNOW

Ecosystem: a natural system of living and non-living things.

Producers: organisms that make their own food.

Consumers: organisms that get energy by eating others.

Decomposers: break down dead material and recycle nutrients.

Biodiversity: the variety of life in a habitat.

REMEMBER THIS:
Energy flows. Nutrients cycle. Balance keeps ecosystems healthy.

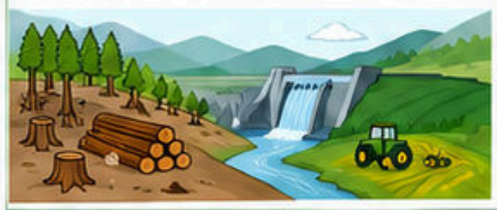
BY THE END OF THIS WEEK I CAN...
describe how ecosystems work and why they are important.

WEEK 2 HUMAN IMPACT ON FORESTS

Learning Question: What human activities affect forests and why?

5 BIG IDEAS

1. Forests provide resources people depend on.
2. Human activities like deforestation harm forests.
3. Dams and HEP provide electricity but have impacts.
4. Farming systems affect people and environments.
5. Population pressure increases demand for resources.



VOCABULARY YOU MUST KNOW

Deforestation: the removal of trees.

HEP: hydroelectric power from dams.

Logging: cutting down trees to sell.

Commercial farming: farming to make money.

Population pressure: problems caused by more people.

REMEMBER THIS:
Our choices about resources affect forests and people.

BY THE END OF THIS WEEK I CAN...
explain how people use forests and the impacts of these uses.

WEEK MANAGING THE ENVIRONMENT

Learning Question: How can forests be managed sustainably?

5 BIG IDEAS

1. Replanting replaces trees that have been cut down.
2. Soil erosion removes fertile soil.
3. Sustainable management meets needs without damaging the future.
4. Conservation protects and restores environments.
5. Ecotourism and agreements help protect forests.



VOCABULARY YOU MUST KNOW

Replanting: planting trees in cut-down areas.

Sustainable: meeting needs without harming the future.

Conservation: managing to protect or restore nature.

Ecotourism: tourism with minimal impact on nature.

International agreements: help protect rainforests.

REMEMBER THIS:
Sustainable choices protect forests and future generations.

BY THE END OF THIS WEEK I CAN...
evaluate ways forests can be managed sustainably.

WEEK 4 (Resources recap)

Learning Question: How can resources be managed to support a growing population?

5 BIG IDEAS

1. Resource supply is how much we have.
2. Demand is how much we want or need.
3. Resource management stops resources running out.
4. Food security means access to safe, nutritious food.
5. Sustainable food supply protects resources and people.





VOCABULARY YOU MUST KNOW

Supply: how much of a resource someone has.

Demand: how much of a resource someone wants.

Resource management: control to prevent resources running out.

Food security: access to nutritious food.

Carbon footprint: greenhouse gases from our actions.

REMEMBER THIS:
Good management and choices support people and the planet.

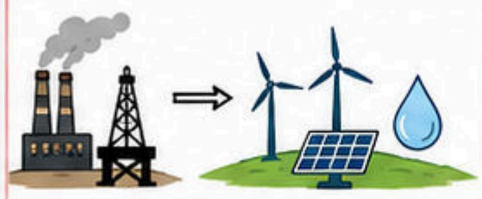
BY THE END OF THIS WEEK I CAN...
explain how resources are used to meet people's needs.

WEEK 5 (Resources recap)

Learning Question: How can we produce energy and use water sustainably?

5 BIG IDEAS

1. Non-renewable energy cannot be replaced.
2. Renewable energy comes from natural sources.
3. Energy choices affect sustainability.
4. Clean water is essential for life and health.
5. Water insecurity and conflict cause problems.



VOCABULARY YOU MUST KNOW

Non-renewable energy: energy that will run out.

Renewable energy: energy from natural sources that won't run out.

Fracking: method to release natural gas.

Water security: reliable, good quality water.

Water insecurity: not enough or poor quality water.

REMEMBER THIS:
Our energy and water choices affect people and the planet.

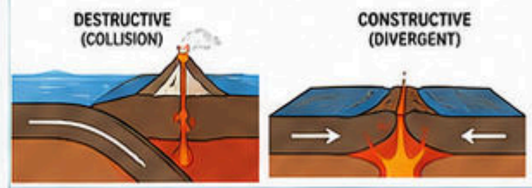
BY THE END OF THIS WEEK I CAN...
evaluate different energy and water solutions.

WEEK 6 (Natural hazards recap)

Learning Question: How do natural hazards occur und cause damage?

5 BIG IDEAS

1. Natural hazards can threaten people and cause damage.
2. Hazard risk is the chance a hazard will happen.
3. Tectonic plates move and create hazards.
4. Earthquakes occur at destructive plate margins.
5. Volcanoes form at constructive plate margins.



VOCABULARY YOU MUST KNOW

Natural hazard: a natural event that can cause damage.

Hazard risk: the chance a hazard may occur.

Tectonic plates: large pieces of Earth's crust.

Destructive margin: plates collide or one sinks.

Constructive margin: plates move apart.

REMEMBER THIS:
Plate movements cause hazards that can destroy or build land.

BY THE END OF THIS WEEK I CAN...
explain how tectonic processes cause natural hazards.

HOW TO USE YOUR KNOWLEDGE MAP

KNOW MORE
Read the Knowledge Map carefully. Focus on the key ideas and vocabulary.

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

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

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

WHY RETRIEVAL PRACTICE WORKS
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.

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

Atlantic Academy Portland
an Aspirations Academy

GEOGRAPHY HOMEWORK
Year 11 | Week 1

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

WEEK 1 | ECOSYSTEMS



LEARNING QUESTION: ***What makes up ecosystems and how do they function?***

1 KNOW MORE

Read the **BLUE** 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


Ecosystems


Producers


Consumers


Decomposers


Nutrient cycles

3 CHECK MORE

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

- Add any missing words or 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.

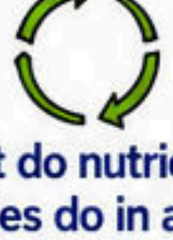
5 MINUTES (Optional)

BRAIN TIP

Think about how different parts of an ecosystem work together to keep it in balance.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1.  What is an ecosystem?
2.  How do producers make their own food?
3.  How do consumers get their energy?
4.  What role do decomposers play?
5.  What do nutrient cycles do in an ecosystem?

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.

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

Atlantic Academy Portland
an Aspirations Academy

GEOGRAPHY HOMEWORK
Year 11 | Week 2

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

WEEK 2 HUMAN IMPACTS ON FORESTS



LEARNING QUESTION: *What human activities affect forests and why?*

1 KNOW MORE

Read the **GREEN** 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


Deforestation


Dams & HEP


Logging


Farming systems


Population pressure

3 CHECK MORE

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

- Add any missing words or 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

Think about how human activities can have both positive and negative impacts on forests and the people who rely on them.

★ REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. What is deforestation?
2. How do dams produce electricity?
3. Why do we cut down trees?
4. What are farming systems designed to do?
5. What problems are caused by population pressure?

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.

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

Atlantic Academy Portland
an Aspirations Academy

GEOGRAPHY HOMEWORK
Year 11 | Week 3

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

WEEK 3 MANAGING THE ENVIRONMENT



LEARNING QUESTION: *How can forests be managed sustainably?*

1 KNOW MORE

Read the **ORANGE** 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


Replanting


Soil erosion


Sustainable management


Conservation


International agreements

3 CHECK MORE

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

- Add any 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

Think about how our choices today can protect forests and support the needs of both people and nature.

★ REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. What is replanting?
2. How does soil erosion affect forests?
3. What does sustainable management mean?
4. How does conservation help protect forests?
5. Why are international agreements important?

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.

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

Atlantic Academy Portland
an Aspirations Academy

GEOGRAPHY HOMEWORK
Year 11 | Week 4

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

WEEK 4 | RESOURCES RECAP



LEARNING QUESTION: *How can resources be managed to support a growing population?*

1 KNOW MORE

Read the **PURPLE** 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



Resource supply | Resource management | Food security | Carbon footprint | Sustainable food supply

3 CHECK MORE

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

- Add any missing words or 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

Good choices and smart management today help ensure resources are available for everyone, now and in the future.

★ REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. What does resource supply mean?
2. What is resource management?
3. Why is food security important?
4. What is a carbon footprint?
5. What is sustainable food supply?

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.

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

Atlantic Academy Portland
an Aspirations Academy

GEOGRAPHY HOMEWORK
Year 11 | Week 5

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

WEEK 5 RESOURCES RECAP: ENERGY & WATER



LEARNING QUESTION: *How can energy and water resources be managed sustainably?*

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



Non-renewable energy



Renewable energy



Fracking & shale gas



Sustainable energy supply



Water security & insecurity

3 CHECK MORE

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

- Add any missing words or 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

Think about the choices we make today about energy and water can protect resources for the future and reduce problems for people and the planet.

★ REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1. 
What is the difference between renewable and non-renewable energy?

2. 
What is fracking and what is it used for?

3. 
What is nuclear power and how does it work?

4. 
What is water security?

5. 
What does water insecurity mean?

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.

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

Atlantic Academy Portland
an Aspirations Academy

GEOGRAPHY HOMEWORK

Year 11 | Week 6

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

WEEK 6 | NATURAL HAZARDS RECAP



LEARNING QUESTION: *How does plate tectonics create different natural hazards?*

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



Natural hazard & hazard risk



Oceanic & continental crust



Tectonic plates



Destructive margins



Constructive & conservative margins

3 CHECK MORE

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

- Add any missing words or 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.

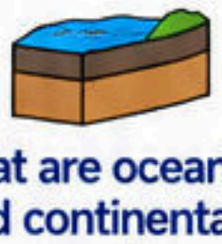
5 MINUTES (Optional)

BRAIN TIP

Understanding how tectonic plates move helps us prepare for hazards and reduce risk to people, places and communities.

REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

1.  What is a natural hazard?
2.  What are oceanic and continental crust?
3.  What are tectonic plates?
4.  What is a destructive plate margin?
5.  What are constructive and conservative plate margins?

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.

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

Atlantic Academy Portland
an Aspirations Academy

FRENCH KNOWLEDGE MAP

Year 11 | Unit: Autumn 1 – Travel and Holidays

DRIVING QUESTION:
How can I communicate about holidays, travel and experiences in different time frames?

WEEK 1 — 7.1G – Le temps pendant les vacances
The weather during holidays

LEARNING QUESTION: ***What's the weather like?***

5 BIG IDEAS
- I can describe whether the holiday weather is nice or bad using familiar French weather phrases.
- I can say whether it is hot or cold when describing the weather on holiday.
- I can describe rain, sunshine, wind and fog using the weather expressions from this unit.
- I can combine weather descriptions with holiday language to give clear information about my experience.
- I can describe my holiday as pleasant and relaxing as well as explaining the weather.



VOCABULARY YOU MUST KNOW
il fait beau (nice)
il fait mauvais (bad)
il fait chaud (hot)
il fait froid (cold)
il pleut (it's raining)
il y a du soleil (sunny)
il y a du vent (windy)
il y a du brouillard (foggy)
agréable (pleasant)
relaxant(e) (relaxing)

REMEMBER THIS
Weather phrases help me describe my holidays.

BY THE END OF THIS WEEK
I can talk about the weather during holidays.

WEEK 2 — 7.1F – Les îles francophones
French speaking islands

LEARNING QUESTION: ***What was life like when I was young?***

5 BIG IDEAS
- I can use imperfect-tense phrases to describe what life was like when I was younger.
- I can say what the weather was like and what I used to enjoy doing.
- I can describe island life as expensive or quiet using the phrases from this unit.
- I can say that I used to live on an island when I was younger.
- I can say that we used to speak French and describe the experience as fantastic.



VOCABULARY YOU MUST KNOW
quand j'étais jeune (when I was young)
quand j'avais huit ans (when I was 8)
il faisait beau (the weather was nice)
j'aimais (I used to like)
découvrir la culture (to find out about the culture)
la vie était chère (life was expensive)
je vivais sur une ile (I used to live on an island)
il faisait froid (it was cold)
la vie était calme (life was quiet)
on parlait français (we used to speak French)

REMEMBER THIS
Imperfect tense helps me talk about the past.

BY THE END OF THIS WEEK
I can describe life on an island when I was younger.

WEEK 3 — 7.1H – Mon blog de voyage
My holiday blog

LEARNING QUESTION: ***What are my travel plans and hopes?***

5 BIG IDEAS
- I can say that I will travel in Africa and describe my future travel plans.
- I can say that I am going to take a gap year and discover the world.
- I can explain that I will eat different food and stay in cheap hotels.
- I can say that I am going to Australia and would like to visit India.
- I can say that I am going to have fun and write a travel blog.



VOCABULARY YOU MUST KNOW
je voyagerai (I will travel)
je vais (I am going to)
découvrir (to discover)
aller (to go)
voudrais (I would like to)
mangerai (I will eat)
resterai (I will stay)
s'amuser (to have fun)
écrire (to write)
blog (blog)

REMEMBER THIS
Different future and planning phrases help me talk about my travel plans.

BY THE END OF THIS WEEK
I can talk about my travel plans and what I want to do.

WEEK 4 — 7.2G – Mes visites de touriste
My tourist visits

LEARNING QUESTION: ***What did I do and what did I think?***

5 BIG IDEAS
- I can describe going into town and seeing a statue during a tourist visit.
- I can say that I visited a museum and that I liked the culture.
- I can describe eating well and buying souvenirs as part of a past tourist visit.
- I can say that I went home after describing the activities from my tourist visit.
- I can give my opinion about the visit and say that it was really good.



VOCABULARY YOU MUST KNOW
je suis allé(e) en ville (I went to town)
on a vu une statue (we saw a statue)
j'ai visité un musée (I visited a museum)
j'ai aimé la culture (I liked the culture)
j'ai bien mangé (I ate well)
j'ai acheté des souvenirs (I bought souvenis)
je suis rentré chez moi (It went home)
à mon avis (in my opinion)
je pense que (I think that)
c'était super bien (it was really good)

REMEMBER THIS
Perfect tense helps me talk about past experiences.

BY THE END OF THIS WEEK
I can describe what I did and what I thought.

WEEK 5 — 7.2F – Vacances de rêve
Dream holidays

LEARNING QUESTION: ***How do I describe a past holiday?***

5 BIG IDEAS
- I can say that last year I went on holiday and travelled to Italy.
- I can explain that I left on Sunday by train when describing my past holiday.
- I can say that we slept in a hotel which had a large swimming pool.
- I can describe the weather as nice and say that I was happy on holiday.
- I can introduce a negative detail and explain that unfortunately the waiter was not nice.



VOCABULARY YOU MUST KNOW
l'année dernière (last year)
je suis parti(e) en vacances (I went off on holiday)
je suis allé(e) en Italie (I went to Italy)
le dimanche (on Sunday)
en train (by train)
on a dormi dans un hôtel (we slept in a hotel)
il y avait (there was)
il faisait beau (it was nice weather)
j'étais content(e) (I was happy)
malheureusement (unfortunately)
le serveur n'était pas sympa (the waiter wasn't nice)

REMEMBER THIS
Perfect tense helps me describe past holidays.

BY THE END OF THIS WEEK
I can describe a past holiday in detail.

WEEK 6 — 7.2F – Vacances de rêve
Dream holidays

LEARNING QUESTION: ***How can I describe a past holiday?***

5 BIG IDEAS
- I can say that last year I went on holiday and travelled to Italy.
- I can explain that I left on Sunday by train when describing my past holiday.
- I can say that we slept in a hotel which had a large swimming pool.
- I can describe the weather as nice and say that I was happy on holiday.
- I can introduce a negative detail and explain that unfortunately the waiter was not nice.



VOCABULARY YOU MUST KNOW
l'année dernière (last year)
je suis parti(e) en vacances (I went off on holiday)
je suis allé(e) en Italie (I went to Italy)
le dimanche (on Sunday)
en train (by train)
on a dormi dans un hôtel (we slept in a hotel)
il y avait (there was)
il faisait beau (it was nice weather)
j'étais content(e) (I was happy)
malheureusement (unfortunately)
le serveur n'était pas sympa (the waiter wasn't nice)

REMEMBER THIS
Perfect tense helps me describe past holidays.

BY THE END OF THIS WEEK
I can describe a past holiday in detail.

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 French.

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

Atlantic Academy Portland
an Aspirations Academy

FRENCH HOMEWORK

Year 11 | Week 1

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

WEEK 1

7.1G – Le temps pendant les vacances
The weather during holidays

LEARNING QUESTION: ***What is the weather like?***

1 KNOW MORE

Read the **BLUE** 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 the five icons to help you.

10 MINUTES

Sun | Temperature | Rain | Wind | Holiday/ relaxing

3 CHECK MORE

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

- Add any missing words or 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

Retrieval practice strengthens your memory. Blurt what you know to remember more!

★ REVIEW CHALLENGE Try to answer without looking!

1. How do you say "it's hot" in French?
2. Which phrase means "it was foggy"?
3. How do you say "it was windy"?
4. How do you say "it was raining"?
5. How do you say "pleasant and relaxing"?

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.

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

Atlantic Academy Portland
an Aspirations Academy

FRENCH HOMEWORK

Year 11 | Week 2

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

WEEK 2

7.1F – Les îles francophones
French speaking islands



LEARNING QUESTION: ***What was life like when I was young?***

1 KNOW MORE

Read the **GREEN** 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 the five icons to help you.

10 MINUTES

3 CHECK MORE

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

- Add any missing words or 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

Thinking about your past helps you talk about your life with more detail.

★ REVIEW CHALLENGE Try to answer without looking!

1. How do you say "I used to like" in French?
2. What phrase means "it was expensive"?
3. How do you say "I used to live on an island"?
4. How do you say "I used to discover culture"?
5. How do you say "We used to speak 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.

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

Atlantic Academy Portland
an Aspirations Academy

FRENCH HOMEWORK

Year 11 | Week 3

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

WEEK 3

7.1H – Mon blog de voyage
My travel blog



LEARNING QUESTION: ***What are my travel plans and hopes?***

1 KNOW MORE

Read the **ORANGE** 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 the five icons to help you.

10 MINUTES



3 CHECK MORE

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

- Add any missing words or 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

Planning for the future helps you organise your ideas and talk about hopes and dreams.

REVIEW CHALLENGE Try to answer without looking!

1. How do you say "I will travel" in French?
2. How do you say "I am going to" in French?
3. How do you say "I will eat" in French?
4. How do you say "I would like to" in French?
5. How do you say "to write" 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.

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

Atlantic Academy Portland
an Aspirations Academy

FRENCH HOMEWORK

Year 11 | Week 4

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

WEEK 4

7.2G – Mes visites de touriste
My tourist visits



LEARNING QUESTION: ***What did I do and what did I think?***

1 KNOW MORE

Read the **PURPLE** 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 the five icons to help you.



10 MINUTES

3 CHECK MORE

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

- Add any missing words or 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

Reflecting on experiences helps you give opinions and justify your choices.

★ REVIEW CHALLENGE Try to answer without looking!



1. How do you say "I went" to town in French?



2. How do you say "I visited" a museum in French?



3. How do you say "I bought" souvenirs in French?



4. How do you say "I went" home in French?



5. How do you say "It was really good" 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.

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

Atlantic Academy Portland
an Aspirations Academy

FRENCH HOMEWORK

Year 11 | Week 5

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

WEEK 5

7.2F – Vacances de rêve
Dream holidays



LEARNING QUESTION: *How can I describe a past holiday?*

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 the five icons to help you.

10 MINUTES



3 CHECK MORE

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

- Add any missing words or 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

Use time phrases to make your holiday description clear when you write.

★ REVIEW CHALLENGE Try to answer without looking!

1. How do you say "last year" in French?
2. How do you say "I went to Italy" in French?
3. How do you say "by train" in French?
4. How do you say "the weather was nice" in French?
5. How do you say "unfortunately" 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.

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

Atlantic Academy Portland
an Aspirations Academy

FRENCH HOMEWORK

Year 11 | Week 6

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

WEEK 6

7.2F – Vacances de rêve
Dream holidays



LEARNING QUESTION: ***How can I describe a past holiday?***

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 the five icons to help you.



10 MINUTES

3 CHECK MORE

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

- Add any missing words or 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

Past tense verbs help you explain what you did on holiday.

★ REVIEW CHALLENGE Try to answer without looking!

1.  How do you say "I went on holiday" in French?
2.  How do you say "on Sunday" in French?
3.  How do you say "we slept in a hotel" in French?
4.  How do you say "I was happy" in French?
5.  How do you say "the waiter wasn't nice" 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.

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

Atlantic Academy Portland
an Aspirations Academy

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.