Atlantic Academy Portland
an Aspirations Academy

# KNOWLEDGE MAP

## & HOMEWORK JOURNAL

## Year 8



**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

Year 8 | The Quest

**DRIVING QUESTION:**
How do writers use journeys to explore change, values, and humanity, and how does this reflect real-life?

## WEEK 1 Journeys and Genres

### 5 BIG IDEAS
1. Stories often begin by introducing a journey.
2. Different genres have distinct features.
3. Writers use exposition to introduce key information.
4. Journeys can be imagined futures: utopias and dystopias.
5. Flashbacks and speculations add depth to journeys.

### VOCABULARY YOU MUST KNOW
genre
generic patterns
exposition
utopia
dystopia
flashback (analepsis)
speculative



### REMEMBER THIS:
Understanding genres and story openings helps you recognise how journeys begin and develop.

### BY THE END OF THIS WEEK I CAN...
explain how writers introduce journeys using genre features.

## WEEK 2 Real-Life Journeys

### 5 BIG IDEAS
1. Non-fiction texts share facts about real journeys.
2. Research helps us understand inspirational people.
3. Important journeys include challenges to overcome.
4. Change is a key part of every significant journey.
5. Fact files organise information clearly.

### VOCABULARY YOU MUST KNOW
non-fiction
fact file
research
physical journey
life journey
challenge
change



### REMEMBER THIS:
Real-life journeys teach us about courage, resilience and the impact people can have.

### BY THE END OF THIS WEEK I CAN...
create a fact file about a person who has been on an important journey.

## WEEK 3 Structure and Focus

### 5 BIG IDEAS
1. Structure controls the order of events in a story.
2. Writers use a wide view before focusing on details.
3. Shifting focus moves between thoughts and setting.
4. Word choices (semantic fields) build meaning and mood.
5. In media res begins the story in the middle of action.

### VOCABULARY YOU MUST KNOW
structure
panoramic (macro focus)
shifting focus
zooming in (micro focus)
semantic field
pathetic fallacy
in media res



### REMEMBER THIS:
Writers guide our attention by zooming in and out to create meaning and atmosphere.

### BY THE END OF THIS WEEK I CAN...
analyse how writers structure scenes and create effects.

## WEEK 4 Creative Writing: Monologue

### 5 BIG IDEAS
1. A monologue reveals a character's thoughts and feelings.
2. Powerful moments create tension and drama.
3. Decisions drive the character's journey.
4. Thought and feeling are shown through language.
5. Strong openings hook the audience.

### VOCABULARY YOU MUST KNOW
monologue
thoughts + feelings
decision
tension
drama
perspective



### REMEMBER THIS:
A character's voice helps the reader understand their struggle and choices.

### BY THE END OF THIS WEEK I CAN...
write a monologue that shows a character making a difficult decision.

## WEEK 5 Language and Meaning

### 5 BIG IDEAS
1. Symbols can represent bigger ideas.
2. Tone shows the writer's attitude.
3. Irony creates contrast between what we know and what characters know.
4. Writers reveal characters indirectly through actions and words.
5. Language choices and contrasts create powerful effects.

### VOCABULARY YOU MUST KNOW
symbolism
tone
dramatic irony
indirect characterisation
juxtaposition
connotation
hyperbole



### REMEMBER THIS:
Language choices shape how we see characters and understand meanings.

### BY THE END OF THIS WEEK I CAN...
explain how writers use language to shape character impressions and create effects.

## WEEK 6 Reporting the Journey

### 5 BIG IDEAS
1. News reports inform and engage readers.
2. Headlines grab attention.
3. The 5 W's give clear key information.
4. Quotes bring stories to life.
5. Journeys teach important lessons about human behaviour.

### VOCABULARY YOU MUST KNOW
news report
headline
5 W's (who, what, when, where, why)
quote
moral
lesson




### REMEMBER THIS:
Good reports inform readers and make them think about important issues.

### BY THE END OF THIS WEEK I CAN...
write a news report that includes facts, quotes and a clear lesson.

## 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 English.

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

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# ENGLISH HOMEWORK

Year 8 | Weeks 1 & 2 | The Quest

**THE QUEST**
How do writers use journeys to explore change, values, and humanity, and how does this reflect real-life?

## WEEK 1 Journeys and Genres

**Learning Question:**
*How do writers use different genres to explore journeys?*

### 1 KNOW MORE – 5 mins

Read the Week 1 Knowledge Card (blue).
Focus on the five Big Ideas and the vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.

Structure | Wide & micro focus | Shifting focus | Semantic fields | In medias res

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.
**How do writers use different genres to explore journeys?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

**BRAIN TIP**
*Retrieval is like exercise for your brain – the more you do it, the stronger your memory.*

## REVIEW CHALLENGE

1. Name two features of a genre.
2. What is an exposition?
3. What is a utopia?
4. What is a flashback (analepsis)?
5. What does speculative mean?

**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.

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# ENGLISH HOMEWORK

Year 8 | Weeks 1 & 2 | The Quest

**THE QUEST**
How do writers use journeys to explore change, values, and humanity, and how does this reflect real-life?

## WEEK 2 Real-Life Journeys

**Learning Question:**
*How can we learn from real-life journeys?*

### 1 KNOW MORE – 5 mins

Read the Week 2 Knowledge Card (green).
Focus on the five Big Ideas and the vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.



News report


Headline


Challenge


Journey


Purpose

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

**How can we learn from real-life journeys?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

### BRAIN TIP

*Retrieval is like exercise for your brain – the more you do it, the stronger your memory.*

### REVIEW CHALLENGE

1. What is non-fiction?
2. What is a fact file?
3. Name one challenge someone might face on a journey.
4. How can a journey change a person?
5. What is the purpose of a fact file?

**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 English.

RETRIEVE, PRACTISE, CONNECT –
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# ENGLISH HOMEWORK

Year 8 | Weeks 3 & 4 | The Quest

**THE QUEST**

How do writers use journeys to explore change, values, and humanity, and how does this reflect real-life?



## WEEK 3 Structure and Focus

**Learning Question:**
*How do writers structure journeys for effect?*

### 1 KNOW MORE – 5 mins

Read the Week 3 Knowledge Card (orange).
Focus on the five Big Ideas and the vocabulary.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.

| Structure | Wide & micro focus | Shifting focus | Semantic fields | In medias res |
|---|---|---|---|---|

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

**How do writers structure journeys for effect?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

**BRAIN TIP**

*When thinking about structure, ask: where is my attention now, and where does the writer move it next?*

## REVIEW CHALLENGE

1. What is structure?
2. What is the difference between wide and micro focus?
3. What does shifting focus mean?
4. What are semantic fields?
5. What does 'in medias res' mean?

**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 English.

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# ENGLISH HOMEWORK

Year 8 | Weeks 3 & 4 | The Quest

**THE QUEST**

How do writers use journeys to explore change, values, and humanity, and how does this reflect real-life?

## WEEK 4 Creative Writing: Monologue

**Learning Question:**
*How can we write a compelling monologue from a character's perspective?*

### 1 KNOW MORE – 5 mins

Read the Week 4 Knowledge Card (purple).
Focus on the five Big Ideas and the vocabulary.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.

Character's inner thoughts | Tension and conflict | Decisions and choices | Showing feelings | Opening the monologue

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.
**How can we write a compelling monologue from a character's perspective?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

### BRAIN TIP

*A strong monologue lets us hear a character thinking – not just describing what happened.*

### REVIEW CHALLENGE

1. What is a monologue?
2. Why is tension important?
3. What kind of decisions might a character face?
4. How do writers show thoughts and feelings?
5. What makes a strong opening?

**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 English.

RETRIEVE, PRACTISE, CONNECT –
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# ENGLISH HOMEWORK

Year 8 | Weeks 5 & 6 | The Quest

**THE QUEST**
How do writers use journeys to explore change, values, and humanity, and how does this reflect real-life?



## WEEK 5 Language and Meaning

**Learning Question:**
*How do writers use language choices to create meaning and impact?*

### 1 KNOW MORE – 5 mins

Read the Week 5 Knowledge Card (red).
Focus on the five Big Ideas and the vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.

| Symbolism | Tone | Dramatic irony | Indirect characterisation | Language choices and contrast |
|---|---|---|---|---|

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

**How do writers use language choices to create meaning and impact?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

**BRAIN TIP**
*When thinking about language, ask: what effect does this word or phrase create and how does it help the reader feel or understand more?*

## REVIEW CHALLENGE

1. What can symbols represent?
2. What does tone show about a writer?
3. What is dramatic irony?
4. How can writers reveal characters indirectly?
5. How can language choices and contrasts create effects?

**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, it and the more confident you will become in English.

RETRIEVE, PRACTISE, CONNECT –
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# ENGLISH HOMEWORK

Year 8 | Week 6 | The Quest

**THE QUEST**

How do writers use journeys to explore change, values, and humanity, and how does this reflect real-life?

## WEEK 6 Reporting the Journey

**Learning Question:**
*How can writers report a journey clearly and effectively?*

### 1 KNOW MORE – 5 mins

Read the Week 6 Knowledge Card (teal).
Focus on the five Big Ideas and the vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.



News report



Headline



5 Ws


Quote


Lesson

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

**How can writers report a journey clearly and effectively?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

### BRAIN TIP

*Retrieval is like exercise for your brain – the more you do it, the stronger your memory.*

### REVIEW CHALLENGE

1. What is the purpose of a news report?
2. Why is a headline important?
3. What are the 5 Ws?
4. Why do reporters use quotations?
5. What can journeys teach us about human behaviour?

**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 English.

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# GEOGRAPHY KNOWLEDGE MAP

## Year 8 | Rivers and Coasts

**DRIVING QUESTION:**
How do coastal processes shape the coastline, and how can coasts be managed?

## WEEK 1 Coasts: Waves, Tides and Erosion

**5 BIG IDEAS**

1. Constructive waves have stronger swash than backwash, causing deposition.
2. Destructive waves have stronger backwash than swash, causing erosion.
3. Tides are the regular rise and fall of the sea.
4. Coastal erosion removes land and beach or dune sediment.
5. There are four coastal erosion processes.

**VOCABULARY YOU MUST KNOW**

**Constructive wave:** a wave with stronger swash than backwash.
**Destructive wave:** a wave with stronger backwash than swash.
**Tide:** the regular rise and fall of the sea level.
**Erosion:** when waves remove coastal material.
**Hydraulic action:** erosion caused by the power of water.
**Abrasion:** sediment carried by water causes erosion.
**Attrition:** rocks collide and break into smaller pieces.
**Corrosion:** acids in water dissolve rock.
**Mass movement:** when large amounts of material move down a slope.




**REMEMBER THIS:**
Waves and tides shape coasts by building and breaking them down.

**BY THE END OF THIS WEEK I CAN...**
explain how waves and tides cause coastal erosion.

## WEEK 2 Coastal Landforms and Transport

**5 BIG IDEAS**

1. Weathering breaks down coastal rocks in place.
2. Headlands are pieces of land that stick out into the sea.
3. Longshore drift moves sediment along the coast.
4. There are four types of coastal transport.
5. Deposition lays sediment down to form coastal landforms.

**VOCABULARY YOU MUST KNOW**

**Weathering:** the breaking down of rocks in place.
**Headland:** a piece of land that sticks out into the sea.
**Bay:** a curved area of coast between headlands.
**Longshore drift:** movement of sediment along the coast.
**Transport:** traction, saltation, suspension and solution move sediment in different ways.
**Deposition:** when sediment is laid down.
**Spit:** a narrow ridge of sand or shingle attached to the land.
**Tombolo:** a spit joining an island to the mainland.
**Bar:** a band of sand or shingle extending across a bay.
**Prevailing wind:** the direction the wind blows most often.




**REMEMBER THIS:**
Sediment is moved by waves and deposited to create coastal landforms.

**BY THE END OF THIS WEEK I CAN...**
explain how sediment is transported and deposited.

## WEEK 3 Coastal Management: Soft Engineering

**5 BIG IDEAS**

1. Sand dunes are hills of sand created by the wind.
2. Soft engineering uses natural processes to protect the coast.
3. Beach nourishment adds sand to widen beaches.
4. Dune regeneration plants grasses to stabilise dunes.
5. Managed retreat is land left to be eroded by the sea, providing sediment that helps protect other areas.

**VOCABULARY YOU MUST KNOW**

**Sand dune:** a hill of sand formed by wind.
**Soft engineering:** using natural processes to protect the coast.
**Beach nourishment:** adding sand to a beach.
**Dune regeneration:** planting grasses to stabilise dunes.
**Managed retreat:** land is left to be eroded by the sea, providing sediment that helps protect other areas.




**REMEMBER THIS:**
Soft engineering uses natural processes to protect the coast.

**BY THE END OF THIS WEEK I CAN...**
explain how different soft engineering strategies protect the coast.

## WEEK 4 Coastal Management: Hard Engineering

**5 BIG IDEAS**

1. Hard engineering uses strong structures to protect the coast.
2. Sea walls reflect wave energy and reduce erosion.
3. Groynes stop sediment moving along the coast.
4. Gabions are wire baskets filled with rocks.
5. Rock armour absorbs wave energy and protects cliffs.

**VOCABULARY YOU MUST KNOW**

**Hard engineering:** using strong structures to protect the coast.
**Sea wall:** a wall built to protect the coast.
**Groyne:** wooden or rock barriers built out into the sea to stop longshore drift.
**Gabion:** a wire basket filled with rocks.
**Rock armour:** large rocks placed on the shore to absorb waves.




**REMEMBER THIS:**
Hard engineering protects the coast but can be expensive.

**BY THE END OF THIS WEEK I CAN...**
explain how hard engineering strategies protect the coast.

## WEEK 5 Coastal Processes Recap

**5 BIG IDEAS**

1. Erosion removes land and coastal material.
2. Weathering breaks down coastal rocks in place.
3. Transport moves sediment by waves.
4. Deposition lays sediment down.
5. Coastal landforms are shaped by these processes.

**VOCABULARY YOU MUST KNOW**

**Erosion:** when waves take away coastal material.
**Weathering:** the breaking down of rocks in place.
**Transport:** movement of sediment by waves.
**Deposition:** when sediment is laid down.
**Headland:** a piece of land that sticks out into the sea.
**Spit:** a narrow ridge of sand or shingle attached to the land.




**REMEMBER THIS:**
Coastal processes constantly change the coastline.

**BY THE END OF THIS WEEK I CAN...**
describe how coastal processes change coasts over time.

## WEEK 6 Coastal Management Recap

**5 BIG IDEAS**

1. Soft engineering uses natural processes to protect the coast.
2. Beach nourishment, dune regeneration and managed retreat are soft engineering strategies.
3. Hard engineering uses strong, man-made structures to protect the coast.
4. Sea walls and groynes protect coasts by managing wave energy or sediment movement.
5. Gabions and rock armour absorb wave energy to reduce coastal erosion.

**VOCABULARY YOU MUST KNOW**

Soft engineering
Beach nourishment
Dune regeneration
Managed retreat
Hard engineering
Sea wall
Groyne
Gabion
Rock armour




**REMEMBER THIS:**
Good coastal management helps protect people, property and the coastline.

**BY THE END OF THIS WEEK I CAN...**
recall coastal management strategies and their uses.

## HOW WE STUDY

**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 Geography.

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

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# GEOGRAPHY HOMEWORK JOURNAL

Year 8 | Week 1 | Rivers and Coasts

**DRIVING QUESTION:**
How do coastal processes shape the coastline, and how can coasts be managed?

## WEEK 1 Coasts: Waves, Tides and Erosion

**Learning Question:**
*How do waves, tides and erosion shape the coastline?*

### 1 KNOW MORE – 5 mins

Read the Week 1 Knowledge Card (blue).
Focus on the five Big Ideas and the vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.


Constructive waves


Destructive waves


Erosion processes


Mass movement

### 3 CHECK MORE – 5 mins

Open your Knowledge Map.
Correct using **PURPLE PEN.**
Underline key vocabulary.
Write three facts to remember next time.

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.
**How do waves, tides and erosion shape the coastline?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

### BRAIN TIP

Waves and tides shape coasts by building them up and breaking them down over time.

### REVIEW CHALLENGE

1. What are constructive waves?
2. What are destructive waves?
3. What is a tide?
4. Name two erosion processes.
5. What is mass movement?

### HOW WE STUDY

**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 you will become in Geography.

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# GEOGRAPHY HOMEWORK JOURNAL

Year 8 | Week 2 | Rivers and Coasts

**DRIVING QUESTION:**
How do coastal processes shape the coastline, and how can coasts be managed?

## WEEK 2 Coastal Landforms and Transport

**Learning Question:**
*How is sediment moved and deposited to create coastal landforms?*

### 1 KNOW MORE – 5 mins

Read the Week 2 Knowledge Card (green).
Focus on the five Big Ideas and the vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.


Headland and bay


Longshore drift


Transport (traction, saltation, suspension, solution)


Spit


Tombolo

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.
**How is sediment moved and deposited to create coastal landforms?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

### BRAIN TIP

Sediment is moved by waves and tides and builds up landforms in some places while erosion removes it in others.

### REVIEW CHALLENGE

1. What is weathering?
2. What is longshore drift?
3. Name the four types of transport by waves.
4. What is a spit?
5. What is a tombolo?

**HOW WE STUDY**

**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 Geography.

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

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# GEOGRAPHY HOMEWORK JOURNAL

Year 8 | Week 3 | Rivers and Coasts

**DRIVING QUESTION:**
How do coastal processes shape the coastline, and how can coasts be managed?

## WEEK 3 Coastal Management: Soft Engineering

**Learning Question:**

*How can natural processes be used to protect the coast?*

### 1 KNOW MORE – 5 mins

Read the Week 3 Knowledge Card (orange).
Focus on the five Big Ideas and the vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.


Sand dunes


Soft engineering


Beach nourishment


Dune regeneration


Managed retreat

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

**How can natural processes be used to protect the coast?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

### BRAIN TIP

Natural processes can help protect the coast in ways that work with the environment and are often cheaper and more sustainable than hard engineering.

### REVIEW CHALLENGE

1. What is sand dune?
2. What is soft engineering?
3. What is beach nourishment?
4. What is dune regeneration?
5. What is a managed retreat?

### HOW WE STUDY

**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?

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# GEOGRAPHY HOMEWORK JOURNAL

Year 8 | Week 4 | Rivers and Coasts

**DRIVING QUESTION:**
How do coastal processes shape the coastline, and how can coasts be managed?

## WEEK 4 Coastal Management: Hard Engineering

**Learning Question:**
*How do man-made structures protect coastlines?*

### 1 KNOW MORE – 5 mins

Read the Week 4 Knowledge Card (purple).
Focus on the five Big Ideas and the vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.


Sea wall


Groyne


Gabions


Rock armour


Hard engineering

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.
**How do man-made structures protect coastlines?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

### BRAIN TIP

Hard engineering structures reduce the power of waves and prevent erosion by blocking or absorbing wave energy.

### REVIEW CHALLENGE

1. What is a sea wall?
2. What is a groyne?
3. What are gabions used for?
4. What is rock armour?
5. Why do we use hard engineering?

**HOW WE STUDY**

**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 you will become an expert in Geography.

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# GEOGRAPHY HOMEWORK JOURNAL

Year 8 | Week 5 | Rivers and Coasts

**DRIVING QUESTION:**
How do coastal processes shape the coastline, and how can coasts be managed?

## WEEK 5 Recap: Coastal Processes and Landforms

**Learning Question:**
*What are the key processes that shape our coastline?*

### 1 KNOW MORE – 5 mins

Read the Week 5 Knowledge Card (red).
Focus on the five Big Ideas and the vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.


Erosion


Weathering


Transport


Deposition


Coastal landforms

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

**What are the key processes that shape our coastline?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

### BRAIN TIP

Coastal processes constantly change our coastline, creating new landforms and shaping the places we live by the sea.

### REVIEW CHALLENGE

1. What is erosion?
2. What is weathering?
3. What is transport?
4. What is deposition?
5. Name two coastal landforms.

### HOW WE STUDY

**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?

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# GEOGRAPHY HOMEWORK JOURNAL

Year 8 | Week 6 | Rivers and Coasts

**DRIVING QUESTION:**
How do coastal processes shape the coastline, and how can coasts be managed?

## WEEK 6 Recap: Coastal Management Strategies

**Learning Question:**
*How can both natural and man-made methods protect the coast?*

### 1 KNOW MORE – 5 mins

Read the Week 6 Knowledge Card (teal).
Focus on the five Big Ideas and the vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close your Knowledge Map.
Write everything you can remember about the five Big Ideas.
Use the icons below as prompts.


Soft engineering


Soft-engineering strategies


Hard engineering


Sea walls & groynes


Gabions & rock armour

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

**How can both natural and man-made methods protect the coast?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

### BRAIN TIP

Soft and hard engineering are used to protect the coast.

### REVIEW CHALLENGE

1. What is soft engineering?
2. Give two examples of soft-engineering strategies.
3. What is hard engineering?
4. What are groynes used for?
5. Why do we use gabions and rock armour?

**HOW WE STUDY**

**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?**
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# HISTORY KNOWLEDGE MAP

## Year 8 | Unit 1: Empire, Slave Trade and the Industrial Revolution

This unit explores how empires grew, how the slave trade operated, how people resisted and how industry and trade changed the world.

**DRIVING QUESTION:** *How did empire, the slave trade and industrialisation change people's lives and the world?*

## WEEK 1 — Africa Before European Control

**5 BIG IDEAS**

1. Sources and interpretations help us learn about the past.
2. Africa had powerful empires with rich cultures and resources.
3. Mansa Musa ruled Mali and was one of the richest people in history.
4. Islam was the main religion of the Malian Empire.
5. The Kingdom of Benin was ruled by an Oba, and bronze plaques decorated the royal palace.

**VOCABULARY YOU MUST KNOW**

**Source** – Something from the time that gives us information about the past.
**Interpretation** – An explanation or view of the past based on the evidence available.
**Empire** – A group of countries or people ruled by one leader.
**Oba** – The ruler of the Kingdom of Benin.


Sources and interpretations


Africa's resources and empires


Mansa Musa – Mali Empire


Islam in Mali


Benin bronzes decorated the royal palace.

REMEMBER THIS: Africa had strong empires and cultures long before Europeans arrived.

BY THE END OF THIS WEEK I CAN: Describe African empires and explain key terms.

## WEEK 2 — The Transatlantic Slave Trade

**5 BIG IDEAS**

1. The triangular trade linked Europe, Africa and the Americas.
2. The Middle Passage was the sea journey from Africa to the Americas.
3. One in four enslaved Africans died during the early days.
4. An estimated 12.5 million Africans were transported.
5. Enslaved people were forced to work and produce goods in the Americas.

**VOCABULARY YOU MUST KNOW**

**Triangular Trade** – A trade system that imports and exports goods to and from three destinations.
**Middle Passage** – The sea journey of slave ships from West Africa to the Americas.
**Enslaved** – Forced to work without freedom.



Triangular Trade


Middle Passage


Enslaved people


Goods: tobacco, cotton, sugar

REMEMBER THIS: Millions of Africans were taken and forced into slavery.

BY THE END OF THIS WEEK I CAN: Explain how the slave trade worked.

## WEEK 3 — Impact on Africa and the Growth of the Slave Trade

**5 BIG IDEAS**

1. Enslaved people became Africa's main export by the mid-1700s.
2. Many African leaders wanted to buy guns from Europeans.
3. The slave trade made Africa economically poorer.
4. Millions of Africans were taken away, reducing Africa's population.
5. Britain's involvement grew as sugar plantations needed labour, while Europeans also took control of Africa in the Scramble for Africa).

**VOCABULARY YOU MUST KNOW**

**Economy** – The system of money, trade and resources.
**Racist ideas** – Beliefs that some races are better than others.
**Scramble for Africa** – The period when Europeans took control of large parts of Africa.


John Hawkins



1619 in Virginia


Sugar plantations


British ports: London, Bristol, Liverpool


Scramble for Africa

REMEMBER THIS: The slave trade had a devastating impact on Africa.

BY THE END OF THIS WEEK I CAN: Explain the impact of the slave trade on Africa.

## WEEK 4 — Empire, Suffering and the Middle Passage

**5 BIG IDEAS**

1. Native people in Canada were forced onto reservations.
2. The Great Famine in Ireland caused millions of deaths.
3. Six million Indians died from famine and disease under British rule.
4. The Middle Passage was brutal and many died from disease and heat stroke.
5. In 1781, the Zong crew threw over 130 enslaved Africans overboard to claim insurance money.

**VOCABULARY YOU MUST KNOW**

**Reservation** – Land where native tribes were forced to live.
**Famine** – When there is a severe lack of food.
**Zong massacre** – When over 130 enslaved Africans were thrown overboard by the crew in 1781.
**Insurance** – Money paid to cover a loss.
**Chained** – Fastened with chains.


Reservations in Canada


The Great Famine


Middle Passage


Zong massacre (1781)


Chained to stop escape


India – 6 million died of famine and disease

REMEMBER THIS: Empires caused huge suffering for many people.

BY THE END OF THIS WEEK I CAN: Describe the suffering and impact of empire.

## WEEK 5 — Life, Resistance and Rebellion

**5 BIG IDEAS**

1. Enslaved people worked on plantations in difficult conditions.
2. Enslaved people resisted through escape, revolts and rebellion.
3. The Underground Railroad helped people escape to freedom.
4. Harriet Tubman risked her life to help many others escape.
5. Enslaved people preserved music, stories and spiritual beliefs, while resistance challenged slavery in places such as Haiti.

**VOCABULARY YOU MUST KNOW**

**Plantation** – A large farm where crops were grown using enslaved labour.
**Revolt** – When people fight back against those in power.
**Underground Railroad** – A secret network helping enslaved people escape.


Plantation life


Slave auctions


Underground Railroad


Harriet Tubman


Toussaint Louverture


Music, stories and faith

REMEMBER THIS: Enslaved people showed courage and fought for freedom.

BY THE END OF THIS WEEK I CAN: Explain how people resisted slavery.

## WEEK 6 — Abolition, Legacy of Slavery and Industrialisation

**5 BIG IDEAS**

1. The slave trade was abolished in 1807 after years of campaigning.
2. Abolitionists like William Wilberforce and Olaudah Equiano used petitions, laws and stories to end slavery.
3. The slave trade became less profitable as new industries made more money.
4. Slavery's legacy continued through the KKK and Jim Crow laws in America.
5. The Industrial Revolution grew using raw materials from plantations, creating industry, profits and change.

**VOCABULARY YOU MUST KNOW**

**Abolition** – To officially end something.
**Petition** – A document people sign to ask for change.
**Jim Crow laws** – Laws in America that kept unfair treatment of black Americans.


Abolition of the slave trade (1807)


William Wilberforce


Olaudah Equiano


Industry and profits


Cotton to cloth in factories


Portland Stone – buildings funded by slave-trade profits

REMEMBER THIS: People fought for change and slavery's legacy still affects the world.

BY THE END OF THIS WEEK I CAN: Explain how the slave trade ended and its legacy.

## HOW WE STUDY

**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 WE USE RETRIEVAL**
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 History.

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

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# HISTORY HOMEWORK

**DRIVING QUESTION:**
How do ancient civilisations continue to shape our lives today?

## WEEK 1 THINKING LIKE A HISTORIAN

**Learning Question:**
*How do historians investigate the past?*

### 1 KNOW MORE – 5 mins

Read the **BLUE** Knowledge Card.

Focus on the five big ideas and vocabulary.

### 2 REMEMBER MORE – 10 mins

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.

**Sources** | **Causes & Consequences** | **Change & Continuity** | **Evidence** | **Significance**

### 3 CHECK MORE – 5 mins

1 2 3

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 mins

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

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

### BRAIN TIP

*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.*

### REVIEW CHALLENGE

Without looking at your Knowledge Map, write down:

Sources | Causes & Consequences | Change & Continuity | Evidence | Significance

### WHY DO WE WORK LIKE THIS?

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# HISTORY HOMEWORK JOURNAL

Year 8 | Week 2 | Unit 1: Empire, Slave Trade and the Industrial Revolution

**DRIVING QUESTION:**
How did empire, the slave trade and industrialisation change people's lives and the world?

## WEEK 2 The Transatlantic Slave Trade

**LEARNING QUESTION:**
*How did the slave trade operate between Africa, Europe and the Americas?*

### 1 KNOW MORE – 5 mins

Read the coloured Knowledge Map.
Focus on the five big ideas and vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.



Triangular Trade


Middle Passage


One in four died


Goods: tobacco, cotton, sugar



12.5 million Africans transported

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.
**How did the slave trade operate between Africa, Europe and the Americas?**

### 5 EXPLORE MORE – 5 mins (optional)

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

### BRAIN TIP

Cover, write, check, repeat – retrieval helps your memory grow stronger.

### REVIEW CHALLENGE

1. What was the Triangular Trade?
2. What happened during the Middle Passage?
3. What fraction of enslaved people died on the journey?
4. How many Africans were transported to the Americas?
5. What goods were produced in the Americas?

**HOW WE STUDY**

**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.

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# HISTORY HOMEWORK JOURNAL

Year 8 | Week 3 | Unit 1: Empire, Slave Trade and the Industrial Revolution

**DRIVING QUESTION:**
How did empire, the slave trade and industrialisation change people's lives and the world?

## WEEK 3 Impact on Africa and the Growth of the Slave Trade

**LEARNING QUESTION:**
*How did the slave trade impact Africa and how did Britain become involved?*

### 1 KNOW MORE – 5 mins

Read the coloured Knowledge Map.
Focus on the five big ideas and vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.


Guns from Europe changed Africa


Economic and population impact


Racist ideas used to justify slavery


John Hawkins and Britain's involvement


Scramble for Africa

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.
**How did the slave trade impact Africa and how did Britain become involved?**

### 5 EXPLORE MORE – 5 mins (optional)

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

### BRAIN TIP

Links between causes and effects help you understand the bigger picture.

### REVIEW CHALLENGE

1. How did guns from Europe change Africa?
2. What were the economic and population impacts?
3. How were racist ideas used to justify slavery?
4. Who was John Hawkins and how did Britain get involved?
5. What was the Scramble for Africa?

**HOW WE STUDY**

**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.

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# HISTORY HOMEWORK JOURNAL

Year 8 | Week 4 | Unit 1: Empire, Slave Trade and the Industrial Revolution

**DRIVING QUESTION:**
How did empire, the slave trade and industrialisation change people's lives and the world?

## WEEK 4 Empire, Suffering and the Middle Passage

**LEARNING QUESTION:**
*How did empire affect people and what was the experience of the Middle Passage?*

### 1 KNOW MORE – 5 mins

Read the coloured Knowledge Map.
Focus on the five big ideas and vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.


Reservations in Canada


The Great Famine in Ireland


Middle Passage suffering


Zong massacre – 1781


India – 6 million died from famine and disease

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.
**How did empire affect people and what was the experience of the Middle Passage?**

### 5 EXPLORE MORE – 5 mins (optional)

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

**BRAIN TIP** *Empathy helps you understand the impact of historical events.*

### BRAIN TIP

Empathy helps you understand the impact of historical events.

### REVIEW CHALLENGE

1. Why were native people in Canada forced onto reservations?
2. What happened during the Great Famine in Ireland?
3. How many Indians died from famine and disease under British rule?
4. What were conditions like during the Middle Passage?
5. What happened during the Zong massacre in 1781?

**HOW WE STUDY**

**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 WE USE RETRIEVAL**
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# HISTORY HOMEWORK JOURNAL

Year 8 | Week 5 | Unit 1: Empire, Slave Trade and the Industrial Revolution

**DRIVING QUESTION:**
How did empire, the slave trade and industrialisation change people's lives and the world?

## WEEK 5 Life, Resistance and Culture

**LEARNING QUESTION:**
*What was life like under slavery and how did people resist?*

### 1 KNOW MORE – 5 mins

Read the coloured Knowledge Map.
Focus on the five big ideas and vocabulary.
Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.


Plantation life and conditions


Resistance and rebellions


Harriet Tubman and the Underground Railroad


Toussaint Louverture and the Haitian Revolution


Culture, religion and traditions survived

### 3 CHECK MORE – 5 mins

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

1 2 3

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.
**What was life like under slavery and how did people resist?**

### 5 EXPLORE MORE – 5 mins (optional)

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

- One new fact.
- Why it interested you.

**BRAIN TIP** *Lots of people fought back – their strength and courage changed history.*

### BRAIN TIP

Remembering people and their actions helps us understand inspiring stories from the past.

### REVIEW CHALLENGE

1. What were conditions like on plantations?
2. How did enslaved people resist?
3. Who was Harriet Tubman and what did she do?
4. Who led the Haitian Revolution and what was the outcome?
5. How did enslaved people keep their culture alive?

**HOW WE STUDY**

**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 WE USE RETRIEVAL**
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 History.

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# HISTORY HOMEWORK JOURNAL

Year 8 | Week 6 | Unit 1: Empire, Slave Trade and the Industrial Revolution

**DRIVING QUESTION:**
How did empire, the slave trade and industrialisation change people's lives and the world?

## WEEK 6 Abolition, Legacy and the Industrial Revolution

**LEARNING QUESTION:**
*How did people fight for freedom and how did the Industrial Revolution change the world?*

### 1 KNOW MORE – 5 mins

Read the coloured Knowledge Map.

Focus on the five big ideas and vocabulary.

Everything you need is on the card.

### 2 REMEMBER MORE – 10 mins

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.



Abolition – 1807



Wilberforce and Equiano



Slave trade became less profitable




KKK and Jim Crow laws




Industrial Revolution – raw materials, factories & Portland Stone

### 3 CHECK MORE – 5 mins

Open the Knowledge Map.
Correct using **PURPLE PEN.** 1 2 3
Add missing facts. Underline key vocabulary.
Write three facts to remember next time.

### 4 CONNECT MORE – 10 mins

Answer the Learning Question in 6–8 full sentences in your homework book.

**How did people fight for freedom and how did the Industrial Revolution change the world?**

### 5 EXPLORE MORE – 5 mins (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 the past helps us build a fairer future.*

### BRAIN TIP

Understanding the past helps us build a fairer future.

### REVIEW CHALLENGE

1. When was the slave trade abolished in Britain?
2. Who was Olaudah Equiano?
3. Why did the slave trade become less profitable?
4. How did the Industrial Revolution change life?
5. What were Jim Crow laws?

**HOW WE STUDY**

**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 WE USE RETRIEVAL**
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 History.

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

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# SPANISH KNOWLEDGE MAP

Year 1 | Unit 1: Me presento

**DRIVING QUESTION:**
How can I introduce myself, talk about my personal information and my world?

## WEEK 1 — 1.1 El español global

**LEARNING QUESTION:** Where is Spanish spoken in the world, and what can I say about the Spanish language?

**5 BIG IDEAS**

1. Hablo español. — I speak Spanish.
2. El español es una lengua global. — Spanish is a global language.
3. Hay muchos países donde se habla español. — There are many countries where Spanish is spoken.
4. España está en Europa. — Spain is in Europe.
5. México está en América del Norte y Argentina está en América del Sur. — Mexico is in North America and Argentina is in South America.




**VOCABULARY YOU MUST KNOW**

español (m) — Spanish
lengua (f) — language
país (m) — country
importante — important
hablar — to speak

**REMEMBER THIS**

Spanish is spoken in many countries and is a global important language.

**BY THE END OF THIS WEEK I CAN...**

I can name countries and continents where Spanish is spoken and explain what I can say about it.

## WEEK 2 — 1.2 ¿Qué tal?

**LEARNING QUESTION:** How can I greet people, ask how they are and introduce myself?

**5 BIG IDEAS**

1. ¡Hola! — Hello!
2. Buenos días. — Good morning.
3. Buenas tardes. — Good afternoon.
4. ¿Qué tal? — How are you?
   Estoy bien, gracias. — I am well, thank you.
5. Me llamo... — My name is...




**VOCABULARY YOU MUST KNOW**

¿Cómo te llamas? — What are you called?
Estoy fenomenal. — I am fantastic.
Estoy regular. — I am OK.
Estoy mal. — I am not well.

**REMEMBER THIS**

Use greetings and polite phrases at different times of day.

**BY THE END OF THIS WEEK I CAN...**

I can greet people, ask how they are and say my name in Spanish.

## WEEK 3 — 1.2 ¿Qué tal? + 1.3 Mi carnet de identidad

**LEARNING QUESTION:** How can I ask for and share personal information such as my name, age and numbers?

**5 BIG IDEAS**

1. ¿Cómo se escribe? — How is it spelled?
2. ¿Cuántos años tienes? — How old are you?
3. Tengo once, doce o trece años. — I am eleven, twelve or thirteen.
4. Mi número favorito es... / Mi número de teléfono es... — My favourite number is... / My telephone number is...
5. Aquí tienes mi carnet de identidad. — Here is my identity card.




**VOCABULARY YOU MUST KNOW**

escribir — to write / spell
años (m pl) — years
número (m) — number
teléfono (m) — telephone
carnet de identidad — identity card

**REMEMBER THIS**

My identity card contains my name and my personal information.

**BY THE END OF THIS WEEK I CAN...**

I can ask for and give my age, numbers and personal details in Spanish.

## WEEK 4 — 1.3 Mi carnet de identidad

**LEARNING QUESTION:** How can I talk about my age and my personal information?

**5 BIG IDEAS**

1. Tengo catorce, quince, dieciséis, diecisiete o dieciocho años. — I am fourteen, fifteen, sixteen, seventeen or eighteen.
2. Mi edad es... — My age is...
3. ¿Qué número es? — What number is it?
4. El número es treinta. — The number is thirty.
5. Mi carnet de identidad tiene mi nombre. Esta es mi información personal. — My identity card has my name. This is my personal information.




**VOCABULARY YOU MUST KNOW**

edad (f) — age
número (m) — number
treinta — thirty
información personal — personal information
nombre (m) — name

**REMEMBER THIS**

We use numbers and age to talk about ourselves and others.

**BY THE END OF THIS WEEK I CAN...**

I can say my age, use numbers and describe my identity card information.

## WEEK 5 — 1.4 ¡...y que cumplas muchos más!

**LEARNING QUESTION:** How can I say when my birthday is and talk about days, months and dates?

**5 BIG IDEAS**

1. ¿Cuándo es tu cumpleaños? — When is your birthday?
2. Mi cumpleaños es en... / Mi cumpleaños es el cinco de mayo. — My birthday is in... / My birthday is on the fifth of May.
3. Hoy es lunes. / Mañana es martes. — Today is Monday. / Tomorrow is Tuesday.
4. El lunes es mi día favorito. — Monday is my favourite day.
5. enero, febrero y marzo / abril, mayo y junio / julio, agosto y septiembre / octubre, noviembre y diciembre. — January, February and March / April, May and June / July, August and September / October, November and December.




**VOCABULARY YOU MUST KNOW**

cumpleaños (m) — birthday
mes (m) — month
día (m) — day
lunes — Monday
enero — January

**REMEMBER THIS**

Use days and months to say when your birthday is.

**BY THE END OF THIS WEEK I CAN...**

I can say the days, months and dates and say when my birthday is in Spanish.

## WEEK 6 — 1.4 ¡...y que cumplas muchos más! + ¡Zona cultura! La Hispanidad

**LEARNING QUESTION:** How can I talk about birthdays and understand the Hispanic world and culture?

**5 BIG IDEAS**

1. ¡Feliz cumpleaños! — Happy birthday!
2. ¡Que cumplas muchos más! — Many happy returns!
3. Mi cumpleaños es el diez de octubre. — My birthday is on the tenth of October.
4. ¿Qué día es hoy? — What day is today? Es el miércoles. — It is Wednesday.
5. Hay países hispanohablantes en varios continentes. — There are Spanish-speaking countries on several continents.



**VOCABULARY YOU**

cumpleaños (m) — birthday
fecha (f) — date
hispanohablante — Spanish-speaking
cultura (f) — culture
La fecha de hoy es... — Today's date is...

**REMEMBER THIS**

La cultura hispana es muy diversa. Me interesa el mundo hispanohablante. — Hispanic culture is very diverse. I am interested in the Spanish-speaking world.

**BY THE END OF THIS WEEK I CAN...**

I can talk about birthdays, days, dates and the Hispanic world and culture.

## HOW WE STUDY

**KNOW MORE**
Reading and understanding the phrases and their meanings builds your knowledge.

**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 WE USE RETRIEVAL**
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 Spanish.

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

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# SPANISH HOMEWORK JOURNAL

Year 7 | Unit 1: Me presento | Weeks 1–2

**DRIVING QUESTION:**
How can I introduce myself, talk about my personal information and my world?

## WEEK 1 — 1.1 El español global

**Learning Question:**
*Where is Spanish spoken in the world, and what can I say about the Spanish language?*

### 1 KNOW MORE (5 mins)

Read the coloured Knowledge Map.

Focus on the five big ideas and vocabulary.

### 2 REMEMBER MORE (10 mins)

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.




Hablo español.



El español es una lengua global.



Hay muchos países donde se habla español.



España está en Europa.



México está en América del Norte y Argentina está en América del Sur.

### 3 CHECK MORE (5 mins)

1 2 3

- 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 mins)

LEARNING QUESTION:
Where is Spanish spoken in the world, and what can I say about the Spanish language?
Answer in 6–8 full sentences in your homework book.

### 5 EXPLORE MORE (5 mins) (optional)

Find one interesting fact using a trusted source (e.g. book, website).
Write one new fact and say why it interested you in your homework book.

**BRAIN TIP**

Close your eyes and try to say the five big ideas out loud without looking.

**REVIEW CHALLENGE – CAN YOU ANSWER THESE?**

1. What does Hablo español mean?
2. What does El español es una lengua global mean?
3. What does Hay muchos países donde se habla español mean?
4. Which continent is Spain in?
5. Which continents are Mexico and Argentina in?

KNOW MORE Build your knowledge. | REMEMBER MORE Retrieve it from memory. | CHECK MORE Check and strengthen it. | CONNECT MORE Make links and deepen it.

KNOW MORE | REMEMBER MORE
CHECK MORE | CONNECT MORE
THIS IS HOW KNOWLEDGE BECOMES UNDERSTANDING.

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# SPANISH HOMEWORK JOURNAL

Year 8 | Unit 1: Me presento | Week 2

**DRIVING QUESTION:**
How can I introduce myself, talk about my personal information and my world?

## WEEK 2 — 1.2 ¿Qué tal?

**Learning Question:**
*How can I greet people, ask how they are and introduce myself?*

### 1 KNOW MORE (5 mins)

Read the coloured Knowledge Map.

Focus on the five big ideas and vocabulary.

### 2 REMEMBER MORE (10 mins)

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.



¡Hola!



Buenos días.




¿Qué tal?



Estoy bien / fenomenal / regular / mal.



¿Cómo te llamas? / Me llamo…

### 3 CHECK MORE (5 mins)

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

1 2 3

### 4 CONNECT MORE (10 mins)

LEARNING QUESTION:
How can I greet people, ask how they are and introduce myself?
Answer in 6–8 full sentences in your homework book.

### 5 EXPLORE MORE (5 mins) (optional)

Find one interesting fact using a trusted source (e.g. book, website).
Write one new fact and say why it interested you in your homework book.

### BRAIN TIP

Cover your Knowledge Map and try to remember the phrases in order.

### REVIEW CHALLENGE – CAN YOU ANSWER THESE?

1. How do you say hello in Spanish?
2. How do you say good morning?
3. How do you ask "How are you?""
4. Give two different Spanish answers to ¿Qué tal?
5. How do you ask someone's name and say your own?

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# SPANISH HOMEWORK JOURNAL

Year 8 | Unit 1: Me presento | Week 3

**DRIVING QUESTION:**
How can I introduce myself, talk about my personal information and my world?

## WEEK 3 — 1.3 Mi carnet de identidad

**Learning Question:**
*How can I ask for and share personal information such as my name, age and numbers?*

### 1 KNOW MORE (5 mins)

Read the coloured Knowledge Map.

Focus on the five big ideas and vocabulary.

### 2 REMEMBER MORE (10 mins)

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.

| abc | ¿? | 11 12 13 | | |
|---|---|---|---|---|
| ¿Cómo se escribe? | ¿Cuántos años tienes? | Tengo once, doce o trece años. | Mi número favorito es... / Mi número de teléfono es... | Aquí tienes mi carnet de identidad. |

### 3 CHECK MORE (5 mins)

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

1 2 3

### 4 CONNECT MORE (10 mins)

LEARNING QUESTION:
How can I ask for and share personal information such as my name, age and numbers?
Answer in 6–8 full sentences in your homework book.

### 5 EXPLORE MORE (5 mins) (optional)

Find one interesting fact using a trusted source (e.g. book, website).
Write one new fact and say why it interested you in your homework book.

**BRAIN TIP**

Cover your Knowledge Map and try to remember the phrases in order.

**REVIEW CHALLENGE – CAN YOU ANSWER THESE?**

1. How do you ask "How is it spelled?" in Spanish?
2. How do you ask "How old are you?" in Spanish?
3. How do you say "I am eleven, twelve or thirteen years old"?
4. How do you say "My favourite number is... / My phone number is...?"
5. How do you say "Here is my identity card" in Spanish?

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# SPANISH HOMEWORK JOURNAL

Year 8 | Unit 1: Me presento | Week 4

**DRIVING QUESTION:**
How can I introduce myself, talk about my personal information and my world?

## WEEK 4 — 1.3 Mi carnet de identidad

**Learning Question:**
*How can I talk about my age and my personal information?*

### 1 KNOW MORE (5 mins)

Read the coloured Knowledge Map.

Focus on the five big ideas and vocabulary.

### 2 REMEMBER MORE (10 mins)

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.

14 15 16 17 18

Tengo catorce, quince, dieciséis, diecisiete o dieciocho años.

Edad:

Mi edad es…

¿?

¿Qué número es?

30

El número es treinta.

Mi carnet de identidad tiene mi nombre. Esta es mi información personal.

### 3 CHECK MORE (5 mins)

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

1 2 3

### 4 CONNECT MORE (10 mins)

LEARNING QUESTION:
How can I talk about my age and my personal information?
Answer in 6–8 full sentences in your homework book.

### 5 EXPLORE MORE (5 mins) (optional)

Find one interesting fact using a trusted source (e.g. book, website).
Write one new fact and say why it interested you in your homework book.

### BRAIN TIP

Cover your Knowledge Map and try to remember the phrases in order.

### REVIEW CHALLENGE – CAN YOU ANSWER THESE?

1. How do you say "I am fourteen, fifteen, sixteen, seventeen or eighteen years old" in Spanish?
2. How do you say "My age is…" in Spanish?
3. How do you ask "What number is it?" in Spanish?
4. How do you say "The number is thirty" in Spanish?
5. What does "Mi carnet de identidad tiene mi nombre." mean? Esta es mi información personal. " mean?

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# SPANISH HOMEWORK JOURNAL

Year 8 | Unit 1: Me presento | Week 5

**DRIVING QUESTION:**
How can I introduce myself, talk about my personal information and my world?

## WEEK 5

## 1.4 ¡...y que cumplas muchos más!

**Learning Question:**
*How can I say "When is your birthday?" in Spanish and understand dates?*

### 1 KNOW MORE (5 mins)

Read the coloured Knowledge Map.

Focus on the five big ideas and vocabulary.

### 2 REMEMBER MORE (10 mins)

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.



¿Cuándo es tu cumpleaños?




Mi cumpleaños es en... / Mi cumpleaños es el cinco de mayo.




Hoy es lunes. Mañana es martes.



El lunes es mi día favorito.




enero, febrero y marzo / abril, mayo y junio / julio, agosto y septiembre / octubre, noviembre y diciembre.

### 3 CHECK MORE (5 mins)

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

1 2 3

### 4 CONNECT MORE (10 mins)

LEARNING QUESTION:
How can I say "When is your birthday?" in Spanish and understand dates?
Answer in 6–8 full sentences in your homework book.

### 5 EXPLORE MORE (5 mins) (optional)

Find one interesting fact using a trusted source (e.g. book, website).
Write one new fact and say why it interested you in your homework book.

### BRAIN TIP

Cover your Knowledge Map and try to remember the phrases in order.

### REVIEW CHALLENGE – CAN YOU ANSWER THESE?

1. How do you ask "When is your birthday?" in Spanish?
2. How do you say "My birthday is on the fifth of May"?
3. How do you say "Today is Monday / Tomorrow is Tuesday"?
4. How do you say "Monday is my favourite day"?
5. How do you say "the twelve months in Spanish"?

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# SPANISH HOMEWORK JOURNAL

Year 8 | Unit 1: Me presento | Week 6

**DRIVING QUESTION:**
How can I introduce myself, talk about my personal information and my world?

## WEEK 6

## 1.4 ¡...y que cumplas muchos más! + ¡Zona cultural: La Hispanidad

**Learning Question:**
*How can I talk about birthdays and understand the Hispanic world and culture?*

### 1 KNOW MORE (5 mins)

Read the coloured Knowledge Map.
Focus on the five big ideas and vocabulary.

### 2 REMEMBER MORE (10 mins)

Close the Knowledge Map.
Write everything you can remember in your homework book about the five big ideas.
Use the icons below as prompts.



¡Feliz cumpleaños!



¡Que cumplas muchos más!




Mi cumpleaños es el diez de octubre.




¿Qué día es hoy? Es el miércoles.



Hay países hispanohablantes en varios continentes.

### 3 CHECK MORE (5 mins)

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

1 2 3

### 4 CONNECT MORE (10 mins)

**LEARNING QUESTION:**
How can I talk about birthdays and understand the Hispanic world and culture?
Answer in 6–8 full sentences in your homework book.

### 5 EXPLORE MORE (5 mins) (optional)

Find one interesting fact using a trusted source (e.g. book, website).
Write one new fact and say why it interested you in your homework book.

### BRAIN TIP

Cover your Knowledge Map and try to remember the phrases in order.

### REVIEW CHALLENGE – CAN YOU ANSWER THESE?

1. How do you say "Happy birthday!" in Spanish?
2. How do you say "Many happy returns!"?
3. How do you say "My birthday is on the tenth of October"?
4. How do you ask "What day is today?" and answer "It is Wednesday"?
5. How do you say "There are Spanish-speaking countries on several continents"?

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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.