



**ST BENET BISCOPE**  
**CATHOLIC ACADEMY**  
Part of the Bishop Bewick Catholic Education Trust

# Year 11 Parent Information Evening

Wednesday 13<sup>th</sup> December 2023

- An overview of key dates for the remainder of Year 11
- How to support revision and academic learning from home
- A reminder of pastoral support available
- How to support wellbeing

# The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

Persistence



Failure



Sacrifice



Disappointment



WHAT PEOPLE DON'T SEE

Dedication



Hard work



Good habits



@sylviaaduckworth

# Overview of Key Dates

Thursday 11<sup>th</sup> January – Friday 26<sup>th</sup> January: Trial Exams (followed by a Report Card)

Wednesday 17<sup>th</sup> January – 6<sup>th</sup> Form Open Evening

Monday 22<sup>nd</sup> January – Careers week

Thursday 9<sup>th</sup> May – GCSE Exams Start



# The Year 11 Team

Miss Cowie – Head of Progress Year 11

Miss Perry – Student Support Manager

Dr Watts/ Mrs Hamilton – SENDCo/ Deputy SENDCO

<b>11B</b>	Mrs L Maughan
<b>11I</b>	Mrs Delf
<b>11S</b>	Mrs Flynn/ Mrs Bolland
<b>11H</b>	Mr Laslett
<b>11C</b>	Miss Bond
<b>11O</b>	Miss Haddow
<b>11P</b>	Mrs Peel
<b>11T</b>	Mrs Thomson

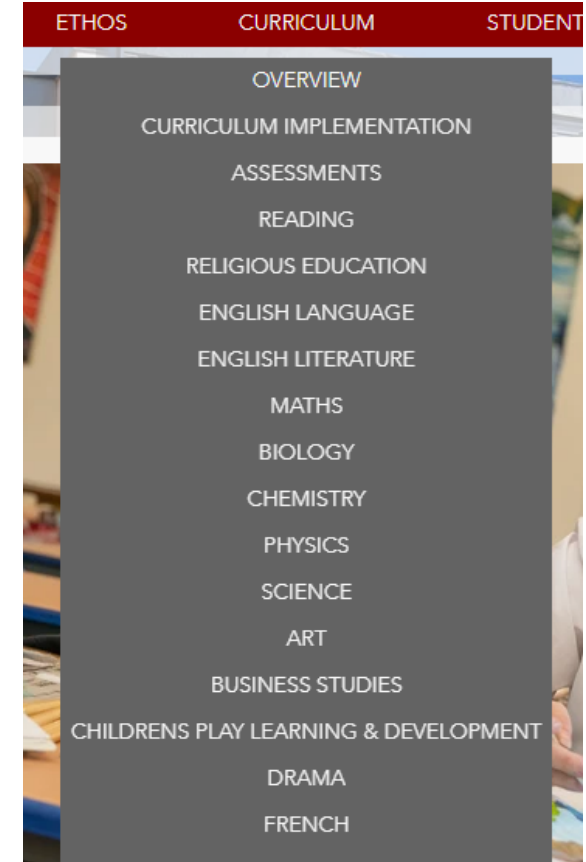


# How to support revision and academic learning from home.

1. Knowing what students are being taught.
2. Creating the conditions for productive learning
3. Practical support for revision/ remembering



# Curriculum Information



# Curriculum Information



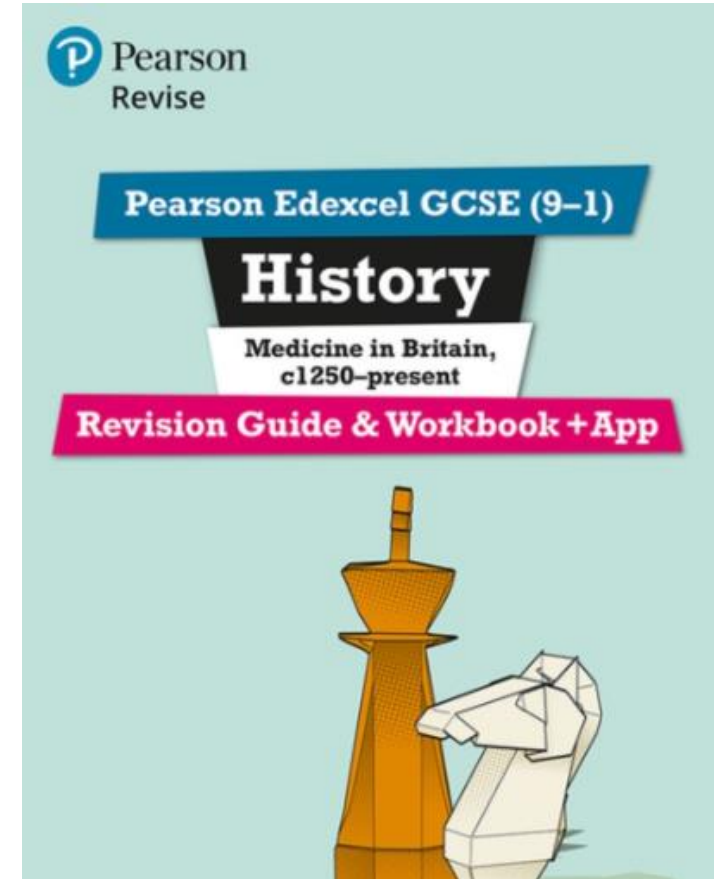
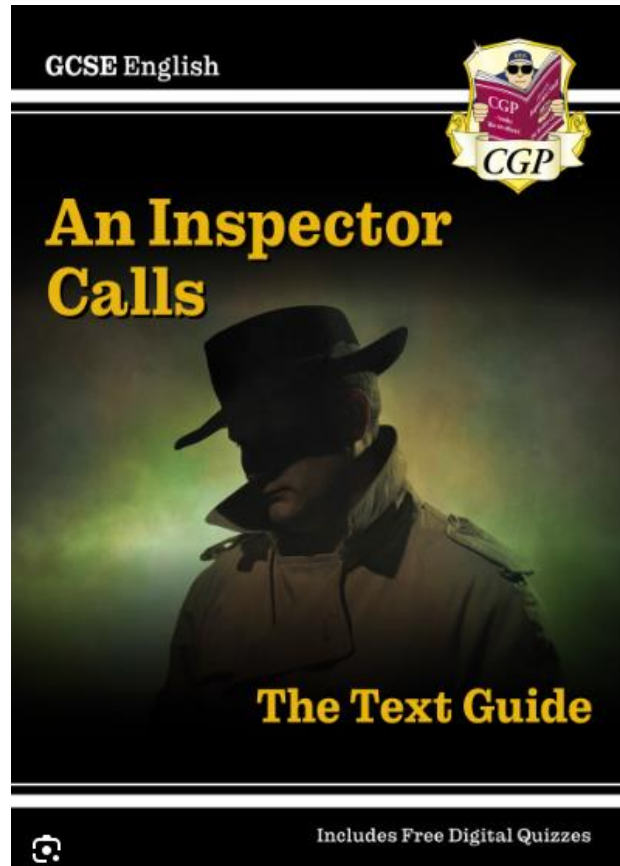
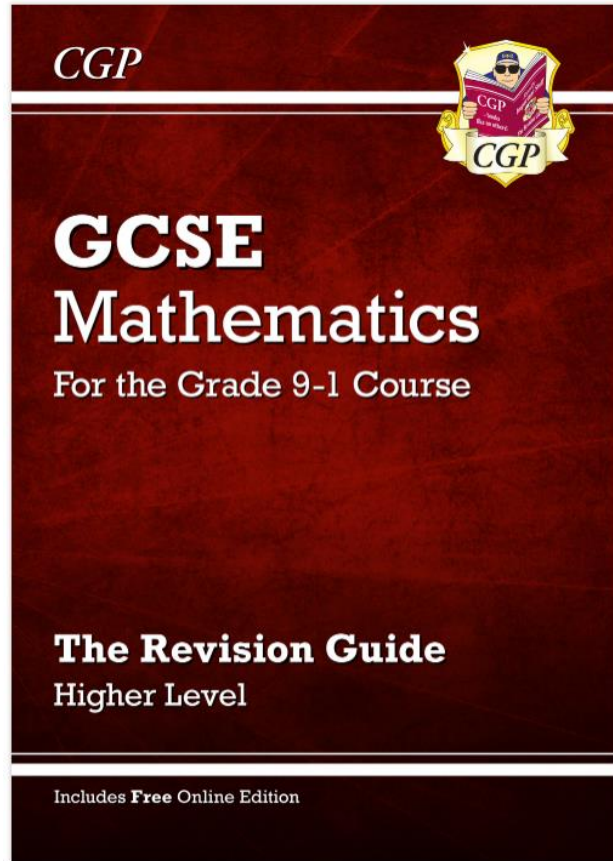
**Unit 2a Urban Issues & Challenges** AQA

<p><b>What is Urbanisation?</b></p> <p>This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50% of the world's population live in urban areas.</p> <p><b>Where is Urbanisation happening?</b></p> <p>Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.</p>	<p><b>Sustainable Urban Living</b></p> <p>Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use them.</p> <p><b>Water Conservation</b></p> <p>This is about reducing the amount of water used.</p> <ul style="list-style-type: none"> <li>Collecting rainwater for gardens and flushing toilets.</li> <li>Installing water meters and toilets that flush less water.</li> <li>Educating people on using less water.</li> </ul> <p><b>Energy Conservation</b></p> <p>Using less fossil fuels can reduce the rate of climate change.</p> <ul style="list-style-type: none"> <li>Promoting renewable energy sources.</li> <li>Making homes more energy efficient.</li> <li>Encouraging people to use energy.</li> </ul>	<p><b>Traffic Management</b></p> <p>Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.</p> <p><b>Environmental problems</b></p> <ul style="list-style-type: none"> <li>Traffic increases air pollution which releases greenhouse gases that is leading to climate change.</li> </ul> <p><b>Economic problems</b></p> <ul style="list-style-type: none"> <li>Congestion can make people late for work and business deliveries take longer. This can cause companies to lose money.</li> </ul> <p><b>Social Problems</b></p> <ul style="list-style-type: none"> <li>There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.</li> </ul>
<p><b>Causes of Urbanisation</b></p> <p><b>Rural - urban migration (1)</b></p> <p>The movement of people from rural to urban areas.</p> <p><b>Push</b></p> <ul style="list-style-type: none"> <li>Natural disasters</li> <li>War and Conflict</li> <li>Mechanisation</li> <li>Drought</li> <li>Lack of employment</li> </ul> <p><b>Pull</b></p> <ul style="list-style-type: none"> <li>More jobs</li> <li>Better education &amp; healthcare</li> <li>Increased quality of life</li> <li>Following family members</li> </ul> <p><b>Natural Increase (2)</b></p> <p>When the birth rate exceeds the death rate.</p> <p><b>Increase in birth rate (BR)</b></p> <ul style="list-style-type: none"> <li>High percentage of population are child-bearing age which leads to high fertility rate.</li> <li>Lack of contraception or education about family planning.</li> </ul> <p><b>Lower death rate (DR)</b></p> <ul style="list-style-type: none"> <li>Higher life expectancy due to better living conditions and diet.</li> <li>Improved medical facilities helps lower infant mortality rate.</li> </ul>	<p><b>Creating Green Space</b></p> <p>Creating green spaces in urban areas can improve places for people who want to live there.</p> <ul style="list-style-type: none"> <li>Provide natural cooler areas for people to relax in.</li> <li>Encourages people to exercise.</li> <li>Reduces the risk of flooding from surface runoff.</li> </ul> <p><b>Waste Recycling</b></p> <p>More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.</p> <ul style="list-style-type: none"> <li>Collection of household waste.</li> <li>More local recycling facilities.</li> <li>Greater awareness of the benefits in recycling.</li> </ul>	<p><b>Congestion Solutions</b></p> <ul style="list-style-type: none"> <li>Widen roads to allow more traffic to flow easily.</li> <li>Build ring roads and bypasses to keep through traffic out of city centres.</li> <li>Introduce park and ride schemes to reduce car use.</li> <li>Encourage car-sharing schemes in work places.</li> <li>Have public transport, cycle lanes</li> <li>Have discounts</li> </ul>
<p><b>Megacity</b></p> <p>An urban area with over 10 million people living there.</p> <p><b>Types of Cities</b></p> <p>More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.</p>	<p><b>Sustainable Urban Living Example: Newcastle</b></p> <p><b>Sustainable Strategies</b></p> <ul style="list-style-type: none"> <li>Creating green space: Jesmond Dene</li> <li>Energy conservation: Newcastle city council gives advice to businesses and home owners - Tries to improve energy efficiency. Offers free heating systems and boilers to low income people on certain benefits</li> <li>Water conservation: Northumbrian water controls water in Newcastle - Launched in 2015. Educational programme - go into schools to educate people about water conservation.</li> <li>Waste recycling: every household gets free a bin</li> </ul> <p><b>Brownfield Site</b></p> <p>Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.</p>	<p><b>Urban Change in a Major UK City: Newcastle upon Tyne Case Study</b></p> <p><b>Location and Background</b></p> <p>Newcastle upon Tyne is a city in Tyne and Wear, in the North east of England. The population of the city is 268,000. The city grew during the industrial revolution, but is a university city.</p> <p><b>City's Importance</b></p> <p>Newcastle is one of the UK's main cities and is nationally known for its two universities, its local culture (including its nightlife), and for its entertainment and sport. It is well-connected by the A1 road and the railway, meaning it can take as little as 2.5 hours to get to London! Newcastle has a recognisable skyline, with human features such as the Millennium bridge, Tyne bridge and Sage along the Quayside.</p> <p><b>City's Opportunities</b></p> <p><b>Social:</b> Events hosted every year including, the Great North run, Chinese new year, Heineken Rugby world cup and Tomorrow Festival</p> <p><b>Economic:</b> Employment opportunities e.g. at Newcastle and Northumbria universities, Nissan, Northern power grid. It is well connected locally and nationally by the railway network.</p> <p><b>Environmental:</b> Cycling scheme; green spaces e.g. Jesmond Dene; Urban greening (Marks and Spencer on Northumberland street)</p> <p><b>City Challenges</b></p> <p><b>Social:</b> Urban deprivation. There are more children living with obesity and life expectancies are up to 10 years worse in more deprived areas</p> <p><b>Economic:</b> The employment rate is below the national average. Housing prices are expensive in Gosforth and Jesmond, making it hard for people to afford to buy.</p> <p><b>Environmental:</b> derelict land left following deindustrialisation. Whether to build on greenfield or brownfield sites. Waste disposal.</p>

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# Revision Guides





# ClassCharts and MS Teams



Homework set between:



Search by name:

Filter by  Issue date  Due date

Complete revision clock for UK Case Study ▾

Issued: 12/12/2023 | Due: 21/12/2023



SUBMISSION

COPY TO LESSON

Prepare for Mid Unit Test ▾

Issued: 9/11/2023 | Due: 23/11/2023



SUBMISSION

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Geography Skills Workbook ▾

Issued: 2/11/2023 | Due: 9/11/2023



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Geographical Skills Booklet ▾

Issued: 6/10/2023 | Due: 13/10/2023



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Catch up work ▾

Issued: 5/10/2023 | Due: 12/10/2023



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Key Words - Spellings and Definitions ▾

Issued: 18/9/2023 | Due: 26/9/2023



SUBMISSION

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The screenshot shows the Microsoft Teams interface for a team named 'GS'. The top navigation bar includes 'All teams', 'General', 'Posts', 'Files', 'About', and 'Resources - Year 10 +'. The 'Resources - Year 10 +' link is highlighted with a red box. The main chat area displays several assignment cards:

- Skills homework**: Due 9 Nov, with a 'View assignment' button.
- Mid Unit Assessment**: Due 23 Nov, with a 'View assignment' button.
- Complete revision clock for UK Case Study - changing economic world.**: Due 21 Dec, with a 'View assignment' button.

The left sidebar shows the team's name 'GS' and a list of channels: 'Home page', 'Class Notebook', 'Classwork', 'Assignments', 'Grades', 'Reflect', and 'Insights'. The 'Channels' section is currently set to 'General'.



## 2. Creating the conditions for productive learning



Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity

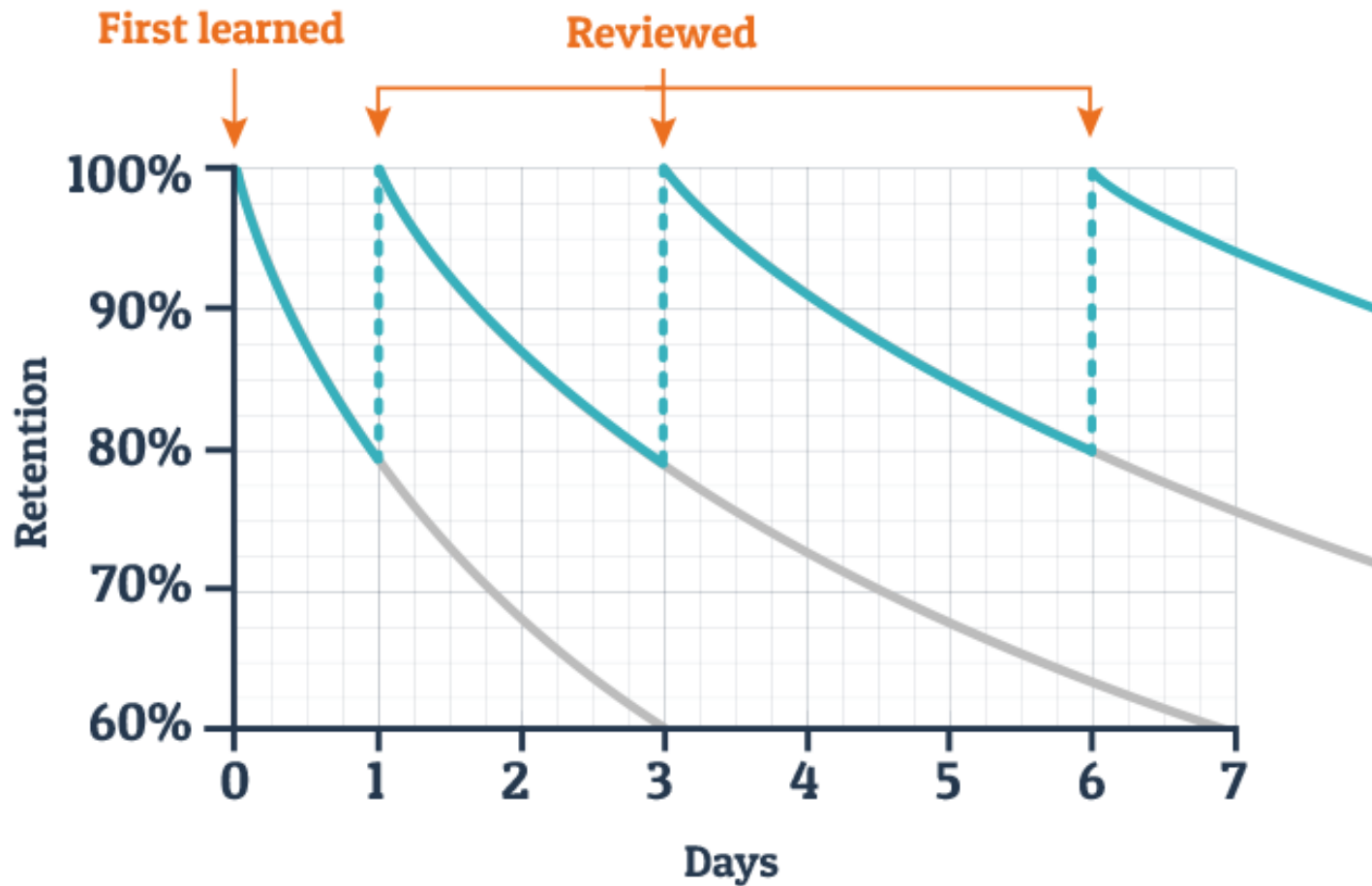


# Discuss and plan

- Hobbies and external commitments
- Family commitments
- Exercise
- Food/ drink/ rest
- “Fun”



# 3. How to support revision and academic learning from home.



“Effective teachers  
often interrupt the  
forgetting of their  
students.”



Hermann Ebbinghaus



# Getting Organised



ST BENET BISCOP  
CATHOLIC ACADEMY

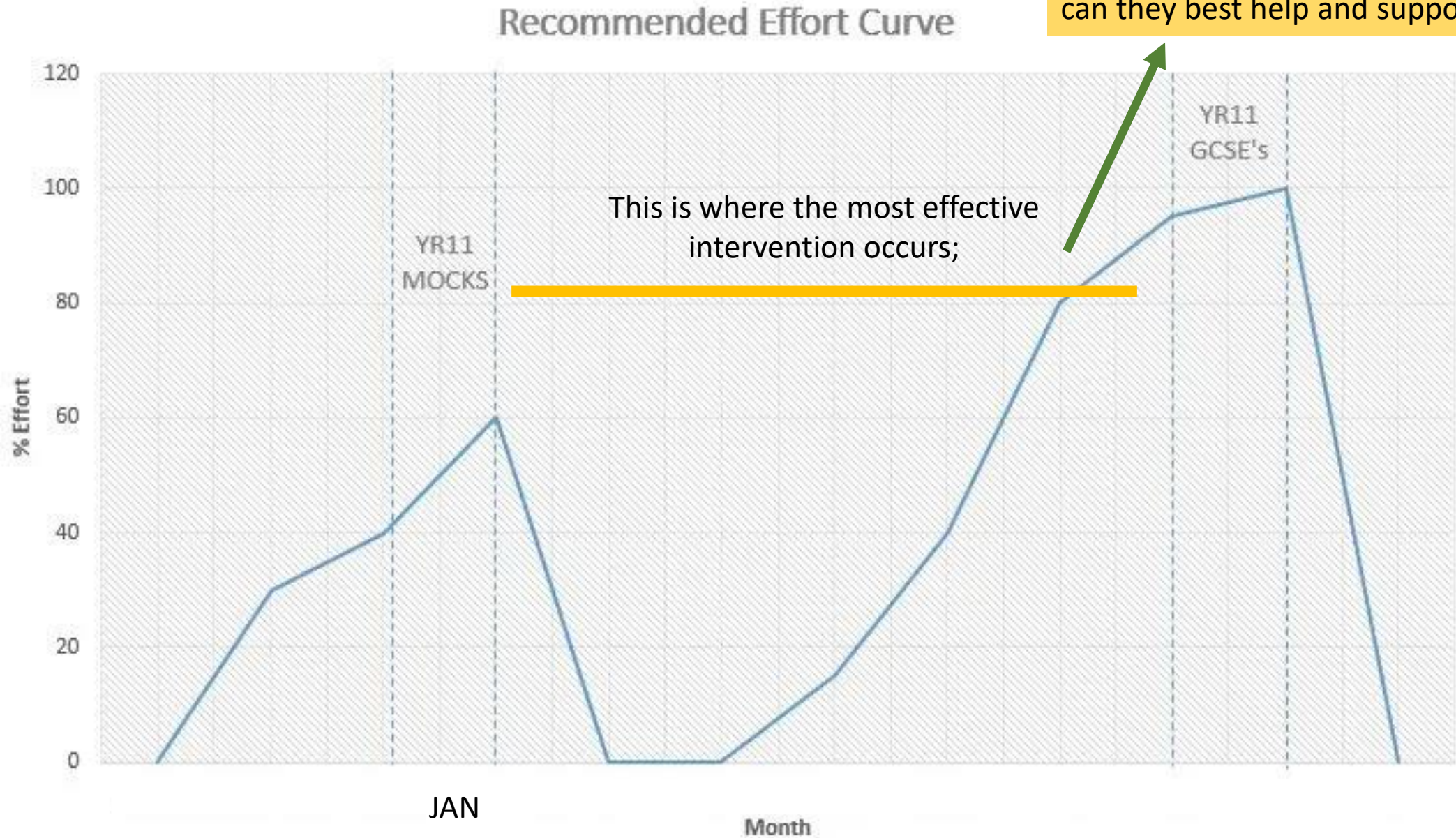


What does it look like to be 'revision ready'?



# Why is this an important time to revise?

If teachers don't know what you actually remember (as you haven't revised), how can they best help and support you?





# Revision Timetables

1. Write a list of everything that needs to be revised.
  2. Priorities your topics – choose the least favourite first.
  3. Figure out how much time you have to revise
  4. Block out any commitments
  5. Compile your timetable
  6. Schedule breaks
- Online tool available in the link

MON	TUE	WED	THU	FRI
4:00pm MATHS - HISTOGRAMS	4:00pm TECH- MATERIALS	4:00pm MATHS - AREA & VOLUME	4:00pm HISTORY - NAPOLEON	4:00pm MATHS - AREA & VOLUME
4:30pm	4:30pm MATHS - CUMULATIVE FREQUENCY	4:30pm	4:30pm MATHS - QUADRATICS	4:30pm
5:00pm	5:00pm	5:00pm	5:00pm	5:00pm
5:30pm GEOG - POPULATION	5:30pm	5:30pm GEOG - ECONOMY	5:30pm	5:30pm GEOG - ECONOMY
6:00pm	6:00pm GEOG -	6:00pm	6:00pm GEOG -	6:00pm

<https://www.pmt.education/blog/students/how-to-make-a-revision-timetable/#making-an-online-revision-timetable>





# ReVISION

## Revision Strategies

Technique	Description	How useful?
Practice testing	Self-testing or taking practice test revision material	1- High
Long term revising	Implementing a schedule of practice that spreads out study activities over time	1- High
Asking 'why?' (Elaboration)	Generating an explanation of why a fact or concept is true	2- Moderate
Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving	2- Moderate
Varying study topics (Interleaved practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2- Moderate
Summarisation	Writing summaries (of various lengths) of revision tests	3- Low
Mental images	Attempting to form mental images of revision material while reading or listening	3- Low
Keyword mnemonic	Using keywords and mental imagery to associate key words and concepts	3- Low
Rereading	Restudying text material again after initial reading	4- Ineffective
Highlighting/underlining	Marking potentially important portions of revision material while reading	4-Ineffective



# How to support your child with their learning

## Suggestions for how to talk to about learning:

1. Ask them about what they have learnt and be precise with your questions – 'talk me through what you are learning in Biology at the moment, what are you confident about, what are you struggling with...'
2. Encourage healthy debate - 'do you agree with that? Why?'
3. Ask them to explain ideas, information, opinions - 'give me an example, I'm not sure what you mean, I'm interested in that, tell me again in more detail'.
4. Encourage review of topics learnt previously – the knowledge organisers will be useful for this.
5. Help with testing – flashcards.

Getting actively involved makes it clear that you are engaged in the process with them, and that education is important.



# Over Christmas...

Trial Exam Timetable available w/c 18<sup>th</sup> December.

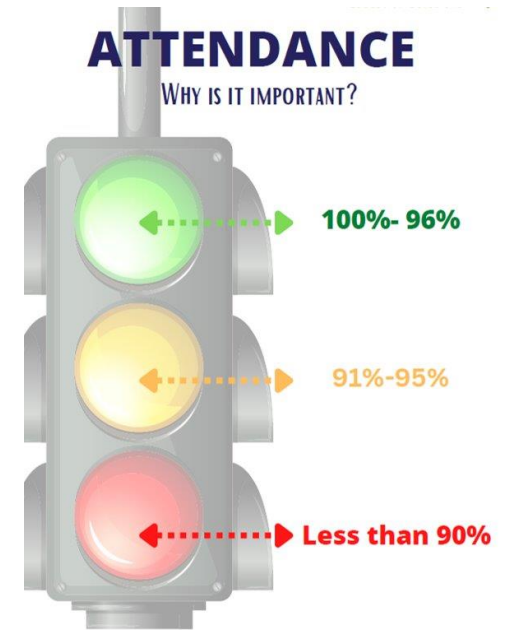


# Attendance

Do you know your child's attendance zone?

- Students who attend regularly make excellent progress.
- Students who attend over 90% of the time are on average a third of a grade above expectation. Students with below 90% attendance are on average a grade below expectation.
- Students have had their attendance zone shared with them by their form tutor. We will be revisiting this next week.

Every day matters.



**Research suggests ...**

**17 MISSED DAYS IN A YEAR = GCSE**

**DROP IN ACHIEVEMENT**

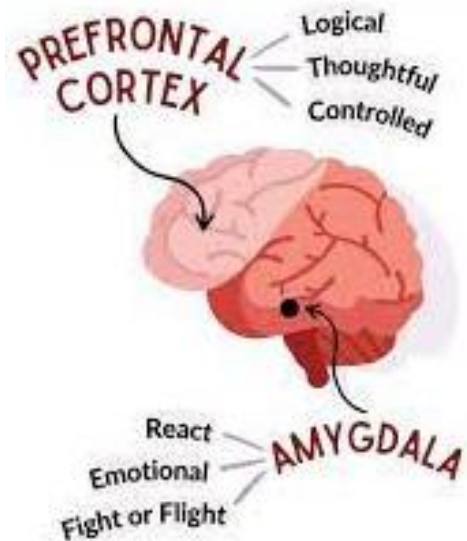
**THE GREATER THE ATTENDANCE THE GREATER**

**THE ACHIEVEMENT**



## Supporting well-being

Physical signs of stress (hands shake, heart rate increases): explain these responses and help them to understand the biology behind it.



### **Developmental changes:**

Teenagers will mostly use their '**gut reaction**' – the emotional centre, the 'amygdala', which is located further back in the brain and develops before the prefrontal cortex.

**The ostrich: buries their head in the sand.**  
**"I don't want to talk about it"**



## Practical strategies to support learning at home

As children get older, parental encouragement for, and interest in, their children's learning are more important than direct involvement.

### Remove potential barriers to effective study

- Avoiding / Procrastinating
- Using delay tactics
- Comparing to others
- Wasting time "fussing"
- Being distracted by mobile devices

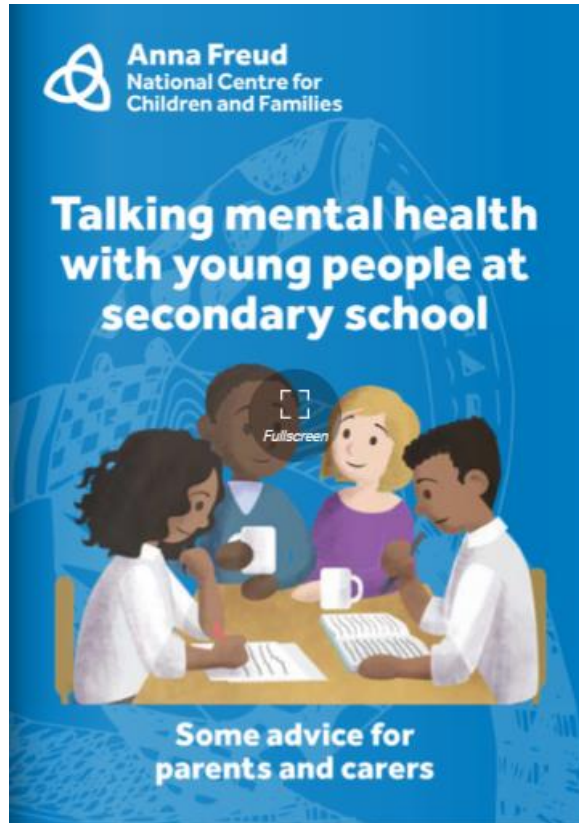
### Help them to build academic and emotional resilience

- Help them build positive relationships with their friends and other adults
- Help them learn to be independent in their actions and thoughts
- Encourage them to understand, express and manage their emotions
- Help them build their confidence by taking on challenges and allow them to learn from it even if they do not manage to complete the challenges

**HOW CAN I HELP MY TEENAGER?**

- LIFESTYLE – DIET, SLEEP, EXERCISE**
- TALKING AND EMPATHY**
- LIMITING SCREEN TIME**
- ENCOURAGE SELF HELP**

**Emotional flooding** - When a child is upset, they can't think straight or begin to sort out what they want to do – they are overwhelmed or 'emotionally flooded'. Children who learn to handle their emotions tend to have better physical and emotional health, do better at school and get on better with friends. Let them know it is ok for them to seek help and support too if they need this.



### **Additional Resources**

#### **Emotional Support**

[Papyrus](#) | [Understanding Teens](#) | [Samaritans](#) | [Young Minds](#)

#### **Guide to Parenting Resources**

[Reviewlab Parenting Guide](#)

<https://www.teacherstoyourhome.co.uk/articles/building-resilience-parent-guide>

<https://www.theguardian.com/lifeandstyle/2019/jan/05/six-ways-to-raise-a-resilient-child>

#### **Internet**

[UK Safer Internet Centre](#) | [Internet Matters](#)

#### **Mental Health Support**

[Mental Health Foundation](#) | [Mind](#) | [Parents & Youth info](#) | [Rethink](#) | [Time To Change](#) | [Young Minds](#)

#### **Self Harm**

[Childline](#) | [MIND](#) | [NSPCC](#) | [Young Minds](#)

