



YEAR 8

POST AND PREP

AUTUMN 1

*Building stronger memory through
preparation, revisiting and connection*



Name:



Form:



RED POST

Reconnect
long-term
knowledge



GREEN POST

Revisit
recent
learning



PREP

Prepare
for what's
ahead



POST AND PREP



YEAR 8

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Use this booklet to keep track of your Post and Prep tasks for each subject.
Your tasks for each subject will be set out in the timetable.
Stay organised. Keep on track. Succeed!

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Look after your booklet and bring it to every lesson.
It will help you stay organised and achieve your best.



HOW TO SUCCEED IN POST AND PREP



Follow these simple strategies to stay organised, build good habits and achieve success in Post and Prep.



HOW LONG WILL EACH SUBJECT TAKE?

Each Post and Prep activity should take around
5–10 minutes.



HOW SHOULD I DO MY HOMEWORK?

- ✓ Space out your work across the week – don't do it all in one day!
- ✓ Revisit tasks for 5 minutes to help you remember key ideas.
- ✓ Take effort, but balance and rest are important.



EXAMPLE SCENARIO

If I have Maths, Geography and Science all due on Friday, I will spread my work out so it's easier to manage.

For example:

- Maths Post on Tuesday
- Geography Prep on Wednesday,
- Science task on Thursday

This way, my brain has time to process and remember more — and I don't feel rushed.



WHAT IF I AM ABSENT WHEN IT NEEDS TO BE HANDED IN?

If you are absent on Hand-in day, you must hand in your Post & Prep on the next day you are in.



WHAT IF I AM NOT SURE HOW TO DO THE TASK?

Sometimes we may not understand things the first time we do them and that is okay.

The important thing is to ask your teacher for help at least two days before your post and prep is due or attend Post and Prep club for support.



TIPS FOR SUCCESS

- ✓ **SPACE YOUR WORK**
Spread your tasks across different evenings.
- ✓ **REVISIT FOR 5 MINUTES**
Go back over your work for 5 minutes to check you remember key ideas.
- ✓ **TAKE EFFORT, BUT BALANCE**
Work hard, but balance your effort with rest and downtime.



PREPARATION



RETRIEVAL



SUCCESS

Use this guide every week to build strong habits and achieve your goals.

A SIMPLE MODEL OF LEARNING



THE SAD TRUTH:

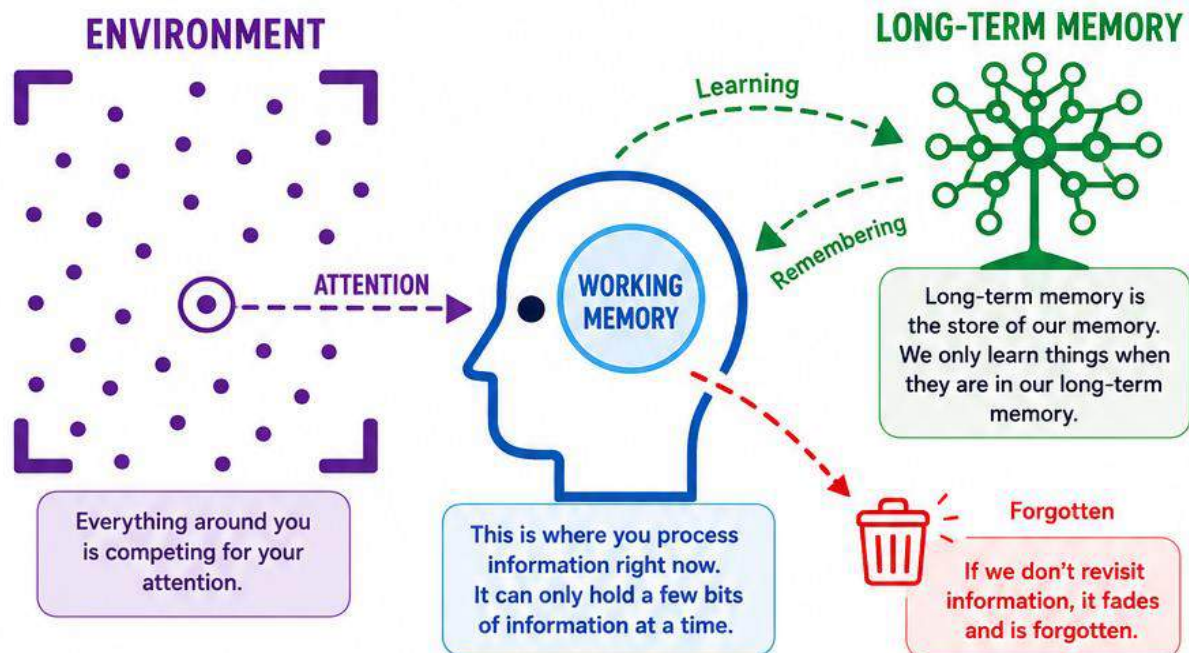
You can be taught all the content in the world, but the way our brain works is that when we learn in class, we're using working memory. Working memory can only hold a few bits of information at a time.



THE GOOD NEWS:

If we want things to go to our long-term memory, we need to constantly revisit them. That's why **Post** and **Prep** helps things stick in our memory!

HERE'S HOW YOUR BRAIN WORKS WHEN YOU LEARN IN CLASS:



1 RED POST



Reviews what we learned before.

It connects new learning to what we already know, strengthening the path to long-term memory.

**Purpose: Bring it back.
Keep it fresh.**

2 GREEN POST



Reviews what you've just learned.

It helps move new learning from working memory into long-term memory before you forget it.

**Purpose: Lock it in.
Make it stick.**

3 PREP



Prepares you for things ahead.

It builds background knowledge so your brain is ready to understand what's coming.

**Purpose: Get ready.
Stay one step ahead.**



THAT'S WHY POST AND PREP HELP THINGS STICK!

- ✓ **Red Post** = reviews what we learned before.
- ✓ **Green Post** = reviews what you've just learned.
- ✓ **Prep** = prepares you for things ahead.



Together, they help your brain remember more, for longer!



**YOUR BRAIN IS LIKE A MUSCLE –
THE MORE YOU USE IT, THE STRONGER IT GETS!**
KEEP LEARNING. KEEP REVISITING. KEEP GROWING.



WHY DO WE DO POST AND PREP?

Our brain is like a muscle – it needs **preparation**, **revisiting**, **linking**, and **practice** to stay strong. If we don't revisit, we forget.

Here are the different sections of Post and Prep and how they help strengthen your brain.

SECTION NAME	HOW TO FIND IT	WHAT YOU'LL BE DOING	HOW IT HELPS YOUR BRAIN
 LEARNING BOX	Always at the top of every task. It will be in a black box .	 Reading a short explanation of the big idea you're revisiting and how it links to class learning.	 Focuses your thinking and reminds your brain where this learning fits in your overall knowledge.
 PREP	This focuses on a new topic. It will be in an orange box .	 Learning key words, diagrams, or ideas that you'll use in the next lesson.	 Prepares your brain by creating pathways so new knowledge feels familiar and easier to understand.
 GREEN POST	This focuses on something that you learned about two weeks ago. It will be in a green box .	 Doing short recall tasks, quizzes, or questions to refresh what you learned recently.	 Strengthens memory by reminding your brain just as it's starting to forget – making knowledge stick.
 RED POST	This focuses on knowledge or a skill you learned a term or more before. Comes a few weeks or a term later. It will be in a red box .	 Practicing or recapping skills that link to what you are learning now and will help you understand.	 Reconnects past and present knowledge, helping your brain see how everything fits together.
 CHALLENGE BOX	Found after the main tasks. It's in a blue box .	 Applying or analysing what you know in a new way.	 Stretches your thinking and deepens understanding by building stronger brain connections.
 SELF-QUIZZING BOX	This will be found at the very end of the Post and Prep for the week. This will include a set of questions focused on this week's learning for you to practice and test on yourself.	 Regularly quizzing yourself on what you have learned.	 Regularly testing yourself on what you have learned helps you to remember more in the long term.



EVERY STUDENT WHO COMPLETES EACH TASK EACH WEEK –
 EVERY TASK, EVERY WEEK –
 RECEIVES A GOLDEN ACHIEVER AWARD!



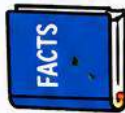
BUILD YOUR KNOWLEDGE. MAKE IT STICK!

THE 3 TYPES OF KNOWLEDGE (SCHEMAS)

Our memory is organised into different types of knowledge. They all connect and help you learn and remember.

1. DECLARATIVE (What do I know?)

Knowing facts and information. It answers "what is it?"



EXAMPLE:
What is an algorithm?
Define variable.

TYPES OF KNOWLEDGE

2. PROCEDURAL (How do I do it?)

Knowing how to do something or follow a method.



EXAMPLE:
Write the steps to create a flowchart.

3. CONDITIONAL (When do I use it?)

Knowing when, why and in what situation to use knowledge.



EXAMPLE:
When would you use a loop instead of repetition?

All 3 types work together!

The more you connect them, the stronger your understanding.

HOW TO REVISE EFFECTIVELY

Don't just re-read it... **RETRIEVE** it!

1. FLASHCARDS

- Write a question on one side.
- Write the answer on the other.
- Test yourself – say the answer out loud.
- Check and repeat.



Great for facts and definitions!

2. SELF-QUIZZING

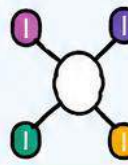
- Use the self-quizzing questions in your booklet.
- Write or say the answer from memory.
- Check, correct and improve.



Retrieval makes your memory stronger!

3. MIND MAPS

- Write the main topic in the middle.
- Add key ideas around it as branches.
- Add examples and links.
- Review and redraw from memory.



Helps you see the big picture!

4. SPACED PRACTICE

- Review today.
- Review again in 2-3 days.
- Review again in 1 week.
- Review again in 1 month.

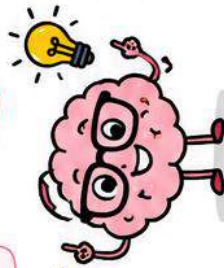


Small, regular practice = long-term success!



BE ACTIVE. BE CONSISTENT. BE PROUD.

YOU'VE GOT THIS!



THE MORE YOU RETRIEVE, THE STRONGER YOUR MEMORY. THE STRONGER YOUR MEMORY, THE BETTER YOU WILL BE!



UXBRIDGE
HIGH SCHOOL

POST AND PREP



• SUBJECT TIMETABLE •



Use this to keep on track of all of your subjects.
You can find each subject on the contents page.



SUBJECT



WHEN WILL IT BE SET?



WHEN DO YOU NEED
TO HAND IT IN?



COMPUTER SCIENCE



ENGLISH



GEOGRAPHY



MATHS



LANGUAGES



MUSIC



PE



HISTORY



SCIENCE





UXBRIDGE
HIGH SCHOOL



— YEAR 8 —

COMPUTER SCIENCE

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The **blue boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

Post tasks



1

Week 1

Page 9

2

Week 2

Page
10 to 11

3

Week 3

Page
12 to 13

4

Week 4

Page
14 to 15

5

Week 5

Page
16 to 17

6

Week 6

Page
18 to 19

7

Week 7

Page 20



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an **orange box**.

Prep tasks



1 POST TASK: WHAT IS GRAPHIC DESIGN?



Year 8 Computing — What is Graphic Design?



INSTRUCTIONS:

Graphic design is about communicating a message visually to a specific audience. Read each question carefully and answer using what you have learned. You can do this task completely on your own — no lesson needed.

Design A



Design B



Design C



1 QUESTION 1: Identify the design purpose

Below are three real-world design descriptions. For each one, write: (a) what type it is (social media / print / branding), (b) who the audience is, (c) what message it communicates.

Design A: The Spotify logo — a green circle with three curved lines.

type _____ audience _____
message _____

Design B: A bold A3 poster on a school noticeboard advertising a Year 8 charity bake sale with a large photo of cupcakes.

type _____ audience _____
message _____

Design C: A square Instagram post for a youth clothing brand using a dark background, white minimalist text, and a single product photo.

type _____ audience _____
message _____

2 QUESTION 2: True or false?

Circle True or False for each statement.

- Graphic design is only about making things look nice. True / False _____
- Good design solves a visual problem for a specific audience. True / False _____
- Canva saves your work automatically to the cloud. True / False _____
- You must always start from a blank canvas — templates are cheating. True / False _____

3 QUESTION 3: Your first Canva design

Write three decisions you made when creating your About Me poster. For each one, explain WHY you made that choice.

- 1 _____
- 2 _____
- 3 _____



CHALLENGE:

A student says: "I just made it look nice." Explain why this is not a complete answer about their design choices. What should they say instead? Use the words: **audience, purpose, communicate.**

WHAT IS GRAPHIC DESIGN?



1. combining text, images, and colour to communicate a message
2. solving a visual problem for a specific audience
3. used in social media, branding, packaging, and websites
4. good design is never an accident

CANVA PRO TOOLS:



1. Background Remover — remove photo backgrounds
2. Magic Resize — convert one design to any size
3. Brand Kit — save colours and fonts
4. Share link — submit work via Teams

PREP LEARNING BOX: LAYOUT AND COLOUR



Year 8 Computing — Layout and Colour



GOLDEN THREAD:

In Lesson 1 we discovered what graphic design is and explored Canva Pro. Now we apply the design principles of layout, white space, alignment, and colour theory.



KEY IDEA:

1. **Layout** is how elements are arranged on a page. A good layout guides the eye from most to least important — it is not about filling every space.
2. **White space** is the empty area around elements. It makes designs cleaner and easier to read. Most beginners use too little.
3. **Alignment** means every element lines up with something else. Canva shows smart guides automatically.
4. **Colour theory**: complementary colours are opposite on the wheel (high contrast, e.g. blue and orange). Analogous colours are adjacent (harmonious, e.g. blue, blue-green, green).



VISUAL REPRESENTATION

Complementary	Opposite on wheel	High contrast
Analogous	Adjacent on wheel	Harmonious
White space	Empty area	Makes it breathe
Alignment	Line things up	Creates order



IMPORTANT MISCONCEPTION

Students think white space is wasted space and try to fill every gap. White space is a deliberate design tool — professional designers use it to make layouts cleaner and more professional.



WHEN TO USE THIS

Use layout and colour principles **BEFORE** you add any content. Decide: Where will the heading go? What colour scheme suits the audience? Is there enough breathing room?



THINKING STEPS:

1. Is there enough white space — does it feel cluttered?
2. Are all elements aligned with something else on the page?
3. Does the colour scheme use complementary or analogous colours?



WRITING STEPS:

1. State the layout principle used (alignment, white space, rule of thirds).
2. Describe the colour scheme (complementary or analogous) and why it suits the audience.
3. Explain how these choices improve communication.
4. Evaluate the effect on the audience.



SUMMARY:

Choose your layout and colour scheme before you start designing — these decisions shape everything else.

2

POST TASK: DESIGN PRINCIPLES – LAYOUT AND COLOUR



Year 8 Computing — Design Principles — Layout and Colour



INSTRUCTIONS:

Use what you know about layout, white space, alignment, and colour theory. Answer every question using correct design vocabulary.

1 QUESTION 1: Identify the principle

Name the design principle being described in each case.

1. Empty space around elements that makes a design easier to read:

2. Every element is lined up with something else on the page:

3. Colours opposite each other on the colour wheel:

4. Colours that sit next to each other on the colour wheel:

2 QUESTION 2: Evaluate this design

A student creates a poster: bright yellow background, red heading, green subheading, blue body text, purple border, and orange icons — six colours total, with no empty space and misaligned text blocks. Answer the following:

1. Which design principle are they breaking by using 6 colours?

2. What is the problem with having no empty space?

3. Why does poor alignment make a design look unprofessional?

3 QUESTION 3: Apply the principles to a real design

Open your About Me poster in Canva. Look at it carefully. Describe TWO specific improvements you could make using the layout and colour principles from this lesson. For each, name the principle and explain the expected effect.



1. _____
2. _____
3. _____
4. _____



CHALLENGE:

The 60-30-10 colour rule: 60% dominant colour, 30% secondary, 10% accent. Explain what this means in practice and why it creates a better design than using equal amounts of each colour.

COLOUR THEORY:



1. Complementary: opposite on wheel (e.g. blue + orange) — high contrast
2. Analogous: adjacent on wheel (e.g. blue, teal, green) — harmonious
3. Rule: maximum 3 colours per design
4. Neutrals (white, black, grey) do not count toward your 3

LAYOUT RULES:



1. White space: empty area — not wasted, deliberate
2. Alignment: every element lines up with something
3. Rule of thirds: place key elements at grid intersections
4. Smart guides in Canva show alignment automatically

PREP LEARNING BOX: TYPOGRAPHY AND HIERARCHY



Year 8 Computing — Typography and Hierarchy



GOLDEN THREAD:

In Lesson 2 we applied layout and colour principles. Now we focus on typography — how font choices and text hierarchy make designs readable and professional.



KEY IDEA:

1. **Typography** is the art of arranging text. Serif fonts have small strokes at letter ends (formal, e.g. Georgia). Sans-serif fonts have no strokes (modern, e.g. Montserrat).
2. **Visual hierarchy** uses size, weight, and spacing to guide the reader's eye. Level 1: heading — largest, boldest. Level 2: subheading — medium. Level 3: body — smallest.
3. Use a maximum of 2 fonts per design: one for headings, one for body text.
4. In Canva: adjust size, bold, and spacing in the top toolbar. Line height and letter spacing are under the Spacing button.



VISUAL REPRESENTATION

Level 1 Heading	Largest	Boldest weight
Level 2 Subheading	Medium	Medium weight
Level 3 Body	Smallest	Lightest weight
Rule	Max 2 fonts	Heading + body



IMPORTANT MISCONCEPTION

Students use as many fonts as they like thinking it looks more creative. More than 2 fonts creates visual noise and makes a design look amateur. Always pair one heading font with one body font.



WHEN TO USE THIS

Apply typography rules every time you add text to a design. Set your three hierarchy levels (heading, subheading, body) before you style anything else. Check: can I read the most important information in under 2 seconds?



THINKING STEPS:

1. Is the most important text the largest and boldest?
2. Am I using 2 fonts or fewer?
3. Is there enough spacing between text levels to make the hierarchy obvious?



WRITING STEPS:

1. Identify the font choices (serif or sans-serif) and explain why they suit the audience.
2. Describe the three levels of hierarchy (heading, subheading, body).
3. Explain how size, weight, and spacing create the hierarchy.
4. Evaluate how effectively the typography guides the reader.



SUMMARY:

Use a maximum of 2 fonts. Make the most important text the biggest and boldest — hierarchy guides the reader without them thinking about it.

3 POST TASK: TYPOGRAPHY AND VISUAL HIERARCHY

Year 8 Computing — Typography and Visual Hierarchy



INSTRUCTIONS:

Use what you know about typography and visual hierarchy. Answer every question. Remember: maximum 2 fonts, three levels of hierarchy.

1 QUESTION 1: Identify the font type

Label each font description as Serif or Sans-serif and give one example.

- Has small strokes at the ends of letters — feels formal:
Example: _____
- Clean strokes with no decorative ends — feels modern:
Example: _____
- Which type is more common for body text on screens?

- Which type is more common in newspapers and books?

2 QUESTION 2: Fix the hierarchy

Below is a description of a poster with poor typography. All text is 14pt, same regular weight, no spacing between sections, one font throughout. Answer the THREE changes needed to fix it.

Student's Poster

School Play Friday Night

Come and see our talented students
perform in the school hall.
Everyone welcome. Tickets \$5
See Ms Smith for details.

- Change 1: _____
- Change 2: _____
- Change 3: _____

3 QUESTION 3: Evaluate your poster

Write a short evaluation of the typography in your About Me poster. Use the words: **hierarchy**, **heading**, **body**, **spacing**, **font**.



CHALLENGE:

Accessibility rule: body text should be minimum 14pt. Using all-caps for body text slows reading speed by up to 20%. Explain why designers must consider accessibility when choosing typography.



FONT TYPES:

- Serif:** small strokes at letter ends — formal (Times New Roman, Georgia)
- Sans-serif:** clean edges — modern (Arial, Montserrat, Roboto)
- Script:** handwritten look — use sparingly, never for body text
- Pairing rule:** 2 fonts maximum — one heading, one body



HIERARCHY LEVELS:

- Level 1 Heading:** largest (48pt+), boldest — most important
- Level 2 Subheading:** medium (28pt), medium weight — supporting info
- Level 3 Body:** smallest (16-18pt), regular weight — detail
- Line spacing for body text:** 1.4-1.5 in Canva Spacing panel

PREP LEARNING BOX: IMAGES, ICONS AND BRAND IDENTITY



Year 8 Computing — Images, Icons and Brand Identity



GOLDEN THREAD:

In Lesson 3 we mastered typography.
Now we explore how images, icons, and consistent branding create a recognisable visual identity.



KEY IDEA:

1. **Brand identity** is the visual system a company uses consistently across all materials: logo, colour palette, typography, and imagery style.
2. A **good logo** is: Simple, Distinctive, Relevant, Timeless, Versatile (works in monochrome — black and white).
3. **Images**: icons are flat and simple (for navigation/UI); illustrations are detailed and creative; stock photos are realistic. Never mix icon styles.
4. In **Canva**: search Elements for icons — filter by style (flat, outline, illustrated). Recolour icons by clicking the colour dot in the toolbar.



VISUAL REPRESENTATION

Simple	Works at any size
Distinctive	Stands out from competitors
Relevant	Reflects brand values
Timeless	No short-lived trends
Versatile	Works in monochrome



IMPORTANT MISCONCEPTION

Students think a detailed, colourful logo with many elements looks more impressive. The most iconic logos are extremely simple: Apple (one shape), Nike (one stroke), BBC (three squares). Simplicity makes a logo scalable and memorable.



WHEN TO USE THIS

Use brand identity principles whenever designing for an organisation or creating multi-piece materials. All designs should share the same colours, fonts, and imagery style. Test your logo: shrink it to thumbnail size — does it still work?



THINKING STEPS:

1. Does the logo work in black and white (monochrome test)?
2. Are all icons from the same style family (flat, outline, or illustrated)?
3. Do the colour, font, and imagery choices all communicate the same brand personality?



WRITING STEPS:

1. Identify the brand identity elements (logo, colour palette, fonts, imagery style).
2. Explain how each element communicates the brand's personality.
3. Evaluate consistency — do all elements work together?
4. Suggest one specific improvement and explain why it would strengthen the identity.



SUMMARY:

A strong brand is consistent. Every colour, font, and image choice should communicate the same personality — and the logo must work in black and white.

4 POST TASK: IMAGES, ICONS AND BRAND IDENTITY



Year 8 Computing — Images, Icons and Brand Identity



INSTRUCTIONS:

Use what you know about brand identity, logos, and imagery.
Use design vocabulary in your answers.

1 QUESTION 1: Good logo qualities

The five qualities of a good logo are Simple, Distinctive, Relevant, Timeless, and Versatile. For each description, write which quality it matches.

1. It looks the same whether it is 5cm or 5 metres wide:

2. It is based on a trend that everyone was doing in 2020:
(this is a **PROBLEM**) _____
3. It is made of one simple shape with one colour: _____
4. A competitor could use it and it would suit them just as well:
(this is a **PROBLEM**) _____

2 QUESTION 2: Analyse your brand board

Look at the brand board you created for your fictional brand. Answer the following:

1. What is the name of your brand and which project did you choose?

2. Does your logo pass the monochrome test? How do you know?

3. Are all your icons from the same style family? Which style did you use?

3 QUESTION 3: Evaluate one design decision

Choose ONE colour, font, or image choice from your brand board. Explain why you made that choice and how it communicates your brand's personality.



CHALLENGE:

The 60-30-10 rule applies to brand colours too. EcoNest uses muted green (60%), cream (30%), and a warm amber accent (10%). Explain how this creates a consistent and professional brand feel.



FIVE LOGO QUALITIES:

1. **Simple:** one clear shape — works at any size
2. **Distinctive:** stands out from all competitors
3. **Relevant:** reflects the brand's values and personality
4. **Timeless:** not based on short-lived trends
5. **Versatile:** works in monochrome (black and white)



IMAGERY IN CANVA:

1. **Icons:** flat, simple graphics — use for navigation/UI
2. **Illustrations:** detailed, creative drawings — adds personality
3. **Photos:** realistic imagery — good for lifestyle and products
4. **Rule:** NEVER mix icon styles in one design
5. **Recolour icons:** click icon then the colour dot in toolbar

PREP LEARNING BOX: THE DESIGN BRIEF AND AUDIENCE



Year 8 Computing — The Design Brief and Audience



GOLDEN THREAD:

In Lesson 4 we built brand boards. Now we respond to a real design brief — reading it carefully, identifying the audience, and using all our design knowledge to begin creating.



KEY IDEA:

1. A **design brief** specifies the purpose, audience, platform, required content, and tone of a design.
2. **Audience** shapes every decision: colour (bright for children, muted for professionals), font (playful vs serious), imagery (photos vs illustrations), platform (print needs detail; mobile needs simplicity).
3. **Platform** matters: A4 portrait (print, high detail), Instagram Post 1080x1080 (phone, large text only), Instagram Story (portrait, impact in top third), Presentation 1920x1080 (large text, high contrast).
4. **Iteration** means improving a design through repeated cycles of create, review, and refine. Duplicate your page in Canva before making changes to keep the original safe.



VISUAL REPRESENTATION

Brief	Audience + Purpose + Platform
Audience	Shapes colour, font, imagery
Platform	Shapes size + detail level
Iteration	Create, review, refine



IMPORTANT MISCONCEPTION

Students think they can design whatever they find attractive without reading the brief. A designer's job is to serve the brief and the audience — personal taste is secondary. Every decision must be justified by the brief.



WHEN TO USE THIS

Read the brief **BEFORE** opening Canva. Every design decision should be justified by referring to the audience, purpose, and platform stated in the brief.



THINKING STEPS:

1. What does the brief say about audience, purpose, and platform?
2. What design choices (colour, font, imagery) suit this specific audience?
3. What would I change in my *next* iteration and why?



WRITING STEPS:

1. State the brief: audience, platform, purpose.
2. Explain the design decisions made and link each one to the brief.
3. Evaluate how well the design meets the brief criteria.
4. Suggest one specific improvement for the next iteration.



SUMMARY:

Read the brief first. Every design decision must be justified by the audience, purpose, and platform — not by personal preference.

5 POST TASK: THE DESIGN BRIEF AND AUDIENCE



Year 8 Computing — The Design Brief and Audience



INSTRUCTIONS:

Use what you know about design briefs, audience, platform, and iteration. Refer to your own project design in your answers.

1 QUESTION 1: Read the brief

Here is a brief: "Design an A4 poster for a school charity bake sale aimed at Year 7 students. It must include the date, time, and location." Answer the following:

1. Who is the audience?

2. What is the platform?

3. What is the purpose?

4. What tone would suit this audience — playful or formal?

2 QUESTION 2: Platform comparison

The same bake sale brief is now for an Instagram Story (1080x1920). Describe TWO things you would change from the A4 version and explain why.

1. Change 1: _____
because _____

2. Change 2: _____
because _____

3 QUESTION 3: Your design so far

Write a first-iteration note for your project. State: which brief you chose, one design decision you made, and one thing you want to improve in the next iteration.



CHALLENGE:

A student completes their design and submits it without making any changes. They say "I got it right first time." Explain why iteration is a professional process, not a sign of failure. What would a professional designer do differently?



WHAT A BRIEF MUST TELL YOU:

1. Purpose: what is the design for?
2. Audience: who will see it?
3. Platform: where will it appear (print / digital / social)?
4. Required content: what must be included?
5. Tone: formal, playful, urgent, trustworthy?



CANVA PLATFORM SIZES:

1. A4 Portrait: 2480x3508 — print, high detail fine
2. Instagram Post: 1080x1080 — square, large text only
3. Instagram Story: 1080x1920 — portrait, impact at top
4. Presentation: 1920x1080 — landscape, large text + contrast
5. Magic Resize: File > Resize to convert sizes automatically

PREP LEARNING BOX: EVALUATION AND PRESENTATION



Year 8 Computing — Evaluation and Presentation



GOLDEN THREAD:

Across this unit we have studied design principles, typography, brand identity, and responded to a brief. Now we finalise, evaluate our own work, and prepare to explain our design decisions.



KEY IDEA:

1. Evaluation judges a design against the brief using design criteria. It is NOT the same as describing your design or saying whether you liked it.
2. A strong evaluation: references the brief directly, uses design vocabulary (hierarchy, contrast, alignment, white space, tone), acknowledges what worked AND what did not, suggests a specific next step.
3. Peer review — two stars and a wish: Star 1 (something that communicates well), Star 2 (good use of design principles), Wish (one specific brief-linked improvement). Be specific, not vague.
4. When presenting or writing up: state the brief, explain two key decisions and link them to the audience, say what worked, say what you would improve with more time.



VISUAL REPRESENTATION

Brief	Reference it directly
Decisions	Explain WHY, not WHAT
Evidence	Use design vocabulary
Next step	Specific and actionable



IMPORTANT MISCONCEPTION

Students write evaluations that describe what they did ("I used blue") rather than evaluating why and how well it worked ("I used blue because the brief asked for a professional tone, and blue is associated with trust"). Description is NOT evaluation — you must judge against the brief.



WHEN TO USE THIS

Evaluate your design independently before submitting. Use the five-sentence structure:

- (1) state the brief,
- (2) explain a decision and link to brief,
- (3) evaluate how well it worked,
- (4) acknowledge one weakness honestly,
- (5) state one next step.



THINKING STEPS:

1. Does the design meet all the criteria in the brief?
2. Which design principle am I most confident I applied well?
3. What would I change with more time, and why?



WRITING STEPS:

1. State the brief: audience, platform, purpose.
2. Explain at least two design decisions and link each to the brief.
3. Evaluate how well each decision worked using design vocabulary.
4. Acknowledge one thing that could be stronger and explain why.
5. State one specific next step you would take with more time.



SUMMARY:

Evaluation must judge the design against the brief — not describe it. Use design vocabulary: hierarchy, contrast, alignment, white space, tone.

6 POST TASK: FINAL DESIGN, EVALUATE AND PRESENT



Year 8 Computing — Final Design, Evaluate and Present



INSTRUCTIONS:

This task covers the whole Canva unit — layout, colour, typography, brand, brief, and evaluation. Use everything you have learned.

1 QUESTION 1: Spot the concepts

A student's finished design uses: one large bold heading, two smaller subheadings, body text at 16pt, blue and orange colours, sans-serif fonts throughout, and plenty of white space. Name which concept each feature demonstrates.

1. One large bold heading, two subheadings, body text:

2. Blue and orange colours:

3. Sans-serif fonts throughout:

4. Plenty of white space:

2 QUESTION 2: Weak vs strong evaluation

Read these two evaluation sentences. For each one, write whether it is weak or strong and explain why.

1. "I used blue because I like it."

Weak / Strong? _____

Why? _____

2. "I used blue because the brief asked for a professional tone, and blue is associated with trust and reliability."

Weak / Strong? _____

Why? _____

3 QUESTION 3: Write your evaluation

Write a full 4-5 sentence evaluation of your project design. Use these words: brief, audience, hierarchy, contrast, alignment. For your final sentence, write one specific thing you would improve if you had more time and why.



CHALLENGE:

Look at your project design in Canva. Choose ONE element (a colour, a font, a layout decision, or an image choice) that you think is the weakest part of your design. Explain: what it is, why it does not fully serve the brief, and exactly what you would change and why.



UNIT VOCABULARY:

1. Layout, white space, alignment, rule of thirds
2. Complementary colours, analogous colours, contrast
3. Typography, hierarchy, serif, sans-serif, kerning
4. Brand identity, logo, icon, illustration
5. Brief, audience, platform, purpose, tone, iteration



EVALUATION STRUCTURE:

1. State the brief (audience + platform + purpose)
2. Explain a decision and link it to the brief
3. Evaluate how well it worked
4. Acknowledge one genuine weakness honestly
5. State one specific next step with more time



SELF-QUIZ



YEAR 8 COMPUTING

K01: ASSESSMENT REVISION – SELF-QUIZ



Cover up your notes. Answer each question from memory.

Then check your answers using your revision page.

Mark yourself honestly — it will help you know what to revise more!

1

CANVA BASICS

[_ / 4]

1. What is Canva used for? _____
2. Name TWO types of design you can make in Canva. _____
3. What is a template? _____
4. Write the steps to create a new design in Canva:
Step 1: _____
Step 2: _____
Step 3: _____

2

DESIGN PRINCIPLES

[_ / 4]

1. What does alignment mean in design? _____
2. What is contrast and why is it important? _____
3. Give ONE example of repetition in a design. _____
4. Name TWO design principles from this unit.
1. _____ 2. _____

3

TYPOGRAPHY

[_ / 4]

1. What is typography? _____
2. What is the difference between a serif and sans-serif font? _____
3. What font size is usually suitable for body text? _____
4. What does hierarchy mean when choosing fonts? _____

4

COLOUR & LAYOUT

[_ / 6]

1. What are complementary colours? _____
2. What is a colour palette? _____
3. What does the term "whitespace" mean in design? _____
4. What is the difference between a background and a foreground element? _____
5. Name ONE way to make text stand out on a design. _____
6. Write ONE rule for creating a professional-looking design. _____



HOW DID I DO?

Total score:

[_ / 18]

0–6:

Keep revising —
go back to your
revision cards!



7–12:

Good effort —
check the
questions you
got wrong.



13–18:

Excellent —
you are ready
for the
assessment!





UXBRIDGE
HIGH SCHOOL



— YEAR 8 —

ENGLISH

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The **blue boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

Post tasks



1

Week 1

Page
22 to 28

2

Week 2

Page
29 to 40

3

Week 3

Page
41 to 49

4

Week 4

Page
51 to 59

5

Week 5

Page
60 to 66

6

Week 6

Page
67 to 73



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an **orange box**.

Prep tasks



KO2

IDENTIFYING IMAGERY AND ITS EFFECT ON THE READER IN ROMEO AND JULIET



THE GOLDEN THREAD

IDENTIFYING IMAGERY IS IMPORTANT BECAUSE IT HELPS US UNLOCK SHAKESPEARE'S MEANING AND FEEL THE POWER OF HIS WORDS.

- ✓ It reveals emotions, themes and ideas.
- ✓ It helps us understand characters and their relationships.
- ✓ It shows how Shakespeare builds atmosphere.
- ✓ It makes our responses more thoughtful and memorable.



1. WHAT IS IMAGERY?

Imagery is language that creates pictures in the reader's mind and appeals to the senses.



SIGHT SOUND TOUCH SMELL TASTE

It helps the reader imagine, feel and connect more deeply with the text.



2. IMPORTANT MISCONCEPTIONS

- ✗ **Imagery is just description.**
It's not just setting the scene; it creates deeper meaning and emotion.
- ✗ **Only long quotes have imagery.**
Powerful imagery can be in a single word or a short phrase.
- ✗ **Imagery only describes nature.**
It can describe people, emotions, objects, actions and even abstract ideas.

Look deeper – imagine what Shakespeare wants you to see, hear, feel or sense.



3. WHEN DO WE USE IMAGERY?

Shakespeare uses imagery to:

- ♥ Express intense emotions (e.g. love, anger, fear)
- 😬 Reveal character and relationships
- ⚡ Create mood and atmosphere
- ★ Highlight key themes (e.g. love, fate, conflict)
- 🎯 Make ideas memorable and impactful

4. WHEN DO WE WRITE ABOUT IT?

- 📖 In any question where language or effect is mentioned.
- 💬 When a quote contains vivid or sensory language.
- 💡 When imagery helps to answer the question.
- 🎯 When you can explore its effect on the reader.

5. AMBITIOUS VOCABULARY

evocative	bringing strong images or feelings to mind
vivid	clear, detailed and striking
sensory	appealing to the senses
symbolic	representing a deeper meaning
juxtaposition	placing two ideas together for effect
metaphor	a comparison without 'like' or 'as'
motif	a repeated image or idea
connotations	ideas or feelings suggested by a word
atmospheric	creating a particular mood or tone

6. USEFUL SENTENCE STARTERS

- “Shakespeare uses the imagery of _____ to evoke _____ in the reader.”
- “The image of _____ creates a sense of _____ because _____.”
- “This imagery suggests _____ and makes the reader feel _____.”
- “By using _____, Shakespeare highlights _____ and encourages the reader to _____.”
- “The _____ imagery is effective because it _____ the reader's attention to _____.”

7. HOW TO IDENTIFY AND WRITE ABOUT IMAGERY – STEP BY STEP

1 READ CLOSELY



Read the quote carefully.
What words stand out? What images come to mind?

2 IDENTIFY THE IMAGERY



Highlight the words or phrases that create a sensory image or picture.

3 ANALYSE THE IMAGERY



What senses does it appeal to?
What is being compared or suggested?

4 EXPLORE THE EFFECTS



What emotions or responses does it evoke in the reader?
What atmosphere is created?

5 CONSIDER THE PURPOSE



Why has Shakespeare used this imagery here? How does it link to character, theme or context?

6 LINK TO THE QUESTION



How does this imagery help answer the question you have been set?

7 WRITE THOUGHTFULLY



Craft a clear and detailed paragraph that explains the imagery's effect on the reader.

8. EMBEDDING QUOTES EFFECTIVELY

SHORT QUOTE (Up to 4 words)

Embed it smoothly into your sentence.

EXAMPLE:

Juliet describes Romeo as 'bright angel', suggesting he is perfect and heavenly.

LONGER QUOTE (5+ words)

Use a comma, then your analysis.

EXAMPLE:

Romeo says, 'But, soft! what light through yonder window breaks', creating a vivid image of hope and wonder.



Always integrate the quote into your sentence so your writing flows and sounds sophisticated.

9. MODEL PARAGRAPH STRUCTURE (NOT P.E.E!)



TOPIC SENTENCE – Introduce the imagery and its effect.
(What is the image? What effect does it have on the reader?)



ZOOM IN – Analyse the key words and the senses involved.
(What do we see/hear/feel/smell/taste? What do the words suggest?)



EFFECT ON READER – Explore the emotions and atmosphere created.
(How does this make the reader feel? What mood is created?)



WHY HERE? – Consider the purpose and meaning.
(Why has Shakespeare used this image at this moment?)



LINK BACK – Connect to the question, theme or character.
(How does this imagery help answer the question?)



IMPACTFUL CONCLUSION – Sum up the overall effect on the reader.
(What lasting impression does this imagery leave?)

SEE IT. FEEL IT. UNDERSTAND IT. WRITE IT. THAT'S HOW YOU MASTER IMAGERY.



K02

IDENTIFYING IMAGERY AND ITS EFFECT ON THE READER IN *ROMEO AND JULIET*



GOOD ANALYSIS = PRECISE LANGUAGE + CLEAR EXPLANATION OF EFFECT

A strong response doesn't just name the image – it explores what it makes the reader see, feel and think, and why Shakespeare used it.



EXAMPLE: HOW TO DESCRIBE IMAGERY BEAUTIFULLY AND ITS EFFECT

QUOTE

“But, soft! what light through yonder window breaks?
It is the east, and Juliet is the sun.”

ROMEO, ACT 2 SCENE 2



A SUCCESSFUL RESPONSE

In this simile, Romeo compares Juliet to “the sun”, a powerful and life-giving image. The light “through yonder window” suggests hope and something beautiful breaking into the darkness of the night. The word “breaks” makes the light feel sudden and overwhelming, showing how Juliet takes his breath away. By comparing her to the sun – the source of warmth, life and new beginnings – Shakespeare makes us feel Romeo’s intense love and wonder. The image creates a sense of optimism and magic, making the balcony scene feel romantic and dreamlike. It also highlights the innocence and purity of Romeo’s feelings at this moment.

WHY THIS WORKS

- Identifies the type of imagery (simile).
- Explores specific words and their connotations.
- Explains the effect on the reader (wonder, romance, optimism).
- Explains why Shakespeare uses it.
- Uses ambitious vocabulary and detailed analysis.

WHAT MAKES THIS SUCCESSFUL?

- PRECISE IDENTIFICATION** Clearly identifies the simile and the image (Juliet = the sun).
- ANALYSES KEY WORDS** Explores words like “breaks” and “yonder” window” and their impact.
- EXPLAINS EFFECT ON THE READER** Shows how the image makes the reader feel wonder, hope and romance.
- EXPLAINS PURPOSE** Explains why Shakespeare uses the image – to show love, innocence and new beginnings.
- USES AMBITIOUS VOCABULARY** Words like “life-giving”, “overwhelming”, “innocence”, “purity” add depth.
- FLUENT AND DETAILED** Flows logically and builds a full picture of the effect.



NON-EXAMPLE: WHAT NEEDS IMPROVING

QUOTE

“But, soft! what light through yonder window breaks?
It is the east, and Juliet is the sun.”

ROMEO, ACT 2 SCENE 2

WHAT'S WRONG?

- Doesn't go beyond saying what the image is.
- No explanation of effect on the reader.
- No analysis of why Shakespeare used it.
- Very general and lacks detail.

A WEAK RESPONSE

Romeo compares Juliet to the sun. This shows he thinks she is beautiful. The image is used to create a romantic mood. It makes the reader feel happy.

WHY THIS NEEDS IMPROVING

- Only says what the image is.
- No analysis of any key words.
- Effect on the reader is too vague – “happy” is basic.
- No exploration of why Shakespeare used the image.
- Too general – lacks depth and detail.

HOW TO IMPROVE YOUR RESPONSE

- 1 IDENTIFY** What type of imagery is used? What is being compared or described?
- 2 ANALYSE THE WORDS** Focus on key words. What connotations do they have? What do they suggest?
- 3 EXPLAIN THE EFFECT** How does this image make the reader see, feel or think? Be specific!
- 4 EXPLAIN THE PURPOSE** Why has Shakespeare used this image at this moment in the play? What does it achieve?
- 5 EVALUATE** Link it back to wider themes, characters or the context if relevant.



TAKE AWAY

- Go beyond naming the image.
- Think about the reader.
- Zoom in on words.
- Think about Shakespeare's purpose.

DEPTH = DETAIL + EFFECT + PURPOSE



SEE IT. FEEL IT. UNDERSTAND IT. WRITE IT. **MASTER IMAGERY.**



K02

IDENTIFYING IMAGERY AND ITS EFFECT ON THE READER IN *ROMEO AND JULIET*



ACTIVITY: ANALYSE THE IMAGERY



Use what you know to identify the imagery, explain its effect on the reader and write about it beautifully.

1 Read the following quote from Romeo and Juliet.

“But, soft! what light through yonder window breaks?
It is the east, and Juliet is the sun.”

ROMEO, ACT 2 SCENE 2

What type of imagery is this? Tick one.

☐ SIMILE



☐ METAPHOR



☐ PERSONIFICATION



☐ OTHER: _____

2 Identify and explain the imagery.



What is the image / comparison that Romeo creates?



What is the effect of this imagery on the reader?

3 Explore the language.



Which words or phrases help to create this imagery? Choose three and write them here.

1. _____
2. _____
3. _____



How do these words / phrases contribute to the effect on the reader?

4 Write about the imagery using a high-level response.

Topic sentence – introduce the imagery and its effect. _____

Zoom in – analyse the key words and the senses involved. _____

Effect on reader – explore the emotions and atmosphere created. _____

Why here? – consider the purpose and meaning. _____

Link back – connect to the question, theme or character. _____

Impactful conclusion – sum up the overall effect on the reader. _____

USE AMBITIOUS VOCABULARY!

evocative • vivid • sensory
symbolic • juxtaposition
metaphor • motif • atmospheric
connotations

Which ambitious words will you include in your response? List at least three.

1. _____
2. _____
3. _____

5 Reflection.

What makes Shakespeare's imagery so powerful in this moment?



How does this imagery link to the theme of love or to Romeo's feelings for Juliet?



SEE IT. FEEL IT. UNDERSTAND IT. WRITE IT. MASTER IMAGERY.



KO11 FEATURES OF A TRAGEDY THROUGH ROMEO AND JULIET

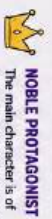


Understanding the features of a tragedy helps us appreciate how Shakespeare crafts powerful stories of downfall, loss and consequence. It allows us to explore universal truths about human nature, empathy with characters and the enduring impact of tragic tales.

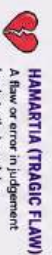


1. WHAT ARE THE FEATURES OF A TRAGEDY?

A tragedy is a serious play or story that typically ends with the downfall of the main character. It explores the darker side of human nature and life's inevitable hardships.



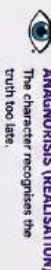
NOBLE PROTAGONIST
The main character is of high status or great potential.



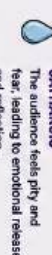
HAMARTIA (TRAGIC FLAW)
A flaw or error in judgement leads to their undoing.



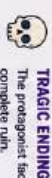
PERIPETEIA (REVERSAL)
A dramatic shift from good fortune to disaster.



ANAGORISIS (REALISATION)
The character recognises the truth too late.



CATHARSIS
The audience feels pity and fear, leading to emotional release and reflection.



TRAGIC ENDING
The protagonist faces death or a complete ruin.

2. WHAT IS A SHAKESPEAREAN TRAGEDY?

A Shakespearean tragedy follows the conventions of tragedy while exploring complex characters, morality and fate. Key characteristics include:



VERNACULAR POETRY
Written in rich, rhythmic language (iambic pentameter and verse) that elevates emotions and ideas.



MORAL COMPLEXITY
Characters are multi-dimensional; there are no simple heroes or villains.



FATE VS. FREE WILL
Characters struggle against fate, but their choices still matter.



UNIVERSAL THEMES
Explores timeless ideas such as love, ambition, jealousy, power and death.



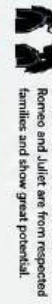
HEIGHTENED EMOTION
Passionate language and intense conflict create powerful drama.



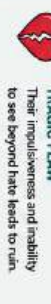
PUBLIC SPECTACLE
Designed to move, shock and provide the Elizabethan audience.

3. EXAMPLE: ROMEO AND JULIET AS A TRAGEDY

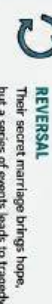
Shakespeare uses the conventions of tragedy to create a devastating and unforgettable exploration of young love and conflict.



NOBLE PROTAGONISTS
Romeo and Juliet are from respected families and show great potential.



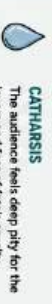
TRAGIC FLAW
Their impulsiveness and inability to see beyond hate leads to ruin.



REVERSAL
Their secret marriage brings hope, but a series of events leads to tragedy.



REALISATION
Romeo realises the truth too late when he sees Juliet appears dead.



CATHARSIS
The audience feels deep pity for the lovers and fear of fate's cruelty.



TRAGIC ENDING
Both lovers die, and their deaths bring the families to peace.

4. WHY DO PEOPLE ENJOY TRAGEDIES?

Tragedies resonate because they engage our emotions, intellect and imagination. They allow us to explore life's darkest truths in a safe and meaningful way.



INSIGHT INTO HUMAN NATURE
They reveal the consequences of choices, flaws and societal pressures.

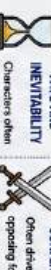


CATHARTIC EXPERIENCE
Tragedies evoke pity and fear, allowing us to release emotion and reflect.

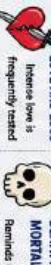


EMOTIONAL CONNECTION
We empathise with characters and feel their joys, struggles and heartbreak.

5. KEY THEMES COMMON IN TRAGEDIES



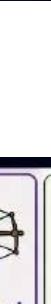
FATE AND INEVITABILITY
Characters often cannot escape the course of events set in motion.



CONFLICT
Often driven by opposing forces (e.g. love vs. hate, duty vs. desire, family vs. self).



LOVE AND LOSS
Intense love is frequently tested by external and tragic outcomes.



DEATH AND MORTALITY
Reminds us of life's fragility and the finality of human existence.



MORAL DILEMMAS
Characters face impossible choices with devastating consequences.



PRIDE AND DOWNFALL
Hubris or unwavering pride often leads to catastrophic.

KO11 FEATURES OF A TRAGEDY: EXAMPLES AND NON-EXAMPLES WHY TRAGEDIES ARE DIFFERENT TO COMEDIES



Knowing the features of a tragedy – and how they differ from comedies – helps us understand Shakespeare's purpose, themes and emotional impact. Tragedies show us life's harshest truths; comedies offer joy and resolution.



✓ EXAMPLE: A TRAGEDY (ROMEO AND JULIET)



“But, soft! what light through yonder window breaks? It is the east, and Juliet is the sun.”
ROMEO, ACT 2 SCENE 2



✗ NON-EXAMPLE: A COMEDY (A MIDSUMMER NIGHT'S DREAM)

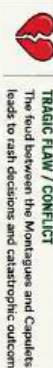
“The course of true love never did run smooth.”
LYSANDER, ACT 1 SCENE 1



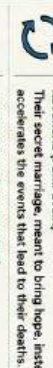
HOW THIS SHOWS THE FEATURES OF A TRAGEDY



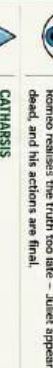
NOBLE PROTAGONISTS
Romeo and Juliet are of high status and great potential, yet their fate is not in their hands.



TRAGIC FLAW / CONFLICT
The feud between the Montagues and Capulets leads to rash decisions and catastrophic outcomes.



REVERSAL (PERIPETEIA)
Their secret marriage, meant to bring hope, instead accelerates the events that lead to their deaths.



ANAGORISIS (REALISATION)
Romeo realises the truth too late – Juliet appears dead, and his actions are final.



CATHARSIS
The audience feels deep pity and fear for the lovers, experiencing a powerful emotional release.



TRAGIC ENDING
Both die, the feud is supposed, and the families are left devastated and changed forever.

WHY THIS IS SUCCESSFUL

✓ INDUCES EMOTIONS	Creates intense feelings of pity, fear and sorrow.
✓ EXPLORES UNIVERSAL THEMES	Love, hatred, pride and fate are timeless themes.
✓ HAS GREAT CONSEQUENCES	Choices lead to irreversible loss and suffering.
✓ PROVIDES REFLECTION	The ending forces the audience to think about human nature and the cost of conflict.
✓ USES ELEVATED LANGUAGE AND TONE	The elevated language and imagery reflect the weight of the story.

SUMMARY
Romeo and Juliet combine all the key features of a tragedy; it shows the darker side of life and forces the audience with a sense of loss and contemplation.

TRAGEDIES CHALLENGE US TO LIVE REALITY.

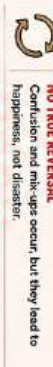
WHY THIS IS NOT A TRAGEDY (IT'S A COMEDY)



NOT NOBLE PROTAGONISTS
The characters are ordinary Athenians and fairies, not royalty or figures of great destiny.



NO TRAGIC FLAW
Mistakes are largely comedic or caused by magic, not deep moral flaws leading to ruin.



NO TRUE REVERSAL
Confusion and mix-ups occur, but they lead to happiness, not disaster.



NO REALISATION TOO LATE
Any misunderstandings are resolved in time; there is no tragic recognition.



NO CATHARSIS OF PITY AND FEAR
The audience feels amusement and delight, not pity and fear.



HAPPY ENDING
Marriages are arranged, love is restored, and harmony is achieved.

WHY THIS NEEDS IMPROVEMENT (IF WRITING ABOUT TRAGEDY)

✗ LACKS SERIOUS CONSEQUENCES	Conflicts are temporary and end in joy.
✗ LACKS WEIGHTY THEMES	Focuses on love, fair and mischief, not moral or existential questions.
✗ WIDENS EMOTIONAL IMPACT	It entertains and uplifts, rather than moving the audience deeply.
✗ LANGUAGE AND TONE ARE LIGHT	Witty, playful language suits a comedy, not the gravity of a tragedy.
✗ PURPOSE IS DIFFERENT	A comedy aims to delight and amuse, not to shock through inflicting and loss.

SUMMARY
A Midsummer Night's Dream is a comedy. It has a light tone, playful plot and happy ending, which contrasts sharply with the purpose and impact of a tragedy.

COMEDIES CELEBRATE LIFE, LOVE AND RESOLUTION. OFFER ESCAPE AND JOY.

THE KEY DIFFERENCE

TRAGEDIES SHOW THE COST OF LIFE'S HARSH TRUTHS.

VS. COMEDIES CELEBRATE LIFE, LOVE AND RESOLUTION.



TAKE AWAY
When analysing a text, always ask:

Does it end in downfall or happiness? Does it make me feel pity and fear or laughter and joy? Are the consequences permanent or easily reversed? This will help you decide if it's a tragedy – or not!

KO11

FEATURES OF A TRAGEDY THROUGH *ROMEO AND JULIET*



THE GOLDEN THREAD

ACTIVITY: ANALYSE THE FEATURES

By identifying the features of a tragedy, we can understand Shakespeare's purpose, the themes he explores and the emotional impact on the audience.



1 IDENTIFY THE FEATURE

Read the quotation from *Romeo and Juliet*.
Which feature(s) of a tragedy is shown in this moment?

*"But, soft! what light through yonder window breaks?
It is the east, and Juliet is the sun."*

ROMEO, ACT 2 SCENE 2

Explain your choice:

Tick all that apply.

- ☐ Noble protagonists
- ☐ Tragic flaw / conflict
- ☐ Reversal (peripeteia)
- ☐ Anagnorisis (realisation)
- ☐ Catharsis
- ☐ Tragic ending
- ☐ Fate vs. free will
- ☐ Heightened emotion

2 EXPLAIN THE EFFECT

How does this feature create an emotional impact on the audience?



3 MATCH THE FEATURE TO THE EXAMPLE

Draw a line to match each feature of a tragedy to the correct example from *Romeo and Juliet*.



Tragic Flaw / Conflict



Reversal (Peripeteia)



Anagnorisis (Realisation)



Catharsis



Tragic Ending

Romeo realises Juliet appears dead too late;
he understands the truth.

Romeo and Juliet both die by their own hands;
the feud's destruction is complete.

Romeo's banishment and the deaths lead the audience
from hope to heartbreak.

The secret marriage is discovered, leading to banishment
and a series of tragic events.

Juliet takes the potion believing Romeo is dead,
but he returns and finds her 'dead'.

4 WHY IS IT A TRAGEDY?

Using your knowledge of the genre, explain why *Romeo and Juliet* is considered a tragedy.



5 COMPARE WITH A COMEDY

Choose a comedy (e.g. *A Midsummer Night's Dream*).

Write two key differences between a tragedy and a comedy.

TRAGEDY

1. _____
2. _____

COMEDY

1. _____
2. _____

6 THEMES EXPLORED

Which key themes are explored through the features of a tragedy in *Romeo and Juliet*?
Choose two and explain how.



1.

2.



STRETCH & CHALLENGE

How does Shakespeare use the features of a tragedy in *Romeo and Juliet* to leave the audience with a lasting message?
Write a thoughtful paragraph (6–8 lines) to explain.





TAKE AWAY

Great tragedies show the cost of choices, flaws and fate.
They make us feel, think and remember.



CHECK YOUR WORK:

- ☒ Have you identified the correct features?
- ☒ Have you explained the effect on the audience?
- ☒ Have you used clear and thoughtful answers?



K02**K011**

SELF-QUIZZING

★ **TEST YOUR KNOWLEDGE!** ★

K02: IDENTIFYING IMAGERY AND ITS EFFECT ON THE READER

1 What is imagery?**2** What are the main types of imagery?**3** Why is identifying imagery important when analysing a text?**4** What are some common misconceptions about imagery?**5** When do we use imagery in writing?**6** When do we write about imagery in our analysis?**7** Name three ambitious words (vocabulary) we can use to discuss imagery.

1. _____ 2. _____ 3. _____

8 What are the key steps in writing about imagery effectively?**9** What should we consider when explaining the effect of imagery on the reader?**10** How do we embed quotations about imagery smoothly into our writing?

K011: FEATURES OF A TRAGEDY

1 What is a tragedy?**2** Name three key features of a tragedy.

1. _____ 2. _____ 3. _____

3 What is a Shakespearean tragedy?**4** What is tragic flaw (hamartia)?**5** What is peripeteia?**6** What is anagnorisis?**7** What is catharsis?**8** Why do people enjoy tragedies?**9** How do tragedies explore universal themes?**10** How does a tragedy differ from a comedy?

CHALLENGE YOURSELF!



★ How do imagery and the features of a tragedy work together to create a powerful and lasting impact on the audience?

★ Using your knowledge of both K02 and K011, explain how Shakespeare crafts emotion, meaning and message in *Romeo and Juliet*.

**KNOW IT. UNDERSTAND IT. APPLY IT. OWN IT.**

**FEEDFORWARD IS ABOUT WHAT TO DO NEXT.**

Use the sections below to reflect on your learning for Key Objectives 2 and 11 and identify the most important area to improve.

KO2 – LANGUAGE ANALYSIS**1. STATEMENTS OF IMPROVEMENT**

Tick the statements that apply to you.

- ☐ **2a** You need to identify the correct word type or language technique.
- ☐ **2b** You need to explain the connotations of carefully chosen words.
- ☐ **2c** You need to explain how an Elizabethan audience would respond because of their values.
- ☐ **2d** You need to explain how a modern audience would respond because of their values.
- ☐ **2e** You need to explain the writer's overall message.

**2. NEXT STEP**

Choose the step that will make the biggest difference to your learning.

- ☐ **F2A** Identify the word type or language technique. 
- ☐ **F2B** Explain the connotations of the word. 
- ☐ **F2C** Explain the Elizabethan audience's response. 
- ☐ **F2D** Explain the modern audience's response. 
- ☐ **F2E** Explain the writer's message. 

**3. ACTION PLAN**

One small change I will make next time I write an analytical paragraph:

**I WILL CHECK MY IMPROVEMENT BY:**

- Reviewing my next piece of writing.
- Using the success criteria.
- Asking a peer or teacher for feedback.
- Checking the techniques I have used.

KO11 – CONTEXTUAL UNDERSTANDING**1. STATEMENTS OF IMPROVEMENT**

Tick the statements that apply to you.

- ☐ **11a** You need to identify the key contextual factors (e.g. historical, social, cultural).
- ☐ **11b** You need to explain how the context influenced the writer's ideas or choices.
- ☐ **11c** You need to explain how the audience of the time would have understood the text.
- ☐ **11d** You need to explain how the context shapes the themes in the text.
- ☐ **11e** You need to link context to specific quotations and analysis.

**2. NEXT STEP**

Choose the step that will make the biggest difference to your learning.

- ☐ **F11A** Identify the key contextual factors. 
- ☐ **F11B** Explain how context influenced the writer's ideas or choices. 
- ☐ **F11C** Explain how the audience of the time would have understood the text. 
- ☐ **F11D** Explain how context shapes the themes in the text. 
- ☐ **F11E** Link context to quotations and analysis. 

**3. ACTION PLAN**

One small change I will make next time I write an analytical paragraph:

**I WILL CHECK MY IMPROVEMENT BY:**

- Reviewing my next piece of writing.
- Using the success criteria.
- Asking a peer or teacher for feedback.
- Checking how well I've used context.

**4. REFLECTION CHECK**

After your next assessment, ask yourself:



What went well?
Which strategies did I use effectively?



What was difficult?
Which parts did I find hardest to explain or apply?



What will I do differently?
What is my focus for next time?



What is my goal?
What do I want to improve most before next lesson?

**5. REMEMBER**

Strong analysis is built on these key principles.
Keep practising them to become a more confident and effective writer.



CONTEXT
Embed historical, social and authorial lenses to deepen meaning.



EVIDENCE
Embed quotations smoothly and purposefully.



ANALYSIS
Explain methods in detail and explore their effects.



ZOOM IN
Analyse key words and explore their connotations.



EFFECT ON READER
Explain how the reader feels or thinks.



WRITER'S INTENTION
Explain why Shakespeare has written this.

**FINAL THOUGHT**

Small improvements today lead to big results tomorrow.
Keep reflecting. Keep improving. Keep becoming your best.



LEARNING BOX – KO1

MAKING SOPHISTICATED INFERENCES ABOUT STRONG EMOTIONS

WHAT DOES THIS TOPIC LINK TO AND WHY?

Last term we learned how writers reveal character through actions, dialogue and situations.

This term we use those clues to make thoughtful inferences about what characters are experiencing, what pressures they face and what Shakespeare may be suggesting about their future.

KEY IDEA

Inference means combining:



THE SITUATION + THE EVIDENCE + YOUR KNOWLEDGE

to understand what a writer implies rather than directly states.

The strongest inferences explore pressures, motivations, conflicts, consequences and future possibilities.

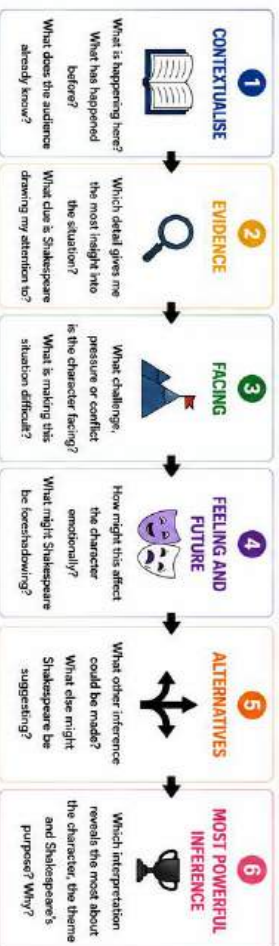
WHAT IT IS NOT

A common misconception is to simply name a feeling.

Weak: Romeo feels sad.
This just identifies an emotion.

Better: Romeo appears emotionally overwhelmed because the experiences love as both pleasurable and painful, suggesting that intense emotions may cloud his judgement throughout the play. This explores what he is facing, why he feels this way and what it could lead to.

THINKING STEPS – THE INFERENCE JOURNEY



WRITING STEPS – HOW TO BUILD YOUR PARAGRAPH

1	Contextualise the quotation.	At this point in the play...
2	Introduce the evidence.	Here, Shakespeare shows this through...
3	Infer what the character is facing.	This places the character in a situation where...
4	Explore feelings and audience response.	As a result, the character may... An audience may...
5	Infer what may happen next.	This may foreshadow...
6	Offer an alternative interpretation.	Alternatively, Shakespeare may be suggesting...
7	Select the most powerful inference.	This interpretation is the most convincing because...

USEFUL ACADEMIC LANGUAGE (not "suggests")

CONTEXT	CONTEXT	CONTEXT
At this point in the play... Following...	At this point in the play... Having just...	At this point in the play... Following...
Romeo appears trapped by... This places him in a position where... Shakespeare presents him as confronting... He is caught between...	Romeo appears trapped by... This places him in a position where... Shakespeare presents him as confronting... He is caught between...	Romeo appears trapped by... This places him in a position where... Shakespeare presents him as confronting... He is caught between...
As a result, Romeo may experience... These circumstances create... Beneath this response lies... The audience may feel...	As a result, Romeo may experience... These circumstances create... Beneath this response lies... The audience may feel...	As a result, Romeo may experience... These circumstances create... Beneath this response lies... The audience may feel...
This may foreshadow... Shakespeare may be preparing the audience for... This raises the possibility that... Such instability may later lead to...	This may foreshadow... Shakespeare may be preparing the audience for... This raises the possibility that... Such instability may later lead to...	This may foreshadow... Shakespeare may be preparing the audience for... This raises the possibility that... Such instability may later lead to...
Alternatively... A different interpretation could be... Shakespeare may also be presenting... Another possibility is...	Alternatively... A different interpretation could be... Shakespeare may also be presenting... Another possibility is...	Alternatively... A different interpretation could be... Shakespeare may also be presenting... Another possibility is...
This is perhaps the most powerful inference because... This reading is particularly convincing because... This matters because it connects to...	This is perhaps the most powerful inference because... This reading is particularly convincing because... This matters because it connects to...	This is perhaps the most powerful inference because... This reading is particularly convincing because... This matters because it connects to...

MODEL EXAMPLE – HIGH LEVEL INFERENCE

Q: What can we infer about Romeo's emotions?

- Before meeting Juliet, Romeo is consumed by his unreturned love for Rosaline and views love as an experience filled with suffering rather than happiness.
- Romeo describes love as "brawling love" and "loving hate", presenting affection and conflict as inseparable forces.
- This places him in a situation where intense emotions appear impossible to control. Romeo therefore seems trapped by feelings that are both pleasurable and painful, creating a sense of emotional instability.
- An audience may sympathise with his distress, but they may also feel concerned by the extremity of his response. Shakespeare may be foreshadowing that Romeo's tendency to experience emotions in absolute will contribute to tragic consequences.

- Alternatively, the contradiction within "brawling love" may reveal that Verona itself has corrupted love, making violence impossible to separate from relationships. This is perhaps the most powerful interpretation because it connects Romeo's private emotions to the wider tragedy, where love and conflict become permanently intertwined.
- Verona itself has corrupted love, making violence impossible to separate from relationships. This is perhaps the most powerful interpretation because it connects Romeo's private emotions to the wider tragedy, where love and conflict become permanently intertwined.

Context Evidence Facing Feeling
Future Alternative Most Powerful

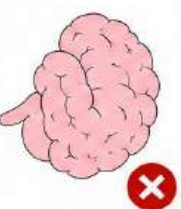
NON-EXAMPLE – LIMITED INFERENCE

Q: What can we infer about Romeo's emotions?

Before meeting Juliet, Romeo is upset because Rosaline does not love him back. Romeo describes love as "brawling love" and "loving hate". This means that Romeo is confused about love. The audience feels sorry for him because he is sad.

WHAT IS MISSING?

- It stops at a simple emotion.
- It does not explore what Romeo is facing.
- It does not develop a future inference.
- It does not consider the audience in depth.
- It does not explore Shakespeare's wider ideas.
- It does not offer an alternative interpretation.
- It does not select the most powerful inference.



TYPES OF EMOTION IN ROMEO & JULIET

Love (desire, devotion)	Deep affection or longing for someone.
Fear (worry, anxiety)	Worry about danger, rejection or loss.
Grief (sadness, loss)	Sorrow caused by death, separation or disappointment.
Conflict (tension, struggle)	Inner or outer struggle between opposing forces.
Hope (longing, belief)	A wish for a better future or positive outcome.

REMEMBER

- Context first, inference second.
- Use evidence from the quotation.
- Consider more than one emotion.
- Link ideas together – do not list.
- Think about the audience.
- Connect to the bigger picture.
- Consider alternatives.
- Choose the most powerful inference and explain why.





K01: MAKING SOPHISTICATED INFERENCES

PAGE 1

READ THE EXTRACT

“

Marcus sat alone at the back of the bus.

His phone buzzed three times, but he turned it face down on his lap.

Outside, the rain blurred the windows.

He pulled his hood lower and watched the school disappear behind him.



TASK 1: RETRIEVAL QUIZ – DO YOU REMEMBER?

1. Fill in the missing steps.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

2. Match the step to its purpose.

- A Which interpretation is most convincing?
- B What challenge is the character facing?
- C What clue gives the most insight?
- D What is happening in the situation?
- E What emotions and future possibilities are created?
- F What other interpretations could be made?

STEP	LETTER
Contextualise	
Evidence	
Facing	
Feeling and Future	
Alternatives	
Most Powerful	

TASK 2: THE INFERENCE JOURNEY

1 CONTEXTUALISE



What is happening in this situation?

2 EVIDENCE



Which detail provides the strongest clue? Tick one.

☐ "sat alone" ☐ "turned it face down" ☐ "rain blurred the windows" ☐ "watched the school disappear"

Explain your choice.

3 FACING



What challenge might Marcus be facing?

4 FEELING AND FUTURE



How might Marcus feel?

What future consequence might this create?

5 ALTERNATIVES



What different interpretation could a reader make?

TASK 3: BUILD AN INFERENCE PARAGRAPH

SUCCESS CRITERIA – TICK WHEN INCLUDED



Contextualise

☐


Re-embed evidence

☐


Explain what Marcus is facing

☐


Explore feelings

☐


Consider future consequences

☐


At this point in the text, Marcus appears to be _____



As he _____

he creates the impression that _____



This places Marcus in a situation where _____



As a result, he may _____



The reader may begin to anticipate _____

TASK 4: IMPROVING EVIDENCE

Which paragraph uses evidence more effectively?

PARAGRAPH A

Marcus is upset. The quote is "turned it face down". This shows he is sad.



PARAGRAPH B

Marcus appears reluctant to communicate with others as he deliberately turns his phone face down, creating the impression that he wants to avoid contact rather than seek support.



Circle the better example: **A** / **B**

Why is it better?

How could Paragraph A be improved?

Rewrite it below using evidence more effectively.

TASK 5: MOST POWERFUL INTERPRETATION

Read the interpretations below. Circle the one you think is the most powerful.

A

Marcus is simply having a bad day at school.

B

Marcus is struggling with anxiety and feeling isolated.

C

Marcus is beginning to lose hope about fitting in.

D

Marcus is angry at the school and wants to disappear.



This is the most powerful interpretation because...

TASK 6: ALTERNATIVE INTERPRETATIONS

Write two alternative interpretations of the extract.

1

Alternative interpretation:

Evidence to support this:

2

Alternative interpretation:

Evidence to support this:

TASK 7: STRETCH AND CHALLENGE

Which of your two alternative interpretations (1 or 2) reveals more about:



The character?



The theme?



The writer's purpose?

Explain your choices:



Great readers go deeper.
Look beyond the obvious.
Think, question, infer!



FEEDFORWARD SHEET – GREEN POST



Use this to
improve your
learning next time!



K01: MAKING INFERENCES

An inference is an idea or opinion about a character, theme or event that is not directly stated in the text, but is supported by evidence and explanation.



1 DEVELOPED...

Tick the skills you used confidently.

- ☐ Contextualised the situation.
- ☐ Explained what a character might face.
- ☐ Explained feelings thoughtfully.
- ☐ Re-embedded evidence.
- ☐ Made a perceptive inference.
- ☐ Explained what may happen next.
- ☐ Used evidence effectively.



I NEED TO PRACTISE...

Choose ONE area to improve.

- ☐ Context before inference.
- ☐ Re-embedding evidence.
- ☐ Explaining feelings.
- ☐ Developing ideas further.
- ☐ Making perceptive inferences.
- ☐ Explaining why.



3 TEACHER FEEDFORWARD TARGET

My next step is:



4 DEVELOPMENTAL FEEDBACK



What helped you succeed?



What should you improve next time?



5 ADD ANOTHER...

Read this evidence carefully, then add another inference.



“His hands shook as he stared at the unopened message.”



REMEMBER THE 5 INFERENCE THINKING STEPS:

1

Contextualise
the situation



2

Explain the
challenge



3

Explain
feelings



4

Re-embed
evidence



5

Make a perceptive
inference and explain
what may happen





OUR GOAL: To explore how different audiences respond to Romeo and Juliet by understanding their beliefs and how these influence their reactions to key moments in the play.

AUDIENCE MEMBERS



CONTEMPORARY AUDIENCE (1590s)

People watching Shakespeare's play when it was first performed.

THEY BELIEVED:

- God controlled people's lives.
- Fate and destiny were real.
- Children should obey their parents.
- Family honour was important.
- Marriage should benefit families.



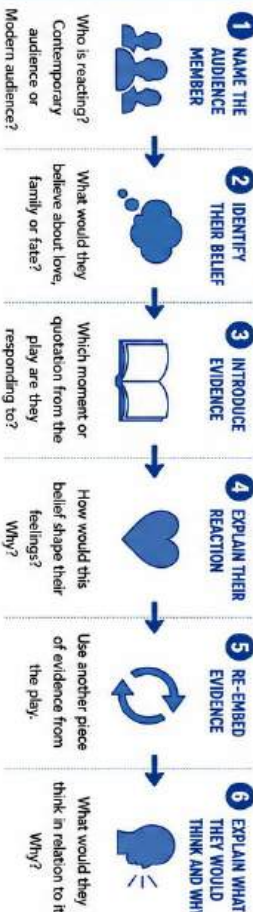
MODERN AUDIENCE

People reading or watching the play today.

THEY OFTEN BELIEVE:

- Individuals should choose who they love.
- Young people deserve freedom.
- Parents should listen to their children.
- Equality and personal happiness matter.
- People should challenge unfair rules.

THINKING STEPS – FOLLOW THIS PROCESS



WRITING STEPS – USE THIS STRUCTURE IN YOUR PARAGRAPH



WHY IS THIS IMPORTANT?

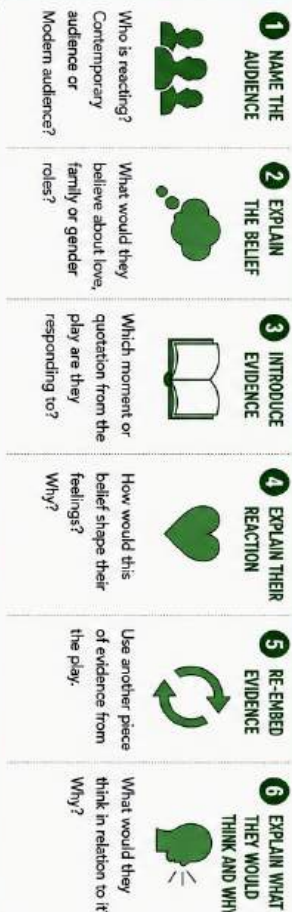
Understanding different audiences helps us see how beliefs influence reactions and deepens our analysis of Shakespeare's play.



TURN OVER FOR PAGE TWO!



WRITING STEPS – USE THIS STRUCTURE IN YOUR PARAGRAPH



MODEL EXAMPLE (CONTEMPORARY AUDIENCE)

- 1 A contemporary audience, living in Elizabethan England, would react to Juliet's words:

"Women may fall when there's no strength in men."

- 2 In Elizabethan society, men were regarded as the natural heads of households and protectors of women. Society expected women to be modest, dutiful and dependent on men.

- 3 When they hear Juliet say "Women may fall", they would understand it as a warning. They would see it as acknowledging that women are vulnerable without male guidance and authority.

- 4 The phrase "when there's no strength" would reinforce their belief that men must be strong in character and in leadership. They would agree that without this strength, women are likely to make poor choices.

- 5 The ending "in men" would confirm their view that it is men who must provide that strength, support and direction for women. They would see Juliet as accepting the natural hierarchy of their society.

- 6 Overall, they would respect Juliet's wisdom and agree with her view. They would believe these words reflect the correct order of society and the proper roles of men and women.



NON-EXAMPLE

- 1 A contemporary audience would react to Juliet's words:

"Women may fall when there's no strength in men."

- 2 They thought men were stronger.

- 3 They would agree because that is what Juliet is saying.

- 4 They would think Juliet is right.

- 5 They would accept it.

- 6 It is just how things were.

WHY THIS IS WEAK

- ✗ The answer gives no detail about Elizabethan beliefs.
- ✗ There is no exploration of how the audience would feel or why.
- ✗ The quote is used but not re-embedded.
- ✗ There is no deeper analysis or clear explanation.
- ✗ The language is too simple and general.
- ✗ It does not show understanding of context or reaction.

K011: CONTEXT

How different audiences respond to Romeo and Juliet.

HOW DO DIFFERENT AUDIENCES RESPOND TO ROMEO AND JULIET?



Read the Learning Box carefully before completing these tasks.

1 TASK 1: THE CONTEXT PROCESS

Fill in the missing Thinking Steps.

No.	THINKING STEP	PURPOSE
1.		Who is reacting?
2.		What do they believe?
3.		Which quotation are they responding to?
4.		How does that belief shape their reaction?
5.		Use another piece of evidence.
6.		What would they think and why?

★ QUICK CHECK: SPOT THE MISSING STEP

Read the response.

A contemporary audience may disapprove of Sampson because family honour was important in Shakespeare's time. As Sampson says "I do bite my thumb, sir", audience members may see this as a serious insult.

?

Which writing step is missing?

- ☐ Name the audience
- ☐ Explain the reaction
- ☐ Explain the belief
- ☐ Re-embed further evidence
- ☐ Re-embed evidence
- ☐ Develop the idea

Improve the response by adding the missing step.



2 TASK 2: EMOTIONS MATCH-UP

Draw a line to match each emotion to the correct moment from the play.

EMOTION



Angry



Shocked



Relieved



Heartbroken

MOMENT FROM THE PLAY



Juliet wakes up and finds Romeo dead.



Friar Laurence agrees to marry Romeo and Juliet.



Tybalt kills Mercutio.



Romeo discovers Juliet is a Capulet.



Explain ONE of your matches.

I matched _____ with _____

because _____



SUCCESS CHECK

By the end of this page, I can...

- ☐ Identify the thinking steps.
- ☐ Identify the writing steps.
- ☐ Match emotions to moments.
- ☐ Explain how beliefs shape reactions.
- ☐ Use evidence from the play.
- ☐ Begin to write using K011.

3 TASK 3: READ AND REACT

Read the quotation below and its modern translation.

SHAKESPEARE'S ORIGINAL

"I do bite my thumb, sir."
(Act 1 Scene 1)

MODERN TRANSLATION

*"I'm insulting you on purpose
and I want you to react."*

At the beginning of the play, Sampson deliberately insults the Montagues to start a fight.



CONTEMPORARY AUDIENCE (1590s)

Belief: Family honour should be defended.

How might this belief affect their reaction?

Prompt Questions

- Would they see this as a serious insult?
- Would they expect someone to respond?
- How might they feel about the fight that follows?





MODERN AUDIENCE (TODAY)

Belief: Violence should not be used to solve disagreements.

How might this belief affect their reaction?

Prompt Questions

- Would they think Sampson is behaving responsibly?
- How might they feel about the violence?
- Would they support his actions?



4 TASK 4: BUILD A KO11 RESPONSE

Use the Writing Steps from the Learning Box to build a response to the quotation.



Audience: _____ | **Belief:** _____ | **Evidence:** _____

Write your response using the KO11 structure.



SUCCESS CHECK

By the end of this prep task, I can...

- | | | | | | |
|---|--|---|---|--|---|
| ☐ Identify the thinking steps. | ☐ Identify the writing steps. | ☐ Match emotions to moments. | ☐ Explain how beliefs shape reactions. | ☐ Use evidence from the play. | ☐ Begin to write using KO11. |
|---|--|---|---|--|---|

★ CHALLENGE YOUR THINKING!

Go beyond the basics and show your deeper understanding of Romeo and Juliet.

HOW AND WHY DO AUDIENCES RESPOND DIFFERENTLY TO ROMEO AND JULIET?



1 ANALYSE THE DIFFERENCE

MOMENT: Juliet refuses to marry Paris.

Compare how each audience may react.



CONTEMPORARY AUDIENCE (1590s)

- What belief may influence their reaction?
- Would they approve or disapprove?
- Why?



MODERN AUDIENCE (TODAY)

- What belief may influence their reaction?
- Would they approve or disapprove?
- Why?

2 WHICH AUDIENCE WOULD REACT MORE STRONGLY?



MOMENT:

Juliet refuses to obey her father.

Which audience do you think would react more strongly?

- ☐ Contemporary Audience (1590s)
- ☐ Modern Audience (Today)

Explain your choice using:

- ✓ a belief
- ✓ evidence from the play
- ✓ an explanation
- ✓ a comparison between audiences

3 WRITE A KO11 RESPONSE – LEVEL UP

Use the KO11 structure to write a developed paragraph about how different audiences might respond to the quote below.

SHAKESPEARE'S ORIGINAL

"Hang thee, young baggage! Disobedient wretch!"

(Act 3 Scene 5)

MODERN TRANSLATION

"You ungrateful child! How dare you disobey me!"

Audience

Who are you writing about?



Belief

What do they believe?



Evidence

Use the quotation from the play.



Reaction

How would this belief affect their reaction?



Re-embed Further Evidence

Add another moment or detail from the play.



Develop the Idea

What would they think and why?





SUCCESS CHECK

By the end of this page, I can...

- ☐ Compare audience reactions.



- ☐ Explain how beliefs shape reactions.



- ☐ Use evidence from the play.



- ☐ Consider patriarchy and obedience.



- ☐ Use the KO11 structure independently.



- ☐ Develop a thoughtful interpretation.





ORANGE PREP FEEDFORWARD SHEET

Use this to improve your learning next time!



Your next step to get even better!



K011: DIFFERENT AUDIENCES (CONTEXT)

Writers write for different audiences and at different times. Their beliefs and values will shape how they react to the same moment in a text.

REMEMBER THE K011 THINKING STEPS

- 1 Name the audience.
- 2 Identify the belief.
- 3 Introduce evidence.
- 4 Explain the reaction.
- 5 Re-embed evidence.
- 6 Explain what they would think and why.



1 I DEVELOPED...

Tick the skills you used confidently.

- ☐ Named the audience.
- ☐ Identified a belief.
- ☐ Used evidence.
- ☐ Explained the reaction.
- ☐ Re-embedded evidence.
- ☐ Explained what the audience would think.
- ☐ Compared audience viewpoints.



2 I NEED TO PRACTISE...

Choose ONE area to improve.

- ☐ Naming the audience.
- ☐ Explaining beliefs.
- ☐ Using evidence.
- ☐ Explaining reactions.
- ☐ Re-embedding evidence.
- ☐ Developing ideas further.
- ☐ Comparing audiences.



3 TEACHER FEEDFORWARD TARGET

My next step is:



4 DEVELOPMENTAL FEEDBACK



What did you do well?



What should you improve next time?



5 ADD ANOTHER...

Read the evidence below and add another audience reaction.

EVIDENCE FROM ROMEO AND JULIET

SHAKESPEARE'S ORIGINAL

“Women may fall when there's no strength in men.”

(Act 4 Scene 1)

MODERN TRANSLATION

“Women struggle when men fail to support them.”



CONTEMPORARY AUDIENCE

What belief might influence their reaction?

How might they react?



MODERN AUDIENCE

What belief might influence their reaction?

How might they react?



6 STRETCH REFLECTION

Which audience would agree more strongly with this idea?

- ☐ Contemporary Audience
- ☐ Modern Audience

Explain why.



REMEMBER THE GOAL:

To think about how different audiences might react and explain why using evidence and context.



KEEP PRACTISING!

Every step forward makes your thinking stronger!



SELF-QUIZZING: GREEN POST

5-10 MINUTES

How much can you remember?



K01: MAKING INFERENCES

An inference is an idea or opinion about a character, theme or event that is not directly stated in the text, but is supported by evidence and explanation.



INSTRUCTIONS

1. Read the Learning Box.
2. Cover it up.
3. Answer the questions from memory.
4. Check your answers.
5. Correct any mistakes.
6. Repeat tomorrow.



WHAT DO I KNOW?

Question	Answer
1 What is an inference?	_____
2 What are the 5 thinking steps for inference?	_____ _____ _____
3 What is the first thing you should identify before making an inference?	_____
4 Why should you re-embed evidence?	_____



HOW DO I USE IT?

Question	Answer
1 What should you identify before explaining a character's feelings?	_____ _____
2 What should you explain after introducing evidence?	_____ _____
3 What should you do after re-embedding evidence?	_____ _____
4 What makes an inference thoughtful rather than obvious?	_____ _____



WHEN DO I USE IT?

Question	Answer
1 When should you make an inference?	_____
2 Which reading questions require inference?	_____
3 Why is context important before making an inference?	_____



COMMON MISTAKES

Question	Answer
1 Why is retelling the story not inference?	_____
2 Why should we avoid saying "This suggests..."?	_____
3 Why should we explain evidence rather than simply copy it?	_____ _____



CHALLENGE RETRIEVAL

Write the five thinking steps for inference in the correct order (1-5).

1

→

2

→

3

→

4

→

5



REMEMBER:

- ☒ Use evidence
 ☒ Explain the meaning
 ☒ Link back to the question
 ☒ Be thoughtful and specific



SELF-QUIZZING: ORANGE PREP

🕒 5-10 MINUTES

How much can you remember?



KO11: DIFFERENT AUDIENCES (CONTEXT)

Writers write for different audiences and at different times. Their beliefs and values will shape how they react to the same moment in a text.



INSTRUCTIONS

1. Read the Learning Box.
2. Cover it up.
3. Answer the questions from memory.
4. Check your answers.
5. Correct any mistakes.
6. Repeat tomorrow.



WHAT DO I KNOW?

Question	Answer
1 What is a contemporary audience?	_____
2 What is a modern audience?	_____
3 What belief might a contemporary audience have about obedience and family honour?	_____ _____
4 What belief might a modern audience have about personal choice and equality?	_____ _____



HOW DO I USE IT?

Question	Answer
1 What is the first thinking step when discussing audience reactions?	_____
2 What comes after identifying a belief?	_____ _____
3 Why should evidence be re-embedded?	_____ _____
4 What should you explain after discussing audience reactions?	_____ _____



WHEN DO I USE IT?

Question	Answer
1 When should you discuss audience reactions?	_____ _____
2 Which audience would react to Shakespeare's play when it was first performed?	_____
3 Why might two audiences react differently to the same moment?	_____ _____



COMMON MISTAKES

Question	Answer
1 Why is "all audiences" think the same thing" incorrect?	_____ _____
2 Why should you explain a belief before explaining a reaction?	_____ _____
3 Why is context more than simply knowing historical facts?	_____ _____



CHALLENGE RETRIEVAL

Write the KO11 structure in the correct order (1-6).

1 _____ _____	→	2 _____ _____	→	3 _____ _____	→	4 _____ _____	→	5 _____ _____	→	6 _____ _____
---------------------	---	---------------------	---	---------------------	---	---------------------	---	---------------------	---	---------------------



REMEMBER:

- ☒ Identify a belief
- ☒ Use evidence from the text
- ☒ Explain how the belief shapes the reaction
- ☒ Re-embed the evidence
- ☒ Explain the reaction clearly and fully
- ☒ Develop your idea



K011 Context

I can explain aspects of tragedy (tropes) used by Shakespeare in *Romeo and Juliet*.



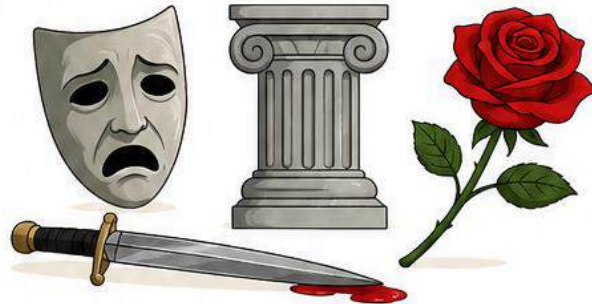
GOLDEN THREAD:

Understanding context helps us better understand a writer's purpose. Aspects of tragedy, derived Aristotle, is crucial context that inspired Shakespeare who grew up studying Greek Tragedy in school. You will continue to study tragedy in Year 9 and Year 10.



KEY IDEA: TRAGIC TROPES

Tragic tropes are recurring devices and patterns designed to evoke deep pity, sorrow, or catharsis.



This image represents tragic tropes because it shows symbols of fate, sorrow, and downfall.

TRAGIC TROPE	DEFINITION	EXAMPLE IMAGE
1. Tragic hero	A noble or admirable character who has a fatal flaw and suffers downfall.	
2. Fate	Events are controlled by forces beyond human power; life is predetermined.	
3. Tragic ending – death	The play ends in the death of the tragic hero (often with other major characters).	
4. Hamartia	A fatal flaw or error in judgement that leads to the hero's downfall.	
5. Peripeteia	A sudden reversal of fortune; a major turning point.	
6. Anagnorisis	A moment of discovery or recognition of the truth.	
7. Dramatic irony	When the audience knows something important that the characters do not.	



WHEN TO USE THIS

- Students should refer to tragic tropes when they study tragic plays in literature such as *Macbeth* and *Romeo and Juliet*.
- Look for questions that focus on:
 - character
 - theme
 - plot / structure
 - writer's methods / effects
 - the tragic nature of the play



THINKING STEPS

- 1 What are the tragic tropes?
- 2 Highlight or underline any evidence that relates to the trope.
- 3 Consider the impact of the trope: what emotions are created?



WRITING STEPS

- 1 Start with a point which states the trope and embeds evidence.
- 2 Say what this trope suggests about the character or theme.
- 3 Analyse how by commenting on the emotion created.

Post – KO11 Features of Tragedy

1. Quick Knowledge Check — 3 minutes

Fill in the missing words using the **word bank** to help you.

1. **Fate** means something is u_____ and it is pre_____.
2. Tragedy typically ends in _____.
3. **Hamartia** means _____.
4. **Dramatic irony** is when _____ knows something the _____ doesn't.
5. A reversal of fortune or turning point in which the character's fate changes is called _____.
6. **Anagnorisis** is when the character makes a _____ or realises a _____.
7. Tragedy typically centres on the _____ who starts as an honourable nobleman but has a downfall.

Word Bank:

Death / truth / tragic hero / unavoidable / peripeteia / discovery / fatal flaw / the audience / predestined / character

2. Match the trop to the example — 3 minutes

Draw a line to match each tragic trope to its example from Romeo and Juliet. Start with those you find easier.

Trope	Example
Fate	Romeo: Did my heart love till now? Forswear it, sight! / For I ne'er saw true beauty till this night."
Tragic Ending	After killing Tybalt, Romeo recognizes that his fortune has changed and he cries out, " <i>O, I am fortune's fool!</i> "
Hamartia- Fatal Flaw	Prologue: 'Star-Crossed Lovers'
Dramatic Irony	Prince Escalus to the families in Act 5: "See what a scourge is laid upon your hate.... All are punished."
Peripeteia	When they first meet at the Capulet ball, Rome and Juliet are deeply infatuated, but the audience is fully aware their families are enemies.
Anagnorisis	Romeo's declaration: "Thus with a kiss I die"

4. Transfer your knowledge: Read this short summary of Hamlet and highlight 2 pieces of evidence of tragic tropes. For example, the mention of ‘Prince’ relates to ‘Tragic Hero’— 3 minutes

Prince Hamlet of Denmark learns his uncle Claudius murdered his father to seize the throne and marry his mother. Feigning madness to plan his revenge, Hamlet accidentally kills an advisor, pushing his former love Ophelia to madness. The play ends with a tragic duel in which almost the entire royal court is wiped out.

5. Why is this extract from Romeo and Juliet important to tragedy?

A. Which tragic trope is being exposed here? **Tick** the answer. ✓

- Fate and destiny
- Hamartia - Fatal Flaw
- Peripeteia (a reversal of fortune or turning point in which the character’s fate changes)
- Tragic Ending
- Anagnorisis (The character makes a discover/realises a truth)

B. Highlight 3-5 pieces of evidence that expose this trope.

C. Annotate the evidence with inference: What does it suggest about the character? The moment? Tragedy?

Romeo:

O, she doth teach the torches to burn bright!
It seems she hangs upon the cheek of night
Like a rich jewel in an Ethiop’s ear—
Beauty too rich for use, for earth too dear!
So shows a snowy dove trooping with crows
As yonder lady o’er her fellows shows.
The measure done, I’ll watch her place of stand,
And, touching hers, make blessed my rude hand.
Did my heart love till now? Forswear it, sight!
For I ne’er saw true beauty till this night.

Stretch & Challenge: Answer the big question: How is this moment (task 5) from Act 1 Scene 5 pivotal (highly important) to tragedy?

Supporting questions:

- What tragic trope does it expose? (KO11)
- What evidence highlights this?
- What would this evidence typically suggest? But how is it subverted here? (goes against expectations) *i.e. dove typically connotes peace, but it is ironic as the meeting of these characters will lead to violence and chaos.*
- How does the evidence expose this trope (analyse KO2 / KO3)?
- How effective is this evidence in exposing the trope?
- What is Shakespeare's message? Link to Context



K02 Language Analysis

I can identify personification used in *Romeo and Juliet* and analyse how it creates powerful emotions.



GOLDEN THREAD:

Being able to identify and analyse language devices used by writers, and how they create meaning.



KEY IDEA: PERSONIFICATION

Personification is a figure of speech that gives human qualities, emotions, or actions to non-human things—such as objects, animals, or abstract ideas. It helps create vivid imagery and emotional connection by describing the non-human in familiar, human terms.



This image represents personification because the wind (non-human) is given human qualities such as the action of 'blowing'.



MISCONCEPTION:

One misconception students have is attributing non-human qualities. Students often attribute animal actions to non-human things. This is incorrect as they are two different techniques: personification is about HUMAN qualities and zoomorphism is about animal qualities.



PERSONIFICATION – PERSON – HUMANS

Gives HUMAN qualities, emotions or actions to non-human things.



ZOOMORPHISM – ZOO – ANIMALS

Gives ANIMAL qualities, emotions or actions to non-human things.



WHEN TO USE THIS

- Students should refer to personification when analysing language techniques used by a writer.
- Look for questions such as:
 - 'How does the writer use language to describe...'
 - 'How has Shakespeare used language to depict...'



THINKING STEPS

- 1 Underline the focus of the question.
- 2 Highlight or underline any evidence that uses personification.
- 3 Consider what powerful emotion is created by personification.



WRITING STEPS

- 1 Start with a point which states the technique – **personification** – and embeds evidence.
- 2 Say what the personification suggests about the character or theme.
- 3 Zoom in to key words and explore connotations used.

Prep KO2 Use of personification in Romeo and Juliet. How is imagery effective in conveying strong emotions?

1. Quick Recall — 1 minute

Answer these quickly.

- **KO2** means _____.
- **Personification** is when _____.

2. Creating personification: Complete each sentence with a human attribute:

- Beneath the darkened soil, the tree's roots began to _____ for water.
- The weather changed suddenly: heard of clouds gathered and began to _____ while lightening _____ across the sky.
- The wind _____ its grief through the cracked windowpane.
- Slowly, I started up the car and the engine _____.
- Swaying in the gentle breeze, the flowers seemed to _____ as if with joy.

3. Next to each sentence TICK ✓ for a correct example of personification and CROSS X for incorrect.

1. The enraged wind aggressively rattled the windowpanes throughout the dark, stormy night.
2. A powerful storm surge damaged several coastal properties along the shoreline.
3. Shadows danced playfully across the wall as the flickering candle began to melt.
4. The heavy iron gate was locked tight, preventing anyone from entering the abandoned estate.
5. The antique grandfather clock commanded the room, loudly reminding everyone of the passing seconds.

4. Rewrite the incorrect examples to make them correct.

Example one:

Example two:

5. Read the following passages from Romeo and Juliet and highlight examples of personification.

A. Romeo: "Arise, fair sun, and kill the envious moon,
Who is already sick and pale with grief,
That thou, her maid, art far more fair than she."

B. Friar Lawrence: "The gray-eyed morn smiles on the frowning night,
Check'ring the eastern clouds with streaks of light..."

C. Romeo: "Why, then, O brawling love! O loving hate!
O anything, of nothing first create!
O heavy lightness! serious vanity!"

6. Personification helps convey powerful emotions. Copy TWO examples that you highlighted in task 5 and explain what emotion is created and how.

Example 1 (quote): _____

Emotion: _____

How:

Example 2 (quote): _____

Emotion: _____

How:

Stretch & Challenge:

Write one paragraph analysing the use of personification in Romeo and Juliet.

- Identify the personification
- Explain the powerful emotion created
- Analyse how words help portray that emotion
- Critically evaluate how effective the personification is
- Link to Shakespeare's purpose – Could this link to tragedy?



SELF-QUIZZING



Test your knowledge!



SECTION 1: KO11 – TRAGIC TROPES



1 What is KO11?

- A. Identifying characters in a play
- B. Context comparison
- C. Understanding poetic structure
- D. Language analysis

2 Which of the following best describes a tragic hero?

- A. A villain who causes problems for others
- B. A character who is noble but has a fatal flaw
- C. A character who always wins in the end
- D. A side character with no importance



3 What does 'fate' refer to in tragedy?

- A. The choices a character makes
- B. The forces beyond human control that shape events
- C. The advice given by friends
- D. The setting of the play



4 What is meant by a 'tragic ending – death'?

- A. The play ends with a happy ending
- B. The main character dies (often with others) at the end of the play
- C. The main character moves away
- D. The villain is forgiven



5 Hamartia refers to:

- A. A happy discovery
- B. A fatal flaw or error in judgement
- C. A powerful enemy
- D. A surprising love



6 Which tragic trope is shown when a character's fortune suddenly changes from good to bad?

- A. Anagnorisis
- B. Peripeteia
- C. Dramatic irony
- D. Tragic hero



SECTION 2: KO2 – PERSONIFICATION



7 What is KO2?

- A. Identifying the context of a text
- B. Language analysis
- C. Comparing two texts
- D. Understanding character motivation

8 What is personification?

- A. Giving human qualities to non-human things
- B. Giving animal qualities to non-human things
- C. Comparing two things using 'like' or 'as'
- D. Repeating words for emphasis



9 Which of the following is an example of personification?

- A. The stars danced in the sky.
- B. The sky is blue like the ocean.
- C. He was as brave as a lion.
- D. The wind is very strong.



10 What is the main effect of using personification?

- A. It makes the text more confusing.
- B. It creates vivid imagery and emotional connection.
- C. It shortens the text.
- D. It makes the characters less important.



11 Identify the personification in the sentence below.

The sun smiled down on the garden.



12 Why might Shakespeare use personification in *Romeo and Juliet*?

- A. To make the play seem modern
- B. To make descriptions more powerful and emotional
- C. To tell the reader what to think
- D. To explain the plot more quickly



TIP: Check your answers, revisit your notes, and try again tomorrow! 😊



FEEDFORWARD IS ABOUT WHAT TO DO NEXT.

Use the sections below to reflect on your learning across the whole Post & Prep booklet and identify the most important area to improve.

1. STATEMENTS OF IMPROVEMENT



Tick the statements that apply to you.

- ☐ Identify evidence of personification.
- ☐ Infer from the evidence.
- ☐ Zoom into key words and explore connotations.
- ☐ Link to context.



Be honest with yourself. Identifying areas to improve is a strength!

2. NEXT STEP



Choose the step that will make the biggest difference to your learning.



Focus on strengthening my WHAT statements.



Focus on embedding quotations more effectively.



Focus on identifying and linking techniques more accurately.



Focus on zooming in on key words and exploring their connotations.



Focus on explaining the structure and reader of my paragraphs.



Focus on improving the structure and flow of my paragraphs.



Focus on one priority at a time for the greatest impact.

3. ACTION PLAN



One small change I will make next time I write an analytical paragraph:



I will check my improvement by:

- Reviewing my next piece of writing.
- Asking a peer or teacher for feedback.
- Checking the techniques I used.
- Self-assessing using the success criteria.



4. REFLECTION CHECK

After your next assessment, ask yourself:



What went well?
Which techniques did I use effectively?



What was difficult?
Which parts did I find hardest to explain or apply?



What will I do differently?
What is my focus for next time?



What is my goal?
What do I want to improve most before next lesson?



5. REMEMBER

Strong analysis is built on these key principles.
Keep practising them to become a more confident and effective writer.



CONTEXT
Embed historical, social and authorial lenses to deepen meaning.



EVIDENCE
Embed quotations smoothly and purposefully.



ANALYSIS
Explain methods in detail and explore their effects.



ZOOM IN
Analyse key words and explore their connotations.



EFFECT ON READER
Explain how the reader feels or thinks.



WRITER'S INTENTION
Explain why Shakespeare has written this.



FINAL THOUGHT

Small improvements today lead to big results tomorrow.
Keep practising. Keep reflecting. Keep improving.



POST LEARNING BOX – K02

ANALYSING THE EFFECTS OF LANGUAGE

Using evidence, language analysis and contextual understanding to explain how Shakespeare deliberately affects different audiences in *Romeo and Juliet*.



★ THE GOLDEN THREAD ★

Last year we studied *Doctor Faustus* and thought about the effect of language features and how they conveyed Marlowe's message.

This year, we are focusing on how Shakespeare uses language techniques to create effects on the audience in *Romeo and Juliet*.

This is K02 – Language.



KEY IDEA

CONNOTATIONS



Connotations are what we think, feel and imagine when we read a word.

AUDIENCE EFFECT



Language can have an emotional effect on readers. It can make them feel **frightened, shocked, sympathetic, inspired, angry, hopeful** and more – based on the words the writer deliberately chooses.

VISUAL REPRESENTATION

THINK



What does the word make me think?

FEEL



What does the word make me feel?

IMAGINE



What does the word make me imagine?

AUDIENCE RESPONSE



How might different audiences respond?

THINKING STEPS – HOW TO ANALYSE THE EFFECT OF LANGUAGE

1

READ THE QUOTE



Read the quote carefully in context.
Who is speaking?
What is happening?

2

IDENTIFY THE MOST IMPORTANT WORD



Which word stands out the most?
Why might it be important?

3

IDENTIFY THE WORD TYPE



Is it a noun, verb, adjective, adverb, simile, metaphor, etc.?

4

THINK OF THE CONNOTATIONS



What does the word make you think, feel and imagine?
Write down ideas.

5

THINK ABOUT ELIZABETHAN VALUES



What are the values an Elizabethan audience might have based on their beliefs and society?

6

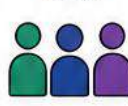
HOW WOULD THIS EMOTIONALLY IMPACT THEM?



How might an Elizabethan audience feel because of this word and their values?

7

THINK ABOUT MODERN VALUES



What are the values a modern audience might have based on what they believe and how things are different now?

8

HOW WOULD THIS EMOTIONALLY IMPACT THEM?



How might a modern audience feel because of this word and their values?

WRITING STEPS – HOW TO STRUCTURE YOUR ANALYSIS

1

ARGUMENT



Make a clear point about how the language affects the audience.

2

EVIDENCE



Use a short quotation from the text.

3

TECHNIQUE



Identify the language technique or word type. (e.g. metaphor, adjective, etc.)

4

CONNOTATIONS



Explain the connotations – what the word makes us think, feel and imagine.

5

HOW WOULD AN ELIZABETHAN AUDIENCE FEEL?



Explain how an Elizabethan audience would feel based on their values.

6

HOW WOULD A MODERN AUDIENCE FEEL?



Explain how a modern audience would feel based on their values.

7

EXPLAIN WHY



Explain why the values influence the response.

8

LINK TO MESSAGE



Explain Shakespeare's message to society through this language.

9

ZOOM OUT



What is Shakespeare saying about human nature, society or life?

THINKING ABOUT VALUES – THEN AND NOW



ELIZABETHAN VALUES (16TH CENTURY)

- Patriarchal society** – Men had more power than women.
- Obedience & hierarchy** – People were expected to obey those above them (kings, fathers, lords).
- Divine Right of Kings** – Kings ruled by God's will.
- The Great Chain of Being** – A strict order where everyone had their place in society.
- Christian beliefs** – Heaven, hell, sin and the afterlife shaped behaviour.
- Honour & reputation** – Actions reflected on family and social status.
- Fate & astrology** – Belief that events were fixed by fate.
- Family loyalty** – Duty to family came before love.
- Social hierarchy** – Class determined opportunities and power.
- Marriage for duty** – Marriages were often arranged for
- Traditional gender roles** – Women were expected to be quiet, obedient and focused on home and family.
- Violence & revenge** – Seen as acceptable ways to

MODERN VALUES (21ST CENTURY)



- Equality** – Women and men have equal rights and opportunities.
- Individual freedom** – People can make choices about their own lives.
- Love & personal choice** – Relationships and marriages are based on love and choice.
- Diversity & inclusion** – Respect for differences in cultures, genders, identities and ways of life.
- Human rights** – Everyone deserves equal treatment and respect.
- Questioning authority** – People challenge unfair rules and traditions.
- Focus on wellbeing** – Emotions, mental health and happiness are valued.

REMEMBER!

The same word or image can have different effects on different audiences because of their values, beliefs and experiences.

THE EFFECTS OF LANGUAGE



Q: What are the effects of language?



HERE IS A FULL MODEL PARAGRAPH.

Today we are focusing on **Steps 3–6: Technique, Connotations, Effect on Elizabethan Audience and Effect on Modern Audience.**

WHY THESE STEPS?

- ✓ These steps help us zoom in on the writer's word choices.
- ✓ They show how language creates meaning and feeling.
- ✓ They help us explain why different audiences respond differently.
- ✓ Mastering these steps builds the foundation for strong analysis.

FULL MODEL PARAGRAPH – ALL STEPS HIGHLIGHTED

1 ARGUMENT	Shakespeare constructs Elizabethan attitudes as patriarchal and objectifying, unmasking how women are turned into objects to be controlled rather than having freedom.
2 EVIDENCE	This is powerfully reinforced when Lord Capulet declares: <i>"An you be mine, I'll give you to my friend."</i>
3 TECHNIQUE	The verb "give" .
4 CONNOTATIONS	The verb "give" holds connotations of ownership, possession, control and transfer , exposing how Elizabethan daughters were viewed as the property of their fathers and were expected to obey their wishes rather than make their own decisions.
5 EFFECT ON ELIZABETHAN AUDIENCE	An Elizabethan audience would be unlikely to be shocked by this because they lived in a patriarchal society where fathers were expected to arrange marriages and children were expected to obey their parents. It would have been seen as a normal part of social order.
6 EFFECT ON MODERN AUDIENCE	A modern audience, however, would likely be shocked and sympathetic towards Juliet because women today have equal rights and the freedom to choose who they marry. The idea of a father "giving" his daughter to another man feels controlling and oppressive .
7 WRITER'S MESSAGE	Perhaps Shakespeare wishes to controversially expose the restrictive nature of patriarchal values , despite living in a time where this was normalised.



EXAMPLE – HIGH LEVEL ANALYSIS

**3 TECHNIQUE**

Identify the language technique.

The verb **"give"**.**4 CONNOTATIONS**

Explore the connotations of the key word.

The verb **"give"** holds connotations of ownership, possession, control and transfer, exposing how women were viewed as property to be passed from one man to another rather than individuals with choice or freedom.

**5 EFFECT ON ELIZABETHAN AUDIENCE**

Explain the effect on an Elizabethan audience.

An Elizabethan audience would not be shocked because fathers had the right to arrange marriages for their daughters and children were expected to obey their parents. It would have been seen as **normal and acceptable**.

**6 EFFECT ON MODERN AUDIENCE**

Explain the effect on a modern audience.

A modern audience would be shocked and sympathetic because women today have **equal rights** and the **freedom** to make their own choices. The idea of a father **"giving"** his daughter to another man feels **controlling, unfair and oppressive**.



NON-EXAMPLE – LIMITED ANALYSIS

**3 TECHNIQUE**

Identify the language technique.

The word **"give"**.**4 CONNOTATIONS**

Explore the connotations of the key word.

The word **"give"** shows that he is **unfair**.

**5 EFFECT ON ELIZABETHAN AUDIENCE**

Explain the effect on an Elizabethan audience.

An Elizabethan audience might think this is **okay** because people listened to their parents.

**6 EFFECT ON MODERN AUDIENCE**

Explain the effect on a modern audience.

A modern audience would think this is **wrong** because women can make their own choices now.



WHY THIS IS A HIGH-LEVEL EXAMPLE

- ✓ Identifies the language technique accurately.
- ✓ Explores the connotations of **"give"** in depth.
- ✓ Explains how Elizabethan values shape the audience's response.
- ✓ Explains how modern values create a different response.
- ✓ Links the analysis to Shakespeare's message.



WHY THIS IS A NON-EXAMPLE

- ✗ Identifies the word but does not explore its connotations.
- ✗ Gives a simple opinion instead of analysing the language.
- ✗ Does not explain how Elizabethan values influence the audience's response.
- ✗ Gives only a basic modern response without explaining why.
- ✗ Does not link to Shakespeare's overall message.

**REMEMBER:** Great analysis does more than say what a word means.

It explains the connotations and how they affect different audiences based on their values and beliefs.



POST-TASK K02



Q: What are the effects of language?

TASK 1A – MATCH THE WORD TYPES

Match each word type to its correct definition.

WORD TYPES

- | | | | |
|---|--|---------------|---|
| 1 | | Verb | • |
| 2 | | Abstract noun | • |
| 3 | | Concrete noun | • |
| 4 | | Adjective | • |
| 5 | | Adverb | • |

DEFINITIONS (MIXED UP)

- | | |
|---|--|
| A | Names a feeling, quality or idea that you cannot see (e.g. bravery). |
| B | Describes an action, state or occurrence. |
| C | Names something you can see, touch, hear, smell or taste. |
| D | Describes how an action is done or when, where or how often something happens. |
| E | Describes a quality or feature of a noun. |

TASK 1B – MATCH THE LANGUAGE TECHNIQUES

Match each language technique to its correct definition.

LANGUAGE TECHNIQUES

- | | | | |
|---|--|-----------------|---|
| 1 | | Metaphor | • |
| 2 | | Simile | • |
| 3 | | Personification | • |
| 4 | | Oxymoron | • |

DEFINITIONS (MIXED UP)

- | | |
|---|---|
| A | A comparison that does not use "like" or "as". |
| B | Giving human qualities to non-human things or ideas. |
| C | Two opposite ideas placed together to create a striking effect. |
| D | Comparing two things using "like" or "as". |



REMEMBER:

Understanding word types and language techniques is the first step to analysing how language creates meaning and affects different audiences.



*Once you're confident,
move on to the next page!*



POST-TASK K02

Q: What are the effects of language?



READ THE MODEL FIRST

Look at the model below. Then have a go at the questions.

QUOTE 	KEY WORD 	WORD TYPE / TECHNIQUE 	WHAT THE WORD SUGGESTS (THE CONNOTATIONS) 	HOW AN ELIZABETHAN AUDIENCE MIGHT FEEL AND WHY (LINKED TO THEIR VALUES) 	HOW A MODERN AUDIENCE MIGHT FEEL AND WHY (LINKED TO THEIR RIGHTS AND VALUES)
"An you be mine, I'll give you to my friend." (Act 1, Scene 2)	the verb "give"	Verb	The verb "give" has connotations of ownership, possession, transfer and control. It suggests that Juliet is treated like property to be passed from one man to another rather than an individual with her own choices.	An Elizabethan audience might feel accepting and unsurprised because, in a patriarchal society, fathers were expected to arrange marriages for their daughters and children were expected to obey their parents. This reflected the normal social values of the time.	A modern audience might feel shocked, uncomfortable and sympathetic because women today have equal rights and the freedom to choose who they marry. The idea of a father "giving" his daughter to another man feels controlling and oppressive.



YOUR TURN

Complete the table for each quotation below. Write in full sentences in every column.

QUOTE 	KEY WORD 	WORD TYPE / TECHNIQUE 	WHAT THE WORD SUGGESTS (THE CONNOTATIONS) 	HOW AN ELIZABETHAN AUDIENCE MIGHT FEEL AND WHY (LINKED TO THEIR VALUES) 	HOW A MODERN AUDIENCE MIGHT FEEL AND WHY (LINKED TO THEIR RIGHTS AND VALUES)
1 "Honour is worth more than life."					
2 "Her gentle hands obeyed without a word."					
3 "The crown rested proudly upon his head."					
4 "He carried his father's name like a shield."					

VALUE BANK



ELIZABETHAN VALUES

- Patriarchal society
- Obedience to parents
- Honour and reputation
- Duty before personal happiness
- Christian beliefs
- Divine Right of Kings
- Great Chain of Being
- Family loyalty
- Marriage arranged for status or duty



MODERN VALUES

- Equality
- Individual freedom
- Human rights
- Consent
- Personal choice
- Love before duty
- Independence
- Respect
- Equal opportunities

EMOTION BANK

POSITIVE EMOTIONS

- Admiring
- Inspired
- Hopeful
- Respectful
- Reassured
- Comforted
- Impressed

NEGATIVE EMOTIONS

- Shocked
- Sympathetic
- Uncomfortable
- Horrified
- Frustrated
- Angry
- Concerned
- Disgusted
- Fearful



REMEMBER:

Great language analysis does more than identify the word or technique. It explains what the word suggests (connotations) and how different audiences respond because of their values, beliefs and rights.



Once you're confident, move on to the next page!



CHALLENGE TASK

Write one full analytical paragraph.



QUESTION: How does the writer present attitudes towards women?

CHOOSE ONE QUOTATION.

“*She was my property to own.*”

OR

“*A woman’s will is to obey.*”

YOUR TURN – WRITE YOUR PARAGRAPH HERE

SENTENCE STARTERS – USE ALL OF THESE



ARGUMENT

The writer constructs attitudes towards women as _____,
exposing how _____.



EVIDENCE

This is powerfully reinforced when the writer states, “_____.”



TECHNIQUE

The _____ “_____”
is particularly significant.
(verb / adjective / abstract noun / metaphor / simile / personification / oxymoron)



CONNOTATIONS

The _____ “_____”
holds powerful connotations of _____,
exposing how _____.



ELIZABETHAN AUDIENCE

An Elizabethan audience would likely feel _____
because they lived in a society where _____.



MODERN AUDIENCE

A modern audience, however, would likely feel _____
because today _____.



WRITER’S MESSAGE

Perhaps the writer wishes to expose _____,
encouraging readers to question _____.



MODEL EXAMPLE (SHAKESPEARE)

Shakespeare constructs Elizabethan attitudes towards women as **patriarchal** and **objectifying**, exposing how women were treated as possessions to be controlled rather than individuals with freedom and choice.

This is powerfully reinforced when Lord Capulet declares, “*She was my property to own.*”

The noun “property” holds powerful connotations of **ownership**, **control**, **possession** and **entitlement**, exposing how Elizabethan women were viewed as objects to be owned and used as their male relatives wished.

An Elizabethan audience would be unlikely to question this because they lived in a **patriarchal society** where men had power and women were expected to obey.

A modern audience, however, would likely feel **shocked and angry** because today we value equality and believe women have the right to make their own choices and live free from control.

Perhaps Shakespeare wishes to expose the **injustice** of treating women as possessions, encouraging readers to question the damaging effects of patriarchal power.



CHALLENGE CHECKLIST

- ☐ I have written a clear argument.
- ☐ I have embedded a quotation.
- ☐ I have identified the word type or language technique.
- ☐ I have explored the connotations of the key word.
- ☐ I have explained how an Elizabethan audience would respond because of their values.
- ☐ I have explained how a modern audience would respond because of their values.
- ☐ I have explained the writer’s message.
- ☐ I have written in full academic sentences.
- ☐ I have used accurate spelling, punctuation and grammar.



REMEMBER: Great writers use language choices to create meaning and influence audiences. Always consider how and why different audiences respond differently.

PREP LEARNING BOX - K01

Making inferences about signs of tragedy in *Romeo and Juliet*



THE GOLDEN THREAD

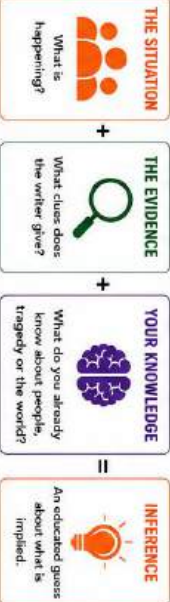
Last year, you learned how to make inferences about historical heroes and villains by combining clues with your own knowledge.

This year, you will revisit those inference skills to make inferences about the signs of tragedy in *Romeo and Juliet*.

You will use evidence from the text to identify the key elements of tragedy.

KEY IDEA

An inference is an educated guess based on evidence and your own knowledge. We make an inference by combining:



Inference = Situation + Evidence + Knowledge

SIGNS OF TRAGEDY – THE TRAGIC TROPES WE INFER FROM

TRAGIC HERO 	HAMARTIA (FATAL FLAW) 	FATE 	TRAGIC ENDING (DEATH) 	PERIPETIA (REVERSAL) 	ANAGORISIS (REALISATION) 	DRAMATIC IRONY
A noble or admirable character who may experience a downfall.	A fatal flaw or error in judgement that leads to the downfall.	Events are controlled by forces beyond human power; life is predetermined.	The play ends in death of the tragic hero (often with other major characters).	A sudden reversal of fortune; a major turning point.	A moment of discovery or recognition of the truth.	When the audience knows something that the characters do not.

THINKING STEPS – HOW TO MAKE AN INFERENCE

- 1 Read the quotation carefully. Identify the important explicit evidence and the clues (e.g. words, actions, behaviour, tone, context).
- 2 Think about what does it suggest they are facing / feeling or what will happen in the future. Consider: What challenge or conflict are they facing? How might they feel? What might happen next?
- 3 Ask yourself which tragic trope the evidence links to and why. Think: Which tragic trope does this inference connect to? Why does it link to this trope?

FACING • FEELING • FUTURE (LINKED TO TRAGEDY)

FACING What challenge, conflict or tragic obstacle is the character facing? Which tragic trope might this suggest?	FEELING How might the character feel because of this tragic situation? What evidence supports your inference?	FUTURE What tragic consequence might happen next? Could this lead to peripetia, anagnorisis or a tragic ending?
Your inference should consider how the evidence shows the character's facing, feeling and possible future, and which sign of tragedy this links to.		

WRITING STEPS – HOW TO WRITE AN INFERENCE

- 1 Start by writing your topic sentence.
 - 2 Explain what the character is either facing, feeling or what might happen in the future.
 - 3 Embed your quotation.
 - 4 Explain what the quotation implies.
 - 5 Explain which tragic trope your inference links to and why.
- Write: "I can infer that..."
- Add because and include the key words or phrases:
- Explain what the evidence suggests rather than simply repeating it.
- Explain how it links to the tragic trope (e.g. fate, hamartia, tragic hero, peripetia, anagnorisis, dramatic irony or a tragic ending) and explain why.

EXAMPLES AND NON-EXAMPLES

Making inferences about signs of tragedy in *Romeo and Juliet*

REMEMBER: An inference is an educated guess based on evidence and your own knowledge. Good inferences go beyond what is said. They explain what the evidence suggests.

HIGH-LEVEL EXAMPLES

We go beyond the text and make an educated inference.

QUOTE (PROLOGUE): "A pair of star-cross'd lovers take their life."

FACING
What challenge, conflict or tragic obstacle are the characters facing?
This links to the tragic trope of PERIPETIA (reversal of fortune) because their lives appear to be controlled by forces beyond their control rather than by their own choices.

FEELING
How might the character feel because of this tragic situation?
This links to the tragic trope of TRAGIC HEROES because tragic heroes are often noble and in love, yet powerless to escape the fate that destroys them.

FUTURE
What tragic consequence might happen next?
This links to the tragic trope of HAMARTIA (tragic flaw) because their deep love and impulsive decisions lead them towards a fatal choice they cannot undo.

TRAGIC TROPES LINKED:
These inferences link to key tragic tropes:
• PERIPETIA – a reversal of fortune brought by forces beyond control.
• TRAGIC HERO – noble characters whose fate ends in destruction.
• HAMARTIA – a tragic flaw or mistake that leads to downfall.
These tropes explain why the lovers cannot escape their fate and are destined to die.

WHY ARE THESE NON-EXAMPLES WEAK?
They simply repeat the question.
They do not explain what prior knowledge about tragedy suggests.
They do not make an educated inference.

SUCCESS TIPS

- Embed key words from the quote (e.g. star-cross'd, take their life).
- Think about Facing, Feeling and Future.
- Explain what the words imply, not just what they say.
- Use your knowledge of tragedy to go deeper.
- Link your inference to a tragic trope.



REMEMBER:

Strong inferences explain what the evidence suggests and link to tragic tropes. Use your knowledge, think deeply and make every inference count!

LIMITED NON-EXAMPLES

We simply repeat what the quote says.

QUOTE (PROLOGUE): "A pair of star-cross'd lovers take their life."

FACING
What challenge, conflict or tragic obstacle are the characters facing?
Romeo and Juliet are star-cross'd lovers.

FEELING
How might the character feel because of this tragic situation?
Romeo and Juliet take their life.

FUTURE
What tragic consequence might happen next?
Romeo and Juliet die.

USE THIS SENTENCE PATTERN FOR STRONG INFERENCE:
I can infer that... because "..." implies...
This links to the tragic trope of... because...

YOUR CHECKLIST

- ☐ Have I embedded the key words?
- ☐ Have I explained what the quote implies?
- ☐ Have I linked to a tragic trope?
- ☐ Have I explained how this links?
- ☐ Have I written about Facing, Feeling and Future?
- ☐ Have I used my knowledge of tragedy?



PREP TASK – K01

Making inferences about signs of tragedy in Romeo and Juliet



TASK 1 MATCH THE TRAGIC TROPE TO ITS DEFINITION

Draw a line to match each tragic trope to its correct definition.

Use the images to help you.

1 TRAGIC HERO 

2 HAMARTIA (FATAL FLAW) 

3 FATE 

4 TRAGIC ENDING (DEATH) 

5 PERIPETEIA (REVERSAL) 

6 ANAGORISIS (REALISATION) 

7 DRAMATIC IRONY 

A The audience knows something that the characters do not.

B A noble or admirable character who may experience a downfall.

C Events are controlled by forces beyond human power; life is predetermined.

D A sudden reversal of fortune; a major turning point.

E A fatal flaw or error in judgement that leads to the downfall.

F The play ends in death of the tragic hero (often with other major characters).

G A moment of discovery or recognition of the truth.

TASK 2 WHICH WRITING STEP IS MISSING?

Each inference below is missing one of the five writing steps. Read each inference carefully and decide which step is missing. Write the missing step number (1–5) in the box.

1  Start by writing the topic sentence "I can infer that..."	2  Explain what the character is either facing, feeling or what might happen in the future.	3  Embed your quotation.	4  Explain what the quotation implies.	5  Explain which tragic trope your inference links to and why.
--	--	--	--	--

A I can infer that Romeo is facing overwhelming despair because "take their life." implies that they will not survive.

This suggests that the lovers believe death is their only escape from the conflict.

Which step is missing?

Write the missing step here:

B Because "star-cross'd lovers" implies that powerful forces are working against them.

This suggests that fate controls their lives, not their own choices.

Which step is missing?

Write the missing step here:

C I can infer that Juliet is feeling frightened and powerless.

This shows how the feud between the families has left her with no control over her future.

Which step is missing?

Write the missing step here:

★ **TIP:** A strong inference includes all five writing steps in the correct order. Check your answers carefully!

TASK 3 APPLY: FACING, FEELING AND FUTURE LINKED TO TRAGEDY

Look carefully at the image from a scene of Romeo and Juliet. Using the writing steps above, write one inference for each box:

Facing (what they are facing) • Feeling (how they feel) • Future (what might happen next)



FACING – What challenge, conflict or tragic obstacle are the characters facing?

Use the writing steps to write your inference.



FEELING – How might the characters feel because of this tragic situation?

Use the writing steps to write your inference.



FUTURE – What tragic consequence might happen next?

Use the writing steps to write your inference.



FINAL STEP – TRAGIC TROPE LINK

Which tragic trope do your three inferences link to overall? Explain why.





SELF-QUIZZING BOX

Test your knowledge.
Strengthen your memory.



HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes — think hard.
- 3 After answering the questions, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.



K02 – LANGUAGE AND CONNOTATIONS (DECLARATIVE KNOWLEDGE)

- 1 What are connotations?
- 2 List three Elizabethan values.
- 3 List three modern values.
- 4 What are some emotions the reader can feel when reading a text?
- 5 How can connotations shape the reader's response?
- 6 Why is it important to consider values and emotions when analysing a text?



K01 – MAKING INFERENCES (DECLARATIVE KNOWLEDGE)

- 1 What is an inference?
- 2 What do facing, feeling and future mean?
- 3 What is the first thinking step?
- 4 What is the second thinking step?
- 5 What is the third thinking step?
- 6 What is the fourth thinking step?
- 7 What are tragic tropes?
Can you name some examples?



THINKING STEPS (PROCEDURAL KNOWLEDGE)

- 1 What are the thinking steps for making an inference?
- 2 What are the three thinking questions we ask?
- 3 What does each thinking step help us to do?
- 4 In what order should we use the thinking steps?
- 5 Why is it important to follow the thinking steps?



WRITING STEPS (PROCEDURAL KNOWLEDGE)

- 1 What is the first writing step for an inference?
- 2 What do we write about next?
- 3 What do we include from the evidence?
- 4 What do we explain at the end?
- 5 What is the final step in an inference?
- 6 What order should the writing steps always be in?
- 7 Why is it important to embed the quotation?
- 8 How do we link our inference to a tragic trope and why?



WHEN DO I USE THESE SKILLS? (CONDITIONAL KNOWLEDGE)

WHEN DO I THINK ABOUT CONNOTATIONS AND VALUES?

When do you think about connotations, Elizabethan values, modern values and the emotions a reader might feel?



WHEN DO I THINK ABOUT INFERENCES?

When do you think about facing, feeling and future and start making inferences?



WHEN DO I USE THE THINKING STEPS?

When do you think it is important to use the thinking steps to build a strong inference?



WHEN DO I USE THE WRITING STEPS?

When do you think it is important to follow the writing steps in the correct order?



REMEMBER: The more you self-quiz, the stronger your memory becomes.
Try again tomorrow — you'll remember more!

**FEEDFORWARD IS ABOUT WHAT TO DO NEXT.**

Use the sections below to reflect on your learning across the whole Post & Prep booklet and identify the most important area to improve.

1. STATEMENTS OF IMPROVEMENT

Tick the statements that apply to you.

K01 – INFERENCE

- ☐ **1a** You need to support your inference by embedding a relevant quotation.
- ☐ **1b** You need to explain what the quotation implies rather than repeating it.
- ☐ **1c** You need to develop your inference by explaining what the character is facing, feeling or what might happen.
- ☐ **1d** You need to explain which tragic trope your inference links to and why.

K02 – LANGUAGE ANALYSIS

- ☐ **2a** You need to identify the correct word type or language technique.
- ☐ **2b** You need to explain the connotations of carefully chosen words.
- ☐ **2c** You need to explain how an Elizabethan audience would respond because of their values.
- ☐ **2d** You need to explain how a modern audience would respond because of their values.
- ☐ **2e** You need to explain the writer's overall message.

2. NEXT STEP

Choose the step that will make the biggest difference to your learning.

K01 – INFERENCE NEXT STEPS

- ☐ **F1A** Embed a quotation to support your inference.
- ☐ **F1B** Explain what the quotation implies.
- ☐ **F1C** Develop your inference (facing, feeling or future).
- ☐ **F1D** Link your inference to a tragic trope and explain why it connects.

K02 – LANGUAGE NEXT STEPS

- ☐ **F2A** Identify the word type or language technique.
- ☐ **F2B** Explain the connotations of the word.
- ☐ **F2C** Explain the Elizabethan audience's response.
- ☐ **F2D** Explain the modern audience's response.
- ☐ **F2E** Explain the writer's message.



Focus on one priority at a time for the greatest impact.

3. ACTION PLAN

One small change I will make next time I write an analytical paragraph:

**I WILL CHECK MY IMPROVEMENT BY:**

- Reviewing my next piece of writing.
- Asking a peer or teacher for feedback.
- Checking the techniques I used.
- Self-assessing using the success criteria.

**4. REFLECTION CHECK**

After your next assessment, ask yourself:



What went well?
Which techniques did I use effectively?



What was difficult?
Which parts did I find hardest to explain or apply?



What will I do differently?
What is my focus for next time?



What is my goal?
What do I want to improve most before next lesson?

**5. REMEMBER**

Strong analysis is built on these key principles.
Keep practising them to become a more confident and effective writer.

**CONTEXT**

Embed historical, social and authorial lenses to deepen meaning.

**EVIDENCE**

Embed quotations smoothly and purposefully.

**ANALYSIS**

Explain methods in detail and explore their effects.

**ZOOM IN**

Analyse key words and explore their connotations.

**EFFECT ON READER**

Explain how the reader feels or thinks.

**WRITER'S INTENTION**

Explain why Shakespeare has written this.

**FINAL THOUGHT**

Small improvements today lead to big results tomorrow.
Keep reflecting. Keep improving. Keep becoming your best.



KO2 - METAPHORS IN ROMEO AND JULIET

How does Shakespeare use metaphors to create meaning?

LEARNING BOX

Last term we learned inferences. This term we are going to use those inference skills to effectively comment on the effect and impact of metaphor (on the reader).

A strong analysis explains what the metaphor suggests and how it influences the audience.

KEY IDEA: METAPHOR

A metaphor compares one thing to another by saying it is something else.

Metaphors help writers:

- ✓ Create vivid images
- ✓ Reveal feelings and emotions
- ✓ Develop characters
- ✓ Influence the reader's response

ROMEO & JULIET METAPHOR BANK

Shakespeare's Words	Modern English
"Juliet is the sun."	Juliet brings light, happiness and hope into Romeo's life.
"It is the east, and Juliet is the sun."	Juliet is the most important person in Romeo's world.
"Death is my son-in-law."	Death has taken Juliet instead of Romeo becoming her husband.
"O, I am fortune's fool!"	Romeo feels fate is controlling and ruining his life.
"Love is a smoke made with the fume of sighs."	Love is confusing and difficult.

WHAT IT IS NOT

Common Misconception

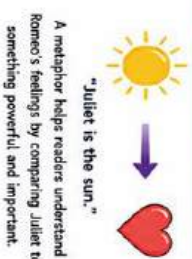
- ✗ A metaphor is not just asking a question.
 - ✗ A metaphor is not explaining the plot.
 - ✗ A metaphor is not saying: "Shakespeare uses a metaphor," without explaining its meaning.
- Better**
- ✓ Explain what the metaphor suggests.
 - ✓ Explain how the reader is affected.

WHEN TO USE THIS SKILL

Use metaphor analysis when questions ask:

- How does Shakespeare present Romeo?
- How does Shakespeare present Juliet?
- How does Shakespeare use language?
- How does Shakespeare present love?
- How does Shakespeare present fate?

PICTURE TO REPRESENT THE KEY IDEA



THINKING STEPS

- 1 Find the metaphor.
- 2 Identify what is being compared.
- 3 Infer what the comparison suggests.
- 4 Explain the effect on the reader.

WRITING STEPS

- 1 Make a point. Shakespeare presents...
- 2 Use evidence. This is shown when...
- 3 Zoom in and infer. The metaphor suggests...
- 4 Explain the effect. This makes the reader feel/understand...

CHECKING STEPS

- 1 Have I identified the metaphor?
- 2 Have I explained what it suggests?
- 3 Have I included an inference?
- 4 Have I explained the effect on the reader?

MODEL SENTENCE

Shakespeare presents Romeo's love as powerful when he describes Juliet as 'the sun'. This metaphor suggests that Juliet brings light and happiness into Romeo's life. As a result, the reader understands how deeply Romeo admires her and how important she has become to him.

SUCCESS CRITERIA

- ☐ I identified the metaphor.
- ☐ I made an inference.
- ☐ I used evidence.
- ☐ I explained the effect on the reader.
- ☐ I explained the hidden meaning.
- ☐ I linked back to Shakespeare's message.

KO2: METAPHORS IN ROMEO AND JULIET

How does Shakespeare use metaphors to create meaning?

LEARNING BOX

Last term we learned inferences.

This term we will use inference skills to comment on the effect and impact of metaphors on the reader.

KEY IDEA: METAPHOR

A metaphor compares one thing to another by saying it is something else.

Helps create vivid images, reveal feelings and influence the reader.

EXAMPLE METAPHOR FROM ROMEO AND JULIET

Shakespeare's Words	Modern English
"It is the east, and Juliet is the sun."	Juliet brings light, happiness and hope into Romeo's life.

GOOD EXAMPLE – HOW TO ANALYSE A METAPHOR

SPOT THE METHOD	As Romeo passionately declares, "It is the east, and Juliet is the sun," Shakespeare deploys a metaphor to portray Juliet as a source of light, hope and guidance in Romeo's life.
INFERENCE	The metaphor reinforces Juliet's importance, suggesting she is the centre of Romeo's world.
FACING, FEELING, FUTURE	Facing: Romeo is facing the challenge of loving someone from a rival family. Feeling: He feels overwhelming admiration and devotion. Future: This love may lead to reckless choices and tragic consequences.
READER'S REACTION	The metaphor evokes admiration for Romeo's devotion while also prompting the reader to recognise how idealised and consuming his love has become.
SHAKESPEARE'S INTENT	Shakespeare employs the metaphor of the sun to symbolise Juliet's significance and to establish love as a powerful force that can transform a person's entire outlook on life. This also foreshadows the tragic consequences of Romeo's overwhelming passion.

SUCCESS CRITERIA – HAVE YOU INCLUDED?

- ✓ Spotted the method (metaphor)
- ✓ Made an inference
- ✓ Explored facing, feeling and future
- ✓ Explained the reader's reaction
- ✓ Explained Shakespeare's intent

NON-EXAMPLE (MISCONCEPTION)

- ❌ Romeo says, "Juliet is the sun."
- This is a metaphor.
- It means Juliet is bright.
- Romeo likes Juliet. 3?
- WHAT IS WRONG WITH IT?**
- ✗ Only identifies the metaphor – does not explain what it suggests.
 - ✗ No inference – meaning is not explored.
 - ✗ Does not consider facing, feeling or what might happen next.
 - ✗ Does not explain how the reader reacts.
 - ✗ Does not explain Shakespeare's intent.
 - ✗ Uses simple vocabulary (e.g. "means", "likes").
 - ✗ No embedded quotation structures.
 - ✗ Answer is too shallow – no analysis of effect or impact.

USE THESE EMBEDDED QUOTATION STARTERS

- As Romeo passionately declares, "..."
- As the protagonist triumphantly proclaims, "..."
- As the character anxiously confesses, "..."
- As the narrator poignantly observes, "..."
- As the speaker emphatically insists, "..."
- As the narrator vividly describes, "..."
- As the character despairingly laments, "..."
- As the protagonist bitterly remarks, "..."
- As the speaker confidently announces, "..."
- As the writer powerfully asserts, "..."

REMEMBER:

A strong response goes beyond spotting the metaphor. It uses inference and analysis to explain the effect on the reader and shows understanding of Shakespeare's purpose.

THINK DEEPLY. ANALYSE EFFECT.



FINAL TASK – POST TASK

KO2: METAPHORS IN *ROMEO AND JULIET*

How does Shakespeare use **metaphors** to create meaning?



INSTRUCTIONS

- 1 Read the quote carefully.
- 2 Identify the metaphor.
- 3 Use the sentence starters to help you write your response.
- 4 Make inferences about Romeo's experience (facing, feeling, future).
- 5 Explain the reader's reaction and Shakespeare's intent.

THE QUOTE TO ANALYSE

“ My bounty is as boundless as the sea,
My love as deep. ”

(Romeo, Act 2 Scene 2)



TIP: Look for the metaphor and think about what it suggests about Romeo and his love for Juliet.

MODEL (EXAMPLE RESPONSE)



SPOT THE METHOD

As Romeo passionately declares, “My bounty is as boundless as the sea, my love as deep,” Shakespeare deploys a metaphor to portray the vastness and depth of Romeo's love.



INFERENCE

The metaphor **reinforces** the intensity and depth of Romeo's feelings, suggesting that his love is limitless and sincere.



FACING, FEELING, FUTURE

Facing: Romeo is caught between his love for Juliet and the conflict between their families.

Feeling: He feels deeply devoted and willing to give everything for Juliet.

Future: This overwhelming love could lead to desperate choices and tragic outcomes.



READER'S REACTION

The metaphor **evokes** admiration for Romeo's devotion but also prompts the reader to recognise how all-consuming and risky his love is.



SHAKESPEARE'S INTENT

Shakespeare employs this metaphor to emphasise the power and magnitude of Romeo's love, highlighting how it drives his actions and ultimately contributes to the tragedy.

USE THESE EMBEDDED QUOTATION STARTERS

- As Romeo passionately declares, “...”, ...
- As the protagonist triumphantly proclaims, “...”, ...
- As the character anxiously confesses, “...”, ...
- As the narrator poignantly observes, “...”, ...
- As the speaker emphatically insists, “...”, ...
- As the writer powerfully asserts, “...”, ...

SUCCESS CRITERIA

Have you included...?



☐ I have spotted the metaphor.



☐ I have made an inference.



☐ I have explored facing, feeling and future.



☐ I have explained the reader's reaction.



☐ I have explained Shakespeare's intent.

YOUR TURN – WRITE YOUR RESPONSE BELOW



REMEMBER: Use analytical verbs, embed your quotations and go beyond simple explanation. Analyse the effect!





K02 – USE OF PERSONIFICATION IN ROMEO AND JULIET



LEARNING BOX

What does this topic link to and why?
This links to Year 7 – Methods found in Poetry and Speech.

Last term we learned personification used in poetry.

This term we are going to use it to comment on the effect of personification on the audience in Romeo and Juliet.

KEY IDEA – PERSONIFICATION

Personification is when an object, idea or force is given human qualities.

EXAMPLE FROM ROMEO AND JULIET

“Death lies on her like an untimely frost”
(Romeo, Act 5 Scene 3)

MODERN ENGLISH

Death is described as if it can lie like a person would.

WHAT IT IS NOT

Common Misconceptions

Personification is not just naming something.

Personification is not saying “Shakespeare uses personification.”

Personification is not retelling what happens in the play.

Personification is not describing the setting without explaining the effect.

WHEN TO USE THIS SKILL

Use personification analysis when questions ask:

- How does Shakespeare use language?
- How does Shakespeare present ...? (e.g. death / fate / love / conflict)
- What is the effect of ...?
- How does Shakespeare create a certain mood / atmosphere?



PICTURE TO REPRESENT THE KEY IDEA



Shakespeare gives human qualities to forces like death or fate to make them feel powerful and real to the audience.

THINKING STEPS

- 1 Find the personification.
- 2 Identify what is being given human qualities.
- 3 Infer what this suggests about the theme or character.
- 4 Explain the effect on the audience.

WRITING STEPS

- 1 Make a point. Shakespeare uses personification to...
- 2 Use evidence. As Romeo declares, "..."
- 3 Analyse and infer. This personification conveys / reinforces / emphasises that...
- 4 Explain the effect. This makes the audience feel / understand / recognise that...

CHECKING STEPS

- 1 Have I identified the personification?
- 2 Have I explained what it suggests (inference)?
- 3 Have I explained the effect on the audience?
- 4 Have I used a quotation and analytical verbs?



REMEMBER!

Personification brings ideas and forces to life. It helps the audience feel the power of them.



K02: USE OF PERSONIFICATION IN ROMEO AND JULIET

Personification gives human qualities to non-human things to create powerful emotions and effects for the audience.

LEARNING LINK

This links to Year 7 – Methods found in Poetry and Speech.

Last term we learned personification used in poetry.

This term we are going to use it to comment on the effect of personification on the audience in Romeo and Juliet.

KEY IDEA – PERSONIFICATION

EXAMPLE FROM ROMEO AND JULIET

“My heart is ever at your service for therein lies my love.”
(Romeo, Act 2 Scene 2)



MODERN ENGLISH
Romeo describes his heart as a loyal servant, always ready to work for Juliet.

WHAT IT IS NOT

Common Misconception

Personification is not just describing something nicely or using romantic words.

It is giving human actions or qualities to something that is not human.

MODEL PARAGRAPH (EXAMPLE RESPONSE)

As Romeo passionately declares, “My heart is ever at your service for therein lies my love,” Shakespeare uses personification to convey the depth and devotion of Romeo’s love for Juliet. By describing his heart as a loyal servant, Romeo portrays his love as willing and selfless, suggesting that he is completely devoted to Juliet. This reflects Romeo’s romantic and idealistic nature—he is facing the challenge of a secret love from a rival family, yet his feelings remain loyal and sincere. The personification evokes admiration and tenderness in the reader, as Romeo’s heart appears almost noble and honourable in its devotion. Shakespeare uses this personification to emphasise the purity and intensity of young love, whilst also highlighting how Romeo’s idealism could lead to heartbreak and tragedy.

SUCCESS CRITERIA – TICK WHEN INCLUDED

- | | | |
|--|---|--------------------------|
| | I identified the personification. | ☐ |
| | I explained what it suggests (inference). | ☐ |
| | I explored facing, feeling and future. | ☐ |
| | I explained the effect on the audience. | ☐ |
| | I explained Shakespeare’s intent. | ☐ |

NON-EXAMPLE (MISCONCEPTION)

STUDENT RESPONSE (NON-EXAMPLE)

“Romeo says his heart is at Juliet’s service. This shows he loves her a lot. It is personification because a heart can’t serve. It is a nice line.”



WHAT IS WRONG WITH IT?

- ✗ Only identifies the method, no developed analysis.
- ✗ No inference – doesn’t explain what it suggests.
- ✗ No exploration of facing, feeling, future.
- ✗ No explanation of effect on the audience.
- ✗ No explanation of Shakespeare’s intent.
- ✗ Use simple vocabulary – not analytical.
- ✗ Does not embed the quotation or use analytical verbs.

WRITING STEPS (WHAT A GOOD ANSWER DOES)

- 1 Make a point. State that Shakespeare uses personification to...
- 2 Use evidence. Introduce the quotation (embed it smoothly).
- 3 Analyse and infer. Explain what the personification conveys about the theme or character.
- 4 Explore facing, feeling and future. Consider the character’s situation, feelings and what this might lead to.
- 5 Explain the effect on the audience. How does this personification make the audience feel or think?
- 6 Explain Shakespeare’s intent. Why does Shakespeare use this personification? Link to theme, mood or message.



REMEMBER:

Personification makes the inanimate come alive—helping the audience feel the power of love, fate and emotion in Romeo and Juliet.





POST TASK – YOUR TURN!

K02: USE OF PERSONIFICATION IN ROMEO AND JULIET



Personification gives human qualities to non-human things to create powerful emotions and effects for the audience.



INSTRUCTIONS

- 1 Read the quotation carefully.
- 2 Identify the personification.
- 3 Follow the writing steps to help you plan your response.
- 4 Write your own analytical response in the space below.
- 5 Check your answer using the success criteria.

THE QUOTE TO ANALYSE

“Night hangs upon this heavy scene.”

(Romeo, Act 3 Scene 2)



TIP: Look for personification in the quotation and think about how it affects Romeo, the mood of the scene and the audience.



MODEL (EXAMPLE RESPONSE)

As Romeo despairingly says, “Night hangs upon this heavy scene,” Shakespeare uses **personification** to create a powerful sense of sadness and darkness. By giving night the human action of ‘hanging’, Romeo suggests that the darkness feels oppressive and overwhelming, as if it is pressing down on everything. This **reflects** the tragic events taking place—Tybalt has just been killed and Romeo is about to be banished. The personification **evokes** a feeling of suffocation and hopelessness in the reader, as though the whole world shares Romeo’s grief. Shakespeare uses this personification to **emphasise** the heavy, tragic mood of the scene and to **foreshadow** the suffering and separation that Romeo and Juliet will endure.



WRITING STEPS (FOLLOW THESE)

- | | | | | | |
|---|--|---|---|--|--|
| 1 Make a point.

State that Shakespeare uses personification to... | 2 Use evidence.

Introduce the quotation (embed it smoothly). | 3 Analyse and infer.

Explain what the personification conveys about the theme or character. | 4 Explore facing, feeling and future.

Consider the character’s situation, feelings and what this might lead to. | 5 Explain the effect on the audience.

How does this personification make the audience feel or think? | 6 Explain Shakespeare’s intent.

Why does Shakespeare use this personification? Link to theme, mood or message. |
| | | | | | |



YOUR TURN – WRITE YOUR OWN ANALYTICAL RESPONSE



SUCCESS CRITERIA – TICK WHEN INCLUDED



I identified the personification.

☐

I explained what it suggests (inference).

☐

I explored facing, feeling and future.

☐

I explained the effect on the audience.

☐

I explained Shakespeare’s intent.

☐

REMEMBER:

Use analytical verbs, embed your quotations and go beyond simple explanation. Think about the bigger picture – theme, character, audience and intent!



CHALLENGE MINI TASK

Which Interpretation Is More Convincing?

Quote

"Night's candles are burnt out, and jocund day stands tiptoe on the misty mountain tops."

(Romeo and Juliet, Act 3 Scene 5)

Interpretation A

Shakespeare uses personification to portray the day as eager and excited. The image of the day "standing tiptoe" conveys anticipation and hope, reflecting Romeo and Juliet's desire to remain together.

☐ Convincing

☐ Not Convincing

Interpretation B

Shakespeare uses personification to portray the day as intrusive and unwelcome. The image of the day "standing tiptoe" suggests it is creeping into the scene, forcing Romeo and Juliet apart.

☐ Convincing

☐ Not Convincing

Your Verdict

Which interpretation is more convincing?

Use evidence from the quotation to justify your view.

Feedforward box: label to be completed in lesson

I developed...

I need to practice

Feedforward target

Developmental feedback



PLENARY QUIZ & SELF-ASSESS

PERSONIFICATION & METAPHORS

IN ROMEO AND JULIET



PART 1: QUICK QUIZ

Answer the following questions.

- 1 Which of the following is an example of PERSONIFICATION?
- A My heart is a battlefield.
 - B The wind whispered through the trees.
 - C She is a walking dictionary.
 - D Time is money.
- ☐

- 2 Which of the following is a METAPHOR?
- A The lark sings at dawn.
 - B Romeo is a flame in the dark.
 - C Juliet's eyes sparkle like stars.
 - D The sun smiled down on them.
- ☐

- 3 What is the main PURPOSE of personification in Romeo and Juliet?
- A To describe characters in detail.
 - B To give human qualities to non-human things and create powerful effects.
 - C To make the play more confusing.
 - D To show that Shakespeare liked animals.
- ☐

- 4 Identify the technique in the quote below:
- "But soft! what light through yonder window breaks?
It is the east, and Juliet is the sun."

A Personification B Metaphor C Simile D Hyperbole

☐

- 5 Which statement best explains the EFFECT of the personification in this quote?
- "The lark, that tir'd his creatures nightly, sings."
(Romeo, Act 2 Scene 2)
- A It tells us the lark is happy.
 - B It shows the lark is tired after working all night, creating a peaceful morning mood.
 - C It compares the lark to Romeo.
 - D It makes the reader think about animals.
- ☐



PART 2: WRITING STEPS CHECK

Put the steps in the correct order (1 = first, 6 = last).

- ☐ Use evidence (embed the quotation).
- ☐ Explain the effect on the audience.
- ☐ Make a point.
- ☐ Explain Shakespeare's intent.
- ☐ Explore facing, feeling and future.
- ☐ Analyse and infer (what it suggests about theme/character).



PART 3: TRUE OR FALSE?

Circle True or False for each statement.

1 Personification gives human qualities to non-human things.	True	False
2 Metaphors make a direct comparison without using 'like' or 'as'.	True	False
3 When we analyse a quote, we should only identify the technique.	True	False
4 Explaining the effect helps us show why the writer used the technique.	True	False
5 Shakespeare uses personification and metaphors to create mood and influence the audience.	True	False



PART 4: SPOT THE TECHNIQUE

Identify whether each quote is PERSONIFICATION or METAPHOR.

- 1 "Love is a smoke made with the fume of sighs."
(Romeo, Act 1 Scene 1) _____
- 2 "The sun looks pale with grief."
(Romeo, Act 1 Scene 5) _____
- 3 "Juliet is the sun."
(Romeo, Act 3 Scene 2) _____
- 4 "The night shrieks with terror."
(Romeo, Act 3 Scene 5) _____



PART 5: SELF-ASSESS - HOW DID I DO?

Tick the boxes that best reflect your learning today.



UNDERSTANDING

- I can identify personification.
- I can identify metaphors.
- I understand the difference between them.



ANALYSIS

- I can explain what the technique suggests (inference).
- I can explore facing, feeling and future.
- I can explain the effect on the audience.



WRITING

- I followed the writing steps in the correct order.
- I used embedded quotations.
- I explained Shakespeare's intent.
- My response is detailed and analytical.



MY NEXT STEP

One thing I did really well today:

One thing I need to improve:

To improve, I will:



REMEMBER:

Powerful language creates powerful impact.
Think deeply, write clearly, and always back it up with evidence!





LEARNING BOX

KO1/11: Identifying Tragic Tropes in *Romeo and Juliet*
Using Facing, Feeling, Future



GOLDEN THREAD

We are learning to identify tragic tropes in *Romeo and Juliet* and use Facing, Feeling, Future to make inferences about what they reveal.



KEY IDEA

Tragedies follow patterns called tragic tropes. Identify the trope in a quotation. Then use Facing, Feeling, Future to explain its significance.

1. THE FOUR TRAGIC TROPES

	HAMARTIA The tragic flaw. A weakness that sets the downfall in motion.
	HUBRIS Excessive pride. A refusal to accept advice or limits.
	PERIPETEIA The reversal of fortune. A sudden turning point that changes everything.
	DOWNFALL The tragic ending. The inevitable result of the flaw and choices.

2. STRONG INFERENCE

	FACE What challenge or problem is the character facing right now?
	FEEL How might the character be feeling because of this situation?
	FUTURE What might happen next? What does this suggest about their future?
	Name the trope. Then use Facing, Feeling, Future to explain its significance.

3. THINKING STEPS

- Which tragic trope can I identify?
- What is the character facing?
- How might they feel?
- What could happen next?

4. WRITING STEPS

- This quotation demonstrates [trope] because...
- The character is facing...
- This makes them feel...
- This suggests that in the future...

5. CHECKING STEPS

- Have I named a tragic trope?
- Have I explained the evidence?
- Have I used Facing, Feeling, Future?
- Have I linked my inference to tragedy?



REMEMBER: Don't just describe what happens. Name the trope and use Facing, Feeling, Future to explain its tragic significance.



EXAMPLE / NON-EXAMPLE

KO1/11: Identifying Tragic Tropes in *Romeo and Juliet*
Through Inference



GOLDEN THREAD

We are learning to identify tragic tropes in *Romeo and Juliet* and use Facing, Feeling, Future to make inferences about what they reveal.



EXAMPLE

Quotation:

"O, I am fortune's fool!"

Word class:
noun



Act 3 Scene 1: After Tybalt is killed Romeo is banished from Verona.

TRAGIC TROPE IDENTIFIED

Peripeteia – the reversal of fortune.

USING FACING, FEELING, FUTURE

FACING
Romeo is facing a sudden change from joy (new love) to exile. His actions have caused a turning point he cannot undo.

FEELING
He feels shock, regret and despair. The noun "fool" reveals his self-blame and realisation that impulsiveness has destroyed his happiness.

FUTURE
This suggests that the banishment will lead to more tragedy; it moves the story towards the lovers' eventual downfall.

WHY THIS IS EFFECTIVE

- Names a specific tragic trope (peripeteia).
- Zooms in on the key word "fool" (noun) and explains its meaning.
- Uses Facing, Feeling, Future to make clear inferences.
- Explains what this reveals about character and future events.
- Connects the moment to the tragic trajectory.

This is a strong inference. It identifies the pattern and explains its tragic significance.



NON-EXAMPLE

Quotation:

"O, I am fortune's fool!"

Word class:
noun



Act 3 Scene 1: After Tybalt is killed Romeo is banished from Verona.

WHAT THIS SAYS

Romeo is upset because Tybalt is dead. He says he is a fool because he made a mistake.

WHY THIS IS INEFFECTIVE

- Does not name a tragic trope.
- Does not zoom in on any key word or explore its meaning.
- Does not use Facing, Feeling, Future.
- Does not infer how this reveals character, feelings or future events.
- Stays at the level of simple plot description.



This is a weak inference. It only describes what happens and misses the tragic pattern and significance.

KEY DISTINCTION

A strong inference identifies the tragic trope and uses Facing, Feeling, Future to explain what it reveals about character, emotion and what might happen next.

IDENTIFY THE TROPE
Name the tragic trope in the quotation.



REMEMBER: Strong inferences look for **PATTERNS**, explore **MEANING** and think **AHEAD**. This helps us understand how Shakespeare creates inevitable tragedy.





POST TASK

KO1/11: Identifying Tragic Tropes in *Romeo and Juliet*



GOLDEN THREAD

You are learning to identify tragic tropes in *Romeo and Juliet* and use **Facing**, **Feeling**, **Future** to make inferences about what they reveal.



CONFLICT



FATE



FORESHADOWING



TRAGIC TROPES



YOUR TASK

Read each quotation from *Romeo and Juliet*.

Identify the tragic trope and use **Facing**, **Feeling**, **Future** to explain what it reveals about the character and their future.



SUCCESS CRITERIA

- ✓ I name a specific tragic trope.
- ✓ I use Facing, Feeling, Future.
- ✓ I explain what it reveals about the future.

QUOTATION (Who says it?)	TRAGIC TROPE (Name it)	 FACING What challenge or problem is the character facing?	 FEELING How might they be feeling?	 FUTURE What might happen next? What does this suggest?
1 "I defy you, stars!" (Romeo) Act 1 Scene 5: Romeo speaks after meeting Juliet.				
2 "O, I am fortune's fool!" (Romeo) Act 3 Scene 1: Romeo speaks after killing Tybalt.				
3 "These violent delights have violent ends." (Friar Laurence) Act 2 Scene 6: The Friar warns Romeo.				
4 "My only love sprung from my only hate!" (Romeo) Act 3 Scene 1: Romeo speaks before fighting Tybalt.				



THINKING CHECKLIST

- ✓ Have I named a specific tragic trope?
- ✓ Have I used **Facing**, **Feeling** and **Future**?
- ✓ Have I explained what this reveals about the future?
- ✓ Have I avoided simple plot description?



CHALLENGE

- Choose one quotation above.
- Explain how this moment links to another tragic trope in the play.
- Can you connect it to the wider tragic pattern?



REMEMBER: Strong inferences go beyond what characters **SAY**. Use **Facing**, **Feeling**, **Future** to explore what they **FACE**, how they **FEEL** and what might happen **NEXT**.





LEARNING BOX

K01/2/11:
Constructing Analytical Paragraphs



GOLDEN THREAD

You have already practised identifying tragic tropes and making inferences.

Next lesson, you will explain **how** Shakespeare creates tragedy through language.



KEY IDEA

Strong analysis follows six stages:

WHAT → **EVIDENCE** → **TECHNIQUE** → **ZOOM** → **EFFECT** → **WHY**

Every stage builds on the one before it.

WHAT



What is Shakespeare presenting?

Example:
Juliet is trapped by conflict.

EVIDENCE



Embed a quotation.

Example:
"My only love sprung from my only hate!"

TECHNIQUE



Name the method.

Example:
Juxtaposition

ZOOM



Choose **ONE** word.

Example:
noun "hate"

EFFECT



Reader response.

Example:
creates sympathy and dread

WHY



Shakespeare's purpose.

Example:
shows tragedy is inevitable



ZOOM IS THE ENGINE OF ANALYSIS

Without zooming in on a word, analysis stays at surface level.

THINKING STEPS



- 1 What is Shakespeare presenting?
- 2 Which quotation proves it?
- 3 Which technique is used?
- 4 Which word should I zoom in on?
- 5 What effect does it create?
- 6 Why did Shakespeare do this?

WRITING STEPS



- 1 Make your argument.
- 2 Embed a quotation.
- 3 Name the technique.
- 4 Zoom in on one word.
- 5 Explain the effect.
- 6 Explain Shakespeare's purpose.

CHECKING STEPS

- ✓ Have I made an argument?
- ✓ Have I embedded a quotation?
- ✓ Have I named a technique?
- ✓ Have I zoomed in on one word?
- ✓ Have I explained the effect?
- ✓ Have I explained Shakespeare's purpose?



REMEMBER

WHAT → **EVIDENCE** → **TECHNIQUE** → **ZOOM** → **EFFECT** → **WHY**

ZOOM is the most important stage because it explains **HOW** Shakespeare creates meaning.





EXAMPLE / NON-EXAMPLE

K01/2/11:

Analytical Writing – Full Paragraph



GOLDEN THREAD

Both paragraphs use all six stages of the **WHAT / EVIDENCE / TECHNIQUE / ZOOM / EFFECT / WHY** framework. Read them carefully. Which is stronger – and why?



A EXAMPLE A – DEVELOPING

A clear response with all six stages.

	WHAT (Argument)	Shakespeare portrays Juliet as emotionally trapped by the feud between the two families.
	EVIDENCE (Quotation)	As she desperately exclaims, <i>"My only love sprung from my only hate!"</i> , Shakespeare employs juxtaposition to establish a conflict between love and family loyalty.
	TECHNIQUE (Method)	Shakespeare uses juxtaposition to place two opposing ideas together.
	ZOOM (One word)	The use of the noun "hate" reinforces the hostility between the Montagues and Capulets.
	EFFECT (Reader response)	This evokes sympathy within the audience because Juliet is caught between two opposing sides.
	WHY (Purpose)	Shakespeare highlights the difficulties created by family conflict.

B EXAMPLE B – STRONGER

A more precise and developed response.

	WHAT (Argument)	Shakespeare portrays Juliet as emotionally and socially constrained by forces beyond her control.
	EVIDENCE (Quotation)	As she desperately exclaims, <i>"My only love sprung from my only hate!"</i> , Shakespeare employs juxtaposition to establish an irresolvable conflict between personal desire and inherited family loyalty.
	TECHNIQUE (Method)	Shakespeare employs juxtaposition to establish an irresolvable conflict between personal desire and inherited family loyalty.
	ZOOM (One word)	The use of the noun "hate" reinforces the generational hostility embedded within the feud, portraying Juliet's love as trapped within a conflict she cannot escape.
	EFFECT (Reader response)	This juxtaposition evokes both sympathy and apprehension within the audience, prompting them to recognise that such divisions make a peaceful resolution increasingly unlikely.
	WHY (Purpose)	Shakespeare establishes this conflict to foreshadow the tragic consequences of the feud, highlighting how inherited hatred can destroy individual happiness and personal freedom.



SPOT THE DIFFERENCE

Both paragraphs contain all six stages. The differences are in the quality and depth of analysis.

STAGE	EXAMPLE A (DEVELOPING)	EXAMPLE B (STRONGER)	WHAT MAKES B STRONGER?
 WHAT	Clear but general argument.	More precise – explores emotional and social constraint.	✔ Stronger conceptual understanding.
 EVIDENCE	Embedded well.	Embedded well.	✔ Both use a sophisticated embedding structure.
 TECHNIQUE	Identifies the method.	Identifies the method and connects it to the argument.	✔ Stronger connection to the idea.
 ZOOM	Identifies hostility between the families.	Explores generational hostility and its impact on Juliet.	✔ More developed connotations.
 EFFECT	Audience feels sympathy.	Audience feels sympathy and apprehension; explains why.	✔ More sophisticated reader response and reasoning.
 WHY	General statement about difficulties.	Links to Shakespeare's intention – foreshadowing and tragedy.	✔ Clearer authorial intention and link to the tragic message.



WHY IS EXAMPLE B STRONGER?

- ✓ Uses more precise academic verbs.
- ✓ Develops the connotations of the chosen word in depth.
- ✓ Explains a more complex reader response.
- ✓ Connects ideas to Shakespeare's tragic intention.
- ✓ Shows more awareness of theme and message.
- ✓ Explores ideas rather than simply describing events.



POWERFUL LANGUAGE TO USE

ACADEMIC VERBS (INSTEAD OF 'SHOWS / SUGGESTS')

- | | | | |
|-----------------|---------------|---------------|---------------|
| ✓ conveys | ✓ illustrates | ✓ establishes | ✓ foreshadows |
| ✓ portrays | ✓ depicts | ✓ evokes | ✓ symbolises |
| ✓ reiterates | ✓ mirrors | ✓ parallels | |
| ✓ criminalises | ✓ mimics | ✓ reflects | |
| ✓ destabilises | ✓ reinforces | ✓ highlights | |
| ✓ delegitimises | ✓ emphasises | ✓ develops | |

SOPHISTICATED QUOTATION EMBEDDING

- As the character desperately exclaims, "...", ...
- As the protagonist bitterly remarks, "...", ...
- As the writer powerfully asserts, "...", ...
- As the narrator ominously reflects, "...", ...
- As the speaker passionately argues, "...", ...
- As the character desparingly laments, "...", ...
- As the speaker confidently announces, "...", ...
- As the narrator vividly describes, "...", ...
- As the character anxiously confesses, "...", ...
- As the protagonist triumphantly proclaims, "...", ...
- As the speaker emphatically insists, "...", ...
- As the narrator poignantly observes, "...", ...



REMEMBER: Quality, precision and depth turn a good paragraph into a powerful one.

WHAT → **EVIDENCE** → **TECHNIQUE** → **ZOOM** → **EFFECT** → **WHY**





PREP TASK

KO1/2/11:
Big Write Preparation



YOUR TASK

Read the extract below carefully.

Write **ONE** analytical paragraph explaining:

How does Shakespeare present Juliet as a tragic figure in this extract?

Use the framework:

WHAT → **EVIDENCE** → **TECHNIQUE** → **ZOOM** → **EFFECT** → **WHY**



EXTRACT

JULIET:

*"My only love sprung
from my only hate!"*

*Too early seen unknown,
and known too late!"*

(Act 1 Scene 5)



SUCCESS CRITERIA

- ✓ Clear WHAT statement using an academic verb
- ✓ Embedded quotation
- ✓ Technique identified and connected to the argument
- ✓ Zoom in on ONE word and name its word class
- ✓ Explain the reader's response
- ✓ Explain Shakespeare's tragic intention



HELPFUL VOCABULARY

ACADEMIC VERBS

- ✓ conveys ✓ portrays ✓ reinforces
- ✓ establishes ✓ highlights ✓ foreshadows
- ✓ evokes ✓ develops ✓ reflects
- ✓ parallels

SOPHISTICATED EMBEDDING

- As Juliet desperately exclaims, "..."
- As Juliet bitterly remarks, "..."
- As Juliet anxiously realises, "..."
- As Shakespeare powerfully presents, "..."



PLANNING BOX

WHAT

What tragic idea is Shakespeare presenting?

ZOOM

Which word will you analyse?

Word class:
noun / verb / adjective

Word: _____

Connotations:



BIG WRITE SPACE



SELF-CHECK

- ☐ Have I embedded my quotation?
- ☐ Have I named the technique?
- ☐ Have I analysed one specific word?
- ☐ Have I explained the reader's response?
- ☐ Have I explained Shakespeare's intention?
- ☐ Have I linked my paragraph to tragedy?



REMEMBER: Strong paragraphs explain **HOW** Shakespeare creates meaning and **WHY** he does it.

WHAT → **EVIDENCE** → **TECHNIQUE** → **ZOOM** → **EFFECT** → **WHY**





SELF-QUIZZING

KO1/11 & KO1/2/11:
Retrieval Practice



HOW SELF-QUIZZING WORKS



1 Read the Learning Boxes.



2 Cover them completely.



3 Answer from memory.



4 Check and correct.



5 Repeat.

Every successful retrieval strengthens memory.



DECLARATIVE KNOWLEDGE (WHAT?)

1 What is hamartia?

2 What is hubris?

3 What is peripeteia?

4 What is downfall?

5 What is juxtaposition?



PROCEDURAL KNOWLEDGE (HOW?)

1 Name the four tragic tropes.

1. _____
2. _____
3. _____
4. _____

2 Complete the analytical framework.

WHAT → _____ → _____ →
_____ → _____ → WHY

3 What should you do in the ZOOM stage?

4 Give one sophisticated quotation embedding phrase.

"As _____"



CONDITIONAL KNOWLEDGE (WHEN? WHY?)

1 When should you identify a tragic trope?

2 When should you use the analytical paragraph framework?

3 Why is ZOOM the most important stage?

4 Which response is stronger?

A "The noun 'hate' suggests the families dislike each other."

B "The use of the noun 'hate' reinforces the generational hostility embedded within the feud."

Circle your answer: **A** / **B**

Explain why: _____



CHALLENGE RETRIEVAL

Quotation:

*"O, I am
fortune's
fool!"*

(Act 1 Scene 5)

1 Which tragic trope could this represent?

2 Which word would you zoom in on?

3 What might Shakespeare be trying to show?



MEMORY CHECK

- ☐ I answered from memory.
- ☐ I checked my answers.
- ☐ I corrected mistakes.
- ☐ I can explain all four tropes.
- ☐ I can recall all six analytical stages.
- ☐ I am ready for the Big Write.



REMEMBER: Knowledge becomes stronger every time you retrieve it.



HAMARTIA → **HUBRIS** → **PERIPETEIA** → **DOWNFALL**
WHAT → **EVIDENCE** → **TECHNIQUE** → **ZOOM** → **EFFECT** → **WHY**





FEEDFORWARD IS ABOUT WHAT TO DO NEXT.

Use the sections below to reflect on your learning and identify the most important area to improve.



1. STATEMENTS OF IMPROVEMENT

Tick the statements that apply to you.

- ☐ I need to write clearer WHAT statements.
- ☐ I need to embed quotations more skilfully.
- ☐ I need to identify and link techniques more accurately.
- ☐ I need to zoom in on key words in more depth.
- ☐ I need to explain the reader's response more fully.
- ☐ I need to explain Shakespeare's intention more precisely.
- ☐ I need to improve the overall structure and flow of my paragraphs.



Be honest with yourself. Identifying areas to improve is a strength!

2. NEXT STEP



Choose the step that will make the biggest difference to your learning.



Focus on strengthening my WHAT statements.



Focus on embedding quotations more effectively.



Focus on identifying and linking techniques more accurately.



Focus on zooming in on key words and exploring their connotations.



Focus on explaining the effect on the reader and Shakespeare's intention.



Focus on improving the structure and flow of my paragraphs.



Focus on one priority at a time for the greatest impact.



3. ACTION PLAN

One small change I will make next time I write an analytical paragraph:



I will check my improvement by:

- Reviewing my next piece of writing.
- Asking a peer or teacher for feedback.
- Checking the techniques I used.
- Self-assessing using the success criteria.



4. REFLECTION CHECK

After your next assessment, ask yourself:



What went well?
Which techniques did I use effectively?



What was difficult?
Which parts did I find hardest to explain or apply?



What will I do differently?
What is my focus for next time?



What is my goal?
What do I want to improve most before next lesson?



5. REMEMBER

Strong writing is built on these key principles.

Keep practising them to become a more confident and effective writer.



CLEAR ARGUMENT

Write a focused WHAT that answers the question.



EMBED QUOTATIONS

Use quotations seamlessly to support your ideas.



TECHNIQUES

Identify the techniques and link them to your ideas.



ZOOM IN

Analyse key words and explore their connotations.



EFFECT ON READER

Explain how the reader feels or thinks.



WRITER'S INTENTION

Explain why Shakespeare has written this.



FINAL THOUGHT

Small improvements today lead to big results tomorrow.
Keep practising. Keep reflecting. Keep improving.





UXBRIDGE
HIGH SCHOOL



— YEAR 8 —

GEOGRAPHY

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The blue boxes cover previous knowledge you learned in other terms.

The green boxes help you recap what you are learning this term.

Post tasks



1

Week 1

Page
75 to 81

2

Week 2

3

Week 3

Page
82 to 88

4

Week 4

5

Week 5

Page
89 to 95

6

Week 6



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an orange box.

Prep tasks





GEOGRAPHY •

Year 8 Geography – KO3: Development and geography.

GOLDEN THREAD

LAST TIME

- Last time we learned how and why cities have grown. This is through the process of urbanisation, brought on by natural increase and migration.

THIS TIME

This time we are learning about how cities have grown in India and the impact this is having on social, economic and environmental aspects.

KEY IDEA

Urbanisation is the proportional growth of towns and cities. This has been brought about by natural increase, whereby the number of births is larger than the deaths. Furthermore, urban areas are becoming more attractive for migrants.

- Natural increase:** the number of births is larger than deaths, leading to population growth.
- Pull factors:** positive reasons that attract people to cities (e.g. more jobs, better education and healthcare).
- Push factors:** negative reasons that force people to leave rural areas (e.g. lack of jobs, poor farming conditions).
- Rural to urban migration:** movement of people from rural areas to urban areas in search of better opportunities.
- Urbanisation has effects on social, economic and environmental aspects.



ADDRESSING MISCONCEPTIONS —

- Urbanisation is always negative and causes problems everywhere.** Urbanisation can have both positive effects (jobs, better services) and negative effects (overcrowding, pollution), depending on how it is managed.
- Urbanisation only happens in developing countries.** Urbanisation happens worldwide, it is faster in developing countries, while most developed countries have already experienced it.
- People move to cities only because they want a better lifestyle.** People move to cities due to both push factors (e.g. lack of jobs, poor farming conditions) and pull factors (e.g. more jobs, education and healthcare opportunities).

THINKING STEPS

- What is urbanisation?
- Why are urban populations growing?
- Why do people move to cities?
- What pushes people to leave rural areas?

WHEN TO USE THIS

Use this knowledge when discussing why cities grow and how urbanisation affects people and places, especially in India. It helps explain migration patterns and the impacts of population change.

SIGNAL WORDS / QUESTION TYPE

Explain, Describe, Discuss, Compare, Evaluate
Keywords: urbanisation, natural increase, migration, push factors, pull factors, rural to urban migration, impact, social, economic, environmental.

Example question:

Explain why cities in India have grown rapidly and discuss the impacts of this growth.

WRITING STEPS

- Define urbanisation clearly.
- Explain natural increase.
- Use key terms (push factors, pull factors, rural to urban migration).
- Link the ideas together in a clear explanation.



GEOGRAPHY •

Example vs non-example.

STRONG EXAMPLE

Cities grow because of natural increase and rural to urban migration. People move due to push factors such as lack of jobs and poor farming conditions, which force them to leave rural areas. Other reasons why people move are due to pull factors, such as better job opportunities and access to healthcare in cities.

WHAT IS GOOD ABOUT THIS?

- Uses key terminology accurately (natural increase, push factors, pull factors, rural to urban migration)
- Clearly defines causes of urbanisation rather than vague statements
- Explains both push and pull factors (balanced understanding)
- Includes specific examples (lack of jobs, healthcare opportunities)
- Links ideas logically (cause → explanation → example)
- Matches writing steps structure (define → explain → use terms → link)

THINKING STEPS

- What is urbanisation?
- Why are urban populations growing?
- Why do people move to cities?
- What pushes people to leave rural areas?

WEAKER RESPONSE

Cities grow because people move there. People leave because it is bad where they live. They go to cities because they are better.

WHAT IS WRONG WITH THIS?

- No key vocabulary used (missing key geographical terms)
- Vague and unclear explanations ("bad", "better")
- No specific examples provided
- Does not explain why cities grow clearly
- Does not distinguish between push and pull factors
- Ideas are not linked – lacks structure and depth

WRITING STEPS

- Define urbanisation clearly.
- Explain natural increase.
- Use key terms (push factors, pull factors, rural to urban migration).
- Link the ideas together in a clear explanation.



Year 8 Geography – KO3: Development and geography.

Post task

Question 1 – Keyword matching activity.

Match the key words to the correct definition below by drawing lines to match them up.

Key word	Definition
Urbanisation	Reasons that attract people to urban areas.
Natural increase	The proportional growth of towns and cities.
Push factor	Reasons that force people to leave rural areas.
Pull factor	Movement of people from rural to urban areas.
Rural to urban migration	When birth rates are higher than death rates.

Question 2 – Sorting activity.

Categorise the statements below into either push or pull factors.

Access to universities and higher education	Limited access to clean water
Frequent flooding damaging homes	Better entertainment and lifestyle options
Availability of modern transport systems	Political instability and conflict in rural regions
Opportunities to work in factories and offices	Land becoming infertile for farming
Access to specialised healthcare services	Family connections already living in the city

Question 3 – Building an explanation.

Complete the sentences by filling in the blanks.

- Cities grow because of _____ and _____ to _____ - migration.
- People move due to _____ factors which are negative and force you to leave.
One example of this is _____.
- Other reasons why people move are due to _____ factors. These are factors which attractive you to an urban area. One example of this is _____.



THINKING STEPS

- 1 What is urbanisation?
- 2 Why are urban populations growing?
- 3 Why do people move to cities?
- 4 What pushes people to leave rural areas?



WRITING STEPS

- 1 Define urbanisation clearly.
- 2 Explain natural increase.
- 3 Use key terms (push factors, pull factors, rural to urban migration).
- 4 Link the ideas together in a clear explanation.

Challenge question.

To what extent is rural to urban migration more important than natural increase in causing urbanisation?
Explain your answer using at least one push factor and one pull factor.



SELF-QUIZZING TO STRENGTHEN MEMORY



HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes — think hard.
- 3 After answering the questions, check the learning box and correct anything you missed.
- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.



Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.



IMPORTANT RULE: QUESTIONS ONLY

- Do NOT include answers anywhere.
- Do NOT add any hints or clues.
- Do NOT explain the answers.
- Do NOT include extra information.

KO3 – DEVELOPMENT AND GEOGRAPHY



What do I know?
(Declarative Knowledge)



How do I use it?
(Procedural Knowledge)



When do I use it?
(Conditional Knowledge)



Mistakes students make

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> What is urbanisation? | <ul style="list-style-type: none"> How would you explain why urban populations are growing? | <ul style="list-style-type: none"> When explaining city growth, when should you mention natural increase? | <ul style="list-style-type: none"> Why is it incorrect to say urbanisation is always negative? |
| <ul style="list-style-type: none"> What are push factors and pull factors? | <ul style="list-style-type: none"> How would you explain rural to urban migration using an example? | <ul style="list-style-type: none"> When a question asks why people leave rural areas, which concept should you focus on? | <ul style="list-style-type: none"> Why is it wrong to say urbanisation only happens in developing countries? |



GEOGRAPHY · Year 8 Geography – KO3: Development and geography.



GOLDEN THREAD



LAST TIME

- Last time we learned how cities have grown through urbanisation, natural increase and migration.



THIS TIME

- This time we are learning about globalisation, how countries are becoming increasingly connected, and the impacts on social, economic and environmental systems.



KEY IDEA

Globalisation is the increasing interconnectedness of countries through the movement of goods, services, information and people. This process has been driven by improvements in transport, such as faster and cheaper air and sea travel, as well as advances in technology like the internet and mobile communication, and the growth of transnational companies operating across multiple countries. As a result, globalisation creates opportunities such as job creation, investment and access to a wider range of goods, but it can also lead to challenges including inequality, environmental damage and the loss of local cultures.



ADDRESSING MISCONCEPTIONS

Misconception	Correct Statement
Globalisation only benefits rich countries	Globalisation can benefit both rich and developing countries, but benefits are unevenly distributed
Globalisation is a new process	Globalisation has been happening for centuries, but has accelerated rapidly in recent decades
Globalisation only involves trade	Globalisation includes trade, communication, migration and cultural exchange



WRITING STEPS

- 1 Define globalisation clearly
- 2 Explain key causes (transport, technology, TNCs)
- 3 Use key terms (interconnectedness, trade, investment, communication)
- 4 Link causes to outcomes (positive and negative impacts)



THINKING STEPS

- 1 What is globalisation?
- 2 What has caused globalisation?
- 3 How are countries connected?
- 4 What are the impacts of globalisation?



WHEN TO USE THIS

Use this knowledge when discussing how countries grow closer together and how globalisation affects people, places and the environment. It helps explain migration patterns and the impacts on social, economic and environmental systems.

SIGNAL WORDS / QUESTION TYPE

Explain, Describe, Discuss, Compare, Evaluate
Keywords: globalisation, interconnectedness, trade, investment, transport, technology, transnational companies, opportunities, challenges, inequality, environmental damage, culture.

Example question:

Explain the causes and impacts of globalisation.



Example vs non-example.



STRONG EXAMPLE

Globalisation is the process of countries becoming more interconnected through trade, communication and movement of people. It is caused by improvements in transport and technology. One positive outcome of globalisation is increased job opportunities because multinational companies create employment in different countries. Another positive outcome is greater access to goods and services because countries can trade more easily with each other.



WEAKER RESPONSE

Globalisation is when countries are connected.

It happens because things are better now.

A positive is more jobs.

Another positive is more things to buy.



WHAT IS GOOD ABOUT THIS?

- ✓ Accurately defines globalisation using clear geographical language
- ✓ Uses key terminology (interconnectedness, trade, transport, technology, multinational companies)
- ✓ Clearly explains causes (transport and technology improvements)
- ✓ Includes two developed outcomes (jobs and access to goods)
- ✓ Adds explanation using "because" to show understanding
- ✓ Links ideas logically (cause → outcome → explanation)
- ✓ Follows the writing steps structure (define → explain → apply)



WHAT IS WRONG WITH THIS?

- ✗ Definition is too vague ("countries are connected")
- ✗ No key vocabulary used (missing important terms like trade or technology)
- ✗ Causes are unclear ("things are better now" is not specific)
- ✗ Outcomes are underdeveloped (no explanation of why jobs increase)
- ✗ No use of "because" to explain ideas
- ✗ Lacks structure and detail
- ✗ Does not fully answer the question



THINKING STEPS

- 1 What is globalisation?
- 2 What has caused globalisation?
- 3 How are countries connected?
- 4 What are the impacts of globalisation?



WRITING STEPS

- 1 Define globalisation clearly
- 2 Explain key causes (transport, technology, TNCs)
- 3 Use key terms (interconnectedness, trade, investment, communication)
- 4 Link causes to outcomes (positive and negative impacts)



Year 8 Geography – KO3: Development and geography.



PREP TASK



QUESTION 1 – KEYWORD MATCHING

Match the key words to the correct definition.

Key Word	Definition
Globalisation	Buying and selling goods and services
Transnational company	A business operating in multiple countries
Trade	Countries becoming more linked together
Investment	Money put into a country or business for growth
Interconnectedness	Increasing links between countries



QUESTION 2 – SORTING ACTIVITY

Categorise the statements into causes or outcomes of globalisation.

Access to the internet worldwide	Development of container shipping
Increasing inequality in some regions	Increased job opportunities
Growth of multinational companies	Environmental damage from industry
Loss of local culture in some areas	Greater access to goods and services
Improvements in communication technology	Faster air travel between countries



QUESTION 3 – BUILDING AN EXPLANATION

Complete the sentences by filling in the blanks.

1. Globalisation is the process of _____.
2. It is caused by improvements in _____ and _____.
3. One positive outcome of globalisation is _____
_____ because _____.
4. One positive outcome of globalisation is _____
_____ because _____.



THINKING STEPS

- 1 What is globalisation?
.....
- 2 What has caused globalisation?
.....
- 3 How are countries connected?
.....
- 4 What are the impacts of globalisation?
.....



WRITING STEPS

- 1 Define globalisation clearly
.....
- 2 Explain key causes (transport, technology, TNCs)
.....
- 3 Use key terms (interconnectedness, trade, investment, communication)
.....
- 4 Link causes to outcomes (positive and negative impacts)
.....



CHALLENGE QUESTION

To what extent do the benefits of globalisation outweigh the challenges?

Use at least one cause of globalisation and explain both a positive and negative outcome in your answer.



SELF-QUIZZING TO STRENGTHEN MEMORY



HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
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- 4 Cover the answers and try again from memory.
- 5 Repeat this three times.
- 6 Then leave a one-day gap and test yourself again to see what you remember.



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IMPORTANT RULE: QUESTIONS ONLY

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- ✗ Do NOT explain the answers.
- ✗ Do NOT add any hints or clues.
- ✗ Do NOT include extra information.

K03 – GLOBALISATION



What do I know?
(Declarative Knowledge)

PREP (before learning)

- What do you already know about how countries are connected?
- What ways can people, goods and information move around the world?



How do I use it?
(Procedural Knowledge)

PREP (before learning)

- How do you think transport helps countries connect?
- How might technology help people communicate across the world?



When do I use it?
(Conditional Knowledge)

PREP (before learning)

- When might you be asked to explain how countries are connected?
- When would it be useful to discuss technology and transport?



Mistakes students make

PREP (before learning)

- What misunderstandings might people have about globalisation?
- Why might people think globalisation is a recent process?



GEOGRAPHY – FEEDFORWARD

Reflect. Improve. Develop.

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

KO3 – DEVELOPMENT AND GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

KO3 – DEVELOPMENT AND GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:



Small improvements → stronger learning.





GEOGRAPHY • Year 8 Geography – KO3: Development and geography.

GOLDEN THREAD

LAST TIME

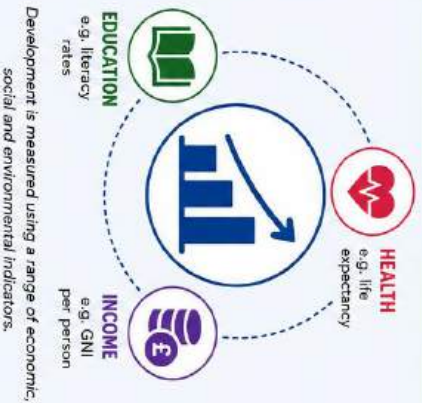
- Last time we learned about globalisation and how countries are increasingly connected, bringing both opportunities and challenges.

THIS TIME

- This time we are learning how development is measured, and why development is uneven across the world.

KEY IDEA

Development refers to the level of progress in a country, including economic, social and environmental factors. It can be measured using a range of indicators such as Gross National Income (GNI), life expectancy and literacy rates, which are often combined into indices like the **Human Development Index (HDI)**. However, development is not evenly distributed around the world because of a range of factors, including differences in physical geography, access to resources, historical influences such as colonisation, and levels of investment and trade. As a result, some countries experience higher levels of development, while others face greater challenges in improving quality of life.



ADDRESSING MISCONCEPTIONS

Misconception	Correct Statement
Development only means how rich a country is	Development includes social and environmental factors like health and education.
All countries develop at the same rate	Development varies greatly due to different influencing factors.
One indicator is enough to measure development	Multiple indicators are needed to give a full picture.

WHEN TO USE THIS

Use this knowledge when discussing how development is measured and why it is uneven across the world. It helps explain differences in quality of life between countries and the challenges some face in improving.

SIGNAL WORDS / QUESTION TYPE

Explain, Describe, Discuss, Compare, Evaluate
Keywords: development, indicator, GNI, HDI, life expectancy, literacy rate, quality of life, inequality, physical geography, resources, colonisation, investment, trade
Example question:
 Explain why development is uneven across the world and how it can be measured.

THINKING STEPS

- What is development?
- How can development be measured?
- What are the different types of indicators?
- Why is development uneven around the world?

WRITING STEPS

- Define development clearly.
- Explain how it is measured (GNI, HDI, social indicators).
- Use key terms (indicator, quality of life, inequality).
- Link causes to uneven development.

GEOGRAPHY •

Example vs non-example.

STRONG EXAMPLE

Countries have different levels of development because of a range of factors.
 For example, Norway has high HDI scores (high income, high life expectancy, high literacy) because of strong investment in education, healthcare and natural resources.
 In contrast, a low-income country with limited investment, lower life expectancy and poor education may have a much lower HDI.
 This shows why development is uneven.

WEAKER RESPONSE

Some countries are rich and some are poor.
 Rich countries are better and poor countries are worse.
 Countries develop because they have good governments.
 Poor countries are less developed because people are lazy.

WHAT IS GOOD ABOUT THIS?

- Uses key terminology accurately (HDI, indicator, life expectancy, inequality).
- Clearly links indicators to quality of life.
- Explains why development is uneven (causes are given).
- Uses specific examples of countries.
- Makes a clear comparison.
- Explains the impact on people's lives.

WHAT IS WRONG WITH THIS?

- No key terminology used (missing indicators, HDI, quality of life).
- Vague and unclear explanations ("good", "bad").
- No specific examples of countries.
- Does not explain why development is uneven.
- Does not link causes to outcomes.
- Ideas are not linked – lacks structure and depth.

THINKING STEPS

- What is development?
- How can development be measured?
- What are the different types of indicators?
- Why is development uneven around the world?

WRITING STEPS

- Define development clearly.
- Explain how it is measured (GNI, HDI, indicators).
- Use key terms (indicator, quality of life, inequality).
- Link causes to uneven development.



Year 8 Geography – KO3: Development and geography.



PREP TASK



QUESTION 1 – KEYWORD MATCHING

Match the key words to the correct definition.

Key Word	Definition
Development	A measure that combines income, health and education indicators
Colonisation	Differences in progress and quality of life between countries
HDI	The overall progress of a country including economic, social and environmental factors
Uneven Development	Historical control of one country over another
Indicator	A piece of information used to measure development



QUESTION 2 – SORTING ACTIVITY

Categorise the statements into either:

Measures of Development

or

Causes of Uneven Development

Life expectancy	Physical geography
Access to resources	Human Development Index (HDI)
Gross National Income (GNI)	Investment
Historical colonisation	Trade
Literacy rate	Health indicators



QUESTION 3 – BUILDING AN EXPLANATION

Use the information from the learning box to complete the explanation.

Development refers to the level of progress in a country. It is measured using a range of indicators, such as _____

These indicators can be combined to create the Human Development Index (HDI), which _____

Development is uneven around the world. One reason for this is _____

This can affect development because _____

Another factor that can influence development is _____

As a result, some countries _____

while others _____



THINKING STEPS

- 1 What is development?
- 2 How can development be measured?
- 3 What are the different types of indicators?
- 4 Why is development uneven around the world?



WRITING STEPS

- 1 Define development clearly.
- 2 Explain how it is measured (GNI, HDI, life expectancy, literacy).
- 3 Use key terms (indicator, quality of life, inequality).
- 4 Link factors to uneven development.



CHALLENGE QUESTION

Explain why development is uneven around the world and how it can be measured.

In your answer:

- Define development.
- Explain at least two indicators used to measure development.
- Explain the purpose of the HDI.
- Identify two factors that cause uneven development.
- Explain how these factors affect countries differently.

Challenge: Use the terms development, indicator, HDI, quality of life, resources, investment and trade accurately.



SELF-QUIZZING TO STRENGTHEN MEMORY



HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
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- Do NOT include extra information.

KO3 – DEVELOPMENT AND GEOGRAPHY



What do I know?
(Declarative Knowledge)

- What is development?
- What indicators are used to measure development?



How do I use it?
(Procedural Knowledge)

- How would you explain how development is measured using indicators such as GNI, life expectancy and literacy rates?
- How would you explain why development is uneven across the world?



When do I use it?
(Conditional Knowledge)

- When discussing differences in quality of life between countries, which indicators would you use?
- When explaining why some countries are more developed than others, which factors should you refer to?



Mistakes students make

- Why is it incorrect to say development only means how rich a country is?
- Why is it wrong to use only one indicator to measure development?



GEOGRAPHY • Year 8 Geography – KO3: Geographical superpowers and their characteristics.

GOLDEN THREAD

LAST TIME

- Last time we learned about development, how it is measured, and why development is uneven across the world.

THIS TIME

- This time we are learning about geographical superpowers, their characteristics, and why they have global influence.



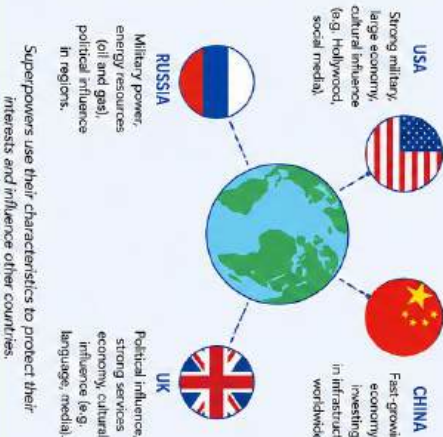
KEY IDEA

Geographical superpowers are countries that have a lot of influence and power on the world stage. They can shape global politics, the economy, security, culture and the environment.

Key characteristics of a superpower include:

- Large economy:** they produce a lot of goods and services and have strong trade links.
- Military strength:** they have a powerful army and advanced weapons.
- Political influence:** they have a say in global decisions and organisations (e.g. UN).
- Cultural influence:** their language, media, brands and ideas are spread around the world.
- Natural resources:** they have important resources like oil, gas, minerals or farmland.
- Technology and innovation:** they lead in science, technology and new ideas.

EXAMPLES OF GEOGRAPHICAL SUPERPOWERS



ADDRESSING MISCONCEPTIONS

Misconception	Correct Statement
A country is only a superpower if it has the biggest army.	Superpowers have a mix of strengths (economic, military, political, cultural, resources and technology).
Only big countries can be superpowers.	Some smaller countries (e.g. UK) are superpower because of their influence and connections.
Superpowers only care about their own country.	Superpowers also influence global issues like climate change, trade, human rights and security.



WHEN TO USE THIS

Use this knowledge when explaining why some countries have more global influence than others, and how their characteristics affect the world and people's lives.

SIGNAL WORDS / QUESTION TYPE

Explain, Describe, Discuss, Compare, Evaluate

Keywords: superpower, influence, economy, military, political, culture, resources, technology, global, power

Example question:
Explain why the USA and China are considered geographical superpowers and discuss the impact of their influence on the world.

THINKING STEPS

- 1 What is a geographical superpower?
- 2 What are the key characteristics of a superpower?
- 3 Which countries are examples of geographical superpowers?
- 4 How do superpowers influence the world?

WRITING STEPS

- 1 Define geographical superpower clearly.
- 2 Explain the key characteristics (economy, military, political, culture, resources, technology).
- 3 Use examples of countries to show these characteristics.
- 4 Link how their influence affects the world.

Example vs non-example.



STRONG EXAMPLE

The USA is a geographical superpower because it has a large economy, a strong military, and major cultural influence around the world.

USA companies and brands (e.g. Apple, Netflix) are known globally, it spends a lot on defence, and it is a permanent member of the UN Security Council with a veto.

These characteristics give the USA power to influence decisions, protect its interests and shape what happens in other countries.

This shows why it is a geographical superpower.



WEAKER RESPONSE

The USA is rich so it is a superpower.

Big countries are always superpowers.

Superpowers are important because they tell other countries what to do.

Countries have power because they have more people.

China will be a superpower because it is growing fast.



WHAT IS GOOD ABOUT THIS?

- ✓ Uses key terminology accurately (superpower, influence, economy, military, culture, resources).
- ✓ Clearly links characteristics to global influence and power.
- ✓ Explains why the country is a superpower (using specific reasons).
- ✓ Uses specific examples of companies, institutions or actions.
- ✓ Makes a clear overall point.
- ✓ Explains the impact on the world and on people's lives.



WHAT IS WRONG WITH THIS?

- ✗ No key terminology used (missing superpower, influence, characteristics).
- ✗ Vague and unclear explanations ("good", "important").
- ✗ No specific examples of countries or characteristics.
- ✗ Does not explain why the country is a superpower.
- ✗ Does not explain how superpowers influence the world.
- ✗ Ideas are not linked – lacks structure and depth.



THINKING STEPS

- 1 What is a geographical superpower?
- 2 What are the key characteristics of a superpower?
- 3 Which countries are examples of geographical superpowers?
- 4 How do superpowers influence the world and people's lives?



WRITING STEPS

- 1 Define geographical superpower clearly.
- 2 Explain the key characteristics (economy, military, political influence, culture, resources, technology).
- 3 Use examples of countries to show these characteristics.
- 4 Link how their influence affects the world and people's lives.



GEOGRAPHY •

Year 8 Geography – KO3:

Geographical superpowers and their characteristics.



PREP TASK



QUESTION 1 – KEYWORD MATCHING

Match the key words to the correct definition.

Key Word	Definition
Political influence	Developing new ideas, inventions and scientific advances
Natural resources	A country with significant influence and power on a global scale
Superpower	The ability to affect decisions made by other countries or organisations
Technology and innovation	Valuable materials such as oil, gas, minerals or fertile land
Cultural influence	The spread of a country's language, media, brands and ideas



QUESTION 2 – SORTING ACTIVITY

Categorise the statements into Characteristics of a Superpower or Examples of Global Influence.

Strong military	Hollywood films watched worldwide
Large economy	Influencing decisions in the United Nations
Important natural resources	Global technology companies
Advanced technology and innovation	International trade agreements
Political power	Cultural ideas spreading across countries



QUESTION 3 – BUILDING AN EXPLANATION

Complete the sentences by filling in the blanks.

1. A geographical superpower is a country that _____
2. One characteristic of a superpower is _____
3. Countries such as _____ are considered superpowers because _____

4. Superpowers influence the world through _____



THINKING STEPS

- 1 What is a geographical superpower?
- 2 What characteristics make a country a superpower?
- 3 How do superpowers influence other countries?
- 4 Why are some countries more influential than others?



WRITING STEPS

- 1 Define a geographical superpower clearly.
- 2 Explain the key characteristics of a superpower.
- 3 Use examples of countries to support your explanation.
- 4 Link characteristics to global influence.



CHALLENGE QUESTION

To what extent do economic power and military strength make a country a geographical superpower?
Use at least two characteristics of a superpower in your answer and explain how they help a country influence the world.



SELF-QUIZZING TO STRENGTHEN MEMORY



HOW TO SELF-QUIZ EFFECTIVELY

- 1 Cover your learning box and answer the questions from memory.
- 2 Do not look at your notes — think hard.
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- ✗ Do NOT add any hints or clues.
- ✗ Do NOT explain the answers.
- ✗ Do NOT include extra information.

K03 – GEOGRAPHICAL SUPERPOWERS AND THEIR CHARACTERISTICS



What do I know?
(Declarative Knowledge)

- What is a geographical superpower?
- What are the key characteristics of a superpower?



How do I use it?
(Procedural Knowledge)

- How would you explain why a country is considered a geographical superpower?
- How would you explain how superpowers influence the world and people's lives?



When do I use it?
(Conditional Knowledge)

- When comparing countries, which characteristics should you focus on to identify a superpower?
- When explaining why some countries have more global influence than others, which factors should you refer to?



Mistakes students make

- Why is it incorrect to think that only big countries can be superpowers?
- Why is it wrong to think superpowers only care about their own country?



GEOGRAPHY – FEEDFORWARD

Reflect. Improve. Develop.

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

KO3 – DEVELOPMENT AND GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

KO3 – DEVELOPMENT AND GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:



Small improvements → stronger learning.





GEOGRAPHY • Year 8 Geography – KO1: Geographical skills.

GOLDEN THREAD

LAST TIME

- Last time we learned about different types of maps and how to use cardinal and four-figure grid references.

THIS TIME

- This time we are learning how to read and analyse climate graphs to understand temperature and rainfall in places around the world.

KEY IDEA

Climate graphs show the average monthly temperature and rainfall for a place over a year.

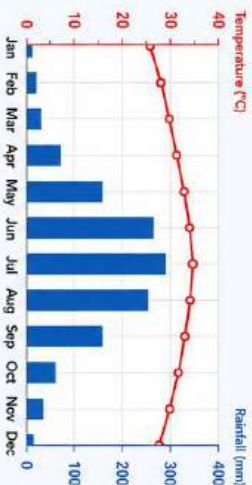
A climate graph has two parts:

- Temperature (°C):** shown as a line graph, usually a red line. Read using the left-hand scale.
- Rainfall (mm):** shown as blue bars. Read using the right-hand scale.

The months (Jan to Dec) are shown along the bottom.

By analysing a climate graph, we can describe the climate of a place and identify patterns throughout the year.

EXAMPLE CLIMATE GRAPH: MUMBAI, INDIA



Key things to look for:

- Highest and lowest temperature
- Wettest and driest months
- Overall temperature range
- Annual rainfall total (add up all the bars)
- Describe the climate (e.g. hot all year, wet summer, dry winter)

ADDRESSING MISCONCEPTIONS

Misconception	Correct Statement
The bars and the line use the same scale.	The line (temperature) uses the left scale (°C) and the bars (rainfall) use the right scale (mm).
The highest bar means the highest temperature.	Bars show rainfall, not temperature. The line shows temperature.
If it's hot all year, it must rain all year.	Temperature and rainfall can be different. Some places are hot and dry.

WHEN TO USE THIS

Use this knowledge when describing and comparing climates in different places, explaining why people and environments are different, and understanding how climate affects life and activities.

SIGNAL WORDS / QUESTION TYPE

Describe, Explain, Compare, Identify, Analyse, Calculate

Keywords: temperature, rainfall, scale, months, climate, range, wettest, driest, average, pattern

Example question:

Using the climate graph, describe the climate of Mumbai and explain how it might affect the way people live there.

THINKING STEPS

- What is a climate graph?
- What do the bars and the line show?
- How do you read the scales?
- What patterns can you see in the data?

WRITING STEPS

- Describe the overall temperature and rainfall.
- Identify key features (wettest/driest months, highest/lowest temperature).
- Explain the patterns and possible reasons.
- Link the climate to how people might live in that place.



GEOGRAPHY • Example vs non-example.

STRONG EXAMPLE

The climate graph for Mumbai shows hot temperatures all year, with monthly temperatures between 26°C and 33°C.

Rainfall is very high from June to September, peaking in July at around 280 mm.

The driest months are from November to March, with very little rainfall.

This shows Mumbai has a tropical monsoon climate – hot all year with a wet summer and dry winter.

This analysis uses the data, identifies patterns (temperature range, wettest/driest months), and describes the climate.

WEAKER RESPONSE

Mumbai is hot.

There is a lot of rain in the summer.

It hardly rains in the winter.

The graph shows the weather.

All the months are warm.

This does not explain the data or identify patterns clearly.

WHAT IS GOOD ABOUT THIS?

- Uses key terminology accurately (temperature, rainfall, wettest, driest, range, climate).
- Refers to specific data from the graph (e.g. months, temperatures, rainfall amounts).
- Identifies clear patterns and trends.
- Explains what the data tells us about the climate of the place.
- Links ideas together to describe the climate.
- Shows understanding of causes (e.g. monsoon season).

WHAT IS WRONG WITH THIS?

- No key terminology used (missing temperature, rainfall, patterns).
- Only describes the graph, does not analyse it.
- Vague and unclear explanations ("it's hot", "lots of rain").
- No specific data or examples from the graph.
- Does not identify patterns or trends.
- Does not explain what the data tells us about the climate.
- Ideas are not linked – lacks structure and depth.

THINKING STEPS

- What does the temperature line show?
- What does the rainfall bars show?
- What are the wettest and driest months?
- What does this tell us about the climate?

WRITING STEPS

- Describe the overall temperature.
- Identify key features (hottest/colest months, temperature range).
- Describe the rainfall (wettest/driest months, annual total).
- Explain what the data shows about the climate and give the climate type.



Year 8 Geography – K01: Geographical skills.



POST TASK

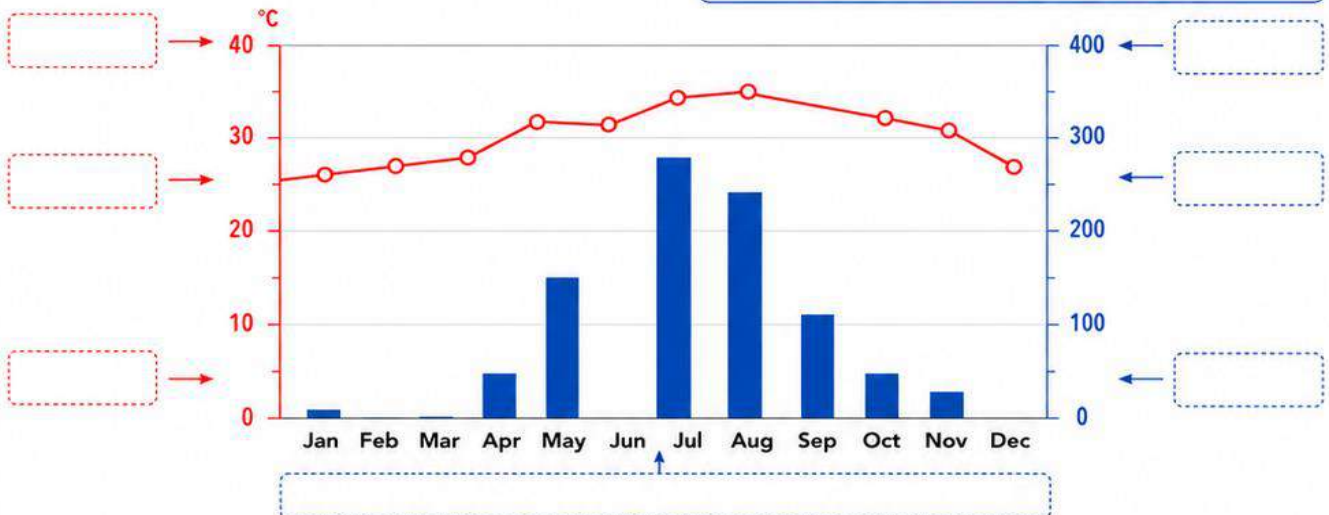


QUESTION 1 – LABEL THE CLIMATE GRAPH

Use the climate graph below to complete the missing labels and data.

WORD BANK

Temperature (°C) • Rainfall (mm) • Months (Jan–Dec)
Temperature line • Rainfall bars
Left-hand scale • Right-hand scale



Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temp (°C)	26	27	—	31	—	34	35	—	33	32	—	28
Rainfall (mm)	2	—	5	30	150	—	280	250	—	50	20	—

Label these features using the completed graph:

Wettest month:

Lowest temperature:

Driest month:

Temperature range: °C

Highest temperature:

Annual rainfall: mm



THINKING STEPS

- 1 What does the temperature line show?
- 2 What do the rainfall bars show?
- 3 Which month is the wettest and which is the driest?
- 4 What does the climate graph tell us about the climate?



WRITING STEPS

- 1 Describe the overall temperature pattern.
- 2 Describe the rainfall pattern.
- 3 Use data from the graph as evidence.
- 4 Explain what the climate is like overall.



CHALLENGE QUESTION

Using the completed climate graph, explain what the climate is like and how it might affect the way people live there.

In your answer:

- Describe the temperature pattern.
- Describe the rainfall pattern.
- Identify the wettest and driest months.
- Use data from the graph.
- Explain how the climate may affect people and the environment.



SELF-QUIZZING TO STRENGTHEN MEMORY



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- Do NOT add any hints or clues.
- Do NOT explain the answers.
- Do NOT include extra information.



What do I know?
(Declarative Knowledge)



How do I use it?
(Procedural Knowledge)



When do I use it?
(Conditional Knowledge)



Mistakes students make

- What are the two main parts of a climate graph?
- How do you read the scales on both sides of a climate graph?
- How do you calculate the temperature range and annual rainfall?
- When comparing climates, which features should you focus on?
- When explaining a climate, which language and terms should you use?
- Why is it incorrect to use the wrong scale or read the axes the wrong way?



GEOGRAPHY • Year 8 Geography – KO4: Human and/or physical geography.



GOLDEN THREAD



LAST TIME

- Last time we learned about climate graphs, how to read and analyse them, and how climate affects people and environments in different places.



THIS TIME

- This time we are learning about the Middle East, its climate characteristics, and how the climate influences human and physical features in the region.

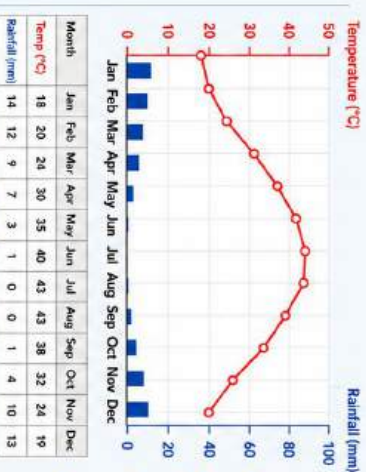


KEY IDEA

The Middle East is a region located between North Africa, Eastern Europe and South Asia. Its climate is mostly hot and dry desert.

Key climate characteristics:

- Very hot summers with high temperatures.
- Mild to warm winters.
- Very low rainfall all year, most falls in winter.
- Large temperature range between summer and winter.
- Water is a scarce resource.
- These climate conditions affect how people live, work and use the land.



This shows a hot desert climate with very low rainfall. Water scarcity is a major challenge in the Middle East.



ADDRESSING MISCONCEPTIONS

Misconception	Correct Statement
The Middle East is just one large desert with the same climate.	There are different climates, but most areas are arid or desert with hot summers and mild winters.
It never rains in the Middle East.	It does rain, mainly in winter, but the amounts are very low.
Climate does not affect people in the Middle East.	Climate strongly affects water supply, farming, settlement, housing and jobs.



WHEN TO USE THIS

Use this knowledge when analysing climates, explaining how physical geography affects human geography, and understanding challenges and opportunities in the Middle East.

SIGNAL WORDS / QUESTION TYPE

Describe, Explain, Compare, Analyse, Evaluate
Keywords: desert, arid, climate, temperature, rainfall, water scarcity, resources, adaptation
Example question: Describe the climate of the Middle East and explain how it affects the way people live in the region.



THINKING STEPS

- 1 What is the climate like in the Middle East?
- 2 What does the climate graph show?
- 3 How does the climate affect people and the environment?
- 4 What challenges and opportunities does the climate create?



WRITING STEPS

- 1 Describe the temperature and rainfall in the Middle East.
- 2 Identify key features (hot summers, mild winters, low rainfall, large temperature range).
- 3 Explain the effects of the climate on people and the environment.
- 4 Link the climate to challenges and opportunities in the region.



Example vs non-example.



STRONG EXAMPLE

Riyadh, in Saudi Arabia, has a hot desert climate. The climate graph shows high temperatures all year, ranging from 18°C in January to 43°C in July.

Rainfall is very low, with less than 15 mm in most months and none in summer.

The driest months are June to August.

This shows the area is hot and dry, with very little rainfall.

This affects how people live – water is scarce, so people use desalination plants, live in homes built to keep cool, and farming is difficult. People adapt to the climate.



WEAKER RESPONSE

Riyadh is in Saudi Arabia.

It is very hot in the summer.

It does not rain much.

The climate graph shows this.

People need water.

This is a desert.

The climate is hot and dry.

This is because it is in the desert.



WHAT IS GOOD ABOUT THIS?

- ✓ Uses key terminology accurately (temperature, rainfall, driest, climate, desert).
- ✓ Refers to specific data from the graph (numbers, months, mm, °C).
- ✓ Identifies clear patterns (hot all year, low rainfall, driest months).
- ✓ Explains what the data tells us about the climate.
- ✓ Links climate to how people live and adapt (water, housing, farming).
- ✓ Clear, structured explanation with a conclusion.



WHAT IS WRONG WITH THIS?

- ✗ No key terminology used (missing temperature, rainfall, driest, climate).
- ✗ No data or examples from the graph.
- ✗ Does not identify any patterns.
- ✗ Does not explain what the data shows about the climate.
- ✗ Does not link climate to how people live.
- ✗ Ideas are very simple and lack depth.
- ✗ Poor structure – just a list of statements.



THINKING STEPS

- 1 What is the overall temperature pattern?
- 2 What is the overall rainfall pattern?
- 3 Which months are the driest and wettest?
- 4 What does this tell us about the climate?



WRITING STEPS

- 1 Describe the temperature pattern using data.
- 2 Describe the rainfall pattern using data.
- 3 Identify key features (driest months, temperature range, annual rainfall).
- 4 Explain what the data tells us about the climate and name the climate type.



GEOGRAPHY •

Year 8 Geography – KO4: Human and/or Physical Geography



PREP TASK



QUESTION 1 – KEYWORD MATCHING

Match the key words to the correct definition.

Key Word	Definition
Climate	A situation where there is not enough water to meet people's needs
Rainfall	A measure of how hot or cold something is
Temperature	The average weather conditions of a place over a long period of time
Middle East	The amount of water that falls from the atmosphere
Water scarcity	A region covering parts of Southwest Asia and North Africa



QUESTION 2 – SORTING ACTIVITY

Categorise the statements into either:

Climate Characteristics

or

Effects of the Climate

Statement	Statement
Farming can be difficult	Very low rainfall
Mild winters	Adaptations to keep buildings cool
Water shortages	Large annual temperature range
Rainfall mainly in winter	Settlements depend on water supply
Very hot summers	Need for desalination plants



QUESTION 3 – BUILDING AN EXPLANATION

Complete the sentences by filling in the blanks.

1. The Middle East has a mainly _____ climate _____
2. Summers are usually very _____ while rainfall is generally _____
3. One challenge caused by this climate is _____ because _____

4. People adapt to the climate by _____

5. Water is an important issue because _____



THINKING STEPS

- 1 What is the climate like in the Middle East?
- 2 What do temperature and rainfall tell us about a climate?
- 3 How can climate affect people and the environment?
- 4 Why is water such an important resource in the Middle East?



WRITING STEPS

- 1 Describe the climate clearly
- 2 Use evidence about temperature and rainfall
- 3 Explain how the climate affects people and places
- 4 Link climate characteristics to opportunities and challenges



CHALLENGE QUESTION

To what extent does the climate of the Middle East create more challenges than opportunities for people living there?

Use evidence about:

- Temperature
- Rainfall
- Water scarcity
- Human adaptations



SELF-QUIZZING TO STRENGTHEN MEMORY



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K04 – HUMAN AND/OR PHYSICAL GEOGRAPHY



What do I know?
(Declarative Knowledge)

- Where is the Middle East located?
- What type of climate does the Middle East have?



How do I use it?
(Procedural Knowledge)

- How do you read temperature and rainfall data from a climate graph?
- How do you calculate the temperature range?



When do I use it?
(Conditional Knowledge)

- When describing the climate of the Middle East?
- When explaining how climate affects people and the environment?



Mistakes students make

- Why is it wrong to only describe the climate without using data?
- Why is it incorrect to ignore water scarcity when explaining the climate?



GEOGRAPHY – FEEDFORWARD

Reflect. Improve. Develop.

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

KO1 – GEOGRAPHICAL SKILLS



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

KO4 – HUMAN AND/OR PHYSICAL GEOGRAPHY



FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
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Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:



Small improvements → stronger learning.





UXBRIDGE
HIGH SCHOOL



— YEAR 8 —

MATHS

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The **blue boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

Post tasks ◀

1

Week 1

Page
97 to 101

2

Week 2

Page
102

3

Week 3

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103 to 106

4

Week 4

Page
107

5

Week 5

Page
108 to 112

6

Week 6

Page
113

7

Week 7

Page
114 to 119



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an **orange box**.

Prep tasks ▶



WEEK 1 – PREP LEARNING BOX



KO1: Factors, Multiples, Primes, Squares, HCF & LCM

YEAR 8 MATHS



GOLDEN THREAD:

You have learned that numbers can be connected in different ways.

Now you will learn how factors, multiples and prime numbers help us find HCF and LCM.



KEY IDEA:

Numbers can have factors, multiples and prime factors.

These help us compare numbers and solve problems.



THINKING QUESTIONS:

- 1 Is it a factor or a multiple?
- 2 How many factors does it have?
- 3 Is it prime or square?
- 4 What numbers are common?



METHOD STEPS:

- 1 Find the prime factors of each number.
- 2 Draw a Venn diagram.
- 3 Put common factors in the overlap.
- 4 Find the HCF (overlap only).
- 5 Find the LCM (all factors).

VISUAL REPRESENTATION: KEY RULES

Topic	Key Rule
Factor	Divides exactly into a number.
Multiple	Found by multiplying.
Prime Number	Exactly 2 factors: 1 and itself.
Square Number	A number $\times$ itself.
HCF	Highest Common Factor (largest common factor).
LCM	Lowest Common Multiple (smallest common multiple).



IMPORTANT MISCONCEPTION:

Students often think:

"1 is a prime number."



This is incorrect.

A prime number has exactly 2 factors:

1 and itself.

1 only has 1 factor.



LINK TO MATHEMATICAL PURPOSE:

Understanding factors and multiples helps with fractions, algebra and problem solving in many real life situations.

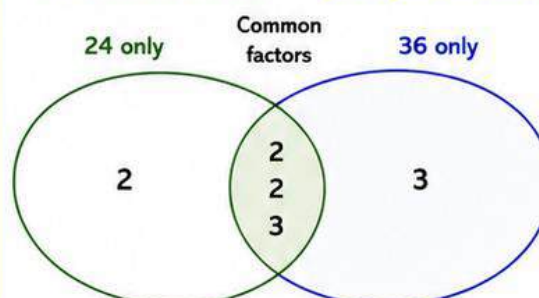


KEY TAKEAWAY:

- Use prime factor trees to break numbers into prime factors.
- Put common prime factors in the overlap of the Venn diagram.
- **HCF = multiply the factors in the overlap only.**
- **LCM = multiply all factors in the Venn diagram.**
- Prime numbers have exactly two factors: 1 and themselves.

$$24 = 2 \times 2 \times 2 \times 3$$

$$36 = 2 \times 2 \times 3 \times 3$$



HCF

Multiply the overlap only
 $2 \times 2 \times 3$
= 12

LCM

Multiply every factor in the diagram
 $2 \times 2 \times 2 \times 3 \times 3$
= 72



WEEK 1 – PREP TASK



KO1: Factors, Multiples, Primes, Squares, HCF & LCM

YEAR 8 MATHS

1 TASK 1 – KEY VOCABULARY

Match the term to the correct definition.

- | | | |
|-----------------|---|--|
| 1 Factor | • | A Largest common factor. |
| 2 Multiple | • | B Number with exactly two factors: 1 and itself. |
| 3 Prime Number | • | C Number that divides exactly into another number. |
| 4 Square Number | • | D Result of repeated multiplication. |
| 5 HCF | • | E A number $\times$ itself. |
| 6 LCM | • | F Smallest common multiple. |

2 TASK 2 – RANK THE RESPONSES

Work out: Is 29 prime? Circle A or B.

RESPONSE A

- 1 Factors of 29 are 1 and 29.
- 2 It has exactly two factors.
- 3 Therefore, 29 is prime.

RESPONSE B

- 1 29 is an odd number.
- 2 All odd numbers are prime.
- 3 Therefore, 29 is prime.

Which response is stronger?

☐ A ☒ B

Why is this response stronger?

What misconception is in the weaker response?

3 TASK 3 – QUICK CHECKS

Tick True or False.

Statement	True	False
a) 4 is a factor of 20.	☐	☐
b) 24 is a multiple of 6.	☐	☐
c) 1 is a prime number.	☐	☐
d) 49 is a square number.	☐	☐
e) HCF uses factors.	☐	☐
f) LCM uses multiples.	☐	☐



THINK!

Remember: Factors divide into a number.
Multiples are made by multiplying a number.



GOAL!

Use your knowledge of factors and multiples to build strong understanding of HCF and LCM!



WEEK 1 – PREP CHALLENGE



KO1: Factors, Multiples, Primes, Squares, HCF & LCM

YEAR 8 MATHS

A Two numbers have:

$$\text{HCF} = 18$$

$$\text{LCM} = 180$$

One number is 45.

- 1 Find all possible values of the second number.

- 2 Show how you know you have found them all.

B Find three different pairs of numbers with:

$$\text{HCF} = 6 \quad \text{LCM} = 120$$

- 1 Write the three pairs.

- (_____, _____)
- (_____, _____)
- (_____, _____)

- 2 Can you find a fourth pair? If so, write it and explain how you know.

C A student says:

"If a number is a multiple of 6, then it must also be a multiple of 2 and 3."

Is this always true?

Prove your answer with examples and explain your reasoning.

D Find the smallest pair of whole numbers that satisfy each condition.

- 1 $\text{HCF} = 10$ and $\text{LCM} = 300$

Pair: (_____, _____)

- 2 $\text{HCF} = 12$ and one number is 36

Pair: (_____, _____)

- 3 $\text{LCM} = 84$ and one number is 28

Pair: (_____, _____)

Show how you found each pair.

E A triangle has whole-number side lengths.

- Longest side = 84 cm
- HCF of all three sides = 7
- LCM of all three sides = 84
- All sides are different

Find all possible sets of side lengths. List them and show your working.

F Circle the statement that is ALWAYS true.

- 1 If two numbers have HCF of 1, then they are both prime.
- 2 If the LCM equals one of the numbers, then the larger number is a multiple of the smaller.
- 3 If the HCF equals one of the numbers, then the smaller number is a factor of the larger.
- 4 If two numbers have the same HCF and LCM , then the numbers are equal.

Explain your choice.

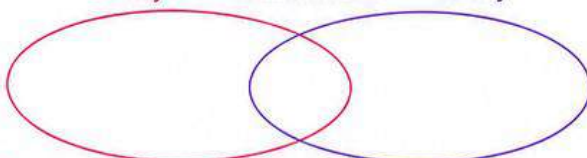
G PRIME FACTOR VENN DIAGRAM CHALLENGE

$$\text{Number A: } 24 = 2 \times 2 \times 2 \times 3$$

$$\text{Number B: } 36 = 2 \times 2 \times 3 \times 3$$

- 1 Complete the Venn diagram using the prime factors.

24 only Common factors 36 only



- 2 Use the overlap to find the HCF .

$\text{HCF} =$ _____

- 3 Use all factors in the diagram to find the LCM .

$\text{LCM} =$ _____

- 4 Show your multiplication.

HCF: _____

LCM: _____

H CREATE YOUR OWN PRIME FACTOR VENN DIAGRAM

Create two numbers that:

- Have $\text{HCF} = 12$
- Have $\text{LCM} = 120$

- 1 Write your numbers.

Number 1: _____

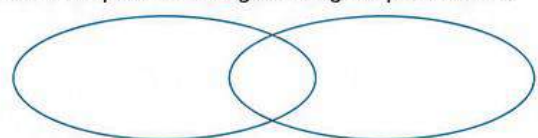
Number 2: _____

- 2 Write the prime factor decomposition of each number.

Number 1: _____

Number 2: _____

- 3 Draw a complete Venn diagram using the prime factors.

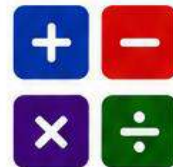


- 4 Check your answers.

$\text{HCF} =$ _____ $\text{LCM} =$ _____



MATHS – FEEDFORWARD



KO1: Factors, Multiples, Primes, Squares, HCF & LCM

Reflect. Improve. Develop.

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Next Step Target

Student's chosen next step.

KO1 TARGETS



Tick the targets that apply to your work.

Target	What this means
☐ I can identify factors of a number.	I can find all the numbers that divide a number exactly.
☐ I can identify multiples of a number.	I can list multiples by multiplying a number.
☐ I can recognise prime numbers.	I can identify numbers with exactly two factors: 1 and itself.
☐ I can recognise square numbers.	I can identify numbers that are the product of a whole number and itself.
☐ I can find the highest common factor (HCF).	I can find the largest factor that two or more numbers have in common.
☐ I can find the lowest common multiple (LCM).	I can find the smallest multiple that two or more numbers have in common.



TEACHER FEEDBACK

Teacher guidance:



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY NEXT STEP TARGET

From the targets on the left, choose ONE target to work on next.

My next step target is:

(Student completes in green pen.)



Small improvements → stronger learning.





SELF-QUIZZING

TO STRENGTHEN MATHS MEMORY

Self-Quizzing Routine

- Cover your learning box and answer the questions from memory.
- Do not look at your notes – think hard.
- After answering the questions, check the learning box and correct anything you missed.
- Repeat this three times.
- Then leave a one-day-gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without **looking at your notes**. Each time you do this, you make the memory in your brain stronger.

KO1 – Factors, Multiples, Primes, Squares, HCF & LCM



What do I know?

Declarative Knowledge

- What is a factor?
- What is a multiple?
- What is a prime number?
- What is a square number?
- What are HCF and LCM?



How do I use it?

Procedural Knowledge

- How do I find all the factors of a number?
- How do I list the multiples of a number?
- How do I know if a number is prime?
- How do I find the HCF of two numbers?
- How do I find the LCM of two numbers?



When do I use it?

Conditional Knowledge

- When should I use factors?
- When should I use multiples?
- When do I use HCF?
- When do I use LCM?
- When is a prime factor decomposition useful?



What mistake should I avoid?

Metacognitive Knowledge

- How do I avoid confusing factors and multiples?
- Why isn't every odd number prime?
- What mistake do students make when finding HCF?
- What mistake do students make when finding LCM?
- Why should I check that all factors have been found?



The more you retrieve, the stronger your maths memory!



POST TASK



**Please complete
the task set on
MathsWatch.**



WEEK 2



WEEK 3 - PREP LEARNING BOX



KO1: Operations with Negative Numbers

YEAR 8 MATHS



GOLDEN THREAD:

You have previously met positive and negative numbers on a number line. Now you will use the four operations (+, -, $\times$, $\div$) to work with directed numbers in real situations.



KEY IDEA:

The sign of the answer depends on the operation and the signs of the numbers.



THINKING QUESTIONS:

- Which operation am I using?
- What are the signs?
- Are the signs the same or different?
- Should the answer be positive or negative?



METHOD STEPS:

- Decide the sign using the sign rules.
- Ignore the signs and calculate the answer.
- Add the correct sign to your answer.
- Check if the answer makes sense.



KEY TAKEAWAY:

- Same signs in multiplication or division give a positive answer.
- Different signs in multiplication or division give a negative answer.
- Addition and subtraction follow rules based on the signs and the larger number.
- Always decide the sign first, then calculate!

VISUAL REPRESENTATION: SIGN RULES

Operation	SAME SIGNS (+ and +) or (- and -)	DIFFERENT SIGNS (+ and -) or (- and +)
Addition +	Add the numbers and keep the same sign.	Subtract the smaller number from the larger number and keep the sign of the larger number.
Subtraction -	Subtract the numbers and keep the sign of the first number .	Change subtraction to adding the opposite number , then follow the addition rule.
Multiplication x	POSITIVE The answer is positive.	NEGATIVE The answer is negative.
Division ÷	POSITIVE The answer is positive.	NEGATIVE The answer is negative.



IMPORTANT MISCONCEPTION:

Students often think:

"Negative $\times$ Negative = Negative."

X This is incorrect.

The correct rule is:

Negative $\times$ Negative = Positive.

The same idea applies to division:

Negative $\div$ Negative = Positive.



LINK TO MATHEMATICAL PURPOSE:

Understanding sign rules helps you solve algebra problems, simplify equations, check answers, and apply maths in real-life contexts such as money, temperature changes, and sports scores.

SIGN RULE REMINDER

SAME SIGNS $\rightarrow$ POSITIVE		DIFFERENT SIGNS $\rightarrow$ NEGATIVE	
+	+	=	+
-	-	=	+
$\times$	$\times$	=	+
$\div$	$\div$	=	+
+	-	=	-
-	+	=	-
$\times$	$\div$	=	-
$\div$	$\times$	=	-

Tip: For subtraction, think "adding the opposite" to use the addition rule.



WEEK 3 - EXAMPLE & NON-EXAMPLE



KO1: Operations with Negative Numbers

YEAR 8 MATHS



EXAMPLE (GOOD)

Question:

Work out -8×-3 .

- Both numbers are negative.
- Same signs in multiplication give a positive answer.
- Ignore the signs and calculate $8 \times 3 = 24$.
- So, $-8 \times -3 = 24$.

WHAT IS GOOD ABOUT THIS?

- Identifies the signs first.
- Uses the multiplication sign rule correctly.
- Calculates accurately.
- Gives the correct positive answer.
- Uses clear, logical steps.



I used the sign rule first.

Question:

Work out -8×-3 .



NON-EXAMPLE (NOT GOOD)



I thought two negatives make a negative.

- Both numbers are negative.
- Negative $\times$ Negative = Negative.
- $8 \times 3 = 24$.
- So, $-8 \times -3 = -24$.

WHAT IS WRONG WITH THIS?

- Uses the wrong sign rule.
- Same signs should give a positive answer.
- Final answer is incorrect.
- Shows a common misconception.

KEY TAKEAWAY:

- Multiply or divide numbers with the same signs to get a positive answer.
- Multiply or divide numbers with different signs to get a negative answer.
- Decide the sign first, then solve the calculation.



QUICK REMINDER

SIGN RULE ($\times$ or $\div$)

Same signs (+ $\times$ +, - $\times$ -) $\rightarrow$ Positive
Different signs (+ $\times$ -, - $\times$ +) $\rightarrow$ Negative



WEEK 3 – PREP TASK

KO1: Operations with Negative Numbers

YEAR 8 MATHS



★ COMPLETE THE FOLLOWING QUESTIONS. SHOW YOUR WORKING.

A ADDITION – Find each answer.

- 1 $(-4) + 6 =$ _____ 2 $(-8) + (-5) =$ _____ 3 $(+3) + (-9) =$ _____
4 $(-12) + (+7) =$ _____ 5 $(+15) + (-20) =$ _____ 6 $(-6) + (-6) =$ _____

B SUBTRACTION – Find each answer.

- 1 $(-5) - 3 =$ _____ 2 $9 - (-4) =$ _____ 3 $(-7) - (-2) =$ _____
4 $(-12) - 5 =$ _____ 5 $3 - (-9) =$ _____ 6 $(-15) - (-7) =$ _____

C MULTIPLICATION – Find each answer.

- 1 $(-3) \times 4 =$ _____ 2 $(-6) \times (-2) =$ _____ 3 $5 \times (-7) =$ _____
4 $(-4) \times (-5) =$ _____ 5 $8 \times (-3) =$ _____ 6 $(-9) \times (-1) =$ _____

D DIVISION – Find each answer.

- 1 $(-12) \div 3 =$ _____ 2 $(-18) \div (-3) =$ _____ 3 $20 \div (-5) =$ _____
4 $(-24) \div (-6) =$ _____ 5 $(-15) \div 5 =$ _____ 6 $48 \div (-8) =$ _____

E MIXED PRACTICE – Find each answer.

- 1 $(-7) + (-5) =$ _____ 2 $15 - (-6) =$ _____ 3 $(-4) \times (-6) =$ _____ 4 $(-36) \div 9 =$ _____
5 $(-8) + 12 =$ _____ 6 $(-3) - (-11) =$ _____ 7 $(-2) \times 7 =$ _____ 8 $(-45) \div (-9) =$ _____

F REAL LIFE PROBLEM SOLVING

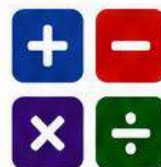
- 1 A diver is 5 metres below sea level. He dives down another 12 metres. What is his new position?
Answer: _____
- 2 The temperature is -3°C in the morning. By the afternoon it rises by 7°C . What is the new temperature?
Answer: _____
- 3 A bank account has a balance of $-\$46$. A deposit of $\$30$ is made. What is the new balance?
Answer: _____

G CHALLENGE – Find each answer.

- 1 $(-3) + (-4) \times (-2) =$ _____
2 $(-24) \div (-3) + (-5) =$ _____
3 $(-2) \times (-3) + 15 - (-7) =$ _____
4 $(-18) \div (-6) \times (-2) - 4 =$ _____
5 $(-5) \times (-4) - (-12) \div (-3) =$ _____



MATHS – FEEDFORWARD



KO1: Operations with Negative Numbers

Reflect. Improve. Develop.

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

KO1 TARGETS



Tick the targets that apply to your work.

Target	What this means
☐ I can add negative numbers.	I can use the correct signs and add accurately.
☐ I can subtract negative numbers.	I can apply the rules for subtracting negatives correctly.
☐ I can multiply negative numbers.	I can use the rules for multiplying signs correctly.
☐ I can divide negative numbers.	I can use the rules for dividing signs correctly.
☐ I can apply the rules in mixed calculations.	I can use BIDMAS and the rules for negatives in the right order.
☐ I can solve real life problems with negative numbers.	I can model situations and choose the correct operations.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



TEACHER FEEDBACK

Teacher guidance:



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

(Student completes in green pen.)



Small improvements → stronger learning.





SELF-QUIZZING

TO STRENGTHEN MATHS MEMORY

Self-Quizzing Routine

- Cover your learning box and answer the questions from memory.
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- Repeat this three times.
- Then leave a one-day-gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.

K01 – Operations with Negative Numbers



What do I know?

Declarative Knowledge

- What are negative numbers?
- What is the value of a negative number on a number line?
- How do I add two negative numbers?
- How do I subtract a negative number?
- What are the rules for multiplying and dividing negative numbers?
- What do BIDMAS/BODMAS stand for?
- How can I use negative numbers to solve real life problems?



How do I use it?

Procedural Knowledge

- I can add negative numbers using the correct signs.
- I can subtract negative numbers using the rules of signs.
- I can multiply negative numbers using the rules for signs.
- I can divide negative numbers using the rules for signs.
- I can use BIDMAS/BODMAS and the rules for negatives in the right order.
- I can choose the correct operations and solve problems with negative numbers.



When do I use it?

Conditional Knowledge

- When adding a profit to a debt or a loss to a loss.
- When subtracting a debt from a profit.
- When calculating changes in temperature.
- When finding total changes in scores.
- When solving equations or inequalities with negative numbers.
- When solving multi-step problems in real life contexts.



What mistake should I avoid?

Metacognitive Knowledge

- Confusing negative with positive signs.
- Forgetting to change the sign when subtracting a negative.
- Thinking a negative multiplied by a negative is negative.
- Forgetting to apply the rule for dividing signs.
- Not following BIDMAS/BODMAS correctly.
- Making calculation errors with double negatives.
- Not checking my answer in the context of the problem.



The more you retrieve, the stronger your maths memory!



POST TASK



**Please complete
the task set on
MathsWatch.**



WEEK 4



WEEK 5 - PREP LEARNING BOX

KO1: Money Problem Solving, Adding & Subtracting Decimals



YEAR 8 MATHS

1 GOLDEN THREAD

You have learned how to use place value and the four operations.

Now you will use decimals in real-life money contexts to find totals, change and differences.

IMPORTANT MISCONCEPTION

Students often think:

"£4.5 is the same as £4.05."

X This is incorrect.
£4.50 means 4 pounds and 50 pence.
£4.05 means 4 pounds and 5 pence.
The zero matters in money.

2 KEY IDEA

- Money calculations use decimals.
- Money is usually written to two decimal places.
- Zeros can be used as placeholders, for example £3.70 = £3.7.

3 THINKING QUESTIONS

- 1 Is the question asking for a total, change or difference?
- 2 Do I need to add or subtract?
- 3 Have I lined up the decimal points?
- 4 Does my answer make sense in pounds and pence?

4 METHOD STEPS

- 1 Read the question carefully.
- 2 Identify the important amounts.
- 3 Decide whether to add or subtract.
- 4 Line up the decimal points.
- 5 Add zeros if needed.
- 6 Calculate and check that the answer is sensible.

7 LINK TO MATHEMATICAL PURPOSE

Understanding decimal money calculations helps with shopping, budgeting, checking receipts, comparing prices, and working out savings and change in real life.

8 KEY TAKEAWAY

- Money is written with 2 decimal places.
- Line up decimal points carefully.
- Add to find totals.
- Subtract to find change or difference.
- Estimate to check if your answer is reasonable.

9 WORKED EXAMPLE

$$£3.75 + £1.60 = £5.35$$

£	3	•	7	5
+	1	•	6	0
£	5	•	3	5

The decimal points line up in one column.



WEEK 5 - EXAMPLE & NON-EXAMPLE

KO1: Money Problem Solving, Adding & Subtracting Decimals



YEAR 8 MATHS

EXAMPLE (GOOD)

QUESTION



A meal costs £6.85 and a drink costs £1.45. Zain pays with £10.

How much change does he get?

- 1 Add the cost of the items:
 $£6.85 + £1.45 = £8.30$
- 2 Subtract the total cost from the amount paid:
 $£10.00 - £8.30 = £1.70$
- 3 So, change = £1.70

WHAT IS GOOD ABOUT THIS?

- ✓ Identifies that this is a two-step problem.
- ✓ Adds first to find the total cost.
- ✓ Lines up the decimal points correctly.
- ✓ Uses £10.00 to help subtract accurately.
- ✓ Writes the final answer in pounds and pence.
- ✓ The answer is sensible.

Change = ?

Meal	£6.85
Drink	£1.45
Paid	£10.00

Add the costs
£ 6 . 8 5
+ £ 1 . 4 5
£ 8 . 3 0

Subtract from £10.00
£ 1 0 . 0 0
- £ 8 . 3 0
£ 1 . 7 0



NON-EXAMPLE (NOT GOOD)

QUESTION



A meal costs £6.85 and a drink costs £1.45. Zain pays with £10.

How much change does he get?

- 1 $£6.85 - £1.45 = £5.40$
- 2 $£10.00 - £5.40 = £4.60$
- 3 Answer = £4.60

WHAT IS WRONG WITH THIS?

- ✗ Subtracts the item prices instead of adding them.
- ✗ Finds the difference between the two items, not the total cost.
- ✗ Uses the wrong method for a change problem.
- ✗ The final answer is incorrect.

Meal	£6.85
Drink	£1.45
Paid	£10.00

Change = ?



KEY TAKEAWAY:

- For change problems, first find the total cost.
- Then subtract from the amount paid.
- Keep 2 decimal places when working with money.
- Estimate to check that your answer makes sense.

QUICK REMINDER

total cost = cost of all items added together
change = amount paid - total cost





WEEK 5 – PREP TASK



KO1: Money Problem Solving, Adding & Subtracting Decimals

YEAR 8 MATHS

1 TASK 1 – KEY VOCABULARY

Match the term to the correct definition.

- | | | |
|--------------|---|---|
| 1 Total | • | A Money you plan to spend. |
| 2 Change | • | B The amount left after paying. |
| 3 Difference | • | C The answer when amounts are added together. |
| 4 Decimal | • | D The gap between two amounts. |
| 5 Estimate | • | E A number written with a decimal point. |
| 6 Budget | • | F A sensible approximate answer. |



2 TASK 2 – RANK THE RESPONSES

Work out: A notebook costs £3.75 and a pen costs £2.40.
How much do they cost altogether?



RESPONSE A

- 1 Line up the decimal points.
- 2 $£3.75 + £2.40 = £6.15$
- 3 Therefore, the total cost is £6.15.

RESPONSE B

- 1 $375 + 240 = 615$
- 2 Therefore, the total cost is £615.

Which response is stronger?

A or **B**

Why is this response stronger?

What misconception is in the weaker response?



3 TASK 3 – QUICK CHECKS

Tick True or False. ✓

Statement	True	False
a) $£5.60 + £2.30 = £7.90$.	☐	☐
b) $£9.00 - £3.45 = £5.55$.	☐	☐
c) £4.05 is more than £4.50.	☐	☐

Statement	True	False
d) To find change, subtract the cost from the amount paid.	☐	☐
e) Decimals must line up when adding or subtracting.	☐	☐
f) £6.7 is the same value as £6.70.	☐	☐



KEY TAKEAWAY

- Money is written with 2 decimal places.
- Line up decimal points carefully.
- Add to find totals.
- Subtract to find change or difference.
- Estimate to check if your answer is reasonable.



THINK LIKE A MATHEMATICIAN

- Read the question carefully.
- Estimate before calculating.
- Choose the correct operation.
- Check if the answer is sensible.
- Write money using pounds and pence.





WEEK 5 – MONEY CHALLENGE



KO1: Money Problem Solving, Adding & Subtracting Decimals

YEAR 8 MATHS

A ESTIMATION



Without calculating exactly, place these in order from smallest to largest.

$$£4.95 + £2.10$$

$$£10.00 - £3.20$$

$$£6.40 + £0.85$$

 → →

Explain your reasoning.

B BEST BUY



A shop sells:

- 3 drinks for £2.40
- 5 drinks for £3.75

Which offer gives the better value?

Show your working.

C RECEIPT INVESTIGATION



A customer buys:

- £3.45
- £5.80
- £2.25

They pay with £20.

How much change should they receive?

Explain each step.

D MULTI-STEP PROBLEM



A cinema ticket costs £8.50.

A drink costs £2.25.

A snack costs £1.80.

Three friends each buy one ticket, one drink and one snack.

What is the total cost?

Show your working.

E GCSE STYLE QUESTION



Use the price list below.

Item	Price
Pens	6 for 82p
Pencils	15 for 45p
Rulers	10 for £1.25
Pencil Cases	37p each

Neil buys:

- 30 pens
- 30 pencils
- 30 rulers
- 30 pencil cases

What is the total amount Neil spends?

Show all working.

F FIND THE MISTAKE



A student works out:

$$£4.50 - £1.85$$

and gets

$$£3.35$$

Explain the mistake.

Find the correct answer.

G CREATE YOUR OWN QUESTION



Create a money problem that:

- Requires adding decimals
- Requires subtracting decimals
- Has an answer greater than £20

Write the question below.

Answer it here.

H BUDGET CHALLENGE



You have £25.

Choose items from the menu below to spend as much money as possible without going over £25.

Explain your choices.

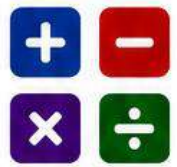
MENU

Sandwich	£3.45	Drink	£1.25
Salad	£2.75	Crisps	£0.85
Wrap	£3.95	Fruit Pot	£1.10
Pizza Slice	£2.60	Chocolate Bar	£1.20
Cake	£2.30	Cookie	£0.75





MATHS – FEEDFORWARD



KO1: Money Problem Solving, Adding & Subtracting Decimals



Reflect. Improve. Develop.



KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

KO1 TARGETS



Tick the targets that apply to your work.

Target	What this means
☐ I can estimate money amounts to check my answers.	I will order amounts and choose sensible estimates.
☐ I can solve money problems involving adding decimals.	I will add decimal amounts accurately and check my total.
☐ I can solve money problems involving subtracting decimals.	I will subtract decimal amounts correctly and find the change or difference.
☐ I can use decimal place value correctly.	I will line up decimal points and add or subtract carefully.
☐ I can choose the best method to solve money problems.	I will decide whether to add, subtract or estimate and explain my reasoning.
☐ I can solve real life money problems in context.	I will apply my skills to real situations and check my answer is reasonable.



TEACHER FEEDBACK

Teacher guidance:



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

(Student completes in green pen.)



Small improvements → stronger learning.





SELF-QUIZZING

— TO STRENGTHEN MATHS MEMORY —

Self-Quizzing Routine

- Cover your learning box and answer the questions from memory.
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- After answering the questions, check the learning box and correct anything you missed.
- Repeat this three times.
- Then leave a one-day-gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.

KO1 – Money Problem Solving, Adding & Subtracting Decimals

 What do I know? Declarative Knowledge	 How do I use it? Procedural Knowledge	 When do I use it? Conditional Knowledge	 What mistake should I avoid? Metacognitive Knowledge
• What is the value of each digit in a decimal number (ones, tenths, hundredths)? • How do I add decimal numbers? • How do I subtract decimal numbers? • What is the difference between change and total cost? • What methods can I use to estimate money amounts? • What does it mean to solve a real life money problem in context?	• How do I line up decimal points correctly before adding or subtracting? • How do I add amounts of money using decimal places? • How do I subtract amounts of money using decimal places? • How do I find change from an amount paid? • How do I estimate answers to check if they are reasonable? • How do I choose the best method (add, subtract or estimate) to solve a problem?	• When will I need to add money amounts? • When will I need to subtract money amounts? • When do I need to find change from an amount paid? • When is estimation useful before solving a problem? • When should I check if my answer is sensible? • When might I need to solve a multi-step money problem?	• Forgetting to line up decimal points correctly. • Adding or subtracting without pound signs (£) in the correct place. • Making errors when carrying or borrowing across decimal places. • Forgetting to subtract the cost from the amount paid to find change. • Giving an answer that is not realistic in the context. • Not checking my answer in the context of the problem.



The more you retrieve, the stronger your maths memory!



POST TASK



**Please complete
the task set on
MathsWatch.**



WEEK 6



WEEK 7 - PREP LEARNING BOX

KO1: BIDMAS + Rounding

YEAR 8 MATHS

1 GOLDEN THREAD

You have learned about place value and the four operations.

Now you will learn the correct order of operations (BIDMAS) and how to round numbers accurately.

2 KEY IDEA

- BIDMAS helps us work out calculations in the right order to get the correct answer.
- Rounding gives an approximate answer to a chosen place value.
- We can round to 1 decimal place, 2 decimal places, or to significant figures.

3 THINKING QUESTIONS

- Which part of BIDMAS comes first?
- What place value am I rounding to?
- Do I look at the digit to the right?
- Am I rounding to decimal places or significant figures?
- Does my answer make sense?

METHOD STEPS

- For Brackets first.
- Then indices.
- Then division and multiplication from left to right.
- Then addition and subtraction from left to right.

For rounding:

- Find the place value asked for.
- Look at the digit to the right.
- 0-4 round down, 5-9 round up.
- Keep the required digits only.

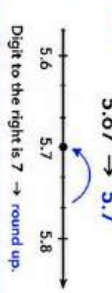
BIDMAS

$$2 + 3 \times 4 = 14$$

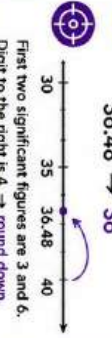
$$= 12$$

$$2 + 12 = 14$$

1 d.p.



2 s.f.



5 VISUAL REPRESENTATION: KEY RULES

A) BIDMAS Order

B Brackets: Do calculations inside brackets first.
 $(6 - 2) \times 3 = 12$

I Indices: Powers/roots next.
 $4^2 = 16$

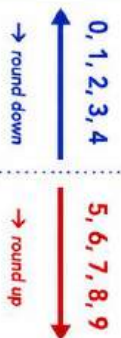
D Division: Divide from left to right.
 $12 \div 3 \times 2 = 8$

M Multiplication: Multiply from left to right.
 $3 \times 5 = 15$

A Addition: Add from left to right.
 $7 + 2 = 9$

S Subtraction: Subtract from left to right.
 $9 - 4 = 5$

B) Rounding ladder / number rule



C) Decimal places (d.p.)

1.23
Round 7.846 to 1 d.p. = 7.8
Round 7.846 to 2 d.p. = 7.85

D) Significant figures (s.f.)

Round 4837 to 2 s.f. = 4800
Round 0.07846 to 2 s.f. = 0.078
Significant figures start at the first non-zero digit.



WEEK 7 - EXAMPLE & NON-EXAMPLE

KO1: BIDMAS + Rounding

YEAR 8 MATHS

✓ EXAMPLE (GOOD)

Step-by-step working:

Question:

Work out $18 \div 3 + 4 \times 2$.
Then round your answer to 1 decimal place.

1 Division:
 $18 \div 3 = 6$

2 Multiplication:
 $4 \times 2 = 8$

3 Addition:
 $6 + 8 = 14$

4 Round 14 to 1 d.p. = 14.0

5 Final answer:
14.0

Why is this good?

- Follows BIDMAS in the correct order.
- Works division and multiplication before addition.
- Rounds only after finishing the calculation.
- Writes the answer correctly to 1 d.p.
- The answer is sensible.



I followed BIDMAS, then rounded at the end.

Rounding example

Round 6.274 to 2 d.p.
Look at the third decimal place: 4
Answer: 6.27

✗ NON-EXAMPLE (NOT GOOD)

Question:

Work out $18 \div 3 + 4 \times 2$.
Then round your answer to 1 decimal place.

1 $18 \div 3 = 6$

2 $6 + 4 = 10$

3 $10 \times 2 = 20$

4 Answer = 20

What is wrong with this?

- Does not follow BIDMAS fully.
- Adds before multiplying.
- Does not round the final answer to 1 d.p.
- Final answer is incorrect.



I just worked from left to right.

KEY TAKEAWAY:

- Follow BIDMAS in order: B, I, D/M, A/S.
- Division and multiplication are worked left to right.
- Round only at the end unless told otherwise.
- 1 d.p. means 1 digit after the decimal point.

QUICK REMINDER

BIDMAS = Brackets, Indices, Division, Multiplication, Addition, Subtraction

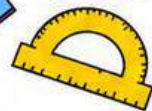
1 d.p. = 1 decimal place
2 d.p. = 2 decimal places



WEEK 7 – PREP TASK

KO1: BIDMAS + Rounding

YEAR 8 MATHS



1 TASK 1 – KEY VOCABULARY

Match the term to the correct definition.

1 Brackets

A A number close to the exact answer.

2 Indices

B Digits that show a value after the decimal point.

3 Rounding

C The first non-zero digits used when rounding.

4 Decimal place

D Symbols () used to group calculations.

5 Significant figures

E Powers or roots in a calculation.

6 Approximate

F Making a number simpler but close to the original.

2 TASK 2 – RANK THE RESPONSES

Work out: $12 + 6 \div 3 \times 4$

RESPONSE A

1 $6 \div 3 = 2$

2 $2 \times 4 = 8$

3 $12 + 8 = 20$

4 Answer = 20

RESPONSE B

1 $12 + 6 = 18$

2 $18 \div 3 = 6$

3 $6 \times 4 = 24$

4 Answer = 24

Which response is stronger?

A or B

Why is this response stronger? _____

What mistake is in the weaker response? _____

3 TASK 3 – QUICK CHECKS

Tick True or False.

Statement	True	False
a) $(4 + 5) \times 2 = 18$.	☐	☐
b) 7.845 rounded to 1 d.p. is 7.8.	☐	☐
c) 0.374 rounded to 2 d.p. is 0.37.	☐	☐

Statement	True	False
d) 4837 rounded to 2 s.f. is 4800.	☐	☐
e) In BIDMAS, multiplication always comes before division.	☐	☐
f) 1.249 rounded to 2 d.p. is 1.25.	☐	☐

4 TASK 4 – APPLY YOUR KNOWLEDGE

A Evaluate:
 $18 - 2 \times 4$

Working: _____

Answer: _____

C Round:
7.846

to:

1 d.p. _____

2 d.p. _____

1 s.f. _____

2 s.f. _____



B Evaluate:
 $(18 - 2) \times 4$

Working: _____

Answer: _____

5 TASK 5 – SPOT THE MISTAKE

A student says:

4837 $\rightarrow$ 4000
to 2 significant figures.



Explain why this is incorrect.

What is the correct answer?



6 TASK 6 – MIXED PRACTICE

a $3 + 2 \times 5$

Answer: _____

b $(3 + 2) \times 5$

Answer: _____

c Round 0.374 to 2 d.p.

Answer: _____

d Round 98.76 to 1 d.p.

Answer: _____



REMEMBER:

- Follow BIDMAS in order.
- Work from left to right for + and -.
- Use the digit to the right to round.
- Significant figures start at the first non-zero digit.



CHECK YOUR WORK:

- Have you used the correct order?
- Have you rounded to the correct place?
- Does your answer make sense?



KEEP PRACTISING!

The more you practise BIDMAS and rounding, the easier it will become.

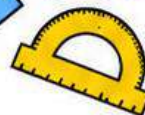
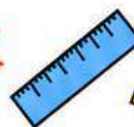




WEEK 7 – CHALLENGE TASK

KO1: BIDMAS CHALLENGE

YEAR 8 MATHS



A Evaluate the following.

1 $9 + 2 \times (6 - 1)$

Working:

Answer: _____

2 $(7 - 2)^2 + 3$

Working:

Answer: _____

3 $24 \div (4 + 2) + 7$

Working:

Answer: _____

4 $18 - 2 \times 3 + 5$

Working:

Answer: _____

B Insert brackets to make the statements true.

1 $14 - 5 \times 2 = 18$

Working:

Answer: _____

2 $20 - 4 \times 3 = 48$

Working:

Answer: _____

3 $2 + 3 \times 4 = 20$

Working:

Answer: _____

C Spot and correct the mistake.

A student says:

$$16 + 2 \times 5 = 90$$

Their working:

$$\begin{aligned} 16 + 2 \times 5 \\ = 18 \times 5 \\ = 90 \end{aligned}$$

Correct answer: _____

Correct working: _____

D Multi-step problems.

1 A jacket costs £75.

It is in a sale with 25% off.

The customer also buys a hat for £16.

What is the total cost?

Working:

Answer: £ _____

2 A concert ticket costs £32.

There is a booking fee of £3.50 per ticket.

A group of 5 friends each buys a ticket.

They also buy 2 programmes for £4.20 each.

What is the total amount they pay?

Working:

Answer: £ _____

3 A phone costs £240.

It is reduced by 20%.

A case costs £18.

What is the total amount paid?

Working:

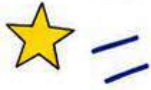
Answer: £ _____



CHALLENGE YOURSELF!

Show all your working. Check your answers carefully.





WEEK 7 - CHALLENGE TASK

K01: ROUNDING CHALLENGE

YEAR 8 MATHS



A Round to the specified number of decimal places (d.p.).

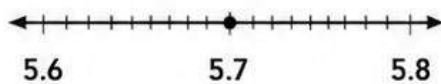
Number	1 d.p.	2 d.p.	3 d.p.	4 d.p.
7.846				
3.2198				
0.3746				
98.765				
12.0059				

B Round to the specified number of significant figures (s.f.).

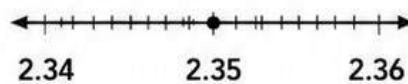
Number	1 s.f.	2 s.f.	3 s.f.	4 s.f.
4837				
0.07846				
652.89				
12.0098				
0.004567				

C Use a number line to help you round the numbers.

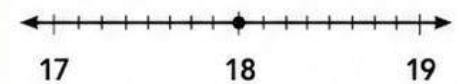
1 Round 5.67 to 1 d.p.



2 Round 2.349 to 2 d.p.



3 Round 17.82 to the nearest whole number.



D Which is the best estimate? (Choose the closest.)

1 A number is 98.76.
Which estimate is closest?

A	B	C	D
90	100	110	95

2 A number is 0.3746.
Which estimate is closest?

A	B	C	D
0.3	0.37	0.4	0.38

3 A number is 652.89.
Which estimate is closest?

A	B	C	D
600	650	700	660

E Problem solving - Round the numbers as instructed.

1 A length is 7.846 m.
Round it to:

- 1 d.p. = _____
- 2 d.p. = _____
- 3 d.p. = _____
- 4 d.p. = _____

Working:

Answer: _____

2 A measurement is 0.07846 g.
Round it to:

- 1 s.f. = _____
- 2 s.f. = _____
- 3 s.f. = _____
- 4 s.f. = _____

Working:

Answer: _____

3 A number is 1234.567.
Round it to:

- 1 d.p. = _____
- 2 d.p. = _____
- 3 d.p. = _____
- nearest whole number = _____

Working:

Answer: _____



CHALLENGE YOURSELF!

Show all your working.

Check your answers carefully.

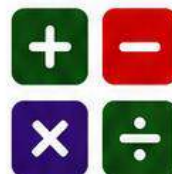


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MATHS – FEEDFORWARD



KO1: BIDMAS + Rounding

⇒ Reflect. Improve. Develop. ⇐

KEY



Feedforward Target

What to improve next.



Student Development

Student reflection and response.



What I Did Well

Student success.



Teacher Feedback

Teacher guidance.



My Feedforward Target

Student's chosen next step.

KO1 TARGETS



Tick the targets that apply to your work.

Target	What this means
☐ I can use BIDMAS in the correct order.	I will follow Brackets, Indices, Division, Multiplication, Addition, Subtraction.
☐ I can include brackets in my calculations correctly.	I will do calculations inside brackets first.
☐ I can round my final answers to the correct number of decimal places or significant figures.	I will look at the digit to the right and round correctly.
☐ I can work with decimal places accurately.	I will line up decimals correctly and keep the required number of decimal places in my answer.
☐ I can work with significant figures accurately.	I will keep the correct number of significant figures in my answer.
☐ I can solve problems that involve BIDMAS and rounding.	I will read the question carefully, use the right method and check my answer.



WHAT I DID WELL

Today I successfully...



DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)



TEACHER FEEDBACK

Teacher guidance:



MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

(Student completes in green pen.)



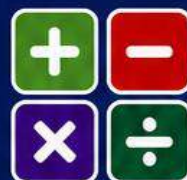
Small improvements → stronger learning.





SELF-QUIZZING

— TO STRENGTHEN MATHS MEMORY —



Self-Quizzing Routine

- Cover your learning box and answer the questions from memory.
 - Do not look at your notes – think hard.
 - After answering the questions, check the learning box and correct anything you missed.
 - Repeat this three times.
-
- Then leave a one-day-gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without looking at your notes.
Each time you do this, you make the memory in your brain stronger.

KO1 – BIDMAS + Rounding

 What do I know? Declarative Knowledge	 How do I use it? Procedural Knowledge	 When do I use it? Conditional Knowledge	 What mistake should I avoid? Metacognitive Knowledge
• What does BIDMAS stand for? • In what order should operations be carried out using BIDMAS? • What do brackets () mean? • What are indices (powers) and how do they work? • What is rounding? • What do d.p. and s.f. mean and when should they be used?	• How do I apply BIDMAS to a calculation? • How do I solve problems that include brackets? • How do I work out indices in calculations? • How do I round a number to a given number of decimal places? • How do I round a number to a given number of significant figures? • How do I check if my answer is sensible?	• When should I use BIDMAS to solve a problem? • When will a problem include brackets? • When will a problem include indices? • When should I round answers in a problem? • When should I round to decimal places instead of significant figures (or vice versa)? • When might I need to estimate before solving a problem?	• Forgetting to follow the BIDMAS order. • Doing addition or subtraction before multiplication or division. • Forgetting to include brackets in calculations. • Forgetting that indices (powers) are done before multiplication or division. • Rounding at the wrong stage of a calculation. • Rounding incorrectly (e.g. not looking at the next digit).



The more you retrieve, the stronger your maths memory!





YEAR 8

MUSIC

POST AND PREP LEARNING MAP



Post tasks help you recap knowledge that you have learned in the past.

The **pink boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

Post tasks



CAROUSEL 1

1 Week 1

Page
121 to 123

3 Week 3

Page
124 to 127



CAROUSEL 2

1 Week 1

Page
128 to 130

3 Week 3

Page
131 to 132



Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an **orange box**.

Prep tasks



LEARNING BOX

Popular Music Performance

GOLDEN THREAD:

Last year you started your journey into the basic elements of music — pitch, tempo and melody. This year we keep building, exploring how these “ingredients” are used together to create a whole piece of music.

KEY IDEA:

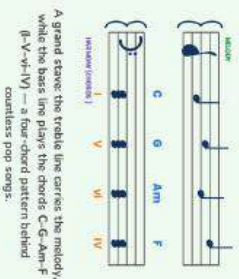
This half-term you look at chords — groups of three notes played together to make one sound. This is called Harmony.

You use the keyboards to play these chords, and the melodies of famous pop songs.

C G Am F



VISUAL REPRESENTATION:



IMPORTANT MISCONCEPTION:

Popular music is not a genre on its own. “Pop” really means whatever is in the charts at the time — but most pop songs share similar chords and structure.

When you play these chords, they work with the melody to create a “full” sound. Don’t think of music as just one or the other.

WHEN TO USE THIS:

Chords are the backbone of music. They aren’t as recognisable as a melody, but they act like a “big hug” for the song — a warm sound that keeps the music moving while the melody plays on top. Aim to play the chords (harmony) together with the melody.

Formula: Harmony + Melody = a full sound

THINKING STEPS:

- 1 Identify the four chords: C, G, Am, F.
- 2 Work out the order they came in — the order can change between songs.
- 3 Build each chord the same way: skip a note each time. e.g. C major — C-E-G (skip D and F). Play the 1st, 3rd and 5th notes together.

PERFORMING STEPS:

- 1 Turn on your keyboard.
- 2 Read the chords you identified, and move your fingers over the correct notes.
- 3 Play each chord four times — checking you’re on the right notes each time.

SUMMARY:

Understanding how popular music works opens a brand-new pathway in music — grasping the fundamentals of harmony, and how it mixes with melody to create a full pop song.

LISTEN READ UNDERSTAND PRACTISE PERFORM

EXAMPLE & NON-EXAMPLE

Playing the Correct Shape · Performance Skills

GOLDEN THREAD:

In Year 7 you experimented with playing two or more notes together — even just playing in time with a partner. This year we build on that idea, exploring the names and uses behind playing several notes together: chords.

EXAMPLE ANSWER:

The picture below shows the three correct notes of a C major chord. Look at the notes being played — C, E, G — and you’ll notice a gap between each one. That’s because we skip the 2nd and 4th notes, playing only the 1st, 3rd and 5th. This shape is the same for every chord.



C major (root position) — 1st, 3rd and 5th notes: C-E-G.

WHAT IS GOOD ABOUT THIS?

It clearly shows the correct shape and technique to play a chord on the piano.

NON-EXAMPLE ANSWER:

Below is a group of three notes, but in the wrong order. The person is playing C, D, G — the 1st, 2nd and 5th notes. We do not play that 2nd note; instead we play the 1st, 3rd and 5th together.



C-D-G — the 2nd note (D) is wrong; there’s no gap to the next note.

WHAT IS WRONG WITH THIS?

- ✗ It uses the 2nd note (D) instead of the 3rd note (E) — the wrong order.
- ✗ There should always be a gap between each note: play the 1st, 3rd and 5th.

REMEMBER:

A chord is not just any three notes pressed together. You skip a note each time — playing the 1st, 3rd and 5th — so there is always a gap, giving the correct chord shape.

LISTEN READ UNDERSTAND PRACTISE PERFORM



5 mins • Complete on this sheet • Bring it to your next lesson

**QUICK RECAP — What makes pop music?****INSTRUMENTS**

What can you hear?

**TEMPO**

Fast / moderate / slow

**MOOD**

The feel / atmosphere

**STRUCTURE**

Verse, chorus...

**TASK 1 — Listen to a pop song**

LISTEN

Press play! Listen to a pop song you like for one minute, then tick what you notice and name it.

☐ Clear strong beat ☐ A catchy chorus ☐ Repeated sections

Song / artist:

**TASK 2 — Recall: harmony & chords**

RECALL

Recall from Year 7. Write a definition for each:

Key word	My definition
HARMONY	
ACHORD	

**REFLECTION**

What instruments, tempo and mood give a pop song its character?

LISTEN

READ

UNDERSTAND

PRACTISE

PERFORM

**BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!**



YEAR 8 MUSIC · POPULAR MUSIC

HISTORY OF POP MUSIC

ORANGE · PREPARE

Week 1 · PREP TASK

5 mins • Complete on this sheet • Bring it to your next lesson



QUICK RECAP — Pop across the decades



WHEN

When did pop begin?



WHO

Iconic artists by decade



HOW

How the sound changed



TASK 1 — Artists by decade

RESEARCH

Decades of pop. Name one iconic artist from each decade (a quick search is fine).

Decade	Iconic artist
1980s	
2000s	
Today	



TASK 2 — The story of pop

WRITE

Mini-research. Write 4–5 sentences on when pop music began and how its style and technology have changed over time.



REFLECTION

How has technology changed the way pop music sounds over the decades?



BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!



**IDENTIFY THE 4 CHORDS**

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP – The four pop chords**C**
I**G**
V**A minor**
vi**F**
IV **TASK 1 – Identify the 4 chords****PRACTISE**

Label the chords. For each keyboard, colour or circle the **three notes** of the chord shown above it. Remember the shape: play the **1st, 3rd and 5th** notes (skip one note each time).

C major**G major****A minor****F major** **TASK 2 – Chord check****RECALL**

Quick check. Fill the blanks:

A chord is made of _____ notes.

To build one you play the _____, _____ and _____ notes, skipping the 2nd and 4th.

**REFLECTION**

Why do C, G, Am and F work so well together in pop songs?



LISTEN



READ



UNDERSTAND



PRACTISE



PERFORM

**BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!**