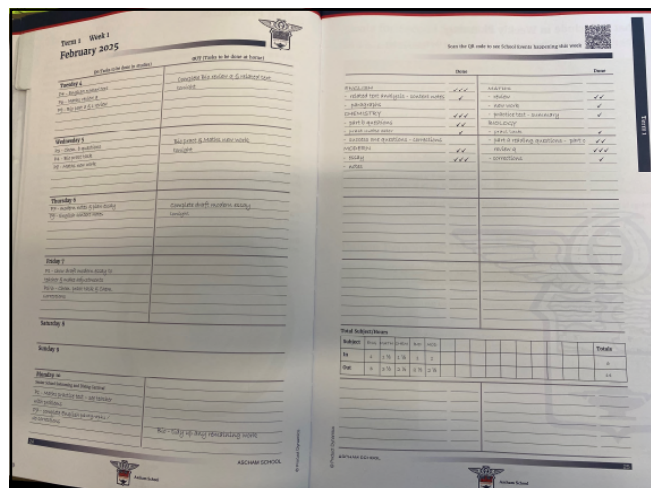


STEP 4

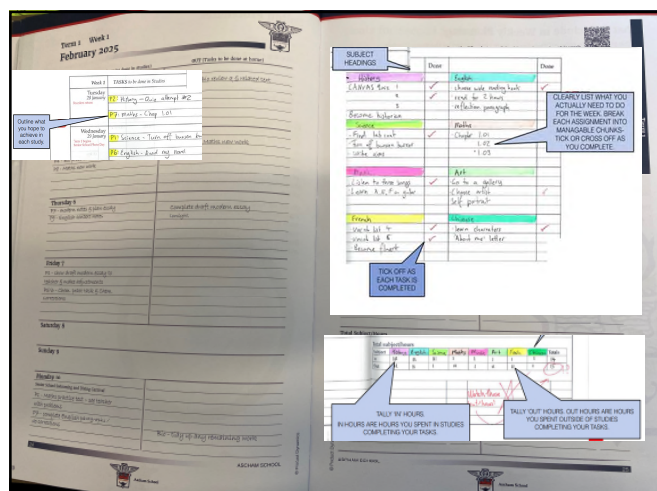
Managing Your Workload and Planning Your Assessments

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89

TUESDAY

- After you have written in all your work on Tuesday morning, **estimate the time involved** for each subject. Maybe a star system, quick *, medium **, or will take a long time to do***.
- Consider your outside school commitments during the week and weekend, **when are your busy times?**
- Lots of girls knock off all the **fiddly, quick to do, easy things on Tuesday night** to reduce the list as much as possible.
- Then make a **specific plan for Wednesday to Friday**, both at home and in your study periods at school, what would you like to achieve in that time?
- Check if there are any **tests**: you may need to study **each day** for these.
- Check if there is any 'pre-reading' to be done by a certain time.
- If things have to be done by a certain time then allocate that work to a particular day.
- Remember the guidelines for your study lessons – eg practicals.

90

How can parents help?

- Have your parents check the planning you have done on Tuesday – explaining your plan to them will help to clarify it to you.



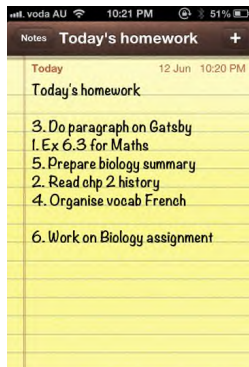
91

WEDNESDAY, THURSDAY

- Do the work you think you will find **most difficult or aren't sure of** on Wednesday and Thursday: so you can seek help if needed at school.
- **Do 2-3 subjects each night** (rather than spending a whole night on one subject or leaving one subject behind).
- Each night make a plan before you start.

92

Planning Your Afternoon

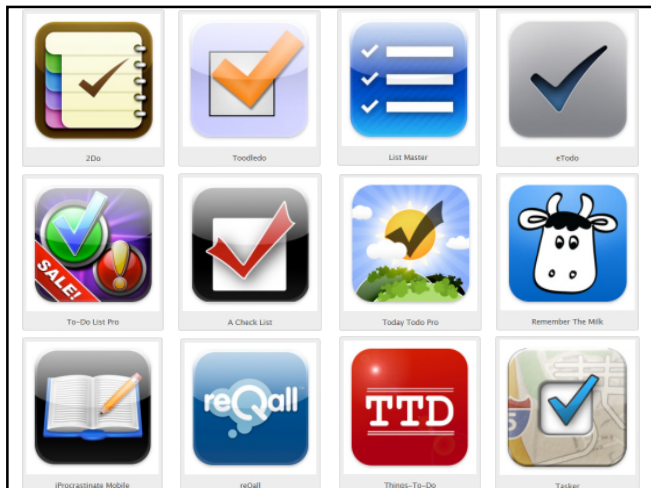


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TONIGHT:

- 4-4.30pm Science Test **Finish notes Worksheet B, do end chapter test**
- 4.30-4.50pm Maths Assign **Do exercise 4-09-4-10**
- 6-6.20pm History Assign **Do work on Sparta Part A**
- 6.20-6.40pm English Assign **Brainstorm ideas for 1st draft paragraphs**

94



95

FRIDAY

- See what is left to do and make a plan for the weekend.
- Aim to have everything finished by Sunday night so if things take longer than expected you have Monday night to complete them and Monday to ask final questions if needed.

96

MONDAY

Do one last check that everything is completed.



97

Don't go overboard on the OUTside of class hours!

| Total subject/hours | | | | | | | | | |
|---------------------|---------|---------|---------|-------|-------|-----|--------|----------|--------|
| Subject | History | English | Science | Maths | Music | Art | French | Business | Totals |
| In | III | III | II | I | I | I | I | I | 14 |
| Out | III | II | I | III | I | II | II | I | 15 |

Watch these 'out' hours!

Recording your OUT hours correctly also helps each department keep track of how long the work is taking students to do so they can address it if there is too much work. Should not be more than 10 hours.

98

But don't go too far under either



INDEPENDENT LEARNING:

- Reading
- Reviewing what you have been learning at school that week
- Extra practice on questions you find hard
- Research on an area you are interested in learning more about
- Making a mind map about what you have been learning
- Making study notes on a topic
- Improving your touch typing skills
- Reading ahead in your textbook
- Improving your study skills and literacy skills
- Doing work from a different textbook or study guide for one of your subjects (check the school library, local library and bookshops).

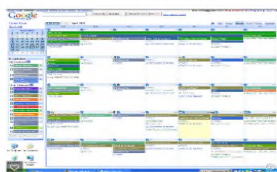
**WRITTEN
DOWN ON
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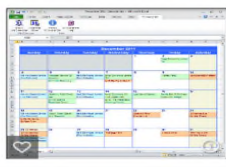
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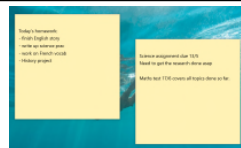
Google Calendars



Outlook Calendars



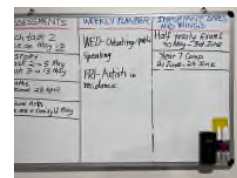
101



Sticky notes, countdown apps etc, are good for reminders, not as good for overall planning.



However white boards are great for planning.



102

Big Picture Overview of the Term

Regular assignments occur each Tuesday, with assessments throughout the year and the end of year examinations are around Term 4, Week 6

103

Go to the hub, click on 'learning', then 'curriculum', then 'Year 7', and the calendar will appear below

| | | | | | | |
|--|---|---|--|--|----------|--------|
| 24 | 25 9:35a Year 7 Chinese | 26 8:55a Year 7 Chinese 11:15a Year 7 PDHPE | 27 2:10p Year 7 PDHPE | 28 8:30a Year 7 Chinese 8:30a Year 7 German 11:30a Year 7 Chinese 11:30a Year 7 German 2:10p Year 7 PDHPE | 29 | 30 |
| 31 | 1 9:35a Year 7 French 11:15a Year 7 Science 11:55a Year 7 Science 2:55p Year 7 Science | 2 11:55a Year 7 History 1:12p Year 7 French 1:45p Year 7 History 2:55p Year 7 Science 2:55p Year 7 History | 3 2:55p Year 7 Music | 4 8:30a Year 7 French 11:30a Year 7 French 2:55p Year 7 Music 2:55p Year 7 Music | 5 | 6 |
| APRIL 2025 | | | | | | |
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 1 8:55a Year 7 Music 11:30a Year 7 English | 2 11:55a Year 7 History 1:12p Year 7 French 1:45p Year 7 History 2:55p Year 7 Science 2:55p Year 7 History | 3 2:55p Year 7 Music | 4 8:30a Year 7 French 11:30a Year 7 French 2:55p Year 7 Music 2:55p Year 7 Music | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |

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Term 3

| | | | | |
|-------------|-----|-----|---------------|---------------------|
| 1 M18 | T19 | W20 | F21 | F22 |
| 2 M25 | T26 | W27 | T28 | F29 |
| 3 M1 August | T2 | W3 | T4 Maths Comp | F5 Maths Topic Test |
| 4 M8 | T9 | W10 | T11 | F12 |
| 5 M15 | T16 | W17 | T18 | F19 |
| 6 M22 | T23 | W24 | T25 | F26 |
| 7 M27 | T30 | W31 | T1 September | F2 |

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OVERVIEW: TERM PLANNER
You may have a term planner in your diary and if so USE it. But you also need one up on the wall at home where you will see it every day.

| | | | | |
|-------------|-----|-----|---------------|---------------------|
| 1 M18 | T19 | W20 | F21 | F22 |
| 2 M25 | T26 | W27 | T28 | F29 |
| 3 M1 August | T2 | W3 | T4 Maths Comp | F5 Maths Topic Test |
| 4 M8 | T9 | W10 | T11 | F12 |
| 5 M15 | T16 | W17 | T18 | F19 |
| 6 M22 | T23 | W24 | T25 | F26 |
| 7 M27 | T30 | W31 | T1 September | F2 |

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107

Go to the hub, click on 'learning', then 'curriculum', then 'Year 7', and the calendar will appear below

| | | | | | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 28 | 29 | 30 | 31 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8:30a Year 7 Chinese | 8:30a Year 7 Chinese | 2:10p Year 7 PDHPE | 8:30a Year 7 Chinese | 8:30a Year 7 Chinese | 11:30a Year 7 Chinese | 11:30a Year 7 Chinese | 11:30a Year 7 Chinese | 11:30a Year 7 Chinese | 11:30a Year 7 Chinese |
| 11:30a Year 7 Science | 11:30a Year 7 Science | 11:30a Year 7 Science | 11:30a Year 7 Science | 11:30a Year 7 Science | 11:30a Year 7 Science | 11:30a Year 7 Science | 11:30a Year 7 Science | 11:30a Year 7 Science | 11:30a Year 7 Science |
| 2:50p Year 7 Science | 2:50p Year 7 Science | 2:50p Year 7 Science | 2:50p Year 7 Science | 2:50p Year 7 Science | 2:50p Year 7 Science | 2:50p Year 7 Science | 2:50p Year 7 Science | 2:50p Year 7 Science | 2:50p Year 7 Science |

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Plan the steps for individual tasks

The importance of smaller steps

NOTE:

1. Everything will always take longer than you think it will.
2. Starting straight away (even doing a little bit) is always a good idea.

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Assessment: The Ancient Mediterranean World

Due Date: Friday 10 June 2022, Term 2 Week 8

Year: 10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100

Task Description

You will be submitting a research essay in response to the following question via Google Classroom.

Question: What role did the sea play in the development of ancient Mediterranean civilisations? Discuss, using evidence from the period.

Marking Criteria

1. Identify and explain the role of the sea in the development of ancient Mediterranean civilisations.

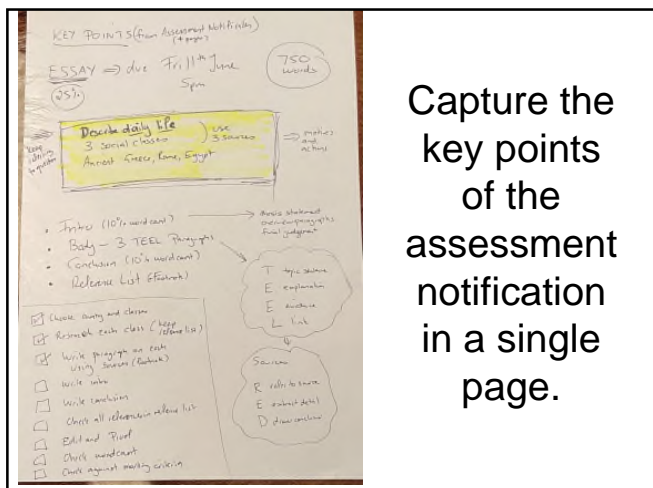
2. Use evidence from the period to support your argument.

3. Analyse the role of the sea in the development of ancient Mediterranean civilisations.

4. Evaluate the role of the sea in the development of ancient Mediterranean civilisations.

5. Synthesise the role of the sea in the development of ancient Mediterranean civilisations.

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Capture the key points of the assessment notification in a single page.

111

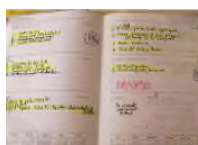
| Marking Criteria | Grade |
|--|-------|
| <ul style="list-style-type: none"> Clearly and articulately explains the everyday lives of members of different social classes during Ancient Egypt, Greece or Rome Incorporates an excellent level of detail and relevant terminology Thoroughly integrates and interrogates sources Writes clearly and succinctly, addressing all the text conventions of essay writing including the TEEL paragraph structure Includes a resource list that uses a wide range of sources | A |
| <ul style="list-style-type: none"> Clearly explains the everyday lives of members of different social classes Ancient Egypt, Greece or Rome Uses high level of detail and relevant terminology Thoroughly integrates sources Writes clearly, addressing all the text conventions of essay writing including the TEEL paragraph structure Includes a resource list that uses a range of sources | B |
| <ul style="list-style-type: none"> Somewhat describes the everyday lives of members of different social classes during Ancient Egypt, Greece or Rome Uses a sound level of detail and some relevant terminology Uses some sources throughout Writes clearly, addressing some of the text conventions of essay writing including TEEL paragraph structure Includes a resource list that uses a number of sources | C |
| <ul style="list-style-type: none"> Briefly describes the everyday lives of members of different social classes during Ancient Egypt, Greece or Rome Uses basic level of detail with some basic historical terminology Attempt to use sources Attempts to write using some of the text conventions of essay writing including aspects of the TEEL paragraph structure Includes a basic resource list | D |
| <ul style="list-style-type: none"> Makes a minimal/ non serious attempt to describe the everyday lives of different groups during Ancient Egypt, Greece or Rome Limited detail and/or terminology Limited use of sources Limited use of structure Limited or no resource list | E |

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Then when you get the details about the task (assessment notification):

- Now **brainstorm the steps** to be done and write into your homework diary/planner **when you plan to DO** the work for the test or assignment, not just when it is **DUE!**

But what's the difference ??????



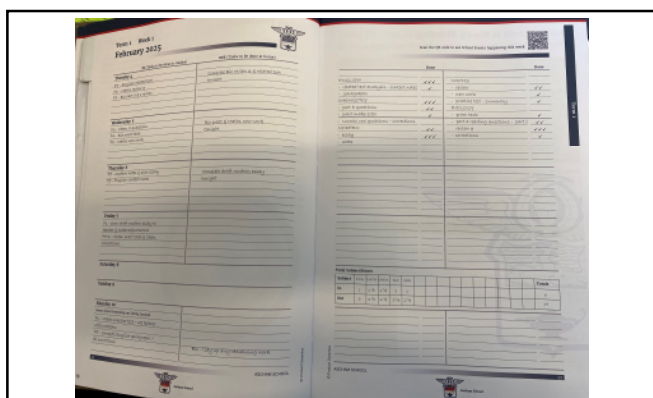
113

ASSIGNMENTS

- Do research, collect ideas
- Organise the information
- Do 1st section
- Do 2nd section
- Put in pictures
- Finalise presentation

Then add these steps to your plan for the next week in your diary or on a whiteboard at home.

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Lots of your prep for assessments will be incorporated into the weekly assignments, but you may need to do additional learning on your own as well.

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WHITEBOARD METHOD

| | | | |
|-----------------|------|--|-------|
| Biology | 3/5 | Finish notes, do end chp test | MON |
| Maths Assign | 7/5 | Make flashcards for formulas | TUES |
| History Project | 11/5 | Do at least an hr of research | WED |
| English Report | 16/5 | Brainstorm ideas for 1 st draft | THURS |
| French Test | 18/5 | Practice speaking skills | FRI |
| Geog Assess | 22/5 | Do section 1 | TUES |

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| TASK | DATE DUE |
|-----------------|----------------------|
| Science Test | 3 rd May |
| Maths Assign | 7 th May |
| History Project | 11 th May |
| English Report | 15 th May |
| French Test | 18 th May |

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| THIS WEEK: | | |
|-----------------|------|--|
| Science Test | 3/5 | Finish notes, do end chp test |
| Maths Assign | 7/5 | Make flashcards for formulas |
| History Project | 11/5 | Do at least an hr of research |
| English Report | 16/5 | Brainstorm ideas for 1 st draft |
| French Test | 18/5 | None |

118

| THIS WEEK: | | | | |
|-----------------|------|--|-------|--|
| Science Test | 3/5 | Finish notes, do end chp test | MON | |
| Maths Assign | 7/5 | Make flashcards for formulas | TUES | |
| History Project | 11/5 | Do at least an hr of research | WED | |
| English Report | 16/5 | Brainstorm ideas for 1 st draft | THURS | |
| French Test | 18/5 | None | | |

119

| THIS WEEK: | | | | |
|-----------------|------|--|-------|--|
| Science Test | 3/5 | Finish notes, do end chp test | MON | |
| Maths Assign | 7/5 | Make flashcards for formulas | TUES | |
| History Project | 11/5 | Do at least an hr of research | WED | |
| English Report | 16/5 | Brainstorm ideas for 1 st draft | THURS | |
| French Test | 18/5 | Practice speaking skills | FRI | |
| Geog Assess | 22/5 | Do section 1 | TUES | |

120

| THIS WEEK: | | | | |
|--|------|--|-------|--|
| Science Test | 3/5 | Finish notes, do end chp test | MON | |
| Maths Assign | 7/5 | Make flashcards for formulas | TUES | |
| History Project | 11/5 | Do at least an hr of research | WED | |
| English Report | 16/5 | Brainstorm ideas for 1 st draft | THURS | |
| French Test | 18/5 | Practice speaking skills | FRI | |
| Geog Assess | 22/5 | Do section 1 | TUES | |
| At the end of the week, reassess make a new plan for the weekend. Then plan the next week. Then the next weekend.... | | | | |

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