ABOVE & BEYOND

Purpose …

- Y11 Intervention will be known as '**Above & Beyond'.**
- The idea is that we will support you in going 'Above and Beyond' and if you do, you will achieve your potential!
- We expect you to attend after school Above & Beyond sessions (Period 7's) - **Compulsory.** This is to support you with your learning and we will ensure this is a positive learning experience. **We are in this together!**
- Morning intervention - Form tutor will let you know where to go for this
- Above and Beyond Success Card in your planners - stamped

DEAN TRUST Wigan

ABOVE & BEYOND

Above & Beyond Success Card Prizes…

Completed Cards	Eligible Reward
1 card	Chocolate bar
3 cards	Academic Stationary
5 cards	Weekly Skip the Queue Pass
6 cards	Free Breakfast
7 cards	Free Lunch
9 cards	Water Bottle
10 cards	x2 Cinema Tickets
12 cards	GOLDEN PROM TICKET

Dean Trust Wigan

ABOVE & BEYOND

Above & Beyond Timetable (HT1)…

Date	Focus	Staff
Tues 1st Oct	**"Getting Revision Ready"**	*Mr Kenny*
Thurs 3rd Oct	**'Learn, Revise, Test Yourself'**	*Mr Fuller*
Tues 8th Oct	**Condensing your notes**	*Mr Loftus*
Wed 9th Oct	**Careers Talk - Engineering**	*MFT*
Thurs 10th Oct	**Memory Techniques**	*Mrs Holmes*
Tues 15th Oct	**Past Papers & Exam Q's**	*Mrs Dawson*
Wed 16th Oct	**Careers Talk - NHS Senior Manager**	*NHS*
Thurs 17th Oct	**Flash Cards & Mind Maps**	*Mr Floweth*

DEAN TRUST Wigan

ABOVE & BEYOND

Short Term Memory vs Long Term Memory

	Capacity	Duration
Short-term memory	7 pieces of information +/-2	About 18 seconds
Long-term memory	Unlimited	Can be minutes or lifetime

Additional Notes

Please can we have this page in your planners out for the duration of this sessions and take notes on useful information

Condensing your notes

- **S**implify
- **S**ummarise
- **S**ingle page

- In your own words - personalised learning

Dean Trust Wigan

TASK: I am going to **read out** a story of the US policy towards Native Americans.

Using *no more* than 10 words, use **numbers and pictures** to **represent** what you are hearing and create a **timeline**.

White Americans believe Native American Indians are ***savage***. They **do not use the land *properly,*** so do not deserve to hold all their land.

White Americans wanted to **improve the land** – plough fields, dig up minerals for manufacturing and use its forests for timber.

By **1824 the Bureau of Indian Affairs** was set up to manage relations with the Indians.

The **The Indian Removal Act 1830** was passed and A '**Permanent Indian Frontier**' was created – over 40,000 Native American Indians were **forced** to move from their Eastern States homes to the **West of the Mississippi River**.

Everything **West of the Mississippi** is now '**Indian Territory'.** This kept Native American Indians and White Americans **apart,** and the **army policed** the border.

On the 30th June 1834 **Indian Trade and Intercourse Act** *sets out the Frontier between the USA and Indian Territory*

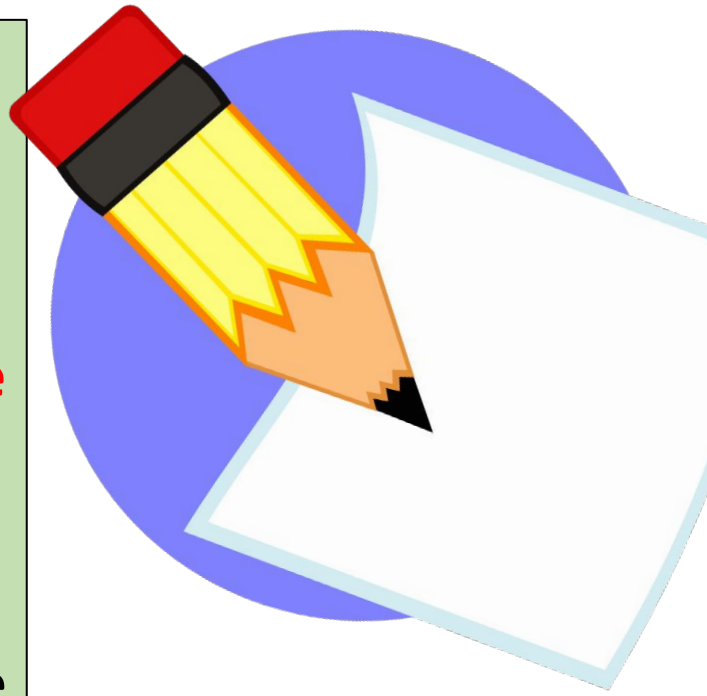
By 1848 the USA had **won a war with Mexico**; Texas became part of USA. American **Indian lands were now in the middle** of US territory….

Travelling by **sea was expensive**, so the government wanted people to **travel through Native American Indian lands**…breaking their agreement.

The government **used their army** to **force Plains Indians away** from the trails across their land to stop them attacking travellers.

US policy changed – **whites now crossing the frontier**.

They also decided to try to 'civilise' the Indians by confining them to reservations to farm They began to **move Indians to reservations** – an area of land '**reserved'** for American Indians. This was part of the **Indian Appropriations Act 1851.**



Cornell Notes

Name
Date
Class
Period

- Main Idea
- Key Question (after notes are completed)

- Key words & ideas
- Important dates/people/places
- Repeated/Stressed Info
- Ideas/brainstorming written on board / overhead projector
- Info from textbook/stories
- Diagrams & Pictures
- Formulas

Summary of your notes in your own words

EXAMPLE

Here's an example of some condensed notes for a Physics topic.

Wind turbines don't produce pollution in order to generate power, and there are no fuel costs to run them. However, they can be quite noisy for people who live nearby and they don't produce electricity in very strong winds or when there's no wind.

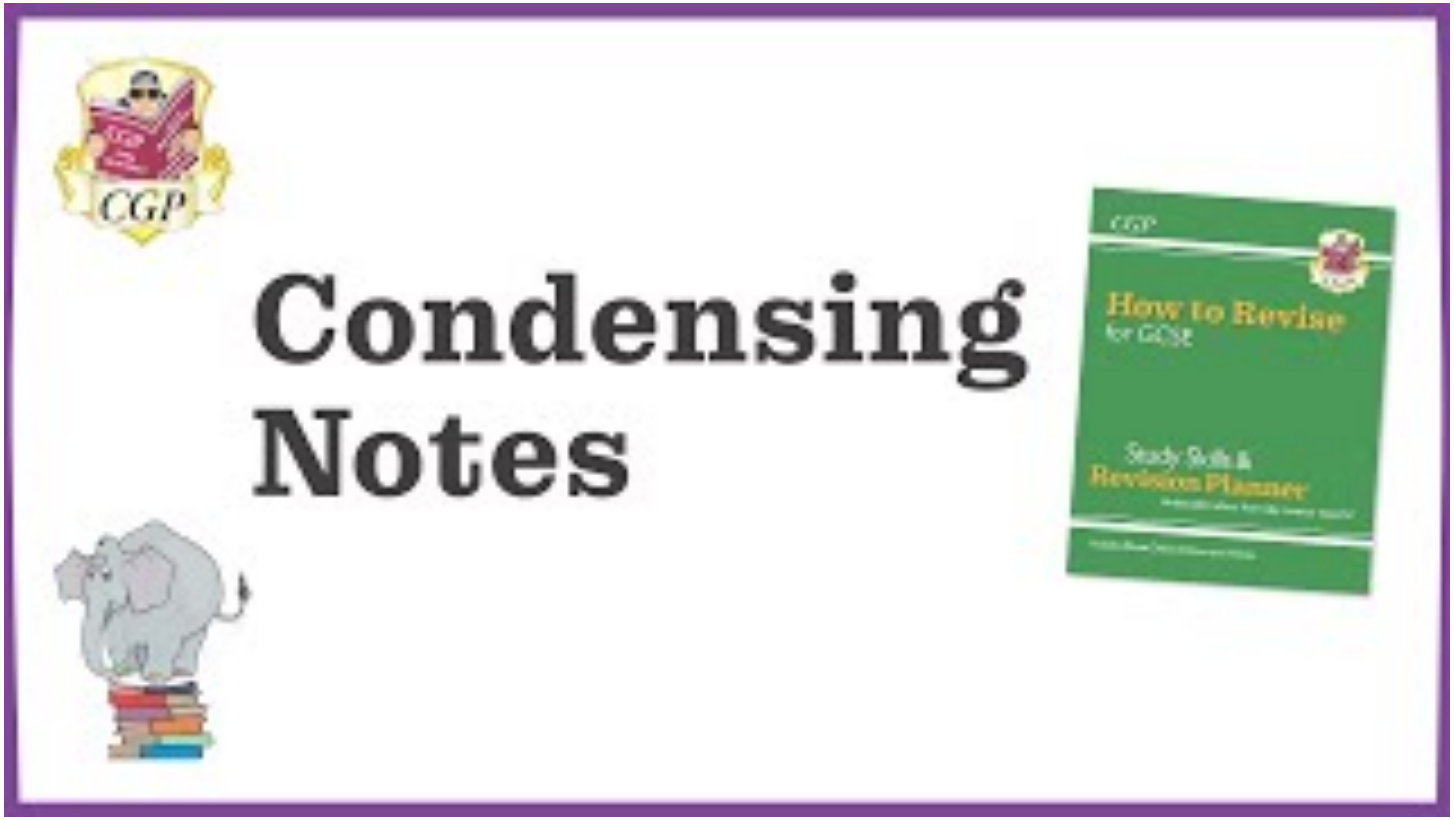
→

Wind Turbines

Positives	Negatives
• No pollution	• Noisy
• No fuel costs	• Dependent on wind

Revision Techniques

Condensing Notes



https://www.cgpbooks.co.uk/online-extras/how-to-revise/gcse/section-3-condensing-notes?utm_source=book&utm_medium=qr&utm_campaign=XHR42-how-to-revise-gcse

Here are some tips for condensing notes:

- Write concisely: Focus on the main themes and important ideas, and don't try to write down everything.
- Use headings and subheadings:
- Use bullet points
- Use abbreviations and symbols: Use abbreviations and symbols as long as you remember what they mean. ***PI = Plains Indians. MLK = Martin Luther KING***
- Use numbering: rank importance or in logical order.
- Use color and highlighting: Use color and highlighting to make your notes more exciting.
- Use visual aids: Use graphs, charts, tables, diagrams, and mind maps to break down lengthy subject matter.
- Use post-its: Post-its are a popular way to force you to write concisely.

Repeat, repeat, repeat

Active recall and spaced practice

- Take notes in two stages: Write down the main points, and then later go back to summarize, condense, and organise your notes. If you missed key information or stages, add them in green pen. Will stand out more

- Review your notes: Revisiting your notes helps you pull together the ideas you have recorded and aids your memory

Practice time

History or Geography

- **S**implify
- **S**ummarise
- **S**ingle page

- In your own words - personalised learning

The Wounded Knee Massacre

By the end of the 1880s, the atmosphere among Plains Indians on the reservations was one of disillusionment and despair. This was heightened by a government-imposed cut in Sioux rations, coupled with a drought in the summer of 1890 that led to a failure of Sioux crops. Into this grim situation came the Ghost Dance.

A Paiute Indian, Wovoka, claimed to have had a vision telling him that, if Plains Indians rejected white ways of life and danced a sacred dance, the Great Spirit would then bring all the dead Plains Indians back to life. A great flood would carry away the white people and the land belong to the Plains Indians again.

The Ghost Dance spread rapidly through the reservations. President Harrison ordered the army into the reservations to take control. This was the point at which Sitting Bull was killed in an attempt to arrest him. The army wrongly believed he was planning to lead the Ghost Dancers in a rebellion.

Sitting Bull's followers fled South and joined the band of Big Foot, another refugee from a reservation. The army caught up with them and took them to Wounded Knee Creek. A Sioux warrior resisted being disarmed and others began to dance. In the general confusion, a shot was fired. The 7th cavalry opened fire. In ten minutes, 250 Sioux were dead. Half the dead were women and children. The massacre was the last clash between US army troops and the Sioux.

Public opinion on the massacre was generally positive: the soldiers who took part were praised and the public was relieved that the Ghost Dance was over. The reaction suggests most white Americans thought Plains Indians were naturally too wild and hostile to white settlers and that, if they could not be controlled, they should be killed. Public opinion and the US army also saw Wounded Knee as revenge for the Battle of Little Bighorn. Some historians argue that Wovoka's Ghost Dance movement was based on what is called millenarian beliefs, common amongst oppressed people: the dream that some supernatural event will put right all the wrongs. The fear that white Americans had of the Ghost Dance was based on the fear oppressors have: that, one day, the people they have treated so badly will rise up against them.

In 1890, the US census office announced that the Indian Frontier had ended: nowhere within the USA's borders now belonged to any other nation or people.

Managing Urban Growth - slums, squatter settlements

In Rio de Janeiro there is clear housing inequality across the urban area caused by rapid population growth. Many people have nowhere to go and are forced to live in favelas (squatter settlements in Brazil are called favelas and a squatter is someone who illegally occupies land). There are up to 1000 favelas in Rio and these are illegal settlements where people have built homes on land they do not own. Many favelas are often built on the edge of cities, main roads and hillsides where heavy rain can cause landslides. Houses are poorly constructed with basic materials e.g. broken bricks, plastic sheets. The more people who move into the city, the more favelas need to be built.

In Rio 12% of the population have no running water in the favelas. 37% of water is lost through leaky pipes, fraud and illegal access. Taps are often at the bottom of steep slopes. There are up to 1000 favelas in Rio and the rate of population growth is impossible to provide piped water into all of the areas that need it.

Sanitation is the process of keeping places clean and healthy, especially by providing a sewage system and a clean water supply. 50% of the population have no sewage connection and the sewers are often open drains. Sewers are important to take waste away.

Many homes use illegal electricity connections which are unsafe. There are up to 1000 favelas in Rio which are growing quickly. As they are illegal there is no infrastructure.

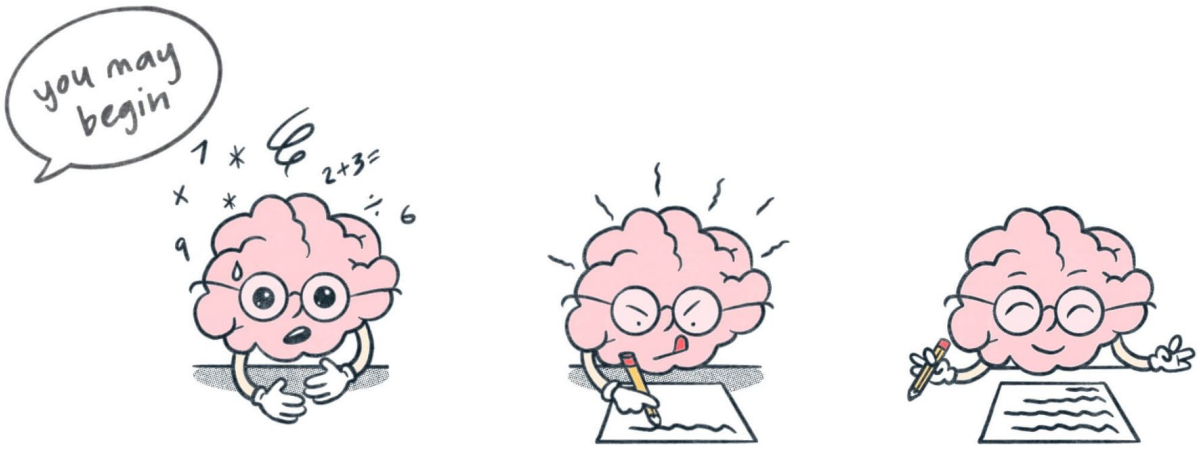
Education is compulsory in Brazil from ages 6-14 years. Only half continue beyond aged 14 years with many getting into crime. There is a shortage of teachers and they are poorly paid. Teacher training is poor and employing sufficient teachers is very difficult and extensive especially when they are reluctant to work in the crime ridden favelas, so the quality of education can be low. Training and employing sufficient teachers is very difficult and expensive. Building enough schools to keep up with the rate of population growth is impossible. Overall there is a lack of money and a need for the children to work.

Finally, in 2013 only 55% of the population had access to local family health clinics. Services for pregnant women and the elderly are particularly bad. Infant mortality rates are high in favelas and life expectancy is very low. Educating and employing sufficient health workers is very difficult and expensive. Keeping up with the rate of population growth is impossible.

1. 60 seconds to read over all your condensed notes

Test yourself

1. 120 seconds - Turn over and brain dump!



ABOVE & BEYOND