

Presented by
Kerry Gallon



**sixthform
@latimer
arts college**

Unlocking Potential

Session 3

→ Discover the Best of Sixth Form at Latimer





Study Skills

Key takeaways:

We want our young people to have the best chance of success, and we feel like we have the right combination to make our students successful as both young adults and students who achieve academic success. The most important thing is that they are happy and as you know that isn't always easy.

Happiness is not about pandering to every request, but working together, within our expectations, to ensure every individual leaves us with the tools needed for whatever is next.

One thing that will support this success is study skills in the Sixth Form, using the school's super 6 strategies.



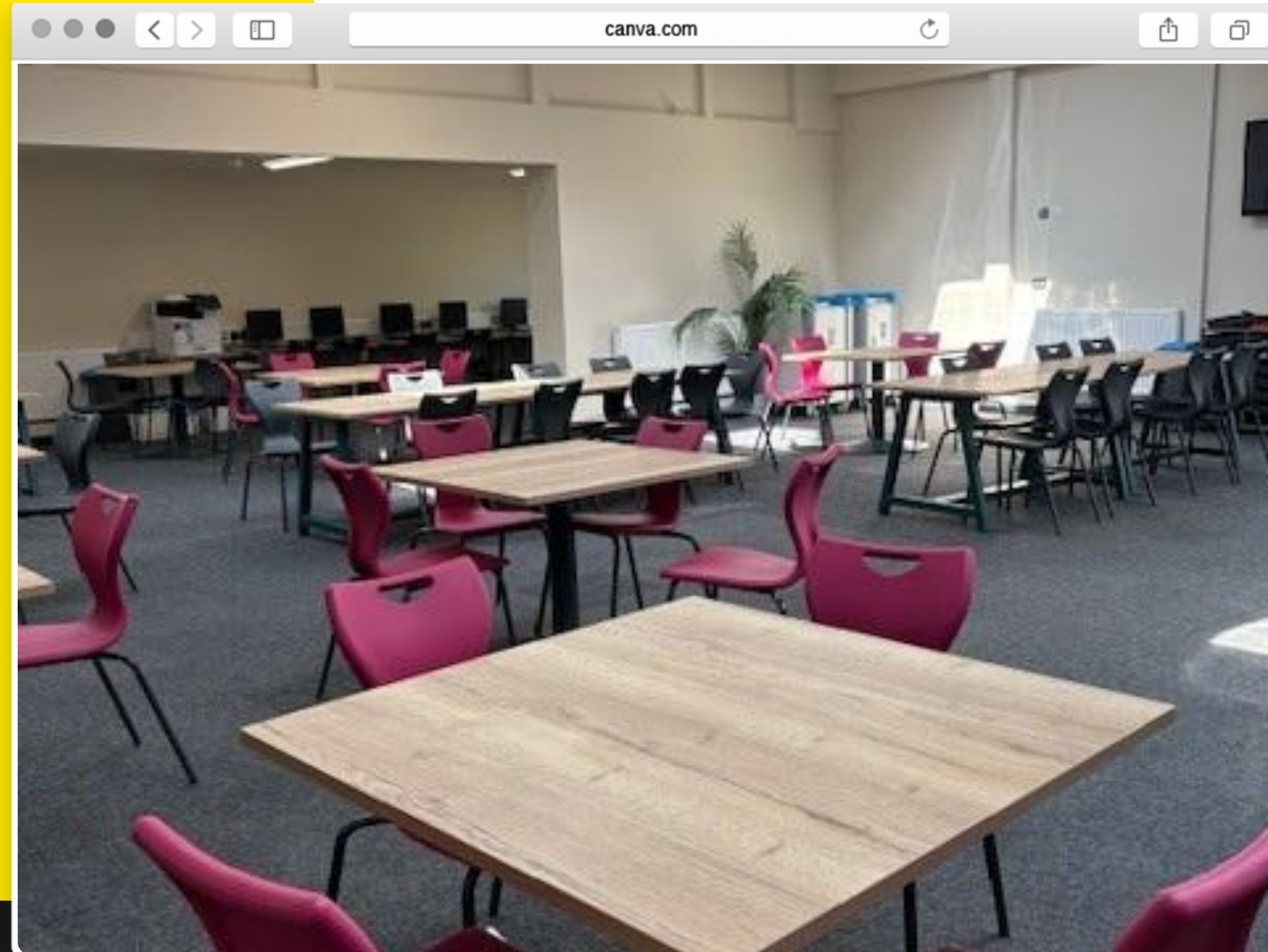
Independent Study

The transition from KS4 and GCSEs to KS5 and A levels is a big one.

Often daunting. Curriculum content is more challenging, and the pace of learning accelerated. There will be greater demands and expectations placed on our students. The depth, breadth and pace of learning will often be rapid and certainly more challenging than at GCSE. Challenge is good, but it can become easy for students to become overwhelmed and possibly fall behind.

Too often we assume students will become independent 'Sixth form learners' over night. They will not!

The key is to develop study skills. This is a process made up of good habits and routine. Effective independent study will take some time to develop.





Studying on Site

50 school periods a fortnight.

If studying 3 A levels/BTECs:

27 x timetabled lessons

3 x 10th hour sessions

4 x Enrichment hours

5 x PDP hours

20 hours of independent study a fortnight





Studying at home

After the first assessment of their attitudinal data, Year 12 students may be rewarded with allocated home study to allow them to study from home should they wish.

In most cases, this will be either a lesson 1 or 5.

If home study has been allocated in the morning, students are still expected to arrive for tutor time at 11:50am as this session is compulsory.

Home Study is a privilege for all students meeting expectations.

We will also reward students with further home study at our celebration assemblies, should they be meeting our expectations at the school.

Mobile phones are actively encouraged as a learning tool, but we all know how distracting they can be, so we kindly request that they should not be used beyond the sixth form areas and should only be used in the study areas for educational purposes. We encourage learners to store them in their bags and not out on desks.

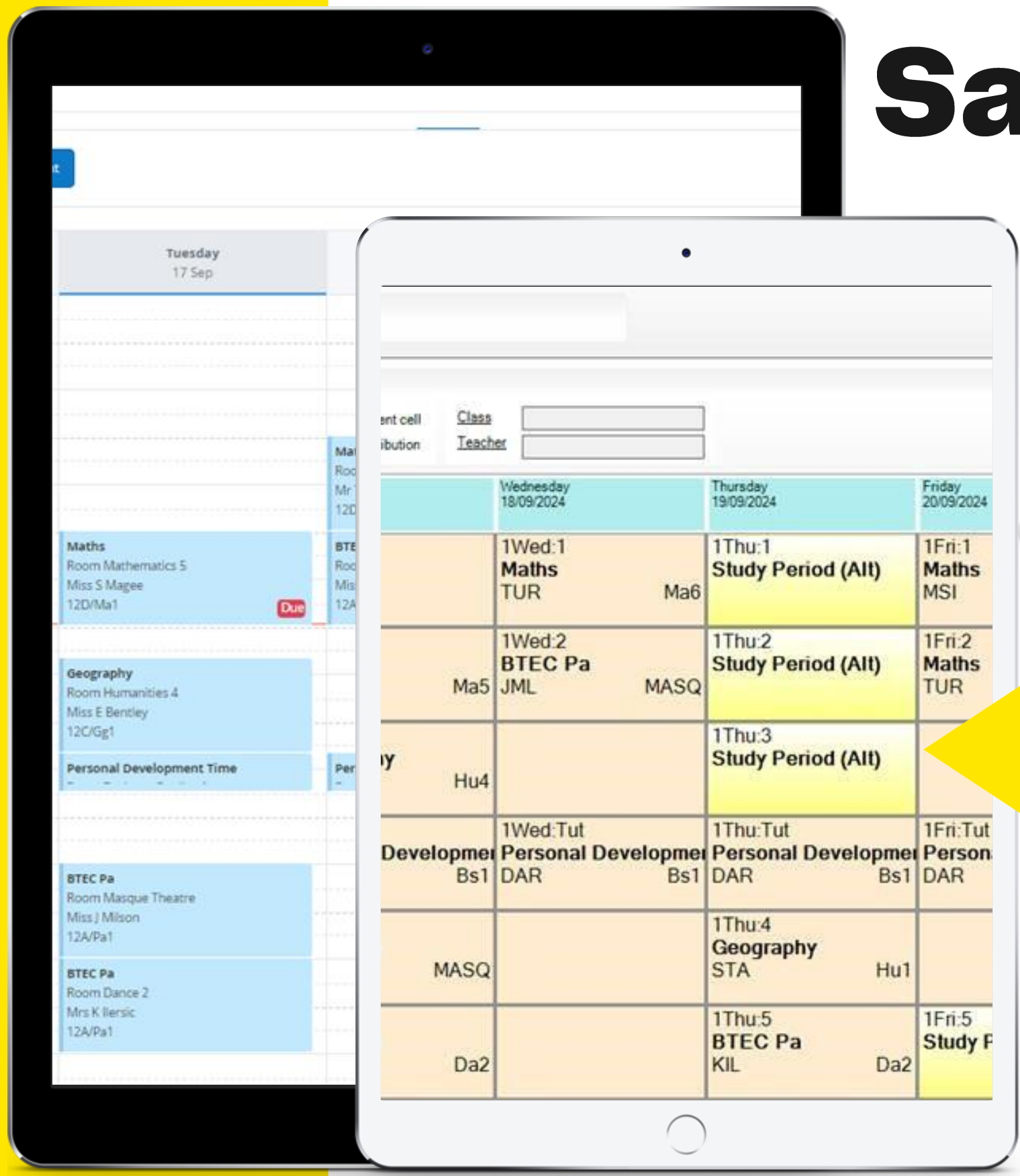
Independent study at home is also very important. Your son or daughter has been successful in their GCSES, and many of the same principals apply.

Time management and organisation is key. As is motivation! Students will need to show a good degree of resilience and perseverance too, on the journey to becoming truly independent learners.

Students should be aiming towards 6 hours of study per subject out of lesson per week.

→

Satchel:One Timetable



	Monday 15 Sept	Tuesday 16 Sept	Wednesday 17 Sept	Thursday 18 Sept
8am				
9am	12C/Pa1 Masque Theatre Miss J. Milson BTEC Pa	12B/Py1 6th form study room Miss S. Magee Psychology	12S3	SU/1Wed:1 Miss S. Magee Study Period
		SU/1Tue:2 Miss S. Magee	SU/1Wed:2 Miss S. Magee Study Period	SU/1Thu:2 Miss S. Magee Study Period
11am	12D/EI1 English 0 Mrs O. Ellis En Lit.	12C/Pa1 Masque Theatre Miss J. Milson BTEC Pa	SU/1Wed:3 Miss S. Magee Study Period	SU/1Thu:3 Miss S. Magee Study Period
12pm	12S3/Pd English 2 Mrs V. Langston	12S3/Pd English 2 Mrs V. Langston	12S3/Pd English 2 Mrs V. Langston	12S3/Pd English 2 Mrs V. Langston

SP Indicates Independent Study

What does effective revision look like?



Research tells us we remember only 10% of what we read, 20% of what we hear & 30% of what we see.

But by doing and saying, we remember 90%.

1. Knowledge Organisers and Revision Guides
2. Quizzing
3. Flashcards
4. Dual Coding: Blurting and Mapping
5. Teach It
6. Past Papers





1. Knowledge Organisers and Revision Guides

A knowledge organiser or revision guide gives you all the **key information** about a specific topic, all in **one place**.

Macbeth KNOWLEDGE ORGANISER			
Context – The play was written by William Shakespeare, and was first performed around 1606			
Shakespeare's Time – Shakespeare wrote at the time of two monarchs: Queen Elizabeth I and James I. The plays that he wrote during the period of Queen Elizabeth are generally happy and joyful, reflecting the mood at the time. However, darker plays such as Macbeth were written in the era of James I, which was far more unstable. For example, the gunpowder plot was the year before. 	James I – 1606 was early in the reign of James I, who was an admirer of Shakespeare's plays, and a patron of his acting company. It is doubtful, therefore, that Shakespeare had the king in mind when writing a play about Macbeth, a figure from <u>Scottish ancestry</u> . Furthermore, King James's family claimed to have descended from a historical figure named Banquo. 		
The Divine Right of Kings – Divine Right asserts that monarchs were appointed from God above, and that any attempt to question them was to question God himself. This was a widely-held view at the time. King James I often quoted divine right to cement his place on the throne. A play involving a good, 'God-given' king, and the demise of a king-slayer would no doubt have gone down well with King James at the time. 	The Rule of Women – Despite the strength of Elizabeth I's reign, society at the time was patriarchal – women were considered inferior to men. Women belonged to their fathers (or brothers if their fathers had died) and then their husbands. They were not permitted to own land or enter most professions. They were instead expected to bear children, and be gentle and womanly. Lady Macbeth would therefore be at odds with what was expected of women. 		
Witches and the Supernatural – At the time of Shakespeare, the <u>belief in witches</u> and the supernatural was extremely strong, and many so-called 'witches' were burnt at the stake. There is no doubt, therefore, that some of the ideas in the play would have been taken very seriously, such as the witches' <u>prophecies</u> . Macbeth being seemingly 'possessed' and his vivid hallucinations. 	Healthcare and Medicine – Healthcare and medicine were not as advanced in Shakespeare's age as they are today – there were numerous ailments and diseases that were not yet understood. Furthermore, there were a many ways in which scores of men were killed. Therefore, death was a much more frequent thought for people at the time. The high death count in the play would therefore seem slightly more ordinary! 		
Main Characters – Consider what Shakespeare intended through his characterisation of each of the below...			
Macbeth – Macbeth is the lead <u>protagonist</u> of the play. He is introduced as a Scottish general who is thought to be a <u>brave</u> and <u>strong</u> soldier. However, he is easily persuaded to commit the murder of a king that he loves. He becomes a <u>tyrannical</u> and <u>destructive</u> king, who responds to all threats (including his own insecurity) through violence and murder.	Lady Macbeth – Macbeth's wife, an extremely <u>ambitious</u> woman who <u>hunts for power</u> . At the beginning of the play, she seems stronger than Macbeth, urging and aiding him to kill Duncan. Later in the play, however, she becomes <u>ruined with guilt and madness</u> , proving unable to come to terms with what they have done. Her conscience affects her to such a degree that she eventually commits suicide.	First Scene: Act I Scene III	Final Scene: Act V Scene VIII
Duncan – Duncan is the kind and loved King of Scotland who Macbeth murders in order to fulfil his ambition and the witches' prophecy. Duncan is a virtuous King, who is both compassionate and rational – he forms a stark contrast with Macbeth as king. When Duncan dies, order in Scotland is shattered. It is only restored when his son, Malcolm eventually takes the throne.	Macduff – A Scottish nobleman who is <u>dubious and hostile</u> towards Macbeth's reign from the beginning. His wife and young son are <u>murdered by Macbeth</u> . Macduff leads the battle against Macbeth's tyrannical reign, eventually becoming the man who <u>kills Macbeth</u> (in line with the witch's prophecy as he was not of 'woman born.') In doing so, he helps Malcolm to the throne.	First Scene: Act I Scene V	Final Scene: Act V Scene V
First Scene: Act I Scene II	Final Scene: Act II Scene I	First Scene: Act II Scene III	Final Scene: Act V Scene VIII
The Three Witches – The witches represent <u>trickery, manipulation</u> and the <u>supernatural</u> . They use charms, spells and prophecies to prompt Macbeth into murdering Duncan. There is some ambivalence over how much of their <u>power</u> comes from supernatural abilities, as opposed to knowing the weaknesses of their victims. In any case, they take pleasure in toying with human lives and emotions.	Banquo – Banquo is a <u>brave and noble</u> gentleman who is a friend and fellow soldier to Macbeth. Banquo is also given prophecies by the witches, but unlike Macbeth, he chooses not to act on them. After being murdered, Banquo's <u>ghost</u> returns to haunt Macbeth, causing him a great deal of fright, and reminding him of the path he chose not to take. In accordance with the witches' prophecies, Banquo's descendants later take their place on the throne.	First Scene: Act I Scene III	Final Scene: Act II Scene IV
First Scene: Act I Scene I	Final Scene: Act IV Scene I	First Scene: Act I Scene III	Final Scene: Act II Scene IV
Themes – A theme is an idea or message that runs throughout a text.			
Unchecked Ambition – The tale of Macbeth ruthlessly exposes the dangers of ambition when it is not held by moral constraints. Ambition turns Macbeth from a brave and loyal Scottish general into a murderous tyrant. Lady Macbeth is another example of this theme, as she is unable to deal with the acts that she and Macbeth have committed to fuel their ambition, and so commits suicide. 			
Fate vs Free Will – Throughout the play, the audience is frequently forced to question the notion of fate vs free will – does the story pan out the way that it does because it was pre-ordained, or because of the actions that Macbeth chose to take? Macbeth fervently attempts to fight the negative aspects of his fate, and yet it is these very actions (his free will) that cause the predetermined downfall (fate).			
Gender, Masculinity and Femininity – Lady Macbeth manipulates her husband by questioning his masculinity, as he originally declines to murder King Duncan for the throne. She states that she wishes she could be 'unsexed' so as to give her bravery to commit the deed. Masculinity is frequently associated with raw aggression, and femininity with weakness and kindness. 			
Inversion of the Natural Order – Wherever the natural order is disturbed in Macbeth (the three supernatural witches, the murder of a king) disorder and chaos soon follow. There is only peace when the natural order is restored (Malcolm is seated on the throne). In line with the beliefs of King James, through Macbeth Shakespeare expresses that the inversion of the natural order is dangerous and destructive.			
Scene-by-Scene Summary – Take note of the key quotations from each scene.			
Act 1 Scene 1	Three witches meet on a heath. They plot to trick Macbeth at a later time. <i>For a foul and foul is fair: Hover through the fog and filthy air.</i>		
Act 1 Scene 2	King Duncan is told of Macbeth's bravery in battle. He tells a messenger to award him Thane of Cawdor. <i>No more that Thane of Cawdor shall deceive... ...And with his former title greet Macbeth.</i>		
Act 1 Scene 3	The witches confront Macbeth and Banquo and deliver their prophecies. The messenger arrives to tell Macbeth that he is the Thane of Cawdor. <i>All hail, Macbeth! hail to thee, Thane of Glamis! All hail, Macbeth, hail to thee, Thane of Cawdor! All hail, Macbeth, thou shalt be King hereafter!</i>		
Act 1 Scene 4	At the King's Palace, Duncan names Malcolm (his eldest son) as his successor. <i>The Prince of Cumberland! that is a step On which I must fall down, or else o'erleap;</i>		
Act 1 Scene 5	At Macbeth's castle, Lady Macbeth receives a letter from Macbeth detailing the witches' prophecies. She plans Duncan's murder, but fears that Macbeth is too kind to fulfil his ambition. <i>You spirits / That bend on mortal thoughts, unsex me here, / And fill me from the crown to the toe top-full / Of direst cruelty!</i>		
Act 1 Scene 6	Duncan arrives at Macbeth's castle. He professes his love for Macbeth as a dear friend. <i>Conduct me to mine host; we love him highly; And shall continue our grain towards him.</i>		
Act 1 Scene 7	Macbeth has doubts about the assassination. Lady Macbeth talks him of the plot and he then agrees to it. <i>If it were done when 'tis done, then 'twere well It were done quickly...</i>		
Act 2 Scene 1	Banquo and Fleance arrive. When they depart to bed, Macbeth sees a vision of a dagger leading him towards Duncan's chamber. <i>Is this a dagger which I see before me, The handle toward my hand? Come, let me clutch thee.</i>		
Act 2 Scene 2	Macbeth emerges from the chamber, visibly shaken. He has forgotten to place the daggers with the chamberlains to absolve the blame. Lady Macbeth must return them. <i>Sleep no more! Macbeth does murder sleep Of horror, horror, horror! Tongue nor heart Cannot conceive nor name thee!</i>		
Act 2 Scene 3	Macduff arrives and finds Duncan dead. Macbeth explains that he killed the chamberlains in rage. Duncan's sons flee. <i>The sovereignty will fall upon Macbeth.</i>		
Act 2 Scene 4	Macduff tells Ross, a thane, that Macbeth has been named King. <i>It is concluded; Banquo, thy son's right, If it find heaven, must find it out to-night.</i>		
Act 3 Scene 1	Macbeth, fearing the witches' prophecies about Banquo's descendants sitting on the throne, arranges to have Banquo and Fleance killed. <i>O, treachery! Fly, good Fleance, fly, fly, fly! Thou must revenge this! O dinah!</i>		
Act 3 Scenes 2-3	Macbeth tells Lady Macbeth of his plan to kill Banquo. Banquo hears the murderers kill Banquo, but Fleance escapes. Macbeth holds a banquet. He sees the ghost of Banquo and becomes hysterical. The guests are eventually asked to leave by Lady Macbeth. <i>May soon return to this our suffering country Under a hard assay!</i>		
Act 3 Scene 4	Macbeth again visits the witches, and through terrible apparitions is given several new prophecies regarding his fate. The witches then vanish. <i>Inverne Macduff... none of woman born / Shall harm Macbeth... Great Birnam wood to high Dunsinane hill Shall come against him.</i>		
Act 3 Scenes 5-6	The witches are scolded by Hecate for their meddling. Elsewhere, Lennox tells of Macduff gathering an army to fight Macbeth. <i>Macbeth's ripe for shaking, and the powers above Put on their instruments.</i>		
Act 4 Scene 1	Macbeth again visits the witches, and through terrible apparitions is given several new prophecies regarding his fate. The witches then vanish. <i>Macbeth's ripe for shaking, and the powers above Put on their instruments.</i>		
Act 4 Scenes 2-3	Macduff's wife and children are murdered by Macbeth's assassins. Macduff and Malcolm unite in order to fight Macbeth. <i>Macbeth's ripe for shaking, and the powers above Put on their instruments.</i>		
Act 5 Scene 1	A doctor and gentlewoman watch Lady Macbeth sleepwalk. She talks of the murders of Duncan and Banquo, and imagines children blood on her hands. <i>Out, damned spot! out, I say! ... Yet who would have thought the old man to have had so much blood in him?</i>		
Act 5 Scene 2	Lord discuss how the rebel army will gather at Birnam Wood. <i>Make us our march towards Birnam.</i>		
Act 5 Scenes 3-4	Inside, Macbeth boasts that none of woman born can harm him. Macduff and co gather at Birnam Wood. <i>I will not be afraid of death and bone, Till Birnam forest come to Dunsinane.</i>		
Act 5 Scene 5	A scream is heard at Macbeth's castle. It is announced that Lady Macbeth is dead (suicide). Macbeth reacts numbly. A messenger reveals that the trees of Birnam Wood are advancing. <i>Life is "a tale / Told by an idiot, full of sound and fury, / Signifying nothing!"</i>		
Act 5 Scenes 6-7	The battle begins. Macbeth fights without fear, as he believes no man born of woman can harm him. The castle is breached. <i>But sword / I smile at, weapons laugh to scorn, Brandish'd by man that's of a woman born.</i>		
Act 5 Scene 8	Macbeth and Macduff finally meet. Macduff reveals that he was born by caesarean section (not 'by woman born.') He kills Macbeth. Malcolm is proclaimed King. <i>Tell thee, Macduff was from his mother's womb Untimely rip'd. Hail, King of Scotland!</i>		
Dramatic Devices in Macbeth			
Dramatic Irony	"It is a peerless assassin." Duncan trusts Macbeth. The audience knows that Macbeth is plotting Duncan's murder.		
Soliloquy	<i>This supernatural soliciting cannot be it, cannot be good: Macbeth's soliloquy reveals his inner torment.</i>		
Aside	<i>The Prince of Cumberland, that is a step I must fall down, with faintest show Ambition through an aside.</i>		
Rhyming Couplets	<i>Away and mock the time, with vainest show! False face must hide what the heart doth know!</i>		
Features of a Tragedy in Macbeth			
Tragic Hero – A main character cursed by fate and possessed of a tragic flaw (Macbeth). 			
Hamartia – The fatal character flaw of the tragic hero (ambition). 			
Catharsis – The release of the audience's emotions through empathy with the characters.			
Internal Conflict – The struggle the hero engages in with his/her fatal flaw.			

How to use them effectively:

- Cover up sections and write down everything you remember
- Make your own flashcards or quizzes using the information
- Could inform weekly low stakes ROK tests.



2. Quizzing/ROK

How to use them **effectively**:

- Test yourself **regularly** and **repeatedly**.
- Use **websites** such as Seneca, Quizlet, Knowt, Gizmo, Anki and **RECORD** your **areas of weakness**.
- Use **flashcards** or **knowledge organisers** to create quizzes for you/your friends.



READING YOUR NOTES IS NOT REVISION!

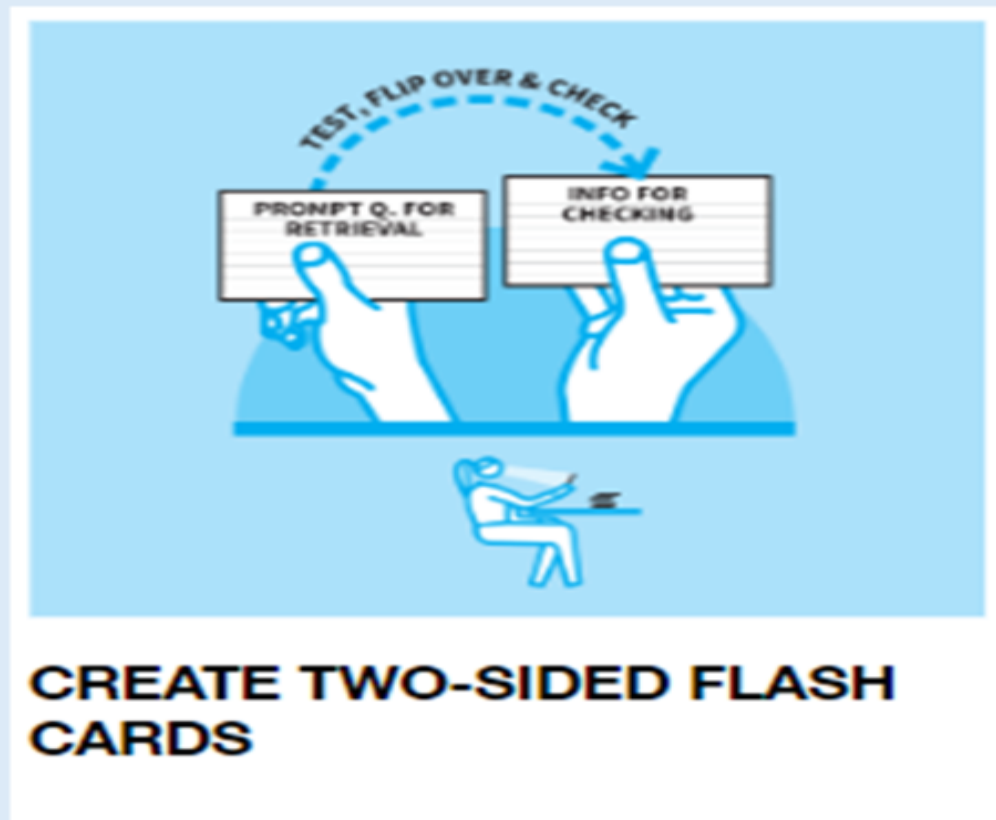


3. Flashcards

Flashcards are a fantastic tool for remembering key definitions, dates, formulas, quotes or short pieces of information.

Eg Write a **question on one side of the card** and the **answer on the other**. **Do not overload** – Answers should be no more than a couple of sentences.

Make it **memorable** – include **colour/ image/ diagrams** to help.



How to use them effectively:

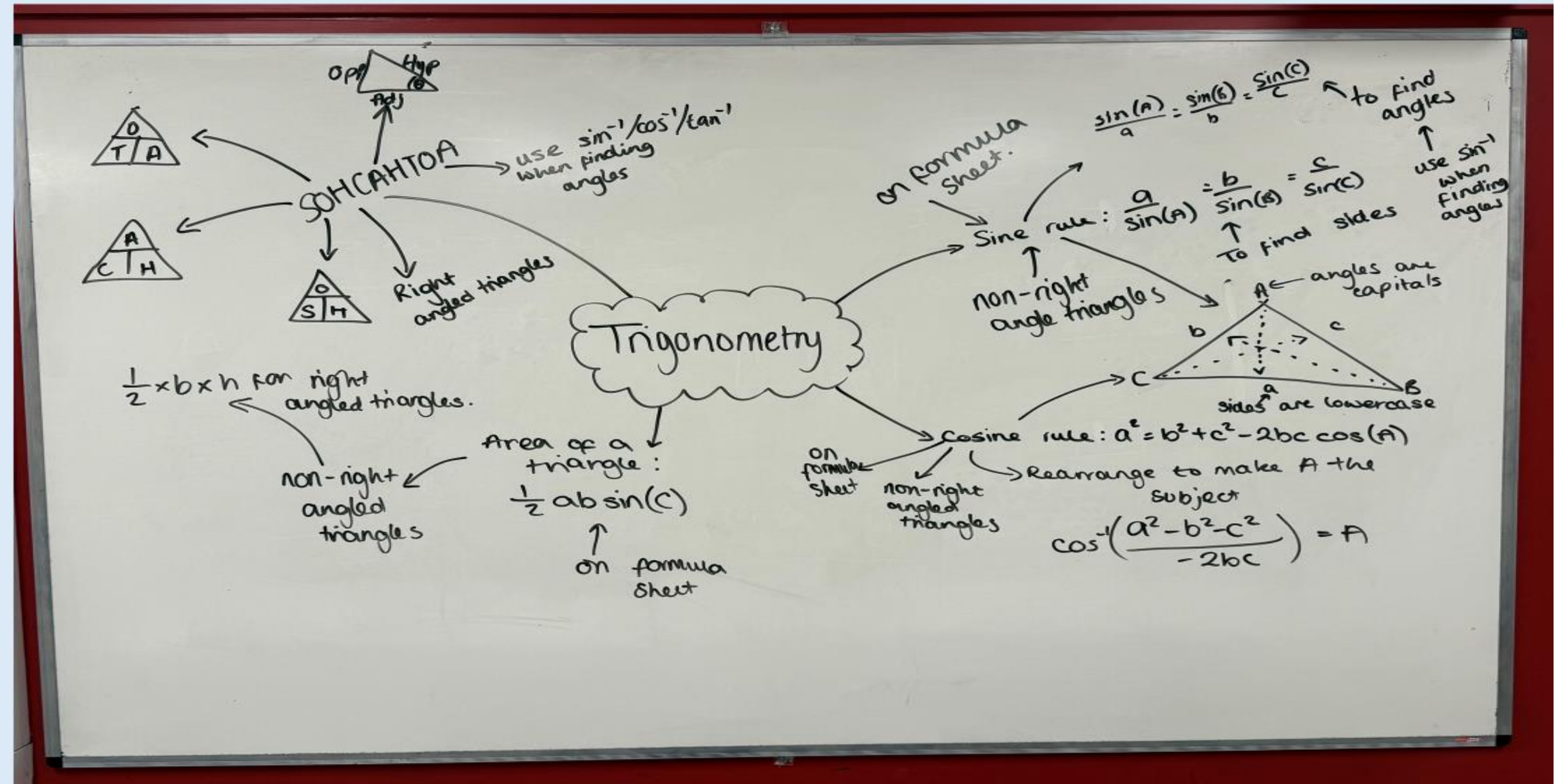
- Day 1: Go through the cards and answer the questions/test yourself. Divide the cards into a correct pile and an incorrect pile.
- Day 2: Shuffle the cards you got wrong and try them again. Any you get correct, move to the correct pile and keep any other in the incorrect pile.
- Day 3: Shuffle both piles and go through them both. You could also ask someone to test you on your flashcards.



Blurting is similar to a mind map, but it is much **broad**er.

It is more like a **brain dump** of everything you can think of about a specific topic.

4. Dual coding: Blurting



How to use them effectively:

- The process of creating them is recalling the information. After making them: Cover up sections and test yourself on the hidden information.
- Make flashcards from the information
- Use a knowledge organiser or revision guide to check you haven't missed anything in your blurt.



5. Teach It

How to use **effectively**:

- Ask a family member or friend to partner up with you to learn about a **specific topic**.
- What **key things** do they need to know? Why?

READING YOUR NOTES IS NOT REVISION!



6. Past Papers

Past papers are a great way to **practise** recalling information and making links.

In the W drive, there are a **selection of past papers and mark schemes** for your subjects. (You could also ask your teacher if they have time to look over your paper.)

Past papers help you get used to the **layout** of the paper and the **language** used in the questions.

The mark schemes help you to understand **what the examiner is looking for** and how to maximise your marks.

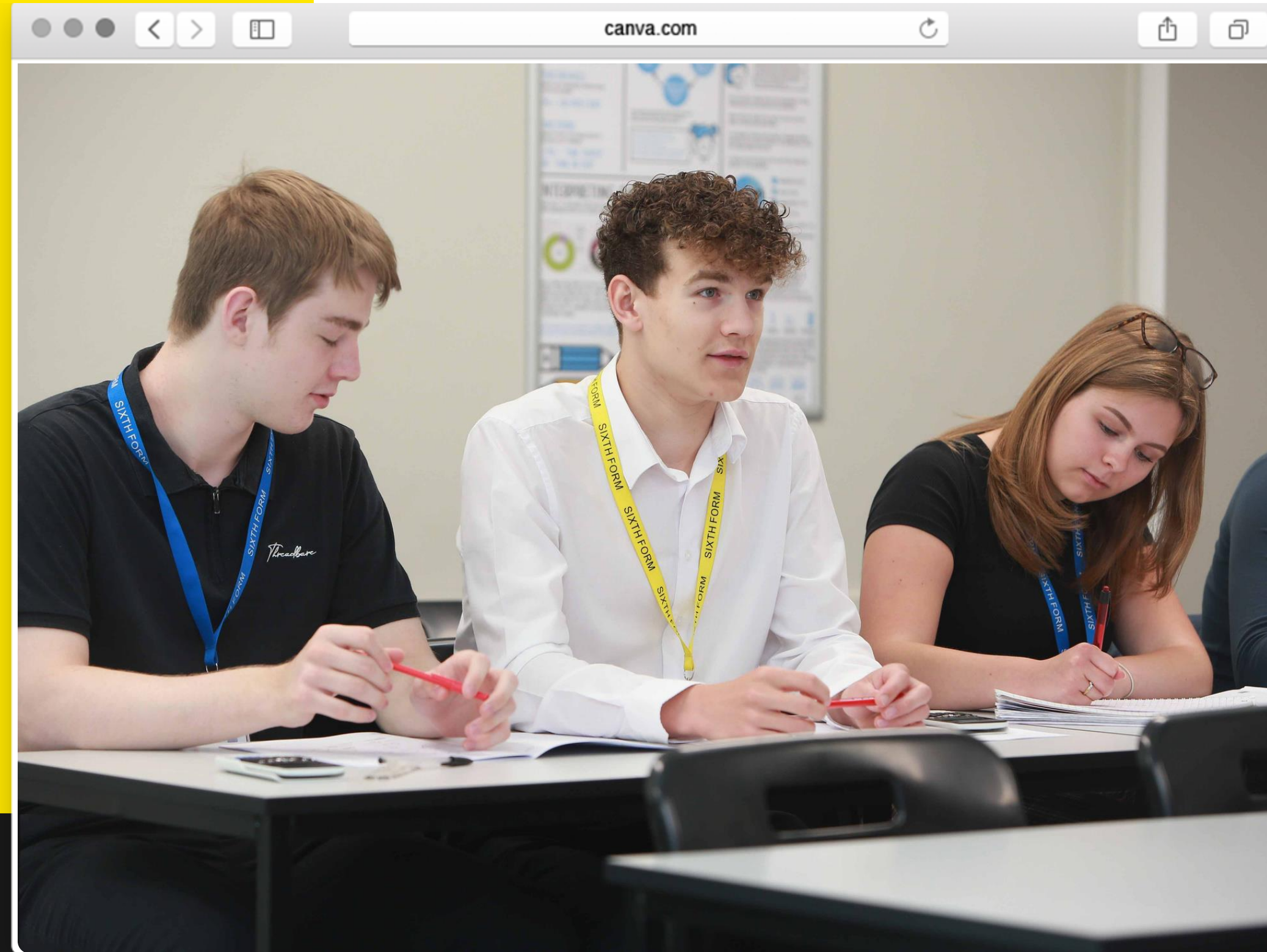
How to use them effectively:

- Complete a paper with your revision notes to help you walk through it.
- Complete the paper in timed exam conditions and then mark your work (and then ask a teacher if they have time to have a look).
- Search for similar questions to those you got wrong, to practice and close gaps in your knowledge.

Students Perspective

Organisation
Good Note taking
Independent Study
Revision & Exam Practice

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Advice for Parents

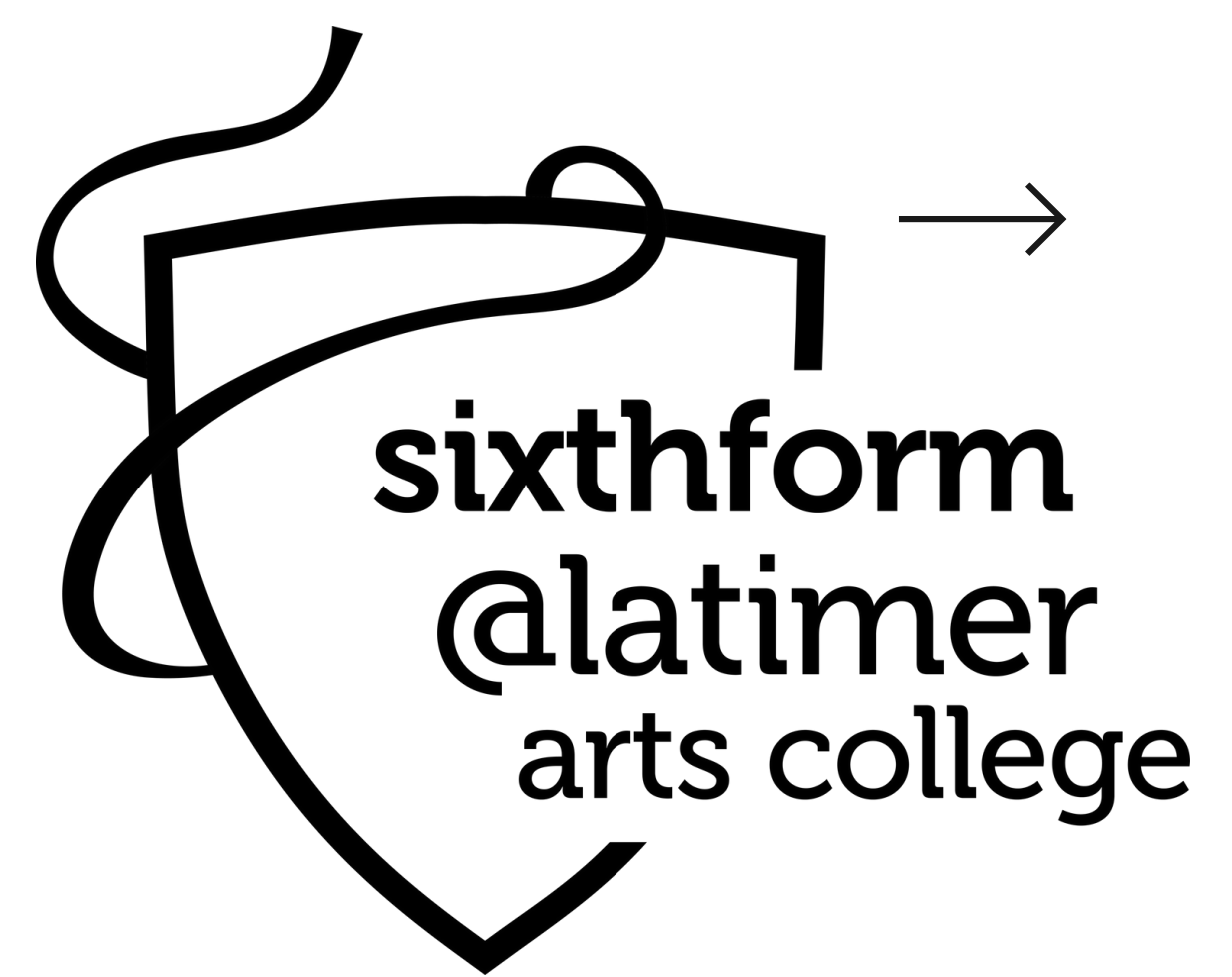


How can you Support? →

- Take an interest
- Carefully judged 'nudges'
- Allow independence
- Help create a quiet space
- Use journeys or alternative time to allow students to share
- Encourage good habits – Little but often – with frequent breaks
- Ask students to share folders and support and praise organisation
- Being trusted to study
- Support management of distractions
- State evidence rather than judgement
- Open dialogue

Key Dates

Year 12 Sixth Form Progress Review
schedule



**18th September
2025**

Year 12 Ace Level 3
Evening

**W/C 3rd November
2025**

Year 12 1:1 Feedback
Fortnight
(Student & Subject
Staff)

4th February 2026

Year 12 Student
Progress Review
Evening (Online)

**W/C 23rd February
2026**

Year 12 1:1 Feedback
Fortnight
(Student & Subject
Staff)

Key Dates (Continued)



Year 12 Sixth Form Progress Review schedule



**W/C 27th April
2026**

Year 12 1:1 Feedback
Fortnight
(Student & Subject
Staff)



**W/C 15th June
2026**

Year 12 Mock
Examinations



**W/C 29th June
2026**

Year 12 Work
Experience

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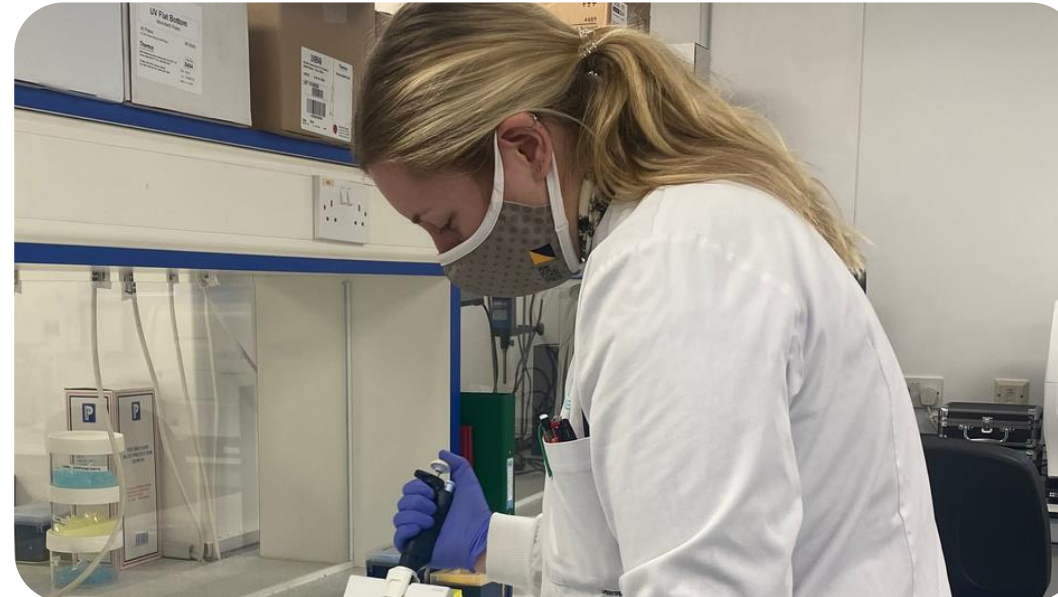


Alfie Castley

Music Student & Artist
signed to SNAFU Records

- Began releasing music professionally as soon as he left
- University: LMA London – Music Performance and Industry

Computer Sci. B
Music C
Maths D



Bryony Davies

Laboratory Technician

- HNC/HND Level 4 & 5 in Biology
- Level 3 apprenticeship
- Full-time work Precision for Medicine in Royston

Biology C
Chemistry D
Psychology B



Liam Colabuono-McDonagh

Geography Graduate
Field: Satellite technology

- University: Geography: Nottingham
- Currently completing Master's in Science by research

Drama A
Geography A
English Literature B



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