



BARKING ABBEY SCHOOL

INDEPENDENT LEARNING BOOKLET

WE ARE AN **OUTSTANDING** SCHOOL



BELONG
BARKING

ASPIRE
ABBAY

SUCCEED
SCHOOL

www.barkingabbeyschool.co.uk



The Importance of Independent Learning (Homework)

- Research shows that homework usually has a positive impact on learning and can help students make around five months of extra progress.
- Studies show that the best results came when students worked on their homework independently for about 60–70 minutes a day.
- Independent learning habits from year 7, all the way through to year 13, allow students to maximise their potential.

At Barking Abbey School, we want all students to become independent learners who take responsibility for their learning both in and out of the classroom. To help with this, we use a variety of online platforms (SAM Learning, Seneca, Sparx etc) in different subjects for homework and revision. Each subject will choose the platform that works best for their lessons, and you'll be told by your teachers which ones you'll be using. You may also be given written homework in any subject, with reminders sent straight to your school email.

All homework, whether done on an online platform, or written based, will also be recorded by your teacher on Arbor, with written instructions on how to complete the homework.

You can log in to Arbor by doing the following:

- Go to the main Arbor page: <https://barking-abbey-school.uk.arbor.sc/>
- Click 'First time logging in?'
- Enter your **school** email address
- You'll get a link to set your password sent to the school email. Check your email and follow the instructions.

Independent Learning – Top Tips

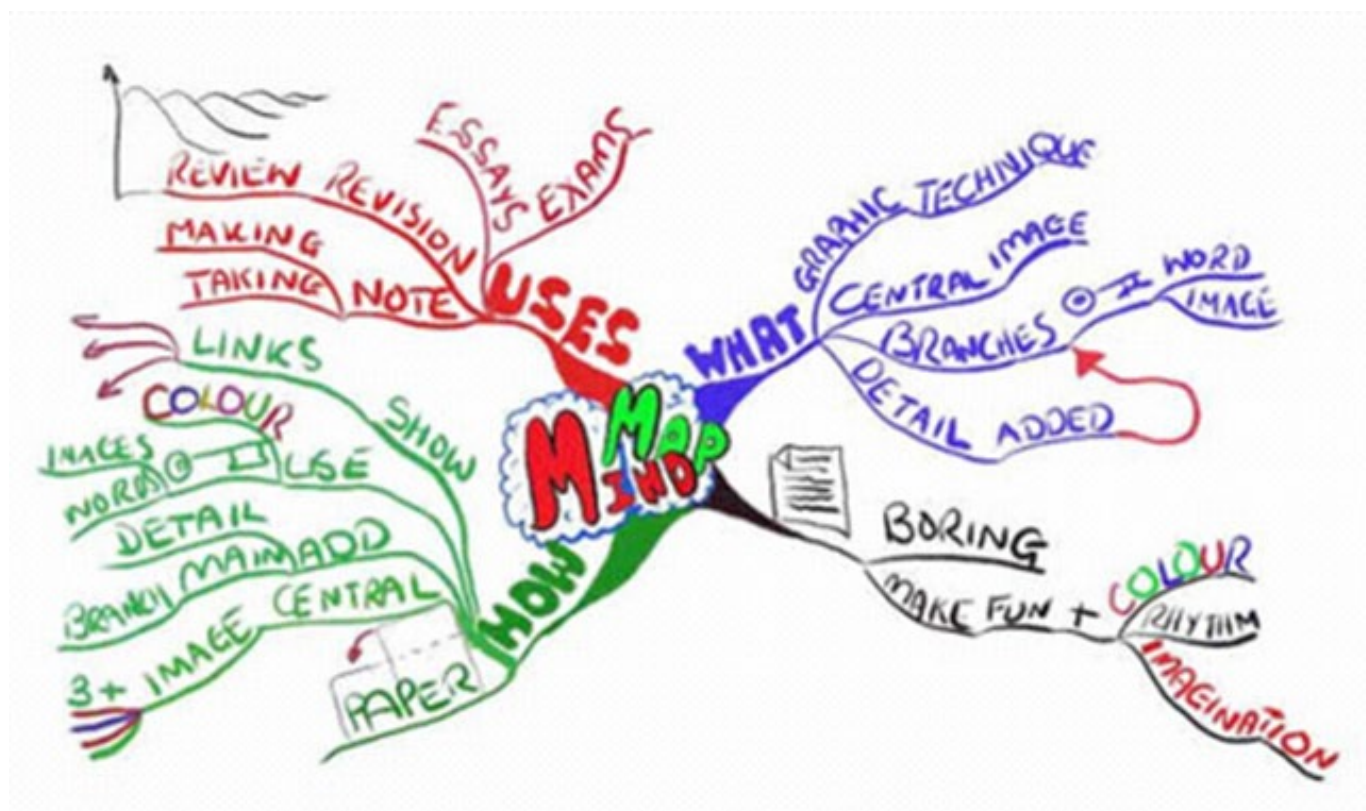
- **Create a routine** – set a regular time and place for homework each day.
- **Stay organised** – use a planner or digital calendar to track deadlines.
- **Break it down** – split bigger tasks into smaller, manageable chunks.
- **Remove distractions** – put away your phone or switch off notifications while you work.
- **Use school resources** – check your online platforms, class notes, and revision guides.
- **Ask for help** – if you're stuck, speak to your teacher before the deadline.
- **Test yourself** – use flashcards, quizzes, or past questions to check your understanding.
- **Review regularly** – don't just do homework once; revisit the material to make it stick.
- **Balance it out** – take short breaks to stay focused and avoid burnout.
- **Take responsibility** – remember homework is for your progress, not just a task to finish.

Effective Revision

At Barking Abbey School, we recommend these revision methods (which are used in lessons and for homework):

- **Flash Cards** – test your memory and recall.
- **Mind-maps** – organise and connect your ideas.
- **The BA Method** – structure and break down your learning.
- **Deliberate Practice (exam questions)** – apply your knowledge and build exam confidence.




Using these regularly will make your revision more effective and help you progress faster.



GERMANY REVISION TOPIC 1 – THE WEIMAR REPUBLIC 1918-23

THE EARLY CHALLENGES TO THE REPUBLIC

Key words/Vocab	Notes
Armistice (11 th Nov 1918)	<ul style="list-style-type: none"> We faced opposition from the outset due to defeat in WWI and the signing of the T of V Blamed the new gov't for both of these
Dolchstoß ('Stab in back' theory)	<p><u>Treaty of Versailles (June 28th 1919)</u></p> <ul style="list-style-type: none"> Peace treaty to formally end WWI – drawn up in Versailles, just outside Paris Germany <u>not present</u> at the talks so felt peace and the terms of the treaty were forced upon them (and, thus, unfair)
Diktat (Dictated Peace)	
War Guilt Clause – Article 231	<p><u>MAIN TERMS</u></p> <p>Blame – Germany had to accept total blame for starting the war and all of the damage caused (also known as 'War Guilt clause of the treaty' – Article 231). <u>THIS WAS SEEN AS UNFAIR AND AFFECTED GERMANY'S INTERNATIONAL REPUTATION</u></p> <p>Reparations – \$6.6 billion to be paid to the allies. Also had to give resources and land. <u>THIS CREATED ECONOMIC PROBLEMS AND THEY HAD NO MONEY TO SPEND ON REBUILDING THE COUNTRY AFTER WAR. LOSS OF RESOURCES = LESS INCOME</u></p> <p>Armed Forces – Army reduced to 100,000, <u>airforce</u> scrapped and navy reduced. <u>MILITARILY WEAKER AND CREATED MASS UNEMPLOYMENT</u></p> <p>Territory – Lost 10% of land (including Posen and West Prussia), 12% of population, 16% of coalfields and 1% of iron and steel industry. <u>All overseas colonies lost. REDUCED GERMANY'S POWER and reduced income and resources – caused economic problems.</u></p>
Alsace-Lorraine, West Prussia, Posen, Rhineland.	
Spartacist	<p><u>Political challenges</u></p> <p><u>SPARTACIST UPRISING (1919)</u></p> <ul style="list-style-type: none"> Aimed to make Germany more democratic (less power to the wealthy and more to the people/workers) Rosa Luxemburg and Karl Liebknecht 100,000 workers in Berlin went on <u>strike</u> Newspaper and communication buildings were <u>seized</u> and the demonstrators armed themselves PUT DOWN BY THE <u>FRIEDKORPS</u> LEADERS PUBLICLY EXECUTED
Leftwing	
Luxemburg and Liebknecht	
Right-wing	<p><u>KAPP PUTSCH (1920)</u></p> <ul style="list-style-type: none"> Friedkorps aimed to seize power (led by Wolfgang Kapp) in response to plans to disband the <u>Freikorps</u> wanted to return the Kaiser to <u>power</u> Gained some success in Berlin – 4,000-strong <u>Freikorps</u> unit took control of the capital, forcing Weimar ministers to flee to Stuttgart. Gov called on the German people to resist the "counter-revolution" and protect the republic by implementing a general strike. The response of this call for industrial action was swift. Within two days, Berlin had no trains, no water, no gas and no <u>electricity</u> Failed due to lack of public support (Kapp fled the country and later died whilst awaiting trial)
Freikorps	
Hyperinflation	<p><u>Economic Problems – HYPERINFLATION (1923)</u></p> <ul style="list-style-type: none"> Germany paid first reparation payment to the allies but couldn't pay the next one so in response French and Belgian troops invaded the industrial Ruhr region of Germany to gain access to <u>resources</u> Gov ordered workers to go on strike but still had to pay them and due to lack of income because of the occupation of the Ruhr they simply printed more money. Eventually this caused prices to rise <u>rapidly</u> and the value of money fell (a loaf of bread was 160 marks in 1922 and this rose to 200,000,000,000 by Nov 1923)
Barter	

Key points	Related images
<ul style="list-style-type: none"> The Weimar Republic faced opposition 1918-23 There were <u>POLITICAL</u> and <u>ECONOMIC</u> threats/challenges. Political challenges failed due to <u>Frei Korps</u> (Spartacist) and lack of public support for threats – most of the public supported the new Weimar <u>government</u> Economic problems caused more opposition (ie. Munich Putsch) <u>ROOT CAUSE</u> of all problems = T of V 	  
Related exam Qs	
<p><u>Explain why there was opposition to the Treaty of Versailles (1919) (12)</u></p> <p><u>Explain why there were challenges to the Weimar Republic in the years 1919-1923 (12 marks)</u></p>	

Practising Effective Revision

In order to develop these good revision habits, practise using them for your different subjects using the below instructions.

Flashcards:

- **Do NOT just copy class notes** – summarise key points and write in your own words.
- **Include pictures** – to boost memory (Pictorial Superiority Effect explains that our brains find it easier to recognise and recall pictures than words).

- **Use Mnemonic devices** – anything to aid with memorization (eg acronym, rhymes, associations).
- **Use colour codes** – by concepts, ideas or terms (ie in history all CAUSATION cards in one colour, all CONSEQUENCE cards in another. In English could have all Macbeth cards in one colour OR all character cards in one colour and key quotes in another).
- **Keep it simple** – don't overfill with information.
- **Use them to test knowledge** – not just to summarise information. Once created students need to test themselves/get a buddy or parent to test them. Say the answer aloud and study flashcards from both sides to test connections.
- **Reorder and repeat** – Create all flashcards for a topic/unit and reorder them and study on both sides. Keep them in your deck until they have been correctly answered 3 times and then create 3 card piles – 1. I really know this, 2. I'm not too sure, 3. I have no clue. The 'no clue' pile should be retested soonest. As they retest knowledge the cards should change piles until all of them are in pile 1.

Mind Maps

Building a mind map

Write your map subject in the middle of your page. Your content will link to your subject and spread out from the main heading. Your subject could be a topic or idea, or information from a text.

Add key ideas to your map by writing their headings on the page and drawing a connecting line between them and your main heading. Continue breaking each section down and adding links between subjects to create smaller, specific mind maps on the page. This is a great chance to explore specific topics more deeply.

Use key words or images to represent each piece of information.

Link new content to your current map – ideas should always be connected to something else in the mind map. Adding new information to your current map layout encourages you to engage with the content so you can decide if it needs to be included and where it fits in your structure.

Change the style, size or colour of items to represent important content.

Use colours to identify themes and relationships. Some information in your map may fit more than one map 'branch'. Colour-coding and extra connecting lines will help you keep track of this.

Use the following mind map as a guide to help make your own for each subject:






The BA Method

Take a moment to read the below two tables. The completed example for History should be used as a guide for how to use this method for other subjects. Try filling out the empty table for one of your subjects.

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War Guilt Clause – Article 231	
Alsace-Lorraine, West Prussia, Posen, Rhineland.	
Spartacist	<p><u>Political Challenges</u></p> <p><u>SPARTACIST UPRISING</u> (1919)</p> <ul style="list-style-type: none"> Aimed to make Germany more democratic (less power to the wealthy and more to the people/workers)
Left-wing	<ul style="list-style-type: none"> Rosa Luxembourg and Karl Liebknecht 100,000 workers in Berlin went on <u>strike</u> Newspaper and communication buildings were <u>seized</u> and the demonstrators armed themselves PUT DOWN BY THE FREIKORPS LEADERS PUBLICLY EXECUTED
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Freikorps	
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Barter	

Key points	Related images
<ul style="list-style-type: none"> • The Weimar Republic faced opposition 1918-23 • There were POLITICAL and ECONOMIC threats/challenges. • Political challenges failed due to Frei Korps (Spartacist) and lack of public support for threats – most of the public supported the new Weimar <u>government</u> • Economic problems caused more opposition (ie Munich Putsch) • <u>ROOT CAUSE of all problems = T of V</u> 	  
Related exam Qs	
<p><u>Explain why there was opposition to the Treaty of Versailles (1919) (12)</u></p> <p><u>Explain why there were challenges to the Weimar Republic in the years 1919-1923 (12 marks)</u></p>	

Complete this table for one of your subjects:

REVISION: The BA Way: The BA Method

Key words/Vocab	Notes
Key points	Related images
Related exam Qs	

Deliberate practice

Regularly complete past exam questions and papers. Test yourself against the exam specification, and ask your teachers to offer support where it is needed.

What are the key independent learning habits that make someone a successful learner?

In addition to the above four BA recommended strategies for revision, in order to maximise your potential and cultivate successful learning strategies, we recommend students do the following:

- **Read ahead** – look over the next topic in your textbook or online before the lesson.
- **Do extra reading** – explore articles, books, or reliable websites to deepen your knowledge.
- **Listen to podcasts** – choose subject-specific podcasts to hear experts explain key ideas.
- **Watch videos/lectures** – use YouTube, TED Talks, or educational platforms for alternative explanations.
- **Create flashcards** – test yourself on key terms, definitions, and formulas.
- **Make mind-maps or summaries** – condense big topics into simple notes you can revise easily.
- **Practise exam questions** – apply your knowledge to real examples and past papers.
- **Teach someone else** – explain what you've learned to a friend or family member to check your understanding.
- **Use online platforms** – complete tasks set on revision apps and school systems.
- **Review regularly** – don't just revise before a test; revisit old topics little and often.
- **Stay curious** – link classroom learning to real-world events, news, or careers.