## GREENSHAW LEARNING TRUST

# Gloucester Academy 

## Unit 1

Class of 2024

# Knowledge Organiser 

Knowledge is power. Information is liberating.

## Logins:

## School email

Username: $\qquad$ @gloucesteracademy.co.uk

Password: $\qquad$

## School computer

Username: $\qquad$
Password: $\qquad$
hegartymaths.com

Username
Password: $\qquad$

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## Homework Guidance:

Knowledge Organiser homework is based on self-quizzing. It is expected that you complete one page of selfquizzing, every day. This should take around 30 minutes. You should not leave blank lines on the page, including in between pieces of information (if you are self-quizzing diagrams, you can use more than one line to copy the diagram into your practice book). The information you self-quiz should be numbered in your practice book with the same numbers used on the Subject Knowledge Organiser. Tutors will check your practice book. They will be looking for a full page of self-quizzing on the correct numbers of the Subject Knowledge Organiser, as well as for purple pen ticks/corrections and good presentation (including your H/W, Title and Date underlined with a ruler). Your writing needs to be neat and legible. If we feel that any of these elements are not up to standard, you will be issued with a one hour, same day, detention.

A demonstrational video can be found here: https://www.gloucesteracademy.com/students/homework-and-revision-guidance/knowledge-organisers

These are the steps you should follow to complete effective self-quizzing:
look [repeatedly say aloud la cover write [ Check

1. Identify the Subject Knowledge Organiser segment for the day you are on. This is on your homework timetable.
2. Open up your practice book and on the top line, write ' $\mathrm{H} / \mathrm{W}$ ' in the margin. On the other side of the margin line, write the Title (the subject you are completing) the Week (which week you are completing). Write the Date on the right hand side. Underline everything with a ruler.
3. Place your Subject Knowledge Organiser segment in front of you. Start with the first numbered piece of information within the weekly segment. Read and memorise the piece of information - we recommend saying it aloud. Repeat this process several times, until you are confident enough to use your practice book to write the knowledge point down.
4. Close your Subject Knowledge Organiser or cover up the piece of information, and try to recall the knowledge. On the line directly beneath your H/W, Title and Date, write the correct number from the Subject Knowledge Organiser and the piece of information from memory. There are to be no blank lines in your practice book.
5. Check it and correct any mistakes. Open up your Subject Knowledge Organiser and look at the piece of information - using a purple pen tick the piece of information in your practice book if you have recalled it correctly (word for word, correctly spelled). If you have incorrectly recalled or missed any part of the information, use your purple pen to put a cross next to that knowledge point.
6. If you recalled the piece of information incorrectly, go back to step 3 and in purple pen, repeat the process again for the same piece of information (remember to cover up previous attempts in your practice book as well as the piece of information in your Subject Knowledge Organiser). When you have recalled the information correctly (word for word), tick the attempt and move on to the next piece of information within the weekly segment. You may find that you need to complete a few purple pen attempts before you recall the knowledge point word for word.
7. Repeat the steps above until you have recalled and written down all pieces of information within the weekly segment. If this has not filled one full page of your practice book, go back to the first piece of information within the weekly segment and repeat the process again, until you have filled an entire page.

H/W Science week 3
21 September 2020

1. A cell. This is the simplest unit of a lining organism.
2. Cell membrane. This is a ptpartaly premamble barmier and controls what goes in and out of the cell. X
3. Cell membrane. This is a partially permeable barrier and conhols what goes in and out of the cell.
4. Cytoplasm. This is a jelly-lite substance in cells Where chemical reactors occur.
5. Nucleus. This contains DNA and consols the cell.
6. Mitocondrion. A sub-cellular struchve where respiration takes place to make energy. X
5 Mitochondrion. A swb-cellutar stmichre where respiration takes place to make energy.
7. Hypothesis. An idea that explains how or why something happens.
8. Prediction. A statement suggesting what you think will happen in an experiment / inveshigahop
9. Consol variable. The variable that nowt be kept constant so that it doesnit affect the outcome of the investigator. (variable = something that can change in an experiment).
10. Inde pendent variable. The variable that is changed in an experiment/inveshigation. (variable= something that can change in an experiment)
11. Dependent variable. The variable that is recorded and measured for each change of the indef pendent ranable. (variable $=$ sore ting Nat conchonge in an experiment) $X$
12. Dependent variable. The variable that is measured

You are expected to complete at least 30 minutes of homework in your practice book every day as well as three sessions of Hegarty Maths homework per week. Each of these are expected to take up to 30 minutes. We also encourage you to continue to read independently as part of the Reading Challenge.

|  | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Knowledge Organiser <br> in your practice book <br> $\mathbf{3 0}$ minutes | Science | MFL | English |  <br> Maths | Geography | Food/Art/ <br> Drama/Music/ <br> R.E |
| Online session <br> $\mathbf{3 0}$ minutes | Hegarty <br> Maths | Word Challenge | Hegarty <br> Maths | Word <br> Challenge | Hegarty <br> Maths | Word <br> Challenge |
| Reading challenge | $\boldsymbol{V}$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\boldsymbol{V}$ |

## Self-tracker:

| Week | Homework | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} 1 \\ w / c 06 / 09 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} \mathbf{2} \\ w / c ~ 13 / 09 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 3 \\ w / c ~ 20 / 09 / / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 4 \\ w / c 27 / 09 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 5 \\ w / c 04 / 10 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 6 \\ w / c ~ 11 / 10 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 7 \\ w / c ~ 18 / 10 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 8 \\ w / c 01 / 11 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 9 \\ w / c 08 / 11 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 10 \\ w / c ~ 15 / 11 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |

Maths Homework - Hegarty Maths

You will get three hegartymaths.com tasks to complete per week. One on Monday, Wednesday, and Friday. You will have one week to complete each assigned task.

We expect you to complete each task by:

- Watching the video and taking detailed notes in the HegartyMaths homework section of your planner
- Completing the quiz that follows the video showing full workings in the HegartyMaths homework section of your planner

During the quiz if you click the "Get Help" button it takes you to the relevant example in the video. If you want more support there will be lunch time clubs running during the week.

Fix up 5 - If you have completed all your tasks and want to do extra work, click on "Revise" then click "Fix up 5 ". Here you will get five questions based on what you have got incorrect in the past.

For more information and guidance please go to: https://www.gloucesteracademy.com/students/homework-and-revision-guidance/hegarty-maths

## How to login

Type in Gloucester Academy, or use the school's postcode GL4 6RN, where it says school name. Enter your name and date of birth. When you log in for the first time you will be asked to create a password, make sure you write this down in the Login Details page at the front of this booklet.

## Enter your details

Logging into Gloucester Academy. Not your school?

First hame

Last name


## Word Challenge

The word challenge is about increasing the number of words you know, use and spell correctly.
This will help in all areas of your life:

- Expressing yourself clearly and accurately
- Passing those important GCSEs with the top grades
- Understanding more of what you read
- Giving you an advantage in interviews
- Climbing your own personal mountain to the best university or profession


## You will need to learn 10 words, spellings and definitions each week.

On a Monday in DEAR time, you and every student across the academy will take part in the same test. Every week, you will be shown 10 definitions. You will need to write the word each definition refers to correctly. There will be rewards for top achievers in each year and across the academy. This is an inter-year competition too.

In order to help you learn the words, we suggest the following strategies:

## Create word games or rhymes to help with tricky bits:

For example:

- With weird, people often get the i and e confused. Help by saying we are weird, so you remember that we is the first part of the word.
- Similarly, to help remember the i/e order in Friend, try FRI - day is at the END of the week ... Friend
- For the double s in dessert: desserts are both sweet and sugary.
- There is SIN in business and a RAT in separate.

Try breaking down polysyllabic words to make each syllable_easier to remember. So, for two-syllable words...
Danger Dan/ger
Windmill Wind / mill
And for three-syllable words...
Relation Re/la/tion
Beautiful Beau/ti/ful

Look, Cover, Write, check
Look at the word...
Say the word aloud several times ...
Cover the word...
Write the word...
And finally check it.

Make it an acrostic
Sometimes, visualising a difficult word in a different way can suddenly make it stick. Create a phrase from each letter of a word and turn it into an acrostic, which can be easier to remember than the word itself. Because: Big Elephants Can Always Understand Small Elephants
Ocean: Only Cats' Eyes Are Narrow
Rhythm: Rhythm Helps Your Two Hips Move
Necessary: Never Eat Chips Eat Salad Sandwiches And Raspberry Yoghurt

## Word Lists

| Learn w/c <br> $06 / 09 / 21$ | Word |  |
| :--- | :---: | :--- |
|  | 1 | acknowledge |


| 2 acquire | to get something |
| :--- | :--- | :--- |
| 3 adapt | to change to suit a new purpose (modify) |
| 4 adequate | when something is acceptable either in quantity or quality / enough |
| 5 adjacent | next to |
| 6 adjust | to change something in a minor way / to get used to something |
| 7 administrate | to run something / to dispense or apply |
| 8 adult | a person over 18 |
| 9 advocate | to support a case or cause / somebody who puts a case forward on behalf of <br> someone else |
| 10 affect | to have an impact on / to move emotionally |


| Learn w/c <br> $\mathbf{1 3 / 0 9 / 2 1}$ | Word |  |
| :--- | :--- | :--- |
| 11 | benefit | an advantage or profit gained |
| 12 | commit | to carry out / to agree firmly to do something |
| 13 | commodity | a raw material / a useful or valuable thing |
| 14 | communicate | to exchange information with somebody |
| 15 | community | a group of people living in the same place / a group of people who share the same <br> ideas |
| 16 | compatible | able to exist together easily |
| 17 | compensate | money paid to somebody because of a loss |
| 18 | compile | to gather together |
| 19 | complement | something that goes well with something else |
| 20 | complex | consisting of many different parts |


| Learn w/c <br> $20 / 09 / 21$ | Word | Definition |
| :--- | :--- | :--- |


| 21 | component | a small part of a whole |
| :--- | :--- | :--- |
| 22 | compound | a mixture / make up (constitute) / make something worse |
| 23 | correspond | a close similarity / communicate by letters |
| 24 | couple | two / put together |
| 25 | create | bring into existence |
| 26 | credit | add money to an account / acknowledge a person's role in creating something |
| 27 | criteria | a principle or standard used to judge something |
| 28 | crucial | of great importance |
| 29 | culture | the ideas, customs and society of a particular people or society / art, music and other |
| 30 | currency | a system of money in general use in a country |


| Learn w/c <br> 27/09/21 | Word | Definition |
| :---: | :--- | :--- |
| 31 design | to plan something / a decorative pattern |  |
| 32 despite | in spite of / unaffected by |  |
| 33 detect | to discover or identify something / to investigate |  |
| 34 deviate | to change course / to go against (depart from) the usual standards |  |
| 35 device | something used for a particular purpose (a measuring device) |  |
| 36 devote | To give all of one's time or resources to something or someone |  |
| 37 differentiate | to identify what makes somebody or something different |  |
| 38 dimension | a measurable extent such as length, breadth, width / one side of a situation |  |
| 39 diminish | make less / cause to seem less impressive or valuable |  |
| 40 ethic | a moral or a principle |  |


| Learn w/c <br> 04/10/21 | Word |  | Definition |
| :---: | :---: | :--- | :--- |
| 41 ethnic | relating to a population subgroup |  |  |


| 42 | evaluate |
| :---: | :--- |
| 43 eventual | to assess or judge |
| 44 | evident |
| 45 | evolve |
| 46 | exceed |
| 47 | exclude develop gradually over time the end of a process |
| 48 | to deny access to something |
| 49 | exhibit |
| 50 | incentive |


| Learn w/c <br> $\mathbf{1 1 / 1 0 / 2 1}$ | Word |  |
| :--- | :--- | :--- |
| 51 incidence | Definition |  |
| 52 incline | be willing to do something / a hill or slope |  |
| 53 income | money received regularly |  |
| 54 incorporate | to include something as part of a whole |  |
| 55 index | an alphabetical list of names with references / a sign or measure of something |  |
| 56 indicate | to point out / to make something clear |  |
| 57 inspect | to look at closely |  |
| 58 instance | a single occurrence or example of something |  |
| 59 institute | an organisation with a particular purpose |  |
| 60 instruct | to teach |  |
|  |  |  |


| Learn w/c <br> $\mathbf{1 8} / \mathbf{1 0 / 2 1}$ | Word |  |
| ---: | :--- | :--- |
| 61 | integral | Definition |
| 62 | integrate | to breat importance |
| 63 | integrity | being honest and having strong morals / being whole and undivided |
| 64 | intelligent | having or showing intelligence / able to easily acquire and apply knowledge |
| 65 | intense | having strong feelings / of extreme strength |
| 66 | interact | to communicate directly with someone / to have an effect on |
| 67 | intermediate | coming between two things |
| 68 | internal | inside something or someone |
| 69 | interpret | to explain the meaning of |
| 70 | obtain |  |


| Learn w/c <br> $\mathbf{0 1 / 1 1 / 2 1}$ | Word |  |
| :--- | :--- | :--- |
| 71 | obvious | easily understood, clear and self-evident / predictable and lacking subtlety |
| 72 occupy | to engage the attention of / to take up residence of |  |
| 73 | occur | to happen |
| 74 | odd | unusual or strange |
| 75 | offset | to counteract / to achieve balance by taking what is needed from elsewhere |
| 76 | ongoing | a choice / to buy a screenplay |
| 77 | option |  |


| 78 orient | physical position relative to the points of a compass / general term for the countries of <br> the East |
| :--- | :--- | :--- |
| 79 outcome | a consequence, how things end |
| 80 output | what is produced by a company, person or machine / a place where power leaves a <br> system |


| Learn w/c $08 / 11 / 21$ | Word | Definition |
| :---: | :---: | :---: |
| 81 | overall | taking everything into account / the whole picture |
| 82 | overlap | when two things cover the same area |
| 83 | overseas | abroad; over the seas |
| 84 | range | a set of products or things / all the numbers in a list from the smallest to the largest |
| 85 | ratio | percentage of the whole |
| 86 | rational | based on reason and logic |
| 87 | react | to respond to an event |
| 88 | recover | to heal after something |
| 89 | refine | to remove impurities or unwanted elements |
| 90 | regime | a government or authority / a system of doing things |


| Learn w/c <br> $\mathbf{1 5 / 1 1 / 2 1}$ | Word |  |
| :--- | :--- | :--- |
| 91 | region | a geographical area |
| 92 | register | an official list of names / to notice something |
| 93 | regulate | control something using rules / to use an external standard |


| 94 | reinforce |
| :--- | :--- |
| 95 | to seject |
| 96 | te dechniquenthen or support |
| 97 | a methochnology something or someone doing something |
| 98 | products developed from science / the application of scientific knowledge to practical <br> issues |
| 99 | lasting for a time only so <br> not permanent |
| 100 | terminate |
| stretched tight / a state of mental strain / the state of a verb in time or come to an end, or conclude, or cease |  |

## Science Knowledge Organiser - Mondays

| Week 1 <br> $06 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Genotype | Combination of genes E.g. BB, Bb or bb. |
| 2 | Atomic number | Number of protons. |
| 3 | Elastic deformation | An object returns to its original length after it has been stretched. |
| 4 | CO $_{2}$ | Formula for Carbon dioxide. |
| 5 | Graphite | Each carbon atom forms three covalent bonds, formed as layers of <br> hexagonal rings with a delocalised electron. |
| 6 | Inelastic deformation | An object that does not return to its original length when the forces are <br> removed. |
| 7 | Independent variable | A factor that we change. |
| 8 | Dependent variable | A factor that we measure. |
| 9 | Mean | Total of all of the values $\div$ The number of values. |
| 10 | Anomalous Result | Does not fit the pattern so excluded when calculating the mean. |


| Week 2 <br> $13 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Double Helix | Structure of DNA |
| 2 | Mass number. | Number of protons and neutrons. |
| 3 | Elastic potential energy <br> store | An object that is stretched or squashed has this store of energy. |$|$| 4 | $\mathrm{H}_{2} \mathrm{O}$ | Made of very large molecules linked to other atoms by strong covalent <br> bonds with very strong intermolecular forces between separate <br> molecules. |
| :--- | :--- | :--- |
| 5 | Force = spring constant <br> x extension | The equation for Force using spring constant \& extension |


| Week 3 <br> 20/09/21 | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 |  | A section of DNA which codes for a specific sequence of amino acids, <br> which codes for a specific protein. |
| 2 | Gene | lonic bonding | Formed from metals combined with non-metals. $\quad$.


| 7 | Atomic number | Number of protons. |
| ---: | :--- | :--- |
| 8 | Elastic deformation | An object returns to its original length after it has been stretched. |
| 9 | $\mathrm{CO}_{2}$ | Formula for Carbon dioxide. |
| 10 | Graphite | Each carbon atom forms three covalent bonds, formed as layers of <br> hexagonal rings with a delocalised electron. |


| Week 4 <br> $27 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Phenotype | Physical characteristics or outward appearance E.g. blonde hair or red <br> petals. |
| 2 | Covalent bonding | Formed from non-metals combined with other non-metals. |
| 3 | Force = spring constant <br> x extension | The equation for Force using spring constant \& extension. |
| 4 | $\mathrm{C}_{6} \mathrm{H}_{12} \mathrm{O}_{6}$ | Formula for Glucose |
| 5 | Graphene | Single layer of Graphite with properties that make it useful in electronics <br> and composites. |
| 6 | Inelastic deformation | An object that does not return to its original length when the forces are <br> removed. |
| 7 | Independent variable | A factor that we change. |
| 8 | Dependent variable | A factor that we measure. |
| 9 | Mean | Total of all of the values $\div$ The number of values. |
| 10 | Anomalous Result | Does not fit the pattern so excluded when calculating the mean. |


| Week 5 <br> $04 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Carbon dioxide + Water | Reactants for Photosynthesis |
| 2 | Metallic bonding | Formed between metals and in alloys. |
| 3 | Directly proportional | Diagonal straight line from the origin on a graph. |
| 4 | Chlorophyll | Green pigment which traps sunlight. |
| 5 | Graphite | Giant covalent structure which conducts electricity due to delocalised <br> electrons. |
| 6 | Double Helix | Structure of DNA |
| 7 | Mass number. | Number of protons and neutrons. |
| 8 | Elastic potential energy <br> store | An object that is stretched or squashed has this store of energy. |
| 9 | H2O | Formula for Water. |
| 10 | Polymer | Made of very large molecules linked to other atoms by strong covalent <br> bonds with very strong intermolecular forces between separate molecules. |


| Week 6 <br> $11 / 10 / 21$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Glucose + Oxygen | Products of Photosynthesis |
| 2 | Covalent bond | When atoms share pairs of electrons. These bonds are very strong. |
| 3 | Moment | A turning force around a pivot. |
| 4 | Limiting factor | Light intensity, temperature, carbon dioxide concentration and amount of <br> chlorophyll. |


| 5 | Alloy | A mixture of a metal and at least one other element. |
| ---: | :--- | :--- |
| 6 | Force = spring constant <br> x extension | The equation for Force using spring constant \& extension |


| Week 7 <br> $18 / 10 / 21$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Mutation | Change to the gene/chromosome or DNA. |
| 2 | Delocalised electrons | Free to move through the whole structure. |
| 3 | Moment = Force $x$ <br> Perpendicular Distance <br> from the pivot. | Equation for calculating a moment using the force \& perpendicular <br> distance from the pivot. |
| 4 | Cystic Fibrosis | Caused by a recessive allele. |
| 5 | Electrolysis | The decomposition of an ionic compound using electricity. |
| 6 | Gene | A section of DNA which codes for a specific sequence of amino acids, <br> which codes for a specific protein. |
| 7 | lonic bonding | Formed from metals combined with non-metals. |
| 8 | Momentum $=$ Mass $\mathbf{x}$ <br> Velocity | The equation for Momentum using mass \& velocity. |
| 9 | O $_{2}$ | Formula for Oxygen |
| 10 | Precaution | A measure taken to prevent harm |


| Week 8 <br> $01 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | XX | Female sex chromosomes. |
| 2 | Diamond | Each carbon atom forms four covalent bonds so is very hard with a high <br> melting point and does not conduct electricity. |
| 3 | Properties of Metals | High thermal conductivity, good conductors of electricity and malleable. |
| 4 | XY | Male sex chromosomes. |
| 5 | Properties of Non-Metals | Low thermal conductivity, poor conductors of electricity and brittle. |
| 6 | Phenotype | Physical characteristics or outward appearance E.g. blonde hair or red <br> petals. |
| 7 | Covalent bonding | Formed from non-metals combined with other non-metals. |
| 8 | Force = spring constant <br> x extension | The equation for Force using spring constant \& extension |
| 9 | C $_{6} \mathrm{H}_{12} \mathrm{O}_{6}$ | Formula for Glucose |
| 10 | Graphene | Single layer of Graphite with properties that make it useful in electronics <br> and composites. |


| Week 9 | Answer |  |
| :--- | :--- | :--- |
| $08 / 11 / 21$ | Piece of Information | Answ |


| 1 | XX | Female sex chromosomes. |
| ---: | :--- | :--- |
| 2 | Diamond | Each carbon atom forms four covalent bonds so is very hard with a high <br> melting point and does not conduct electricity. |
| 3 | Properties of Metals | High thermal conductivity, good conductors of electricity and malleable. |
| 4 | XY | Male sex chromosomes. |
| 5 | Properties of Non-Metals | Low thermal conductivity, poor conductors of electricity and brittle. |
| 6 | Carbon dioxide + Water | Reactants for Photosynthesis |
| 7 | Metallic bonding | Formed between metals and in alloys. |
| 8 | Directly proportional | Diagonal straight line from the origin on a graph. |
| 9 | Chlorophyll | Green pigment which traps sunlight. |
| 10 | Graphite | Giant covalent structure which conducts electricity due to delocalised <br> electrons. |


| Week 10 <br> $15 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Mutation | Change to the gene/chromosome or DNA. |
| 2 | Delocalised electrons | Free to move through the whole structure. |
| 3 | Moment = Force $x$ <br> Perpendicular Distance <br> from the pivot. | Equation for calculating a moment using the force \& perpendicular <br> distance from the pivot. |
| 4 | Cystic Fibrosis | Caused by a recessive allele. |
| 5 | Electrolysis | The decomposition of an ionic compound using electricity. |
| 6 | Glucose + Oxygen | Products of Photosynthesis |
| 7 | Covalent bond | When atoms share pairs of electrons. These bonds are very strong. |
| 8 | Moment | A turning force around a pivot. |
| 9 | Limiting factor | Light intensity, temperature, carbon dioxide concentration and amount of <br> chlorophyll. |
| 10 | Alloy | A mixture of a metal and at least one other element. |

## Spanish Knowledge Organiser - Tuesdays

| Week 1 <br> $07 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | en Inglaterra tenemos | in England we have |
| 2 | las vacaciones de verano en julio y <br> agosto | summer holidays in July and August |
| 3 | normalmente en el verano | normally in the summer |
| 4 | cuando hace buen tiempo | when it is (it does) good weather |
| 5 | me mola juntarme con mis amigos | I love to hangout with my friends |
| 6 | también, de vez en cuando | also, from time to time |
| 7 | cuando Ilueve chateo en la red | when it rains I chat online |
| 8 | con mis compañeros de clase | with my school friends |
| 9 | sin embargo prefiero pasar | however, I prefer to spend |
| 10 | las vacaciones en el extranjero | holidays abroad |


| Week 2 <br> $14 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | a veces voy a España con mi familia | sometimes I go to Spain with my family |
| 2 | el año pasado | last year |
| 3 | fuimos a Barcelona | we went to Barcelona |
| 4 | que está en el norte de España | which is in the north of Spain |
| 5 | lo mejor fue cuando | the best thing was when |
| 6 | visité la Sagrada Familia | I visited the Sagrada Familia |
| 7 | ya que fue maravillosa | because it was amazing (feminine) |
| 8 | además aprendí mucho sobre | also, I learnt lots about |
| 9 | la arquitectura religiosa | religious architecture |
| 10 | lo peor fue cuando | the worst thing was when |


| Week 3 <br> $21 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | perdí mi móvil en el metro | I lost my phone on the metro |
| 2 | QQué desastre! | What a disaster! |
| 3 | me quedé en | I stayed in |
| 4 | una pensión pequeña | a small bed and breakfast |
| 5 | que estaba en el barrio gótico | which was in the gothic quarter |
| 6 | in England we have | en Inglaterra tenemos |
| 7 | summer holidays in July and August | las vacaciones de verano en julio y agosto |
| 8 | normally in the summer | normalmente en el verano |
| 9 | when it is (it does) good weather | cuando hace buen tiempo |
| 10 | I love to hangout with my friends | me mola juntarme con mis amigos |


| Week 4 <br> $28 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | era genial pero | it was great but |
| 2 | $\frac{\text { no tenía ni aparcamiento ni }}{\text { lavandería }}$ | it didn't have parking nor a laundry room |
| 3 | tampoco había piscina | there wasn't a swimming pool either |
| 4 | pero al fin y al cabo | but at the end of the day |
| 5 | la gente era muy abierta | the people were very open |
| 6 | also, from time to time | también, de vez en cuando |
| 7 | when it rains I chat online | cuando Ilueve chateo en la red |
| 8 | with my school friends | con mis compañeros de clase |
| 9 | however, I prefer to spend | sin embargo prefiero pasar |
| 10 | holidays abroad | las vacaciones en el extranjero |


| Week 5 <br> $05 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 2 | en el futuro quisiera reservar una <br> habitación | in the future I would like to reserve a room |
| 2 | en un hotel de cinco estrellas <br> porque siempre he soñado con <br> hacerlo | in a five star hotel |
| 4 | de vez en cuando | mi familia y yo vamos a un camping always dreamed of doing it <br> en Gales |
| 6 | sometimes I go to Spain with my <br> family | a veces voy a España con mi familia |
| 7 | last year | el año pasado |
| 8 | we went to Barcelona | fuimos a Barcelona |
| 9 | which is in the north of Spain to a campsite in Wales |  |
| 10 | the best thing was when | que está en el norte de España |


| Week 6 <br> $12 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | porque nos encanta la naturaleza | because we love nature |
| 2 | y mis abuelos viven allí | and my grandparents live there |
| 3 | sin embargo, hace tres años | however, three years ago |
| 4 | decidí ir a Escocia | I decided to go to Scotland |
| 5 | con mi escuela | with my school |
| 6 | visité la Sagrada Familia | I visited the Sagrada Familia |
| 7 | ya que fue maravillosa | because it was amazing (feminine) |
| 8 | además aprendí mucho sobre | also, I learnt lots about |
| 9 | la arquitectura religiosa | religious architecture |
| 10 | lo peor fue cuando | the worst thing was when |


| Week 7 <br> $19 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | iFue un desastre! | It was a disaster! |
| 2 | primero tuvimos una avería en la <br> autopista | firstly, we had a breakdown on the motorway |
| 3 | luego cuando llegamos al albergue <br> juvenil | then when we arrived at the youth hostel |
| 4 | tuvimos que quejarnos porque | we had to complain because |
| 5 | había ratas en la cama | there were rats in the bed |
| 6 | I lost my phone on the metro | perdí mi móvil en el metro |
| 7 | What a disaster! | iQué desastre! |
| 8 | I stayed in | me quedé en |
| 9 | a small bed and breakfast | una pensión pequeña |
| 10 | which was in the gothic quarter | que estaba en el barrio gótico |


| Week 8 <br> $02 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | iY la ducha no funcionaba! | And the shower didn't work! |
| 2 | el año próximo | next year |
| 3 | voy a ir de vacaciones | I am going to go on holiday |
| 4 | con mi familia | with my family |
| 5 | Espero que sea mejor! | I hope that it will be better! |
| 6 | it was great but | era genial pero |
| 7 | it didn't have parking nor a laundry <br> room | no tenía ni aparcamiento ni lavandería |
| 8 | there wasn't a swimming pool <br> either | tampoco había piscina |
| 9 | but at the end of the day | pero al fin y al cabo |
| 10 | the people were very open | la gente era muy abierta |


| Week 9 <br> $09 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 2 | in the future I would like to reserve <br> a room | en el futuro quisiera reservar una habitación |
| 2 | in a five star hotel | en un hotel de cinco estrellas |
| 3 | because I have always dreamed of <br> doing it | porque siempre he soñado con hacerlo |
| 4 | from time to time | de vez en cuando |
| 55 | my family and I go to a campsite in <br> Wales | mi familia y yo vamos a un camping en Gales |
| 6 | because we love nature | porque nos encanta la naturaleza |
| 7 | and my grandparents live there | y mis abuelos viven allí |
| 8 | however, three years ago | sin embargo, hace tres años |
| 9 | I decided to go to Scotland | decidí ir a Escocia |
| 10 | with my school | con mi escuela |


| Week 10 <br> $16 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 2 | It was a disaster! <br> 2firstly, we had a breakdown on the <br> motorway | iFue un desastre! |
| 3 | then when we arrived at the youth tuvimos una avería en la autopista <br> hostel | luego cuando llegamos al albergue juvenil |
| 4 | we had to complain because | tuvimos que quejarnos porque |
| 5 | there were rats in the bed | había ratas en la cama |
| 6 | And the shower didn't work! | iY la ducha no funcionaba! |
| 7 | next year | el año próximo |
| 8 | I am going to go on holiday | voy a ir de vacaciones |
| 9 | with my family | con mi familia |
| 10 | I hope that it will be better! | iEspero que sea mejor! |


| Week 1 <br> $08 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Shell shock | Nowadays known as 'post-traumatic stress disorder.' Soldiers would have <br> nightmares and flashbacks about what they had experienced. |
| 2 | Theme of futility | The deaths of the soldiers seemed avoidable, in both the Raid and the Big <br> attack, if only superior officers cared about the lives of the men. |
| 3 | World War 1 | $1914-1918$. Considered one of the most brutal and bloodiest conflicts in <br> history. |
| 4 | The realities of war | The poor treatment of soldiers, the pointless deaths, lack of care from <br> commanding officers and the fact the Germans weren't evil monsters. |
| 5 | Propaganda | Convinced young soldiers to sign up - that fighting in WWI was noble. Also <br> presented Germans as evil monsters. |
| 6 | Vimy Ridge | A horrific battle whereby commanding officers ordered their soldiers to run at <br> German machine guns. |
| 7 | Theme of Home | The characters talk about home (and nature) to distract themselves from the <br> reality of the trenches and to remind themselves of why they are fighting. |
| 8 | Comradeship | Stanhope inspires comradery (a feeling of friendliness) and unity amongst his <br> men. |
| 9 | Heroism | To show great bravery. |
| 10 | Stoicism | If you are 'stoic' or display 'stoicism' you endure pain or hardship without <br> complaint. |


| Week 2 <br> $15 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Degradation | The state of being lowered down in respect, status or condition. |
| 2 |  | An image, icon or object used to represent ideas, feelings or concepts. <br> E.g. A snake represents evil due to the story of Adam and Eve in the <br> Bible. |
| 3 | Inhumane | To be without compassion for misery or suffering. To be cruel. |
| 4 | Motif | A dominant or recurring idea in an artistic work. |
| 5 | Monotony | A lack of variety and interest when something is tedious and repeated <br> incessantly. |
| 6 | Patriotism | Showing love or devotion to your country. |
| 7 | Cyclical | In which a series of events happens again and again in the same order. |
| 8 | Poignant | Something that affects you deeply and makes you feel sadness or regret. |
| 9 | Dehumanisation | To remove someone's good human qualities such as kindness, <br> generosity and independence. |
| 10 | Pathos | A quality that evokes pity or sadness. |


| Week 3 <br> 22/01/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Time as a symbol | There are constant references to time and 'waiting' to reflect the monotony of <br> life in the trenches and the reality that the soldiers are simply waiting to die. |
| 2 | Light as a motif | This becomes increasingly dim in the trenches, to reflect either the darkening <br> mood or increasing lack of hope. |
| 3 | Osborne's pipe as a <br> symbol | Osborne has to leave his pipe unfinished whilst it still has a 'glow' on it to go on <br> the raid. This is symbolic of how his and other soldiers' lives were cut short. |
| 4 | Earwigs as symbols | The soldiers notice an earwig running around a candle over and over again. It <br> represents the soldiers' existence since it symbolises no forward progress. |


| 5 | Uniforms as a <br> symbol | Used to reflect the characters' mental states. Stanhope's is tidy but 'war- <br> stained', whilst Raleigh's is 'fresh'. |
| ---: | :--- | :--- |
| 6 | Shell shock | Nowadays known as 'post-traumatic stress disorder.' Soldiers would have <br> nightmares and flashbacks about what they had experienced. |
| 7 | Theme of futility | The deaths of the soldiers seemed avoidable, in both the Raid and the Big <br> attack, if only superior officers cared about the lives of the men. |
| 8 | World War 1 | $1914-1918 . ~ C o n s i d e r e d ~ o n e ~ o f ~ t h e ~ m o s t ~ b r u t a l ~ a n d ~ b l o o d i e s t ~ c o n f l i c t s ~ i n ~$ <br> history. |
| 9 | The realities of war | The poor treatment of soldiers, the pointless deaths, lack of care from <br> commanding officers and the fact the Germans weren't evil monsters. |
| 10 | Propaganda | Convinced young soldiers to sign up - that fighting in WWI was noble. Also <br> presented Germans as evil monsters. |


| Week 4 <br> 29/09/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Metaphor | A figure of speech that is used to make a comparison between two things <br> that are not alike but have something in common. |
| 2 | Alliteration | The repetition of the same sound or letter at the beginning of each or <br> most of the words in a sentence. |
| 3 | Personification | A figure of speech when you give an animal or object qualities or abilities <br> that only a human can have. |
| 4 | Sibilance | A figure of speech in which a hissing sound is created within a group of <br> words through the repetition of 's' sounds. |
| 5 | Simile | A figure of speech that directly compares two things, using the words <br> 'like' or 'as'. |
| 6 | Vimy Ridge | A horrific battle whereby commanding officers ordered their soldiers to <br> run at German machine guns. |
| 7 | Theme of Home | The characters talk about home (and nature) to distract themselves from <br> the reality of the trenches and to remind themselves of why they are <br> fighting. |
| 8 | Comradeship | Stanhope inspires comradery (a feeling of friendliness) and unity <br> amongst his men. |
| 9 | Heroism | To show great bravery. |
| 10 | Stoicism | If you are 'stoic' or display 'stoicism' you endure pain or hardship without <br> complaint. |


| Week 5 <br> $06 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Semantic Field | A group of words which are often used to refer to the same idea or topic <br> - explosion/gunfire/attack all belong to the semantic field of war. |
| 2 | Allusion | When an author or poet makes an indirect reference to some idea, figure, <br> other text, place or event that originates from outside the text. |
| 3 | Oxymoron | Two words used together that have, or seem to have, opposite <br> meanings. |
| 4 | Extended metaphor | A comparison between two unlike things that continues throughout a <br> series of sentences in a paragraph or lines in a poem. |
| 5 | Juxtaposition | The action of putting things that are not similar next to each other, to <br> show a contrasting effect. |
| 6 | Degradation | The state of being lowered down in respect, status or condition. |
| 7 | Symbolism | An image, icon or object used to represent ideas, feelings or concepts. <br> E.g. A snake represents evil due to the story of Adam and Eve in the <br> Bible. |
| 8 | Inhumane | To be without compassion for misery or suffering. To be cruel. |
| 9 | Motif | A dominant or recurring idea in an artistic work. |
| 10 | Monotony | A lack of variety and interest when something is tedious and repeated <br> incessantly. |


| Week 6 <br> $13 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Poet Laureate | In the UK, a poet is given a special position by the King or Queen, who is <br> asked to write poems about important public occasions. |
| 2 | The Nobel Prize in <br> Literature | A Swedish prize that is awarded annually to an author from any country <br> who has created 'outstanding' literature. |
| 3 | CBE | An award handed out twice a year, by the Prime Minister and the Queen, <br> to recognise and honour someone's achievement. |
| 4 | Quatrain | A stanza of four lines, especially one having alternate rhymes. |
| 5 | Rhyming Couplet | Two lines of the same length that rhyme and complete one thought. <br> There is no limit to the length of the lines. |
| 6 | Patriotism | Showing love or devotion to your country. |
| 7 | Cyclical | In which a series of events happens again and again in the same order. |
| 8 | Poignant | Something that affects you deeply and makes you feel sadness or regret. |
| 9 | Dehumanisation | To remove someone's good human qualities such as kindness, <br> generosity and independence. |
| 10 | Pathos | A quality that evokes pity or sadness. |


| Week 7 <br> $20 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Irregular Rhyme Scheme | Rhyme that does not follow a fixed pattern. |
| 2 | Free verse | Poetry that does not rhyme or have a regular rhythm. |
| 3 | Regular Rhyme Scheme | The pattern of rhymes at the end of each line of a poem or song. For <br> example, every other line of a poem might rhyme. |
| 4 | End stopped line | A pause at the end of a line of poetry. It can be expressed in writing as <br> a punctuation mark, such as a colon, semicolon or full stop. |
| 5 | Syllable | A part of a word that contains a single vowel sound and that is <br> pronounced as a unit. For example, 'book' has one syllable. |
| 6 | Time as a symbol | There are constant references to time and 'waiting' to reflect the <br> monotony of life in the trenches and the reality that the soldiers are <br> simply waiting to die. |
| 7 | Light as a motif | This becomes increasingly dim in the trenches, to reflect either the <br> darkening mood or increasing lack of hope. |
| 8 | Osborne's pipe as a <br> symbol | Osborne has to leave his pipe unfinished whilst it still has a 'glow' on it <br> to go on the raid. This is symbolic of how his and other soldiers' lives <br> were cut short. |
| 9 | Earwigs as symbols | The soldiers notice an earwig running around a candle over and over <br> again. It represents the soldiers' existence since it symbolises no <br> forward progress. |
| 10 | Uniforms as a symbol | Used to reflect the characters' mental states. Stanhope's is tidy but <br> 'war-stained', whilst Raleigh's is 'fresh'. |


| Week 8 <br> $03 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Enjambment | When used there will not be any form of punctuation at the end of a line <br> in the poem. |
| 2 | Anaphora | The repetition of the same word or phrase at the beginning of each line. <br> E.g. Some feel rain. Some feel sunshine. Some feel rainbows. |
| 3 | Caesura | When a poet uses punctuation to create a pause in the middle of a line of <br> poetry. |
| 4 | In medias res | Latin for 'in the midst of things'. A poem that starts in the middle of the <br> action. E.g. A poem starting with an explosion. |
| 5 | Refrain | A recurring line or phrase, especially at the end of a verse. |


| 6 | Metaphor | A figure of speech that is used to make a comparison between two things <br> that are not alike but have something in common. |
| ---: | :--- | :--- |
| 7 | Alliteration | The repetition of the same sound or letter at the beginning of each or <br> most of the words in a sentence. |
| 8 | Personification | A figure of speech when you give an animal or object qualities or abilities <br> that only a human can have. |
| 9 | Sibilance | A figure of speech in which a hissing sound is created within a group of <br> words through the repetition of 's' sounds. |
| 10 | Simile | A figure of speech that directly compares two things, using the words <br> 'like' or 'as'. |


| Week 9 <br> $10 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Semantic Field | A group of words which are often used to refer to the same idea or topic <br> - explosion/gunfire/attack all belong to the semantic field of war. |
| 2 | Allusion | When an author or poet makes an indirect reference to some idea, figure, <br> other text, place or event that originates from outside the text. |
| 3 | Oxymoron | Two words used together that have, or seem to have, opposite <br> meanings. |
| 4 | Extended metaphor | A comparison between two unlike things that continues throughout a <br> series of sentences in a paragraph or lines in a poem. |
| 5 | Juxtaposition | The action of putting things that are not similar next to each other, to <br> show a contrasting effect. |
| 6 | Poet Laureate | In the UK, a poet is given a special position by the King or Queen, who is <br> asked to write poems about important public occasions. |
| 7 | The Nobel Prize in <br> Literature | A Swedish prize that is awarded annually to an author from any country <br> who has created 'outstanding' literature. |
| 8 | CBE | An award handed out twice a year, by the Prime Minister and the Queen, <br> to recognise and honour someone's achievement. |
| 9 | Quatrain | A stanza of four lines, especially one having alternate rhymes. |
| 10 | Rhyming Couplet | Two lines of the same length that rhyme and complete one thought. <br> There is no limit to the length of the lines. |


| Week 10 <br> $17 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Irregular Rhyme Scheme | Rhyme that does not follow a fixed pattern. |
| 2 | Free verse | Poetry that does not rhyme or have a regular rhythm. |
| 3 | Regular Rhyme Scheme | The pattern of rhymes at the end of each line of a poem or song. For <br> example, every other line of a poem might rhyme. |
| 4 | End stopped line | A pause at the end of a line of poetry. It can be expressed in writing as a <br> punctuation mark, such as a colon, semicolon or full stop. |
| 5 | Syllable | A part of a word that contains a single vowel sound and that is <br> pronounced as a unit. For example, 'book' has one syllable. |
| 6 | Enjambment | When used there will not be any form of punctuation at the end of a line <br> in the poem. |
| 7 | Anaphora | The repetition of the same word or phrase at the beginning of each line. <br> E.g. Some feel rain. Some feel sunshine. Some feel rainbows. |
| 8 | Caesura | When a poet uses punctuation to create a pause in the middle of a line of <br> poetry. |
| 9 | In medias res | Latin for 'in the midst of things'. A poem that starts in the middle of the <br> action. E.g. A poem starting with an explosion. |
| 10 | Refrain | A recurring line or phrase, especially at the end of a verse. |

## History Knowledge Organiser - Thursdays

| Week 1 <br> 09/09/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Independence | This is when a state, country or person is not under the influence of others. |
| 2 | Unified | This is when somewhere becomes a single unit. For example two or more states <br> becoming one single country. |
| 3 | Settlement | This is a place, typically uninhabited, where people establish a community. |
| 4 | Townshend Acts | This was when all money collected was used to pay the salaries of the British <br> soldiers. |
| 5 | Proclamation of <br> 1763 | This was a law prohibiting the colonists from moving west of the Appalachian <br> Mountains. |
| 6 | Boston Tea Party | This was a protest organised by the colonists against the British in which they threw <br> all the tea into the harbour. |
| 7 | Loyalists | These were American colonists that wanted to be ruled by Britain. |
| 8 | Patriots | These were American colonists that wanted to establish their independence from <br> Britain. |
| 9 | The French and <br> Indian war | This was a war between Britain and the Indians because the colonists kept pushing <br> the Indians back. |
| 10 | Intolerable Acts | These were four strict laws that gave the British a sense of control over the <br> colonies. |


| Week 2 <br> $16 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Bastille | This was a fortress built in Paris in the 14th century and used as a prison in the <br> 17th and 18th centuries. |
| 2 | Bourgeoisie | This was the name of the social class between the lower and upper classes. |
| 3 | August decrees | This was a series of declarations issued by the National Assembly in August 1789. |
| 4 | Constitution of 1791 | This was the new French constitution that in 1791 established a Constitutional <br> Monarchy, or limited monarchy. |
| 5 | National Assembly | This was the radical wing of representatives in the National Convention, named for <br> their secret meeting place in the Jacobin Club, in an abandoned Paris monastery. |
| 6 | Louis XVI | He was the last king of France before the fall of the monarchy during the French <br> Revolution. |
| 7 | Estates-General | This was reconvened by Louis XVI on May 5, 1789, to deal with the looming <br> financial crisis. |
| 8 | The Great Fear | This was a period in 1789 during which rural peasants revolted against their feudal <br> landlords and wreaked havoc in the French countryside. |
| 9 | Jacobins | The radical wing of representatives in the National Convention, named for their <br> secret meeting place in the Jacobin Club, in an abandoned Paris monastery. |
| 10 | Reign of terror | This was a ten-month period of oppression and execution to suppress any potential <br> enemies of the radical Revolution. |


| Week 3 <br> 23/09/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Weimar Republic | This was the name given to Germany's democratic system between 1913-1933. |
| 2 | Article 48 | This was part of the Weimar Constitution that gave the President the right to rule <br> without the Reichstag in a time of crisis. |
| 3 | Proportional | This was a political system in which the number of votes equals the number of |


|  | Representation | seats in the Reichstag. |
| ---: | :--- | :--- |
| 4 | Hyperinflation | This is a sudden and dramatic rise in the price of goods often due to the excessive <br> printing of money. |
| 5 | Munich Putsch | This was when Hitler interrupted a meeting in a beer hall and announced he was <br> taking over Bavaria. |
| 6 | Independence | This is when a state, country or person is not under the influence of others. |
| 7 | Unified | This is when somewhere becomes a single unit. For example two or more states <br> becoming one single country. |
| 8 | Settlement | This is a place, typically uninhabited, where people establish a community. |
| 9 | Townshend Acts | This was when all money collected was used to pay the salaries of the British <br> soldiers. |
| 10 | Proclamation of 1763 | This was a law prohibiting the colonists from moving west of the Appalachian <br> Mountains. |


| Week 4 <br> $30 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Treaty of Versailles | This was the agreement Germany was made to sign after World War One. |
| 2 | Abdicated | This means to step down from the throne. |
| 3 | Kapp Putsch | This was when Wolfgang Kapp and 5000 men (Free Corps - ex soldiers) took over <br> the Capital city Berlin. |
| 4 | The people's Charter | This was a document that called for 6 reforms to make the political system more <br> democratic. |
| 5 | Petitions | This is a formal written request, typically signed by a number of people appealing <br> to authority in respect of a certain cause. |
| 6 | Boston Tea Party | This was a protest organised by the colonists against the British in which they <br> threw all the tea into the harbour. |
| 7 | Loyalists | These were American colonists that wanted to be ruled by Britain. |
| 8 | Patriots | These were American colonists that wanted to establish their independence from <br> Britain. |
| 9 | The French and <br> Indian war | This was a war between Britain and the Indians because the colonists kept <br> pushing the Indians back. |
| 10 | Intolerable Acts | These were four strict laws that gave the British a sense of control over the <br> colonies. |


| $\begin{array}{\|l\|} \hline \text { Week 5 } \\ 07 / 10 / 21 \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | London Working Men's Association | This was established in 1836. They appealed to skilled workers and was one of the foundations of Chartism. |
| 2 | Physical Force Chartism | This group used hostile language, encouraged violent behaviour, talk of arms, and made ultimatums against the government to achieve their aims. |
| 3 | Moral Force Chartism | This group was opposed to violent action, and advocated reform by legal and constitutional means. |
| 4 | Hen-Chartists | These were groups formed by women to support the Chartist movement. |
| 5 | NUWSS National Union of Women's Suffrage Societies | This is a group led by Millicent Fawcett, they campaigned for women's rights using petitions and lobbying. |
| 6 | Bastille | This was a fortress built in Paris in the 14th century and used as a prison in the 17th and 18th centuries. |
| 7 | Bourgeoisie | This was the name of the social class between the lower and upper classes. |


| 8 | August decrees | This was a series of declarations issued by the National Assembly in August <br> 1789. |
| ---: | :--- | :--- |
| 9 | Constitution of 1791 | This was the new French constitution that in 1791 established a Constitutional <br> Monarchy, or limited monarchy. |
| 10 | National Assembly | This was the radical wing of representatives in the National Convention, <br> named for their secret meeting place in the Jacobin Club, in an abandoned <br> Paris monastery. |


| Week 6 <br> $14 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 2 | WSPU Women's Social <br> and Political Union | This is a group led by Emmeline Pankhurst, they campaigned for women's <br> rights using militant methods. |
| 2 | Suffragette | This is a campaigner for women's suffrage who used militant methods. |
| 3 | Suffragists | This is a campaigner for women's suffrage who used lobbying and petitions. |
| 4 | Militancy | Violent methods in support of a political or social cause. |
| 5 | Martyr | This is a person who dies for their religious or political beliefs. |
| 6 | Louis XVI | He was the last king of France before the fall of the monarchy during the <br> French Revolution. |
| 7 | Estates-General | This was reconvened by Louis XVI on May 5, 1789, to deal with the looming <br> financial crisis. |
| 8 | The Great Fear | This was a period in 1789 during which rural peasants revolted against their <br> feudal landlords and wreaked havoc in the French countryside. |
| 9 | Jacobins | The radical wing of representatives in the National Convention, named for <br> their secret meeting place in the Jacobin Club, in an abandoned Paris <br> monastery. |
| 10 | Reign of terror | This was a ten-month period of oppression and execution to suppress any <br> potential enemies of the radical Revolution. |


| Week 7 \|21/10/21 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Cat and Mouse Act | This was introduced to deal with the problem of hunger strikes and allowed for early release of prisoners. |
| 2 | Feminism | Supporting women's rights on the ground of the equality of the sexes. |
| 3 | European Union | This is an international organisation that governs common economic, social and security policies. |
| 4 | Brexit | This was Britain's exit from the European Union. |
| 5 | Free Trade | This is trade between two countries where neither side charges taxes or duties on goods crossing the border. |
| 6 | Weimar Republic | This was the name given to Germany's democratic system between 1913 1933. |
| 7 | Article 48 | This was part of the Weimar Constitution that gave the President the right to rule without the Reichstag in a time of crisis. |
| 8 | Proportional Representation | This was a political system in which the number of votes equals the number of seats in the Reichstag. |
| 9 | Hyperinflation | This is a sudden and dramatic rise in the price of goods often due to the excessive printing of money. |
| 10 | Munich Putsch | This was when Hitler interrupted a meeting in a beer hall and announced he was taking over Bavaria. |


| Week 8 <br> $04 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Governance | This is how the agreement between the UK and EU would be enforced if there <br> is a disagreement. |
| 2 | State aid rule | These are laws which prevent a government in one country from supporting <br> competitors in another country. |
| 3 | World Trade organisation | This is an intergovernmental organisation that regulates and facilitates <br> international trade. |
| 4 | European commission | This is an executive branch of the EU, responsible for proposing legislation, <br> implementing decisions and upholding treaties. |
| 5 | Common market | This is a group of countries imposing few or no duties on trade with one <br> another. |
| 6 | Treaty of Versailles | This was the agreement Germany was made to sign after World War One. |
| 7 | Abdicated | This means to step down from the throne. |
| 8 | Kapp Putsch | This was when Wolfgang Kapp and 5000 men (Free Corps - ex soldiers) took <br> over the Capital city Berlin. |
| 9 | The people's Charter | This was a document that called for 6 reforms to make the political system <br> more democratic. |
| 10 | Petitions | This is a formal written request, typically signed by a number of people <br> appealing to authority in respect of a certain cause. |


| $\begin{array}{\|l\|} \hline \text { Week } 9 \\ 11 / 11 / 21 \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | London Working Men's Association | This was established in 1836. They appealed to skilled workers and was one of the foundations of Chartism. |
| 2 | Physical Force Chartism | This group used hostile language, encouraged violent behaviour, talk of arms, and made ultimatums against the government to achieve their aims. |
| 3 | Moral Force Chartism | This group was opposed to violent action, and advocated reform by legal and constitutional means. |
| 4 | Hen-Chartists | These were groups formed by women to support the Chartist movement. |
| 5 | NUWSS National Union of Women's Suffrage Societies | This is a group led by Millicent Fawcett, they campaigned for women's rights using petitions and lobbying. |
| 6 | WSPU Women's Social and Political Union | This is a group led by Emmeline Pankhurst, they campaigned for women's rights using militant methods. |
| 7 | Suffragette | This is a campaigner for women's suffrage who used militant methods. |
| 8 | Suffragists | This is a campaigner for women's suffrage who used lobbying and petitions. |
| 9 | Militancy | Violent methods in support of a political or social cause. |
| 10 | Martyr | This is a person who dies for their religious or political beliefs. |


| Week 10 <br> $18 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Cat and Mouse Act | This was introduced to deal with the problem of hunger strikes and allowed for <br> early release of prisoners. |
| 2 | Feminism | Supporting women's rights on the ground of the equality of the sexes. |
| 3 | European Union | This is an international organisation that governs common economic, social <br> and security policies. |
| 4 | Brexit | This was Britain's exit from the European Union. |
| 5 | Free Trade | This is trade between two countries where neither side charges taxes or <br> duties on goods crossing the border. |


| 6 | Governance | This is how the agreement between the UK and EU would be enforced if there <br> is a disagreement. |
| ---: | :--- | :--- |
| 7 | State aid rule | These are laws which prevent a government in one country from supporting <br> competitors in another country. |
| 8 | World Trade organisation | This is an intergovernmental organisation that regulates and facilitates <br> international trade. |
| 9 | European commission | This is an executive branch of the EU, responsible for proposing legislation, <br> implementing decisions and upholding treaties. |
| 10 | Common market | This is a group of countries imposing few or no duties on trade with one <br> another. |


| Week 1 <br> 09/09/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Round | To reduce the amount of significant figures or decimal places a number has. |
| 2 | Estimate | To find an approximate answer to a more difficult problem. |
| 3 | Factor | A number that divides another number exactly. E.g. 4 is a factor of 12. |
| 4 | HCF | Stands for ‘Highest Common Factor’. It is the largest factor common to a set <br> of numbers. |
| 5 | LCM | Stands for, 'Lowest Common Multiple.' It is the smallest multiple common to a <br> set of numbers. |
| 6 | Product | The answer when two or more numbers are multiplied together. |
| 7 | Surd | A number that can't be simplified to remove a square root (or cube root etc.) |
| 8 | Indices | Another name for powers |
| 9 | Simple Interest | Interest calculated as a percent of the original loan. |
| 10 | Equivalent | The same as; equal. |


| Week 2 <br> $16 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Percentage | Parts per 100. The symbol is \% |
| 2 | Quantity | An amount |
| 3 | Simple Interest | Money paid for the use of or for investing other money |
| 4 | Ratio | A ratio shows the relative |
| 5 | Square number | The product when an integer is multiplied by itself. |
| 6 | Prime Number | A whole number greater than 1 with exactly two factors. |
| 7 | Simplify | To write a sum, expression or ratio in its lowest terms. |
| 8 | VAT | Value Added Tax |
| 9 | Calculate | A calculator or some working out will be needed. |
| 10 | Find | Some working out will be needed to get the final answer. |


| Week 3 <br> 23/09/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Mixed Number | A whole number and a fraction combined into one 'mixed number.' |
| 2 | Ratio | A part to part comparison. The ratio of a to b is usually written a:b |
| 3 | Proportion | A part to whole comparison |
| 4 | Pi | An irrational constant used when calculating the area and circumference of a <br> circle. |
| 5 | Polygon | A shape made of straight lines |
| 6 Round | To reduce the amount of significant figures or decimal places a number has. |  |
| 7 | Estimate | To find an approximate answer to a more difficult problem. |
| 8 | Factor | A number that divides another number exactly. E.g. 4 is a factor of 12. |
| 9 | HCF | Stands for 'Highest Common Factor'. It is the largest factor common to a set <br> of numbers. |
| 10 | LCM | Stands for, 'Lowest Common Multiple.' It is the smallest multiple common to a <br> set of numbers. |


| Week 4 |  |  |
| :--- | :--- | :--- |
| $30 / 09 / 21$ | Piece of Information | Answer |


| 1 | Frequency | How many times something happens |
| ---: | :--- | :--- |
| 2 | Pie Chart | A form of presentation of statistical information within a circle. Sectors <br> represent quantities involved. |
| 3 | Perimeter | The distance around a shape |
| 4 | Circumference | The perimeter of a circle |
| 5 | Give a reason | Must be clear with accurate reasons. If the reasons are geometrical then it <br> may require a diagram. |
| 6 | Product | The answer when two or more numbers are multiplied together. |
| 7 | Surd | A number that can't be simplified to remove a square root (or cube root etc.) |
| 8 | Indices | Another name for powers |
| 9 | Simple Interest | Interest calculated as a percent of the original loan. |
| 10 | Equivalent | The same as; equal. |


| Week 5 <br> $07 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Justify | Show all working and /or give a written explanation |
| 2 | Decrease | You will subtract |
| 3 | Distribution | How data is shared or spread out |
| 4 | Denominator | The bottom part of a fraction |
| 5 | Equal | Used to show two quantities have the same value. |
| 6 | Percentage | Parts per 100. The symbol is \% |
| 7 | Quantity | An amount |
| 8 | Simple Interest | Money paid for the use of or for investing other money. |
| 9 | Ratio | A ratio shows the relative |
| 10 | Square number | The product when an integer is multiplied by itself. |


| Week 6 <br> $14 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Sum | The answer when two or more values are added together. |
| 2 | Units | A quantity used to describe a measurement such as kilograms, metres or <br> litres. |
| 3 | Variable | A letter which we don't know the value of. |
| 4 | Express | Re-write in another form, some working may be needed. |
| 5 | Irrational Number | A number that is not an integer and cannot be expressed as a common <br> fraction with a non-zero denominator. |
| 6 | Prime Number | A whole number greater than 1 with exactly two factors |
| 7 | Simplify | To write a sum, expression or ratio in its lowest terms. |
| 8 | VAT | Value Added Tax |
| 9 | Calculate | A calculator or some working out will be needed. |
| 10 | Find | Some working out will be needed to get the final answer. |


| Week 7 <br> $21 / 10 / 21$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Reciprocal | The reciprocal of any number is 1 divided by the number. |


| 2 | Rational | A decimal number which ends or is recurring. |
| ---: | :--- | :--- |
| 3 | Positive number | A number greater than zero |
| 4 | Solve | To find the missing value in an equation. |
| 5 | Term | A number, variable or combination of which forms part of an expression. |
| 6 | Mixed Number | A whole number and a fraction combined into one 'mixed number.' |
| 7 | Ratio | A part to part comparison. The ratio of a to b is usually written a:b |
| 8 | Proportion | A part to whole comparison |
| 9 | Pi | An irrational constant used when calculating the area and circumference of a <br> circle. |
| 10 | Polygon | A shape made of straight lines |


| Week 8 <br> $04 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Average | A typical value, a measure of tendency which represents or summarises a set <br> of data. |
| 2 | Plot | The process of marking points. Points are usually defined by coordinates. |
| 3 | Scatter Graph | A graph on which paired observations are plotted and which may indicate a <br> relationship between variables. |
| 4 | Sector | The region within a circle bounded by two radii and one of the arcs they cut <br> off. |
| 5 | Denominator | The bottom part of a fraction |
| 6 | Frequency | How many times something happens |
| 7 | Pie Chart | A form of presentation of statistical information within a circle. Sectors <br> represent quantities involved. |
| 8 | Perimeter | The distance around a shape |
| 9 | Circumference | The perimeter of a circle |
| 10 | Give a reason | Must be clear with accurate reasons. If the reasons are geometrical then it <br> may require a diagram. |


| Week 9 <br> $11 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Justify | Show all working and /or give a written explanation. |
| 2 | Decrease | You will subtract |
| 3 | Distribution | How data is shared or spread out |
| 4 | Denominator | The bottom part of a fraction |
| 5 | Equal | Used to show two quantities have the same value. |
| 6 | Sum | The answer when two or more values are added together. |
| 7 | Units | A quantity used to describe a measurement such as kilograms, metres or <br> litres. |
| 8 | Variable | A letter which we don't know the value of. |
| 9 | Express | Re-write in another form, some working may be needed. |
| 10 | Irrational Number | A number that is not an integer and cannot be expressed as a common <br> fraction with a non-zero denominator. |
| Week 10 <br> $18 / 11 / 21$ | Piece of Information | Answer |


| 1 | Reciprocal | The reciprocal of any number is 1 divided by the number. |
| ---: | :--- | :--- |
| 2 | Rational | A decimal number which ends or is recurring. |
| 3 | Positive number | A number greater than zero |
| 4 | Solve | To find the missing value in an equation. |
| 5 | Term | A number, variable or combination of which forms part of an expression. |
| 6 | Average | A typical value, a measure of tendency which represents or summarises a set <br> of data. |
| 7 | Plot | The process of marking points. Points are usually defined by coordinates. |
| 8 | Scatter Graph | A graph on which paired observations are plotted and which may indicate a <br> relationship between variables. |
| 99 | Sector | The region within a circle bounded by two radii and one of the arcs they cut <br> off. |
| 10 | Denominator | The bottom part of a fraction |

## Geography Knowledge Organiser - Fridays

| Week 1 <br> $10 / 09 / 21$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Hazard risk | This is the probability or chance that a natural hazard may take place. |


| 2 | Meteorological hazard | These are hazards related to atmospheric patterns or conditions. |
| ---: | :--- | :--- |
| 3 | Geological hazard | These are hazards caused by land and tectonic processes. |
| 4 | Constructive plate margin | This is where two plates are diverging, releasing rising magma which adds <br> new material to the plates. |
| 5 | Destructive plate margin | This is where two plates of different densities are converging and the oceanic <br> plate is subducted underneath the continental plate. |
| 6 | Conservative plate margin | This is where two plates are sliding alongside each other in the same or <br> different directions. |
| 7 | Collision plate margin | This is when two plates of the same density are converging, where neither <br> one can be subducted. |
| 8 | Continental crust | This is part of the outer layer of the earth, made up of landmass that is thick, <br> light and old. |
| 9 | Oceanic crust | This is part of the outer layer of the earth, made up of bodies of water that is <br> thin, heavy and young. |
| 10 | Pangea | This is a supercontinent that began to break apart 200 million years ago. |


| Week 2 <br> $17 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Slab pull | These are large and dense tectonic plates sinking into the mantle at ocean <br> trenches. |
| 2 | Ridge push | This is when gravity causes a ridge to push on the lithosphere and move the <br> tectonic plates. |
| 3 | Convection currents | This is the circular movement within the earth's mantle causing tectonic plates <br> to move. |
| 4 | Focus | This is the point at which the crust moves and the seismic waves originate <br> from. |
| 5 | Epicentre | This is the point directly above the focus on the earth's surface. |
| 6 | Mercalli scale | This is a twelve point scale for expressing the local intensity of an earthquake. |
| 7 | Richter scale | This is a numeric scale for the magnitude of an earthquake on the basis of <br> seismograph measurement. |
| 8 | Climate change | This is a long term change in the earth's climate. |
| 9 | Date of Christchurch <br> earthquake | This was the 14th February 2016. |
| 10 | Christchurch earthquake <br> magnitude | This was 7.8 on the Richter scale. |


| Week 3 <br> 24/09/21 | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Christchurch earthquake <br> deaths and injuries | There were 2 people killed and 50 people were injured. |
| 2 | Date of Haiti earthquake | This was the 12th January 2010. |


| 3 | Haiti earthquake magnitude | This was 7.0 on the Richter scale. |
| :---: | :---: | :---: |
| 4 | Haiti earthquake deaths and injuries | There were 220,000 people killed and 300,000 people injured. |
| 5 | Prediction | This is a process that involves using historical evidence to make an educated guess about when and where a tectonic hazard may happen. |
| 6 | Hazard risk | This is the probability or chance that a natural hazard may take place. |
| 7 | Meteorological hazard | These are hazards related to atmospheric patterns or conditions. |
| 8 | Geological hazard | These are hazards caused by land and tectonic processes. |
| 9 | Constructive plate margin | This is where two plates are diverging, releasing rising magma which adds new material to the plates. |
| 10 | Destructive plate margin | This is where two plates of different densities are converging and the oceanic plate is subducted underneath the continental plate. . |


| Week 4 <br> $01 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Protection | These are actions taken before a hazard strikes to reduce its impact. |
| 2 | Planning | These are actions taken before a hazard strike to enable communities to <br> respond to and recover from hazards more effectively. |
| 3 | Monitoring | This involves recording physical changes to help forecast when and where a <br> hazard might strike. |
| 4 | Avalanche | This is a mass of snow, ice and rocks falling rapidly down a mountainside. |
| 5 | Reforestation | This is the planting of trees to stabilise the ground. |
| 6 | Conservative plate margin | This is where two plates are sliding alongside each other in the same or <br> different directions. |
| 8 | Collision plate margin | This is when two plates of the same density are converging, where neither one <br> can be subducted. |
| 9 | Oceanic crust | This is part of the outer layer of the earth, made up of landmass that is thick, <br> light and old. |
| 10 | Pangea | This is part of the outer layer of the earth, made up of bodies of water that is <br> thin, heavy and young. |


| Week 5 <br> $08 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Land-use zoning | This is when areas are classified into zones that have a particular function. |
| 2 | Snow fencing | These are barriers to divert and break up the path of an avalanche. |
| 3 | Date of the Kashmir <br> avalanche | This was the 8th February 2010. |
| 4 | Deaths due to Kashmir <br> avalanche | There were 17 people killed. |
| 5 | Tsunami | This is a wave or series of waves caused by a displaced body of water. |
| 6 | Slab pull | These are large and dense tectonic plates sinking into the mantle at ocean <br> trenches. |


| 7 | Ridge push | This is when gravity causes a ridge to push on the lithosphere and move the <br> tectonic plates. |
| ---: | :--- | :--- |
| 8 | Convection currents | This is the circular movement within the earth's mantle causing tectonic plates <br> to move. |
| 9 | Focus | This is the point at which the crust moves and the seismic waves originate <br> from. |
| 10 | Epicentre | This is the point directly above the focus on the earth's surface. |


| $\begin{array}{\|l\|} \hline \text { Week } 6 \\ 15 / 10 / 21 \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Friction | This is the resistance that one surface or object encounters when moving over another. |
| 2 | Date of the Japan tsunami | This was the 11th March 2011. |
| 3 | Japan earthquake magnitude | This was 9.0 on the Richter scale. |
| 4 | Deaths due to the Japan tsunami | There were 15,894 people killed. |
| 5 | International aid | This is help or support from places around the world. |
| 6 | Mercalli scale | This is a twelve point scale for expressing the local intensity of an earthquake. |
| 7 | Richter scale | This is a numeric scale for the magnitude of an earthquake on the basis of seismograph measurement. |
| 8 | Climate change | This is a long term change in the earth's climate. |
| 9 | Date of Christchurch earthquake | This was the 14th February 2016. |
| 10 | Christchurch earthquake magnitude | This was 7.8 on the Richter scale. |


| Week 7 <br> $22 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Wildfire | This is a large, destructive fire that spreads quickly in woodland or brush. |
| 2 | Arson | This is the criminal act of deliberately setting fire to an area or property. |
| 4 | Social | This is the section of Geography that is linked to people. |
| 5 | This is the section of Geography that is linked to money and jobs. |  |
| 6 | Christchurch earthquake <br> deaths and injuries | This is the section of Geography that is linked to nature and the natural world <br> around us. |
| 7 | Date of Haiti earthquake | This was the 12th January 2010. |
| 8 | Haiti earthquake <br> magnitude | This was 7.0 on the Richter scale. |
| 9 | Haiti earthquake deaths <br> and injuries | There were 220,000 people killed and 300,000 people injured. |


| 10 | Prediction | This is a process that involves using historical evidence to make an educated <br> guess about when and where a tectonic hazard may happen. |
| :--- | :--- | :--- |


| Week 8 <br> $05 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Australian bushfire 2019- <br> 2020 deaths | There were 34 people killed. |
| 2 | Australian bushfire 2019- <br> 2020 area damaged. | There were more than 46 million acres of land damaged by the fires. |


| Week 9 <br> $12 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Land-use zoning | This is when areas are classified into zones that have a particular function. |
| 2 | Snow fencing | These are barriers to divert and break up the path of an avalanche. |
| 3 | Date of the Kashmir <br> avalanche | This was the 8th February 2010. |
| 4 | Deaths due to Kashmir <br> avalanche | There were 17 people killed. |
| 5 | Tsunami | This is a wave or series of waves caused by a displaced body of water. |
| 6 | Friction | This is the resistance that one surface or object encounters when moving over <br> another. |
| 7 | Date of the Japan tsunami | This was the 11th March 2011. |
| 8 | Japan earthquake <br> magnitude | This was 9.0 on the Richter scale. |
| 9 | Deaths due to the Japan <br> tsunami | There were 15,894 people killed. |
| 10 | International aid | This is help or support from places around the world. |


| Week 10 <br> $19 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Wildfire | This is a large, destructive fire that spreads quickly in woodland or brush. |
| 2 | Arson | This is the criminal act of deliberately setting fire to an area or property. |
| 3 | Social | This is the section of Geography that is linked to people. |
| 4 | Economic | This is the section of Geography that is linked to money and jobs. |


| 5 | Environmental | This is the section of Geography that is linked to nature and the natural world <br> around us. |
| ---: | :--- | :--- |
| 66 | Australian bushfire 2019- <br> 2020 <br> deaths | There were 34 people killed. |
| 7 | Australian bushfire 2019- <br> 2020 <br> area damaged. | There were more than 46 million acres of land damaged by the fires. |
| 8 | Control lines | These are constructed or natural barriers which are used to guide a fire. |
| 99 | Evacuation | This is the action of moving living things to a place of safety. |
| 10 | Smokejumpers | These are firefighters who parachute out of a plane to extinguish a fire. |


| $\begin{array}{\|l} \hline \begin{array}{l} \text { Food Week } 1 \\ 11 / 09 / 21 \end{array} \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Sensory attributes | Appearance, aroma, flavour, taste, and texture of foods detectable by human senses, are often used to evaluate food quality. |
| 2 | Coagulation | The joining together of lots of denatured protein molecules which changes the appearance and texture of food. |
| 3 | Denaturation | The chemical bonds have broken and the protein molecule has unfolded and changed shape. |
| 4 | Protein molecule | Are large molecules made up of individual units called amino acids. |
| 5 | Gelatinisation | The swelling of starch granules when they are cooked with a liquid to the point where they burst and release starch molecules. |
| 6 | Starch | A white, tasteless, carbohydrate, that can be used to thicken sauces and soups. It is found naturally in rice, corn, wheat, beans and potatoes. |
| 7 | Al dente | When food is cooked so as to be still firm when bitten. |
| 8 | Aroma | An odour arising from spices, ingredients, cooking, and foods. |
| 9 | Choux pastry | A French pastry that uses a distinct preparation method, different from other pastry procedures, to produce a silky smooth batter for a light pastry shell with an inner open chamber and thin crumb. |
| 10 | Filo pastry | Paper-thin translucent sheets of pastry commonly used in Greek, eastern European and Middle Eastern cuisines. Use several layers together to strengthen the delicate sheets. |


| Art Week 2 <br> $18 / 09 / 21$ | Piece of Information | Answer |
| :--- | :--- | :--- |
|  | 1 | Mixed Media | | A term used to describe artworks composed from a combination of different |
| :--- |
| media. |.


| Drama Week <br> 3 <br> $25 / 09 / 21$ |  |  |
| ---: | :--- | :--- |
|  | Piece of Information | Answer |
| 1 | Naturalism | A style of performance which aims to be as close to real life as possible. |
| 2 | Non-Naturalism | A style of performance which ensures it is not like real life at all. |
| 3 | Bertolt Brecht | A non-naturalistic drama practitioner. |
| 4 | Fourth Wall | The imagined barrier that separates the actors from the audience. |
| 5 | Alienation Effect | Brecht's techniques to remind the audience they are watching a play. |


| 6 | Konstantin <br> Stanislavski | A naturalistic drama practitioner. |
| ---: | :--- | :--- |
| 7 | Magic If | Stanislavski's technique to help actors develop characters by considering what <br> they would personally do 'if' they were in the same situation. |
| 8 | Hot Seating | A rehearsal technique where an actor stays in character and answers <br> questions. |
| 9 | Political Theatre | Performance pieces motivated by a political message. |
| 10 | Verbatim Theatre | Performance pieces created using the word of interviewees to create a script. |


| Music Week <br> 4 <br> $02 / 10 / 21$ |  | Piece of Information |
| ---: | :--- | :--- | Answer | 1 | Chord progression | A series of chords played one after the other. |
| ---: | :--- | :--- |
| 2 | Major | A term used to describe happy sounding chords. |
| 3 | Minor | A term used to describe sad sounding chords. |
| 4 | Call and response | A musical phrase in which the first solo part is answered by a second ensemble <br> part. |
| 5 | Verse | A term for the series of lyrics that tell the main story of a song. |
| 6 | Chorus | A term for the part of a song that states the main message or meaning of the <br> song. |
| 7 | Arrangement | A term for a different version of a song with changes to the style, instruments, <br> chords or melody of the original recording or composition. |
| 8 | Rapping | A musical form of vocal delivery that incorporates rhyme, rhythmic speech and <br> street slang. |
| 9 | Musical theatre | A kind of performance in a theatre that uses acting, music, songs and often <br> dance. |
| 10 | Hip-hop | A form of popular culture which started among young black people in the United <br> States in the 1980s. It includes rap music and graffiti art. |


| $\begin{array}{\|l} \hline \text { RE Week 5 } \\ 09 / 10 / 21 \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Ahimsa | This is the Hindu and Buddhist teaching about non-violence or non-injury. |
| 2 | Consequences | These are the results of an action. |
| 3 | Conservation | This is the action of protecting the environment by trying to use its resources wisely and not waste them. |
| 4 | Creation stories | These are the accounts from religion to explain how the Earth was made. |
| 5 | Global warming | These are the gases trapped in the Earth's atmosphere causing climate change. |
| 6 | Myth | This is an old story, usually to explain something which is not literally true. |
| 7 | Non-renewable resources | These are the things that the Earth provides which will run out, for example oil, coal and other minerals. |
| 8 | Reincarnation | The Buddhist and Hindu belief that when you die you are reborn into another body. |
| 9 | Stewardship | This is the job of supervising or taking care of something or someone. |
| 10 | Vegan | This is a person who does not eat any food that comes from animals and will not use any products that come from animals such as leather, eggs or dairy. |


| Food Week 6 <br> $16 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Shortcrust pastry | A crumbly pastry made with flour, fat, and a little water, typically used for pies, <br> flans, and tarts. |
| 2 | Puff pastry | A light flaky pastry, used for pie crusts, canapés, and sweet pastries. |
| 3 | Savoury | Food that belongs to the category that is salty or spicy rather than sweet. |
| 4 | Creaming method | Beating fat/s and sugar together until the mixture is light in colour and has <br> increased in volume. It is important for creating air, needed for leavening and <br> thus helps to produce light and fluffy cakes. |
| 5 | Roux | A mixture of equal quantities of melted butter and flour that is cooked in a pan <br> and used as the base for thickening sauces such as béchamel sauce. |
| 6 | Hygiene | The practice of keeping clean to stay healthy and prevent disease. |
| 7 | Bacteria | Microscopic living organisms, which are single-celled and can be found <br> everywhere. |
| 8 | Hazard | Something that causes a danger or risk. |
| 9 | Contaminate | Food that has come into contact with microbes and become unsafe to eat. |
| 10 | Cross-contamination | Microbes spreading from food to food. |


| Art Week 7 <br> $23 / 10 / 21$ | Piece Information | Answer |
| :--- | :--- | :--- |
| 1 | Transcription | A copy of an artist's work. |
| 2 | Concept | An idea or thought process. |
| 3 | Refine | The improvement of a drawing and/or idea. |
| 4 | Highlight | The bright or reflective area of an object |
| 5 | Annotate | Written explanation or critical comments alongside an artwork. |
| 6 | Critique | Detailed analysis and assessment of an artwork. Can be written or spoken. |
| 7 | Acrylic Paint | A type of paint that is made from a plastic substance. |
| 8 | Juxtaposition | Ane thick application and layering of paint to add texture. <br> contrast. |
| 9 | Figure | A representation of a human or animal form in a work of art. |
| 10 |  |  |


| Drama Week 8 <br> $06 / 11 / 21$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Monologue | A speech made by one character, either to another character or to the <br> audience. |
| 2 | Duologue | A section of dialogue which only involves two actors. |
| 3 | Narrator | A performer who regularly comments on the plot to the audience. |
| 4 | Epilogue | A closing scene or speech that comes after the main body of the performance. |
| 5 | Protagonist | The main character in a performance piece. |
| 6 | Emotional Arc | How a character's emotions and state of mind change throughout the play. |
| 7 | Proxemics | The use of the physical space between the actors on stage to convey <br> meaning to the audience. |


| 8 | Contact | The use of touch between actors to convey meaning to the audience. |
| ---: | :--- | :--- |
| 9 | Centre stage | The middle section of a performance space. |
| 10 | Auditorium | The area of a theatre where the audience sits. |


| Music Week 9 13/11/21 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Lead sheet/ chord chart | A form of notation that contains lyrics, melody notation and chord changes. |
| 2 | Semitone | A small interval (gap) between two musical notes. |
| 3 | Flat symbol | A symbol that instructs the performer to lower the written note in pitch by one semitone. It looks like a lowercase b. |
| 4 | Sharp symbol | A symbol that instructs the performer to raise the written note in pitch by one semitone. The symbol looks like a hashtag (\#). |
| 5 | Scale | A set of musical notes arranged in order. |
| 6 | Chromatic scale/ twelve-tone scale | A musical scale with twelve pitches, each a semitone above or below its adjacent pitches. |
| 7 | Range | A measurement of distance between the lowest and highest pitch notes that a musical instrument or voice can produce. |
| 8 | Technical exercises | A practise drill used by musicians to help them develop a particular performance skill. |
| 9 | Improvisation | A word that describes the skill of creating music in the moment or instantly on the spot. |
| 10 | Phrasing | A technique of placing emphasis on particular groups of notes in order to add expression to a performance. |


| RE Week 10 <br> $20 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Vegetarian | This is a person who does not eat meat or fish. |
| 2 | Ethics | These are moral principles that guide a person's behaviours or activities. |
| 3 | Hunting | This is the activity or sport of chasing and killing an animal. |
| 4 | Vivisection | This is the practice of performing operations on living animals for the purpose <br> of experimentation or scientific research. |
| 5 | Chrisianity | The world's largest religion based on the person and teachings of Jesus <br> Christ. Their holy text is the Holy Bible. |
| 6 | Judaism | This is the world's sixth largest religion. It is a monotheistic religion. The holy <br> text of this religion is the Torah and they worship at a synagogue. |
| 7 | Islam | This is the world's second largest religion. It is a monotheistic religion that is <br> regarded as being revealed to the Prophet Muhammad. The main holy text of <br> this religion is the Qur'an. |
| 8 | Sikhism | This is the world's fifth largest religion. It is a monotheistic religion that was <br> founded in the Punjab in the 15th Century by Guru Nanak. |
| 10 | Hinduism | This is the world's third largest religion in the world. It is an Indian religion <br> teaching about 'dharma' or the way of life. It has many gods and goddesses. |

