GREENSHAW LEARNING TRUST

## Gloucester Academy

## Unit I

## Class of 2023

## Knowledge Organiser <br> CORE SUBJECTS

Knowledge is power. Information is liberating.

## Logins:

## School email

## Gmail

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

Password: $\qquad$

School computer
Username: $\qquad$


Password: $\qquad$

## hegartymaths.com

Username: $\qquad$
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 self-quizzing, 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:

## 

I. 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 'H/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 living organism.
2. Cell mentorane. This is a ptpartaly premamble barnes 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-like substance in cells Where chemical reactors occur.
5. Nucleus. This contains DNA and controls the cell.
6. Mitocondrion. A sub-cethular struchre where Mespiration takes place to make energy. $X$
5 Mitochondrion. A sub-cellular shmichre 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 / investigator
9. Consol variable. The variable that must be kept constant so that it doensit 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 thar is recorded and measmed for each change of the independent ranable. (variable $=80 \mathrm{me}$ inning Nat conchange in an experiment) $X$
12. Dependent variable. The variable that is measured

Homework Timetable:
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.

Furthermore you will have I hour of structured revision per evening.
We also encourage you to continue to read independently as part of the Reading Challenge.

|  | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Knowledge Organiser in your practice book 30 minutes | Science \& Maths | English Lit \& Language | $\begin{gathered} \text { RE } \\ \text { Choice I } \end{gathered}$ | Choice 2 | Choice 3 | Choice 4 |
| Online session 30 minutes | Hegarty <br> Maths | Word Challenge | Hegarty <br> Maths | Word Challenge | Hegarty Maths | Word Challenge |
| Reading challenge | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\checkmark$ |

Self-tracker:

| Week | Homework | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} \text { l } \\ \text { w/c } 06 / 09 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} \mathbf{2} \\ \mathrm{w} / \mathrm{c}\|3 / 09 / 2\| \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 3 \\ \mathrm{w} / \mathrm{c} 20 / 09 / / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read | - |  |  |  |  |  |
| $\begin{gathered} 4 \\ \text { w/c } 27 / 09 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 5 \\ \mathrm{w} / \mathrm{c} 04 / \mathrm{I} 0 / 21 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 6 \\ w / c\|l / I 0 / 2\| \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 7 \\ \mathrm{w} / \mathrm{c} \quad 18 / 10 / 2 \mid \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 8 \\ \mathrm{w} / \mathrm{col} 0 \mathrm{II} / 2 \mathrm{I} \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 9 \\ \mathrm{w} / \mathrm{c} 08 / \mathrm{II} / 2 \mathrm{l} \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 10 \\ \mathrm{w} / \mathrm{c} \quad \mid 5 / \mathrm{II} / 2 \mathrm{I} \end{gathered}$ | 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 HegartyMaths homework booklet.
- Completing the quiz that follows the video showing full workings in your HegartyMaths booklet.

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 pame

| Last name |
| :--- |
| Nanuary |
| Next |

## The 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> $\mathbf{0 6 / 0 9 / 2 1}$ | Word |  |
| :--- | :--- | :--- |
|  | 1 acknowledge | to admit the existence of / to recognise the importance of |
| 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 | to change something in a minor way / to get used to something |
| 6 adjust | to run something / to dispense or apply |  |
| 7 | administrate | a person over 18 |
| 8 | adult | to support a case or cause / somebody who puts a case forward on behalf of |
| 9 | advocate | to have an impact on / to move emotionally |
| 10 | affect |  |


| Learn w/c <br> $13 / 09 / 21$ | 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 <br> 16 |
| 17 | compatible | able to exist together easily |
| 18 | compile | money paid to somebody because of a loss |


| 19 | complement |  |
| :--- | :--- | :--- |
| 20 | complex | consisting of many different parts |


| Learn w/c <br> 20/09/21 | Word |  |
| :--- | :--- | :--- |
| 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 | of great importance |
| 28 | crucial | the ideas, customs and society of a particular people or society / art, music and other |
| 29 | culture | a system of mond used to judge something |
| 30 | currency |  |


| Learn w/c <br> 27/09/21 | Word |  |
| :--- | :--- | :--- |
| 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> $\mathbf{0 4 / 1 0 / 2 1}$ | Word |  |
| :--- | :--- | :--- |
| 41 | ethnic | relating to a population subgroup |
| 42 | evaluate | to assess or judge |
| 43 | eventual | occuring at the end of a process |
| 44 | evident | something obvious |
| 45 | evolve | to develop gradually over time |
| 46 | exceed | to deny access to something |
| 47 | exclude | publicly show a piece of art or item of interest / to clearly display a certain behaviour |
| 48 | exhibit | to force something unwanted on someone |
| 49 | impose | something that motivates or encourages someone |
| 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> $\mathbf{1 8 / 1 0 / 2 1}$ | Word |  |
| ---: | :--- | :--- |
| 61 | integral | of great importance |
| 62 | integrate | to bring together, no longer apart or segregated |
| 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 |


| Learn w/c <br> $01 / 11 / 21$ | Word | Definition |
| :--- | :--- | :--- |


| 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 |
| 76 | offset | ongoing |
| 77 | option | a continual / something which is still occuring / to buy a screenplay |
| 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 what is needed from elsewhere |  |
| system |  |  |


| Learn w/c <br> $\mathbf{0 8 / 1 1 / 2 1}$ | Word |  |
| ---: | :--- | :--- |
| 81 | overall | Definition |
| 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 | based on reason and logic |
| 86 | rational | to respond to an event |
| 87 | react | to heal after something |
| 88 | recover |  |


| 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 | to strengthen or support |
| 95 | reject | a method of doing something |
| 96 | technique | products developed from science / the application of scientific knowledge to practical |
| 97 | technology | lasting for a time only so |
| 98 | temporary | stretched tight / a state of mental strain / the state of a verb in time |
| 99 | tense | to bring or come to an end, or conclude, or cease |
| 100 | terminate |  |

## Science Knowledge Organiser - Mondays

| Week 1 <br> $06 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | lonic bonding | Formed from metals combined with non-metals. |
| 2 | Atomic number | Number of protons. |
| 3 | $\mathbf{E}_{\mathbf{k}}=\mathbf{0 . 5} \mathbf{~ x ~ m ~} \mathbf{~}^{\mathbf{2}}$ | Equation for kinetic Energy |
| 4 | Covalent bonding | Formed from non-metals combined with other non-metals. |
| 5 | Metallic bonding | Formed between metals and in alloys. |
| 6 | $\mathbf{P}=\mathbf{I} \mathbf{~ V}$ | Equation for power using current and potential difference. |
| 7 | Independent variable | A factor that we change. |
| 8 | Dependent variable | A factor that we measure. |
| 9 | $1+$ | Charge of a Group 1 Element as an ion. |
| 10 | Peer review | Results reviewed by other scientists to help prevent false claims, avoid <br> bias, and make sure that conclusions are valid. |


| Week 2 <br> $13 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $2+$ | Charge of a Group 2 Element as an ion. |
| 2 | Mass number. | Number of protons and neutrons. |
| 3 | $\mathbf{E}_{\mathbf{p}}=\mathbf{m} \mathbf{g ~ h}$ | Equation for gravitational potential energy. |
| 4 | $1-$ | Charge of a Group 7 Element as an ion. |
| 5 | $2-$ | Charge of a Group 6 Element as an ion. |
| 6 | $\mathbf{P}=\mathbf{I}^{2} \mathbf{R}$ | Equation for power using current and resistance. |
| 7 | Control variable | A factor that we keep the same. |
| 8 | Repeatable. | When after repetition, under the same conditions by the same <br> investigator, gives similar results. |
| 9 | Covalent bond | When atoms share pairs of electrons. These bonds are very strong. |
| 10 | Mean | Total of all of the values $\div$ The number of values. |


| Week 3 <br> $20 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Delocalised electrons | Free to move through the whole structure. |
| 2 | Isotopes | Same number of protons, different numbers of neutrons. |
| 3 | $\mathbf{E = P} \mathbf{~ t}$ | Equation for energy transferred. |
| 4 | Solid, liquid, gas | 3 States of matter. |
| 5 | Melting and freezing. | Takes place at melting point. |
| 6 | lonic bonding | Formed from metals combined with non-metals. |
| 7 | Atomic number | Number of protons. |


| 8 | $\mathbf{E}_{\mathbf{k}}=\mathbf{0 . 5} \mathbf{~ x ~ m ~ v}$ |  |
| ---: | :--- | :--- |
| 9 | Equation for kinetic Energy |  |
| 10 | Metallic bonding | Formed from non-metals combined with other non-metals. |


| Week 4 <br> 27/09/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Giant ionic lattice | Regular structure with strong electrostatic forces of attraction in all <br> directions between oppositely charged ions. |
| 2 | Aqueous (Aq) | Dissolved/Forms a solution. |
| 3 | $\mathbf{W}=\mathbf{P}$ t | Equation for Work done using power and time. |
| 4 | Diamond | Each carbon atom forms four covalent bonds so is very hard with a high <br> melting point and does not conduct electricity. |
| 5 | Graphite | Each carbon atom forms three covalent bonds, formed as layers of <br> hexagonal rings with a delocalised electron. |
| 6 | $\mathbf{P = I} \mathbf{V}$ | Equation for power using current and potential difference. |
| 7 | Independent variable | A factor that we change. |
| 8 | Dependent variable | A factor that we measure. |
| 9 | $1+$ | Charge of a Group 1 Element as an ion. |
| 10 | Peer review | Results reviewed by other scientists to help prevent false claims, avoid <br> bias, and make sure that conclusions are valid. |


| Week 5 <br> $04 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Bacteria | A pathogen that reproduces rapidly inside the body and produces toxins <br> that damage tissues and make us feel ill. |
| 2 | Atomic weight | The order of the early Periodic Table. |
| 3 | Useful output energy <br> transfer = efficiency x total <br> input energy transfer | Equation for useful output energy transfer. |
| 4 | Viruses | A pathogen that lives and reproduces inside cells, causing cell damage. |
| 5 | Antibiotics | Medicines that cure bacterial disease by killing bacteria inside the body <br> BUT not viral diseases! |
| 6 | $2+$ | Charge of a Group 2 Element as an ion. |
| 7 | Mass number. | Number of protons and neutrons. |
| 8 | $\mathbf{E}_{\mathbf{p}}=\mathbf{m} \mathbf{g ~ h}$ | Equation for gravitational potential energy. |
| 9 | $1-$ | Charge of a Group 7 Element as an ion. |
| 10 | $2-$ | Charge of a Group 6 Element as an ion. |


| Week 6 <br> $11 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Aspirin | Painkiller which originates from Willow. |
| 2 | Filtration | To separate an insoluble solid from a liquid. |


| 3 | Useful power output $=$ <br> efficiency x total power <br> input |  |
| ---: | :--- | :--- |
| 4 | Penicillin | An anation for useful power input. |


| Week 7 <br> $18 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Clinical testing | Uses healthy volunteers and patients with very low doses. |
| 2 | Double blind trial | Neither the patients nor the doctors know whether the drug or placebo is <br> being used. |
| 3 | Q = I t | Equation for charge Flow. |
| 4 | Placebo | Tablet that does not contain the drug or active ingredient. |
| 5 | Renewable energy <br> resource | An energy resource that can be replenished as it is used E.g. Biofuel, <br> wind, hydro-electricity, geothermal, tidal, the Sun and water waves. |
| 6 | Delocalised electrons | Free to move through the whole structure. |
| 7 | Isotopes | Same number of protons, different numbers of neutrons. |
| 8 | E = P t | Equation for energy transferred. |
| 9 | Solid, liquid, gas | 3 States of matter. |
| 10 | Melting and freezing. | Takes place at melting point. |


| $\begin{array}{\|l\|l\|} \hline \text { Week } 8 \\ 01 / 11 / 21 \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Anomalous Result | Does not fit the pattern so excluded when calculating the mean. |
| 2 | $\times 1000$ | Unit conversion for KJ to J |
| 3 | $\mathrm{V}=\mathrm{I}$ R | Equation for voltage. |
| 4 | Random error | Results vary unpredictably, so take more measurements and calculate a mean value. |
| 5 | Systematic error | Results differ from the true value by a consistent amount each time. |
| 6 | Giant ionic lattice | Regular structure with strong electrostatic forces of attraction in all directions between oppositely charged ions. |
| 7 | Aqueous (Aq) | Dissolved/Forms a solution. |
| 8 | $\mathbf{W}=\mathbf{P}$ t | Equation for Work done using power and time. |
| 9 | Diamond | Each carbon atom forms four covalent bonds so is very hard with a high melting point and does not conduct electricity. |
| 10 | Graphite | Each carbon atom forms three covalent bonds, formed as layers of hexagonal rings with a delocalised electron. |


| Week 9 <br> $08 / 11 / 21$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Bacteria | A pathogen that reproduces rapidly inside the body and produces toxins <br> that damage tissues and make us feel ill. |
| 2 | Atomic weight | The order of the early Periodic Table. |
| 3 | Useful output energy <br> transfer = efficiency $x$ total <br> input energy transfer | Equation for useful output energy transfer. |
| 4 | Viruses | A pathogen that lives and reproduces inside cells, causing cell damage. |
| 5 | Antibiotics | Medicines that cure bacterial disease by killing bacteria inside the body <br> BUT not viral diseases! |
| 6 | Aspirin | Painkiller which originates from Willow. <br> 7Filtration <br> efficiency $x$ total power <br> input | | To separate an insoluble solid from a liquid. |
| :--- |
| 9 | | Penicillin |
| :--- |


| Week 10 <br> $15 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Clinical testing | Uses healthy volunteers and patients with very low doses. |
| 2 | Double blind trial | Neither the patients nor the doctors know whether the drug or placebo is <br> being used. |
| 3 | Q = I t | Equation for charge Flow. |
| 4 | Placebo | Tablet that does not contain the drug or active ingredient. |
| 5 | Renewable energy <br> resource | An energy resource that can be replenished as it is used E.g. Biofuel, <br> wind, hydro-electricity, geothermal, tidal, the Sun and water waves. |
| 6 | Anomalous Result | Does not fit the pattern so excluded when calculating the mean. |
| 7 | $\quad \times 1000$ | Unit conversion for KJ to J |
| 8 | V = I R | Equation for voltage. |
| 9 | Random error | Results vary unpredictably, so take more measurements and calculate a <br> mean value. |
| 10 | Systematic error | Results differ from the true value by a consistent amount each time. |

## Maths Knowledge Organiser Foundation - Mondays

| Week 1 <br> $06 / 09 / 21$ |  |  |
| ---: | :--- | :--- |
| 1 | Piece of Information | Answer |
| 2 | Show | Write a mathematical statement to show how you got your answer. |
| 3 | Describe | All working needs to be shown. |
| 4 | Give a reason | Write a sentence that explains the features of the situation. |
| 5 | Calculate | Must be clear and accurate reasons, providing a reason for each stage of <br> working. |
| 6 | Justify | Doesn't mean to use a calculator. Working will be needed. |
| 7 | Simplify | Show all working and / or give a written explanation. |
| 8 | Prove | Make the expression easier to understand, e.g. $2 a+3 a$ simplified is 5a. |
| 9 | Prove algebraically | Algebra must be in your answer. All steps need to be present. |
| 10 | Geometrical proof | All steps must be present, and reasons must be given. |


| Week 2 <br> $13 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Algebra | Uses letters and symbols in place of values. |
| 2 | Notation | A system of symbols to represent something, E.g. index notation. |
| 3 | Simplify fully | Answer must be given in the most understood way, E.g. $\frac{8}{12}$ fully simplified <br> is $\frac{2}{3}$. |
| 4 | Index | Shows how many times to use the number in a multiplication. |
| 6 | Expression | Numbers, operations and symbols are grouped together to show the value <br> of something. |
| 7 | Substitute | A rule with mathematical symbols. Plural is formulae. |
| 8 | Bracket | Replacing letters and symbols with values. |
| 9 | Expand | Used to group things together. |
| 10 | Factorise | Multiply to remove brackets. |
|  | Removing common factors to be on the outside of a bracket. |  |


| Week 3 <br> $20 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Inverse | The opposite, E.g. the inverse of adding is subtracting. |
| 2 | Equation | Two things are equal, e.g. $3 \times 4=12$ |
| 3 | Variable | Something currently unknown. |
| 4 | Solve | To find a value to replace a variable to make an equation true. |


| 5 | Inequality | Compares two values, showing if is less, more or equal to another value. |
| ---: | :--- | :--- |
| 6 | Explain | Write a mathematical statement to show how you got your answer. |
| 7 | Show | All working needs to be shown. |
| 8 | Describe | Write a sentence that explains the features of the situation. |
| 9 | Give a reason | Must be clear and accurate reasons, providing a reason for each stage of <br> working. |
| 10 | Calculate | Doesn't mean to use a calculator. Working will be needed. |


| Week 4 <br> $27 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Rearrange | Change the position of something, Rearrange to make $x$ the subject. |
| 2 | Identity | An equation that is true regardless of the values that are chosen. |
| 3 | Sequence | A list of numbers or objects in a specific order. |
| 4 | Term-to-term rule | How to get from one term to the next. |
| 5 | Square numbers | $1,4,9,16,25,36,49,64,81,100,121,144, \ldots$ |
| 6 | Justify | Show all working and / or give a written explanation. |
| 7 | Simplify | Make the expression easier to understand, e.g. 2a $+3 a$ simplified is 5 a. |
| 8 | Prove | This is more than show. All steps must be present. |
| 9 | Prove algebraically | Algebra must be in your answer. All steps need to be present. |
| 10 | Geometrical proof | All steps must be present, and reasons must be given. |


| Week 5 <br> $04 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Cube numbers | $1,8,27,64,125, \ldots$ |
| 2 | Triangular numbers | $1,3,6,10,15,21, \ldots$ |
| 3 | Nth term | The formula to find any term in a given sequence. |
| 4 | Coordinates | A set of values to show an exact position. |
| 5 | Midpoint | The middle. Halfway along. |
| 6 | Algebra | Uses letters and symbols in place of values. |
| 7 | Notation | A system of symbols to represent something, E.g. index notation. |
| 8 | Simplify fully | Answer must be given in the most understood way, E.g. $\frac{8}{12}$ fully simplified is $\frac{2}{3}$. |
| 9 | Index | Shows how many times to use the number in a multiplication. |
| 10 | Expression | Numbers, operations and symbols are grouped together to show the value of <br> something. |


| Week 6 <br> $11 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $\mathrm{y}=\mathrm{mx}+\mathrm{c}$ | Equation for a straight line graph. |
| 2 | m | Gradient, $\frac{\text { change in } y}{\text { change } \text { in } x}$. |
| 3 | c | y intercept. |
| 4 | Quadratic | The highest index will be ${ }^{2}$. |
| 5 | Cubic | ${\text { The highest index will be }{ }^{3} .}^{26}$ |
| 7 | Formula | A rule with mathematical symbols. Plural is formulae. |
| 8 | Bracket | Replacing letters and symbols with values. |


| 9 | Expand | Multiply to remove brackets. |
| ---: | :--- | :--- |
| 10 | Factorise | Removing common factors to be on the outside of a bracket. |


| Week 7 <br> $18 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $\frac{1}{\text { given number }}$ | To find the reciprocal. |
| 2 | Function | Each input has a single output. |
| 3 | Right angle triangle | One of the angles in the triangle is $90^{\circ}$. |
| 4 | $\mathrm{c}^{2}=\mathrm{a}^{2}+\mathrm{b}^{2}$ | Pythagoras' Theorem. To find a missing side in a right angle triangle. |
| 5 | Hypotenuse | The side in a triangle opposite the right angle, it will also be the longest side. <br> Known as c in Pythagoras' Theorem. |
| 6 | Inverse | The opposite, E.g. the inverse of adding is subtracting. |
| 7 | Equation | Two things are equal, e.g. $3 \times 4=12$ |
| 8 | Variable | Something currently unknown. |
| 9 | Solve | To find a value to replace a variable to make an equation true. |
| 10 | Inequality | Compares two values, showing if is less, more or equal to another value. |


| Week 8 <br> $01 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Adjacent | The side that is next to the angle, $\theta$. |
| 2 | Opposite | The side in a right angle triangle opposite the known angle. |
| 3 | $\sin \theta=\frac{\text { opposite }}{\text { hypotenuse }}$ | Used in a right angle triangle when either two of the angle and sides opposite <br> \& hypotenuse are known, and the other is to be calculated. |
| 4 | $\cos \theta=\frac{\text { adjacent }}{\text { hypotenuse }}$ | Used in a right angle triangle when either two of the angle and sides adjacent <br> \& hypotenuse are known, and the other is to be calculated. |
| 5 | $\tan \theta=\frac{\text { opposite }}{\text { adjacent }}$ | Used in a right angle triangle when either two of the angles and sides opposite <br> \& adjacent are known, and the other is to be calculated. |
| 6 | Rearrange | Change the position of something, Rearrange to make $x$ the subject. |
| 7 | Identity | An equation that is true regardless of the values that are chosen. |
| 8 | Sequence | A list of numbers or objects in a specific order. |
| 9 | Term-to-term rule | How to get from one term to the next. |
| 10 | Square numbers | $1,4,9,16,25,36,49,64,81,100,121,144, \ldots$ |


| Week 9 <br> $08 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Cube numbers | $1,8,27,64,125, \ldots$ |
| 2 | Triangular numbers | $1,3,6,10,15,21, \ldots$ |
| 3 | Nth term | The formula to find any term in a given sequence. |
| 4 | Coordinates | A set of values to show an exact position. |
| 5 | Midpoint | The middle. Halfway along. |
| 6 | $y=m x+c$ | Equation for a straight line graph. |
| 7 | $m$ | Gradient, $\frac{\text { change in } y}{\text { change } \text { in } x}$. |
| 8 | C | y intercept. |
| 9 | Quadratic | The highest index will be ${ }^{2}$. |
| 10 | Cubic | The highest index will be ${ }^{3}$. |


| Week 10 <br> $15 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $\frac{1}{\text { given number }}$ | To find the reciprocal. |
| 2 | Function | Each input has a single output. |
| 3 | Right angle triangle | One of the angles in the triangle is $90^{\circ}$. |
| 4 | $\mathrm{c}^{2}=\mathrm{a}^{2}+\mathrm{b}^{2}$ | Pythagoras' Theorem. To find a missing side in a right angle triangle. |
| 5 | Hypotenuse | The side in a triangle opposite the right angle, it will also be the longest side. <br> Known as c in Pythagoras' Theorem. |
| 6 | Adjacent | The side that is next to the angle, $\theta$. |
| 7 | Opposite | The side in a right angle triangle opposite the known angle. |
| 8 | $\sin \theta=\frac{\text { opposite }}{\text { hypotenuse }}$ | Used in a right angle triangle when either two of the angle and sides opposite <br> \& hypotenuse are known, and the other is to be calculated. |
| 9 | $\cos \theta=\frac{\text { adjacent }}{\text { hypotenuse }}$ | Used in a right angle triangle when either two of the angle and sides adjacent <br> \& hypotenuse are known, and the other is to be calculated. |
| 10 | $\tan \theta=\frac{\text { opposite }}{\text { adjacent }}$ | Used in a right angle triangle when either two of the angles and sides <br> opposite \& adjacent are known, and the other is to be calculated. |

## Maths Knowledge Organiser Higher - Mondays

| Week 1 <br> $06 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Explain | Write a mathematical statement to show how you got your answer. |
| 2 | Show | All working needs to be shown. |
| 3 | Describe | Write a sentence that explains the features of the situation. |
| 4 | Give a reason | Must be clear and accurate reasons, providing a reason for each stage of <br> working. |
| 5 | Calculate | Doesn't mean to use a calculator. Working will be needed. |
| 6 | Justify | Show all working and / or give a written explanation. |
| 7 | Simplify | Make the expression easier to understand, e.g. 2a + 3a simplified is 5a. |
| 8 | Prove | This is more than show. All steps must be present. |
| 9 | Prove algebraically | Algebra must be in your answer. All steps need to be present. |
| 10 | Geometrical proof | All steps must be present, and reasons must be given. |


| Week 2 <br> $13 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Solve | To find a value to replace a variable to make an equation true. |
| 2 | Ratio | Shows the relative sizes between two or more values. |
| 3 | Direct proportion | With two quantities, as one is multiplied by a number, $n$, so is the other. The <br> ratio stays the same as they increase or decrease. |
| 4 | Inverse proportion | Relationship between two variables when one increases and the other <br> decreases. |
| 5 | Bounds | The lower bound is the smallest value, upper bound is the largest the value <br> could go up to. |
| 6 | Error interval | The range of values - between the lower and upper bounds - in which the <br> precise value could be. |
| 7 | Notation | A system of symbols to represent something, E.g. index notation. |
| 8 | Estimate | Round numbers to make it easier to calculate an approximate solution. |
| 9 | Compound interest | Interest that is calculated on the amount plus previous interest. |
| 10 | Simple interest | Interest that is calculated as a percentage of the original amount. |


| Week 3 <br> 20/09/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Recurring decimals | A decimal with digit(s) that repeat forever. |
| 2 | Growth | A value that increases. |
| 3 | Decay | A value that decreases. |
| 4 | Sequence | A list of numbers or objects in a specific order. |


| 5 | Square numbers | $1,4,9,16,25,36,49,64,81,100,121,144, \ldots$ |
| ---: | :--- | :--- |
| 6 | Solve | To find a value to replace a variable to make an equation true. |
| 7 | Ratio | Shows the relative sizes between two or more values. |
| 8 | Direct proportion | With two quantities, as one is multiplied by a number, $n$, so is the other. The <br> ratio stays the same as they increase or decrease. |
| 9 | Inverse proportion | Relationship between two variables when one increases and the other <br> decreases. |
| 10 | Bounds | The lower bound is the smallest value, upper bound is the largest the value <br> could go up to. |


| Week 4 <br> $27 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Cube numbers | $1,8,27,64,125, \ldots$ |
| 2 | Triangular numbers | $1,3,6,10,15,21, \ldots$ |
| 3 | Fibonacci | Each number equals the sum of the two previous numbers. |
| 4 | Geometric sequence | Made by multiplying by the same value each time. |
| 5 | Index | Shows how many times to use the number in a multiplication. |
| 6 | Justify | Show all working and / or give a written explanation. |
| 7 | Simplify | Make the expression easier to understand, e.g. $2 \mathrm{a}+3 \mathrm{a}$ simplified is 5a. |
| 8 | Prove | This is more than show. All steps must be present. |
| 9 | Prove algebraically | Algebra must be in your answer. All steps need to be present. |
| 10 | Geometrical proof | All steps must be present, and reasons must be given. |


| Week 5 04/10/21 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Surd | A number that can't be simplified to remove a square root. |
| 2 | Rationalise | Moving the root from the denominator to the numerator. |
| 3 | Binomial | Two terms, e.g. $\mathrm{x}^{2}+5$. |
| 4 | Parallel | Lines that are equidistant, so never meet. |
| 5 | Perpendicular | Lines that meet at a right angle (90 ${ }^{\circ}$. |
| 6 | Solve | To find a value to replace a variable to make an equation true. |
| 7 | Ratio | Shows the relative sizes between two or more values. |
| 8 | Direct proportion | With two quantities, as one is multiplied by a number, $n$, so is the other. The ratio stays the same as they increase or decrease. |
| 9 | Inverse proportion | Relationship between two variables when one increases and the other decreases. |
| 10 | Bounds | The lower bound is the smallest value, upper bound is the largest the value could go up to. |


| Week 6 <br> $11 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $\frac{1}{\text { given number }}$ | To find the reciprocal. |
| 2 | Exponential | Rate of change is proportional to itself. |
| 3 | m | Gradient, $\frac{\text { change } \text { in } y}{\text { change } \text { in } x}$. |
| 4 | c | y intercept. |
| 5 | $\mathrm{y}=\mathrm{mx}+\mathrm{c}$ | Equation for a straight line graph. |
| 6 | Error interval | The range of values - between the lower and upper bounds - in which the <br> precise value could be. |
| 7 | Notation | A system of symbols to represent something, E.g. index notation. |


| 8 | Estimate | Round numbers to make it easier to calculate an approximate solution. |
| ---: | :--- | :--- |
| 9 | Compound interest | Interest that is calculated on the amount plus previous interest. |
| 10 | Simple interest | Interest that is calculated as a percentage of the original amount. |


| Week 7 <br> $18 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $x^{2}+\mathrm{y}^{2}=\mathrm{r}^{2}$ | Equation of a circle |
| 2 | Simultaneous equations | Two or more equations that share variables. |
| 3 | Quadratic equations | The highest index will be ${ }^{2}$. |
| 4 | $\frac{-b \pm \sqrt{b^{2}-4 a c}}{2 a}$ | Quadratic formula |
| 5 | $\left(\mathrm{x}+\frac{b}{2}\right)^{2}-\left(\frac{b}{2}\right)^{2}+\mathrm{c}$ | Completing the square, $\mathrm{x}^{2}+\mathrm{bx}+\mathrm{c}$ |
| 6 | Recurring decimals | A decimal with digit(s) that repeat forever. |
| 7 | Growth | A value that increases. |
| 8 | Decay | A value that decreases. |
| 9 | Sequence | A list of numbers or objects in a specific order. |
| 10 | Square numbers | $1,4,9,16,25,36,49,64,81,100,121,144, \ldots$ |


| Week 8 <br> $01 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Inequality | Compares two values, showing if is less, more or equal to another value. |
| 2 | Rearrange | Change the position of something, Rearrange to make $x$ the subject. |
| 3 | Bracket | Used to group things together. |
| 4 | Expand | Multiply to remove brackets. |
| 5 | Factorise | Removing common factors to be on the outside of a bracket. |
| 6 | Cube numbers | $1,8,27,64,125, \ldots$ |
| 7 | Triangular numbers | $1,3,6,10,15,21, \ldots$ |
| 8 | Fibonacci | Each number equals the sum of the two previous numbers. |
| 9 | Geometric sequence | Made by multiplying by the same value each time. |
| 10 | Index | Shows how many times to use the number in a multiplication. |


| Week 9 <br> 08/01/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Surd | A number that can't be simplified to remove a square root. |
| 2 | Rationalise | Moving the root from the denominator to the numerator. |
| 3 | Binomial | Two terms, e.g. $\mathrm{x}^{2}+5$. |
| 4 | Parallel | Lines that are equidistant, so never meet. |
| 5 | Perpendicular | Lines that meet at a right angle $\left(90^{\circ}\right)$. |
| 6 | $\frac{1}{\text { given number }}$ | To find the reciprocal. |
| 7 | Exponential | Rate of change is proportional to itself. |
| 8 | m | Gradient, $\frac{\text { change in } y}{\text { change } \text { in } .}$. |
| 9 | c | y intercept. |
| 10 | $\mathrm{y}=\mathrm{mx}+\mathrm{c}$ | Equation for a straight line graph. |


| Week 10 <br> $15 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $\mathrm{x}^{2}+\mathrm{y}^{2}=\mathrm{r}^{2}$ | Equation of a circle |
| 2 | Simultaneous equations | Two or more equations that share variables. |
| 3 | Quadratic equations | The highest index will be ${ }^{2}$. |
| 4 | $\frac{-b \pm \sqrt{b^{2}-4 a c}}{2 a}$ | Quadratic formula |
| 5 | $\left(\mathrm{x}+\frac{b}{2}\right)^{2}-\left(\frac{b}{2}\right)^{2}+\mathrm{c}$ | Completing the square, $\mathrm{x}^{2}+\mathrm{bx}+\mathrm{c}$ |
| 6 | Inequality | Compares two values, showing if is less, more or equal to another value. |
| 7 | Rearrange | Change the position of something, Rearrange to make $x$ the subject. |
| 8 | Bracket | Used to group things together. |
| 9 | Expand | Multiply to remove brackets. |
| 10 | Factorise | Removing common factors to be on the outside of a bracket. |

## English Language Knowledge Organiser - Tuesdays

| Week 1 <br> $07 / 09 / 21$ |  |  |
| ---: | :--- | :--- |
| 1 | Simile | Answer Information |


| $\begin{array}{\|l\|} \hline \text { Week } 2 \\ 14 / 09 / 21 \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Stanza | A group of lines forming the basic recurring metrical unit in a poem. |
| 2 | Volta | A rhetorical shift or dramatic change in thought and/or emotion in a poem. |
| 3 | Enjambment | Where a sentence continues beyond the end of the line or verse. |
| 4 | Caesura | A break or pause in the middle of a line of verse. |
| 5 | Iambic pentameter | The construction of a line of poetry with five sets of unstressed syllables followed by stressed syllables. |
| 6 | Couplet | 1. A pair of successive lines of verse, typically rhyming and of the same length. Successive means following one another. |
| 7 | Elegy | A song or poem expressing sorrow or lamentation especially for one who is dead. |
| 8 | Refrain | A word, line or phrase that is repeated within the lines or stanzas of the poem itself. |
| 9 | Ellipsis | The omission of words whose absence does not impede the reader's ability to understand the expression. |
| 10 | Imperative command | A sentence is used to issue a command, instruction or request. |


| Week 3 <br> $21 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Assonance | The repetition of internal vowel sounds in words that do not end the same. <br> E.g. "He fell asleep under the cherry tree". |
| 2 | Asyndeton | The omission or absence of a conjunction between parts of a sentence, as in: <br> I came, I saw, I conquered. |
| 3 | Polysyndeton | The use of several conjunctions such as and, or, for, and but to join together <br> clauses in a sentence. |
| 4 | Colloquial language | Words and sentences that are written in a casual and conversational manner. |
| 5 | Hyperbole | Exaggerated statements. |
| 6 | Simile | Comparing two things using 'like' or 'as'. |
| 7 | Metaphor | A direct comparison of two things without using 'like' or 'as'. |
| 8 | Alliteration | The same letter or sound at the start of adjacent words. |
| 9 | Personification | A combination of two words that, together, express a contradictory meaning. <br> E.g. "bitter sweet" |
| 10 | Oxymoron |  |


| Week 4 <br> $28 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | 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. |
| 2 | Euphemism | A word or phrase used to avoid saying an unpleasant or offensive word. |
| 3 | Foreshadowing | The use of details, description, and mood that will take on <br> more meaning later in a written work. |
| 4 | Semantic field | A group of words that all link to the same topic. |
| 5 | Blank verse | Poetry written with a precise meter-almost always iambic pentameter-but <br> that does not rhyme. |
| 6 | Sibilance | A figure of speech in which a hissing sound is created within a group of words <br> through the repetition of "s" sounds. |
| 7 | Onomatopoeia | A word (or group of words) that represents a sound and actually resembles or <br> imitates the sound it stands for. |
| 8 | Pathetic fallacy | A type of personification where emotions are given to a setting, an object or <br> the weather. |
| 9 | Plosives | A speech sound where words begin with the following letters: $t, k, p, d, g$, <br> and $b$. |
| 10 | Irony | This is where words or ideas are used humorously or sarcastically, to imply <br> the opposite of what they mean. |


| Week 5 <br> $05 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Anecdote | A short story used to make a larger point. It adds a storytelling touch to your <br> explanatory or persuasive writing-connecting your ideas to real life. |
| 2 | Personal pronouns | A short word we use as a simple substitute for the proper name of a person. <br> E.g. you, he, she, it, we they, me, him, her, us. |
| 3 | Direct address | When a speaker is talking personally to an individual or group. |
| 4 | Anaphora | Repetition of a word or expression at the beginning of a group of sentences. |
| 5 | Analogy | A comparison between one thing and another, typically for the purpose of <br> explanation or clarification. |


| 6 | Stanza | A group of lines forming the basic recurring metrical unit in a poem. |
| ---: | :--- | :--- |
| 7 | Volta | A rhetorical shift or dramatic change in thought and/or emotion in a poem. |
| 8 | Enjambment | Where a sentence continues beyond the end of the line or verse. |
| 9 | Caesura | A break or pause in the middle of a line of verse. |
| 10 | lambic pentameter | The construction of a line of poetry with five sets of unstressed syllables <br> followed by stressed syllables. |


| Week 6 <br> $12 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Dramatic monologue | $1 . \quad$A poem in the form of a speech or narrative by an imagined person, <br> where the speaker reveals aspects of their character. <br> 2 |
| 3 | Biblical allusion | A reference within a literary work to a story, idea, or event that is related in <br> the Bible. |
| 4 | In media res | A resemblance in sound between two words. <br> starts without any introduction. |
| 5 | Realism | Paintings, films, books, etc. that try to represent life as it really is. |
| 6 | Couplet | 2. A pair of successive lines of verse, typically rhyming and of the same <br> length. Successive means following one another. |
| 7 | Elegy | A song or poem expressing sorrow or lamentation especially for one who is <br> dead. |
| 8 | Refrain | A word, line or phrase that is repeated within the lines or stanzas of <br> the poem itself. |
| 9 | Ellipsis | The omission of words whose absence does not impede the reader's ability to <br> understand the expression. |
| 10 | Imperative command | A sentence is used to issue a command, instruction or request. |


| Week 7 <br> $19 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | End stopped line | A line of poetry ending in a full pause, usually indicated with a full stop or <br> semicolon. |
| 2 | Aside | A remark or passage in a play that is intended to be heard by the audience <br> but unheard by the other characters in the play. |
| 3 | Dialect | This is a version of a language spoken by people in a particular geographical <br> area. |
| 4 | Juxtaposition | The fact of two things being seen or placed close together with a contrasting <br> effect. |
| 5 | Monosyllabic | Words that contain only one syllable. |
| 6 | Assonance | The repetition of internal vowel sounds in words that do not end the same. <br> E.g. "He fell asleep under the cherry tree". |
| 7 | Asyndeton | The omission or absence of a conjunction between parts of a sentence, as in: <br> I came, I saw, I conquered. |
| 8 | Polysyndeton | The use of several conjunctions such as and, or, for, and but to join together <br> clauses in a sentence. |
| 9 | Colloquial language | Words and sentences that are written in a casual and conversational manner. |
| 10 | Hyperbole | Exaggerated statements. |


| Week 8 <br> $02 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Hypophora | When a speaker poses a question and then answers the question. |
| 2 | Diacope | When a writer repeats a word or phrase with one or more words in between. <br> E.g. 'To be, or not to be.' |
| 3 | Antithesis | A person or thing that is the direct opposite of someone or something else. |
| 4 | Epizeuxis | The immediate repetition of words or phrases without any intervening words. <br> E.g. 'The horror, the horror'. |
| 5 | Tricolon | Three words, phrases or sentences that are similar in structure, length and/or <br> rhythm. E.g. 'I will live in the past, the present and the future'. |
| 6 | 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. |
| 7 | Euphemism | A word or phrase used to avoid saying an unpleasant or offensive word. |
| 8 | Foreshadowing | The use of details, description, and mood that will take on <br> more meaning later in a written work. |
| 9 | Semantic field | A group of words that all link to the same topic. |
| 10 | Blank verse | Poetry written with a precise meter-almost always iambic pentameter-but <br> that does not rhyme. |


| Week 9 <br> $09 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Anecdote | A short story used to make a larger point. It adds a storytelling touch to your <br> explanatory or persuasive writing-connecting your ideas to real life. |
| 2 | Personal pronouns | A short word we use as a simple substitute for the proper name of a person. <br> E.g. you, he, she, it, we they, me, him, her, us. |
| 3 | Direct address | When a speaker is talking personally to an individual or group. |
| 4 | Anaphora | Repetition of a word or expression at the beginning of a group of sentences. |
| 5 | Analogy | A comparison between one thing and another, typically for the purpose of <br> explanation or clarification. |
| 6 | Dramatic monologue | 2. A poem in the form of a speech or narrative by an imagined person, <br> where the speaker reveals aspects of their character. |
| 7 | Biblical allusion | A reference within a literary work to a story, idea, or event that is related in <br> the Bible. |
| 8 | Consonance | A resemblance in sound between two words. |
| 9 | In media res | A Latin expression that refers to a story, or the action of a play that <br> starts without any introduction. |
| 10 | Realism | Paintings, films, books, etc. that try to represent life as it really is. |


| Week 10 <br> $16 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | End stopped line | A line of poetry ending in a full pause, usually indicated with a full stop or <br> semicolon. |
| 2 | Aside | A remark or passage in a play that is intended to be heard by the audience <br> but unheard by the other characters in the play. |
| 3 | Dialect | This is a version of a language spoken by people in a particular geographical <br> area. |
| 4 | Juxtaposition | The fact of two things being seen or placed close together with a contrasting <br> effect. |
| 5 | Monosyllabic | Words that contain only one syllable. |


| 6 | Hypophora | When a speaker poses a question and then answers the question. |
| ---: | :--- | :--- |
| 7 | Diacope | When a writer repeats a word or phrase with one or more words in between. <br> E.g. 'To be, or not to be.' |
| 8 | Antithesis | A person or thing that is the direct opposite of someone or something else. |
| 9 | Epizeuxis | The immediate repetition of words or phrases without any intervening words. <br> E.g. 'The horror, the horror'. |
| 10 | Tricolon | Three words, phrases or sentences that are similar in structure, length and/or <br> rhythm. E.g. 'I will live in the past, the present and the future'. |

## English Literature Knowledge Organiser - Tuesdays

| Week 1 <br> $07 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Stanza | A group of lines forming the basic recurring metrical unit in a poem; a verse. |
| 2 | Enjambment | Continuing a sentence without a pause (such as a comma or full stop) beyond <br> the end of a line, couplet, or stanza. |
| 3 | Caesura | A pause using punctuation (such as a full stop, colon, semicolon or comma) in <br> the middle of a line of poetry. |
| 4 | Refrain | A phrase, line, or group of lines repeated at intervals throughout a poem, <br> generally at the end of the stanza. |
| 5 | Volta | A turn, rhetorical shift or dramatic change in thought and or emotion in a <br> poem. |
| 6 | Extract from the Prelude | "One summer evening (led by her)" |
| 7 | Extract from the Prelude | "Heaving through the water like a swan" |
| 8 | Extract from the Prelude | "Huge and mighty forms...were a trouble to my dreams" |
| 9 | Ozymandias | "I met a traveller from an antique land" |
| 10 | Ozymandias | "My name is Ozymandias, king of kings: |
| Look on my works, ye Mighty and despair!" |  |  |


| Week 2 <br> $14 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Ozymandias | "The lone and level sands stretch far away." |
| 2 | London | "Marks of weakness, marks of woe." |
| 3 | London | "Every black'ning church appalls" |
| 4 | London | "And blights with plagues the marriage hearse." |
| 5 | My Last Duchess | The curtain I have drawn for you" |
| 6 | My Last Duchess | "She thanked men, - good!" |
| 7 | My Last Duchess | "Neptune, though, <br> Taming a sea-horse" |
| 8 | The Charge of the Light <br> Brigade | "Some one had blunder'd:" |
| 9 | The Charge of the Light <br> Brigade | "Theirs but to do and die:" |
| 10 | The Charge of the Light <br> Brigade | "Into the valley of Death <br> Rode the six hundred" |


| Week 3 | Piece of Information | Answer |
| :--- | :--- | :--- |


| $21 / 09 / 21$ |  |  |
| ---: | :--- | :--- |
| 1 | Exposure | "The merciless iced east winds that knive us" |
| 2 | Exposure | "But nothing happens." |
| 3 | Exposure | "Slowly our ghosts drag home:" |
| 4 | Storm on the Island | "We are prepared:" |
| 5 | Storm on the Island | "Tragic chorus" |
| 6 | Stanza | A group of lines forming the basic recurring metrical unit in a poem; a verse. |
| 7 | Enjambment | Continuing a sentence without a pause (such as a comma or full stop) beyond <br> the end of a line, couplet, or stanza. |
| 8 | Caesura | A pause using punctuation (such as a full stop, colon, semicolon or comma) in <br> the middle of a line of poetry. |
| 9 | Refrain | A phrase, line, or group of lines repeated at intervals throughout a poem, <br> generally at the end of the stanza. |
| 10 | Volta | A turn, rhetorical shift or dramatic change in thought and or emotion in a <br> poem. |


| Week 4 <br> $28 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Storm on the Island | "Spits like a tame cat |
| Turned savage." |  |  |
| 2 | Bayonet Charge | "Like molten iron" |
| 3 | Bayonet Charge | "Cold clockwork of the stars" |
| 4 | Bayonet Charge | "King, honour, human, dignity, etcetera" |
| 5 | Remains | "Probably armed, possibly not." |
| 6 | Extract from the Prelude | "One summer evening (led by her)" |
| 7 | Extract from the Prelude | "Heaving through the water like a swan" |
| 8 | Extract from the Prelude | "Huge and mighty forms...were a trouble to my dreams" |
| 9 | Ozymandias | "I met a traveller from an antique land" |
| 10 | Ozymandias | "My name is Ozymandias, king of kings: |
| Look on my works, ye Mighty and despair!" |  |  |


| Week 5 <br> $05 / 10 / 21$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Remains | "Dug in behind enemy lines" |
| 2 | Remains | "His bloody life in my bloody hands." |
| 3 | Poppies | "Spasms of paper red, disrupting a blockade <br> of yellow bias binding" |
| 4 | Poppies | "The gelled blackthorns of your hair." |
| 5 | Poppies | "all my words flattened, rolled, turned to felt" |
| 6 | Ozymandias | "The lone and level sands stretch far away." |
| 7 | London | "Marks of weakness, marks of woe." |
| 8 | London | "And blights with plagues the marriage hearse." |
| 9 | London | "None puts by |
| 10 | My Last Duchess | The curtain I have drawn for you"" |
| Week 6 <br> $12 / 10 / 21$ | Piece of Information | Answer |
|  | War Photographer | "Spools of suffering set out in ordered rows." |


| 2 | War Photographer | "Home again to ordinary pain" |
| ---: | :--- | :--- |
| 3 | War Photographer | "A half formed ghost." |
| 4 | Tissue | "What was paid by credit card <br> might fly our lives like paper kites." |
| 5 | Tissue | "Let the daylight break <br> Through capitals and monoliths" |
| 6 | My Last Duchess | "She thanked men, - good!" |
| 7 | My Last Duchess | "Neptune, though, <br> Taming a sea-horse" |
| 8 | The Charge of the Light <br> Brigade | "Some one had blunder'd:" |
| 9 | The Charge of the Light <br> Brigade | "Theirs but to do and die:" |


| Week 7 <br> $19 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Tissue | "Raise a structure <br> Never meant to last" |
| 2 | The Emigrée | "Time rolls its tanks" |
| 3 | The Emigrée | "I can't get it off my tongue." |
| 4 | The Emigrée | "My shadow falls as evidence of sunlight." OR "I am branded by an impression <br> of sunlight." |
| 5 | Checking Out Me History | "Blind me to me own identity" |
| 6 | Exposure | "The merciless iced east winds that knive us" |
| 7 | Exposure | "But nothing happens." |
| 8 | Exposure | "Slowly our ghosts drag home:" |
| 9 | Storm on the Island | "We are prepared:" |
| 10 | Storm on the Island | "Tragic chorus" |


| Week 8 <br> $02 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Checking Out Me History | "Mary Seacole...a yellow sunrise to the dying" |
| 2 | Checking Out Me History | "Dem tell me / dem tell me / wha dem want to tell me" |
| 3 | Kamikaze | "A shaven head full of powerful incantations" |
| 4 | Kamikaze | "Fishing boats strung out like bunting" |
| 5 | Kamikaze | "He must have wondered which had been the better way to die" |
| 6 | Storm on the Island | "Spits like a tame cat |
| 7 | Turned savage." |  |
| 8 | Bayonet Charge Charge | "Like molten iron" |
| 9 | Bayonet Charge | "Cold clockwork of the stars" |
| 10 | Remains | "King, honour, human, dignity, etcetera" |


| Week 9 |  |  |
| :--- | :--- | :--- |
| $09 / 11 / 21$ | Piece of Information | Answer |


| 1 | Remains | "Dug in behind enemy lines" |
| ---: | :--- | :--- |
| 2 | Remains | "His bloody life in my bloody hands." |
| 3 | Poppies | "Spasms of paper red, disrupting a blockade <br> of yellow bias binding" |
| 4 | Poppies | "The gelled blackthorns of your hair." |
| 5 | Poppies | "all my words flattened, rolled, turned to felt" |
| 6 | War Photographer | "Spools of suffering set out in ordered rows." |
| 7 | War Photographer | "Home again to ordinary pain" |
| 8 | War Photographer | "A half formed ghost." |
| 9 | Tissue | "What was paid by credit card <br> might fly our lives like paper kites." |
| 10 | Tissue | "Let the daylight break <br> Through capitals and monoliths" |


| Week 10 <br> $16 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Tissue | "Raise a structure <br> Never meant to last" |
| 2 | The Emigrée | "Time rolls its tanks" |
| 3 | The Emigrée | "I can't get it off my tongue." |
| 4 | The Emigrée | "My shadow falls as evidence of sunlight." OR "I am branded by an impression <br> of sunlight." |
| 5 | Checking Out Me History | "Blind me to me own identity" |
| 6 | Checking Out Me History | "Mary Seacole...a yellow sunrise to the dying" |
| 7 | Checking Out Me History | "Dem tell me / dem tell me / wha dem want to tell me" |
| 8 | Kamikaze | "A shaven head full of powerful incantations" |
| 9 | Kamikaze | "Fishing boats strung out like bunting" |
| 10 | Kamikaze | "He must have wondered which had been the better way to die" |

## RE Knowledge Organiser - Wednesdays

| $\begin{array}{\|l} \hline \text { Week } 1 \\ 08 / 09 / 21 \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Worship | The act of religious praise, honour or devotion to God. |
| 2 | Prayer | A way to communicate with God, either silently or through words. |
| 3 | Sacraments | Holy rituals through which believers receive grace. Some Christian denominations recognise seven, while others acknowledge fewer. |
| 4 | Believers baptism | For people who are old enough to understand the ritual, it involves the use of water to symbolise the washing away of sin. |
| 5 | Infant baptism | For babies and young children to become a member of the Church, it involves the use of water to symbolise the washing away of sin. |
| 6 | Holy Communion | Also known as the Eucharist, it is a sacrament that uses bread and wine to celebrate the sacrifice of Jesus on the cross and his resurrection. |
| 7 | Protestant Church | Split from Catholic Chrsitianity in the 16th Century and branched into different denominations (distinct groups), E.g. Baptist, Pentecostal, Methodist - they believe that the Holy Bible is the only authority for Christians. |
| 8 | Catholic Church | A form of Christianity based in Rome and led by the Pope. |
| 9 | Orthodox Church | A form of Christianity that split from the Catholic church in 1054 CE and practised in Eastern Europe. |
| 10 | Omnibenevolent | The Christian belief that God is all-loving and all-good. |


| Week 2 <br> 15/09/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Pilgrimage | A journey made by a believer to a holy site for religious reasons. |
| 2 |  | A festival to commemorate (remember) the incarnation and birth of Jesus. <br> Celebrated on the 25th December and lasting for 12 days, ending with <br> Epiphany. |
| 3 | Christmas | A festival to celebrate the resurrection of Jesus from the dead. Celebrations <br> begin before Easter Sunday and finish with the feast of Pentecost. |
| 4 | The Church | The holy people of God, also known as the Body of Christ. |
| 5 | A church | A building where Christians worship. |
| 6 | Agape | A Biblical word meaning selfless, sacrificial, unconditional love. |
| 7 | Street Pastors | People who are trained to patrol the streets in urban areas, they may help the <br> vulnerable or just be a reassuring presence on the street. |
| 8 | Mission | A vocation or calling to spread the faith. This Church has a mission to tell non- <br> believers that Jesus Christ is the Son of God and Saviour of the world. |
| 9 | Evangelism | The sharing of a Christian's faith to others by example and by telling others. |


| Week 3 <br> 22/09/21 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Messiah | The Hebrew word meaning 'The anointed One' - sent by God. |
| 2 | Converts | People who decide to change their religious faith and follow Jesus. |
| 3 | Reconciliation | To restore a broken relationship, E.g God and humanity. |
| 4 | Persecution | The hostility and ill-treatment from the beginning of the Church, Christians are <br> still persecuted worldwide today for their beliefs. |
| 5 | Poverty | The state of being extremely poor. |
| 6 | Worship | The act of religious praise, honour or devotion to God. |
| 7 | Prayer | A way to communicate with God, either silently or through words. |
| 8 | Sacraments | Holy rituals through which believers receive grace. Some Christian <br> denominations recognise seven, while others acknowledge fewer. |
| 9 | Believers baptism | For people who are old enough to understand the ritual, it involves the use of <br> water to symbolise the washing away of sin. |
| 10 | Infant baptism | For babies and young children to become a member of the Church, it involves <br> the use of water to symbolise the washing away of sin. |


| Week 4 <br> $29 / 09 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Universe | This is the planets, galaxies, stars and everything within. |
| 2 | Fundamentalist Christians | This group of people believe that statements in the Bible are to be taken <br> literally. |
| 3 | Liberal Christians | This group of people believe that creation stories are symbolic. |
| 4 | Stewardship | This is the belief that people have a duty to protect and care for the earth and <br> its environment. In Islam it is also known as khalifah. |
| 5 | Awe and Wonder | This is to have devout respect for God and to marvel at the complexity of the <br> universe. |
| 6 | Holy Communion | Also known as the Eucharist, it is a sacrament that uses bread and wine to <br> celebrate the sacrifice of Jesus on the cross and his resurrection. |
| 7 | Protestant Church | Split from Catholic Chrsitianity in the 16th Century and branched into different <br> denominations (distinct groups), E.g. Baptist, Pentecostal, Methodist - they <br> believe that the Holy Bible is the only authority for Christians. |
| 8 | Catholic Church | A form of Christianity based in Rome and led by the Pope. |
| 9 | Orthodox Church | A form of Christianity that split from the Catholic church in 1054 CE and <br> practised in Eastern Europe. |
| 10 | Omnibenevolent | The Christian belief that God is all-loving and all-good. |


| Week 5 |  |  |
| :--- | :--- | :--- |
| $06 / 10 / 21$ | Piece of Information | Answer |
| 1 | Dominion | This is a Christian teaching that God gave humans power and authority to <br> take charge of the earth. |
| 2 | Non-renewable resources | These will eventually run out. Examples of these are oil, coal and gas. |


| 3 | Sustainable development | This is the process of trying to reduce the impact on the natural world for <br> future generations. |
| ---: | :--- | :--- |
| 4 | Renewable energies | This is from sources that won't run out, such as wind or solar energy. |
| 5 | Abuse | This is the misuse of the world and the environment. |
| 6 | Pilgrimage | A journey made by a believer to a holy site for religious reasons. |
| 7 | Christmas | A festival to commemorate (remember) the incarnation and birth of Jesus. <br> Celebrated on the 25th December and lasting for 12 days, ending with <br> Epiphany. |
| 8 | Easter | A festival to celebrate the resurrection of Jesus from the dead. Celebrations <br> begin before Easter Sunday and finish with the feast of Pentecost. |
| 9 | The Church | The holy people of God, also known as the Body of Christ. |
| 10 | A church | A building where Christians worship. |


| Week 6 <br> $13 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Pollution | This is making something dirty or contaminated, especially the environment. |
| 2 | Vegetarians | A person who does not eat meat or fish. |
| 3 | Vegans | A person who does not eat meat or fish and additionally will not use anything <br> from an animal including leather, milk and eggs. |
| 4 | Genesis | The first book of the Holy Bible, containing the Creation account. |
| 5 | Evolution | The scientific theory of how organisms are thought to have developed from <br> earlier forms of life. |
| 6 | Agape | A Biblical word meaning selfless, sacrificial, unconditional love. |
| 7 | Street Pastors | People who are trained to patrol the streets in urban areas, they may help the <br> vulnerable or just be a reassuring presence on the street. |
| 8 | Mission | A vocation or calling to spread the faith. This Church has a mission to tell <br> non-believers that Jesus Christ is the Son of God and Saviour of the world. |
| 9 | Evangelism | The sharing of a Christian's faith to others by example and by telling others. |
| 10 | Great Commision | Jesus' instructions to his disciples and the Church to spread his teachings. |


| Week 7 <br> $20 / 10 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Charles Darwin | This is the author of a book called 'The Origin of Species by Means of Natural <br> Selection' written in 1859. |
| 2 | Adapt | This is the ability to change to their surroundings and thrive. |
| 3 | Abortion | This is the removal of the foetus from the womb to end pregnancy. This is <br> legal in the UK. |
| 4 | Ensoulment | This is the Muslim belief that a foetus is given a soul somewhere after 40 <br> days. |
| 5 | Sanctity of Life | This is the idea that life is holy and given by God, therefore only God can take <br> it away. |
| 6 | Messiah | The Hebrew word meaning 'The anointed One' - sent by God. |
| 7 | Converts | People who decide to change their religious faith and follow Jesus. |
| 8 | Reconciliation | To restore a broken relationship, E.g. God and humanity. |
| 9 | Persecution | The hostility and ill-treatment from the beginning of the Church, Christians are <br> still persecuted worldwide today for their beliefs. |


| Week 8 <br> $03 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Quality of life | This is the general well-being of a person, in relation to their health and <br> happiness. |
| 2 | Euthanasia | This means 'a good or gentle death' and is the action of painlessly ending the <br> life of someone who is dying. |
| 3 | Active euthanasia | Is the deliberate steps taken to end someone's life, for example by giving <br> lethal injection. This is illegal in the UK. |
| 4 | Eternity | This is a state that comes after death and never ends. |
| 5 | Akhirah | This is the Muslim word for belief in an afterlife. |
| 6 | Universe | This is the planets, galaxies, stars and everything within. |
| 7 | Fundamentalist Christians | This group of people believe that statements in the Bible are to be taken <br> literally. |
| 8 | Liberal Christians | This group of people believe that creation stories are symbolic. |
| 9 | Stewardship | This is the belief that people have a duty to protect and care for the earth and <br> its environment. In Islam it is also known as khalifah. |
| 10 | Awe and Wonder | This is to have devout respect for God and to marvel at the complexity of the <br> universe. |


| Week 9 <br> $10 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Dominion | This is a Christian teaching that God gave humans power and authority to <br> take charge of the earth. |
| 2 | Non-renewable resources | These will eventually run out. Examples of these are oil, coal and gas. |
| 3 | Sustainable development | This is the process of trying to reduce the impact on the natural world for <br> future generations. |
| 4 | Renewable energies | This is from sources that won't run out, such as wind or solar energy. |
| 5 | Abuse | This is the misuse of the world and the environment. |
| 6 | Pollution | This is making something dirty or contaminated, especially the environment. |
| 7 | Vegetarians | A person who does not eat meat or fish. |
| 8 |  | A person who does not eat meat or fish and additionally will not use anything <br> from an animal including leather, milk and eggs. |
| 9 | Gegans | The first book of the Holy Bible, containing the Creation account. |
| 10 | Evolution | The scientific theory of how organisms are thought to have developed from <br> earlier forms of life. |


| Week 10 <br> $17 / 11 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Charles Darwin | This is the author of a book called 'The Origin of Species by Means of Natural <br> Selection' written in 1859. |
| 2 | Adapt | This is the ability to change to their surroundings and thrive. |
| 3 | Abortion | This is the removal of the foetus from the womb to end pregnancy. This is <br> legal in the UK. |
| 4 | Ensoulment | This is the Muslim belief that a foetus is given a soul somewhere after 40 <br> days. |
| 5 | Sanctity of Life | This is the idea that life is holy and given by God, therefore only God can take <br> it away. |


| 6 | Quality of life | This is the general well-being of a person, in relation to their health and <br> happiness. |
| ---: | :--- | :--- |
| 7 | Euthanasia | This means 'a good or gentle death' and is the action of painlessly ending the <br> life of someone who is dying. |
| 8 | Active euthanasia | Is the deliberate steps taken to end someone's life, for example by giving <br> lethal injection. This is illegal in the UK. |
| 9 | Eternity | This is a state that comes after death and never ends. |
| 10 | Akhirah | This is the Muslim word for belief in an afterlife. |

