



GLOUCESTER
ACADEMY



GREENSHAW
LEARNING TRUST

Gloucester Academy

Unit 2

Class of 2025

Knowledge Organiser

Knowledge is power. Information is liberating.

Logins:

School email



Username: _____@gloucesteracademy.co.uk

Password: _____

School computer



Username: _____

Password: _____

sparx.co.uk



Username: _____

Password: _____

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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:

look ☞ repeatedly say aloud ☞ 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 '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.

Example page

H/W Science week 3

21 September 2020

1. A cell. This is the simplest unit of a living organism. ✓
2. Cell membrane. This is a ~~partaly~~ permeable barrier and controls what goes in and out of the cell. X
2. Cell membrane. This is a partially permeable barrier and controls what goes in and out of the cell. ✓
3. Cytoplasm. This is a jelly-like substance in cells where chemical reactions occur. ✓
4. Nucleus. This contains DNA and controls the cell. ✓
5. Mitochondion. A sub-cellular structure where respiration takes place to make energy. X
5. Mitochondrion. A sub-cellular structure where respiration takes place to make energy. ✓
6. Hypothesis. An idea that explains how or why something happens. ✓
7. Prediction. A statement suggesting what you think will happen in an experiment / investigation. ✓
8. Control variable. The variable that must be kept constant so that it doesn't affect the outcome of the investigation. (variable = something that can change in an experiment). ✓
9. Independent variable. The variable that is changed in an experiment / investigation. (variable = something that can change in an experiment). ✓
10. Dependent variable. The variable that is recorded and measured for each change of the independent variable. (variable = something that can change in an experiment) X
10. 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.

You are expected to complete Sparx Maths homework which we recommend you split into three sessions, 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 in your practice book 30 minutes | Science | MFL | English | History & Maths | Geography | Food/Art/ Drama/Music/ R.E |
| Online session 30 minutes | Hegarty Maths | Word Challenge | Hegarty Maths | Word Challenge | Hegarty Maths | Word Challenge |
| Reading challenge | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Self-tracker:

| Week | Homework | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
|---------------------------|-----------------|---------------|----------------|------------------|-----------------|---------------|----------------|
| 1 w/c 13/12/21 | KO | | | | | | |
| | Online | | | | | | |
| | Read | | | | | | |
| 2 w/c 03/01/22 | KO | | | | | | |
| | Online | | | | | | |
| | Read | | | | | | |
| 3 w/c 10/01/22 | KO | | | | | | |
| | Online | | | | | | |
| | Read | | | | | | |
| 4 w/c 17/01/22 | KO | | | | | | |
| | Online | | | | | | |
| | Read | | | | | | |
| 5 w/c 24/01/22 | KO | | | | | | |
| | Online | | | | | | |
| | Read | | | | | | |
| 6 w/c 31/01/22 | KO | | | | | | |
| | Online | | | | | | |
| | Read | | | | | | |
| 7 w/c 07/02/22 | KO | | | | | | |
| | Online | | | | | | |
| | Read | | | | | | |
| 8 w/c 14/02/22 | KO | | | | | | |
| | Online | | | | | | |
| | Read | | | | | | |
| 9 w/c 28/02/22 | KO | | | | | | |
| | Online | | | | | | |
| | Read | | | | | | |
| 10 w/c 07/03/22 | KO | | | | | | |
| | Online | | | | | | |
| | Read | | | | | | |

Maths Homework – Hegarty Maths

You will get three [hegartymaths.com](https://www.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

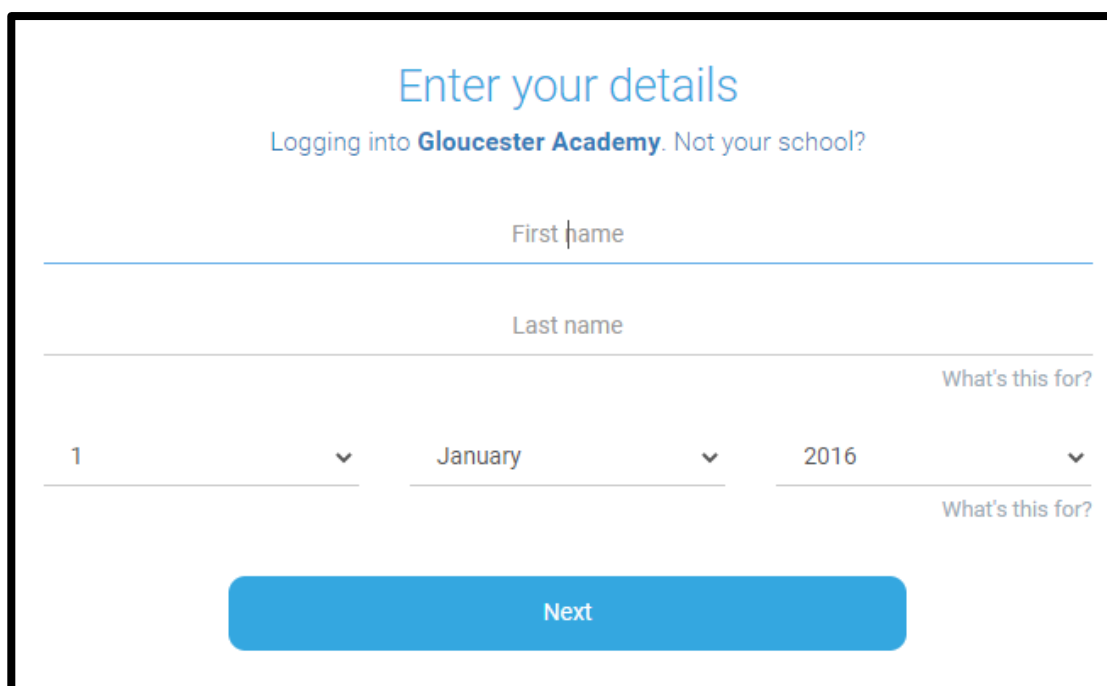
During the quiz if you click the “Get Help” button it takes you to the relevant example in the video. If you want more support there will be lunch time clubs running during the week.

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.



The screenshot shows a login form with the title "Enter your details" in blue. Below the title is a link: "Logging into Gloucester Academy. Not your school?". The form has two text input fields for "First name" and "Last name". Below these are three dropdown menus for the date of birth: the first shows "1", the second shows "January", and the third shows "2016". To the right of each dropdown menu is the text "What's this for?". At the bottom of the form is a large blue button labeled "Next".

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 13/12/21 | Word | Definition |
|-----------------------|-----------|--|
| 1 | aggregate | an amount / total formed from separate units |
| 2 | aid | services provided for people in need |
| 3 | albeit | even though |

| | | |
|----|-------------|---|
| 4 | allocate | to assign to someone/ for a particular purpose |
| 5 | alter | to make or become different/change |
| 6 | alternative | choice between two or more things |
| 7 | ambiguous | having more than one possible interpretation |
| 8 | amend | to make changes to something in order to improve it |
| 9 | analogy | similarity/a comparison to show such a similarity |
| 10 | analyse | to examine something in detail |

| Learn w/c 03/01/22 | Word | Definition |
|-------------------------------|-------------|--|
| 11 | aware | knowing about/informed |
| 12 | bias | mental tendency especially prejudice/diagonal cut across weave of fabric |
| 13 | code | system of letters,symbols information communicated secretly/set of principles or rules |
| 14 | coherent | logical and consistent/capable of intelligible speech |
| 15 | coincide | happen at the same time |
| 16 | collapse | fall down/cave in suddenly |
| 17 | colleague | fellow worker |
| 18 | commence | to begin |
| 19 | comment | a remark,criticism, or observation |
| 20 | commission | order for a piece of work/a duty given to perform |

| Learn w/c 10/01/22 | Word | Definition |
|-------------------------------|-------------|-------------------|
|-------------------------------|-------------|-------------------|

| | | |
|----|-------------|--|
| 21 | contribute | to give for a common purpose or fund/to supply |
| 22 | controversy | argument or debate with strong disagreement |
| 23 | convene | gather or summon for a meeting |
| 24 | converse | reversed /opposite |
| 25 | convert | change/adapt/to cause to change in opinion or belief |
| 26 | convince | to persuade by argument or evidence |
| 27 | cooperate | to work or act together |
| 28 | coordinate | to bring together |
| 29 | core | central part of something |
| 30 | corporate | relating to a large company or group |

| Learn w/c 17/01/22 | Word | Definition |
|-------------------------------|--------------|---|
| 31 | discrete | to avoid embarrassment dealing with private matters |
| 32 | discriminate | to make a distinction against / in favour of a particular person or group |
| 33 | displace | to move from its usual place |
| 34 | display | to show |
| 35 | dispose | to throw away/to give,sell or transfer to another |
| 36 | distinct | not the same, different/clearly seen,heard or recognized |
| 37 | distort | to alter /to twist out of shape |
| 38 | distribute | to hand out/deliver |
| 39 | diverse | having variety |
| 40 | expand | to become greater/spread out |

| Learn w/c 24/01/22 | Word | Definition |
|-------------------------------|-------------|---------------------------------|
| 41 | expert | skilful/knowledgeable |
| 42 | explicit | precisely and clearly expressed |

| | | |
|----|------------|---|
| 43 | exploit | to take advantage/make the best use of |
| 44 | export | sale of goods and services to a foreign country |
| 45 | expose | to uncover/reveal the truth |
| 46 | external | of, on, for or coming from the outside |
| 47 | extract | to pull out/remove/derive information |
| 48 | facilitate | to make easier the progress of |
| 49 | ignorant | lacking in knowledge or education |
| 50 | illustrate | explain using examples/provide pictures |

| Learn w/c 31/01/22 | Word | Definition |
|-------------------------------|-------------|--|
| 51 | image | mental picture produced by imagination or memory/optical reproduction of an object |
| 52 | immigrate | come to live in a foreign country |
| 53 | impact | effect made by something/act of one object striking another |
| 54 | implement | to carry out instructions |
| 55 | implicate | to show/to be involved |
| 56 | implicit | expressed indirectly/absolute and unquestioning |
| 57 | imply | to indicate or suggest without being explicitly stated/to signify or mean |
| 58 | journal | newspaper or magazine/daily record of events |
| 59 | justify | prove something to be just or valid |
| 60 | label | a piece of card or other material attached to an object to show its contents/description |

| Learn w/c 07/02/22 | Word | Definition |
|-------------------------------|-------------|---|
| 61 | labour | work, especially physical work |
| 62 | layer | single thickness, cover, coating on a surface |
| 63 | lecture | talk on a subject/tell someone off at length |
| 64 | legal | permitted by law |
| 65 | legislate | make or pass laws |
| 66 | levy | impose and collect tax, tariff or fine |
| 67 | liberal | social and political views favouring progress and reform |
| 68 | licence | document giving permission to do,use or own something |
| 69 | likewise | in addition/similarly |
| 70 | link | one of the rings in a chain/ connection between people, things or ideas |

| Learn w/c 14/02/22 | Word | Definition |
|-------------------------------|-------------|--|
| 71 | locate | discover the whereabouts of |
| 72 | logic | reasoned thought |
| 73 | maintain | continue/keep in existence |
| 74 | panel | group of people with advice, decisions, opinions |
| 75 | paradigm | a model or example |
| 76 | paragraph | section of writing |
| 77 | parallel | separated at an equal distance at every point |

| | | |
|----|-------------|---|
| 78 | parameter | a fixed limit that establishes how something should be done |
| 79 | participate | to become actively involved in |
| 80 | partner | a person or organisation you are closely involved in some way |

| Learn w/c 28/02/22 | Word | Definition |
|-------------------------------|-------------|---|
| 81 | passive | not taking an active part |
| 82 | perceive | to become aware of something |
| 83 | percent | one part of every hundred |
| 84 | period | portion of time |
| 85 | persist | to continue without interruption |
| 86 | relax | to make or become less tense |
| 87 | release | to free from captivity |
| 88 | relevant | connected with what is happening or being discussed |
| 89 | reluctance | an unwillingness to do something |
| 90 | rely | to depend on or trust someone or something |

| Learn w/c 07/03/22 | Word | Definition |
|-------------------------------|-------------|-------------------|
| 91 | remove | to take away |
| 92 | require | to need |

| | | |
|-----|----------|--|
| 93 | research | establish facts/collect information on a subject |
| 94 | reside | to live in a place |
| 95 | resolve | strong determination/ to solve a problem |
| 96 | resource | something that can be used to help you / useful, valuable possession |
| 97 | respond | to state something in reply |
| 98 | restore | to return something to its former condition |
| 99 | restrain | to hold back from action/ to limit |
| 100 | restrict | to confine, keep within certain limits |

Science Knowledge Organiser - Mondays

| Week 1 13/12/21 | Piece of Information | Answer |
|--------------------|------------------------------|--|
| 1 | Atoms | The smallest particle that exists. |
| 2 | Protons, neutrons, electrons | The three subatomic particles in an atom. |
| 3 | Electrons | The subatomic particle with a negative charge. |
| 4 | Protons | The subatomic particle with a positive charge. |
| 5 | Neutrons | The subatomic particle that has no charge (neutral). |
| 6 | Nucleus | Where the protons and neutrons are found in the centre of the atom |
| 7 | Electrons shells | The electrons orbit around these in atoms. |
| 8 | Atomic number | The total number of protons and electrons in an atom. |
| 9 | Atomic mass | The total number of neutrons and protons in an atom. |
| 10 | Lithium | The least reactive metal in Group 1 |

| Week 2 03/01/22 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Group number | Tells us how many electrons are in the outer shell. |
| 2 | Period number | Tells us how many electrons shells there are. |
| 3 | Independent variable | A factor that we change. |
| 4 | Dependent variable | A factor that we measure. |
| 5 | Control variable | A factor that we keep the same. |
| 6 | Anomalous result | Does not fit the pattern so excluded when calculating the mean. |
| 7 | Mendeleev | A russian chemist who ordered the periodic table we use today, ordered by atomic mass. |
| 8 | Group 0 | Noble gases with a full outer shell so they are unreactive. |
| 9 | Group 1 | Alkali metals with one electron in the outer shell which are very reactive. |
| 10 | Group 7 | Halogens are poisonous coloured gases with 7 electrons in the outer shell and they are very reactive. |

| Week 3 10/01/22 | Piece of Information | Answer |
|--------------------|------------------------------|---|
| 1 | Communicable disease | A disease caused by pathogens that can be transmitted between organisms (plants and animals). |
| 2 | Non-communicable disease | A disease which cannot be transmitted between organisms (plant and animal). |
| 3 | Epidemiology | The scientific study of data and trends in health related data. |
| 4 | Pathogens | Bacteria, fungi, viruses and protists. |
| 5 | Aseptic technique | Procedures to prevent contamination of pathogens |
| 6 | | |
| 7 | Atoms | The smallest particle that exists. |
| 8 | Protons, neutrons, electrons | The three subatomic particles in an atom. |
| 9 | Electrons | The subatomic particle with a negative charge. |
| 10 | Protons | The subatomic particle with a positive charge. |
| | Neutrons | The subatomic particle that has no charge (neutral). |

| Week 4 17/01/22 | Piece of Information | Answer |
|--------------------|-----------------------|--|
| 1 | Phagocytes | A white blood cell capable of engulfing then absorbing pathogens. |
| 2 | Lymphocytes | A white blood cell which produces antibodies in response to antigens on pathogens. |
| 3 | Immune response | Triggered when pathogens get past our first line of defence to defend against the disease. |
| 4 | First Line of Defence | Skin, nose hairs, mucus, stomach acid and tears are examples. |
| 5 | Vaccination | A healthy person is given a dead or inactive pathogen to develop immunity to a disease. |
| 6 | Nucleus | Where the protons and neutrons are found in the centre of the atom |
| 7 | Electrons shells | The electrons orbit around these in atoms. |
| 8 | Atomic number | The total number of protons and electrons in an atom. |
| 9 | Atomic mass | The total number of neutrons and protons in an atom. |
| 10 | Lithium | The least reactive metal in Group 1 |

| Week 5 24/01/22 | Piece of Information | Answer |
|--------------------|-------------------------------|--|
| 1 | Antibiotics | Substances that stop the growth of bacteria. |
| 2 | Antibiotic Resistant Bacteria | Bacteria which cannot be killed by antibiotics. |
| 3 | Ionic bonding | Occurs between a positive metal ion and a negative nonmetal ion. |
| 4 | Covalent bond | Forms when two atoms share pairs of electrons. |
| 5 | Electrostatic Attraction | The force between oppositely charged ions. |
| 6 | Group number | Tells us how many electrons are in the outer shell. |
| 7 | Period number | Tells us how many electrons shells there are. |
| 8 | Independent variable | A factor that we change. |
| 9 | Dependent variable | A factor that we measure. |
| 10 | Control variable | A factor that we keep the same. |

| Week 6 31/01/22 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Metallic Bond | Positive ions in a regular arrangement surrounded by a sea of delocalised electrons. |
| 2 | Atomic number | The number of protons in an atom (protons=electrons) |
| 3 | Atomic Mass | Total number of neutrons and protons in an atom. |
| 4 | Physical Properties | Features of a substance that can be observed without changing the substance itself. |
| 5 | Chemical Properties | Features of the way a substance reacts with other substances. |
| 6 | Anomalous result | Does not fit the pattern so excluded when calculating the mean. |
| 7 | Mendeleev | A russian chemist who ordered the periodic table we use today, ordered by atomic mass. |
| 8 | Group 0 | Noble gases with a full outer shell so they are unreactive. |
| 9 | Group 1 | Alkali metals with one electron in the outer shell which are very reactive. |
| 10 | Group 7 | Halogens are poisonous coloured gases with 7 electrons in the outer shell and they are very reactive. |

| Week 7 07/02/22 | Piece of Information | Answer |
|--------------------|----------------------|--------|
|--------------------|----------------------|--------|

| | | |
|----|--------------------------|---|
| 1 | Potential difference | Energy per unit of charge (V, volts). |
| 2 | Resistance | Impedes current (Ω , ohms) |
| 3 | Current | Flow of charge (A, Amps) |
| 4 | Electrical conductor | Has low resistance so charge can flow. |
| 5 | Electrical insulator | Has high resistance so restricts the flow of charge. |
| 6 | Communicable disease | A disease caused by pathogens that can be transmitted between organisms (plants and animals). |
| 7 | Non-communicable disease | A disease which cannot be transmitted between organisms (plant and animal). |
| 8 | Epidemiology | The scientific study of data and trends in health related data. |
| 9 | Pathogens | Bacteria, fungi, viruses and protists. |
| 10 | Aseptic technique | Procedures to prevent contamination of pathogens |

| | | |
|--------------------|------------------------|---|
| Week 8 14/02/22 | Piece of Information | Answer |
| 1 | In series | A closed circuit where the current follows one path. |
| 2 | In parallel | A closed circuit where the current divides into 2 or more paths before recombining to complete the circuit. |
| 3 | Kirchoff's current law | The current flowing into a junction is equal to the current flowing out of it. |
| 4 | Kirchoff's voltage law | The sum of all voltages flowing around a circuit equals zero. |
| 5 | Electricity | The flow of charge |
| 6 | Phagocytes | A white blood cell capable of engulfing then absorbing pathogens. |
| 7 | Lymphocytes | A white blood cell which produces antibodies in response to antigens on pathogens. |
| 8 | Immune response | Triggered when pathogens get past our first line of defence to defend against the disease. |
| 9 | First Line of Defence | Skin, nose hairs, mucus, stomach acid and tears are examples. |
| 10 | Vaccination | A healthy person is given a dead or inactive pathogen to develop immunity to a disease. |

| | | |
|--------------------|-------------------------------|--|
| Week 9 28/02/22 | Piece of Information | Answer |
| 1 | Antibiotics | Substances that stop the growth of bacteria. |
| 2 | Antibiotic Resistant Bacteria | Bacteria which cannot be killed by antibiotics. |
| 3 | Ionic bonding | Occurs between a positive metal ion and a negative nonmetal ion. |
| 4 | Covalent bond | Forms when two atoms share pairs of electrons. |
| 5 | Electrostatic Attraction | The force between oppositely charged ions. |
| 6 | Metallic Bond | Positive ions in a regular arrangement surrounded by a sea of delocalised electrons. |
| 7 | Atomic number | The number of protons in an atom (protons=electrons) |
| 8 | Atomic Mass | Total number of neutrons and protons in an atom. |
| 9 | Physical Properties | Features of a substance that can be observed without changing the substance itself. |
| 10 | Chemical Properties | Features of the way a substance reacts with other substances. |

| | | |
|---------------------|----------------------|--------|
| Week 10 07/03/22 | Piece of Information | Answer |
|---------------------|----------------------|--------|

| | | |
|----|------------------------|---|
| 1 | Potential difference | Energy per unit of charge (V, volts). |
| 2 | Resistance | Impedes current (Ω , ohms) |
| 3 | Current | Flow of charge (A, Amps) |
| 4 | Electrical conductor | Has low resistance so charge can flow. |
| 5 | Electrical insulator | Has high resistance so restricts the flow of charge. |
| 6 | In series | A closed circuit where the current follows one path. |
| 7 | In parallel | A closed circuit where the current divides into 2 or more paths before recombining to complete the circuit. |
| 8 | Kirchoff's current law | The current flowing into a junction is equal to the current flowing out of it. |
| 9 | Kirchoff's voltage law | The sum of all voltages flowing around a circuit equals zero. |
| 10 | Electricity | The flow of charge |

Spanish Knowledge Organiser - Tuesdays

| Week 1 14/12/21 | Piece of Information | Answer |
|--------------------|---------------------------------------|--|
| 1 | generalmente voy de vacaciones | usually I go on holiday |
| 2 | a París en Francia | to Paris in France |
| 3 | con mi familia | with my family |
| 4 | viajamos en coche porque | we travel by car because |
| 5 | <u>no está</u> lejos | it's <u>not</u> far |
| 6 | y tengo miedo de volar | and I have a fear of flying |
| 7 | nos alojamos en | we stay in |
| 8 | un hotel de cinco estrellas | a five-star hotel |
| 9 | que está cerca de la playa | which is (is located) near to the beach |
| 10 | todos los días | everyday |

| Week 2 04/01/22 | Piece of Information | Answer |
|--------------------|-----------------------------------|--------------------------------|
| 1 | vamos a la costa | we go to the seaside |
| 2 | y comemos helados | and we eat ice creams |
| 3 | que rico | how delicious |
| 4 | pero el <u>año</u> pasado | but last <u>year</u> |
| 5 | fui a Italia | I went to Italy |
| 6 | con mis amigos del colegio | with my friends from school |
| 7 | viajamos en autocar | we travelled by coach |
| 8 | el viaje fue | the journey was |
| 9 | tan largo | so long |
| 10 | nos alojamos en un camping | we stayed in a campsite |

| Week 3 11/01/22 | Piece of Information | Answer |
|--------------------|---------------------------------|---|
| 1 | que era | which was |
| 2 | muy incómodo pero gracioso | very uncomfortable but funny |
| 3 | hicimos piragüismo | we did canoeing/kayaking |
| 4 | en un lago | on a lake |
| 5 | e hice escalada | and I went (I did) rock climbing |
| 6 | usually I go on holiday | generalmente voy de vacaciones |
| 7 | to Paris in France | a París en Francia |
| 8 | with my family | con mi familia |
| 9 | we travel by car because | viajamos en coche porque |
| 10 | it's <u>not</u> far | <u>no está</u> lejos |

| Week 4 18/01/22 | Piece of Information | Answer |
|--------------------|----------------------|------------------|
| 1 | en las montañas | in the mountains |

| | | |
|----|--|---|
| 2 | en el futuro | in the future |
| 3 | me gustaría ir | I would like to go |
| 4 | a los Estados Unidos | to the USA |
| 5 | para visitar el Gran Cañón | (in order) to visit the Grand Canyon |
| 6 | and I have a fear of flying | y tengo miedo de volar |
| 7 | we stay in | nos alojamos en |
| 8 | a five-star hotel | un hotel de cinco estrellas |
| 9 | which is (is located) near to the beach | que está cerca de la playa |
| 10 | everyday | todos los días |

| | | |
|--------------------|---|--|
| Week 5 25/01/22 | Piece of Information | Answer |
| 1 | sería increíble | it would be incredible |
| 2 | además, <u>siempre</u> he soñado con | furthermore, I have <u>always</u> dreamed of |
| 3 | ir a Australia | going to Australia |
| 4 | y si fuera rico | and if I were rich |
| 5 | viajaría el mundo | I would travel the world |
| 6 | we go to the seaside | vamos a la costa |
| 7 | and we eat ice creams | y comemos helados |
| 8 | how delicious | que rico |
| 9 | but last <u>year</u> | pero el <u>año</u> pasado |
| 10 | I went to Italy | fui a Italia |

| | | |
|--------------------|---|--------------------------------------|
| Week 6 01/02/22 | Piece of Information | Answer |
| 1 | también, si tuviera mucho dinero | also, if I had a lot of money |
| 2 | viviría en Sudamérica | I would live in South America |
| 3 | porque quiero | because I want |
| 4 | practicar mi español | to practise my Spanish |
| 5 | y ver los lugares de interés | and to see the sights |
| 6 | with my friends from school | con mis amigos del colegio |
| 7 | we travelled by coach | viajamos en autocar |
| 8 | the journey was | el viaje fue |
| 9 | so long | tan largo |
| 10 | we stayed in a campsite | nos alojamos en un camping |

| | | |
|--------------------|-------------------------------|--|
| Week 7 08/02/22 | Piece of Information | Answer |
| 1 | en diciembre, si nieva | in December, if it snows |
| 2 | voy a ir a Suiza | I am going to go to Switzerland |
| 3 | para hacer esquí | (in order) to (to do) ski |
| 4 | con mis primos | with my cousins |
| 5 | va a ser genial | it is going to be great |

| | | |
|----|---|----------------------------|
| 6 | which was | que era |
| 7 | very uncomfortable but funny | muy incómodo pero gracioso |
| 8 | we did canoeing/kayaking | hicimos piragüismo |
| 9 | on a lake | en un lago |
| 10 | and I went (I did) rock climbing | e hice escalada |

| | | |
|--------------------|---|---|
| Week 8 15/02/22 | Piece of Information | Answer |
| 1 | pero si hace sol | but if it is sunny |
| 2 | quisiera ir a Japón | I would like to go to Japan |
| 3 | para conocer gente nueva | (in order) to meet new <u>people</u> |
| 4 | y probar la comida | and to try the food |
| 5 | sería la bomba | it would be the bomb |
| 6 | in the mountains | en las montañas |
| 7 | in the future | en el futuro |
| 8 | I would like to go | me gustaría ir |
| 9 | to the USA | a los Estados Unidos |
| 10 | (in order) to visit the Grand Canyon | para visitar el Gran Cañón |

| | | |
|--------------------|--|---|
| Week 9 01/03/22 | Piece of Information | Answer |
| 1 | it would be incredible | sería increíble |
| 2 | furthermore, I have always dreamed of | además, <u>siempre</u> he soñado con |
| 3 | going to Australia | ir a Australia |
| 4 | and if I were rich | y si fuera rico |
| 5 | I would travel the world | viajaría el mundo |
| 6 | also, if I had a lot of money | también, si tuviera mucho dinero |
| 7 | I would live in South America | viviría en Sudamérica |
| 8 | because I want | porque quiero |
| 9 | to practise my Spanish | practicar mi español |
| 10 | and to see the sights | y ver los lugares de interés |

| | | |
|---------------------|---|---------------------------------|
| Week 10 08/03/22 | Piece of Information | Answer |
| 1 | in December, if it snows | en diciembre, si nieva |
| 2 | I am going to go to Switzerland | voy a ir a Suiza |
| 3 | (in order) to (to do) ski | para hacer esquí |
| 4 | with my cousins | con mis primos |
| 5 | it is going to be great | va a ser genial |
| 6 | but if it is sunny | pero si hace sol |
| 7 | I would like to go to Japan | quisiera ir a Japón |
| 8 | (in order) to meet new <u>people</u> | para conocer gente nueva |

| | | |
|----|-----------------------------|---------------------------|
| 9 | and to try the food | y probar la comida |
| 10 | it would be the bomb | sería la bomba |

English Knowledge Organiser - Wednesdays

| Week 1 15/12/21 | Piece of Information | Answer |
|--------------------|---------------------------------|---|
| 1 | William Shakespeare (1564-1616) | An English poet, playwright and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist. |
| 2 | Hamartia | A fatal flaw in a protagonist's personality, which brings about his tragic downfall in a tragedy. |
| 3 | The Interpretation of Dreams | A book by Sigmund Freud, in which he introduces his theory of the subconscious mind and reading messages from dreams. |
| 4 | Sigmund Freud (1856-1939) | An Austrian neurologist and the founder of psychoanalysis. |
| 5 | The ID | The part of our personality that is present from birth. It is entirely unconscious and includes our instinctive and primitive behaviours. |
| 6 | Psychoanalysis | A clinical method for treating mental illness through dialogue between a patient and a psychoanalyst. |
| 7 | Subconscious | The part of the mind which one is not fully aware of, but which influences one's actions and feelings. |
| 8 | Primitive | Behaviour that originates from prehistoric times when men gave in to their more animalistic side. |
| 9 | Dualism | An opposition or contrast between two ideas of something. |
| 10 | Moral | A lesson that can be learned from a story or experience. The principles of right and wrong. |

| Week 2 05/01/22 | Piece of Information | Answer |
|--------------------|-------------------------------|--|
| 1 | Charles Dickens (1812-1870) | An English writer and social critic. He is regarded by many as the greatest novelist of the Victorian era. Author of Great Expectations. |
| 2 | Empathy | The ability to understand and share the feelings of another. |
| 3 | Paranoia | Unjustified suspicion and mistrust of other people. |
| 4 | The Ego | The part of your personality that is responsible for dealing with reality. |
| 5 | Instinct | A natural or intuitive way of acting or thinking. |
| 6 | Fragile | Not strong or sturdy; delicate and vulnerable. |
| 7 | The Pleasure Principle | The idea that there is a part of your personality which strives for immediate satisfaction of all desires, wants, and needs. |
| 8 | Personality | The combination of characteristics or qualities that form an individual's distinctive character. |
| 9 | The Globe Theatre (1599-1613) | Octagon shaped, roofless theatre that held 3,000 people - the home of Shakespeare's theatre company. |
| 10 | The Sublime | The use of language and description that excites thoughts and emotions beyond ordinary experience. |

| Week 3 12/01/22 | Piece of Information | Answer |
|--------------------|------------------------------|---|
| 1 | Charlotte Bronte (1816-1855) | An English novelist and poet, whose novels became classics of English literature. She is the author of the famous novel, Jane Eyre. |

| | | |
|----|---------------------------------|---|
| 2 | Hubris | Excessive pride or self-confidence. |
| 3 | Stereotype | A widely held, but fixed and oversimplified image or idea of a particular type of person or thing. |
| 4 | The SuperEgo | The part of your personality that holds our sense of right and wrong which provides guidelines for making judgements. |
| 5 | Romanticism | Romanticism was an artistic movement that originated in Europe toward the end of the 18th century. It emphasised emotion and individualism as well as glorification of all the past and nature. |
| 6 | William Shakespeare (1564-1616) | An English poet, playwright and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist. |
| 7 | Hamartia | A fatal flaw in a protagonist's personality, which brings about his tragic downfall in a tragedy. |
| 8 | The Interpretation of Dreams | A book by Sigmund Freud, in which he introduces his theory of the subconscious mind and reading messages from dreams. |
| 9 | Sigmund Freud (1856-1939) | An Austrian neurologist and the founder of psychoanalysis. |
| 10 | The ID | The part of our personality that is present from birth. It is entirely unconscious and includes our instinctive and primitive behaviours. |

| | | |
|--------------------|------------------------------------|--|
| Week 4 19/01/22 | Piece of Information | Answer |
| 1 | Robert Louis Stevenson (1850-1894) | A Scottish novelist, poet, essayist, musician and travel writer. His most famous works are Treasure Island, Kidnapped and The Strange Case of Dr Jekyll and Mr Hyde. |
| 2 | Revenge | The action of harming someone in return for an injury or wrong suffered at their hands. |
| 3 | Fatal Flaw | A trait or quality that ultimately leads to a character's downfall or death. |
| 4 | The Industrial Revolution | A change in the way people worked from working on farms to working in factories appearing in cities. |
| 5 | Psychology | The scientific study of the human mind and how it works. |
| 6 | Psychoanalysis | A clinical method for treating mental illness through dialogue between a patient and a psychoanalyst. |
| 7 | Subconscious | The part of the mind which one is not fully aware of, but which influences one's actions and feelings. |
| 8 | Primitive | Behaviour that originates from prehistoric times when men gave in to their more animalistic side. |
| 9 | Dualism | An opposition or contrast between two ideas of something. |
| 10 | Moral | A lesson that can be learned from a story or experience. The principles of right and wrong. |

| | | |
|--------------------|-----------------------------|--|
| Week 5 26/01/22 | Piece of Information | Answer |
| 1 | Robert Browning (1812-1889) | An English poet and playwright whose mastery of the dramatic monologue made him one of the foremost Victorian poets. |
| 2 | Self-Esteem | Confidence in one's own worth or abilities. |
| 3 | Humanity | The quality of being humane (showing kindness). |
| 4 | The Victorian Era | The period between 1837-1901 when Queen Victoria ruled Britain and its far reaching empire. |
| 5 | Monologue | A long speech by one actor in a play, film or poem. |
| 6 | Charles Dickens (1812-1870) | An English writer and social critic. He is regarded by many as the greatest novelist of the Victorian era. Author of Great Expectations. |
| 7 | Empathy | The ability to understand and share the feelings of another. |
| 8 | Paranoia | Unjustified suspicion and mistrust of other people. |
| 9 | The Ego | The part of your personality that is responsible for dealing with reality. |

| | | |
|----|----------|---|
| 10 | Instinct | A natural or intuitive way of acting or thinking. |
|----|----------|---|

| | | |
|--------------------|-------------------------------|--|
| Week 6 02/02/22 | Piece of Information | Answer |
| 1 | Carol Ann Duffy (1955) | A Scottish poet and playwright who was appointed Britain's Poet Laureate in May 2009. |
| 2 | Disempower | To make (a person or group) less powerful or confident. |
| 3 | Psychosis | A serious mental illness where a person loses touch with reality. |
| 4 | Betrayal | The action of betraying one's country, a group, or a person, otherwise known as treachery. |
| 5 | The Poet Laureate | A poet officially appointed by a government, typically expected to compose poems for special events and occasions. |
| 6 | Fragile | Not strong or sturdy; delicate and vulnerable. |
| 7 | The Pleasure Principle | The idea that there is a part of your personality which strives for immediate satisfaction of all desires, wants, and needs. |
| 8 | Personality | The combination of characteristics or qualities that form an individual's distinctive character. |
| 9 | The Globe Theatre (1599-1613) | Octagon shaped, roofless theatre that held 3,000 people - the home of Shakespeare's theatre company. |
| 10 | The Sublime | The use of language and description that excites thoughts and emotions beyond ordinary experience. |

| | | |
|--------------------|------------------------------|---|
| Week 7 09/02/22 | Piece of Information | Answer |
| 1 | Simon Armitage (1963) | An English poet, playwright and novelist. He is professor of poetry at the University of Leeds. |
| 2 | Protagonist | The leading character or one of the major characters in a play, film, novel. |
| 3 | Prejudice | A preconceived opinion that is not based on reason or actual experience. |
| 4 | Oppression | The malicious or unjust treatment or exercise of power, often under the guise of governmental authority. |
| 5 | Characterisation | The creation or construction of a fictional character. |
| 6 | Charlotte Bronte (1816-1855) | An English novelist and poet, whose novels became classics of English literature. She is the author of the famous novel, Jane Eyre. |
| 7 | Hubris | Excessive pride or self-confidence. |
| 8 | Stereotype | A widely held, but fixed and oversimplified image or idea of a particular type of person or thing. |
| 9 | The SuperEgo | The part of your personality that holds our sense of right and wrong which provides guidelines for making judgements. |
| 10 | Romanticism | Romanticism was an artistic movement that originated in Europe toward the end of the 18th century. It emphasised emotion and individualism as well as glorification of all the past and nature. |

| | | |
|--------------------|-----------------------------|---|
| Week 8 16/02/22 | Piece of Information | Answer |
| 1 | Edgar Allan Poe (1809-1849) | An American writer, editor, and literary critic. Poe is best known for his poetry and short stories, particularly his tales of mystery. He wrote the famous short story, The Tell-Tale Heart. |

| | | |
|----|--------------------------|--|
| 2 | Antagonist | A person who opposes or is horrible to someone or something. Usually the villain in a story. |
| 3 | Mary Shelley (1797-1851) | An English novelist, short story writer, dramatist, essayist, biographer, and travel writer, best known for her Gothic novel Frankenstein. |
| 4 | Jealousy | The state or feeling of being jealous - wanting what someone else has. |
| 5 | Macabre | Something disturbing, concerned with or causing a fear of death. |
| 6 | Psychoanalysis | A clinical method for treating mental illness through dialogue between a patient and a psychoanalyst. |
| 7 | Subconscious | The part of the mind which one is not fully aware of, but which influences one's actions and feelings. |
| 8 | Primitive | Behaviour that originates from prehistoric times when men gave in to their more animalistic side. |
| 9 | Dualism | An opposition or contrast between two ideas of something. |
| 10 | Moral | A lesson that can be learned from a story or experience. The principles of right and wrong. |

| | | |
|--------------------|-----------------------------|--|
| Week 9 02/03/22 | Piece of Information | Answer |
| 1 | Robert Browning (1812-1889) | An English poet and playwright whose mastery of the dramatic monologue made him one of the foremost Victorian poets. |
| 2 | Self-Esteem | Confidence in one's own worth or abilities. |
| 3 | Humanity | The quality of being humane (showing kindness). |
| 4 | The Victorian Era | The period between 1837-1901 when Queen Victoria ruled Britain and its far reaching empire. |
| 5 | Monologue | A long speech by one actor in a play, film or poem. |
| 6 | Carol Ann Duffy (1955) | A Scottish poet and playwright who was appointed Britain's Poet Laureate in May 2009. |
| 7 | Disempower | To make (a person or group) less powerful or confident. |
| 8 | Psychosis | A serious mental illness where a person loses touch with reality. |
| 9 | Betrayal | The action of betraying one's country, a group, or a person, otherwise known as treachery. |
| 10 | The Poet Laureate | A poet officially appointed by a government, typically expected to compose poems for special events and occasions. |

| | | |
|---------------------|-----------------------------|---|
| Week 10 09/03/22 | Piece of Information | Answer |
| 1 | Simon Armitage (1963) | An English poet, playwright and novelist. He is professor of poetry at the University of Leeds. |
| 2 | Protagonist | The leading character or one of the major characters in a play, film, novel. |
| 3 | Prejudice | A preconceived opinion that is not based on reason or actual experience. |
| 4 | Oppression | The malicious or unjust treatment or exercise of power, often under the guise of governmental authority. |
| 5 | Characterisation | The creation or construction of a fictional character. |
| 6 | Edgar Allan Poe (1809-1849) | An American writer, editor, and literary critic. Poe is best known for his poetry and short stories, particularly his tales of mystery. He wrote the famous short story, The Tell-Tale Heart. |
| 7 | Antagonist | A person who opposes or is horrible to someone or something. Usually the villain in a story. |
| 8 | Mary Shelley (1797-1851) | An English novelist, short story writer, dramatist, essayist, biographer, and travel writer, best known for her Gothic novel Frankenstein. |
| 9 | Jealousy | The state or feeling of being jealous - wanting what someone else has. |
| 10 | Macabre | Something disturbing, concerned with or causing a fear of death. |

History Knowledge Organiser - Thursdays

| Week 1 16/12/21 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Alliance | This is an agreement between countries to support each other in times of war, |
| 2 | Triple Entente | This was an alliance between Britain, France, and Russia in 1914, |
| 3 | Triple Alliance | This was an Alliance between Germany, Austria-Hungary and Italy in 1914, |
| 4 | Assassinated | This means the murder of an important person.. |
| 5 | Conscription | This is when people are forced to join the army or navy, it was used by the British in WW1. |
| 6 | Militarism | This is the belief a country should maintain a strong military capability. |
| 7 | Mobilise | This is when a government prepares and organises their military forces for war. |
| 8 | Nationalism | This means identification with one's own nation and support for its interests. |
| 9 | Strategy | This is directing overall military operations and movements in a war or battle. |
| 10 | Armistice | This is a temporary end to the fighting by agreement of the warring countries. |

| Week 2 06/01/21 | Piece of Information | Answer |
|--------------------|-------------------------|---|
| 1 | Abolitionists | These were people who were opposed to all aspects of military service. |
| 2 | Alternativists | These were people who were prepared to take on alternative civilian work rather than military service |
| 3 | Clause | This is a particular article or provision in a treaty. |
| 4 | Conscientious Objectors | These were people who refused to join any military service that requires them to fight. |
| 5 | Tribunal | This is a court setting that had the power to force men to join the army and fight, even if they refused. |
| 6 | Propaganda | This is information, used to promote a cause or point of view. |
| 7 | Pacifists | This is a person who doesn't believe in war or violence. |
| 8 | Non-combatants | These are members of the armed forces who fulfil non-combat roles such as doctors. |
| 9 | Quaker | This is a religious group who are against war and the use of violence. |
| 10 | Moral objections | This means refusing to do something because it goes against your morals or personal beliefs. |

| Week 3 13/01/21 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Appeasement | This is the policy of giving someone what they want in the hope of avoiding war. |
| 2 | Assembly | This was a group of powerful countries that ran the League of Nations. |

| | | |
|----|---------------------|---|
| 3 | Collective Security | This means when countries work together to keep the peace. |
| 4 | Council | These were members of the League of Nations who met once a year to vote on matters of international importance. |
| 5 | Covenant | This is an agreement of what the League of Nations was and what members can expect to happen under it. |
| 6 | Alliance | This is an agreement between countries to support each other in times of war, |
| 7 | Triple Entente | This was an alliance between Britain, France, and Russia in 1914, |
| 8 | Triple Alliance | This was an Alliance between Germany, Austria-Hungary and Italy in 1914, |
| 9 | Assassinated | This means the murder of an important person.. |
| 10 | Conscription | This is when people are forced to join the army or navy, it was used by the British in WW1. |

| Week 4 20/01/22 | Piece of Information | Answer |
|--------------------|------------------------|--|
| 1 | Diktat | This means a forced treaty; this is how Germany referred to the Treaty of Versailles. |
| 2 | Isolationism | This is a policy in which a country does not get involved in foreign affairs. |
| 3 | Mandate | This is a former colony that was assigned to the League of Nations to be governed. |
| 4 | Paris Peace Conference | This was the meeting held at the Palace of Versailles in France at the end of WW1. |
| 5 | Stresa Front | This was an agreement in 1935 between Britain, France and Italy declaring they would unite against Hitler. |
| 6 | Militarism | This is the belief a country should maintain a strong military capability. |
| 7 | Mobilise | This is when a government prepares and organises their military forces for war. |
| 8 | Nationalism | This means identification with one's own nation and support for its interests. |
| 9 | Strategy | This is directing overall military operations and movements in a war or battle. |
| 10 | Armistice | This is a temporary end to the fighting by agreement of the warring countries. |

| Week 5 27/01/22 | Piece of Information | Answer |
|--------------------|-------------------------|---|
| 1 | Adolf Hitler | This was the leader of Germany from 1933 until 1945. |
| 2 | Neville Chamberlain | This was the British Prime Minister from 1937 until 1940. |
| 3 | Rearmament | This is the process of equipping military forces with a new supply of weapons. |
| 4 | Dunkirk | This was when soldiers from Britain tried to evacuate from this town during the battle with Germany. |
| 5 | Blitzkrieg | This is the German military tactic of using rapid and overwhelming force. |
| 6 | Abolitionists | These were people who were opposed to all aspects of military service. |
| 7 | Alternativists | These were people who were prepared to take on alternative civilian work rather than military service |
| 8 | Clause | This is a particular article or provision in a treaty. |
| 9 | Conscientious Objectors | These were people who refused to join any military service that requires them to fight. |
| 10 | Tribunal | This is a court setting that had the power to force men to join the army and fight, even if they refused. |

| Week 6 03/02/22 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Maginot Line | This is a line of concrete fortifications and weapon installations built by the French in the 1930s. |
| 2 | Paratroopers | This is a specialised soldier who is part of an airborne force that uses parachutes. |
| 3 | Winston Churchill | This was the British Prime Minister from 1940 to 1945. |
| 4 | Allies | This means to formally cooperate with another military for a common purpose. |
| 5 | Pearl Harbour | This was an American naval base that suffered a surprise attack by Japanese forces in 1941. |
| 6 | Propaganda | This is information, used to promote a cause or point of view. |
| 7 | Pacifists | This is a person who doesn't believe in war or violence. |
| 8 | Non-combatants | These are members of the armed forces who fulfil non-combat roles such as doctors. |
| 9 | Quaker | This is a religious group who are against war and the use of violence. |
| 10 | Moral objections | This means refusing to do something because it goes against your morals or personal beliefs. |

| Week 7 10/02/22 | Piece of Information | Answer |
|--------------------|------------------------------|---|
| 1 | Clement Attlee | This was the new Prime Minister who replaced Winston Churchill. |
| 2 | From the cradle to the grave | This was the slogan used by the labour government after the war. |
| 3 | National Health Service | This provides free access to doctors, dentists, opticians and hospitals. |
| 4 | Windrush | This was when a ship arrived carrying 492 Jamaicans hoping to make a new life in Britain. |
| 5 | A country fit for heroes | This was the slogan the government used after the war regarding the improvement of Britain. |
| 6 | Alliance | This is an agreement between countries to support each other in times of war, |
| 7 | Triple Entente | This was an alliance between Britain, France, and Russia in 1914, |
| 8 | Triple Alliance | This was an Alliance between Germany, Austria-Hungary and Italy in 1914, |
| 9 | Assassinated | This means the murder of an important person.. |
| 10 | Conscription | This is when people are forced to join the army or navy, it was used by the British in WW1. |

| Week 8 17/02/22 | Piece of Information | Answer |
|--------------------|---------------------------|---|
| 1 | 1924 Housing Act | This gave local councils money to build new and improved council houses. |
| 2 | National Health Insurance | This made healthcare affordable for working men. |
| 3 | Debt | This is a sum of money that is owed or due to someone or an organisation. |

| | | |
|----|-------------|---|
| 4 | Suez Canal | This allowed British ships to sail to India and other colonies three times faster than sailing around Africa. |
| 5 | Means test | This was a test how wealthy a family was and if they could receive 'the dole'. |
| 6 | Militarism | This is the belief a country should maintain a strong military capability. |
| 7 | Mobilise | This is when a government prepares and organises their military forces for war. |
| 8 | Nationalism | This means identification with one's own nation and support for its interests. |
| 9 | Strategy | This is directing overall military operations and movements in a war or battle. |
| 10 | Armistice | This is a temporary end to the fighting by agreement of the warring countries. |

| | | |
|--------------------|----------------------|--|
| Week 9 03/03/22 | Piece of Information | Answer |
| 1 | Adolf Hitler | This was the leader of Germany from 1933 until 1945. |
| 2 | Neville Chamberlain | This was the British Prime Minister from 1937 until 1940. |
| 3 | Rearmament | This is the process of equipping military forces with a new supply of weapons. |
| 4 | Dunkirk | This was when soldiers from Britain tried to evacuate from this town during the battle with Germany. |
| 5 | Blitzkrieg | This is the German military tactic of using rapid and overwhelming force. |
| 6 | Maginot Line | This is a line of concrete fortifications and weapon installations built by the French in the 1930s. |
| 7 | Paratroopers | This is a specialised soldier who is part of an airborne force that uses parachutes. |
| 8 | Winston Churchill | This was the British Prime Minister from 1940 to 1945. |
| 9 | Allies | This means to formally cooperate with another military for a common purpose. |
| 10 | Pearl Harbour | This was an American naval base that suffered a surprise attack by Japanese forces in 1941. |

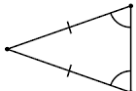
| | | |
|---------------------|------------------------------|---|
| Week 10 10/03/22 | Piece of Information | Answer |
| 1 | Clement Attlee | This was the new Prime Minister who replaced Winston Churchill. |
| 2 | From the cradle to the grave | This was the slogan used by the labour government after the war. |
| 3 | National Health Service | This provides free access to doctors, dentists, opticians and hospitals. |
| 4 | Windrush | This was when a ship arrived carrying 492 Jamaicans hoping to make a new life in Britain. |
| 5 | A country fit for heroes | This was the slogan the government used after the war regarding the improvement of Britain. |
| 6 | Militarism | This is the belief a country should maintain a strong military capability. |
| 7 | Mobilise | This is when a government prepares and organises their military forces for war. |
| 8 | Nationalism | This means identification with one's own nation and support for its interests. |
| 9 | Strategy | This is directing overall military operations and movements in a war or battle. |
| 10 | Armistice | This is a temporary end to the fighting by agreement of the warring countries. |

Maths Knowledge Organiser - Thursdays

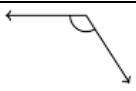
| Week 1 16/12/21 | Piece of Information | Answer |
|--------------------|---|--|
| 1 | Coordinate | A point on a grid represented by two numbers. e.g. (2,5) |
| 2 | Quadrant | One of four areas created when two axes are placed on a grid. |
| 3 | Horizontal | A line parallel to the horizontal; it goes across from side to side. |
| 4 | Vertical | A line perpendicular to the horizon; it goes up and down. |
| 5 | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144. | First 12 square numbers |
| 6 | 2, 3, 5, 7, 11, 13, 17, 19, 23, 29. | First 10 prime numbers |
| 7 | L x W | How to find the area of a rectangle. |
| 8 | 8, 16, 24, 32, 40, 48, 56 | First 7 multiples of 8. |
| 9 | Regular polygon | A polygon with all sides the same length and all angles equal. |
| 10 | Tessellate | To "tile" a surface with shapes so that there are no gaps and no overlaps. |

| Week 2 06/01/21 | Piece of Information | Answer |
|--------------------|-----------------------|--|
| 1 | 60 | Seconds in one minute |
| 2 | 60 | Minutes in one hour. |
| 3 | 24 | Hours in one day. |
| 4 | Mode | The most common value, it has the highest frequency. |
| 5 | Range | The difference between the largest and the smallest value. |
| 6 | 1, 3, 5, 7, 9. | First 5 odd numbers |
| 7 | 360° | Degrees in a full turn. |
| 8 | $A = \pi r^2$ | Area of a circle. |
| 9 | $C = \pi d$ | Circumference of a circle when the diameter is known. |
| 10 | $A = \frac{1}{2} b h$ | Area of a triangle, where b is the base and h is the perpendicular height. |

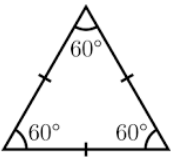
| Week 3 13/01/21 | Piece of Information | Answer |
|--------------------|----------------------|--------|
|--------------------|----------------------|--------|

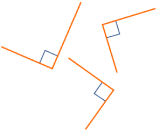
| | | |
|----|---|--|
| 1 | Quadrilateral | A four sided polygon. |
| 2 | Product | The answer when multiplying. |
| 3 | 1, 2, 3, 4, 6, 12 | Factors of 12. |
| 4 | Isosceles triangle | A triangle with exactly two equal sides and equal base angles.  |
| 5 | $\frac{\text{Diameter}}{2}$ | How to find the radius when the diameter is known. |
| 6 | Coordinate | A point on a grid represented by two numbers. e.g. (2,5) |
| 7 | Quadrant | One of four areas created when two axes are placed on a grid. |
| 8 | Horizontal | A line parallel to the horizontal; it goes across from side to side. |
| 9 | Vertical | A line perpendicular to the horizon; it goes up and down. |
| 10 | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144. | First 12 square numbers |

| Week 4 20/01/22 | Piece of Information | Answer |
|--------------------|-------------------------------------|--|
| 1 | 10 | Millimetres (mm) in a centimetre (cm). |
| 2 | 100 | Centimetres (cm) in a metre (m). |
| 3 | 1000 | Metres (m) in a kilometre (km). |
| 4 | Prime number | Only has two factors; itself and one. |
| 5 | 1, 8, 27, 64, 125. | First 5 cube numbers |
| 6 | 2, 3, 5, 7, 11, 13, 17, 19, 23, 29. | First 10 prime numbers |
| 7 | L x W | How to find the area of a rectangle. |
| 8 | 8, 16, 24, 32, 40, 48, 56 | First 7 multiples of 8. |
| 9 | Regular polygon | A polygon with all sides the same length and all angles equal. |
| 10 | Tessellate | To "tile" a surface with shapes so that there are no gaps and no overlaps. |

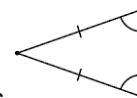
| Week 5 27/01/22 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | 1, 3, 6, 10, 15... | Triangular numbers are numbers that can make a triangular dot pattern, |
| 2 | Obtuse angle | An angle greater than 90° and less than 180°.  |
| 3 | Median | The middle value of an ordered data set. |
| 4 | Integer | A whole number. |
| 5 | Arithmetic sequence | A sequence of numbers where the same number is added or subtracted from |

| | | |
|----|-------|--|
| | | each term (it has a common difference). |
| 6 | 60 | Seconds in one minute |
| 7 | 60 | Minutes in one hour. |
| 8 | 24 | Hours in one day. |
| 9 | Mode | The most common value, it has the highest frequency. |
| 10 | Range | The difference between the largest and the smallest value. |

| Week 6 03/02/22 | Piece of Information | Answer |
|--------------------|----------------------------|--|
| 1 | Parallel | Two lines that are the same distance apart. |
| 2 | Perpendicular | Two lines that meet at 90°. |
| 3 | Equilateral triangle |  <p>A triangle with three equal sides and equal angles.</p> |
| 4 | Vertically opposite angles | The two opposite angles when two lines cross, these angles are equal. |
| 5 | Corresponding angles | Equal angles on the same side of a transversal and in the same position relative to lines intersected. |
| 6 | 1, 3, 5, 7, 9. | First 5 odd numbers |
| 7 | 360° | Degrees in a full turn. |
| 8 | $A = \pi r^2$ | Area of a circle. |
| 9 | $C = \pi d$ | Circumference of a circle when the diameter is known. |
| 10 | $A = \frac{1}{2} b h$ | Area of a triangle, where b is the base and h is the perpendicular height. |

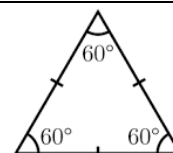
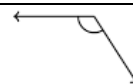
| Week 7 10/02/22 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Alternate angles | Equal angles on opposite sides of a transversal. |
| 2 | Co-interior | Angles that lie between two parallel lines and on the same side of a transversal. They sum to 180°. |
| 3 | Polygon | A closed shape with three or more straight sides. |
| 4 | Right angle |  <p>A 90° angle.</p> |
| 5 | Hexagon | A six sided polygon. |
| 6 | Quadrilateral | A four sided polygon. |
| 7 | Product | The answer when multiplying. |
| 8 | 1, 2, 3, 4, 6, 12 | Factors of 12. |

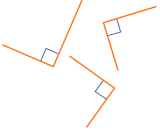
| | | |
|----|-----------------------------|--|
| 9 | Isosceles triangle | A triangle with exactly two equal sides and equal base angles. |
| 10 | $\frac{\text{Diameter}}{2}$ | How to find the radius when the diameter is known. |



| Week 8 17/02/22 | Piece of Information | Answer |
|--------------------|-------------------------------------|---|
| 1 | $y = mx + c$ | Equation of a straight line |
| 2 | m | The gradient, the steepness of a line. |
| 3 | c | The y-intercept, the point at which a line crosses the y-axis. |
| 4 | midpoint | The point half way along a line. |
| 5 | Index | This indicates the number of times a base is multiplied by itself. The plural is indices. |
| 6 | 2, 3, 5, 7, 11, 13, 17, 19, 23, 29. | First 10 prime numbers |
| 7 | L x W | How to find the area of a rectangle. |
| 8 | 8, 16, 24, 32, 40, 48, 56 | First 7 multiples of 8. |
| 9 | Regular polygon | A polygon with all sides the same length and all angles equal. |
| 10 | Tessellate | To "tile" a surface with shapes so that there are no gaps and no overlaps. |

| Week 9 03/03/22 | Piece of Information | Answer |
|--------------------|----------------------------|---|
| 1 | 1, 3, 6, 10, 15... | Triangular numbers are numbers that can make a triangular dot pattern, |
| 2 | Obtuse angle | An angle greater than 90° and less than 180°. |
| 3 | Median | The middle value of an ordered data set. |
| 4 | Integer | A whole number. |
| 5 | Arithmetic sequence | A sequence of numbers where the same number is added or subtracted from each term (it has a common difference). |
| 6 | Parallel | Two lines that are the same distance apart. |
| 7 | Perpendicular | Two lines that meet at 90°. |
| 8 | Equilateral triangle | A triangle with three equal sides and equal angles. |
| 9 | Vertically opposite angles | The two opposite angles when two lines cross, these angles are equal. |
| 10 | Corresponding angles | Equal angles on the same side of a transversal and in the same position relative to lines intersected. |



| | | |
|---------------------|----------------------|---|
| Week 10 10/03/22 | Piece of Information | Answer |
| 1 | Alternate angles | Equal angles on opposite sides of a transversal. |
| 2 | Co-interior | Angles that lie between two parallel lines and on the same side of a transversal. They sum to 180°. |
| 3 | Polygon | A closed shape with three or more straight sides. |
| 4 | Right angle |  <p>A 90° angle.</p> |
| 5 | Hexagon | A six sided polygon. |
| 6 | $y = mx + c$ | Equation of a straight line |
| 7 | m | The gradient, the steepness of a line. |
| 8 | c | The y-intercept, the point at which a line crosses the y-axis. |
| 9 | midpoint | The point half way along a line. |
| 10 | Index | This indicates the number of times a base is multiplied by itself. The plural is indices. |

Geography Knowledge Organiser - Fridays

| Week 1 17/12/21 | Piece of Information | Answer |
|--------------------|------------------------------|--|
| 1 | Tourist | This is an individual that travels away from their home for pleasure. |
| 2 | Gross Domestic Product (GDP) | This is the total value of goods and services produced by a country in one year. |
| 3 | Multiplier effect | This occurs when a positive change happens, which then has a knock on effect on other businesses. |
| 4 | Disposable income | This is the income that people have to spend after taxes. |
| 5 | Annual leave | This is paid time off work granted by employers to employees. |
| 6 | Pension | This is a regular payment made by the state to people of or above the official retirement age. |
| 7 | Package holiday | This is a holiday that includes flights, hotels and transfers that is bought and organised by one company. |
| 8 | Recession | This is a period of temporary economic decline. |
| 9 | Rejuvenation | This is the regrowth of a tourist area or resort. |
| 10 | Mass tourism | This is when large numbers of people go on holiday, often at the same time of year. |

| Week 2 07/01/22 | Piece of Information | Answer |
|--------------------|------------------------------|---|
| 1 | Host country | This is a country which contains people or organisations from other countries. |
| 2 | Tertiary sector | This is the sector of the economy concerned with providing services eg. doctors or teachers. |
| 3 | Gross National income | A measurement of economic activity calculated by dividing the gross (total) national income by the size of the population. |
| 4 | Sustainability | Actions that meet the needs of the present without reducing the ability of future generations to meet their needs. |
| 5 | Ecotourism | This is nature tourism usually involving small groups with minimal impact on the environment. |
| 6 | Social | The section of Geography that is linked to people. |
| 7 | Economic | The section of Geography that is linked to money and jobs. |
| 8 | Environmental | The section of Geography that is linked to nature and the natural world around us. |
| 9 | Newly Emerging Economy (NEE) | These are countries that have begun to experience high rates of economic development, usually along with rapid industrialisation. |

| | | |
|----|----------------|---|
| 10 | Infrastructure | This refers to the facilities that support everyday economic activity i.e. roads, phone lines or gas pipes. |
|----|----------------|---|

| Week 3 14/01/22 | Piece of Information | Answer |
|--------------------|------------------------------|--|
| 1 | Biodiversity | This is the variety of plant and animal life within an ecosystem. |
| 2 | Leakage | This refers to a loss of income from an economic system. |
| 3 | Indirect employment | These are jobs that support the tourism industry. |
| 4 | Development | This is the progress of a country in terms of economic growth, the use of technology and human welfare. |
| 5 | Development gap | This is the difference in standards of living and wellbeing between the world's richest and poorest countries. |
| 6 | Tourist | This is an individual that travels away from their home for pleasure. |
| 7 | Gross Domestic Product (GDP) | This is the total value of goods and services produced by a country in one year. |
| 8 | Multiplier effect | This occurs when a positive change happens, which then has a knock on effect on other businesses. |
| 9 | Disposable income | This is the income that people have to spend after taxes. |
| 10 | Annual leave | This is paid time off work granted by employers to employees. |

| Week 4 21/01/22 | Piece of Information | Answer |
|--------------------|-------------------------------|--|
| 1 | Debt | This is a sum of money that is owed or due. |
| 2 | Trade | This is the buying and selling of goods and services between countries. |
| 3 | Brandt Line | This is an imaginary division, dividing the 'rich north' and 'poor south'. |
| 4 | Human Development Index (HDI) | This is a method of measuring development where GNI, life expectancy and literacy rate are combined to give an overview. |
| 5 | Literacy rate | This is the percentage of adults within a specific location that can read and write. |
| 6 | Pension | This is a regular payment made by the state to people of or above the official retirement age. |
| 7 | Package holiday | This is a holiday that includes flights, hotels and transfers that is bought and organised by one company. |
| 8 | Recession | This is a period of temporary economic decline. |
| 9 | Rejuvenation | This is the regrowth of a tourist area or resort. |
| 10 | Mass tourism | This is when large numbers of people go on holiday, often at the same time of year. |

| Week 5 28/01/22 | Piece of Information | Answer |
|--------------------|-----------------------------------|--|
| 1 | Colonialism | This is control by one power over a dependent area or people. |
| 2 | Urban decline | This is the deterioration of the inner city often caused by lack of investment and maintenance |
| 3 | Regeneration | Reversing the urban decline by modernising or redeveloping, aiming to improve the local economy. |
| 4 | Transnational Corporations (TNCs) | These are companies that operate in more than one country. |
| 5 | Counter-urbanisation | The movement of people from urban areas into smaller urban areas or rural areas. |
| 6 | Host country | This is a country which contains people or organisations from other countries. |
| 7 | Tertiary sector | This is the sector of the economy concerned with providing services eg. doctors or teachers. |
| 8 | Gross National income | A measurement of economic activity calculated by dividing the gross (total) national income by the size of the population. |
| 9 | Sustainability | Actions that meet the needs of the present without reducing the ability of future generations to meet their needs. |
| 10 | Ecotourism | This is nature tourism usually involving small groups with minimal impact on the environment. |

| Week 6 04/02/22 | Piece of Information | Answer |
|--------------------|------------------------------|--|
| 1 | Quality of life | This is the standard of health, comfort, and happiness experienced by an individual or group. |
| 2 | Social deprivation | The extent an individual or an area lacks services, decent housing, adequate income and employment. |
| 3 | Ranching | This is the practice of raising herds of animals on large tracts of land. |
| 4 | Infrastructure | The basic equipment and structures (such as roads, utilities, water supply and sewage) that are needed for a country or region to function properly. |
| 5 | Pull factor | These are the reasons people want to leave a place eg.; lack of jobs or housing. |
| 6 | Social | The section of Geography that is linked to people. |
| 7 | Economic | The section of Geography that is linked to money and jobs. |
| 8 | Environmental | The section of Geography that is linked to nature and the natural world around us. |
| 9 | Newly Emerging Economy (NEE) | These are countries that have begun to experience high rates of economic development, usually along with rapid industrialisation. |
| 10 | Infrastructure | This refers to the facilities that support everyday economic activity i.e. roads, phone lines or gas pipes. |

| Week 7 11/02/22 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Push factor | These are the reasons people want to move to a place eg. job opportunities or more services. |
| 2 | Agriculture | This is the science and practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals. |
| 3 | Poverty | This is the state of being extremely poor, generally leading to a poor quality of life. |
| 4 | Mechanisation | This is the process of using agricultural machinery. |
| 5 | Formal economy | This refers to the type of employment where people work to receive a regular wage and are assured certain rights e.g. paid holidays, sickness leave. Wages are taxed. |
| 6 | Biodiversity | This is the variety of plant and animal life within an ecosystem. |
| 7 | Leakage | This refers to a loss of income from an economic system. |
| 8 | Indirect employment | These are jobs that support the tourism industry. |
| 9 | Development | This is the progress of a country in terms of economic growth, the use of technology and human welfare. |
| 10 | Development gap | This is the difference in standards of living and wellbeing between the world's richest and poorest countries. |

| Week 8 18/02/22 | Piece of Information | Answer |
|--------------------|-------------------------------|---|
| 1 | Informal economy | This type of employment comprises work done without the official knowledge of the government and therefore without paying taxes. It is common in many LICs. |
| 2 | Pacification | This involves the military and police occupation of targeted communities. |
| 3 | Squatter settlement. | This is an area of (often illegal) poor-quality housing lacking in services like water supply, sewerage and electricity. Also known as slums or shanty towns. |
| 4 | Favelas | This is the name for a Brazilian squatter settlement. |
| 5 | Indigenous people | This is the first group of people who inhabited an area and generally continue to live a traditional lifestyle. |
| 6 | Debt | This is a sum of money that is owed or due. |
| 7 | Trade | This is the buying and selling of goods and services between countries. |
| 8 | Brandt Line | This is an imaginary division, dividing the 'rich north' and 'poor south'. |
| 9 | Human Development Index (HDI) | This is a method of measuring development where GNI, life expectancy and literacy rate are combined to give an overview. |
| 10 | Literacy rate | This is the percentage of adults within a specific location that can read and write. |

| Week 9 04/03/22 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Colonialism | This is control by one power over a dependent area or people. |
| 2 | Urban decline | This is the deterioration of the inner city often caused by lack of investment and maintenance |
| 3 | Regeneration | Reversing the urban decline by modernising or redeveloping, aiming to improve the local economy. |

| | | |
|----|-----------------------------------|--|
| 4 | Transnational Corporations (TNCs) | These are companies that operate in more than one country. |
| 5 | Counter-urbanisation | The movement of people from urban areas into smaller urban areas or rural areas. |
| 6 | Quality of life | This is the standard of health, comfort, and happiness experienced by an individual or group. |
| 7 | Social deprivation | The extent an individual or an area lacks services, decent housing, adequate income and employment. |
| 8 | Ranching | This is the practice of raising herds of animals on large tracts of land. |
| 9 | Infrastructure | The basic equipment and structures (such as roads, utilities, water supply and sewage) that are needed for a country or region to function properly. |
| 10 | Pull factor | These are the reasons people want to leave a place eg.; lack of jobs or housing. |

| | | |
|---------------------|----------------------|---|
| Week 10 11/03/22 | Piece of Information | Answer |
| 1 | Push factor | These are the reasons people want to move to a place eg. job opportunities or more services. |
| 2 | Agriculture | This is the science and practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals. |
| 3 | Poverty | This is the state of being extremely poor, generally leading to a poor quality of life. |
| 4 | Mechanisation | This is the process of using agricultural machinery. |
| 5 | Formal economy | This refers to the type of employment where people work to receive a regular wage and are assured certain rights e.g. paid holidays, sickness leave. Wages are taxed. |
| 6 | Informal economy | This type of employment comprises work done without the official knowledge of the government and therefore without paying taxes. It is common in many LICs. |
| 7 | Pacification | This involves the military and police occupation of targeted communities. |
| 8 | Squatter settlement. | This is an area of (often illegal) poor-quality housing lacking in services like water supply, sewerage and electricity. Also known as slums or shanty towns. |
| 9 | Favelas | This is the name for a Brazilian squatter settlement. |
| 10 | Indegenous people | This is the first group of people who inhabited an area and generally continue to live a traditional lifestyle. |

Food, Art, Drama & RE Knowledge Organisers - Weekends

| Food Week 1 18/12/21 | Piece of Information | Answer |
|-------------------------|----------------------|---|
| 1 | Tongs | Used for picking up objects, consisting of 2 long pieces joined at one end. |
| 2 | Bain-marie | Equipment and a process of cooking that involves placing a container of food into a pan of hot water. |
| 3 | Cookie cutter | A sharp metal or plastic tool used to cut dough into shapes before cooking. |
| 4 | Grater | A metal device with holes surrounded by sharp edges used to cut food into small pieces. |
| 5 | Masher | A kitchen tool for mashing potatoes and other vegetables. |
| 6 | Ladle | A very big spoon with a deep bowl and a long handle; used for serving soup. |
| 7 | Rolling pin | A wooden cylinder that is used to flatten pastry and dough. |
| 8 | Pestle | Used for crushing substances in a mortar. |
| 9 | Mortar | Used with a pestle. |
| 10 | Spiralizer | An appliance used for cutting vegetables into ribbons or spaghetti. |

| Art Week 2 08/01/22 | Piece of Information | Answer |
|------------------------|----------------------|---|
| 1 | Cropped Image | A specific section of an image or artwork. |
| 2 | Emulsion | A type of paint used in households and artworks. |
| 3 | Artist Study | The act of recreating a well known artwork. |
| 4 | Architecture | The complex design or structure of a building. |
| 5 | Trace | The act of copying an artwork by going over the exact lines. |
| 6 | Biro | A kind of ballpoint pen which allows you to control ink flow. |
| 7 | Mixed media | A variety of materials used in one artwork. |
| 8 | Surface | The uppermost layer of something. |
| 9 | Texture | How a surface looks or feels e.g fluffy, rough or smooth. |
| 10 | Mark-Making | Creating a series of lines or patterns to create texture or tone. |

| Drama Week 3 15/01/22 | Piece of Information | Answer |
|--------------------------|----------------------|--|
| 1 | Script | A text structure that is used for a movie, play or radio play. |
| 2 | Dialogue | A conversation between two or more characters in a play. |

| | | |
|----|------------------|--|
| 3 | Stage Directions | An instruction within the text of a play indicating a movement or change to the set. |
| 4 | Setting | The scenery and stage furniture used in a play. |
| 5 | Protagonist | The leading character in a play. |
| 6 | Antagonist | The character who causes the protagonist trouble within a play. The 'bad guy'. |
| 7 | Pause | A temporary stop in action or speech. |
| 8 | Transitions | The change between two separate scenes in a play. |
| 9 | Cast List | The list of characters from a play which is found at the beginning of the script. |
| 10 | Parentheticals | Short instructions relating to the characters delivery of a line. |

| | | |
|--------------------|----------------------|---|
| Week 4 22/01/22 | Piece of Information | Answer |
| 1 | Tongs | Used for picking up objects, consisting of 2 long pieces joined at one end. |
| 2 | Bain-marie | Equipment and a process of cooking that involves placing a container of food into a pan of hot water. |
| 3 | Cookie cutter | A sharp metal or plastic tool used to cut dough into shapes before cooking. |
| 4 | Cropped Image | A specific section of an image or artwork. |
| 5 | Emulsion | A type of paint used in households and artworks. |
| 6 | Artist Study | The act of recreating a well known artwork. |
| 7 | Script | A text structure that is used for a movie, play or radio play. |
| 8 | Dialogue | A conversation between two or more characters in a play. |
| 9 | Pilgrim | A person who journeys to a sacred or holy place for religious reasons. |
| 10 | Pilgrimage | A journey to a holy place. |

| | | |
|-----------------------|----------------------|--|
| RE Week 5 29/01/22 | Piece of Information | Answer |
| 1 | Pilgrim | A person who journeys to a sacred or holy place for religious reasons. |
| 2 | Pilgrimage | A journey to a holy place. |
| 3 | Sacred | Something that is holy and connected with religion. |
| 4 | Journey | Traveling from one place to another, usually taking a rather long time. |
| 5 | Rites | A religious or other solemn (formal) ceremony or act. |
| 6 | Apparition | A ghost or ghostlike image of a person. |
| 7 | Miracles | An extraordinary and welcome event that cannot be explained by natural or scientific laws, therefore it is attributed to a divine being. |
| 8 | Omnipotent | All-powerful or All-strong. Having unlimited power without any limitations. |
| 9 | Bernadette | French peasant girl (1844-1879) whose visions of the Virgin Mary led to the building of the shrine at Lourdes, France. |
| 10 | Muhammad | Muhammad was an Arab religious, social, and political leader, and the founder of Islam he is also Islam's most important prophet. |

| Food Week 6 05/02/22 | Piece of Information | Answer |
|-------------------------|----------------------|---|
| 1 | Baking tray | A flat, metal tray used to cook food in the oven. |
| 2 | Blender | An appliance with blades used for pureeing fruit and vegetables and blending liquids. |
| 3 | Cooling rack | A wire frame that cooked food can be left on to cool. |
| 4 | Food processor | An electric appliance which speeds up the preparation and mixing of ingredients. |
| 5 | Juicer | A kitchen appliance used for extracting juice from fruit and veg. |
| 6 | Mandoline | A tool with adjustable blades, used for slicing foods thinly and evenly. |
| 7 | Ramekin | Small, round fireproof dish used for deserts. |
| 8 | Sieve | A device for aerating and separating powdered food. |
| 9 | Whisk | A utensil used for whipping and blending ingredients. |
| 10 | Wok | Bowl shaped pan used, mainly, in Chinese cooking. |

| Art Week 7 12/02/22 | Piece of Information | Answer |
|------------------------|----------------------|--|
| 1 | Experiment | To use relevant and purposeful skills to explore outcomes. |
| 2 | Layered surface | Use multiple materials to create a textured background. |
| 3 | Abstracted | An image that is recognised, but is simplified. |
| 4 | Man-made forms | Objects that have been created by humans. |
| 5 | Concept | An idea which informs your artwork. |
| 6 | Plein Air | A french term describing the act of creating an artwork outside. |
| 7 | Gradient | The rate of change in a colour. |
| 8 | Production | The creation of artwork. |
| 9 | Detail | A minute part of an artwork. |
| 10 | Depth | The impression of space by using a foreground and background. |

| Drama Week 8 19/02/22 | Piece of Information | Answer |
|--------------------------|-------------------------|--|
| 1 | Konstantin Stanislavski | A naturalistic drama practitioner. |
| 2 | Magic If | Stanislavski's technique to help actors develop characters. |
| 3 | Hot Seating | A rehearsal technique where an actors stays in character and answers questions. |
| 4 | Character Profile | A rehearsal technique which allows actors to develop a character's background. |
| 5 | The System | The process of developing a character using Stanislavski's methods |
| 6 | Super Objective | The characters main goal within a play. |
| 7 | Emotional Memory | When an actor uses their own experiences to help give a realistic response within a play |

| | | |
|----|--------------------|--|
| 8 | Point of Attention | A focus point chosen by the actor to enable them to stay in character and not become distracted. |
| 9 | Method Acting | When an actor remains in character at all times, even between performances. |
| 10 | Verbatim Theatre | Performance pieces created using the word of interviewees to create a script. |

| | | |
|--------------------|-------------------------|---|
| Week 9 05/03/22 | Piece of Information | Answer |
| 1 | Baking tray | A flat, metal tray used to cook food in the oven. |
| 2 | Blender | An appliance with blades used for pureeing fruit and vegetables and blending liquids. |
| 3 | Cooling rack | A wire frame that cooked food can be left on to cool. |
| 4 | Experiment | To use relevant and purposeful skills to explore outcomes. |
| 5 | Layered surface | Use multiple materials to create a textured background. |
| 6 | Abstracted | An image that is recognised, but is simplified. |
| 7 | Konstantin Stanislavski | A naturalistic drama practitioner. |
| 8 | Magic If | Stanislavski's technique to help actors develop characters. |
| 9 | Mecca | Islam's holiest city, located in Saudi Arabia. It is the birthplace of the Prophet Muhammad and the faith itself. |
| 10 | Ihram | Muslims enter a state of purity before going on Hajj. Male pilgrims wear two lengths of white cloth; female pilgrims wear ordinary clothes. |

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| RE Week 10 12/03/22 | Piece of Information | Answer |
| 1 | Mecca | Islam's holiest city, located in Saudi Arabia. It is the birthplace of the Prophet Muhammad and the faith itself. |
| 2 | Ihram | Muslims enter a state of purity before going on Hajj. Male pilgrims wear two lengths of white cloth; female pilgrims wear ordinary clothes. |
| 3 | Tawaf | The circling of the Kaaba by believers to demonstrate their unity in the worship of the One God - Allah. |
| 4 | Ka'bah | A building at the centre of Islam's most important and holy mosque, in Mecca. |
| 5 | Passover | A Jewish festival that occurs in the springtime. |
| 6 | Shavuot | This festival is also known as the "Festival of the Weeks", which is the second of the three Jewish Pilgrim Festivals. |
| 7 | Spiritual | Relating to or affecting the human spirit or soul as opposed to material or physical things. |
| 8 | Judaism | A monotheistic (one God) religion, the expression of the covenant (promise) that God made with the Children of Israel. |
| 9 | Holy land | The area in the Middle East where the events of the three Abrahamic religions of Judaism, Christianity and Islam happened. |
| 10 | Lourdes | A town in France: a place of pilgrimage for Roman Catholics after a peasant girl, Bernadette Soubirous, had visions of the Virgin Mary in 1858. |