## GREENSHAW LEARNING TRUST

# Gloucester Academy 

 Unit 2$$
\text { Class of } 2023
$$

# Knowledge Organiser CORE SUBJECTS 

Knowledge is power. Information is liberating.

## Logins:

## School email <br> Gmail <br> Username: @gloucesteracademy.co.uk <br> Password: <br> $\qquad$

## School computer

Username:


Password: $\qquad$
hegartymaths.com

Username:
Password: $\qquad$
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## Homework Guidance:

Knowledge Organiser homework is based on self-quizzing. It is expected that you complete one page of 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

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

H/W Science week 3
21 September 2020

1. A cell. This is the simplest unit of a lining organism.
2. Cell membrane. This is a ptpartaly premamble barrier 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-lithe substance in cells Where chemical reactors occur.
5. Nucleus. This contains DNA and controls the cell.
6. Mitocondrion. A sub-cetlular struchre where Mespiration takes place to make energy. X
5 Mitochondrion. A sub-cellular shmihre where respiration takes place to make energy.
7. Hypothesis. An idea that explains how or why something happens.
8. Prediction. A statement suggesting what you think will happen in an experiment / inveshigahop
9. Conhol variable. The variable that nowt be kept constant so that it doemit affect the outcome of the investigation. (variable = something that can change in an experiment).
10. Indie 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 indef pendent ranable. (variable $=80$ res ing Nat conchange in an experiment) $X$
12. Dependent savable. 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 | RE Choice | Choice 2 | Choice 3 | Choice 4 |
| Online session 30 minutes | Hegarty Maths | Word Challenge | Hegarty 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 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  | KO |  |  |  |  |  |  |



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 hame

| First pame |  |  |
| :---: | :---: | :---: |
| Last name | What's this for? |  |
| 1 | January |  |
| Next | What's this for? |  |

## 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 twosyllable 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> $13 / 12 / 21$ | 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 <br> 03/01/22 | Word |  |
| ---: | :--- | :--- |
| 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 <br> rules |
| 14 | coherent | logical and consistent/capable of intelligible speech |
| 15 | coincide | happen at the same time |
| 16 | collapse | fall down/cave in suddenly |
| 18 | colleague | fellow worker |
| 19 | comment | to begin |
| 20 | commission | order for a piece of work/a duty given to perform |


| Learn w/c <br> 10/01/22 | Word |  |
| ---: | :--- | :--- |
| 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 <br> $\mathbf{1 7 / 0 1 / 2 2}$ | Word |  |
| ---: | :--- | :--- |
| 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 <br> 24/01/22 | Word |  |
| ---: | :--- | :--- |
| 41 | expert | skilfu//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 <br> $\mathbf{3 1 / 0 1 / 2 2}$ | Word |  |
| ---: | :--- | :--- |
| 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 <br> 07/02/22 | Word |  |
| ---: | :--- | :--- |
| 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 <br> $\mathbf{1 4 / 0 2 / 2 2}$ | Word |  |
| :--- | :--- | :--- |
| 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 <br> 28/02/22 | Word |  |
| ---: | :--- | :--- |
| 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 <br> 07/03/22 | Word |  |
| ---: | :--- | :--- |
| 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 <br> $14 / 12 /^{\prime} 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | carbon dioxide + water --light--> <br> glucose + oxygen. | Photosynthesis |
| 2 | Limiting Reactant | The reactant that determines the amount of product formed. |
| 3 | Chlorophyll | A green pigment, found in chloroplasts, which traps sunlight. |
| 4 | Oxidation | Where a substance gains oxygen (or loses electrons). |
| 5 | Reduction | Where a substance loses oxygen (or gains electrons). |
| 6 | Reactivity Series | A list of elements arranged in order of their reactivity. <br> reactive element in a compound. |
| 7 | Displacement Reaction | A reaction where both reduction and oxidation take place. |
| 8 | Redox reaction | Metals react with acids. |
| 9 | Metal + Acid $\rightarrow$ Metal Salt + Hydrogen. |  |
| 10 | Acid + Alkali $\rightarrow$ Salt + Water $(+$ carbon <br> dioxide if a carbonate). |  |


| Week 2 04/01/22 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Alkali | Soluble metal hydroxide e.g. NaOH |
| 2 | Bases | Insoluble metal hydroxides and metal carbonates e.g. $\mathrm{Ca}(\mathrm{OH})_{2}$ |
| 3 | Strong acids | Acid in which all the molecules dissociate into ions in water e.g. HCl |
| 4 | Weak acids | Acid in which only a small fraction of the molecules dissociate into ions in water e.g. $\mathrm{CH}_{3} \mathrm{COOH}$. |
| 5 | Reaction Profile | Graphs which show the relative energy of reactants and products in a chemical reaction. |
| 6 | Activation Energy | The minimum energy particles must have to react. |
| 7 | Exothermic | A reaction where thermal energy is transferred from the chemicals to the surroundings so the temperature increases. |
| 8 | Endothermic | A reaction where thermal energy is transferred from the surroundings to the chemicals so the temperature decreases. |
| 9 | Principle of Conservation of Energy | States that the amount of energy always remains the same. |
| 10 | Internal Energy | Total amount of kinetic energy and potential energy of all the particles in the system. |


| Week 3 <br> $11 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Internal Energy | The total energy that a system's particle have in their kinetic and <br> potential energy stores. |
| 2 | Bond Energies | Breaking bonds needs energy and making bonds releases energy. |
| 3 | Catalyst | Increases the rate of a chemical reaction but is not used up during <br> the reaction. |
| 4 | Le Chatelier's principle | States that if a change is applied to a system in equilibrium, the <br> equilibrium will shift to counteract the effect of the change. |


| 5 | Dynamic Equilibrium | A system where both the forward and reverse reactions are taking <br> place simultaneously and at the same rate. |
| ---: | :--- | :--- |
| 6 | carbon dioxide + water --light--> <br> glucose + oxygen. | Photosynthesis |
| 7 | Limiting Reactant | The reactant that determines the amount of product formed. |
| 8 | Chlorophyll | A green pigment, found in chloroplasts, which traps sunlight. |
| 9 | Oxidation | Where a substance gains oxygen (or loses electrons). |
| 10 | Reduction | Where a substance loses oxygen (or gains electrons). |


| Week 4 18/01/22 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Closed system | A system where neither matter nor energy can enter or leave. The net change in total energy is always zero |
| 2 | Force = spring constant $x$ extension | The equation for Force using spring constant and extension |
| 3 | Hooke's Law | The extension of a spring is directly proportional to the force applied as long as the limit of proportionality is not exceeded. |
| 4 | Directly proportional | Two variables change at the same rate. Represented by a diagonal straight line from the origin on a graph. |
| 5 | Spring constant (k) | A measure of the stiffness of a spring. |
| 6 | Reactivity Series | A list of elements arranged in order of their reactivity. |
| 7 | Displacement Reaction | A reaction where a more reactive element takes the place of a less reactive element in a compound. |
| 8 | Redox reaction | A reaction where both reduction and oxidation take place. |
| 9 | Metal + Acid $\rightarrow$ Metal Salt + Hydrogen. | Metals react with acids. |
| 10 | Acid + Alkali $\rightarrow$ Salt + Water (+ carbon dioxide if a carbonate). | Neutralisation of Acid by an alkali. |


| Week 5 <br> 25/01/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Elastic deformation | An object returns to its original length after it has been stretched <br> and the forces removed. |
| 2 | Inelastic deformation | An object that does not return to its original length when the forces <br> are removed. |
| 3 | Moment = Force x Perpendicular <br> Distance from the pivot. | Equation for calculating a moment using the force and <br> perpendicular distance from the pivot. |
| 4 | Interdependence | lll the organisms in a community depend upon each other for <br> things such as food, shelter, pollination and seed dispersal. |
| 5 | Abiotic factors | The non-living parts of the environment. |
| 6 | Alkali | Soluble metal hydroxide e.g. NaOH |
| 7 | Bases | Insoluble metal hydroxides and metal carbonates e.g. $\mathrm{Ca}(\mathrm{OH})_{2}$ |
| 8 | Strong acids | Acid in which all the molecules dissociate into ions in water e.g. HCl |


| 9 | Weak acids | Acid in which only a small fraction of the molecules dissociate into <br> ions in water e.g. $\mathrm{CH}_{3} \mathrm{COOH}$. |
| ---: | :--- | :--- |
| 10 | Reaction Profile | Graphs which show the relative energy of reactants and products in <br> a chemical reaction. |


| Week 6 <br> $01 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Ecosystem | The interaction of a community living (biotic) organisms with the <br> non-living (abiotic) parts of their environment. |
| 2 | Biomass | A resource made from living or recently living organisms. |
| 3 | Biodiversity | A measure of the different species present in a community. |
| 4 | Biotic factors. | The living parts of the environment. |
| 5 | GM crops | Crops that have had their genes modified so that they are resistant <br> to insect attack and disease. |
| 6 | Activation Energy | The minimum energy particles must have to react. |
| 7 | Exothermic | A reaction where thermal energy is transferred from the chemicals <br> to the surroundings so the temperature increases. |
| 8 | Endothermic | A reaction where thermal energy is transferred from the <br> surroundings to the chemicals so the temperature decreases. |
| 9 | Principle of Conservation of Energy | States that the amount of energy always remains the same. |
| 10 | Internal Energy | Total amount of kinetic energy and potential energy of all the <br> particles in the system. |


| Week 7 <br> $08 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Relative Atomic Mass | The average mass of atoms of an element including the isotopes. |
| 2 | Relative Formula Mass | The sum of the relative atomic masses of all atoms shown in the <br> formula. |
| 3 | Mole | Measurement of the amount of a substance. |
| 4 | Avogadro's Constant | The number of atoms in $1 \mathrm{M}\left(6.02 \times 10^{23}\right)^{* *}$ |
| 5 | Conservation of Mass | In a reaction the mass of products = mass of reactants. |
| 6 | carbon dioxide + water --light--> <br> glucose + oxygen. | Photosynthesis |
| 7 | Limiting Reactant | The reactant that determines the amount of product formed. |
| 8 | Chlorophyll | A green pigment, found in chloroplasts, which traps sunlight. |
| 9 | Oxidation | Where a substance gains oxygen (or loses electrons). |
| 10 | Reduction | Where a substance loses oxygen (or gains electrons). |


| Week 8 <br> $15 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Variation | The differences that exist within a species or between different <br> species. |
| 2 | Mutation | A change to a sequence of DNA so it codes for different proteins. |
| 3 | Evolution | The change in a species over a long time. |
| 4 | Selective breeding | The process by which humans breed plants and animals for |


|  |  | particular genetic characteristics. |
| ---: | :--- | :--- |
| 5 | Genetic engineering | A process that involves modifying the genome of one organism by <br> introducing a gene from another organism to give a desired <br> characteristic. |
| 6 | Reactivity Series | A list of elements arranged in order of their reactivity. |
| 7 | Displacement Reaction | A reaction where a more reactive element takes the place of a less <br> reactive element in a compound. |
| 88 | Redox reaction | A reaction where both reduction and oxidation take place. |
| 9 | Metal + Acid $\rightarrow$ Metal Salt + <br> Hydrogen. | Metals react with acids. |
| 10 | Acid + Alkali $\rightarrow$ Salt + Water $(+$ <br> carbon dioxide if a carbonate) $).$ | Neutralisation of Acid by an alkali. |


| Week 9 <br> $01 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Alkali | Soluble metal hydroxide e.g. NaOH |
| 2 | Bases | Insoluble metal hydroxides and metal carbonates e.g. $\mathrm{Ca}(\mathrm{OH})_{2}$ |
| 3 | Strong acids | Acid in which all the molecules dissociate into ions in water e.g. HCl |
| 4 | Weak acids | Acid in which only a small fraction of the molecules dissociate into <br> ions in water e.g. $\mathrm{CH}_{3} \mathrm{COOH}$. |
| 5 | Reaction Profile | Graphs which show the relative energy of reactants and products in <br> a chemical reaction. |
| 6 | Activation Energy | The minimum energy particles must have to react. |
| 7 | Exothermic | A reaction where thermal energy is transferred from the chemicals to <br> the surroundings so the temperature increases. |
| 8 | Endothermic | A reaction where thermal energy is transferred from the surroundings <br> to the chemicals so the temperature decreases. |
| 9 | Principle of Conservation of Energy | States that the amount of energy always remains the same. |
| 10 | Internal Energy | Total amount of kinetic energy and potential energy of all the <br> particles in the system. |


| Week 10 <br> $08 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | carbon dioxide + water --light--> <br> glucose + oxygen. | Photosynthesis |
| 2 | Limiting Reactant | The reactant that determines the amount of product formed. |
| 3 | Chlorophyll | A green pigment, found in chloroplasts, which traps sunlight. |
| 4 | Oxidation | Where a substance gains oxygen (or loses electrons). |
| 5 | Reduction | Where a substance loses oxygen (or gains electrons). |
| 6 | Reactivity Series | A list of elements arranged in order of their reactivity. |
| 7 | Displacement Reaction | A reaction where a more reactive element takes the place of a less <br> reactive element in a compound. |
| 8 | Redox reaction | A reaction where both reduction and oxidation take place. |


| 9 | Metal + Acid $\rightarrow$ Metal Salt + <br> Hydrogen. | Metals react with acids. |
| ---: | :--- | :--- |
| 10 | Acid + Alkali $\rightarrow$ Salt + Water $(+$ <br> carbon dioxide if a carbonate $).$ | Neutralisation of Acid by an alkali. |

## Maths Knowledge Organiser Foundation - Mondays

| Week 1 <br> $14 / 12 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $\mathrm{y}=\mathrm{mx}+\mathrm{c}$ | 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 | Perimeter | The distance all the way around the outside of a 2D shape. |
| 6 | Mode | The most common value. <br> 7 |
| 8 | Simple interest | The amount calculated by finding the percentage of an amount of <br> borrowed or loaned. |
| 9 | Factor | Has only two factors, one and itself. |
| 10 | Range | Integers we multiply to get another number. |


| Week 2 <br> $04 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Area | The number of unit squares that cover the surface of a closed <br> figure. |
| 2 | Compound Interest | Interest calculated on the initial principal, which also includes all of <br> the accumulated interest from previous periods on a deposit or <br> loan. |
| 3 | $1,3,5,7,9$. | First 5 odd numbers |
| 4 | $1,4,9,16,25,36,49,64,81,100$, <br> 121,144 | First 12 square numbers. |
| 5 | $2,3,5,7,11,13,17,19,23,29$ | First 10 prime numbers. |
| 6 | 360 | Degrees in a full turn. |
| 7 | $A=\pi r^{2}$ | Area of a circle. |
| 8 | $\mathrm{~L} \times \mathrm{W}$ | How to find the area of a rectangle. |
| 9 | $8,16,24,32,40,48,56$ | First 7 multiples of 8. |


| 10 | Surd | A number that can't be simplified to remove a square root (or cube <br> root etc). For example $\sqrt{ } 15$ |
| ---: | :--- | :--- |


| Week 3 <br> $11 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Regular polygon | A polygon with all sides the same length and all angles equal. |
| 2 | 60 | Seconds in one minute |
| 3 | 60 | Minutes in one hour. |
| 4 | 24 | Hours in one day. |
| 5 | Significant Figure | The number of digits in a value that contribute to the degree of <br> accuracy. |
| 6 | $y=m x+c$ | 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 | Perimeter | The distance all the way around the outside of a 2D shape. |


| Week 4 <br> $18 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Truncate | To drop all decimal places past a certain point without rounding. |
| 22 | Lower Bound | The smallest value that would round up to the estimated value. |
| 3 | Upper Bound | The largest value that would round down to the estimated value. |
| 4 | Error Interval | The range of values (between the <br> upper and lower bounds) in which <br> the precise value could be. |
| 5 | $C=\pi d \quad 2.5 \leq x<3.5$ |  |
| 6 | Mode | Circumference of a circle when the diameter is known. |


| Week 5 |  | Answer |
| :--- | :--- | :--- |
| $25 / 01 / 22$ | Piece of Information |  |


| 1 | Inequality | A statement of a relationship between two numbers or algebraic <br> expressions. |
| ---: | :--- | :--- |
| 2 | $<$ | Less than symbol |
| 3 | $>$ | Greater than symbol |
| 4 | $\leq$ | Less than or equal to symbol |
| 5 | $\geq$ | Greater than or equal to symbol <br> 6 |
| 7 | Area | The number of unit squares that cover the surface of a closed |


| Week 6 <br> $01 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | A = $1 / 2 \mathrm{~b}$ h | Area of a triangle, where b is the base and h is the perpendicular <br> height. |
| 2 | Quadrilateral | A four sided polygon. |
| 3 | Product | The answer when multiplying. |
| 4 | $1,2,3,4,6,12$ | Factors of 12. |
| 5 |  | A triangle with exactly two equal sides and equal base angles. |
| 6 | 360 | Degrees in a full turn. |
| 7 | $A=\pi r^{2}$ | Area of a circle. |
| 8 | L $\times \mathrm{W}$ | How to find the area of a rectangle. |
| 9 | $8,16,24,32,40,48,56$ | First 7 multiples of 8. |
| 10 |  | A number that can't be simplified to remove a square root (or cube |
|  | Surd | root etc). For example $\sqrt{ } 15$ |


| Week 7 <br> $08 / 02 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | $\frac{\text { Diameter }}{2}$ | How to find the radius when the diameter is known. |
| 2 | $1,8,27,64,125$ | First 5 cube numbers. |
| 3 | Parallelogram | A quadrilateral whose four sides can be grouped into two pairs of |


|  |  | equal-length sides that are opposite to each other. |
| ---: | :--- | :--- |
| 4 | Trapezium | A quadrilateral with one pair of sides parallel. |
| 5 | Circumference | The distance around a circle. |
| 6 | $\mathrm{y}=\mathrm{mx}+\mathrm{c}$ | 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 | Perimeter | The distance all the way around the outside of a 2D shape. |


| Week 8 <br> $15 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Sector | A pie-shaped part of a circle. |
| 2 | Segment of a circle | The region that is bounded by an arc and a chord of the circle. |
| 3 | Arc | A portion of the circumference of a circle. |
| 4 | $1,3,6,10,15 \ldots$ | Triangular numbers are numbers that can make a triangular dot <br> pattern, |
| 5 | Obtuse angle | An angle greater than $90^{\circ}$ and less than 180. |
| 6 | Mode | The most common value. |
| 7 | Simple interest | The amount calculated by finding the percentage of an amount of <br> money and multiplying it by the amount of time the money is <br> borrowed or loaned. |
| 8 | Prime number | Has only two factors, one and itself. |
| 9 | Factor | Integers we multiply to get another number. |
| 10 | Range | The difference between the largest and the smallest value. |


| Week 9 <br> $01 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Area | The number of unit squares that cover the surface of a closed figure. |
| 2 | Compound Interest | Interest calculated on the initial principal, which also includes all of <br> the accumulated interest from previous periods on a deposit or loan. |
| 3 | $1,3,5,7,9$. | First 5 odd numbers |
| 4 | $1,4,9,16,25,36,49,64,81,100$, <br> 121,144 | First 12 square numbers. |
| 5 | $2,3,5,7,11,13,17,19,23,29$ | First 10 prime numbers. |
| 6 | 360 | Degrees in a full turn. |
| 7 | $A=\pi r^{2}$ | Area of a circle. |
| 8 | $\mathrm{~L} \times \mathrm{W}$ | How to find the area of a rectangle. |
| 9 | $8,16,24,32,40,48,56$ | First 7 multiples of 8. |


| 10 | Surd | A number that can't be simplified to remove a square root (or cube <br> root etc). For example $\sqrt{ } 15$ |
| ---: | :--- | :--- |


| Week 10 <br> $08 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $\mathrm{y}=\mathrm{mx}+\mathrm{c}$ | 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 | Perimeter | The distance all the way around the outside of a 2D shape. |
| 6 | Mode | The most common value. |
| 7 |  | The amount calculated by finding the percentage of an amount of <br> money and multiplying it by the amount of time the money is <br> borrowed or loaned. |
| 8 | Prime number | Has only two factors, one and itself. |
| 9 | Factor | Integers we multiply to get another number. |
| 10 | Range | The difference between the largest and the smallest value. |

Maths Knowledge Organiser Higher - Mondays

| Week 1 <br> $14 / 12 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $A=\pi r^{2}$ | Area of a circle. |
| 2 | $C=\pi d$ | Circumference of a circle when the diameter is known. |
| 3 | Product | The answer when multiplying. |
| 4 | $1,2,3,4,6,12$ | Factors of 12. |
| 5 | Surd | A number that can't be simplified to remove a square root (or cube <br> root etc). |
| 6 | Index | This indicates the number of times a base is multiplied by itself. <br> The plural is indices. |
| 7 | Prime number | Only has two factors; itself and one. |
| 8 | $1,8,27,64,125$. | First 5 cube numbers |
| 9 | Iteration | Repeatedly carrying out a process. |
| 10 | $1,3,6,10,15 \ldots$ | Triangular numbers are numbers that can make a triangular dot <br> pattern. |


| Week 2 <br> $04 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $1,4,9,16,25,36,49,64,81,100$, <br> 121,144 | First 12 square numbers. |
| 2 | $2,3,5,7,11,13,17,19,23,29$ | First 10 prime numbers. |
| 3 | Sequence | A pattern of numbers or shapes that follows a rule. |
| 4 | Converging | A sequence that approaches a fixed number. |
| 5 | Function | An expression that defines a relationship between two variables. |
| 6 | f(x) | Function Notation. |
| 7 | Arithmetic sequence | A sequence of numbers where the same number is added or <br> subtracted from each term (it has a common difference). |
| 8 | Inverse | A mathematical operation that has the opposite effect to another <br> operation. |
| 9 | Polygon | A closed shape with three or more straight sides. |
| 10 | Hexagon | A six sided polygon. |


| Week 3 <br> $11 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Tangent | The straight line that "just touches" the curve at that point. |
| 2 | midpoint | The point half way along a line. |
| 3 | Simple interest | The amount calculated by finding the percentage of an amount of <br> money and multiplying it by the amount of time the money is <br> borrowed or loaned. |
| 4 | Turning Point | The point at which the graph "turns around". |
| 5 | Bisect | To divide into two equal parts. |
| 6 | $A=\pi r^{2}$ | Area of a circle. |
| 7 | $C=\pi d$ | Circumference of a circle when the diameter is known. |
| 8 | Product | The answer when multiplying. |
| 9 | $1,2,3,4,6,12$ | Factors of 12. |
| 10 | Surd | A number that can't be simplified to remove a square root (or cube <br> root etc). |


| Week 4 <br> $18 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $\mathrm{y}=\mathrm{mx}+\mathrm{c}$ | 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 | Region | The area enclosed on a coordinate plane by a set of equations. |
| 5 | $180^{\circ} \times(n-2)$ | Sum of interior angles. |


|  | This indicates the number of times a base is multiplied by itself. The <br> plural is indices. |  |
| ---: | :--- | :--- |
| 7 | Prime number | Only has two factors; itself and one. |
| 8 | $1,8,27,64,125$. | First 5 cube numbers |
| 9 | Iteration | Repeatedly carrying out a process. |
| 10 | $1,3,6,10,15 \ldots$ | Triangular numbers are numbers that can make a triangular dot <br> pattern. |


| Week 5 <br> $25 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $\frac{\text { Diameter }}{2}$ | How to find the radius when the diameter is known. |
| 2 | $C=2 \pi r$ | Circumference of a circle when the radius is known. |
| 3 | Compound Interest | Interest calculated on the initial principal, which also includes all of <br> the accumulated interest from previous periods. |
| 4 | Proof | A sequence of statements that follow on logically from each other <br> that shows that something is always true. |
| 5 | Sector | A pie-shaped part of a circle. |
| 6 | $1,4,9,16,25,36,49,64,81,100$, <br> 121,144 | First 12 square numbers. |
| 7 | $2,3,5,7,11,13,17,19,23,29$ | First 10 prime numbers. |
| 8 | Sequence | A pattern of numbers or shapes that follows a rule. |
| 9 | Converging | A sequence that approaches a fixed number. |
| 10 | Function | An expression that defines a relationship between two variables. |


| Week 6 <br> $01 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Arc | A portion of the circumference of a circle. |
| 2 | Circumference | The distance around a circle. |
| 3 | Quadrilateral | A four sided polygon. |
| 4 | Cyclic Quadrilateral | A quadrilateral whose vertices all lie on a single circle. |
| 5 | Chord | A line segment connecting two points on a curve. |
| 6 | $f(x)$ | A sequence of numbers where the same number is added or <br> subtracted from each term (it has a common difference). |
| 7 | Arithmetic sequence | A mathematical operation that has the opposite effect to another <br> operation. |
| 8 | Inverse | A closed shape with three or more straight sides. |
| 9 | Polygon | A six sided polygon. |
| 10 | Hexagon |  |


| Week 7 <br> $08 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Segment of a circle | The region that is bounded by an arc and a chord of the circle. |
| 2 | Alternate Segment Theorem | The angle between a tangent and a chord is equal to the angle in <br> the alternate segment. |
| 3 | Subtended | To take up the side opposite an angle or arc. |
| 4 | $90^{\circ}$ | The measure of an angle subtended from a semi circle. |
| 5 | Double | The angle at the centre of a circle compared to the angle subtended <br> on at the circumference. |
| 6 | $A=\pi r^{2}$ | Area of a circle. |
| 7 | $C=\pi d$ | Circumference of a circle when the diameter is known. |
| 8 | Product | The answer when multiplying. |
| 9 | $1,2,3,4,6,12$ | Factors of 12. |
| 10 | Surd | A number that can't be simplified to remove a square root (or cube <br> root etc). |


| Week 8 <br> $15 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Equal | The measure of any angle subtended from the same segment. |
| 2 | $180^{\circ}$ | Sum of the opposite angles in a cyclic quadrilateral. |
| 3 | Equal | The measure of the two tangents from an external point. |
| 4 | $90^{\circ}$ | The measure of the angle between the radius and a tangent at that <br> point. |
| 5 | $90^{\circ}$ | The measure of the angle between the radius and a bisected chord. |
| 6 | Index | This indicates the number of times a base is multiplied by itself. The <br> plural is indices. |
| 7 | Prime number | Only has two factors; itself and one. |
| 8 | $1,8,27,64,125$. | First 5 cube numbers |
| 9 | Iteration | Repeatedly carrying out a process. |
| 10 | $1,3,6,10,15 \ldots$ | Triangular numbers are numbers that can make a triangular dot <br> pattern. |


| Week 9 <br> $01 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $1,4,9,16,25,36,49,64,81,100$, <br> 121,144 | First 12 square numbers. |
| 2 | $2,3,5,7,11,13,17,19,23,29$ | First 10 prime numbers. |
| 3 | Sequence | A pattern of numbers or shapes that follows a rule. |
| 4 | Converging | A sequence that approaches a fixed number. |
| 5 | Function | An expression that defines a relationship between two variables. |
| 6 | $f(x)$ | Function Notation. |


| 7 | Arithmetic sequence | A sequence of numbers where the same number is added or <br> subtracted from each term (it has a common difference). |
| ---: | :--- | :--- |
| 8 | Inverse | A mathematical operation that has the opposite effect to another <br> operation. |
| 9 | Polygon | A closed shape with three or more straight sides. |
| 10 | Hexagon | A six sided polygon. |


| Week 10 <br> 08/03/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $A=\pi r^{2}$ | Area of a circle. |
| 2 | $C=\pi d$ | Circumference of a circle when the diameter is known. |
| 3 | Product | The answer when multiplying. |
| 4 | $1,2,3,4,6,12$ | Factors of 12. |
| 5 | Surd | A number that can't be simplified to remove a square root (or cube <br> root etc). |
| 6 | Index | This indicates the number of times a base is multiplied by itself. The <br> plural is indices. |
| 7 | Prime number | Only has two factors; itself and one. |
| 8 | $1,8,27,64,125$. | First 5 cube numbers |
| 9 | Iteration | Repeatedly carrying out a process. |
| 10 | $1,3,6,10,15 \ldots$ | Triangular numbers are numbers that can make a triangular dot <br> pattern. |

## English Language Knowledge Organiser - Tuesdays

| Week 1 <br> $14 / 12 / /^{21}$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Noun | Identifies a person (girl), thing (wall), idea (luckiness) or state <br> (anger). |
| 2 | Verb | Describes an action (jump), event (happen), situation (be) or <br> change (evolve). |
| 3 | Adjective | Describes a noun (happy girl, grey wall). |
| 4 | Adverb | Gives in <br> formation about a verb (run quickly). |
| 5 | Independent clause | A clause that can form a complete sentence, making sense on its <br> own. |
| 6 | Dependent clause | A clause that provides additional information, but which cannot <br> stand as a sentence |
| 7 | Fragment | An incomplete sentence (no subject verb agreement). E.g.: <br> "Nothing." "Silence everywhere." |
| 8 | Simple | A sentence with one independent clause. E.g.: "She went to the <br> shop." |
| 9 | Compound | A sentence with multiple independent clauses. E.g.: "She went to <br> the shop and she bought a banana". |
| 10 | Complex | A sentence with one independent clause and at least one <br> dependent clause. E.g.: "Sometimes, when she goes to the <br> shop, she likes to buy a banana." |


| Week 2 <br> $04 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Polysyndeton | A sentence where there are multiple conjunctions E.g.: repeated <br> use of 'and', 'but', 'or'. |
| 2 | Asyndeton | A sentence where conjunctions are deliberately not used. |
| 3 | Hyperbole | The use of extreme exaggeration. |
| 4 | Imagery | When the writer provides mental "pictures". |
| 5 | Irony | Like sarcasm, where the opposite is implied. |
| 6 | Triplets | A series of three words, phrases or sentences. |
| 7 | Symbolism | An idea is reflected by an object/character etc. |
| 8 | Oxymoron | Contradictory terms together. E.g.: "bittersweet'. |
| 9 | Pathos | Language used to appeal to the emotions. |
| 10 | Semantic Field | A set of words from a text related in meaning. E.g.: A semantic <br> field of romance might include the words: roses, flowers, hearts, <br> candlelight. |


| Week 3 <br> $11 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Motif | A dominant or recurring idea in a story. |
| 2 | Simile | A figure of speech that directly compares two different things using <br> like' or 'as'. |
| 3 | Metaphor | A figure of speech that directly compares two things, stating <br> something is something else. |
| 4 | Sibilance | The repetition of words beginning with "sh" or "s", which create a <br> hissing sound. |
| 5 | Stichomythia | A technique where two characters speak, but only in abrupt, short <br> sentences of one line. |
| 6 | Noun | Identifies a person (girl), thing (wall), idea (luckiness) or state <br> (anger). |
| 7 | Verb | Describes an action (jump), event (happen), situation (be) or <br> change (evolve). |
| 8 | Adjective | Describes a noun (happy girl, grey wall). |
| 9 | Adverb | Gives in <br> formation about a verb (run quickly). |
| 10 | Independent clause | A clause that can form a complete sentence, making sense on its <br> own. |


| Week 4 <br> 18/01/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Colloquialism | The use of informal words, phrases or even slang in a piece of <br> writing. |
| 2 | Idiom | An idiom is a common phrase which means something different <br> from its literal meaning. E.g.: People may say 'break a leg!' for <br> 'good luck!' |
| 3 | Imperative | Imperative verbs give an order E.g.: 'sit down', 'write this', 'close <br> the door'. |
| 4 | Parallelism | Sentences that are similar in their construction, sound or meaning. <br> E.g.: "It was the best of times, it was the worst of times." |
| 5 | Monosyllabic words | Where a word consists of one syllable. E.g.: 'Stop!' |
| 6 | Dependent clause | A clause that provides additional information, but which cannot <br> stand as a sentence |


| 7 | Fragment | An incomplete sentence (no subject verb agreement). E.g.: <br> "Nothing." "Silence everywhere." |
| ---: | :--- | :--- |
| 8 | Simple | A sentence with one independent clause. E.g.: "She went to the <br> shop." |
| 9 | Compound | A sentence with multiple independent clauses. E.g.: "She went to <br> the shop and she bought a banana". |
| 10 | Complex | A sentence with one independent clause and at least one <br> dependent clause. E.g.: "Sometimes, when she goes to the <br> shop, she likes to buy a banana." |


| Week 5 <br> $25 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Introducing | When an idea or character is first shown. |
| 2 | Focusing | What our attention is drawn to. |
| 3 | Building | When an idea/tension is increased. |
| 4 | Developing | When an earlier point is extended. |
| 5 | Concluding | Ideas or events are drawn to a close. |
| 6 | Polysyndeton | A sentence where there are multiple conjunctions E.g.: repeated <br> use of 'and', 'but', 'or'. |
| 7 | Asyndeton | A sentence where conjunctions are deliberately not used. |
| 8 | Hyperbole | The use of extreme exaggeration. |
| 9 | Imagery | When the writer provides mental "pictures". |
| 10 | Irony | Like sarcasm, where the opposite is implied. |


| Week 6 <br> $01 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | In media res | Starting in the middle of the narrative, with no introduction. |
| 2 | Exposition | The insertion of background information within a story or narrative. |
| 3 | Foreground | To make (something) the most prominent or important feature. |
| 4 | Shift | Changes in ideas and perspectives. E.g.: shifting from an exterior to <br> interior perspective. |
| 5 | Analepsis | A flashback, presenting past events. |
| 6 | Triplets | A series of three words, phrases or sentences. |
| 7 | Symbolism | An idea is reflected by an object/character etc. |
| 8 | Oxymoron | Contradictory terms together. E.g.: "bittersweet". |
| 9 | Pathos | Language used to appeal to the emotions. |
| 10 | Semantic Field | A set of words from a text related in meaning. E.g.: A semantic field <br> of romance might include the words: roses, flowers, hearts, <br> candlelight. |


| Week 7 <br> $08 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Prolepsis | A flash-forward, presenting future events. |
| 2 | Resolution | The conclusion of the story's plot. |
| 3 | Climax | The most intense, exciting, or important point of something. |
| 4 | Narrative focus | This is what the writer focuses on as the text develops. |
| 5 | Atmosphere | The feeling, emotion, or mood that an author creates in a narrative <br> through descriptive language. |


| 6 | Noun | Identifies a person (girl), thing (wall), idea (luckiness) or state <br> (anger). |
| ---: | :--- | :--- |
| 7 | Verb | Describes an action (jump), event (happen), situation (be) or change <br> (evolve). |
| 8 | Adjective | Describes a noun (happy girl, grey wall). |
| 9 | Adverb | Gives in <br> formation about a verb (run quickly). |
| 10 | Independent clause | A clause that can form a complete sentence, making sense on its <br> own. |


| Week 8 <br> $15 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Non-Linear | Events are not told chronologically. |
| 2 | Temporal references | References to time. |
| 3 | Cyclical | When a text or film ends the same way it began. |
| 4 | Tension | The feeling of emotional strain. |
| 5 | Juxtaposition | Two ideas placed together that contrast with each other. <br> A clause that provides additional information, but which cannot stand <br> as a sentence |
| 6 | Dependent clause | An incomplete sentence (no subject verb agreement). E.g.: <br> "Nothing." "Silence everywhere." |
| 7 | Fragment | A sentence with one independent clause. E.g.: "She went to the <br> shop." |
| 8 | Simple | A sentence with multiple independent clauses. E.g.: "She went to the <br> shop and she bought a banana". |
| 9 | Compound | A sentence with one independent clause and at least one <br> dependent clause. E.g.: "Sometimes, when she goes to the shop, <br> she likes to buy a banana." |
| 10 | Complex |  |


| Week 9 <br> $01 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Polysyndeton | A sentence where there are multiple conjunctions E.g.: repeated use <br> of 'and', 'but', 'or'. |
| 2 | Asyndeton | A sentence where conjunctions are deliberately not used. |
| 3 | Hyperbole | The use of extreme exaggeration. |
| 4 | Imagery | When the writer provides mental "pictures". |
| 5 | Irony | Like sarcasm, where the opposite is implied. |
| 6 | Triplets | A series of three words, phrases or sentences. |
| 7 | Symbolism | An idea is reflected by an object/character etc. |
| 8 | Oxymoron | Contradictory terms together. E.g.: "bittersweet". |
| 99 | Pathos | Language used to appeal to the emotions. |
| 10 | Semantic Field | A set of words from a text related in meaning. E.g.: A semantic field <br> of romance might include the words: roses, flowers, hearts, <br> candlelight. |


| Week 10 <br> $08 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Noun | Identifies a person (girl), thing (wall), idea (luckiness) or state <br> (anger). |
| 2 | Verb | Describes an action (jump), event (happen), situation (be) or change <br> (evolve). |
| 3 | Adjective | Describes a noun (happy girl, grey wall). |
| 4 | Adverb | Gives in <br> formation about a verb (run quickly). |
| 5 | Independent clause | A clause that can form a complete sentence, making sense on its <br> own. |
| 6 | Dependent clause | A clause that provides additional information, but which cannot stand <br> as a sentence |
| 7 | Fragment | An incomplete sentence (no subject verb agreement). E.g.: <br> "Nothing." "Silence everywhere." |
| 8 | Simple | A sentence with one independent clause. E.g.: "She went to the <br> shop." |
| 9 | Compound | A sentence with multiple independent clauses. E.g.: "She went to the <br> shop and she bought a banana". |
| 10 | Complex | A sentence with one independent clause and at least one <br> dependent clause. E.g.: "Sometimes, when she goes to the shop, <br> she likes to buy a banana." |

## English Literature Knowledge Organiser - Tuesdays

| Week 1 <br> $14 / 12 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Benevolent | Well meaning and kindly. Synonym: compassionate |
| 2 | Malevolent | Having or showing a wish to do evil to others. Synonym: spiteful |
| 3 | Solitary | To exist alone. Synonym: reclusive |
| 4 | Implore | To beg someone earnestly or desperately to do something. <br> Synonym: beseech |
| 5 | Indignant | Feeling or showing anger or annoyance at what is seen as unfair <br> treatment. Synonym: resentful |
| 6 | Cordial | Warm and friendly. Synonym: pleasant |
| 7 | Destitute | Extremely poor and lacking the means to provide for oneself. <br> Synonym: impoverished |
| 8 | Facetious | Treating serious issues with deliberately inappropriate humour. <br> Synonym: flippant |
| 9 | Inexplicable | Unable to be explained. Synonym: unfathomable |
| 10 | Parsimonious | Unwilling to spend money or use resources. Synonym: miserly |


| Week 2 <br> $04 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Apparition | A ghost or ghost-like image of a person. Synonym: spectre |
| 2 | Jocund | Cheerful and light-hearted. Synonym: jovial |
| 3 | Wistful | Having or showing a feeling of longing. Synonym: nostalgia |
| 4 | Plaintive | Sounding sad or mournful. Synonym: melancholy |
| 5 | Beneficent | Generous and selfless. Synonym: altruistic |
| 6 | Misanthropic | Disliking people in general and having an anti-social bad attitude. <br> Synonym: unsocial |
| 7 | Supplication | The action of asking or begging for something earnestly or humbly. <br> Synonym: plea |
| 8 | Didacticism | A type of literature that is written to inform or instruct the reader, as <br> well as entertain. |
| 9 | Repentance | Sincere regret or remorse (feeling bad about something) Synonym: <br> remorse. |
| 10 | Magnanimous | To be generous or forgiving, especially towards a rival or less <br> powerful person. Synonym: munificent |


| Week 3 <br> $11 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Analepsis | A flashback is a scene that takes the narrative back in time from <br> the current point in the story. |
| 2 | Prolepsis | A flashforward, a scene that shows you the future. |
| 3 | Juxtaposition | The act of placing two things close together with a contrasting <br> effect. |
| 4 | Morality tale | A story or narrative which has a moral about right and wrong. |
| 5 | Omniscient narrator | This narrator knows the thoughts and feelings of all the characters <br> in the story. |
| 6 | Benevolent | Well meaning and kindly. Synonym: compassionate |
| 7 | Malevolent | Having or showing a wish to do evil to others. Synonym: spiteful |
| 8 | Solitary | To exist alone. Synonym: reclusive |
| 9 | Implore | To beg someone earnestly or desperately to do something. <br> Synonym: beseech |
| 10 | Indignant | Feeling or showing anger or annoyance at what is seen as unfair <br> treatment. Synonym: resentful |


| Week 4 <br> $18 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Allegory | A story, poem, or picture that has a hidden meaning, typically a <br> moral or political one. |
| 2 | Antithesis | A person or thing that is the direct opposite of someone or <br> something else. |
| 3 | Caricature | A description, or imitation of a person which exaggerates <br> characteristics in someone for a comic or grotesque effect. |
| 4 | Satire | The use of humour, irony, exaggeration, or ridicule to expose or <br> criticise people's stupidity or vices. |
| 5 | Thomas Malthus (Malthusian) | An economist who thought the population was growing faster than <br> food was available, and so starvation and disease were a natural <br> cure to the problem. |
| 6 | Cordial | Warm and friendly. Synonym: pleasant |


| 7 | Destitute | Extremely poor and lacking the means to provide for oneself. <br> Synonym: impoverished |
| ---: | :--- | :--- |
| 8 | Facetious | Treating serious issues with deliberately inappropriate humour. <br> Synonym: flippant |
| 9 | Inexplicable | Unable to be explained. Synonym: unfathomable |
| 10 | Parsimonious | Unwilling to spend money or use resources. Synonym: miserly |


| Week 5 <br> 25/01/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | The Industrial Revolution | The change from a farming dominated form of work, to factories <br> being the main form of producing goods, in the cities. |
| 2 | The 1834 Poor Law | This law reduced the amount of help available for the poor, if they <br> required help them had to go to a workhouse. |
| 3 | The workhouses | These facilities were terrible, there was forced child labour, long <br> hours, malnutrition, beatings and neglect. |
| 4 | The Ragged Schools | Charitable organisations that provided free education to destitute <br> children. |
| 5 | Anaphora | The repetition of a word/s at the beginning of a group of sentences. |
| 6 | Apparition | A ghost or ghost-like image of a person. Synonym: spectre |
| 7 | Jocund | Cheerful and light-hearted. Synonym: jovial |
| 8 | Wistful | Having or showing a feeling of longing. Synonym: nostalgia |
| 9 | Plaintive | Sounding sad or mournful. Synonym: melancholy |
| 10 | Beneficent | Generous and selfless. Synonym: altruistic |


| Week 6 <br> $01 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Polysyndeton | A literary device that uses multiple repetitions of the same <br> conjunction (and, but, if) in a sentence. |
| 2 | Asyndeton | The absence of a conjunction between parts of a sentence, as in: I <br> came, I saw, I conquered. |
| 3 | Parallelism | When one or more sentences of similar phrases or clauses that <br> have the same grammatical structure. |
| 4 | Ebenezer Scrooge | A selfish business man who transforms into a charitable <br> philanthropist. Our protagonist. |
| 5 | Jacob Marley | Scrooge's dead partner who returns to warn Scrooge to change his <br> ways. |
| 6 | Misanthropic | Disliking people in general and having an anti-social bad attitude. <br> Synonym: unsocial |
| 7 | Supplication | The action of asking or begging for something earnestly or humbly. <br> Synonym: plea |
| 8 | Didacticism | A type of literature that is written to inform or instruct the reader, as <br> well as entertain. |
| 9 | Repentance | Sincere regret or remorse (feeling bad about something) Synonym: <br> remorse. |
| 10 | Magnanimous | To be generous or forgiving, especially towards a rival or less <br> powerful person. Synonym: munificent |


| Week 7 <br> 08/02/22 | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Fred | Scrooge's nephew whose party invitation he declines. He represents <br> forgiveness and family. |
| 2 | Bob | Scrooge's clerk. He loves his family and is shown to be happy and <br> morally upright. He has love but not wealth. |


| 3 | Tiny Tim | Bob's son whose story plays a part in inspiring Scrooge's <br> transformation. He represents the victims of poverty. |
| ---: | :--- | :--- |
| 4 | Belle | Scrooge's fiancé as a young man, who ends their engagement. |
| 5 | Fezziwig | Scrooge's ex-employer. He is a representation of a good employer <br> and generosity of spirit. |
| 6 | Benevolent | Well meaning and kindly. Synonym: compassionate |
| 7 | Malevolent | Having or showing a wish to do evil to others. Synonym: spiteful |
| 8 | Solitary | To exist alone. Synonym: reclusive |
| 9 | Implore | To beg someone earnestly or desperately to do something. <br> Synonym: beseech |
| 10 | Indignant | Feeling or showing anger or annoyance at what is seen as unfair <br> treatment. Synonym: resentful |


| Week 8 <br> $15 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Ghost of Christmas Past | A strange combination of young and old, wearing white robes and <br> looking like a candle. |
| 2 | Ghost of Christmas Present | A portly, jovial gentleman surrounded by a warm glow. He brings joy <br> to the neediest. |
| 3 | Ghost of Christmas Yet to Come | A robed and hooded spirit who confronts Scrooge with his own <br> tombstone. |
| 4 | Joe and Mrs Dilber | Old Joe is a man who buys stolen goods. Mrs. Dilber was a <br> laundress who worked for Scrooge. |
| 5 | Ignorance and Want | They are children who appear from inside the robes of the Ghost of <br> Christmas Present. They are allegorical characters. |
| 6 | Cordial | Warm and friendly. Synonym: pleasant |
| 7 | Destitute | Extremely poor and lacking the means to provide for oneself. <br> Synonym: impoverished |
| 8 | Facetious | Treating serious issues with deliberately inappropriate humour. <br> Synonym: flippant |
| 9 | Inexplicable | Unable to be explained <br> Synonym: unfathomable |
| 10 | Parsimonious | Unwilling to spend money or use resources. Synonym: miserly |


| Week 9 <br> $01 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Apparition | A ghost or ghost-like image of a person. Synonym: spectre |
| 2 | Jocund | Cheerful and light-hearted. Synonym: jovial |
| 3 | Wistful | Having or showing a feeling of longing. Synonym: nostalgia |
| 4 | Plaintive | Sounding sad or mournful. Synonym: melancholy |
| 5 | Beneficent | Generous and selfless. Synonym: altruistic |
| 6 | Misanthropic | Disliking people in general and having an anti-social bad attitude. <br> Synonym: unsocial |
| 7 | Supplication | The action of asking or begging for something earnestly or humbly. <br> Synonym: plea |
| 8 | Didacticism | A type of literature that is written to inform or instruct the reader, as <br> well as entertain. |
| 9 | Repentance | Sincere regret or remorse (feeling bad about something) Synonym: <br> remorse. |
| 10 | Magnanimous | To be generous or forgiving, especially towards a rival or less <br> powerful person. Synonym: munificent |


| Week 10 <br> $08 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Fred | Scrooge's nephew whose party invitation he declines. He represents <br> forgiveness and family. |
| 2 | Bob | Scrooge's clerk. He loves his family and is shown to be happy and <br> morally upright. He has love but not wealth. |
| 3 | Tiny Tim | Bob's son whose story plays a part in inspiring Scrooge's <br> transformation. He represents the victims of poverty. |
| 4 | Belle | Scrooge's fiancé as a young man, who ends their engagement. |
| 5 | Fezziwig | Scrooge's ex-employer. He is a representation of a good employer <br> and generosity of spirit. |
| 6 | Cordial | Warm and friendly. Synonym: pleasant |
| 7 | Destitute | Extremely poor and lacking the means to provide for oneself. <br> Synonym: impoverished |
| 8 | Facetious | Treating serious issues with deliberately inappropriate humour. <br> Synonym: flippant |
| 9 | Inexplicable | Unable to be explained <br> Synonym: unfathomable |
| 10 | Parsimonious | Unwilling to spend money or use resources. Synonym: miserly |

## RE Knowledge Organiser - Wednesdays

| Week 1 <br> $15 / 12 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Rebirth | The Buddhist teaching that the actions of a person lead to a new existence <br> after death, in an endless cycle called samsara. |
| 2 | Enlightenment | This is an ideal state of intellectual and ethical perfection which can be <br> achieved by man through purely human means. |
| 4 | Spirit | This is the non-physical part of a person which is the seat of emotions and <br> character; the soul and the part that departs at the point of death. |
| 5 | Soul | This is the part of you that makes you feel emotions. |
| 6 | Jody | This is the physical structure, including the bones, flesh, and organs, of a <br> person or an animal. |
| 7 | Heaven | This is the day that God will judge humanity on their beliefs and actions which <br> will determine whether their soul will go to Heaven or to Hell. |


|  |  | and other heavenly beings. |
| ---: | :--- | :--- |
| 8 | Hell | Christians believe this is a place of total, conscious, eternal separation from <br> the blessings of God. If a person rejects God in life, then they are rejected in <br> death. A place of anguish and pain. |
| 9 | Purgatory | This is the place of purification or temporary punishment in which, according <br> to Roman Catholic belief, the souls of those who die in a state of grace are <br> made ready for heaven. |
| 10 | Eternity | This means infinite time, without beginning or end. |


| Week 2 <br> $05 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Omniscient | This means all-knowing. |
| 2 | Omnipotent | This means all-powerful. |
| 3 | Personal | This means relatable; humans can meet and connect with God. |
| 4 | Polytheirst | This is a person who believes in more than one God. |
| 5 | Reality | This is what is real or actual. |
| 6 | Revelation | This relates to God revealing or showing Himself. |
| 7 | Special revelation | This is direct revelation, for example, seeing God in a vision. |
| 8 | Teleological argument | This is the idea for the existence of God through the design of the world. |
| 9 | Theist | This is a person who believes in God. |
| 10 |  | This is an Italian philosopher and Catholic priest in the thirteenth century, <br> who wrote Five arguments for the existence of God, including the <br> Argument from Cause. |


| Week 3 <br> $12 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Transcendent | This is the belief that God is beyond space and time, controlled by <br> neither. |
| 2 | Ultimate Reality | This is the idea of One God which is absolute. |
| 3 | Vision | This is an image seen in the wind or in a dream, especially as part of a <br> religious or supernatural experience. |
| 4 | William Paley | This is an English clergyman who in the eighteenth century put forward <br> the Design argument for the beginning of the world. |
| 5 | Tawhid | This is the islamic belief in the oneness of God, in the sense that he is <br> one and there is no god but he, as stated in the shahādah. |
| 6 | Rebirth | The Buddhist teaching that the actions of a person lead to a new <br> existence after death, in an endless cycle called sampsara. |
| 7 | Enlightenment | This is an ideal state of intellectual and ethical perfection which can be <br> achieved by man through purely human means. |
| 8 | Spirit | This is the non-physical part of a person which is the seat of emotions <br> and character; the soul and the part that departs at the point of death. |
| 9 | Soul | This is the part of you that makes you feel emotions. |


| 10 | Body | This is the physical structure, including the bones, flesh, and organs, of a <br> person or an animal. |
| :--- | :--- | :--- |


| Week 4 <br> $19 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Brahman | This is the ultimate reality or supreme existence within Hindu scriptures. |
| 2 | He is a god in Hinduism . He is the preserver and protector of the <br> universe, his role is to return to the earth in troubled times and restore the <br> balance of good and evil |  |
| 3 | Shiva | This is a god in Hinduism. He is known as 'the destroyer'. |
| 4 | Trimurti | This is the triad of three gods in Hinduism: Brahma, Vishnu and Shiva. |
| 5 | Lakshmi | This is the Hindu goddess of fortune and beauty. |
| 6 | Judgement Day | This is the day that God will judge humanity on their beliefs and actions <br> which will determine whether their soul will go to Heaven or to Hell. |
| 7 | Heaven | This is the place where Christians believe that God's dwells, a place of <br> peace, love, community, and worship, where God is surrounded by a <br> heavenly court and other heavenly beings. |
| 9 | Hell | Christians believe this is a place of total, conscious, eternal separation <br> from the blessings of God. If a person rejects God in life, then they are <br> rejected in death. A place of anguish and pain. |
| 10 | Eternity | This is the place of purification or temporary punishment in which, <br> according to Roman Catholic belief, the souls of those who die in a state <br> of grace are made ready for heaven. |
| This means infinite time, without beginning or end. |  |  |


| Week 5 <br> $26 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Summa Theologica | This is St Thomas Aquinas' book which gave his proofs for the existence <br> of God. |
| 2 | Natural Theology | This is William Paley's book which contains his proof and arguments for <br> the existence of God. |
| 3 | Faith | This is to have complete trust and confidence in someone or something. |
| 4 | Damascus | This is the capital of Syria. |
| 5 | Saul | This is the Apostle Paul's Hebrew name of Saul. |
| 6 | Omniscient | This means all-knowing. |
| 7 | Omnipotent | This means all-powerful. |
| 8 | Personal | This means relatable; humans can meet and connect with God. |
| 9 | Polytheirst | This is a person who believes in more than one God. |
| 10 | Reality | This is what is real or actual. |


| Week 6 <br> $02 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Angel Jibril | This is the 'bringer of good news' in Islam. The angel who brought Allah's |


|  |  | words to the Prophet Muhammad. |
| ---: | :--- | :--- |
| 2 | Lord Ganesh | This is a Hindu god. He is the elephant-headed god of beginnings. |
| 3 | Mara | This is a demonic celestial king in Buddhism associated with death, <br> rebirth and desire. |
| 4 | The Dalai Lama | He is considered to be the successor in a line of tulkus, the Bodhisattva of <br> Compassion. |
| 5 | The Pope | Also known as supreme pontiff or Roman pontiff, he is the bishop of <br> Rome and head of the worldwide Catholic Church. |
| 6 | Revelation | This relates to God revealing or showing Himself. |
| 7 | Special revelation | This is direct revelation, for example, seeing God in a vision. |
| 8 | Teleological argument | This is the idea for the existence of God through the design of the world. |
| 9 | Theist | This is a person who believes in God. |
| 10 |  | This is an Italian philosopher and Catholic priest in the thirteenth century, <br> who wrote Five arguments for the existence of God, including the <br> Argument from Cause. |


| Week 7 <br> $09 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | General revelation | This is indirect revelation, for example, through seeing God through <br> nature. |
| 2 | Humanism | This is a belief system which does not include God, but sees as central <br> the morally good behaviour of human beings. |
| 3 | Illusion | This is something that is not real, but a trick of the mind. |
| 4 | Immanent | This is the idea that God is at work in the world, for example, performing <br> miracles. |
| 5 | Ultimate Reality | This is the idea of One God which is absolute. |
| 6 | Transcendent | This is the belief that God is beyond space and time, controlled by <br> neither. |
| 7 | Ultimate Reality | This is the idea of One God which is absolute. |
| 8 | Vision | This is an image seen in the wind or in a dream, especially as part of a <br> religious or supernatural experience. |
| 9 | William Paley | This is an English clergyman who in the eighteenth century put forward <br> the Design argument for the beginning of the world. |
| 10 | Tawhid | This is the islamic belief in the oneness of God, in the sense that he is <br> one and there is no god but he, as stated in the shahādah. |


| Week 8 <br> $16 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Faith | This is to have complete trust and confidence in someone or something. |
| 2 | Damascus | This is the capital of Syria. |
| 3 | Saul | This is the Apostle Paul's Hebrew name of Saul. |
| 4 | Personal | This means relatable; humans can meet and connect with God. |
| 5 | Polytheirst | This is a person who believes in more than one God. |


| 6 | Judgement Day | This is the day that God will judge humanity on their beliefs and actions <br> which will determine whether their soul will go to Heaven or to Hell. |
| ---: | :--- | :--- |
| 7 |  | This is the place where Christians believe that God's dwells, a place of <br> peace, love, community, and worship, where God is surrounded by a <br> heavenly court and other heavenly beings. |
| 8 | Heaven | Christians believe this is a place of total, conscious, eternal separation <br> from the blessings of God. If a person rejects God in life, then they are <br> rejected in death. A place of anguish and pain. |
| 9 | Purgatory | This is the place of purification or temporary punishment in which, <br> according to Roman Catholic belief, the souls of those who die in a state <br> of grace are made ready for heaven. |
| 10 | Eternity | This means infinite time, without beginning or end. |


| Week 9 <br> $02 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Omniscient | This means all-knowing. |
| 2 | Omnipotent | This means all-powerful. |
| 3 | Personal | This means relatable; humans can meet and connect with God. |
| 4 | Polytheirst | This is a person who believes in more than one God. |
| 5 | Reality | This is what is real or actual. |
| 6 | Revelation | This relates to God revealing or showing Himself. |
| 7 | Special revelation | This is direct revelation, for example, seeing God in a vision. |
| 8 | Teleological argument | This is the idea for the existence of God through the design of the world. |
| 9 | Theist | This is a person who believes in God. |
| 10 |  | This is an Italian philosopher and Catholic priest in the thirteenth century, <br> who wrote Five arguments for the existence of God, including the |
|  | Thomas Aquinas | Argument from Cause. |


| Week 10 <br> $09 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Transcendent | This is the belief that God is beyond space and time, controlled by <br> neither. |
| 2 | Ultimate Reality | This is the idea of One God which is absolute. |
| 3 | Vision | This is an image seen in the wind or in a dream, especially as part of a <br> religious or supernatural experience. |
| 4 | William Paley | This is an English clergyman who in the eighteenth century put forward <br> the Design argument for the beginning of the world. |
| 5 | Tawhid | This is the islamic belief in the oneness of God, in the sense that he is <br> one and there is no god but he, as stated in the shahādah. |
| 6 | Judgement Day | This is the day that God will judge humanity on their beliefs and actions <br> which will determine whether their soul will go to Heaven or to Hell. |
| 7 | Heaven | This is the place where Christians believe that God's dwells, a place of <br> peace, love, community, and worship, where God is surrounded by a <br> heavenly court and other heavenly beings. |


| 8 |  | Christians believe this is a place of total, conscious, eternal separation <br> from the blessings of God. If a person rejects God in life, then they are <br> rejected in death. A place of anguish and pain. |
| ---: | :--- | :--- |
| 9 | Hell | This is the place of purification or temporary punishment in which, <br> according to Roman Catholic belief, the souls of those who die in a state <br> of grace are made ready for heaven. |
| 10 | Eternity | This means infinite time, without beginning or end. |

