## GREENSHAW LEARNING TRUST

# Gloucester Academy 

 Unit 2Class of 2022

# Knowledge Organiser CORE SUBJECTS 

Knowledge is power. Information is liberating.

## Logins:

## School email

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

Password: $\qquad$

## School computer

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

Username: $\qquad$
Password: $\qquad$
Homework guidance ..... 3
Homework example page ..... 5
Homework timetable ..... 6
Hegarty Maths ..... 8
Science ..... 9
Maths Foundation ..... 13
Maths Higher ..... 17
English Language ..... 22
English Literature ..... 26

## 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 <br> in your practice book <br> $\mathbf{3 0}$ minutes |  <br> Maths | English <br> Language <br> AND English <br> Literature | Choice 1 | Choice 2 | Choice 3 | Choice 4 |
| Hegarty Maths <br> $\mathbf{3 0}$ minutes |  |  |  |  |  |  |
| Reading challenge |  |  |  |  |  |  |

## Self-tracker:

| Week | Homework | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Iw/c 13/12/21 | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\stackrel{\mathbf{2}}{\mathrm{w} / \mathrm{c} 03 / 0 \mathrm{I} / 22}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 3 \\ \mathrm{w} / \mathrm{c} 10 / 0 \mathrm{I} / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} \mathbf{4} \\ \text { w/c } 17 / 01 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 5 \\ \text { w/c } 24 / 01 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} \mathbf{6} \\ w / c \mathrm{l} / \mathrm{l} / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 7 \\ \mathrm{w} / \mathrm{c} 07 / 02 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 8 \\ w / c 14 / 02 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 9 \\ w / c \\ 28 / 02 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 10 \\ \text { w/c } 07 / 03 / 22 \\ \hline \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |

## Maths Homework - Hegarty Maths

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

We expect you to complete each task by:

- Watching the video and taking detailed notes in HegartyMaths homework booklet.
- Completing the quiz that follows the video showing full workings in your HegartyMaths booklet.

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

Fix up 5 - If you have completed all your tasks and want to do extra work, click on "Revise" then click "Fix up $5^{\prime \prime}$. 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.


## Science Knowledge Organiser - Mondays

| Week 1 <br> $14 / 12 / 21$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Pure Substance | A single element or compound that is not mixed with any other <br> substance. |
| 2 | Chromatography | A technique used to separate and analyse mixtures. |
| 33 | Mixtures | Contain more than one substance that are not chemically joined. |
| 4 | Formulation | A mixture that has been designed as a useful product. |
| 5 | Rf Value | The ratio of the distance a substance moves to the distance |


|  |  | moved by the solvent. |
| ---: | :--- | :--- |
| 6 | Glowing splint relights | Positive test for oxygen gas. |
| 7 | Squeaky pop' upon ignition | Positive test for hydrogen gas. |
| 8 | Cloudy Lime Water | Positive test for carbon dioxide gas. |
| 9 | Bleached damp litmus paper | Positive test for chlorine gas. |
| 10 | Scalar Quantity | A quantity with magnitude and no direction. |


| Week 2 <br> $04 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Vector Quantity | A quantity with both magnitude and direction. |
| 2 | Velocity | A vector - a speed in a defined direction. Unit is $\mathrm{m} / \mathrm{s}$. |
| 3 | Displacement | A vector - a distance travelled in a defined direction. Unit is m. |
| 4 | A push or a pull | Force |
| 5 | Magnetism, Gravity and Electrostatic <br> Forces | Examples of non-contact forces. |$.$| The point through which the weight of an object can be taken to |
| :--- |
| act. |.


| Week 3 <br> $11 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Inelastic Deformation | An object does not return to its original length after it has been <br> stretched. |
| 2 | Extension | The difference between the stretched and unstretched lengths of a <br> spring. |
| 3 | Limit of Proportionality (Elastic limit) | The point beyond which a spring will be permanently deformed. |
| 4 | Magnetic | Materials that are attracted by a magnet |
| 5 | Magnetic Field | The area around a magnet in which a magnetic force acts on <br> magnetic objects or other magnets. |
| 6 | Pure Substance | A single element or compound that is not mixed with any other <br> substance. |
| 7 | Chromatography | A technique used to separate and analyse mixtures. |
| 8 | Mixtures | Contain more than one substance that are not chemically joined. |
| 9 | Formulation | A mixture that has been designed as a useful product. |
| 10 | Re Value | The ratio of the distance a substance moves to the distance moved <br> by the solvent. |


| Week 4 <br> $18 / 01 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Permanent Magnet | A magnet which produces its own magnetic field - it always has a <br> north and south pole. |


| 2 | Induced Magnet | A magnet which becomes magnetic when placed in a magnetic <br> field - temporary. |
| ---: | :--- | :--- |
| 3 | Solenoid | A long coil of wire. |
| 4 | Flux Density | the number of lines of magnetic flux on a given area. |
| 5 | Motor Effect | The force produced between a conductor carrying a current within <br> a magnetic field and the magnet producing the field. |
| 6 | Glowing splint relights | Positive test for oxygen gas. |
| 7 | Squeaky pop' upon ignition | Positive test for hydrogen gas. |
| 8 | Cloudy Lime Water | Positive test for carbon dioxide gas. |
| 9 | Bleached damp litmus paper | Positive test for chlorine gas. |
| 10 | Scalar Quantity | A quantity with magnitude and no direction. |


| Week 5 <br> $25 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Biomass | A resource made from living or recently living organisms. |
| 2 | Hydrocarbon | A compound containing hydrogen and carbon only. |
| 3 | Alkane | A homologous series of saturated hydrocarbons $\left(\mathrm{C}_{n} \mathrm{H}_{2 n+2}\right)$ |
| 4 | Alkene | A homologous series of unsaturated hydrocarbons $\left(\mathrm{C}_{n} \mathrm{H}_{2 n}\right)$ |
| 5 | Fractional Distillation | A method used to separate miscible liquids with different boiling <br> points. |
| 6 | Vector Quantity | A quantity with both magnitude and direction. |
| 7 | Velocity | A vector - a speed in a defined direction. Unit is m/s. |
| 8 | Displacement | A vector - a distance travelled in a defined direction. Unit is m. |
| 9 | A push or a pull | Force |
| 10 | Magnetism, Gravity and Electrostatic <br> Forces | Examples of non-contact forces. |


| Week 6 <br> $01 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Viscosity | How easily a liquid flows. |
| 2 | Cracking | Thermal decomposition of long alkanes into shorter alkanes and <br> alkenes. |
| 3 | Thinking Distance | The distance a car travels while the driver reacts. |
| 4 | Braking Distance | The distance a car travels once the brakes have been applied to <br> stop the car. |
| 5 | Stopping Distance | The sum of thinking distance and braking distance. |
| 6 | Centre of Mass | The point through which the weight of an object can be taken to act. |
| 7 | Resultant Force | A single force replacing a number of forces acting upon an object. |
| 8 | The unit of work and energy | Joule (J). |
| 9 | F=Ke | Hooke's Law. |
| 10 | Elastic Deformation | An object returns to its original length after being <br> stretched/compressed. |


| Week 7 <br> $08 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Speed = distance/time | Equation to calculate speed. |
| 2 | $1.5 \mathrm{~m} / \mathrm{s}$ | Typical walking speed. |
| 3 | $3 \mathrm{~m} / \mathrm{s}$ | Typical running speed. |
| 4 | $6 \mathrm{~m} / \mathrm{s}$ | Typical cycling speed. |
| 5 | Acceleration x time | (Final velocity - initial velocity) |
| 6 | Inelastic Deformation | An object does not return to its original length after it has been <br> stretched. |
| 7 | Extension | The difference between the stretched and unstretched lengths of a <br> spring. |
| 8 | Limit of Proportionality (Elastic limit) | The point beyond which a spring will be permanently deformed. |
| 9 | Magnetic | Materials that are attracted by a magnet |
| 10 | Magnetic Field | The area around a magnet in which a magnetic force acts on <br> magnetic objects or other magnets. |


| Week 8 <br> $15 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Force = mass x acceleration | The equation for resultant force using mass and acceleration. |
| 2 | Newton's First Law | When the resultant force acting on an object is zero, forces are <br> balanced and the object does not accelerate. |
| 3 | Newton's Second Law | When an unbalanced force acts upon an object it accelerates or it <br> changes direction. |
| 4 | Newton's Third Law | Every force has a paired equal and opposite force. |
| 5 | Inertia | Objects remain in their existing state of motion unless acted on by an <br> unbalanced force. |
| 6 | Permanent Magnet | A magnet which produces its own magnetic field - it always has a <br> north and south pole. |
| 7 | Induced Magnet | A magnet which becomes magnetic when placed in a magnetic field - <br> temporary. |
| 8 | Solenoid | A long coil of wire. |
| 9 | Flux Density | the number of lines of magnetic flux on a given area. |
| 10 | Motor Effect | The force produced between a conductor carrying a current within a <br> magnetic field and the magnet producing the field. |


| Week 9 <br> $01 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Vector Quantity | A quantity with both magnitude and direction. |
| 2 | Velocity | A vector - a speed in a defined direction. Unit is m/s. |
| 3 | Displacement | A vector - a distance travelled in a defined direction. Unit is m. |
| 4 | A push or a pull | Force |
| 5 | Magnetism, Gravity and <br> Electrostatic Forces | Examples of non-contact forces. |
| 6 | Centre of Mass | The point through which the weight of an object can be taken to act. |
| 7 | Resultant Force | A single force replacing a number of forces acting upon an object. |
| 8 | The unit of work and energy | Joule (J). |
| 99 | F=Ke | Hooke's Law. |


| 10 | An object returns to its original length after being <br> Elastic Deformation |
| :--- | :--- | :--- |


| Week 10 <br> 08/03/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |
| 6 |  |  |
| 7 |  |  |
| 8 |  |  |
| 9 |  |  |
| 10 |  |  |

Maths Knowledge Organiser Foundation - Mondays

| Week 1 <br> $14 / 12 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Rotation | A transformation that turns a figure around a point. |
| 2 | Reflection | A transformation that flips a figure across a line of symmetry. |
| 3 | Translation | A transformation that slides a figure in one direction. |
| 4 | Enlargement | A transformation that changes the size of a figure. |
| 5 | Scale factor | The number used to multiply the lengths of the sides of a figure in |


|  |  | order to change the size of the figure. |
| ---: | :--- | :--- |
| 6 | Centre of rotation | The fixed point around which a figure is rotated. |
| 7 | Centre of enlargement | The point from which the distances to each point are multiplied by <br> the scale factor in order to enlarge a figure. |
| 8 | Vector | Describes a movement from one point to another. |
| 9 | $\frac{\text { Distance }}{\text { Time }}$ | Speed $=$ |
| 10 | Congruent | Exactly the same size and shape. |


| Week 2 04/01/22 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | $\pi$ | The relationship between the circumference of a circle and its diameter. |
| 2 | $\frac{\text { Distance }}{\text { Speed }}$ | Time $=$ |
| 3 | 10 | Millimetres (mm) in one centimetre (cm). |
| 4 | $c^{2}=a^{2}+b^{2}$ | Pythagoras' Theorem |
| 5 | Distance-time graph | The gradient represents the speed. |
| 6 | $180^{\circ} \times(n-2)$ | Sum of interior angles. |
| 7 | $A=b \times h$ | Area of a parallelogram, where $b$ is the base and $h$ is the perpendicular height. |
| 8 | Hypotenuse | The side opposite the right angle for a right angle triangle. |
| 9 | $\frac{\text { Mass }}{\text { Volume }}$ | Density = |
| 10 | Prism | A 3D shape with a constant cross-section. |


| Week 3 <br> $11 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Density $\times$ Volume | Mass. |
| 2 | $1,2,3,4,6,12$ | Factors of 12. |
| 3 | $C=\pi d$ | Circumference of a circle when the diameter is known. |
| 4 | Independent event | An event where the result of the second event is not affected by <br> the result of the first event. |
| 5 | Dependent event | An event where the result of the second event is affected by the <br> result of the first event. |
| 6 | Rotation | A transformation that turns a figure around a point. |
| 7 | Reflection | A transformation that flips a figure across a line of symmetry. |
| 8 | Translation | A transformation that slides a figure in one direction. |
| 9 | Enlargement | A transformation that changes the size of a figure. |
| 10 | Scale factor | The number used to multiply the lengths of the sides of a figure in <br> order to change the size of the figure. |


| Week 4 <br> $18 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Conditional Probability | The likelihood of an event or outcome occurring, based on the <br> occurrence of a previous event or outcome. |
| 2 | Sample Space | The collection of all possible outcomes of an experiment or trial. |
| 3 | Outcome | One possible result of an experiment or trial. |
| 4 | Relative Frequency | The number of times the event occurs divided by the total number <br> of trials. |
| 5 | Velocity-time graph | The gradient represents the acceleration. |
| 6 | Centre of rotation | The fixed point around which a figure is rotated. |
| 7 | Centre of enlargement | The point from which the distances to each point are multiplied by <br> the scale factor in order to enlarge a figure. |
| 8 | Vector | Describes a movement from one point to another. |
| 9 |  | Speed = |
| 10 | Congruent | Exactly the same size and shape. |


| Week 5 <br> $25 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Prime number | Only has two factors; itself and one. |
| 2 | $A=\pi r^{2}$ | Area of a circle. |
| 3 | $1,8,27,64,125$. | First 5 cube numbers |
| 4 | Polygon | A closed shape with three or more straight sides. |
| 5 | $\frac{\text { Diameter }}{2}$ | $\frac{\text { Distance }}{\text { Speed }}$ |
| 6 |  | The relationship between the circumference of a circle and its <br> diameter. |
| 7 |  | Time = |
| 8 | 10 | Millimetres (mm) in one centimetre (cm). |
| 9 | $\mathrm{c}^{2}=\mathrm{a}^{2}+\mathrm{b}^{2}$ | Pythagoras' Theorem |
| 10 | Distance-time graph | The gradient represents the speed. |


| Week 6 <br> $01 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $1,8,27,64,125$. | First 5 cube numbers |
| 2 | Bisect | To divide into two equal parts. |
| 3 | $\frac{\text { Mass }}{\text { Volume }}$ | Volume $=$ |
| 4 | Plan View | The view of a 3D shape when it is looked at from above. |
| 5 | Range | The difference between the largest and the smallest value. |


| 6 | $180^{\circ} \times(n-2)$ | Sum of interior angles. |
| ---: | :---: | :--- |
| 7 | $A=b \times h$ | Area of a parallelogram, where b is the base and h is the <br> perpendicular height. |
| 8 | Hypotenuse | The side opposite the right angle for a right angle triangle. |
| 9 | $\frac{\text { Mass }}{\text { Volume }}$ | Density $=$ |
| 10 | Prism | A 3D shape with a constant cross-section. |


| Week 7 <br> $08 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Median | The middle value of an ordered data set. |
| 2 | $\mathrm{y}=\mathrm{mx}+\mathrm{c}$ | Equation of a straight line |
| 3 | m | The gradient, the steepness of a line. |
| 4 | c | The y-intercept, the point at which a line crosses the y-axis. |
| 5 | Coefficient | The number in front of (to the left of) a letter. |
| 6 | Density $\times$ Volume | Mass. |
| 7 | $1,2,3,4,6,12$ | Factors of 12. |
| 8 | $C=\pi d$ | Circumference of a circle when the diameter is known. |
| 9 | Independent event | An event where the result of the second event is not affected by the <br> result of the first event. |
| 10 | Dependent event | An event where the result of the second event is affected by the <br> result of the first event. |


| Week 8 15/02/22 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | $C=2 \pi r$ | Circumference of a circle when the radius is known. |
| 2 | $A=\frac{1}{2}(a+b) \times h$ | Area of a trapezium, where $a$ and $b$ are the parallel sides and $h$ is the perpendicular height. |
| 3 | Mode | The most common value, it has the highest frequency. |
| 4 | Speed $\times$ Time | Distance = |
| 5 | $V=l \times w \times h$ | Volume of a cuboid, where I is the length, w is the width and h is the height. |
| 6 | Centre of rotation | The fixed point around which a figure is rotated. |
| 7 | Centre of enlargement | The point from which the distances to each point are multiplied by the scale factor in order to enlarge a figure. |
| 8 | Vector | Describes a movement from one point to another. |
| 9 | $\frac{\text { Distance }}{\text { Time }}$ | Speed $=$ |
| 10 | Congruent | Exactly the same size and shape. |


| $\begin{array}{\|l\|} \hline \text { Week 9 } \\ 01 / 03 / 22 \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | $\pi$ | The relationship between the circumference of a circle and its diameter. |
| 2 | $\frac{\text { Distance }}{\text { Speed }}$ | Time $=$ |
| 3 | 10 | Millimetres (mm) in one centimetre (cm). |
| 4 | $c^{2}=a^{2}+b^{2}$ | Pythagoras' Theorem |
| 5 | Distance-time graph | The gradient represents the speed. |
| 6 | $180^{\circ} \times(n-2)$ | Sum of interior angles. |
| 7 | $A=b \times h$ | Area of a parallelogram, where $b$ is the base and $h$ is the perpendicular height. |
| 8 | Hypotenuse | The side opposite the right angle for a right angle triangle. |
| 9 | $\frac{\text { Mass }}{\text { Volume }}$ | Density = |
| 10 | Prism | A 3D shape with a constant cross-section. |


| Week 10 <br> $08 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Density $\times$ Volume | Mass. |
| 2 | $1,2,3,4,6,12$ | Factors of 12. |
| 3 | $C=\pi d$ | Circumference of a circle when the diameter is known. |
| 4 | Independent event | An event where the result of the second event is not affected by the <br> result of the first event. |
| 5 | Dependent event | An event where the result of the second event is affected by the <br> result of the first event. |
| 6 | Centre of rotation | The fixed point around which a figure is rotated. |
| 7 | Centre of enlargement | The point from which the distances to each point are multiplied by <br> the scale factor in order to enlarge a figure. |
| 8 | Vector | Describes a movement from one point to another. |
| 9 |  | Speed = |
| 10 | Congruent | Distance |

Maths Knowledge Organiser Higher - Mondays

| Week 1 | Piece of Information | Answer |
| :--- | :--- | :--- |


| $14 / 12 / 21$ |  |  |
| ---: | :--- | :--- |
| 1 | Mutually Exclusive | When two or more events cannot happen at the same time. |
| 2 | Conditional Probability | The likelihood of an event or outcome occurring, based on the <br> occurrence of a previous event or outcome. |
| 4 | Sample Space | The collection of all possible outcomes of an experiment or trial. |
| 5 | Relative Frequency | One possible result of an experiment or trial. |
| 6 | The number of times the event occurs, divided by the total number <br> of trials. |  |
| 7 | A diagram that uses circles to <br> show the relationships among <br> groups of things. |  |
| 8 | Pressure | Senn Diagram |


| Week 2 <br> 04/01/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Inverse Proportion | Occurs when one value increases and the other decreases. |
| 2 | Direct proportion | A situation where an increase in one quantity causes a <br> corresponding increase in the other quantity, or a decrease in one <br> quantity results in a decrease in the other quantity. |
| 3 | Distance-time graph | The gradient represents the speed. |
| 4 | Congruent | Exactly the same size and shape. |
| 5 | Similar | Figures that are the same shape but different sizes. |
| 6 |  |  |
| 7 | 1 Opposite | Stevent happens) |


| Week 3 <br> $11 / 01 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Bias | Something that skews our results and makes them inaccurate. |


| 2 |  | A technique used to select a sample that is representative of <br> different groups. If the groups are of different sizes, the number of <br> items selected from each group will be proportional to the number <br> of items in that group. |
| ---: | :--- | :--- |
| 3 | Random Sample | A subset of a statistical population in which each member of the <br> subset has an equal probability of being chosen. |
| 4 | Cumulative Frequency | The total of a frequency and all frequencies so far in a frequency <br> distribution. It is the 'running total' of frequencies. |
| 5 | Box Plot | A diagram showing the spread of information by displaying 5 key <br> points and dividing the data into 4 equal proportions. |
| 6 | Mutually Exclusive | When two or more events cannot happen at the same time. |
| 7 | Conditional Probability | The likelihood of an event or outcome occurring, based on the <br> occurrence of a previous event or outcome. |
| 8 | Sample Space | The collection of all possible outcomes of an experiment or trial. |
| 9 | Outcome | One possible result of an experiment or trial. |
| 10 | Relative Frequency | The number of times the event occurs, divided by the total number <br> of trials. |


| Week 4 18/01/22 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Velocity-time graph | The gradient represents the acceleration. |
| 2 | $\frac{\text { Adjacent }}{\text { Hypotenuse }}$ | $\operatorname{Cos} \theta=$ |
| 3 | Lower Quartile (LQ) | The median of the lower half of a data set. |
| 4 | Upper Quartile (UQ) | The median of the upper half of a data set. |
| 5 | UQ - LQ | The Interquartile Range. |
| 6 | Venn Diagram | A diagram that uses circles to show the relationships among groups of things. |
| 7 | $\frac{\text { Distance }}{\text { Time }}$ | Speed = |
| 8 | Pressure | The physical force exerted on an object per unit area. |
| 9 | Acceleration | The change in velocity over the change in time |
| 10 | Velocity | The rate of travel of an object, along with its direction (Speed). |


| Week 5 <br> $25 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $180^{\circ} \times(n-2)$ | Sum of interior angles. |


| 2 | $A=b \times h$ | Area of a parallelogram, where $b$ is the base and $h$ is the perpendicular height. |
| :---: | :---: | :---: |
| 3 | Outlier | A value that "lies outside" (is much smaller or larger than) most of the other values in a set of data. |
| 4 | Sketch | A neat drawing, but not necessarily to scale. |
| 5 | $\frac{\text { Distance }}{\text { Speed }}$ | Time $=$ |
| 6 | Inverse Proportion | Occurs when one value increases and the other decreases. |
| 7 | Direct proportion | A situation where an increase in one quantity causes a corresponding increase in the other quantity, or a decrease in one quantity results in a decrease in the other quantity. |
| 8 | Distance-time graph | The gradient represents the speed. |
| 9 | Congruent | Exactly the same size and shape. |
| 10 | Similar | Figures that are the same shape but different sizes. |


| $\begin{array}{\|l\|} \hline \text { Week 6 } \\ 01 / 02 / 22 \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | $c^{2}=a^{2}+b^{2}$ | Pythagoras' Theorem |
| 2 | $A=\pi r^{2}$ | Area of a circle. |
| 3 | $\frac{\text { Mass }}{\text { Volume }}$ | Density = |
| 4 | $\frac{360^{\circ}}{n}$ | Exterior angle for any regular polygon, where n is the number of sides. |
| 5 | Cyclic Quadrilateral | A quadrilateral whose vertices all lie on a single circle. |
| 6 | $\frac{\text { Opposite }}{\text { Hypotenuse }}$ | $\operatorname{Sin} \theta=$ |
| 7 | $1-\mathrm{P}$ (event happens) | P (event does not happen) |
| 8 | Positive correlation | As one quantity increases, so does the other. |
| 9 | $V=\pi r^{2} h$ | Volume of a cylinder. |
| 10 | Population | A whole set of individuals, items or data from which a statistical sample is drawn. |


| Week 7 <br> $08 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Alternate angles | Equal angles on opposite sides of a transversal. |
| 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 | $\frac{\text { Adjacent }}{\text { Hypotenuse }}$ |  |
| 5 | Density $\times$ Volume $\theta=$ |  |


| 6 | Bias | Something that skews our results and makes them inaccurate. |
| ---: | :--- | :--- |
| 7 | Stratified Sample | A technique used to select a sample that is representative of <br> different groups. If the groups are of different sizes, the number of <br> items selected from each group will be proportional to the number of <br> items in that group. |
| 8 | Random Sample | A subset of a statistical population in which each member of the <br> subset has an equal probability of being chosen. |
| 9 | Cumulative Frequency | The total of a frequency and all frequencies so far in a frequency <br> distribution. It is the 'running total' of frequencies. |
| 10 | Box Plot | A diagram showing the spread of information by displaying 5 key <br> points and dividing the data into 4 equal proportions. |


| Week 8 15/02/22 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | $\frac{\text { Frequency }}{\text { Group width }}$ | Frequency density = |
| 2 | Speed $\times$ Time | Distance = |
| 3 | Vector | Describes a movement from one point to another. |
| 4 | $\frac{\text { Mass }}{\text { Volume }}$ | Volume = |
| 5 | Reciprocal | One of a pair of numbers that, when multiplied together, equal 1. |
| 6 | Venn Diagram | A diagram that uses circles to the relationships among groups things. |
| 7 | $\frac{\text { Distance }}{\text { Time }}$ | Speed $=$ |
| 8 | Pressure | The physical force exerted on an object per unit area. |
| 9 | Acceleration | The change in velocity over the change in time |
| 10 | Velocity | The rate of travel of an object, along with its direction (Speed). |


| Week 9 <br> $01 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Inverse Proportion | Occurs when one value increases and the other decreases. |
| 2 | Direct proportion | A situation where an increase in one quantity causes a <br> corresponding increase in the other quantity, or a decrease in one <br> quantity results in a decrease in the other quantity. |
| 3 | Distance-time graph | The gradient represents the speed. |
| 4 | Congruent | Exactly the same size and shape. |
| 5 | Similar | Figures that are the same shape but different sizes. |


| 6 | $\frac{\text { Opposite }}{\text { Hypotenuse }}$ $\operatorname{Sin} \theta=$ <br> 7 $1-\mathrm{P}$ (event happens) | P(event does not happen) |
| ---: | :--- | :--- |
| 8 | Positive correlation | $V=\pi r^{2} h$ |
| 9 | As one quantity increases, so does the other. |  |
| 10 | Population | Volume of a cylinder. |


| $\begin{array}{\|l} \hline \text { Week } 10 \\ 08 / 03 / 22 \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Bias | Something that skews our results and makes them inaccurate. |
| 2 | Stratified Sample | A technique used to select a sample that is representative of different groups. If the groups are of different sizes, the number of items selected from each group will be proportional to the number of items in that group. |
| 3 | Random Sample | A subset of a statistical population in which each member of the subset has an equal probability of being chosen. |
| 4 | Cumulative Frequency | The total of a frequency and all frequencies so far in a frequency distribution. It is the 'running total' of frequencies. |
| 5 | Box Plot | A diagram showing the spread of information by displaying 5 key points and dividing the data into 4 equal proportions. |
| 6 | Venn Diagram | A diagram that uses circles to the relationships among groups things. |
| 7 | $\frac{\text { Distance }}{\text { Time }}$ | Speed $=$ |
| 8 | Pressure | The physical force exerted on an object per unit area. |
| 9 | Acceleration | The change in velocity over the change in time |
| 10 | Velocity | The rate of travel of an object, along with its direction (Speed). |


| Week 1 <br> $14 / 12 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |$|$| Identifies a person (girl), thing (wall), idea (luckiness) or state |
| :--- |
| (anger). |


| 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.: "bittersweef". |
| 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 information 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.: "bittersweef". |
| 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 information 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 | Temporal references | References to time. |
| 2 | Cyclical | When a text or film ends the same way it began. |
| 3 | Tension | The feeling of emotional strain. |
| 4 | Juxtaposition | Two ideas placed together that contrast with each other. |
| 5 | Colloquialism | The use of informal words, phrases or even slang in a piece of <br> writing. |
| 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." |
| :--- | :--- | :--- |


| Week 9 <br> $01 / 03 / 22$ | 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 | 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 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). |
| 5 | Adverb | Gives information about a verb (run quickly). <br> A clause that can form a complete sentence, making sense on its |
| 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." |


| Week 1 <br> $14 / 12 / 21$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Tissue quote (beginning) | "Maps too. The sun shines through their borderlines" |
| 2 | Tissue quote (middle) | "Let the daylight break through capitals and monoliths" |
| 3 | Tissue quote (end) | "With living tissue, raise a structure never meant to last" |
| 4 | London quote (beginning) | "Marks of weakness, marks of woe" |
| 5 | London quote (middle) | "Every blackning Church appalls" |
| 6 | London quote (end) | "Harlots curse blasts the new-born infant's tear" |
| 7 | My Last Duchess quote (beginning) | "That's my last duchess painted on the wall, looking as if she were <br> alive" |
| 8 | My Last Duchess quote (middle) | "All smiles stopped together" |
| 9 | My Last Duchess quote (end) | "Neptune taming a sea-horse" |
| 10 | Dramatic monologue | A type of poem in which a speaker addresses an internal listener <br> or the reader. |


| Week 2 <br> $04 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Checking out me history quote <br> (beginning) | "Dem tell me, dem tell me" |
| 2 | Checking out me history quote <br> (middle) | "A healing star among the wounded, a yellow sunrise to the dying" |
| 3 | Checking out me history quote (end) | "I carving out me identity" |
| 4 | Storm on the Island quote (beginning) | "We are prepared: we build our houses squat" |
| 5 | Storm on the Island quote (middle) | "The spray spits like a tame cat turned savage" |
| 6 | Storm on the Island quote (end) | "Strange, it is a huge nothing that we fear" |
| 7 | Prelude quote (beginning) | "(Led by her)" |
| 8 | Prelude quote (middle) | "Heaved like a swan" |
| 9 | Prelude quote (end) | "I struck and struck again...the grim shape towered up" |
| 10 | Stanza | A group of lines in a poem. |


| Week 3 <br> $11 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Remains quote (beginning) | "We got sent out to tackle looters" |
| 2 | Remains quote (middle) | "Every round rips through his life" |
| 3 | Remains quote (end) | "His bloody life, in my bloody hands" |
| 4 | Volta | In poetry, this is a turn, shift or dramatic change in thought and/or <br> emotion. |
| 5 | Caesura | A piece of punctuation used in the middle of a line of poetry. |
| 6 | Tissue quote (beginning) | "Maps too. The sun shines through their borderlines" |
| 7 | Tissue quote (middle) | "Let the daylight break through capitals and monoliths" |
| 8 | Tissue quote (end) | "With living tissue, raise a structure never meant to last" |
| 9 | London quote (beginning) | "Marks of weakness, marks of woe" |


| Week 4 <br> $18 / 01 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Poppies quote (beginning) | "Spasms of paper red" |
| 2 | Poppies quote (middle) | "Gelled blackthorns of your hair" |
| 3 | Poppies quote (end) | "Hoping to catch your playground voice on the wind" |
| 4 | Enjambment | When the meaning in a line of poetry runs from one line in to the <br> next, with no punctuation at the end of the line. |
| 5 | Refrain | A line or lines that are repeated in music or in poetry. |
| 6 | London quote (end) | "Harlots curse blasts the new-born infant's tear" |
| 7 | My Last Duchess quote (beginning) | "That's my last duchess painted on the wall, looking as if she were |
| 8 | ay Last Duchess quote (middle) | "All smiles stopped together" |
| 9 | My Last Duchess quote (end) | "Neptune taming a sea-horse" |
| 10 | Dramatic monologue | A type of poem in which a speaker addresses an internal listener <br> or the reader. |


| $\begin{array}{\|l} \hline \text { Week } 5 \\ 25 / 01 / 22 \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Charge of the Light Brigade quote (beginning) | "The mouth of hell" |
| 2 | Charge of the Light Brigade quote (middle) | "Sabres flashed" |
| 3 | Charge of the Light Brigade quote (end) | "All the world wondered" |
| 4 | Syllable | Part of a word that contains a single vowel sound and that is pronounced as a unit. E.g.: "book" has one syllable, and "reading" has two syllables. |
| 5 | Dactylic dimeter | Two stressed syllables, where each stressed syllable is followed by two unstressed syllables. |
| 6 | Checking out me history quote (beginning) | "Dem tell me, dem tell me" |
| 7 | Checking out me history quote (middle) | "A healing star among the wounded, a yellow sunrise to the dying" |
| 8 | Checking out me history quote (end) | "I carving out me identity" |
| 9 | Storm on the Island quote (beginning) | "We are prepared: we build our houses squat" |
| 10 | Storm on the Island quote (middle) | "The spray spits like a tame cat turned savage" |


| Week 6 <br> $01 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Exposure quote (beginning) | "Our brains ache, in the merciless iced east winds that knife us" |
| 2 | Exposure quote (middle) | "Sudden successive flights of bullets streak the silence" |
| 3 | Exposure quote (end) | "All their eyes are ice" |


| 4 |  | The repetition of the same or similar vowel sounds within words, <br> phrases, or sentences. E.g.: the long "o" in the words "soak", <br> "know" and "grow". |
| ---: | :--- | :--- |
| 5 | Assonance | A partial or imperfect rhyme which does not rhyme fully but uses <br> similar rather than identical vowels. |
| 6 | Storm on the Island quote (end) | "Strange, it is a huge nothing that we fear" |
| 7 | Prelude quote (beginning) | "(Led by her)" |
| 8 | Prelude quote (middle) | "Heaved like a swan" |
| 9 | Prelude quote (end) | "I struck and struck again...the grim shape towered up" |
| 10 | Stanza | A group of lines in a poem. |


| Week 7 <br> $08 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Kamikaze quote (beginning) | "Fishing boats strung out like bunting" |
| 2 | Kamikaze quote (middle) | "He must have wondered which had been the better way to die" |
| 3 | Kamikaze quote (end) | "Powerful incantations" |
| 4 | Narrative poem | A poem that tells a story. |
| 5 |  | The repetition of the same word or phrase at the beginning of each <br> line. |
| 6 | Tissue quote (beginning) | "Maps too. The sun shines through their borderlines" |
| 7 | Tissue quote (middle) | "Let the daylight break through capitals and monoliths" |
| 8 | Tissue quote (end) | "With living tissue, raise a structure never meant to last" |
| 9 | London quote (beginning) | "Marks of weakness, marks of woe" |
| 10 | London quote (middle) | "Every blackning Church appalls" |


| Week 8 <br> $15 / 02 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | The Émigrée quote (beginning) | "Bright, filled paperweight" |
| 2 | The Émigrée quote (middle) | "They circle me" |
| 3 | The Émigrée quote (end) | "Sick with tyrants" |
| 4 | Allusion | A figure of speech that refers to a famous person, place, or historical <br> event-either directly or through implication. |
| 5 | Allegory | A piece of writing that can reveal a hidden meaning, typically a moral <br> or political one. |
| 6 | London quote (end) | "Harlots curse blasts the new-born infant's tear" |
| 7 | My Last Duchess quote (beginning) | "That's my last duchess painted on the wall, looking as if she were <br> alive |
| 8 | My Last Duchess quote (middle) | "All smiles stopped together" |
| 9 | My Last Duchess quote (end) | "Neptune taming a sea-horse" |
| 10 | Dramatic monologue | A type of poem in which a speaker addresses an internal listener or <br> the reader. |

[^0]| $01 / 03 / 22$ |  |  |
| ---: | :--- | :--- |
| 1 | Checking out me history quote <br> (beginning) | "Dem tell me, dem tell me" |
| 2 | Checking out me history quote <br> (middle) | "A healing star among the wounded, a yellow sunrise to the dying" |
| 3 | Checking out me history quote (end) | "I carving out me identity" |
| 4 | Storm on the Island quote <br> (beginning) | "We are prepared: we build our houses squat" |
| 5 | Storm on the Island quote (middle) | "The spray spits like a tame cat turned savage" |
| 6 | Storm on the Island quote (end) | "Strange, it is a huge nothing that we fear" |
| 7 | Prelude quote (beginning) | "(Led by her)" |
| 8 | Prelude quote (middle) | "Heaved like a swan" |
| 9 | Prelude quote (end) | "I struck and struck again...the grim shape towered up" |
| 10 | Stanza | A group of lines in a poem. |


| Week 10 <br> $08 / 03 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Tissue quote (beginning) | "Maps too. The sun shines through their borderlines" |
| 2 | Tissue quote (middle) | "Let the daylight break through capitals and monoliths" |
| 3 | Tissue quote (end) | "With living tissue, raise a structure never meant to last" |
| 4 | London quote (beginning) | "Marks of weakness, marks of woe" |
| 5 | London quote (middle) | "Every blackning Church appalls" |
| 6 | London quote (end) | "Harlots curse blasts the new-born infant's tear" |
| 7 | My Last Duchess quote (beginning) | "That's my last duchess painted on the wall, looking as if she were |
| 8 | My Last Duchess quote (middle) | "All smiles stopped together" |
| 9 | My Last Duchess quote (end) | "Neptune taming a sea-horse" |
| 10 | Dramatic monologue | A type of poem in which a speaker addresses an internal listener or <br> the reader. |


[^0]:    Week 9 Piece of Information
    Answer

