GREENSHAW LEARNING TRUST

# Gloucester Academy 

 Unit 3$$
\text { Class of } 2023
$$

# Knowledge Organiser CORE SUBJECTS 

Knowledge is power. Information is liberating.

## Logins:

## School email

Username: @gloucesteracademy.co.uk

Password: $\qquad$

## School computer

Username: $\qquad$
Password: $\qquad$

## hegartymaths.com

Username: $\qquad$
Password: $\qquad$
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RE ..... 31
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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 living organism.
2. Ell membrane. This is a pt partaly premamble barnier and controls what goes in and out of the cell. X
3. Cell membrane. This is a partially permeable barrier and conhols what gees in and out of the cell.
4. Cytoplasm. This is a jelly-lithe substance in cells Where chemical reactions occur.
5. Nucleus. This contains DNA and controls the cell.
6. Mitocondrion. A sub-cetlular struchre where respiration takes place to make energy. $X$
5 Mitochondrion. A sub-cellutar shuchre where respirator 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 expenment / inveshigahop
9. Control variable. The variable that must be kept constant so that it doemit affect the outcome of the investigation. (variable = something that can change in an experiment).
10. Inde pendent variable. The variable that is changed in an experiment/investigatios. (variable= something that can change in an experiment)
11. Dependent variable. The variable thar is recorded and measured for each change of the indef pendent ranable. (variable $=$ sore sing Nat conchange in an experiment) $X$
12. Dependent ranable. 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 Lit <br> \& Language | RE <br> Choice I | Choice 2 | Choice 3 | Choice 4 |
| Online session <br> $\mathbf{3 0}$ minutes | Hegarty <br> Maths | Word <br> Challenge | Hegarty <br> Maths | Word <br> Challenge | Hegarty <br> Maths | Word <br> Challenge |
| Reading challenge | $\boldsymbol{V}$ | $\boldsymbol{V}$ | $\boldsymbol{V}$ | $\boldsymbol{V}$ | $\boldsymbol{V}$ | $\boldsymbol{V}$ |

Self-tracker:

| Week | Homework | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} \text { I } \\ \text { w/c 04/04/22 } \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} \mathbf{2} \\ \text { w/c } 25 / 04 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 3 \\ w / c 02 / 05 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 4 \\ w / c 09 / 05 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 5 \\ \text { w/c } 16 / 05 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 6 \\ w / c \\ 23 / 05 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 7 \\ w / c 06 / 06 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 8 \\ w / c \quad 13 / 06 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 9 \\ \mathrm{w} / \mathrm{c} \\ 20 / 06 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 10 \\ \mathrm{w} / \mathrm{c} 27 / 06 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |

## Maths Homework - Hegarty Maths

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

We expect you to complete each task by:

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

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

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

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

## How to login

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

## Enter your details

Logging into Gloucester Academy. Not your school?

First pame

Last name
What's this for?

## Science Knowledge Organiser - Mondays

| Week 1 <br> 04/04/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Melting | When a solid turns to liquid. |
| 2 | Freezing | When a liquid turns to solid. |
| 3 | Evaporating | When a liquid turns to gas. |
| 4 | Condensing | When a gas turns to liquid. |
| 5 | Sublimation | When a solid turns to a gas, rare. |
| 6 | The energy needed for 1kg of a <br> substance to change state | Specific latent Heat |
| 7 | Mass = Density x volume | The equation for density |
| 8 | Internal Energy | Total amount of kinetic energy and potential energy of all the <br> particles in the system. |
| 9 | The amount of energy to raise 1kg of <br> a substance by 1'C. | Specific heat capacity. |
| 10 | Constant random motion | Particle Motion in Gases. |


| Week 2 <br> 25/04/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Pressure | Force per unit area $\left(\mathrm{N} / \mathrm{m}^{2}\right)$ |
| 2 | Sexual reproduction | Involves the joining of gametes from two parents during <br> fertilisation, giving genetically similar but not identical offspring . |
| 3 | Asexual reproduction | Reproduction involving one parent, giving genetically identical <br> offspring. |
| 4 | Meiosis | Cell replication that produces four non-identical haploid cells from <br> one diploid cell. |
| 5 | Double Helix | Structure of DNA |
| 6 | Chromosome | Structures in the nucleus that contain DNA. |
| 7 | Gene | A section of DNA which codes for a specific sequence of amino <br> acids, which codes for a specific protein. |
| 8 | Amino acids | The building blocks for proteins, coded for by a gene. |
| 9 | Mitosis | Cell replication that produces two identical copies of a diploid cell. |
| 10 | Diploid | A cell containing two complete sets of chromosomes, one from <br> each parent. |


| Week 3 <br> $02 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Current | Flow of electric charge. Measured in Amperes (A) |
| 2 | Potential Difference | A measure of how much energy is transferred between two points <br> in a circuit. |
| 3 | Resistance | The opposition in an electrical component to the movement of <br> electrical charge through it. Measured in ohms. |
| 4 | In Series | circuit where one component follows directly from another |
| 5 | In Parallel | current divides into two or more paths before recombining to <br> complete the circuit. |
| 6 | Melting | When a solid turns to liquid. |
| 7 | Freezing | When a liquid turns to solid. |
| 8 | Evaporating | When a liquid turns to gas. |


| 9 | Condensing | When a gas turns to liquid. |
| ---: | :--- | :--- |
| 10 | Sublimation | When a solid turns to a gas, rare. |


| Week 4 <br> 09/05/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Ohmic conductor | The current flowing through this component is proportional to the <br> potential difference across it. |
| 2 | Charge flow = current x time | Q=It |
| 3 | Potential Difference = current x <br> resistance | V=IR (Onm's Law) |
| 4 | Directly proportional | When two quantities are directly proportional, doubling one quantity <br> will cause the other quantity to double. |
| 5 | Inversely proportional | when two quantities are inversely proportional, doubling one <br> quantity will cause the other quantity to halve. |
| 6 | The energy needed for 1kg of a <br> substance to change state | Specific latent Heat |
| 7 | Mass = Density x volume | The equation for density |
| 8 | Internal Energy | Total amount of kinetic energy and potential energy of all the <br> particles in the system. |
| 9 | The amount of energy to raise 1kg of <br> a substance by 1'C. | Specific heat capacity. |
| 10 | Constant random motion | Particle Motion in Gases. |


| Week 5 $16 / 05 / 222$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Variable resistor | allows current to be varied. |
| 2 | Thermistor |  <br> the resistance changes with temperature. |
| 3 | Diode | allows current to flow in one direction. |
| 4 | Light emitting diode (LED) |  |
| 5 | Light dependent resistor (LDR) | resistance low in bright light, high in dim light. |
| 6 | Pressure | Force per unit area ( $\mathrm{N} / \mathrm{m}^{2}$ ) |
| 7 | Sexual reproduction | Involves the joining of gametes from two parents during fertilisation, giving genetically similar but not identical offspring . |
| 8 | Asexual reproduction | Reproduction involving one parent, giving genetically identical offspring. |
| 9 | Meiosis | Cell replication that produces four non-identical haploid cells from one diploid cell. |
| 10 | Double Helix | Structure of DNA |


| Week 6 <br> $23 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Alleles | A form of a gene e.g.the gene for brown eyes or blue eyes. |
| 2 | Recessive | A characteristic only expressed in the offspring if both alleles are <br> recessive. |


| 3 | Dominant | A characteristic that will always be expressed in the offspring. |
| ---: | :--- | :--- |
| 4 | Genotype | The genetic makeup of an organism represented by letters e.g. bb, <br> BB, Bb. |
| 5 | Phenotype | The physical characteristics that are present in an organism e.g. <br> blue eyes. |
| 6 | Chromosome | Structures in the nucleus that contain DNA. |
| 7 | Gene | A section of DNA which codes for a specific sequence of amino <br> acids, which codes for a specific protein. |
| 8 | Amino acids | The building blocks for proteins, coded for by a gene. |


| Week 7 <br> $06 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Accurate measurement | Close to the true value. |
| 2 | Precise measurement | Results cluster closely. |
| 3 | Alpha Particle Scattering <br> Experiment | An experiment that showed that the mass of the atom is <br> concentrated at its centre (in the nucleus). |
| 4 | Nuclear Model | Suggested by Niels Bohr; electrons move around the nucleus in <br> circular orbits at specific distances from the nucleus. |
| 5 | Pure Substance | A single element or compound that is not mixed with any other <br> substance. |
| 6 | Current | Flow of electric charge. Measured in Amperes (A) |


| Week 8 <br> $13 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Alpha particle | A particle formed from two protons and two neutrons. |
| 2 | Beta particle | A fast moving electron. |
| 3 | Gamma ray | An electromagnetic wave. |
| 4 | Half Life | The time taken for the number of nuclei in a radioactive isotope to <br> halve. |
| 5 | Irradiation | The process of exposing an object to nuclear radiation but the object <br> does not become radioactive. |
| 6 | Ohmic conductor | The current flowing through this component is proportional to the <br> potential difference across it. |
| 7 | Charge flow = current $x$ time | Q=It |
| 8 | Potential Difference $=$ current $x$ <br> resistance | V=IR (Ohm's Law) |
| 9 | Directly proportional | When two quantities are directly proportional, doubling one quantity <br> will cause the other quantity to double. |


| 10 | when two quantities are inversely proportional, doubling one quantity <br> will cause the other quantity to halve. |
| ---: | :--- | :--- |


| $\begin{array}{\|l} \hline \text { Week } 9 \\ 20 / 06 / 22 \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Variable resistor | allows current to be varied. |
| 2 | Thermistor | the resistance changes with temperature. |
| 3 | Diode | allows current to flow in one direction. |
| 4 | Light emitting diode (LED) |  |
| 5 | Light dependent resistor (LDR) | resistance low in bright light, high in dim light. |
| 6 | Alleles | A form of a gene e.g.the gene for brown eyes or blue eyes. |
| 7 | Recessive | A characteristic only expressed in the offspring if both alleles are recessive. |
| 8 | Dominant | A characteristic that will always be expressed in the offspring. |
| 9 | Genotype | The genetic makeup of an organism represented by letters e.g. bb, BB, Bb. |
| 10 | Phenotype | The physical characteristics that are present in an organism e.g. blue eyes. |


| Week 10 <br> $27 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Accurate measurement | Close to the true value. |
| 2 | Precise measurement | Results cluster closely. |
| 3 | Alpha Particle Scattering <br> Experiment | An experiment that showed that the mass of the atom is <br> concentrated at its centre (in the nucleus). |
| 4 | Nuclear Model | Suggested by Niels Bohr; electrons move around the nucleus in <br> circular orbits at specific distances from the nucleus. |
| 5 | Pure Substance | A single element or compound that is not mixed with any other <br> substance. |
| 6 | Alpha particle | A particle formed from two protons and two neutrons. |
| 7 | Beta particle | A fast moving electron. |
| 8 | Gamma ray | An electromagnetic wave. |
| 9 | Half Life | The time taken for the number of nuclei in a radioactive isotope to <br> halve. |
| 10 | Irradiation | The process of exposing an object to nuclear radiation but the object <br> does not become radioactive. |


| $\begin{array}{\|l\|} \hline \text { Week } 1 \\ 04 / 04 / 22 \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | $\begin{aligned} & 3,6,9,12,15,18,21,24,27,30 \\ & 33,36 \end{aligned}$ | First 12 multiples of 3 |
| 2 | $2,3,5,7,11,13,17,19,23,29$ | First 10 prime numbers |
| 3 | Factor | A factor is a number that divides into another number exactly and without leaving a remainder, e.g. the factors of 12 are 1,2,3,4,6,12 |
| 4 | Prime | A prime number is a whole number greater than 1 with only two factors - itself and 1: it cannot be divided by any other positive integers without leaving a remainder, decimal or fraction. 11, 19 and 2 are examples of prime numbers. |
| 5 | Multiple | A multiple of a number is the result when that number is multiplied by an integer. Eg multiples of 14 could be $14(14 \times 1), 28(14 \times 2)$ or 140 ( $14 \times 10$ ). |
| 6 | $\begin{aligned} & 4,8,12,16,20,24,28,32,26,40, \\ & 44,48 \end{aligned}$ | First 12 multiples of 4 |
| 7 | Square number | A square number is the result when a number has been multiplied by itself. For example, 25 is a square number because it's 5 lots of 5 , or $5 \times 5$. This is also written as $5^{2}$ ("five squared"). |
| 8 | Lowest common multiple | The smallest multiple shared between two given numbers. For example, the LCM of 9 and 12 is 36 as it is the smallest multiple that both given numbers share ( $9 \times 4=36$ and $12 \times 3=36$ ). |
| 9 | Highest Common Factor | The highest common factor is the largest whole number which is shared by given numbers. For example, common factors of 10 and 20 are $1,2,5$ and 10 , but the highest of those is 10 ; therefore, the HCF of 10 and 20 is 10 . |
| 10 | Prime factorisation | The process of breaking down a number into a set of prime numbers, which when multiplied together give the original number. E.g. $36=2 \times 2 \times 3 \times 3$. |


| Week 2 <br> $25 / 04 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | $6,12,18,24,30,36,42,28,54,60$, <br> 66,72 | First 12 multiples of 6 |
| 2 | Sum | The result of adding two or more numbers together. |
| 3 | Difference | The result of subtracting one number from another; the <br> difference in quantity between two numbers |
| 4 | Product | The number that you get by multiplying two or more numbers <br> together. For example, if you multiply 2 and 5 together, you get a <br> product of 10. |
| 5 | Quotient | The number resulting from dividing one number by another |
| 6 | $7,14,21,28,35,42,49,56,63,70$, <br> 77,84 | First 12 multiples of 7 |


| 7 | Mean | An average that can be found by dividing the sum of all the values <br> by the number of values |
| :--- | :--- | :--- |
| 8 | Median | The middle value in an ordered list of numbers |
| 9 | Mode | The most frequently occuring value in a data set |
| 10 | Range | The difference between the lowest and highest values in a set of <br> data. |


| $\begin{array}{\|l\|} \hline \text { Week 3 } \\ 02 / 05 / 22 \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | $\begin{aligned} & 8,16,24,32,40,48,56,64,72,80 \\ & 88,96 \end{aligned}$ | First 12 multiples of 8 |
| 2 | Factorise | To find the factors of an expression; the reverse of expanding brackets. |
| 3 | Expand | To multiply each term in the brackets by the expression outside the brackets; the reverse process of factorisation is sometimes referred to as multiplying out. |
| 4 | Reciprocal | 1 divided by a given number |
| 5 | Inequality | An inequality compares two values, showing if one is less than, greater than, or simply not equal to another value: $a \neq b$ says that $a$ is not equal to $b ; a<b$ says that $a$ is less than $b ; a>b$ says that $a$ is greater than $b ; a \leq b$ means that $a$ is less than or equal to $b$; and $\mathrm{a} \geq \mathrm{b}$ means that a is greater than or equal to b . |
| 6 | $\begin{aligned} & 3,6,9,12,15,18,21,24,27,30 \\ & 33,36 \end{aligned}$ | First 12 multiples of 3 |
| 7 | $2,3,5,7,11,13,17,19,23,29$ | First 10 prime numbers |
| 8 | Factor | A factor is a number that divides into another number exactly and without leaving a remainder, e.g. the factors of 12 are 1,2,3,4,6,12 |
| 9 | Prime | A prime number is a whole number greater than 1 with only two factors - itself and 1: it cannot be divided by any other positive integers without leaving a remainder, decimal or fraction. 11, 19 and 2 are examples of prime numbers. |
| 10 | Multiple | A multiple of a number is the result when that number is multiplied by an integer. Eg multiples of 14 could be $14(14 \times 1), 28(14 \times 2)$ or 140 ( $14 \times 10$ ). |


| Week 4 |  |  |
| :--- | :--- | :--- |
| $09 / 05 / 22$ | Piece of Information | Answer |
| 1 | $9,18,27,36,45,54,63,72,81,90$, <br> 99,108 | First 12 multiples of 9 |
| 2 | Parallel | To remain equidistant (the same distance apart) and never meet <br> or touch |
| 3 | Perpendicular | A surface or line at an angle of $90^{\circ}$ to another line or surface |
| 4 | Similar | Identical in shape but different in size; angles remain the same |


| 5 | Congruent | Of exactly the same shape, size and dimensions |
| :--- | :--- | :--- |
| 6 | $4,8,12,16,20,24,28,32,26,40$, <br> 44,48 | First 12 multiples of 4 |
| 7 | Square number | A square number is the result when a number has been multiplied <br> by itself. For example, 25 is a square number because it's 5 lots of <br> 5, or $5 \times 5$. This is also written as $5^{2}$ ("five squared"). |
| 8 | Lowest common multiple | The smallest multiple shared between two given numbers. For <br> example, the LCM of 9 and 12 is 36 as it is the smallest multiple <br> that both given numbers share $(9 \times 4=36$ and $12 \times 3=36)$. |
| 9 | Highest Common Factor | The highest common factor is the largest whole number which is <br> shared by given numbers. For example, common factors of 10 <br> and 20 are $1,2,5$ and 10, but the highest of those is 10 ; therefore, <br> the HCF of 10 and 20 is 10. |
| 10 | Prime factorisation | The process of breaking down a number into a set of prime <br> numbers, which when multiplied together give the original number. <br> E.g. $36=2 \times 2 \times 3 \times 3$. |


| Week 5 <br> $16 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | $11,22,33,44,55,66,77,88,99$, <br> $110,121,132$ | First 12 multiples of 11 |
| 2 | Integer | A whole number that can be positive or negative, but does not have <br> fractions or decimals |
| 3 | Rational | A number that can be in the form p/q where $p$ and $q$ are integers <br> and q is not equal to zero. |
| 4 | irrational | A real number that can not be made by dividing two integers: its <br> decimal also goes on forever without repeating e.g. $\pi$ |
| 5 | Surd | An irrational number which is the roots of a positive integer where <br> the value of the root can't be determined; it has infinite non- <br> recurring decimals. e.g $\sqrt{5}$ |
| 6 | $6,12,18,24,30,36,42,28,54,60$, <br> 66,72 | First 12 multiples of 6 |
| 7 | Sum | The result of adding two or more numbers together. |
| 8 | Difference | The result of subtracting one number from another; the difference <br> in quantity between two numbers |
| 9 | Product | The number that you get by multiplying two or more numbers <br> together. For example, if you multiply 2 and 5 together, you get a <br> product of 10. |
| 10 | Quotient | The number resulting from. dividing one number by another |


| Week 6 |  |  |
| :--- | :--- | :--- |
| $23 / 05 / 22$ | Piece of Information | Answer |
| 1 | $12,24,36,48,60,72,84,96,108$, <br> $120,132,144$ | First 12 multiples of 12 |


| 2 | Enlargement | A geometric transformation whereby a shape is made larger (or <br> smaller if reversed) without changing its shape, position or <br> direction |
| :--- | :--- | :--- |
| 3 | Rotation | A geometric transformation where an object is turned around a <br> defined point |
| 4 | Translation | A geometric transformation to move an object or shape in any <br> direction without rotating it and maintaining its congruence |
| 5 | Reflection | A geometric transformation where a shape is flipped over a line of <br> reflection (mirror line) such that its shape does not change but it <br> faces the opposite direction |
| 6 | $7,14,21,28,35,42,49,56,63$, <br> $70,77,84$ | First 12 multiples of 7 |
| 7 | Mean | An average that can be found by dividing the sum of all the values by <br> the number of values |
| 8 | Median | The middle value in an ordered list of numbers |
| 9 | Mode | The most frequently occuring value in a data set |
| 10 | Range | The difference between the lowest and highest values in a set of <br> data |


| Week 7 <br> $06 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Equation | A mathematical expression that contains an equals symbol. |
| 2 | Expression | A mathematical phrase combining numbers and/or variables and <br> mathematical operations but with no equals sign |
| 3 | Formula | A mathematical rule written using symbols, usually as an equation <br> describing a certain relationship between quantities. |
| 4 | Direct proportion | The relationship between two quantities whose ratio remains <br> constant as quantities increase or decrease; one variable varies <br> directly in line with another |
| 5 | Inverse proportion | The relationship between two quantities where as one quantity <br> increases, the other decreases in proportion; the relationship <br> between two quantities whose product remains the same |
| 6 | $8,16,24,32,40,48,56,64,72$, <br> $80,88,96$ | First 12 multiples of 8 |
| 7 | Parallel | To remain equidistant (the same distance apart) and never meet or <br> touch |
| 8 | Perpendicular | A surface or line at an angle of $90^{\circ}$ to another line or surface |
| 9 | Similar | Identical in shape but different in size; angles remain the same |
| 10 | Congruent | Of exactly the same shape, size and dimensions |


| Week 8 |  | Answer |
| :--- | :--- | :--- |
| $13 / 06 / 22$ | Piece of Information | The distance around the outside of a 2D shape; calculated by <br> adding the length of all the sides together |
| 1 | Perimeter |  |


| 2 | Area | The measurement of a space inside a 2D shape, measured in units <br> squared |
| :--- | :--- | :--- |
| 3 | Volume | The amount of space inside a three-dimensional shape |
| 4 | Surface area | The total area of the surface of a 3D shape; the sum of the area of <br> all the faces on a 3D shape |
| 5 | $11,22,33,44,55,66,77,88,99$, <br> $110,121,132$ | First 12 multiples of 11 |
| 6 | Integer | A whole number that can be positive or negative, but does not have <br> fractions or decimals |
| 7 | Rational | A number that can be in the form p/q where p and q are integers and <br> q is not equal to zero. |
| 8 | Irrational | A real number that can not be made by dividing two integers: its <br> decimal also goes on forever without repeating e.g. $\pi$ |
| 9 | Surd | An irrational number which is the roots of a positive integer where <br> the value of the root can't be determined; it has infinite non-recurring <br> decimals. e.g $\sqrt{5}$ |
| 10 |  | leight |


| Week 9 <br> $20 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Circumference | The distance around the outside of a circle (perimeter). |
| 2 | Diameter | A straight line passing through the centre of a circle touching <br> opposite sides of the circumference; equal to twice the radius |
| 3 | Radius | The distance from the centre of a circle to any point on its <br> circumference (edge); equal to half the diameter of the circle |
| 4 | $A=\pi r^{2}$ | Formula to calculate the area of a circle |
| 5 | C=2mr | Formula for the circumference of a circle |
| 6 | $12,24,36,48,60,72,84,96,108$, <br> $120,132,144$ | First 12 multiples of 12 |
| 7 | Enlargement | A geometric transformation whereby a shape is made larger (or <br> smaller if reversed) without changing its shape, position or direction |
| 8 | Rotation | A geometric transformation where an object is turned around a <br> defined point |
| 9 | Translation | A geometric transformation to move an object or shape in any <br> direction without rotating it and maintaining its congruence |
| 10 | Reflection | A geometric transformation where a shape is flipped over a line of <br> reflection (mirror line) such that its shape does not change but it <br> faces the opposite direction |


| Week 10 |  | Answer |
| :--- | :--- | :--- |
| $27 / 06 / 22$ | Piece of Information | A mathematical expression that contains an equals symbol. |
| 1 | Equation |  |


| 2 | Expression | A mathematical phrase combining numbers and/or variables and <br> mathematical operations but with no equals sign |
| :--- | :--- | :--- |
| 3 | Formula | A mathematical rule written using symbols, usually as an equation <br> describing a certain relationship between quantities. |
| 4 | Direct proportion | The relationship between two quantities whose ratio remains <br> constant as quantities increase or decrease; one variable varies <br> directly in line with another |
| 5 | Inverse proportion | The relationship between two quantities where as one quantity <br> increases, the other decreases in proportion; the relationship <br> between two quantities whose product remains the same |
| 6 | Perimeter | The distance around the outside of a 2D shape; calculated by <br> adding the length of all the sides together |
| 7 | Area | The measurement of a space inside a 2D shape, measured in units <br> squared |
| 8 | Volume | The amount of space inside a three-dimensional shape |
| 9 | Surface area | The total area of the surface of a 3D shape; the sum of the area of <br> all the faces on a 3D shape |
| 10 | Length x base x height | Formula for volume of a cuboid |

Maths Knowledge Organiser Higher - Mondays

| Week 1 <br> $04 / 04 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | All the factors of 20 | $1,2,4,5,10,20$ |
| 2 | a2 $+\mathrm{b} 2=\mathrm{c} 2$ | Pythagoras' Theorem. |
| 3 | Hypotenuse | The side opposite the right angle for a right angle triangle. It is also <br> the longest side in the triangle. |
| 4 | circumference | The perimeter (distance around the outside) of a circle |
| 5 | diameter | A straight line passing through the centre of a circle touching <br> opposite sides of the circumference; equal to twice the radius |
| 6 | Radius | The distance from the centre of a circle to any point on its <br> circumference (edge); equal to half the diameter of the circle |
| 7 | $A=\pi r^{2}$ | Formula to calculate the area of a circle |
| 8 | C=2mr | Formula for the circumference of a circle |
| 9 | transformation | A geometric change in position where figures remain congruent; <br> or a geometric change in size (enlargement) where the shape <br> remains similar so that the only variation is the size |
| 10 | The conditions for congruence | SSS, SAS, ASA, RHS |


| Week 2 <br> $25 / 04 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | A $\cap B$ | A intersection B |
| 2 | A $\cup B$ | A union B |
| 3 | Prime number | A number with exactly two factors |
| 4 | $\operatorname{Cos}(60)$ and $\operatorname{Sin}(30)$ are both equal to | 0.5 |
| 5 | $\operatorname{Cos}(30)$ and $\operatorname{Sin}(60)$ are both equal to | $\sqrt{ } 3 / 2$ |
| 6 | $\tan (45)=$ | 1 |
| 7 | $\cos (45)$ and $\sin (45)$ | $1 / \sqrt{ } 2=\sqrt{ } 2 / 2$ |
| 8 | $\tan (30)$ | $1 / \sqrt{ } 3=\sqrt{ } 3 / 3$ |
| 9 | $\tan (6)$ | $\sqrt{ } 3$ |
| 10 | product | The number that you get by multiplying two or more numbers <br> together. For example, if you multiply 2 and 5 together, you get a <br> product of 10. |


| Week 3 |  |  |
| :--- | :--- | :--- |
| $02 / 05 / 22$ | Piece of Information | Answer |
| 1 | $7,14,21,28,35,42,49,56,63,70$, <br> 77,84 | First 12 multiples of 7 |


| 2 | mean | An average that can be found by dividing the sum of all the values <br> by the number of values |
| :--- | :--- | :--- |
| 3 | median | The middle value in an ordered list of numbers |
| 4 | mode | The most frequently occuring value in a data set |
| 5 | range | The difference between the lowest and highest values in a set of <br> data |
| 6 | All the factors of 20 | $1,2,4,5,10,20$ |
| 7 | a2 + b2 = c2 | Pythagoras' Theorem. |
| 8 | circumference | The side opposite the right angle for a right angle triangle. It is also <br> the longest side in the triangle. |
| 9 | diameter | The perimeter (distance around the outside) of a circle |
| 10 | A straight line passing through the centre of a circle touching <br> opposite sides of the circumference; equal to twice the radius |  |


| Week 4 09/05/22 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Tan Graph |  |
| 2 | Cos Graph |  |


| 3 |  |  |
| :--- | :--- | :--- |
|  | Sin Graph | Prime factorisation |
| 4 | Radius | The process of breaking down a number into a set of prime <br> numbers, which when multiplied together give the original number. <br> E.g. $36=2 \times 2 \times 3 \times 3$. |
| 5 | 2 |  |
| 6 | The distance from the centre of a circle to any point on its <br> circumference (edge); equal to half the diameter of the circle |  |
| 7 | C=2mr | Formula to calculate the area of a circle |
| 8 | transformation | Formula for the circumference of a circle |
| 10 | The conditions for congruence | A geometric change in position where figures remain congruent; <br> or a geometric change in size (enlargement) where the shape <br> remains similar so that the only variation is the size |
| SSS, SAS, ASA, RHS |  |  |


| Week 5 <br> $16 / 05 / 22$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | least value, lower quartile, median, upper quartile and maximum value | The five pieces of information needed for a box plot |
| 2 | Lower Quartile | The median of the upper half of a data set. |
| 3 | Upper Quartile | The median of the upper half of a data set. |
| 4 | Interquartile Range | Describes the middle $50 \%$ of values. This is obtained by doing Upper quartile subtract the lower quartile. |
| 5 | Example of square numbers that are also cube numbers | 1 and 64 |
| 6 | $A \cap B$ | A intersection B |
| 7 | $A \cup B$ | $A$ union $B$ |
| 8 | Prime number | A number with exactly two factors |
| 9 | $\operatorname{Cos}(60)$ and $\operatorname{Sin}(30)$ are both equal to | 0.5 |
| 10 | $\operatorname{Cos}(30)$ and $\operatorname{Sin}(60)$ are both equal to | $\sqrt{ } 3 / 2$ |


| Week 6 |  | Answer |
| :--- | :--- | :--- |
| $23 / 05 / 22$ | Piece of Information | To remain equidistant (the same distance apart) and never meet <br> or touch. i.e. if two lines have the same gradient |
| 1 | Parallel |  |


| 2 | Perpendicular | A surface or line at an angle of $90^{\circ}$ to another line or surface |
| :--- | :--- | :--- |
| 3 | Similar | Identical in shape but different in size; angles remain the same |
| 4 | Congruent | Of exactly the same shape, size and dimensions |
| 5 | Two examples of pythagorean triples | $3,4,5 \quad \& \quad 5,12,13$ |
| 6 | $\tan (45)=$ | 1 |
| 7 | $\cos (45)$ and $\sin (45)$ | $1 / \sqrt{ } 2=\sqrt{ } 2 / 2$ |
| 8 | $\tan (30)$ | $1 / \sqrt{ } 3=\sqrt{ } 3 / 3$ |
| 9 | $\tan (6)$ | $\sqrt{ } 3$ |
| 10 | Product | The number that you get by multiplying two or more numbers <br> together. For example, if you multiply 2 and 5 together, you get a <br> product of 10. |


| Week 7 06/06/22 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | How to represent an even number algebraically | 2n |
| 2 | How to represent an odd number algebraically | $2 \mathrm{n}+1$ |
| 3 | Cosine Rule | $a^{2}=b^{2}+c^{2}-2 b c \cos (A)$ |
| 4 | Sine Rule | $\frac{a}{\sin A}=\frac{b}{\sin B}=\frac{c}{\sin C}$ |
| 5 | Area of a triangle when SAS is known | $\text { Area }=\frac{1}{2} a b \operatorname{Sin} C$ |
| 6 | $\begin{aligned} & 7,14,21,28,35,42,49,56,63, \\ & 70,77,84 \end{aligned}$ | First 12 multiples of 7 |
| 7 | mean | An average that can be found by dividing the sum of all the values by the number of values |
| 8 | median | The middle value in an ordered list of numbers |
| 9 | mode | The most frequently occuring value in a data set |
| 10 | range | The difference between the lowest and highest values in a set of data |


| Week 8 <br> $13 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Volume | The amount of space inside a three-dimensional shape |


| 2 | Surface area | The total area of the surface of a 3D shape; the sum of the area of all the faces on a 3D shape |
| :---: | :---: | :---: |
| 3 | The lowest common multiple of 12 and 10 | 60 |
| 4 | rational | A number that can be in the form $\mathrm{p} / \mathrm{q}$ where p and q are integers and q is not equal to zero. |
| 5 | irrational | A real number that can not be made by dividing two integers: its decimal also goes on forever without repeating e.g. $\pi$ \& $\sqrt{ } 2$ |
| 6 | Tan Graph |  |
| 7 | Cos Graph |  |
| 8 | Sin Graph |  |
| 9 | Prime factorisation | The process of breaking down a number into a set of prime numbers, which when multiplied together give the original number. E.g. $36=2 \times 2 \times 3 \times 3$. |
| 10 | The only even prime number | 2 |


| Week 9 |  | Answer |
| :--- | :--- | :--- |
| $20 / 06 / 22$ | Piece of Information | The "middle" of a sorted list of numbers. |
| 1 | Median | The median of the upper half of a data set. |
| 2 | Lower Quartile | The median of the upper half of a data set. |
| 3 | Upper Quartile |  |


| 4 | Interquartile Range | Describes the middle $50 \%$ of values. This is obtained by doing Upper quartile subtract the lower quartile. |
| :---: | :---: | :---: |
| 5 | Example of square numbers that are also cube numbers | 1 and 64 |
| 6 | Parallel | To remain equidistant (the same distance apart) and never meet or touch. i.e. if two lines have the same gradient |
| 7 | Perpendicular | A surface or line at an angle of $90^{\circ}$ to another line or surface |
| 8 | Similar | Identical in shape but different in size; angles remain the same |
| 9 | Congruent | Of exactly the same shape, size and dimensions |
| 10 | Two examples of pythagorean triples | 3,4,5 \& 5,12,13 |


| $\begin{array}{\|l} \hline \text { Week } 10 \\ 27 / 06 / 22 \\ \hline \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | How to represent an even number algebraically | 2 n |
| 2 | How to represent an odd number algebraically | $2 \mathrm{n}+1$ |
| 3 | Cosine Rule | $a^{2}=b^{2}+c^{2}-2 b c \cos (A)$ |
| 4 | Sine Rule | $\frac{a}{\sin A}=\frac{b}{\sin B}=\frac{c}{\sin C}$ |
| 5 | Area of a triangle when SAS is known | $\text { Area }=\frac{1}{2} a b \sin C$ |
| 6 | Volume | The amount of space inside a three-dimensional shape |
| 7 | Surface area | The total area of the surface of a 3D shape; the sum of the area of all the faces on a 3D shape |
| 8 | The lowest common multiple of 12 and 10 | 60 |
| 9 | rational | A number that can be in the form $p / q$ where $p$ and $q$ are integers and $q$ is not equal to zero. |
| 10 | irrational | A real number that can not be made by dividing two integers: its decimal also goes on forever without repeating e.g. $\pi \& \sqrt{ } 2$ |


| Week 1 <br> 05/04/22 | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Anecdote | A short story used to make a larger point. It adds a storytelling <br> touch to your explanatory or persuasive writing-connecting your <br> ideas to real life. |
| 2 | Personal pronouns | A short word we use as a simple substitute for the proper name of <br> a person. E.g. you, he, she, it, we they, me, him, her, us. |
| 3 | Direct address | When a speaker is talking personally to an individual or group. |
| 4 | Anaphora | Repetition of a word or expression at the beginning of a group of <br> sentences. |
| 5 | Analogy | A comparison between one thing and another, typically for the <br> purpose of explanation or clarification. |
| 6 | Hypophora | When a speaker poses a question and then answers the question. <br> 7 |
| 8 | Diacope | When a writer repeats a word or phrase with one or more words in <br> between. E.g. To be, or not to be. <br> A person or thing that is the direct opposite of someone or <br> something else. |
| 9 | Epizeuxis | The immediate repetition of words or phrases without any <br> intervening words. E.g. 'The horror, the horror'. |
| 10 | Tricolon | Three words, phrases or sentences that are similar in structure, <br> length and/or rhythm. E.g. 'I will live in the past, the present and <br> the future'. |


| Week 2 <br> $26 / 04 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Prodigious | Remarkably or impressively great in extent, size, or degree. |
| 2 | Affinity | A natural liking for and understanding of someone or something. |
| 3 | Consensus | A general agreement |
| 4 | Laudable | (Of an action, idea, or aim) deserving praise. |
| 5 | Notorious | To be famous or well known, typically for some bad quality or <br> deed. |
| 6 | Presumption | The act of believing that something is true without having any <br> proof. |
| 7 | Denounce | To publicly declare something or someone to be wrong or evil. |
| 8 | Unprecedented | Something never done or known before. |
| 9 | Aspersion | An attack on the reputation or integrity of someone or something. |
| 10 | Unwavering | Steady, fixed or firm |


| Week 3 <br> $03 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Zeal | To show great energy or enthusiasm |
| 2 | Invariably | To mean always or every time |
| 3 | Idyllic | Something that is pleasing or picturesque (attractive) |
| 4 | Approximately | Used to show that something is almost, but not completely, <br> accurate or exact. |
| 5 | Fervently | Enthusiastically or passionately |
| 6 | Anecdote | A short story used to make a larger point. It adds a storytelling <br> touch to your explanatory or persuasive writing-connecting your <br> ideas to real life. |
| 7 | Personal pronouns | A short word we use as a simple substitute for the proper name of <br> a person. E.g. you, he, she, it, we they, me, him, her, us. |


| 8 | Direct address | When a speaker is talking personally to an individual or group. |
| :--- | :--- | :--- |
| 9 | Anaphora | Repetition of a word or expression at the beginning of a group of <br> sentences. |
| 10 | Analogy | A comparison between one thing and another, typically for the <br> purpose of explanation or clarification. |


| Week 4 <br> $10 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Candid | To be truthful and straightforward |
| 2 | Vivacity | To be lively or very animated |
| 3 | Panacea | A solution or remedy for all difficulties or diseases |
| 4 | Intrepid | To be fearless |
| 5 | Ascertain | To find something out for certain or to make sure of something |
| 6 | Hypophora | When a speaker poses a question and then answers the question. |
| 7 | Diacope | When a writer repeats a word or phrase with one or more words in <br> between. E.g. To be, or not to be. |
| 8 | A person or thing that is the direct opposite of someone or <br> something else. |  |
| 9 | Epizeuxis | The immediate repetition of words or phrases without any <br> intervening words. E.g. 'The horror, the horror'. |
| 10 | Three words, phrases or sentences that are similar in structure, <br> length and/or rhythm. E.g. 'I will live in the past, the present and the <br> future'. |  |


| Week 5 <br> $17 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Detrimental | Tending to cause harm |
| 2 | Appalling | To be horrific or shocking |
| 3 | Salient | Most noticeable or important |
| 4 | Compel | To force or oblige (someone) to do something |
| 5 | Plethora | A large or excessive amount of something |
| 6 | Prodigious | Remarkably or impressively great in extent, size, or degree. |
| 7 | Affinity | A natural liking for and understanding of someone or something. |
| 8 | Consensus | A general agreement |
| 9 | Laudable | (Of an action, idea, or aim) deserving praise. |
| 10 | Notorious | To be famous or well known, typically for some bad quality or deed. |


| Week 6 <br> $24 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Deficient | Not having enough of a specified quality or ingredient |
| 2 | Exorbitant | An unreasonably high price for something |
| 3 | Utterly | This is another word for absolutely |
| 4 | Incomprehensible | Not able to be understood |
| 5 | Myriad | A countless or extremely great number of people or things |
| 6 | Presumption | The act of believing that something is true without having any proof. |
| 7 | Denounce | To publicly declare something or someone to be wrong or evil. |
| 8 | Unprecedented | Something never done or known before. |
| 9 | Aspersion | An attack on the reputation or integrity of someone or something. |
| 10 | Unwavering | Steady, fixed or firm |


| Week 7 <br> $07 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Egregious | Outstandingly bad or shocking |
| 2 | Erroneous | Wrong or incorrect |
| 3 | Engenders | To cause or give rise to (a feeling, situation, or condition) |
| 4 | Advantageous | Something that increases chances of success or effectiveness, <br> something beneficial. |
| 5 | Galvanise | To shock or excite (someone) into taking action |
| 6 | Zeal | To show great energy or enthusiasm |
| 7 | Invariably | To mean always or every time |
| 8 | Idyllic | Something that is pleasing or picturesque (attractive) |
| 9 | Approximately | Used to show that something is almost, but not completely, accurate <br> or exact. |
| 10 | Fervently | Enthusiastically or passionately |


| Week 8 <br> $14 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Substantiate | To provide evidence to support or prove the truth of something |
| 2 | Superfluous | Unnecessary, especially through being more than enough |
| 3 | Impeccable | To be flawless, or excellent in quality |
| 4 | Inept | Having or showing no skill, to be clumsy |
| 5 | Inhibit | To prevent an action or process, to hold something or someone back |
| 6 | Candid | To be truthful and straightforward |
| 7 | Vivacity | To be lively or very animated |
| 8 | Panacea | A solution or remedy for all difficulties or diseases |
| 9 | Intrepid | To be fearless |
| 10 | Ascertain | To find something out for certain or to make sure of something |


| Week 9 <br> $21 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Detrimental | Tending to cause harm |
| 2 | Appalling | To be horrific or shocking |
| 3 | Salient | Most noticeable or important |
| 4 | Compel | To force or oblige (someone) to do something |
| 5 | Plethora | A large or excessive amount of something |
| 6 | Deficient | Not having enough of a specified quality or ingredient |
| 7 | Exorbitant | An unreasonably high price for something |
| 8 | Utterly | This is another word for absolutely |
| 9 | Incomprehensible | Not able to be understood |
| 10 | Myriad | A countless or extremely great number of people or things |


| Week 10 |  | Answer |
| :--- | :--- | :--- |
| $28 / 06 / 22$ | Piece of Information | Outstandingly bad or shocking |
| 1 | Egregious | Wrong or incorrect |
| 2 | Erroneous |  |


| 3 | Engenders | To cause or give rise to (a feeling, situation, or condition) |
| :--- | :--- | :--- |
| 4 | Advantageous | Something that increases chances of success or effectiveness, <br> something beneficial. |
| 5 | Galvanise | To shock or excite (someone) into taking action |
| 6 | Substantiate | To provide evidence to support or prove the truth of something |
| 7 | Superfluous | Unnecessary, especially through being more than enough |
| 8 | Impeccable | To be flawless, or excellent in quality |
| 9 | Inept | Having or showing no skill, to be clumsy |
| 10 | Inhibit | To prevent an action or process, to hold something or someone back |

## English Literature Knowledge Organiser - Tuesdays

| Week 1 <br> $105 / 04 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Ozymandias | A speaker meets a traveller and is told the story of a tyrant in <br> ancient Egypt, who wrongly believed his legacy would last forever. |
| 2 | London | A speaker walks around London recounting the suffering, <br> exploitation and control they witness. |
| 3 | Extract from The Prelude | A speaker recalls a childhood memory of stealing a boat. He rows <br> to a mountain and is awed and terrified by its height and <br> magnificence. |
| 4 | The Charge of the Light Brigade | A jealous and arrogant Italian Duke has his wife murdered, <br> because she looked too kindly on other men. |
| 5 | A speaker remembers the "noble" six hundred soldiers who died <br> as the result of the Battle of Balaclava "blunder". |  |
| 6 | Exposure | A soldier in the trenches of WWI describes the wintery elements <br> as more deadly than the enemy they were fighting, in the winter of <br> 1917. |
| 7 | Storm on the Island | A literal storm sweeps over an island, traumatising its inhabitants; <br> this may be a metaphor for the unstoppable violence of the Irish <br> Troubles. |
| 8 | Rayonet Charge | A soldier runs through a war zone in a state of panic and alarm, <br> forgetting the reasons he signed up to fight. |
| 9 | Remains | A speaker recalls the killing of a looter in a war. He is haunted by <br> this memory when he returns home. |
| 10 | A mother recalls her son leaving for war. She remembers his <br> childhood and wishes to protect him; it is unclear if the son has <br> survived. |  |


| Week 2 <br> $26 / 04 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | War Photographer | A conflict correspondent reflects upon the traumatic scenes he has <br> captured, but is frustrated by the public's apathy to these images. |
| 2 | Tissue | A speaker explores how paper (representing money and systems) <br> should not be more important than humanity. |
| 3 | The Émigrée | A female immigrant pines for her homeland, even though it now <br> seems overrun with "tyrants" and conflict. |
| 4 | Kamikaze | A daughter explains how her father, a Japanese suicide pilot, <br> disgraced his family by abandoning his mission. |
| 5 | A speaker discusses their Eurocentric (focusing on European <br> history and culture) education and belief that they have been <br> "blinded" to their identity. |  |
| 6 | Lhecking Out Me History | "Marks of weakness, marks of woe" |
| 7 | London quote (beginning) | "Every blackning Church appalls" |
| 8 | My Last Duchess quote (beginning) | "That's my last Duchess painted on the wall, looking as if she were <br> alive" |
| 9 | My Last Duchess quote (end) | "Neptune taming a sea-horse" |
| 10 | Checking Out Me History quote <br> (middle) | "A healing star among the wounded, a yellow sunrise to the dying" |


| Week 3 <br> $03 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Checking Out Me History quote (end) | "I carving out me identity" |
| 2 | Storm on the Island quote <br> (beginning) | "We are prepared: we build our houses squat" |
| 3 | Storm on the Island quote (middle) | "The spray spits like a tame cat turned savage" |


| 4 | Prelude quote (middle) | "Heaved like a swan" |
| :--- | :--- | :--- |
| 5 | Prelude quote (end) | "I struck and struck again...the grim shape towered up" |
| 6 | Ozymandias | A speaker meets a traveller and is told the story of a tyrant in <br> ancient Egypt, who wrongly believed his legacy would last forever. |
| 7 | London | A speaker walks around London recounting the suffering, <br> exploitation and control they witness. |
| 8 | A speaker recalls a childhood memory of stealing a boat. He rows <br> to a mountain and is awed and terrified by its height and <br> magnificence. |  |
| 9 | Extract from The Prelude | A jealous and arrogant Italian Duke has his wife murdered, <br> because she looked too kindly on other men. |
| 10 | The Charge of the Light Brigade | A speaker remembers the "noble" six hundred soldiers who died as <br> the result of the Battle of Balaclava "blunder". |


| Week 4 <br> $10 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Charge of the Light Brigade quote <br> (beginning) | "The mouth of hell" |
| 2 | Charge of the Light Brigade quote <br> (end) | "All the world wondered" |
| 3 | Exposure quote (beginning) | "Our brains ache, in the merciless iced east winds that knife us" |
| 4 | Exposure quote (end) | "All their eyes are ice" |
| 5 | Ozymandias (beginning) | "Half sunk a shattered visage lies" |
| 6 | Exposure | A soldier in the trenches of WWI describes the wintery elements as <br> more deadly than the enemy they were fighting, in the winter of <br> 1917. |
| 7 | Storm on the Island | A literal storm sweeps over an island, traumatising its inhabitants; <br> this may be a metaphor for the unstoppable violence of the Irish <br> Troubles. |
| 8 | Bayonet Charge | A soldier runs through a war zone in a state of panic and alarm, <br> forgetting the reasons he signed up to fight. |
| 9 | A speaker recalls the killing of a looter in a war. He is haunted by <br> this memory when he returns home. |  |
| 10 | A mother recalls her son leaving for war. She remembers his <br> childhood and wishes to protect him; it is unclear if the son has <br> survived. |  |


| Week 5 <br> $17 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Ozymandias (end) | "My name is Ozymandias, King of Kings" |
| 2 | Tissue (beginning) | "Pages smoothed and stroked and turned <br> transparent with attention" |
| 3 | Tissue (middle) | "What was paid by credit card might fly our lives like paper kites" |
| 4 | War Photographer (beginning) | "Spools of suffering set out in ordered rows" |
| 5 | War Photographer (end) | "A hundred agonies in black and white....his editor will pick out five <br> or six for Sunday's supplement." |
| 6 | A conflict correspondent reflects upon the traumatic scenes he has <br> captured, but is frustrated by the public's apathy to these images. |  |
| 7 | A speaker explores how paper (representing money and systems) <br> should not be more important than humanity. |  |
| 8 | The Émigrée | A female immigrant pines for her homeland, even though it now <br> seems overrun with "tyrants" and conflict. |
| 9 | A daughter explains how her father, a Japanese suicide pilot, <br> disgraced his family by abandoning his mission. |  |

A speaker discusses their Eurocentric (focusing on European history and culture) education and belief that they have been "blinded" to their identity.

| Week 6 <br> $24 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Kamikaze quote (beginning) | "A shaven head full of powerful incantations" |
| 2 | Kamikaze quote (middle) | "He must have wondered which had been the better way to die" |
| 3 | The Émigrée quote (beginning) | "Bright, filled paperweight" |
| 4 | The Émigrée quote (middle) | "They circle me" |
| 5 | Bayonet Charge (beginning) | "He lugged a rifle numb as a smashed arm" |
| 6 | London quote (beginning) | "Marks of weakness, marks of woe" |
| 7 | London quote (middle) | "Every blackning Church appalls" |
| 8 | My Last Duchess quote (beginning) | "That's my last Duchess painted on the wall, looking as if she were <br> 9 |
| 10 | Checking Out Me History quote <br> (middle) | "Aeptune taming a sea-horse" |


| Week 7 <br> $07 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Bayonet Charge (end) | "King, honour, human dignity, etcetera. Dropped like luxuries in a <br> yelling alarm" |
| 2 | Remains quote (beginning) | "On another occasion, we got sent out to tackle looters" |
| 3 | Remains quote (middle) | "Every round rips through his life" |
| 4 | Poppies quote (beginning) | "Spasms of paper red" |
| 5 | Poppies quote (middle) | "Gelled blackthorns of your hair" |
| 6 | Checking Out Me History quote <br> (end) | "I carving out me identity" |
| 7 | Storm on the Island quote <br> (beginning) | "We are prepared: we build our houses squat" |
| 8 | Storm on the Island quote (middle) | "The spray spits like a tame cat turned savage" |
| 9 | Prelude quote (middle) | "Heaved like a swan" |
| 10 | Prelude quote (end) | "I struck and struck again...the grim shape towered up" |


| Week 8 <br> $14 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Poet Laureate | Being appointed for life by an English sovereign as a member of the <br> royal household and expected to create poems for court and national <br> occasions. |
| 2 | Volta | In poetry, this is a turn, shift or dramatic change in thought and/or <br> emotion. |
| 3 | Caesura | A piece of punctuation used in the middle of a line of poetry. |
| 4 | Enjambment | The meaning of the line runs over from one poetic line to the next, <br> without terminal punctuation. |
| 5 | Refrain | A line, or lines, that are repeated in music or in poetry. |
| 6 | Charge of the Light Brigade quote <br> (beginning) | "The mouth of hell" |
| 7 | Charge of the Light Brigade quote <br> (end) | "All the world wondered" |
| 8 | Exposure quote (beginning) | "Our brains ache, in the merciless iced east winds that knife us" |


| 9 | Exposure quote (end) | "All their eyes are ice" |
| :--- | :--- | :--- |
| 10 | Ozymandias (beginning) | "Half sunk a shattered visage lies" |


| Week 9 <br> $21 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Ozymandias (end) | "My name is Ozymandias, King of Kings" |
| 2 | Tissue (beginning) | "Pages smoothed and stroked and turned <br> transparent with attention" |
| 3 | Tissue (middle) | "What was paid by credit card might fly our lives like paper kites" |
| 4 | War Photographer (beginning) | "Spools of suffering set out in ordered rows" |
| 5 | War Photographer (end) | "A hundred agonies in black and white....his editor will pick out five <br> or six for Sunday's supplement." |
| 6 | Kamikaze quote (beginning) | "A shaven head full of powerful incantations" |
| 7 | Kamikaze quote (middle) | "He must have wondered which had been the better way to die" |
| 8 | The Émigrée quote (beginning) | "Bright, filled paperweight" |
| 9 | The Émigrée quote (middle) | "They circle me" |
| 10 | Bayonet Charge (beginning) | "He lugged a rifle numb as a smashed arm" |


| Week 10 <br> $28 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Bayonet Charge (end) | "King, honour, human dignity, etcetera. Dropped like luxuries in a <br> yelling alarm" |
| 2 | Remains quote (beginning) | "On another occasion, we got sent out to tackle looters" |
| 3 | Remains quote (middle) | "Every round rips through his life" |
| 4 | Poppies quote (beginning) | "Spasms of paper red" |
| 5 | Poppies quote (middle) | "Gelled blackthorns of your hair" |
| 6 | Poet Laureate | Being appointed for life by an English sovereign as a member of the <br> royal household and expected to create poems for court and national <br> occasions. |
| 7 | Volta | In poetry, this is a turn, shift or dramatic change in thought and/or <br> emotion. |
| 8 | Caesura | A piece of punctuation used in the middle of a line of poetry. |
| 9 | Enjambment | The meaning of the line runs over from one poetic line to the next, <br> without terminal punctuation. |
| 10 | Refrain | A line, or lines, that are repeated in music or in poetry. |

## RE Knowledge Organiser - Wednesdays

| Week 1 <br> $06 / 04 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Trinity | The Christian belief in one God but three persons: Father, Son and Holy Spirit. |
| 2 | God the Father | The creator of all life, acts as a good father to his children, supreme authority. |
| 3 | God the Son | God incarnate (human form) through Jesus who was both fully God and fully <br> man. |
| 4 | God the Holy Spirit | The unseen power of God at work in the world, who influences, guides and <br> sustains life. |
| 5 | Creation | The act by which God brought the universe into being. |
| 6 | The Word | Another name/title given to Jesus. |
| 7 | Incarnation | To become flesh, taking on human form. |
| 8 | Resurrection | To rise from the dead, alive. |
| 9 | Blasphemy | To claim to be God; to use the name of God as a swear word. |
| 10 | Crucifixion | A Roman invention, to deliver the death sentence, by fixing a person to a <br> cross. |


| Week 2 <br> $27 / 04 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Repentance | To have sincere regret or remorse for something you have done, to say <br> sorry and mean it, and stop doing it. |
| 2 | Ascension | Jesus' return to heaven 40 days after his resurrection. |
| 3 | Heaven | The state or place of eternal happiness and peace in the presence of <br> God. |
| 4 | Hell | The state or place of eternal suffering and the state of being without God. |
| 5 | Afterlife | The idea of life after death. |
| 6 | Day of Judgement | Jesus will come to judge the living and the dead. |
| 7 | Monotheistic | The Christian belief in only one Supreme Being, God. |
| 8 | Apostle's Creed | An important statement of the Christian faith. |
| 9 | Purgatory | The Catholic belief in an intermediate (inbetween) state, after death, <br> where souls are cleansed in order to enter heaven. |
| 10 | Original sin | The belief that humans are born with an in-built tendency to do wrong <br> and disobey God. |


| Week 3 <br> $04 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Grace | The free gift of God's love. |
| 2 | Omnipotent | The Christian belief that God is almighty, all-powerful with unlimited <br> power |
| 3 | Freewill | The freedom to make your own choices. |
| 4 | Salvation | To be saved or rescued from sin (the breaking of God's laws) and its <br> consequences, and to be granted eternal life with God. |
| 5 | Atonement | The idea that through the sacrifice of Jesus' death on the cross, Jesus <br> restored the broken relationship between God and humanity, broken <br> because of Adam and Eve's sin. |
| 6 | Trinity | The Christian belief in one God but three persons: Father, Son and Holy <br> Spirit. |
| 7 | The creator of all life, acts as a good father to his children, supreme <br> authority. |  |
| 8 | God incarnate (human form) through Jesus who was both fully God and <br> fully man. |  |


| 9 | God the Holy Spirit | The unseen power of God at work in the world, who influences, guides <br> and sustains life. |
| :--- | :--- | :--- |
| 10 | Creation | The act by which God brought the universe into being. |


| Week 4 <br> $11 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Worship | The act of religious praise, honour or devotion to God. |
| 2 | Prayer | A way to communicate with God, either silently or through words. |
| 3 | Sacraments | Holy rituals through which believers receive grace. Some Christian <br> denominations recognise seven, while others acknowledge fewer. |
| 4 | Believers baptism | For people who are old enough to understand the ritual, it involves the <br> use of water to symbolise the washing away of sin. |
| 5 | Infant baptism | For babies and young children to become a member of the Church, it <br> involves the use of water to symbolise the washing away of sin. |
| 6 | The Word | Another name/title given to Jesus. |
| 7 | Incarnation | To become flesh, taking on human form. |
| 8 | Resurrection | To rise from the dead, alive. |
| 9 | Blasphemy | To claim to be God; to use the name of God as a swear word. |
| 10 | Crucifixion | A Roman invention, to deliver the death sentence, by fixing a person to a <br> cross. |


| Week 5 <br> $18 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Holy Communion | Also known as the Eucharist, it is a sacrament that uses bread and wine <br> to celebrate the sacrifice of Jesus on the cross and his resurrection. |
| 2 | Protestant Church | Split from Catholic Chrsitianity in the 16th Century and branched into <br> different denominations (distinct groups), e.g. Baptist, Pentecostal, <br> Methodist - they believe that the Holy Bible is the only authority for <br> Christians. |
| 3 | Catholic Church | A form of Christianity based in Rome and led by the Pope. |
| 4 | Orthodox Church | A form of Christianity that split from the Catholic church in 1054 CE and <br> practised in Eastern Europe. |
| 5 | Omnibenevolent | The Christian belief that God is all-loving and all-good. |
| 6 | Repentance | To have sincere regret or remorse for something you have done, to say <br> sorry and mean it, and stop doing it. |
| 7 | Ascension | Jesus' return to heaven 40 days after his resurrection. |
| 8 | Heaven | The state or place of eternal happiness and peace in the presence of <br> God. |
| 9 | Hell | The state or place of eternal suffering and the state of being without God. |
| 10 | Afterlife | The idea of life after death. |


| Week 6 <br> $25 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Pilgrimage | A journey made by a believer to a holy site for religious reasons. |
| 2 | Christmas | A festival to commemorate (remember) the incarnation and birth of Jesus. <br> Celebrated on the 25th December and lasting for 12 days, ending with <br> Epiphany. |
| 3 | Easter | A festival to celebrate the resurrection of Jesus from the dead. <br> Celebrations begin before Easter Sunday and finish with the feast of <br> Pentecost. |
| 4 | The Church | The holy people of God, also known as the Body of Christ. |
| 5 | A church | A building where Christians worship. |


| 6 | Day of Judgement | Jesus will come to judge the living and the dead. |
| :--- | :--- | :--- |
| 7 | Monotheistic | The Christian belief in only one Supreme Being, God. |
| 8 | Apostle's Creed | An important statement of the Christian faith. |
| 9 | Purgatory | The Catholic belief in an intermediate (inbetween) state,after death, <br> where souls are cleansed in order to enter heaven. |
| 10 | Original sin | The belief that humans are born with an in-built tendency to do wrong and <br> disobey God. |


| Week 7 <br> $08 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Agape | A Biblical word meaning selfless, sacrificial, unconditional love. |
| 2 | Street Pastors | People who are trained to patrol the streets in urban areas, they may <br> help the vulnerable or just be a reassuring presence on the street. |
| 3 | Mission | A vocation or calling to spread the faith. This Church has a mission to <br> tell non-believers that Jesus Christ is the Son of God and Saviour of the <br> world. |
| 4 | Evangelism | The sharing of a Christian's faith to others by example and by telling <br> others. |
| 5 | Great Commision | Jesus' instructions to his disciples and the Church to spread his <br> teachings. |
| 6 | Omnipotent | The free gift of God's love. |
| 7 | Freewill | The Christian belief that God is almighty, all-powerful with unlimited <br> power |
| 8 | Salvation | The freedom to make your own choices. |
| 9 | To be saved or rescued from sin (the breaking of God's laws) and its <br> consequences, and to be granted eternal life with God. |  |
| 10 | The idea that through the sacrifice of Jesus' death on the cross, Jesus <br> restored the broken relationship between God and humanity, broken <br> because of Adam and Eve's sin. |  |


| Week 8 <br> $15 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Messiah | The Hebrew word meaning 'The anointed One' - sent by God. |
| 2 | Converts | People who decide to change their religious faith and follow Jesus. |
| 3 | Reconciliation | To restore a broken relationship, e.g God and humanity. |
| 4 | Persecution | The hostility and ill-treatment from the beginning of the Church, <br> Christians are still persecuted worldwide today for the beliefs. |
| 5 | Poverty | The state of being extremely poor. |
| 6 | Worship | The act of religious praise, honour or devotion to God. |
| 7 | Prayer | A way to communicate with God, either silently or through words. |
| 8 | Believers baptism | Holy rituals through which believers receive grace. Some Christian <br> denominations recognise seven, while others acknowledge fewer. |
| 9 | For people who are old enough to understand the ritual, it involves the <br> use of water to symbolise the washing away of sin. |  |
| 10 | Infant baptism <br> involves the use of water to symbolise the washing away of sin. |  |
| Week 9 <br> $22 / 06 / 22$ | Piece of Information | Answer |
| 1 | Holy Communion | Also known as the Eucharist, it is a sacrament that uses bread and wine <br> to celebrate the sacrifice of Jesus on the cross and his resurrection. |
| 2 | Protestant Church | Split from Catholic Chrsitianity in the 16th Century and branched into <br> different denominations (distinct groups), e.g. Baptist, Pentecostal, |


|  |  | Methodist - they believe that the Holy Bible is the only authority for <br> Christians. |
| :--- | :--- | :--- |
| 3 | Catholic Church | A form of Christianity based in Rome and led by the Pope. |
| 4 | Orthodox Church | A form of Christianity that split from the Catholic church in 1054 CE and <br> practised in Eastern Europe. |
| 5 | Omnibenevolent | The Christian belief that God is all-loving and all-good. |
| 6 | Pilgrimage | A journey made by a believer to a holy site for religious reasons. |
| 7 | Christmas | A festival to commemorate (remember) the incarnation and birth of <br> Jesus. Celebrated on the 25th December and lasting for 12 days, ending <br> with Epiphany. |
| 8 | Easter | A festival to celebrate the resurrection of Jesus from the dead. <br> Celebrations begin before Easter Sunday and finish with the feast of <br> Pentecost. |
| 9 | The Church | The holy people of God, also known as the Body of Christ. |
| 10 | A church | A building where Christians worship. |


| Week 10 <br> $29 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Agape | A Biblical word meaning selfless, sacrificial, unconditional love. |
| 2 | Street Pastors | People who are trained to patrol the streets in urban areas, they may help <br> the vulnerable or just be a reassuring presence on the street. |
| 3 | Mission | A vocation or calling to spread the faith. This Church has a mission to tell <br> non-believers that Jesus Christ is the Son of God and Saviour of the <br> world. |
| 4 | Evangelism | The sharing of a Christian's faith to others by example and by telling <br> others. |
| 5 | Great Commision | Jesus' instructions to his disciples and the Church to spread his <br> teachings. |
| 6 | Messiah | The Hebrew word meaning 'The anointed One' - sent by God. |
| 7 | Converts | People who decide to change their religious faith and follow Jesus. |
| 8 | Reconciliation | To restore a broken relationship, e.g God and humanity. |
| 9 | Persecution | The hostility and ill -treatment from the beginning of the Church, <br> Christians are still persecuted worldwide today for the beliefs. |
| 10 | Poverty | The state of being extremely poor. |

## Character Education

## Our vision

Character Education will help you to develop your confidence, compassion, and enable you to contribute effectively to society, be a successful learner and a responsible citizen. By focusing on these character challenges you will also develop self esteem and a better understanding and respect for others, as well as an awareness of wider spiritual and cultural issues. The challenges and experiences listed below will ensure you are able to climb your own personal mountain to the very best universities and professions.

## How to earn and record your badges

- For each badge you complete you will need to have them signed off by a member of staff.
- Remember for some of your badges you will need to provide evidence.
- Miss Exton and Miss Blick will then present you with your badge on completion.
- You will update your main Character booklet each week in tutor time.
- You will need to achieve each badge before being awarded the next, for example; you cannot achieve gold if you have not completed the bronze or silver in that badge category.


## Ambition - Excellence - Pride

## Ambition

$\left.\begin{array}{|c|c|c|c|c|}\hline \text { Badge } & \text { Badge Level } & \text { You must... } & \text { Achieved? } & \begin{array}{c}\text { Staff } \\ \text { Signature }\end{array} \\ \hline \begin{array}{c}\text { Culture } \\ \text { This is a } \\ \text { demonstration of } \\ \text { ambition because } \\ \text { you are working } \\ \text { outside of your } \\ \text { comfort zone. }\end{array} & \text { Bronze } & \begin{array}{c}\text { Perform your creative talent at } \\ \text { school. }\end{array} & \text { Silver } & \begin{array}{c}\text { Take part in three different } \\ \text { events within the following: } \\ \text { school drama performance, } \\ \text { dance performance, art }\end{array}\end{array}\right)$

## Ambition - Excellence - Pride

## Excellence

| Badge | Badge Level | You must... | Achieved? | Staff Signature |
| :---: | :---: | :---: | :---: | :---: |
| SportThis is ademonstration ofexcellence becauseyou arerepresenting yourschool. | Bronze | Play in 10 competitive sports matches or competitions for the school team. |  |  |
|  | Silver | Play in 25 competitive sports matches or competitions for the school team. |  |  |
|  | Gold | Play in a competitive sports match or competition regionally or nationally. |  |  |
| Community This is a demonstration of excellence because you are helping others. | Bronze | Be an active member of an inschool community for one unit; GA prep, an enrichment activity or homework support. |  |  |
|  | Silver | Write and propose a new community project to key stakeholders. |  |  |
|  | Gold | Organise and deliver a community project event. |  |  |
| LeadershipThis is ademonstration ofexcellence becauseyou are being arole model toothers. | Bronze | Be on the student leadership team (sports captain, Character representative, mentor or ambassador). |  |  |
|  | Silver | Have impacted change or improvement as a leader (provide evidence of what you have achieved). |  |  |
|  | Gold | Create and lead your own leadership event. |  |  |
| Adventure This is a demonstration of excellence because you have challenged yourself. | Bronze | Complete a school residential / Outdoor Adventure Activity. |  |  |
|  | Silver | Complete the Duke of Edinburgh BRONZE Award. |  |  |
|  | Gold | Complete the Duke of Edinburgh SILVER Award or Ten Tors challenge. |  |  |

## Ambition - Excellence - Pride

## Pride

| Badge | Badge Level | You must... | Achieved? | Staff Signature |
| :---: | :---: | :---: | :---: | :---: |
| Charity <br> This is a demonstration of pride because you have helped others. | Bronze | Volunteer 10 hours to the local community or charity. |  |  |
|  | Silver | Organise a charity event and raise more than $£ 100$. |  |  |
|  | Gold | Organise a charity event and raise more than $£ 500$. |  |  |
| Commitment <br> This is a demonstration of pride because you have dedicated time and effort to something you enjoy. | Bronze | Visit one of the following; art gallery, theatre, museum, concert, ballet, or similar. Or have $100 \%$ attendance at an enrichment activity for a unit. |  |  |
|  | Silver | Visit two different places from the above list. Or have 100\% attendance at two different enrichment activities for two units. |  |  |
|  | Gold | Visit five of the following; art gallery, theatre, museum, concert, ballet, or similar.Or have $100 \%$ attendance at three different enrichment activities for three units. |  |  |
| Environment This is a demonstration of pride because you are making the world more eco friendly. | Bronze | Take part in an event which improves your school environment. |  |  |
|  | Silver | Organise an event which improves your local environment. |  |  |
|  | Gold | Contribute to a national event, or movement which aims to improve the environment. |  |  |
| Diversity <br> This is a demonstration of pride because you have celebrated all things that make us unique. | Bronze | Take part in one event; assembly or festival which celebrates diversity (race, religion, LGBTQI+). |  |  |
|  | Silver | Take part in two events that celebrate two different types of diversity. |  |  |
|  | Gold | Organise an event, festival or assembly which celebrates diversity. |  |  |

