GREENSHAW LEARNING TRUST

# Gloucester Academy 

 Unit 3$$
\text { Class of } 2022
$$

# 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

## 户位 hegartymaths

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

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## Homework Guidance:

Knowledge Organiser homework is based on self-quizzing. It is expected that you complete one page of self-quizzing, every day. This should take around 30 minutes. You should not leave blank lines on the page, including in between pieces of information (if you are self-quizzing diagrams, you can use more than one line to copy the diagram into your practice book). The information you self-quiz should be numbered in your practice book with the same numbers used on the Subject Knowledge Organiser. Tutors will check your practice book. They will be looking for a full page of self-quizzing on the correct numbers of the Subject Knowledge Organiser, as well as for purple pen ticks/corrections and good presentation (including your H/W, Title and Date underlined with a ruler). Your writing needs to be neat and legible. If we feel that any of these elements are not up to standard, you will be issued with a one hour, same day, detention.

A demonstrational video can be found here: https://www.gloucesteracademy.com/students/homework-and-revision-guidance/knowledge-organisers

These are the steps you should follow to complete effective self-quizzing: 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 aspiration 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.

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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} \text { I } \\ \text { w/c 04/04/22 } \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} \mathbf{2} \\ \text { w/c } 25 / 04 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} \mathbf{3} \\ w / c \\ 02 / 05 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} \mathbf{4} \\ w / c \\ 09 / 05 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 5 \\ w / c \\ 16 / 05 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\stackrel{6}{w / c} 23 / 05 / 22$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 7 \\ \mathrm{w} / \mathrm{c} 06 / 06 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 8 \\ w / c \mid 3 / 06 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 9 \\ w / c \\ 20 / 06 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 10 \\ w / c \\ 27 / 06 / 22 \end{gathered}$ | 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 | Independent variable | A factor that we change. |
| 2 | Dependent variable | A factor that we measure. |
| 3 | Accurate measurement | Close to the true value. |
| 4 | Precise measurement | Results that cluster closely. |
| 5 | Control variable | A factor that we keep the same. |
| 6 | Repeatable | When after repetition, under the same conditions by the same <br> investigator, gives similar results. |
| 7 | Reproducible | Similar results are obtained by different investigators with <br> different equipment. |
| 8 | Random error | Results vary unpredictably, so take more measurements and <br> calculate a mean value. |
| 9 | Systematic error | Results differ from the true value by a consistent amount each <br> time. |
| 10 | Zero error | A measuring system gives a false reading when the true value of a <br> measured quantity is zero, |


| Week 2 <br> $25 / 04 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Peer review | Results reviewed by other scientists to help prevent false claims, <br> avoid bias, and make sure that conclusions are valid. |
| 2 | Anomalous result | Does not fit the pattern so excluded when calculating the mean. |
| 3 | Resolution | This is the smallest change in the quantity being measured (input) <br> of a measuring instrument that gives a perceptible change in the <br> reading. |
| 4 | Reaction profile | Graphs which show the relative energy of reactants and products <br> in a chemical reaction. |
| 5 | Activation energy | The minimum energy particles must have to react. |
| 6 | Exothermic | A reaction where thermal energy is transferred from the chemicals <br> to the surroundings so the temperature increases. |
| 7 | Endothermic | A reaction where thermal energy is transferred from the <br> surroundings to the chemicals so the temperature decreases. |
| 8 | Alkali | Soluble metal hydroxide E.g. NaOH |
| 9 | Bases | Insoluble metal hydroxides and metal carbonates E.g. Ca(OH)2. |
| 10 | Strong acids | Acid in which all the molecules dissociate into ions in water E.g. <br> HCl. |


| Week 3 <br> $02 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Prokaryotic | Cells that do not contain a nucleus E.g. Bacteria. |
| 2 | Mitochondria | A subcellular organelle. The site of aerobic respiration occurs. |
| 3 | Organelle | A subcellular structure with a specific function within the cell. |
| 4 | Ribosome | A subcellular organelle found in the cytoplasm of the cell. The site <br> of protein synthesis. |
| 5 | Eukaryotic | Cells that contain a nucleus and membrane bound organelles. |


| 6 | Independent variable | A factor that we change. |
| ---: | :--- | :--- |
| 7 | Dependent variable | A factor that we measure. |
| 8 | Accurate measurement | Close to the true value. |
| 9 | Precise measurement | Results that cluster closely. |
| 10 | Control variable | A factor that we keep the same. |


| Week 4 <br> $09 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Relative Atomic Mass | The average mass of atoms of an element including the isotopes. |
| 2 | Relative Formula Mass | The sum of the relative atomic masses of all atoms shown in the <br> formula. |
| 3 | Mole | Measurement of the amount of a substance. |
| 4 | Avogadro's Constant | The number of atoms in $1 \mathrm{M}\left(6.02 \times 10^{23}\right)$ |
| 5 | Conservation of Mass | In a reaction the mass of products = mass of reactants. |
| 6 | Repeatable | When after repetition, under the same conditions by the same <br> investigator, gives similar results. |
| 7 | Reproducible | Similar results are obtained by different investigators with different <br> equipment. |
| 8 | Random error | Results vary unpredictably, so take more measurements and <br> calculate a mean value. |
| 9 | Systematic error | Results differ from the true value by a consistent amount each time. |
| 10 | Zero error | A measuring system gives a false reading when the true value of a <br> measured quantity is zero, |


| Week 5 <br> $16 / 05 / 222$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Joule | The unit for work done (J). |
| 2 | Dissipate | When energy is not transferred to useful energy stores, and is lost. |
| 3 | Power | The rate at which energy is transferred. Measured in Watts. |
| 4 | Efficiency | A way of expressing the proportion of energy that is usefully <br> transferred. |
| 5 | Scalar Quantity | A quantity with magnitude and no direction. |


| Week 6 <br> $23 / 05 / 22$ | 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 | Directly proportional | Diagonal straight line from the origin on a graph. |


| 5 | Carbon footprint | The amount of carbon dioxide and other greenhouse gases given <br> out over the full life cycle of a product, service or event. |
| ---: | :--- | :--- |
| 6 | Exothermic | A reaction where thermal energy is transferred from the chemicals <br> to the surroundings so the temperature increases. |
| 7 | Endothermic | A reaction where thermal energy is transferred from the <br> surroundings to the chemicals so the temperature decreases. |
| 8 | Alkali | Soluble metal hydroxide E.g. NaOH |
| 9 | Bases | Insoluble metal hydroxides and metal carbonates E.g. $\mathrm{Ca}(\mathrm{OH})_{2 .}$ |
| 10 | Strong acids | Acid in which all the molecules dissociate into ions in water E.g. <br> HCl. |


| Week 7 <br> $06 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Isotopes | Different forms of a particular element (same number of protons but <br> different numbers of neutrons). |
| 2 | Subatomic particles | Protons and neutrons are found in the nucleus which is surrounded <br> by orbiting electrons. |
| 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 | Half Life | The time taken for the number of nuclei in a radioactive isotope to <br> halve. |
| 6 | Prokaryotic | Cells that do not contain a nucleus E.g. Bacteria. |
| 7 | Mitochondria | A subcellular organelle. The site of aerobic respiration occurs. |
| 8 | Organelle | A subcellular structure with a specific function within the cell. |
| 9 | Ribosome | A subcellular organelle found in the cytoplasm of the cell. The site of <br> protein synthesis. |
| 10 | Eukaryotic | Cells that contain a nucleus and membrane bound organelles. |


| Week 8 <br> $13 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Life cycle assessment | An examination of the impact of a product on the environment <br> throughout its life. |
| 2 | Value judgement | An assessment of a situation that may be subjective based on a <br> person's opinions and/or values. |
| 3 | Potable water | Water that is safe to drink. |
| 4 | Desalination | A process to remove dissolved substances (salt) from sea water. |
| 5 | Ore | A rock from which a metal can be extracted for profit. |
| 6 | Relative Atomic Mass | The average mass of atoms of an element including the isotopes. |
| 7 | Relative Formula Mass | The sum of the relative atomic masses of all atoms shown in the <br> formula. |
| 8 | Mole | Measurement of the amount of a substance. |
| 9 | Avogadro's Constant | The number of atoms in $1 \mathrm{M}\left(6.02 \times 10^{23}\right)$ |
| 10 | Conservation of Mass | In a reaction the mass of products $=$ mass of reactants. |


| Week 9 <br> $20 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Joule | The unit for work done (J). |
| 2 | Dissipate | When energy is not transferred to useful energy stores, and is lost. |


| 3 | Power | The rate at which energy is transferred. Measured in Watts. |
| ---: | :--- | :--- |
| 4 | Efficiency | A way of expressing the proportion of energy that is usefully <br> transferred. |
| 5 | Scalar Quantity | A quantity with magnitude and no direction. |
| 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 | Directly proportional | Diagonal straight line from the origin on a graph. |
| 10 | Carbon footprint | The amount of carbon dioxide and other greenhouse gases given <br> out over the full life cycle of a product, service or event. |


| Week 10 <br> $27 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Isotopes | Different forms of a particular element (same number of protons but <br> different numbers of neutrons). |
| 2 | Subatomic particles | Protons and neutrons are found in the nucleus which is surrounded <br> by orbiting electrons. |
| 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 | Half Life | The time taken for the number of nuclei in a radioactive isotope to <br> halve. |
| 6 | Life cycle assessment | An examination of the impact of a product on the environment <br> throughout its life. |
| 7 | Value judgement | An assessment of a situation that may be subjective based on a <br> person's opinions and/or values. |
| 8 | Potable water | Water that is safe to drink. |
| 9 | Desalination | A process to remove dissolved substances (salt) from sea water. |
| 10 | Ore | A rock from which a metal can be extracted for profit. |


| $\begin{aligned} & \hline \text { Week } 1 \\ & 04 / 04 / 22 \end{aligned}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | $\begin{aligned} & 3,6,9,12,15,18,21,24,27,30 \text {, } \\ & 33,36 \end{aligned}$ | 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 | $\begin{aligned} & 4,8,12,16,20,24,28,32,26,40 \text {, } \\ & 44,48 \end{aligned}$ | 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 and 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 $\mathrm{b} ; \mathrm{a} \leq \mathrm{b}$ 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. E.g multiples of 14 could be $14(14 \times 1), 28(14 \times 2)$ or 140 ( $14 \times 10$ ). |


| Week 4 <br> 09/05/22 | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | $8,16,24,32,40,48,56,64,72,80$, <br> 88,96 | First 12 multiples of 8 |


| 2 | Parallel | To remain equidistant (the same distance apart) and never meet 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 | $\begin{aligned} & 4,8,12,16,20,24,28,32,26,40, \\ & 44,48 \end{aligned}$ | 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 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. |
| 5 | 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. |
| 5 | Surd | A real number that can not be made by dividing two integers: its <br> decimal also goes on forever without repeating E.g. $\pi$ |
| 6 | $6,12,18,24,30,36,42,28,54,60$, <br> 66,72 | 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 $\sqrt{5}$ |
| 7 | Sum multiples of 6 |  |


|  |  | product of 10. |
| ---: | :--- | :--- |
| 10 | Quotient | The number resulting from dividing one number by another. |


| Week 6 <br> $23 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $12,24,36,48,60,72,84,96,108$, <br> $120,132,144$ | First 12 multiples of 12 |
| 2 | Perimeter | The distance around the outside of a 2D shape; calculated by <br> adding the length of all the sides together. |
| 3 | Area | The measurement of a space inside a 2D shape, measured in <br> units squared. |
| 4 | Volume | The amount of space inside a three-dimensional shape |
| 5 | 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. |
| 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 |
| ---: | :--- | :--- |
| 2 | 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. |
| 4 | Formula | A mathematical rule written using symbols, usually as an equation <br> describing a certain relationship between quantities. |
| 5 | Inverse 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. |
| 6 | $8,16,24,32,40,48,56,64,72$, <br> $80,88,96$ | 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. |
| 7 | Factorise | First 12 multiples of 8 |
| 8 | Expand | To find the factors of an expression; the reverse of expanding <br> brackets. |


|  |  | brackets; the reverse process of factorisation and is sometimes <br> referred to as multiplying out. |
| ---: | :--- | :--- |
| 9 | Reciprocal | 1 divided by a given number |
| 10 | Inequality | An inequality compares two values, showing if one is less than, <br> greater than, or simply not equal to another value: $a \neq b$ says that $a$ <br> is not equal to $b ; a<b$ says that $a$ is less than $b ; a>b$ says that $a$ <br> is greater than $b ; a \leq b$ means that $a$ is less than or equal to $b ;$ and <br> $a \geq b$ means that $a$ is greater than or equal to $b$. |


| Week 8 <br> $13 / 06 / 22$ | Piece of Information | Transformation |
| ---: | :--- | :--- |
| 2 | Enlargement | A geometric change in position where figures remain congruent; or <br> a geometric change in size (enlargement) where the shape remains <br> similar so that the only variation is the size. |
| 3 | Rotation | A geometric transformation whereby a shape is made larger (or <br> smaller if reversed) without changing its shape, position or <br> direction. |
| 4 | Translation | A geometric transformation where an object is turned around a <br> defined point. |
| 5 | Reflection | A geometric transformation to move an object or shape in any <br> direction without rotating it and maintaining its congruence. |
| 6 | $8,16,24,32,40,48,56,64,72$, <br> $80,88,96$ | 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. |
| 7 | Parallel | First 12 multiples of 8 |
| 8 | Perpendicular | To remain equidistant (the same distance apart) and never meet or <br> touch. |
| 9 | Similar | A surface or line at an angle of $90^{\circ}$ to another line or surface. |
| 10 | Congruent | Identical in shape but different in size; angles remain the same. |


| Week 9 <br> $20 / 06 / 22$ | 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 and <br> 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-recurring <br> decimals. E.g $\sqrt{5}$ |
| ---: | :--- | :--- |
| 6 | $12,24,36,48,60,72,84,96,108$, <br> $120,132,144$ | First 12 multiples of 12 |
| 7 | Perimeter | The distance around the outside of a 2D shape; calculated by <br> adding the length of all the sides together. |
| 8 | Area | The measurement of a space inside a 2D shape, measured in units <br> squared. |
| 9 | Volume | The amount of space inside a three-dimensional shape |
| 10 | 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. |


| $\begin{array}{\|l\|} \hline \text { Week } 10 \\ 27 / 06 / 22 \end{array}$ | 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 mathematical operations but with no equals sign. |
| 3 | Formula | A mathematical rule written using symbols, usually as an equation describing a certain relationship between quantities. |
| 4 | Direct proportion | The relationship between two quantities whose ratio remains constant as quantities increase or decrease; one variable varies directly in line with another. |
| 5 | Inverse proportion | The relationship between two quantities where as one quantity increases, the other decreases in proportion; the relationship between two quantities whose product remains the same. |
| 6 | Transformation | A geometric change in position where figures remain congruent; or a geometric change in size (enlargement) where the shape remains similar so that the only variation is the size. |
| 7 | Enlargement | A geometric transformation whereby a shape is made larger (or smaller if reversed) without changing its shape, position or direction. |
| 8 | Rotation | A geometric transformation where an object is turned around a defined point. |
| 9 | Translation | A geometric transformation to move an object or shape in any direction without rotating it and maintaining its congruence. |
| 10 | Reflection | A geometric transformation where a shape is flipped over a line of reflection (mirror line) such that its shape does not change but it faces the opposite direction. |

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 | $\mathrm{a}^{2}+\mathrm{b}^{2}=\mathrm{c}^{2}$ | This is 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 | Congruent | Of exactly the same shape, size and dimensions. |
| 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 | $\operatorname{Tan}(45)=$ | 1 |
| 7 | $\operatorname{Cos}(45)$ and $\sin (45)$ | $1 / \sqrt{2}=\sqrt{2} / 2$ |
| 8 | $\operatorname{Tan}(30)$ | $1 / \sqrt{3}=\sqrt{3} / 3$ |
| 9 | $\operatorname{Tan}(6)$ | $\sqrt{3}$ |
| 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 <br> $02 / 05 / 22$ | 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 | $\mathrm{a}^{2}+\mathrm{b}^{2}=\mathrm{c}^{2}$ | This is Pythagoras' Theorem. |
| 8 | Hypotenuse | The side opposite the right angle for a right angle triangle. It is also <br> the longest side in the triangle. |
| 9 | Circumference | The perimeter (distance around the outside) of a circle. |
| 10 | Diameter | A straight line passing through the centre of a circle touching <br> opposite sides of the circumference; equal to twice the radius. |


| $\begin{array}{\|l\|} \hline \text { Week 4 } \\ \text { 09/05/22 } \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Tan Graph |  |
| 2 | Cos Graph |  |


| 3 |  |  |
| ---: | :--- | :--- |
| 4 | 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. $36=2 \times 2 \times 3 \times 3$. |
| 6 | Rhe only even prime number | 2 |
| 7 | 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. |
| 8 | C=2 $=\pi r^{2}$ | Formula to calculate the area of a circle. |
| 9 | Congruent | Formula for the circumference of a circle. |
| 10 | The conditions for congruence | Of exactly the same shape, size and dimensions. |


| Week 5 <br> $16 / 05 / 22$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Median | The "middle" of a sorted list of numbers. |
| 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 <br> 23/05/22 | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | parallel | To remain equidistant (the same distance apart) and never meet <br> or touch. i.e. if two lines have the same gradient. |


| 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 | transformation | A geometric change in position where figures remain congruent; or <br> a geometric change in size (enlargement) where the shape <br> remains similar so that the only variation is the size. |
| 5 | Two examples of pythagorean triples | $3,4,5 \quad \& \quad 5,12,13$ |
| 6 | Tan(45) = | 1 |
| 7 | $\operatorname{Cos}(45)$ 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. |


| $\begin{array}{\|l\|} \hline \text { Week 7 } \\ 06 / 06 / 22 \end{array}$ | 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 | $\frac{a}{\sin A}=\frac{b}{\operatorname{Sin} B}=\frac{c}{\sin C}$ |
| 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 |  |  |
| :--- | :--- | :--- |
| $13 / 06 / 22$ | 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 $p / q$ 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 <br> 20/06/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Median | The "middle" of a sorted list of numbers. |
| 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 <br> Example of square numbers that <br> are also cube numbers | quartile subtract the lower quartile. |
| 6 | parallel | To remain equidistant (the same distance apart) and never meet or <br> 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 | transformation |
| 9 | Identical in shape but different in size; angles remain the same doing Upper |  |
| 10 | Two examples of pythagorean <br> triples | A geometric change in position where figures remain congruent; or <br> a geometric change in size (enlargement) where the shape remains <br> similar so that the only variation is the size. |


| $\begin{array}{\|l\|} \hline \text { Week 10 } \\ 27 / 06 / 22 \end{array}$ | 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 | $\text { Area }=\frac{1}{2} a b \operatorname{Sin} C$ |
| 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 <br> and 10 | 60 |
| ---: | :--- | :--- |
| 9 | 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. |
| 10 | irrational | A real number that can not be made by dividing two integers: its <br> decimal also goes on forever without repeating E.g. $\pi \& \sqrt{2}$ |

## English Language Knowledge Organiser - Tuesdays

| 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 touch to your <br> explanatory or persuasive writing-connecting your ideas to real life. |
| 2 | Personal pronouns | A short word we use as a simple substitute for the proper name of a person. E.g. <br> you, he, she, it, we they, me, him, her, us. |
| 3 | Direct address | When a speaker is talking personally to an individual or group. |
| 4 | Anaphora | Repetition of a word or expression at the beginning of a group of sentences. |
| 5 | Analogy | A comparison between one thing and another, typically for the purpose of <br> explanation or clarification. |
| 6 | Anecdote | A short story used to make a larger point. It adds a storytelling touch to your <br> explanatory or persuasive writing-connecting your ideas to real life. |
| 7 | Personal pronouns | A short word we use as a simple substitute for the proper name of a person. E.g. <br> 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 sentences. |
| 10 | Analogy | A comparison between one thing and another, typically for the purpose of <br> explanation or clarification. |


| 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 deed. |
| 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 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, accurate or exact. |
| 5 | Fervently | Enthusiastically or passionately |
| 6 | Anecdote | A short story used to make a larger point. It adds a storytelling touch to your <br> explanatory or persuasive writing-connecting your ideas to real life. |
| 7 | Personal pronouns | A short word we use as a simple substitute for the proper name of a person. |
| 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 sentences. |


| 10 | Analogy |
| ---: | :--- |

A comparison between one thing and another, typically for the 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 | Anecdote | A short story used to make a larger point. It adds a storytelling touch to your <br> explanatory or persuasive writing-connecting your ideas to real life. |
| 7 | Personal pronouns | A short word we use as a simple substitute for the proper name of a person |
| 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 sentences. |
| 10 | Analogy | A comparison between one thing and another, typically for the purpose of <br> explanation or clarification. |


| 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 |  |  |
| :--- | :--- | :--- |
| $07 / 06 / 22$ | 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> $2 \mathrm{I} / 06 / 22$ | 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 <br> $28 / 06 / 22$ | 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 | 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 | Benevolent | Well meaning and kindly. Synonym: compassionate |
| 2 | Malevolent | Having or showing a wish to do evil to others. Synonym: spiteful |
| 3 | Solitary | To exist alone. Synonym: reclusive |
| 4 | Implore | To beg someone earnestly or desperately to do something. <br> Synonym: beseech |
| 5 | Indignant | Feeling or showing anger or annoyance at what is seen as unfair <br> treatment. Synonym: resentful |
| 6 | Cordial | Warm and friendly. Synonym: pleasant |
| 7 | Destitute | Extremely poor and lacking the means to provide for oneself. <br> Synonym: impoverished |
| 8 | Facetious | Treating serious issues with deliberately inappropriate humour. <br> Synonym: flippant |
| 9 | Inexplicable | Unable to be explained. Synonym: unfathomable |
| 10 | Parsimonious | Unwilling to spend money or use resources. Synonym: miserly |


| Week 2 <br> 26/04/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Misanthropic | Disliking people in general and having an anti-social, bad attitude. <br> Synonym: unsocial |
| 2 | Supplication | The action of asking or begging for something earnestly or humbly. <br> Synonym: plea |
| 3 | Didacticism | A type of literature that is written to inform or instruct the reader, as <br> well as entertain. |
| 4 | Repentance | Sincere regret (feeling bad about something) Synonym: remorse. |
| 5 | Magnanimous | To be generous or forgiving, especially towards a rival or less <br> powerful person. Synonym: munificent |
| 6 | Allegory | A story, poem, or picture that has a hidden meaning, typically a <br> moral or political one. |
| 7 | Antithesis | A person or thing that is the direct opposite of someone or <br> something else. |
| 8 | Caricature | A description, or imitation of a person which exaggerates <br> characteristics in someone for a comic or grotesque effect. |
| 9 | Satire | The use of humour, irony, exaggeration, or ridicule to expose or <br> criticise people's stupidity or vices. |
| 10 | Thomas Malthus (Malthusian) | An economist who thought the population was growing faster than <br> food was available, and so starvation and disease were a natural <br> cure to the problem. |


| Week 3 <br> $03 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Stanza | A group of lines in a poem. |
| 2 | Enjambment | When the meaning in a line of poetry runs from one line into the <br> next, with no punctuation at the end of the line. |
| 3 | Caesura | A piece of punctuation used in the middle of a line of poetry. |
| 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 | In poetry, this is a turn, shift or dramatic change in thought and/or <br> emotion. |
| 6 | Benevolent | Well meaning and kindly. Synonym: compassionate |


| 7 | Malevolent | Having or showing a wish to do evil to others. Synonym: spiteful |
| ---: | :--- | :--- |
| 8 | Solitary | To exist alone. Synonym: reclusive |
| 9 | Implore | To beg someone earnestly or desperately to do something. <br> Synonym: beseech |
| 10 | Indignant | Feeling or showing anger or annoyance at what is seen as unfair <br> treatment. Synonym: resentful |


| Week 4 <br> $10 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Refrain | A line or lines that are repeated in music or in poetry. |
| 2 | Dramatic monologue | A type of poem in which a speaker addresses an internal listener or <br> the reader. |
| 3 | Narrative poem | A poem that tells a story. |
| 4 |  | A figure of speech that refers to a famous person, place, or <br> historical event-either directly or through implication. |
| 5 | Free verse | Poetry that does not rhyme or have a regular rhythm. |
| 6 | Cordial | Warm and friendly. Synonym: pleasant |
| 7 | Destitute | Extremely poor and lacking the means to provide for oneself. <br> Synonym: impoverished |
| 8 | Facetious | Treating serious issues with deliberately inappropriate humour. <br> Synonym: flippant |
| 9 | Inexplicable | Unable to be explained. Synonym: unfathomable |
| 10 | Parsimonious | Unwilling to spend money or use resources. Synonym: miserly |


| Week 5 <br> $17 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | In media res | Starting a poem or narrative (story) in the middle of the action, with <br> no introduction. |
| 2 | Poetic structure | You will be asked to comment on this, describe a change in the <br> poem from how it begins to how it ends - is there a change in <br> mood, emotion or feeling? |
| 3 | Effects of regular rhyme | Depending on what the poem it could suggest: something ongoing, <br> everlasting, repetitive, complete, a feeling of consistency or <br> imprisonment. |
| 4 | Effects of free verse | Depending on what the poem it could suggest: lack of control, <br> freedom, instability, or it can sound more narrative, like a story or <br> spoken word. |
| 5 | Effects of irregular rhyme | Depending on what the poem it could suggest: something transient <br> (non-lasting), a lack of connection, something incomplete, <br> unpredictability. |
| 6 | Misanthropic | Disliking people in general and having an anti-social, bad attitude. <br> Synonym: unsocial |
| 7 | Supplication | The action of asking or begging for something earnestly or humbly. <br> Synonym: plea |
| 8 | Didacticism | A type of literature that is written to inform or instruct the reader, as <br> well as entertain. |
| 9 | Repentance | Sincere regret (feeling bad about something) Synonym: remorse. |
| 10 | Magnanimous | To be generous or forgiving, especially towards a rival or less <br> powerful person. Synonym: munificent |


| Week 6 <br> $24 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | Hamartia (noun) | A fatal flaw leading to the downfall of a tragic hero or heroine. |


| 2 | Hubris (noun) | Excessive pride or self-confidence. |
| ---: | :--- | :--- |
| 3 | Machiavellian (adj) | Cunning, scheming, and unscrupulous, especially in politics. |
| 4 | Emasculate (verb) | Make (someone or something, usually a man) feel weaker or less <br> effective. |
| 5 | Fatal flaw (noun) | An imperfection in someone's character is an undesirable quality <br> that they have. |
| 6 | Allegory | A story, poem, or picture that has a hidden meaning, typically a <br> moral or political one. |
| 7 | Antithesis | A person or thing that is the direct opposite of someone or <br> something else. |
| 8 | Caricature | A description, or imitation of a person which exaggerates <br> characteristics in someone for a comic or grotesque effect. |
| 9 | Satire | The use of humour, irony, exaggeration, or ridicule to expose or <br> criticise people's stupidity or vices. |
| 10 | Thomas Malthus (Malthusian) | An economist who thought the population was growing faster than <br> food was available, and so starvation and disease were a natural <br> cure to the problem. |


| Week 7 <br> $07 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Exploit (verb) | To take advantage of someone in an unfair way. Synonyms: abuse, <br> manipulate, misuse |
| 2 | Heinous (adj) | (About a person's actions) to be utterly wicked,evil or shocking. <br> Synonyms: abhorrent, atrocious, despicable |
| 3 | Regicide (noun) | The action of killing a King. Synonyms: execution, murder, <br> slaying/Macbeth slays |
| 4 | Valour (noun) | To show great courage in the face of danger, especially in battle. <br> Synonyms: Daring, Macbeth shows heroism, courage |
| 5 | Sceptical (adj) | To be unconvinced, having doubts or reservations. Synonyms: <br> Doubtful, dubious, mistrustful |
| 6 | Stanza | A group of lines in a poem. |
| 7 | Enjambment | When the meaning in a line of poetry runs from one line into the <br> next, with no punctuation at the end of the line. |
| 8 | Caesura | A piece of punctuation used in the middle of a line of poetry. |
| 9 |  | The repetition of the same or similar vowel sounds within words, <br> phrases, or sentences. E.g.: the long "o" in the words "soak", "know" <br> and "grow". |
| 10 | Assonance | In poetry, this is a turn, shift or dramatic change in thought and/or <br> emotion. |


| $\begin{array}{\|l} \hline \text { Week 8 } \\ 14 / 06 / 22 \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Ambition (noun) | A strong desire to achieve something. Synonyms: to desire, to have motivation, to yearn for. |
| 2 | Usurp (verb) | To take (a position of power or importance) illegally by force. Synonyms: to overthrow, to seize, wrest e.g. Macbeth wrest the throne. |
| 3 | Equivocate (verb) | To use ambiguous (unclear language) to conceal the truth. Synonyms: to be evasive, to prevaricate, to be vague. |
| 4 | Malevolent (adj) | Having and showing a wish to do evil to others. Synonyms: malicious, spiteful, vindictive. |
| 5 | Duplicitous (adj) | To be deceitful (a liar) or dishonest. Synonyms: Devious, |


|  |  | unscrupulous, wily. |
| ---: | :--- | :--- |
| 6 | Refrain | A line or lines that are repeated in music or in poetry. |
| 7 | Dramatic monologue | A type of poem in which a speaker addresses an internal listener or <br> the reader. |
| 8 | Narrative poem | A poem that tells a story. |
| 9 | Allusion | A figure of speech that refers to a famous person, place, or historical <br> event-either directly or through implication. |
| 10 | Free verse | Poetry that does not rhyme or have a regular rhythm. |


| Week 9 <br> $21 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | In media res | Starting a poem or narrative (story) in the middle of the action, with <br> no introduction. |
| 2 | Poetic structure | You will be asked to comment on this, describe a change in the <br> poem from how it begins to how it ends - is there a change in mood, <br> emotion or feeling? |
| 3 | Effects of regular rhyme | Depending on what the poem it could suggest: something ongoing, <br> everlasting, repetitive, complete, a feeling of consistency or <br> imprisonment. |
| 4 | Effects of free verse | Depending on what the poem it could suggest: lack of control, <br> freedom, instability, or it can sound more narrative, like a story or <br> spoken word. |
| 5 | Effects of irregular rhyme | Depending on what the poem it could suggest: something transient <br> (non-lasting), a lack of connection, something incomplete, <br> unpredictability. |
| 7 | Hamartia (noun) | Hubris (noun) |
| 8 | Machiavellian (adj) | fatal flaw leading to the downfall of a tragic hero or heroine. |
| 9 | Emasculate (verb) | Eunning, scheming, and unscrupulous, especially in politics. |
| 10 | Fatal flaw (noun) | Make (someone or something, usually a man) feel weaker or less <br> effective. |


| Week 10 <br> $28 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Exploit (verb) | To take advantage of someone in an unfair way. Synonyms: abuse, <br> manipulate, misuse. |
| 2 | Heinous (adj) | (About a person's actions) to be utterly wicked,evil or shocking. <br> Synonyms: abhorrent, atrocious, despicable. |
| 3 | Regicide (noun) | The action of killing a King. Synonyms: execution, murder, <br> slaying/Macbeth slays. |
| 4 | Valour (noun) | To show great courage in the face of danger, especially in battle. <br> Synonyms: Daring, Macbeth shows heroism, courage. |
| 5 | Sceptical (adj) | To be unconvinced, having doubts or reservations. Synonyms: <br> Doubtful, dubious, mistrustful. |
| 6 | Ambition (noun) | A strong desire to achieve something. Synonyms: to desire, to have <br> motivation, to yearn for. |
| 7 | Usurp (verb) | To take (a position of power or importance) illegally by force. <br> Synonyms: to overthrow, to seize, wrest E.g. Macbeth wrest the <br> throne. |
| 8 | Equivocate (verb) | To use ambiguous (unclear language) to conceal the truth. <br> Synonyms: to be evasive, to prevaricate, to be vague. |
| 9 | Malevolent (adj) | Having and showing a wish to do evil to others. Synonyms: <br> malicious, spiteful, vindictive. |
| 10 | Duplicitous (adj) | To be deceitful (a liar) or dishonest. Synonyms: Devious, <br> unscrupulous, wily. |

## 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

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

## 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. |  |  |

