GREENSHAW LEARNING TRUST

## Gloucester Academy

 Unit 3Class of 2025

## Knowledge Organiser

Knowledge is power. Information is liberating.

## Logins:

## School email

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

Password: $\qquad$

School computer

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

## sparx.co.uk

## sparx

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

## Contents:

Homework guidance ..... 3
Homework example page ..... 4
Homework timetable ..... 5
Hegarty Maths ..... 6
Science ..... 7
Spanish ..... II
English ..... 14
History ..... 18
Maths ..... 22
Geography ..... 28
Food, Art, Drama \& RE ..... 32
Character Education ..... 35

## Homework Guidance:

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

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

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

H/W Science week 3
21 September 2020

1. A cell. This is the simplest unit of a lining organism.
2. Ell membrane. This is a pt partaly premamble barrier and controls what goes in and out of the cell. X
3. Cell membrane. This is a partially permeable barrier and conhols what goes in and out of the cell.
4. Cytoplasm. This is a jelly-lithe substance in cells Where chemical reactors occur.
5. Nucleus. This contains DNA and consols the cell.
6. Mitocondrion. A sub-cettular struchre where respiration takes place to make energy. $X$
5 Mitochondrion. A sub-cellular stuchre where respiration takes place to make energy.
7. Hypothesis. An idea that explains how or why something happens.
8. Prediction. A statement suggesting what you think will happen in an experiment / inveshigahop
9. Consol variable. The variable that nowt be kept constant so that it doemit affect the outcome of the investigation. (variable = something that can change in an experiment).
10. Inde pendent variable. The variable that is changed in an experiment/investigation. (variable= something that can change in an experiment)
11. Dependent variable. The variable that is recorded and measmed for each change of the inde pendent variable. (variable $=$ sorening Nat conchange in an experiment) $X$
12. Dependent variable. The variable that is measured

## Homework Timetable:

You are expected to complete at least 30 minutes of homework in your practice book every day.
You are expected to complete Sparx Maths homework which we recommend you split into three sessions, per week. Each of these are expected to take up to 30 minutes. We also encourage you to continue to read independently as part of the Reading Challenge.

|  | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Knowledge Organiser <br> in your practice book <br> $\mathbf{3 0}$ minutes | Science | MFL | English |  <br> Maths | Geography | Food/Art/ <br> Drama/Music/ <br> R.E |
| 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 | $\boldsymbol{V}$ | $\boldsymbol{\checkmark}$ | $\boldsymbol{V}$ | $\checkmark$ | $\checkmark$ | $\sqrt{ }$ |

Self-tracker:

| Week | Homework | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\underset{w / c}{\text { I }}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\underset{w / c}{\mathbf{2}} \mathbf{2 5 / 0 4 / 2 2}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 3 \\ w / c \\ 02 / 05 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} \mathbf{4} \\ \mathrm{w} / \mathrm{c} \\ 09 / 05 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 5 \\ w / c \\ \text { 16/05/22 } \end{gathered}$ | 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 |  |  |  |  |  |  |
| $\begin{gathered} \mathbf{8} \\ \text { w/c } 13 / 06 / 22 \end{gathered}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\underset{w / c}{\mathbf{2 0 / 0 6 / 2 2}}$ | KO |  |  |  |  |  |  |
|  | Online |  |  |  |  |  |  |
|  | Read |  |  |  |  |  |  |
| $\begin{gathered} 10 \\ \text { w/c } 27 / 06 / 22 \end{gathered}$ | 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 the HegartyMaths homework section of your planner
- Completing the quiz that follows the video showing full workings in the HegartyMaths homework section of your planner

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

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

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

## How to login

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

## Enter your details

Logging into Gloucester Academy. Not your school?


## Science Knowledge Organiser - Mondays

| Week 1 <br> 04/04/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Charge | Property of an electron. |
| 2 | Electrical energy transfer | Energy transferred by the movement of electrical charge. |
| 3 | Current | Flow (speed) of charge. |
| 4 | Potential difference | The energy per unit of charge. |
| 5 | Resistance | Opposes the current (slows it down). |
| 6 | Electrical conductor | A material with a low resistance that allows charge to flow. |
| 7 | Electrical insulator | A material with a high resistance that does not allow charge to flow. |
| 8 | Series circuit | Circuit with a single loop. |
| 9 | Parallel circuit | Circuit with two or more loops. |
| 10 | Light dependant resistor <br> (LDR) | Decreasing resistance as light level increases. |


| Week 2 <br> 25/04/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Thermistor | Decreasing resistance as temperature increases. |
| 2 | Biosphere | Wherever life is found on Earth (and in the atmosphere). |
| 4 | Community | A large zone of life with particular characteristics - E.g. tropical rainforest, <br> arctic tundra. |
| 5 | Ecosystem | A group of interdependent populations of organisms all interacting with <br> each other. |
| 7 | Habitat | Plants and animals which live in a particular location that all depend on <br> one another to survive. |
| 8 | Population | A specific set of conditions, usually a specific location, where an <br> organism (or organisms) is adapted to live E.g. a pond. |
| 9 | Biotic | A whole group of organisms - for instance, all the buffalo on the <br> savannah or all the greenfly on one rose bush. |
| 10 | Abiotic | All organisms in a community rely on one another - for food, shelter, <br> pollination, seed dispersal, nutrient recycling etc. |


| Week 3 <br> $02 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Biodiversity | The range and variety of all the different species living in an area. |
| 2 | Exothermic | Reaction that releases energy to the surroundings. |
| 3 | Endothermic | Reaction that takes in energy to the surroundings. |
| 4 | Energy profile diagram | Graph that shows energy changes in reactions. |


| 5 | Reaction rate | How fast or slow a chemical reaction occurs. |
| ---: | :--- | :--- |
| 6 | Charge | Property of an electron. |
| 7 | Electrical energy transfer | Energy transferred by the movement of electrical charge. |
| 8 | Current | Flow (speed) of charge. |
| 9 | Potential difference | The energy per unit of charge. |
| 10 | Resistance | Opposes the current (slows it down). |
|  |  |  |


| Week 4 <br> $09 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Collision theory | For a reaction to take place the reactant particles need to collide (with <br> activation energy). |
| 2 | Activation energy | The minimum amount of energy that a collision must occur with a <br> reaction to occur. |
| 3 | Catalyst | A chemical that speeds up a reaction without being used up during the <br> reaction. |
| 4 | Concentration | The amount of a chemical dissolved in a certain amount of solvent. |
| 5 | Reaction rate calculation | The change in amount of a substance $\div$ time. |
| 6 | Electrical conductor | A material with a low resistance that allows charge to flow. |
| 7 | Electrical insulator | A material with a high resistance that does not allow charge to flow. |
| 8 | Series circuit | Circuit with a single loop. |
| 9 | Parallel circuit | Circuit with two or more loops. |
| 10 | Light dependant resistor <br> (LDR) | Decreasing resistance as light level increases. |


| Week 5 <br> $16 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Speed $(\mathrm{m} / \mathrm{s})=$ | Distance travelled $(\mathrm{m}) /$ time taken $(\mathrm{s})$. |
| 2 | Velocity $(\mathrm{m} / \mathrm{s})$ | Distance travelled in a specific direction (m)/ time taken (s). |
| 3 | Acceleration $\left(\mathrm{m} / \mathrm{s}^{2}\right)$ | Is a vector quantity that is defined as the rate at which an object changes <br> its velocity. |
| 4 | Displacement | Is the distance moved in a straight line, in a given direction, from the <br> starting point. |
| 5 | Constant velocity | Maintaining the same speed in the same direction and also when the <br> speed is zero. |
| 6 | Thermistor | Decreasing resistance as temperature increases. |
| 7 | Biosphere | Wherever life is found on Earth (and in the atmosphere). |
| 8 | Biome | A large zone of life with particular characteristics - E.g. tropical rainforest, <br> arctic tundra. |
| 9 | Community | A group of interdependent populations of organisms all interacting with <br> each other. |


| 10 | Ecosystem | Plants and animals which live in a particular location that all depend on <br> one another to survive. |
| :--- | :--- | :--- |


| Week 6 <br> $23 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Force ( N ) | Mass (kg) x acceleration $\left(\mathrm{m} / \mathrm{s}^{2}\right)$ |
| 2 | Vector | A quantity with a magnitude and direction E.g. velocity or force |
| 3 | Scalar | A quantity with magnitude only e.g. speed or time |
| 4 | Acceleration ( $\mathrm{m} / \mathrm{s}^{2}$ ) | Velocity ( $\mathrm{m} / \mathrm{s}$ ) / time (s) |
| 5 | Newton's Second Law | Objects accelerate if there is a resultant force acting on them. |
| 6 | Habitat | A specific set of conditions, usually a specific location, where an <br> organism (or organisms) is adapted to live E.g. a pond. |
| 7 | Population | A whole group of organisms - for instance, all the buffalo on the <br> savannah, or all the greenfly on one rose bush. |
| 8 | Interdependence | All organisms in a community rely on one another - for food, shelter, <br> pollination, seed dispersal, nutrient recycling etc. |
| 9 | Biotic | Living factors affecting a community. |
| 10 | Abiotic | Non-living factors affecting a community E.g. light intensity, temperature, <br> soil pH). |


| Week 7 <br> $06 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Reactive | How likely a substance is to react |
| 2 | Reactivity series | A table or list which shows the reactivity of different elements |
| 3 | Ore | A rock that contains enough metal that it is economical to extract. |
| 4 | Displacement reactions | A reaction where one element replaces another element in a compound. |
| 5 | Electrolysis | Breaking down a compound using electricity |
| 6 | Biodiversity | The range and variety of all the different species living in an area. |
| 7 | Exothermic | Reaction that releases energy to the surroundings. |
| 8 | Endothermic | Reaction that takes in energy to the surroundings. |
| 9 | Energy profile diagram | Graph that shows energy changes in reactions. |
| 10 | Reaction rate | How fast or slow a chemical reaction occurs. |


| Week <br> $13 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Reduction | When a metal loses oxygen |
| 2 | Corrosion | Where a metal reacts with substances in its environment and is <br> destroyed |
| 3 | Metal + acid | This reaction produces a "metal salt + hydrogen" |
| 4 | Properties of metals | High density, high melting point and good conductors of heat and <br> electricity. |
| 5 | Test for hydrogen gas | Uses a lit/burning splint inside a test tube and produces an audible |


|  |  | squeaky pop. |
| ---: | :--- | :--- |
| 6 | Collision theory | For a reaction to take place the reactant particles need to collide (with <br> activation energy). |
| 7 | Activation energy | The minimum amount of energy that a collision must occur with a <br> reaction to occur. |
| 8 | Catalyst | A chemical that speeds up a reaction without being used up during the <br> reaction. |
| 9 | Concentration | The amount of a chemical dissolved in a certain amount of solvent. |
| 10 | Reaction rate calculation | The change in amount of a substance $\div$ time. |


| Week 9 <br> $20 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Speed $(\mathrm{m} / \mathrm{s})=$ | Distance travelled $(\mathrm{m}) /$ time taken $(\mathrm{s})$. |
| 2 | Velocity $(\mathrm{m} / \mathrm{s})$ | Distance travelled in a specific direction $(\mathrm{m}) /$ time taken $(\mathrm{s})$. |
| 3 | Acceleration $\left(\mathrm{m} / \mathrm{s}^{2}\right)$ | Is a vector quantity that is defined as the rate at which an object changes <br> its velocity. |
| 4 | Displacement | Is the distance moved in a straight line, in a given direction, from the <br> starting point. |
| 5 | Constant velocity | Maintaining the same speed in the same direction and also when the <br> speed is zero. |
| 6 | Force $(\mathrm{N})$ | Mass $(\mathrm{kg}) \mathrm{x}$ acceleration $\left(\mathrm{m} / \mathrm{s}^{2}\right)$ |
| 7 | Vector | A quantity with a magnitude and direction e.g. velocity or force |
| 8 | Scalar | A quantity with magnitude only e.g. speed or time |
| 9 | Acceleration $\left(\mathrm{m} / \mathrm{s}^{2}\right)$ | Velocity $(\mathrm{m} / \mathrm{s}) /$ time $(\mathrm{s})$ |
| 10 | Newton's Second Law | Objects accelerate if there is a resultant force acting on them. |


| Week 10 <br> $27 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Reactive | How likely a substance is to react |
| 2 | reactivity series | A table or list which shows the reactivity of different elements. |
| 3 | Ore | A rock that contains enough metal that it is economical to extract. |
| 4 | Displacement reactions | A reaction where one element replaces another element in a compound. |
| 5 | Electrolysis | Breaking down a compound using electricity |
| 6 | Reduction | When a metal loses oxygen |
| 7 | Corrosion | Where a metal reacts with substances in its environment and is <br> destroyed. |
| 8 | Metal + acid | This reaction produces a "metal salt + hydrogen" |
| 9 | Properties of metals | High density, high melting point and good conductors of heat and <br> electricity. |
| 10 | Test for hydrogen gas | Uses a lit/burning splint inside a test tube and produces an audible <br> squeaky pop. |

## Spanish Knowledge Organiser - Tuesdays

| Week 1 <br> $05 / 04 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | para mantener una vida sana | (in order) to maintain a healthy lifestyle |
| 2 | juego al baloncesto | I play (I have been playing) basketball |
| 3 | desde hace cinco años | for (since) five years |
| 4 | y también voy al gimnasio | and also I go to the gym |
| 5 | tres veces por semana | three times per week |
| 6 | igualmente hago natación | also I go (do) swimming |
| 7 | cada miércoles. | every Wednesday, furthermore |
| 8 | Además, como muchas verduras | Furthermore, I eat lots of vegetables |
| 9 | y intento evitar los dulces | and I try to avoid sweets |
| 10 | pero por desgracia | but unfortunately |


| Week 2 <br> $26 / 04 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | como demasiada comida rápida | I eat too much fast food |
| 2 | la semana pasada comí | last week I ate |
| 3 | en McDonald's con mis amigos | at McDonald's with my friends |
| 4 | era delicioso pero | it was delicious |
| 5 | es poco saludable | but it's unhealthy |
| 6 | la semana que viene | next week |
| 7 | voy a hacer ejercicio | I am going (to do) exercise |
| 8 | y voy a dormir bien | and I'm going to sleep well |
| 9 | para reducir el estrés | (in order) to reduce stress |
| 10 | a veces | sometimes |


| Week 3 <br> $03 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | no duermo bien | I do not sleep well |
| 2 | tengo que compartir | I have to share |
| 3 | una habitación con mi hermana | a room with my sister |
| 4 | cuando nos peleamos | when we argue |
| 5 | tengo dolor de cabeza | I have a headache |
| 6 | (in order) to maintain a healthy <br> lifestyle | para mantener una vida sana |
| 7 | I play (I have been playing) <br> basketball | juego al baloncesto |
| 8 | for (since) five years | desde hace cinco años |
| 9 | and also I go to the gym | y también voy al gimnasio |
| 10 | three times per week | tres veces por semana |


| Week 4 <br> $10 / 05 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | ella me molesta | she annoys me |
| 2 | si pudiera viviría | if I could, I would live |
| 3 | con mis amigos en un piso | with my friends in a flat |
| 4 | pero, a pesar de que | but, in spite of the fact that |
| 5 | es irritante y ruidosa | she is annoying and loud |
| 6 | also I go (do) swimming | igualmente hago natación |
| 7 | every Wednesday, furthermore | cada miércoles además |
| 8 | I eat lots of fruit and vegetables | como muchas frutas y verduras |
| 9 | and I try to avoid sweets | y intento evitar los dulces |
| 10 | but unfortunately | pero por desgracia |


| Week 5 <br> I7/05/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | en este momento | at the moment |
| 2 | no me siento bien | I don't feel well |
| 3 | la verdad es que | the truth is that |
| 4 | tengo dolor de garganta | I have a sore throat |
| 5 | y tengo fiebre | and I have a fever |
| 6 | next week | la semana que viene |
| 7 | I am going (to do) exercise | voy a hacer ejercicio |
| 8 | and I'm going to sleep well | y voy a dormir bien |
| 9 | (in order) to reduce stress | para reducir el estrés |
| 10 | sometimes | a veces |


| Week 6 <br> $24 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | mañana voy a hacer natación | tomorrow I am going to go (to do) swimming |
| 2 | será entretenido | it will be entertaining |
| 3 | mañana por la tarde | tomorrow afternoon |
| 4 | voy a ver a un médico | I am going to see a doctor |
| 5 | voy viajar en coche | I am going to travel by car |
| 6 | I eat too much fast food | como demasiada comida rápida |
| 7 | last week I ate | la semana pasada comí |
| 8 | at McDonald's with my friends | en McDonald's con mis amigos |
| 9 | it was delicious | era delicioso pero |
| 10 | but it's unhealthy | es poco saludable |


| Week 7 <br> $07 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | cuando era más joven | when I was younger |
| 2 | intentaba comer comida saludable | I tried to eat healthy food |
| 3 | y ir al colegio a pie | and go to school by foot |
| 4 | para Ilevar un estilo de vida <br> saludable | (in order) to lead a healthier lifestyle |


| 5 | y para ser feliz | and (in order) to be happy |
| ---: | :--- | :--- |
| 6 | I do not sleep well | $\underline{\text { no duermo bien }}$ |
| 7 | because I have to share | dado que tengo que compartir |
| 8 | a room with my sister | una habitación con mi hermana |
| 9 | furthermore, when we argue | además, cuando nos peleamos |
| 10 | I have a headache | tengo dolor de cabeza |


| Week 8 <br> $14 / 06 / 22$ | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | ahora juego al baloncesto | now I play basketball |
| 2 | todos los dias | every day |
| 3 | con mi mejor amigo | with my best friend |
| 4 | en el parque cerca de mi casa | in the park near my house |
| 5 | después de colegio | after school |
| 6 | she annoys me | ella me molesta |
| 7 | if I could, I would live | si pudiera, viviría |
| 8 | with my friends in a flat | con mis amigos en un piso |
| 9 | in spite of the fact that | a pesar de que |
| 10 | she is annoying and loud | es irritante y ruidosa |


| Week 9 <br> $2 I / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | we get on well | nos Ilevamos bien |
| 2 | for the most part (most of the time) | en casi todo |
| 3 | tomorrow afternoon | mañana por la tarde |
| 4 | I am going to see a doctor | voy a ver a un médico |
| 5 | I am going to travel by car | voy viajar en coche |
| 6 | because it is (located) a bit far | porque está un poco lejos |
| 7 | I don't feel well | $\underline{\text { no me siento bien }}$ |
| 8 | the truth is that | la verdad es que |
| 9 | I have a sore throat | tengo dolor de garganta |
| 10 | and I have a fever | y tengo fiebre |


| Week 10 <br> $28 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | when I was younger | cuando era más joven |
| 2 | I tried to eat healthy food | intentaba comer comida saludable |
| 3 | and go to school by foot | y ir al colegio a pie |
| 4 | (in order) to lead a healthier <br> lifestyle | para Ilevar un estilo de vida saludable |
| 5 | and (in order) to be happy | y para ser feliz |
| 6 | now I play basketball | ahora juego al baloncesto |
| 7 | every day | todos los dias |
| 8 | with my best friend | con mi mejor amigo |
| 9 | in the park near my house | en el parque cerca de mi casa |
| 10 | after school | después de colegio |

## English Knowledge Organiser - Wednesdays

| Week 1 <br> 06/04/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Identity | Who a person is, or the qualities of a person or group that makes them similar <br> to or different from others. |
| 2 | Discrimination | The unfair treatment of different types of people. |
| 3 | Prejudice | To have an opinion about someone or something which is not based on actual <br> experience. |
| 4 | Racism | The thinking that a person's race fully shapes their identity and you treat them <br> a certain way because of it. |
| 5 | Courage | The ability to do something that frightens you. |
| 6 | Jim Crow Laws | Laws created in the 19th Century that encouraged racial segregation in the <br> Southern United States. |
| 7 | Pathos | The power of a person, situation or piece of writing to cause a feeling of <br> sadness or pity. |
| 8 | Bildungsroman | A novel dealing with one person's early/childhood years. A novel about <br> growing up. |
| 9 | To Kill A <br> Mockingbird (1960) | An American novel published in 1960, set in the Great Depression, deals with <br> themes of prejudice, good and evil and courage told through the eyes of a <br> young girl. |
| 10 | The Civil Rights <br> Movement | A struggle for social justice that took place mainly during the 1950's and 1960's <br> for blacks to gain equal rights under the law in the United States. |


| Week 2 <br> 27/04/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Morality | Principles concerning the distinction between right and wrong or good <br> and bad behaviour. |
| 2 | Realism | An accurate description of the way things 'really' are in ordinary life. |
| 3 | Culture | The ideas, customs and social behaviours of a particular person or <br> society. |
| 4 | The Wall Street Crash <br> $(1929)$ | The collapse of the American financial stock market that caused a crisis <br> that led to mass unemployment. |
| 5 | Microcosm | A small society, place or activity which has all the typical features of a <br> much larger one. |
| 6 | Hypocrisy | A situation where someone believes and acts in a certain way when they <br> really want to act/believe in the opposite. |
| 7 | Juxtaposition <br> 8 | Justing things close together to create a contrasting effect (showing their <br> differences). |
| 9 | Symbolism | The fairness in which people are dealt with. Justice should be equal. |
| 10 | Harper Lee (1926-2016) | American author of ‘To Kill a Mockingbird', published in 1960. |
| Aften an idea or a quality). |  |  |


| Week 3 <br> $04 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | The Great Depression | Period following The Wall Street Crash in 1930's America, that had a <br> huge impact on the poor and led many to struggle with housing and <br> food. |
| 2 | Motif | A repeated theme, image or character in a text that symbolises (stands <br> for) something. |
| 3 | Didactic | Intended to teach, particularly in having moral instruction as an ulterior <br> motive. |
| 4 | Ku Klux Klan | American white supremacist hate group formed in 1867 responsible for <br> primarily terrorising African Americans. |


| 5 | Martin Luther King(1929- <br> 1968) | American leader of the civil rights movement, assassination in 1968. <br> Created the famous 'I Have a Dream' speech in which he called for an <br> end to racism. |
| ---: | :--- | :--- |
| 6 | Identity | Who a person is, or the qualities of a person or group that makes them <br> similar to or different from others. |
| 7 | Discrimination | The unfair treatment of different types of people. |
| 8 | Prejudice | To have an opinion about someone or something which is not based on <br> actual experience. |
| 9 | Racism | The thinking that a person's race fully shapes their identity and you treat <br> them a certain way because of it. |
| 10 | Courage | The ability to do something that frightens you. |


| Week 4 I I/05/22 | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | $\begin{aligned} & \text { American Civil War } \\ & (1861-1865) \\ & \hline \end{aligned}$ | An internal war between the North and the South of America, primarily over slavery. |
| 2 | Segregation | The separation of people into racial or other ethnic groups in daily life. |
| 3 | Atticus Finch | Scout's father. He is a lawyer and fights for social justice and equality (To Kill a Mockingbird). |
| 4 | Calpurnia | The black housekeeper to the Finch family and a mother figure to the children. (To Kill a Mockingbird) |
| 5 | Scout Finch | The narrator of 'To Kill a Mockingbird'. She is a thoughtful and strong minded child. |
| 6 | Jim Crow Laws | Laws created in the 19th Century that encouraged racial segregation in the Southern United States. |
| 7 | Pathos | The power of a person, situation or piece of writing to cause a feeling of sadness or pity. |
| 8 | Bildungsroman | A novel dealing with one person's early/childhood years. A novel about growing up. |
| 9 | To Kill A Mockingbird (1960) | An American novel published in 1960, set in the Great Depression, deals with themes of prejudice, good and evil and courage told through the eyes of a young girl. |
| 10 | The Civil Rights Movement | A struggle for social justice that took place mainly during the 1950's and 1960's for blacks to gain equal rights under the law in the United States. |


| $\begin{array}{\|l\|} \hline \text { Week 5 } \\ 18 / 05 / 22 \end{array}$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | ```John Steinbeck (1902-``` | Nobel prize winning American author of 'Of Mice and Men', 'Grapes of Wrath' and 'East of Eden' - that explored themes of injustice and fate. |
| 2 | Jem Finch | Scout's older brother. He has a temper at times. |
| 3 | The Civil Rights <br> Act(1964) <br> Voting Rights Act(1964) | Legislation introduced that got rid of the Jim Crow laws. |
| 4 | Lynching | A form of violence in which a mob administers 'justice' without a trial, executing a presumed offender. |
| 5 | Tom Robinson | Well respected member of the black community accused of a crime by Mayella Ewell and her family and defended by Atticus Finch. |
| 6 | Morality | Principles concerning the distinction between right and wrong or good and bad behaviour. |
| 7 | Realism | An accurate description of the way things 'really' are in ordinary life. |
| 8 | Culture | The ideas, customs and social behaviours of a particular person or society. |
| 9 | The Wall Street Crash (1929) | The collapse of the American financial stock market that caused a crisis that led to mass unemployment. |
| 10 | Microcosm | A small society, place or activity which has all the typical features of a much larger one. |


| Week 6 <br> $25 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Malala Yousafzai (1997) | Pakistani activist for human rights, particularly the education of women. <br> Youngest winner of the Nobel Peace Prize and author of 'I am Malala'. |
| 2 | Boo Radley | Scout and Jem's mysterious neighbour in 'To Kill a Mockingbird.' |
| 3 | Emmett Till (1941-1955) | A 14 year black boy, whose murder by lynching raised public awareness <br> of racist violence in America. |
| 4 | Class | A system of ordering society whereby people are divided into sets based <br> on social or economic status. |
| 5 | Perspective | A particular way of considering something. |
| 6 | Hypocrisy | A situation where someone believes and acts in a certain way when they <br> really want to act/believe in the opposite. |
| 7 | Juxtaposition <br> differences). |  |
| 8 | Justice | The fairness in which people are dealt with. Justice should be equal. |
| 9 | Symbolism | Something simple which represents something else more complicated <br> (often an idea or a quality). |
| 10 | Harper Lee (1926-2016) | American author of ‘To Kill a Mockingbird', published in 1960. |


| Week 7 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Mildred Taylor (1943) | African American author of 'Roll of Thunder, Hear My Cry'. A book <br> about racism in the south of America during The Great Depression. |
| 2 | The Ewells | A poor and isolated family with a 'mean streak'. Quite racist. |
| 3 | Rosa Parks (1913-2005) | American civil rights activist who became best known for refusing to <br> move out of her seat on a segregated bus in Alabama. |
| 4 | Status | Rank or position in society based on social or professional standing. |
| 5 | Dignity | The state or quality of being worthy of honour or respect. |
| 6 | The Great Depression | Period following The Wall Street Crash in 1930's America, that had a <br> huge impact on the poor and led many to struggle with housing and <br> food. |
| 8 | Motif | A repeated theme, image or character in a text that symbolises (stands <br> for) something. |
| 9 | Sidactic <br> Kutended to teach, particularly in having moral instruction as an ulterior <br> motive. |  |
| 10 | Martin Luther King(1929- <br> 1968) | American white supremacist hate group formed in 1867 responsible for <br> primarily terrorising African Americans. |
| American leader of the civil rights movement, assassination in 1968. <br> Created the famous ‘I Have a Dream' speech in which he called for an <br> end to racism. |  |  |


| Week 8 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Society | A group of people living together in a more or less ordered community. |
| 2 | Gender | Either of the two sexes (male and female), especially when considered <br> with reference to social and cultural differences rather than biological <br> ones. |
| 3 | Social Inequality | Processes in society that have the effect of limiting or harming a group's <br> social status, social class and social circle. |
| 4 | Colonialism | Believing that one country should be able to control another country, <br> including its people and wealth. |


| 5 | Innocence | The quality of not having much life experience and not knowing about the <br> bad things in life. |
| ---: | :--- | :--- |
| 6 | American Civil War <br> $(1861-1865)$ | An internal war between the North and the South of America, primarily <br> over slavery. |
| 7 | Segregation | The separation of people into racial or other ethnic groups in daily life. |
| 8 | Atticus Finch | Scout's father. He is a lawyer and fights for social justice and equality (To <br> Kill a Mockingbird). |
| 9 | Calpurnia | The black housekeeper to the Finch family and a mother figure to the <br> children. (To Kill a Mockingbird) |
| 10 | Scout Finch | The narrator of ‘To Kill a Mockingbird'. She is a thoughtful and strong <br> minded child. |


| Week 9 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | John Steinbeck (1902- <br> 1968) | Nobel prize winning American author of 'Of Mice and Men', 'Grapes of <br> Wrath' and 'East of Eden' - that explored themes of injustice and fate. |
| 2 | Jem Finch | Scout's older brother. He has a temper at times. |
| 3 | The Civil Rights <br> Act(1964) <br> Voting Rights Act(1964) | Legislation introduced that got rid of the Jim Crow laws. |
| 4 | Lynching | A form of violence in which a mob administers 'justice' without a trial, <br> executing a presumed offender. |
| 5 | Tom Robinson | Well respected member of the black community accused of a crime by <br> Mayella Ewell and her family and defended by Atticus Finch. |
| 6 | Malala Yousafzai (1997) | Pakistani activist for human rights, particularly the education of women. <br> Youngest winner of the Nobel Peace Prize and author of 'l am Malala'. |
| 7 | Boo Radley | Scout and Jem's mysterious neighbour in 'To Kill a Mockingbird.' |
| 8 | Emmett Till (1941-1955) | A 14 year black boy, whose murder by lynching raised public awareness <br> of racist violence in America. |
| 9 | Class <br> A system of ordering society whereby people are divided into sets based <br> on social or economic status. |  |
| 10 | Perspective | A particular way of considering something. |


| Week 10 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Mildred Taylor (1943) | African American author of 'Roll of Thunder, Hear My Cry'. A book about <br> racism in the south of America during The Great Depression. |
| 2 | The Ewells | A poor and isolated family with a 'mean streak'. Quite racist. |
| 3 | Rosa Parks (1913-2005) | American civil rights activist who became best known for refusing to <br> move out of her seat on a segregated bus in Alabama. |
| 4 | Status | Rank or position in society based on social or professional standing. |
| 5 | Dignity | The state or quality of being worthy of honour or respect. |
| 6 | Society | Gender |
| 8 | Social Inequality | A group of people living together in a more or less ordered community. <br> with reference to social and cultural differences rather than biological <br> ones. |
| 9 | Colonialism | Processes in society that have the effect of limiting or harming a group's <br> social status, social class and social circle. |
| 10 | Innocence | Believing that one country should be able to control another country, <br> including its people and wealth. |

## History Knowledge Organiser - Thursdays

| Week 1 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | British Raj | This was the period of direct British Rule in India from 1858 to 1947. |
| 2 | Company Rule | This was the period of the East India Company controlling parts of India from 1757 <br> to 1857. |
| 3 | Missionaries | These were European Christians who tried to convert people of other religions to <br> Christianity. |
| 4 | Mutiny | This is a rebellion by soldiers or sailors against their commanding officers. |
| 5 | Peaceful Protest | This is a form of protest for a cause or in opposition of something that uses non- <br> violent methods. E.g. petitions. |
| 6 | Sationalist | This is someone who supports the idea of a country's independence from an <br> empire. |
| 8 | Sepoy | This is the traditional Hindu practice of burning the widow with her dead husband. |
| 9 | Tolerant | These were Indian soldiers who were paid to fight as part of the East India <br> Companies private army. |
| 10 | Trading Post | This means to show willingness to allow the existence of opinions or beliefs of <br> others. |


| Week 2 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Slavery | This is the activity of owning another person who is forced to work with no pay and <br> obey you. |
| 2 | Slave Trade | This is the procuring, transporting, selling and buying of human beings. |
| 3 | Triangular Trade | This is the name given to the process of taking goods to Africa, capturing slaves in <br> Africa, sailing them in the Caribbean and taking goods such as cotton to England. |
| 4 | Middle passage | This is the name given to the second part of the trade triangle, slaves were sailed to <br> the caribbean, roughly 11 million Africans made the journey. |
| 5 | Slave rebellions | These were usually unsuccessful and dealt with harshly. Punishments often <br> stopped these happening. |
| 6 | Olaudah Equiano | This is an influential freed slave who was transported from Africa to Barbados. He <br> wrote a book about his story. |
| 7 | Plantations | These were large farms in America that slaves worked on |
| 8 | Auctions | These were slaves were paraded in front of buyers who would bid for them. The <br> highest bidder won. |
| 9 | Branded | This is when slaves were marked by a red hot poker with their owners initials on the <br> face, back or chest. |
| 10 | Haiti | This is the first island run by former black slaves after a revolt ending in 1804. |


| Week 3 |  |  |
| ---: | :--- | :--- |
| 1 | Piece of Information | Answer |
| 2 | Abolitionist | This means getting rid of slavery |
| 3 | Less profitable | This is the name given to people who were committed to ending slavery. |
| 4 | William Wilberforce | This was a leading white campaigner that fought to abolish slavery. |
| 5 | 1807 | This date was the Slave Trade Act was the abolition of the slave trade. The Slavery <br> Abolition act was the abolition of slavery. |


| 6 | British Raj | This was the period of direct British Rule in India from 1858 to 1947. |
| ---: | :--- | :--- |
| 7 | Company Rule | This was the period of the East India Company controlling parts of India from 1757 <br> to 1857. |
| 8 | Missionaries | These were European Christians who tried to convert people of other religions to <br> Christianity. |
| 9 | Mutiny | This is a rebellion by soldiers or sailors against their commanding officers. |
| 10 | Peaceful Protest | This is a form of protest for a cause or in opposition of something that uses non- <br> violent methods. E.g. petitions. |


| Week 4 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | 1833 | This date was the Slavery Abolition Act was the abolition of slavery |
| 2 | West Africa Squadron | This was a branch of the Royal Navy that was tasked with stopping slave ships <br> after the Abilition of ths slave trade. |
| 3 | Charles Darwin | This was the British scientist who theorised evolution. |
| 4 | Natural Selection | This was the theory of evolution that was used to argue white people were <br> superior to black people. |
| 5 | Compensation | This was the money paid by the British Government to slave owners after abolition <br> £20 million in 1837. |
| 6 | Nationalist | This is someone who supports the idea of a country's independence from an <br> empire. |
| 7 | Sati | This is the traditional Hindu practice of burning the widow with her dead husband. |
| 8 | Sepoy | These were Indian soldiers who were paid to fight as part of the East India <br> Companies private army. |
| 9 | Tolerant | This means to show willingness to allow the existence of opinions or beliefs of <br> others. |
| 10 | Trading Post | These were coastal settlements that allowed the East India Company to trade in <br> India. |


| Week 5 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Reconstruction | The period in American history 1865-77, that was a time of rebuilding the <br> southern states after the Civil War. |
| 2 | Union | This was the common name for the states that represented the North during the <br> American Civil War. |
| 3 | Confederate | This was the common name for the states that represented the South during the <br> American Civil War. |
| 4 | 13 th Amendment 1865 | This was the law that abolished slavery in the United States, and gave the <br> government power to enforce it. |
| 5 | American Civil War | This was the period of time between 1861 - 1865 in which American states fought <br> against each other for economic and social rights, including slavery. |
| 6 | Slavery | This is the activity of owning another person who is forced to work with no pay <br> and obey you. |
| 7 | Slave Trade | This is the procuring, transporting, selling and buying of human beings. |


| Week 6 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Black Codes | These were laws introduced in the southern states of America that limited the <br> freedoms of newly freed slaves. |
| 2 | Carpetbagger | These were former Union soldiers, professionals and preachers who came south <br> in search of business opportunities and land. |
| 3 | Civil Rights Act 1866 | This act was designed to protect the lives of ex-slaves by making them citizens of <br> the Untied States. |
| 4 | Andrew Johnson | This was the President that had the task of overseeing Reconstruction. |
| 5 | Ku Klux Klan | This was a White American group that used violence against Black Americans <br> and other minority groups. |
| 6 | Olaudah Equiano | This is an influential freed slave who was transported from Africa to Barbados. <br> He wrote a book about his story |
| 7 | Plantations | These were large farms in America that slaves worked on |
| 8 | Auctions | These were slaves were paraded in front of buyers who would bid for them. The <br> highest bidder won |
| 9 | Branded | This is when slaves were marked by a red hot poker with their owners initials on <br> the face, back or chest |
| 10 | Haiti | This is the first island run by former black slaves after a revolt ending in 1804 |


| Week 7 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Disenfranchisement | This is the state of being deprived of a right or privilege, especially the right to <br> vote. |
| 2 | Emancipation | This means being set free from legal, social or political restrictions. |
| 3 | Jim Crow | These laws were state and local laws that enforced racial segregation in the <br> Southern United States. |
| 4 | Lynching | This means the violent murder of people, often by a group, commonly by <br> hanging. |
| 5 | Poll Tax | This is a tax introduced that had to be paid in order to vote. |
| 6 | Abiliton | This means getting rid of slavery |
| 7 | Abolitionist | This is the name given to people who were committed to ending slavery. |
| 8 | Less profitable | This is one of the reasons slavery was abolished. |
| 9 | William Wilberforce | This was a leading white campaigner that fought to abolish slavery. |
| 10 | 1807 | This date was the Slave Trade Act was the abolition of the slave trade. The <br> Slavery Abolition act was the abolition of slavery. |


| Week 8 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Pseudoscience | This is a collection of beliefs or practises mistakenly regarded as being based <br> on scientific method. |
| 2 | White Supremacy | This is the belief that white people are superior and other races are inferior. |
| 3 | Segregation | This is the enforced separation of different racial groups in a country or <br> community. |
| 4 | Sharecropping | This is when plantations were divided between tenant farmers who gave a <br> share of their crop as rent. |
| 5 | Stereotype | This is a widely held and oversimplified image or idea of a person or thing <br> often based on appearance. |
| 6 | 1833 | This date was the Slavery Abolition Act was the abolition of slavery. |


|  |  |  |
| ---: | :--- | :--- |
| 7 | West Africa Squadron | This was a branch of the Royal Navy that was tasked with stopping slave <br> ships after the Abilition of ths slave trade. |
| 8 | Charles Darwin | This was the British scientist who theorised evolution. |
| 9 | Natural Selection | This was the theory of evolution that was used to argue white people were <br> superior to black people. |
| 10 | Compensation | This was the money paid by the British Government to slave owners after <br> abolition $£ 20$ million in 1837. |


| Week 9 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Reconstruction | The period in American history 1865-77, that was a time of rebuilding the <br> southern states after the Civil War. |
| 2 | Union | This was the common name for the states that represented the North during <br> the American Civil War. |
| 3 | Confederate | This was the common name for the states that represented the South during <br> the American Civil War. |
| 4 | 13 th Amendment 1865 | This was the law that abolished slavery in the United States, and gave the <br> government power to enforce it. |
| 5 | American Civil War | This was the period of time between 1861 - 1865 in which American states <br> fought against each other for economic and social rights, including slavery. |
| 6 | Black Codes | These were laws introduced in the southern states of America that limited the <br> freedoms of newly freed slaves. |
| 7 | Carpetbagger | These were former Union soldiers, professionals and preachers who came <br> south in search of business opportunities and land. |
| 8 | Civil Rights Act 1866 | This act was designed to protect the lives of ex-slaves by making them <br> citizens of the Untied States. |
| 9 | Andrew Johnson | This was the President that had the task of overseeing Reconstruction. |
| 10 | Ku Klux Klan | This was a White American group that used violence against Black Americans <br> and other minority groups. |


| Week 10 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Disenfranchisement | This is the state of being deprived of a right or privilege, especially the right to <br> vote. |
| 2 | Emancipation | This means being set free from legal, social or political restrictions. |
| 3 | Jim Crow | These laws were state and local laws that enforced racial segregation in the <br> Southern United States. |
| 4 | Lynching | This means the violent murder of people, often by a group, commonly by <br> hanging. |
| 5 | Poll Tax | This is a tax introduced that had to be paid in order to vote. |
| 6 | Pseudoscience | This is a collection of beliefs or practises mistakenly regarded as being based <br> on scientific method. |
| 7 | White Supremacy | This is the belief that white people are superior and other races are inferior. |
| 8 | Segregation | This is the enforced separation of different racial groups in a country or <br> community. |
| 9 | Sharecropping | This is when plantations were divided between tenant farmers who gave a <br> share of their crop as rent. |
| 10 | Stereotype | This is a widely held and oversimplified image or idea of a person or thing <br> often based on appearance. |

## Maths Knowledge Organiser - Thursdays

| Week 1 | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | $3,6,9,12,15,18,21,24$, <br> $27,30,33,36$ | First 12 multiples of 3 |
| 2 | Positive product | The resulting sign when you multiply two negative numbers together |
| 3 | Ratio | A comparison of two or more amounts relative to one another; usually <br> shown in the form A:B. |
| 4 | Enlargement | A transformation whereby a shape is made larger (or smaller if reversed) <br> without changing its shape, position or direction. |
| 5 | Direct proportion <br> $32,26,40,44,48$ | The relationship between two quantities whose ratio remains constant as <br> quantities increase or decrease; one variable varies directly in line with <br> another. |
| 6 | Negative product <br> 7 | First 12 multiples of 4 <br> The resulting sign when you multiply a negative number with a positive <br> number. |
| 8 | Inverse proportion | The relationship between two quantities where as one quantity increases, <br> the other decreases in proportion; the relationship between two quantities <br> whose product remains the same. |
| 9 | new value - original value <br> original value | Formula used to calculate percentage change |
| 10 | Perpendicular bisector | A line that passes through the mid point (half way) of the line and is <br> perpendicular to it. |


| Week 2 | Piece of Information | Answer |
| :--- | :--- | :--- |
| 1 | $6,12,18,24,30,36,42$, <br> $28,54,60,66,72$ | First 12 multiples of 6 |
| 2 | Quadrilateral | A polygon with: 4 sides; 4 angles; and 4 vertices. The sum of its interior <br> angles is 360. |
| 3 | Rhombus | A quadriateral in which: all sides are equal; opposite sides are parallel; and <br> opposite angles are equal. |
| 4 | Kite | A quadriateral which has: two pairs of adjacent sides are equal; one pair of <br> opposite angles are equal; and diagonals that intersect at right angles <br> whereby the longer diagonal bisects the shorter diagonal. |
| 5 | Parallelogram | A quadrilateral in which: opposite sides are parallel and equal in length; and <br> opposite angles that are equal. |
| 6 | $7,14,21,28,35,42,49$, <br> $56,63,70,77,84$ | First 12 multiples of 7 |
| 7 | Trapezium | A quadrilateral with exactly one pair of parallel sides |


| 8 | Irregular polygon | A two-dimensional (or "plane") shape with 3 or more sides whereby the <br> length of its sides or size of its angles are not all equal. |
| :--- | :--- | :--- |
| 9 | Regular polygon | A two-dimensional (or "plane") shape with 3 or more sides whereby all its <br> sides are equal in length and all its angles are equal in size. |
| 10 | Isosceles triangle | A triangle which has: exactly 2 equal sides; exactly 2 equal angles; and one <br> line of symmetry. |


| Week 3 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $8,16,24,32,40,48,56$, <br> $64,72,80,88,96$ | First 12 multiples of 8 |
| 2 | Congruent | Of exactly the same shape, size and dimensions |
| 3 | Net | A 2-dimensional representation of a three-dimensional shape which can be <br> folded to form that 3D shape. |
| 4 | Volume | The amount of space inside a three-dimensional shape |
| 6 | Surface area <br> 7 | 3, 6, 9, 12, 15, 18, 21, <br> $24,27,30,33,36$ |
| 8 | Positive product | The total area of the surface of a 3D shape; the sum of the area of all the <br> faces on a 3D shape. |
| 9 | Enlargement | The resulting sign when you multiply two negative numbers together |
| 10 | Direct proportion | A comparison of two or more amounts relative to one another; usually shown <br> in the form A:B. |


| Week 4 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $9,18,27,36,45,54,63$, <br> $72,81,90,99,108$ | First 12 multiples of 9 |
| 2 | Bisect | To divide into 2 equal sections |
| 3 | $\mathrm{~V}=\mathrm{Bh}$ | The formula to calculate the volume of a prism where B is the cross- <br> sectional area and h is the length of the prism. |
| 4 | $\mathrm{~V}=\mathrm{l} \times \mathrm{w} \times \mathrm{h}$ | The formula to calculate the volume of a cuboid |
| 5 | $\mathrm{~V}=\pi r^{2} \mathrm{~h}$ | The formula to calculate the volume of a cylinder |
| 6 | $4,8,12,16,20,24,28$, <br> $32,26,40,44,48$ | First 12 multiples of 4 |


| 7 | Negative product | The resulting sign when you multiply a negative number with a positive <br> number. |
| ---: | :--- | :--- |
| 8 | Inverse proportion | The relationship between two quantities where as one quantity increases, <br> the other decreases in proportion; the relationship between two quantities <br> whose product remains the same. |
| 9 | $\frac{\text { new value }- \text { original value }}{\text { original value }} \times 100$ | Formula used to calculate percentage change |
| 10 | Perpendicular bisector | A line that passes through the mid point (half way) of the line and is <br> perpendicular to it. |


| Week 5 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $11,22,33,44,55,66,77$, <br> $88,99,110,121,132$ | First 12 multiples of 11 |
| 2 | Surface area of a cuboid | The sum of the areas of all 6 faces of a cuboid, measured in square units. |
| 3 | $2 \pi r h+2 \pi r^{2}$ | The formula used to calculate the surface area of a cylinder. |
| 4 | Discrete data | Quantitative data that can be counted and has a finite number of possible <br> values, E.g. number of students in a class. |
| 5 | Grouped data <br> $28,54,60,66,72$ | Data that has been ordered and sorted into groups |
| 7 | Quadrilateral | First 12 multiples of 6 |
| 8 | Rhombus | A polygon with: 4 sides; 4 angles; and 4 vertices. The sum of its interior <br> angles is 360. |
| 9 | Kite | A quadrilateral in which: all sides are equal; opposite sides are parallel; and <br> opposite angles are equal. |
| 10 | Parallelogram | A quadrilateral which has: two pairs of adjacent sides are equal; one pair of <br> opposite angles are equal; and diagonals that intersect at right angles <br> whereby the longer diagonal bisects the shorter diagonal. |


| Week 6 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $12,24,36,48,60,72,84$, <br> $96,108,120,132,144$ | First 12 multiples of 12 |
| 2 | Mean | An average that can be found by dividing the sum of all the values by the <br> 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 data. |


| 6 | $6,12,18,24,30,36,42$, <br> $28,54,60,66,72$ | First 12 multiples of 6 |
| ---: | :--- | :--- |
| 7 | Quadrilateral | A polygon with: 4 sides; 4 angles; and 4 vertices. The sum of its interior <br> angles is 360. |
| 8 | Rhombus | A quadrilateral in which: all sides are equal; opposite sides are parallel; and <br> opposite angles are equal. |
| 9 | Kite | A quadrilateral which has: two pairs of adjacent sides are equal; one pair of <br> opposite angles are equal; and diagonals that intersect at right angles <br> whereby the longer diagonal bisects the shorter diagonal. |
| 10 | Parallelogram | A quadriateral in which: opposite sides are parallel and equal in length; and <br> opposite angles that are equal. |


| Week 7 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Frequency table | A table that lists events (or outcomes) and shows the number of times each <br> event occurs. |
| 2 | Scatter graph | A graph where one variable is plotted against another to show the <br> relationship (correlation) between the two variables. |
| 3 | Correlation | A measure of the relationship between two variables |
| 4 | Probability | A measure of the chance or "likelihood" of a particular event or outcome <br> occurring. |
| 5 | Relative frequency | The frequency of a particular outcome divided by the total number of trials. |
| 6 | $8,16,24,32,40,48,56$, <br> $64,72,80,88,96$ | First 12 multiples of 8 |
| 8 | Congruent | Net | | Of exactly the same shape, size and dimensions |
| :--- |
| 9 | | Volume |
| :--- |
| 10 | | Surface area |
| :--- |
| folded to form that 3D shape. |


| Week 8 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Continuous data | Quantitative data that can be measured with an infinite number of possible <br> values within a selected range, E.g. temperature range |
| 2 | Sample space | A method of recording all possible outcomes of an event; may be in the form <br> of a two-way table, venn diagram or probability tree. |
| 3 | Independent events | Events that do not affect or are not affected by another event |
| 4 | Dependent events | Events that affect or are affected by another event |


| 5 | Conditional probability | The likelihood of an event or outcome occurring based on the occurrence of <br> a previous event or outcome. |
| ---: | :--- | :--- |
| 6 | $9,18,27,36,45,54,63$, <br> $72,81,90,99,108$ | First 12 multiples of 9 |
| 7 | Bisect | To divide into 2 equal sections |
| 8 | $\mathrm{~V}=\mathrm{Bh}$ | The formula to calculate the volume of a prism where B is the cross-sectional <br> area and h is the length of the prism. |
| 9 | $\mathrm{~V}=1 \times \mathrm{w} \times \mathrm{h}$ | The formula to calculate the volume of a cuboid |
| 10 | $\mathrm{~V}=\pi \mathrm{r}^{2} \mathrm{~h}$ | The formula to calculate the volume of a cylinder |


| Week 9 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | $11,22,33,44,55,66$, <br> $77,88,99,110,121,132$ | First 12 multiples of 11 |
| 2 | Surface area of a cuboid | The sum of the areas of all 6 faces of a cuboid, measured in square units. |
| 3 | $2 \pi r h+2 \pi r^{2}$ | The formula used to calculate the surface area of a cylinder. |
| 4 | Discrete data | Quantitative data that can be counted and has a finite number of possible <br> values, E.g. number of students in a class. |
| 5 | Grouped data | Data that has been ordered and sorted into groups |
| 6 | $12,24,36,48,60,72$, <br> $88,96,108,120,132$, <br> 144 | First 12 multiples of 12 |
| 7 | Mean | An average that can be found by dividing the sum of all the values by the <br> 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 10 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Frequency table | A table that lists events (or outcomes) and shows the number of times each <br> event occurs. |
| 2 | Scatter graph | A graph where one variable is plotted against another to show the <br> relationship (correlation) between the two variables. |
| 3 | Correlation | A measure of the relationship between two variables |
| 4 | Probability | A measure of the chance or "likelihood" of a particular event or outcome <br> occurring. |


| 5 | Relative frequency | The frequency of a particular outcome divided by the total number of trials. |
| ---: | :--- | :--- |
| 6 | Continuous data | Quantitative data that can be measured with an infinite number of possible <br> values within a selected range, E.g. temperature range |
| 7 | Sample space | A method of recording all possible outcomes of an event; may be in the form <br> of a two-way table, venn diagram or probability tree. |
| 8 | Independent events | Events that do not affect or are not affected by another event |
| 9 | Dependent events | Events that affect or are affected by another event |
| 10 | Conditional probability | The likelihood of an event or outcome occurring based on the occurrence of <br> a previous event or outcome. |

## Geography Knowledge Organiser - Fridays

\(\left.$$
\begin{array}{|r|l|l|}\hline \begin{array}{l}\text { Week 1 } \\
\text { 08/04/22 }\end{array} & \text { Piece of Information } & \text { Answer } \\
\hline 1 & \text { Bamboo } & \text { A large fast-growing type of grass that forms stiff, strong stems. } \\
\hline 2 & \text { Sustainable resource } & \begin{array}{l}\text { A long lasting, renewable resource that when used does not damage the } \\
\text { environment. }\end{array} \\
\hline 3 & \text { Carbon sink } & \begin{array}{l}\text { A part of the natural environment E.g. trees or the ocean that absorb carbon } \\
\text { dioxide from the atmosphere. }\end{array}
$$ <br>
\hline 4 \& Soil erosion \& The removal of material by natural processes E.g. wind and rain. <br>
\hline 5 \& Monoculture \& The cultivation of a single crop in a given area. <br>

\hline 6 \& Food miles \& This is the number of miles that food has travelled from producer to consumer.\end{array}\right\}\)| 7 | Deciduous forest | A biome dominated by trees which lose their leaves seasonally. <br> physical landscape. |
| :--- | :--- | :--- |
| 8 | Ecosystem | A diagram that shows the connections between different organisms (plants <br> and animals) that rely upon one another as their source of food. |
| 9 | Food chain | A diagram that shows a complex hierarchy of organisms (plants and animals) <br> that rely on each other for food. |
| 10 | Food web |  |


| Week 2 <br> $29 / 04 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Producer | An organism or plant that is able to absorb energy from the sun through <br> photosynthesis. |
| 2 | Consumer | Is an organism that eats other animals and/or plant matter. |
| 3 | Decomposer | Is an organism such as bacteria or fungi that breaks down plant and animal <br> matter. |
| 4 | Herbivore | An animal that is adapted to feed on plant material, for example foliage or <br> marine algae, for the main component of its diet. |
| 5 | Omnivore | An animal that can feed on both plants and animals. |
| 6 | Biome | A large-scale ecosystem eg. tropical rainforest. |
| 7 | Mediterranean biome | A large scale ecosystem that has long hot summers, with little rainfall. |
| 8 | Flash flood | A sudden flood that usually occurs due to heavy rain. |
| 9 | Coral reef | This is an underwater ecosystem made up of a ridge or mound of coral. |
| 10 | Algae | This is a tiny plant-like organism that provides food for coral. |


| Week 3 <br> $06 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Fringing reef | This forms in shallow water close and parallel to the coast. |
| 2 | Barrier reef | This was originally a fringing reef but is now surrounded by deeper water due <br> to sea level rise. |
| 3 | Coral atoll | This is a ring-shaped reef surrounded by deep water in the middle of the <br> ocean. |


| 4 | Salinity | This is the amount of salt contained in something. |
| ---: | :--- | :--- |
| 5 | Coral bleaching | This is when coral forces out the algae living in it as a result of higher water <br> temperatures, leaving the coral white. |
| 6 | Bamboo | A large fast-growing type of grass that forms stiff, strong stems. |
| 7 | Sustainable resource | A long lasting, renewable resource that when used does not damage the <br> environment. |
| 8 | Carbon sink | A part of the natural environment E.g. trees or the ocean that absorb carbon <br> dioxide from the atmosphere. |
| 9 | Soil erosion | The removal of material by natural processes E.g. wind and rain. |
| 10 | Monoculture | The cultivation of a single crop in a given area. |


| Week 4 <br> 13/05/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Urban | A built up area such as a town or city. |
| 2 | Rural | An area of countryside. |
| 3 | Industrialisation | The development of industry such as manufacturing in a country or region on <br> a large scale. |
| 4 | Urbanisation | When an increasing percentage of a country's population comes to live in <br> towns and cities. |
| 5 | Urban growth | The spreading of a built up area onto greenfield sites. |
| 6 | Food miles | This is the number of miles that food has travelled from producer to consumer. |
| 7 | Deciduous forest | A biome dominated by trees which lose their leaves seasonally. |
| 8 | Ecosystem | A community of plants and animals that interact with each other and their <br> physical landscape. |
| 9 | Food chain | A diagram that shows the connections between different organisms (plants <br> and animals) that rely upon one another as their source of food. |
| 10 | Food web | A diagram that shows a complex hierarchy of organisms (plants and animals) <br> that rely on each other for food. |


| Week 5 <br> $20 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Trend | The general direction or pattern of something. |
| 2 | Quality of life | The standard of health, comfort, and happiness experienced by an individual <br> or group. |
| 3 | GDP | Is the total value of goods produced and services provided in a country during <br> one year. |
| 4 | Megacity | A city with a population of over 10 million people. |
| 5 | Pull factor | A reason why people want to move to a place eg. job opportunities. |
| 6 | Producer | An organism or plant that is able to absorb energy from the sun through <br> photosynthesis. |
| 7 | Consumer | Is an organism that eats other animals and/or plant matter. |
| 8 | Decomposer | Is an organism such as bacteria or fungi that breaks down plant and animal <br> matter. |


| 9 | Herbivore | An animal that is adapted to feed on plant material, for example foliage or <br> marine algae, for the main component of its diet. |
| ---: | :--- | :--- |
| 10 | Omnivore | An animal that can feed on both plants and animals. |


| Week 6 <br> $27 / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Push factors | A reason that people want to move away from a place E.g. poor healthcare. |
| 2 | Slum | A squalid and overcrowded urban street or district inhabited by very poor <br> people. |
| 3 | Squatter Settlement | An area of poor-quality housing with no or limited services such as water <br> supply, electricity and sewerage. |
| 4 | Rural to urban migration | The movement of people from an area of countryside to a built up area. |
| 5 | LIC | A country with a GNI per capita lower than $\$ 1045$. |
| 6 | Biome | A large-scale ecosystem eg. tropical rainforest. |
| 7 | Mediterranean biome | A large scale ecosystem that has long hot summers, with little rainfall. |
| 8 | Flash flood | A sudden flood that usually occurs due to heavy rain. |
| 9 | Coral reef | This is an underwater ecosystem made up of a ridge or mound of coral. |
| 10 | Algae | This is a tiny plant-like organism that provides food for coral. |


| Week 7 <br> 10/06/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | NEE | Countries that have begun to experience high rates of economic development, <br> usually along with rapid industrialisation. |
| 2 | HIC | A country with a GNI per capita higher than $£ 12,746$. <br> 3 |
| 4 | Opportunity |  |
| potential to timprone quality of life. |  |  |$.$| A set of circumstances that makes it difficult to do something, with the |
| :--- |
| potential to decrease quality of life. |$.$| Differences between poverty and wealth, as well as wellbeing and access to |
| :--- |
| jobs, housing, education etc. |.


| Week 8 <br> $17 / 06 / 22$ | Piece of Information | Answer |
| :---: | :--- | :--- |
| 1 | Sewage | The provision of drainage and sewers. |
| 2 | Waterborne Disease | Conditions caused by microorganisms transmitted within water eg. cholera. |
| 3 | Sanitation | Conditions relating to public health, especially the provision of clean drinking <br> water and adequate sewage disposal. |


| 4 | Infrastructure | The basic equipment and structures that are needed for a country or region to <br> function properly. |
| ---: | :--- | :--- |
| 5 | Microfinance | A very small loan which is given to people in LICs to help them start a <br> business. |
| 6 | Urban | A built up area such as a town or city. |
| 7 | Rural | An area of countryside. |
| 8 | Industrialisation | The development of industry such as manufacturing in a country or region on <br> a large scale. |
| 9 | Urbanisation | When an increasing percentage of a country's population comes to live in <br> towns and cities. |
| 10 | Urban growth | The spreading of a built up area onto greenfield sites. |


| Week 9 <br> $24 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Trend | The general direction or pattern of something. |
| 2 | Quality of life | The standard of health, comfort, and happiness experienced by an individual <br> or group. |
| 3 | GDP | Is the total value of goods produced and services provided in a country during <br> one year. |
| 4 | Megacity | A city with a population of over 10 million people. |
| 5 | Pull factor | A reason why people want to move to a place eg. job opportunities. |
| 6 | Push factors | A reason that people want to move away from a place E.g. poor healthcare. |
| 7 | Slum | A squalid and overcrowded urban street or district inhabited by very poor <br> people. |
| 8 | Squatter Settlement | An area of poor-quality housing with no or limited services such as water <br> supply, electricity and sewerage. |
| 9 | Rural to urban migration | The movement of people from an area of countryside to a built up area. |
| 10 | LIC | A country with a GNI per capita lower than $\$ 1045$. |


| Week 10 <br> 0I/07/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | NEE | Countries that have begun to experience high rates of economic development, <br> usually along with rapid industrialisation. |
| 2 | HIC | A country with a GNI per capita higher than £12,746. |
| 3 | Opportunity | A set of circumstances that makes it possible to do something, with the <br> potential to improve quality of life. |
| 4 | Challenge | A set of circumstances that makes it difficult to do something, with the <br> potential to decrease quality of life. |
| 5 | Inequality | Differences between poverty and wealth, as well as wellbeing and access to <br> jobs, housing, education etc. |
| 6 | Sewage | The provision of drainage and sewers. |
| 7 | Waterborne Disease | Conditions caused by microorganisms transmitted within water eg. cholera. |
| 8 | Sanitation | Conditions relating to public health, especially the provision of clean drinking <br> water and adequate sewage disposal. |
| 9 | Infrastructure | The basic equipment and structures that are needed for a country or region to <br> function properly. |
| 10 | Microfinance |  |

## Food, Art, Drama \& RE Knowledge Organisers - Weekends

| Food Week 1 <br> $09 / 04 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
|  | 1 | De-seed | To remove the seed from E.g. Deseed the pepper. | 2 | Peel | To remove the outer covering or skin from a fruit or vegetable E.g. Carrot, <br> apple or onion. |
| ---: | :--- | :--- |
| 3 | Tablespoon | A large spoon used in cooking that holds 15 g. |
| 4 | Teaspoon | A small spoon used in cooking that holds 5 g. |
| 5 | Dessert spoon | A spoon used for eating that holds 10 g. |
| 6 | Mililitres | A unit of volume used to measure small amounts of liquid. |
| 7 | Five-a-day | The five portions of fruit and vegetables that people are recommended to eat <br> every day as part of a healthy diet. |
| 8 | Sieve | A piece of equipment used for separating lumps from dry ingredients E.g. <br> Flour. |
| 9 | Whisk | A piece of kitchen equipment used to add air to a mixture E.g. Eggs, cream or <br> butter. |
| 10 | Dairy | A group of foods containing or made from milk E.g. Butter, cheese, yoghurt. |


| Art Week 2 $30 / 04 / 22$ | Piece of Information | Answer |
| :---: | :---: | :---: |
| 1 | Artist Response | To create artwork directly inspired by an artist |
| 2 | Graphite Transfer | The process of carboning the back of a photograph, and tracing the image onto another surface. |
| 3 | Watercolour | A paint pigment which is suspended in water. |
| 4 | Technique | How an artist uses their tools and materials. |
| 5 | Bleeding | One media, merging with another. |
| 6 | Highlight | The light area of an object when drawn. |
| 7 | Colour Wash | A subtle layer of colour. |
| 8 | Dilution | When paint is thinned using a water-based solution. |
| 9 | Wet-on-wet | The process of adding a wet material into a wet surface. |
| 10 | Palette | A surface on which to mix paint. |


| Drama Week 3 <br> 07/05/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Athens | The capital of Greece. |
| 2 | Comedy | A funny genre of play which always has a happy ending. |
| 3 | Tragedy | A serious genre of play which always has a sad ending. |
| 4 | Satire | A rude genre of play used to make fun of real events and people. |
| 5 | Amphitheatre | An open air theatre built to allow large crowds to see and hear the actors on <br> the stage. |
| 6 | Sophocles | The most successful Ancient Greek playwright. |
| 7 | Masks | A full or partial covering for the face. |
| 8 | Chorus | A group of singers who tell the story, like a narrator. |
| 9 | Thespis | The first ever actor! |
| 10 | Dionysus | The ancient Greek God whom performances were in honour of. |


| RE Week 5 <br> $2 \mathrm{I} / 05 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Torah | This is the sacred text of Judaism. The first 5 books of the Hebrew Bible. |
| 2 | Tanakh | This is where the Hebrew Bible is divided into three: Torah (Instruction, or <br> Law), Nevi' im (Prophets), and Ketuvim (Writings)= TNK |
| 3 | Shabbat | This is the Sabbath, a weekly day of rest to be thankful to God - from sunset <br> Friday to sunset Saturday. |
| 4 | Yad | This is a pointer used to read the Torah. |
| 5 | Rabbi | This is a person who leads worship in a Synagogue, it means 'teacher'. |
| 6 | Synagogue | This is the Jewish holy building. |
| 7 | Worship | This is the act of showing dedication to God by carrying out certain rituals and <br> words. |
| 8 | Havdalah | This means 'separation' and is a Jewish religious ceremony or formal prayer <br> marking the end of the Sabbath. |
| 9 | Passover | This is a Jewish festival held to celebrate the Israelite's departure from slavery <br> in Egypt. |
| 10 | Seder | This is a special meal prepared and eaten during the festival of Passover. |


| Food Week 6 <br> 28/05/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Lactose intolerant | A digestive problem where the body is unable to digest a type of sugar mainly <br> found in milk and dairy products. |
| 2 | Food miles | The distance food travels before it reaches your plate E.g. Travel by boat, air, <br> road or rail. |
| 4 | Carbon emissions | The amount of $\mathrm{CO}_{2}$ released into the atmosphere because of a person's <br> activities. |
| 5 | The release of carbon into the atmosphere. |  |
| 6 | Protein | Trade between companies in developed countries and producers in <br> developing countries in which fair prices are paid to the farmers. |
| 7 | A nutrient needed in the body for growth and repair. It's found in foods such <br> as eggs, nuts, beans, fish and meat. |  |
| 8 | Mould | The transferring of bacteria from one surface to another E.g. Raw chicken to <br> salad. |
| 9 | E.Coli | A soft, green or grey growth that develops on old food. <br> 10 |
| Salmonella | An infectious food poisoning bacteria that is spread through contaminated <br> food or water, or from other infected people or animals. |  |
| A food poisoning bacteria commonly found in undercooked poultry (E.g |  |  |


| Art Week 7 <br> II/06/22 | Piece of Information |
| ---: | :--- | :--- | Answer $\quad$| 1 | Mark-making | Creating a series of lines or patterns to create texture or tone. |
| ---: | ---: | ---: |
| 2 | Detail | A minute part of an artwork. |
| 3 | Linear | The use of line to create detail and perspective. |
| 4 | Complimentary Colour | Colours which are opposite on the colour wheel. |
| 5 | Harmonious Colour | Colours which are next to each other on the colour wheel. |
| 6 | Cool hue | Colours which are in the blue spectrum. |
| 7 | Warm hue | Colours which are in the red and yellow spectrums. |
| 8 | Brushstroke | The mark made by a paintbrush |
| 9 | Printing | The process of transferring an image onto another surface using ink. |
| 10 | Composition | The layout and arrangement of components within a work of art. |


| Drama Week 8 <br> $18 / 06 / 22$ | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Zeus | King of the Gods |
| 2 | Prometheus | Zeus' son, who stole fire from the Gods and gave it to humans. |
| 3 | Epimetheus | Zeus' son, and Prometheus' brother. He also marries Pandora. |
| 4 | Pandora | Epimethius' wife, who opens the box and releases |
| 5 | Pandora's box | The cursed wedding gift given to Epimethius and Pandora |
| 6 | Hesiod | The poet who wrote Pandora's Box |
| 7 | Proscenion | The raised performance area of the ampitheatre |
| 8 | Orchestra | The round, flat performance area of the ampitheatre |
| 9 | Scene | A concealed area of the amphitheatre where the actors would change. |
| 10 | Parados | The aisles which allowed the actors to enter from 'outside' onto the <br> proscenium or orchestra. |


| RE Week 10 <br> 02/07/22 | Piece of Information | Answer |
| ---: | :--- | :--- |
| 1 | Haggadah | This is a book which tells the story of the Passover. |
| 2 | Anti-Semitism | This is an act of prejudice against Jewish people. |
| 3 | Adolf Hitler | This person was the leader of Germany during World War 2 (WW2). |
| 4 | Concentration camps | These are the camps where Jews were sent as a punishment to work or be <br> exterminated (killed). |
| 5 | Bergen-Belsen and <br> Auschwitz | These are two well-known concentration camps: 1. In northern Germany 2. In <br> Krakow, Poland. |
| 6 |  | This is the challenge of how there can be an omnipotent (all-powerful), <br> omnibenevolent (all-loving) and omniscient (all-knowing) God, with the <br> existence of evil and suffering in the world. |
| 7 | Prejudice | This is the unfair judging of others before you know them. |
| 8 | Discrimination | These are the actions of one person towards another based on prejudice. |
| 9 | Extermination | This is the removal or killing of a species (such as humans). |
| 10 | Genocide | This is the deliberate killing of large numbers of people. |

## 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. |  |  |

