



# Gloucester Academy

*Unit 3*

*Year 9*

*Knowledge Organiser*

Knowledge is power. Information is liberating.

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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 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**

1. **Identify** the Subject Knowledge Organiser segment for the day from your homework timetable.
2. **Open up your practice book** and on the top line, write 'H/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 information - we recommend saying it aloud. Repeat the process several times, until you are confident 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, ensuring there are no blank lines.
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 (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, tick the attempt and move on to the next piece of information within the weekly segment.
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.

## Example page

H/W Science week 3

21 September 2020

1. A cell. This is the simplest unit of a living organism. ✓
2. Cell membrane. This is a ~~partaly~~ partially permeable barrier and controls what goes in and out of the cell. X
2. Cell membrane. This is a partially permeable barrier and controls what goes in and out of the cell. ✓
3. Cytoplasm. This is a jelly-like substance in cells where chemical reactions occur. ✓
4. Nucleus. This contains DNA and controls the cell. ✓
5. Mitochondion. A sub-cellular structure where respiration takes place to make energy. X
5. Mitochondrion. A sub-cellular structure where respiration takes place to make energy. ✓
6. Hypothesis. An idea that explains how or why something happens. ✓
7. Prediction. A statement suggesting what you think will happen in an experiment / investigation.
8. Control variable. The variable that must be kept constant so that it doesn't affect the outcome of the investigation. (variable = something that can change in an experiment). ✓
9. Independent variable. The variable that is changed in an experiment / investigation. (variable = something that can change in an experiment) ✓
10. Dependent variable. The variable that is recorded and measured for each change of the independent variable. (variable = something that can change in an experiment) X
10. 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 1 hour.

|   | Monday      | Tuesday    | Wednesday      | Thursday           | Friday         | Weekend                      |
|---|-------------|------------|----------------|--------------------|----------------|------------------------------|
| Knowledge Organiser<br>in your practice book<br><b>30 minutes</b> | Science     | MFL and DT | English        | History &<br>Maths | Geography      | Food/Art/<br>Drama/R.S/Music |
| Online session<br><b>30 minutes</b>                               | Sparx Maths |            | Sparx<br>Maths |                    | Sparx<br>Maths |                              |

### Self-tracker:

| Week                      | Homework | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
|---------------------------|----------|--------|---------|-----------|----------|--------|---------|
| <b>1</b><br>w/c 17/04/23  | KO       |        |         |           |          |        |         |
|                           | Online   |        |         |           |          |        |         |
| <b>2</b><br>w/c 24/04/23  | KO       |        |         |           |          |        |         |
|                           | Online   |        |         |           |          |        |         |
| <b>3</b><br>w/c 01/05/23  | KO       |        |         |           |          |        |         |
|                           | Online   |        |         |           |          |        |         |
| <b>4</b><br>w/c 08/05/23  | KO       |        |         |           |          |        |         |
|                           | Online   |        |         |           |          |        |         |
| <b>5</b><br>w/c 15/05/23  | KO       |        |         |           |          |        |         |
|                           | Online   |        |         |           |          |        |         |
| <b>6</b><br>w/c 22/05/23  | KO       |        |         |           |          |        |         |
|                           | Online   |        |         |           |          |        |         |
| <b>7</b><br>w/c 05/06/23  | KO       |        |         |           |          |        |         |
|                           | Online   |        |         |           |          |        |         |
| <b>8</b><br>w/c 12/06/23  | KO       |        |         |           |          |        |         |
|                           | Online   |        |         |           |          |        |         |
| <b>9</b><br>w/c 19/06/23  | KO       |        |         |           |          |        |         |
|                           | Online   |        |         |           |          |        |         |
| <b>10</b><br>w/c 26/06/23 | KO       |        |         |           |          |        |         |
|                           | Online   |        |         |           |          |        |         |

# Maths Homework – Sparx Maths

You will get one [sparx.co.uk](https://www.sparx.co.uk) assignment to complete each week, which will be set on a Wednesday and will be due the following Wednesday. Your homework is made up of personalised questions that will help you develop your learning in maths. This will include topics you have covered within the past week and some older material for you to revise. The homework may include multiple tasks. We suggest you split it into three manageable chunks and complete this every Wednesday, Friday and Monday.

You should be able to complete all of the questions without too much support, however, if there is a question which you are finding hard to complete, we recommend you watch the video. If you are still unable to solve the question, move on to the next one and talk to your teacher before it's due.

You will need to show your maths teacher your Sparx booklet so your teacher can see your workings. Your teacher will be looking to see that you have:

- Written down the bookwork code
- Written down your workings and answers
- Marked your own work in a purple pen, made corrections, and written down your score at the end.

**Don't forget every lunchtime there is homework support!**

For more information and guidance please go to:

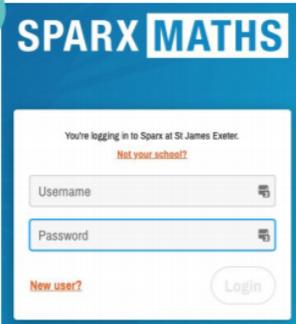
<https://www.gloucesteracademy.com/students/homework-and-revision-guidance/sparx-maths>

## How to log in to Sparx - new students

1. Go to [sparx.co.uk](https://www.sparx.co.uk), click **Log in** and choose **Student login**
2. Start typing the name of your school in the **Select Your School** box, making sure you **click on the correct school name** when it comes up. Click **Continue**.
3. Click the **New User?** button at the bottom of the box.
4. Fill in your **Name and Date of Birth**.
5. Click **Submit**. You will be given a username and password - **you must remember it!**
6. Click **Finish**. You will be asked to re-enter your username and password. This is to help you remember it.

Now you can log in with your **Username** and **Password** :)

3



4



sparx

## Science Knowledge Organiser - Mondays

| Week 1 | Piece of Information   | Answer   |
|--------|------------------------|--|
| 1      | Current                | Flow of electric charge (Amperes,A).   |
| 2      | Potential Difference   | A measure of the electrical work done by a power supply (Volts, V).                                |
| 3      | Reactivity series      | An arrangement of metals in order of their ability to lose an electron.                            |
| 4      | Displacement reaction  | A reaction where a more reactive element takes the place of a less reactive element in a compound. |
| 5      | Lifestyle factor       | Habits and behaviours that can affect health, eg. smoking, diet                                    |
| 6      | Coronary heart disease | A non-communicable disease where the coronary arteries become blocked with fatty deposits          |
| 7      | Repeatable             | When after repetition, under the same conditions by the same investigator, gives similar results.  |
| 8      | Reproducible           | Similar results are obtained by different investigators with different equipment.                  |
| 9      | Apparatus              | The equipment used in a practical/investigation.   |
| 10     | Mean                   | Total of all the values divided by the number of values.   |

| Week 2 | Piece of Information           | Answer  |
|--------|--------------------------------|---|
| 1      | Mass number                    | The mass of the atom. The sum of the protons and neutrons in the nucleus.                         |
| 2      | Elastic potential energy store | The energy stored in a stretched/compressed object. Calculated using the equation $E_e = 1/2ke^2$ |
| 3      | Group 7                        | A group on the periodic table whose elements include chlorine, bromine and iodine.                |
| 4      | Ion                            | An electrically charged particle containing different numbers of protons and electrons.           |
| 5      | Electron                       | Orbits the nucleus of the atom. It has a negative charge and negligible mass.                     |
| 6      | Dissipate                      | When energy is not transferred to useful energy stores, and is lost.                              |
| 7      | Element                        | A substance containing only one type of atom.   |
| 8      | Dependent variable             | A factor that we measure.   |
| 9      | Stem cell                      | Cells that have not undergone differentiation.  |
| 10     | Efficiency                     | A way of expressing the proportion of energy that is usefully transferred.                        |

| Week 3 | Piece of Information  | Answer   |
|--------|-----------------------|--|
| 1      | Products              | The substances produced in a chemical reaction.  |
| 2      | Compound              | A substance made from different elements chemically bonded together.                               |
| 3      | Kinetic energy store  | The energy stored by a moving object. It can be calculated with $KE = 1/2mv^2$                     |
| 4      | Independent variable  | A factor that we change.   |
| 5      | Group 1               | A group on the periodic table whose elements include lithium, sodium and potassium.                |
| 6      | Current               | Flow of electric charge (Amperes,A).   |
| 7      | Potential Difference  | A measure of the electrical work done by a power supply (Volts, V).                                |
| 8      | Reactivity series     | An arrangement of metals in order of their ability to lose an electron.                            |
| 9      | Displacement reaction | A reaction where a more reactive element takes the place of a less reactive element in a compound. |
| 10     | Lifestyle factor      | Habits and behaviours that can affect health, eg. smoking, diet                                    |

| Week 4 | Piece of Information   | Answer  |
|--------|------------------------|---|
| 1      | Control variable       | A factor that we keep the same.   |
| 2      | Evolution              | The process by which living organisms gradually change over time.                                 |
| 3      | Atomic number          | The number of protons in an atom.   |
| 4      | Natural selection      | The process by which a species changes over time in response to changes in the environment.       |
| 5      | Neutron                | Found inside the nucleus of an atom. It has no charge and a mass of 1.                            |
| 6      | Coronary heart disease | A non-communicable disease where the coronary arteries become blocked with fatty deposits         |
| 7      | Repeatable             | When after repetition, under the same conditions by the same investigator, gives similar results. |
| 8      | Reproducible           | Similar results are obtained by different investigators with different equipment.                 |
| 9      | Apparatus              | The equipment used in a practical/investigation.  |
| 10     | Mean                   | Total of all the values divided by the number of values.  |

| Week 5 | Piece of Information           | Answer  |
|--------|--------------------------------|---|
| 1      | Hypothesis                     | An idea that explains how or why something happens.   |
| 2      | Power                          | The rate at which energy is transferred. Measured in Watts.                                       |
| 3      | Specific heat capacity         | The energy needed to raise the temperature of 1kg of a substance by 1°C                           |
| 4      | Work                           | When a force causes an object to move. Calculated by force x distance.                            |
| 5      | Reactants                      | Used up in the reaction.  |
| 6      | Mass number                    | The mass of the atom. The sum of the protons and neutrons in the nucleus.                         |
| 7      | Elastic potential energy store | The energy stored in a stretched/compressed object. Calculated using the equation $E_e = 1/2ke^2$ |
| 8      | Group 7                        | A group on the periodic table whose elements include chlorine, bromine and iodine.                |
| 9      | Ion                            | An electrically charged particle containing different numbers of protons and electrons.           |
| 10     | Electron                       | Orbits the nucleus of the atom. It has a negative charge and negligible mass.                     |

| Week 6 | 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      | Diploid              | A cell containing two complete sets of chromosomes, one from each parent.                 |
| 4      | Meristem             | Area of a plant in which rapid cell division occurs, normally the tip of a root or shoot. |
| 5      | Water potential      | The measure of how much water a solution contains.  |
| 6      | Dissipate            | When energy is not transferred to useful energy stores, and is lost.                      |
| 7      | Element              | A substance containing only one type of atom.   |
| 8      | Dependent variable   | A factor that we measure.   |
| 9      | Stem cell            | Cells that have not undergone differentiation.  |
| 10     | Efficiency           | A way of expressing the proportion of energy that is usefully transferred.                |
|        |                      |   |

| Week 7 | Piece of Information                 | Answer   |
|--------|--------------------------------------|--|
| 1      | Atom                                 | The smallest part of an element.   |
| 2      | Proton                               | Found inside the nucleus of an atom. It has a positive charge and a mass of 1.         |
| 3      | Mitosis                              | Cell replication that produces two identical copies of a diploid cell.                 |
| 4      | Mixture                              | Multiple compounds or elements mixed together but not chemically joined.               |
| 5      | Gravitational potential energy store | The energy stored in an object at height. Calculated using the equation $E_p = mgh$    |
| 6      | Products                             | The substances produced in a chemical reaction.  |
| 7      | Compound                             | A substance made from different elements chemically bonded together.                   |
| 8      | Kinetic energy store                 | The energy stored by a moving object. It can be calculated with $KE = \frac{1}{2}mv^2$ |
| 9      | Independent variable                 | A factor that we change.   |
| 10     | Group 1                              | A group on the periodic table whose elements include lithium, sodium and potassium.    |

| Week 8 | Piece of Information           | Answer  |
|--------|--------------------------------|---|
| 1      | Mass number                    | The mass of the atom. The sum of the protons and neutrons in the nucleus.                                 |
| 2      | Elastic potential energy store | The energy stored in a stretched/compressed object. Calculated using the equation $E_e = \frac{1}{2}ke^2$ |
| 3      | Group 7                        | A group on the periodic table whose elements include chlorine, bromine and iodine.                        |
| 4      | Ion                            | An electrically charged particle containing different numbers of protons and electrons.                   |
| 5      | Electron                       | Orbits the nucleus of the atom. It has a negative charge and negligible mass.                             |
| 6      | Control variable               | A factor that we keep the same.   |
| 7      | Evolution                      | The process by which living organisms gradually change over time.   |
| 8      | Atomic number                  | The number of protons in an atom.   |
| 9      | Natural selection              | The process by which a species changes over time in response to changes in the environment.               |
| 10     | Neutron                        | Found inside the nucleus of an atom. It has no charge and a mass of 1.                                    |

| Week 9 | Piece of Information   | Answer  |
|--------|------------------------|---|
| 1      | Hypothesis             | An idea that explains how or why something happens.                                       |
| 2      | Power                  | The rate at which energy is transferred. Measured in Watts.                               |
| 3      | Specific heat capacity | The energy needed to raise the temperature of 1kg of a substance by 1°C                   |
| 4      | Work                   | When a force causes an object to move. Calculated by force x distance.                    |
| 5      | Reactants              | Used up in the reaction.  |
| 6      | Prokaryotic            | Cells that do not contain a nucleus e.g. Bacteria   |
| 7      | Mitochondria           | A subcellular organelle. The site of aerobic respiration occurs.                          |
| 8      | Diploid                | A cell containing two complete sets of chromosomes, one from each parent.                 |
| 9      | Meristem               | Area of a plant in which rapid cell division occurs, normally the tip of a root or shoot. |
| 10     | Water potential        | The measure of how much water a solution contains.  |

| Week 10 | Piece of Information                 | Answer  |
|---------|--------------------------------------|---|
| 1       | Atom                                 | The smallest part of an element.  |
| 2       | Proton                               | Found inside the nucleus of an atom. It has a positive charge and a mass of 1.                    |
| 3       | Mitosis                              | Cell replication that produces two identical copies of a diploid cell.                            |
| 4       | Mixture                              | Multiple compounds or elements mixed together but not chemically joined.                          |
| 5       | Gravitational potential energy store | The energy stored in an object at height. Calculated using the equation $E_p = mgh$               |
| 6       | Mass number                          | The mass of the atom. The sum of the protons and neutrons in the nucleus.                         |
| 7       | Elastic potential energy store       | The energy stored in a stretched/compressed object. Calculated using the equation $E_e = 1/2ke^2$ |
| 8       | Group 7                              | A group on the periodic table whose elements include chlorine, bromine and iodine.                |
| 9       | Ion                                  | An electrically charged particle containing different numbers of protons and electrons.           |
| 10      | Electron                             | Orbits the nucleus of the atom. It has a negative charge and negligible mass.                     |

## Spanish Knowledge Organiser - Tuesdays

| Week 1<br>12/12/22 | Piece of Information                                | Answer  |
|--------------------|---|---|
| 1                  | mi familia <b>hay</b> seis personas                 | my family <b>there are</b> six people                         |
| 2                  | mi padre, mi madrastra, y mi hermano menor          | dad, my step-mum and my little brother                        |
| 3                  | mi hermano <b>tiene</b> el <u>pelo</u> rojo y pecas | my brother <b>has</b> red, long <u>hair</u> and freckles      |
| 4                  | mi abuelo <b>lleva</b> gafas y una barba gris       | my grandfather <b>wears</b> glasses and (has) a grey beard    |
| 5                  | mi hermana <b>es</b> ambiciosa                      | my sister <b>says</b> that my half-sister <b>is</b> ambitious |
| 6                  | estudiamos muy bien                                 | we study very well  |
| 7                  | mi madre <b>me peleo</b> con mi padre a veces       | my mother <b>argues</b> with my dad sometimes                 |
| 8                  | mi abuela <b>me parece</b> que <b>es</b> terca      | my grandmother <b>finds</b> that <b>she is</b> stubborn       |

|    |                               |                                      |
|----|-------------------------------|--------------------------------------|
| 9  | que mi tía es <i>bastante</i> | that my Aunt is <u>quite</u> kind    |
| 10 | porque mi tío es muy<br>cado  | because my uncle is very <i>rude</i> |

| Week 2<br>02/01/23 | Piece of Information                       | Answer                                     |
|--------------------|--|--|
| 1                  | de vez en cuando                           | from time to time                          |
| 2                  | <b>me enfado</b> con mi mejor<br>amigo     | <b>I get angry</b> with my best friend     |
| 3                  | porque me <i>molesta</i>                   | because he/she <i>annoys</i> me            |
| 4                  | A veces                                    | Sometimes                                  |
| 5                  | <b>Me divierto</b>                         | <b>I have a good time</b>                  |
| 6                  | con <u>mi hermana mayor</u>                | with <u>my older sister</u>                |
| 7                  | <i>siempre</i> me hace <b>reír</b>         | he/she <i>always</i> makes me <b>laugh</b> |
| 8                  | ¿ <b>Te llevas</b> bien con tu<br>familia? | <b>Do you get on</b> with your family?     |
| 9                  | mi amigo y yo                              | my friend and I                            |
| 10                 | <b>nos llevamos</b> superbién              | <b>we get on</b> super well                |

| Week 3<br>09/01/23 | Piece of Information  | Answer  |
|--------------------|---|---|
| 1                  | una película  | that I <b>watched</b> a film                                |
| 2                  | ¡fascinante!  | fascinating!  |
| 3                  | Ir al cine  | <b>to go</b> to the cinema                                  |
| 4                  | porque es demasiado caro                                      | because <b>it is</b> too expensive                          |
| 5                  | cuando sea mayor <b>quisiera</b>                              | when I am older, <b>I would like to use</b>                 |
| 6                  | mi familia <b>there are</b> six people                        | my family <b>hay</b> seis personas                          |
| 7                  | mi madre, mi step-mum and my<br>brother                       | my mother, mi madrasta, y mi hermano menor                  |
| 8                  | mi hermano <b>has</b> red, long <u>hair</u> and<br>green eyes | my brother <b>tiene</b> el <u>pelo</u> rojo y largo y pecas |

|    |   |   |
|----|---|---|
| 9  | <b>wears</b> glasses and (has) a beard      | <b>lleva</b> gafas y una barba gris     |
| 10 | <b>say</b> that my half-sister is ambitious | le mi media hermana <b>es</b> ambiciosa |

| Week 4<br>16/01/23 | Piece of Information                         | Answer  |
|--------------------|--|---|
| 1                  | <b>hacer</b> deportes                        | <b>hago</b> / <b>tengo</b> deportes           |
| 2                  | once a week                                  | una vez a semana                              |
| 3                  | school                                       | el colegio                                    |
| 4                  | sport <b>is</b> like a drug                  | el deporte <b>es</b> como una droga           |
| 5                  | I <b>play</b> tennis for (since) three weeks | he/juego <b>tenis</b> desde hace tres semanas |
| 6                  | <b>play</b> very well                        | <b>juego</b> muy bien                         |
| 7                  | every time I <b>argue</b> with my mother     | cada vez que <b>me peleo</b> con mi madre     |
| 8                  | she <b>looks</b> like she is a teacher       | parece que <b>es</b> profesora                |
| 9                  | my Aunt is <u>quite</u> kind                 | mi tía es <i>bastante</i> amable              |
| 10                 | my uncle is very <i>rude</i>                 | mi tío es muy <i>maleducado</i>               |

| Week 5<br>23/01/23 | Piece of Information                       | Answer                                 |
|--------------------|--|--|
| 1                  | to the cinema                              | <b>voy</b> al cine                     |
| 2                  | with my friends                            | con mis amigos                         |
| 3                  | it <b>is going to be</b> awesome           | <b>va a ser</b> estupendo              |
| 4                  | <b>we are going to</b> eat in a restaurant | <b>vamos a comer</b> en un restaurante |
| 5                  | <b>wait!</b>                               | <b>¡espera!</b>                        |
| 6                  | when                                       | cuando                                 |
| 7                  | with my best friend                        | con mi mejor amigo                     |
| 8                  | he/she <i>annoys</i> me                    | me <i>molesta</i>                      |

|    |           |      |
|----|-----------|------|
| 9  | nes       |      |
| 10 | good time | erto |

| Week 6<br>30/01/23 | Piece of Information                           | Answer   |
|--------------------|--|--|
| 1                  | un buen amigo <b>es</b>                        | a good friend <b>is</b> funny                          |
| 2                  | n que <b>te acepta</b> como                    | neone who <b>accepts you</b> as <b>you are</b>         |
| 3                  | a mi mejor amigo, Clara,<br><b>cuatro</b> años | y best friend, Clara, four years <b>ago</b>            |
| 4                  | gran persona y nunca <b>me</b>                 | great person and <b>she</b> never <b>criticises me</b> |
| 5                  | <b>nos</b> cada día por<br>pp                  | t every day on WhatsApp                                |
| 6                  | <b>older sister</b>                            | <b>hermana mayor</b>                                   |
| 7                  | <b>always</b> makes me <b>laugh</b>            | me hace <b>reír</b>                                    |
| 8                  | <b>get on</b> with your family?                | <b>vas bien</b> con tu familia?                        |
| 9                  | d and I  | o y yo   |
| 10                 | <b>on</b> super well                           | <b>ramos</b> superbién                                 |

| Week 7<br>06/02/23 | Piece of Information                    | Answer   |
|--------------------|---|--|
| 1                  | <b>era</b> más joven <b>jugaba</b> al   | <b>was</b> younger, and <b>I used to play</b> football     |
| 2                  | artes marciales                         | <b>used to do</b> martial arts                             |
| 3                  | <b>no</b> tengo tiempo                  | <b>don't have</b> time                                     |
| 4                  | <b>tan</b> muchos tipos de<br>diversión | s of types of entertainment                                |
| 5                  | que más <b>me gusta</b> es <b>ver</b>   | t <b>I like</b> the most <b>is to watch/watching</b> telly |
| 6                  | ay <b>I watched</b> a film              | una película   |
| 7                  | ascinating!                             | ascinante!   |
| 8                  | <b>to go</b> to the cinema              | <b>to go</b> al cine                                       |
| 9                  | <b>it is</b> too expensive              | argo <b>es</b> demasiado caro                              |

|    |                           |                             |
|----|---------------------------|-----------------------------|
| 10 | am older, I would like to | sea mayor quisiera utilizar |
|----|---------------------------|-----------------------------|

| Week 8<br>13/02/23 | Piece of Information                             | Answer  |
|--------------------|--|---|
| 1                  | os Instagram para <b>subir</b>                   | <b>use</b> Instagram (in order) <b>to upload</b> photos               |
| 2                  | ocial que más <b>me gusta es</b><br>pp           | al <u>network</u> site that I <b>like</b> the most <b>is</b> WhatsApp |
| 3                  | <b>es</b> que todos mis amigos                   | d thing <b>is</b> that all of my friends <b>use it</b>                |
| 4                  | argo, <b>leer</b> en formato                     | r, <b>reading (to read)</b> in a digital format                       |
| 5                  | mucho menos y <b>protege</b> el                  | lot less and <b>protects</b> the planet                               |
| 6                  | y/ <b>tend to do</b> sports                      | <b>on</b> very well   |
| 7                  | nes a week                                       | e to time I <b>argue</b> with my mum                                  |
| 8                  | hool   | e I <b>find</b> that <b>she is</b> stubborn                           |
| 9                  | sport <b>is</b> like a drug                      | hat my Aunt is <u>quite</u> kind                                      |
| 10                 | <b>played (I play)</b> tennis for<br>three weeks | r my uncle is very <i>rude</i>  |

| Week 9<br>20/02/23 | Piece of Information                    | Answer   |
|--------------------|---|--|
| 1                  | <b>ing to go</b> to the cinema          | al cine  |
| 2                  | with my friends                         | mis amigos                                     |
| 3                  | hat it <b>is going to be</b><br>e       | e <b>va a ser estupendo</b>                    |
| 4                  | r <b>we are going to eat</b> in a<br>nt | és <b>vamos a comer</b> en un restaurante      |
| 5                  | <b>wait!</b>                            | <b>do esperar!</b>                             |
| 6                  | a good friend <b>is</b> funny           | un buen amigo <b>es</b> gracioso               |
| 7                  | neone who <b>accepts you</b> as         | n que <u>te</u> <b>acepta</b> como <b>eres</b> |

|    |                                       |  |
|----|---------------------------------------|--|
| 8  | my best friend, Clara, four years ago | a mi mejor amigo, Clara, <u>hace cuatro</u> años |
| 9  | a great person and she criticises me  | gran persona y nunca <u>me critica</u>           |
| 10 | every day on WhatsApp                 | <b>nos</b> cada día por WhatsApp                 |

| Week 10<br>27/02/23 | Piece of Information                                  | Answer   |
|---------------------|---|--|
| 1                   | was younger, and I used to play football              | era más joven <b>jugaba</b> al fútbol                      |
| 2                   | used to do martial arts                               | artes marciales  |
| 3                   | don't have time                                       | <b>no</b> tengo tiempo                                     |
| 4                   | lots of types of entertainment                        | <b>tan</b> muchos tipos de entretenimiento                 |
| 5                   | what I like the most is to watch telly                | lo que más <b>me gusta es ver</b> la tele                  |
| 6                   | use Instagram (in order) to upload photos             | <b>uso</b> Instagram para <b>subir</b> fotos               |
| 7                   | the most popular network site that I like is WhatsApp | la red social que más <b>me gusta es</b> WhatsApp          |
| 8                   | the most used thing is that all of my friends use it  | lo más <b>usado es</b> que todos mis amigos la <b>usan</b> |
| 9                   | prefer reading (to read) in a digital format          | prefiero <b>leer</b> en formato digital                    |
| 10                  | uses a lot less and protects the environment          | usa mucho menos y <b>protege</b> el planeta                |

# Design and Technology Knowledge Organiser - Tuesdays

| Week 1 | Piece of Information        | Answer   |
|--------|-----------------------------|--|
| 1      | Data sheets                 | Information sources which display a range of typical engineering information, such as feed rates for cutting various materials, tapping drill sizes, thread details and finishing detail, etc.   |
| 2      | Detail views                | These are views that focus on a particular part of an engineering drawing, often used to enlarge complex parts of a design or engineering drawing.   |
| 3      | Engineering Drawing         | For the purpose of this qualification, engineering drawings are the drawings that are issued to learners in the Unit 1 controlled assessment brief that will enable them to accurately manufacture the required product from the given brief and specification. Learners are also required to produce their own engineering drawings as a part of their response for the controlled assessment brief for Unit 2. |
| 4      | Isometric drawing           | A measured three-dimensional view or representation of a part or product. They are constructed using 30° (or 30°/60°) grids.   |
| 5      | Job sheets                  | Specific instructions that explain the task/job to be done. These are completed after the work is complete and the sheets are updated based on the work undertaken.  |
| 6      | Manufacturing specification | Contains all the information that is needed to make the product. It describes the stages of manufacture and the materials needed, using flowcharts, diagrams, notes and samples.   |
| 7      | Material stock sizes        | These are the sizes that materials are generally sold in from a supplier. They form the starting point of where components or parts are manufactured from in the workshop  |
| 8      | Orthographic projection     | This is the standard set of views used in an engineering drawing to display sizes and details about a product. Typically, views would include a front, end (side, sometimes left and right) and a plan (top) elevation (or views).   |
| 9      | Planning documentation      | A series of documents provided to an engineer to assist in the designing or manufacturing of a product.  |
| 10     | Risk assessment             | A document that focuses on the potential for accidents and harm and puts into place mitigations to prevent accidents and unsafe working practices, based on the severity of risk.  |

| Week 2 | Piece of Information | Answer  |
|--------|----------------------|---|
| 1      | Sectional view       | These are detailed drawings showing a 'cut through' of a product or component. It allows details of items such as gaskets, seals and springs to |

|    |                        |   |
|----|------------------------|---|
|    |                        | be clearly shown.   |
| 2  | Third angle projection | These are the standard conventions used in laying out an engineering drawing (see orthographic drawing) as laid out under British standards (BS 8888).  |
| 3  | Title block            | Should be present on all engineering drawings and should give additional information about what is on the sheet. They include details such as plan number, number of sheets, sheet title, dates and names of who created and checked the sheet and when, in what scale the drawing is, tolerances, etc. Title blocks can also give information on materials, finishes, etc. |
| 4  | Tolerance              | This is the maximum and minimum (+/-) allowance that a manufactured part/component can be off from the stated size on a drawing   |
| 5  | Anthropometrics        | Designers and Engineers use anthropometric data to help make sure a product will be comfortable for the user.   |
| 6  | BS8888 Conventions     | BS 8888 is the UK's national framework standard for engineering drawings  |
| 7  | CAD Visuals            | These are printed or digital outcomes which show a pictorial representation of the final engineering solution.  |
| 8  | Datum Points           | Any reference point of known or assumed coordinates from which calculation or measurements may be taken.  |
| 9  | Ergonomics             | A branch of science that aims to learn about human abilities and limitations, and then apply this learning to improve people's interaction with products, systems and environments.   |
| 10 | Isometric View         | A measured three-dimensional view or representation of a part or product. They are constructed using 30° (or 30°/60°) grids.  |

| Week 3 | Piece of Information        | Answer   |
|--------|-----------------------------|--|
| 1      | Manufacturing specification | A set of instructions which list key manufacturing steps or information such as tolerances, finishes etc.  |
| 2      | OHM's law                   | A formula used to calculate the relationship between voltage, current and resistance in an electrical circuit.   |
| 3      | Operational parameters      | Parameters that are applied during manufacture which may then be fed back about operations during the production stages to improve quality or productivity.  |
| 4      | Orthographic View           | This is the standard set of views used in an engineering drawing to display sizes and details about a product. Typically, views would include a front, end (side, sometimes left and right) and a plan (top) elevation (or views). |
| 5      | Testing                     | This can include visual models of proposed modifications to the design.  |
| 6      | Data sheets                 | Information sources which display a range of typical engineering information, such as feed rates for cutting various materials, tapping drill sizes, thread details and finishing detail, etc.                                     |
| 7      | Detail views                | These are views that focus on a particular part of an engineering drawing,   |

|    |                     |  |
|----|---------------------|--|
|    |                     | often used to enlarge complex parts of a design or engineering drawing.  |
| 8  | Engineering Drawing | For the purpose of this qualification, engineering drawings are the drawings that are issued to learners in the Unit 1 controlled assessment brief that will enable them to accurately manufacture the required product from the given brief and specification. Learners are also required to produce their own engineering drawings as a part of their response for the controlled assessment brief for Unit 2. |
| 9  | Isometric drawing   | A measured three-dimensional view or representation of a part or product. They are constructed using 30° (or 30°/60°) grids.   |
| 10 | Job sheets          | Specific instructions that explain the task/job to be done. These are completed after the work is complete and the sheets are updated based on the work undertaken.  |

| Week 4 | Piece of Information                    | Answer   |
|--------|---|--|
| 1      | Destructive and non-destructive testing | A range of methods used to test individual parts or complete products to determine performance or material behaviour.  |
| 2      | Electronic Design                       | The design and development of electronic systems such as printed circuit boards (PCB's) and integrated circuits in products etc.   |
| 3      | Mechanical Advantage                    | The advantage gained by using a mechanism in transmitting force such as a cantilever to raise heavy objects.   |
| 4      | Mechanical Design                       | The design of components and systems of a mechanical nature such as machines, products and instruments.  |
| 5      | Smart Technologies                      | Materials that have properties which allow them to change reversibly depending on their environment or physical stimulus.  |
| 6      | Manufacturing specification             | Contains all the information that is needed to make the product. It describes the stages of manufacture and the materials needed, using flowcharts, diagrams, notes and samples.   |
| 7      | Material stock sizes                    | These are the sizes that materials are generally sold in from a supplier. They form the starting point of where components or parts are manufactured from in the workshop  |
| 8      | Orthographic projection                 | This is the standard set of views used in an engineering drawing to display sizes and details about a product. Typically, views would include a front, end (side, sometimes left and right) and a plan (top) elevation (or views). |
| 9      | Planning documentation                  | A series of documents provided to an engineer to assist in the designing or manufacturing of a product.  |
| 10     | Risk assessment                         | A document that focuses on the potential for accidents and harm and puts into place mitigations to prevent accidents and unsafe working practices, based on the severity of risk.  |

| Week 5 | Piece of Information | Answer |
|--------|----------------------|--------|
|--------|----------------------|--------|

|    |                        |   |
|----|------------------------|---|
| 1  | Structural Design      | The design of structural elements in buildings and products. Structural design focuses on strength and rigidity and involves the use of science and mathematics to calculate outcomes.  |
| 2  | Sustainable Materials  | Materials which have a relatively positive impact on both communities and the environment that are used to build products, services and buildings.  |
| 3  | Velocity Ratio         | A ratio of the distance that the effort must move and the distance that the load moves.   |
| 4  | Tensile strength       | The ability of a material to resist elongating or breaking when stretched.<br>Compressive strength –The capacity of a material to withstand loads without deforming.  |
| 5  | Hardness               | The ability of a material to resist deforming when impacted   |
| 6  | Sectional view         | These are detailed drawings showing a 'cut through' of a product or component. It allows details of items such as gaskets, seals and springs to be clearly shown.   |
| 7  | Third angle projection | These are the standard conventions used in laying out an engineering drawing (see orthographic drawing) as laid out under British standards (BS 8888).  |
| 8  | Title block            | Should be present on all engineering drawings and should give additional information about what is on the sheet. They include details such as plan number, number of sheets, sheet title, dates and names of who created and checked the sheet and when, in what scale the drawing is, tolerances, etc. Title blocks can also give information on materials, finishes, etc. |
| 9  | Tolerance              | This is the maximum and minimum (+/-) allowance that a manufactured part/component can be off from the stated size on a drawing   |
| 10 | Anthropometrics        | Designers and Engineers use anthropometric data to help make sure a product will be comfortable for the user.   |

| Week 6 | Piece of Information | Answer   |
|--------|----------------------|--|
| 1      | Design summary       | A brief statement or account of the main points of something   |
| 2      | perspective          | The art of representing three-dimensional objects on a two-dimensional surface to give the right impression of their height, width, depth, and position in relation to each other. |
| 3      | Accuracy             | All components need to be accurate in manufacture as all components need to fit together.  |
| 4      | annotation           | labelling and explaining a drawing   |
| 5      | injection moulding   | Injection moulding is a manufacturing process for producing parts by injecting molten material into a mould, or mold   |
| 6      | BS8888 Conventions   | BS 8888 is the UK's national framework standard for engineering drawings   |
| 7      | CAD Visuals          | These are printed or digital outcomes which show a pictorial representation of the final engineering solution.   |

|    |                |   |
|----|----------------|---|
| 8  | Datum Points   | Any reference point of known or assumed coordinates from which calculation or measurements may be taken.  |
| 9  | Ergonomics     | A branch of science that aims to learn about human abilities and limitations, and then apply this learning to improve people's interaction with products, systems and environments. |
| 10 | Isometric View | A measured three-dimensional view or representation of a part or product. They are constructed using 30° (or 30°/60°) grids.  |

| Week 7 |                                |  |
|--------|--------------------------------|--|
|        | Piece of Information           | Answer   |
| 1      | error proofing                 | Error Proofing is ensuring that the product cannot be assembled or used in an incorrect way  |
| 2      | co-operative business          | A business that is owned and managed by its workers  |
| 3      | crowdfunding                   | A way of raising money from large numbers of people to launch a new design is called?  |
| 4      | isometric                      | The drawing technique uses vertical lines and 30 degree angles   |
| 5      | Just in Time (JIT) manufacture | The production technique manufactures parts just before they are needed  |
| 6      | Manufacturing specification    | A set of instructions which list key manufacturing steps or information such as tolerances, finishes etc.  |
| 7      | OHM's law                      | A formula used to calculate the relationship between voltage, current and resistance in an electrical circuit.   |
| 8      | Operational parameters         | Parameters that are applied during manufacture which may then be fed back about operations during the production stages to improve quality or productivity.  |
| 9      | Orthographic View              | This is the standard set of views used in an engineering drawing to display sizes and details about a product. Typically, views would include a front, end (side, sometimes left and right) and a plan (top) elevation (or views). |
| 10     | Testing                        | This can include visual models of proposed modifications to the design.  |

| Week 8 |                      |   |
|--------|----------------------|---|
|        | Piece of Information | Answer  |
| 1      | presentation         | the word used to describe the quality of showing and demonstrating your work                                      |
| 2      | Thermoplastic –      | plastics that soften when heated, harden when cooled, and then can be heated and softened many times              |
| 3      | Thermosets –         | plastics that, after being heated and softened during manufacture, cannot be changed or softened by heating again |
| 4      | Strip Heater         | This is an electrically operated heating element that allows the user to heat                                     |

|    |                     |  |
|----|---------------------|--|
|    |                     | small areas of thermo plastics for reshaping   |
| 5  | Specification       | A specification often refers to a set of documented requirements to be satisfied by a material, design, product, or service.   |
| 6  | Data sheets         | Information sources which display a range of typical engineering information, such as feed rates for cutting various materials, tapping drill sizes, thread details and finishing detail, etc.   |
| 7  | Detail views        | These are views that focus on a particular part of an engineering drawing, often used to enlarge complex parts of a design or engineering drawing.   |
| 8  | Engineering Drawing | For the purpose of this qualification, engineering drawings are the drawings that are issued to learners in the Unit 1 controlled assessment brief that will enable them to accurately manufacture the required product from the given brief and specification. Learners are also required to produce their own engineering drawings as a part of their response for the controlled assessment brief for Unit 2. |
| 9  | Isometric drawing   | A measured three-dimensional view or representation of a part or product. They are constructed using 30° (or 30°/60°) grids.   |
| 10 | Job sheets          | Specific instructions that explain the task/job to be done. These are completed after the work is complete and the sheets are updated based on the work undertaken.  |

| Week 9 | Piece of Information                    | Answer   |
|--------|---|--|
| 1      | Tenon saw                               | A small saw with a strong brass or steel back for precise work, used to cut wood.  |
| 2      | File                                    | A file is a tool used to remove fine amounts of material from a workpiece. It is common in woodworking, metalworking,            |
| 3      | Steel rule                              | A measuring tool where the numbers start at the end of the tool.   |
| 4      | Vice                                    | A clamp attached to the workbench used to hold materials in place.   |
| 5      | Work bench                              | a flat table or surface at which carpentry or other mechanical or practical work is done.  |
| 6      | Destructive and non-destructive testing | A range of methods used to test individual parts or complete products to determine performance or material behaviour.            |
| 7      | Electronic Design                       | The design and development of electronic systems such as printed circuit boards (PCB's) and integrated circuits in products etc. |
| 8      | Mechanical Advantage                    | The advantage gained by using a mechanism in transmitting force such as a cantilever to raise heavy objects.                     |
| 9      | Mechanical Design                       | The design of components and systems of a mechanical nature such as machines, products and instruments.                          |
| 10     | Smart Technologies                      | Materials that have properties which allow them to change reversibly depending on their environment or physical stimulus.        |

| Week 10 | Piece of Information        | Answer   |
|---------|-----------------------------|--|
| 1       | solution                    | a means of solving a problem or dealing with a difficult situation.  |
| 2       | progression                 | the process of developing or moving gradually towards a more advanced state.   |
| 3       | technique                   | a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.  |
| 4       | component                   | a part or element of a larger whole, especially a part of a machine or vehicle   |
| 5       | disassembly                 | take (something) to pieces.  |
| 6       | Manufacturing specification | Contains all the information that is needed to make the product. It describes the stages of manufacture and the materials needed, using flowcharts, diagrams, notes and samples.   |
| 7       | Material stock sizes        | These are the sizes that materials are generally sold in from a supplier. They form the starting point of where components or parts are manufactured from in the workshop  |
| 8       | Orthographic projection     | This is the standard set of views used in an engineering drawing to display sizes and details about a product. Typically, views would include a front, end (side, sometimes left and right) and a plan (top) elevation (or views). |
| 9       | Planning documentation      | A series of documents provided to an engineer to assist in the designing or manufacturing of a product.  |
| 10      | Risk assessment             | A document that focuses on the potential for accidents and harm and puts into place mitigations to prevent accidents and unsafe working practices, based on the severity of risk.  |

## English Knowledge Organiser - Wednesdays

| Week 1<br>12/12/22 | Piece of Information  | Answer   |
|--------------------|-----------------------|--|
| 1                  | Rhetoric              | The art of effective or persuasive speaking or writing.  |
| 2                  | Utilitarianism        | The most ethical choice is the one that holds the greatest good for the greatest number of people.                         |
| 3                  | Aristotle (384-322BC) | Greek philosopher who thought that the validity of an argument was determined by its structure rather than by its content. |

|    |               |   |
|----|---------------|---|
| 4  | Reiterate     | To say something a number of times.   |
| 5  | Proposal      | A plan or suggestion.   |
| 6  | Criticism     | Disapproval   |
| 7  | Review        | Evaluation of a 'thing' with explanation of what you thought of the aspects of it and who you would most likely recommend it to. Frequently uses hyperbole. |
| 8  | Slavery       | Abolished in the US in 1865.  |
| 9  | Jim Crow Laws | Twenty laws that required segregation between whites and blacks in America. (1866-1955)   |
| 10 | Ethos         | Creating a sense of the credibility of the speaker.   |

| Week 2<br>02/01/23 | Piece of Information            | Answer  |
|--------------------|---------------------------------|---|
| 1                  | William Wilberforce (1759-1833) | British politician who led the movement to abolish the slave trade. "You may choose to look the other way, but you can never say you did not know." |
| 2                  | Frederick Douglass (1818-1895)  | An African-American slave who became a human rights leader and abolitionist. The first black citizen to hold a high rank in the US government.      |
| 3                  | Logos                           | The use of logical and factual arguments.   |
| 4                  | Deontological Ethics            | The theory that the morality of an action can only be judged based on whether or not the action is right or wrong according to a set of rules.      |
| 5                  | Features of a Speech            | Directly addresses the audience with use of personal pronouns throughout. May start 'ladies and gentlemen' or similar.                              |
| 6                  | Precise                         | Exact and accurate.   |
| 7                  | Revolution                      | A very sharp change made to something. Usually connected to political power or organisation when the population revolts against the government.     |
| 8                  | Oppression                      | Prolonged cruel or unjust treatment or exercise of authority.   |
| 9                  | Inadequate                      | Not good enough.  |
| 10                 | Convey                          | To communicate a message, information or idea.  |

| Week 3<br>09/01/23 | Piece of Information        | Answer  |
|--------------------|-----------------------------|---|
| 1                  | Colloquial                  | Language used in ordinary and familiar conversations. Not formal.   |
| 2                  | <b>Features of a Report</b> | Needs a header to explain what the report is about and who it is written for. Must make use of sub-headings. First will be the rationale – why the report has been written. Next is the current situation/issues and then finally the recommendations. Reports are very formal. |
| 3                  | Emotive Language            | Word choices made to evoke an emotional response.   |
| 4                  | Personal pronouns           | I, you, he, she, it, we, they, me, him, her, us and them  |
| 5                  | Nelson Mandela (1918-2013)  | South-African anti-apartheid revolutionary who eventually became Prime Minister for South Africa.   |
| 6                  | Rhetoric                    | The art of effective or persuasive speaking or writing.   |
| 7                  | Utilitarianism              | The most ethical choice is the one that holds the greatest good for the greatest number of people.  |
| 8                  | Aristotle (384-322BC)       | Greek philosopher who thought that the validity of an argument was  |

|    |           |   |
|----|-----------|---|
|    |           | determined by its structure rather than by its content. |
| 9  | Reiterate | To say something a number of times.                     |
| 10 | Proposal  | A plan or suggestion.                                   |

| Week 4<br>16/01/23 | Piece of Information            | Answer  |
|--------------------|---------------------------------|---|
| 1                  | Courteous                       | Polite and respectful.  |
| 2                  | Facilities                      | Place, amenities or things that are provided for a particular purpose.  |
| 3                  | Harold Macmillan<br>(1894-1986) | Prime Minister of Britain from 1957-1963.   |
| 4                  | Negligible                      | Small and unimportant.  |
| 5                  | Blog                            | Tend to be quite formal. The blogger gives their views/ideas on a topic of their choice. They often support their ideas with references to other 'experts.' |
| 6                  | Criticism                       | Disapproval   |
| 7                  | Review                          | Evaluation of a 'thing' with explanation of what you thought of the aspects of it and who you would most likely recommend it to. Frequently uses hyperbole. |
| 8                  | Slavery                         | Abolished in the US in 1865.  |
| 9                  | Jim Crow Laws                   | Twenty laws that required segregation between whites and blacks in America. (1866-1955)   |
| 10                 | Ethos                           | Creating a sense of the credibility of the speaker.   |

| Week 5<br>23/01/23 | Piece of Information               | Answer  |
|--------------------|------------------------------------|---|
| 1                  | Statistics                         | Facts obtained from analysing information expressed in numbers. E.g. The students' scores increased by 24%.   |
| 2                  | Rhetorical Question                | A question for which the questioner does not require an answer. Usually intended to start a discourse or to show the speaker's opinion on a topic.  |
| 3                  | Martin Luther King                 | An American Baptist minister who was a leader of the civil rights movement in America. He was assassinated in 1968.                                 |
| 4                  | Recipient                          | Someone who receives something.   |
| 5                  | Concise                            | Giving a lot of information clearly and in a few words.   |
| 6                  | William Wilberforce<br>(1759-1833) | British politician who led the movement to abolish the slave trade. "You may choose to look the other way, but you can never say you did not know." |
| 7                  | Frederick Douglass<br>(1818-1895)  | An African-American slave who became a human rights leader and abolitionist. The first black citizen to hold a high rank in the US government.      |
| 8                  | Logos                              | The use of logical and factual arguments.   |
| 9                  | Deontological Ethics               | The theory that the morality of an action can only be judged based on whether or not the action is right or wrong according to a set of rules.      |
| 10                 | Features of a Speech               | Directly addresses the audience with use of personal pronouns throughout. May start 'ladies and gentlemen' or similar.                              |

| Week 6<br>30/01/23 | Piece of Information | Answer |
|--------------------|----------------------|--------|
|--------------------|----------------------|--------|

|    |                                |   |
|----|--------------------------------|---|
| 1  | Discourse markers              | A word or phrase that plays a role in managing the flow and structure of written and spoken communication e.g. meanwhile, above all, therefore.       |
| 2  | Audience                       | The people giving attention to something. Language and tone need to be adapted accordingly. E.g. Prime Minister - very formal, classmates - informal. |
| 3  | Emmeline Pankhurst (1858-1928) | A leading British women's right's activist who led the movement for the right for women to vote.  |
| 4  | Right to vote                  | Parliament (Qualification of Women) Act 1918. Receiving equal right as men to vote 1928 (Representation of the People Act).                           |
| 5  | Anecdote                       | A short amusing or interesting story about a real incident or person.   |
| 6  | Precise                        | Exact and accurate.   |
| 7  | Revolution                     | A very sharp change made to something. Usually connected to political power or organisation when the population revolts against the government.       |
| 8  | Oppression                     | Prolonged cruel or unjust treatment or exercise of authority.   |
| 9  | Inadequate                     | Not good enough.  |
| 10 | Convey                         | To communicate a message, information or idea.  |

|                    |                                    |   |
|--------------------|------------------------------------|---|
| Week 7<br>06/02/23 | Piece of Information               | Answer  |
| 1                  | Elizabeth Cady Stanton (1815-1902) | An American abolitionist and social activist who led the early women's rights movement.   |
| 2                  | Malala Yousafzai (1997-)           | Shot by the Taliban for being a girl who went to school. She is an activist for female education and the youngest person to be awarded the Nobel Prize.   |
| 3                  | Features of a letter               | Addresses, date, Dear Sir/Madam = Yours faithfully, Dear Mr Frost = Yours sincerely. Opening paragraph states your reasons for writing, middle section explores your points in detail, final paragraph states what you want to happen as a result of writing the letter.        |
| 4                  | Provocative statements             | Phrases designed to cause shock to engage reader/listener and emphasise points being made.  |
| 5                  | The rule of three                  | Writing technique that suggests that a group of three adjectives or examples is always stronger and more memorable than one.  |
| 6                  | Colloquial                         | Language used in ordinary and familiar conversations. Not formal.   |
| 7                  | <b>Features of a Report</b>        | Needs a header to explain what the report is about and who it is written for. Must make use of sub-headings. First will be the rationale – why the report has been written. Next is the current situation/issues and then finally the recommendations. Reports are very formal. |
| 8                  | Emotive Language                   | Word choices made to evoke an emotional response.   |
| 9                  | Personal pronouns                  | I, you, he, she, it, we, they, me, him, her, us and them  |
| 10                 | Nelson Mandela (1918-2013)         | South-African anti-apartheid revolutionary who eventually became Prime Minister for South Africa.   |

|                    |                      |  |
|--------------------|----------------------|--|
| Week 8<br>13/02/23 | Piece of Information | Answer   |
| 1                  | Apartheid            | Laws that segregated whites from blacks in South Africa (1948-1994)      |
| 2                  | Pathos               | The attempt to make the audience feel an emotional reaction to a speech. |

|    |                              |   |
|----|------------------------------|---|
| 3  | Insufficient                 | Not enough  |
| 4  | Elaborate                    | To develop or present something in further detail.  |
| 5  | Provision                    | Providing or supplying something.   |
| 6  | Courteous                    | Polite and respectful.  |
| 7  | Facilities                   | Place, amenities or things that are provided for a particular purpose.  |
| 8  | Harold Macmillan (1894-1986) | Prime Minister of Britain from 1957-1963.   |
| 9  | Negligible                   | Small and unimportant.  |
| 10 | Blog                         | Tend to be quite formal. The blogger gives their views/ideas on a topic of their choice. They often support their ideas with references to other 'experts.' |

| Week 9<br>20/02/23 | Piece of Information           | Answer  |
|--------------------|--------------------------------|---|
| 1                  | Statistics                     | Facts obtained from analysing information expressed in numbers. E.g. The students' scores increased by 24%.   |
| 2                  | Rhetorical Question            | A question for which the questioner does not require an answer. Usually intended to start a discourse or to show the speaker's opinion on a topic.    |
| 3                  | Martin Luther King             | An American Baptist minister who was a leader of the civil rights movement in America. He was assassinated in 1968.                                   |
| 4                  | Recipient                      | Someone who receives something.   |
| 5                  | Concise                        | Giving a lot of information clearly and in a few words.   |
| 6                  | Discourse markers              | A word or phrase that plays a role in managing the flow and structure of written and spoken communication e.g. meanwhile, above all, therefore.       |
| 7                  | Audience                       | The people giving attention to something. Language and tone need to be adapted accordingly. E.g. Prime Minister - very formal, classmates - informal. |
| 8                  | Emmeline Pankhurst (1858-1928) | A leading British women's right's activist who led the movement for the right for women to vote.  |
| 9                  | Right to vote                  | Parliament (Qualification of Women) Act 1918. Receiving equal right as men to vote 1928 (Representation of the People Act).                           |
| 10                 | Anecdote                       | A short amusing or interesting story about a real incident or person.   |

| Week 10<br>27/02/23 | Piece of Information               | Answer   |
|---------------------|------------------------------------|--|
| 1                   | Elizabeth Cady Stanton (1815-1902) | An American abolitionist and social activist who led the early women's rights movement.  |
| 2                   | Malala Yousafzai (1997-)           | Shot by the Taliban for being a girl who went to school. She is an activist for female education and the youngest person to be awarded the Nobel Prize.  |
| 3                   | Features of a letter               | Addresses, date, Dear Sir/Madam = Yours faithfully, Dear Mr Frost = Yours sincerely. Opening paragraph states your reasons for writing, middle section explores your points in detail, final paragraph states what you want to happen as a result of writing the letter. |
| 4                   | Provocative statements             | Phrases designed to cause shock to engage reader/listener and emphasise  |

|    |                   |  |
|----|-------------------|--|
|    |                   | points being made.   |
| 5  | The rule of three | Writing technique that suggests that a group of three adjectives or examples is always stronger and more memorable than one. |
| 6  | Apartheid         | Laws that segregated whites from blacks in South Africa (1948-1994)  |
| 7  | Pathos            | The attempt to make the audience feel an emotional reaction to a speech.   |
| 8  | Insufficient      | Not enough   |
| 9  | Elaborate         | To develop or present something in further detail.   |
| 10 | Provision         | Providing or supplying something.  |

## History Knowledge Organiser - Thursdays

| Week 1<br>12/12/22 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Women's roles        | This involved over 80% of women and included working in munitions factories, on farms and in the ARP teams.                   |
| 2                  | Pearl Harbour        | This was an American naval base that suffered a surprise attack by Japanese forces in 1941 and led to America joining WW2.    |
| 3                  | Air raid             | A bombing attack on a city, in Britain these were known as 'The Blitz'.   |
| 4                  | Battle of Britain    | Fought by the RAF and Royal Navy that prevented the German invasion of Britain.   |
| 5                  | The Homefront        | These were the people that stayed in a country and worked while the country's soldiers were fighting at war.                  |
| 6                  | Operation Barbarossa | This was the codename for the German invasion of Russia in 1941.  |
| 7                  | El Alamein           | This was a key battle in Egypt, North Africa that took place in 1942.   |
| 8                  | Stalingrad           | This is the name of a battle that started in 1942. It is known as one of the bloodiest battles in history.                    |
| 9                  | D Day                | This was the planned invasion of France by forces from America and the British Empire on 6th June 1944.                       |
| 10                 | VE Day               | This is the term used for when allied forces secured victory in Europe on the 8th May 1945, marking the end of WW2 in Europe. |

| Week 2<br>02/01/23 | Piece of Information   | Answer  |
|--------------------|------------------------|---|
| 1                  | Winston Churchill      | He was the British Prime Minister from 1940 to 1945 who oversaw the defeat of Germany during WW2.                                     |
| 2                  | Allies                 | This means to formally cooperate with another military for a common purpose.  |
| 3                  | Blitzkrieg             | This is the German military tactic of using rapid and overwhelming force.   |
| 4                  | Rationing              | This was introduced by the government to make sure there were enough supplies, this continued after the war as well for some time.    |
| 5                  | Luftwaffe              | The German air force created by Hitler in 1935 which was used to bomb British cities and fight against the Allies.                    |
| 6                  | Persecution            | Discriminating against somebody because of their ethnicity, religion, sexual orientation, or political beliefs.                       |
| 7                  | Aryan Race             | An idea supported by Hitler and the Nazi party that the people of northern and western Europe were superior people, or a master race. |
| 8                  | Kristallnacht          | The night of broken glass. November 1938, Nazi leaders encouraged Germans to destroy all Jewish shops, homes and synagogues.          |
| 9                  | The Wannsee Conference | A meeting between senior Nazi leaders which planned the 'Final Solution' to exterminate the Jews.                                     |
| 10                 | Concentration camp     | A place where large numbers of Jewish people, and members of other minority groups persecuted by the Nazis were held captive.         |

| Week 3<br>09/01/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Anti-Semitism        | This is when a person/organisation is hostile or prejudiced towards Jews.   |
| 2                  | Auschwitz            | The largest concentration camp and extermination centre, located in Poland. |

|    |                    |  |
|----|--------------------|--|
| 3  | Assimilation       | The process of a minority group or culture assuming the beliefs or values of the majority.                                   |
| 4  | Collaboration      | Traitorous cooperation with the enemy, for example working with the Nazis in occupied areas.                                 |
| 5  | Final solution     | Nazi plan to exterminate the Jews and other races in Europe. Generally thought to have begun in 1942.                        |
| 6  | Pearl Harbour      | This was an American naval base that suffered a surprise attack by Japanese forces in 1941 and led to America joining WW2.   |
| 7  | Stalingrad         | This is the name of a battle that started in 1942. It is known as one of the bloodiest battles in history.                   |
| 8  | Blitzkrieg         | This is the German military tactic of using rapid and overwhelming force.  |
| 9  | Concentration camp | A place where large numbers of Jewish people, and members of other minority groups persecuted by the Nazis were held captive |
| 10 | Women's roles      | This involved over 80% of women and included working in munitions factories, on farms and in the ARP teams.                  |

| Week 4<br>16/01/23 | Piece of Information   | Answer   |
|--------------------|------------------------|--|
| 1                  | Ghetto                 | This was an enclosed area in the city where Nazis forced the Jews to live after 1939.  |
| 2                  | Liquidation            | A Nazi euphemism for eliminating a ghetto and its inhabitants.   |
| 3                  | Occupied               | Countries controlled by Nazis during World War 2.  |
| 4                  | Synagogues             | Jewish religious buildings. They are a place of worship and cultural significance.   |
| 5                  | Yiddish                | The language spoken by European Jews, particularly those living in Central and Eastern Europe before the Holocaust.                |
| 6                  | The Wannsee Conference | A meeting between senior Nazi leaders which planned the 'Final Solution' to exterminate the Jews.                                  |
| 7                  | D Day                  | This was the planned invasion of France by forces from America and the British Empire on 6th June 1944.                            |
| 8                  | The Homefront          | These were the people that stayed in a country and worked while the country's soldiers were fighting at war.                       |
| 9                  | Rationing              | This was introduced by the government to make sure there were enough supplies, this continued after the war as well for some time. |
| 10                 | Persecution            | Discriminating against somebody because of their ethnicity, religion, sexual orientation, or political beliefs.                    |

| Week 5<br>23/01/23 | Piece of Information  | Answer   |
|--------------------|-----------------------|--|
| 1                  | Boycott               | This is when a person refuses to have dealings with a person, organisation, or refuse to use or buy a product. |
| 2                  | Congress              | In the USA, the federal law-making body, composed of the Senate and the House of Representatives.              |
| 3                  | Black power           | Revolutionary movement that occurred in the 1960s and 1970s. It emphasised racial pride.                       |
| 4                  | Great Migration       | The movement of 6 million African Americans out of the rural Southern United States to the urban Northeast.    |
| 5                  | Martin Luther King Jr | American Christian minister and activist who became the spokesperson and leader in the civil rights movement.  |
| 6                  | Assimilation          | The process of a minority group or culture assuming the beliefs or values of the majority.                     |
| 7                  | Final solution        | Nazi plan to exterminate the Jews and other races in Europe. Generally thought to have begun in 1942.          |

|    |                   |   |
|----|-------------------|---|
| 8  | Ghetto            | This was an enclosed area in the city where Nazis forced the Jews to live after 1939. |
| 9  | Battle of Britain | Fought by the RAF and Royal Navy that prevented the German invasion of Britain.       |
| 10 | Air raid          | A bombing attack on a city, in Britain these were known as 'The Blitz'.               |

| Week 6<br>30/01/23 | Piece of Information   | Answer   |
|--------------------|--|--|
| 1                  | Looting  | This is when people steal goods from people or shops, typically during a war or riot.                          |
| 2                  | NAACP<br>National Association for the Advancement of Coloured People | Interracial civil rights group that campaigned for educational, social and political equality.                 |
| 3                  | Race riot  | A public outbreak of violence due to racial tension.   |
| 4                  | SNCC<br>Student Nonviolent Coordinating Committee                    | A student civil rights organisation that used non-violent direct action against civic segregation.             |
| 5                  | Malcolm X  | African American Muslim minister and human rights activist during the civil rights movement.                   |
| 6                  | Martin Luther King Jr  | American Christian minister and activist who became the spokesperson and leader in the civil rights movement.  |
| 7                  | Boycott  | This is when a person refuses to have dealings with a person, organisation, or refuse to use or buy a product. |
| 8                  | Auschwitz  | The largest concentration camp and extermination centre, located in Poland.                                    |
| 9                  | Winston Churchill  | He was the British Prime Minister from 1940 to 1945 who oversaw the defeat of Germany during WW2.              |
| 10                 | Collaboration  | Traitorous cooperation with the enemy, for example working with the Nazis in occupied areas.                   |

| Week 7<br>06/02/23 | Piece of Information | Answer   |
|--------------------|----------------------|--|
| 1                  | Jim Crow Laws        | These laws were state and local laws that enforced racial segregation in the Southern United States.               |
| 2                  | Ku Klux Klan         | This was a White American group that used violence against Black Americans and other minority groups.              |
| 3                  | Disenfranchisement   | This is the state of being deprived of a right or privilege, especially the right to vote.                         |
| 4                  | Segregation          | This is the enforced separation of different racial groups in a country or community.                              |
| 5                  | White Supremacy      | This is the belief that white people are superior and other races are inferior.                                    |
| 6                  | Race riot            | A public outbreak of violence due to racial tension  |
| 7                  | Looting              | This is when people steal goods from people or shops, typically during a war or riot.                              |
| 8                  | Anti-Semitism        | This is when a person/organisation is hostile or prejudiced towards Jews.  |
| 9                  | Luftwaffe            | The German air force created by Hitler in 1935 which was used to bomb British cities and fight against the Allies. |
| 10                 | Black power          | Revolutionary movement that occurred in the 1960s and 1970s. It emphasised racial pride.                           |

| Week 8<br>13/02/23 | Piece of Information                                 | Answer   |
|--------------------|--|--|
| 1                  | Rosa Parks   | A civil rights advocate who refused to give up her seat to a white person on a segregated bus, this inspired a bus boycott.                |
| 2                  | Little Rock Crisis                                   | The President of the US sent troops in to make sure 9 black pupils could attend school after protest against new desegregated school laws. |
| 3                  | March on Washington                                  | In 1963, a quarter of a million people marched on Washington to protest against racial injustice.  |
| 4                  | Freedom Rides  | Civil rights activists travelled on buses between Washington and New Orleans, but they faced threats and violence.                         |
| 5                  | The Civil Rights Act                                 | This act banned segregation in schools, public places and in the workplace.  |
| 6                  | Stalingrad   | This is the name of a battle that started in 1942. It is known as one of the bloodiest battles in history.                                 |
| 7                  | D Day  | This was the planned invasion of France by forces from America and the British Empire on 6th June 1944.                                    |
| 8                  | SNCC<br>Student Nonviolent<br>Coordinating Committee | A student civil rights organisation that used non-violent direct action against civic segregation.   |
| 9                  | Pearl Harbour  | This was an American naval base that suffered a surprise attack by Japanese forces in 1941 and led to America joining WW2.                 |
| 10                 | Ghetto   | This was an enclosed area in the city where Nazis forced the Jews to live after 1939.  |

| Week 9<br>20/02/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Freedom Rides        | Civil rights activists travelled on buses between Washington and New Orleans, but they faced threats and violence.            |
| 2                  | Rosa Parks           | A civil rights advocate who refused to give up her seat to a white person on a segregated bus, this inspired a bus boycott.   |
| 3                  | Jim Crow Laws        | These laws were state and local laws that enforced racial segregation in the Southern United States.                          |
| 4                  | Segregation          | This is the enforced separation of different racial groups in a country or community.   |
| 5                  | Blitzkrieg           | This is the German military tactic of using rapid and overwhelming force.   |
| 6                  | Concentration camp   | A place where large numbers of Jewish people, and members of other minority groups persecuted by the Nazis were held captive. |
| 7                  | Women's roles        | This involved over 80% of women and included working in munitions factories, on farms and in the ARP teams.                   |
| 8                  | Luftwaffe            | The German air force created by Hitler in 1935 which was used to bomb British cities and fight against the Allies.            |
| 9                  | Persecution          | Discriminating against somebody because of their ethnicity, religion, sexual orientation, or political beliefs.               |
| 10                 | Synagogues           | Jewish religious buildings. They are a place of worship and cultural significance.  |

| Week 10<br>27/02/23 | Piece of Information   | Answer   |
|---------------------|--|--|
| 1                   | NAACP<br>National Association for<br>the Advancement of<br>Coloured People | Interracial civil rights group that campaigned for educational, social and political equality. |
| 2                   | Great Migration  | The movement of 6 million African Americans out of the rural Southern                          |

|    |                      |   |
|----|----------------------|---|
|    |                      | United States to the urban Northeast.   |
| 3  | Yiddish              | The language spoken by European Jews, particularly those living in Central and Eastern Europe before the Holocaust            |
| 4  | The Homefront        | This was the people that stayed in a country and worked while the country's soldiers were fighting at war.                    |
| 5  | Operation Barbarossa | This was the codename for the German invasion of Russia in 1941.  |
| 6  | Auschwitz            | The largest concentration camp and extermination centre, located in Poland.   |
| 7  | Winston Churchill    | He was the British Prime Minister from 1940 to 1945 who oversaw the defeat of Germany during WW2.                             |
| 8  | Congress             | In the USA, the federal law-making body, composed of the Senate and the House of Representatives.                             |
| 9  | Concentration camp   | A place where large numbers of Jewish people, and members of other minority groups persecuted by the Nazis were held captive. |
| 10 | The Civil Rights Act | This act banned segregation in schools, public places and in the workplace.   |

## Maths Knowledge Organiser - Thursdays

| Week 1<br>12/12/22 | Piece of Information      | Answer  |
|--------------------|---------------------------|---|
| 1                  | Perimeter                 | The distance all the way around the outside of a 2D shape.            |
| 2                  | Area                      | The number of unit squares that cover the surface of a closed figure. |
| 3                  | $A = \frac{1}{2}bh$       | Area of a triangle  |
| 4                  | $A = \frac{1}{2}(a + b)h$ | Area of a trapezium   |
| 5                  | Circumference             | The distance around a circle.   |
| 6                  | $C = \pi d$               | Circumference formula   |
| 7                  | $A = \pi r^2$             | Area of a circle formula  |
| 8                  | Arc                       | A portion of the circumference of a circle.                           |
| 9                  | Sector                    | A pie-shaped part of a circle.  |
| 10                 | Surface area              | The total area of the surface of a three-dimensional object.          |

| Week 2<br>02/01/23 | Piece of Information                  | Answer   |
|--------------------|---------------------------------------|--|
| 1                  | Volume                                | The number of unit cubes that fills a 3-D shape.       |
| 2                  | Area of the cross-section<br>X length | Volume of a prism                                      |
| 3                  | Congruent                             | Exactly the same size and shape.                       |
| 4                  | SAS                                   | Side Angle Side condition for congruency of triangles. |
| 5                  | SSS                                   | Side Side Side condition for congruency of triangles.  |

|    |                      |  |
|----|----------------------|--|
| 6  | ASA                  | Angle Side Angle condition for congruency of triangles.  |
| 7  | RHS                  | Right angle Hypotenuse Side condition for congruency of triangles.                                     |
| 8  | Parallel             | Two lines that are the same distance apart.  |
| 9  | Corresponding angles | Equal angles on the same side of a transversal and in the same position relative to lines intersected. |
| 10 | Alternate angles     | Equal angles on opposite sides of a transversal.   |

| Week 3<br>09/01/23 | Piece of Information        | Answer  |
|--------------------|-----------------------------|---|
| 1                  | Co-interior                 | Angles that lie between two parallel lines and on the same side of a transversal. They sum to 180°. |
| 2                  | Sum of angles in a triangle | 180°.   |
| 3                  | Interior angle              | The inside angle between two sides of a polygon.  |
| 4                  | Exterior angle              | An angle created outside a polygon by extending one side.   |
| 5                  | Polygon                     | A closed shape with three or more straight sides.   |
| 6                  | Regular polygon             | A polygon with all sides the same length and all angles equal.                                      |
| 7                  | Perimeter                   | The distance all the way around the outside of a 2D shape.  |
| 8                  | Area                        | The number of unit squares that cover the surface of a closed figure.                               |
| 9                  | $A = \frac{1}{2}bh$         | Area of a triangle  |
| 10                 | $A = \frac{1}{2}(a + b)h$   | Area of a trapezium   |

| Week 4<br>16/01/23 | Piece of Information | Answer   |
|--------------------|----------------------|--|
| 1                  | Tessellate           | To "tile" a surface with shapes so that there are no gaps and no overlaps. |
| 2                  | Quadrilateral        | A four sided polygon.  |
| 3                  | Pentagon             | A five sided polygon.  |
| 4                  | Hexagon              | A six sided polygon.   |
| 5                  | Octagon              | An eight sided polygon.  |
| 6                  | $C = \pi d$          | Circumference formula  |
| 7                  | $A = \pi r^2$        | Area of a circle formula   |
| 8                  | Arc                  | A portion of the circumference of a circle.                                |
| 9                  | Sector               | A pie-shaped part of a circle.   |
| 10                 | Surface area         | The total area of the surface of a three-dimensional object.               |

| Week 5<br>23/01/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | $c^2 = a^2 + b^2$    | Pythagoras' Theorem   |
| 2                  | Hypotenuse           | The side opposite the right angle for a right angle triangle. |

|    |  |  |
|----|--|--|
| 3  | Opposite side  | The side opposite the indicated angle in a right angle triangle. |
| 4  | Adjacent side  | The side next to the indicated angle in a right angle triangle.  |
| 5  | $\sin(\theta) = \frac{\textit{opposite}}{\textit{hypotenuse}}$ | Sine ratio   |
| 6  | Volume   | The number of unit cubes that fills a 3-D shape.                 |
| 7  | Area of the cross-section<br>X length                          | Volume of a prism  |
| 8  | Congruent  | Exactly the same size and shape.                                 |
| 9  | SAS  | Side Angle Side condition for congruency of triangles.           |
| 10 | SSS  | Side Side Side condition for congruency of triangles.            |

| Week 6<br>30/01/23 | Piece of Information   | Answer   |
|--------------------|--|--|
| 1                  | $\cos(\theta) = \frac{\textit{adjacent}}{\textit{hypotenuse}}$ | Cosine ratio   |
| 2                  | $\tan(\theta) = \frac{\textit{opposite}}{\textit{adjacent}}$   | Tangent ratio  |
| 3                  | Angle of elevation   | The angle from the horizontal upward to an object.   |
| 4                  | Angle of depression  | The angle from the horizontal downward to an object.   |
| 5                  | Transformation   | A process that changes an object. There are four main types of transformations: Translation, reflection, rotation and enlargement. |
| 6                  | ASA  | Angle Side Angle condition for congruency of triangles.  |
| 7                  | RHS  | Right angle Hypotenuse Side condition for congruency of triangles.   |
| 8                  | Parallel   | Two lines that are the same distance apart.  |
| 9                  | Corresponding angles   | Equal angles on the same side of a transversal and in the same position relative to lines intersected.                             |
| 10                 | Alternate angles   | Equal angles on opposite sides of a transversal.   |

| Week 7<br>06/02/23 | Piece of Information        | Answer  |
|--------------------|-----------------------------|---|
| 1                  | Translation                 | A transformation that slides a figure in one direction.   |
| 2                  | Reflection                  | A transformation that flips a figure across a line of symmetry.                                     |
| 3                  | Line of reflection          | The fixed line in which a figure is reflected.  |
| 4                  | Rotation                    | A transformation that turns a figure around a point.  |
| 5                  | Centre of rotation          | The fixed point around which a figure is rotated.   |
| 6                  | Co-interior                 | Angles that lie between two parallel lines and on the same side of a transversal. They sum to 180°. |
| 7                  | Sum of angles in a triangle | 180°.   |
| 8                  | Interior angle              | The inside angle between two sides of a polygon.  |
| 9                  | Exterior angle              | An angle created outside a polygon by extending one side.   |
| 10                 | Polygon                     | A closed shape with three or more straight sides.   |

| Week 8<br>13/02/23 | Piece of Information  | Answer  |
|--------------------|-----------------------|---|
| 1                  | Clockwise             | Moving in the direction of the hands on a clock.  |
| 2                  | Anti-clockwise        | Moving in the opposite direction to the hands on a clock.   |
| 3                  | Enlargement           | A transformation that changes the size of a figure.   |
| 4                  | Centre of enlargement | The point from which the distances to each point are multiplied by the scale factor in order to enlarge a figure. |
| 5                  | Scale factor          | The number used to multiply the lengths of the sides of a figure in order to change the size of the figure.       |
| 6                  | Tessellate            | To "tile" a surface with shapes so that there are no gaps and no overlaps.  |
| 7                  | Quadrilateral         | A four sided polygon.   |
| 8                  | Pentagon              | A five sided polygon.   |
| 9                  | Hexagon               | A six sided polygon.  |
| 10                 | Octagon               | An eight sided polygon.   |

| Week 9<br>20/02/23 | Piece of Information   | Answer   |
|--------------------|--|--|
| 1                  | $c^2 = a^2 + b^2$  | Pythagoras' Theorem  |
| 2                  | Hypotenuse   | The side opposite the right angle for a right angle triangle.  |
| 3                  | Opposite side  | The side opposite the indicated angle in a right angle triangle.   |
| 4                  | Adjacent side  | The side next to the indicated angle in a right angle triangle.  |
| 5                  | $\sin(\theta) = \frac{\textit{opposite}}{\textit{hypotenuse}}$ | Sine ratio   |
| 6                  | $\cos(\theta) = \frac{\textit{adjacent}}{\textit{hypotenuse}}$ | Cosine ratio   |
| 7                  | $\tan(\theta) = \frac{\textit{opposite}}{\textit{adjacent}}$   | Tangent ratio  |
| 8                  | Angle of elevation   | The angle from the horizontal upward to an object.   |
| 9                  | Angle of depression  | The angle from the horizontal downward to an object.   |
| 10                 | Transformation   | A process that changes an object. There are four main types of transformations: Translation, reflection, rotation and enlargement. |

| Week 10<br>27/02/23 | Piece of Information | Answer  |
|---------------------|----------------------|---|
| 1                   | Translation          | A transformation that slides a figure in one direction.         |
| 2                   | Reflection           | A transformation that flips a figure across a line of symmetry. |
| 3                   | Line of reflection   | The fixed line in which a figure is reflected.                  |
| 4                   | Rotation             | A transformation that turns a figure around a point.            |
| 5                   | Centre of rotation   | The fixed point around which a figure is rotated.               |
| 6                   | Clockwise            | Moving in the direction of the hands on a clock.                |
| 7                   | Anti-clockwise       | Moving in the opposite direction to the hands on a clock.       |
| 8                   | Enlargement          | A transformation that changes the size of a figure.             |

|    |                       |   |
|----|-----------------------|---|
| 9  | Centre of enlargement | The point from which the distances to each point are multiplied by the scale factor in order to enlarge a figure. |
| 10 | Scale factor          | The number used to multiply the lengths of the sides of a figure in order to change the size of the figure.       |

## Geography Knowledge Organiser - Fridays

| Week 1<br>12/12/22 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Resource             | A stock or supply of something that is essential to life.             |
| 2                  | Supply               | The amount of a resource available.                                   |
| 3                  | Demand               | The amount of a resource that is needed.                              |
| 4                  | Surplus              | When supply of a resource exceeds demand.                             |
| 5                  | Deficit              | When demand for a resource exceeds supply.                            |
| 6                  | Agriculture          | This is farming.  |
| 7                  | Manufacturing        | The turning of raw materials into products, usually within a factory. |
| 8                  | Arid                 | This describes extremely dry areas.                                   |
| 9                  | Biome                | A large scale ecosystem.  |
| 10                 | Climate              | The average weather over 30 years.                                    |

| Week 2<br>02/01/23 | Piece of Information | Answer   |
|--------------------|----------------------|--|
| 1                  | Urbanisation         | When an increasing percentage of a country's population moves to live in towns and cities.   |
| 2                  | Tourism              | Travelling for the purpose of leisure.   |
| 3                  | Hydro-electric power | The generation of electricity using flowing water typically from a reservoir held behind a dam.  |
| 4                  | Canyon               | A deep gorge, typically with a river running through it.   |
| 5                  | Climate change       | A long term change in the earth's climate.   |
| 6                  | Water deficit        | When demand for water exceeds supply, there is not enough to go around.  |
| 7                  | Drought              | A prolonged period of abnormally low rainfall.   |
| 8                  | Population pressure  | There is an increase in global population therefore it is making providing things such as resources and services increasingly difficult. |
| 9                  | Groundwater          | This is water that is held underground.  |
| 10                 | Fossil fuels         | A fuel formed from the remains of dead plants and animals e.g. coal, oil and gas.  |

| Week 3<br>09/01/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Migration            | The movement of people from one place to another.         |
| 2                  | Desertification      | The process by which land becomes drier and degraded.     |
| 3                  | Dehydration          | A harmful lack of water within the body.                  |
| 4                  | Crop yields          | The amount of a crop that is grown.                       |
| 5                  | Desalination         | The process of removing salt from water.                  |
| 6                  | Resource             | A stock or supply of something that is essential to life. |
| 7                  | Supply               | The amount of a resource available.                       |
| 8                  | Demand               | The amount of a resource that is needed.                  |

|    |         |  |
|----|---------|--|
| 9  | Surplus | When supply of a resource exceeds demand.  |
| 10 | Deficit | When demand for a resource exceeds supply. |

| Week 4<br>16/01/23 | Piece of Information | Answer   |
|--------------------|----------------------|--|
| 1                  | Water transfer       | The movement of water from an area of water surplus to an area of water deficit.       |
| 2                  | Irrigation           | The artificial watering of land.   |
| 3                  | Xeriscaping          | The process of landscaping and gardening in a way that limits the need for irrigation. |
| 4                  | Water conservation   | The practice of reducing the amount of water used by using it more efficiently.        |
| 5                  | Stakeholder          | A person who has an invested interest in the area.                                     |
| 6                  | Agriculture          | This is farming.   |
| 7                  | Manufacturing        | The turning of raw materials into products, usually within a factory.                  |
| 8                  | Arid                 | This describes extremely dry areas.  |
| 9                  | Biome                | A large scale ecosystem.   |
| 10                 | Climate              | The average weather over 30 years.   |

| Week 5<br>23/01/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Civil war            | A war within a country.   |
| 2                  | Monoculture          | Where a country's economy is mainly built upon one resource.                                    |
| 3                  | Poverty              | The state of being extremely poor.  |
| 4                  | Trade                | The buying and selling of goods and services between countries.                                 |
| 5                  | Export               | To sell resources to other countries.   |
| 6                  | Urbanisation         | When an increasing percentage of a country's population moves to live in towns and cities.      |
| 7                  | Tourism              | Travelling for the purpose of leisure.  |
| 8                  | Hydro-electric power | The generation of electricity using flowing water typically from a reservoir held behind a dam. |
| 9                  | Canyon               | A deep gorge, typically with a river running through it.  |
| 10                 | Climate change       | A long term change in the earth's climate.  |

| Week 6<br>30/01/23 | Piece of Information | Answer   |
|--------------------|----------------------|--|
| 1                  | Diversify            | To change or increase the variety.   |
| 2                  | Renewable energy     | This is energy from a source that will not run out e.g. solar energy.                                    |
| 3                  | Loans                | An amount of money that is given but needs to be repaid.   |
| 4                  | Globalisation        | A process by which national economies, societies and cultures have become increasingly integrated.       |
| 5                  | Containerisation     | This is a system of standardised transport that uses standard-sized steel containers to transport goods. |
| 6                  | Water deficit        | When demand for water exceeds supply, there is not enough to go around.                                  |
| 7                  | Drought              | A prolonged period of abnormally low rainfall.   |
| 8                  | Population pressure  | There is an increase in global population therefore it is making providing                               |

|    |              |   |
|----|--------------|---|
|    |              | things such as resources and services increasingly difficult.                     |
| 9  | Groundwater  | This is water that is held underground.   |
| 10 | Fossil fuels | A fuel formed from the remains of dead plants and animals e.g. coal, oil and gas. |

| Week 7<br>06/02/23 | Piece of Information | Answer   |
|--------------------|----------------------|--|
| 1                  | Multiplier effect    | This occurs when a positive change happens, which then has a knock on effect on other businesses.                            |
| 2                  | Global commons       | These are resource domains or areas that lie outside the political reach of any one nation state.                            |
| 3                  | Global governance    | This is a movement of political integration aimed at responding to problems that affect more than one nation state.          |
| 4                  | NGOs                 | This is any non-profit, voluntary citizens group with a common interest.   |
| 5                  | Antarctic Treaty     | This was signed in 1959 to demilitarise, promote scientific cooperation and set aside disputes over territory in Antarctica. |
| 6                  | Migration            | The movement of people from one place to another.  |
| 7                  | Desertification      | The process by which land becomes drier and degraded.  |
| 8                  | Dehydration          | A harmful lack of water within the body.   |
| 9                  | Crop yields          | The amount of a crop that is grown.  |
| 10                 | Desalination         | The process of removing salt from water.   |

| Week 8<br>13/02/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Bearberry            | This is a plant with red berries and bright green waxy leaves that is adapted to cold environments. |
| 2                  | Whalling             | This is the practice of hunting and killing whales for their oil, meat and whalebone.               |
| 3                  | Commercial fishing   | This is the activity of catching fish and other seafood for commercial profit.                      |
| 4                  | Mitigation           | These are actions taken to reduce the long term risk from natural hazards.                          |
| 5                  | Adaptation           | These are actions taken to adjust to natural events to reduce the damage.                           |
| 6                  | Water transfer       | The movement of water from an area of water surplus to an area of water deficit.                    |
| 7                  | Irrigation           | The artificial watering of land.  |
| 8                  | Xeriscaping          | The process of landscaping and gardening in a way that limits the need for irrigation.              |
| 9                  | Water conservation   | The practice of reducing the amount of water used by using it more efficiently.                     |
| 10                 | Stakeholder          | A person who has an invested interest in the area.  |

| Week 9<br>20/02/23 | Piece of Information | Answer   |
|--------------------|----------------------|--|
| 1                  | Civil war            | A war within a country.                                      |
| 2                  | Monoculture          | Where a country's economy is mainly built upon one resource. |
| 3                  | Poverty              | The state of being extremely poor.                           |

|    |                  |  |
|----|------------------|--|
| 4  | Trade            | The buying and selling of goods and services between countries.  |
| 5  | Export           | To sell resources to other countries.  |
| 6  | Diversify        | To change or increase the variety.   |
| 7  | Renewable energy | This is energy from a source that will not run out e.g. solar energy.                                    |
| 8  | Loans            | An amount of money that is given but needs to be repaid.   |
| 9  | Globalisation    | A process by which national economies, societies and cultures have become increasingly integrated.       |
| 10 | Containerisation | This is a system of standardised transport that uses standard-sized steel containers to transport goods. |

| Week 10<br>27/02/23 | Piece of Information | Answer   |
|---------------------|----------------------|--|
| 1                   | Multiplier effect    | This occurs when a positive change happens, which then has a knock on effect on other businesses.                            |
| 2                   | Global commons       | These are resource domains or areas that lie outside the political reach of any one nation state.                            |
| 3                   | Global governance    | This is a movement of political integration aimed at responding to problems that affect more than one nation state.          |
| 4                   | NGOs                 | This is any non-profit, voluntary citizens group with a common interest.   |
| 5                   | Antarctic Treaty     | This was signed in 1959 to demilitarise, promote scientific cooperation and set aside disputes over territory in Antarctica. |
| 6                   | Bearberry            | This is a plant with red berries and bright green waxy leaves that is adapted to cold environments.                          |
| 7                   | Whalling             | This is the practice of hunting and killing whales for their oil, meat and whalebone.  |
| 8                   | Commercial fishing   | This is the activity of catching fish and other seafood for commercial profit.   |
| 9                   | Mitigation           | These are actions taken to reduce the long term risk from natural hazards.   |
| 10                  | Adaptation           | These are actions taken to adjust to natural events to reduce the damage.  |

## Food, Art, Drama, Music & RS Knowledge Organisers - Weekends

### Food

| Week 1<br>12/12/22 | Piece of Information | Answer   |
|--------------------|----------------------|--|
| 1                  | Vitamin A            | Needed for good eyesight, found in red/orange vegetables         |
| 2                  | Vitamin B1           | Enables energy to be released from carbohydrates.                |
| 3                  | Vitamin B2           | Enables energy to be released from all macronutrients            |
| 4                  | Vitamin B9           | Found in green leafy vegetables                                  |
| 5                  | Vitamin B12          | Needed to form red blood cells                                   |
| 6                  | Vitamin C            | Found in citrus fruit and is needed for the repair of tissues    |
| 7                  | Calcium              | A mineral needed for strong bones.                               |
| 8                  | Iron                 | A mineral needed for making haemoglobin.                         |
| 9                  | Sodium               | A mineral needed for regulating the amount of water in the body. |

|    |          |  |
|----|----------|--|
| 10 | Fluoride | A mineral essential for strong tooth enamel. |
|----|----------|--|

## Drama

| Week 2<br>02/01/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Backlighting         | When the stage is lit from behind to produce silhouettes of the actors.                         |
| 2                  | Blackout             | When the stage lights are turned off between scenes.  |
| 3                  | Floodlight           | A type of stage lantern which casts broad beams of light onto the stage.                        |
| 4                  | Profile Spotlight    | A type of stage lantern which casts a sharply defined beam of light onto the stage.             |
| 5                  | Cyclorama            | A large, lit backdrop which can change colour throughout a performance. A type of backlighting. |
| 6                  | Fresnel Spotlight    | A type of stage lantern which casts a beam with a softly defined edge.                          |
| 7                  | Lighting Rig         | A structure above the stage and wings which holds the stage lanterns.                           |
| 8                  | Lighting Desk        | The piece of equipment which controls all the lighting effects for a performance.               |
| 9                  | Gobo                 | A stencil allowing a pattern of light to be created on stage.                                   |
| 10                 | Strobes              | Fast flashes of very bright light which create an unnatural, slow motion effect.                |

## Art

| Week 3<br>09/01/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Genre                | The type or category a piece of art belongs to. E.g. still life/portraiture.                      |
| 2                  | Mind map             | A creatively drawn and written exploration of ideas.  |
| 3                  | Research             | Collecting relevant information about an artist or topic.   |
| 4                  | Analyse              | To investigate an artwork to interpret process and meaning.                                       |
| 5                  | Symbolism            | Objects of an artwork holding a representation.   |
| 6                  | Artist Photos        | A printed selection of the artist's work that has best informed your research and transcriptions. |
| 7                  | Graphite transfer    | The process of carboning the back of an image, and tracing it onto another surface.               |
| 8                  | Artist Study         | Replicating an artist's work.   |
| 9                  | Accuracy             | Artwork that is done in the correct proportions, scale and using suitable materials.              |
| 10                 | Art Journey          | A project that has a clear story from beginning to outcome.                                       |

## RS

| Week 4<br>16/01/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Sin                  | This is an immoral act that breaks a God given or divine law.   |
| 2                  | Original sin         | This is the Christian doctrine that all humans, through birth, have been born with a tainted nature that separates them from God. |
| 3                  | Salvation            | This is the saving of the soul from sin.  |
| 4                  | Law                  | These are the moral standards set by God for humans to live by.   |
| 5                  | The 10 Commandments  | These are laws given by God relating to ethics and worship.   |
| 6                  | Mitzvah              | This is a commandment given by God and to be performed as a religious   |

|    |              |   |
|----|--------------|---|
|    |              | duty.   |
| 7  | Moses        | This person is considered to be one of the most important prophets in Judaism and Christianity as well as other faiths including Islam. |
| 8  | Eternal life | This is the idea that life continues after death, the Christian belief being either heaven or hell.                                     |
| 9  | Incarnation  | This means God in human form.   |
| 10 | Son of God   | This is a Hebrew title showing a special relationship between Jesus and God the Father, and not a literal 'son' or child.               |

## Music

| Week 5<br>23/01/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | DAW                  | Digital Audio Workstation   |
| 2                  | Production           | Creating music through music technology using different tools and instruments to create sounds that go together for the purpose of song creation. |
| 3                  | Composition          | The process of creating and arranging musical ideas.  |
| 4                  | Audio                | Refers to sound, particularly the recording, reproduction, and processing of sound waves.   |
| 5                  | Track                | A digital channel where audio or MIDI data can be recorded, edited, and mixed to create a complete musical composition.                           |
| 6                  | Drum Machine         | An electronic musical instrument that is designed to produce percussion and drum sounds.  |
| 7                  | Drum Beat            | A rhythmic pattern of percussion sounds produced by a drum kit, drum machine, or any other percussion instrument.                                 |
| 8                  | Bass Line            | Low-pitched notes played by a bass instrument.  |
| 9                  | BPM                  | Beats Per Minute  |
| 10                 | Key                  | A key is a group of pitches or scale that forms a musical composition.  |

## Food

| Week 6<br>30/01/23 | Piece of Information | Answer  |
|--------------------|----------------------|---|
| 1                  | Vitamin D            | Produced in the body in the presence of sunlight                                |
| 2                  | Vitamin E            | Antioxidant that helps prevent disease  |
| 3                  | Vitamin K            | Important for blood clotting  |
| 4                  | Dietary fibre        | The indigestible part of plants that help to keep the digestive system healthy. |
| 5                  | Lactose intolerant   | Unable to digest the sugar lactose.   |
| 6                  | Anaphylaxis          | Extreme allergic reaction often associated with nut allergy.                    |
| 7                  | Nutrient profile     | The different nutrients that a food contains.                                   |
| 8                  | Malnutrition         | Having a diet that does not provide the necessary nutrients.                    |
| 9                  | Pathogenic           | A microorganism that causes harm to humans.                                     |
| 10                 | Food provenance      | Where foods and ingredients originally come from.                               |

## Drama

| Week 7<br>06/02/23 | Piece of Information | Answer |
|--------------------|----------------------|--------|
|                    |                      |        |

|    |                          |   |
|----|--------------------------|---|
| 1  | Soundscape               | A collection of individual sounds that are layered to create a sense of place.                  |
| 2  | Incidental Music         | Music which accompanies a performance and is used to create a certain mood or to build tension. |
| 3  | Diegetic Sounds          | Sounds that are 'heard' by the characters on stage.   |
| 4  | Non-diegetic sounds      | Sounds which the characters on stage do not hear.   |
| 5  | Mixing desk              | A piece of equipment that can be used to control the volume of different sounds.                |
| 6  | Pre-recorded sound/music | Pre-prepared sound or music which is played through speakers.                                   |
| 7  | Live sound/music         | Sound or music created live on the stage.   |
| 8  | Lavalier microphones     | Concealed microphone used in large theatres to help project the voices of the performers.       |
| 9  | Prompt book              | An annotated copy of the script containing every detail of the performance.                     |
| 10 | Cue                      | A signal that tells the actors or technicians when a certain action needs to take place.        |

## Art

| Week 8<br>13/02/23 | Piece of Information | Answer   |
|--------------------|----------------------|--|
| 1                  | Grid method          | The use of a series of horizontal and vertical lines to aid the accuracy of a drawing. |
| 2                  | Tone                 | The lightness or darkness of a choice of media.  |
| 3                  | Typography           | Arranging letters and text in a visually appealing way.                                |
| 4                  | Watercolour          | A type of media in which the pigment is mixed with a water based solution.             |
| 5                  | Refinement           | Working back into a piece of artwork to further improve it.                            |
| 6                  | Composition          | The arrangement of a sketchbook or contents of an artwork.                             |
| 7                  | Cartridge Paper      | High quality, heavy paper used for drawing.  |
| 8                  | Proportion           | The balance between two parts.   |
| 9                  | Photo resolution     | The number of pixels in a photo.   |
| 10                 | Mark making          | The process of using lines to create texture and tone.                                 |

## RS

| Week 10<br>20/02/23 | Piece of Information | Answer  |
|---------------------|----------------------|---|
| 1                   | Trinity              | This is the belief in God the Father, God the Son and God the Holy Spirit; 3 in 1.  |
| 2                   | Crucifixion          | This is a Roman method of execution by which criminals were fixed to a cross.   |
| 3                   | Christ/Messiah       | These are the Greek and Hebrew titles given to Jesus meaning 'the anointed one'. A leader of the Jews who is expected to live on the earth at sometime in the future. |
| 4                   | Blasphemy            | This is a religious offence which includes claiming to be God.  |
| 5                   | Sanhedrin            | This is the Jewish Council at the time of Jesus; it consisted of 71 members, met in Jerusalem and was led by the High Priest.   |
| 6                   | Resurrection         | This means rising from the dead. Jesus rose from the dead on Easter day; this event is recorded in all four gospels and is a central belief for Christians.           |
| 7                   | Good Friday          | This is the day Christians remember the execution and death of Jesus.   |
| 8                   | Easter day           | This is the Christian festival commemorating Jesus' resurrection from the   |

|    |           |   |
|----|-----------|---|
|    |           | dead. It takes place in the Springtime.   |
| 9  | Ascension | This is the event, 40 days after the resurrection, when Jesus returned to God, the Father, in heaven. |
| 10 | Trinity   | This is the belief in God the Father, God the Son and God the Holy Spirit; 3 in 1.                    |

## Music

| Week 10<br>27/02/23 | Piece of Information | Answer  |
|---------------------|----------------------|---|
| 1                   | Sample               | A pre-recorded sound or musical phrase that is incorporated into a new composition or recording.  |
| 2                   | Arrangement          | The process of how a song is structured.  |
| 3                   | Structure            | Refers to the organization and arrangement of a piece of music.                                   |
| 4                   | Strophic Form        | Strophic form is a song structure in which the same melody is repeated in each verse.             |
| 5                   | Texture              | Refers to the layers of a song.   |
| 6                   | Loop                 | A short section of audio that can be repeated continuously to create a repeating musical pattern. |
| 7                   | Cut                  | Dividing an audio file into smaller parts.  |
| 8                   | Copy                 | Duplicating an audio file and placing it in a new location within the project                     |
| 9                   | Mute                 | Silencing or turning off the audio of a particular track  |
| 10                  | Solo                 | The process of muting all other tracks except the selected track, allowing for focused listening  |

# 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  |             |  |           |                 |
|---|-------------|--|-----------|-----------------|
| Badge   | Badge Level | You must...  | Achieved? | Staff Signature |
| Culture<br><i>This is a demonstration of ambition because you are working outside of your comfort zone.</i>                               | Bronze      | Perform your creative talent at school.  |           |                 |
|   | Silver      | Take part in three different events within the following: school drama performance, dance performance, art exhibition, orchestra/ band or a sporting tournament. |           |                 |
|   | Gold        | Take part in ten or more different events listed above.  |           |                 |
| Academia<br><i>This is a demonstration of ambition because you are exploring opportunities available to you after Gloucester Academy.</i> | Bronze      | Attend 3 external Higher Academic Events (careers lectures/college/sixth form/university visit).   |           |                 |
|   | Silver      | Visit a Russell Group University.  |           |                 |
|   | Gold        | Successfully secure an offer at a sixth form or college to complete A-Levels / Apprenticeship.   |           |                 |
| Futures   | Bronze      | Take part in a one-to-one interview with a career's advisor.   |           |                 |

|   |        |  |  |  |
|---|--------|--|--|--|
| <i>This is a demonstration of ambition because you are climbing your own personal mountain to the very best universities and professions.</i> | Silver | To produce a high-quality CV checked by SLT/Careers adviser. |  |  |
|   | Gold   | To secure a professional work experience placement.          |  |  |
| Literacy<br><i>This is a demonstration of ambition because you are expanding your vocabulary.</i>   | Bronze | To read 25 books and complete book reviews.                  |  |  |
|   | Silver | To read 50 books and complete book reviews.                  |  |  |
|   | Gold   | To read 150 books and complete book reviews.                 |  |  |

## **Ambition - Excellence - Pride**

| Excellence   |             |  |           |                 |
|--|-------------|--|-----------|-----------------|
| Badge  | Badge Level | You must...  | Achieved? | Staff Signature |
| Sport<br><i>This is a demonstration of excellence because you are representing your school.</i>          | 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<br><i>This is a demonstration of excellence because you are helping others.</i>                | Bronze      | Be an active member of an in-school 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.  |           |                 |
| Leadership<br><i>This is a demonstration of excellence because you are being a role model to others.</i> | 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.  |  |  |
| <p>Adventure</p> <p><i>This is a demonstration of excellence because you have challenged yourself.</i></p> | 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 |
| <p>Charity</p> <p><i>This is a demonstration of pride because you have helped others.</i></p>                                       | 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.  |           |                 |
| <p>Commitment</p> <p><i>This is a demonstration of pride because you have dedicated time and effort to something you enjoy.</i></p> | 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. |           |                 |

|   |        |  |  |  |
|---|--------|--|--|--|
| <p>Environment</p> <p><i>This is a demonstration of pride because you are making the world more eco friendly.</i></p>       | 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.                 |  |  |
| <p>Diversity</p> <p><i>This is a demonstration of pride because you have celebrated all things that make us unique.</i></p> | 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.                                |  |  |