



GLOUCESTER
ACADEMY



GREENSHAW
LEARNING TRUST

Gloucester Academy

Unit 1 - 23/24

Year 8

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 in your practice book 30 minutes | Science | MFL | English | History & Maths | Geography | DT/Art/ Drama/R.S/Music |
| Online session 30 minutes | Sparx Maths | | Sparx Maths | | Sparx Maths | |

Maths Homework – Sparx Maths

You will get one sparx.co.uk assignment to complete each week. 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.

How to log in to Sparx - new students

- Go to sparx.co.uk, click **Log in** and choose **Student login**
- 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**.
- Click the **New User?** button at the bottom of the box.
- Fill in your **Name and Date of Birth**.
- Click **Submit**. You will be given a username and password - **you must remember it!**
- 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** :)

The image shows two screenshots of the Sparx Maths website. The first screenshot, labeled with a green circle containing the number 3, shows the login page for existing users. It has a blue header with 'SPARX MATHS' and a message 'You're logging in to Sparx at St James' Exeter. Below this are input fields for 'Username' and 'Password', a 'Log in' button, and a 'New user?' link. The second screenshot, labeled with a green circle containing the number 4, shows the registration page for new users. It has a blue header with 'SPARX MATHS' and a message 'Fill in the details below in order to find out your Sparx username and password.' Below this are input fields for 'First Name' (with 'billy' entered), 'Last Name' (with 'smith' entered), and 'Date of birth' (with '14' entered for the day, 'August' for the month, and '2009' for the year). There is a 'Submit' button at the bottom. The Sparx logo is at the bottom right of the second screenshot.

Science Knowledge Organiser - Mondays

| Week 1 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Mitochondria | Site of aerobic respiration. |
| 2 | Cytoplasm | Jelly-like substance where chemical reactions take place. |
| 3 | Nucleus | Contains genetic material of the cell and controls the activities of the cell. |
| 4 | Cell Membrane | Surrounds the cell to control movement into and out of the cell. |
| 5 | Organelle | Found within a cell, each with its own function/job. |
| 6 | Cell Wall | Made of cellulose to provide extra support. |
| 7 | Vacuole | Storage of cell sap e.g. water and minerals. Keeps the cell rigid. |
| 8 | Chloroplast | Site of photosynthesis. |
| 9 | Eukaryotic | A cell which contains a nucleus. |
| 10 | Prokaryotic | Do not contain a nucleus. |

| Week 2 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Sperm cell | A cell with a tail which helps it to swim quickly towards the egg. |
| 2 | Red blood cell | A cell which carries oxygen around the body. |
| 3 | Nerve cell | A cell which carries electrical impulses around the body to communicate. |
| 4 | Muscle cell | A cell which contracts to cause movement. |
| 5 | Differentiation | A process of forming specialised cells. |
| 6 | Root hair cell | A plant cell which absorbs water from the soil. |
| 7 | Xylem cell | A plant cell which transports water & minerals up to the leaves. |
| 8 | Phloem cell | A plant cell which transports sugars up and down the plant. |
| 9 | Magnification | How much an image is enlarged. |
| 10 | Resolution | The ability to see two points as two points without blurring into one. |

| Week 3 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Light microscope | Microscopes that allow light to pass through them. |
| 2 | Electron microscope | Microscopes which use beams of electrons to pass through them. |
| 3 | Cell | Basic building blocks of all living organisms. |
| 4 | Tissue | Group of cells with similar structure and function. |
| 5 | Organ | Groups of different tissues that perform a specific function. |
| 6 | Mitochondria | Site of aerobic respiration. |
| 7 | Cytoplasm | Jelly-like substance where chemical reactions take place. |
| 8 | Nucleus | Contains genetic material of the cell and controls the activities of the cell. |
| 9 | Cell Membrane | Surrounds the cell to control movement into and out of the cell. |
| 10 | Organelle | Found within a cell, each with its own function/job. |

| Week 4 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Organ system | Organs are organised into organ systems. |
| 2 | Organism | The different organ systems make up living organisms. |
| 3 | Aerobic respiration | A process which releases energy when glucose reacts with oxygen. |

| | | |
|----|------------------------|--|
| 4 | Breathing | A mechanical process for how we get oxygen into our lungs. |
| 5 | Carbon dioxide + water | Products of aerobic respiration. |
| 6 | Cell Wall | Made of cellulose to provide extra support. |
| 7 | Vacuole | Storage of cell sap e.g. water and minerals. Keeps the cell rigid. |
| 8 | Chloroplast | Site of photosynthesis. |
| 9 | Eukaryotic | A cell which contains a nucleus. |
| 10 | Prokaryotic | Do not contain a nucleus. |

| Week 5 | Piece of Information | Answer |
|--------|------------------------------------|---|
| 1 | Anaerobic respiration | A process which releases very little energy when glucose reacts WITHOUT OXYGEN. |
| 2 | Lactic acid | A waste product of anaerobic respiration in animals. |
| 3 | Glucose → Lactic acid | The word equation for anaerobic respiration in animals. |
| 4 | Fermentation | The process of anaerobic respiration in plants and yeast. |
| 5 | Glucose → Carbon dioxide + Ethanol | The word equation for anaerobic respiration in plants and yeast. |
| 6 | Sperm cell | A cell with a tail which helps it to swim quickly towards the egg. |
| 7 | Red blood cell | A cell which carries oxygen around the body. |
| 8 | Nerve cell | A cell which carries electrical impulses around the body to communicate. |
| 9 | Muscle cell | A cell which contracts to cause movement. |
| 10 | Differentiation | A process of forming specialised cells. |

| Week 6 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Ribs | A set of bones which surround the lungs to form a ribcage. |
| 2 | Intercostal muscles | Contract to cause the ribcage to move upwards and outwards for inhalation. |
| 3 | Diaphragm | A muscle that sits underneath the ribcage. |
| 4 | Trachea | A tube lined with cartilage which leads from the mouth to the lungs. |
| 5 | Alveoli | Small air sacs where gas exchange takes place. |
| 6 | Root hair cell | A plant cell which absorbs water from the soil. |
| 7 | Xylem cell | A plant cell which transports water & minerals up to the leaves. |
| 8 | Phloem cell | A plant cell which transports sugars up and down the plant. |
| 9 | Magnification | How much an image is enlarged. |
| 10 | Resolution | The ability to see two points as two points without blurring into one. |

| Week 7 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | 365 days | The number of days taken for the Earth to orbit the Sun. |
| 2 | Northern Hemisphere | The part of the Earth north of the equator. |
| 3 | Southern Hemisphere | The part of the Earth south of the equator. |
| 4 | Day | A complete rotation on its axis. |
| 5 | Milky Way | The name of our Galaxy. |
| 6 | Light microscope | Microscopes that allow light to pass through them. |
| 7 | Electron microscope | Microscopes which use beams of electrons to pass through them. |
| 8 | Cell | Basic building blocks of all living organisms. |
| 9 | Tissue | Group of cells with similar structure and function. |
| 10 | Organ | Groups of different tissues that perform a specific function. |

| Week 8 | Piece of Information | Answer |
|--------|------------------------|--|
| 1 | Force | A push or a pull. |
| 2 | Newton's First Law | An object at rest remains at rest. Or an object in motion remains in motion. |
| 3 | Newton's Second Law | The force of an object is equal to its mass x acceleration. |
| 4 | Newton's Third Law | When two objects interact, they exert equal and opposite forces. |
| 5 | Contact force | Caused when two objects are in contact with each other e.g. friction. |
| 6 | Organ system | Organs are organised into organ systems. |
| 7 | Organism | The different organ systems make up living organisms. |
| 8 | Aerobic respiration | A process which releases energy when glucose reacts with oxygen. |
| 9 | Breathing | A mechanical process for how we get oxygen into our lungs. |
| 10 | Carbon dioxide + water | Products of aerobic respiration. |

| Week 9 | Piece of Information | Answer |
|--------|------------------------------------|---|
| 1 | Anaerobic respiration | A process which releases very little energy when glucose reacts WITHOUT OXYGEN. |
| 2 | Lactic acid | A waste product of anaerobic respiration in animals. |
| 3 | Glucose → Lactic acid | The word equation for anaerobic respiration in animals. |
| 4 | Fermentation | The process of anaerobic respiration in plants and yeast. |
| 5 | Glucose → Carbon dioxide + Ethanol | The word equation for anaerobic respiration in plants and yeast. |
| 6 | Ribs | A set of bones which surround the lungs to form a ribcage. |
| 7 | Intercostal muscles | Contract to cause the ribcage to move upwards and outwards for inhalation. |
| 8 | Diaphragm | A muscle that sits underneath the ribcage. |
| 9 | Trachea | A tube lined with cartilage which leads from the mouth to the lungs. |
| 10 | Alveoli | Small air sacs where gas exchange takes place. |

| Week 10 | Piece of Information | Answer |
|---------|----------------------|--|
| 1 | 365 days | The number of days taken for the Earth to orbit the Sun. |
| 2 | Northern Hemisphere | The part of the Earth north of the equator. |
| 3 | Southern Hemisphere | The part of the Earth south of the equator. |
| 4 | Day | A complete rotation on its axis. |
| 5 | Milky Way | The name of our Galaxy. |
| 6 | Force | A push or a pull. |
| 7 | Newton's First Law | An object at rest remains at rest. Or an object in motion remains in motion. |
| 8 | Newton's Second Law | The force of an object is equal to its mass x acceleration. |
| 9 | Newton's Third Law | When two objects interact, they exert equal and opposite forces. |
| 10 | Contact force | Caused when two objects are in contact with each other e.g. friction. |

| | |
|-------------------|---|
| Week 11-13 | Use these weeks to complete homework pages of the definitions that you do not know to prepare for your assessments. These will be the definitions you have had to rewrite in purple in your homework book |
|-------------------|---|

Spanish Knowledge Organiser - Tuesdays

| Week 1 | Piece of Information | Answer |
|--------|--|--------------------------------------|
| 1 | vivo en un pueblo | I live in a town |
| 2 | vivo en una ciudad | I live in a city |
| 3 | vivo en una aldea | I live in a village |
| 4 | en el norte | in the north |
| 5 | en el sur | in the south |
| 6 | en el este | in the east |
| 7 | en el oeste | in the west |
| 8 | en el suroeste de Inglaterra | in the southwest of England |
| 9 | vivo en un pueblo <u>grande</u> | I live in a <u>big</u> town |
| 10 | vivo en una ciudad <u>pequeña</u> | I live in a <u>small</u> city |

| Week 2 | Piece of Information | Answer |
|--------|--|--|
| 1 | vivo en un pueblo <u>moderno</u> | I live in a <u>modern</u> town |
| 2 | vivo en una ciudad <u>antigua</u> | I live in an <u>old</u> city |
| 3 | vivo en un pueblo <u>histórico</u> | I live in a <u>historic</u> town |
| 4 | vivo en una ciudad <u>turística</u> | I live in a <u>touristic</u> city |
| 5 | Mi región es ruidosa | My region is noisy |
| 6 | Mi región es tranquila | My region is calm |
| 7 | Mi zona es limpia | My area is clean |
| 8 | Mi aldea es tranquila | My village is calm |
| 9 | Mi pueblo es ruidoso | My town is noisy |
| 10 | Mi pueblo es limpio | My town is clean |

| Week 3 | Piece of Information | Answer |
|--------|---|---|
| 1 | vivo en una casa | I live in a house |
| 2 | vivo en un piso | I live in a flat |
| 3 | vivo en una casa <u>antigua</u> | I live in an <u>old</u> house |
| 4 | vivo en un piso <u>moderno</u> | I live in a <u>modern</u> flat |
| 5 | está situado en la costa | it is situated on the coast |
| 6 | está situado en el campo | it is situated in the countryside |
| 7 | está situado en las montañas | it is situated in the mountains |
| 8 | está situado en las <u>afueras</u> | it is situated in the <u>outskirts</u> |
| 9 | cerca del campo | near to the countryside |
| 10 | lejos de las montañas | far from the mountains |

| Week 4 | Piece of Information | Answer |
|--------|-------------------------------------|---------------------------------------|
| 1 | en mi casa hay un dormitorio | in my house there is a bedroom |
| 2 | en mi casa hay una cocina | in my house there is a kitchen |

| | | |
|----|---|---|
| 3 | en mi casa hay un salón | in my house there is a living room |
| 4 | en mi casa hay un jardín | in my house there is a garden |
| 5 | en mi casa hay tres dormitorios | in my house there are three bedrooms |
| 6 | en la planta baja | on the ground floor |
| 7 | en el primer piso | on the first floor |
| 8 | mi habitación preferida es la cocina | my favourite room is the kitchen |
| 9 | me gusta relajarme en el salón | I like to relax in the living room |
| 10 | prefiero trabajar en el despacho | I prefer to work in the study |

| Week 5 | Piece of Information | Answer |
|--------|---------------------------------|--------------------------|
| 1 | me gusta mi dormitorio | I like my bedroom |
| 2 | me encanta mi dormitorio | I love my bedroom |
| 3 | odio mi dormitorio | I hate my bedroom |
| 4 | porque es cómodo | because it's comfortable |
| 5 | porque es grande | because it's big |
| 6 | dado que es pequeño | because it's small |
| 7 | dado que es antiguo | because it's old |
| 8 | desayuno | I have breakfast |
| 9 | hago mis deberes | I do my homework |
| 10 | salgo de casa | I leave the house |

| Week 6 | Piece of Information | Answer |
|--------|-------------------------|-------------------|
| 1 | durante la semana | during the week |
| 2 | me despierto | I wake up |
| 3 | me visto | I get dressed |
| 4 | me ducho | I shower |
| 5 | me lavo los dientes | I brush my teeth |
| 6 | me acuesto | I go to bed |
| 7 | a las ocho | at 8 o'clock |
| 8 | a las ocho y cuarto | at quarter past 8 |
| 9 | a las ocho y media | at half past 8 |
| 10 | a las ocho menos cuarto | at quarter to 8 |

| Week 7 | Piece of Information | Answer |
|--------|--|---|
| 1 | en mi pueblo hay un polideportivo | in my town there is a leisure centre |
| 2 | en mi pueblo hay un supermercado | in my town there is a supermarket |
| 3 | en mi pueblo hay un ayuntamiento | in my town there is a town hall |
| 4 | en mi pueblo hay una oficina de correos | in my town there is a post office |
| 5 | en mi pueblo hay una biblioteca | in my town there is a library |
| 6 | en mi pueblo hay una iglesia | in my town there is a church |
| 7 | en mi pueblo hay una panadería | in my town there is a bakery |
| 8 | en mi pueblo hay una bolera | in my town there is a bowling alley |
| 9 | en mi pueblo hay unos museos | in my town there are some museums |
| 10 | en mi ciudad hay unos parques | in my city there are some parks |

| Week 8 | Piece of Information | Answer |
|--------|---------------------------------------|--|
| 1 | en mi pueblo me gustaría tener | in my town I would like to have |
| 2 | donde se puede | where you can |
| 3 | prefiero | I prefer |
| 4 | comprar ropa | to buy clothes |
| 5 | pasar el rato con los amigos | to spend time with friends |
| 6 | jugar en el parque | to play in the park |
| 7 | ir de compras | to go shopping |
| 8 | salir con los amigos | to go out with friends |
| 9 | comer en un restaurante | to eat in a restaurant |
| 10 | correr en el parque | to run in the park |

| Week 9 | Piece of Information | Answer |
|--------|--|--|
| 1 | <u>antes</u> , mi pueblo era antiguo | <u>before</u> , my town was old |
| 2 | <u>antes</u> , mi ciudad era ruidosa | <u>before</u> , my city was noisy |
| 3 | en el <u>pasado</u> , mi ciudad era animada | in the <u>past</u> , my city was lively |
| 4 | había una iglesia | there was a church |
| 5 | había un cine | there was a cinema |
| 6 | en el <u>pasado</u> , mi pueblo era más ruidoso | in the <u>past</u> , my town was noisier |
| 7 | <u>antes</u> , en mi ciudad había más tráfico | <u>before</u> , in my city there was more traffic |
| 8 | sin embargo | however |
| 9 | <u>ahora</u> , mi pueblo es más tranquilo | <u>now</u> , my town is quieter |
| 10 | <u>ahora</u> , en mi ciudad hay menos tráfico | <u>now</u> , in my city there is less traffic |

| Week 10 | Piece of Information | Answer |
|---------|--|---|
| 1 | en el futuro | in the future |
| 2 | me gustaría tener | I would like to have |
| 3 | en el futuro me gustaría tener un cine en mi ciudad | in the future I would like to have a cinema in my city |
| 4 | en el futuro, me gustaría tener un polideportivo en mi pueblo | in the future I would like to have a leisure centre in my town |
| 5 | siempre he soñado con | I have always dreamed of |
| 6 | siempre he soñado con vivir en España | I have always dreamed of living in Spain |
| 7 | siempre he soñado con vivir en una casa grande | I have always dreamed of living in a big house |
| 8 | siempre he soñado con vivir en un piso moderno | I have always dreamed of living in a modern flat |
| 9 | el año <u>próximo</u> | <u>next</u> year |
| 10 | siempre he soñado con viajar a España | I have always dreamed of travelling to Spain |

| | |
|-------------------|---|
| Week 11-13 | Use these weeks to complete homework pages of the definitions that you do not know to prepare for your assessments. These will be the definitions you have had to rewrite in purple in your homework book |
|-------------------|---|

English Knowledge Organiser - Wednesdays

| Week 1 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Genre | A style or category of art, music or literature |
| 2 | Gothic settings | Wild landscapes, gloomy, decayed, ruined environments, remote or uninhabited places, medieval style castles, churches and abbeys. |
| 3 | Gothic characters | Monsters, ghosts, vampires, werewolves, powerful, tyrannical male figures, threatening women who are monsters and vampires. |
| 4 | Archetype | This is an idea, symbol, pattern, setting, or character-type, in a story. It's any story element that appears again and again in stories from cultures around the world, and symbolises something universal in the human experience. |
| 5 | Gothic genre | Writing that employs dark scenery and an atmosphere of mystery, fear and dread. |
| 6 | Age of Enlightenment | This era took place between 1685 and 1815. People at this time believed that scientific progress was the only way to advance society. They tried to rid Europe of superstition and ignorance. |
| 7 | Rational | This is a term to describe something that makes sense or could be based in fact. It could also describe someone who behaves and thinks logically, clearly and sensibly. |
| 8 | Irrational | This is a term to describe something or someone that doesn't act in a logical or reasonable manner. |
| 9 | Supernatural | Events or things that cannot be explained by nature or science and that are assumed to come from beyond, or to originate from otherworldly forces. |
| 10 | Romantic movement | This movement was a time in history when people reacted to the scientific, logical information they were being taught about and placed more importance on nature, imagination and emotion. |

| Week 2 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Romanticism | A literary movement spanning roughly 1790–1850. It was characterised by a celebration of nature and the common man, a focus on individual experience, an idealisation of women, and embracing isolation and melancholy. |
| 2 | The Dark Ages | The term was coined by an Italian scholar named Francesco Petrarch. He used this label to describe what he saw as a lack of quality in the Latin literature of his day. Others expanded on this to include a lack of culture in general. |
| 3 | Grotesque | An adjective to describe the strange, mysterious, hideous, ugly, incongruous, unpleasant, or disgusting, and thus is often used to describe weird shapes and distorted forms. |
| 4 | Morality | The principles that help us understand what is right and wrong, bad and good. |
| 5 | Humanity | This refers to the human race, which includes everyone on Earth. It originates from the Latin humanitas for "human nature, kindness," so it can also mean the compassion and kindness we show towards one another. |
| 6 | Evolution | The change in a species over a long time, it often refers to the origins of |

| | | |
|----|-------------|---|
| | | mankind being found in apes. |
| 7 | Fall of man | A term used in Christianity to describe the transition of the first man and woman from a state of innocent obedience to God, to a state of guilty disobedience. |
| 8 | sinister | something harmful or evil is likely to happen (<i>alarming</i>) |
| 9 | macabre | disturbing by causing fear of death (<i>gruesome</i>) |
| 10 | foreboding | a feeling that something bad will happen (<i>apprehensive</i>) |

| Week 3 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Motif | A dominant or recurring idea in an artistic work. |
| 2 | Psyche | A term to describe the human soul, body or mind. |
| 3 | Allegory | A story or message in a narrative which reveals a hidden meaning, typically a moral or political one |
| 4 | Symbolism | An image, icon or object used to represent ideas, feelings or concepts e.g. a snake represents evil due to the story of Adam and Eve in the bible. |
| 5 | Pathetic fallacy | A literary device that attributes human qualities and emotions to inanimate objects of nature. |
| 6 | Genre | A style or category of art, music or literature |
| 7 | Gothic settings | Wild landscapes, gloomy, decayed, ruined environments, remote or uninhabited places, medieval style castles, churches and abbeys. |
| 8 | Gothic characters | Conventional characters are: monsters, ghosts, vampires, werewolves, powerful, tyrannical male figures, threatening women who are monsters and vampires. |
| 9 | Archetype | This is an idea, symbol, pattern, setting, or character-type, in a story. It's any story element that appears again and again in stories from cultures around the world, and symbolises something universal in the human experience. |
| 10 | Gothic | Writing that employs dark scenery and an atmosphere of mystery, fear and dread. |

| Week 4 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Narrative voice | Narrative voice is the perspective the story is told from. |
| 2 | Unreliable narrator | A character whose telling of the story is not completely accurate, convincing or believable due to problems with the character's mental state or maturity. |
| 3 | Personification | Giving human characteristics to nonhuman objects. |
| 4 | Imagery | Visually descriptive or figurative language, especially in a literary work. |
| 5 | Gothic | Writing that employs dark scenery and an atmosphere of mystery, fear and dread. |
| 6 | Age of Enlightenment | This era took place between 1685 and 1815. People at this time believed that scientific progress was the only way to advance society. They tried to rid Europe of superstition and ignorance. |
| 7 | Rational | This is a term to describe something that makes sense or could be based in fact. It could also describe someone who behaves and thinks logically, clearly and sensibly. |

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| 8 | Irrational | This is a term to describe something or someone that doesn't act in a logical or reasonable manner. |
| 9 | Supernatural | Events or things that cannot be explained by nature or science and that are assumed to come from beyond, or to originate from otherworldly forces. |
| 10 | Romantic movement | This movement was a time in history when people reacted to the scientific, logical information they were being taught about and placed more importance on nature, imagination and emotion. |

| Week 5 | Piece of Information | Answer |
|--------|--------------------------------|--|
| 1 | Madness | Gothic writers were fascinated with the psychological exploration of the mind and what made people become psychologically disturbed (become mad). |
| 2 | Behaviour of Gothic characters | Often showed all their emotions such as anger, which was seen as uncouth (uncivilised) in real society. |
| 3 | Gothic females | Gothic women were strong and powerful, unlike women of the times who were seen as delicate and were controlled by men. |
| 4 | Femme fatale | This archetypal woman uses her appeal, or her sexuality, to entrap men. She may want to kill them or she may need them to do her bidding. |
| 5 | Byronic Hero | A dangerous, attractive outsider who struggles with melancholy (sadness). |
| 6 | Romanticism | A literary movement spanning roughly 1790–1850. It was characterised by a celebration of nature and the common man, a focus on individual experience, an idealisation of women, and embracing isolation and melancholy. |
| 7 | The Dark Ages | The term was coined by an Italian scholar named Francesco Petrarch. He used this label to describe what he saw as a lack of quality in the Latin literature of his day. Others expanded on this to include a lack of culture in general. |
| 8 | Allegory | A story or message in a narrative which reveals a hidden meaning, typically a moral or political one |
| 9 | Grotesque | An adjective to describe the strange, mysterious, hideous, ugly, incongruous, unpleasant, or disgusting, and thus is often used to describe weird shapes and distorted forms. |
| 10 | Morality | The principles that help us understand what is right and wrong, bad and good. |

| Week 6 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Literary techniques | Sensory Language, foreshadowing, delayed action, tension, metaphor, personification, narrative voice, pathetic fallacy. |
| 2 | menacing | suggesting the presence of danger (<i>threatening</i>) |
| 3 | ominous | giving the worrying impression something bad will happen (<i>gloomy</i>) |
| 4 | perturbed | feeling anxiety of concern (<i>unsettled</i>) |
| 5 | desolate | uninhabited or giving the impression of emptiness (<i>bare</i>) |
| 6 | apocalyptic | describing the complete destruction of the world (<i>catastrophic</i>) |
| 7 | Humanity | This refers to the human race, which includes everyone on Earth. It originates from the Latin humanitas for "human nature, kindness," so it can also mean the compassion and kindness we show towards one another. |

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| 8 | Evolution | The change in a species over a long time, it often refers to the origins of mankind being found in apes. |
| 9 | Fall of man | A term used in Christianity to describe the transition of the first man and woman from a state of innocent obedience to God, to a state of guilty disobedience. |
| 10 | Motif | A dominant or recurring idea in an artistic work. |

| Week 7 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | sinister | something harmful or evil is likely to happen (<i>alarming</i>) |
| 2 | macabre | disturbing by causing fear of death (<i>gruesome</i>) |
| 3 | foreboding | a feeling that something bad will happen (<i>apprehensive</i>) |
| 4 | menacing | suggesting the presence of danger (<i>threatening</i>) |
| 5 | ominous | giving the worrying impression something bad will happen (<i>gloomy</i>) |
| 6 | Motif | A dominant or recurring idea in an artistic work. |
| 7 | Psyche | A term to describe the human soul, body or mind. |
| 8 | Allegory | A story or message in a narrative which reveals a hidden meaning, typically a moral or political one |
| 9 | Symbolism | An image, icon or object used to represent ideas, feelings or concepts e.g. a snake represents evil due to the story of Adam and Eve in the bible. |
| 10 | Pathetic fallacy | A literary device that attributes human qualities and emotions to inanimate objects of nature. |

| Week 8 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | perturbed | feeling anxiety of concern (<i>unsettled</i>) |
| 2 | desolate | uninhabited or giving the impression of emptiness (<i>bare</i>) |
| 3 | apocalyptic | describing the complete destruction of the world (<i>catastrophic</i>) |
| 4 | obscured | when something is hidden or covered (<i>concealed</i>) |
| 5 | unhallowed | not following religion, therefore unholy (<i>wicked</i>) |
| 6 | Narrative voice | Narrative voice is the perspective the story is told from. |
| 7 | Unreliable narrator | A character whose telling of the story is not completely accurate, convincing or believable due to problems with the character's mental state or maturity. |
| 8 | Personification | Giving human characteristics to nonhuman objects. |
| 9 | Imagery | Visually descriptive or figurative language, especially in a literary work. |
| 10 | Gothic | Writing that employs dark scenery and an atmosphere of mystery, fear and dread. |

| Week 9 | Piece of Information | Answer |
|--------|--------------------------------|---|
| 1 | Madness | Gothic writers were fascinated with the psychological exploration of the mind and what made people become psychologically disturbed (become mad). |
| 2 | Behaviour of Gothic characters | Gothic characters showed all their emotions such as anger, which was seen as uncouth (uncivilised) in real society. |

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| 3 | Gothic females | Gothic women were strong and powerful, unlike women of the times who were seen as delicate and were controlled by men. |
| 4 | Femme fatale | This archetypal woman uses her appeal, or her sexuality, to entrap men. She may want to kill them or she may need them to do her bidding. |
| 5 | Byronic Hero | A dangerous, attractive outsider who struggles with melancholy (sadness). |
| 6 | Literary techniques | Sensory Language, foreshadowing, delayed action, tension, metaphor, personification, narrative voice, pathetic fallacy. |
| 7 | Narrative voice | Narrative voice is the perspective the story is told from. |
| 8 | Unreliable narrator | A character whose telling of the story is not completely accurate, convincing or believable due to problems with the character's mental state or maturity. |
| 9 | Personification | Giving human characteristics to nonhuman objects. |
| 10 | Imagery | Visually descriptive or figurative language, especially in a literary work. |

| Week 10 | Piece of Information | Answer |
|---------|----------------------|--|
| 1 | sinister | something harmful or evil is likely to happen (<i>alarming</i>) |
| 2 | macabre | disturbing by causing fear of death (<i>gruesome</i>) |
| 3 | foreboding | a feeling that something bad will happen (<i>apprehensive</i>) |
| 4 | menacing | suggesting the presence of danger (<i>threatening</i>) |
| 5 | ominous | giving the worrying impression something bad will happen (<i>gloomy</i>) |
| 6 | perturbed | feeling anxiety of concern (<i>unsettled</i>) |
| 7 | desolate | uninhabited or giving the impression of emptiness (<i>bare</i>) |
| 8 | apocalyptic | describing the complete destruction of the world (<i>catastrophic</i>) |
| 9 | obscured | when something is hidden or covered (<i>concealed</i>) |
| 10 | unhallowed | not following religion, therefore unholy (<i>wicked</i>) |

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| Week 11-13 | Use these weeks to complete homework pages of the definitions that you do not know to prepare for your assessments. These will be the definitions you have had to rewrite in purple in your homework book |
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History Knowledge Organiser - Thursdays

| Week 1 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Charles I | He was the King of England from 1625 until his death in 1649. |
| 2 | Parliament | Made up of the House of Lords and House of Commons, this is the highest UK law-making body. |
| 3 | Catholic | This is the main religion in Europe during the 17th Century, the head of which is the Pope in Rome. |
| 4 | Protestant | This is the official religion of England in the 17th Century, the head of which is the King or Queen. |
| 5 | Republic | This is a country where power is held by elected representatives, not a |

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| | | hereditary monarch. |
| 6 | Civil War | This is a war between two sides within the same nation or group. |
| 7 | Treason | The crime of betraying your country, especially by trying to kill or overthrow the monarch. |
| 8 | House of Commons | This is the democratically elected house of Parliament, responsible for checking laws. |
| 9 | House of Lords | This is the second house in Parliament, responsible for examining laws and investigating the government. |
| 10 | Royal Standard | This is the flag which represents the sovereign of the UK. |

| Week 2 | Piece of Information | Answer |
|--------|--------------------------|---|
| 1 | Cavaliers | This is a common name for the supporters of the monarchy because of their use of cavalry. |
| 2 | Roundheads | This is a common name for soldiers of Parliament because of the shape of their haircuts. |
| 3 | Royalists | This is a group of people who support the King over the growing power of Parliament. |
| 4 | Parliamentarian | This is the name of someone who supported parliament over the power of the King. |
| 5 | Battle of Edgehill | This was the first major battle of the English Civil War which resulted in embarrassment for both sides. |
| 6 | Battle of Marston Moor | This was a major battle during the English Civil War which resulted in a convincing Parliamentarian victory. |
| 7 | Battle of Naseby | This was one of the final battles of the English Civil War which caused King Charles I to escape to Scotland. |
| 8 | Prince Rupert of Germany | He was a German prince and military tactician, hired by King Charles to help win the English Civil War. |
| 9 | Surrender | This means to stop resisting against an enemy, usually during a war. |
| 10 | Great Chain of Being | The belief that everyone in society has a place, with God at the top and the Devil at the bottom. |

| Week 3 | Piece of Information | Answer |
|--------|------------------------|---|
| 1 | Oliver Cromwell | This was the Commander in Chief of the Parliamentary army during the English Civil War. |
| 2 | New Model Army | The Parliamentarian army created after the Battle of Edgehill, it was the first professional army in England. |
| 3 | Puritanism | A denomination of English Protestantism that arose in the 16th and 17th Century. |
| 4 | Discipline | The practice of training people to obey rules, or a code of behaviour. |
| 5 | Thomas Fairfax | He was an English politician and commander during the English Civil War. |
| 6 | Parliamentarian | This is the name of someone who supported parliament over the power of the King. |
| 7 | Battle of Marston Moor | This was a major battle during the English Civil War which resulted in a convincing Parliamentarian victory. |
| 8 | Parliament | Made up of the House of Lords and House of Commons, this is the highest UK law-making body. |
| 9 | Civil War | This is a war between two sides within the same nation or group. |
| 10 | Royalists | This is a group of people who support the King over the growing power of Parliament. |

| Week 4 | Piece of Information | Answer |
|--------|-----------------------|--|
| 1 | Restoration | This is the action of returning something to its former owner or condition. |
| 2 | Charles II | This is the monarch restored to the throne in 1660 after the death of Oliver Cromwell. |
| 3 | Divine Right of Kings | The belief that monarchs are chosen by God, and are answerable only to God. |
| 4 | MPs | Members of Parliament, these are democratically elected individuals that sit in the House of Commons. |
| 5 | Tax | Demanded by the Government, this is a compulsory contribution to state revenue. |
| 6 | Oliver Cromwell | This was the Commander in Chief of the Parliamentary army during the English Civil War. |
| 7 | Republic | This is a country where power is held by elected representatives, not a hereditary monarch. |
| 8 | House of Commons | This is the democratically elected house of Parliament, responsible for checking laws. |
| 9 | Battle of Edgehill | This was the first major battle of the English Civil War which resulted in embarrassment for both sides. |
| 10 | Charles I | He was the King of England from 1625 until his death in 1649. |

| Week 5 | Piece of Information | Answer |
|--------|----------------------------|--|
| 1 | Hanged, Drawn, & Quartered | This was the punishment for high treason during the Medieval and Early Modern periods. |
| 2 | Raw Materials | The basic materials from which products are made, such as iron, gold, diamonds, or spices. |
| 3 | King's Court | Officially belonging to the King, this was the highest court in England. |
| 4 | Death Warrant | An official order for a convicted person to be executed. |
| 5 | Lord Protector | A person in charge of a kingdom, during the absence or illness of a monarch. |
| 6 | House of Lords | This is the second house in Parliament, responsible for examining laws and investigating the government. |
| 7 | Treason | The crime of betraying your country, especially by trying to kill or overthrow the monarch. |
| 8 | Restoration | This is the action of returning something to its former owner or condition. |
| 9 | Charles II | This is the monarch restored to the throne in 1660 after the death of Oliver Cromwell. |
| 10 | Oliver Cromwell | This was the Commander in Chief of the Parliamentary army during the English Civil War. |

| Week 6 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | The Plague | This lasted from 1665 to 1666, was the last major epidemic of the bubonic plague to occur in England. |
| 2 | Great Fire of London | This was a major fire that swept through the central parts of London from Sunday, 2 September to Thursday, 6 September 1666. |
| 3 | Pudding Lane | This is the street in London where the Great Fire is believed to have started. |
| 4 | Witchcraft | The practice of using magic for evil purposes. |
| 5 | Heresy | Belief or opinion contrary to religious law. |
| 6 | Lord Protector | A person in charge of a kingdom, during the absence or illness of a monarch. |
| 7 | Protestant | This is the official religion of England in the 17th Century, the head of which is the King or Queen. |

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| 8 | Puritanism | A denomination of English Protestantism that arose in the 16th and 17th Century. |
| 9 | Parliamentarian | This is the name of someone who supported parliament over the power of the King. |
| 10 | Royalists | This is a group of people who support the King over the growing power of Parliament. |

| Week 7 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Interregnum | The period in English history from 1649-1660 when Oliver Cromwell was Lord Protector. |
| 2 | Buboes | A swollen and inflamed lymph node, usually in the armpit or groin. |
| 3 | Pitch | The flammable material that covered thatched wooden houses up until the 17th Century. |
| 4 | Ducking Stool | A wooden chair that was repeatedly lowered into a pond or river, used as a punishment. |
| 5 | Scold's Bridle | A metal bridle placed around the head for people convicted of scolding. |
| 6 | The Plague | This lasted from 1665 to 1666, was the last major epidemic of the bubonic plague to occur in England. |
| 7 | Raw materials | The basic materials from which products are made, such as iron, gold, diamonds, or spices. |
| 8 | MPs | Members of Parliament, these are democratically elected individuals that sit in the House of Commons. |
| 9 | Surrender | This means to stop resisting against an enemy, usually during a war. |
| 10 | Restoration | This is the action of returning something to its former owner or condition. |

| Week 8 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Glorious Revolution | This took place in 1688 when parliament replaced the last Catholic monarch of England with a Protestant, William III. |
| 2 | Heretic | A person accused of heresy. |
| 3 | Timber | The name for refined wood that was used to make houses before 1666. |
| 4 | Yersinia Pestis | This is the name for the bacteria that causes Bubonic Plague. |
| 5 | Miasma | Bad odours in the air which were believed to have caused disease before germ theory. |
| 6 | Protestant | This is the official religion of England in the 17th Century, the head of which is the King or Queen. |
| 7 | The Plague | This lasted from 1665 to 1666, was the last major epidemic of the bubonic plague to occur in England. |
| 8 | Interregnum | The period in English history from 1649-1660 when Oliver Cromwell was Lord Protector. |
| 9 | Charles II | This is the monarch restored to the throne in 1660 after the death of Oliver Cromwell. |
| 10 | Oliver Cromwell | This was the Commander in Chief of the Parliamentary army during the English Civil War. |

| Week 9 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Glorious Revolution | This took place in 1688 when parliament replaced the last Catholic monarch of England with a Protestant, William III. |
| 2 | Great Fire of London | This was a major fire that swept through the central parts of London from Sunday, 2 September to Thursday, 6 September 1666. |
| 3 | Lord Protector | A person in charge of a kingdom, during the absence or illness of a |

| | | |
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| | | monarch. |
| 4 | New Model Army | The Parliamentary army created after the Battle of Edgehill, it was the first professional army in England. |
| 5 | Royalists | This is a group of people who support the King over the growing power of Parliament. |
| 6 | Parliamentarian | This is the name of someone who supported parliament over the power of the King. |
| 7 | Charles I | He was the King of England from 1625 until his death in 1649. |
| 8 | Tax | Demanded by the Government, this is a compulsory contribution to state revenue. |
| 9 | Republic | This is a country where power is held by elected representatives, not a hereditary monarch. |
| 10 | Hanged, Drawn & Quartered | This was the punishment for high treason during the Medieval and Early Modern periods. |

| Week 10 | Piece of Information | Answer |
|---------|------------------------|--|
| 1 | The Plague | This lasted from 1665 to 1666, was the last major epidemic of the bubonic plague to occur in England. |
| 2 | Divine Right of Kings | The belief that monarchs are chosen by God, and are answerable only to God. |
| 3 | Roundheads | This is a common name for soldiers of Parliament because of the shape of their haircuts. |
| 4 | Cavaliers | This is a common name for the supporters of the monarchy because of their use of cavalry. |
| 5 | Charles II | This is the monarch restored to the throne in 1660 after the death of Oliver Cromwell. |
| 6 | Battle of Marston Moor | This was a major battle during the English Civil War which resulted in a convincing Parliamentary victory. |
| 7 | Witchcraft | The practice of using magic for evil purposes. |
| 8 | Parliament | Made up of the House of Lords and House of Commons, this is the highest UK law-making body. |
| 9 | Puritanism | A denomination of English Protestantism that arose in the 16th and 17th Century. |
| 10 | Restoration | This is the action of returning something to its former owner or condition. |

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|-------------------|---|
| Week 11-13 | Use these weeks to complete homework pages of the definitions that you do not know to prepare for your assessments. These will be the definitions you have had to rewrite in purple in your homework book |
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Maths Knowledge Organiser - Thursdays

| Week 1 | Piece of Information | Answer |
|--------|--|----------------------------------|
| 1 | 60 | Seconds in one minute. |
| 2 | 60 | Minutes in one hour. |
| 3 | 24 | Hours in one day. |
| 4 | 52 | Weeks in a year. |
| 5 | 12, 24, 36, 48, 60, 72, 84 | First 7 multiples of 12. |
| 6 | 8, 16, 24, 32, 40, 48, 56 | First 7 multiples of 8. |
| 7 | Prime number | Has two factors; one and itself. |
| 8 | 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 | First ten prime numbers. |
| 9 | 1, 8, 27, 64, 125 | First 5 cube numbers. |
| 10 | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144 | First 12 square numbers. |

| Week 2 | Piece of Information | Answer |
|--------|-----------------------------|---|
| 1 | Integer | A whole number. |
| 2 | Denominator | The bottom part of a fraction. |
| 3 | Numerator | The top part of a fraction. |
| 4 | Increase | To make greater in size or amount. |
| 5 | Decrease | To become smaller in size or fewer in amount. |
| 6 | 1, 3, 6, 10, 15, 21 | First 6 triangle numbers. |
| 7 | 1, 3, 5, 7, 9 | First 5 odd numbers. |
| 8 | Area | Area is the amount of space occupied by a two-dimensional figure. |
| 9 | Perimeter | The distance around the outside of a shape: the sum of all the sides of a 2D shape. |
| 10 | Base x Perpendicular height | Area of a rectangle. |

| Week 3 | Piece of Information | Answer |
|--------|--|--|
| 1 | $\frac{\text{Base} \times \text{Perpendicular height}}{2}$ | Area of a triangle when two perpendicular sides are known. |
| 2 | $\frac{a+b}{2} \times h$ | Area of a trapezium, where a and b are the parallel sides and h is the perpendicular height. |
| 3 | Base x Perpendicular height | Area of a parallelogram = |
| 4 | 4, 8, 12, 16, 20, 24, 28 | First 7 multiples of 4. |
| 5 | 9, 18, 27, 36, 45, 54, 63 | First 7 multiples of 9. |
| 6 | 60 | Seconds in one minute. |

| | | |
|----|----------------------------|--------------------------|
| 7 | 60 | Minutes in one hour. |
| 8 | 24 | Hours in one day. |
| 9 | 52 | Weeks in a year. |
| 10 | 12, 24, 36, 48, 60, 72, 84 | First 7 multiples of 12. |

| Week 4 | Piece of Information | Answer |
|--------|--|-----------------------------------|
| 1 | 7, 14, 21, 28, 35, 42, 49 | First 7 multiples of 7. |
| 2 | 6, 12, 18, 24, 30, 36, 42 | First 7 multiples of 6. |
| 3 | 360° | Sum of angles in a quadrilateral. |
| 4 | Base x Perpendicular height | Area of a parallelogram. |
| 5 | $A = \pi r^2$ | Area of a circle. |
| 6 | 8, 16, 24, 32, 40, 48, 56 | First 7 multiples of 8. |
| 7 | Prime number | Has two factors; one and itself. |
| 8 | 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 | First ten prime numbers. |
| 9 | 1, 8, 27, 64, 125 | First 5 cube numbers. |
| 10 | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144 | First 12 square numbers. |

| Week 5 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Quadrilateral | A four sided polygon. |
| 2 | Radius | The distance from the centre to the circumference of a circle. |
| 3 | Diameter | A line joining two points on the circumference and also goes through the centre. |
| 4 | Circumference | The perimeter of a circle. |
| 5 | $C = 2\pi r$ | Circumference of a circle when the radius is known. |
| 6 | Integer | A whole number. |
| 7 | Denominator | The bottom part of a fraction. |
| 8 | Numerator | The top part of a fraction. |
| 9 | Increase | To make greater in size or amount. |
| 10 | Decrease | To become smaller in size or fewer in amount. |

| Week 6 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | $2a$ | $a + a$ |
| 2 | a^2 | $a \times a$ |
| 3 | $\frac{1}{a}$ | $\frac{a}{a}$ |
| 4 | Parallel | Two lines that are the same distance apart. |

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| 5 | Perpendicular | Two lines that meet at 90° . |
| 6 | 1, 3, 6, 10, 15, 21 | First 6 triangle numbers. |
| 7 | 1, 3, 5, 7, 9 | First 5 odd numbers. |
| 8 | Area | Area is the amount of space occupied by a two-dimensional figure. |
| 9 | Perimeter | The distance around the outside of a shape: the sum of all the sides of a 2D shape. |
| 10 | Base x Perpendicular height | Area of a rectangle = |

| Week 7 | Piece of Information | Answer |
|--------|--|--|
| 1 | Vertex (vertices) | A corner or a point where lines meet. |
| 2 | Edge | Where two faces of a solid figure meet. |
| 3 | Face | The flat surface of a 3-D object. |
| 4 | Perpendicular | Two lines that meet at 90° . |
| 5 | Parallel | Two lines that are the same distance apart. |
| 6 | $\frac{\text{Base} \times \text{Perpendicular height}}{2}$ | Area of a triangle when two perpendicular sides are known. |
| 7 | $\frac{a+b}{2} \times h$ | Area of a trapezium, where a and b are the parallel sides and h is the perpendicular height. |
| 8 | Base x Perpendicular height | Area of a parallelogram = |
| 9 | 4, 8, 12, 16, 20, 24, 28 | First 7 multiples of 4. |
| 10 | 9, 18, 27, 36, 45, 54, 63 | First 7 multiples of 9. |

| Week 8 | Piece of Information | Answer |
|--------|-----------------------------|--|
| 1 | Acute angle | An angle less than 90° . |
| 2 | Obtuse angle | An angle greater than 90° and less than 180° . |
| 3 | Reflex angle | An angle between 180° and 360° . |
| 4 | 180° | Sum of angles on a straight line. |
| 5 | 360° | Sum of angles in a full turn. |
| 6 | 7, 14, 21, 28, 35, 42, 49 | First 7 multiples of 7. |
| 7 | 6, 12, 18, 24, 30, 36, 42 | First 7 multiples of 6. |
| 8 | 360° | Sum of angles in a quadrilateral. |
| 9 | Base x Perpendicular height | Area of a parallelogram = |
| 10 | $A = \pi r^2$ | Area of a circle. |

| Week 9 | Piece of Information | Answer |
|--------|----------------------|-----------------------|
| 1 | Quadrilateral | A four sided polygon. |

| | | |
|----|---------------|--|
| 2 | Radius | The distance from the centre to the circumference of a circle. |
| 3 | Diameter | A line joining two points on the circumference and also goes through the centre. |
| 4 | Circumference | The perimeter of a circle. |
| 5 | $C=2\pi r$ | Circumference of a circle when the radius is known. |
| 6 | $2a$ | $a + a$ |
| 7 | a^2 | $a \times a$ |
| 8 | $\frac{1}{a}$ | $\frac{a}{a}$ |
| 9 | Parallel | Two lines that are the same distance apart. |
| 10 | Perpendicular | Two lines that meet at 90° . |

| Week 10 | Piece of Information | Answer |
|---------|----------------------|--|
| 1 | Vertex (vertices) | A corner or a point where lines meet. |
| 2 | Edge | Where two faces of a solid figure meet. |
| 3 | Face | The flat surface of a 3-D object. |
| 4 | Perpendicular | Two lines that meet at 90° . |
| 5 | Parallel | Two lines that are the same distance apart. |
| 6 | Acute angle | An angle less than 90° . |
| 7 | Obtuse angle | An angle greater than 90° and less than 180° . |
| 8 | Reflex angle | An angle between 180° and 360° . |
| 9 | 180° | Sum of angles on a straight line. |
| 10 | 360° | Sum of angles in a full turn. |

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|-------------------|---|
| Week 11-13 | Use these weeks to complete homework pages of the definitions that you do not know to prepare for your assessments. These will be the definitions you have had to rewrite in purple in your homework book |
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Geography Knowledge Organiser - Fridays

| Week 1 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Development | An improvement in quality of life for one person or a group of people in one place. |
| 2 | HIC | A high income country has a GDP per Capita of over \$12,056 per year. |
| 3 | NEE | A newly emerging economy is a country that is rapidly developing from a LIC to become a HIC in the near future. |
| 4 | LIC | A low income country has a GDP per Capita of below \$1026 per year. |

| | | |
|----|----------------|--|
| 5 | GDP | Gross Domestic Product is the value of all goods and services produced within a country. |
| 6 | GDP per capita | This is where GDP is divided by the population size to work out average wage. |
| 7 | GNI | Gross National Income is the value of all goods and services produced within a country and abroad. |
| 8 | Goods | This is an item i.e. a pencil. |
| 9 | Service | This is the act of helping or giving assistance to someone in return for payment. |
| 10 | Economic | This refers to money or jobs. |

| Week 2 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Social | This refers to people. |
| 2 | Quality of life | A measure of happiness using factors such as income, jobs, health and safety. |
| 3 | Investment | This means to put money into something. |
| 4 | Tax | This is a mandatory payment given by working people to their government. |
| 5 | Infrastructure | The organisation of structures and facilities such as buildings, roads and power supplies. |
| 6 | Preventable disease | This describes an illness that could have been stopped. |
| 7 | Disposable income | Income left after all financial commitments e.g. rent and bills have been paid. |
| 8 | Vaccination | This is a way to protect people against harmful diseases i.e. by giving an injection. |
| 9 | Contraception | This describes ways to prevent pregnancy. |
| 10 | Birth rate | The number of births per 1000 per year in a place. |

| Week 3 | Piece of Information | Answer |
|--------|-----------------------|---|
| 1 | Death rate | The number of deaths per 1000 per year in a place. |
| 2 | Literacy rate | The percentage of a population that can read and write. |
| 3 | Infant mortality rate | The number of babies that die before their first birthday per 1000 per year in a place. |
| 4 | Life expectancy | The average number of years a person is expected to live within a country. |
| 5 | Apex | The top of a pyramid. |
| 6 | Development | An improvement in quality of life for one person or a group of people in one place. |
| 7 | HIC | A high income country has a GDP per Capita of over \$12,056 per year. |
| 8 | NEE | A newly emerging economy is a country that is rapidly developing from a LIC to become a HIC in the near future. |
| 9 | LIC | A low income country has a GDP per Capita of below \$1026 per year. |
| 10 | GDP | Gross Domestic Product is the value of all goods and services produced within a country. |

| Week 4 | Piece of Information | Answer |
|--------|----------------------|--------|
|--------|----------------------|--------|

| | | |
|----|------------------|--|
| 1 | Primary sector | The sector of industry where raw materials are extracted from the ground e.g. farming, mining and fishing. |
| 2 | Secondary sector | The sector of industry where employment is in manufacturing/factory work. |
| 3 | Tertiary sector | The sector of industry where employment is in services e.g. nurses, teachers and shop workers. |
| 4 | Manufacturing | The turning of raw materials into products, usually within a factory. |
| 5 | Trade | The buying and selling of goods and services between countries. |
| 6 | GDP per capita | This is where GDP is divided by the population size to work out average wage. |
| 7 | GNI | Gross National Income is the value of all goods and services produced within a country and abroad. |
| 8 | Goods | This is an item i.e. a pencil. |
| 9 | Service | This is the act of helping or giving assistance to someone in return for payment. |
| 10 | Economic | This refers to money or jobs. |

| Week 5 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Import | This means to buy from another country. |
| 2 | Export | This means to sell to another country. |
| 3 | Trade deficit | When a country is in debt as its imports are greater than its exports. |
| 4 | Trade surplus | When a country has made a profit as its exports are greater than its imports. |
| 5 | Profit | This is money that is gained. |
| 6 | Social | This refers to people. |
| 7 | Quality of life | A measure of happiness using factors such as income, jobs, health and safety. |
| 8 | Investment | This means to put money into something. |
| 9 | Tax | This is a mandatory payment given by working people to their government. |
| 10 | Infrastructure | The organisation of structures and facilities such as buildings, roads and power supplies. |

| Week 6 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Debt | This is money that is owed. |
| 2 | Colonialism | When one country establishes rule over another. |
| 3 | Slavery | The activity of owning another person who is forced to work with no pay and obey you. |
| 4 | Resource | A stock or supply of something that is essential to life. |
| 5 | Development gap | The difference between the richest and poorest people within an area. |
| 6 | Preventable disease | This describes an illness that could have been stopped. |
| 7 | Disposable income | Income left after all financial commitments e.g. rent and bills have been paid. |
| 8 | Vaccination | This is a way to protect people against harmful diseases i.e. by giving an injection. |
| 9 | Contraception | This describes ways to prevent pregnancy. |
| 10 | Birth rate | The number of births per 1000 per year in a place. |

| Week 7 | Piece of Information | Answer |
|--------|-----------------------|---|
| 1 | Corruption | This describes dishonest or fraudulent behaviour. |
| 2 | Democracy | This describes when a government allows it's population to vote for their leaders. |
| 3 | Waterborne disease | These are diseases spread by drinking contaminated water. |
| 4 | Cholera | This is an example of a waterborne disease. |
| 5 | Rural | This is the countryside. |
| 6 | Death rate | The number of deaths per 1000 per year in a place. |
| 7 | Literacy rate | The percentage of a population that can read and write. |
| 8 | Infant mortality rate | The number of babies that die before their first birthday per 1000 per year in a place. |
| 9 | Life expectancy | The average number of years a person is expected to live within a country. |
| 10 | Apex | The top of a pyramid. |

| Week 8 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Urban | This describes towns and cities. |
| 2 | Tourism | This describes travelling for pleasure. |
| 3 | Multiplier effect | The "snowballing" effect of economic activity. |
| 4 | Natural Leakage | This is the act of money leaving the host country and returning to the country who owns the company. |
| 5 | Crop diversification | This is when a country expands the crops that are grown to have a greater variety to increase income. |
| 6 | Primary sector | The sector of industry where raw materials are extracted from the ground e.g. farming, mining and fishing. |
| 7 | Secondary sector | The sector of industry where employment is in manufacturing/factory work. |
| 8 | Tertiary sector | The sector of industry where employment is in services e.g. nurses, teachers and shop workers. |
| 9 | Manufacturing | The turning of raw materials into products, usually within a factory. |
| 10 | Trade | The buying and selling of goods and services between countries. |

| Week 9 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Import | This means to buy from another country. |
| 2 | Export | This means to sell to another country. |
| 3 | Trade deficit | When a country is in debt as its imports are greater than its exports. |
| 4 | Trade surplus | When a country has made a profit as its exports are greater than its imports. |
| 5 | Profit | This is money that is gained. |
| 6 | Debt | This is money that is owed. |
| 7 | Colonialism | When one country establishes rule over another. |
| 8 | Slavery | The activity of owning another person who is forced to work with no pay and obey you. |
| 9 | Resource | A stock or supply of something that is essential to life. |
| 10 | Development gap | The difference between the richest and poorest people within an area. |

| Week 10 | Piece of Information | Answer |
|---------|----------------------|---|
| 1 | Corruption | This describes dishonest or fraudulent behaviour. |
| 2 | Democracy | This describes when a government allows it's population to vote for their leaders. |
| 3 | Waterborne disease | These are diseases spread by drinking contaminated water. |
| 4 | Cholera | This is an example of a waterborne disease. |
| 5 | Rural | This is the countryside. |
| 6 | Urban | This describes towns and cities. |
| 7 | Tourism | This describes travelling for pleasure. |
| 8 | Multiplier effect | The "snowballing" effect of economic activity. |
| 9 | Natural Leakage | This is the act of money leaving the host country and returning to the country who owns the company. |
| 10 | Crop diversification | This is when a country expands the crops that are grown to have a greater variety to increase income. |

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|-------------------|---|
| Week 11-13 | Use these weeks to complete homework pages of the definitions that you do not know to prepare for your assessments. These will be the definitions you have had to rewrite in purple in your homework book |
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Art, Drama, Music, DT, RS Knowledge Organisers - Weekends

Art

| Week 1 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Primary Source | Real objects, or your own photos that you have taken yourself. |
| 2 | Secondary Source | An image from the internet or books. |
| 3 | Still Life | Artwork of man-made or natural objects e.g books, flowers, skulls. |
| 4 | Technique | The way an artist uses tools and materials to create their work |
| 5 | Perspective | A drawing from a certain viewpoint. |
| 6 | Media | The materials which an artist has used. |
| 7 | Stylised | An image that is recognisable, but simplified or abstracted. |
| 8 | Symmetric | Opposite sides are the same. |
| 9 | Abstract | Art that does not represent something that is physical/real. |
| 10 | Symbolism | Representing meaning or ideas through colour/form/line. |

Drama

| Week 2 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Commedia dell'Arte | 17th century Italian theatre which travelled the country and was known for being funny and political. |
| 2 | Posture | The way that you stand with the focus on the position of your back |
| 3 | Gesture | A specific movement made by a part of the body to convey meaning to the |

| | | |
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| | | audience. For example, shrugging your shoulders. |
| 4 | Exaggeration | Over emphasising body language, facial expressions and gesture. |
| 5 | Status | A position in society from a King at the top going downwards. |
| 6 | Comedy | A genre of dramatic performance that depicts amusing incidents |
| 7 | Levels | The use of different heights on a performance space. |
| 8 | Facial expressions | The way an actor uses their face to convey meaning to the audience. |
| 9 | Body language | The way facial expressions, stance and gestures work together to show how someone feels without speaking. |
| 10 | Gromalot | A made up nonsense language popular in Commedia del'Arte performances. |

Music

| Week 3 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Rhythm | A repeating pattern of loud and soft beats. |
| 2 | Off-beat | Accents on beat 3 and beat 4 often played on the snare drum of a drum kit. |
| 3 | Drum kit | A set of drums and cymbals played by one person. |
| 4 | Riff | A word used in pop music to describe a repeating sequence. |
| 5 | Fret | Metal bars that are set into the neck of a guitar. |
| 6 | Strumming | A string instrument playing technique in which the player runs their fingers across the strings to produce a sound. |
| 7 | Fingerpicking | A string instrument technique in which the player uses their fingers to pluck the strings. |
| 8 | Chord | A group of two or more notes played together at the same time. |
| 9 | Crotchet | A note with the duration of 1 beat. |
| 10 | Ensemble skills | A term for communication skills that are used when playing in an ensemble (group) such as counting beats, listening, keeping a steady tempo. |

DT

| Week 4 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Hacksaw | A saw with a fine-toothed blade for cutting metal |
| 2 | Safety Goggles | Protective eyewear to protect the eyes from hazards |
| 3 | Screwdriver | Tool with a flat or Phillips head for turning screws |
| 4 | Hammer | Tool for driving nails and applying impact force |
| 5 | Pliers | Hand tool with jaws for gripping, bending, and cutting |
| 6 | Allen Key (Hex Key) | L-shaped tool for turning hexagonal socket screws |
| 7 | Chisel | Cutting tool with a sharp blade for shaping and carving |
| 8 | Hand Saw | Manual saw for cutting wood and other materials |
| 9 | Mallet | Hammer-like tool with a large, soft head for striking |
| 10 | File | Tool with abrasive surface for shaping and smoothing surfaces |

RS

| Week 5 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | NRM | This is known as alternative spirituality or a new religious movement. It is a religious or spiritual group that has modern origins. |

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| 2 | Mormon | This is a member of the Church of Jesus Christ of Latter-day Saints, a religion founded in the US in 1830 by Joseph Smith Jr. |
| 3 | Joseph Smith | This is the religious leader who founded the Mormon Church in 1830. He was born in 1805 and died in 1844. |
| 4 | Illuminati | This is the name given to several secret societies, both real and fictitious. |
| 5 | Enlightened | This was a European intellectual movement of the late 17th and 18th centuries focusing on reason and science. |
| 6 | New World Order | This refers to a new period of history showing dramatic change in political thought and power. |
| 7 | Adam Weishaupt | This is the founder of the Bavarian Illuminati, an Enlightenment-era secret society founded on 1 May 1776. |
| 8 | UFO | This is a mysterious object seen in the sky for which it is claimed no scientific explanation can be found, often supposed to be a vehicle carrying extraterrestrials. |
| 9 | Aetherius Society | This is a new religious movement founded by George King in the mid-1950s. King claimed contact was made with extraterrestrial intelligences, to whom he referred as "Cosmic Masters". |
| 10 | Extraterrestrials | This is often referred to as alien life. It is life that may occur outside Earth and which did not originate on Earth. |

Art

| Week 6 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Mono-printing | A form of printmaking that can only be done once. |
| 2 | Realism | Paintings/drawings that have been made in a realistic or photographic way. |
| 3 | Digital | Art made using software, computers, or other electronic devices. |
| 4 | Landscape | One of the principal types or genres of subject in art. It can be rural or urban. |
| 5 | Negative Space | The space around an object rather than the object itself. |
| 6 | Tonal Drawing | Refers to the technique of drawing in which there are no lines, only shading. |
| 7 | Monochromatic | Artwork that only has only one colour. |
| 8 | Culture | The ideas, customs, and social behaviour of a particular people or society. |
| 9 | Two-Dimensional | A flat, geometric form. |
| 10 | Three-Dimensional | An object that appears to have length, width and height. |

Drama

| Week 7 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Improvisation | When drama is made up on the spot by performers without preparing first. |
| 2 | Proxemics | The deliberate use of distance between characters or objects to communicate something to an audience. |
| 3 | Rehearsal | The process of practising a piece of drama multiple times to ensure each performer is fully prepared for the performance. |
| 4 | Blocking | The process of positioning the actors on stage and planning their movements to maintain good sightlines for the audience. |
| 5 | Stage Left | The left hand side of a performance space, from the actors point of view. |
| 6 | Stage Right | The right hand side of a performance space, from the actors point of view. |
| 7 | Upstage | The area of the performance space furthest away from the audience. |
| 8 | Downstage | The area of the performance space closest to the audience. |

| | | |
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| 9 | Evaluation | Considering what has gone well and what could be improved about a performance piece. |
| 10 | Stock character | A character who is instantly recognisable to the audience. |

Music

| Week 8 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Bar | A short section of music that contains a specific number of beats. |
| 2 | Time signature | A sign consisting of two numbers stacked on top of each other. The top number tells you how many beats are in a single bar. |
| 3 | Quaver | A note with the duration of 1/2 a crotchet beat. |
| 4 | Semibreve | A note with the duration of 4 crotchet beats. |
| 5 | Ground bass | A composition device containing a bass part that recurs over and over while the melody and voices over it develop and change. |
| 6 | Clef symbol | A symbol that appears at the beginning of every music staff to indicate the range of pitches displayed on a staff. |
| 7 | Treble clef | A sign on a stave which indicates the range of notes to the right of middle C (the C near the middle of a piano keyboard). |
| 8 | Bass clef | A sign on a stave which indicates the range of notes to the left of middle C (the C near the middle of a piano keyboard). |
| 9 | Rest | A musical notation sign that indicates a pause or silence. |
| 10 | Minim | A note with the duration of 2 crotchet beats. |

DT

| Week 10 | Piece of Information | Answer |
|---------|---------------------------------|--|
| 1 | Clamps | Devices for securing materials together during assembly or gluing |
| 2 | Hand Drill | Manual tool for drilling holes in wood and metal |
| 3 | C-Clamp | Heavy-duty clamp with a C-shaped frame for holding materials |
| 4 | Coping Saw | Thin blade saw used for intricate cuts and curves |
| 5 | Compass | A tool used for drawing circles and arcs |
| 6 | Protractor | Measuring instrument for angles and degrees |
| 7 | Scriber | Sharp-pointed tool for marking and scoring materials |
| 8 | Plywood | Thin layers of wood glued together, used for construction. |
| 9 | MDF (Medium-Density Fiberboard) | Engineered wood product made from wood fibers, used for furniture. |
| 10 | Aluminium | Lightweight metal with various applications in construction and fabrication. |

RS

| Week 10 | Piece of Information | Answer |
|---------|----------------------|---|
| 1 | Atheist | This is a person who does not believe in a God, gods or the supernatural e.g. Ghosts. |
| 2 | Agnostic | This is a person who believes there is not enough evidence to say whether a God or gods exists or not. |
| 3 | Theist | This is a person who believes in the existence of God or gods. |
| 4 | Humanism | This is a belief system which does not include God, but sees as central the morally good behaviour of human beings. |

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| 5 | Human welfare | This is the Humanist idea that in the absence of an afterlife and any purpose to the universe, human beings can act to give their own lives meaning by seeking happiness in this life and helping others to do the same. |
| 6 | The one and only life and world | This is the Humanist belief about human life, welfare and happiness. |
| 7 | New Atheism | This is the idea that supports the view that superstition, religion and irrationalism should not simply be tolerated. |
| 8 | Non-believers | This is a person who does not believe in something. |
| 9 | Richard Dawkins | This person is a British evolutionary biologist and author who is also an outspoken atheist. |
| 10 | Conspiracy theories | This is a belief that some secret but influential organisation is responsible for an event or remarkable situation. |

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|-------------------|---|
| Week 11-13 | Use these weeks to complete homework pages of the definitions that you do not know to prepare for your assessments. These will be the definitions you have had to rewrite in purple in your homework book |
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PE Concepts

| | Physical | Cognitive | Emotional | Social |
|-------------------|--|---|---|--|
| Year 8 | Movement Competence | Decision-making | Self-reflection | Communication |
| Definition | Development of enough skills to perform in a sport/exercise successfully | Making choices from the information around you | Understanding what you are doing well and what you need to improve | Talking or signalling to another person |
| Practical example | <i>Being about to hit, throw and catch in rounders (if you can't do all 3, you won't be as successful)</i> | <i>Who is the best person to pass to in a football game based on who is in the best space</i> | <i>I am good at passing in netball but i need to improve my footwork'</i> | <i>Calling for the ball or raising your hand to ask for the ball</i> |

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 <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 <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 <i>This is a demonstration of ambition because you are climbing your own personal mountain to the very best universities and professions.</i> | Bronze | Take part in a one-to-one interview with a career's advisor. | | |
| | Silver | To produce a high-quality CV checked by SLT/Careers adviser. | | |
| | Gold | To secure a professional work experience placement. | | |
| Literacy <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 <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 <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 <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. | | |
| Adventure <i>This is a demonstration of excellence because you have challenged yourself.</i> | Bronze | Complete a school residential / Outdoor Adventure Activity. | | |
| | Silver | Complete the Duke of Edinburgh BRONZE Award. | | |
| | Gold | Complete the Duke of Edinburgh SILVER Award or Ten Tors challenge. | | |

Ambition - Excellence - Pride

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