



GLOUCESTER
ACADEMY



GREENSHAW
LEARNING TRUST

Gloucester Academy

Unit 3

Year 7

Knowledge Organiser

Knowledge is power. Information is liberating.

Contents:

| | |
|---|----|
| Homework Guidance:..... | 2 |
| Example page..... | 3 |
| Homework Timetable:..... | 4 |
| Maths Homework – Sparx Maths..... | 4 |
| Science Knowledge Organiser - Mondays..... | 5 |
| Spanish Knowledge Organiser - Tuesdays..... | 9 |
| English Knowledge Organiser - Wednesdays..... | 12 |
| History Knowledge Organiser - Thursdays..... | 16 |
| Maths Knowledge Organiser - Thursdays..... | 22 |
| Geography Knowledge Organiser - Fridays..... | 26 |
| Food, Art, Drama, Music & RS Knowledge Organisers - Weekends..... | 31 |
| Character Education..... | 36 |

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.

| | 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.

Don't forget every lunchtime there is homework support!

How to log in to Sparx - new students

1. Go to 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** :)

The image shows two screenshots of the Sparx Maths website. The top screenshot, labeled with a blue circle containing the number 3, shows the login page for existing users. It has a blue header with 'SPARX MATHS' and a form with 'Username' and 'Password' fields, a 'Login' button, and a 'New user?' link. The bottom screenshot, labeled with a blue circle containing the number 4, shows the registration page for new users. It has a blue header with 'SPARX MATHS' and a form with 'First Name', 'Last Name', and 'Date of birth' fields, and a 'Submit' button. The Sparx logo is at the bottom right.

Science Knowledge Organiser - Mondays

| Week 1 Organisation | Piece of Information | Answer |
|------------------------|----------------------|--|
| 1 | Stomach | An organ in which stomach acid kills pathogens and enzymes digest protein in your food. |
| 2 | Salivary glands | Produce saliva to make food easier to swallow and provides enzymes for chemical digestion. |
| 3 | Oesophagus | A tube which connects the mouth and the stomach. |
| 4 | Liver | Produces bile to neutralise stomach acid. |
| 5 | Pancreas | Produces digestive enzymes. |
| 6 | Small Intestine | Where absorption of small food molecules takes place into the bloodstream. |
| 7 | Large intestine | Where excess water is absorbed into the bloodstream. |
| 8 | Enzymes | Act like chemical scissors to speed up digestion. |
| 9 | Cell | Basic building block of all living organisms. |
| 10 | Tissue | Groups of identical cells with similar structures and functions. |

| Week 2 Magnetism | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | Magnetic field | An invisible field around a magnet in which magnetic materials are attracted. |
| 2 | Magnetic metals | Iron, nickel and cobalt. |
| 3 | Plotting compass | Used to show the shape of a magnetic field. |
| 4 | Attraction | When two unlike poles pull towards each other. |
| 5 | Repulsion | When two like poles push apart from each other. |
| 6 | Poles | The ends of a magnet e.g. north and south. |
| 7 | Magnetism | A non-contact force. |
| 8 | Steel | A magnetic material as it contains iron. |
| 9 | Atom | Neutral, as neither positively or negatively charged |
| 10 | Ion | A charged atom, either positively or negatively charged. |

| Week 3 Charge | Piece of Information | Answer |
|------------------|--------------------------|--|
| 1 | Friction | A contact force caused by two objects sliding against each other. |
| 2 | Electron | A negative charge that can move or be transferred. |
| 3 | Electrostatic attraction | A non-contact force caused by attraction between opposite charges. |
| 4 | Static electricity | A non-contact force. |
| 5 | Parallel circuit | Current can flow along separate branches before rejoining. |
| 6 | Component | An object e.g. a bulb or a buzzer placed into a circuit. |
| 7 | Switch | Used to turn components on and off. |
| 8 | Series circuit | Current can flow around a single branch. |
| 9 | Discharge | Charge transferred away from an object. |
| 10 | Coulombmeter | Device used to measure charge. |

| Week 4 Compound | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Compound | Two or more elements chemically joined together. |
| 2 | Acid | A solution with a pH less than 7. |
| 3 | Alkali | A solution of a base with a pH greater than 7. |
| 4 | Alloy | A mixture of a metal with another element. |
| 5 | Base | Chemical which reacts to neutralise acids with a pH greater than 7. |
| 6 | Boiling | Liquid turns into a gas when it is heated above its boiling point. |
| 7 | Condensation | Gas turns back into a liquid when it is cooled. |
| 8 | Evaporation | When a liquid turns into a gas below the boiling point. |
| 9 | Freezing | A liquid turns into a solid as it cools down. |
| 10 | Fuels | Substances burnt to release energy. |

| Week 5 Compound | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Impurity | A substance is present in small quantities in a substance that would otherwise be pure. |
| 2 | Indicator | A chemical which can be used to identify a substance as acidic or alkaline by changing colour. |
| 3 | Limitations | Weaknesses of a model. |
| 4 | Melting | The temperature at which a substance melts when it is heated. |
| 5 | Model | A way to explain something that is tricky. |
| 6 | Neutral | A solution with a pH of 7. |
| 7 | pH scale | A way of measuring whether something is acidic or alkaline. |
| 8 | Pure | A substance only contains one type of element or compound. |
| 9 | Salt | A chemical produced when an acid is neutralised. |
| 10 | Sublime | When a substance changes from a solid to a gas. |

| Week 6 Cells | Piece of Information | Answer |
|-----------------|----------------------|--|
| 1 | Cell membrane | Controls what goes in and out of the cell. |
| 2 | Cytoplasm | Where chemical reactions occur in a cell. |
| 3 | Nucleus | Controls activity of the cell. Contains the DNA. |
| 4 | Vacuole | Stores water and minerals as cell sap. |
| 5 | Chloroplasts | Site of photosynthesis. |
| 6 | Cell wall | Provides structure and support to the cell. |
| 7 | Microscope | Used to view cellular structures that are too small to be seen with the naked eye. |
| 8 | Magnification | The number of times bigger the image is, compared to the actual object. |
| 9 | Mitochondria | Release energy from food. |
| 10 | Diffusion | The movement of particles in and out of a cell. |

| Week 7 Cells | Piece of Information | Answer |
|-----------------|----------------------------|---|
| 1 | Nerve cells | Carry messages from the brain to other parts of the body. |
| 2 | Ciliated epithelial cells. | Keep the airways clean by trapping dust and microbes. |
| 3 | Red blood cells | Carry oxygen around the body. |
| 4 | Sperm cells | Carry male DNA and fertilise the egg. |
| 5 | Egg cells | Carry female DNA and is fertilised by the sperm. |
| 6 | Root hair cells | Have no chloroplast and are long and thin to absorb more nutrients. |
| 7 | Palisade cells | Found in the leaf and have lots of chloroplasts to increase photosynthesis. |
| 8 | Specialised plant cell | A cell which is adapted to carry out a function in a plant. |
| 9 | Specialised animal cell | A cell which is adapted to carry out a function in an animal. |
| 10 | Subcellular organelles | Structures found within a cell. |

| Week 8 Mixtures | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Mixture | Two or more elements, or compounds that are not joined together. |
| 2 | Insoluble | Does not dissolve. |
| 3 | Soluble | Will dissolve to form a solution. |
| 4 | Pure | Contains only one type of substance. |
| 5 | Impure | Contains more than one type of substance. |
| 6 | Filtration | Separates an insoluble solid from a liquid. |
| 7 | Filtrate | The solution which passes through the filter paper with very small dissolved particles. |
| 8 | Residue | The insoluble solid that is too large to pass through the filter paper. |
| 9 | Evaporation | Used to remove the liquid part of a mixture. |
| 10 | Crystallisation | Used to obtain a soluble salt from a mixture. |

| Week 9 Reproduction | Piece of Information | Answer |
|------------------------|----------------------|--|
| 1 | Testes | Male reproductive organ where sperm are produced. |
| 2 | Ovaries | Female reproductive organ where eggs are produced. |
| 3 | Uterus | Female reproductive organ which thickens in preparation for a fertilised egg. |
| 4 | Fallopian tube | Carries the egg to the uterus. |
| 5 | Sperm ducts | Carries sperm from the testes to the penis. |
| 6 | Penis | To transfer sperm to the female reproductive system. |
| 7 | Fertilisation | When the sperm cell joins to the egg cell and the DNA combines. |
| 8 | Gestation | The process of an embryo developing in the womb. |
| 9 | Placenta | Exchanges nutrients and waste substances between the mother and baby. |
| 10 | Menstruation | A period caused by an egg that is not fertilised. The uterus sheds its lining. |

| Week 10 Space | Piece of Information | Answer |
|------------------|----------------------|--|
| 1 | Gravity | A non-contact force also known as weight is dependent on its mass. |
| 2 | Mass | The measure of how much there is of something e.g. 20Kg |
| 3 | Newtons | The unit for force. |
| 4 | Moon | A satellite that orbits a planet. |
| 5 | Ellipse | The shape of the orbit. |
| 6 | Planet | Orbits around a star. |
| 7 | Hemisphere | One half of the planet. |
| 8 | Daytime | The side of the earth facing towards the sun. |
| 9 | Nighttime | The side of the earth facing away from the sun. |
| 10 | $W = mg$ | An equation that links weight, mass and gravitational pull. |

Spanish Knowledge Organiser - Tuesdays

| Week 1 | Piece of Information | Answer |
|--------|--|--|
| 1 | mi <u>colegio</u> se llama Gloucester Academy | My <u>secondary school</u> is called Gloucester Academy |
| 2 | es un <u>colegio</u> mixto | it is a mixed <u>secondary school</u> |
| 3 | que está en el suroeste | which is in the south-west |
| 4 | que está en el norte | which is in the north |
| 5 | que está en el sur | which is in the south |
| 6 | que está en el centro | which is in the town centre |
| 7 | de Inglaterra | of England |
| 8 | de España | of Spain |
| 9 | es un <u>colegio</u> grande | it is a big <u>secondary school</u> |
| 10 | es un <u>colegio</u> pequeño | it is a small <u>secondary school</u> |

| Week 2 | Piece of Information | Answer |
|--------|--|---|
| 1 | en mi <u>colegio</u> <u>llevo</u> | in my <u>secondary school</u> I <u>wear</u> |
| 2 | en mi instituto <u>llevamos</u> | in my school <u>we wear</u> |
| 3 | en mi <u>colegio</u> me gustaría <u>llevar</u> | in my <u>secondary school</u> I would like to <u>wear</u> |
| 4 | en mi instituto se debe <u>llevar</u> | in my school we have <u>to wear</u> |
| 5 | unos zapatos negros | black shoes |
| 6 | una chaqueta azúl | a blue blazer/jacket |
| 7 | una camisa blanca | a white shirt |
| 8 | una corbata roja y negra | a red and black tie |
| 9 | unos pantalones grises | grey trousers |
| 10 | una falda negra | a black skirt |

| Week 3 | Piece of Information | Answer |
|--------|--|--|
| 1 | en mi <u>colegio</u> debemos | in my <u>secondary school</u> we must |
| 2 | en mi <u>colegio</u> se debe | in my <u>secondary school</u> we have to |
| 3 | ser puntual | be on time |
| 4 | hacer tus deberes | do your homework |
| 5 | lo que encuentro justo | which I find fair |
| 6 | mi <u>colegio</u> se llama Gloucester Academy | My <u>secondary school</u> is called Gloucester Academy |
| 7 | es un <u>colegio</u> mixto | it is a mixed <u>secondary school</u> |
| 8 | que está en el suroeste | which is in the south-west |
| 9 | que está en el norte | which is in the north |
| 10 | que está en el sur | which is in the south |

| Week 4 | Piece of Information | Answer |
|--------|---------------------------------------|--|
| 1 | en mi instituto <u>está prohibido</u> | in my school <u>it is forbidden to</u> |
| 2 | llevar joyas | wear jewellery |
| 3 | llevar maquillaje | wear makeup |
| 4 | perder clases | miss/skip classes |
| 5 | burlarse de otros estudiantes | make fun of other students |
| 6 | que está en el sur | which is in the south |
| 7 | que está en el centro | which is in the town centre |
| 8 | de Inglaterra | of England |
| 9 | de España | of Spain |
| 10 | es un <u>colegio grande</u> | it is a big <u>secondary school</u> |

| Week 5 | Piece of Information | Answer |
|--------|--|---|
| 1 | ayer <u>estudié</u> dibujo | yesterday <u>I studied</u> art |
| 2 | ayer <u>estudiamos</u> español | yesterday <u>we studied</u> Spanish |
| 3 | la semana pasada <u>aprendí</u> | last week <u>I learnt</u> |
| 4 | recientemente <u>aprendimos</u> | recently <u>we learnt</u> |
| 5 | <u>fue</u> divertido | <u>it was</u> fun |
| 6 | en mi <u>colegio</u> <u>llevo</u> | in my <u>secondary school</u> <u>I wear</u> |
| 7 | en mi instituto <u>llevamos</u> | in my school <u>we wear</u> |
| 8 | en mi <u>colegio</u> me gustaría <u>llevar</u> | in my <u>secondary school</u> I would like to <u>wear</u> |
| 9 | en mi instituto se debe <u>llevar</u> | in my school we have <u>to wear</u> |
| 10 | unos zapatos negros | black shoes |

| Week 6 | Piece of Information | Answer |
|--------|---------------------------------------|---|
| 1 | <u>durante el recreo</u> jugué | <u>during breaktime</u> I played |
| 2 | al fútbol | football |
| 3 | al baloncesto | basketball |
| 4 | fue entretenido | it was entertaining |
| 5 | fue emocionante | it was exciting |
| 6 | una chaqueta azúl | a blue blazer/jacket |
| 7 | una camisa blanca | a white shirt |
| 8 | una corbata roja y negra | a red and black tie |
| 9 | unos pantalones grises | grey trousers |
| 10 | una falda negra | a black skirt |

| Week 7 | Piece of Information | Answer |
|--------|-------------------------------------|-------------------------|
| 1 | durante <u>la hora del almuerzo</u> | during <u>lunchtime</u> |
| 2 | jugamos al ajedrez | we played chess |

| | | |
|----|-------------------------------|--|
| 3 | comí un bocadillo | I ate a sandwich |
| 4 | bebí coca cola | I drank coke |
| 5 | fue genial | it was great |
| 6 | en mi <u>colegio</u> debemos | in my <u>secondary school</u> we must |
| 7 | en mi <u>colegio</u> se debe | in my <u>secondary school</u> we have to |
| 8 | ser puntual | be on time |
| 9 | hacer tus deberes | do your homework |
| 10 | lo que encuentro justo | which I find fair |

| Week 8 | Piece of Information | Answer |
|--------|---------------------------------------|--|
| 1 | <u>el año próximo</u> | <u>next year</u> |
| 2 | voy a elegir química | I am going to choose |
| 3 | si voy a la universidad | if I go to university |
| 4 | me gustaría <u>estudiar</u> | I would like <u>to study</u> |
| 5 | inglés, sería útil | English, it would be useful |
| 6 | en mi instituto <u>está prohibido</u> | in my school <u>it is forbidden to</u> |
| 7 | llevar joyas | wear jewellery |
| 8 | llevar maquillaje | wear makeup |
| 9 | perder clases | miss/skip classes |
| 10 | burlarse de otros estudiantes | make fun of other students |

| Week 9 | Piece of Information | Answer |
|--------|--|--|
| 1 | ayer <u>estudié</u> dibujo | yesterday I <u>studied</u> art |
| 2 | ayer <u>estudiamos</u> español | yesterday <u>we studied</u> Spanish |
| 3 | la semana pasada <u>aprendí</u> | last week I <u>learnt</u> |
| 4 | recientemente <u>aprendimos</u> | recently <u>we learnt</u> |
| 5 | <u>fue</u> divertido | <u>it was</u> fun |
| 6 | <u>durante el recreo</u> jugué | <u>during breaktime</u> I played |
| 7 | al fútbol | football |
| 8 | al baloncesto | basketball |
| 9 | fue entretenido | it was entertaining |
| 10 | fue emocionante | it was exciting |

| Week 10 | Piece of Information | Answer |
|---------|-------------------------------------|-------------------------------------|
| 1 | durante <u>la hora del almuerzo</u> | during <u>lunchtime</u> |
| 2 | jugamos al ajedrez | we played chess |
| 3 | comí un bocadillo | I ate a sandwich |
| 4 | bebí coca cola | I drank coke |
| 5 | fue genial | it was great |
| 6 | <u>el año próximo</u> | <u>next year</u> |
| 7 | voy a elegir química | I am going to choose |
| 8 | si voy a la universidad | if I go to university |
| 9 | me gustaría <u>estudiar</u> | I would like <u>to study</u> |
| 10 | inglés, sería útil | English, it would be useful |

English Knowledge Organiser - Wednesdays

| Week 1 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Relationships | The way in which two or more people or things are connected, or the state of being connected. |
| 2 | Agape | The love that is of and from God. Love that shows empathy and compassion |
| 3 | Eros | The love that is physical which involves passion, lust and/or romance |
| 4 | Philia | The love that is between friends and involves affection |
| 5 | Philautia | The love that one has for for one self. To consider your own happiness. |
| 6 | Mania | A love that can be obsessive, leading to unwanted jealousy or possessiveness |
| 7 | Storge | The natural love that family members have for one another |
| 8 | Empathy | The ability to understand what other people feel and to see things from their point of view |
| 9 | Passion | Strong and powerful feeling of love, hate, anger or other emotions |
| 10 | Naive | Showing a lack of experience, wisdom, or judgement. |

| Week 2 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Aggressive | Showing anger and a willingness to attack other people |
| 2 | Protective | To be able to keep someone or something safe from injury or damage |
| 3 | Patriarch | A powerful and usually older man in charge of a family or a society |
| 4 | Possession | The state of having, owning, or controlling something |
| 5 | Conscience | A person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour |
| 6 | Submissive | Allowing yourself to be controlled by other people |
| 7 | Obedient | Doing, or willing to do, what you have been told to do by someone in authority |
| 8 | Influential | Having great influence, control or power over someone or something. |
| 9 | Volatile | Likely to change suddenly or unexpectedly |
| 10 | Loyal | Someone who is always reliable and true |

| Week 3 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Masculinity | The characteristics that are traditionally thought to be typical of or suitable for men |
| 2 | Friendship | A state of lasting affection and trust between two people |
| 3 | Comradeship | The company and friendship of others with common aims |
| 4 | Affectionate | Readily feeling or showing fondness or tenderness |
| 5 | Argumentative | Having or showing a tendency to disagree or argue with other people in an angry way |
| 6 | Decisive | Having or showing the ability to make decisions quickly and effectively. |
| 7 | Overwhelming | A state of intense emotion that is difficult to manage |
| 8 | Transcends | To rise above or to go beyond |
| 9 | Forbidden | Not allowed; banned |
| 10 | Prohibited | Not permitted by an authority |

| Week 4 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Obsession | An idea or thought that continually preoccupies or intrudes on a person's mind. |
| 2 | Unity | The state of being united or joined as a whole |
| 3 | Cautious | Being careful to avoid potential problems or dangers |
| 4 | Devoted | Having strong loyalty, affection, or dedication |
| 5 | Pragmatic | Dealing with things sensibly and realistically in a way that is based on reason |
| 6 | Dedicated | The willingness to give a lot of time and energy to something because it is important |
| 7 | Faithful | Remaining loyal and steadfast |
| 8 | Sincere | Saying what you genuinely feel or believe; not dishonest or hypocritical. |
| 9 | Impatient | Having or showing a tendency to be quickly irritated or provoked. |
| 10 | Dangerous | Able or likely to cause harm or injury. |

| Week 5 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Revenge | The act of hurting or harming someone in return for an injury or wrong suffered at their hands |
| 2 | Love | An intense feeling of deep affection |
| 3 | Honour | A quality that combines respect, being proud, and honesty high respect; great esteem. |
| 4 | Betrayal | An act of deliberate disloyalty |
| 5 | Conflicted | Confused or worried because you cannot choose between very different ideas, feelings, or beliefs |
| 6 | Stoic | Being calm and almost without any emotion |
| 7 | Impulsive | Showing behaviour in which you do things suddenly without any planning and without considering the consequences |
| 8 | Immature | Not behaving in a way that is as calm and wise as people expect from someone of your age |
| 9 | Courage | the ability to do something that frightens one; bravery |
| 10 | Moderate | Some, but not as much or as great as desired |

| Week 6 | Piece of Information | Answer |
|--------|----------------------|---|
| 1 | Relationships | The way in which two or more people or things are connected, or the state of being connected. |
| 2 | Agape | The love that is of and from God. Love that shows empathy and compassion |
| 3 | Eros | The love that is physical which involves passion, lust and/or romance |
| 4 | Philia | The love that is between friends and involves affection |
| 5 | Philautia | The love that one has for for one self. To consider your own happiness. |
| 6 | Mania | A love that can be obsessive, leading to unwanted jealousy or possessiveness |
| 7 | Storge | The natural love that family members have for one another |
| 8 | Empathy | The ability to understand what other people feel and to see things from their point of view |
| 9 | Passion | Strong and powerful feeling of love, hate, anger or other emotions |
| 10 | Naive | Showing a lack of experience, wisdom, or judgement. |

| Week 7 | Piece of Information | Answer |
|--------|--------------------------|---|
| 1 | Aggressive | Showing anger and a willingness to attack other people |
| 2 | Protective | To be able to keep someone or something safe from injury or damage |
| 3 | Patriarch | A powerful and usually older man in charge of a family or a society |
| 4 | Possession | The state of having, owning, or controlling something |
| 5 | Conscience | A person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour |
| 6 | Antihero or anti-heroine | A central character who lacks traditional heroic qualities such as courage and morality. |
| 7 | Hero | A person who carries out acts of courage, has special abilities or qualities |
| 8 | Noble | having or showing fine personal qualities or high moral principles. |
| 9 | Victim | A person harmed or injured as a result of crime or a wrongdoing |
| 10 | Virtue | A good moral quality in a person, or the quality of being morally good. |

| Week 8 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Submissive | Allowing yourself to be controlled by other people |
| 2 | Obedient | Doing, or willing to do, what you have been told to do by someone in authority |
| 3 | Influential | Having great influence, control or power over someone or something. |
| 4 | Volatile | Likely to change suddenly or unexpectedly |
| 5 | Loyal | Someone who is always reliable and true |
| 6 | Protagonist | The leading character in a film, novel, story, poem or song. They can be both a hero and an anti-hero. |
| 7 | Antagonist | A person who actively opposes or is hostile to someone or something, often the protagonist. |
| 8 | Setting | The creation of a place or surroundings, also shown through its atmosphere |
| 9 | Deceitful | Someone who lies, actively misleads and cannot be trusted. |
| 10 | Vulnerable | An exposed area or weakness. |

| Week 9 | Piece of Information | Answer |
|--------|----------------------|--|
| 1 | Masculinity | The characteristics that are traditionally thought to be typical of or suitable for men |
| 2 | Friendship | A state of lasting affection and trust between two people |
| 3 | Comradeship | The company and friendship of others with common aims |
| 4 | Affectionate | Readily feeling or showing fondness or tenderness |
| 5 | Argumentative | Having or showing a tendency to disagree or argue with other people in an angry way |
| 6 | Mischievous | Enjoying causing trouble in a playful way |
| 7 | Anxiety | A feeling of unease, such as worry or fear, that can be mild or severe. |
| 8 | Romanticise | To talk about or describe something in a way that makes it sound better than it really is, or to believe that something is better than it really is. |
| 9 | heroic | Displaying moral behaviour, such as bravery and loyalty |
| 10 | villainous | Guilty of wicked or criminal behaviour, a immoral character |

| Week 10 | Piece of Information | Answer |
|---------|----------------------|--|
| 1 | Decisive | Having or showing the ability to make decisions quickly and effectively. |
| 2 | Overwhelming | A state of intense emotion that is difficult to manage |
| 3 | Transcends | To rise above or to go beyond |
| 4 | Forbidden | Not allowed; banned |
| 5 | Prohibited | Not permitted by an authority |
| 6 | Foreshadow | to act as a warning or sign of a future event. |
| 7 | Humility | lowness, small stature, the quality of not being too proud because you are aware of your weaknesses. |
| 8 | Fiction | A story that is made up, rather than true or factual |
| 9 | Non-fiction | A text that is based on real life or events |
| 10 | Hubris | To have excessive pride or self-confidence, which often leads to someone's downfall. |

| Week 11 | Piece of Information | Answer |
|---------|----------------------|---|
| 1 | Aggressive | Showing anger and a willingness to attack other people |
| 2 | Protective | To be able to keep someone or something safe from injury or damage |
| 3 | Patriarch | A powerful and usually older man in charge of a family or a society |
| 4 | Possession | The state of having, owning, or controlling something |
| 5 | Conscience | A person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour |
| 6 | Submissive | Allowing yourself to be controlled by other people |
| 7 | Obedient | Doing, or willing to do, what you have been told to do by someone in authority |
| 8 | Influential | Having great influence, control or power over someone or something. |
| 9 | Volatile | Likely to change suddenly or unexpectedly |
| 10 | Loyal | Someone who is always reliable and true |

| Week 12 | Piece of Information | Answer |
|---------|----------------------|---|
| 1 | Masculinity | The characteristics that are traditionally thought to be typical of or suitable for men |
| 2 | Friendship | A state of lasting affection and trust between two people |
| 3 | Comradeship | The company and friendship of others with common aims |
| 4 | Affectionate | Readily feeling or showing fondness or tenderness |
| 5 | Argumentative | Having or showing a tendency to disagree or argue with other people in an angry way |
| 6 | Decisive | Having or showing the ability to make decisions quickly and effectively. |
| 7 | Overwhelming | A state of intense emotion that is difficult to manage |
| 8 | Transcends | To rise above or to go beyond |
| 9 | Forbidden | Not allowed; banned |
| 10 | Prohibited | Not permitted by an authority |

History Knowledge Organiser - Thursdays

| Week 1 12/12/22 | Piece of Information | Answer |
|--------------------|--------------------------|--|
| 1 | Henry VII | This was the first Tudor King of England from 1485. |
| 2 | Battle of Bosworth Field | This was the event that led to the beginning of the Tudor Dynasty. |
| 3 | Lancaster | This is a branch of the Plantagenet family that is represented by a Red Rose. |
| 4 | York | This is a younger branch of the Plantagenet family represented by a white rose. |
| 5 | Wars of the Roses | This was a major English conflict fought between 1455-185 between the house of Lancaster and the House of York |
| 6 | Red Rose | The emblem for the House of Lancaster |
| 7 | White Rose | The emblem for the House of York |
| 8 | King Henry VI | He was King of England during the Wars of the Roses |
| 9 | Richard, Duke of York | The leader of the House of York and the main rival to King Henry VI during the Wars of the Roses |
| 10 | Margaret of Anjou | She was the wife of Henry VI, a Lancastrian and fought against the House of York during the conflict. |

| Week 2 02/01/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Church of England | This is the new protestant church with the monarch of England as its leader formed in 1534. |
| 2 | Catholicism | Originating in Rome, this is a denomination of Christianity. |
| 3 | Protestantism | Created during the Reformation, this is a denomination of Christianity that criticised Catholicism and the Catholic Church. |
| 4 | Pope | This is God's representative on earth. Lived in Rome. Could excommunicate kings. |
| 5 | Martin Luther | This is the German priest who wrote the Ninety Five Theses and began the Reformation |
| 6 | Reformation | The act of reforming the Religion of England from Catholic to Protestant. |
| 7 | Annul | Officially announce that something such as a law, agreement, or marriage no longer exists. |
| 8 | King Henry VII | He was the first Tudor king and the father of Henry VIII |
| 9 | King Henry VIII | This was the second Tudor King of England from 1509, he was the father of Elizabeth I and Mary I. |
| 10 | Indulgences | These were certificates that forgave sins they could be bought or earned by charity work. |

| Week 3 09/01/23 | Piece of Information | Answer |
|--------------------|--------------------------|--|
| 1 | Dissolution | This means the formal ending or dismissing of an official group or body, such as removing the power and wealth of monasteries by Henry VIII. |
| 2 | Anne Bolyne | This was Henry VIII's second wife and mother of Elizabeth I. |
| 3 | Catherine of Aragon | She was the first wife of Henry VIII until their divorce in 1533. |
| 4 | Jane Seymour | The third wife of Henry VIII and the mother of Henry's only legitimate son, Edward VI. |
| 5 | Mary I | The eldest daughter of Henry VIII, who tried to reverse the Reformation in the 16th Century. |
| 6 | Henry VII | This was the first Tudor King of England from 1485. |
| 7 | Battle of Bosworth Field | This was the event that led to the beginning of the Tudor Dynasty. |
| 8 | Lancaster | This is a branch of the Plantagenet family that is represented by a Red Rose. |
| 9 | York | This is a younger branch of the Plantagenet family represented by a white rose. |
| 10 | Wars of the Roses | This was a major English conflict fought between 1455-185 between the house of Lancaster and the House of York |

| Week 4 16/01/23 | Piece of Information | Answer |
|--------------------|-----------------------|---|
| 1 | Elizabeth I | Daughter of Anne Boleyn and Queen of England from 1558-1603. |
| 2 | Spanish Armada | This was the fleet of 151 ships and 34,000 soldiers sent to invade England in 1588. |
| 3 | Sir Francis Drake | He was an explorer, adventurer and military leader responsible for the defeat of the Spanish in 1588. |
| 4 | Circumnavigation | This means sailing around the world and mapping where you have been. Sir Francis Drake was the first Englishman to do this in 1580. |
| 5 | Francis Walsingham | He was Elizabeth I Secretary of State and spymaster and was one of her closest advisors.. |
| 6 | Red Rose | The emblem for the House of Lancaster |
| 7 | White Rose | The emblem for the House of York |
| 8 | King Henry VI | He was King of England during the Wars of the Roses |
| 9 | Richard, Duke of York | The leader of the House of York and the main rival to King Henry VI during the Wars of the Roses |
| 10 | Margaret of Anjou | She was the wife of Henry VI, a Lancastrian and fought against the House of York during the conflict. |

| Week 5 23/01/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Christopher Columbus | He was an Italian explorer and adventurer who rediscovered the Americas in 1492. |
| 2 | William Shakespeare | He was an English poet and writer and is regarded as the greatest English writer of all time. |
| 3 | Globe Theatre | This is a theatre built in London in 1599, many of Shakespeare's plays were performed here. |
| 4 | Middle Way | Elizabeth's religious reforms (changes) that sought to please both Catholics and Protestants. |
| 5 | Mary Queen of Scots | She was the cousin of Elizabeth I and was a rival for the throne of England, to many she was seen as the rightful heir to the English throne. |
| 6 | Church of England | This is the new protestant church with the monarch of England as its leader |

| | | |
|----|---------------|---|
| | | formed in 1534. |
| 7 | Catholicism | Originating in Rome, this is a denomination of Christianity. |
| 8 | Protestantism | Created during the Reformation, this is a denomination of Christianity that criticised Catholicism and the Catholic Church. |
| 9 | Pope | This is God's representative on earth. Lived in Rome. Could excommunicate kings. |
| 10 | Martin Luther | This is the German priest who wrote the Ninety Five Theses and began the Reformation |

| | | |
|--------------------|----------------------|---|
| Week 6 30/01/23 | Piece of Information | Answer |
| 1 | Mary Queen of Scots | She was the cousin of Elizabeth I and was a rival for the throne of England, to many she was seen as the rightful heir to the English throne. |
| 2 | Exile | This means to remove somebody from their native country usually for political reasons. |
| 3 | Golden Age | This is a period of great achievement, prosperity and happiness |
| 4 | Privy council | This was the most important group of Elizabeth's advisors who gave advice on foreign policy and military matters. |
| 5 | Foreign relations | This is a term used to describe the relations of governments from different countries. |
| 6 | Martin Luther | This is the German priest who wrote the Ninety Five Theses and began the Reformation |
| 7 | Reformation | The act of reforming the Religion of England from Catholic to Protestant. |
| 8 | Annul | Officially announce that something such as a law, agreement, or marriage no longer exists. |
| 9 | King Henry VII | He was the first Tudor king and the father of Henry VIII |
| 10 | King Henry VIII | This was the second Tudor King of England from 1509, he was the father of Elizabeth I and Mary I. |
| | Indulgences | These were certificates that forgave sins they could be bought or earned by charity work. |

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|--------------------|----------------------|--|
| Week 7 06/02/23 | Piece of Information | Answer |
| 1 | Hue and Cry | A system of alarming a town or village that a crime has taken place, usually by shouting or ringing a bell. |
| 2 | Tithing | All men over the age of 12 were split into a group of ten, called a tithing, and were responsible for each other's behaviour. |
| 3 | Stocks and Pillory | Criminals were locked in stocks or pillories, usually in public, to demonstrate what happens to criminals. |
| 4 | Excommunicate | This means to ban someone from participation in Christian church services. |
| 5 | Gentry | These are people of good social position such as wealthy landowners. |
| 6 | Dissolution | This means the formal ending or dismissing of an official group or body, such as removing the power and wealth of monasteries by Henry VIII. |
| 7 | Anne Bolyne | This was Henry VIII's second wife and mother of Elizabeth I. |
| 8 | Catherine of Aragon | She was the first wife of Henry VIII until their divorce in 1533. |
| 9 | Jane Seymour | The third wife of Henry VIII and the mother of Henry's only legitimate son, Edward VI. |
| 10 | Mary I | The eldest daughter of Henry VIII, who tried to reverse the Reformation in the 16th Century. |

| Week 8 13/02/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Phillip II of Spain | He was the king of Spain and Elizabeth I brother - in law. |
| 2 | Fireships | Used during the Spanish Armada's attack, ships were set on fire and sailed into the Spanish fleet. |
| 3 | Tilbury | The town in Essex where Elizabeth rode to deliver her famous speech. |
| 4 | Babington Plot | This was the plot led by Anthony Babington to replace Elizabeth with Mary Queen of Scots and led to Mary's execution. |
| 5 | Robert Dudley | He was Queen Elizabeth's childhood friend, many assumed that they would marry. |
| 6 | Elizabeth I | Daughter of Anne Boleyn and Queen of England from 1558-1603. |
| 7 | Spanish Armada | This was the fleet of 151 ships and 34,000 soldiers sent to invade England in 1588. |
| 8 | Sir Francis Drake | He was an explorer, adventurer and military leader responsible for the defeat of the Spanish in 1588. |
| 9 | Circumnavigation | This means sailing around the world and mapping where you have been. Sir Francis Drake was the first Englishman to do this in 1580. |
| 10 | Francis Walsingham | He was Elizabeth I Secretary of State and spymaster and was one of her closest advisors.. |

| Week 9 20/02/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Christopher Columbus | He was an Italian explorer and adventurer who rediscovered the Americas in 1492. |
| 2 | William Shakespeare | He was an English poet and writer and is regarded as the greatest English writer of all time. |
| 3 | Globe Theatre | This is a theatre built in London in 1599, many of Shakespeare's plays were performed here. |
| 4 | Middle Way | Elizabeth's religious reforms (changes) that sought to please both Catholics and Protestants. |
| 5 | Mary Queen of Scots | She was the cousin of Elizabeth I and was a rival for the throne of England, to many she was seen as the rightful heir to the English throne. |
| 6 | Mary Queen of Scots | She was the cousin of Elizabeth I and was a rival for the throne of England. To many she was seen as the rightful heir to the English throne. |
| 7 | Exile | This means to remove somebody from their native country usually for political reasons. |
| 8 | Golden Age | This is a period of great achievement, prosperity and happiness |
| 9 | Privy council | This was the most important group of Elizabeth's advisors who gave advice on foreign policy and military matters. |
| 10 | Foreign relations | This is a term used to describe the relations of governments from different countries. |

| Week 10 27/02/23 | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | Hue and Cry | A system of alarming a town or village that a crime has taken place, usually by shouting or ringing a bell. |
| 2 | Tithing | All people over the age of 12 were split into a ten, called a tithing, and were responsible for each other's behaviour. |
| 3 | Stocks and Pillory | Criminals were locked in stocks or pillories, usually in public, to demonstrate what happens to criminals. |
| 4 | Excommunicate | This means to ban someone from participation in Christian church services. |
| 5 | Gentry | These are people of good social position such as wealthy landowners. |
| 6 | Phillip II of Spain | He was the king of Spain and Elizabeth I brother - in law. |
| 7 | Fireships | Used during the Spanish Armada's attack, ships were set on fire and sailed into the Spanish fleet. |
| 8 | Tilbury | The town in Essex where Elizabeth rode to deliver her famous speech. |
| 9 | Babington Plot | This was the plot led by Anthony Babington to replace Elizabeth with Mary and led to Mary's execution. |
| 10 | Robert Dudley | He was Queen Elizabeth's closest friend, many assumed they would marry. |

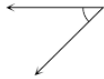

| Week 11 13/02/23 | Piece of Information | Answer |
|---------------------|-----------------------|---|
| 1 | Lancaster | This is a branch of the Plantagenet family that is represented by a Red Rose. |
| 2 | York | This is a younger branch of the Plantagenet family represented by a white rose. |
| 3 | Richard, Duke of York | The leader of the House of York and the main rival to King Henry VI during the Wars of the Roses |
| 4 | Margaret of Anjou | She was the wife of Henry VI, a Lancastrian and fought against the House of York during the conflict. |
| 5 | Church of England | This is the new protestant church with the monarch of England as its leader formed in 1534. |
| 6 | Catholicism | Originating in Rome, this is a denomination of Christianity. |
| 7 | Protestantism | Created during the Reformation, this is a denomination of Christianity that criticised Catholicism and the Catholic Church. |
| 8 | Pope | This is God's representative on earth. Lived in Rome. Could excommunicate kings. |
| 9 | Martin Luther | This is the German priest who wrote the Ninety Five Theses and began the Reformation |
| 10 | Reformation | The act of reforming the Religion of England from Catholic to Protestant. |

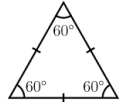
| Week 12 20/02/23 | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | King Henry VII | He was the first Tudor king and the father of Henry VIII |
| 2 | King Henry VIII | This was the second Tudor King of England from 1509, he was the father of Elizabeth I and Mary I. |
| 3 | Elizabeth I | Daughter of Ann Boleyn and Queen of England from 1558-1603. |
| 4 | Spanish Armada | This was the fleet of 151 ships and 34,000 soldiers sent to invade England in 1588. |
| 5 | Sir Francis Drake | He was an explorer, adventurer and military leader responsible for the defeat of the Spanish in 1588. |
| 6 | Middle Way | Elizabeth's religious reforms (changes) that sought to please both Catholics and Protestants. |
| 7 | Mary Queen of Scots | She was the cousin of Elizabeth I and was a rival for the throne of England, to many she was seen as the rightful heir to the English throne. |
| 8 | Christopher Columbus | He was an Italian explorer and adventurer who rediscovered the Americas in 1492. |
| 9 | William Shakespeare | He was an English poet and writer and is regarded as the greatest English writer of all time. |
| 10 | Excommunicate | This means to ban someone from participation in Christian church services. |

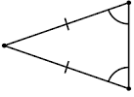
| Week 13 27/02/23 | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | Hue and Cry | A system of alarming a town or village that a crime has taken place, usually by shouting or ringing a bell. |
| 2 | Tithing | All people over the age of 12 were split into a ten, called a tithing, and were responsible for each other's behaviour. |
| 3 | Stocks and Pillory | Criminals were locked in stocks or pillories, usually in public, to demonstrate what happens to criminals. |
| 4 | Phillip II of Spain | He was the king of Spain and Elizabeth I brother - in law. |
| 5 | Fireships | Used during the Spanish Armada's attack, ships were set on fire and sailed into the Spanish fleet. |
| 6 | Tilbury | The town in Essex where Elizabeth rode to deliver her famous speech. |
| 7 | Wars of the Roses | This was a major English conflict fought between 1455-185 between the house of Lancaster and the House of York |
| 8 | Red Rose | The emblem for the House of Lancaster |
| 9 | White Rose | The emblem for the House of York |
| 10 | Church of England | This is the new protestant church with the monarch of England as its leader formed in 1534. |

Maths Knowledge Organiser - Thursdays

| Week 1 12/12/22 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | equidistant | at equal distances |
| 2 | parallel lines | lines that are always equidistant |
| 3 | perpendicular lines | lines that meet at 90 degrees |
| 4 | right angle | a 90 degree angle |
| 5 | notation | system of written symbols |
| 6 | polygon | a closed 2D shape made of three or more straight sides |
| 7 | regular polygon | a polygon where all angles are equal and all side lengths are equal |
| 8 | irregular polygon | a polygon where all angles are not equal and all side lengths are not equal |
| 9 | triangle | a three-sided polygon |
| 10 | quadrilateral | a four-sided polygon |

| Week 2 02/01/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Angle | the space (amount of turn) between two lines that meet at a point (vertex) |
| 2 | Acute angle | An angle less than 90° .  |
| 3 | Obtuse angle | An angle greater than 90° and less than 180° .  |
| 4 | Reflex angle | An angle between 180° and 360° |
| 5 | 360° | degrees in a full turn |
| 6 | 90° | degrees in a quarter of a turn |
| 7 | estimation | a rough calculation of the value, number, or quantity of something |
| 8 | protractor | an instrument used to measure angles |
| 9 | 1, 2, 3, 4, 6, 12 | Factors of 12 |
| 10 | 12, 24, 36, 48, 60 | First 5 multiples of 12 |

| Week 3 09/01/23 | Piece of Information | Answer |
|--------------------|----------------------------|--|
| 1 | Solve | To find the value of the unknown in an equation. |
| 2 | 180° | Sum of angles on a straight line. |
| 3 | 180° | Sum of angles in a triangle |
| 4 | Vertically opposite angles | The two opposite angles when two lines cross. |
| 5 | Equilateral triangle | A triangle with three equal sides and equal angles.  |

| | | | |
|----|-----------------------|--|---|
| 6 | Isosceles triangle | A triangle with exactly two equal sides and equal base angles. |  |
| 7 | Scalene triangle | A triangle with no equal sides and no equal angles | |
| 8 | Right-angled triangle | A triangle that contains a 90 degree angle | |
| 9 | Interior angle | An angle that is formed within a polygon | |
| 10 | Exterior angle | An angle that is formed outside a polygon | |

| Week 4 16/01/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Range | The difference between the lowest and highest value |
| 2 | Median | The middle value from an ordered data set |
| 3 | Mode | The most frequent (common) value in a data set |
| 4 | Mean | A central value of a set of values where all the values are added and divided by the number of values |
| 5 | Average | A single value that gives a central value to a data set |
| 6 | Operation | A mathematical process, including; addition, subtraction, multiplication and division |
| 7 | Substitute | To replace letters with numbers. |
| 8 | < | A symbol that means "is less than". |
| 9 | ≠ | A symbol that means "is not equal to". |
| 10 | > | A symbol that means "is more than" |

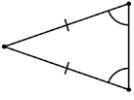
| Week 5 23/01/23 | Piece of Information | Answer |
|--------------------|-----------------------------|--|
| 1 | Frequency | The number of times a data value occurs |
| 2 | Table | A way of presenting data using rows (horizontal) and columns (vertical) |
| 3 | Tally | Notation to keep count of data in groups of 5 |
| 4 | Pictograms | A chart that uses pictures or symbols to represent data |
| 5 | Bar Chart | Representing discrete data using bars (rectangles) to represent frequency |
| 6 | Discrete data | Data that is counted, not measured, and can only take specific values |
| 7 | Continuous data | Data that is measured, not counted, and can take any value on a number scale |
| 8 | First twelve square numbers | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144. |
| 9 | First 5 cube numbers | 1, 8, 27, 64, 125 |
| 10 | 1, 2, 3, 4, 6, 12 | Factors of 12 |

| Week 6 30/01/23 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Coordinate | A set of values that show an exact position; (x,y) |
| 2 | x-axis | A line on a graph that runs horizontally (left-right) through zero |
| 3 | y-axis | A line on a graph that runs vertically (down-up) through zero |
| 4 | Plot | To draw on a graph or map |
| 5 | Kite | A quadrilateral whose four sides can be grouped into two pairs of equal-length sides that are next to each other. |
| 6 | Rhombus | A quadrilateral whose sides all have the same length (but the angles do not have to be right angles). |
| 7 | Parallelogram | A quadrilateral whose four sides can be grouped into two pairs of equal-length sides that are opposite to each other. |
| 8 | Rectangle | A quadrilateral whose four sides can be grouped into two pairs of equal-length sides that are opposite to each other, with four right angles |
| 9 | Square | A quadrilateral whose four sides are equidistant |
| 10 | Trapezium | A quadrilateral with one pair of sides parallel. |

| Week 7 06/02/23 | Piece of Information | Answer |
|--------------------|------------------------------------|--|
| 1 | Proportion | when two ratios (or fractions) are equal |
| 2 | Unitary | A strategy for solving a problem by first finding the value of a single unit |
| 3 | 1000g | Number of grams in a kilogram |
| 4 | 100cm | Number of centimetres in a metre |
| 5 | 10mm | Number of millimetres in a centimetre |
| 6 | 60 | Seconds in one minute |
| 7 | 24 | Hours in a day |
| 8 | 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 | Prime numbers less than 30 |
| 9 | Numerator | The top number in a fraction |
| 10 | Denominator | The bottom number in a fraction |

| Week 8 13/02/23 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Probability | How likely something is to happen |
| 2 | Impossible | When there is no chance an outcome will happen |
| 3 | Certain | A probability of 1 |
| 4 | Evens | A probability of 0.5 |
| 5 | Likely | A probability greater than 0.5 but less than certain |
| 6 | Unlikely | A probability less than 0.5 but greater than impossible |
| 7 | Mutually exclusive | When two (or more) events cannot happen at the same time. E.g. raining and not raining |

| | | |
|----|---------|--|
| 8 | Event | One (or more) outcomes of an experiment |
| 9 | Outcome | A possible result of an experiment |
| 10 | Trial | A single run of an experiment. E.g. rolling a dice |

| Week 9 20/02/23 | Piece of Information | Answer |
|--------------------|--------------------------|--|
| 1 | Theoretical probability | The number of ways the event can happen (favourable outcomes) divided by the number of total outcomes |
| 2 | Experimental probability | The actual result of an experiment, which may be different from the theoretical probability. |
| 3 | Sample space | All the possible outcomes of an experiment. |
| 4 | 1, 2, 3, 6, 9, 18 | Factors of 18 |
| 5 | 25, 50, 75, 100, 125 | First 5 multiples of 25 |
| 6 | Coordinate | A set of values that show an exact position; (x,y) |
| 7 | Mean | A central value of a set of values where all the values are added and divided by the number of values |
| 8 | First 5 cube numbers | 1, 8, 27, 64, 125 |
| 9 | Isosceles triangle | A triangle with exactly two equal sides and equal base angles.  |
| 10 | Substitute | To replace letters with numbers. |

| Week 10 27/02/23 | Piece of Information | Answer |
|---------------------|------------------------------------|---|
| 1 | Solve | To find the value of the unknown in an equation. |
| 2 | 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 | Prime numbers less than 30 |
| 3 | Frequency | The number of times a data value occurs |
| 4 | 180° | Sum of angles on a straight line. |
| 5 | 180° | Sum of angles in a triangle |
| 6 | Perimeter | The total distance around the outside of a shape |
| 7 | Area | the size of a surface |
| 8 | First twelve square numbers | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144. |
| 9 | 1000m | The number of metres in a kilometre |
| 10 | regular polygon | a polygon where all angles are equal and all side lengths are equal |

Geography Knowledge Organiser - Fridays

| Week 1 12/12/22 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Distribution | This is the way in which something is spread out. |
| 2 | Sparse | Being spread out over an area. |
| 3 | Dense | Being close within an area. |
| 4 | Population Density | This describes the number of people living in an area. |
| 5 | Climate | This is the average weather over 30 years. |
| 6 | Push Factor | A reason that people want to leave a place e.g. low paying jobs. |
| 7 | Pull factor | A reason that people want to move to a place e.g. high paying jobs. |
| 8 | Altitude | This is the height of an area. |
| 9 | Coastal | This means near the ocean/sea. |
| 10 | Trade | This is the buying and selling of goods and services. |

| Week 2 02/01/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Port | A town, city or place where ships load and unload. |
| 2 | Disposable Income | This is the income people have to spend after taxes and bills. |
| 3 | Resource | A stock or supply of something that is essential to life e.g. water. |
| 4 | Birth Rate | The number of births per 1000 per year in a place. |
| 5 | Death Rate | The number of deaths per 1000 per year in a place. |
| 6 | Life expectancy | The average number of years a person is expected to live in a country. |
| 7 | Industrialisation | The growth of the secondary sector. |
| 8 | Secondary sector | The sector of industry where employment is in manufacturing/factory work. |
| 9 | Agriculture | This is the process of farming. |
| 10 | Manufacture | This is when raw materials are made into new products. |

| Week 3 09/01/23 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Export | To sell resources to other countries. |
| 2 | Urban | A built up area e.g. a town or city. |
| 3 | Rural | An area of countryside. |
| 4 | Famine | An extreme food shortage. |
| 5 | One Child Policy | An example of an anti-natalist policy introduced in China in 1980. |
| 6 | Distribution | This is the way in which something is spread out. |
| 7 | Sparse | Being spread out over an area. |
| 8 | Dense | Being close within an area. |
| 9 | Population Density | This describes the number of people living in an area. |
| 10 | Climate | This is the average weather over 30 years. |

| | | |
|--------------------|---------------------|--|
| Week 4 16/01/23 | Anti-Natalist | A government policy that aims to reduce birth rates. |
| 1 | Ageing population | A country that has a larger amount of older people. |
| 2 | Youthful population | A country that has a larger amount of younger people. |
| 3 | Dependency Ratio | The number of people below 15 years old and over 65 years old who are reliant on others for support. |
| 4 | New Silk Roads | This describes two new global trade routes planned by China. |
| 5 | Good | This describes two new global trade routes planned by China. |
| 6 | Push Factor | A reason that people want to leave a place e.g. low paying jobs. |
| 7 | Pull factor | A reason that people want to move to a place e.g. high paying jobs. |
| 8 | Altitude | This is the height of an area. |
| 9 | Coastal | This means near the ocean/sea. |
| 10 | Trade | This is the buying and selling of goods and services. |

| | | |
|--------------------|----------------------|---|
| Week 5 23/01/23 | Piece of Information | Answer |
| 1 | Service | These are providing people with help eg. a mechanic fixing a car. |
| 2 | Maritime | This means over the sea. |
| 3 | Infrastructure | This describes structures such as roads or railway lines. |
| 4 | Economy | This describes the wealth from business, industry and trade. |
| 5 | Tax | A compulsory contribution from your income that is given to and used by the government. |
| 6 | Port | A town, city or place where ships load and unload. |
| 7 | Disposable Income | This is the income people have to spend after taxes and bills. |
| 8 | Resource | A stock or supply of something that is essential to life e.g. water. |
| 9 | Birth Rate | The number of births per 1000 per year in a place. |
| 10 | Death Rate | The number of deaths per 1000 per year in a place. |

| | | |
|--------------------|----------------------|---|
| Week 6 30/01/23 | Piece of Information | Answer |
| 1 | Poverty | A state of being extremely poor. |
| 2 | Yield | This describes the amount produced. |
| 3 | LIC | A low income country with a GDP per capita of under \$1,026 per year. |
| 4 | Habitat | A place where an organism makes its home. |
| 5 | Endangered | When a species has very few of them left, it has the potential to become extinct. |
| 6 | Life expectancy | The average number of years a person is expected to live in a country. |
| 7 | Industrialisation | The growth of the secondary sector. |
| 8 | Secondary sector | The sector of industry where employment is in manufacturing/factory work. |
| 9 | Agriculture | This is the process of farming. |
| 10 | Manufacture | This is when raw materials are made into new products. |

| | | |
|--------------------|----------------------|---|
| Week 7 06/02/23 | Piece of Information | Answer |
| 1 | Debt | This is money owed. |
| 2 | Civil War | A war within a country between two or more groups. |
| 3 | Democracy | A system of government where the whole population is entitled to vote to elect its leaders. |
| 4 | Refugee | A person who is forced to move from their country of origin often as a result of civil wars or natural disasters. |
| 5 | NEE | A country that is rapidly developing from an LIC to become a HIC in the near future. |
| 6 | Export | To sell resources to other countries. |
| 7 | Urban | A built up area e.g. a town or city. |
| 8 | Rural | An area of countryside. |
| 9 | Famine | An extreme food shortage. |
| 10 | One Child Policy | An example of an anti-natalist policy introduced in China in 1980. |

| | | |
|--------------------|----------------------|---|
| Week 8 13/02/23 | Piece of Information | Answer |
| 1 | Apex | This is the top of a pyramid. |
| 2 | Migration | The movement of people from one place to another. |
| 3 | Political Migration | This is fleeing a country due to war, persecution or other dangers. |
| 4 | Sanitation | This refers to the maintenance of hygienic conditions by for example removing waste and having access to clean water. |
| 5 | GDP per capita | This means the average wage. |
| 6 | Ageing population | A country that has a larger amount of older people. |
| 7 | Youthful population | A country that has a larger amount of younger people. |
| 8 | Dependency Ratio | The number of people below 15 years old and over 65 years old who are reliant on others for support. |
| 9 | New Silk Roads | This describes two new global trade routes planned by China. |
| 10 | Good | This describes two new global trade routes planned by China. |

| | | |
|--------------------|----------------------|---|
| Week 9 20/02/23 | Piece of Information | Answer |
| 1 | Service | These are providing people with help eg. a mechanic fixing a car. |
| 2 | Maritime | This means over the sea. |
| 3 | Infrastructure | This describes structures such as roads or railway lines. |
| 4 | Economy | This describes the wealth from business, industry and trade. |
| 5 | Tax | A compulsory contribution from your income that is given to and used by the government. |
| 6 | Poverty | A state of being extremely poor. |
| 7 | Yield | This describes the amount produced. |
| 8 | LIC | A low income country with a GDP per capita of under \$1,026 per year. |
| 9 | Habitat | A place where an organism makes its home. |
| 10 | Endangered | When a species has very few of them left, it has the potential to become extinct. |

| Week 10 27/02/23 | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | Debt | This is money owed. |
| 2 | Civil War | A war within a country between two or more groups. |
| 3 | Democracy | A system of government where the whole population is entitled to vote to elect its leaders. |
| 4 | Refugee | A person who is forced to move from their country of origin often as a result of civil wars or natural disasters. |
| 5 | NEE | A country that is rapidly developing from an LIC to become a HIC in the near future. |
| 6 | Apex | This is the top of a pyramid. |
| 7 | Migration | The movement of people from one place to another. |
| 8 | Political Migration | This is fleeing a country due to war, persecution or other dangers. |
| 9 | Sanitation | This refers to the maintenance of hygienic conditions by for example removing waste and having access to clean water. |
| 10 | GDP per capita | This means the average wage. |

| Week 11 | Piece of Information | Answer |
|---------|----------------------|--|
| 1 | Distribution | This is the way in which something is spread out. |
| 2 | Sparse | Being spread out over an area. |
| 3 | Manufacture | This is when raw materials are made into new products. |
| 4 | Dependency Ratio | The number of people below 15 years old and over 65 years old who are reliant on others for support. |
| 5 | Climate | This is the average weather over 30 years. |
| 6 | Yield | This describes the amount produced. |
| 7 | Disposable Income | This is the income people have to spend after taxes and bills. |
| 8 | Altitude | This is the height of an area. |
| 9 | Export | To sell resources to other countries. |
| 10 | Urban | A built up area e.g. a town or city. |

| Week 12 | Piece of Information | Answer |
|---------|----------------------|--|
| 1 | Agriculture | This is the process of farming. |
| 2 | New Silk Roads | This describes two new global trade routes planned by China. |
| 3 | Dense | Being close within an area. |
| 4 | Population Density | This describes the number of people living in an area. |
| 5 | One Child Policy | An example of an anti-natalist policy introduced in China in 1980. |
| 6 | Industrialisation | The growth of the secondary sector. |
| 7 | Rural | An area of countryside. |
| 8 | Famine | An extreme food shortage. |
| 9 | Coastal | This means near the ocean/sea. |
| 10 | Trade | This is the buying and selling of goods and services. |

| Week 13 | Piece of Information | Answer |
|---------|----------------------|---|
| 1 | Ageing population | A country that has a larger amount of older people. |
| 2 | Youthful population | A country that has a larger amount of younger people. |
| 3 | Life expectancy | The average number of years a person is expected to live in a country. |
| 4 | Push Factor | A reason that people want to leave a place e.g. low paying jobs. |
| 5 | Pull factor | A reason that people want to move to a place e.g. high paying jobs. |
| 6 | Death Rate | The number of deaths per 1000 per year in a place. |
| 7 | Endangered | When a species has very few of them left, it has the potential to become extinct. |
| 8 | Secondary sector | The sector of industry where employment is in manufacturing/factory work. |
| 9 | Port | A town, city or place where ships load and unload. |
| 10 | Birth Rate | The number of births per 1000 per year in a place. |

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

DT

| Week 1 12/12/22 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Milling Machine | Tool for cutting and shaping solid materials |
| 2 | Drill Press | Machine for drilling precise holes |
| 3 | Welding | Joining materials using heat or pressure |
| 4 | CNC | Automated machining controlled by computer |
| 5 | Conveyor Belt | Moving belt for transporting materials |
| 6 | Injection Molding | Manufacturing process to create plastic parts |
| 7 | Assembly Line | Sequential process for product manufacturing |
| 8 | Robotics | Use of automated machines for manufacturing tasks |
| 9 | Casting | Pouring molten material into a mold |
| 10 | Quality Control | Ensuring products meet specific standards |

Drama

| Week 2 02/01/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Daedalus | A craftsman who designed the labyrinth which traps the minotaur. |
| 2 | Dionysus | Greek God of theatre. |
| 3 | Icarus | Son of Daedalus. |
| 4 | Theseus | Greek hero who defeated the minotaur in mythology. |
| 5 | Pandora | The first woman on Earth in Greek mythology. |
| 6 | Epimetheus | A Greek Titan, brother of Prometheus, tasked with creating wildlife on Earth. |
| 7 | Prometheus | A Greek Titan tasked with creating mankind on Earth. |
| 8 | Minotaur | Half man half bull, trapped in a labyrinth and defeated by Theseus. |
| 9 | Zeus | King of the Greek Gods, God of the sky and thunder. |
| 10 | Hera | Queen of the Gods, Goddess of marriage. |

Art

| Week 3 09/01/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Paper Orientation | The position of the surface e.g. portrait or landscape |
| 2 | Technique | The way an artist uses their tools |
| 3 | Layout | The arrangement of artwork on a page |
| 4 | Stylised | A simplified form |
| 5 | Cartridge paper | A heavy type of paper used for drawing |
| 6 | Colour mixing | The process of combining different amounts of paint |
| 7 | Palette | A surface on which to put paints |
| 8 | Organic | A shape or form that is free flowing and irregular in shape |
| 9 | Geometric | A shape or form that has regular lines |
| 10 | Still Life | Displays of inanimate objects, e.g. bottles, shells and food. |

RS

| Week 4 16/01/23 | Piece of Information | Answer |
|--------------------|---------------------------|---|
| 1 | Islam | This is the religion of Muslims. It means 'submission to the will of Allah'. It is the world's second largest religion with over 1.8 billion followers. |
| 2 | Muslim | This is a follower of the religion of Islam. |
| 3 | Qur'an | This is the Muslim holy book. Muslims believe it was first revealed to the Prophet Muhammad by the Angel Jibril. |
| 4 | Tawhid | This is the idea that God is One, and cannot be divided. |
| 5 | Prophet Muhammad (PBUH) | This was an Arab religious, social, and political leader and founder of Islam. According to Islamic doctrine he was the Final Prophet. PBUH = peace be upon him. |
| 6 | The Five Pillars of Islam | These are the five basic duties in Islam. They are seen as very important in a Muslim's life. |
| 7 | Shahada | This is the First Pillar of Islam - The Muslim declaration of faith - "There is no God but Allah and Muhammad is the Prophet of Allah." |
| 8 | Salah | This is the Second Pillar of Islam - The five compulsory daily (duty) prayers. |
| 9 | Zakah | This is the Third Pillar of Islam - 2.5% Charitable giving. |
| 10 | Sawm | This is the Fourth Pillar of Islam - Fasting- Muslims are required to fast during Ramadan. Food and drink are not allowed during daylight hours. The fast shows self-discipline, obedience and dedication to Allah. |

Music

| Week 5 23/01/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | RAP | Stands for Rhythm and Poetry. |
| 2 | Riff | A short repeated phrase in popular music and jazz, typically used as an introduction or refrain in a song. |
| 3 | Hook | A hook is the most memorable part of a pop or rock song. |
| 4 | Drum Beat | A beat played by a drum kit. |
| 5 | Bass Line | The lowest part or sequence of notes in a piece of music. |
| 6 | Backing Vocals | A backing vocalist or backup singer is a singer who provides vocal harmony for the lead vocalist; usually in pop music. |
| 7 | Major | Is a happy sounding tonality. |
| 8 | Minor | Is a sad sounding tonality. |
| 9 | Ostinato | Short melodic phrase repeated throughout a composition, sometimes slightly varied or transposed to a different pitch. |
| 10 | Veres | A repeated section of a song that typically features a new set of lyrics on each repetition |

DT

| Week 6 30/01/23 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Stamping | Pressing shapes into materials |
| 2 | CNC Router | Machine for cutting and shaping materials |
| 3 | Grinding | Smoothing or sharpening a surface using abrasion |
| 4 | Molding | Shaping raw materials into a desired form |
| 5 | CNC Plasma Cutter | Tool for cutting metal using plasma |
| 6 | Press Brake | Machine for bending sheet metal |
| 7 | Saws | Tools for cutting materials |
| 8 | Deburring | Removing sharp edges or burrs from materials |
| 9 | Shearing | Cutting sheets or plates along a straight line |
| 10 | Sheet Metal | Thin and flat metal used for manufacturing |

Drama

| Week 7 06/02/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Puppetry | The making and manipulation of puppets for use in some kind of theatrical show. |
| 2 | Peter Pan | A character originally created by J.M.Barrie in 1904. |
| 3 | Teacher-in-role | Teacher plays a character in order to inspire, demonstrate and facilitate the lesson. |
| 4 | Projection | Use of volume appropriate to the scene. |
| 5 | Tension | Building anticipation from the audience. |
| 6 | Hot-seating | Role playing, answer questions in character to deepen understanding. |
| 7 | Role-play | Performing as the character would in an improvisation. |
| 8 | Levels | Height on stage, used to suggest status. |
| 9 | Proxemics | Usage of space on a stage, or how the actors/characters are placed on a stage. |
| 10 | Characterisation | Focus on physical and vocal skills to make a character unique. |

Art

| Week 8 13/02/23 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Evaluation | Evaluate and discuss your artwork in order to make informed improvements. |
| 2 | Earth tones | Warm and muted shades of brown, green and greys. |
| 3 | Accurate | Correct in all details |
| 4 | Characteristics | A feature or quality that an artwork has |
| 5 | Experimentation | To take risks with new materials. |
| 6 | Chalk pastel | A medium made from compressed coloured powder |
| 7 | Border | The decorative design or edge of a surface, line or area |
| 8 | Frame | The presentation of visual elements |
| 9 | Refine | To make an artwork better |
| 10 | Final Piece | The last outcome of a project |

RS

| Week 10 20/02/23 | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | Hajj | This is the Fifth Pillar of Islam - A special religious journey known as a pilgrimage to Mecca, Saudi Arabia. Muslims are required to go at least once in their lifetime. It lasts for five days. |
| 2 | Mecca (Makkah) | This is the holiest city for Muslims, the place where Muhammad was born. |
| 3 | Prophet | This is an individual who is regarded as being in contact with a divine being; someone who has a message for mankind. |
| 4 | Mosque | This is a Muslim place of worship. |
| 5 | Imam | This is a person who leads Muslim worshippers in prayer. |
| 6 | Wudu | This is the washing ritual performed before prayer. |
| 7 | Rak'ahs | These are a set of sequences including actions and recitations (words repeated aloud) used during prayer. |
| 8 | Ramadan | This is the most important month in the Islamic calendar, when the Angel |

| | | |
|----|----------------|--|
| | | Jibril started to reveal the Qur'an (Holy book) to Muhammad. |
| 9 | Eid- ul- Fitr | This is the Muslim festival marking the end of the fast of Ramadan. |
| 10 | Night of Power | This is the night when the angel Jibril first started to recite the Qur'an to Muhammad, Muslims celebrate this night during Ramadan. |

Music

| | | |
|---------------------|----------------------|---|
| Week 10 27/02/23 | Piece of Information | Answer |
| 1 | Chorus | A repeated section in a song. It is usually the most memorable part of the song. |
| 2 | Rhyming Couplet | Using the same number of syllables or different number of syllables to rhyme. |
| 3 | Beat | A unit of time in music; also named the pulse. |
| 4 | Synthesisers | An electronic musical instrument that generates audio signals. Synthesisers typically create sounds by generating waveforms through methods |
| 5 | Keyboard | A musical instrument similar to a piano, which has a row of levers which are pressed by the fingers. |
| 6 | Layers | When you combine multiple individual sounds to create a single, more complete sound. |
| 7 | Rap battle | Where two rappers freestyle in competition to see who's the best. |
| 8 | Cadence and flow | The rhythm of the words against the beat. |
| 9 | Freestyling | Rap improvisation. |
| 10 | Rap battle | Where two rappers freestyle in competition to see who's the best. |

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. | | |