



GLOUCESTER
ACADEMY



GREENSHAW
LEARNING TRUST

Gloucester Academy

Unit 1

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.

| | 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 sparxmaths.com 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 Friday, Monday and Wednesday.

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.

Don't forget every lunchtime there is homework support!

Self-tracker:

| Week | Homework | Monday | Tuesday | Wednesday | Thursday | Friday | Weekend |
|---------------------------|-----------------|---------------|----------------|------------------|-----------------|---------------|----------------|
| 1 w/c 01/09/25 | KO | | | | | | |
| | Online | | | | | | |
| 2 w/c 08/09/25 | KO | | | | | | |
| | Online | | | | | | |
| 3 w/c 15/09/25 | KO | | | | | | |
| | Online | | | | | | |
| 4 w/c 22/09/25 | KO | | | | | | |
| | Online | | | | | | |
| 5 w/c 29/09/25 | KO | | | | | | |
| | Online | | | | | | |
| 6 w/c 06/10/25 | KO | | | | | | |
| | Online | | | | | | |
| 7 w/c 13/10/25 | KO | | | | | | |
| | Online | | | | | | |
| 8 w/c 20/10/25 | KO | | | | | | |
| | Online | | | | | | |
| 9 w/c 03/11/25 | KO | | | | | | |
| | Online | | | | | | |
| 10 w/c 10/11/25 | KO | | | | | | |
| | Online | | | | | | |
| 11 w/c 17/11/25 | KO | | | | | | |
| | Online | | | | | | |
| 12 w/c 24/11/25 | KO | | | | | | |
| | Online | | | | | | |
| 13 w/c 01/12/25 | KO | | | | | | |
| | Online | | | | | | |

Science Knowledge Organiser - Mondays

| Week 1 Respiration | 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 2 Respiration | 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 | Anaerobic respiration | A process which releases very little energy when glucose reacts WITHOUT OXYGEN. |
| 7 | Lactic acid | A waste product of anaerobic respiration in animals. |
| 8 | Glucose → Lactic acid | The word equation for anaerobic respiration in animals. |
| 9 | Fermentation | The process of anaerobic respiration in plants and yeast. |
| 10 | Glucose → Carbon dioxide + Ethanol | The word equation for anaerobic respiration in plants and yeast. |

| Week 3 Respiration | Piece of Information | Answer |
|-----------------------|------------------------------------|---|
| 1 | Breathing | A mechanical process for how we get oxygen into our lungs. |
| 2 | Carbon dioxide + water | Products of aerobic respiration. |
| 3 | Aerobic respiration | A process which releases energy when glucose reacts with oxygen. |
| 4 | Mitochondria | Site of aerobic respiration. |
| 5 | Cytoplasm | Jelly-like substance where chemical reactions take place. |
| 6 | Anaerobic respiration | A process which releases very little energy when glucose reacts WITHOUT OXYGEN. |
| 7 | Lactic acid | A waste product of anaerobic respiration in animals. |
| 8 | Glucose → Lactic acid | The word equation for anaerobic respiration in animals. |
| 9 | Fermentation | The process of anaerobic respiration in plants and yeast. |
| 10 | Glucose → Carbon dioxide + Ethanol | The word equation for anaerobic respiration in plants and yeast. |

| Week 4 Current | Piece of Information | Answer |
|-------------------|----------------------|--|
| 1 | Coulomb | Unit of electrical charge. |
| 2 | Current | Rate of flow of charge. |
| 3 | Ammeter | Used to measure current in series |
| 4 | Amps | Unit for current. |
| 5 | $Q = I \times t$ | Equation to calculate the charge using Charge = Current x Time |
| 6 | Series circuit | Only 1 path for the current to flow. |
| 7 | Parallel circuit | More than 1 path for the current to flow, it can split and rejoin. |
| 8 | Solenoid | Coil of wire |
| 9 | Electromagnet | A solenoid with an iron core |
| 10 | Mean | Add up the values and divide by the number of values |

| Week 5 Current | Piece of Information | Answer |
|-------------------|----------------------|--|
| 1 | Series circuit | Only 1 path for the current to flow. |
| 2 | Parallel circuit | More than 1 path for the current to flow, it can split and rejoin. |
| 3 | Solenoid | Coil of wire |
| 4 | Electromagnet | A solenoid with an iron core |
| 5 | Mean | Add up the values and divide by the number of values |
| 6 | Coulomb | Unit of electrical charge. |
| 7 | Current | Rate of flow of charge. |
| 8 | Ammeter | Used to measure current in series |
| 9 | Amps | Unit for current. |
| 10 | $Q = I \times t$ | Equation to calculate the charge using Charge = Current x Time |

| Week 6 Plants | Piece of Information | Answer |
|------------------|----------------------|--|
| 1 | Cell Wall | Made of cellulose to provide extra support. |
| 2 | Vacuole | Storage of cell sap e.g. water and minerals. Keeps the cell rigid. |
| 3 | Chloroplast | Site of photosynthesis. |
| 4 | Magnification | How much an image is enlarged. |
| 5 | Resolution | The ability to see two points as two points without blurring into one. |
| 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 | Light microscope | Microscopes that allow light to pass through them. |
| 10 | Electron microscope | Microscopes which use beams of electrons to pass through them. |

| Week 7 Plants | Piece of Information | Answer |
|------------------|----------------------|--|
| 1 | Root hair cell | A plant cell which absorbs water from the soil. |
| 2 | Xylem cell | A plant cell which transports water & minerals up to the leaves. |
| 3 | Phloem cell | A plant cell which transports sugars up and down the plant. |
| 4 | Light microscope | Microscopes that allow light to pass through them. |
| 5 | Electron microscope | Microscopes which use beams of electrons to pass through them. |
| 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 | Magnification | How much an image is enlarged. |
| 10 | Resolution | The ability to see two points as two points without blurring into one. |

| Week 8 Atomic structure | Piece of Information | Answer |
|-------------------------------|----------------------|--|
| 1 | Atom | The building block of an element, it cannot be chemically broken down. |
| 2 | Element | A substance made of one type of atom. |
| 3 | Compound | Atoms of more than one element chemically bonded together. |
| 4 | Metal | Elements on the left hand side of the periodic table. |
| 5 | Non-metal | Elements on the right hand side of the periodic table. |
| 6 | Matter | Anything that takes up space and has mass. |
| 7 | Ionic bond | Attraction between positive and negative ions. |
| 8 | Molecule | Particle made from atoms joined together by covalent bonds. |
| 9 | Metallic bond | A bond that occurs in metals only. |
| 10 | Covalent bond | A bond that forms between nonmetals only. |

| Week 9 Atomic structure | Piece of Information | Answer |
|-------------------------------|----------------------|--|
| 1 | Matter | Anything that takes up space and has mass. |
| 2 | Ionic bond | Attraction between positive and negative ions. |
| 3 | Molecule | Particle made from atoms joined together by covalent bonds. |
| 4 | Metallic bond | A bond that occurs in metals only. |
| 5 | Covalent bond | A bond that forms between nonmetals only. |
| 6 | Atom | The building block of an element, it cannot be chemically broken down. |
| 7 | Element | A substance made of one type of atom. |
| 8 | Compound | Atoms of more than one element chemically bonded together. |
| 9 | Metal | Elements on the left hand side of the periodic table. |
| 10 | Non-metal | Elements on the right hand side of the periodic table. |

| Week 10 Transport | 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 | Artery | Blood vessel which carries blood away from the heart. |
| 7 | Vein | Blood vessel which brings blood back to the heart |
| 8 | Capillary | Blood vessel adapted for gas exchange. |
| 9 | Diffusion | Movement of particles from a high to a low concentration. |
| 10 | Organ system | Organs are organised into organ systems. |

| Week 11 Transport | Piece of Information | Answer |
|----------------------|----------------------|--|
| 1 | Artery | Blood vessel which carries blood away from the heart. |
| 2 | Vein | Blood vessel which brings blood back to the heart |
| 3 | Capillary | Blood vessel adapted for gas exchange. |
| 4 | Diffusion | Movement of particles from a high to a low concentration. |
| 5 | Organ system | Organs are organised into organ systems. |
| 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 12 Chemical reactions | Piece of Information | Answer |
|----------------------------------|----------------------|---|
| 1 | Acids | A substance with a value of 0-6 on the pH scale. |
| 2 | Alkalis | A substance with a value of 8-14 on the pH scale. |
| 3 | Neutral | A substance with a pH of 7. |
| 4 | pH scale | A scale from 0-14 that shows acidic a substance is. |
| 5 | Aqueous solution | A solution made of water with other substances dissolved. |
| 6 | pH meter | A device which gives a precise numerical value for pH |
| 7 | Indicator | A substance which will change colour depending on the pH. |
| 8 | Universal Indicator | An indicator which produces red, orange, yellow, green, blue, purple colours. |
| 9 | Litmus | Damp paper which turns red in solutions which are acidic and blue in substances which are alkaline. |
| 10 | Neutralisation | A reaction between an acid and alkali to make a salt and water. |

| Week 13 Chemical reactions | Piece of Information | Answer |
|----------------------------------|----------------------|---|
| 1 | pH meter | A device which gives a precise numerical value for pH |
| 2 | Indicator | A substance which will change colour depending on the pH. |
| 3 | Universal Indicator | An indicator which produces red, orange, yellow, green, blue, purple colours. |
| 4 | Litmus | Damp paper which turns red in solutions which are acidic and blue in substances which are alkaline. |
| 5 | Neutralisation | A reaction between an acid and alkali to make a salt and water. |
| 6 | Acids | A substance with a value of 0-6 on the pH scale. |
| 7 | Alkalis | A substance with a value of 8-14 on the pH scale. |
| 8 | Neutral | A substance with a pH of 7. |
| 9 | pH scale | A scale from 0-14 that shows acidic a substance is. |
| 10 | Aqueous solution | A solution made of water with other substances dissolved. |

Spanish Knowledge Organiser - Tuesdays

| Week 1 Relationships and role models | Piece of Information | Answer |
|--|---------------------------------------|---|
| 1 | Mi <u>mejor</u> amigo | My <u>best</u> friend |
| 2 | se llama Sam | is called Sam |
| 3 | Él tiene trece <u>años</u> | He is thirteen <u>years</u> old |
| 4 | y tiene los <u>ojos</u> azules | and he has blue <u>eyes</u> |
| 5 | y el <u>pelo</u> rubio | and blonde <u>hair</u> |
| 6 | Mi <u>novia</u> | My <u>girlfriend</u> |
| 7 | tiene los ojos <u>marrones</u> | has <u>brown</u> eyes |
| 8 | y el pelo <u>largo</u> y moreno | and <u>long</u> dark hair |
| 9 | Es alta e hija <u>única</u> | She is tall and an <u>only child</u> |
| 10 | Es <u>discapacitada</u> | She is <u>disabled</u> |

| Week 2 Relationships and role models | Piece of Information | Answer |
|--|---|--|
| 1 | Mi hermano <u>mayor</u> | My <u>older</u> brother |
| 2 | tiene dieciocho <u>años</u> | is eighteen <u>years</u> old |
| 3 | Él es <u>bajo</u> y pelirrojo | He is <u>short</u> and ginger (-haired) |
| 4 | y es <u>muy</u> activo | and he is <u>very</u> active |
| 5 | Es <u>más</u> social <u>que</u> yo | He is <u>more</u> social <u>than</u> me |
| 6 | Mi hermana <u>menor</u> | My <u>younger</u> sister |
| 7 | tiene quince <u>años</u> | is fifteen <u>years</u> old |
| 8 | Ella es <u>demasiado</u> fuerte | She is <u>too</u> strong |
| 9 | Ella es <u>menos</u> | She is <u>less</u> |
| 10 | trabajadora <u>que</u> yo | hard-working <u>than</u> me |

| Week 3 Relationships and role models | Piece of Information | Answer |
|--|---|---|
| 1 | Mi <u>novio/novia</u> se llama Sam | My <u>boyfriend/girlfriend</u> is called Sam |
| 2 | Él es <u>un poco</u> | He is <u>a bit</u> |
| 3 | monótono | boring |
| 4 | Él está <u>completamente</u> | He is <u>completely</u> |
| 5 | contento | happy |
| 6 | Por lo general | In general |
| 7 | me llevo <u>bien</u> con | I get on <u>well</u> with |
| 8 | mis <u>padres</u> | my <u>parents</u> |
| 9 | dado que | given that |
| 10 | ellos son <u>habladores</u> | they are <u>chatty</u> |

| Week 4 Relationships and role models | Piece of Information | Answer |
|--|------------------------------------|--|
| 1 | A veces | Sometimes |
| 2 | <u>no</u> me llevo bien con | I <u>don't</u> get on well with |
| 3 | mi <u>papá</u> | my <u>dad</u> |
| 4 | puesto que | since |
| 5 | él es <u>único</u> | he is <u>unique</u> |
| 6 | De vez en cuando | From time to time |
| 7 | me peleo con | I argue with |
| 8 | mi mamá | my mum |
| 9 | <u>porque</u> ella es | <u>because</u> she is |
| 10 | <u>totalmente</u> trabajadora | totally <u>hardworking</u> |

| Week 5 Relationships and role models | Piece of Information | Answer |
|--|--|--|
| 1 | Mi <u>modelo</u> (a seguir) es | My <u>role model</u> is |
| 2 | mi madrastra | my step mum |
| 3 | dado que <u>siempre</u> | given that <u>always</u> |
| 4 | <u>ella</u> me ayuda | <u>she</u> helps me |
| 5 | y <u>nunca</u> me da miedo | and she <u>never</u> scares me |
| 6 | La persona que admiro | The person that I admire |
| 7 | es mi <u>primo</u> | is my <u>cousin</u> |
| 8 | <u>puesto que</u> me hace reír | <u>since</u> he makes me laugh |
| 9 | y <u>a menudo</u> | and <u>often</u> |
| 10 | él me llama por <u>teléfono</u> | he calls me on the <u>phone</u> |

| Week 6 Relationships and role models | Piece of Information | Answer |
|--|-----------------------------------|---|
| 1 | (yo) no soporto a | I can't bear |
| 2 | mis dos <u>hermanos</u> | my two <u>brothers</u> |
| 3 | porque ellos | because they |
| 4 | me dan miedo | scare me |
| 5 | y <u>no</u> me hacen reír | and they <u>don't</u> make me laugh |
| 6 | (Yo) prefiero a | I prefer |
| 7 | mi <u>tía</u> puesto que | my <u>aunt</u> since |
| 8 | (ella) me ama <u>mucho</u> | she loves me <u>a lot</u> |
| 9 | y <u>siempre</u> | and <u>always</u> |
| 10 | (ella) me hace sonreír | she makes me smile |

| Week 7 Food and drink | Piece of Information | Answer |
|--------------------------|------------------------------|-----------------------|
| 1 | En mi casa | At home |
| 2 | para el <u>desayuno</u> | for <u>breakfast</u> |
| 3 | como | I eat |
| 4 | pan | bread |
| 5 | Generalmente | Usually |
| 6 | para el <u>almuerzo</u> | for <u>lunch</u> |
| 7 | tomo | I have (take) |
| 8 | un bocadillo de <u>jamón</u> | a <u>ham</u> sandwich |
| 9 | y bebo | and I drink |
| 10 | <u>zum</u> o de naranja | orange <u>juice</u> |

| Week 8 Food and drink | Piece of Information | Answer |
|--------------------------|-----------------------------|-----------------------------|
| 1 | A veces para la <u>cena</u> | Sometimes for <u>dinner</u> |
| 2 | comemos <u>carne</u> | we eat <u>meat</u> |
| 3 | y patatas fritas | and chips |
| 4 | Normalmente bebemos | Normally we drink |
| 5 | <u>agua</u> o té | <u>water</u> or tea |
| 6 | A menudo | Often |
| 7 | después del <u>insti</u> | after <u>school</u> |
| 8 | para la <u>merienda</u> | for a <u>snack</u> |
| 9 | tomamos | we have |
| 10 | un <u>pastel</u> | a <u>cake</u> |

| Week 9 Food and drink | Piece of Information | Answer |
|--------------------------|---|---|
| 1 | Para llevar una vida <u>sana</u> | To lead a <u>healthy</u> lifestyle |
| 2 | cocinamos | we cook |
| 3 | <u>pescado</u> , arroz | <u>fish</u> , rice |
| 4 | y verduras | and vegetables |
| 5 | por la <u>noche</u> | in the <u>evening</u> |
| 6 | Una <u>mesa</u> para dos | A <u>table</u> for two |
| 7 | Para empezar | To start |
| 8 | tomamos tapas | we have tapas (small snack plates) |
| 9 | De segundo <u>plato</u> | For the main <u>course</u> |
| 10 | comemos paella | we eat paella |

| Week 10 Food and drink | Piece of Information | Answer |
|---------------------------|---|---|
| 1 | Para estar en <u>forma</u> | To stay in <u>shape</u> |
| 2 | suelo comer | I tend to eat |
| 3 | fruta y <u>verduras</u> | fruit and <u>vegetables</u> |
| 4 | y trato de | and I try |
| 5 | dormir bien | to sleep well |
| 6 | Para llevar una vida <u>sana</u> | To lead a <u>healthy</u> lifestyle |
| 7 | intento | I try |
| 8 | beber mucha <u>agua</u> | to drink lots of <u>water</u> |
| 9 | hacer ejercicio | do exercise |
| 10 | y practicar deporte | and practice sport |

| Week 11 Food and drink | Piece of Information | Answer |
|---------------------------|---|---|
| 1 | Voy a | I am going to |
| 2 | evitar | avoid |
| 3 | <u>comida</u> con mucho azúcar | <u>food</u> with lots of sugar |
| 4 | Voy a evitar | I am going to avoid |
| 5 | <u>bebidas</u> azucaradas | sugary <u>drinks</u> |
| 6 | voy a moverme <u>más</u> | I'm going to move <u>more</u> |
| 7 | Para estar en forma suelo | To stay in shape I tend |
| 8 | ir al gimnasio | to go to the gym |
| 9 | y caminar | and walk |
| 10 | y evitar el estrés | and avoid stress |

| Week 12 Food and drink | Piece of Information | Answer |
|---------------------------|---|---|
| 1 | Suelo comer | I tend to eat |
| 2 | pasta y <u>queso</u> | pasta and <u>cheese</u> |
| 3 | intento comprar | I try to buy |
| 4 | <u>huevos</u> y leche | <u>eggs</u> and milk |
| 5 | Voy a comer tortilla | I am going to eat tortilla (Spanish omelette) |
| 6 | Para llevar una vida <u>sana</u> | To lead a <u>healthy</u> lifestyle |
| 7 | voy a correr | I am going to run |
| 8 | y trato de pasear | and I try to walk |
| 9 | Voy a evitar | I am going to avoid |
| 10 | fumar y beber alcohol | smoking and drinking alcohol |

| Week 13 Food and drink | Piece of Information | Answer |
|---------------------------|------------------------------------|----------------------------------|
| 1 | Para estar en <u>forma</u> | To stay in <u>shape</u> |
| 2 | voy a evitar estar | I am going to avoid being |
| 3 | enfermo/enferma | ill |
| 4 | y trato de evitar | and I try to avoid |
| 5 | estar cansado / cansada | being tired |
| 6 | Intento montar en bici | I try to ride a bike |
| 7 | Intento ser activo / activa | I try to be active |
| 8 | Trato de estar | I try to be |
| 9 | al aire libre | outside |
| 10 | Suelo jugar al fútbol | I tend to play football |

English Knowledge Organiser - Wednesdays

| Week 1 03/09/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Structure | The way a text is ordered; for example the order in which events occur |
| 2 | Characterisation | The creation of a fictional person through description of their features |
| 3 | Setting | The creation of a place or surroundings, also shown through its atmosphere |
| 4 | Tension | The feeling of emotional strain. |
| 5 | Introducing | An idea or character is first shown. |
| 6 | Focusing | Our attention is aimed somewhere. |
| 7 | Building | When an idea/tension is increased. |
| 8 | Developing | An earlier point is extended. |
| 9 | Changing | A shift is created for an event/idea. |
| 10 | Concluding | Ideas/ events are drawn to a close. |

| Week 2 10/09/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Morality | The principles that help us understand what is right and wrong. |
| 2 | Humanity | This refers to the human race, which includes everyone on Earth. |
| 3 | Atmosphere | The mode or tone set by the writer. |
| 4 | Climax | The most intense or decisive point. |
| 5 | Dialogue | The lines spoken by characters. |
| 6 | Flashback | (Analepsis) Presents past events. |
| 7 | Flash-forward | (Prolepsis) Presents future events. |
| 8 | Foreshadowing | Hints what is to come (can mislead). |
| 9 | Motif | A recurring element in a story. |
| 10 | Spotlight | Emphasis is placed on something. |

| Week 3 17/09/25 | Piece of Information | Answer |
|--------------------|-----------------------|--|
| 1 | Gothic fiction | A genre characterised by mystery, fear of the unknown, and terror. |
| 2 | Narrative | A description of a series of connected events, or a story |
| 3 | Linear narrative | Events are told chronologically. |
| 4 | Non-Linear narrative | Events are not told chronologically. |
| 5 | 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. |
| 6 | Narrative voice | Narrative voice is the perspective the story is told from. |
| 7 | 1st person | Told from a character's perspective (I). |
| 8 | 2nd person | Directed to the reader (you). |
| 9 | Limited 3rd person | External narrator with knowledge of one character's feelings (he). |
| 10 | Omniscient 3rd person | External narrator- knowledge of more than one character's feelings (he). |

| Week 4 24/09/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Shift | A switch or change of focus. |
| 2 | Fragment | An incomplete sentence (no subject verb agreement) "Silence everywhere." |
| 3 | Simple | A sentence with one independent clause. "She went to the shop." |
| 4 | Compound | A sentence with multiple independent clauses. "She went to the shop and bought a banana" |
| 5 | Complex | A sentence with one independent clause and at least one dependent clause. "Sometimes, when she goes to the shop, she likes to buy a banana." |
| 6 | Psyche | A term to describe the human soul, body or mind. |
| 7 | 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. |
| 8 | Archetype | A model of something in literature that is often copied in stories. For example a character might be a hero or villain. |
| 9 | Madness | Gothic writers were fascinated with the psychological exploration of the mind and what made people become psychologically disturbed. |
| 10 | Pathetic fallacy | A literary device that attributes human qualities and emotions to inanimate objects of nature. |

| Week 5 01/10/25 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | menacing | suggesting the presence of danger (threatening) |
| 2 | ominous | giving the worrying impression something bad will happen (gloomy) |
| 3 | Grotesque | Something that is very ugly and disgusting, perhaps distorted |
| 4 | perturbed | feeling anxiety of concern (unsettled) |
| 5 | desolate | uninhabited or giving the impression of emptiness (bare) |
| 6 | sinister | something harmful or evil is likely to happen (alarming) |
| 7 | apocalyptic | describing the complete destruction of the world (catastrophic) |
| 8 | obscured | when something is hidden or covered (concealed) |
| 9 | Dual narrative | A story told from multiple perspectives. |
| 10 | Cyclical narrative | A story in which the ending reflects the beginning |

| Week 6 08/10/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Structure | The way a text is ordered; for example the order in which events occur |
| 2 | Characterisation | The creation of a fictional person through description of their features |
| 3 | Setting | The creation of a place or surroundings, also shown through its atmosphere |
| 4 | Tension | The feeling of emotional strain. |
| 5 | Dialogue | The lines spoken by characters. |
| 6 | Flashback | (Analepsis) Presents past events. |
| 7 | Flash-forward | (Prolepsis) Presents future events. |
| 8 | Foreshadowing | Hints what is to come(can mislead). |
| 9 | Motif | A recurring element in a story. |
| 10 | Spotlight | Emphasis is placed on something. |

| Week 7 15/10/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Introducing | An idea or character is first shown. |
| 2 | Focusing | Our attention is aimed somewhere. |
| 3 | Building | When an idea/tension is increased. |
| 4 | Developing | An earlier point is extended. |
| 5 | Changing | A shift is created for an event/idea. |
| 6 | Concluding | Ideas/ events are drawn to a close. |
| 7 | Morality | The principles that help us understand what is right and wrong. |
| 8 | Humanity | This refers to the human race, which includes everyone on Earth. |
| 9 | Atmosphere | The mode or tone set by the writer. |
| 10 | Climax | The most intense or decisive point. |

| Week 8 22/10/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Narrative | A description of a series of connected events, or a story |
| 2 | Linear narrative | Events are told chronologically. |
| 3 | Non-Linear narrative | Events are not told chronologically. |
| 4 | 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. |
| 5 | Narrative voice | Narrative voice is the perspective the story is told from. |
| 6 | 1st person | Told from a character's perspective (I). |
| 7 | Fragment | An incomplete sentence (no subject verb agreement) "Silence everywhere." |
| 8 | Simple | A sentence with one independent clause. "She went to the shop." |
| 9 | Compound | A sentence with multiple independent clauses. "She went to the shop and bought a banana" |
| 10 | Complex | A sentence with one independent clause and at least one dependent clause. "Sometimes, when she goes to the shop, she likes to buy a banana." |

| Week 9 05/11/25 | Piece of Information | Answer |
|--------------------|-----------------------|--|
| 1 | Gothic fiction | A genre characterised by mystery, fear of the unknown, and terror. |
| 2 | 2nd person | Directed to the reader (you). |
| 3 | Limited 3rd person | External narrator with knowledge of one character's feelings (he). |
| 4 | Omniscient 3rd person | External narrator- knowledge of more than one character's feelings (he). |
| 5 | Psyche | A term to describe the human soul, body or mind. |
| 6 | 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. |
| 7 | Archetype | A model of something in literature that is often copied in stories. For example a character might be a hero or villain. |
| 8 | Madness | Gothic writers were fascinated with the psychological exploration of the mind and what made people become psychologically disturbed. |
| 9 | Pathetic fallacy | A literary device that attributes human qualities and emotions to inanimate objects of nature. |
| 10 | Shift | A switch or change of focus. |

| Week 10 12/11/25 | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | menacing | suggesting the presence of danger (threatening) |
| 2 | ominous | giving the worrying impression something bad will happen (gloomy) |
| 3 | Grotesque | Something that is very ugly and disgusting, perhaps distorted |
| 4 | perturbed | feeling anxiety of concern (unsettled) |
| 5 | desolate | uninhabited or giving the impression of emptiness (bare) |
| 6 | Flashback | (Analepsis) Presents past events. |
| 7 | Flash-forward | (Prolepsis) Presents future events. |
| 8 | Foreshadowing | Hints what is to come(can mislead). |
| 9 | Motif | A recurring element in a story. |
| 10 | Spotlight | Emphasis is placed on something. |

| Week 11 19/11/25 | Piece of Information | Answer |
|---------------------|----------------------|--|
| 1 | sinister | something harmful or evil is likely to happen (alarming) |
| 2 | apocalyptic | describing the complete destruction of the world (catastrophic) |
| 3 | obscured | when something is hidden or covered (concealed) |
| 4 | Dual narrative | A story told from multiple perspectives. |
| 5 | Cyclical narrative | A story in which the ending reflects the beginning |
| 6 | Morality | The principles that help us understand what is right and wrong. |
| 7 | Humanity | This refers to the human race, which includes everyone on Earth. |
| 8 | Atmosphere | The mode or tone set by the writer. |
| 9 | Climax | The most intense or decisive point. |
| 10 | Dialogue | The lines spoken by characters. |

| Week 12 26/11/25 | Piece of Information | Answer |
|---------------------|----------------------|--|
| 1 | Structure | The way a text is ordered; for example the order in which events occur |
| 2 | Characterisation | The creation of a fictional person through description of their features |
| 3 | Setting | The creation of a place or surroundings, also shown through its atmosphere |
| 4 | Tension | The feeling of emotional strain. |
| 5 | Shift | A switch or change of focus. |
| 6 | Fragment | An incomplete sentence (no subject verb agreement) "Silence everywhere." |
| 7 | Simple | A sentence with one independent clause. "She went to the shop." |
| 8 | Compound | A sentence with multiple independent clauses. "She went to the shop and bought a banana" |
| 9 | Complex | A sentence with one independent clause and at least one dependent clause. "Sometimes, when she goes to the shop, she likes to buy a banana." |
| 10 | Psyche | A term to describe the human soul, body or mind. |

| Week 13 03/12/25 | Piece of Information | Answer |
|---------------------|----------------------|--|
| 1 | Introducing | An idea or character is first shown. |
| 2 | Focusing | Our attention is aimed somewhere. |
| 3 | Building | When an idea/tension is increased. |
| 4 | Developing | An earlier point is extended. |
| 5 | Changing | A shift is created for an event/idea. |
| 6 | Concluding | Ideas/ events are drawn to a close. |
| 7 | Gothic fiction | A genre characterised by mystery, fear of the unknown, and terror. |
| 8 | Narrative | A description of a series of connected events, or a story |
| 9 | Linear narrative | Events are told chronologically. |
| 10 | Non-Linear narrative | Events are not told chronologically. |

History Knowledge Organiser - Thursdays

| Week 1 04/09/25 | Piece of Information | Answer |
|--------------------|---|-------------------------------|
| 1 | Who was the first Stuart monarch? | James I |
| 2 | This is the UK legislative body, made up of the House of Commons and House of Lords | Parliament |
| 3 | What is the name of the plot to blow up the Houses of Parliament? | The Gunpowder Plot |
| 4 | When was the Gunpowder Plot? | 5th November 1605 |
| 5 | Who was the leader of the Gunpowder Plot? | Guy Fawkes |
| 6 | This is the punishment for treason that Guy Fawkes and the plotters suffered. It involves being hanged, stretched, and cut into pieces. | Hanged, drawn, and quartered. |
| 7 | What is the name for the practice of using magic for evil purposes? | Witchcraft |
| 8 | A small animal, usually a toad or cat, that would suck the blood of a witch at night. | Familiar |
| 9 | He re-discovered the Americas in 1492. | Christopher Columbus |
| 10 | What is the name for a group of people that inhabited a place first? | Indigenous people |

| Week 2 11/09/25 | Piece of Information | Answer |
|--------------------|--|------------------|
| 1 | These are the indigenous people of the Americas. | American Indians |
| 2 | What is the name for a conflict where two or more sides fight within the same country? | Civil War |
| 3 | These were supporters of Parliament during the Civil War. | Parliamentarians |
| 4 | These were supporters of King Charles I during the Civil War | Royalists |
| 5 | What was the tax that Charles I introduced in 1627 that was hated by the English population? | Ship Tax |
| 6 | This was the common name for supporters of Parliament, due to their round haircuts. | Roundheads |
| 7 | This was the common name for supporters of Charles I, due to their use of horses. | Cavaliers |
| 8 | This person's job was to stand at the front of an army and hold a 5 metre long pike. | Pikeman |
| 9 | This was someone who held a large gun which was fired using a match. | Musketeer |
| 10 | What was the name of the Parliamentary army created by Oliver Cromwell? | New Model Army |

| Week 3 18/09/25 | Piece of Information | Answer |
|--------------------|--|--------------------|
| 1 | He was the MP for Cambridgeshire and a leading Parliamentarian during the Civil War. | Oliver Cromwell |
| 2 | He was the commander of the New Model Army. | Thomas Fairfax |
| 3 | What is the name for someone who betrays their country? | Traitor |
| 4 | How was King Charles I executed? | He was beheaded |
| 5 | When was King Charles I executed? | 30th January 1649 |
| 6 | Who was the first Stuart monarch? | James I |
| 7 | This is the UK legislative body, made up of the House of Commons and House of Lords | Parliament |
| 8 | What is the name of the plot to blow up the Houses of Parliament? | The Gunpowder Plot |
| 9 | When was the Gunpowder Plot? | 5th November 1605 |
| 10 | Who was the leader of the Gunpowder Plot? | Guy Fawkes |

| Week 4 25/09/25 | Piece of Information | Answer |
|--------------------|---|-------------------------------|
| 1 | What is the name for somebody that dies for the cause that they believe in? | Martyr |
| 2 | This means a country without a monarchy. | Republic |
| 3 | What is the name for the period of time where England was a republic, ruled by Cromwell? | Interregnum |
| 4 | What was the title given to Oliver Cromwell after Charles I's execution? | Lord Protector |
| 5 | Who was the son of Charles I and the monarch restored to the throne? | Charles II |
| 6 | This is the punishment for treason that Guy Fawkes and the plotters suffered. It involves being hanged, stretched, and cut into pieces. | Hanged, drawn, and quartered. |
| 7 | What is the name for the practice of using magic for evil purposes? | Witchcraft |
| 8 | A small animal, usually a toad or cat, that would suck the blood of a witch at night. | Familiar |
| 9 | He re-discovered the Americas in 1492. | Christopher Columbus |
| 10 | What is the name for a group of people that inhabited a place first? | Indigenous people |

| Week 5 02/10/25 | Piece of Information | Answer |
|--------------------|---|-------------------------|
| 1 | This means to return something to its past self. In particular, bringing back the English monarchy. | Restoration |
| 2 | What was the nickname given to Charles II? | The Merry Monarch |
| 3 | This is the epidemic of Bubonic Plague that struck England in 1665. | The Great Plague |
| 4 | What caused the Great Plague to spread? | Fleas that live on rats |
| 5 | What is the name for the bacteria that cause bubonic plague? | Yersinia Pestis |
| 6 | These are the indigenous people of the Americas. | American Indians |
| 7 | What is the name for a conflict where two or more sides fight within the same country? | Civil War |
| 8 | These were supporters of Parliament during the Civil War. | Parliamentarians |
| 9 | These were supporters of King Charles I during the Civil War | Royalists |
| 10 | What was the tax that Charles I introduced in 1627 that was hated by the English population? | Ship Tax |

| Week 6 09/10/25 | Piece of Information | Answer |
|--------------------|---|-------------------|
| 1 | This is the belief that disease was spread by "bad air" | Miasma |
| 2 | He was a London MP that wrote about the impact of the plague on London. | Samuel Pepys |
| 3 | What is the name for the document that kept track of who had died, and how they died. | Bill of Mortality |
| 4 | In what year was the Great Fire of London? | 1666 |
| 5 | How long did the Great Fire burn for? | 4 days |
| 6 | This was the common name for supporters of Parliament, due to their round haircuts. | Roundheads |
| 7 | This was the common name for supporters of Charles I, due to their use of horses. | Cavaliers |
| 8 | This person's job was to stand at the front of an army and hold a 5 metre long pike. | Pikeman |
| 9 | This was someone who held a large gun which was fired using a match. | Musketeer |
| 10 | What was the name of the Parliamentarian army created by Oliver Cromwell? | New Model Army |

| Week 7 16/10/25 | Piece of Information | Answer |
|--------------------|--|-------------------|
| 1 | What did Charles II order the army to do during the Great Fire? | Blow up houses |
| 2 | The job of somebody that designs buildings and cities. | Architect |
| 3 | This is evidence from the time that tells us about a period in history. This can include: pictures, diaries, posters, letters etc. | Source |
| 4 | This is somebody's opinion about a historical event and can include: diaries, articles, films, letters etc. | Interpretation |
| 5 | What is the name for thinking deeply about a historical question? | Enquiry |
| 6 | He was the MP for Cambridgeshire and a leading Parliamentarian during the Civil War. | Oliver Cromwell |
| 7 | He was the commander of the New Model Army. | Thomas Fairfax |
| 8 | What is the name for someone who betrays their country? | Traitor |
| 9 | How was King Charles I executed? | He was beheaded |
| 10 | When was King Charles I executed? | 30th January 1649 |

| Week 8 23/10/25 | Piece of Information | Answer |
|--------------------|--|------------------------|
| 1 | Who took the throne after Charles II's death? | James II |
| 2 | A series of new laws that King William and Queen Mary had to agree to. | Bill of Rights |
| 3 | When did the Glorious Revolution take place? | 1688 |
| 4 | Which law stated that the King or Queen must always be a Protestant? | 1701 Act of Settlement |
| 5 | Which law combined England, Scotland, and Wales into one country? | 1707 Act of Union |
| 6 | What is the name for somebody that dies for the cause that they believe in? | Martyr |
| 7 | This means a country without a monarchy. | Republic |
| 8 | What is the name for the period of time where England was a republic, ruled by Cromwell? | Interregnum |
| 9 | What was the title given to Oliver Cromwell after Charles I's execution? | Lord Protector |
| 10 | Who was the son of Charles I and the monarch restored to the throne? | Charles II |

| Week 9 06/11/25 | Piece of Information | Answer |
|--------------------|---|-------------------------|
| 1 | This means to return something to its past self. In particular, bringing back the English monarchy. | Restoration |
| 2 | What was the nickname given to Charles II? | The Merry Monarch |
| 3 | This is the epidemic of Bubonic Plague that struck England in 1665. | The Great Plague |
| 4 | What caused the Great Plague to spread? | Fleas that live on rats |
| 5 | What is the name for the bacteria that cause bubonic plague? | Yersinia Pestis |
| 6 | This is the belief that disease was spread by "bad air" | Miasma |
| 7 | He was a London MP that wrote about the impact of the plague on London. | Samuel Pepys |
| 8 | What is the name for the document that kept track of who had died, and how they died. | Bill of Mortality |
| 9 | In what year was the Great Fire of London? | 1666 |
| 10 | How long did the Great Fire burn for? | 4 days |

| Week 10 13/11/25 | Piece of Information | Answer |
|---------------------|--|------------------------|
| 1 | What did Charles II order the army to do during the Great Fire? | Blow up houses |
| 2 | The job of somebody that designs buildings and cities. | Architect |
| 3 | This is evidence from the time that tells us about a period in history. This can include: pictures, diaries, posters, letters etc. | Source |
| 4 | This is somebody's opinion about a historical event and can include: diaries, articles, films, letters etc. | Interpretation |
| 5 | What is the name for thinking deeply about a historical question? | Enquiry |
| 6 | Who took the throne after Charles II's death? | James II |
| 7 | A series of new laws that King William and Queen Mary had to agree to. | Bill of Rights |
| 8 | When did the Glorious Revolution take place? | 1688 |
| 9 | Which law stated that the King or Queen must always be a Protestant? | 1701 Act of Settlement |
| 10 | Which law combined England, Scotland, and Wales into one country? | 1707 Act of Union |

| Week 11 20/11/25 | Piece of Information | Answer |
|---------------------|---|-------------------------------|
| 1 | This is the UK legislative body, made up of the House of Commons and House of Lords | Parliament |
| 2 | Who was the leader of the Gunpowder Plot? | Guy Fawkes |
| 3 | This is the punishment for treason that Guy Fawkes and the plotters suffered. It involves being hanged, stretched, and cut into pieces. | Hanged, drawn, and quartered. |
| 4 | What is the name for a group of people that inhabited a place first? | Indigenous people |
| 5 | What is the name for a conflict where two or more sides fight within the same country? | Civil War |
| 6 | These were supporters of Parliament during the Civil War. | Parliamentarians |
| 7 | These were supporters of King Charles I during the Civil War | Royalists |
| 8 | He was the MP for Cambridgeshire and a leading Parliamentarian during the Civil War. | Oliver Cromwell |
| 9 | He was the commander of the New Model Army. | Thomas Fairfax |
| 10 | What is the name for somebody that dies for the cause that they believe in? | Martyr |

| Week 12 27/11/25 | Piece of Information | Answer |
|---------------------|--|-------------------------|
| 1 | What is the name for the period of time where England was a republic, ruled by Cromwell? | Interregnum |
| 2 | What was the title given to Oliver Cromwell after Charles I's execution? | Lord Protector |
| 3 | This is the epidemic of Bubonic Plague that struck England in 1665. | The Great Plague |
| 4 | What caused the Great Plague to spread? | Fleas that live on rats |
| 5 | What is the name for the bacteria that cause bubonic plague? | Yersinia Pestis |
| 6 | In what year was the Great Fire of London? | 1666 |
| 7 | How long did the Great Fire burn for? | 4 days |
| 8 | This is evidence from the time that tells us about a period in history. This can include: pictures, diaries, posters, letters etc. | Source |
| 9 | This is somebody's opinion about a historical event and can include: diaries, articles, films, letters etc. | Interpretation |
| 10 | What is the name for thinking deeply about a historical question? | Enquiry |

| Week 13 04/12/25 | Piece of Information | Answer |
|---------------------|--|------------------------|
| 1 | Who took the throne after Charles II's death? | James II |
| 2 | A series of new laws that King William and Queen Mary had to agree to. | Bill of Rights |
| 3 | When did the Glorious Revolution take place? | 1688 |
| 4 | Which law stated that the King or Queen must always be a Protestant? | 1701 Act of Settlement |
| 5 | Which law combined England, Scotland, and Wales into one country? | 1707 Act of Union |
| 6 | What is the name for the practice of using magic for evil purposes? | Witchcraft |
| 7 | A small animal, usually a toad or cat, that would suck the blood of a witch at night. | Familiar |
| 8 | These were supporters of Parliament during the Civil War. | Parliamentarians |
| 9 | These were supporters of King Charles I during the Civil War | Royalists |
| 10 | What was the tax that Charles I introduced in 1627 that was hated by the English population? | Ship Tax |

Maths Knowledge Organiser - Thursdays

| Week 1 04/09/25 | Piece of Information | Answer |
|--------------------|----------------------|---------------------|
| 1 | 12 | What is 10% of 120 |
| 2 | 6 | What is 1% of 600 |
| 3 | 70 | What is 1% of 7000 |
| 4 | 300 | What is 10% of 3000 |
| 5 | 125 | What is 50% of 250 |
| 6 | 25 | What is 5 % of 500 |
| 7 | 50 | What is 5% of 1000 |
| 8 | 20 | What is 2% of 1000 |
| 9 | 90 | What is 90% of 100 |
| 10 | 160 | What is 80% of 200 |

| Week 2 11/09/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | 900 | Decrease 1000 by 10% |
| 2 | 80 | Decrease 100 by 20% |
| 3 | 7 | Decrease 10 by 30% |
| 4 | 56 | What is 7×8 |
| 5 | 54 | What is 9×6 |
| 6 | 60 | Increase 20 by 10% |
| 7 | 3 | Increase 300 by 20% |
| 8 | 80 | Increase 24 by 50% |
| 9 | £1.50 | 10 litres of juice costs £3.00. How much do 5 litres cost? |
| 10 | £0.60 | 8 litres of milk costs £2.40. How much do 2 litres cost? |

| Week 3 18/09/25 | Piece of Information | Answer |
|--------------------|----------------------|----------------------------|
| 1 | 4.5 | What is $7.7 - 3.2$ |
| 2 | £3.89 | What is $£2.10 + 99p$ |
| 3 | 11.2 | What is $24.5 - 13.3$ |
| 4 | 720 | What is 7.2×100 |
| 5 | 9340 | What is 9.34×1000 |
| 6 | 12 | What is 10% of 120 |
| 7 | 6 | What is 1% of 600 |
| 8 | 70 | What is 1% of 7000 |
| 9 | 300 | What is 10% of 3000 |
| 10 | 125 | What is 50% of 250 |

| Week 4 25/09/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | 21^2 | Write 21×21 as a single power of 21 |
| 2 | 32^4 | Write $32 \times 32 \times 32 \times 32$ as a single power of 32 |
| 3 | 7^6 | Write $7^5 \times 7$ as a single power of 7 |
| 4 | 2^7 | Simplify $2^3 \times 2^4$ |
| 5 | 1 | What is the value of 12^0 |
| 6 | 25 | What is 5 % of 500 |
| 7 | 50 | What is 5% of 1000 |
| 8 | 20 | What is 2% of 1000 |
| 9 | 90 | What is 90% of 100 |
| 10 | 160 | What is 80% of 200 |

| Week 5 02/10/25 | Piece of Information | Answer |
|--------------------|----------------------|---------------------------------|
| 1 | $1/4$ | Write 4^{-1} as a fraction |
| 2 | 13^{-1} | Write $1/13$ in index form |
| 3 | 5^4 | Simplify $5^{-2} \times 5^6$ |
| 4 | 5^{-5} | Simplify $5^{-3} \times 5^{-2}$ |
| 5 | $3x^2$ | Write $3/x^2$ in index form |
| 6 | 900 | Decrease 1000 by 10% |
| 7 | 80 | Decrease 100 by 20% |
| 8 | 7 | Decrease 10 by 30% |
| 9 | 56 | What is 7×8 |
| 10 | 54 | What is 9×6 |

| Week 6 09/10/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | 1.8 | What is 0.2×9 |
| 2 | 1.6 | What is 4×0.4 |
| 3 | 0.24 | What is 0.04×6 |
| 4 | 0.32 | What is 0.4×0.8 |
| 5 | 0.003 | What is 0.3×0.01 |
| 6 | 60 | Increase 20 by 10% |
| 7 | 3 | Increase 300 by 20% |
| 8 | 80 | Increase 24 by 50% |
| 9 | £1.50 | 10 litres of juice costs £3.00. How much do 5 litres cost? |
| 10 | £0.60 | 8 litres of milk costs £2.40. How much do 2 litres cost? |

| Week 7 16/10/25 | Piece of Information | Answer |
|--------------------|----------------------|---------------------------------|
| 1 | $12y^2$ | Simplify $3y \times 4y$ |
| 2 | $7a$ | Simplify $9a - 2a$ |
| 3 | $7z^2$ | Simplify $14z^3/2z$ |
| 4 | $12bc$ | Simplify $4b \times 3c$ |
| 5 | $6y^3z^8$ | Simplify $3y^2z^5 \times 2yz^3$ |
| 6 | 4.5 | What is $7.7 - 3.2$ |
| 7 | £3.89 | What is $£2.10 + 99p$ |
| 8 | 11.2 | What is $24.5 - 13.3$ |
| 9 | 720 | What is 7.2×100 |
| 10 | 9340 | What is 9.34×1000 |

| Week 8 23/10/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | $3x + 6$ | Expand $3(x + 2)$ |
| 2 | $6x - 8$ | Expand $2(3x - 4)$ |
| 3 | 81 | Expand $5x(4x + 6)$ |
| 4 | 144 | Expand and simplify $3(x + 2) + 2(x + 4)$ |
| 5 | 28 | Simplify $3x + 2y - x + 4y$ |
| 6 | 21^2 | Write 21×21 as a single power of 21 |
| 7 | 32^4 | Write $32 \times 32 \times 32 \times 32$ as a single power of 32 |
| 8 | 7^6 | Write $7^5 \times 7$ as a single power of 7 |
| 9 | 2^7 | Simplify $2^3 \times 2^4$ |
| 10 | 1 | What is the value of 12^0 |

| Week 9 06/11/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | 56 | What is the next term in the sequence: 3, 6, 9, 12... |
| 2 | 20 | What is the next term in the sequence: 1, 4, 9, 16... |
| 3 | 150 | What is the next term in the sequence: 1, 1, 2, 3, 5, 8... |
| 4 | 2000 | What is the next term in the sequence: 2, 4, 8, 16... |
| 5 | 25 | What is the nth term of the sequence: 2, 4, 6, 8, 10 |
| 6 | $1/4$ | Write 4^{-1} as a fraction |
| 7 | 13^{-1} | Write $1/13$ in index form |
| 8 | 5^4 | Simplify $5^{-2} \times 5^6$ |
| 9 | 5^{-5} | Simplify $5^{-3} \times 5^{-2}$ |
| 10 | $3x^2$ | Write $3/x^2$ in index form |

| Week 10 13/11/25 | Piece of Information | Answer |
|---------------------|----------------------|--|
| 1 | 1:3 | Simplify this ratio: 3 : 9 |
| 2 | 2:3 | Simplify this ratio: 12: 18 |
| 3 | 1:2.5 | Write this ratio in the form of 1:n. 2:5 |
| 4 | 0.5:1 | Write this ratio in the form of n:1. 1:2 |
| 5 | 40:60 | Share 100 in the ratio of 2:3 |
| 6 | $\frac{1}{4}$ | Write 4^{-1} as a fraction |
| 7 | 13^{-1} | Write $\frac{1}{13}$ in index form |
| 8 | 5^4 | Simplify $5^{-2} \times 5^6$ |
| 9 | 5^{-5} | Simplify $5^{-3} \times 5^{-2}$ |
| 10 | $3x^2$ | Write $\frac{3}{x^2}$ in index form |

| Week 11 20/11/25 | Piece of Information | Answer |
|---------------------|----------------------|--|
| 1 | 75% | What is $\frac{3}{4}$ as a percentage? |
| 2 | 80% | What is $\frac{4}{5}$ as a percentage? |
| 3 | 80% | What is 0.8 as a percentage? |
| 4 | 34.5% | What is 0.345 as a percentage? |
| 5 | 200% | What is 2 as a percentage? |
| 6 | 1.8 | What is 0.2×9 |
| 7 | 1.6 | What is 4×0.4 |
| 8 | 0.24 | What is 0.04×6 |
| 9 | 0.32 | What is 0.4×0.8 |
| 10 | 0.003 | What is 0.3×0.01 |

| Week 12 27/11/25 | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | $3x + 6$ | Expand $3(x + 2)$ |
| 2 | $6x - 8$ | Expand $2(3x - 4)$ |
| 3 | 81 | Expand $5x(4x + 6)$ |
| 4 | 144 | Expand and simplify $3(x + 2) + 2(x + 4)$ |
| 5 | 28 | Simplify $3x + 2y - x + 4y$ |
| 6 | $\frac{1}{4}$ | Write 4^{-1} as a fraction |
| 7 | 13^{-1} | Write $\frac{1}{13}$ in index form |
| 8 | 5^4 | Simplify $5^{-2} \times 5^6$ |
| 9 | 5^{-5} | Simplify $5^{-3} \times 5^{-2}$ |
| 10 | $3x^2$ | Write $\frac{3}{x^2}$ in index form |

| Week 13 04/12/25 | Piece of Information | Answer |
|---------------------|----------------------|--|
| 1 | 1:3 | Simplify this ratio: 3 : 9 |
| 2 | 2:3 | Simplify this ratio: 12: 18 |
| 3 | 1:2.5 | Write this ratio in the form of 1:n. 2:5 |
| 4 | 0.5:1 | Write this ratio in the form of n:1. 1:2 |
| 5 | 40:60 | Share 100 in the ratio of 2:3 |
| 6 | 75% | What is $\frac{3}{4}$ as a percentage? |
| 7 | 80% | What is $\frac{4}{5}$ as a percentage? |
| 8 | 80% | What is 0.8 as a percentage? |
| 9 | 34.5% | What is 0.345 as a percentage? |
| 10 | 200% | What is 2 as a percentage? |

Geography Knowledge Organiser - Fridays

| Week 1 05/09/25 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Development | An improvement in quality of life for one person or a group of people in one place. |
| 2 | Quality of life | A measure of happiness using factors such as income, jobs, health and safety. |
| 3 | HIC | A high income country has a GDP per Capita of over \$12,056 per year. |
| 4 | NEE | A newly emerging economy is a country that is rapidly developing from a LIC to become a HIC in the near future. |
| 5 | LIC | A low income country has a GDP per Capita of below \$1026 per year. |
| 6 | GDP | Gross Domestic Product is the value of all goods and services produced within a country. |
| 7 | GDP per capita | This is where GDP is divided by the population size to work out average wage. |
| 8 | Investment | This means to put money into something. |
| 9 | Death rate | The number of deaths per 1000 per year in a place. |
| 10 | Birth rate | The number of births per 1000 per year in a place. |

| Week 2 12/09/25 | Piece of Information | Answer |
|--------------------|-----------------------|--|
| 1 | Infant mortality rate | The number of babies that die before their first birthday per 1000 per year in a place. |
| 2 | Life expectancy | The average number of years a person is expected to live within a country. |
| 3 | Literacy rate | The percentage of a population that can read and write. |
| 4 | Primary sector | The sector of industry where raw materials are extracted from the ground e.g. farming, mining and fishing. |
| 5 | Secondary sector | The sector of industry where employment is in manufacturing/factory work. |
| 6 | Tertiary sector | The sector of industry where employment is in services e.g. nurses, teachers and shop workers. |
| 7 | Quaternary sector | The sector of industry where employment is in IT and research e.g. researching a cure for cancer. |
| 8 | Colonialism | When one country establishes rule over another. |
| 9 | Slavery | The activity of owning another person who is forced to work with no pay and obey you. |
| 10 | Resource | A stock or supply of something that is essential to life. |

| Week 3 19/09/25 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Trade | The buying and selling of goods and services between countries. |
| 2 | Trade surplus | When a country has made a profit as its exports are greater than its imports. |
| 3 | Trade deficit | When a country is in debt as its imports are greater than its exports. |
| 4 | Climate | The average weather over 30 years. |
| 5 | Natural hazard | A natural event that threatens people or property. |
| 6 | Development | An improvement in quality of life for one person or a group of people in one place. |
| 7 | Quality of life | A measure of happiness using factors such as income, jobs, health and safety. |
| 8 | HIC | A high income country has a GDP per Capita of over \$12,056 per year. |
| 9 | NEE | A newly emerging economy is a country that is rapidly developing from a LIC to become a HIC in the near future. |
| 10 | LIC | A low income country has a GDP per Capita of below \$1026 per year. |

| Week 4 26/09/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Landlocked | When a country has no border with the ocean. |
| 2 | Kenya location | Kenya is located on the east coast of Africa and lies on the equator. |
| 3 | Plantations | An area of land where crops such as coffee, sugar and tobacco are grown. |
| 4 | Corrupt government | When the government uses its income for its own personal gain. |
| 5 | Democracy | This describes when a government allows it's population to vote for their leaders. |
| 6 | GDP | Gross Domestic Product is the value of all goods and services produced within a country. |
| 7 | GDP per capita | This is where GDP is divided by the population size to work out average wage. |
| 8 | Investment | This means to put money into something. |
| 9 | Death rate | The number of deaths per 1000 per year in a place. |
| 10 | Birth rate | The number of births per 1000 per year in a place. |

| Week 5 03/10/25 | Piece of Information | Answer |
|--------------------|-----------------------|--|
| 1 | Infrastructure | The organisation of structures and facilities such as buildings, roads and power supplies. |
| 2 | Tourism | The commercial activity of travelling for pleasure. |
| 3 | Disposable income | Income left after all financial commitments e.g. rent and bills have been paid. |
| 4 | Multiplier effect | The "snowballing" effect of economic activity. |
| 5 | Safari | An expedition to observe animals in their natural habitat. |
| 6 | Infant mortality rate | The number of babies that die before their first birthday per 1000 per year in a place. |
| 7 | Life expectancy | The average number of years a person is expected to live within a country. |
| 8 | Literacy rate | The percentage of a population that can read and write. |
| 9 | Primary sector | The sector of industry where raw materials are extracted from the ground e.g. farming, mining and fishing. |
| 10 | Secondary sector | The sector of industry where employment is in manufacturing/factory work. |

| Week 6 10/10/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Maasai Mara | This is a large national game reserve in Kenya. |
| 2 | Visa | A document that indicates a person is allowed to enter, stay or leave a country. |
| 3 | Landing fee | This is a charge that airports impose on aircraft using their facilities to land. |
| 4 | Natural Leakage | This is the act of money leaving the host country and returning to the country who owns the company. |
| 5 | Thailand location | Thailand is located in south east Asia and is just north of the equator. |
| 6 | Tertiary sector | The sector of industry where employment is in services e.g. nurses, teachers and shop workers. |
| 7 | Quaternary sector | The sector of industry where employment is in IT and research e.g. researching a cure for cancer. |
| 8 | Colonialism | When one country establishes rule over another. |
| 9 | Slavery | The activity of owning another person who is forced to work with no pay and obey you. |
| 10 | Resource | A stock or supply of something that is essential to life. |

| Week 7 17/10/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Development gap | The difference between the richest and poorest people within an area. |
| 2 | Industrilisation | This is the growth of the secondary industry. |
| 3 | Rural | This refers to an area of countryside. |
| 4 | Urban | This refers to a built up area e.g. town or city. |
| 5 | Squatter settlements | This is an area of poor quality, often illegal housing that has limited to no access to running water, electricity and sanitation. |
| 6 | Trade | The buying and selling of goods and services between countries. |
| 7 | Trade surplus | When a country has made a profit as its exports are greater than its imports. |
| 8 | Trade deficit | When a country is in debt as its imports are greater than its exports. |
| 9 | Climate | The average weather over 30 years. |
| 10 | Natural hazard | A natural event that threatens people or property. |

| Week 8 24/10/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Sanitation | These are conditions that refer to public health such as access to clean drinking water and sewage disposal. |
| 2 | Pro poor tourism | This is a scheme in Thailand that aims to increase the number of tourists within areas of poverty. |
| 3 | Welfare card scheme | This is a scheme launched by the government that allows citizens who meet requirements to gain support. |
| 4 | Crop monoculture | This is growing only one type of crop. |
| 5 | Crop diversification | This is when a country expands the crops that are grown to have a greater variety to increase income. |
| 6 | Landlocked | When a country has no border with the ocean. |
| 7 | Kenya location | Kenya is located on the east coast of Africa and lies on the equator. |
| 8 | Plantations | An area of land where crops such as coffee, sugar and tobacco are grown. |
| 9 | Corrupt government | When the government uses its income for its own personal gain. |
| 10 | Democracy | This describes when a government allows it's population to vote for their leaders. |

| Week 9 07/11/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Infrastructure | The organisation of structures and facilities such as buildings, roads and power supplies. |
| 2 | Tourism | The commercial activity of travelling for pleasure. |
| 3 | Disposable income | Income left after all financial commitments e.g. rent and bills have been paid. |
| 4 | Multiplier effect | The "snowballing" effect of economic activity. |
| 5 | Safari | An expedition to observe animals in their natural habitat. |
| 6 | Maasai Mara | This is a large national game reserve in Kenya. |
| 7 | Visa | A document that indicates a person is allowed to enter, stay or leave a country. |
| 8 | Landing fee | This is a charge that airports impose on aircraft using their facilities to land. |
| 9 | Natural Leakage | This is the act of money leaving the host country and returning to the country who owns the company. |
| 10 | Thailand location | Thailand is located in south east Asia and is just north of the equator. |

| Week 10 14/11/25 | Piece of Information | Answer |
|---------------------|----------------------|--|
| 1 | Development gap | The difference between the richest and poorest people within an area. |
| 2 | Industrilisation | This is the growth of the secondary industry. |
| 3 | Rural | This refers to an area of countryside. |
| 4 | Urban | This refers to a built up area e.g. town or city. |
| 5 | Squatter settlements | This is an area of poor quality, often illegal housing that has limited to no access to running water, electricity and sanitation. |
| 6 | Sanitation | These are conditions that refer to public health such as access to clean drinking water and sewage disposal. |
| 7 | Pro poor tourism | This is a scheme in Thailand that aims to increase the number of tourists within areas of poverty. |
| 8 | Welfare card scheme | This is a scheme launched by the government that allows citizens who meet requirements to gain support. |
| 9 | Crop monoculture | This is growing only one type of crop. |
| 10 | Crop diversification | This is when a country expands the crops that are grown to have a greater variety to increase income. |

| Week 11 21/11/25 | Piece of Information | Answer |
|---------------------|-----------------------|--|
| 1 | Tourism | The commercial activity of travelling for pleasure. |
| 2 | Development | An improvement in quality of life for one person or a group of people in one place. |
| 3 | Primary sector | The sector of industry where raw materials are extracted from the ground e.g. farming, mining and fishing. |
| 4 | Visa | A document that indicates a person is allowed to enter, stay or leave a country. |
| 5 | Urban | This refers to a built up area e.g. town or city. |
| 6 | Trade | The buying and selling of goods and services between countries. |
| 7 | Infant mortality rate | The number of babies that die before their first birthday per 1000 per year in a place. |
| 8 | | |
| 9 | Multiplier effect | The "snowballing" effect of economic activity. |
| 10 | Quaternary sector | The sector of industry where employment is in IT and research e.g. researching a cure for cancer. |

| Week 12 28/11/25 | Piece of Information | Answer |
|---------------------|----------------------|--|
| 1 | Colonialism | When one country establishes rule over another. |
| 2 | Quality of life | A measure of happiness using factors such as income, jobs, health and safety. |
| 3 | Kenya location | Kenya is located on the east coast of Africa and lies on the equator. |
| 4 | Thailand location | Thailand is located in south east Asia and is just north of the equator. |
| 5 | Sanitation | These are conditions that refer to public health such as access to clean drinking water and sewage disposal. |
| 6 | Birth rate | The number of births per 1000 per year in a place. |
| 7 | LIC | A low income country has a GDP per Capita of below \$1026 per year. |
| 8 | Welfare card scheme | This is a scheme launched by the government that allows citizens who meet requirements to gain support. |
| 9 | Trade surplus | When a country has made a profit as its exports are greater than its imports. |
| 10 | Secondary sector | The sector of industry where employment is in manufacturing/factory work. |

| Week 13 05/12/25 | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | Crop monoculture | This is growing only one type of crop. |
| 2 | Corrupt government | When the government uses its income for its own personal gain. |
| 3 | GDP | Gross Domestic Product is the value of all goods and services produced within a country. |
| 4 | Trade deficit | When a country is in debt as its imports are greater than its exports. |
| 5 | Natural hazard | A natural event that threatens people or property. |
| 6 | Tertiary sector | The sector of industry where employment is in services e.g. nurses, teachers and shop workers. |
| 7 | Landlocked | When a country has no border with the ocean. |
| 8 | Investment | This means to put money into something. |
| 9 | Crop diversification | This is when a country expands the crops that are grown to have a greater variety to increase income. |
| 10 | HIC | A high income country has a GDP per Capita of over \$12,056 per year. |

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

Religious Studies

| Week 1 05/09/25 | 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. |
| 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 (made up). |
| 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 | Extra-terrestrials | This is often referred to as alien life. It is life that may occur outside Earth and which did not originate on Earth. |

Music

| Week 2 12/09/25 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Agogo | A percussion instrument that has two, small bells at two different pitches |
| 2 | Texture | The different layers of sound in a piece of music and the relationship between them |
| 3 | Saron | A Gamelan instrument which has seven bronze bars placed on top of a resonating frame. It is played by hitting the bars with a mallet. |
| 4 | Improvised | Creating a musical composition on the spot, by yourself |
| 5 | Drone | A sustained, continuous note that provides a harmonic 'ground' to a piece of music |
| 6 | Bonang | A percussion instrument that has two rows of small gongs resting on a wooden frame, with low-pitch and high-pitch gongs. Frequently used in Gamelan music |
| 7 | Tambura | A small guitar that has four to six metal strings, frequently used in Indian Classical music as an accompaniment |
| 8 | Heterophonic | A texture describing when a melody is played and then another slightly different melody is played over the top |
| 9 | Maqamat | A microtonal modal scale found in music from the Middle East |
| 10 | Surdo | A large bass drum that plays the lower parts in a Samba Percussion band |

Drama

| Week 3 19/09/25 | Piece of Information | Answer |
|--------------------|----------------------|--|
| 1 | Stanislavski | A Russian theatre practitioner. |
| 2 | Naturalism | A style of theatre pioneered by Stanislavski. |
| 3 | Magic if | A technique in acting where the actor puts themselves into the character's situation. |
| 4 | Hot seating | A character development technique where an actor stays in character and answers questions. |
| 5 | Given circumstance | the who, what, when, where, and why of any character, extra information to help play the role. |
| 6 | Stage Right | The right hand side of a performance space, from the actors point of view. |
| 7 | Semiotics | The use of signs and symbols within a piece to convey a deeper meaning. |
| 8 | Characterisation | The act of changing voice, body language, movement, gesture when in role. |
| 9 | Stage Left | The left hand side of a performance space, from the actors point of view. |
| 10 | Objective | What a character wants to achieve in a scene or throughout the play |

Art

| Week 4 26/09/25 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Monochromatic | Artwork that only has only one colour. |
| 2 | Artist Study | The act of recreating a well known artwork. |
| 3 | Architecture | The complex design or structure of a building. |
| 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 | Mark-Making | Creating a series of lines or patterns to create texture or tone. |
| 10 | Symbolism | Representing meaning or ideas through colour/form/line. |

Food

| Week 5 03/10/25 | Piece of Information | Answer |
|--------------------|----------------------|---|
| 1 | Cross contamination | The transferring of bacteria from one surface to another e.g. raw chicken to salad. |
| 2 | Food miles | The distance food travels before it reaches your plate e.g. travel by boat, air, road or rail. |
| 3 | Carbon footprint | The amount of CO ₂ released into the atmosphere because of a person's activities. |
| 4 | Carbon emissions | The release of carbon into the atmosphere. |
| 5 | Fairtrade | Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the farmers. |
| 6 | Lactose intolerant | A digestive problem where the body is unable to digest a type of sugar mainly found in milk and dairy products. |
| 7 | Protein | A nutrient needed in the body for growth and repair. It's found in foods such as eggs, nuts, beans, fish and meat. |
| 8 | Mould | A soft, green or grey growth that develops on old food. |
| 9 | E.Coli | An infectious food poisoning bacteria that is spread through contaminated food or water, or from other infected people or animals. |
| 10 | Salmonella | A food poisoning bacteria commonly found in undercooked poultry (e.g chicken) and eggs. It can cause cramps, vomiting, and diarrhoea. |

DT

| Week 6 10/10/25 | 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 |

Religious Studies

| Week 7 17/10/25 | 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. |
| 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. |

Music

| Week 8 24/10/25 | Piece of Information | Answer |
|--------------------|----------------------------|---|
| 1 | Gong | A percussion instrument that is a large circular bowl-like sheet of metal, tuned to one note. Used in Gamelan music |
| 2 | Slendro / Pentatonic Scale | A five note scale frequently used in Gamelan music |
| 3 | Sitar | A large, long-necked guitar used to play the melody and a drone. Used frequently in Indian Classical music |
| 4 | 10/8 | Ten quaver beats in a bar, often counted as 3+3+2+2 or 3+2+3+2 |
| 5 | Tabla | A pair of drums, one small high pitch drum and one large low-sounding drum |
| 6 | Raga | Is a scale that has between 5 or 8 notes - each scale represents a different time of day or season, used in Indian Classical music |
| 7 | Doumbek | A goblet-shaped drum that plays the main rhythmic idea in music from the Middle East |
| 8 | Rebab | A stringed instrument that has two strings, that can be bowed or plucked. Frequently found in Middle Eastern music |
| 9 | Cuica | A Brazillian drum that has a large pitch range. The pitch is changed through changing the amount of tension placed on the head of the drum. Frequently found in Samba Bands |
| 10 | Caixa | A Brazillian snare drum, often playing the driving patterns in a Samba Band |

Drama

| Week 9 07/11/25 | Piece of Information | Answer |
|--------------------|-----------------------|---|
| 1 | Theatre of the Absurd | A theatrical movement in the 50s and 60s, seeking to represent the absurdity of human existence through unconventional dramatic techniques. |
| 2 | Samuel Beckett | Considered a central figure in the Theatre of the Absurd |
| 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 | Nonsense Language | Words or conversations that don't seem to make sense – used to show confusion or lack of communication. |
| 6 | Minimalism | Using very simple sets, props, and costumes to keep focus on the message and characters. |
| 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. |
| 9 | Cyclical Structure | A narrative where the ending mirrors or directly connects back to the beginning, creating a sense of circularity |
| 10 | Surrealism | A style that mixes dream-like or unreal images to show the absurdity of life. |

Art

| Week 10 14/11/25 | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | Two-Dimensional | A flat, geometric form. |
| 2 | Three-Dimensional | An object that appears to have length, width and height. |
| 3 | Culture | The ideas, customs, and social behaviour of a particular people or society. |
| 4 | Mixed media | A variety of materials used in one artwork. |
| 5 | Surface | The uppermost layer of something. |
| 6 | Texture | How a surface looks or feels e.g fluffy, rough or smooth. |
| 7 | Experiment | To use relevant and purposeful skills to explore outcomes. |
| 8 | Urban Landscape | An artwork where the subject is a city, industrial area, or similar. |
| 9 | Abstracted | An image that is recognised, but is simplified. |
| 10 | Concept | An idea which informs your artwork. |

Food

| Week 11 21/11/25 | Piece of Information | Answer |
|---------------------|----------------------|---|
| 1 | De-seed | To remove the seed from a fruit. |
| 2 | Peel | To remove the outer covering or skin from a fruit or vegetable e.g. carrot, apple or onion. |
| 3 | Tablespoon | A large spoon used in cooking that holds 15g. |
| 4 | Teaspoon | A small spoon used in cooking that holds 5g. |
| 5 | Dessert spoon | A spoon used for eating that holds 10g. |
| 6 | Mililitres | A unit of volume used to measure small amounts of liquid. |
| 7 | Whisk | A piece of kitchen equipment used to add air to a mixture E.g. eggs, cream or butter. |
| 8 | Sieve | A piece of equipment used for separating lumps from dry ingredients E.g. flour. |
| 9 | Dairy | A group of foods containing or made from milk E.g. butter, cheese, yoghurt. |
| 10 | Five-a-day | The five portions of fruit and vegetables that people are recommended to eat every day as part of a healthy diet. |

DT

| Week 12 28/11/25 | 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. |

Religious Studies

| Week 13 05/12/25 | 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. |
| 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 | Extra-terrestrials | This is often referred to as alien life. It is life that may occur outside Earth and which did not originate on Earth. |

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. | | |