



GLOUCESTER  
ACADEMY



GREENSHAW  
LEARNING TRUST

# Gloucester Academy

*Unit 2*

*Year 11*

*Knowledge Organiser*

# *CORE SUBJECTS*

**Knowledge is power. Information is liberating.**

## Logins:

### School email



Username: \_\_\_\_\_@gloucesteracademy.co.uk

Password: \_\_\_\_\_

### School computer

Username: \_\_\_\_\_

Password: \_\_\_\_\_



### sparx.co.uk



Username: \_\_\_\_\_

Password: \_\_\_\_\_

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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.

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

## Homework Timetable:

You are expected to complete at least 30 minutes of homework in your practice book every day. You are expected to complete Sparx Maths homework which we recommend you split into three sessions, per week. Each of these are expected to take up to 1 hour.

|   | Monday             | Tuesday  | Wednesday         | Thursday          | Friday            | Weekend           |
|---|--------------------|--|-------------------|-------------------|-------------------|-------------------|
| Knowledge Organiser<br>in your practice book<br><b>30 minutes</b> | Science &<br>Maths | English<br>Language &<br>English<br>Literature | Choice 1<br>_____ | Choice 2<br>_____ | Choice 3<br>_____ | Choice 4<br>_____ |
| Online session<br><b>30 minutes</b>                               | Sparx Maths        |  | Sparx Maths       |                   | Sparx Maths       |                   |

## Maths Homework – Sparx Maths

You will get one [sparxmaths.com](https://www.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 Wednesday, Friday and Monday.

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

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

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

# Science Knowledge Organiser - Mondays

| Week 1 | Piece of Information | Answer  |
|--------|----------------------|---|
| 1      | Transverse wave      | A wave in which the vibrations is at right angle to the transfer of energy.                             |
| 2      | Longitudinal wave    | A wave in which the vibrations are parallel to the transfer of energy.                                  |
| 3      | Amplitude            | The height of the wave from the normal.   |
| 4      | Wavelength           | The distance from one point on one wave to the same point on the next wave.                             |
| 5      | Period               | The time taken to produce 1 wave.   |
| 6      | Exothermic           | A reaction that releases energy to the surroundings.  |
| 7      | Anaerobic            | In the absence of oxygen.   |
| 8      | Oxygen debt          | The amount of extra oxygen the body needs after exercise to break down lactic acid.                     |
| 9      | Fermentation         | The chemical breakdown of glucose into ethanol and carbon dioxide by respiring organisms such as yeast. |
| 10     | Metabolism           | The sum of all the chemical reactions that happen in an organism.                                       |

| Week 2 | Piece of Information                        | Answer  |
|--------|---|---|
| 1      | Inelastic Deformation                       | An object does not return to its original length after it has been stretched. |
| 2      | Extension                                   | The difference between the stretched and unstretched lengths of a spring.     |
| 3      | Limit of Proportionality (Elastic limit)    | The point beyond which a spring will be permanently deformed.                 |
| 4      | Scalar Quantity                             | A quantity with a magnitude only.   |
| 5      | Vector Quantity                             | A quantity with both magnitude and direction.                                 |
| 6      | Velocity                                    | A vector - a speed in a defined direction. Unit is m/s.                       |
| 7      | Displacement                                | A vector - a distance travelled in a defined direction. Unit is m.            |
| 8      | A push or a pull                            | Force   |
| 9      | Magnetism, Gravity and Electrostatic Forces | Examples of non-contact forces.   |
| 10     | Centre of Mass                              | The point through which the weight of an object can be taken to act.          |

| Week 3 | Piece of Information | Answer   |
|--------|----------------------|--|
| 1      | Diploid              | Cells with the full number of chromosomes.   |
| 2      | Haploid              | Cells that have half the normal number of chromosomes.                               |
| 3      | Meiosis              | Cell division which results in 4 genetically different daughter cells.               |
| 4      | Double Helix         | Spiral structure of DNA  |
| 5      | Genome               | The entire whole DNA for an organism.  |
| 6      | Continuous data      | Data that comes in a range not groups.   |
| 7      | Discontinuous data   | Data that comes in groups not in a range.  |
| 8      | Mutation             | A change to the DNA.   |
| 9      | Selective breeding   | When breeders choose parents with desirable characteristics to pass on to offspring. |
| 10     | Transgenic           | A genetically engineered organism.   |

| Week 7 | Piece of Information | Answer |
|--------|----------------------|--------|
|--------|----------------------|--------|

|    |                         |  |
|----|-------------------------|--|
| 1  | Biomass                 | A resource made from living or recently living organisms.                        |
| 2  | Hydrocarbon             | A compound containing hydrogen and carbon only.                                  |
| 3  | Alkane                  | A homologous series of saturated hydrocarbons ( $C_nH_{2n+2}$ )                  |
| 4  | Alkene                  | A homologous series of unsaturated hydrocarbons ( $C_nH_{2n}$ )                  |
| 5  | Fractional Distillation | A method used to separate miscible liquids with different boiling points.        |
| 6  | Viscosity               | How easily a liquid flows.   |
| 7  | Cracking                | Thermal decomposition of long alkanes into shorter alkanes and alkenes.          |
| 8  | Complete combustion     | When a substance burns in a good supply of oxygen.                               |
| 9  | Unsaturated             | A molecule that contains one or more double covalent bonds between carbon atoms. |
| 10 | Saturated               | A molecule that only contains single covalent bonds between carbon atoms.        |

| Week 8 | Piece of Information        | Answer   |
|--------|-----------------------------|--|
| 1      | Resultant Force             | A single force replacing a number of forces acting upon an object.   |
| 2      | The unit of work and energy | Joule (J).   |
| 3      | $F=Ke$                      | Hooke's Law.   |
| 4      | Elastic Deformation         | An object returns to its original length after being stretched/compressed.   |
| 5      | 1.5m/s                      | Typical walking speed.   |
| 6      | 3m/s                        | Typical running speed.   |
| 7      | 6m/s                        | Typical cycling speed.   |
| 8      | Inertia                     | Objects remain in their existing state of motion unless acted on by an unbalanced force.                                 |
| 9      | Peer review                 | Results reviewed by other scientists to help prevent false claims, avoid bias, and make sure that conclusions are valid. |
| 10     | Terminal velocity           | When the weight of an object is balanced by resistive forces.  |

| Week 9 | Piece of Information | Answer  |
|--------|----------------------|---|
| 1      | Permanent Magnet     | A magnet which produces its own magnetic field - it always has a north and south pole.                                |
| 2      | Induced Magnet       | A magnet which becomes magnetic when placed in a magnetic field - temporary.  |
| 3      | Solenoid             | A long coil of wire.  |
| 4      | Flux Density         | the number of lines of magnetic flux on a given area.   |
| 5      | Motor Effect         | The force produced between a conductor carrying a current within a magnetic field and the magnet producing the field. |
| 6      | Evolution            | The changes in a species over a very long time.   |
| 7      | Species              | Organisms that can reproduce with each other to produce fertile offspring.  |
| 8      | MRSA                 | Antibiotic resistant super bacteria. Not killed by antibiotics.   |
| 9      | Extinct              | No living members of a species remain.  |
| 10     | Mass extinction      | A large number of extinctions are happening at the same time.   |

# Maths Knowledge Organiser - Monday

| Week 1 | Piece of Information                  | Answer   |
|--------|---------------------------------------|--|
| 1      | 100% add percentage increased by      | When increasing by a percentage                    |
| 2      | Divide by 100                         | To go from a percentage to a decimal               |
| 3      | Opposite divided by the hypotenuse    | $\sin\theta =$                                     |
| 4      | $a^2 + b^2 = c^2$                     | Pythagoras Theorem                                 |
| 5      | Undefined                             | What is the exact trig value for $\tan 90^\circ =$ |
| 6      | $\pi r^2$                             | Area of a circle                                   |
| 7      | $\frac{\sqrt{3}}{2}$                  | What is the exact trig value for $\sin 60^\circ =$ |
| 8      | 100% subtract percentage increased by | When decreasing by a percentage                    |
| 9      | $\frac{1}{2}$                         | What is the exact trig value for $\sin 30^\circ =$ |
| 10     | Adjacent divided by the hypotenuse    | $\cos\theta =$                                     |

| Week 2 | Piece of Information  | Answer   |
|--------|---|--|
| 1      | 1   | What is the exact trig value for $\cos 0^\circ =$  |
| 2      | Divide by 2   | To get the radius from the diameter                |
| 3      | 1   | What is the exact trig value for $\tan 45^\circ =$ |
| 4      | $\frac{\sqrt{3}}{2}$  | What is the exact trig value for $\cos 30^\circ =$ |
| 5      | Opposite divided by the Adjacent  | $\tan\theta =$                                     |
| 6      | $\frac{1}{2} (b \times h)$  | Area of a triangle                                 |
| 7      | Numbers we can multiply together to get another number, eg 2 and 3 are factors of 6 | What is a factor?                                  |
| 8      | $\frac{1}{2}$   | What is the exact trig value for $\cos 60^\circ =$ |
| 9      | $y = mx + c$  | What is the equation of a straight line graph?     |
| 10     | $\frac{\sqrt{2}}{2}$  | What is the exact trig value for $\sin 45^\circ =$ |











| Week 3 | Piece of Information                       | Answer   |
|--------|--|--|
| 1      | 0  | What is the exact trig value for $\tan 0^\circ =$  |
| 2      | Whole number                               | What is an integer?                                |
| 3      | $\frac{\sqrt{2}}{2}$                       | What is the exact trig value for $\cos 45^\circ =$ |
| 4      | ab   | Area of a rectangle with sides a and b             |
| 5      | $\sqrt{3}$                                 | What is the exact trig value for $\tan 60^\circ =$ |
| 6      | x axis                                     | What is the horizontal axis called?                |
| 7      | 1  | What is the exact trig value for $\sin 90^\circ =$ |
| 8      | $6y^2$                                     | Surface area of a cube with side y                 |
| 9      | $4\pi r^2$                                 | Surface area of a sphere                           |
| 10     | Area of cross-section multiplied by length | Volume of a prism                                  |











| Week 7 | Piece of Information                         | Answer   |
|--------|--|--|
| 1      | 0  | What is the exact trig value for $\cos 90^\circ =$ |
| 2      | 2, 1 and itself                              | How many factors does a prime number have?         |
| 3      | y axis                                       | What is the vertical axis called?                  |
| 4      | $\frac{\sqrt{3}}{3}$                         | What is the exact trig value for $\tan 30^\circ =$ |
| 5      | Result of multiplying a number by an integer | What is a multiple?                                |
| 6      | $\frac{1}{3} \pi r^2 h$                      | Volume of a cone                                   |
| 7      | $\pi r l$                                    | Curved surface area of a cone                      |
| 8      | Distance divided by Time                     | Speed =  |
| 9      | 60   | How many seconds are in one minute?                |
| 10     | 0  | What is the exact trig value for $\sin 0^\circ =$  |











| Week 8 | Piece of Information                           | Answer                               |
|--------|--|--------------------------------------|
| 1      | 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37     | List the first twelve prime numbers  |
| 2      | Mass divided by Volume                         | Density =                            |
| 3      | 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144 | List the first twelve square numbers |
| 4      | $\pi r l + \pi r^2$                            | Total surface area of a cone         |
| 5      | 180  | How many degrees are in a triangle?  |
| 6      | Speed multiplied by Time                       | Distance =                           |
| 7      | 1, 8, 27, 64, 125                              | List the first five cube numbers     |
| 8      | $\frac{4}{3} \pi r^3$                          | Volume of a sphere                   |
| 9      | $2\pi r$ or $\pi d$                            | Circumference of a circle            |
| 10     | Force divided by Area                          | Pressure =                           |











| Week 9 | Piece of Information         | Answer  |
|--------|------------------------------|---|
| 1      | Density multiplied by Volume | Mass =  |
| 2      | -10                          | What is the cube root of -1000?                                 |
| 3      | Denominators                 | When adding or subtracting fractions what needs to be the same? |
| 4      | 2                            | What is the highest common factor of 2 and 12?                  |
| 5      | 4                            | What is the highest common factor of 8 and 12?                  |
| 6      | 12                           | What is the highest common factor of 24 and 12?                 |
| 7      | Distance divided by Speed    | Time =  |
| 8      | 12                           | What is the lowest common multiple of 2 and 12?                 |
| 9      | 60                           | What is the lowest common multiple of 30 and 12?                |
| 10     | Mass divided by Density      | Volume =  |











# English Literature Knowledge Organiser - Tuesday











| Week 1 | Piece of Information                                 | Answer   |   |
|--------|--|--|---|
| 1      | "Fair is foul and foul is fair"                      | A juxtaposing repetition by the witches to create confusion in 1.1                                   |  |
| 2      | "brave" "noble" "worthy" "valiant"                   | A semantic field of heroism from Duncan and the Captain describing Macbeth in 1.2                    |  |
| 3      | "Stay, you imperfect speakers"                       | An imperative verb from Macbeth to the witches in 1.3  |  |
| 4      | "instruments of darkness"                            | A metaphor from Banquo to describe the witches in 1.3  |  |
| 5      | "Let not light see my black and deep desires"        | A metaphorical plea from Macbeth to ensure that his evil intentions are not exposed in 1.4           |  |
| 6      | "milk of human kindness"                             | Lady Macbeth's metaphor to describe Macbeth in 1.5   |  |
| 7      | "Take my milk for gall"                              | Lady Macbeth's imperative demand to the spirits in 1.5   |  |
| 8      | "vaulting ambition which o'erleaps itself and falls" | The metaphor Macbeth uses to understand why he desires to kill king Duncan from his soliloquy in 1.7 |  |
| 9      | "when you durst do it, then you were a man"          | Lady Macbeth challenging Macbeth's masculinity in 1.7 when he changes his mind about killing Duncan  |  |
| 10     | "Are you a man?"                                     | Lady Macbeth's rhetorical question about masculinity in 3.4  |  |

| Week 2 | Piece of Information  | Answer  |   |
|--------|---|---|---|
| 1      | "Give me the daggers"   | Lady Macbeth's imperative demand during the murder in 2.2   |   |
| 2      | "Will all great Neptune's ocean wash this blood clean from my hands?" | Macbeth's hyperbolic rhetorical question during the soliloquy in 2.2 (as Lady Macbeth returns to the body), when he questions if he can ever get the blood from his hands |  |
| 3      | "Oh horror, horror, horror"   | Macduff's repetition reacting to Duncan's death in 2.3  |  |
| 4      | "There's daggers in men's smiles"                                     | Donalbain's juxtaposing metaphor about how people are hiding their true, evil intentions said in 2.3 after his father's murder  |  |
| 5      | "fruitless crown" "barren sceptre"                                    | Two oxymoronic metaphors which Macbeth uses in 3.1 to express his displeasure at his empty power (due to Banquo's prophecy)   |  |
| 6      | "devil" "black" "hell" "tyrant"                                       | A semantic field of evil for Macbeth from Malcolm/Macduff in 4.3  |  |
| 7      | "Turn, hell-hound, turn"  | Macduff's imperative demand to Macbeth from their fight in 5.8  |  |
| 8      | "All the perfumes of Arabia will not sweeten this little hand"        | Lady Macbeth's hyperbolic metaphor from 5.1 as she sleepwalks and believes she cannot get the blood off her hands   |  |
| 9      | "What's done is done" "What's done cannot be undone"                  | Two repeated phrases from Lady Macbeth about the regicide, firstly in 3.2 but then changed in 5.1 to reflect her fragility  |  |
| 10     | "dead butcher and his fiend-like queen"                               | A metaphor for Macbeth said by Malcolm in the final speech of the play in 5.8 before he leaves to be crowned King   |  |

| Week 3 | Piece of Information   | Answer   |
|--------|--|--|
| 1      | "Hard and sharp as flint"  | A simile used to describe Scrooge as unchangeable in stave 1          |
| 2      | "Solitary as an oyster"  | A simile used to describe Scrooge as having a barrier in stave 1      |
| 3      | "cold" "froze" "blue" "frosty"                                     | A semantic field from stave 1 to highlight Scrooge's icy personality  |
| 4      | "Are there no prisons?"  | A rhetorical question Scrooge asks the charity collectors in stave 1  |
| 5      | "Decrease the surplus population"                                  | A blunt statement Scrooge makes about wanting the poor to die         |
| 6      | "ponderous chain"  | Marley's description of what Scrooge will carry in death              |
| 7      | "Mankind was my business"  | Marley's metaphor of what his work should have been                   |
| 8      | "Would you so soon put out, with worldly hands, the light I give?" | The Ghost of Christmas Past's question to Scrooge in stave 2          |
| 9      | "A solitary child, neglected"                                      | The Ghost of Christmas Past describes Scrooge at school               |
| 10     | "A lonely boy [...] near a feeble fire"                            | The narrator describes Scrooge as a schoolboy at Christmas            |

| Week 7 | Piece of Information                               | Answer  |
|--------|--|---|
| 1      | "a spring-time in the haggard winter of his life"  | A juxtaposing metaphor giving Scrooge's realisation of what family (for example Belle's daughter) could offer him  |
| 2      | "open hand" "jolly giant" "glowing torch"          | Three short descriptions of the Ghost of Christmas Present which create a semantic field of generosity             |
| 3      | "as good as gold"                                  | A simile said by Bob to describe Tiny Tim's value said in stave 3    |
| 4      | "carefully preserved"                              | A description of the future of Tim's things said by the GOC Present    |
| 5      | "he begged like a boy to be allowed to stay"       | A simile to describe Scrooge's reaction to Fred's Christmas in stave 3   |
| 6      | "at home in five minutes"                          | A metaphor to describe Scrooge at Fred's Christmas in stave 5    |
| 7      | "yellow, meagre, ragged, scowling, wolfish"        | A list which dehumanises Ignorance and Want with zoomorphism   |
| 8      | "The phantom slowly, gravely, silently approached" | A tricolon describing the appearance of the Ghost of Christmas Yet to Come in stave 4                              |
| 9      | "unwatched, unwept, uncared for"                   | A tricolon describing Scrooge's deathbed in stave four   |
| 10     | "lighted cheerfully"                               | A description of the Tim's deathbed in stave four    |

| Week 8 | Piece of Information                                     | Answer  |   |
|--------|--|---|---|
| 1      | "Oh tell me I may sponge away the writing on this stone" | An imperative verb from Scrooge to the final ghost at his grave at the end of stave four. |  |
| 2      | "As merry as a schoolboy"                                | A simile in stave 5 describing Scrooge's childlike feeling                                |  |
| 3      | "As light as a feather"                                  | A simile in stave 5 describing Scrooge's light feeling                                    |  |
| 4      | "like one coal"  | A description of the fire Scrooge allows Bob in stave 1                                   |  |
| 5      | "make up the fires"                                      | An imperative verb linked to fire said by Scrooge in stave 5                              |  |
| 6      | "bright, filled paperweight"                             | A metaphor that presents the speaker's memory in 'The Emigree'                            |  |
| 7      | "I am branded by an impression of sunlight"              | A metaphor which adds to the semantic field of light in 'The Emigree'                     |  |
| 8      | "My city hides behind me"                                | Personification in 'The Emigree' which highlights her patriotic sacrifice                 |  |
| 9      | "Dem tell me what dem want to tell me"                   | The repeated opening line of 'Checking Out Me History'                                    |  |
| 10     | "Bandage up me eye [...] blind me to me own identity"    | The metaphor of restriction used in 'Checking Out Me History'                             |  |

| Week 9 | Piece of Information   | Answer   |   |
|--------|--|--|---|
| 1      | "I carving out me identity"  | The final line from 'Checking Out Me History' with a metaphor emphasising the speaker's own self discovery |   |
| 2      | "a shaven head full of powerful incantations"                        | The opening metaphor about the pilot's mind in 'Kamikaze'  |  |
| 3      | "gradually we too learned to be silent"                              | The line in the following stanza about how the children also begin to disown their father in 'Kamikaze'    |  |
| 4      | "wondered which had been the better way to die"                      | The closing line questioning the nature of death in 'Kamikaze'   |  |
| 5      | "released a songbird from its cage"                                  | A metaphor from 'Poppies' about the acceptance of loss and grief   |  |
| 6      | "leaned against it like a wishbone"                                  | A simile which emphasises the mother's fragility in 'Poppies'  |  |
| 7      | "hoping to hear your playground voice"                               | The closing line from 'Poppies' where the mother wishes for her son to be alive and young again            |  |
| 8      | "Let the daylight break through"                                     | An imperative phrase to emphasise nature's strength in 'Tissue'  |  |
| 9      | "might fly our lives like paper kites"                               | A simile which emphasises the temporary nature of life in 'Tissue'   |  |
| 10     | "pages smoothed and stroked and turned / transparent with attention" | A list of 3 with polysyndeton which emphasises our fixation with the records of human lives from 'Tissue'  |  |

# 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 |
| <p style="text-align: center;">Culture</p> <p><i>This is a demonstration of ambition because you are working outside of your comfort zone.</i></p>  | 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.  |           |                 |
| <p style="text-align: center;">Academia</p> <p><i>This is a demonstration of ambition because you are exploring opportunities available to you after Gloucester Academy.</i></p>                | 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.   |           |                 |
| <p style="text-align: center;">Futures</p> <p><i>This is a demonstration of ambition because you are climbing your own personal mountain to the very best universities and professions.</i></p> | 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.  |           |                 |
| <p style="text-align: center;">Literacy</p> <p><i>This is a demonstration of ambition because you are</i></p>   | Bronze      | To read 25 books and complete book reviews.  |           |                 |

|                                   |        |  |  |  |
|-----------------------------------|--------|--|--|--|
| <i>expanding your vocabulary.</i> | Silver | To read 50 books and complete book reviews.  |  |  |
|                                   | Gold   | To read 150 books and complete book reviews. |  |  |

## **Ambition - Excellence - Pride**

| <b>Excellence</b>   |             |  |           |                 |
|---|-------------|--|-----------|-----------------|
| Badge   | Badge Level | You must...  | Achieved? | Staff Signature |
| <b>Sport</b><br><i>This is a demonstration of excellence because you are representing your school.</i>          | Bronze      | Play in 10 competitive sports matches or competitions for the school team.                                       |           |                 |
|   | Silver      | Play in 25 competitive sports matches or competitions for the school team.                                       |           |                 |
|   | Gold        | Play in a competitive sports match or competition regionally or nationally.                                      |           |                 |
| <b>Community</b><br><i>This is a demonstration of excellence because you are helping others.</i>                | Bronze      | Be an active member of an in-school community for one unit; GA prep, an enrichment activity or homework support. |           |                 |
|   | Silver      | Write and propose a new community project to key stakeholders.   |           |                 |
|   | Gold        | Organise and deliver a community project event.  |           |                 |
| <b>Leadership</b><br><i>This is a demonstration of excellence because you are being a role model to others.</i> | Bronze      | Be on the student leadership team (sports captain, Character representative, mentor or ambassador).              |           |                 |

|  |        |   |  |  |
|--|--------|---|--|--|
|  | Silver | Have impacted change or improvement as a leader (provide evidence of what you have achieved). |  |  |
|  | Gold   | Create and lead your own leadership event.  |  |  |
| <b>Adventure</b><br><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**

| <b>Pride</b>  |             |  |           |                 |
|---|-------------|--|-----------|-----------------|
| Badge   | Badge Level | You must...  | Achieved? | Staff Signature |
| <b>Charity</b><br><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.   |           |                 |
| <b>Commitment</b><br><i>This is a demonstration of pride because you have</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. |           |                 |

|  |        |  |  |  |
|--|--------|--|--|--|
| <i>dedicated time and effort to something you enjoy.</i>   | 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<br><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<br><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.  |  |  |