GLOUCESTER ACADEMY

GREENSHAW LEARNING TRUST

Gloucester Academy

Unit 3

Year 10

Knowledge Organiser

CORE SUBJECTS

Knowledge is power. Information is liberating.

Logins:

School email

Gmail

Username: _____@gloucesteracademy.co.uk

Password: _____

School computer

Username: _____

Password: _____

sparx.co.uk

sparx

Username: _____

Password: _____

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 ~~pt~~ partaly premamble 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. Mitocondrion. A sub-cellular structure where respiration takes place to make energy. X
5 Mitochondrion. A sub-cellular structure where respiration takes place to make energy. ✓
6. Hypothesis. An idea that explains how or why something happens. ✓
7. Prediction. A statement suggesting what you think will happen in an experiment / investigation. ✓
8. Control variable. The variable that must be kept constant so that it doesn't affect the outcome of the investigation. (variable = something that can change in an experiment). ✓
9. Independent variable. The variable that is changed in an experiment / investigation. (Variable = something that can change in an experiment) ✓
10. Dependent variable. The variable that is recorded and measured for each change of the independent variable. (Variable = something that can change in an experiment) X
10 Dependent variable. The variable that is measured

Homework Timetable:

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Knowledge Organiser in your practice book **30 minutes**	Science & Maths	English Language & English Literature	Choice 1 _____	Choice 2 _____	Choice 3 _____	Choice 4 _____
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 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	carbon dioxide + water --light--> glucose + oxygen.	Photosynthesis
2	Limiting Reactant	The reactant that determines the amount of product formed.
3	Chlorophyll	A green pigment, found in chloroplasts, which traps sunlight.
4	Endothermic	A reaction that takes in energy from the surroundings.
5	Limiting Factor	Anything that reduces or stops the rate of reaction.
6	Deficiency	A lack or shortage.
7	Yield	The amount of agricultural product.
8	Glucose + oxygen	The products of photosynthesis.
9	Aerobic	In the presence of oxygen.
10	Oxidation	A reaction that uses oxygen.

Week 2	Piece of Information	Answer
1	Exothermic	A reaction that releases energy to the surroundings.
2	Anaerobic	In the absence of oxygen.
3	Oxygen debt	The amount of extra oxygen the body needs after exercise to break down lactic acid.
4	Fermentation	The chemical breakdown of glucose into ethanol and carbon dioxide by respiring organisms such as yeast.
5	Metabolism	The sum of all the chemical reactions that happen in an organism.
6	Aerobic respiration	Glucose + oxygen → Carbon dioxide + water
7	Anaerobic respiration (animals)	Glucose → Lactic acid
8	Anaerobic respiration (plants and microorganisms)	Glucose → Ethanol + Carbon dioxide
9	Mitochondria	Site of aerobic respiration
10	Cytoplasm	Site of anaerobic respiration

Week 3	Piece of Information	Answer
1	Electrolysis	Decomposition of ionic compounds using electricity.
2	Electrolyte	A liquid that conducts electricity.
3	Discharge	Gain or lose electrons to become electrically neutral.
4	Anode	Positive electrode.
5	Cathode	Negative electrode.
6	Inert electrodes	Electrodes that allow electrolysis to take place but do not react themselves.
7	Oxidation	Loss of electrons
8	Reduction	Gain of electrons
9	Cryolite	Added to Aluminium oxide to reduce the melting point.
10	Uncertainty	The range of measurements within which the true value can be expected to lie.

Week 7	Piece of Information	Answer
1	Joule	What is the unit of work?
2	Elastic deformation	When an object returns to its original length or shape?
3	Inelastic deformation	When an object remains permanently stretched?
4	Extension	What is the difference between the stretched and unstretched lengths of a spring?
5	Newton	What is the unit for force?
6	Vector	What type of quantity is a force with both a magnitude and direction?
7	Limit of Proportionality	What is the point at which a stretched object has become permanently stretched? Elastic deformation stops and inelastic deformation begins?
8	Elastic potential energy	What is the store of energy in a spring?
9	100cm	How many cm are in 1 metre?
10	Force = Spring Constant x extension F = K e	What is the equation for calculating a spring constant using force and extension?

Week 8	Piece of Information	Answer
1	Greenhouse gas	A gas that absorbs long wavelength infrared radiation given off by the Earth.
2	Peer reviewed	When scientific research is studied and commented on by experts to check the results are valid and without bias.
3	Global warming	An increase in the temperature at the Earth's surface.
4	Water stress	A shortage of water.
5	Carbon footprint	The amount of carbon dioxide and other greenhouse gases given out over the full life cycle of a product, service, or event.
6	Carbon neutral	Fuels and processes whose use results in zero net release of greenhouse gases.
7	Carbon monoxide	Odourless, colourless gas.
8	Soot	Causes global dimming and respiratory problems.
9	Acid rain	Caused by the release of Nitrogen and sulfur into the atmosphere.
10	Water vapour	Gaseous form of water.

Week 9	Piece of Information	Answer
1	Quadrat	Name a square frame used in biological sampling?
2	Transect	Name a line along which systematic sampling occurs?
3	Producer	Name any organism that photosynthesises at the start of a food chain?
4	Consumer	Name an organism in a food chain which consumes other organisms?
5	Combustion	What is the scientific name for burning?
6	Precipitation	Rain, sleet, snow and hail are all examples of…?
7	Evaporation	Describe a change of state from liquid to a gas?
8	Biodiversity	What is the variety of living organisms in an area called?
9	Population	What is the total number of all organisms of the same species in an area?
10	Deforestation	What name is given to clearing trees from an area which will then be used for other purposes?

Maths Knowledge Organiser - Monday

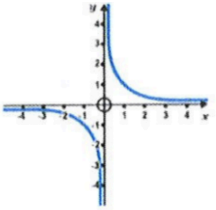
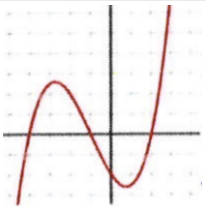
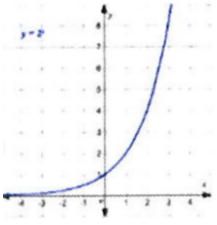
Week 1	Piece of Information	Answer
1	Nth Term	The formula used to find any specific term in a sequence; the rule for the sequence
2	Linear (Arithmetic) sequence	An ordered set of numbers (terms) where the difference between any two consecutive terms is constant. Each term is found by adding or subtracting this fixed amount to the previous term.
3	Quadratic expression	a polynomial expression written in the form $ax^2 + bx + c$, where a, b and c are numerical coefficients and $a \neq 0$
4	Term-to-term difference	How you get from one term to the next
5	Geometric sequence	A sequence where each term after the first is found by multiplying the previous one by a fixed, non-zero number called the common ratio
6	1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, and 144	The first 12 square numbers
7	1, 8, 27, 64 and 125	The first 12 cube numbers
8	Solve	When we find the value of an unknown variable using the inverse and balance method
9	Variable	An unknown value, often represented by a letter
10	Simplify	When we collect like terms, or divide by common factors

Week 2	Piece of Information	Answer
1	Coefficient	The number (or sometimes a letter representing a constant) that a variable is multiplied by, it sits immediately in front of the variable
2	Expand	To remove the brackets by multiplying
3	Factorise	To put the brackets back in by dividing terms by the highest common factor
4	Population	The entire set of items you want to draw conclusions about
5	Sample	A subset of items taken to represent a population
6	Random Sample	A subset of items chosen from a larger population where every member has an equal chance of being selected
7	Bias	A systematic error that leads to a distortion in data or results, making them unrepresentative of the population being studied
8	Estimation	When we use approximate values in a calculation to give an approximate, predicted answer rather than an exact answer
9	Unitrary method	A method for solving ratio and proportion problems where you find the value of a single unit.
10	Transformation	A geometrical operation that changes the position, size, or orientation of a shape (the object) to create a new shape (the image)

Week 3	Piece of Information	Answer
1	Direct proportion	a type of proportionality relationship where as one value increases, so does the other value at a constant rate
2	k	The constant of proportionality
3	Inverse Proportion	a type of proportionality relationship where as one value increases the other decreases. The variables have a constant product
4	Reflection, rotation, translation and enlargement	The four types of transformation
5	Upper Bound	The maximum value a number could have been before rounding
6	Lower Bound	The minimum value a number could have been before rounding
7	$a^2 + b^2 = c^2$	Pythagoras theorem
8	$Sin\theta = \frac{O}{H}$	Sine ratio
9	$Cos\theta = \frac{A}{H}$	Cos ratio
10	$Tan\theta = \frac{O}{A}$	Tan ratio

Week 7	Piece of Information	Answer
1	Reflection	A type of transformation that flips a shape in a mirror line (also called a line of reflection) so that each point is the same distance from the mirror line as its reflected point
2	Rotation	A transformation that turns a shape around a fixed point called the centre of rotation
3	Translation	A transformation that moves a shape from one position to another by shifting it up/down and left/right
4	Enlargement	A type of transformation that changes the size of a shape by making it bigger or smaller by multiplying its side lengths by a scale factor
5	Error interval	Defines the range of possible actual values a number could have been before it was rounded or truncated, established by calculating the upper and lower bounds
6	Base number	The number that gets multiplied by an index
7	$x^a \times x^b = x^{a+b}$	The multiplication law for indices
8	$x^a \div x^b = x^{a-b}$	The division law for indices
9	$(x^a)^b = x^{a \times b}$	The power of a power law for indices
10	1	$a^0 =$

Week 8	Piece of Information	Answer
1	Index	A number indicating how many times a base number is multiplied by itself
2	Median	The middle value or 50th percentile
3	Lower Quartile	The 25th percentile, represents the first 25% of the data
4	Upper Quartile	The 75th percentile, represents the first 75% of the data
5	Upper Quartile - Lower Quartile	How to calculate the interquartile range (IQR)
6	Difference of two squares	A quadratic in the form $ax^2 - c$ where c is a square number e.g. $x^2 - 25$
7	$(x + 5)(x - 5)$	Fully factorise $x^2 - 25$
8	x	$x^1 =$
9	$\frac{1}{x^a}$	$x^{-a} =$
10	$\sqrt{x}$	$x^{\frac{1}{2}} =$

Week 9	Piece of Information	Answer
1	Stem and Leaf Diagram	A data visualization tools that organize quantitative data by splitting each number into a "stem" (leading digits) and a "leaf" (last digit)
2	Frequency Polygon	line graph used to represent the shape of a frequency distribution for continuous, grouped data
3	$y = kx$	The direct proportion equation
4	$y = \frac{k}{x}$	The inverse proportion equation
5	Parallel	Lines with the same gradient are…
6	Perpendicular	Lines which meet at 90 degrees are…
7	$y = mx + c$	The equation of a line
8	A reciprocal graph	This is an example of which type of graph 
9	A cubic graph	This is an example of which type of graph 
10	An exponential graph	This is an example of which type of graph 

English Literature Knowledge Organiser - Tuesday

Week 1	Piece of Information	Answer	Text
1	1606	Shakespeare's company first performed *Macbeth* for the King in	*MAC*
2	1605	The year of the Gunpowder plot, an attempt to kill the king in	*MAC*
3	Divine Right of Kings	The belief that monarch was chosen by God to share his word	*MAC*
4	"Fair is foul and foul is fair"	A juxtaposing repetition by the witches to create confusion in 1.1 	*MAC*
5	"brave" "noble" "worthy" "valiant"	A semantic field of heroism from Duncan and the Captain describing Macbeth in 1.2 	*MAC*
6	"Stay, you imperfect speakers"	An imperative verb from Macbeth to the witches in 1.3 	*MAC*
7	"instruments of darkness"	A metaphor from Banquo to describe the witches in 1.3 	*MAC*
8	"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 	*MAC*
9	"milk of human kindness"	Lady Macbeth's metaphor to describe Macbeth in 1.5 	*MAC*
10	"Take my milk for gall"	Lady Macbeth's imperative demand to the spirits in 1.5 	*MAC*

Week 2	Piece of Information	Answer	Text
1	duplicitous	being guilty of misleading others and being dishonest (*deceitful)*	*MAC*
2	tyrannical	exercising power in a cruel way (*dictatorial)*	*MAC*
3	manipulative	exercising control or influence over someone or something (*cunning)*	*MAC*
4	impulsive	acting or doing something without thinking (*spontaneous)*	*MAC*
5	"Look like the innocent flower but be the serpent under't"	Lady Macbeth's imperative command to Macbeth about how he should look externally but also behave internally in 1.5 	*MAC*
6	"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 	*MAC*
7	"when you durst do it, then you were a man"	Lady Macbeth challenging Macbeth's masculinity t in 1.7 when he changes his mind about killing Duncan 	*MAC*
8	"Are you a man?"	Lady Macbeth's rhetorical question about masculinity in 3.4 	*MAC*
9	"Give me the daggers"	Lady Macbeth's imperative demand during the murder in 2.2 	*MAC*
10	"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 	*MAC*

Week 3	Piece of Information	Answer	Text
1	regicide	The deliberate act of killing the monarch (king or queen)	*MAC*
2	Jacobean era	The name for the time period of King James I reign, from 1603-1625	*MAC*
3	“Oh horror, horror, horror”	Macduff’s repetition reacting to Duncan’s death in 2.3 	*MAC*
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 	*MAC*
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) 	*MAC*
6	“devil” “black” “hell” “tyrant”	A semantic field of evil for Macbeth from Malcolm/Macduff in 4.3 	*MAC*
7	“Turn, hell-hound, turn”	Macduff’s imperative demand to Macbeth from their fight in 5.8 	*MAC*
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 	*MAC*
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 	*MAC*
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 	*MAC*

Week 7	Piece of Information	Answer	Text
1	“bright, filled paperweight”	A metaphor that presents the speaker’s memory in ‘The Emigree’ 	*P&C*
2	“I am branded by an impression of sunlight”	A metaphor which adds to the semantic field of light in ‘The Emigree’ 	*P&C*
3	“My city hides behind me”	Personification in ‘The Emigree’ which highlights her patriotic sacrifice 	*P&C*
4	“Dem tell me what dem want to tell me”	The repeated opening line of ‘Checking Out Me History’ 	*P&C*
5	“Bandage up me eye [...] blind me to me own identity”	The metaphor of restriction used in ‘Checking Out Me History’ 	*P&C*
6	“I carving out me identity”	The final line from ‘Checking Out Me History’ with a metaphor emphasising the speaker’s own self discovery 	*P&C*
7	“a shaven head full of powerful incantations	The opening metaphor about the pilot’s mind in ‘Kamikaze’ 	*P&C*
8	“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’ 	*P&C*
9	“wondered which had been the better way to die”	The closing line questioning the nature of death in ‘Kamikaze’ 	*P&C*
10	The Emigree	Poem:A woman positively remembers her homeland which is now in conflict	*P&C*

Week 8	Piece of Information	Answer	Text
1	Checking Out Me History	Poem: A speaker conveys his anger about the eurocentric history he is taught	*P&C*
2	Kamikaze	Poem: A pilot turns back from his mission and is disowned by his community	*P&C*
3	Poppies	Poem: A mother comes to terms with the loss of her son at war	*P&C*
4	Tissue	Poem: We give power to paper which is ultimately fragile - like humans	*P&C*
5	“released a songbird from its cage”	A metaphor from ‘Poppies’ about the acceptance of loss and grief 	*P&C*
6	“leaned against it like a wishbone”	A simile which emphasises the mother’s fragility in ‘Poppies’ 	*P&C*
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 	*P&C*
8	“Let the daylight break through”	An imperative phrase to emphasise nature’s strength in ‘Tissue’ 	*P&C*
9	“might fly our lives like paper kites”	A simile which emphasises the temporary nature of life in ‘Tissue’ 	*P&C*
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’ 	*P&C*

Week 9	Piece of Information	Answer	Text
1	‘Exposure’	Poem: A group of soldiers suffer through the cold weather conditions.	*P&C*
2	‘Bayonet Charge’	Poem: A single soldier goes over the top and questions his purpose	*P&C*
3	‘Charge of the Light Brigade’	Poem: A group of soldiers ride into a valley of inevitable death	*P&C*
4	‘War Photographer’	Poem: A photographer returns home and struggles to process his memories	*P&C*
5	‘Remains’	Poem: A soldier returns home and is haunted by the memory of killing a looter	*P&C*
6	‘My Last Duchess’	Poem: A duke shows a visitor the painting of his dead wife, who he killed	*P&C*
7	‘Ozymandias’	Poem: A traveller saw a broken statue of a once powerful leader.	*P&C*
8	‘London’	Poem: A man wanders and hears the suffering of London’s people	*P&C*
9	‘Storm on the Island’	Poem: A community prepares for a storm then realise nature’s power	*P&C*
10	‘The Prelude’	Poem: A child rows across the lake and gets scared of nature’s power	*P&C*

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 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 *This is a demonstration of ambition because you are working outside of your comfort zone.*	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 *This is a demonstration of ambition because you are exploring opportunities available to you after Gloucester Academy.*	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 *This is a demonstration of ambition because you are climbing your own personal mountain to the very best universities and professions.*	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 *This is a demonstration of ambition because you are expanding your vocabulary.*	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 *This is a demonstration of excellence because you are representing your school.*	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 *This is a demonstration of excellence because you are helping others.*	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 *This is a demonstration of excellence because you are being a role model to others.*	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 *This is a demonstration of excellence because you have challenged yourself.*	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 *This is a demonstration of pride because you have helped others.*	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 *This is a demonstration of pride because you have dedicated time and effort to something you enjoy.*	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 *This is a demonstration of pride because you are making the world more eco friendly.*	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 *This is a demonstration of pride because you have celebrated all things that make us unique.*	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.		