

Year 9

Knowledge Organiser



Unit 2 2025/2026

Name: _____

Tutor: _____

SELF-QUIZZING TIMETABLE

You are expected to complete at least 30 minutes of self-quizzing homework in your practice book every day. The minimum expectation is at least one full page. A full set will often go over one page. Base Camp is open after school.

| Monday night | Tuesday night | Wednesday night | Thursday night | Friday night |
|--------------|---------------|-----------------|---------------------|---|
| Science | English | Languages | Geography / History | Art, Computing, Drama, Music, P.E., PSHE, R.E, Technology, Vocabulary |

SPARX TIMETABLE

You are expected to complete at least 30 minutes of Sparx homework every day. On all Sparx homework you must reach 100% completion.




| | Due | Homework Length | Support |
|---------------|-----------------|-----------------|--|
| Sparx Science | Monday night | 30 minutes | R08 and R01 are open for Sparx support every lunch time throughout the week. |
| Sparx Reader | Tuesday night | 30 minutes | |
| Sparx Maths | Wednesday night | 1 hour | |

HOLIDAY HOMEWORK

Complete any normal self-quizzing (for example, two Friday night sets on the last day of school) Also, Complete 3 sets of knowledge from the unit so far. Do not move onto new sets of knowledge.

Contents

| | Page |
|--|------|
| Homework Timetable | 1 |
| Logins | 2 |
| Homework Guidance: Self-Quizzing | 3 |
| Homework Guidance: Sparx | 5 |
| Science- Monday Night | 6 |
| English - Tuesday Night | 10 |
| Wednesday - Languages | 14 |
| Thursday – Geography / History | 18 |
| Friday – Art, Computing, Drama, Music, P.E., PSHE, R.E, Technology, Vocabulary | 22 |
| Character Education Log | 33 |
| Unit 2 Assessment Scores | 37 |
| Attendance tokens | 39 |

| | |
|---|--|
| School Email  | _____@blaisehighschool.co.uk |
| School Computer  | Username: _____ Password: _____ |
| Sparx  | Username: _____ Password: _____ |

Homework Guidance: Self-Quizzing

Aspiration

One of the most effective ways to learn knowledge is through self-quizzing, this is what knowledge Organiser homework is based on. For your knowledge organiser homework, you need to self-quiz on the correct subject from the homework timetable. At Blaise, students aim to lead in any and every field, therefore It is expected that you complete at least one page of self-quizzing, every day in your practice book but we know many students will do more. If you need support to do this you can go to base camp any day after school.

Integrity

At Blaise, students do what is right, because it is right, especially when it is hard. This means when we self-quiz, we follow the Ready, Look, Cover, Write, Check and Repeat steps listed below. When self-quizzing is completed with integrity in this way it will take at least 30 minutes. The knowledge that your teachers have selected directly correlates with the knowledge you are learning in class. You will be tested on this. The harder that you work, the more successful you will be.

Students at Blaise do the right thing, even when no-one is watching but to build this into our character we need to be held accountable for our actions. To support you to do this, tutors will check your practice book each morning. If they feel that any of these expectations have not been met, you will be issued with a 30 minute, same day, detention.

| | |
|------------------|---|
| GET READY | Open your Knowledge Organiser, find the subject and right set of 10 pieces of core knowledge. Open up your self-quizzing book and, on the top line, write the subject which you are completing, the set which you are completing and the date on the right-hand side. Underline everything with a ruler. |
| LOOK | LOOK and memorise the piece of information and definition. Repeat this process several times, until you are confident enough to use your practice book to write the knowledge down. |
| COVER | COVER your Knowledge Organiser with your whiteboard. |
| WRITE | WRITE the correct number from the Knowledge Organiser, the piece of information and definition from memory in your self-quizzing book. There are to be no blank lines in your self-quizzing book. |
| CHECK | CHECK the piece of information and definition. Using a green pen tick if both are correct. |
| REPEAT | REPEAT the steps above until you have recalled and written down all 10 pieces of information and definition within the set correctly (word for word). You may find that you need to complete a few green pen attempts before you recall the knowledge word for word. If this has not filled one full page of your practice book, go back and repeat the process again. |

Pride

Students at Blaise take real pride in their work, we know that maximum effort results in maximum reward because of this we have very high standards of presentation. When self-quizzing:

- You should not leave blank lines on the page, including in between pieces of information.
- The information you self-quiz should be numbered in your practice book as they are in the Knowledge Organiser.
- Tutors will look for a full page of self-quizzing on the correct numbers, as well as for green pen ticks/corrections and good presentation.
- On the top line of the page, you should write the subject which you are completing, the set and the date on the right-hand side. Underline everything with a ruler. Your writing needs to be neat and legible.

On the next page you can see an **example** of self-quizzing.

Example

1. **Date and subject** on the top line of your homework. **Underline.**

2. Leave a single line gap underneath from the title/date and then start quizzing. **From this point there**

3. Mark every question in **green**

4. If you get a question wrong, you should answer

5. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

6. Write on **every line** to the bottom of the page. If you need to go over a

Set 7 17/10/2

Force - A push or pull measured in newtons. ~~grams.~~ ✗

1) Contact force - Force that acts with direct contact e.g. air resistance. ✓

2) Friction - Resistive force produced between two objects move each other. ✓

4) Non-contact force - Forces that act with direct contact. ✗

4) Non-contact force - Forces that act without direct contact e.g. gravity. ✓

5) Resultant force - Single force acting on an object that is the sum of all forces. ✓

6) Melt - State change from a solid to a liquid. ✓

7) Freeze - State change from a liquid to a solid. ✓

8) Boil - State change from a liquid to a gas. ✓

9) Evaporate - State change from a liquid to a gas at the surface of liquid only. ✓

10) Condense - State change from a gas to a liquid. ✓

1) Force - A push or pull measured in newtons. ✓

2) Contact force - force that acts with direct contact e.g. air resistance. ✓

3) Friction - Resistive force between two objects move over each other. ✓

4) Non-contact force - Forces that act without direct contact e.g. gravity. ✓

Homework Guidance: Sparx

Aspiration

We know that repeated practice is important for embedding the knowledge you learn within lessons and that reading regularly supports learning in all subjects. At Blaise we use Sparx Maths, Sparx Science and Sparx Reader to support you to do this. In all Sparx homework you need to reach 100% completion this, is because every homework has been:

- Personalised to you and your next steps
- Created with a scaffold, like a video, to help you if you're uncertain
- Carefully selected by your teacher to embed key knowledge

To support you to reach 100% first time, every time we have a Sparx club in R01 and R08 every lunchtime staffed with teachers who can help you complete your Sparx.

Integrity

Sparx homework is personalised to you but this only has an impact when you complete your homework with integrity. This means you do all reading and questions independently of your family, carers, friends and don't use AI programmes to complete the work for you. If you do your Sparx homework this way it will take you around 1 hour to complete Sparx Maths and around 30 minutes each for Sparx Reader and Sparx Science. This means every week you should be doing around 30 minutes of Sparx homework each day.

Students at Blaise do what is right, because it is right, especially when it is hard but to ensure this becomes part of our character, we need to be held accountable for our choices. This is why your teachers will issue you with a detention if you have not completed 100% of your Sparx homework or if they believe you have not completed your homework with integrity.

Pride

Students at Blaise take real pride in their work, we know that maximum effort results in maximum reward because of this we have very high standards of presentation.

Example

When completing Sparx Maths and Sparx Science you should:

- Open up your Sparx book and on the top line, write the Task Number and the Date on the right-hand side.
- Underline the title and date with a ruler.
- Draw a margin for your book codes.
- For every question, record your book code, working and answer
- This should be marked in green pen

The image shows a handwritten homework page on grid paper. The title 'Homework' is underlined at the top left, and the date 'Thursday 1st June 2017' is written at the top right. The page is divided into three tasks. Task 1 includes arithmetic problems: D40 (12 + 13 = 25), E50 (4 x 3 + 2 x 5 = 22), and F60 (12 : 18 = 2 : 3). Task 2 includes probability questions: F41 (P(yellow) = 3/6), FS1 (P(black) = 4/8 = 1/2), and G61 (probability of choosing a purple marble is impossible). Task 3 includes a fraction addition problem: A01 (1/4 + 1/7 = 21/28) and J22 (evens). Green checkmarks indicate correct answers, while a red X indicates an incorrect answer for H70.

| Week 2 12/1/26 | Piece of Knowledge | Definition | Monday - Science |
|-------------------|---|---|------------------|
| 1 | Define active transport | The movement of substances from low concentrations to high concentrations against a concentration gradient, requiring energy from respiration | |
| 2 | Define diffusion | The net movement of particles from an area of high concentration to an area of low concentration | |
| 3 | Define osmosis | The net movement of water particles from dilute to concentrated through a partially permeable membrane | |
| 4 | How many electrons can fit on each of the first three shells? | 2,8,8 | |
| 5 | What is an isotope? | Forms of the same element with different numbers of neutrons | |
| 6 | What energy store is involved with object that are raised above the ground? | Gravitational potential store | |
| 7 | What energy store is involved with objects that are moving? | Kinetic energy store | |
| 8 | What is an atom? | The smallest part of an element that can exist | |
| 9 | What is an element? | A material containing only one type of atom | |
| 10 | What is a compound? | A material containing two or more different atoms, chemically bonded together | |
| Week 3 19/1/26 | Piece of Knowledge | Definition | Monday - Science |
| 1 | What is a renewable energy resource? | An energy resource that is replenished as it is used | |
| 2 | What is a non-renewable energy resource? | An energy resource that is not replenished as it is used | |
| 3 | Name the non-renewable energy resources | Fossil fuels and nuclear | |
| 4 | What are the 3 fossil fuels? | Coal, oil, gas | |
| 5 | Why are fossil fuels non-renewable? | They take millions of years to form | |
| 6 | What are 4 examples of renewable energy resources? | Solar, wind, hydroelectric, biofuels | |
| 7 | What are the benefits of fossil fuels? | Relatively cheap, reliable | |
| 8 | What does it mean if an energy resource is reliable? | A steady supply of energy is produced | |
| 9 | What causes the greenhouse effect? | Greenhouse gasses | |
| 10 | What greenhouse gas is produced when fossil fuels burn? | Carbon dioxide | |
| Week 4 26/1/26 | Piece of Knowledge | Definition | Monday - Science |
| 1 | What are biofuels? | Fuels produced from living things in the present day | |
| 2 | Give an example of a biofuel | Wood, bioethanol | |
| 3 | How does a wind turbine generate electricity? | Wind blows the turbine which turns a generator | |
| 4 | What are the benefits of wind power? | Renewable, zero emissions | |
| 5 | What are the disadvantages of wind power? | Unreliable, harm birds, some people object to their effect on the landscape | |
| 6 | Why is wind power unreliable? | Only works when the wind is blowing | |
| 7 | What is used to generate electricity from sunlight? | Solar cells | |
| 8 | What are the benefits of solar power? | Renewable, zero emissions | |
| 9 | What are the disadvantages of solar power? | Inefficient, unreliable | |
| 10 | What is solar power unreliable? | Only works at certain times of day, ineffective when cloudy | |

| Week 5 2/2/26 | Piece of Knowledge | Definition | Monday - Science |
|-------------------|---|---|------------------|
| 1 | How were the elements arranged in early periodic tables? | By atomic weight | |
| 2 | Who created the first modern periodic table? | Mendeleev | |
| 3 | What did Mendeleev do when designing his periodic table? | Changed the order of some elements due to their properties, left gaps for undiscovered elements, predicted the properties of undiscovered elements. | |
| 4 | Why was Mendeleev's periodic table accepted? | Elements were discovered that fit in the gaps he left. | |
| 5 | Where are the metals located on the periodic table? | On the left and in the middle | |
| 6 | Where are the nonmetals located on the periodic table? | On the right | |
| 7 | What are the vertical columns in the periodic table called? | Groups | |
| 8 | What are the horizontal rows in the periodic table called? | Periods | |
| 9 | What does the group number tell us about an atom? | The number of electrons on the outer shell | |
| 10 | What does the period number tell us about an atom? | The number of electron shells | |
| Week 6 9/2/26 | Piece of Knowledge | Definition | Monday - Science |
| 1 | What is the name given to the group 1 elements | Alkali metals | |
| 2 | State the product of an alkali metal reacting with water | Metal hydroxide + hydrogen | |
| 3 | What is the name given to the group 7 elements | Halogens | |
| 4 | The halogens exist as molecules | diatomic | |
| 5 | What reaction occurs when a more reactive element takes the place of a less reactive element in a compound. | Displacement | |
| 6 | What happens to the reactivity of the halogens as you go down the group | Decreases | |
| 7 | What happens to the reactivity of the alkali metals as you go down the group | Increases | |
| 8 | What happens to the atomic radius of as you go down a group | Increases | |
| 9 | What happens to shielding as you go down a group | Increases | |
| 10 | What happens to the electrostatic attraction between the outer shell electron and the positive nucleus as you go down a group | Decreases | |
| Week 7 23/2/26 | Piece of Knowledge | Definition | Monday - Science |
| 1 | What are the five levels of organisation from smallest to largest? | Cells, tissue, organ, organ system, organism | |
| 2 | What is digestion? | Breakdown of large food molecules into smaller ones | |
| 3 | What is the function of the digestive system? | To break down food | |
| 4 | Why is food broken down? | So the molecules are small enough to be absorbed into the bloodstream | |
| 5 | Give three chemicals that are found in food | Carbohydrates, lipids, proteins | |
| 6 | What do carbohydrates provide us with? | Energy | |
| 7 | What are lipids used for? | Energy, making cell membranes | |
| 8 | What are lipids made up of? | Glycerol and three fatty acid molecules | |
| 9 | What are proteins? | Polymers made up of amino acids | |
| 10 | What are proteins used for? | Building up our cells and our enzymes | |

| Week 8 2/3/26 | Piece of Knowledge | Definition | Monday - Science |
|--------------------|--|---|------------------|
| 1 | How do you test food for sugar? | Boil the food with benedict's solution | |
| 2 | What happens to Benedict's solution if sugar is present? | Colour change from blue to brick red | |
| 3 | How do you test for starch? | Add iodine | |
| 4 | What happens to iodine if starch is present? | Turns from orange to black | |
| 5 | How do you test for lipids? | Shake with ethanol and water | |
| 6 | What happens to ethanol and water if lipids are present? | Milky emulsion is formed | |
| 7 | How do you test for protein? | Shake with biuret solution | |
| 8 | What happens to biuret solution if protein is present? | Colour change from blue to purple | |
| 9 | What is the role of enzymes in the digestive system? | Breakdown of large, insoluble molecules into smaller, soluble ones. | |
| 10 | What is an enzyme? | A biological catalyst | |
| Week 9 9/3/26 | Piece of Knowledge | Definition | Monday - Science |
| 1 | What are enzymes made of? | A protein molecule | |
| 2 | What is a substrate? | The chemical that is changed by an enzyme | |
| 3 | What are the products in an enzyme controlled reaction? | The substances that are produced by an enzyme | |
| 4 | What is the active site? | The part of an enzyme with a complementary shape to the substrate | |
| 5 | What is an enzyme substrate complex? | The enzyme and substrate bound together | |
| 6 | What is the model used to explain how enzymes work? | Lock and key | |
| 7 | Why can each type of enzyme only work on one substrate? | The shape of active site will match the shape its substrate | |
| 8 | Name the carbohydrase that breaks down starch | Amylase | |
| 9 | What do protease enzymes digest? | Proteins into amino acids | |
| 10 | What do lipase enzymes digest? | Lipids into three fatty acids and glycerol | |
| Week 10 16/3/26 | Piece of Knowledge | Definition | Monday - Science |
| 1 | What is an ion | A charged particle | |
| 2 | How do non-metals form ions | Gain electrons | |
| 3 | How do metals form ions | Lose electrons | |
| 4 | What charged ions do nonmetals form | Negative | |
| 5 | What charged ions do metals form | Positive | |
| 6 | Why do atoms form ions? | To have a full outer shell and be stable | |
| 7 | What is an oxygen ion called? | Oxide | |
| 8 | What is the force between positive and negative ions | Electrostatic force of attraction | |
| 9 | Ionic bonding is between.. | A metal and a nonmetal | |
| 10 | Why do ionic compounds have high melting points | lots of energy required to overcome the strong ionic bonds | |

| Week 11 23/3/26 | Piece of Knowledge | Definition | Monday - Science |
|--------------------|---|---|------------------|
| 1 | Covalent bonding is between | Non-metals | |
| 2 | What does a covalent bond consist of? | One shared pair of electrons | |
| 3 | What does a double covalent bond consist of? | Two shared pairs of electrons | |
| 4 | Why do atoms form covalent bonds? | To gain a full outer shell and become stable | |
| 5 | What are simple covalent molecules | Small molecules with covalent bonds between the atoms | |
| 6 | Describe the strength of covalent bonds | Strong | |
| 7 | What is the name of the forces in between the molecules | Intermolecular forces | |
| 8 | Why do simple covalent molecules have low melting and boiling points | The weak intermolecular forces in between the molecules require little energy to overcome | |
| 9 | What happens to the intermolecular forces as the size of a molecule increases | Increases | |
| 10 | What happens to the melting and boiling point as the size of a molecule increases | Increases | |
| Week 12 30/3/26 | Piece of Knowledge | Definition | Monday - Science |
| 1 | What is a giant covalent structure | A structure that contains many atoms joined together by covalent bonds | |
| 2 | What is an allotrope | Different forms of the same element, in the same state | |
| 3 | Diamond and graphite are allotropes of which element? | Carbon | |
| 4 | What bonds need to be overcome to melt a giant covalent structure | Strong covalent bonds | |
| 5 | How many covalent bonds does each carbon atom form in diamond | 4 | |
| 6 | What structure has a similar structure to diamond | Silicon dioxide | |
| 7 | How many covalent bonds does each carbon atom have in graphite | 3 | |
| 8 | What holds the layers in graphite together? | Intermolecular forces | |
| 9 | Describe the structure of graphene | Single layer of graphite only one atom thick | |
| 10 | Describe the structure of a fullerene | Molecules of carbon with a hollow shape. | |
| | What was the name of the first discovered fullerene | Buckminsterfullerene | |

| Week 2 12/1/26 | Piece of Knowledge | Definition | Tuesday - English |
|-------------------|---------------------|---|-------------------|
| 1 | Metaphor | A comparison of two unlike things. | |
| 2 | Conflict | A struggle or clash between opposing forces or ideas. It can be physical as well as mental. | |
| 3 | Brainwashing | Forcing someone to change their beliefs in a strong and unfair way. | |
| 4 | Enjambment | When a sentence in a poem runs onto the next line (also called run-on lines). | |
| 5 | Auxiliary verb | A verb used in forming the tenses, moods, and voices of other verbs, e.g. can, could, may, might. | |
| 6 | Liberation | Setting someone free from imprisonment, slavery, or oppression. | |
| 7 | Proletariat | Working-class people. | |
| 8 | Consonance | Repetition of consonant sounds, but they do not have to be at the start of the words. | |
| 9 | Morality | Knowing the difference between right and wrong. | |
| 10 | Conjunction | A word used to join clauses or phrases. | |
| Week 3 19/1/26 | Piece of Knowledge | Definition | Tuesday - English |
| 1 | Character arc | The change a character goes through in a story. It shows their growth or transformation. | |
| 2 | Elision | The dropping of sounds at the beginning or end of a word. | |
| 3 | Revolution | A forcible overthrow of a government or social order in favour of a new system. | |
| 4 | Allegory | A story or image that represents deeper meanings or moral lessons. | |
| 5 | Repetition | The same word or phrase being used multiple times to create impact. | |
| 6 | Censorship | The suppression or prohibition of speech, communication, or content deemed undesirable. | |
| 7 | Plot | The storyline of a book, play, film. | |
| 8 | Rebellion | An act of resistance or defiance against authority. | |
| 9 | Comparative | An adjective used to compare differences between two objects it modifies, e.g. taller/smaller. | |
| 10 | Personification | Giving human characteristics to something non-human. | |
| Week 4 26/1/26 | Piece of Knowledge | Definition | Tuesday - English |
| 1 | Sibilant sounds | 'S', 'z', 'sh', 'zh' and sometimes 'ch', 'f' and 'th' are also considered sibilant. | |
| 2 | Dramatic monologue | A type of poem or speech in which a single character speaks, revealing their thoughts and feelings. | |
| 3 | Individuality | The quality that distinguishes one person from others; uniqueness. | |
| 4 | Compliance | Doing everything that someone tells or wants you to do. | |
| 5 | Unreliable narrator | A storyteller whose version of events cannot be fully trusted. | |
| 6 | Atmosphere | The mood or feeling created in a piece of writing. | |
| 7 | Alliteration | Repetition of letters or sounds at the start of closely placed words. | |
| 8 | Central tension | The main conflict or problem that drives the plot of a story, creating suspense for the reader. | |
| 9 | Free verse | Poetry without a regular rhyme or rhythm. | |
| 10 | Juxtaposition | Placing two things side by side to show their differences. | |

| Week 5 2/2/26 | Piece of Knowledge | Definition | Tuesday - English |
|-------------------|------------------------|---|-------------------|
| 1 | Simile | A comparison of two things using 'like' or 'as'. | |
| 2 | Dystopia | An imagined state or society, typically totalitarian or post-apocalyptic, with great suffering. | |
| 3 | Characterisation | The intentional development of a character's personality by an author. | |
| 4 | Semantic field | A group of words that are related or linked in meaning, e.g. words like 'ocean', 'wave', and 'tide'. | |
| 5 | Democracy | Government by the people: rule of the majority. | |
| 6 | Declarative sentence | A sentence that declares or makes a statement. | |
| 7 | Assonance | Repetition of vowel (a,e,i,o,u) sounds within words, phrases, or sentences. | |
| 8 | Conformity | Changing how you act or what you believe to fit in with what everyone else thinks or does. | |
| 9 | Setting | The time and place chosen by the writer. | |
| 10 | Interrogative sentence | A sentence that asks a question and ends with a question mark. | |
| Week 6 9/2/26 | Piece of Knowledge | Definition | Tuesday - English |
| 1 | Exclamatory sentence | A sentence that expresses excitement or strong emotion, ending with an exclamation mark. | |
| 2 | Perspective | A point of view or particular attitude towards something. | |
| 3 | Flashback | A scene set in a time earlier than the main story. | |
| 4 | Propaganda | Information, often misleading, used to promote a political cause or viewpoint. | |
| 5 | Stage direction | An instruction in the text of a play indicating the movement, position, or tone of an actor. | |
| 6 | Tyrannical | Being very cruel and unfair when in power. | |
| 7 | Totalitarianism | A political system where the state holds absolute power and suppresses opposition. | |
| 8 | Appositive phrase | A noun or noun phrase that renames another noun in the sentence, e.g. "My friend, a talented musician." | |
| 9 | Zoom in | Focusing on particular words and phrases to consider their meaning. | |
| 10 | Free will | The ability to act and make choices independent of outside influences. | |
| Week 7 23/2/26 | Piece of Knowledge | Definition | Tuesday - English |
| 1 | Caesura | A short but definite pause within a line of poetry, marked by punctuation. | |
| 2 | Motif | An image or idea that is repeated throughout a text. | |
| 3 | Inference | A guess that you make or an opinion that you form based on the information you have. | |
| 4 | Liquid sounds | Consonant sounds where the tongue partially closes the mouth, like 'l' and 'r'. | |
| 5 | Sanctuary | A place of refuge or safety from danger. | |
| 6 | Abstract noun | The name of an idea, feeling or belief. The name of a non-physical thing. | |
| 7 | Omnipresent | Present in all places at all times. | |
| 8 | Symbolism | When an object or person is used to represent an idea. | |
| 9 | Dramatic irony | When the reader knows something that one or more of the characters do not. | |
| 10 | Capitalism | Control of trade and industry by private owners for profit. | |

| Week 8 2/3/26 | Piece of Knowledge | Definition | Tuesday - English |
|--------------------|----------------------|--|-------------------|
| 1 | Plosive sounds | Sounds made by closing the mouth and then releasing a burst of air like 'b', 'p', 't' and 'd'. | |
| 2 | Tone | How a speaker (e.g. narrator, character) seems to feel. | |
| 3 | Anaphora | Repetition of a word or phrase at the beginning of successive sentences or clauses. | |
| 4 | Archetypal character | A typical character that represents universal patterns. | |
| 5 | Dialogue | Speech between two or more characters. | |
| 6 | Imperative verb | A word used to command or give an order, e.g. Run! Stop! Listen! | |
| 7 | Colloquial language | The language of everyday speech. | |
| 8 | Extended metaphor | A version of metaphor that extends over the course of multiple lines, paragraphs, or stanzas | |
| 9 | Stanza | A group of lines in a poem, like a paragraph in a story. | |
| 10 | Complex sentence | A sentence that has an independent clause and at least one dependent clause. | |
| Week 9 9/3/26 | Piece of Knowledge | Definition | Tuesday - English |
| 1 | Utopia | An imagined society where everything is perfect and ideal. | |
| 2 | Class | A system of social hierarchy based on economic, cultural, or social status. | |
| 3 | Dystopia | An imagined state or society, typically totalitarian or post-apocalyptic, with great suffering. | |
| 4 | Concrete noun | The name of a real physical thing or person, e.g. table, boat. | |
| 5 | Character | A fictional person in a text. | |
| 6 | Couplet | Two lines that rhyme, one after another (successive). | |
| 7 | End-stopped | A pause at the end of a line of poetry, usually marked by punctuation, e.g. a full stop or comma. | |
| 8 | Fear | An intense emotion caused by perceived danger or threat. | |
| 9 | Epiphora | The repetition of a word or phrase at the ends of successive clauses or sentences. E.g. We have a choice to go to school and we have a right to go to school. | |
| 10 | Iambic pentameter | A type of rhythm used in poetry. It has lines with ten syllables, where every second syllable is stressed. | |
| Week 10 16/3/26 | Piece of Knowledge | Definition | Tuesday - English |
| 1 | Theme | The ideas in the play, the messages that the playwright might wish you to think about. | |
| 2 | Contrast (noun) | A difference between two things. | |
| 3 | Noun | Words that are people, places and things. | |
| 4 | Compound sentence | A sentence that has at least two independent clauses and is linked by a comma, semicolon or conjunction. | |
| 5 | Pathetic fallacy | Giving emotions to something non-human, especially the weather. | |
| 6 | Imperative sentence | A sentence that is a command or polite request. It may end with an exclamation mark or a full stop. | |
| 7 | Tension | A state of mental or emotional strain or suspense. | |
| 8 | Slang | A type of colloquial language - often involves vulgar (rude) language. | |
| 9 | Playwright | A writer of plays, a dramatist. | |
| 10 | Poem | A creative piece of writing using rhythm and imagery. | |

| Week 11 23/3/26 | Piece of Knowledge | Definition | Tuesday - English |
|--------------------|--------------------|---|-------------------|
| 1 | Oppressive | Inflicting harsh and authoritarian treatment. | |
| 2 | Apocalypse | The complete final destruction of the world. | |
| 3 | Simple sentence | A sentence that has just one independent clause. | |
| 4 | Inference | A guess or opinion formed based on the information you have. | |
| 5 | Control | The act of exercising authority or dominion over others. | |
| 6 | Internal Rhyme | When two or more words rhyme within the same line of a poem, e.g. "The cat sat on the mat." | |
| 7 | Captive | A person who has been taken prisoner. | |
| 8 | Diacope | Repetition of a word or phrase with one or more words in between. | |
| 9 | Persona | The voice or character that the poet creates to speak the poem. This character is different from the poet. | |
| 10 | Onomatopoeia | Words that sound as they mean, e.g. splash, zoom, whizz. | |
| Week 12 30/3/26 | Piece of Knowledge | Definition | Tuesday - English |
| 1 | Emotive | When words are chosen to make the reader feel a strong emotion. | |
| 2 | Respectability | Being seen as good, proper and following the rules, so others think of you as a good character. | |
| 3 | Zooming out | Zooming out to consider the 'big ideas' e.g. the author's message, themes, the reaction of the reader. | |
| 4 | Charismatic | Able to speak in a way that draws people in. | |
| 5 | Pronoun | Any of a small set of words that are used as substitutes for nouns or noun phrases, e.g. <i>I, she, he, you, it, we or they</i> . | |
| 6 | Tragedy | A plot structure which tells of the main character being brought down, usually ending with their death. | |
| 7 | Main clause | A clause that could make sense as a sentence by itself. | |
| 8 | Fragment | A sentence that is missing either its subject or its main verb. | |
| 9 | Setting | The time and place chosen by the writer. | |
| 10 | Inference | A conclusion based on evidence and reasoning. | |

| Week 1 5/1/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
|-------------------|-----------------------|---|-----------------------|
| 1 | para | In order to | |
| 2 | mantenerme en forma | To keep myself fit | |
| 3 | juego al baloncesto | I play basketball | |
| 4 | juego al vóleybol | I play volleyball | |
| 5 | hago ejercicio | I do exercise | |
| 6 | hago deporte | I do sport | |
| 7 | hago atletismo | I do athletics | |
| 8 | hago natación | I go swimming | |
| 9 | voy al gimnasio | I go to the gym | |
| 10 | voy a correr | I go running | |
| Week 2 12/1/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
| 1 | los lunes | On Mondays | |
| 2 | los martes | On Tuesdays | |
| 3 | los miércoles | On Wednesdays | |
| 4 | los jueves | On Thursdays | |
| 5 | los viernes | On Fridays | |
| 6 | los sábados | On Saturdays | |
| 7 | los domingos | On Sundays | |
| 8 | por la mañana | In the morning | |
| 9 | por la tarde | In the afternoon | |
| 10 | por la noche | In the evening | |
| Week 3 19/1/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
| 1 | dos veces a la semana | Twice a week | |
| 2 | a menudo | often | |
| 3 | todos los días | everyday | |
| 4 | una vez a la semana | Once a week | |
| 5 | cada día | Each day | |
| 6 | Cada fin de semana | Every weekend | |
| 7 | Juego al fútbol | I play football | |
| 8 | Juego al tenis | I play tennis | |
| 9 | Hago ejercicio | I do exercise | |
| 10 | Hago deporte | I do sport | |

| Week 4 26/1/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
|-------------------|------------------------|---|-----------------------|
| 1 | La semana pasada | Last week | |
| 2 | ayer | yesterday | |
| 3 | ayer por la noche | Yesterday evening | |
| 4 | El sábado pasado | Last Saturday | |
| 5 | jugué | I played | |
| 6 | jugó | he/she played | |
| 7 | jugamos | We played | |
| 8 | jugaron | They played | |
| 9 | hice | I did | |
| 10 | hizo | he/she did | |
| Week 5 2/2/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
| 1 | hice | I did | |
| 2 | hizo | he/she did | |
| 3 | hicimos | We did | |
| 4 | hicieron | They did | |
| 5 | fui | I went | |
| 6 | fue | he/she went | |
| 7 | fuimos | We went | |
| 8 | fueron | They went | |
| 9 | jugué | I played | |
| 10 | jugó | he/she played | |
| Week 6 9/2/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
| 1 | normalmente | normally | |
| 2 | generalmente | generally | |
| 3 | a veces | sometimes | |
| 4 | de vez en cuando | From time to time | |
| 5 | a menudo | often | |
| 6 | como | I eat | |
| 7 | tomo | I have | |
| 8 | bebo | I drink | |
| 9 | en mi opinión es / son | In my opinion it is / they are | |
| 10 | pienso que es / son | I think that it is / they are | |

| Week 7 23/2/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
|-------------------|-------------------------------|---|-----------------------|
| 1 | pan | bread | |
| 2 | arroz | rice | |
| 3 | pescado | fish | |
| 4 | queso | cheese | |
| 5 | Un bocadillo | A sandwich | |
| 6 | tortilla | omelette | |
| 7 | huevos | eggs | |
| 8 | pasteles | cakes | |
| 9 | verduras | vegetables | |
| 10 | leche | milk | |
| Week 8 2/3/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
| 1 | bueno para la salud | Good for your health | |
| 2 | sano | healthy | |
| 3 | delicioso | delicious | |
| 4 | rico | tasty | |
| 5 | asqueroso | disgusting | |
| 6 | malo para la salud | Bad for your health | |
| 7 | Demasiado dulce | Too sweet | |
| 8 | malsano | unhealthy | |
| 9 | postre | dessert | |
| 10 | helado | Ice cream | |
| Week 9 9/3/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
| 1 | voy al colegio a pie | I walk to school (I go to school on foot) | |
| 2 | Bebo mucha agua | I drink a lot of water | |
| 3 | Como la comida sana | I eat healthy food | |
| 4 | Hago ejercicio | I do exercise | |
| 5 | Duermo ocho horas por noche | I sleep for eight hours per night | |
| 6 | Evito comida con mucho azúcar | I avoid food with lots of sugar | |
| 7 | para | In order to | |
| 8 | Estar feliz | To be happy | |
| 9 | Estar en forma | To be fit | |
| 10 | Mejorar mi salud | To improve my health | |

| | | | |
|--------------------|--------------------------------|---|------------------------------|
| Week 10 16/3/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
| 1 | Llevar una vida sana | To lead a healthy lifestyle | |
| 2 | Voy a | I am going to | |
| 3 | Vas a | You are going to | |
| 4 | Va a | he/she/it is going to | |
| 5 | Vamos a | We are going to | |
| 6 | Vais a | You all are going to | |
| 7 | Van a | They are going to | |
| 8 | ir al colegio en bici | To go to school by bike | |
| 9 | Beber más agua | To drink more water | |
| 10 | Hacer más ejercicio | To do more exercise | |
| Week 11 23/3/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
| 1 | comer más fruta | To eat more fruit | |
| 2 | dormir más | To sleep more | |
| 3 | ver la tele menos | To watch less TV | |
| 4 | salir menos | To go out less | |
| 5 | pasar menos tiempo en mi móvil | To spend less time on my mobile phone | |
| 6 | evitar | To avoid | |
| 7 | La comida con mucho azúcar | Food with lots of sugar | |
| 8 | Dado que | Because, given that | |
| 9 | Es bueno para la salud | It's good for your health | |
| 10 | Es bueno para la piel | It's good for your skin | |
| Week 12 30/3/26 | Piece of Knowledge | Definition → Each definition should always be written twice. Once from Spanish to English, and once from English to Spanish | Wednesday – Languages |
| 1 | Es mejor para el corazón | It's better for your heart | |
| 2 | Es mejor para los dientes | It's better for your teeth | |
| 3 | Para mantenerme en forma | To keep myself fit | |
| 4 | Para estar en forma | To be fit | |
| 5 | Hago ejercicio | I do exercise | |
| 6 | Hago ciclismo | I go cycling | |
| 7 | Voy a correr | I go running | |
| 8 | Una vez a la semana | Once a week | |
| 9 | Dos veces a la semana | Twice a week | |
| 10 | Los martes | On Tuesdays | |

| Week 1 5/1/26 | Piece of Knowledge | Definition | Thursday - History |
|-------------------|----------------------|---|----------------------|
| 1 | Capitalism | An economic system in which property is owned by individuals for private profit | |
| 2 | Communism | An economic system in which all property is owned by the community, rather than by individuals | |
| 3 | Bolsheviks | A communist party led by Lenin that seized power in 1917 | |
| 4 | Memoir | A book based on personal experience | |
| 5 | To abdicate | To step down as monarch | |
| 6 | Tsar | The Russian Emperor | |
| 7 | The Great Depression | The period of high unemployment and economic problems in the 1930s | |
| 8 | Lenin | The Bolshevik leader and the leader of the USSR from 1917-1924 | |
| 9 | Dictatorship | A country ruled by a dictator | |
| 10 | Dictator | A leader with complete power | |
| Week 2 12/1/26 | Piece of Knowledge | Definition | Thursday - Geography |
| 1 | Glacier | A large mass of ice that flows very slowly under the force of gravity. | |
| 2 | Gravity | The force that pulls to the centre of the earth. | |
| 3 | Altitude | The height above sea level. | |
| 4 | Latitude lines | The horizontal lines that go around the globe – e.g. The Equator. | |
| 5 | Ice Age | A period in earth's history when the ice on the polar caps significantly expanded. | |
| 6 | Pyroclastic flow | An avalanche of hot ash and gas that travels at 200 km/hr and can be as hot as 700°C. | |
| 7 | Lahars (mudflows) | Created when a volcano erupts and the lava melts the snow on the top of the volcano, this mixes with mud and rushes down the hill. They can be hot or cold. | |
| 8 | Lava bombs | Lumps of rock and lava that are ejected out of volcanoes. Can be as large as a car. | |
| 9 | Lava | Molten liquid that has reached the earth's surface and been oxygenised. | |
| 10 | Magma | Molten liquid inside the mantle. | |
| Week 3 19/1/26 | Piece of Knowledge | Definition | Thursday - History |
| 1 | Joseph Stalin | Leader of Soviet Russia after Lenin's death | |
| 2 | To industrialise | To build factories | |
| 3 | The Purges | Stalin's mass arrests of Russian people in the 1930s | |
| 4 | To sabotage | To deliberately wreck something | |
| 5 | Red Army | The name of the army and air force of the USSR | |
| 6 | Magnitogorsk | A new city in the USSR with terrible working conditions, workers were sent to the gulags if they went on strike | |
| 7 | Left-wing | Describing political ideas that are communist or socialist | |
| 8 | Right-wing | Describing political ideas that are conservative or nationalist | |
| 9 | USSR | A communist country in Eastern Europe and Asia, also known as the Soviet Union. | |
| 10 | Behind the Urals | A Memoir written by the American John Scott | |

| Week 4 26/1/26 | Piece of Knowledge | Definition | Thursday - Geography |
|-------------------|------------------------|---|----------------------|
| 1 | Abrasion | Loose rocks transported by the glacier scraping along the ground like sandpaper, wearing it away. | |
| 2 | Freeze-thaw weathering | When water enters cracks, freezes, expands and breaks up the rock. | |
| 3 | Plucking | When ice freezes onto rocks and sticks. When it moves away it pulls the fragments of rocks with it. | |
| 4 | Corrie | A hollowed-out bowl shaped in the side of a mountain. | |
| 5 | Zone of accumulation | The upper section of a glacier where snow falls and builds up. | |
| 6 | Ribbon Lake | A long, narrow lake found in a glacial trough. | |
| 7 | Pyramidal Peak | Is a sharp, pointed mountain peak formed when three or more glaciers erode a mountain's sides back-to-back. | |
| 8 | Arête | Is a sharp, knife-edged ridge that forms between two glaciers. | |
| 9 | Glacier | A large mass of ice that flows very slowly under the force of gravity. | |
| 10 | Altitude | The height above sea level. | |
| Week 5 2/2/26 | Piece of Knowledge | Definition | Thursday - History |
| 1 | Famine | A period of time where there is not enough food, leading to people dying | |
| 2 | Gulag | Soviet prison camp | |
| 3 | Secret police | A police force who spy on people | |
| 4 | Manufacturing output | The amount of industrial resources produced | |
| 5 | The Cold War | period of suspicion and tension between capitalist USA and communist Russia after World War Two | |
| 6 | John Scott | The American writer of the memoir Behind the Urals | |
| 7 | Blast Furnaces | Towers that generated heat to produce iron | |
| 8 | Propaganda | Information designed to promote a certain point of view | |
| 9 | Stephen Kotkin | An historian who found John Scott's Behind the Urals valuable | |
| 10 | 1917 | The date of the Russian Revolution | |
| Week 6 9/2/26 | Piece of Knowledge | Definition | Thursday - Geography |
| 1 | Glacial trough | A wide, flat bottomed, steep sided valley also known as a U-shaped valley. | |
| 2 | Tarn | An upland glacial lake left behind after a corrie is formed. | |
| 3 | Deposition | When material being transported (carried) by the glacier is dropped. | |
| 4 | Transportation | Eroded material is taken up by the glacier and moved away. | |
| 5 | Erratic | Large boulders left behind in a glacial valley. | |
| 6 | Glacial retreat | When a glacier moves backwards as it melts. | |
| 7 | Zone of accumulation | The upper section of a glacier where snow falls and builds up. | |
| 8 | Abrasion | Loose rocks transported by the glacier scraping along the ground like sandpaper, wearing it away. | |
| 9 | Freeze-thaw weathering | When water enters cracks, freezes, expands and breaks up the rock. | |
| 10 | Plucking | When ice freezes onto rocks and sticks. When it moves away it pulls the fragments of rocks with it. | |

| Week 7 23/2/26 | Piece of Knowledge | Definition | Thursday - History |
|-------------------|--------------------------|--|----------------------|
| 1 | Reichstag | The German parliament | |
| 2 | Weimar Republic | The German democratic government 1918-1933 | |
| 3 | Scapegoat | Someone to blame | |
| 4 | Anti-Semitic | Prejudiced against Jews | |
| 5 | Reparations | Money that Germany had to pay the allies after the First World War | |
| 6 | Chancellor | The leader of the Reichstag | |
| 7 | Fuhrer | Hitler's title as dictator of Germany | |
| 8 | Concentration camps | Nazi prisons | |
| 9 | To intimidate | To threaten with violence | |
| 10 | Adolf Hitler | The German Chancellor from 1933 who later became a dictator | |
| Week 8 2/3/26 | Piece of Knowledge | Definition | Thursday - Geography |
| 1 | Economy | How money is made and spent in a country. | |
| 2 | Consumer | Someone who spends money. | |
| 3 | Pension | Money you receive from the government or the company you work for when you retire. | |
| 4 | Primary sector | Jobs that involve the extraction (removal) of raw materials. | |
| 5 | Secondary sector | Jobs where the manufacturing (making) the raw materials into higher value goods. | |
| 6 | Tertiary sector | Jobs that provide a service or sell something. | |
| 7 | Quaternary sector | Jobs that involve research and development. | |
| 8 | Ice Age | A period in earth's history when the ice on the polar caps significantly expanded. | |
| 9 | Corrie | A hollowed out bowl shaped in the side of a mountain. | |
| 10 | Zone of accumulation | The upper section of a glacier where snow falls and builds up. | |
| Week 9 9/3/26 | Piece of Knowledge | Definition | Thursday - History |
| 1 | The Treaty of Versailles | A treaty signed at the end of the First World War in 1918 where Germany accepted the blame for the war | |
| 2 | The Wall Street Crash | A event in 1929 which led to a world wide economic depression | |
| 3 | Democracy | A system of government where leaders are elected | |
| 4 | The Spartacists | A communist party in Germany, created by Rosa Luxemburg | |
| 5 | Social Democrats | The largest political party in Germany before the First World War | |
| 6 | Rosa Luxemburg | A communist leader involved in the Spartacist Uprising | |
| 7 | Fredrich Ebert | The leader of the Social Democrats, who became the first President of the Weimar Republic | |
| 8 | Hindenburg | A popular war hero, who became the President of the Weimar Republic in 1925 | |
| 9 | Stab-in-the-back myth | The idea that Ebert had betrayed the German army by surrendering in the First World War | |
| 10 | Mein Kampf | Hitler's book which outlined his vision for Germany | |

| Week 10 16/3/26 | Piece of Knowledge | Definition | Thursday - Geography |
|--------------------|----------------------------|---|----------------------|
| 1 | Globalisation | The increasing links between countries around the world as a result of the movement of goods, people and money. | |
| 2 | Political | Relating to the government or public affairs of a country. | |
| 3 | Economic | Relating to money, employment, taxes and trade. | |
| 4 | Social | Relating to people, housing, education and healthcare. | |
| 5 | Cultural | Relating to the ideas, customs, and social behaviour of a society. | |
| 6 | Homogenisation | When something changes so that everything becomes uniform and 'the same'. | |
| 7 | Trans-national corporation | A company that operates in more than one country. | |
| 8 | Economy | How money is made and spent in a country. | |
| 9 | Consumer | Someone who spends money. | |
| 10 | Pension | Money you receive from the government or the company you work for when you retire. | |
| Week 11 23/3/26 | Piece of Knowledge | Definition | Thursday - History |
| 1 | Mutiny | A rebellion, usually by soldiers or sailors against their officers | |
| 2 | Aryan race | Hitler's idea of a 'perfect' German race | |
| 3 | Charismatic | To be charming and inspiring | |
| 4 | The SA | Brown-shirted stormtroopers used to intimidate Nazi opponents | |
| 5 | 1933 | The year that Hitler became the German Chancellor | |
| 6 | 1939 | The year that the Second World War started | |
| 7 | 1919 | The year of the Treaty of Versailles | |
| 8 | £6.6 billion | The amount of money Germany was supposed to pay in reparations after the First World War | |
| 9 | Ernst Thalman | A male German communist leader in the 1920s and 30s | |
| 10 | 1919 | The year of the Spartacist Uprising | |
| Week 12 30/3/26 | Piece of Knowledge | Definition | Thursday - Geography |
| 1 | Infrastructure | The facilities that support human life - water supply, sewage systems, roads, railways, schools. | |
| 2 | Multiplier effect | The 'snowballing' of economic activity. | |
| 3 | Sweatshop | A workplace in which workers are employed at low wages and under unhealthy or oppressive conditions. | |
| 4 | Sustainability | Meeting the needs of the present without limiting the ability of future generations to meet their own needs. | |
| 5 | Fast Fashion | Cheap, stylish, mass-produced clothes that have a huge negative impact on the environment. | |
| 6 | Stakeholders | People who have an interest in a place or issue. | |
| 7 | Carbon footprint | The total greenhouse gas emissions caused by an individual. | |
| 8 | Primary sector | Jobs that involve the extraction (removal) of raw materials. | |
| 9 | Secondary sector | Jobs where the manufacturing (making) the raw materials into higher value goods. | |
| 10 | Tertiary sector | Jobs that provide a service or sell something. | |

| Week 1 5/1/26 | Piece of Knowledge | Definition | Friday - PSHE |
|-------------------|---------------------|---|---------------------|
| 1 | Democracy | Group decisions taken by a vote | |
| 2 | Rule of Law | Knowing the importance of having and following rules in college | |
| 3 | Tolerance | Celebrating and respecting different faiths and beliefs | |
| 4 | Mutual Respect | Treating each other equally and fairly | |
| 5 | Individual Liberty | The ability to make choices but also to respect others' choices | |
| 6 | Identity | The things that contribute to make someone who they are | |
| 7 | Online Identity | How you present yourself online through social media | |
| 8 | Unique | Being the only one of its kind; unlike anything else | |
| 9 | Peer Pressure | Influence from members of one's peer group | |
| 10 | Group Belonging | This is where we feel we are part of a group | |
| Week 1 5/1/26 | Piece of Knowledge | Definition | Friday - Technology |
| 1 | Life cycle analysis | A review of the impact of a product on the environment from manufacture to disposal | |
| 2 | Extraction | The process of removing raw materials from the Earth | |
| 3 | Sustainability | The idea that humans must interact with the environment in a way that ensures there will be enough resources left for future generations | |
| 4 | Carbon footprint | The total amount of carbon dioxide released related to a product, person or group. | |
| 5 | Raw materials | The basic, unprocessed resources extracted from nature, which serve as the foundational inputs for producing goods and services | |
| 6 | Recycle | Take an existing product that has now become waste and reprocess the material for use in a new product | |
| 7 | Rethink | Can we sustain our current lifestyles and the way we design and make? | |
| 8 | Refuse | Don't use a product at all if you don't need it or if it's environmentally or socially unsustainable | |
| 9 | End of life | What happens to a product once it is finished being used for its intended purpose. | |
| 10 | Landfill | A big area of land where the garbage is buried in layers and covered up with dirt. | |
| Week 2 12/1/26 | Piece of Knowledge | Definition | Friday - Art |
| 1 | Mixed Media | The use of a variety of materials to create a piece of art | |
| 2 | Repetition | The action of repeating something that has already been said or written | |
| 3 | Monochromatic | Artwork using only one colour and adding white or black to create a range of shades | |
| 4 | Illustration | The action or fact of illustrating something | |
| 5 | Stylised | To give (something) a distinctive design or appearance | |
| 6 | Benday dots | Small coloured dots (typically cyan, magenta, yellow, and black) that are variously spaced and combined to create shading and colours in images | |
| 7 | Mark Making | Techniques we use use to create tone and texture when drawing | |
| 8 | Pattern | A repeated design that is created by repeating lines, shapes, tones or colours | |
| 9 | Collage | a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing | |
| 10 | Process | A set of steps or rules to follow when using a type of media | |

| Week 2 12/1/26 | Piece of Knowledge | Definition | Friday - Vocabulary |
|-------------------|--------------------|---|---------------------|
| 1 | Contrast | (verb) To compare in order to show differences. - (noun) The difference between two things when compared. <i>We contrast the climate in tropical and polar regions to understand their differences.</i> | |
| 2 | Integrity | (noun) The quality of being honest and having strong moral principles. <i>We show integrity when self-quizzing by covering the definition to check our understanding fully.</i> | |
| 3 | Emphasis | (noun) Special importance or significance placed on something. <i>The teacher placed emphasis on the importance of rhythm in the performance.</i> | |
| 4 | Isolated | (adjective) Separated from others or being alone. <i>The island was so isolated that it took several days to reach it by boat.</i> | |
| 5 | Symbol | (noun) A mark or character that represents something else. <i>The cross is a symbol of Christianity.</i> | |
| 6 | Diversity | (noun) The state of being diverse or having different types or qualities. <i>The diversity of characters in the novel reflects the range of human experiences.</i> | |
| 7 | Objective | (noun) A goal or aim to be achieved. <i>The objective of the game is to score as many goals as possible.</i> | |
| 8 | Process | (noun) A series of actions or steps taken to achieve a particular result. <i>The design process involves several stages, from planning to prototyping.</i> | |
| 9 | Evolution | (noun) The gradual development or change of something over time. <i>The theory of evolution explains how species adapt and change over generations.</i> | |
| 10 | Evidence | (noun) Information or facts that help prove something. <i>Archaeological evidence was used to support theories about ancient civilisations.</i> | |
| Week 3 19/1/26 | Piece of Knowledge | Definition | Friday - Computing |
| 1 | Integer | Data type that is a whole number. | |
| 2 | Float | Data type that is a decimal. | |
| 3 | String | Data type that is text. | |
| 4 | Boolean | Data type that is true or false. | |
| 5 | Character | Data type that is one letter. | |
| 6 | Input | Ask the user to enter data. | |
| 7 | Print | Outputs data on screen. | |
| 8 | Variable | A value stored in memory that can change | |
| 9 | ASCII art | pictures made out of letters and symbols | |
| 10 | IF ELSE | Code used to make a choice | |

| Week 3 19/1/26 | Piece of Knowledge | Definition | Friday - Drama |
|-------------------|---------------------|--|----------------|
| 1 | DNA | A play written by Dennis Kelly | |
| 2 | Themes | Common ideas within a play or story | |
| 3 | Power | A key theme: focusing on how social influence can pressure others into doing their bidding | |
| 4 | Gangs | A key theme: focusing on how groups of people can create safety or fear, depending on whether you are a part of it or not | |
| 5 | Responsibility | A key theme: focusing on whether people should do the right thing, and when is that important | |
| 6 | Still Image | A frozen picture on stage, showing a key moment, or concept, from the play | |
| 7 | Still and Silent | The first two rules of a still image: key steps to ensure you are performing a still image correctly | |
| 8 | Facing the audience | The third rule of a still image: focused on making sure the audience can see everything. | |
| 9 | Using levels | The fourth rule of a still image: using different heights on stage to make the still image look interesting | |
| 10 | No blocking | The fifth rule of a still image: no one in preventing you from being seen | |
| Week 4 26/1/26 | Piece of Knowledge | Definition | Friday - Music |
| 1 | Melody | The main musical line | |
| 2 | Treble clef | The symbol that indicates the notes for the right hand side of the piano | |
| 3 | Rhythm | The organisation of notes | |
| 4 | Crotchets | A note worth 1 beat | |
| 5 | Quavers | A note worth ½ a beat | |
| 6 | Minims | A note worth 2 beats | |
| 7 | Semibreves | A note worth 4 beats | |
| 8 | Dotted Rhythms | Where the dot adds half the original value to the note | |
| 9 | Rests | A symbol that tells us not to play | |
| 10 | Dotted Minims | A note worth 3 beats | |
| Week 4 26/1/26 | Piece of Knowledge | Definition | Friday - P.E. |
| 1 | Aerobic Endurance | The ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue | |
| 2 | Muscular Endurance | The ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game | |
| 3 | Muscular Strength | The maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity | |
| 4 | Speed | Distance divided by time to reduce time taken to move the body or a body part in an event or game | |
| 5 | Flexibility | The range of motion possible at a joint to allow improvements in technique | |
| 6 | Power | The product of speed and strength to allow for explosive movements in sport | |
| 7 | Agility | The ability to change direction quickly to allow performers to outmanoeuvre an opponent | |
| 8 | Reaction Time | The time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do | |
| 9 | Balance | The ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance) | |
| 10 | Coordination | The ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique | |

| Week 5 2/2/26 | Piece of Knowledge | Definition | Friday - R.E. |
|------------------|-------------------------------|---|---------------------|
| 1 | Dharma | The 'moral law that Hindus must follow; the word can be translated as 'duty' or righteousness | |
| 2 | Karma | The forces that influence people's fortune and future reincarnation | |
| 3 | Reincarnation | When a soul is reborn by passing into a new body | |
| 4 | Sanskrit | A language used in ancient India, which many Hindu texts are written in | |
| 5 | Vedas | A collection of sacred writings, literally meaning knowledge. | |
| 6 | Aryan | The name of the warriors who travelled into India and from which the Hindu religion originated | |
| 7 | Hinduism | One of the world's oldest religions originating in North India, it has over 1 billion followers | |
| 8 | Mahabharata | An epic story that tells the tale of a civil war between 5 brothers, influencing the Hindu Dharma | |
| 9 | Ramayana | An epic story that tells the tale of King Ramayana and the kidnapping of his wife, influencing the Hindu Dharma | |
| 10 | Diwali | The festival of lights, celebrated by nearly all Hindu's and Sikhs. | |
| Week 5 2/2/26 | Piece of Knowledge | Definition | Friday - Technology |
| 1 | Project plan | A detailed outline that organises the process of designing and making a product to solve a specific problem. | |
| 2 | Design brief | A document that outlines the core requirements of a project and is a guide to the designer. | |
| 3 | Risk assessment | The process of identifying potential hazards, evaluating the risk and putting in place control measures to reduce risk. | |
| 4 | Control measures | Actions taken to minimise risks and ensure safety. | |
| 5 | Quality control | A set of checks made throughout the production of a product to ensure that it meets required standards and is fit for purpose. | |
| 6 | Time plan | A planning tool used to outline the sequence of tasks required to make a product including the time each task will take. | |
| 7 | Flow diagram | A visual diagram representing a step-by-step process. | |
| 8 | Personal Protective Equipment | Equipment worn to protect the wearer from injury or infection when working in a workshop. | |
| 9 | Ventilation | The process of deliberately moving fresh, outside air into an enclosed space (like a room or building) and removing the stale, indoor air. | |
| 10 | Safety zone | A designated area around a machine or work station that only the operator and a supervising instructor are allowed to enter when the equipment is in use. | |
| Week 6 9/2/26 | Piece of Knowledge | Definition | Friday - PSHE |
| 1 | Mental health | A person's condition with regard to their psychological and emotional well-being | |
| 2 | Mental illness | A condition which causes serious disorder in a person's behaviour or thinking | |
| 3 | Grooming | When someone builds an emotional connection with a child to gain their trust for the purpose of sexual abuse, sexual exploitation or trafficking | |
| 4 | Radicalisation | The process of causing someone to adopt extreme positions on political or social issues | |
| 5 | Extremism | The holding of extreme political or religious views | |
| 6 | Terrorism | The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims. | |
| 7 | British Values | Values that underpin what it is to be a British citizen in a modern and diverse Britain | |
| 8 | Left-wing | The political party or system that advocates greater social and economic equality | |
| 9 | Right-wing | The political party or system that advocates free enterprise and private ownership | |
| 10 | Anarchist | A person who promotes no laws | |

| Week 6 9/2/26 | Piece of Knowledge | Definition | Friday - Vocabulary |
|-------------------|--------------------|--|---------------------|
| 1 | Previous | (adjective) Existing or happening before something else. The student referred to previous lessons on algebra to solve the complex equation. | |
| 2 | Justification | (noun) A reason or explanation that shows why something is right or acceptable. The character's actions were explained by the justification provided in the final chapters of the novel. | |
| 3 | Automatic | (adjective) Working by itself without human intervention. The automatic update feature ensures that your software stays current without you having to do anything. | |
| 4 | Community | (noun) A group of people living in the same area or sharing common interests. The local community organised a charity event to raise funds for a new park. | |
| 5 | Adaption | (noun) The process of changing to fit new conditions or environments. Animals undergo adaptations to survive in harsh climates. | |
| 6 | Occurrence | (noun) Something that happens or takes place. The occurrence of a chemical reaction is observed when heat is applied to the substances. | |
| 7 | Theory | (noun) An idea or explanation based on evidence, used to explain something. The theory of relativity explains how gravity affects the fabric of space-time. | |
| 8 | Trend | (noun) A general direction in which something is developing or changing. The trend in pop music over the last decade has been towards electronic beats and digital production. | |
| 9 | Alter | (verb) To change something, often in a small or minor way. The director asked the actors to alter their delivery to create more emotional impact. | |
| 10 | Combination | (noun) The process of joining two or more things together. The combination of various materials created a lightweight yet durable structure. | |
| Week 7 23/2/26 | Piece of Knowledge | Definition | Friday - Art |
| 1 | Pop Art | An art movement that emerged in the UK and the USA during the mid to late 1950s, including imagery from popular culture | |
| 2 | Symmetry | Exact pattern on either side of a dividing line, plane, centre, or axis | |
| 3 | Advertising | The activity or profession of producing advertisements for commercial products or services | |
| 4 | Flat colour | A painted colour that is solid, uninterrupted, and completely uniform in brushstroke, depth, and shading | |
| 5 | Context | The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood | |
| 6 | Highlights | The lightest areas of an image | |
| 7 | Artist analysis | A detailed examination of an artist's work | |
| 8 | Template | A shaped piece of rigid material used as a pattern for processes such as cutting out | |
| 9 | Onomatopoeia | The formation of a word from a sound associated with what is named | |
| 10 | Tonal shading | Use light and dark to create a sense of three dimensions | |

| Week 7 23/2/26 | Piece of Knowledge | Definition | Friday - Computing |
|-------------------|---------------------------------|---|--------------------|
| 1 | Programming construct | A way of building a program | |
| 2 | Sequence | Each step happens once, one after the other | |
| 3 | Selection | Used when a decision or choice needs to be made | |
| 4 | Iteration | Used when parts of a program need to be repeated | |
| 5 | Decomposition | Breaking a problem down, so it can be solved | |
| 6 | Debug | Finding errors in a program and fixing them | |
| 7 | High-level programming language | A set of instructions used to create programs, understood by humans | |
| 8 | syntax error | An error message that occurs based on incorrect grammar in the program e.g. a missing bracket | |
| 9 | FOR | Code used to repeat a set number of times | |
| 10 | WHILE | Code used to repeat until the condition is met | |
| Week 8 2/3/26 | Piece of Knowledge | Definition | Friday - Drama |
| 1 | Adam | The character who is 'killed' near the beginning of the play | |
| 2 | Jan and Mark | The two characters who share the message that 'Adam is dead' | |
| 3 | Phil | The leader of the gang | |
| 4 | Leah | The moral centre of the group - she wants to do the right thing. | |
| 5 | Pace | How fast or slow you are speaking | |
| 6 | Tension | An uneasy or nervous atmosphere, built by using panicked and worried acting skills | |
| 7 | Clarity | Speaking clearly | |
| 8 | Dialogue | Words that the characters say in a script | |
| 9 | Through Line | A Naturalistic rehearsal technique, focusing on the actor keeping the same thought or motivation present throughout a scene | |
| 10 | Naturalism | A style of theatre focused on actors showing realistic and authentic emotion | |
| Week 8 2/3/26 | Piece of Knowledge | Definition | Friday - Music |
| 1 | Harmony | Two or more notes played at the same time | |
| 2 | Major thirds | An interval of 5 semitones | |
| 3 | Minor thirds | An interval of 4 semitones | |
| 4 | Diatonic | Staying within the key | |
| 5 | Chromatic | Moving outside of the key | |
| 6 | Rhythm | The organisation of notes | |
| 7 | Ties | A symbol that connects two notes across the bar | |
| 8 | Sharps | Raising the pitch by a semitone | |
| 9 | Flats | Lowering the pitch by a semitone | |
| 10 | Intervals | The distance between two notes | |

| Week 9 9/3/26 | Piece of Knowledge | Definition | Friday - R.E. |
|------------------|-----------------------------------|---|------------------------------|
| 1 | Sewa | A key principle in Sikhism and Hindu Dharma which means 'selfless service'. | |
| 2 | Buddhism | One of the world's largest religions that teaches spiritual growth and is based on the teachings of the Buddha. | |
| 3 | Siddhattha Gotama | The founder of Buddhism, also known as the Buddha | |
| 4 | Buddha | 'Awakened' or 'enlightened one' - refers to someone attained spiritual enlightenment | |
| 5 | Enlightenment | The state of being awakened to the truth about life | |
| 6 | Dhammapada | A Buddhist scripture that contains the teachings and sayings of the Buddha | |
| 7 | Meditation | A practice of focussing the mind | |
| 8 | Vesak | An important Buddhist festival which commemorates the three important events in the Buddha's life- his birth, his enlightenment and his death | |
| 9 | The Four Sights | Four things seen by Siddhartha when leaving the royal grounds-old age, sickness, death and a holy man | |
| 10 | Buddhist Dhamma | The teachings of Buddha | |
| Week 9 9/3/26 | Piece of Knowledge | Definition | Friday - P.E. Boys Football |
| 1 | 2 touch non dominant foot passing | Controlling the ball with the dominant foot and passing with the non dominant | |
| 2 | Passing on the move | Passing whilst travelling | |
| 3 | Non dominant foot dribbling | Controlling the ball with the weaker foot whilst moving | |
| 4 | Accelerating forward | Increasing your speed whilst running forwards | |
| 5 | Decelerating back | Decreasing your speed whilst running backwards | |
| 6 | Pressing | An individual or team strategy to put pressure on the opposition when in control of the ball | |
| 7 | Counter attacking | Fast attack that occurs at the moment of transitioning from defence to offence | |
| 8 | Phases | Possession, out of possession, transition to attack and transition to defence. | |
| 9 | Formations | Refers to the position players take in relation to each other on a pitch | |
| 10 | Passing under pressure | Being able to pass the ball when under defenders are close and present | |
| Week 9 9/3/26 | Piece of Knowledge | Definition | Friday - P.E. Girls Football |
| 1 | Goalkeeper | Their main job is to stop the other team from scoring by catching, palming or punching the ball from shots, headers and crosses | |
| 2 | Centre back | Their main role is to block the opponent's players from scoring, and safely clearing the ball from the defensive half's penalty area | |
| 3 | Sweeper | A more versatile type of centre-back that sweeps up the ball if the opponent manages to breach the defensive line | |
| 4 | Fullback | Made up of the left and right-back and are defenders stationed at either side of the centre-backs to provide protection from attacking wide players | |
| 5 | Wingback | Players who are defenders with a more advanced emphasis on attack. They can sometimes be classed as midfielders | |
| 6 | Central midfielder | Provides a link between defence and attack, fulfilling a number of duties and operating primarily in the middle third of the pitch | |
| 7 | Defensive midfielder | Stationed in front of the defenders to provide more defensive protection and will most likely be "holding back" when the rest of the midfield supports attack | |
| 8 | Attacking midfielder | Positioned in an advanced midfield position, usually between central midfield and the team's forwards, and who has a primarily offensive role | |
| 9 | Centre forward | Has the key task of scoring goals and for this reason acts as the focal point of the majority of attacking play by a team | |
| 10 | Winger | An attacking player who is stationed in a wide position near the touchlines | |

| Week 9 9/3/26 | Piece of Knowledge | Definition | Friday - P.E. Mixed Badminton |
|--------------------|--------------------|---|-------------------------------|
| 1 | Tactical play | Actions and strategies planned to achieve an overall objective which will give a tactical advantage | |
| 2 | Forehand drive | An attacking shot that is played from the mid-court, and should pass close to the net with a flat trajectory | |
| 3 | Backhand drive | A shot that is hit hard on a horizontal or slightly downward path, usually played down the side-lines of the court, reducing the opponent's attacking options | |
| 4 | Overhead clear | A defensive shot that allows a player time to recover by forcing their opponent to move and increase the amount of time the shuttle is in the air | |
| 5 | Net shot | A soft shot that is played from the front court, and lands in the opponent's front court as close to the net as possible | |
| 6 | Smash shot | A shot that is hit with power and speed downward into the opponent's court | |
| 7 | Base position | Location in the centre of the court to which a single player tries to return to after every shot | |
| 8 | Drop | A shot that falls rapidly and closely to the net on the opponent's side | |
| 9 | Rally | An exchange of shots that keeps the shuttle in play | |
| 10 | Match | When one team or player is trying to score more points than the other to win the game | |
| Week 10 16/3/26 | Piece of Knowledge | Definition | Friday - Computing |
| 1 | Integer | Data type that is a whole number. | |
| 2 | Float | Data type that is a decimal. | |
| 3 | String | Data type that is text. | |
| 4 | Boolean | Data type that is true or false. | |
| 5 | Character | Data type that is one letter. | |
| 6 | Input | Ask the user to enter data. | |
| 7 | Print | Outputs data on screen. | |
| 8 | Variable | A value stored in memory that can change | |
| 9 | ASCII art | pictures made out of letters and symbols | |
| 10 | IF ELSE | Code used to make a choice | |
| Week 10 16/3/26 | Piece of Knowledge | Definition | Friday - Technology |
| 1 | Gantt chart | A visual planning and teaching tool used to show a project schedule. | |
| 2 | Production | The process of making a product. | |
| 3 | Mass production | A very large number of products are made, often using automated machinery on an assembly line to keep costs low. | |
| 4 | One-off production | A single item is made to a specific client's requirements, often with high skill, time, and material costs. | |
| 5 | Contingency | A plan or design feature to anticipate and deal with something that might go wrong | |
| 6 | Product testing | The process of evaluating a product against a set of specifications | |
| 7 | Aesthetics | The way something looks and feels. | |
| 8 | Function | What a product does. | |
| 9 | Suitability | A product's ability to be appropriate and effective for its intended purpose, user, and environment. | |
| 10 | Greenwashing | When companies mislead or deceive using publicity to present an environmentally responsible public image. | |

| Week 11 23/3/26 | Piece of Knowledge | Definition | Friday - Drama |
|--------------------|-------------------------|---|-----------------------------|
| 1 | Stanislavski | The creator of Naturalism | |
| 2 | Gestures | Movement of the hands or head | |
| 3 | Proxemics | How you use the space in a scene | |
| 4 | Reaction | Responding within a scene to what other characters are saying/ doing | |
| 5 | Intention of Naturalism | To perform with authentic emotion | |
| 6 | Rehearsals | The time used to prepare a scene for performance | |
| 7 | Mannerisms | Small habitual movements, i.e. fiddling with fingers | |
| 8 | Plot twist | A surprising moment in the story, for example, Adam isn't dead | |
| 9 | Performance | Showing a scene to an audience | |
| 10 | Evaluation | Analysing what went well and what could be improved about a performance | |
| Week 11 23/3/26 | Piece of Knowledge | Definition | Friday - Music |
| 1 | Binary Structure | A piece of music in two sections (AABB) | |
| 2 | Intervals | The distance between two notes | |
| 3 | Perfect 4ths | An interval of 6 semitones | |
| 4 | Perfect 5ths | An interval of 8 semitones | |
| 5 | Octaves | An interval of 8 notes apart - always the same letter | |
| 6 | Major 2nd | An interval of 3 semitones | |
| 7 | Melody | The main musical line | |
| 8 | Rhythm | The organisation of notes | |
| 9 | Harmony | Two or more notes played at the same time | |
| 10 | Dotted Rhythms | Where the dot adds half the original value to the note | |
| Week 12 30/3/26 | Piece of Knowledge | Definition | Friday - P.E. Boys Football |
| 1 | Centre back | Their main role is to block the opponent's players from scoring, and safely clearing the ball from the defensive half's penalty area | |
| 2 | Wing back | This player is a defensive player that sticks to one side of the field. They have an important role of attacking and helping the team | |
| 3 | Press | The team out of position defend as high as possible, man for man, attempting to win the ball back as high as possible | |
| 4 | False 9 | A striker that drops deep into the midfield to get on the ball and connect play | |
| 5 | Zonal marking | This happens on set pieces and corners where the defending team will mark and attack space, rather than attacking players | |
| 6 | Man to man marking | This happens on set pieces and corners where the defending team will mark attacking players, rather than worrying about open space | |
| 7 | Half turn | A player's body position when receiving the ball or within specific attacking and defending situations | |
| 8 | Back foot control | Controlling the ball with the back foot, whilst in the half turn position. | |
| 9 | Checking shoulder | This is done in general play by all players but emphasised strongly before receiving the ball | |
| 10 | 1-2 | A type of possession play that requires two passes to beat a defensive player | |

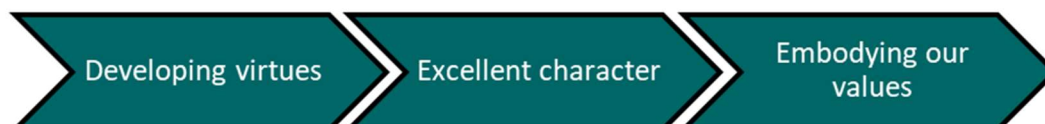
| Week 12 30/3/26 | Piece of Knowledge | Definition | Friday - P.E. Girls Rugby |
|--------------------|--------------------------|--|-----------------------------|
| 1 | Try | The highest scoring method used in rugby when a player grounds the ball in the opposition's goal area. | |
| 2 | Conversion | When a team attempts to add two further points by kicking the ball over the crossbar and between the posts from a place in line with where the try was scored after a try. | |
| 3 | Ruck | Protection of the ball on the floor with supporting teammates | |
| 4 | Forward pass | When a player passes the ball forward and a penalty is given as a result to the other team. | |
| 5 | Knock On | Losing, dropping, or knocking the ball forward from a player's hand resulting in the ball being awarded to the other team in a scrum. | |
| 6 | Turnover | When one side takes possession of the ball from their opponents. | |
| 7 | Interception | The gaining of possession by running forward from the defensive line and taking a pass meant for a member of the opposition. The result is similar to the result of a line break, and has a good chance of leading to a try. | |
| 8 | Offside | A player is offside when he/she is forward of the relevant offside line i.e. between the relevant offside line and the opposing team's dead ball line. | |
| 9 | Advantage | The period of time after an infringement, in which the non offending side has the opportunity to gain sufficient territory or tactical opportunity | |
| 10 | Dummy pass | An offensive ruse, where the ball carrier moves as if to pass the ball to a teammate, but then continues to run with the ball himself | |
| Week 12 30/3/26 | Piece of Knowledge | Definition | Friday - P.E. Mixed Netball |
| 1 | Chest pass | A pass that can cover a range of distances which starts at the chest, and goes directly to the other player's chest. | |
| 2 | Bounce pass | A pass that is mainly used in the shooting circle when a defender is blocking. | |
| 3 | Overhead pass | A pass that covers a long distance and involves extending your arms overhead ensuring a straight trajectory. | |
| 4 | One handed shoulder pass | This pass can be executed more quickly, allowing the attacking team to gain an advantage and can cover a long distance. | |
| 5 | Change of speed | When you increase or decrease your speed in an attempt to get rid of the defender. | |
| 6 | Double dodge | A movement that is performed in an attempt to lose a defender by moving. | |
| 7 | Reverse pivot | Making a quick turn with back to defender. | |
| 8 | Marking the space | A defensive technique where the whole team come off the body and instead mark the space. | |
| 9 | Zoning | A tactic where the court is cut up according to zones so that players are assigned to their own area on court to avoid overlapping with each other. | |
| 10 | Set plays | Sets of skills in the form of sequences and systems that guide teams on different ways to play the ball or stop the opposition. | |

| Week 12 30/3/26 | Piece of Knowledge | Definition Friday - R.E. |
|--------------------|-----------------------|--|
| 1 | The Four Noble Truths | The basis of Buddha's teachings- all creatures suffer, suffering is caused by social desire, suffering can be ended, through the eightfold path. |
| 2 | Eightfold Path | Eight instructions taught by the Buddha to help people overcome suffering and reach enlightenment |
| 3 | Guru Nanak | The founder of Sikhism |
| 4 | Sikh | A follower of Sikhism; it comes from the Sanskrit word for disciple |
| 5 | Waheguru | The most common name used by Sikhs to describe God |
| 6 | Guru | A religious teacher who leads a follower from spiritual ignorance |
| 7 | Guru Granth Sahib | The Sikh holy book |
| 8 | The 10 Sikh Gurus | The 10 leaders of Sikhism before authority was passed to the Guru Granth Sahib |
| 9 | Mughal Empire | The rulers of the area that is now now India and Pakistan in the 16th and 17th centuries |
| 10 | Gudwara | The Sikh place of worship |

Character Education Log:

At Blaise High School we recognise that qualifications and results will open doors for you to access the very best universities in the country or careers of your choosing. However, we also understand to make the most of these opportunities you must develop the strength of character to overcome the obstacles that you will face on your climb. At Blaise High School you will access a comprehensive, explicitly taught character education programme, a high quality enrichment programme, a rich careers and raising aspirations programme and a consistent focus on rewarding good character. At Blaise we care deeply about your character and work hard to develop it so that you flourish and fulfil your potential. You will use these pages in your Knowledge Organiser to log evidence of this work.

Values and Virtues:



Our school VALUES of **aspiration, integrity and pride** are embedded into everything we do here at Blaise High School. By the time you leave in year 11 we want you to embody these values and be able to articulate why they are so important. In order for you to achieve this, throughout your school career you will be taught about the VIRTUES someone must DEMONSTRATE to reach those end goals.

How to earn and record your badges:

- Each badge challenge will need to be signed off by the member of staff you have completed this with / shown.
- For some of your badges you will need to provide evidence. These are marked with *.
- Your Head of Year will then present you with your Bronze badge on completion in assembly.
- Silver and Gold badges will be awarded at the 'Evening of Character' presentation event.
- Track your progress using the badge sections, then transfer this to your Character booklet each half term.
- You will need to achieve each badge before being awarded the next e.g. you cannot achieve Gold without achieving Bronze and Silver first

| <u>Aspiration</u> | | <u>Integrity</u> | | <u>Pride</u> | |
|--|--|---|---|---|--|
| Have a strong desire to achieve something great "100% first time, every time" | | We do what is right, because it is right, especially when it is hard. "Do the right thing, even when no-one is watching" | | Take pride in yourself, your school, your community and everything you do. "When one succeeds, we all succeed" | |
| <i>Curiosity</i> | You have a strong desire to know or learn something. | <i>Reflection</i> | You recognise strengths, weaknesses, achievements and how to improve. | <i>Humility</i> | You are selfless not selfish in your actions so that everyone belongs. |
| <i>Courage</i> | You try things that you are unsure of. | <i>Honesty</i> | You always tell the truth to reach the best outcome. | <i>Service</i> | You actively seek to improve your community by helping others. |
| <i>Teamwork</i> | You work with others towards a common goal. | <i>Resilience</i> | You successfully adapt to challenging experiences. | <i>Confidence</i> | You are sure of yourself and your abilities due to a feeling of belonging. |



Attendance Tokens

Unit 2

Stamps carried forward from Unit 1: _____

Signed by tutor: _____

Print name _____

| <u>Prize</u> | <u>Tokens Needed</u> |
|--------------------------------|----------------------|
| Pen | 1 |
| Erasers | 2 |
| Pencil | 2 |
| 6 x Mini Colouring Pencil Tube | 3 |
| Whiteboard Pen | 3 |
| Flexible Ruler | 3 |
| Drawstring Bag | 4 |
| Pencil & Crayon Set | 4 |
| Tote Bag | 4 |
| Sports Bottle | 4 |
| Card bookmark | 4 |
| Flower Highlighter Set | 5 |
| Post it holder | 5 |
| Frisbee | 5 |
| Leather bookmark | 5 |
| Playing cards | 5 |
| Colouring book | 5 |
| Notebook | 5 |
| Vending Cup | 6 |
| Piggy Bank | 6 |
| Caps | 7 |
| Straw Sports Bottle | 8 |
| Wallet | 8 |
| Football | 9 |
| Teddy Bear Keyring | 9 |
| Foldable Umbrella | 10 |
| Jenga | 10 |
| Lunchbox | 11 |
| Waffle Bear with Sash | 12 |
| Chess Set | 12 |
| Blaise Cushion | 13 |
| Full Art Set | 14 |



Attendance Tokens

Unit 2

| | | | |
|----|----|----|----|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 |