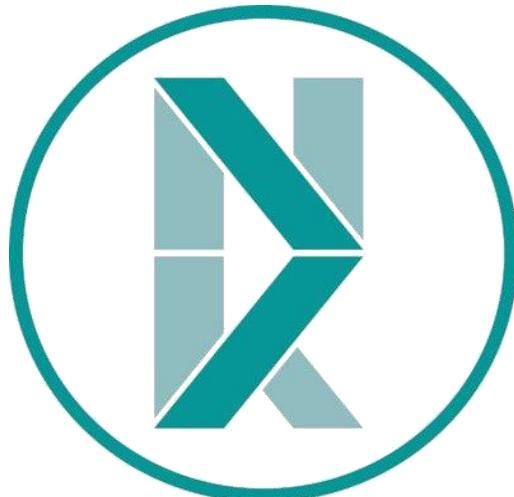


KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK



YEAR 7 – TERM 1

How do Knowledge Organisers support learning?

What are Knowledge Organisers?



Knowledge organisers are **one-page documents that contain all of the key vocabulary and information needed to succeed at the highest level** for a particular topic or unit. They are available to all in each department for every subject/qualification. They provide a clear reference point and a backbone of understanding to make learning focused and meaningful. They are printed and glued into exercise books at the start of each topic or unit. Additional copies can also be provided if required.

What do Knowledge Organisers look like?

Each Knowledge Organiser comprises of a range of colour-coded tables of key vocabulary, definitions, information and summaries with each table's contents numbered. **The colour-coding and numbering makes each piece of content easily identifiable and ensures that learning is incremental and manageable.** All Knowledge Organisers provide information about the Year, Topic/Unit Question and Term. There are also subtle differences that relate to subject-specific requirements.

CHARLES I		HISTORY									
1	Divine Right of Kings	Kings were appointed by God alone.									
2	Charge	An accusation, typically one formally made against a prisoner brought to trial.									
3	Verdict	A decision on an issue of fact in a civil or criminal case or an inquest.									
4	Trial	A formal examination of evidence by a judge, typically before a jury, in order to decide guilt in a case of criminal or civil proceedings.									
5	Death Warrant	An official order for the execution of a condemned person.									
POLITICS AND RELIGION											
1	Stuart	Royal house of Scotland, England, Ireland and later Great Britain.									
2	Protestant	The part of the Christian Church that split away from Rome in the 16 th century.									
3	Catholic	The Christian church controlled by the Pope in Rome.									
4	Puritan	Christians who wanted to worship god in a simple way. They were often strict and didn't trust anything that gave pleasure.									
5	Cavaliers	People who supported the King.									
6	Roundheads	People who supported Parliament.									
7	House of Lords	The upper house of the Parliament of the United Kingdom.									
8	House of Commons	The lower house of the Parliament of the United Kingdom.									
9	Lord Protector	A regent in charge of a kingdom during the minority, absence, or incapacity of the sovereign.									
MISCELLANEOUS											
1	Tyrant	A cruel and oppressive ruler.									
2	Nobles	Social class normally ranked just below royalty.									
3	Customs Duties	Tax paid on goods coming in and out of the country.									
4	Militia Ordinance	Claiming the right to appoint military commanders without the king's approval.									
5	Treason	The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.									
6	Siege	Military operation in which enemy forces surround a town or building, cutting off essential supplies, with the aim of compelling those inside to surrender.									
7	New Model Army	Army formed by the Parliamentarians during the Civil War.									
'SPEAKING LIKE AN HISTORIAN'											
1	Infer	To come to a conclusion based on evidence and reasoning.									
2	Factors	The key, deciding pieces of information to explain an event.									
3	Historiography	The study of writing history.									
4	Chronology	Arranging events into order by date and/or time.									
5	Theme	The main idea behind a discussion.									
KEY QUESTIONS											
What kind of King was Charles I?		Why were MPs not happy with Charles?									
Why were Puritans worried when Charles became King and married Henrietta?		Why was Charles forced to call parliament?									
What major battles were there in the civil war?		Why was Oliver Cromwell chosen to be Lord Protector?									
What was Charles charged for?		Why was the Royalists restored after Oliver Cromwell's death?									
OTHER KEY PEOPLE											
1	William Laud	Appointed Archbpa of Canterbury by Charles, wanted more ceremony and decoration in churches.									
2	John Bradshaw	An English jurist. He is most notable for his role as President of the High Court of Justice for the trial of King Charles I.									
3	Thomas Fairfax	An English nobleman, peer, politician, general and cavalry commander in the English Civil War.									
4	Thomas Wentworth	1st Earl of Strafford, an English statesman; and a major figure in the period leading up to the English Civil War. He served in Parliament and was a supporter of King Charles I.									
5	Edward Horncastle	1st Earl of Hartlepool, Parliamentary general in the English Civil Wars.									
Charles I		1625 - 1649									
Oliver Cromwell		1653 - 1658									
Charles II		1660									
Son of James I and Anne of Denmark.		Catholic French Princess Henrietta Maria.									
Gordon and took advice from a group of small people (see King the Duke of Buckingham).		He had to pay them to stop invading.									
After his defeat, Charles still wanted power.		He went to France to raise money.									
After his defeat, Charles still wanted power.		He had to pay to France to raise money.									
After his defeat, Charles still wanted power.		He had to pay to France to raise money.									
Son of Charles I and Henrietta Maria.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.		He had to pay to France to raise money.									
He had to pay to France to raise money.											

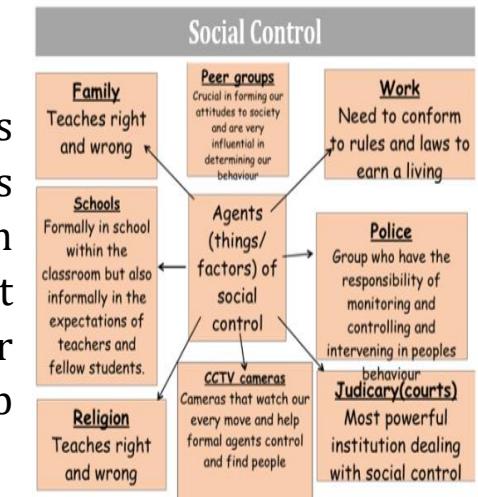


Why are Knowledge Organisers important?

Having all of this **key information in one place makes it easily accessible before during and after the study of a particular unit or topic**. Teachers continuously refer to the content of Knowledge Organisers within lessons and to support independent learning where they can be used to develop and consolidate knowledge. Therefore, Knowledge Organisers form the backbone of learning across the academy.

How do teachers use Knowledge Organisers?

Each department has carefully created each Knowledge Organiser so that it is **individually tailored to the curriculum taught at North Kesteven**. Teachers have selected the most key building blocks (knowledge and information) for each topic or unit provide clear support to develop knowledgeable and skilled subject experts. The knowledge and information contained on the Knowledge Organiser is carefully shared, identified and practised within and beyond lessons to develop confidence and fluency.



Key Concepts - Algebra			
1	Quadratic	A quadratic expression is of the form $ax^2 + bx + c$	Example of quadratic expressions: $8x^2 - 3x + 7$
2	Factorising Quadratics	$x^2 + bx + c$ find the two numbers that add to give b and multiply to give c.	$x^2 + 7x + 10 = (x + 5)(x + 2)$
3	Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$	$x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$
4	Rearranging Formulae	Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	Make x the subject of y $\begin{aligned} y &= \frac{2x-1}{x} \\ yz &= 2x - 1 \\ yz + 1 &= 2x \\ \frac{yz+1}{2} &= x \end{aligned}$
5	Quadratic	A quadratic expression is of the form $ax^2 + bx + c$	Example of quadratic expressions: $8x^2 - 3x + 7$
English verb (infinitive)	English past participle	German verb (infinitive)	German past participle
To stay	stayed	wohnen	gewohnt
To make/do	Made/done	machen	gemacht
To eat	eaten	essen	gegessen
To sleep	slept	schlafen	geschlafen
To play	played	spielen	gespielt
To see	seen	sehen	gesehen

How do students use Knowledge Organisers?

There is regular testing within lessons on the understanding of the content of each Knowledge Organiser – this is carefully designed into the sequencing of the curriculum and lessons to gradually build and develop rather than overwhelm. Regular independent learning is structured around Knowledge Organisers. **The real beauty of the Knowledge Organiser is its ability to support students and parents independently outside of lessons.**

Why not try our...

- SUPER 6 STRATEGIES -

RECALL

Strategy	Activity	Imagery
3x3x3:	<ol style="list-style-type: none"> 1. Read 3 key words and definitions or pieces of information from one coloured box, 3 from another coloured box, and a final 3 from another coloured box. 2. Return to the first 3 words but this time cover up the key words and see if you can recall them by just reading the definitions – repeat for the other 6 words. 3. Repeat the previous step but this time cover up the definitions and see if you can recall them by just reading the key word. 4. Repeat using a combination of step 2 and step 3. 	
Race to the Bottom/Top:	<p>Race to the Bottom/Top:</p> <ol style="list-style-type: none"> 1. Pick one of the coloured boxes on the <i>Knowledge Organiser</i>. 2. Starting from the top, cover the key word and see if you can recall it by reading the definition. 3. See how far down the box you can get. 4. Repeat but this time cover up the definition and see if you can recall it by just reading the key word. 	

RECALL – these two strategies focus on your ability to bring knowledge, vocabulary and key information to mind quickly.

Strategy	Activity	Imagery
SYNTHESIS:	<p>Answer Planning:</p> <ol style="list-style-type: none"> 1. Write down a key question for the topic on a piece of paper 2. Try to recall as many key pieces of vocabulary and knowledge as possible that link to this. 3. Use the <i>Knowledge Organiser</i> to see what you have missed. 4. Add these in a different colour. 	
Categorising:	<p>Categorising:</p> <ol style="list-style-type: none"> 1. Pick one of the coloured boxes on the <i>Knowledge Organiser</i> and consider the heading/category. 2. Cover up the <i>Knowledge Organiser</i> and on a separate piece of paper, write down as many key words or pieces of information that you can that relate to the heading/category. 3. Uncover the <i>Knowledge Organiser</i>, look at what you have missed and add these in a different colour pen. 4. Get somebody to test you on the words you have added, and then re-attempt steps 1-3. 	

SYNTHESIS – these two strategies focus applying your knowledge to show your thinking, understanding and reasoning.

Strategy	Activity	Imagery
REFLECTION:	<p>RAG-rate:</p> <ol style="list-style-type: none"> 1. On completion of a unit of work get somebody to test you on each aspect of the <i>Knowledge Organiser</i>. 2. RAG-rate each piece: Red = don't know it, Amber = partly know it, Green = know it. 3. Revisit all Amber pieces frequently, and Red pieces more frequently. 4. After a set period of time, RAG-rate the knowledge organiser again and repeat the process. 	
REFLECTION:	<p>Booster:</p> <ol style="list-style-type: none"> 1. Revisit a piece of lesson work or an exam answer. 2. Use the <i>Knowledge Organiser</i> to locate any key vocabulary or relevant information that could be added to develop the work further. 3. Annotate the original piece of work to develop your thinking. 4. Re-write or type up the improved version of the work or exam answer. 	

REFLECTION – these two strategies focus on improving your existing knowledge and understanding by developing it further.

SUMMARIES OF KEY STORIES

1	Adam and Eve	God created Adam and Eve and they lived in the Garden of Eden: a paradise. Despite being instructed not to, Eve was persuaded by a serpent to eat an apple from the Tree of Knowledge.
2	Prometheus	Prometheus sculpted the first humans from mud. He cared for his creations, even double-crossing Zeus to look after them! He gave humans the gift of fire, but was punished severely for doing so.
3	Pandora's Box	In an act of revenge, Zeus gave Pandora a beautiful, locked box but made her promise not to open it. She succumbed to her curiosity to disastrous consequences.
4	Echo and Narcissus	Narcissus fell in love at first sight with Echo – a girl who had been cursed to only be able to repeat words spoken back. Narcissus was a cruel, vain man who became obsessed with his own reflection.
5	Orpheus and Eurydice	Orpheus went to the Land of The Dead to take back his wife, Eurydice. Hades said Eurydice could live as long as Orpheus didn't look at her until they reached the surface...

VOCAB	DEFINITION
1	Myth
2	Creation
3	Allegory
4	Morals

Stories that give a view of creation or are a way to explain natural events or disasters.

Stories that describe how the world was brought into existence from nothing.

A story with a moral or a life lesson for the reader. It is like a really long metaphor; you can find meaning beyond the literal storyline.

The lesson about right or wrong learned from a story.

WAYS TO DEVELOP AND IMPROVE OUR CREATIVE WRITING

1	<u>Creating an interesting monster or hero</u> Try to ensure that you have a rounded character – a character with different characteristics who is believable.
2	<u>Crafting intriguing and detailed description</u> To make your description intriguing, remember to use a mixture of all five senses as well as challenging yourself to use techniques like similes or metaphors.
3	<u>Used a variety of ambitious vocabulary</u> Try not to use a thesaurus for every adjective; instead, think about better words for verbs like 'walked' or 'said'.
4	<u>Make your writing accurate</u> This requires time being left at the end of your writing to ensure that you can proofread your work to check for errors.
5	<u>Challenging yourself to include literary techniques</u> Onomatopoeia, similes, repetition, personification and metaphors are all great ways of increasing the level of challenge in your work.

EXEMPLAR CREATIVE WRITING

The very next morning Eurydice woke up early and went out walking. A snake that was coiled up on a rock woke up; it slid through the grass just as Eurydice was walking barefoot across the meadow. Their paths crossed. It sunk its fangs into her ankle; its poison coursed through her veins. With a cry, she fell to the ground still as a statue. When Orpheus found her, she was lying dead and cold. He lifted her in his arms and carried her home, his face wet with tears.



Year 7 | Term 1 | Number Sense and Calculations

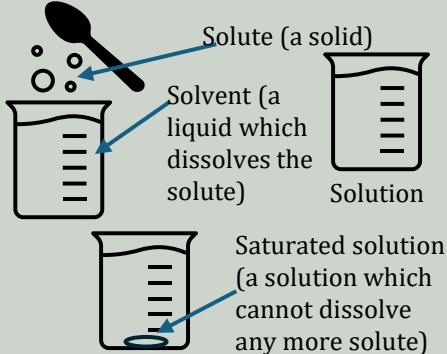
MATHS

CALCULATION RULES			ORDER OF OPERATIONS	VOCABULARY
1	$(-2)^2$	Squaring a negative number always gives a positive answer.		1 Angle The amount of turn between two lines around their common point (the vertex).
2	$-2 - 3$	Start at negative 2 subtract another 3.		2 Acute angle Angle greater than 0° but less than 90° .
3	$2 - - 2$	Two minus signs together means add.		3 Obtuse Angle greater than 90° but less than 180° .
4	$(-2)^3$	$-2 \times -2 \times -2 = -8$ A negative number cubed always gives a negative answer.		4 Reflex Angle greater than 180° but less than 360° .
5	$-2 + 4$	Start with a negative and add the number on.		5 Data Information that is collected and can be organised and displayed.
6	$-6 \div 3$	Dividing a negative by a positive number gives a negative answer.		6 Statistical diagrams Ways of displaying collected data in the form of bar charts, two-way tables, pictograms and tally charts.
KEY FORMULAE AND CONVERSIONS			DECIMAL VALUES	STEP BY STEP
1	$-x -$	$+$		ADDING TWO NEGATIVE NUMBERS $-8 + (-12)$ $= -(-8 + -12)$ $= -(8 + 12)$ $= -20$
2	$-x +$	$-$		1 Adding two negatives
3	$- \div +$	$-$		2 Temperature In Edinburgh, the temperature is 1°C . In Aviemore the temperature is 7 degrees cooler. What is the temperature in Aviemore? Answer: $^\circ\text{C}$
4	$-a - b$	Start at a negative number then subtract the next number		
5	$a - - b$	Two minus signs together so add the two numbers,		

ATOMS, MOLECULES AND ELEMENTS

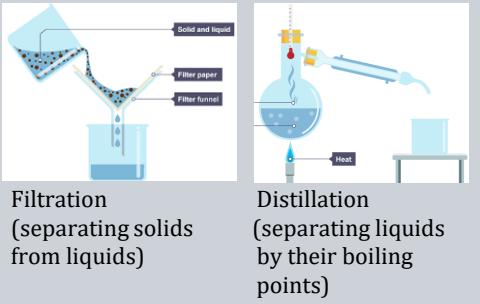
- Atoms are the smallest building block of matter.
- Molecules consist of two or more atoms chemically bonded.
- Each element is a type of atom.

SOLUTIONS AND SOLUBILITY



Solubility is the extent to which a solute will dissolve in a solvent.

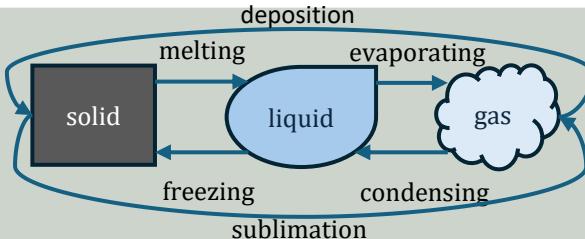
FILTRATION AND DISTILLATION



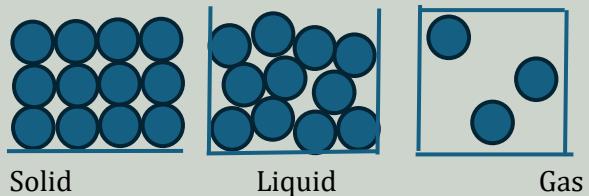
Filtration (separating solids from liquids)

Distillation (separating liquids by their boiling points)

CHANGES OF STATE



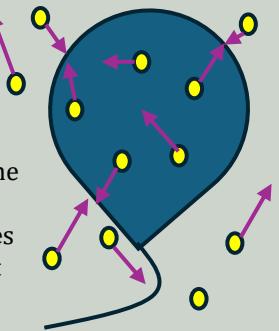
PARTICLE ARRANGEMENTS



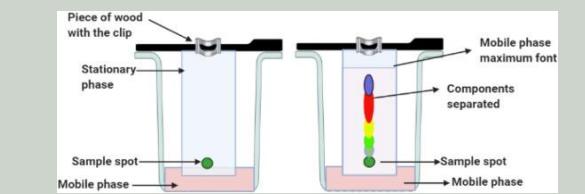
GAS PRESSURE

The balloon stays the same size, because the pressure on the outside is equal to the pressure on the inside.

Adding more particles to the balloon or increasing the temperature of the particles in the balloon would result in inflation of the balloon.



CHROMATOGRAPHY

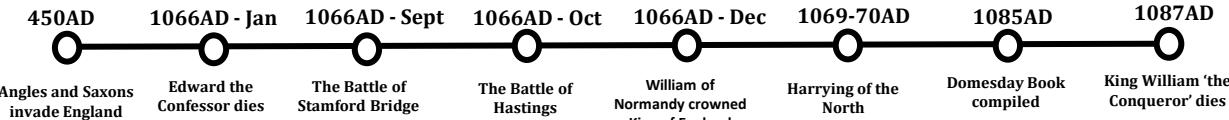


KEY VOCABULARY

1	Solids	Solids have their own shape. Particles are tightly packed, in regular patterns. Particles do not move relative to each other. Particles vibrate about a fixed point.
2	Liquids	Liquids take the shape of their container. Particles are tightly packed but not ordered. Particles can move relative to each other.
3	Gases	Gases take the shape of their container. Particles are relatively far apart and move freely and quickly.
4	Evaporation	Evaporation is a change of state from a liquid to a gas.
5	Condensation	Condensation is a change of state from a gas to a liquid.
6	Models	Models are representations of observations which can explain and predict behaviour.
7	Melting	Melting is a change of state from solid to liquid.
8	Freezing	Freezing is a change of state from liquid to solid.
9	Boiling point	The boiling point is the highest temperature a liquid can attain. Further heating turns the liquid into a gas.
10	Sublimation	Some substances directly turn into a gas from a solid.
11	Deposition	Some substances directly turn from a gas into a solid.
12	Diffusion	Diffusion is the random movement of particles from areas of high concentration to areas of low concentration.
13	Gas pressure	Gas pressure results from the collision of particles with the walls of a container.
14	Pure versus impure	Pure substances only contain one type of particle and have one well-defined melting or boiling point, e.g. 46°C. If there is a small amount of another substance, this is called an impurity. Impure substances have a range of melting and boiling points, e.g. 40-45°C.



| Year 7 | Term 1 | How Successful was William's Conquest of England?



PEOPLES

1	Angles	A group of people who inhabited the area of Denmark who invaded England in the 5 th century.
2	Saxons	A group of people who inhabited an area in northern Germany who invaded England in the 5 th century.
3	Danes/Scandinavians	The various groups of people who inhabited northern Europe including the Danes and Vikings.
4	Normans	A group of people who inhabited the region/area of Normandy in northern France.

ROLES AND RESPONSIBILITIES

1	Monarch	The reigning King or Queen.
2	Earl/Lord	Powerful landowners who owned large areas of land.
3	Housecarl	Tough Anglo-Saxon soldiers who carried double-bladed axes.
4	Cavalry	Well trained soldiers who fought on horseback.
5	Knights	Trained soldiers who fought for the King.
6	Peasants/Serfs	People who worked for the lords and knights by farming the land.
7	Commissioners	People employed by William to carry out the Domesday survey.

CASTLES

1	Motte	A huge mound of earth that the keep is built on top of.
2	Bailey	A large fenced area containing soldiers and horses.
3	Palisade	High wooden walls surrounding a castle (usually spiked).
4	Keep	The building that houses the Baron or King.
5	Deep Ditch	Surrounds the castle and is usually filled with water.
6	Drawbridge	The bridge that links the castle to the outside world and can be moved up and down.
7	Siege	The act of attacking with force and numbers.

SOCIETY

1	Founder(s)	The people or groups of people who create something.
2	Earldom	An area of land/region controlled by an Earl.
3	Govern	Rule over with influence and authority.
4	Rebellion	An attack against a government or leader.
5	Harrying	To continuously attack an enemy using violent methods.

MONARCHY

1	Claimant	A person who believed they had a right to be the next King.
2	Heir	The next in line to be the King.
3	Successor	The person who takes over as King.
4	Witan	A group of powerful nobles and earls who advised the King.

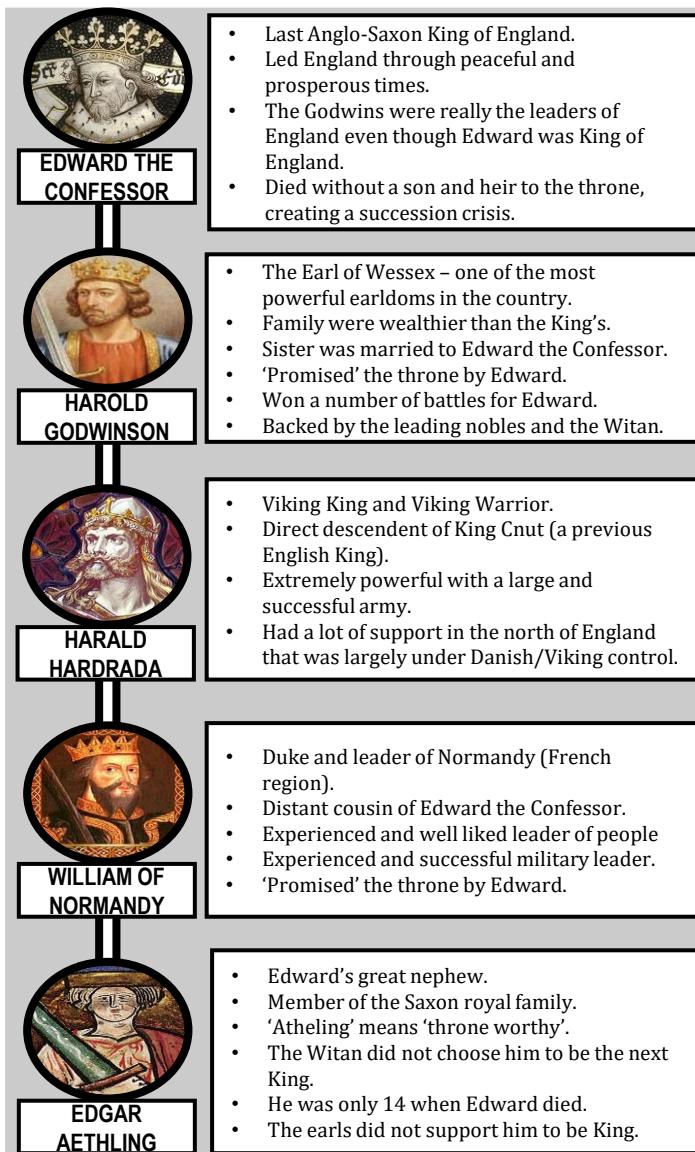
MISCELLANEOUS

1	Invade	Attack another place or country using military force.
2	Ancestor	A relative who was born of a previous generation.
3	Front (in battle)	A point where one side meets another in battle.
4	Trade/Commerce	Buying, selling and exchanging goods to make money or profit.

KEY QUESTIONS

Were the Anglo Saxons founders of England?	How difficult was England to invade in the 1060s?	Who was the most rightful claimant to the throne?
How effectively did Harold deal with an invasion on two fronts?	Why was William victorious in 1066?	How did William resolve the problems he faced immediately after becoming King?
Why did William choose Lincoln to build a castle?	Why did William choose Motte and Bailey castles?	How harsh was William in the north of England?
How did William use the Feudal System to ensure deferential loyalty?	Was the Domesday Book a repressive or progressive measure?	How far has Normanisation enriched British culture?

KEY INDIVIDUALS



KEY VOCABULARY			TRF			SUSTAINABLE MANAGEMENT		
1	Ecosystem	All the living (biotic) and non living (abiotic) parts of an area.						
2	Producer	An organism that uses sunlight energy to produce food, e.g. plant.	1	Climate	The climate is hot and wet all year round. Nutrients are on the surface of the soil from decaying leaf litter. Trees are evergreen as there is a continuous growing season. There are four distinct layers – forest floor, under canopy, canopy and emergent. All parts of the ecosystem are dependent on one another and if one element changes, e.g. soil, it affects everything else.	1	Selective Logging	<ul style="list-style-type: none"> Only cut down the older/decaying trees. The forest structure remains and so it will regenerate. Drag the cut trees out using horses or helicopters rather than heavy trucks damaging the soil.
3	Consumers	Organisms that get their energy by eating other organisms.	2	Rainforests	Have very high biodiversity. 50% of the world's plant, animal and insect species live in rainforests.	2	Ecotourism	<ul style="list-style-type: none"> Only small numbers of tourists are allowed to minimise their environmental impact. It provides a source of income for locals. There is an incentive for conservation and an emphasis on education of locals and the international community..
4	Decomposer	Organism that gets its energy by breaking down dead material, e.g. bacteria or fungi.	3	Plants and Animals	Adapt to the physical conditions in the rainforest. Tall trees have buttress roots. Leaves are thick and waxy and have drip tips. Many animals have strong limbs for climbing and are nocturnal. Some are camouflaged.	3	Replanting	<ul style="list-style-type: none"> Plant new trees to replace the ones cut down. It needs to be the same type of tree replanted.
5	Food Chain/Food Web	Chain - shows what eats what. Simple link. Web - shows lots of food chains and how they overlap.	DEFORESTATION			4	Reducing Debt	<ul style="list-style-type: none"> A lot of TRFs are in LIC's. They borrow money from HIC's or from places like the World Bank and pay this back with interest. Debt can be cancelled with an agreement the money will be spent on conservation.
6	Biodiversity	The variety of organisms that live in a particular area (plants and animals).	1	Reasons	Population pressure, mineral extraction, energy development, commercial logging and farming and subsistence farming.	5	International Hardwood Agreement	<ul style="list-style-type: none"> Some hardwoods are becoming rare as it is used to make furniture and sold in HICs. Agreements can be made to reduce illegal logging and promote sustainably managed forests.
7	Nutrient Cycling	The transfer of nutrients from decomposed material to the producer, to the consumer and back to the soil when they die and decompose.	2	Impacts	Environmental (reduced soil fertility and more CO ₂ in the atmosphere) and economic (can create jobs and money but loss of local people's source of income).	6	Conservation	<ul style="list-style-type: none"> Setting up National Parks and nature reserves in rainforests to restrict damaging activities. Can be difficult to police and fund.
8	Epiphytes	Plants that grow on other plants, taking nutrients and moisture from the air.						
9	Deforestation	The cutting down of the trees.						
10	Sustainable Management	Allows people to use the forest and meet their needs in ways that doesn't stop future generations meeting their needs.						

Numbers 1-20			
1	eins	11	elf
2	zwei	12	zwölf
3	drei	13	dreizehn
4	vier	14	vierzehn
5	fünf	15	fünfzehn
6	sechs	16	sechzehn
7	sieben	17	siebzehn
8	acht	18	achtzehn
9	neun	19	neunzehn
10	zehn	20	zwanzig

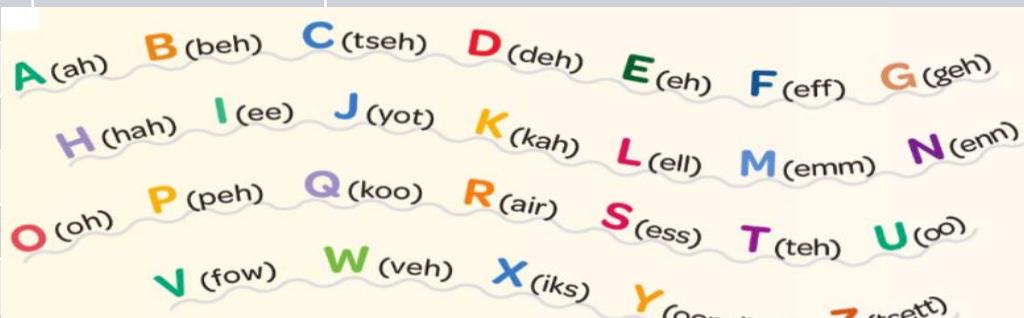
Greetings		
1	Wie heisst du?	What are you called?
2	Ich heisse ...	I am called ...
3	Hallo	Hello/Hi
4	Guten Tag	Hello (Good day)
5	Wie geht's?	How are you?
6	Gut, danke. Und dir?	Fine thank you and you?
7	Nicht schlecht.	Not bad
8	Tschüs	Bye
9	Auf Wiedersehen	Goodbye

1	blau	blue
2	orange	orange
3	grau	grey
4	grün	green
5	gelb	yellow
6	rot	red
7	schwarz	black
8	weiss	white
9	braun	brown
10	rosa	pink

Numbers 20-100			
21	einundzwanzig	60	sechzig
22	zweiundzwanzig	70	siebzig
30	dreissig	80	achtzig
40	vierzig	90	neunzig
50	fünfzig	100	hundert

Characteristics					
1	faul	lazy	9	kreativ	creative
2	freundlich	friendly	10	launisch	moody
3	glücklich	happy	11	laut	loud
4	intelligent	intelligent	12	lustig	funny
5	musikalisch	musical	13	unglücklich	unhappy
6	sportlich	sporty	14	unsportlich	not sporty
7	schüchtern	shy	15	selbstsicher	self-confident
8	tüchtig	capable	16	frech	cheeky

Alphabet - pronunciation



The/A

A **noun** is a word that names a person, animal, place or thing. In German, all nouns start with a capital letter and have a **gender**: masculine, feminine or neuter.

	<i>m</i>	<i>f</i>	<i>nt</i>
<i>the</i>	<i>der</i>	<i>die</i>	<i>das</i>
<i>a</i>	<i>ein</i>	<i>eine</i>	<i>ein</i>

Present Tense - key information

- 1 The present tense is used to talk about:
 - What is usually done
 - What is happening now
- 2 Verbs change their endings depending on who or what (the subject) is doing the action.
- 3 Many verbs are regular – they follow the same pattern.
- 4 Some verbs are irregular – they do not follow the pattern and we need to learn the common ones.

Present Tense - Irregular Verb 'Sein'

- 1 Sein To be
- 2 Ich bin I am
- 3 Du bist You are
- 4 Er/Sie/Es ist He/she/it is
- 5 Wir sind We are
- 6 Ihr seid You are
- 7 Sie/sie sind You/they are

Present Tense – Regular Verbs

- 1 Take the infinitive (the whole verb ending in '-en'.
- 2 Remove the '-en'
- 3 Add the endings depending on the 'subject' (who is doing the action)
- 4 Ich wohne I live
- 5 Du wohnst You live (someone you know)
- 6 Er/Sie/Es wohnt He/She/It lives
- 7 Wir wohnen We live
- 8 Ihr wohnt You live (more than one person that you know)
- 9 Sie/sie wohnen You (formal)/They live

Present Tense – Irregular Verb 'Haben'

- 1 Haben To have
- 2 Ich habe I have
- 3 Du hast You have
- 4 Er/Sie/Es hat He/she/it has
- 5 Wir haben We have
- 6 Ihr habt You have
- 7 Sie/sie haben You/they have

KEY VOCABULARY

1	Worship	Acts of religious praise.
2	Liturgical worship	A church service that follows a set structure or plan.
3	Non-liturgical worship	A service that does not follow a set structure.
4	Informal worship	Spontaneous worship where people choose how to worship.
5	Private worship	When a believer worships God on their own, often at home.

CHRISTIANITY

1	Prayer	Speaking to God. A request for help or expression of thanks.
2	Sermon	A talk on a religious or moral subject.
3	Bible	The Christian holy book made up of the Old and New Testaments.
4	Church	The Christian place of worship.

ISLAM

1	Wudu	Ritual washing before prayer.
2	Rakat	The movements made during prayer.
3	Salah	The obligation to pray 5 times a day.
4	Mihrab	The alcove in the wall of a mosque which shows the direction of Mecca.
5	Mimbar	The pulpit or steps that the imam stands on.

JUDAISM

1	Siddur	The Jewish prayer book.
2	Synagogue	The Jewish place of worship.
3	Kippah	A skull cap used to cover a Jewish man's head when he prays.
4	Tallit	A four cornered shawl that Jewish men wear after their Bar Mitzvah.
5	Tefillin	Holy objects that men wear whilst saying their morning prayers.

BUDDHISM

1	Prayer wheels and flags	Used to help worshipers release prayers into the world.
2	Mandala	'Circle'. Used to help Buddhists concentrate during meditation.
3	Noble 8-Fold Path	Also called the Middle Path. By following the steps Buddhists believe they can overcome suffering.
4	5 precepts	Guidelines on how to live.
5	Meditation	The practice of training your mind to bring thoughts and feelings under control.

SIKHISM

1	Nishan Sahib	The flag hung outside the gurdwara as a symbol of the Sikh community.
2	Guru Granth Sahib	Sikh holy book.
3	Manji	The raised platform that's the Guru Granth Sahib is placed on to show respect.
4	Chauri	A fan made from hair which is a symbol of authority. Used to wave behind the Guru Granth Sahib.
5	Chandni	The canopy over the Guru Granth Sahib.

| Year 7 | Term 1 | What are the formal elements?

ART

THE FORMAL ELEMENTS

1.	Line	A line is the mark left by a moving point, e.g. a pencil or pen.
2.	Tone	The lightness and darkness of a surface. Adding tone to a drawing creates a sense of form. It helps make drawings appear 3D.
3.	Colour	Colours are arranged on a colour wheel.
4.	Shape	An area which is enclosed by a line. A shape can be geometric or organic.
5.	Texture	The surface quality of an object. It refers to how something feels. Artists also try to create texture on a flat surface in painting and drawing.
6.	Pattern	A design which is created by repeating a formal element such as line, colour or shape.
7.	Space	Space refers to the space within an image. Space can be positive or negative.
8.	Form	3D shapes that occupy space.

Types of Lines



GEOMETRIC



Organic

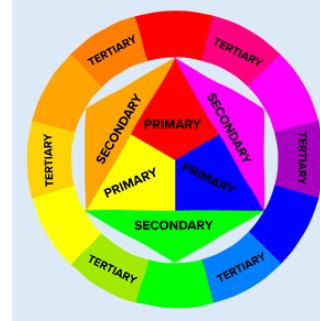


Tactile/actual texture



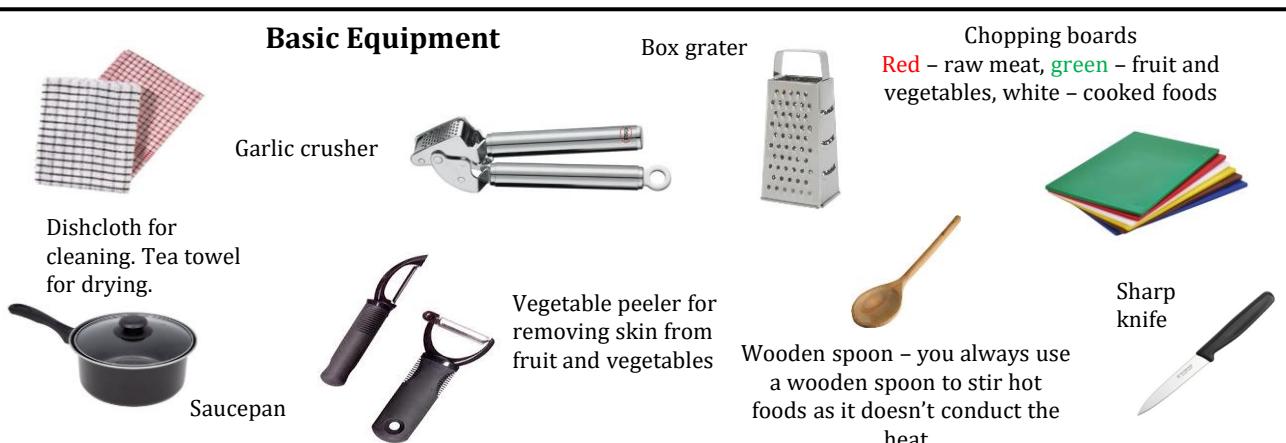
COLOUR THEORY

1.	Primary colour	A colour that cannot be mixed. Red, Blue and Yellow.
2.	Secondary colour	Made by mixing 2 primary colours together.
3.	Tertiary colour	Made by mixing a primary and secondary colour together which are next to each other on the colour wheel.
4.	Tint	Colour + White
5.	Tone	Colour + Black
6.	Shade	Colour + Grey
7.	Complementary Colour	Colours which are opposite each other on the colour wheel. These colours make each other stand out when put together.
8.	Harmonious Colour	Colours which are next to each other on the colour wheel. These colours harmonize.
9.	Warm Colours	Colours such as red, yellow and orange.
10.	Cool Colours	Colours such as blue, green and purple.



KEY WORD	DEFINITION
Bridge and Claw chopping method	A method used to safely chop fruit and vegetables.
Frying	A method of cooking food in hot fat or oil, typically in a shallow pan.
Boiling	Boiling, the cooking of food by immersion in water that has been heated to near its boiling point [100 °C]. Lots of quick bubbles on the surface.
Simmering	Simmering is a food preparation technique by which foods are cooked in hot liquids kept just below the boiling point of water. The bubbles will be small and steady.
Seasonal	Seasonality of food refers to the times of year when a given type food is at its peak, either in terms of harvest or its flavour.
Sensory	Analysing a food based on the senses; appearance, taste, smell and texture.

PRACTICAL LESSON CHECKLIST
1. Food in the fridge at the start of school.
2. Apron on and hands washed. Make sure long hair is tied up.
3. Ingredients on a white tray before cooking. All plastic bags out of the unit area.
4. After practical lesson all equipment to be washed in hot soapy water.
5. All equipment to be dried using a clean tea towel.
6. All equipment to be put away in the drawers and cupboards.
7. Wipe down your surfaces with a dishcloth. Make sure the sink is clear.
8. Wait for your teacher to check your units before putting your apron away.



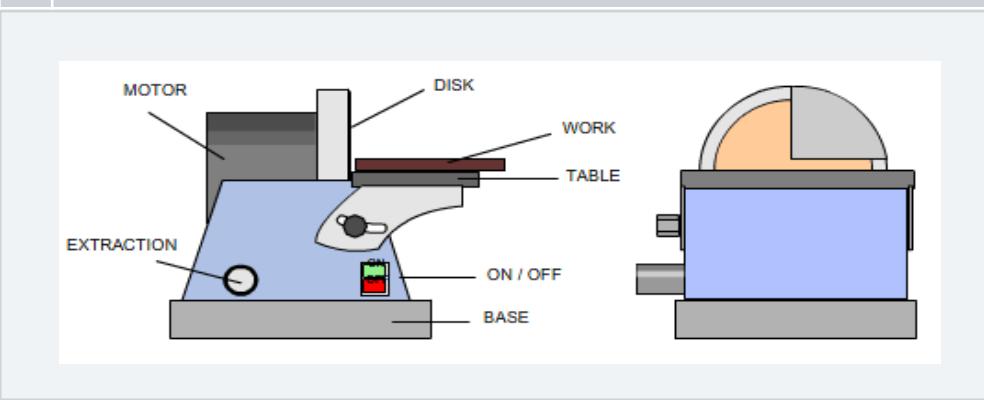


HEALTH AND SAFETY RULES

- 1 No bags and coats in the workshop.
- 2 Always wear an apron when completing practical work.
- 3 Make sure you wear goggles when needed for practical work.
- 4 Tie long hair up for practical work.
- 5 Move around the room safely and sensibly.
- 6 Follow all teacher instructions.
- 7 Only use a machine when you have been shown how to use it.

THE LINISHER

- 1 The linisher is used to smooth work and remove small amounts of material.
- 2 Goggles must be worn to protect your eyes.
- 3 Long hair must be tied back.
- 4 Ensure the guard is down to the lowest point.
- 5 The extractor must be on when using this machine.



STOP BUTTONS

- 1 Sometimes you may want to stop a machine.
- 2 All machines in the workshop have more than one stop button.
- 3 There will be a red button on the floor of the machine so you can use it if you have things in your hands.
- 4 There are a number of stop buttons around the workshop which allow you to turn the power off to the whole room. These should be used in an emergency.

DANCE ACTIONS		
1	Gesture	A movement of just one body part. E.g. a wave of an arm, a nod of the head.
2	Elevation	Any kind of leap, jump or hop.
3	Rotation	Any type of turn, spin, roll, cartwheel.
4	Locomotion	Movements that travel, such as running, skipping and galloping.
5	Stillness	A position held still, such as a balance or pose.

PERFORMANCE SKILLS		
1	Projection of Voice	To use your diaphragm to increase the volume of your voice so it is heard in the audience.
2	Facial Expressions	Use of face to show mood, character or feelings.
3	Use of Focus	Use of the direction of the eyes to enhance the performance.
4	Spatial awareness	Being conscious of the surrounding space and effectively using it.
5	Fluency	Moving smoothly and confidently from one movement to the next.
6	Staying in character	To sustain the characterisation of character.

PERFORMANCE METHODS		
1	Choreography	The art of designing sequences of movements in dance.
2	Devising	The act of creating a drama performance.
3	Creating tension	To use a variety of techniques to slowly increase tension in a performance that leads to the climax.
4	Effective rehearsal	To listen to everyone's ideas and work collaboratively to create the best piece of work.

USE OF SPACE		
1	Levels	Distance from the ground: low, medium or high.
2	Facings	The way your body is pointing - this can be the front, back, diagonal etc.
3	Formation	Shapes and patterns created in the space by where the dances are.
4	Pathways	The design traces in the space (on the floor or in the air).
5	Blocking	Where the actor enters, stands and moves to places on the stage.

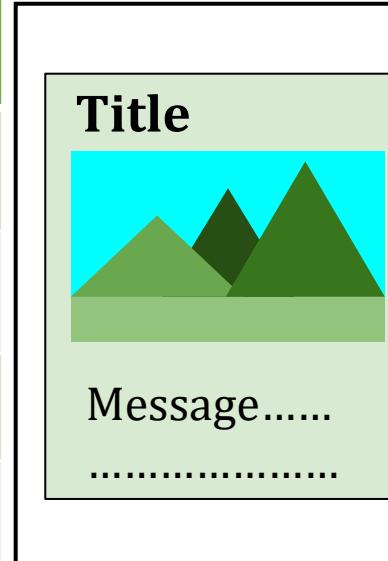
GROUP WORK		
1	Solo	One Performer.
2	Duet	Two Performers.
3	Ensemble	The background characters.
4	Unison	Two or more performers doing the same thing at the same time, such as dance moves or spoken word.

PERFORMING ARTS STRANDS		
1	Performing	Presenting your performance to an audience.
2	Creating	Creating your own performance through devising and choreography.
3	Appreciation	Understanding and commenting on your own performance and the performances of others.

MUSICAL ELEMENTS IN FADED			PERFORMANCE SKILLS		
1	Texture	Melody and chords (homophonic).	1	Accuracy	Play the correct notes and rhythms.
2	Structure	Verse/chorus.	2	Fluency	Keep a steady pulse without stopping.
3	Dynamics	Varied. Lots of build-ups and bass-drops.	3	Hand shape	Fingers curved, relaxed wrists.
4	Tempo	Moderately slow (about 90bpm).	4	Coordination	Both hands working together smoothly.
REHEARSAL AND PERFORMANCE TIPS			5	Expression	Use dynamics and phrasing to show emotion.
1	Reflect	Record your self playing and watch it back.	KEYBOARD TECHNIQUE		
2	Breaking the song down	Practice playing the left- and right-hand parts separately before combining them.	1	Posture	Sit tall, flat feet, relaxed shoulders.
3	Metronome	Use a metronome to stay in time. Practice getting used to hearing the "clicks" as often as possible.	2	Hand position	Fingers curved, thumb under movement.
4	Routine-ing	Break the song down into smaller chunks. It's easier to learn and practice.	3	Fingering	Using the correct finger numbers (1 = thumb, 5 = pinky).
			4	Two-hand coordination	Right hand = melody. Left hand = bass.

Digital Media Key Words

Sub Heading	A smaller size heading.
Formatting	Making changes to a digital product e.g. changing the colour or shape.
Layout	The arrangement of elements on a page.
Royalty Free	An image that you can use for free without paying the author a license fee.
Editing	Changing part of an image, video or text to make a difference.
Transparent	When a background is see through and has no colour.
Illustration	An image or drawing.
White Space	When a document has an area that is blank and looks unfinished.
Audience	The person or people that you are creating the poster for.
House style	Branding and colour schemes images and fonts used to compliment a business.



The features of a good poster can help to transform a poster and make it more attractive to the reader.

A clear fonts and a good image are relevant to the topic at it is important to get a message across.

The layout needs to be void of white space so the poster does not look unfinished. Too much information and many images may make the poster look cluttered.

Editing a Poster

The text on the right is too similar to the background colour and cannot be seen.

There is whitespace between the text and the heading that needs filling.

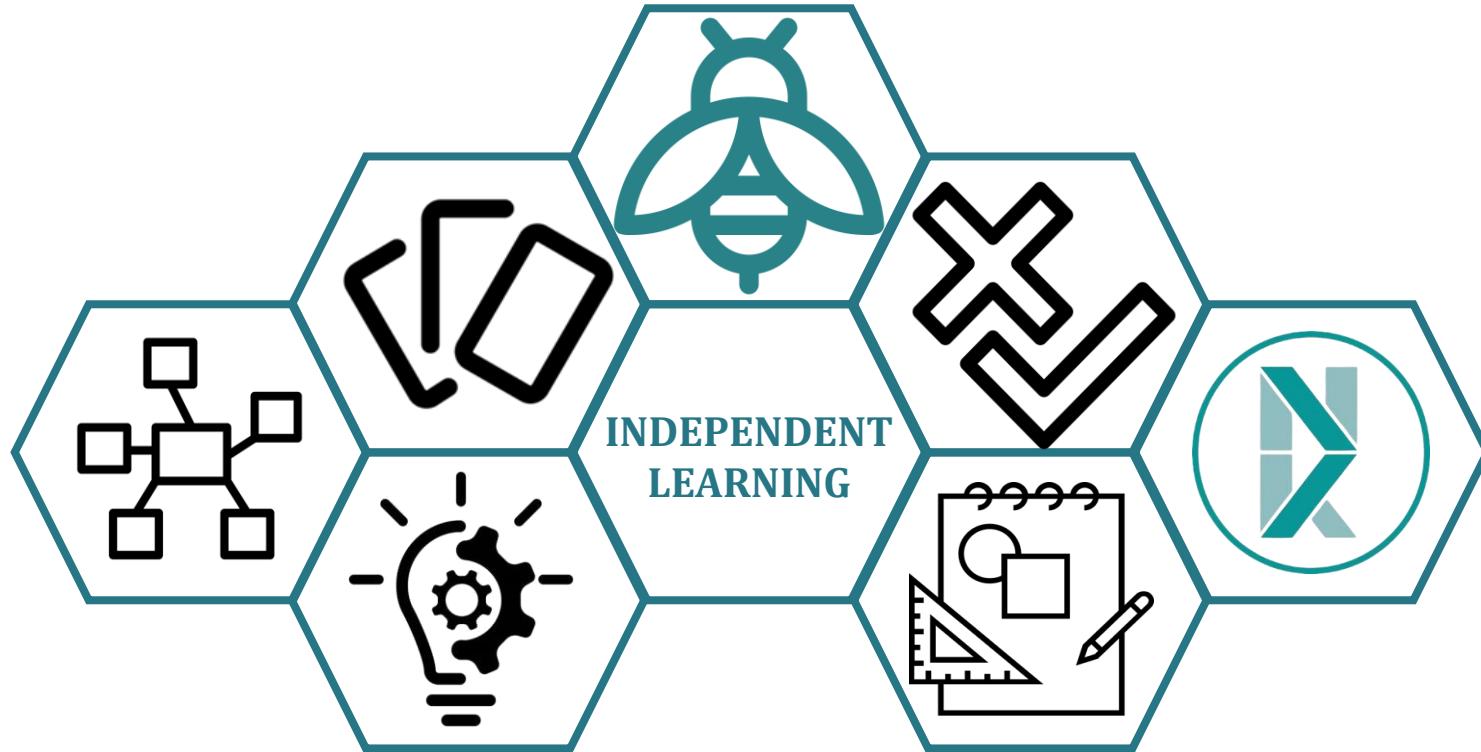
The logo is pink and does not look suitable for the poster.

Colour

It is important to get the right colour when creating a digital product. Colours need to be suitable for the given topic and must not clash with other colours.

Using a colour wheel can help you to select colours that can compliment each other.

FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



Use the following templates alongside the corresponding instructions to carry out your independent work.



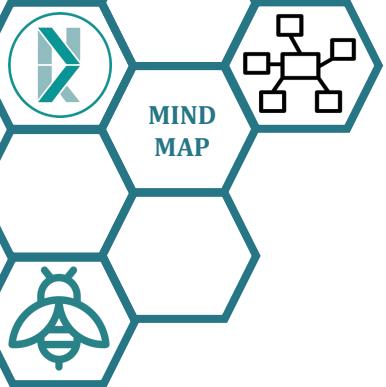
HOW DO I MAKE USEFUL SKETCH NOTES?

- 1) Pick a focus area for your notes – this could be a topic, theme, exam question, unit question, etc.
- 2) Make notes in a logical order but rather than making detailed written notes, use a range of the following techniques:
 - Use upper case (capital letters) to emphasise particular words.
 - Turn words into images e.g. the A in shArk turns into a fin;
 - Add images and/or icons into the text;
 - Use diagrams and tables to break down key areas;
 - Use arrows and lines to link different things together;
 - Use different shapes, thought-bubbles, etc.
 - Use a range of colours to emphasise different aspects of your notes/page.



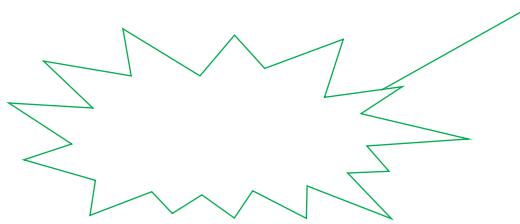
Once you have completed your sketch note page try photocopying it in black and white and then use colours to RAG-rate the information – you will then create a real focus for your revision by prioritising first the Red and then the Amber!





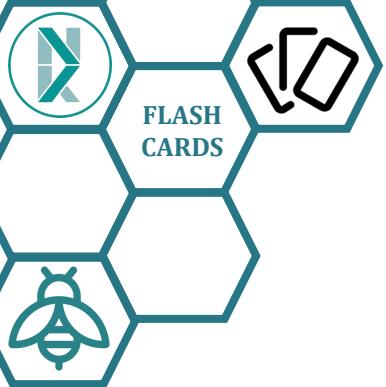
HOW DO I CREATE AN EFFECTIVE MIND MAP?

- 1) Decide on the overall focus – this could be a topic/unit question, an exam question, key theme, etc – and then write this in the centre of the page.
- 2) Break this down into key areas, factors, ideas, etc and add these as main branches around the centre.
- 3) Break these main branches down further by adding more information – each main branch might break down into several more and each of these into several more.
- 4) Colour-code your branches, highlight key information and add any images, icons, diagrams, etc.
- 5) TOP TIP: Write on your branches and only use the most key information and words – this will help you to fit as much as possible on one page!



The aim of a mind-map is to fit as much as possible all on one page! Therefore, avoid writing in full sentences and focus on using the branches to organise your notes.





FLASH
CARDS



HOW DO I MAKE FLASH CARDS?

- 1) Think about what you want the focus of each card to be – it could be a key question, piece of vocabulary, exam question, factor, etc.
- 2) Record this on the 'front' card (left-hand column) – adding an image, diagram, some colour, etc, to make it memorable, is helpful. You can also number your cards.
- 3) Think about what information links to this – it could be written notes, an answer to a question, a definition, potential ideas, etc.
- 4) Record this on the 'back card' – try to break it down into bullet-points, use icons and imagery, colour, diagrams, once again to make it memorable.
- 5) Cut your cards out, fold the middle and glue them together – you can now use them to test yourself... or even better, get somebody else to test you.

FRONT (key term or question)

BACK (answer)

--	--

--	--

--	--

--	--



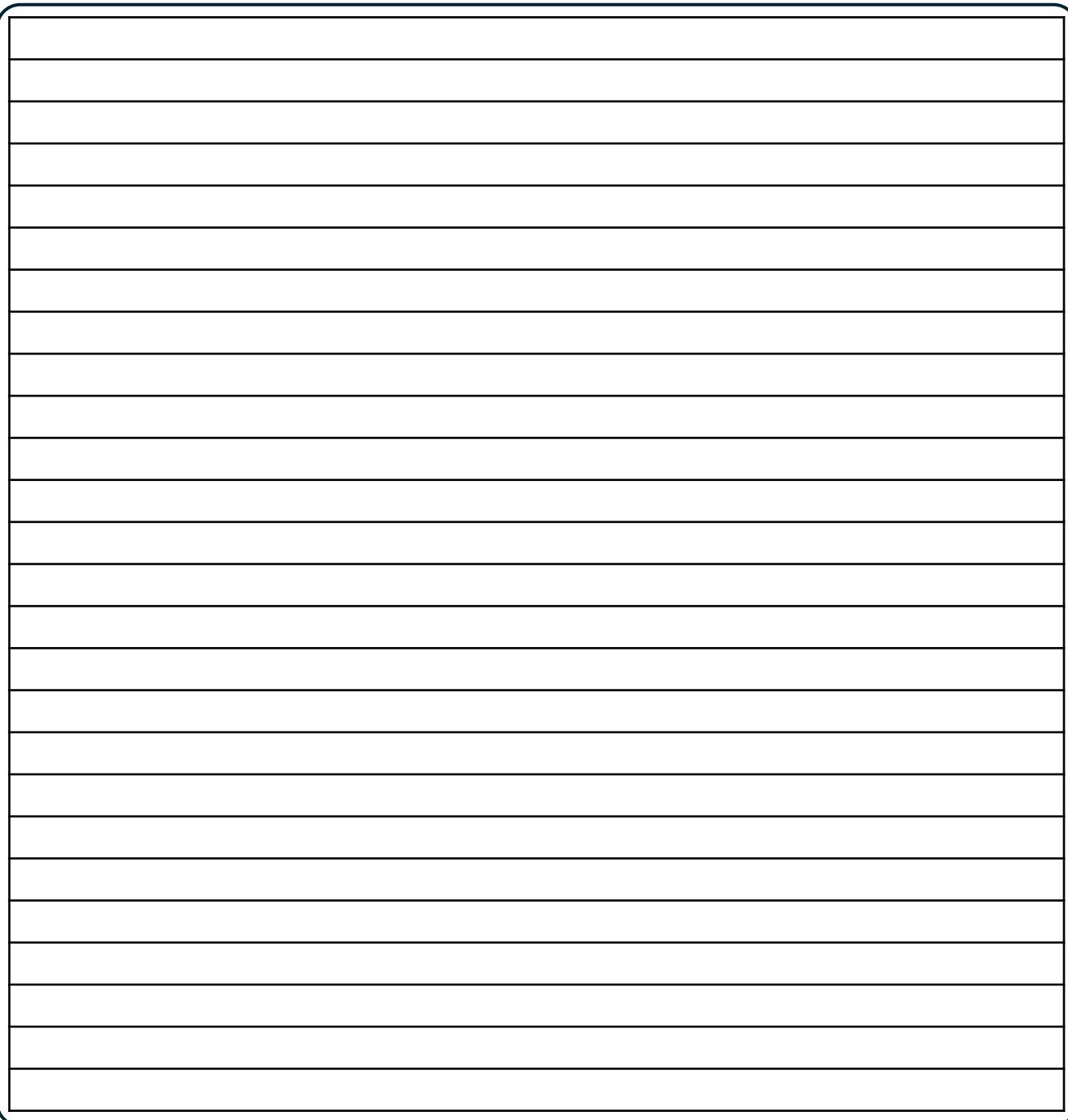
Why not RAG-rate your cards?
(**Red** = you really don't know,
Amber = you sort of know, **Green** = you completely know and understand). Then, every time you re-test yourself, you can re-RAG-rate your cards. You could do this along the bottom of each card.





HOW DO I DEVELOP MY EXPERT WRITING?

- 1) Start by putting your topic title or question as a sub-heading.
- 2) Begin by identifying the key points or aspects and writing a summary of this – think about the key vocabulary needed.
- 3) Next, try to develop these main ideas one at a time – aim to use connectives to help you do this e.g. because, therefore, so.
- 4) Now try to link these ideas to examples or evidence – you can do this separately or alongside each area in ‘step 3’.
- 5) To complete your expert piece of writing, aim to summarise the overall main point or argument or conclusions.



Talk to your teacher about the specific types of language, sentences and vocabulary that you can use to develop your 'writing like an expert' – this can vary from subject to subject and skill to skill (This is why teachers often provide you with sentence starters).





HOW DO I MAKE AN EFFECTIVE LOW-STAKES QUIZ

- 1) Choose something on your knowledge organiser and write a question where this is the answer – write this in the top box of the card.
- 2) Write 3-5 possible answers in the bottom box' – label these with numbers or letters e.g. a) to e).
- 3) Write the correct answer on the back of the card for future reference, so that you can easily check if you were right or wrong.
- 4) Put your low-stakes quiz somewhere safe and return to it a few days/weeks later - test yourself or get somebody else to test you!



Why not RAG-rate your cards? (Red = you really don't know, Amber = you sort of know, Green = you completely know and understand). Then, every time you re-test yourself, you can re-RAG-rate your cards. You could do this along the bottom of each card.





EMPOWERING POTENTIAL

EMPOWERING SUCCESS



Build foundations first: Knowledge Organisers provide the key 'foundations' to a topic or unit acts as a vital reminder of the key ideas, facts, information and concepts.



Retrieve and recall: the content of Knowledge Organisers are a regular part of the starts of lessons, lesson activities and discussion, self-testing and teacher assessment.



Revise: Knowledge Organisers are a fantastic starting point for further revision - they can be used to self-test, develop revision notes, create further revision resources.



Succeed: Ultimately, knowledge is power. Utilising the content of a Knowledge Organiser will provide the power to access the next step in learning.