KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK

YEAR 8 – TERM 1

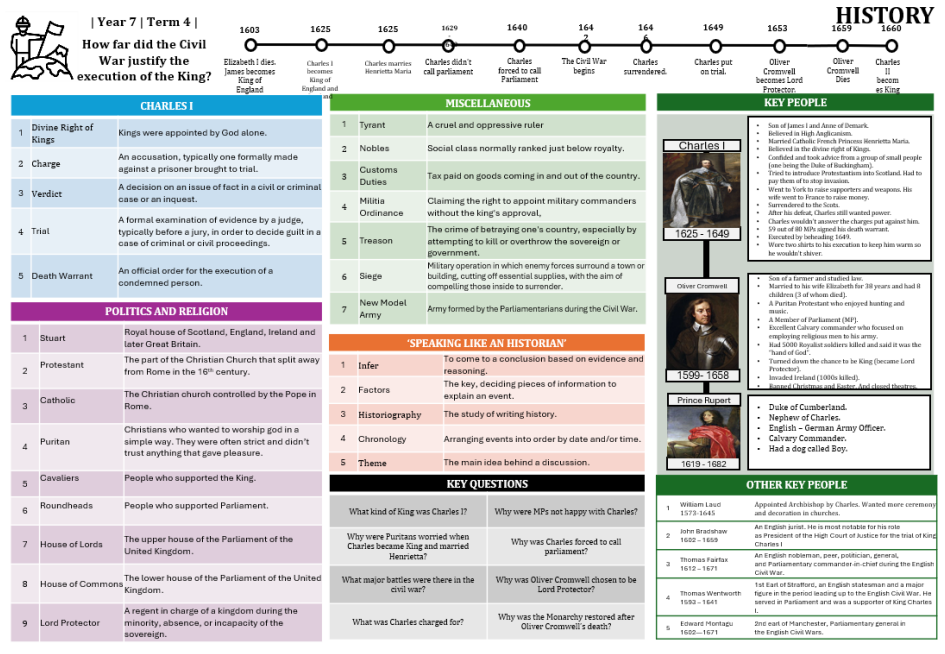
How do Knowledge Organisers support learning?

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.



HISTORY

| Year 7 | Term 4 |

How far did the Civil War justify the execution of the King?

1603 Elizabeth I dies. James becomes King of England
1625 Charles I becomes King of England and
1625 Charles marries Henrietta Maria
1629 Charles didn't call parliament
1640 Charles forced to call Parliament
164 The Civil War begins
164 Charles surrendered.
1649 Charles put on trial.
1653 Oliver Cromwell becomes Lord Protector.
1659 Oliver Cromwell Dies
1660 Charles II becom es King

CHARLES I

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 16th 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 Monarchy restored after Oliver Cromwell's death?

KEY PEOPLE

Charles I
1625 - 1649
- Son of James I and Anne of Denmark.
- Believed in High Anglicanism.
- Married Catholic French Princess Henrietta Maria.
- Believed in the divine right of Kings.
- Confided and took advice from a group of small people (one being the Duke of Buckingham).
- Tried to introduce Protestantism into Scotland. Had to pay them of to stop invasion.
- Went to York to raise supporters and weapons. His wife went to France to raise money.
- Surrendered to the Scots.
- After his defeat, Charles still wanted power.
- Charles wouldn't answer the charges put against him.
- 59 out of 80 MPs signed his death warrant.
- Executed by beheading 1649.
- Wore two shirts to his execution to keep him warm so he wouldn't shiver.

Oliver Cromwell
1599- 1658
- Son of a farmer and studied law.
- Married to his wife Elizabeth for 38 years and had 8 children (3 of whom died).
- A Puritan Protestant who enjoyed hunting and music.
- A Member of Parliament (MP).
- Excellent Calvary commander who focused on employing religious men to his army.
- Had 5000 Royalist soldiers killed and said it was the "hand of God".
- Turned down the chance to be King (became Lord Protector).
- Invaded Ireland (3000+ killed).
- Banned Christmas and Easter. And closed theatres.

Prince Rupert
1619 - 1682
- Duke of Cumberland.
- Nephew of Charles.
- English – German Army Officer.
- Calvary Commander.
- Had a dog called Boy.

OTHER KEY PEOPLE

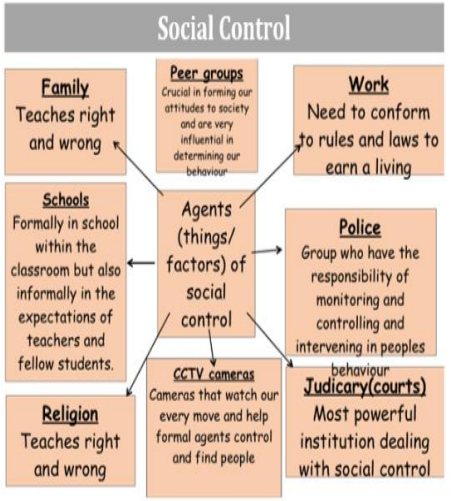
1	William Laud 1573-1645	Appointed Archbishop by Charles. Wanted more ceremony and decoration in churches.
2	John Bradshaw 1602 – 1659	An English jurist. He is most notable for his role as President of the High Court of Justice for the trial of King Charles I
3	Thomas Fairfax 1612 – 1671	An English nobleman, peer, politician, general, and Parliamentary commander-in-chief during the English Civil War.
4	Thomas Wentworth 1593 - 1641	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 Montagu 1602—1671	2nd earl of Manchester, Parliamentary general in the English Civil Wars.

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 $y = \frac{2x-1}{z}$ $yz = 2x - 1$ $yz + 1 = 2x$ $\frac{yz+1}{2} = x$
5	Quadratic	A quadratic expression is of the form $ax^2 + bx + c$	Example of quadratic expressions: $8x^2 - 3x + 7$

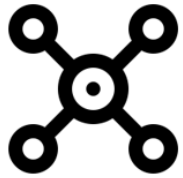
English verb (infinitive)	English past participle	German verb (infinitive)	German past participle
To stay	stayed	wohnen	gewohnt
To make/do	Made/done	machen	gemacht
To eat	eaten	essen	gegessen
To sleep	slept	schlafen	geschlafen
To play	played	spielen	gespeilt
To see	seen	sehen	gesehen

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.**

- SUPER 6 STRATEGIES -

Strategy	Activity	Imagery
RECALL	**3x3x3:** 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: 1. Pick one of the coloured boxes on the *Knowledge Organiser*. 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.	

Strategy	Activity	Imagery
SYNTHESIS	**Answer Planning:** 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 *Knowledge Organiser* to see what you have missed. 4. Add these in a different colour.	
	Categorising: 1. Pick one of the coloured boxes on the *Knowledge Organiser* and consider the heading/category. 2. Cover up the *Knowledge Organiser* 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 *Knowledge Organiser*, 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.	

Strategy	Activity	Imagery
REFLECTION	**RAG-rate:** 1. On completion of a unit of work get somebody to test you on each aspect of the *Knowledge Organiser*. 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.	
	Booster: 1. Revisit a piece of lesson work or an exam answer. 2. Use the *Knowledge Organiser* 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.	

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

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

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

Year 8 | Term 1 | How have Romantic and Gothic influences shaped literary writing?

English

WHAT IS ROMANTICISM?

1	**Where did the word Romantic originate?**	• The term *Romanticism* does not stem directly from the concept of love, but rather from the French word *romaunt* (a romantic story told in verse). Romanticism focused on emotions and the inner life of the writer, and often used autobiographical material to inform the work or even provide a template for it, unlike traditional literature at the time. • Romanticism celebrated the primitive and elevated "regular people" as being deserving of celebration, which was an innovation at the time. Romanticism also fixated on nature as a ancient force and encouraged the concept of isolation as necessary for spiritual and artistic development.
2	**The Romantic Poets**	• The grouping together of the so-called Lake poets (Wordsworth, Coleridge, and Southey) with Scott, Byron, Keats, and Shelley as the romantic poets is late Victorian, apparently as late as the middle 1880s. • It should be noted that these poets did not recognise themselves as "romantic," although they were familiar with the word and recognised that their practice differed from that of the eighteenth century.
3	**First generation romantic poets**	• The romantic period includes the work of two generations of writers. The first generation was born during the thirty and twenty years preceding 1800; the second generation was born in the last decade of the 1800s. • The chief writers of the first generation were Wordsworth, Coleridge, Scott, Southey, Blake, Lamb, and Hazlitt.
4	**Second generation romantic poets**	• Keats and Shelley belong to the second generation, along with Byron, who was older than they were by a few years. All three were influenced by the work of the writers of the first generation and, ironically, the careers of all three were cut short by death so that the writers of the first generation were still on the literary scene after the writers of the second generation had disappeared.

CONTEXT – ROMANTICISM

- **Romanticism** (also known as the **Romantic era**) was an artistic, literary, musical, and intellectual movement that originated in Europe towards the end of the 18th century, and in most areas was at its peak in the approximate period from 1800 to 1850.
- Romantics were interested in the power of nature, humanity and emotion; they were opposed to the industrialisation and scientific progress which was sweeping through Europe at the time.
- Romanticism sees the individual at the centre of all life and places the individual at the centre of art. Literature becomes focussed on expressing unique feelings, attitudes and internal experiences more than the qualities of the surrounding world.
- The most significant novelist in English during the peak Romantic period, other than Walter Scott, was Jane Austen, whose essentially conservative world-view had little in common with her Romantic contemporaries, retaining a strong belief in decorum and social rules.
- Around the mid-century the Romantic novels of the Yorkshire-based Brontë family appeared. Charlotte's *Jane Eyre* and Emily's *Wuthering Heights*, both published in 1847, also introduced more Gothic themes. While these two novels were written and published after the Romantic period is said to have ended, their novels were heavily influenced by Romantic literature they had read as children.

	VOCAB	DEFINITION	EXAMPLE
1	Ballad	No standard structure for a ballad, but the term refers to a poem or a song that tells the story of a person or people.	The poem 'The Lady of Shalott' is a ballad.
2	Chivalrous	Described knights and their behaviour in the medieval period of history: it put a high value on honour, kindness, and courage.	Sir Lancelot is a chivalrous knight.
3	Curse	A saying or phrase to invoke a supernatural power to inflict harm or punishment on someone or something.	The Lady of Shalott
4	Ominous	Giving the worrying impression that something bad is going to happen.	There was an ominous mood in the room.

SIX CHARACTERISTICS OF ROMANTICISM

1	Celebration of nature
2	Focus on the individual and spirituality
3	Celebration of isolation and melancholy
4	Interest in the common man
5	Idealisation of women
6	Personification and pathetic fallacy

	ARTHURIAN LEGEND
1	Camelot is a castle and court associated with the legendary King Arthur.
2	Camelot first appeared in 12th-century French romances and came to be described as the fantastic capital of Arthur's realm and a symbol of the Arthurian world.
3	The stories locate it somewhere in Great Britain and sometimes associate it with real cities, though more usually its precise location is not revealed.
4	**Lancelot du Lac** (French for **Lancelot of the Lake**), also written as **Launcelot** and other variants, is a character in some versions of Arthurian legend, where he is typically depicted as King Arthur's close companion and one of the greatest Knights of the Round Table.

Year 8 | Term 1 | Percentages, Money and Indices

MATHS

CALCULATION RULES

1	Totals	Give your answer to 2 decimal places.
2	Round	Round your answer up or down to the nearest penny.
3	Unitary method	Find the price of 1 to compare.
4	Decimal calculations	Convert the decimal/s to integers, calculate then reverse the conversion process on answer.
5	Percentage of an amount	Use a key percentage (50% ÷2, 10% ÷ 10 or 1% ÷ 100) to find total percentage. e.g. 23% = (÷ 10 then x2) + (÷100 the x3).
6	Percentage change	Changing a given amount by a specified percentage. Find the percentage of the amount and add or subtract.
7	Index laws (Addition)	When two values with the same base are multiplied together, add the powers.
8	Index laws (Subtraction)	When two values with the same base are divided together, subtract the powers.
9	Simplifying algebraic fractions	Find common factors within the fraction and cancel them out, what is the same on the numerator and denominator.

KEY FORMULAE OR CONVERSIONS

1	Calculating with money	Money is always given in pounds and pence, make sure to use decimal points.
2	Percentage change (CALC)	Find decimal equivalent of percentage and multiply original value by decimal to find % of amount.
3	Simplifying algebraic fractions	$\frac{2a^2}{10a^2} = \frac{2}{10} = \frac{1}{5}$

INDEX LAWS

$$a^m \times a^n = a^{m+n}$$

$$a^m \div a^n = a^{m-n}$$

$$a^0 = 1$$

$$(a^m)^n = a^{m \times n} = a^{mn}$$

$$a^{-m} = \frac{1}{a^m}$$

PERCENTAGE CHANGE

Decrease 60 by 20%

100% – 20% = 80%

80% = 80 ÷ 100
= 0·8

60 decreased by 20% = 60 × 0·8
= 48

BEST BUY

VOCABULARY

1	Best buys	One that has the cheapest price for one item or one unit of measurement.
2	Unitary method	The **unitary method** is a technique for solving a problem by first finding the value of a single unit.
3	Key percentages	3 percentages that can be used to find any percentage of an amount. 50% = ÷ 2 10% = ÷10 1% = ÷100
4	Percentage change	Increasing or decreasing an original value by a percentage of an amount.
5	Indices	Also known as powers, indices show how many times and number will multiply itself by e.g. $2^3 = 2 \times 2 \times 2$.
6	Index laws	Mathematical laws that revolve around the change of indices depending on arithmetic change between the values.
7	Simplify	The process of reducing the values of numbers and expressing a value in the form easiest to read.
8	Roots	The inverse of powers, the process which identifies the factor that when multiplied by itself gives the original value e.g. $\sqrt{100} = 10$ because $10^2 = 100$.

STEP BY STEP

1	What is 35% of 300?	35% = 30% + 5% 30% = 300 ÷ 10 x 3 = 90 5% = 300 ÷ 10 ÷ 2 = 15 35% = 90 + 15 = 105

| Year 8 | Term 1 | How do we know what is in matter?

SCIENCE

NAMED GROUPS OF THE PERIODIC TABLE

Group 1	The Alkali metals
Group 2	The Earth Alkali metals
Group 7	The Halogens
Group 0	The Noble Gases

PROPERTIES OF ELEMENTS VS THEIR COMPOUNDS

Sodium metal (reacts violently with water)

+

Chlorine gas (lethal if inhaled)

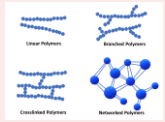
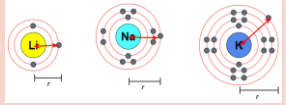
=

Sodium chloride (a.k.a table salt: nice on boiled eggs)

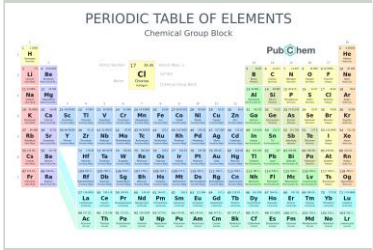
MOLES AND AVOGADRO'S NUMBER

1	One mole	A mole has Avogadro's number of atoms, ions or molecules in it.
2	Avogadro's number	Approximately 6.022×10^{23} (or ~60,220,000,000,000,000,000,000)

PARTICLE DIAGRAMS AND PROPERTIES

1	Solids, liquids and gases	Particle diagrams explain properties of materials.
2	Polymers	Polymer structure diagrams can explain the properties of polymers. 
3	Group 1 (shown) and 7 (not shown)	Atom diagrams can explain trends. 

THE PERIODIC TABLE OF THE ELEMENTS



CHEMICAL FORMULAS

$NaCl$

Each capital letter indicates an element; no number = one atom or ion (1 sodium, 1 chlorine)

MgF_2

If there is a number, the element is present that many times (1 magnesium, 2 fluorines)

$Ca(OH)_2$

If there are brackets, the number multiplies the bracket (1 calcium, 2 oxygens, 2 hydrogens)

MAGIC 8

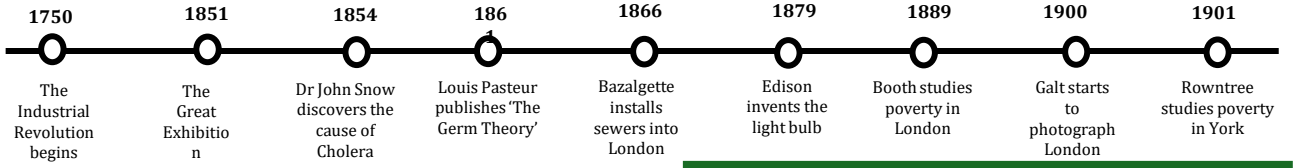
Chemical formulas of simple salts add up to multiple of 8s by group:
NaCl – Na is Group 1; Cl is Group 7 = 1+7 = 8
MgF_2 – Mg (Group 2); F (Group 7) = 2 + 14 = 16

KEY VOCABULARY

1	Atom	Atoms are the smallest building block of matter. Single atoms of an element do not have the properties of the bulk material.
2	Element	Each element is a type of atom with a unique atomic number (number of protons). Elements only consist of one type of atom, but they may be chemically bonded, e.g. oxygen (O_2) or sulphur (S_8).
3	Compound	Compounds have two or more different types of atoms (elements), chemically bonded or joined to each other, e.g. water (H_2O) or table salt (NaCl).
4	Mixture	A mixture of substances can be separated into its constituents, because they are not chemically joined, e.g. different coloured dyes in a brown felt tip pen.
5	pH	The pH value of a solution tells you how acidic or alkaline a solution is depending on the excess of H^+ (acid) or OH^- (alkali).
7	Polymers	A substance which has a molecular structure built up chiefly or completely from a large number of similar units bonded together, e.g. many synthetic organic materials used as plastics and resins.
8	Alkali metals	Lithium, Sodium, Potassium, Rubidium, Caesium, Francium* have similar properties (along a trend) and do similar reactions.
9	Halogens	Fluorine, Chlorine, Bromine, Iodine, Astatine*, Tennesine** have similar properties (along a trend) and do similar reactions.
10	Noble gases	Helium, Neon, Argon, Krypton, Xenon, Radon*, Oganesson** are unreactive but have similar properties (along a trend)
11	Radioactive	Radioactive with a very short half-life (usually artificially made and very unstable)

How far did the Great Exhibition of 1851 misrepresent 19th century Britain?

Year 8 – Term 1 History



Lives of Poor People

1	Poverty	People who were poor.
2	Poor Relief	Financial assistance given to the poor from the state or charity.
3	Laissez-Faire	A French word meaning 'leave alone'-a policy adopted by the government not to interfere in people's lives.
4	Social Reformers	People who wanted to help the vulnerable people in society and help improve their lives.
5	Destitute	Extremely poor and unable to provide for yourself.
6	Pauper	A derogatory (unkind) word used to describe poor people who accepted financial help/Poor Relief.
7	Imports	Goods bought from other countries.

Work

1	Industrialisation /The Industrial Revolution	A sudden influx of factories into major towns in England-most commonly textiles factories.
2	Agriculture	Work on the land/farming.
3	Workhouse	A place where the very poorest in society would go to work in return for shelter and food.
4	Weaver	A typical job in a textiles factory-someone who weaves fabric.
5	Unregulated	No laws in place to protect workers/tenants.
6	Working conditions	Number of hours worked, amount earned and how safe the work is.

Medical Developments

1	Epidemics	A widespread disease which infects/kills lots of people.
2	Anaesthetic	A substance given to patients so that they do not feel any pain.
3	Vaccination	A substance given to a patient to protect them from certain diseases.
4	Cholera	An infectious disease caused by infected water which causes vomiting and diarrhoea and can lead to death.

Society

1	Opium	An illegal drug-a component of Heroin.
2	Prostitution	Where women engaged in sexual activity in return for payment.
3	Famine	A shortage of food.
4	Suburb	An area of a city.
5	Privy	A toilet located in an outhouse.
6	Cesspool	A build of urine and excrement.
7	Sewerage	Piping to take dirty water away from the city.

Key Questions

How far did life change for different social groups in Britain?	How far did different aspects of life change in Britain?	What were the positive and negative impacts of Industrialisation?
How far did Industrialisation impact on different regions in England?	What was the perception of people in poverty?	How far did the Great Exhibition misrepresent Britain?

Key People

Charles Booth

- Booth was a British ship-owner and philanthropist
- He was the first to carry out scientific estimates of poverty in 1889
- He interviewed 4000 people in London
- He concluded that the extent of poverty in London was closer to 30.7% and not the 25% claimed by the government
- He concluded that those 30.7% could not afford adequate food, shelter or clothing
- He concluded that the main reasons were economic: unemployment or low wages

Seebohm Rowntree

- Seebohm was a successful chocolate manufacturer
- He was a Quaker
- He was a close friend of Lloyd-George
- He built on the work of Booth and conducted similar research in York
- He found that 28% of the population of York were living below the poverty line
- He concluded that people needed to earn 21 shillings a week to stay out of poverty

John Galt

- He was a photographer who took photographs of the poverty in the East End of London.
- He took photographs to illustrate at lectures he gave around the country to raise awareness and funds for people in poverty

Other key people:

- **Joseph Bazalgette** - The creator of a sewerage network in London
- **John Snow** - An English doctor who discovered what was causing Cholera
- **Louis Pasteur** - Proved the 'Germ Theory'-that germs caused disease
- **Thomas Edison** - An inventor who developed devices in fields such as electric power, mass communication, sound recording and motion picture
- **Richard Arkwright** - A textile industrialist and inventor whose use of power driven machinery revolutionised factories

| Year 8 | Term 1 |Where do people live in the world?

GEOGRAPHY

FACTORS INFLUENCING POPULATION

1	Population distribution	The way people are spread out across the Earth.
2	Physical factors	Natural features (climate, relief, soil, water supply) that affect where people live.
3	Human factors	Human-made features (jobs, transport, politics) that affect where people live.
4	Climate	Weather conditions of an area over time; extreme climates (too hot, cold, or dry) often discourage settlement.
5	Relief	The shape and height of the land; flat, lowland areas attract more people than mountains.
6	Resources	Availability of food, water, fuel, and minerals encourages higher population density.
7	Infrastructure	Roads, transport, electricity, and housing that make living in an area easier.
8	Population density	The number of people living per square kilometer.

POPULATION CONTROL

1	Population policy	Government actions to control population growth or decline.
2	Pro-natalist policy	A policy encouraging people to have more children.
4	One Child Policy	China's policy (1979–2015) limiting families to one child to reduce rapid population growth.
5	Incentives	Rewards (e.g., money, childcare) given to encourage higher birth rates.

POPULATION STRUCTURE

1	Population structure	The makeup of a population in terms of age and gender.
2	Population pyramid	A graph showing the age and sex structure of a population.
3	Dependent population	People who rely on others for support (young under 15 and elderly over 65).
4	Working population	People aged 15–64 who are usually in employment and support dependents.
5	Youthful population	When a country has many young people due to high birth rates.
6	Ageing population	When a country has many elderly people due to longer life expectancy.

POPULATION CHANGE OVER TIME

1	Birth rate	Number of live births per 1,000 people per year.
2	Death rate	Number of deaths per 1,000 people per year.
3	Natural increase	When the birth rate is higher than the death rate, population grows.
4	Natural decrease	When the death rate is higher than the birth rate, population shrinks.
5	Life expectancy	The average number of years a person is expected to live.
6	Demographic Transition Model (DTM)	A model showing how population changes over time through different stages.

MIGRATION

1	Migration	The movement of people from one place to another.
2	Immigrant	A person who moves into a new country to live.
3	Emigrant	A person who leaves their own country to live elsewhere.
4	Push factors	Reasons why people leave an area (e.g., war, poverty, lack of jobs).
5	Pull factors	Reasons why people move to a new area (e.g., jobs, safety, better healthcare).
6	Refugee	A person forced to flee their country due to war, persecution, or disaster.
7	Economic migrant	A person who moves for better job or income opportunities.
8	Internal migration	Movement of people within the same country (e.g., rural to urban migration).

| Year 8 | Term 1 | Ferien

German

Adjectives

1	alt/modern	old/modern
2	klein/groß	small/big
3	schön	beautiful
4	industriell	industrial
5	historisch	historical
6	laut/ruhig	loud/quiet
7	landschaftlich	rural
8	hübsch	pretty
9	aufregend	exciting
10	öde	dull

Das Wetter

1	Es war....	It was...
2	sonnig	sunny
3	kalt	cold
4	heiß	Hot
5	wolkig	cloudy
6	windig	windy
7	neblig	foggy
8	Es hat geregnet	It rained
9	Es hat geschneit	It snowed
10	Es gab Gewitter	There were storms

Questions

1	Wo hast du gewohnt?	Where did you live?
2	Was hast du gemacht?	What did you do?
3	Wohin bist du gefahren?	Where did you travel to?
4	Wie bist du gefahren?	How did you travel?
5	Mit wem bist du gefahren?	Who did you travel with?
6	Was hast du noch gemacht?	What else did you do?
7	Wie war das Wetter?	How was the weather?
8	Wann war das?	When was that?
9	Auf Wiedersehen	Goodbye

Places to visit

1	Es gab.....	There was...
2	einen Strand	a beach
3	einen Marktplatz	a marketplace
4	einen Hafen	a harbour
5	eine Arena	an arena
6	ein Einkaufszentrum	a shopping centre
7	ein Stadion	a stadium
8	einen Olympiapark	an Olympic park
9	Berge	mountains
10	einen Dom	a cathedral

Wo hast du gewohnt? Ich habe... gewohnt

in einem Hotel	in a hotel
in einem Ferienhaus	in a holiday house
in einem Wohnwagen	in a caravan
in einer Jugendherberge	in a youth hostel
auf einem Campingplatz	on a campsite

How and with whom

1	Ich bin ... gefahren	I travelled...	9	an den Strand	to the beach
2	mit dem Auto	by car	10	in die Stadt	into town
3	mit dem Schiff	by boat	11	windsurfen	windsurfing
4	mit dem Flugzeug	by plane	12	schwimmen	swimming
5	Ich bin geflogen	I flew	13	Ski	skiing
6	mit meiner Familie	with my family	14	Es war...	It was...
7	mit Freunden	with friends	15	In den Ferien	In the holidays
8	Ich bin gegangen...	I went...	16	letzten Sommer/Winter	last summer/winter

Ferien | Year 8 | Term 1

German

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	gespeilt
To see	seen	sehen	gesehen

Haben	To have
ich habe	I have
du hast	You have
er/sie/es hat	He/she/it has
wir haben	We have
ihr habt	You (plural) have
Sie haben	You (polite) have
sie haben	They have

Sein	To be
ich bin	I am
du bist	You are
er/sie/es ist	He/she/it is
wir sind	We are
ihr seid	You (plural) are
Sie sind	You (polite) are
sie sind	They are

1) Correct form of haben or sein:

Ich habe/bin…

2) Information to go with the verbs:

I have stayed **in a hotel**
I have travelled **to Germany**

Ich habe **in einem Hotel…..**
Ich bin **nach Deutschland…..**

3) The past participle (ge- word) **always at the end!!!**

I have **stayed** in a hotel = I have in a hotel **stayed**

Ich habe in einem hotel **gewohnt**
Ich bin nach Deutschland **gefahren**

Useful past participles	
gegangen – went (by foot)	geschlafen – selpt
gefahren – went (with transport)	besucht – visited
geflogen - flew	gespielt – played
gegessen – eaten	geschwommen – swam
getrunken – drank	reserviert – reserved/booked
geblieben - stayed	verbracht – spent (time)
gesehen - seen	gemacht – made/done

| Year 8 | Term 1 |Does religion cause war?

REP

KEY VOCABULARY

1	Peace	A period of time where there is no war or conflict.
2	Civilians	People who are not members of the military.
3	Last resort	The final option when you have tried everything to avoid war.
4	Proportional	The idea that you only do what is needed and retaliate within reason.
5	Conscientious Objector	People who refuse to take part in fighting due to being morally opposed to war.
6	Cowardice	The act of being seen as a coward. In some times and places those who refused to fight were killed for cowardice.
7	Red poppy	The symbol of remembrance for those who died in war.
8	White poppy	A symbol of peace. The white poppy represents those on all sides who have died, been injured or still suffer in conflicts across the world. Each year more and more people wear white poppies.

SOME RELIGIOUS REPSONSES

1	Buddhist peace fellowship	Established in 1978, it works by applying Buddhist principles to issues in the world, and Buddhist teachings to resolve them. It **speaks publicly to raise awareness of issues**, tries to **strengthen leadership** in the areas where there are issues, and **act with other groups to make change happen**. This supports victims of war, by **helping bring peace** back to an area. They also do **relief work** for victims of war.
2	Khalsa aid	Established in 1999 as an international organisation. Its work is based on the Sikh principles of selfless service (Sewa) and universal love. It has provided **relief assistance** to victims of war, funded through donations from Sikhs all over the world, as well as other disaster and relief work.
3	Christian peacemaker team	Established in 1984 by three historic pacifist Churches (Mennonite, Church of the Brethren and Quaker). It now has members from a broader range of Christian denominations. They **send small teams to make peace** in conflict zones **(third-party non-violent intervention)** trying to end the conflict through peaceful means and **bringing aid** and **support to the victims** of war.

JUST WAR CRITERIA

	Jus ad bellum (when should you go to war)	**Jus in bello** (how should you fight a war)
1	Last resort	Discrimination
2	Right intention	Minimum force
3	Just cause	Proportionality
4	Right authority	
5	Comparative justice	
6	Probability of success	

| Year 8 | Term 1 | What techniques can artists use?

ART

KEY ARTISTS

1	M.C. Escher	1898-1972. Dutch Graphic artist. Known for his black and white artworks which explore optical illusions.
2	Marion Bolognesi	American illustrator known for her work using inks and watercolours.
3	Mark Powell	British artist born in 1980. Known for his highly detailed portrait drawing using biro pen on unusual surfaces.
4	Vincent Van Gogh	1853-1890 Considered one of the most influential artists in Western Art. Part of the post Impressionist art movement. Well known for his expressive use of colour and mark making.
5	Giuseppe Arcimboldo	1526-1593 Italian Renaissance painter best known for creating imaginative portrait heads made entirely of objects such as fruits, vegetables, flowers, fish and books.
6	Ben Kowk	Born in Taiwan Contemporary artist known drawing ornately decorated animals with intricate patterns.

MATERIALS AND TECHNIQUES

1	Shading	Creating light to dark tone with your pencil. Tone is built up gradually in layers.
2	Watercolour wash	Watercolour paints are used with water. Paint is applied in thin layers to build up colour.
3	Cross hatching	Small marks are made using pen. Layers are built up to create darker tones.
4	Blending	Layering oil pastels together to create a range of colours. Oil pastels can be blended smoothly or using different marks.
5	Directional shading	Applying pencil or colouring pencils around a shape to create a sense of form.
6	Zentangles	Adding intricate patterns and doodles to make an artwork.

SENTENCE STARTERS

1	My first impressions of this piece are…
2	This piece of work is about…
3	In this piece I can see….
4	I think the artist was inspired by…
5	This piece reminds me of….
6	The part I find most interesting is…
7	The colours the artist has used are…
8	This piece of work makes me feel… because…
9	The areas I like/don't like about this piece are…

| Year 8 | Term 1 |What is a macronutrient?

FOOD TECHNOLOGY

Macronutrients are needed in **large amounts** to help the body function properly

	MACRONUTRIENT	FUNCTION	SOURCES
1	Protein	Growth and repair & energy	Meat, fish and beans.
2	Carbohydrate	Energy source	Bread, pasta and rice
3	Fat	Protection of organs warmth. Concentrated source of energy.	Cheese, meat and butter.

	ANIMAL SOURCES OF PROTEIN	PLANT SOURCES OF PROTEIN
1	Fish Meat Eggs	Nuts Quorn Seeds Lentils
2	High biological value – they contain all the essential amino acids	Low biological value - they are missing some of the essential amino acids

	SATURATED FAT	UNSATURATED FAT
1	Linked to health conditions including heart disease and high blood pressure.	Considered to be better for your health.
2	Meat Processed foods Lard Butter	Avocado Nuts Seeds Olive oil

TYPES OF CARBOHYDRATES	FUNCTION	SOURCES
Carbohydrates can be split into 3 different types:		
Starch	Provides slow release energy.	Bread Pasta Rice
Non Starch Polysaccharide (NSP)	Allows waste to be removed from the digestive system.	Wholegrain foods such as brown bread and brown pasta.
Sugars	Provides quick release energy. Can then result in an energy 'dip' once this has worn off.	Sweets and cakes.

| Year 8 | Term 1 | What are hardwoods and softwoods?

TECHNOLOGY

KEY WORDS

1	Renewable	Something that wont run out.
2	Hardwood	A type of wood which comes om a tree which grows much slower than other types.
3	Softwood	A type of wood that comes from a tree which grows at a faster rate.
4	Plywood	This is an example of a manufactured board which is made from layers of wood.
5	Rendering	When you add colour to a drawing to make it look like a certain material it is called rendering.

SOFTWOODS

1	Pine	Used in household furniture.
2	Cedar	Used in outdoor furniture.

HARDWOODS

1	Beech	Hardwearing and strong. Used to make household items.
2	Oak	Tough and durable. Used to make garden furniture.
3	Teak	Strong and durable. Resistant to moisture. Used to make boats.
4	Mahogany	Hardwearing. Used to make furniture and pianos.

TYPES OF WOOD

SOFTWOODS	HARDWOODS	MANUFACTURED BOARDS
Coniferous trees – trees stay green all year round.	**Deciduous** trees – trees will loose their leaves in winter.	Made using machinery.
Trees grow at a faster rate.	Hardwood trees tend to be slower growing.	
Tend to have needles rather than leaves.		

MANUFACTURED BOARDS

1	MDF	Medium Density Fibreboard. Made from pulping fibres and then gluing them together to make a board.
2	Plywood	Made by gluing together thin layers of wood called veneers. Each layer has the grain going at 90 degrees towards the other.

| Year 8 | Term 1 |What is Commedia Del'Arte and how has it influenced comedy? DRAMA

ELEMENTS OF COMMEDIA

1	Stock Characters	Recognisable character types with exaggerated traits (e.g., the foolish old man, the clever servant).
2	Masks	Physical masks worn by most characters to exaggerate expression and define role.
3	Exaggerated Movement	Over-the-top physical actions used to express emotions, status, and character type
4	Lazzi	Comic routines or gags performed by characters, often improvised or rehearsed bits of physical comedy.
5	Improvisation	The spontaneous creation of dialogue and action within a set scenario.

PERFORMANCE SKILLS

1	Physicality / Body Language	Using the body to show character, emotion, and relationships.
2	Gesture	Intentional movements of the hands or body to support meaning or emotion.
3	Vocal Expression	Using the voice to express mood, status, and personality.
4	Characterisation	Creating a believable and consistent personality using movement, voice, and behaviour.

STRANDS OF DRAMA LESSONS

1	**Performing:** Presenting your drama to an audience.
2	**Devising:** Creating your own performance.
3	**Appreciation:** Understanding and commenting on your own performance and the performances of others.

REHEARSAL STRATEGIES

1	Systematic repetition.
2	Rehearsal discipline.
3	Planning of rehearsal.
4	Respond to feedback.
5	Character Research

KEY STOCK CHARACTERS

1	Zanni	High energy, talks directly to the audience, boisterous, confident, loud	
2	Brighella	Master, grumpy old man. Is very cruel to the people he works with. Very ambitious and wants to be seen as the best.	
3	Columbina	Flirtatious, servant – is efficient at her job. Contrasts Zanni's character,	
4	Pantelone	Tight fisted, sleazy old man, very rich and greedy. Likes to punish his servants.	
5	Il Capitano	Over-confident, likes to think of himself as a hero – Cowardly at heart.	
6	Il Doctore	The Doctor, very pompous, arrogant and stupid. Talks a lot!.	

| Year 8 | Term 1 | How can I show a theme and character through Dance? DANCE

NUTCRACKER CHARACTERS

1	Clara	Brave, kind-hearted, and determined, as she fights to find happiness and love
2	Marshmallow girls	Heroic and protective, showing loyalty and care toward Clara.
3	Gobstoppers	Funny, menacing, and cold, acting as the villains in the sweet world.
4	Nutcracker Prince	Heroic and protective, showing loyalty and care toward Clara.

NUTCRACKER DYNAMICS

1	Clara	She is energetic and expressive, especially when trying to escape the orphanage.
2	Marshmallow girls	Their dynamics are light, bouncy, and soft, like floating marshmallows.
3	Gobstoppers	Sharp, strong, and fast pace movements that are cheeky but precise.
4	Nutcracker Prince	His movements are bold and dramatic, especially during the fight scenes.

CHOREOGRAPHIC DEVISES

1	Repetition	Performing the same action or phrase again.
2	Contrast	Movements or shapes that have nothing in common.
3	Canon	When the same movements overlap in time.
4	Contact	Sharing and distributing another dancer's weight.
5	Mirroring	When you perform the movement facing each other and create a mirror image of each other.
6	Retrograde	Perform the movements in reverse order.
7	Question and answer	One dancer performs an action, another dancer performs a different action in response, as though you were having a conversation.

MOVEMENT COMPONENTS

1	Actions	The physical movements that a dancer does. Spin, Jump, Travel.
2	Space	The 'where' of movement. Levels, Pathways, directions and formations.
3	Dynamics and flow	The qualities of movement based upon variations in speed, strength and flow. Fast/Slow Heavy/Light, Smooth/Abrupt.
4	Relationships	The way the dancers interact. Mirroring, Canon, Lead and follow.

REHEARSAL STRATEGIES

1	Systematic Repetition	Intentional and structured repetition of the dance.
2	Rehearsal discipline	Consistent professionalism.
3	Planning rehearsals	Having a set plan to follow.
4	Responding to feedback	Working on the advice to improve.
5	Mental rehearsal	Running through the routine in your head.

| Year 8 | Term 1 | How can I prepare and perform a solo piece with confidence and musical expression? MUSIC

KEY FEATURES OF WINGS – BIRDY

1	Genre	Indie pop/ piano ballad.
2	Tonality	G major.
3	Instrumentation	Voice, piano, electric guitar, bass guitar, keyboards/synthesizer, string section (violin, viola, cello, bass), drum kit.
4	Mood	Reflective, emotional, nostalgic.
5	Structure	Verse/chorus structure.
6	Texture	Mostly homophonic (melody and accompaniment).

MUSICAL FEATURES

1	Pitch	Make sure notes are accurate, especially in the melody. Use both hands if possible.
2	Rhythm	Count carefully – the piece has syncopation and ties that may feel off-beat.
3	Dynamics	Use soft (piano) playing for verses and build louder into the chorus.
4	Tempo	Keep a steady speed, unless adding rubato for expression.
5	Articulation	Play smoothly (legato) to match the emotional tone of the song.
6	Expression	Think about the song's emotional lyrics while performing – play with feeling.

STRUCTURE AND FORM

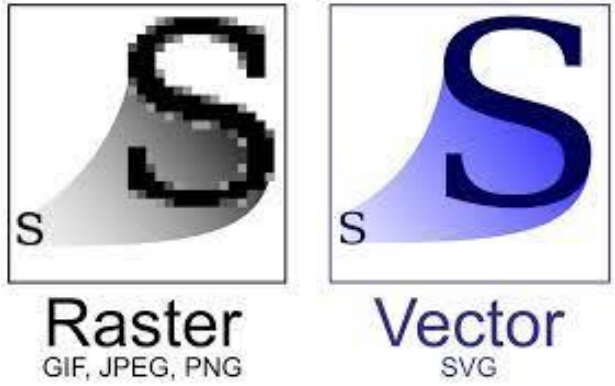
1	Rehearsal	Break the song down into small sections.
2	Practice	If using the keyboard, practice learning each hand separately.
3	Timing	Use a metronome to keep in time.
4	Muscle memory	Try to perform without looking at your hands too much – you want to build muscle memory.

ASSESSMENT CRITERIA

1	1 – 2	Limited fluency and control; some hesitations or errors.
2	3 – 4	Mostly accurate with some fluency; developing expression.
3	5 – 6	Confident and fluent performance with strong accuracy and expressive control.

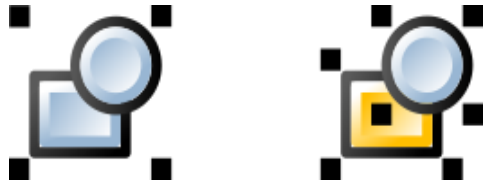
Vector Graphics Key Words

1	Vector	Vector graphics are computer images they can often be presented as a logo or clipart image.
2	Raster	Also known as bitmap they are photographic images that contain pixels.
3	Shape	A two- or three-dimensional object that stands out from the space next to it because of a defined or implied boundary.
4	Rotate	To move or cause to move in a circle round an axis or centre.
5	Z-Index	The stack order of an element. An element with greater stack order is always in front of an element with a lower stack order.
6	Co-ordinates	Two letters (x, y) that locate a specific point on a grid, known as a coordinate plane.
7	Intersection	Graphic used to represent the connection and overlap between art and design.
8	Path	A path is a line that appears when you 'draw'. It's made up of a series of points which are known as anchor points.
9	Scalability	The capacity to be changed in size or scale.
10	Align	To place or arrange (things) in a straight line.



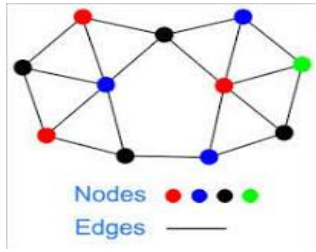
Vector graphics are usually clipart cartoon style graphics. Logos are often vector as it does not matter how much you scale up an image it does not lose it's quality.

Raster graphics (often known as bit map images) are often images take as a photographic image.

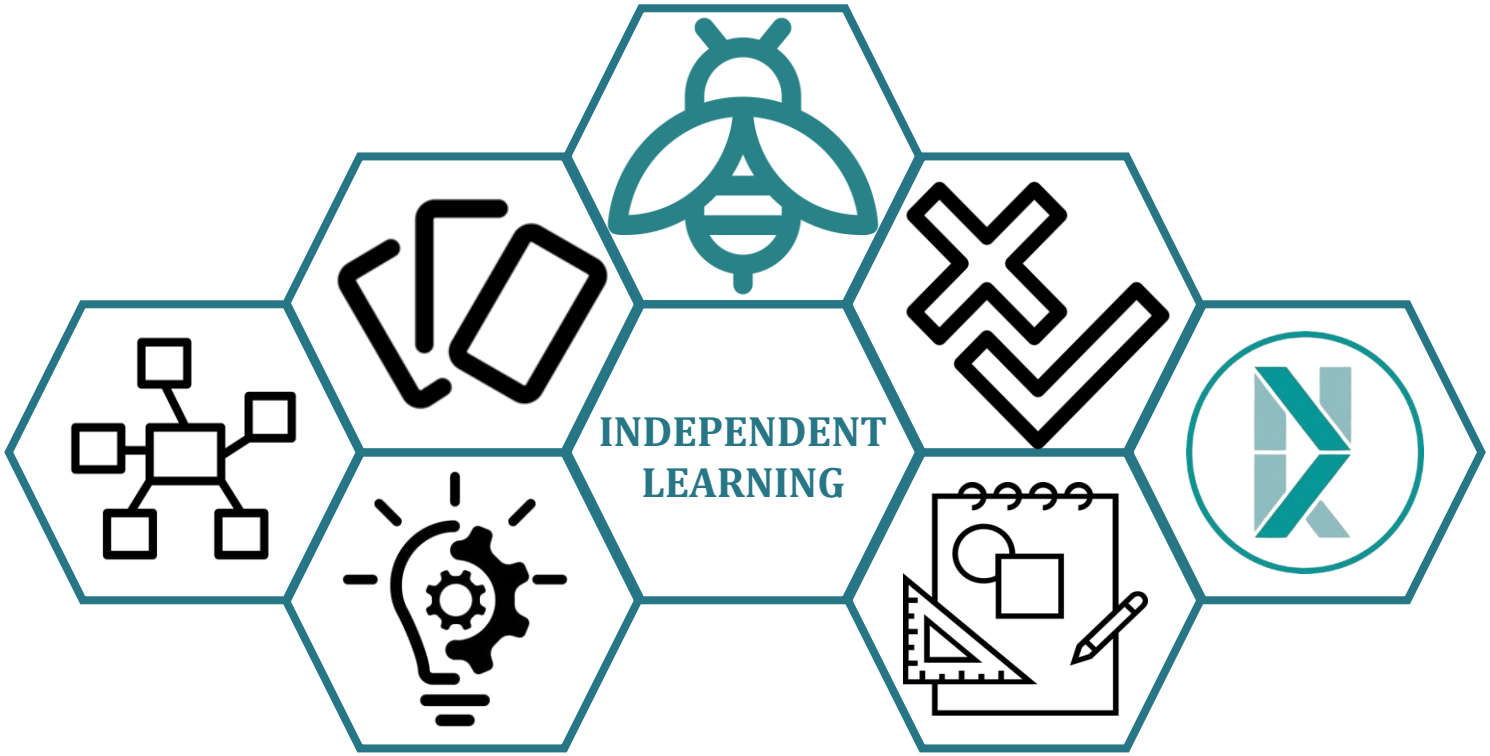


Grouping is the process of placing objects together to make one item. Grouping can allow the user to take several objects and turn them into one item this can mean if the item needs moving the objects will move together.

Nodes A vector path has nodes at the start, end, and at changes of direction. Nodes can be moved or removed. They can also be added at any point along a line.



FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



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

SKETCH NOTES

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 a 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.

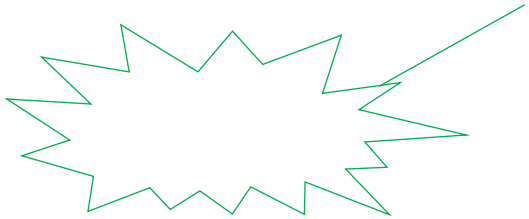
TOP TIPS

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!

MIND MAP

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.

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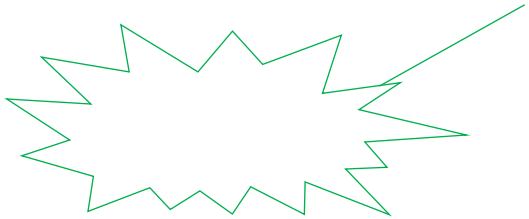

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FLASH CARDS

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)

TOP TIPS

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.

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WRITE LIKE AN EXPERT

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.

TOP TIPS

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).

WRITE LIKE AN EXPERT

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.

TOP TIPS

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).

LOW STAKES QUIZZING

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!

TOP TIPS

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.