KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK

YEAR 8 – TERM 2

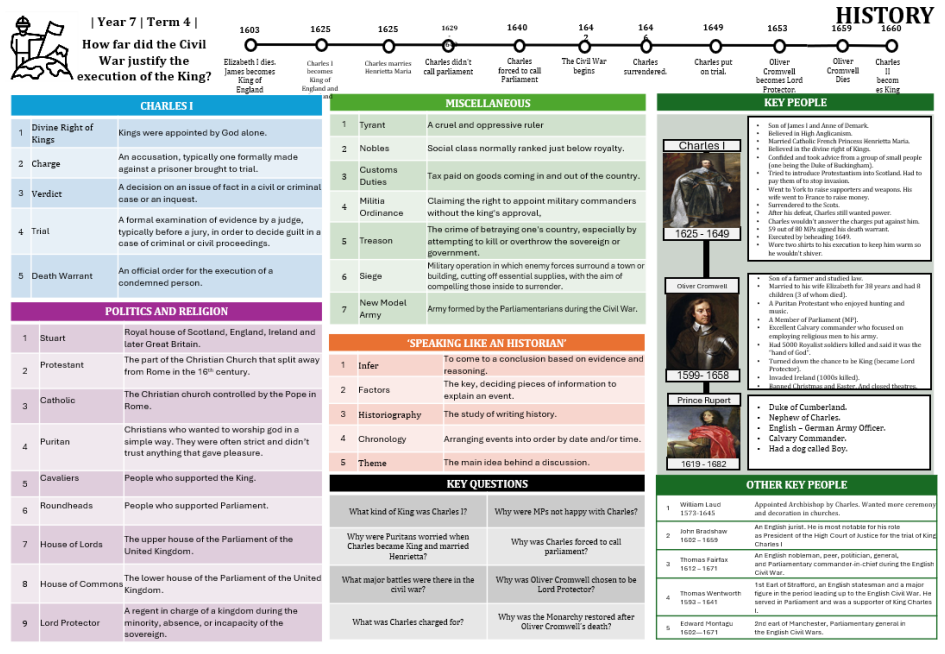
How do Knowledge Organisers support learning?

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

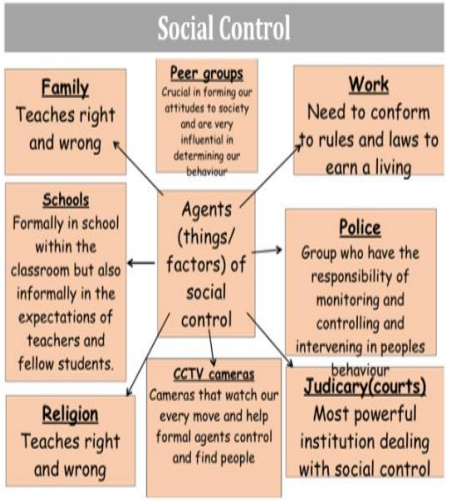
1	William Laud 1573-1645	Appointed Archbishop by Charles. Wanted more ceremony and decoration in churches.
2	John Bradshaw 1602 – 1659	An English jurist. He is most notable for his role as President of the High Court of Justice for the trial of King Charles I
3	Thomas Fairfax 1612 – 1671	An English nobleman, 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: $8x^2 - 3x + 7$

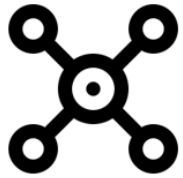
English verb (infinitive)	English past participle	German verb (infinitive)	German past participle
To stay	stayed	wohnen	gewohnt
To make/do	Made/done	machen	gemacht
To eat	eaten	essen	gegessen
To sleep	slept	schlafen	geschlafen
To play	played	spielen	gespeilt
To see	seen	sehen	gesehen

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 2 and 3 | How have Romantic and Gothic influences shaped literary writing? English

WHAT IS THE GOTHIC?

1	**Gothic writers**	• Mary Shelley wrote 'Frankenstein; when she was 18 years old. • Bram Stoker's 'Dracula' has had a huge influence on modern films. • Edgar Allan Poe was a writer of many gothic short stories. • Charles Dickens was also a writer of 'Great Expectations'. • Susan Hill's 'The Woman In Black' adheres to the gothic conventions. • Emily Bronte creates fear in 'Wuthering Heights'.
2	**Gothic conventions**	• The first Gothic novels appeared in the late 18th Century. • Gothic fiction was a branch of the larger Romantic movement that tried to create strong emotions in the reader. • Horace Walpole's *The Castle of Otranto* is usually regarded as the first 'Gothic' novel. • Gothic' can refer to the type of architecture that was prominent or popular in what is now Germany during the medieval period. • Writers use setting and speech to build suspense . • Common subject matter includes the supernatural, family curses, mystery, madness and death . • Pathetic fallacy is where the weather creates a mood.
3	**Gothic values**	• Gothic writers are preoccupied with the supernatural, because they believe that not everything has a scientific explanation. • They believed that nature is 'sublime': it has the power to simultaneously inspire awe and terror in people. • They challenged society's expectations about propriety and emotion. To show wild emotion was seen as impolite, but not to the Gothic writers, who often depicted passion and rage. • They explored the role of the female characters: often in gothic texts, there are powerful female roles, which contrasted contemporary society. • They were very interested in the psychological exploration of characters, particularly in relation to the theme of madness.

	VOCAB	DEFINITION	EXAMPLE
1	Misanthropic	Having or showing a dislike of other people; unsociable.	Heathcliff is a misanthropic character.
2	Retribution	A punishment inflicted on someone as vengeance for a wrong or criminal act.	He wanted retribution
3	Tyrannical	Exercising power in a cruel or arbitrary way.	She was a tyrannical leader.
4	Recluse	A person who lives a solitary life and tends to avoid other people.	She is a recluse and keeps away from everyone.

CONTEXT – GOTHIC LITERATURE

- **The term 'gothic' comes from the Germanic tribe 'the Goths,' who played a part in the fall of the Roman Empire**. The Goths are sometimes called barbarians. They destroyed a lot of Roman architecture and replaced it with buildings in the gothic style.
- Medieval Europe is sometimes referred to as the **'Dark Ages'**. **Some believe that people lived in fear due to superstition and ignorance** and that not much learning took place in this time. Castles with gargoyles were built to ward off evil spirits, this architecture is known as 'Gothic' e.g. Notre Dame.
- Figures from the **Age of Enlightenment or 'the Age of Reason' (an intellectual & philosophical movement in the 17th & 18th centuries),** believed that scientific progress was the only way to advance society, and great discoveries were made in this time. They tried to rid Europe of superstition and ignorance through promoting reason and logic.
- **A group of poet, artists and thinkers called the Romantics** challenged this because **they believed that not everything can be explained by science, and too much reason rids the world of beauty and mystery.**
- **The Gothic genre first emerged from the Romantic movement**. It used art and ideas from the Dark Ages, wild emotion and nature to contrast with modern ideas about science and logic.
- **Gothic writing transformed** into the format of the extremely popular **Victorian ghost story.**
- Today, we use the term 'gothic' widely to describe art, style, clothing (i.e. Alexander McQueen couture) music and film (i.e. Tim Burton films). The style and genre is very much still alive.

	TYPICAL GOTHIC GENRE FEATURES	TYPICAL GOTHIC SETTINGS
1	Death and darkness	Wild landscapes
2	Supernatural elements	Medieval style castles, churches or abbeys
3	Curses or prophecies	Gloomy, decayed and ruined environments
4	Madness /paranoia or intense emotion	Volatile and threatening weather
5	Mystery, terror and suspense	Remote, uninhabited places

	TYPICAL GOTHIC CHARACTERS
1	Mysterious characters with high social status
2	Female or feminine characters that are threatened by powerful men
3	Threatening women who are monsters
4	Powerful, tyrannical male figure
5	Villains, vampires, ghosts, werewolves and giants

Year 8 | Term 2 | Equations, Sequences and Ratio

MATHS

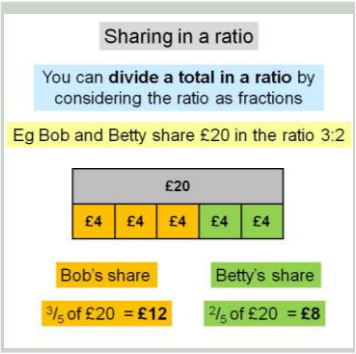
CALCULATION RULES

1	Solving equations	Solving equations focuses on finding a numerical answer for the variable in an equation.
2	Expanding brackets	Everything on the inside is multiplied by the outside.
3	-1, 2, 5, 8	Find the next term by working out the common difference e.g. +3 therefore the next term is 11.
4	3,7, 11, 15	The nth term, find the common difference = 4 (times table). 4n -1
5	1,1,2,3,	To get the next term in this Fibonacci sequence add together the previous two numbers. 2+3 = 5.
6	3n+ 1	The 10th term would be 3 x 10 =30 then add 1 so 31.
7	Ratio	Ratio is written in the form 2:3 or 3:5:7.
8	Simplest form	Ratios in their simplest form – smallest possible numbers when all parts divided by the same number.
9	Sharing into a ratio	Use the ratio to identify how many parts equate to which total and use division to calculate singular and whole parts of ratios.

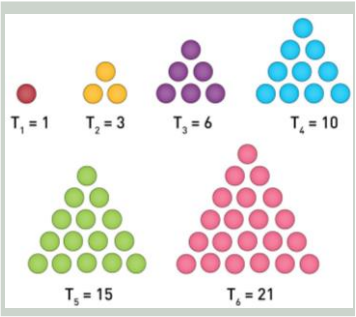
KEY FORMULAE OR CONVERSIONS

1	Solving Equations	When solving for any equation, work backwards and do the inverse for each operation.
2	4n-1	4 times table then subtract 1.
3	Scales	Sale factors are used to convert from drawings to real life. Scales can be written as ratios and scale factors are multipliers.

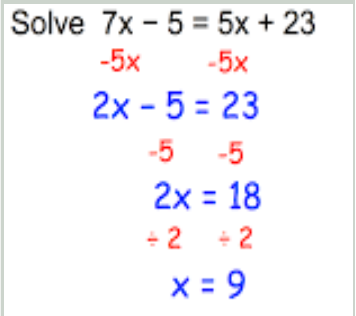
SHARING INTO A RATIO



DIAGRAMS OF SEQUENCES



SOLVING AN EQUATION WITH UNKNOWNS ON BOTH SIDES



VOCABULARY

1	Ratio	A way to compare 2 or more quantities.
2	Multipliers	Multiplier is a factor that amplifies or increases the base value of something else.
3	Equation	a statement that the values of two mathematical expressions are equal (indicated by the sign =).
4	Solve	To calculate a numerical answer for variables in equations.
5	Term-to-Term	Identifying how a sequence changes based off the difference between the terms.
6	Position-to-Term	Using substitution to identify the difference between terms in a sequence.
7	Linear	A sequence that increases or decreases by the same amount between terms.
8	1:n	Writing in the form 1:n means n could be any value (including decimals) as an expression of 1 part of the ratio.
9	Scale	A ratio that links real life distances and amounts to ones of a smaller size.
10	Diagrammatical sequences	A sequence that uses shapes/diagrams.

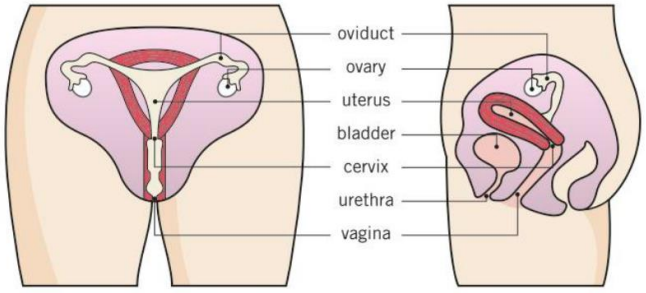
STEP BY STEP

1	John and Sarah share some sweets in the ratio 3:7. Sarah gets 16 more sweets. How many sweets are there all together?	7-3 = 4 Sarah has 4 **MORE** parts 16 ÷ 4 = 4 (1 part = 4 sweets) 7 x 4 = 28 (Sarah's share) 3 x 4 = 12 (John's share) 28 + 12 = 40

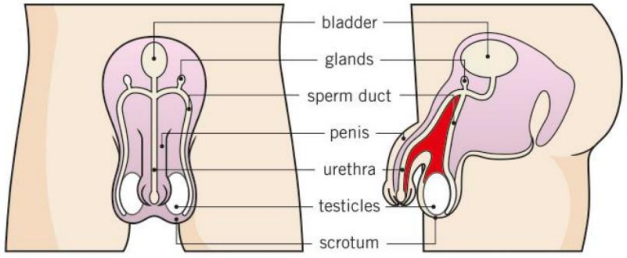
| Year 8 | Term 2 | How does life go on?

SCIENCE

REPRODUCTIVE SYSTEMS



▲ The female reproductive system.

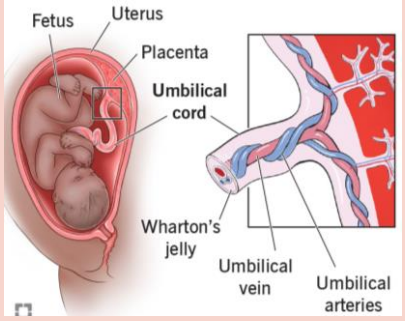


▲ The male reproductive system.

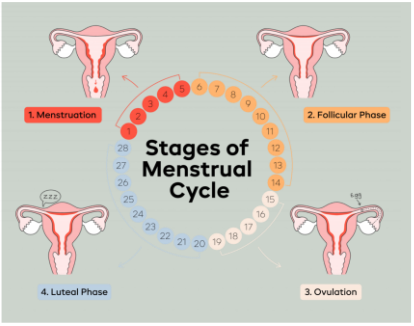
THE PLACENTA AND THE UMBILICAL CORD

Placenta
Organ that provides the foetus with oxygen and nutrients and removes waste substances.
It also acts as a barrier, stopping infections and harmful substances.

Umbilical cord
Connects the foetus to The placenta.

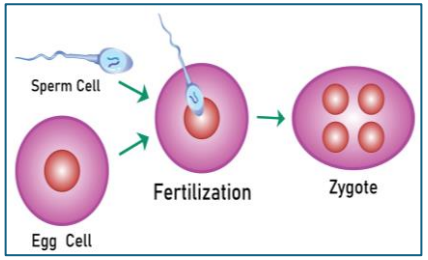


THE MENSTRUAL CYCLE



GAMETES, FERTILISATION AND ZYGOTE

1	Gamete	The male gamete (sex cell) in animals is a sperm, the female gamete is an egg.
2	Sperm cell	Male sex cell containing male genetic material.
3	Egg cell	The female sex cell
4	Fertilisation	Joining of a nucleus from a male and female sex cell.



KEY VOCABULARY

1	Adaptation	A characteristic that helps an organism survive in its environment.
2	Adolescence	The period of time when a child changes into an adult.
3	Amniotic liquid	The liquid that surrounds and protects the foetus.
4	Cilia	Tiny hairs on the surface of cells.
7	Embryo	A ball of cells that forms when the fertilised egg divides.
8	Environmental variation	Variation (differences) between organisms caused by environmental factors.
9	Foetus	The developing baby during pregnancy (from eight weeks after fertilisation).
10	Gestation	Process where the baby develops during pregnancy.
11	Implantation	The process where an embryo attaches to the lining of the uterus.
12	Inherited variation	Variation caused by genetic factors.
13	Ovulation	Release of an egg during the menstrual cycle.
14	Puberty	The physical changes that take place during adolescence.
15	Semen	Fluid containing sperm.
16	Sex hormones	Hormones that are involved in the reproductive system, including testosterone in males and oestrogen in females.
17	Species	A group of living things that can mate and produce fertile offspring.

| Year 8 | Term 2 | What issues are there with urban area?

GEOGRAPHY

KEY TERMS

1	Urbanisation	More people living in towns and cities.
2	Migration	People moving from one place to another.
3	Megacity	A city with over 10 million people.
4	Slum	An overcrowded, poor area with basic or unsafe housing.
5	Infrastructure	Services like roads, water, electricity, and transport.

SOCIAL ISSUES AND OPPORTUNITIES

1	Housing Problems	Not enough affordable homes, leading to slums.
2	Healthcare	Cities often have more hospitals, but they can be overcrowded.
3	Education	More schools and colleges, but not always enough places for everyone.
4	Crime	More crime in some city areas, but community projects can help.
5	Inequality	Big differences between rich and poor people in the same city.

ECONOMIC ISSUES AND OPPORTUNITIES

1	Jobs	Cities have more jobs in shops, offices, and factories.
2	Informal Jobs	Street selling or casual work without regular pay or protection.
3	Business Growth	Cities attract new businesses and investment.
4	Transport	Traffic jams cause delays, but good transport links help trade and travel.
5	Waste	Rubbish can pile up, but recycling creates new jobs.

ENVIRONMENTAL ISSUES AND OPPORTUNITIES

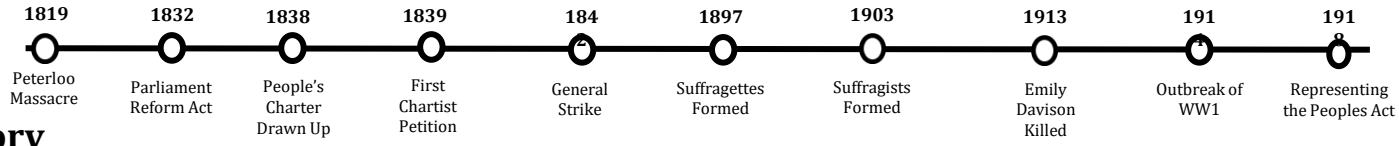
1	Air Pollution	Smoke from cars and factories can make air dirty.
2	Water Pollution	Rivers can get polluted by waste, but cleaning projects improve them.
3	Noise	Traffic and construction make cities noisy.
4	Urban Sprawl	Cities spread into the countryside, using farmland.
5	Green Spaces	Parks and trees improve air quality and give people space to relax.

MANAGING URBAN AREAS

1	Planning	Making sure new housing, transport, and services are built properly.
2	Public Transport	Buses, trains, and subways reduce congestion and pollution.
3	Recycling	Collecting and reusing waste to protect the environment.
4	Housing Projects	Improving slums or building affordable homes.
5	Sustainable City	A city planned to meet people's needs without harming the future.

Was protest the most significant factor in the achievement of universal suffrage?

| Year 8 | Term 2 | History



Society

1	Electorate	The population of a country who are allowed to vote.
2	Parliament	The highest governing body in the U.K.
3	Electoral System	The process used to hold elections.
4	Constituency	A group of voters, within a specified area, who elect a representative.
5	Rotten Borough	A constituency with very few voters but who still got an M.P. (often corrupt)
6	Ballot	A form of election that gives a voter privacy and protects them from pressure.
7	Campaign	An organised plan to achieve a goal i.e. to get elected.
8	Democracy	A form of government through election and popular participation.
9	Universal Suffrage	The right of all adults to be able to vote.
10	Chartism	A movement in the 19th Century to reform the government and electoral system in the U.K.
11	Equality	The right of people to be viewed and treated in the same way under the law.
12	Class	A way of ordering society into sets of people based largely on wealth and perceived value.
13	Working Class	People employed in low skilled, physical work.
14	Middle Class	People seen as professional, with well regarded jobs i.e. doctors and lawyers.
15	Upper Class	The group of people at the top of society, usually in control of the classes below.

'Speak like an Historian'

1	Infer	To come to a conclusion based on evidence and reasoning.
2	Historiography	The study of writing history.
3	Chronology	Arranging events into order by date and/or time.

Protest

1	Protest	To object to something, either by word or action.
2	Reform	To make changes.
3	Suffragette	A member of the more militant group of women campaigning for the vote
4	Suffragist	A member of the non militant group of women campaigning for the vote
5	Civil Disobedience	The refusal to comply with laws as a form of political protest
6	Militancy	The use of violent methods for a political cause
7	Abolition	To remove a system or institution.
8	Petition	A written request or demand.

Miscellaneous

1	Persecution	To be treated badly due to race, gender, beliefs or political views.
2	Trade Union	A group of workers, organised to promote their own interests and protect each other.
3	Massacre	Brutally killing many people.
4	Deference	To be polite, respectful and obedient.
5	Sedition	Speech or actions intended to persuade people to rebel against authority.

Key Questions

Who could vote at the start of the 19th century?	How did living standards influence people's desire for the vote?
Who were the Chartists and what were their aims?	What happened at Peterloo and why was the Peterloo massacre significant?
Why did women want the vote?	What were the arguments for and against giving women the vote?
What was the difference between the Suffragettes and the Suffragists?	Why did some women achieve the vote in 1918?

Key People

Emmeline Pankhurst

1858-1928

- Founded the Suffragette movement because she was frustrated by the lack of progress being made by the Suffragists.
- Had been a local administrator for the poor law.
- Supported the use of violence and vandalism to encourage political change.
- A statue of her stands in the gardens of the Houses of Parliament.

Millicent Fawcett

1847-1929

- Led the Suffragists.
- Believed in bringing change by using non-violent means.
- Tried to get more women to go to university.
- Was made a Dame in 1925
- Hers was the first statue of a woman in Parliament Square.

Emily Davison

1872-1913

- A prominent Suffragette.
- Arrested 9 times.
- Went on hunger strike 7 times.
- Force fed 49 times.
- She was trampled to death when she ran onto the track at the 1913 derby. She may have been trying to pin a Suffragette banner to the King's horse.

Other key people:

- Christabel Pankhurst – Daughter of Emmeline Pankhurst, she went into exile in France, as a result of her activities as a suffragette, before moving to America and becoming an evangelist.
- Sylvia Pankhurst – Daughter of Emmeline Pankhurst, a suffragette, socialist and communist. She was arrested 15 times.
- Mary Wollstonecraft – A political writer and philosopher who wrote the first published books calling for women's equality in the late 18th century.
- William Lovett and Henry Hetherington – writers, radicals and activists who were founders of Chartism in London.
- Henry Hunt – A radical and Chartist who organised the demonstration that ended in the Peterloo Massacre.

| Year 8 | Term 2|

Bist du ein Medienfan

German

Types of Film

1	Der Aktionfilm	Action film
2	Der Fantasiefilm	Fantasy
3	Der Drama	drama
4	Der Science-Fiction-Film	Science fiction
5	Der Horrorfilm	Horror film
6	Der Zeichentrickfilm	Cartoon/animated film
7	Die Komödie	Comedy
8	Die Liebeskomödie	Romantic comedy

Adjectives

1	interessant	interesting
2	lustig	funny
3	spannend	exciting
4	unterhaltsam	entertaining
5	blöd	stupid
6	romantisch	romantic
7	gruselig	gruesome
8	kindisch	childish
9	langweilig	boring
10	schrecklich	terrible

On TV

1	Die Dokumentation(en)	documentary
2	Die Gameshow(s)	gameshow
3	Das Musikvideo(s)	Music video
4	Die Nachrichten	news
5	Die Realityshow(s)	Reality show
6	Die Seifenoper(n)	Soap opera
7	Die Sitcom(s)	Sitcom
8	Die Serie(n)	series
9	Die Sportsendung (en)	Sports programme

How often?

1	Eine Stunde pro Tag	An hour a day
2	Zwei bis drei Stunden pro Tag	Two to three hours per day
3	Mehr als drei Stunden pro Tag	No more than three hours per day
4	Nur am Wochenende	Only at the weekend
5	Nach den Hausaufgaben	After homework

Opinion Phrases

1	Ich finde	I find
2	Ich mag	I like
3	Ich liebe	I love
4	Ich hasse	I hate
5	Ich meine	I mean
6	Ich glaube	I believe
7	Ich sehe gern	I like watching
8	Ich sehe nicht gern	I don't like watching
9	lieber	prefer
10	am liebsten	Most prefer

What are you reading?

1	Der Comic(s)	comic
2	Der Roman(e)	novel
3	Die Zeitshcrift(en)	magazine
4	Die Zeitung(en)	newspaper
5	Die Website(s)	website
6	Das Fantasybuch	Fantasy book
7	Das Sachbuch	Non-fiction book
8	Die Biografie	biography
9	Das Blog	blog
10	am liebsten	Most prefer

Bist du ein Medienfan

	Wollen	To want
1	Ich will	I want
2	Du willst	You want
3	er/sie/es will	He/she/it wants
4	wir wollen	We want
5	Ihr wollt	You (plural) want
6	Sie wollen	You (polite) want
7	sie wollen	They want

	Sollten	Should
1	Ich sollte	I should
2	Du solltest	You should
3	er/sie/es sollte	He/she/it should
4	wir sollten	We should
5	Ihr solltet	You (plural) should
6	Sie sollten	You (polite) should
7	sie sollten	They should

	Lesen (gelesen)	To read (read)
1	Ich lese	I read
2	du liest	You read
3	er/sie/es liest	He/she/it reads
4	wir lesen	We read
5	ihr lest	You (plural) read
6	Sie lesen	You (polite) read
7	sie lesen	They read

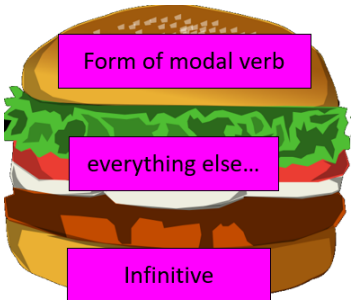
	Dürfen	To be allowed
1	Ich darf	I am allowed
2	Du darfst	You are allowed
3	er/sie/es darf	He/she/it is allowed
4	wir dürfen	We are allowed
5	Ihr dürft	You (plural) are allowed
6	Sie dürfen	You (polite) are allowed
7	sie dürfen	They are allowed

To use modal verbs, you need to remember the burger method:

e.g: Ich sollte nicht so viel fernsehen.

Modal Verbs and Stark Verbs

	Sehen (gesehen)	To watch (watched)
1	Ich sehe	I watch
2	Du siehst	You watch
3	er/sie/es sieht	He/she/it watches
4	wir sehen	We watch
5	Ihr seht	You (plural) watch
6	Sie sehen	You (polite) watch
7	sie sehen	They watch



| Year 8 | Term 2 |What is extremism?

REP

KEY VOCABULARY

1	Extremism	The holding of extreme political or religious views.
2	Terrorism	The unlawful use of violence and intimidation in the pursuit of political aims.
3	Far-right	The extreme right wing of a political party.
4	Prevent strategy	Launched in 2007, the strategy aims to stop people becoming terrorists or supporting terrorism both in the UK and overseas.
5	Reconciliation	The process of making two groups friendly again.
6	Fundamentalism	When people follow a strict set of beliefs or rules exactly how they are written.

HISTORICAL EXTREMIST ACTS

1	Salem Witch Hunt	A series of prosecutions and hangings of people accused of witchcraft. Massachusetts, 1692. 25 killed.
2	9/11	Four coordinated Islamist suicide terror attacks carried out by al-Qaeda against the USA, 2011. 2,996 killed,
3	Manchester Bombings	The IRA detonated a 1,500kg lorry bomb in the centre of Manchester. 0 killed, 100s injured.
4	Manchester Arena Bombing	Islamic terror suicide attack following a concert by Ariana Grande. May 2017. 22 killed, 1.017 injured.
5	7/7 Bombings	Four coordinated attacks on transport network in London 2007, carried out by Islamic terrorist group. 56 killed, 784 injured.

EXTENDED VOCABULARY

1	Militant groups	Groups who favour confrontational or violent methods in support of a political or social cause.
2	Radical	Someone who holds or follows strong convictions or extreme principles.
3	Grooming	When someone build a relationships, trust and emotional connection so they can manipulate, exploit or abuse them.
4	Ideology	A system of ideas and ideals, especially one which impacts on people.
5	Witch-hunt	A campaign directed against a person or group holding views considering different or a threat to society.

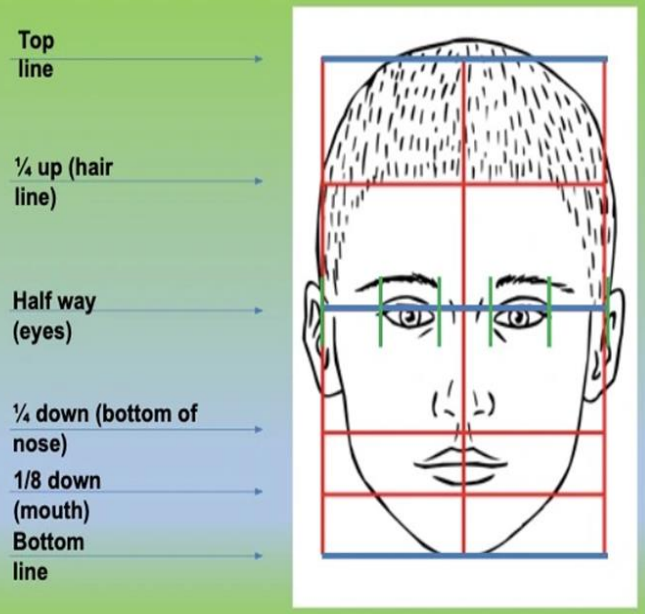
| Year 8 | Term 2 | What is portraiture and how have artists responded to this as a staring point?

ART

KEY VOCABULARY

1.	Portrait	An artistic representation of a face.
2.	Tone	Shading from light to dark.
3.	Proportion	The size and relationship between different parts, for example the height and width.
4.	Facial features	The features of the face; eyes, nose, mouth.
5.	Shadow	The darker areas within a piece of art or object.
6.	Reflection	The bright or reflective aeras on an object or piece of art.

What **rules** could we use to help us with the **proportions** of a face?



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….

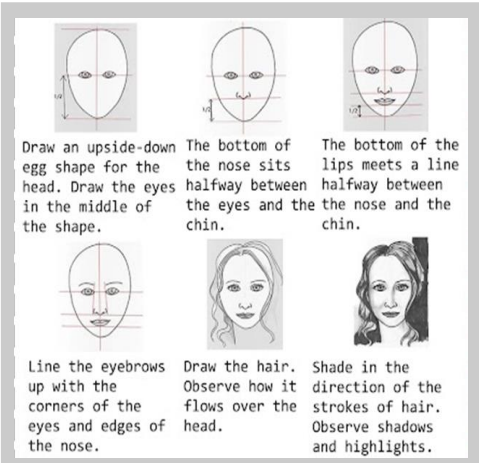
Andy Butler

Bruno del Zou

Andy Butler and Bruno Del Zou are two artists who explore portraiture but not in a traditional way.

They experiment with distorting their portraits to show multiple viewpoints. How could you use these techniques in your own work?

DRAWING A FACE



| Year 8 | Term 2 |What is a micronutrient?

FOOD TECHNOLOGY

Micronutrients are needed in **small amounts** to help the body function properly

MICRONUTRIENT	FUNCTION	SOURCES
Iron	Iron Function: Helps to make a substance called haemoglobin which gives blood its red colour and helps to transport oxygen around the body.	Red meat, fish, eggs
Calcium	Need to keep bones and teeth strong. If children do not have enough calcium they develop rickets.	Dairy foods such as milk, cheese and yogurt. Dark green leafy vegetables.
Sodium	This works with another mineral called potassium to help keep the balance of all the chemicals in your body correct. However, if you eat too much sodium it can lead to high blood pressure and heart disease.	Added to food but also found in process foods such as ready meals.

	FAT SOLUBLE VITAMINS	
1	These vitamins can be stored in the body and don't need to be eaten every day	
2	Vitamin A	Keeps the lining in all passages in the body healthy, keeps skin healthy and helps you see in dim light.
3	Vitamin D	- Helps your body use calcium properly so your teeth and bones are strong.
4	Vitamin E	Helps your body carry oxygen around your body.
5	Vitamin K	Helps blood clot after an injury.

	WATER SOLUBLE VITAMINS	
1	They cannot be stored in your body so it is very important that you eat a supply of them every day.	
2	Vitamin C	Important for general health and helps the body to heal after an injury, keep the skin healthy and allows the body to use iron properly.
3	Vitamin B Group	We need B group vitamins to release energy from food and to keep our blood and nerves healthy.

| Year 8 | Term 2 |Why is accuracy important when making something?

TECHNOLOGY

Key Words

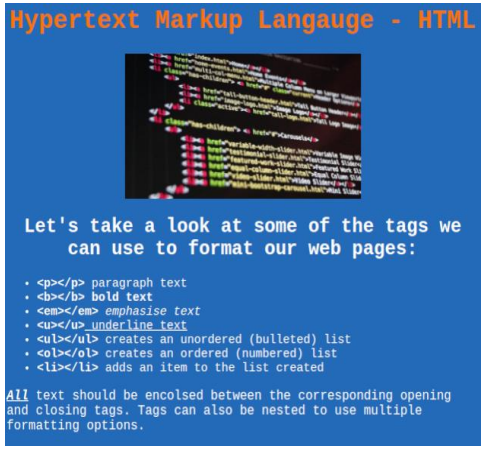
1	Renewable	Something that wont run out.
2	Hardwood	A type of wood which comes om a tree which grows much slower than other types.
3	Softwood	A type of wood that comes from a tree which grows at a faster rate.
4	Plywood	This is an example of a manufactured board which is made from layers of wood.
5	Rendering	When you add colour to a drawing to make it look like a certain material it is called rendering.
6	Gannt Chart	A chart used to plan the different stages of making a product.
7	Finish	The finish of a product refers to the quality of it.

TOOL		FUNCTION	
1	Tenon Saw	For cutting straight lines with accuracy.	
2	Junior Hacksaw	A smaller version of a handsaw making it easier to use.	
3	Coping Saw	A saw which is used for cutting intricate details.	
4	Try square	For marking out angles that are 90 degrees to an edge.	
5	Steel rule	for measuring shorter lengths, widths and thicknesses. It is more accurate than a plastic ruler and often has half millimetres as well as millimetres.	
6	Linisher	Machine used for sanding down wood.	
6	Varnish	All wooden items and components have to be finished in order to seal and protect the surface of the wood.	

| Year 8 | Term 2 What building blocks do you need to make a web page? COMPUTING

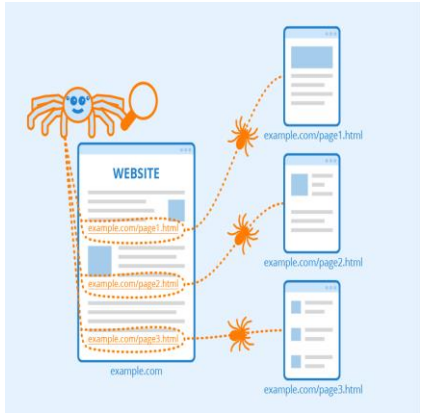
Web Development Key Words

1	HTML	Hypertext Markup Language (Mark up used for structuring web pages).
2	Tags	Website structures are made up of tags <></>.
3	CSS	Cascading style sheets – used for designing and styling web pages by improving the way they look.
4	Internal Hyperlink	A link that goes to a page inside the existing website.
5	External Hyperlink	A link that goes to another webpage and is not part of the existing website.
6	Parent pages	One of the main pages on the website menu.
7	Child pages	Pages that are usually on a drop down part of the menu.
8	Search Engine	Software that searches and indexes webpages.
9	Navigation	The structure of the webpages (often creating as a navigation bar).
10	<Img src=>	Text to add images using html.



The language of mark up

A html web page can consists of many different tags, each tag can represent a feature on a web page. Most tags need to have an open <> and close tag </> for them to work successfully.
<h1> = a large heading
<p> = a paragraph
 = makes text bold
 = displays an image from the internet.



Search engines use programs known as **crawlers** or **spiders** to find content on the World Wide Web.

These crawlers visit links from one web page to another, recording common keywords that they find.

HTML is like building blocks they build the foundations/ structure of a web page.

CSS is the styling of the blocks like decorating or painting a wall or a room.

| Year 8 | Term 2 |How can we use Drama to explore stories empathically? DRAMA

DRAMA TECHNIQUES

1	Role Play	When students take on the role of a character to explore situations from their point of view.
2	Hot Seating	A character is questioned by others while staying "in role" to explore thoughts, feelings, and motivations.
3	Thought Tracking	The actor steps out of a scene to speak their character's inner thoughts aloud.
4	Freeze Frames	A frozen picture created by actors to represent a moment, idea, or theme.
5	Flashback / Flash-forward	Scenes that jump back or forward in time to show a character's past or future.

PERFORMANCE SKILLS

1	Vocal Expression	Using tone, pitch, pace, volume, and emphasis to express emotion and meaning.
2	Facial Expression	Using the face to show emotion, reaction, and thought.
3	Body Language / Physicality	Using posture, movement, and stance to reflect a character's feelings, age, status, or situation.
4	Space and Proxemics	How an actor uses space and distance in relation to others on stage.

STRANDS OF DRAMA LESSONS

1	**Performing:** **P**resenting 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 EVENTS OF WWII

1	Britain Declares War on Germany	Britain enters WWII after Germany invades Poland, marking the start of widespread military mobilisation and civilian involvement.
2	The Evacuations	Known as **Operation Pied Piper**, millions of children, mothers, and vulnerable people were evacuated from cities to rural areas to protect them from air raids.
3	Women Join the Workforce	With men away fighting, **millions of women** took on roles in factories, farming, transport, engineering, and even military services.
4	The Dunkirk Evacuation	Over 330,000 British and Allied troops were evacuated from Dunkirk's beaches.
5	The Blitz	German bombing raids targeted cities across Britain. London was hit for 57 consecutive nights.
6	The USA Enters the War	After Japan's attack on Pearl Harbour, the United States joined the Allies.
7	The Dambusters Raid	A famous RAF bombing mission using special "bouncing bombs" to destroy German dams. It became a symbol of British bravery and technological innovation.
8	D-Day / Normandy Landings	Britain played a leading role in the Allied invasion of Nazi-occupied France.
9	Victory in Europe Day	Germany surrendered, and the war in Europe officially ended. Britain celebrated with street parties, but the country also began facing post-war challenges like rebuilding and rationing.

| Year 8 | Term 2 | What are the features of different Street Dance Styles?

DANCE

KEY FEATURES OF STREET STYLES

1	Popping	Characterised by sudden tensing and releasing of the muscles to the rhythm of the beats in the music. You can hit continuously to a steady rhythm, combined with different poses and pathways.
2	Locking	This is a style of funk dance. Freezing from a fast movement and 'locking' in a certain position, holding that position for a short while and then continuing at the same speed as before. Relies on fast and distinct arm and hand movements combined with more relaxed hips and legs.
3	Waacking	This includes waacking poses, elements of storytelling, fast footwork. It is mainly focused on sharp, strong, and fluid arm motions, often in circular patterns.
4	Krump	There are four primary moves for Krump: Jabs, Arm Swings, Chest Pops and Stomps. It is a very aggressive style, danced upright and to upbeat, fast-paced music.

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.

THE THREE STRANDS OF DANCE

1	Performing	Presenting your dance to an audience.
2	Choreography	Creating your own movements
3	Appreciation	Understanding and commenting on your own dance and the dance of others.

DEVISES TO DEVELOP PHRASES

1	Unison	The dancers perform the same movement at the same time.
2	Canon	The dancers perform the same movement one after another.
3	Dynamics	The speed, energy, and strength of the movement.
4	Question and Answer	One dancer performs a movement and then another dancer response with a different movement.
5	Formation	How the dancers are stood in the space.
6	Mirroring	Creating a mirror image of each other.
7	Use of Space	Different pathways, directions, facings, and levels.

Year 8 | Term 2| What does a good reggae performance look and sound like?

Music

Styles of Jamaican music		
1	Reggae	Jamaica's most famous genre, featuring offbeat rhythms, slow grooves, and socially conscious lyrics. Made famous by Bob Marley.
2	Ska	A fast, upbeat genre from the late 1950s with brass instruments and influences from jazz and R&B.
3	Rocksteady	A slower style than ska, with strong basslines and soulful vocals, leading to reggae.
4	Mento	A traditional Jamaican folk music with acoustic instruments, humorous lyrics, and Caribbean rhythms, influencing ska and reggae.

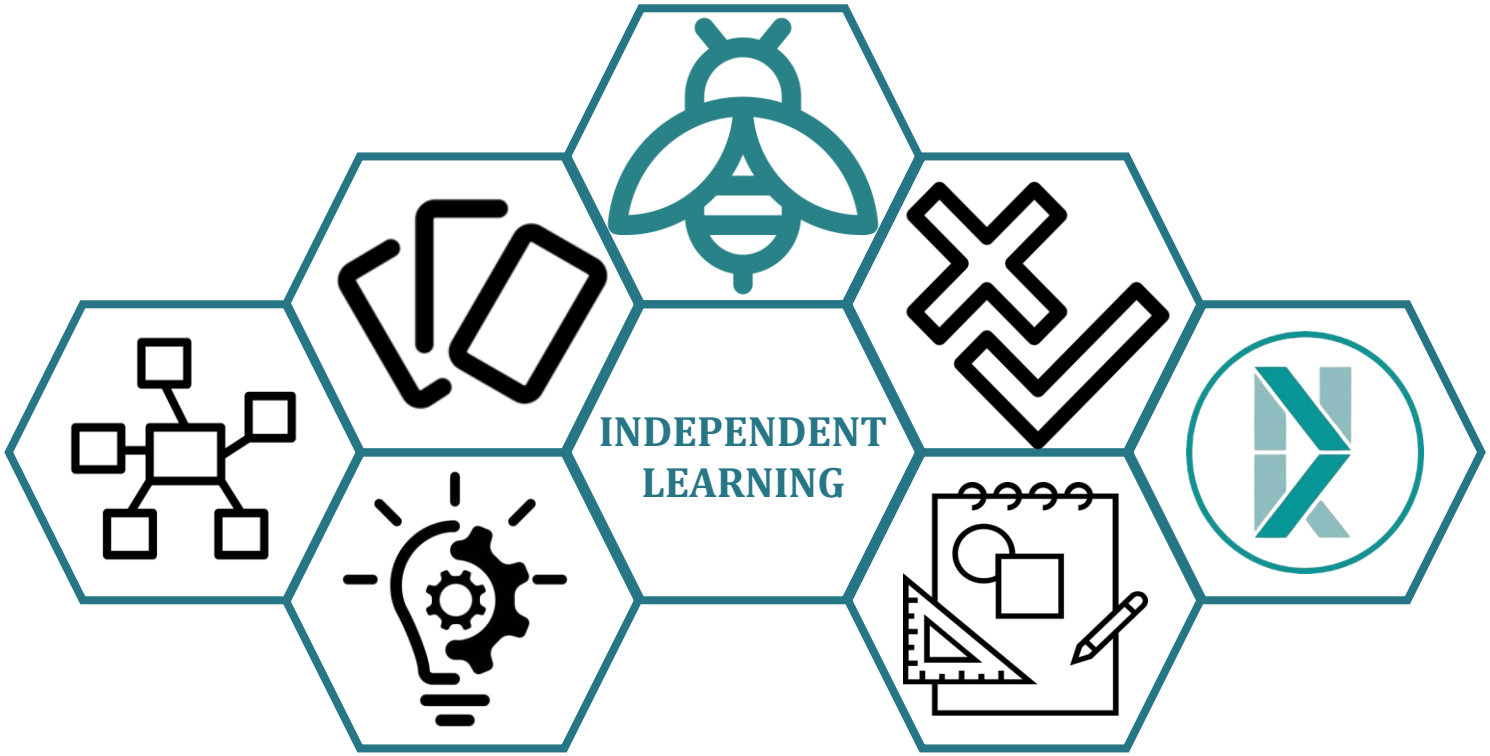
Rehearsal and Performance Tips		
1	Warm-up exercises	Prepare for playing by doing simple stretches. Breathing exercises help to prepare for singing.
2	Rehearsal Technique	Break sings down into sections. Slow down difficult sections.
3	Communication	Watching the leader or others for cues, eye contact, specific movements, etc.
4	Performance Etiquette	Professional behaviour on stage or during a performance.

Core Concepts		
1	Timing	Playing together accurately ensures good timing.
2	Balance	Ensuring that no individual part is too soft or loud.
3	Following a band leader	Watching for cues from the leader for when to change section, dynamic or anything else.
4	Expressive performance	Using dynamics, phrasing, and articulation effectively.
5	Posture and technique	Using instruments correctly and using breath control for a more confident and effective performance.

Vocabulary		
1	Ensemble	A group of musicians who perform together, such as a band, orchestra, or choir.
2	Performance	Presenting music to an audience, focusing on accuracy, expression, and confidence.
3	Melody	A sequence of notes that form the main tune of a piece of music.
4	Harmony	A group of notes played or sung together to create a rich sound.
5	Tempo	The measurement of the speed of music.
6	Dynamics	How hard or soft an instrument is played.
7	Texture	How different musical layers interact such as melody and harmony.

Reggae Keywords		
1	Skanking	Chords played on the off-beat giving the classic reggae sound.
2	One-Drop	The drum kit plays the kick and snare only on beat 3.
3	Syncopation	Playing off the beat, in reggae it's often beat 2 and 4.
4	Bassline	The bass guitar plays a key role in reggae providing groove and syncopation to create a danceable sound.

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.

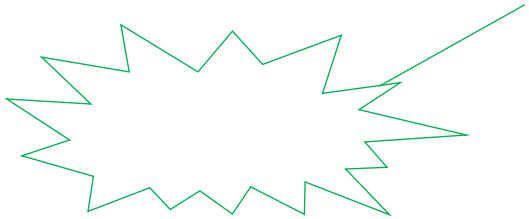
TOP TIPS

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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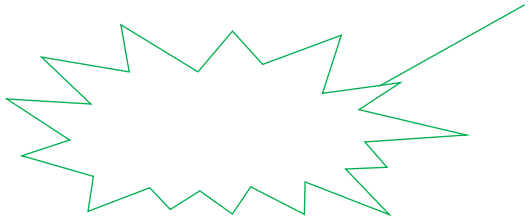

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FLASH CARDS

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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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.

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).

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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

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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.