KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK

YEAR 9 – TERM 2

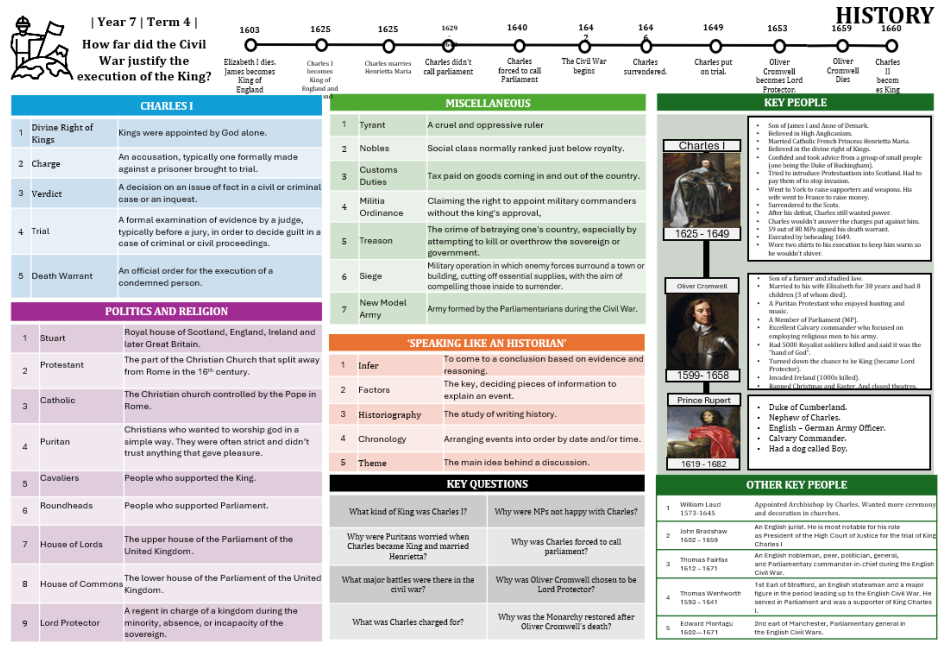
How do Knowledge Organisers support learning?

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

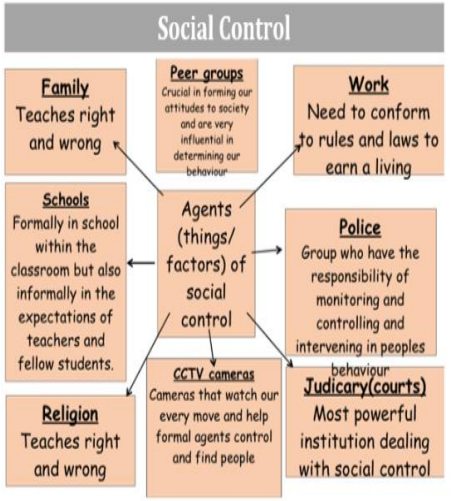
1	William Laud 1573-1645	Appointed Archbishop by Charles. Wanted more ceremony and decoration in churches.
2	John Bradshaw 1602 – 1659	An English jurist. He is most notable for his role as President of the High Court of Justice for the trial of King Charles I
3	Thomas Fairfax 1612 – 1671	An English nobleman,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

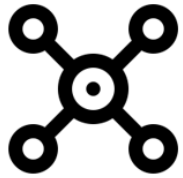
English verb (infinitive)	English past participle	German verb (infinitive)	German past participle
To stay	stayed	wohnen	gewohnt
To make/do	Made/done	machen	gemacht
To eat	eaten	essen	gegessen
To sleep	slept	schlafen	geschlafen
To play	played	spielen	gespeilt
To see	seen	sehen	gesehen

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 9 | Term 2 and 3 | How Does Shakespeare explore ideas of dispossession and colonisation in *'The Tempest'*

English

CHARACTERS		
1	Prospero	The play's protagonist, and father of Miranda.
2	Miranda	The daughter of Prospero.
3	Ariel	Prospero's spirit helper.
4	Caliban	Another of Prospero's servants.
5	Ferdinand	Son and heir of Alonso.
6	Alonso	King of Naples and father of Ferdinand.
7	Sebastian	Alonso's brother.
8	Gonzalo	An old, honest lord.
9	Trinculo & Stephano	Trinculo, a jester, and Stephano, a drunken butler, are two minor members of the shipwrecked.

THEMES		
1.	**Freedom and Slavery**	The play explores themes of freedom and imprisonment, with the island acting as a trap where characters, following the shipwreck, have no immediate escape.
2.	**Empathy and Forgiveness**	Empathy, the ability to understand others' feelings, is key to forgiveness, and in The Tempest, some characters display it while others are self-absorbed.
3.	**Nature Vs Nurture:**	The Tempest explores nature versus nurture, contrasting the island's natural beauty with characters like Miranda, symbolising innocence, and Caliban, representing savagery.

PLOT		
1.	Brief synopsis	The Tempest is a play about magic, betrayal, love, and forgiveness, set on an island where Prospero, the ex-Duke of Milan, lives with his daughter, Miranda, and magical creatures. The story unfolds with a storm, a plot to murder the King of Naples, and a romance between Miranda and Ferdinand, culminating in forgiveness and a return home.
2.	Key events	• A ship is caught in a tempest and begins to sink. • Prospero tells Miranda that he caused the storm. • Ariel fetches Ferdinand, who falls in love with Miranda. • Antonio and Sebastian plot to kill Alonso, the King of Naples. • The ship's jester and butler meet Caliban and feed him alcohol. • Caliban suggests that they should kill Prospero, and Ariel overhears. • Prospero uses magic to scare Alonso and spoil Caliban's plot. • Prospero's daughter, Miranda, marries the son of King Alonso. • Prospero forgives the passengers for their former betrayals.

#	AREA OF CONTEXT	FURTHER INFORMATION
1	William Shakespeare	Born in 1564 in Stratford-upon-Avon, William Shakespeare received a grammar school education but did not pursue formal studies further; he married Anne Hathaway in 1582 and had three children. Around 1590, Shakespeare moved to London, achieving success as a playwright and actor, eventually becoming part-owner of the Globe Theatre and a favourite of both Elizabeth I and James I. Shakespeare retired wealthy and famous to Stratford-upon-Avon, where he died in 1616 at the age of 52.
2	Slavery	Slavery is a central theme in The Tempest, with various forms of servitude creating tension throughout the play. Ariel, an airy spirit, is bound to Prospero's will and promised freedom if he performs his duties, including entrancing the island's visitors. Caliban, depicted as villainous, is also enslaved by Prospero, who took the island from him and maintains control through threats and punishment.
3	Where the play came from	The Tempest was written around 1610–1611, reflecting the era's fascination with exploration, colonisation, and encounters with indigenous peoples, inspired partly by the 1609 shipwreck of the Sea Venture. The play explores themes of survival, power, and control, set against the backdrop of the "New World" and European expansion. The supernatural is central, with Prospero's magic and Ariel's mysticism symbolising Renaissance beliefs in unseen forces and humanity's curiosity about the unknown.
4	Colonialism	The Tempest was written during the Elizabethan era, a time of European exploration and colonisation in regions like the Americas, Africa, and Asia. Colonisation was often justified by portraying indigenous peoples as "savages" needing civilisation, a view reflected in the play. Caliban symbolises colonised peoples, with his treatment by Prospero illustrating themes of control and exploitation.

KEY VOCABULARY		
1	Tempest	The violent storm conjured by Prospero to shipwreck his enemies on the island, setting the play's events in motion.
2	Usurpation	The wrongful seizure of power, exemplified by Antonio's betrayal of Prospero.
3	Reconciliation	The process of forgiveness and mending relationships, which is key to the play's resolution.
4	Colonisation	The process by which a country establishes control over a foreign territory, often exploiting its resources and imposing its culture and governance on the indigenous people.
5	Redemption	the act of atoning for past wrongs or mistakes, seeking forgiveness, and achieving moral or spiritual recovery.

Year 9 | Term 2 | Quadratic equations, Formulae, Constructions and Circles

MATHS

CALCULATION RULES

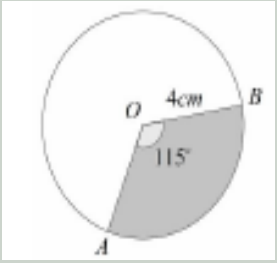
1	Factorising quadratics	Factorising quadratics will usually use 2 brackets. At least one value of the variable will be in **EACH** bracket.
2	DOTS (Difference of two squares)	Square root each value and but each answers into each bracket. There will always be a **-** in one and a **+** in the other.
3	Solving quadratics	There will usually be two solutions for x. After factorising the solutions are the inverse of the numerical values in the brackets.
4	Rearranging	Follows the same process as solving an equation but the variables and numbers don't get cancelled out and stay.
5	Construction lines	**ALWAYS** leave the construction lines made to get to the answer. They prove you completed the question as intended.
6	Bisector constructions	When the compasses have been aligned **DO NOT** change their position, it is key they remain the same to find the true bisector.

KEY FORMULAE OR CONVERSIONS

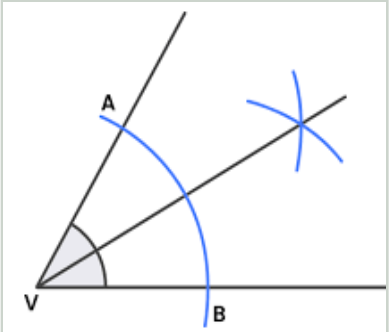
1	DOTS	$a^2 - b" = (a-b)(a+b)$
2	Arc Length	$L = (\frac{\theta}{360}) \times d$
3	Sector Area	$A = (\frac{\theta}{360}) \times \pi r^2$
4	Surface area of Cylinders	$SA = (2\pi r^2) + (2\pi rh)$
5	Volume of Cylinders	$V = \pi r^2 h$
6	Area of a circle	$A = \pi r^2$

CALCULATING ARC LENGTH

Arc Length $= \frac{115}{360} \times \pi \times 8 = 8.03cm$



ANGLE BISECTOR WITH CONSTRUCTION LINES



SOLVING QUADRATIC EQUATIONS BY FACTORISING

ple Solve $x^2 - 8x + 15 = 0$

$(x-3)(x-5) = 0$

$x - 3 = 0$ $\quad$ $x - 5 = 0$

$x = 3$ $\quad$ $x = 5$

VOCABULARY

1	Radius	The distance from the centre of a circle to the circumference.
2	Diameter	The total distance across the width of a circle through the centre.
3	Circumference	The total distance around the outside of a circle.
4	Sector	The region of a circle enclosed by two radii and their intercepted arc.
5	Bisector	This cuts something in half.
6	Perpendicular	Lines that intersect at a 90° angle.
7	Perpendicular bisector	Cutting a line perfectly in half with another line that is perpendicular to the original line.
8	Angle bisector	The line that cuts an angle exactly in half.
9	Formulae	A collection of terms that cannot be solved before substituting variables for numbers. E.g. Area of a circle: $A = \pi r^2$.
10	Making the subject of a formula	The process of rearranging formulae so that the specified variable is by itself. Used to allow to calculate missing values.

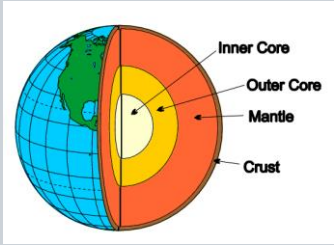
STEP BY STEP

1	Rearrange to make b the subject $A = \frac{bh}{2}$	$A = \frac{bh}{2}$ x2 x2 $2A = bh$ ÷h ÷h $\frac{2A}{h} = b$

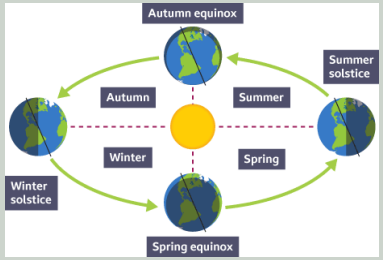
| Year 9 | Term 2 | What do we know about Earth and its place?

SCIENCE

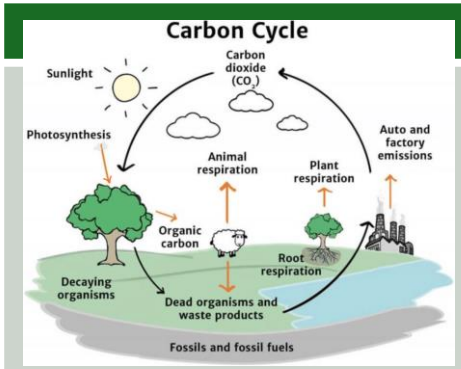
THE STRUCTURE OF THE EARTH



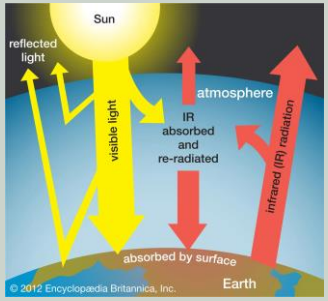
PHASES OF THE MOON & THE SEASONS



Carbon Cycle

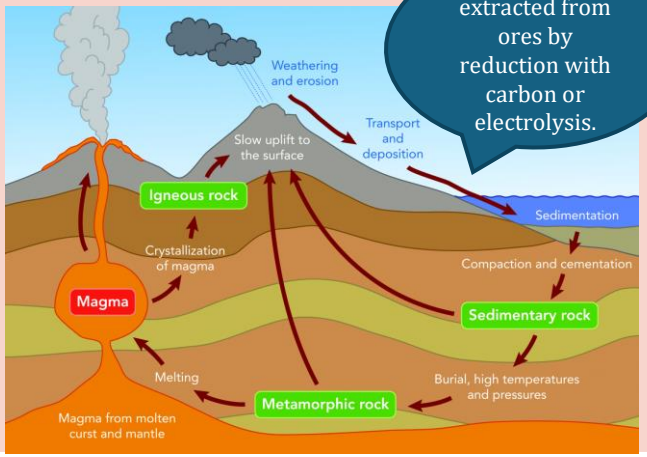


THE GREENHOUSE EFFECT



Greenhouse gases such as carbon dioxide can "trap" too much heat radiation, leading to global warming and climate change.

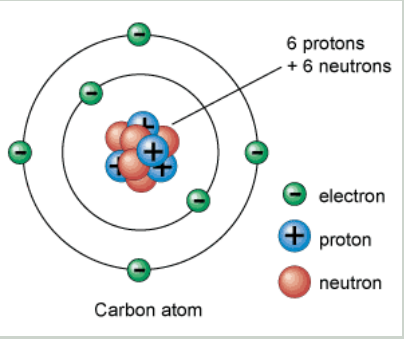
THE ROCK CYCLE



Metals are extracted from ores by reduction with carbon or electrolysis.

STRUCTURE OF AN ATOM

Example: the Carbon-12 atom



KEY VOCABULARY

1	Sedimentary rock	Rock formed from compacted deposits.
2	Igneous rock	Rock formed from molten rock
3	Metamorphic rock	Sedimentary or igneous rock, changed over time by heat + pressure.
4	Mineral	An inorganic element or compound found in nature with a particular composition, appearance and properties.
5	Porous (rock)	A rock which absorbs water.
6	Strata	Layers of deposited rock.
7	Ceramic	Crystalline and/or glassy, hard and unreactive materials, often heat-treated.
8	Galaxy	Millions or billions of stars, planets and dust held together by gravity (Earth is in the Milky Way).
9	Exoplanet	A planet not in the Solar System.
10	Universe	All existing space and matter .
11	A light year	An astronomical measure of distance .
12	Asteroid	A small, rocky body orbiting the Sun.
13	Planet	A rocky body orbiting the Sun.
14	Constellation	A group of stars forming a recognisable pattern.
15	Geocentric model	A model which placed Earth at the Centre of the universe.
16	Heliocentric model	A model which places the Sun at the centre.
17	The Periodic Table	An organised list of all known elements arranged into groups and periods.
18	Separation techniques	Filtration (solid/liquid mixtures), distillation (liquid mixtures), crystallisation (dissolved solids) and chromatography (pure substances from solutions).

| Year 9 | Term 2 | What are tropical storms?

GEOGRAPHY

KEY VOCAB

1	Tropical Storm	An intense low-pressure weather system with winds over 39 mph (63 km/h) and heavy rain.
2	Hurricane	A tropical storm in the Atlantic Ocean or Northeast Pacific.
3	Typhoon	A tropical storm in the Northwest Pacific Ocean.
4	Cyclone	A tropical storm in the Indian Ocean or South Pacific.
5	Eye	The calm, low-pressure centre of the storm, surrounded by the eyewall.

FORMATION

1	Sea Surface Temp.	Needs ocean temperatures of 27°C or higher to provide heat and moisture.
2	Evaporation	Warm water evaporates, rising rapidly and carrying moisture upwards.
3	Condensation	Rising air cools, water vapour condenses, releasing latent heat that fuels the storm.
4	Coriolis Effect	Earth's rotation causes the storm to spin (needed to develop the spiral).
5	Convergence	Winds converge at the ocean surface, forcing warm air to rise.

IMPACTS

1	Storm Surge	A rapid rise in sea level from strong winds and low pressure.
2	Coastal Flooding	Inundation of coastal areas from surges and heavy rain.
3	Social Impacts	Effects on people (e.g. deaths, injuries, homelessness).
4	Economic Impacts	Effects on money/jobs (e.g. damage to businesses, tourism, crops).
5	Environmental Impacts	Damage to ecosystems, farmland, and increased risk of landslides.

RESPONSES

1	Prediction	Using satellites, aircraft, and computer models to track storm paths.
2	Preparation	Emergency kits, boarding up windows, creating evacuation shelters.
3	Evacuation	Moving people away from vulnerable coastal zones.
4	Short-term Aid	Food, water, medical help, and rescue teams provided immediately.
5	Long-term Management	Building sea defences, improving housing, and disaster planning.

CASE STUDY

1	Philippines	Country struck by Typhoon Haiyan in November 2013.
2	Category 5 Storm	Winds of **170 mph (274 km/h)** and waves up to 15m.
3	Social Impacts	Over 6,000 deaths, 4 million displaced, outbreaks of disease.
4	Economic Impacts	$12 billion in damage; rice and sugar crops destroyed.
5	Responses	Early warning saved lives; aid from UN, USA, UK; "Build Back Better" recovery scheme.

Renaissance Medicine Through Time | Year 9 | Term 2

1536 — **Dissolution of the Monasteries**
Henry VIII orders the closure of all monasteries in England

1543 — **'The Fabric of the Human Body'**
Published by Italian atomist Andreas Vesalius

1628 — **Harvey publishes theory on blood**
'An anatomical Account of the Motion of the Heart and Blood'

1660 — **First Royal Society Meeting**
Meet in London for the first time

1665 — **The Great Plague come to England**

1676 — **'Observationes Medicae'**
Published by Thomas Sydenham, English Physician.

General Medicine

1	Alchemy	an early form of chemistry
2	Miasma	bad air filled with harmful fumes
3	Transference	when an illness or disease can be transferred from a person to an object
4	Anatomy	the form and make-up of the body and its various parts
5	Dissection	cutting up the body to look inside it
6	Hospital	a place where physicians would now observe and treat symptoms
7	Epidemic	when an illness becomes infectious on a widespread and mass scale
8	Quarantine	separating the sick from the healthy

Medical Roles

1	Physician	medical experts trained at universities with more experience of dissections and better access to medical books
2	Journeyman	an experienced member of a profession who is not yet experienced enough to have his own business
3	Quack Doctor	somebody who didn't have medical training but sold their services as a doctor or apothecary
4	Apothecary	a person who studied herbs and mixed herbal remedies
5	Searchers	people who would go house to house looking for plague victims

Miscellaneous

1	Printing Press	the invention that allowed letters/numbers to be printed on paper and duplicated
2	Fugitive Sheets	individual sheets of medical information a drawings for those that couldn't afford whole books
3	*Fabrica*	Vesalius's famous book that included accurate anatomical drawings
4	Pest House/Plague House	a hospital that cared specifically for people with the plague or pox

Big Ideas & Thinking

1	Renaissance	rebirth (of ideas and thinking)
2	Secular	not religious or in any way connected with spiritual beliefs
3	Humanism	a move towards education, studying and learning to develop understanding and make decisions
4	Royal Society	a group wanting to explain the world in secular (scientific) rather than religious terms (backed by Charles II)
5	New World	the recently discovered North and South America
6	Iatrochemistry /medical chemistry	modern chemistry that looked to find chemical cures for diseases rather than rely on herbs
7	Padua	a famous medical university
8	Reformation	the change of the country from Catholic to Protestant
9	Dissolution of the Monasteries	when Henry VIII split from the Catholic Church, closed monasteries and took their land and money

Illnesses and Diseases

1	Dysentery	very severe diarrhoea
3	Syphilis	a bacterial sexually transmitted disease
4	Plague	an outbreak of the bubonic plague in 1348

Key Questions

How have beliefs changed from the medieval period/Middle Ages?	How do new ideas and technology challenge old ideas about medicine?	What continuities are there i.e. what stays the same as the medieval period?
Which individuals impact on medicine? How and why?	What changes occur in society that influences the development of medicine?	How much progress was made in the Renaissance period?

Information/Image/Diagram

VESALIUS

- An anatomist who studied in Paris and Padua
- Published an anatomical book that he used to lecture students
- Carried out large number of dissections of criminals' bodies
- Found around 300 mistakes in Galen's work
- Made the study of anatomy acceptable
- Seen as controversial at the time

HARVEY

- Studied medicine at Padua
- Used dissected bodies to prove Vesalius's theory that the body had veins had valves
- Proved that blood flowed in one direction contradicting Galen (used mechanical pumps)
- Proved Galen's theory wrong that blood was made by eating food and then burned up like fuel

HOOKE

- English scientist and head of experiments at the Royal Society
- Developed new microscopes which allowed much clearer magnification
- Published a book showing detailed images copied from magnified images

SYDENHAM

- Nicknamed 'the English Hippocrates'
- His ideas moved medicine away from classical Galen and Hippocrates based theory
- As a doctor he treated several symptoms as the side effect of the same cause.
- As a humanist he moved towards scientific theory

| Year 9 | Term 2 | Was sind deine Ambitionen? German

Describing personality

1	Wie bist du?	*What are you like?*
2	Ich bin …	*I am …*
3	abenteuerlustig	*adventurous*
4	kühn	*daring*
5	mutig	*brave*
6	ängstlich	*fearful*
7	feige	*cowardly*
8	verrückt	*mad/crazy*
9	vorsichtig	*cautious*

Frequency & Time Words

1	nie	Never
2	vielleicht	Maybe
3	bestimmt	definitely
4	oft	often
5	in der Zukunft	In the future
6	In einem Jahr / in drei Jahren	In 1 year / in 3 years

Having a job

1	Warum möchtest du einen Job haben	*Why would you like to have* a job ?
2	Ich möchte einen Job haben …	*I'd like to have a job, …*
3	um Geld zu verdienen	*(in order) to earn money*
4	um Erfahrung zu bekommen	*(in order) to gain experience*
5	um meinen Lebenslauf zu verbessern	*(in order) to improve my CV*
6	um selbstständiger zu werden	*(in order) to become more independent*
7	um Spaß zu haben	*(in order) to have fun*
8	um Leute kennenzulernen	*(in order) to get to know people*

Crazy activities

1	Was würdest du in der Zukunft machen?	What would you do in the future?
2	Ich würde…	I would…
3	mit Haifischen schwimmen	*swim with sharks*
4	Extrembügeln machen	*do extreme ironing*
5	Fallschirm springen	*do parachute jumping*
6	zum Mond/zum Mars fliegen	*fly to the moon/to Mars*
7	Kakerlaken essen	*eat cockroaches*
8	den Mount Everest besteigen	*climb Mount Everest*
9	Zorbing machen	*do zorbing*
10	durch eine Wüste joggen	*jog through a desert*
11	in der Wüste Rad fahren	*cycle in the desert*
12	Brennnesseln essen	*eat stinging nettles*
13	mit Krokodilen schwimmen	*swim with crocodiles*

if phrases

1	Wenn ich ein Millionär wäre, würde ich…	If I were a millionaire, I would…
2	Wenn ich reich wäre, würde ich…	If I were rich, I would…
3	Wenn ich die Möglichkeit hätte, würde ich…	If I had the opportunity, I would…
4	Wenn ich die Chance hätte, würde ich..	If I had the chance, I would…
5	Wenn ich mehr Zeit hätte, würde ich…	If I had more time, I would…

Conditional Tense (*would*)

Ich würde + *Infinitive* e.g. Ich würde spielen	I would + *infinitive* e.g. I would play
Ich würde gern + *Infinitive* e.g. Ich würde gern spielen	I would like + *infinitive* e.g. I would to play

Ich würde…	**I would…**
Du würdest…	**You would…**
Er/sie/es/man würde…	**He/she/it/one would…**
Wir würden…	We would…
Ihr würdet…	You (pl) would…
Sie / sie würden…	You (pol)/they would…

| Year 9 | Term 2 | Was sind deine Ambitionen? German

Types of Jobs

1	Was für einen Job möchtest du?	What type of job would you like?
2	Ich möchte ... arbeiten	I would like to work ...
3	als Zeitungsausträger(in)	as a newspaper delivery boy (girl)
4	als Babysitter(in)	as a babysitter
5	als Bademeister(in)	as a lifeguard
6	als Trainer(in)	as a coach
7	als Kellner(in)	as a waiter (waitress)
8	als Hundeausführer(in)	as a dog walker
9	in einem Café oder Restaurant	in a café or restaurant
10	in einem Geschäft	in a shop

Questions and Answers – Giving Information about Jobs

1	Hast du einen Job?	Do you have a job?
2	Was für einen Job hast du?	What kind of job do you have?
3	Ich arbeite als Trainer.	I work as a coach.
4	Seit wann arbeitest du?	How long have you been working?
5	Ich arbeite seit ..... dort	I've been working there for…….
6	seit einem Jahr	For one year
7	seit sechs Monaten.	For 6 months
8	Magst du den Job?	Do you like the job?
9	Ich mag den Job, weil es ..... Ist.	I like the job, because it is .....
10	...lustig/interessant/gut bezahlt/nicht langweilig...	... fun / interesting/well paid/not boring...

Your ambitions for the future

1	Was würdest du gern machen?	What would you like to do?
2	Ich würde gern ...	I would like ...
3	Fußballprofi werden	to become a footballer
4	Schauspieler(in) werden	to become an actor (actress)
5	Sänger(in) werden	to become a singer
6	viel Geld verdienen	to earn lots of money
7	heiraten	to get married
8	Kinder haben	to have children
9	auf die Uni gehen	to go to uni
10	Fremdsprachen studieren	to study languages
11	auf Tournee mit einem Band gehen	to go on tour with a band
12	berühmt/reich sein	to be famous/rich
13	für Oxfam arbeiten	to work for Oxfam
14	um die Welt reisen	to travel round the world
15	im Ausland leben	to live abroad
16	ein schnelles Auto/ein grosses Haus kaufen	to buy a fast car/a big house

High Words

1	zuerst	
2	dann	
3	danach	
4	später	

| Year 9 | Term 2 | Should freedom of speech exist?

REP

KEY VOCABULARY

1	Freedom	The power to ack***, speak***, or think as one wants.
2	Hate speech	Abusive or threatening speech or writing using prejudice based on ethnicity, religion, sexual orientation, or similar grounds.
3	Islamophobia	Dislike of or prejudice against Islam or Muslims, especially as a political force.
4	Homophobia	Dislike of or prejudice against gay people.
5	Media	The main means of mass communication (broadcasting, publishing, and the internet).
6	Defamation	Damaging the good reputation of someone; slander or libel.
7	Anti-Semitism	Hostility to or prejudice against Jewish people.
8	Protected characteristics	The right not to be treated unfairly, by reason of that characteristic, for example, age, race, religion, sex or sexual orientation.
9	Protest	Statement or action expressing disapproval of or objection to something.

LAWS MONITORING FREEDOM OF SPEECH

1	The Education Act (2) 1986	Requires Universities to secure freedom of speech within the law for members and visitors.
2	The public order Act 1988	Bans race hatred.
3	The Education Reform Act 1988	Provides for protection of academic freedom.
4	The Criminal Justice and Public Order Act 1994	Bans threatening and abusive behaviour causing alarm and distress.
5	The protection from Harassment Act 1997	Protects educational staff, students and visitors from harassment.
6	The Terrorism Acts 2000 and 2006	Bans the glorification of terror.
7	The Charities Act 2006	Applies to student unions within universities.
8	The Equality Act 2010	Obliges all social institutions to foster good relations between different groups.

PROS AND CONS

	PROS	CONS
2	Enables right to express personal thoughts	Can be harmful
3	Protects against special interest	Hateful speech can cause damage
4	Allows diverse viewpoints	Can cause panic
5	Gives people a voice without fear	Can show obscenity such as porn
6	Allows expression in art and personal dress	Can destroy reputations

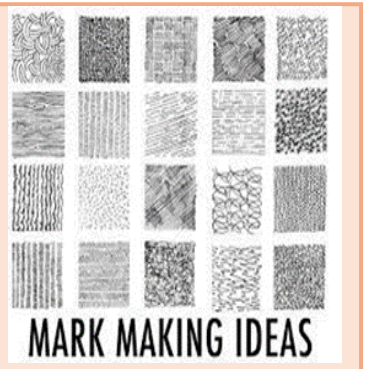
| Year 9 | Term 2 |Where do artists get their ideas from?

ART

KEY VOCABULARY

1	Mind-map	A diagram in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it.
2	Composition	How an image is arranged.
3	Cross hatching	Mark making used to build up tone, usually done with pen.
4	Observational	Drawing from an object or an image, rather than your imagination.
5	Mark Making	The range of different marks and patterns made when drawing, usually to show texture or tone.

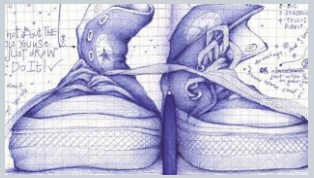
Drawing with biro
When drawing with biro you can use different marks to show a gradual change tone. Try using lines, dots and dashes and see what happens when you layer then up.



KEY QUESTIONS TO ANALYSE THE WORK OF OTHERS

1	Who are they? (keep this bit brief and relevant).
2	What is the subject of their work (what can you see?).
3	What formal elements are in their work – colour, line, shape, space, pattern, form, tone, texture.
4	What do you feel is the meaning behind their work?
5	Why are you looing at them?
6	What materials/techniques have been used?

KEY ARTISTS

1	Andrea Joseph	• An artist and illustrator from South Wales. Her work focuses on every day subject matter. Her work is created with pens, colour pencil, gouache and collage. She creates posters, info graphics and maps using these techniques.	
2	Jim Dine b. 1935	• American artist associated with the Pop Art movement. The Pop Artists broke traditions by using everyday common objects as the inspiration for their artworks. Jim Dine made expressive drawings, but sometimes also stuck real objects in his work.	
3	Michael Craig Martin b. 1941	• Sir Michael Craig-Martin is an Irish-born contemporary conceptual artist and painter. He is well known for his bold and graphical paintings of everyday objects.	

| Year 9 | Term 2 |WHAT IS A CUISINE?

FOOD TECHNOLOGY

KEY VOCABULARY

1	Cuisine	a style of cooking of a particular country or region.
2	Immiscible	Where two liquids do not mix, e.g. oil and water.
3	Emulsification	When two unmixable liquids are forced together, tiny droplets of one will spread throughout the second liquid.
4	Emulsifier	An ingredient added to an emulsion to make it stable. E.g. egg yolk.

EATING PATTERNS IN THE UK

1	Breakfast	This is the first meal of the day. A cooked English breakfast of bacon, eggs, sausage, grilled tomato, mushroom is traditional, but not normally eaten every day. We tend to eat cereals, yoghurt, fruit, toast or porridge for breakfast.
2	Elevenses	A mid-morning snack. Food such as fruit, nuts, seeds, biscuits can be eaten.
3	Lunch	Most people have a light, quick lunch – such as a sandwich, soup or salad. The exception is on a Sunday, when some have a roast meal.
4	Tea	Tea is often a snack. Afternoon tea is popular in tearooms and cafes. It consists of a pot of tea with a selection of small sandwiches, pastries and cakes.
5	Dinner	A meal eaten in the evening – sometimes this is called supper or tea.

TRADITIONAL BRITISH PRODUCE

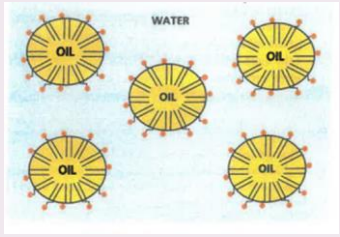
1	Vegetables	Potatoes Leeks Parsnips Sprouts
2	Herbs	Mint Chives Sage
3	Meat	Lamb Pork Bacon Poultry
4	Dairy	Cheddar cheese Milk Double Gloucester cheese
5	Fish	Mackerel Cod Haddock Salmon

INTERNATIONAL CUISINE & INGREDIENTS

1	Italy	Bread Olives Tomatoes Gnocchi Arborio Rice
2	India	Wheat Rice Spices; cumin, turmeric, chilli Naan Samosas Kulfi
3	Spain	Paella Frittata Tapas Churros
4	China	Fish and seafood Rice Soups and Broths

EMULSIFICATION

1	Oil and water do not mix. They are immiscible.
2	When 2 un-mixable liquids are mixed together tiny droplets of one will spread throughout the second liquid, forming an emulsion.
3	An emulsifier can be added to make the 2 un-mixable liquids stable.
4	Red dot – hydrophilic head which is attracted to water Black tail – hydrophobic – hates the water and is attracted to the oil.



| Year 9 | Term 2 |What are design movements and how can they influence your work?

TECHNOLOGY

KEY VOCABULARY

1	Design Movement	A Design movement is the collective title given to a group of artefacts/artworks that share the same ideals, style or technical approach.
2	Chronological	A record of events in the order in which they occurred.
3	2D design	Software which allows you to draw digitally.
4	Net	A net is what a 3D shape would look like if it was unfolded.
5	Laser cutter	As the name suggests, laser cutters create patterns and designs by cutting into materials. A powerful laser beam is the source that melts, burns, or vaporizes the material.
6	CAD	Computer Aided Design.
7	CAM	Computer Aided Manufacture.
8	LED	A light emitting diode.
9	Soldering	Soldering is a joining process used to join different types of metals together by melting solder. Solder is a metal alloy usually made of tin and lead which is melted using a hot iron. The iron is heated to temperatures above 600 degrees Fahrenheit which then cools to create a strong electrical bond.

KEY DESIGN MOVEMENTS & INFLUENCES

1	Art Nouveau	Linear patterns of Japanese prints. French Post-impressionist art. Arts and Crafts Movement.
2	Art Deco	End of WW1, growth of mass production. Range of international styles coming into the public eye.
3	De Stijl	Means 'The Style' in Dutch. Reaction against the decorative art deco.
4	Memphis	Rebelling against functional modernism. Art Deco. Pop Art.

KEY DESIGNERS & FEATURES OF THEIR WORK

1	Art Nouveau	Alphonse Mucha. Louis Comfort Tiffany. Charles Rennie Macintosh.	Floral and decorative patterns. Elegant and graceful lines. Use of traditional materials.
2	Art Deco	Clarice Cliff. Eileen Gray. Rene Lalique. Walkter Dorwin Teague.	Stylised geometric shapes. Bold colours often paired with black, chromes and metallic. Sunburst motifs.
3	De Stijl	Theo van doesburg. Piet Mondrian.	Simple. Primary colours. Geometric forms.
4	Memphis	Ettore Sottsass. Michele De Lucchi. Martine Bedine.	Less is Bore principles. Post-modernism design. Bright, colourful and sculptural design. Simple and Abstract forms. Use of non-traditional materials.

YEAR 9 | TERM 1 and 2 | CAN I USE PERFORMANCE AND DESIGN SKILLS TO BRING *BLOOD BROTHERS* TO LIFE?

DRAMA

KEY PERFORMANCE SKILLS

1	Vocal Expression	Using voice (tone, pitch, pace, and accent) to convey character and emotion.
2	Physicality and Movement	Using body language, gestures, and posture to show character and age.
3	Characterisation	Creating a believable character through voice, movement, and personality.
4	Emotional Range	Expressing different emotions convincingly to engage the audience.
5	Interaction and Staging	Using space, positioning, and relationships to enhance storytelling.
6	Awareness of Genre and Style	Understanding the play's musical and social realism elements.

KEY DESIGN SKILLS

1	Set Design	Creating locations that reflect class and setting.
2	Costume Design	Dressing characters to show personality, class, and time period.
3	Lighting Design	Using light to create mood, focus, and atmosphere.
4	Sound Design	Adding music and effects to enhance emotion and realism.
5	Props and Set Dressing	Placing objects to support character and setting.
6	Makeup and Hair Design	Styling to show age, class, and character traits.

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.
4	**Designing:** Lighting, Sound, Costume and Set design that help create a vision.

REHEARSAL STRATEGIES

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

KEY CHARACTERS

1	Eddie Lyons	The upper-class twin raised by Mrs. Lyons. Kind, polite, and academic but naive about class struggles.
2	Mickey Johnstone	The working-class twin who faces hardship, unemployment, and depression. Starts as playful and carefree but becomes troubled.
3	Mrs Johnstone	A struggling working-class mother who gives one of her twin sons away due to financial hardship. Warm but superstitious.
4	Mrs Lyons	A wealthy but lonely woman who manipulates Mrs. Johnstone into giving up one twin, later becoming paranoid and controlling.
5	Linda	Mickey and Eddie's childhood friend, who later becomes Mickey's wife. Caring and loyal but caught in a tragic love triangle.
6	Narrator	A mysterious figure who warns of fate and class conflict, reinforcing the play's themes of destiny and tragedy.
7	Sammy Johnstone	Mickey's rebellious older brother, a troublemaker who turns to crime and influences Mickey.

KEY THEMES

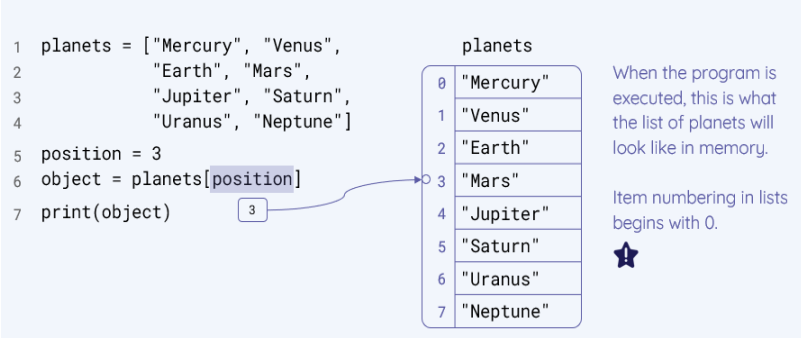
1	Social Class	The play highlights the stark differences between the working-class Johnstone and the middle-class Lyons, showing how social class impacts opportunities and life outcomes.
2	Fate	The idea that Mickey and Eddie's tragic end is inevitable, reinforced by superstition and the Narrator's warnings.
3	Nature/ Nurture	The play explores whether personality and success are shaped more by upbringing (nurture) or inherent traits (nature), as seen in the contrasting lives of the twins.

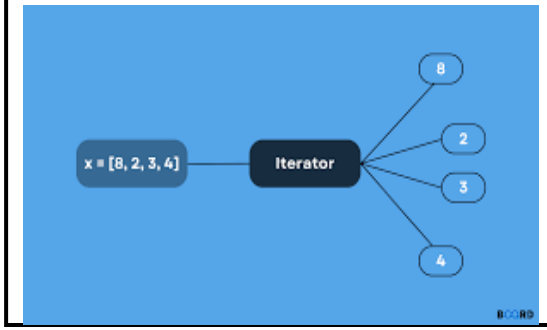
| Year 9 | Term 2 | How can we create code using sequence, selection and iteration? COMPUTING

Python Key Words

Operators	Numerical values + - / * = or Comparative values >= == !=
Expressions	A combination of literals, variables, operators, and function calls that produce a value when programmed.
Index	A value order of variables in a list.
Append	To add to e.g. adding an extra item to an (array) list.
Membership Operator	Finding a specific value inside an (array) list.
Iterator	An object that contains a countable number of values.
For statement	Will repeat codes, values for a set amount of time.
Sequence	The order of events that are used to produce and algorithm/computer program.
Selection	Use of If, Elif and Else to create a program that makes decisions.
Iteration	A program that will loop and repeat code.

Arrays





Iterators

Are the objects that's are repeated in a computer program

```
lucky = 13

print("Can you guess my lucky number?")
guess = int(input())

if guess == lucky:
  print("Amazing, you guessed it")
else:
  print("Sorry, it's not", guess)

print("Nice playing with you")
```

Choices

Computers make decisions based on the input given and will respond to the action (statement that is true)

| Year 9 | Term 2 |What are Frantic Assembly's methods for creating choreography ? DANCE

FRANTIC ASSEMBLY VOCABULARY

1	Round	Going around your partner in any direction or way.
2	By	Reducing the amount of space between you and your partner.
3	Through	Moving through your partner or their space.
4	Hymns Hands	Hand placements, moving your own hands and your partners hands.
5	Chair Duets	Using Round By Through and Hymns Hands on chairs next to each other or a bench.
6	Physical Theatre	A performance style focusing on the movements of the body.
7	String of Movement	A connected sequence of movement that flows smoothly together.
8	Improvisation	Making up and exploring with the movement without any planning.

FA COMPANY INFORMATION

1	Founder	Scott Graham
2	Date	1994
3	Company Aim	To create innovative, dynamic theatre through physical movement and collaboration, making performance accessible while inspiring creativity and engagement.

EXPRESSIVE SKILLS

1	Focus	Where and how a dancer directs their gaze or attention.
2	Projection	Radiating energy outward to connect with the audience.
3	Facial Expression	Using the face to convey feeling or mood.
4	Musicality	Responding to the music's rhythm, mood, or phrasing.
5	Use of space	Deliberate spatial choices that express emotion or character.
6	Emphasis	Highlighting specific movements to draw attention or tell a story.
7	Characterisation	Embodying a role or persona through movement.
8	Phrasing	Grouping and shaping movements to give them expressive flow or emphasis.

FRANTIC ASSEMBLY PROCESS

1	Round-By-Through	Creating strings of movements using the RBT technique.
2	Hymns Hands	Creating a string of movement using improvisation and Hymns Hands technique.
3	Chair duets	Working in a pair or group, using but RBT and HH while on a chair to make a string of movement.
4	Transitions	Build a transition between the R-B-T into the Hymns Hands and a transition from the Hymns Hands to the Chair Duet.
5	Music	Find music to match your chosen theme/storyline.
5	Add Expressive Skills	You now add in the expressive skills to help show the storyline.
6	Clean and Rehearse	Practice the dance and make any final changes to ensure the story makes complete sense.
7	Performance	Perform the piece to an audience with confidence and professionalism.

Year 9 | Term 2 How do I compose using repeated rhythms and patterns?| Music

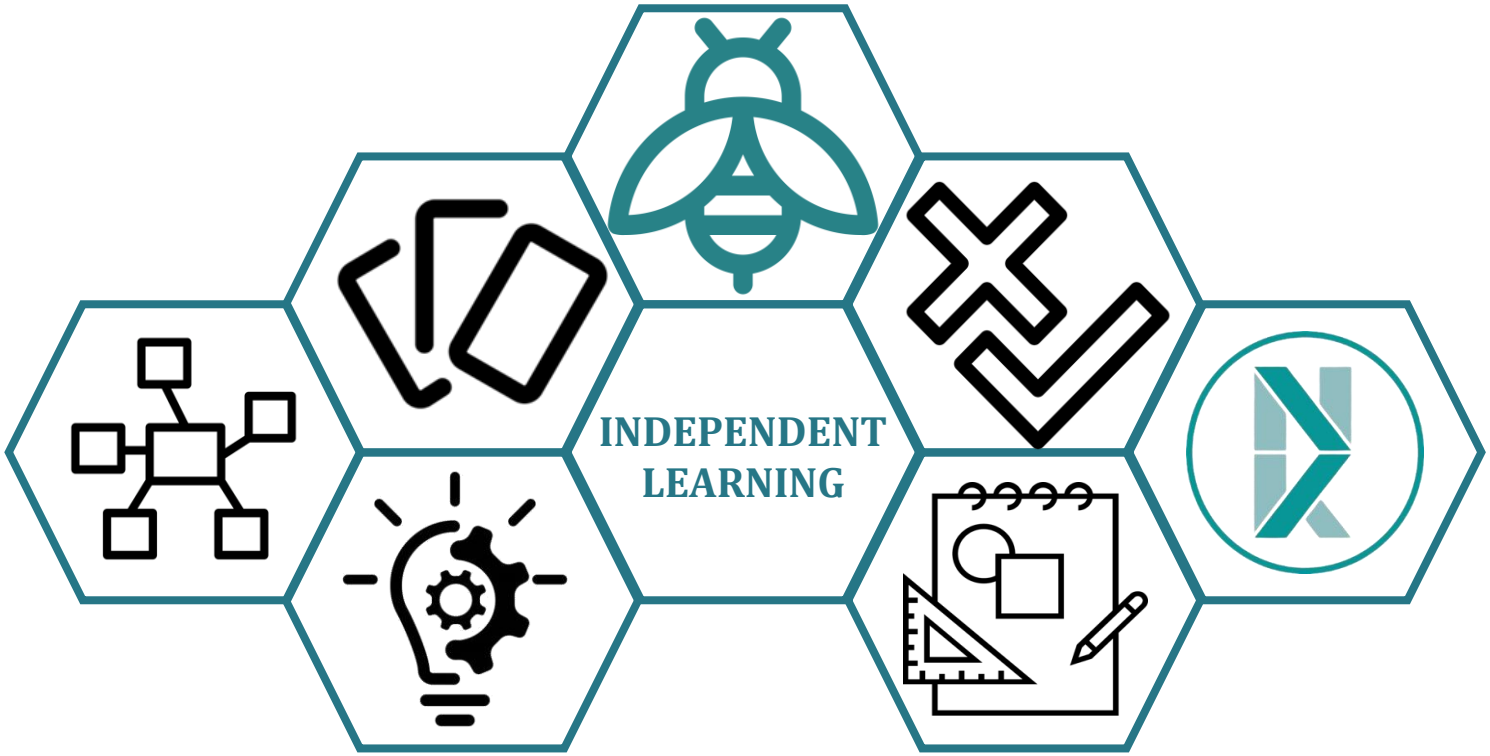
Structuring a track		
1	Intro	A simple ostinato or loop introduces the song.
2	Build-up	More layers and instruments gradually enter.
3	Main Section	The full texture, including melody, bassline, and harmony.
4	Break down	Removing layers to create contrast.
5	Outro	Ending the piece by fading out or gradually dropping instruments out.

Composing Tips		
1	Start with a simple Idea	A rhythmic or melodic loop.
2	Contrast	Change instruments, volume, rhythm, intensity for variety.
3	Listen to examples	All music has ostinati, think of the songs you like that have stand-out repeating patterns.

Core Concepts		
1	Ostinato	An ostinato is a short, repeating pattern found in melody, rhythm, or harmony.
2	Creating an ostinato	Simple. Short, how will it fit with other instruments, experiment with pitch and rhythm.
3	Structuring a track	Intro, build up, main section, breakdown, outro.
4	Developing an ostinato	Layering, variation, texture changes, syncopation.

Vocabulary		
1	Ostinato	A short, repeating pattern.
2	Loop	A repeated section of music, often using in digital music composition.
3	Motif	A small musical idea that can be developed and repeated.
4	Layering	Adding multiple musical lines to create texture.
5	Tempo	The measurement of the speed of music.
6	Polyrhythm	Two or more contrasting rhythms played at the same time.
7	Texture	How different musical layers interact such as melody and harmony.
8	Ostinati	The plural of ostinato. Taken from Italian language.

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.

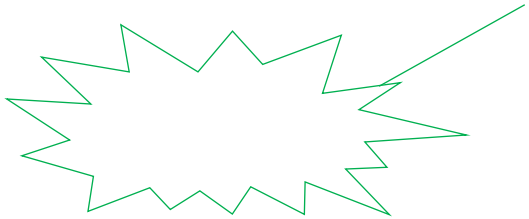
TOP TIPS

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!

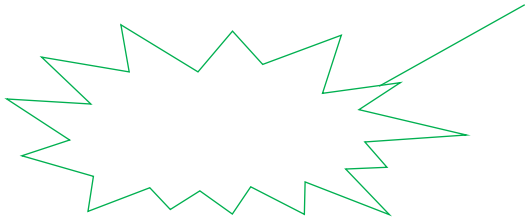


The aim of a mind-map is to fit as much as possible all on one page! Therefore, avoid writing in full sentences and focus on using the branches to organise your notes.

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.

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.

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.