KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK

YEAR 7 – TERM 3

How do Knowledge Organisers support learning?
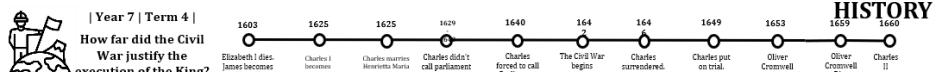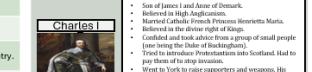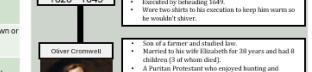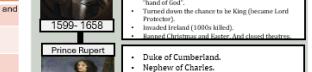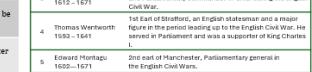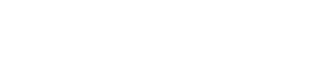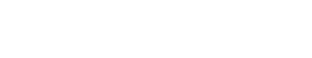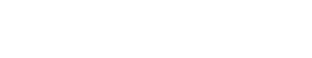
What are Knowledge Organisers?

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.

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.

Social Control

Family — Teaches right and wrong

Peer groups — Crucial in forming our attitudes to society and are very influential in determining our behaviour

Work — Need to conform to rules and laws to earn a living

Schools — Formally in school within the classroom but also informally in the expectations of teachers and fellow students.

Agents (things/factors) of social control

Police — Group who have the responsibility of monitoring and controlling and intervening in peoples behaviour

Religion — Teaches right and wrong

CCTV cameras — Cameras that watch our every move and help formal agents control and find people

Judiciary(courts) — Most powerful institution dealing with social control

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 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 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.

PLOT SUMMARIES

1	**The General Prologue**	Chaucer introduces all 29 pilgrims. He explains they are on their way to Canterbury Cathedral and are undertaking a storytelling competition on the way. Each character has a prologue which describes the character and determines the story they tell.
2	**The Wife of Bath's Tale**	A Knight is punished for wrongdoing by having to find out what women most desire.
3	**The Pardoner's Tale**	Three drunken youths go in search of Death. Greed gets the better of them all.
4	**The Merchant's Prologue**	The Merchant has a cynical and bitter attitude to marriage because his wife causes him constant problems.
5	**The Cook's Tale**	An unfinished story about an apprentice named Perkin Reveler, who is more interested in partying and gambling than working. After being dismissed by his master for his reckless behaviour, he moves in with a friend whose wife runs a questionable business, implying a life of further vice.

KEY VOCABULARY

1	Allegory	A story or poem with a hidden meaning, often a moral, religious or political one.
2	Satire	Humour which criticises real world social issues, particularly those people and institutions in power.
3	Allusion	References to other stories or ideas which the audience are assumed to be familiar with-in medieval times, often biblical references.
4	Pilgrimage	A journey to a place of deep personal spiritual significance, often a religious shrine, a holy space dedicated to a specific deity or saint.

HISTORICAL CONTEXT

1	Unfinished Tales	Chaucer originally planned to write 120 Tales, four for each pilgrim but died with only 24 completed.
2	Printing	The Tales were written before printing had been invented, so were copied out by hand.
3	Pilgrimage	The Pilgrims were travelling from London to the shrine of Thomas A Becket in Canterbury.
4	Language	Chaucer chose to write in **Middle English** rather than Latin or French, making his work accessible to a much wider audience and helping establish English as a respected literary language.
5	Social commentary	Chaucer wrote during the late 14th century, a time of huge social change (e.g. aftermath of the Black Death, Peasants' Revolt, weakening of feudalism). *The Canterbury Tales* reflects and critiques different social classes and professions, exposing hypocrisy and corruption.
6	The church	The Catholic Church dominated medieval life, but was increasingly criticised for corruption and greed. Chaucer satirises church figures like the Pardoner and Friar, showing how they exploited faith for money and power.

THEMES:

1	**Social class**	Chaucer shows how people from lower social status can be more genuine in their beliefs and more open and honest.
2	**Deceit**	Chaucer shows how people can not only fool others, but sometimes lie to themselves.
3	**Religion**	Many of the Tales revolve around religion, and Chaucer explores the difference between true religious belief and hypocrisy.
4	**Courtly Love**	Chaucer explores the difference between true love and marrying for financial or social reasons.

CALCULATION RULES

1	4, 7, 2, 7, 9, 3, 7, 5	The mode is 7
2	24, 9, 27, 15, 18, 21	$24 + 9 + 27 + 15 + 18 + 21 = 114$ $114 \div 6 = 19$ mean = 19
3	15, 6, 9, 2, 7, 13, 15	2, 6, 7, 9, 13, 15, 15 The median is 9

KEY FORMULAE AND CONVERSIONS

Mean
The average value

How to find the Mean:
1. Add up all the numbers.
2. Divide the sum by the number of values.

E.g. The mean of 3,2,10,5 is

$$\frac{3+2+10+5}{4} = \frac{20}{4} = 5$$

Median
The middle number

How to find the Median:
1. Put the numbers from smallest to largest.
2. The number in the middle is the median. If there are two middle numbers, add them and divide by two.

Mode
The most frequent number

Special Cases:
- No Mode if all the numbers occur the same amount of times.
- More than one Mode if more than one number is the most frequent.

Range
Difference between highest and lowest numbers

How to find the Range:
1. Put the numbers from smallest to largest.
2. Subtract the lowest value from the largest.

DUAL BAR CHART

number of games / win / drawn / lost

- Granary Academy
- Maltings Academy

COMPOSITE BAR CHART

number of drinks sold / Friday / Saturday / Sunday / day

- cold drinks
- hot drinks

LINE OF BEST FIT

height of plant / hours of sunshine

VOCABULARY

1	Mode	Average found by identifying the item that appears most often in a set of data.
2	Mean	Average found by dividing the total of the values by the number of values in the set.
3	Median	Average found by identifying the middle number in an ordered list.
4	Range	Difference between the greatest and smallest pieces of data in a set.
5	Estimate	Number or result that is not exact but is suitably close to the actual value.
6	Significant Figures	Digits in a number starting from the first non-zero digit.
7	Frequency	Number of times that a value appears in a data set.
8	Origin	Where the axes of a graph intersect, at coordinates (0, 0).

STEP BY STEP

I am thinking of a number, x.

I round my number to the nearest integer.

The number is now 16

What is the value of x?

$$15.5 \leq x < 16.5$$

SCIENCE

CONTACT AND NON-CONTACT FORCES

Air resistance is a contact force. The air particles are pushing against the canopy of the parachute. Gravity is a non-contact force. The parachutist is pulled down to Earth although they are not touching the ground.

WHAT IS A FORCE

Forces come in pairs. These are called interaction pairs. For example:

reaction force

weight

WHAT CAN FORCES DO?

Forces can change the velocity (or speed) of an object, its direction and its shape.
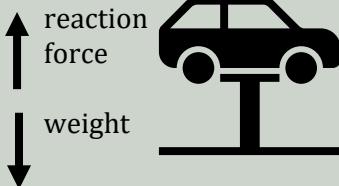
HOW TO MEASURE FORCES

A Newton meter can be used to measure forces.
The apple pulls on a spring in the Newton meter. The indicator on the scale above it shows the number of Newtons the weight of the apple produces.

HOW TO CALCULATE SPEED

$$speed \left(\frac{m}{s}\right) = \frac{distance\ (m)}{time\ (s)}$$

DISTANCE-TIME GRAPHS

Distance-time graphs tell the story of a journey. They show how much distance has been covered in a certain amount of time.
To find the average speed, the total distance must be divided by the total time.

slowing down | fast, steady speed | getting faster
steady speed | stationary
returning to "zero point"

Distance

Time

KEY VOCABULARY

1	Force	A force can be a push or pull.
2	Newtons	Forces are measured in Newtons (N).
3	Contact forces	Contact forces act when two objects are physically touching.
4	Non-contact forces	Non-contact forces act when two objects are physically separated (not touching).
5	Field	The regio where an object experiences a non-contact force.
6	Gravity	Gravity is a non-contact force that acts between two objects.
7	Gravitational force	The non-contact force that pulls you back to Earth when you jump.
8	Weight	Weight is the downward force caused by gravity acting on the mass of an object. It is measured in Newtons (N).
9	Mass	Mass is the amount of matter within an object. It is measured in kilograms (kg).
10	Balanced forces	Forces on an object that are equal but opposite in size.
11	Unbalanced forces	Forces on an object that are not the same size.
12	Resultant force	The resultant force is the difference between two unbalanced forces.
13	Speed	Speed is the measure of how quickly or slowly an object is moving.
14	Relative motion	Relative motion compares how quickly one object is moving compared to another.

GEOGRAPHY

STRUCTURE OF THE EARTH

1	Crust	The thin, outer layer of the Earth where we live.
2	Mantle	The thick layer beneath the crust made of semi-molten rock called magma.
3	Core	The centre of the Earth, made of very hot iron and nickel.
4	Tectonic Plate	A large, rigid piece of the Earth's crust that moves slowly.
5	Magma	Molten (melted) rock found beneath the Earth's surface.
6	Lava	Magma that reaches the Earth's surface.

TYPES OF PLATE BOUNDARIES

1	Constructive Boundary	Where plates move apart and new crust is formed.
2	Destructive Boundary	Where plates collide and one sinks beneath the other.
3	Conservative Boundary	Where plates slide past each other.
4	Subduction	When one plate is forced under another at a destructive boundary.
5	Mid-Ocean Ridge	An underwater mountain chain formed at constructive boundaries.
6	Friction	The rubbing force that makes plates stick, causing earthquakes.

EARTHQUAKES

1	Earthquake	Sudden shaking of the ground caused by movement of tectonic plates.
2	Focus	The point underground where an earthquake starts.
3	Epicentre	The point on the Earth's surface directly above the focus.
4	Seismic Waves	Waves of energy released during an earthquake.
5	Fault Line	A crack in the Earth's crust where movement occurs.
6	Richter Scale	A scale used to measure the strength (magnitude) of earthquakes.

VOLCANOES

1	Volcano	An opening in the Earth's crust where lava, ash and gases escape.
2	Eruption	When magma, ash and gases are released from a volcano.
3	Vent	The main passage through which magma travels to the surface.
4	Crater	A bowl-shaped opening at the top of a volcano.
5	Ash Cloud	A cloud of volcanic ash released during an eruption.
6	Shield Volcano	A broad, gently sloping volcano formed by runny lava.

HAZARD MANAGEMENT

1	Prediction	Trying to forecast when and where a hazard will happen.
2	Preparation	Actions taken before a hazard to reduce its impact.
3	Response	Emergency actions taken during or after a hazard.
4	Evacuation	Moving people away from dangerous areas.
5	Emergency Kit	Supplies needed after a hazard (water, food, first aid).
6	Risk	The chance that a hazard will cause harm.

HISTORY

1485	1492	1534	15??	1584	158 7	15 ??	1606	1620
Battle of Bosworth	Columbus voyages to the Americas	English Reformation	Francis Drake attacks Panama	Raleigh voyages to the New World	Roanoke colony disappears	Spanish Armada	Jamestown Virginia founded	Voyage of the Mayflower

THE EXPANDING WORLD

1	Diverse	People of many different cultures and places.
2	Migration	Going from one country to another.
3	Colony	A group of people who leave their country to set up a new community in a far away place.
4	Settlement	A place where people decide to build a new town.
5	Plantation	An area of land in a hot country where valuable crops are grown.
6	Exploration	To travel to a new place in order to find out more about it.

POLITICS AND RELIGION

1	Tudor	A family of Kings and Queens who ruled England in the 15th and 16th Centuries.
2	Great Houses	Powerful families who controlled large amounts of land and wealth in England.
3	Empire	A group of countries controlled by one leader or government.
4	Reformation	New ideas in religion that changed the English church.
5	Protestant	The part of the Christian Church that split away from Rome in the 16th century.
6	Catholic	The Christian church controlled by the Pope in Rome.
7	Puritan	Christians who wanted to worship god in a simple way. They were often strict and didn't trust anything that gave pleasure.

MISCELLANEOUS

1	Heritage	The traditions, culture and values handed down through a family or society.
2	Slaves	Someone who is legally the property of another person and forced to obey them.
3	Cimarron	African slaves who escaped the Spanish Colonies in America.
4	Indenture	An agreement to perform work to pay off a debt.
5	Privateer	A privately owned ship which is given permission by their country to attack enemy ships.
6	Commodity	A product or item which has value and can be bought and sold.
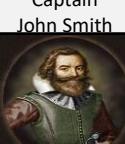
'SPEAK LIKE AN HISTORIAN'

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

How diverse was Tudor Britain?	What was England's position in the world?
Why did reformation trigger colonisation?	Why were privateers celebrated by Elizabeth?
Who were the lost colony?	Why was England starting to expand?
Why did migrants seek a new life in early America?	What can Pochahontas's story tell us about life in Virginia?
Why was Massachusetts different to Virginia?	Who did England trade with?

KEY INDIVIDUALS

Elizabeth I 1533-1603
- Daughter of Henry VIII and last Monarch of the house of Tudor.
- Known as the Virgin Queen as she never married or had children.
- Converted the Church of England to Protestantism.
- The Pope declared that English subjects did not have to obey her.
- Despite the difficulties her reign is often known as England's Golden Age.

Sir Francis Drake 1540-1596
- The first Englishman to circumnavigate the globe.
- Became a national hero for his raids on Spanish ships.
- Was second in command of the English fleet against the Spanish Armada.
- Known to the Spanish as 'The Dragon' the King of Spain offered a huge sum for anyone who could capture or kill him.

Captain John Smith 1580-1631
- First governor of the Jamestown Colony in Virginia.
- Made the colony successful with the philosophy "He who will not work, shall not eat."
- First person to map the Chesapeake Bay.
- Claimed that his life was saved by Pochahontas.
- Claimed that anyone could become rich in America if they worked for it.

OTHER KEY PEOPLE

1	Henry VIII	1491-1547: The most famous Tudor Monarch, split England from the Roman Catholic Church.
2	Christopher Columbus	1451-1506: His voyage to find a new route to India resulted in Europeans discovering America.
3	John Blanke	?-1511: Black musician in the court of Henry VIII.
4	Diego	?-1579: Freed African slave and manservant to Francis Drake.
5	Walter Raleigh	1552-1618: Explorer, privateer, politician and the man who introduced potatoes and tabaco to Europe.
6	Pochahontas	1596-1617: Powhatan tribeswoman and one of the first converts to Christianity.
7	Richard Frethorne	?-1624: Indentured servant in the Virginian Colony, his letters let us know what life there was really like.

Was machst du in deiner Freizeit?

Types of Sports

1	Was spielst du?	What do you play?
2	Ich spiele ….	I play….
3	Ich spiele gern / nicht gern…	I like /don't like playing….
4	Badminton/Federball	Badminton
5	Basketball	Basketball
6	Eishockey	Ice hockey
7	Fußball	Football
8	Handball	Handball
9	Tennis	Tennis
10	Tischtennis	Table tennis
11	Volleyball	Volleyball
12	Wasserball	Water polo
13	Golf	golf

Giving Opinions

1	Wie findest du das?	*What do you think of it?*
2	Ich finde es …	*I think it's …*
3	Es ist …	*It's …*
4	irre	*amazing*
5	super	*super*
6	toll	*great*
7	cool	*cool*
8	gut	*good*
9	nicht schlecht	*not bad*
10	okay	okay
11	langweilig	*boring*
12	nervig	*annoying*
13	stinklangweilig	*deadly boring*
14	furchtbar	*awful*

Free time activities

1	Was machst du gern in deiner Freizeit?	What do you like doing in your free time?
2	Ich fahre Rad.	I ride my bike.
3	Ich fahre Skateboard.	I skateboard.
4	Ich fahre Ski.	I ski.
5	Ich fahre Snowboard.	I snowboard.
6	Ich lese **gern**.	I **like** reading.
7	Ich mache **gern** Judo.	I **like** doing judo.
8	Ich mache **gern** Karate.	I **like** doing karate.
9	Ich reite **nicht gern**.	I **don't like** horse riding.
10	Ich schwimme **nicht gern**.	I **don't like** swimming.
11	Ich sehe **gern** fern.	I **like** watching TV.
12	Ich spiele **nicht gern** Gitarre.	I don't like playing guitar.
13	Ich tanze **gern**.	I **like** dancing.

Frequency Words

1	Wie oft machst du das?	How often do you do that?
2	Ich spiele **jeden Tag** Fussball	I play football **every day**
3	Ich lese **manchmal**	I **sometimes** read
4	Ich mache **nie** Judo	I **never** do judo
5	(nicht so) oft	(not so) often
6	Einmal/zweimal/dreimal pro Woche	Once/twice/three times a week
7	jeden Tag / Morgen	*every day / morning*
8	immer	*always*
9	am Wochenende	*At the weekend*

Other free time activities

1	Ich chille	*I chill.*
2	Ich gehe einkaufen.	*I go shopping.*
3	Ich gehe ins Kino.	*I go to the cinema.*
4	Ich gehe in den Park.	*I go to the park.*
5	Ich gehe in die Stadt.	*I go into town.*
6	Ich höre Musik.	*I listen to music*
7	Ich mache Sport.	*I do sport.*
8	Ich spiele Xbox oder Wii.	*I play Xbox or on the Wii.*

KEY VOCABULARY

1	Festival	A day or period of celebration.
2	Worship	Acts of religious praise.
3	Tradition	The handing down of information, beliefs, or customs from one generation to another.
4	Faith	Complete trust or confidence in someone or something.

CHRISTIANITY

1	Palm Sunday	Sunday before Easter Sunday. (First day of Holy Week - celebrates Jesus' arrival in Jerusalem).
2	Maundy Thursday	This is the Thursday before Easter Day; when the Last Supper is said to have taken place.
3	Crucifixion	A method of punishment - the accused is tied/nailed to a large wooden beam and left to hang until dead.
4	Resurrection	The act of rising from the dead.

ISLAM

1	Ramadan	Ramadan remembers the month the Qur'an (the Muslim holy book) was first revealed to the Prophet Muhammad.
2	Eid-ul-Fitr	A celebration that marks the end of Ramadan.
3	Zakat	Third pillar of Islam; an individual has to donate a certain proportion of wealth each year to charitable causes.
4	Eid Mubarak	A greeting that translates to "Happy Eid".

JUDAISM

1	Hanukkah	The festival reminds Jews of a time over 2,000 years ago, when the Jews won a battle against the Greeks to practise their religion.
2	Menorah	An object that holds nine candles.
3	Dreidel	A small four-sided spinning top with a Hebrew letter on each side, used in a children's game traditionally played at the Jewish festival of Hanukkah.

BUDDHISM

1	Wesak	Wesak is the most important festival in the Buddhist calendar; celebrates the birth of Buddha.
2	Enlightenment	Being able to see the world clearly; to have full and complete understanding.
3	Buddha	Siddhattha Gotama was a prince who lived a life of luxury. He became known as the Buddha, which means 'enlightened'.

SIKHISM

1	Reincarnation	The cycle of birth, life, death and rebirth.
2	Mukti	The freeing of the soul.
3	Karma	Intentional action.
4	Sewa	Service to others.
5	Merit	Good actions (karma), capable of affecting a person's future experience in this life and the next.

KEY VOCABULARY

1	**Analyse**	To look at something very carefully and in detail.
2	**Media**	The materials used to make an artwork, e.g. paint, pencil.
3	**Composition**	How an artwork is arranged.
4	**Experimentation**	Trying new approaches to see what happens.
5	**Develop**	To change and improve a piece of work over time.

ABOUT CHRISTOPHER MARLEY

1	American artist, designer, photographer and author.
2	He uses preserved natural specimens for his artwork.
3	The specimens are reclaimed, bred or harvested. He wants to preserve and protect the creatures he works with.
4	His work has to be stored in a climate controlled environment.

ANALYSING AN ARTWORK

1.	Subject	• What can you see in the artwork? • What type of Artwork is it? A still life, landscape, portrait?
2	Materials	• What materials have been used to make the artwork? • How has it been made?
3	Elements	• How has the artist used the formal elements? Colour, Line, Shape, Space, Texture, Pattern. • *Remember not all of these may be relevant.*
4	Emotion	• How does the work make you feel? • Why is this?
5	Intent	• What was the artist trying to communicate with us?

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….

ABOUT LUCY ARNOLD

1.	Born in 1954 in America.
2.	The theme of her work is nature including Insects, birds, flowers, stones, and fallen feathers
3.	She produces work in a variety of materials including watercolour, pastels and colouring pencils.

FUNCTIONS OF NUTRIENTS

|		
1	Protein	Needed for growth and repair.
2	Fat	Needed for insulation and protection.
3	Carbohydrates	Needed for energy.
4	Vitamins and minerals	Needed to protect the body and prevent illness and infection.

Eatwell Guide
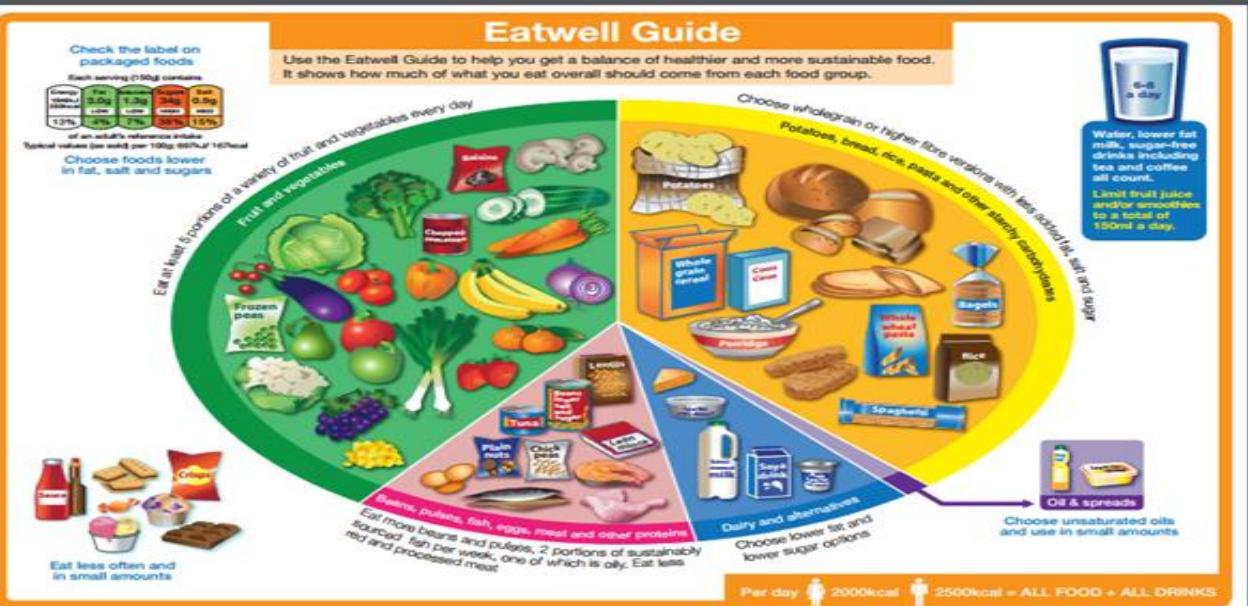
KEY VOCABULARY

1	Sensory	Referring to the senses.
2	Appearance	What something looks like.
3	Aroma	What something smells like.
4	Texture	How a food product feels in the mouth.

HEALTHY EATING GUIDELINES

1	Eat less Fat	Obesity, heart attack, stroke.
2	Eat less salt	High blood pressure, heart disease and stroke.
3	Eat less sugar	Type 2 diabetes, rotting teeth, heart disease.
4	Eat more NSP (Non-starch polysaccharides)	Diverticular disease (affects the large intestine), bowel cancer.

TIPS FOR HEALTHY EATING

|	
1	Base your meals on higher fibre starchy carbohydrates.
2	Eat lots of fruit and vegetables.
3	Eat more fish, including a portion of oily fish.
4	Cut down on saturated fat and sugar.
5	Eat less salt: no more than 6g a day for adults.
6	Get active and be a healthy weight.
7	Do not get thirsty.
8	Do not skip breakfast.
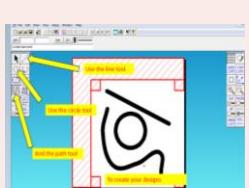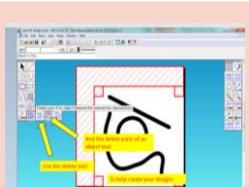
KEY VOCABULARY

1	Exploded Diagram	A drawing which shows how something is put together.
2	CAD	Computer Aided Design. Using computers to design a product.
3	CAM	Computer Aided Manufacture. Using computers to make a product.
4	Scale of Manufacture	The way products are manufactured depends on the quantity required.
5	Router	A machine used to cut your design on to the MDF.
6	MDF	Medium density fibreboard.
7	Acrylic	A man-made plastic sheet which is used for the top of your ball bearing game.
8	Clearance Holes	These are put through the acrylic to allow the screw to pass through.
9	Pilot holes	Smaller pilot holes through the MDF allow the screw to grip.

SCALES OF MANUFACTURE

1	One off or Bespoke	A single product.
2	Batch	A lot of products are made, then another different product is made.
3	Mass	Lots of products are made over a very long time.
4	Continuous	Products are made all of the time.

BOXFORD DESIGN TOOLS (CAD)

|		
1.		• In school we use 2D design. • This can be found in - Resources-Technology-Programs' open Boxford CAD CAM Design Tools. • Click CAD new.
2.		• File – New • Go to Resources-Technology-Year 7 – CAD CAM - BB Game Templates – Ball Bearing Game with holes.
3.		• In this space you can draw your game design. • Remember not to draw on to the red areas of the template.
4.		• You can use the range of drawing tools to make lines and other shapes.
5.		• The DEL tool allows you to delete all or parts of your design. • Once complete save it in your user area with your name. Drag it into your teachers PO Box.

Safety Key Words

File Path	A pathway to finding a file on a computer.
Carbon Copy	A copy of an e-mail sent to another person.
E-mail	Messages distributed electronically, from one computer to another via a network.
Prevention	The action of stopping something from happening or arising.
Social Networking	The use of web applications to interact with other users.
Computer Virus	A piece of code that can cause malicious harm to a persons computer.
Communication	Exchanging information through speech, letter, email.
privacy	Being free from public attention, keeping your details private.
Web Browsing	Searching the internet to find information.
Risk	A situation involving exposure to danger.

Online computer crime has hit an all time high. This term we will be looking at some of the dangers and disadvantages of using the Internet.

We will be looking at preventative measures and how we can use the Internet safely.

Did you know - Online crimes, also known as cybercrimes, are a significant global issue, with cyberattacks occurring every 39 seconds.

SMART

Stay Safe	Don't Meet Up	Accepting Files	Reliable?	Tell Someone
Don't give out your personal information to people / places you don't know.	Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.	Accepting emails, files, pictures or texts from people you don't know can cause problems.	Check information before you believe it. Is the person or website telling the truth?	Tell an adult if someone or something makes you feel worried or uncomfortable.

Follow these SMART tips to keep yourself safe online! |

MUSICAL THEATRE SKILLS

1	Acting	Performing a character believably using voice, movement, and emotion.
2	Singing	Using the voice to express story, mood, and emotion.
3	Dancing	Moving rhythmically and expressively, often with choreographed precision.
4	Characterisation	Creating a unique, believable character through voice, movement, personality.
5	Facial expressions	Exaggerated use of the face to show emotions and enhance storytelling.
6	Stamina	Maintaining physical and vocal performance energy over long periods.
6	High level energy	Performing with strong enthusiasm, focus, and physical commitment throughout.
8	Confidence	Believing in your ability and performing boldly without hesitation.

PURPOSE

|		
1	Entertainment	Captivate audiences through a dynamic mix of singing, dancing, and acting.
2	Tell stories	Use music and movement to explore characters, plots, and emotions.

MUSICAL THEATRE FEATURES

1	Dance break	A section in a musical number where the singing pauses and the focus shifts entirely to dance.
2	Jazz square	A four-step movement that creates a square pattern on the floor.
3	Audience engagement	Characters may break the fourth wall or involve the audience emotionally or comedically.
4	Unison	Doing the same thing at the same time.
5	Storytelling	The acting and dancing shows the plot and characters.

REPERTOIRE

1	Matilda	A clever girl uses powers to outsmart cruel adults and tyrants.
2	Annie	An optimistic orphan finds family and hope during the Great Depression.
3	Mary Poppins	A magical nanny transforms a family's life with wonder and wisdom.
4	Aladdin	A street boy discovers a genie, love, and his true worth.

PROFESSIONALISM

1	Staying in Character	Maintaining role consistently, even during mistakes or distractions onstage.
2	Ensemble reactions	Reacting naturally to action while supporting main performance focus.
3	Improvisation	Thinking quickly to adapt when something unexpected happens during performance.
4	Punctuality	arriving on time for rehearsals, performances, and calls always.
5	Correct attire	Wearing suitable rehearsal clothes or costumes for safety and professionalism.
6	Warm-ups	Preparing body and voice to perform safely and effectively.
7	Audience etiquette	Respecting performers by being quiet, attentive, and appropriate throughout.

PERFORMING ARTS STRANDS

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

FULLY UTILISE YOUR KNOWLEDGE ORGANISERS

INDEPENDENT LEARNING
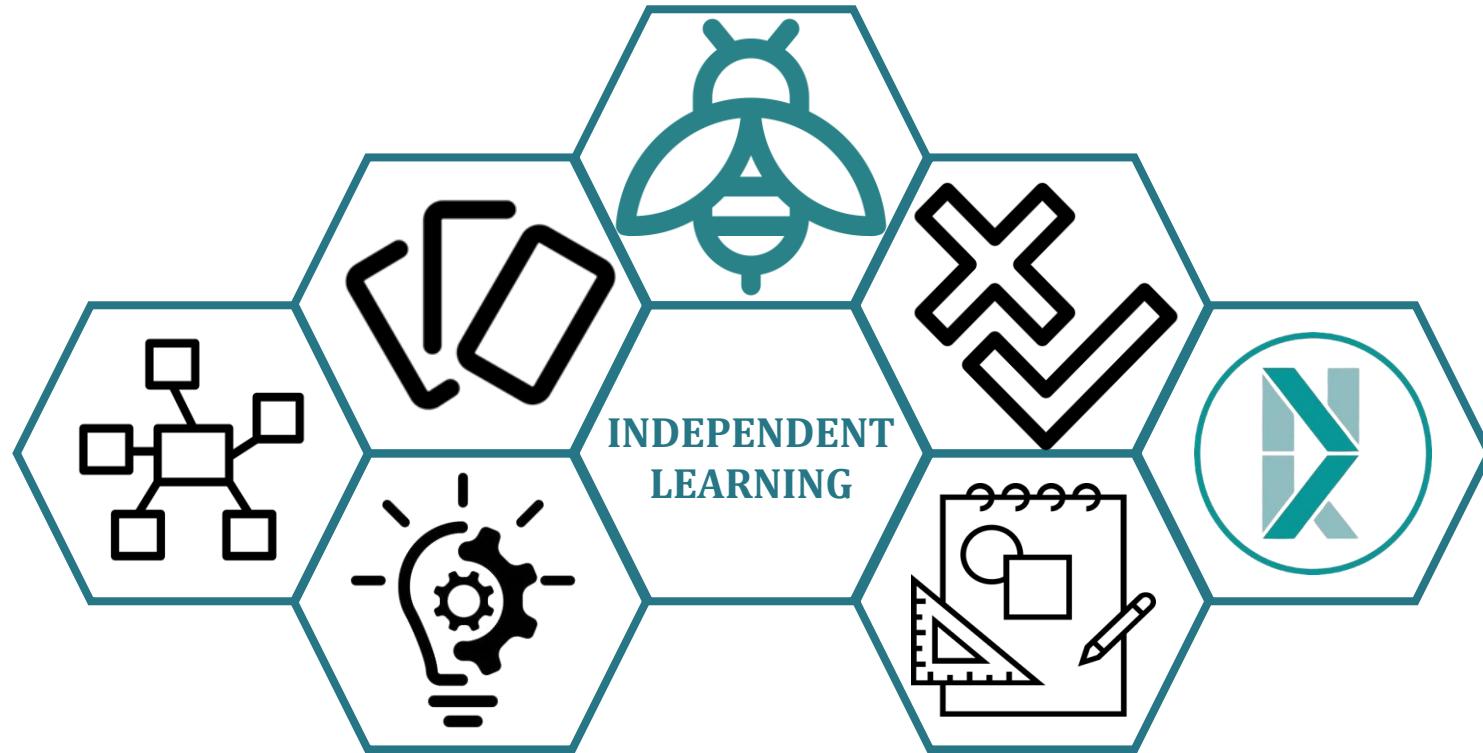
Use the following templates alongside the corresponding instructions to carry out your independent work.
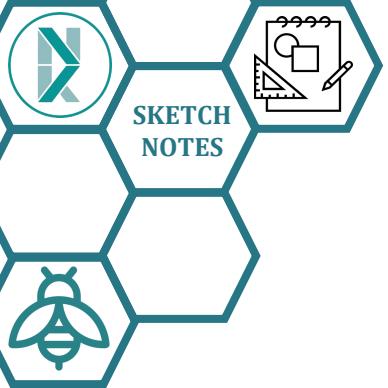
SKETCH NOTES

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.
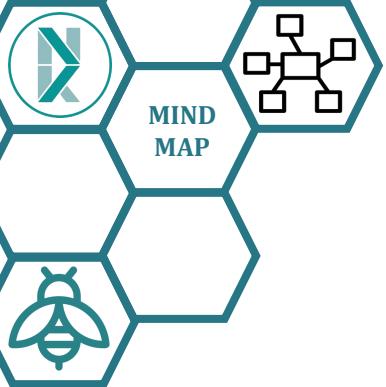
HOW DO I CREATE AN EFFECTIVE MIND MAP?

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!

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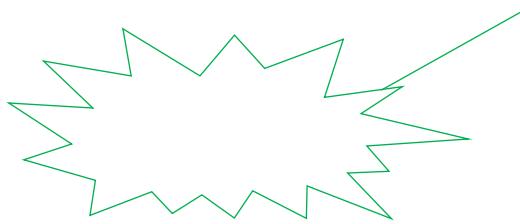
The aim of a mind-map is to fit as much as possible all on one page! Therefore, avoid writing in full sentences and focus on using the branches to organise your notes.

FRONT (key term or question)   BACK (answer)
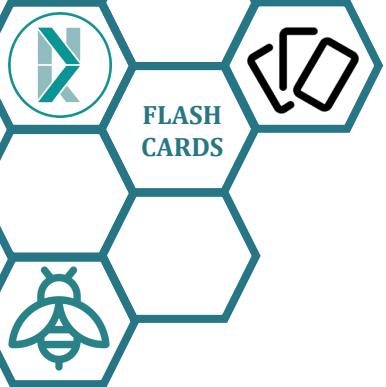
HOW DO I MAKE FLASH CARDS?

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.

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

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!

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.