

KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK



YEAR 9 – TERM 5

How do Knowledge Organisers support learning?

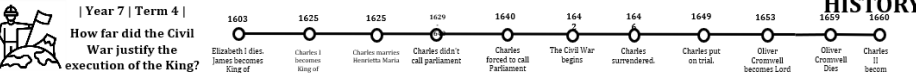




What are Knowledge Organisers?

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.

Year 7 Term 4		HISTORY	
How far did the Civil War justify the execution of the King?			
CHARLES I		MISCELLANEOUS	
1 Divine Right of Kings	Kings were appointed by God alone.	1 Tyrant	A cruel and oppressive ruler.
2 Charge	An accusation, typically one formally made against a prisoner brought to trial.	2 Nobles	Social class normally ranked just below royalty.
3 Verdict	A decision on an issue of fact in a civil or criminal case or an inquest.	3 Customs Duties	Tax paid on goods coming in and out of the country.
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.	4 Militia Ordinance	Claiming the right to appoint military commanders without the king's approval.
5 Death Warrant	An official order for the execution of a condemned person.	5 Treason	The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.
POLITICS AND RELIGION		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.
1 Stuart	Royal house of Scotland, England, Ireland and later Great Britain.	7 New Model Army	Army formed by the Parliamentarians during the Civil War.
2 Protestant	The part of the Christian Church that split away from Rome in the 16th century.	SPEAKING LIKE AN HISTORIAN	
3 Catholic	The Christian church controlled by the Pope in Rome.	1 Infer	To come to a conclusion based on evidence and reasoning.
4 Puritan	Christians who wanted to worship God in a simple way. They were often strict and didn't trust anything that gave pleasure.	2 Factors	The key, deciding pieces of information to explain an event.
5 Cavaliers	People who supported the King.	3 Historiography	The study of writing history.
6 Roundheads	People who supported Parliament.	4 Chronology	Arranging events into order by date and/or time.
7 House of Lords	The upper house of the Parliament of the United Kingdom.	5 Theme	The main idea behind a discussion.
8 House of Commons	The lower house of the Parliament of the United Kingdom.	KEY QUESTIONS	
9 Lord Protector	A regent in charge of a kingdom during the minority, absence, or incapacity of the sovereign.	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		OTHER KEY PEOPLE	
 Charles I 1625 - 1649		 Oliver Cromwell 1599 - 1658	
 Prince Rupert 1619 - 1682		 William Laud 1573 - 1633	
<ul style="list-style-type: none">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.Confused and took advice from a group of usual people (not being the Chair of Woolsack).Tried to introduce Protestantism into Scotland. Had to pay them to stop it.Went to York to raise supporters and weapons. He was used to France for that money.Charles wouldn't answer the charges put against him.It's not all 1619, signed the death warrant.Executed by beheading 1649.Was a true death in bed execution to keep him warm so he wouldn't shiver.		<ul style="list-style-type: none">Son of a farmer and educated boy.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 Cavalry commander who focused on employing religious men to his army.Had 5000 Royalist soldiers killed and said it was the 'Punishment of God'.Turned down the chance to be King (became Lord Protector).Invaded Ireland (1650s killed).Headed the trial of Charles I.	
<ul style="list-style-type: none">Duke of Cumberland.Nephew of Charles.English - German Army Officer.Cavalry Commander.Had a dog called Boy.		<ul style="list-style-type: none">Appointed Archbishop by Charles. Wanted more ceremony and decoration in churches.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.An English politician, writer, politician, general, and Parliamentary commander-in-chief during the English Civil War.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.Thomas Wentworth 1609 - 16412nd Earl of Manchester, Parliamentary general in the English Civil War.	



Why are Knowledge Organisers important?

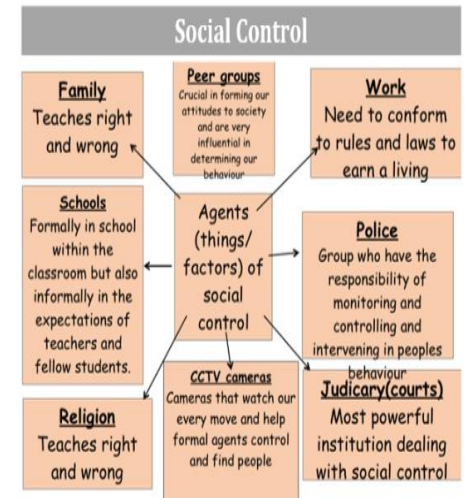
Having all of this **key information in one place makes it easily accessible before during and after the study of a particular unit or topic**. Teachers continuously refer to the content of Knowledge Organisers within lessons and to support independent learning where they can be used to develop and consolidate 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	Factorizing 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 $y = \frac{2x-1}{x}$ $yz = 2x - 1$ $\frac{yz}{2} + 1 = 2x$ $\frac{yz + 2}{2} = x$
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	gespielt
To see	seen	sehen	gesehen






How do students use Knowledge Organisers?

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




- SUPER 6 STRATEGIES -

Strategy	Activity	Imagery
RECALL 	3x3x3: <ol style="list-style-type: none"> 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. 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. Repeat the previous step but this time cover up the definitions and see if you can recall them by just reading the key word. Repeat using a combination of step 2 and step 3. 	
	Race to the Bottom/Top: <ol style="list-style-type: none"> Pick one of the coloured boxes on the <i>Knowledge Organiser</i>. Starting from the top, cover the key word and see if you can recall it by reading the definition. See how far down the box you can get. Repeat but this time cover up the definition and see if you can recall it by just reading the key word. 	

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

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

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

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

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

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	<ul style="list-style-type: none">• 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 people, 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.

CALCULATION RULES

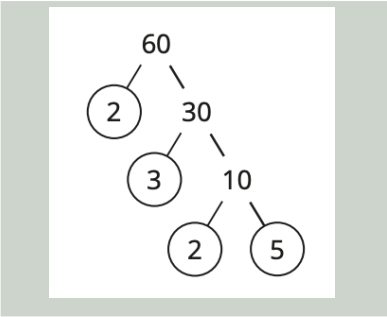
1	Prime factor decomposition	Process of writing a number as the product of its prime factors.
2	Index notation	Using exponents (powers) to show how many times a number (the base) is multiplied by itself.
3	Highest common factor	Common factor of two or more integers that has the greatest value.
4	Lowest common multiple	Lowest multiple shared by two or more numbers.
5	Interest	Amount of money charged or earned based on a percentage of the original amount over a period of time.
6	Simple interest	Interest calculated on the principal amount and then multiplied by the time period of the investment or loan.
7	Compound interest	Interest calculated on both the principal amount and the accumulated interest from previous periods.

KEY FORMULAE OR CONVERSIONS

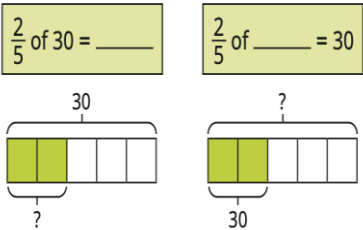
Model how to convert units of speed.

3 metres per second	$3 \times 60 = 180$
180 metres per minute	$180 \times 60 = 10\,800$
10 800 metres per hour	$10\,800 \div 1000 = 10.8$
10.8 kilometres per hour	

PRIME FACTOR TREE



FRACTION OF AN AMOUNT



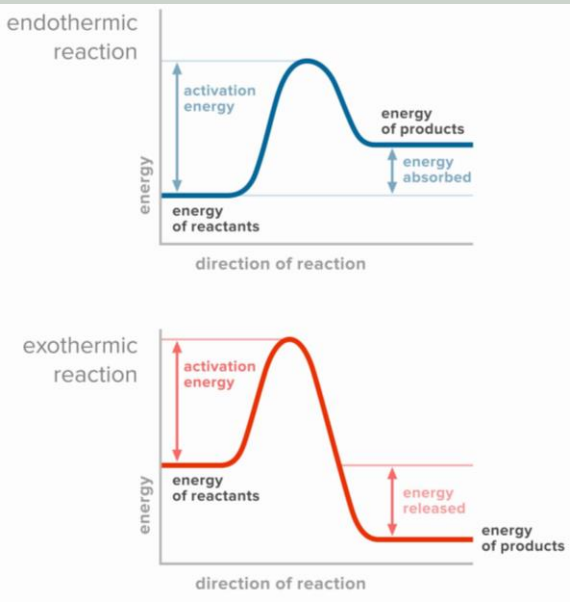
VAT

White Rose Builders		UK invoice with VAT	
Mr Smith		Invoice no.: 00129	
13 Cherry Tree Road		Date: 06/02/25	
Description	Quantity	Unit price	Amount
Product 1	10	£10.00	£100.00
Service 1	1	£100.00	£100.00
		Subtotal	£200.00
		VAT	£40.00
		Total with VAT	£240

VOCABULARY

1	Factor	Integer that divides exactly into another integer.
2	Multiple	Result of multiplying a number by an integer.
3	Prime number	Positive integer that has exactly two factors, 1 and itself.
4	Prime factor	Factor of a number that is prime.
5	Imperial system	System of measurement, for example inches, feet, yards, miles, used to quantify length, mass and volume.
6	Metric system	System of measurement based on units such as metres, grams and litres, used to quantify length, mass and volume.
7	Compound measure	Measure that includes two different units to indicate a rate, for example km/h.
8	VAT (value added tax)	Type of tax applied to most goods and services.
9	Income tax	Tax imposed by the government on an individual's earnings; the amount of tax varies depending on the individual's level of income.
10	Deposit	Initial payment for a service or purchase.
11	APR (annual percentage rate)	Yearly interest rate charged on a loan or credit, expressed as a percentage, including any additional fees or costs.
12	Mortgage	Loan specifically for purchasing property. Repaid over time with interest
13	Exchange rate	Value at which one currency can be exchanged for another.
14	Insurance	Protection against financial loss.

EXOTHERMIC AND ENDOTHERMIC REACTIONS
(ENERGY LEVEL DIAGRAM)

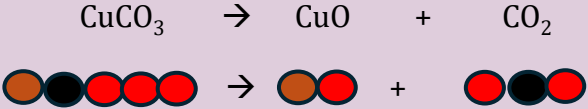


BOND ENERGIES

Breaking bonds is endothermic. Making bond is exothermic. Depending on the difference between bond-making and bond-breaking, reactions are either exothermic or endothermic.

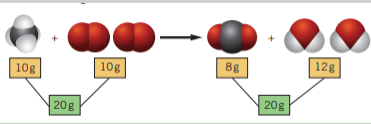
THERMAL DECOMPOSITION

Copper carbonate → copper oxide + carbon dioxide



CONSERVATION OF MASS

In a reaction, the mass will be conserved. This means that the total mass of the reactants will be equal to the total mass of the products.

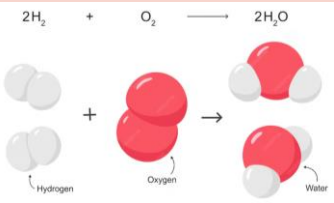


COMBUSTION

Combustion means the burning of a fuel in oxygen which releases the chemical energy in the fuel. Methane reacts with oxygen to produce carbon dioxide and water. Methane + oxygen → carbon dioxide + water



Hydrogen reacts with oxygen to make water. Hydrogen + oxygen → water



KEY VOCABULARY

1	Word equations	Word equations can represent chemical reactions.
2	Reactants	Reactant are on the left-hand side of the arrow.
3	Products	Products are on the right-hand side of the arrow.
4	Balanced symbol equations	Balanced symbol equations show the amounts of all individual atoms in a reaction.
5	Chemical reactions	Chemical reactions rearrange the atoms in reactants to make a new product.
6	Exothermic	When reactants have more energy than the products they form, reactions are exothermic.
7	Endothermic	When reactants have less energy than the products they form, reactions are endothermic.
8	Thermal decomposition	Thermal decomposition reactions break reactants into smaller particles using heat.
9	Limewater	Limewater is the test for carbon dioxide gas. Carbon dioxide turns limewater from clear to cloudy.
10	Energy level diagrams	Energy level diagrams show the difference in energy between reactants and products.
11	Chemical bonds	Chemical bonds are the connecting force between atoms or ions.
12	Fossil fuels	Fossil fuels release carbon dioxide and water when they are burned. This contributes to global warming.

WHAT IS CLIMATE CHANGE		
1	Climate Change	A long-term change in average weather patterns, including temperature and rainfall.
2	Greenhouse Effect	The process where gases trap heat in the Earth’s atmosphere, warming the planet.
3	Greenhouse Gases	Gases such as carbon dioxide and methane that trap heat in the atmosphere.
4	Global Warming	The increase in Earth’s average temperature due to greenhouse gases.
5	Climate	The average weather conditions of a place over a long period of time.

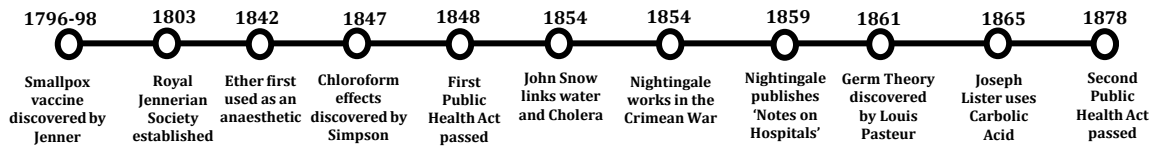
CAUSES		
1	Natural Causes	Climate change caused by natural processes such as volcanic eruptions and solar activity.
2	Human Causes	Climate change caused by human activities such as burning fossil fuels.
3	Fossil Fuels	Coal, oil and gas burned to produce energy.
4	Deforestation	The removal of forests, increasing carbon dioxide levels.
5	Agriculture	Farming activities that release methane and nitrous oxide.

	EVIDENCE	
1	Rising Temperatures	An increase in global average temperatures over time.
2	Melting Ice Caps	The shrinking of glaciers and polar ice due to warming.
3	Sea Level Rise	An increase in sea levels caused by melting ice and thermal expansion.
4	Extreme Weather	More frequent heatwaves, storms and droughts.
5	Climate Data	Information collected over time to track climate patterns.

IMPACTS			MANAGEMENT		
1	Flooding	An increase in flood risk due to rising sea levels and heavy rainfall.	1	Mitigation	Reducing the causes of climate change, such as cutting emissions.
2	Drought	Long periods of little or no rainfall.	2	Adaptation	Adjusting to the effects of climate change.
3	Food Insecurity	Difficulty accessing enough safe and nutritious food.	3	Renewable Energy	Energy from sustainable sources such as wind and solar.
4	Bangladesh	A country highly vulnerable to flooding and sea level rise.	4	Flood Defences	Structures built to protect areas from flooding.
5	Ecosystems	Natural environments that can be damaged by climate change.	5	International Agreements	Global efforts to reduce climate change, such as the Paris Agreement.



Industrial/19th Century Medicine Through Time | Year 9 | Term 3



General Medicine		
1	Inoculation	Giving somebody a small dose of a disease to create immunity.
2	Epidemic	A widespread outbreak of a disease.
3	Antibodies	Particles inside the body that can identify and fight off a disease.
4	Anaesthetic	A chemical given to put somebody to sleep.
5	Aseptic	A germ-free environment.
6	Microbes	A living organism too small to see without a microscope.
7	Germ Theory	Pasteur's name for microbes.
8	Bacteriology	The study of bacteria.
9	Antiseptic	A chemical used to kill germs.
10	Aseptic Surgery	Surgery where microbes are prevented from getting into a wound.

Big Ideas & Thinking		
1	Laissez-faire	French for 'leave be' - a term used to describe governments who do not get involved in people's day-to-day lives.
2	Enlightenment	A European movement encouraging rational, secular, scientific thinking.
3	Government Intervention	The involvement of the government to help its people.
4	Act	A law passed by Parliament.
5	Spontaneous Generation	The belief that decay caused germs.

Medical Discoveries		
1	Vaccination	Creating antibodies against a disease.
2	Chloroform	The chemical that Simpson discovered to work as an anaesthetic.
3	Pavilion Plan	A hospital design to allow separation of patients and good ventilation.
4	Pasteurisation	To heat a liquid to kill germs.
5	Germ Theory	The belief that germs are in the air all around us and cause decay.
6	Carbolic Acid	A chemical that cleared bacteria from wounds.

Illnesses & Diseases		
1	Cowpox	A viral disease that affects cows udders.
2	Smallpox	A highly infectious viral disease that causes fever, skin rashes, stomach pains and vomiting.
3	Cholera	An infection caused by ingesting (eating) faeces (poo).
4	Dysentery	Infection of the intestines resulting in severe diarrhoea.
5	Gangrene	Death of body tissue.
6	Diphtheria	A highly contagious bacterial disease of the throat that effects breathing and swallowing, and potentially fatal heart and nerve damage.
7	Anthrax	A bacterial infection.
8	Tuberculosis	A bacterial infection of the lungs.

Miscellaneous		
1	Microscope	A scientific device that magnifies objects.
2	Spot Map	The technique that John Snow used to identify where Cholera deaths occurred geographically.
3	Pharmacies	What apothecaries were now known as (Boots opened in 1849).
4	Cesspit	A hole in the ground for storing sewage or waste.
5	Agar Jelly	A sterile jelly used to grow microbes.
6	Petri Dish	A plastic air tight container used to grow microbes.
7	Dye	A liquid that is used to stain something in a different colour.

Key Questions		
Which individuals were significant for what developments?	Who supported and who opposed developments? Why?	What changes or developments in society helped medical progress?
How did new technologies help medicine to progress?	What had changed from the Renaissance period?	What had the most significant impact on medical development?

Information/Image/Diagram

JENNER

- Tested his theory that cowpox could cure smallpox
- Developed the first vaccination
- Offered free vaccinations compared to expensive inoculators

SIMPSON

- Discovered the anaesthetic chloroform by chance
- Used by Queen Victoria during childbirth
- Allowed surgery to be performed deeper and for longer

SNOW

- Investigated Cholera deaths in his area
- Created spot map to show deaths
- Linked Cholera to dirty water
- Presented his ideas to the government

NIGHTINGALE

- Organised 38 nurses to treat 2000 soldiers in the Crimean War
- Professionalised nursing - education, training and standards!
- Promoted the pavilion plan hospital
- Established the first school for nursing (1860)

PASTEUR

- Developed Germ Theory
- Proved Spontaneous Generation wrong
- Solved the mystery around what caused illness

LISTER

- Used Germ Theory to theorise that microbes caused the flesh to rot
- Operated on a patient using carbolic acid - the wound healed cleanly

KOCH

- Used petri dishes and agar jelly to grow bacteria and dye to stain and identify it
- Found the bacteria causing anthrax
- Found the bacteria that caused tuberculosis

Musikarten- types of music		
1	Was für Musik hörst du gern?	What kind of music do you like to listen to?
2	Ich höre gern...	I like listening to
3	Ich höre nicht gern, ...	I don't like listening to...
4	Ich höre nie ...	I never listen to..
5	... R&B-Musik	... R&B music
6	... Jazzmusik	... jazz
7	... Weltmusik	... World music
8	... Heavy Metal-Musik	... Heavy metal
9	... Rap-Musik	... rap
10	... Hip-Hop	... Hip hop
11	... Dance-Musik	... dance
12	... Rockmusik	... Rock music
13	... Popmusik	... pop
14	... Klassische Musik	... classical music

Giving Opinions on Music		
1	Ich finde Jazzmusik...	I think Jazz music is...
2	toll	great
3	fantastisch	fantatistic
4	originell	original
5	melodisch	tuneful
6	energiegeladen	Full of energy
7	kreativ	creative
8	poetisch	poetic
9	unterhaltsam	entertaining
10	stark	strong
11	sentimental	sentimental
12	aggressiv	aggressive
13	Sie macht gute Laune.	It puts you in a good mood
14	Sie macht schlechte Laune.	It puts you in a bad mood.
15	Sie klingt positiv/negativ.	It sounds positive/negative

Musical Instruments		
1	Spielst du ein Instrument?	Do you play an instrument?
2	Ich spiele...	I play...
3	... das Klavier	... the piano
4	... das Schlagzeug	... the drums
5	... die Gitarre	... the guitar
6	... die Geige	... the violin
7	... die Klarinette	... the clarinet
8	Ich spiele kein Instrument	I don't play an instrument
9	Ich spiele seit ...	I have been playing for...
10	... drei Jahren	... 3 years
11	... sechs Monaten	... 6 months
12	... der Grundschule	... Primary school

Talking about a favourite band or singer		
1	Mein(e) Lieblingssänger(in) ist ...	My favourite singer is..
2	Meine Lieblingsband ist ...	My favourite band is..
3	Ich finde ihn/sie/es ...	I find he/she /it...
4	Ihre Lieder sind ...	Their songs are...
5	Die Melodien sind ...	The tunes are...

Talking about a favourite band or singer		
1	Wie findest du die Band?	What do you think of the band?
2	Ich finde sie...	I think they are...
3	... dynamisch	... Dynamic
4	... begabt	... Talented
5	... alternativ	... alternative
6	... locker / cool	... Laid back / cool
7	... schlecht	... Bad
8	... monoton / langweilig	... Monotonous / boring

KEY VOCABULARY			RELIGIOUS VIEWS ON THE DEATH PENALTY		
1	Absolute morality	This is an ethical view that all actions are intrinsically right or wrong.	1	Buddhism	Although Buddhism is against the death penalty many countries still allow it for cultural reasons and as they believe that keeping order is more important than Buddhist teachings.
2	Relative morality	This is the view that moral judgments are true or false depending on the particular circumstances.	2	Christianity	It occurs in the Bible as punishment from God and many Christian churches have not condemned it. BUT - many Christians follow the teachings of Jesus in the NT where he banned punishment for retribution.
3	Crime	Any action that breaks the law.	3	Hinduism	No official Hindu line. However, Hinduism opposes killing, violence and revenge, in line with the principle of ahimsa (non-violence).
4	Punishment	A penalty for breaking the law or the norms and values of society.	4	Islam	Humans have free-will, so can choose evil, and may face discipline such as capital punishment. Prophet Mohammed supported capital punishment.
5	Deviance	Any action that breaks the laws and values of society.	5	Judaism	Torah lists 36 ‘capital crimes’. BUT - The state of Israel has abolished the death penalty for any crime that is now likely to be tried there.

AIMS OF PUNISHMENT		
1	Reformation	A chance for the criminal to reflect on what they have done wrong and to then improve their behaviour.
2	Protection	A security measure to ensure that the rest of society is protected from criminals who may want to harm them.
3	Retribution	A way of making sure that people, particularly victims, are able to see that the criminal has paid the price required for committing the crime.
4	Deterrence	A way of putting people off committing crime because of the fear of consequences.

DEATH PENALTY VOCABULARY		
1	Death Penalty	Punishment by execution.
2	Capital Punishment	The legally authorised killing of someone as punishment for a crime.
3	Mercy	Compassion or forgiveness shown towards someone whom it is within one’s power to punish or harm.
4	Clemency	Showing mercy or lenience to someone.

SURREALIST TECHNIQUES

1	Metamorphosis	Changing or transforming from one thing to another - such as a caterpillar to a butterfly.
2	Automatism	An artistic technique referring to creating art without conscious thought.
3	Juxtaposition	Placing something close together or side by side to create a contrast or comparison
4	Scale	The size of something

KEY ARTISTS

1	Salvador Dali	1904-1989 Considered one of the founding members of the Surrealism movement. His work spanned painting, drawing, film making and writing.
2	Rene Magritte	1898-1967 Belgian artist known for his depictions of familiar objects in unfamiliar, unexpected contexts
3	Redmer Hoekstra	Contemporary Dutch artist who is known for his technical illustrations using fine liner pen.

A BRIEF HISTORY OF SURREALISM

1	The movement grew from the Dada movement.
2	Manifesto of Surrealism published in 1924 in Paris by Andre Breton , originally focused on literature.
3	The goal of the movement was to erase all constraints of the mind and use the subconscious as the inspiration for Art.
4	Many artists such as Salvador Dali and Rene Magritte who were working in Paris at the time became interested in Surrealism and used it within their Art.
5	The Surrealists went on to produce paintings, photography, sculpture and film.

KEY VOCABULARY

1	Dada	An art movement which started during world war 1. The work was playful and didn't make lots of sense.
2	Subconscious	The part of your mind that affects your emotions, behaviour and dreams.
3	Unexpected	Something that is not expected or planned. Can happen without warning.
4	Unnerving	Something that doesn't look or act the way you'd expect it to. Out of the ordinary.

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	Elevenes	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.

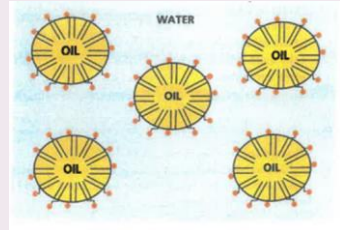
TRADITIONAL BRITISH PRODUCE

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	<p>Red dot – hydrophilic head which is attracted to Water.</p> <p>Black tail – hydrophobic – hates the water and is attracted to the oil.</p>	

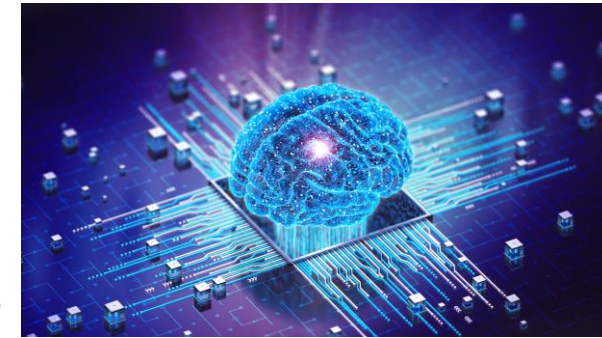
SUSTAINABILITY VOCABULARY		
1	Sustainable	Meeting the needs of the present without compromising the ability of future generations to meet their own needs.
2	Renewable	A renewable energy source means energy that is sustainable - something that can't run out, or is endless, like the sun.
3	Non-Renewable	Resources that cannot be replaced once used, like oil and coal.
3	Finite	Finite resources are non-renewable and will eventually run out . Metals, plastics and fossil fuels (coal, natural gas and oil) are all examples of finite resources.
4	Life cycle	The stages a product goes through – from raw material to disposal.
5	Upcycling	Turning waste or unwanted items into something useful or creative.
6	Biodegradable	Materials that naturally break down without harming the environment.
7	Planned Obsolesce	When products are designed to break or go out of date quickly.
SUSTAINABLE DESIGN CHOICES		
1	Use eco-friendly materials (e.g. bamboo, recycled plastics).	
2	Use minimal packaging and avoid single-use plastics.	
3	Consider energy use during production and use.	
4	Design for durability (make it last longer).	
5	Make products easy to repair and upgrade.	

The 6 Rs		
1	Rethink	Is this product really needed? Can you rethink the product so it lasts longer? Can you redesign the product so it is easier to recycle?
2	Reduce	Can you reduce the amount of materials used? Can you reduce the energy needed for manufacturing> Can you reduce the waster and packaging?
3	Reuse	Can the product be reused, perhaps in a new way to extend its life? Can parts be reused? Is it easy to dismantle for reuse?
4	Repair	Can the produce be repaired easily? Can it be repaired cheaply? Can parts be replaced rather than the whole produce becoming unusable?
5	Recycle	Can you use recycled materials? Can you use materials that can be recycled after use? Can you design a product that is easy to recycle?
6	Refuse	Can you refuse to design something that isn't really needed? Can you refuse to use materials that aren't recyclable? If your design isn't sustainable will people refuse to buy it?

Artificial Intelligence Key Words

1	Artificial Intelligence	When computers are made to act in ways that seem smart, like humans.
2	Machine Learning	A type of AI that allows computers to learn from data and improve over time.
3	Algorithm	A set of step-by-step instructions a computer follows to solve a problem.
4	Data	Information that computers use to learn, make decisions, or provide results.
5	Training	The process of teaching an AI system using lots of examples.
6	Model	The final program created after training an AI – it can make predictions or decisions.
7	Automation	Using technology to perform tasks without human help.
8	Bias	When an AI makes unfair decisions because of the data it was trained on.
9	Chatbot	A computer program that can talk or message with users like a human.
10	Neural Network	A system in AI designed to work like a human brain to process data.

Artificial Intelligence (AI) is when computers are designed to think, learn, and solve problems like humans. AI is used in many places, such as voice assistants, recommendation systems, and self-driving cars.



1. AI is given data (e.g. pictures, text, numbers).
2. It uses an algorithm to look for patterns.
3. The system improves by comparing its answers to the correct ones.
4. Over time, it gets better at making decisions or predictions.

- Voice assistants like Siri or Alexa
- Recommendations on Netflix or YouTube
- Chatbots on websites
- Self-driving cars
- Face recognition on phones



WRONG

RIGHT

- AI is already used in schools, hospitals, games, and even art!
- AI does not 'think' like humans – it uses data and patterns.
- It's important to teach AI fairly, so it doesn't learn bad habits from biased data.

There are also lots of questions around whether AI is moral or not!

| Year 9 | Term 3 |What are the features of different Dance styles?

DANCE

CONTEMPORARY FEATURES

1	Floor work	Movements on the floor such as rolls, slides, fall and recovery, travelling.
2	Contract and release	Tensing muscles for a strong movement, then releasing into a smooth, flowing, gentle action.
3	Unexpected changes	Quick, unpredictable timing changes using varied speeds and weights—fast/slow, strong/gentle.
4	Free movement	Using shapes like circles and squares to inspire improvised movement
5	Contact work	Working with a partner or group using: touch-points, lifts etc.

JAZZ FEATURES

1	Extension and flexibility	High kicks, long lines, and fluid, flexible movements.
2	Turns and leaps	Controlled spins and powerful jumps showing height and precision.
3	Strong performance quality	Confident energy, sharp movements, expression, and stage presence.
4	Use of isolations	Moving one body part independently with sharp, controlled precision.
5	Lively and energetic	Upbeat, dynamic movements with enthusiasm, power, and rhythm.

STREET DANCE FEATURES

1	Blending of styles	Popping, Locking, Jip-Hop and break dance, waacking, voguing and many more.
2	Break dance	Characterized by acrobatic moves, spins, and intricate footwork, often performed to hip-hop music.
3	Strong and syncopated	Emphasis on dynamic, punchy rhythmic patterns.
4	Acrobatic movements	Flips, tricks and use of strength and flexibility.
5	Energetic and vibrant	Lively, powerful movements showing intensity, rhythm, and style.

TUTTING AND WAACKING FEATURES

1	Geometric shapes	The use of boxes, angles, right angles and crosses.
2	Strong arm and hand positions	Using the hands and arms to create certain shapes that line up and can also align with other dancers.
3	Circular air pathways	Whips, rolls and big circles with the arms, creating figures of eights with arms and hands.
4	Specific hand positions	Silver Spoons, Blades, Guns, Fists and Flag.
5	Fast Pace	A fast pace with strong sense of accuracy allows the dance to look seamless.

DEVICES TO DEVELOP CHOREOGRAPHY

1	Unison	The dancers perform the same movements at the same time.
2	Canon	The dancers perform the same movement one after each other.
3	Contrast	Movements or shapes that have nothing in common.
4	Complimentary	Perform actions or shapes that are similar to but not exactly the same as another dancers.
5	Mirroring	Creating a mirror image of each other.
6	Dynamics	Varying movement speed, force, and energy for contrast.
7	Use of Space	Shifting levels, directions, and pathways to create variety.
8	Addition	Adding new movements to build and develop choreography.

Year 9 Term 4 CAN I DEVISE FROM A STIMULUS?						DRAMA		
KEY CONCEPTS			STRANDS OF DRAMA LESSONS			DEVISING LOGS		
1	Stimulus	The starting point for your devised piece (e.g., a quote, image, article).	1	Performing: Presenting your drama to an audience.	1	Initial Response	How you interpreted the stimulus.	
2	Devising	Creating original performance work collaboratively.			2	Development	How you created and refined material.	
3	Exploration	Trying out ideas through improvisation and rehearsal.	2	Devising: Creating your own performance.	3	Collaboration	How you worked with others and shared ideas.	
4	Refinement	Editing and shaping your piece based on feedback and reflection.			4	Performance Choices	How you used voice, movement, space, and style.	
5	Performance Intentions	The message, emotion or idea you want to communicate.	3	Appreciation: Understanding and commenting on your own performance and the performances of others.	5	Evaluation	Reflecting on what went well and what could improve.	
6	Target Audience	Who your performance is for, and how you want them to react.			6	Intention vs Impact	What you hoped to achieve vs how the audience reacted.	
KEY SKILLS			4	Designing: Lighting, Sound, Costume and Set design that help create a vision.	DRAMA TECHNIQUES			
1	Vocal Skills	Pitch, pace, pause, projection, tone.			1	Narration	A character or voice gives background or commentary.	
2	Physical Skills	Gesture, facial expression, posture, movement.						
3	Characterisation	Using voice and body to bring a role to life.	REHEARSAL STRATEGIES		2	Flashback/Flash forward	Jumping in time to add context or contrast.	
4	Structure	Beginning, development, climax, resolution.	1	Systematic repetition	3	Thought-Tracking	A character speaks their inner thoughts aloud.	
			2	Rehearsal discipline				
			3	Planning of rehearsal				
5	Rehearsal Discipline	Focus, collaboration, timekeeping, taking feedback.	4	Respond to feedback	4	Split Stage	Two scenes/actions happening at once.	
			5	Own Research				

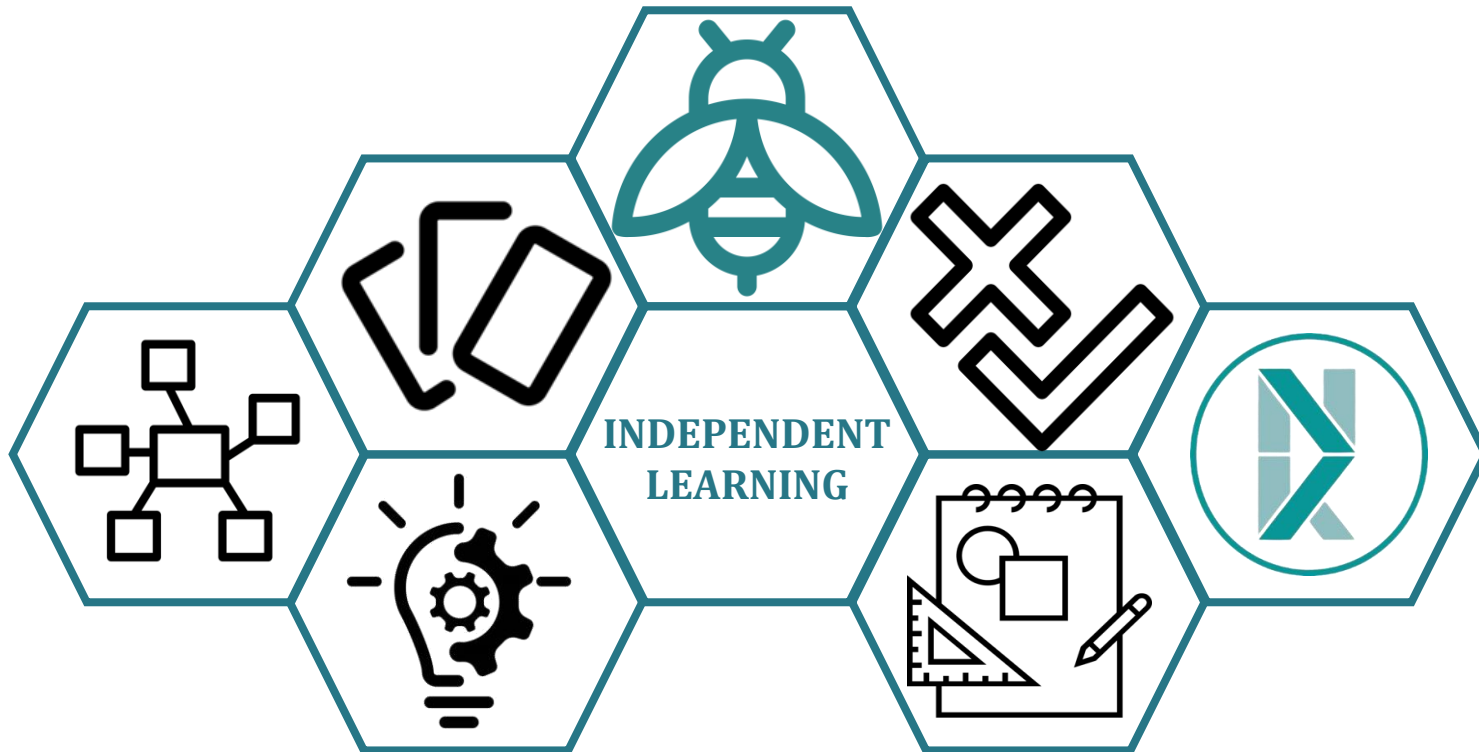
MELODIC TERMS		
1	Motif	A melodic idea.
1	Conjunct	A melody where notes are close to each other.
2	Disjunct	A melody where notes are further apart.
3	Inversion	A motif is repeated, but the intervals are turned upside-down.
4	Sequence	A motif repeated up or down a step in pitch.
5	Stepwise	A melody where the movement moves largely in steps.

NOTATION TERMS		
1	Semi-breve	A 4-beat note.
2	Minim	A 2-beat note.
3	Crotchet	A 1-beat note.
4	Quaver	A ½-beat note.

COMPOSING TIPS		
1	Start with a simple idea	A catchy hook which is repeated provides legitimacy.
2	Development	Adding notes, changing rhythms, or changing the pitch of your original motif adds development over time.
3	Use syncopation	Don't play every note on the beat, play in between beats to add rhythmic variety.

KEY VOCABULARY		
1	Ground bass	A repeated bassline normally played on the cello or organ.
2	Baroque	The music written between the time period of 1600 – 1750. Musical periods overlap.
3	Canon	A piece of music where the original melody is imitated by different instruments.
4	Imitation	Different instruments playing a similar melody. It sounds like the instruments are “chasing” each other.
5	Call and response	An instrument plays a motif and other instruments respond in a similar way.
6	Pachelbel	A composer who lived during the baroque period.
7	Texture	How different musical layers interact such as melody and harmony.

FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



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



SKETCH NOTES

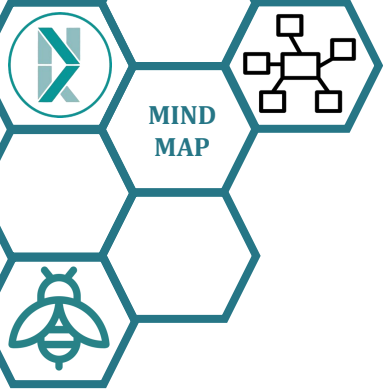
HOW DO I MAKE USEFUL SKETCH NOTES?

- 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.



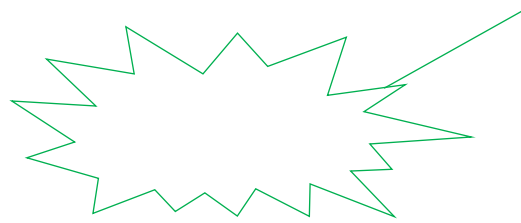
*Once you have completed your sketch note page try photocopying it in black and white and then use colours to RAG-rate the information – you will then create a real focus for your revision by prioritising first the **R**ed and then the **A**mber!*





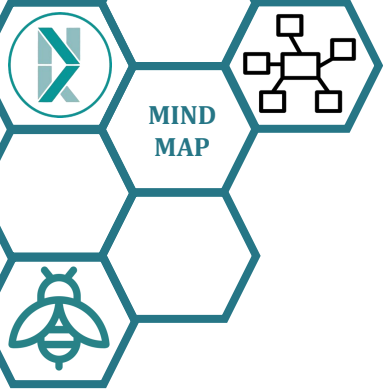
HOW DO I CREATE AN EFFECTIVE MIND MAP?

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



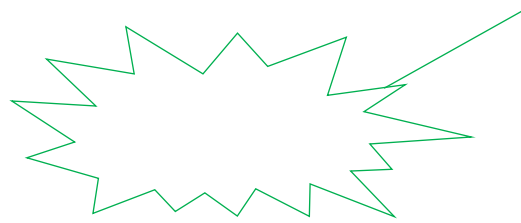
The aim of a mind-map is to fit as much as possible all on one page! Therefore, avoid writing in full sentences and focus on using the branches to organise your notes.





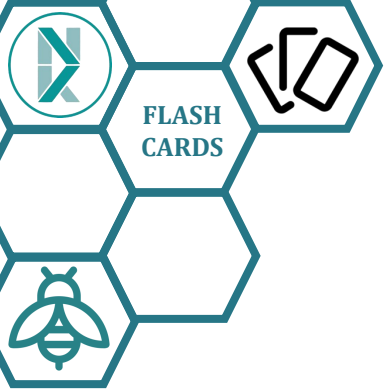
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FLASH CARDS

HOW DO I MAKE FLASH CARDS?

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

FRONT (key term or question)

BACK (answer)



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





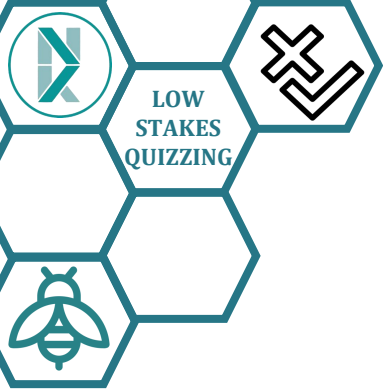
HOW DO I DEVELOP MY EXPERT WRITING?

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

[illegible]

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





HOW DO I MAKE AN EFFECTIVE LOW-STAKES QUIZ

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



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





EMPOWERING POTENTIAL

EMPOWERING SUCCESS



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



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



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



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