

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.

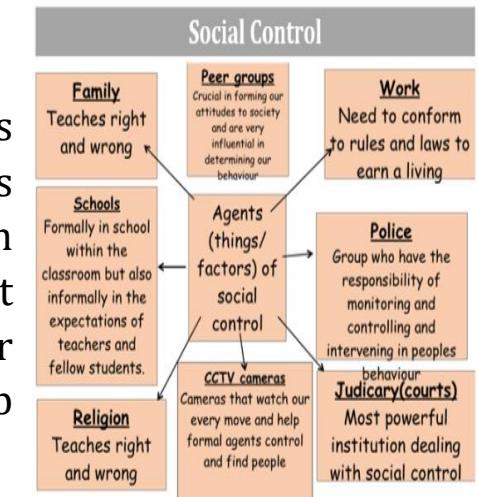


## Why are Knowledge Organisers important?

Having all of this **key information in one place makes it easily accessible before during and after the study of a particular unit or topic**. Teachers continuously refer to the content of Knowledge Organisers within lessons and to support independent learning where they can be used to develop and consolidate knowledge. Therefore, Knowledge Organisers form the backbone of learning across the academy.

## How do teachers use Knowledge Organisers?

Each department has carefully created each Knowledge Organiser so that it is **individually tailored to the curriculum taught at North Kesteven**. Teachers have selected the most key building blocks (knowledge and information) for each topic or unit provide clear support to develop knowledgeable and skilled subject experts. The knowledge and information contained on the Knowledge Organiser is carefully shared, identified and practised within and beyond lessons to develop confidence and fluency.



Key Concepts - Algebra			
1	Quadratic	A quadratic expression is of the form $ax^2 + bx + c$	Example of quadratic expressions: $8x^2 - 3x + 7$
2	Factorising Quadratics	$x^2 + bx + c$ find the two numbers that add to give b and multiply to give c.	$x^2 + 7x + 10 = (x + 5)(x + 2)$
3	Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$	$x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$
4	Rearranging Formulae	Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	Make x the subject of y $\begin{aligned} y &= \frac{2x-1}{x} \\ yz &= 2x - 1 \\ yz + 1 &= 2x \\ \frac{yz+1}{2} &= x \end{aligned}$
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 -

## RECALL

Strategy	Activity	Imagery
<b>3x3x3:</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. Repeat using a combination of step 2 and step 3.</li> </ol>	
<b>Race to the Bottom/Top:</b>	<p><b>Bottom:</b></p> <ol style="list-style-type: none"> <li>1. Pick one of the coloured boxes on the <i>Knowledge Organiser</i>.</li> <li>2. Starting from the top, cover the key word and see if you can recall it by reading the definition.</li> <li>3. See how far down the box you can get.</li> <li>4. Repeat but this time cover up the definition and see if you can recall it by just reading the key word.</li> </ol> <p><b>Top:</b></p> <ol style="list-style-type: none"> <li>1. Pick one of the coloured boxes on the <i>Knowledge Organiser</i>.</li> <li>2. Starting from the bottom, cover the key word and see if you can recall it by reading the definition.</li> <li>3. See how far up the box you can get.</li> <li>4. Repeat but this time cover up the definition and see if you can recall it by just reading the key word.</li> </ol>	

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

Strategy	Activity	Imagery
<b>SYNTHESIS:</b>	<p><b>Answer Planning:</b></p> <ol style="list-style-type: none"> <li>1. Write down a key question for the topic on a piece of paper</li> <li>2. Try to recall as many key pieces of vocabulary and knowledge as possible that link to this.</li> <li>3. Use the <i>Knowledge Organiser</i> to see what you have missed.</li> <li>4. Add these in a different colour.</li> </ol>	
<b>Categorising:</b>	<ol style="list-style-type: none"> <li>1. Pick one of the coloured boxes on the <i>Knowledge Organiser</i> and consider the heading/category.</li> <li>2. 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.</li> <li>3. Uncover the <i>Knowledge Organiser</i>, look at what you have missed and add these in a different colour pen.</li> <li>4. Get somebody to test you on the words you have added, and then re-attempt steps 1-3.</li> </ol>	

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

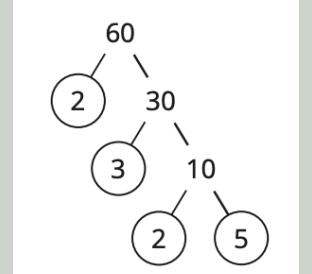
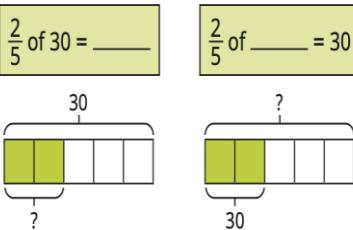
Strategy	Activity	Imagery
<b>REFLECTION:</b>	<p><b>RAG-rate:</b></p> <ol style="list-style-type: none"> <li>1. On completion of a unit of work get somebody to test you on each aspect of the <i>Knowledge Organiser</i>.</li> <li>2. RAG-rate each piece: Red = don't know it, Amber = partly know it, Green = know it.</li> <li>3. Revisit all Amber pieces frequently, and Red pieces more frequently.</li> <li>4. After a set period of time, RAG-rate the knowledge organiser again and repeat the process.</li> </ol>	
<b>REFLECTION:</b>	<p><b>Booster:</b></p> <ol style="list-style-type: none"> <li>1. Revisit a piece of lesson work or an exam answer.</li> <li>2. Use the <i>Knowledge Organiser</i> to locate any key vocabulary or relevant information that could be added to develop the work further.</li> <li>3. Annotate the original piece of work to develop your thinking.</li> <li>4. Re-write or type up the improved version of the work or exam answer.</li> </ol>	

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

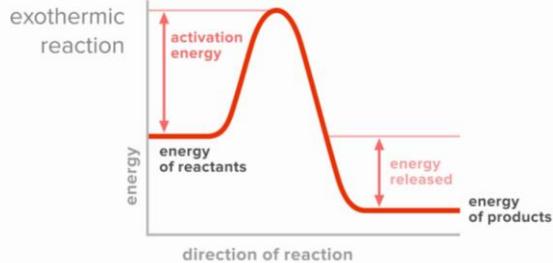
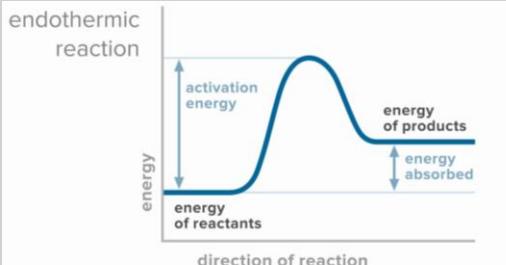
# Year 9 | Term 2 and 3 | How Does Shakespeare explore ideas of dispossession and colonisation in 'The Tempest'

## English

CHARACTERS			#	AREA OF CONTEXT	FURTHER INFORMATION
1	Prospero	The play's protagonist, and father of Miranda.	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	Miranda	The daughter of Prospero.			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	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.	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.
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.			The play explores themes of survival, power, and control, set against the backdrop of the "New World" and European expansion.
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.			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.
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	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.
2.	Key events	<ul style="list-style-type: none"> <li>• A ship is caught in a tempest and begins to sink.</li> <li>• Prospero tells Miranda that he caused the storm.</li> <li>• Ariel fetches Ferdinand, who falls in love with Miranda.</li> <li>• Antonio and Sebastian plot to kill Alonso, the King of Naples.</li> <li>• The ship's jester and butler meet Caliban and feed him alcohol.</li> <li>• Caliban suggests that they should kill Prospero, and Ariel overhears.</li> <li>• Prospero uses magic to scare Alonso and spoil Caliban's plot.</li> <li>• Prospero's daughter, Miranda, marries the son of King Alonso.</li> <li>• Prospero forgives the passengers for their former betrayals.</li> </ul>			
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			PRIME FACTOR TREE	VOCABULARY																									
1	Prime factor decomposition	Process of writing a number as the product of its prime factors.		1	Factor																								
2	Index notation	Using exponents (powers) to show how many times a number (the base) is multiplied by itself.		2	Multiple																								
3	Highest common factor	Common factor of two or more integers that has the greatest value.		3	Prime number																								
4	Lowest common multiple	Lowest multiple shared by two or more numbers.		4	Prime factor																								
5	Interest	Amount of money charged or earned based on a percentage of the original amount over a period of time.		5	Imperial system																								
6	Simple interest	Interest calculated on the principal amount and then multiplied by the time period of the investment or loan.		6	Metric system																								
7	Compound interest	Interest calculated on both the principal amount and the accumulated interest from previous periods.		7	Compound measure																								
KEY FORMULAE OR CONVERSIONS																													
Model how to convert units of speed.																													
3 metres per second			$3 \times 60 = 180$																										
180 metres per minute			$180 \times 60 = 10800$																										
10800 metres per hour			$10800 \div 1000 = 10.8$																										
10.8 kilometres per hour																													
VAT																													
<b>White Rose Builders</b> Mr Smith 13 Cherry Tree Road			<b>UK invoice with VAT</b> Invoice no.: 00129 Date: 06/02/25																										
<table border="1"> <thead> <tr> <th>Description</th> <th>Quantity</th> <th>Unit price</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Product 1</td> <td>10</td> <td>£10.00</td> <td>£100.00</td> </tr> <tr> <td>Service 1</td> <td>1</td> <td>£100.00</td> <td>£100.00</td> </tr> <tr> <td></td> <td></td> <td><b>Subtotal</b></td> <td>£200.00</td> </tr> <tr> <td></td> <td></td> <td><b>VAT</b></td> <td>£40.00</td> </tr> <tr> <td></td> <td></td> <td><b>Total with VAT</b></td> <td>£240</td> </tr> </tbody> </table>						Description	Quantity	Unit price	Amount	Product 1	10	£10.00	£100.00	Service 1	1	£100.00	£100.00			<b>Subtotal</b>	£200.00			<b>VAT</b>	£40.00			<b>Total with VAT</b>	£240
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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 DIAGRAMS)

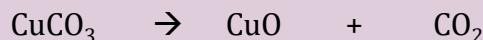


## BOND ENERGIES

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

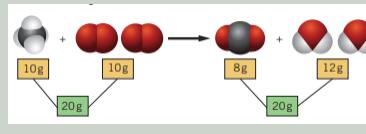
## THERMAL DECOMPOSITION

Copper carbonate  $\rightarrow$  copper oxide + carbon dioxide



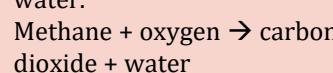
## CONSERVATION OF MASS

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.

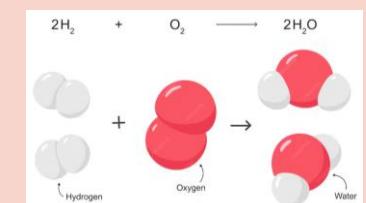
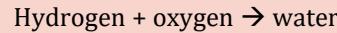


## COMBUSTION

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.



Hydrogen reacts with oxygen to make water.



## KEY VOCABULARY

1	Word equations	Word equations can represent chemical reactions.
2	Reactants	Reactants 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			EVIDENCE		
1	Climate Change	A long-term change in average weather patterns, including temperature and rainfall.	1	Rising Temperatures	An increase in global average temperatures over time.
2	Greenhouse Effect	The process where gases trap heat in the Earth's atmosphere, warming the planet.	2	Melting Ice Caps	The shrinking of glaciers and polar ice due to warming.
3	Greenhouse Gases	Gases such as carbon dioxide and methane that trap heat in the atmosphere.	3	Sea Level Rise	An increase in sea levels caused by melting ice and thermal expansion.
4	Global Warming	The increase in Earth's average temperature due to greenhouse gases.	4	Extreme Weather	More frequent heatwaves, storms and droughts.
5	Climate	The average weather conditions of a place over a long period of time.	5	Climate Data	Information collected over time to track climate patterns.
CAUSES			IMPACTS		
1	Natural Causes	Climate change caused by natural processes such as volcanic eruptions and solar activity.	1	Flooding	An increase in flood risk due to rising sea levels and heavy rainfall.
2	Human Causes	Climate change caused by human activities such as burning fossil fuels.	2	Drought	Long periods of little or no rainfall.
3	Fossil Fuels	Coal, oil and gas burned to produce energy.	3	Food Insecurity	Difficulty accessing enough safe and nutritious food.
4	Deforestation	The removal of forests, increasing carbon dioxide levels.	4	Bangladesh	A country highly vulnerable to flooding and sea level rise.
5	Agriculture	Farming activities that release methane and nitrous oxide.	5	Ecosystems	Natural environments that can be damaged by climate change.
MANAGEMENT					
1	Mitigation	Reducing the causes of climate change, such as cutting emissions.			
2	Adaptation	Adjusting to the effects of climate change.			
3	Renewable Energy	Energy from sustainable sources such as wind and solar.			
4	Flood Defences	Structures built to protect areas from flooding.			
5	International Agreements	Global efforts to reduce climate change, such as the Paris Agreement.			



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

1796-98	1803	1842	1847	1848	1854	1854	1859	1861	1865	1878
Smallpox vaccine discovered by Jenner	Royal Jennerian Society established	Ether first used as an anaesthetic	Chloroform effects discovered by Simpson	First Public Health Act passed	John Snow links water and Cholera	Nightingale works in the Crimean War	Nightingale publishes 'Notes on Hospitals'	Germ Theory discovered by Louis Pasteur	Joseph Lister uses Carbolic Acid	Second Public Health Act passed

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	Germs	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.

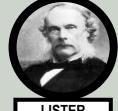
Illnesses & Diseases		
1	Cowpox	A viral disease that affects cows udders.
2	Smallpox	A highly infectious viral disease that causes fever, skin rashes, stomach pains and vomiting.
3	Cholera	An infection caused by ingesting (eating) faeces (poo).
4	Dysentery	Infection of the intestines resulting in severe 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		
	<b>JENNER</b>	<ul style="list-style-type: none"> <li>Tested his theory that cowpox could cure smallpox</li> <li>Developed the first vaccination</li> <li>Offered free vaccinations compared to expensive inoculators</li> </ul> 
	<b>SIMPSO</b>	<ul style="list-style-type: none"> <li>Discovered the anaesthetic chloroform by chance</li> <li>Used by Queen Victoria during childbirth</li> <li>Allowed surgery to be performed deeper and for longer</li> </ul> 
	<b>SNOW</b>	<ul style="list-style-type: none"> <li>Investigated Cholera deaths in his area</li> <li>Created spot map to show deaths</li> <li>Linked Cholera to dirty water</li> <li>Presented his ideas to the government</li> </ul> 
	<b>NIGHTINGA</b>	<ul style="list-style-type: none"> <li>Organised 38 nurses to treat 2000 soldiers in the Crimean War</li> <li>Professionalised nursing – education, training and standards!</li> <li>Promoted the pavilion plan hospital</li> <li>Established the first school for nursing (1860)</li> </ul> 
	<b>PASTEU</b>	<ul style="list-style-type: none"> <li>Developed Germ Theory</li> <li>Proved Spontaneous Generation wrong</li> <li>Solved the mystery around what caused illness</li> </ul> 
	<b>LISTER</b>	<ul style="list-style-type: none"> <li>Used Germ Theory to theorise that microbes caused the flesh to rot</li> <li>Operated on a patient using carbolic acid – the wound healed cleanly</li> </ul> 
	<b>KOCH</b>	<ul style="list-style-type: none"> <li>Used petri dishes and agar jelly to grow bacteria and dye to stain and identify it</li> <li>Found the bacteria causing anthrax</li> <li>Found the bacteria that caused tuberculosis</li> </ul> 



Musikarten- types of music			Giving Opinions on Music			Musical Instruments		
1	Was für Musik hörst du gern?	What kind of music do you like to listen to?	1	Ich finde Jazzmusik...	I think Jazz music is...	1	Spielst du ein Instrument?	Do you play an instrument?
2	Ich höre gern...	I like listening to	2	toll	great	2	Ich spiele...	I play...
3	Ich höre nicht gern, ...	I don't like listening to...	3	fantastisch	fantastic	3	... das Klavier	... the piano
4	Ich höre nie ...	I never listen to..	4	originell	original	4	... das Schlagzeug	... the drums
5	... R&B-Musik	... R&B music	5	melodisch	tuneful	5	... die Gitarre	... the guitar
6	... Jazzmusik	... jazz	6	energiegeladen	Full of energy	6	... die Geige	... the violin
7	... Weltmusik	... World music	7	kreativ	creative	7	... die Klarinette	... the clarinet
8	... Heavy Metal-Musik	... Heavy metal	8	poetisch	poetic	8	Ich spiele kein Instrument	I don't play an instrument
9	... Rap-Musik	... rap	9	unterhaltsam	entertaining	9	Ich spiele seit ...	I have been playing for...
10	... Hip-Hop	... Hip hop	10	stark	strong	10	... drei Jahren	... 3 years
11	... Dance-Musik	... dance	11	sentimental	sentimental	11	... sechs Monaten	... 6 months
12	... Rockmusik	... Rock music	12	aggressiv	aggressive	12	... der Grundschule	... Primary school
13	... Popmusik	... pop	13	Sie macht gute Laune.	It puts you in a good mood			
14	... Klassische Musik	... classical music	14	Sie macht schlechte Laune.	It puts you in a bad mood.			
			15	Sie klingt positiv/negativ.	It sounds positive/negative			

Talking about a favourite band or singer			Talking about a favourite band or singer		
1	Mein(e) Lieblingssänger(in) ist ...	My favourite singer is..	1	Wie findest du die Band?	What do you think of the band?
2	Meine Lieblingsband ist ...	My favourite band is..	2	Ich finde sie...	I think they are...
3	Ich finde ihn/sie/es ...	I find he/she /it...	3	... dynamisch	... Dynamic
4	Ihre Lieder sind ...	Their songs are...	4	... begabt	... Talented
5	Die Melodien sind ...	The tunes are...	5	... alternativ	... alternative
			6	... locker / cool	... Laid back / cool
			7	... schlecht	... Bad
			8	... monoton / langweilig	... Monotonous / boring

# | Year 9 | Term 3| Is it up to us to punish others?

REP

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			DEATH PENALTY VOCABULARY		
1	Reformation	A chance for the criminal to reflect on what they have done wrong and to then improve their behaviour.	1	Death Penalty	Punishment by execution.
2	Protection	A security measure to ensure that the rest of society is protected from criminals who may want to harm them.	2	Capital Punishment	The legally authorised killing of someone as punishment for a crime.
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.	3	Mercy	Compassion or forgiveness shown towards someone whom it is within one's power to punish or harm.
4	Deterrence	A way of putting people off committing crime because of the fear of consequences.	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

A BRIEF HISTORY OF SURREALISM	
1	The movement grew from the <b>Dada</b> movement.
2	Manifesto of Surrealism published in <b>1924</b> in Paris by Andre <b>Breton</b> , originally focused on literature.
3	The goal of the movement was to erase all constraints of the mind and use the <b>subconscious</b> as the inspiration for Art.
4	Many artists such as Salvador <b>Dali</b> and Rene <b>Magritte</b> who were working in <b>Paris</b> 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 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.

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	Elevenses	A mid-morning snack. Food such as fruit, nuts, seeds, biscuits can be eaten.
3	Lunch	Most people have a light, quick lunch – such as a sandwich, soup or salad. The exception is on a Sunday, when some have a roast meal.
4	Tea	Tea is often a snack. Afternoon tea is popular in tearooms and cafes. It consists of a pot of tea with a selection of small sandwiches, pastries and cakes.
5	Dinner	A meal eaten in the evening – sometimes this is called supper or tea.

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

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

## EMULSIFICATION

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

## 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 <b>energy that is sustainable</b> - 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 <b>non-renewable and will eventually run out</b> . 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 Obsolescence	When products are designed to break or go out of date quickly.

## SUSTAINABLE DESIGN CHOICES

1	Use <b>eco-friendly materials</b> (e.g. bamboo, recycled plastics).
2	Use <b>minimal packaging</b> and avoid single-use plastics.
3	Consider <b>energy use</b> during production and use.
4	Design for <b>durability</b> (make it last longer).
5	Make products <b>easy to repair</b> and upgrade.

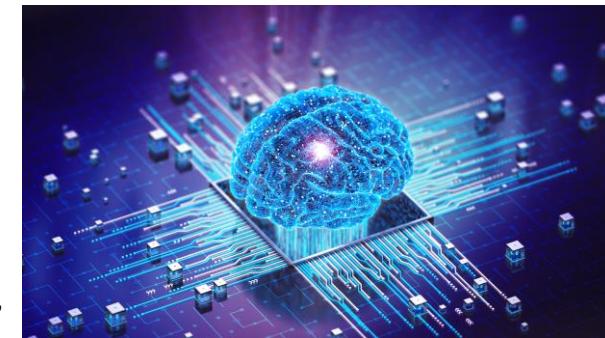
## The 6 Rs

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 waste 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 product be repaired easily? Can it be repaired cheaply? Can parts be replaced rather than the whole product 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



RIGHT

WRONG

- 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.

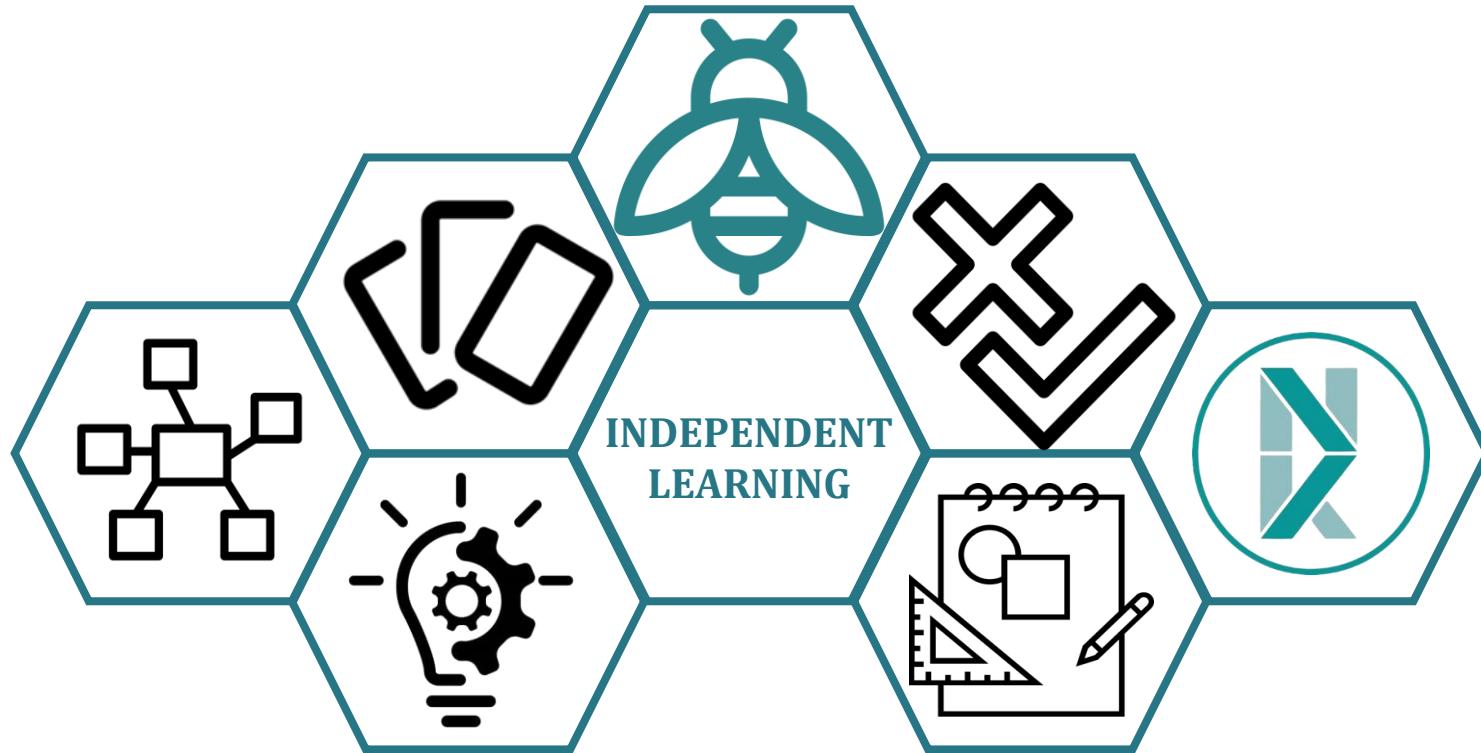
There are also lots of questions around whether AI is moral or not!

CONTEMPORARY FEATURES			STREET DANCE FEATURES			DEVISES TO DEVELOP CHOREOGRAPHY	
1	Floor work	Movements on the floor such as rolls, slides, fall and recovery, travelling.	1	Blending of styles	Popping, Locking, Jip-Hop and break dance, waacking, voguing and many more.	1	Unison
2	Contract and release	Tensing muscles for a strong movement, then releasing into a smooth, flowing, gentle action.	2	Break dance	Characterized by acrobatic moves, spins, and intricate footwork, often performed to hip-hop music.	2	Canon
3	Unexpected changes	Quick, unpredictable timing changes using varied speeds and weights—fast/slow, strong/gentle.	3	Strong and syncopated	Emphasis on dynamic, punchy rhythmic patterns.	3	Contrast
4	Free movement	Using shapes like circles and squares to inspire improvised movement	4	Acrobatic movements	Flips, tricks and use of strength and flexibility.	4	Complimentary
5	Contact work	Working with a partner or group using: touch-points, lifts etc.	5	Energetic and vibrant	Lively, powerful movements showing intensity, rhythm, and style.	5	Mirroring
JAZZ FEATURES			TUTTING AND WAACKING FEATURES			Dynamics	
1	Extension and flexibility	High kicks, long lines, and fluid, flexible movements.	1	Geometric shapes	The use of boxes, angles, right angles and crosses.	6	Dynamics
2	Turns and leaps	Controlled spins and powerful jumps showing height and precision.	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.	7	Use of Space
3	Strong performance quality	Confident energy, sharp movements, expression, and stage presence.	3	Circular air pathways	Whips, rolls and big circles with the arms, creating figures of eights with arms and hands.	8	Addition
4	Use of isolations	Moving one body part independently with sharp, controlled precision.	4	Specific hand positions	Silver Spoons, Blades, Guns, Fists and Flag.		
5	Lively and energetic	Upbeat, dynamic movements with enthusiasm, power, and rhythm.	5	Fast Pace	A fast pace with strong sense of accuracy allows the dance to look seamless.		

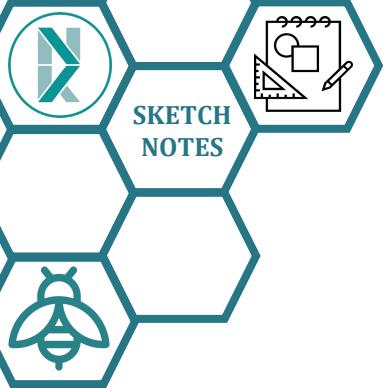
KEY CONCEPTS			STRANDS OF DRAMA LESSONS	DEVISING LOGS		
1	Initial Response	How you interpreted the stimulus.				
1	Stimulus	The starting point for your devised piece (e.g., a quote, image, article).	1 <b>Performing:</b> Presenting your drama to an audience.	1	Development	How you created and refined material.
2	Devising	Creating original performance work collaboratively.		3	Collaboration	How you worked with others and shared ideas.
3	Exploration	Trying out ideas through improvisation and rehearsal.		4	Performance Choices	How you used voice, movement, space, and style.
4	Refinement	Editing and shaping your piece based on feedback and reflection.		5	Evaluation	Reflecting on what went well and what could improve.
5	Performance Intentions	The message, emotion or idea you want to communicate.		6	Intention vs Impact	What you hoped to achieve vs how the audience reacted.
6	Target Audience	Who your performance is for, and how you want them to react.		KEY SKILLS		
KEY SKILLS			4 <b>Designing:</b> 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.		2	Flashback/Flash forward	Jumping in time to add context or contrast.
3	Characterisation	Using voice and body to bring a role to life.		3	Thought-Tracking	A character speaks their inner thoughts aloud.
4	Structure	Beginning, development, climax, resolution.		4	Split Stage	Two scenes/actions happening at once.
5	Rehearsal Discipline	Focus, collaboration, timekeeping, taking feedback.		5	Own Research	
REHEARSAL STRATEGIES						

MELODIC TERMS			KEY VOCABULARY		
NOTATION TERMS			COMPOSING TIPS		
1	Motif	A melodic idea.	1	Ground bass	A repeated bassline normally played on the cello or organ.
1	Conjunct	A melody where notes are close to each other.	2	Baroque	The music written between the time period of 1600 – 1750. Musical periods overlap.
2	Disjunct	A melody where notes are further apart.	3	Canon	A piece of music where the original melody is imitated by different instruments.
3	Inversion	A motif is repeated, but the intervals are turned upside-down.	4	Imitation	Different instruments playing a similar melody. It sounds like the instruments are “chasing” each other.
4	Sequence	A motif repeated up or down a step in pitch.	5	Call and response	An instrument plays a motif and other instruments respond in a similar way.
5	Stepwise	A melody where the movement moves largely in steps.	6	Pachelbel	A composer who lived during the baroque period.
6	Semi-breve	A 4-beat note.	7	Texture	How different musical layers interact such as melody and harmony.
7	Minim	A 2-beat note.	8		
8	Crotchet	A 1-beat note.	9		
9	Quaver	A $\frac{1}{2}$ -beat note.	10		

# FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



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



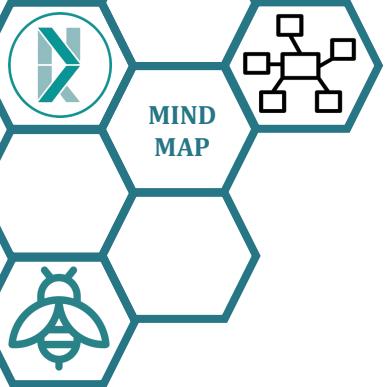
## HOW DO I MAKE USEFUL SKETCH NOTES?

- 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 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.



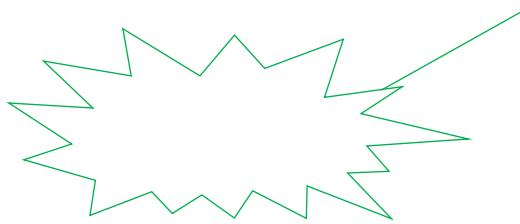
*Once you have completed your sketch note page try photocopying it in black and white and then use colours to RAG-rate the information – you will then create a real focus for your revision by prioritising first the Red and then the Amber!*





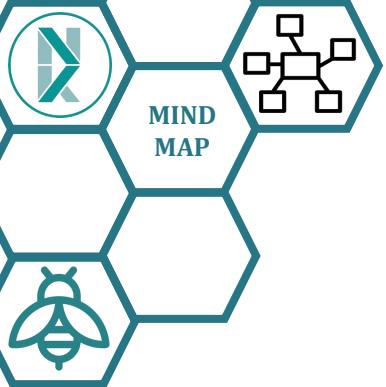
## HOW DO I CREATE AN EFFECTIVE MIND MAP?

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



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

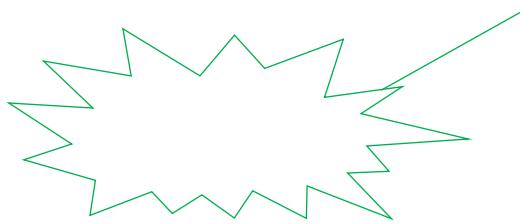




## MIND MAP

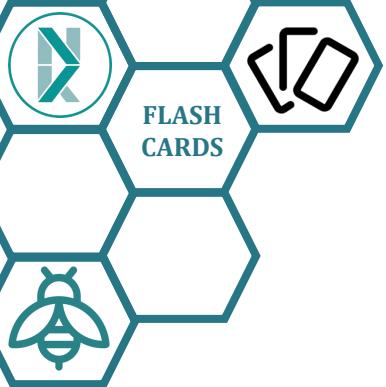
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FLASH  
CARDS



### 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)

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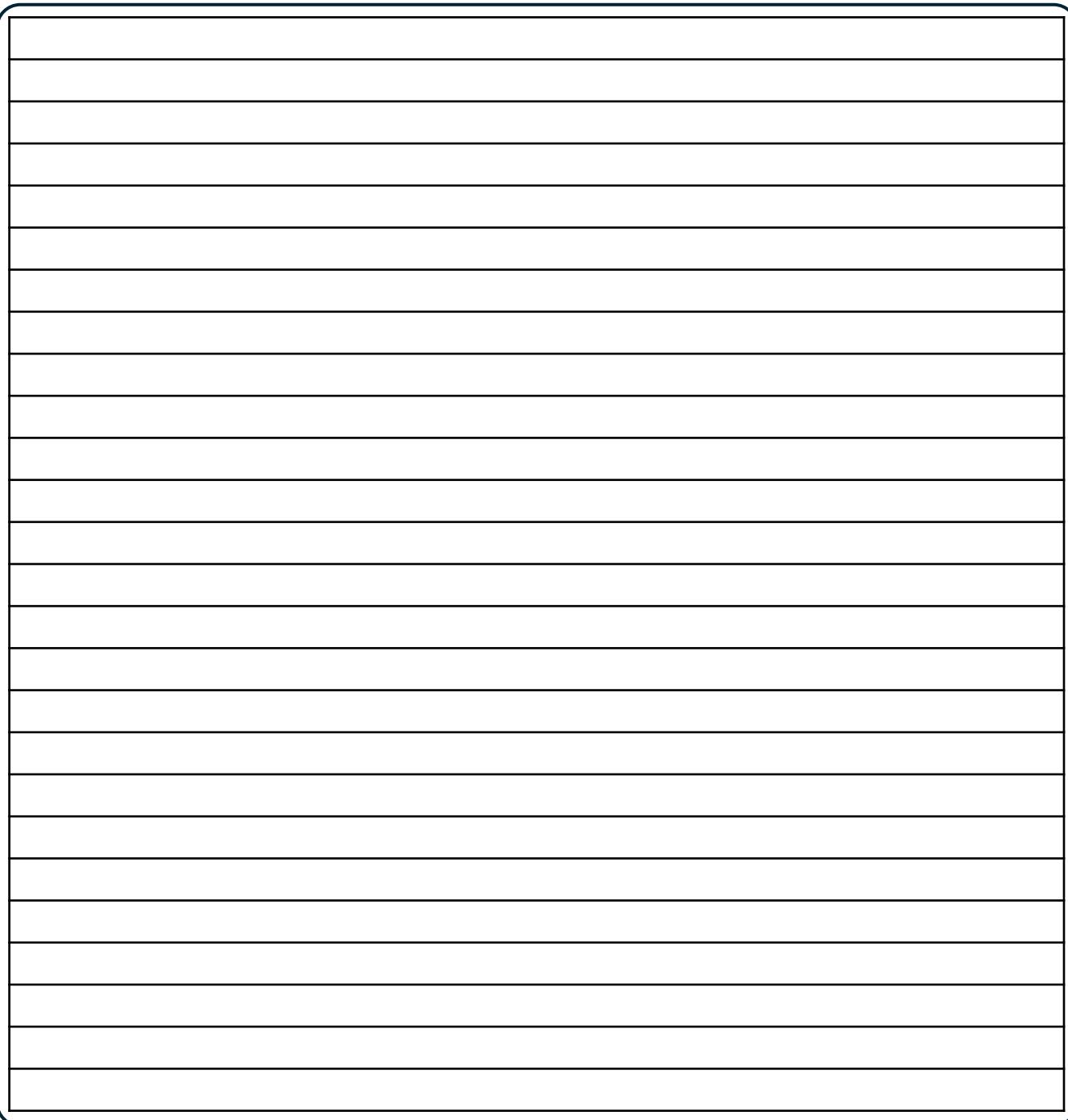
Why not RAG-rate your cards?  
(*Red* = you really don't know,  
*Amber* = you sort of know, *Green* = you completely know and understand). Then, every time you re-test yourself, you can re-RAG-rate your cards. You could do this along the bottom of each card.





## 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.



*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.