

KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK



YEAR 7 – TERM 4

How do Knowledge Organisers support learning?

What are Knowledge Organisers?

Knowledge organisers are **one-page documents that contain all of the key vocabulary and information needed to succeed at the highest level for a particular topic or unit.** They are available to all in each department for every subject/qualification. They provide a clear reference point and a backbone of understanding to make learning focused and meaningful. They are printed and glued into exercise books at the start of each topic or unit. Additional copies can also be provided if required.



What do Knowledge Organisers look like?

Each Knowledge Organiser comprises of a range of colour-coded tables of key vocabulary, definitions, information and summaries with each table's contents numbered. **The colour-coding and numbering makes each piece of content easily identifiable and ensures that learning is incremental and manageable.** All Knowledge Organisers provide information about the Year, Topic/Unit Question and Term. There are also subtle differences that relate to subject-specific requirements.

HISTORY

| Year 7 | Term 4 |

How far did the Civil War justify the execution of the King?

1603 Elizabeth I dies. James becomes King of England. 1625 Charles I becomes King of England and Scotland. 1625 Charles marries Henrietta Maria. 1629 Charles didn't call parliament. 1640 Charles forced to call Parliament. 164 The Civil War begins. 164 Charles surrenders. 1649 Charles put on trial. 1653 Oliver Cromwell becomes Lord Protector. 1659 Oliver Cromwell dies. 1660 Charles II becomes 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.
"SPEAKING LIKE AN HISTORIAN"			
1 Infer	To come to a conclusion based on evidence and reasoning.	1 Infer	To come to a conclusion based on evidence and reasoning.
2 Protestant	The part of the Christian Church that split away from Rome in the 16 th century.	2 Factors	The key, deciding pieces of information to explain an event.
3 Catholic	The Christian church controlled by the Pope in Rome.	3 Historiography	The study of writing history.
4 Puritan	Christians who wanted to worship God in a simple way. They were often strict and didn't trust anything that gave pleasure.	4 Chronology	Arranging events into order by date and/or time.
5 Cavaliers	People who supported the King.	5 Theme	The main idea behind a discussion.
6 Roundheads	People who supported Parliament.	KEY QUESTIONS	
7 House of Lords	The upper house of the Parliament of the United Kingdom.	What kind of King was Charles I?	Why were MPs not happy with Charles I?
8 House of Commons	The lower house of the Parliament of the United Kingdom.	Why were Puritans worried when Charles became King and married Henrietta?	Why was Charles forced to call parliament?
9 Lord Protector	A regent in charge of a kingdom during the minority, absence, or incapacity of the sovereign.	What major battles were there in the civil war?	Why was Oliver Cromwell chosen to be Lord Protector?
		What was Charles charged for?	Why was the Monarchy restored after Oliver Cromwell's death?

KEY PEOPLE	
Charles I 1625 - 1649	<ul style="list-style-type: none"> Son of James I and Anne of Denmark. Believed in the Divine Right of Kings. Married Catholic French Princess Henrietta Maria. Confiscated and took advice from a group of small people (not being the Duke of Buckingham). Tried to introduce Protestantism into Scotland. Had to pay them if they refused. Went to York to raise supporters and weapons. He was seen by James for parliament money. Surrendered to the Scots. After his defeat, Charles still wanted peace. Charles wouldn't answer the charges put against him. It was at 40 that Charles died from a death warrant. Executed by beheading 1649. Was a son of James I and Anne of Denmark.
Oliver Cromwell 1598 - 1658	<ul style="list-style-type: none"> Son of a farmer and trained lawyer. 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 in his army. Had 5000 Royalist soldiers killed and said it was the "head of God". Turned down the chance to be King (became Lord Protector). Invaded Ireland (1650s killed). Based in London and ruled the country.
Prince Rupert 1619 - 1682	<ul style="list-style-type: none"> Duke of Cumberland. Nephew of Charles I. English - German Army Officer. Cavalry Commander. Had a dog called Boy.
OTHER KEY PEOPLE	
1 William Laud 1573 - 1633	Appointed Archbishop by Charles. Wanted more ceremony and doctrine in churches.
2 John Bradshaw 1602 - 1659	An English jurist. He is most notable for his role as President of the High Court of Justice for the trial of King Charles I.
3 Thomas Fairfax 1612 - 1671	An English nobleman, peer, politician, general, and Parliamentarian commander-in-chief during the English Civil War.
4 Thomas Wentworth 1593 - 1641	1st Earl of Strafford, an English statesman and a major figure in the period leading up to the English Civil War. He served in Parliament and was a supporter of King Charles I.
5 Edward Montagu 1602 - 1671	2nd earl of Manchester, Parliamentary general in the English Civil War.



Why are Knowledge Organisers important?

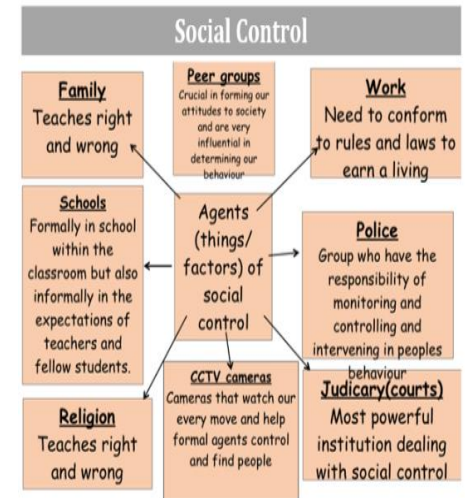
Having all of this **key information in one place makes it easily accessible before during and after the study of a particular unit or topic.** Teachers continuously refer to the content of Knowledge Organisers within lessons and to support independent learning where they can be used to develop and consolidate 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	Factorising Quadratics	$x^2 + bx + c$ find the two numbers that add to give b and multiply to give c.	$x^2 + 7x + 10 = (x + 5)(x + 2)$
3	Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$	$x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$
4	Rearranging Formulae	Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	Make x the subject of $y = \frac{2x-1}{x}$ $yx = 2x - 1$ $yx + 1 = 2x$ $\frac{yx + 1}{2} = x$
5	Quadratic	A quadratic expression is of the form $ax^2 + bx + c$	Example of quadratic expressions: $8x^2 - 3x + 7$

English verb (Infinitive)	English past participle	German verb (Infinitive)	German past participle
To stay	stayed	wohnen	gewohnt
To make/do	Made/done	machen	gemacht
To eat	eaten	essen	gegessen
To sleep	slept	schlafen	geschlafen
To play	played	spielen	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.**

Why not try our...


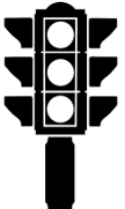

- SUPER 6 STRATEGIES -

Strategy	Activity	Imagery
 <p>RECALL</p>	<p>3x3x3:</p> <ol style="list-style-type: none"> 1. Read 3 key words and definitions or pieces of information from one coloured box, 3 from another coloured box, and a final 3 from another coloured box. 2. Return to the first 3 words but this time cover up the key words and see if you can recall them by just reading the definitions – repeat for the other 6 words. 3. Repeat the previous step but this time cover up the definitions and see if you can recall them by just reading the key word. 4. Repeat using a combination of step 2 and step 3. 	
	<p>Race to the Bottom/Top:</p> <ol style="list-style-type: none"> 1. Pick one of the coloured boxes on the <i>Knowledge Organiser</i>. 2. Starting from the top, cover the key word and see if you can recall it by reading the definition. 3. See how far down the box you can get. 4. Repeat but this time cover up the definition and see if you can recall it by just reading the key word. 	

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

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

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

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

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

Year 7 | Terms 3 and 4 | How does the nature of the narrator change the nature of a English story?

PLOT SUMMARIES

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

KEY VOCABULARY

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

HISTORICAL CONTEXT

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

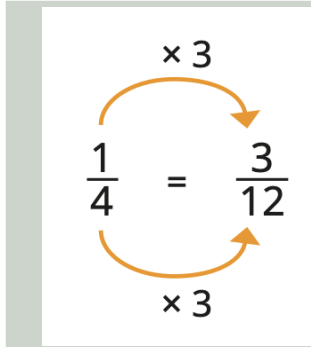
THEMES:

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

FRACTIONS

1	Fraction	Number with a numerator and a denominator that represents a proportion.
2	Numerator	Top number in a fraction that indicates the number of equal parts out of a whole.
3	Denominator	Bottom number in a fraction that indicates the number of equal parts a whole has been divided into.
4	Mixed number	Integer and a proper fraction represented together to form a number.
5	Improper fraction	Fraction in which the numerator is greater than the denominator.
6	Common denominator	Denominator that is the same for two or more fractions.

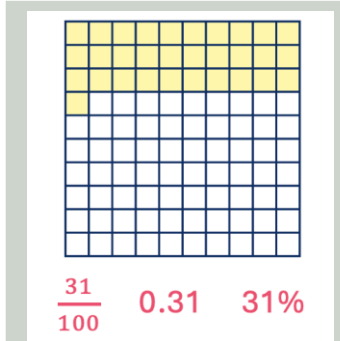
FRACTIONS



DECIMALS



PERCENTAGES

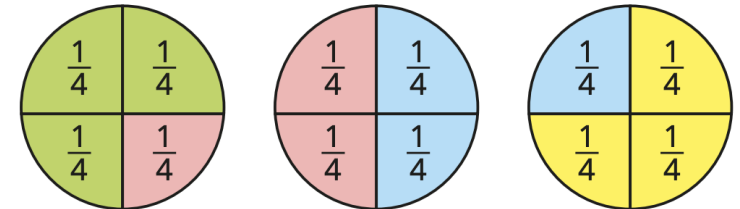


PERCENTAGES

1	Percentage	Expressing a part of a whole as a number out of 100.
2	Hundredth	1 part out of 100 equal parts.
3	Whole	Total or complete amount.
4	Compare	Look at quantities to find out whether their value is greater than, equal to or less than.
5	Equivalent	Equal in value.

STEP BY STEP

3 pizzas are split equally between 4 people.
What fraction of one pizza does each person receive?



$$3 \div 4 = \frac{3}{4}$$

DECIMALS

1	Decimal number	Number with a whole and fractional part, for example 3.2, 5.43
2	Place value	Value of a digit that relates to its position in a number.
3	Ascending order	Ordered from smallest to greatest.
4	Descending order	Ordered from greatest to smallest.
5	Recurring decimal	Decimal number that has a single or group of digits infinitely repeating, usually written with a dot above the repeating digit or start and end of the group of repeating digits.

WORDS IN EXPERIMENTS

1	Categoric variables	Come in distinct, separate groups (categories).
2	Continuous variables	Can take any value, including decimals on a number line.
3	Anomalous results	Results which are do not fit the pattern.
4	Repeat measurement	A measurement to check a result.
5	Conclusions	Explain what you found out and how you know.
6	Surroundings	Everything around an object.

BIG IDEA: ENERGY

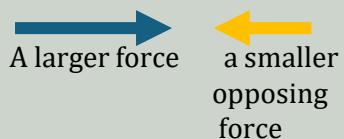
1	Energy	Cannot be created or destroyed.
2	Energy transfer	Energy can be transferred from one energy store to another.
3	Energy in an object	Objects with energy have certain properties which allow them to interact with other objects.
4	Objects have energy	When moving, raised, hot, stretched/squashed or contain chemicals that can react.

KEY EQUIPMENT & USES

1	Newton meter	Used to measure the size of forces.
2	Zero error	When an instrument should read zero but does not.
3	Lubricants	Reduce the friction between surfaces by making the surfaces smoother

FORCE ARROWS

Force arrows show the direction and size of a force.



BALANCED VERSUS UNBALANCED FORCES

Two equal-sized forces, acting in opposite directions are balanced.



Balanced forces have no effect on the motion or shape of an object.

RESULTANT FORCE

When there are two unequal forces acting in opposite directions,



the resultant force acts in the direction of the bigger force:



KEY VOCABULARY

1	Forces	Are a push or a pull.
2	Forces	Are needed to change the motion or shape of an object.
3	Exert(s)	Having an effect on objects.
4	Speed	How far an object is going every second.
5	Mass	The amount of an object's material.
6	Contact forces	Only act when objects touch.
7	Non-contact forces	Can also act without the objects touching.
8	Drag	A contact force which pushes against objects in gases and liquids.
9	Newton	The unit of force (N).
10	Scale	A line with marked positions.
11	Accuracy	How close a measurement is to the true value.
12	Friction	A force of two surfaces gripping or rubbing on another.
13	Microscopic	Too small to be seen with eyes only.
14	Energy stores	Chemical, thermal, kinetic, gravitational, elastic energies.

UNDERSTANDING WORDS IN SCIENCE

1	Irregular	a) Not even or balanced in shape or arrangement. b) Contrary to the rules or to that which is normal or established.
2	Fair test	A test where only one thing (variable) is changed, so that a change in the results are only due to that variable.

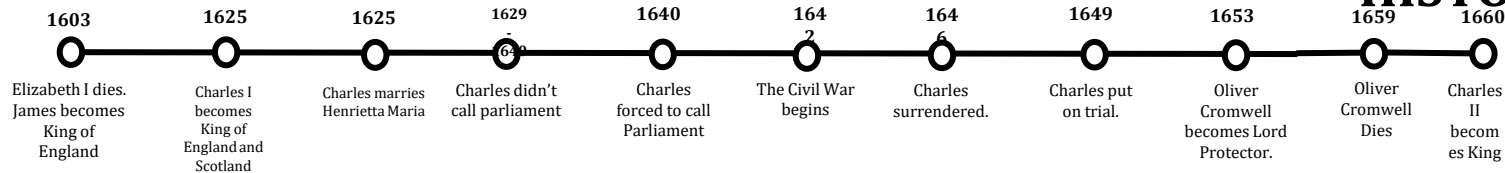
| Year 7 | Term 4 | What are the opportunities and challenges facing Africa?

GEOGRAPHY

AFRICA			KENYA			ISSUES		
1	Location	Africa is the second largest continent, located to the south of Europe and Asia. It lies between the Atlantic and Indian Oceans.	1	Location	Kenya is in East Africa, bordered by the Indian Ocean to the southeast, Ethiopia to the north, Uganda to the west, Tanzania to the south, and Somalia to the northeast.	1	Economic Development	Kenya is considered one of the fastest-growing economies in Africa. However, there are still challenges, such as unemployment and inequality.
2	Number of Countries	54	2	Capital	Nairobi.			
3	Sahara Desert	The world's largest hot desert, covering much of North Africa.	3	Official Languages	English and Swahili.			
4	The Nile River	The longest river in the world, flowing north through north-eastern Africa.	4	Population	Approximately 55 million people.	2	Environmental Concerns	Deforestation, poaching, and the effects of climate change (like droughts) are significant issues.
5	Mount Kilimanjaro	Africa's highest peak, located in Tanzania.	5	Currency	Kenyan Shilling (KES).			
6	The Great Rift Valley	A major geological feature running through eastern Africa.	6	Independence	Kenya gained independence from British colonial rule on December 12, 1963.	3	Education	Access to education has improved in Kenya, but there are still challenges in rural areas.
7	Climate	Africa has a variety of climates including deserts, savannas, tropical rainforests, and temperate climates.	7	Geography	Kenya is home to a variety of landscapes, from tropical beaches on the Indian Ocean coast, to mountains like Mount Kenya (the second highest peak in Africa), to savanna grasslands, and the Great Rift Valley.			
8	Population	Over 1.4 billion people (as of 2023).	8	Wildlife and National Parks	Kenya is famous for its national parks.	4	Health	There are public health challenges, including malaria, HIV/AIDS, and access to healthcare in rural areas.
9	Languages	Africa has over 2,000 languages. Some widely spoken languages include Arabic, Swahili, Hausa, Amharic, and Yoruba.	9	Maasai Mara	Known for its annual migration of wildebeest and other animals.			
10	Economy	Africa's economy is diverse, with countries relying on agriculture, mining, and tourism. However, some countries face challenges like poverty, political instability, and lack of infrastructure.	10	Animals	In Kenya, you can find the "Big Five" animals (lion, leopard, elephant, buffalo, and rhinoceros).			
AFRICA AND THE WORLD								
1	Tourism		Kenya is a major tourist destination, especially for safaris and beach holidays. It is one of the world's leading safari destinations.					
2	International Relations		Kenya is a member of international organizations such as the United Nations, the African Union, and the Commonwealth.					
3	Peacekeeping		Kenya plays an active role in peacekeeping in Africa, especially in conflict zones such as South Sudan and Somalia.					



How far did the Civil War justify the execution of the King?






CHARLES I

1	Divine Right of Kings	Kings were appointed by God alone.
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5	Treason	The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.
6	Siege	Military operation in which enemy forces surround a town or building, cutting off essential supplies, with the aim of compelling those inside to surrender.
7	New Model Army	Army formed by the Parliamentarians during the Civil War.

KEY PEOPLE

 <p>Charles I 1625 - 1649</p>	<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. Confided and took advice from a group of small people (one being the Duke of Buckingham). Tried to introduce Protestantism into Scotland. Had to pay them off to stop invasion. Went to York to raise supporters and weapons. His wife went to France to raise money. Surrendered to the Scots. After his defeat, Charles still wanted power. Charles wouldn't answer the charges put against him. 59 out of 80 MPs signed his death warrant. Executed by beheading 1649. Wore two shirts to his execution to keep him warm so he wouldn't shiver.
 <p>Oliver Cromwell 1599- 1658</p>	<ul style="list-style-type: none"> Son of a farmer and studied law. Married to his wife Elizabeth for 38 years and had 8 children (3 of whom died). A Puritan Protestant who enjoyed hunting and music. A Member of Parliament (MP). Excellent Cavalry commander who focused on employing religious men to his army. Had 5000 Royalist soldiers killed and said it was the "hand of God". Turned down the chance to be King (became Lord Protector). Invaded Ireland (1000s killed). Banned Christmas and Easter. And closed theatres.
 <p>Prince Rupert 1619 - 1682</p>	<ul style="list-style-type: none"> Duke of Cumberland. Nephew of Charles. English - German Army Officer. Cavalry Commander. Had a dog called Boy.

POLITICS AND RELIGION

1	Stuart	Royal house of Scotland, England, Ireland and later Great Britain.
2	Protestant	The part of the Christian Church that split away from Rome in the 16 th century.
3	Catholic	The Christian church controlled by the Pope in Rome.
4	Puritan	Christians who wanted to worship God in a simple way. They were often strict and didn't trust anything that gave pleasure.
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6	Roundheads	People who supported Parliament.
7	House of Lords	The upper house of the Parliament of the United Kingdom.
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9	Lord Protector	A regent in charge of a kingdom during the minority, absence, or incapacity of the sovereign.

'SPEAKING LIKE AN HISTORIAN'

1	Infer	To come to a conclusion based on evidence and reasoning.
2	Factors	The key, deciding pieces of information to explain an event.
3	Historiography	The study of writing history.
4	Chronology	Arranging events into order by date and/or time.
5	Theme	The main idea behind a discussion.

KEY QUESTIONS

1) What kind of King was Charles I?	2) Why were MPs not happy with Charles?
3) Why were Puritans worried when Charles became King and married Henrietta?	4) Why was Charles forced to call parliament?
5) What major battles were there in the civil war?	6) Why was Oliver Cromwell chosen to be Lord Protector?
7) What was Charles charged for?	8) Why was the Monarchy restored after Oliver Cromwell's death?

OTHER KEY PEOPLE

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3	Thomas Fairfax 1612 - 1671	An English nobleman, peer, politician, general, and Parliamentary commander-in-chief during the English Civil War.
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| Year 7 | Term 4 | Wie ist deine Schule?



Was ist dein Lieblingsfach? What is your favourite subject

1	Mein Lieblingsfach ist...	My favourite subject is....
2	Deutsch	German
3	Englisch	English
4	Erdkunde	Geography
5	Geschichte	History
6	Informatik	IT
7	Kunst	Art
8	Mathe	Maths
9	Musik	Music
10	Naturwissenschaften	Science
11	Religion	REP
12	Sport	PE
13	Tanzen	Dance
14	Technik	Technology
15	Theater	Drama




Wann? When?

1	Montag	Monday
2	Dienstag	Tuesday
3	Mittwoch	Wednesday
4	Donnerstag	Thursday
5	Freitag	Friday
6	Samstag	Saturday
7	Sonntag	Sunday
8	Am Montag habe ich...	On Monday I have...

Wie ist dein Lehrer/deine Lehrerin? What is your teacher like?

1	Er/Sie ist ...	He/She is ...
2	alt	old
3	fair	fair
4	freundlich	friendly
5	jung	young
6	launisch	moody
7	lustig	funny
8	nervig	annoying
9	streng	strict
10	unpünktlich	unpunctual

Un wieviel Uhr? - At what time?

1	Um acht Uhr dreissig	At 8.30. 
2	In der ersten Stunde	In the first lesson
3	In der zweiten Stunde	In the second lesson
4	In der dritten Stunde	In the third lesson
5	In der vierten Stunde	In the fourth lesson
6	In der fünften Stunde	In the fifth lesson
7	Vor der Pause	Before break
	Nach der Mittagspause	After lunch

LANGUAGES: GERMAN

Wie findest du das? What do you think of it?



1	Ich mag (nicht)	I (don't) like
2	Ich liebe ...	I love ...
3	Ich hasse ...	I hate
4	Es ist ...	It is
5	toll	great
6	interessant	interesting
7	gut	good
8	faszinierend	fascinating
9	nützlich	useful
10	einfach	easy
11	(stink) langweilig	(deadly) boring
12	nützlich	useless
13	nervig	annoying
14	furchtbar	awful
15	schwierig	difficult

| Year 7 | Term 4 | How far do different religions agree on the concept of an afterlife? REP

KEY VOCABULARY

1	Materialism	The idea that we are only a body and when we die it is the end.
2	Dualism	The idea that we are made of a body and soul. The body dies but the soul lives on.
3	Soul	The part of the body which is eternal and lives on when we die.
4	Funeral	The ceremony at the end of someone's life to say goodbye or celebrate someone's life.
5	Afterlife	The belief that death isn't the end. The afterlife is life after death.

CHRISTIANITY

1	Free will	The belief that we are free to make our own choices which God will judge us on.
2	Heaven	Being close to God after death or a physical place 'good' people go when they die.
3	Hell	Being cast away from God or a physical place of punishment for those who have sinned.
4	Particular Judgement	When people are judged by God after death based on their actions and faith.

ISLAM

1	Janna	Heaven- a state of joy, happiness and peace.
2	Jahannom	Hell- a state of torment and suffering.
3	Akhira	The afterlife.
4	Munkar and Nakir	Judging angels who will question the dead to test their faith.
5	Barzakh	A place of waiting until the final judgement.

JUDAISM

1	Olan Ha-Ba	'The world to come' 'The afterlife'
2	Sheol	A place of purification or waiting.
3	Gan Eden	Garden of Eden or Heaven.
4	Gehenna	Hell.
5	Mishnah	'Teaching', part of which tells Jews about the afterlife.

BUDDHISM

1	Samsara	The cycle of rebirth.
2	Karma	Actions and the consequences of your actions.
3	Enlightenment	The realisation of the truth about life- freedom from the cycle of rebirth.

SIKHISM

1	Baisakhi	Festival that celebrates Sikh New Year.
2	Khalsa	A group that Sikhs join to show their devotion to their faith.
3	Nagar Kirtan	A procession to celebrate Baisakhi, involving singing of holy hymns.



CERAMICS KEY VOCABULARY

ANALYSING AN ARTWORK

SENTENCE STARTERS

1	Wedging	This involves kneading the clay to remove any air holes which may cause it to crack or break when fired.
2	Sphere	A 3D ball shape. This is how you begin to make a pinch pot.
3	Pinch pot	A method of hand building to create a hollow form.
4	Score	Drawing small lines with a knife on the surface of the clay.
5	Slip	A mixture of clay and water used to stick pieces of clay together after scoring.
6	Fire	This is where clay is heated to a very high temperature (over 1200 degrees) to harden it.
7	Kiln	This is like a large oven where the clay is fired.
8	Form	Forms are 3D shapes. They occupy space. They are really important when working with clay.
9	Texture	Texture is the surface quality of an object. It is important to think about the texture of your clay work it is a 3D object and can be handled. You can create different textures by using a range of tools to push into the clay.

1.	Subject	<ul style="list-style-type: none"> What can you see in the artwork? What type of Artwork is it? A still life, landscape, portrait?
2	Materials	<ul style="list-style-type: none"> What materials have been used to make the artwork? How has it been made?
3	Elements	<ul style="list-style-type: none"> How has the artist used the formal elements? Colour, Line, Shape, Space, Texture, Pattern. <i>Remember not all of these may be relevant</i>
4	Emotion	<ul style="list-style-type: none"> How does the work make you feel? Why is this?
5	Intent	<ul style="list-style-type: none"> What was the artist trying to communicate with us?

CLEARING AWAY CLAY

1	Put your work on a tile.
2	If it is not finished wrap it carefully in a bag.
3	If it is finished place it on the drying rack.
4	All dry clay goes in the black bucket for recycling.
5	Clay which can be reused goes back in the clay bag.
6	All tools away in the trays.
7	Hand in your clay knife to your teacher.
8	Wipe down your table with a damp sponge.

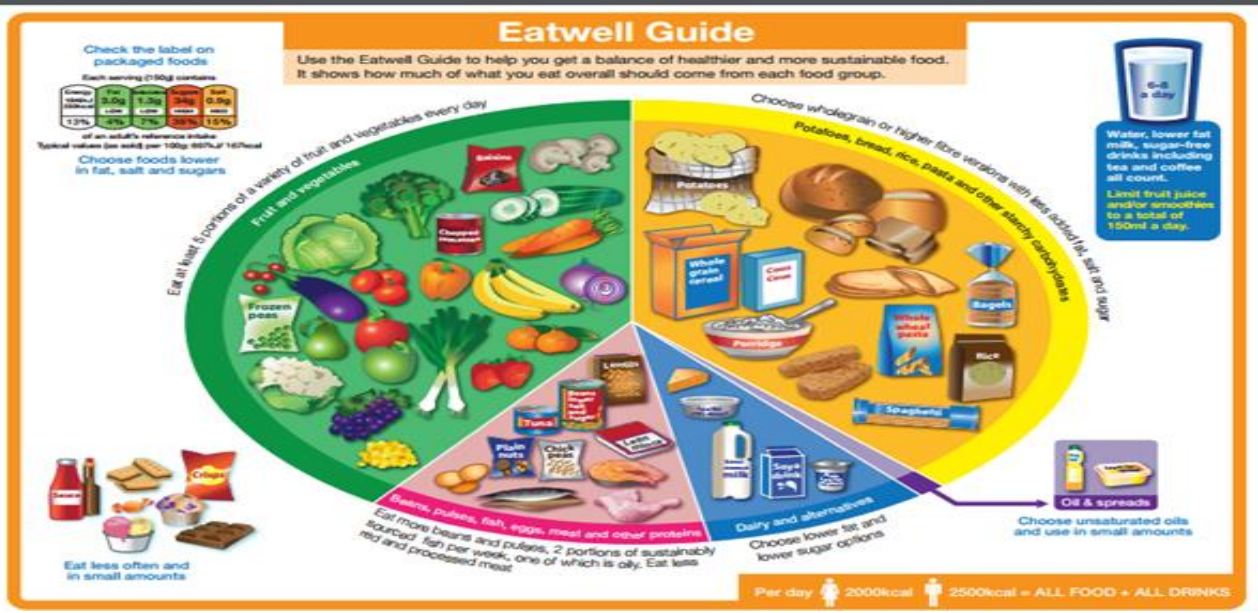
1	My first impressions of this piece are...
2	This piece of work is about....
3	In this piece I can see....
4	I think the artist was inspired by....
5	This piece reminds me of...
6	The part I find most interesting is...
7	The colours the artist has used are....
8	This piece of work makes me feel..... because.....
9	The areas I like/don't like about this piece are....

NICK PARK

1	Nick Park is a famous British animator and sculptor.
2	He has made a range series and films including creature comforts, Wallace and Gromit and Chicken Run.
3	He uses a technique called stop motion animation where he makes clay models and moves them slightly in between each shot. When they are viewed together they appear to move.

FUNCTIONS OF NUTRIENTS

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



KEY VOCABULARY

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

HEALTHY EATING GUIDELINES

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

TIPS FOR HEALTHY EATING

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




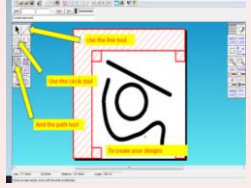

KEY VOCABULARY

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

SCALES OF MANUFACTURE

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

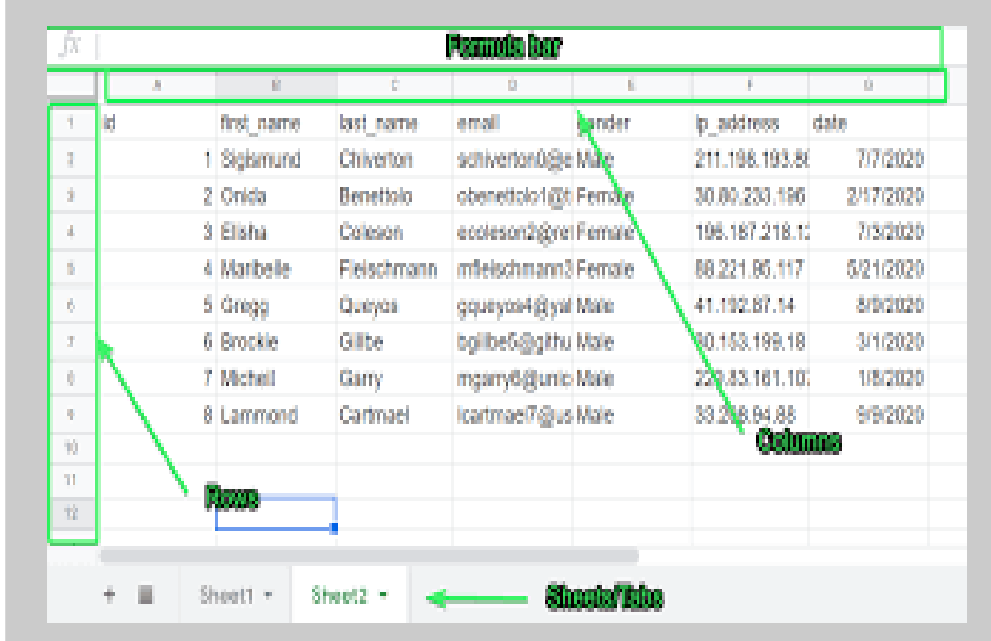
BOXFORD DESIGN TOOLS (CAD)

1.		<ul style="list-style-type: none"> In school we use 2D design. This can be found in - Resources-Technology-Programs' open Boxford CAD CAM Design Tools. Click CAD new.
2.		<ul style="list-style-type: none"> File - New Go to Resources-Technology-Year 7 - CAD CAM - BB Game Templates - Ball Bearing Game with holes.
3.		<ul style="list-style-type: none"> In this space you can design your Ball Bearing Game. Don't draw on the red sections and don't go too near the edge.
4.		<ul style="list-style-type: none"> You can use the range of drawing tools to make lines and other shapes.
5.		<ul style="list-style-type: none"> The DEL tool allows you to delete all or parts of your design. Once complete save it in your user area with your name. Drag it into your teachers PO Box.

SPREADSHEET KEY WORDS

1	Columns	Data that goes down the spreadsheet.
2	Rows	Data that goes across the spreadsheet.
3	Cells	One of the rectangles on the spreadsheet.
4	Active Cell	The cell that you have clicked on becomes the active cell.
5	Cell Reference	The cell reference is the letter on the column and the number on the row that make the reference. It can find the location of each cell using a cell reference.
6	Formula	Is used to calculate sums.
7	Function	Functions make more complex calculations. Simple and regularly used functions.
8	Data Model	A spreadsheet can be used as a modelling tool. The model is controlled by a set of rules using mathematical formulae. These rules can be changed easily to vary the model.
9	Min	A function used to find the smallest amount of data.
10	Max	A function used to find the largest amount of data.

SPREADSHEET LAYOUT



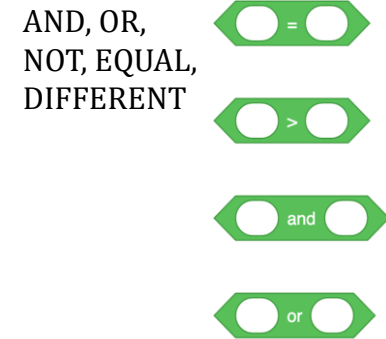
SPREADSHEET FORMULAE

1	Sum	=Sum(A1:A10)	Adds a group of cells.
2	Average	=Average(A1:A10)	Works out a mean average.
3	Min	=Min(A1:A10)	Finds the smallest data.
4	Max	=Max(A1:A10)	Finds the largest data.

Scratch Key Words

1	Sequence	The order the code is run.
2	Selection	Making a decision based on a response.
3	Iteration	The process of repeating an action.
4	Forever Loop	Will continuously repeat an action. (condition controlled).
5	Repeat	Will repeat for a set amount of time (count controlled).
6	Repeat Until	Will repeat an action until a condition is met.(condition controlled).
7	List (Array)	A collection of variables.
8	Sub-routine	A small piece of code that could be part of a bigger code.
9	Decomposition	Breaking down a problem into smaller parts.
10	Condition-controlled loop	Repeating a sequence until a condition is met.

Which of these is count-controlled iteration and which ones are condition-controlled iteration? How do you know?



Selection is used when a computer makes a decision for example if the weather is = to warm the computer will display the text “Enjoy nice weather” else the code will display “Put your coat on”



LION KING MOVEMENTS

1	Contractions	Tensing your muscles to create rounded shapes with the body.
2	Stamps	Stomping your feet into the ground, with.
3	Leg flick	Extending the leg upwards, with a pointed tow.
4	Isolations	Movement of individual body parts to tell a story.
5	Body music	Using your body to create percussion and rhythms.

VOCABULARY

1	Choreography	The art of designing sequences of movements in dance.
2	Blocking	The arrangement of actors' movements on stage.
3	Pace	The speed at which a scene or movement develops.
4	Projection	Using your voice clearly and loudly so the audience hears you.
5	Ensemble	A group of performers working together.

QUALITIES OF DRAMA

1	Improvisation	Thinking on your feet to create new interpretations or responses.
2	Blocking	Knowing where to stand and move on stage to maintain balance and visibility. For example; Simba and Nala on opposite sides.
3	Line Delivery	Emphasising specific words or phrases to add depth and emotion.
4	Facial Expressions	Using your face to show emotions and support the story and character.
5	Gestures	Enhancing dialogue with expressive movements. For instance, Rafiki's ritual movements.

CHARACTERS

1	Simba	The young lion who must embrace his role as king.
2	Mufasa	Simba's wise and noble father.
3	Scar	The villainous uncle who schemes to take the throne.
4	Nala	Simba's brave and loyal friend who encourages him to return.
5	Timon and Pumba	Comedic duo who teach Simba "Hakuna Matata."
6	Rafiki	The mystical baboon who helps Simba discover his destiny.

PERFORMING ARTS STRANDS

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

REHEARSAL STRATEGIES

1	Systematic Repetition	Intentional and structured repetition of the dance.
2	Rehearsal discipline	Consistent professionalism.
3	Planning rehearsals	Having a set plan to follow.
4	Responding to feedback	Working on the advice to improve.

ENSEMBLE TYPES

1	Orchestra	A large group with string, brass, woodwind, and percussion instruments.
2	Choir	A vocal group that sings in harmony.
3	Band	Can include rock bands, brass bands, jazz bands, etc.
4	Chamber Group	A small ensemble such as a string quartet.

REHEARSAL AND PERFORMANCE TIPS

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

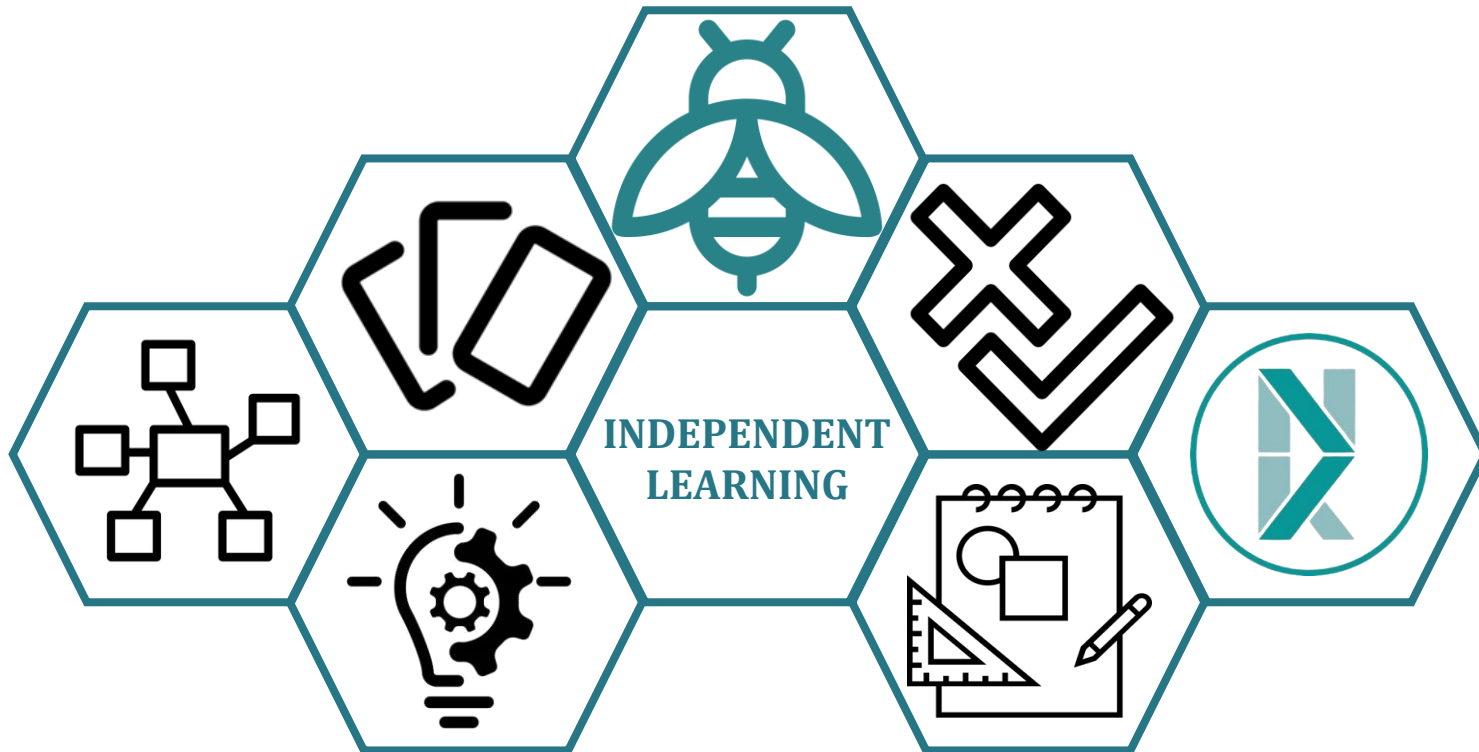
VOCABULARY

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

CORE CONCEPTS

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

FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



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



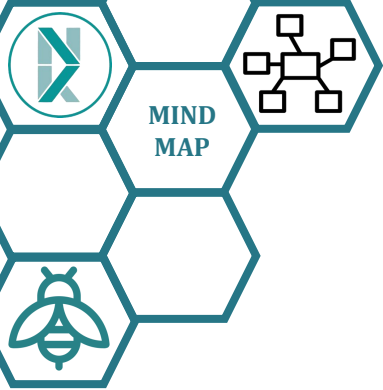
HOW DO I MAKE USEFUL SKETCH NOTES?

- 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 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.



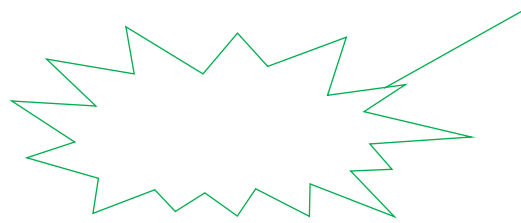
Once you have completed your sketch note page try photocopying it in black and white and then use colours to RAG-rate the information – you will then create a real focus for your revision by prioritising first the Red and then the Amber!





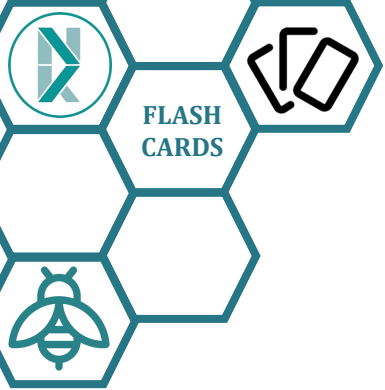
HOW DO I CREATE AN EFFECTIVE MIND MAP?

- 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.





FRONT (key term or question)

BACK (answer)

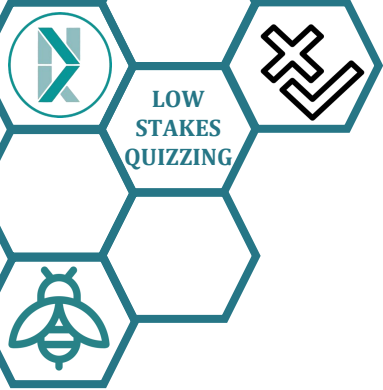
HOW DO I MAKE FLASH CARDS?

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



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 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.