

**KEY STAGE 3 KNOWLEDGE ORGANISER**

# **POWER PACK**



**YEAR 8 – 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

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 Catholic	The Christian church controlled by the Pope in Rome.	2 Factors	The key, deciding pieces of information to explain an event.
3 Protestant	The part of the Christian Church that split away from Rome in the 16 <sup>th</sup> century.	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?
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	
<b>Charles I</b> 1625 - 1649	<ul style="list-style-type: none"> <li>Son of James I and Anne of Denmark.</li> <li>Believed in the Divine Right of Kings.</li> <li>Confided and took advice from a group of small people (not being the Duke of Buckingham).</li> <li>Tried to introduce Protestantism into Scotland. Had to pay them if they weren't.</li> <li>Went to York to raise supporters and weapons. He was seen by James for a short time.</li> <li>Surrendered to the Scots.</li> <li>After his defeat, Charles still wanted peace.</li> <li>Charles wouldn't answer the charges put against him.</li> <li>It was at 40 that Charles died.</li> <li>Executed by beheading 1649.</li> <li>Was a son of James I and Anne of Denmark.</li> </ul>
<b>Oliver Cromwell</b> 1598 - 1658	<ul style="list-style-type: none"> <li>Son of a farmer and trained lawyer.</li> <li>Married to his wife Elizabeth for 38 years and had 8 children (3 of whom died).</li> <li>A Puritan Protestant who enjoyed hunting and music.</li> <li>A Member of Parliament (MP).</li> <li>Excellent Cavalry commander who focused on employing religious men in his army.</li> <li>Had 5000 Royalist soldiers killed and said it was the "Blessed of God".</li> <li>Turned down the chance to be King (became Lord Protector).</li> <li>Invaded Ireland (1650s killed).</li> <li>Based in London and ruled England and Wales.</li> </ul>
<b>Prince Rupert</b> 1619 - 1682	<ul style="list-style-type: none"> <li>Duke of Cumberland.</li> <li>Nephew of Charles I.</li> <li>English - German Army Officer.</li> <li>Cavalry Commander.</li> <li>Had a dog called Boy.</li> </ul>
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 politician, 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?

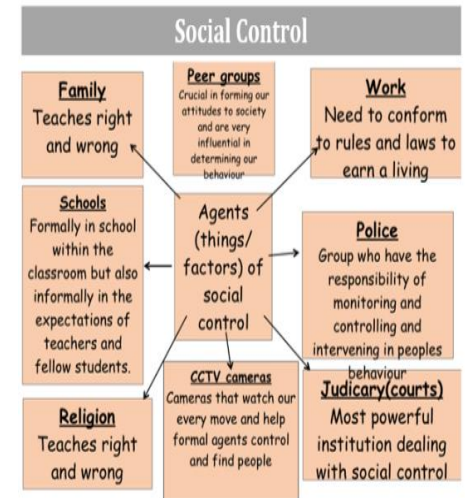
Having all of this **key information in one place makes it easily accessible before during and after the study of a particular unit or topic.** Teachers continuously refer to the content of Knowledge Organisers within lessons and to support independent learning where they can be used to develop and consolidate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





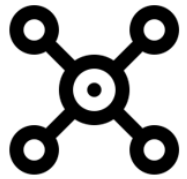
## How do students use Knowledge Organisers?

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.**




# - SUPER 6 STRATEGIES -

Strategy	Activity	Imagery
 <h2 style="writing-mode: vertical-rl; transform: rotate(180deg); color: red;">RECALL</h2>	<p><b>3x3x3:</b></p> <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>	
	<p><b>Race to the Bottom/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 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>	

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

Strategy	Activity	Imagery
 <h2 style="writing-mode: vertical-rl; color: blue;">SYNTHESIS</h2>	<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>	
	<p><b>Categorising:</b></p> <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
 <h2 style="writing-mode: vertical-rl; color: yellow;">REFLECTION</h2>	<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>	
	<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.

### CONVENTIONS OF THE GOTHIC

1	Atmosphere of Mystery and Suspense	Gothic works often create an eerie or foreboding mood through unexplained events, ominous settings, or supernatural elements. The reader is left in suspense, questioning what is real and what is imagined.
2	Supernatural Elements	Gothic narratives frequently include ghosts, curses, omens, or otherworldly creatures, blurring the line between the natural and the supernatural. These elements heighten tension and evoke fear.
3	Dark and Isolated Settings	The setting plays a crucial role, often featuring gloomy castles, abandoned ruins, haunted mansions, or windswept moors. These locations amplify the sense of isolation and dread.
4	Emotionally Intense Characters	Characters in Gothic literature tend to experience extreme emotions—fear, terror, obsession, or madness. These heightened emotions reflect the psychological and moral struggles within the story.
5	Themes of Decay and Ruin	Gothic texts often explore themes of decline, both physical and moral. Crumbling structures, ruined landscapes, and the collapse of families or institutions symbolise the fragility of human existence.

### KEY VOCABULARY

1	Menacing	Ominous, portentous, foreboding	Ominous clouds hung in the sky.
2	Sad	Melancholy, dismal, disconsolate	The visitor had a melancholy air about them.
3	Hateful	Malicious, malevolent, spiteful	The beast had a malevolent glare as it moved towards him.
4	Scary	Macabre, horrendous, bloodcurdling	She gave a bloodcurdling scream as she saw the creature.
5	Alone	Solitary, desolate, forlorn	He was a solitary man by choice.
6	Old	Ancient, antiquated, antique	The castle was an ancient ruin.
7	Ghostly	Ethereal, eerie, unearthly, spectral	The otherworldly figure walked ominously towards me.

### CONTEXT – GOTHIC LITERATURE

1	Origins	<b>The term ‘gothic’ comes from the Germanic tribe ‘the Goths,’ who played a part in the fall of the Roman Empire.</b> The Goths are sometimes called barbarians. They destroyed a lot of Roman architecture and replaced it with buildings in the gothic style. Medieval Europe is sometimes referred to as the <b>‘Dark Ages’</b> . <b>Some believe that people lived in fear due to superstition and ignorance</b> and that not much learning took place in this time. Castles with gargoyles were built to ward off evil spirits, this architecture is known as ‘Gothic’ e.g. Notre Dame. Figures from the <b>Age of Enlightenment or ‘the Age of Reason’ (an intellectual &amp; philosophical movement in the 17<sup>th</sup> &amp; 18<sup>th</sup> centuries)</b> , believed that scientific progress was the only way to advance society, and great discoveries were made in this time. They tried to rid Europe of superstition and ignorance through promoting reason and logic. <b>A group of poet, artists and thinkers called the Romantics</b> challenged this because <b>they believed that not everything can be explained by science, and too much reason rids the world of beauty and mystery.</b>
2	Genre	<b>The Gothic genre first emerged from the Romantic movement.</b> It used art and ideas from the Dark Ages, wild emotion and nature to contrast with modern ideas about science and logic. <b>Gothic writing transformed</b> into the format of the extremely popular <b>Victorian ghost story.</b>

### TYPICAL GOTHIC CHARACTERS

1	Mysterious characters with high social status
2	Female or feminine characters that are threatened by powerful men
3	Threatening women who are monsters
4	Powerful, tyrannical male figures
5	Villains, vampires, ghosts, werewolves and giants

### Typical Gothic Genre Features

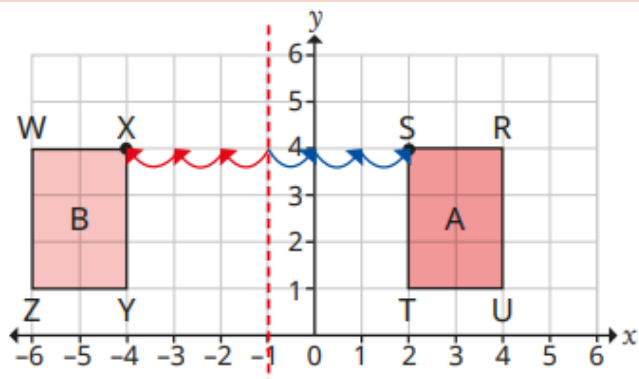
### Typical Gothic Settings

1	Death and darkness	Wild landscapes
2	Supernatural elements	Medieval style castles, churches or abbeys
3	Curses or prophecies	Gloomy, decayed and ruined environments
4	Madness /paranoia or intense emotion	Volatile and threatening weather
5	Mystery, terror and suspense	Remote, uninhabited places

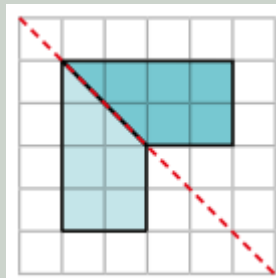
## SYMMETRY AND REFLECTION

1	Line of symmetry	Straight line that divides a shape in half, where both halves are a reflection of each other.
2	Polygon	Closed 2-D shape made of straight lines.
3	Rotational symmetry	When a shape looks the same after being rotated around its centre.
4	Order of rotational symmetry	Number of times a shape looks exactly the same during a full $360^\circ$ rotation.
5	Reflection	Type of geometrical transformation where an object is flipped to create a mirror image.
6	Mirror line	Line over which a shape is reflected to create a symmetrical image.
7	Object	Original shape before a transformation.
8	Image	Shape that has been transformed from an object.
9	Congruent	Identical to, in the context of comparing shapes or solids.

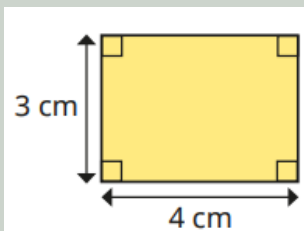
### EXAMPLE



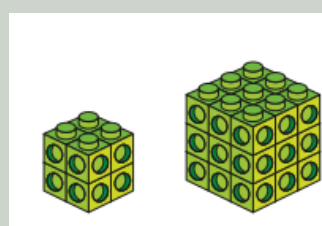
## REFLECTION



## AREA



## VOLUME



## AREA, VOLUME AND DENSITY

1	Face	Flat surface on a 3-D shape.
2	Edge	Straight line between two vertices or faces of a shape.
3	Vertex	Point at which two or more edges (3-D) or sides (2-D) meet.
4	Formula	Mathematical rule or equation that shows the relationship between different variables or quantities.
5	Area	Amount of space taken up by a shape or surface, measured in square units.
6	Volume	Amount of space a 3-D object takes up, measured in cubic units.
7	Dimensions	Measurements, such as length, width and height, that describe the size and extent of an object.
8	Perpendicular height	Height of a shape, measured at a right angle from the base to a vertex.
9	Unit	Standard measurement used to express a quantity.
10	Capacity	Maximum amount of space that an object can contain.
11	Mass	Measure of the amount of matter in a substance or an object.
12	Metric system	System of measurement based on units such as metres, grams and litres, used to quantify length, mass and volume.
13	Density	Amount of mass per unit of a certain volume
14	Compound measure	Measure that includes two different units to indicate a rate, for example km/h.

## Key ideas and concepts

1	All matter is made up of atoms.
2	Dalton's model of an atom is an unbreakable sphere.
3	Elements have fixed melting and boiling points.
4	The properties of elements are different from those of a single atom.
5	A compound is a substance made from two or more different elements chemically bonded.
6	A compound may have different properties than the elements from which it is made.
7	A chemical formula contains the atoms which are in a substance, e.g. H <sub>2</sub> O has two hydrogen atoms and one oxygen atom.
8	Simple non-metal elements change their name to end in -ide when they react (e.g. oxygen to <b>oxide</b> ).
9	In a chemical reaction, reactants form (→) into products. The number and type of atoms are unchanged, but they are arranged differently.

## Properties of metals and non-metals

1	Metals	Conduct heat and electricity; are (usually) strong, malleable, ductile and shiny.
2	Non-metals	Do <b>not</b> conduct heat and electricity; are dull, brittle.
	Many non-metals make gases	Diatomic gases (e.g. O <sub>2</sub> , N <sub>2</sub> , H <sub>2</sub> , Cl <sub>2</sub> ) The Noble Gases – Group 0 (He, Ne, Ar, Xe, Kr) are monatomic.
3	Metalloids	Have some properties of metals and some of non-metals.

## Size of atoms

A grain of sand contains around 10<sup>20</sup> atoms, which is 100,000,000,000,000,000,000 atoms!  
A human hair (0.1mm) is roughly 300,000 to 1,000,000 atoms thick!  
**A typical atom is about 10<sup>-10</sup> m in diameter.**

## The Periodic Table of the Elements



Most elements are metals; non-metals are only found above and to the right of the black line.

## Diagrams and symbols

An atom of an element

A compound:

Example for symbols:  
Copper carbonate's formula is CuCO<sub>3</sub>, where the symbol Cu is copper and CO<sub>3</sub> is called carbonate.

## KEY VOCABULARY

1	Matter	The physical stuff of objects.
2	Atom	The smallest building block of matter.
3	Elements	One type of atom only.
4	A pure substance	Contains only one type of chemical.
5	Chemical property	How a chemical behaves in reactions.
6	Physical property	A substance's qualities: e.g. appearance, melting and boiling points, hardness...
7	Thermal conductor	A substance which transfers heat well.
8	Electrical conductor	A substance which allows electricity to pass through it easily.
9	Monatomic vs. diatomic	Containing one atoms versus containing two atoms.
10	Hazard	A danger associated with a substance.
11	CO <sub>3</sub> <sup>2-</sup>	Carbonate ions.
12	NO <sub>3</sub> <sup>-</sup>	Nitrate ions.
13	SO <sub>4</sub> <sup>2-</sup>	Sulphate ions.

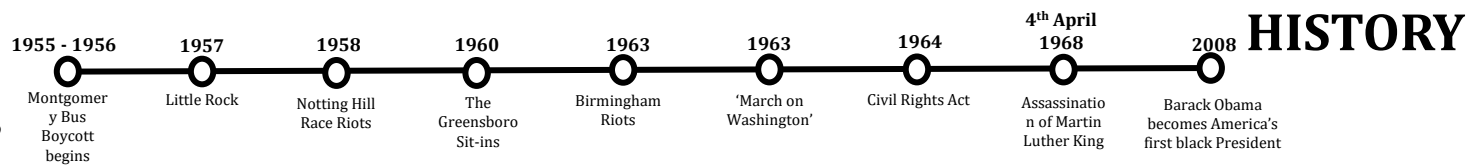
## WORDS IN SCIENCE

1	property	1) a thing belonging to somebody 2) An attribute, a quality or characteristic.
2	graphite	Is often called "the lead" in pencils, but is made from carbon atoms; also conducts electricity despite being a non-metal.



# | Year 8 | Term 4 |

## How far did the Civil Rights Movement achieve its aims?



# HISTORY

### DISCRIMINATION

1	Oppression	Prolonged cruel or unjust treatment or exercise of authority/power.
2	Lynching	When a group of people kill a person for an alleged offence without any trial, usually by hanging.
3	Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.
5	Segregation	The action or state of setting someone or something apart from others.
6	Passive Resistance	Non-violent opposition to authority (those in charge) and a refusal to cooperate with what is legally required.
7	Boycott	To withdraw relations with a country, organisation or person as a punishment or to take a stand against something.
8	Civil Rights	The rights of citizens to political and social freedom and equality.

### KEY GROUPS

1	Little Rock 9	A group of 9 African American who enrolled at Little Rock Central High, resulting in a negative response from white protesters.
2	NAACP	National Association for the Advancement of Coloured People.
3	Ku Klux Klan	An American terrorist group that believe white people are superior to black people and is often violent towards blacks.
4	Black Power Movement	A movement which encouraged blacks to become self-sufficient; it encouraged African Americans to open their own shops etc.

### LEGISLATION (LAW)

1	Jim Crow Laws	A group of laws which enforced the racial segregation of America.
2	Brown vs Topeka	A court case where the supreme court decided that segregating school children was unconstitutional (not legal).
3	14 <sup>th</sup> Amendment	A change to the constitution which allowed African Americans and former slaves to become citizens.
4	Civil Rights Act	An American Act which made it illegal to discriminate based on race, gender or nationality.

### KEY EVENTS

1	Montgomery Bus Boycott	A year-long refusal to use the buses by African Americans in response to racial segregation.
2	Little Rock	Protests caused by the admission of Black students into a previously segregated school.
3	Notting Hill Race Riots	6 days of racially motivated riots in Notting Hill, England.
4	The Greensboro Sit-in	A peaceful protest where African American students sat-in segregated lunch bar and refused to leave.
5	Birmingham Riots	Riots in Birmingham, Alabama in response to racially motivated bombings which killed three Black girls.
6	March on Washington	A protest march involving 250,000 people aiming to draw attention to Black inequality. MLK gave his 'I have a dream' speech.
7	Assassination of MLK	MLK was shot and killed at a hotel in Memphis by James Earl Ray.
8	Windrush	A scandal where the UK government threatened to deport commonwealth immigrants, wrongly accusing them of illegal immigration.

### KEY QUESTIONS

1) Why was the murder of Emmett Till significant?	2) How significant were the 'Little Rock 9'?
3) Was the Montgomery Bus Boycott a turning point in the CRM?	4) What role did MLK play in the success of the Civil Rights movement?
5) How did Black Power affect the Civil Rights Movement?	6) How similar were the events at Greensboro and Birmingham?
7) What was the impact of US Civil Rights legislation?	8) What is the Legacy of the Notting Hill Race riots?

### KEY PEOPLE




**Emmett Till**

- African American born in Chicago in 1941
- Lynched at the age of 14 on August 28th, 1955
- Accused of offending a white woman in a grocery store her family owned
- His mother decided to have an open casket funeral so people could see what had happened to her son
- His death fuelled debate about segregation and discrimination
- His killers were found not guilty



**Rosa Parks**

- A seamstress from Montgomery, Alabama
- Used to take the bus home after work
- On December 1, 1955, Mrs. Parks was on a busy bus. There were more white passengers than available seats, so Mrs. Parks was required to give up her seat
- Rosa Parks refused to give up her seat, so she was arrested
- Her arrest sparked the Montgomery Bus Boycott, leading to the desegregation of Buses.




**MLK**

- Born in Atlanta Georgia in 1929
- MLK was a pastor for the black church
- Following the arrest of Rosa Parks, MLK helped organise the Montgomery Bus Boycott
- A strong belief in non-violent protest such as boycotts or marches
- Gave the famous 'I have a dream' speech to an audience of 250,000 in Washington DC
- Awarded the Nobel Peace Prize
- Assassinated in 1968 on a hotel balcony



**Malcolm X**

- Born in Nebraska in 1925 with the name Malcolm Little
- His Dad died when he was 6, possibly murdered by white supremacists
- While in Prison he joined the Nation of Islam and changed his surname to X to represent the African name he said had been taken by white people through slavery
- Wanted a separate nation for Blacks
- Assassinated by members of the Nation of Islam in 1965



**J F Kennedy**

- Born in Massachusetts in 1917
- 35th President of the United States
- A supporter of the Civil Rights Bill
- Slow to commit to civil rights
- Forced into action when he had to send federal troops to Mississippi to enforce desegregation
- Endorsed the 'March on Washington'
- Assassinated November 22, 1963, by Lee Harvey Oswald

## PROCESSES

### Erosion

1	Attrition	Rocks that bash together to become smooth/smaller.
2	Solution	A chemical reaction that dissolves rocks.
3	Abrasion	Rocks hurled at the base of a cliff to break pieces apart.
4	Hydraulic Action	Water enters cracks in the cliff, air compresses, causing the crack to expand.

### Transportation

5	Solution	Minerals dissolve in water and are carried along.
6	Suspension	Sediment is carried along in the flow of the water.
7	Saltation	Pebbles that bounce along the sea/river bed.
8	Traction	Boulders that roll along a river/sea bed by the force of the flowing water.
9	Longshore Drift:	The movement of sediment along a coastline, caused by waves approaching at an angle.
10	Coastal Deposition	The dropping or settling of material carried by waves.

## LANDFORMS

1	Headland	A narrow piece of land that projects from a coastline into the sea.
2	Bay	A broad inlet of the sea where the land curves inwards.
3	Cave	Occur when waves force their way into cracks in the cliff face. The water contains sand and other materials that grind away at the rock until the cracks become a cave.
4	Stump	A stack will be attacked at the base in the same way that a wave-cut notch is formed. This weakens the structure, and it will eventually collapse to form a stump.
5	Stack	When the arch collapses, it leaves the headland on one side and a stack (a tall column of rock) on the other.
6	Arch	A cave eventually breaks through to the other side forming an arch.

## SOFT ENGINEERING

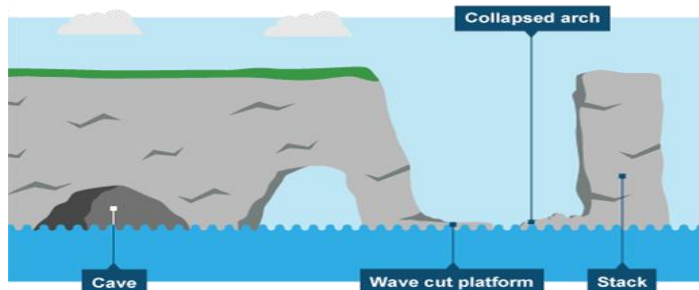
1	Beach Nourishment	Adding sand or shingle to a beach to replace lost material.
2	Managed Retreat	Allowing certain areas of the coast to erode naturally, while protecting more valuable land.
3	Sand Dune Stabilisation	Planting vegetation to protect sand dunes and prevent erosion.

## KEY CONCEPTS FOR COASTS

1	Coastal Erosion	The process of the coastline being worn away by waves, wind, and currents.
2	Coastal Deposition	The dropping or settling of material carried by waves.
3	Longshore Drift	The movement of sediment along a coastline, caused by waves approaching at an angle.
4	Coastal Landforms	Features created by erosion and deposition along the coastline.
5	Coastal Management	Methods used to protect coastlines from erosion and damage.

## HARD ENGINEERING

1	Sea Walls	Concrete walls that prevent the sea from eroding the land.
2	Groynes	Wooden or stone barriers built to trap sand and prevent longshore drift.
3	Revetments	Sloping structures placed at the base of cliffs to absorb wave energy.
4	Gabions	Cages filled with rocks, placed to reduce wave energy.
5	Rip Rap	Boulders which are piled up on the beach or by sea wall absorb wave energy.



# | Year 8 | Term 4 | Wie kann man fit bleiben?

## BREAKFAST

1	Der/das Joghurt	Yogurt
2	Der Käse	Cheese
3	Der Schinken	Ham
4	Der Speck	Bacon
5	Der Toast	Toast
6	Der Kaffee	Coffee
7	Der Tee	Tea
8	Der Orangensaft	Orange juice
9	Die Butter	Butter
10	Die Marmelade	Jam
11	Die Milch	Milk
12	Das Brötchen	Bread roll
13	Das Obst	Fruit
14	Das Ei	Egg
15	Die Eier	Eggs
16	Die frühstücks-flocken	Cereal

## IN THE RESTAURANT

1	Was nimmst du?	What are you having?
2	Ich nehme	I'm having...
3	Den Fisch	The fish
4	Die Gemüsesuppe	The vegetable soup
5	Das Hähnchen	The chicken
6	Die Nudeln	The pasta

## WHAT'S IT LIKE?

1	süß	sweet
2	sauer	sour
3	salzig	salty
4	scharf	spicy
5	vegetarisch	vegetarian
6	lecker	Delicious
7	ekelhaft	disgusting

## EATING

	Essen	To eat
1	Ich esse	I eat
2	du isst	You eat
3	er/sie/es isst	He/she/it eats
4	wir essen	We eat
5	ihr esst	You (plural) eat
6	Sie essen	You (polite) eat
7	sie essen	They eat

# LANGUAGES: GERMAN

## A RECIPE

1	Nimm....	Take....
2	150 Milliliter Milch	150 millilitres of milk
3	50 Gramm Butter	50 grams of butter
4	eine Zwiebel	An onion
5	Schneide....	Cut....
6	Misch....	Mix....
7	Stell.....	Put.....
8	Erhitze....	Heat....
9	Rühre....	Stir.....
10	Serviere.....	Serve.....

## STAYING HEALTHY

1	Man muss...	One/you/people must
2	Acht Stunden schlafen	Sleep for 8 hours
3	Wenig Fett und Zucker essen	Eat little fat and sugar
4	Viel Obst und Gemüse essen	Eat lots of fruit and vegetables
5	Mehr Wasser trinken	Drink more water
6	Früh ins Bett gehen	Go to bed early
7	Drei Stunden trainieren	Exercise for 3 hours
8	<b>Zweimal pro Woche joggen</b>	<b>Jog twice a week</b>

**KEY VOCABULARY**

1	Truth	A belief or fact which is accepted as correct / true.
2	Reality	The state of things as they actually exist.
3	Illusion	A false idea or belief.
4	Empiricism	Idea that all learning comes from only experience and observations of our senses.
5	Philosopher	A person who offers views or theories about big questions in many areas.
6	Eudaimonia	A combination of well-being, happiness and flourishing – ultimate goal of humanity.
7	Golden Mean	The desirable middle between two extremes of deficiency and excess.
8	Metaphor	A figure of speech that describes something by saying it is something else.
9	PROPHECY	A prediction of what will happen in the future.

**KEY THINKERS**

The diagram illustrates the timeline of key thinkers from 600 BC to 200 BC. It shows the progression from Homer (The Iliad & The Odyssey) to Aristotle. Key events include the Persian Wars (500 BC) and the Peloponnesian War (400 BC). Thinkers shown include Aeschylus, Sophocles, Hippocrates, Socrates, Plato, Xenophon, and Aristotle. A portrait of René Descartes is shown on the right with the quote "I think, therefore I am."

**BIG QUESTIONS**

1	What is real?
2	Can philosophy shape society?
3	Do we live in the real world?
4	Should we question reality?
5	Can we trust our senses?
6	What is the goal of humanity?
7	Is a happy lie better than a bad truth?
8	Can philosophy predict the future?

**KEY PEOPLE AND IDEAS**

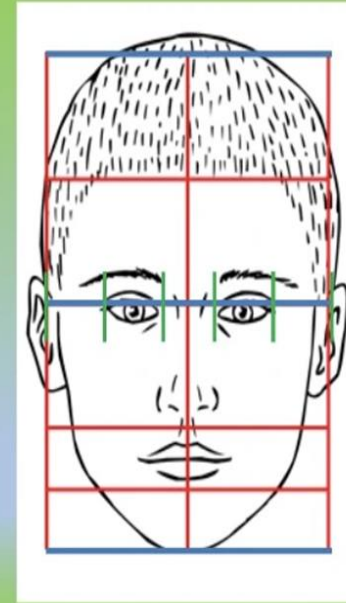
1	Descartes	COGITO ERGO SUM (I think therefore I am).
2	Confucius	Philosophical ideas can shape society.
3	The Ancient Greeks	Influence and creation of many wonderful things including Maths, logic, philosophy, music, medicine etc.
4	Plato	Can we trust our senses? Question everything!
5	Aristotle	The golden mean, morals and Eudaimonia.
6	Nostradamus	The power of prophecy.

KEY VOCABULARY

1.	Portrait	An artistic representation of a face.
2.	Tone	Shading from light to dark.
3.	Proportion	The size and relationship between different parts, for example the height and width.
4.	Facial features	The features of the face; eyes, nose, mouth.
5.	Shadow	The darker areas within a piece of art or object
6.	Reflection	The bright or reflective areas on an object or piece of art

What rules could we use to help us with the proportions of a face?

- Top line
- 1/4 up (hair line)
- Half way (eyes)
- 1/4 down (bottom of nose)
- 1/8 down (mouth)
- Bottom line



SENTENCE STARTERS

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



Andy Butler



Bruno del Zou

Andy Butler and Bruno Del Zou are two artists who explore portraiture but not in a traditional way. They experiment with distorting their portraits to show multiple viewpoints.

How could you use these techniques in your own work?

DRAWING A FACE

Draw an upside-down egg shape for the head. Draw the eyes in the middle of the shape.

The bottom of the nose sits halfway between the eyes and the chin.


The bottom of the lips meets a line halfway between the nose and the chin.

Line the eyebrows up with the corners of the eyes and edges of the nose.

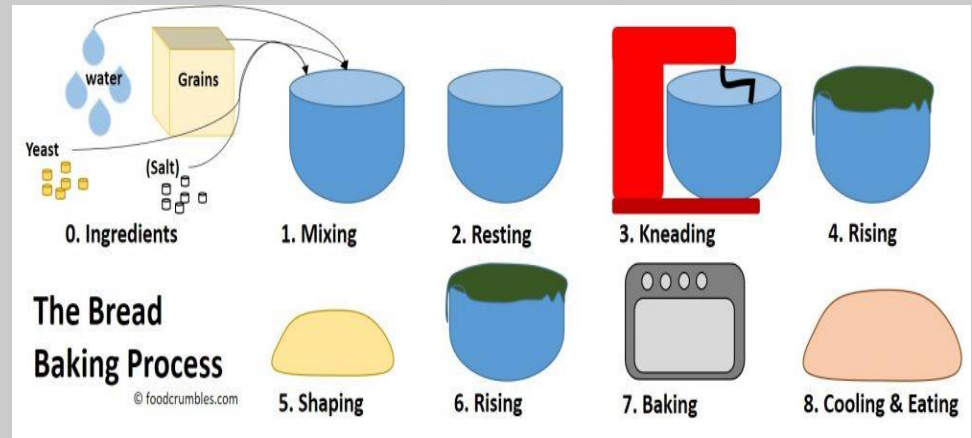
Draw the hair. Observe how it flows over the head.

Shade in the direction of the strokes of hair. Observe shadows and highlights.

**KEY VOCABULARY**

1	Gluten	A protein found in wheat flours which makes dough elastic.	
2	Yeast	A microorganism that can spoil food but is used as a raising agent in baking. Requires food, warmth, time and moisture to released carbon dioxide.	
3	Kneading	Stretching the dough to develop the gluten and create an elastic dough.	
4	Proving	The dough is left to rise to allow the yeast to ferment.	
5	Fermentation	The process of fermentation is where yeast is given time, moisture, food and warmth to grow and produce carbon dioxide gas.	
6	Knocking Back	When you knock back the dough you are creating an evenly textured dough by releasing some gas before leaving it prove again.	
7	Baking	During baking the heat sets the gluten and stops the yeast from working which allows the bread to set and hold its shape.	

**THE BAKING PROCESS**



**INGREDIENT FUNCTIONS**

1	Flour	Wheat is harvested and the wheat grains milled to make flour. Strong flour is used to make breads as it contains more gluten making the dough elastic.
2	Fat	Enhances the flavour and texture of the bread.
3	Yeast	Yeast, when mixed with water and flour produces carbon dioxide causing raw bread dough to rise i.e. before it is baked.
4	Water	Warm water activates the yeast.
5	Salt	Added for flavour.

KEY VOCABULARY

1	Structure	<ul style="list-style-type: none"> <li>A structure is something which will <u>support</u> an object or a weight.</li> <li>All structures must be capable to withstand the <u>loads</u> and <u>forces</u> for which they are designed.</li> <li>Structures can be man made or found in the natural world.</li> </ul>
2	Moment	<ul style="list-style-type: none"> <li>A moment is a turning effect of a force. Forces can make objects turn if there is a pivot.</li> </ul>
3	Compression	<ul style="list-style-type: none"> <li>A pushing force that tries to squash or shorten.</li> </ul>
4	Tension	<ul style="list-style-type: none"> <li>A pulling force that attempts to stretch or lengthen.</li> </ul>
5	Torsion	<ul style="list-style-type: none"> <li>A force that tries to twist the material.</li> </ul>
6	Bending	<ul style="list-style-type: none"> <li>A force that tries to move the material into a curve or an angle.</li> </ul>
7	Non destructive Testing	<ul style="list-style-type: none"> <li>Tests the model to identify areas of weakness without destroying it, to test the function of the product and highlight any unexpected design flaws.</li> </ul>
8	Destructive Testing	<ul style="list-style-type: none"> <li>Tests the product to its extreme to see what conditions it can tolerate before being destroyed, to help decide on the best materials and construction methods to use.</li> </ul>

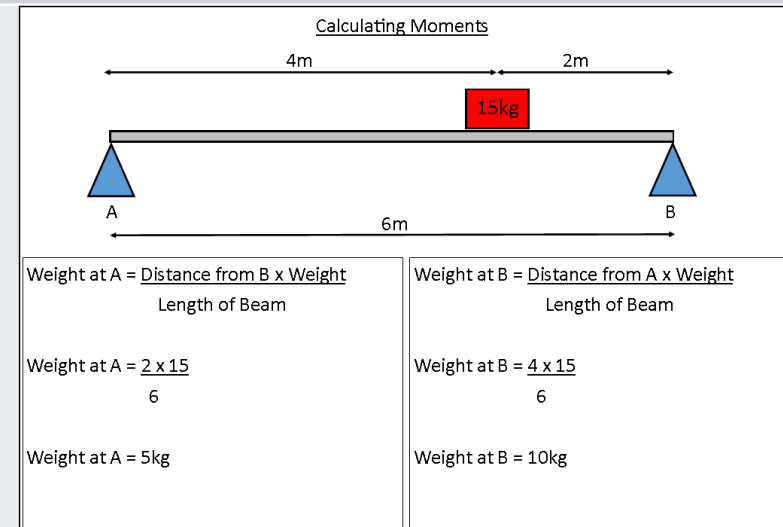
ITERATIVE DESIGN

1	Iterative Design	Iterative Design is a circular design process that models, evaluates and improves designs based on the results of testing.
2	Design	The process of generating ideas in response to a brief.
3	Build	Creating a design idea in a 3D form.
4	Test	Trying out your design to see if it meets the brief.
5	Evaluate	Reflecting on what has worked well and how the design can be improved further.

How to calculate moments

To calculate a moment, you need to know two things:

- the distance from the pivot that the force is applied.
- the size of the force applied.



## DATA REPRESENTATION KEY WORDS

1	Transmit	To send electrical signals using a device (TV, Radio, Computer).
2	Decode	To decipher a message or text to create another meaning.
3	Binary	A base 2 value system which only holds the values 1 or 0.
4	Denary	A base 10 value system which holds the values 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.
5	Bit	A value one bit is the lowest storage value using in computer science.
6	Byte	A byte has the value of eight bits.
7	Kilobyte	A kilobyte is 1000 bytes.
8	Megabyte	A megabyte is 1000 kilobytes.
9	Gigabyte	A gigabyte is 1000 megabytes.
10	Terabyte	A terabyte is 1000 gigabytes.

Binary is the language used by the computer. The computer can only process data using binary.

Data instructions are decoded into binary for the computer to understand and process correctly.

Half a byte is called a nibble.

## BINARY VALUES

128	64	32	16	8	4	2	1
1	0	0	0	0	0	0	1






- Can be converted into denary values by doubling the values.
- The value 10000001 can be converted by doubling the value of 1. Adding the denary values at the top make the value 129.

8	4	2	1
0	1	0	1

- If there is a 1 value in the box you add the value above to get the denary answer.  $4 + 1 = 5$ .



## INFORMATION ABOUT SWANSONG

1	Choreographer	Choreographed by Christopher Bruce in 1987.	
2	Characters	It includes 3 characters: the prisoner of conscience and 2 prison guards.	
3	Intention	Based on experiences of the Chilean poet Victor Jara under the 'Junta' of the 1970's and the work of Amnesty International to free prisoners of conscience.	
4	Set	Set design shows an empty cell with just a chair and a shaft of light which represents a window.	
5	Music	The music uses silence and body percussion and then metallic crashing sounds to represent the prison cell doors slamming	

## USE OF THE PROP: A CHAIR

1	Prison	The prisoner is trapped and restricted by the chair.
2	Weapon	Both prisoner and prison guards lift and wield the chair as a weapon,
3	Safe Place	The prisoner retreats to the chair as a place of safety to avoid torture.
4	Shield	The prisoner uses the chair as a safety barrier against the violence of the prisoner guards.
5	Burden	The chair is seen as shackles or a heavy weight that the prisoner is forced to carry as punishment.

## KEY THEMES

1	Freedom of speech	Being able to speak clearly without censorship.
2	Prisoner of conscience	Anyone imprisoned because of their race, sexual orientation, religion, or political views.
3	Interrogation	A process of asking someone questions for a long time in order to get information, sometimes using threats or violence.

## VOCABULARY

1	Role	The character played by the dancer.
2	Status	The importance and power of the character.
3	Prop	A portable object that is used in a dance.
4	Facial Expressions	Use of face to show mood, feeling or character
5	Focus	Use of the eyes and eyeline to enhance the performance quality
6	Proxemics	The usage of space on a stage, or how the actors/characters are placed on a stage.

## 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.
5	Mental rehearsal	Running through the routine in your head.

**STYLES OF JAMAICAN MUSIC**

1	Reggae	Jamaica’s most famous genre, featuring offbeat rhythms, slow grooves, and socially conscious lyrics. Made famous by Bob Marley.
2	Ska	A fast, upbeat genre from the late 1950s with brass instruments and influences from jazz and R&B.
3	Rocksteady	A slower style than ska, with strong basslines and soulful vocals, leading to reggae.
4	Mento	A traditional Jamaican folk music with acoustic instruments, humorous lyrics, and Caribbean rhythms, influencing ska and reggae.

**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.

**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 singing 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.

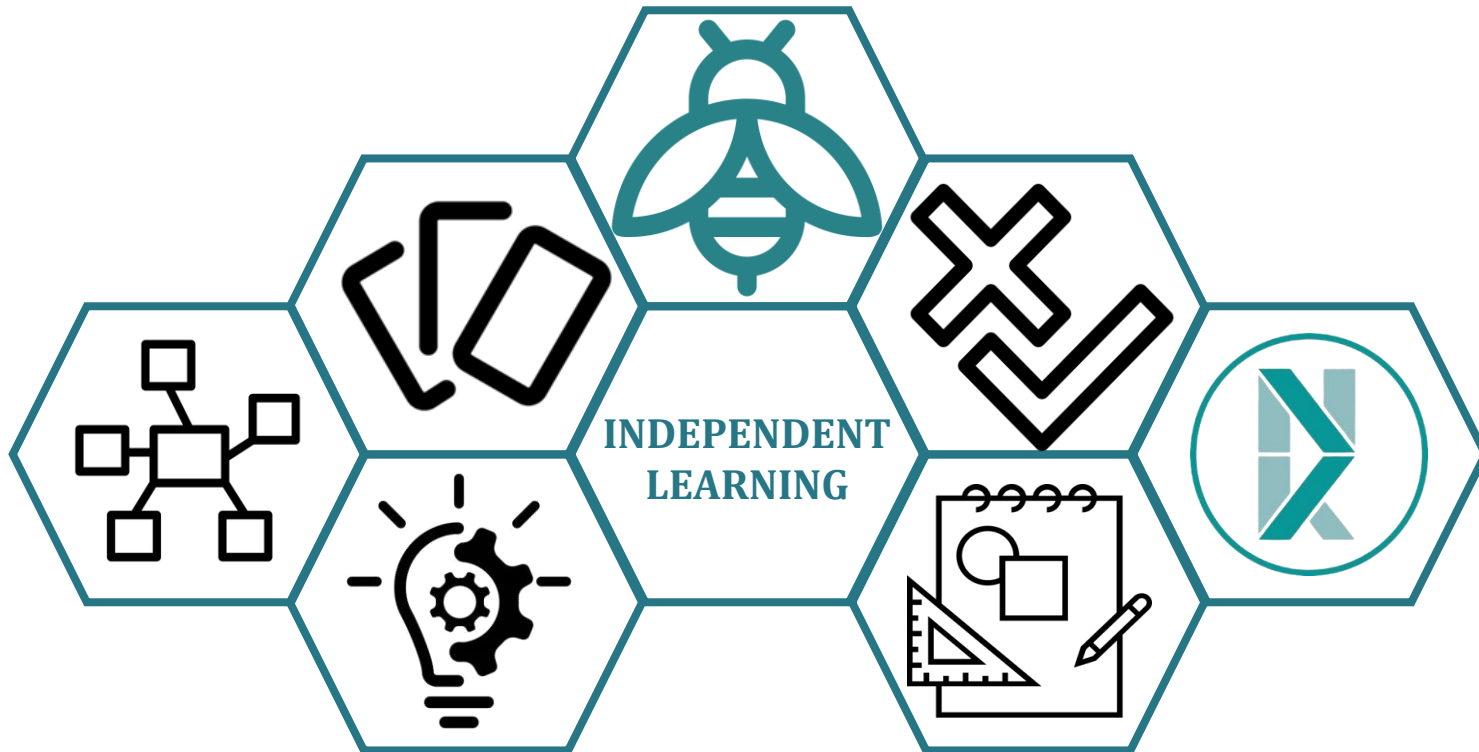
**CORE CONCEPTS**

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.

**REGGAE KEYWORDS**

1	Skanking	Chords played on the off-beat giving the classic reggae sound.
2	One-Drop	The drum kit plays the kick and snare only on beat 3.
3	Syncopation	Playing off the beat - In reggae it’s often beat 2 and 4.
4	Bassline	The bass guitar plays a key role in reggae providing groove and syncopation to create a danceable sound.

# FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



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



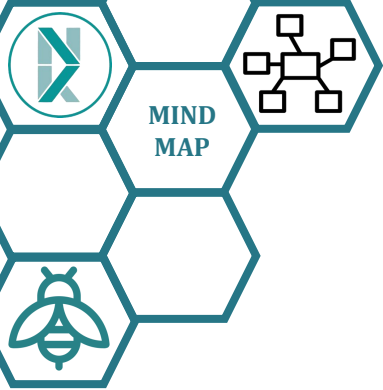
## HOW DO I MAKE USEFUL SKETCH NOTES?

- 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.



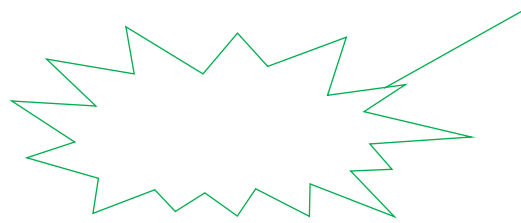
*Once you have completed your sketch note page try photocopying it in black and white and then use colours to RAG-rate the information – you will then create a real focus for your revision by prioritising first the Red and then the Amber!*





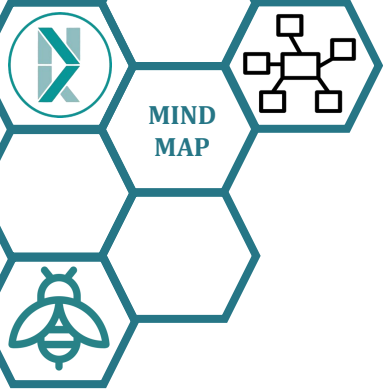
## HOW DO I CREATE AN EFFECTIVE MIND MAP?

- 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.*

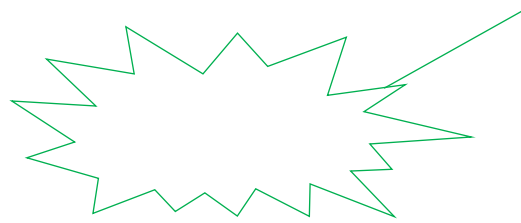




## MIND MAP

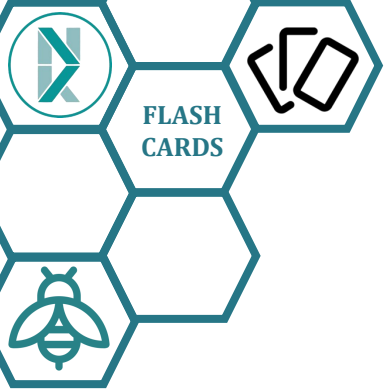
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FRONT (key term or question)

BACK (answer)

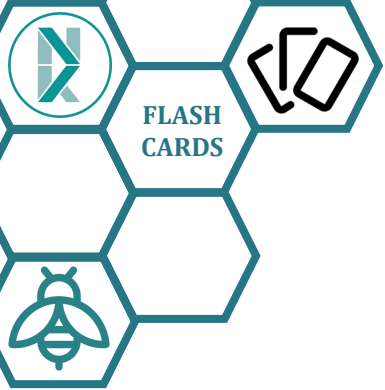
### HOW DO I MAKE FLASH CARDS?

- 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.





FRONT (key term or question)

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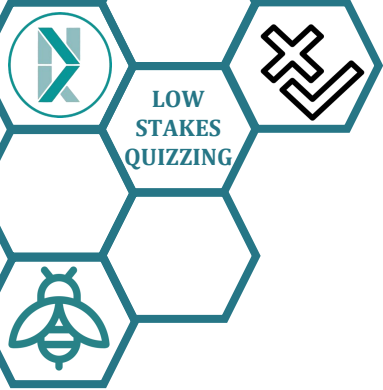


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### HOW DO I MAKE AN EFFECTIVE LOW-STAKES QUIZ

- 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!





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(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.