

KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK



YEAR 7 – TERM 5

How do Knowledge Organisers support learning?

What are Knowledge Organisers?

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



What do Knowledge Organisers look like?

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

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

KEY PEOPLE	
Charles I 1625 - 1649	<ul style="list-style-type: none"> Son of James I and Anne of Denmark. Inherited the High Anglican. Married Catholic French Princess Henrietta Maria. Inherited the divine right of Kings. Confused and took advice from a group of small people (not having the State of Buckingham). Tried to introduce Protestantism into Scotland. Had to pay them if they weren't. Went to York to raise supporters and weapons. He will need to raise for parliament. Surrendered to the Scots. After his defeat, Charles still wanted peace. Charles wouldn't answer the charges put against him. It was at 40 with a good health insurance. Executed by beheading 1649. Was a son of a king but executed to keep him worse or he wouldn't allow.
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 land.
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?

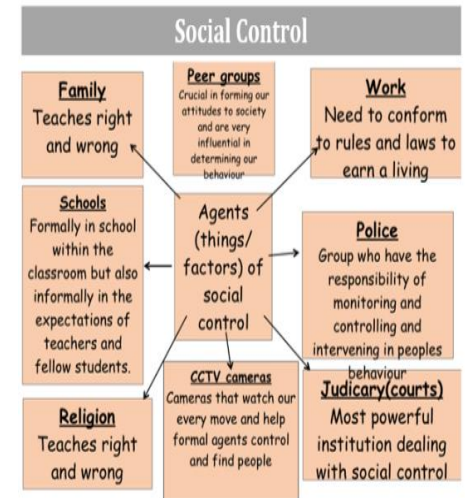
Having all of this **key information in one place makes it easily accessible before during and after the study of a particular unit or topic.** Teachers continuously refer to the content of Knowledge Organisers within lessons and to support independent learning where they can be used to develop and consolidate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


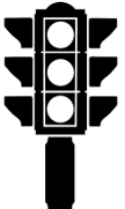

- SUPER 6 STRATEGIES -

Strategy	Activity	Imagery
 <h2 style="writing-mode: vertical-rl; transform: rotate(180deg); color: red;">RECALL</h2>	<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
 <h2 style="writing-mode: vertical-rl; transform: rotate(180deg); color: blue;">SYNTHESIS</h2>	<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
 <h2 style="writing-mode: vertical-rl; transform: rotate(180deg); color: yellow;">REFLECTION</h2>	<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 | Term 5 'A Midsummers Night Dream' by William Shakespeare English

Order of Events

Act 1	Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia. Helena loves Demetrius. They follow Hermia and Lysander into the forest.
Act 2	In the forest, Oberon and Titania are arguing. Oberon sees Demetrius and Helena arguing and commands Puck to use the potion on the Athenian man to make him fall in love with Helena. However, the first Athenian man Puck sees is Lysander, so he puts the love potion on him. Lysander falls madly in love with Helena.
Act 3	Puck sees Bottom in the forest and transforms his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on Demetrius so that he falls in love with Helena. As a result, both men love Helena so there is chaos. Puck eventually drops a herb in Lysander's eyes to put him back to normal.
Act 4 & 5	Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Theseus and Hippolyta, Lysander and Hermia and Demetrius and Helena.

Themes

1	Love	Love makes us behave in strange ways. It can bring out the best and bravest qualities in a character. Lovers often feel invincible against a world that doesn't understand them. Love also has a powerful magical quality: falling in love can be like being under a spell.
2	Appearance vs Reality	Sometimes things are not quite what they seem. Sometimes we fail to see situations as they really are. People often pretend to be something that they're not, hiding their true selves for one reason or another. Shakespeare was really interested in this idea and explored it in many of his plays.



	Vocabulary	Definition	Example
1	Soliloquy	A speech in a play that the character speaks to himself or herself.	Helena has a soliloquy in Act 1 where she is in conflict with herself over whether to tell Athens of Hermia and Lysander's plan.
2	Severe	Very strict or harsh.	The punishment for running away with Lysander would be severe .
3	Conflict	A battle or struggle between two sides or ideas.	There was conflict between Hermia and her father.
4	Unrequited love	If a person loves someone who doesn't love them back.	Demetrius is in love with Hermia, However, this is unrequited as Hermia loves Lysander.
5	Chaos	A situation where there is no order and everyone is confused.	Puck and Oberon cause chaos amongst the lovers by performing magic on them.

Characters

1	Lysander	A young man of Athens, in love with Hermia.
2	Demetrius	A young man of Athens, initially in love with Hermia and ultimately in love with Helena.
3	Hermia	Egeus's daughter, a young woman of Athens. Hermia is in love with Lysander and is a childhood friend of Helena.
4	Helena	A young woman of Athens, in love with Demetrius.
5	Oberon and Titania	King and Queen of the fairies.
6	Bottom	The overconfident weaver chosen to play Pyramus in the craftsmen's play.
7	Puck (Robin Goodfellow)	Puck is Oberon's jester, a mischievous fairy who delights in playing pranks on mortals.

	Theme	Quotation	Who said it
1	Love	'The course of true love never did run smooth'	Lysander
		'Love looks not with the eyes'	Helena
		'Cupid is a knavish lad, Thus to make poor females mad.'	Puck
2	Appearance vs Reality	'Lord, what fools these mortals be'	Puck
		'My Oberon! what visions have I seen!'	Titania

Year 7 | Term 5 | Angles, Handling Data and Statistical Diagrams and Proportion **MATHS**

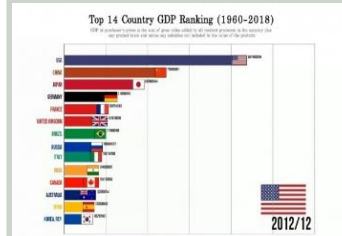
CALCULATION RULES

1	Angles on a straight line	Sum to 180°.
2	Angles around a point	Sum to 360°.
3	Angles in a triangle	Sum to 180°.
4	Isosceles triangle	Angles opposite to the two equal sides are equal.
5	Vertically opposite angles	Are equal.
6	Unknown angles	Variables are used to represent unknown angles in shapes. If the same letter is used more than once, it symbolises those angles are equal.
7	Mode	The who frequently occurring value.
8	Median	Ordering the data in ascending or descending order and identifying the middle value.

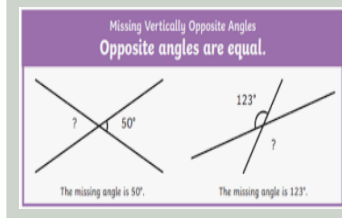
KEY FORMULAE AND CONVERSIONS

1	Mean	To calculate the mean you add all the data together and divide by how much there is.
2	Range	To calculate range, you subtract the smallest value from the largest.
3	Proportion	Always use division and multiplication to identify the amount with a direct link to another value.

BAR CHART



VERTICALLY OPPOSITE ANGLES



FREQUENCY TABLES

Number of Pets	Frequency
0	6
1	3
2	7
3	1
4	0
5	2

VOCABULARY

1	Angle	The amount of turn between two lines around their common point (the vertex).
2	Acute angle	Angle greater than 0° but less than 90°.
3	Obtuse	Angle greater than 90° but less than 180°.
4	Reflex	Angle greater than 180°m but less than 360°.
5	Data	Information that is collected and can be organised and displayed.
6	Statistical Diagrams	Ways of displaying collected data in the form of bar charts, two-way tables, pictograms and tally charts.
7	Frequency	How often a value occurs.
8	Frequency table	They way of presenting data that directly links how often specific data occurs compared to what it represents.
9	Proportion	The direct mathematical link between a number and an overall factor. E.g. calculating how many sweets there are in a 5 bags when we know how many are in 1.

STEP BY STEP

1	Proportion: A pack of 10 pens contains 3 red, 5 black and 2 blue. How many black pens are there in 7 packs?	5 black pens in 1 pack $5 \times 7 = 35$ 35 black pens in 7 packs
2	6 people got their feet measured. 10, 7, 9, 9, 8, 5 Find the mean, mode and median foot size.	$\text{Mean} = \frac{10+7+9+9+8+5}{6} = 8$ Mode = 9 Median = 5, 7, 8, 9, 9, 10 $(8+9)/2 = 8.5$

KEY IDEAS IN FOOD PRODUCTION

1	Pollen	Grains of pollen carry genetic material between flowers to enable reproduction.
2	Polli-nation	The process by which pollen is transferred to the female organs of a plant, to enable the making of seeds.
3	Interde-pendent	Organisms are interdependent when they rely upon each other for their survival.
4	Food security	Food security is having enough food to feed the human population.
5	Fertiliser	Fertilisers are minerals, added to the soil to help plants to grow.
6	Pesticide	Pesticides are chemicals used to kill organisms which damage crops.
7	Organic	Organic farming methods only use chemicals made by living things.
8	Herbicide	A type of pesticide which kills plants (weeds).
9	Insecticide	A type of pesticide which kills insects.
10	Toxic	A substance which is poisonous.
11	Bioaccumu-lation	Bioaccumulation is the increase in the concentration of a chemical within an organism.

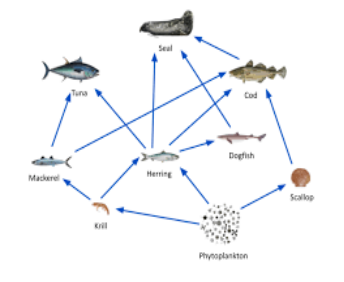
IDEAS RELATED TO BIODIVERSITY

1	Biodiversity	Biodiversity is the range of different organisms (species) in a place.
2	Species	Organisms which can produce fertile offspring are of the same species.
3	Conservation	The process of protecting biodiversity and the environment.

FOOD CHAINS

Grass → Rabbit → Fox
This is a simple food chain. The arrow shows the transfer of energy.

FOOD WEBS



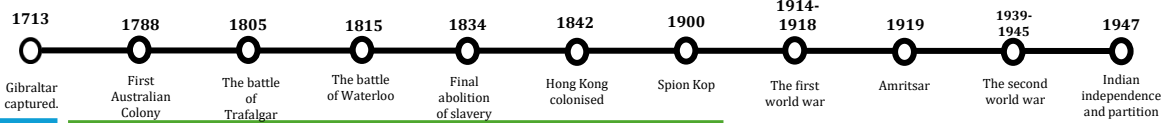
GENE BANKS



A gene bank is a collection of seed, plants and animals which are stored to preserve genetic material for the future.

KEY VOCABULARY

1	Producer	A producer is an organism that makes its own food.
2	Consumer	A consumer is an organism that eats other organisms for food.
3	Food chain	A diagram showing how energy from food is transferred from one population of organisms to another.
4	Population	The number of organisms of the same type in a place.
5	Model	Using simpler ideas to represent more complex things and ideas.
6	Predator	An animal that hunts and eats other animals.
7	Prey	An animal that is caught and eaten by another animal.
8	Adaptation	A feature that organisms have to help them live in a particular place.
9	Camouflage	A strategy that organisms use to disguise their appearance and blend in with their surroundings.
10	Habitat	A place where an organism lives, which provides food and shelter.
11	Community	All of the organisms living in the same place are a community.
12	Food web	A diagram that shows how all food chains interact with each other.
13	Biotic factors	All of the living components of an ecosystem.
14	Abiotic factors	All of the non-living components of an ecosystem.
15	Ecosystem	All organisms in a place, interacting with each other and the non-living surroundings.



POLITICS

1	Empire	A group of countries ruled over by a single monarch or government.
2	Emigration	Leaving a country in order to live in another.
3	Colony	An area controlled by a more powerful country.
4	Settlers	A person who travels from their home to an undeveloped area to build a life.
5	Conquer	To take possession of something or someone by force.
6	Territory	An area considered to be owned by a person or country.
7	Viceroy	Someone who rules a country on behalf of a King or Queen.
8	East India Company	A trading company that had it's own army and navy, they took over and controlled India.
9	Economy	The system of wealth and money used by a country.
10	Congress	A meeting of representatives to discuss issues and exchange information.
11	Province	An area that a country is divided into.
12	Caste	A Hindu system of dividing people into social classes.
13	Boer	Descendants of Dutch settlers in Africa.
14	Partition	To divide something into two pieces.

RELIGION

1	Protestant	Christians who protested against the power of the Pope.
2	Catholic	The oldest Christian church, controlled by the Pope.
3	Missionary	A person who travels to another country to convert people to their religion.
4	Hindu	The most popular religion in India, based on the belief that when we die we are born again.
5	Sikh	A religion based on the belief of one God and the teachings of Guru Nanak.
6	Muslim	A religion that believes in one God and the teachings of Muhammad. Related to Christianity and Judaism.

PLACES

1	Britain	The United countries of the largest Island of the U.K. England, Scotland and Wales.
2	Singapore	An island nation in South East Asia.
3	Hong Kong	An island in China, controlled by the British until 1997.
4	West Indies	A large group of Islands close to the Caribbean. A centre for the slave trade in the 19 th century.
5	Quebec	A province of Canada, taken from the French.
6	Gibraltar	A mountainous area on the coast of Spain. The British used a naval base here to control shipping in the Mediterranean.
7	The Falkland Islands	An area off the coast of South America, controlled by the British and disputed by the Argentinians.
8	The Suez Canal	A waterway across Africa from the Mediterranean to the Red sea.
9	Amritsar	The second biggest city in the Punjabi region of India.
10	Pakistan	Formerly part of India, now a separate Islamic state.
11	Transvaal	A province of South Africa containing the capital city, Pretoria.

'SPEAK LIKE AN HISTORIAN'

1	Infer	To come to a conclusion based on evidence and reasoning.
2	Historiography	The study of writing history.
3	Chronology	Arranging events into order by date and/or time.
4	Interpretation	An explanation or opinion.

KEY QUESTIONS

Why did Britain want an empire?	Did India benefit from the empire?	Did colonists benefit from British rule?
How significant was Gandhi in achieving independence for India?	Why was the Amritsar massacre significant?	Why was there a scramble for Africa?
What was the impact of the Boer war?	What were the positives and negatives of the empire?	Should Britain be proud of it's imperial past?

KEY PEOPLE

Queen Victoria 1819-1901	<ul style="list-style-type: none"> Queen of The United Kingdom of Great Britain and Ireland from 1837-1901. The second longest reigning monarch in British history. Proclaimed Empress of India in 1836. Known as the 'grandmother of Europe' since her children married into many different royal families. Oversaw a time of great economic, social, military and political change.
Joseph Chamberlain 1836-1914	<ul style="list-style-type: none"> As a British politician he was a member of three different parties and split them all. Began his political career in Birmingham where he owned a screw factory and served as mayor. As secretary of state for the colonies he supported the Boer war to enlarge the empire. Resigned from government in opposition of Irish independence.
Mohandas K. Gandhi 1869-1948	<ul style="list-style-type: none"> Nicknamed 'Mahatma' Gandhi = 'great-souled'. Trained as a lawyer in London. Moved to South Africa in 1893 and lived there for 21 years. Moved back to India in 1915 and entered congress in 1921 to campaign for social reform. Stopped his anti-British campaigning in 1930 to support the war effort. In 1947 his campaigns paid off and India was granted independence, with the exception that Pakistan would become a separate, Muslim, country.

Other key people:

- Lord Curzon 1859-1925: A skilled diplomat and politician, he was Viceroy of India for six years.
- General Lord Kitchener 1850-1916: A senior military officer who commanded the British forces in India, Africa and during the first world war. His actions led to concentration camps.
- Emily Hobhouse 1860-1926: A welfare worker, she used her political connections to aid the women and children in the Boer concentration camps. She then brought attention to the horrors of the camps to people at home in Britain.
- Schalk Willem Burger 1852-1918: A veteran of both Boer wars, he commanded the Lydenburg commando unit during the battle of Spion Kop.
- Colonel Reginald Dyer 1864-1927: Temporarily made Brigadier-General in the Indian Army, he ordered his troops to open fire on a peaceful crowd. This earned him the nickname 'The Butcher of Amritsar.'

KEY VOCABULARY

1	Erosion	The wearing away of land by water, wind, or ice.
2	Deposition	The laying down of sediment carried by a river.
3	Hydraulic Action	The force of water breaking rock apart.
4	Abrasion	Rocks carried by the river wearing away the riverbed and banks.

WATERFALL FORMATION

1	Layered Rock	Form where there are layers of hard rock on top of soft rock.
2	Erosion	The soft rock erodes more quickly, undercutting the hard rock.
3	Overhang Collapse	The hard rock collapses due to lack of support.
4	Plunge Pool	The falling water deepens the base, creating a plunge pool.
5	Retreat	The process repeats, causing the waterfall to move upstream.

WHY ARE RIVERS IMPORTANT?

1	Water Supply	Provide fresh water for drinking, farming, and industry.
2	Transport	Used historically and currently for moving goods and people.
3	Habitat	Home to diverse plant and animal species.
4	Energy	Hydroelectric power (HEP) is generated from river flow.
5	Tourism	Activities like fishing, boating, and sightseeing.
6	Floodplains	Provide fertile land for agriculture.

MEANDER FORMATION

1	Erosion on the Outside	Faster-flowing water on the outside of the bend erodes the riverbank (hydraulic action and abrasion).
2	Deposition on the Inside	Slower water on the inside deposits sediment, creating a slip-off slope.
3	Meander Growth	Erosion and deposition continue, making the bends larger over time.
4	Ox-Bow Lake Formation	In extreme cases, meanders become cut off, forming an ox-bow lake.

KEY FEATURES

1	Source	The starting point of a river, often in highland areas.
2	Tributary	A smaller river or stream joining a larger one.
3	Channel	The path the river follows.
4	Meander	A bend in a river, often found in the middle course.
5	Floodplain	The flat area around a river that floods during heavy rain.
6	Mouth	The point where a river meets the sea or a lake.

FLOOD MANAGEMENT TECHNIQUES

1	Hard Engineering	Dams, levees, flood barriers.
2	Soft Engineering	Afforestation (planting trees), floodplain zoning, river restoration.

IMPACTS OF FLOODING

1	Positive	Fertile soil for farming, replenishing water sources.
2	Negative	Damage to homes, loss of life, economic costs, disruption to transport.

Year 7 | Term 5 | Wie ist die Reise?



LANGUAGES: GERMAN

IN DER STADT (in the town)



1	In der Stadt gibt es....	In the town there is
2	(k)einen Bahnhof	(no)/a station
3	(k)einen Imbiss	(no) /a snack stall
4	(k)eine Kegelbahn	(no)/a bowling alley
5	(k)ein Kino	(no)/a cinema
6	(k)eine Kirche	(no)/a church
7	(k)einen Marktplatz	(no)/a market square
8	(k)einen Park	(no)/a park
9	(k)ein Schloss	(no)/a castle
10	(k)ein Schwimmbad	(no)/a swimming pool
11	(k)eine Eisbahn	(no)/an ice-skating rink
12	(k)ein Sportzentrum	(no)/a leisure centre

SNACKS UND GETRÄNKE (snacks and drinks)



1	Ich möchte einmal/zweimal/dreimal	I would like one/two/three times
2	Ich hätte gern...	I would like...
3	die Bratwurst	sausage
4	den Hamburger	burger
5	die Pizza	pizza
6	den Salat	salad
7	das Eis	Ice cream
8	die Cola	Coca-cola
9	das Mineralwasser	Mineral water
10	den Tee	tea
11	das Fleisch	meat
12	den Ketchup	Tomato sauce

MEINUNGEN (opinions)



1	Ich esse gern Salat	I gladly eat salad
2	Ich esse nicht gern...	I don't like eating...
3	Ich esse lieber....	I preferably eat...
4	Ich esse am Liebsten...	Best of all I eat...
5	Ich trinke gern Wasser	I gladly drink water
6	Ich trinke lieber...	I preferably drink...
7	Ich trinke am liebsten...	Best of all I drink...

WANN? (when?)

1	am Montag	On Monday
2	am Dienstag	On Tuesday
3	am Mittwoch	On Wednesday
4	am Donnerstag	On Thursday
5	am Freitag	On Friday
6	am Wochenende	At the weekend
7	sehr	Very
8	ziemlich	Quite
9	immer	Always
10	oft	often

KEY QUESTIONS AND EXAMPLE ANSWERS

1	Was kostet es?	What does it cost?
2	Es macht acht Euro.	It is 8 Euros.
3	Kann ich Ihnen helfen?	Can I help you?
4	Ich möchte die Pizza kaufen.	I would like to buy a pizza.

WAS WIRST DU MACHEN? (What will you do?)

1	Ich werde...	I will...
2	Wir werden...	We will...
3	klettern	Climb
4	im Meer schwimmen	swim in the sea
5	rodeln	toboggan
6	im See baden	swim in the lake
7	an den Strand gehen	go to the beach
8	tauchen	give
9	wandern	hike
10	windsurfen	windsurf
11	Was kann man dort machen?	What can you do there?
12	Man kann... besuchen	You can visit ...
13	Die Stadt ist bekannt für...	The town is well known for...
14	Ich werde eine Woche bleiben.	I will stay for a week.

SOUVENIRS

1	der Aufkleber	sticker
2	das Freundschaftsband	friendship bracelet
3	die Kappe	hat
4	der Kuli	biro
5	das Kuscheltier	cuddly toy
6	die Postkarte	post cards
7	der Schlüsselanhänger	key ring
8	die Tasse	mug/cup
9	das Trikot	football shirt
10	Es kostet...	It costs...



KEY VOCABULARY

1	Pilgrimage	A journey that has religious/spiritual meaning.
2	Spirituality	Concerned with the human spirit instead of with material things.
3	Community	Condition of sharing or having attitudes.
4	Commitment	An engagement or obligation or showing dedication to faith.

JUDAISM

1	Mount Sinai	Where Moses received the 10 Commandments.
2	Jerusalem	Where Temple Mount and the Western Wall are.
3	The Western Wall	The last remaining part of the 2nd temple that was rebuilt by the Jews after the 1st temple was destroyed by the Babylonians.
4	Temple Mount	Where the Western Wall stands.

CHRISTIANITY

1	Lourdes	A place where in France Catholics visit to worship the Virgin Mary and heal the sick.
2	Iona	A place of pilgrimage in Scotland where Christians go to pray and help others. It is often called a 'thin place'.
3	Walsingham	Pilgrims take part in a candle-lit procession, where the statue of Mary is carried around the grounds of the Shrine and sometimes around the village.

BUDDHISM

1	Bodh Gaya	Where the Buddha gained enlightenment under a Bodhi Tree.
2	Sarnath Deer Park	Where the Buddha first taught his teachings.
3	Retreats	Places where Buddhists go to meditate, prat, and live away from everyday life.

ISLAM

1	Hajj	The Muslim word for pilgrimage.
2	Mecca	A place of great significance for Muslims.
3	Kabah	a building in Mecca that Muslims circle 7 times while doing Hajj.
4	Medina	Where Muhammad built the first Mosque.

SIKHISM

1	Amritsar	The city where the Golden Temple is located.
2	The Golden Temple	A temple containing the Adi Granth - the original Guru Granth Sahib.
3	Amritsar	The city where the Golden Temple is located.

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.





KEY VOCABULARY

1	Investigation	
2	Dry Ingredient	An ingredient in a recipe which doesn't have moisture, e.g. flour, sugar, lemon zest.
3	Wet ingredient	An ingredient in a recipe with moisture, e.g. eggs, milk, butter.
4	Hedonic Rating Test	A way of carrying out sensory analysis on a food product.

SENSORY DESCRIPTIVE WORDS

Appearance	Golden, brown, dark, light
Texture	Crumbly, chewy, crunchy
Sound	Snap, crisp
Taste	Sweet, salty, nutty
Smell	Sweet, caramelised

Biscuit Making Method

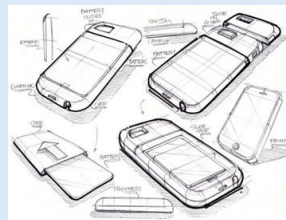
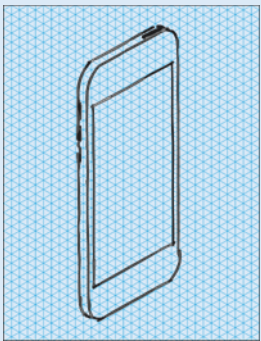
	Biscuit Making Method	Examples of Biscuits	How it works
1	Creamed	Biscotti, Tuiles 	<ul style="list-style-type: none"> In this method the fat and sugar are creamed together. Eggs or syrup are then added and the flour folded in. The mixture can be rolled or dropped in spoonful's onto a baking tray. These biscuits have a longer shelf life due to the ratio of fat.
2	Rubbed in	Jammy biscuits, Shortbread 	<ul style="list-style-type: none"> With this method the fat is rubbed into the flour. The fat has a shortening effect like in pastry. The fat coats the flour particles and this prevents the absorption of water , giving a waterproof coating. This prevents the gluten from developing which can give mixture an elastic and stretchy texture. Gluten is formed when the protein in the flour is mixed with water. If gluten cannot form, the mixture is shortened giving a characteristic short, melt in the mouth and crumbly texture.
3	Whisked	Macarons, Meringues 	<ul style="list-style-type: none"> This method usually begins with the eggs and sugar being whisked together then the dry ingredients being folded in. This usually results in a delicate crispy wafer like biscuit.
4	Melted	Flapjacks, Florentines, Gingerbread 	<ul style="list-style-type: none"> This method involves the fat being melted and then the dry ingredients added. Examples are gingerbread shapes/ ginger nuts, flapjacks, brandy snaps. These biscuits have a longer shelf life and the flavour develops during keeping.

KEY VOCABULARY



1	Isometric	A drawing which shows how something is put together.
2	Moodboard	Computer Aided Design. Using computers to design a product.
3	Aesthetic	Computer Aided Manufacture. Using computers to make a product.
4	Consumer	The way products are manufactured depends on the quantity required.
5	Function	A machine used to cut your design on to the MDF.
6	Prototype	Medium density fibreboard.
7	Logo	A man-made plastic sheet which is used for the top of your ball bearing game.

DRAWING FOR DESIGN

When sketching out designs it is important to consider as many different options as possible. You also need to **annotate** your work, making notes to explain your thoughts about them.



HOW TO ANALYSE AN EXISTING PRODUCT
ACCESS FM

1	A	Aesthetics		Comment on the appearance, shape, style, form, colour, texture and pattern.
2	C	Customer		Who is the product aimed at? Comment on the user, target group or target market?
3	C	Cost		What is the price? Is it cheap, cost effective, value for money or too expensive?
4	E	Environment		Is it environmentally friendly and sustainable? How would you know?
5	S	Size		What's the size? Comment on the dimensions, proportion and scale of the product?
6	S	Safety		Is the product safe to use? How do you know?
7	F	Function		What is the main function? What does it do? How does it operate?
8	M	Materials		What is the product made from?

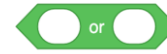
SCRATCH KEY VOCABULARY

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?



AND, OR,
NOT, EQUAL,
DIFFERENT



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".



QUALITIES OF THRILLER DANCE

1	Sharp Movements	Clean, precise, and often performed in unison, especially in group choreography.
2	Zombie Character	Dancers embody eerie, undead characters with hunched postures, jerky motions, and expressive faces.
3	Arm Pops	Iconic pops, waves, and angular movements of the arms and shoulders, often matched to the beat.
4	Dramatic Pace	Sudden stops, freezes, and slow-motion elements to build suspense and theatrical impact.
5	Rhythmic Footwork	Intricate steps, stomps, and signature spins that drive the groove and musicality of the performance.
6	Dynamic Levels	Movements that shift between high, mid, and low body positions.

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.

QUALITIES OF THRILLER GENRE

1	Suspenseful	Keeps the audience guessing and wondering what will happen next.
2	Exciting	Full of action or drama that grabs your attention.
3	Mysterious	Involves secrets or puzzles that the characters (and audience) try to solve.
4	Fast-paced	Things happen quickly to keep the energy high.
5	Dangerous	Often includes risky situations, like someone being chased or hiding from danger.

CHARACTERISATION

1	Gesture	A movement of the hand or body to show an idea or feeling.
2	Posture	The way someone holds their body when sitting or standing.
3	Voice	The way a performer uses their sound to express character, emotion, and meaning through pitch, tone, volume, and pace.
4	Facial Expressions	The way your face looks that shows how you feel, like smiling or frowning.
5	Gait	The way a person walks.

QUALITIES OF DRAMA

1	Improv	Thinking on your feet to create new interpretations or responses.
2	Mime	Acting without speaking, using only body movements and facial expressions to tell a story.
3	Physical Theatre	A style of performance where movement and the body are used more than words to show ideas and emotions.
4	Role Play	Pretending to be a character in a situation to explore how they think, feel, or react.
5	Hot-Seating	When someone acts as a character and answers questions from others to show what the character is like.
6	Devising	Creating a performance from scratch, often by working in a group to come up with ideas, scenes, and dialogue together.

REHEARSAL STRATEGIES

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

EARLY WESTERN MUSIC

1	Early music	The Early period of classical music lasted from around 476 AD to 1400. Most music was sung, but some instruments like the recorder, trumpet, and bagpipes were used. Important composers from this time include Guido d'Arezzo, Hildegard of Bingen, and Guillaume de Machau.
2	Renaissance	From 1400 to 1600. Music was still mostly religious, but composers had more freedom and could now print and share their work. Both singing and instruments like the lute were used a lot and the development and invention of instruments was happening.

COMPOSITION TECHNIQUES

1	Sequence	Repeating the previous 1 or 2 bar pattern up, or down, a pitch.
2	Call and response	Creating a pattern with a "question and answer" style to it.
3	Repetition	Repeating patterns create legitimacy and familiarity.
4	Development	Changing your original motif gradually using pitch, rhythm, or the shape of it.

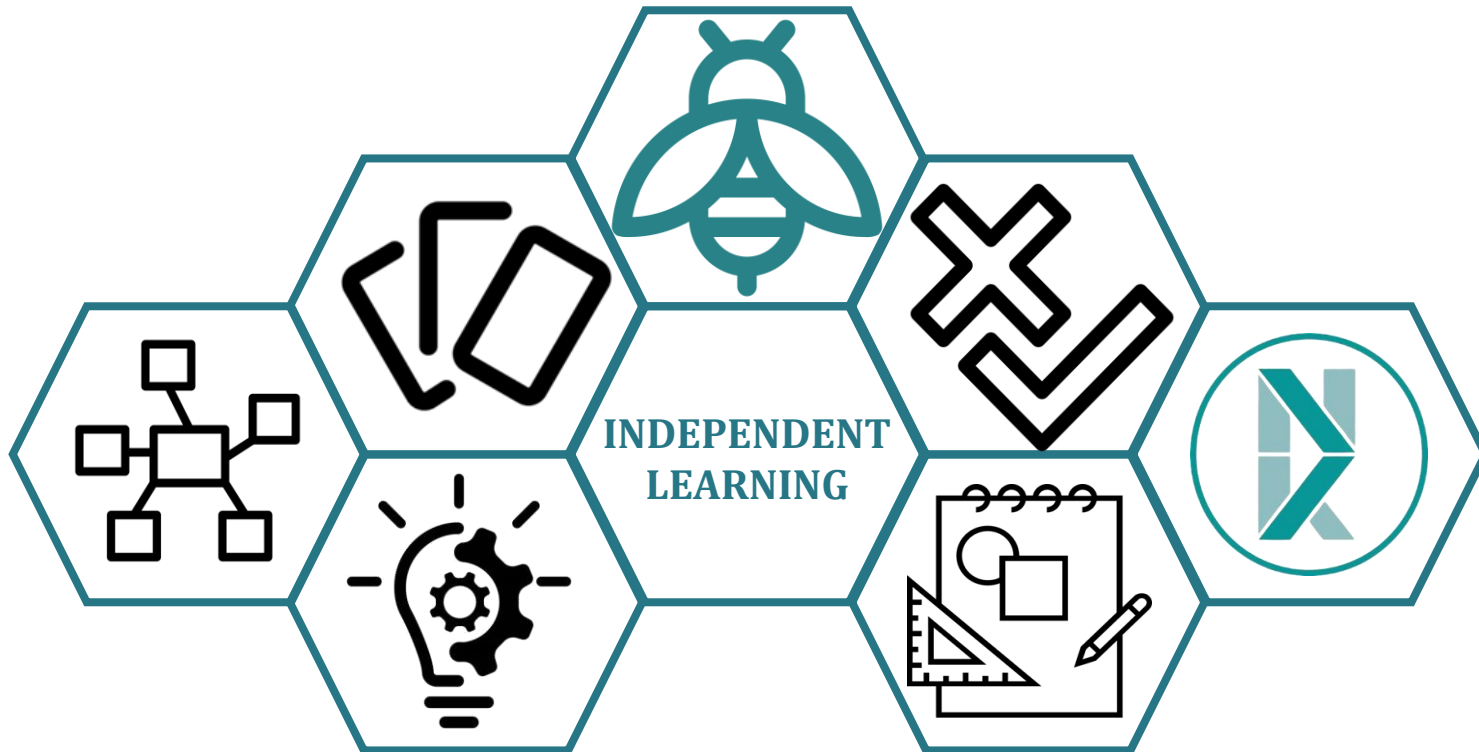
VOCABULARY

1	Motif	A musical pattern.
2	Monophonic	A melody on it's own with an accompaniment/chords.
3	Drone	A long held low note played or sang underneath a melody.
4	Sacred music	Music written for religious reasons.
5	Secular music	Music written for non-religious reasons.
6	Latin	Most western music was sung in this language in the medieval era.
7	A Capella	Singing without backing instruments.
8	Dorian and Mixolydian	Scales commonly used in the medieval era.

CORE CONCEPTS

1	Contrast	Compose a B section that fits with the style, but sounds like a fresh, new section.
2	Modes	Modes are scales. Memorise the Dorian and Mixolydian modes.
3	Change the drone note	Changing the drone note for your B section adds contrast to your composition.
4	Compose and perform stylistically	Use legato (smooth notes). Notes should be fairly close together (makes it easier to sing). Use repetition. No complicated parts.

FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



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



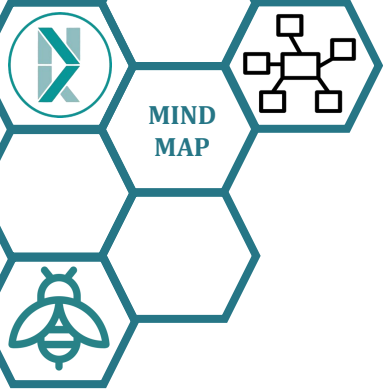
HOW DO I MAKE USEFUL SKETCH NOTES?

- 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.



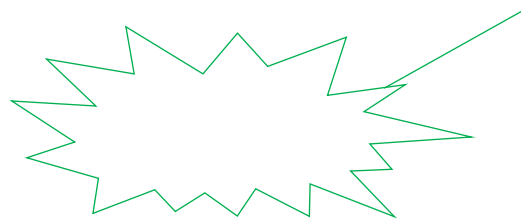
Once you have completed your sketch note page try photocopying it in black and white and then use colours to RAG-rate the information – you will then create a real focus for your revision by prioritising first the Red and then the Amber!





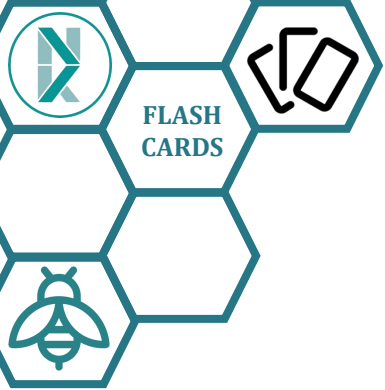
HOW DO I CREATE AN EFFECTIVE MIND MAP?

- 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)

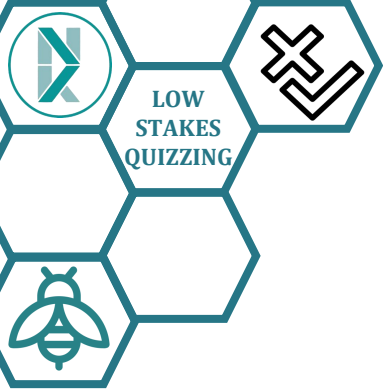
HOW DO I MAKE FLASH CARDS?

- 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.