

KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK



YEAR 7 – TERM 6

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 th 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 I?
8 House of Commons	The lower house of the Parliament of the United Kingdom.	Why were Puritans worried when Charles became King and married Henrietta?	Why was Charles forced to call parliament?
9 Lord Protector	A regent in charge of a kingdom during the minority, absence, or incapacity of the sovereign.	What major battles were there in the civil war?	Why was Oliver Cromwell chosen to be Lord Protector?
		What was Charles charged for?	Why was the Monarchy restored after Oliver Cromwell's death?

KEY PEOPLE	
Charles I 1625 - 1649	<ul style="list-style-type: none"> Son of James I and Anne of Denmark. Believed in the Divine Right of Kings. Confided and took advice from a group of small people (not being the Duke of Buckingham). Tried to introduce Protestantism into Scotland. Had to pay them if they refused. Went to York to raise supporters and weapons. He was seen by James for a short time. Surrendered to the Scots. After his defeat, Charles still wanted peace. Charles wouldn't answer the charges put against him. It was at 40 that Charles had a death warrant. Executed by beheading 1649. Was a son of James I and Anne of Denmark.
Oliver Cromwell 1598 - 1658	<ul style="list-style-type: none"> Son of a farmer and trained lawyer. Married to his wife Elizabeth for 38 years and had 8 children (3 of whom died). A Puritan Protestant who enjoyed hunting and music. A Member of Parliament (MP). Excellent Cavalry commander who focused on employing religious men in his army. Had 5000 Royalist soldiers killed and said it was the "Blessed of God". Turned down the chance to be King (became Lord Protector). Invaded Ireland (1650s killed). Based in London and ruled England and Wales.
Prince Rupert 1619 - 1682	<ul style="list-style-type: none"> Duke of Cumberland. Nephew of Charles I. English - German Army Officer. Cavalry Commander. Had a dog called Boy.
OTHER KEY PEOPLE	
1 William Laud 1573 - 1633	Appointed Archbishop by Charles. Wanted more ceremony and doctrine in churches.
2 John Bradshaw 1602 - 1659	An English jurist. He is most notable for his role as President of the High Court of Justice for the trial of King Charles I.
3 Thomas Fairfax 1612 - 1671	An English nobleman, peer, politician, general, and Parliamentarian commander-in-chief during the English Civil War.
4 Thomas Wentworth 1593 - 1641	1st Earl of Strafford, an English statesman and a major figure in the period leading up to the English Civil War. He served in Parliament and was a supporter of King Charles I.
5 Edward Montagu 1602 - 1671	2nd earl of Manchester, Parliamentary general in the English Civil War.



Why are Knowledge Organisers important?

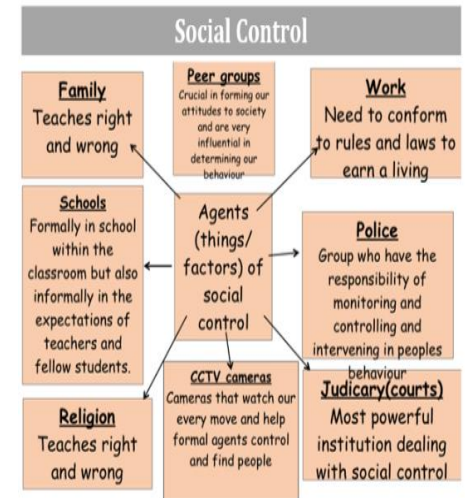
Having all of this **key information in one place makes it easily accessible before during and after the study of a particular unit or topic.** Teachers continuously refer to the content of Knowledge Organisers within lessons and to support independent learning where they can be used to develop and consolidate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

How do teachers use Knowledge Organisers?

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

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

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






How do students use Knowledge Organisers?




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

Why not try our...


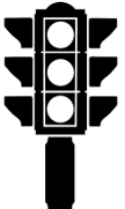

- SUPER 6 STRATEGIES -

Strategy	Activity	Imagery
 <p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 48pt; font-weight: bold; color: red;">RECALL</p>	<p>3x3x3:</p> <ol style="list-style-type: none"> 1. Read 3 key words and definitions or pieces of information from one coloured box, 3 from another coloured box, and a final 3 from another coloured box. 2. Return to the first 3 words but this time cover up the key words and see if you can recall them by just reading the definitions – repeat for the other 6 words. 3. Repeat the previous step but this time cover up the definitions and see if you can recall them by just reading the key word. 4. Repeat using a combination of step 2 and step 3. 	
	<p>Race to the Bottom/Top:</p> <ol style="list-style-type: none"> 1. Pick one of the coloured boxes on the <i>Knowledge Organiser</i>. 2. Starting from the top, cover the key word and see if you can recall it by reading the definition. 3. See how far down the box you can get. 4. Repeat but this time cover up the definition and see if you can recall it by just reading the key word. 	

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

Strategy	Activity	Imagery
 <p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 48pt; font-weight: bold; color: blue;">SYNTHESIS</p>	<p>Answer Planning:</p> <ol style="list-style-type: none"> 1. Write down a key question for the topic on a piece of paper 2. Try to recall as many key pieces of vocabulary and knowledge as possible that link to this. 3. Use the <i>Knowledge Organiser</i> to see what you have missed. 4. Add these in a different colour. 	
	<p>Categorising:</p> <ol style="list-style-type: none"> 1. Pick one of the coloured boxes on the <i>Knowledge Organiser</i> and consider the heading/category. 2. Cover up the <i>Knowledge Organiser</i> and on a separate piece of paper, write down as many key words or pieces of information that you can that relate to the heading/category. 3. Uncover the <i>Knowledge Organiser</i>, look at what you have missed and add these in a different colour pen. 4. Get somebody to test you on the words you have added, and then re-attempt steps 1-3. 	

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

Strategy	Activity	Imagery
 <p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 48pt; font-weight: bold; color: yellow;">REFLECTION</p>	<p>RAG-rate:</p> <ol style="list-style-type: none"> 1. On completion of a unit of work get somebody to test you on each aspect of the <i>Knowledge Organiser</i>. 2. RAG-rate each piece: Red = don't know it, Amber = partly know it, Green = know it. 3. Revisit all Amber pieces frequently, and Red pieces more frequently. 4. After a set period of time, RAG-rate the knowledge organiser again and repeat the process. 	
	<p>Booster:</p> <ol style="list-style-type: none"> 1. Revisit a piece of lesson work or an exam answer. 2. Use the <i>Knowledge Organiser</i> to locate any key vocabulary or relevant information that could be added to develop the work further. 3. Annotate the original piece of work to develop your thinking. 4. Re-write or type up the improved version of the work or exam answer. 	

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

| Year 7 | Term 6 '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

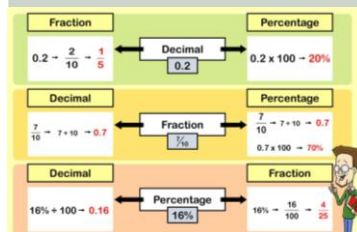
CALCULATION RULES

1	Find 2/3	This rule should be followed to find any fraction of an amount; Divide by the denominator, multiply by the numerator.
2	Convert a fraction to a percentage	Change the denominator to 100 (changing the numerator by the same amount). The numerator is the percentage.
3	Ordering FDP	Values must all be changed to one shared equivalent counterpart. The values can then be ordered. You MUST use the ORIGINAL values.
4	Dividing Fractions	K.F.C. Keep the first fraction the same, Flip the second fraction upside down, Change the divide for a multiply.
5	Multiplying fractions	Multiply the numerators together, multiply the denominators together.
6	Writing numbers as a % of others	When expressing one value as a percentage of the other, divide the specified amount by the total then multiply by 100.
7	Expressing Probabilities	When expressing an event as a probability we commonly use fractions. Write how many of the specified event there is as the numerator and the total number of possible outcomes as the denominator.

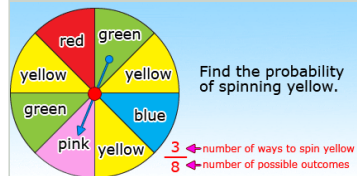
KEY FORMULAE AND CONVERSIONS

1	Change a percentage to a fraction.	Write over 100 e.g. 33/100.
2	Change a fraction to a percentage.	Multiply to give a number over 100 e.g. $2/5 \times 20$ $40/100 = 40\%$.
3	Change a decimal to a fraction.	Write over 10, 100, 1000 e.g. $0.03 = 3/100$.

FDP CONVERSIONS



THEORETICAL PROBABILITY



EXPRESSING AS A PERCENTAGE OF ANOTHER NUMBER

$$\begin{aligned} \text{Percentage right} &= \frac{\text{number of marks}}{\text{total marks available}} \times 100 \\ &= \frac{47}{50} \times 100 \\ &= 94\% \end{aligned}$$

VOCABULARY

1	FDP	Fraction, Decimal and Percentage.
2	Recurring	When one value goes on infinitely e.g. 0.33333333... We use a dot above the number that's recurring.
3	Reciprocal	The inverse of a value or number. E.g. reciprocal of 2 = 1/2.
4	Theoretical Probability	Probability that can be calculated based of information given.
5	Probability	The chance of a specific event occurring from the total number of possibilities.
6	Mutually exclusive	Events and probabilities which 'reset'. e.g. I pick a sweet out of a bag then put that sweet back before picking another.
7	Sample space diagrams	A physical representation of data that shows all of the possible outcomes from an event.
8	Fair	When there is an even chance of an event occurring. E.g. a fair dice with have a 1/6 chance of landing on any number.
9	Probability phrases	Mathematical terminology that describes the chances of an event occurring. Impossible, Unlikely, Evens, Likely, Certain.

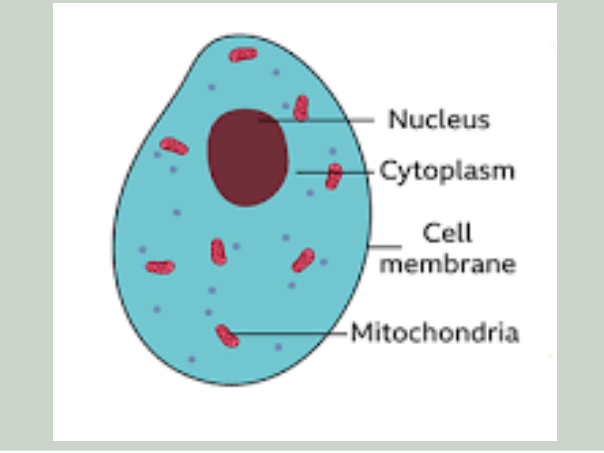
STEP BY STEP

1	I roll a fair 6-sided dice. What is the probability I roll a prime number?	2, 3 and 5 are prime numbers 6 possible outcomes 3/6 chance = 1/2
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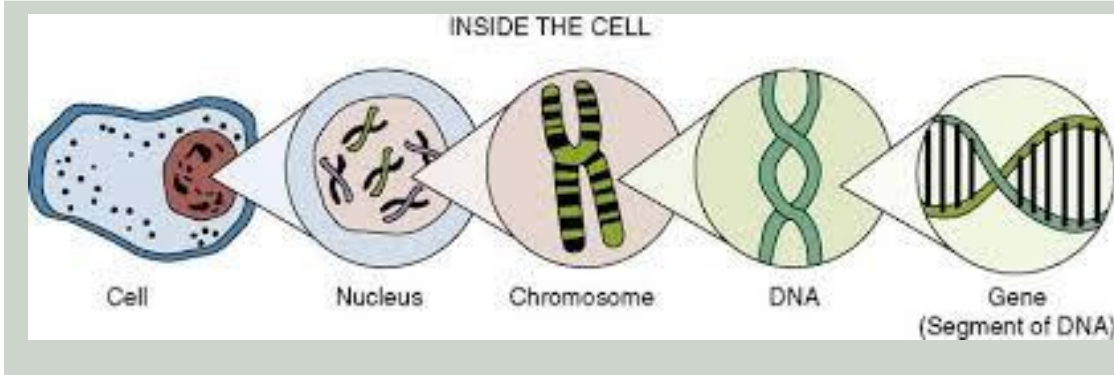
DID YOU KNOW...?

- 1 X-rays were used to discover the structure of DNA.
- 2 DNA exists in a double helix structure.
- 3 The scientists credited with the discovery of DNA were called Watson, Crick and Franklin.
- 4 Genes are sections of your DNA. And all of your DNA is your genome.
- 5 DNA is made up from only four different chemical units (G, A, T and C).

A TYPICAL ANIMAL CELL



FROM GENE TO CELL



KEY VOCABULARY

1	Reproduction	Reproduction is the process of making offspring.
2	Offspring	The offspring of a living organism are the young produced following reproduction.
3	Inherit	Offspring inherit a combination of features from their parents.
4	Heredity	Heredity is the process of passing features from individuals to offspring, through reproduction.
5	Variation	Differences between individuals of the same species are called variation.
6	Environment	The environment are the surroundings and the conditions in which an organism lives.
7	Lifestyle	The lifestyle of a living organisms is the things it does and the choices it makes, e.g. diet.
8	Genetic material	Genetic material is a substance in cell that contains instructions for various features and life processes.
9	Cytoplasm	Cytoplasm is the jelly-like substance inside a cell where the chemical reactions of the cell take place.
10	Nucleus	The nucleus stores the genetic material of plant, animal and fungi cells.
11	DNA	Genetic material is made of a chemical substance called DNA.
12	Genetic code	DNA is built from four different molecules (ATCG), which form a genetic code used as instructions to build and control living organisms.
13	Double helix	DNA has a double helix structure made from two chains in a spiral.
14	Genome	The genome is all of the genetic material of a cell.
15	Model	Scientists use models as simpler representations of complex things and ideas.
16	Chromosome	A chromosome is a package of tightly wound DNA.
17	Gene	Genes are sections of DNA that code for features and processes.

APPARATUS

- 1 Mortar and pestle
- 2 Filter
- 3 Pipette



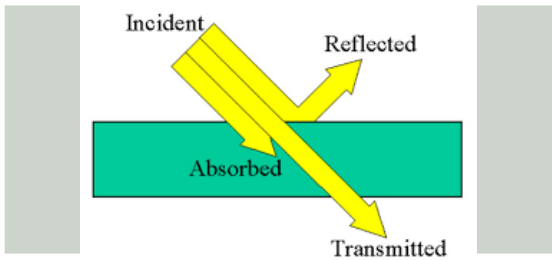
KEY VOCABULARY FOR LIGHT

1	incident	An adjective meaning "incoming".
2	Normal	Another way of saying "at 90°".
3	protractor	A device used to measure angles.
4	luminous	Something that gives out light.
5	scatter	Surfaces that reflect light in many directions at once.
6	pupil	The hole in the front of the eye (lets light in).
7	Retina	The back surface of the eye that detects light.
8	Image	A representation of an object.
9	Laterally inverted	An image "flipped" horizontally.

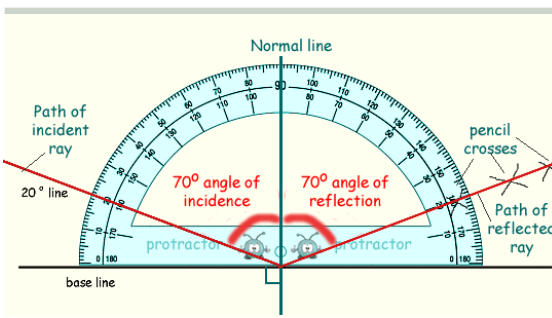
DRAWING REFLECTED LIGHT

- 1 Use a protractor.
- 2 Draw a normal line (90° to surface).
- 3 Measure the angle of the incident ray between the normal and the light ray.
- 4 Draw the reflected ray at the same angle between the normal on the other side (see "Measuring angles").

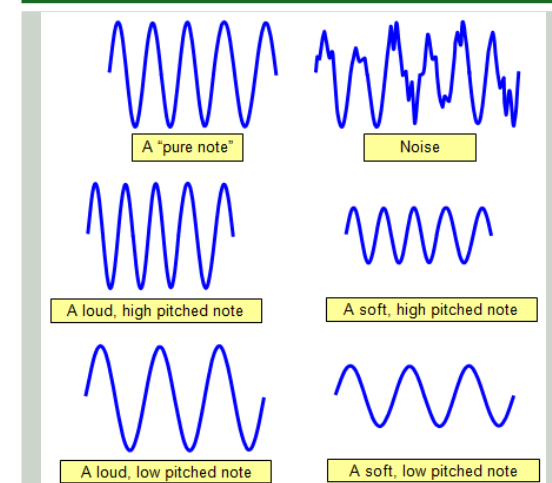
WHAT CAN HAPPEN TO LIGHT?



MEASURING ANGLES



SOUND WAVES

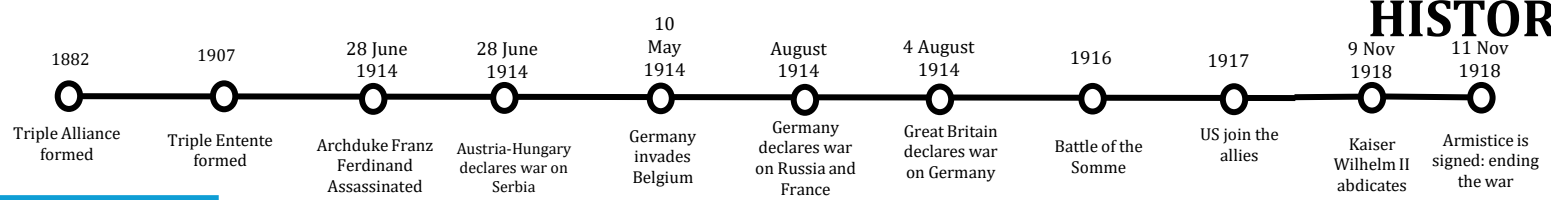


KEY VOCABULARY

1	Volume	Volume describes the loudness of a sound.
2	Pitch	Pitch describes how high or low a note is.
3	Vibration	A repeated back and forth movement.
4	Amplitude	Measures the size of a vibration.
5	Frequency	The number of vibration that occur every second.
6	Particle	What solids, liquids and gases are made up from.
7	Scientific model	Representing or imagining a scientific idea.
8	Wave	A disturbance that travels, like a ripple on water.
9	Sound wave	A 'pulse' that travels through a material caused by the vibrations of particles.
10	Medium	The material that sound is travelling through.
11	Vacuum	An area of space with no matter present.
12	Reflect	To "bounce" off a surface.
13	Echo	When a sound is heard more than once because sound waves have reflected back.
14	Transmit	To pass into and through a material.
15	Absorb	Materials that absorb sound reduce the vibrations of the air.
16	Noise	Noise is unwanted sound.
17	Transparent	A material which lets light pass through it.
18	Transmit	Light travelling through a material is transmitted.
19	Opaque	A material which does not let light pass through.
20	Light ray	An arrow in a diagram showing the direction light is travelling.
21	Shadow	An unlit area in the shape of an object that is blocking the light.



| Year 7 | Term 6 | Was General Haig the 'Butcher of the Somme'?



WW1 GEOGRAPHY

1	Alliances	an agreement between two or more countries to support each other during war.
2	Triple Entente	An agreement formed in 1907 between the United Kingdom, France, and Russia.
3	Triple Alliance	a military pact established in 1882 between Germany, Austria-Hungary, and Italy.
4	Nation	a community of people composed of one or more nationalities and possessing a more or less defined territory and government.
5	Empire	A group of countries or states all ruled by one monarch or country.
6	Border	a dividing line or boundary between different areas/countries.
7	Ports	A town or city with access to water/harbour where ships load/unload.
8	Continent	The world's main sections of land (Europe, Asia, Africa, North and South America, Australia and Antarctica).
9	British Empire	all the places around the world that were once ruled by Britain.

ROLES AND RESPONSIBILITIES

1	Monarch	A head of state, normally a King or Queen.
2	Tsar	An emperor of Russia (Russian monarch).
3	Kaiser	The German Emperor (monarch).
4	General	a commander of an army, or an army officer of very high rank.
5	Commander	a person in authority, especially over a body of troops or a military operation.
6	Private	the lowest rank in the army, below lance corporal or private first class.
7	Sergeant	an officer of low rank in the army or marines.


MILITARY

1	Navy	the branch of the armed services of a state which conducts military operations at sea.
2	Army	an organized military force equipped for fighting on land.
3	Airforce	a branch of the armed forces concerned with fighting or defense in the air.
4	Submarine	a naval vessel capable of operating both on and beneath the surface of the water.
5	Enlistment	the action of enrolling or being enrolled in the armed services.
6	Conscription	compulsory enlistment to join the the armed forces/War.
7	Bombardment	a continuous attack with artillery, shells, or other machine guns.
8	Casualties	a person killed or injured in a war .
9	Infantry	soldiers marching or fighting on foot; foot soldiers collectively.
10	Stalemate	a situation where neither side can make significant territorial gains or achieve a decisive victory.

MISCELLANEOUS

1	Industry	economic activity concerned with the processing of raw materials and manufacture of goods in factories.
2	Great War	a common term for World War I, the global conflict that lasted from 1914 to 1918.
3	Black Hand Gang	A Serbian military extremist group that assassinated Archduke Franz Ferdinand.
4	Propaganda	information, especially of a biased or misleading nature, used to promote a political cause or point of view.
5	'Butcher of the Somme'	A nickname for General Douglas Haig, a British commander during World War I, specifically associated with the Battle of the Somme.
6	Scapegoat	a person who is blamed for the wrong doings, mistakes, or faults of others.
7	'No mans land'	Land between two trenches which often would be extremely dangerous, life threatening.
8	Abdicate	To step down from the position of monarch and forfeit power.

KEY PEOPLE

 <p>Kaiser Wilhelm II</p>	<ul style="list-style-type: none"> Last German Emperor and King of Prussia. Ruled from 1888 to 1918. His aggressive foreign policy contributed to the outbreak of World War I. Led Germany to become a major power. Formed alliances that led to the war. Abdicated his throne and fled to the Netherlands after Germany's defeat in World War I. Was the grandson of Queen Victoria.
 <p>General Schlieffen</p>	<ul style="list-style-type: none"> A German field marshal and strategist who served as Chief of the General Staff of the German Army. Developed the Schlieffen Plan, a military strategy designed to quickly defeat France and then focus on Russia in a two-front war. The Schlieffen ultimately failed due to several factors, including Belgian resistance, faster Russian mobilization, and the strong French defence.
 <p>General Haig</p>	<ul style="list-style-type: none"> British military leader during World War I. Commanded the British Expeditionary Force (BEF) on the Western Front. Controversial figure in military history, with both accolades for his leadership and criticisms for his strategic decisions, particularly those that resulted in high casualties such as the Somme.
 <p>Arch Duke Franz Ferdinand</p>	<ul style="list-style-type: none"> Heir presumptive to the throne of Austria-Hungary. Assassinated by the Black Hand Gang in Sarajevo, Bosnia.
 <p>Gavrilo Princip</p>	<ul style="list-style-type: none"> Bosnian Serb student who assassinated Archduke Franz Ferdinand and his wife, Sophie, in Sarajevo on June 28, 1914. Sparked the July Crisis, a series of events that led to World War I. His motivations stemmed from a desire to unite South Slavs and end Austro-Hungarian rule.

LOCATION

1	Continent	Mainly in Asia , with parts in Africa (e.g. Egypt).
2	Bordering Seas/Oceans	Mediterranean Sea, Red Sea, Arabian Sea, Persian Gulf, and the Indian Ocean.
3	Countries	Saudi Arabia, Iran, Iraq, Israel, Jordan, Lebanon, Syria, Turkey, United Arab Emirates, Qatar, Kuwait, Oman, Yemen, Egypt, and more.
4	Key Cities	Riyadh, Tehran, Baghdad, Jerusalem, Cairo, Dubai, Istanbul.



KEY VOCABULARY

1	Desertification	The spread of desert-like conditions.
2	Arid	Very dry climate with little precipitation.
3	Hydro politics	Political conflict over water resources.
4	OPEC	Organisation of Petroleum Exporting Countries.
5	Nomadic	People who move from place to place rather than settling permanently.
6	Migration	Movement of people from one place to another, often due to conflict or economic opportunity.

HUMAN AND PHYSICAL

1	Physical Geography	Includes mountain ranges (Zagros, Taurus), deserts (Rub' al Khali), and major rivers (Nile, Jordan, Euphrates).
2	Human Geography	Population is unevenly distributed; high population densities near rivers and coasts.
3	Urbanisation	Rapid urban growth, especially in cities like Dubai and Riyadh.
4	Religion	Birthplace of major world religions: Islam, Judaism, Christianity.

KEY CONCEPTS

1	Climate	Mostly arid/desert (hot and dry), but some areas (like Lebanon and northern Turkey) have a Mediterranean climate.
2	Resources	Region is rich in oil and natural gas – vital to global energy supply.
3	Conflict & Cooperation	Area of significant geopolitical tension (e.g. Israel-Palestine conflict, Syria civil war), but also cooperation through groups like OPEC .
4	Water Scarcity	One of the most water-stressed regions in the world – major rivers include the Tigris and Euphrates .
5	Trade & Economy	Economies often depend on oil exports; emerging industries include tourism, finance, and construction (e.g. Dubai).

MIDDLE EAST AND THE UK

1	Trade	UK imports oil and gas from Middle Eastern countries.
2	Migration	Refugees and immigrants from Syria, Iraq, and Iran have settled in the UK.
3	Politics	The UK has historical ties (e.g. colonial influence) and plays a diplomatic role in Middle Eastern affairs.
4	Religion & Culture	Middle Eastern communities contribute to UK's diversity, particularly through Islam, cuisine, language, and festivals.
5	Tourism	British tourists visit countries like Egypt, Turkey, UAE, and Israel.

| Year 7 | Term 6 | Wie ist die Reise?



LANGUAGES: GERMAN

IN DER STADT (in the town)

1	In der Stadt gibt es....	In the town there is/are
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



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	dive
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.

SNACKS UND GETRÄNKE (snacks and drinks)

1	Ich möchte einmal/zweimal/dreimal	I would like one/two/three
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



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 WORDS

1	Holy Book	A book that belongs to the faith that may include history, practice and scriptures.
2	Followers	People who support and live by the rules of a particular faith. Usually have a collective name.
3	Holy building	A building where religious acts of praise occur.
4	Rules	Ethical and moral codes of conduct.
5	God and/ or prophet	Main deity to be worshiped within the faith. A prophet is someone who spreads the word of their god.
6	Festival	A religious celebration to mark an important event in the history of the faith.
7	Pilgrimage	A special journey undertaken to somewhere of significance within the faith.
8	Holy symbol	A visual representation of a particular faith.

Lesson Skills

1	Planning	Ensure you know from the start which items you will create in your group. Decide on a name for your religion and a symbol, then all other items will link to these.
2	Teamwork	Ensure you work with each other, split the work up fairly and support each other when needed. Regular check-ins during the lessons and talking outside of the lesson will really help with teamwork to ensure you are all doing the right thing.
3	Communication	Ensure you talk to each other and listen to each other, Some will find this easier than others and therefore patience and tolerance will be key.
4	Presentation skills	You may need to talk about your items and your religion during the final lesson. Ensure everyone knows about each item and you all know what each item is and its significance. Speak to you audience, use a clear voice and make eye contact with your peers.
5	Organisation	Ensure you are organised! Do you know who is creating which item? Do you all know the purpose of each item? Do you have all the resources you need to make your items in lessons?

KEY VOCABULARY

1	Mood board	A mood board (or inspiration board) is a physical or digital collage of ideas that are commonly used in fields like interior design, fashion, and graphic design.
2	Observation	The action or process of closely observing or monitoring something.
3	Observational drawing	Drawing something that you see.
4	Continuous line drawing	An image created in one continuous line without removing the pencil/pen.
5	Mixed Media	Artwork which has been made using more than one material.
6	Pattern	A formal element where an element of colour or shape is repeated.
7	Print making	A technique which involves making multiple copies of something.
8	Relief printing	A process consisting of cutting or etching a printing surface in such a way that all that remains of the original surface is the design to be printed.
9	Motif	A motif is a single element of design which can be repeated to make a pattern.
10	Poly print	A method of printing where the image is transferred onto a piece of polystyrene.

POLYPRINTING PROCESS

- Carefully draw your motif on to the piece of polystyrene. Be careful not to push the pencil or pen through the polystyrene.
- Roll a small amount of ink on to the Perspex sheet. You are waiting for a sticky sound.
- Roll an even layer of ink on to the polystyrene plate.
- Place the polystyrene ink side down on your chosen paper and smooth with your hand or a clean roller.
- Carefully lift off the polystyrene to produce your print.

SENTENCE STARTERS

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

VINCENT SCARPACE

American artist.

Works in Acrylic paint.

Born in 1971 – Buffalo, New York.

Widely regarded as colourful, completely original, and whimsical.

Perhaps best known for his abstract fish art, he's followed his passion for the creative process.

YELLENA JAMES

Mixed media artist.

Born in Sarajevo.

inspired by the patterns and shapes found in nature.

She works in pens, watercolours and acrylic paint.





KEY VOCABULARY

1	Investigation	To look closely and examine something.
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	Examples of Biscuits	How it works
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1	Creamed	Biscotti, Tuile 	<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	Design Brief	A document that clearly outlines the details and expectations of a design project.
2	Design Specification	A detailed document that outlines the specific requirements, constraints, and characteristics of a product or design.
3	Annotation	Notes made to explain a diagram.
4	Paper Pattern	A physical template, usually made of paper or a similar material, used in sewing and other crafts to guide the cutting and assembly of fabric or other materials.
5	Scale	The size of something.

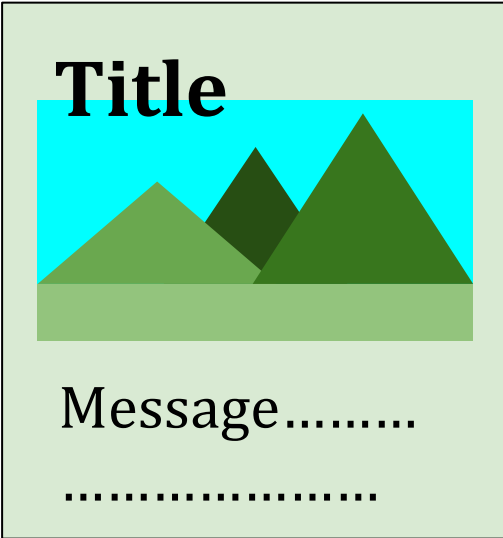


TEXTILE TECHNIQUES

1	Stitch	The action of the thread moving through the fabric with the needle. There are lots of different types of stitches that look different and have different purposes.
2	Embroidery	A type of sewing used to add pictures or decoration to a piece of textiles.
3	Applique	Applique involves using a needle to sew pieces or patches of fabric in different shapes and patterns are onto a larger piece of fabric to form a picture or pattern.

STITCHING TECHNIQUES

1	Running Stitch	A running stitch is made by sewing a line of stitches that go in and out of the material. There is a small gap between each of the stitches.
2	Backstitch	A backstitch starts off in the same way as a running stitch. Instead of moving along the fabric and leaving a gap between the stitches, you take the needle and thread back on itself, closing any gaps in the seam. This makes the backstitch stronger than the running stitch.
3	Overstitch	An overstitch is a stitch where the needle and thread go over the edges of the material from front to back, in order to keep them closed.
4	Blanket Stitch	A blanket stitch starts off in the same way as an overstitch. Like the overstitch, it is also used to close the edges of two pieces of fabric. It is stronger than an overstitch because the thread is looped through the overstitch before being pulled tightly. This means the gap between the two pieces of fabric is completely covered.



The features of a good poster can help to transform a poster and make it more attractive to the reader.

For example a clear fonts and a good image are relevant to the topic at it is important to get a message across.

The layout needs to be void of white space so the poster does not look unfinished. Too much information or too many images may make the poster look cluttered.

Scratch Key Words

Sub Heading	A smaller size heading.
Formatting	Making changes to a digital product e.g. changing the colour or shape.
Layout	The arrangement of elements on a page.
Royalty Free	An image that you can use for free without paying the author a license fee.
Editing	Changing part of an image, video or text to make a difference.
Transparent	When a background is see through and has no colour.
Illustration	An image or drawing.
White Space	When a document has an area that is blank and looks unfinished.
Audience	The person or people that you are creating the poster for.
House style	Branding and colour schemes images and fonts used to compliment a business.



Editing a Poster

The text on the right is too similar to the background colour and cannot be seen.

There is whitespace between the text and the heading that needs filling.

The logo is pink and does not look suitable for the poster.



Colour

It is important to get the right colour when creating a digital product. Colours need to be suitable for the given topic and must not clash with other colours.

Using a colour wheel can help you to select colours that can compliment each other.

PHYSICAL THEATRE TECHNIQUES

QUALITIES OF PHYSICAL THEATRE STYLE

KEY CHARACTERS

1	Chair Duets	A short, repeated sequence between two performers using a chair to show relationship.
2	Hymn Hands	Stylised, held hand gestures used to express thought or focus.
3	Round By Through	Ensemble movement where performers travel around, between, or through each other.
4	Lifts	One performer lifts or supports another to show emotion, status, or connection.
5	Physical Transitions	Changing scenes through choreographed movement rather than blackouts or set changes.
6	Repetition and Canon	Repeating movements in sequence or staggered timing to build rhythm or meaning.

1	Visual Storytelling	Telling a story mainly through movement, not words.
2	Minimal Set/Props	Relying on bodies rather than detailed scenery.
3	Symbolism	Using movement to represent ideas, emotions, or themes.
4	Heightened Physicality	Exaggerated or stylised movement to enhance drama.
5	Non-Naturalistic Performance	Presenting reality in an abstract or stylised way.

1	Christopher Boone	A logical 15-year-old who finds comfort in patterns and truth.
2	Ed Boone	Christopher's father who is caring but struggles with honesty.
3	Siobhan	Christopher's supportive teacher who helps him express himself.
4	Judy	Christopher's mother, who left but wants to reconnect with him.
5	Mrs Sheers	The neighbour whose dog is found dead at the start of the play.
6	Wellington	Mrs Sheers' dog who is mysteriously killed with a garden fork.

PERFORMANCE SKILLS

1	Mime	Creating invisible objects or environments through precise physical movement.
2	Choral Movement	A group performing the same movement in unison or canon to enhance storytelling.
3	Improvisation	Making up actions or dialogue on the spot without planning.
4	Levels	Using high, medium, and low positions to show status, emotion, or variety.

PERFORMING ARTS STRANDS

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

REHEARSAL STRATEGIES

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

VOCABULARY

1	Syncopation	Emphasis on off-beats.
2	Clave	Underlying rhythmic pattern in Latin music.
3	Vamp	Repeated chord pattern.
4	Improvisation	Creating music “in the moment”.
5	Call and response	Musical conversation.
6	Latin rock	A fusion of rock music and Latin rhythms.
7	Percussion	Instruments like congas, timbales, cajon, bongos.
8	Polyrhythm	Multiple rhythms played at the same time.

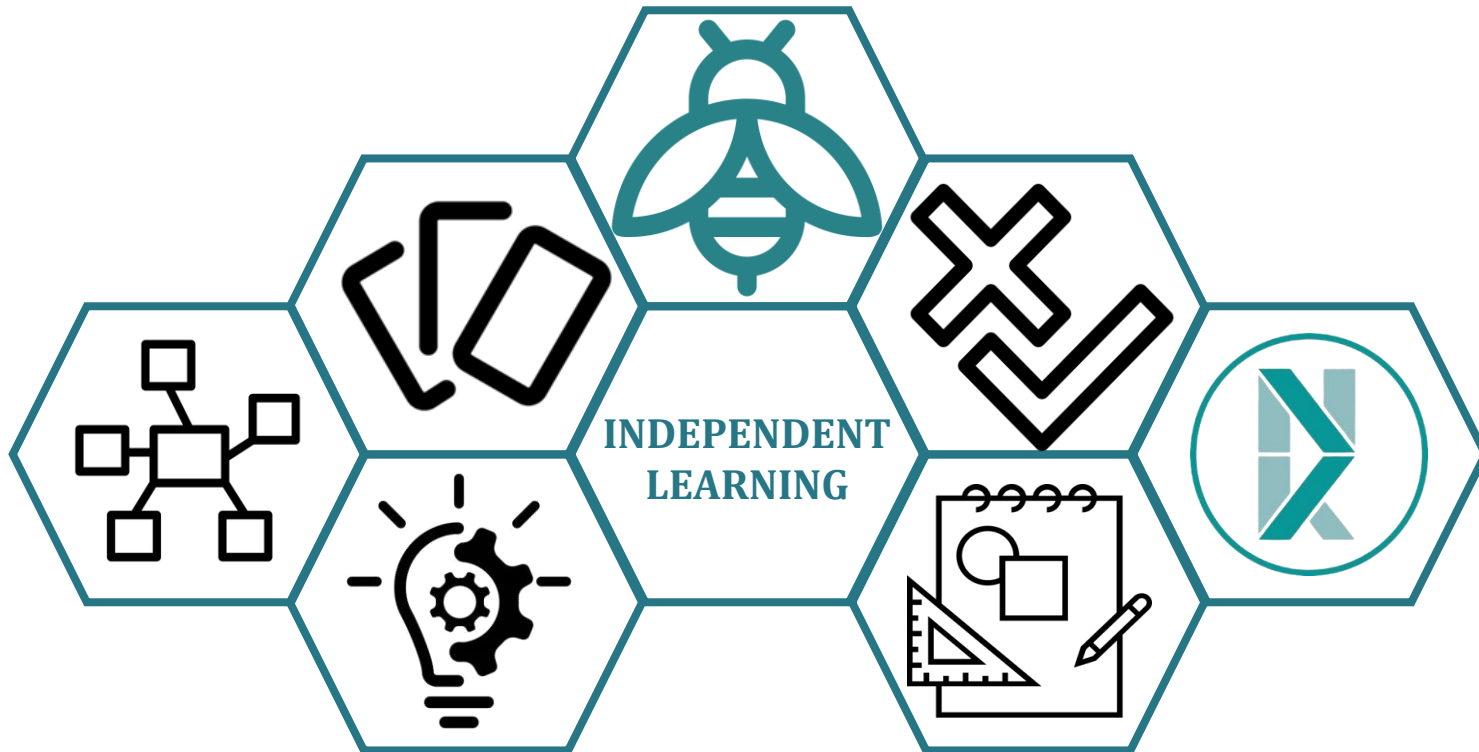
SONG CONTEXT

1	Structure	Repeating A section vamp which is interrupted with a short B section or hook section.
2	Tonality	A Dorian mode – Chords are just Am7 and Dmaj7.
3	Genre	Cha-cha-cha (Tito Puente original version) Latin Rock (Santana version)
4	Instrumentation	Horn section (Saxophone, trumpet, trombone), Flute, Bass guitar, Electric guitar, Electric organ, Drum kit, Percussion.

LATIN MUSIC GENRES

1	Bossa nova	A Brazilian style of music which is a blend of samba rhythms and jazz.
2	Samba	Very lively percussion based Brazilian music also associated with carnivals.
3	Cha-cha-cha	A Cuban style of music which is heavily syncopated and popular to dance to.
4	Mambo	Afro-cuban rhythms and beats mixed with big band instrumentation. Became very popular in dance halls in the 1950s.

FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



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



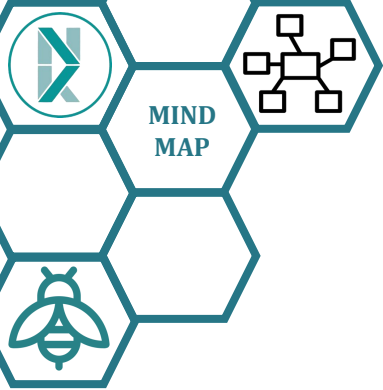
HOW DO I MAKE USEFUL SKETCH NOTES?

- 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.



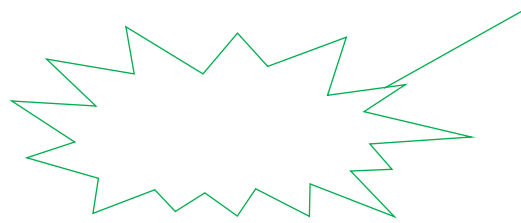
Once you have completed your sketch note page try photocopying it in black and white and then use colours to RAG-rate the information – you will then create a real focus for your revision by prioritising first the Red and then the Amber!





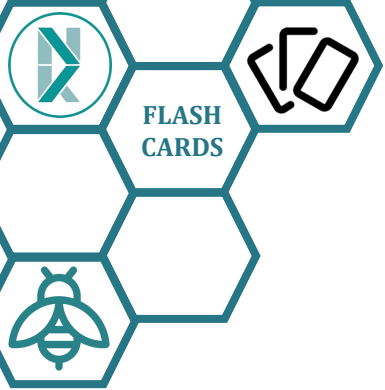
HOW DO I CREATE AN EFFECTIVE MIND MAP?

- 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)

FRONT (key term or question)	BACK (answer)

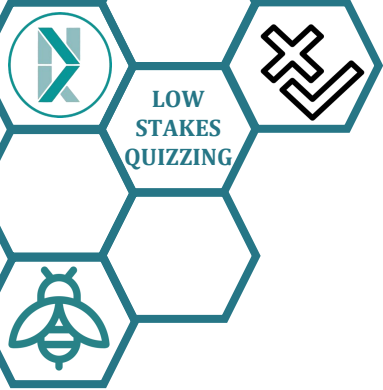
HOW DO I MAKE FLASH CARDS?

- 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.