

KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK



YEAR 8 – 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

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 Protestant	The part of the Christian Church that split away from Rome in the 16 th century.	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 Puritan	Christians who wanted to worship God in a simple way. They were often strict and didn't trust anything that gave pleasure.	3 Historiography	The study of writing history.
4 Cavaliers	People who supported the King.	4 Chronology	Arranging events into order by date and/or time.
5 Roundheads	People who supported Parliament.	5 Theme	The main idea behind a discussion.
6 House of Lords	The upper house of the Parliament of the United Kingdom.	KEY QUESTIONS	
7 House of Commons	The lower house of the Parliament of the United Kingdom.	What kind of King was Charles I?	Why were MPs not happy with Charles?
8 Lord Protector	A regent in charge of a kingdom during the minority, absence, or incapacity of the sovereign.	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

- 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).
- Went to Ireland to raise supporters and weapons. He was seen by James for raising money.
- Went to York to raise supporters and weapons. He was seen by James for raising money.
- Went to Scotland to raise supporters and weapons. He was seen by James for raising money.
- Charles wouldn't answer the charges put against him.
- Charles was executed by beheading in 1649.
- His son Charles II was crowned King of England and Scotland in 1660.

Oliver Cromwell
1598 - 1658

- 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 Protector 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 Scotland.

Prince Rupert
1619 - 1682

- Duke of Cumberland.
- Nephew of Charles I.
- English - German Army Officer.
- Cavalry Commander.
- Had a dog called Boy.

OTHER KEY PEOPLE

- William Laud 1573 - 1633
Appointed Archbishop by Charles. Wanted more ceremony and doctrine in churches.
- 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.
- Thomas Fairfax 1612 - 1671
An English nobleman, peer, politician, general, and Parliamentarian commander-in-chief during the English Civil War.
- 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.
- Edward Montagu 1602 - 1671
2nd earl of Manchester, Parliamentary general in the English Civil War.



Why are Knowledge Organisers important?

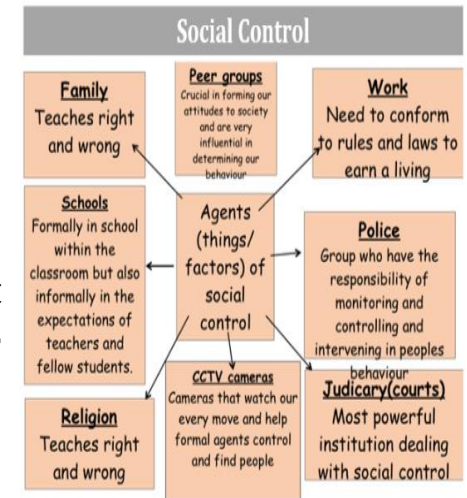
Having all of this **key information in one place makes it easily accessible before during and after the study of a particular unit or topic.** Teachers continuously refer to the content of Knowledge Organisers within lessons and to support independent learning where they can be used to develop and consolidate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

How do teachers use Knowledge Organisers?

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

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




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





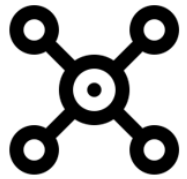
How do students use Knowledge Organisers?

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




- SUPER 6 STRATEGIES -

Strategy	Activity	Imagery
 <h2 style="writing-mode: vertical-rl; transform: rotate(180deg); color: red;">RECALL</h2>	<p>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.

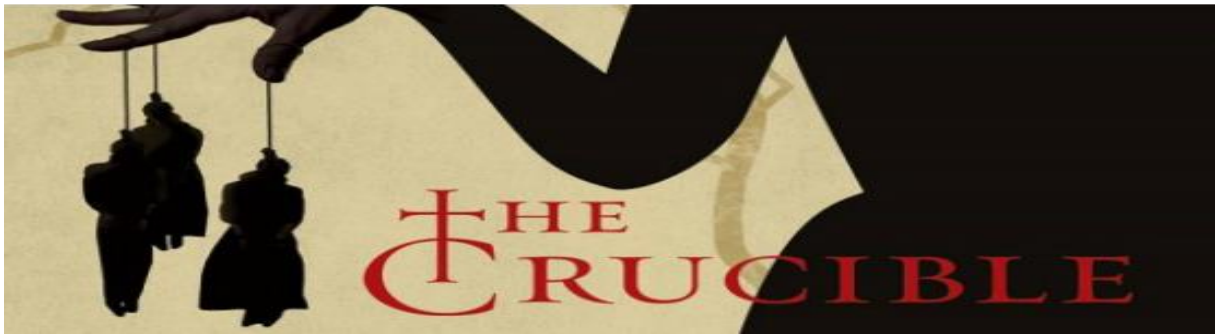
Strategy	Activity	Imagery
 <h2 style="writing-mode: vertical-rl; color: blue;">SYNTHESIS</h2>	<p>Answer Planning:</p> <ol style="list-style-type: none"> 1. Write down a key question for the topic on a piece of paper 2. Try to recall as many key pieces of vocabulary and knowledge as possible that link 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 on applying your knowledge to show your thinking, understanding and reasoning.

Strategy	Activity	Imagery
 <h2 style="writing-mode: vertical-rl; color: yellow;">REFLECTION</h2>	<p>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 8 | Term 5 Why are supernatural elements so compelling in stories? ENGLISH



Arthur Miller – American Playwright

1	Key Dates	Born 1915; died 2005.
2	Childhood	Knew financial hardship and insecurity as a child when his father suffered financial ruin as a result of The Great Depression (1929-1933).
3	Most famous play	<i>Death of a Salesman</i> (1948) – the tragedy of Willy Lomas.
4	<i>The Crucible</i>	Written in 1953 and based on the Salem Witch Trials of 1692-93 but also the persecution of Communists in America at the time the play was written.
5	Also famous for...	... being Marilyn Monroe's third husband.

The Supernatural in stories

1	Magic	Pushes the imagination to consider the most fantastical things as possible.
2	Good vs Evil	What every story is really about. Also, a battle of God vs The Devil; Right vs Wrong.
3	Witches	Stereotypically female; could be someone who has powers to heal with knowledge of herbs and medicine but the accusation of being labelled a witch is never a good thing.
4	Potions & Curses	Created by witches for good (e.g. love) or evil (e.g. death or disease).
5	Spirits & Spectres	Often conjured up by witches to aid their earthly powers.
6	The Devil	Also known as Satan or Lucifer; the personification of evil.

Plot of “The Crucible”

Act One	A group of girls are caught behaving strangely in the woods. People suspect witchcraft.
Act Two	An official of the court is appointed to look into rumours of witchcraft.
Act Three	In court, more believable reasons are presented for the actions of the girls but their pretence continues.
Act Four	The court makes its decision.

Key Vocabulary

1	Colonise	Send settlers to (a place) and establish political control over it.
2	Crucible	A ceramic or metal container in which metals or other substances may be melted or subjected to very high temperatures; a situation of severe trial in which different elements interact, leading to the creation of something new.
3	Hysteria	Exaggerated or uncontrollable emotion or excitement
4	Puritan	A member of a group of English Protestants of the late 16 th and 17 th centuries; a person with strong moral beliefs, opposed to self-indulgence and sex.
5	Supernatural	A manifestation or event attributed to some force beyond scientific understanding or the laws of nature.
6	Theocracy	A system of government in which priests rule in the name of God or a god.
7	Witchcraft	The practice of magic, especially black magic; the use of spells.
8	Witch-hunt	A campaign directed against a person or group holding views considered a threat to society.

Year 8 | Term 5 | Linear Graphs, Transformations, Angles and Statistical Diagrams MATHS

CALCULATION RULES

1	M	Coefficient in the general rule represents the gradient of a line. $y=3x-5$ M = 3.
2	C	Represents the y-intercept. $y=3x-5$ C = -5.
3	Translation	Moves a shape with a column vector that describes distance and direction.
4	Reflection	Uses linear lines (usually parallel to the axis) or $y=x/y=-x$.
5	Surface Area	Sum of areas of all faces on 3D shape.
6	Angles in Quadrilaterals	Angles in all Quadrilaterals sum to 360° .
7	Vertically opposite	Angles that are opposite each other from the result of two crossed linear lines.
8	Alternate Angles	Angles that occur on opposite sides of the transversal line are equal.
9	Corresponding Angles	Angles that occur on the same side of the transversal line and are equal in size.
10	Co-Interior	A pair of internal angles on the transversal line sum to 180° .
11	Stem and Leaf Diagrams	A key MUST be included to show value of units. E.g. Key: $2 5 = 25\text{cm}$.
12	Line Graphs	After plotting all the coordinates, connect each point up with a straight line.

KEY FORMULAE OR CONVERSIONS

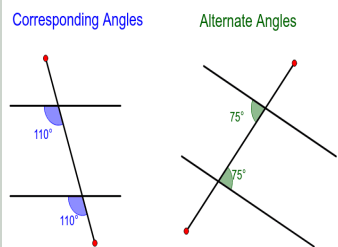
1	Angles on Pie charts	$\frac{360}{\text{Total Frequency}} \times \text{Frequency}$
2	Finding the gradient	$\frac{\text{change in } y}{\text{change in } x} = \frac{\text{Rise}}{\text{Run}}$
3	Angles in a Polygon	$(n - 2) \times 180$ Where n is the number of sides

STEM AND LEAF DIAGRAM

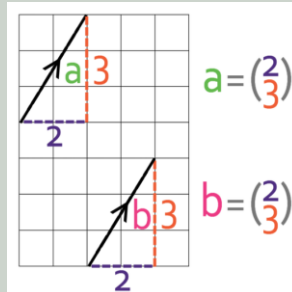
Key: $16|2$ means 162

Stem	Leaf
15	3 4 4
16	2 5 9
17	2 6 6 6 7
18	0 2 6 7
19	0

ANGLES IN PARALLEL LINES



COLUMN VECTORS



VOCABULARY

1	Transversal Line	The line that intersects a pair of parallel lines.
2	Linear Graph	A straight line plotted onto a Cartesian plane.
3	Cartesian Plane	A grid that uses the x and y axis and has 4 quadrants.
4	Column Vector	A way of describing the movement of an object that give distance and direction. E.g. $\begin{pmatrix} 5 \\ -2 \end{pmatrix}$
5	Parallel lines to axis	Lines that are parallel to the x or y axis. E.g. $y = 5$ is parallel to the x axis (intersects at 5 on the y axis).
6	Mirror Line	The line of reflection of the shape being reflected.
7	Polygons	A closed 2D shape with 3 or more straight edges.
8	Regular polygon	A polygon in which all the sides are equal in length.
9	Pie Chart	A way of displaying collected data that uses angles and sectors of a circle to represent the frequency of the data collected.
10	Stem and Leaf	A way of displaying collected data that forms a stem of values (the first digit from a set of values) and the leaf (the rest of the digits from their corresponding values).
11	Line Chart	A way of displaying data that can support in predicting future outcomes and usually used with the number of sales in a company over the quarters in a year.

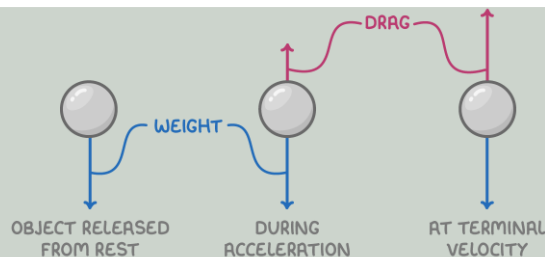
STEP BY STEP

1	Identify the gradient and y-intercept from the equation; $2y - x = 5$	$2y - x = 5$ $+ x \quad + x$ $2y = x + 5$ $\div 2 \quad \div 2$ $y = \frac{1}{2}x + 2.5$ <p>Gradient = $\frac{1}{2}$ Y=intercept = 2.5</p>
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WORDS IN GRAPHS

1	Axis	The horizontal axis shows the time; the vertical axis shows the distance.
2	Scale	Each axis has a scale which shows the variable name and minimum and maximum value.
3	Division	Axes are marked with divisions so that values can be read from the graph.

TERMINAL VELOCITY



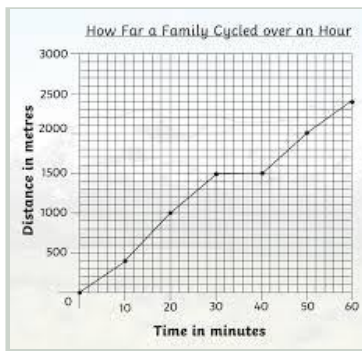
BIG IDEA: ERROR

1	Error	All measurements have some error.
2	Random error	Random errors vary unpredictably.

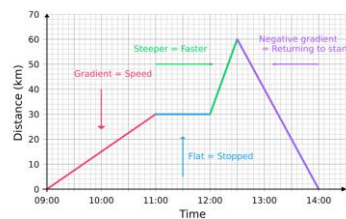
KEY EQUIPMENT & USES

1	Dynamics trolley	A small wheeled object used to investigate movement.
2	Timer	A device used to measure time.
3	Metre ruler	A device to measure length.

Graphs

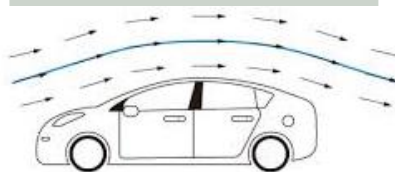


DISTANCE-TIME GRAPH



STREAMLINING

Reducing the drag of objects to reduce friction with fluids.



KEY VOCABULARY

1	Distance	A length between two points, usually measured in metres (m).
2	Time	A duration, usually measured in seconds (s).
3	Speed	The distance travelled every second (metres per second; m/s).
4	Gradient	The steepness of a slope.
5	Average speed	The overall distance travelled divided by the overall time.
6	Instantaneous speed	The speed of an object at a particular time.
7	Distance-time graph	A graph which shows the distance travelled over a certain amount of time.
8	Stationary	A horizontal line in a distance-time graph.
9	Resultant force	A resultant force can change the speed, direction or shape of an object for as long as the force lasts.
10	Acceleration	A change in speed or direction.
11	Gravitational force	A force which pulls objects downwards (to the centre of the Earth).
12	Frictional force	A force between surfaces which opposes the direction of movement.
13	Drag	The resistance of an object to moving through a fluid (gas or liquid).
14	Streamlining	Shaping objects to reduce drag.
15	Parachute	A parachute is used to increase drag for forces attached to them.

Year 8 | Term 5 | What makes Britain British?



HISTORY

KEY WORDS

1	Migrant	A person who moves from one place to another, especially in order to find work or better living conditions.
2	Immigrant	A person who comes to live permanently in a foreign country.
6	Emigrate	to leave a country permanently and go to live in another one.
7	Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.
8	Prejudice	Opinion that is not based on reason or actual experience.
9	Diverse	Including many different types of people or things.
10	Assimilation	The process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society.
11	Population	All the people who live in a particular place.
12	Act of Parliament	A written law passed by Parliament.
13	Deportation	The action of forcing someone to leave a country, especially someone who has no legal right to be there or who has broken the law.
14	Commonwealth	An international association consisting of the UK together with states that were previously part of the British Empire, and dependencies.
15	Prosecution	To bring legal action against for redress or punishment of a crime or violation of law.
16	Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs.
17	Refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
18	Foreigner	A person born in or coming from a country other than one's own.
19	Alien	A potentially offensive legal term for a foreigner, especially one who is not a naturalised citizen of the country where he or she is living.

REASONS FOR MIGRATION

1	Push Factor	Anything that encourages a person to leave their home country.
2	Pull Factor	Anything that encourages a person to move to another country.
3	Economic	Reasons relating to money such as finding a new job, or moving to a country that is cheaper to live in.
4	Political	Reasons to do with politics such as disagreeing with a countries political leadership or avoiding prosecution for political views.
5	Religious	Migrating to avoid being persecuted for religious beliefs such as Jews fleeing Nazi Germany.
6	Social	Migration for social reasons such as to marry, be closer to family, or enjoy a different lifestyle.
7	Refugee	Migrating to escape war, famine, persecution.
8	Slavery	Being imprisoned and forced to move to another country in order to work for little to no pay.

KEY QUESTIONS

When did immigrants first come to Britain?	How were the lives of migrants affected in medieval Britain?
How were Jewish migrants discriminated against in the Middle Ages?	How diverse was England's population by 1500?
To what extent are economic reasons the main cause of immigration?	How far did WW1 change attitudes to Migrants?
How positive was the experience of the first commonwealth migrants?	How do interpretations of the Windrush generation vary?

KEY EVENTS



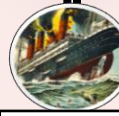
Hundred Years War

- 1337 – 1453.
- A war fought between England and France which brought lots of disruption to the economy.
- Refugees from Gascony (English land in France) came to England.
- The war disrupted trade and so some migrants moved in search of new trade and work.



Black Death

- 1348 – 1351.
- The plague killed between 1/3 and 1/2 of the worlds population.
- New jobs became available in some places encouraging people to move.
- Other villages nearly died out, forcing the survivors to find communities elsewhere.



Sinking of the Lusitania

- 1915.
- RMS Lusitania was a British Ocean liner sunk by a German submarine.
- 1,193 passengers were killed, only 761 survived.
- This turned public opinion against the Germans and German migrants were attacked and their properties were damaged.
- It also contributed to America joining World War 1 as 123 of the casualties were American.



Windrush

- Empire Windrush arrived in 1948 carrying 1,027 passengers from Jamaica to London.
- The passengers were the first of a wave of migrants from the Caribbean who came to find work, England had a huge need for new workers.
- A scandal emerged in 2017 when it became clear that many of the Windrush generation had been unjustly deported.



Bristol Bus Boycott

- 1963
- The Bristol Bus company refused to employ Black or Asian bus drivers arguing that it prevented white workers from getting jobs.
- Black, Asian and many white people refused to use the buses until the ban was lifted
- In August 1963, it was declared that there would be no colour ban on Bristol buses, and in September a Sikh man became Bristol's first non-white conductor.

EARTH'S NATURAL RESOURCES

1	Water	Essential for life, agriculture, and industry. Sources include rivers, lakes, and groundwater. Water scarcity is a growing global issue.
2	Energy	Comes from renewable (solar, wind, hydro) and non-renewable (coal, oil, gas) sources. Energy is needed for electricity, transport, and heating.
3	Food	Agriculture depends on water, land, and energy. Food security is challenged by population growth and climate change.

ENERGY SECURITY AND DEVELOPMENT

1	Energy Security	A country's ability to provide a reliable and affordable energy supply.
2	Developed Countries	High energy demand, diverse energy sources and stable supply.
3	Developing Countries	Limited energy access, reliance on biomass and energy poverty issues.
4	Challenges	Political instability, resource depletion, and environmental concerns.

UK ENERGY MIX

1	Renewable	Wind, solar, hydro, and biomass. 40%
2	Non-Renewable	Natural gas, nuclear, and some coal. 60%
3	Trends	The UK is moving towards more renewable energy and reducing coal use.

RENEWABLE ENERGY

1	Positives	<ul style="list-style-type: none"> ✓ Sustainable, will not run out. ✓ Low carbon emissions. ✓ Reduces dependence on fossil fuels. ✓ Creates jobs in the green sector.
2	Negatives	<ul style="list-style-type: none"> ✗ Can be unreliable (e.g., solar and wind depend on weather). ✗ Expensive to install initially. ✗ Requires large land areas.

NON - RENEWABLE ENERGY

1	Positives	<ul style="list-style-type: none"> ✓ Reliable and provides a constant supply. ✓ High energy output. ✓ Infrastructure is already in place.
2	Negatives	<ul style="list-style-type: none"> ✗ Releases greenhouse gases (CO2) causing climate change. ✗ Finite resources (will eventually run out). ✗ Environmental damage from extraction (mining, drilling).

WIND TURBINES

1	How they Work	Convert wind energy into electricity using rotating blades.
2	Positives	Clean energy source, renewable, low running costs.
3	Negatives	Weather-dependent, can be noisy, impacts landscapes.

FRACKING

1	Definition	A method of extracting shale gas from deep underground using high-pressure water and chemicals.
2	Positives	Increases energy supply, reduces gas imports, boosts economy.
3	Negatives	Can cause water contamination, minor earthquakes, and environmental damage.

NUCLEAR ENERGY

1	How it Works	Uses nuclear reactions (fission) to generate electricity.
2	Positives	No carbon emissions, very efficient, reliable source.
3	Negatives	Produces radioactive waste, risk of nuclear accidents, expensive to build plants.

| Year 8 | Term 5 | Wie ist dein Tagesablauf?

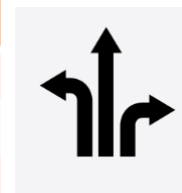
LANGUAGES: GERMAN

DAILY ROUTINE

1	Ich stehe auf	I get up
2	Ich wasche mich	I get washed
3	Ich dusche mich	I have a shower
4	Ich ziehe mich an	I get dressed
5	Ich frühstücke	I have breakfast
6	Ich gehe aus	I go out
7	Ich komme zurück	I come back
8	Ich esse zu Abend	I have dinner
9	Ich gehe ins Bett	I go to bed

DIRECTIONS

1	Geh/Geht/Gehen Sie...!	Go...!
2	(nach) links	(to the) left
3	(nach) rechts	(to the) right
4	geradeaus	Straight on
5	Nimm/Nehmt/Nehmen Sie....!	Take.....!
6	Die <u>erste</u> Straße links	The <u>first</u> street on the left
7	Die <u>zweite</u> Straße rechts	The <u>second</u> street on the right
8	Geh an der Ampel links!	Go left at the lights
9	Geh an der Kreuzung rechts!	Go right at the crossroads
10	Entschuldigung	Excuse me



HIGH FREQUENCY WORDS

1	zu (zum/zur)	To (to the)
2	vor	Before/in front of
3	groß	big
4	lang	Long
5	laut	loud
6	lecker	Tasty/delicious
8	toll	great
9	Spaß	fun
10	bunt	Colourful
11	klein	small
12	immer	always
13	lustig	funny
14	enorm	enormous

At what time?



1	um.... Uhr	At o'clock
2	Um fünf/zehn/zwanzig nach.....	At five/ten/twenty past....
3	Um fünfundzwanzig vor.....	At twenty-five to...
4	Um Viertel nach...	At quarter past..
5	Um Viertel vor...	At quarter to...
6	Um halb acht	At half-past seven

PLACES IN TOWN

1	Der Bahnhof	Station
2	Der Park	Park
3	Die Bushaltestelle	Bus stop
4	Die Kirche	Church
5	Das Schwimmbad	Swimming pool
6	Das Hallenbad	Indoor swimming pool
7	Das Museum	Museum
8	Der Markt	Market
9	Das Souvenirgeschäft	Souvenir shop
10	Die Imbissstube	Snack bar
11	Das Eiscafé	Ice cream parlour



KEY VOCABULARY

1	Religion	The belief in and worship of a superhuman power.
2	Science	The study of the physical and natural world.
3	Afterlife	The belief that some part of us survives after death.
4	Paranormal	Events that are beyond scientific explanation.

LIFE AFTER DEATH

1	Materialist	The belief that we are only a body. When we die it is the end.
2	Dualist	The belief that we are a body and a soul. When we die the soul lives on.
3	Reincarnation	'Born again in flesh'. The idea that the soul enters a new body when we die.
4	Atman	The soul.
5	Parable of the sheep and the goats	This story teaches Christians about Heaven and Hell. Christians believe that we are judged on how we treat others.
6	Heaven	The Christian idea of an afterlife. Some people believe this is the state of being close to God.
7	Hell	The Christian place of suffering after death. Some Christians see this as being cast away from God.
8	Karma	Good or bad actions which impact on your future lives.
9	Samsara	The cycle of birth, death and rebirth.
10	Jannah	The Islamic view of paradise in the afterlife - 'Garden'.
11	Jahannam	The name for hell in Islam. A place of suffering.

BIG DEBATES

1	Fermi Paradox	The idea that if the universe is so big and so old that it is strange that we haven't been contacted by intelligent life yet.
2	Near Death experiences	The phenomenon that some people experience during death before being resuscitated.
3	Miracles	Acts which break the laws of nature.
4	Enrico Fermi	The creator of the Fermi Paradox.
5	Case studies	Pam Reynolds - a lady who claims to have experienced a near death experience.

CREATION

1	Literalist views	The view that the creation story in the Bible happened exactly as it is written.
2	Relativist views	The view that the creation story in the Bible didn't literally happen.
3	Genesis	The book of the Bible which contains the story of creation.
4	Omnipotent	God is all-powerful.
5	Omnibenevolent	God is all-loving.



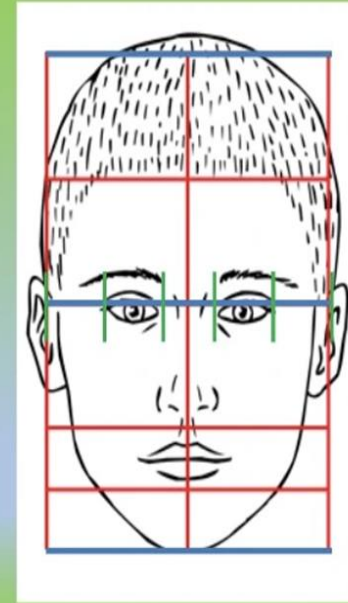
| Year 8 | Term 5 | What is portraiture and how have artists responded to this as a starting point? ART

KEY VOCABULARY

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

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

Top line
 ¼ up (hair line)
 Half way (eyes)
 ¼ down (bottom of nose)
 1/8 down (mouth)
 Bottom line



SENTENCE STARTERS

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



Andy Butler



Bruno del Zou

Andy Butler and Bruno Del Zou are two artists who explore portraiture but not in a traditional way.

They experiment with distorting their portraits to show multiple viewpoints.

How could you use these techniques in your own work?

DRAWING A FACE

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

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

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

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

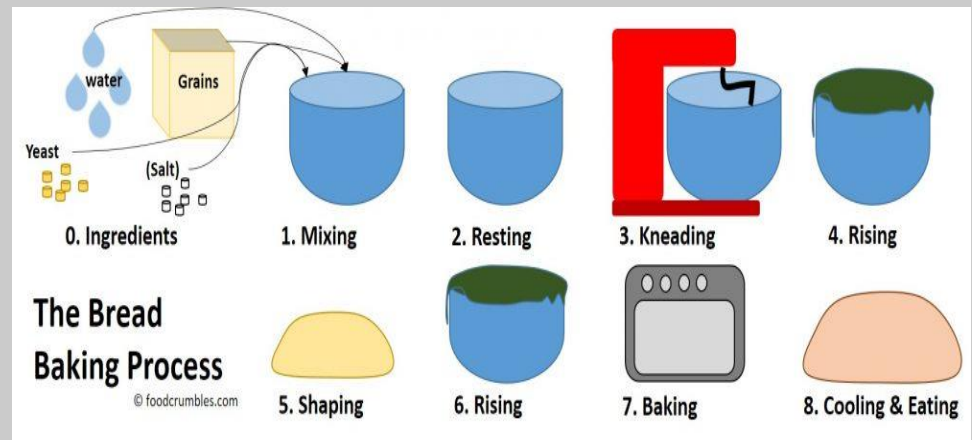
Draw the hair. Observe how it flows over the head.

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

KEY VOCABULARY

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

THE BAKING PROCESS



INGREDIENT FUNCTIONS

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

KEY VOCABULARY

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

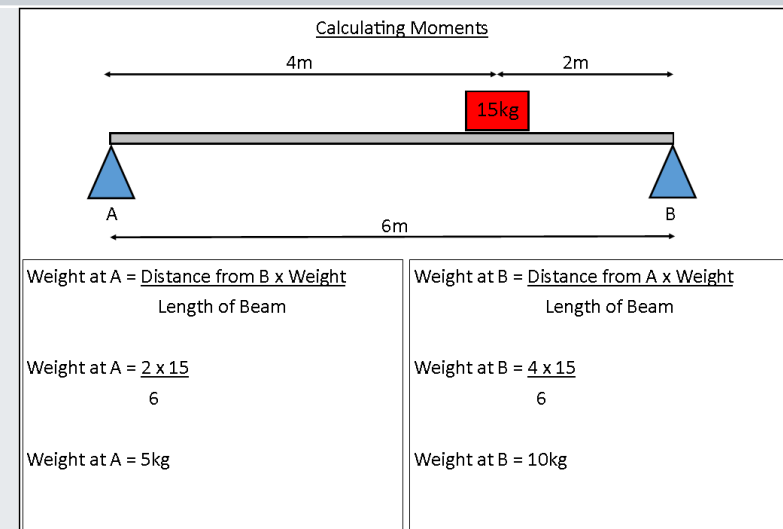
ITERATIVE DESIGN

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

How to calculate moments

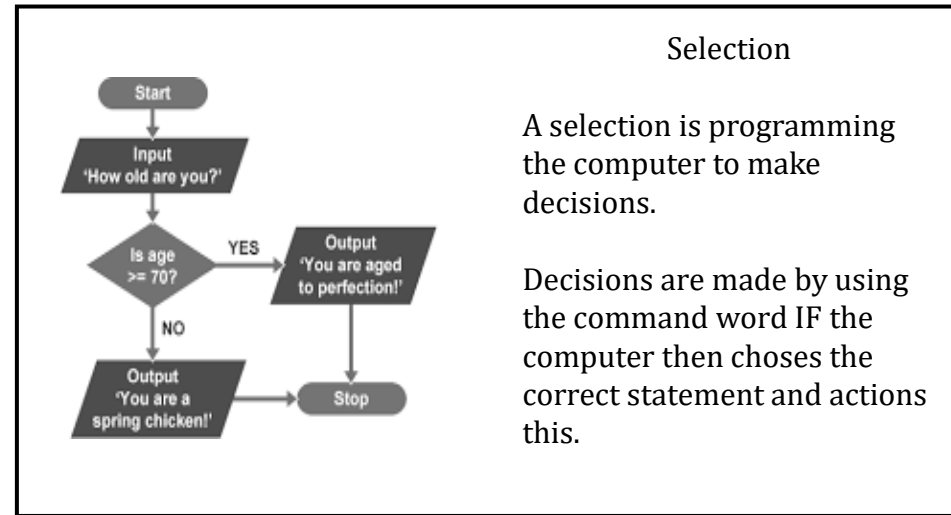
To calculate a moment, you need to know two things:

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

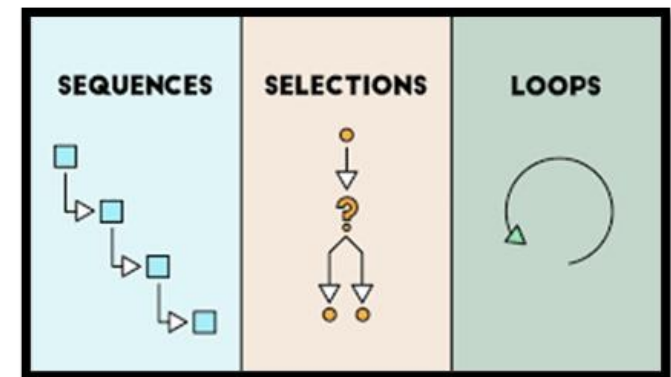


Python Key Words

1	Algorithm	A step by step set of instructions used to solve a problem.
2	Interpreter	Software that decodes binary into English and vice-versa.
3	Syntax Error	An error in the structure or grammar of the code.
4	Logic Error	An error that usually works but does not work as the programmer expects it to e.g. the wrong operator is used.
5	Variables	A value that can change when the program is run.
6	Sequence	The order of the code and events that happen.
7	Selection	A program created to make decisions.
8	Iteration	A program, code or sequence that is repeated.
9	Data Types	The type of data that the computer works with(string, integer, Boolean, Char or float.
10	Comparison operators	Symbolic operators used to compare values.



Data Type	Example
String (str)	"Hello World"
Integer (int)	4
Float (float)	1.5
Char(char)	"a"
Boolean(bool)	TRUE



PHYSICAL SKILLS

1	Gesture	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
2	Posture	The position in which someone holds their body when standing or sitting.
3	Movement	How a character physically moves around the space, indicating mood, personality, or status.
4	Facial Expressions	To change the shape of the face to portray a particular emotion or feeling.
5	Gait	A person's manner of walking.
6	Eye Contact	Where and how a character looks, used to establish relationships, tension, or focus.

VOCAL SKILLS

1	Pitch	The highness or lowness of the voice, which can express emotion or differentiate characters.
2	Pace	The speed at which someone speaks, used to reflect mood, urgency, or personality.
3	Tone	The emotional quality of the voice (e.g., angry, sad, joyful), which reveals attitude or feeling.
4	Volume	How loud or soft the voice is, used for emphasis or to suit the scene's context.
5	Pause	A deliberate break in speech that can create tension, show hesitation, or emphasise meaning.
6	Articulation	Clear pronunciation of words to ensure the audience can understand what's being said.

STRANDS OF DRAMA LESSONS

1	Performing: Presenting your drama to an audience.
2	Devising: Creating your own performance.
3	Appreciation: Understanding and commenting on your own performance and the performances of others.

REHEARSAL STRATEGIES

1	Systematic repetition.
2	Rehearsal discipline.
3	Planning of rehearsal.
4	Respond to feedback.
5	Character Research

KEY CHARACTERS

1	Ernie	An imaginative teenage boy whose vivid daydreams come to life. He's quiet, clever, and often misunderstood by adults.
2	Mum	Ernie's concerned and caring mother. She's practical and worries about Ernie's strange behaviour, wanting what's best for him.
3	Dad	Ernie's sceptical father. He's more impatient and struggles to understand Ernie, often brushing off his "hallucinations" as nonsense.

PERFORMANCE SKILLS

1	Levels	Where actors are positioned at different heights throughout the stage. Can be used to suggest status.
2	Blocking	The decisions about where actors enter, exit and stand on the stage.
3	Multiroling	When one actor plays two or more characters in the same performance.
4	Projection of voice	To use your diaphragm to increase the volume of your voice so it is heard throughout the audience, without shouting.
5	Characterisation	To change elements of your voice and body to become a character.
6	Staying in character	To sustain the characterisation of character.
7	Role Play	Acting as a character in a made-up situation to explore their thoughts, feelings, and actions.
8	Physical Theatre	A performance style that uses movement and the body to tell a story instead of relying on words.

DIFFERENT TYPES OF CONTACT WORK

1	Touch-points	Simple moments of touch, this could be hand to hand, hand to shoulder, back to back etc.
2	Push and Pull	When you push or pull someone to initiate the movement, this could be a shoulder push into a roll.
3	Counter balance	When you balance out each others weight for a moment of stillness.
4	Transfer of Weight	When the weight of one person is supported by another.
5	Lifts	When a person is off of the floor through the support of others.

PARKOUR ROUTINE

1	Over	Partners A have to go over partners B.
2	Under	Partners B have to go under partners A.
3	Round	Partners A have to go round partners B.
4	Through	Partners B have to go through partners A.
5	Dodge	Partners A have to dodge partners B.

KEY SAFETY POINTS

1	Consent	Always ask permission first!
2	Checking the Area	Check your surroundings to make sure there aren't any obstacles or hazards.
3	Having a spotter	If you are trying a new lift you may need a spotter- which is someone who is there for extra support or help.
4	Correct kit, hair up, no jewellery	This is important to ensure we have no risks of slipping, pulling or injuries.
5	Have an even distribute of weight	This will ensure that you are stable when lifting someone up.
6	Holding wrists safely	Rather than just holding hands as this offers more strength and support.
7	Practise slowly first	To make sure everyone knows what they are doing and when. Then when you feel more confident you can speed it up.
8	Ask Miss if you are unsure!	Do not attempt a new challenging lift if you are unsure of how or what to do.

PARKOUR CHOREOGRAPHY TECHNIQUES

1	Timing	This ensures smooth, precise, and synchronized movements in parkour choreography.
2	Dynamics	Dynamics create variation, interest, and expression in movement and performance.
3	Levels	Levels add depth, variety, and visual interest to parkour choreography.
4	Formations	Formations enhance visual impact, structure, and coordination.
5	Contact work	This engages the audience by showing connection, trust, and teamwork.

IMPORTANT PHYSICAL SKILLS

1	Posture	The way the body is held. Good posture is key for safe lifting. Poor posture affects the whole body, leading to injury.
2	Strength	Your muscular power. Strength allows better control, safer performance, and smoother, more effortless movement.
3	Control	The ability to start and stop movement, change direction and hold a shape efficiently.
4	Balance	A steady or held position achieved by an even distribution of weight. Strong core improves balance, supporting stable positions and proper alignment.

MUSICAL FEATURES

1	Walking bassline	A steady bass line moving mostly in steps and on the beat.
2	Swing rhythm	A “long-short” bouncy rhythm feel.
3	Blue notes	Flattened, chromatic notes that create a “bluesy” sound.
4	Pentatonic scale	A five note scale often used in solos.
5	Syncopation	Emphasis on the off-beat.

STRUCTURE AND FORM

1	12-Bar blues	A chord sequence that lasts 12 bars.
2	Solo	A featured section for one performer.
3	Structure	Early and modern blues use the 12-bar blues structure extensively.

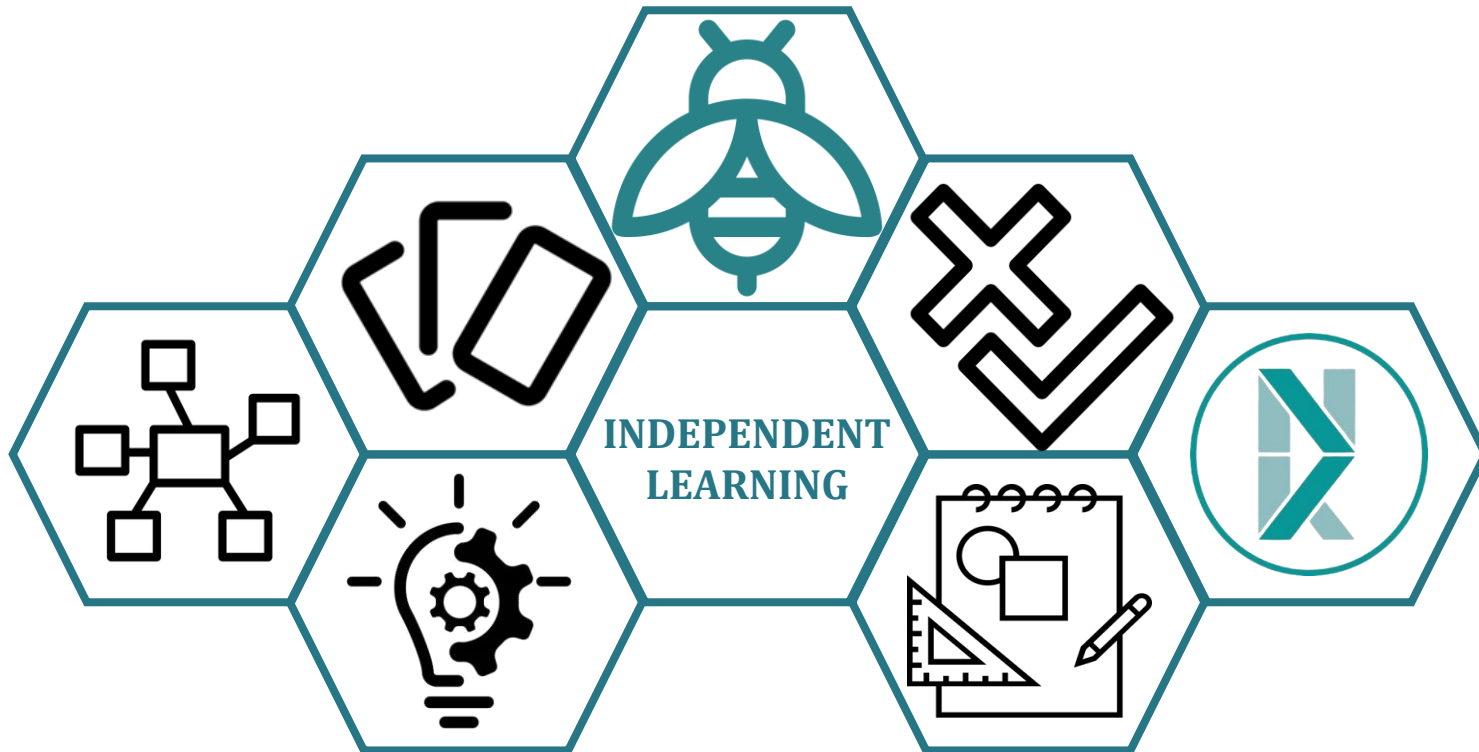
HISTORICAL CONTEXT

1	Origin	Began in the deep south of the USA in the 19 th century.
2	Slavery	Blues grew from the struggles of people after the abolition of slavery.
3	Mood	The blues expresses sadness, hardship, and deep emotions.

EXTENSION TERMS

1	Shuffle Rhythm	A swung rhythm with a triplet feel.
2	Bottleneck Guitar	A style where a metal/glass slide is used on the guitar.
3	Chicago Blues	A louder style of blues where the instruments are amplified.
4	Riff	A short, repeated musical phrase.
5	Delta Blues	An early style of blues from the Mississippi delta.
6	Blues Scale	A scale similar to the pentatonic scale but with added “blue notes”.

FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



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



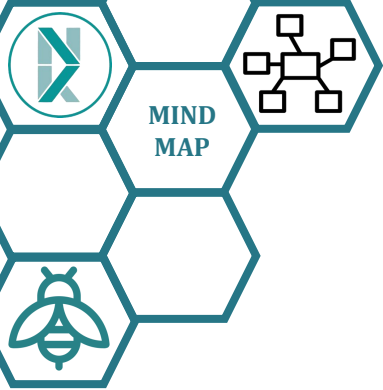
HOW DO I MAKE USEFUL SKETCH NOTES?

- 1) Pick a focus area for your notes – this could be a topic, theme, exam question, unit question, etc.
- 2) Make notes in a logical order but rather than making detailed written notes, use a range of the following techniques:
 - Use upper case (capital letters) to emphasise particular words.
 - Turn a words into images e.g. the A in shArk turns into a fin;
 - Add images and/or icons into the text;
 - Use diagrams and tables to break down key areas,
 - Use arrows and lines to link different things together;
 - Use different shapes, thought-bubbles, etc.
 - Use a range of colours to emphasise different aspects of your notes/page.



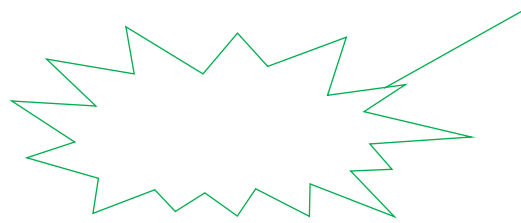
Once you have completed your sketch note page try photocopying it in black and white and then use colours to RAG-rate the information – you will then create a real focus for your revision by prioritising first the Red and then the Amber!





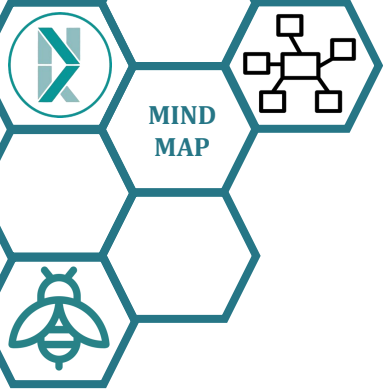
HOW DO I CREATE AN EFFECTIVE MIND MAP?

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



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

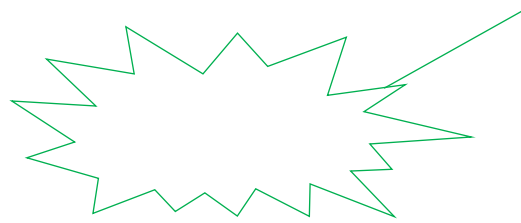




MIND MAP

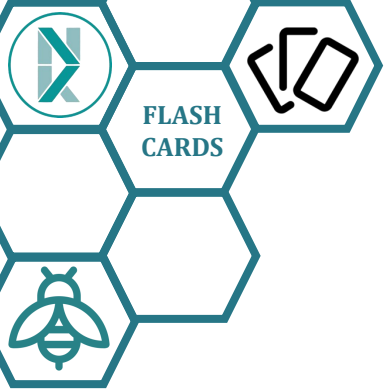
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BACK (answer)

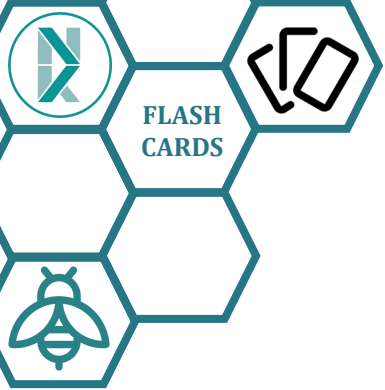
HOW DO I MAKE FLASH CARDS?

- 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.





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BACK (answer)

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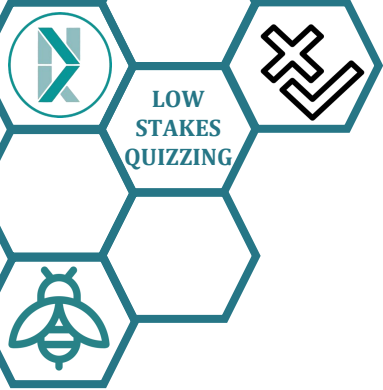
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HOW DO I MAKE AN EFFECTIVE LOW-STAKES QUIZ

- 1) Choose something on your knowledge organiser and write a question where this is the answer – write this in the top box of the card.
- 2) Write 3-5 possible answers in the bottom box' – label these with numbers or letters e.g. a) to e).
- 3) Write the correct answer on the back of the card for future reference, so that you can easily check if you were right or wrong.
- 4) Put your low-stakes quiz somewhere safe and return to it a few days/weeks later - test yourself or get somebody else to test you!



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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.