

KEY STAGE 3 KNOWLEDGE ORGANISER

POWER PACK



YEAR 8 – 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?
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. Inherited the High Anglican. Married Catholic French Princess Henrietta Maria. Inherited the divine right of Kings. Confused and took advice from a group of small people (not having the State of Buckingham). Tried to introduce Protestantism into Scotland. Had to pay them if they weren't. Went to York to raise supporters and weapons. He will need to raise for parliament. Surrendered to the Scots. After his defeat, Charles still wanted peace. Charles wouldn't answer the charges put against him. 17 out of 69 MPs signed his death warrant. Executed by beheading 1649. Was his death in fact executed to keep him worse or he wouldn't allow?
Oliver Cromwell 1598 - 1658	<ul style="list-style-type: none"> Son of a farmer and trained lawyer. Married to his wife Elizabeth for 38 years and had 8 children (3 of whom died). A Puritan Protestant who enjoyed hunting and music. A Member of Parliament (MP). Excellent Cavalry commander who focused on employing religious men in his army. Had 5000 Royalist soldiers killed and said it was the "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?

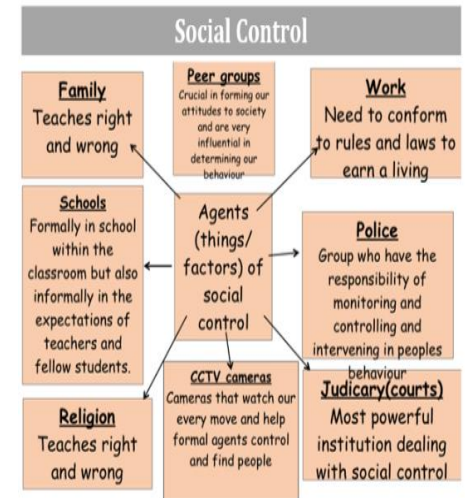
Having all of this **key information in one place makes it easily accessible before during and after the study of a particular unit or topic.** Teachers continuously refer to the content of Knowledge Organisers within lessons and to support independent learning where they can be used to develop and consolidate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





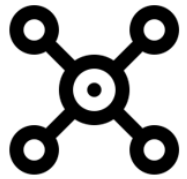
How do students use Knowledge Organisers?

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.**




- 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.



The Supernatural in stories			Plot of "The Crucible"			Key Vocabulary		
1	Magic	Pushes the imagination to consider the most fantastical things as possible.	Act One	A group of girls are caught behaving strangely in the woods. People suspect witchcraft.		1	colonise	Send settlers to (a place) and establish political control over it.
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.	Act Two	An official of the court is appointed to look into rumours of witchcraft.		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.
4	Potions & Curses	Created by witches for good (e.g. love) or evil (e.g. death or disease.)	Act Three	In court, more believable reasons are presented for the actions of the girls but their pretence continues.		3	hysteria	Exaggerated or uncontrollable emotion or excitement
5	Spirits & Spectres	Often conjured up by witches to aid their earthly powers.	Act Four	The court makes its decision.		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.
6	The Devil	Also known as Satan or Lucifer; the personification of evil.						
Arthur Miller - American Playwright			Characters in "The Crucible"					
1	Key Dates	Born 1915; died 2005	1	John Proctor	Farmer and landowner; a man with integrity	5	supernatural	A manifestation or event attributed to some force beyond scientific understanding or the laws of nature.
2	Childhood	Knew financial hardship & insecurity as a child when his father suffered financial ruin as a result of The Great Depression (1929-1933.)	2	Elizabeth Proctor	His wife	6	theocracy	A system of government in which priests rule in the name of God or a god.
3	Most famous play	<i>Death of a Salesman</i> (1948) - the tragedy of Willy Lomas	3	Abigail Williams	Reverend Parris' niece; former lover of John Proctor	7	witchcraft	The practice of magic, especially black magic; the use of spells.
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.	4	Reverend Parris	The Minister of Salem	8	witch-hunt	A campaign directed against a person or group holding views considered a threat to society.
5	Also famous for...	... being Marilyn Monroe's third husband	5	Betty Parris	His 10 year old daughter; cousin to Abigail	Key Themes in "The Crucible"		
			6	Tituba	His slave			
			7	Mary Warren	The Proctors' servant; friend to Abigail	1	Reputation	Many of the characters are concerned about their reputations and how they are viewed by other people.
Salem Witch Trials			8	Reverend Hale	Court official appointed to investigate the rumours of witchcraft in Salem	2	Greed	The main form of greed in Salem relates to land. Thomas Putnam is constantly in dispute with others about land boundaries.
1	Key Dates	February 1692 - May 1693	9	The Putnams	Greedy landowners	3	Justice	The trials of so-called witches are central to the play but justice is affected by personal conflict.
2	Location	Colonial Massachusetts, America. Established 40 years prior to the witch trials by colonists from Britain.	10	The Nurses	Landowners and friends of the Proctors	4	Jealousy	This ties in with greed (see above) but also relates to the jealousy Abigail feels having been rejected by John Proctor and sacked by Elizabeth.
3	Number accused and executed	More than 200 people accused; 19 hanged (14 women and 5 men); at least 5 people died in jail.	11	Giles Corey	Landowner and friend of the Proctors	5	Hysteria	Characters become caught up in the accusations and it becomes difficult to tell who truly believes what is being said.
4	Reasons	People accused their neighbours - often their real motive was land disputes or on-going feuds.	12	Judge Hathorne	Judge at the witch trials			
5	Real people	Arthur Miller's characters are based on the real Salem villagers, including the accused and the accusers	13	Deputy-Governor Danforth	Leading figure in the witch trials; signs the death warrants.			
			14	Ezekiel Cheever	Clerk of the court			
			15	Marshall Herrick	Marshall (law officer) in Salem			

Year 8 | Term 6 | Inequalities, Brackets, Algebraic Fractions and Recurring Decimals MATHS

CALCULATION RULES

1	Inequality Symbols	< Less than, > Greater than, ≤ Less than or equal to, ≥ greater than or equal to.
2	Inequalities on a number line	The dot/s above the number line represent the value/s included in the inequality. ○ = < or > ● = ≤ or ≥.
3	Solving Inequalities	The same process at solving equations. Keep the inequality symbol the SAME .
4	Expanding double brackets	Multiply ALL the values together, resulting expressions will ALWAYS have a variable with a power.
5	Dividing Fractions	KFC, Keep the first fraction, Flip the second fraction, change the multiply for a divide.
6	Adding and Subtracting Fractions	Find the common denominator and find the equivalent fractions. Add or Subtract the numerators. THE DENOMINATOR STAYS THE SAME.
7	Algebraic Fractions	Factorise at least one component in the fraction, then identify the common factor/s.
8	Converting recurring decimals	When converting recurring decimals into decimals use the bus stop method to identify the decimal equivalent.

KEY FORMULAE OR CONVERSIONS

1	Expanding double Brackets	$(x+a)(x+b)$ $x^2 + ax + bx + ab$
2	Algebraic Fractions	E.g. $\frac{4t+16}{12t} = \frac{4(t+4)}{12t} = \frac{t+4}{3t}$
3	Adding fractions	$\frac{a}{c} + \frac{b}{d} = \frac{(ad + bc)}{cd}$

CONVERTING A RECURRING FRACTION IN TO A DECIMAL

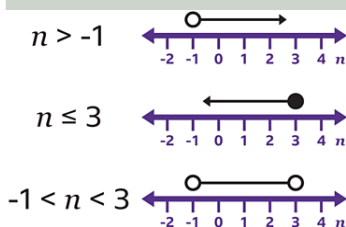
$$2 \overline{) 3.000} = 1.500$$

SIMPLIFYING ALGEBRAIC EXPRESSIONS

$$\frac{8h + 16}{9h + 18} = \frac{8(h + 2)}{9(h + 2)}$$

$$\frac{8\cancel{(h + 2)}}{9\cancel{(h + 2)}} = \frac{8}{9}$$

INEQUALITIES ON A NUMBER LINE



VOCABULARY

1	Inequality	Algebraic formation of terms that are compared to each other using the inequality symbols.
2	Reading Inequalities	Always read inequalities from the position of the variable. E.g. $2 < x \leq 5$, x is greater than 2 but less than or equal to 5. $x = 3, 4$ or 5 .
3	Quadratic Expressions	A quadratic expression is a series of terms that form after expanding a pair of brackets.
4	Factorise	The process of writing an expression into a form that uses brackets.
5	Common factors	A value that this common between two or more terms. E.g. $14a$ and $7a^2$, 7 is the highest numerical common factor and a is the highest algebraic common factor.
6	Simplifying	The process of reducing the value and the frequency of both numbers and variables but finding what is common.
7	Recurring	Any value that will be repeated infinitely.
8	Mixed Number	A number and a fraction together e.g. $1 \frac{1}{2}$.
9	Improper fraction	A fraction where the numerator is greater than the denominator e.g. $10/3$.

STEP BY STEP

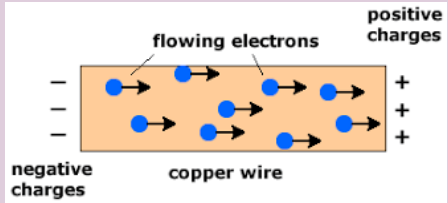
1	Solve the inequality and find 3 integers that satisfy the inequality:	$-21 \leq 3n$ $\div 3 \quad \div 3$ $-7 \leq n$ $n = -7, 0, 13$
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$$-21 \leq 3n$$

STATIC ELECTRICITY

1	Static electricity	Static electricity is caused by the build-up of charge on insulators.
2	Positive charge	A positive charge is a type of electrical charge that is attracted to a negative charge.
3	Negative charge	A negative charge is a type of electrical charge that is attracted to a positive charge.
4	Electrostatic force	The electrostatic force is a force that acts between charges.

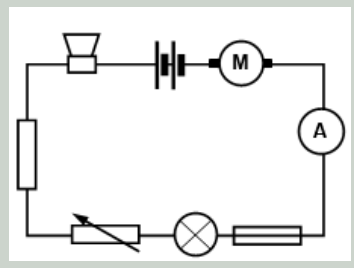
IMPORTANT CONCEPTS

1	Charge	Things can have a positive or negative charge (no charge means neutral).
2	Electron	Electrons are the charges in conductors that flow to give an electric current.
3	Electric current	Electric current is the flow of electric charge in a circuit. 

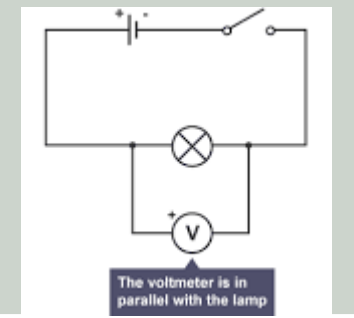
KEY EQUIPMENT & USES

1	Voltmeter	A voltmeter measures the voltage supplied by a battery or across a component.
2	Ammeter	An ammeter is a device that measures the current flowing in a circuit.

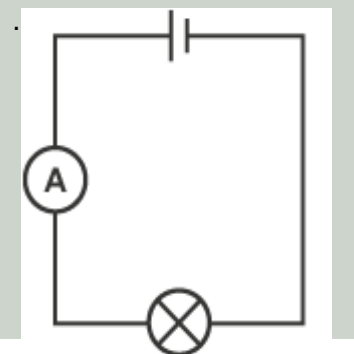
SERIES CIRCUIT



MEASURING VOLTAGE



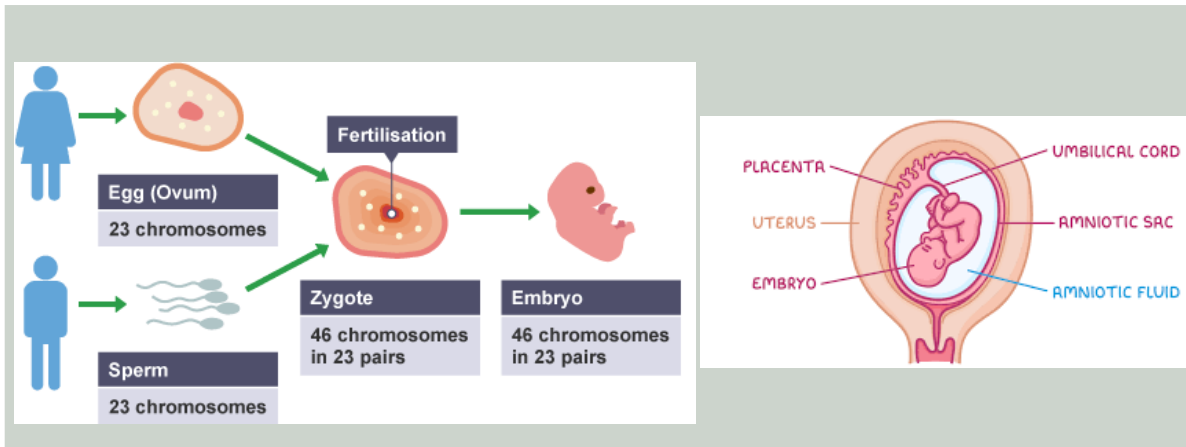
MEASURING CURRENT



KEY VOCABULARY

1	Series circuit	A series circuit is an electric circuit with one complete loop, including the battery.
2	Circuit diagram	A circuit diagram shows the setup and components in an electrical circuit.
3	Circuit symbol	Circuit symbols are used to show electrical components in a circuit.
4	Complete circuit	A complete circuit is one with no gaps so electricity is able to flow round the circuit.
5	Filament	A filament is a thin metal wire which gets hot, glows and emits light.
6	Faulty component	A faulty component is one that is damaged or isn't conducting electricity properly.
7	Complete circuit	A complete circuit is one where there are no gaps.
8	Test circuit	A test circuit is used to check if a component (or other circuit) works.
9	Battery	A battery uses a chemical reaction to make electric charge flow round a circuit.
10	Amp	Amps (A) is short for amperes.
11	Voltage	Voltage is a measure of the 'push' from a battery.
12	Potential difference	Potential difference is a more formal term for voltage.
13	Volts	Voltage (or potential difference) is measured in volts (V).

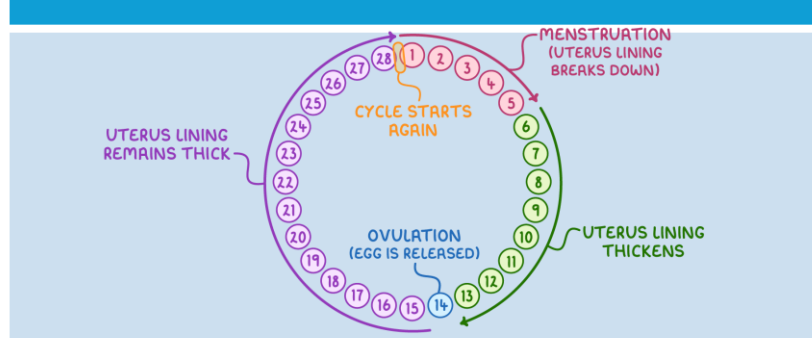
FERTILISATION AND GESTATION



VOCABULARY ABOUT FERTILISATION

1	Sperm cell	The male gamete.
2	Egg cell	Egg cell - The female gamete.
3	Fertilisation	Occurs when a sperm and egg cell fuse together to form a zygote.
4	Embryo	Formed when a zygote divides to form a ball of cells.
5	Gametes	The sex cells in humans, which are egg and sperm cells.
6	Gametes	The sex cells in humans, which are egg and sperm cells.

THE MENSTRUAL CYCLE



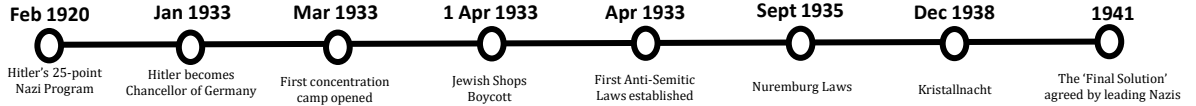
KEY VOCABULARY

1	Reproduction	Reproduction is the process of making offspring.
2	Offspring	Offspring are the young produced following reproduction.
3	Inherit	Offspring inherit a combination of features from both their parents.
4	Genetic material	Genetic material contains instructions for various features and life processes.
5	DNA	DNA is a chemical molecule that carries the genetic code.
6	Life cycle	A life cycle is the stages a living organism goes through in its life.
7	Growth	The growth of an organism is an increase in size due to making more cells.
8	Sexual reproduction	In sexual reproduction half the DNA is passed on from each parent.
9	Puberty	Puberty is a name for the physical and psychological changes that take place when a child becomes an adult.
10	Hormones	Hormones are chemical messengers.
11	Testes	The testes (singular testis) produce sperm and male sex hormones.
12	Penis	The penis is a male sex organ used for sexual intercourse and to release urine.
13	Ovaries	The ovaries (singular ovary) contain and release egg cells, and release female sex hormones.
14	Uterus	The uterus is a muscular bag where the foetus develops before birth.
15	Vagina	The vagina is a muscular tube used for sexual intercourse and childbirth.



| Year 8 | Term 6 | Why is it important to remember the Holocaust?

HISTORY



ATTITUDE TO THE JEWS

1	Antisemitism	Hostility, prejudice and hatred for Jewish people.
2	Persecution	To treat people badly because of their race, politics or religion.
3	Scapegoat	Someone wrongfully blamed for the mistakes or faults of others
5	Propaganda	Information such as posters used to promote a political point of view.
6	Aryan race	Hitler's idea of the 'perfect race' with blonde hair and blue eyes.
7	Discrimination	Unjust treatment of other people based on race, religion or other characteristics.
8	The Nazis	A German political party with extreme racist views such as hatred for Jews.

CONCENTRATION CAMPS

1	Dachau	The first concentration camp built by the Nazis in southern Germany.
2	Auschwitz - Birkenau	The largest and most notorious concentration camp built in Poland
3	Bergen-Belsen	Began as a prisoner of war camp but was turned into a concentration camp in 1943.
4	Treblinka	An extermination camp designed purely for the mass murder of Jews.

MISCELLANEOUS

1	Warsaw ghetto	The largest nazi ghetto where jews were forced to live in poor conditions.
2	Wannsee conference	A meeting of senior nazis to ensure the final solution was carried out.
3	Jews	People who share culture and follow the religion of Judaism.

ATTACKING THE JEWS

1	The Holocaust	The deliberate mass murder of 6 million Jewish people by the Nazis.
2	Ghetto	Areas in a city where minorities are forced to live in poverty.
3	Final solution	The Nazi policy to murder as many Jews as possible.
4	Forced Labour	Making people work against their will by threatening them with violence or punishment.
5	Genocide	The intentional destruction of a group of people because of race, religion, or gender.
6	Death camp	Camps built specially for the murder of Jews using Gas chambers.
8	Extermination	Killing. Especially a whole group of animals or people.
9	Deportation	The forced removal of someone from a country.
10	Concentration camp	Camps where Nazis imprisoned their 'enemies' and forced them to work in poor conditions.
11	Resistance	Refusing to accept something or do what someone wants you to do.
12	Resettlement	The movement of people to live somewhere else.
13	Refugee	A person forced to leave their country to escape war or persecution.
14	Liberation	Setting someone free from imprisonment, slavery or oppression.

KEY QUESTIONS

Who were the Nazis?	How did the Nazis deal with the 'Jewish problem'?
What was the final solution?	How did the Jews fight back?
Who was responsible for the Holocaust?	Did anyone try and save the Jews?
Could Britain have done more to save the Jews?	What was it like to survive the Holocaust?

KEY PEOPLE



Adolf Hitler

- Born 1889
- Leader of Germany from 1933-1945
- Leader of the Nazi Party from 1921-1945
- Lead German during World War II
- Help murder 6 million Jews



The SS

- Originally Hitler's personal bodyguard
- Responsible for removing Nazi opposition
- Tasked with carrying out the Final Solution
- Commanded by Heinrich Himmler



Heinrich Himmler

- Senior member of the Nazi party
- Head of the SS
- Responsible for planning the Final Solution
- One of the main individuals behind the Holocaust



Anne Frank

- A German-Dutch Jewish girl
- Hid from the Nazis with her family in an attic
- Famous for the diary she wrote describing her experiences under Nazi occupation from 1942 to 1944
- Died aged 15 in a concentration camp



Year 8 | Term 6 | What is weather and climate?

GEOGRAPHY

KEY VOCAB

1	Weather	The day-to-day conditions of the atmosphere (e.g. rain, wind, temperature).
2	Climate	The average weather conditions over 30 years or more.
3	Precipitation	Water that falls from the sky – rain, snow, hail, sleet.
4	Air Pressure	The weight of air pressing down on the Earth's surface.
5	Anticyclone	A high-pressure system bringing dry, clear weather.
6	Depression	A low-pressure system bringing unsettled weather, including rain and wind.
7	Isobars	Lines on a weather map joining points of equal air pressure.
8	Front (Weather)	The boundary between two different air masses.
9	Tropical Storm	A powerful storm with strong winds and heavy rain, forming over warm oceans.
10	Eye (of a storm)	The calm center of a tropical storm, surrounded by the strongest winds.
11	Storm Surge	A rise in sea level due to a storm, leading to coastal flooding.
12	Microclimate	The climate of a small specific area that may differ from surrounding regions.

PROCESSES

1	Relief Rainfall	Moist air rises over mountains, cools, condenses, and causes rainfall.
2	Frontal Rainfall	Warm air is forced to rise over cold air at a front, leading to rain.
3	Convective Rainfall	Sun heats the land, causing air to rise and form rainclouds.
4	Tropical Storm Development	Ocean heats air → rising, spinning air forms storm clouds, intensifying the storm.
5	Storm Movement and Impact	Tropical storms move west, lose strength over land, cause flooding, wind, rain.
6	Anticyclone	Air sinks, preventing cloud formation and bringing dry, calm weather.
7	Depression	Air rises, cools and condenses, causing cloud, wind, and precipitation.

CASE STUDIES

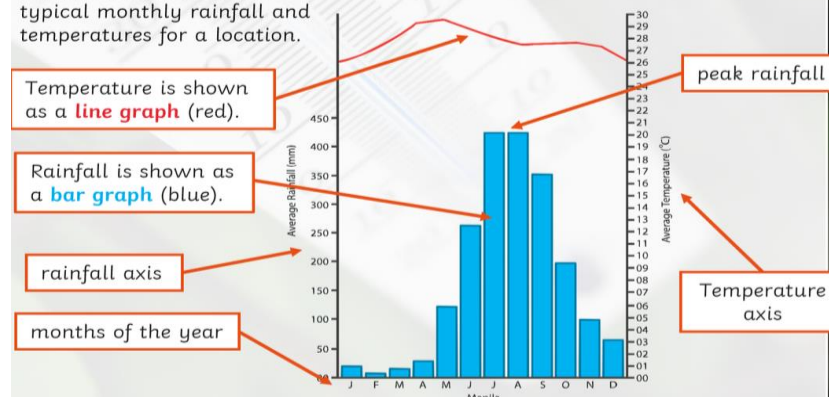
1	Beast from the East (2018)	Snowstorm caused by Siberian air; severe cold, school closures, travel disruption.
2	Hurricane Katrina (USA 2005)	Category 5 storm in the Philippines. Major wind damage and storm surge flooding.
3	UK Heatwave (2018)	Prolonged dry weather from a high-pressure system. Water shortages and wildfires.

CONCEPTS

1	High & Low Pressure in the UK	High pressure brings clear, settled weather; low pressure brings wet, stormy weather. UK is frequently influenced by Atlantic lows.
2	Beast from the East (2018)	Cold air from Siberia caused snow, freezing temperatures, and disruption in the UK.
3	Tropical Storm Formation	Form over warm ocean waters, spinning due to the Coriolis effect, gaining energy from moist air.

Climate Graphs

Climate graphs show the typical monthly rainfall and temperatures for a location.



DIE SCHULUNIFORM		
1	Ich trage...	I wear...
2	... einen Mantel	...a coat
3	... einen schwarzen Rock	... a black skirt
4	... einen schwarzen Pulli	...a black jumper
5	...eine schwarze Jacke	... a black blazer
6	... eine schwarze Hose	...black trousers
7	... eine blaue und graue Krawatte	... a blue and green tie
8	...ein weißes Hemd	... a white shirt
9	... schwarze Schuhe	... black shoes

ADJECTIVES		
1	lässig	informal
2	sportlich	sporty
3	trendig	trendy
4	klassisch	classic
5	locker	cool
6	schick	smart
7	modisch	fashionable
8	praktisch	practical

AT THE FESTIVAL		
1	der Umzug	Procession, parade
2	der Festwagen	(parade) float
3	die Band	Band, music group
4	das Kostüm	Costume
5	der Hut	Hat
6	die Fahne	Flag
7	die Kirmes	Funfair
8	das Fahrgeschäft	Fair ride
9	der Imbiss	Snack
10	der Trick	trick

PRO AND CON VOCABULARY		
1	Viele/Einige Leute sagen	Many/Some people say
2	Meiner Meinung nach	In my opinion
3	Erstens	Firstly
4	Zweitens	Secondly
5	Schließlich	Finally
6	Du hast gesagt ..., aber ich denke	You said ..., but I think
7	Auf der einen Seite	On the one hand
8	Auf der anderen Seite	On the other hand



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
7	schön	nice, beautiful
8	toll	great
9	Das macht Spaß.	That's fun.
10	Das hat Spaß gemacht.	That was fun.

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.



KEY VOCABULARY

1	Popular Culture	Culture based on the tastes of ordinary people, using everyday subjects.
2	Consumerism	The concept that buying new things is important.
3	Mass production	Making lots of the same thing quite cheaply using machinery.
4	Oil pastels	A drawing material which provides bright and bold colours. Can be mixed in a similar way to paint.
5	Mono print	A type of print where ink is rolled out in a thin layer and an image is drawing onto a sheet of paper on the ink. This is different to other types of print making as only one print is made at a time.
6	Slab pottery	A technique of hand building in clay where flat slabs of clay are used to make 3D forms.





POP ART MOVEMENT

1	Pop Art originated in the post war boom of the 1950s and 1960s.
2	It was the art of Popular Culture. It used subjects such as pop music, youth culture and mass-produced items.
3	Pop Art included different styles of painting, print making and sculpture, but they all had in common an interest in mass media and production.

CERAMICS PROCESS

1	Roll out your piece of clay between 2 batons using a wooden rolling pin.
2	Carefully cut out your chosen shapes using a clay knife.
3	Add additional details such as textures and patterns to your flat pieces of clay.
4	Create your 3D form by attaching the pieces together using the score and slip method.
5	Leave the work to dry before it can go in the kiln.

KEY ARTISTS

1	<p>Wayne Thiebaud</p>  	<ul style="list-style-type: none"> • 1920-2021 • American painter known for his paintings of everyday objects including food and make up. • He is associated with the Pop Art movement due to the subject of his work, but his work comes from slightly before this time period.
2	<p>Andy Warhol</p>  	<ul style="list-style-type: none"> • 1928-1987 • Considered one of the main founders of the Pop Art Movement. • Andy Warhol is known for his bright, colourful paintings and prints of subjects ranging from celebrities including Marilyn Monroe and Mohammed Ali, to everyday products such as cans of soup and Brillo pads. • He used a range of techniques in his work, most notably his use of screen printing where he could have multiple copies of his work reproduced.

KEY VOCABULARY

1	Creaming	Mixing butter and sugar together to make a mixture. The crystals of sugar are incorporated through the fat to make little air holes, resulting in a light cake.
2	Whisking	Blending ingredients together quickly or to incorporate air into ingredients.
3	Beating	The rigorous mixing of ingredients using a wooden spoon, electric whisk, food mixer or food processor. The purpose is to thoroughly combine ingredients and to incorporate air, making cakes light and fluffy.
4	Folding	To combine a light ingredient or mixture with a much heavier mixture retaining as much air as possible. To fold you have to cut the mixture with the edge of the spoon, working in a gentle figure of eight and moving the bowl as you go.
5	Dropping Consistency	The cake mixture will drop from a spoon.

CAKE DECORATION

1	Fondant icing	This is icing which can be rolled out to cover a cake.
2	Butter icing	Made using butter and icing sugar. Used to fill cakes and add decoration.
3	Piping	A technique where butter icing is added to a piping bag and added on a cake in different shapes such as rosette and shells.

CAKE MAKING METHOD

1	Preheat the oven to 180C/350F/Gas 4.
2	Cream the butter and the sugar together in a bowl until pale and fluffy.
3	Crack the eggs into a plastic bowl and whisk with a fork.
4	Beat in the eggs a little at a time.
5	Fold the flour using a large metal spoon to create a batter with a soft dropping consistency.
6	Line a cupcake tin with cases.
7	Fill the cake cases evenly.
8	Bake for 10-15 minutes..
9	Place on a cooling rack.

INGREDIENT FUNCTIONS

1	Self Raising Flour	Flour creates the basic structure for the cake. SR flour contains a raising agent which helps the cake rise.
2	Butter	Creates a light fluffy texture as when fat is combined with sugar, the sugar cuts through fat, which causes air pockets to form. Adds flavour.
3	Sugar	Sweetens the cake. Works with fat to create a light texture.
4	Eggs	Eggs add volume to the finished product. They act as a binder, which is what keeps the finished product together.

KEY VOCABULARY

1	Bio	Bio comes from the Greek word 'bios' meaning life.
2	Mimic	Mimic means to take on the appearance of or to copy.
3	Biomimicry	For designers these two words together mean to copy or take inspiration from nature.
4	Biomorphic	For designers this means to copy or take the form of nature.
5	Scale	The size of something.
6	Prototype	A first version of something.
7	Bespoke	Made-to-measure garments can be made for a client, such as wedding dresses or couture outfits. These will be original garments and can be produced to a very high quality; however, they can be very expensive to make and highly skilled workers will be needed.
8	Batch	Where many items of the same product are produced, such as swimwear and fashionwear. A range of specific and identical products can be produced, including fashion and seasonal items which are regularly changed, but time is lost when retooling and skilled workers are needed. When a product is made in a batch, it is often far cheaper per product than making just one.

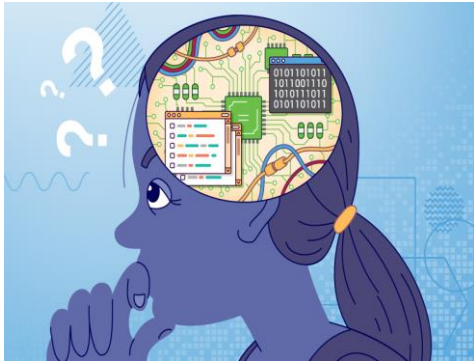
THE DESIGN PROCESS

1	Investigation	Research; this may be primary research (looking at things first hand) or secondary research (online or in books).
2	Development	Designing.
3	Planning	Testing materials, Gantt charts.
4	Manufacturing	Making the product using suitable materials and processes.
5	Evaluation	Reviewing the product against the specification.

HOW TO ANALYSE AN EXISTING PRODUCT ACCESS FM

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

Decomposition



Decomposition is breaking a problem down into more manageable chunks.

Programming an app for a mobile device is a daunting task to undertake.

Decomposing the problem helps us make the task less daunting and more achievable.

An App for That! Key Words

Decomposition	Breaking down the problem into more manageable chunks.
GUI	Graphical User Interface – The visual design of an application
Event driven programming	Programming controlled by mouse clicks or through use of a keyboard.
Debugging	Checking the program for errors and fixing them.
User Input	Methods of entering data into a program.
Data Handler	Collects the data input and decides what to do with it.
Selection	A program created to make decisions.
Sequence	A program coding in a specific order.
Block- Based Programming	Programming that uses blocks to make the process easier to program/understand.
Command Line Interface	Code that uses text only and no graphics.

Fun Fact



On September 9, 1947, the world's first computer bug was recorded. But this was no ordinary 'software bug'. It was a real-life moth that was causing the issues with the computer's hardware. This “first actual case of bug being found” was recorded by computer scientist Grace Hopper.



Command Line Vs Graphical

Command line interface uses only text to operate a computer whereas a graphical user interface uses images, mouse clicks and buttons to operate.

GUI – are easier to use but graphics can slow down the computer making CLI a faster way to code.

DRAMA TECHNIQUES			STRANDS OF DRAMA LESSONS		KEY THEMES		
1	Freeze Frames	A frozen picture made with your body to show a moment or idea.	1	Performing: Presenting your drama to an audience.	1	Justice	Fair treatment according to rules or laws.
2	Thought Tracking	When a character speaks their inner thoughts aloud.			2	Guilt	The feeling or state of having done something wrong.
3	Monologues	A long speech by one character to show their thoughts or feelings.	2	Devising: Creating your own performance.	3	Punishment	A consequence given for breaking a rule or law.
4	Narration	Speaking directly to the audience to explain or describe the action.			4	Truth	What is real or accurate.
5	Split Stage	Two scenes happening at once on stage to show contrast or connection.	3	Appreciation: Understanding and commenting on your own performance and the performances of others.	5	Innocence	Being not guilty of a crime.
6	Hot-Seating	A character is questioned while staying in role.			6	Responsibility	Being accountable for your actions.
PERFORMANCE SKILLS			ROLES IN COURTROOM DRAMA				
1	Facial Expressions	The look on your face to show emotion.	REHEARSAL STRATEGIES		1	Judge	The person in charge of the courtroom who makes decisions.
2	Body Language	How you use your body to communicate feelings or status.	1	Systematic repetition.	2	Jury	A group of people who decide if someone is guilty or not.
3	Vocal Tone	The emotion or quality in your voice.	2	Rehearsal discipline.	3	Prosecution	The lawyer who argues that the accused is guilty.
4	Gesture	A movement of the hand or body to express something.	3	Planning of rehearsal.	4	Defence	The lawyer who argues that the accused is innocent.
5	Pace	How fast or slow you speak or move.	4	Respond to feedback.	5	Witness	Someone who saw or knows something about the crime.
6	Focus	Staying fully in character and concentrating on the scene.	5	Character Research	6	Accused	The person who is on trial for a crime.

STYLISTIC FEATURES			THE PURPOSE			INFLUENCES		
1	Expressive Storytelling	Movements are used to clearly communicate character, emotion, and narrative.	1	Storytelling	Dance helps move the plot forward or reveals deeper emotional subtext.	1	West-End and Broadway	Iconic shows like Cats, Chicago, and Hamilton have shaped musical theatre dance styles.
2	Characterization	Dancers adopt the persona of a character to bring the performance to life.	2	Character Development	Physical movement shows personality, motives, or relationships.	2	Film and TV adaptations	Musicals adapted for screen (e.g., Hairspray, The Greatest Showman) spread dance styles widely.
3	Exaggerated Movement	Performances are bold and engaging, often involving dramatic facial expressions.	3	Audience Engagement	Captivating routines maintain interest and provide entertainment.	3	Pop Culture Crossover	Musical theatre choreography often influences pop music videos and award show performances.
4	Gesture & Mime	Everyday actions or exaggerated gestures are used to support the story.	4	Atmosphere Setting	Establishes mood, time period, or location through style and music.	4	Inclusion and Diversity	Modern musicals explore diverse stories and styles, encouraging inclusivity in dance.
5	Versatile Styles	Incorporates jazz, ballet, tap, and sometimes hip hop styles depending on the show.	5	Pacing and Transitions	Helps bridge scenes or musical numbers fluidly.			

PERFORMANCE SKILLS

1	Facial Expression	Using the face to reflect emotion, character, and response to events.
2	Energy	Adjusting energy levels to match the mood, scene, or character.
3	Focus	Directing the gaze purposefully to engage the audience or interact with others on stage.
4	Confidence and Stage Presence	Projecting assurance and engaging the audience with a strong presence.
5	Unison	Performing movements in unison with others to create impact and cohesion.

CHOREOGRAPHY TECHNIQUES

1	Lyric Analysis	Understanding the storyline and lyrics to create relevant movement.
2	Character Movement Study	Creating movement that fits the traits and emotions of the character.
3	Musicality & Timing	Matching choreography closely to the beat, rhythm, and dynamics of the music.
4	Stage Picture Planning	Designing formations and transitions for visual interest and clarity.
5	Rehearsal Layering	Teaching movements first, then adding expression, character, and energy in layers.
6	Use of Props & Space	Integrating props, levels, and stage areas effectively for dynamic choreography.

MUSICAL FEATURES

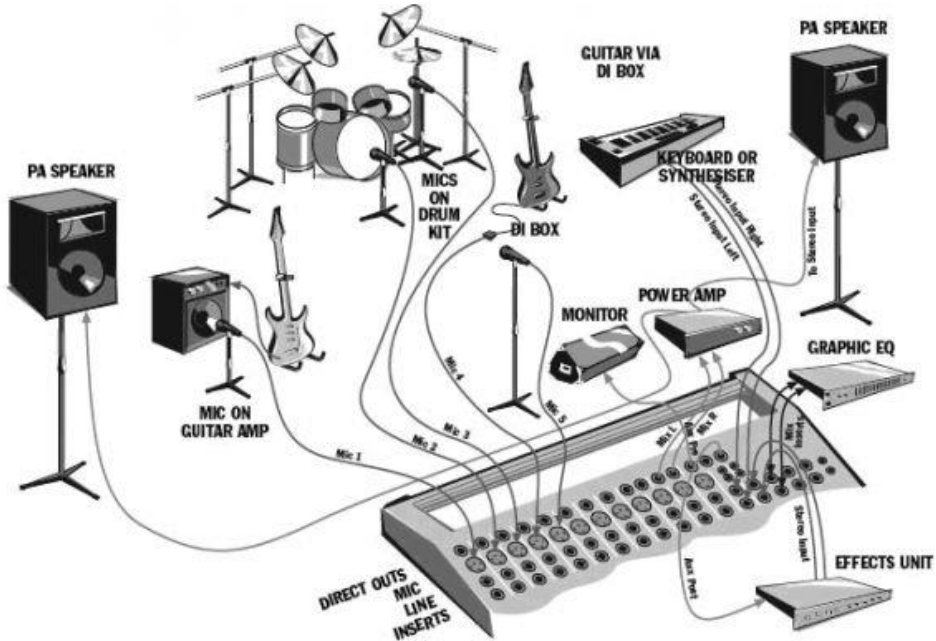
1	Power chords	Simple chords using the root and fifth notes. Common in rock music.
2	Riff	A repeated musical pattern often played by a guitar.
3	Back beat	Emphasis on beats 2 and 4 and played by a drum kit in rock music.
4	Distortion	Guitar effect that creates a gritty, fuzzy sound.
5	Pedal note	A sustained or repeated note while chords change above it.
6	Hook	A memorable melodic or rhythmic idea designed to catch the listener's ear.
7	Syncopation	Off beat rhythms or accents.
8	Solo	A section where an instruments played a melody or improvises. Can be complex or simple. Usually played by the electric guitar.
9	Slash Chords	A chord with a different root note played in the bass e.g., E/F# is an E major chord and the bass note is an F# instead of an E.

SONG CONTEXT - EVERYTHING MUST GO

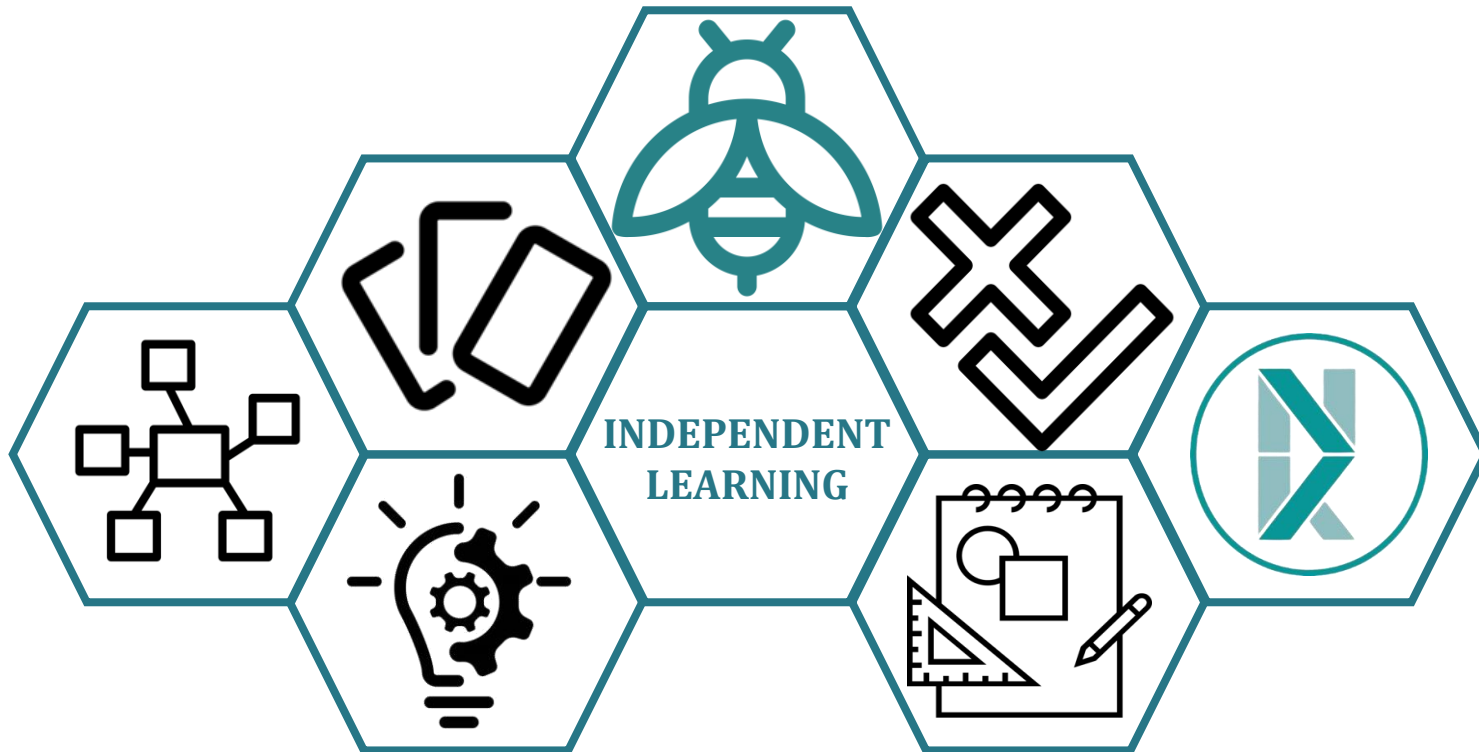
1	Artist	Manic Street Preachers – a Welsh rock band.
2	Key signature	E major which has 4 sharp notes.
3	Instrumentation	Electric guitars with distortion, bass guitar, drum kit, male vocals, string section (violins, violas, celli).

KEY TERMS

1	Key signature	Tells the musician what sharps and flats are supposed to be played.
2	Time signature	Tells the musician how many beats are in a bar and how the time divisions are organised.
3	Structure	How the song is organised e.g., Verse/Chorus.



FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



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



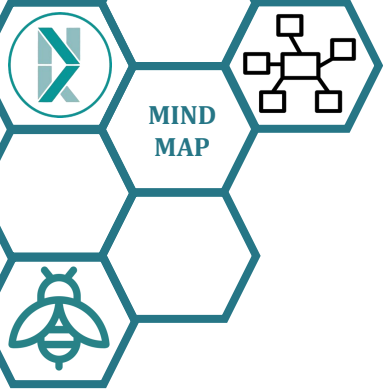
HOW DO I MAKE USEFUL SKETCH NOTES?

- 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.



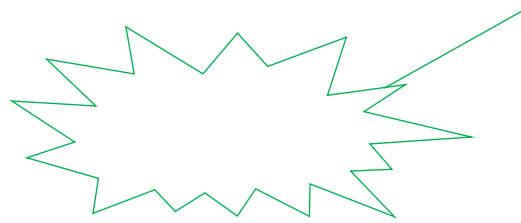
Once you have completed your sketch note page try photocopying it in black and white and then use colours to RAG-rate the information – you will then create a real focus for your revision by prioritising first the Red and then the Amber!





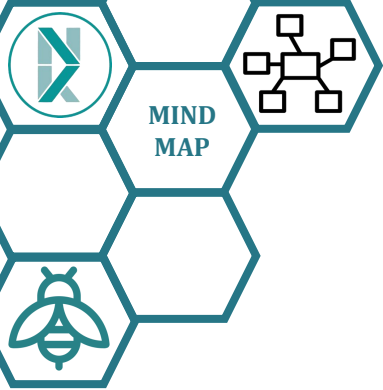
HOW DO I CREATE AN EFFECTIVE MIND MAP?

- 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!



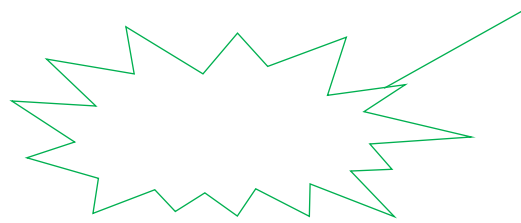
The aim of a mind-map is to fit as much as possible all on one page! Therefore, avoid writing in full sentences and focus on using the branches to organise your notes.





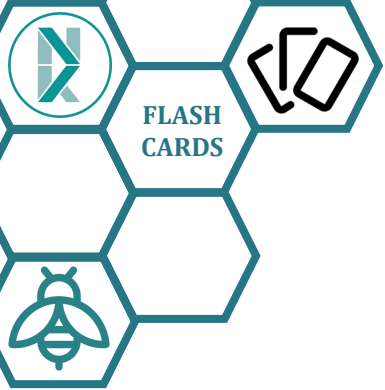
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BACK (answer)

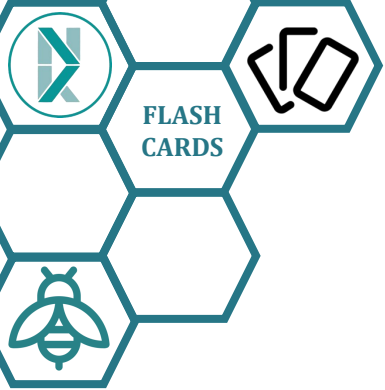
HOW DO I MAKE FLASH CARDS?

- 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)

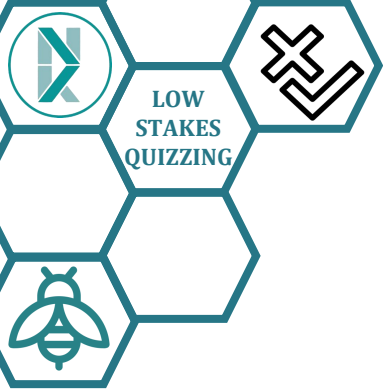
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LOW
STAKES
QUIZZING

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.