

**KEY STAGE 3 KNOWLEDGE ORGANISER**

# **POWER PACK**



**YEAR 9 – 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 <sup>th</sup> century.	3 Historiography	The study of writing history.
4 Catholic	The Christian church controlled by the Pope in Rome.	4 Chronology	Arranging events into order by date and/or time.
5 Puritan	Christians who wanted to worship god in a simple way. They were often strict and didn't trust anything that gave pleasure.	5 Theme	The main idea behind a discussion.
6 Cavaliers	People who supported the King.	KEY QUESTIONS	
7 Roundheads	People who supported Parliament.	What kind of King was Charles I?	Why were MPs not happy with Charles?
8 House of Lords	The upper 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 House of Commons	The lower house of the Parliament of the United Kingdom.	What major battles were there in the civil war?	Why was Oliver Cromwell chosen to be Lord Protector?
10 Lord Protector	A regent in charge of a kingdom during the minority, absence, or incapacity of the sovereign.	What was Charles charged for?	Why was the Monarchy restored after Oliver Cromwell's death?

KEY PEOPLE	
<b>Charles I</b> 1625 - 1649	<ul style="list-style-type: none"> <li>Son of James I and Anne of Denmark.</li> <li>Inherited the High Anglican.</li> <li>Married Catholic French Princess Henrietta Maria.</li> <li>Inherited the divine right of Kings.</li> <li>Confused and took advice from a group of small people (not having the State of Buckingham).</li> <li>Tried to introduce Protestantism into Scotland. Had to pay them if they weren't.</li> <li>Went to York to raise supporters and weapons. He will need to raise for parliament.</li> <li>Surrendered to the Scots.</li> <li>After his defeat, Charles still wanted peace.</li> <li>Charles wouldn't answer the charges put against him.</li> <li>17 out of 100 signed his death warrant.</li> <li>Executed by beheading 1649.</li> <li>Was his death in fact executed to keep him worse or he wouldn't allow?</li> </ul>
<b>Oliver Cromwell</b> 1598 - 1658	<ul style="list-style-type: none"> <li>Son of a farmer and trained lawyer.</li> <li>Married to his wife Elizabeth for 38 years and had 8 children (3 of whom died).</li> <li>A Puritan Protestant who enjoyed hunting and music.</li> <li>A Member of Parliament (MP).</li> <li>Excellent Cavalry commander who focused on employing religious men in his army.</li> <li>Had 5000 Royalist soldiers killed and said it was the "Blessed of God".</li> <li>Turned down the chance to be King (became Lord Protector).</li> <li>Invaded Ireland (1000s killed).</li> <li>Based in London and ruled the land.</li> </ul>
<b>Prince Rupert</b> 1619 - 1682	<ul style="list-style-type: none"> <li>Duke of Cumberland.</li> <li>Nephew of Charles I.</li> <li>English - German Army Officer.</li> <li>Cavalry Commander.</li> <li>Had a dog called Boy.</li> </ul>
OTHER KEY PEOPLE	
1 William Laud 1573 - 1633	Appointed Archbishop by Charles. Wanted more ceremony and doctrine in churches.
2 John Bradshaw 1602 - 1659	An English jurist. He is most notable for his role as President of the High Court of Justice for the trial of King Charles I.
3 Thomas Fairfax 1612 - 1671	An English politician, peer, politician, general, and Parliamentarian commander-in-chief during the English Civil War.
4 Thomas Wentworth 1593 - 1641	1st Earl of Strafford, an English statesman and a major figure in the period leading up to the English Civil War. He served in Parliament and was a supporter of King Charles I.
5 Edward Montagu 1602 - 1671	2nd earl of Manchester, Parliamentary general in the English Civil War.



## Why are Knowledge Organisers important?

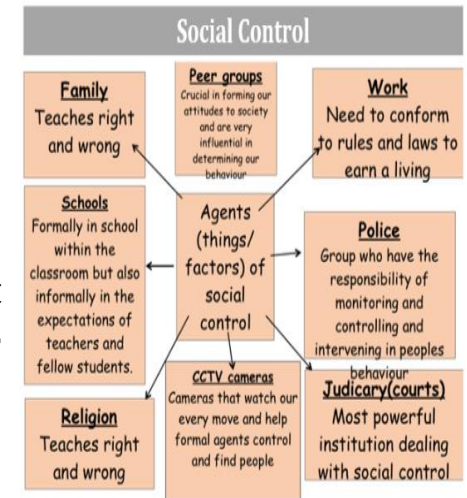
Having all of this **key information in one place makes it easily accessible before during and after the study of a particular unit or topic.** Teachers continuously refer to the content of Knowledge Organisers within lessons and to support independent learning where they can be used to develop and consolidate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

## How do teachers use Knowledge Organisers?

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

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




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





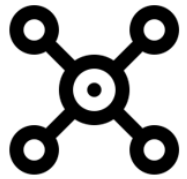
## How do students use Knowledge Organisers?

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




# - SUPER 6 STRATEGIES -

Strategy	Activity	Imagery
 <h2 style="writing-mode: vertical-rl; transform: rotate(180deg); color: red;">RECALL</h2>	<p><b>3x3x3:</b></p> <ol style="list-style-type: none"> <li>1. Read 3 key words and definitions or pieces of information from one coloured box, 3 from another coloured box, and a final 3 from another coloured box.</li> <li>2. Return to the first 3 words but this time cover up the key words and see if you can recall them by just reading the definitions – repeat for the other 6 words.</li> <li>3. Repeat the previous step but this time cover up the definitions and see if you can recall them by just reading the key word.</li> <li>4. Repeat using a combination of step 2 and step 3.</li> </ol>	
	<p><b>Race to the Bottom/Top:</b></p> <ol style="list-style-type: none"> <li>1. Pick one of the coloured boxes on the <i>Knowledge Organiser</i>.</li> <li>2. Starting from the top, cover the key word and see if you can recall it by reading the definition.</li> <li>3. See how far down the box you can get.</li> <li>4. Repeat but this time cover up the definition and see if you can recall it by just reading the key word.</li> </ol>	

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

Strategy	Activity	Imagery
 <h2 style="writing-mode: vertical-rl; transform: rotate(180deg); color: blue;">SYNTHESIS</h2>	<p><b>Answer Planning:</b></p> <ol style="list-style-type: none"> <li>1. Write down a key question for the topic on a piece of paper</li> <li>2. Try to recall as many key pieces of vocabulary and knowledge as possible that link to this.</li> <li>3. Use the <i>Knowledge Organiser</i> to see what you have missed.</li> <li>4. Add these in a different colour.</li> </ol>	
	<p><b>Categorising:</b></p> <ol style="list-style-type: none"> <li>1. Pick one of the coloured boxes on the <i>Knowledge Organiser</i> and consider the heading/category.</li> <li>2. Cover up the <i>Knowledge Organiser</i> and on a separate piece of paper, write down as many key words or pieces of information that you can that relate to the heading/category.</li> <li>3. Uncover the <i>Knowledge Organiser</i>, look at what you have missed and add these in a different colour pen.</li> <li>4. Get somebody to test you on the words you have added, and then re-attempt steps 1-3.</li> </ol>	

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

Strategy	Activity	Imagery
 <h2 style="writing-mode: vertical-rl; transform: rotate(180deg); color: yellow;">REFLECTION</h2>	<p><b>RAG-rate:</b></p> <ol style="list-style-type: none"> <li>1. On completion of a unit of work get somebody to test you on each aspect of the <i>Knowledge Organiser</i>.</li> <li>2. RAG-rate each piece: Red = don't know it, Amber = partly know it, Green = know it.</li> <li>3. Revisit all Amber pieces frequently, and Red pieces more frequently.</li> <li>4. After a set period of time, RAG-rate the knowledge organiser again and repeat the process.</li> </ol>	
	<p><b>Booster:</b></p> <ol style="list-style-type: none"> <li>1. Revisit a piece of lesson work or an exam answer.</li> <li>2. Use the <i>Knowledge Organiser</i> to locate any key vocabulary or relevant information that could be added to develop the work further.</li> <li>3. Annotate the original piece of work to develop your thinking.</li> <li>4. Re-write or type up the improved version of the work or exam answer.</li> </ol>	

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

# Year 9 | Term 6 'The Tempest' by William Shakespeare |

# ENGLISH

#	Character	Their role
1	<b>Prospero</b>	The play's protagonist, and father of Miranda.
2	<b>Miranda</b>	The daughter of Prospero.
3	<b>Ariel</b>	Prospero's spirit helper.
4	<b>Caliban</b>	Another of Prospero's servants.
5	<b>Ferdinand</b>	Son and heir of Alonso.
6	<b>Alonso</b>	King of Naples and father of Ferdinand.
7	<b>Sebastian</b>	Alonso's brother.
8	<b>Antonio</b>	Prospero's brother and Miranda's uncle.
9	<b>Gonzalo</b>	An old, honest lord.
10	<b>Trinculo &amp; Stephano</b>	Trinculo, a jester, and Stephano, a drunken butler, are two minor members of the shipwrecked.

#	Plot	
1.	Brief synopsis	The Tempest is a play about magic, betrayal, love, and forgiveness, set on an island where Prospero, the ex-Duke of Milan, lives with his daughter, Miranda, and magical creatures. The story unfolds with a storm, a plot to murder the King of Naples, and a romance between Miranda and Ferdinand, culminating in forgiveness and a return home.
2.	Key events	<ul style="list-style-type: none"> <li>A ship is caught in a tempest and begins to sink.</li> <li>Prospero tells Miranda that he caused the storm.</li> <li>Ariel fetches Ferdinand, who falls in love with Miranda.</li> <li>Antonio and Sebastian plot to kill Alonso, the King of Naples.</li> <li>The ship's jester and butler meet Caliban and feed him alcohol.</li> <li>Caliban suggests that they should kill Prospero, and Ariel overhears.</li> <li>Prospero uses magic to scare Alonso and spoil Caliban's plot.</li> <li>Prospero's daughter, Miranda, marries the son of King Alonso.</li> <li>Prospero forgives the passengers for their former betrayals.</li> </ul>

#	Area of Context	Further information
1	William Shakespeare	Born in 1564 in Stratford-upon-Avon, William Shakespeare received a grammar school education but did not pursue formal studies further; he married Anne Hathaway in 1582 and had three children. Around 1590, Shakespeare moved to London, achieving success as a playwright and actor, eventually becoming part-owner of the Globe Theatre and a favourite of both Elizabeth I and James I. Shakespeare retired wealthy and famous to Stratford-upon-Avon, where he died in 1616 at the age of 52.
2	Slavery	Slavery is a central theme in The Tempest, with various forms of servitude creating tension throughout the play. Ariel, an airy spirit, is bound to Prospero's will and promised freedom if he performs his duties, including entrancing the island's visitors. Caliban, depicted as villainous, is also enslaved by Prospero, who took the island from him and maintains control through threats and punishment.
3	Where the play came from	The Tempest was written around 1610–1611, reflecting the era's fascination with exploration, colonisation, and encounters with indigenous peoples, inspired partly by the 1609 shipwreck of the Sea Venture. The play explores themes of survival, power, and control, set against the backdrop of the "New World" and European expansion. The supernatural is central, with Prospero's magic and Ariel's mysticism symbolising Renaissance beliefs in unseen forces and humanity's curiosity about the unknown.
4	Colonialism	The Tempest was written during the Elizabethan era, a time of European exploration and colonisation in regions like the Americas, Africa, and Asia. Colonisation was often justified by portraying indigenous peoples as "savages" needing civilisation, a view reflected in the play. Caliban symbolises colonised peoples, with his treatment by Prospero illustrating themes of control and exploitation.

#	Key vocabulary	Definition
1	<b>Tempest</b>	The violent storm conjured by Prospero to shipwreck his enemies on the island, setting the play's events in motion.
2	<b>Usurpation</b>	The wrongful seizure of power, exemplified by Antonio's betrayal of Prospero.
3	<b>Reconciliation</b>	The process of forgiveness and mending relationships, which is key to the play's resolution.
4	<b>Colonisation</b>	The process by which a country establishes control over a foreign territory, often exploiting its resources and imposing its culture and governance on the indigenous people.
5	<b>Redemption</b>	The act of atoning for past wrongs or mistakes, seeking forgiveness, and achieving moral or spiritual recovery.

#	Themes	
1.	<b>Freedom and Slavery</b>	The play explores themes of freedom and imprisonment, with the island acting as a trap where characters, following the shipwreck, have no immediate escape.
2.	<b>Empathy and Forgiveness</b>	Empathy, the ability to understand others' feelings, is key to forgiveness, and in The Tempest, some characters display it while others are self-absorbed.
3.	<b>Nature Vs Nurture:</b>	The Tempest explores nature versus nurture, contrasting the island's natural beauty with characters like Miranda, symbolising innocence, and Caliban, representing savagery.

## CALCULATION RULES

1	Population	This includes <b>EVERYONE</b> within the demographic of the data being collected.
2	Sample	This is <b>ONLY</b> the selection of people selected from a population. Samples can be biased based of the data being collected.
3	Suitable averages	When identifying which average is being interpreted look at the value of the data compared to the data as a whole.
4	Line of best fit	Drawn the line from <b>ONE EDGE TO THE OTHER</b> on the graph. It must be as close to as many plotted points as possible.
5	Modal/Median Class Interval	When selecting the interval, do not use the frequency, use what it represents. Mode is most frequent; Median is middle value. E.g. $a \leq x < b$ .
6	Frequency polygons	Coordinates are based on the <b>MIDDLE</b> value of each class interval and its frequency. When drawing frequency polygons <b>NEVER</b> connect the first coordinate to the origin.
7	Grouped Frequency Mean	Find the middle value for each class interval, multiply by the frequency. Add all new values together and divide by total frequency.
8	Addition and Subtraction of Column Vectors	When adding or subtracting column vectors, the top values and bottom values are calculated separately.
9	Scalars with Column Vectors	Multiply each number in the vector by the scalar.

## KEY FORMULAE OR CONVERSIONS

1	Median Class Interval	$\frac{(Total\ Frequency + 1)}{2}$
2	Grouped Frequency Mean	$\frac{(Mid \times f)}{Total\ Frequency}$

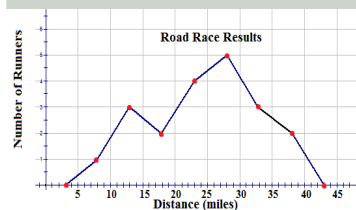
## ADDITION OF COLUMN VECTORS

$$\begin{pmatrix} 4 \\ 5 \end{pmatrix} + \begin{pmatrix} 6 \\ 2 \end{pmatrix} = \begin{pmatrix} 4+6 \\ 5+2 \end{pmatrix} = \begin{pmatrix} 10 \\ 7 \end{pmatrix}$$

## CALCULATING MEAN FROM GROUPED DATA

Length (x cm)	Frequency	Midpoint	Midpoint × frequency
$0 < x \leq 10$	4	× 5	= 20
$10 < x \leq 20$	10	× 15	= 150
$20 < x \leq 30$	7	× 25	= 175
$30 < x \leq 40$	4	× 35	= 140
	<b>25</b>		<b>485</b>

## FREQUENCY POLYGONS



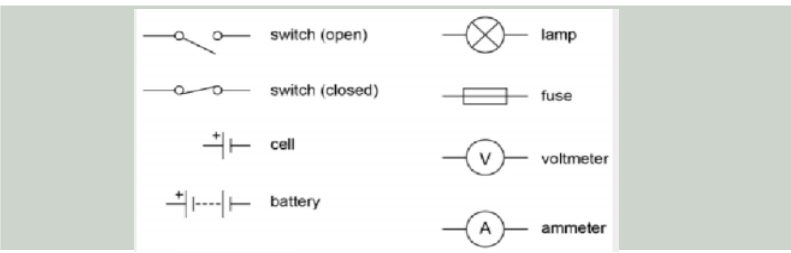
## VOCABULARY

1	Primary	First-hand information, collected by yourself.
2	Secondary	Second hand information, collected by other people.
3	Quantitative	Data measured by a number, grams in a cake.
4	Qualitative	Data which uses words to describe it e.g. taste of a cake, sugary.
5	Discrete	Data which can be counted e.g. number of pupils.
6	Continuous	Data which can be measured e.g. length of the room.
7	Raw Data	All the information in the original form.
8	Processed Data	Raw data which has been edited.
9	Primary	First-hand information, collected by yourself.
10	Trend	A pattern in data that can predict future outcomes.
11	Correlation	Three types; Negative, Positive and No-correlation. Identifies the direction the plotted data is going.
12	Outlier	A coordinate that lies outside of the average position of the other plotted data. Also known as an anomaly.
13	Column Vector	Two numbers that describe the direction and distance from one point to a new position.
14	Parallel Vectors	Vectors that have been multiplied by a scalar or inverse values are all parallel to each other.

**THE UNITS OF ELECTRICITY**

1	<b>Amps</b>	The unit that current is measured in (short for amperes), represented by the symbol A.
2	<b>Power</b>	The amount of energy transferred every second.
3	<b>Watts (W)</b>	The unit of power.

**ELECTRICAL COMPONENTS BY SYMBOL**



**ALL ABOUT THE AMPS**

1	<b>Ammeter</b>	A device that measures the current flowing in a circuit
2	<b>Current</b>	The rate of flow of charge in a circuit

**ALL ABOUT THE VOLTS**

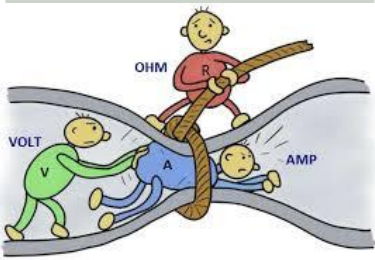
1	<b>Voltmeter</b>	A voltmeter is a device that is connected in parallel with components to measure the voltage across them.
2	<b>Voltage</b>	The voltage across a component measures the size of the 'push' that is moving current through it.
3	<b>Potential difference</b>	Potential difference is a more formal term for voltage, however they can be used interchangeably because they refer to the same electrical quantity.

**BATTERY**

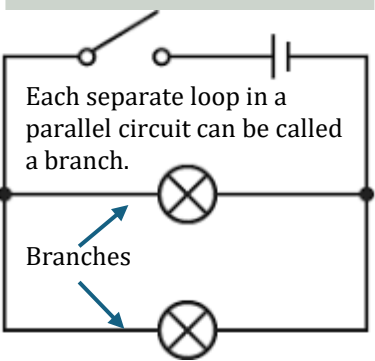
A component that uses a chemical reaction to make electric charge flow round a circuit.



**RESISTANCE**



**A PARALLEL CIRCUIT**



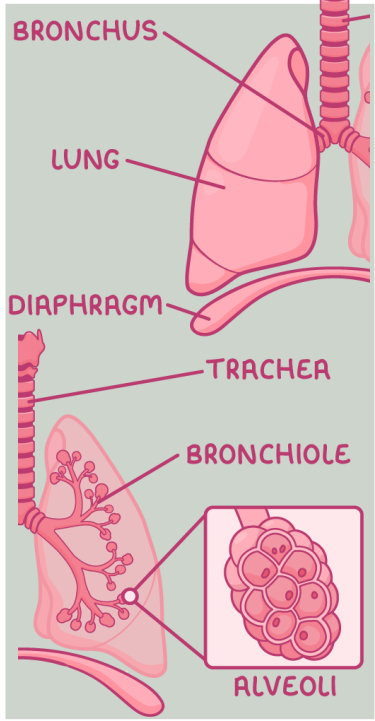
**KEY VOCABULARY**

1	Resistance	Resistance is a measure of how difficult it is for a current to flow through a component or a circuit.
2	Ohm ( $\Omega$ )	The unit of resistance is the ohm ( $\Omega$ ).
3	Ammeter	An ammeter is a device that measures the current flowing through a circuit.
4	Amp (A)	The unit of current is the amp (A), which is short for amperes.
5	Control variable	A control variable must be kept the same when other variables are being tested.
6	Atom	An atom is the smallest particle of a chemical element that exists
7	Electron	Electrons are the charges in conductors that flow to give an electric current.
8	Metal ion	A metal ion is formed when a metal atom loses one or more electrons and has a positive charge.
9	Resistance	Resistance is a measure of how hard it is for current to flow.
10	Proportional	Two variables are proportional if one changes as a multiple of the other.
11	Series circuit	A series circuit is an electric circuit with one complete loop, from one end of a battery round to the other end.
12	Complete circuit	A complete circuit is one with no gaps, so electricity is able to flow round the circuit.
13	Parallel circuit	A parallel circuit is a circuit with more than one complete loop, from one end of a battery round to the other end.
14	Circuit diagram	A circuit diagram is a simple way of showing components in an electrical circuit.

**KEYWORDS ABOUT THE LUNG**

1	Gas exchange	The process of oxygen diffusing from the lungs into the blood, and carbon dioxide diffusing from the blood to the lungs.
	Breathing	The process in which air moves in and out of the lungs.
2	Ventilation	Movement of air in and out of the lungs.
3	Lungs	A pair of organs in the respiratory system of humans, and many animals, that provide a gas exchange surface for oxygen and carbon dioxide.
4	Alveoli	Tiny air sacs in the lungs that carry out gas exchange.
5	Bronchi	Tubes that branch from the trachea into each lung.

**LUNG STRUCTURE**



**SOLVENT ABUSE**



**KEY VOCABULARY**

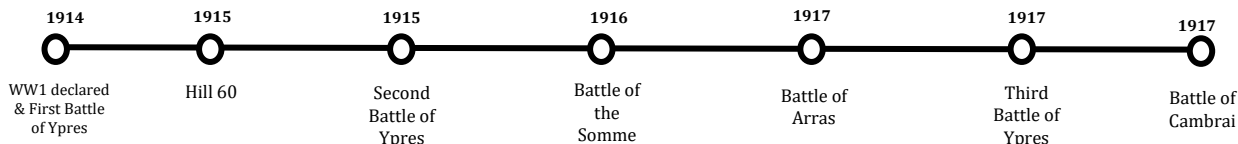
1	Infectious	Can be spread from organism to organism.
2	Disease	A persistent deviation from a person's normal appearance, body function or behaviour.
3	Pathogen	A virus, bacterium or other microorganism that causes disease.
4	Viruses	Non-living infectious agents that can replicate inside a host cell.
5	Bacteria	Unicellular microorganisms that do not have a cell nucleus.
6	Risk	Something that increases the chance of something harmful happening.
7	Non-infectious disease	A disease that cannot be passed from one organism to another.
8	Lifestyle factor	This is something a person can do that will affect their health.
9	Lifestyle disease	A type of non-infectious disease, affected by lifestyle, such as diet and exercise.
10	Asthma	A non-infectious disease that affects the gas exchange system.
11	Smoking	The action of inhaling smoke from tobacco.
12	Nicotine	Highly addictive drug found in tobacco leaves.
13	Tobacco	Dried leaves of the tobacco plant.
15	Risk factor	Something that increases the chance of ill health.
16	Vaping	The action of inhaling an aerosol containing nicotine and flavourings.

**ILLEGAL DRUGS**

1	Drug	A drug is a medicine or substances that has a physiological effect in the body.
2	Recreation	Something that is done for fun is recreational.
3	Illegal	Illegal - If something is illegal it is not allowed by the law.
4	Depressant	A depressant slows down the messages sent from the brain to the nerves.
5	Stimulant	Speeds up the messages sent from the brain to the nerves.
6	Solvent	A solvent is a chemical substance; some may be misused by people.



# | Year 9 | Term 6 | How did the First World War Propel Medical Advancement?



## HISTORY

### The Trenches

1	Front Line Trench	The trench nearest to No Man's Land.
2	Communication Trench	Ran between the other trenches.
3	Support Trench	Soldiers would retreat here if the front line trench came under attack.
4	Reserve Trench	Where reserve troops could be mobilised for a counterattack.
5	Parapet	A protective wall at the top of the trench.
6	Dug Out	A deeper area of the trench where soldiers rested.
7	Duck boards	Wooden boards put on the floor of the trenches to help soldiers move around.

### Injuries/Illnesses

1	Trench Fever	Illness caused by condition in the trenches and lice which caused flu like symptoms.
2	Trench Foot	Illness which caused by standing in waterlogged trenches.
3	Shell-Shock	PTSD-a nervous psychological condition. Its army code name was NYD.N.
4	Gas Gangrene	A bacterial infection of soft tissue.

### Medical Advancements

1	Anaesthetic	Local-numbed an area General-put you to sleep.
2	Blood Bank	An area where soldiers could receive immediate blood transfusions during battle.
3	Petit-Curies	Mobile X-Ray units used on the front line.
4	Thomas Split	A devise used to keep limbs straight after injury to reduce pain and blood loss.
5	Amputation	The loss of a limb.
6	Radiation	The energy waves used in X-Rays which enabled them to see inside the body.
7	Blood Transfusion	Injecting someone with blood from another person.
8	Aseptic Surgery	Germ free surgery.
9	Carrell-Dakin	Using a sterilised salt solution in a wound through a tube to clean it out.


### Battles

1	Artillery	Weapons of war-guns, shells etc...
2	No Man's Land	The area of land between the German and British trenches where fighting took place.
3	Salient	An area of battlefield that extends into enemy territory and is vulnerable.
4	Offensive mining	The use of tunnelling and explosive mines to take key strategic areas.
5	Creeping barrage	The launching of artillery just before the infantry as it advanced forwards.
6	Infantry	Soldiers on foot.
7	Casualty	A soldier who has lost their life.
8	BEF	British Expeditionary Force-British Army.
9	Shrapnel	Piece of bomb, shell or bullet.

### Treatment of the wounded


1	Barge	A large boat reconfigured to carry patients across water.
2	Stretcher-Bearer	Men whose job it was to recover the dead and wounded.
3	RAMC	Royal Army Medical Corp - men paid by the military to treat soldiers.
4	FANY	First Aid Nursing Yeomanry-volunteer women who administered basic care.
5	Chain of Evacuation	The process which was followed when a soldier was injured.
6	Regimental Aid Post	Very close to the front line and administered very basic first aid.
7	Dressing Station/Field Ambulance	Half a mile from the front line-could treat soldiers for up to a week.
8	Casualty Clearing Station	Further back from the front line. Here patients were triaged and divided into categories.
9	Base Hospital	Furthest away from the front line-would treat the most injured and were specialised.
10	Triage	An assessment of your illness and needs and priority of your needs.

### Key People




**Robert Jones/Hugh Thomas**

- Hugh Thomas designed a splint to stop joints from moving.
- His nephew Robert Jones was 57 when the war broke out but offered his services to the war effort.
- Jones worked with disabled soldiers in hospital.




**Harold Gillies**

- An ENT doctor from New Zealand.
- Became interested in facial reconstruction when working with wounded soldiers.
- He set up a new hospital for plastic surgery in Sidcup, Kent where 12,000 operations were carried out within a year.



**Harvey Cushing**

- An American Neurosurgeon.
- He developed new techniques for treating brain surgery on the Western Front using local anaesthetic and magnets to remove shrapnel.



**Blood Transfusion**

- Lawrence Bruce Robertson-pioneered the use of blood transfusions on the Western Front using an indirect method.
- Geoffrey Keynes-designed a portable transfusion kit.
- Oswald Hope Robertson-developed methods of storing blood for longer.

### Key Questions

What conditions in the trenches led to ill health?	What features of the trenches were designed to protect the soldiers?	What injuries and illnesses did soldiers suffer from?
Why were the casualty lists so high?	How were soldiers treated on the Western Front?	What medical advancements came out of WW1?

# | Year 9 | Term 6 | What is the Geography of Russia?

# GEOGRAPHY

## LOCATION

1	<b>Continent</b>	Eurasia (Europe & Asia).
2	<b>Hemispheres</b>	Northern and Eastern.
3	<b>Capital City</b>	Moscow
4	<b>Latitude &amp; Longitude</b>	Approx. 60°N, 90°E.
5	<b>Area</b>	17.1 million km <sup>2</sup> (largest country in the world).
6	<b>Time Zones</b>	Spans 11 time zones.
7	<b>Population</b>	Over 140 million.

## NATURAL RESOURCES/ LAND USE

1	<b>Oil and Gas</b>	Russia is one of the world's top producers and exporters.
2	<b>Coal</b>	Major reserves in Siberia.
3	<b>Timber</b>	Vast forests used for logging.
4	<b>Minerals</b>	Rich in metals like gold, nickel, and iron ore.
5	<b>Agriculture</b>	Focused in the steppe region: wheat, barley, potatoes.
6	<b>Land Use Challenges</b>	Permafrost, remoteness, poor infrastructure in rural areas.

## PHYSICAL FEATURES

1	<b>Ural Mountains</b>	Natural divide between Europe and Asia.
2	<b>Siberia</b>	Vast region with taiga forests, tundra, and permafrost.
3	<b>Volga River</b>	Longest river in Europe
4	<b>Lake Baikal</b>	Deepest and oldest freshwater lake in the world.
5	<b>Climate Zones</b>	Arctic (north), continental (central), temperate (southwest), mountain (south).
6	<b>Natural Hazards</b>	Earthquakes (east), permafrost melting, wildfires in summer.
7	<b>Tundra</b>	Cold, treeless region with permafrost, found in far north.
8	<b>Taiga (Boreal Forest)</b>	Dense coniferous forest covering much of Siberia.
9	<b>Steppe</b>	Flat, grassy plains in southern Russia, used for agriculture.
10	<b>Mountain Regions</b>	Caucasus and Altai Mountains with alpine environments.

## HUMAN FEATURES

1	<b>Urbanisation</b>	Around 75% of the population live in cities.
2	<b>Major Cities</b>	Moscow (capital), St Petersburg, Novosibirsk, Yekaterinburg.
3	<b>Population Density</b>	Low overall, very sparse in Siberia, denser in the west
4	<b>Infrastructure</b>	Trans-Siberian Railway links west to east.
5	<b>Migration Patterns</b>	Movement from rural to urban areas; depopulation in remote regions.

## ISSUES

1	<b>Arctic Access</b>	Melting ice is opening up shipping and oil routes in the Arctic Ocean.
2	<b>Environmental Damage</b>	Oil spills, deforestation, and industrial pollution.
3	<b>Climate Change Impact</b>	Thawing permafrost affects buildings, ecosystems, and global CO <sub>2</sub> release.
4	<b>International Borders</b>	Shares land borders with 14 countries.



FREIZEIT (Free time)		
1	Was machst du gern in deiner Freizeit?	What do you like doing in your free time?
2	Mein Lieblingshobby ist....	My favourite hobby is.....
3	Meine Lieblingsfreizeitaktivität ist...	My favourite free time activity is....
4	Ich interessiere mich (sehr/nicht) für...	I'm (very/not) interested in....
5	Einkaufen	Shopping
6	Fernsehen	Watching TV
7	Gaming	Gaming
8	Lesen	Reading
9	Radfahren	Bike riding
10	Sport	Sport
11	Ich besuche (Ausstellungen/Freunde).	I visit (exhibitions/friends).
12	Ich tanze/koche/singe.	I dance/cook/sing.
13	Ich mache Fotos.	I take photos.
14	Ich lese Bücher/Romane.	I read books/novels.
15	Ich male/zeichne Bilder.	I paint/ draw pictures.
16	Ich höre Musik.	I listen to music.
17	Ich sehe fern/Filme.	I watch TV/ films.
18	Ich spiele am Computer.	I play on the computer.

FRAGEN (Questions)		
1	Wann...?	When...?
2	Was...?	What...?
3	Wie...?	How...?
4	Wie viel(e)...?	How much / how many...?
5	Wie oft...?	How often...?
6	Warum...?	Why...?
7	Welche/r/s...?	Which...?

INTENSIFIERS		
1	extrem	extremely
2	ganz	quite
3	Nicht	not
4	sehr	very
6	wirklich	really
7	ziemlich	rather
9	zu	too

ADJECTIVES		
1	interessant	interesting
2	komisch	strange
3	langsam	slow
4	laut	loud
5	modern	modern
6	modisch	fashionable
7	schnell	fast/quick
8	spannend	exciting

TECHNOLOGY		
1	Welche Geräte benutzt du?	Which devices do you use?
2	Ich benutze...	I use...
3	einen Computer	a computer
4	einen Laptop	a laptop
5	eine Spielkonsole	a games console
6	ein Handy	a mobile phone
7	ein Smartphone	a smartphone
8	ein Tablet	a tablet
9	Was machst du online?	What do you do online?
10	Ich sehe mir (filme/Videos) an.	I watch (films/videos).
11	Ich sehe fern.	I watch TV.
12	Ich lade (Apps) herunter.	I download apps.
13	Ich lade (Fotos) hoch.	I upload (photos).
14	Ich nehme (Musik) auf.	I record (music).
15	Ich rufe (meine Freunde) an.	I call/phone (my friends).
16	Ich benutze soziale Medien.	I use social media.
17	Ich chatte/plaudere (mit Freunden).	I chat (with friends).
18	Ich schreibe/lese/schicke.	I read/write/send.
19	Emails	emails
20	Nachrichten	news

## KEY VOCABULARY

1	Ethics	Refers to right and wrong. From the Greek word for 'character'.
2	Absolute ethics	You always have the same moral outlook, regardless of the situation.
3	Relative ethics	Each situation is different, and you act accordingly to get the better outcome.
4	Moral	The principles of right and wrong behaviour.
5	Immoral	Something which goes against the principles of right and wrong.

## SITUATION ETHICS

1	Agape	Selfless love.
2	Conscience	The voice of God telling us right from wrong.
3	10 Commandments	Absolute moral rules given by God.
4	Fletcher	Argued that we should always try to do the most loving thing in any situation.

## KANTIAN ETHICS

1	Absolutist	Some acts are right or wrong regardless of the situation.
2	Universalisation	The idea that ethical rules should be applied to all people at all times regardless of the situation.
3	Good will	Our motive must always be good if an act is to be moral.
4	Categorical Imperative	Our main duty is not to lie under any circumstances.

## NATURAL LAW

1	Primary Precepts	5 absolute rules we should follow to make moral decisions.
2	Secondary Precepts	The ways that we can achieve the primary precepts.
3	Plato	Argued that moral laws are absolute and unchanging.
4	Aristotle	Argued that there are some laws which are unchanging no matter where or when you are.
5	Aquinas	Developed Natural Law Theory into a Christian theory.

## UTILITARIANISM

1	Hedonic Calculus	Questions you should ask to calculate which actions bring about the greatest amount of happiness
2	Utilitarianism	The ethical theory that the correct action brings about the most happiness for the greatest number of people
3	Principle of utility	The idea that the happiness of a lot of people counts for more than the happiness of one person
4	PREDICT	The questions in the Hedonic Calculus- Purity, Remoteness, Extent, Duration, Intensity, Certainty, To be followed by...


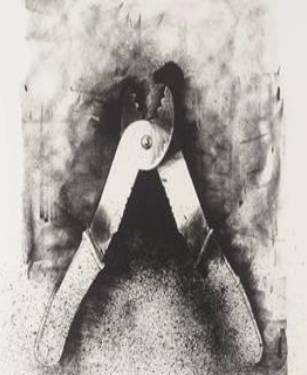

**KEY VOCABULARY**

1	Mind-map	A diagram in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it.
2	Composition	How an image is arranged.
3	Cross hatching	Mark making used to build up tone, usually done with pen.
4	Observational	Drawing from an object or an image, rather than your imagination.
5	Mark Making	The range of different marks and patterns made when drawing, usually to show texture or tone.

**KEY QUESTIONS TO ANALYSE THE WORK OF OTHERS**

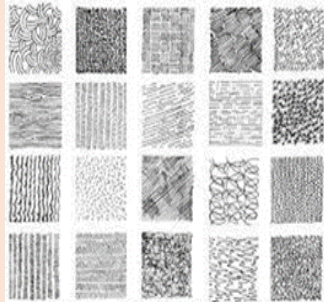
1	Who are they? (keep this bit brief and relevant).
2	What is the subject of their work (what can you see?).
3	What formal elements are in their work – colour, line, shape, space, pattern, form, tone, texture..
4	What do you feel is the meaning behind their work?
5	Why are you looking at them?
6	What materials/techniques have been used?

**KEY ARTISTS**

1	Andrea Joseph	An artist and illustrator from South Wales. Her work focuses on everyday subject matter. Her work is created with pens, colour pencil, gouache and collage. She creates posters, info graphics and maps using these techniques.	
2	Jim Dine b. 1935	American artist associated with the Pop Art movement. The Pop Artists broke traditions by using everyday common objects as the inspiration for their artworks. Jim Dine made expressive drawings, but sometimes also stuck real objects in his work.	
3	Michael Craig Martin b. 1941	Sir Michael Craig-Martin is an Irish-born contemporary conceptual artist and painter. He is well known for his bold and graphical paintings of everyday objects.	

**Drawing with biro**

When drawing with biro you can use different marks to show a gradual change tone. Try using lines, dots and dashes and see what happens when you layer then up.



**MARK MAKING IDEAS**

## KEY VOCABULARY

1	Cuisine	A style of cooking of a particular country or region.
2	Immiscible	Where two liquids do not mix, e.g. oil and water.
3	Emulsification	When two unmixable liquids are forced together, tiny droplets of one will spread throughout the second liquid.
4	Emulsifier	An ingredient added to an emulsion to make it stable. E.g. egg yolk.

## EATING PATTERNS IN THE UK

1	Breakfast	This is the first meal of the day. A cooked English breakfast of bacon, eggs, sausage, grilled tomato, mushroom is traditional, but not normally eaten every day. We tend to eat cereals, yoghurt, fruit, toast or porridge for breakfast.
2	Elevenes	A mid-morning snack. Food such as fruit, nuts, seeds, biscuits can be eaten.
3	Lunch	Most people have a light, quick lunch – such as a sandwich, soup or salad. The exception is on a Sunday, when some have a roast meal.
4	Tea	Tea is often a snack. Afternoon tea is popular in tearooms and cafes. It consists of a pot of tea with a selection of small sandwiches, pastries and cakes.
5	Dinner	A meal eaten in the evening – sometimes this is called supper or tea.

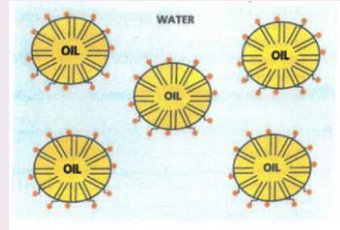
## TRADITIONAL BRITISH PRODUCE

1	Vegetables	Potatoes Leeks Parsnips Sprouts
2	Herbs	Mint Chives Sage
3	Meat	Lamb Pork Bacon Poultry
4	Dairy	Cheddar cheese Milk Double Gloucester cheese
5	Fish	Mackerel Cod Haddock Salmon

## INTERNATIONAL CUISINE & INGREDIENTS

1	Italy	Bread Olives Tomatoes Gnocchi Arborio Rice
2	India	Wheat Rice Spices; cumin, turmeric, chilli Naan Samosas Kulfi
3	Spain	Paella Frittata Tapas Churros
4	China	Fish and seafood Rice Soups and Broths

## EMULSIFICATION

1	Oil and water do not mix. They are immiscible.
2	When 2 un-mixable liquids are mixed together tiny droplets of one will spread throughout the second liquid, forming an emulsion.
3	An emulsifier can be added to make the 2 un-mixable liquids stable.
4	<p>Red dot – hydrophilic head which is attracted to water. Black tail – hydrophobic – hates the water and is attracted to the oil.</p> 

**KEY VOCABULARY**

1	Sustainable	Meeting the needs of the present without compromising the ability of future generations to meet their own needs.
2	Renewable energy	A renewable energy source means energy that is sustainable - something that can't run out, or is endless, like the sun.
3	Non renewable energy	An energy source that cannot quickly be replaced and will eventually run out.
4	Finite	Finite resources are non-renewable and will eventually run out. Metals, plastics and fossil fuels (coal, natural gas and oil) are all examples of finite resources.

**RENEWABLE AND NON-RENEWABLE ENERGY SOURCES**

1	Solar Power	Converting energy from the sun into electricity through the use of solar panels.
2	Wind Energy	The use of wind turbines that produce electricity as a result of being turned by the wind.
3	Hydro Power	The use of flowing water to produce electricity.
4	Fossil Fuels	Fuels formed over a long period of time from the remains of dead plants and animals, e.g. coal, oil and gas.

**THE 6 Rs**

1	Rethink	<ul style="list-style-type: none"> <li>• Is this product really needed?</li> <li>• Can you rethink the product so it lasts longer?</li> <li>• Can you redesign the product so it is easier to recycle?</li> </ul>
2	Reduce	<ul style="list-style-type: none"> <li>• Can you reduce the amount of materials used?</li> <li>• Can you reduce the energy needed for manufacturing?</li> <li>• Can you reduce the waste and packaging?</li> </ul>
3	Reuse	<ul style="list-style-type: none"> <li>• Can the product be reused, perhaps in a new way to extend its life?</li> <li>• Can parts be reused?</li> <li>• Is it easy to dismantle for reuse?</li> </ul>
4	Repair	<ul style="list-style-type: none"> <li>• Can the product be repaired easily?</li> <li>• Can it be repaired cheaply?</li> <li>• Can parts be replaced rather than the whole product becoming unusable?</li> </ul>
5	Recycle	<ul style="list-style-type: none"> <li>• Can you use recycled materials?</li> <li>• Can you use materials that can be recycled after use?</li> <li>• Can you design a product that is easy to recycle?</li> </ul>
6	Refuse	<ul style="list-style-type: none"> <li>• Can you refuse to design something that isn't really needed?</li> <li>• Can you refuse to use materials that aren't recyclable?</li> <li>• If your design isn't sustainable will people refuse to buy it?</li> </ul>

### Visual Identity



A visual identity is a sketch of all the elements made to create a media product. These elements could include text, image, age limit, cost, logo etc..



### Creating Graphics Key Words

Visual Identity	All the elements made to create the look of a media product. These elements could include text, image, age limit, cost, logo etc..
Asset Table	A table of images used to track down who owns the image, the cost and whether the image is free to use.
Vector Graphic	Vector graphics are a form of computer graphics in which visual images are created directly from geometric shapes.
Bitmap Image	A bitmap (also called "raster") graphic is created from rows of different coloured pixels that together form an image.
House Style	Sets out the font style and size, the colours to be used and the placement of the logo.
Pixels	A pixel is one of the small dots or squares that make up an image on a computer screen.
Demographic	Demographics are statistics that describe populations and their characteristics. Demographic analysis is the study of a population-based on factors such as age, race, and sex.
Audience	The people who may watch, view, listen, evaluate your product.
Royalty Free	Royalty-free (RF) material subject to copyright or other intellectual property rights may be used without the need to pay royalties or license fees for each.
Creative Commons Licence	This license enables users to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator.

### Logo



A good logo needs to be simple so people understand what the logo is about. It needs to be easy to remember and timeless so it does not go out of date.

It needs to suit the product and meet the needs of the audience.

KEY PERFORMANCE SKILLS		
1	Vocal Expression	Using voice (tone, pitch, pace, and accent) to convey character and emotion.
2	Physicality and Movement	Using body language, gestures, and posture to show character and age.
3	Characterisation	Creating a believable character through voice, movement, and personality.
4	Emotional Range	Expressing different emotions convincingly to engage the audience.
5	Interaction and Staging	Using space, positioning, and relationships to enhance storytelling.
6	Awareness of Genre and Style	Understanding the play's musical and social realism elements.

### KEY DESIGN SKILLS

1	Set Design	Creating locations that reflect class and setting.
2	Costume Design	Dressing characters to show personality, class, and time period.
3	Lighting Design	Using light to create mood, focus, and atmosphere.
4	Sound Design	Adding music and effects to enhance emotion and realism.
5	Props and Set Dressing	Placing objects to support character and setting.
6	Makeup and Hair Design	Styling to show age, class, and character traits.

### STRANDS OF DRAMA LESSONS

1	<b>Performing:</b> Presenting your drama to an audience.
2	<b>Devising:</b> Creating your own performance.
3	<b>Appreciation:</b> Understanding and commenting on your own performance and the performances of others.
4	<b>Designing:</b> Lighting, Sound, Costume and Set design that help create a vision.

### REHEARSAL STRATEGIES

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

### KEY CHARACTERS

1	Eddie Lyons	The upper-class twin raised by Mrs. Lyons. Kind, polite, and academic but naive about class struggles.
2	Mickey Johnstone	The working-class twin who faces hardship, unemployment, and depression. Starts as playful and carefree but becomes troubled.
3	Mrs Johnstone	A struggling working-class mother who gives one of her twin sons away due to financial hardship. Warm but superstitious.
4	Mrs Lyons	A wealthy but lonely woman who manipulates Mrs. Johnstone into giving up one twin, later becoming paranoid and controlling.
5	Linda	Mickey and Eddie's childhood friend, who later becomes Mickey's wife. Caring and loyal but caught in a tragic love triangle.
6	Narrator	A mysterious figure who warns of fate and class conflict, reinforcing the play's themes of destiny and tragedy.
7	Sammy Johnstone	Mickey's rebellious older brother, a troublemaker who turns to crime and influences Mickey.

### KEY THEMES

1	Social Class	The play highlights the stark differences between the working-class Johnstone and the middle-class Lyons, showing how social class impacts opportunities and life outcomes.
2	Fate	The idea that Mickey and Eddie's tragic end is inevitable, reinforced by superstition and the Narrator's warnings.
3	Nature/Nurture	The play explores whether personality and success are shaped more by upbringing (nurture) or inherent traits (nature), as seen in the contrasting lives of the twins.

# | Year 9 | Term 6 | How can I create a piece of choreography based on a stimulus and brief? DANCE

## MOVEMENT COMPONENTS

1	Actions	What a dancer does: Rotation, elevation, gesture, balances, floorwork, travelling.
2	Space	The 'where' of the movement: Pathways, levels, directions, formations, size.
3	Dynamics	The quality of movement based upon speed, weight and flow: Fast, slow, heavy, light, smooth, abrupt, sharp.
4	Relationships	The way the dancers interact: Mirroring, canon, unison, contact work, accumulation.

## CHOREOGRAPHIC DEVICES

1	Motif	A movement phrase encapsulating an idea that is repeated and developed throughout the dance.
2	Motif development	Ways in which a movement phrase can be varied.
3	Repetition	Performing the same action or phrase again.
4	Contrast	Movements or shapes that have nothing in common.
5	Highlights	Important moments of a dance.
6	Climax	The most significant moment of the dance.
7	Manipulation of number	How the number of dancers in a group is used.

## CHOREOGRAPHIC PROCESS

1	Researching	Discovering the context and meaning of a stimulus.
2	Improvising	Exploring or generating movements without planning.
3	Generating	Devising movement ideas for your piece following on from the initial improvisations.
4	Selecting	Choosing the most effective movements for your choreography.
5	Developing	Taking your initial movement ideas and exploring them further e.g. motif development.
6	Structuring	Putting your movement ideas into the best order to communicate your ideas effectively and have impact on the audience.
7	Refining	Making improvements to your original choreographic ideas.
8	Generating	Continuing to come up with more movement ideas for your piece.

**Set Task Information**

A museum is hosting a programme of performing arts events as part of its plans to attract a more diverse visitor base. The performing arts events aim to support participation in arts and cultural activities. All events will be free to attend and open to everyone.

The programme of performing arts events will include work from all performing arts disciplines. The museum is committed to being an inclusive place to visit and aims to attract visitors from all cultures and backgrounds.

You have been commissioned by the museum to take part in the programme of performing arts events. The museum has set the stimulus for the performance as:

**'Treasured Memories'**

In response to this stimulus, you must work as part of a group of between three and seven performers and a maximum of four designers\* if applicable.

You have to create a workshop performance (7 to 15 minutes) that communicates ideas and creative intentions to a specific target audience that is suitable for the museum's programme of performing arts events. The aim of the workshop performance is to attract more visitors as part of the museum's commitment to equality, diversity and inclusion.

## AURAL SETTING

1	Song	Accompaniment with lyrics.
2	Instrumental	Accompaniment without lyrics.
3	Orchestral	Played by instruments from an orchestra.
4	Spoken word	Use of text and voice.
5	Silence	No sound at all.
6	Natural sound	Sounds produced by natural sources in their normal soundscape e.g. sound of the wind.
7	Found sound	Sounds from the world around us e.g. a mobile phone ringing.
8	Body percussion	Sounds made by the body e.g. claps and stamps.

## PERFORMANCE SKILLS

1	Facial Expressions	Emotions shown through the face.
2	Focus	Where and how a dancer directs their eyes and attention.
3	Projection	Confidently extending energy outward to the audience.
4	Musicality	The dancer's interpretation and embodiment of musical elements in movement.
5	Timing	Coordinating movement precisely with the rhythm.
6	Phrasing	Structuring movement with rhythm and expression.

**PERFORMANCE SKILLS**

1	Accuracy	Playing the correct notes and rhythms as written in the score.
2	Fluency	Performing smoothly without hesitations, gaps or mistakes.
3	Expression	Showing dynamics, phrasing and articulation to bring the music to life.
4	Technical Control	Ability to play with good tone, tuning, intonation, balance and control of the instrument.
5	Stage Presence	Confidence, appropriate performance manner, and communication with audience.
6	Ensemble Skills	Listening and blending with other performers in group pieces.

**KEY CONSIDERATIONS**

1	Instrumental technique	Posture, hand position, breath control, use of pedals, bowing, etc.
2	Tempo accuracy	Keeping the correct speed as marked on the score.
3	Dynamic range	Use of soft and loud passages to create contrast and expression.
4	Articulation	How notes are played: staccato (short), legato (smooth), accents, etc.
5	Interpretation	Personal touches added to enhance musicality while staying faithfully to the style.
6	Timing	Being in time with the backing track or other players in your ensemble.

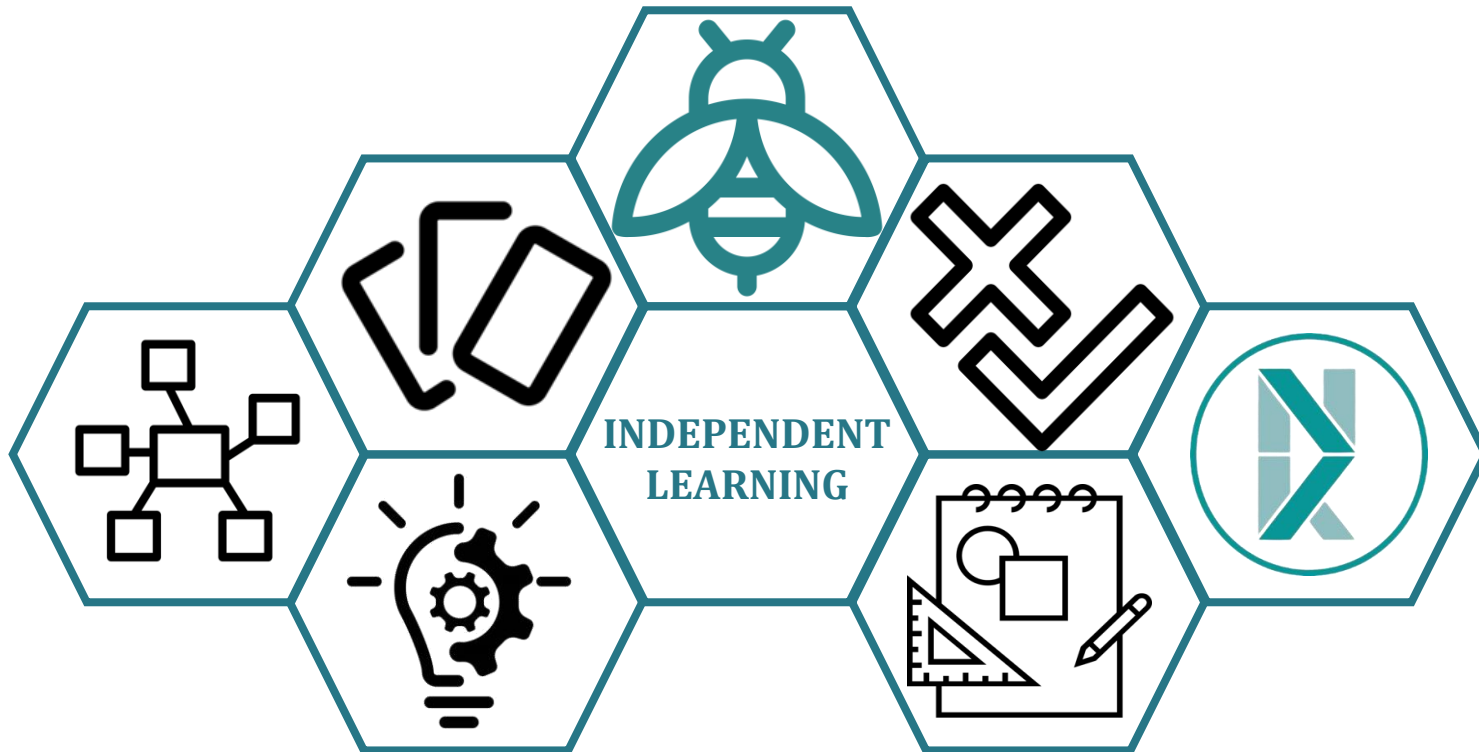
**CONTEXTUAL INFORMATION**

1	Score	The sheet music or notation used for assessment.
2	Technical requirements	Skills specific to the chosen piece (e.g. complex rhythms, challenging techniques).
3	Expressive intent	How the performer communicates mood, style, and emotions through their playing.

**TYPES OF PERFORMANCE**

1	Solo Performance	Performing on your own (with or without a backing track)
2	Ensemble Performance	Performing as part of a group, listening and responding to others.

# FULLY UTILISE YOUR KNOWLEDGE ORGANISERS



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



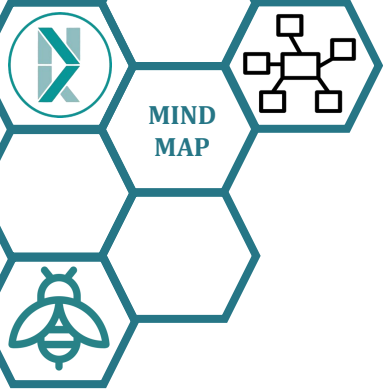
## HOW DO I MAKE USEFUL SKETCH NOTES?

- 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!*

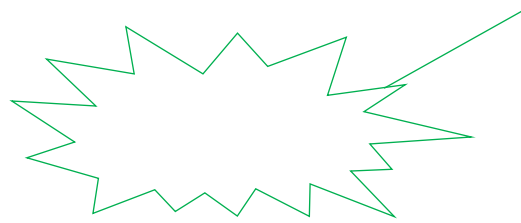




## MIND MAP

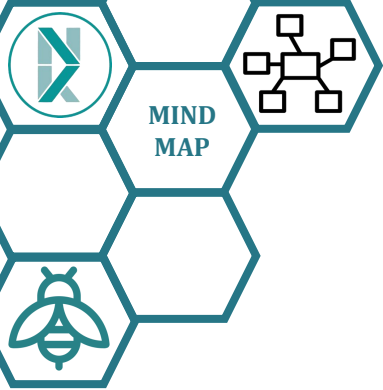
### HOW DO I CREATE AN EFFECTIVE MIND MAP?

- 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!



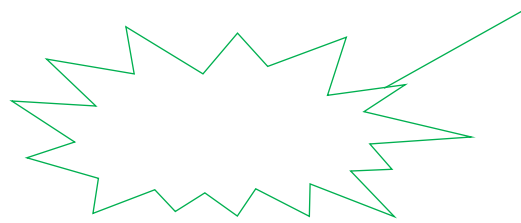
*The aim of a mind-map is to fit as much as possible all on one page! Therefore, avoid writing in full sentences and focus on using the branches to organise your notes.*





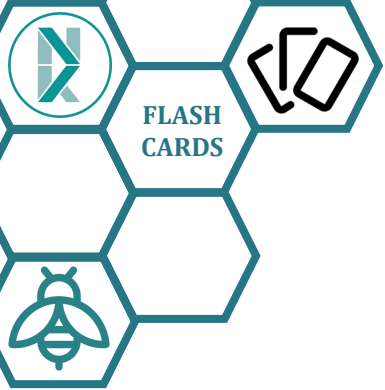
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FRONT (key term or question)

BACK (answer)

FRONT (key term or question)	BACK (answer)

### HOW DO I MAKE FLASH CARDS?

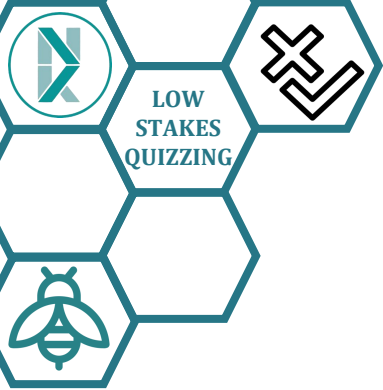
- 1) Think about what you want the focus of each card to be – it could be a key question, piece of vocabulary, exam question, factor, etc.
- 2) Record this on the 'front' card (left-hand column) – adding an image, diagram, some colour, etc, to make it memorable, is helpful. You can also number your cards.
- 3) Think about what information links to this – it could be written notes, an answer to a question, a definition, potential ideas, etc.
- 4) Record this on the 'back card' – try to break it down into bullet-points, use icons and imagery, colour, diagrams, once again to make it memorable.
- 5) Cut your cards out, fold the middle and glue them together – you can now use them to test yourself... or even better, get somebody else to test you.



Why not RAG-rate your cards?  
(Red = you really don't know,  
Amber = you sort of know, Green = you completely know and understand).  
Then, every time you re-test yourself, you can re-RAG-rate your cards. You could do this along the bottom of each card.







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

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





Why not RAG-rate your cards?  
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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.