



# Knowledge Organisers

Spring 2020





This term's curriculum content has been shared by Subject Leaders as 'Knowledge Organisers'. These are similar to 'factsheets' and broadly detail the key vocabulary, information and topics that will be covered this term. A knowledge organiser is not broken down into levels or different teaching styles but be assured that teaching will be tailored to match the individual needs of the pupils, with multisensory approaches and adaptations where required.

Knowledge Organisers can be used by pupils and families to 'see the bigger picture' of a topic or curriculum area. Research shows that our brains remember things more efficiently when we know the 'bigger picture' and can see the way that nuggets of knowledge within that subject area link, forming schemata. Making links, essentially, helps information move into our long-term memory. And, as Ofsted's Sean Harford recently remarked, knowledge becomes 'sticky' - the more you know, the more you learn—which helps children gain deeper understanding over time.

We hope that you find these useful and feel able to support your son/daughter with their learning this term. We welcome your feedback and are looking forward to the term ahead!

# Subject: Geography



## Subject Knowledge Organiser

### Topic title: Countries and Cities

#### Key vocabulary/glossary

Landscape	All visible features of an area of land.
Rural	Natural or farmed areas.
Urban	City or towns, built up places.
Continent	A group of countries that are near or attached to each other.
Capital city	The most important city in a country historically and financially.
Physical features	The natural shapes of the land e.g. a hill, a river, a lake, etc.
Human features	Things that people have built, e.g. a city, an airport, the docks, etc.

#### Information:

Europe from day and night satellite images.



North America, South America.

#### Information:

#### Physical features.



Mountain glaciers



River delta.



Volcano



Desert

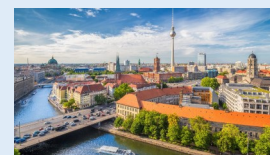


Coast

#### Human features



Tulip fields, windmills



Berlin city



Motorway network



Vineyards

Information: Locate the world's countries, using maps to focus on Europe and North and South America. Learn about their environmental regions, key physical and human characteristics.

Locate the countries of the UK, name their capital cities, main geographical regions and identifying their human and physical characteristics. Include key topographical features such as hills, mountains, coasts and rivers and land-use patterns. Understand how some of these aspects have changed over time.





Subject: Careers

KS3 Topic title: Relationships—family, school and local community/British Values

KS4 & 5 Topic title: Volunteering/British Values

# Careers Knowledge Organiser

## Key vocabulary

family	care
school	Individual
Respect	Group
love	community

## 5 reasons to volunteer



1. Gain new skills
2. Meet new people
3. Make a difference
4. Give back to the community
5. Feel valued and be part of a team

...and have fun!

## LOVE MAKES a FAMILY

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## British Values

### Individual Liberty

- Freedom of speech for all
- The right to make our own choices

### The Rule of Law

- Understanding rules and why they are important
- Following rules to develop order

### Mutual Respect

- Treating others as you want to be treated
- Respect for each other
- Working together



### Tolerance

- Learning about different faiths and cultures
- Listen to other viewpoints
- Learning about diversity

### Democracy

- Making decisions together
- The right to an opinion/voice



## Building relationships—key essentials

- Accept and celebrate differences
- Listen to what others have to say
- Develop your communication skills
- Learn to give and take constructive feedback
- Develop an understanding and consideration of others' needs
- Treat others how you would like to be treated

## Work Experience skills:

Communication

Personal presentation

Initiative

Following instructions

Positive work ethic





Subject:  
**Citizenship**

KS3 & P16 Topic title:  
**Government & Democracy**



**Citizenship  
Knowledge  
Organiser**



KS4 Topic title:  
**Finance**



UNITED NATIONS



**Key vocabulary/glossary**

<b>Voting</b>	<i>The registering of a vote</i>
<b>Election</b>	<i>An organised choice by vote</i>
<b>Campaign</b>	<i>The promotion of a political party</i>
<b>Promise</b>	<i>An agreement that should not be broken</i>
<b>Trade</b>	<i>An exchange of good or services</i>
<b>Policy</b>	<i>A written statement of intent</i>
<b>truth</b>	<i>Facts/true statements</i>



**Key vocabulary/glossary:**

<b>Budget</b>	<i>An estimate of money in and out for a set time</i>
<b>Investment</b>	<i>Buying into a company and waiting for a return</i>
<b>Profit</b>	<i>A financial gain</i>
<b>Loss</b>	<i>A financial decrease</i>
<b>Business</b>	<i>A company set up to make money/provide a service</i>
<b>Shares</b>	<i>Units of ownership in a company</i>
<b>Ideas</b>	<i>Thoughts that could make money</i>
<b>Worth</b>	<i>The value of a company or asset</i>
<b>Interest</b>	<i>A percentage added on/ a financial stake</i>
<b>Banking</b>	<i>Services offered by a bank</i>

**COMMONWEALTH COUNTRIES**



**Information:**

Brexit: Britain's Exit from the European Union, scheduled for 31st January 2020.



Subject  
Media Studies

Topic title:  
Radio/TV/Film

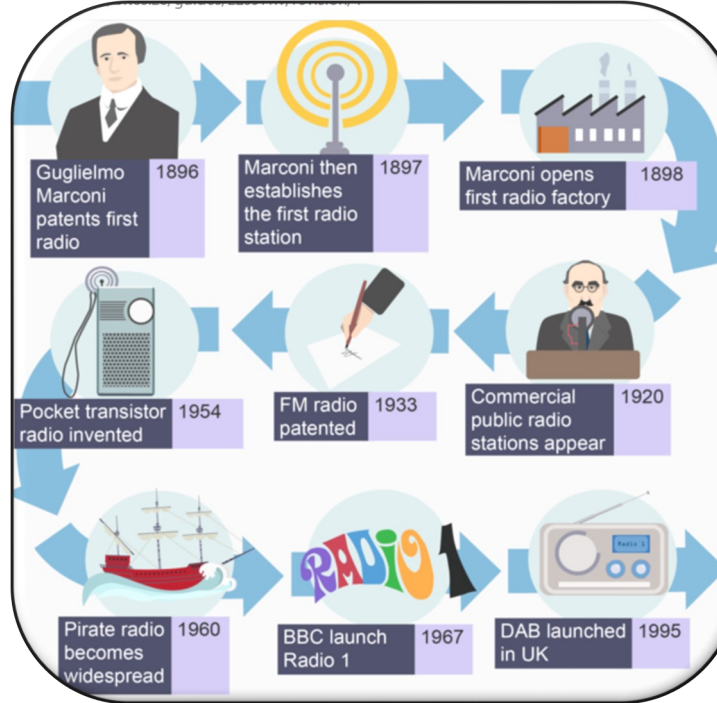


# Media Studies Knowledge Organiser



## Key vocabulary/glossary

<b>Broadcasting Code</b>	Ofcom's Broadcasting Code sets standards for television and radio shows which broadcasters have to follow
<b>jingle</b>	A catchy phrase used to promote a brand/company
<b>soundtrack</b>	A set of songs/musical pieces from a film or TV show
<b>pirate radio stations</b>	Stations which are unlicensed and are therefore transmitting illegally
<b>Target audience</b>	The specific audience a type of media is aimed at
<b>Broadcast</b>	Information shared across different media to others
<b>Podcast</b>	A digital audio file that can be downloaded
<b>Film</b>	A story or event recorded on camera
<b>TV</b>	Television- a device that receives electronic signals viewed as shows and films
<b>production</b>	The making of something such as a show
<b>series</b>	More than one, linked to the previous
<b>Actor</b>	Person who acts
<b>Director</b>	Person who is in charge of a production



## Information:



*To make a  
catchy jingle,  
use repetitive  
and rhyming  
words that are  
easy to recall  
and recite.*





Subject: Keystage 3 PE

Topic title: African Dance

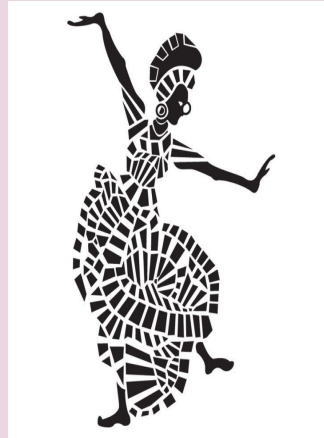


# Subject Knowledge Organiser

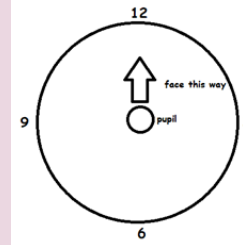
## Key vocabulary/glossary

Flexible	Warm up and cool down
Independent	Body parts
Gravity	Isolation
Rhythm	Clock
Percussion	Mobilise joints
African drums	Plie (bent knees)

## Information:



## Dancing on the clock face



## Information:

### Basic Features of African Dance

- A **Flexible** spine
- Movement **into** the floor
- A **Low centre of gravity**, with many movements performed in **plie** (bent knees), with flat, bare feet (this has serious implications for the warm up & cool down as African dance puts a lot of strain on the thigh muscles and back)
- **Isolation** of specific **body parts**, arms, legs, ribs, hips
- Complicated use of **rhythm**, lower body & upper body often working at different speeds and independent rhythmic patterns

Use of body percussion (stamps, claps etc.)



## Information:

Different types of African dance:

**The Funky Chicken** (fast rib isolations forwards & backwards, hands on waist, knees bent) can be performed statically or moving slowly forward

**The Beyonce Boogie** (Rib isolations with arms bent & palms facing forward, emphasis on spinal flexibility) can be static or moving into/out of a crouched position

**Jumps/Shuffles** forward/backwards in deep plie (could be accompanied by claps, emphasis on keeping the head in the same plane and avoiding bouncing up & down by maintaining a plie position)

**Ice cream scoops**- start with feet apart facing the front, left leg crosses in front of right, weight shifts onto front foot, back to right and then left foot moves back to starting position **and you clap**.

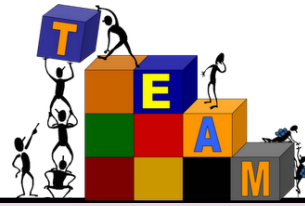
- the counts are, 1 stamp front foot, 2 stamp back foot, 3 stamp to the side, 4 clap & repeat to other side

- same arm as leg makes a scooping motion in front of body following same counts

**Furious Feet**- in deep plie, with flat feet, **maintain position & keep head steady**, move feet very quickly to shuffle to change direction



Subject: Keystage 4 PE  
 Topic title: Team building



# Subject Knowledge Organiser

## Key vocabulary/glossary

Teamwork	Communication
Problem	Signing
Success	Safe
Solving	Working
Leadership	Birthday
Months of the year	Instructions

Information:

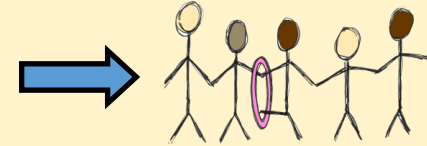
### 'Birthday/shoe size line up' -

pupils organise themselves in order according to shoe size/birthday. Not allowed to talk, but can use signing / signals.



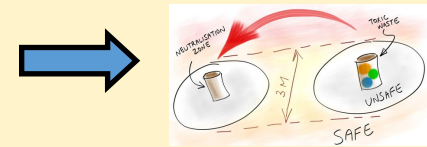
Information:

'The hoop' - all pupils to get in a circle holding hands and get through hoop in quickest possible time. Pupils must pass hoop completely over body.

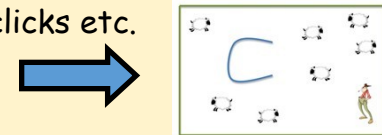


'The toxic zone' - retrieve a basket from within the toxic zone using only resources given i.e. rope

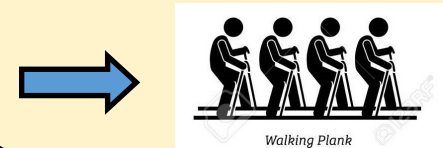
Transport to a safe place without spilling



**Eye shade** - sheep and shepherd - communicate visual impaired peers into area using different communication methods i.e. whistles, clicks etc.

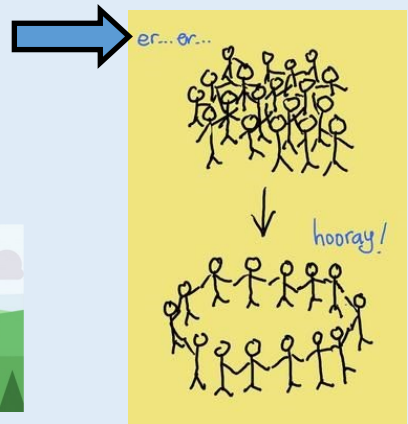


**Walking the plank**- Pupil have to work together to walk on the land skis to get to the other side the quickest—but beware if you don't work as a team then you wont solve the problem



Information:

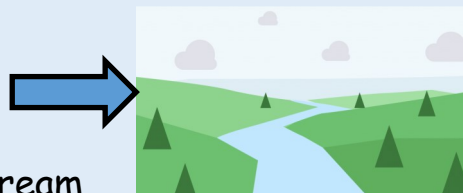
**Human knot** - all hold hand two different hands in a circle and try to untangle yourselves



**'Bridge the stream'** - pupils to cross stream

(two ropes apart)  
 allowed three stepping stones (magic spots).

All pupils must get across stream



Subject: Keystage 5 PE

Topic title: Dance from different genres



# Subject Knowledge Organiser

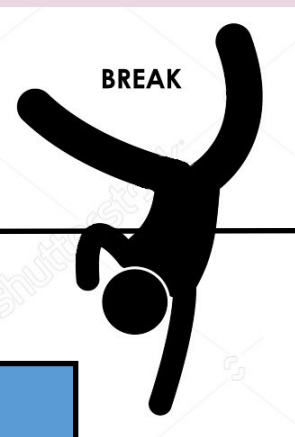
## Key vocabulary/glossary

Flexible	Warm up and cool down
Independent	Body parts
Gravity	Isolation
Rhythm	Clock
Percussion	Mobilise joints
African drums	Plie (bent knees)
Footwork	Groove

Information:

Street dance

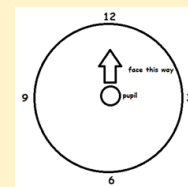
African Dance



Information:

## Basic Features of African Dance

- A Flexible spine
  - Movement into the floor
  - A Low centre of gravity, with many movements performed in **plie** (bent knees), with flat, bare feet (this has serious implications for the warm up & cool down as African dance puts a lot of strain on the thigh muscles and back)
  - Isolation of specific body parts, arms, legs, ribs, hips
  - Complicated use of **rhythm**, lower body & upper body often working at different speeds and independent rhythmic patterns
- Use of body percussion (stamps, claps etc.)



Information: Street Dance

Percussive Slap	Isolation	Footwork	Groove	Jab	Snake	Stomp
<ul style="list-style-type: none"> <li>• Using parts of your body to make a noise.</li> <li>• For example clapping.</li> </ul>	<ul style="list-style-type: none"> <li>• One body part moving at a time. The rest of your body is still.</li> <li>• For example raising one shoulder.</li> </ul>	<ul style="list-style-type: none"> <li>• Using your feet in an interesting way to be a part of a movement or a movement by themselves.</li> <li>• For example step-forward-change.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally your legs are wide (in 2nd position) and bent, you start by moving the head from side to side (but still facing the front) this then gets bigger and moves down into the upper torso.</li> </ul>	<ul style="list-style-type: none"> <li>• Similar to an isolation. Moving a body part sharply.</li> <li>• For example moving your elbow sharply across your body.</li> <li>• Making a fist and punching into the air.</li> </ul>	<ul style="list-style-type: none"> <li>• Using your body to make a 'snake' like movement.</li> <li>• For example a snake movement with your hand going across your body.</li> </ul>	<ul style="list-style-type: none"> <li>• Using your foot/feet to make a powerful movement 'into' the floor.</li> <li>• For example a jump that lands on two feet.</li> </ul>

**Measure App**

Use the + button to mark points to create lines.

Tap on a measurement to see inches & cm.

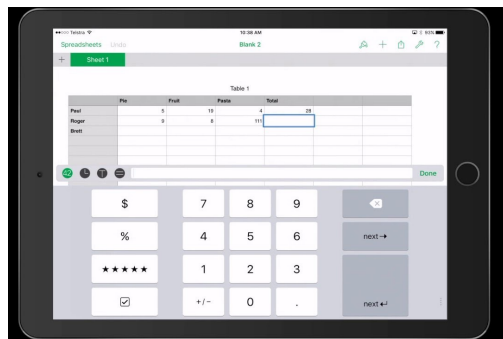


After creating a rectangle, move the iPad down a bit and the area will be shown.



**Calculator and Number App**

Number App can carry out basic and more complex calculations. It can create a range of graphs.



**Notes App**



This app will let you record text notes.

Can hold finger down on text to:

Select, copy, bold, italic, paste, indent, add tables., freehand.

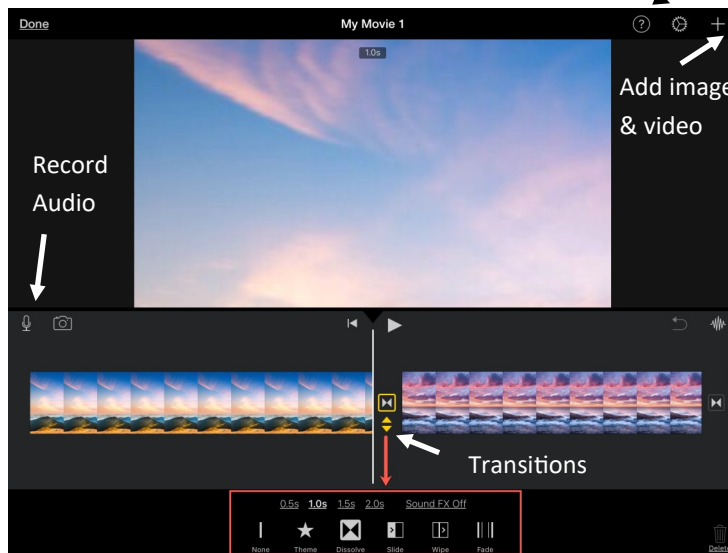
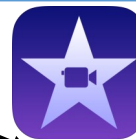
You can dictate (speak to the iPad mic) and it will convert what you say to text.

You can email a copy of the text.



**iMovies and iClip Apps**

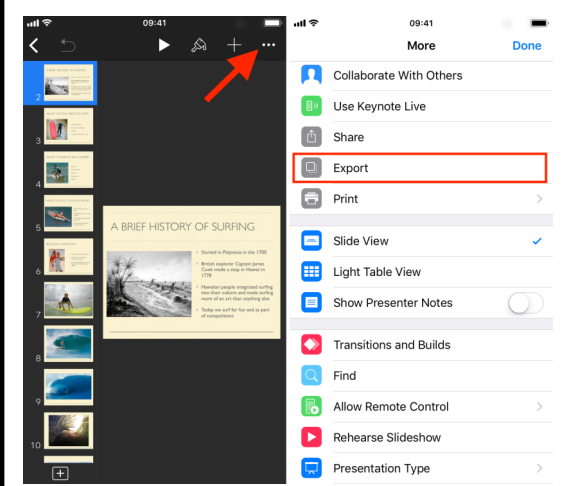
Add filters and themes



**Keynotes App—similar to Powerpoint**






Choose a Theme  
Add a Slide and select a style for it (using the + sign at the bottom left).  
Add text/images. (use the + at top right).  
Add animation effects by tapping an image.  
Use the three dot menu (below) to add transitions, print, export, add a soundtrack





**Charts**


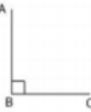


Finding information out from charts

Favorite Pets		
Pet	Tally Marks	Number
		10
		4
		6

Which is the least popular pet?

How many more people had cats than had hamsters?

**Angles**

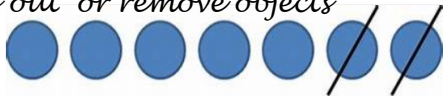
Key Word/Fact	Definition / Rule	Example
Acute angle	An angle less than 90°.	
Right angle	An angle of 90°.	
Obtuse angle	An angle between 90° and 180°.	
Reflex angle	An angle larger than 180°.	

**Subtraction**

**Key Words:** Subtract, Take away, Less than,

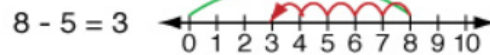
**Methods of subtraction:**

Cross out or remove objects



7 - 2 = 5

Count back on a number line



8 - 5 = 3

**Column Subtraction**  
(no exchange)

Check you answer	<b>H</b>	<b>T</b>	<b>O</b>	Start here
	7	6	3	
	-	3	4	
Subtract the hundreds	4	2	2	Subtract the ones

Subtract the tens

Column Subtraction—  
always start with the  
ones (units) first!

Using the Exchange (Borrowing) method

6	7	12
5	6	
<hr/>		
1	6	
<hr/>		

**Weight**—how heavy an object is.

To find out the weight of an object we can use different weighing scales.



Units to measure weight:

Grams (g)

1000grams = 1kilogram (kg)

Maths Knowledge Organiser

Meadowside School  
The place to shine!

# Maths Knowledge Organiser

KS4 & 5—Spring Term 1



## Maths Knowledge Organiser

### Shape Properties

Cube		
Cuboid		
Triangular Prism		
Cylinder		
Square-based pyramid		

### Types of quadrilateral



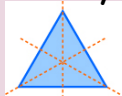
parallelogram trapezium  
rhombus

### AREA

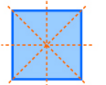
is the amount of space inside a 2D shape usually measured in  $\text{cm}^2$  or  $\text{m}^2$ . For a rectangle it is Length  $\times$  Width.

**Area of a triangle**  
= (base  $\times$  height)  $\div$  2

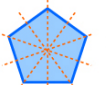
### Symmetry



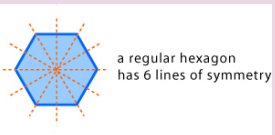
an equilateral triangle has 3 lines of symmetry



a square has 4 lines of symmetry



a regular pentagon has 5 lines of symmetry



a regular hexagon has 6 lines of symmetry



a regular octagon has 8 lines of symmetry

### 2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides

regular = all sides/angles the same

irregular = sides/angles **not** the same

### Types of triangle

scalene equilateral  
isosceles

### Types of quadrilateral



### Multiplication

#### Column Multiplication

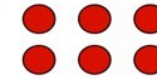
$$\begin{array}{r} 24 \\ \times 4 \\ \hline 96 \\ 1 \end{array}$$

### Multiply using arrays for grouping

Arrays help you to see what a multiplication question is asking. For example...

$$2 \times 3 = 6$$

...could be drawn as an array...



2 rows of 3  
columns makes  
6 in total.

**Grid Method**—by partitioning the numbers to multiply them, then totalling the results. Can be used with smaller and larger numbers.

<b>Step 1</b> – Partition the 2-digit number into tens and units then write the numbers onto the grid as shown	$14 \times 3 = (10 + 4) \times 3$
<b>Step 2</b> – Find the product of the tens ( $10 \times 3$ ) then the units ( $4 \times 3$ )	$\begin{array}{r} \times 10 \quad 4 \\ 3 \quad   \quad   \\ \hline \end{array}$
<b>Step 3</b> – Find the total	$\begin{array}{r} \times 10 \quad 4 \\ 3 \quad   \quad 30 \quad 12 \\ \hline \end{array}$
	$\begin{array}{r} 30 \\ +12 \\ \hline 52 \end{array}$
	so $14 \times 3 = 52$

**815  $\times$  34** We partition 815 into 800 and 10 and 5 and put it in a table. We partition 34 into 30 and 4 and put it in the table.

x	800	10	5
30	24000	300	150
4	3200	40	20

Multiply the numbers in the grid one by one, then add all the numbers to make 27,710.

### Long Multiplication

- useful for larger numbers

$$\begin{array}{r} 391 \\ \times 39 \\ \hline 3519 \\ 27030 \\ \hline 15249 \end{array}$$

First we multiply each of the digits 391 by 9.

$9 \times 1 = 9$   
 $9 \times 9 = 81$  (put the 1 down; carry the 8)  
 $9 \times 3 = 27$   
 $27 + (\text{carried}) 8 = 35$

Now we multiply each of the digits 391 by 3. Because it is actually 30, not 3, we put a zero down first.

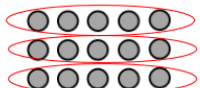
$3 \times 1 = 3$   
 $3 \times 9 = 27$  (put the 7 down and carry the 2)  
 $3 \times 3 = 9$  (plus the 2 which makes 11)

Last of all, we add the results of our calculations to get the answer.

$$3519 + 11730 = 15249$$

### Division

#### Division using arrays



$$15 \div 3 = 5$$

Total number      Number of groups      Number in each group

### Division and Multiplication are Inverse Operations

$$\begin{array}{l} 2 \times 3 = 6 \\ 6 \div 2 = 3 \end{array}$$

#### Short Division (Bus stop method)

$$56 \div 4 = \begin{array}{r} 14 \\ 4 \overline{) 56} \end{array} \quad \rightarrow \quad 573 \div 4 = 13 \begin{array}{r} 143 \text{ r}1 \\ 4 \overline{) 573} \end{array}$$

How many 4's in 5? 1 r1  
How many 4's in 16? 4

How many 4's in 5? 1 r1  
How many 4's in 17? 4 r1  
How many 4's in 13? 3 r1

Subject:  
**Music**

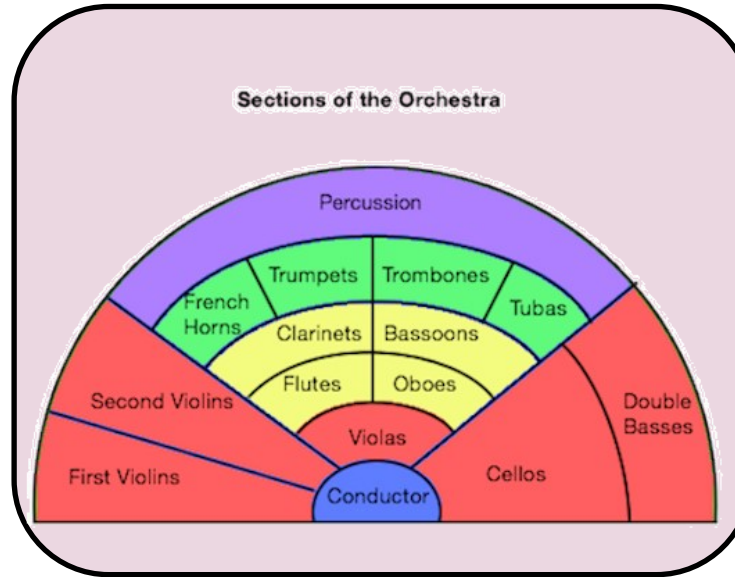
Topic title: **The Orchestra-  
Our Global Vision**



**Music  
Knowledge  
Organiser**

Key vocabulary/glossary

Brass family	Trumpet, French Horn, Trombone, Tuba
Woodwind family	Piccolo, Flute, Clarinet, Oboe
String family	Violin, Viola, Cello, Double Bass
Percussion family	Triangle, glockenspiel, xylophone, drum, cymbal, tambourine
Conductor	Leads the orchestra with a baton
Composer	Creates the music for others to play

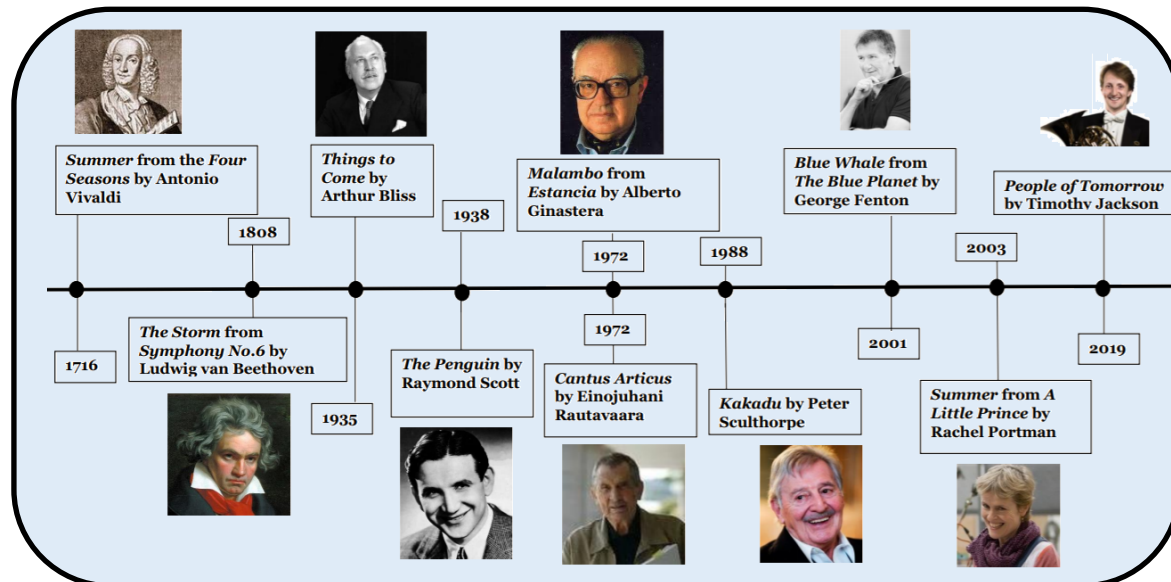


**Strings** - String instruments use vibrating strings to make their sound. The violin is an example of a string instrument.

**Woodwinds** - Woodwind instruments are made of a long hollow tube of wood or metal. The sound is made by blowing air through a very thin piece of shaved wood called a reed, or across a small mouthpiece. The clarinet is an example of a woodwind instrument.







**Brass** - Brass instruments are wind instruments made of metal with a cup shaped mouthpiece. The tuba is an example of a brass instrument.

**Percussion** - Percussion instruments are played by being struck or shaken. A snare drum is an example of a percussion instrument.





World Religions: six main religions (spellings can vary)

Name of Religion	Christianity	Islam	Hinduism	Buddhism	Sikhism	Judaism
Holy Book	Bible	Quran	Vedas	Tripitaka	Guru Granth Sahib	Torah
Place of worship	Church	Mosque	Mandir / Temple	Temple	Gurdwara	Synagogue
Symbol	Cross/ fish 	Star and Crescent 	Om/Aum 	Wheel of Dharma 	Khanda 	Star of David 
Important Person / Founder	Jesus	Mohammed	None	Buddha	Guru Nanak	Abraham
God/s	God	Allah (God)	Brahma, Vishnu and Shiva	None	The Ten Gurus God Waheguru	God
Main Festivals	Christmas Easter	Eid-ul-Fitr Eid-ul-Adha Ramadan	Holi Diwali	Dalia Lama Wesak Dharma Day	Diwali	Hanukkah Passover Shabbat

**Religious lifestyle-** A person who follows the requirements for their religion (can vary between different religions)

**Theist=** A person that believes in God

**Agnostic=** A person that is not sure about the existence of God

**Polytheist=** A person that believes in many Gods

**Atheist=** A person that doesn't believe in God

**Monotheist=** A person that believes in one God

**Good, evil and suffering.** = Every religion has its own way of explaining human suffering and the concept of evil.

**The 10 Commandments** = Found in the Old Testament of the Christian Bible and in the Jewish scriptures.

These are laws that tell the Jewish people how they should live. Many countries base their laws on these rules too.





# Subject Knowledge Organiser

## Religious Education

# KS3 Topic title: Christianity



### Key vocabulary/glossary

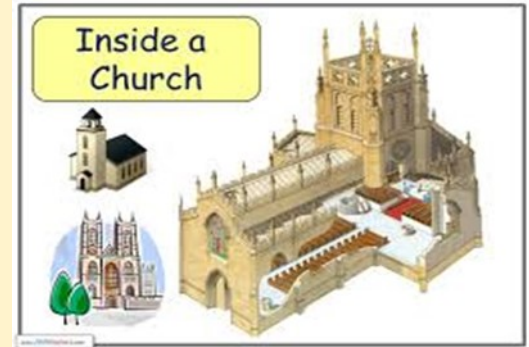
Holy book	Bible 
Place of worship	Church, Chapel Cathedral
Symbol	Cross/ fish 
Important Person / Founder	Jesus
God	God
Main Festivals	Christmas Easter
Country of Origin	Palestine Israel

### Who is Jesus Christ?



Jesus Christ is the Son of God.

Jesus was a Jew who was born about 2000 years ago in Bethlehem. Jesus lived for 33 years before being crucified by the Romans. He came to earth to teach about love and fellowship.



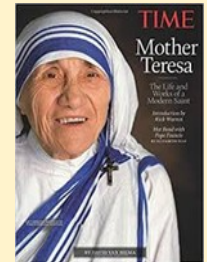
**Altar-** Table often with a cross on it used to serve bread and water.

**Font-** Basin used to hold holy water for baptism (christenings)

**Pulpit-** A raised platform from where the sermon is preached

**Famous People associated with Christianity:**

**Mother Theresa**  
**Martin Luther King**



### Information

**Christian** = A person who is a follower of Christianity. The name comes from Jesus Christ who is God's son.

Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death.

Christians believe that Jesus rose from the dead and appeared to his disciples (followers) to show everyone that there is another life with one, eternal, loving God.

**Religious leaders-** Saints, Pope, Bishop, Vicar, Priests, Nuns and Monks  
**Saints United Kingdom:** David, Andrew, Patrick, George

Subject

# History



## Subject Knowledge Organiser

Topic title: The development of Church, state and society in Britain 1509-1745

### Key vocabulary/glossary

Renaissance	A time of change in thinking from Medieval Europe to the 1500's and 1600's.
Reformation	A time of questioning the catholic church and becoming Protestant.
Monasteries	Places where religious monks lived, prayed and helped the poor.
Treason	An enemy of the Royalty, plotting to overthrow the king/ queen. Punishment by death.
A royal heir	A child that will become king or queen.
Colony	A part of a country under control of another country.

### Information: Tudors

Henry VIII



Six wives

Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Kathryn Parr.



Three Children.



Mary I



Edward VI



Elizabeth I

### Information: Stuarts

Mary Queen of Scots,



Three husbands



Francis II of France



Henry Stuart



Earl of Bothwell

One son, James VI and I



Information: A time of exploration and claiming new settlements.

The Elizabethan war ships won with a battle against The Spanish Armada.



The Mayflower and its passengers established a new colony on the east coast of America, the Plymouth Colony, Cape Cod.



After 1612, the East India Company began to build up a small empire of trading posts in India.

Information:

Renaissance and Reformation in Europe/ the English Reformation and Counter-Reformation (Henry VIII to Mary I.) The Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)/ the first colony in America and first contact with India.