



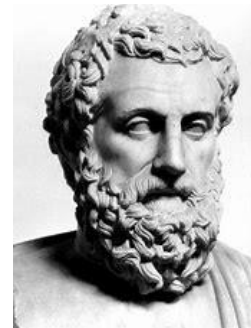
**Name:**

**Class: Deal**

**Teacher: Ms Blackwell**

## Knowledge Organiser

Term 5



"All men by nature desire to know."

**Aristotle**

# How to use your Knowledge Organiser

Using in Class	
Quiz your neighbour	Your teacher will give you a topic and you can create questions to test your neighbour's knowledge and understanding
Multiple choice quiz	A quick quiz based on the knowledge organiser
Key words	Tell your teacher if any key words from your knowledge organiser come up in lessons
Spelling Tests	Using the key words, your teacher might give you some spelling tests
Extended Writing	Using this key information, create longer pieces of writing showing your specialist knowledge
Knowledge test	At the end of the unit, your teacher might give you a test based on your knowledge organiser

Using at Home	
Catching up	Use the knowledge organiser to catch up on any lessons you have missed
Quiz yourself	Read through the information, repeat it to yourself, cover and test your knowledge
Create Flashcards	Turn the information in to revision cards
Application	Use this information to add to any homework or classwork, including longer pieces of writing
Revise	Use the information to revise for any assessments or end of topic tests

# Term 5- maths

## Fractions

### Add Fractions Where the Total is Greater Than 1

$$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$$



### Add Mixed Numbers

$$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$$

$$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$$



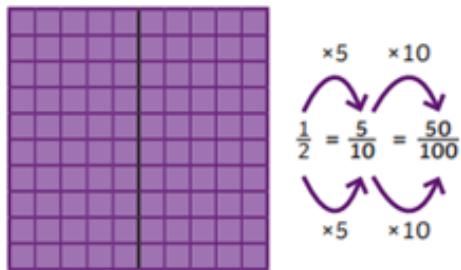
## Subtract from a Mixed Number

$$1\frac{2}{3} - \frac{2}{9} = 1\frac{6}{9} - \frac{2}{9} = 1\frac{4}{9}$$

starting number	find the equivalent fraction	subtract

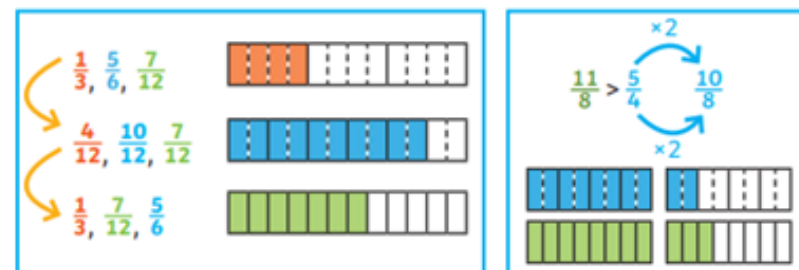
## Equivalent Fractions

To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.



## Compare and Order Fractions

We can compare and order fractions by using common denominators.



## Key Vocabulary

numerator

denominator

unit fraction

non-unit fraction

whole

equivalent

mixed number

improper fraction

simplest form

multiple

common denominator

common numerator

## Improper Fractions

An improper fraction has a numerator which is greater than or equal to the denominator.

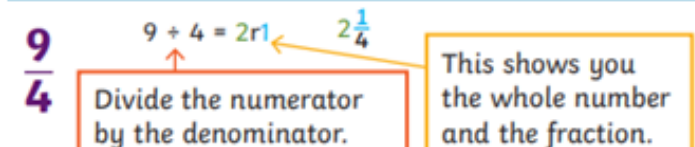
$\frac{5}{3}$

## Adding and Subtracting Fractions

To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.



## Convert an Improper Fraction to a Mixed Number



# Term 5- English

Subject	Area
English	Non- Chronological Reports (NCR)

Key knowledge	
What are they used for?	To give people information on a particular subject.
Examples	<ul style="list-style-type: none"> <li>• Fact sheet or fact file</li> <li>• Non- fiction book</li> <li>• Information leaflet</li> </ul>

The Structure of an NCR
<ol style="list-style-type: none"> <li>1. Title</li> <li>2. Introduction</li> <li>3. Information split into sub-headings               <ul style="list-style-type: none"> <li>- facts about that information specifically</li> <li>- images with captions to go with it</li> </ul> </li> </ol>

Books/reading links
<p>Any <b>non-fiction books</b>– there are lots in our reading corners!</p> <p><b>Information leaflets</b>– you may find these at the doctors, supermarkets or hotels.</p> <p>A summary of what a non-chronological report is- <a href="https://www.theschoolrun.com/what-is-a-non-chronological-report">https://www.theschoolrun.com/what-is-a-non-chronological-report</a></p>

Key questions
<ol style="list-style-type: none"> <li>1. How is information split up? <b>Information is organised by sub-headings.</b></li> <li>2. Why are non-chronological reports written? <b>To give people facts and information on a subject.</b></li> <li>3. What is topic vocabulary? <b>It is words that are only used when talking about that subject.</b></li> <li>4. What is an example of a non-chronological report? <b>A non-fiction book about poisonous fish.</b></li> </ol>

Key vocabulary	
Title	Tells you the subject of the NCR.
Introduction	Gives the reader a summary of the subject.
Sub-headings	A heading given to a particular piece of information.
Paragraph	A group of sentences that talk about the same information.
Caption	A short sentence underneath a picture explaining what it shows.

Language Features	
Factual	Many facts are given in NCRs.
Formal	Using full sentences and less contractions. Not using words we would say when speaking. E.g. using <b>is not</b> instead of isn't.
Topic vocabulary	Words that are specific to that subject. E.g. the word moat in a non-chronological report about castles.



# Term 5- History

**The Black Death** killed over 1/3 of England's population within two years of its arrival in 1348. There were two types of plague. The **bubonic plague** would start with **buboes** spreading across the victim's body, followed by blue or black patches of skin and vomiting before (most of the time) killing the victim. The **pneumonic plague** was spread by breath and attacked the lungs.

**What did medieval people think caused the Black Death?** Today we know the bubonic plague was spread by fleas living on rats that were moving throughout Europe on merchants' ships. Most medieval people thought **God** had sent the Black Death as a punishment for their sins. Others believed the alignment of the stars could explain it. Some people believed '**miasma**' (bad air) was causing the disease.

## **Medieval Treatments**

As there was no real understanding of the cause, treatments were equally as far-fetched, e.g. drinking vinegar, bleeding, 'sweating it out'. Some doctors put frogs on the buboes to absorb the poison. Some doctors realised that draining the buboes could help cure a victim too.

## **Key Dates**

**1347** - Black Death hits Venice (Italy)

**June 1348** - Black Death arrived in England (Dorset).

**1351** - Edward III introduces the

**Statute of Labourers**

**1381** - The Peasants' Revolt.

**15 June 1381** - Richard II meets the rebels.

## **Key Terms**

**Black Death** - A plague that devastated Europe in the fourteenth century.

**Buboes** - Onion shaped swellings that were usually the first symptom of the Black Death.

**Miasma** - Theory that disease was caused by a poisonous cloud of 'bad air'.

**Bubonic plague** - the most common type of plague, named after the buboes.

**Pneumonic plague** - a more deadly type of plague that attacked the lungs.

**Flagellant** - a religious sect that punished themselves for sins by whipping their bodies.

**Peasants' Revolt** - major uprising across England in 1381.

**Yeomen** - a new class in medieval England; commoners who farmed their own land.

**Poll Tax** - everyone (rich and poor) paid the same amount.

## **Key terms:**

<b>Pilgrimage</b>	A long journey, usually to an important religious site.
<b>Doom painting</b>	A large painting in a medieval church, usually showing scenes from Heaven, Hell and the afterlife.
<b>Crusade</b>	Expedition made to 'take back' the Holy Lands from Muslims.
<b>Relic</b>	An object thought to have religious importance, like a cross once owned by a saint.
<b>Purgatory</b>	The place where a sinner goes before his or her soul is allowed to enter Heaven.
<b>Mass</b>	A religious ceremony or service.
<b>Superstition</b>	A belief based on magic or the unknown, like good or bad luck.
<b>Afterlife</b>	The place where your soul goes after you die.
<b>Renaissance</b>	A period of History known for its questioning of old beliefs and ideas.

## **Evidence that the Church was central to people's lives:**

Medieval people went on pilgrimages, visiting holy sites in the hope of curing illnesses and gaining entry to Heaven after they died.

People went on Crusade, fighting to claim back the 'Holy Lands' from the Muslims.

Doom paintings showed scenes from the afterlife, and encouraged medieval people to behave properly so they could enter Heaven.

## **Evidence that the Church was NOT central to people's lives:**

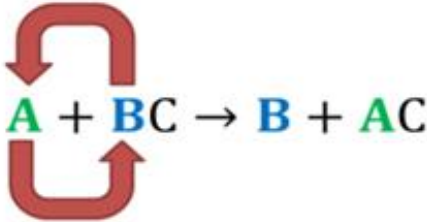
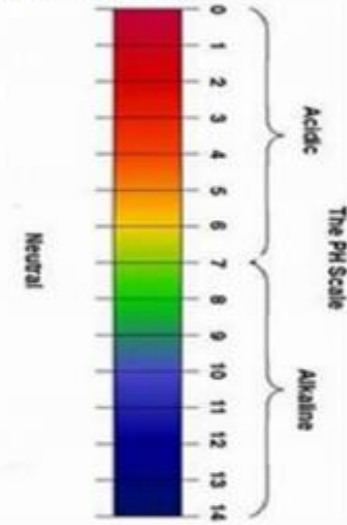

Some people went on pilgrimages for non-religious reasons. Sometimes they hoped to make money, and sometimes they just wanted adventure.

The Crusaders could steal and loot from the Holy Lands. Some Crusaders acted violently towards the people in the Holy Lands.

Not everyone held a strong Christian faith. With new Renaissance ideas, some began to question traditional Church teachings.



# Term 3- Science

<p><b>Metals vs Non-metals</b> <u>1</u></p> <ul style="list-style-type: none"> <li>• <b>Metals:</b> shiny, good <b>conductors</b> of electricity and heat, <b>malleable</b> and <b>ductile</b>.</li> <li>• Metals are usually solid at room temp</li> <li>• <b>Non metals:</b> dull, poor conductors of electricity and heat, <b>brittle</b>.</li> <li>• Iron, nickel and cobalt are <b>magnetic</b>.</li> </ul>	<p><b>Reactivity series</b> <u>2</u></p> <p style="text-align: center;">             potassium <b>most reactive</b>              sodium              calcium              magnesium              aluminium              carbon              zinc              iron              tin              lead              hydrogen              copper              silver              gold              platinum <b>least reactive</b> </p> <p style="text-align: center;">↑ ↓</p>	<p><b>Metal Reactions</b> <u>3</u></p> <p>metal + oxygen → metal oxide</p> <p><b>Oxidation:</b> substance combines with oxygen.</p> <p>Metal + acid → salt + hydrogen</p>	<p><b>Displacement reaction</b> <u>4</u></p> <p><b>Displacement</b> reactions are where a more reactive metal takes the place of a less reactive metal.</p> <p style="text-align: center;">  </p>
<p><b>Acids and Alkalis</b> <u>5</u></p> <ul style="list-style-type: none"> <li>• Acids and alkalis can be <b>corrosive</b> or <b>irritant</b>.</li> <li>• Examples of acid: <b>hydrochloric</b>, <b>sulfuric</b> and <b>nitric</b> acid are strong acids.</li> <li>• <b>Acetic</b> and <b>citric</b> acid are weak acids.</li> <li>• <b>Base:</b> a substance that neutralises an acid.</li> <li>• <b>Alkali:</b> a base that can dissolve in water.</li> </ul>	<p><b>Indicators</b> <u>6</u></p> <ul style="list-style-type: none"> <li>• Substance used to identify if substances are acidic or alkaline.</li> <li>• Most common indicator is Universal Indicator, UI.</li> <li>• Turns red for strong acids</li> <li>• Turns purple for strong alkalis.</li> <li>• Turns green in neutral solutions.</li> </ul>	<p><b>The pH scale</b> <u>7</u></p> <p style="text-align: center;">  </p>	<p><b>Neutralisation</b> <u>8</u></p> <ul style="list-style-type: none"> <li>• Mixing acids and alkalis makes a neutral substance called a salt, and water.</li> </ul> <p style="text-align: center;">  </p>

# Term 5- Art

## Colour Theory::

The primary colours are the three main colours. They cannot be made but when mixed together they make all other colours.

The secondary colours are made by mixing two primary colours together

The tertiary colours are made by mixing a primary and secondary colour together

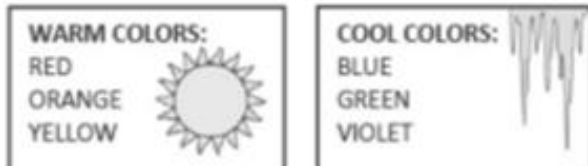


Complementary colours are opposite on the colour wheel they contrast each other to have a vibrant look

To make a colour lighter you add white, this is called a tint.  
To make a colour darker you add black, this is called a shade.

'Warm' colours, attract attention and are generally perceived as energetic or exciting.

'Cool' colours, are generally perceived as soothing and calm



## Colour Mixing With Paint

How do you make a colour lighter?

To make a colour lighter you add white. These are called tints.



How do you make a colour darker?

To make a colour darker you add the colour opposite it on the colour wheel.  
Orange- Blue    Green- Red  
Purple- Yellow



## Key Vocabulary

- **Collage** - art in which bits and pieces of paper and fabric have been pasted onto a 2-dimensional surface.
- **Cut-out** - the shape of a person, object etc that has been cut out
- **Glue** - (noun) a sticky substance that you use to stick things together. (verb) to join things together using glue.
- **Tissue** - a piece of thin paper
- **Layer** - an amount of something that covers the surface.
- **Background** - the part of a picture that is behind the main things or people.
- **Camouflage** - when an animal has a pattern or colour on their body that helps them look like the things around them so that they are hard to see.