KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 7 Term 1 2025-26

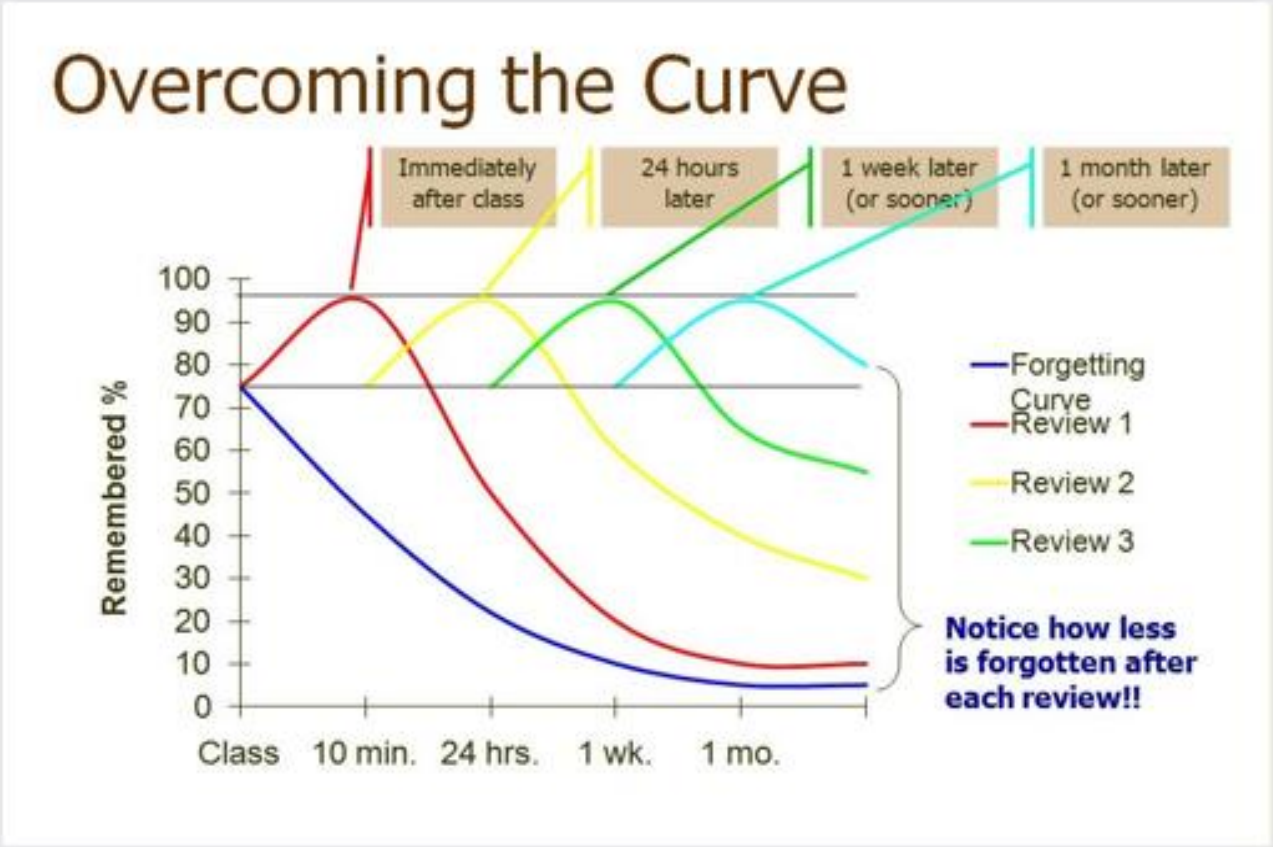
Name:

Home Learning

At KLA, we deem it is important to set about making excellent progress in your child's learning by reinforcing crucial knowledge beyond the classroom. To help structure this important aspect of their learning pupils have access to Knowledge Organisers for all subject areas. The Knowledge Organisers will help your son/daughter to learn a wide range of knowledge to prepare them for lessons, low/high stake assessments and GCSE public examinations, and the world of work when used appropriately, consistently and in structured time. Knowledge Organisers encourage pupils to be independent when developing knowledge. Each half term pupils will receive a booklet, which comprises of Knowledge Organisers and the Journey for all subjects in the curriculum. Moreover, this booklet is available on the school website and emailed to parents.

Why Knowledge Organisers?

The GCSE specifications have a greater focus on application, reasoning and evaluation skills. This leaves less time in class to focus on 'the bits they just have to know'. If knowledge retention is improved, this will have a positive impact on levels of attainment and achievement.



Decay theory states that if learning is not used, revisited or rehearsed it simply fades away.

How to use your Knowledge Organiser

To get the most out of the Knowledge Organisers, your son/daughter should be learning sections and then testing themselves.

Self - Help Apps

Mind Shift

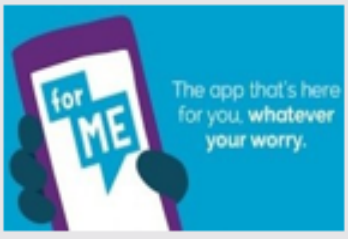
The **Mind Shift** app helps you learn how to relax, to develop more helpful ways of thinking, and identify active steps that will help you take charge of your anxiety. This app includes strategies to deal with everyday anxiety, as well as specific tools to tackle:
Test Anxiety, Perfectionism, Social Anxiety, Performance Anxiety, Worry, Panic and Conflict

Headspace

Headspace teaches you the basics of meditation and mindfulness. As well as guid- ed meditation courses and guides exercises. As well as animations, articles and vid- eos, all in the distinct Headspace style.

You can try Headspace for yourself and learn the essentials of meditation and mindfulness with their free Basics course

For Me



For Me is an app/website designed by ChildLine to support young people up to the age of 19. The app covers many issues, including self-harm, anxiety, bullying and body image.

Calmharm

CALM HARM

Calmharm provides tasks that help you resist or manage the urge to self-harm.

Learn to ride the wave with the free Calm Harm app using these activities:
Comfort, **Distract**, **Express Yourself**, **Release**, **Random** and **Breathe**.

Distract: helps to combat the urge by learning self control
Comfort: helps to care rather than harm
Express Yourself: helps get feelings out in a different way

MyLife

kooth

KOOTH is a free, anonymous, confidential, safe, online wellbeing service offering counselling, information and forums for young people.

KOOTH offers access to counsellors 365 days per year 12.00 – 22.00 Monday – Friday 18.00 – 22.00 Saturday and Sunday.

www.kooth.com

Subject Contents

KING'S LYNN ACADEMY

Are you concerned about yourself or someone else?

Report your concerns to the Safeguarding Team

Mrs Goldup, Ms Griffiths-Pugh, Mrs Roberts, Mrs Germaney & Mrs Webber

kla.safeguarding@kla.eastern-mat.co.uk

Your future starts here...

Year 7 English

KING'S LYNN ACADEMY

End of Year 7 exam

Analytical writing: **the effect on the audience**

Analytical writing: **building an essay**

Creative writing: **personal communication**

Class reading: **reading for pleasure**

Analytical writing: **identifying different writer's methods**

Context: **Shakespeare's comedies**

Analytical writing: **detailed topic sentences**

Term 3

Study of the play – **A Midsummer Night's Dream**

Analytical writing: **developing analysis**

Study of poetry: **myths & legends**

Class reading: **reading for pleasure**

Analytical writing: **embedding quotations**

Creative writing: **narratives**

Analytical writing: **improving topic sentences**

Context: **ancient storytelling**

Term 2

Study of short stories: **myths & legends**

Class reading: **reading for pleasure**

Analytical writing: **inference & analysis**

Creative writing: **descriptive**

Analytical writing: **selecting evidence**

Context: **life in the Victorian era**

Analytical writing: **topic sentences**

Study of the novel: **Oliver Twist**

Term 1

Welcome to KLA, your journey starts here!

Year 7 – Term 1: Oliver Twist, by Charles Dickens

Key Vocabulary

Word:	Definition:
Novel	A book which tells a fictional story of imaginary characters and events.
Bildungsroman	A novel which tells the story of a child as they face challenges, mature and grow up.
Protagonist	The main character of a story.
Context	The background and surrounding circumstances in which a text is written.
Characterisation	How a writer creates and describes a fictional character.
Moral	A lesson a story teaches about how to behave in the world.
Workhouse	A place where the poor would stay to receive food and accommodation, in exchange for doing work.
Poverty	Being extremely poor and unable to afford basic necessities.
Vulnerable	At risk of being easily harmed.
Naïve	Being too trusting and believing of others, due to a lack of experience and awareness of the world.
Exploitation	Taking advantage of someone who is vulnerable for personal gain.
Villain	A bad or evil person in a story, who mistreats others and breaks the rules to get what they want.
Brutal	Something which is extremely violent and harsh.
Provocation	An act that is done to cause a reaction from someone.
Unpleasant	Something that is not enjoyable, causing harm or dissatisfaction.
Comeuppance	A punishment or fate that someone deserves.
Compassion	Sympathy, kindness and concern shown towards someone's suffering.
Resilience	The ability to endure and recover from difficult circumstances.
Courage	The mental strength and bravery to do something that is frightening or dangerous.
Inference	An idea or conclusion you can draw from available evidence.
Analysis	Examining something closely and interpreting what it means.

Year 7 – Term 1: Oliver Twist, by Charles Dickens

Context:	
Writer's Background	Charles Dickens is one of the world's most famous and influential writers. He was born in 1812 and died in 1870. Dickens cared deeply about the suffering of the poor and vulnerable. His family had experience of struggling financially when he was a child.
The Victorian Era	Queen Victoria was on the throne between 1837 and 1901. The British Empire brought the country great power and riches. However, there was enormous inequality across the country. Poverty, crime, pollution, overcrowding, disease and high mortality rates made life very difficult, especially for the poor.
The Purpose of the Novel	Dickens used his writing to encourage Victorian readers to treat the poor with compassion and generosity. He wanted to show people the difficulties faced by those living in poverty, who did not receive much support from wider society. Oliver Twist also shows that the kind, brave and good-natured succeed in life, whereas villains eventually get their comeuppance.

Analytical Writing: TEA Paragraphs	
Topic Sentence	A statement of your view, written in response to the question.
Evidence	A quotation from the text which supports your topic sentence.
Analysis	Identifying the words and methods used by the writer & explaining their effects.

Descriptive Writing: Our Process	
Vocabulary	Acquiring the best, most precise and suitable words to express your ideas.
Planning	Unfiltered thinking of ideas, which you can then select and sequence.
Writing	Expressing your planned ideas in full sentences and paragraphs.
Editing	Inspecting and improving your work.

Key Knowledge

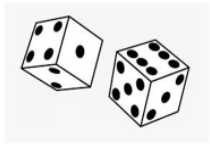
Characters:	
Oliver Twist	• The protagonist of the novel. • A young and vulnerable orphan. • Grows up in a workhouse. • Finds himself caught up in a life of crime. • Is innocent, courageous and resilient.
Fagin	• An untrustworthy villain. • Runs a criminal organisation. • Exploits young, vulnerable homeless boys by turning them into pickpockets. • Works for Bill Sikes.
Dodger	• Fagin's most trusted follower. • Meets Oliver on the streets of London. • Is experienced in tricking others. • Draws Oliver into Fagin's criminal den. • Is charming, cheeky and daring.
Bill Sikes	• The greatest villain of the novel. • Owns a vicious dog called Bullseye. • A feared criminal in London. • Mistreats everyone around him. • Is brutal, unpleasant and dangerous.
Nancy	• The girlfriend of Bill Sikes. • Has spent her life in poverty. • Tries to defend and care for Oliver. • Is a victim of Bill's cruel behaviour. • Is vulnerable, loyal and brave.
Mr Brownlow	• One of the heroes of the novel. • An educated and wealthy gentleman. • Protects Oliver and takes care of him. • Tries to work out Oliver's story. • Is forgiving and compassionate.

Your Future starts here

Year 7

KING'S LYNN ACADEMY

End of Year Exam



Sets & probability

Prime numbers & proof

Developing number sense

Developing geometric reasoning

Term 3

Constructing, measuring & using geometric notation

Addition & subtraction of fractions

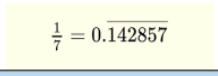
Four operations with directed number

Fraction & percentages of amounts

Mid Term Exam

Term 2

Solving problems with multiplication & division



Solving problems with addition & subtraction

Fraction, decimal & % equivalence

Place value & ordering integers & decimals

Understand and use Algebraic notation

Equality & equivalence

Welcome to KLA your Journey starts here

Sequences

Term 1

YEAR 7 — ALGEBRAIC THINKING... Sequences

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

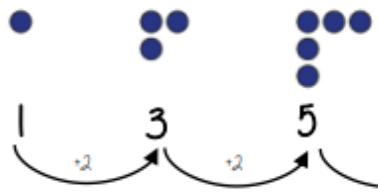
- Describe and continue both linear and non-linear sequences
- Explain term to term rules for linear sequence
- Find missing terms in a linear sequence

Keywords

Sequence: items or numbers put in a pre-decided order
Term: a single number or variable
Position: the place something is located
Rule: instructions that relate two variables
Linear: the difference between terms increases or decreases by the same value each time
Non-linear: the difference between terms increases or decreases in different amounts
Difference: the *gap* between two terms
Arithmetic: a sequence where the difference between the terms is constant
Geometric: a sequence where each term is found by multiplying the previous one by a fixed non zero number

Describe and continue a sequence diagrammatically

Count the number of circles or lines in each image



What will the next number be? Can you draw this?

Predict and check terms

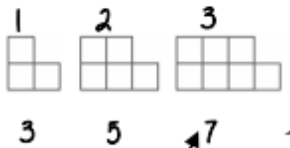
CHECK – draw the next terms

Predictions:
Look at your pattern and consider how it will increase

e.g. How many lines in pattern 6?
Prediction - 13
If it is increasing by 2 each time - in 3 more patterns there will be 6 more lines

Sequence in a table and graphically

Position: the place in the sequence



"The **term** in **position** 3 has 7 squares"

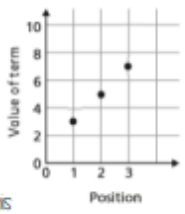
Term: the number or variable
(the number of squares in each image)

In a table

Position	1	2	3
Term	3	5	7

+2 +2

Graphically



Because the terms increase by the same addition each time this is **linear** – as seen in the graph

Linear and Non Linear Sequences

Linear Sequences – increase by addition or subtraction and the same amount each time
Non-linear Sequences – do not increase by a constant amount – quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division

Fibonacci Sequence – look out for this type of sequence

0 1 1 2 3 5 8 ...

Each term is the sum of the previous two terms

Continue Linear Sequences

7, 11, 15, 19...

How do I know this is a linear sequence?
It increases by adding 4 to each term
How many terms do I need to make this conclusion?
At least 4 terms – two terms only shows one difference not if this difference is constant (a common difference)
How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence

Continue non-linear Sequences

1, 2, 4, 8, 16 ...

How do I know this is a non-linear sequence?
It increases by multiplying the previous term by 2 – this is a geometric sequence because the constant is multiply by 2
How many terms do I need to make this conclusion?
At least 4 terms – two terms only shows one difference not if this difference is constant (a common difference)
How do I continue the sequence?
You continue to repeat the same difference through the next positions in the sequence

Explain term-to-term rule

How you get from term to term

Try to explain this in full sentences not just with mathematical notation
Use key maths language – doubles, halves, multiply by two, add four to the previous term etc.

To explain a whole sequence you need to include a term to begin at...

The next term is found by tripling the previous term The sequence begins at 4

4, 12, 36, 108...
x3 x3 x3
First term

YEAR 7 — ALGEBRAIC THINKING...

Algebraic notation

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Be able to use inverse operations and "operation families".
- Be able to substitute into single and two step function machines.
- Find functions from expressions.
- Form sequences from expressions.
- Represent functions graphically.

Keywords

Function: a relationship that instructs how to get from an input to an output.
Input: the number/ symbol put into a function.
Output: the number/ expression that comes out of a function.
Operation: a mathematical process.
Inverse: the operation that undoes what was done by the previous operation (The opposite operation).
Commutative: the order of the operations do not matter.
Substitute: replace one variable with a number or new variable.
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign).
Evaluate: work out.
Linear: the difference between terms increases or decreases by the same value each time.
Sequence: items or numbers put in a pre-decided order.

Single function machines

INPUT → [ ] → OUTPUT

The number that goes IN — The number that comes out

This box gives the calculation instruction

To find the input from the output
Use the **INVERSE** operation

Using letters to represent numbers

5 + 5 + 5	y + y + y + y	20 - h
3 x 5	y x 4	$\frac{20}{h}$
5 x 3	4 x y	
	4y	

Addition and multiplication can be done in any order — **Commutative calculations**

4y ← 4 lots of 'y'

20 shared into 'h' number of groups

Single function machines (algebra)

INPUT → [x 10] → OUTPUT

a → 10a
3c → 30c

- 10

To find the input from the output
Use the **INVERSE** operation

Find functions from expressions

INPUT 7x → [?] → OUTPUT 14x

Find the relationship between the input and the output

Sometimes there can be a number of possible functions e.g. **+7x** or **x 2** could both be solutions to the above function machine.

Substitution into expressions

4y ← 4 lots of 'y'

If y = 7 this means the expression is asking for 4 'lots of' 7

4 x 7 **OR** 7 + 7 + 7 + 7 **OR** 7 x 4 = **28**

e.g. y − 2
7 − 2 = **5**

Two step function machines

INPUT → [ ] → [ ] → OUTPUT

Calculate the value at the end of each operation

For the input use the **INVERSE** operations

Two step function machines (algebra)

b → [x 5] → 5b → [+ 4] → 5b + 4

+5 −4

IMPORTANT
Calculate the value at the end of each operation

c → [+ 4] → c+4 → [x 5] → 5(c + 4) = 5c + 20

−4 +5

NOTE: The whole first output is multiplied by 5

Find functions from expressions

f → [x 5] → 5f → [+ 3] → 5f + 3

f add 5 then divide by 3 → $\frac{f+5}{3}$

NOTE: the difference in the two expressions

f → [÷ 3] → $\frac{f}{3}$ → [+ 5] → $\frac{f}{3}+5$

f divided by then add 5

Sometimes it helps to try to explain the expression in word — and consider what has happened to the input.

Substitution into an expression

2(x + 3)

Add 3 to the input then times 2

Put the expression into a function machine

INPUT → [+ 3] → [x 2] → OUTPUT

If x = 10
10 + 3 = 13... 13 x 2 = 26

Forming a sequence

2(x + 3)

INPUT	1	2	3
OUTPUT	8	10	12

The substitution is the 'input' value
The OUTPUT becomes the sequence

Representing functions graphically

Take the function and generate a sequence **2(x + 3)**

INPUT → [+ 3] → [x 2] → OUTPUT

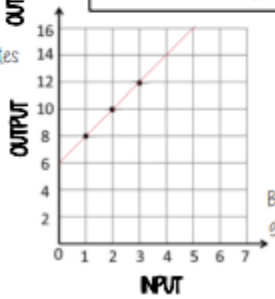
To represent graphically the input becomes x co-ordinates and the output becomes y co-ordinates

y=2(x + 3)

INPUT (x)	1	2	3
OUTPUT (y)	8	10	12

This becomes a co-ordinate pair (2, 10) to plot on a graph

Not all graphs will be linear only those with an integer value for x.
Powers and fractions generate differently shaped graphs.



NOTE:
Because this is a linear graph you can predict other values

YEAR 7 — ALGEBRAIC THINKING...

Equality and Equivalence

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Form and solve linear equations
- Understand like and unlike terms
- Simplify algebraic expressions

Keywords

Equality: two expressions that have the same value
Equation: a mathematical statement that two things are equal
Equals: represented by '=' symbol — means the same
Solution: the set or value that satisfies the equation
Solve: to find the solution
Inverse: the operation that undoes what was done by the previous operation (The opposite operation)
Term: a single number or variable
Like: variables that are the same are 'like'
Coefficient: a multiplicative factor in front of a variable e.g. 5x (5 is the coefficient, x is the variable)
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Equality

$2 + 14 = 5 + 5 + 6$

16 = 16

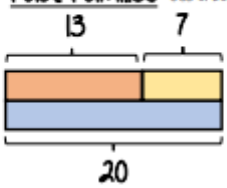
"is equal to"

The sum on the left has the same result as the sum on the right.

Saying it out loud sometimes helps you to understand equality

Fact Families

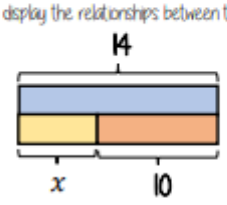
Use a bar model to display the relationships between terms and numbers



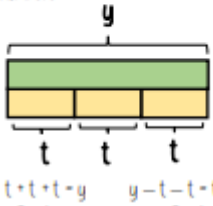
Model the information

Fact family

$13 + 7 = 20$ $20 - 7 = 13$
$7 + 13 = 20$ $20 - 13 = 7$



$x + 10 = 14$ $14 - 10 = x$
$10 + x = 14$ $14 - x = 10$



$t + t + t = y$ $y - t - t - t$
$3 \times t = y$ $y - 3 = t$
$3t = y$ $y - t = 3$

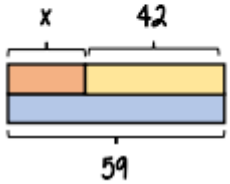
Solve one step equations (+/-)

There is more to this than just spotting the answer

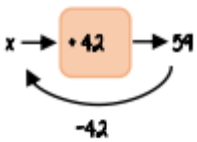
$x + 42 = 59$

$x + 42 = 59$
$42 + x = 59$

$59 - x = 42$
$59 - 42 = x$



Don't forget you know how to use function machines

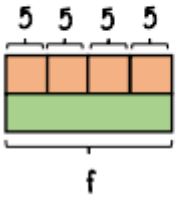


Solve one step equations (x/+)

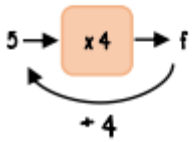
$\frac{f}{4} = 5$

$f \div 4 = 5$
$f \div 5 = 4$

$5 \times 4 = f$
$4 \times 5 = f$



Don't forget you know how to use function machines



Like and unlike terms

Like terms are those whose variables are he same

♡ and 3♡ are **like** terms

the variable is the same

★ 3♡ are **unlike** terms

the variables are NOT the same

Examples and non-examples

Like terms	Un-like terms
y, 7y	y, 7x
$2x^2$, x^2	$2x^2$, $2c^2$
ab, 10ba	ab, 10a
5, -2	5, -2t

Note here ab and ba are commutative operations, so are still like terms

Equivalence

Check equivalence by substitution

e.g. m=10

5m	2 x 2m	7m – 3m
5 x 10	2 x (2x 10)	(7x 10) – (3x 10)
= 50	= 2 x 20	= 70 – 30
	= 40	= 40

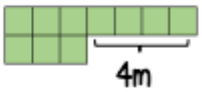
Equivalent expressions

Repeat this with various values for m to check

5m

2 x 2m

7m – 3m



Collecting like terms ≡ symbol

The ≡ symbol means equivalent to

It is used to identify equivalent expressions

Collecting like terms

Only **like terms** can be combined

$4x + 5b - 2x + 10b$

$4x + 5b - 2x + 10b$

$2x + 15b$

Common misconceptions

$2x + 3x^2 + 4x \equiv 6x + 3x^2$

Although they both have the x variable, x2 and x terms are un-like terms so can not be collected

YEAR 7 — PLACE VALUE AND PROPORTION

Ordering integers and decimals

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand place value and the number system including decimals
- Understand and use place value for decimals, integers and measures of any size
- Order number and use a number line for positive and negative integers, fractions and decimals;
- use the symbols $=, \neq, <, >, \leq, \geq$
- Work with terminating decimals and their corresponding fractions
- Round numbers to an appropriate accuracy
- Describe, interpret and compare data distributions using the median and range

Keywords

Approximate: To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with
Integer: a whole number that is positive or negative
Interval between two points or values
Median: A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list
Negative: Any number less than zero, written with a minus sign
Place holder: We use 0 as a place holder to show that there are none of a particular place in a number
Place value: The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Range: The difference between the largest and smallest numbers in a set
Significant figure: A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point

Integer Place Value

Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

Placeholder

Three billion, one hundred and forty eight million, thirty three thousand and twenty nine

1 billion 1, 000, 000, 000
1 million 1 000, 000

Intervals on a number line

Divide the difference by the number of intervals (gaps)
E.g. 100 ÷ 5 = 20

Rounding to the nearest power of ten

If the number is halfway between we "round up"

5495 to the nearest 1000

5475 to the nearest 100

5475 to the nearest 10

Compare integers using <, >, =, ≠

< less than
> greater than
= equal to
≠ not equal to

Two and a half million = 2 500 000
300 000 000 = Three billion
Six thousand and eighty < 68 000

Range

Spread of the values

Difference between the biggest and smallest

3 9 8 12

Range: Biggest value – Smallest value

12 – 3 = 9

Range = 9

Median

The middle value

Example 1

4 3 9 8 12

Median: put the in order 3 4 8 9 12
find the middle number 3 4 (8) 9 12

Example 2

150 154 148
137 160 158

Median: put the in order

137 148 (150 154) 158 160

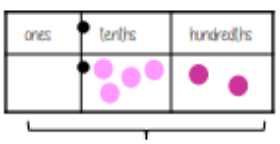
There are 2 middle numbers
Find the midpoint

152

Decimals

We say "nought point five two"

Five tenths and two hundredths



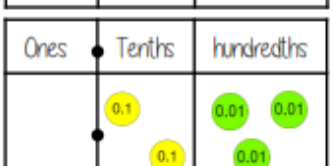
0 ones, 5 tenth and 2 hundredths
0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.001 + 0.001
= 0 + 0.5 + 0.02
= 0.52

Decimal intervals on a number line

One whole split into 10 parts makes tenths = 0.1
One tenth split into 10 parts makes hundredths = 0.01

Comparing decimals

Which the largest of **0.3** and **0.23**?



$0.3 > 0.23$

"There are more counters in the furthest column to the left"

0.30
0.23

Comparing the values both with the same number of decimal places is another way to compare the number of tenths and hundredths

Round to 1 significant figure

370 to 1 significant figure is 400
37 to 1 significant figure is 40
3.7 to 1 significant figure is 4
0.37 to 1 significant figure is 0.4
0.00000037 to 1 significant figure is 0.0000004

Round to the first non zero number

YEAR 7 — PLACE VALUE AND PROPORTION...

FDP equivalence

@whisto_maths

What do I need to be able to do?

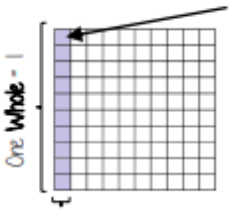
By the end of this unit you should be able to:

- Convert fluently between fractions, decimals & percentages

Keywords

Fraction: how many parts of a whole we have
Decimal: a number with a decimal point used to separate ones, tenths, hundredths etc
Percentage: a proportion of a whole represented as a number between 0 and 100
Place value: the numerical value that a digit has decided by its position in the number
Placeholder: a number that occupies a position to give value
Interval: a range between two numbers
Tenth: one whole split into 10 equal parts
Hundredth: one whole split into 100 equal parts
Sector: a part of a circle between two radius (often referred to as looking like a piece of pie)
Recurring: a decimal that repeats in a given pattern

Tenths and hundredths

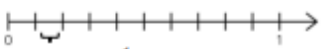


One **hundredth** (one whole split into 100 equal parts) = $\frac{1}{100}$ = 0.01

One **tenth** (one whole split into 10 equal parts) = $\frac{1}{10}$ = 0.1

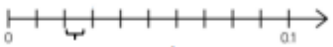
0 ones, 5 tenth and 2 hundredths
0 + 0.1 + 0.1 + 0.1 + 0.1 + 0.1 + 0.01 + 0.01
= 0 + 0.5 + 0.02
= **0.52**

On a number line



One whole – split into 10 equal parts

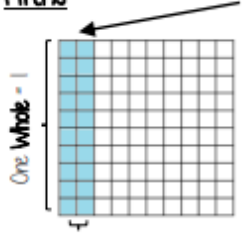
One tenth = $\frac{1}{10}$ = 0.1

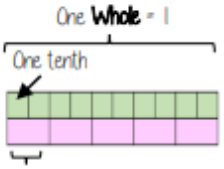


One tenth – split into 10 equal parts

One hundredth = $\frac{1}{100}$ = 0.01

Fifths



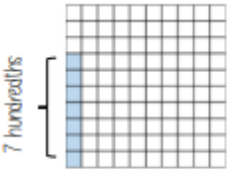


Two tenths = one fifth

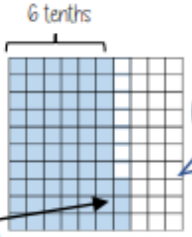
One **fifth** (one whole split into 5 equal parts) = $\frac{1}{5}$ = 0.2

Percentages on a hundred grid

100% = a whole = 100 hundredths



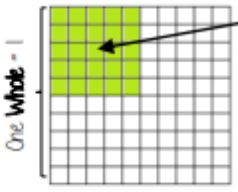
7 hundredths
7 out of 100
7%

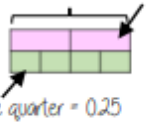


6 tenths and 3 hundredths
63 hundredths
63%

Quarters

One **quarter** (one whole split into 4 equal parts) = $\frac{1}{4}$ = 0.25





One quarter = 0.25

Simple pie charts

A pie chart has 360° so all FDP calculations are out of 360

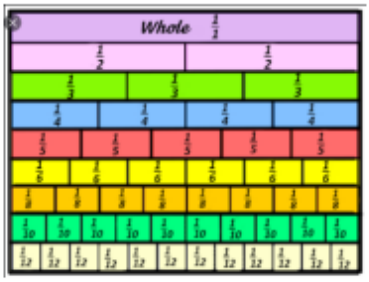
Split into 10 parts
= 10% = 36°

Split into 2 parts
= 50% = 180°

Split into 5 parts
= 20% = 72°

Equivalent fractions

Represent equivalence with fraction walls



Fractions – on a diagram

The denominator is represented by EQUALLY sized parts – this is split into quarters

Fractions – on a number line

This point is at the 6th part
6 is the **numerator**

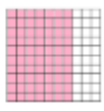
One whole split into 18 equal parts
18 is the **denominator**

$\frac{6}{18} \leftarrow \frac{3}{9} \leftarrow \frac{1}{3}$

Convert FDP

$\frac{70}{100}$ → This also means → 70 ÷ 100

70 out of 100 squares
70 "hundredths"
= 7 "tenths"
0.7



→ 70 hundredths = 70%

Using a **calculator**

→ S⇔D → Convert to a decimal

This will give you the answer in the simplest form

× **100** converts to a percentage

Be careful of recurring decimals
eg $\frac{1}{3}$ = 0.3333333 = 0.3
The dot above the 3

YEAR 7 — APPLICATION OF NUMBER

Solving problems with addition and subtraction

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Understand properties of addition/ subtraction
- Use mental strategies for addition/subtraction
- Use formal methods of addition/Subtraction for integers
- Use formal methods of addition/Subtraction for decimals
- Solve problems in context of perimeter
- Solve problems with finance, tables and timetables
- Solve problems with frequency trees
- Solve problems with bar charts and line charts

Keywords

Commutative: changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Inverse: the operation that undoes what was done by the previous operation (The opposite operation)
Placeholder: a number that occupies a position to give value
Perimeter: the distance/ length around a 2D object
Polygon: a 2D shape made with straight lines
Balance: in financial questions — the amount of money in a bank account
Credit: money that goes into a bank account
Debit: money that leaves a bank account

Addition/ Subtraction with integers

Modelling methods for addition/ subtraction

- Bar models
- Number lines
- Part/ Whole diagrams

Addition is commutative

6 + 3 = 3 + 6

The order of addition does not change the result

Subtraction the order has to stay the same

360 − 147 = 360 − 100 − 40 − 7

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction
- Show your relationships by writing fact families

Formal written methods

	H	T	O
	1	8	7
+	5	4	2

	H	T	O
	4	2	7
−	2	4	9

Remember the place value of each column
You may need to move 10 ones to the ones column to be able to subtract

Addition/ Subtraction with decimals

4	.	3	8
7	.	9	0

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values

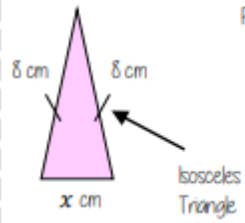
If  represents 1 instead of 100

$5.43 + \frac{8}{10}$

Revisit Fraction — Decimal equivalence
5.43 + 0.8

Solve problems with perimeter

Perimeter is the length around the outside of a polygon



Isosceles Triangle notation

The triangle has a perimeter of 25cm
Find the length of x

8cm + 8cm + $x$cm = 25cm
16cm + $x$cm = 25cm
$x$cm = 9cm

Solve problems with finance

Profit= Income - Costs

Credit — Money coming into an account

Debit — Money leaving an account

Money uses a two decimal place system
14.2 on a calculator represents £14.20

Check the units of currency — work in the same unit

Tables and timetables

Distance tables

211	Cardiff	
556	493	Glasgow
518	392	177 Belfast

This shows the distance between Glasgow and London
It is where their row and column intersects

Bus/ Train timetables

Harton	1005	1045	1130
Bridge	1024	1106	1147
Aville	1051	1133	1205
Ware	1117	1202	1233

Each column represents a journey, each row represents the time the 'bus' arrives at that location

TIME CALCULATIONS — use a number line

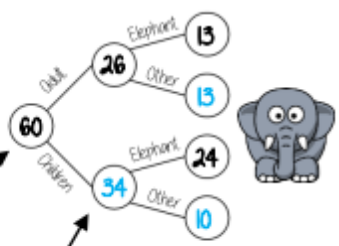
Two-way tables

	H	T
H	HH	HT
T	TH	TT

Where rows and columns intersect is the outcome of that action

Frequency trees

60 people visited the zoo one Saturday morning
26 of them were adults 13 of the adult's favourite animal was an elephant, 24 of the children's favourite animal was an elephant

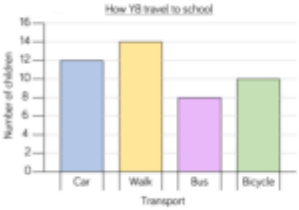


The overall total "60 people"

A frequency tree is made up from part-whole models
One piece of information leads to another

Probabilities or statements can be taken from the completed trees
e.g. 34 children visited the zoo

Bar and line charts



Use addition/ subtraction methods to extract information from bar charts

e.g. Difference between the number of students who walked and took the bus
Walk frequency — bus frequency

When describing changes or making predictions

- Extract information from your data source
- Make comparisons of difference or sum of values
- Put into the context of the scenario

Year 8

Science

KING'S LYNN ACADEMY

Year 7

Term 6

Physics
Electrical Circuits

Biology
Reproduction

Term 5

Experimental Science
Standard Procedures

Physics
Forces

Term 4

Chemistry
Changing Substances

Biology
Interdependence

Term 3

Experimental Science
Standard Procedures

Physics
Energy

Term 2

Chemistry
Substances and Particles

Biology
Cells

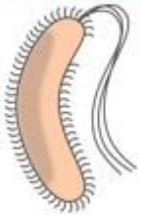
Term 1

Welcome to KLA your Journey starts here

Cells: Big ideas

What expert understanding do we want after 5 years?

Organisms



Cells are alive
Big idea

Organisms are made of cells, which themselves have parts that carry out different functions. Organisms exists as single cells (unicellular) or many cells (multicellular). In multicellular organisms, cell division is essential for growth, development, and repair. Cells differentiate to form specialised cells that perform diverse functions.

How does the unit develop this?

Cell structure
Key Concept

Cells are the smallest elements of life that are alive. They have parts that play different roles in life functions

Sub-concepts

Animal cell, plant cell, unicellular and multicellular

Facts

- Functions of nucleus, cell membrane, cytoplasm, mitochondria, ribosomes, cell wall, vacuole, chloroplasts
- Bacterial cell parts
- How to use a light microscope

Specialised cells
Key Concept

Multicellular organisms have specialised cells with adaptations to allow them to carry out specific functions

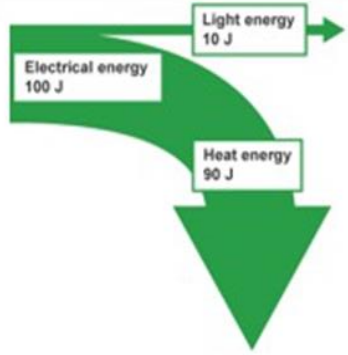
Sub-concepts

Sperm cell, nerve cell, muscle cell, root hair cell, palisade cell

Notes

Energy transfers

	Know the facts
1	There is energy in chemical stores associated with fuels.
2	Temperature is measured using a thermometer. The temperature depends on the amount of energy stored in that objects.
3	When energy is transferred, the total energy is conserved, but some energy is dissipated, reducing the useful energy.
4	The energy of an object depends on its speed, temperature, height or whether it is stretched or compressed.
5	Energy cannot be lost or gained; it can only be transferred from one form to another.
6	To calculate the percentage of energy that is wasted you would use the equation: **wasted energy (J) / total energy input (J) x 100**
7	The greater the temperature, the greater the thermal energy store.
8	Energy cannot be created or destroyed; it can only be transferred between stores.
9	To calculate power, use the equation: **Power = energy / time** **P = E/t**
10	Electrical power is also calculated using: **Power (W) = potential difference(v) x current (A)** **P = V x I**

	Key words
1	**Thermal energy store:** Filled when an object is warmed up.
2	**Chemical energy store:** Emptied during chemical reactions when energy is transferred to surroundings.
3	**Gravitational potential energy store:** Filled when an object is raised.
4	**Elastic potential energy store:** Filled when a material is stretched or compressed.
5	**Dissipated:** Become spread out wastefully.
6	**Conduction:** The way in which energy is transferred through solids.
7	**Convection:** The transfer of energy by the movement of particles of gases and liquids.
8.	**Sankey diagram:** A diagram that shows the useful and wasted energy in an energy transfer. 

Know the facts		Key words	
1	Multicellular organisms are composed of cells which work together to form a tissues and these group together to make organs..	1	**Diffusion**: movement of particles from a place where they are high in concentration to a place where they are in a lower concentration.
2.	Microscopes are used to observe and draw cells.	2	**Organelle** : a part of a cell with a specific function.
3	Both plant and animal cells have a cell membrane, nucleus, cytoplasm and mitochondria.	3	**Cytoplasm**: jelly like substance where most chemical processes happen.
4.	Plant cells also have a cell wall, chloroplasts and (usually) a large, permanent, vacuole.	4	**Chloroplast**: contains chlorophyll to absorb light energy so the plant can make food (photosynthesis).
5.	Unicellular organisms are adapted to carry out functions that in multi-cellular organisms are done by different types of cells.	5	**Cell membrane**: surrounds the cell and controls movement of substances in and out.
6.	Medical treatments can work at an individual cell, tissue, organ or organ system level.	6	**Nucleus**: contains genetic material (DNA) which controls the cell's activities.
7	Photosynthesis occurs inside chloroplasts.	7	**Vacuole**: Organelle that contains liquid and can be used by plants to keep the cell rigid and store substances.
8	Cells are the building blocks of life – they are the smallest units in an organism.	8	**Mitochondria**: Organelle where energy is released from food molecules (aerobic respiration).
9	Specialised cell: has a particular shape and structure to carry out a specific job	9	**Cell Wall:** strengthens the cell. In plant cells it is made from cellulose.
10	Sperm cell- a cell containing male genetic material.	10	**Ribosome:** the organelle responsible for protein synthesis
11	Nerve cell- an animal cell that transmits electrical impulses around the body.	11	**Plasmid:** a loop of DNA in a bacterial cell.
12	Red blood cell- an animal cell that transports oxygen around the body	12	**Cell**: the basic unit of a living organism. Contains parts (organelles) to carry out specific life processes.
13	Flagellum- a tail-like structure that allows some cells to move	13	**Unicellular**: living organisms made up of one cell
14	Leaf cell -the plant cells that contain chloroplasts, where photosynthesis takes place	14	**Multicellular**: living organisms made up of many types of cells.

Changing substances: Big ideas

Matter

What expert understanding do we want after 5 years?

Reactions rearrange matter
Big idea

During a chemical reaction, bonds are broken and the atoms of the reacting substances rearrange to form new bonds. The products have different properties to the reactants. In physical changes the molecules do not change, but their positions and their motion may.

How does the unit develop this?

Chemical & physical
Key Concept

In a chemical change a new substance is formed. Signs include a permanent colour change, fizzing, giving off light or heat, change in mass, a precipitate forming.

Sub-concepts

Chemical change, physical change

Facts

- In a physical change only the appearance of the substance changes.

pH scale
Key Concept

The pH scale measures how acidic or alkaline a solution is. Indicators are substances whose colour depends on pH

Sub-concepts

Acid, alkali

Facts

- Acids have a pH of 0-6. The lower the number, the stronger the acid.
- Neutral substances have pH 7.
- Alkalis have a pH of 8-14. The higher the number, the stronger the alkali.

Neutralisation
Key Concept

Neutralisation is a chemical change when acid and alkaline substance react to produce neutral substances.

Notes

pH scale and neutralisation

	Know the facts		Key words
1	The pH scale shows how acidic or alkaline a solution is.	1	**pH:** Scale of acidity and alkalinity from 0 to 14.
2	Acids have a pH below 7. The lower the pH the stronger the acid.	2	**Indicators:** Substances used to identify whether unknown solutions are acidic or alkaline.
3	Neutral solutions have a pH of 7	3	**Base:** A substance that neutralises an acid - those that dissolve in water are called alkalis.
4	Alkalis have a pH above 7.The higher the pH the more alkaline the solution.	4	**Concentration:** A measure of the number of particles in a given volume.
5	Acids and alkalis can be corrosive or irritant, and require safe handling.	5	**Neutralisation:** a reaction when an acid reacts with a substance that cancels it out bringing the solution closer to pH7.
6	Hydrochloric acid, sulfuric acid and nitric acid are strong acids.	6	**Universal indicator**: mixture of dyes, it changes colour to show how acidic or alkaline a substance is.
7	Litmus is an indicator. Blue litmus paper turns red when an acidic solution is applied. Red litmus turns blue on when an alkaline solution is applied.	7	**Corrosive:** a substance which can burn your skin and eyes - wear eye protection.
8	A base is a substance which neutralises an acid	8	**Acid:** a substance which taste sour and has a pH in the range 0-6.
9	In a neutralisation reaction, an acid cancels out a base or a base cancels out and acid.	9	**Alkali:** a substance which feels soapy and has a pH in the range 8-14.
10	If an acid reacts with a metal the products are a salt and hydrogen	10	**acid + metal → salt + hydrogen** e.g. nitric acid + calcium → calcium nitrate + hydrogen
11	If an acid reacts with a base there are two products: a salt and water	11	**acid + alkali → salt + water** e.g. hydrochloric acid + sodium hydroxide → sodium chloride + water
12	Sulfuric acid produces sulfates	12	**H_2SO_4:** Sulfuric acid
13	Hydrochloric acid produces chlorides	13	**HCl:** Hydrochloric acid
14	Nitric acid produces nitrates	14	**HNO_3:** Nitric acid

Energy: Big ideas

Energy

What expert understanding do we want after 5 years?

Energy is conserved
Big idea

Energy is a property that objects must have to do work. It exists in different stores and can move between them. These stores can be kinetic or potential (based on the position in a field), or radiation. During an energy transfer, the total quantity is always constant but useful energy is wasted. This allows us to predict what can or cannot happen, using formulae.

How does the unit develop this?

Energy transfer
Key Concept

When there is a change, energy is transferred from one store at the start to another at the end

Sub-concepts

Energy stores, kinetic energy, gravitational energy

Facts

- Other energy stores: thermal (hot), elastic (stretched), electrical (current), chemical (fuel, food or battery)
- Total energy is same before and after
- Energy is measured in Joules (J)

Heat & temperature
Key Concept

Energy moves from warmer objects to cooler objects, until both reach the same temperature

Sub-concepts

Temperature, thermal equilibrium, temperature-time graph

Facts

- Heat is a movement of energy between objects
- Temperature measured in °C

Wasted energy
Key Concept

When energy is transferred, some energy is wasted, reducing the useful energy

Sub-concepts

Input & output, efficiency

Facts

- Energy can be useful or wasted
- Efficiency = output/input energy x 100

Geography

Year 7

Year 8

KING'S LYNN ACADEMY

Half Term 1

Welcome to KLA. Your journey starts here.

Map and atlas skills

Map symbols

Reading height

Grid references

Half Term 2

Coasts

How to use an atlas

Coastal erosion

Coastal landscapes

Half Term 3

The UK

Nations of the UK

Coastal defences

Coastal landforms

Half Term 4

Geography of economic activities

Population distribution

Ethnicities

Urbanisation

Half Term 5

Weather and climate

Industrial sectors

British manufacturing

Money!

Globalisation

Farming

Half Term 6

Russia

Climate

Changing borders

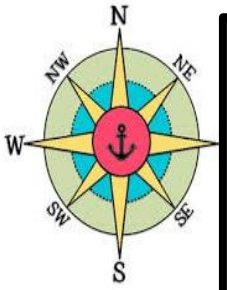
British weather

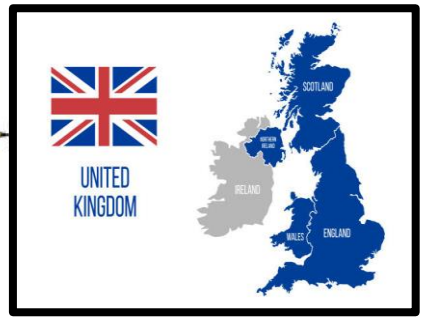
Forecasting

Effect of radiation

Rainfall

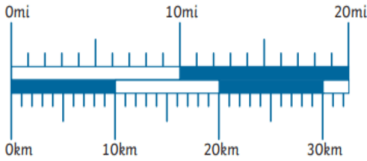
GEOGRAPHY YEAR 7 TERM 1 MAP AND ATLAS SKILLS





Line Scales

Calculating scale and distance

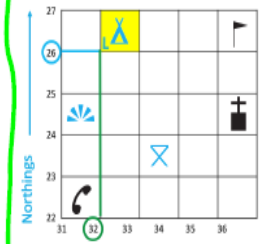


The scale of a map is the **ratio** of a distance on the map to the corresponding distance on the ground.

On many OS Maps 1cm on the ground = 250m in real life.
1cm = 250m
Or
4cm=1km

4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

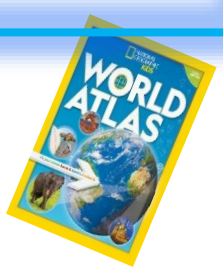
The second two numbers give the northings.

Remember... eastings then northings!

Along the corridor and up the stairs!

How to use an atlas

1) Turn to the **index** at the back.
2) Locate the place you want to find (it is alphabetical order).
3) The **first bold number** is the place number
4) The **second bold number** is the grid reference.



6 FIGURE GRID REFERENCES

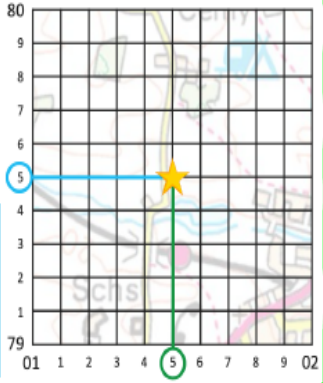
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate The grid square is divided into tenths.

Example:

015 795

The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.

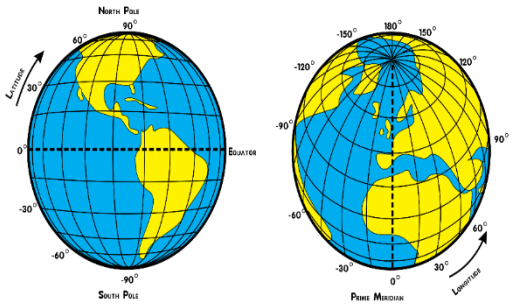


Key terms:

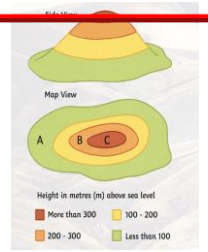
Topography
Relief
Scale
Eastings
Northings
Longitude
Latitude
Continent
Grid reference
Site
Situation

Lines of longitude and latitude

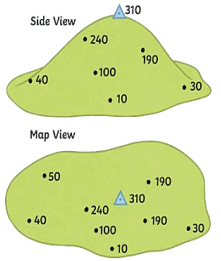
Longitude – vertical lines (North to South)
Latitude – horizontal lines (East to West)



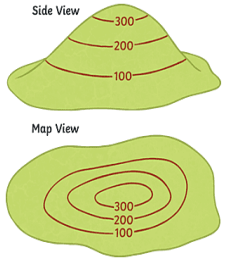
Reading height on a map



Layer shading
Areas of different heights are shown by different colours.



Spot heights
The exact height of a place above the ground is measured and written on a map.



Contour lines
These are lines on a map that join up places of the same height.

History

410 - 1553

Year 8

The Battle of Bosworth Field

KING'S LYNN ACADEMY

The War of the Roses

Half Term 6

Yorkist Rule

The end of the Crusades

The Peasants' Revolt

Year 7

The Black Death

Life as a crusader knight

Crusader states

The First Crusade

The Islamic World

Half Term 5

Edward I 1272-1307

Henry V 1413-1422

Medieval Queens

King John 1199-1216

Henry II 1154-1189

Crime and Punishment

Half Term 4

The Medieval Castle

The Medieval Knight

The Medieval Church

The Medieval Village

The Norman Monarchs

Half Term 3

The Norman Conquest

The Feudal System

The Battle of Hastings

Saxon, Norman or Viking?

The Anglo-Saxons Golden Age

Half Term 2

Anglo-Saxons Rule

The Vikings

Alfred the Great

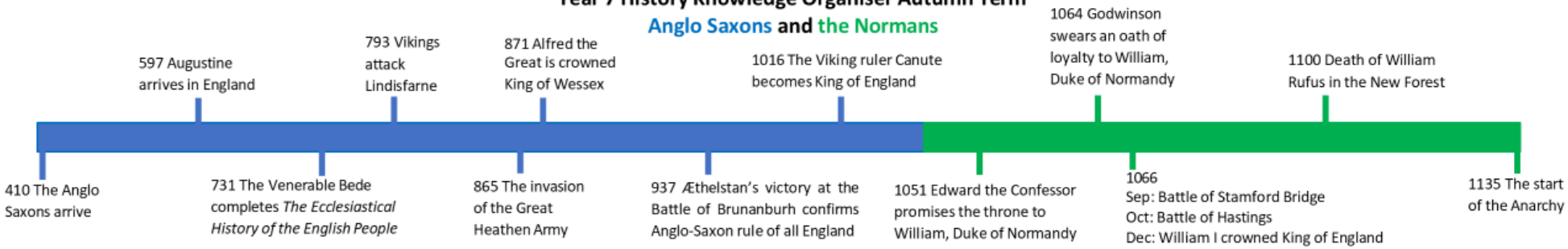
Welcome to KLA. Your journey starts here.

Half Term 1

The Anglo-Saxons

Year 7 History Knowledge Organiser Autumn Term

Anglo Saxons and the Normans



Anglo Saxons 410 - 1066

Tier 2 Vocabulary	Tier 3 Vocabulary
Archaeologist: someone who examines objects and locations from the past, often through excavation. **Archbishop of Canterbury**: the most senior bishop in the church of England **Century**: a period of one hundred years, often used to describe historical periods. **Earl**: a noble title, developed during the Anglo-Saxon period to describe the ruler of a country. **Empire**: a group of countries or states presided over by a single ruler. **Monk**: a man who dedicates his entire life to God and lives outside of normal society. **Native**: a person born in or historically associated with a country or region. **Shire**: individual country meaning 'area of control' in Old English. **Vellum**: a writing material made from the skin of sheep or calves, before the invention of paper.	**Blood Eagle**: a notorious Viking method for killing their enemies. **Burh**: a fortified town which ruled a local area. **Danegeld**: large sums of money given to Vikings to prevent further invasion. **Danelaw**: English territory given over to Viking rule. **Dark Ages**: a term used to describe the years that followed the fall of the Roman Empire. **Fyrd**: Part time Anglo-Saxon Army which could be called on in times of war. **Great Heathen Army**: a large force of Viking warriors who invaded England during the 9th century. **Illumination**: richly decorated religious manuscript from the medieval period. **Vikings**: seafaring people from Scandinavia who raided and traded across Europe and Russia. **Witan**: a collection of Anglo-Saxon noblemen and senior clergy who advised the King.

The Normans 1042 -1135

Tier 2 Vocabulary	Tier 3 Vocabulary
Anarchy: a state of disorder caused by lack of law or authority. **Baron**: the highest rank of medieval society ruling land directly on behalf of the King. **Bishop**: a Christian clergyman with authority over many priests and churches. **Conquest**: taking control of a place or people through military force. **Civil War**: a war between two sides from the same nation. **Exile**: being forced to live outside your native country typically for political reasons. **Heir**: a person set to inherit property, or a title often used to mean next in line to the throne. **Hierarchy**: of form of social organisation where people are ranked according to status or power. **Illegitimate**: not recognised as lawful. **Monarch**: a royal head of state, can be a King Queen or emperor.	**Bayeux Tapestry**: a 70 metre long embroidered cloth depicting William of Normandy's conquest of England. **Domesday book**: a book commissioned by William the Conqueror detailing the possessions of every settlement in England. **Fealty**: pledge of loyalty from a feudal vassal to their Lord. **Feudal System**: the structure of medieval society where land was exchanged for service and loyalty. **Motte and Bailey Castle**: a simple fortification with an artificial Hill and a defensive courtyard. **Normans**: people from a region in northern France who were descended from Viking invaders. **Subject**: a member of a country or territory under the rule of a monarch. **Vassal**: anyone who was below you in medieval society and had to call you my Lord.

French

Year 7

Year 8

KING'S LYNN ACADEMY

Half Term 6

Talking about your town

Directions

Saying what you like doing

Describing what other people do

Half Term 5

Talking about sports you play

Talking about activities you do

Half Term 4

Talking about computers

Talking about phones

Describing your school day

Talking about food

Half Term 3

School subjects

Opinions

Describing a singer

School subjects

Half Term 2

Describing others

Describing other people

Likes and dislikes

My survival kit

Half Term 1

School equpment

Moittl+s a ml b' títdzys

Welcome to KLA your Journey starts here

Numbers

Meeting and greeting people

Year 7 French —Autumn Term

Bonjour!

Bonjour	Hello
Salut	Hi
Comment t'appelles-tu?	What's are you called?
Je m'appelle	I am called
Ça s'écrit comment?	How do you spell that?
Au revoir	Good bye
À plus	See you later
Ça va?	How are you?
Ça va très bien	I am very well
Merci	Thank you
Pas mal	Not bad
Ça ne va pas	I am not doing very well
Oui	Yes
Non	NO

L'alphabet

A ah	N enn
B bay	O oh
C say	P pay
D day	Q koo
E ugh!	R air
F eff	S ess
G zhay	T tay
H äsh	U oo
I ee	V vay
J zhee	W doo bl vay
K ka	X iks
L ell	Y ee-grec
M emm	Z zed

Quel âge as-tu?		How old are you?	
J'ai ... ans			
1	un		
		12	douze
2	deux	13	treize
3	trois	14	quatorze
4	quatre	15	quinze
5	cinq	16	seize
6	six	17	dix-sept
7	sept	18	dix-huit
8	huit	19	dix-neuf
9	neuf	20	vingt
10	dix	21	vingt-et-un
11	onze		

Joyeux anniversaire!

Janvier	January
Février	February
Mars	March
Avril Maï	April
Juin	Mai
Juillet	June
Août	July
Septembre	August
Octobre	September
Novembre	October
Décembre	November
C'est quand ton anniversaire?	December
M'on anniversaire, c'est le	When is your birthday?
	My birthday is on the

Dans mon sac

Une trousse	a pencil case
Un cahier	an exercise book
Un livre	a bOOk
Un crayon	a pencil
Une règle	a ruler
Un agenda	a planner
Une gomme	a rubber
Une calculatrice	a calculator
Un stylo	a pen
Un portable	a mobile phone
Dans mon sac	in my bag
Dans ma trousse	in my pencil case
Il y a	there is / are

Ma salle de classe

La chaise	the chair
La fenêtre	the window
Le bureau	the desk
La porte	the door
Le professeur	the teacher
La table	the table
L'ordinateur	the computer
Le tableau interactif	the interactive whiteboard
Les livres	the books
La salle de classe	the classroom
Les élèves	the students
Voilà	this is

Mon autoportrait • *My self-portrait*

les animaux (m pl)	*animals*
les araignées (f pl)	*spiders*
la capoeira	*a Brazilian dance*
les chats (m pl)	*cats*
les chiens (m pl)	*dogs*
le cinéma	*cinema*
les consoles de jeux (f pl)	*games consoles*
la danse	*dancing*
le foot	*football*
les gâteaux (m pl)	*cakes*
le hard rock	*hard rock*
l'injustice (f)	*injustice*
les insectes (m pl)	*insects*
les jeux vidéo (m pl)	*video games*
les livres (m pl)	*books*
la musique	*music*
les mangas (m pl)	*mangas*
les maths (f pl)	*maths*
les pizzas (f pl)	*pizzas*
la poésie	*poetry*
le racisme	*racism*
le rap	*rap*
le reggae	*reggae*
les reptiles (m pl)	*reptiles*
le roller	*roller-skating*
le rugby	*rugby*
le skate	*skateboarding*
les spaghettis (m pl)	*spaghetti*
le sport	*sport*
la tecktonik	*tecktonik (dance)*
la télé	*TV*
le tennis	*tennis*
le théâtre	*theatre, drama*
les voyages (m pl)	*journeys*
la violence	*violence*

Mon kit de survie • *My survival kit*

j'ai	*I have*
je n'ai pas de	*I don't have*
tu as	*you have*
il/elle a	*he/she has*
un appareil photo	*a camera*
une barre de céréales	*a cereal bar*
un bâton de colle	*a gluestick*
des chips (f pl)	*crisps*
des clés (f pl)	*keys*
une clé USB	*a memory stick*
une gourde	*a water bottle*
des kleenex (m pl)	*tissues*
des lunettes de soleil (f pl)	*sunglasses*
un magazine	*a magazine*
un miroir	*a mirror*
un portable	*a mobile phone*
un portemonnaie	*a purse*
un paquet de mouchoirs	*a packet of tissues*
un sac	*a bag*
des surligneurs fluo (m pl)	*fluorescent highlighters*
une trousse	*a pencil case*

Les opinions • *Opinions*

j'aime	*I like*
je n'aime pas	*I don't like*
Tu aimes ... ?	*Do you like ... ?*
il/elle aime	*he/she likes*
Oui, j'aime ça.	*Yes, I like that.*
Non, je n'aime pas ça.	*No, I don't like that.*
Tu es d'accord?	*Do you agree?*
Je suis d'accord.	*I agree.*
Je ne suis pas d'accord.	*I don't agree.*
C'est ...	*It's ...*
génial	*great*
cool	*cool*
bien	*good*
ennuyeux	*boring*
nul	*rubbish*
essentiel	*essential*
important	*important*
Ce n'est pas bien.	*It's not good.*

Les yeux et les cheveux • *Eyes and hair*

j'ai	*I have*
tu as	*you have*
il/elle a	*he/she has*
mon ami(e) a	*my friend has*
J'ai les yeux bleus/verts/gris/marron.	*I have blue/green/grey/brown eyes.*
J'ai les cheveux ...	*I have ... hair.*
longs/courts/mi-longs	*long/short/medium-length*
frisés/raides	*curly/straight*
blonds/bruns/noirs/roux	*blond/brown/black/rea*

Moi et les autres • *Me and other people*

je suis	*I am*
je ne suis pas	*I am not*
tu es	*you are*
il/elle s'appelle	*he/she is called*
il/elle est	*he/she is*
beau/belle	*good-looking*
branché(e)	*trendy*
charmant(e)	*charming*
cool	*cool*
curieux/curieuse	*curious*
de taille moyenne	*average height*
drôle	*funny*
généreux/généreuse	*generous*
gentil(le)	*nice*
grand(e)	*tall*
impatient(e)	*impatient*
intelligent(e)	*intelligent*
modeste	*modest*
petit(e)	*small*
poli(e)	*polite*

Les musiciens • *Musicians*

Il/Elle joue ...	*He/She plays ...*
de la batterie	*the drums*
de la guitare	*the guitar*
Il/Elle chante.	*He/ she sings.*
Il/Elle a beaucoup de talent.	*He/She has a lot of talent.*

Les mots essentiels • *High-frequency words*

et	*and*
aussi	*also*
mais	*but*
très	*very*
assez	*quite*
toujours	*always*
Qu'est-ce que ... ?	*What ... ?*
Qui ... ?	*Who ... ?*

Verbs – the present tense

Regular verbs

A dictionary gives verbs in the infinitive form. Often this ends in **–er**.

*chant**er*** (to sing) *aim**er*** (to like) *habit**er*** (to live) *jou**er*** (to play)

The present tense is used to talk about:

- what is happening now — *I am playing the guitar*
- what usually happens — *I sing every day*
- how things are — *I like spaghetti*

chanter	*je chant**e***	I sing
	*tu chant**es***	you (familiar) sing
	*il/elle chant**e***	he/she sings

Irregular verbs

Some verbs are irregular. They don't follow the regular verb patterns.

avoir	**to have**
j'ai	I have
tu as	you have
il/elle a	he/she has
être	***to be***
je suis	I am
tu es	you are
il/elle est	he/she is

Adjectives

Adjectives describe nouns. Their endings change to agree with the noun they describe.

Regular adjectives add **–e** in the feminine form and **-s** or **-es** in the plural form:

masc. (s)	fem. (s)	masc. (pl)	fem. (pl)
petit	*petite*	*petits*	*petites*
important	*importante*	*importants*	*importantes*

Other adjectives change a bit more!

masc. (s)	fem. (s)	masc. (pl)	fem. (pl)
curieux	*curieuse*	*curieux*	*curieuses*
essentiel	*essentielle*	*essentiels*	*essentielles*

Other adjectives are completely irregular:

masc. (s)	fem. (s)	masc. (pl)	fem. (pl)
beau	*belle*	*beaux*	*belles*

Possessive adjectives

The words for 'my' and 'your' are different according to whether the noun is masculine, feminine or plural.

	masculine	feminine	plural
my	***mon*** *cousin*	***ma*** *cousine*	***mes*** *cousins*
your	***ton*** *cousin*	***ta*** *cousine*	***tes*** *cousins*

Year 8

German

Year 7

KING'S LYNN ACADEMY

Retrieval

Forming questions

Half Term 6

Theme:Travel

Transactional language

I would like…

Places in town

Prepositions

Half Term 5

Items in the classroom

Theme: School

Word order

Telling time

Word order

Description of timetable

Half Term 4

3rd person- Irregular verbs

Theme: Free time

Frequency phrases And word order

Expressing like/dislike With justification

Present tense verb endings

Half Term 3

Family members- Use of there is/are

Higher numbers

Theme: Family and pets

Definite and indefinite articles

Pets: How to form the plural

Personality

Verb to live/German-speaking countries

Half Term 2

Theme: My world

Numbers 0-20/age

Verb to be

Alphabet

Greeting and introducing yourself

Introduction To Languages

Half Term 1

Welcome to KLA your Journey starts here

Y7 German – Autumn Half Term 1

1. Wie heißt du?	What's your name ?
Hallo!	Hello!
Ich heiße …	My name is…
Guten Tag!	Good day! / Hello!
Wie geht's?	How are you?
Und dir?	And you?
Gut, danke	Good, thanks
Nicht schlecht.	Not bad.
Tschüs!	Bye!
Auf Wiedersehen!	Good bye!

2. Wie alt bist du?		How old are you ?	
Ich bin … Jahre alt.		I am… years old.	
eins	1	elf	11
zwei	2	zwölf	12
drei	3	dreizehn	13
vier	4	vierzehn	14
fünf	5	fünfzehn	15
sechs	6	sechzehn	16
sieben	7	siebzehn	17
acht	8	achtzehn	18
neun	9	neunzehn	19
zehn	10	zwanzig	20

3. Wo wohnst du?	Where do you live ?
Ich wohne in …	I live in…
Er/Sie wohnt in …	He/She lives in…
Das ist in …	That is in…
England	England
Schottland	Scotland
Wales	Wales
Nordirland	Northern Ireland
Irland	Ireland
Wie schreibt man das (Haus)?	How do you spell that (house)?
Das schreibt man (H–A–U–S).	You spell that (H-O-U-S-E).

4. Wie bist du?	What are you like?
freundlich	friendly
launisch	moody
kreativ	creative
intelligent	intelligent
sportlich	sporty
laut	loud
faul	lazy
musikalisch	musical
lustig	funny
Ich bin sehr/ziemlich/nicht …	I am very/quite/not
Was ist deine(e) …?	What is your… ?
Mein(e) … ist …	My… is…
der Lieblingssport	the favourite sport
die Lieblingsmusik	the favourite music
das Lieblingsspiel	the favourite game

5. Fragen	Questions
Wie?	How?
Wie geht's?	How are you?
Was?	What?
Was ist das?	What is that?
Wo?	Where?
Wo wohnst du?	Where do you live?
Woher?	Where from?
Woher kommst du?	Where are you from?
Wer?	Who?
Wer ist das?	Who is that?
Wie sagt man das?	How do you say that?

A ah	**B** bay	**C** tsay	**D** day	**E** ay	**F** eff
G gay	**H** ha	**I** eee	**J** yacht	**K** car	**L** ell
M em	**N** en	**O** oh	**P** pay	**Q** coo	**R** air
S ess	**T** tay	**U** ooh	**V** fow	**W** vay	**X** ix
Y oopsilon	**Z** tsett	**Ä** ah Umlaut	**Ö** oh Umlaut	**Ü** ooh Umlaut	**ß** esstsett

Spontaneous Language:

- Wie sagt man das auf Deutsch/Englisch?
How do you say this in German/English?
- Darf ich Englisch sprechen?
May I speak English?
- Darf ich meine Jacke ausziehen?
May I take of my jacket?
- Darf ich trinken?
May I drink?
- Ja, das stimmt.
Yes, that is correct.
- Nein, das stimmt nicht.
No, that is not correct.

Y7 German – Autumn Half Term 2

1. Hast du ein Haustier?	Do you have a pet?
Ich habe …	I have…
einen Hund	a dog
einen Hamster	a hamster
eine Katze	a cat
eine Maus	a mouse
eine Schlange	a snake
ein Kaninchen	a rabbit
ein Pferd	a horse
ein Meerschweinchen	a guinea pig
groß/klein	big/small
dick/schlank	fat/thin
freundlich	friendly
intelligent	intelligent
lustig	funny

2. Wie ist er/sie/es?	What is he/she/it like?
Er/Sie/Es ist …	He/She/It is…
schlau	cunning/smart
schnell	fast
süß	cute/sweet
langsam	slow
Er/Sie kann …	He/She can…
fliegen	fly
(schnell) laufen	run (fast)
Rad fahren	ride a bike
schwimmen	swim
singen	sing
springen	jump
tanzen	dance

3. Hast du Geschwister?	Do you have siblings?
In meiner Familie gibt es… Personen.	In my family there are… people.
meine Mutter	my mother
mein Vater	my father
meine Eltern	my parents
meine Großeltern	my grandparents
Er wohnt in …	He lives in…
Ich habe eine Schwester/ zwei Schwestern.	I have a sister / two sisters.
Ich habe einen Bruder / zwei Brüder.	I have a brother / two brothers.
Ich habe keine Geschwister.	I have no siblings.
Ich bin ein Einzelkind.	I am an only child.

4. Die Farben	The colours
schwarz	black
weiß	white
grau	grey
braun	brown
rot	red
orange	orange
gelb	yellow
grün	green
blau	blue
indigoblau	indigo
violet	violet
lila	purple
rosa	pink
Er/Sie hat…	He/She has…
Ich habe…	I have…
blonde/rote Haare	blond/red hair
lange/kurze/	long/short
mittellange Haare	mid-lenth hair
grüne/graue Augen	green/gray hair

5. The present tense – regular verbs

Wohnen – to live		
ich	wohn**e**	I live
du	wohn**st**	you live (singular)
er/sie/es	wohn**t**	he/she/it lives
wir	wohn**en**	we live
ihr	wohn**t**	you live (plural)
sie	wohn**en**	they live
Sie	wohn**en**	you live (polite)

Irregular verb – haben – to have	
ich habe	I have
du hast	You have (singular)
er/sie/es hat	He/she/it has
wir haben	We have
ihr habt	You have (plural)
sie haben	They have
Sie haben	You have (polite)

Introduction to Head, Heart, Hands

KING'S LYNN ACADEMY

PE Yr 7

Rules – Confidence – Solving

Diet and Nutrition

Analysis – Resilience – Competitive

Diet and Nutrition

Responsibility – Leadership - Tactics

Effects of Exercise + Benefits

Feedback – Respect - Technique

Effects of Exercise + Benefits

Understanding – Communication - Ability

Warm ups – Cool Downs – Rules

Knowledge - Effort - Fitness Levels

Warm ups – Cool Downs – Rules

Welcome to PE

Year 7 Introduction to Head, Heart, Hands

Students explore the three pillars through a wide range of activities, building foundational knowledge, emotional awareness, basic physical competence and physical literacy.

HEAD

- Knowledge

- Understanding

HEART

- Effort

- Communication

HANDS

- Fitness Levels

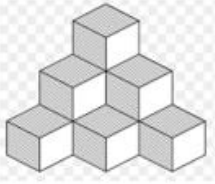
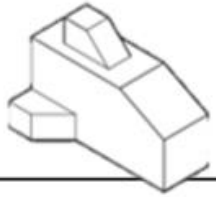
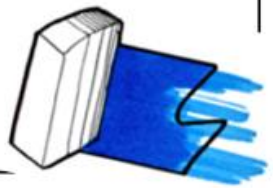
- Physical Ability

Physical Education Specific Learning Content
Warm up – Benefits and structure Cool down – Benefits and structure Sporting examples of warmups **Knowledge of the rules**

7

Over the year students rotate through areas of departmental specialism, experiencing specialist teaching to develop knowledge and understanding of key creative skills.

Year 7

Specialism	Project	Core content					Assessment
3D Design	Toy Car 	Health and Safety in 3D 	Woods 	Use of Tools & equipment 	Vacuum Forming 	CAD/CAM 	
Food	Healthy Eating Food Safety	    					End of topic tests for each specialism 
Textiles	Core Textile Skills	Health and Safety in Textiles 	Problem analysis 	Hand sewing skills 	Design ideas 	Making products 	Assessment of outcome
Graphics	Graphics Skills 	Tonal Shading 	Rendering 3D forms 	Thick & Thin lines 	3D sketching 	Presentation techniques 	

7 ADT Core Knowledge Organiser

3D Design

Wood material categories

Hardwood

Softwood

Manufactured

Common Tools

Tenon Saw

Try Square

Bench Hook

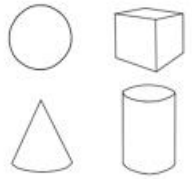
Key Vocabulary

- Composition
- Scale
- Tone
- Health and Safety
- Analysis
- Design Brief
- Specification
- Materials
- Evaluation
- Annotation
- Production Plan
- Equipment names
- Personal Protection Equipment (PPE)

Graphics

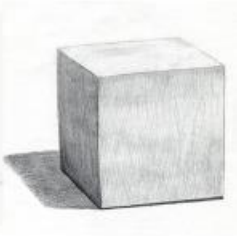
Tonal Shading

Measuring accurately



3D forms

Rendering texture



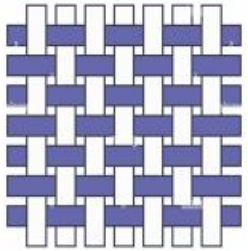
3 tone shading

Thick and Thin

Food

Textiles

Woven Materials



Applique'

Hand Sewing Skills

Food KS3 Learning Journey


YEAR 9

Students on rotation with DT

Food Technology - Theory: Focusing on theory ready for KS4 -Health and Safety, Food allergies/intolerances, consumer awareness and food waste. Practical: A range of dishes using higher level cooking skills with presentation.


9


YEAR 8

Students on rotation with DT

Food Technology Theory - Health and Safety, Nutrition- focusing on dairy, protein, fats and oils, carbohydrates and fruits and vegetables. Practical - A range of dishes building on cooking skills with dishes that incorporates the following - fermentation, coagulation, aeration and gelatinisation.

8


YEAR 7

Students on rotation with DT

Food Technology - Theory - Health and Safety, personal hygiene and the Eatwell Guide. Sensory Analysis. Practical - A range of dishes building cooking skills, such as learning about knife skills, different cooking methods and presentation.



7

Knowledge organiser

Year 7 KS3 Cooking and Nutrition

Prior Learning / Context:
Some knowledge of the Eatwell Guide and healthy eating may be brought forward from primary schools, but this will be the first experience of preparing food for most students

Assessment:
- Retrieval Practice – quizzing, starter/plenary tasks
- Formal knowledge assessments – delivered in time with reporting
- Food preparation skills assessed

Context: Lessons

- 6 practical lessons
- Personal hygiene & safety
- Knife safety
- Safe use of the oven and hob
- Sensory Analysis
- Introducing the Eatwell Guide
- Fruit and vegetables
- Assessment

Top 3 personal hygiene

Top 3 cooker skills

Using oven gloves | Adjusting temperature | Bending knees

The Eatwell Guide

Fruit and Vegetables
- Eating **5-a-day**
- Eating a **rainbow** of colours
- Fresh, frozen, dried & canned all count
- Gives you fibre, vitamins and minerals

Carbohydrates
- Base your meals on **starchy** carbohydrates
- Eat **wholemeal** varieties for extra **fibre**
- Gives you slow-release energy and a healthy digestive system
- Cut down on **sugars**

Knife Skills
- Use **BRIDGE** and **CLAW**
- Choose the correct **CHOPPING BOARD**
- Avoid putting your finger on the **BLADE**

Future Learning:
- **Year 8:** Further Healthy Eating / Nutrition and more complex cooking skills
- **Year 9:** Theory Preparation for KS4 and more complex cooking skills
- **KS4:** Hospitality and catering

Key Vocabulary
Personal hygiene, Cross-contamination, Bacteria, Equipment, Ingredients, Nutrition, Carbohydrates, Fruit and vegetables, Food miles, Bridge, Claw, Sensory testing, Food Poisoning, Physical Contaminants, Chemical Contaminants, Best before, Use By, Aroma, Texture, Appearance, Vitamins, Minerals, Protein and Dairy.

Year 8 - Further Healthy Eating Key Temperatures

Year 7 Computing Learning Journey

Digital Onboarding

Introduction to
School IT Systems

E-Safety Awareness

Cyberbullying, Social media,
Strong passwords,
digital responsibility

Computer Systems

How computer work, Binary & Binary maths
Hardware and Software
Logic Gates

Computational Thinking

Decomposition and Abstraction
Algorithmic Thinking
Sequence, Selection
Flowol

YEAR 8

ChildLine 0800 1111

CEOP REPORT ceop.police.uk

KING'S LYNN ACADEMY

EMAT EASTERN MULTI-ACADEMY TRUST

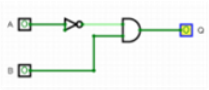
KEY VOCABULARY

Term One - Safety & Cyber Awareness

- **Password**: A secret word or phrase used to protect access to accounts or devices.
- **Phishing**: A scam where fake emails or messages trick people into giving personal data.
- **Oversharing:** Posting too much personal information online.
- **Malware**: Software designed to damage or disrupt computers.
- **Social Engineering:** Manipulating people into giving up confidential information.

Term Two - Computer Systems

- **CPU:** Central Processing Unit – the brain of the computer that carries out instructions.
- **RAM**: Random Access Memory – temporary memory used while programs are running.
- **Binary**: A number system using only 0s and 1s used by computers.
- **Logic Gate**: A building block of digital circuits that performs a logical operation.
- **Software:** The programs and operating systems used by a computer.



Term Three - Computational Thinking

- **Decomposition**: Breaking down a problem into smaller, more manageable parts.
- **Abstraction**: Removing unnecessary detail to focus on what's important.
- **Algorithm**: A step-by-step set of instructions to solve a problem.
- **Sequence:** Running instructions one after another in order.
- **Selection:** Making a decision using if, then, else logic.

Quick Recap Questions

1. What makes a strong password?
2. What does the CPU do in a computer system?
3. What number system do computers use?
4. What is the difference between sequence and selection?
5. Why is abstraction useful when solving problems?

PD & PDA

Year 7

KING'S LYNN ACADEMY

Puberty

Alternative Beliefs

Half Term 6

What religion thinks about Money & Wealth

What religion thinks about celebrity & social media

What religion thinks about poverty

Cyber Bullying

What religion thinks about Environment

Careers

Careers

What religion thinks about war

What religion thinks about Gender & Sexuality

Half Term 5

Devices & Digital Footprint

Buddhism & Stories

Scams

Sikhism & Stories

Hindu Stories

Half Term 4

Hinduism

Smoking & Vaping

Muhammed & His Stories

Energy Drinks

Mid-Year Exam

What is a drug?

Mental Health & Emotions

Jesus & His Stories

Half Term 3

Moses & His Stories

Adam

Creation

Healthy Eating

Abraham & His Stories

Personal Hygiene

Prophets

Assessment

Religious tolerance

Half Term 2

What is Ethics?

Individual Liberty & Mutual Respect

Sacred Texts

How to use the Bible

Democracy & Rule of Law

Personal Identity & Goal Setting

Half Term 1

What is Philosophy?

World Religions

What do you believe?

Welcome to your Personal Development Journey

YR7 KNOWLEDGE ORGANISER - PD

PHILOSOPHY

THINGS YOU NEED TO BE ABLE TO DO:

- UNDERSTAND WHAT IS REAL?
- UNDERSTAND DIFFERENT WORLD VIEWS
- UNDERSTAND HOW TO USE THE BIBLE
- UNDERSTAND THE CREATION STORIES
- LOOK AT KEY PEOPLE IN RELIGION

KEY QUESTIONS

- WHAT IS PHILOSOPHY?
- WHAT IS MORAL?
- WHAT IS LIFE?
- WHY DOES KNOWLEDGE MATTER?

TIER 2 VOCAB

PHILOSOPHY - THE STUDY OF THE FUNDAMENTAL NATURE OF KNOWLEDGE, REALITY, AND EXISTENCE

REAL – ACTUALLY, EXISTING AS A THING OR OCCURRING IN FACT: NOT IMAGINED OR SUPPOSED

KNOWLEDGE - FACTS, INFORMATION, AND SKILLS ACQUIRED THROUGH EXPERIENCE OR EDUCATION

WORLD VIEWS - A PARTICULAR PHILOSOPHY OF LIFE OR CONCEPTION OF THE WORLD.

ETHICS

THINGS YOU NEED TO BE ABLE TO DO:

- UNDERSTAND WHAT ETHICS IS
- QUESTION WHAT MORALITY IS?
- IDENTIFY ETHICAL QUESTIONS AND START TO FORM RATIONAL RESPONSES TO THEM
- QUESTION WHETHER WE NEED AN ETHICAL CODE TO NAVIGATE MODERN LIFE

KEY QUESTIONS:

- WHAT IS ETHICS?
- WHAT IS MORALITY?
- DO GOOD PEOPLE HAVE GOOD MORALS?
- IS IT EVER RIGHT TO BREAK THE LAW?

TIER 2 VOCABULARY

ETHICS - MORAL PRINCIPLES THAT GOVERN A PERSON`S BEHAVIOUR OR THE CONDUCTING OF AN ACTIVITY.

MORALITY - PRINCIPLES CONCERNING THE DISTINCTION BETWEEN RIGHT AND WRONG OR GOOD AND BAD BEHAVIOUR.

NATURAL LAW - A BODY OF UNCHANGING MORAL PRINCIPLES REGARDED AS A BASIS FOR ALL HUMAN CONDUCT

YR7 KNOWLEDGE ORGANISER - PDA

CITIZENSHIP & BRITISH VALUES

THINGS YOU NEED TO BE ABLE TO DO:

- EXPLAIN WHAT IT MEANS TO BE BRITISH
- HOW OUR PERSONAL IDENTITIES, OUR HERITAGE, AND THE CONTRIBUTIONS OF OUR CULTURES HELPED TO FORM BRITAIN TODAY.
- KNOW WHAT DEMOCRACY MEANS, AND EXPLAIN HOW IT AFFECTS YOUR LIFE
- IDENTIFY THE DIFFERENT TYPES OF GOVERNMENT
- IDENTIFY EXAMPLES OF RULES AND LAWS.
- EXPLAIN WHY IT IS IMPORTANT TO OBEY RULES AND LAWS.
- EVALUATE VALUES WHICH ARE IMPORTANT TO YOU

KEY QUESTIONS

- WHAT ARE SMART TARGETS?
- WHAT MAKES SOMEONE "BRITISH"?
- WHAT AFFECTS OUR PERCEPTIONS OF BRITISHNESS?
- WHAT IS A 'MULTICULTURAL SOCIETY'?
- DOES MARTIN LUTHER KING JR'S "I HAVE A DREAM" SPEECH STILL HAVE SIGNIFICANCE TODAY?
- HOW CAN STEREOTYPING BE DANGEROUS OR HARMFUL?

TIER 2 VOCAB

IDENTITY - THE QUALITIES, BELIEFS, PERSONALITY, LOOKS OR EXPRESSIONS THAT MAKE A PERSON

MULTICULTURALISM - THE PRESENCE OF SEVERAL DISTINCT CULTURAL OR ETHNIC GROUPS WITHIN A SOCIETY

DEMOCRACY - A FORM OF GOVERNMENT THAT IS RUN BY THE PEOPLE

COMMUNITY COHESION – THE IDEA OF ALL ETHNIC GROUPS GETTING ON WITH ONE ANOTHER IN THE COMMUNITY

LAW - A RULE THAT EVERYONE IN A COUNTRY HAS TO OBEY

INDIVIDUAL LIBERTY - THE RIGHT TO BELIEVE, ACT AND EXPRESS ONESELF FREELY

MUTUAL RESPECT - UNDERSTANDING THAT WE ALL HAVE DIFFERENT BELIEFS AND VALUES

TOLERANCE - THE WILLINGNESS TO ACCEPT FEELINGS, HABITS, OR BELIEFS THAT ARE DIFFERENT FROM YOUR OWN.

MENTAL & PHYSICAL HEALTH

THINGS YOU NEED TO BE ABLE TO DO:

- MAINTAINING CLEANLINESS OF ONE'S BODY AND CLOTHING TO PRESERVE OVERALL HEALTH AND WELL-BEING.
- DESCRIBE WHAT COULD HAPPEN TO OUR HEALTH IF WE DON'T LOOK AFTER OUR PERSONAL HYGIENE AND ORAL HEALTH
- DESCRIBE WHAT COULD HAPPEN TO OUR HEALTH IF WE DON'T LOOK AFTER OUR PERSONAL HYGIENE AND ORAL HEALTH
- EXPLAIN THE IMPACT OF SLEEP ON HEALTH AND WELLBEING
- BE AWARE OF VARIOUS TECHNIQUES TO HELP CONTROL YOUR EMOTIONS

KEY QUESTIONS:

- WHAT DOES A 'HEALTHIER LIFESTYLE' LOOK LIKE?
- HOW MIGHT PEOPLE FORM OPINIONS ABOUT WHAT IS AND IS NOT 'HEALTHIER'?
- WHAT ARE THE BENEFITS OF SLEEP?
- WHAT TECHNIQUES OR STRATEGIES COULD SOMEONE USE TO GET BETTER SLEEP?
- WHAT ARE EMOTIONS?

TIER 2 VOCABULARY

MENTAL HEALTH - A STATE OF MENTAL WELL-BEING THAT ENABLES PEOPLE TO COPE WITH THE STRESSES OF LIFE, REALIZE THEIR ABILITIES, LEARN WELL AND WORK WELL.

PREJUDICE - AN IRRATIONAL ATTITUDE OF HOSTILITY DIRECTED AGAINST AN INDIVIDUAL, A GROUP, A RACE, OR THEIR SUPPOSED CHARACTERISTICS.

PERSONAL HYGIENE - MAINTAINING CLEANLINESS OF ONE'S BODY AND CLOTHING TO PRESERVE OVERALL HEALTH AND WELL-BEING.

DISCRIMINATION - TREATING SOMEONE WITH A PROTECTED CHARACTERISTIC LESS FAVOURABLY THAN OTHERS.

Year 8

Music

Year 7

KING'S LYNN ACADEMY

Topic 1

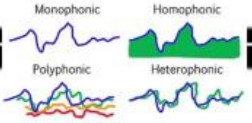
Musical Elements and Rhythm

Welcome to KLA your Journey starts here

MAD T SHIRT

Articulation

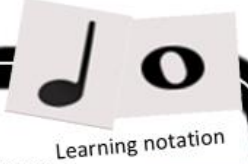
Texture



Tempo

Rhythm vs Beat

Learning notation

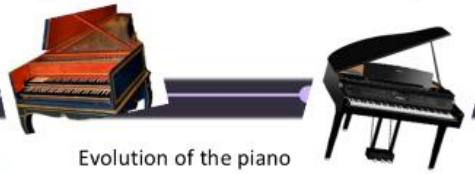


Composing and Performing

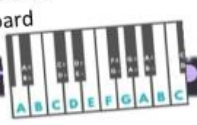
Topic 2

Keyboards

Famous Pianists



Evolution of the piano



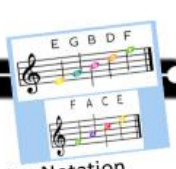
Notes on the Keyboard

The Treble Clef

Hand Position

Bass Clef

Topic 2 Continued



Learning Notation

Reading and Rehearsing

A good performance

Topic 3

Folk Music

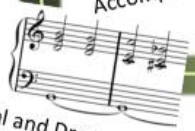
Folk Instruments

Folk Artists

Types of Folk Music

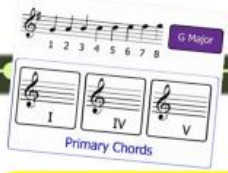
Wellerman Case Study

Topic 3 Continued



Pedal and Drone

Accompaniment

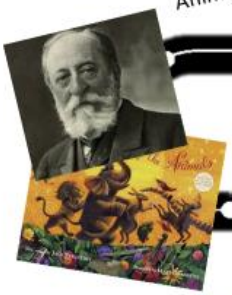


Strumming Patterns

Ukulele Ensemble

Topic 4

Programme Music



Carnival of the Animals

Year 7 Topic 1
Rhythm

3 key words:

Melody
The main tune of a song. When describing a melody, you could describe the pitch of the notes (high or low)

Dynamics
The volume of the piece of music.
Forte = Loud
Piano = Quiet

Tempo
The speed of the song. Slow, medium, fast,

Music Notes:

Note	Value	Name	How to remember
𝅝	4	Semibreve	Hold X 4
𝅗𝅥	2	Minim	Hold X 2
♩	1	Crotchet	Tea
𝄽	1	Crotchet rest	Silence
♪ (𝅘𝅥𝅮)	½	Quaver	Coffee
𝅘𝅥𝅯 (𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯)	¼	Semiquaver	Jammie-Dodger

Year 8

Drama (Performing Arts)

KING'S LYNN ACADEMY

Year 7

Topic 1

Physical and Vocal Skills

Welcome to KLA your Journey starts here

Physical Skills: Body Language, Facial Expressions, Gestures, Mime, Freeze Frame, Proxemics, Gait

Eye-Contact

Vocal Skills: Pitch, Pace, Pause, Volume, Emphasis, Accent, Tone

Topic 1 - continued

Physical and Vocal Skills - Characterisation

Types of stages

Role on the Wall

Characterisation

Hot Seating

Use of movement

Interaction with other performers

Topic 2

Darkwood Manor

Physical Theatre

Performance

Accuracy

Character Development

Use of Voice

Topic 2 - Continued

Darkwood Manor

Role on the Wall

Soundscape

Hot Seating

Storytelling

Transitions

Characters

Collaborative Work

Topic 3

Melodrama

Exploring Melodrama

Performance

Mime

Freeze Frames

Statues

Topic 5

Alternative Fairytales

Soundscape

Stock Characters

Creating

Fairytales

Performing

Creating a performance

Exaggeration

Exploring Characters

Typical Plot

Stock Characters

PHYSICAL AND VOCAL SKILLS

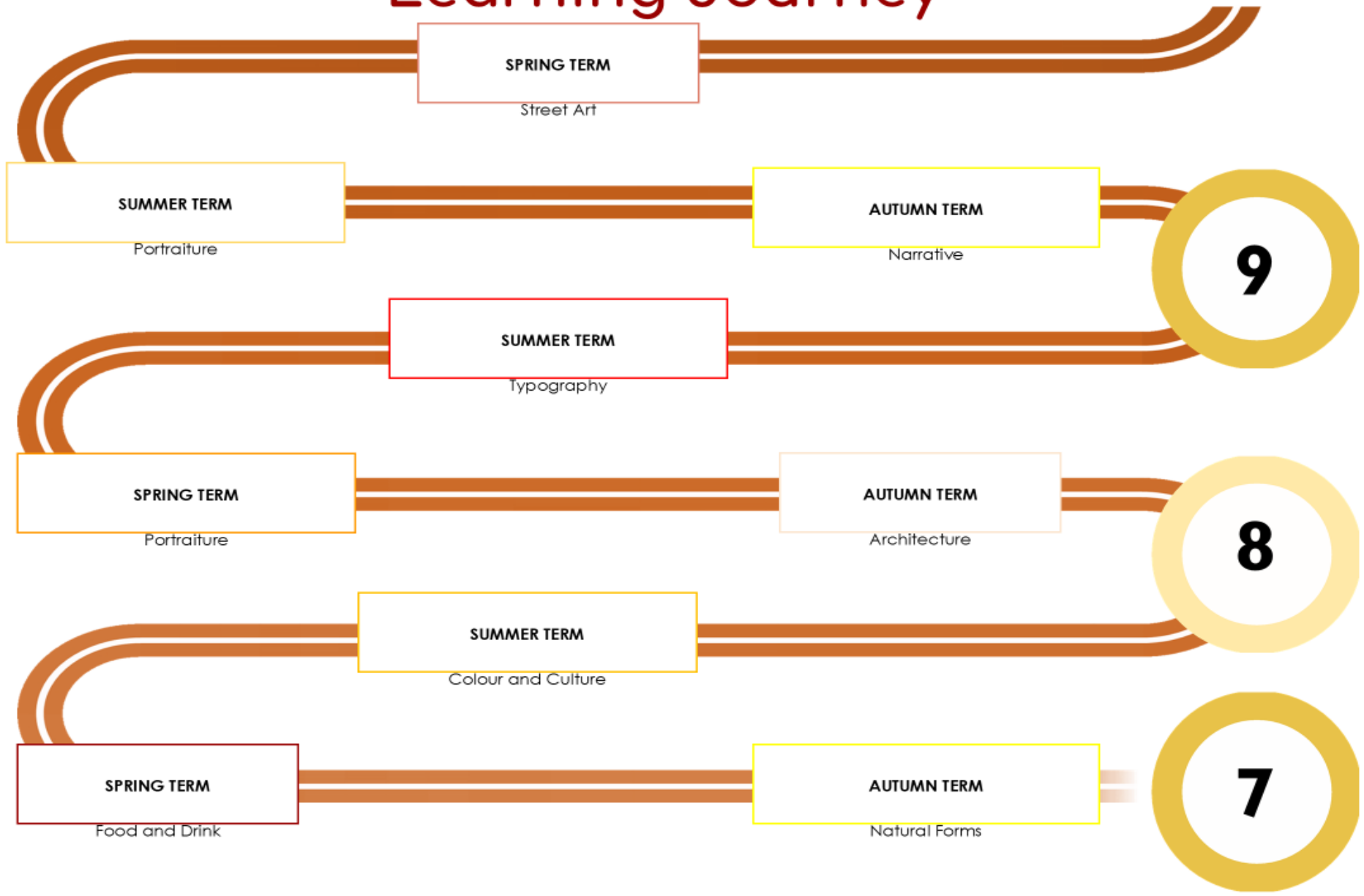
Physical Skills

- Body Language – Using your body to communicate your emotions.
- Facial Expressions – Using your face to communicate your emotions.
- Gestures – Using a part of your body, usually hands or head, to communicate an emotion, meaning or intention.
- Gait – Your characters walk.
- Proxemics – The space between the performers on the stage and the meaning it conveys about their relationship.

Vocal Skills

- Pitch – How high or low your voice is.
- Pace – The speed at which you talk.
- Pause – A short break for dramatic effect.
- Volume – How loud or quiet your voice is.
- Emphasis – Stress an individual work to make it stand out.
- Accent – How you pronounce words or speak depending on your geographical location or social class.
- Tone – Suggests the mood or intention, shown in the voice e.g. happy tone, sad tone, angry tone.

KS3 Art
Learning Journey



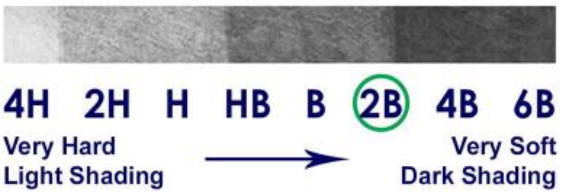
Year 7 Autumn Term Knowledge Organiser

Art Specific Language and Terms

Tone	The lightness or darkness of something.	**Observational**	A drawing or painting from life.
Tonal Gradation	A visual technique of gradually transitioning from one colour/hue to another, or from one shade to another, or one texture to another.	**Scaling up**	A precise way to transfer and enlarge a small image.
Depth	Refers to making objects appear closer or further away and making a two-dimensional image seem three-dimensional.	**Control**	How carefully you work with a specific media.
Proportion	The size relationship between different elements. E.g height compared to width.	**Negative space**	The empty or unfilled areas of a piece of artwork.
Composition	Where you place objects on the page.	**Accuracy**	The extent to which one piece of work looks like another.

Drawing is the art or technique of producing images on a surface, usually paper, by means of marks, usually of graphite, ink, chalk, charcoal, or crayon.

Choose the right pencil:



2D Shape - objects or spaces that have only two dimensions: length and width.

3D Shape - objects, also known as solid shapes, have three dimensions: length, width, and height.

Year 7 Autumn Term Knowledge Organiser

Mark making is a term used to describe the different lines, patterns, and textures we create in a piece of art. It applies to any art material on any surface, not only pen or pencil on paper.

Art Specific Language and Terms			
Hatching	Closely drawn parallel lines to create tone.	**Composition**	Where you place objects on the page.
Cross hatching	Cross hatching is the drawing of two layers of hatching at right-angles to create a mesh-like pattern.	**Control**	How carefully you work with a specific media.
Texture	**Texture** is the way something feels to the touch, or looks to the eye. Words like rough, silky, shiny and dull help writers describe the texture of an object. In art we can create texture by using Mark Making techniques.	**Direction of Line**	They could be vertical, horizontal or diagonal. Lines can be used in art and design to help guide your eye around a painting, or to create a sense of balance and structure.
Quality of Line	*Line quality or line weight* - refers to the thickness or thinness of a line. By varying the line quality you can make objects appear more 3-Dimensional and more interesting.	**Monoprinting**	Monoprinting is a form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals.

Kate Malone is one of the UK's leading ceramic artists with an illustrious career spanning over thirty years. Born 1959, London, England, Malone has two degrees; 1979-1982 - BA (Hons) Ceramics and 1983-1986 - MA Ceramics.

Observations of nature, fruits and vegetables are the overriding influences in her work. In addition to her exploration of nature, Kate has spent her career pioneering glazing techniques via research and experimentation in the chemistry of glazing. The sophistication of her glazes has led to some interesting collaborations with prominent architects and designers, working on inspiring public art projects in hospitals, schools, parks and libraries.