KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 8 Term 1 2025-26

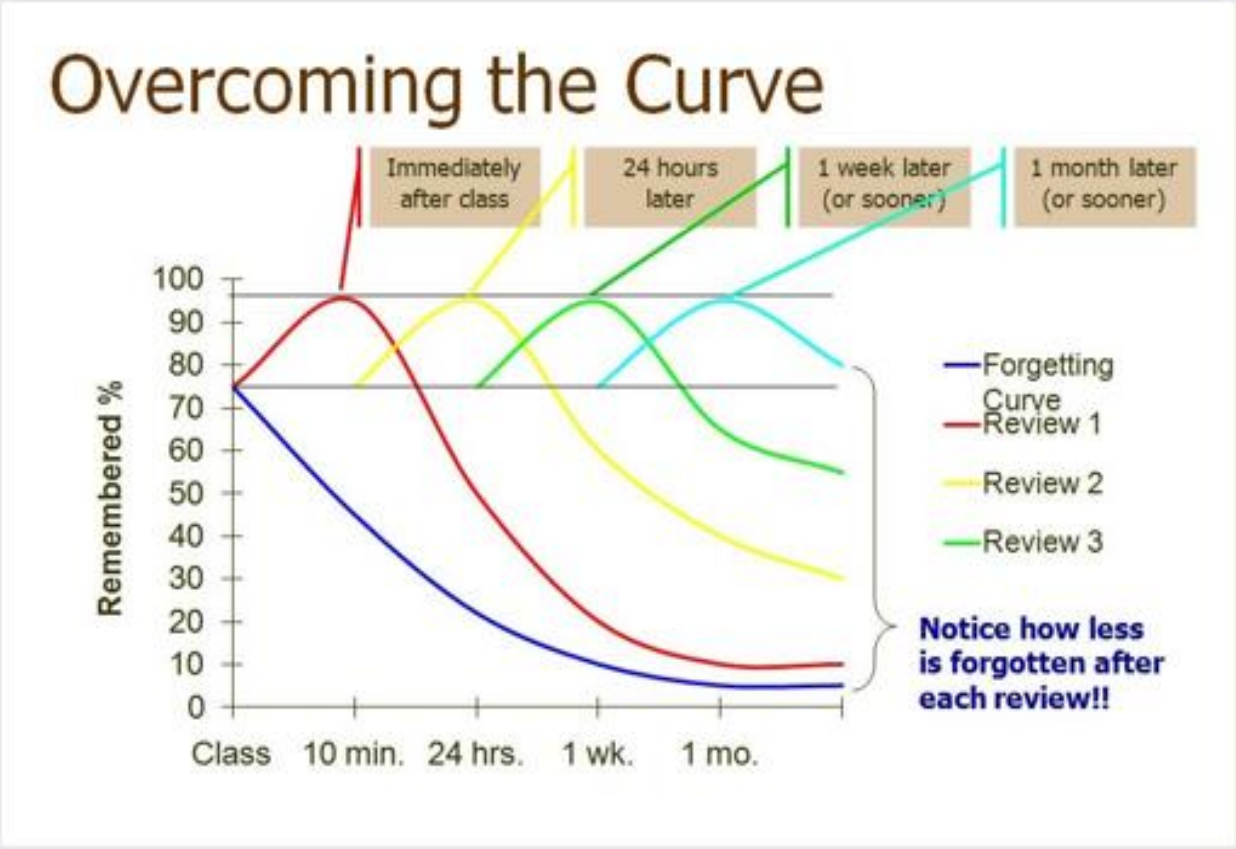
Name:

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

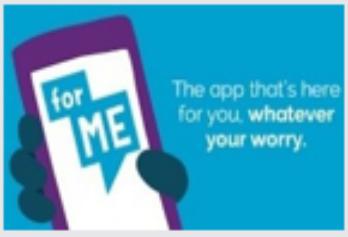
The **Mind Shift** app helps you learn how to relax, to develop more helpful ways of thinking, and identify active steps that will help you take charge of your anxiety. This app includes strategies to deal with everyday anxiety, as well as specific tools to tackle:
Test Anxiety, Perfectionism, Social 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 8 English

KING'S LYNN ACADEMY

End of Year 8 exam

Creative writing: **poetry**

Analytical writing: **building an essay**

Study of poetry: **relationships**

Class reading: **reading for pleasure**

Analytical writing: **personification & alliteration**

Context: **Shakespeare's tragedies**

Analytical writing: **tentative language**

Study of the play: **Romeo and Juliet**

Term 3

Analytical writing: **sequencing ideas**

Context: **Orwell's intentions**

Class reading: **reading for pleasure**

Analytical writing: **embedding quotations**

Creative writing: **persuasive speech**

Analytical writing: **symbolism**

Context: **the Russian Revolution**

Analytical writing: **introductions**

Term 2

Study of the novel: **Animal Farm**

Class reading: **reading for pleasure**

Analytical writing: **alternative interpretations**

Creative writing: **descriptive & narrative**

Analytical writing: **writer's methods**

Context: **the detective genre**

Analytical writing: **detailed topic sentences**

Study of short stories: **Sherlock Holmes**

Term 1

Welcome to KLA, your journey starts here!

Year 8 – Term 1: Sherlock Holmes, by Arthur Conan Doyle

Key Vocabulary

Word:	Definition:
Periodical	A magazine published at regular intervals (such as weekly) containing articles, cartoons and advertisements.
Sidekick	Someone who works as someone's assistant, with a lower status than them.
Consultant	A professional who provides expert advice or services in a specific field to individuals or organisations.
Observe	Not just to notice but to consciously register something you have seen.
Deduction	1. A calculation: to take away. 2. Learning something or working it out by considering the facts.
Scandal	An action that causes public outrage because it is morally or legally wrong.
Compromising	To be caught in a difficult or awkward situation which may result in a scandal.
Irony	An expression of opinion or a situation which is contrary (opposite) to that which is expected.
Patriarchy	Society organised around male leadership; men are in charge and make all laws, whilst women are subservient.
Dual-natured	A two-sided personality. For example: sometimes Sherlock Holmes is introspective, whilst at others, he is dynamic.
Introspective	Being in a thoughtful, calm and reflective state of mind.
Meticulous	Showing great attention to detail; very careful and precise.
Aristocracy	The highest class in certain societies, typically made up of people of noble birth who hold hereditary titles.
Genre	A style or category of art, music or literature.
Convention	A feature that is common in texts belonging to a specific genre.
Pathetic Fallacy	A literary device where human characteristics are applied to inanimate objects, nature or animals.
Red-herring	A clue or piece of information that is intended to be misleading or distracting.
Scrutiny	Critical observation or examination.
Denouement	The final part of a narrative in which the strands of the plot are drawn together and matters are explained or resolved.
Resolution	The part of the plot where the main conflict is resolved and the story concludes.

Year 8 – Term 1: Sherlock Holmes, by Arthur Conan Doyle

Key Knowledge

Context:	
Writer's Background	Born in Scotland and educated in England and Austria, Doyle trained to become a doctor at the University of Edinburgh. Whilst studying, he began to write short stories. He is most famous for his novels and short stories about Sherlock Holmes. His first work featuring Sherlock Holmes, A Study in Scarlet, was written when he was 27. It was published in1886. Later stories were published in the Strand magazine.
The Victorian Era	The Victorian Era was a period of great change in Britain. Many people flocked to big cities during this time of mass production, known as the Industrial Revolution. As well as many great inventions and achievements from this time-period, there was also a rise in overcrowding, leading to disease and increased crime rates.
The Detective Genre	The detective genre, or detective fiction, is a category of stories that focuses on the investigation and solution of mysteries, often crimes. It typically features a detective, who may be professional, amateur, or retired, solving crimes like murder. The core of the genre involves detectives using logical reasoning, observation, and deduction to unravel mysteries.

Analytical Writing: TEAL 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.
Link to Context	Making connections between your point to the writer, social context or genre.

Descriptive/Story Writing: Our Process	
Vocab	Acquiring the best, most precise & 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.

Characters:	
Sherlock Holmes	A fictional consulting detective created by Arthur Conan Doyle. He is known for his intelligence, introspection and dual nature. He is described as an 'observing machine' because of his ability to capture the essence of people with seemingly very little evidence.
Dr Watson	Holmes' former flatmate, a doctor and his closest companion. The stories are told from his perspective, working as Holmes' assistant.
Irene Adler	A famous American opera singer who had a relationship with the future King of Bohemia. To Holmes, she is '*the* woman' who outsmarted him.
King of Bohemia	Bohemia was an area of central Europe; today it is a region of the Czech Republic. The King is engaged to a Scandinavian princess but shares a romantic history with Irene Adler.
Dr Grimesby Roylott	A medical doctor who worked for many years in the British colony of India. He can be violent and is rumoured to have killed his butler. He collects exotic Indian animals, including cheetahs and baboons.
Helen Stoner	Helen's sister was mysteriously killed two years prior to the start of the story. Helen suspects that her stepfather, Dr. Grimesby Roylott, was involved and she employs Holmes to investigate.

Your Future starts here

Year 8

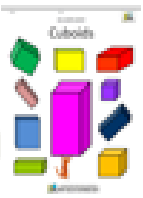
KING'S LYNN ACADEMY

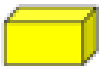
End of Year Exam

The data handling cycle

Measures of location

Line symmetry & reflection





Angles in parallel lines & polygons

Area of trapezia & circles

Term 3

Number sense

Fractions & percentages

Standard index form

Indices

Sequences

Mid Term Exam

Term 2

Brackets, equations & Inequalities

Tables & probability

Representing data

Working in the Cartesian plane

Multiplicative change

Multiplying & dividing fractions

Welcome to KLA your Journey starts here

Ratio & Scale

Term 1

YEAR 8 - PROPORTIONAL REASONING...

Ratio and Scale

@whisto_maths

What do I need to be able to do?

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

- Simplify any given ratio
- Share an amount in a given ratio
- Solve ratio problems given a part

Solutions should be modelled, explained and solved

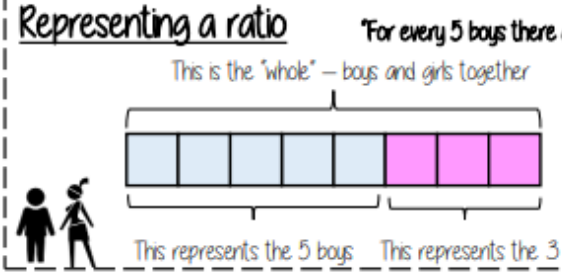
Keywords

Ratio: a statement of how two numbers compare
Equal Parts: all parts in the same proportion, or a whole shared equally
Proportion: a statement that links two ratios
Order: to place a number in a determined sequence
Part: a section of a whole
Equivalent: of equal value
Factors: integers that multiply together to get the original value
Scale: the comparison of something drawn to its actual size.

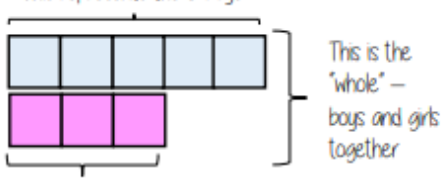
Representing a ratio

"For every 5 boys there are 3 girls"

5:3



Double Number Line



Order is Important

"For every dog there are 2 cats"

Dogs: Cats

1:2

The ratio has to be written in the same order as the information is given

e.g. 2:1 would represent 2 dogs for every 1 cat ✗

Simplifying a ratio

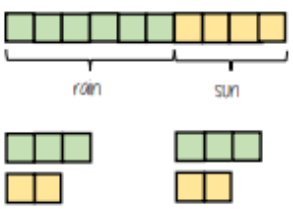
Cancel down the ratio to its lowest form

"For every 6 days of rain there are 4 days of sun"

6:4

÷ by 2

3:2



Find the biggest common factor that goes into all parts of the ratio

For **6** and **4** the biggest factor (number that multiples into them is **2**)

"For every 3 days of rain there are 2 days of sun" – when this happens twice the ratio becomes 6:4

Ratio 1:n (or n:1)

This is asking you to cancel down until the part indicated represents 1

Show the ratio 4:20 in the ratio of 1:n

The question states that **this part has to be 1** unit. Therefore **Divide by 4**

4 : 20

1 : 5

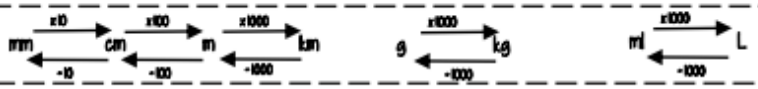
This side has to be divided by 4 too – to keep in **proportion**

"n" the n part does not have to be an integer for this type of question

Units are important:

When using a ratio – all parts should be in the same units

Useful Conversions



Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4
Work out how much each person earns

Model the Question

James: Lucy

3 : 4

Find the value of one part

Whole: £350
7 parts to share between
(3 James, 4 Lucy)

£350 ÷ 7 = £50

□ = one part
= £50

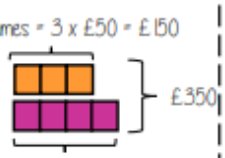
Put back into the question

James: Lucy

(x 50) 3 : 4 (x 50)

£150 : £200

James = 3 x £50 = £150



Lucy = 4 x £50 = £200

Finding a value given 1:n (or n:1)

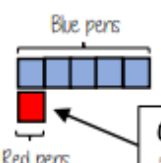
Inside a box are blue and red pens in the ratio 5:1
If there are 10 red pens how many blue pens are there?

Model the Question

Blue : Red

5 : 1

□ = one part
= 10 pens



One unit = 10 pens

Put back into the question

Blue : Red

(x 10) 5 : 1 (x 10)

50 : 10

Blue pens = 5 x 10 = 50 pens

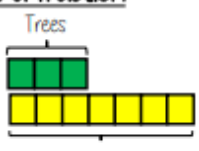
Red pens = 1 x 10 = 10 pens

There are 50 Blue Pens

Ratio as a fraction

Trees: Flowers

3 : 7



Ratio

There are **3** parts for trees

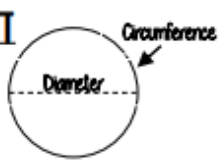
Fraction of trees

Number of parts of in group / Total number of parts = 3 / 10

Fraction

Tree parts **3** + Flower parts **7** = **10**

Pi π



The ratio of a circles circumference to its diameter

YEAR 8 - PROPORTIONAL REASONING...

Multiplicative Change

@whisto_maths

What do I need to be able to do?

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

- Solve problems and explain direct proportion
- Use conversion graphs to make statements, comparisons and form conclusions
- Understand and use scale factors for length

Keywords

Proportion: a statement that links two ratios
Variable: a part that the value can be changed
Axes: horizontal and vertical lines that a graph is plotted around
Approximation: an estimate for a value
Scale Factor: the multiple that increases/ decreases a shape in size
Currency: the system of money used in a particular country
Conversion: the process of changing one variable to another
Scale: the comparison of something drawn to its actual size.

Direct Proportion

As one variable changes the other changes at the same rate

This is a multiplicative change

4 cans of pop = £2.40

4 cans of pop = £2.40 → (x 3) → 12 cans of pop = £7.20

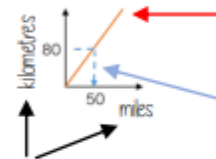
4 cans of pop = £2.40 → (x 0.5) → 2 cans of pop = £1.20

This multiplier is the same in the same way that this would be for ratio

Sometimes this is easiest if you work out how much one unit is worth first
e.g. **1 can of pop = £0.60**

Conversion Graphs

Compare two variables



This is always a straight line because as one variable increases so does the other at the same rate

To make conversions between units you need to find the point to compare – then find the associated point by using your graph
Using a ruler helps for accuracy
Showing your conversion lines help as a "check" for solutions

Labelling of both axes is vital

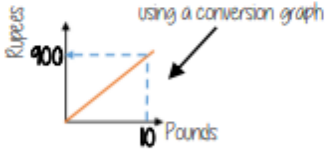
Conversion between currencies

£1 = 90 Rupees ← Currency is directly proportional

For every £1 I have 90 Rupees

£1 = 90 Rupees → (x 10) → £10 = 900 Rupees

Currency can be converted using a conversion graph



Convert 630 Rupees into Pounds

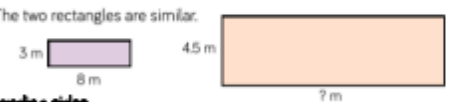
£1 = 90 Rupees → (x 7) → £7 = 630 Rupees

630 ÷ 90 = 7

Ratio between similar shapes

Angles in similar shapes do not change
e.g. if a triangle gets bigger the angles can not go above 180°

The two rectangles are similar.



Corresponding sides

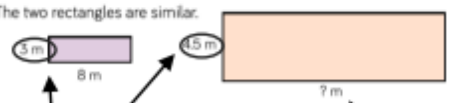
3m : 4.5m → (x 3) → 1 m : 1.5 m

8m : 12m → (x 8) → 1 m : 1.5 m

Note
Simplify to the same ratio

Understand Scale Factor

The two rectangles are similar.



3 x 1.5 = 4.5

This is a multiplicative change

Missing length
8 x 1.5 = 12m

Use **corresponding** sides to calculate a scale factor

Scale factor can also be calculated by **Bigger corresponding side ÷ Smaller corresponding side**

Small corresponding side → (x SF) → Big corresponding side

Big corresponding side → (÷ SF) → Small corresponding side

Draw and interpret scale diagrams

A picture of a car is drawn with a scale of 1:30

For every 1cm on my image is 30cm in real life

The car image is 10cm

Image : Real life
1cm : 30cm → (x 10) → 10cm : 300cm

The car in real life is 210cm

Image : Real life
1cm : 30cm → (x 7) → 7cm : 210 cm

Interpret maps with scale factors

÷ 10	÷ 100	÷ 1000
mm	cm	m	km
x 10	x 100	x 1000

1 cm : 250 m

Ratios need to be in the same units

1 cm : 250m ← 250 x 100 = 25000

1 cm : 25000cm

For every 1cm on my map is 25000cm in real life

YEAR 8 - PROPORTIONAL REASONING...

Multiplying and Dividing Fractions

@whisto_maths

What do I need to be able to do?

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

- Carry out any multiplication or division using fractions and integers
- Solutions can be modelled, described and reasoned

Keywords

Numerator : the number above the line on a fraction. The top number. Represents how many parts are taken
Denominator: the number below the line on a fraction. The number represent the total number of parts.
Whole: a positive number including zero without any decimal or fractional parts.
Commutative: an operation is commutative if changing the order does not change the result.
Unit Fraction: a fraction where the numerator is one and denominator a positive integer.
Non-unit Fraction: a fraction where the numerator is larger than one.
Dividend : the amount you want to divide up
Divisor: the number that divides another number.
Quotient: the answer after we divide one number by another. e.g. dividend÷ divisor = quotient
Reciprocal: a pair of numbers that multiply together to give 1.

Representing a fraction

Numerator
Denominator

$\frac{3}{5}$

Number of parts represented
Numerator

Number of parts to make up the whole
Denominator

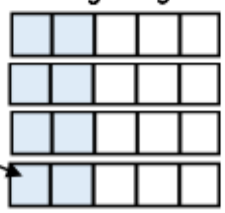
ALL PARTS of a fraction are of equal size

Repeated addition = multiplication by an integer

$4 \times \frac{2}{5} \rightarrow \frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5}$

Integer (Whole number)

Each part represents $\frac{1}{5}$



How many parts are shaded?
What each part represents

$= \frac{8}{5}$

$= 1\frac{3}{5}$

Each whole is split into the same number of parts as the denominator

Revist
When adding fractions with the same denominator - add the numerators

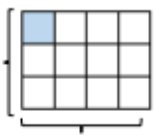
Multiplying unit fractions

$\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$

Parts shaded

Total number of parts in the diagram

Modelled:



Multiplying non-unit fractions

Shade in 3 parts

Repeat it on this many rows

$\frac{3}{4} \times \frac{2}{3}$

This many columns

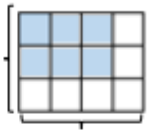
This many rows

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$

Parts shaded

Total number of parts in the diagram

Modelled:



Quick Multiplying and Cancelling down

$\frac{\cancel{3}^{1}}{5} \times \frac{4}{\cancel{9}^{3}}$

The 3 and the 9 have a common factor and can be simplified

Quick Solving
Multiply the numerators
Multiply the denominators

$\frac{1 \times 4}{5 \times 3} = \frac{4}{15}$

The reciprocal

When you multiply a number by its reciprocal the answer is always 1

$3 \times \frac{1}{3} = 1$

$\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$

The reciprocal of 3 is $\frac{1}{3}$ and vice versa

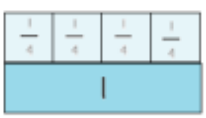
Reciprocals for division

e.g. $5 \div \frac{1}{4} = 20$

$5 \times 4 = 20$

Multiplying by a reciprocal gives the same outcome

Dividing an integer by an unit fraction



$1 \div \frac{1}{4} = 4$

How many quarters are in 1?

"There are **4 quarters** in **1 whole**. Therefore, there are **20 quarters** in **5 wholes**"

$5 \div \frac{1}{4} = 20$

Dividing any fractions

Remember to use reciprocals

$\frac{2}{5} \div \frac{3}{4}$

$\frac{2}{5} \times \frac{4}{3}$

Multiplying by a reciprocal gives the same outcome

Represented

$= \frac{8}{15}$

YEAR 8 - REPRESENTATIONS...

Working in the Cartesian plane

@whisto_maths

What do I need to be able to do?

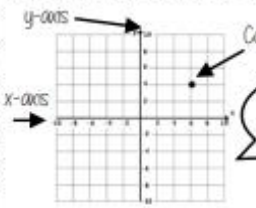
By the end of this unit you should be able to:

- Label and identify lines parallel to the axes
- Recognise and use basic straight lines
- Identify positive and negative gradients
- Link linear graphs to sequences
- Plot $y = mx + c$ graphs

Keywords

Quadrant: four quarters of the coordinate plane
Coordinate: a set of values that show an exact position
Horizontal a straight line from left to right (parallel to the x axis)
Vertical a straight line from top to bottom (parallel to the y axis)
Origin: (0,0) on a graph. The point the two axes cross
Parallel: Lines that never meet
Gradient: The steepness of a line
Intercept: Where lines cross

Coordinates in four quadrants



Coordinate (x, y) **(6, 4)**

From the origin this coordinate is 6 places along the positive x axis and 4 places up the positive y axis

(x, y)

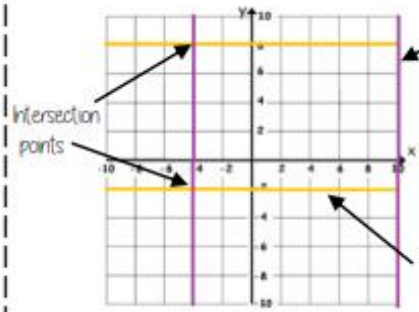
Always the position on the x axis first

Always the position on the y axis second

(0, a) Will be always be a point on the y axis (a can be any number)

(a, 0) Will be always be a point on the x axis (a can be any number)

Lines parallel to the axes



All the points on this line have a x coordinate of 10

'a' can be ONLY positive or negative value including 0

Lines parallel to the **y axis** take the form **x = a** and are **vertical**

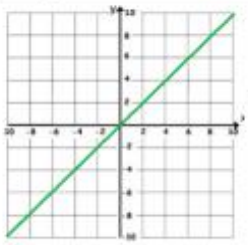
Lines parallel to the **x axis** take the form **y = a** and are **horizontal**

All the points on this line have a y coordinate of -2

e.g (3, -2) (7, -2) (-2, -2) all lay on this line because the y coordinate is -2

Recognise and use the line y=x

This means the x and the y coordinate have the same value

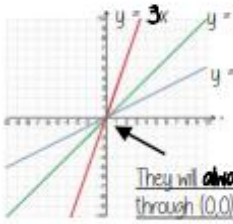


Examples of coordinates on this line: (0, 0) (-3, -3) (5, 5)

The axes **scale is important** – if the scale is the same $y = x$ will be a straight line at 45°

Recognise and use the lines y=kx

The value of **k** changes the steepness of the line



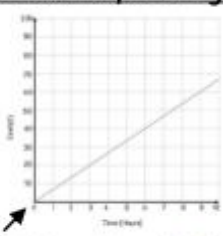
Note: $y = x$ is the same as $y = 1x$

The bigger the value of k the **steeper** the line will be

They will **always** go through (0,0)

The closer to 0 the value of k the closer the line will be to the x axis

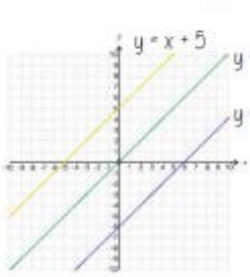
Direct Proportion using y=kx



The line must be straight to be directly proportional – variables increase at the same rate **k**

Direct proportion graphs always start at (0,0) as they are describing relationships between two variables

Lines in the form y = x + a



(0) the lines are **parallel** because the gradients are the same

$y = x + a$

This is the line $y = x$ when the y and x coordinate are the same

This shows the translation of that line.

e.g $y = x + 5$ is the line $y = x$ moved 5 places up the graph

5 has been added to each of the x coordinates

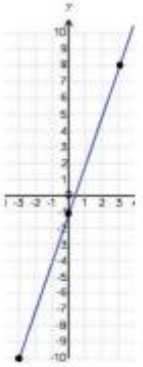
Plotting y = mx + c graphs

$y = 3x - 1$ → 3 x the x coordinate then – 1

x	-3	0	5
y	-10	-1	14

Draw a table to display this information

This represents a coordinate pair (-3, -10)

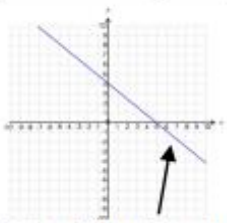


You only need two points to form a straight line

Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

Remember to join the points to make a line

Lines with negative gradients



Only straight-line graph with a negative x value has a negative gradient

E.g $y = -2x$
$y = -x$ $y + x = 12$

Direction of all negative gradients

YEAR 8 - REPRESENTATIONS...

Representing Data

@whisto_maths

What do I need to be able to do?

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

- Draw and interpret scatter graphs
- Describe correlation and relationships
- Identify different types of non-linear relationships
- Design and complete an ungrouped frequency table
- Read and interpret grouped tables (discrete and continuous data)
- Represent data in two way tables

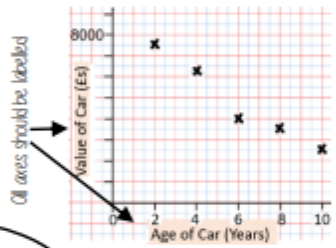
Keywords

Variable: a quantity that may change within the context of the problem
Relationship: the link between two variables (items). E.g. Between sunny days and ice cream sales
Correlation: the mathematical definition for the type of relationship.
Origin: where two axes meet on a graph
Line of best fit: a straight line on a graph that represents the data on a scatter graph
Outlier: a point that lies outside the trend of graph
Quantitative: numerical data
Qualitative: descriptive information, colours, genders, names, emotions etc.
Continuous: quantitative data that has an infinite number of possible values within its range.
Discrete: quantitative or qualitative data that only takes certain values.
Frequency: the number of times a particular data value occurs.

Draw and interpret a scatter graph

Age of Car (Years)	2	4	6	8	10
Value of Car (£s)	7500	6250	4000	3500	2500

- This data may not be given in size order
- The data forms information pairs for the scatter graph
- Not all data has a relationship

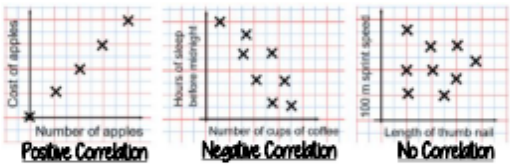


The axes should fit all the values on and be equally spread out

"This scatter graph show as the age of a car increases the value decreases"

The link between the data can be explained verbally

Linear Correlation



Positive Correlation
As one variable increases so does the other variable

Negative Correlation
As one variable increases the other variable decreases

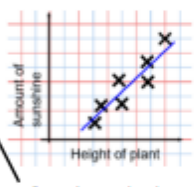
No Correlation
There is no relationship between the two variables

The line of best fit

The Line of best fit is used to make estimates about the information in your scatter graph

Things to know:

- The line of best fit **DOES NOT** need to go through the origin (The point the axes cross)
- There should be approximately the same number of points above and below the line (It may not go through any points)
- The line extends across the whole graph



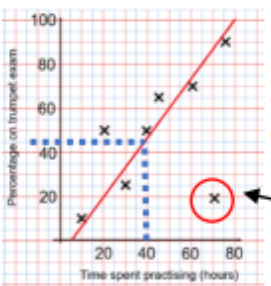
It is only an estimate because the line is designed to be an average representation of the data

It is always a **straight line**

Using a line of best fit

Interpolation is using the line of best fit to estimate values inside our data point.

e.g. 4.0 hours revising predicts a percentage of 45



Extrapolation is where we use our line of best fit to predict information outside of our data
This is not always useful – in this example you cannot score more that 100%. So revising for longer can not be estimated

This point is an "**outlier**"
It is an outlier because it doesn't fit this model and stands apart from the data

Ungrouped Data

The number of times an event happened

The table shows the number of siblings students have. The answers were
3, 1, 2, 2, 0, 3, 4, 1, 1, 2, 0, 2

2 people had 0 siblings. This means there are 0 siblings to be counted here

Number of siblings	Frequency	
0	2	**0**
1	3	**3**
2	4	2 + 2 + 2 + 2 OR 2 x 4 = **8**
3	2	3 + 3 OR 3 x 2 = **6**
4	1	**4**

Best represented by discrete data (Not always a number)

2 people have 3 siblings so there are 6 siblings in total

OVERALL there are 0 + 3 + 8 + 6 + 4 Siblings = 21 siblings

Grouped Data

If we have a large spread of data it is better to group it. This is so it is easier to look for a trend. Form groups of equal size to make comparison more valid and spread the groups out from the smallest to the largest value.

Discrete Data
The groups do not overlap

Cost of TV (£)	Tally	Frequency
101 - 150	𝍸 |	7
151 - 200	𝍸 𝍸 |	11
201 - 250	𝍸	5
251 - 300	|||	3

We do not know the exact value of each item in a group – so an estimate would be based to calculate the overall total (Midpoint)

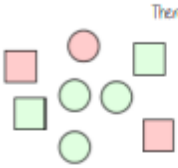
Continuous Data
To make sure all values are included inequalities represent the subgroups

x Weight(g)	Frequency
40 < x ≤ 50	1
50 < x ≤ 60	3
60 < x ≤ 70	5

e.g. this group includes every weight bigger that 60Kg, up to and including 70Kg

Representing data in two-way tables

Two-way tables represent discrete information in a visual way that allows you to make conclusions, find probability or find totals of sub groups



There are 2 green squares

There are 5 green shapes

	Squares	Circles	Total
Green	2	3	5
Red	2	1	3
Total	4	4	**8**

There are 8 items in total

Using your two-way table

To find a fraction
e.g. What fraction of the items are red? **3 red items**
but **8 items in total** - $\frac{3}{8}$

Interleaving Use your fraction, decimal percentage equivalence knowledge

YEAR 8 - REPRESENTATIONS...

Tables and Probability

@whisto_maths

What do I need to be able to do?

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

- Construct a sample space diagram
- Systematically list outcomes
- Find the probability from two-way tables
- Find the probability from Venn diagrams

Keywords

Outcomes: the result of an event that depends on probability
Probability: the chance that something will happen
Set: a collection of objects
Chance: the likelihood of a particular outcome
Event: the outcome of a probability – a set of possible outcomes
Biased: a built in error that makes all values wrong by a certain amount
Union: Notation '∪' meaning the set made by comparing the elements of two sets

Construct sample space diagrams

Sample space diagrams provide a systematic way to display outcomes from events

The possible outcomes from rolling a dice

The possible outcomes from tossing a coin

	1	2	3	4	5	6
H	1,H	2,H	3,H	4,H	5,H	6,H
T	1,T	2,T	3,T	4,T	5,T	6,T

This is the set notation to list the outcomes **S** =

S = { 1H, 2H, 3H, 4H, 5H, 6H, 1T, 2T, 3T, 4T, 5T, 6T}

In between the **{ }** are a, the possible outcomes

Probability from sample space

The possible outcomes from rolling a dice

The possible outcomes from tossing a coin

	1	2	3	4	5	6
H	1,H	2,H	3,H	4,H	5,H	6,H
T	1,T	(2,T)	3,T	(4,T)	5,T	(6,T)

What is the probability that an outcome has an even number and a tails?

This is the set notation that represents the question **P**

P (Even number and Tails) = $\frac{3}{12}$

There are three even numbers with tails

There are twelve possible outcomes

In between the **( )** is the event asked for

Numerator: the event

Denominator: the total number of outcomes

Probability from two-way tables

	Car	Bus	Walk	Total
Boys	15	24	14	53
Girls	6	20	(21)	47
Total	21	44	35	(100)

P (Girl walk to school) = $\frac{21}{100}$

The event

The total in the set

The total number of items

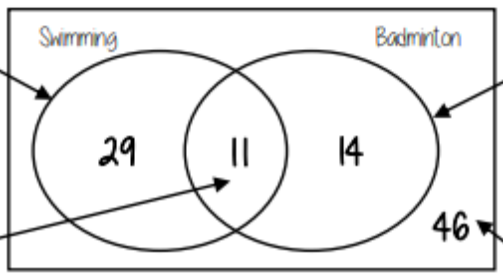
Product Rule

The number of items in event a **X** The number of items in event b

Probability from Venn diagrams

100 students were questioned if they played badminton or went to swimming club
40 went swimming, 25 went to badminton and 11 went to both

This whole curve includes everyone that went swimming
Because 11 did both we calculate **just** swimming by 40 - 11



This whole curve includes everyone that went to badminton
Because 11 did both we calculate **just** badminton by 25 - 11

The intersection represents both Swimming **AND** badminton

The number outside represents those that did **neither** badminton or swimming

100 – 29 – 11 – 14

P (Just swimming) = $\frac{29}{100}$

Year 9

KING'S LYNN ACADEMY

Science

Year 8

Term 6

Physics
Light

Biology
Respiration

Term 5

Experimental Science
Standard Procedures

Physics
Electrical Energy

Chemistry
Earth Systems

Term 4

Chemistry
Reactants and Products

Biology
Tissues and Organs

Term 3

Experimental Science
Standard Procedures

Physics
Movement
Gravity

Term 2

Chemistry
Pure Substances

Biology
Life Diversity

Term 1

Welcome back to KLA your Journey continues

Gravity: Big ideas

Forces

What expert understanding do we want after 5 years?

Fields produce forces
Big idea

Gravitational, electric, and magnetic forces act at a distance. These can be explained by force fields that extend through space and can move other objects. Objects with mass cause attractive gravitational fields
Electric and magnetic forces are different aspects of one interaction. Magnets cause magnetic fields and changing magnetic fields cause electric fields. Many devices use this interaction to generate motion and electricity.

How does the unit develop this?

Gravitational force
Key Concept

Every object exerts a gravitational force. Gravity holds planets and moons in orbit around larger bodies but depends on distance and mass

Facts

- Gravity decreases with distance

Weight
Key Concept

Weight is the force an object exerts on its support and which causes it to fall. It is mass x gravitational field strength

Sub-concepts

Gravitational field strength

Facts

- Weight = mass x g (field strength)
- Weight is in N, mass in kg

Solar system
Key Concept

The solar system is modelled as planets rotating on tilted axes, orbiting the Sun. It explains day and year length, seasons and how planets and moons appear

Sub-concepts

Planet, orbit, satellite

Facts

- Axis, day and year length
- Planets revolve at different distances from the Sun, which explains different year lengths and temperatures

	Know the facts		Key words
1	The Earth is one of eight planets in our Solar System.	1	**Galaxy:** Collection of stars held together by gravity. Our galaxy is called the Milky Way.
2.	Planets large objects that are (almost) spherical in shape and orbit the Sun.	2	**Light year:** Distance light travels in a year (over 9 million, million kilometres).
3	The Earth spins on its axis 1 times a day. That is why we have day and night.	3	**Stars:** Bodies which give out light, and which may have a solar system of planets.
4.	The Earth has seasons as the Earth is moving around the Sun and some parts are tilted towards the Sun and other parts are tilted away from the Sun	4	**Orbit:** Path taken by a satellite, planet or star moving around a larger body. Earth completes one orbit of the Sun every year.
5.	Pluto is no longer classed as a planet as it is too small and is quite spherical enough. It hasn't been a planet since 2006.	5	**Exoplanet:** Planet that orbits a star outside our solar system.
6.	A year is the time taken to make one complete orbit around the Sun.	6	**Asteroid:** A rock in space.
7	We see the Moon due to reflection of the Sun's light	7	**Comet:** Made of dust and ice.
8	Planets further from the sun are colder		**Natural satellite :** an object in space which formed from dust rocks
9	The universe consists of millions of galaxies. Each galaxy contains billions of stars. Each star may have planets, comets and asteroids orbiting them.		**Meteor** : are bits of dust, rocks that burn up as they move through the Earth's atmosphere.
10	The Moon has different phases due to the positioning of the Earth, Sun and Moon.		**Meteorite** : is a meteor that has made it to the Earths surface
11	Our solar system is part of the Milky Way - a galaxy containing hundreds of millions of stars.		**Gravity:** the force that helped pull the dust and gas together to form our Solar system
12	There are millions of galaxies in the universe.		**Constellation :** A group of stars we can see in the night sky.
13	A solar eclipse happens when the moon is between the Sun and the Earth		**Solar System:** The planets form a solar system
14	A lunar eclipse happens when the Earth is between the sun and the moon		**Milky way:** the name of our galaxy

	Know the facts		Key words
1	Forces are pushes or pulls Force is measured in Newtons(N)	1	**Equilibrium**: State of an object when opposing forces are balanced.
2.	Forces exist when objects interact- this produces and interaction pair	2	**Deformation**: Changing shape due to a force.
3	Friction, air resistance and water resistance are contact forces.	3	**Newton**: Unit for measuring forces (N).
4.	Friction can be reduced by lubrication. Air resistance and water resistance can be reduced by streamlining.	4	**Resultant force**: Single force which can replace all the forces acting on an object and have the same effect.
5.	When the resultant force on an object is zero, it is in equilibrium and does not move, or remains at constant speed in a straight line.	5	**Friction:** Force opposing motion which is caused by the interaction of surfaces moving over one another. It is called 'drag' if one is a fluid.
6.	You can draw a force diagram to show the forces acting on an object and label their size (length or thickness of the arrow) and direction with Newtons.	6	**Tension**: Force extending or pulling apart.
7	If forces are not balanced the object will speed up, slow down or change direction	7	**Compression**: Force squashing or pushing together.
8	Drag/frictional forces slow down falling or accelerating objects.	8	**Contact force**: One that acts by direct contact.
9	When the resultant force on an object is zero, it is in equilibrium and does not move, or remains at constant speed in a straight line.	9	**Streamlined**: Shaped to reduce resistance to motion from air or water.
10		10	**Equilibrium** : when forces cancel each other out
		11	**Density:** How much matter there is in a particular volume, or how close the particles are.

Know the facts		Key words	
1	All materials are made up of one or more elements.	1	**He** is the symbol for helium
2.	Elements are substances which cannot be broken down.	2	**H** is the symbol for hydrogen
3	There are 92 elements that exist naturally.	3	**Mg** is the symbol for magnesium
4.	The periodic table lists all these elements.	4	**C** is the symbol for carbon
5.	Every element has a symbol.	5	**O** is the symbol for oxygen
6.	The atom is the smallest part of an element that can exist.	6	**Na** is the symbol for sodium
7	Every element is made up of one type of atom.	7	**Fe** is the symbol for Iron
8	The atoms of one element are different from the atoms of all other elements.	8	**S** is the symbol for sulfur
9	A compound is a substance made up of two or more elements strongly and chemically joined together.	9	**Cl** is the symbol for chlorine
10	The properties of a compound are different to the properties of the individual elements it is made from.	10	**Ca** is the symbol for calcium
11	A molecule is a group of 2 or more atoms joined strongly together.	11	**H_2O** is the formula for water – it is a compound
12	A chemical formula shows how many atoms of each element the compound is made from.	12	**NaCl** is the formula for sodium chloride (salt) – it is a compound
13	A polymer is a molecule made of thousands of smaller molecules in a repeating pattern.	14	**N** is the symbol for nitrogen
14	A formula tells you how many atoms of each element are in the compound or molecule	15	**Zn** is the symbol for zinc
		16	**Cu** is the symbol for copper
		17	**Al** is the symbol for aluminium
		18	**K** is the symbol for potassium
		19	**I** is the symbol for iodine
		20	**Br** is the symbol for bromine

Movement: Big ideas

Forces

What expert understanding do we want after 5 years?

Forces predict motion
Big idea

Objects interact. The overall effect of forces on an object depends on their sum. Objects in equilibrium have constant motion, but change velocity with a resultant force. Newton's laws and the equations of motion can predict motion.

How does the unit develop this?

Speed
Key Concept

Speed measures how much distance an object travels in a given time, and average speed is given by a simple formula.

Sub-concepts

Average speed

Facts

- Speed = distance/time
- Definitions of instantaneous speed, relative speed, acceleration

Motion graphs
Key Concept

In distance time graphs, the slope represents speed, and in speed time graphs, acceleration. In speed time graphs, the area under the curve gives distance travelled

Facts

- Gradient as ratio of change in variables
- Area under graph for rectangular/triangular shapes

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		11	**Density:** How much matter there is in a particular volume, or how close the particles are.

Life diversity: Big ideas

Genes

What expert understanding do we want after 5 years?

Species show variation
Big idea

Over generations natural selection can lead to changes in a species; they evolve. Because all life on Earth evolved from a common ancestor, all organisms are related and what is learned about the function of a gene in one organism is relevant in others. This knowledge can be used in genetic engineering to manipulate genetic material to our advantage. Evolutionary processes have led to tremendous diversity; there is variation within species as well as between species. Evolution and its underlying genetic mechanisms of inheritance and variation are key to understanding both the unity and the diversity of life on Earth.

How does the unit develop this?

Variation
Key Concept

There are differences in characteristics between individuals of the same species. This is caused by inheritance or the environment

Facts

- Characteristics may be visible e.g. eye colour, or not e.g. blood group

Adaptation
Key Concept

Species have characteristics that enable them to survive in their environment. Species change over time (evolve) in response to changes in conditions

Sub-concepts

Species, natural selection

Facts

- A species is extinct when no more individuals of a species remain

Selective breeding
Key Concept

Selective breeding, or artificial selection, is used to produce livestock with favoured characteristics

Sub-concepts

Inbreeding

Facts

- Characteristics can be chosen for usefulness or appearance

blueprint secondary science

	Know the facts		Key words
1	Natural selection is a theory that explains how species evolve and why extinction occurs.	1	**Population**: Group of organisms of the same kind, living in the same place.
2	Biodiversity is vital to maintaining populations.	2	**Natural selection:** Process by which species change over time in response to environmental changes and competition for resources.
3	Within a species, variation helps adaption to environmental changes, avoiding extinction.	3	**Extinct**: When no more individuals of a species remain.
4	Within an ecosystem, having many different species ensures that resources are available for other populations, like humans.	4	**Biodiversity**: The variety of living things. It is measured as the differences between individuals of the same species, or the number of different species in an ecosystem.
5	A species may become extinct because they have been unable to adapt to changing conditions.	5	**Competition**: When two or more living things struggle against each other to get the same resource.
6	A lack of biodiversity can affect an ecosystem.	6	**Evolution**: Theory that the animal and plant species living today descended from species that existed in the past.
7	By preserving biodiversity, we can provide useful products and services for humans, such as drugs for disease.	7	**Adaptation:** Characteristic that helps an organism to survive in that environment.
8	If an organism is not able to change over time due to natural selection, their numbers will decrease.	8	**Interdependence**: a change in one species population affects the population of another. Both populations depend on each other.
9	You can inherit characteristics from your parents – this is your DNA.	9	**Variation**: Difference in characteristics within a species.
10	DNA is arranged into long strands called chromosomes. Each chromosome is divided into sections of DNA.	10	**Species**: organisms that have lots of characteristics in common, and can mate to produce fertile offspring.
11	The sections of DNA that contain the information to produce a characteristic are called genes.	11	**Continuous variation:** a characteristic that can take any value in a range, e.g. height.
12	All living things have a common ancestor, through the process of natural selection.	12	**Discontinuous variation**: a characteristic than can only have certain values, e.g. eye colour.
		13	**Gene Bank**: a place where genetic samples from different species are stored.

Pure substances: Big ideas

Matter

What expert understanding do we want after 5 years?

Structure determines properties
Big idea

The properties of a substance depend upon the type of atoms it contains and the strength of the bonds holding them together. The properties determine the uses the substance is suitable for.

How does the unit develop this?

Elements & compounds
Key Concept

A pure substance can be an element or compound. The properties of a compound are different to its constituent elements

Sub-concepts

Element, compound, formula, molecule

Facts

- An atom is the smallest particle that makes up an element
- Each element has a shortened name called a symbol
- Rules for naming compounds

Simple or giant
Key Concept

In some substances atoms are joined as separate molecules and in others the atoms all join to form one giant structure

Sub-concepts

Simple structure, giant structure

Facts

- Boiling point is the temperature a substance boils at, and changes from liquid to a gas
- Melting point is the temperature a substance melts, and changes from solid to liquid

Year 9

Geography

Year 8

KING'S LYNN ACADEMY

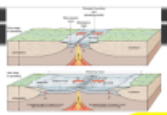
Dubai/UAE

Half Term 6

The Middle East

Earthquake effects

Plate margins



Volcano formation

Half Term 5

Tectonics

Opportunities

Challenges

Adaptations

Desertification

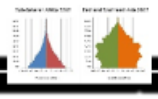
Locations

Half Term 4

Hot deserts

Nigeria focus

Physical Geography



The Sahara

Africa

Populations

Half Term 3

Rainforest threats

Location of biomes

Adaptations

Characteristics

cosystems

Tropical rainforests

Half Term 2

Gender equality

Why do people live in poverty?

Health inequality

Welcome back to KLA. Your journey continues.

Half Term 1

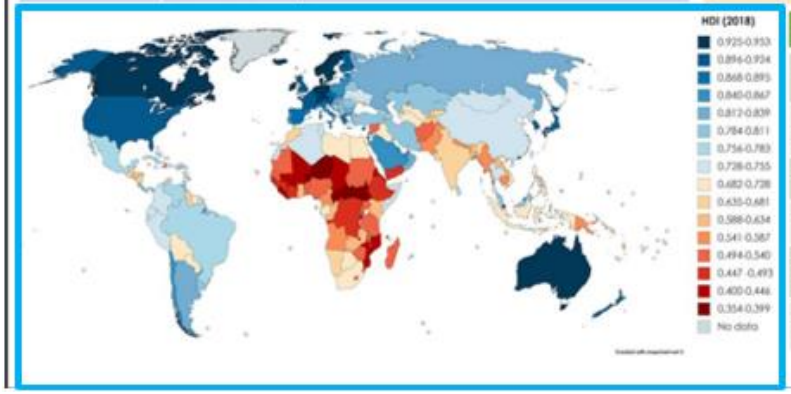
Measuring development

Development

GEOGRAPHY YEAR 8 TERM 1 DEVELOPMENT

Keywords

Development	The process of improving and advancing.
Development gap	The gap between countries that have different levels of development.
Trade	The action of buying and selling goods and services
Fairtrade	Fairtrade is when the producers of a product get a fair price.
Tourism	When people go and visit other places/countries in their free time for leisure.
Gender inequality	Gender inequality is the idea and situation that women and men are not equal.
Poverty	The international standard of extreme poverty is when a person has to survive on less than 1$ a day. Relative poverty means living a poorer quality of life, compared to the majority in an area.
Wealth	The amount of money and resources a person or country has.
Colony	A country or area that is controlled by another country.
Independence	Freedom
Dictator	A ruler with total power over a country, where there is no democracy.
Inequality	When something is not equal.
NGO	Non-governmental organisation is a non-profit organisation that operates independently of any government, typically one whose purpose is to address a social or political issue.
Refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Refugee camp	A temporary accommodation area for people who have been displaced (had to leave their home).



Causes of Poverty

Brain drain	When many educated professionals leave their country, pursuing a better quality of life.
Environmental degradation	Destroying the environment and using resources unsustainably, so that resources cannot be used for economic development in the future.
Political instability	Frequent change or dictator-control that means people lose faith and trust in the government. This often leads to protests.
Colonialism	A country takes over control of another country and exploits (uses without compensation) its resources.
Natural disasters	A natural event such as a hurricane or earthquake, that can cause high levels of devastation.

Closing the Development Gap - Fairtrade Footballs in Pakistan

Impact of Fairtrade	• Makes 70% of the world's hand stitched footballs. • Wages are higher. • Work conditions are safer. • Fair Trade premium helps the community including: improved water access; free eye tests; subsidised healthcare; free transport to and from work
How it has helped development	If producers (farmers/factory workers) get a fair wage for their work and their product it allows them to improve their own lives as well as improving their communities. By being able to improve their lives they can reduce the gap in wealth between the richest and the poorest.
Possible problems	• Fair trade products are more expensive so consumers may not buy them. • There are other private companies that offer similar deals but without the necessary costs for branding.

Development Indicators

HDI	Human Development Index - a measure of development that incorporates life expectancy, literacy and income.
GDP per capita	Gross Domestic Product - The total amount of money made in a country, divided by the total population
Literacy rate	The proportion of adults who can read and write.
Quality of life	A subjective indicator that is dependant on people's opinions rather than statistics.

Evaluating a country's level of development using only one development indicator is dangerous, because development indicators provide one type of information.

Evaluating a country's level of develop using multiple development indicators is important, so that you have a fuller understanding of the country's level of development. Development can be measured in many ways.

How to help countries overcome poverty

Dharavi slum, Mumbai

Other Fairtrade products

History

1453 - 1760

Year 8

KING'S LYNN ACADEMY

Year 9

Introduction to Empire

Georgian Aristocracy

Half Term 6

Parliamentary Government

Creation of Great Britain

Jacobite uprisings

Restoration England

The Great Fire of London

The Glorious Revolution

The Restoration

Half Term 5

Cromwell's Commonwealth

Trial and execution

Fighting the English Civil War

Charles I and Parliament

The Outbreak of War

Half Term 4

James I and the Gunpowder Plot

Rich and Poor in Tudor England

The Elizabethan Golden Age

The Spanish Armada

Elizabeth I

Mary I's counter reformation

Half Term 3

Henry VIII and Edward VI

Henry's 'Great Matter'

The English Reformation

The Reformation

The young Henry VIII

Half Term 2

Global exploration

Christopher Columbus

The 'New' World

Welcome back to KLA. Your journey continues.

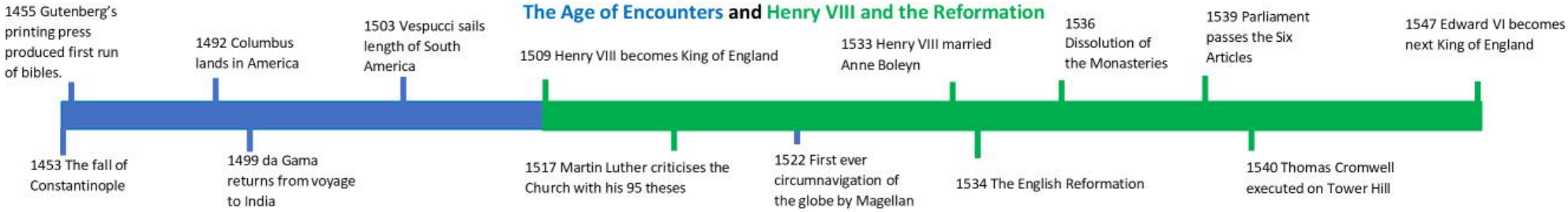
Half Term 1

Print, gunpowder and astronomy

The Italian Renaissance

Year 8 History Knowledge Organiser Autumn Term

The Age of Encounters and Henry VIII and the Reformation



The Age of Encounters 1453 - 1632

Tier 2 Vocabulary	Tier 3 Vocabulary
Astronomy: the science of studying extra-terrestrial objects and the universe. **Bombardment**: to attack continuously a place with missiles until it gives way. **Circumnavigate**: to sail around something often used to mean sailing around the world. **Classical**: relating to the art culture or history of ancient Greece and Rome. **Colony**: a country or area under the political control of a foreign country. **Empire**: a group of countries or states presided over by a single ruler. **Native**: a person born in, or historically associated with, a particular country or region. **Patron**: someone who gives financial support to a personal institution, most often an artist. **Republic**: a state where the ruler is not a monarch, but comes from amongst the people. **Venice**: city in northern Italy that dominated Mediterranean trade during the mediaeval.	**City State**: a political system where a single city governs itself and its surrounding territories. **Conquistadors**: Spanish soldiers who led the conquest of the Americas. **Geocentric**: a system in astronomy where the earth is at the centre of the universe. **Heliocentric**: a system in astronomy where the sun is at the centre of the universe, or solar system. **Humanism**: a system of thought which concentrates on the human realm, often in place of religion **Movable type printing**: a system of printing that uses and rearranges individual letters and punctuation. **Printing Press**: a revolutionary invention, first created by Jonas Gutenberg around 1455. **Renaissance**: literally meaning rebirth, a period of cultural flourishing in late mediaeval Europe. **Revolution**: a change which means that nothing will ever be the same again. **Silk Road**: an ancient Overground trade route which linked East Asia with the West.

Henry VIII and the Reformation

Tier 2 Vocabulary	Tier 3 Vocabulary
Altar: the table in a Christian church where the priest performs the Holy Communion. **Cardinal**: a senior member of the Catholic Church who wears distinctive red cassock. **Catholicism**: one of the three major branches of Christianity led from Rome by the Pope. **Celibate**: choosing to remain unmarried and abstain from sex usually for religious reasons. **Corruption**: the misuse of power for dishonest or immoral purposes. **Incense**: a substance made from tree resin burnt in churches to create a strong sweet aroma. **Lord Chancellor**: the King's most powerful advisor also known as keeper of the Great Seal. **Mass**: central active worship in the Catholic Church when the Holy Communion is taken. **Mercenary**: a professional soldier who is paid to fight for foreign armies. **Protestantism**: a form of Christianity which emerged during the 1500s in protest against Catholicism.	**Act of Supremacy**: a law passed by parliament which led to the creation of the Church of England. **Book of Common Prayer**: a book of prayers used for Church of England services and written in English. **Consubstantiation**: belief that the bread and wine represent the body and blood of Christ. **Dissolution of the Monasteries**: the closure of all religious houses in England by Henry VIII. **Indulgence**: a forgiveness of one's sins purchased from the mediaeval Catholic Church. **Oath of Supremacy**: an oath of allegiance to the monarch as Supreme head of the Church of England. **Reformation**: a movement to reform the Christian Church began with Martin Luther in Germany. **Transubstantiation**: the change of bread and wine into the body and blood of Christ during communion. **Vestments**: garments worn by Christian clergymen, colourful and richly decorated for Catholics.

French

Year 8

Year 9

KING'S LYNN ACADEMY

Half Term 1

Talking about getting ready

Buying drinks and snacks

Talking about holidays

Talking about holiday plans

Welcome to Year 8

Half Term 2

Talking about films

Talking about television programmes

Talking about reading

Talking about the internet

Half Term 3

Talking about what you do in different weather

Saying what you like doing

Half Term 4

Saying what you visited

Asking for tourist information

Saying what you did

Using the perfect tense

Half Term 5

Describing personality

Describing activities in the past

Half Term 6

Talking about friendship

Talking about music

Talking about your last weekend

Talking about clothes

Les vacances en famille • *Family holidays*

Tous les ans ...	*Every year ...*
Normalement ...	*Normally ...*
nous allons ...	*we go ...*
en France	*to France*
en Espagne	*to Spain*
en Grèce	*to Greece*
en Italie	*to Italy*
aux États-Unis	*to the USA*
au Portugal	*to Portugal*
à la mer	*to the seaside*
à la montagne	*to the mountains*
à la campagne	*to the countryside*
Nous allons au restaurant.	*We go to a restaurant.*
Nous visitons des monuments.	*We visit monuments.*
Nous faisons du camping.	*We go camping.*
Nous faisons de la rando.	*We go hiking.*
Nous faisons de la natation.	*We go swimming.*
Nous faisons des activités sportives.	*We do sports activities.*
Nous restons en France.	*We stay in France.*

Je me prépare • *I get myself ready*

Je me douche.	*I have a shower.*
Je me fais une crête.	*I make my hair spiky.*
Je me parfume.	*I put on perfume/ aftershave.*
Je m'habille.	*I get dressed.*
Je me brosse les cheveux.	*I brush my hair.*
Je me lave les dents.	*I clean my teeth.*
Je me regarde dans la glace.	*I look in the mirror.*
Je me rase.	*I shave.*
Je me maquille.	*I put on make-up.*

Qu'est-ce que tu vas faire? • *What are you going to do?*

Pendant les vacances ...	*During the holidays ...*
je vais ...	*I'm going to ...*
aller à la pêche	*go fishing*
danser	*dance*
faire de l'accrobranche	*do treetop adventures*
faire du karaoké	*do karaoke*
faire de la voile	*go sailing*
faire de la planche à voile	*go windsurfing*
nager dans la mer	*swim in the sea*
rester au lit	*stay in bed*
retrouver mes copains/ copines	*get together with with my mates*

Les nombres et l'argent • *Numbers and money*

quarante	*40*
quarante-cinq	*45*
cinquante	*50*
cinquante-cinq	*55*
soixante	*60*
soixante-cinq	*65*
soixante-dix	*70*
soixante-quinze	*75*
quatre-vingts	*80*
quatre-vingt-cinq	*85*
quatre-vingt-dix	*90*
quatre-vingt-quinze	*95*
Tu as combien d'argent?	*How much money have you got?*
J'ai dix euros cinquante.	*I've got ten euros fifty (cents).*

Au café • *At the café*

J'ai faim et j'ai soif.	*I'm hungry and I'm thirsty.*
Vous désirez?	*What would you like?*
Je voudrais ...	*I'd like ...*
un café	*a black coffee*
un café-crème	*a white coffee*
un thé (au lait/au citron)	*a tea (with milk/lemon)*
un chocolat chaud	*a hot chocolate*
un coca	*a cola*
un jus d'orange	*an orange juice*
un Orangina	*an Orangina*
une limonade	*a lemonade*
un sandwich au fromage	*a cheese sandwich*
un sandwich au jambon	*a ham sandwich*
un croquemonsieur	*a toasted cheese and ham sandwich*
une crêpe	*a pancake*
une glace (à la vanille/ à la fraise/au chocolat)	*a (vanilla/strawberry/ chocolate) ice-cream*

Quels sont tes rêves? • *What are your dreams?*

Je voudrais aller ...	*I'd like to go ...*
à Paris	*to Paris*
en Australie	*to Australia*
au Canada	*to Canada*
aux États-Unis	*to the USA*
Je voudrais ...	*I'd like ...*
être footballeur professionnel	*to be a professional football player (masculine)*
être danseuse professionnelle	*to be a professional dancer (feminine)*
habiter dans une grande maison	*to live in a big house*
avoir une voiture très cool	*to have a really cool car*
faire le tour du monde	*to travel around the world*
rencontrer mon acteur/ mon actrice préféré(e)	*to meet my favourite actor/actress*

Regular –*er* verbs in the present tense

rest**er**	*je rest**e***	I stay
	*tu rest**es***	you stay (singular, informal)
	*il/elle/on rest**e***	he/she stays/we stay
	*nous rest**ons***	we stay
	*vous rest**ez***	you stay (plural/formal)
	*ils/elles rest**ent***	they stay

Using *nous* in the present tense

For ***–er*** verbs, the ending for ***nous*** is ***–ons***.
Irregular verbs: ***nous allons*** we go ***nous faisons*** we do

Reflexive verbs

Reflexive verbs are used for actions you do to yourself. They include a reflexive pronoun *before* the verb. The reflexive pronouns ***me, te, se*** shorten to ***m', t', s'*** before a vowel sound. The infinitive of a reflexive verb has the pronoun **se**.

*se prépar**er***	to get ready
*je **me** prépar**e***	I get ready
*tu **te** prépar**es***	you get ready
*il/elle/on **se** prépar**e***	he/she gets ready/ we get ready

Je voudrais + infinitive

You can use *Je voudrais* (I would like) to refer to your hopes and dreams for the future.

***Je voudrais aller** en Australie.*	**I would like to go** to Australia.
***Je voudrais visiter** la tour Eiffel.*	**I would like to visit** the Eiffel Tower.

The near future tense

Use ***aller*** + **the infinitive** to say what you're going to do.

je vais	*regarder*	I'm going to watch
tu vas	*jouer*	you're going to play (singular, informal)
il/elle/on va	*danser*	he's/she's going to dance/we're going to dance
nous allons	*nager*	we're going to swim
vous allez	*sortir*	you're going to go out (plural/formal)
ils vont	*manger*	they're going to eat
elles vont	*dormir*	they're going to sleep

Make sure you use the right word for 'to' /'in':

town or theme park	**masculine country**	**feminine country**	**plural country**
Londres/ Disneyland	***le** Canada*	***la** France*	***les** États-Unis*
***à** Londres* (to/in London) ***à** Disneyland* (to/in Disneyland)	***au** Canada* (to/in Canada)	***en** France* (to/in France)	***aux** États-Unis* (to/in the USA)

Half Term 2
Vocabulary

À la télé • *On TV*

je regarde ...	*I watch ...*
les documentaires	*documentaries*
les émissions de sport	*sports programmes*
les émissions de télé-réalité	*reality TV shows*
les infos	*news*
les jeux télévisés	*game shows*
les séries	*series*
les séries policières	*police series*
les séries américaines	*American series*

Les films • *Films*

J'aime ...	*I like ...*
les comédies	*comedies*
les films d'action	*action films*
les films d'arts martiaux	*martial-arts films*
les films fantastiques	*fantasy films*
les films d'horreur	*horror films*
les films de science-fiction	*science-fiction films*
les westerns	*westerns*
les dessins animés	*cartoons*
Qui est ton acteur préféré?	*Who is your favourite actor?*
Mon acteur préféré, c'est ...	*My favourite actor is ...*
Qui est ton actrice préférée?	*Who is your favourite actress?*
Mon actrice préférée, c'est ...	*My favourite actress is ...*
Quel est ton film préféré?	*What is your favourite film?*
Mon film préféré, c'est ...	*My favourite film is ...*

Est-ce que tu aimes ...? • *Do you like ...?*

Oui, j'aime ça.	*Yes, I like that.*
Non, je n'aime pas ça.	*No, I don't like that.*
c'est ...	*it's ...*
amusant	*funny*
génial	*great*
intéressant	*interesting*
ennuyeux	*boring*
nul	*rubbish*
j'adore	*I love*
j'aime bien	*I like*
je n'aime pas	*I don't like*
je déteste	*I hate*
je ne regarde pas	*I don't watch*
J'ai une passion pour ...	*I have a passion for ...*
Je suis fan de ...	*I am a fan of ...*
Je ne suis pas fan de ...	*I am not a fan of ...*

Le temps • *The weather*

Quand ...	*When ...*
il fait beau	*it's nice*
il fait froid	*it's cold*
il fait chaud	*it's hot*
il pleut	*it's raining*
on fait du VTT	*we do mountain biking*
on fait du skate	*we do skateboarding*
on fait du bowling	*we go bowling*
on regarde des DVD	*we watch DVDs*
on va ...	*we go ...*
au café	*to the café*
au cinéma	*to the cinema*
au parc	*to the park*
on joue ...	*we play ...*
au foot	*football*
au basket	*basketball*
on surfe sur Internet	*we surf the internet*
avec mes copains	*with my friends*

La lecture • *Reading*

Je lis ...	*I am reading ...*
une BD	*a comic book*
un livre sur les animaux	*a book about animals*
un livre d'épouvante	*a horror story*
un magazine sur les célébrités	*a magazine about celebrities*
un roman fantastique	*a fantasy novel*
un roman policier	*a thriller*
C'est bien?	*Is it good?*
À mon avis, c'est ...	*In my opinion it's ...*
assez bien	*quite good*
passionnant	*exciting*
Qui est ton auteur préféré?	*Who is your favourite author?*
Mon auteur préféré, c'est ...	*My favourite author is ...*

Les adjectifs • *Adjectives*

grand	grande	*tall*
petit	petite	*small*
intelligent	intelligente	*intelligent*
beau	belle	*handsome/beautiful*
amusant	amusante	*funny*
pauvre	pauvre	*poor*
gentil	gentille	*nice*
riche	riche	*rich*

Sur Internet • *On the internet*

J'envoie des e-mails.	*I send emails.*
Je fais beaucoup de choses.	*I do lots of things.*
Je fais des recherches pour mes devoirs.	*I do research for my homework.*
Je fais des achats.	*I buy things.*
Je fais des quiz.	*I do quizzes.*
Je joue à des jeux en ligne.	*I play games online.*
Je lis des blogs.	*I read blogs.*
Je trouve ça ...	*I find it ...*
chouette	*great*
pratique	*practical*
stupide	*stupid*
barbant	*boring*

Regular *–er* verbs

The infinitive is the 'head of the family'.

Many infinitives end in ***–er***. These verbs follow a pattern.

For the present tense, you take off the ***–er*** ending and add these endings:

*regard**er*** (to watch)

*je regard**e***	I watch
*tu regard**es***	you (familiar) watch
*il/elle regard**e***	he/she watches
*on regard**e***	we watch

Irregular verbs: *avoir* and *être*

Some verbs are irregular. You need to learn these verbs by heart.

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

Irregular verbs: *aller* and *faire*

Two more irregular verbs to learn by heart:

aller (to go)		*faire* (to do/make)	
je vais	I go	*je fais*	I do/make
tu vas	you (familiar) go	*tu fais*	you (familiar) do/make
il/elle va	he/she goes	*il/elle fait*	he/she does/makes
on va	we go	*on fait*	we do/make

Negatives

ne ... pas makes a sandwich around the verb.

Je ne vais pas au cinéma.	I don't go to the cinema.
On n'aime pas les infos.	We don't like the news.

Learn whether words are masculine or feminine.

	a/some	the
masculine singular	*un*	*le*
feminine singular	*une*	*la*
plural	*des*	*les*

Before a vowel or silent h, *le* and *la* become *l'*.

l'église	*l'hôtel*

Year 9

German

Year 8

KING'S LYNN ACADEMY

Theme: Retrieval

Present, Past and Future tense

Forming questions

Half Term 6

TMP rule

Theme: Making plans

Making arrangements

Agreement

Future tense

Clothes

Half Term 5

Directions

Understanding rules- use of modal verbs

Theme: Routine and events

Separable verbs

Daily routine

Telling time

Half Term 4

Healthy lifestyle

Transactional language

Theme: Health

Breakfast

Irregular verbs

Traditional foods

Online activities

Frequency phrases- word order

Modal verbs

Half Term 3

Reading preferences

Theme: Media

Expressing like and dislike

Opinion phrases

Films-Plural

Weather

Half Term 2

Transportation- use of prepositions

Theme: Town and holiday

Describe activities and modes of transport

Perfect tense

Imperfect tense of was, had, there was

Comparing places now and then

Half Term 1

Welcome to year 8 German

Y8 Autumn Half Term 1

Früher und heute	***Then and today***
Die Stadt ist / war…	*The town is/was…*
alt / modern	*old / modern*
klein / groß	*small / big*
schön / industriell	*beautiful / industrial*
laut / ruhig	*noisy / quiet*
Die Stadt hat / hatte….	*The town has / had …*
Es gibt / gab…	*There is / was…*
einen Strand	*a beach*
einen Martkplatz	*a town square*
einen Olympiapark	*an Olympic Park*
einen Hafen	*a harbour / port*
eine Arena	*an arena*
eine Skatehalle	*a skate hall*
ein Einkaufszentrum	*a shopping centre*
ein Stadion	*a stadium*

Wo hast du gewohnt?	***Where did you stay?***
Ich habe … gewohnt.	*I stayed…*
in einem Hotel	*in a hotel*
in einem Ferienhaus	*in a holiday house*
in einem Wohnwagen	*in a caravan*
in einer Jugendherberge	*in a youth hostel*
auf einem Campingplatz	*on a campsite*
mit Freunden	*with friends*

Was hast du gemacht?	***What did you do?***
Ich habe viele Sachen gemacht.	*I did a lot of things.*
Ich habe / Wir haben…	*I / We …*
Musik gehört.	*listened to music.*
Volleyball gespielt.	*played volleyball.*
einen Bootsausflug gemacht.	*did a boat trip.*
viele Souvenirs gekauft.	*bought lots of souvenirs.*
viel Fisch gegessen.	*ate lots of fish.*
die Kirche gesehen.	*saw the church.*
ein Buch gelesen.	*read a book.*
Ich bin zu Hause geblieben.	*I stayed at home.*

Wohin bist de gefahren?	***Where did you travel?***
Ich bin … gefahren.	*I travelled…*
Ich bin … geflogen.	*I flew…*
nach Deutschland / Frankreich / Spanien / Amerika / Sudafrika / Schottland	*to Germany / France / Spain / America / South Africa / Scotland*
nach Wien	*to Vienna*

Mit wem bist du gefahren?	***Who did you travel with?***
ich bin … gefahren.	*I travelled…*
mit meiner Familie	*with my family*
mit Freunden	*with friends*

Wann war das?	***When was that?***
in den Ferien	*in the holidays*
im Sommer / Winter	*in summer / winter*
letzten Sommer / Winter	*last summer / winter*
heute	*today*
gestern	*yesterday*
früher	*then / previously*

Was hast du noch gemacht?	***What else did you do?***
Ich bin … gegangen.	*I went…*
an den Strand	*to the beach*
in die Stadt	*into town*
windsurfen	*windsurfing*
kitesurfen	*kite surfing*
schwimmen	*swimming*
Ich bin … gefahren.	*I went…*
Wakeboard	*wakeboarding*
Snowboard	*snowboarding*
Ski	*skiing*
Banane	*banana boating*
Ich habe Snowtubing gemacht	*I went snowtubing.*
Ich habe Eistennis gespielt.	*I played ice tennis.*

Wie ist / war das Wetter?	***How is / was the weather?***
Es ist / war…	*It is / was…*
sonnig	*sunny*
kalt	*cold*
heiß	*hot*
wolkig	*cloudy*
windig	*windy*
neblig	*foggy*
Es regnet.	*It is raining. / It rains.*
Es schneit.	*Is it snowing. / It snows.*
Es donnert und blitzt.	*There is thunder and lightning.*

Oft benutze Wörter	***High-frequency words***
nur	only
dort	there
zu	too
nicht	not
gar nicht	not at all
sehr	very
ungefähr	approximately
viel	a lot
viele	lots / many

Y8 Autumn Half Term 2

Im Kino	***At the cinema***
der Actionfilm(e)	*action film*
das Drama (Draymen)	*drama*
der Fantasyfilm(e)	*fantasy film*
der Horrorfilm(e)	*horror film*
die Komödie(n)	*comedy*
die Liebeskomödie(n)	*romantic comedy*
der Science-Fiction-Film(e)	*science fiction film*
der Zeichentrickfilm(e)	*cartoon*
Ich bin ins Kino gegangen	*I went to the cinema*
Ich habe zu Hause eine DVD gesehen	*I watched a DVD at home*

Im Fernsehen	***On the TV***
Was siehst du gern?	*What do you like watching?*
Ich sehe (sehr/nicht) gern…	*I (really/don't) like watching…*
Ich hasse	*I hate*
Ich gucke / sehe	*I watch*
die Dokumentation(en)	*documentary*
das (die) Musikvideo(s)	*music video(s)*
die Nachrichten	*news*
die Seifenoper(n)	*soap opera*
die Serie(n)	*series*
die Sportsendung(en)	*sports programme*

Wie hast du den Film gefunden? ***What did you think of the film?***

Ich habe den Film … gefunden	*I thought the film was …*
furchtbar	*awful*
blöd	*stupid*
gruselig	*creepy*
interessant	*interesting*
langweilig	*boring*
kindisch	*childish*
lustig	*funny*
romantisch	*romantic*
schrecklich	*terrible*
spannend	*exciting*
unterhaltsam	*entertaining*
der Schauspieler(-)	*actor/s*
die Schauspielerin(nen)	*actress/es*

Was liest du gern? ***What do you like reading?***

Ich lese gern / nicht gern…	*I like / don't like to read*
Ich lese lieber	*I prefer reading*
Ich lese am liebsten	*I like reading most of all*
der (die) Roman(e)	*novel(s)*
die Zeitschrift(en)	*magazine(s)*
die Zeitung(en)	*newspaper(s)*
das (die) Fantasybuch(-ücher)	*fantasy book(s)*
das (die) Sachbuch(ücher)	*factual / non-fiction*
die Biografie(n)	*biography*

Wo liest du?	***Where do you read?***
im Bus / Zug	*on the bus / train*
im Garten / Park	*in the garden / park*
im Bett	*in bed*
im Schlafzimmer	*in the bedroom*
in der Pause / Schule	*at break / at school*
in der Badewanne	*in the bath*
auf dem Sofa / Klo	*on the sofa / loo*
auf dem Hof	*on the school yard*
auf dem Handy	*on the mobile phone*
am Computer	*on the computer*

Meinungen	***Opinions***
das finde ich (un)fair	*I think that's (un)fair*
das geht mir auf die Nerven	*that gets on my nerves*
das ist (un)gesund	*that's (un)healthy*
das ist aktiv	*that's active*
das ist passiv	*that's passive*
das macht (un)fit	*that makes you (un)fit*
das macht Spaß	*that's fun*
das stimmt (nicht)	*that's (not) true*
du hast recht	*you're right*
Ich bin (nicht) süchtig	*I'm (not) addicted*

Fragen	***Questions***
Wann?	*When?*
Wer?	*Who?*
Wie viel / viele?	*How much / many?*
Wo?	*Where?*
Warum?	*Why?*
Was?	*What?*
Wie?	*How?*

KING'S LYNN ACADEMY

PE Yr 8

Evaluation & Development of Head Heart Hands

Rules – Confidence – Solving

Goal Setting

Analysis – Resilience – Competitive

Goal Setting

Responsibility – Leadership - Tactics

Components of Fitness

Feedback – Respect - Technique

Components of Fitness

Understanding – Communication - Ability

Muscles and Bone

Knowledge - Effort - Fitness Levels

Muscles and Bones

Welcome to PE

Year 8 Evaluation & Development

Students begin to evaluate their own and others' performance using the Head, Heart, Hands framework. They reflect on how to improve skills, behaviours, and decision-making.

HEAD

- Knowledge

- Understanding

HEART

- Effort

- Communication

HANDS

- Fitness Levels

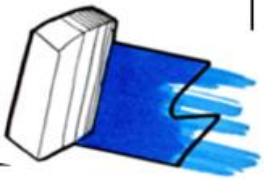
- Physical Ability

Physical Education Specific Learning Content
Muscles and Bones Major bones muscles Muscles working in pairs Types of movement **Knowledge of the rules**

8

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

Year 8

Specialism	Project	Core content					Assessment
3D Design	Candle Holder 	Health and Safety in 3D 	Metals 	Use of Tools & equipment 	Metal Forming 	Surface Finishes 	
Food	Special Diets						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	Architecture 	Moodboard research 	2-point perspective 	Rendering with markers 	Modelling of ideas 	Presentation skills 	

8 ADT Core Knowledge Organiser

3D Design

Metal material categories

Ferrous

Non-Ferrous

Alloys

Common Tools

Forming jigs

Centre Punch

File

Junior Hacksaw

Key Vocabulary

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

Graphics

Architecture is the art or practice of designing and constructing buildings.

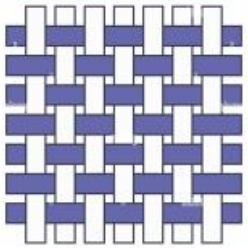
Monoprinting is a form of printmaking that has lines or images that can only be made once, unlike most printmaking, which allows for multiple originals.

Perspective Drawing

Food

Textiles

Woven Materials



Applique'

Hand Sewing Skills

2 point perspective drawing

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 8 KS3 Cooking and Nutrition

Prior Learning / Context:
Prior learning includes introduction to the Eatwell Guide and the principles of healthy eating. Basic cooking skills, including knife skills and cooker safety completed.

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

Themes:
- Healthy Eating guidelines
- Food preparation
- Food safety
- Food provenance
- Food labels
- Methods of cooking

Context: Lessons
- Six Practical lessons
- The 4 CS
- Healthy Eating
- Preventing food poisoning
- Key Temperatures
- Recall of Eatwell Guide
- Food Provenance
- Food labels
- Assessment

Preventing Food Poisoning (the 4Cs)

Key temperatures
Freeze -18C, Chill 0-5C, Danger Zone 5-63C, Cook 75C+

The Eatwell Guide

8 healthy eating tips

Dairy and Alternatives
- Products made from cows milk
- Good sources of protein and calcium

Protein
- Products including meat, fish, egg & plant alternatives eg soya
- Needed for growth and repair

Fats and Oils
- Animal fats (saturated) and vegetable oils (unsaturated)
- For energy and warmth

Carbohydrates
- Pasta
- Flour both for Energy

Fruit & Vegetables
- How to incorporate 5 a day

Methods of Cooking
- **Rubbing in use of shortening** – prevent gluten formation when making pastry
- **Fermentation –** use of yeast for making of dough
- **Coagulation** – heating protein to set a mixture
- **Aeration** – role of fats and eggs
- **Gelatinisation** - All in one sauce

Future Learning:
- **Year 9:** Macro/ Micronutrients, Seasonal foods, Types of Food Poisoning, Different choices
- **KS4:** Hospitality and Catering

Key Vocabulary
Eatwell guide ,Food Provenance, Red Tractor, British lion stamp, Bacteria, Danger zone, Key Temperatures, Protein, Food Labels, Coagulation, Rubbing in, Fermentation ,Aeration, Gelatinisation, Eight tips for Healthy Eating

Year 9 –

Year 8 Computing Learning Journey

Spreadsheets

Functions & Charts
Filtering & Sorting

YEAR 9

Programming with Edublocks

Drawing shapes with Turtle
user input and variables
Selection with If-Else
Subroutines

Networks

LANs, WANs & Connection Types
Topologies
Network Hardware

python™

edublocks

KING'S LYNN ACADEMY

EMAT
EASTERN MULTI-ACADEMY TRUST

KEY VOCABULARY

Term One - Networks

- **Network**: Two or more computers connected to share data and resources.
- **LAN**: Local Area Network – a network in a small geographical area like a school.
- **WAN**: Wide Area Network – a network that covers a large geographical area.
- **Topology:** The physical or logical layout of a network (e.g., star, bus).
- **Router**: A device that connects different networks together and routes data.

Term Two - Spreadsheets

- **Spreadsheet**: A program that stores data in rows and columns for analysis.
- **Cell:** The intersection of a row and column in a spreadsheet.
- **Formula**: A calculation using cell references (e.g., =A1+B1).
- **Function:** A predefined formula (e.g., SUM, AVERAGE, IF).
- **Filter**: A tool to display only the rows that meet specific criteria.

Term Three - Programming with Edublocks

edublocks

- **Variable:** A storage location in a program that holds a value.
- **Input**: Data given to a program by the user.
- **Selection:** A decision-making process using if, elif, else.
- **Iteration:** Repeating a block of code using loops (for, while).
- **Subroutine:** A named section of code that performs a specific task (function or procedure).

Quick Recap Questions

python™

1. What is the difference between LAN and WAN?
2. Give an example of a spreadsheet function and explain what it does.
3. What is a variable used for in programming?
4. What is the difference between selection and iteration?
5. What is the purpose of a subroutine in code?

PD & PDA

KING'S LYNN ACADEMY

Year 8

Half Term 6

Intimate Relationships & consent

Spirited Arts

What religion thinks about Money & Wealth

Sexual Orientation & Gender

Puberty Recap

What religion thinks about Environment

Careers

Careers

What religion thinks about celebrity & social media

What religion thinks about poverty

Half Term 5

What religion thinks about war

What religion thinks about Gender & Sexuality

First Aid – Fainting

Legal and Illegal Drugs

First Aid – Bleeding & Head Injuries

Women in Islam

Islam Today

Festivals

Half Term 4

Hajj

Sawm & Zakah

Muhammad

Qur'an

Mosque

Shahadah and Salah

Body Image

Sending Pics

Digital Footprint

History of Islam

Festivals

Half Term 3

Worship

Political Parties

Pilgrimage

Church Visit

Parliament

Monarchy

Heaven and Hell

Resurrection and Ascension

Half Term 2

History of Christianity

Incarnation

Mental Health

Crucifixion

Mental Health

Beliefs about GOD

Half Term 1

What are the Abrahamic Faiths?

Goal Setting

Welcome to your Personal Development Journey

YR8 KNOWLEDGE ORGANISER - PD

ABRAHAMIC RELIGIONS

THINGS YOU NEED TO BE ABLE TO DO:

UNDERSTAND THE NATURE OF GOD
KNOW KEY FACTS ABOUT THE 3 ABRAHAMIC RELIGIONS

KEY QUESTIONS

WHAT IS THE ABRAHAMIC GOD LIKE?
WHAT ARE THE 3 ABRAHAMIC RELIGIONS?

TIER 2 VOCABULARY

GOD – A SUPREME BEING
CHRISTIANITY – THE RELIGION FOLLOWED BY CHRISTIANS
JUDAISM – THE RELIGION FOLLOWED BY JEWS
ISLAM – THE RELIGION FOLLOWED BY MUSLIMS

TIER 3 VOCABULARY

MONOTHEISM – THE BELIEF IN ONE GOD ONLY
OMNIPOTENCE – ALL-POWERFUL
OMNIBENEVOLENCE – ALL-LOVING
OMNISCIENCE – ALL-KNOWING

CHRISTIANITY

THINGS YOU NEED TO BE ABLE TO DO:

KNOW THE HISTORY OF THE CHRISTIAN CHURCH
KNOW THE LIFE STORY OF JESUS
UNDERSTAND THE CHRISTIAN BELIEFS ON THE AFTERLIFE
UNDERSTAND DIFFERENT CHRISTIAN PRACTICES

KEY QUESTIONS:

WHAT IMPORTANT CHANGES HAPPENED DURING THE CHRISTIAN CHURCH'S HISTORY?
WHY IS THE CRUCIFIXION IMPORTANT?
WHY IS THE RESURRECTION IMPORTANT?
WHAT DO CHRISTIANS BELIEVE HAPPENS AFTER DEATH?
HOW DO CHRISTIANS SHOW THEIR LOVE AND DEDICATION TO GOD?

TIER 2 VOCABULARY

JUDGEMENT – WHEN YOUR ACTIONS ARE CONSIDERED, AND CONSEQUENCES ARE PUT IN PLACE
FESTIVAL – A TIME OF CELEBRATION AND REMEMBRANCE
CHURCH – A PLACE OF WORSHIP FOR CHRISTIANS

TIER 3 VOCABULARY

INCARNATION – GOD IN HUMAN FORM ON EARTH
TRINITY – THE FATHER, THE SON AND THE HOLY SPIRIT
SALVATION – TO BE SAVED FROM SIN
RESURRECTION – TO COME BACK TO LIFE AFTER DEATH
ASCENSION – THE ACT OF RISING/WHEN JESUS ROSE INTO HEAVEN 40 DAYS AFTER HIS RESURRECTION

YR8 KNOWLEDGE ORGANISER - PDA

MENTAL HEALTH

THINGS YOU NEED TO BE ABLE TO DO:

- RECOGNIZE AND CHALLENGE PREJUDICE AND DISCRIMINATORY LANGUAGE AND BEHAVIOUR, IN RELATION TO MENTAL HEALTH
- EVALUATE THE LINKS BETWEEN MENTAL HEALTH AND PHYSICAL HEALTH
- DEVELOP AN UNDERSTANDING OF THE IMPACT OF POPULARITY AND CELEBRITY ON MENTAL HEALTH
- CONDUCT RESEARCH TO IDENTIFY A CELEBRITY WITH A KNOWN MENTAL HEALTH STRUGGLE AND GATHER ACCURATE INFORMATION ABOUT THE CELEBRITY AND THEIR CONDITION.
- EXPLORE THE BROADER SOCIETAL IMPLICATIONS OF MENTAL HEALTH THROUGH THE LENS OF THEIR CHOSEN CELEBRITY.

KEY QUESTIONS

- WHAT ARE SMART TARGETS?
- WHAT COULD BE DONE IN SCHOOLS TO CHALLENGE DISCRIMINATION?
- WHAT COULD BE DONE IN WIDER SOCIETY TO CHALLENGE DISCRIMINATION?
- WHAT SUPPORT COULD BE GIVEN TO SOMEONE WITH MENTAL HEALTH CONCERNS?
- WHY DO SOME PEOPLE FIND IT HARD TO TALK ABOUT MENTAL HEALTH CONCERNS?
- WHAT PRESSURES MIGHT CELEBRITIES FACE IN RELATION TO THEIR MENTAL HEALTH?

TIER 2 VOCAB

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

STIGMA - A NEGATIVE AND OFTEN UNFAIR BELIEF THAT A SOCIETY OR GROUP OF PEOPLE HAVE ABOUT SOMETHING.

CELEBRITY - THE STATE OF BEING WELL KNOWN.

CITIZENSHIP & BRITISH VALUES

THINGS YOU NEED TO BE ABLE TO DO:

- TO BE ABLE TO UNDERSTAND THE DIFFERENCE BETWEEN GOVERNMENT AND PARLIAMENT
- TO BE ABLE TO EXPLAIN THE ROLE OF THE MONARCHY IN THE UK POLITICAL SYSTEM AND WEIGH UP THE ADVANTAGES AND DISADVANTAGES OF HAVING A MONARCH
- TO BE ABLE TO BE CONFIDENT IN KNOWING HOW TO VOTE IN THE UK AND CONSIDER SOME KEY INFORMATION IN RELATION TO VOTING SYSTEMS
- TO BE ABLE TO EXPLAIN WHAT A POLITICAL PARTY IS AND GIVE EXAMPLES OF SOME OF THE MAIN POLITICAL PARTIES IN THE UK TODAY

KEY QUESTIONS

- WHAT IS THE DIFFERENCE BETWEEN GOVERNMENT AND PARLIAMENT?
- WHAT THREE THINGS IS PARLIAMENT MADE UP OF?
- WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF HAVING A MONARCHY?
- WHAT THINGS CAN YOU VOTE FOR?

TIER 2 VOCAB

MEMBER OF PARLIAMENT (MP) – A PERSON WHO IS ELECTED BY THE RESIDENTS OF THEIR LOCAL AREA OR CONSTITUENCY TO REPRESENT THEM

CONSTITUENCY – AN AREA WHICH IS REPRESENTED BY AN MP

CONSTITUTIONAL MONARCHY –A FORM OF GOVERNMENT WHERE A MONARCH IS THE HEAD OF STATE, BUT THEIR POWERS ARE LIMITED BY A CONSTITUTION

FIRST PAST THE POST – PEOPLE VOTE FOR THE NUMBER OF CANDIDATES SPECIFIED ON BALLOT PAPER AND THE PERSON/PEOPLE WITH THE MOST VOTES WIN

Year 9

Music

Year 8

KING'S LYNN ACADEMY

Music in Game

Topic 4

Game Themes

Composing and Performing

Exploring Ostinatos in Western Classical Tradition

Patterns in Classical Music

Riffs and Hooks in Popular music

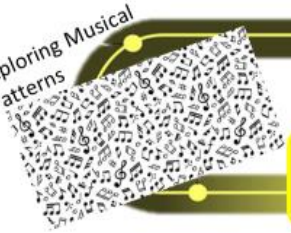
Topic 3 Continued

Hooks

Riffs

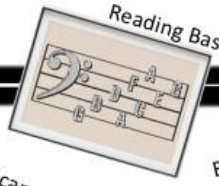
Ostinato

Exploring Musical Patterns



Topic 3

Hook and Riffs

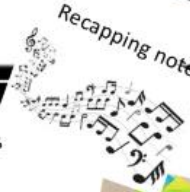


Reading Bass Clef

Off Beat Chords

Typical Features

Recapping notes



Bass Clef

Reggae Context

Topic 2

Offbeat

Rehearsing

Introduction of Records

The Creation of Jazz

The 1920s

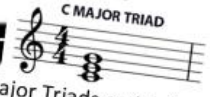
Topic 2 Continued

Jazz and Blues Continued

Learning the 12 Bar Blues Chords

Context (Delta Blues)

Features of Blues



Major Triads on Keyboards

Topic 1

Jazz and Blues

Welcome back to KLA your Journey continues

Year 8 Topic 1
Jazz and Blues

3 key words:

Improvisation
Making music up without prior preparation.

Call and Response
Leader calls something and the others respond with the answer (something different).

Dissonance
Notes that are played at the same time that clash in pitch.

Blues Vs Jazz:

Blues	Jazz
Blues music originated from work songs that were sang by slaves.	Jazz music stemmed from Blues during the 1920s. Jazz music was danced to at parties.
Blues music is typically sad, with a slow tempo and sad lyrics.	Jazz music typically sounds happy with a fast tempo and upbeat lyrics.

Drama (Performing Arts)

Year 9

KING'S LYNN ACADEMY

Year 8

Welcome back to KLA your Journey continues

Topic 4

Realism

Konstantin Stanislavski

Applying Realism Techniques

Performing

Key System

Performing

Preparing a Performance

Taking Direction

Working as a team

Topic 3 Continued

Script Work

Learning a script

Writing scripts

Curious Incident of the Dog in the Night-Time

Topic 3

Script Work

Features of a script

Playwrights

Our Day Out

Dear England

Bouncers

Performing

Improvisation Techniques

Topic 2

Improvisation

Improvisation games

What is improvisation?

Building confidence

Performance

Creating a Performance

Topic 1 Continued

Pantomime

Audience Participation

Little Red Riding Hood

Typical Plot

Watching and Evaluating Performance

Slapstick Comedy

Gender Role Reversal

Character Development

Topic 1

Pantomime

Names & Stories

Use of voice

Explorative Activities

Stock Characters

Pantomime

PANTOMIME

Stock Characters

Hero

Damsel

Aged Parents

Trusty Servant

Villain

Villain's Sidekick

Keywords

Stock Character – A stereotypical character, easily recognisable by audiences because of their predictable traits. This is usually seen in common social or literary stereotypes. Example: Hero, Villain or Princess.

Gender Role Reversal – Taking on a role of the opposite gender and acting using their typical behaviours.

Audience Participation – The audience being actively involved in the performance.

KS3 Art
Learning Journey

SPRING TERM
Street Art

SUMMER TERM
Portraiture

AUTUMN TERM
Narrative

9

SUMMER TERM
Typography

SPRING TERM
Portraiture

AUTUMN TERM
Architecture

8

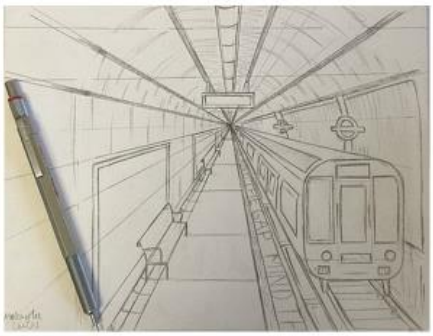
SUMMER TERM
Colour and Culture

SPRING TERM
Food and Drink

AUTUMN TERM
Natural Forms

7

Year 8 Autumn Term Knowledge Organiser



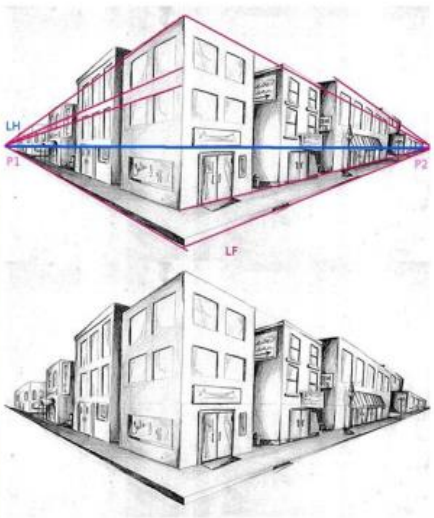
1 point perspective drawing

Matt Hollings

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.

Architecture is the art or practice of designing and constructing buildings.

Ollie Maxwell



2 point perspective drawing

Petra Dufkova

Peter Yuill

Art Specific Language and Terms

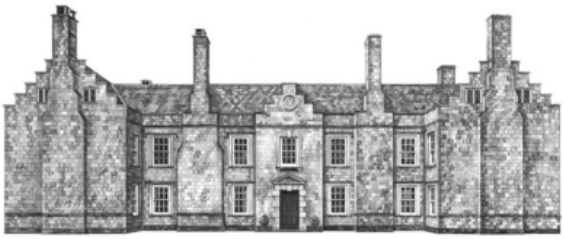
One point perspective	One-point perspective is a drawing technique where all receding lines appear to converge at a single point on the horizon line, known as the vanishing point.	**Collage**	A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Watercolour	Watercolour is a painting method in which the paints are made of pigments suspended in a water-based solution.	**Line Drawing**	Line drawing, also known as line art, refers to a style of illustration that uses only lines to create images, without any shading or color.
Two point perspective	Two-point perspective is a linear perspective technique where parallel lines recede and converge towards two distinct vanishing points along the horizon line.	**Burnishing**	Layering and blending until no paper grain shows through the coloured pencil layers.

Year 8 Autumn Term Knowledge Organiser

MINTY SAINSBURY

Minty Sainsbury is a London-based artist born September 21 1991. Sainsbury is best known for her highly detailed and instantly recognisable stylised architectural pencil drawings.

Currently, Minty's work focuses on fragments - architectural jewels - revealing the hidden harmony and beauty in their composition.



Friedensreich Hundertwasser was a painter, architectural doctor, ecological activist and philosopher. Born in Vienna in 1928, he is known for making one of the most important contributions in the art history of post-war modernism. One of the central motifs of his colorful picture world is the spiral.

HUNDERTWASSER

Art Specific Language and Terms			
Chine Colle	"Chine collé" is a printmaking technique where thin, delicate papers are adhered to a heavier support paper during the printing process.	**Annotation**	Explaining and labelling your own work.
Layering	The process of layering while painting makes it easier to add surface texture, subtle colour changes and depth in a piece of art.	**Secondary Source imagery**	Using the work or imagery of others to help inspire and influence your own ideas and work.
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.
Accuracy	The extent to which one piece of work looks like another.	**Negative shape**	The empty or unfilled areas of a piece of artwork.