



KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 9 Term 1 2025-26



Name:

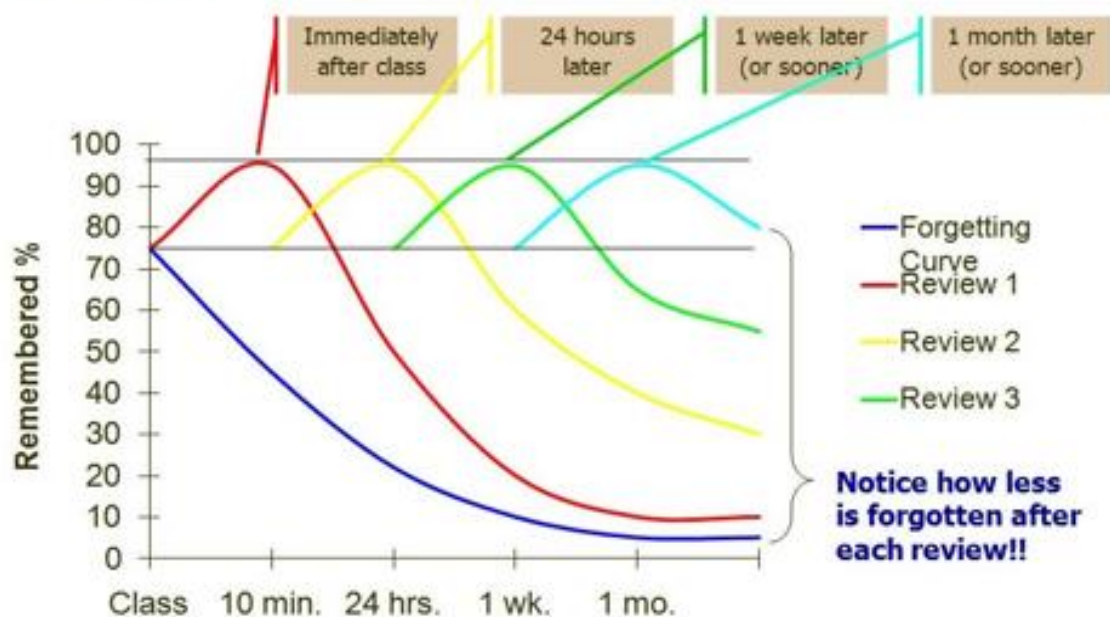
Home Learning

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.

Overcoming the Curve



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

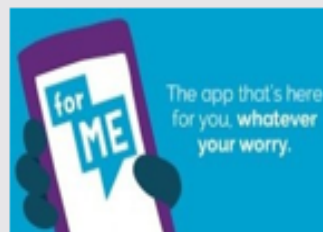
Headspace



Headspace teaches you the basics of meditation and mindfulness. As well as guided meditation courses and guides exercises. As well as animations, articles and videos, 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



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 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



English



Maths



Science



Geography



History



French



German



Physical Education



Design Technology



Food



Computing



Personal Development & PDA



Music & Drama



Art

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

KING'S LYNN ACADEMY

End of Year 9 exams

Creative writing:
argument writing

Securing knowledge:
grammar & writing skills

Context:
tragi-comedy

Class reading:
reading for pleasure



Analytical writing:
effects on the audience

Analytical writing:
modern drama

Context: life in Britain
in the 1960-1980s

Study of the play:
Blood Brothers



Term 3

Analytical writing:
thesis statements

Study of poetry:
worlds at war

Class reading:
reading for pleasure

Context: war and
conflict

Creative writing:
article writing

Analytical writing:
layering analysis

Context: the
dystopian genre

Analytical writing: **building what-how-why essays**

Term 2

Study of extracts:
Dystopian Fiction



Class reading:
reading for pleasure

Analytical writing:
analysing structure

Context: the
Edwardian era

Analytical writing:
developing TEAL paragraphs

Context: the
gothic genre

Creative writing:
descriptive & narrative

Study of the novel:
The Woman in Black

Term 1

Welcome to KLA, your journey starts here!

Word:	Definition:
Conventions	The key features of something; the elements you would expect to find in something.
Characterisation	How a writer creates and describes a fictional character.
Conspiracy	A secret plan to do something, usually against another person.
Intertextuality	How texts influence and inspire one another.
Antagonist	The character who is the 'enemy' of the protagonist. Their hostility/rivalry usually drives the plot.
Byronic Hero	A protagonist who is moody, intense and haunted by the past. They often ignore warnings and overstep boundaries.
Impenetrable	Impossible to pass through.
Ominous	An unsettling feeling or sense of negative things to come.
Narrative Hook	A scenario which sparks a reader's curiosity. It is usually positioned at the beginning of a novel.
Monologue	A first-person speech delivered by one individual or character, often revealing their feelings.
Reclusive	Someone who avoids the company of others.
Context	The background and surrounding circumstances in which a text is written and read.
Genre	A style or category of art, music or literature.
Pathetic Fallacy	When the weather and environment is used to help shape the tone or mood of a scene.
Foreshadow	When a writer 'hints' at events which will unfold later in a novel.
Menacing	Hostile and unfriendly, giving off a sense of danger.
Intensifier	Words that strengthen the meaning of other expressions and show emphasis.
Exposition	The beginning of a story or play, where characters and settings are often described.
Character arc	The transformation of a character over the course of a narrative.
Macabre	Strange, horrible and upsetting. Usually involves death.

Year 9 – Term 1: The Woman in Black, by Susan Hill

Key Knowledge

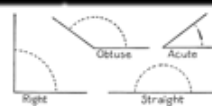
Context:	
Writer's Background	Susan Hill is a popular English author, who was born in 1942. She wrote The Woman in Black in 1983, following many conventions of the gothic genre. Driven by reading ghost stories and partly inspired by the tragic deaths of her fiancé and child, she created the story of someone who haunts others in tremendous pain over her significant loss.
The Edwardian Era	This refers to the reign of King Edward VII, between 1901 and 1910, following the Victorian era. The Edwardians were fascinated by the supernatural, with a strong sense of superstition and different theories about what happened after death. The city of London was full of bustling business activity and heavy industry, which saw terrible pollution fill the skies. By comparison, the countryside was peaceful and disconnected, where communities often spent their entire lives.
The Gothic Genre	This is a category of stories which emerged from the late 1700s. They typically follow characters through an intense plot, where they are placed in extreme, dangerous and highly emotional situations. Gothic stories often include supernatural elements or creatures and are intended to 'excite terror' in their readers.

Characters:	
Arthur Kipps	• The protagonist in the novel. • A young lawyer. • Now married with children. • Haunted by a past memory. • Tells us his story of a traumatic case.
Mrs Drablow	• Recently deceased. • The owner of Eel Marsh House. • Arthur is sent to sort her estate. • Only has two guests at her funeral. • Described as reclusive and odd.
Samuel Daily	• A wealthy, successful landowner. • First meets Arthur Kipps on the train. • Watches over Arthur & protects him. • Owns a dog named Spider. • Is generous, kind and wise.
Mr Jerome	• Mrs Drablow's agent. • Looked after her property and land. • Conceals information from Arthur. • Fearful of the Woman in Black. • Refuses to help Arthur any further.
Keckwick	• Drives a pony and trap. • Escorts Arthur to & from the house. • Surly, unemotional, rarely speaks. • Knowledgeable about the area. • A dependable figure for Arthur.
The Woman in Black	• A reappearing spirit. • Looks sickly and frail. • Haunts Eel Marsh House & the town. • When seen, a child is killed. • Appears menacing and vengeful.

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.

KING'S LYNN ACADEMY

End of Year
ExamConstructions
and congruencyAlgebraic
representationEnlargement and
similarityRotation and
translation

Rates

Solving ratio and
proportion problems

Term 3

Three
dimensional
shapes

Probability

Straight line
graphs

$$a(b+c) = ab+ac$$

expanding

Testing Conjectures

Mid Term
Exam

Term 2

Pythagoras'
theoremMaths and
money

Deductions

Forming and
solving equationsUsing
Percentages

Numbers

Term 1



Welcome to KLA your Journey starts here

YEAR 9 — REASONING WITH NUMBER...

Numbers

@whisto_maths

What do I need to be able to do?

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

- Identify integers, real and rational numbers
- Work with directed number
- Solve problems with number
- Find HCF/ LCM
- Add/ Subtract fractions
- Multiply/ Divide fractions
- Write numbers in standard form

Keywords

Integer: a whole number that is positive or negative

Rational: a number that can be made by dividing two integers

Irrational: a number that cannot be made by dividing two integers

Inverse operation: the operation that reverses the action

Quotient: the result of a division

Product: the result of a multiplication

Multiples: found by multiplying any number by positive integers

Factor: integers that multiply together to get another number

Integers, real and rational numbers

Rational — root word: ratio

Real numbers: $\frac{2}{3}$ stems from 2.1 ($\frac{2}{3}$ of the whole)

Irrational numbers: $\sqrt{2}$ the solution is a decimal that never ends and does not repeat.

The square root of a negative is not a real number and cannot be found

HCF/LCM

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF — Highest common factor

HCF of 18 and 30

HCF = 6

LCM — Lowest common multiple

LCM of 9 and 12

LCM = 36

The first time their multiples match

Standard form

R

Any number between 1 and less than 10 $\rightarrow A \times 10^n$ Any integer

$$6 \times 10^5 + 8 \times 10^5$$

$$(1.5 \times 10^5) \div (0.3 \times 10^3)$$

$$= 600000 + 800000$$

$$15 \div 0.3 \times 10^5 \div 10^3$$

$$= 1400000$$

$$= 5 \times 10^2$$

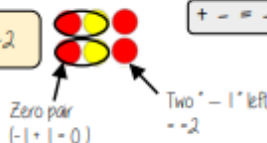
$$= 1.4 \times 10^6$$

Directed number

R

Addition

$$2 + -4 = -2$$



Subtraction

$$2 - 1 = 1$$

Representation for calculation

$$2 - 1 = 1$$

Take away one

"Subtract" — means take away or remove

$$2 - 1 = 1$$

Start with the representation of 2

Multiplication

$$-2 \times -3 = 6$$

Divisions are the inverse operations



$$a = 5$$

$$b = -4$$

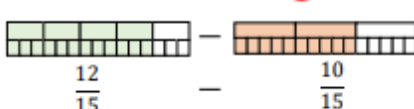
Brackets around negative substitutions helps remove calculation errors

$$2a - b = 2 \times 5 - (-4) = 10 + 4 = 14$$

Addition/ Subtraction of fractions

R

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

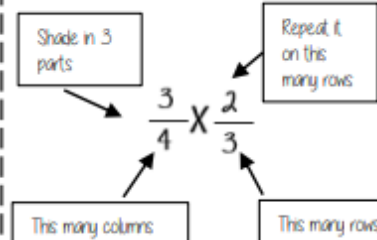


$$= \frac{2}{15}$$

Use equivalent fractions to find a common multiple for both denominators

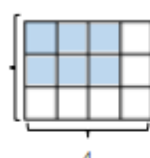
Multiplication/ Division of fractions

R



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

Modelled:



Parts shaded

Total number of parts in the diagram

Remember to use reciprocals

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

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

Multiplying by a reciprocal gives the same outcome

Represented



$$= \frac{8}{3}$$

YEAR 9 — REASONING WITH ALGEBRA...

Forming and Solving Equations

@whisto_maths

What do I need to be able to do?

- By the end of this unit you should be able to:
- Solve inequalities with negative numbers
 - Solve equations with unknowns on both sides
 - Solve inequalities with unknowns on both sides
 - Substitute into formulae and equations
 - Rearrange formulae

Keywords

- Inequality:** an inequality compares two values showing if one is greater than, less than or equal to another
- Variable:** a quantity that may change within the context of the problem
- Rearrange:** Change the order
- Inverse operation:** the operation that reverses the action
- Substitute:** replace a variable with a numerical value
- Solve:** find a numerical value that satisfies an equation

Solve equations with brackets

$3(2x + 4) = 30$

Expand the brackets

$$6x + 12 = 30$$

$$-12 \quad -12$$

$$6x = 18$$

$$-6 \quad -6$$

$$x = 3$$

Form and solve inequalities

Two more than treble my number is greater than 11

Find the possible range of values

$$3x + 2 > 11$$

Solve

$$x < -3 \quad -2 \quad -1 \quad 0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5$$

$$x > 3$$

Inequalities with negatives

Method 1 Make x positive first

$$2 - 3x > 17$$

$$+3x \quad +3x$$

$$2 > 17 + 3x$$

$$-17 \quad -17$$

$$-15 > 3x$$

$$\div 3 \quad \div 3$$

$$-5 > x$$

x is true for any value smaller than -5

CHECK IT!
 $2 - 3(-6) = 20$
 TRUE/ CORRECT

Equations with unknown on both sides

$$4x + 5 = 3x + 24$$

$$-3x \quad -3x$$

$$x + 5 = 24$$

$$-5 \quad -5$$

$$x = 19$$

Inequalities with unknown on both sides

Solving inequalities has the same method as equations

$$5(x + 4) < 3(x + 2)$$

$$5x + 20 < 3x + 6$$

$$2x + 20 < 6$$

$$2x < -14$$

$$x < -7$$

Check it!

$$5(-8 + 4) < 3(-8 + 2)$$

$$5(-4) < 3(-6)$$

$$-20 < -18$$

✓ -20 IS smaller than -18

Method 2 Keep the negative x

$$2 - 3x > 17$$

$$-2 \quad -2$$

$$-3x > 15$$

$$\div -3 \quad \div -3$$

$$x > -5$$

x is true for any value bigger than -5

This cannot be true...

When you multiply or divide x by a negative you need to reverse the inequality

$$x < -5$$

Formulae and Equations

Formulae — all expressed in symbols

Equations — include numbers and can be solved

Substitute in values

Rearranging Formulae (one step)

$$x = y + z$$

Rearrange to make y the subject

$$y = x - z$$

Using inverse operations or fact families will guide you through rearranging formulae

$y \rightarrow +z \rightarrow x$

$y \leftarrow -z \leftarrow x$

Rearranging can also be checked by substitution

Language of rearranging...

Make XXX the subject

Change the subject

Rearrange

Rearranging Formulae (two step)

In an equation (find x)

$$4x - 3 = 9$$

$$+3 \quad +3$$

$$4x = 12$$

$$\div 4 \quad \div 4$$

$$x = 3$$

In a formula (make x the subject)

$$xy - s = a$$

$$+s \quad +s$$

$$xy = a + s$$

$$\div y \quad \div y$$

$$x = \frac{a + s}{y}$$

The steps are the same for solving and rearranging

Rearranging is often needed when using $y = mx + c$

eg Find the gradient of the line $2y - 4x = 9$

Make y the subject first $y = \frac{4x + 9}{2}$

Gradient = $\frac{4}{2} = 2$

YEAR 9 — REASONING WITH NUMBER...

Using Percentages

@whisto_maths

What do I need to be able to do?

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

- Use FDP equivalence
- Calculate percentage increase and decrease
- Express percentage change
- Solve reverse percentage problems
- Solve percentage problems (calculator and non calculator problems)

Keywords

Percent: parts per 100 — written using the % symbol

Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals.

Fraction: a fraction represents how many parts of a whole value you have.

Equivalent: of equal value.

Reduce: to make smaller in value.

Growth: to increase/ to grow.

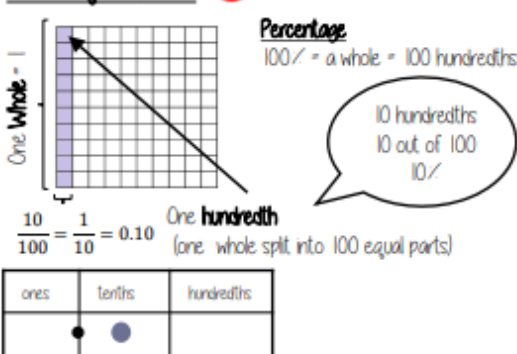
Integer: whole number, can be positive, negative or zero.

Invest: use money with the goal of it increasing in value over time (usually in a bank).

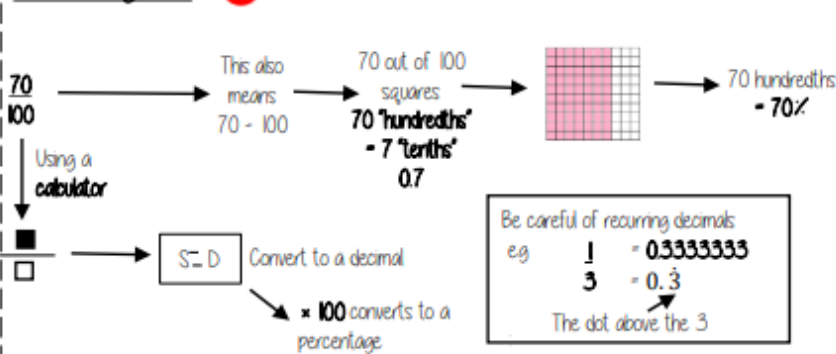
Multiplier: the number you are multiplying by.

Profit: the income take away any expenses/ costs.

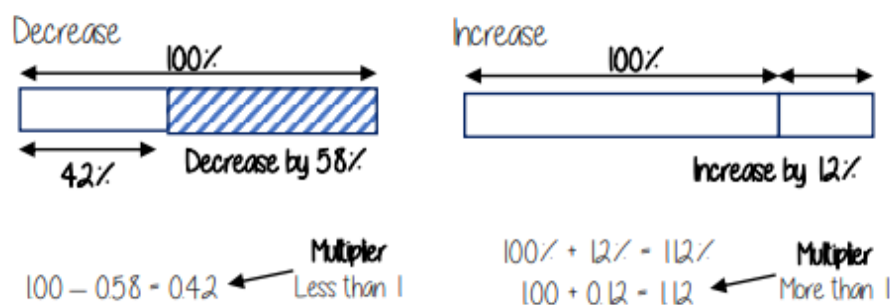
FDP Equivalence



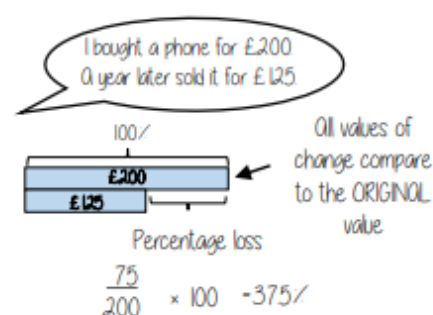
Converting FDP



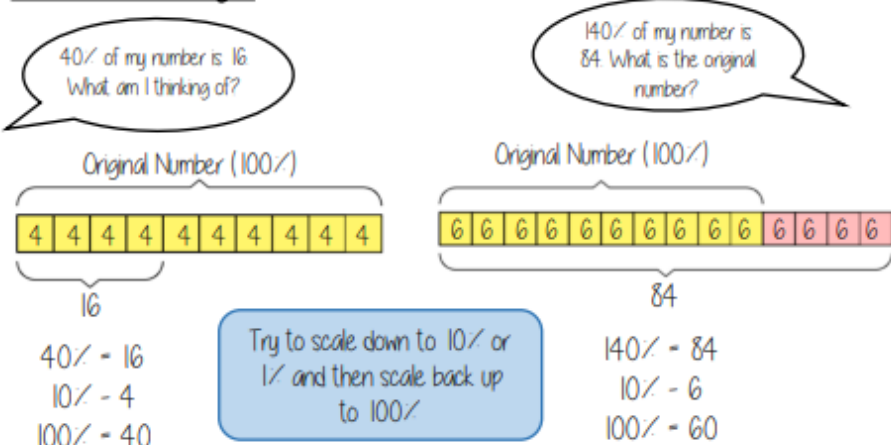
Percentage Increase/ Decrease



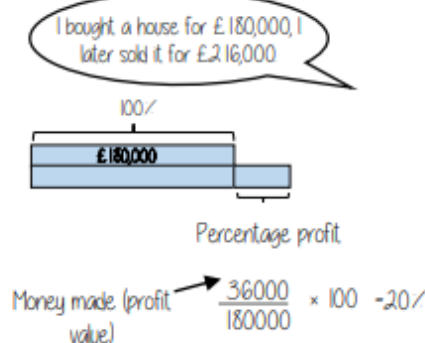
Percentage change



Reverse Percentages



$$\frac{\text{Difference in values}}{\text{Original value}} \times 100$$



YEAR 9 — REASONING WITH NUMBER...

Maths & Money

@whisto_maths

What do I need to be able to do?

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

- Solve problems with bills and bank statements
- Calculate simple interest
- Calculate compound interest
- Calculate wages and taxes
- Solve problems with exchange rates
- Solve unit pricing problems

Keywords

- Credit:** money being placed into a bank account
Debit: money that leaves a bank account
Balance: the amount of money in a bank account
Expense: a cost/ outgoing
Deposit: an initial payment (often a way of securing an item you will later pay for)
Multiplier: a number you are multiplying by (Multiplier more than 1 = increasing, less than 1 = decreasing)
Per Annum: each year
Currency: the type of money a country uses
Unitary: one — the cost of one

Bills and Bank Statements

Bills — tell you the amount items cost and can show how much money you need to pay

Some can include a total
 Look for different units
 (Is it in pence or pounds)

Menu	Price
Milk	89p
Tea	£1.50

Bank Statements

Bank statement can have negative balances if the money spent is higher than the money coming into the account

Date	Description	Credit	Debit	Balance
1 st Sept	Salary	£1500		£1500
1 st Sept	Mortgage		£600	£900
25 th Sept	Bday Money	£15		£915

Simple Interest

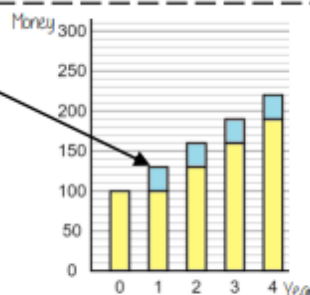
For each year of investment the interest remains the same

$$\frac{\text{Principal amount} \times \text{Interest Rate} \times \text{Years}}{100}$$

Principal amount is the amount invested in the account
 e.g. Invest £100 at 30% simple interest for 4 years

$$\frac{100 \times 30 \times 4}{100} = £120$$

This account earned **£120** interest.
 At the end of year 4 they have **£220**



Compound Interest

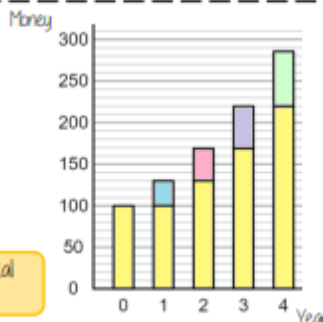
Interest is added to the current value of investment at the end of each year so the next year's interest is greater

$$\text{Principal amount} \times \text{Multiplier}^{\text{Years}}$$

e.g. Invest £100 at 30% compound interest for 4 years

$$100 \times 1.3^4 = £285.61$$

This account has **£285.61** in total
 at the end of the 4 years



Value Added Tax (VAT)

VAT is payable to the government by a business. In the UK VAT is 20% and added to items that are bought.

Essential items such as food do not include VAT.

Wages and Taxes

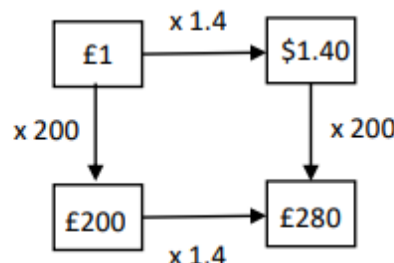
Salaries fall into tax brackets — which means they pay this much each month from their salary

Taxable Income	Tax Rate
£12 501 to £50 000	20%
£50 001 to £150 000	40%
over £150 000	45%

Over time:

Time and a half — means 1.5 times their hourly rate
 Double — 2 times their hourly rate

Exchange Rates



When making estimates it is also useful to use estimates to check if our solution is reasonable

Use inverse operations to reverse the exchange process

Common Currencies

United Kingdom	£	Pounds
United States of America	\$	Dollars
Europe	€	Euros

Unit Pricing

To calculate unit per cost you divide by the cost

Cupcakes are the best value as one item has the cheapest value

There is a directly proportional relationship between the cost and number of units

4 Oranges £1	5 cupcakes £1.20
$4 = £1.00 \div 2$ $2 = £0.50$ $1 = £0.25$	$5 = £1.20 \div 5$ $1 = £0.20$
Cost per Unit	

YEAR 9 — REASONING WITH GEOMETRY...

Deduction

@whisto_maths

What do I need to be able to do?

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

- Identify angles in parallel lines
- Solve angle problems
- Make conjectures with angles
- Make conjectures with shapes

Keywords

Parallel: two straight lines that never meet with the same gradient

Perpendicular: two straight lines that meet at 90°

Transversal: a line that crosses at least two other lines

Sum: the result of adding two or more numbers

Conjecture: a statement that might be true but is not proven

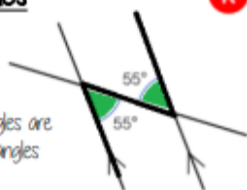
Equation: a statement that says two things are equal

Polygon: a 2D shape made from straight edges

Counterexample: an example that disproves a statement

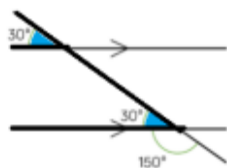
Alternate angles

Because alternate angles are equal the highlighted angles are the same size



Corresponding angles

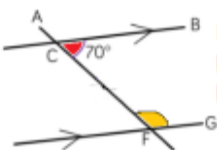
Because corresponding angles are equal the highlighted angles are the same size



Co-interior angles

Because co-interior angles have a sum of 180° the highlighted angle is 110°

As angles on a line add up to 180° co-interior angles can also be calculated from applying alternate/ corresponding rules first



Solving angle problems

Angles on a straight line

180°



Link angle facts to algebra



$$2x + 4x = 180^\circ$$

State the reason

The sum of angles on a straight line is 180°

Solve

$$2x + 4x = 180^\circ$$

$$6x = 180^\circ$$

$$x = 30^\circ$$

Vertically opposite angles
Equal

Angles around a point
 360°



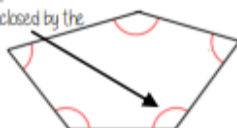
Triangles

Sum of angles is 180°

Isosceles have the same base angles

Interior Angles

The angles enclosed by the polygon



$$(\text{number of sides} - 2) \times 180$$

Making conjectures with angles

True

Always

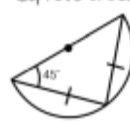
Never

False

Sometimes

Proving a conjecture

A pattern is noticed for many cases



Disproving a conjecture

Only one counterexample is needed to disprove a conjecture

Apply the angle rules

Test the theory

Make conjecture

The sum of angles in a triangle is 180°

$$180 - 70 - 20 = 90$$

$$180 - 85 - 5 = 90$$

$$180 - 45 - 45 = 90$$

The angle that meets the circumference in a semi circle is 90°

Making conjectures with shapes

Keywords and facts to recall with shape

Area: the amount of space inside a shape

Perimeter: the length around a shape

Regular Polygons: All sides and angles are equal

Quadrilateral Facts



Square

All sides equal size

All angles 90°

Opposite sides are parallel



Rectangle

All angles 90°

Opposite sides are parallel



Rhombus

All sides equal size

Opposite angles are equal



Parallelogram

Opposite sides are parallel

Opposite angles are equal

Co-interior angles



Kite

No parallel lines

Equal lengths on top sides

Equal lengths on bottom sides

One pair of equal angles

YEAR 9 — REASONING WITH GEOMETRY...

Pythagoras' theorem

@whisto_maths

What do I need to be able to do?

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

- Use square and cube roots
- Identify the hypotenuse
- Calculate the hypotenuse
- Find a missing side in a Right angled triangle
- Use Pythagoras' theorem on axes
- Explore proofs of Pythagoras' theorem

Keywords

Square number: the output of a number multiplied by itself

Square root: a value that can be multiplied by itself to give a square number

Hypotenuse: the largest side on a right angled triangle. Always opposite the right angle

Opposite: the side opposite the angle of interest

Adjacent: the side next to the angle of interest

Squares and square roots

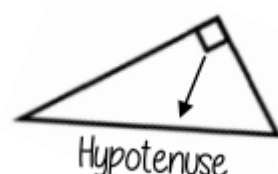
				This can also be written as 6^2					
1×1	2×2	3×3	4×4	5×5	6×6	7×7	8×8	9×9	10×10
1	4	9	16	25	36	49	64	81	100

Square numbers

$\sqrt{\quad}$ is the square root symbol

eg $\sqrt{64} = 8$
Because $8 \times 8 = 64$

Identify the hypotenuse



The hypotenuse is always the longest side on a triangle because it is opposite the biggest angle.

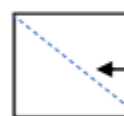
Determine if a triangle is right-angled

If a triangle is right-angled, the sum of the squares of the shorter sides will equal the square of the hypotenuse.

$a^2 + b^2 = \text{hypotenuse}^2$

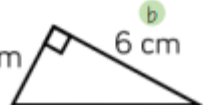
eg $a^2 + b^2 = \text{hypotenuse}^2$
 $3^2 + 4^2 = 5^2$
 $9 + 16 = 25$

Substituting the numbers into the theorem shows that this is a right-angled triangle



Polygons can still have a hypotenuse if it is split up into triangles and opposite a right angle.

Calculate the hypotenuse

3 cm  6 cm

Hypotenuse

$a^2 + b^2 = \text{hypotenuse}^2$

1 Substitute in the values for a and b

$3^2 + 6^2 = \text{hypotenuse}^2$
 $9 + 36 = \text{hypotenuse}^2$
 $45 = \text{hypotenuse}^2$

2 To find the hypotenuse square root the sum of the squares of the shorter sides

$\sqrt{45} = \text{hypotenuse}$
 $6.71 \text{ cm} = \text{hypotenuse}$

Either of the short sides can be labelled a or b

Calculate missing sides

Hypotenuse 15 cm  12 cm

$a^2 + b^2 = \text{hypotenuse}^2$

$12^2 + b^2 = 15^2$

1 Substitute in the values you are given

$144 + b^2 = 225$

Rearrange the equation by subtracting the shorter square from the hypotenuse squared

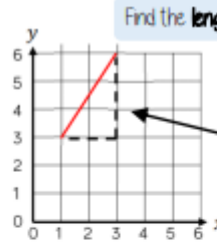
Square root to find the length of the side

$b^2 = 111$
 $b = \sqrt{111} = 10.54 \text{ cm}$

Either of the short sides can be labelled a or b

Pythagoras' theorem on a coordinate axis

Find the length of the line segment



The segment can be made into a right-angled triangle by adding the sides on the diagram

The line segment is the hypotenuse

$a^2 + b^2 = \text{hypotenuse}^2$

The lengths of a and b are the sides of the triangle

Be careful to check the scale on the axes

Science

Year 9

Year 10

KING'S LYNN ACADEMY

Term 6

Physics
Waves

Biology
Human interaction

Term 5

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Heating

Chemistry
Using Resources

Term 4

Chemistry
Matter and Energy

Biology
Organ systems

Term 3

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Acceleration

Term 2

Chemistry
Periodic Table

Biology
Growth

Term 1

Welcome back to KLA your Journey continues



Electrical energy: Big ideas

Energy

What expert understanding do we want after 5 years?

Energy is conserved

Big idea

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

How does the unit develop this?

Electric charge

Key Concept

Particles can lose or gain electrons and become charged. Charged particles experience a force from each other.

Sub-concepts

Charged/static electricity, electric field

Facts

- The difference between an electrical conductor and insulator
- When materials are rubbed together, electrons move from one surface to the other, which charges the objects
- Two similarly charged objects repel, two differently charged objects attract

Potential difference

Key Concept

A battery gives electrons an electrical push and pull. It transfers energy to the circuit components.

Facts

- Voltmeters measure potential difference in Volts (V)
- Voltage is another word for potential difference

Know the facts

Key words

1	Objects can be charged positively or negatively by transferring electrons.	1	Negatively charged: An object that has gained electrons as a result of the charging process.
2	Like charges repel and unlike charges attract.	2	Positively charged: An object that has lost electrons as a result of the charging process.
3	An electric field is a region where there are forces on charged particles or materials.	3	Electrons: Tiny particles which are part of atoms and carry a negative charge.
4	Around a charged object, the electric field affects other charged objects, causing them to be attracted or repelled.	4	Charged up: When materials are rubbed together, electrons move from one surface to the other.
5	Current is a movement of electrons and is the same everywhere in a series circuit.	5	Field: The area where other objects feel an electrostatic force.
6	Current divides between loops in a parallel circuit and combines when loops meet.	6	Electrostatic force: Non-contact force between two charged objects.
7	Current makes components work.	7	Current: Flow of electric charge flowing per second, measured in Amps (A)
8	A component with a high resistance has a low current flowing through it.	8	Voltage: A measure of the strength of a cell or battery used to send a current around the circuit.
9	Resistance is measured in ohm (Ω)	9	Potential Difference: A measure of the push of a cell or battery, or the energy that the cell or battery can supply, measured in Volts (V).
10	To calculate resistance, you use this equation: Resistance = potential difference / current { $R = V / I$ }	10	In series: If components in a circuit are on the same loop.
		11	In parallel: If some components are on separate loops.
		12	Conductor: A material that conducts charge or energy well, such as graphite or metal.
		13	Insulator: A material that does not conduct electricity well.
		14	Electromagnet: A non-permanent magnet turned on and off by controlling the current through it.
		15	Relay: Electrical device that uses current flowing through it in one circuit to turn on and off a current flowing in a second circuit.
		16	Motor: A component of machine that spins when a current flows through it.

Alkali metals

Halogens

Noble gases

Elements arranged in order of atomic number

Elements with similar properties are in columns called groups

Elements in the same group have the same number of outer shell electrons and elements in the same period (row) have the same number of electron shells.

Before discovery of protons, neutrons and electrons

Elements arranged in order of atomic weight

Early periodic tables were incomplete, some elements were placed in inappropriate groups if the strict order of atomic weights was followed.

Mendeleev

Left gaps for elements that hadn't been discovered yet

Elements with properties predicted by Mendeleev were discovered and filled in the gaps. Knowledge of isotopes explained why order based on atomic weights was not always correct.

The Periodic table

Development of the Periodic table

Alkali metals

Very reactive with oxygen, water and chlorine

Reactivity increases down the group

Only have one electron in their outer shell. Form +1 ions.

Negative outer electron is further away from the positive nucleus so is more easily lost.

Group 1

Group 7

Metals and non metals

Metals to the left of this line, non metals to the right

Transition metals (Chemistry only)

Group 0

With oxygen

With water

With chlorine

Metal + oxygen → metal oxide

Metal + water → metal hydroxide + hydrogen

Metal + chlorine → metal chloride

e.g. $4\text{Na} + \text{O}_2 \rightarrow 2\text{Na}_2\text{O}$

e.g. $2\text{Na} + 2\text{H}_2\text{O} \rightarrow 2\text{NaOH} + \text{H}_2$

e.g. $2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$

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Group 0

Unreactive, do not form molecules

This is due to having full outer shells of electrons.

Boiling points increase down the group

Increasing atomic number.

Compared to group 1

Typical properties

- Less reactive
- Harder
- Denser
- Higher melting points
- Many have different ion possibilities with different charges
- Used as catalysts
- Form coloured compounds
- Cu^{2+} is blue
- Ni^{2+} is pale green, used in the manufacture of margarine
- Fe^{2+} is green, used in the Haber process
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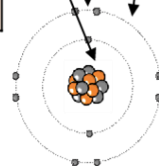
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Increasing atomic number.

Atom	<i>The smallest part of an element that can exist</i>	Have a radius of around 0.1 nanometres and have no charge (0).
Element	<i>Contains only one type of atom</i>	Around 100 different elements each one is represented by a symbol e.g. O, Na, Br.
Compound	<i>Two or more elements chemically combined</i>	Compounds can only be separated into elements by chemical reactions.

Atoms, elements and compounds



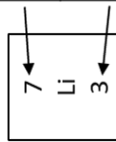
Central nucleus	Contains protons and neutrons
Electron shells	Contains electrons

Name of Particle	Relative Charge	Relative Mass	Electronic shell	Max number of electrons
Proton	+1	1	1	2
Neutron	0	1	2	8
Electron	-1	Very small	3	8
			4	2

Electronic structures

Relative electrical charges of subatomic particles

Mass number	The sum of the protons and neutrons in the nucleus	
Atomic number	The number of protons in the atom	Number of electrons = number of protons



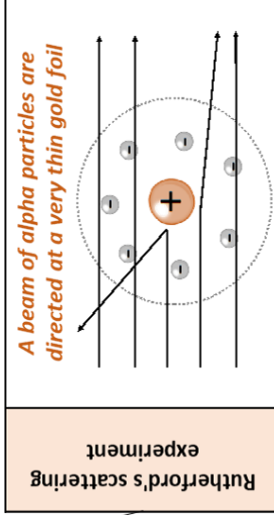
Atomic structure and periodic table part 1

The development of the model of the atom

Pre 1900		<i>Tiny solid spheres that could not be divided</i>	Before the discovery of the electron, John Dalton said the solid sphere made up the different elements.
1897 'plum pudding' model		<i>A ball of positive charge with negative electrons embedded in it</i>	JJ Thompson 's experiments showed that showed that an atom must contain small negative charges (discovery of electrons).
1909 nuclear model		<i>Positively charge nucleus at the centre surrounded negative electrons</i>	Ernest Rutherford's alpha particle scattering experiment showed that the mass was concentrated at the centre of the atom.
1913 Bohr model		<i>Electrons orbit the nucleus at specific distances</i>	Niels Bohr proposed that electrons orbited in fixed shells; this was supported by experimental observations.

James Chadwick

Provided the evidence to show the existence of neutrons within the nucleus



Most of the alpha particles passed right through.
A few (+) alpha particles were deflected by the positive nucleus.
A tiny number of particles reflected back from the nucleus.

Mixtures	<i>Two or more elements or compounds not chemically combined together</i>	Can be separated by physical processes.
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Chemical equations	<i>Show chemical reactions - need reactant(s) and product(s) energy always involves and energy change</i>	Law of conservation of mass states the total mass of products = the total mass of reactants.
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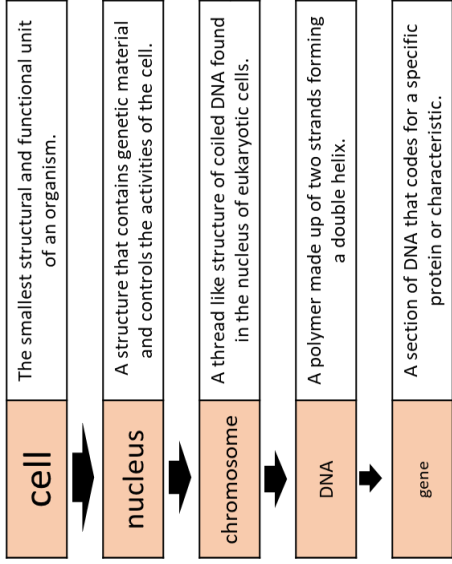
Method	Description	Example
Filtration	<i>Separating an insoluble solid from a liquid</i>	To get sand from a mixture of sand, salt and water.
Crystallisation	<i>To separate a solid from a solution</i>	To obtain pure crystals of sodium chloride from salt water.
Simple distillation	<i>To separate a solvent from a solution</i>	To get pure water from salt water.
Fractional distillation	<i>Separating a mixture of liquids each with different boiling points</i>	To separate the different compounds in crude oil.
Chromatography	<i>Separating substances that move at different rates through a medium</i>	To separate out the dyes in food colouring.

Word equations	<i>Uses words to show reaction</i> reactants → products magnesium + oxygen → magnesium oxide	Does not show what is happening to the atoms or the number of atoms.
Symbol equations	<i>Uses symbols to show reaction</i> reactants → products 2Mg + O ₂ → 2MgO	Shows the number of atoms and molecules in the reaction, these need to be balanced.

Relative atomic mass

Isotopes	<i>Atoms of the same element with the same number of protons and different numbers of neutrons</i>
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³⁵Cl (75%) and ³⁷Cl (25%)
Relative abundance =
(% isotope 1 x mass isotope 1) + (% isotope 2 x mass isotope 2) ÷ 100
e.g. (25 x 37) + (75x 35) ÷ 100 = 35.5

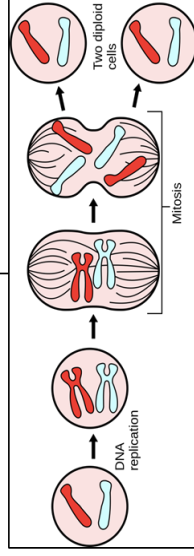


largest ←

smallest →

Cells divide in a series of stages. The genetic material is doubled and then divided into two identical cells.

Stage	1	2	3
Growth	Increase the number of sub-cellular structures e.g. ribosomes and mitochondria.		
DNA Synthesis		DNA replicates to form two copies of each chromosome.	
Mitosis		One set of chromosomes is pulled to each end of the cell and the nucleus divides. Then the cytoplasm and cell membranes divide to form two cells that are identical to the parent cell.	



Mitosis occurs during growth, repair, replacement of cells. Asexual reproduction occurs by mitosis in both plants & simple animals.

Small intestines	<i>Villi – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
Lungs	<i>Alveoli– increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
Gills in fish	<i>Gill filaments and lamella – increase surface area, Good blood supply – to maintain concentration gradient, Thin membranes – short diffusion distance.</i>
Roots	<i>Root hair cells - increase surface area.</i>
Leaves	<i>Large surface area, thin leaves for short diffusion path, stomata on the lower surface to let O₂ and CO₂ in and out.</i>

ADAPTATIONS FOR DIFFUSION

The greater the difference in concentrations the faster the rate of diffusion.

Growth and Differentiation

Cell division

STEM CELLS

Undifferentiated cell of an organism

Divides to form more cells of the same type, and can differentiate to form many other cell types.

Transport in cells

Diffusion <u>No</u> energy required	<i>Movement of particles in a solution or gas from a higher to a lower concentration</i>	E.g. O ₂ and CO ₂ in gas exchange, urea in kidneys. Factors that affect the rate are concentration, temperature and surface area.
Osmosis <u>No</u> energy required	<i>Movement of water from a dilute solution to a more concentrated solution</i>	E.g. Plants absorb water from the soil by osmosis through their root hair cells. Plants use water for several vital processes including photosynthesis and transporting minerals.
Active transport ENERGY required	<i>Movement of particles from a dilute solution to a more concentrated solution</i>	E.g. movement of mineral ions into roots of plants and the movement of glucose into the small intestines.

Human Embryonic stem cells	<i>Can be cloned and made to differentiate into most cell types</i>	Therapeutic cloning uses same genes so the body does not reject the tissue. Can be a risk of infection
Adult bone marrow stem cells	<i>Can form many types of human cells e.g. blood cells</i>	Tissue is matched to avoid rejection, risk of infection. Only a few types of cells can be formed.
Meristems (plants)	<i>Can differentiate into any plant cell type throughout the life of the plant.</i>	Used to produce clones quickly and economically, e.g. rare species, crop plants with pest /disease resistance

Treatment with stem cells may be able to help conditions such as diabetes and paralysis. Some people object to the use of stem cells on ethical or religious grounds

Year 10

Geography

Year 9

KING'S LYNN ACADEMY

Tectonics



Hazards

Half Term 6

Renewable energy



Energy production



Use of fossil fuels



Energy consumption

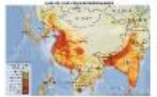
Resources

Half Term 5

Economy



Population



Monsoons



Overview

Mountain biome

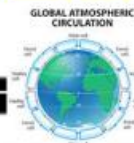
Asia

Half Term 4

Typhoon Haiyan



Global circulation



Hurricane effects



Hurricane responses

Effects of climate change

Atmospheric hazards

Half Term 3

Evidence of climate change

Natural causes



Human causes



Climate change

Flooding in York and Kerala



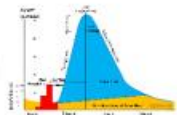
Half Term 2

Lower course features



Floods

Storm hydrographs



Meanders



Waterfalls



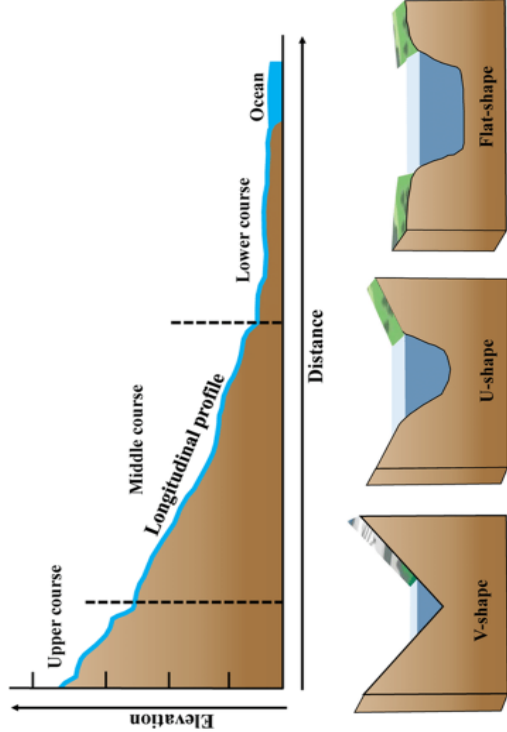
Rivers and floods



Welcome back to KLA. Your journey continues.

Half Term 1

Long profile of a 'typical' river (top) and cross profile (bottom)



Rivers can generate electricity through large-scale hydroelectric power stations and small-scale micro hydro projects. Micro-hydro has many environmental and socio-economic benefits

Hard engineering

Hard engineering strategies include measures that are usually more expensive and require structures or changes to the river. They have an immediate impact on the river and the surrounding landscape. For example:

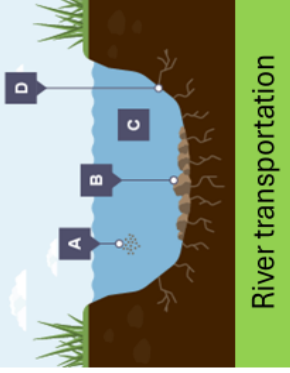
- building to control the flow of the river
- making the river channel wider and deeper so that it can hold more water
- straightening the river so that water leaves the area more quickly

Soft engineering

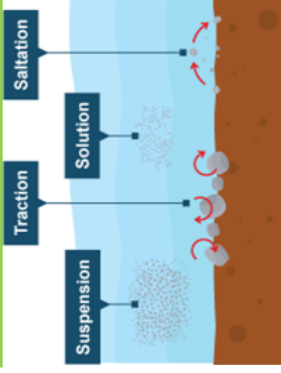
Soft engineering strategies include measures that are usually less expensive and work more with the natural surroundings. They often take longer to work and will attempt to manage floods rather than prevent them. For example: planting trees to intercept rainfall and reduce the amount of water reaching the river providing flood warnings by monitoring rainfall and river discharge and alerting people to potential floods, land use zoning, which involves using land beside the river for activities like grazing and recreation, which can be relocated during times of flood

Causes of flooding: Physical: precipitation, geology (how permeable the rocks are, gradient (how steep the slopes are), Human- urbanisation, deforestation, agriculture

River erosion

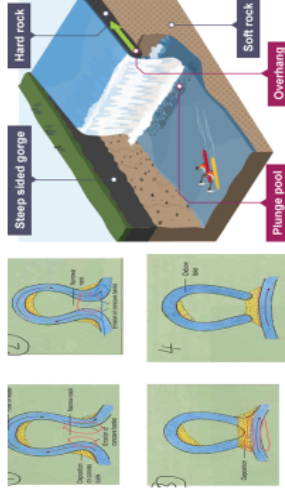


River transportation



Oxbow lake

- 1) Erosion of outer bank forms river cliff, deposition as inner bank forms slip off slope
- 2) Increased erosion narrows meander neck
- 3) Erosion breaks through neck, shortening river's course
- 4) Evaporation and deposition separate the meander, forming an oxbow lake



Waterfall and steep sided gorge

- 1) River flows over rocks of different resistances (hard and soft rock)
- 2) Rivers erode soft rock more easily, creating a step
- 3)Hard rock is undercut, leaving an overhang that collapses eventually
- 4) Waterfall retreats as process repeats continuously, creating a steep sided gorge

Keywords

Drainage basin	An area of land that is drained by a river and its tributaries
Watershed	The edge of a drainage basin, that separates drainage basins
Tributary	A small stream or river that joins a larger one
Confluence	The point at which a tributary meets a larger river
Source	The start of a river
Mouth	The end of a river. Usually where the river flows into the sea
Cross profile	A cross section of a river valley (a 'slice' across the river channel and its valley)
Long profile	The change in gradient (steepness) with distance downstream
Erosion	Natural materials (such as rocks) are broken down and transported by natural forces. River erosion includes: lateral erosion (sideways), vertical erosion (downwards), attrition (A), abrasion (B), solution (C) and hydraulic action (D)
Transportation	A river carries material away from its origin (traction, saltation, suspension and solution)
Load	The material that a river transports (carries) and deposits
Deposition	When a river loses energy it will stop carrying some of its load
River landform	A formation that is created by a river (e.g. V shaped valley, waterfall/gorge, meander)
Storm hydrograph	A graph that plots rainfall and river discharge over time

History

1760 - 1949

Year 9

Year 10

KING'S LYNN ACADEMY

9/11

Half Term 6

Windrush and Civil Rights

Hiroshima

Titanic

The Holocaust

Antisemitism

Pre-war Jewish life

Half Term 5

The Rise of the Nazis

Life in Nazi Germany

The Suffragettes

Treaty of Versailles

Half Term 4

Trench Warfare

Battle of the Somme

End of World War One

Outbreak of World War One

Political Reform

Half Term 3

Iron and coal

Transport

The Railway Age

Urbanisation
Factory Life

Social Reform

The steam engine

Cotton Textiles

The Industrial Revolution

Half Term 2

Life as a slave

Transatlantic Slave Trade

Abolition

Legacy of empire

Welcome back to KLA. Your journey continues.

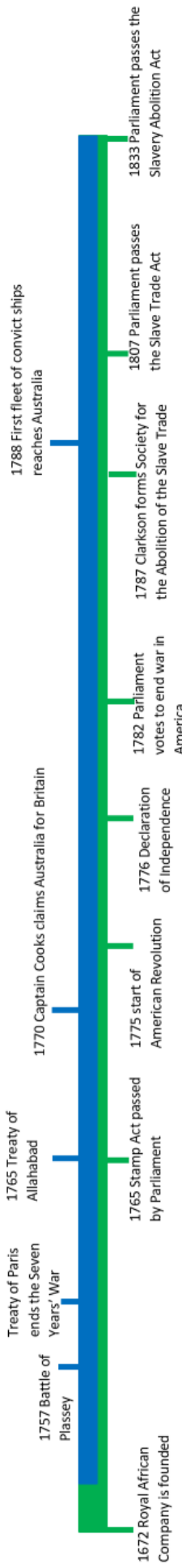
Half Term 1

The American Revolution and war of independence

British Empire case studies

Year 9 History Knowledge Organiser Autumn Term

The British Empire Americas and The Americas



The British Empire	
Tier 2 Vocabulary	Tier 3 Vocabulary
Aborigine: nomadic Hunter gatherer population native to Australia and nearby islands. Admiral: highest ranking naval officer usually in command of a fleet. Bengal: wealthy province in North East India where the British built their factory called Calcutta. Consumer Society: a society where people can afford to buy non-essential consumer goods. Custom duties: taxes placed by government on goods imported from foreign countries. Gibraltar: British colony at the southern tip of Spain, gained in 1713. Indigenous: originate in a particular place. Patriotism: showing strong support for your own country. Penal colony: remote settlement used to Excel convicted criminals from the general population. Quebec: Capital city of French possessions in America, now a city in present day Canada. Scurvy: disease caused by lack of vitamin C, which killed many sailors in the Royal Navy.	Battle of Plassey: key victory for Clive in the East India company against the nawab of Bengal. Britannia: a female figure, used to symbolise Britain and popular during the British Empire. East India company: private company formed in 1600 with rights to trade between India and England. Endeavour: the ship that Captain Cook sailed on his first voyage to Australia. Factories: coastal trading posts where merchants can do business in foreign lands. Mercantilism: the economic practise of discouraging trade with rival nations. Mughals: dynasty that originate from Central Asia that ruled much of India from the 16th to 19th century. Nawab: Prince granted a province of India to rule on behalf of the Mughal emperor. Pilgrim fathers: the first settlers in New England known for their religious puritanism. Press gangs: gangs who would travel Britain forcing men to enlist in the Army or Navy.

The Americas	
Tier 2 Vocabulary	Tier 3 Vocabulary
Boycott: organised refusal to purchase a product as an act of political or moral protest. Branding: to mark a person or an animal with a hot iron for ease of identification. Caribbean: sea to the east of Central America containing many tropical islands. Constitution: series of laws establish how a nation's political system functions. Evangelical: A Christian movement which seeks to save people's souls by spreading God's word. Loyalist: colonist who sided with Britain and the King during the American Revolution. Petition: a formal written request, often for a political cause, signed by many people. Shackles: find Chinese used to fasten together the legs or hands of a prisoner or slave. Transatlantic: going across the Atlantic Ocean.	Abolitionist: someone involved in the public campaigns when slavery or the slave trade. Coffle: a line of slaves joined at the neck by shackles, leaving their legs free to walk. Continental army: army force representing of all 13 colonies formed by Congress in 1775. Continental Congress: meeting of delegates from 13 colonies that formed the United States. Declaration of Independence: formal statement was created the United States of America. Founding fathers: name given to the key figures in the creation of the United States of America. Maroon: an escaped African slave in the Caribbean. Middle passage: journey undertaken by slave ships from West Africa to the Americas by sea. Plantation: a larger state on which crops such as coffee sugar and tobacco were grown.

Year 10

French

Year 9



KING'S LYNN ACADEMY



Half Term 6

Shopping



Ambitions



Rights and priorities

Half Term 5

Talking about jobs



Talking about my future



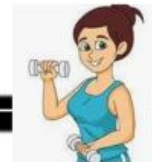
Talking about languages

Half Term 4

Eating healthy



Getting fit



Half Term 3

My body



Past tense



Social media

Going out



Half Term 2

Describing yourself



Future tense

Food and drink



Carnivals



Half Term 1

My house and home



Welcome back to KLA your Journey continues

Year 9 - Half Term 1

Les talents • Talents

Mon talent, c'est ...	<i>My talent is ...</i>
chanter	<i>singing</i>
danser	<i>dancing</i>
faire de la magie	<i>doing magic</i>
jouer du piano	<i>playing the piano</i>
jouer du violon	<i>playing the violin</i>
jouer de la guitare (électrique)	<i>playing the (electric) guitar</i>

Donner des conseils • Giving advice

Tu dois ...	<i>You must ...</i>
aller à l'audition	<i>go to the audition</i>
avoir confiance en toi	<i>have confidence in yourself</i>
faire un clip vidéo	<i>make a video clip</i>
participer au concours	<i>take part in the contest</i>
répéter tous les jours	<i>rehearse every day</i>

Donner des excuses • Making excuses

Je ne peux pas parce que ...	<i>I can't because ...</i>
je dois faire mes devoirs	<i>I have to do my homework</i>
je dois faire du babysitting	<i>I have to do babysitting</i>
Je ne peux pas répéter chez moi.	<i>I can't rehearse at home.</i>
Tu peux ...	<i>You can ...</i>
faire tes devoirs demain	<i>do your homework tomorrow</i>
répéter chez moi	<i>rehearse at my place</i>

Gagner • Winning

j'aime gagner	<i>I like winning</i>
je dois gagner	<i>I must win</i>
je peux gagner	<i>I can win</i>
je voudrais gagner	<i>I'd like to win</i>
je vais gagner	<i>I'm going to win</i>
je veux gagner	<i>I want to win</i>

Les ambitions • Ambitions

Un jour, je veux être ...	<i>One day, I want to be ...</i>
chanteur professionnel/ chanteuse professionnelle	<i>a professional singer</i>
danseur professionnel/ danseuse professionnelle	<i>a professional dancer</i>
magicien professionnel/ magicienne professionnelle	<i>a professional magician</i>
professeur (de musique)	<i>a (music) teacher</i>
Je veux jouer ...	<i>I want to play ...</i>
dans un groupe de rock	<i>in a rock band</i>
dans un grand orchestre	<i>in a big orchestra</i>

Donner des instructions

• Giving instructions

Change ton attitude!	<i>Change your attitude!</i>
Chante plus fort!	<i>Sing louder!</i>
Enlève ton blouson!	<i>Take off your jacket!</i>
Éteins ton portable!	<i>Switch off your mobile!</i>
Fais plus d'efforts!	<i>Make more of an effort!</i>
Jette ton chewing-gum!	<i>Throw away your chewing-gum!</i>
Regarde la caméra!	<i>Look at the camera!</i>
N'oublie pas ta casquette!	<i>Don't forget your cap!</i>

Le caractère • Personality

Il/Elle est ...	<i>He/She is ...</i>
très	<i>very</i>
trop	<i>too</i>
assez	<i>quite</i>
un peu	<i>a bit</i>
arrogant(e)	<i>arrogant</i>
beau/belle	<i>good-looking, beautiful</i>
cruel(le)	<i>cruel, nasty</i>
gentil(le)	<i>kind</i>
impatient(e)	<i>impatient</i>
impoli(e)	<i>rude</i>
intelligent(e)	<i>intelligent</i>
marrant(e)	<i>funny</i>
vaniteux/vaniteuse	<i>vain</i>
sévère	<i>strict, harsh</i>
sincère	<i>sincere, honest</i>
stupide	<i>stupid</i>
sympa	<i>nice</i>

Year 9 French Half Term 2

Topic specific vocab



Tu es comment?	What do you look like?
J'ai les cheveux ...	<i>I have ... hair.</i>
blonds.	<i>blond</i>
noirs.	<i>black</i>
bruns	<i>brown</i>
roux.	<i>red</i>
J'ai les yeux ...	<i>I have ... eyes.</i>
bleus.	<i>blue</i>
marron.	<i>brown</i>
gris.	<i>grey</i>
verts.	<i>green</i>
Je suis beau/belle.	<i>I am good-looking/beautiful.</i>

Où vas-tu le weekend?	Where do you go at the weekend?
Je vais ...	<i>I go ...</i>
au centre commercial.	<i>to the shopping centre.</i>
au centre de loisirs.	<i>to the leisure centre.</i>
au cinéma.	<i>to the cinema.</i>
au fastfood.	<i>to the fast-food restaurant.</i>
à la patinoire.	<i>to the ice rink.</i>
à la piscine.	<i>to the swimming pool.</i>

Les invitations et les réactions

Tu veux aller ...	Do you want to go ...
au cinéma /à la piscine?	<i>to the cinema/swimming pool?</i>
ce matin	<i>this morning</i>
cet après-midi	<i>this afternoon</i>
ce soir	<i>this evening</i>
demain (matin)	<i>tomorrow (morning)</i>
samedi (après-midi/soir)	<i>Saturday (afternoon/evening)</i>
Oui, je veux bien.	<i>Yes, I'd like to.</i>
D'accord.	<i>OK.</i>
Génial!	<i>Great!</i>
Pourquoi pas?	<i>Why not?</i>
Non, merci.	<i>No thanks.</i>
Tu rigoles!	<i>You're joking!</i>
J'ai horreur de ça!	<i>I hate that!</i>
Désolé(e), je ne peux pas.	<i>Sorry, I can't.</i>

Invitations and reactions

Do you want to go ...	<i>to the cinema/swimming pool?</i>
<i>this morning</i>	
<i>this afternoon</i>	
<i>this evening</i>	
<i>tomorrow (morning)</i>	
<i>Saturday (afternoon/evening)</i>	
<i>Yes, I'd like to.</i>	
<i>OK.</i>	
<i>Great!</i>	
<i>Why not?</i>	
<i>No thanks.</i>	
<i>You're joking!</i>	
<i>I hate that!</i>	
<i>Sorry, I can't.</i>	

La fréquence	Frequency
quelquefois	<i>sometimes</i>
souvent	<i>often</i>
tous les jours	<i>every day</i>
tous les soirs	<i>every evening</i>
tous les weekends	<i>every weekend</i>



Mon caractère	My personality
Je suis ...	<i>I am ...</i>
drôle.	<i>funny.</i>
gentil(le).	<i>kind.</i>
intelligent(e).	<i>intelligent.</i>
lunatique.	<i>moody.</i>
sportif/sportive.	<i>sporty.</i>
timide.	<i>shy.</i>

Year 9 French Half Term 2

Topic specific vocab

Qu'est-ce que tu as fait samedi?

J'ai dansé avec
 J'ai joué au bowling avec ...
 ...J'ai mangé un hamburger avec
 J'ai regardé un DVD avec
 ... Je suis allé(e) au cinéma avec ...
 Je suis allé(e) en ville avec ...
 Je suis allé(e) à une fête avec ...
 C'était ...
 genial.
 romantique
 .
 sympa.
 ennuyeux
 x nul.
 un désastre.

What did you do on Saturday?

I danced with
 I went bowling with ...
 I ate a hamburger with ...
 I watched a DVD with ...
 I went to the cinema with ...
 I went into town with ...
 I went to a party with ...
 It was ...
 great.
 romantic.
 nice.
 boring.
 rubbish.
 disaster.



Au festival de musique

On a écouté toutes sortes de musiques.
 On a chanté.
 On a dansé toute la soirée.
 On a mangé de la pizza.
 On a regardé le concert sur des écrans géants.
 On a bien rigolé.

At the music festival

We listened to all sorts of music.
 We sang.
 We danced all night.
 We ate pizza.
 We watched the concert on giant screens.
 We had a good laugh.

Qu'est-ce que tu fais sur Facebook?

Je poste des messages à mes copains.
 Je modifie mes préférences.
 Je regarde les photos de mes copains.
 Je commente des photos.
 J'invite mes copains à

What do you do on Facebook?

I post messages to my friends.
 I update my likes.
 I look at my friends' photos.
 I comment on photos.
 I invite my friends out.
 I do quizzes.

sortir. Je fais des quiz

Grammar

Perfect tense

J'ai joué I played
 J'ai regardé I watched
 J'ai mangé I ate
 J'ai fait I did
 J'ai vu I saw
 J'ai bu I drank
 J'ai pris I took
 Je suis allé I went
 Je suis arrivé I arrived
 Je suis parti I left
 Je suis resté I stayed

MRS/VANDETRAMP

Monter to go up
 Rester to stay
 Sortir to go out
 Venir to come
 Aller to go
 Naître to be born
 Descendre to go down
 Entrer to enter
 Tomber to fall
 Retourner to return
 Arriver to arrive
 Mourir to die
 Partir to die

je mange or je voudrais manger?

Use the **present tense** to say what you are doing or normally do.

Je mange du pain. I'm eating bread.

J'habite dans un appartement. I live in a flat.

Use **je voudrais** + an infinitive to say what you would like to do.

Je voudrais manger une glace. I would like to eat an ice-cream.

The partitive article

The word for 'some' changes depending on the noun that follows it:

singular			plural
masculine	feminine	in front of a vowel sound	
du pain	de la confiture	de l' eau	des céréales

prendre

You will need to learn the present tense of this irregular verb by heart. Usually it means 'to take' but when you use it with food it means 'to have'.

prendre (to take/have)

<i>je prends</i>	I take/have	<i>il/elle prend</i>	he/she takes/has
<i>tu prends</i>	you take/have	<i>on prend</i>	we take/have

il faut + infinitive

Il faut means 'it is necessary to' or 'you must'. In English we say 'you need to', 'you have to' or 'you must'. *Il faut* is normally followed by an infinitive.

Il faut aller en ville. You need to go into town.

Il ne faut pas oublier les œufs. You mustn't forget the eggs.

The near future tense

You use the verb **aller** (to go) plus an infinitive, to say what you are going to do.

<i>je vais porter</i>	I am going to wear	<i>il/elle va regarder</i>	he/she is going to watch
<i>tu vas manger</i>	you are going to eat	<i>on va faire</i>	we are going to do

Adjectives

Most French adjectives change their endings from the masculine to the feminine form. Most change by adding **-e** in the feminine form.

Some adjectives are irregular – they follow their own pattern.

masculine	feminine	meaning
sportif	sportive	sporty
gentil	gentille	kind
beau	belle	good-looking/beautiful
sympa	sympa	nice
timide	timide	shy

Regular -er verbs

The infinitive is the form of a verb that you find when you look it up in a dictionary (e.g. *regarder* – to look at). Many infinitives end in **-er**. These verbs follow a pattern. In the present tense, you take off the **-er** and add these endings:

je regarde	I look at/watch	il/elle regarde	he/she looks at/watches
tu regardes	you look at/watch	on regarde	we look at/watch

The perfect tense with avoir

You use the perfect tense to say what you did or what you have done. *J'ai mangé un hamburger.* (I ate/I have eaten a burger.)

The perfect tense has two parts:

- 1 part of the verb *avoir* (a few verbs use *être* – see the next section)
- 2 the past participle.

To form the past participle of regular **-er** verbs: take off **-er** and add **-é**.

<i>regarder</i> → <i>regardé</i>	
<i>j'ai regardé</i>	I watched/have watched
<i>tu as regardé</i>	you watched/have watched
<i>il/elle a regardé</i>	he/she watched/has watched
<i>on a regardé</i>	we watched/have watched

The verb **aller** means 'to go'. It works like this:

<i>je</i> vais	I go
<i>tu</i> vas	you go
<i>il/elle</i> va	he/she goes

The perfect tense with être

Although most verbs use *avoir* to form the perfect tense, a small group of verbs use *être* instead. One important verb in this group is *aller* (to go): *je suis allé* (I went). If the person in question is female, you add an extra **-e**: *je suis allée*. If you are referring to more than one person, add **-s**: *on est allés* (we went).

<i>je</i> suis allé(e)	I went
<i>tu</i> es allé(e)	you went
<i>il</i> est allé	he went
<i>elle</i> est allée	she went
<i>on</i> est allé(e)s	we went

on means 'we'.

In the perfect tense, most verbs work like this:

<i>on a dansé</i>	we danced
<i>on a écouté</i>	we listened

The verb *aller* (to go) is different:

<i>on est allés</i>	we went
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If 'we' are all female, add an extra **e**:

<i>on est allées</i>

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

But note! **I am 13.** = *J'ai treize ans.* (literally: 'I have 13 years.')

Year 10

German

Year 9

KING'S LYNN ACADEMY



Comparative/Superlative



Theme: Retrieval

Half Term 6

Theme: Rights

Modal verbs imperfect tense

Schools in Germany

Childhood and possessions

Articles

At the age of

Sequencers and future plans



Half Term 5

Theme: Childhood

Modal verb and word order

Verb: to work

Jobs and location

Giving opinions

German sports



Half Term 4

Theme: Ambition

Conditional tense

Perfect tense word order

Crazy ambitions

Music festivals

The comparative

School jams



Half Term 3

Theme: Music

Word order and frequency phrases

For/since

Musical instruments

Subordinating conjunctions

Future plans

Types of music

Half Term 2

Theme: Role model

Review of future tense

Perfect tense

Justification

Description of a role model

Irregular verbs

The body and injuries



Half Term 1

Welcome to KLA Year 9

Y9 German -Autumn Half Term 1

1. Beweg dich! Move!

Das ist/sind ...	This is/are...
der Körper	the body
der Kopf	the head
der Arm	the arm
der Rücken	the back
der Bauch	the belly
der Po	the bottom
der Fuß	the foot
die Schulter	the shoulder
die Hand	the hand
das Bein	the leg
das Knie	the knee
das Gesicht	the face
das Auge	the eye
das Ohr	the ear
das Kinn	the chin
die Nase	the nose
der Mund	the mouth

2. Wer ist dein Vorbild? Who is your idol ?

Warum?	Why ?
Was macht er/sie?	What does he/she do ?
Wie ist er/sie?	What is he/she like ?
... ist mein Vorbild,	... is my idol.
weil er/sie ... ist.	because he/she is...
Ich liebe ...,	I love...
weil er/sie ... ist.	because he/she is...
Ich mag ... (nicht),	I like... (not),
weil er/sie ... ist.	because he/she is...
begabt	talented
berühmt	famous
dynamisch	energetic
erfolgreich	successful
lustig	funny
originell	original
reich	rich
arrogant	arrogant
nervig	annoying
launisch	moody

3. Irregular Verbs	haben to have	fahren to go	laufen to run	sehen to see	lesen to read	essen to eat	sein to be
ich	habe	fahre	laufe	sehe	lese	esse	bin
du	hast	fährst	läufst	siehst	liest	isst	bist
er/sie/es/man	hat	fährt	läuft	sieht	liest	isst	ist

4. The Perfect Tense

spielen (to play)		fahren (to go)	
ich habe gespielt	I played	ich bin gefahren	I went
du hast gespielt	you (sing) played	du bist gefahren	you (sing) went
er/sie/es/man hat gespielt	he/she/it/you played	er/sie/es/man ist gefahren	he/she/it/you went
wir haben gespielt	we played	wir sind gefahren	we went
ihr habt gespielt	you (plural) played	ihr seid gefahren	you (plural) went
sie haben gespielt	they played	sie sind gefahren	they went
Sie haben gespielt	you (polite) played	Sie sind gefahren	you (polite) went

5. Was hast du in deinem Leben gemacht?

Ich habe ...
 viele Reisen gemacht.
 mit Kindern gearbeitet.
 viele Preise gewonnen.
 viele Länder gesehen.
 viel Geld verdient.
 viel trainiert.
 Ich bin nach Afrika gefahren.

What did you do in your life ?

I (have) ...
 travelled a lot. (literally : done lots of journeys)
 worked with children.
 won lots of prizes.
 seen lots of countries.
 earned a lot of money.
 trained a lot.
 I went to Africa. (literally: I have driven to Africa)

Y9 German - Autumn Half Term 2

1. Was wirst du in der Zukunft machen?

In der Zukunft werde ich ...

viele Reisen machen

viele Länder sehen

Arzt/Ärztin werden

in Asien arbeiten

Theaterwissenschaft studieren

viel Geld verdienen

für eine Hilfsorganisation arbeiten

What will you do in the future ?

In the future I will...

travel a lot. (literally: do lots of journeys)

see lots of countries.

become a (male) doctor/(female) doctor.

work in Asia.

study drama.

earn a lot of money.

work for an aid organisation.

2. The Future Tense with werden (will)

Ich	werde	+ infinitive ...machen ...sehen ...arbeiten ...fahren ...verdienen
Du	wirst	
Er/sie/es/man	wird	
wir	werden	
ihr	werdet	
sie	werden	
sie	werden	

Future tense and word order

Ich **werde arbeiten**.

Ich **werde** im Ausland **arbeiten**.

Ich **werde** in der Zukunft im Ausland **arbeiten**.

In der Zukunft **werde** ich im Ausland **arbeiten**.

3. Was ist passiert?

Ich habe mir (das Bein) verletzt.

Ich habe mir (den Arm) gebrochen.

Ich habe einen Unfall (im Schwimmbad) gehabt.

Ich bin (vom Rad) gefallen.

Ich bin ins Krankenhaus gekommen.

What happened?

I injured my leg.

I broke my arm.

I had an accident (at the swimming pool)

I fell (of my bike)

I went to hospital. (literally: I came into the hospital)

4. Bist du wild auf Musik?

R&B-Musik / Jazzmusik

Rap/hip Hop

klassische Musik

Sie klingt positiv/negativ.

Sie ist kitschig / energiegeladen

Sie macht gute Laune.

Was für Musik hörst du (nicht) gern?

Ich höre (nicht) gern ..., weil sie ... ist/macht.

Mein(e) Lieblingssänger(in) ist

Meine Lieblingsband ist ...

Mein Lieblingslied ist ...

Are you wild about music?

R&B music / Jazz music/Rap-Musik/Hip-Hop

classical music

It sounds positive/negative.

It is corny/ energetic. (full of energy)

It puts you in a good mood.

What type of music do you not like listening to?

I (don't) like listening to... , because it is/does...

My favourite singer is ...

My favourite band is...

My favourite song is...

Rules – Confidence – Solving



KING'S LYNN ACADEMY

Leadership Qualities

Term 6



Analysis – Resilience – Competitive

Leadership Qualities

Term 5



Responsibility – Leadership - Tactics

Analysis of Performance

Term 4



Feedback – Respect - Technique

Analysis of Performance

Term 3



Understanding – Communication - Ability

Training Methods

Term 2



Knowledge - Effort - Fitness Levels

Training methods

Term 1



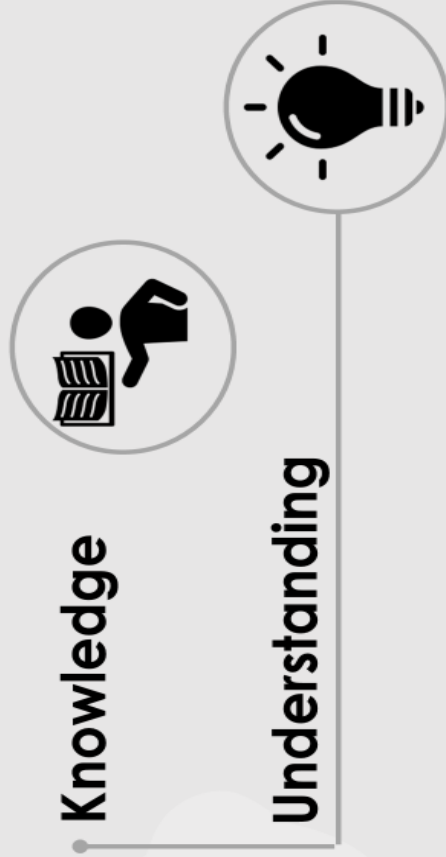
PE
Yr 9



Welcome to PE

Year 9 Refinement & Readiness

HEAD



HEART



Students refine their application of the model in more advanced game situations and physical challenges, developing leadership, strategy, and readiness for KS4 pathways.

HANDS

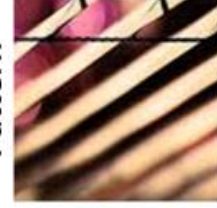


Physical Education Specific Learning Content

Training methods:

Circuit
Fartlek
Continuous
Interval
Weight
Plyometrics
Training intensity

Knowledge of the Rules

Year 9					Core content					Assessment	
Specialism	Project				Health and Safety in 3D	Plastics	Use of Tools & equipment	Design Movements	Presentation box		
3D Design	Body Adornmen										
Food	Nutrition Developing Skills								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	Photography skills				The formal elements of Photography	Leading lines	Pattern	Reflection	Lighting		
											



Plastics categories 3D Design Thermoplastics Thermoset Designing to a Theme Common Tools	Key Vocabulary Composition Scale Tone Health and Safety Analysis Design Brief Specification Materials Evaluation Annotation Production Plan Equipment names Personal Protection Equipment (PPE)	Graphics DSLR Cameras Rule of thirds Composition Photo collage and weaving Leading Lines Pattern The formal elements of Photography	Food Knife skills Hygiene COSHH Menu Planning Mise en place Nathasha's law	Textiles Woven Materials Applique' Hand Sewing Skills
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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 9 KS3 Cooking and Nutrition

Prior Learning / Context:

Prior learning includes the Eatwell Guide and the principles of healthy eating. Medium cooking skills, including sauce making, bread and pastry making, also completed.

Assessment:

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

Themes:

- Nutrition
- Food Poisoning
- Allergies
- Intolerances
- Food preparation
- Food safety
- Seasonal Foods
- Cooking Methods
- Food choice

Context: Lessons

- Practical lessons
- Macro / Micro nutrients
- Food Allergies
- Food intolerances
- Cooking Methods
- Factors that affect food choice
- Key Temperatures
- Food labels
- Assessment

Food Allergies



An allergen – when the body's immune system has a mild or severe reaction to a specific food.

An intolerance – when a substance in the food is difficult for the body to digest.

Food Choice

Many factors influence what we choose to eat including our personal preferences and the factors below:



Consumer Awareness

Food labelling is required by law. It helps consumers make food choices.

Food waste in the home occurs because we make too much food or we don't use it before it goes off. Food we waste the most includes fresh fruit and salad.

Future Learning:

KS4: Hospitality and Catering – This is a vocational award that is split into 60% Coursework and 40% exam. You are awarded either Level 1 or Level 2, these can be Pass, Merit, Distinction and Distinction*.

Key Vocabulary

Allergy, Intolerance, Contamination, Anaphylactic Shock, EpiPen, Religion and Culture, Recommended Daily Amounts (RDA), Lactose, Coeliac, Diarrhoea, Celebration, Cuisine, Food spoilage, high risk foods, Dietary Fibre Traditions, Food Waste, Labelling.

Year 10 –
Level 1/2
Vocational
award -
Hospitality
and
Catering

Year 9 Computing Learning Journey

Binary & Algorithms

Binary Maths
Linear Search
Binary Search
Flowcharts



Animation

Create a party monkey
Build a snowman
Animation project



Python Programming

Input/Output Challenges
Sequence Challenges
Selection Challenges
Iteration



YEAR 10



EMAT
EASTERN MULTI-ACADEMY TRUST

KEY VOCABULARY

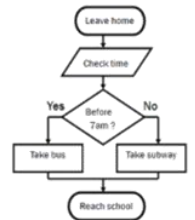
Term One - Animation with Blender

- **Blender:** An open-source 3D graphics software used for creating animations and models.
- **Object Mode:** The mode in Blender where you can move, scale, and rotate whole objects.
- **Keyframe:** A marker that stores the value of an object's property at a specific time in animation.
- **Timeline:** The area in Blender where animation frames are set and keyframes are placed.
- **Parenting:** Linking one object to another so they move together (e.g., head to body).



Term Two - Binary & Algorithms

- **Binary:** A number system using only 0s and 1s used by computers to store data.
- **Linear Search:** An algorithm that checks each item in a list one by one.
- **Binary Search:** An efficient algorithm that splits the list and checks the middle item.
- **Flowchart:** A diagram that represents a process using standard symbols.
- **Decision:** A flowchart shape used when a choice must be made (usually a diamond).



Term Three - Programming with Python

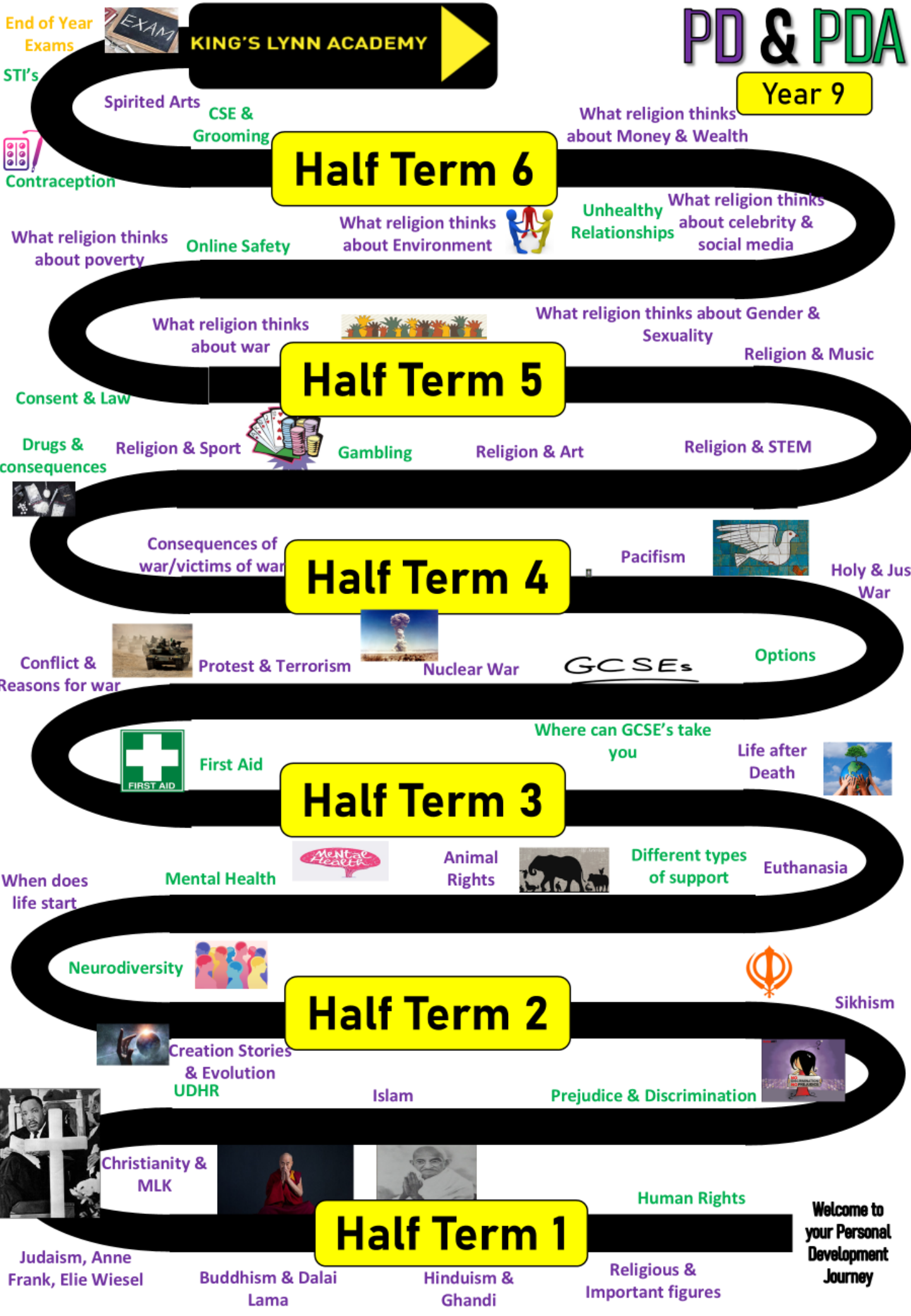
- **Input:** Used to take data from the user (e.g., `input("What is your name?")`).
- **Print:** Displays text or output on the screen.
- **Sequence:** Instructions executed in order, line by line.
- **If Statement:** Used to make decisions in a program (selection).
- **Loop:** Used to repeat a set of instructions (e.g., `for` or `while`).



Quick Recap Questions



1. What is Blender used for in Computing lessons?
2. What is a keyframe and what is it used for?
3. How does binary search differ from linear search?
4. What is the purpose of a flowchart?
5. In Python, how do you repeat instructions multiple times?



YR9 KNOWLEDGE ORGANISER - PD

IMPORTANT RELIGIOUS FIGURES & PHILOSOPHY

THINGS YOU NEED TO BE ABLE TO DO:

- TO KNOW A RANGE OF IMPORTANT FIGURES FROM THE WORLD'S RELIGIONS
 - EXPLAIN THE FIGURES SIGNIFICANCE ON THE WORLD
- UNDERSTAND HOW THESE FIGURES AFFECT OUR LIVES TODAY
 - UNDERSTAND DIFFERENT BELIEFS IN GOD
- UNDERSTAND DIFFERENT ARGUMENTS FOR THE EXISTENCE OF GOD
 - HAVE KNOWLEDGE OF WHAT MIRACLES ARE

KEY QUESTIONS:

WHAT WOULD THE WORLD BE LIKE IF THERE WASN'T GHANDI, MARTIN LUTHER KING JR AND THE DALAI LAMA?

WHY DO WE STUDY THESE FIGURES?

DO WE BELIEVE IN GOD?

WHAT ARE THE DIFFERENT VIEWS ON THE EXISTENCE OF GOD?

WHAT ARE MIRACLES AND CAN THEY ACTUALLY HAPPEN?

TIER 2 VOCABULARY

FIGURE – A PERSON WHO IS WELL KNOWN AND IS IMPORTANT IN SOME WAY

TIER 3 VOCABULARY

MIRACLE – AN EFFECT OR EXTRAORDINARY EVEN IN THE PHYSICAL WORLD THAT IS MORE THAN HUMAN AND NATURAL POWERS

MORALITY – THE EXTENT TO WHICH AN ACTION IS RIGHT OR WRONG



ETHICS

THINGS YOU NEED TO BE ABLE TO DO:

- TO UNDERSTAND THE DIFFERENCES BETWEEN PROLIFE AND PROCHOICE
 - UNDERSTAND EATING MEAT AND OTHER OPTIONS
- THE DEATH PENALTY
 - EUTHANASIA



KEY QUESTIONS:

- WHEN DOES LIFE START?
 - WHAT IS PROLIFE?
- WHAT IS PROCHOICE
 - SHOULD I EAT MEAT?
- SHOULD WE KILL PEOPLE?
 - WHAT HAPPENS WHEN WE DIE?

TIER 2 VOCABULARY

CONCEPTION – THE ACTION OF CONCEIVING A CHILD OR OF ONE BEING CONCEIVED.

PROLIFE – AN IDEOLOGICAL POSITION WHICH OPPOSES ABORTION ON THE GROUNDS OF THE INVOLABLE RIGHTS OF THE FOETUS AS A MORAL SUBJECT.

PROCHOICE – IDEOLOGICAL POSITION WHICH DEFENDS A WOMAN'S RIGHT TO HAVE AN ABORTION ON THE GROUNDS OF HER INVOLABLE AUTONOMY OVER MATTERS CONCERNING HER OWN BODY.

DEATH PENALTY – THE PUNISHMENT OF BEING SENTENCED TO DEATH

EUTHANASIA – THE PRACTICE OF KILLING WITHOUT PAIN A PERSON OR ANIMAL WHO IS SUFFERING FROM A DISEASE THAT CANNOT BE CURED.

YR9 KNOWLEDGE ORGANISER - PDA

MENTAL HEALTH & ONLINE SAFETY

THINGS YOU NEED TO BE ABLE TO DO:

- EXPLAIN A RANGE OF POSITIVE STRATEGIES FOR MANAGING DIFFICULT EMOTIONS
- IDENTIFY AT LEAST ONE DIETARY CHANGE THAT CAN PROMOTE POSITIVE MENTAL HEALTH.
- EXPLAIN HOW ELECTRONIC DEVICES CAN NEGATIVELY IMPACT SLEEP PATTERNS.
- EVALUATE THE POSITIVE AND NEGATIVE IMPACT OF SOCIAL MEDIA ON EMOTIONAL WELLBEING
- RECOGNISE THE SIGNS WHEN GAMBLING BECOMES PROBLEMATIC.
- RECOGNISE METHODS EXTREMISTS USE TO RECRUIT OTHERS ONLINE.

KEY QUESTIONS

- WHAT IS SLEEP IMPORTANT FOR YOUNG PEOPLE?
- WHAT DO WE MEAN BY APPROPRIATE AND LEGITIMATE HEALTH SERVICES?
- WHY DO WE LIKE GETTING LIKES?
- WHY IS GAMBLING ADDICTIVE?
- HOW DOES GROOMING LINK TO EXTREMISM

TIER 2 VOCAB

SELF-DIAGNOSE - THE PROCESS OF DIAGNOSING OR IDENTIFYING A MEDICAL CONDITION IN YOURSELF.

GAMBLING - THE ACT OF BETTING ON AN EVENT WITH AN UNCERTAIN OUTCOME, THIS IS USUALLY DONE WITH THE INTENT OF WINNING ADDITIONAL MONEY OR MATERIAL GOODS.

GROOMING - WHEN SOMEONE BUILDS A RELATIONSHIP, TRUST AND EMOTIONAL CONNECTION WITH A CHILD OR YOUNG PERSON SO THEY CAN MANIPULATE, EXPLOIT AND ABUSE THEM.

HUMAN RIGHTS, PREJUDICE AND DISCRIMINATION

THINGS YOU NEED TO BE ABLE TO DO:

- TO UNDERSTAND THE SIGNIFICANCE OF THE UDHR
- IDENTIFY VARIOUS FORMS OF PREJUDICE AND HOW TO ADDRESS THEM RESPECTFULLY

KEY QUESTIONS:

- WHAT ARE RIGHTS?
- WHAT ARE HUMAN RIGHTS?
- WHAT ARE THE DIFFERENT FORMS OF DISCRIMINATION?

TIER 2 VOCABULARY

UDHR - THE UNIVERSAL DECLARATION OF HUMAN RIGHTS IS A HISTORIC DOCUMENT WHICH OUTLINED THE RIGHTS AND FREEDOMS EVERYONE IS ENTITLED TO.

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

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

Year 10

Music

Year 9

KING'S LYNN ACADEMY

Topic 4 Continued

Rehearsing and Performing a Cover Version

A 'Good' Cover Version



Analysing Cover Versions

Topic 4

Cover Versions Project

What is a Cover Version?



Tone of Instruments



Leitmotifs



Foley Sound



MAKING MOVIE SOUND EFFECTS



Topic 3 Continued

Diegetic/ Non-Diegetic Sounds

Existing Song

Original Score

Power of Music in Film

Topic 3

Film Music

Arranging your track



Adding the Bassline



Making a Beat

Sound/Beat Experimenting



Styles of Dance Music



TECHNO

Topic 2

Electronic Dance Music

Becoming the Maestro di Bateria



Performing Samba

Samba Rhythms



Samba Instruments



Topic 1

Samba

Welcome back to KLA your Journey continues

Typical Features



Context and culture



Year 9 Topic 1 & 2

Samba & Dance Music

Samba Instruments:

Apito



Agogo Bells



Tambori



Surdo Drums



Ganza



Dance Music:

HOUSE

- **Four-to-the-floor** bass drum
- Drum rolls and **off-beat** hi-hat patterns
- Looped **samples** and **Synthesiser riffs**
- Sometimes has vocals and piano chords
- Usually around **120 bpm**

TECHNO

- Similar drum patterns to house music
- Purely **electronic** sounds
- Few or no vocals
- Usually around **120-140 bpm**

DRUM 'N' BASS

- **Fast complex** drum patterns
- **Heavy** bass line
- Usually around **170 bpm**



Drama (Performing Arts)

Year 9

Year 10

KING'S LYNN ACADEMY

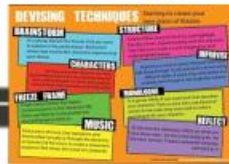
Technical Theatre

Topic 4

Styles of Theatre

Creating a Performance

Devised Theatre Process



Devised Theatre

Topic 3

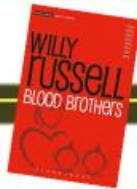
Evaluating

Creating a performance

Performing

Script Work

Identifying Brecht Devices in Blood Brothers



Themes and Ideas

Topic 2 Continued

Blood Brothers

Exploring Characters

Verfremdungseffekt

Recognising Brecht Devices

Epic Theatre

Bertolt Brecht/Blood Brothers

Topic 2

performing

Creating a performance

Macbeth and Lady Macbeth

Role Play

Creative Writing

Topic 1 Continued

Exploring Characters

Chorus

Tragedy

Comedy

Different Plays

Witches



Macbeth

Topic 1

Welcome back to KLA your Journey continues

William Shakespeare



Elizabethan Theatre



Exploring Language



Bertolt Brecht



Hair and Makeup Design



Set Design



Lighting Design



What is Devised Theatre?



Themes

- 1. Growing up
- 2. Family
- 3. Superstition and Fate
- 4. Hope and Dreams
- 5. Love and Friendship



MACBETH

William Shakespeare



Shakespeare invented thousands of words such as arch-villain, birthplace and downstairs.



Shakespeare - Types of Plays

Comedy



Historical



Tragedy



Romance



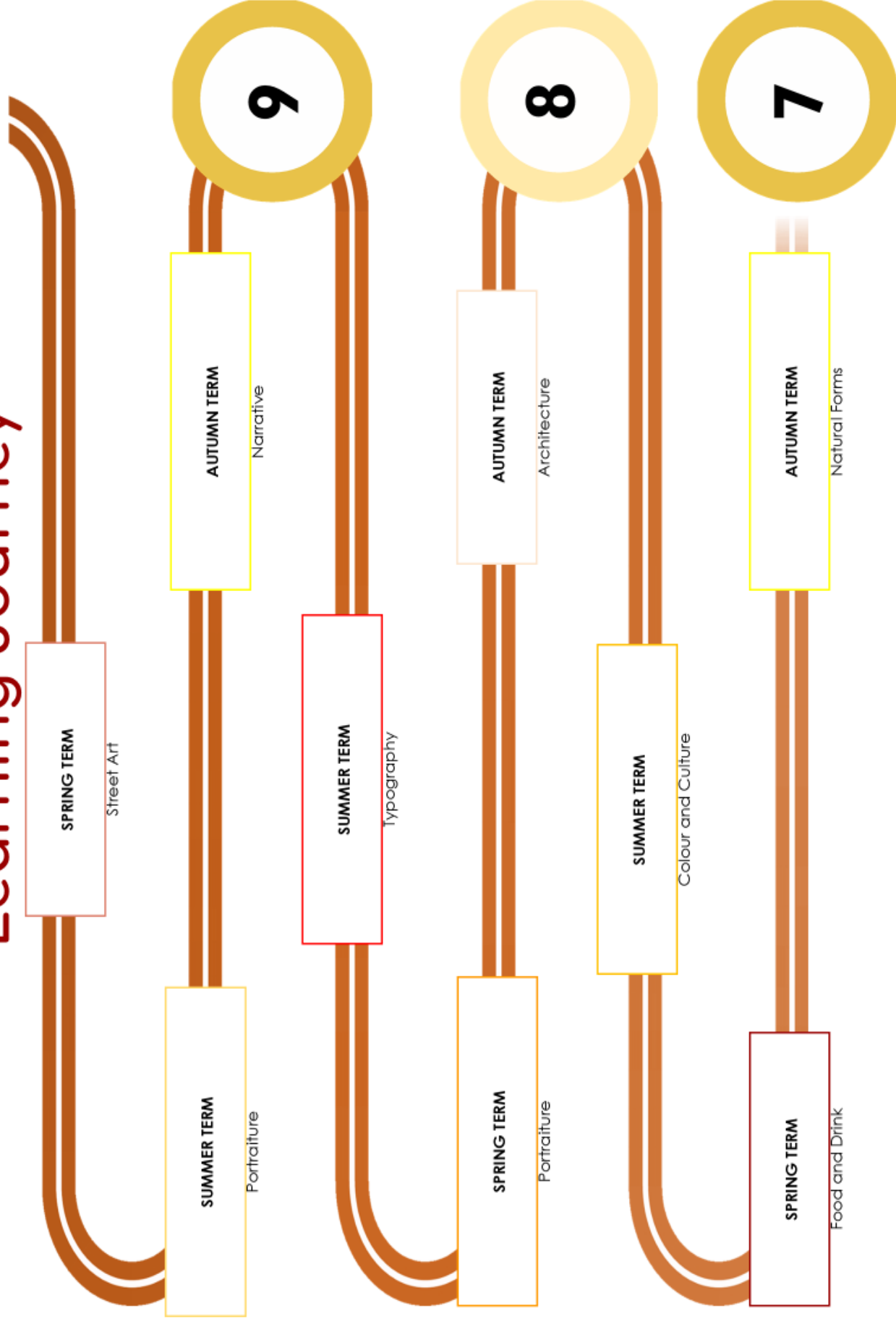
Keywords

Aside – A short comment or speech a character delivers directly to the audience, or to themselves, whilst other characters appear not to hear.

Eavesdropping – A character strategically overhears others on stage, informing themselves and the audience of details. The characters being overheard do not know they have been listened to.

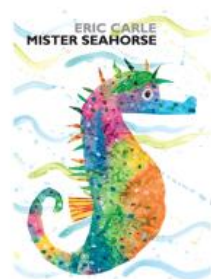
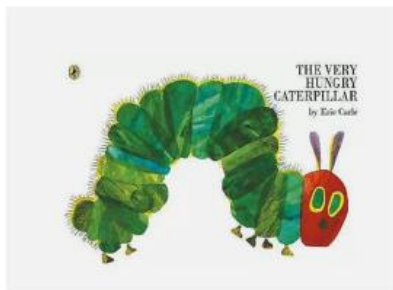


KS3 Art Learning Journey



Year 9 Autumn Term Knowledge Organiser

Awl		Waxed Thread	
Bookbinding needle		Bone folder	



Eric Carle

Eric Carle was an American author, designer and illustrator of children's books.

Carle was born on June 25, 1929, in Syracuse, New York. His first books as both author and illustrator were 1, 2, 3 to the Zoo and The Very Hungry Caterpillar in 1969.

Bookbinding

Bookbinding is the process of assembling and securing the pages of a book within a cover.

Types of bookbinding can include;

- Japanese stab binding
- Pamphlet stitch binding



Art Specific Language and Terms

Illustration	A picture illustrating a book, newspaper, etc.	Narrative	A spoken or written account of connected events; a story.
Illustrator	An illustrator is an artist who creates visual images, like drawings, paintings, or diagrams, to accompany written text or visual content.	Research	The creation of new knowledge and/or the use of existing knowledge in a new and creative way to generate new concepts, methods and gain inspiration.
Book Binding	Bookbinding is the process of assembling and securing the pages of a book within a cover.	Characteristics	A feature or quality belonging typically to a person, place, or thing and serving to identify them.

Year 9 Autumn Term Knowledge Organiser

Quentin Blake

Quentin Blake was born in the suburbs of London in 1932 and has drawn ever since he can remember.

He went to Chislehurst and Sidcup Grammar School, followed by National Service. Then he studied English at Downing College, Cambridge, going on to do a postgraduate teaching diploma at the University of London, followed by life-classes at Chelsea Art School.

He is known for his collaboration with writers such as Russell Hoban, Joan Aiken, Michael Rosen, John Yeoman and, most famously, Roald Dahl. He has also illustrated classic books, both for children and adults, including *A Christmas Carol* and *Candide*; and created much-loved characters of his own, such as Mister Magnolia and Mrs Armitage. Six of his picture books have been animated and brought to the small screen by Eagle Eye and the BBC, in 'Quentin Blake's Box of Treasures' (2023-24).



Beatrix Potter

Helen Beatrix Heelis born 28 July 1866, died 22 December 1943 is better known as **Beatrix Potter** was an English writer, illustrator, natural scientist, and conservationist. She is best known for her children's books featuring animals, such as *The Tale of Peter Rabbit*, which was her first commercially published work in 1902. Her books, including *The Tale of Jemima Puddle Duck* and *The Tale of Tom Kitten*, have sold more than 250 million copies. An entrepreneur, Potter was a pioneer of character merchandising.^[5] In 1903, Peter Rabbit was the first fictional character to be made into a patented stuffed toy, making him the oldest licensed character.^[6]

Storyboard

A storyboard is a visual representation of a sequence of events, often used in filmmaking, television, and other visual media to plan out scenes and action.



Art Specific Language and Terms

Primary Source	Something that has been created/sourced by yourself. For example your own drawing or photograph.	Annotation	Explaining and labelling your own work.
Secondary Source	Using the work or imagery of others to help inspire and influence your own ideas and work.	Realistic	Representing things in a way that is accurate and true to life.
Depth	Refers to making objects appear closer or further away and making a two-dimensional image seem three-dimensional.	Texture	Texture is the way something feels to the touch, or looks to the eye.
Accuracy	The extent to which one piece of work looks like another.	Negative shape	The empty or unfilled areas of a piece of artwork.