KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 7 Term 2 2025-26

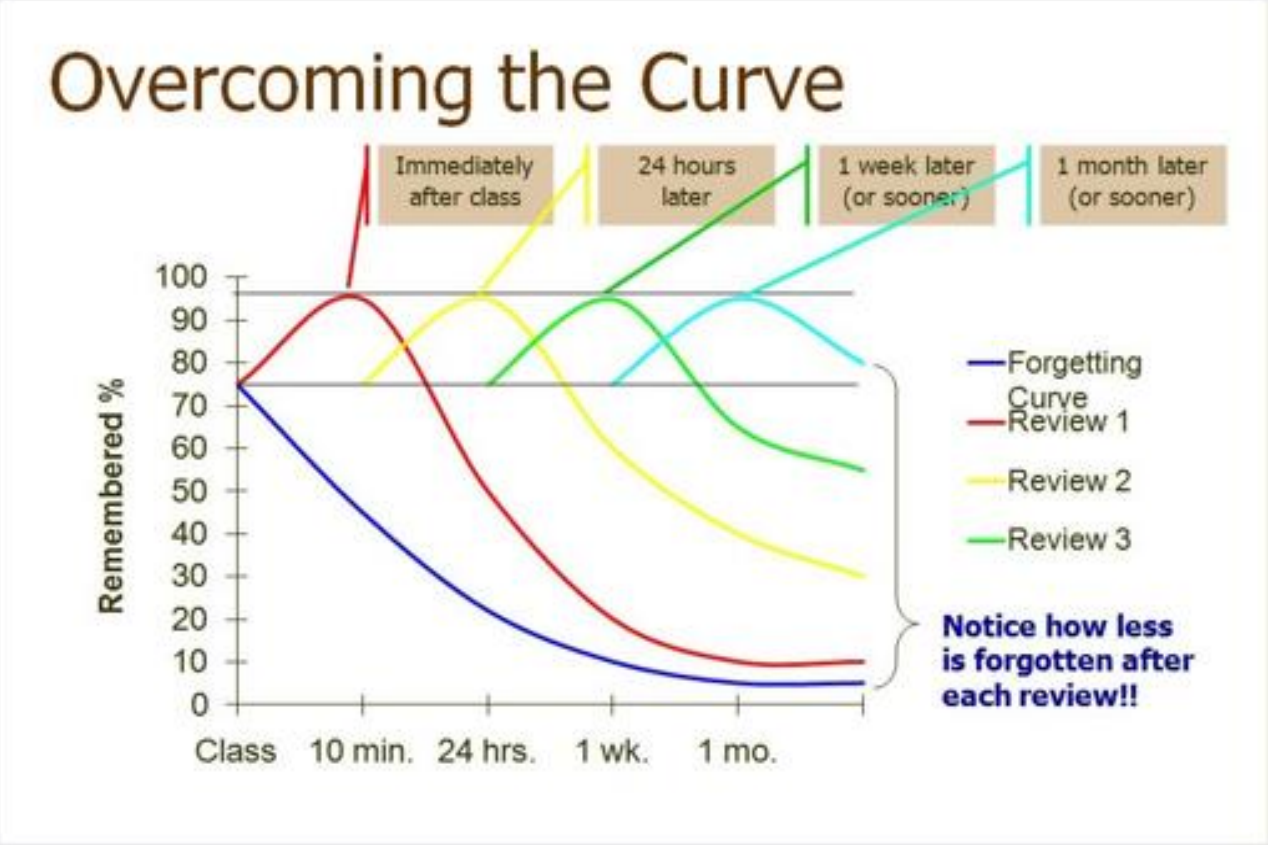
Name:

Home Learning

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

Why Knowledge Organisers?

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



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

How to use your Knowledge Organiser

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

Self - Help Apps

Mind Shift

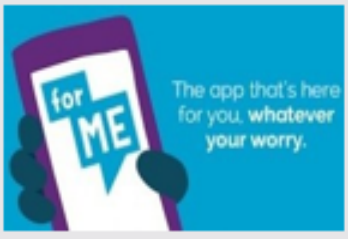
The **Mind Shift** app helps you learn how to relax, to develop more helpful ways of thinking, and identify active steps that will help you take charge of your anxiety. This app includes strategies to deal with everyday anxiety, as well as specific tools to tackle:
Test Anxiety, Perfectionism, Social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

Headspace

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

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

For Me



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

Calmharm

CALM HARM

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

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

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

MyLife

kooth

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

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

www.kooth.com

Subject Contents

KING'S LYNN ACADEMY

Are you concerned about yourself or someone else?

Report your concerns to the Safeguarding Team

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

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

Your future starts here...

Year 7 English

KING'S LYNN ACADEMY

End of Year 7 exam

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

Analytical writing: **building an essay**

Creative writing: **personal communication**

Class reading: **reading for pleasure**

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

Context: **Shakespeare's comedies**

Analytical writing: **detailed topic sentences**

Term 3

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

Analytical writing: **developing analysis**

Study of poetry: **myths & legends**

Class reading: **reading for pleasure**

Analytical writing: **embedding quotations**

Creative writing: **narratives**

Analytical writing: **improving topic sentences**

Context: **ancient storytelling**

Term 2

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

Analytical writing: **inference & analysis**

Class reading: **reading for pleasure**

Creative writing: **descriptive**

Context: **life in the Victorian era**

Analytical writing: **selecting evidence**

Analytical writing: **topic sentences**

Study of the novel: **Oliver Twist**

Term 1

Welcome to KLA, your journey starts here!

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

Key Vocabulary

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

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

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

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

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

Key Knowledge

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

Year 7 – Term 2: Myths and Legends

Key Vocabulary

Word:	Definition:
Oral Tradition	Telling stories using the spoken word.
Myth	Traditional stories used to explain things that a culture might not have an answer to.
Mythology	A collection of traditional tales from world cultures.
Origin	A point where something, such as a story, begins.
Epic	A lengthy narrative which features extraordinary events or heroic deeds.
Storytelling	The activity of telling or writing stories.
Archetypal	Typical qualities associated with a particular character or event.
Hero	A person who is brave, good and often looked up to by others.
Moral	A lesson a story teaches about how to behave in the world.
Flaw	An imperfection or weakness, especially seen in a tragic hero.
Hamartia	A fatal mistake, usually demonstrated by a heroic figure.
Quest	A long and challenging mission, which usually involves a journey.
Metamorphosis	A process of transformation.
Vengeance	The act of taking revenge.
Hubris	This relates to someone with excessive pride or dangerous over-confidence.
Simile	A method of comparison of one thing with another using like or as.
Metaphor	A comparison used to describe something as if it is something else. Special kinds of metaphors include personification.
Monomyth	The hero's journey.
Literal	This refers to the obvious meanings of language as it is written.
Implied	To hint or suggest meaning without saying it directly. It means 'reading between the lines'.

Year 7 – Term 2: Myths and Legends

Key Knowledge

Context:	
Writer's Backgrounds	Many originators of traditional myths are unknown as their beginnings started with the oral tradition. Ancient Greek dramatists including Homer and Hesiod are credited with writing these down. Myths and legends have inspired generations of celebrated writers, including the Poet Laureates Alfred, Lord Tennyson, Carol Ann Duffy and Simon Armitage.
Storytelling	Storytelling is an essential part of community; stories bind us together as a society and they can teach us important life lessons - or morals. Early stories were paintings (Prehistoric), and they evolved firstly into spoken forms and then into the written stories we know today. Myths - such as those told in Ancient Greece(800BCE) seek to explain universal truths as well as the world around us . Legends emerge from myths; they are traditional stories with some historical accuracy. Many, such as Sir Gawain, were crafted in the medieval period, inspired by tales of King Arthur.
Poetry	The earliest written poem was Beowulf (975AD) and this inspired epic poems through time, especially in the 14th Century. Modern poetry has been influenced by myths of the ancient world, especially mythical monsters such as Medusa (Duffy), and tragic characters like Icarus. Figures from the legendary Camelot, such as the Lady of Shallot, intrigued great poets of the Victorian Age

Characters:	
Theseus and the Minotaur	**Theseus** - mythical hero and monster slayer who went on epic journeys. **Minotaur** - A half-man, half bull monster who lived in a labyrinth.
Medusa	A once beautiful woman who was punished by Athena and turned into a snake-headed gorgon. One look at her would turn you to stone.
Icarus and Daedalus	**Icarus** - the son of Daedalus who had a sense of adventure. **Daedalus** - an incredible inventor who designed the labyrinth and means of flight.
Pandora and Persephone	**Pandora** - created by the gods as a gift to mankind. She was given a box and told not to open it. **Persephone** - taken to the underworld and her return to earth marks spring beginning
Sir Gawain	A chivalric knight from the court of King Arthur who accepts a challenge from a mysterious figure.
The Lady of Shallot	This character is connected to Elaine of Astolat from Arthur's court in Camelot. She is cursed to remain in a tower and must weave as she looks upon the world outside.

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

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

Year 7 – Term 3: A Midsummer Night's Dream, by William Shakespeare

Key Vocabulary

Word:	Definition:

Year 7 – Term 3: A Midsummer Night's Dream, by William Shakespeare

Key Knowledge

Context:	
Writer's Background	
The Elizabethan Era	
Comedy Genre	

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

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

Characters:	
Hermia	
Demetrius	
Lysander	
Demetrius	
Oberon	
Puck	
Theseus	

Your Future starts here

Year 7

KING'S LYNN ACADEMY

End of Year Exam

Sets & probability

Prime numbers & proof

Developing number sense

Developing geometric reasoning

Term 3

Constructing, measuring & using geometric notation

Addition & subtraction of fractions

Four operations with directed number

Fraction & percentages of amounts

Mid Term Exam

Term 2

Solving problems with multiplication & division

Solving problems with addition & subtraction

Fraction, decimal & % equivalence

Place value & ordering integers & decimals

Understand and use Algebraic notation

Equality & equivalence

Welcome to KLA your Journey starts here

Sequences

Term 1

YEAR 7 – APPLICATION OF NUMBER

Fractions and percentages of amounts

@whisto_maths

What do I need to be able to do?

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

- Find a fraction of a given amount
- Use a given fraction to find the whole or other fractions
- Find the percentage of an amount using mental methods
- Find the percentage of a given amount using a calculator

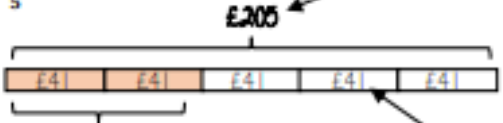
Keywords

Fraction: how many parts of a whole we have
Equivalent: of equal value
Whole: a number with no fractional or decimal part
Percentage: parts per 100 (uses the / symbol)
Place Value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Convert: change into an equivalent representation, often fraction to decimal to a percentage cycle

Fraction of a given amount

Find $\frac{2}{5}$ of £205

The bar represents the whole amount

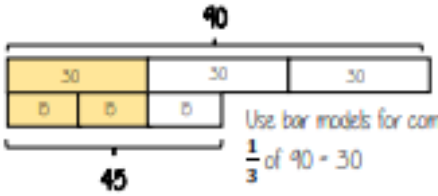


2 out of the 5 equal parts

2 x £41 = **£82**

£205 ÷ 5 = £41

Each part of the bar model represents £41



Use bar models for comparisons

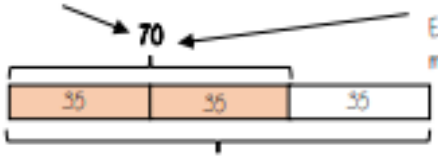
$\frac{1}{3}$ of 90 = 30

$\frac{2}{3}$ of 45 = 30

$\therefore \frac{1}{3}$ of 90 = $\frac{2}{3}$ of 45

Use a fraction of amount

$\frac{2}{3}$ of a value is 70. What is the whole number?



70 ÷ 2 = 35

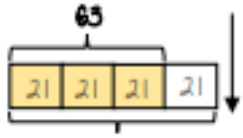
Each part of the bar model represents 35

35 x 3 = **105**

The whole number is 105

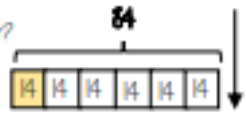
The wording of the question is important to setting up the bar model

$\frac{3}{4}$ of a number is 63



Find the whole

What is $\frac{1}{6}$ of the number?



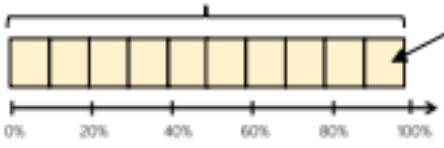
Use the whole to find a given part

= 14

Find the percentage of an amount (Mental methods)

The **whole** represents 100/

10/ = $\frac{1}{10}$ of the whole



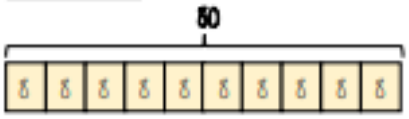
10/ = $\frac{1}{10}$ of the whole

50/ = $\frac{5}{10}$ = $\frac{1}{2}$ of the whole

20/ = $\frac{2}{10}$ = $\frac{1}{5}$ of the whole

5/ = $\frac{1}{20}$ of the whole

Find 65/ of 80



For bigger percentages it is sometimes easier to take away from 100/

Method 1
65/ = 10/ x 6 + 5/
= (8 x 6) + 4
= 52

Method 2
65/ = 50/ + 10/ + 5/
= 40 + 8 + 4
= 52

Find the percentage of an amount (Calculator methods)

Using a multiplier

Find 65/ of 80

Fraction, decimal, percentage conversion

65/ = $\frac{65}{100}$ = 0.65 ← The multiplier

0.65 x 80 = **52**

Using the percent button

Find 65/ of 80

This brings up the / button on screen
You will see 65/

Type **65**

Press SHIFT ((%)

Press × **80** and then press =

You can also use the calculator to support non calculator methods and find 1/ or 10/ then add percentages together

"of" can represent '×' in calculator methods

YEAR 7 – DIRECTED NUMBER

Operations with equations and directed numbers

@whisto_maths

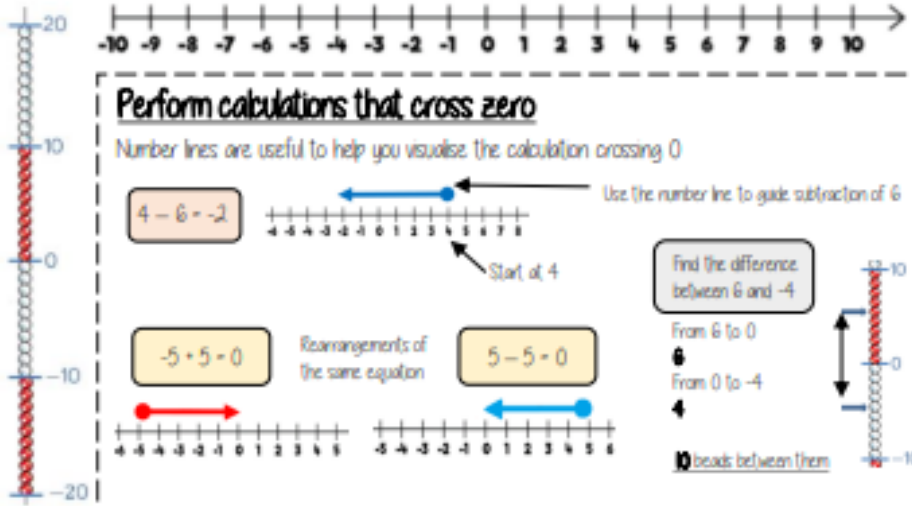
What do I need to be able to do?

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

- Perform calculations that cross zero
- Add/ Subtract directed numbers
- Multiply/ Divide directed numbers
- Evaluate algebraic expressions
- Solve two-step equations
- Use order of operations with directed number

Keywords

Subtract: taking away one number from another
Negative: a value less than zero
Commutative: changing the order of the operations does not change the result
Product: multiply terms
Inverse: the opposite function
Square root: a square root of a number is a number when multiplied by itself gives the value (symbol $\sqrt{}$)
Square: a term multiplied by itself
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)



Perform calculations that cross zero

Number lines are useful to help you visualise the calculation crossing 0

4 – 6 = -2

Use the number line to guide subtraction of 6

Start at 4

Find the difference between 6 and -4

From 6 to 0
6
From 0 to -4
4
10 beads between them

-5 + 5 = 0

Rearrangements of the same equation

5 – 5 = 0

Add directed numbers

= -1
= 1
Representations

2 + -4 = -2

Zero pair (-1 + 1 = 0)

Two "– 1" left = -2

8 + -3 = 5

Partitioning

8 + -3 = 5

5 + 3 + -3 = 5

Partition the value to create a zero pair calculation

Generalisation
+ – = –

Subtract directed numbers

= -1
= 1
Representations

Representation for calculation

2 – -1 = 3

"Subtract" – means take away or remove

Take away one

Start with the representation of 2

= 3

2 – -3 = 5

= 5

Generalisation
– – = +

Multiply/ Divide directed numbers

-3 -3

Two representations of the same calculation

2 x -3 = -6

Negative, Negative calculation

-2 x -3

This is the negative of 2 x -3

The act of making counters into their negative is turning them over

-2 x -3 = 6

Divisors are the inverse operations

Evaluate algebraic expressions

a = 5

b = -4

$a^2 = 5^2$

$a^2 = 25$

$b^2 = (-4)^2$

$b^2 = 16$

With negative numbers the brackets are important so that it performs -4 x -4

Brackets around negative substitutions helps remove calculation errors

2a – b = 2 x 5 – (-4) = 10 + 4 = 14

3b – 2a = 3(-4) – 2(5) = -12 – 10 = -22

Two-step equations

Bar Model

10

x x x x 2

10

4x + 2 = 10

10 – 4x = 2

Representing the same question (use fact families)

Function machine

x x x x

8

x

2

x → x4 → +2 → 10

Inverse operations to find x

Use order of operations

( )
² & √
× & ÷
+ & –

Brackets
Indices or roots
Multiplication or division
Addition or subtraction

Brackets around negative substitutions helps remove calculation errors

Remember square roots have a positive and negative value

YEAR 7 – FRACTIONAL THINKING

Addition and subtraction of fractions

@whisto_maths

What do I need to be able to do?

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

- Convert between mixed numbers and fractions
- Add/Subtract unit fractions (same denominator)
- Add/Subtract fractions (same denominator)
- Add/Subtract fractions from integers
- Use equivalent fractions
- Add/Subtract any fractions
- Add/Subtract improper fractions and mixed numbers
- Use fractions in algebraic contexts

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

Equivalent: of equal value

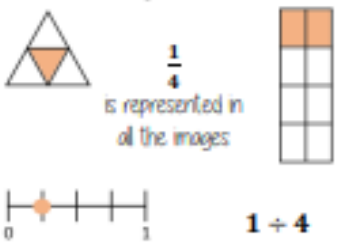
Mixed numbers: a number with an integer and a proper fraction

Improper fractions: a fraction with a bigger numerator than denominator

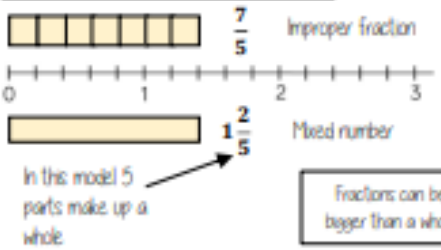
Substitute: replace a variable with a numerical value

Place value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

Representing Fractions

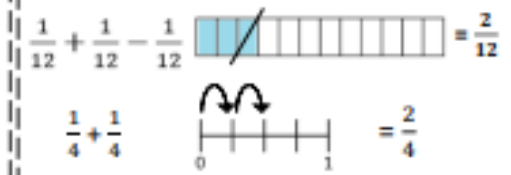


Mixed numbers and fractions



Add/Subtract unit fractions

Same denominator

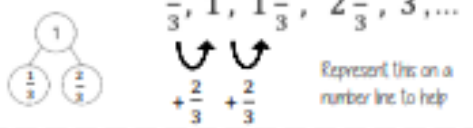


With the same denominator ONLY the numerator is added or subtracted

Add/Subtract fractions

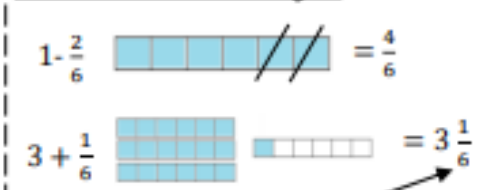
Same denominator

Sequences



Represent this on a number line to help

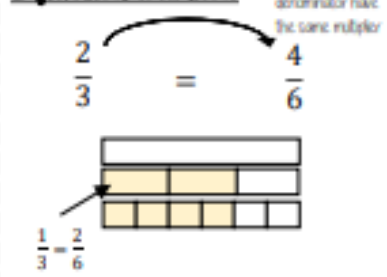
Add/Subtract from integers



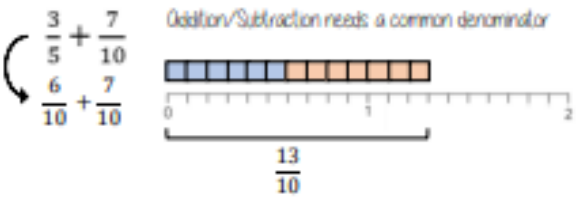
The denominator indicates the number of parts a whole is made up of

Equivalent fractions

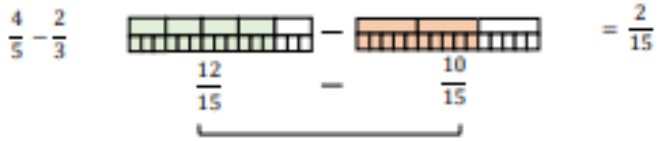
Numerator and denominator have the same multiplier



Add/Subtraction fractions (common multiples)

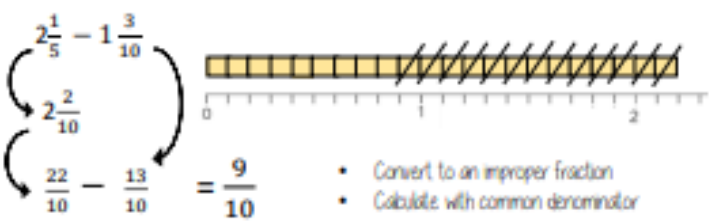


Add/Subtraction any fractions



Use equivalent fractions to find a common multiple for both denominators

Add/Subtraction fractions (improper and mixed)



- Convert to an improper fraction
- Calculate with common denominator

Partitioning method

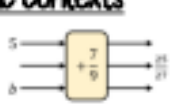
$2\frac{1}{5} - 1\frac{3}{10} = 2\frac{2}{10} - 1\frac{3}{10} = 2\frac{2}{10} - 1 - \frac{3}{10} = 1\frac{2}{10} - \frac{3}{10} = \frac{9}{10}$

Fractions in algebraic contexts

$k - \frac{5}{8} = 2$

Apply inverse operations

$k = 2 + \frac{5}{8}$



Form expressions with fractions

$b + \frac{7}{9} \longrightarrow b + \frac{7}{9}$

$p = 5 \quad m = 2$

$\frac{p}{8} + \frac{1}{m}$

Substitution

$\frac{5}{8} + \frac{1}{2}$

Fractions and decimals

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

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

Example $\frac{6}{10} + 0.3 \longrightarrow 0.6 + 0.3$

$\frac{6}{10} + \frac{3}{10}$

Remember to use equivalent fractions and common denominators

Year 8

KING'S LYNN ACADEMY

Science

Year 7

Term 6

Physics
Electrical Circuits

Biology
Reproduction

Term 5

Experimental Science
Standard Procedures

Physics
Forces

Term 4

Chemistry
Changing Substances

Biology
Interdependence

Term 3

Experimental Science
Standard Procedures

Physics
Energy

Term 2

Chemistry
Substances and Particles

Biology
Cells

Term 1

Welcome to KLA your Journey starts here

Changing substances: Big ideas

Matter

What expert understanding do we want after 5 years?

Reactions rearrange matter
Big idea

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

How does the unit develop this?

Chemical & physical
Key Concept

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

Sub-concepts

Chemical change, physical change

Facts

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

pH scale
Key Concept

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

Sub-concepts

Acid, alkali

Facts

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

Neutralisation
Key Concept

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

Practical skills:

Purpose of the practical:

1. To develop your understanding of the scientific approach to enquiry.
2. To develop your knowledge and understanding of the natural world.
3. To learn how to use a piece of equipment or follow a scientific procedure.

Variables:

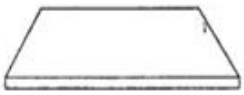
Independent variable- The one that you change.

Dependent variable- The ones that you measure.

Control variables- The ones that you keep the same.

Equipment:


Filter funnel


Heat proof mat

Thermometer

Bunsen burner

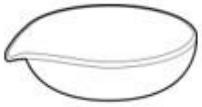

Tripod


Boiling tube

Measuring cylinder

Beaker

Evaporating basin




Conical flask

Conducting an investigation:

Step 1: Identify a question- Include the question that needs to be answered and the hypothesis.

Step 2: Identify the variables- Independent, dependent and control variables.

Step 3: Make a prediction- Say what will happen and why.

Step 4: List the appropriate equipment needed.

Step 5: Make a numbered list on how the equipment will be used to collect data.

Step 6: Record the observations.

Step 7: Draw a conclusion on your results.

Step 8: Suggest improvements which could be made to your experiment.

Know the facts		Key words	
1	Physical changes are reversible	1	**Chemical reaction:** A change in which a new substance is formed.
2.	Chemical changes are NOT reversible	2	**Physical change:** One that changes the physical properties of a substance, but no new substance is formed.
3	In a reaction atoms are rearranged to make a new substance	3	**Reactants:** Substances that react together, shown before the arrow in an equation.
4.	Chemical reactions can make useful products and transfer energy.	4	**Products:** Substances formed in a chemical reaction, shown after the reaction arrow in an equation.

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

Know the facts		Key words	
1	A mixture is made up of substances that are not chemically joined.	1	**Solute**: the solid or gas that dissolves in a liquid.
2	In a mixture the substances keep their own properties. You can change the amount of the substances.	2	**Solvent**: the liquid part of a solution.
3	A pure substance has a sharp melting point. An impure substance does not.	3	**Solution**: a mixture of a liquid with a soluble solid or gas.
4	A solution is a mixture of a liquid with a solid or a gas. All parts of the solution are the same. You cannot see the separate substances.	4	**Pure**: a substance is pure if it has no other substance mixed with it.
5	In a solution, the substance that dissolves is called the solute.	5	**Soluble**: describes a substance which dissolves in a solvent.
6	In a solution, the liquid in which the solute dissolves is called the solvent.	6	**Impure**: a substance is impure if it has other substances mixed with it.
7	Solvents include water, propanone and ethanol.	7	**Solubility**: different substances are more or less soluble than others, e.g. sugar is more soluble than salt.
8	A saturated solution is a solution in which no more solute can dissolve.	8	**Filtering**: the separation of an insoluble solid from a liquid.
9	Solubility of a substance changes with temperature.	9	**Distillation**: a process that uses evaporation and condensation to separate a mixture
10	Filtration separates a liquid from and insoluble solid.	10	**Chromatogram**: an image obtained from chromatography.
11	You can separate a solute from its solution by evaporation.	11	**Residue**: the substance that remains on the filter paper after filtering a mixture.
12	You can separate a solvent from its solution by distillation.	12	**Rf = distance moved by the compound ÷ distance moved by the solvent**
13	You can separate substances in a mixture by chromatography.		

Know the facts		Key words	
1	Solids have particles arranged in closely packed in neat orderly rows. Particles vibrate on the spot. Liquids have particles in random order, closely packed and flow past each other. Gases have particles in arranged in random order, not touching and move freely.	1	**Particle Model**: A way to think about how substances behave in terms of small, moving particles.
2.	Particles gain energy as the temperature increases and lose energy when the temperature decreases.	2	**Diffusion**: is the random movement of particles from an area of high concentration to an area of lower concentration
3	A substance is a solid below its melting point. A substance is a liquid between its melting point and its boiling point. A substance is a gas above its boiling point.	3	**Gas pressure**: Caused by collisions of particles with the walls of a container.
4.	Solids cannot be compressed as there are no spaces between particles. Solids have a fixed shape and volume as the particles cannot move.	4	**Evaporate**: Change from liquid to gas at the surface of a liquid, at any temperature.
5.	Liquids have a fixed volume but not a fixed shape, Liquids flow and take the shape of the container as the particles move over each other	5	**Boil**: Change from liquid to a gas of all the liquid when the temperature reaches boiling point.
6.	Gases do not have a fixed shape or volume as the particles will spread out to fill the shape of the container. Gases can be compressed as they have space between the particles.	6	**Condense**: Change of state from gas to liquid when the temperature drops to the boiling point.
7	When Solids are heated the particles gain energy so vibrate faster overcoming some of the forces of attraction between them to take on a liquid arrangement.	7	**Melt**: Change from solid to liquid when the temperature rises to the melting point.
8	When liquids are heated the particles gain energy, move faster and overcome the forces of attraction between the particles to form a gas.	8	**Freeze:** Change from liquid to a solid when the temperature drops to the melting point.
9	The properties of a substance describe what it looks like and how it behaves	9	**Sublime**: Change from a solid directly into a gas.
10	The properties of a substance depends on what its particles are like and how they are arranged.	10	

Forces

Contact forces: Big ideas

What expert understanding do we want after 5 years?

Forces predict motion
Big idea

Objects interact: the effect depends on the sum of the forces. Objects in equilibrium have constant motion, but change velocity with a resultant force. Newton's laws and the equations of motion can be used to predict motion.

How does the unit develop this?

Balanced & unbalanced
Key Concept

When the net force on an object is zero, it is in equilibrium and its motion is constant

Sub-concepts

Gravity, friction, reaction, tension, compression, net force

Friction
Key Concept

Friction is caused by the interaction of surfaces moving over one another, and acts to resist this

Sub-concepts

Air resistance

Density
Key Concept

Density is a material property which describes the mass of a specific volume of the matter

Sub-concepts

Upthrust, mass

Facts

- Objects float in fluids with equal density
- Density = mass/volume

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.

Substances & particles: 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?

Particle model
Key Concept

Substances can be modelled as small particles in motion. Their energy and arrangement differs between states of matter

Sub-concepts

Solid, liquid, gas

Mixtures
Key Concept

Mixtures can be separated due to differences in the physical properties of the individual substances

Sub-concepts

Filtration, evaporation, distillation, chromatography

Solubility
Key Concept

Solubility is how much of a substance dissolves in a fixed volume of solvent and depends on temperature

Sub-concepts

Dissolving

Facts

- Definitions of terms: soluble, insoluble, solvent, solute, solution

	Know the facts		Key words
1	Plants and algae do not eat, but use energy from light, together with carbon dioxide and water to make glucose (food) through photosynthesis.	1	**Photosynthesis**: A process where plants and algae turn carbon dioxide and water into glucose and release oxygen.
2	Food webs show how a number of food chains interlink.	2	**Consumer:** all organisms in a food web that are not plants
3	Bioaccumulation is the build-up of toxic chemicals inside organisms in a food chain.	3	**Producer:** Green plants
4	A niche is a particular place or role that an organism has in an ecosystem.	4	**Deficiency:** If a plant does not get enough minerals, then its growth will be poor.
5	A habitat is where organisms live.	5	**Predator**: eats other animals.
6	Competition between organisms occurs when resources are limited	6	**Prey**: an organism that is eaten by a predator.
7	Predators catch and eat prey	7	

Interdependence: Big ideas

Ecosystems

What expert understanding do we want after 5 years?

Species are interdependent
Big idea

In an ecosystem, organisms grow and reproduce by obtaining necessary resources through interdependent relationships with other organisms and the physical environment. These interactions can enhance or limit the size of populations. The chemical elements that make up the molecules of organisms, such as carbon and water, pass through food webs and the environment and are combined and recombined in different ways

How does the unit develop this?

Feeding relationships
Key Concept

Food webs link together several food chains and show how energy is transferred between organisms

Sub-concepts

Food chain, ecosystem, population, producer, consumer

Facts

- Predators catch and eat prey

Competition
Key Concept

Competition between organisms occurs when resources are limited

Sub-concepts

Resources

Geography

Year 7

KING'S LYNN ACADEMY

Welcome to KLA. Your journey starts here.

Half Term 1

Map and atlas skills

- Map symbols
- Reading height
- Grid references
- How to use an atlas





Half Term 2

Coasts

- Coastal landscapes
- Coastal erosion


Half Term 3

The UK

- Nations of the UK
- Coastal defences
- Coastal landforms



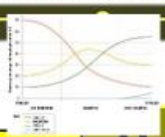
Half Term 4

Geography of economic activities

- Population distribution
- Ethnicities
- Urbanisation
- Industrial sectors
- British manufacturing
- Money!







Half Term 5

Weather and climate

- Rainfall
- Effect of radiation
- Globalisation
- Farming

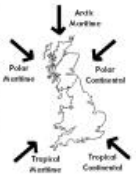



Half Term 6

Russia

- Climate
- Changing borders
- British weather
- Forecasting



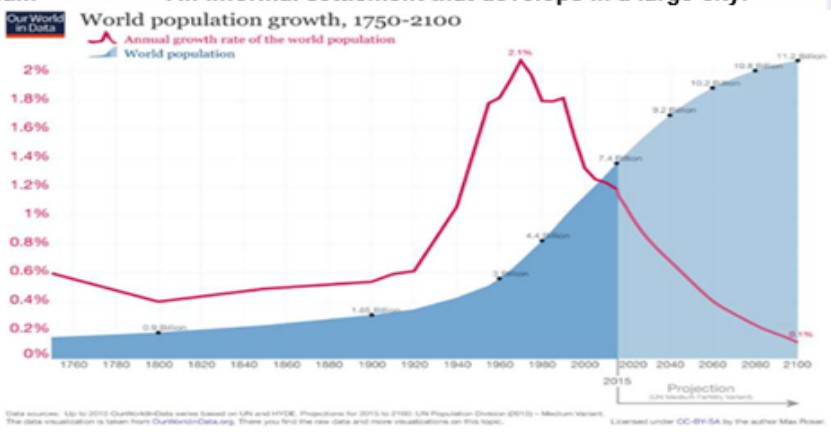



Year 8

The UK and urban environments | Year 7 | Spring

Keywords

Population	The number of people living in a particular area.
Population distribution	The way in which a population is spread out.
Population density	The number of people per square kilometre.
Densely populated	An area with a high number of people per square kilometre, for example cities.
Sparsely populated	An area with a low number of people per square kilometre, for example rural areas.
Urbanisation	The increasing proportion of people who live in cities.
Urban	Town or city
Rural	Countryside
Migration	The movement of people from one place to another.
Rural to urban migration	The movement of people from a rural area to an urban area.
Megacity	A city with over 10 million people.
GDP	Gross Domestic Product: the value of all the goods and services provided by the city or country
Standard of living	The level of wealth and material goods that a person has.
Slum	An informal settlement that develops in a large city.



Urbanisation

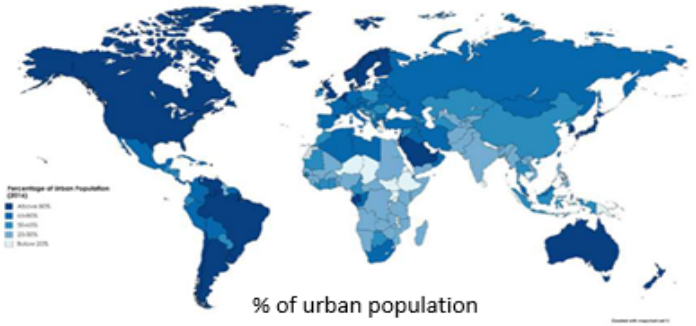
Over 50% of the global population live in urban areas.

By 2050, it is predicted that 70% of the world's population will be living in cities.

Urbanisation is driven by rural to urban migration and by people in the cities having children.

Push factors drive people away from a place. For example: war; lack of water; lack of food; poor healthcare and education.

Pull factors attract people to a place. For example: employment; improved healthcare and education; higher standard of living.



The UK

The UK's population is unevenly distributed.

The most densely populated areas are largely in the southeast.

The most sparsely populated areas are largely in the northwest.

The Wealthiest Cities in the World

According to 2018 data:

1. Tokyo
2. New York
3. Los Angeles

Challenges in Cities

Social: lack of resources (food, water, electricity, shelter); health problems caused by pollution

Economic: poverty; inequality

Environmental: air pollution; water pollution; waste management

Slums: up to 1.6 billion people may be living in slums; largest slum in the world is in Pakistan; poverty and inequality are big challenges in slums

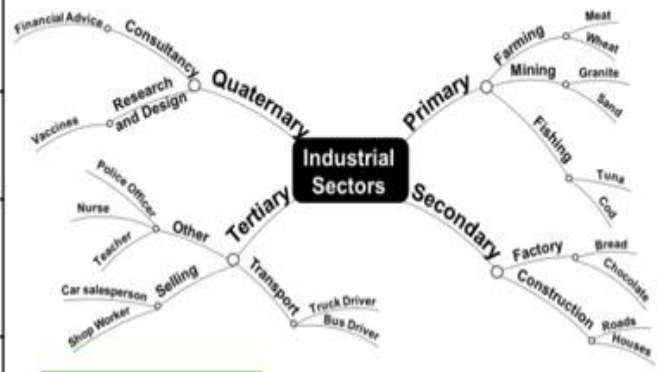
Geography Knowledge Organiser
Term 6: Geographies of Economic Activity

Have you ever wondered what money actually is and where it originated from? What about earning money, what are the different types of jobs and does the location of a place influence the type of work round there? How about lockdown, is the home somewhere where you could work?

Keywords

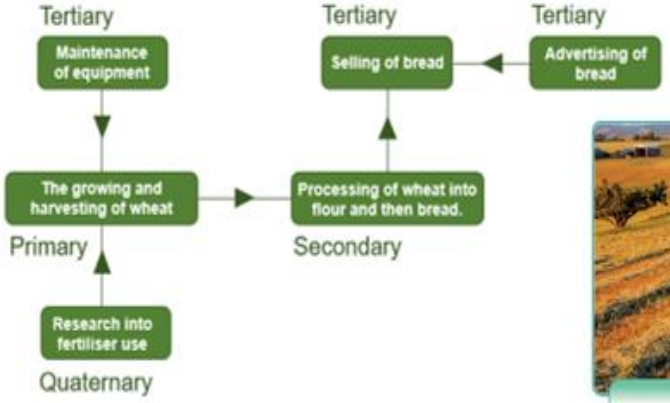
Currency	Money is an example of currency. Currency is used to buy goods and services.
Primary sector	Economic activity that involves the removal of natural resources.
Secondary sector	Economic activity that involves the processing of the natural resources removed in the Primary sector.
Tertiary sector	Economic activity that involves providing a service.
Quaternary sector	Economic activity that involves research and design, and consultancy (expert advice).
Agriculture	The growing of crops, and rearing of animals to produce food and other products.
Clarke-Fisher module	A predicted model of how the amount of jobs in each industrial sector could change over time.
Manufacturing	Where goods are made on a large scale. Part of the Secondary sector.
Infrastructure	The services and facilities found in a place.
Digital divide	The inequality across a place for access to digital services and skills.

Industrial sectors



Changes in UK's Manufacturing and Tertiary Sectors

Interconnecting the industrial sectors (bread)



Arable vs pastoral farming

History

410 - 1553

Year 8

The Battle of Bosworth Field

KING'S LYNN ACADEMY

The War of the Roses

Half Term 6

Yorkist Rule

The end of the Crusades

The Peasants' Revolt

Year 7

The Black Death

Life as a crusader knight

Crusader states

The First Crusade

The Islamic World

Half Term 5

Edward I 1272-1307

Henry V 1413-1422

Medieval Queens

King John 1199-1216

Henry II 1154-1189

Crime and Punishment

Half Term 4

The Medieval Castle

The Medieval Knight

The Medieval Church

The Medieval Village

The Norman Monarchs

Half Term 3

The Norman Conquest

The Feudal System

The Battle of Hastings

Saxon, Norman or Viking?

The Anglo-Saxons Golden Age

Half Term 2

Anglo-Saxons Rule

The Vikings

Alfred the Great

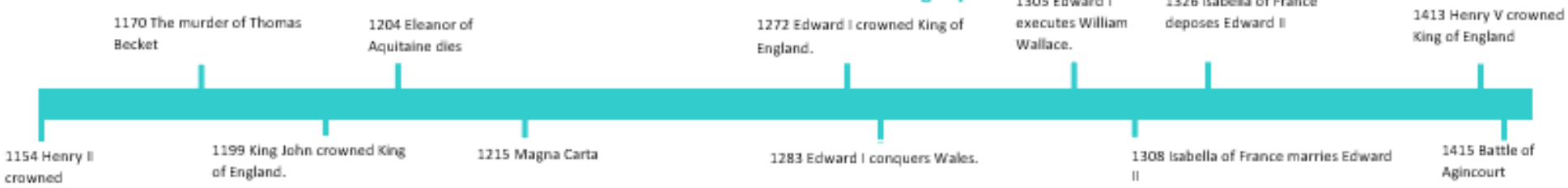
Welcome to KLA. Your journey starts here.

Half Term 1

The Anglo-Saxons

Year 7 History Knowledge Organiser Spring Term

Medieval Life and Medieval Kingship



Medieval Life

Tier 2 Vocabulary	Tier 3 Vocabulary
Armour: metal covering worn by Knights protect themselves in battle. **Breach**: a gap in a wall or line of defence made by attacking army. **Cathedral**: a large and impressive church that contains the seat of a Bishop. **Clergy**: officials of the Christian Church ordained to lead church services. **Croft**: an area of land surrounded the peasants dwelling used to grow crops or keep livestock. **Duel**: a fight often to the death between two people that is used to settle an argument. **Manor**: the house at the centre of a mediaeval Lords lands. **Monastery**: a building housing a religious communion of monks or nuns. **Pope**: leader of the Catholic Church he lives in Rome and is believed to be God's representative on earth. **Siege**: surrounding the enemy Castle allowing nobody to go in or come out. **Superstition** the belief in supernatural powers in place of rational explanation.	**Benefits of clergy**: the privilege enjoyed by clergyman's be tried in church courts. **Chivalry**: a code of behaviour for mediaeval Knights emphasising bravery and good manners. **Crenellations**: gaps running along the top of the wall of a medieval castle. **Doom painting**: a painting showing people being sent to heaven or hell on the day of judgement. **Demesne**: land kept by Lord which peasants were obliged to farm on his behalf. **Heraldic Crest**: symbol designed to show the identity of a Knight on the battlefield. **Pilgrimage**: a religious journey typically taken to a shrine or a site of religious importance. **Pottage**: a stew of vegetables and grains eaten by peasants for their main meal. **Tithe**: a mediaeval tax paying 110th of all farm produce to the church. **Trebuchet**: advanced form of catapult using a counterweight and a sling.

Medieval Kingship 1154 - 1422

Tier 2 Vocabulary	Tier 3 Vocabulary
Calais: French port town which for two centuries was an English territory. **Depose**: to suddenly or forcefully remove a monarch from power. **Dysentery**: an infection of the intestines that causes severe diarrhoea. **Martyr**: a person who is killed for their beliefs often religious. **Parliament**: a collection of people representing all of England who approve or refuse laws. **Prince of Wales**: a title granted since the reign of Edward I to the heir to the English throne. **Regent**: someone who was appointed to rule on behalf of a monarch, when the monarch is too young, infirm or absent to rule. **Treason**: a crime against your own people, nation or monarch. **Tyrant**: a ruler who refuses to share their power and governs in a cruel and oppressive way.	**Angevine Empire**: an empire ruled by Henry the second stretching from Scotland to the Pyrenees. **Aquitaine**: large mediaeval Duchy covering SW France ruled by Queen Eleanor. **Excommunication**: expulsion from the Catholic Church by the Pope. **Habeas Corpus**: the principle that no person should be imprisoned without first having a fair trial. **Homage**: the practice of giving an annual payment your law to show that you are their vassal. **Interdict**: a law ruled by the Pope which temporarily shuts down the church in a country or area. **Magna Carta**: a series of promises that King John made to limit his power, meaning 'the Great Charter'. **Palings**: a barrier made from pointed wooden or metal poles to defend against cavalry charges. **Stone of Destiny**: large block of sandstone historically used for the Coronation of Scottish monarchs.

Introduction to Head, Heart, Hands

KING'S LYNN ACADEMY

PE Yr 7

Rules – Confidence – Solving

Diet and Nutrition

Term 6

Analysis – Resilience – Competitive

Diet and Nutrition

Term 5

Responsibility – Leadership - Tactics

Effects of Exercise + Benefits

Term 4

Feedback – Respect - Technique

Effects of Exercise + Benefits

Term 3

Understanding – Communication - Ability

Warm ups – Cool Downs – Rules

Term 2

Knowledge - Effort - Fitness Levels

Warm ups – Cool Downs – Rules

Term 1

Welcome to PE

Year 7 Introduction to Head, Heart, Hands

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

HEAD

- Knowledge

- Understanding

HEART

- Effort

- Communication

HANDS

- Fitness Levels

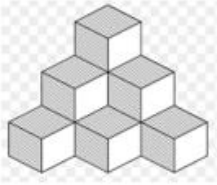
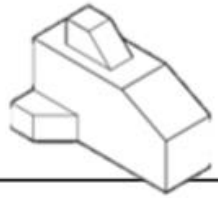
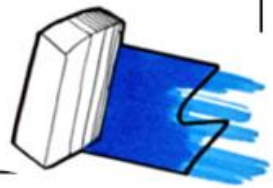
- Physical Ability

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

7

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

Year 7

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

Year 7 Knowledge Organiser

Art – Colour and Culture:

Colours carry deep meanings with them in every **Culture**. Western, Far Eastern, Middle Eastern, Indian, and African **cultures** have stark differences in the symbolism of **colours** within their **cultures**. For example, in some **cultures**, white represents innocence, but in others, it can represent death.

Art Specific Language and Terms			
Culture	**Culture** is a pattern of behavior shared by a society, or group of people. Many different things make up a society's **culture**. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.	**Mix Media**	**Mixed media** is a term used to describe artworks made from a combination of different media or materials.
Tribal art	**Tribal art** is the visual arts and material culture of indigenous peoples.	**Texture**	**Texture** is the way something feels to the touch, or looks to the eye.

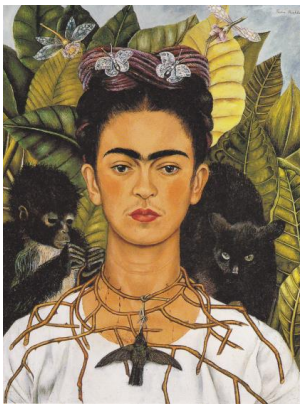
How does Art influence Culture?

Art influences society by changing opinions, instilling values and translating experiences across space and time. Research has shown **art** affects the fundamental sense of self. Painting, sculpture, music, literature and the other arts are often considered to be the archive of a society's collective memory. Art helps preserve what fact-based historical records cannot: how it felt to exist in a particular place at a particular time.

Jacky Tsai, Reincarnation.
Influenced by multiple cultures and popular culture references.

Examples of Art, Artists and Culture influencing each other:

Japanese art influenced the impressionists.



Frida Kahlo,
was deeply influenced by indigenous Mexican culture.

Nils-Udo, Nest.
Influenced by the natural world around us all.

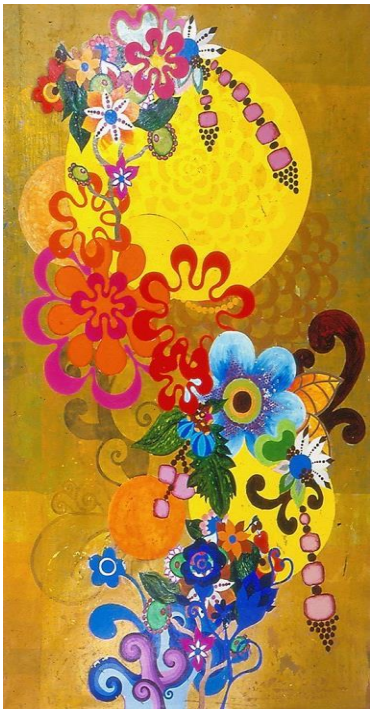
Year 7 Knowledge Organiser

Art – Colour and Culture:

Art Specific Language and Terms			
Weaving	In general, weaving involves interlacing two sets of threads/paper/yarn/fabric at right angles to each other.	**Collage**	a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Printmaking	the activity or occupation of making pictures or designs by printing them from specially prepared plates or blocks.	**Installation**	an art exhibit constructed within a gallery.

Beatriz Milhazes was born in Rio de Janeiro in 1960 and is a practicing Brazilian artist. Beatriz Milhaze is well known for her vibrantly colorful, kaleidoscopic collages, prints, paintings and installations which draw on both Latin American and European traditions. Milhazes' compositions are mixed with a recurring set of arabesque motifs inspired by Brazilian culture, ceramics, lacework, carnival decoration, music, and Colonial baroque architecture.

She creates a careful balance of harmony and dissonance in her work, combined with her Technicolor palette. Beatriz's work is influenced by a variety of artists from the 20th century such as Tarsila do Amaral, Oswald de Andrade, Matisse, Kandinksy and Delaunay.



Year 7 -Textiles Knowledge Organiser

What is a brief?

Brief - A brief set of instructions given to a person about a job or task.

What is a specification?

A list of rules that a product must fit to when being made and designed. Precise detail.

Natural materials

Textiles made from natural fibres are known as natural fabrics. Used for hundreds and even thousands of years. Some natural textiles include:

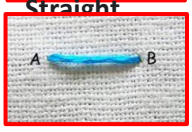
Linen – Cotton – Hemp – Silk – Cashmere – Wool – Jute – Bamboo – Mohair –Leather

Synthetic materials

Synthetic fibres (man-made fibres) are produced by joining chemical monomers into polymers using a chemical reaction called polymerisation. Some synthetic materials include:

Acetate - Acrylic - Microfiber - Nylon - Polyester - Polyvinyl-chloride (PVC) - Spandex

Embroidery Stitches:



Stem

Star

Blanket

Possible research methods

Market Research

Questionnaires or interviews can be used to find out people's likes/dislikes and so on. This helps the designer understand what the target group wants from a product.

Product Analysis

Designers analyse and evaluate similar existing products to what they plan on designing to highlight positive and negative aspects and help them in what they design.

Designer/Artist research

Designers may look to designers/artist to help them decide on visual information in their design and help them to understand how something is made using design/artistic processes.

H&S Rules:

- Listen to the Teacher at all times and follow instructions INSTANTLY
- All tripping hazards removed – Stools tucked under work stations, bags/coats away
- Equipment put away neatly where found after use
- Focus on your own work – not a chatting opportunity

Textile scissors

Felt

Embroidery needle

Embroidery thread

Food KS3 Learning Journey


YEAR 9

Students on rotation with DT

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


9


YEAR 8

Students on rotation with DT

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

8


YEAR 7

Students on rotation with DT

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



7

Knowledge organiser

Year 7 KS3 Cooking and Nutrition

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

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

Context: Lessons

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

Top 3 personal hygiene

Top 3 cooker skills

Using oven gloves | Adjusting temperature | Bending knees

The Eatwell Guide

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

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

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

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

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

Year 8 - Further Healthy Eating Key Temperatures

Year 7 Computing Learning Journey

Computer Systems

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

YEAR 8

E-Safety Awareness

Cyberbullying, Social media,
Strong passwords,
digital responsibility

Computational Thinking

Decomposition and Abstraction
Algorithmic Thinking
Sequence, Selection
Flowol

Digital Onboarding

Introduction to
School IT Systems

ChildLine 0800 1111

CEOP REPORT ceop.police.uk

KING'S LYNN ACADEMY

EMAT EASTERN MULTI-ACADEMY TRUST

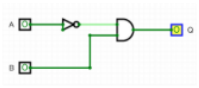
KEY VOCABULARY

Term One - Safety & Cyber Awareness

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

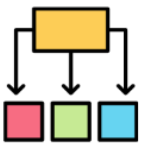
Term Two - Computer Systems

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



Term Three - Computational Thinking

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



Quick Recap Questions

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

PD & PDA

Year 7

KING'S LYNN ACADEMY

Half Term 6

Puberty

Alternative Beliefs

What religion thinks about Money & Wealth

What religion thinks about celebrity & social media

Cyber Bullying

What religion thinks about Environment

Careers

What religion thinks about poverty

Careers

Half Term 5

What religion thinks about war

What religion thinks about Gender & Sexuality

Devices & Digital Footprint

Buddhism & Stories

Scams

Sikhism & Stories

Half Term 4

Hindu Stories

Hinduism

Mid-Year Exam

Smoking & Vaping

Muhammed & His Stories

Energy Drinks

Half Term 3

What is a drug?

Jesus & His Stories

Moses & His Stories

Mental Health & Emotions

Creation

Adam

Healthy Eating

Abraham & His Stories

Half Term 2

Personal Hygiene

Prophets

Assessment

Religious tolerance

What is Ethics?

Individual Liberty & Mutual Respect

Sacred Texts

How to use the Bible

Half Term 1

Democracy & Rule of Law

Personal Identity & Goal Setting

Welcome to your Personal Development Journey

What is

World Religions

What do you believe?

YR7 SPRING KNOWLEDGE ORGANISER - PD

PROPHETS

THINGS YOU NEED TO BE ABLE TO DO:

- UNDERSTANDING MOSES & HIS STORIES
- UNDERSTANDING JESUS' & HIS STORIES
- UNDERSTANDING MUHAMMED & HIS STORIES
- HINDUISM & STORIES

KEY QUESTIONS

- WHO IS MOSES?
- WHO IS JESUS?
- WHO IS MUHAMMED?
- WHAT IS HINDUISM?

TIER 2 VOCAB

COMMANDMENTS – A DIVINE RULE
MIRACLES – A REMARKABLE EVENT OR DEVELOPMENT THAT BRING WELCOME CONSEQUENCES
INCARNATION – A PERSON WHO EMBODIES IN THE FLESH A DEITY, SPIRIT OR QUALITY
PILGRIMAGE – A JOURNEY TO A HOLY PLACE

YR7 KNOWLEDGE ORGANISER - PDA

DRUGS & UNDERSTANDING

THINGS YOU NEED TO BE ABLE TO DO:

- RECOGNISE WHAT A DRUG IS
- THE EFFECTS OF SMOKING & VAPING
- THE EFFECTS OF ENEINFLUENCESS
- UNDERSTANDING WHAT HEALTHY FRIENDSHIPS ARE
- WHAT IS PREJUDICE & DISCRIMINATION
- THE IMPACTS OF BULLYING

KEY QUESTIONS

- WHAT IS A DRUG?
- WHAT IS THE IMPACT OF SMOKING & VAPING?
- HOW DO ENERGY DRINKS EFFECT OUR HEALTH?
- WHY ARE FRIENDSHIPS IMPORTANT?
- WHAT IS PREJUDICE?
- WHAT IS DISCRIMINATION?
- WHAT ARE THE EFFECTS OF BULLYING?

TIER 2 VOCAB

DRUG – A MEDICINE OR OTHER SUBSTANCE WHICH HAS AN EFFECT ON THE BRAIN WHEN INTRODUCED TO THE BODY

PREJUDICE – AN OPINION THAT IS NOT BASED ON REASON OR ACTUAL EXPERIENCE

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

PROTECTED CHARACTERISTIC – CATEGORIES OF PEOPLE THAT ARE PROTECTED FROM DISCRIMINATION, HARASSMENT AND VICTIMISATION UNDER THE EQUALITY ACT 2010 E.G. AGE, RACE, DISABILITY

INTERNET SAFETY

THINGS YOU NEED TO BE ABLE TO DO:

- TO UNDERSTAND THE IMPACT OF SCREENTIME
- UNDERSTAND WHY CYBER SECURITY IS IMPORTANT
- UNDERSTAND WHAT IS A DIGITAL FOOTPRINT
- UNDERSTAND HOW TO STAY SAFE ONLINE
- UNDERSTAND HOW TO PROTECT YOURSELF FROM SCAMS
- WHAT THE IMPACT OF CYBER BULLYING IS

KEY QUESTIONS:

WHAT IS SCREENTIME?

WHY DO WE NEED TO STAY SAFE ONLINE?

WHAT IS A DIGITAL FOOTPRINT?

WHAT ARE SCAMS?

WHAT IS THE IMPACT OF CYBER BULLYING?

TIER 2 VOCABULARY

DIGITAL FOOTPRINT – INFORMATION ABOUT A PERSON THAT EXIST BECAUSE OF AS A RESULT OF THEIR ONLINE ACTIVITY

SCREENTIME – TIME SPENT USING A DEVICE E.G PHONE OR GAMES CONSOLE

SCAMS – A DISHONEST SCHEME TO TRY AND GET MONEY FROM PEOPLE

CYBER BULLYING – BULLYING USING DIGITAL TECHNOLOGY

Year 8

Drama (Performing Arts)

KING'S LYNN ACADEMY

Year 7

Topic 1

Physical and Vocal Skills

Welcome to KLA your Journey starts here

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

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

Eye-Contact

Topic 1 - continued

Physical and Vocal Skills - Characterisation

Role on the Wall

Types of stages

Character Development

Use of Voice

Hot Seating

Characterisation

Topic 2

Darkwood Manor

Physical Theatre

Soundscape

Hot Seating

Storytelling

Transitions

Topic 2 - Continued

Darkwood Manor

Role on the Wall

Mime

Freeze Frames

Statues

Characters

Collaborative Work

Topic 3

Melodrama

Exploring Melodrama

Stock Characters

Exaggeration

Exploring Characters

Typical Plot

Performance

Creating a performance

Topic 5

Alternative Fairytales

Fairytales

Creating

Performing

Soundscape

Stock Characters

Performance

Accuracy

Interaction with other performers

Use of movement

PHYSICAL AND VOCAL SKILLS

Physical Skills

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

Vocal Skills

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

DARKWOOD MANOR

Would you stay at Darkwood Manor to win £10,000?

CHARACTERISATION

The process of creating a believable representation of a character.

ATMOSPHERE

The feeling or mood of a scene or play, this can be created by production elements like lighting, sound and set design or the actors' interactions and dialogue.

HOT SEATING

A person playing a character sits in a 'hot seat' and is questioned by the group. The questions need to focus on the character's thoughts, feelings and motivations.

PHYSICAL THEATRE

Form of theatre where physical movement is the primary way of storytelling. Exploring using bodies as props/set.

SOUNDSCAPE

Using sounds created by the actor to establish atmosphere, mood and environment of the scene. This can be vocal or using objects.

Year 8

Music

Year 7

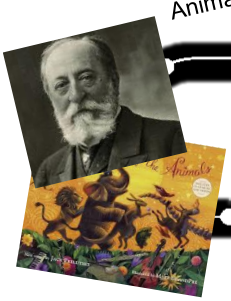
KING'S LYNN ACADEMY

Topic 1

Musical Elements and Rhythm

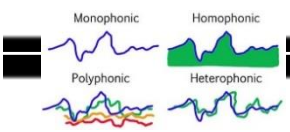
Welcome to KLA your Journey starts here

MAD T SHIRT



Articulation

Texture



Tempo

Rhythm vs Beat

Composing and Performing

Learning notation

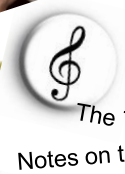
Topic 2

Keywords

Famous Pianists

Evolution of the piano

Notes on the Keyboard

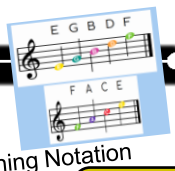


The Treble Clef

Hand Position

Bass Clef

Topic 2 Continued



Learning Notation

Reading and Rehearsing

Topic 3

Folk Music

Folk Instruments

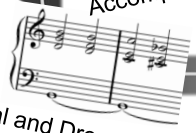
A good performance

Folk Artists

Types of Folk Music

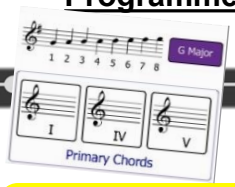
Wellerman Case Study

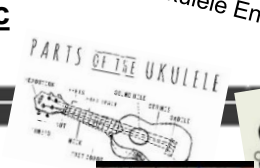
Topic 3 Continued



Pedal and Drone

Accompaniment





Strumming Patterns

Topic 4

Programme Music

Carnival of the Animals

Ukulele Ensemble

Year 7 Topic 2

Keyboards

3 key words:

Articulation

How notes are played.

E.g. Legato - Smooth and connected

Staccato - Short and snappy

Texture

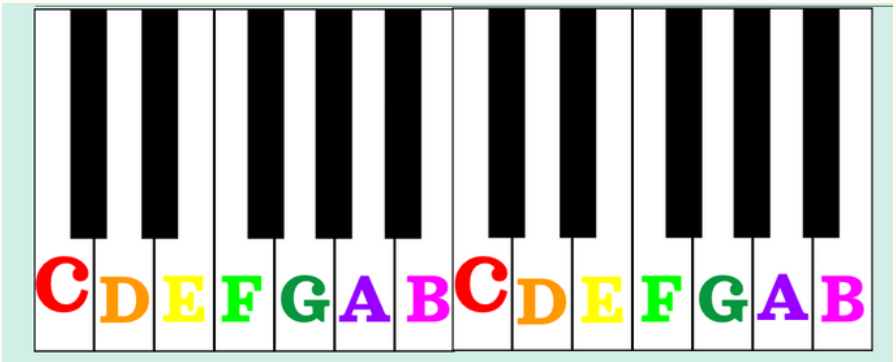
The layers within a song.

Monophonic = One layer

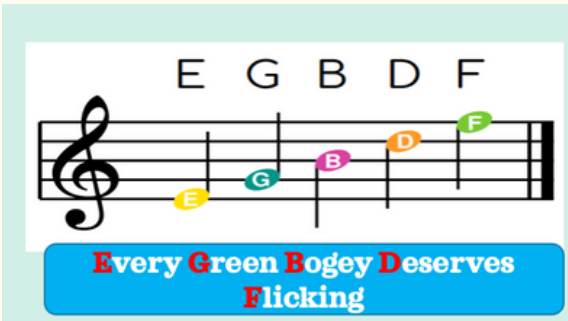
Homophonic = Melody and accompaniment

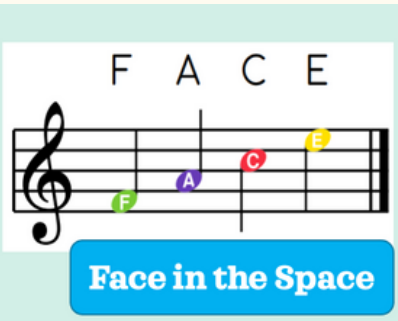
Polyphonic = Many melodies

Notes on a Keyboard



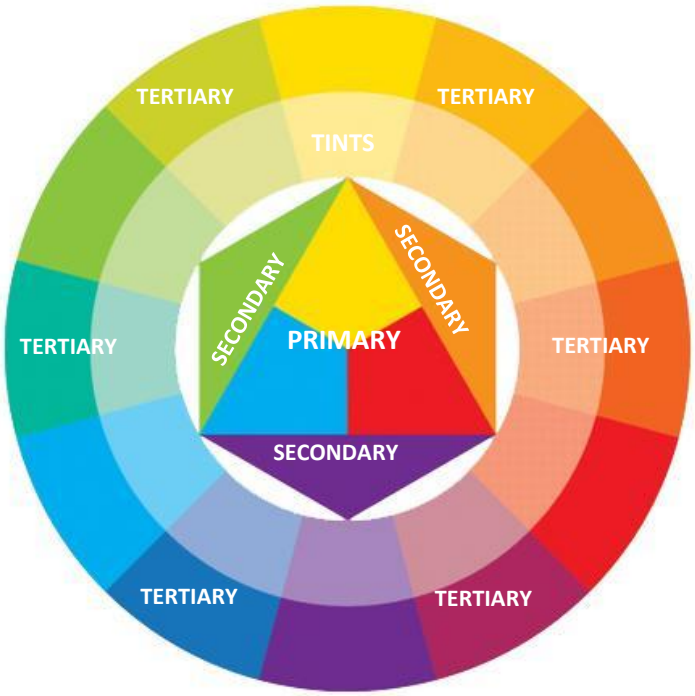
Treble Clef Notation





Year 7 Spring/Summer Term Knowledge Organiser

THE COLOUR WHEEL:



Colour Theory:

In the visual arts, **colour theory** is a practical guide to colour mixing and the visual effects of specific colour combina tions. There are also categories of colours based on the colour wheel for example: primary colour, secondary colour and tertiary colour.

Art Specific Language and Terms			
Burnishing	Layering and blending until no paper grain shows through the coloured pencil layers.	**Colour Blending**	The change from one colour to another gradually. The colour change should appear smooth and is achieved when colours are mixed and overlapped without an obvious line or step between each colour.
Watercolour	Watercolour is a painting method in which the paints are made of pigments suspended in a water-based solution.		
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.

Year 7 Spring/Summer Term Knowledge Organiser

Tom Hovey

Tom Hovey is an Illustrator and the founder of Studio Hovey. He is based in Newport, South Wales. Tom was awarded an Honorary Master of Arts Degree by the Arts University Bournemouth in 2021.

Tom is best known for his acclaimed food illustration work. He has produced the illustrated graphics for The Great British Bake Off since its inception in 2010. His signature style has been a key element to the show's success becoming the most watched TV series in the UK in 2015 and 2016. Tom and his team have produced over 4,000 illustrated bakes for the GBBO series' over the past 15 years and counting.

Illustration	A picture illustrating a book, newspaper, etc.	**Illustrator**	An illustrator is an artist who creates visual images, like drawings, paintings, or diagrams, to accompany written text or visual content.

Sarah Graham

British painter Sarah Graham was born in Hitchin in 1977, and works almost exclusively in oil on canvas. From 2007 - 2014 she signed with a major UK fine art publisher, Washington Green, and her work became widely available as limited edition prints, alongside originals, throughout the UK. In 2015, Sarah began self publishing limited edition prints, whilst working on commissions and new paintings for exhibitions and art fairs as an independent artist working from her studio in Letchworth, Hertfordshire.

In 2012, Sarah was commissioned by the British band Kaiser Chiefs to paint the album cover of their singles collection 'Souvenir', which was released worldwide.