



KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 7 Term 3 2025-26



Name:

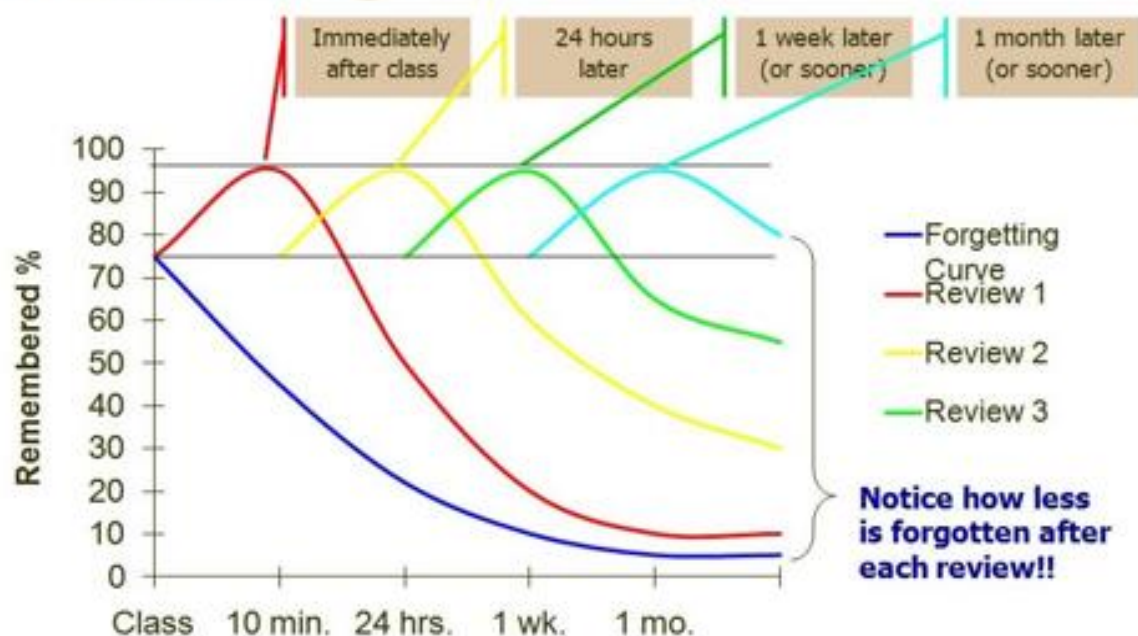
Home Learning

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.

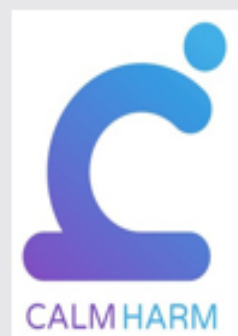
You can try Headspace for yourself and learn the essentials of meditation and mindfulness with their free Basics course

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



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

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

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: detailed topic sentences

Context: Shakespeare's comedies

Analytical writing: identifying different writer's methods

Study of the play – A Midsummer Night's Dream



Term 3

Analytical writing: developing analysis

Analytical writing: embedding quotations

Class reading: reading for pleasure

Study of poetry: myths & legends

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!

Word:	Definition:
Play	A story performed on stage through characters, dialogue and stage directions.
Production	The coordination and performance of a play.
Audience	The people that a play is performed to, who watch the events unfold.
Staging	The arrangement of the set and characters on the stage.
Comedy	A genre of play that is intended to amuse the audience, characterised by silliness, confusion and absurdity.
Manipulative	Intended to control someone or convince them of something in a devious manner.
Severe	Particularly extreme, strict or harsh.
Patriarchy	A society where men are the holders of power and women have limited choices.
Conflict	A serious disagreement or argument between two or more sides.
Unrequited love	Feelings of love and affection that are not returned.
Mocking	Making fun of someone in a cruel and derisory way.
Resolution	The action of solving a difficulty or disagreement.
Soliloquy	An act of speaking one's thoughts aloud when by oneself, on stage if in a play.
Dramatic irony	When the audience is aware of something that the characters are not.
Dishonest	Behaviour that is not truthful and genuine.
Mischievous	Showing a fondness for causing trouble in a cheeky, playful way.
Interfere	To interrupt and get involved in a situation without it being requested.
Reconcile	To bring two things together again. Usually it refers to restoring good, friendly terms between two people.
Absurdity	Ridiculous, wildly unreasonable or unbelievable.
Defiant	Openly resisting or disobeying those in positions of authority.

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

Key Knowledge

Context:	
Writer's Background	Shakespeare is a renowned English poet, playwright and actor. He was born in Stratford-upon-Avon in 1564. He was a founding member of The Lord Chamberlain's Men, an acting company. He is best known for his plays, having written 38 in his lifetime. Shakespeare married Anne Hathaway and had a family when he was relatively young.
The Elizabethan Era	Elizabeth I is one of the most famous and iconic British Queens in our history. Elizabeth was unusual as a woman ruling without a husband at a time of patriarchy. She took an interest in the theatre and, like other nobles and monarchs, offered patronage to particular actors. Theatre was popular at the time, as a form of entertainment for the rich and poor alike. The environment was often rowdy and energetic.
Comedy Genre	A comedy is a type of play that is intended to amuse people. It often includes ridiculous or absurd storylines. Characters typically become confused, often mistaking one another's identities. The plays were not intended to be serious or tragic – there would be a happy resolution at the end.

Characters:	
Hermia	<ul style="list-style-type: none"> Egeus' daughter. Defies his instructions. Deeply in love with Lysander. Runs away into the forest.
Demetrius	<ul style="list-style-type: none"> Believes that he is entitled to marry Hermia and has Egeus' approval. Can be rude and mocking. Lives happily in the end.
Lysander	<ul style="list-style-type: none"> Deeply in love with Hermia. This love is forbidden. Escapes harsh punishment by escaping with Hermia.
Helena	<ul style="list-style-type: none"> The best friend of Hermia. Madly in love with Demetrius. Can be foolish and naïve. Poorly treated by others.
Oberon	<ul style="list-style-type: none"> King of the Fairies. Lives in the forest. Uses magic to manipulate and sets off a chain of unfortunate events.
Puck	<ul style="list-style-type: none"> The sidekick or worker of Oberon. Mischievous, cheeky, daring. Used to deliver the potion. Makes a significant mistake.
Theseus	<ul style="list-style-type: none"> The King. Considered a fair ruler. Passes severe punishments. A friend of Egeus.

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.

KING'S LYNN ACADEMY

End of Year Exam

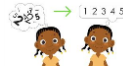


Sets & probability



Prime numbers & proof

Developing number sense



Developing geometric reasoning



$$E=MC^2$$

Term 3

Constructing, measuring & using geometric notation

Addition & subtraction of fractions



Four operations with directed number

Fraction & percentages of amounts



Mid Term Exam Exam

Term 2

Solving problems with multiplication & division

$$\frac{1}{7} = 0.142857$$

Fraction, decimal & % equivalence

Solving problems with addition & subtraction

INDEX

Place value & ordering integers & decimals

Understand and use Algebraic notation

STANDARD FORM
345.09

Equality & equivalence

Sequences



Term 1

Welcome to KLA your Journey starts here

YEAR 7 — LINES AND ANGLES

Constructing, measuring and using geometric notation

@whisto_maths

What do I need to be able to do?

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

- Use letter and labelling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangle
- Recognise types of quadrilateral
- Identify polygons
- Construct triangles (SAS, SSS, ASA)
- Draw Pie charts

Keywords

- Polygon:** A 2D shape made with straight lines
- Scalene triangle:** a triangle with all different sides and angles
- Isosceles triangle:** a triangle with two angles the same size and two sides the same size
- Right-angled triangle:** a triangle with a right angle
- Frequency:** the number of times a data value occurs
- Sector:** part of a circle made by two radii touching the centre
- Rotation:** turn in a given direction
- Protractor:** equipment used to measure angles
- Compass:** equipment used to draw arcs and circles

Letter and labelling convention

The letter in the middle is the angle
The arc represents the angle

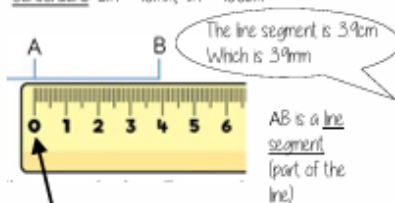


Angle Notation: three letters ABC
This is the angle at B = 113°

Line Notation: two letters EC
The line that joins E to C

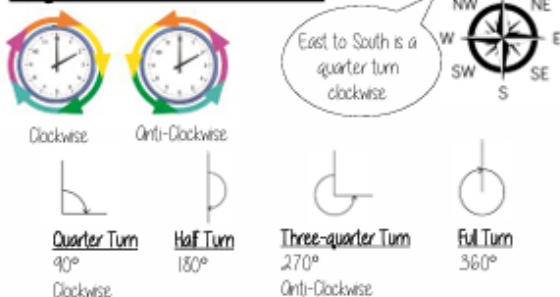
Draw and measure line segments

Conversions: 1cm = 10mm, 1m = 100cm

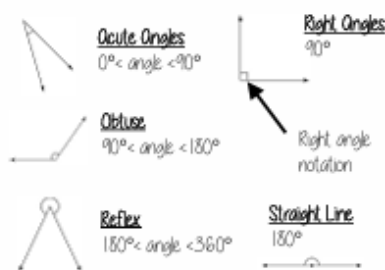


Make sure the start of the line is at 0

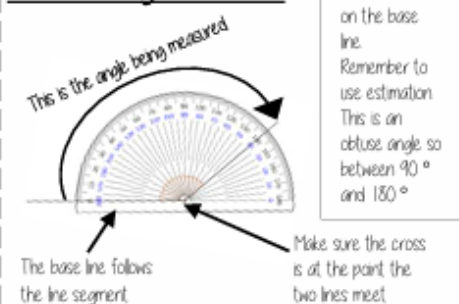
Angles as measures of turn



Classify angles

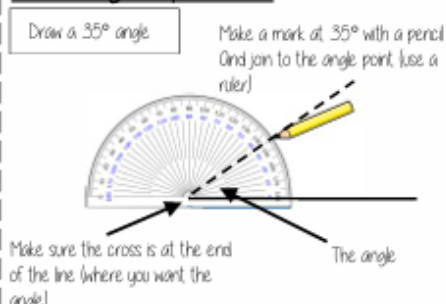


Measure angles to 180 degrees



Read from 0° on the base line
Remember to use estimation
This is an obtuse angle so between 90° and 180°

Draw angles up to 180 degrees



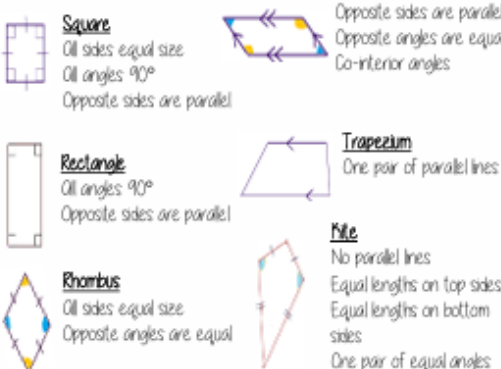
Parallel and Perpendicular lines



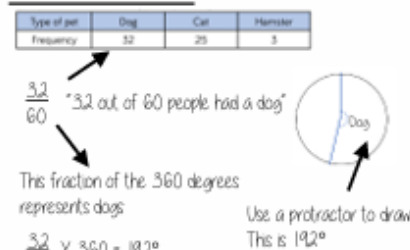
Angles over 180 degrees



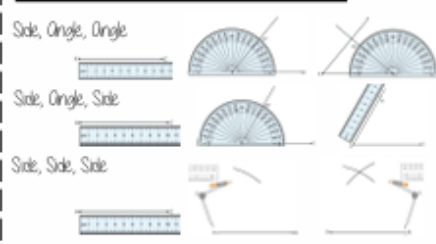
Properties of Quadrilaterals



Draw Pie Charts



SAS, SSS, ASA constructions



Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

If all the sides and angles are the same, it is a **regular** polygon

YEAR 7 — LINES AND ANGLES

Geometric reasoning

@whisto_maths

What do I need to be able to do?

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

- Understand/use the sum of angles at a point
- Understand/use the sum of angles on a straight line
- Understand/use equality of vertically opposite angles
- Know and apply the sum of angles in a triangle
- Know and apply the sum of angles in a quadrilateral

Keywords

- Vertically Opposite:** angles formed when two or more straight lines cross at a point
- Interior Angles:** angles inside the shape
- Sum:** total, add all the interior angles together
- Convex Quadrilateral:** a four-sided polygon where every interior angle is less than 180°
- Concave Quadrilateral:** a four-sided polygon where one interior angle exceeds 180°
- Polygon:** a 2D shape made with straight lines
- Scalene triangle:** a triangle with all different sides and angles
- Isosceles triangle:** a triangle with two angles the same size and two angles the same size
- Right-angled triangle:** a triangle with a right angle

Sum of angles at a point

The sum of angles around a point is 360°

Find angle BOE

$$90^\circ + 33^\circ + 92^\circ = 205^\circ$$

$$360^\circ - 205^\circ$$

$$\text{BOE} = 155^\circ$$

Angle notation — find this missing angle

Sum of angles on a straight line

Adjacent angles that share a common point on a line add up to 180°

Find angle XWY

$$72^\circ + 42^\circ = 114^\circ$$

$$180^\circ - 114^\circ = 66^\circ$$

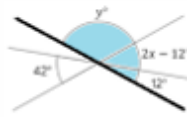
Vertically opposite angles

Angle JNM is vertically opposite to angle KNL

$$\text{JNM} = \text{KNL}$$

Vertically opposite angles are the same

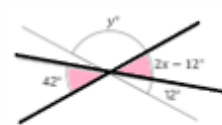
Other angle rules still apply
Look for straight line sums and angles around a point.



Form equations with information from diagrams

$$2x - 12 = 42$$

$$2x = 54$$

$$x = 27^\circ$$


Sum of angles in triangles

Sum of interior angles in a triangle = 180°

The two base angles will be the same size

Look at triangle notation
This indicates an isosceles triangle

$$\therefore 180 - 43 = 137$$

$$137 \div 2 = 68.5^\circ$$

A triangle can only have ONE right angle



Have a go!
Tearing the corners from triangles forms a straight line which is therefore 180°

Sum of angles in quadrilaterals

Sum of interior angles in a quadrilateral = 360°

Convex Quadrilateral

Concave Quadrilateral

Interior angles are those that make up the perimeter (outline) of the shape

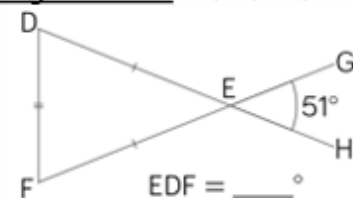
Interior Angles

A quadrilateral is made up of two triangles - the sum of interior angles is the same as two triangles

$$180^\circ + 180^\circ = 360^\circ$$

Angle Problems

Split up the problem into chunks and explain your reasoning at each point using angle notation



- Angle DEF = 51° because it is a vertically opposite angle DEF = GEH
- Triangle DEF is isosceles (triangle notation) $\therefore \text{EDF} = \text{EFD}$ and the sum of interior angles is 180°
 $180^\circ - 51^\circ = 129^\circ$ $129^\circ \div 2 = 64.5^\circ$
- Angle EDF = 64.5°

Keep working out clear and notes together

YEAR 7 — REASONING WITH NUMBER

Developing number sense

@whisto_maths

What do I need to be able to do?

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

- Know and use mental addition/ subtraction
- Know and use mental multiplication/ division
- Know and use mental arithmetic for decimals
- Know and use mental arithmetic for fractions
- Use factors to simplify calculations
- Use estimation to check mental calculations
- Use number facts
- Use algebraic facts

Keywords

Commutative: changing the order of the operations does not change the result

Associative: when you add or multiply you can do so regardless of how the numbers are grouped

Dividend: the number being divided

Divisor: the number we divide by

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Equation: a mathematical statement that two things are equal

Quotient: the result of a division

Mental methods for addition/ subtraction

Addition is commutative



$$6 + 3 = 3 + 6$$

The order of addition does not change the result

Subtraction the order has to stay the same

$$360 - 147 = 360 - 100 - 40 - 7$$

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction

Mental methods for multiplication/ division

Multiplication is commutative



$$2 \times 4 = 4 \times 2$$

The order of multiplication does not change the result

Partitioning can help multiplication

$$\begin{aligned} 24 \times 6 &= 20 \times 6 + 4 \times 6 \\ &= 120 + 24 \\ &= 144 \end{aligned}$$

Division is not associative

Chunking the division can help $4000 \div 25$
"How many 25's in 100" then how many chunks of that in 4000

Mental methods for decimals

Multiplying by a decimal < 1 will make the original value smaller e.g. $0.1 \div 10$

Methods for multiplication 12×0.03

$$\begin{array}{r} 12 \times 3 = 36 \\ 12 \times 3 = 36 \\ 12 \times 0.3 = 3.6 \\ 12 \times 0.03 = 0.36 \end{array} \quad \begin{array}{r} 12 \times 3 = 36 \\ -10 \quad +100 \quad +1000 \\ 12 \times 0.03 = 0.36 \end{array}$$

Methods for division $15 \div 0.05$

Multiply by powers of 10 until the divisor becomes an integer

$$\begin{array}{r} 1.5 \div 0.05 \\ \times 100 \quad \times 100 \\ 150 \div 5 = 30 \end{array}$$

Methods for addition $2.3 + 2.4$

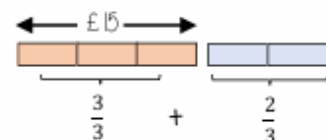
$$\begin{array}{r} 2 + 2 = 4 \\ 0.3 + 0.4 = 0.7 \\ 4 + 0.7 = 4.7 \end{array}$$

Mental methods for fractions

Use bar models where possible



How much did they have to begin with?



What is $\frac{5}{3}$ of £15?

Using factors to simplify calculations

$$30 \times 16$$

$$10 \times 3 \times 4 \times 4$$

$$10 \times 3 \times 2 \times 8$$

$$2 \times 5 \times 3 \times 2 \times 2 \times 2 \times 2$$

$$16 \times 10 \times 3$$

Multiplication is commutative
Factors can be multiplied in any order

Estimation

Estimations are useful — especially when using fractions and decimals to check if your solution is possible

Most estimations round to 1 significant figure

Estimations are useful — especially when using fractions and decimals to check if your solution is possible

$$210 + 899 < 1200$$

This is true because even if both numbers were rounded up, they would reach $300 + 900$

The correct estimation would be $200 + 900 = 1100$

Number facts

Use $124 \times 5 = 620$

For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result

$$620 \div 124 = 50$$

For division you must consider the impact of the divisor becoming smaller or bigger.
Smaller — the answer will be bigger (it is being shared into less parts)
Bigger — the answer will be smaller (it is being shared into more parts)

Algebraic facts

$$2a + 2b = 10 \quad \text{Everything } \times 2$$

$$0.1a + 0.1b = 0.5 \quad \text{Everything } \div 10$$

$$a + b = 5$$

Add 2 to the total

$$a + b + 2 = 7$$

The unknown quantity isn't changing but the variables change what is done to give the result

YEAR 7 — REASONING WITH NUMBER

Sets and probability

@whisto_maths

What do I need to be able to do?

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

- Identify and represent sets
- Interpret and create Venn diagrams
- Understand and use the intersection of sets
- Understand and use the union of sets
- Generate sample spaces for single events
- Calculate the probability of a single event
- Understand and use the probability scale

Keywords

Set: collection of things

Element: each item in a set is called an element

Intersection: the overlapping part of a Venn diagram (\cap)

Union: two ellipses that join (\cup)

Mutually Exclusive: events that do not occur at the same time

Probability: likelihood of an event happening

Bias: a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice

Fair: there is zero bias, and all outcomes have an equal likelihood

Random: something happens by chance and is unable to be predicted

Identify and represent sets

The **universal set** has this symbol ξ — this means **EVERYTHING** in the Venn diagram is in this set

A set is a collection of things — you write sets inside curly brackets $\{ \}$

$\xi = \{\text{the numbers between 1 and 50 inclusive}\}$

My sets can include every number between 1 and 50 including those numbers

$A = \{\text{Square numbers}\}$

$A = \{1, 4, 9, 16, 25, 36, 49\}$

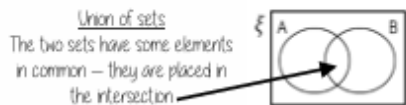
All the numbers in set A are square number and between 1 and 50

Interpret and create Venn diagrams



Mutually exclusive sets

The two sets have nothing in common
No overlap



Union of sets

The two sets have some elements in common — they are placed in the intersection



Subset

All of set B is also in Set A so the ellipse fits inside the set

The box

Around the outside of every Venn diagram will be a box. If an element is not part of any set it is placed outside an ellipse but inside the box

Intersection of sets

Elements in the intersection are in set A AND set B

The notation for this is $A \cap B$

$\xi = \{\text{the numbers between 1 and 15 inclusive}\}$

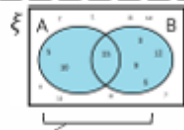
$A = \{\text{Multiples of 5}\}$ $B = \{\text{Multiples of 3}\}$



The element in $A \cap B$ is 15

In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

Union of sets



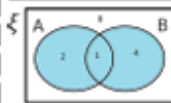
Elements in the union could be in set A OR set B

$\xi = \{\text{the numbers between 1 and 15 inclusive}\}$
 $A = \{\text{Multiples of 5}\}$ $B = \{\text{Multiples of 3}\}$

The elements in $A \cup B$ are 5, 10, 15, 3, 9, 6, 12

There are 7 elements that are either a multiple of 5 OR a multiple of 3 between 1 and 15

The notation for this is $A \cup B$



This Venn shows the **number of elements** in each set

Sample space — for single events



A sample space for rolling a six-sided die is $S = \{1, 2, 3, 4, 5, 6\}$



A sample space for this spinner is $S = \{\text{Pink, Blue, Yellow}\}$

You only need to write each element once in a sample space diagram

- A Sample space represents a possible outcome from an event
- They can be interpreted in a variety of ways because they do not tell you the probability

Probability of a single event



Probability = $\frac{\text{number of times event happens}}{\text{total number of possible outcomes}}$

$P(\text{Blue}) = \frac{4}{10}$ ← There are 4 blue sectors

← There are 10 sectors overall

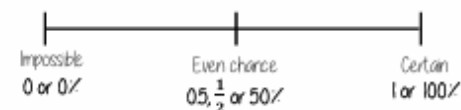
Probability notation $P(\text{event})$

Probability can be a fraction, decimal or percentage value

$\frac{4}{10} = \frac{40}{100} = 0.40 = 40\%$

Probability is always a value between 0 and 1

The probability scale



The more likely an event, the further up the probability it will be in comparison to another event (It will have a probability closer to 1)



There are 2 pink and 2 yellow balls, so they have the same probability

There are 5 possible outcomes
So 5 intervals on this scale, each interval value is $\frac{1}{5}$

Sum of probabilities

Probability is always a value between 0 and 1



The probability of getting a blue ball is $\frac{1}{5}$

∴ The probability of **NOT** getting a blue ball is $\frac{4}{5}$

The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

$P(\text{white chocolate}) = 1 - 0.15 - 0.35 = 0.5$



YEAR 7 — REASONING WITH NUMBER

Prime numbers and Proof

@whisto_maths

What do I need to be able to do?

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

- Find and use multiples
- Identify factors of numbers and expressions
- Recognise and identify prime numbers
- Recognise square and triangular numbers
- Find common factors including HCF
- Find common multiples including LCM

Keywords

Multiples: found by multiplying any number by positive integers

Factor: integers that multiply together to get another number

Prime: an integer with only 2 factors

Conjecture: a statement that might be true (based on reasoning) but is not proven

Counterexample: a special type of example that disproves a statement

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

HCF: highest common factor (biggest factor two or more numbers share)

LCM: lowest common multiple (the first time the times table of two or more numbers match)

Multiples

The "times table" of a given number

All the numbers in this lists below are multiples of 3

3, 6, 9, 12, 15...

$3x, 6x, 9x \dots$

This list continues and doesn't end

Non example of a multiple

45 is not a multiple of 3 because it is 3×15

Not an integer

x could take any value and as the variable is a multiple of 3 the answer will also be a multiple of 3

Factors

Arrays can help represent factors

5×2 or 2×5

Factors of 10
1, 2, 5, 10

10×1 or 1×10

Factors and expressions

$6x \times 1$ OR $6 \times x$

The number itself is always a factor

Factors of $6x$

$6, x, 1, 6x, 2x, 3, 3x, 2$

$2x \times 3$

$3x \times 2$

Prime numbers

- Integer
- Only has 2 factors
- and itself

The first prime number
The only even prime number

2

Learn or how-to quick recall...

2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

Square and triangular numbers

Square numbers

odd even odd

Representations are useful to understand a square number n^2

1, 4, 9, 16, 25, 36, 49, 64 ...

Triangular numbers

Representations are useful — an extra counter is added to each new row

Add two consecutive triangular numbers and get a square number

1, 3, 6, 10, 15, 21, 28, 36, 45...

Common factors and HCF

Common factors are factors two or more numbers share

HCF — Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors

(factors of both numbers)

1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Common multiples and LCM

Common multiples are multiples two or more numbers share

LCM — Lowest common multiple

LCM of 9 and 12

LCM = 36

The first time their multiples match

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60



Comparing fractions

$\frac{3}{5}$ and $\frac{7}{10}$

Compare fractions using a LCM denominator

$\frac{6}{10}$ and $\frac{7}{10}$

Conjectures and counterexamples

Conjecture

1, 2, 4...

The numbers in the sequence are doubling each time.

Counterexamples



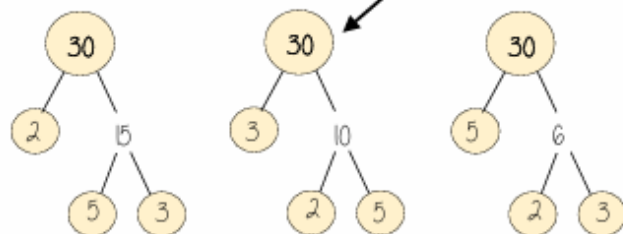
This sequence isn't doubling it is adding 2 each time

A pattern that is noticed for many cases

Only **one** counterexample is needed to disprove a conjecture

Product of prime factors

Multiplication part-whole models



All three prime factor trees represent the same decomposition

Multiplication is commutative

$30 = 2 \times 3 \times 5$

Multiplication of prime factors

Using prime factors for predictions

eg 60: 30×2 or $2 \times 3 \times 5 \times 2$
150: 30×5 or $2 \times 3 \times 5 \times 5$

Year 8

Science

Year 7

KING'S LYNN ACADEMY

Term 6



Biology
Reproduction

Physics
Electrical Circuits



Term 5



Physics
Forces

Experimental Science
Standard Procedures

Term 4



Biology
Interdependence

Chemistry
Changing Substances



Term 3



Physics
Energy

Experimental Science
Standard Procedures

Term 2



Biology
Cells

Chemistry
Substances and Particles



Term 1

Welcome to KLA your Journey starts here



Changing substances: Big ideas

What expert understanding do we want after 5 years?

Reactions rearrange matter

Big ideas

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 substances react to produce neutral substances.

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.	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.	Indicators: Substances used to identify whether unknown solutions are acidic or alkaline.
3	Neutral solutions have a pH of 7	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.	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.	Neutralisation: a reaction when an acid reacts with a substance that cancels it out bringing the solution closer to pH7.
6	Hydrochloric acid, sulfuric acid and nitric acid are strong acids.	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.	Corrosive: a substance which can burn your skin and eyes - wear eye protection.
8	A base is a substance which neutralises an acid	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.	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	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	acid + alkali → salt + water e.g. hydrochloric acid + sodium hydroxide → sodium chloride + water
12	Sulfuric acid produces sulfates	H₂SO₄: Sulfuric acid
13	Hydrochloric acid produces chlorides	HCl: Hydrochloric acid
14	Nitric acid produces nitrates	HNO₃: Nitric acid



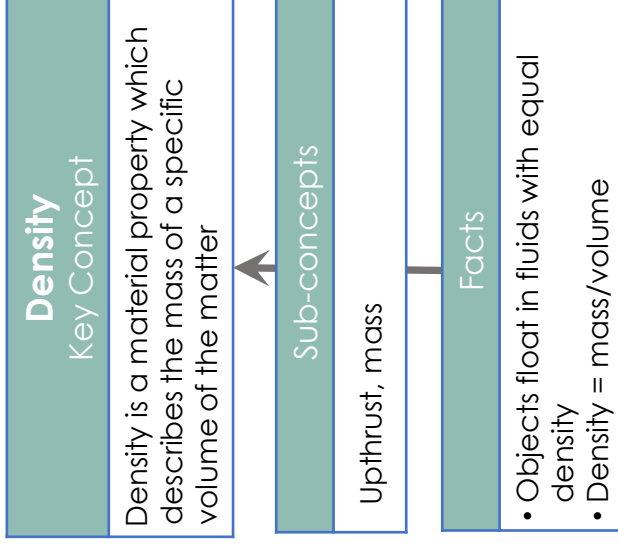
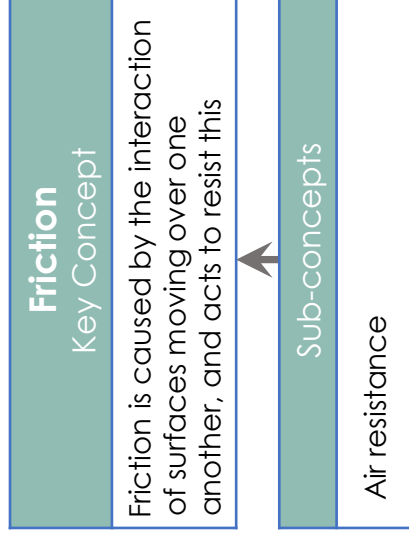
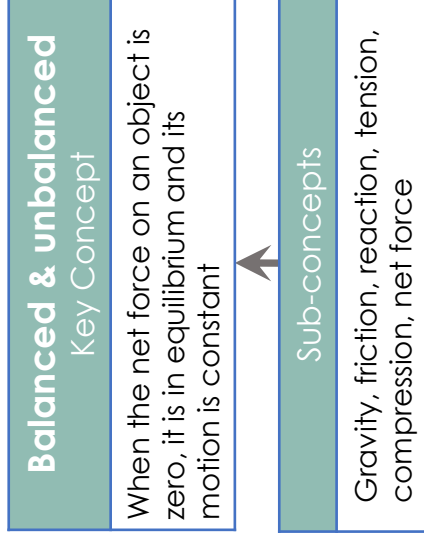
Forces

Contact forces: Big ideas

What expert understanding do we want after 5 years?



How does the unit develop this?



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.



Energy

Electric circuits: Big ideas

What expert understanding do we want after 5 years?

Electricity transfers energy

Big idea

Energy can be transferred from place to place by electric current. Electricity is produced from many energy resources by driving a turbine, and stored by a battery or transmitted by currents. Batteries produce voltage that drive current around a circuit, supplying power to components. All these quantities can be calculated and controlled.

How does the unit develop this?

Electric current

Key Concept

Electric current is the movement of electrons, which flows continuously if there is a complete circuit. It requires a force from a battery or power supply.

Sub-concepts

Series circuit, parallel circuit

Facts

- Ammeters measure current in A
- Circuit symbols: buzzer, bulb, resistor, cell, switch, ammeter

Resistance

Key Concept

The current in a circuit depends on the amount of resistance from bulbs and other components. Components with resistance transfer energy to surroundings by heating.

Facts

- Components add resistance

Geography

Year 7



Climate

Changing borders

Russia

British weather

Half Term 6

Forecasting



Rainfall

Effect of radiation



Weather and climate

Half Term 5

Globalisation



Industrial sectors

Farming

Money

British manufacturing



Geography of economic activities

Half Term 4

Ethnicities

Population distribution

Urbanisation



Nations of the UK

Coastal defences

The UK

Half Term 3

Coastal landforms

Coastal landscapes

Coastal erosion

Coasts

Half Term 2

How to use an atlas



Grid references

Reading height

Welcome to KLA. Your journey starts here.

Half Term 1

Map symbols

Map and atlas skills





Geography Knowledge Organiser

Term 5: Weather and Climate

Keywords

Arid

Arid climates receive very little rainfall throughout the year. They have small amounts of vegetation.

Climate

The long-term patterns of weather across a region, over a 30 year period.

Continental air mass

An air mass that comes from a large land mass, such as Europe.

Dew point

The point that condensation occurs, causing water vapour (gas) to condense into water droplets (liquid). This causes clouds to form.

Isobars

The lines used to show air pressure on a weather map (synoptic chart).

Maritime air mass

An air mass that comes from a large body of water, such as the Atlantic ocean.

Meteorology

The study of the atmosphere.

Prevailing wind

Wind that blows in one specific direction for the majority of the year.

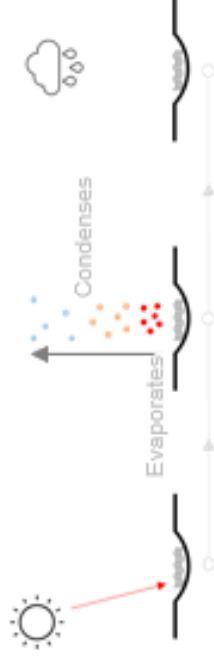
Temperate

Temperate climates have mild (mid) temperatures throughout the year. Cool summers and warm winters.

Have you ever wondered what causes rain? Or why England gets torrential rain one day and glorious sunshine the next? Why does it rain at the equator? How about the wind; what causes blustery autumn days and why does it always blow in that direction?

Convictional rainfall

Mainly occurs at low latitudes



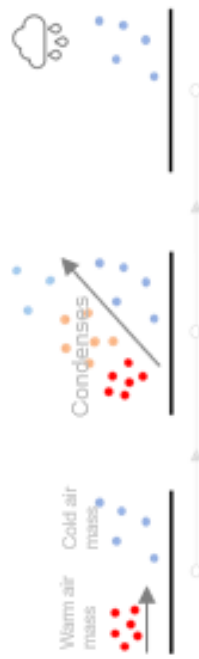
Relief rainfall

Occurs in upland areas

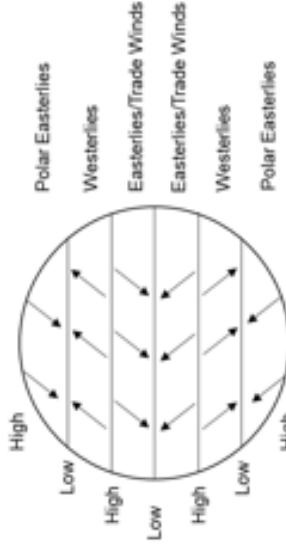


Frontal rainfall

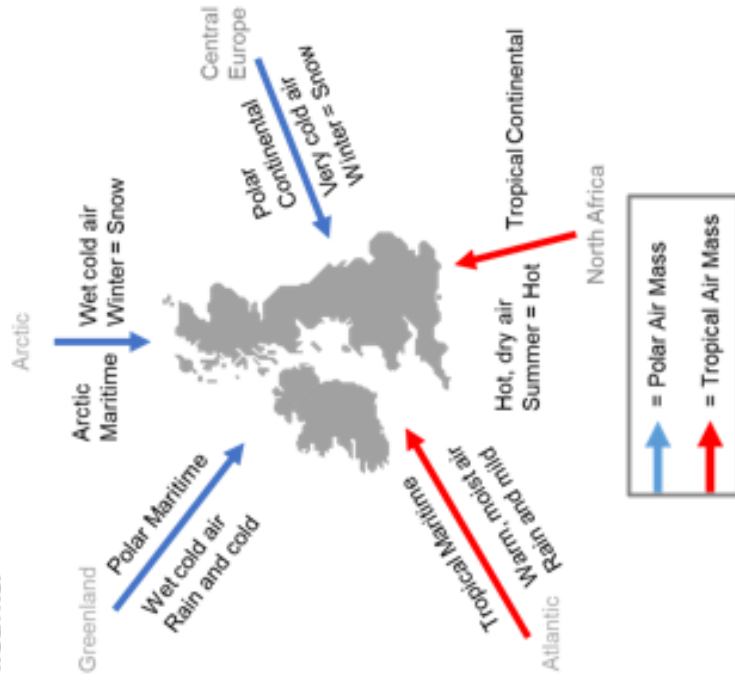
Occurs when two different air masses meet



Global prevailing winds



Air masses that influence British weather





Geography Knowledge Organiser

Summer (term 6): Russia

Have you ever wondered what natural wonders exist across the largest country in the world? Or how humans survived in the most inhospitable climates in the world? What about the 'Russian Bear' and how the power of the Russian state has changed over time?

Keywords

- Plain** A large area of flatland.
- Eurasia** West of the Ural Mountains lies the European land mass and to the east the Asian land mass.
- Continental climate** A climate that experiences extreme seasonal change, such as extremely cold winters, and hot summers.
- Biome** A large community of plants and animals, characterised by its soil, vegetation, and climate e.g. Taiga.
- Permafrost** Ground that is frozen throughout the year, where the top layer of soil melts in the summer and then freezes in the winter.
- Soviet Union / USSR** The socialist state that controlled 'Russia' from 1918-1991. It split up in 1991 creating 15 separate nation states, which exist today.
- Anne xing** When a country takes control of a separate territory, normally taken through military force.
- Export** The selling of services or goods to another country.
- Population density** The amount of people that live in an area. Sparsely populated means there are not many people, with densely populated meaning there are many people.
- Nomadic** A person, or groups of people (e.g. a tribe) that moves from place to place without a permanent home.

Topography and physical features of Russia



Key human features of Russia



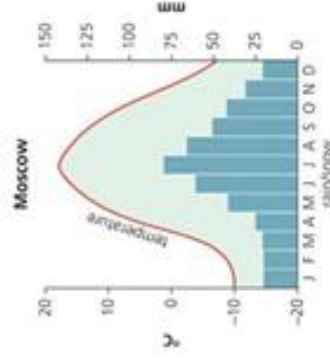
Population Distribution of Russia



Russian Resources



Climate Graph



Lines represent temperature.

Bars represent precipitation.

Temperature is measured in °C

Precipitation is measured in mm



The Battle of Bosworth Field

Year 8

KING'S LYNN ACADEMY

The War of the Roses

Half Term 6

The end of the Crusades

Yorkist Rule



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



Half Term 1

Welcome to KLA. Your journey starts here.

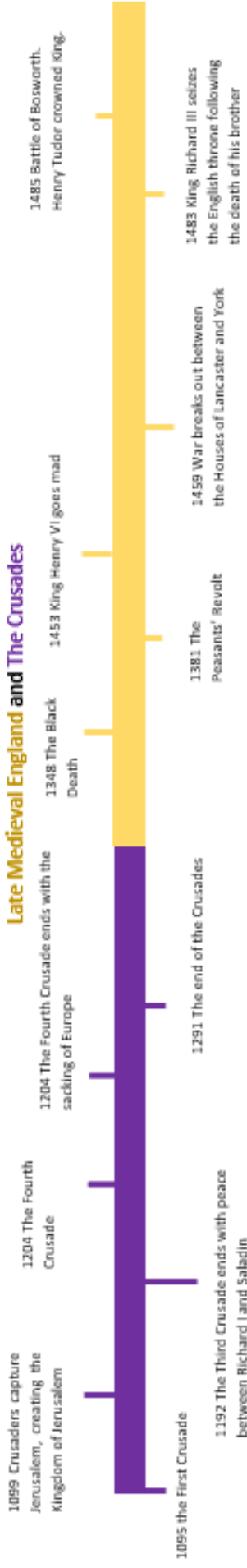


The Anglo-Saxons



Year 7 History Knowledge Organiser Summer Term

Late Medieval England and The Crusades



The Crusades	
Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Anti-Semitism: The prejudice against and persecution of Jews as an ethnic group.</p> <p>Constantinople: The capital of the Byzantine Empire, and modern-day Istanbul.</p> <p>Crusade: A religiously inspired war, the word comes from the Latin 'crux' meaning 'cross'.</p> <p>Crusader State: New feudal states that were created in the Holy Land by European Knights.</p> <p>Islam: A major world religion, begun by the Prophet Muhammad around 610.</p> <p>Jerusalem: Historic city, of major religious importance to Christianity, Islam and Judaism.</p> <p>Jews: An ethnic and religious group, belonging to the ancient religion of Judaism.</p> <p>Jihad: An Islamic term meaning 'struggle' often used to describe a holy war.</p> <p>Mecca: Birthplace of the Prophet Muhammad and Islam's most important site of pilgrimage.</p>	<p>Acra: Important crusader port city, and their last stronghold in the Holy Land.</p> <p>Byzantium: A Greek speaking offshoot of the Roman Empire, with Constantinople as its capital city.</p> <p>Caliphate: An Islamic Empire, ruled by a religious leader known as the Caliph.</p> <p>Eastern Orthodox Church: Eastern forms of Christianity, following by the Byzantines.</p> <p>Holy Land: An area of religious significance for three faiths on the Mediterranean's eastern shore.</p> <p>Holy Sepulchre: Site of Christian pilgrimage, where the body of Jesus Christ is believed to be buried.</p> <p>Knights Templar: An elite order of Crusader knights, named after the Temple Mount in Jerusalem.</p> <p>Saracens: Term used by crusaders to describe Muslim soldiers, taken from the Greek word for Arab.</p> <p>Sultan: The Arabic title for a ruler or emperor.</p>

Late Medieval England	
Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Buboes: onion shaped swellings that were usually the first symptom of the Black Death.</p> <p>Bubonic plague: the most common variant of the plague named off the swellings on victims' bodies.</p> <p>Dynasty: a succession of powerful people from the same family</p> <p>Lancastrian: a supporter of King Henry the 6th or members of his family during the Wars of the Roses.</p> <p>Pestilence: another term for disease and one of the four horsemen of the apocalypse.</p> <p>Pneumonic plague: an even more lethal variant of the plague which attacks the lungs.</p> <p>Poll Tax: a flat rate tax paid by all adults literally meaning per head of the English people.</p> <p>Yorkist: a support of the Duke of York and later his sons during the Wars of the Roses.</p>	<p>Miasma: the theory that disease is caused by the spreading smell of a poisonous cloud of bad air.</p> <p>Pikemen: soldiers who carried 12-foot-long steel headed Pikes used to stop cavalry charges.</p> <p>Protector: a nobleman ruling on the half of a young monarch until they come of age.</p> <p>Statute of Labourers: a 1351 law which fixed the maximum wage for peasants are pre-Black Death levels.</p> <p>Sumptuary Laws: rules explaining what clothing different ranks within the feudal system could wear.</p> <p>The Kingmaker: a nickname given to the Earl of Warwick during the wars of the roses.</p> <p>Tudor rose: a White Rose of York sitting within the red rose of Lancaster symbolising union.</p> <p>Yeoman: a new class in late medieval England commoners who found their own lands</p>

Rules – Confidence – Solving



KING'S LYNN ACADEMY



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



PE
Yr 7



Welcome to PE

Year 7 Introduction to Head, Heart, Hands

HEAD

Feedback



Responsibility

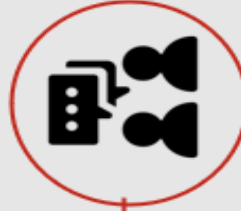


HEART

Respect



Leadership



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

HANDS

Techniques



Tactics



Physical Education Specific Learning Content

Effects of exercise

Immediate

Short term
























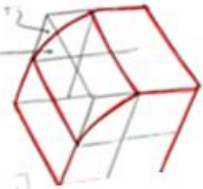

Long term

Social, Physical and Mental Benefits of exercise

Knowledge of the rules

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

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

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



7

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.

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

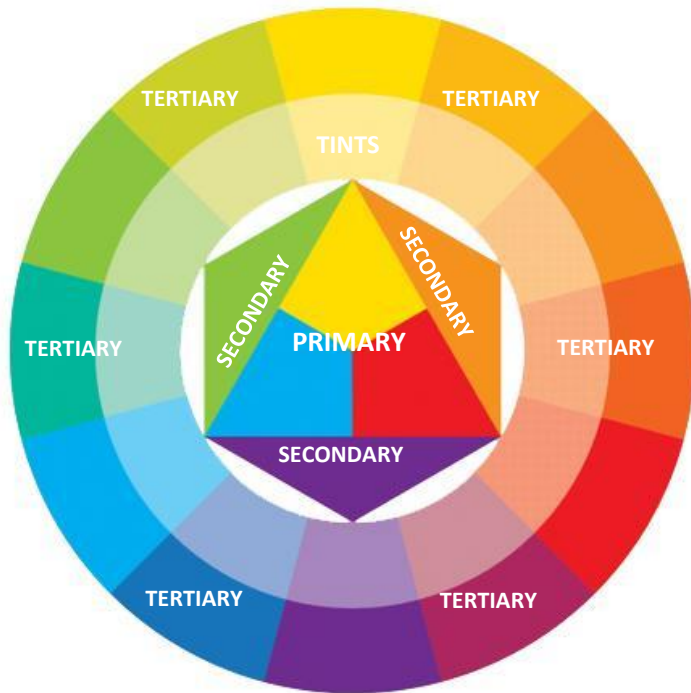
Key Vocabulary

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 Spring/Summer Term Knowledge Organiser

THE COLOUR WHEEL:



HARMONIOUS:
Colours that are next to each other on the colour wheel.



COMPLEMENTARY:
Colours that are opposite each other on the colour wheel.



TRIADIC:
Three colours spaced equally apart on the colour wheel.



WARM COLOURS:



COOL COLOURS:



Colour Theory:

In the visual arts, **colour theory** is a practical guide to colour mixing and the visual effects of specific colour combinations. 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

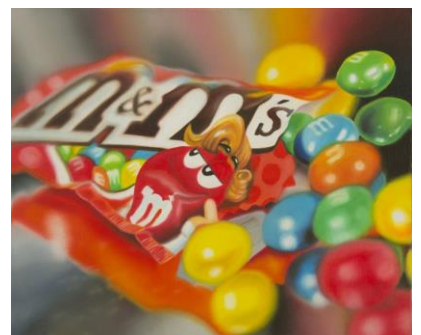
Tom Hovey is an Illustrator and the founder of Studio Hovey. He is based in Newport, South Wales. Tom was awarded an Honorary Master of Arts Degree by the Arts University Bournemouth in 2021.



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.

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.



Year 7 Computing Learning Journey

Computer Systems

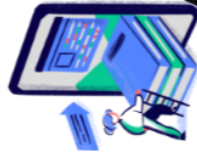
How computer work, Binary & Binary maths
Hardware and Software
Logic Gates

YEAR 8



E-Safety Awareness

Cyberbullying, Social media,
Strong passwords,
digital responsibility



Digital Onboarding

Introduction to
School IT Systems



Computational Thinking

Decomposition and Abstraction
Algorithmic Thinking
Sequence, Selection
Flowol



KEY VOCABULARY

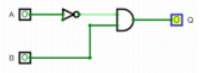
Term One - Safety & Cyber Awareness

- **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.



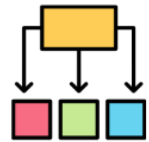
Term Two - Computer Systems

- **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?

KING'S LYNN ACADEMY



Puberty



Alternative Beliefs

What religion thinks about Money & Wealth

What religion thinks about celebrity & social media

Half Term 6

What religion thinks about poverty



Cyber Bullying

What religion thinks about Environment

Careers



Careers

What religion thinks about war



What religion thinks about Gender & Sexuality

Half Term 5



Devices & Digital Footprint

Buddhism & Stories



Scams



Sikhism & Stories

Hindu Stories



Half Term 4

Hinduism



Mid-Year Exam



Smoking & Vaping



Muhammed & His Stories

Energy Drinks

What is a drug?



Jesus & His Stories

Half Term 3

Moses & His Stories

Mental Health & Emotions



Creation

Healthy Eating

Abraham & His Stories



Adam

Personal Hygiene

Prophets



Half Term 2

Assessment

Religious tolerance

What is Ethics?

Individual Liberty & Mutual Respect

Sacred Texts



How to use the Bible

Democracy & Rule of Law

Personal Identity & Goal Setting

Half Term 1

Welcome to your Personal Development Journey

What is Philosophy?



World Religions



What do you believe?



YR7 SUMMER KNOWLEDGE ORGANISER - PD

WORLD VIEWS

THINGS YOU NEED TO BE ABLE TO DO:

- UNDERSTAND WHAT RELIGIONS THINK ABOUT THE FOLLOWING:

WAR

POVERTY

ENVIRONMENT

GENDER & SEXUALITY

CELEBRITIES & SOCIAL MEDIA

MONEY & WEALTH



TIER 2 VOCAB

RESPONSIBILITIES – SOMETHING THAT IT IS YOUR JOB OR DUTY TO DEAL WITH

POVERTY – A STATE WHERE INDIVIDUALS LACK THE FINANCIAL RESOURCES TO MEET ESSENTIAL NEEDS, INCLUDING FOOD, SHELTER, HEATING AND SOCIAL PARTICIPATION

SEXUALITY – A PERSONS IDENTITY IN RELATION TO THE GENDER OR GENDERS WHICH THEY ARE TYPICALLY ATTRACTED TO

WEALTH – A LARGE AMOUNT OF MONEY OR VALUABLE POSSESSIONS THAT SOMEONE HAS

CAREERS

THINGS YOU NEED TO BE ABLE TO DO:

- UNDERSTAND LMI

UNDERSTAND DIFFERENT JOBS

BUDGETING

TIER 2 VOCAB

LMI – LABOUR MARKET INFORMATION

BUDGETING – A PLAN TO KEEP TRACK OF WHAT MONEY IS COMING IN AND OUT OF YOUR BANK ACCOUNT

RSHE

THINGS YOU NEED TO BE ABLE TO DO:

- UNDERSTAND PUBERTY

UNDERSTAND HOW PUBERTY IS FOR GIRLS

UNDERSTAND HOW PUBERTY IS FOR BOYS

TIER 2 VOCAB

PUBERTY – THE PERIOD WHEN THE BODY IS CHANGING FROM CHILD TO AN ADULT

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 ENFLUENCESS
- 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

Drama

(Performing Arts)

Year 8

KING'S LYNN ACADEMY

Year 7

Alternative Fairytales

Topic 5

Creating

Performing

Creating a performance

Typical Plot

Exploring Characters

Exaggeration

Melodrama

Topic 3

Performance

Exploring Melodrama

Freeze Frames

Statues

Mime

Darkwood Manor

Topic 2 - Continued

Collaborative Work

Characters

Role on the Wall

Transitions

Storytelling

Soundscape

Hot Seating

Darkwood Manor

Darkwood Manor

Topic 2

Accuracy

Physical Theatre

Performance

Use of movement

Interaction with other performers

Character Development

Use of Voice

Physical and Vocal Skills - Characterisation

Topic 1 - continued

Hot Seating

Characterisation

Role on the Wall

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

Types of stages

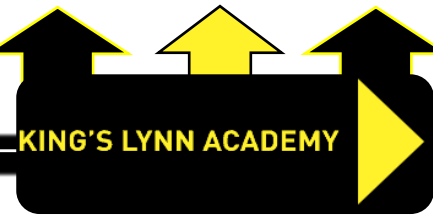
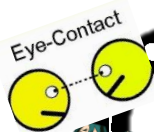
ACENTS

Physical and Vocal Skills

Topic 1

Welcome to KLA your Journey starts here

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





PHYSICAL AND VOCAL SKILLS

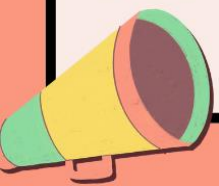


Physical Skills

- **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 word 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.



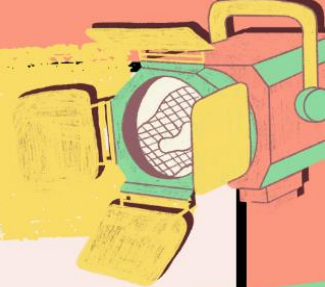
SOUNDSCAPE

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

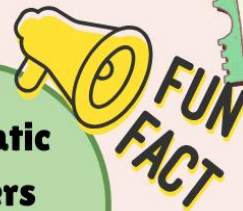




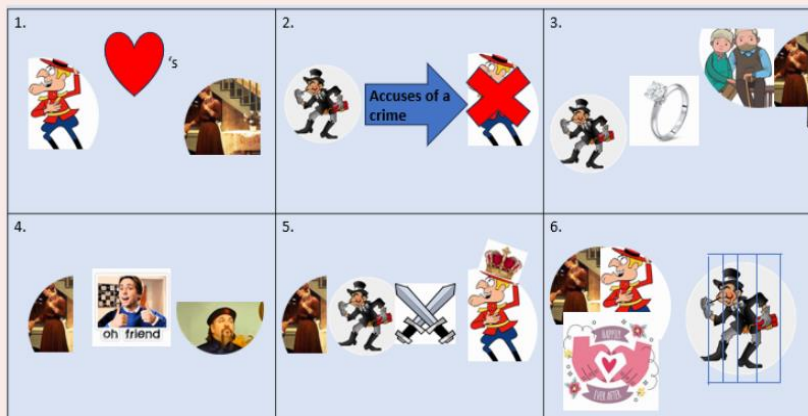
MELODRAMA



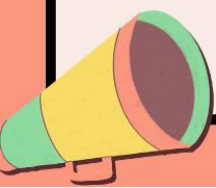
Melodrama -a sensational dramatic piece with exaggerated characters and exciting events intended to appeal to the emotions.



Stock Characters



Typical Plot



Year 8

Music

Year 7

Carnival of the Animals

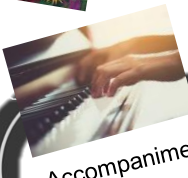
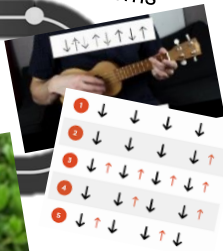
KING'S LYNN ACADEMY

Topic 4

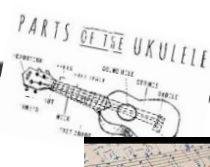
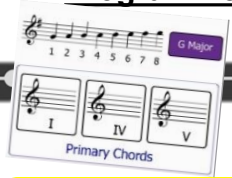
Programme Music



Strumming Patterns



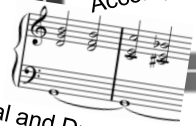
Accompaniment



Ukulele Ensemble

Topic 3 Continued

Pedal and Drone



Types of Folk Music



Wellerman Case Study

Folk Artists



Morris Dancing

Music Pole Dancing



A good performance



Topic 3

Folk Music

Folk Instruments



Learning Notation

Reading and Rehearsing



Hand Position



Topic 2 Continued

Bass Clef



The Treble Clef



Notes on the Keyboard



Evolution of the piano



Topic 2

Keyboards



Famous Pianists

Composing and Performing



Tempo



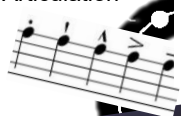
Learning notation



Rhythm vs Beat



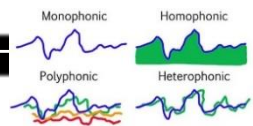
Articulation



DYNAMICS



Texture



Welcome to KLA your Journey starts here

Topic 1

Musical Elements and Rhythm

MELODY



MAD T SHIRT

Year 7 Topic 3

Folk Music & Ukulele

Folk Music Facts

•Folk music can be compared to a game of Chinese whispers, as folk music was passed down through word of mouth and not written.

•The invention of portable recording equipment helped Folk songs survive.

The Ukulele

