KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 9 Term 3 2025-26

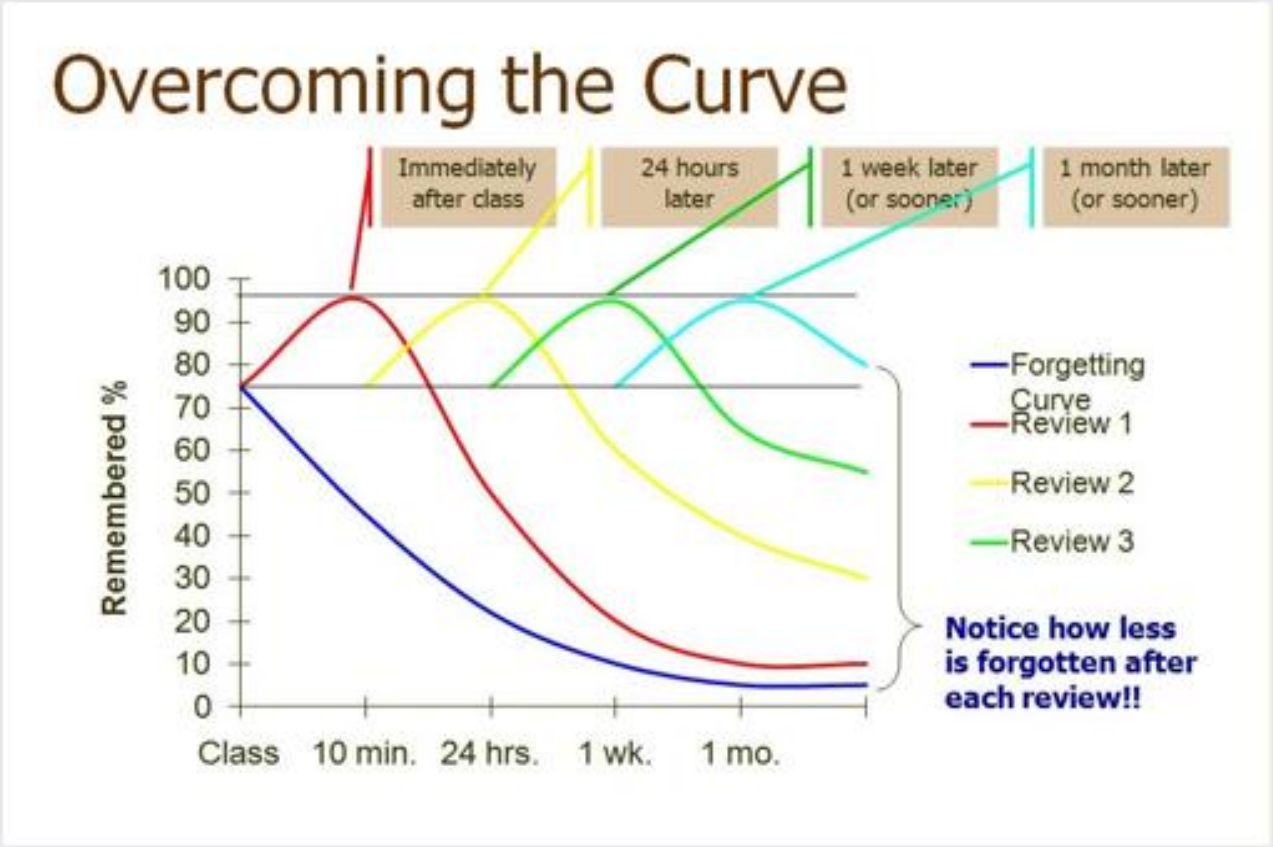
Name:

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.



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

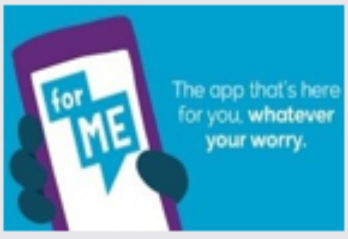
The **Mind Shift** app helps you learn how to relax, to develop more helpful ways of thinking, and identify active steps that will help you take charge of your anxiety. This app includes strategies to deal with everyday anxiety, as well as specific tools to tackle:
Test Anxiety, Perfectionism, Social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

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

Your future starts here...

Year 9 English

KING'S LYNN ACADEMY

End of Year 9 exams

Creative writing: **argument writing**

Securing knowledge: grammar & writing skills

Context: **tragi-comedy**

Class reading: **reading for pleasure**

Analytical writing: **effects on the audience**

Analytical writing: **modern drama**

Context: **life in Britain in the 1960-1980s**

Study of the play: **Blood Brothers**

Term 3

Analytical writing: **thesis statements**

Study of poetry: **worlds at war**

Class reading: **reading for pleasure**

Context: **war and conflict**

Creative writing: **article writing**

Analytical writing: **layering analysis**

Context: **the dystopian genre**

Study of extracts: **Dystopian Fiction**

Term 2

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

Class reading: **reading for pleasure**

Analytical writing: **analysing structure**

Context: **the Edwardian era**

Creative writing: **descriptive & narrative**

Context: **the gothic genre**

Analytical writing: **developing TEAL paragraphs**

Welcome to KLA, your journey starts here!

Study of the novel: **The Woman in Black**

Term 1

Blood Brothers!

Prologue

Key Quotations.

'did you ever hear the story of the Johnstone twins'
'Of one womb born on the self same day
How one was kept, one given away'
'did you never hear how the Johnstones died,
'never knowing they shared one name'
'a mother cried My own dear sons lie slain'
'did you never hear of a mother so cruel
That there's a stone in place of her heart'
'bring her on, and judge for yourselves
How she came to play this part'

Mrs Lyons - Mr Lyons
Mrs Johnstone - Sammy
Edward – Linda – Mickey
The Narrator

The characters in Blood Brothers are largely defined by the social class they live in. Their attitudes and behaviour are principally fixed, with the exception of the children.
Mickey and Edward grow and change as the story develops, making a friendship across the social divide, but one that is doomed by external forces.

The play begins with the deaths of two men. The narrator tells us that they were twins, but were separated and never knew that they shared the same surname: Johnstone. As the lights go down, **Mrs Johnstone**, their mother, enters and the narrator asks us to judge her story.

Mrs Johnstone sings of how she fell in love while dancing, but that her husband left her because she no longer looked like Marilyn Monroe. She has seven children despite being only 25, but the audience are told that she looks much older; and she is pregnant again. Mrs Johnstone can't afford even the basics of life - her kids complain about being hungry. But she thinks she'll be able to get by when she starts her new job, cleaning for a couple called Mr and Mrs Lyons.

And do we blame superstition for what came to pass? Or could it be what we, the English, have come to know as class?

Nature Vs Nurture

Violence 

Social class & Inequality

Relationships

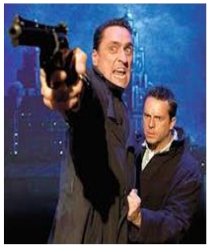
Superstition & Fate

Context

Council houses were the homes of most working class people at the time. They were often cramped and didn't have indoor toilets or central heating.

To improve standards of living the government moved people into new towns or newly developed towns

Many people missed their support networks, amenities and the life they used to have in the city. It was also more difficult to get a job in the countryside.



The story Blood Brothers covers the lives of twins Mickey and Edward. The play is divided into two acts, and has many songs.
A narrator speaks to the audience at the beginning and throughout the play, commenting on the action and setting the scene

Willy Russell aimed to show the audience that there are disadvantages to being poor and working class. He wanted to highlight the struggles that people faced and the divide between rich and poor. He wanted to highlight that failure to succeed in life is not always due to a lack of ability, but down to lack of opportunities, such as education. This is an issue that is still important today.

Key Quotations.

'with a wife he said was twice the size of Marilyn Monroe.'
'with seven hungry mouths to feed and one more nearly due'
'me husband, he'd walked out on me
nothing's yours, On easy terms.'
'ey mam, how come I'm on free dinners?'
'it's a pretty house isn't it? it's a pity it's so big. I'm finding it rather large at present'
'no I'm afraid...we've been trying for such a long time now'

The Lyons are well off and live in a large house. **Mrs Lyons** explains that she is lonely. Her husband is away working for nine months and they have no children of their own – a strong contrast to the Johnstone family.

Act 1- Twins!

Key Quotations.

'mouths to feed. You're expecting twins'
'the welfare have already been on to me'
'kids cant live on love alone'
'give one of them to me'
'my husband doesn't get back until the middle of July. He need never guess'
'it's mad...but it's wonderful, it's perfect.'
'Surely, surely it's better to give one child to me.'
'you'd be able to see him every day'
'we must make this a, erm, binding agreement'
'nobody must ever know'
'she's always bothering him, Richard, always'
she pushes money into Mrs Johnstone's hands
'it's a lot of money'
'you'll be locked up. You sold your baby'
'if either twin learns that he was one of a pair, they shall both immediately die.
'you wont tell anyone about this...if you do, you will kill them.'

Act 1- Mickey & Edward aged 7

Key Quotations.

'what have I told you about playin' up near there?'
'round here if you ask for a sweet, y' have to ask about twenty million times'
'don't you know what a dictionary is?'
'Ey, we were born on the same day...that means we can be blood brothers'
'would it be all right if I came to play with Mickey on another day?'
'don't you ever come round here again. Ever'
'his second name is johnstone, isn't it?'
'if you loved me you'd let me go our with Mickey because he's my best friend'
Mrs Lyons hits Edward hard and instinctively She notices the terror in Edward's face and realizes how heavy she has been.

Act 1 - Linda

Key Quotations.

'if you cross your fingers and if you count from one to ten' 'you said the 'F' word'
Linda moves in to protect Mickey
Linda notices Mickey quietly crying
'take no notice of mothers. They're soft'
'we've been caught loads of times by a policeman...haven't we Linda?'
'do you really? Goodness, that's fantastic!'
'Richard, I don't want to stay here any more. I want to move.'
'if we stay here I feel that something terrible will happen.'
She is stopped by the sight of shoes on the table. (Mrs Lyons)
'I warned you last time, didn't I, Mrs Johnstone?'
'You don't want to end up in court again, do you?'
'It was more of a prank, really, Mr Lyons'
'we're moving away. To the country'
'Oh bright new day, we're moving away'

Act 2- Teenagers!

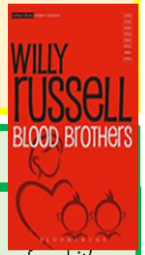
Key Quotations.

-'the house we got was lovely, the neighbours are a treat'
-'I know our Sammy burnt the school down, but it's very easily done'
-'when you mention girls...he flies into a rage'
-'I'll give you some more lessons when you're home for half term'
-'shut it. I'm 14. I wanna fourpenny scholar'
- He produces a knife. To the conductor 'now move, you. Move!'
-'Y' better hadn't or I won't be in love with y' anymore'
-'that's not me. That's Mickey'
-'it's just a secret. Everyone has secrets'
-'I wish I was a bit like...that guy'
-'wow, was that Linda?'
- 'Its just like dead difficult...knowing what to say'
-'Listen, we can see how it's done...Swedish Au Pairs'
-'she's fabulous your ma'

Act 2 – The confrontation!

Key Quotations.

Mrs Lyons appears from where she has been concealed in the alley
'How long have you lived here?'
'just for a while I came to believe that he was actually mine'
'is it money you want?'
Mrs Lyons has opened the knife drawer and has a lethal looking knife
Mrs Lyons lunges
'YOU'RE MAD. MAD.'
'Witch (suddenly pointing) I curse you. Witch!'
Who'd tell the girl in the middle of the pair the price she'll pay just for being there.
'I go away to university tomorrow'
'If I could stand in his shoes I would say/ How can I compare thee to a summers day'
he quickly embraces and kisses Linda
'the Christmas party's gonna be on me'



Act 2- The pregnancy

Key Quoteations.

-'mam. Linda's pregnant...could we live here for a bit'
-'they've started layin' people off in the other factory'
- A wedding part assembles
- Mickey...goes to work, only to have his cards given to him
-'I'm back, where's the action, the booze, the Christmas parties, the music and the birds'
-'what's wrong? It's nearly christmas'
-'what's wrong?' 'you. You're a dickhead'
-'I don't want your money, stuff it'
-'I thought we were blood brothers' 'that was kid's stuff, Eddie.'
-'Hello Eddie.' 'Why haven't you called me?'
-'you might as well know...I've always loved you'
-'all we need is someone to keep the eye for us'
-'what have y' got? Nothin', like me Mam'
-'we don't use the shooters, they're just frighteners'

Act 2 – the crime & the time

Key Quotations.

'the dealers dealt the cards and he wont take them back'
'***we see Mickey, nervously keeping look out***'
'there's a man lying bleeding on a garage floor'
'quick, get in the house and bolt the fucking door'
'***Mickey stands, unable to move, tears streaming down his face'***
'The jury found him guilty, sent him down for 7 years...he couldn't stop the tears'
'treats his ills with daily pills/ just like Marilyn Monroe'
'I get depressed an' I need to take these cos they make me better'
'we've got our own place an' I think I've got Mickey a job'
'*We* have sorted ourselves out? Do you think I'm really stupid?'
'it used to be just sweets and ciggies he gave me...Now it's a job and a house. I'm not stupid Linda. You sorted it out. You an' Councillor Eddie Lyons.'

Act 2 – The Truth!

Key Quotations

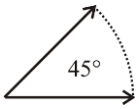
-'it's just a light romance/ it's nothing cruel.'
'Edward laughs, grabbing Linda jokingly. Their smiles fade as they look at each other. Suddenly they kiss.'
-'we see Mickey...go to take his pills. We see him make the effort of not taking them.'
-'Mrs Lyons enters and goes to Mickey...points out Edward and Linda'
'Mickey...enters and flings back the floorboard to reveal the gun hidden by Sammy'
-'There's a mad man'
-'Mickey? Eddie? The Town Hall?'
-'there was one thing left in my life...Linda'
-'Your mother...she came to the factory and told me'
-'you got everything...an' I got nothing'
-'Mickey...Mickey...Don't shoot him Mickey'
-'He's your brother...I couldn't afford to keep both of you'
-'why didn't you give me away! I could have been him'
-'the gun explodes and blows Edward apart'

Your Future starts here

Year 9 Maths

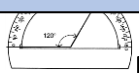
KING'S LYNN ACADEMY

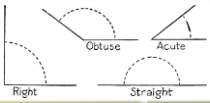
End of Year Exam

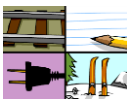


Constructions and congruency

Algebraic representation







Enlargement and similarity

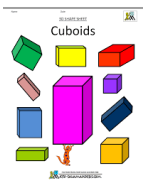
Rotation and translation

Rates

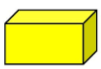
Solving ratio and proportion problems

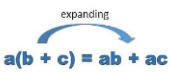
Term 3

Three dimensional shapes



Probability





Straight line graphs

Mid Term Exam

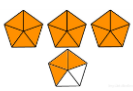
Testing Conjectures

Term 2

Pythagoras' theorem

Deductions

Maths and money



Forming and solving equations

Using Percentages

Welcome to KLA your Journey starts here

Numbers

Term 1

YEAR 9 — REASONING WITH GEOMETRY...

Solving ratio & proportion problems

@whisto_maths

What do I need to be able to do?

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

- Solve problems with direct proportion
- Use conversion graphs
- Solve problems with inverse proportion
- Solve ratio problems
- Solve 'best buy' problems

Keywords

Proportion: a comparison between two numbers
Ratio: a ratio shows the relative size of two variables
Direct proportion: as one variable is multiplied by a scale factor the other variable is multiplied by the same scale factor.
Inverse proportion:: as one variable is multiplied by a scale factor the other is divided by the same scale factor.

Direct Proportion

As one variable changes the other changes at the same rate.

4 cans of pop = £2.40

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

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

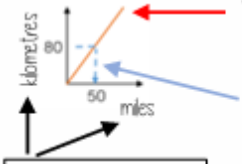
This is a multiplicative change

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

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

Conversion Graphs

Compare two variables



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

Labelling of both axes is vital

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

Inverse Proportion

As one variable is multiplied by a scale factor the other is divided by the same scale factor

Examples of inversely proportional relationships

Time taken to fill a pool and the number of taps running

Time taken to paint a room and the number of workers

T is inversely proportional to G. When T=2 then G=20

T	1	2	8
G	40	20	5

(÷ 2, × 4 above; × 2, ÷ 4 below)

Best Buys

Have a directly proportional relationship

To calculate best buys you need to be able to compare the cost of one unit, or units of equal amounts

	Shop A	Shop B
	4 cans for £1.20	3 cans for 93p
	£1.20 ÷ 4	£0.93 ÷ 3
Cost per item	1 can is £0.30 Or 30p	1 can is £0.31 Or 31p

Shop A is the best value as it is 1p cheaper per can of pop

	Shop A	Shop B
	4 cans for £1.20	3 cans for 93p
	4 ÷ £1.20	3 ÷ £0.93
Cost per pound	£1 buys 3.333 cans of pop	£1 buys 3.23 cans of pop

Shop A is still shown as being the best value but pay attention to the unit you are calculating, per item or per pound

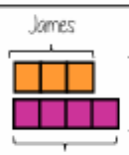
Best value is the most product for the lowest price per unit

Sharing a whole into a given ratio

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

Model the Question

James : Lucy
3 : 4



Find the value of one part

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

£350 ÷ 7 = £50

□ = one part = £50

Put back into the question

James : Lucy
(× 50) 3 : 4 (× 50)
£150 : £200

James = 3 × £50 = £150
Lucy = 4 × £50 = £200

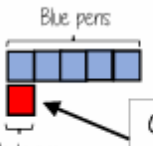
Finding a value given 1n (or n:1)

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

Model the Question

Blue : Red
5 : 1

□ = one part = 10 pens



Put back into the question

Blue : Red
(× 10) 5 : 1 (× 10)
50 : 10

Blue pens = 5 × 10 = 50 pens
Red pens = 1 × 10 = 10 pens

There are 50 Blue Pens

YEAR 9 – REASONING WITH GEOMETRY...

Rotation & Translation

@whisto_maths

What do I need to be able to do?

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

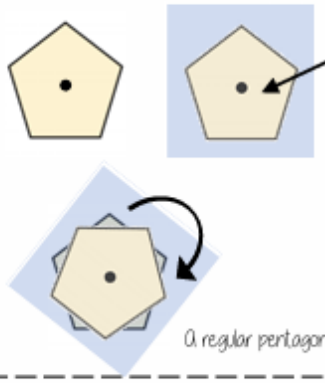
- Identify the order of rotational symmetry
- Rotate a shape about a point on the shape
- Rotate a shape about a point not on a shape
- Translate by a given vector
- Compare rotations and reflections

Keywords

Rotate: a rotation is a circular movement
Symmetry: when two or more parts are identical after a transformation
Regular: a regular shape has angles and sides of equal lengths
Invariant: a point that does not move after a transformation
Vertex: a point two edges meet
Horizontal: from side to side
Vertical: from up to down

Rotational Symmetry

Tracing paper helps check rotational symmetry



1. Trace your shape (mark the centre point)
2. Rotate your tracing paper on top of the original through 360°
3. Count the times it fits back into itself

A regular pentagon has rotational symmetry of order 5

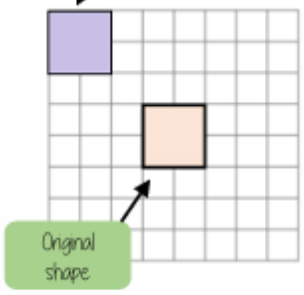
Translation and vector notation

Vector Notation → $\begin{pmatrix} 1 \\ -2 \end{pmatrix}$

How far left or right to move
Negative value (left)
Positive value (right)

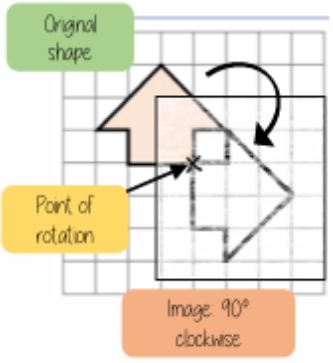
How far up or down to move
Negative value (down)
Positive value (up)

Translation $\begin{pmatrix} -3 \\ 3 \end{pmatrix}$



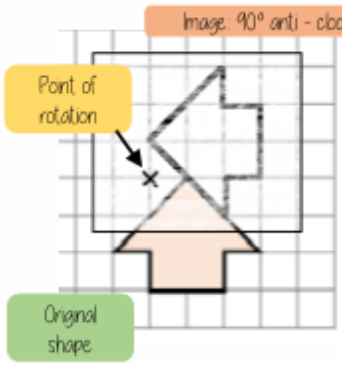
Every vertex has been translated by the same amount

Rotate from a point (in a shape)



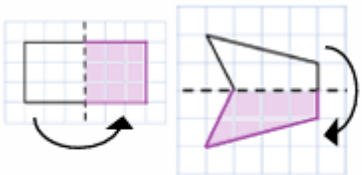
1. Trace the original shape (mark the point of rotation)
2. Keep the point in the same place and turn the tracing paper
3. Draw the new shape

Rotate from a point (outside a shape)



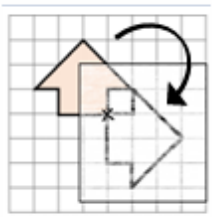
1. Trace the original shape (mark the point of rotation)
2. Keep the point in the same place and turn the tracing paper
3. Draw the new shape

Compare rotations and reflections



R Reflections are a mirror image of the original shape

Information needed to perform a reflection
- Line of reflection (Mirror line)



Rotations are the movement of a shape in a circular motion

Information needed to perform a rotation
- Point of rotation
- Direction of rotation
- Degrees of rotation

YEAR 9 – REASONING WITH GEOMETRY...

Rates

@whisto_maths

What do I need to be able to do?

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

- Solve speed, distance, time questions
- Use distance time graphs
- Solve density, mass, volume problems
- Solve flow problems
- Use flow graphs
- Interpret rates of change and their units

Keywords

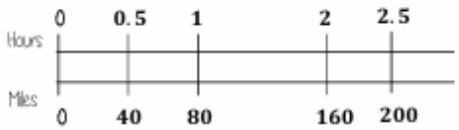
Convert: change
Mass: a measure of how much matter is in an object. Commonly measured by weight
Origin: the coordinate (0, 0)
Volume: the amount of 3D space a shape takes up
Substitute: putting numbers where letters are – replacing numbers into a formula

Speed, Distance, Time

"per" for every
e.g. 80 miles per hour (mph)
Travel 80 miles every hour

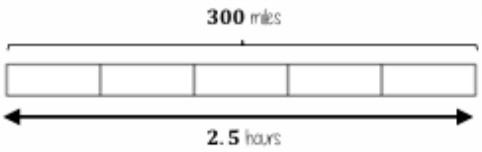
$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

You can use a double number line to help you calculate distance



e.g. A boat travels at a constant speed for 2.5 hours
It travels 300 miles.

Bar models can help to calculate mph



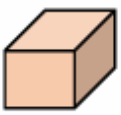
Each part is half an hour
Each part is 60 miles

Density, Mass, Volume

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

$$\text{volume} = \frac{\text{mass}}{\text{density}}$$

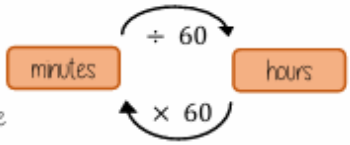
$$\text{mass} = \text{volume} \times \text{density}$$



volume of prism = Area of cross section × Depth

R

Speed, Distance, Time



Before calculations – make sure you are working in the same units as the speed

Learn or learn how to rearrange the formular for speed, distance and time

$$\text{time} = \frac{\text{distance}}{\text{speed}}$$

$$\text{distance} = \text{speed} \times \text{time}$$

Substitute in the variables given

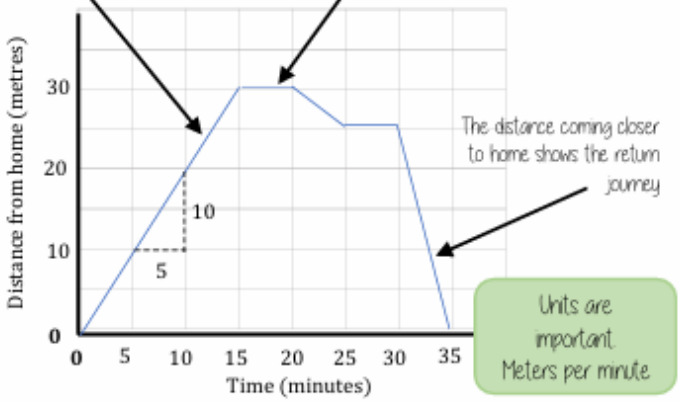
Distance – Time graphs

The steeper a gradient the faster the speed

Gradient = speed

$\frac{10}{5} = 2$ metres per min

Horizontal lines represent staying still



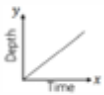
The distance coming closer to home shows the return journey

Units are important
Meters per minute

Flow problems & graphs

This will fill at a constant rate, then as the space decreases it will speed up and the neck of the bottle fill at a faster constant speed

The cylinder will fill at a constant speed



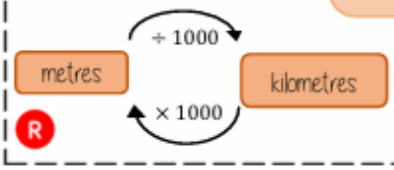
Units are important
Ensure any volume calculations are the same unit as the rate of flow

Rates of change & units

Common rates of change relationships

Revisit your conversions between units of length and capacity

Speed: miles **per** hour
Exchange rates: euros **per** pounds
Density: mass **per** volume



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YEAR 9 – REASONING WITH GEOMETRY...

Enlargement & Similarity

@whisto_maths

What do I need to be able to do?

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

- Recognise enlargement and similarity
- Enlarge a shape by a positive SF
- Enlarge a shape from a point
- Enlarge a shape by a fractional SF
- Work out missing sides and angles in a pair of similar shapes

Keywords

Similar Shapes: shapes of different sizes that have corresponding sides in equal proportion and identical corresponding angles

Scale Factor: the multiple describing how much a shape has been enlarged

Enlarge: to change the size of a shape (enlargement is not always making a shape bigger)

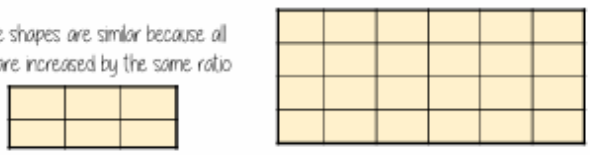
Corresponding: objects (or sides) that appear in the same place in two similar situations

Image: the picture or visual representation of the shape

Recognise enlargement & similarity

Shapes are similar if all pairs of corresponding sides are in the same ratio

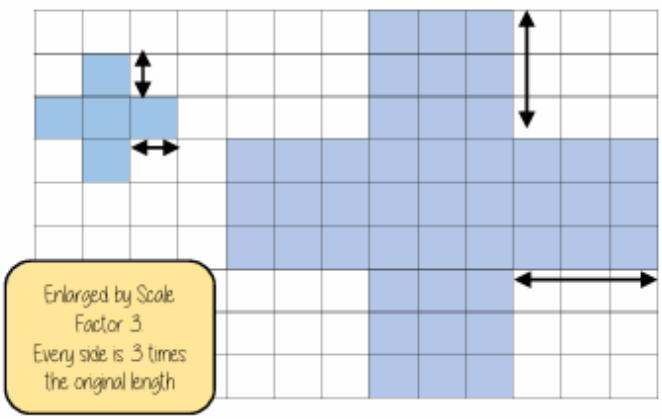
These shapes are similar because all sides are increased by the same ratio



Enlargements are similar shapes with a ratio other than 1

Enlarge by a positive scale factor

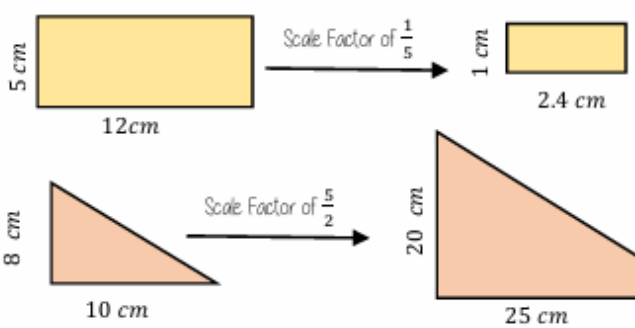
With a scale factor larger than 1 it makes the shape **bigger**



Enlarged by Scale Factor 3
Every side is 3 times the original length

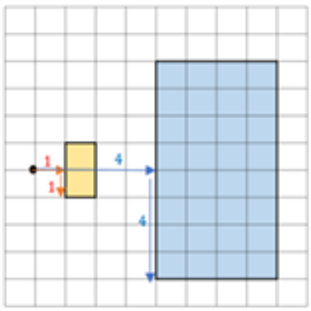
Positive fractional scale factor

With a scale factor between 0 and 1 it makes the shape **smaller**



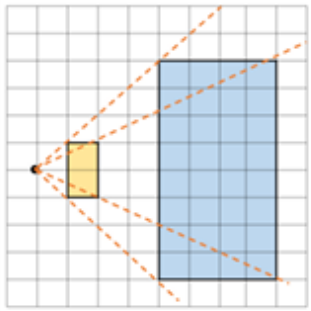
Enlarge a shape from a point

Scaled distances method



Scale the distance between the point of enlargement and each corresponding vertices

Rays method

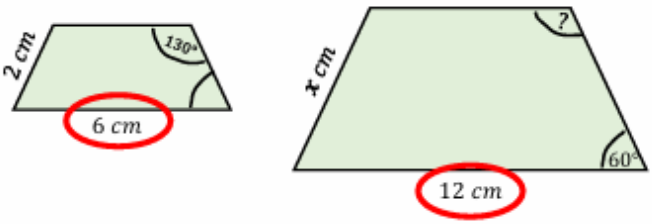


Multiply the distance from the centre of corresponding vertices by the scale factor along the ray

Calculations in similar shapes

Don't forget that properties of shapes don't change with enlargements or in similar shapes

The two trapezium are similar find the missing side and angle



Corresponding sides identify the scale factor

$\frac{12}{6} = 2$

Scale Factor = **2**

Calculate the missing side

Length (corresponding side) x scale factor

$2cm \times 2$

$x = 4cm$

Enlargement does not change angle size

Calculate the missing angle

Corresponding angles remain the same

$130°$

YEAR 9 — CONSTRUCTING IN 2D/3D...

Constructions & congruency

@whisto_maths

What do I need to be able to do?

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

- Draw and measure angles
- Construct scale drawings
- Find locus of distance from points, lines, two lines
- Construct perpendiculars from points, lines, angles
- Identify congruence
- Identify congruent triangles

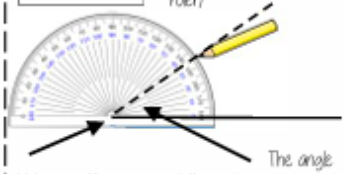
Keywords

Protractor: piece of equipment used to measure and draw angles
Locus: set of points with a common property
Equidistant: the same distance
Discorectangle: (a stadium) — a rectangle with semi circles at either end
Perpendicular: lines that meet at 90°
Arc: part of a curve
Bisector: a line that divides something into two equal parts
Congruent: the same shape and size

Draw and measure angles (R)

Draw a 35° angle

Make a mark at 35° with a pencil and join to the angle point (use a ruler)



The angle

Make sure the cross is at the end of the line (where you want the angle)

Scale drawings (R)

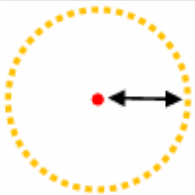
A picture of a car is drawn with a scale of 1:30

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

The car image is 10cm

	Image	Real life
×10	1cm	30cm
	10cm	300cm

Locus of a distance from a point



All points are equidistant (the same distance) from the fixed point in the middle

Equipment needed
The radius is the distance from the fixed point

If the point is in the corner it can only make a quarter circle

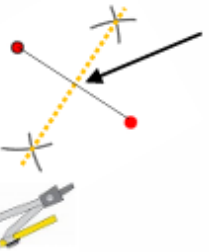
Locus of a distance from a straight line

All points are equidistant (the same distance) from line

The ends of the line are fixed points

Equipment needed
The line is straight so a ruler is used for the straight lines parallel to your original line

Locus equidistant from two points

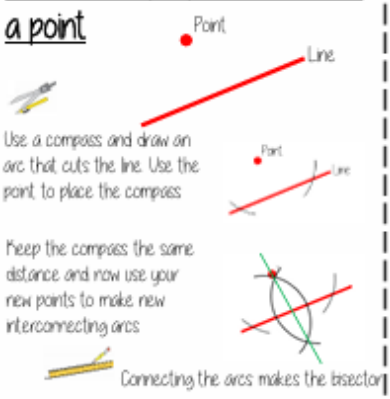


Also a perpendicular bisector
Because if the points are joined, this new line intersects it at a 90°

Join the intersections with a ruler
All points on this line are equidistant from both points

Keep the compass the same size and draw two arcs from each point

Construct a perpendicular from a point



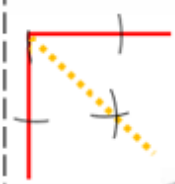
Use a compass and draw an arc that cuts the line. Use the point to place the compass

Keep the compass the same distance and now use your new points to make new interconnecting arcs

Connecting the arcs makes the bisector

If P is a point on the line the steps are the same

Locus of a distance from two lines



Also an angle bisector
This cuts the angle in half

From the angle vertex draw two arcs that cut the lines forming the angle

Keep the compass the same size and use the new arcs as centres to draw intersecting arcs in the middle

Join the vertex to the intersection

Congruent figures

Congruent figures are identical in size and shape — they can be reflections or rotations of each other

Congruent shapes are identical — all corresponding sides and angles are the same size

$A\hat{C}B = K\hat{M}L$

Because all the angles are the same and AC=KM BC=LM triangles ABC and KLM are **congruent**

Constructing Triangles

Link to steps (R)

Side, Angle, Angle

Side, Angle, Side

Side, Side, Side

Congruent triangles

Side-side-side

All three sides on the triangle are the same size

Angle-side-angle

Two angles and the side connecting them are equal in two triangles

Side-angle-side

Two sides and the angle in-between them are equal in two triangles (it will also mean the third side is the same size on both shapes)

Right angle-hypotenuse-side

The triangles both have a right angle, the hypotenuse and one side are the same

YEAR 9 — REPRESENTATIONS...

Algebraic Representation

@whisto_maths

What do I need to be able to do?

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

- Draw quadratic graphs
- Interpret quadratic graphs
- Interpret other graphs including reciprocals
- Represent inequalities

Keywords

Quadratic: a curved graph with the highest power being 2. Square power.
Inequality: makes a non equal comparison between two numbers
Reciprocal: a reciprocal is 1 divided by the number
Cubic: a curved graph with the highest power being 3. Cubic power.
Origin: the coordinate (0, 0)
Parabola: a 'u' shaped curve that has mirror symmetry

Quadratic Graphs

$y = x^2 + 4x + 3$

If x^2 is the highest power in your equation then you have a quadratic graph

It will have a parabola shape

Intersection with the y axis

Substitute the x values into the equation of your line to find the y coordinates

x	-4	-3	-2	-1	0	1
y	3	0	-1	0	3	8

Coordinate pairs for plotting $(-3, 0)$

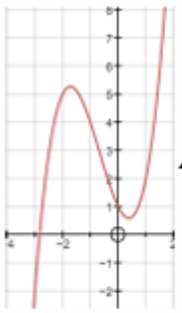
Plot all of the coordinate pairs and join the points with a curve (freehand)

Quadratic graphs are always symmetrical with the turning point in the middle

Interpret other graphs

Cubic Graphs

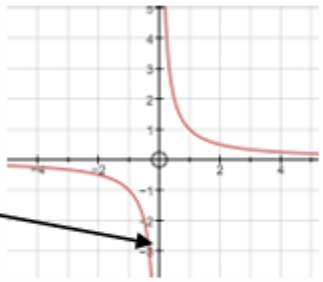
$y = x^3 + 2x^2 - 2x + 1$



If x^3 is the highest power in your equation then you have a cubic graph

Reciprocal Graphs

$y = \frac{1}{x}$



Reciprocal graphs never touch the y axis
This is because x cannot be 0
This is an asymptote

Exponential Graphs

$y = 2^x$

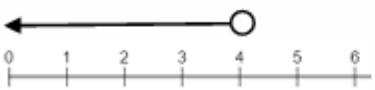
Exponential graphs have a power of x

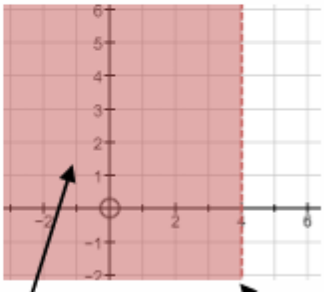
Represent Inequalities

Multiple methods of representing inequalities

$x < 4$

All values are less than 4



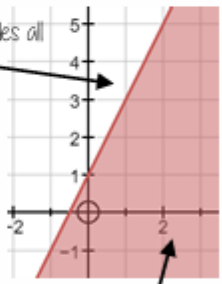


The shaded area indicates all possible values of x

The dotted line shows that the inequality does not include these points

The solid line shows that the inequality includes all the points on this line

$y \geq 2x + 1$



The shaded area indicates all possible solutions to this inequality

Year 10

Science

KING'S LYNN ACADEMY

Year 9

Term 6

Physics
Waves

Biology
Human interaction

Term 5

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Heating

Chemistry
Using Resources

Term 4

Chemistry
Matter and Energy

Biology
Organ systems

Term 3

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Acceleration

Term 2

Chemistry
Periodic Table

Biology
Growth

Term 1

Welcome back to KLA your Journey continues

Organ Systems: Big ideas

Organisms

What expert understanding do we want after 5 years?

Bodies are Systems
Big idea

In multicellular organisms, different groups of large numbers of cells work together to form systems of tissues and organs. Life processes require the interaction of many different organ systems. Because of this, when something goes wrong in one tissue or organ, this has an impact on the whole system, which causes illness.

How does the unit develop this?

Circulatory System
Key Concept

The heart is an organ that pumps blood around the body in a double circulatory system. The right ventricle pumps blood to the lungs where gas exchange takes place. The left ventricle pumps blood around the rest of the body.

Sub-concepts

Diffusion, The heart, blood vessels, composition of the blood

Facts

Types of blood vessels, anatomy of the heart, composition of the blood

System Damage
Key Concept

In multicellular organisms, damage to any organ system can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially with regard to coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle.

Sub-concepts

Coronary Heart Disease, Effect of lifestyle on health, Cancer,

Facts

CHD, Cancer, Risk Factors

Immune System
Key Concept

In multicellular organisms, the immune system is capable of identifying and removing foreign threats to the organism.

Sub-concepts

Human Defense Systems, Vaccination, Communicable diseases; Antibiotics & painkillers, development of drugs

Facts

Role of White Blood Cells, Infectious diseases, Antibiotics & Painkillers, Discovery & Development of Drugs

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Facts

Role of White Blood Cells, Infectious diseases, Antibiotics & Painkillers, Discovery & Development of Drugs

Matter and Energy: 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?

Atom Conservation
Key Concept

Atoms are not created or destroyed in chemical reactions. Chemical equations provide a means of representing chemical reactions and are a key way for chemists to communicate chemical ideas.

Sub-concepts

Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations. Use of amount of substance in relation to masses of pure substances, gases and solutions.

Facts

- Reactant
- Product
- Mass and conservation of mass

Reaction Energy
Key Concept

In a chemical reaction there is an energy change. This energy change is related to bonds breaking and bonds being made.

Sub-concepts

Exothermic and Endothermic Reactions.
Batteries and Fuel Cells.

Facts

- System
- Surroundings
- Exothermic
- Endothermic

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Batteries and Fuel Cells.

Facts

- System
- Surroundings
- Exothermic
- Endothermic

9U Using Resources: Big ideas

Matter

What expert understanding do we want after 5 years?

Earth systems interact
Big idea

The cycling of matter in the Earth systems depends on physical and chemical processes, over short and long timescales. Humans rely on resources from these systems for minerals, fresh water, fuels and other raw materials.

How does the unit develop this?

Metal Reactivity
Key Concept

The extraction of important resources from the earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'.

Sub-concepts

Reactivity series, oxidation and reduction

Facts

- Oxidation and reduction as gain and loss of oxygen
- Oxidation and reduction as loss and gain of electrons
- The order of metals in the reactivity series
- The different experiments used to place metals in order of reactivity and how interpreted.

Waves and EM radiation: Big ideas

Energy

What expert understanding do we want after 5 years?

Radiation transfers energy
Big idea

Radiation is the emission of waves or subatomic particles, from a source, which spread through space and through materials. Waves transfer energy without the material moving, and travel as longitudinal vibrations, or as transverse electromagnetic oscillations. Waves have characteristic properties when they meet boundaries, and pass into different materials. High energy wave cause ionisation.

How does the unit develop this?

Longitudinal and Transverse
Key Concept

Waves can be either longitudinal or transverse.

Sub-concepts

Wavelength, amplitude, frequency, compression, rarefaction

Facts

- The ripples on a water surface are an example of a transverse wave.
- Longitudinal waves show areas of compression and rarefaction. Sound waves travelling through air are longitudinal.
- The properties of sound.
- Hearing and frequency
- Sound waves can be detected using a microphone.

Wave Model
Key Concept

Waves can be described, and their key properties calculated.

Sub-concepts

Experimental methods to calculate wave properties

Facts

- wave speed = frequency× wavelength

Waves and EM radiation: Big ideas

Energy

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How does the unit develop this?

Electromagnetic Spectrum
Key Concept

Light is an example of an electromagnetic wave. There are other electromagnetic waves, and these form the electromagnetic spectrum.

Sub-concepts

Transfer of energy by electromagnetic wave

Facts

- The electromagnetic spectrum

Wave Behavior
Key Concept

The electromagnetic spectrum has a range of uses that depend on the properties and energy of the wave.

Sub-concepts

Electromagnetic waves as ionising radiation
Reflection, Refraction, Absorption
Black Body Radiation

Facts

- Definition of radiation dose.
- Uses for waves in the electromagnetic spectrum

Year 10

Geography

Year 9

KING'S LYNN ACADEMY

Tectonics

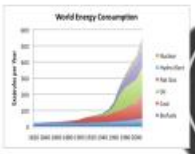
Half Term 6

Hazards

Renewable energy

Energy production

Use of fossil fuels



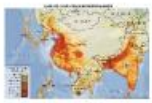
Energy consumption

Half Term 5

Resources

Economy

Population



Monsoons

Mountain biome

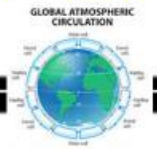
Overview

Half Term 4

Asia

Typhoon Haiyan

Global circulation



Hurricane responses

Hurricane effects

Effects of climate change

Half Term 3

Atmospheric hazards

Evidence of climate change

Natural causes

Human causes

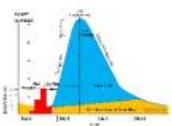
Climate change

Flooding in York and Kerala

Half Term 2

Floods

Storm hydrographs



Lower course features

Welcome back to KLA. Your journey continues.

Half Term 1

Meanders

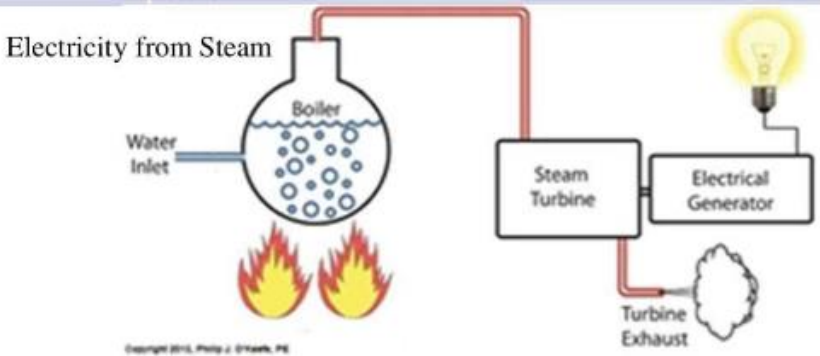
Waterfalls

Rivers and floods

Renewable and Non-Renewable Resources | Year 9 | Summer

Keywords

Energy consumption (demand)	The amount of energy a region uses.
Energy supply (production)	The total amount of energy a region produces.
Energy surplus	When a region's energy supply is greater than its energy demand.
Energy insecurity	When a region's energy demand is greater than its energy supply. This can lead to conflicts.
Fossil fuel	Sources of energy made of organic matter that is millions of years old. Coal, oil and gas are fossil fuels. When burnt, fossil fuels create a lot of pollution.
Steam power	Water is boiled into steam to power a turbine and produce electricity.
Crude oil	The natural oil extracted from reservoirs underground.
Oil rig	A large metal structure that is built to dig down to oil and gas reservoirs in the ocean.
Paris Agreement	A United Nations agreement that countries sign to agree to hit targets for climate change.
Uranium	The source material for nuclear fission in Nuclear Energy
Fracking	A controversial process used to extract shale gas from rock deep underground.
Shale gas	Shale Gas is natural gas found trapped within shale formations (rock).
Shale oil	Shale Oil is natural oil found trapped within shale formations (rock).



Examples of Renewable Energy Sources

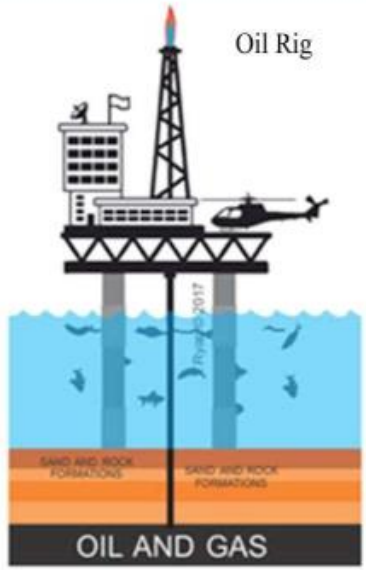
Solar	Energy generated by solar panels capturing sunlight. + infinite supply - expensive
Wind	Energy generated by wind turning a turbine. + infinite supply - expensive; can ruin the view
Hydroelectric	Energy generated by water passing through turbines in a dam. + creates water reserves - expensive; large environmental impact

Examples of Non-Renewable Energy Sources

Coal	Formed by plants dying in swamps and over millions of years being covered with water and dirt. Heat and pressure converted the dead plant material into coal.
Oil and gas	Tiny plants and animals died and were buried on the seafloor. Over millions of years, the remains were buried. Heat and pressure turned the dead plant and animal material into oil and gas.
Nuclear	Energy generated by using nuclear fission of uranium to generate steam.

Fukushima Disaster, Japan

On 12th March 2011 a tsunami at at the Fukushima Nuclear Power Plant caused a series of disasters resulting in mass evacuation.



Fossil Fuel	Advantages	Disadvantages
Coal	• It is a ready-made fuel. • It is cheap and easy to extract. • Coal supplies will last longer than oil or gas.	• When burned, it gives off atmospheric pollutants, including greenhouse gases.
Oil	• It is a ready-made fuel. • It is cheap and easy to extract.	• When burned, it gives off atmospheric pollutants, including greenhouse gases. • Only a limited supply.
Gas	• It is a ready-made fuel. • It is cheap and easy to extract. • It is slightly environmentally cleaner than coal or oil.	• When burned, it gives off atmospheric pollutants, including greenhouse gases. • Only a limited supply.

History

1760 - 1949

Year 9

Year 10

9/11

KING'S LYNN ACADEMY

Half Term 6

Windrush and Civil Rights

Hiroshima

Titanic

The Holocaust

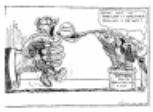
Antisemitism

Pre-war Jewish life

Half Term 5

The Rise of the Nazis

Life in Nazi Germany



The Suffragettes

Treaty of Versailles

Half Term 4

Trench Warfare

Battle of the Somme

End of World War One

Outbreak of World War One

Political Reform

Half Term 3

Iron and coal

Transport

The Railway Age

Urbanisation

Factory Life

Social Reform

The steam engine

Cotton Textiles

The Industrial Revolution

Half Term 2

Life as a slave

Transatlantic Slave Trade

Abolition

Legacy of empire

Welcome back to KLA. Your journey continues.

Half Term 1

The American Revolution and war of independence

British Empire case studies

Year 9 History Knowledge Organiser Summer Term

The Holocaust and Events That Shook The Modern World

The Holocaust

Tier 2 Vocabulary	Tier 3 Vocabulary
Autocracy: a system of government where complete authority is in the hands of one person who can make all the important decisions. **Concentration Camps**: camps used by Nazis to hold political opponents in Germany. **Depression**: long period of financial problems in the economy involving lower living standards. **Final Solution**: Nazi plan to exterminate the Jews and other races in Europe. **Hyperinflation**: inflation is when money decreases in value, so more is needed to pay for the same thing. Hyperinflation is where this gets completely out of hand and prices rise by enormous amounts. **Propaganda**: Information given in a biased or misleading way usually intended to support specific political view. Also used in wartime to raise morale. **Passive resistance**: opposing government action in nonviolent ways, refusing to cooperate, staging strikes etc.	**Aryan**: Nazi word for the German 'race'. **Cold War**: non-violent conflict between USA and USSR from 1945. **Containment**: the Western policy during the Cold War designed to control the spread of Communism. **Enabling Law**: the enabling law was passed in 1933 giving him the power to act without consulting the right stag or the president **Iron Curtain**: Boundary between East and West Europe after 1945. Term first used by Winston Churchill in 1946. **Putsch**: an armed uprising aimed at taking over the government. Reichstag: German Parliament. **Red Scare**: a fear if Communism promoted by a group or a government. **Superpower**: a country with lots of influence and power e.g. USA and USSR after World war Two. **Total War**: full scale war where weapons can be used and where the rules of war are ignored. **Wall Street Crash**: sudden fall of stock prices in June 1929 on the US Stock Exchange, in Wall Street, New York.

Events That Shook The Modern World

Tier 2 Vocabulary	Tier 3 Vocabulary
Integration: process of different groups of people learning to live and work together in a functioning and positive way. **Lynching:** murder of a black person by a white mob. **Segregation:** forced separation of different ethnic groups in most aspects of life. **Superpower:** nation with the potential to dominate the world. **Nuclear weapons:** a bomb or missile that uses nuclear energy to cause an explosion. **Terrorism:** the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.	**Black Power:** movement that broke away from established Civil Rights Movement to emphasise black pride and reject integration. **Manhattan Project:** American research project that developed the first nuclear bomb. **Welfare state:** a form of government in which the state protects and promotes the economic and social well-being of its citizens. **Windrush:** relates to the people who emigrated from the Caribbean to Britain on the British ship the *Empire Windrush* in 1948. **NHS:** National Health Service, a publicly funded healthcare system in the UK.

KING'S LYNN ACADEMY

PE Yr 9

Refinement & Readiness of Head, Heart, Hands

Rules – Confidence – Solving

Eadership Qualities

Analysis – Resilience – Competitive

Leadership Qualities

Responsibility – Leadership - Tactics

Analysis of Performance

Feedback – Respect - Technique

Analysis of Performance

Understanding – Communication - Ability

Training Methods

Knowledge - Effort - Fitness Levels

Training methods

Welcome to PE

Year 9 Refinement & Readiness

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

HEAD

- Feedback

- Responsibility

HEART

- Respect

- Leadership

HANDS

- Techniques

- Tactics

Physical Education Specific Learning Content
Analysis of Performance Observation and Data Collection Identifying Strengths and Areas for Improvement Use of Feedback Setting SMART Targets for Improvement **Knowledge of the rules**

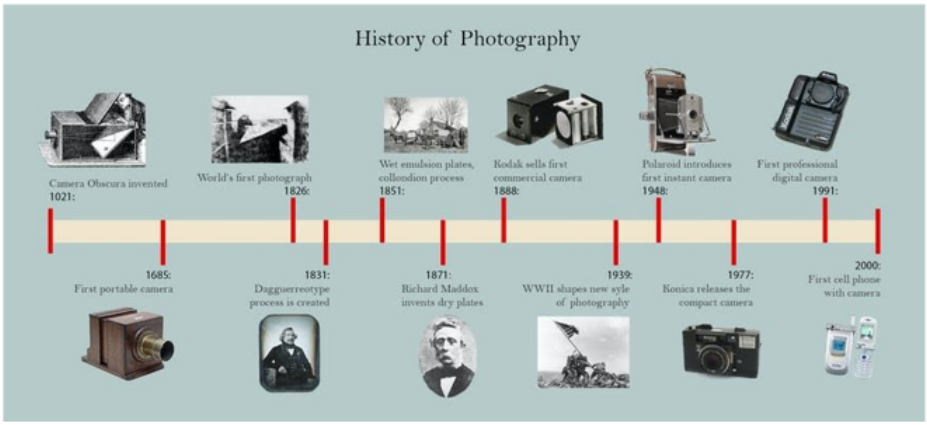
9

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

Year 9

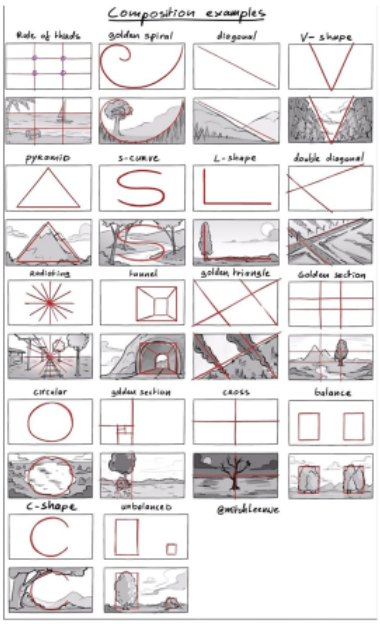
Specialism	Project	Core content					Assessment
3D Design	Body Adornmen 	Health and Safety in 3D 	Plastics 	Use of Tools & equipment 	Design Movements 	Presentation box 	
Food	Nutrition Developing Skills						End of topic tests for each specialism 
Textiles	Core Textile Skills	Health and Safety in Textiles 	Problem analysis 	Hand sewing skills 	Design ideas 	Making products 	Assessment of outcome
Graphics	Photograp hy skills 	The formal elements of Photography 	Leading lines 	Pattern 	Reflection 	Lighting 	

Year 9 Photography Knowledge Organiser



First recorded photograph
-1826
Invention of film
-1889
-Instant cameras
-1948
Invention of internet
-1989
First professional digital camera
-1991
First mobile phone camera
-2000

Photography Keywords



Composition, Leading lines
Foreground, Middleground
Background, Rule of thirds
Digital Photography
Analogue Photography
Instant Photography
Selecting, Editing
Hand manipulation
Cropping, stretching, weaving

Photography Key Players

Landscape photography - Ansel Adams - Yann Arthus-Bertrand - Andreas Gursky

Portrait Photography - Diane Arbus - Yousuf Karsch

Documentary Photography - Walker Evans - Martin Parr - Douglas Duncan

Fashion Photography - Irving Penn - David Bailey - Annie Leibowitz

Street Photography - Elliott Erwitt - Henri Cartier-Bresson - Helen Levitt

Hand manipulation: David Hockney - Greg Sands - John Stezaker

Year 9 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

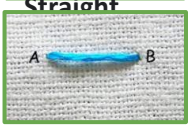
Synthetic materials

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:

Straight



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 9 KS3 Cooking and Nutrition

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

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

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

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

Food Allergies

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

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

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

Consumer Awareness
Food labelling is required by law. It helps consumers make food choices.
Food waste in the home occurs because we make too much food or we don't use it before is goes off. Food we waste the most includes fresh fruit and salad.

Future Learning:

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

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

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

Year 9 Computing Learning Journey

Binary & Algorithms

Binary Maths
Linear Search
Binary Search
Flowcharts

YEAR 10

Animation

Create a party monkey
Build a snowman
Animation project

Python Programming

Input/Output Challenges
Sequence Challenges
Selection Challenges
Iteration

blender

EMAT
EASTERN MULTI-ACADEMY TRUST

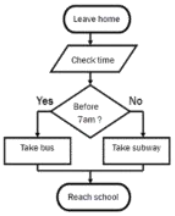
KEY VOCABULARY

Term One - Animation with Blender

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

Term Two - Binary & Algorithms

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



Term Three - Programming with Python

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

Quick Recap Questions

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

PD & PDA

KING'S LYNN ACADEMY

Year 9

Half Term 6

End of Year Exams

STI's

Spirited Arts

CSE & Grooming

What religion thinks about Money & Wealth

Contraception

What religion thinks about poverty

Online Safety

What religion thinks about Environment

Unhealthy Relationships

What religion thinks about celebrity & social media

Half Term 5

What religion thinks about war

What religion thinks about Gender & Sexuality

Religion & Music

Consent & Law

Drugs & consequence

Religion & Sport

Gambling

Religion & Art

Religion & STEM

Half Term 4

Consequences of war/victims of war

Pacifism

Holy & Just War

Conflict & Reasons for war

Protest & Terrorism

Nuclear War

GCSEs

Options

Half Term 3

First Aid

Where can GCSE's take you

Life after Death

When does life start

Mental Health

Animal Rights

Different types of support

Euthanasia

Half Term 2

Neurodiversity

Sikhism

Creation Stories & Evolution

UDHR

Islam

Prejudice & Discrimination

Half Term 1

Christianity & MLK

Human Rights

Judaism, Anne Frank, Elie Wiesel

Buddhism & Dalai Lama

Hinduism & Ghandi

Religious & Important figures

Welcome to your Personal Development Journey

YR9 KNOWLEDGE ORGANISER - PD

PEACE AND CONFLICT

THINGS YOU NEED TO BE ABLE TO DO:

- UNDERSTAND WHY WARS HAPPEN
- UNDERSTAND THE DIFFERENCE BETWEEN PROTEST AND TERRORISM
- KNOW WHAT WEAPONS OF MASS DESTRUCTION ARE
- UNDERSTAND WHAT PACIFISM IS AND WHY SOMEONE WOULD BE A PACIFIST
- DESCRIBE THE CONSEQUENCES OF WAR
- DESCRIBE THE IMPACT ON VICTIMS OF WAR

KEY QUESTIONS

- WHY DOES WAR OCCUR?
- WHAT IS THE DIFFERENCE BETWEEN PROTEST AND TERRORISM?
- WHY ARE SOME PEOPLE PACIFIST?
- WHAT ARE THE CONSEQUENCES OF WAR?

TIER 2 VOCAB

WAR – A STATE OF ARMED CONFLICT BETWEEN COUNTRIES OR GROUPS WITHIN A COUNTRY

TERRORISM – THE UNLAWFUL USE OF VIOLENCE OR THREAT OF VIOLENCE, GENERALLY AGAINST INNOCENT CIVILIANS, TO ACHIEVE A POLITICAL GOAL

PACIFISM – THE BELIEF THAT WAR AND VIOLENCE ARE UNJUSTIFIABLE AND DISPUTES SHOULD BE SETTLED BY PEACEFUL MEANS

YR9 KNOWLEDGE ORGANISER - PDA

HEALTHY LIFESTYLE & WELLBEING

THINGS YOU NEED TO BE ABLE TO DO:

- UNDERSTAND WHAT FIRST AID IS
- UNDERSTAND THE IMPORTANCE OF RECOVERY POSITION & CPR
- IMPORTANCE OF PERSONAL HYGIENE
- IMPACT OF SMOKING & VAPING
- THE IMPORTANCE OF EXERCISE

KEY QUESTIONS:

WHAT IS FIRST AID?
WHY IS PERSONAL HYGIENE IMPORTANT?
WHAT EFFECT DOES SMOKING AND VAPING HAVE ON THE BODY?
WHY IS EXERCISE IMPORTANT?

TIER 2 VOCABULARY

FIRST AID – HELP GIVEN TO A SICK OR INJURED PERSON UNTIL FULL MEDICAL TREATMENT IS AVAILABLE
PERSONAL HYGIENE - THE PRACTICE OF KEEPING YOUR BODY CLEAN AND GROOMED TO PROMOTE YOUR HEALTH AND THE HEALTH OF OTHERS

DRUGS

THINGS YOU NEED TO BE ABLE TO DO:

- TO UNDERSTAND THE IMPACT OF DRUGS ON THE BODY
- TO UNDERSTAND THE CONSEQUENCES OF DRUGS
- THE IMPACT OF GAMBLING
- WHAT IS CSE

KEY QUESTIONS:

WHAT IS THE IMPACT OF DRUGS ON THE BODY?
WHAT IS THE LAW AND DRUGS?
WHAT IMPACT CAN GAMBLING HAVE?
WHAT IS CSE?

TIER 2 VOCABULARY

DRUG – A MEDICINE OR OTHER SUBSTANCE WHICH HAS AN EFFECT ON THE BRAIN WHEN INTRODUCED TO THE BODY
GAMBLING – PLAYING A GAME IN THE CHANCE OF WINNING SOMETHING
CSE - CHILD SEXUAL EXPLOITATION IS A FORM OF CHILD SEXUAL ABUSE. IT OCCURS WHERE AN INDIVIDUAL OR GROUP TAKES ADVANTAGE OF AN IMBALANCE OF POWER TO COERCE, MANIPULATE OR DECEIVE A CHILD OR YOUNG PERSON UNDER THE AGE OF 18 INTO SEXUAL ACTIVITY (A) IN EXCHANGE FOR SOMETHING THE VICTIM NEEDS OR WANTS, AND/OR (B) FOR THE FINANCIAL ADVANTAGE OR INCREASED STATUS OF THE PERPETRATOR OR FACILITATOR

Drama (Performing Arts)

Year 10

KING'S LYNN ACADEMY

Year 9

Topic 1

Macbeth

- Welcome back to KLA your Journey continues
- Macbeth
- Witches
- Chorus
- Exploring Characters
- Different Plays
- Comedy
- Tragedy
- William Shakespeare
- Elizabethan Theatre
- Exploring Language

Topic 1 Continued

- Creative Writing
- Macbeth and Lady Macbeth
- Role Play
- Creating a performance

Topic 2

Bertolt Brecht/Blood Brothers

- Bertolt Brecht
- Epic Theatre
- Verfremsdungseffekt
- Recognising Brecht Devices
- Blood Brothers
- Performing
- Exploring Characters

Topic 2 Continued

- Identifying Brecht Devices in Blood Brothers
- Script Work
- Themes and Ideas
- Creating a performance
- Performing

Topic 3

Devised Theatre

- What is Devised Theatre?
- Devised Theatre Process
- Evaluating

Topic 4

Technical Theatre

- Costume Design
- Hair and Makeup Design
- Set Design
- Lighting Design
- Styles of Theatre
- Creating a Performance

MACBETH

William Shakespeare

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

FUN FACT

Shakespeare - Types of Plays

Comedy

Historical

Tragedy

Romance

Keywords

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

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

EPIC THEATRE/BLOOD BROTHERS

Bertolt Brecht

FUN FACT

Bertolt Brecht created Epic Theatre. His verfremsdungseffekt is the act of distancing the audience from emotional involvement.

Verfremdungseffekt

Multi-roling

Montage

Direct Address

Placards

Changes in Time

Blood Brothers - Themes

Social Class and Inequality – Contrasts the lives of two twins who are separated at birth. They show different social classes and economic backgrounds.

Nature versus Nurture – Contrast between Mickey and Edward's lives challenges whether a person's destiny is determined by genetics or their environment.

Friendship and Loyalty – Bond between Mickey and Edward.

Superstition and Fate – The central theme driven by a fabricated prophecy and the Narrator.

DEVISED THEATRE

What is it?

A collaborative process where a performance is created by a group of artists (usually the performers) without a pre-existing script, often starting from a stimulus.

FUN FACT

Stimulus

Image Lyrics Music Poem

Newspaper headlines Prop

Devising Process

1	Discuss the brief given
2	Generate Ideas – characters, scenes.
3	Improvising
4	Discuss the Improvisation
5	Repeat the devised scene with
6	Discuss and experiment
7	Rehearse the piece – Write the script.
8	Experiment, blocking, characterisation.
9	Technical Aspects
10	Polish and Refine

Year 10

Music

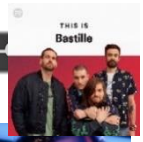
Year 9

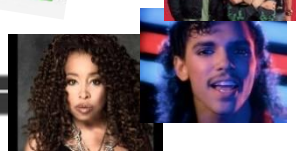
KING'S LYNN ACADEMY

Topic 4 Continued

Rehearsing and Performing a Cover Version

A 'Good' Cover Version





Analysing Cover Versions

Topic 4

Cover Versions Project

What is a Cover Version?

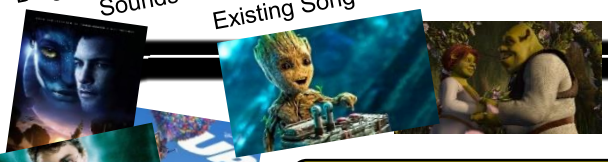
Tone of Instruments

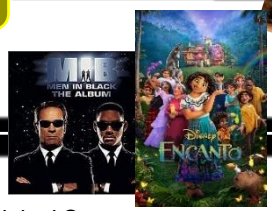
Leitmotifs

Topic 3 Continued

Diegetic/ Non-Diegetic Sounds

Existing Song





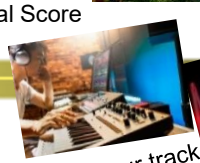
Original Score

Foley Sound

Topic 3

Film Music

Power of Music in Film



Arranging your track

Adding the Bassline

Styles of Dance Music

Sound/Beat Experimenting

Making a Beat

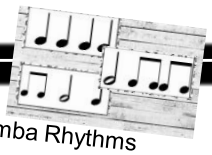
Topic 2

Electronic Dance Music

Becoming the Maestro di Bateria

Typical Features

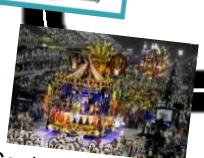
Samba Instruments



Samba Rhythms

Performing Samba

Welcome back to KLA your Journey continues



Context and culture

Topic 1

Samba

Year 9 Topic 3

Cover Versions

What is a Cover Version?

A cover version is a new version of a previously recorded song. Sometimes the 'cover' of a song becomes more famous than the original version!

What makes a good cover version?

When the cover version is adapted and the atist makes it their own.

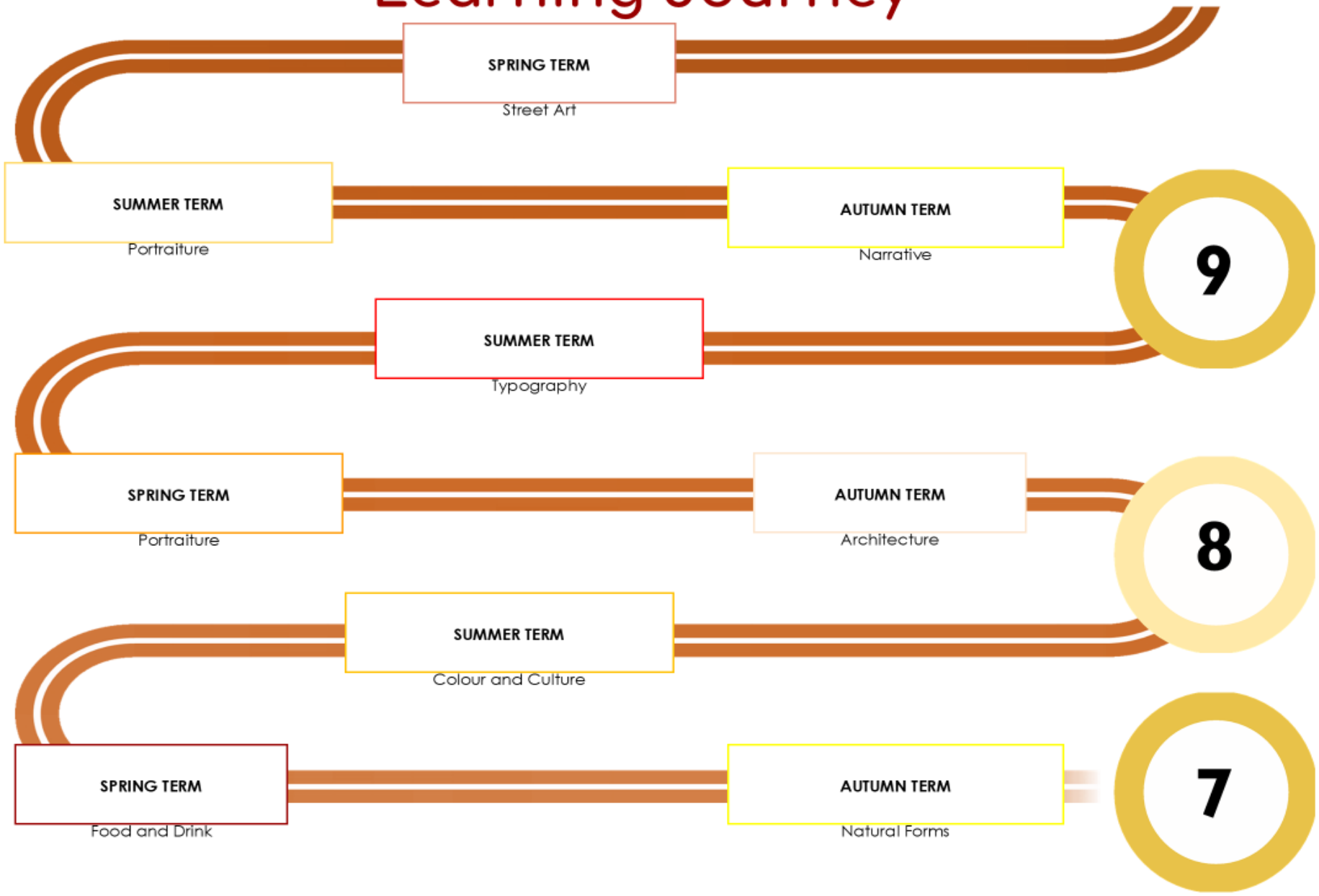
Listen to the following cover versions and describe the difference!

- Feeling Good (Nina Simone – 1965)

- Feeling Good (Muse- 2005)

- Feeling Good (Michael Bublé - 2006)

KS3 Art
Learning Journey



Year 9 Spring/Summer Term Knowledge Organiser

Paula Gibbs

Lucy McLauchlan

British born Lucy McLauchlan makes site-responsive, large scale paintings prints. Drawing inspiration from her immediate environment she allows it to inform and direct what is an intuitive, explorative process. Her monochromatic murals cover houses and multi-stories throughout Europe, gigantic billboards in Guangzhou, gallerias of Japan, buildings in The Gambia, public gardens of London / Rome / Moscow, Italian water towers, Norwegian lighthouse, Detroit parking lot and abandoned NYC subway tunnels.

Fiona Ray

Art Specific Language and Terms			
Layering	Applying paint in stages, starting with lighter base colours and adding darker tones later over the top. Often there can be multiple layers to a painting.	**Mixed Media**	Refers to the use of a combination of materials and techniques by an artist in a piece of art.
Media	Refers to the use of materials and techniques by an artist in a piece of art.	**Research**	The creation of new knowledge and/or the use of existing knowledge in a new and creative way to generate new concepts, methods and gain inspiration.
Street Art	Artwork that is created in a public space, typically without official permission.	**Graffitti**	Writing or drawings scribbled, scratched, or sprayed illicitly on a wall or other surface in a public place.

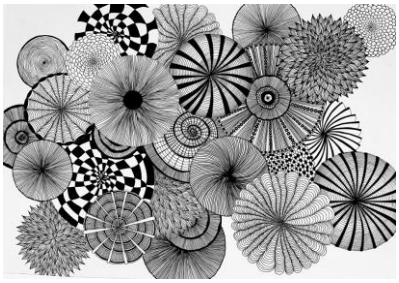
Year 9 Spring/Summer Term Knowledge Organiser

Illustration as a form of art:

An illustration is a drawing, painting or printed work of art which explains or visually represents something or a particular story. Historically, book illustration and magazine/newspaper illustrations have been the predominant forms of this type of visual art, although illustrators have also used their graphic skills in the fields of poster art, advertisements, comic books, animation, greeting cards & cartoon-strips.

Automatic Drawing: A drawing technique developed by surrealists as a way of expressing the subconscious. In automatic drawing, the hand can move randomly and freely across the paper.

Screen printing: a printing technique where a mesh or screen is used to transfer ink onto a surface, except in areas made impermeable to the ink by a blocking stencil.



Art Specific Language and Terms			
Contemporary Art	Contemporary art is the art of today, produced in the second half of the 20th century or in the 21st century.	**Composition**	Where you place objects / imagery on the page or in a space.
Control	How carefully you work with a specific media.	**Illustrator**	A person who draws or creates pictures for magazines, books, advertising, etc.
Extended Drawing	When you are given a starting point for a drawing and then complete the drawing using your own creative imagination.	**Monochromatic**	When something only contains one colour or is black and white.
Doodle	Random, thoughtless drawings on whatever topics happen to be flowing through the artist's' head.	**Murals**	A mural is a painting or illustration applied directly onto a wall, ceiling or other permanent surfaces.