KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

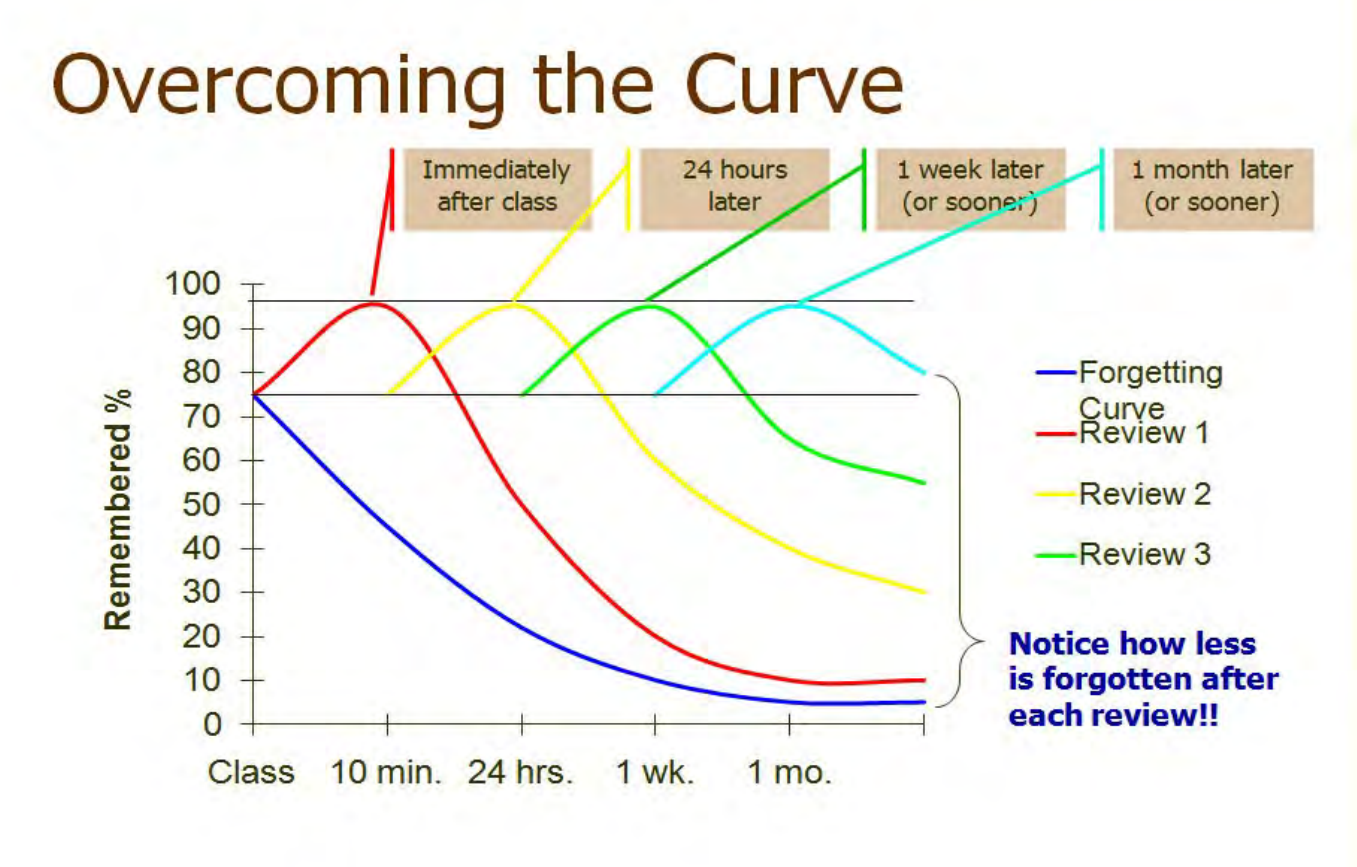
Year 7 Summer Term 3 2022

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. Listed at the back of this booklet are strategies and tips on how your son/daughter can successfully use their Knowledge Organisers.

Subject Contents

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Your Future starts here

Year 7 English

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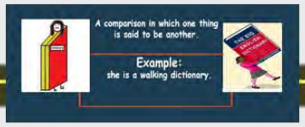
Responding to unseen texts

Writing accurate paragraphs

Writing accurate sentences



Metaphor and the study of poets and their poetry

Term 3

Written response to Shakespeare

Selecting and using evidence from the text

Writing using prepositional phrases and temporal clauses

Life in Elizabethan England and Ancient Athens-relationships

Term 2

A Midsummer Night's Dream- study of Shakespeare

Writing an essay about a novel using topic sentences and quotations

Life in Victorian England- crime and morality

Writing using the past simple tense

Welcome to KLA your Journey starts here

Oliver Twist- study of the novel

Term 1

Year 7 Poetry

Metaphor

Literal language: if something is **literal** it is accurate or precise.

- A **literal** description tells what actually happens.
- Something that is literal reports on events.
- An example would be 'he is lazy'

Metaphor: if something is a **metaphor** it is **not literal**.

- A **metaphor** does **not report on what actually happens.**
- A **metaphor** tells us more about something by bringing ideas together.
- An example would be 'he is a couch potato'

Tenor, vehicle, ground

A **metaphor** has three parts:
The tenor: the thing you want to try and describe to your audience.
The vehicle: The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit.
The ground: the thing the tenor and the vehicle have in common.

Here is an example:
'**Achilles** fought like a **lion**' (both Achilles and the lion are **strong**)
Achilles is the tenor because he is the thing being described. The lion is the vehicle because it is the imaginative idea Achilles is compared to. The ground is that they are both strong because this is what they have in common.

The poems and their key metaphors

	'Fog' – Carl Sandburg, 1878 – 1967 '**The fog** comes on **little cat feet**'	**Both 'the fog' and the 'little cat feet' are grey, delicate and move gently.**
	'November Night' – Adelaide Crapsey, 1878 – 1914 'like **steps of passing ghosts**,/ **The leaves**, frost –crisp'd, break from the trees and fall'	**Both 'the leaves' and 'the steps of passing ghosts' rustle softly.**
	'Dreams' – Langston Hughes, 1902 – 1967 '… **if dreams die/ Life** is a **broken-winged bird/ That cannot fly**'	**Both a life without dreams and 'a broken-winged bird/ That cannot fly' are sad and wasteful.**
	'Sally' – Phoebe Hesketh, 1909 – 2005 '**She** was **a dog-rose** kind of girl:/ Elusive, scattery as **petals**'	**Both Sally and 'a dog-rose' are wild and not traditionally beautiful.**
	'Frogs' – Norman MacCaig, 1910 – 1996 'In mid-leap **they** are/ **parachutists falling/ in a free fall**' '… **their ballet dancer's/ legs**'	**Both frogs and 'parachutists' leap into the air and spread out when they fall. Both frogs and ballet dancers have powerful and elegant legs.**
	'The Eagle' – Alfred, Lord Tennyson, 1809 – 1892 'And like **a thunderbolt he falls**'	**Both the eagle falling and 'a thunderbolt' are fast and dangerous.**
 	'A Case of Murder' – Vernon Scannell, 1922 – 2007 '**The cat**, half-through, was **cracked like a nut**' '… **the wound** of **fear** gaped wide and raw' '… **the huge black cat** pads out' (the cat turns from **tenor** into vehicle for the **boy's fear**)	**Both the cat being slammed in a door frame and a nut being broken make a cracking sound. Both 'fear' and a 'wound' can be painful and can get worse. Both fear and a 'huge black cat' are haunting and can sneak up on you.**

Ancient Tales Knowledge Organiser

Tale	Author	Origin	Morals	Key words	One key connection
The Cheetah's *Whisker*	KP Kojo	Ethiopia and Eritrea	a. There is no shortcut to building relationships. You have to work hard at them. b. Relationships are important. Some you will never forget.	quest love potion enunciation	There is a love potion in this story, just like in A Midsummer Night's Dream. This love potion doesn't cause chaos.
Hansel and Gretel	Adapted by Carol Ann Duffy	Germany	a. Growing up is difficult but rewarding. b. Good will overcome evil. c. A little bit of cunning can save your life.	vulnerable Ingenious/ ingenuity outwit dialogue	The children are vulnerable in this story, just like Oliver Twist. Like Oliver, they are rewarded at the end.
Two Dinners	Trish Cooke	West Africa and the Caribbean	Don't be greedy. If you are greedy, you will end up with nothing.	lovable rogue comeuppance universal	Brer Anansi is a lovable rogue, just like the Artful Dodger. Both receive a comeuppance.
The Giant's *Causeway*	Una Leavy	Ireland	a.Trust your wife to save the day. b.Don't be arrogant. c.A little but of cunning can save your life. d.A big and scary problem can be overcome.	lovable rogue ingenious/ingenuity hand gestures	Bláithín's plan is ingenious, just like Hansel and Gretel's. Bláithín's ingenuity saves her husband's life.
The Wicked King and his Good Son	Madhur Jaffrey	India	a.No mortal can escape death. Trying to do so ends in disaster. b.Don't be arrogant. c.Good will triumph over evil. d.It is never too late to make up for the bad things you have done.	tyrant/tyrannical Holi hand gestures relate universal	King Hiranya Kashyap and Theseus are both rulers. However, they use their power in different ways.
Extracts from *Tales from the Thousand and One Nights*	Translated by NJ Dawood	The Middle East	a.Good will triumph over evil. b.No one is beyond repentance. c.A little bit of cunning can save your life.	tyrant ingenious repentant emphasis	King Shahriyar repents, unlike Bill Sikes in Oliver Twist. Bill Sikes kills Nancy, King Shahriyar pardons Shahrazad.

Notes

Year 7

English

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember
What is a metaphor?
What is the Eagle about?
Where do the ancient tales stories come from?

Apply Your Knowledge
Why is the Eagle described as a thunderbolt?
Explain how a person or pigeon could be described using metaphor.
Explain the moral of one of the stories you have read.

Stretch Your Thinking
Tell me a metaphor about yourself!
Why do you think we learn about stories from other cultures?
Why do stories have morals?

Year 7

English

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I know the difference between literal language and metaphor			
2	I understand how a metaphor has 3 parts to it and can explain them			
3	I know what each poem we have studied is about			
4	I can explain the key metaphors in each poem			
5	I can recount the plots of the Ancient Tales stories			
6	I understand the morals of these stories			

High Flyers - Enrichment Task

Write an animal poem which uses metaphor to describe the animal you choose. Type it up and hand it in to your teacher.

Write a story with a moral.

Think about how many stories– including fables, myths, legends and parables - have a moral. Choose one to explain its plot and its message

Your Future starts here

Year 7 Maths

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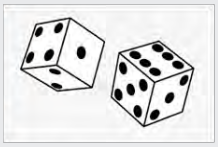
End of Year Exam



Sets & probability

Prime numbers & proof

Developing number sense

Developing geometric reasoning

Term 3

Constructing, measuring & using geometric notation

Addition & subtraction of fractions

Four operations with directed number

Fraction & percentages of amounts

Mid Term Exam

Term 2

Solving problems with multiplication & division

Solving problems with addition & subtraction

$\frac{1}{7} = 0.\overline{142857}$

Fraction, decimal & % equivalence

Place value & ordering integers & decimals

Understand and use Algebraic notation

Equality & equivalence

Welcome to KLA your Journey starts here

Sequences

Term 1

Year 7 Knowledge Organiser Half Term 5

Ideas of the Half Term – Addition and subtraction of fractions, constructing and measuring with geometric notation

A further specific Knowledge Organiser will be given to you at the start of each topic by your teacher.

What do I need to be able to do?

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

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

Keywords

Numerator : the number above the line on a fraction. The top number. Represents how many parts are taken
Denominator: the number below the line on a fraction. The number represent the total number of parts
Equivalent: of equal value
Mixed numbers: a number with an integer and a proper fraction
Improper fractions: a fraction with a bigger numerator than denominator
Substitute: replace a variable with a numerical value
Place value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right

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 angles 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.

Year 7 Knowledge Organiser Half Term 5

Ideas of the Half Term – Developing geometric reasoning

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

Previous Learning Revision Points

Ratios and fractions

For every 3 green counters there are 2 yellow counters

The ratio of green to yellow counters is 3 : 2

The fraction of green counters is:

$\frac{3}{5}$

There are 3 green counters

There are 5 counters overall

The fraction of yellow counters is:

$\frac{2}{5}$

There are 2 yellow counters

The ratio symbol

"For every 2 strawberries I have 4 bananas and 6 berries"

Ratio of strawberries, bananas and berries 2 : 4 : 6

The order of notation follows the order of the parts

□ : □

The colon notation is the symbol for ratio "For every…"

Year 7 Knowledge Organiser Half Term 6

Ideas of the Half Term – Developing number sense and sets and probability

A further specific Knowledge Organiser will be given to you at the start of each topic by your teacher.

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

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 (AND ∩)
Union: two ellipses that join (OR ∪)
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

Year 7 Knowledge Organiser Half Term 6

Ideas of the Half Term – Prime numbers and proof

What do I need to be able to do?

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

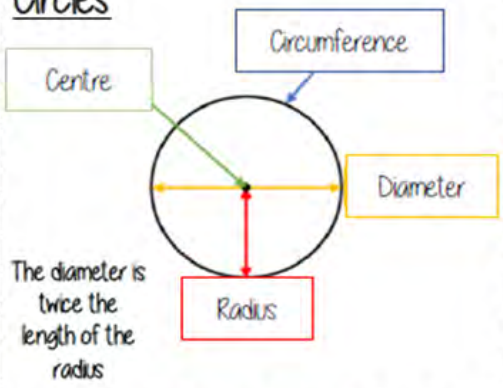
- Find and use multiples
- Identify factors of numbers and expressions
- Recognise and identify prime numbers
- Recognise square and triangular numbers
- Find common factors including HCF
- Find common multiples including LCM

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)

Previous Learning Revision Points

Circles



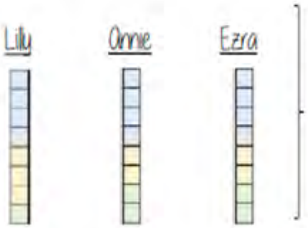
The diameter is twice the length of the radius

The mean

Mean – a measure of average. It gives an idea of the central value

Lilly, Annie and Ezra have the following cubes

Finding the mean amount is the average amount each person would have if shared out equally



The mean number of blocks would be 8 each

The information is redistributed equally across all groups

Notes

Year 7

Maths

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Constructing and measuring
How many points do you need to define a straight line? How many points do you need to define a polygon?

Geometric reasoning
What is the sum of anfles at a point? How many right angles fit around a point? How does 180º compare to the sum of angles at a point?

Developing number sense
How can you check answers o subtraction problems using addition?

Sets and probability
What makes a group of objects a set? Do sets just have to be numerical?

Prime numbers and proof
Explain the difference between a factor of a number and a multiple of a number Can a number be botha factor and a multiple?

Year 7

Maths

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Constructing and measuring			
2	Geometric reasoning			
3	Developing number sense			
4	Sets and Probability			
5	Prime numbers and proof			

High Flyers - Enrichment Task

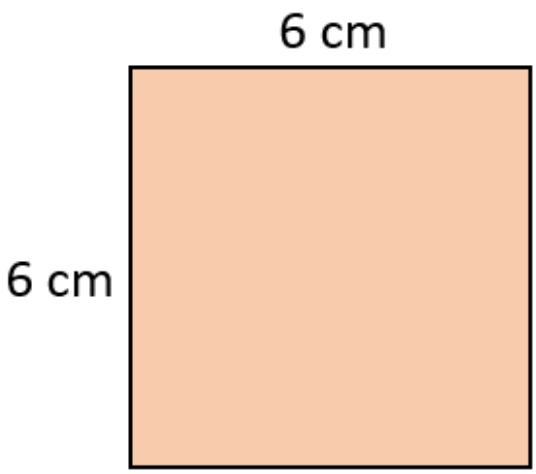
Ali works out the perimeter and area of this square.

Perimeter = 24 cm

Area = 36 cm^2

He thinks "The perimeter of a square can never be equal to its area".

Do you agree? Justify your answer.



Science

Year 7

Year 8

KING'S LYNN ACADEMY

Term 6

Physics
Electrical Circuits

Biology
Reproduction

Term 5

Experimental Science
Standard Procedures

Physics
Forces

Term 4

Chemistry
Changing Substances

Biology
Interdependence

Term 3

Experimental Science
Standard Procedures

Physics
Energy

Term 2

Chemistry
Substances and Particles

Biology
Cells

Term 1

Welcome to KLA your Journey starts here

Interdependence: Big ideas

Ecosystems

What expert understanding do we want after 5 years?

Species are interdependent
Big idea

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

How does the unit develop this?

Feeding relationships
Key Concept

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

Sub-concepts

Food chain, ecosystem, population, producer, consumer

Facts

- Predators catch and eat prey

Competition
Key Concept

Competition between organisms occurs when resources are limited

Sub-concepts

Resources

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

Electric circuits: Big ideas

Energy

What expert understanding do we want after 5 years?

Electricity transfers energy
Big idea

Energy can be transferred from place to pace 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

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

Notes

Reproduction: Big ideas

Genes

What expert understanding do we want after 5 years?

Characteristics are inherited
Big idea

All cells contain genetic material, in the form of DNA in chromosomes. Genes are specific regions that contain the instructions that code for characteristics. Organisms reproduce, transferring their genetic material to their offspring. In sexual reproduction fertilisation produces genetic variation in the offspring. Asexual reproduction forms genetically identical offspring.

How does the unit develop this?

Sexual & asexual
Key Concept

Reproduction involves mixing genetic material from two parents, or copying cells from one parent

Sub-concepts

Fertilisation

Facts

- Sperm, eggs, pollen and ovules are gametes
- Female organs: ovary, fallopian tube (oviduct), uterus (womb), vagina
- Male organs: testes, penis

Menstrual cycle
Key Concept

The menstrual cycle prepares the female body for fertilisation and development of the embryo

Sub-concepts

Ovulation, menstruation, embryo

Facts

- The menstrual cycle lasts around 28 days

Embryo development
Key Concept

Embryo development happens in the uterus. The embryo needs substances from the mother to grow

Sub-concepts

Placenta, amniotic fluid, umbilical cord

Facts

- When all the organs have developed, the embryo is known as a foetus

Know the facts		Key words	
1	The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm.	1	**Gamete:** The male gamete (sex cell) in animals is a sperm, the female an egg.
2.	The developing foetus relies on the mother to provide it with oxygen and nutrients via the placenta and umbilical cord; to remove waste and protect it against harmful substances.	2	**Fertilisation** The process where the nucleus of a sperm cell joins with the nucleus of an egg cell.
3	The menstrual cycle lasts approximately 28 days.	3	**Ovary:** Organ which contains eggs.
4	Oxygen, glucose, antibodies pass to the foetus and carbon dioxide and urea pass to the mother in the umbilical cord.	4	**Testes:** Organs where sperm are produced.
5	Low fertility in males may be caused by low sperm count and/or poor motility of the sperm.	5	**Oviduct, or fallopian tube:** Carries an egg from the ovary to the uterus and is where fertilisation occurs.
6	Alcohol passes from the mother's blood to the baby through the placenta.	6	**Uterus, or womb:** Where a baby develops in a pregnant woman.
7	Chemicals from cigarettes and drugs from the mother's blood can pass to the baby through the placenta.	7	**Menstruation:** Loss of the lining of the uterus during the menstrual cycle
8	Contraception describes ways in which an egg and sperm are prevented from fusing.	8	**Reproductive system:** All the male and female organs involved in reproduction.
9	Fertility treatments can be used to increase the chance of fertilisation and implantation.	9	**Penis:** Organ which carries sperm out of the male's body.
10	Ovulation is when the egg is released during the menstrual cycle, around day 14.	10	**Vagina:** Where the penis enters the female's body and sperm is received.
11	Implantation is the process where an embryo attaches to the lining of the uterus	11	**Foetus:** The developing baby during pregnancy.
12	sperm duct carries sperm from the testes to the penis	12	**Placenta:** Organ that provides the foetus with oxygen and nutrients and removes waste substances.
13	Gestation is the time it takes for a baby to develop in the uterus (40 weeks).	13	**Amniotic fluid:** Liquid that surrounds and protects the foetus.
14	puberty is the physical changes that take place during adolescence	14	**Umbilical cord:** Connects the foetus to the placenta.
15	Gametes are reproductive cells. The male gamete is a sperm cell and the female gamete is an egg cell.	15	**Ovulation:** The release of an egg from an ovary

Year 7

Science
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Biology
How do food webs link together several food chains and show how energy is transferred between organisms?
Why are there different methods of reproduction? What are the advantages and disadvantages of each method?
What changes take place during the development of the embryo? Why do these changes happen?

Chemistry
What are the key differences between a physical and chemical change?
What is the difference between an acid and an alkali? How can we tell them apart?
When an acid and an alkali react, what substance do they make? Can we predict and name these substances?

Physics
What happens when the resultant force on an object is zero?
How does a scientist explain an electric current?
What does a scientist mean by resistance?

Year 7

Science

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Food webs link together several food chains and show how energy is transferred between organisms			
2	Reproduction involves mixing genetic material from two parents, or copying cells from one parent			
3	The menstrual cycle prepares the female body for fertilisation and development of the embryo			
4	Embryo development happens in the uterus. The embryo needs substances from the mother to grow			
5	In a chemical change a new substance is formed.			
6	Neutralisation is a chemical change when acid and alkaline substance react to produce neutral substances.			
7	When the net force on an object is zero, it is in equilibrium and its motion is constant			
8	Density is a material property which describes the mass of a specific volume of the matter			
9	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.			
10	Components with resistance transfer energy to surroundings by heating.			

High Flyers - Enrichment Task

Use of a model to explain the relationships between predators and prey in a food chain and food web.

Safe use of chemicals to carry out and observe chemical reactions

Safe use of appropriate apparatus in a range of contexts to measure mass, volume, force and calculate density changes

Geography

Year 7

Year 8

KING'S LYNN ACADEMY

Half Term 1
Unit 1: People and Wealth

Welcome to KLA. Your journey starts here.

World Population

Geographical skills

Half Term 2
Unit 2: Plate Tectonics

Social Challenges

Our unequal world

Economic Development

Urbanisation

The UK

Megacities

Half Term 3
Unit 3: Weather, Climate and Ice

Economic Challenges

Environmental Challenges

Opportunities in the UK

Slums

Half Term 4

World of extremes

Our underwater world

Plate movements

Volcano formation

Half Term 5

Volcanic hazards

Eruption of Volcanoes

Causes of Earthquakes

Danger of Earthquakes

Preparation for tectonic hazards

Half Term 6

Weather and Climate

Rainfall

Weather at the equator

Forecasting

British weather

Money!

Industrial sectors

British manufacturing

Geography Knowledge Organiser
Term 5: Weather and Climate

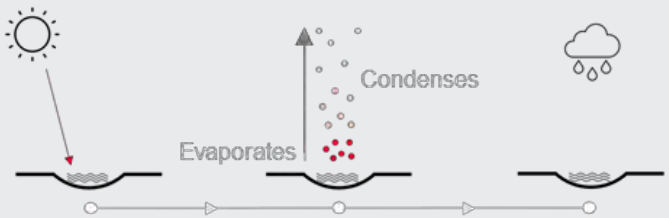
Have you ever wondered what causes rain? Or why England gets torrential rain one day and glorious sunshine the next? Why does it rain at the equator? How about the wind; what causes blustery autumn days and why does it always blow in that direction?

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.

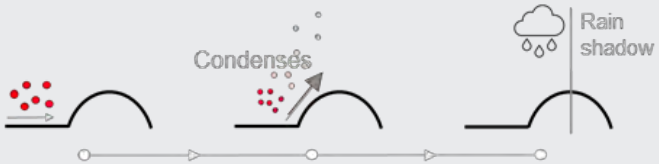
Convectional rainfall

Mainly occurs at low latitudes



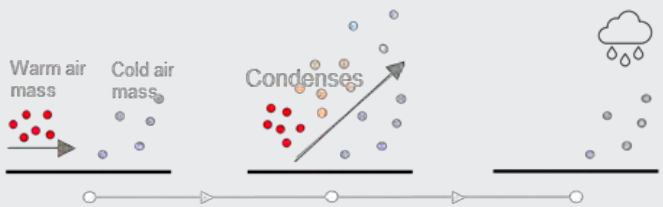
Relief rainfall

Occurs in upland areas

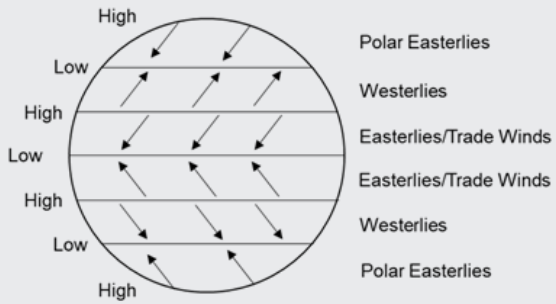


Frontal rainfall

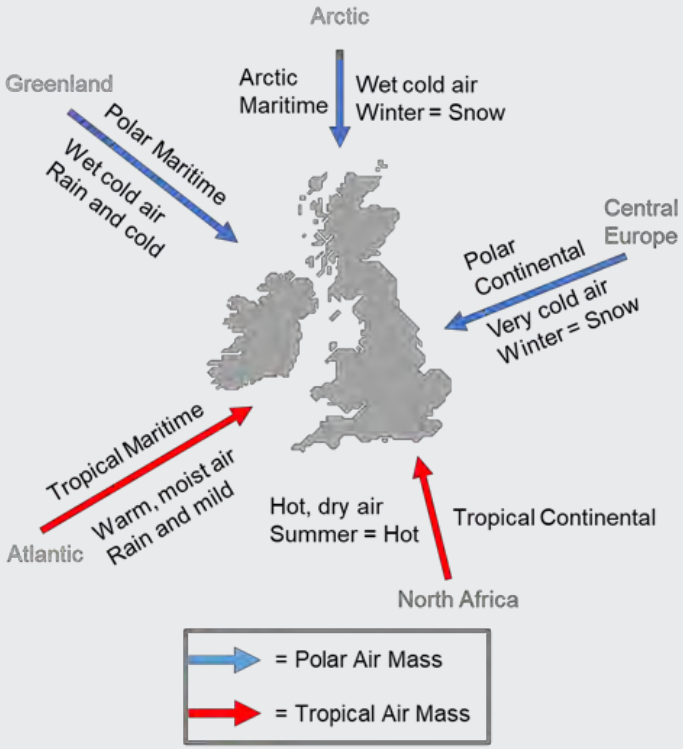
Occurs when two different air masses meet



Global prevailing winds



Air masses that influence British weather



Geography Knowledge Organiser
Term 6: Geographies of Economic Activity

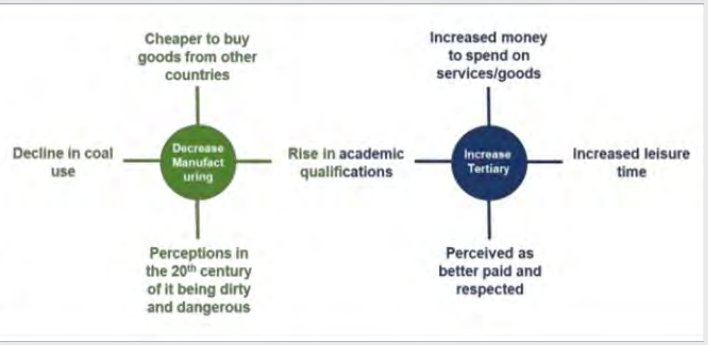
Have you ever wondered what money actually is and where it originated from? What about earning money, what are the different types of jobs and does the location of a place influence the type of work round there? How about lockdown, is the home somewhere where you could work?

Keywords

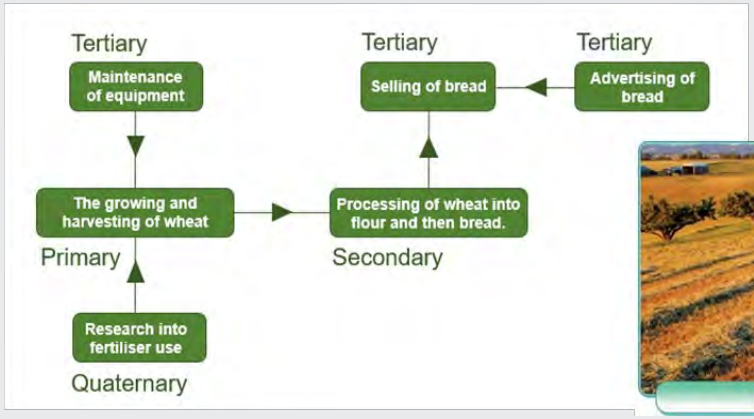
Currency	Money is an example of currency. Currency is used to buy goods and services.
Primary sector	Economic activity that involves the removal of natural resources.
Secondary sector	Economic activity that involves the processing of the natural resources removed in the Primary sector.
Tertiary sector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

Industrial sectors

Changes in UK's Manufacturing and Tertiary Sectors



Interconnecting the industrial sectors (bread)



Arable vs pastoral farming

Arable farming

Pastoral farming

Notes

Year 7

Geography
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Explain why the UK has such varied weather.
What effect do the individual air masses have on our weather?
How does our distance from the equator affect aspects of our weather?
What type of rain do we mostly get in the UK?

Explain how the landscape and topography affect agriculture.
What are the 2 types of farming? Can you give examples?
What crops are more suitable to be grown on flatter land?
Where does pastoral farming usually occur? Why?

How has Britain's economy changed over time?
How has the proportion of workers in different sectors changed over time?
What are the different characteristics of each sector?
Why have our manufacturing industries declined in the UK?

Year 7

Geography
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I can explain the difference between weather and climate.			
2	I understand why different types of clouds form.			
3	I can describe the 3 types of rainfall.			
4	I know why the equator is hotter than the poles.			
5	I know how different air masses influence the UK's weather.			
6	I can describe the 4 industrial sectors.			
7	I can make links between different industrial sectors.			
8	I can explain how landscapes influence different types of agriculture.			
9	I can describe how British manufacturing has changed over time.			
10	I know the impacts universities have on jobs in urban areas.			

High Flyers - Enrichment Task

Research task:

"The British weather is becoming more extreme". Find evidence to support or refute this statement.

Research statistics and reasons for why the car manufacturing industry has declined in the UK. Write this up in the form of a short report.

History

410 - 1553

Year 7

Year 8

KING'S LYNN ACADEMY

Henry VIII and Edward VI

Half Term 6

The English Reformation

Henry's 'Great Matter'

The Reformation

The War of the Roses

Yorkist Rule

The Battle of Bosworth Field

The young Henry VIII

Half Term 5

The Peasants' Revolt

The Black Death

The Crusades

Medieval Queens

Edward I 1272-1307

Henry V 1413-1422

Half Term 4

King John 1199-1216

Henry II 1154-1189

Crime and Punishment

The Medieval Castle

The Medieval Knight

The Medieval Church

Half Term 3

The Medieval Village

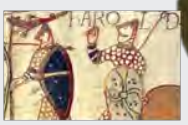
The Norman Monarchs

The Norman Conquest

The Feudal System

Half Term 2

The Battle of Hastings



Saxon, Norman or Viking?

The Anglo-Saxons Golden Age

Anglo-Saxons Rule

The Vikings

Alfred the Great

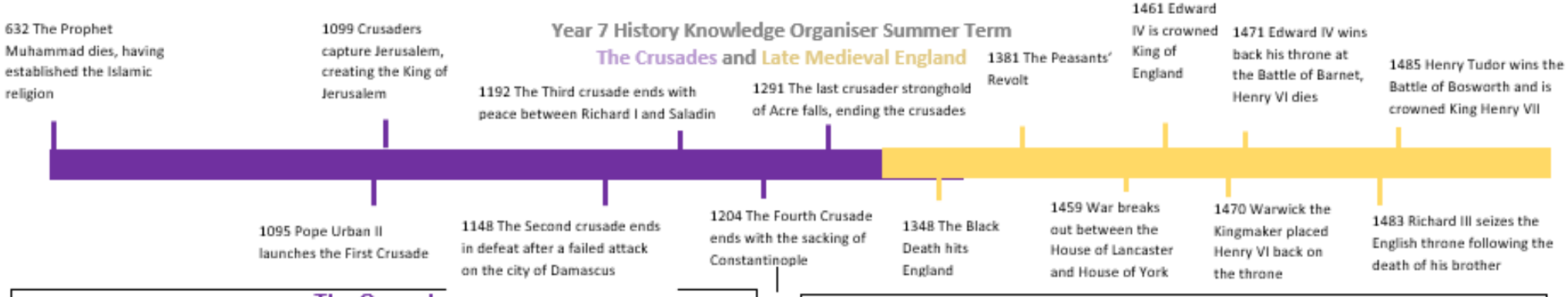
Half Term 1

Welcome to KLA. Your journey starts here.

The Anglo-Saxons

Year 7 History Knowledge Organiser Summer Term

The Crusades and Late Medieval England



The Crusades

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

Late Medieval England

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

Year 7

History

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember
What do the following terms mean? Use it in a sentence related to the relevant. topic. Anti-Semitism, miasma, crusade, yeoman, dynasty
Put these events into Chronological order. Can you add the dates they happened? Battle of Bosworth Field, First Crusade, Battle of Towton, Sacking of Constantinople
Say why these people are significant in the topics that have been studied. The Profit Muhammed, Richard I vs Saladin, Margaret Beaufort, Warwick

Apply your knowledge
Explain what was important the Crusades.
Write an account showing the conflict in the War of the Roses.
In what ways did individuals attempt to explain and treat the Black Death.

Stretch your thinking
Life between 400 and 1485 for ordinary people was extremely difficult. However, which period was most challenging for everyday life? • Anglo– Saxons • Early Medieval (including the Normans) • Late Medieval

Year 7

History

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	The Islamic World			
2	The First Crusade			
3	Crusader states			
4	Life as a Crusader knight			
5	The end of the Crusades			
6	The Black Death			
7	The Peasants' Revolt			
8	The War of the Roses			
9	Yorkist Rule			
10	The Battle of Bosworth Field			

High Flyers - Enrichment Task

Read through the article detailing five theories about who killed the Princes in the Tower. Create a report detailing who you think was responsible for their deaths, remember to use evidence to support your argument!

To access the reading you will need to go to the following location on the school network: U:\High Flyer Tasks\History\Year 7.

The U drive is the KLA Student Share drive.

French

Year 7

Welcome to KLA your Journey starts here

Term 1

Introducing phonics

Term 2

Learning A-Z

Key verb *avoir*

Pets and family

Term 3

Talking about people's appearance and personality

Numbers 1-100

Key verbs *être*

Term 4

Introducing opinions

Telling the time

Days of the week

Talking about school life

Term 5

Regular present tense verbs

Sports and hobbies

Using two tenses

Term 6

Some important irregular verbs

Future tense

KING'S LYNN ACADEMY

Year 8

Year 7 French Half Term 5

Useful high frequency language

Sports and hobbies

au basket	basketball
au billard	snooker
au foot(ball)	football
au hockey	hockey
au rugby	rugby
au tennis	tennis
au tennis de table	table tennis
au volleyball	volleyball
du judo	judo
du parkour	parkour
du patin à glace	ice skating
du roller	roller skating
du skate	skateboarding
du vélo	cycling
de la danse	dance
la gymnastique	gymnastics
de la natation	swimming
de l'equitation	horse riding
des promenades	walking

Time markers

quelquefois	sometimes
souvent	often
tous les jours	everyday
tous les soirs	every evening
tout le temps	all the time
de temps en temps	from time to time
une fois par semaine	once a week
deux fois par semaine	twice a week

Opinions

J'adore	I love
J'aime	I like
J'aime assez	I quite like
Je n'aime pas	I don't like
Je déteste	I hate
Je trouve que	I find that
À mon avis	In my opinion

Weather phrases

en été	*in summer*
en hiver	*in winter*
quand il fait beau	*when it's good weather*
quand il fait chaud	*when it's hot*
quand il pleut	*when it rains*
quand il fait froid	*when it's cold*

Useful verbs

jouer	to play
faire	to do
aller	to go
écouter	to listen
traîner	to hang out
parler	to talk
regarder	to watch
manger	to eat

On the computer

Je joue	I play (games)
Je regarde des clips vidéo	I watch videos
Je télécharge de la musique	I download music
J'envoie des SMS	I send messages
Je parle avec mes amis	I talk with friends
J'envoie des e-mails	I send emails
Je surfe sur internet	I surf the internet

Qualifiers

très	very
assez	quite
un peu	a little
beaucoup	lots

Year 7 French Half Term 6

Holiday destinations

en France	*to France*
en Espagne	*to Spain*
en Grèce	*to Greece*
en Italie	*to Italy*
aux États-Unis	*to the USA*
au Portugal	*to Portugal*
à la mer	*to the seaside*
à la montagne	*to the mountains*
à la campagne	*to the countryside*

Holiday activities

aller à la pêche	*go fishing*
danser	*dance*
faire de l'accrobranche	*do treetop adventures*
faire du karaoké	*do karaoke*
faire de la voile	*go sailing*
faire de la planche à voile	*go wind-surfing*
nager dans la mer	*swim in the sea*
rester au lit	*stay in bed*
retrouver mes amis	*get together with my mates*

Grammar

Future tense

Made with part of the verb *aller* and an infinitive at the end of the sentence.

Je vais = I will/am going to
tu vas = you will/are going to
il/elle/on va = he/she/one will/is going to
nous allons = we will / are going to
vous allez = you (pl) will/are going to
ils/elles = they will / are going to

Examples

je vais jouer au foot = I will play football / I am going to play football.
nous allons aller au parc = We will go to the park / We are going to go to the Park.
il va danser = He will dance / He is going to dance

Key verbs

aller	to go
faire	to do
jouer	to play
visiter	to visit
rester	to stay
nager	to swim
boire	to drink
manger	to eat
retrouver	to meet

Time expressions

demain	tomorrow
la semaine prochaine	next week
l'année prochaine	next year
normalement	normally
tous les ans	every year

Essentials

The word 'to' in French needs to change depending on what follows it:

à = to (a town/city)
en = to (a feminine country – they usually end in an 'e')
au = to (a masculine country)
aux = to (a plural country)

Notes

Year 7

French

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

*
How do you use *er* verbs in the present tense in French?
Write three sentences about things you like in French.
Give an example of a French sentence where *faire* translates as *to make.*

+
Put the verb in brackets into the sentence with the correct ending. 1. Je (aimer) mon vélo. 2. Il (aimer) la voiture. 3. Je (detester) l'école. 4. Elle (parler) le français.
Write out the verb *faire* in French.

=
What is the odd one out? 1. La solution / la semaine / le moment 2. L'école / la maison / l'uniforme 3. chaque / passer / parler
Match the French and English Je fais — She does / makes Tu fais — I do / make Il fait — You do / make Elle fait — h e does / makes

Year 7

French

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST—Half Term 5	R	A	G
1	I know the key vocabulary for Term 1.2. week 2			
2	I know the verb *faire* in the first, second and third person singular.			
3	I know the first, second and third person singular endings for regular verbs ending in *er.*			
4	I know the key vocabulary for Term 1.2 week 3			
5	I can use the verb *aimer* with an infinitive to say what I like.			
6	I know the key vocabulary for Term 1.2 week 4.			
7	I know how to use *à* to mean *at* or *to*			

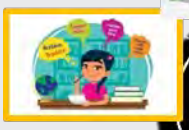
	KNOWLEDGE CHECKLIST—Half Term 5	R	A	G
1	I know the key vocabulary for Term 1.2. week 5			
2	I know the endings for regular *er* verbs in the 1st, 2nd and 3rd person plural.			
3	I know the key vocabulary for Term 1.2 week 6.			
4	I know the key vocabulary for Term 1.2. week 7			
5	I can use *il y a* to mean *there is* or *there are.*			
6	I know the key vocabulary for Term 2.1 week 1.			
7	I know the key vocabulary for term 2.1 week 2.			
8	I can recall all parts of the verb être.			
9	I know how to make nouns plural.			

German

Year 7

Year 8

KING'S LYNN ACADEMY



Term 6

Future tense with werden

Modal verb: durfen

Use of prepositions with the dative

Learn about word order *V2I rule*

Term 5

Use *weil* to explain opinions

Modal verb: mogen

Term 4

Using time expressions

Give and expand opinions

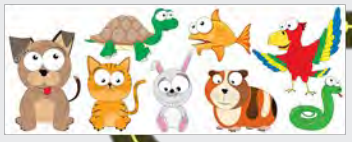
Key irregular verbs: fahren,sehen, lesen

Present tense: regular verbs

Term 3

Modal verb: konnen

Term 2



Key verbs: haben, sein, wohnen

Welcome to KLA your Journey starts here

Term 1

Numbers 1-100

Develop awareness of phonics

Year 7 German Term 3

Useful high frequency language

School subjects

Deutsch	German
Englisch	English
Französisch	French
Religion	RE
Informatik	ICT
Mathe	maths
Naturwissenschaften	science
Technik	DT
Kunst	art
Musik	music
Theater	drama
Erdkunde	geography
Geschichte	history
Sport	PE

lernen = to learn

In die Schule	In the School
der Stuhl	The chair
der Tisch	The table
der Computer	The computer
der Korridor	The corridor
die Wand	The wall
die Tür	The door
das Fenster	The window
das Whiteboard	The Whiteboard
das Klassenzimmer	The classroom
Der Schulhof	The playground
Die Kantine	The canteen
Die Sporthalle	The sports hall
Die Bibliothek	The library

Days of the week

Montag - Monday
Dienstag – Tuesday
Mittwoch - Wednesday
Donnerstag - Thursday
Freitag - Friday
Samstag – Saturday
Sonntag – Sunday
Mein Lieblingstag – my favourite day

Telling the time

Es ist = it is
um = at
wann = when

Examples
um sieben Uhr = at 7:00
um acht Uhr = at 8:00
um acht Uhr zehn = at 8:10
um acht Uhr dreissig = at 8:30

Wann hast du Deutsch? = when do you have German?
in der ersten/zweiten/dritten/vierten Stunde = in the 1st/2nd/3rd/4th lesson

Opinions

Ich mag	I like
Ich mag nicht	I don't like
Ich liebe	I love
Ich hasse	I hate
ich finde	I find

Adjectives

gut	good
schlecht	bad
interessant	interesting
(stink)langweilig	(deadly)boring
einfach	easy
nützlich	useful
faszinierend	fascinating
supercool	super cool
schwierig	difficult
toll	great
furchtbar	awful
nervig	annoying
nutzlos	useless

Qualifiers

nicht	not
sehr	very
ziemlich	quite
ein bisschen	a bit

Word order

The verb in a German sentence is always the second idea in the sentence (V2I= Verb 2nd Idea)
Ich **spiele** Fußball = I **play** football Am Montag **spiele** ich Fußball = on Monday I **play** football

Year 7 German Term 3

Grammar

Prepositions

Tell you the position of something.

auf	on (top of)
neben	next to
hinter	behind
in	in
zwischen	between
vor	in front of

The dative case

Some **prepositions** cause the word for "**the**" to change.

	masculine	feminine	neutral
"normal" *the*	der	die	das
the after preposition	dem	der	dem

e.g.
Der Tisch ist braun = **The** table is green.
BUT
Das Buch ist auf **dem** Tisch = The book is on **the** table.

Future tense

Made with part of the verb *werden* and an infinitive at the end of the sentence.

Ich werde = I will/am going to
Du wirst = you will/are going to
er/sie/man wird = he/she/one will/is going to
wir werden = we will / are going to
sie werden = they will / are going to

Examples

Ich werde Fußball spielen = I will play football / I am going to play football.
Wir werden in den Park gehen = We will go to the park / We are going to go to the Park.
Er wird tanzen = He will dance / He is going to dance

Modal verb *dürfen*

dürfen = to be allowed to
Ich darf = I am allowed to
Du darfst = you are allowed to
er / sie / man darf = he /she/one is allowed to
wir dürfen = we are allowed to
sie dürfen = they are allowed to

Key verbs

tragen	to wear
gehen	to go
essen	to eat
trinken	to drink
laufen	to run
machen	to do
sitzen	to sit
mobben	to bully
spielen	to play
sagen	to say

Future tense time expressions

morgen	tomorrow
nächste Woche	next week
nächstes Jahr	next year
in zwei Wochen	in two weeks
am Wochenende	at the weekend

Notes

Year 7

German

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

*
Can you give and explain your opinion of these 5 subjects in German? Geography, History, German, Music, Technology
Can you translate these into German using correct word order? I have maths on Tuesday at 10 O'clock. On Wednesday at 11 O'clock I have PE. On Thursday I have English at 11:45.

+
Can you name 14 subjects in German?
Can you describe 3 of your teachers in German?
Can you say these times in German? 12:15, 8:45, 5:20, 6:40, 11:30, 6:30

=
Can you name 6 school subjects in German?
Can you give your opinion of these 5 subjects in German? Maths, English, Science, Art, PE
Can you say these times in German? 08:00, 09:00, 10:00, 12:00, 09:15, 10:15

Year 7

German

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I can name school subjects			
2	I can give opinions of school subjects			
3	I can use ***weil*** with correct word order to explain my opinions			
4	I can say what time it is			
5	I can say when I have a particular lesson			
6	I can describe my teachers using adjectives			

PE 7-11

Careers in PE:
PE Teacher/ Coach/ Physiotherapist/ Manager/ Sports Designer/ Sports Journalist/ Sports Commentator.

KING'S LYNN ACADEMY

FINISH

Year 11

1. Types of media
2. Positive and Negative impacts on the media to the world of sport
3 & 4. Health body and Healthy mind
5. Leadership styles
6. Planning & Leading an activity session.

Year 10

1. User groups/ Influences
2. Drugs in sport/ Ethics
3. Olympic and Paralympic Values
4. Leadership qualities & Responsibilities
5. Effects of exercise on the muscles
6. Effects of exercise on the Cardio-Respiratory System

Year 9

1. Ethics in sport
2. Risks & Hazard/ Injury
3. Principles of training – SPORR & FITT
4. Sedentary lifestyle
5. Functions of the skeletal system
6. Muscle movement

Year 8

1. Lifestyle factors
2. 5 stages of a warm-up
3. Components of fitness & Fitness testing
4. Components of diet
5. Location of the major bones in the body
6. Location of the major muscles in the body

Year 7

1. Reasons why people take part in sport – Physical, mental and Social.
2. Benefits of a warm-up and cool-down
3. Diet and nutrition
4. Components of fitness

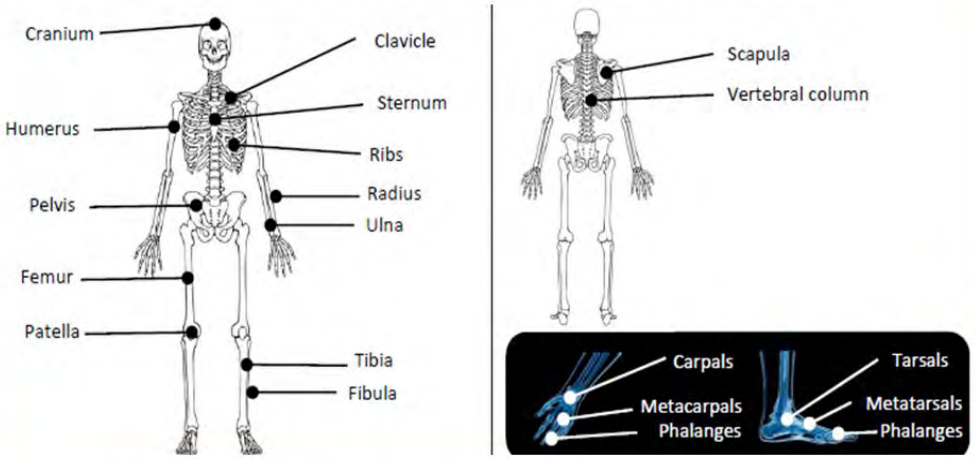
START

Welcome to PE

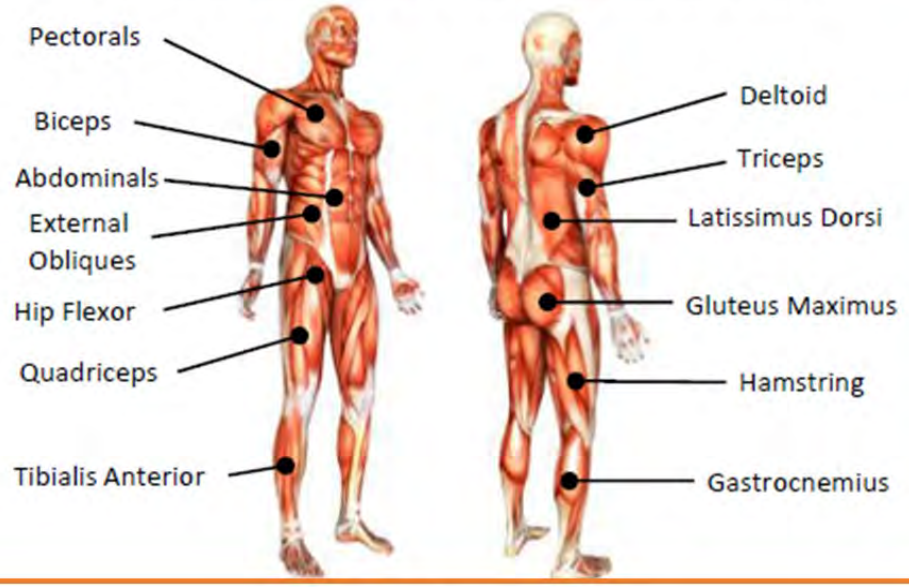
Functions of the Skeleton

- **Shape and Support** – posture
- **Movement** - muscle attachment & joint movement
- **Protection** of vital organs
- **Production** – platelets, red and white blood cells
- **Storage** - of minerals (calcium, phosphorus, iron, potassium)

Structure of the Skeletal System



Structure of the Muscular System



Joint Movements

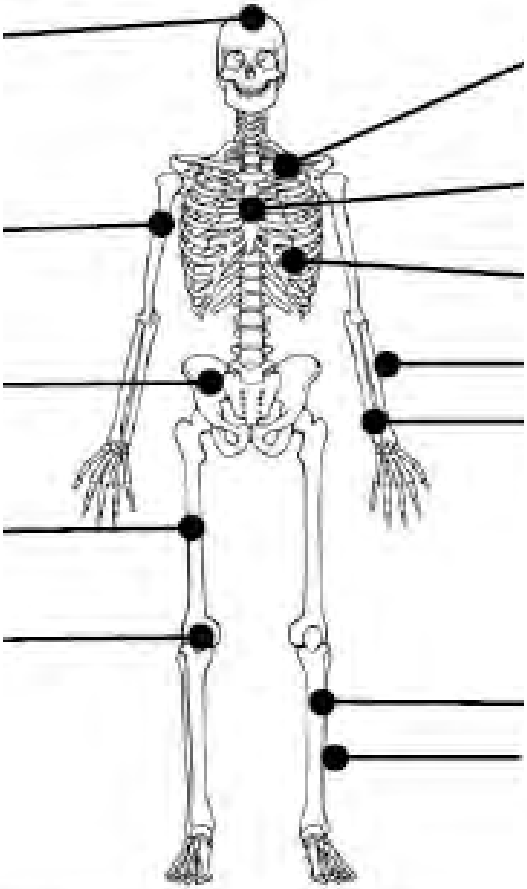
Flexion	Adduction	Rotation
Decreasing the angle at a joint (bending)	Limbs moving towards the midline of the body.	A twisting/turning action around a joint.
Extension	**Abduction**	**Circumduction**
Increasing the angle at a joint (straightening)	Limbs moving away from the midline of the body.	A combination of flexion, extension, adduction & abduction.

Year 7

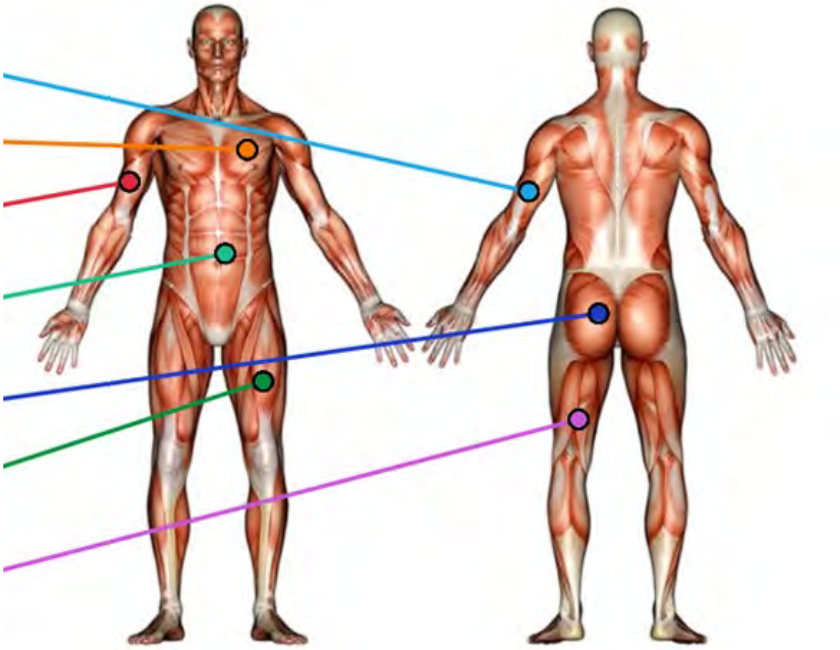
Physical Education

Knowledge Questions

Label the missing bones



Label the missing muscles



Apply it
Name the lower body muscles used in a sprint race
What type of movement occurs at the knee during a sprint race
Which muscles are important during a javelin throw

Year 7

Physical Education
Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Five functions of the skeletal system: ♦ Shape & Support ♦ Protection ♦ Movement ♦ Blood production ♦ Mineral storage			
2	Location of the major bones in the body: Cranium, scapular, clavicle, sternum, ribs, humerus, radius, ulna, metacarpals, carpals, phalanges, pelvis, femur, tibia, fibula, tarsals, metatarsals, phalanges.			
3	Location of the major muscles in the body: Bicep, triceps, deltoid, pectorals, trapezius, latissimus dorsi, gluteal, hamstring, quadriceps, gastrocnemius.			
4	Joint movement: Flexion, extension, abduction, adduction, rotation & Circum-duction			

High Flyers - Enrichment Task

Name 3 functions of the skeletal system for a cricket player.

Technology

Year 7

Year 8

KING'S LYNN ACADEMY

Topic Test

Reflect and evaluate on the outcome

Using liquid solvent cement to glue acrylic pieces to create wearable acrylic product

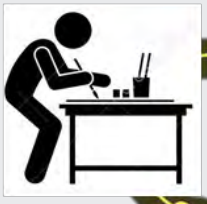
Quality Control (QC)

Cutting design on CO2 Laser cutter

Creating wearable acrylic product on 2D Design.

CAD/CAM Computer Aided Design Drawing.

Brainstorm ideas, design drawing and design development



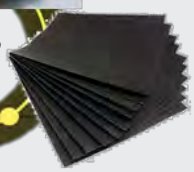
Moodboard creation and investigating existing products to gain ideas

Using workshop tools and equipment to create a smiley face from acrylic. A test piece to help practise with the tools and equipment

Learning acrylic finishing tips and process

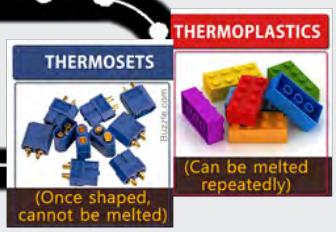
Learning about the design cycle

Using workshop tools and equipment; coping saw, file, wet & dry abrasive paper, buffing wheel.



Looking at how plastic affects our environment and how we can prevent it & help our Earth

Research material properties of Thermoplastics and thermosetting plastics.



Learning about different materials and tools used in this project

Health and safety

Welcome to KLA your Journey starts here

Wearable Acrylic Project

YEAR 7 TECH

WEARABLE ACRYLIC

Learners must be able to:

- Develop, plan, and communicate ideas
- Work with tools, equipment, materials, and components to make quality Products
- Know and understand materials and components
- Evaluate processes and products

Designer Inspiration

Using research to get inspired by existing designers who produce wearable acrylic products. Large focus being on a small company called 'I am Acrylic' who produce beautiful handmade designs. You will be using CAD and a laser cutter to produce your final designs.

THE DESIGN CYCLE

Investigate: Research; Existing product; Materials and equipment; Design Brief

Design: Design Ideas; Draw, annotate explain

Develop: Choose most successful design.; Test ideas; Modify and make changes

Create: Manufacture/to make; Measurements; Step by step; Equipment and materials

Evaluate: Reflect back to Design Brief; WWW EBI; Time management

Key Words

1. Design
2. Acrylic
3. Abrasive
4. Annotation
5. Sustainability
6. Measurements
7. Laser Cutter
8 Accuracy
9. Recycle
10. Properties
11. Investigate
12. Belt Sander
13. Environmental
14. 2D Design
15. *CAM*-Computer Aided Manufacture
16. *CAD*-Computer Aided Design
17. Scroll Saw
18. One Off Design
19. Thermoset
20. Test piece
21. Buffing machine
22. Thermoplastic

Reading List

- Basic technical drawing by McGraw-Hill Education
- CGP Design and Technology Revision guide and workbook
- D&T app for smartphones
- www.bbcbitesize.co.uk

CAD/CAM

2D DESIGN

Test and Revise Key Words

THERMOPLASTICS AND THERMOSETS

Thermosetting Plastics

- Consist of polymer chains with strong bonds between each chain
- Initially set by heat
- Cannot be reshaped once set
- Strong and durable
- Common in powder or resin forms

Thermoplastics

- Formed by heat
- Made of long **polymer chains**
- Soften when heated
- Mostly recyclable
- Can be reheated and reshaped

YEAR 7 TECH

HOMEWORK

TASK: To learn about the different tools and materials.
Your task is to learn the tool and equipment names and be able to recall from memory their names.

Belt Sander

Engineer's File

Pillar Drill

Tech Oven

Hegner Scroll Saw

Metal Vice

Wet & Dry paper

Laser Cutter

Buffing and Polishing machine

YEAR 7 TECH

HOMEWORK

TASK:
Your task is to research the uses of the tools and equipment.

What are they used for?

TOOL/EQUIPMENT NAME	USE? What does it do?
BELT SANDER	
ENGINEER'S FILE	
PILLAR DRILL	
TECH OVEN	
HEGNER SCROLL SAW	
METAL VICE	
WET & DRY PAPER	
SAFETY GLASSES	
BUFFING AND POLISHING MACHINE	
LASER CUTTER	

Year 7

Design and Technology
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
Name two tools that can be used to create a curve in plastic.
How can the material be made smooth to the touch?
Put these tools in order of use - File, wet and dry paper, buffing wheel, coping saw.

+
Name two properties of acrylic.
Where does plastic come from?
Explain -how we can test the properties of a Thermoplastic.

*
Why do we create a mood board?
How will the mood board help us in the design process?
A product analysis is a resource helping us to research and understand _____ _____.

Year 7

Design and Technology
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	To understand safe working in Design Technology			
2	To know and understand material properties			
3	To design, annotate and communicate ideas			
4	To know and understand tools and equipment			
5	To review and evaluate the design process and the final product			

High Flyers - Enrichment Task

Show your understanding of the first 5 keywords in your knowledge organiser by writing an explanation of their meaning.

Show your understanding of the next 6 keywords in your knowledge organiser by writing an explanation of their meaning.

FOOD TECH

Year 8

KING'S LYNN ACADEMY

Year 7

Pasta Salad

Reflect & evaluate – EVALUATION

Wash up & dry

Prep salad ingredients and then mix it all together with the pasta

Make dressing

Boil Pasta

Written Step-by Step

Apple crumble biscuits

Written Step-by Step

Blend apples

Rub flour & butter together

Stir in apple & egg. Add egg & stir - combine into dough

Half dough. Make 10 biscuits out of each half. Place onto tray & cook for 10 mins

Wash up & dry

Reflect & evaluate – EVALUATION

Reflect & evaluate – EVALUATION

Wash up & dry

Bake for 10-12 mins

Mix tbsp water with puree – spread on base – add chosen topping

Roll out dough

Pour in milk & bring into dough

Scone Based Pizza

Reflect & evaluate – EVALUATION

Wash up & dry

Healthy Meal Planning

Written Step-by Step

Rub flour & butter together

Brush with milk. Bake for 12-15 mins

Place on floured surface & roll out. Use cookie cutter to shape & place on tray

Make a well – pour in milk

Rub flour & butter together

Scones

Put in oven for 15-20 mins

Wash up & dry

Reflect & evaluate – EVALUATION

Written Step-by Step

Fruit Crumble

Pour mix over fruit

Stir in oats & sugar

Rub flour & butter together

Prepare fruit

Apron!

The functions of food groups.
What are they and what is their function?

Written Step-by Step

Fruit Salad

Reflect & evaluate – EVALUATION

Wash up & dry

Add fruit juice

Prepare fruit

Apron!

Written Step-by Step

Health & Safety & Hygiene Posters!

Knife Skills & Knife Safety

Eat Well Plate

Hygiene and safety in the kitchen.

Carbohydrates, Dairy, Fats&Oil, Protein, Fruit&Veg.

Health & Safety, Hygeine & Eat Well Plate

Welcome to KLA

YEAR 7 FOOD

Learners must be able to:

- Learn about Health and Safety and hygiene in the kitchen
- Learn knife Skills
- Successfully cook the given recipes.

Pasta salad

Scone based pizza

Scones

Fruit salad & Apple Crumble

Apple crumble biscuits

Teaching Knife Safety Skills

Health & Safety & dangers in the kitchen

Learning the function of food groups & Healthy meal planning

Key Words

1. Research
2. Function
3. Recipe
4. Menu
5. Nutrition
6. Eatwelll Plate
7. Accurate
8. Hygiene
9. Measurements
10. Safety
11. Bacteria
12. Logo
13. Diet
14. Sensory
15. Texture
16. Healthy
17. Combine
18. Evaluation
19. Ingredients
20. Cross contamination
21. 5-A-Day

Year 7

Food Tech

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
What does healthy mean?
What does diet mean?
What rules do we follow in the kitchen?

+
What is the Eatwell plate?
What are the 5 food groups?
What is a balanced diet?

*
What is the function of Carbohydrates?
What does processed mean?
What is the function of protein?

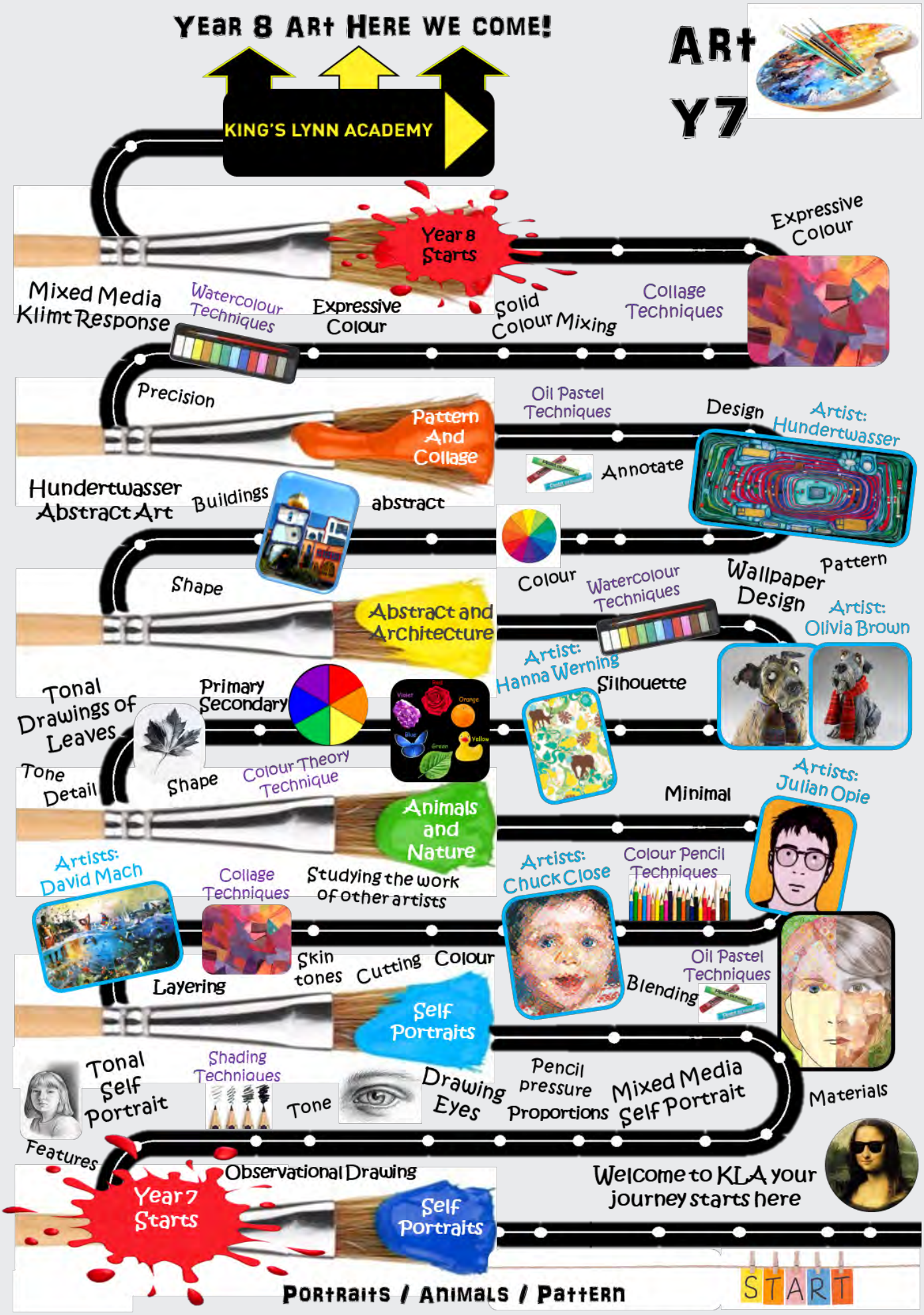
Year 7

Food Technology
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Use equipment safely and independently to cook a range of dishes			
2	Understand the function of the 5 food groups			
3	Understand why we need vitamins, minerals and water			
4	Understand food miles and the benefits /constraints of eating local produce			
5	Understand what 'seasonal' means			

High Flyers - Enrichment Task

Look at the diets of Vegans and vegetarians. What problems might they have with nutrition? This links back to the students understanding of the Eatwell Plate


Year 8 Art Here we come!
KING'S LYNN ACADEMY
Art
Y7
Year 8 Starts
Mixed Media Klimt Response
Watercolour Techniques
Expressive Colour
Solid Colour Mixing
Collage Techniques
Expressive Colour
Precision
Pattern And Collage
Oil Pastel Techniques
Design
Artist: Hundertwasser
Annotate
Hundertwasser Abstract Art
Buildings
abstract
Colour
Shape
Abstract and Architecture
Watercolour Techniques
Wallpaper Design
Pattern
Artist: Olivia Brown
Artist: Hanna Werning
Silhouette
Tonal Drawings of Leaves
Primary Secondary
Tone
Detail
Shape
Colour Theory Technique
Minimal
Artists: Julian Opie
Animals and Nature
Artists: David Mach
Collage Techniques
Studying the work of other artists
Artists: Chuck Close
Colour Pencil Techniques
Layering
Skin tones
Cutting
Colour
Blending
Oil Pastel Techniques
Self Portraits
Tonal Self Portrait
Shading Techniques
Tone
Drawing Eyes
Pencil pressure
Proportions
Mixed Media Self Portrait
Materials
Features
Year 7 Starts
Observational Drawing
Welcome to KLA your journey starts here
Self Portraits
Portraits / Animals / Pattern
START

Year 7 Rotation 1 (20 lessons)

Portraits and Animals in Art

Art

Learners must be able to:

- Explore different materials and techniques using an artist style.
- Explore the techniques taught to help create accurate and proportional portrait drawings.

Artists

Portraits

Chuck Close
Julian Opie
David Mach

Pattern

Hanna Werning

Transferable knowledge and skills

Portraits and proportions

Observational drawing

- using accurate proportion
- drawing what you see

Facial proportions

observational drawing

Tonal shading

Step by step eye drawing

Using shading pencils and applying different tones to create depth

dark
middle
light

Drawing an eye

Tonal shading pencils

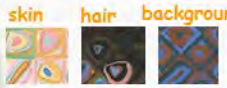
Grid drawing

Tonal shading grid

Mixed Media – tonal and abstract

Chuck close study of hyper-realism and abstraction

skin hair background



Tonal shading, smooth blending, details, accurate proportions

Chuck close section

Tonal drawing section

Mixed Media – Collage and painting

Using collage to fill portrait. Focus on juxtaposition of colours and layering.

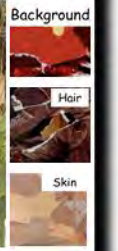
David Mach

Mixing accurate skin colour. Focus on bold outlines, neat edges and smooth painting.

Julian Opie

Julian Opie section

David Mach section



Animals and pattern

Tonal drawing of leaves.

Tracing leaves and animals to create a pattern.

Key Vocab

Tier 3

burnishing, juxtaposition, observational hyper-realism

Abstract, accuracy, proportions

Tier 2

Tone, shading, blending, layering, depth, texture, realistic, detail, outline, trace, form, media, evaluate

Tier 1

Light, middle, dark, shape, neat, artist, artwork, edges, bold, colour, mixing, shade, smooth, face, grid

Year 7 Rotation 2 (20 lessons)

Animals and Pattern in Art

Art

Learners must be able to:

- Appreciate different styles of Art by other Artists
- Experiment with a variety of materials and refine techniques
- Work in the style of an artist

Artists

Animals:
Hanna Werning
Olivia Brown

Pattern:
Hundertwasser
Gustav Klimt

Transferable Knowledge & Skills

Colour Theory

Primary Colours

Red
Yellow
Blue

Secondary Colours

Orange
Blue
Violet

Complementary Colours

Red + Green
Yellow + Violet
Blue + Orange

Working in the style of an artist

Hannah Werning Wallpaper Designer

Watercolour Technique

Sculpture in the style of an artist

Olivia Brown Dog Sculptures

Sculpting, carving and Moulding

Clay Sculpture

Strong Joins
Clay Tools
Body Shape
Position
Character
Detail

Designing and making

Accuracy and Precision

Working as part of a team in a jig-saw Style

Precision and accuracy

Watercolour

Grid Method
Scaling Up
Solid colour
History of the playing card

Pattern, Shape and Line

Abstract and Expressive Art

Hundertwasser abstract Artist

Expressing opinion

Oil Pastel

Expressive Colour Mixing

Blending with highlights and shadows

Working in the style of an artist

Using a limited colour palette

Mixed Media layering

Key Vocab

Collage
Watercolour
Oil Pastel
Personal Response

Tier 3
Detail Accurate Abstract
Expressive Precision Palette

Tier 2
Detail Tone Shade Carve 3D Tools Sculpt Media Blending Layering

Tier 1
Colour Shape Line Pattern Light Dark Edges Artwork Bold Join Style Mix

Notes

Year 7

ART

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
what shape do you draw for the face when drawing a self portrait?
List the shading pencils from lightest to darkest
What is a highlight in art?

+
What is tone in Art?
What is the difference between shape and form in Art?
What is depth in art?

*
Explain the difference between Abstract art and Hyperrealism?
Explain how you achieve realism in your artwork?
Explain why artists may work in different styles from each other?

Year 7

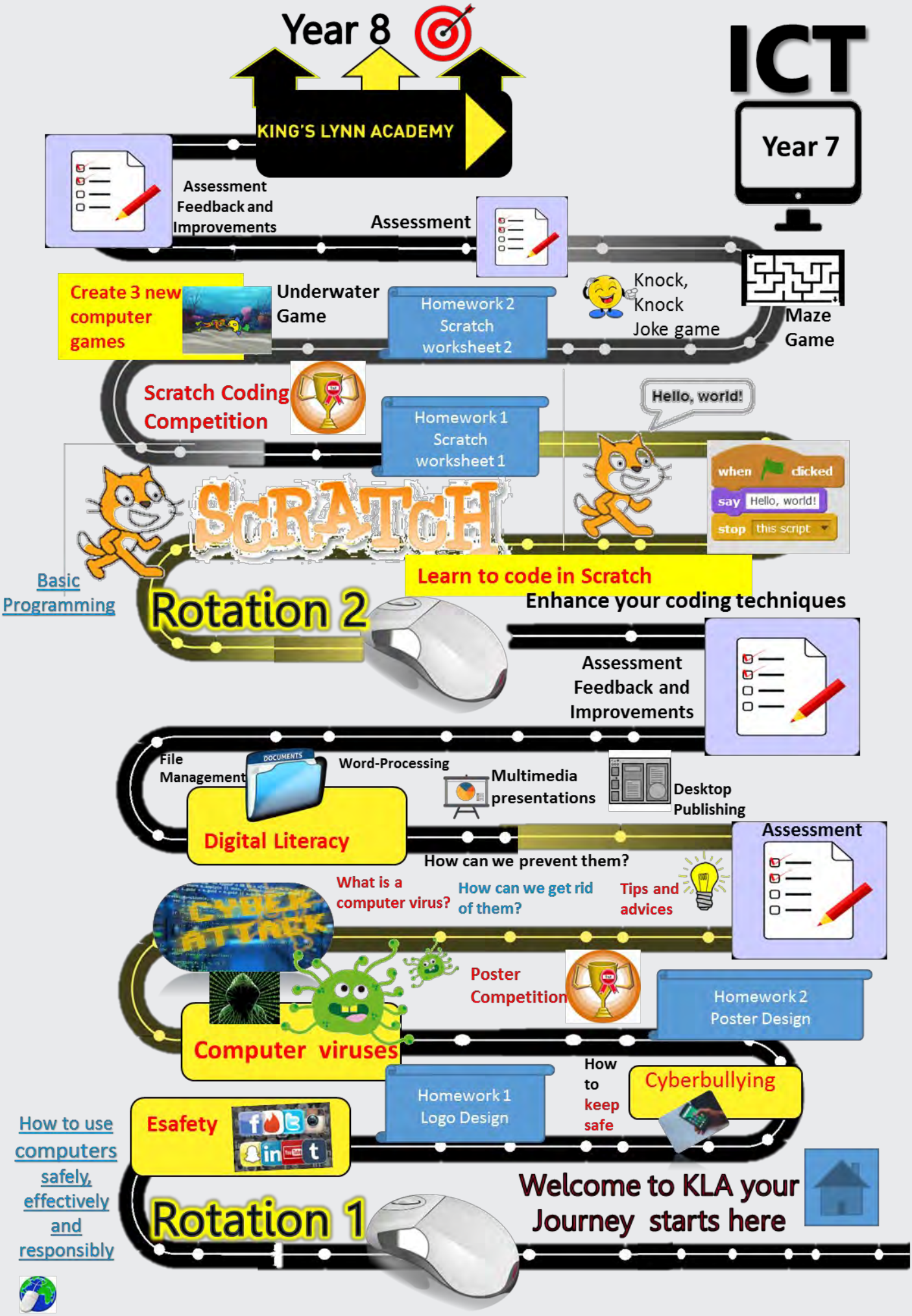
ART

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Proportions of the face			
2	Tonal Shading skills			
3	Anatomy and drawing of an eye			
4	Colour pencil techniques			
5	Collage skills			
6	Colour mixing and painting skills			
7	Colour Theory and watercolour skills			
8	Hundertwasser elements and oils pastel skills			

High Flyers - Enrichment Task

- Watercolour Silhouette task
- Collage colour Wheel
- Hundertwasser Lollipop tree landscape painting


Year 8
KING'S LYNN ACADEMY
ICT
Year 7
Assessment Feedback and Improvements
Assessment
Create 3 new computer games
Underwater Game
Homework 2 Scratch worksheet 2
Knock, Knock Joke game
Maze Game
Scratch Coding Competition
Homework 1 Scratch worksheet 1
Hello, world!
when clicked
say Hello, world!
stop this script
SCRATCH
Learn to code in Scratch
Basic Programming
Rotation 2
Enhance your coding techniques
Assessment Feedback and Improvements
File Management
DOCUMENTS
Word-Processing
Multimedia presentations
Desktop Publishing
Digital Literacy
Assessment
How can we prevent them?
What is a computer virus?
How can we get rid of them?
Tips and advices
CYBER ATTACK
Poster Competition
Homework 2 Poster Design
Computer viruses
How to keep safe
Cyberbullying
Homework 1 Logo Design
How to use computers safely, effectively and responsibly
Esafety
Welcome to KLA your Journey starts here
Rotation 1

ICT

20 lessons

Year 7 Rotation 1

(Esafety and Digital Literacy)

Students should be able to:

* Recognise and respond to potential on-line threats
* Use digital tools efficiently
* Communicate effectively with digital tools

Rotation 2

(Scratch Programming)

20 lessons

Students should be able to:

* Use tools and features in Scratch to create computer games
* Develop computational thinking
* Sequence instructions logically to create a nd solve a problem or satisfy a desired outcome

Learn the answers to FAQs

How to be safe on Social Media?

How to report online abuse? How do I get help?

What is Cyberbullying? How to prevent this?

Dos and Don'ts when online or using electronic /digital tools?

How do I create a multimedia presentation?

How do I create my own Esafety logo?

Which software is best suited to create a poster?

How do I use a word-processor?

How to use the different coding blocks available?

What are Sprites? How do I change the look of my background?

What are variables and how do I use them?

How do I make a maze game? How do I add a timer to my game?

How do I add points to my games?

Key Vocabulary

Tier 3

Encryption, Quarantine, Cyberbullying, Moderator, Algorithm, Variables

Tier 2

Message, Email, Loop, Bullying, Report, Trojan, Debug, Instructions, Sequence

Tier 1

Text, call, sad, type, safe, tell, play, virus, steps, repeat

Book suggestions to aid learning

Year 7
ICT
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Know what Cyberbullying is			
2	Know what Computer Viruses are and how to combat them			
3	Know how to choose a strong Password			
4	Know basic File Management techniques eg. Creating a folder			
5	Know how to use Microsoft Publisher, Word and Powerpoint			
6	Know how to preserve health and safety in an ICT Environment			
7	Programming in Scratch— Can Add a Sprite			
8	Programming in Scratch— Can changing a Backdrop			
9	Programming in Scratch— Can create at least 1 game with movement, conditional statements, repetitions and use of coordinates			
10	Programming in Scratch— Adding operators and variables to games			

High Flyers - Enrichment Task

Complete all extension tasks each lesson

Create your own revision quiz with at least 10 questions and answers from each topic

Use the skills learnt from the class programs to create your own scratch game ensuring that you use Variables, Constants, and more than one operator in addition to sing conditional loops

Complete at least 10 tasks on SamLearning per week

Become a Learning buddy to another student

Enter a Scratch Programming Competition (Inhouse or external), as available

Notes

Performing Arts

KING'S LYNN ACADEMY

Year 8

Year 7

Term 6
Realism and Naturalism

An exploration of Stanislavski's principles & techniques

Konstantin Stanislavski

Renaissance Royals

Reading Shakespeare

Comedies

Ben Johnson & Christopher Marlowe

Tragedies

Histories

Term 5
Renaissance Theatre

An Introduction to Shakespeare

Pantomime

Melodrama

Commedia Stock Characters

Improvisation

Commedia dell'arte Mask

Commedia dell'arte Technique

Laurel and Hardy

Mr. Bean

Term 4
Commedia dell'arte

Venice, 1600's

Performing our Biblical Play

Re-writing a Biblical Story for the Stage

The Morality Play: Everyman

The Mystery Play: Noah and the Flood

Types of Medieval Stage

The Medieval Church

The Miracle Play: Saint George and the Dragon

Term 3
Medieval Theatre

Introducing Medieval Theatre

Performing in Medea Mask

Designing a Mask for Medea

Comedy & Tragedy

Greek Stage

Medea, Euripides

Greek Chorus & Choral Reading

Medea: Character Development...

Medea Mask: Greek Mask Revisit

Term 2
Greek and Roman Theatre

Euripides, Aeschylus & Sophodes

Performing in Greek Mask

Developing our Monologue

Designing Greek Mask

Performing our Monologue

How to Read a Play

Stage Positioning

The Role of a Playwright

Introducing Monologue & Ancient Greece

Becoming the Playwright: Writing Greek Monologue

Term 1
An Introduction to Theatre

Types of Stage

Welcome to KLA, your journey starts here

Year 7
Summer Term One

Medieval Theatre

PERFORMING ARTS

When did Medieval Theatre begin & end?

500AD → 1500BC → TODAY

Medieval: Latin Translation

Latin	Modern English
Medium	Middle
Aevum	Age

Medieval = Middle Ages

Four Types of Medieval Play

- Miracle Play
- Morality Play
- Mystery Play

Miracle Play

The Miracle Play was about the life or actions of a saint, usually about the actions that made them become a saint.

Morality Play

The Morality Play was designed to teach people a lesson in how to live their life according to Catholic values.

Mystery Play

The Mystery Play was based on a story taken from the Bible.

Types of Medieval Stage: Fixed and Moveable

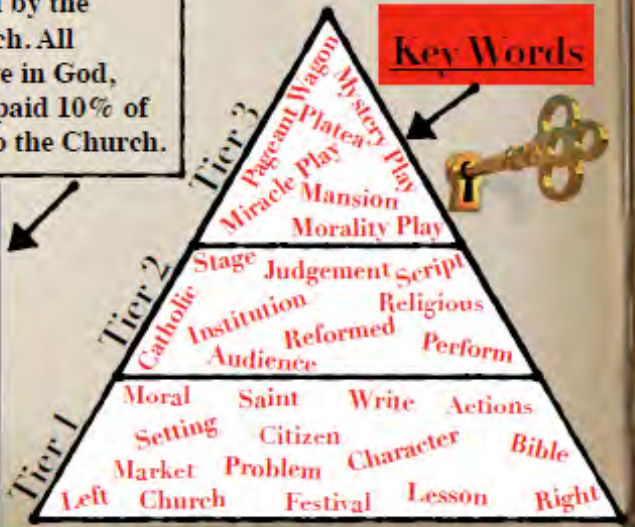
A Fixed Stage consisted of a mansion, which served as different locations and scenes during the play. Heaven and Hell were usually on opposing sides of the stage.

A Pageant Wagon was a moveable stage that was manoeuvred from place to place using people or horse power.

The Role of the Church

Religious practice in Medieval Europe was dominated by the Roman Catholic Church. All Medieval people believe in God, Heaven and Hell, and paid 10% of their yearly earnings to the Church.

Key Words



Year 7
Summer Term Two

English Renaissance Theatre

PERFORMING ARTS

When did English Renaissance Theatre begin and end?

1562AD → 1642AD → TODAY

Renaissance Royals

Queen Elizabethan I was born in 1533 in Greenwich, London and died in 1603. She was Queen of England from 1558 - 1603. Her reign was entitled the Elizabethan era and was a time when England had major European power in politics, commerce, and the arts.

King James I was born in 1566 in Edinburgh, Scotland and died in 1625 in England. He became King of Scotland in 1567 at the age of one! He was later crowned King of England in 1603 until 1625. His reign was entitled the Jacobean era. He was a strong believer in royal absolutism, meaning he thought the monarchy should have all the power. He often had conflicts with Parliament because of this.

Renaissance Playwright

William Shakespeare was one of the key playwrights of the British Renaissance. He was born in 1564 and dies in 1616. He wrote 38 plays, a mixture of Tragedies, Comedies and Histories and 154 Sonnets (14 lined poems, often about love).

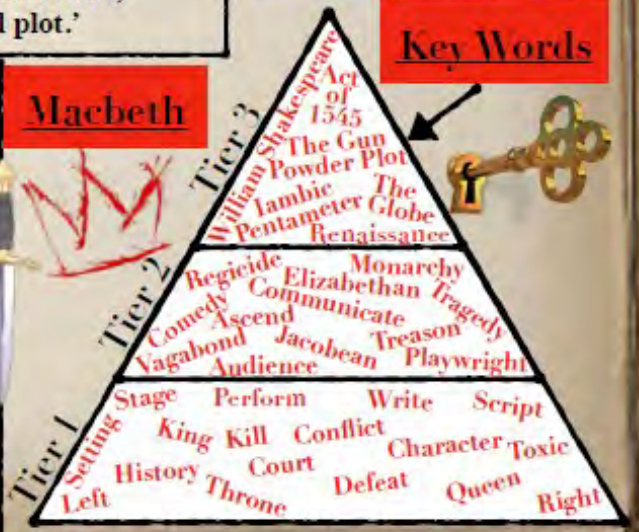
The Gun Powder Plot

The Gun Powder Plot was a conspiracy amongst a group of Roman Catholics to blow up Parliament and King James I. The successful discovery of the plotters is still celebrated and remembered each year on Bonfire Night: 'Remember, Remember the fifth of November, Gunpowder treason and plot.'

Macbeth

Macbeth is a play about Regicide - and Shakespeare wisely writes into the story how committing an act of regicide is ultimately punishable by death. This would have pleased his King, James I, who had been a victim of attempted regicide one year before its publication.

Key Words



Notes

Year 7

Drama

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

*
Why are Morality Plays, such as 'Everyman', written with a lesson for the audience to learn from? You may wish to think about the religious societies of the Medieval Times in order to help you answer this question.
Why might The Gun Powder Plot have motivated and inspired William Shakespeare to write the play 'Macbeth'?
Why might passing a law, making accused and vilified vagabonds culpable for serving a period of 'hard labour', have been favourable in the Medieval Times?

+
How does the storyline of 'Everyman' teach the audience a lesson?
How does the intentions behind The Gun Powder Plot link to 'Macbeth'?
How did the rich get around their performers being charged with vagrancy?

=
What is the storyline of the Morality play 'Everyman'?
What was The Gun Powder Plot?
What is an example of an act of vagrancy?

Year 7

Drama

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	What is **Medieval Theatre**? When did it emerge? Where did it emerge?			
2	What does the latin '**Medium Aevum**' translate to in modern English?			
3	Medieval Theatre is typically linked to which **Institution**?			
4	What are the **3 Types of Medieval Play**? What does each play teach?			
5	What is a **Pageant Wagon** and how is it used?			
6	What is **Renaissance Theatre**? When did it emerge? Where did it emerge?			
7	Who was the leading **Playwright** during the Renaissance?			
8	Who was the **Queen of England** at the start of the Renaissance? When was she Queen from and to?			
9	Which **King** took over from the Queen of England during the Renaissance? When was he King from and to?			
10	What is a **Vagabond**?			

High Flyers - Enrichment Task

1. As you will learn, many stories are told, retold and made into new stories. The story of Adam and Eve, Little Red Riding Hood and Finding Nemo all have the same storyline - Parent tells child not to do something, child ignores parent's instruction, child inevitably faces danger.

From this same narrative structure, create your own Morality Story (where a lesson is learned) but change the characters and setting to get a brand new original story!

2. Go onto myshakespeare.com and explore a Shakespeare play of your choice. This website is designed to be very student friendly and will help you to understand Shakespeare's work,

Year 7
Summer Term One

An Introduction to Ukulele

Music

The Beginning

1879

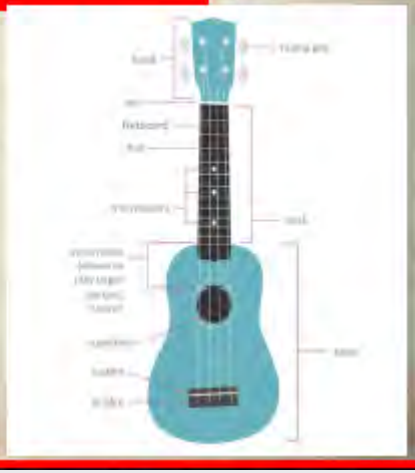
A ship travelled from Portugal to Hawaii to transport workers to sugar plantations. With them, the travellers brought a Portuguese instrument called the Cavaquinho.

The people of Hawaii were amazed by the instrument and named it 'Ukulele' which closely translates to 'jumping flea'. They thought the players fingers looked like fleas jumping across the fretboard.

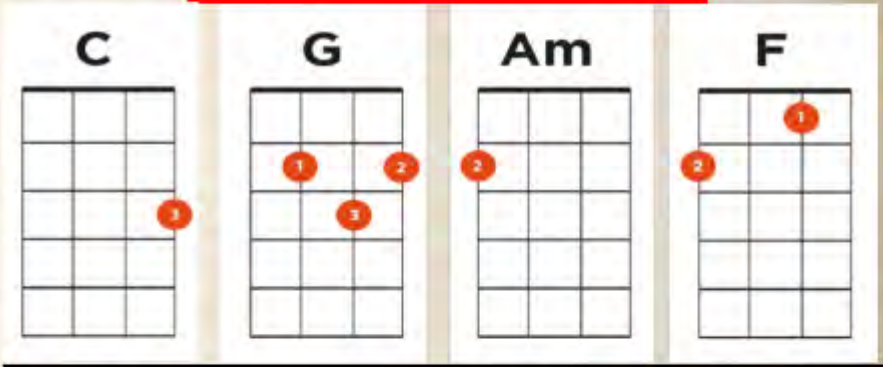
The Ukulele became part of Hawaiian culture and was used in royal ceremonies, music and for people to dance to. It was even played by the first ruler of Hawaii himself!

Parts of the Ukulele

The Ukulele looks like a small guitar. However, it only has 4 strings!



Reading Chord Diagrams



- The four lines going vertically represent the 4 strings of the Ukulele.
- The lines going horizontally represent the frets.
- The numbers in orange represent what finger you should position where.

Strumming Patterns

Now you have found some chords, now you can experiment with different strumming patterns.

Year 7
Summer Term Two

Programme Music

Music

What is Programme Music?

Absolute

Music that is 'just sound'. It does not represent anything.

Programme

Programme music illustrates emotions, stories, visual images and characters.
The descriptive idea or storyline is known as the programme.

Beethoven was a huge supporter of Programme Music and was one of the first to start composing in this style.

Saint-Saëns 'The Carnival of the Animals'

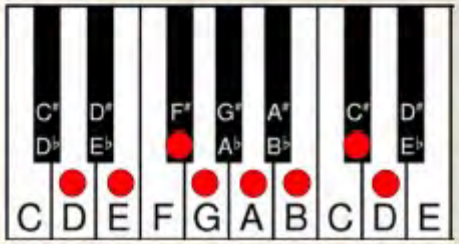
Camille Saint-Saëns was a French composer, organist, conductor and pianist of the Romantic Era. His most famous work is 'Carnival of the Animals'.

'The Carnival of the Animals' is a musical suite of fourteen movements which each represent a different animal. It was written in 1886 with the most famous movement being 'The Swan'.

Major and Minor Scale

Tone = Move Two Steps
Semitone = Move One Step

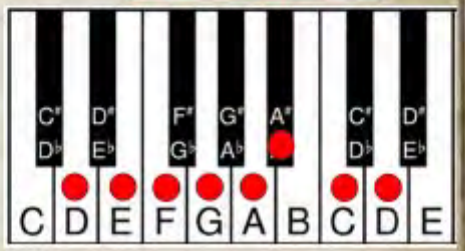
D Major Scale



T T S T T T S

All major scales follow the same pattern of tones and semitones!

D Minor Scale



To make a minor scale, first you need to find the major scale. Then lower the 3rd and 6th note of the scale by a semi-tone.

Planning Your Composition

Using these features below will help you plan your own piece of programme music!

Melody
Steps or leaps?
Different scales

Articulation
Legato or staccato?
Accented?

Dynamics
How loud or soft?
Changing volume?

Texture
Different layers?
Accompaniment?

Structure
Different sections of your piece

Harmony (and Tonality)
Major or Minor?

Instrumentation
Which sounds will you use?

Rhythm
Duration of notes
Short or long?

Tempo
How slow or fast?
Changing speed?

Year 7

Music

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

*
Describe the purpose of each of these parts of the ukulele: Tuning Peg Strings Bridge Frets
Use this pattern to list the notes in an E major Scale. T T S T T T S
How can you use Tempo and Dynamics to reflect different animals?

+
Label these parts on the ukulele: Sound Hole Bridge Tuning Pegs Frets
Write a T or S between each labelled note to show whether they are a tone or semitone apart.
How could Tempo and Dynamics be used to make a piece of music sound dramatic?

=
Circle the option that is **NOT** part of the ukulele: Bridge Frets Keys Strings
Fill in the blank notes to complete the C major scale
What do the terms 'Tempo' and 'Dynamics' mean?

Year 7

Music

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Where did the **Ukulele** come from?			
2	What are the main **parts** of the ukulele?			
3	Can you play **4 chords** on the ukulele?			
4	Can you use different **strumming patterns**?			
5	What is **Absolute** Music?			
6	What is **Programme** Music?			
7	Who is **Saint Saëns** and what is '**The Carnival of the Animals**'?			
8	Can you find the notes in a **Major Scale**?			
9	Can you find the notes in a **Minor Scale**?			
10	How many of **MAD T SHIRT** did you use to plan your composition?			

High Flyers - Enrichment Task

1. Using the 4 chords you have learned on ukulele, see if you can create your own strumming pattern whilst transitioning between the chords smoothly.

2. Listen to movements from 'The Carnival of the Animals' and consider how the different musical features (MAD T-SHIRT) are being used to represent each animal.

3. Using MAD T-SHIRT, see if you can plan a space-themed composition based off of a planet of your choosing!

KING'S LYNN ACADEMY

PD

Year 7

Half Term 6

RSE - Puberty

Internet Safety & Media

The Gurdwara

Dragons Den

Guru Nanak

Khalsa

5K's

Langar & Sewa

Half Term 5

God

What is Sikhism?

Rebirth

Meditation & Mindfulness

Buddhist Symbols

Festivals in Buddhism

RSE - Relationships

Metta

Half Term 4

Drugs & Tobacco

Budgeting & Finance

5 Precepts

Eightfold Path

Discrimination & Stereotypes

What is Buddhism?

Buddha

Noble Truths & Marks of Existence

Half Term 3

Untouchables

Afterlife Game

Festivals

Caste System

Karma & Rebirth

Scriptures & Worship

What are the Eastern Religions?

What is Hinduism

British Values

Ultimate Questions Project

Half Term 2

Ultimate Questions

Islands of Personalities

Presenting ourselves

Inside out Emotions

Welcome to your Personal Development Journey

Emotions

Half Term 1

World Religions

What is religion?

Year 7 PD
Knowledge Organiser - Summer

Sikhism

Things you need to be able to do:

To know key Sikh beliefs
To understand how these beliefs affects a Sikh's life
To describe what Sikh's believe about the Ten Guru's
Name the 5K's

Key Questions:

What are the 5 K's?
Who is Guru Nanak?
What do Sikh's believe about God
What is special about The Gurdwara?

Tier 2 Vocabulary

Belief - an acceptance that something exists or is true, especially one without proof.
Holy Text - texts that are related to a particular religion. E.g Christianity & the Bible
Founder - The person who started/created the religion

Tier 3 Vocabulary

Metta – Loving kindness
Mukti – Liberation from reincarnation, reunion with God
Sewa – Selfless service to others, a duty of Sikhism
Mool Mantar – Sikh poem by Guru Nanak describing God
5 K's – 5 Symbols that Khalsa Sikhs wear
Kanga – This is a wooden comb that Sikhs use to hold their hair in place
Kara – A steel bracelet
Kesh – Uncut hair –**Kirpan** – a small steel dagger
Kachera – Cotton underwear
Khanda – Symbol in Sikhism, a double-edged sword
Khalsa – A Sikh who has undergone the commitment ceremony that is part of the spiritual development of their faith

Dragons Den

Things you need to be able to:

Work as a team
Be creative
Market your design idea
Present your ideas to others

Key Questions

What is an entrepreneur?
What is your idea and how will it help others?
Who will want to buy your product?
How will you advertise your product?

Tier 2 Vocabulary

Marketing – Promoting your product to the target audience
Creativity – thinking of unusual ways to solve problems
Determination – Trying your best to get the job done

Tier 3 Vocabulary

Entrepreneur – a person who takes risks to start a business

Internet Safety & RSE- Puberty

Things you need to be able to do:

To define cyberbullying & recognise examples of it
To know where to find help & know who to speak to if I'm worried about something.
Consider how a good friend should behave
Describe the physical and emotional changes that occur during puberty

Key Questions

When do actions cross the line between 'banter' and bullying?
How do I know if someone is giving consent?
What is puberty and when does this happen to a person?

Tier 2 Vocab

Cyberbullying - The use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.
Bystander - a person who is standing near & watching something that is happening but is not taking part.
Period - The part of the menstrual cycle when a woman bleeds from her vagina
Consent - permission for something to happen.

Tier 3 Vocabulary

Peer-on-peer abuse - any form of physical, sexual, emotional & financial abuse, and coercive control. exercised between children
Gender stereotyping - generalizations about how men & women are supposed to behave
Melatonin – a chemical released by the brain to help us sleep.
Nocturnal Emission - the release of semen during sleep, often during a sexual dream
The Menstrual Cycle - the hormonal process a woman's body goes through each month to prepare for a possible pregnancy.

Year 7

Personal Development
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
1.Name the 5K's 2.Name something found in a Gurdwara
3. Name two examples of cyber bullying 4. Name two things that can happen during puberty
5. Name two things that are needed when working in a team 6. Name two ways of advertising

+
1. Explain two of the 5K's 2. Explain the significance of two Guru's
3. Explain two ways a good friend should behave 4. Explain two things that change with your body during puberty
5. Explain two ways of marketing 6. Explain two important things when presenting

*
1. Explain why the Khalsa is still an important tradition today 2. Explain how Sikhism positively impacts the community.
3. Explain why a woman's body goes through the menstrual cycle 4. Explain how Melatonin effects the body
5. Explain who an entrepreneur is 6. Explain why determination is important in business

Year 7

Personal Development
Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	**Buddhism and the Afterlife**			
3	**Sikh Beliefs including God, and the 10 Guru's**			
4	**Sikh Practices including The Khalsa, and the 5 K's**			
5	**Sikh Way of Living including the Langar, Sewa, and the Gurdwara**			
6	**How We Behave online (peer pressure, cyberbullying and sexting)**			
7	**Dragons Den—Enterprise Challenge**			
8	**Our changing bodies (puberty)**			

High Flyers - Enrichment Task

Use BBC Bitesize to help you continue develop your Sikhism Knowledge:
https://www.bbc.co.uk/bitesize/topics/zfjpyrd

Then discuss the following statement:

'The most important thing in Sikhism is the 5 K's'

You must include paragraphs of for and against

1. Look, Cover, Write, Check, Correct

Look, Cover, Write, Check, Correct

Common at primary schools

First Look, then cover this colum	Next try to answer/give definition/spell	Now Check to see if you were right	Finally Correct those you got wrong
Look	**Write**	**Check**	**Correct**
Noun	Person place or thing	☒	
Belief	Something you believe	X	Accept true without proof
Algorithm	Alrithum	X	Algorithm

2. Questions / Answers, Answers / Questions

Questions/Answers, Answers/Questions

Question; *In what year was George V's coronation?*
Answer; *1910*

Ask a parent, carer, study partner to write you questions (or answers) and you write the answer (or possible question that would correspond to that answer).

You can also write your own questions, but if you do this leave it at least a day until you answer them to see what you can remember after a while.

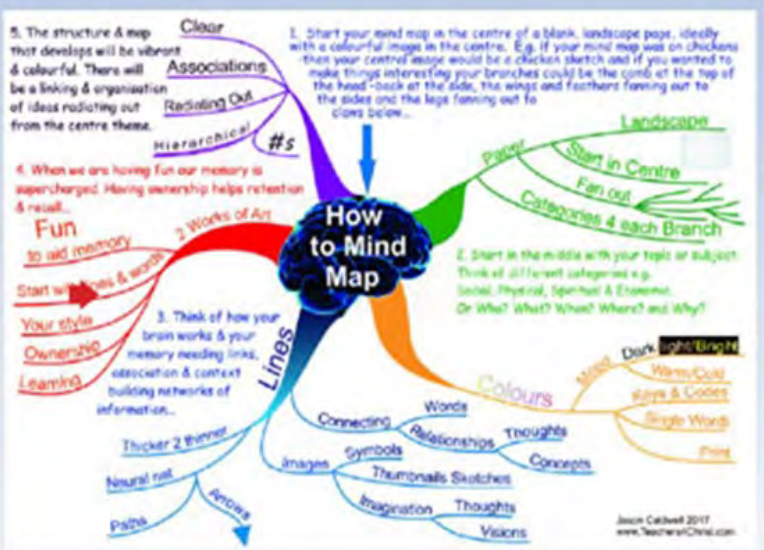
Always check and correct!

3. Map Your Mind

Mind Maps

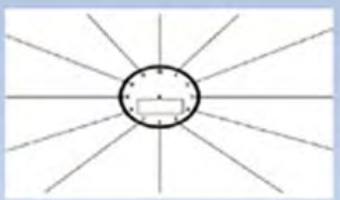
Mind Mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas.

Once you have made your map, cover it and test yourself on different strands, eg. How much of the blue strand can you recall.



4. Clock Learning

Clock Learning

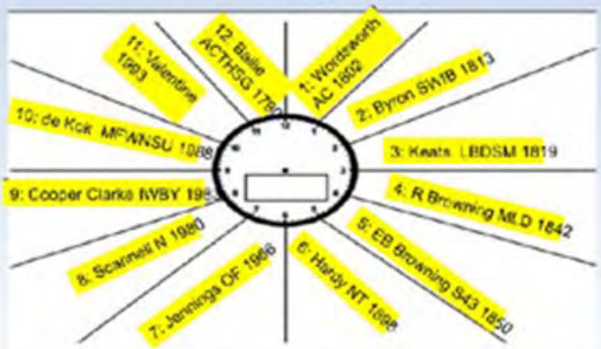


For this technique you draw a basic clock.

You can then take a subject or topic and break it down into 12 sub-categories.
Make notes in each chunk of the clock. Revise each slot for 5 minutes, turn the clock over and then try to write out as much information as you can from one of the segments. Eg. all the information in the 2-3pm segment.

or

Use it to help visualise a timeline.



Further Optional Home Learning

From time to time pupils may wish to consolidate and strengthen their understanding independently, and we recommend pupils utilising the following e-learning resources:

Go4Schools is used to share information about progress during the year.
It is also used to share homework and tasks set by teachers.
Please visit Go4Schools regularly as all tasks will be set here.

GCSEPod is our preferred out of hour's platform for Year 10 and Year 11 English, Humanities and option subjects. However, it is also excellent for Maths and Science. GCSEPod have produced following parents' guides which will help you to support your child effectively.

We have used HegartyMaths for two years now and recommend it without hesitation. It has a comprehensive series of video lessons followed by bespoke lessons. The skills are demonstrated through minimally different and carefully scaffolded worked examples. Pupils can revisit any concept to get deliberate practice over time to improve working memory and confidence. HegartyMaths is used by all pupils.

We have committed to using Tassomai to help prepare pupils for all of the science exams. It is an intelligent online learning program which helps pupils at all levels achieve outstanding results. It builds knowledge, boosts confidence and reduces exam stress.

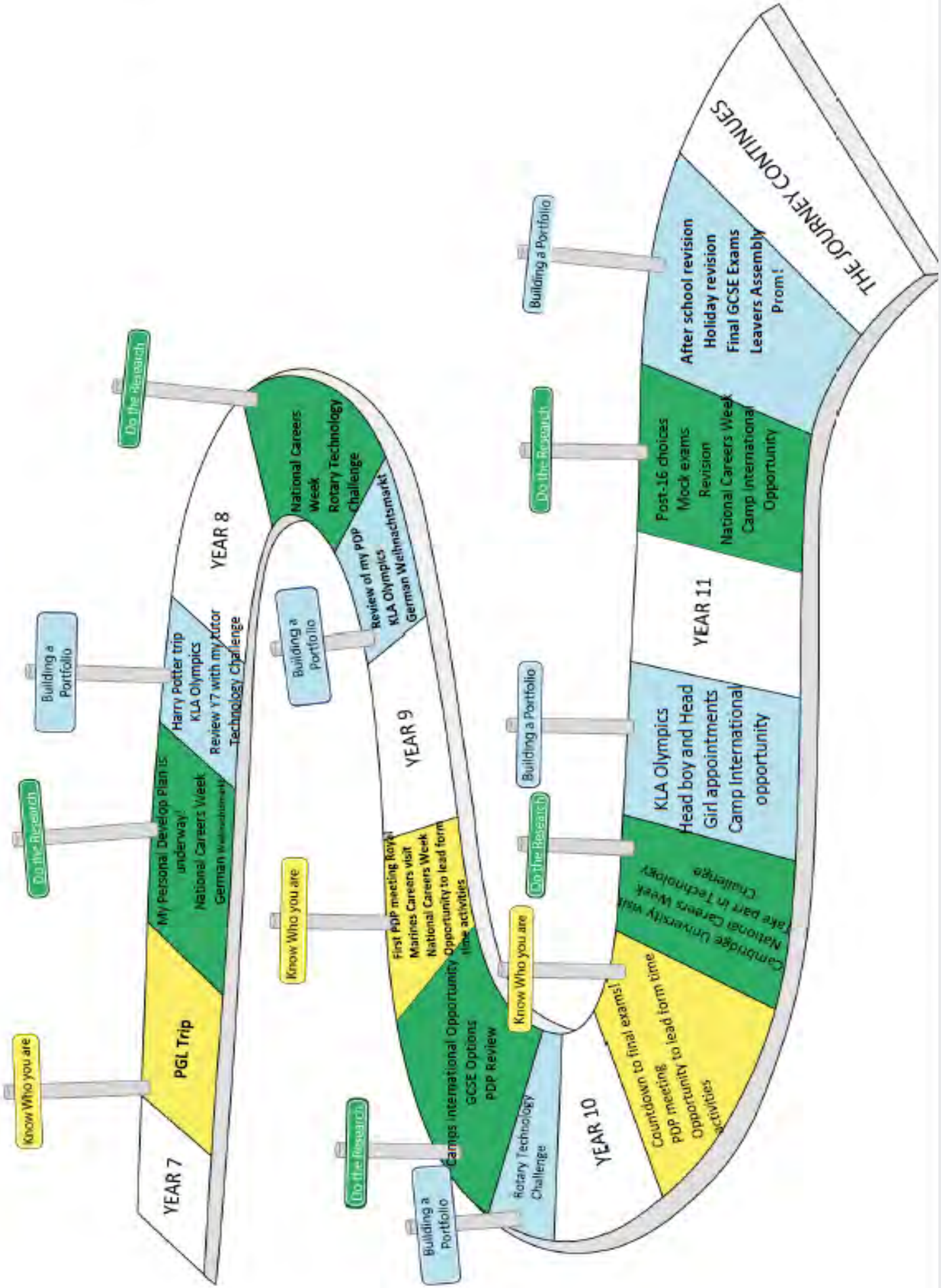
Bitesize is the BBC's free online study support resource for school-age pupils in the United Kingdom. It is designed to aid students in both school work and exams. It is an outstanding resource for both Key Stage 3 and Key Stage 4 pupils and it can be accessed without having to log into an account.

SAM Learning is another award-winning online study service independently proven to raise attainment. Pupils can use the site to revise and test themselves using practice exam papers and test questions across more than 20 subjects, in a variety of different formats that are fun, engaging and challenging.

We have been using this successfully for the last two years to prepare pupils for their Language GCSEs. Through Active Learn, pupils have full access to the textbooks which they use in class, including audio files to allow them to practice their listening skills. There is also a tasks section for specific homework set by teachers. This will consist of interactive, self-marking reading, listening and vocab learning tasks so pupils can get instant feedback on their work.

The Languages Department have been using Quizlet to help pupils build their vocabulary in the languages which they study. Every student should be signed up to their own class on Quizlet which contains lists of words that they need to know. Each list can be explored in a multitude of ways including study mode, tests and games. Pupils especially enjoy competing on the match game to see who can be the fastest in the class! This is used by all pupils.

KLA Journey Yr7 - 11



Personal Development

"All students will have taken opportunities beyond the classroom to develop their talents and interests and have enriched their overall experience of school"

Year 7 Opportunities:

- UEA trip (NEACO / Outreach programme)
- Visit to professional football academies
- Youth Speaks – local public speaking competition
- Trips to places of work and business
- Rotary Tournament
- Gallery visits
- Harry Potter Residential Trip
- PGL Residential Trip
- Globe in London
- Lynn Museum
- Cambridge Science Show
- Science Club
- Online National Space Centre lesson
- Computer Science Museum – Milton Keynes
- Tower of London / Hampton Court
- Art Club
- Stories of Lynn
- Musical Theatre Film Club
- YouTube Club
- Weekly dance workshop – The Workshop King's Lynn
- Sports tours (football and netball)

Next Steps

Please ask a member of staff to sign here to say that you have attended

I have attended a lunchtime club at least 5 times					
I have stayed after school for a club at least five times					
I have represented the school or supported a school event					

KLA Safeguarding Team

Are you concerned about yourself or someone else?

Report your concerns to the Safeguarding Team

Mrs. Prevett

Mrs. Roberts

Mrs. Westbury

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

KLA Personal Development Plan

Name	Year Group	Tutor
	7	

Term 3 2022			
Attendance	Behaviour Points	Reward Points	Exclusions
English	Performing Arts	Maths	Science
PE	History	MFL	Art
Geography	RE	Technology	ICT

Learning Targets		RAG
Orator	How clearly can I articulate my learning? Can I communicate what I have learnt and why?	
Questioner	Do I reflect enough on my own understanding and use this to ask appropriate questions?	
Discusser	How well do I participate in, lead or take other active roles in group or class discussion?	
Memoriser	How well can I recall and share my existing prior learning? How well do I do in quizzes and tests?	
Linker	Can I identify the link between prior knowledge to support my future learning? Can I see the bigger picture and understand the journey?	
Responder	How quickly and effectively do I take on feedback and use it to improve my work or overturn a misconception?	

Character Targets		RAG
Pride and School Identity	What have I done to enhance life at KLA? What have I done to promote KLA to the wider community?	n/a
Positive Traits	Which of the 6 rewards am I going to focus on? How will I aim to achieve stickers / post card / blazer bade nomination?	
Hidden Curriculum	What clubs and out of hours activities have I taken part in?	n/a
International Opportunities	What have I done to involve myself in going abroad with KLA on either a residential trip or a charity expedition?	n/a
Community	What have I done to support my community? Have I been proactive in raising funds or volunteering my time for the benefit of others?	

Learning Target I will focus on (circle or high-light)	**Orator Questioner Discusser Memoriser Linker Responder**
What will I do to improve?	
What evidence will I bring to the next meeting?	

Character Target I will focus on (circle or high-light)	**Pride Positive Traits Extra-Curricular International Community**
What will I do to improve?	
What evidence will I bring to the next meeting?	

Parent Comment:

Contact made with parent	Phone call Email Face to face	Date
PDP sent to parent via email		

How to sign up to kooth

Kooth is a FREE, anonymous, confidential, safe, online Wellbeing service, offering counselling, information, and forums for children and young people.

Access 365 days a year to counsellors who are available from:
12 noon-10pm Monday- Friday, and 6pm-10pm Saturday and Sunday

Log on through mobile, laptop and tablet.

www.kooth.com

1. Click on the **Join Kooth** button located in the centre of the home page of the Kooth website

2. Choose from the drop down box the location you are in

   The place I live is...

   Choose

3. Click on the gender you identify with

   I am...

   Male | Female | Agender | Gender Fluid

4. Choose from the drop down box the ethnicity that best fits you

   My ethnicity is...

   Choose

5. Add the month and year you were born

   I was born in...

   Year: Choose | Month: Choose

6. Create an anonymous username (not your real name) and secure password

   I would like this username

   My password will be

7. Choose from the drop down box to explain where you found out about Kooth

   Where did you learn about Kooth?

   Choose

8. Click on the **Create Account** button to complete your registration

Now that you are in you can click on the icons at the top of the page to choose from the articles, topic page, forums, or choose to talk to a counsellor by clicking the speech marks next to the turquoise circle.

To talk to a counsellor click the turquoise "Chat now button"

To write a message to the team, click on the mustard "message the team".

www.kooth.com

Self - Help Apps

Mind Shift

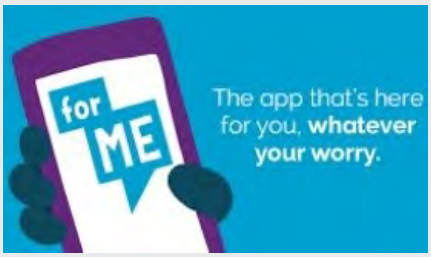
The **Mind Shift** app helps you learn how to relax, to develop more helpful ways of thinking, and identify active steps that will help you take charge of your anxiety. This app includes strategies to deal with everyday anxiety, as well as specific tools to tackle:
Test Anxiety, Perfectionism, Social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

MyLife Meditation: Mindfulness *(formally known as Stop, Breathe & Think)*
It is an award-winning meditation and mindfulness app that offers daily wellness check-ins and suggests activities personalized on how you feel. Learn to maintain perspective through your mental and physical wellness journey. Develop simple habits so you can get to a better place in just a few minutes a day.

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