



KING'S LYNN ACADEMY

# KNOWLEDGE ORGANISER

Year 8 Summer Term 3 2022



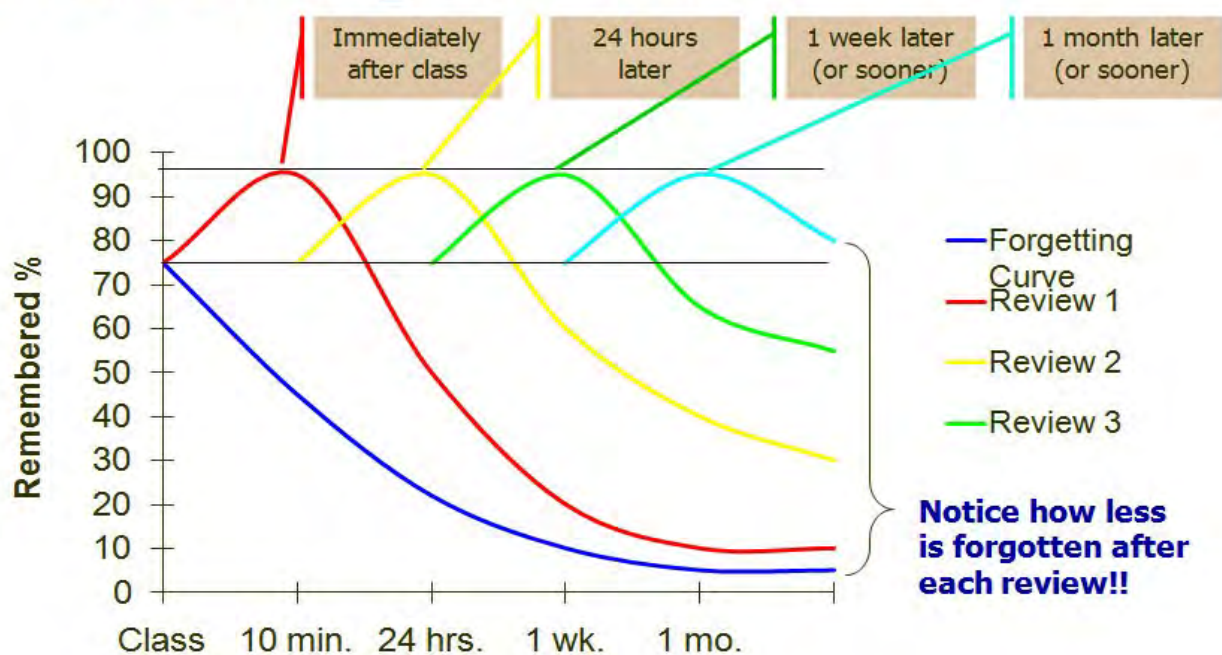
# Home Learning

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.

## Overcoming the Curve




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

## How to use your Knowledge Organiser

To get the most out of the Knowledge Organisers, your son/daughter should be learning sections and then testing themselves. Listed at the back of this booklet are strategies and tips on how your son/daughter can successfully use their Knowledge Organisers.

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## 'Animal Farm': Knowledge Organiser

### Chapter breakdown

1	The animals gather to listen to old Major. He gives them a vision of a life without man.
2	The animals rebel and overthrow Jones. The commandments are written.
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
9	Boxer is sold to the knacker's yard.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

### The seven commandments

1	Whatever goes upon two legs is an enemy.
2	Whatever goes upon four legs, or has wings, is a friend.
3	No animal shall wear clothes.
4	No animal shall sleep in a bed.
5	No animal shall drink alcohol.
6	No animal shall kill any other animal.
7	All animals are equal.

### Characters

#### Napoleon

'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'

#### Snowball

'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'

#### Squealer

'with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'

#### Boxer

'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'

### Key words

<b>allegory</b> – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.	
<b>tyrant</b> – someone who has total power and uses it in a cruel and unfair way. A <b>tyranny</b> is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.	
<b>rebellion</b> – a rebellion is a situation in which people fight against those who are in charge of them.	
<b>harvest</b> – the time when crops are cut and collected from fields.	
<b>corrupt</b> – when people use their power in a dishonest way order to make life better for themselves.	
<b>propaganda</b> – Information that is meant to make people think a certain way. The information may not be true.	
<b>cult of personality</b> – a cult of personality is where a leader convinces people to worship him or her, and treat them like a god.	
<b>treacherous</b> – If you betray someone who trusts you, you could be described as <b>treacherous</b> .	
<b>Biographical information</b>	
1	'Animal Farm' was written in 1945.
2	It was written by George Orwell.
3	Orwell was born in 1903.
4	'Animal Farm' was influenced by the events of World War II.
5	Orwell wanted to write about the cruel leaders of Europe during World War II.
6	'Animal Farm' is an allegory for the events of the Russian Revolution.

Year 8

# English

## Knowledge Questions

**Below are a series of questions.**

**Use these to apply your knowledge and practice.**

### Check You Remember

Who is Jones and what does he represent?

Who does Napoleon represent and who does he represent from the Russian revolution?

What do the pigs look like at the end of the story?

### Apply Your Knowledge

How does Old Major use his speech to unify the animals?

What kind of character is Boxer?

Explain how Snowball and Napoleon think or lead in different ways.

### Stretch Your Thinking

Why did the Russian Revolution fail?

Is this an important book? Explain your answer.

Why did Orwell write this book?

# Year 8

## English

### Knowledge Checklist

#### KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I know background information about George Orwell			
2	I know some information about World War 2 and the Russian Revolution			
3	I can recount the plot of Animal Farm			
4	I understand what the plot of Animal Farm signifies			
5	I know the pig characters and who they represent			
6	I know other main characters and who they represent			
7	I know some Tier 2 vocabulary connected to the novel			

#### High Flyers - Enrichment Task



Explain Orwell's characters in terms of allegory– I know who each represents and how the book shows the failures of the Russian Revolution to live up to its ideology.

Write a story which is allegorical.

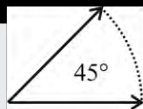
Do some further reading of Orwell's writing. You will study 1984 in Year 9.

# Year 8 Maths

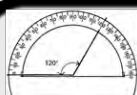
**KING'S LYNN ACADEMY**

End of Year Exam

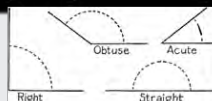
The data handling cycle



Measures of location



Line symmetry & reflection



Angles in parallel lines & polygons

Area of trapezia & circles

**Term 3**

Number sense

Fractions & percentages

Standard index form

Indices

Sequences

Mid Term Exam

**Term 2**

Brackets, equations & Inequalities

Tables & probability

Representing data

Working in the Cartesian plane

Multiplicative change

Multiplying & dividing fractions

Welcome to KLA your Journey starts here

Ratio & Scale

**Term 1**

## Year 8 Knowledge Organiser Half Term 5

### Ideas of the Half Term – Angles in parallel lines and polygons, area of trapezia and circles

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:

- Identify alternate angles
- Identify corresponding angles
- Identify co-interior angles
- Find the sum of interior angles in polygons
- Find the sum of exterior angles in polygons
- Find interior angles in regular polygons

#### Keywords

**Parallel:** Straight lines that never meet

**Angle:** The figure formed by two straight lines meeting (measured in degrees)

**Transversal:** A line that cuts across two or more other (normally parallel) lines

**Isosceles:** Two equal size lines and equal size angles (in a triangle or trapezium)

**Polygon:** A 2D shape made with straight lines

**Sum:** Addition (total of all the interior angles added together)

**Regular polygon:** All the sides have equal length, all the interior angles have equal size.

#### What do I need to be able

##### to do?

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

- Recall area of basic 2D shapes
- Find the area of a trapezium
- Find the area of a circle
- Find the area of compound shapes
- Find the perimeter of compound shapes

#### Keywords

**Congruent:** The same

**Area:** Space inside a 2D object

**Perimeter:** Length around the outside of a 2D object

**Pi ( $\pi$ ):** The ratio of a circle's circumference to its diameter

**Perpendicular:** At an angle of  $90^\circ$  to a given surface

**Formula:** A mathematical relationship/ rule given in symbols. Eg  $b \times h$  = area of rectangle/ square

**Infinity ( $\infty$ ):** A number without a given ending (too great to count to the end of the number) – never ends

**Sector:** A part of the circle enclosed by two radii and an arc.

## Year 8 Knowledge Organiser Half Term 5

### Ideas of the Half Term – Line symmetry and reflection

#### What do I need to be able to do?

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

- Recognise line symmetry
- Reflect in a horizontal line
- Reflect in a vertical line
- Reflect in a diagonal line

#### Keywords

**Mirror line:** a line that passes through the center of a shape with a mirror image on either side of the line

**Line of symmetry:** same definition as the mirror line

**Reflect:** mapping of one object from one position to another of equal distance from a given line.

**Vertex:** a point where two or more line segments meet.

**Perpendicular:** lines that cross at  $90^\circ$

**Horizontal:** a straight line from left to right (parallel to the x axis)

**Vertical:** a straight line from top to bottom (parallel to the y axis)

#### 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:

There are 3 green counters

There are 2 yellow counters

$$\frac{3}{5}$$

There are 5 counters overall

The fraction of yellow counters is:

$$\frac{2}{5}$$

### Previous Learning Revision Points

#### The ratio symbol



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

$2 : 4 : 6$

Ratio of strawberries, bananas and berries

The order of notation follows the order of the parts



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

## Year 8 Knowledge Organiser Half Term 6

### Ideas of the Half Term – Line symmetry and reflection, data handling cycle

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:

- Recognise line symmetry
- Reflect in a horizontal line
- Reflect in a vertical line
- Reflect in a diagonal line

#### Keywords

**Mirror line:** a line that passes through the center of a shape with a mirror image on either side of the line

**Line of symmetry:** same definition as the mirror line

**Reflect:** mapping of one object from one position to another of equal distance from a given line

**Vertex:** a point where two or more line segments meet

**Perpendicular:** lines that cross at  $90^\circ$

**Horizontal:** a straight line from left to right (parallel to the x axis)

**Vertical:** a straight line from top to bottom (parallel to the y axis)

#### What do I need to be able to do?

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

- Set up a statistical enquiry
- Design and criticise questionnaires
- Draw and interpret multiple bar charts
- Draw and interpret line graphs
- Represent and interpret grouped quantitative data
- Find and interpret the range
- Compare distributions

#### Keywords

**Hypothesis:** an idea or question you want to test

**Sampling:** the group of things you want to use to check your hypothesis

**Primary Data:** data you collect yourself

**Secondary Data:** data you source from elsewhere e.g. the internet/ newspapers/ local statistics

**Discrete Data:** numerical data that can only take set values

**Continuous Data:** numerical data that has an infinite number of values (often seen with height, distance, time)

**Spread:** the distance/ how spread out/ variation of data

**Average:** a measure of central tendency – or the typical value of all the data together

**Proportion:** numerical relationship that compares two things

# Year 8 Knowledge Organiser Half Term 6

## Ideas of the Half Term – Measures of location

### What do I need to be able to do?

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

- Understand and use mean, median and mode
- Choose the most appropriate average
- Identify outliers
- Compare distributions using averages and range

### Keywords

Spread: the distance/ how spread out/ variation of data

Average: a measure of central tendency – or the typical value of all the data together

Total: all the data added together

Frequency: the number of times the data values occur

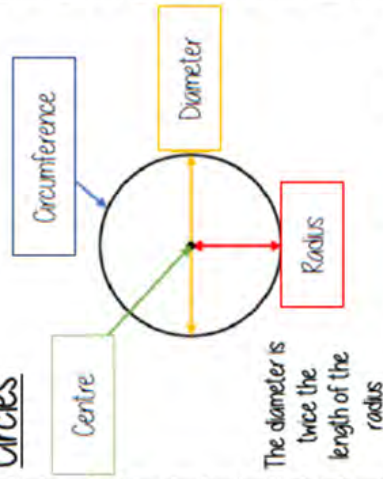
Represent: something that shows the value of another

Outlier: a value that stands apart from the data set

Consistent: a set of data that is similar and doesn't change very much

## Previous Learning Revision Points

### Circles



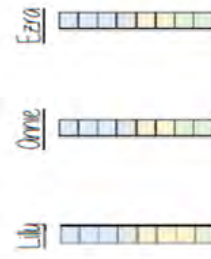
### The mean

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

Lilly, Onnie 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 6 each  
The information is redistributed equally across all groups



Lined area for taking notes, consisting of 20 horizontal lines.

Year 8

**Maths**

**Knowledge Questions**

**Below are a series of questions.**

**Use these to apply your knowledge and practice.**

Angles in parallel lines and polygons

How is a right angle shown on diagrams?

How do you draw an angle of  $180^\circ$ ?

What's the difference between an acute angle and an obtuse angle?

Area of trapezia and circles

Why is the formula to find the area of a rectangle the same as the formula to find the area of a parallelogram?

Why do we use the perpendicular height when finding the area of a triangle and not the sloping height?

Line symmetry and reflection

Do all regular polygons have lines of symmetry?

Data handling

What are the advantages/disadvantages of using primary/secondary data?

What features do you need on a data collection sheet?

Measure of location

What's the same and what's different about finding the median of four numbers and the median of five numbers?

# Year 8

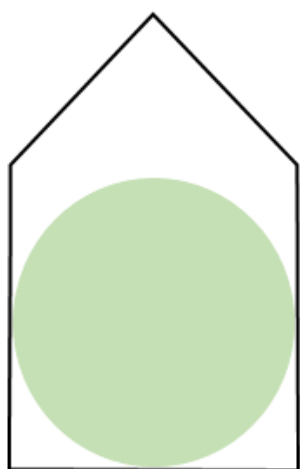
## Maths

### Knowledge Checklist

#### KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Angles in parallel lines and polygons			
2	Area of trapezia and circles			
3	Line symmetry and reflection			
4	Data handling			
5	Measure of location			

#### High Flyers - Enrichment Task



11.2 cm

The shape is made up of a square and triangle.

The circle touches the sides of the square and has radius 3.8 cm.

What percentage of total area of the shape is shaded?

Year 9

# Science

Year 8

KING'S LYNN ACADEMY

Term 6

Physics  
Light

Biology  
Respiration

Term 5

Experimental Science  
Standard Procedures

Physics  
Electrical Energy

Chemistry  
Earth Systems

Term 4

Biology  
Tissues and Organs

Chemistry  
Reactants and Products

Term 3

Experimental Science  
Standard Procedures

Physics  
Movement  
Gravity

Term 2

Chemistry  
Pure Substances

Biology  
Life Diversity

Term 1

Welcome back to KLA your Journey continues



Matter

# Earth systems: Big ideas

What expert understanding do we want after 5 years?

## Earth systems interact

Big idea

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

How does the unit develop this?

### Rock cycle Key Concept

The three rock types that make up Earth's crust were formed by processes that link together in a never-ending cycle

#### Sub-concepts

Igneous rock, sedimentary rock, metamorphic rock, weathering, erosion

#### Facts

- A mineral is a naturally occurring element or compound
- Crystals are non-metal minerals whose atoms are arranged in a giant structure
- Definitions of permeable/porous and impermeable
- The rock layers inside Earth are the crust, the mantle and the core.

### Water cycle Key Concept

The water cycle moves water through Earth's systems and is driven by energy from the sun and gravity

#### Sub-concepts

Evaporation, condensation

#### Facts

- Water falls to Earth as precipitation (rain, snow, hail, sleet)
- Transpiration is losing water from leaves via evaporation

Know the facts		Key words	
1	The Structure of the Earth consists of the inner core, outer core, mantle and crust.	1	Rock Cycle: Sequence of processes where rocks change from one type to another.
2	The inner core is made of solid iron. The outer core is liquid.	2	Weathering: The wearing down of rock by physical, chemical or biological processes.
3	Rocks are continuously eroded by weathering and climatic changes.	3	Erosion: Weathering of rock and its movement by water, ice or wind (transportation).
4	The eroded bits of rock are transported by water to other places towards the sea.	4	Sedimentary Rock: Formed from layers of sediment, and which can contain fossils. Examples are limestone, chalk and sandstone.
5	Bits of rock can be deposited on top of each other in layers.	5	Igneous Rock: Formed from cooled magma, with minerals arranged in crystals. Examples are granite, basalt and obsidian.
6	Layers of rock can be built up over time and cemented together as water is squeezed out of the layers, forming sedimentary rock.	6	Metamorphic Rock: Formed from existing rocks that are exposed to heat and pressure over a long time. Examples are marble, slate and schist.
7	Lava is magma that has come through the Earth's crust in volcanic eruptions and due to movement of the tectonic plates	7	Freeze-thaw weathering: The process where water gets into cracks in rocks and then freezes. As the water freezes it expands, breaking rocks apart over time.
8	The rate of cooling affects the crystal size in igneous rock. Faster cooling produces smaller crystals.	8	Tectonic Plates: The Earth's crust is made up of large plates that move around due to convection currents in the Mantle.
9	Heat and pressure can change igneous rock and sedimentary rock, forming metamorphic rock.	9	Evaporate: Change from liquid to gas at the surface of a liquid, at any temperature.
10	The water cycle shows how water enters and leave different stores of water.	10	Boil: Change from liquid to a gas of all the liquid when the temperature reaches boiling point.
11		11	Condense: Change of state from gas to liquid when the temperature drops to the boiling point.
12		12	Precipitation: rain, snow, sleet, or hail that falls to or condenses on the ground.
		13	Transpiration: Transpiration is the process of water movement through a plant and its evaporation from aerial parts, such as leaves, stems and flowers.



Organisms

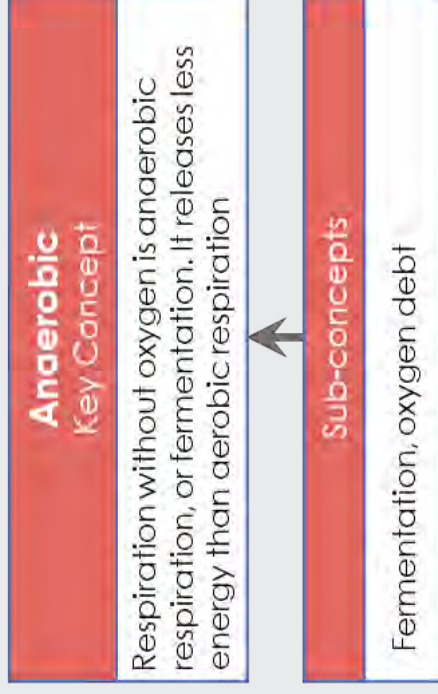
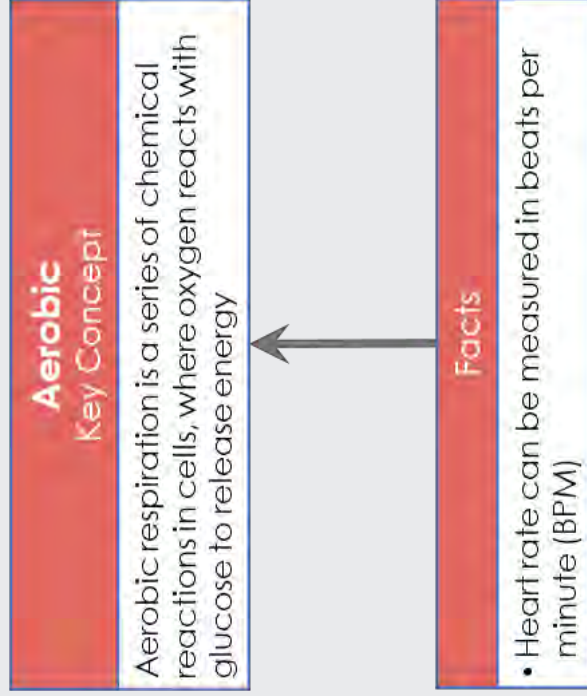
# Respiration: Big ideas

What expert understanding do we want after 5 years?

## Cells are Alive Big idea

- Organisms are made of cells, which themselves have parts that carry out different functions. Organisms exist as single cells (unicellular) or many cells (multicellular). In multicellular organisms, cell division is essential for growth, development, and repair. Cells differentiate to form specialised cells that perform diverse functions.
- All living systems need matter and energy. Matter fuels respiration, the energy-releasing chemical reaction that provides energy for life functions and provides the material for growth and repair of tissue. Plants and algae use sunlight, water, and carbon dioxide to facilitate photosynthesis, which stores energy, forms plant matter, releases oxygen, and maintains plants' activities.

How does the unit develop this?



Know the facts		Key words
1	Multicellular organisms are composed of cells which work together to form a tissues and these group together to make organs..	Diffusion: movement of particles from a place where they are high in concentration to a place where they are in a lower concentration.
2	Both Plant and Animal cells have a cell membrane, nucleus, cytoplasm and mitochondria.	Chloroplast: Absorbs light energy so the plant can make food (photosynthesis).
3	Plant Cells also have a Cell Wall, Chloroplasts and usually a Permanent Vacuole.	Cell membrane: Surrounds the cell and controls movement of substances in and out.
4	Uni-cellular organisms are adapted to carry out functions that in multi-cellular organisms are done by different types of cells.	Nucleus: Contains genetic material (DNA) which controls the cell's activities.
5	Medical treatments can work at an individual cell, tissue, organ or organ system level.	Mitochondria: Part of the cell where energy is released from food molecules.
6	Photosynthesis occurs inside chloroplasts.	Circulatory System: Transports substances around the body.
7	Cells are the building blocks of life – they are the smallest units in an organism.	Respiratory System: Removes Carbon Dioxide from the blood and allows Oxygen to be absorbed and transported.
8	Specialised cell: Has a particular shape and structure to carry out a specific job.	Muscular- Skeletal Systems: Muscles and bones working together to cause movement and support the body
9	Respiration is the process by which living things produce energy.	Digestive System: Breaks down and then absorbs smaller food molecules.
10	Fermentation is a useful chemical process which makes alcohol and carbon dioxide.	Glucose: a type of sugar molecule
11	Oxygen Debt is a temporary oxygen shortage in the body tissues arising from exercise.	Aerobic: in the presence of oxygen
12	Lactic Acid is a chemical made in anaerobic respiration	Anaerobic: in the absence of oxygen



# Light: Big ideas

Energy

What expert understanding do we want after 5 years?

Radiation transfers energy  
Big idea

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

How does the unit develop this?

Reflection  
Key Concept

We see objects by reflected light. When a light rays strikes a reflective surface, it changes direction, and the angle of the incident and reflected rays are equal

Sub-concepts

Ray model, image

Facts

- Definition of: Scattering, incident ray, reflected ray, angle of incidence, angle of reflection, total internal reflection
- The difference between absorption and transmission

Refraction  
Key Concept

When light passes into a different material, light changes direction. The direction the light bends depends on the difference in refractive index of the two materials.

Sub-concepts

Lens

Facts

- Definition of: Dispersion, retina, spectrum
- The difference between converge and diverge
- How light rays are affected by convex and concave lenses



Know the facts		Key words	
1	Light travels as a transverse wave.	1	Vacuum: A space with no particles of matter in it.
2.	The law of reflection states that angle of incidence is equal to the angle of reflection.	2	Incident ray: The incoming ray.
3	When light enters a denser medium it bends towards the normal; when it enters a less dense medium it bends away from the normal.	3	Reflected ray: The outgoing ray.
4.	Light travels at 300 million metres per second in a vacuum.	4	Normal line: From which angles are measured, at right angles to the surface.
5.	Different colours of light have different frequencies.	5	Refraction: Change in the direction of light going from one material into another.
6.	When a light ray meets a different medium, some of it is absorbed and some reflected.	6	Transparent: A material that allows all light to pass through it.
7	Prisms disperse white light to produce a continuous spectrum	7	Translucent: A material that allows some light to pass through it.
8	Photoreceptors are sensitive to light – there are 2 types rods and cones	8	Opaque: A material that allows no light to pass through it.
9		9	Retina: Layer at the back of the eye with light detecting cells and where image is formed.



A series of horizontal lines for writing notes.

Year 8

# Science

## Knowledge Questions

**Below are a series of questions.**

**Use these to apply your knowledge and practice.**

### Biology

What are the similarities and differences between the breathing system and the digestive system?

Where does respiration take place in living things?

What differences are there between aerobic and anaerobic respiration?

### Chemistry

What is the difference between oxidation and reduction? What examples can you give?

What are the three rock types and how are they formed?

Why is the water cycle important?

### Physics

What is the difference between weight and gravity?

What is the difference between reflection and refraction? What examples of each can you give?

How is light focused in your eye?

# Year 8

## Science

### Knowledge Checklist

#### KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Multicellular organisms are composed of cells which work together			
2	Oxygen Debt is a temporary oxygen shortage in the body tissues			
3	Lactic Acid is a chemical made in anaerobic respiration			
4	If an acid reacts with a base there are two products: a salt and water			
5	The Structure of the Earth consists of the inner core, outer core,			
6	The water cycle shows how water enters and leave different stores			
7	The Earth has seasons as the Earth is moving around the Sun and some parts are tilted towards the Sun and other parts are tilted away from the Sun			
8	The law of reflection states that angle of incidence is equal to the			
9	When light enters a denser medium it bends towards the normal;			

#### High Flyers - Enrichment Task



Use of appropriate apparatus and techniques for the observation and measurement of biological changes and/or processes.

Safe use and careful handling of gases, liquids and solids, including careful mixing of reagents under controlled conditions, using appropriate apparatus to explore chemical changes and/or products.

Use of appropriate apparatus to make and record a range of measurements accurately, including length, area, mass, time, volume and temperature.



Year 9

# Geography

Year 8

KING'S LYNN ACADEMY

Conflict

The Middle East

Half Term 6

Rural and urban Russia



Countries

Russia's resources

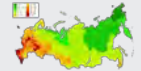


Climate

Changing borders

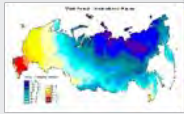


Population distribution



Half Term 5

Russia



Deforestation



How can we help?

Adaptations

Tropical Rainforests

Half Term 4



The Mediterranean Biome

Biosphere and natural resources



Biomes

Ecosystems



Fair Trade



Tropical rainforests

Half Term 3

NGO's

Countries and organisations supporting development

Africa case study

Gender equality



Focus on India

Half Term 2



Why do people live in poverty?

Measuring development



Health inequality

Welcome back to KLA. Your journey continues.

Half Term 1

The Development Gap





# Geography Knowledge Organiser

## Summer (term 5): Russia

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

### Keywords

Plain

Eurasia

Continental climate

Biome

Permafrost

Soviet Union/ USSR

Annexing

Export

Population density

Nomadic

A large area of flat land.

West of the Ural Mountains lies the European land mass and to the east the Asian land mass.

A climate that experiences extreme seasonal change, such as extremely cold winters, and hot summers.

A large community of plants and animals, characterised by its soil, vegetation, and climate e.g. Taiga.

Ground that is frozen throughout the year, where the top layer of soil melts in the summer and then freezes in the winter.

The socialist state that controlled 'Russia' from 1918-1991. It split up in 1991 creating 15 separate nation states, which exist today.

When a country takes control of a separate territory, normally taken through military force.

The selling of services or goods to another country.

The amount of people that live in an area. Sparsely populated means there are not many people, with densely populated meaning there are many people.

A person, or groups of people (e.g. a tribe) that moves from place to place without a permanent home.

### Topography and physical features of Russia



### Key human features of Russia



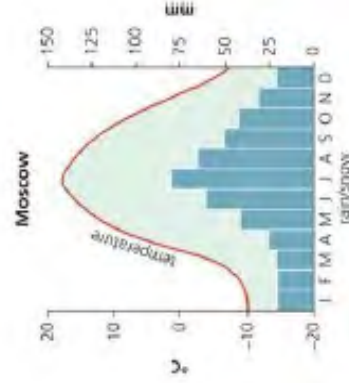
### Population Distribution of Russia



### Russian Resources



### Climate Graph



Lines represent temperature.

Temperature is measured in °C

Bars represent precipitation.

Precipitation is measured in mm



## Geography Knowledge Organiser Summer (term 6): The Middle East

Have you ever wondered where the Middle East is? Why the population there is so diverse? The reasons for why it is a major economic region of the world? Have you been curious about why there is ongoing conflict in the region or why it is an important world region?

### Keywords

Plain	A large area of flat land.
Ethnicity	Belonging to a particular ethnic group (based on race, culture, religion, traditions and customs).
Crude oil	Naturally occurring and unrefined petroleum that can be refined into diesel, petrol, gas and other petrochemicals.
Diversifying	The creation of a much wider variety of new business and job opportunities in a region.
Forced migration	Movement of people away from their homes due to political conflict, natural disaster or environmental hazards.
Mediterranean climate	Region that experiences mild winters and warm summers.
Peninsula	As area of land almost surrounded by water but is joined to a larger piece of land.
Water stressed	When the demand for water exceeds the available amount during a certain period or when poor quality restricts its use.
Infrastructure	The basic systems and services are necessary for a country or organization to run smoothly e.g. buildings, transport and water and power supplies.

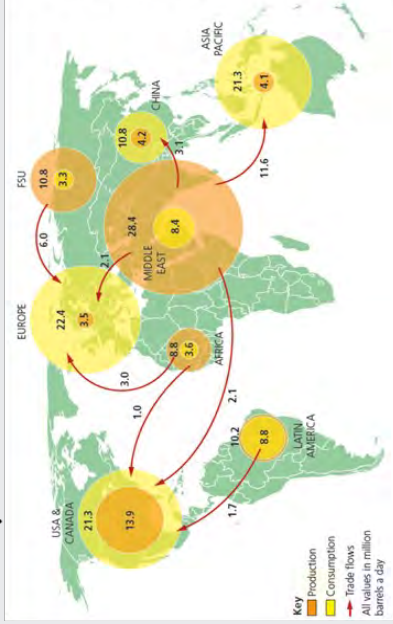
### Countries of the Middle East



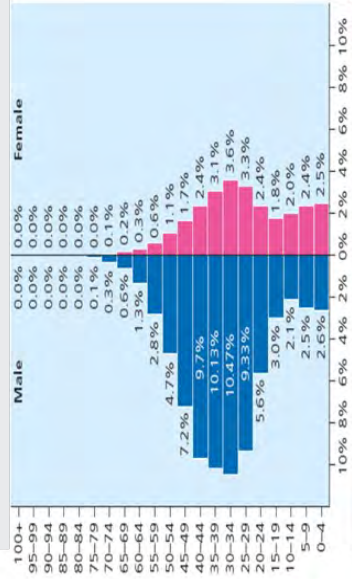
### The Middle East physical geography



### The importance of oil



### Population pyramid of the United Arab Emirates





A series of horizontal lines for writing notes.

Year 8

# Geography

## Knowledge Questions

**Below are a series of questions.**

**Use these to apply your knowledge and practice.**

**Describe and explain how the population distributed in Russia.**

What physical barriers are there to population distribution?

How does money affect where people live?

How has population distribution altered due to changes in the borders?

**Explain why the Middle East is an important economic region.**

How have the region's natural resources driven the economy?

What countries have a plentiful supply of resources?

How have poorer countries been affected by a lack of natural resources?

**Outline recent developments in the conflicts in the Middle East.**

What historical factors have caused conflict?

What are current reasons for the ongoing conflicts?

How are other countries involved in the disputes?

# Year 8

## Geography

### Knowledge Checklist

#### KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can describe Russia's key physical and human features			
2	I can describe and explain Russia's climate			
3	I can outline Russia's changing borders			
4	To identify Russia's resources			
5	I can say what life is like in rural Russia			
6	To understand what countries are in the Middle East			
7	I can explain why the Middle East is an important economic region.			
8	I can explain how the U.A.E. has developed.			
9	I can explain why there is ongoing conflict in the Middle East			
10	To understand why the Middle East is an important world region			

#### High Flyers - Enrichment Task



To research current news outlets to keep up to date with current affairs in both regions. Write your own newspaper article.

<https://www.bbc.co.uk/news/topics/ce1qrvlegnyt/russia>

[https://www.bbc.co.uk/news/world/middle\\_east](https://www.bbc.co.uk/news/world/middle_east)

# History

1453 - 1760

**Year 8**

**Year 9**

KING'S LYNN ACADEMY

**Half Term 6**

**Half Term 5**

**Half Term 4**

**Half Term 3**

**Half Term 2**

**Half Term 1**

Poverty, violence and crime



Georgian Aristocracy

Jacobite uprisings

Parliamentary Government

Creation of Great Britain

The Restoration



Restoration England

The Great Fire of London



Cromwell's Commonwealth

Trial and execution

Fighting the English Civil War

Charles I and Parliament

The Outbreak of War

James I and the Gunpowder Plot



Rich and Poor in Tudor England

The Elizabethan Golden Age



The Spanish Armada



Elizabeth I



Mary I's counter reformation



Henry's 'Great Matter'

The English Reformation

Henry VIII and Edward VI

The Reformation

The young Henry VIII



Global exploration

Christopher Columbus



The 'New' World



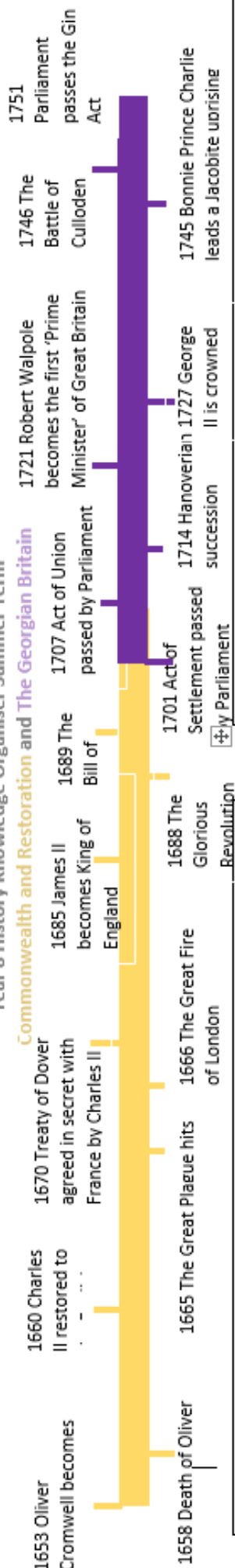
Print, gunpowder and astronomy

The Italian Renaissance

Welcome back to KLA. Your journey continues.



Commonwealth and Restoration and The Georgian Britain



The Commonwealth and Restoration 1649 - 1689		Georgian Britain	
Tier 2 Vocabulary	Tier 3 Vocabulary	Tier 2 Vocabulary	Tier 3 Vocabulary
<p><b>Commonwealth</b>: the period when England ceased to be a monarchy and was at first ruled by parliament.</p> <p><b>Exile</b>: being forced to live outside your native country, typically for political reasons.</p> <p><b>Firebreaks</b>: a man might get incombustible material used to prevent the further spread of fire.</p> <p><b>Godly Providence</b>: the peaceful rejection of James II as King, and replacement by William and Mary.</p> <p><b>Illegitimate</b>: not recognised as lawful, once used to describe someone born of unmarried parents.</p> <p><b>Military Dictatorship</b>: a form of government where the military hold sole power over the state.</p> <p><b>Plague</b>: the most common variant is bubonic plague, named after the swellings on victim's bodies.</p> <p><b>Rational thought</b>: the idea that reasoning, not superstition, should be the source of human knowledge.</p> <p><b>Royal Society</b>: a group founded in 1660 for the advancement of scientific knowledge.</p>	<p><b>Declaration of Breda</b>: a series of promises made by Charles II prior to his restoration as king.</p> <p><b>Glorious Revolution</b>: the peaceful rejection of James II as King, and replacement by William Mary.</p> <p><b>Great Seal</b>: a seal used to show the monarchs approve of important state documents.</p> <p><b>Lord Protector</b>: the title given to Oliver Cromwell as head of the English state and the Church of England.</p> <p><b>Miasma</b>: the theory that diseases caused by the spreading smell of poisonous cloud of bad air.</p> <p><b>Regicide</b>: the deliberate killing of a monarch, or the person responsible for doing so.</p> <p><b>Restoration</b>: the return of the monarchy to England with Charles II's Coronation in 1660.</p> <p><b>Rump Parliament</b>: the remaining members of the parliament after it is purged before Charles I's trial.</p> <p><b>The Bill of Rights</b>: a document establishing parliament's rights and limitations to the monarch's power.</p>	<p><b>10 Downing Street</b>: traditional home of the English Prime Minister since the reign of George I.</p> <p><b>Aristocracy</b>: the government of a country by an elite class, often with hereditary titles.</p> <p><b>Clan</b>: ancient family from the Highlands of Scotland.</p> <p><b>Great Britain</b>: a name given to the island comprising England Wales and Scotland.</p> <p><b>Highlands</b>: a sparsely populated area of northern Scotland known for its mountainous landscape.</p> <p><b>House of Commons</b>: the lower house in parliament, where seats go to MPs elected by the people.</p> <p><b>House of Lords</b>: the upper house in parliament, where at this time seats are inherited by members of the peerage.</p> <p><b>Satirical</b>: using humour to criticise human failings, often in the context of politics.</p> <p><b>Suppression</b>: a dominant political power limiting the freedom and activity of a group of people.</p>	<p><b>Act of Settlement</b>: a law passed in 1701 ensuring a Protestant would succeed Queen Anne.</p> <p><b>Act of Union</b>: a law which united England and Scotland in 1707 and created Great Britain.</p> <p><b>Grand Tour</b>: journey taken by upper class young men to experience the art and culture of Europe.</p> <p><b>Highwayman</b>: armed robbers on horseback who attacked people travelling in stagecoaches.</p> <p><b>Jacobite</b>: supporters of the Stuart claim to the throne, following the Exiles of James II.</p> <p><b>Season</b>: a 6-month period when parliament was in session and the aristocracy came to London.</p> <p><b>Share</b>: a portion of a company that can be bought, bringing with it a portion of the profits.</p> <p><b>Stagecoach</b>: a horse drawn carriage used for long distance travel.</p> <p><b>Tories</b>: a political party which originally formed to protect the power of the King.</p> <p><b>Whigs</b>: a political party which originally formed to limit the power of the King.</p>

Year 8

# 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. Commonwealth, illegitimate, aristocracy, House of Commons, House of Lords

Put these events into Chronological order. Can you add the dates they happened? Act of Union passed, Great Fire of London, England declared a Commonwealth, Battle of Culloden, The Glorious Revolution

Say why these people are significant in the topics that have been studied. Charles II, James II, Bonnie Prince Charlie, Robert Walpole

### Apply your knowledge

Explain what was important about The Glorious Revolution.

Write an account about the Jacobite uprising led by Bonnie Prince Charlie.

In what ways did poverty, violence and crime impact Britain during Georgian Britain.

### Stretch your thinking

The 17th century through to the end of the 19th century was a period of great change for Britain. Which of these key events had the greatest impact?

- Declaration of England as a Commonwealth
- Charles II is crowned King, beginning the Restoration
- Robert Walpole becomes the first Prime Minister and the start of Parliamentary government

# Year 8

## History

### Knowledge Checklist

#### KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Cromwell's Commonwealth, including actions towards Ireland and Scotland, being Lord Protector and Cromwell's death.			
2	The Restoration of the Stuart Monarchy (Charles II 1660-1685).			
3	Restoration England, including the scientific revolution and the Great Plague.			
4	The Great Fire of London.			
5	The Glorious Revolution, including the reign of James II (1685-1688).			
6	Creation of Great Britain, including the Hanoverian succession.			
7	Parliamentary Government, including the first Prime Minister.			
8	Jacobite Uprisings, including Bonnie Prince Charlie and the Battle of Culloden.			
9	Georgian Aristocracy, including leisure and entertainment and Samuel Johnson.			
10	Poverty, Violence and Crime in Georgian Britain, including the satirical cartoons of William Hogarth.			

#### High Flyers - Enrichment Task



Conduct an investigation into what happened to Oliver Cromwell's head after his death in 1658. Here are a few websites that will be useful to you:

<https://historycollection.com/strange-story-oliver-cromwells-head/3/>

<https://historyinnumbers.com/people/oliver-cromwell/cromwells-head/>

# French

Year 8

Year 9

NG'S LYNN ACADEMY

Term 6

Relationships

Jobs – m/f forms

Transport

Clothes

Possessive adjectives

Term 5

More adjectives

More perfect tense:  
*re and ir verbs*

Perfect tense with *etre*

Past tense opinions

Your  
Opinion  
matters

Irregular verbs in perfect  
tense

Term 4

Paris

I ♥  
REVISION

Term 3

Introducing  
perfect tense

Music

Using *je veux*

Internet

Present tense of *faire/aller*

Time expressions

Term 2

Revising time

Film

Extending opinions

Welcome back to KLA your Journey continues

Term 1

TV

Revising phonics



# Year 8 French Half Term 5+6

## Jobs vocab

acteur/actrice	actor
agriculteur/agricultrice	farmer
avocat	lawyer
agent de police	Police officer
boucher/-ère	butcher
boulangier/-ère	baker
infirmier/-ère	nurse
pompier	fireman/woman
serveur/-euse	waiter/ress
soldat	soldier
professeur	teacher
médecin	doctor
vendeur/-se	shop assistant

## Clothes

des baskets	trainers
des bottes	boots
des chaussures	shoes
une chemise	a shirt
un chapeau	a hat
un jean	jeans
une jupe	a skirt
un pantalon	trousers
un pull	a jumper
un sweat à capuche	a hoodie
un tee-shirt	a T-shirt
une veste	a jacket

## Relationship verbs

## Grammar

To talk about our relationships with others, we use *reflexive verbs*.

This means that the verb is 'reflected' back on ourselves. You know one already:

**Je m'appelle = I call myself**

Here are some key ones:

s'amuser	to have fun
se chamailler	to squabble
se confier des secrets	to tell each other secrets
se dire	to tell each other
se disputer	to argue
s'entendre	to get on
se fâcher	to get angry



## Other useful words

avec	with
bien	well
en général	in general
ensemble	together
par moments	at times
plutôt	rather
sinon	otherwise
surtout	especially
vraiment	really

## Useful high frequency language

### Colours

blanc(he)	white
bleu turquoise	turquoise
gris(e)	grey
marron chocolat	chocolate brown
noir(e)	black
vert kaki	khaki

## Adjectives

casse-pieds	annoying
curieux/curieuse	curious
débrouillard(e)	resourceful
égoïste	selfish
gentil(le)	nice
optimiste	optimistic
pessimiste	pessimistic



Lined area for notes, consisting of multiple horizontal lines.



Lined area for notes, consisting of 20 horizontal lines.

Year 9

# German

Year 8

KING'S LYNN ACADEMY

Term 6

Key (regular) perfect tense verbs

Key verbs: essen, trinken, nehmen

Revision of perfect and present tense

Term 5

New adjectives

Perfect tense revision

New time expressions

Modal verb wollen

Revision of lighting and expanding opinions

Revision of word order rules

Term 4

Feedback

Term 3

Extended writing in perfect tense

Use perfect tense with sein

Use correct adjective endings

Revision of the verb sein

Term 2

Use perfect tense with haben

Imperfect tense with ich war

Revision of the verb haben

Term 1

Welcome back to KLA your Journey continues

Revision of phonics



# Year 8 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
Erkunde	geography
Geschichte	history
Sport	PE

### lernen = to learn

### In die Schule

der Stuhl  
der Tisch  
der Computer  
der Korridor  
die Wand  
die Tür  
das Fenster  
das Whiteboard  
das Klassenzimmer  
Der Schulhof  
Die Kantine  
Die Sporthalle  
Die Bibliothek

### In the School

The chair  
The table  
The computer  
The corridor  
The wall  
The door  
The window  
The Whiteboard  
The classroom  
The playground  
The canteen  
The sports hall  
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 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup> lesson

### Word order

The verb in a German sentence is always the second idea in the sentence (V2)= Verb 2<sup>nd</sup> Idea  
Ich **spiele** Fußball = I **play** football Am Montag **spiele** ich Fußball = on Monday I **play** football

### 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





# Year 8 German Term 3



## 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.

## Grammar

### 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*

### 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

### Modal verb dürfen

**dürfen = to be allowed to**

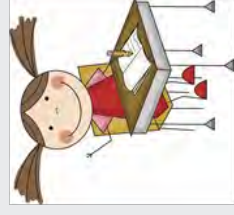
Ich darf = I am allowed to

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





A series of horizontal lines for writing notes.

# Year 8

## German

### Knowledge Questions

**Below are a series of questions.**

**Use these to apply your knowledge and practice.**

\*

Write down 3 sentences using the verb to be, 2 sentences using the verb to have and  
1 question in German.

Write these in German—ensure you use the correct verb endings.

He is learning German.

She lives in Hamburg.

He is talking with friends.

She is playing in the lesson

+

Write these in German

I have a question.

She has a problem.

He has a reason.

I have the rucksack.

Write these in German

Do you have a book?

Do you have a problem?

Do you have a question?

Make 4 questions in German using these words:

**was / wer / wie / wo**

**Der Gast / das Ding / der Mann / Die Flasche**

=

Write down the three words for **the** in German that you know from last term.

Write down the three words for **a** in German that you know from last term.

Write these in English—was, wer, wie, wo

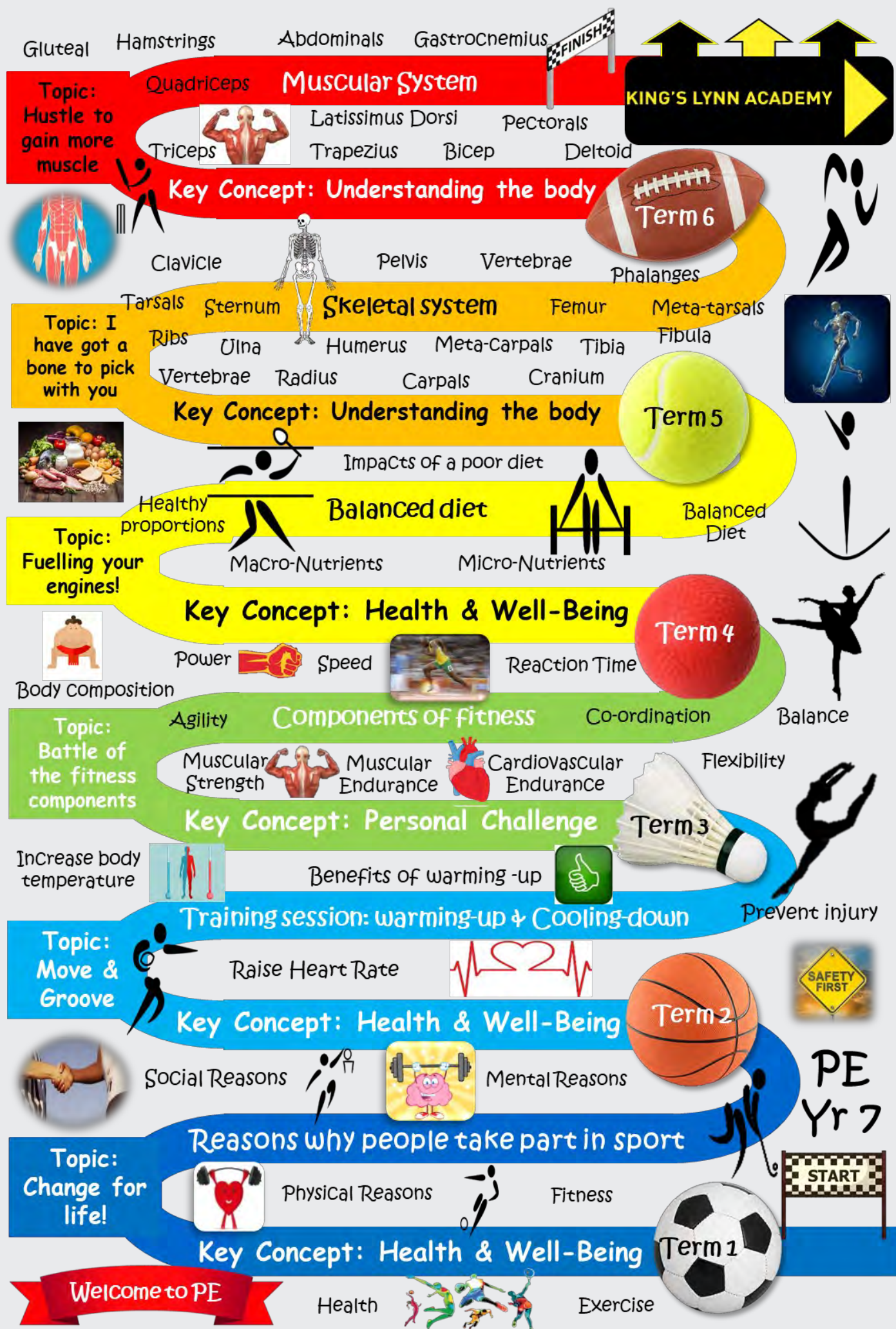
# Year 8

## German

### Knowledge Checklist

#### KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I have learnt the verbs, nouns and adjectives for week 5.			
2	I know how the German word for the changes after a verb.			
3	I can understand and use the verb haben ( <i>to have</i> ).			
4	I know how the German word for a changes after a verb.			
5	I have learnt the verbs, nouns and adjectives for week 6.			
6	I know how to ask questions using the verb <i>to have</i> .			
7	I have learnt the verbs, nouns and adjectives for week 7.			
8	I know how to ask questions using question words.			
9	I have learnt the verbs, nouns and adjectives for T1.2 Week 1.			
10	I know the endings for regular verbs in the 1st, 2nd and 3rd person singular.			
11	I have learnt the verbs, nouns and adjectives for T1.2 Week 2.			



## 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)

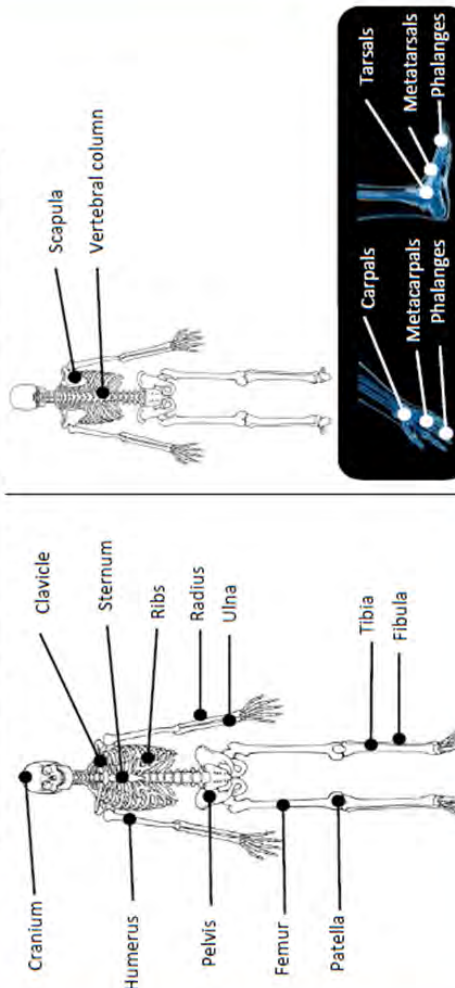
## Types of Joint

**Synovial Joint** – a freely movable joint in which the bones' surfaces are covered by cartilage and contains synovial fluid

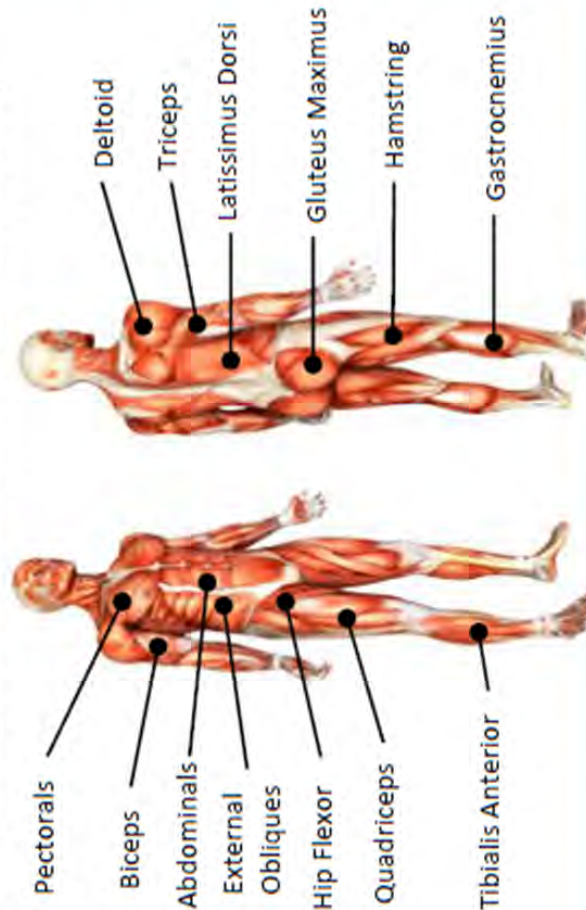
**Hinge joint** – Elbow, knee

**Ball and Socket joint** – Shoulder, hips

## Structure of the Skeletal System



## Structure of the Muscular System

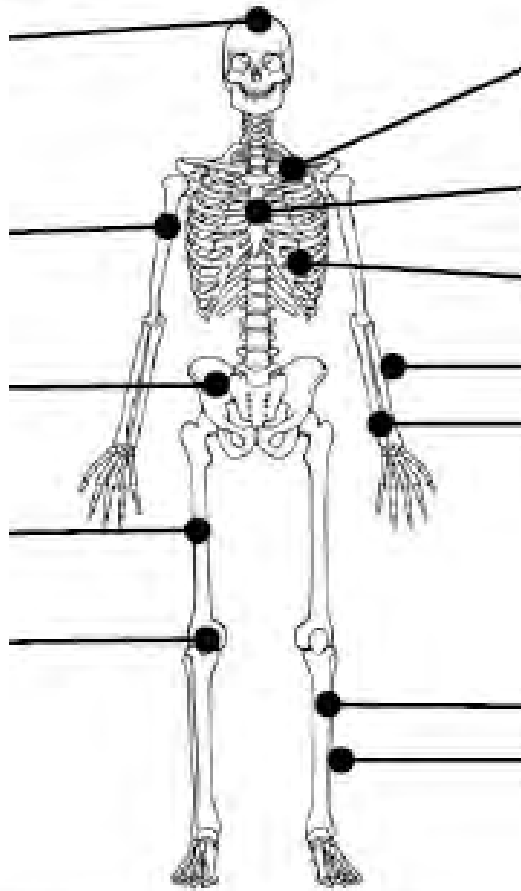


## Joint Movements

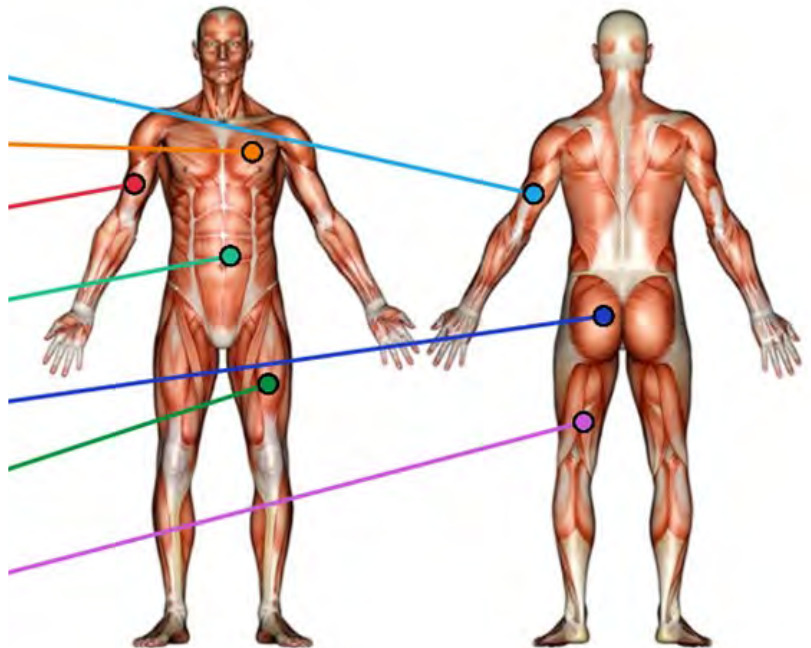
Flexion	Adduction	Rotation
Decreasing the angle at a joint (bending)	Limbs moving towards the midline of the body.	A twisting/turning action around a joint.
Extension	Abduction	Circumduction
Increasing the angle at a joint (straightening)	Limbs moving away from the midline of the body.	A combination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

# 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

# Physical Education

## Knowledge Checklist

KNOWLEDGE  
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Five functions of the skeletal system: <ul style="list-style-type: none"> <li>♦ Shape &amp; Support</li> <li>♦ Protection</li> <li>♦ Movement</li> <li>♦ Blood production</li> <li>♦ Mineral storage</li> </ul>			
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	Joints in the body: <ul style="list-style-type: none"> <li>• Synovial joint</li> <li>• Hinge</li> <li>• Ball and socket</li> </ul>			
4	Location of the major muscles in the body: Bicep, triceps, deltoid, pectorals, trapezius, latissimus dorsi, gluteal, hamstring, quadriceps, gastrocnemius.			
5	Joint movement: Flexion, extension, abduction, adduction, rotation & Circumduction			

### High Flyers - Enrichment Task



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

Year 9

# Technology

Year 8

KING'S LYNN ACADEMY

TEST

Topic Test

What went well:  
Even better if:

Reflect and evaluate on the outcome



Quality Control (QC)



Wood Stain



Research and learn about existing products

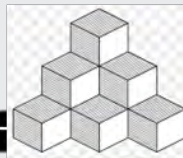


Developing and Planning final design.

Manufacturing Bird Box



Isometric Drawing of Bird Box

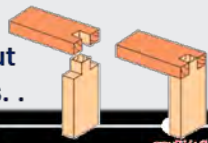


Learning/Practising finishing techniques.



Wood joints

Learning to mark out wood & finger joints. .



Using workshop tools and equipment to practise wood joints. A test piece to help practise with the tools and equipment

Finishing Techniques



Coniferous Trees



Learning about deciduous and coniferous trees

DECIDUOUS TREE IN FOUR SEASONS (KOREAN STEWARTIA TREE)



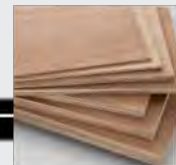
Learning how to use new equipment. E.g Belt sander & Tenon saw

Looking at how wood production affects our environment and sustainability



Health and safety

Learning about different materials and tools used in this project



Welcome back to KLA your Journey continues

Bird Box

## Learners must be able to:

- Develop, plan, and communicate ideas.
- Work with tools, equipment, materials, and components to make quality products.
- Know and understand material properties and components.
- Evaluate processes and the final product.

## Birdbox

## YEAR 8 CRAFT TECHNOLOGY

### THE DESIGN CYCLE

Reflect back to Design Brief

WWW EBI

How to improve

Manufacture/to make

Measurements

Step by step

Equipment and materials

### Manufactured

Sheet materials manufactured from timber waste or layers of wood and adhesive including MDF, plywood and hardboard

Choose most successful design.

Test ideas

Modify and make changes

### Manufactured Wood

Man made woods or manufactured boards have become important as a substitute for solid wood over the past number of years.



The main advantages are

- Help conserve tropical forests
- They are economic alternative
- They come in large sizes with thickness
- They are stable

### Material Properties

Hardwood	Softwood	Manufactured
Darker Colour	Lighter Colour	Pale or veneered wood
Heavy	Lighter Weight	Lighter weight
Expensive	Cheap	Inexpensive
Long lasting	Knotty	Long lasting
Weather Resistant	Weather Resistant When treated	Weather Resistant When treated
More Environmental Impact	Less Environmental Impact	Less Environmental Impact

### Hardwoods



Comes from deciduous trees

This is a broad-leaved tree which loses its leaves in the winter.

Beech

Oak

Ash

Teak

### Hardwood

Timber from a deciduous tree. They are slower growing and more expensive.

### Softwoods



Comes from coniferous trees

This tree is an evergreen (green all year), needle-leaved, cone-bearing tree.

Pine

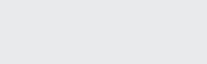
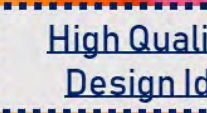
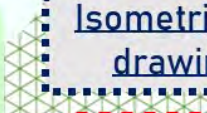
Spruce

Cedar

Fir

### Softwood

Timber from an evergreen or coniferous tree. Fast growing.



### Isometric (3D drawing)

### CAD/CAM



### High Quality 3D Design Ideas

### Key Words

- 1 Design
- 2 Tenon Saw
- 3 Functional
- 4 Sustainability
- 5 Measurements
- 6 Plywood
- 7 Accuracy
- 8 Dowel
- 9 Properties
- 10 Belt Sander
- 11 Environmental
- 12 Pillar Drill
- 13 Try-Square
- 14 Coping Saw
- 15 Pine wood
- 16 Softwood
- 17 Hardwood
- 18 Wood Stain
- 19 Manufactured wood
- 20 Isometric
- 21 Annotate

### Reading List

- Basic technical drawing by McGraw-Hill Education
- CGP Design and Technology Revision guide and workbook
- D&T app for smartphones
- [www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)

# Properties and Definitions of Wood and Manufactured Wood

## Properties of Wood

## Definition

hardwood	Timber from a deciduous tree.
softwood	Timber from an evergreen or coniferous tree.
tight-grained	Timber with a high ring count, slower growing and denser.
loose-grained	Timber with a low ring count- faster growing.
dense	Can be deformed without losing toughness.
straight-grained	Timber which has grown straight, has a uniform grain.
knotty	Irregularity in wood grain, where a branch or offshoot existed.
weather resistant	A tight-grained timber has good water and heat resistance.
stiff	A timber that does not bend easily.
easy to work	A timber that is either low or medium density. Easy to cut and shape.
lightweight	A timber that is light in weight.
attractive grain	When polished or varnished, a timber's grain is eye-catching.

## Hardwood Trees

Oak  
Beech  
Balsa  
Mahogany

## Softwood Trees

Pine  
Cedar  
Red Deal  
Scots Pine

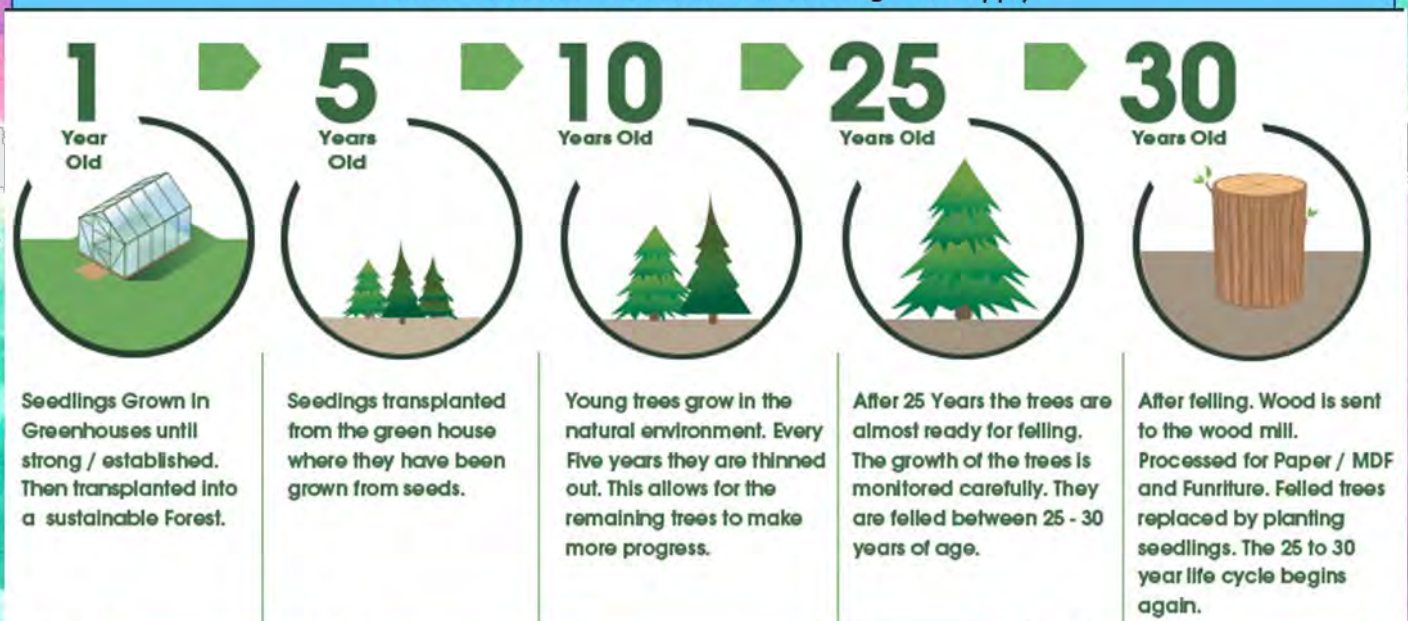
## Manufactured Wood Sheet Material

Plywood  
MDF  
Chipboard

## Sustainable Life Cycle

**Sustainable wood** comes from **sustainably** managed forests.

The forest landscape is managed to prevent damage to eco-systems, to wildlife and to the trees themselves. As mature trees are felled they are replaced with seedlings. Trees are a renewable resource, when managed sustainably they also can be used to address important human needs without ever exhausting the supply.



# YEAR 8 TECH

## TOOLS & EQUIPMENT+ BIRD BOX PROJECT



Tool/Equipmen  
† name

Process



Tool/Equipmen  
† name

Process



Tool/Equipmen  
† name

Process



Tool/Equipmen  
† name

Process



Tool/Equipmen  
† name

Process



Tool/Equipmen  
† name

Process



Tool/Equipmen  
† name

Process



Tool/Equipmen  
† name

Process

# Design and Technology

## Knowledge Questions

**Below are a series of questions.**

**Use these to apply your knowledge and practice.**

=

Name a softwood, hardwood and a manufactured wood.

Name two properties of each wood type.

Complete this sentence -Cut the waste, \_\_\_\_ \_ \_\_\_\_ \_.

+

Put these tools in order of use glass paper, Tenon saw, file.

Explain three things we are learning about while making a test piece.

Explain how making a test piece prepares us for making the bird box.

\*

Explain what is a sustainable resource.

Explain three benefits of using Pine-a softwood.

Explain three benefits of using Plywood-a manufactured wood.

# Design and Technology Knowledge Checklist

## KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	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

Year 9

KING'S LYNN ACADEMY

Reflect & evaluate

EVALUATION



Add all together and cook further 2 mins. Then add breadcrumbs and bake



Melt the butter add the flour and whisk then gradually add the milk.

Chop tomatoes & drain macaroni



Grate cheese & peel & chop garlic



Boil water in pan - add macaroni & cook for 10 mins

Reflect & evaluate

EVALUATION



Written Step-by Step

Wash up & dry



Add tomatoes & stir well. Pour in stock. Reduce heat & simmer gently for 30 mins. Taste & season

Add garlic & cook for 2 mins. Add grated carrot. Pour mince & juice back into pan

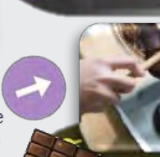
Add tbsp. oil, add onions & salt. Fry gently for 5-6 mins

Cook mince over medium heat until browned. Remove from pan.

Heat saucepan. Add olive oil. Once hot add beef mince & seasoning



Bolognese



Stir the chocolate mixture in to the eggs very carefully. Sift in the flour and cocoa and fold together gently.

In separate bowl whisk eggs and sugar

In a bowl over the pot, melt the butter and 185g of chocolate. Take off heat



Put 2cm of water in pan & boil



Brownies



Reflect & evaluate

EVALUATION



Learning about seasonality

Wash up & dry



Cook in oven for around 15 mins or until done



Roll into patties and place on baking tray



Mix mince in bowl with chosen herbs & spices



Learning about heat transfer



Written Step-by Step

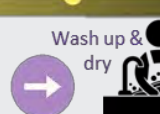


Burgers

Flour the chicken, then egg then cover in breadcrumbs



Place on tray and then bake for 20-25 mins



Wash up & dry



Reflect & evaluate

EVALUATION

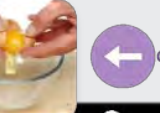


Written Step-by Step

Food process the bread into breadcrumbs



Crack the egg into a bowl



Cut the chicken on a red board



Health & Safety & Hygiene Posters!



Knife Skills & Knife Safety

Hygiene and safety in the kitchen.



Chicken Nuggets



Minerals and Vitamins in food. What is in which & why we need them

Health & Safety, Hygiene, vitamins & minerals, heat transfer & seasonality

Welcome back to KLA your Journey continues

**Learners must be able to:**

- Learn about getting heat into food
- Learn about 5 - a day vegetables
- Learn & understand about seasonal produce and the advantages of grow your own
- Successfully cook the given recipes.



# Mac & Cheese



## Burgers



## Brownies



# Chicken Nuggets



# Spaghetti Bolognese



# Seasonal Produce Health Safety

## YEAR 8 FOOD

**GETTING HEAT INTO FOOD •**  
**5-A-Day • SEASONAL PRODUCE**



### Key Words

1. Research
2. Function
3. Recipe
4. Menu
5. Nutrition
6. Eatwell 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
- cross contamination
21. 5-A-Day

# Food Tech Knowledge Questions

**Below are a series of questions.**

**Use these to apply your knowledge and practice.**

=

What is an oven?

Why do we need to be hygienic in the kitchen?

What is a balanced diet?

+

Name 3 functions of eggs

What are the most important safety rules in the kitchen?

\*

What are the different methods of heat transfer?

What does Seasonal mean?

What impact does a diet high in sugar have?

# Year 8

## Food Tech

### Knowledge Checklist

#### KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	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			
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 9 ART HERE WE COME!

KING'S LYNN ACADEMY

## ART Y8



Roy Lichtenstein Pop Art

Andy Warhol

Watercolour Techniques

Bold Colour

Mixed Media Techniques

Colour Mixing

Tints and Shades

Hyper-Realist Painting Style

Poly Printing



Printing Techniques  
Designing

African Artist Research

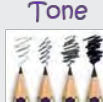


African Prints

African Batik Pattern



Tone  
Shading Techniques



Welcome to year 8  
Your journey continues...



Pop Art



Cubism  
Pablo Picasso

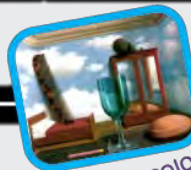


Georges Braque

Fragmented Instruments

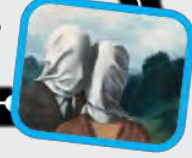
Mixed Media

Cubism



Watercolour Techniques

Rene Magritte



Surrealism

Dream Paintings



Surrealism

Paper Mache

Earthy Colours

3D African Mask

Acrylic Painting



3D Modelling



Art Mache



Africa

Pattern

Culture



Inspiration from African fabric



Africa

Grid Method

Tonal African Animal



Africa

Year 8 Starts

AFRICA / SURREALISM / CUBISM / POP ART

START

### Learners must be able to:

- Appreciate and explore different cultural approaches to art.
- Experiment with three dimensional art forms.
- Understand key movements in art history.

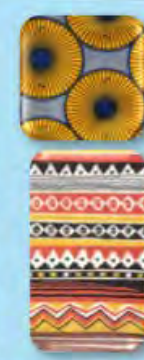
### Understanding African culture

Introduction to African culture  
Drawing African animals using the grid method.



### African Poly Printing

Yinka Shonibare African batik fabric.  
Creating a design and poly printing using paint.



**Artists**  
**Africa**  
Yinka Shonibare  
Pablo Picasso

**Surrealism**  
Rene Magritte

### Transferable knowledge and skills

Grid method drawing  
Tonal shading pencils



Poly Printing  
poly printing designs



**African Mask Making**  
Mask design and paper mache mask. Look at Picasso's masks. Building on 3D sculptural skills. Layering newspaper, smoothing paper mache.

2.



**African Mask decorating and embellishing**  
Decorating mask with paint, blending colours, and adding embellishments.



**Mask evaluation**  
Evaluation and comparison to original mask design.

**Surrealism**  
Working in the style of Rene Magritte.



Exaggerated features on the face.  
3D elements.  
Intricate design

News paper  
PVA glue  
Layering  
Paper mache  
3D features  
Smooth features

Acrylic paint  
Blending, decorations,  
Raffia,  
Bold colours,  
Beads,  
Patterns.

**Key Vocab**

**Tier 3**  
Native, accurate, observational, exaggerate, Poly printing, embellishment

**Tier 2**  
Cultural, Expression, proportions

**Tier 1**  
Light, middle, dark, shape, neat, artist, artwork, edges, bold, colour, mixing, shade, smooth, painting

**Tier 2**  
Tone, shading, blending, layering, depth, texture, annotate, detail, outline, culture, form, paper mache, evaluate, acrylic, design

**Tier 3**  
Evaluate, Analyse, Explain, Improve



### Learners must be able to:

- Appreciate different styles of Art by other Artists
- Experiment with a variety of materials and refine techniques
- Understand Art's place in History and focus on key Art Movements

**Artists**

**Surrealism:**  
Rene Magritte

**Cubism:**  
Pablo Picasso  
Georges Braque

**Pop Art:**  
Roy Lichtenstein  
Andy Warhol

### Transferable Knowledge & Skills

**Drawing and Watercolour Painting:**

Details and Edges  
Tints and Shades  
Blending  
Colour Mixing  
Grid Method

**Mixed Media Skills:**

Shading Pencils  
Watercolour  
Oil Pastel  
Collage  
Colour Pencil  
Blending  
Gradient  
Limited Colour  
Palette

**Understanding Art Movements: Surrealism**

Rene Magritte  
Surrealism  
Dream Paintings  
Watercolour Technique

**Working in the style of an artist**

Cubism  
Instruments  
Pablo Picasso  
Georges Braque  
Mixed Media

**Accuracy and Precision**

Pop Artists  
Roy Lichtenstein  
Andy Warhol  
1950s and 1960s Art

**Observational Drawing**

Drawing from life  
Personal Response to Pop Art  
Sarah Graham  
Hyperrealism

**Art History**

Cubism 1907  
Surrealism 1920  
Pop Art 1950

**Drawing and Watercolour:**

Grid Method  
Scaling Up  
Solid colour  
Details and Edges  
Colour Mixing  
Dot Pattern  
Black Outlines

**Shape and Line**

**Observational Drawing:**

Drawing from life  
Angle  
Text/Font  
Perspective  
Shadows  
Highlights  
Hyperrealism

**Key Vocab**

Hyperrealism  
Precision  
Palette

**Tier 3**

Cubism  
Accurate  
Surrealism

**Tier 2**

Detail Tone  
Shade Pop Art  
Blending Tints  
Shades Gradient

**Tier 1**

Colour Shape Line  
Light Dark Edges Artwork  
Bold Style Mixing



A series of horizontal lines for writing notes, spanning the width of the page.

Year 8

# ART

## Knowledge Questions

**Below are a series of questions.**

**Use these to apply your knowledge and practice.**

=

What is the grid method in Art?

What are the 3 tones in a tonal drawing?

What is Papier Mache?

+

How do you make a tonal drawing look 3D?

Why do African tribes use masks and why are the masks different for each tribe?

What is Surrealism and who is the Artist you have studied in Surrealism topic?

\*

Explain the difference between shadow and highlights in art?

Explain why pop artists explore popular culture.

Explain how you create a tint and a shade with watercolour?

# Year 8

## ART

### Knowledge Checklist

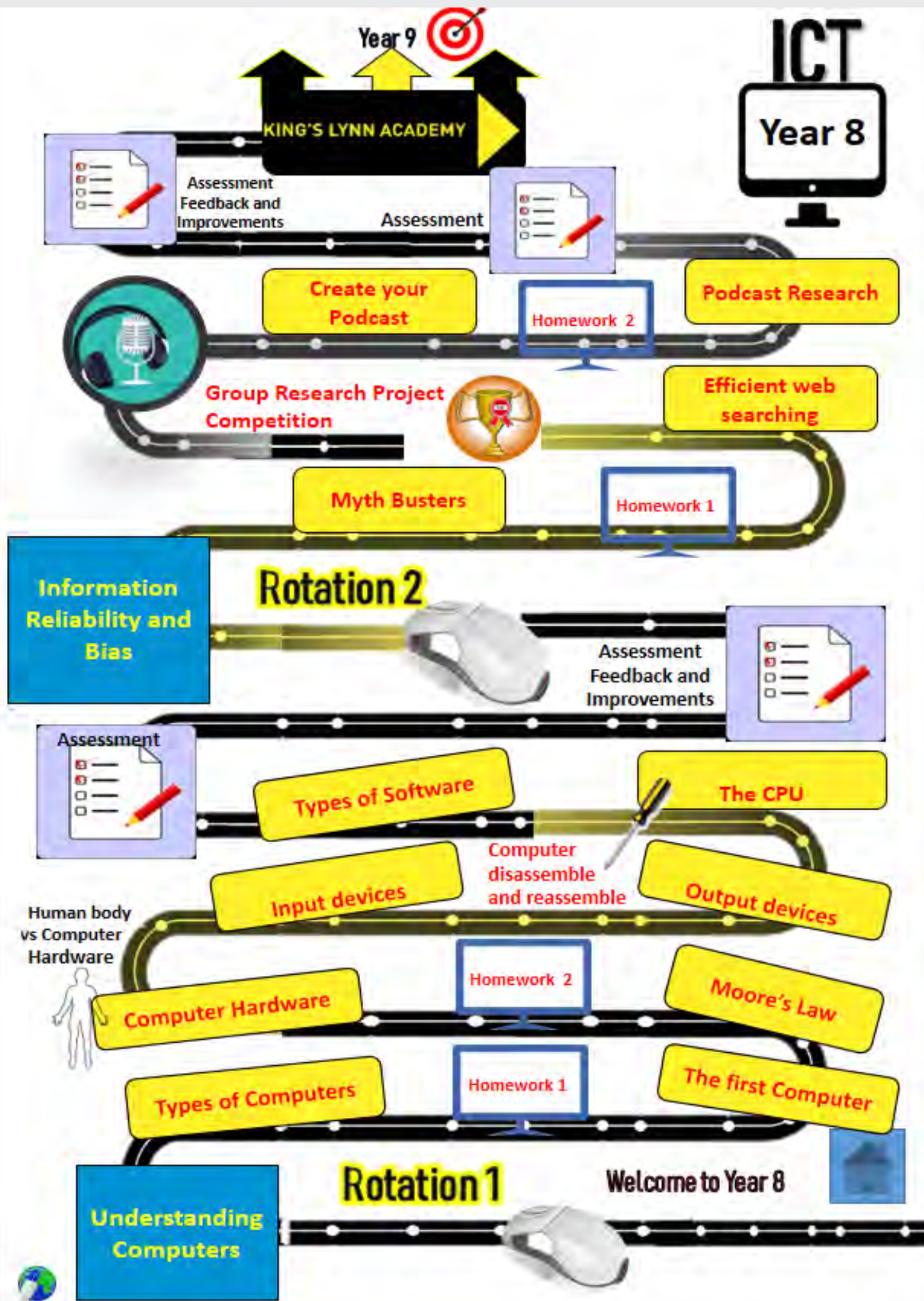
#### KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Tonal shading skills			
2	African Pattern fabric history			
3	Artist study—Yinka Shonibare			
4	Poly printing skills			
5	Key elements of Surrealism			
6	Water colour techniques and skills			
7	Key elements of Cubism			
8	Collage, oil pastel, watercolour and tonal skills			
9	Key elements of Pop Art			
10	Monoprint skills and watercolour skills			

#### High Flyers - Enrichment Task



- Multicolour Poly Print
- Surrealism painting
- Pop art Portrait





## Year 8 Rotation 1

# ICT

## Rotation 2



### (Understanding Computers)

### (Information Validity and reliability)

Students should be able to:

- Explain what a computer is
- Explain the history of Computers
- Explain Moore's Law
- Explain the functions of different computer Components
- Explain the functions of the CPU
- Differentiate between input and Output Devices
- And apply their use to different scenarios.
- Name at least five pieces of software



Students should be able to:

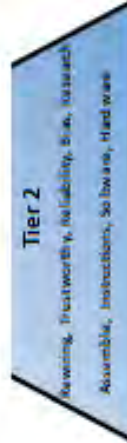
- Use efficient search tools/techniques when conducting Internet research
- Identify facts from opinion from research topics
- Understanding URLS
- Using efficient research techniques to prove or disprove a chosen research topic.
- Use specialist software to create market research tools to collect relevant Information
- Use specialist software to analyse responses to market research



Book suggestion to aid learning



### Key Vocabulary



# Year 8 ICT Knowledge Checklist

## KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Explain what a computer is			
2	Explain the history of Computers			
3	Explain Moore's Law			
4	Know all stages of the Computer development timeline			
5	Explain the functions of the CPU			
6	Differentiate between Input, Output Devices and storage devices And apply their use to different scenarios			
7	Name at least five pieces of software			
8	Know how to do efficient Internet searches			

### 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

Attend Year 8 ICT Club (Computer assembly/disassembly, Games programming and sound editing)

Complete at least 10 tasks on SamLearning per week

Become a Learning buddy to another student

Enter an ICT Competition (Inhouse or external), as available



Lined area for notes, consisting of 20 horizontal lines.

Year 9

# Performing Arts

Year 8

KING'S LYNN ACADEMY

Term 6

Queer Theatre

Transpose CN Lester

Charles Ludlam's Theatre of the Ridiculous

French Neoclassical

American Negro Theatre

Japanese Noh

Chinese Opera

Nigerian Yoruba

Cambodian Lakhon Bassac

Term 5

Theatre in the World

Communication

Human Purpose

Indian Sanskrit

Samuel Beckett's Absurdity

Rhinoceros

Orwell's 1984

19th Century Nonsense Poetry

Samuel Beckett

Eugene Ionesco

Stephen Schwartz

Stephen Sondheim

Term 4

Theatre of the Absurd

West End & Broadway

Existentialism

Rogers and Hammerstein

Bernstein

Andrew Lloyd Webber

THE PHANTOM OF THE OPERA

The First Musical: The Black Crook

Term 3

Musical Theatre

WW1 & WW2

Verfremdungseffekt

The Alienation Effect

Political Theatre

Identifying Current Global Issues

Lighting for Attention

Brecht's Epic Theatre

Bertolt Brecht

Term 2

Epic Theatre

Surrealist Devising

Reflecting Mood & Emotion

Dreams and Nightmares

Sound and Noise

Lighting for Emotion

Contortionism & Form

Contact

Term 1

Surrealism

Artaud's Theatre of Cruelty

Antonin Artaud

Welcome back to KLA your Journey continues

# MUSICAL THEATRE

## PERFORMING ARTS

### Let's Start at the Very Beginning!

The Black Crook

TODAY

The Black Crook is widely considered as the first musical. It premiered in New York on 12th September in 1866.

1866

### What is a Musical

A Musical is a theatrical production that combines singing, dancing and acting in order to communicate a story to the audience. The story is often sentimental and amusing.

### West End, London

West End is an area in Central London where mainstream professional theatre is staged.

### Broadway, New York City

Broadway is an area in New York City where mainstream professional theatre is staged.



### Hall of Fame

Richard Rogers & Oscar Hammerstein

- The Sound of Music
- Oklahoma
- Carousel
- South Pacific
- The King and I

Alain Boublil & Claude

- Les Misérables
- Miss Saigon

Andrew Lloyd Webber

- Cats
- Starlight Express
- Evita
- Jesus Christ Superstar
- The Phantom of the Opera

Leonard Bernstein

- West Side Story

Stephen Sondheim

- Sweeney Todd
- Company
- Follies
- A Little Night Music
- Into the Woods

Stephen Schwartz

- Pocahontas
- Godspell
- The Hunchback of Notre Dame
- Enchanted
- Wicked
- The Prince of Egypt

### Key Words

- Broadway
- Overture
- West End
- Leitmotif
- Composer
- Catharsis
- Discipline
- Understudy
- Dramatist
- Swing
- Escapism
- Theatrical
- Musical
- Acting
- Tap
- Sound
- Props
- Dance
- Captain
- Theatre
- Show
- Lights
- Audience
- Ballet
- Lead
- Storyline
- Performer
- Singing
- Jazz



# Theatre of the Absurd



## When did Theatre of the Absurd emerge?

TODAY

1950's

## What is Theatre of the Absurd?

Theatre of the Absurd refers to the theatrical works of certain European and American playwrights in the 1950's and early 1960's. These plays explored themes of existentialism.

## Existentialism

Existentialism is a strand of philosophy which seeks to question and give reason to the meaning life and human purpose. It often focuses on the human experience of thinking, feeling and acting.

## Samuel Beckett

Samuel Beckett is an Irish playwright, who spent much of his time in Paris, and is widely considered one of the twentieth century's most original and important playwrights. He won the Nobel Prize for Literature in 1969. Beckett's style of writing uses as few words as possible to convey what he wants to say.



## Waiting for Godot

Waiting for Godot is a tragicomedy written by Samuel Beckett. It was originally published in French in 1952 titled *En attendant Godot*, and has since been translated into many other languages. It is hailed as the Theatre of the Absurd's first theatrical success.

## Waiting for Godot: The Plot

*Evening, A Country Road, A Tree.*

- Two men wait for someone named Godot.
- The two men talk to pass the time.
- Three other people come and go.
- The scene repeats the next day.
- Godot never arrives.
- The two men never leave.



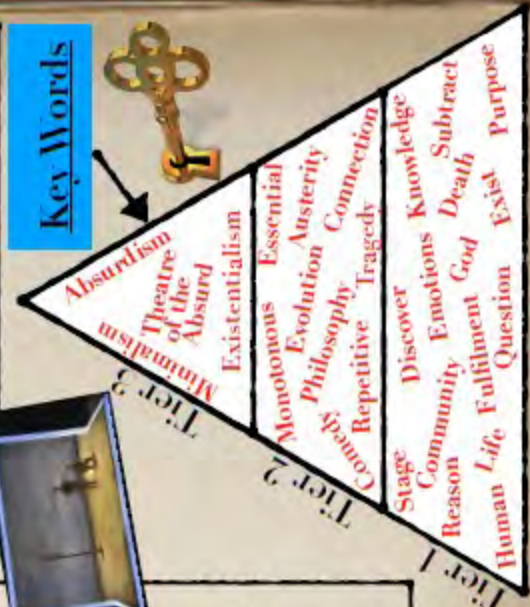
Sir Patrick Stewart and Sir Ian McKellen in *Waiting for Godot*.



## Minimalism

Minimalism in theatre refers to using the fewest and most basic elements.

## Key Words





A series of horizontal lines for writing notes.

Year 8

# Drama

## Knowledge Questions

**Below are a series of questions.**

**Use these to apply your knowledge and practice.**

\*

Give two examples of Leitmotifs.

For each, describe the Leitmotif and explain why each one that you've chosen effectively identifies the character they are written for.

Why might a multi-disciplinary performance entice a more diverse audience?

+

How can a composer use Leitmotif to identify character?

How are singing, dancing and acting used simultaneously in a musical to communicate a story?

=

What is a composer?

What are the three disciplines that feature in a musical?

Year 8  
**Drama**  
**Knowledge Checklist**

**KNOWLEDGE  
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	What is <b>Musical Theatre</b> ? Where in the world is Musical Theatre			
2	What is <b>West End</b> and what is <b>Broadway</b> ?			
3	What does a musical have to <b>Tell</b> ? Through which disciplines is this			
4	Who are some of the most notable <b>Composers &amp; Lyricists</b> of Musical Theatre?			
5	What is the <b>Golden Age of Musical Theatre</b> ? What were some of the most <b>Famous Shows Then</b> and what are some of the most			
6	What is <b>Theatre of the Absurd</b> ? When did it emerge? Where did it			
7	Who is <b>Samuel Beckett</b> ?			
8	What are <b>Existential Questions</b> ?			
9	What is <b>Minimalism</b> ?			
10	What does Samuel Beckett want his <b>Audience to Think or Do?</b>			

**High Flyers - Enrichment Task**



1. Research the work of Rogers & Hammerstein, Andrew Lloyd Webber, Stephen Schwartz, and Stephen Sondheim. What did they create?
2. If you really want to push your learning, research a composer and/or a lyricist NOT listed above. You will have to do some digging on the internet to find other musicals that we have not studied in class and then look at who created them!
3. You're studying *Animal Farm* in English - try to design a minimalistic set for a scene or a chapter of your choice.

## The Beginning



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.

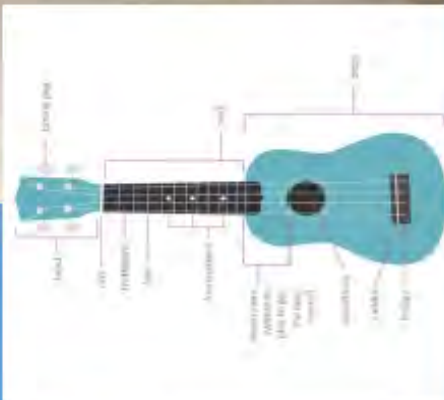


The Ukulele became part of Hawaiian culture and was used in royal ceremonies, music and for people to dance to. It was even played by the first ruler of Hawaii himself!

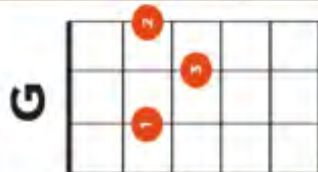
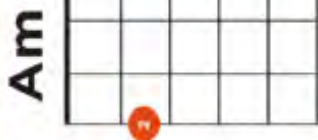


## Parts of the Ukulele

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

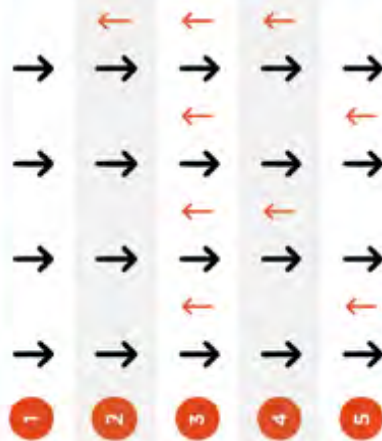


## Reading Chord Diagrams



- 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.



## Reggae

# Music

### Origins of Reggae

The genre of Reggae originated in Jamaica in the late 1960s and quickly became the country's most well known music. By the 1970s, it had become popular all over the world, especially in Britain, America and Africa.



### Typical Features

#### Typical Band Instruments:

Guitar, Bass Guitar, Drums, Piano/Organ, Vocals



Chords are on the off-beats and rhythms are often syncopated.

Reggae is often referred to as the voice of the oppressed meaning that the lyrics of the songs are often about difficult topics. This can include Love, Freedom, Religion and Politics.



Bob Marley was a Jamaican singer, songwriter and musician who is considered one of the pioneers of Reggae.



### Three Little Birds - Bob Marley

#### Main Riff



Introduction: The main riff is played 4 times over off-beat A chords. The riff is also over the A chords in the chorus.

#### Chords



The Chorus uses off-beat chords of A (A C# E) and D (D F# A).

#### Melody

All Fs are F#s  
All Cs are C#s



# Year 8

## 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

What chords are used in 'Three Little Birds' and how are they played?

How is the main riff used in 'Three Little Birds'?

+

Label these parts on the ukulele:

Sound Hole

Bridge



Tuning Pegs

Frets

Fill in the blank notes to complete the chords below.

A \_ E

D F# \_

Can you give an example of a riff in a song?

=

Circle the option that is **NOT** part of the ukulele:

Bridge      Frets      Keys      Strings

What is a 'Chord'?

What is a 'Riff'?

# Year 8

## Music

### Knowledge Checklist

#### KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Where did the <b>Ukulele</b> come from?			
2	What are the main <b>parts</b> of the ukulele?			
3	Can you play <b>4 chords</b> on the ukulele?			
4	Can you use different <b>strumming patterns</b> ?			
5	<b>Where</b> and <b>when</b> does Reggae come from?			
6	What <b>instruments</b> are typically used in Reggae music?			
7	How are <b>chords</b> played in Reggae music?			
8	Can you play the <b>main riff</b> of 'Three Little Birds'?			
9	Can you play the <b>chords</b> of 'Three Little Birds'?			
10	Can you play the <b>melody</b> of 'Three Little Birds'?			

#### High Flyers - Enrichment Task



- Using the 4 chords you have learned on ukulele, see if you can create your own strumming pattern whilst transitioning between the chords smoothly.
- Listen to a piece of Reggae music and spot how the different musical features (MAD T-SHIRT) are being used in the song.
- When playing 'Three Little Birds' on Keyboards, see if you can play the chords and melody at the same time!

RSE



Debating



Is religion dangerous?

British Identity

Islam in 21st Cent

APP Design



Holy Texts

## Half Term 6

Places of Worship

5 Pillars



Celebrations

Terrorism

What is Islamophobia?



Muhammad & Islam



Life of Muhammad

What is Islam?

## Half Term 5



Women in Islam



Resurrection



Holy Week



Last Supper

Crucifixion

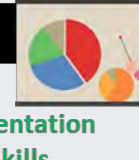


PD Project



## Half Term 4

Presentation Skills



Alcohol & the risks



The Bible

Life of Jesus

Teaching of Jesus



Imagery in Christianity

Lent

Denominations



## Half Term 3

Advent & Birth of Jesus



What is Christianity?

Is God good?

Effects of Media



Employment

Holocaust



Jewish Persecution

Rights & Responsibilities

## Half Term 2

What is covenant?



Moses & his importance



Jewish place of Worship



Key Jewish Beliefs



Rules & Ten Commandments

## Half Term 1



What are the Abrahamic Faiths?

Mental Health



Welcome to your Personal Development Journey



## Year 8 PD Knowledge Organiser - Summer

### Islam

#### Things you need to be able to do:

- To know key Islamic beliefs about Allah & Muhammad
- To explain the importance of Islamic Holy Texts to Muslims
- To understand how these beliefs, affect Muslim life
- To understand what Islamophobia is?
- To explain the significance of the 5 pillars of Islam to a Muslim and relate to life in the 21<sup>st</sup> Century

#### Key Questions:

- Why is Muhammad important?
- What does the Qur'an and Hadith tell us?
- What is significant about Woman in Islam
- Why do we need to know about Islamophobia?

#### Tier 2 Vocabulary

**Islam** - One of the 6 main religions. Founded in Arabia

**Muslim** - A follower of Islam

**Prophet** - Individuals sent by God

**Muhammad** - Founder of Islam

**5 Pillars** - The core beliefs and practices of Islam

**Qur'an** - Central religious text in God, believed to be the revelations of God

**Islamophobia** - The dislike of or prejudice against Islam or Muslims

**Mosque** - Place of worship for Muslims

**Mecca** - The holiest city in Islam

#### Tier 3 Vocabulary

**Hadith** - A collections of traditions, sayings and practices from the Prophet Muhammad

**Sunni** - the largest denomination in Islam

**Shi'a** - Another significant denomination in Islam

**Tawhid** - Oneness of All, Islam being monotheistic faith

#### App Design Things you need to be able to:

- Solve problems
- Work as a team
- Be creative
- Be resilient

#### Key Questions

- How will your idea help others?
- Will your idea help make lives easier?
- Who will your idea help?
- How can you keep improving your app (updates)?

#### Tier 2 Vocabulary

**Resilience** - recover quickly from difficulties

**Teamwork** - Working with others to achieve an outcome

**App (Application)** - software designed specifically for small wireless devices such as mobile phones and tablets



### British Identity & Is religion dangerous?

#### Things you need to be able to do:

- To evaluate whether or not religion is the cause of extremism.
- Outline the elements of a positive intimate relationship.
- To identify the types & signs of an abusive relationship.

#### Key Questions

- What does it mean to be "British"?
- What factors or feelings might lead people to get involved in terrorism or violent extremism?
- What are the factors we might consider that make media more or less reliable?
- Do you have to like everyone you have a relationship with?

#### Tier 2 Vocab

**Infer** - a conclusion reached on the basis of evidence and reasoning.

**Terrorism** - The use of violence or threats to intimidate or coerce.

#### Tier 3 Vocabulary

**Distil** - Most important aspects of something

**Radicalisation** - the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

# Personal Development Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. Name the 5 Pillars

2. Name two things in a Mosque

3. Name two things that people can infer

4. Give two ways a person can be radicalised

5. Name two things that are needed when working in a team

6. Give two examples of resilience

+

1. Explain two things that happened to Muhammad

2. Explain two Islamic festivals

3. Explain two signs of an abusive relationship

4. Explain two factors that might make media reliable

5. Explain two ways on how to solve problems

6. Explain two ways of how apps can be helpful

\*

1. Discuss the benefits of being a Muslim in Britain

2. Explain why the 5 Pillars are still important to Muslims today

3. Explain how religion is not always the cause of terrorism

4. Discuss the qualities of what makes a healthy relationship

5. Discuss the qualities of what makes a good app

6. Explain how working as a team can be important on a project

# Personal Development Knowledge Checklist

KNOWLEDGE  
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Islamic Beliefs including Muhammad, and the Holy Texts			
2	Islamic Practices including the Mosque, 5 Pillars, and Festivals			
3	Discussion points in Islam including Women, Islamophobia, and Islam in the 21st Century			
4	What does it mean to be British?			
5	How people develop extremist views			
6	How language used in the media affects our emotions and view points			
7	How to develop a mobile apps (Project)			
8	Qualities of a healthy intimate relationship			
9	How do you know when your ready for sex			
10	What makes good, safe, healthy sex			

## High Flyers - Enrichment Task



Create a table comparing the differences in beliefs and practices from Judaism, Christianity and Islam.

Write a paragraph explaining which religion you have found most interesting and why?

How are the key texts in the Abrahamic religions similar but different? Give examples where you can

## 1. Look, Cover, Write, Check, Correct

# Look, Cover, Write, Check, Correct

Common at primary schools

First  
Look, then cover this column

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

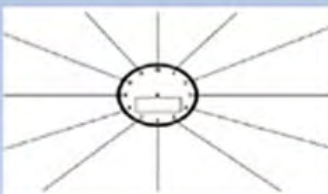
## Clock Learning

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

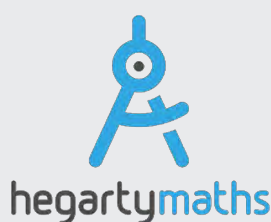
From time to time pupils may wish to consolidate and strengthen their understanding independently, and we recommend pupils utilising the following e-learning resources:



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.



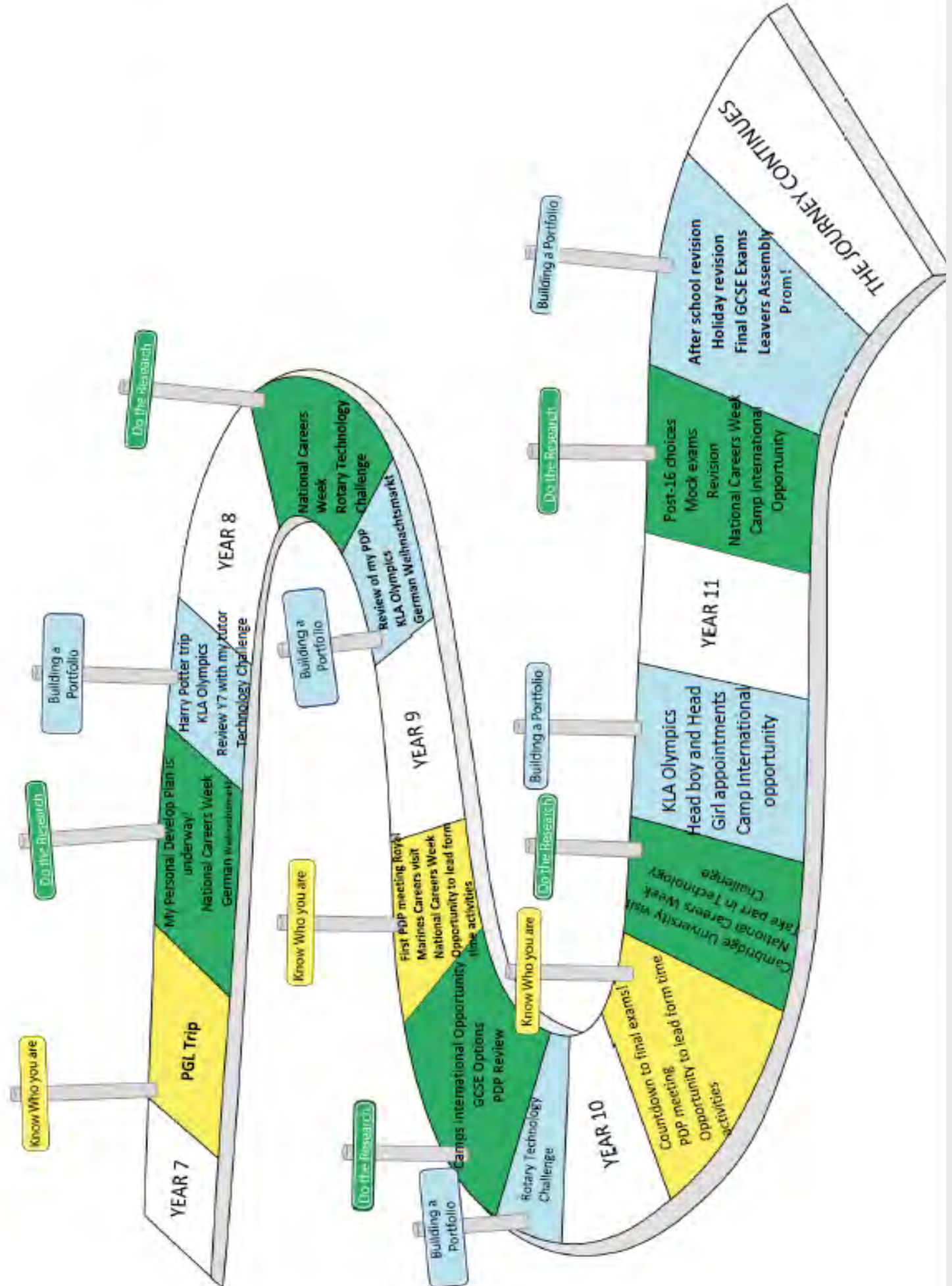
SAM Learning is another award-winning online study service independently proven to raise attainment. Pupils can use the site to revise and test themselves using practice exam papers and test questions across more than 20 subjects, in a variety of different formats that are fun, engaging and challenging.



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.



# 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 8 Opportunities:

- UEA trip (NEACO / Outreach programme)
- Student Commission applications and interviews
- National Careers Week
- Visit to professional football academies
- Youth Speaks – local public speaking competition
- Trips to places of work and business
- Rotary Tournament
- Gallery visits
- German Christmas Markets
- Community Christmas Meal
- Macmillan Fund Raising
- Globe Tour – Cross-curricular visit to The Globe in London
- Visiting theatre groups
- Science Live – Cambridge
- Careers theatre productions (visiting and external)
- National Civil War Centre
- Art Club
- Musical Theatre Film Club
- Photography Club
- YouTube Club
- Weekly dance workshop – The Workshop King's Lynn
- Theatre performance trip
- Anglian Waterparks
- Sports tours (football and netball)
- Creative writing competitions held regularly, promoted by the library

## Next Steps

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

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

# 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](mailto:Kla.safeguarding@kla.eastern-mat.co.uk)

# KLA Personal Development Plan

Name		Year Group	Tutor	
		8		
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 badge 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?	



# Wellbeing Services (Kooth)

## 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](http://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

Month

Choose

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](http://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*

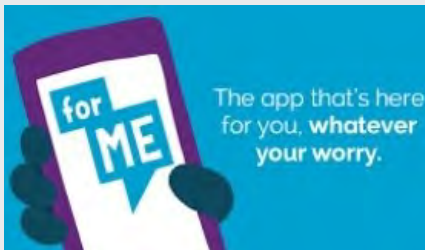
## Headspace



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:

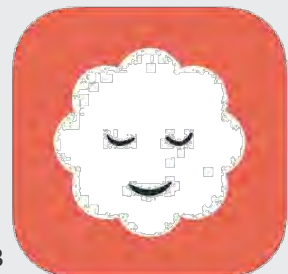
**Comfort**, **Distract**, **Express Yourself**, **Release**, **Random** and **Breathe**.

**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.



Lined area for notes, consisting of multiple horizontal lines.



A series of horizontal lines for writing notes, spanning the width of the page.

