



KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 9 Spring Term 2023



NAME:

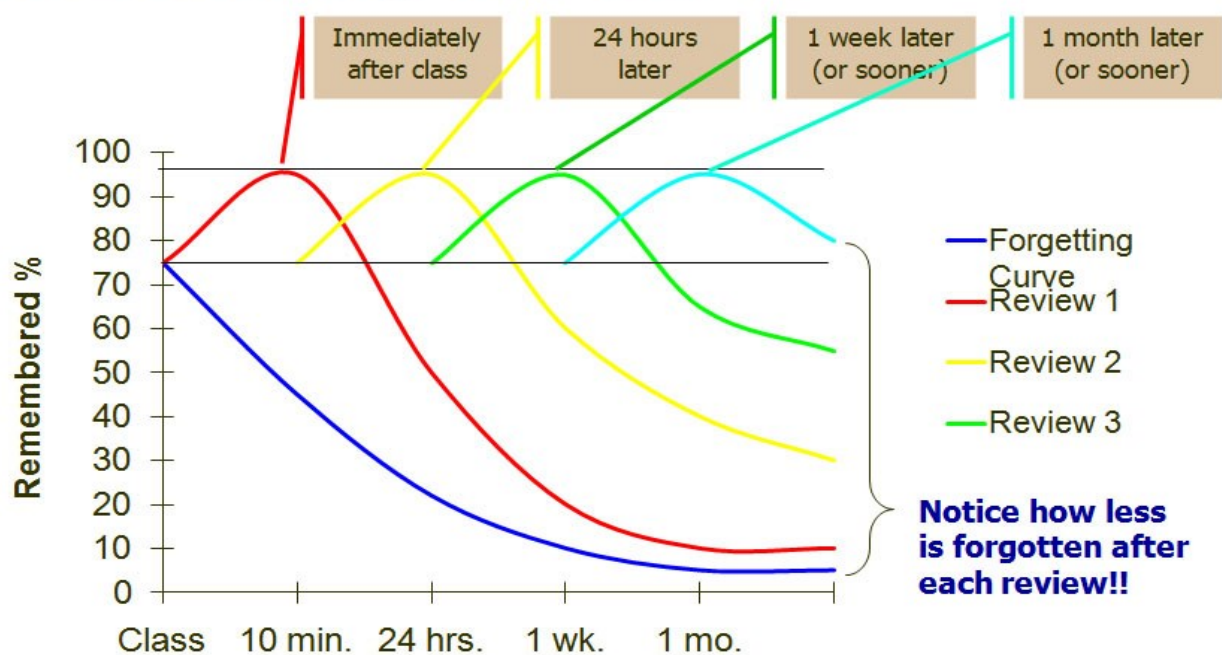
Home Learning

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

Why Knowledge Organisers?

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

Overcoming the Curve



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

How to use your Knowledge Organiser

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

Subject Contents



English.....

Pages 4-7



Maths.....

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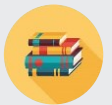
Science.....

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Geography.....

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History.....

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Physical Education.....

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Design Technology.....

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Food Tech.....

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Art.....

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ICT.....

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Performing Arts.....

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Music.....

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Personal Development.....

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Year 9 English

KING'S LYNN ACADEMY



Writing for pleasure -
creative



Blood Brothers –
British Society in 20th
Century



How to write an
argument



1984 and Orwell

Term 3

Descriptive
Writing
Response



Of Mice and Men

Understanding
Conflict and Power
in 20th Century
Society



Writing to argue a
point of view

Term 2

War and
Conflict Poetry
1914-1940

Short story structure



Texts associated
with Gothic
Genre



Sherlock
Holmes 1982

The Gothic
Early 1800s –
Gothic setting

Term 1

Welcome to KLA your Journey starts here

War Poets and Poems:

- Sassoon: Attack
- Brooke: The Soldier
- Owen: Anthem for Doomed Youth; Dulce et Decorum Est
- Pope: Who's For The Game?
- Sheers: Mametz Wood
- Scott: The Drum
- Auden: O What is That Sound?
- St Vincent Millay:
- Conscientious Objector
- Carson: Belfast Confetti

WW2 Background:

World War II, also known as the Second World War, was a global war that lasted from 1939 to 1945. The vast majority of the world's countries—including all the great powers—eventually formed two opposing military alliances: the Allies and the Axis. A state of total war emerged, directly involving more than 100 million people from more than 30 countries. The major participants threw their entire economic, industrial, and scientific capabilities behind the war effort, blurring the distinction between civilian and military resources. World War II was the deadliest conflict in human history, marked by 70 to 85 million fatalities, most of whom were civilians in the Soviet Union and China. Tens of millions of people died during the conflict due to genocides, premeditated death from starvation, massacres, and disease. Aircraft played a major role in the conflict which included the use of terror bombing, strategic bombing and the only use of nuclear weapons in war.



War Poetry Knowledge Organiser

WW1 Background:

World War I, also known as the First World War or the Great War, was a global war that lasted from 1914 to 1918. Contemporaneously described as "the war to end all wars", it led to the mobilisation of more than 70 million military personnel, including 60 million Europeans, making it one of the largest wars in history. It is also one of the deadliest conflicts in history, with an estimated 9 million combatant deaths and 13 million civilian deaths as a direct result of the war.



Poetic Terminology:

- Alliteration
- Onomatopoeia
- Simile
- Metaphor
- Personification
- Stanza
- Rhythm
- Rhyme
- Tone
- Mood
- Caesura
- Pace
- Sonnet
- Ballad
- Narrative

Wilfred Owen:

(Born 1893 – 4 November 1918) was an English poet and soldier. He was one of the leading poets of the First World War. His war poetry on the horrors of trenches and gas warfare was heavily influenced by his mentor Siegfried Sassoon, and stood in stark contrast both to the public perception of war at the time and to the confidently patriotic verse written by earlier war poets such as Rupert Brooke. Among his best-known works – most of which were published posthumously – are Dulce et Decorum Est, Insensibility, Anthem for Doomed Youth, Futility, Spring Offensive and Strange Meeting.

War Poetry Study Vocabulary:

- Conflict
- Courage
- Manhood
- Homefront
- Trenches
- Shellfire
- Battlefield
- Adventure
- Heroism
- Cowardice
- Enduring
- Jingoism
- Patriotic
- Propaganda
- Polemic
- Mocking
- Mourning
- Victim
- Grief
- Recruitment
- Sacrifice
- Discourse
- Discursive
- Thesis
- Cavalry
- Pacifist
- Conscientious
- Objector
- Nuclear Annihilation
- Destruction
- PTSD

Year 9

English

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember

When was WW1? When was WW2?

Who wrote 1984?

What is dystopian fiction?

Apply Your Knowledge

How is 'Who's For the Game' an example of propaganda?

Explain which poem that we've studied is the most tragic.

How does Big Brother affect Winston's behaviour?

Stretch Your Thinking

How was propaganda used to increase conscription?

Explain the irony of the title, 'Dulce et Decorum Est'

How is 1984 relevant today?

Year 9

English

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I know some context of WW1 and WW2			
2	I know why several poets wrote their poems			
3	I can explain a range of poetic techniques			
4	I can explore how the writer uses techniques in their poems			
5	I can construct what how why paragraphs			
6	I can write a comparative essay			
7	I can recall information about Orwell from Year 8			
8	I know how 1984 presents a dystopian society and can explain this using what how why paragraphs			
9	I can write an argument using rhetoric			

High Flyers - Enrichment Task



Read some more poems of Wilfred Owen. Write a review of your favourite one.

Write your own poem about war.

Read the whole of 1984.

Read something else by Orwell.

Maths



Averages from Small Data
Sets; Populations; Averages
from Frequency Table

Plans and Elevations

Probability of Equally Likely Outcomes; Mutually Exclusive Sum

Transformations;
Enlargements Fractional
Scale Factors

Basic Ideas of Probability;
Frequency Trees;

Powers;
Index Laws

Using Formulae

Compare
Quantities; Division
of a Quantity as a
Ratio;

Linear Equations;
Number Machines;
Substitution:

Term 3

Polygons

Non-Standard Real Life Graphs; Distance-Time Graphs; Conversion Graphs

Circle Terminology; Surface Area

Sequences and Rules; Nth
Term of a Linear Sequence

Fractions; Express One Quantity as a Percentage of Another; Percentage Change

3D Shapes; Area of Composite Shapes, Trapezia and Parallelograms

Vertical Line Charts; Comparing Data Using Graphs

Term 2

Pie Charts:

Coordinates and Midpoints; Plotting Straight Line Graphs

Decimals; Terminating Decimals and Fractions

Rounding; Error
Intervals; Limits
of Accuracy

Adding and Subtracting Fractions; Multiplying Fractions

Use Scale Factors, Diagrams and Maps; Bearings

Angles in Lines, Triangles and Quadrilaterals; Alternate and Corresponding Angles

Products of Prime Factors

Place Value;
Negative Numbers;
Basic Arithmetic Bill

Collecting Like Terms;
Multiplying Single Brackets;
Factorise Single Bracket

Measuring Lines and Angles; Properties of Triangles;

Prime Numbers;
LCM and HCF;

Questions;

Term 1

Integers; Operations;
Order of Operations

Welcome to KLA your Journey starts here

KING'S LYNN ACADEMY

Plans and Elevations

Translations and Tessellations;
Enlargements Negative SF; Enlargements
Fractional SF; Combined Transformations

STANDARD FORM
345.09

POWER



Compound Measures; Compound Units

Standard Form

Powers; Index Laws; Powers and Roots; Simplify
Indices; Index Laws (Negative and Fractional)
Simplify Surds; Surds



Frequency Trees; Probability of
Equally Likely Outcomes;
Mutually Exclusive Sum

Term 3

Properties of Triangles; Polygons

Substitution; Linear Equations

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Proportion and Ratio;
Ratio and Fractions

Non-Standard Real Life
Graphs; Distance-Time
Graphs; Conversion Graphs



Quadratic and Geometric Sequences;
Geometric Sequences; Nth Term of Quadratic



Area of a Circle; Circumference of a Circle; Arcs
and Sectors; Surface Area; Using Pi

Fractions and Percentages; Express One Quantity
as a Percentage of Another; Percentage Change



Limits of
Accuracy

Trapezia and
Parallelograms

Nth Term of a Linear
Sequence; Fibonacci,

Area of Composite
Shapes; Area of Triangles,



Term 2

Histograms with
Equal/Unequal Class Widths

Box Plots

Cumulative
Frequency



ERROR

Upper and
Lower
Bounds

Pie Charts

Frequency
Polygons

Triangles &
Quadrilaterals

Equation
of a Line

Rounding

Error Intervals



Plotting Straight
Line Graphs

Parallel
Lines

Coordinates
and Midpoints

Recurring
Decimals

Calculating
with
Fractions

Adding and
Subtracting
Fractions

Multiplying
Fractions

Bearings

Angles
in Lines



Order of
Operations

Collecting
Like Terms

Multiplying
Single
Brackets

Inequalities
on Number
Lines

Geometrical
Terminology

Factorise
Single Bracket

Alternate and
Corresponding

Finance

Products of
Prime
Factors



Estimation;
LCM and HCF

Term 1

Welcome to KLA your Journey starts here

YEAR 9 — REASONING WITH NUMBER...

Using Percentages

@whisto_maths

What do I need to be able to do?

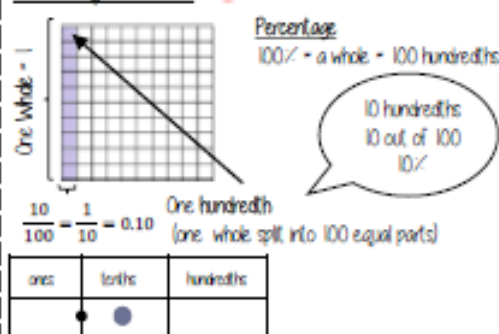
By the end of this unit you should be able to:

- Use FDP equivalence
- Calculate percentage increase and decrease
- Express percentage change
- Solve reverse percentage problems
- Solve percentage problems (calculator and non calculator problems)

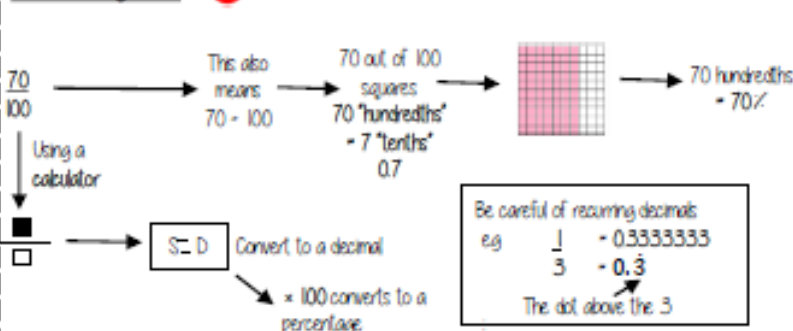
Keywords

Percent: parts per 100 — written using the % symbol
Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals.
Fraction: a fraction represents how many parts of a whole value you have.
Equivalent: of equal value.
Reduce: to make smaller in value.
Growth: to increase/ to grow.
Integer: whole number, can be positive, negative or zero.
Invest: use money with the goal of it increasing in value over time (usually in a bank).
Multiplier: the number you are multiplying by.
Profit: the income take away any expenses/ costs.

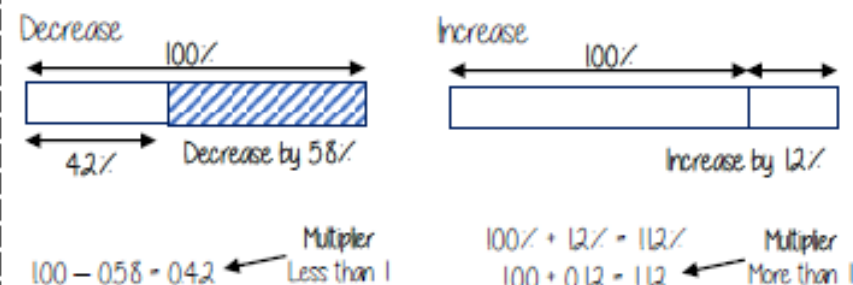
FDP Equivalence



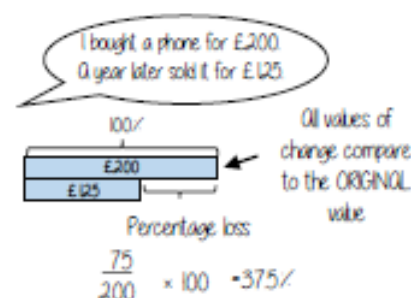
Converting FDP



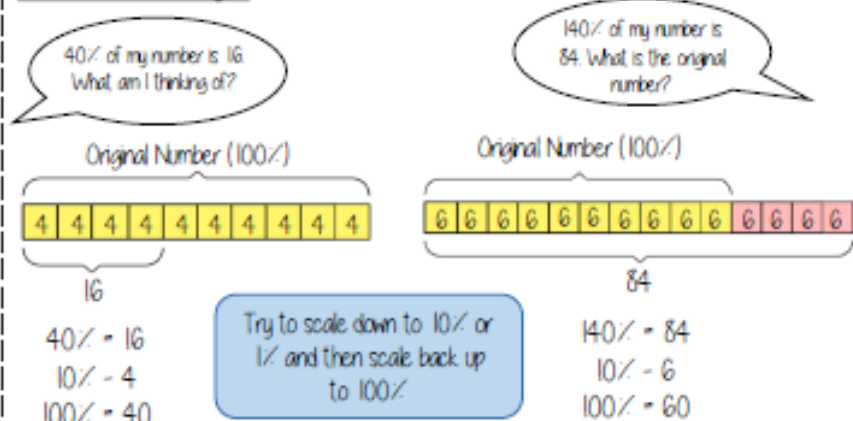
Percentage Increase/ Decrease



Percentage change

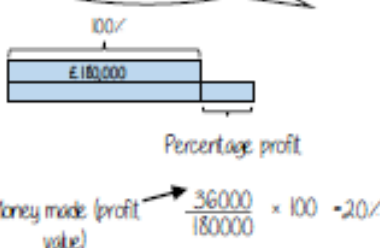


Reverse Percentages



$$\frac{\text{Difference in values}}{\text{Original value}} \times 100$$

I bought a house for £180,000, I later sold it for £216,000



YEAR 9 — REASONING WITH NUMBER...

Maths & Money

@whisto_maths

What do I need to be able to do?

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

- Solve problems with bills and bank statements
- Calculate simple interest
- Calculate compound interest
- Calculate wages and taxes
- Solve problems with exchange rates
- Solve unit pricing problems

Keywords

Credit: money being placed into a bank account
Debit: money that leaves a bank account
Balance: the amount of money in a bank account
Expense: a cost/ outgoing
Deposit: an initial payment (often a way of securing an item you will later pay for)
Multiplier: a number you are multiplying by (Multiplier more than 1 = increasing, less than 1 = decreasing)
Per Annum: each year
Currency: the type of money a country uses
Unitary: one — the cost of one.

Bills and Bank Statements

Bills — tell you the amount items cost and can show how much money you need to pay

Some can include a total

Look for different units

(Is it in pence or pounds)

Menu	Price
Milk	89p
Tea	£1.50

Bank Statements

Bank statement can have negative balances if the money spent is higher than the money coming into the account

Date	Description	Credit	Debit	Balance
1st Sept	Salary	£1500		£1500
1st Sept	Mortgage		£600	£900
25th Sept	Bolton Money	£15		£915

Simple Interest

For each year of investment the interest remains the same

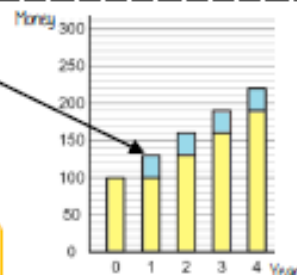
$$\frac{\text{Principal amount} \times \text{Interest Rate} \times \text{Years}}{100}$$

Principal amount is the amount invested in the account

e.g. Invest £100 at 30% simple interest for 4 years

$$\frac{100 \times 30 \times 4}{100} = £120$$

This account earned **£120** interest.
At the end of year 4 they have **£220**



Compound Interest

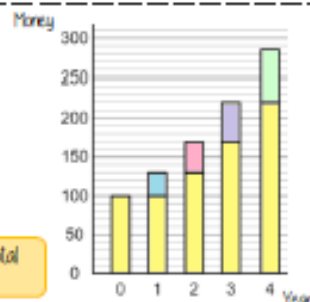
Interest is added to the current value of investment at the end of each year so the next year's interest is greater.

$$\text{Principal amount} \times \text{Multiplier}^{\text{Years}}$$

e.g. Invest £100 at 30% compound interest for 4 years

$$100 \times 1.3^4 = £285.61$$

This account has **£285.61** in total at the end of the 4 years



Value Added Tax (VAT)

VAT is payable to the government by a business. In the UK VAT is 20% and added to items that are bought.

Essential items such as food do not include VAT.

Wages and Taxes

Salaries fall into tax brackets — which means they pay this much each month from their salary

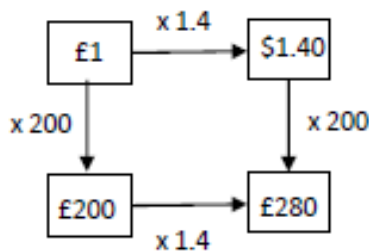
Taxable Income	Tax Rate
£12 501 to £50 000	20%
£50 001 to £150 000	40%
over £150 000	45%

Over time:

Time and a half — means 1.5 times their hourly rate

Double — 2 times their hourly rate

Exchange Rates



When making estimates it is also useful to use estimates to check if our solution is reasonable.

Use inverse operations to reverse the exchange process

Common Currencies

Country	Symbol	Unit
United Kingdom	£	Pounds
United States of America	\$	Dollars
Europe	€	Euros

Unit Pricing

4 Oranges £1	5 cupcakes £1.20
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$$\begin{aligned} 4 &= £1.00 \div 4 = £0.25 \\ 2 &= £0.50 \div 2 = £0.25 \\ 1 &= £0.25 \end{aligned} \quad \begin{aligned} 5 &= £1.20 \div 5 = £0.24 \\ 1 &= £0.24 \end{aligned}$$

Cost per Unit

To calculate unit per cost you divide by the cost.

Cupcakes are the best value as one item has the cheapest value

There is a directly proportional relationship between the cost and number of units

YEAR 9 — REASONING WITH GEOMETRY...

Deduction

@whisto_maths

What do I need to be able to do?

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

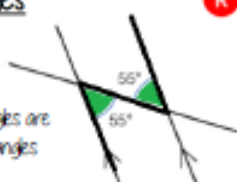
- Identify angles in parallel lines
- Solve angle problems
- Make conjectures with angles
- Make conjectures with shapes

Keywords

Parallel: two straight lines that never meet with the same gradient.
Perpendicular: two straight lines that meet at 90°
Transversal: a line that crosses at least two other lines.
Sum: the result of adding two or more numbers.
Conjecture: a statement that might be true but is not proven.
Equation: a statement that says two things are equal.
Polygon: a 2D shape made from straight edges.
Counterexample: an example that disproves a statement.

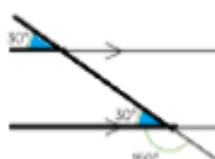
Alternate angles

Because alternate angles are equal the highlighted angles are the same size.



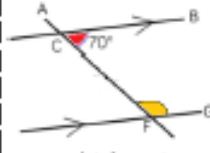
Corresponding angles

Because corresponding angles are equal the highlighted angles are the same size.



Co-interior angles

Because co-interior angles have a sum of 180° the highlighted angle is 110° .



As angles on a line add up to 180° co-interior angles can also be calculated from applying alternate/ corresponding rules first.

Solving angle problems

Angles on a straight line

180°



Vertically opposite angles
Equal

Angles around a point
 360°

Link angle facts to algebra



Form an equation

$$2x + 4x = 180^\circ$$

State the reason

The sum of angles on a straight line is 180°

Solve

$$\begin{aligned} 2x + 4x &= 180^\circ \\ 6x &= 180^\circ \\ x &= 30^\circ \end{aligned}$$



Triangles
Sum of angles is 180°

Isosceles have the same base angles

Interior Angles

The angles enclosed by the polygon



$$(\text{number of sides} - 2) \times 180$$

Making conjectures with angles



Proving a conjecture

A pattern is noticed for many cases



Disproving a conjecture

Only one counterexample is needed to disprove a conjecture



Apply the angle rules

The sum of angles in a triangle is 180°

Test the theory

$$\begin{aligned} 180 - 70 - 20 &= 90 \\ 180 - 85 - 5 &= 90 \\ 180 - 45 - 45 &= 90 \end{aligned}$$

Make conjecture

The angle that makes the circumference in a semi-circle is 90°

Making conjectures with shapes

Keywords and facts to recall with shape

Area: the amount of space inside a shape

Perimeter: the length around a shape

Regular Polygons: All sides and angles are equal

Quadrilateral Facts



Square
All sides equal size
All angles 90°
Opposite sides are parallel



Rectangle
All angles 90°
Opposite sides are parallel



Rhombus
All sides equal size
Opposite angles are equal



Parallelogram
Opposite sides are parallel
Opposite angles are equal
Co-interior angles



Kite
No parallel lines
Equal lengths on top sides
Equal lengths on bottom sides
One pair of equal angles

YEAR 9 — REASONING WITH GEOMETRY...

Rotation & Translation

@whisto_maths

What do I need to be able to do?

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

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

Keywords

Rotate: a rotation is a circular movement.

Symmetry: when two or more parts are identical after a transformation.

Regular: a regular shape has angles and sides of equal lengths.

Invariant: a point that does not move after a transformation.

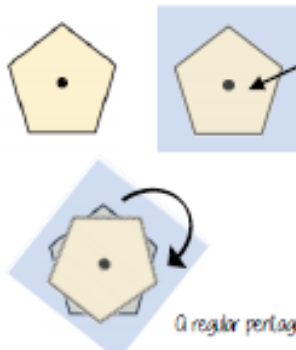
Vertex: a point two edges meet.

Horizontal: from side to side.

Vertical: from up to down.

Rotational Symmetry

Tracing paper helps check rotational symmetry



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

A regular pentagon has rotational symmetry of order 5

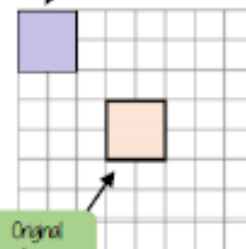
Translation and vector notation

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

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

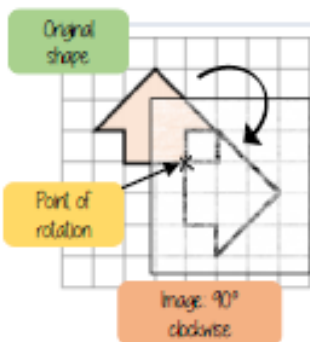
How far up or down to move
Negative value (down)
Positive value (up)

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



Every vertex has been translated by the same amount

Rotate from a point (in a shape)

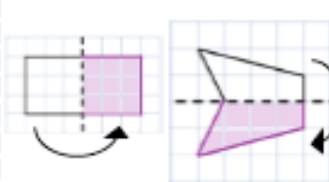


- Trace the original shape (mark the point of rotation)
- Keep the point in the same place and turn the tracing paper
- Draw the new shape



Image: 90° clockwise

Compare rotations and reflections



R Reflections are a mirror image of the original shape.

Information needed to perform a reflection

- Line of reflection (Mirror line)

Rotate from a point (outside a shape)

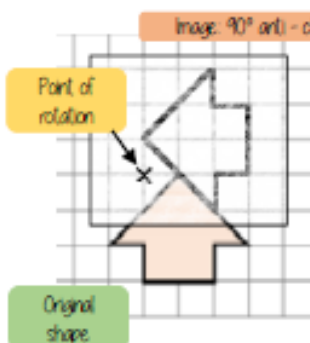


Image: 90° anti-clockwise

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

Rotations are the movement of a shape in a circular motion

Information needed to perform a rotation:

- Point of rotation
- Direction of rotation
- Degrees of rotation

Year 9

MATHS

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Numbers

Can you find the square root of a negative number?

Using percentages

Can any percentage under 100% be changed to a decimal or a fraction? What about percentages greater than 100%?

Maths and money

What's the difference between credit and debit?

Deductions

What do co-interior angles sum to?

Rotation and Translation

How do you find the order of rotational symmetry of a shape?

Pythagoras's theorem

What's the difference between the square of a number and the square root of a number?

Year 9

MATHS

Knowledge Checklist

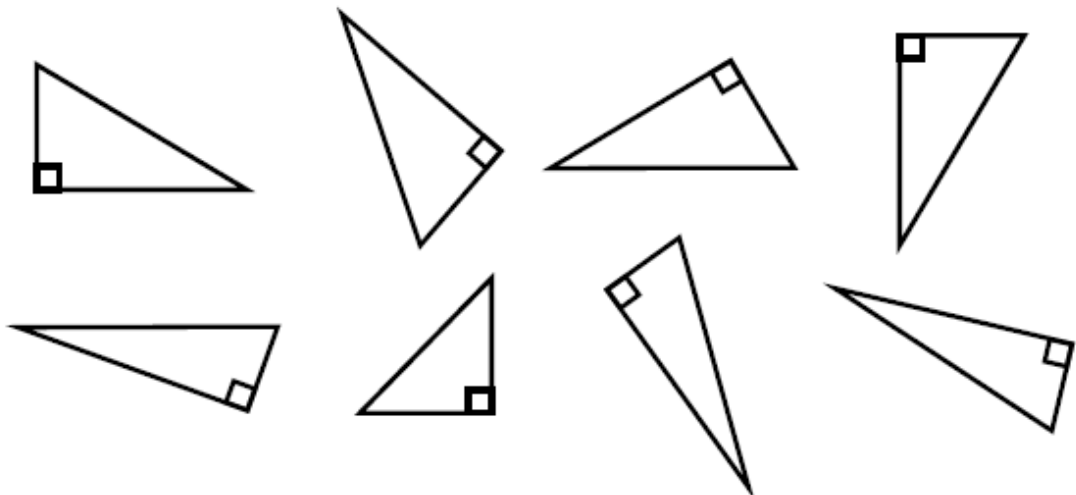
KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Numbers			
2	Using Percentages			
3	Maths and Money			
4	Deductions			
5	Rotation and Translation			
6	Pythagoras' Theorem			
7				
8				
9				
10				

High Flyers - Enrichment Task



Identify the hypotenuse in each right-angled triangle.



Science

Year 9

Year 10

KING'S LYNN ACADEMY

Term 6

Physics
Waves

Biology
Human interaction

Term 5

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Heating

Chemistry
Using Resources

Term 4

Chemistry
Matter and Energy

Biology
Organ systems

Term 3

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Acceleration

Term 2

Chemistry
Periodic Table

Biology
Growth

Term 1

Welcome back to KLA your Journey continues



Matter

Periodic Table: Big ideas

What expert understanding do we want after 5 years?

Structure determines properties

Big idea

The properties of a substance depend upon the type of atoms it contains and the strength of the bonds holding them together. The properties determine the uses the substance is suitable for.

How does the unit develop this?

Periodic Patterns Key Concept

The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the periodic table provide a good example of how scientific ideas and explanations develop over time as new evidence emerges.

Sub-concepts

Groups and Periods

Facts

- Reactions of group 1, 7, 0
- Transition Metals (Chemistry only)

Subatomic Particles Key Concept

Key Concept

The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels. The model of the atom used by scientists has changed over time.

Sub-concepts

Different models of the atom
Atomic and Electronic structure

Facts

- Subatomic particles are the proton, neutron and electron.
- Atomic Number and Mass Number



Organisms

Growth and Differentiation: 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?

Cell Transport

Key Concept

There are three processes that transfer matter into and out of cells. These movements allow life processes to take place

Sub-concepts

Diffusion, Osmosis, Active Transport, cell specialisation

Facts

Surface Area, volume, ratio, specific examples of cell specialisation.

Cell Division

Key Concept

In multicellular organisms, cell division is essential for growth, development, and repair. Cells differentiate to form specialised cells that perform diverse functions. Stem cells can be used to treat medical conditions

Sub-concepts

Differentiation, Uses of stem cells, cell cycle

Facts

Culturing microorganisms, Mitosis, Stem cells



Heating: Big ideas

Energy

What expert understanding do we want after 5 years?

Energy is conserved

Big idea

Energy is a property that objects must have to do work. It exists in different stores and can move between them. These stores can be kinetic or potential (based on the position in a field), or radiation. During an energy transfer, the total quantity is always constant but useful energy is wasted. This allows us to predict what can or cannot happen, using formulae.

How does the unit develop this?

Thermal transfer

Key Concept

Energy moves from warmer objects to cooler objects, until both reach the same temperature

Sub-concepts

Energy stores, thermal conductivity, thermal insulation, temperature time graph, thermal equilibrium.

Facts

- Total energy is same before and after
- Energy is measured in Joules (J)
- Energy is dissipated – this is often described as wasted energy

Specific and Latent Heat

Key Concept

Latent heat is the energy used to change the state of a substance.
Specific heat is the energy needed to raise the temperature of a substance.

Sub-concepts

Specific Heat Capacity, Latent Heat Capacity, internal energy, use of equations

Facts

- Heat is a movement of energy between objects
- Temperature measured in °C

Pressure

Key Concept

Pressure in gases is caused by particles. Temperature, mass and volume effect the pressure of a gas.

Sub-concepts

Kinetic Energy,

Facts

- Pressure is measured in Pascals
- Pressure x Volume = constant



Matter

Matter and Energy: Big ideas

What expert understanding do we want after 5 years?

Reactions rearrange matter

Big idea

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

How does the unit develop this?

Atom Conservation

Key Concept

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

Sub-concepts

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

Facts

- Reactant
- Product
- Mass and conservation of mass

Reaction Energy

Key Concept

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

Sub-concepts

Exothermic and Endothermic Reactions. Batteries and Fuel Cells.

Facts

- System
- Surroundings
- Exothermic
- Endothermic



Organ Systems: Big ideas

Organisms

What expert understanding do we want after 5 years?

Bodies are Systems

Big idea

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

How does the unit develop this?

Circulatory System

Key Concept

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

Sub-concepts

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

Facts

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

System Damage

Key Concept

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

Sub-concepts

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

Facts

CHD, Cancer, Risk Factors

Immune System

Key Concept

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

Sub-concepts

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

Facts

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



Matter

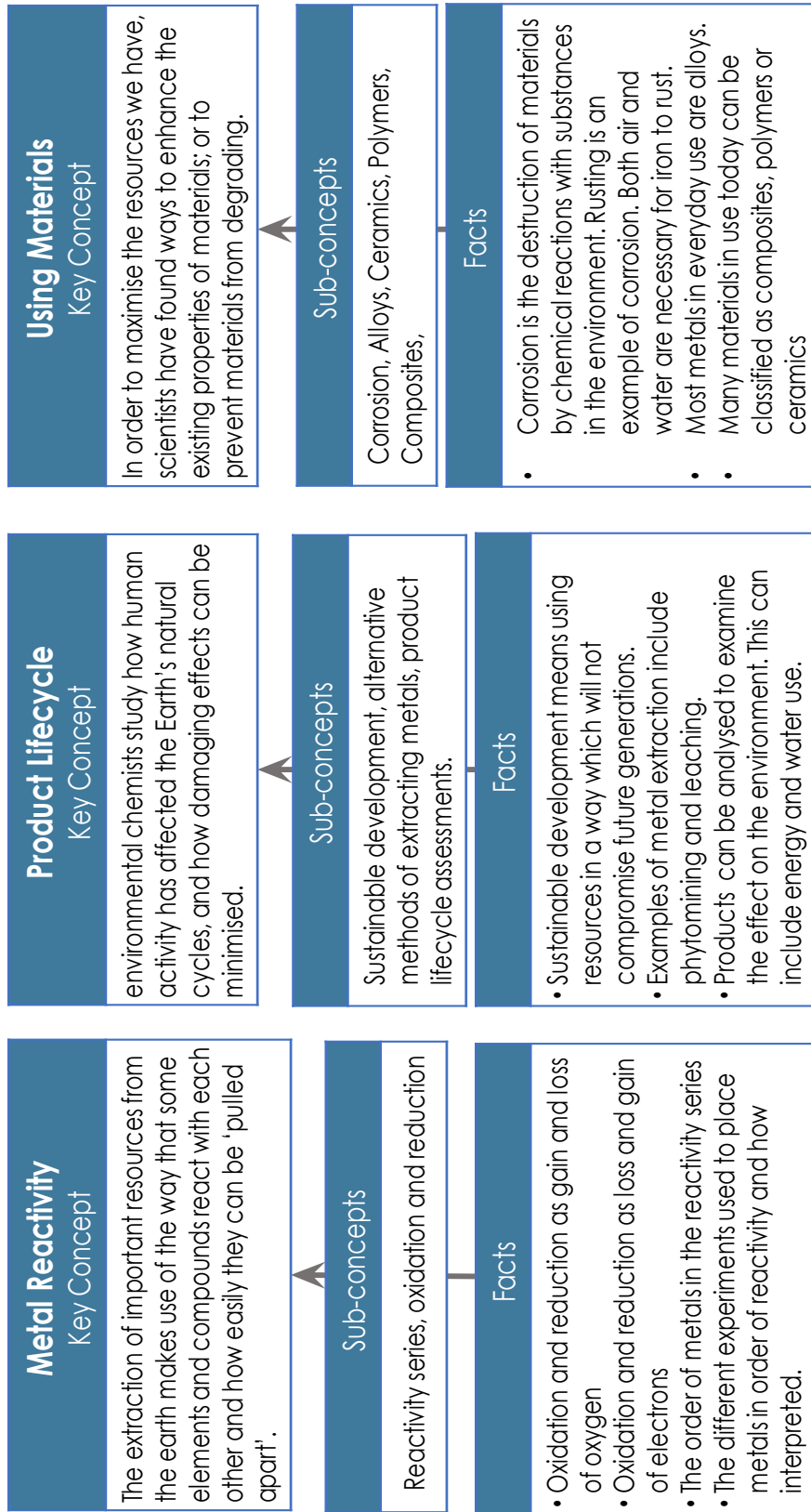
9U Using Resources: Big ideas

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?



Year 9

Science

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Biology

What is meant by a partially permeable membrane?

Name a similarity between diffusion and active transport?

Name a difference between diffusion and active transport?

Chemistry

What happens to the reactivity of group 1 as you go down the group? Why?

What happens to the reactivity of group 7 as you go down the group? Why?

Why are noble gases unreactive?

Physics

Why do hot objects cool down?

What is a change of state—and why does this process need an energy transfer?

Name three energy stores and three energy transfers

Year 9

Science

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	There are three processes that transfer matter into and out of cells: Diffusion, osmosis and active transport. These movements allow life processes to take place.			
2	In multicellular organisms, cell division is essential for growth, development, and repair. Cells differentiate to form specialised cells that perform diverse functions.			
3	The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties.			
4	The historical development of the periodic table provides a good example of how scientific ideas and explanations develop over time as new evidence emerges. Mendeleev developed the periodic table by leaving gaps for undiscovered elements.			
5	The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels. Elements in the modern periodic table are arranged in increasing atomic number.			
6	The model of the atom used by scientists has changed over time with the following milestones: Plum pudding model, Rutherford and then Bohr with energy levels.			
7	Energy moves from warmer objects to cooler objects, until both reach the same temperature			
8	Latent heat is the energy used to change the state of a substance. Specific heat is the energy needed to raise the temperature of a substance.			
9	Pressure in gases is caused by particles. Temperature, mass and volume effect the pressure of a gas.			

High Flyers - Enrichment Task



Discuss the arguments for and against stem cells research using embryonic and adult stem cells in your answer (6 marks).

Compare the physical and chemical properties of group 7 and group 0 elements in your answer, use ideas about electronic structure to explain differences in chemical properties (6 marks)

When a kettle is boiled—why does the temperature of the water reach 100 c and not get any higher? (6 marks)



Year 10

Geography

Year 9

Renewable energy

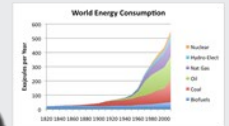
KING'S LYNN ACADEMY



Use of fossil fuels

Half Term 6

Energy insecurity



Energy consumption

Energy production



Natural resources

Half Term 5

Consequences of climate change



Renewable and non-renewable resources

Coastal defences

Impacts of climate change

Half Term 4

Landform development along coasts



Coastal landscapes

Coastal erosion



Half Term 3

Flood management



Coasts and climate change

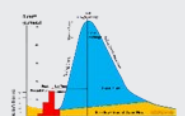
Flooding in Kerala

Flooding in York

Half Term 2

Floods

Storm hydrographs



Lower course features



Welcome back to KLA. Your journey continues.

Half Term 1

Rivers and floods



Meanders



Waterfalls



Climate Change

WHAT IS CLIMATE?

- Climate is the average weather in a place. It tells us what the weather is usually like.
- Climate is worked out by taking weather measurements over a long period of time (usually 30 years) and then calculating the average i.e. of temperature and rainfall.
- Weather is what you get on a day-to-day basis!

WHAT IS CLIMATE CHANGE?

A change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels!

EVIDENCE FOR CLIMATE CHANGE

ANALYSIS OF POLLEN AND TREES

Allows us to see if more or less pollen has been taken place. More pollen would suggest a warmer climate as there would be more pollen and less pollen would indicate the opposite.

WEATHER RECORDINGS

Thermometers are more accurate now and digital readings can be recorded remotely. This means you can easily tell if the climate has changed as you can compare different dates at different times.

ICE CORES

Locked inside ice are molecules and trapped air, which are preserved year on year with more snowfall. Subtle changes in temperature can be measured from ice cores extracted in Antarctica. These can be used to tell the climate from millions of years ago.

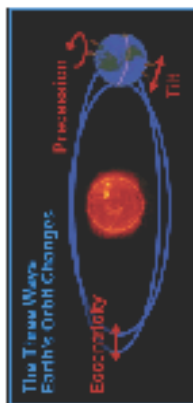
ROCKS AND FOSSILS

These can be studied for information covering longer time periods. Eg. limestone would have been formed on the bottom of a warm seabed millions of years ago. Telling us what climate was like when first created.

NATURAL CAUSES OF CLIMATE CHANGE

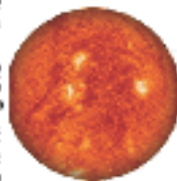
ORBITAL THEORY

- The Earth's orbit is sometimes circular, and sometimes more of an ellipse (oval).
- The Earth's axis tilts. Sometimes it is more upright, and sometimes more on its side.
- The Earth's axis wobbles, like a spinning top about to fall over.



SUNSPOT THEORY

- The Sun's output is not constant. Cycles have been detected that reduce or increase the amount of solar energy.
- Temperatures are greatest when there are plenty of sunspots - because it means other areas of the Sun are working even harder!



THE ERUPTION THEORY

- Volcanic eruptions produce ash and sulphur dioxide gas. This is circulated globally by high level winds.
- The blanket of ash and gas will stop some sunlight reaching the Earth!
- Instead, the sunlight is reflected off the ash/gas, back into space.
- This cools the planet and lowers the average temperature.



HUMAN CAUSES OF CLIMATE CHANGE

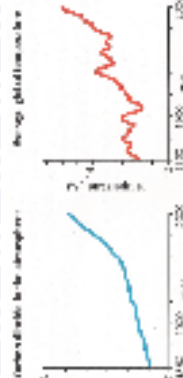
THE GREENHOUSE EFFECT

- A natural function of the Earth's atmosphere is to keep in some of the heat that is lost from the Earth.
- The atmosphere allows the heat from the Sun (short-wave radiation) to pass through to heat the Earth's surface.
- The Earth's surface then gives off heat (long-wave radiation).
- This heat is trapped by **greenhouse gases** (eg methane, carbon dioxide and nitrous oxide), which radiate the heat back towards Earth.
- This process heats up the Earth.



HUMAN FACTORS INCREASING WARMING

- Burning fossil fuels, eg coal, gas and oil - these release carbon dioxide into the atmosphere.
- Deforestation - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere.
- Dumping waste in landfill - when the waste decomposes it produces methane.
- Agriculture - agricultural practices lead to the release of nitrogen oxides into the atmosphere.



- Carbon dioxide (CO2) is a greenhouse gas.
- As technology has developed and the population on earth has increased, the amount of CO2 has increased since 1860.
- Data clearly shows that although temperatures have fluctuated since 1860, the general pattern is that global temperatures have increased as CO2 levels rise.



Geography Knowledge Organiser

Spring (term 4): Asia

Have you ever wondered about the world's largest and most diverse continent? Why is it the world's most populous continent? Or how urbanisation is changing lives in some of the countries? How is it becoming an important global economic region?

Keywords

Silicon Valley

Region in California where many technology company headquarters are located.

Slum

Poor area of a city that is overcrowded and often lacking in basic services such as water and electricity.

Diverse

Showing a great deal of variety, very different.

Monsoon

A seasonal prevailing wind in the region of South and SE Asia.

Mountain (alpine) biome

A biome found in mountain regions, usually at an altitude of 10,000 feet or more and just below the snow line of a mountain.

Dynamic

Characterized by constant change, activity, or progress.

Bottom-up approach

Where the lowest levels make the decisions. For example, locals making decisions, not the government.

Interdependent

Two or more people or things are dependent on each other.

Infrastructure

The basic systems and services, such as transport and power supplies, that a country or organization uses in order to work effectively.

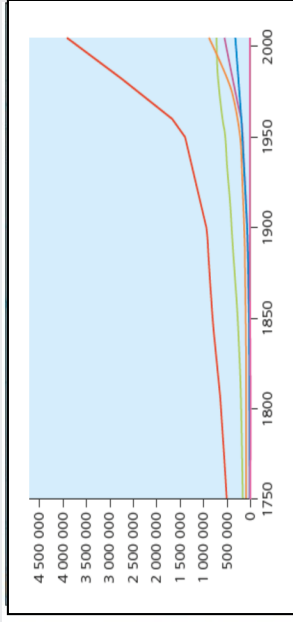
Export

Send (goods or services) to another country for sale.

Political map of Asia



World population increase, by continent



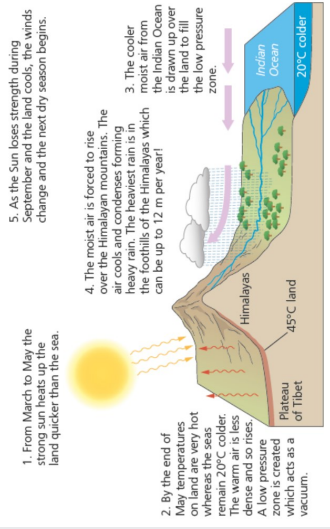
Life in a slum: ugly face of India

Slum can be defined as 'A residential area where dwellings are unfit for human habitation by reasons of dilapidation [disrepair], overcrowding, lack of ventilation or sanitation facility and having drinking water facilities in unhygienic conditions'.

Following problems are plaguing our slums:

- 1 Garbage and filth: We could see dumps of garbage everywhere. The dumped waste emanate [produce] foul odour and at the same time becomes breeding ground for flies and mosquitoes which carry several diseases with them.
- 2 Miserable toilets: The community toilets were in pathetic conditions. Plenty of them had no doors and the ones that had doors had no latches. Toilets were full of filth and human excreta as water supply through pipes was not working.
- 3 Deplorable condition of school: As there was no water and electricity in school, toilet was not working.
- 4 Cramped houses: It's difficult to even imagine the living conditions of the houses there unless and until you actually experience this nightmare. Six to eight people share a cramped room and only they know as to how so many people fit in such a small room. The streets are narrow and the sewage water stagnates in open surface drains, which emit bad smell.

Diagram showing the monsoon season



Monsoon fact file:

Monsoon fact file

- Monsoon months: June to September
- It brings three-quarters of India's yearly rain, which is vital for life and food production
- Over 50 per cent of people are employed in agriculture
- 1.4 billion people rely directly on agriculture
- India grows 100 million tons of rice and grain each year
- India has more land for growing rice than any other country
- Agriculture produces 15 per cent of India's \$1.83 trillion GDP.



Lined area for notes, consisting of multiple horizontal lines.

Rivers and Floods, Hot deserts

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

What does the term climate change mean?

What do the tier 3 terms mean: adaptation and mitigation?

What are the push factors from the countryside to Bangalore?

Apply your knowledge

Explain how your daily activities may be contributing to climate change.

What changes could you make to decrease your carbon footprint?

Explain how humans are contributing to rivers flooding in Asia.

Stretch your thinking!

Explain how the enhanced greenhouse effect is making our planet warmer

How is the slum development programme improving urban areas? Do all residents agree with it?

Analyse how China's economic development can affect climate change.

Year 9

Geography

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I know the natural causes of climate change			
2	I know the human causes of climate change			
3	I can describe the evidence for climate change			
4	I know some effects of climate change			
5	I can suggest how we can help fight climate change			
6	I can describe how monsoons form.			
7	I can outline the physical and human causes of flooding in S. Asia.			
8	I can explain why Japan's population is shrinking.			
9	I can explain the pull factors to Bangalore.			
10	I know why China is developing economically.			

High Flyers - Enrichment Task



Research The Paris agreement (<https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>) and describe its objectives.

Research another major slum settlement and identify how the government there may be planning improvements (for example, Dharavi, Mumbai or Rocinha, Rio de Janeiro).



The Cold War



Year 10

History

1760 - 1949

Year 9

Battle of Britain and Home Front

KING'S LYNN ACADEMY



World War Two

Life in Nazi Germany The Rise of the Nazis

Half Term 6



The Russian Revolution Treaty of Versailles League of Nations

End of World War One

Battle of the Somme



Trench Warfare



Half Term 5

Political Reform

Law and Order



The Suffragettes



Outbreak of World War One



Social Reform

Factory Life

Urbanisation



Half Term 4

The Railway Age



Iron and coal

Transport



The steam engine

The Industrial Revolution

Cotton Textiles

Half Term 3

Abolition



Transatlantic Slave Trade

Life as a slave

The American Revolution and war of independence

Half Term 2

Wealth and trade



Ruling the waves



Welcome back to KLA. Your journey continues.

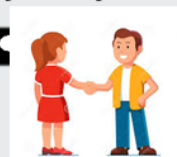
Australia

Half Term 1

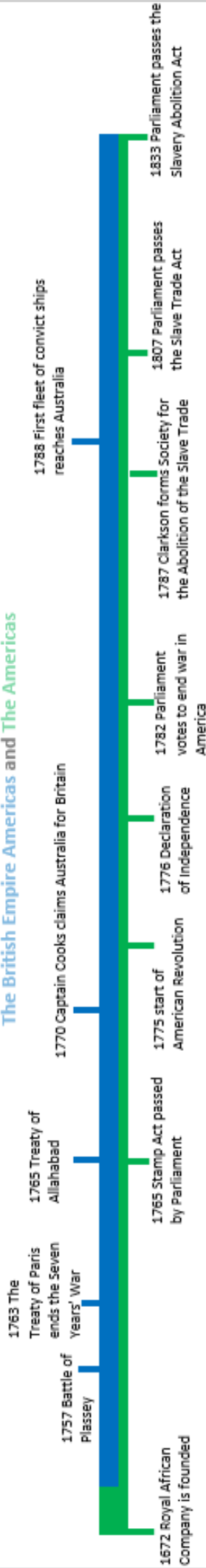
India



America



The British Empire Americas and The Americas



The British Empire	
Tier 2 Vocabulary	Tier 3 Vocabulary
Aborigine: nomadic Hunter gatherer population native to Australia and nearby islands. Admiral: highest ranking naval officer usually in command of a fleet. Bengal: wealthy province in North East India where the British built their factory called Calcutta. Consumer Society: a society where people can afford to buy non-essential consumer goods. Custom duties: taxes placed by government on goods imported from foreign countries. Gibraltar: British colony at the southern tip of Spain, gained in 1713. Indigenous: originate in a particular place. Patriotism: showing strong support for your own country. Penal colony: remote settlement used to Excel convicted criminals from the general population. Quebec: Capital city of French possessions in America, now a city in present day Canada. Scurvy: disease caused by lack of vitamin C, which killed many sailors in the Royal Navy.	Battle of Plassey: key victory for Clive in the East India company against the nawab of Bengal. Britannia: a female figure, used to symbolise Britain and popular during the British Empire. East India company: private company formed in 1600 with rights to trade between India and England. Endeavour: the ship that Captain Cook sailed on his first voyage to Australia. Factories: coastal trading posts where merchants can do business in foreign lands. Mercantilism: the economic practise of discouraging trade with rival nations. Mughals: dynasty that originate from Central Asia that ruled much of India from the 16th to 19th century. Nawab: Prince granted a province of India to rule on behalf of the Mughal emperor. Pilgrim fathers: the first settlers in New England known for their religious puritanism. Press gangs: gangs who would travel Britain forcing men to enlist in the Army or Navy.

The Americas	
Tier 2 Vocabulary	Tier 3 Vocabulary
Boycott: organised refusal to purchase a product as an act of political or moral protest. Branding: to mark a person or an animal with a hot iron for ease of identification. Caribbean: sea to the east of Central America containing many tropical islands. Constitution: series of laws establish how a nation's political system functions. Evangelical: A Christian movement which seeks to save people's souls by spreading God's word. Loyalist: colonist who sided with Britain and the King during the American Revolution. Petition: a formal written request, often for a political cause, signed by many people. Shackles: find Chinese used to fasten together the legs or hands of a prisoner or slave. Transatlantic: going across the Atlantic Ocean.	Abolitionist: someone involved in the public campaigns when slavery or the slave trade. Coffle: a line of slaves joined at the neck by shackles, leaving their legs free to walk. Continental army: army force representing of all 13 colonies formed by Congress in 1775. Continental Congress: meeting of delegates from 13 colonies that formed the United States. Declaration of Independence: formal statement was created the United States of America. Founding fathers: name given to the key figures in the creation of the United States of America. Maroon: an escaped African slave in the Caribbean. Middle passage: journey undertaken by slave ships from West Africa to the Americas by sea. Plantation: a larger state on which crops such as coffee sugar and tobacco were grown.

Industrial Revolution and Age of Reform

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? Cottage industry, efficiency, mechanisation, Chartism, suffrage.

Put these events into chronological order. Can you add the dates they happened? Parliament passes the Great Reform Act, Peterloo Massacre, Newcomen builds his first functioning steam engine, Brunel's SS Great Eastern is launched, Arkwright invents the water frame.

Say why these people are significant in the topics that have been studied. Abraham Darby, Isambard Kingdom Brunel, Richard Arkwright, Edwin Chadwick, Jack the Ripper.

Apply your knowledge

Explain what was important about the Great Reform Act.

Write an account of how the cotton textiles industry developed during the Industrial Revolution.

In what ways did social reform develop during the 19th century?

Stretch your thinking!

Which sector of society saw the greatest reform during the 19th century?

- Public Health
- Workers' rights
- Political reform

Explain your answer referencing all three bullet point.

Year 9

History

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	The Steam Engine, including inventions of Newcomen, and Watt.			
2	Cotton Textiles, including mechanisation and the factory system.			
3	Iron and Coal, including Abraham Darby.			
4	Transport, including canals, the steam train and navvies.			
5	The Railway Age, including Isambard Kingdom Brunel.			
6	Urbanisation, including Chadwick, Snow and Bazalgette.			
7	Factory Life, including child labour and the Luddites.			
8	Social reform, including the Tolpuddle Martyrs and the workhouse.			
9	Political reform, including the Great Reform Act and the Chartists.			
10	Law and Order, including the start of the police force and the reform of prisons.			

High Flyers - Enrichment Task



The murders committed by Jack the Ripper in the 19th century remain one of Britain's most gripping unanswered cases. The documentary below discusses the murders and delves deeper into policing, crime and punishment within this time-period we have studied.

<https://www.bbc.co.uk/iplayer/episode/m0003wdk/jack-the-ripper-the-case-reopened>

To find out more about the Workhouse and their often horrific conditions, watch the video below:

<https://www.youtube.com/watch?v=-4jom0Du98g>

Year 10

French

Year 9



KING'S LYNN ACADEMY

Term 6

Advantages and disadvantages of technology

Using the comparative and superlative

Free time activities

Technology use



Term 5

New adjectives

Regular and irregular verbs

Perfect tense revision

Present tense
Imperfect tense

Describing people and relationships



Possessive adjectives

Term 4

Describing relationships



Term 3

Friends and family



Role plays

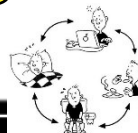
Present tense
Future tense
Past tense



Term 2

Asking questions

Reflexive verbs



Daily routines

My town



Welcome back to KLA your Journey continues

Term 1

My house and home



Year 9 French Half Term 3 + 4

Topic specific vocab

<u>relationships</u>	
je m'entends bien avec	I get on well with
je m'amuse bien avec	I have fun with
je me confie à	I confide in
On se dit tout	we tell each other everything
je me dispute avec	I argue with
je me fache contre	I get angry with
je me chamaille avec	I squabble with

<u>les qualités</u>	<u>qualities</u>
pour moi	for me
un bon ami est	a good friend is
optimiste	optimistic
honnête	honest
modeste	modest
compréhensif/ve	understanding
de bonne humour	good humoured
fidèle	loyal
merci	thank you
sensible	sensitive
gentil/le	kind
drôle	funny

<u>Describing a photo</u>	
dans la photo	in the photo
il y a	there is/are
des personnes	people
hommes	men
femmes	women
garçons	boys
filles	girls
ils sont	they are
ils jouent	they are playing
ils mangent	they are eating
ils font	they are doing
ils sourient	they are smiling
je pense que	I think that

Grammar

<u>Possessive adjectives</u>			
We use these to say who something belongs to			
Masculine	Feminine	plural	English
mon	ma	mes	my
ton	ta	tes	your
son	sa	ses	his/her/it's
notre	notre	nos	our
votre	votre	vos	your

Year 9 French Half Term 3 + 4

Grammar

Imperfect tense

Used to talk about what we 'used' to do
e.g. Je jouais = I used to play

remove last two letters of the verb and add:

je	ais
tu	ais
il/elle	ait
nous	ions
vous	iez
ils/elles	aient

Some of the most common irregulars:

J'étais = I used to be
J'avais = I used to have
Je faisais = I used to do

Present tense

Used to talk about what we do now
e.g. Je joue = I play

remove last two letters of the verb and add:

	-er	-ir	-re
je	e	is	s
tu	es	is	s
il/elle	e	it	-
nous	ons	issons	ons
vous	ez	issez	ez
ils/elles	ent	issent	ent

Some of the most common irregulars:

je vais = I go	nous allons = we go
Je fais = I do	nous faisons = we do
Je suis = I am	nous sommes = we are
J'ai = I have	nous avons = we have
Je veux = I want	nous voulons = we want
Je peux = I can	nous pouvons = we can

Perfect tense

Used to talk about what we 'did' in the past
e.g. J'ai joué = I played

Use either **avoir** or **être** as the auxiliary verb and add a past participle.

avoir	être
j'ai	Je suis
tu as	tu es
il/elle a	il/elle est
nous avons	nous sommes
vous avez	vous êtes
ils/elles ont	ils/elles sont

Past participles

Remove **-er** and add **é** **regarder** = **regardé**
Remove **-ir** and add **i** **choisir** = **choisi**
Remove **-re** and add **u** **vendre** = **vendu**

The 13 verbs which take **être** are:

Monter	Naitre	Arriver
Rester	Descendre	Mourir
Sortir	Entrer	Partir
Venir	Tomber	
Aller	Retourner	



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

Year 9

French

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Write this in French:

When I was younger, I used to play football, it was great. Now, I prefer rugby because it is interesting. Tomorrow, I am going to go to the park with my friends. We will play hockey. It will be fun!

Medium Questions

Write these in French

I get on well with my dad

I get angry with my brother

I squabble with my younger sister

Write these in English:

I used to eat pizza

I used to watch cartoons

Write about your best friend in French

Easy Questions

Write down 3 friendship qualities in French

Write down 3 places in town

What does the following mean in English

J'écoutais de la pop

Year 9

French

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can recall qualities to describe friendships			
2	I can use possessive adjectives			
3	I can use reflexive verbs to describe friendships			
4	I can use key vocabulary to describe a photo			
5	I can use the imperfect tense with regular verbs			
6	I can use the imperfect tense with irregular verbs			
7	I can use the near future tense.			

Year 10

German

Year 9

KING'S LYNN ACADEMY

Term 6

Conditional tense

Irregular verbs

Es gibt...

Modal verbs present and imperfect

Term 5

Time-manner-place

Forming questions

If/when clauses

Adjective noun agreement

Perfect and future tense

Adding justification

Term 4

Reflexive/separable verbs

Using subordinating conjunctions and modal verb

Term 3

Perfect tense on holiday activities

Booking accommodation

Present and past of sein

Term 2

Extending sentences with frequency words and opinion

Using a range of pronouns

Term 1

Personality and description

Introducing yourself

Your Journey starts here

1. Welches Fach magst du?

Which subject do you like?

Ich mag ... (nicht/sehr).
Deutsch/Mathe/Naturwissenschaften
Informatik/ Erdkunde/ Geschichte
Englisch/Sport/Religion/Theater
Französisch/ Kochen/ Kunst

Was ist dein Lieblingsfach?

Mein Lieblingsfach ist ...
Warum magst du das (nicht)?
Ich mag (Mathe)(nicht), weil es ... ist.
einfach/faszinierend/interessant
nützlich/toll/prima/supercool
schwierig/langweilig/nutzlos/nervig
furchtbar/stinklangweilig/schlecht

I like... (not/very).
German/Maths/Science
ICT/ Geography/History
English/PE/RE/Drama
French/ Cooking/ Art

What is your favourite subject?

My favourite subject is...
Why do you (not) like that?
I (don't) like (Maths), because it is...
easy/fascinating/interesting
useful/ great/ good/ super cool
difficult/boring/useless/annoying
terrible/ really boring/ bad

2. Was hast du am Montag?

Dienstag/Mittwoch/Donnerstag
Freitag/Samstag/Sonntag
vor der Pause/nach der Pause
Um wieviel Uhr hast du...?

What do you have on Monday?

Tuesday/ Wednesday/Thursday
Friday/Saturday/Sunday
before break/after break
What time do you have ...?

In der ersten/zweiten/dritten Stunde habe ich... In the first/second/third lesson I have...
Morgen habe ich Tomorrow I have...
Gestern hatte ich und es war... Yesterday I had... and it was...

3. Meine tägliche Routine

Ich wache....auf / Ich stehe....auf/ Ich dusche...
Ich ziehe mich ...an(aus) /Ich frühstücke...
Ich putzt mir...die Zähne/Ich style mir...die Haare
Ich schminke mich ...
ich gehe...aus (in die Schule)
Ich komme...nach Hause/ Ich esse ... zu Abend
Ich sehe...fern/ Ich gehe...ins Bett
um ...Uhr
um (Viertel) nach....um (Viertel) vor ...
um halb (sieben)

My daily routine

I wake up/I get up/ I shower
I get (un)dressed/ I eat breakfast
I brush my teeth/I style my hair
I put on make-up
I go out (to school)
I come home/ I eat dinner
I watch TV/ I go to bed
at....o'clock
at (quarter)past....at (quarter) to
at half past (six)

4. Was trägst du gern?

Ich trage (nicht)gern...
ein Kleid/Hemd/T-Shirt
eine Hose/Jeans/Jacke/Krawatte
einen Rock/Mantel/Pulli/Anzug
Schuhe/Stiefel/Sportschuhe/Sandalen
(un)bequem/kurz/lang/weit/schmal
schick/locker/modisch/altmodisch
gepunktet/gestreift/kariert
Wenn ich gehe, trage ich...
in die Schule/ auf eine Party
Ich habe...getragen
Ich habe...gekauft
Ich werde....tragen/kaufen

What do you like to wear?

I (don't) like wearing...
dress/shirt/T-shirt
trousers/jeans/jacket/tie
skirt/coat/jumper/suit
shoes/boots/trainers/sandals
(un)comfortable/short/long/baggy/skinny
smart/casual/trendy/old-fashioned
spotty/stripy/checked
When I go..., I wear ...
to school/ to a party
I wore ...
I bought...
I will wear/buy...

1. Bist du wild auf Musik?

R&B-Musik / Jazzmusik
Rap-Musik/Hip-Hop
klassische Musik
Sie klingt positiv/negativ.
Sie ist kitschig / energiegeladen
Sie macht gute Laune.
Was für Musik hörst du (nicht) gern?
Ich höre (nicht) gern ..., weil sie ... ist/macht.
Mein(e) Lieblingssänger(in) ist
Meine Lieblingsband ist ...
Mein Lieblingslied ist ...

Are you wild about music?

R&B music / Jazz music
Rap/hip Hop
classical music
It sounds positive/negative.
It is corny/ energetic. (full of energy)
It puts you in a good mood.
What type of music do you not like listening to?
I (don't) like listening to... , because it is/does...
My favourite singer is ...
My favourite band is...
My favourite song is...

2. Was für Musik spielen sie?

Ich glaube, sie spielen ...
Rockmusik / R&B-Musik / Popmusik.
Opernmusik/ klassische Musik
Ich finde sie ...
energiegeladen / begabt / originell
monoton / zu laut
Ich denke, ihr Look ist ...
cool/modern/alternativ/ (alt)modisch

What type of music do they play?

I think they play...
rock / R&B / pop music
opera music/ classical music
I find it/them...
full of energy / talented / original
monotonous / too loud
I think, their look is...
cool/modern/alternative/(old)fashionable

3. Comparatives

To make comparisons add **-er** to the adjective.

lauter – louder **moderner** – more modern **größer** – bigger **kürzer** – shorter
älter – older **länger** – longer **wärmer** – warmer **besser** - better

4. Was habt ihr gemacht?

Wir haben coole Bands gesehen.
Ich habe viel gesungen und viel getanzt.
Ich habe in einem Zelt geschlafen.
Ich habe neue Freunde gefunden.
Wir haben exotische Spezialitäten gegessen.
Ich habe Souvenirs gekauft.
Meiner Meinung nach war es...

What did you do?

We saw cool bands.
I sang and danced a lot.
I slept in a tent.
I made new friends.
We ate exotic specialities.
I bought souvenirs.
In my opinion it was...

5. Ich gehe aus

Was wirst du machen?
ich werde.../er wird.../wir werden
die Karten im Voraus kaufen/ins Kino gehen
einen guten Film auswählen/auf einem Musikfestival
früh ankommen/...abholen/etwas Schickes anziehen
genug Geld mitnehmen
mit dem Bus in die Stadt fahren
ins Kino gehen/essen gehen

I go out

What will you do?
I will.../he will.../we will...
buy the tickets in advance/go to the cinema
choose a good film/go to a music festival
arrive early.../pick up.../wear s.t. smart
take enough money with me
go by bus to town
go to the cinema/go out to eat



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

Year 8

German Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Translate this paragraph into English:

Ich sehe gern fern. In meiner Freizeit sehe ich oft Filme. Ich sehe gern Actionfilme, aber ich sehe nicht gern Horrorfilme, weil sie gruselig sind. Ich bin am Wochenende ins Kino gegangen und ich habe einen neuen Film gesehen. Ich habe auch Popcorn gegessen und Cola getrunken. Das hat Spaß gemacht.

Medium Questions

Write these in German:

I wake up at 7 o'clock.

I wear black trousers, a white shirt and a tie.

Write these in English:

Ich habe auf dem Festival viel getanzt und gesungen.

Ich habe in einem Zelt geschlafen und es war bequem.

Write about what kind of music you like and add reasons why

Easy Questions

Write down 5 school subjects and five adjectives in German

Write down 5 items of clothing in German

What do these words in English: ich habe...

gegessen/getrunken/gehört/getanzt/gesungen

Year 9

German

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can describe my school timetable			
2	I can express my opinion on school subjects			
3	I can describe what I wear			
4	I can describe my daily routine			
5	I can describe what music I like and add an opinion			
6	I can use the perfect tense			
7	I can name some German musicians			

High Flyers - Enrichment Task



Translate this text into English;

Ich heiße Alex und ich bin in der 10ten Klasse. Ich trage oft eine blaue Jeans und einen bequemen Pulli zur Schule. In der ersten Stunde habe ich oft Religion oder Geschichte. Ich mag sie nicht sehr, weil ich sie ziemlich nutzlos finde. Am Wochenende gehe ich oft mit meinen Freunden aus. Wir gehen oft in die Stadt oder wir hören Musik.

Wir hören gern Popmusik, weil sie energiegeladen ist und sie macht auch gute Laune. Im Juli sind wir auf einem Musikfestival gegangen. Er war toll. Wir haben viel gesungen und getanzt und wir haben in einem Zelt geschlafen.

Nächstes Jahr werden wir nach Deutschland fahren und wir werden eine deutsche Band sehen.



Nutrition

Functions of nutrients:

- Carbohydrates: main sources of energy
- Proteins: Growth and repair of muscles
- Fats: Secondary source of energy and provide insulation
- Vitamins: Maintains a healthy immune system e.g. A, C, D, E,
- Minerals: Maintain healthy bodily function e.g. iron and calcium
- Fibre: Helps digestion of food in the gut
- Water: Maintains cell function and keeps body hydrated



Components of Fitness

CARDIOVASCULAR ENDURANCE

THE ABILITY TO CONTINUOUSLY EXERCISE WITHOUT TIRING

SPEED

THE ABILITY TO MOVE THE BODY OR BODY PARTS QUICKLY

AGILITY

THE ABILITY TO CHANGE TO DIRECTION AT SPEED

CO-ORDINATION

THE ABILITY TO USE TWO OR MORE BODY PARTS TOGETHER

REACTION TIME

THE TIME TAKEN TO RESPOND TO A STIMULUS

FLEXIBILITY

THE RANGE OF MOVEMENT OF A JOINT

STRENGTH

THE MAXIMUM FORCE A MUSCLE OR GROUP OF MUSCLES CAN APPLY AGAINST A RESISTANCE

MUSCULAR ENDURANCE

THE ABILITY OF A MUSCLE OR MUSCLE GROUP TO REPEATEDLY CONTRACT OR KEEP GOING WITHOUT TIRING

STRENGTH

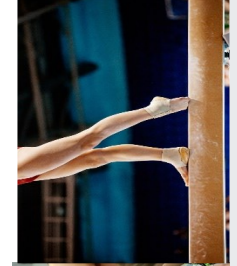
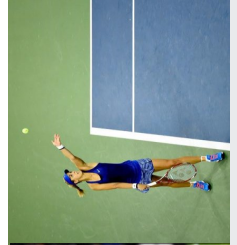
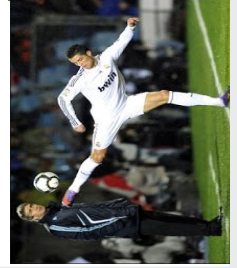
THE MAXIMUM FORCE A MUSCLE OR GROUP OF MUSCLES CAN APPLY AGAINST A RESISTANCE

BALANCE

THE ABILITY TO MAINTAIN EQUILIBRIUM, WHETHER STATIONARY OR MOVING

POWER

STRENGTH X SPEED (MAXIMAL FORCE PERFORMED AT SPEED)





Physical Education Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Short term effects of exercise

Name the components of fitness

Name the fitness tests linked to each component of fitness

Recall the 7 components of a balanced diet

Apply your knowledge

Which component of fitness is most important for a marathon runner?

Justify your answer.

Which component of fitness is most important for a tennis player?

Justify your answer.

Which nutrient is most important for a weight lifter?

Justify your answer.

Stretch your thinking

How effective do you think fitness test are? Explain your answer.

Which component of fitness do you think is your best? Explain your answer.

Which component of fitness is your weakest? How could you improve this?

Physical Education Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Name the components of fitness			
2	To define each component of fitness and link to sporting performance			
3	Match the component of fitness to the fitness test			
4	To link components of fitness to sporting performance			
5	Recall the functions of the 7 components of a balanced diet			

High Flyers - Enrichment Task



Design a 6 week diet and physical activity programme for an athlete of your choice. Think about what components of fitness they will need to work on most and what nutrients are most important in their diet.

Year 10

Technology

Year 9

KING'S LYNN ACADEMY



Topic Test



EVALUATION Reflect and evaluate on the outcome

Learning about the different tools and finishing techniques for metal.

Learning how to work with aluminium, how to shape it and how to use metal work tools. To create something wearable

What went well:

Even better if:



Learning about ferrous and non-ferrous metals

FERROUS METALS	NON FERROUS
CHARACTERISTICS	CHARACTERISTICS
- Mostly contain iron - Good conductors of electricity - Good magnetic properties - Lower resistance to rust and corrosion - Wegh More	- Do not contain any iron - Good resistance to rust and corrosion - Lightweight - Highly malleable - More expensive

Aluminium

Layering plywood and covering in Formica to create a wearable product



Learning about hardwoods and softwoods

Hardwoods

Beech
Oak
Ash
Teak



Comes from deciduous trees
This is a broad-leaved tree which loses its leaves in the winter

Softwoods

Pine
Spruce
Cedar
Fir



Comes from coniferous trees
This tree is an evergreen (green all year), needle-leaved, cone-bearing tree

Learning about manufactured wood



Learn to finish an acrylic piece to a professional standard

Wood

Learning about the different tools and finishing techniques for wood.



Fitting an acrylic window into plywood



Learning about the different tools and finishing techniques for acrylic.



Learning about the design cycle

Acrylic

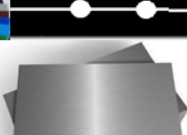
Research material properties of Thermoplastics and thermosetting plastic

Researching different materials. Wood, Plastic & Metal

Looking at how these materials affects our environment and their sustainability



Learning about different materials and tools used in this project



Health and safety



Welcome back to KLA your Journey continues

Material Testing

Colour LINE TYPOGRAPHY composition TONE IMAGERY

Learners must be able to:

METAL

PLASTIC

WOOD

- Work with tools, equipment, materials, and components.
- Know and understand materials properties and components
- Understand different working techniques and quality finishes
- Evaluate each process and stage of testing.

Keywords

- 1 Properties
- 2 Techniques
- 3 Functional
- 4 Sustainability
- 5 Measurements
- 6 Plywood
- 7 Accuracy
- 8 Quality control
- 9 Glass paper
- 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
- 20 Evaluate
- 21 Aluminium
- 22 Acrylic
- 23 Laminate
- 24 Veneer

FERROUS METALS VS NON FERROUS

CHARACTERISTICS

- Mostly **Contains** iron
- Good conductors of electricity
- Good magnetic properties
- Lower resistance to rust and corrosion
- Weigh More

- **Does not** contain any iron
- Higher resistance to rust and corrosion
- Malleable
- Non-magnetic
- Weigh Less

Aluminium

Plywood

Formica

PLASTICS

THERMOPLASTICS

THERMOSETS

Thermoplastics	Thermosetting Plastics
They change their shape upon heating and cooling.	Once formed they do not undergo shape conversion upon heating and cooling
Expensive	Cheap
Recyclable	Not recyclable
The best example is polythene which changes its shape upon heating and cooling.	The best example is the Bakelite which once formed does not change its shape upon further heating.

WOOD

Manufactured Wood

Man-made woods or Manufactured boards have become an important substitute for solid wood.

Advantages -

- Help conserve tropical forests
- An economic alternative
- Large sizes of uniform thickness
- They are stable

Manufactured boards are usually made from timber waste and **adhesive**. To make them more aesthetically pleasing they are often **veneered**. They are cheap to buy.

Hardwoods

Ash

Popular

Red Oak

Softwoods

Douglas Fur

Spruce

Yellow Pine

Hardwoods



Comes from **deciduous** trees

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

Beech

Oak

Ash

Teak

Softwoods



Comes from **coniferous** trees

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

Pine

Spruce

Cedar

Fir

YEAR 9 TECH

HOMEWORK

1 What are the physical properties of corrugated card?

- ☐ Brown paper bonded to the outside?
- ☐ Smooth & translucent
- ☐ White with foil backing

2 What type of paper can be used to support isometric drawing?

- ☐ Layout paper
- ☐ Cartridge paper
- ☐ Grid paper

3 Which manufactured board is glued at 90 degree angles?

- ☐ Plywood
- ☐ Chipboard
- ☐ MDF

4 Pine, spruce and larch are all examples of what timber?

- ☐ Hardwood
- ☐ Softwood
- ☐ Manufactured board

5 Which ferrous metal is used for manhole covers?

- ☐ High-carbon steel
- ☐ Low carbon steel
- ☐ Cast iron

6 To make wire, the metal needs to be?

- ☐ Ductile
- ☐ Absorbent
- ☐ Elastic

7 Which polymers are recyclable?

- ☐ Thermoforming
- ☐ Thermosetting
- ☐ Injection moulded

8 Which thermoforming plastic is used for making car headlights

- ☐ Thermoforming
- ☐ Thermosetting
- ☐ Injection moulded

9 Which fabrics are webs of fibres compressed together?

- ☐ Bonded
- ☐ Woven
- ☐ Knitted

10 Which natural fibre grows in balls

- ☐ Silk
- ☐ Wool
- ☐ Cotton

✓ your chosen answer

Score
/10

YEAR 9 TECH

UNDERSTANDING KEY WORDS- HOMEWORK

Properties of materials

Different materials exhibit different working properties..

Listed below are some of the **key properties** which determine how materials behave:

- **Conductivity** is the ability of a material to conduct heat or electrical energy.
- **Strength** is the ability of a material to withstand a force without breaking or bending.
- **Elasticity** is the ability of a material to bend and then to return to its original shape and size.
- **Malleability** is the ability of a material to be moulded into a shape without cracking.
- **Ductility** is the ability of a material to be pulled into long thin fibres.
- **Hardness** is the ability of a material to resist wear, scratching and indentation.
- **Toughness** is the ability of a material to withstand blows or sudden shocks without breaking.
- **Durability** is the ability of a material to withstand wear, especially as a result of weathering.

The 6 R's of Sustainability



Recycle
Reuse
Replace
Rethink
Reduce
Refuse

Sustainable A sustainable resource can be replaced once used. As a tree is chopped down, many more can be planted to ensure the use of trees can be sustained.

Veneer A thin decorative covering of fine wood applied to a coarser wood or other material.

Renewable Inexhaustible and replaceable.

Recyclable The ability to process into something else.

Non-renewable A resource that cannot be replaced when it is used up, such as oil, natural gas or coal.

Thermoplastic Can be reformed when heated, and therefore can often be recycled.

Thermosetting Plastic Also called 'thermoset'. Can only be formed once as it cannot be reheated and therefore cannot be recycled

Degrade To break down and deteriorate.

Biodegradable Material that can be broken down in the environment by microorganisms.

Coniferous Trees that do not lose their leaves during autumn to prepare for winter.

Softwood Timber that has come from a coniferous tree that does not drop leaves in the autumn to prepare for winter.

Deciduous Trees that lose their leaves during autumn to prepare for winter.

Hardwood Timber that has come from a tree that drops leaves in the autumn to prepare for winter.

Alloy An alloy is a mixture of two or more elements, at least one of which is a metal.

Ferrous Metal containing iron.

Non-ferrous A metal that does not contain iron.

Design and Technology

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

Put these tools in order of use-coping saw, buffing wheel, wet and dry paper, file.

Circle the correct property of a material that resists to being scratched or indented;

Tough malleable hard ductile strong

Complete this sentence Cut the waste, ____ _ ____ _.

+

Explain-what is a sustainable resource.

Explain biodegradable.

Circle the correct answer -The ability of a material to be stretched into a wire;

Tough malleable hard ductile strong

*

Explain-what is a Bioplastic?

What does finite mean in terms of a resource?

What is an infinite resource?

Design and Technology Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	To understand and demonstrate safe working in Design Technology			
2	To know and understand material properties			
3	To know and understand how to safely and effectively use workshop tools and equipment			
4	To review and evaluate the making process			

High Flyers - Enrichment Task



Research, investigate and show your understanding of the properties of materials by answering the questions in the AQA Design and Technology course-work book.

Introduction to Hospitality & Catering

Year 10

FOOD TECH

KING'S LYNN ACADEMY

Year 9



Learners must be able to:

- Learn about dough, Vitamins & minerals
 - Learn about Pastry and continued development of the eat well plate
- Learn about sauces by exploring & making recipes
- Learn about Meat by exploring & making recipes

YEAR 9 FOOD

DOUGH, Vitamins & MINERALS •
PASTRY & Eat WELL Plate •
SAUCES • MEAT • PIPING & GARNISHES •



Beef Pie



Pizza



Jam Tarts



Profiteroles

Key Words

- | | |
|------------------|-------------------------|
| 1. Research | 14. Sensory |
| 2. Function | 15. Texture |
| 3. Recipe | 16. Healthy |
| 4. Menu | 17. Combine |
| 5. Nutrition | 18. Evaluation |
| 6. Eatwell Plate | 19. Ingredients |
| 7. Accurate | 20. Cross contamination |
| 8. Hygiene | 21. 5-A-Day |
| 9. Measurements | 22. Environmental |
| 10. Safety | 23. Anti-Bacterial |
| 11. Bacteria | 24. Appearance |
| 12. Logo | 25. Investigation |
| 13. Diet | 26. Techniques |
| | 27. Aeration |
| | 28. Additives |



Health & Safety & dangers in the kitchen

Teaching Knife Safety Skills

Year 9

Food Tech

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

Why do we need to eat all the foods on the Eatwell plate?

What is pastry?

What is a piping bag?

+

What are the functions of the 5 food groups?

Why do we use different colour chopping boards?

Why do we need calcium?

*

What are micro and macro nutrients?

Why do we need vitamins?

What is an environmental health officer?

Year 9

Food Tech

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Different methods of heat transfer			
2	Job roles in a kitchen			
3	Key temperatures in food			
4	The role of the EHO			
5	Use a range of equipment safely and independently to produce a range of dishes			

High Flyers - Enrichment Task



Understand the different types of Hospitality and Catering Establishments.

YEAR 10 ART HERE WE COME!

Pick your
OPTIONS!

KING'S LYNN ACADEMY

Art
Y9



Learners must be able to:

- To develop, refine and experiment with different materials and techniques.
- To analyse and reflect concepts behind artists work and own work.
- Explore and appreciate a variety of artists

Tonal drawing and enlargement

Drawing an enlargement using the grid method.
Using a variety of tonal shading pencils.



Mark making techniques - Chalk and Charcoal

Experimenting with thickness of lines and blending.
Using relevant techniques on chosen artwork



Artists

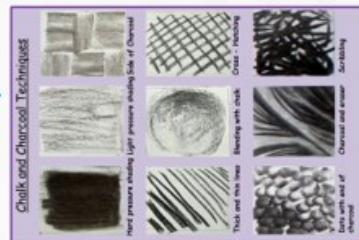
Carl Warner
Joel Penkman
Sarah E. Wain
Ralph Goings
Tjalf Sparnaay
Andy Warhol
Wayne Thiebaud
Sarah Graham
Dawn Eaton ...

Transferable knowledge and skills

Grid method enlargement drawing



Techniques



Mark making techniques - Biro, Pen and Water

Experimenting with techniques, producing artwork, analysing and evaluating



Mono-printing

Decorating mask with paint, blending colours, and adding embellishments.

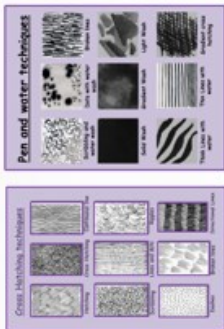


Mixed Media Mono-printing

Watercolour and mono-printing, Printing on collage paper and brown paper.
Experimenting with multiple colours



Techniques:
Cross hatching, dots, stippling, thick and thin lines, graded wash, broken lines, dashes etc.



MONO

These types of prints are made from a single block of material. The ink is applied to the block and then transferred to the paper. This creates a single image. The ink can be applied in a variety of ways, including using a brush, a roller, or a squeegee. The resulting print can be made in a variety of sizes and can be used for a variety of purposes.



PRINTING



Tier 3

Gradient, Technique, observational, stippling, cross-hatching

Tier 2

Tone, shading, blending, layering, depth, texture, annotate, detail, outline, skill, form, mark making, evaluate, media, trace, wash

Tier 1

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

Key Vocab



Learners must be able to:

- To have an appreciation of a variety of artworks
- To grasp the concept behind an artwork.
- To develop, refine and experiment with different materials and techniques.
- Present personal and creative works in response to other artists.
- Build up a confident visual language.

Artists

Jessa Huebing-Reitinger
Alexander Marshall
Georgia O'Keefe
Eric Sweet
Paul Cezanne
Vincent Van Gogh
Susan Berry
Juan Bosco...

Transferable Knowledge & Skills

Watercolour Techniques:

1. Layering
2. Masking Tape
3. Solid Wash
4. Graded Wash
5. Stippling
6. Splatter
7. Dry Brush
8. Resist
9. Bleed Blending



Watercolour Techniques Watercolour Painting

Techniques

Watercolour painting from start to finish

Evaluation

Oil Pastel Techniques:

1. Light Pressure
2. Heavy Pressure
3. Highlight with White
4. Shadow with Black
5. Sgraffito
6. Blended Sgraffito
7. Red + Yellow = Orange
8. Blue + Yellow = Green
9. Blue + Red = Violet



Oil Pastel Techniques Oil Pastel Artwork

Techniques

Oil Pastel artwork from start to finish

Evaluation

Acrylic Techniques Acrylic Painting

Techniques

Acrylic Painting from start to finish

Evaluation



- #### Acrylic Paint Techniques:
1. Primary Colours: Red, Yellow & Blue
 2. Secondary Colours: Orange, Green & Violet
 3. The Colour Wheel: Tints and Shades: Adding White & Black
 4. Blending and Details: Adding Water & 3 Brush Technique



Watercolour - Brush and Water Skill, Colour Mixing, Concentration of Colour

Oil Pastel - Blending, Colour Mixing, Mark making

Acrylic Paint - Colour Theory, Mixing, Tints, Shades, Blending



Key Vocab

Tier 3
Accurate Technique Evaluate
Hyperrealism Precision Palette

Tier 2
Detail Blending Tints Shades
Primary Secondary Gradient Experiment

Tier 1
Colour Shape Line Hue
Light Dark Edges Artwork
Bold Style Mixing Brush

Natural Forms

Objects in nature in their natural form.

Year 9

ART

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

List 6 Tonal drawing techniques?

What is tints and shades in art?

List 5 Biro techniques and 5 Pen and Ink techniques

+

What is the difference between visual texture and actual texture?

What does gradient mean in art and how do you create a gradient with Ink and Water?

What does Chiaroscuro mean in Art?

*

Why do you think artists create texture in their work and explain how they create texture? (what techniques show texture)

Explain how artists use tone to create form?

Explain the difference between layering and blending techniques for watercolour?

Year 9

ART

Knowledge Checklist

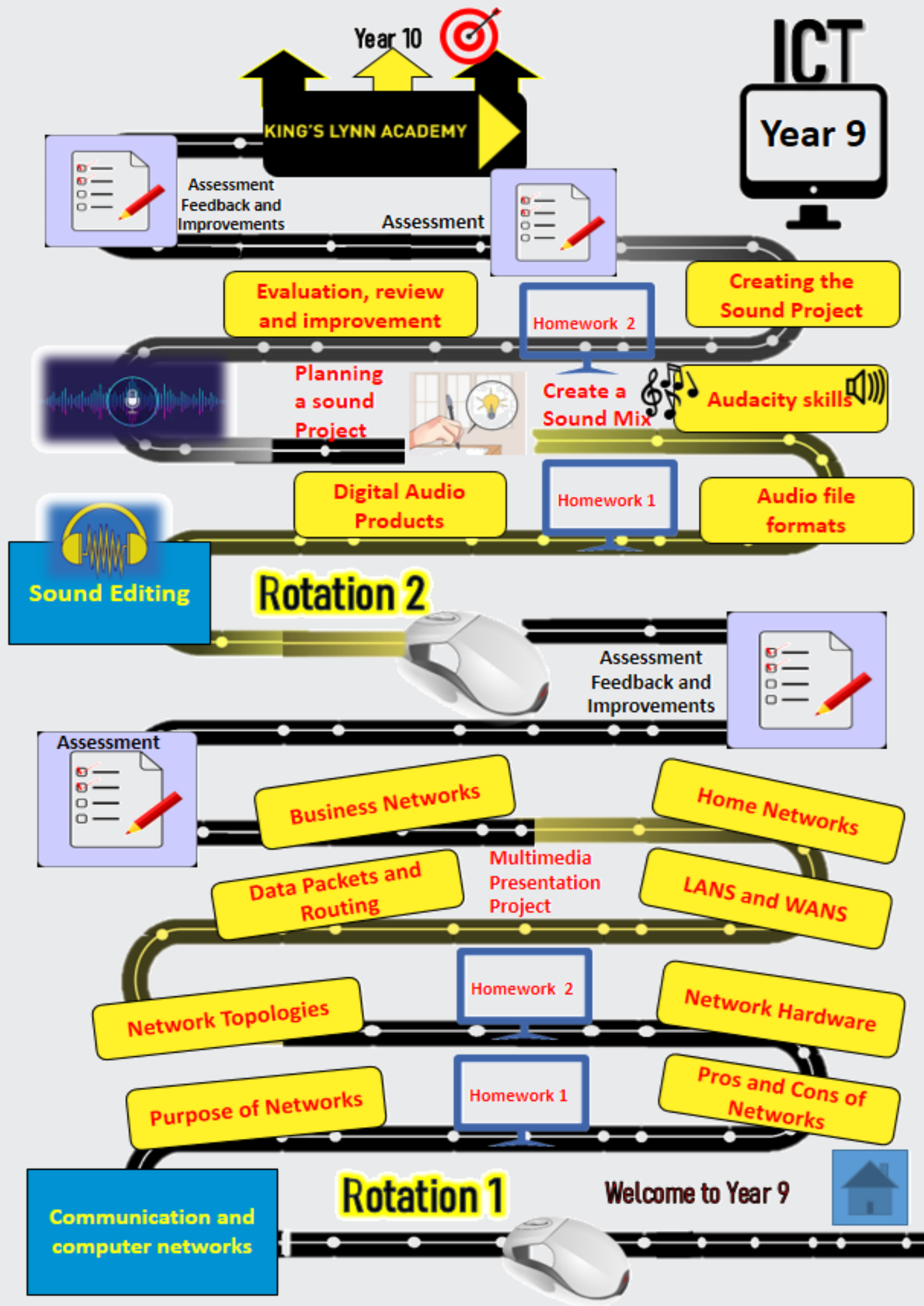
KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Tonal shading techniques			
2	Mark making techniques –Biro			
3	Mark making techniques –Fine Liner and Water			
4	Mark making techniques –Chalk and Charcoal			
5	Watercolour techniques			
6	Oil pastel Techniques			

High Flyers - Enrichment Task



- Tonal drawing Sheet
- Chalk on black paper
- Watercolour sheet





Year 9 Rotation 1)

(Communication and Networks)

ICT



Rotation 2

(Sound Editing)

Students will learn to explain:

- ◆ The purpose of computer networks
- ◆ The advantages and disadvantages of networks
- ◆ The hardware needed to create a network
- ◆ Network topologies
- ◆ Difference between LANs and WANs
- ◆ The purpose of Data packets and routing
- ◆ Physical connections from the home to the Internet



Internet

Key Vocabulary



Tier 3

Server , Router
Protocol, Amplify,
Export, Compression,
Topology, Configuration

Tier 2

Down time, Client, Hub,
Routing, Connection, Network, Hardware, WAN, LAN

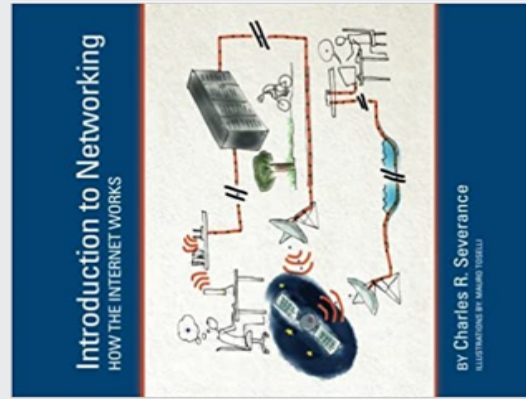
Tier 1

Home, Packets, Connect, Data , Wires, cables, Computer, Internet, Sound
Effects, mute, clip,

Students will learn how to:

- ◆ Import and export sound files in Audacity
- ◆ Add a second sound clip
- ◆ Get a sound track to repeat
- ◆ Delete a part of a sound track
- ◆ Add silence before a sound track
- ◆ Fade sounds in or out
- ◆ Mute a sound track
- ◆ Change voice pitches on a sound track
- ◆ Add special effects
- ◆ Create sound projects and mixes
- ◆ Changing the volume of a sound track
- ◆ Adding a blank audio track
- ◆ Deleting a sound track
- ◆ Zooming in and zooming out of a sound track

Exporting the audacity project as a .wav



Book suggestion to aid learning

Year 9 ICT Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	The purpose of computer networks			
2	The advantages and disadvantages of networks			
3	The hardware needed to create a network			
4	Network topologies			
5	Difference between LANs and WANs			
6	The purpose of Data packets and routing			
7	Physical connections from the home to the			
8	Learn how to use Sound Editing Software: Audacity to create			

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 9 ICT Club (Computer assembly/disassembly, Games programming and sound editing, Photo 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

NEXT STEPS:



FEED FORWARD:



Year 10

Performing Arts

Year 9

KING'S LYNN ACADEMY

Term 6

Theatre in Education Project

Term 5

Theatre in Education Project

Term 4

Design Skills

Term 3

Vocal Skills

Term 2

Physical Skills

Term 1

Feminism

Evaluating Your Performance



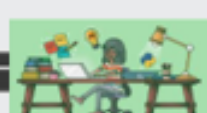
Performing to Local Primary Schools



Researching local primary school curriculums



THEATRE @ EDUCATION
An Introduction to TIE



Deciding on a project

Project Writing



Making Sure You're Performance Ready!



Designing Your Project



Choreography



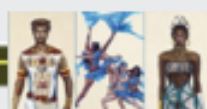
Sound and Lighting Design



Rehearsing Your Project



Set Design



Costume Design



Hair and Make-Up Design



Props Design

Directing and Producing



GET INTO THEATRE
Roles and Responsibilities



Pause

Tone

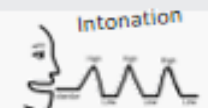


Volume

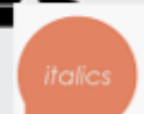
Accent and Dialect



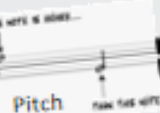
Intonation



Emphasis



Pace

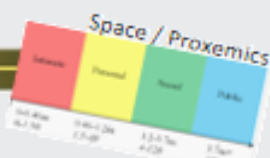


Pitch

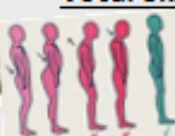
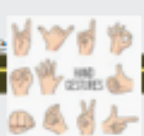
Term 3

Vocal Skills

Communicating with Levels



Gesture

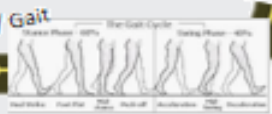


Posture



Eye Contact

Walk / Gait



Body Language



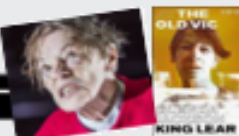
Facial Expression



Term 2

Physical Skills

The Female Lead



The All-Female Cast

Top Girls



A Number



Sarah Kane



Willy Russell



Educating Rita

Blood Brothers



Shakespeare: Staging Gender



Welcome back to KLA your Journey continues

Caryl Churchill



Introducing Feminism

Term 1

Feminism



The 6 Physical Skills



A **facial expression** conveys an emotion that tells us about the character and the way they react to the situation.

Body language is communication by movement or position, particularly facial expressions, gestures and the relative positions of a speaker and listener.



In acting **gesture** is defined as a sign that communicates a character's action, state of mind and relationship with other characters to an audience.

The term **Proxemics** refers to the use of space between actors and how that use of space communicates their relationship to the audience.



Gait is a person's manner of walking.

Multi-roling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language but the audience can clearly see that the same actor has taken on more than one role.



Assessment

In groups, you will be given a scenario to create a piece of drama using **Physical Skills**. This will be performed.



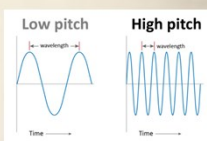
Written evaluation of your performance -
Point. **E**vidence. **E**xplain.

1. What went well? Why?
2. What did not go so well? Why?
3. What could you do to improve? How?



The 9 Vocal Skills

Pitch is how high or low the voice sounds. The quality of the sound is determined by the vibrations producing it.



Pace is the speed at which a person speaks.

Pause is a temporary stop. A non-vocalised pause is known as a filler like 'hmm,' 'ahh.'



Tone is the emotional sound of the voice.

Intonation is the rise and fall of the voice in speaking.



Accent refers to a particular way of talking and pronouncing words, and is associated with a geographical area or social class.

A **dialect** is any particular form of a language spoken by some group of people. Example: The bread roll debate.

BREAD DEBATE			
TEFLON	ONE	BRANCA	BAKE
TEFLON	ONE	BRANCA	BAKE
TEFLON	ONE	BRANCA	BAKE
TEFLON	ONE	BRANCA	BAKE
TEFLON	ONE	BRANCA	BAKE
TEFLON	ONE	BRANCA	BAKE
TEFLON	ONE	BRANCA	BAKE
TEFLON	ONE	BRANCA	BAKE
TEFLON	ONE	BRANCA	BAKE
TEFLON	ONE	BRANCA	BAKE

Assessment

In groups, you will be given a script to create a piece of drama using **Vocal Skills**. This will be performed.



Written evaluation of your performance -
Point. **E**vidence. **E**xplain.

1. What went well? Why?
2. What did not go so well? Why?
3. What could you do to improve? How?

Drama

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. Name the 6 Physical Skills.

2. Name the 9 Vocal Skills.

3. What is volume?

+

1. What is intonation?

2. What is gait?

3. What do we need to do to multi-role successfully?



1. What is the difference between accent and dialect?

2. How does using physical and vocal skills impact an audience?

3. How is a pause written in a script?

Year 9

Drama

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Facial Expressions			
2	Body Language and Gestures			
3	Proxemics			
4	Gait and Multi-Roling			
5	Performing using the Physical Skills			
6	Pitch, Pace, Pause			
7	Tone and Volume			
8	Emphasis and Intonation			
9	Accent and Dialect			
10	Performing using vocal skills			

High Flyers - Enrichment Task



1. Watch a performance and evaluate the use of the 6 physical skills using P.E.E.
2. Watch a performance and evaluate the use of the 9 vocal skills using P.E.E.
3. Explore different accents. Challenge yourself to learn a new one!!

Year 10

Music

Year 9

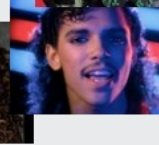
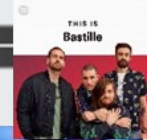
KING'S LYNN ACADEMY

Term 6

Rehearsing and
Performing a Cover
Version

Cover Versions Project

A 'Good' Cover Version



Analysing Cover Versions

Term 5

Cover Versions Project

What is a Cover
Version?



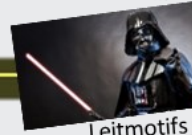
Diegetic Sounds



Non-Diegetic
Sound



Composing and
Performing a Leitmotif



Leitmotifs



Tone of Instruments



Term 4

Music for Film

Power of Music
in Film



Adding the
Bassline



Adding Chords

Adding a Drop



Arranging your track

Adding Samples



Term 3

Dance Remix Continued

Making a Beat



Styles of Dance Music



TECHNO

Term 2

Dance Remix

Typical Features



Samba Instruments

Samba Rhythms



Becoming the
Maestro di Bateria

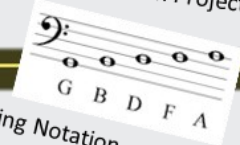


Performing Samba

Sound/Beat
Experimenting



Reading Notation



Dance Remix Project



Term 1

Samba

Welcome back to KLA your Journey continues

Context and culture



Samba

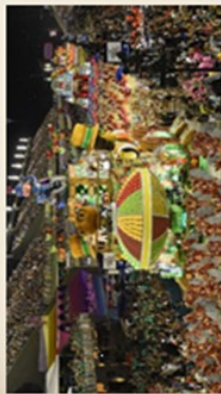


Samba Context

Samba originated in Brazil and is a fusion of African, South American and European styles.



Samba is performed at the Rio Festival (Carnival). The procession can be miles long and includes hundreds of musicians, decorated lorries and dancers.



Samba Instruments

Apito



Agogo Bell



Tamborim



Surdo Drums



Ganza



Typical Features

Ostinato	Short repeating pattern. E.g a short rhythm that you repeat.
Polyrhythm	Lots of different rhythms played at the same time.
Call and Response	The leader gives a call and everybody replies with something different .
Imitation	The leader gives a call and everybody replies with the same thing.
Maestro di Bateria	The leader of the Samba band who plays the Apito (whistle) and signals different sections.
Instruments and Vocals	Variety of percussion instruments. Sometimes features guitar and brass as well as vocals in Portuguese.

Rhythms

MAIN GROOVE:

Surdo (segunda / primo):

Cutador:



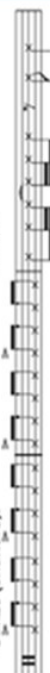
Tamborim:

Agogo:



Ganza (shakers):

Snare:



Samba

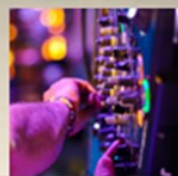
Electronic Dance Music



3 Types of Electronic Dance Music

HOUSE

- Four-to-the-floor bass drum
- Drum rolls and off-beat hi-hat patterns
- Looped samples and synthesiser riffs
- Sometimes has vocals and piano chords
- Usually around 120 bpm (beats per minute)



TECHNO

- Similar drum patterns to house music
- Purely electronic sounds
- Few or no vocals
- Usually around 120-140 bpm



DRUM 'N' BASS

- Fast complex drum patterns
- Heavy bass line
- Usually around 170 bpm



Composing Dance Remix



Your task for this topic is to use music tech software to compose your own piece of House Music.

You will watch a set of tutorial videos to guide you through the project!

My Charanga Login:

MAD T SHIRT

Melody	The main tune of the music
Articulation	How the sounds are played
Dynamics	The volume of a piece of music
Texture	The layers within a piece of music
Structure	The different sections of the music
Harmony/Tonality	What chords are used and is it major/minor
Instrumentation	The instruments or sound quality of the music
Rhythm	The placement of sounds in time
Tempo	The speed at which music is played

Music: Spring Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Level 3 Questions

Compare three types of Electronic Dance Music.

Give an example of call and response and imitation.

Which Samba instrument plays these rhythms:

'I like fish and chips' =

'I like chicken and mashed potato' =

'Bom Ba Bom Bom Ba' =

Level 2 Questions

Describe the musical features of Electronic Dance Music.

What is the difference between call and response and imitation?

Match the instrument names to the image:

Surdo

Agogo

Ganza

Tamborim



Level 1 Questions

Name three types of Electronic Dance Music.

What is call and response?

Circle the option that is **not** a typical Samba instrument:

Surdo Tamborim Ukulele Apito

Music: Spring Knowledge Checklist

KNOWLEDGE PROGRESS

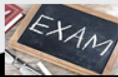
	KNOWLEDGE CHECKLIST	R	A	G
1	Where does Samba come from?			
2	What are the names of the instruments used in Samba?			
3	What is the role of the Maestro Di Bateria ?			
4	What are the musical features used in Samba?			
5	Perform all of the different Samba rhythms ?			
6	Name different types of Electronic Dance Music ?			
7	What are the main musical features used in Dance Music?			
8	Does your composition include a drum beat ?			
9	Does your composition include a bassline ?			
10	Does your composition include a beat drop ?			

High Flyers - Enrichment Task



1. In your own time, listen to some Samba music and pick out the use of different musical features being used. Is there call and response? Imitation? What are the different rhythms being played?
2. Compose your own rhythms that could be layered up to create a piece of Samba music.
2. Explore Charanga! There are so many tutorials to create different styles of music. Log in from home and get creative!

End of Year
Exams



KING'S LYNN ACADEMY



PD

Year 9

Near Death
Experiences

Resurrection

Heaven &
Hell

Reincarnation



Half Term 6

Drugs &
the law



Effects of Drugs

Influences



Life after
Death



Drugs

Half Term 5

Virtue Ethics



Situation
Ethics

Death
Penalty



Charity Project



Government &
Democracy



First Aid

Morality &
Dilemmas



Utilitarianism



Euthanasia

Half Term 4

Post 16 &
University

Looking at decisions



Contraception

Unplanned
Pregnancy



Abortion

Where GCSE's
can take you



Consent



Different
Relationships

Half Term 3

Marriage & Family



Relationships
& Partners



Global Ethics



Evolution

Environment



Animal Rights



Creation
Stories

Half Term 2

Online Safety/Sexual
Harassment Gambling



Christianity &
MLK



Islai &
Malcolm X

Online Safety



Online Safety &
Grooming



Buddhism & Dalai
Lama



Hinduism &
Ghandi



Mental Health

Half Term 1

Judaism, Anne
Frank, Elie Wiesel

Religious &
Important figures

Welcome to
your Personal
Development
Journey

Important Religious Figures & Philosophy

Things you need to be able to do:

- To know a range of important figures from the World's Religions
- Explain the figures significance on the world
- Understand how these figures affect our lives today
- Understand different beliefs in God
- Understand different arguments for the Existence of God
- Have knowledge of what Miracles are

Key Questions:

What would the world be like if there wasn't Ghandi, Martin Luther King Jr and the Dalai Lama?

Why do we study these figures?

Do we believe in God?

What are the different views on the existence of God?

What are Miracles and can they actually happen?

Tier 2 Vocabulary

Figure - A person who is well known and is important in some way

Tier 3 Vocabulary

Miracle - An effect or extraordinary even in the physical world that is more than human and natural powers

Morality - the extent to which an action is right or wrong

Year 9 PD

Knowledge Organiser - Autumn

Global Ethics

Things you need to be able to do:

- Have an understanding where the things we purchase come from
- Know what ethical retail is
- Know what global ethics is
- Understand how religion and belief can impact

Global Ethics

Key Questions

- Why is it important to know where things come from
- What is ethical retail?
- What global things can impact retail?

Tier 2 Vocabulary

Global - worldwide

Ethics - principles that guide/affect a person's decisions

Retail - the sale of goods



Online Safety

Things you need to be able to do:

- Have an understanding of why we need to protect ourselves on the internet
- Why our digital footprint is important
- Understand and know the effects of grooming
- Understand and know the effects of gambling

Key Questions

- What is our digital footprint?
- Why should we think about what we do on the internet?
- What is Grooming?
- What is gambling?

Tier 2 Vocab

Digital Footprint - information that exists on the internet based on a person's online activity

Grooming - When someone uses the internet to trick, force, pressure a young person into doing something they don't want to do

Gambling - playing games with the chance to win a prize or money

Personal Development Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. Name two significant figures

2. Name two of the 5K's

3. Give two ways of staying safe online

4. Name two things that make up your digital footprint

5. Name two jobs that could be unethical

6. Name two ethical ways of shopping

+

1. Explain the significance of Martin Luther King

2. Explain a creation story that you have looked at

3. Explain what online grooming is

4. Explain two different types of relationships you can have

5. Explain how being an ethical company can get more customers

6. Explain two ways shopping can have a negative impact on the globe



1. Explain the impact Gandhi on Indians today

2. Explain different views towards evolution

3. Explain why the online safety is important

4. Explain the impact of not looking after your mental health

5. Explain how your personal ethics can effect you getting a job

Personal Development Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Healthy and unhealthy coping strategies with mental health			
2	The importance of sleep			
3	Important Religious Figures, including Gandhi, the Dalai Lama, Anne Frank, Elie Wiesel, Martin Luther King, and Malcolm X			
4	How to keep ourselves safe online (grooming and gambling)			
5	Ideas about Creation and Evolution			
6	Ideas about the environment and animal rights			
7	Global ethics and the importance of being socially responsible			
8	Understanding different relationship and marriage			

High Flyers - Enrichment Task



Start preparing for your GCSE option choices. Think about which subjects you want to choose and research where those options could take you.

Do you have a career in mind? Research that career path and check if they recommend any specific subjects to take for GCSE or A-level. You can use the following link to get you started:

<https://icould.com/>

Want to know more about a subject? Go and speak to a teacher and find out more.

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.

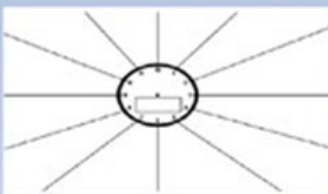
Once you have made your map, cover it and test yourself on different strands, eg. How much of the blue strand can you recall.



4. Clock Learning

Clock Learning

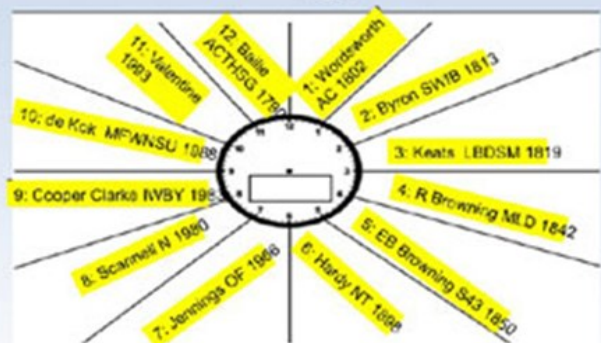
For this technique you draw a basic clock.



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

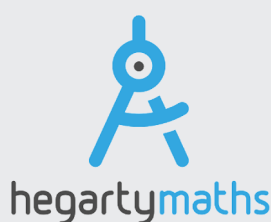
From time to time pupils may wish to consolidate and strengthen their understanding independently, and we recommend pupils utilising the following e-learning resources:



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.



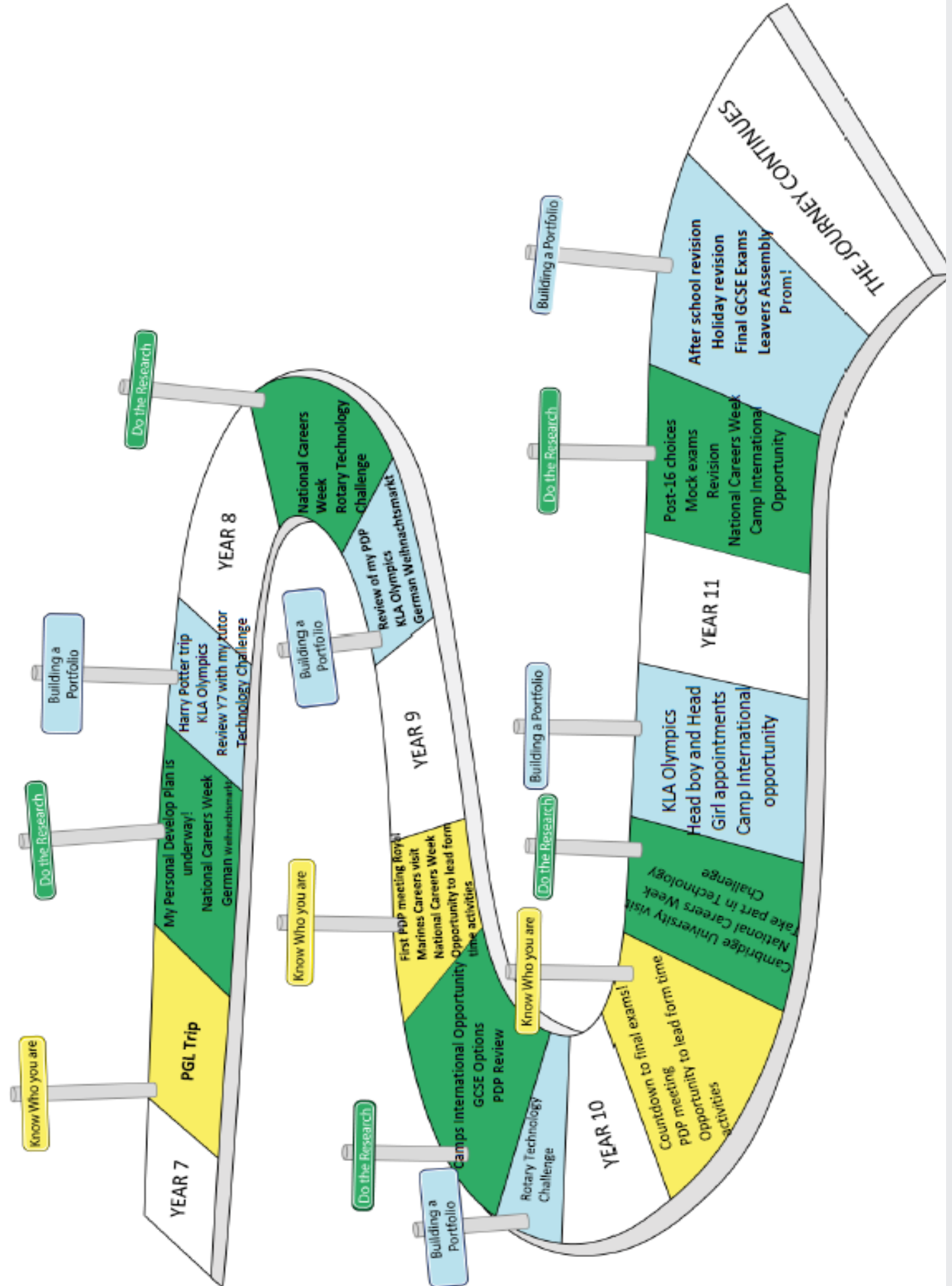
SAM Learning is another award-winning online study service independently proven to raise attainment. Pupils can use the site to revise and test themselves using practice exam papers and test questions across more than 20 subjects, in a variety of different formats that are fun, engaging and challenging.



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 9 Opportunities:

- 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
- UEA trip (NEACO / Outreach programme)
- Student Commission applications and interviews
- National Careers Week
- Visit to professional football academies
- Youth Speaks – local public speaking competition
- UEA summer school
- Duke of Edinburgh
- Trips to places of work and business
- Gallery visits
- Camps International Expedition

Next Steps

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

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

KLA Safeguarding Team

Are you concerned about yourself or someone else?

Report your concerns to the Safeguarding Team



Mrs. Prevett



Mrs. Roberts



Mrs. Westbury

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

KLA Personal Development Plan



My PDP targets are:



9

Safer Schools Police Officer



Hello, I am PC 1858 James Smith and am your new safer schools officer.

I'd like to introduce myself and take the opportunity to explain what my role is in keeping you or your children safe in and outside of school.

Starting with the aims of my role. A safer school partnership has the following aims.

- Safety of pupils, staff and the school site and surrounding area/community

- To help young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do.

- Focused enforcement to demonstrate that those that do offend cannot do so without facing consequences.

- Early identification, support and where necessary challenge of pupils involved in or at risk of offending

- Improved standards of pupil behaviour and attendance, and less need for exclusions

- More positive relations between young people, the Police and the wider community.

- Effective approaches to issues beyond the school site that negatively impact on pupil safety and behaviour.

A bit about me. I have been a Police officer for thirteen years. I began my career working in response policing in Essex Police before training as a detective working in child abuse investigations and CID. I transferred to Norfolk Constabulary as a detective in 2018 working in King's Lynn CID.

I have made the decision to work as a safer schools officer because I have seen first-hand how children, teenagers and families are affected both positively and negatively by the Police and criminal justice system. I believe this role will allow me to use my experience to provide support and advice to students and their families to make our community safer and stronger now and in the future.

I firmly believe in education and crime reduction and want to empower students to make the right decisions throughout their time at school which will give them the best opportunities into their adult lives.

I will be splitting my time between Kings Lynn Academy and Springwood High School. I look forward to meeting and engaging with students, parents and staff in school and if you have any questions feel free to contact me via Email:

James.Smith1@norfolk.police.uk

Further information can also be found online at

<https://www.norfolk.police.uk/advice/child-protection/safer-schools-partnerships> and you can follow the safer schools team on Twitter [@SaferSchoolsNfk](https://twitter.com/SaferSchoolsNfk)

Wellbeing Services (Kooth)

How to sign up to kooth

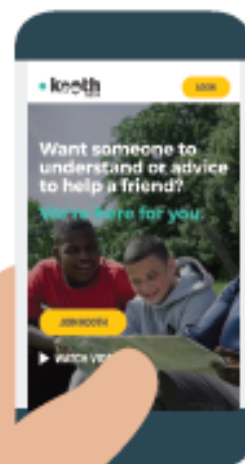
Kooth is a FREE, anonymous, confidential, safe, online Wellbeing service, offering counselling, information, and forums for children and young people.

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



1

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

2

Choose from the drop down box the location you are in

The place I live is...

Choose

3

Click on the gender you identify with I am...

Male

Female

Agender

Gender Fluid

4

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

My ethnicity is...

Choose

5

Add the month and year you were born

I was born in...

Year

Choose

Month

Choose

6

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

I would like this username

My password will be

7

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

Where did you learn about Kooth?

Choose

8

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

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

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

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

www.kooth.com

Self - Help Apps

Mind Shift



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

Test Anxiety, Perfectionism, Social Anxiety, Performance Anxiety, Worry, Panic and Conflict

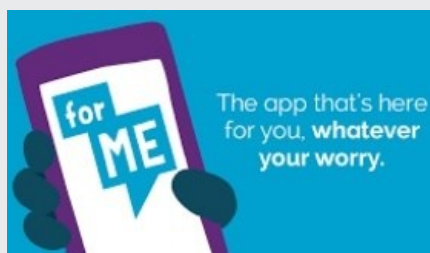
Headspace



Headspace teaches you the basics of meditation and mindfulness. As well as guided meditation courses and guides exercises. As well as animations, articles and videos, all in the distinct Headspace style.

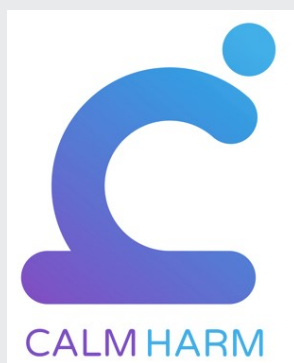
You can try Headspace for yourself and learn the essentials of meditation and mindfulness with their free Basics course

For Me



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

Calmharm



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

Learn to ride the wave with the free Calm Harm app using these activities:

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

Distract: helps to combat the urge by learning self control

Comfort: helps to care rather than harm

Express Yourself: helps get feelings out in a different way

MyLife



MyLife Meditation: Mindfulness (*formally known as Stop, Breathe & Think*)

It is an award-winning meditation and mindfulness app that offers daily wellness check-ins and suggests activities personalized on how you feel. Learn to maintain perspective through your mental and physical wellness journey. Develop simple habits so you can get to a better place in just a few minutes a day.

