KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

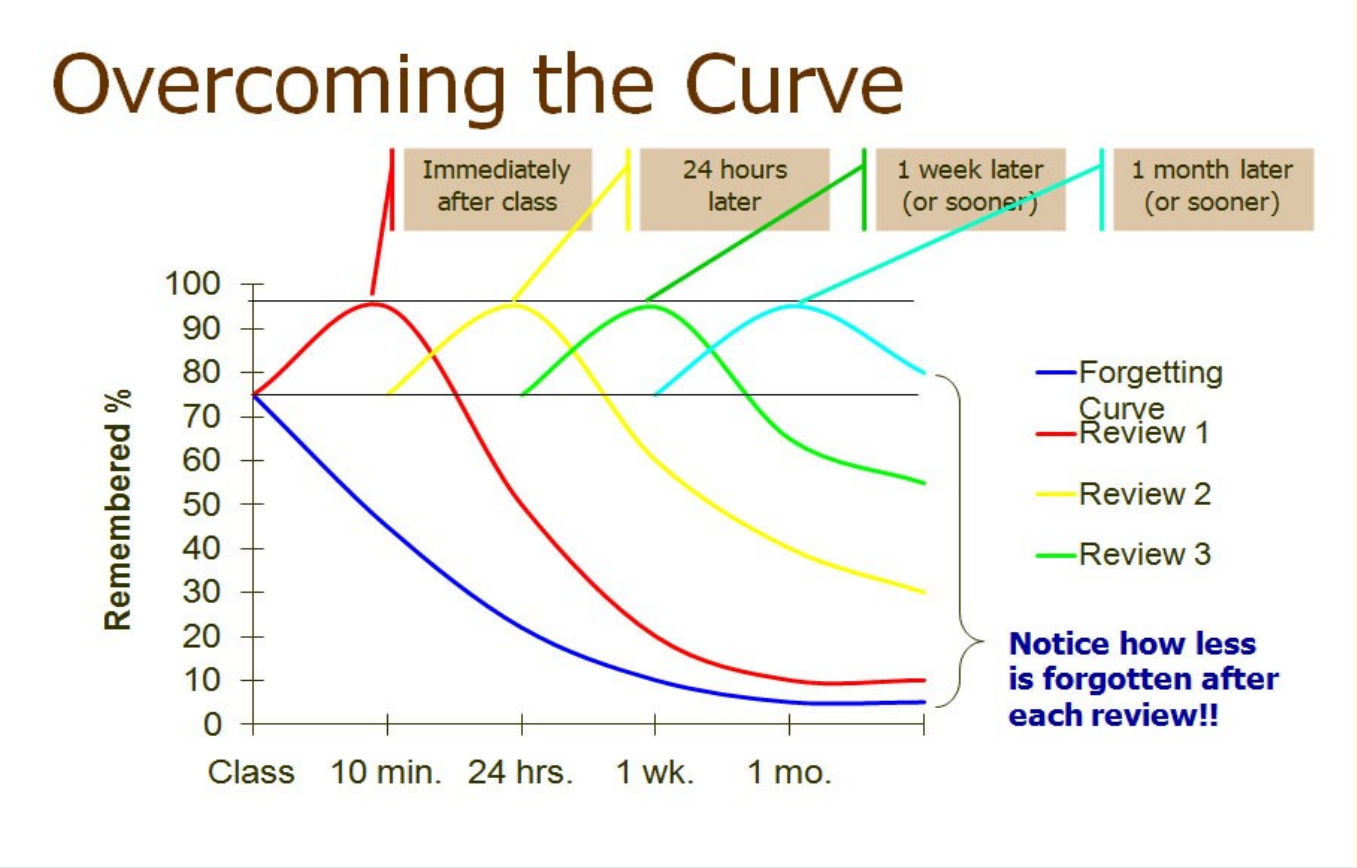
Year 10 Autumn Term 1 2022

Home Learning

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

Why Knowledge Organisers?

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



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

How to use your Knowledge Organiser

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

Subject Contents

English..... Pages 4-7

Maths..... Pages 8-17

Science..... Pages 18-29

Geography..... Pages 30-35

History..... Pages 36-39

French..... Pages 40-45

German..... Pages 46-51

Physical Education..... Pages 52-55

NCFE Graphic Design..... Pages 56-71

Hospitality & Catering..... Pages 72-75

Art..... Pages 76-81

Creative iMedia..... Pages 82-85

Personal Development..... Pages 86-89

GCSE RE..... Pages 90-93

Your Future starts here

Year 10 English

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Spoken Language Assessment

Revision end of year exams

Dramatic Irony – Act 3 Scene 1

Shakespearean play conventions

Romeo and Juliet

Term 3

Planning, construction and organisation of a narrative

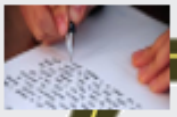
Structure of a comparative essay

Language terminology and techniques

Analysing language form and structure

Power and Conflict Poetry

Term 2



Using a range of sentence structures

Explicit and Implicit Understanding

Victorian Poverty, Workhouses and Malthus

A Christmas Carol

Welcome to KLA your Journey starts here

Term 1

GCSE English Literature: A Christmas Carol

Key Vocabulary – Tier 2 Vocabulary
Socialism
Miser
Misanthropic
Morality
Stave
Retribution
Paranormal
Altruistic
Transformation
Social Class

Key Literary Techniques – Tier 3 vocabulary

Symbolism – use of an image to represent an idea
Listing – a list of adjectives, or adverbs to heighten intensity
Metaphor – making us see afresh through a comparison of two things
Didacticism- authorial instruction

Key Quotations

"Hard and sharp as flint"
"As solitary as an oyster"
"Are there no prisons? Are there no workhouses?"
"A small matter too make these folks so full of gratitude"
"It was shrouded in a deep black garment which concealed its head, its face, its form…"
"God bless us everyone"
"I see a vacant seat. The child will die".

Key Ideas

Dickens is protesting about the conditions of the poor in Victorian England.

Scrooge represents an uncaring section of Victorian middle class society.

The Cratchit represent the difficult lives of the poor in the lower class

The Spirits are a vehicle to demonstrate the cause and effect link between the past, the present and the future

The novella is structured in Staves to show the effects of Scrooge's uncharitable behaviour.

Dickens shows the transformative capacity of mankind

Wider Reading

Oliver Twist – Charles Dickens

Great Expectations – Charles Dickens

Dickens – Peter Ackroyd

REMEMBER – 15 minutes planning. DON'T WRITE – HIGHLIGHT!

Discourse Markers:
Therefore,
However,
Furthermore,
Additionally,
Thus,
Moreover,
Despite this,
In addition,
Ostensibly,
Essentially,
Arguably,
Consequently,
Similarly,
Subsequently,
Significantly,
Obviously,
Unquestionably,
Accordingly,
On the contrary,

Notably,
Interestingly,
Evidently,
Inadvertently,
Disturbingly,

Adjectives of derision:
Ludicrous
Appalling
Alarming
Preposterous
Unreasonable
Unthinkable
Laughable
Senseless
Nonsensical
Absurd
Irrational

The Questions
Q1 Select 4 true statements from 8 (4)
Q2 Summarise the similarities or differences between SA and SB (8)
Q3 How does the writer use language in SX? (12)
Q4 Compare the writer's viewpoints in both sources (16)
Q5 Write an argument to agree or disagree with a statement (40)

English Language: Writers' Viewpoints and Perspectives Paper Two

Persuasive Techniques to use:
Ambitious Vocabulary
Facts and Opinions
Statistics
Rhetorical question
Emotive language
Exaggeration
Rule of 3
Direct address
Counter-argument

Plus:
A range of paragraph structures
Varied sentence structure
A range of punctuation

Some Acronym Support

Q2 SQICSQI (Statement, Quote, Inference about Source A. Conjunction. Statement, Quote, Inference about Source B.) Both (focus of the task e.g. are seaside towns) . In (subject of source A e.g. Margate) we see that…Quote. From this I can infer that…However in (subject of source B e.g. Broadstairs) it seems that….. which I can infer that…..
Use the focus of the task not the writers' names or the texts in general.
Q3 STEE (Subject terminology, evidence, effect on reader) The writer has used (word choice/technique) Quote. The writer has done this because they want the reader to (feel/think/imagine…)
Focus on no more than three key aspects.
Q4 You need to discuss the writers' different perspectives (views). What/How/Why.
In Source A the writer (name the writer) feels that….. (then quote). We see this through their use of (writers method – L/S). Show example and comment. Whereas in source B (name the writer) feels that……. He/she uses (method-L/S). (Show example and comment) to show this.
Writer A thinks about……. He/she shows this through their use of ……. However Writer B thinks about……. He/she uses… to present this creating the impression that…….
In Source A, the writers point of view is one of….. presented through her use of…….(L/S.) By contrast writer Bs' viewpoint is one of…….. He presents this through the use of ….(L/S), which…..
Overall, both writers show similar/different views.
Planning is very important, also remember to compare ideas and perspectives and not linguistic devices.

Year 10

English
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember
Name all the Staves of a Christmas Carol
What does Scrooge want to do to the second ghost (Christmas Past)? What does he do when he sees the fourth (Yet to Come)?
What does redemption mean?

Apply Your Knowledge
Why did Dickens write a ghost story at Christmas time? Why choose this genre?
How do the Cratchits both present and undermine our perceptions of the Victorian poor?
Explain how Scrooge changes in the novella.

Stretch Your Thinking
Why is family a main theme in the novella?
Is Dickens a pro or anti– Malthusian thinker?
How to the child of Ignorance and Want show us all that is wrong with Dickens' Victorian society? Are these concerns still relevant?

Year 10

English

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I know background information about Dickens from Year 7			
2	I know the plot of A Christmas Carol			
3	I know all the characters and their function in the story			
4	I understand Dickens' ideas and authorial purpose about the changes he wanted to see in society			
5	I know Literary techniques employed by Dickens and their tier 3 definitions			
6	I know Tier 2 vocabulary relating to the novella			
7	I have learned at least 10 quotations			
8	I can name other Literary works by Dickens			
9	I know information about Victorian society across a range of social, historical contexts and understand how this compares with modern society			
10	I understand how the Cratchits are a microcosm to represent the poor in the macrocosm of Victorian society– to change the reader's perceptions of the poor			

High Flyers - Enrichment Task

Make a revision booklet to support you in your exams. Include main characters, themes and context. Use GCSE Pod, GCSE Bitessize or other resources.

Support knowledge of A Christmas Carol by watching 2 film versions and saying which is better and why.

Explore the character of Fred throughout the novel. How does Dickens present him as a hero?

Your Future starts here

Year 10 Foundation Maths

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Quadratic Equations (Graphical Methods); Quadratic Equations (Factorisation)

Proportion and Ratio

Trigonometric Ratios

Quadratic Graphs; Cubic and Reciprocal Graphs

Expressions; Writing Formulae and Expressions; Derive an Equation

Term 3

Graphical Solutions to Equations; Simultaneous Equations (Linear)

Inequalities on Number Lines; Solve Linear Inequalities One Variable

Pythagoras

Correlation; Scatter Diagrams

Number Machines; Expanding Binomials; Factorising Quadratic Expressions; Changing the Subject; Algebraic Argument

Venn Diagrams; Probability of Dependent Events (Tree Diagrams); Probability of Independent Events (Tree Diagrams)

Term 2

Volume of Compound Cuboids; Volume of Prisms;

Congruent Triangles; Similarity and Congruence

Convert Standard Units; Using Standard Units; Converting Metric Units;

Standard Constructions

Compound Measures

Averages from Small Data Sets; Populations (Choosing Averages); Averages from Frequency Table (inc. Grouped)

Percentage Change

Standard Form

Welcome to KLA your Journey starts here

Term 1

Your Future starts here

Maths Year 10 Higher

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Area of a Triangle (Sine Rule); Cosine Rule; Sine Rule

Pythagoras; Trigonometric Ratios; Pythagoras and Tri in 2D and 3D; 3D Pythagoras and Trig

Circle Theorems

Solve Linear Inequalities in One/Two Variables; Represent Linear Inequalities; Solve Quadratic Inequalities

Interpret Proportion (Direct and Indirect); Solve Proportion Problems (Direct and Indirect)

Term 3

Cubic and Reciprocal Graphs

Graphical Solutions to Equations; Simultaneous Equations (Linear); Simultaneous Equations (Non-Linear)

Equation of a Circle; Equation of a Tangent

Derive an Equation; Deduce Quadratic Roots Algebraically; Quadratic Equations; Quadratic Graphs; Quadratic Formula; Completing the Square; Trigonometric Graphs

Trial and Improvement; General Iterative Processes; Approximate Solutions to Equations Using Iteration

Correlation; Scatter Diagram

Term 2

Functions;Composite Functions; Algebraic Argument; Algebraic Proof

Factorising Quadratic Expressions; Factorising Difficult Quadratic Expressions Expanding Binomials; Expand Product of Two or More Binomials; Inverse

Volume of Prisms; Volume

Venn Diagrams; Relative Frequency; Probability of Dependent Events; Probability of Independent Events; Conditional Probability

Congruent Triangles; Similarity and Congruence; Congruence and Similarity (Scale Factors); Congruence Proof

Standard Constructions; Loci

Percentage Change; Simple Interest and Financial Maths

Averages from Frequency Table; Populations (Choosing Averages); Quartiles and Interquartile Range; Comparing Distributions

Term 1

Welcome to KLA your Journey starts here

Year 10 – Foundation Knowledge Organiser Half Term 1

Key Topics and Vocabulary

Standard Form

Standard Form

Multiplying or Dividing with Standard Form

Adding or Subtracting with Standard Form

Pythagoras' theorem

Pythagoras' Theorem

Trigonometry

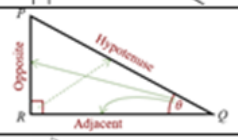
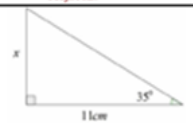
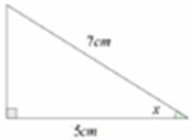
Exact Values for Angles in Trigonometry

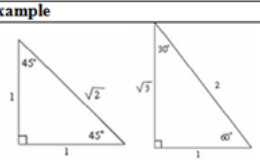
Trigonometry

Hypotenuse

Adjacent

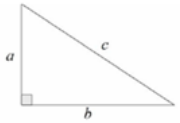
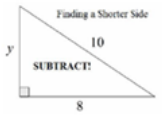
Trigonometric Formulae

Topic/Skill	Definition/Tips	Example
1. Trigonometry	The **study** of **triangles**.	
2. Hypotenuse	The **longest side** of a **right-angled triangle**. Is always **opposite** the **right angle**.	
3. Adjacent	**Next to**	
4. Trigonometric Formulae	Use **SOHCAHTOA**. $\sin\theta = \frac{O}{H}$ $\cos\theta = \frac{A}{H}$ $\tan\theta = \frac{O}{A}$ When finding a missing angle, use the 'inverse' trigonometric function by pressing the 'shift' button on the calculator.	 Use 'Opposite' and 'Adjacent', so use 'tan' $\tan 35 = \frac{x}{11}$ $x = 11\tan 35 = 7.70cm$  Use 'Adjacent' and 'Hypotenuse', so use 'cos' $\cos x = \frac{5}{7}$ $x = \cos^{-1}\left(\frac{5}{7}\right) = 44.4°$

Topic/Skill	Definition/Tips	Example
1. Exact Values for Angles in Trigonometry		

	0°	30°	45°	60°	90°
sin	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
cos	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0
tan	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	----

Topic/Skill	Definition/Tips	Example
1. Standard Form	$A \times 10^b$ $where\ 1 \le A < 10, \quad b = integer$	$8400 = 8.4 \times 10^3$ $0.00036 = 3.6 \times 10^{-4}$
2. Multiplying or Dividing with Standard Form	Multiply: **Multiply the numbers** and **add the powers**. Divide: **Divide the numbers** and **subtract the powers**.	$(1.2 \times 10^3) \times (4 \times 10^6) = 8.8 \times 10^9$ $(4.5 \times 10^5) \div (3 \times 10^2) = 1.5 \times 10^3$
3. Adding or Subtracting with Standard Form	**Convert** in to **ordinary** numbers, **calculate** and then **convert back** in to standard form	$2.7 \times 10^4 + 4.6 \times 10^3$ $= 27000 + 4600 = 31600$ $= 3.16 \times 10^4$

Topic/Skill	Definition/Tips	Example
1. Pythagoras' Theorem	For any **right angled triangle**: $a^2 + b^2 = c^2$  Used to find **missing lengths**. a and b are the shorter sides, c is the **hypotenuse (longest side)**.	 $a = y,\ b = 8,\ c = 10$ $a^2 = c^2 - b^2$ $y^2 = 100 - 64$ $y^2 = 36$ $y = 6$

Year 10 – Foundation Knowledge Organiser Half Term 2

Key Vocabulary

Statistical measures

Frequency Table

Bar Chart

Types of Bar Chart

Pie Chart

Pictogram

Line Graph

Two Way Tables

Algebra quadratics, rearranging formulae and indentities

Quadratic

Factorising Quadratics

Difference of Two Squares

Solving Quadratics $(ax^2 = b)$

Solving Quadratics $(ax^2 + bx = 0)$

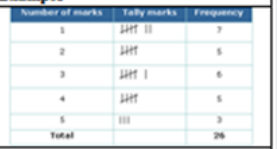
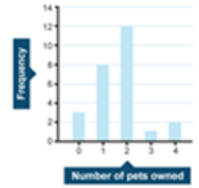
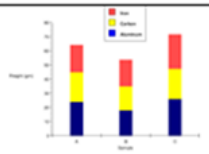
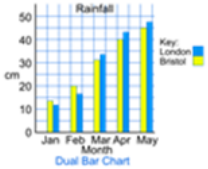
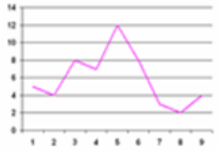
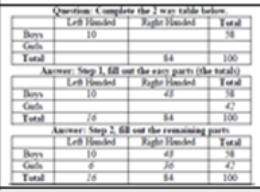
Solving Quadratics by Factorising

$(a = 1)$

Factorising Quadratics when $a \neq 1$

Solving Quadratics by Factorising

$(a \neq 1)$

Topic/Skill	Definition/Tips	Example
1. Frequency Table	A record of **how often each value** in a set of data **occurs**.	
2. Bar Chart	Represents data as vertical blocks. $x-axis$ shows the **type** of data $y-axis$ shows the **frequency** for each type of data Each bar should be the **same width** There should be **gaps** between each bar Remember to **label** each axis.	
3. Types of Bar Chart	**Compound/Composite** Bar Charts show data stacked on top of each other. **Comparative/Dual** Bar Charts show data side by side.	 
4. Pie Chart	Used for showing **how data breaks down into** its constituent **parts**. When drawing a pie chart, **divide 360° by the total frequency**. This will tell you how many degrees to use for the frequency of each category. Remember to **label** the category that each sector in the pie chart represents.	 **If there are 40 people in a survey, then each person will be worth 360÷40=9° of the pie chart.**
5. Pictogram	Uses **pictures** or symbols to **show the value** of the data. A pictogram must have a **key**.	
6. Line Graph	A graph that uses **points connected by straight lines** to show how data changes in values. This can be used for **time series data**, which is a series of data points spaced over uniform time intervals in **time order**.	
7. Two Way Tables	A table that **organises data** around **two categories**. Fill out the information step by step using the information given. Make sure all the totals add up for all columns and rows.	

Topic/Skill	Definition/Tips	Example
1. Quadratic	A quadratic expression is of the form $ax^2 + bx + c$ where a, b and c are numbers, $a \neq 0$	Examples of quadratic expressions: x^2 $8x^2 - 3x + 7$ Examples of non-quadratic expressions: $2x^3 - 5x^2$ $9x - 1$
2. Factorising Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that **add to give b** and **multiply to give c**.	$x^2 + 7x + 10 = (x+5)(x+2)$ (because 5 and 2 add to give 7 and multiply to give 10) $x^2 + 2x - 8 = (x+4)(x-2)$ (because +4 and -2 add to give +2 and multiply to give -8)
3. Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a+b)(a-b)$	$x^2 - 25 = (x+5)(x-5)$ $16x^2 - 81 = (4x+9)(4x-9)$
4. Solving Quadratics $(ax^2 = b)$	Isolate the x^2 term and square root both sides. Remember there will be a **positive and a negative solution**.	$2x^2 = 98$ $x^2 = 49$ $x = \pm 7$
5. Solving Quadratics $(ax^2 + bx = 0)$	**Factorise** and then **solve = 0**.	$x^2 - 3x = 0$ $x(x-3) = 0$ $x = 0$ *or* $x = 3$

Year 10 – Higher Knowledge Organiser Half Term 1

Key Topics and Vocabulary

Recap of Year 9 Knowledge Organiser

Pythagoras theorem and basic trigonometry

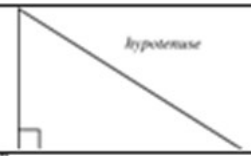
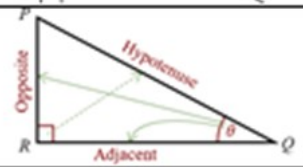
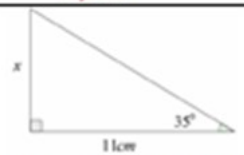
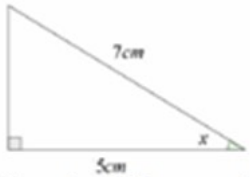
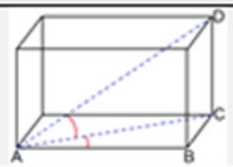
Trigonometry

Hypotenuse

Adjacent

Trigonometric Formulae

3D Trigonometry

Topic/Skill	Definition/Tips	Example
1. Trigonometry	The **study** of **triangles**.	
2. Hypotenuse	The **longest side** of a **right-angled triangle**. Is always **opposite** the **right angle**.	
3. Adjacent	**Next to**	
4. Trigonometric Formulae	Use **SOHCAHTOA**. $\sin\theta = \frac{O}{H}$ $\cos\theta = \frac{A}{H}$ $\tan\theta = \frac{O}{A}$ When finding a missing angle, use the 'inverse' trigonometric function by pressing the 'shift' button on the calculator.	 Use 'Opposite' and 'Adjacent', so use 'tan' $\tan 35 = \frac{x}{11}$ $x = 11\tan 35 = 7.70cm$  Use 'Adjacent' and 'Hypotenuse', so use 'cos' $\cos x = \frac{5}{7}$ $x = \cos^{-1}\left(\frac{5}{7}\right) = 44.4°$
5. 3D Trigonometry	Find missing lengths by **identifying right angled triangles**. You will often have to find a missing length you are not asked for before finding the missing length you are asked for.	

Year 10 – Higher Knowledge Organiser Half Term 2

Key Topics and Vocabulary

Algebra quadratics, rearranging formulae and indentities

Quadratic

Factorising Quadratics

Difference of Two Squares

Solving Quadratics $(ax^2 = b)$

Solving Quadratics $(ax^2 + bx = 0)$

Solving Quadratics by Factorising $(a = 1)$

Factorising Quadratics when $a \neq 1$

Solving Quadratics by Factorising

Collecting and representing data (continues into Statistical measures next half term)

Topic/Skill	Definition/Tips	Example
1. Quadratic	A quadratic expression is of the form $\boldsymbol{ax^2 + bx + c}$ where a, b and c are numbers, $\boldsymbol{a \neq 0}$	Examples of quadratic expressions: x^2 $8x^2 - 3x + 7$ Examples of non-quadratic expressions: $2x^3 - 5x^2$ $9x - 1$
2. Factorising Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that **add to give b** and **multiply to give c**.	$x^2 + 7x + 10 = (x + 5)(x + 2)$ (because 5 and 2 add to give 7 and multiply to give 10) $x^2 + 2x - 8 = (x + 4)(x - 2)$ (because +4 and -2 add to give +2 and multiply to give -8)
3. Difference of Two Squares	An expression of the form $\boldsymbol{a^2 - b^2}$ can be factorised to give $\boldsymbol{(a + b)(a - b)}$	$x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$
4. Solving Quadratics $(ax^2 = b)$	Isolate the x^2 term and square root both sides. Remember there will be a **positive and a negative solution**.	$2x^2 = 98$ $x^2 = 49$ $x = \pm 7$
5. Solving Quadratics $(ax^2 + bx = 0)$	**Factorise** and then **solve = 0**.	$x^2 - 3x = 0$ $x(x - 3) = 0$ $x = 0$ *or* $x = 3$

Year 10 - Foundation

MATHS

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Circumference and area
Is the diameter of a circle also a chord? Why or why not? What's the difference between a segment and a sector?

Basic trigonometry
Will the ratio remain constant if the given angle gets bigger/smaller? Why/Why not?

Basic Algebra
What does the word solve mean? What connection does this have to the word solution?

Algebra quadratics, rearranging formula and identities
Which letter is the subject of the formula? How do you know?

Collecting and representing data
Why do statisticians take samples rather than interview the whole population?

Year 10 - Foundation

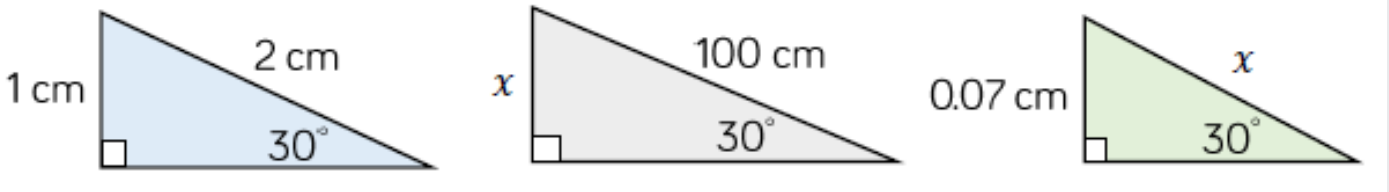
MATHS

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Circumference and area			
2	Basic trigonometry			
3	Basic algebra			
4	Algebra quadratics, rearranging formula and identities			
5	Collecting and representing data			
6				
7				
8				
9				
10				

High Flyers - Enrichment Task

Use the information on the first triangle to find the missing values x on the following two triangles.



Year 10 - Higher

MATHS

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Circumference and area

Is the diameter of a circle also a chord? Why or why not?
What's the difference between a segment and a sector?

Pythagoras theorem

Which term in Pythagoras' theorem represents the hypotenuse? Does it matter which of the shorter two sides is a and which is b?

Basic Trigonometry

Will the ratio remain constant if the given angle gets bigger/smaller? Why/Why not?

Algebra quadratics, rearranging formla and identities

Which letter is the subject of the formula? How do you know?

Collecting and representing data

Why do statisticians take samples rather than interview the whole population?

Year 10 - Higher

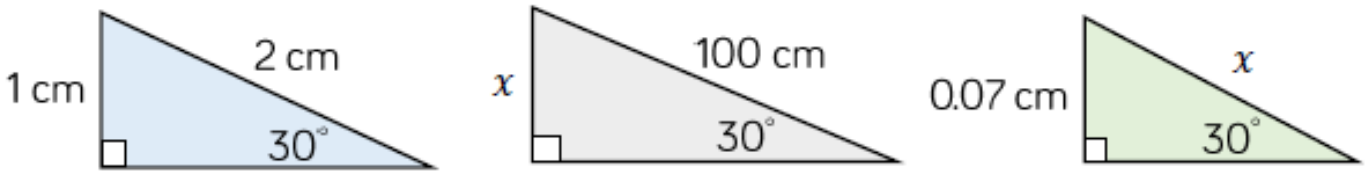
MATHS

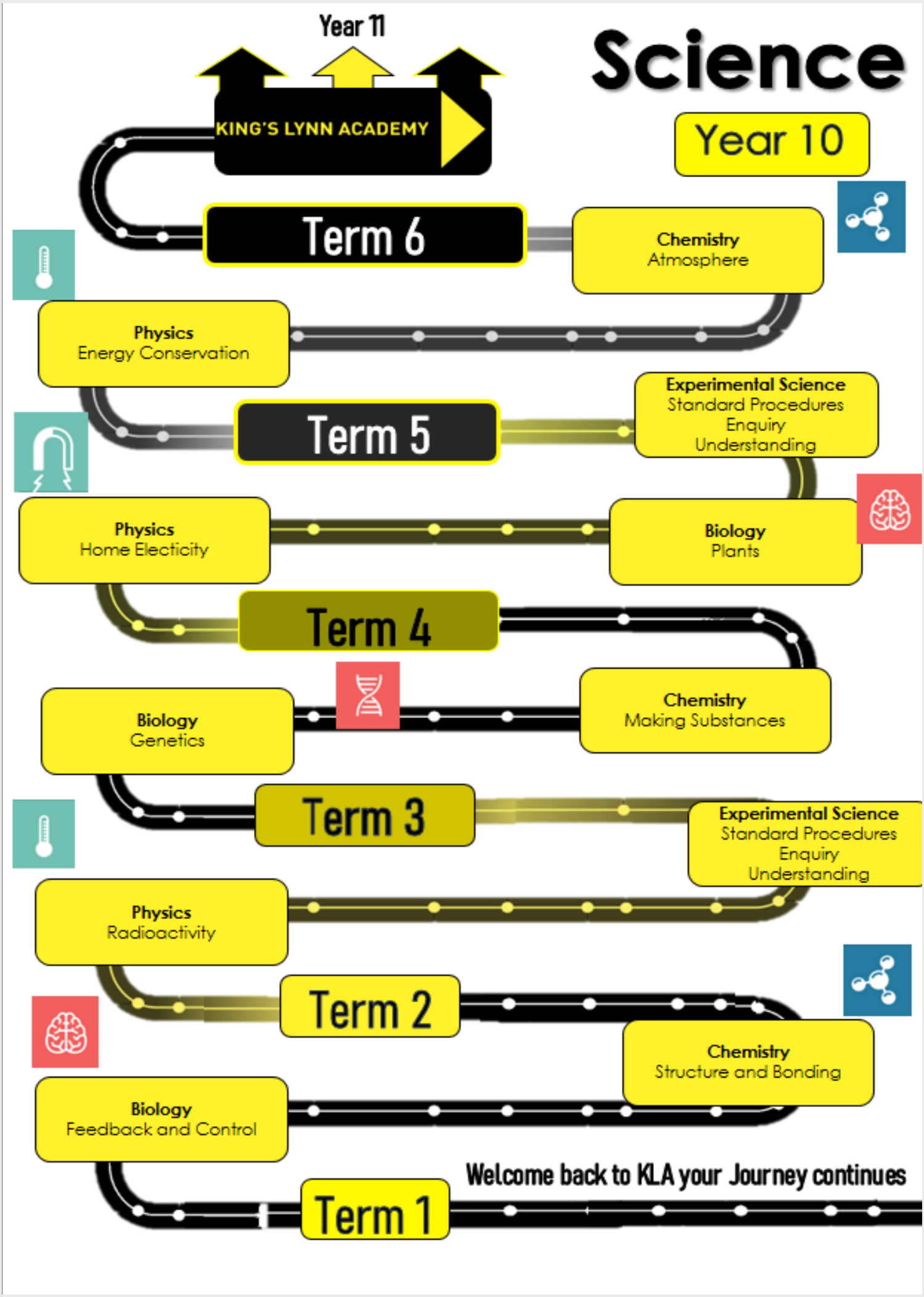
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Circumference and area			
2	Pythagoras theorem			
3	Basic trigonometry			
4	Algebra quadratics, rearranging formula and identities			
5	Collecting and representing data			
6				
7				
8				
9				
10				

High Flyers - Enrichment Task

Use the information on the first triangle to find the missing values x on the following two triangles.




Year 11
Science
KING'S LYNN ACADEMY
Year 10
Term 6
Chemistry
Atmosphere
Physics
Energy Conservation
Term 5
Experimental Science
Standard Procedures
Enquiry
Understanding
Physics
Home Electicity
Biology
Plants
Term 4
Biology
Genetics
Chemistry
Making Substances
Term 3
Experimental Science
Standard Procedures
Enquiry
Understanding
Physics
Radioactivity
Term 2
Chemistry
Structure and Bonding
Biology
Feedback and Control
Welcome back to KLA your Journey continues
Term 1

Forces

Acceleration: Big ideas

What expert understanding do we want after 5 years?

Forces predict motion
Big idea

Objects interact. The overall effect of forces on an object depends on their sum. Objects in equilibrium have constant motion, but change velocity with a resultant force. Newton's laws and the equations of motion can predict motion.

How does the unit develop this?

Vectors
Key Concept

Forces are vectors, with both magnitude & direction. They can be contact or non-contact

Sub-concepts

Scalar vs. Vector, Contact forces vs. Non-Contact Forces

Facts

- Vectors have magnitude & direction; Scalars have only magnitude
- Forces can be contact or non-contact
- When considered in a single plane, unbalanced forces add up to produce a resultant force in a single direction
- Distance vs. Displacement
- Speed vs. Velocity

Newton's 1st (& 3rd) Law
Key Concept

1st Law – an object remains in the same state of motion unless a resultant force acts on it
3rd Law - whenever two objects interact, they exert equal and opposite forces on each other

Sub-concepts

Newton's 1st Law; Newton's 3rd Law; Inertia, Centre of Mass

Facts

- When the resultant force is not zero, an object will accelerate & change direction, speed or shape
- When the resultant force is zero, an object will remain travelling in the same direction, at the same speed. This includes remaining stationary.

Acceleration
Key Concept

Acceleration can be calculated using the formula;

$$Acceleration = \frac{change\ in\ velocity}{time\ taken}$$

Sub-concepts

Calculating Acceleration, Units, calculating acceleration from the gradient of a V/T graph; Displacement from V/T Graph

Facts

- Acceleration is change in velocity ÷ time taken
- Unit is m/s^2 or ms^{-2}
- Gradient of a V/T graph = acceleration
- Area under a V/T graph = displacement [Higher Ability]

	Know the facts		Key words
1	Acceleration is the change in velocity of an object per second.	1	**Scalar quantities** have magnitude only.
2	Acceleration is a vector quantity.	2	**Vector quantities** have magnitude and an associated direction.
3	An object is accelerating if its speed or its direction (or both) are changing.	3	**Magnitude** is the size of a physical quantity.
4	A negative acceleration means an object means an object is slowing down and is called deceleration.	4	**Streamlining** is the reduction of drag on an object.
5	$\text{Acceleration} = \frac{\text{change in velocity}}{\text{time taken}}$ $a = \Delta v / t$	5	**Inertia** is the tendency of an object to continue in its current state (at rest or in uniform motion) unless acted on by a resultant force.
6	Uniform acceleration is when the acceleration of an object is constant	6	**Terminal velocity** is the constant velocity a falling object reaches when the frictional force acting on it is equal to its weight.
7	Newton's First Law says that the velocity, speed, and/or direction of an object will only change if a resultant force is acting on it	7	**Air resistance** (drag) is a type of friction between air and another material.
8	The velocity of an object is the speed and direction in which it is moving.	8	**Displacement** is a vector quantity and has both magnitude and direction
9	Distance is how far an object moves, but it does not involve direction.	9	**Acceleration** is the change in velocity of an object per second.
10	Draw vector diagrams	10	**Deceleration** is slowing down or negative acceleration.
11	All objects have inertia. Whether they are moving or not.	11	**Velocity** of an object is its speed in a particular direction. Velocity is a vector quantity because it has both a magnitude and an associated direction.
12	Know distance-time graphs – how distance travelled by an object travelling in a straight line changes with time	12	**Speed** is a measure of how far an object moves in a given time.
13	Know velocity-time graphs – how velocity of an object changes with time	13	**Resultant force** is the overall force acting on an object.
14	When an object moves through a fluid (liquid or gas) a frictional force drags on it		

	Question		**Answer**
1.	What is the difference between distance and displacement?	1	Distance is a scalar quantity and only has a magnitude (size), displacement is a vector quantity and has both magnitude and direction.
2.	What is the difference between speed and velocity?	2	Speed is a scalar quantity and only has a magnitude (size), velocity is a vector quantity and has both magnitude and direction.
3	What are the typical speeds for a person walking, running and cycling?	3	1.5 m/s, 3.0 m/s and 6.0 m/s
4.	What is acceleration?	4	Change in velocity of an object per second
5.	What is the unit of acceleration?	5	m/s^2
6.	How can an object be accelerating even if it is travelling at a steady speed?	6	If it is changing direction
7	What is happening to an object if it has a negative acceleration?	7	It is slowing down
8	What information does the gradient of the line in a distance-time graph provide?	8	Speed
9	What information does the gradient of the line in a velocity-time graph provide?	9	Acceleration
10	What is the name for the steady speed of a falling object reaches when the resistive force is equal to its weight?	10	Terminal velocity
11	In which direction does the drag on an object always act?	11	In the direction opposite to which it is moving
12	What can be done to reduce the drag on an object?	12	Streamlining
13	What happened to the drag on an object as its speed increases?	13	The drag increases.
14	What does Newton's First Law say?	14	The velocity of an object will only change if a resultant force is acting on it.
15	What is the resultant force on an object moving at a steady speed in a straight line?	15	Zero.
16	What forces are balanced when an object travels at a steady speed.	16	Resistive forces = driving force
17	What is meant by inertia?	17	The tendency of an object to remain in a steady state (at rest or in uniform motion)

Structure and Bonding: Big ideas

Matter

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?

Ionic, Covalent, Metallic
Key Concept

Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures.

Sub-concepts

Bonds hold atoms together.

Facts

- Ionic, Covalent and metallic Bonds
- Structures of Carbon

Electrolysis
Key Concept

When an ionic compound is melted or dissolved in water, these liquids and solutions are able to conduct electricity and are called electrolytes. Passing an electric current through electrolytes causes the ions to move to the electrodes, producing elements. This process is called electrolysis.

Sub-concepts

Half Equations
Using electrolysis to extract metals

Facts

- Molten and Aqueous electrolysis produces different products

	Know the facts		Key words
1	Particle model assumes: There are no forces between particles That all particles in a substrate are spherical That the spheres are solid	1	A **covalent bond** is when electrons are shared between non-metal atoms
2.	In a covalent bond the number of electrons shared depends on how many extra electrons an atom needs to make a full outer shell.	2	**Ionic bond** is when metal atoms react with non-metal atoms they transfer electrons to the non-metal
3	Giant covalent: High melting point and boiling point because the strong covalent bonds between atoms must be broken to melt or boil substances – requires a lot of energy Solid at room temperature Example - diamond	3	**Metallic bonding** is the electrostatic attraction between positive metal ions and delocalised electrons.
4.	Small molecules: Low melting and boiling points because only the intermolecular forces need to be overcome to melt or boil the substances, not the bonds between the atoms - does not require a lot of energy Normally gaseous or liquid at room temperature Example - water	4	**Delocalised electrons** are electrons that are not associated with a particular atom, eg in a metal, outer electrons can be free to move through the solid.
5.	Large molecules: Melting and boiling points are low compared to giant covalent substances but higher than for small molecules. Normally solid at room temperature Example - polymers	5	**Malleable** when substances can be bent or hammered into shape without shattering
6.	In ionic bonding metal atoms lose electrons to become positive ions. Non-metal atoms gain electrons to become negative ions.	6	An **alloy** is a mixture of two or more elements, at least one of which is a metal.
7	Metals are good conductors of electricity and of thermal energy because delocalised electrons are free to move through the whole structure	7	**Electrolysis** is the process by which ionic substances are decomposed (broken down) into simpler substances when an electric current is passed through them.
8	The anode is where the electrons are lost, and the cathode is where electrons are gained	8	**Electrolyte** are substances that must be able to conduct electricity
9	Electrolysis is used if the metal is more reactive than metal than carbon.	9	**Anode** - the positive electrode during electrolysis.
10	Electrolysis of aluminium oxide to extract aluminium	10	**Cathode** - The negative electrode during electrolysis

	Question		Answer
1	How are covalent bonds formed?	1	By atoms sharing electrons.
2.	Which type of atoms form covalent bonds between them?	2	Non-metals.
3	What is an ion?	3	An atom that has lost or gained electrons.
4.	Which kind of elements form ionic bonds	4	Metals and non-metals.
5.	What charges do ions from group 1 and 2 form?	5	Group 1 form 1+, Group 2 form 2+.
6.	Name the force that holds oppositely charged ions together.	6	Electrostatic force of attraction.
7	Describe the structure of a giant ionic lattice.	7	Regular structure of alternating positive and negative ions, held together by the electrostatic force of attraction.
8	Why don't ionic substances conduct electricity when solid?	8	Ions are fixed in position so cannot move, and there are no delocalised electrons.
9	When can ionic structures conduct electricity?	9	When melted or dissolved as ions are free to move and carry charge.
10	Describe the structure of a pure metal.	10	Layers of positive metal ions surrounded by delocalised electrons.
11	What is electrolysis?	11	The process of using electricity to extract elements from a compound
12	What is an electrolyte?	12	A liquid or solution that contains ions and so can conduct electricity
13	During electrolysis, where are metals formed?	13	Cathode.
14	During electrolysis, where are metals formed?	14	Anode.
15	In the electrolysis od solutions, when is the metal not produced at the cathode?	15	When the metal is more reactive than hydrogen.
16	In the electrolysis of aluminium oxide, why is the aluminium oxide mixed with cryolite?	16	To lower the melting point.
17	In the electrolysis of aluminium oxide, what are the anodes made of?	17	Graphite.
18	In the electrolysis of aluminium oxide, why do the anodes need to be replaced	18	They react with the oxygen being formed.

Organisms

Homeostasis and Response: Big ideas

What expert understanding do we want after 5 years?

Cells are alive
Big idea

Maintaining a constant internal environment in response to internal and external change is essential for survival. In humans this is achieved through detection, processing and antagonistic responses by the nervous and endocrine systems, to control blood sugar levels, body temperature and water balance.

How does the unit develop this?

Nervous System
Key Concept

The brain, spinal cord, neurones, synapses, receptors and effectors of the nervous system are
adapted to enable humans to respond to internal and external stimuli. The structures of the eye are
adapted to its function as a sense organ.

Sub-concepts

Nervous system
Reflex arc

Facts

- cells called receptors detect stimuli
- coordination centres (brain and spinal cord) receive and process information from receptors
- Reflex actions are automatic, rapid and protect the body

Endocrine System
Key Concept

The human endocrine system is adapted for coordination and control, including through negative feedback.

Sub-concepts

Hormones and Glands
Pituitary gland

Facts

- Hormones are released from the thyroid gland, pancreas, adrenal gland, testes and ovaries
- The pituitary gland in the brain is the 'master gland'

Hormones and Reproduction
Key Concept

Hormones play a vital role in enabling sexual reproduction in humans: they regulate the menstrual cycle, including ovulation, in adult females. Without this process, sexual reproduction would not be possible.

Sub-concepts

Sex hormones
Menstrual cycle
Fertility

Facts

- Oestrogen is the main female sex hormone
- Testosterone is the main male sex hormone
- Men produce sperm continuously and women have a monthly cycle
- There are 4 hormones in the menstrual cycle
- Fertility can be reduced be a variety of methods of contraception

Know the facts		Key words	
1	Function of the nervous system enables humans to react to their surroundings and to coordinate their behaviour – includes both voluntary and involuntary actions	1	**Homeostasis** is the regulation of internal conditions (of a cell or whole organism) in response to internal and external changes, to maintain optimum conditions for functioning.
2.	Homeostasis maintains optimum conditions for all cell functions and enzyme actions including blood glucose concentration, body temperature and water levels.	2	**Reflex actions** of the nervous system are automatic and rapid – they do not involve the conscious part of the brain. They are important for survival because they help prevent damage to the body.
3	Stimulus → Receptor → Coordinator → Effector → Response	3	**Neurones** carry electrical impulses around the body – relay neurones connect sensory neurones to motor neurones.
4.	The endocrine system is composed of glands that secrete chemicals called hormones into the blood stream. The blood carries the hormones to a target organ, where an effect is produced. Compared to the nervous system, effects caused by the endocrine system are slower but act for longer.	4	**Synapses** are gaps between neurones, which allow electrical impulses in the nervous system to cross between neurones.
5.	Negative feedback systems work to maintain a steady state. Blood glucose, water and thyroxine levels are all controlled in the body by negative feedback.	5	**Involuntary** – not under our conscious control
6.	Oestrogen – main female reproductive hormone Testosterone – main male reproductive hormone	6	**Receptors** are specialised cells that detect a stimulus. Their job is to convert the stimulus into electrical signals in nerve cells.
7	Follicle stimulating hormone (FSH) released by pituitary gland. Causes eggs to mature Stimulates ovaries to produce oestrogen	7	**Diabetes** is a non-communicable disease where the body either cannot produce or cannot respond to insulin.
8	Oestrogen released by ovaries. Causes lining of uterus wall to thicken Inhibits release of FSH Stimulates release of luteinising hormone	8	**Hormonal contraception** contain hormones to inhibit FSH production so no eggs mature
9	Luteinising hormone (LH) released by pituitary gland. Stimulates release of mature eggs from ovaries (ovulation)	9	The **menstrual cycle** is a recurring process which takes around 28 days. During the process, the lining of the **uterus** is prepared for pregnancy. If implantation of the fertilised egg into the uterus lining does not happen, the lining is then shed. This is known as **menstruation**.
10	Progesterone released by ovaries. Maintains thick uterus lining Inhibits FSH and LH	10	**Ovulation** is the process of releasing an egg from an ovary.
11	FSH and LH can be given as a drug to treat infertility, or in in vitro fertilisation (IVF) treatment may be used.	11	

	Question		Answer
1	What is the functions of the nervous system?	1	Enables organisms to react to their surroundings and coordinates behaviour.
2.	What are the 2 parts of the central nervous system?	2	Brain and spinal cord.
3	Why are reflex actions important?	3	For survival and to prevent damage to the body.
4.	What is a stimulus?	4	A change to the internal or external environment.
5.	Name 3 coordination centres.	5	Brain, spinal cord and pancreas.
6.	Name 2 types of effectors.	6	Muscles and glands.
7	Give three internal conditions controlled in homeostasis	7	Body temperature, blood glucose concentration, water levels
8	What is a synapse?	8	Junction between 2 neurones where chemicals are released, allowing impulses to cross.
9	What is the function of neurones?	9	Carry electrical impulses around the body.
10	What is the endocrine system?	10	System of glands that secrete hormones into the blood stream.
11	Where is the pituitary gland located?	11	Brain.
12	Which organ monitors and controls blood glucose concentration.	12	Pancreas.
13	Which hormones interact to regulate blood glucose levels?	13	Insulin and glucagon
14	What are the methods of hormonal contraception?	14	Oral contraceptives, injection, implant, skin patch, IUD
15	What are the methods of non-hormonal contraception?	15	Barrier methods, copper IUD, spermicidal agents, sterilisation, abstinence
16	What is the function of adrenaline in the body?	16	Increases heart rate and boosts delivery of oxygen and glucose to brain and muscles to prepare the body for 'fight or flight'
17	What is the function of thyroxine in the body?	17	Stimulates basal metabolic rate, so is important for growth and development
18	Which endocrine glands control secondary sexual characteristics?	18	Ovaries in females and testes in males.
19	State the disadvantages of IVF treatment.	19	Emotionally and physically stressful, low success rate, can lead to risky multiple births.

Year 10

Science

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Biology
Why are reflex actions important?
What is a stimulus?
Name 3 coordination centres.

Chemistry
Describe the structure of a giant ionic lattice.
Why don't ionic substances conduct electricity when solid?
When can ionic structures conduct electricity?

Physics
How can an object be accelerating even if it is travelling at a steady speed?
What is happening to an object if it has a negative acceleration?
What information does the gradient of the line in a distance-time graph provide?

Year 10

Science

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Life Processes are controlled by nerves and hormones			
2	Life processes need a constant internal environment—Homeostasis			
3	Hormones play a vital role in sexual reproduction in humans			
4	Chemical bonds are made in chemical reactions			
5	Chemical Bonds involve the transfer or sharing of electrons			
6	Chemical bonds can be ionic, covalent or metallic.			
7	Forces can be described and explained using force diagrams			
8	Acceleration is the change of velocity			
9	The acceleration of an object can be calculated from the gradient of a velocity–time graph.			
10	Newtons three laws of Motion explain the relationships between motion and force.			

High Flyers - Enrichment Task

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

Use of appropriate apparatus and techniques for conducting and monitoring chemical reactions, including appropriate reagents and/or techniques for the measurement of pH in different situations.

Use of appropriate apparatus and techniques for measuring motion, including determination of speed and rate of change of speed (acceleration/deceleration).

Q. A bee is flying towards a mans face. The muscles in the eyelid shut the man's eye before the bee hits the eye. Describe the pathway taken by the nerve impulse in the blink reflex. Explain why we have this reflex. [6 marks]

Q. A swimmer's speed increases as she begins to swim. The swimmer has a top speed. Explain why. [6 marks]

Q. Lithium chloride is a solid with a high melting point. It conducts electricity only when molten or in solution. Describe the bonding present in lithium chloride and explain the properties given above. [6 marks]

Geography

Year 10

Year 11

KING'S LYNN ACADEMY

Fieldwork

Half Term 6

London case study

Lagos case study

Urbanisation

Half Term 5

Urban Challenges

Jubilee River case study

River Severn case study

Half Term 4

River landscapes

Holderness case study

Coastal landscapes

Dorset case study

Half Term 3

UK physical diversity

Coasts: erosion

Coasts: deposition

Water: Decision making exercise

Hitosa Case study

Physical landscapes

Half Term 2

Focus on water

STNCWTP case study

Welcome back to KLA. Your journey continues.

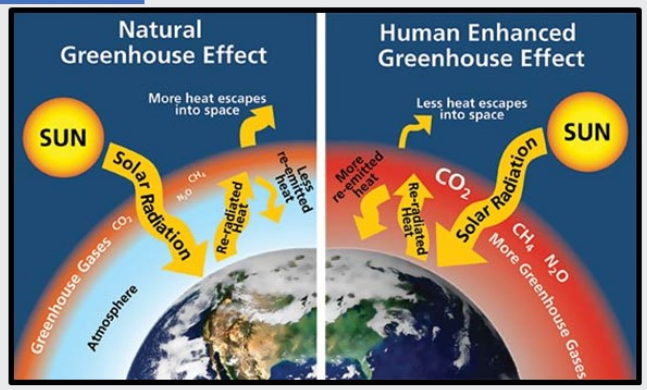
Half Term 1

Resources overview

Resources

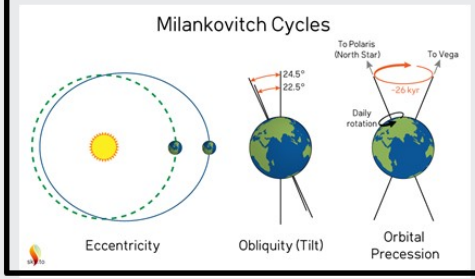
GEOGRAPHY YEAR 10 TERM 1 THE CHALLENGE OF NATURAL HAZARDS

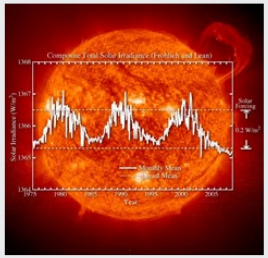
Earthquake case studies	
Amatrice, Italy	**Gorkha, Nepal**
Primary effects	
299 people were killed, 400 were injured and 4454 were made homeless.	A total of 8,841 dead, over 16,800 injured and 1 million made homeless.
Over half the buildings were destroyed despite their reinforcements.	The destruction of 26 hospitals and 50 per cent of schools.
The Romolo Capranica School completely collapsed.	Historic buildings and temples in Kathmandu, were destroyed; there were no compulsory building standards in Nepal, so many modern buildings collapsed.
The death toll included tourists celebrating an annual food festival.	
Secondary effects	
Farmers struggled to make a living as 90% of sheep, goats and cattle barns were destroyed.	The earthquake triggered an avalanche on Mount Everest. It swept through Everest Base Camp and 19 people died.
Landslides blocked roads and restricted access to the area.	Until Nepal has recovered from the earthquake, tourism, employment and income will shrink.
The press reported individuals were arrested for looting properties in Amatrice.	Rice seed stored in homes was ruined in the rubble, causing food shortages and income loss.

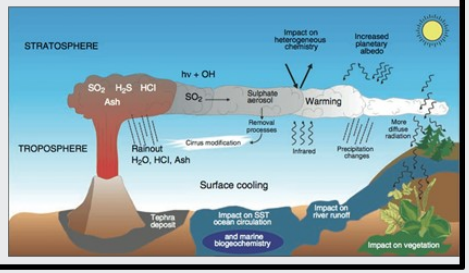


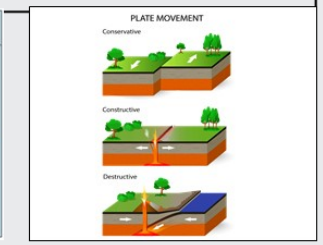
Human causes of climate change

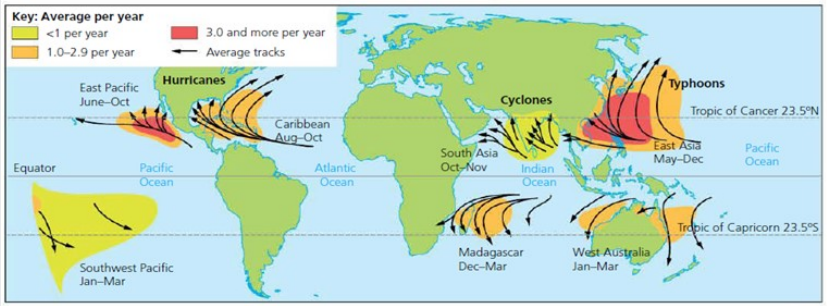
Natural causes of climate change

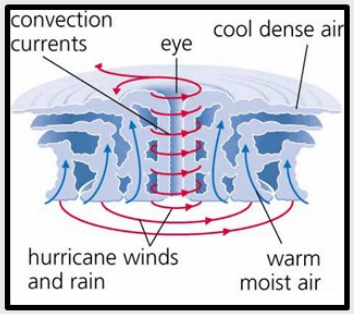




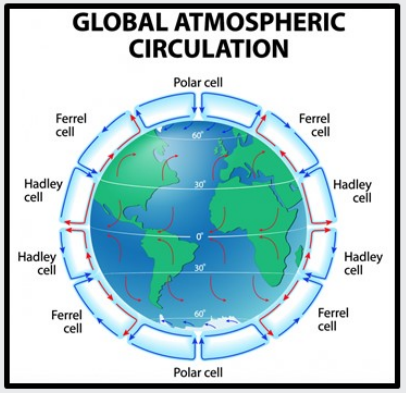








Structure of a tropical storm



Tier 3 terms	
Coriolis effect	The bending of the wind due to the rotational spin of the Earth.
Desertification	The process by which land becomes drier or degraded.
Extreme weather	A weather event is significantly different than average
Plate margin	The margin or boundary between 2 tectonic plates
Mitigation	Action taken to reduce the long term risk.

Grey water treatment

Figure 24.19 Advanced grey water treatment

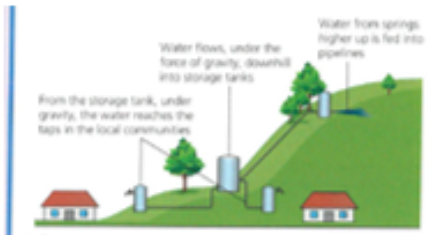


Figure 24.24 A gravity-fed water system

The principle behind a gravity fed water system, as used in Hitosa, Ethiopia

Case study: SNWTP China

Figure 24.17 Some costs and benefits from the SNWTP

Costs	Benefits
Displacement of huge numbers of people	Provides reliable water supply in the water-deficient north
Wildlife and ecosystems badly disturbed	Improves availability of safe water therefore reduces health risks
Loss of antiquities	Water for industrial growth
Huge capital investment - taxpayers to pay	Water for irrigation
Water exports might run the south dry	
Evaporation losses from canals	

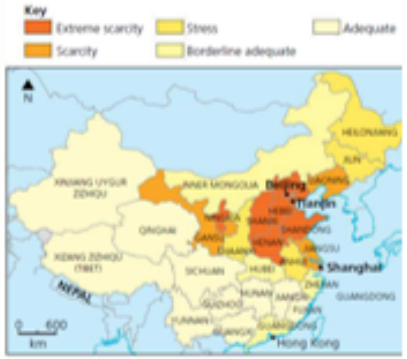


Figure 24.14 Water availability in China

Resources key terms:

Agribusiness: Application of business skills to agriculture.	**Geothermal energy:** Energy generated by heat stored deep in the Earth
Carbon footprint: A measurement of all the greenhouse gases we individually produce.	**Hydro(electric) power:** Electricity generated by turbines that are driven by moving water.
Energy mix: The range of energy sources of a region or country, both renewable and non-renewable.	**Nuclear power:** The energy released by a nuclear reaction, especially by fission or fusion
Food miles: The distance covered supplying food to consumers.	**Renewable energy sources:** A resource which is not diminished when it is used; it recurs and cannot be exhausted.
Resource management: The control and monitoring of resources so that they do not become depleted or exhausted.	**Solar energy:** The Sun's energy exploited by solar panels, collectors or cells to heat water or air or to generate electricity
Biomass: Renewable organic materials, such as wood, agricultural crops or wastes, especially when used as a source of fuel or energy.	**Solar energy:** The Sun's energy exploited by solar panels, collectors or cells to heat water or air or to generate electricity
Energy conservation: Reducing energy consumption through using less energy and becoming more efficient in using existing energy sources.	**Sustainable development:** Development that meets the needs of the present without limiting the ability of future generations to meet their own needs.
Energy security: Uninterrupted availability of energy sources at an affordable price.	**Wind energy:** Electrical energy obtained from harnessing the wind with windmills or wind turbines.

Resources key ideas:

Food, water and energy are fundamental to human development.

The changing demand and provision of resources in the UK create opportunities and challenges.

Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.

Different strategies can be used to increase water supply.

Resources case studies/examples:

An example of a large scale water transfer scheme to show how its development has both advantages and disadvantages.	**South-North Water transfer scheme, China**
An example of a local scheme in an LIC or NEE to increase sustainable supplies of water.	**Gravity fed water system, Ethiopia**
Decision-making exercise- Paper 3 practice	**Reservoir building, Oxford**

Notes

Natural hazards Year 10
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember
The names of the 3 plate boundaries.
What do the following tier 3 terms mean? Convection current, primary effect, orbital theory, storm responses
The type of pressure involved initially for tropical storms to form.

Apply your knowledge
Why does the UK receive so much rainfall?
What causes the path of tropical storms and what causes them to eventually
Which countries suffer the worst effects of tectonic hazards—HICs or LICS?

Stretch your thinking!
What will be the impact of climate change on the UK in the future?
Will the Earth ever go back into an Ice Age? Why?
Adaptation and mitigation are both needed to manage climate change. Do

Year 10

Geography
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity			
2	Use **named examples** to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.			
3	Reasons why people continue to live in areas at risk from a tectonic hazard			
4	General atmospheric circulation model: pressure belts and surface winds			
5	Causes of tropical storms and the sequence of their formation and development			
6	Use a **named example** of a tropical storm to show its effects and responses.			
7	An **example** of a recent extreme weather event in the UK			
8	Possible evidence for climate change from the beginning of the Quaternary period to the present day .			
9	Possible causes of climate change : natural factors and human factors			
10	Managing climate change: adaption and mitigation			

High Flyers - Enrichment Task

'Human causes are more to blame for climate change than physical ones'. To what extent do you agree with this statement? Plan an answer to this exam style question.

Use the following website (or in your search engine type (USGS Latest earthquakes) to find the latest earthquakes around the world. Which ones will have the most devastating effects? Why?

https://earthquake.usgs.gov/earthquakes/map/?extent=16.80454,-137.19727&extent=55.02802,-52.82227

History

Year 10

Year 11

KING'S LYNN ACADEMY

Elizabethan Exploration

The Poor

Half Term 6

Elizabeth's background and character

Elizabethan Politics

The Succession Crisis

Elizabethan Times

Elizabethan Culture

Elizabeth and her government

Elizabethan England c 1568 – 1603

Half Term 5

Changes in Allied forces

Military developments in 1918

Germany Surrenders

Ending the war

The wider war

The Western Front

The Schlieffen Plan

Half Term 4

Anglo-German Rivalry

Outbreak of the War

Stalemate

The Alliance System

Conflict and Tension: First World War 1894-1918

Causes of the War

Modern public health

Half Term 3

Improvements in public health

c1900-today

Modern treatment of diseases

Impact of war

C1800-1900

Prevention of disease

Dealing with disease

Impact of the Renaissance

Surgery

Half Term 2

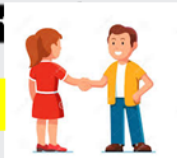
Public Health in the Middle Ages

c1500-1800

Medical Progress in the Middle Ages

Welcome back to KLA. Thank you for choosing to continue.

Half Term 1



Medieval Medicine

c1000-1500

Health and the People c1000 to the present day

GCSE History Knowledge Organiser Paper 2

Health and the People c1000 to the Present Day

Timeline

776–323 BCE Ancient Greece
c460–375 BCE Hippocrates

MEDICINE STANDS STILL

1066–c1450 The Middle Ages (Medieval)
1348 Black Death
c1450–c1800 Early Modern Britain
1575 Paré publishes *Les Ouvres*
1665 The Great Plague

A REVOLUTION IN MEDICINE

c1830–1900 Industrial Britain
1842 *Report on the Sanitary Conditions of the Labouring Population* published
1853 Queen Victoria uses chloroform for the birth of her son
1858 Work begins on the London sewerage system
1863 Nightingale publishes *Notes on Hospitals*
1875 Public Health Act
1895 X-rays discovered

MODERN MEDICINE

c1900–present Modern Britain
1914–1918 First World War
1939–1945 Second World War
1948 NHS founded
1967 First heart transplant

THE BEGINNINGS OF CHANGE

27 BCE–476 CE Roman Empire
c129–216 CE Galen
1123 St Bartholomew's Hospital, London founded
c1400–c1700 The Renaissance
1543 Vesalius publishes *On the Fabric of the Human Body*
1628 Harvey publishes *On the Motion of the Heart*
1798 Jenner publishes his work on smallpox
1831 Cholera arrives in Britain
1848 Public Health Act
1853–1856 Crimean War
1860s Pasteur's work on germ theory
1867 Lister uses antiseptic in surgery for the first time
1876 Koch proves his work on anthrax
1899–1902 Second Boer War
1905 Ehrlich discovers Salvarsan
1928 Fleming discovers penicillin
1942 Beveridge Report on the welfare state
1953 DNA discovered

Tier 2 Vocabulary	Tier 3 Vocabulary
Anaesthetic: a drug or drugs given to produce unconsciousness before injuring surgery. **Antibiotics**: a group of drugs used to treat infections caused by bacteria e.g. penicillin. **Antiseptics**: chemicals used destroy bacteria and prevent infection. **Astrology**: the study of the planets and how they might influence the lives of people. **Cauterise**: using a hot iron to burn body tissue. This seals a wound and stops bleeding. **Epidemic**: a sudden, widespread appearance of infectious disease. **Inoculation**: putting a low dose of a disease into the body to help it fight against the more serious attack of the same disease. **Pasteurisation**: approaches of heating that destroys harmful bacteria. **Physician:** a doctor of medicine who trained at University. **Staphylococci**: bacteria found on the skin that can cause infection if the bacteria became trapped. **Superstition**: unreasonable leaf based on ignorance and sometimes fear. **Transplant surgery**: the implanting of tissue or organs from one part of the body to another, or from a donor to a patient. **Vaccination**: the injection into the body of killed or weakened organisms to give the body resistance against disease. **X-rays**: of photographic or digital image of inside the body.	**Amulet**: a charm but the wearer believes his protection from disease. **Aseptic Surgery**: the performance of an operation under completely sterile conditions (free of all living microorganisms). **Barber Surgeon**: mediaeval Barber who also performed surgery and dentistry. **Beverage Report**: a report that outlines what should be done to improve people's lives after the Second World war. It recommended the setting up of the NHS. **Black Death**: affrays using the Middle Ages to describe the bubonic plague. **Carbolic spray**: used to in surgical operations to kill germs in the air around the operating table. **Germ theory**: the theory that germs cause disease, often by infection through the air. **Humours**: the ancient Greeks believed the body contained four humours of liquids- blood, phlegm, black bile and yellow bile. **Laissez Faire**: belief that government should not interfere in people's lives. It prevented public health schemes getting underway in the 19th century. **Ligatures**: a thread used to tie a blood vessel during an operation. **Miasma**: smells from decomposing material that were believed to cause disease. **Quack**: a person who falsely claims of medical ability of qualifications. **Spontaneous generation**: the theory that decaying matter turns into germs.

Year 10

Health and the People c1000 to the Present Day

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? Anaesthetic, vaccination, public health, physician, astrology, ligatures, sterilise.
Put these events into chronological order. Can you add the dates they happened? The Great Plague, Pasteur's work on germ theory, Black Death, founding of the NHS, discovery of penicillin.
Say why these people are significant in the topics that have been studied. Galen, Hippocrates, Andreas Vesalius, William Harvey, Edward Jenner, Louis Pasteur, Robert Koch.

Apply your knowledge
Explain the significance of the creation of the National Health Service. (8
Explain two ways in which medieval hospitals and hospitals in the 18th century were similar. (8 marks).
Explain the significance of Islamic medicine and surgery. (8 marks).

Stretch your thinking!
Has science and technology been the main factor in improving the treatment of disease? Explain your answer with reference to science and technology and other factors. Use a range of examples from across your study of Health and the people c1000 to present day. (16 marks + 4 SPAG).

Year 10

History

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Medieval Medicine			
2	Medieval progresses in the Middle Ages			
3	Public health in the Middle Ages			
4	The impact of the Renaissance on Britain			
5	Dealing with disease (including the Great Plague of 1665)			
6	Prevention of disease			
7	The development of the Germ Theory and its impact on the treatment of disease in Britain			
8	A revolution in surgery			
9	Improvements in public health			
10	Modern treatment of disease			
11	The impact of the war and technology on surgery			
12	Modern public health			

High Flyers - Enrichment Task

Follow the link below to a BBC Teach website which has 10 individual short videos on different aspects of our course. Watching these videos will help embed and expand on your knowledge.

https://www.bbc.co.uk/programmes/articles/2LwpBTHK7f5PwhwFNYJ6GV7/medicine-through-time

Alternatively, collect an extract from 'Blood and Guts: A Short History of Medicine' by Roy Porter from Miss Hammond in S5 for some extended reading.

French

Year 10

Year 11

KING'S LYNN ACADEMY

Term 6

Reading strategies/Listening strategies

Understanding GCSE criteria for writing

après avoir/ après être

Use of correct register to apply for a job

future and conditional tense

using adverbs

Term 5

Future aspirations, study and the world of work

Mixed tense texts

Talking about UK schools and French schools

Give and expand opinions

Il faut...

Term 4

Talking about school

Term 3

reflexive verbs in perfect tense

en+ present participle

avant de+ infinitive

Term 2

Holidays and travel

language to give advantages and disadvantages

using negatives

Using future tense

Welcome to KLA your Journey starts here

Term 1

Describe the weather, landscapes and places in town

Home and local areas

Year 10 French Half Term 1

Topic specific vocab

La vie quotidienne	*Daily life*
J'ai cours tous les jours sauf …	*I have lessons every day except*
Les jours d'école, …	*On school days …*
je dois me lever tôt	*I have to get up early*
je dois quitter la maison à (7h30)	*I have to leave the house at (7.30)*
Le soir, …	*In the evening …*
je dois faire mes devoirs	*I have to do my homework*
je dois aider ma mère	*I have to help my mother*
je peux regarder un peu la télé	*I can watch a bit of TV*
Le samedi,/Le dimanche, …	*On Saturdays/Sundays …*
je peux rester au lit	*I can stay in bed*
je peux retrouver mes copains/copines en ville	*I can meet up with my friends in town*
je dois ranger ma chambre	*I have to tidy my room*
je peux écouter de la musique	*I can listen to music*

Fêter le 14 juillet	*Celebrating Bastille Day*
On va aller au bal.	*We're going to go to the dance.*
On va regarder le feu d'artifice.	*We're going to watch thefireworks.*
On va s'amuser.	*We're going to have fun.*
On va inviter …	*We're going to invite …*

Les fêtes	*Festivals*
Noël	*Christmas*
la veille de Noël	*Christmas Eve*
Pâques	*Easter*
le 6 janvier/la fête des Rois	*Epiphany*
la Chandeleur	*Candlemas*
le Nouvel An	*New Year*
la fête des Mères	*Mother's Day*
le 14 juillet/la fête nationale française	*Bastille Day, 14*
Chez moi,/nous, …	*At my/our house …*
on fête (Noël/Divali, etc.)	*we celebrate (Christmas/Diwali,*
on décore le sapin de Noël	*we decorate the Christmas tree*
on s'offre des cadeaux	*we give each other presents*
on ouvre les cadeaux	*we open the presents*
on chante des chants traditionnels	*we sing traditional songs*
on allume des bougies	*we light candles*
on cherche des œufs dans le jardin	*we look for eggs in the garden*
On prépare/mange …	*We prepare/eat …*
de la dinde rôtie	*roast turkey*
des légumes	*vegetables*
une bûche de Noël au chocolat	*a chocolate Yule log*
une galette des Rois	*tart eaten for Epiphany*
des choses sucrées	*sweet things*

Un repas spécial	*A special meal*
Je vais/On va apporter …	*I am/We are going to bring …*
du jambon/du pâté	*ham/pâté*
du saucisson	*salami*
des baguettes	*baguettes*
des biftecks	*steaks*
des saucisses	*sausages*
des salades composées	*mixed salads*
une salade de riz	*a rice salad*
du concombre	*cucumber*
une laitue	*a lettuce*
des tomates/des oignons	*tomatoes/onions*
des poivrons	*peppers*
des champignons	*mushrooms*
des abricots	*apricots*
des framboises	*raspberries*
du raisin	*grapes*
des mini-gâteaux	*mini-cakes*
une tarte aux fruits	*a fruit tart*

Year 10 French Half Term 1

Grammar

The modal verbs devoir and pouvoir

The verbs devoir (to have to/must) and pouvoir (to be able to/can) are known as modal verbs. They are usually followed by another verb in the infinitive.

Devoir	Pouvoir
Je dois	Je peux
Tu dois	Tu peux
Il/elle/on doit	Il/elle/on peut
Nous devons	Nous pouvons
Vous devez	Vous pouvez
Ils/elles doivent	Ils/elles peuvent

Venir de+ infinitive

You use the present tense of **venir+de+and infinitive** to say what has just happened:

Je viens de fêter mon anniversaire.
I have just celebrated my birthday.

Ils viennent de se marier.
They've just got married.

The pronoun en

The pronoun ***en*** is often used to replace a partitive article. It can mean "some", "of it" or "of them". It goes in front of the verb.

On mange **du** gâteau. J'**en** garde une tranche pour toi. *We're eating cake. I'm keeing a slice (of it) for you.*

Il y a **des** champignons dedans. Tu **en** veux? *There are some mushrooms in it. Do you want some?*

Key question words

Comment how
Où where
Qui who
Combien (de) how many/much
Pourquoi why
Que what
Quand when
À quelle heure at what time

Quel (le)(s) means "what" or "which" and works like an adjective:
Quel hôtel? Which hotel? Quelles filles? What girls?

Useful high frequency language

Les mots essentiels	*High-frequency words*
avec	*with*
pour	*for*
donc, alors	*so, therefore*
car/parce que	*for/because*
malheureusement	*unfortunately*
sinon	*if not, otherwise*
parfois	*sometimes*
quelque(s)	*some/a few*
beaucoup de	*lots of*
en été	*in summer*
avant-hier	*the day before yesterday*
il y a (trois) jours	*(three) days ago*
Je suis désolé(e).	*I'm sorry.*
bien sûr	*of course*
quel/quelle/quels/quelles …?	*which …?*
à part	*apart from*
bien sûr	*of course*
chez (moi)	*at (my) house*
d'habitude	*usually*
de temps en temps	*from time to time*
en revanche	*on the other hand*
ensuite	*next, then*

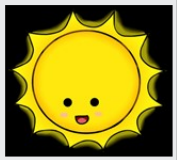
Year 10 French Half Term 2

Topic specific vocab

Où j'habite	Where I live
J'habite …	I live …
Ma famille et moi habitons …	My family and I live …
On habite …	We live …
dans une ville historique/touristique	in an historic/touristy town
dans un petit village	in a small village
au bord de la mer	at the seaside
au centre-ville	in the town centre
à la campagne/montagne	in the countryside/mountains
en ville	in town
en Angleterre/Écosse/Irlande (du Nord)/	England/Scotland/(Northern)
au Maroc/pays de Galles	in Morocco/Wales
dans le nord-est du/de la/de l'/des …	in the north-east of …
le nord/le nord-est	north/north-east
l'est/le sud-est	east/south-east
le sud/le sud-ouest	south/south-west
l'ouest/le nord-ouest	west/north-west
Dans ma région, il y a …	In my region there is/are
des vignobles/stations de ski	vineyards/ski resorts
des collines/forêts	hills/forests
des fermes/champs	farms/fields
un port de pêche	a fishing port
un lac	a lake
C'est super parce qu'en hiver/en été,	It's great because in winter/summer,
on peut (faire du ski/de l'escalade).	you can (go skiing/climbing).

Dans ma ville/mon village	In my town/village
Dans ma ville/mon village, il y a …	In my town/village there is/are …
un bureau de poste/une poste	a post office
un centre de loisirs	a leisure centre
un château	a castle
un marché	a market
un musée	a museum
un parc/jardin public	a park
un stade	a stadium
un supermarché	a supermarket
une bibliothèque	a library
une église	a church
une gare (SNCF)	a (railway) station
une mosquée	a mosque
des hôtels	some hotels
des restaurants	some restaurants
Il n'y a pas de …	There isn't a/aren't any …
Les directions	**Directions**
Où est le/la/l' …? / Où sont les …?	Where is the …? / Where are the …?
Pour aller au/à la/à l'/aux …?	How do I get to the …?
Va/Allez tout droit.	Go straight on.
Tourne/Tournez à gauche/droite.	Turn left/right.
Prends/Prenez la première/ deuxième/troisième rue à gauche/droite.	Take the first/second/third street on the left/right.
Traverse/Traversez le pont/la place.	Cross the bridge/square.
Descends/Descendez la rue.	Go down the street.
C'est près/loin?	Is it near/far?
C'est tout près/assez loin.	It's very near/quite far.

Le temps/La météo	*The weather/*
Quel temps fait-il?	*What is the weather like?*
Il fait beau.	*The weather is good.*
Il fait mauvais.	*The weather is bad.*
Il fait chaud.	*It's hot.*
Il fait froid.	*It's cold.*
Il y a du soleil.	*It's sunny.*
Il y a du brouillard.	*It's foggy.*
Il y a du vent.	*It's windy.*
Il y a un orage.	*There's a storm.*
Il pleut.	*It's raining.*
Il neige.	*It's snowing.*



Les projets	**Plans**
Qu'est-ce qu'on fera?	*What shall we do?*
On ira pique-niquer dans le parc.	*We'll have a picnic in the park.*
Ce sera génial!	*That will be great!*
Je resterai à la maison.	*I will stay at home.*
Je regarderai un film.	*I will watch a film.*
Je jouerai à des jeux vidéo/au football.	*I will play video games/football.*
On ne fera pas de barbecue.	*We won't have a barbecue.*
On mangera dans un restaurant.	*We wil l eat in a restaurant.*

Year 10 French Half Term 2

Grammar

Ville de rêve ou ville de cauchemar?	Dream town or nightmare town?
J'habite dans la banlieue/ un quartier de …	I live in the suburbs/a district of …
Ce qui me plaît ici, c'est qu'il y a …	What I like is that …
En été/hiver, on peut …	In summer/winter, you can …
il n'y a pas assez de (magasins/ espaces verts)	there is/are not enough … (shops/ green spaces)
il n'y a ni (parc) ni (aire de jeux)	there is neither (a park) nor (a playground
il n'y a aucun (bowling)	there isn't a (single) (bowling alley)
il n'y a aucune (zone piétonne)	there isn't a (single) (pedestrian area)
il n'y a qu'un seul (magasin)	there is only one (shop)
il n'y a qu'une seule (rue)	there is just one (street)
il n'y a rien pour les jeunes	there is nothing for young people
il n'y a pas grand-chose à faire	there's not a lot to do
Il y a …	There is/are …
beaucoup de monde/de voitures	lots of people/cars
trop de circulation/de gens	too much traffic/too many people
tellement de bruit/de gens au chômage	so much noise/so many people out of work
peu de travail/de transports en commun/commerces	not much work/public transport/ not many businesses
toujours des déchets par terre	always litter on the ground
C'est sale/(trop) tranquille/très animé.	It's dirty/(too) quiet/very lively.
Ce n'est jamais tranquille.	It's never quiet.
Je trouve ça triste/déprimant/affreux/ nul/désagréable.	I find that sad/depressing/awful/ rubbish/unpleasant.

The pronoun y

The pronoun **y** means "**there**". It replaces à + noun.

- In the present tense, **y** goes int front of the verb: On **y** va tous les ans. *We go **there** every year.*
- If the verb if followed by an infinitive, y goes in front of the infinitive: *Tu peux **y** faire de la voile. You can go sailing **there**.*
- In the perfect tense, y goes in front of the part of avoir or être: J'**y** suis allé l'année dernière. *I went **there** last year*

Using negatives

Most negatives are in two parts and go around the verb:
Ne…rien (nothing)
Ne…jamais (never)
Ne…personne (nobody, not anyone)
Ne…plus (no longer, not any more)
Ne…que(only)
Ne…aucun(e) (no, not any, not a single)
Ne…ni…ni… (neither…nor…) is in three parts: put a noun after each **ni**.

The future tense

You use the future tense to say "will" or "shall" do something.
To form this tense, use the future stem plus the appropriate ending.
For –er and –ir verbs, the future stem is the infinitive.

Je rester**ai** (I will stay)	Nous rester**ons**(we will stay)
Tu rester**as** (you will stay)	Vous rester**ez** (you will stay)
Il/elle/on rester**a** (he/she/we will stay)	Ils/elles rester**ont** (they will stay)

Some key verbs have irregular future stems, but use same endings as above:
Aller- j'irai (I will go)
Avoir- j'aurai (I will have)
Être- je serai (I will be)
Faire- je ferai (I will do)
Venir- je viendrai (I will come)

Year 10

French

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I can recognise and use the verbs pouvoir and devoir in the present tense.			
2	I can recall key vocabulary to describe my daily routine.			
3	I can recall key vocabulary to talk about festivals and celebrations.			
4	I can recall key vocabulary to talk about traditions.			
5	I can use the pronoun "en" to mean *some,* i*t* or *them.*			
6	I can use question words to ask questions.			
7	I can use "venir de + infinitive" to express what has just happened.			
8	I can recall key vocabulary to describe the weather.			
9	I can recall key vocabulary for landscape features and places in town to describe where people live.			
10	I can ask for and give directions.			
11	I can form the future tense by using the correct endings.			
12	I can give advantages and disadvantages of where I live including the use of negative sentences.			

High Flyers - Enrichment Task

Choose one of the French festivals mentioned on the following website, research it and then write about it in French. Say when it happens, how often and describe what people do there. Say whether you would like to go or not and why.

https://jadorelyon.com/festivals-in-france/

Notes

German

Year 10

Year 11

KING'S LYNN ACADEMY

Term 6

How to apply for a job

Using *etwas + adjective*

Using sequencers

Future Aspirations

Using *um...zu*

Term 5

Conditional modal verbs

Using *zu* + infinitive

Pluperfect tense

Term 4

Feedback

SPEAKING EXAM

Term 3

Use of prepositions with dative / accusative

Use of *es gibt* with *ein/kein*

Term 2

Conditional tense

Using mixed-tense texts

Adverbs of frequency / place

Perfect tense

Nouns, plurals and articles

FREE TIME

Term 1

Welcome back to KLA your Journey continues

Year 10 German Half Term 1

Topic specific vocab

Familie — Family

Ich verstehe mich gut mit ...
I get on well with...
Ich verstehe mich nicht so gut mit...
I don't get on so well with ...

meiner Mutter	*my mother*
meinem Vater	*my father*
meiner Stiefmutter	*my stepmother*
meinem Stiefvater	*my stepfather*
meinen Eltern	*my parents*
meiner Schwester	*my sister*
meinem Bruder	*my brother*
meiner Halbschwester	*my half-sister*
meinem Halbbruder	*my half-brother*
meinen Geschwistern	*my siblings*
meiner Großmutter	*my grandmother*
meinem Großvater	*my grandfather*
meiner Oma	*my grandma*
meinem Opa	my grandpa
meinen Großeltern	*my grandparents*
meiner Tante	*my aunt*
meinem Onkel	*my uncle*
meinen Cousins/Cousinen	*my cousins*

Qualifiers

ziemlich	quite
sehr	very
nie	never
nicht	not
relativ	relatively
total	totally

Aussehen — *Appearance*

Er/Sie hat ... Haare.	*He/She has ... hair.*
blonde	*blonde*
braune	*brown*
schwarze	*black*
rote	*red*
lange	*long*
kurze	*short*
Er/Sie hat ... Augen.	*He/She has ... eyes.*
graue	*grey*
blaue	*blue*
grüne	*green*
Er/Sie trägt ...	*He/She wears ...*
eine Brille	*glasses*
eine Sonnenbrille	*sunglasses*
Er hat einen Bart.	*He has a beard.*
Er/Sie ist ...	*He/She is ...*
schlank/dick	*slim / fat*
groß	*big, tall*
klein	*small, short*

Damals — Back then

Als ich vier Jahre alt war,
When I was four years old,
Als ich ein Kind war,
When I was a child,
Als ich jünger war,
When I was younger

Follow these with a verb in the imperfect tense. E.g.
Als ich jünger war, durfte ich nicht draußen spielen = *When I was younger I wasn't allowerd to play outside.*

Freunden — Friends

Ein guter Freund	*A good friend (m)*
Eine gute Freundin	*A good friend (f)*
muss Zeit für mich haben	*must have time for me*
muss sympathisch sein	*must be nice*
muss mich immer unterstützen	*must always support me*
muss viel Geduld haben	*must have lots of patience*
muss die gleichen Interessen haben	*must have the same interests*
kann mit mir über alles reden	*can talk to me about*
darf nicht eifersüchtig sein	*isn't allowed to be jealous*
unterstützt mich	*supports me*
unterstützt mich nicht	*doesn't support me*
geht mir auf die Nerven	*gets on my nerves*
Wir/Sie haben eine tolle Beziehung.	*We/They have a great relationship.*
Ich streite mich mit (ihr/ihm).	*I argue with (her/him).*
Er/Sie streitet sich mit (ihm).	*He/She argues with (him).*
Ich werde mich mit (...) besser verstehen.	*I will get on better with (...).*
Er/Sie sagt, ...	*He/She says ...*
Sie sagen, ...	*They say ...*

Year 10 German Half Term 1

The dative case

Some **prepositions** e.g. **mit** cause the word for "**my**" to change.

	masculine	feminine	neutral
"normal" *my*	mein	meine	mein
my after mit	meinem	meiner	meinem

e.g.
Das ist meine Mutter = *That is my mum.*
Ich spiele Tennis mit meiner Mutter = *I play tennis with my mum.*

Relative pronouns – saying *that* or *who*

	masculine	feminine	neutral
who/that	der	die	das
who/that (after mit)	dem	der	dem

They send the **verb** to the end of the clause.

Der Mann der ein Bart **hat** = The man who has a beard.
Mein Bruder der Sam **heisst** = my brother who is called Sam.
Die Frau mit der ich Tennis **spiele** = the woman who I play tennis with.

Imperfect tense of modal verbs

ich musste	I had (to)
ich konnte	I was able (to)
ich durfte	I was allowed (to)
ich mochte	I would have liked (to)
ich wollte	I wanted (to)
Ich sollte	I should have (to)

Als ich ein Kind war, **wollte** ich Arzt werden = *When I was child, I wanted to become a doctor.*
Als ich jünger war, musste ich zu Hause helfen = *When I was younger, I had to help at home.*
Früher **durfte** ich nicht am Computer spielen = *Earlier, I wasn't allowed to play on the computer.*

Subject and Object prononuns

Nominitive	Accusative	Dative
Ich (i)	mich (me)	mir (me)
Du (you)	dich (you)	dir (you)
Er (he)	ihn (him)	ihm (him)
Sie (she)	sie (her)	ihr (her)
Wir (we)	uns (us)	uns (us)
Sie / sie (you / they)	Sie/sie (you/ them)	Ihnen/ihnen (you/them)

Personality adjectives

aktiv	active
cool	cool
dynamisch	dynamic
fleißig	hard-working
frech	cheeky
freundlich	friendly
intelligent	intelligent
kreativ	creative
langweilig	boring
lustig	funny
nett	nice
originell	original
sportlich	sporty
toll	great
eifersüchtig	jealous
launisch	moody
nervig	annoying
streng	strict
sympathisch	kind, nice

Describing a photo

Auf dem Foto	in the photo
im Hintergund	in the background
auf der linken Seite	on the left
auf der rechten Seite	on the right
Es ist	it is
Man kann...sehen	you can see....
Sie sind	they are
Er/sie ist	he/she is
Er/Sie trägt	he/she is wearing
Meiner Meinung nach	in my opinion
Ich glaube	I believe
Sie lächeln	they are smiling
Er lächelt	he is smiling
Sie sind traurig	they are sad

Year 10 German Half Term 2

Topic specific vocab

Wohnort	Residence
Ich wohne...	I live ...
in einer Kleinstadt	in a small town
in einer Großstadt	in a city
in der Stadtmitte	in the town centre
am Stadtrand	in the suburbs
auf dem Land	in the countryside
in einem Einfamilienhaus	in a detached house
in einer Doppelhaus	in a semi-detached house
in einem Reihenhaus	in a terraced house
in einem Hochhaus	in a high-rise
in einem Wohnblock	in a block of flats
im ersten Stock	on the 1st floor
im Erdgeschoss	on the ground floor
das Arbeitszimmer	study
das Badezimmer	bathroom
der Dachboden	attic / loft
die Dusche	shower
das Esszimmer	dining room
die Garage	garage
der Garten	garden
die Küche	kitchen
das Schlafzimmer	bedroom
das Wohnzimmer	sitting room
der Flur	hall / corridor
die Treppen	stairs

der Kompass	Compass
der Norden	north
der Nordosten	north east
der Osten	east
der Südosten	south east
der Süden	south
der Südwesten	south west
der Westen	west
der Nordwesten	north west
im Norden	in the north
im Osten	in the east
im Süden	in the south
im Westen	in the west
in der Mitte	in the middle

Wegbeschreibungen	Directions
Geh.../Gehen Sie	Go...
links/rechts	left/right
geradeaus	straight ahead
über	over
an der Ecke	at the corner
über die Brucke	over the bridge
an der Ampel	at the traffic lights
die Platz	the square
die Kreuzung	crossroads
Nimm.../ Nehmen Sie...	take...
Überquer / Überqueren Sie	cross
die erste Straße links	the 1st street on the left
es ist auf der linken Seite	its on the left

In der Stadt	In town
eine Autobahn	a motorway
einen Bahnhof	a station
einen Flughafen	an airport
einen Hafen	a harbour
einen Campingplatz	a campsite
einen Kindergarten	a nursery
einen Martkplatz	a market place
ein Eiscafé	an ice cream café
ein Freibad	an outdoor pool
ein Schwimmbad	a pool
ein Sportzentrum	a leisure centre
ein Dom	a cathedral
ein Museum	a museum
ein Rathaus	a town hall
ein Theater	a theatre
ein Strand	a beach
ein Kino	a cinema
ein Fußballstadion	a football stadium
eine Oper	an operahouse
eine Kirche	a church
eine Fußgängerzone	a pedestrianised area
eine Kneipe	a pub
eine Universität	a university
eine Schule	a school
viele Geschäfte	lots of shops

Year 10 German Half Term 2

Grammar

Vor-und Nachteile der Stadt
Advantages and disadvantages of the town

Es gibt …	There is …
Es gab …	There was …
(nicht)viel zu tun	(no)a lot to do
viel Lärm	a lot of noise
wenig Lärm	little noise
viel Verkehr	a lot of traffic
keine Buslinie	no bus route
viel Grafitti	lots of grafitti
viel Dreck	lots of dirt
Müll überall	rubbish everywhere
gute Radwege	good cycle paths
nicht genug Parkplätz	not enough parking
Es ist	it is
deprimierend	depressing
gefährlich	dangerous
grün und gesund	green and healthy

Möbel	Furniture
einen Schreibtisch	a desk
einen Kleiderschrank	a wardrobe
einen Stuhl	a chair
einen Computer	a computer
einen Fernseher	a TV
einen Spiegel	a mirror
eine Lampe	a lamp
eine Kommode	a chest of drawers
ein Bett	a bed
ein Regal	a shelf
ein Sofa	a sofa

Cases

	masculine	feminine	neutral	Plural
1. "normal" *the / a (nominative case)*	der ein	die eine	das ein	die (n/a)
2. the / a after preposition (dative case)	dem einem	der einer	dem einem	der
3. the/a after es gibt (accusative case)	den einen	die eine	das ein	die

You have already seen that some **prepositions** (e.g. mit) cause the word for "**the**" or "**a**" in the sentence to change. These prepositions work in the same way and you can see how *the/a* changes by looking at row 2 in the table above.

When the thing (noun) you are talking about is the object of the sentence, *the/a* changes as shown in row 3.

We need to use this after *es gibt = there is/are*

Examples

Es gibt einen Bahnhof = *There is a train station.*

The word *kein = no* follows the same pattern

Es gibt keinen Bahnhof = *There is no train station.*

Prepositions

an / auf	on
hinter	behind
in	in
neben	next to
über	over
unter	under
vor	in front of
zwischen	between

Der Vorteil / Nachteil ist
The advantage / disadvantage is …

Ein großer Vorteil /Nachteil ist…
A big advantage /disadvantage is…

Es gibt viele Vorteile.
There are lots of advantages.

Year 10

German

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I can name family members			
2	I can say what people look like and describe their personalities			
3	I can say how well I get on with different people			
4	I can use the correct possessive adjective in sentences, including after ***mit*** and other dative prepositions			
5	I can say what makes a good friend			
6	I can recall key phrases to describe a photo			
7	I can use modal verbs in the imperfect tense			
8				
9	I can recall names of rooms and furniture			
10	I can use prepositions to say where things are			
11	I can recall compass points and give directions			
12	I can recall the names of places in town and use ***es gibt*** to say what there is in my town			
13	I can give advantages and disadvantages of where I live			

High Flyers - Enrichment Task

Print a photo of one of your friends. Describe the photo and then write as much detail about your friend as you can e.g. name, age, appearance, personality, where they live, what makes them a good friend, what you like to do together.

Notes

PE Yr 10

KING'S LYNN ACADEMY

Term 6

Topic: Leadership in sport

Planning and leading a lesson

Action plan to improve | Organisation | Learning outcomes | Timing | Participant questionnaire | Warm-up | Main stages | Feedback | Learning objectives | Delivery | Equipment

Key Concept: Teamwork & Leadership

Term 5

Topic: Leadership in sport

Leadership styles/ comparing two leaders

Evaluate | Autocratic | Comparing and contrasting | Leadership styles | Democratic | Laissez-Faire | Hands on | Transformative

Key Concept: Teamwork & Leadership

Term 4

Topic: Leadership in sport

Leadership qualities & Responsibilities

Leadership qualities | Leadership responsibilities | Manager | Captain | Official | Volunteer

Key Concept: Teamwork & Leadership

Term 3

Topic: Unit 1

Olympic values/ National Governing Bodies

Friendship | Effort | Inspiration | Excellence | Respect | Fair play | Determination | Courage

Key Concept: Movement in society

Term 2

Topic: Unit 1

Performance enhancing drugs/ Ethics in sport

Stimulants | Cheating | Performance enhancing drugs | EPO | Blood Doping | Diuretics | Beta Blockers | Steroids | Deviance | Gamesmanship | Narcotic analgesics | Sportsmanship | Ethics in sport | Side affects

Key Concept: Movement in society

Term 1

Topic: Unit 1

Reasons for taking part/ influences in sport

Positive effects of sports participation | Sports promotion | Influences in sports participation. | Negative effects of sports participation | Lifestyle factors | Sports initiatives | User groups

Key Concept: Movement in society

Welcome to PE

Reasons why people take part in sport

OCR Sport Studies Knowledge Organiser

Be able to apply practice methods to support improvement in a sporting activity

Key Skills Table
Part 1

- Select a sport that you take part in and identify the main skills that are used in that sport.
- For example: football key skills could include dribbling the ball, short passing, long passing, throw ins, controlling the ball (chest, knee, foot) or shooting.
- Rate yourself on how successful you feel you are at each of the identified skills.
- Highlight your strengths and weaknesses from how you have rated yourself
- Use this Key Skills table to help write up part 2 on reviewing performance.

Reviewing Performance
Part 2

- Select 2 of the skills that were identified as strengths and describe why you are successful at this skill and why it helps you in a competitive situation
- Select 2 of the skills that were identified as weaknesses and describe why you are not successful at this skill ,what it should look like and how it would help you in a competitive situation. For example: would you win more tackles, convert more shots into points, score more runs etc?

Reviewing Open and Closed Skills
Part 3

•Describe what is meant by simple and complex skills and open and closed skills.

•Use the main skills that you identified in your chosen sport and decide which are simple, which are complex and which sit somewhere in between along the simple/complex continuum.

•The main skills you have identified as simple, add a list of other sports or activities which use this skill.

•Identify whether these main skills are open, closed or sit somewhere between the two on the open/closed continuum.

Simple Skills
Few decisions to make

Complex Skills
Lots of decision to make

Swimming
Running

Tennis Serve
Somersault in trampolining

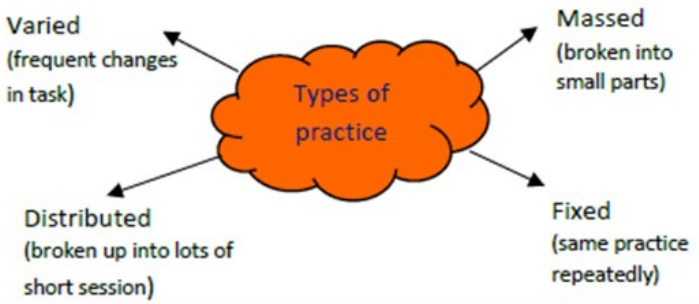
Open Skills
Affected by the environment & opposition

Closed Skills
Not affected by the environment

Pass in football
Shot in basketball
Shot in tennis

Bowling in cricket
Open-left/right handed batter
Closed-same technique

Handstand in gymnastics
Shot in snooker



4 Week Action Plan
Part 4

Create a 4 week action plan for both your weaknesses you have highlighted and plan a drill that would help improve this skill.

You need to have:
A drill/practice
Diagram of the drill
Main teaching points for the skill
Describe what type of practice the drill is

Week 1- The skill should be In isolation (practiced on its own)
Week 2- The skill should be in a modified practice (practice with a partner)
Week 3- The skill should be in a more complex modified practice (practice against someone)
Week 4- The skill should be in a modified game

Measuring Performance
Part 5

- List the different strategies that could be used to measure how much and in what way you improved your identified skill.
- Explain how these methods helped to measure how much improvement was made and what still needs to be done.

Year 10

Performance and leadership in sports activities

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember
Decide on two sports you will perform in (can be team sports or individual)
Identify your strengths and weaknesses within these performances

Apply your knowledge
Recall the different types of practice that can be used
Recall the different ways to evaluate performance

Stretch your thinking
List the important factors to consider when planning a leadership session
Consider the positives and negatives of performance in planning and leading the session

Year 10

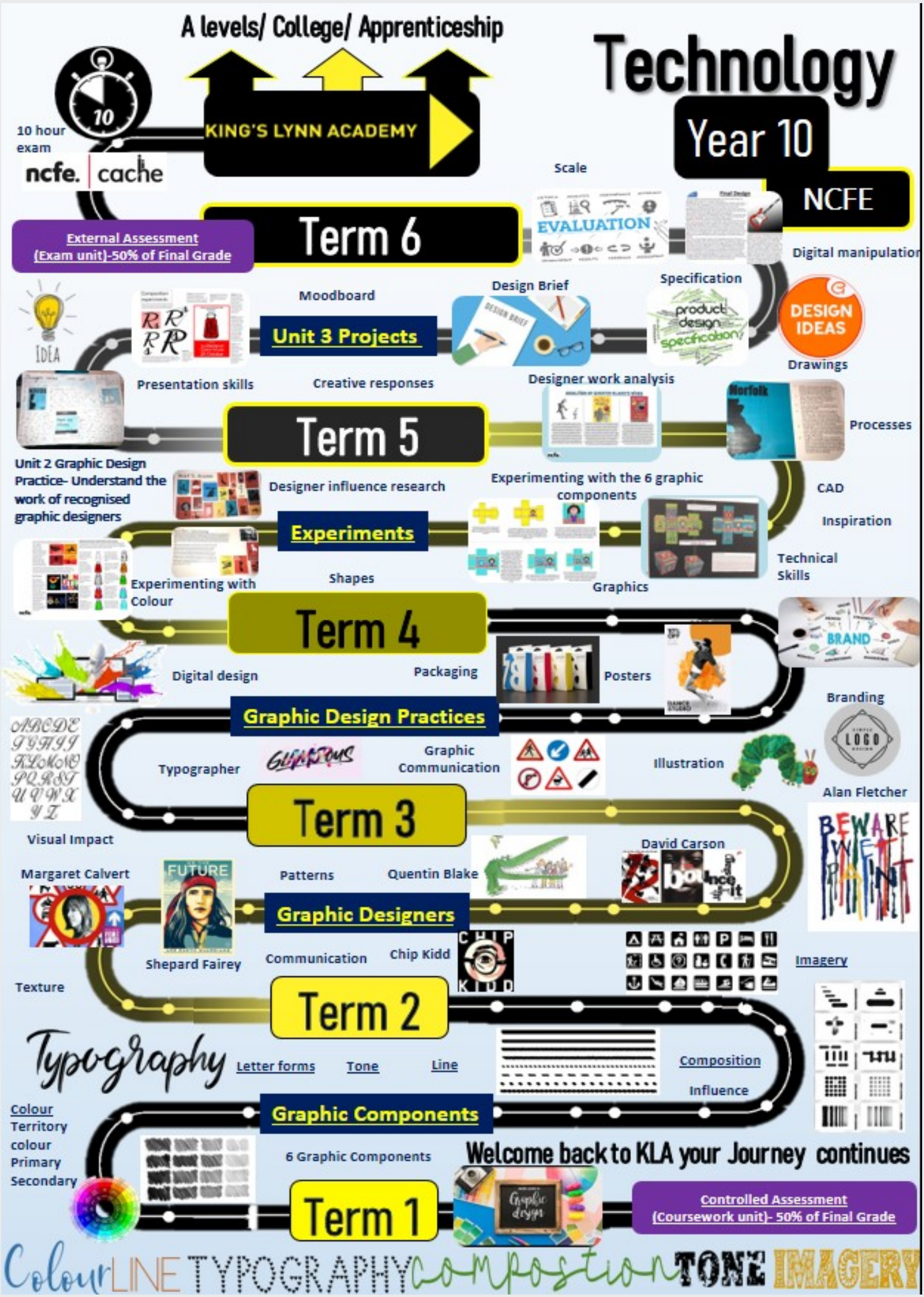
Sport Studies

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Performance in two selected activities			
2	Identify strengths and weaknesses of performance			
3	Methods to improve performance			
4	Measuring improvement in performance			
5	Organising and planning a sports activity session			
6	Leading a sports activity session			
7	Reviewing your own performance in planning and leading a			

High Flyers - Enrichment Task

Plan sporting activity session for a group of Year 6 students. Consider all the aspects of a safe and successful session.


A levels/ College/ Apprenticeship
KING'S LYNN ACADEMY
Technology
Year 10
NCFE
10 hour exam
ncfe. cache
External Assessment (Exam unit)-50% of Final Grade
Term 6
Scale
EVALUATION
Digital manipulation
Specification
Design Brief
Moodboard
Unit 3 Projects
DESIGN IDEAS
Drawings
Presentation skills
Creative responses
Designer work analysis
Term 5
Processes
Unit 2 Graphic Design Practice- Understand the work of recognised graphic designers
Designer influence research
Experimenting with the 6 graphic components
CAD
Inspiration
Experiments
Experimenting with Colour
Shapes
Graphics
Technical Skills
Term 4
Digital design
Packaging
Posters
Branding
Graphic Design Practices
Typographer
Graphic Communication
Illustration
Alan Fletcher
Term 3
Visual Impact
David Carson
Margaret Calvert
Patterns
Quentin Blake
Graphic Designers
Shepard Fairey
Communication
Chip Kidd
Imagery
Texture
Term 2
Typography
Letter forms
Tone
Line
Composition
Influence
Colour
Territory
colour
Primary
Secondary
Graphic Components
6 Graphic Components
Welcome back to KLA your Journey continues
Term 1
Controlled Assessment (Coursework unit)- 50% of Final Grade
Colour LINE TYPOGRAPHY composition TONE IMAGERY

Year 10/11

Graphics Revision Booklet

Exam Layout

- You will be given your brief at the start of the exam

Time allowed: 10 hours

Total marks: 90

- Complete the information required above.
- Read the tasks carefully.
- You **must** hand in all of your work to the Invigilator between each external assessment session.
- Make sure your work is labelled clearly with your name, Centre name and number and learner number, and written work is securely attached to this answer booklet.
- You might like to use the checklist at the end of this document to check all your work has been completed.
- All of the work you submit **must** be your own.
- You **must** attempt all tasks.
- The marks available for each task are shown in brackets.

Do not turn over your paper until the Invigilator tells you to.

MUST READ QUESTION CAREFULLY AND LOOK AT THE MARKS ALLOCATED

How marks could be broken down

- Initial ideas - link to the brief: **Task 1 (18 marks)**

  It's recommended that you spend around **2 hours on this task**.

- Experimentations – By hand and on computers: **Task 2 (27 marks)**

  It's recommended that you spend around **3 hours on this task**.

- Final Design – By hand or on computer: **Task 3 (36 marks)**

  It's recommended that you spend around **4 hours on this task**.

- Evaluation – link to key words / brief and client – on paper or digitally

  Task 4 (9 marks)

  It's recommended that you spend around **1 hour on this task**.

Examples of mark scheme

• Initial ideas linking to the brief

AO1	Identify graphic design possibilities					
Task 1 **18 marks** **20%**	**1-3**	**4-6**	**7-9**	**10-12**	**13-15**	**16-18**
• Identify what the client has asked you to do. • State which is your chosen option. • You should consider: - the final outcome - what the client wants you to communicate - the target audience for the graphic design. • Generate some first ideas.	Inconsistent link(s) between the requirements of the brief and first ideas. May be inaccurate and not meet all of the requirements.	Consistent link(s) between the requirements of the brief and basic first ideas. May be inaccurate and not meet all of the requirements.	Satisfactory link(s) between the requirements of the brief and first ideas. May be inaccurate and not meet all of the requirements.	Good links between the requirements of the brief and considered first ideas. Will be accurate and meet most of the requirements.	Very good links between the requirements of the brief and considered and effective first ideas. Will be accurate and relevant and meet most of the requirements.	Excellent links between the requirements of the brief and effective and insightful first ideas. Will be accurate and relevant and meet all of the requirements.

• Experimentations

AO2	Explore ideas and experiment with graphic design components					
Task 2 **27 marks** **30%**	**1-5**	**6-10**	**11-15**	**16-20**	**21-25**	**26-27**
Explore and experiment with graphic design components to refine your ideas. As your ideas develop, you need to consider: • how the graphic design components will work with your chosen option • how you will make sure that your graphic design will communicate the values of your client (**young, fun, yum!**). Graphic design components: • colour • tone • line • composition • typography • use of imagery.	Inconsistent exploration and experimentation with **some** graphic design components, which lacks direction and consistent connections to the requirements of the brief. Ideas can lack direction and clarity.	Consistent exploration and experimentation with **some** graphic design components, which lacks direction and limited connections to the requirements of the brief. Ideas show some evidence of development and refinement.	Satisfactory exploration and experimentation with **some** graphic design components evident, which shows process and development with some connections to meet the requirements of the brief. Ideas show evidence of satisfactory development and refinement.	Good exploration and experimentation with **all** 6 graphic design components, which shows skill, direction and connection to the requirements of the brief. Ideas show evidence of good development and refinement.	Very good exploration and experimentation with **all** 6 graphic design components, which shows skill, direction with relevant connection to the requirements of the brief. Ideas show evidence of very good development and refinement.	Excellent exploration and experimentation with **all** 6 graphic design components, which consistently reference the requirements of the brief. Ideas show evidence of excellent development and refinement.

• Final Design

AO3	Produce a completed graphic design(s)					
Task 3 **36 marks** **40%**	**1-6**	**7-12**	**13-18**	**19-24**	**25-30**	**31-36**
You must now produce a completed graphic design which meets your client's brief. **Technical skills** Use of materials and application of processes, including: • physical - proficient control of investigation and command of materials/processes • digital - proficient control of digital manipulation and command of digital tools.	Completed design shows little understanding of the requirements of the brief. Basic use of graphic components but minimal skill evident.	Completed design shows consistent but limited understanding of the requirements of the brief. Some use of graphic components but limited skill evident.	Completed design shows a satisfactory understanding of the requirements of the brief. Satisfactory use of graphic components some skills evident.	Completed design shows good evidence of meeting the requirements of the brief. Good use of graphic components and good level of skill evident.	Completed design shows very good evidence of meeting the requirements of the brief. Very good use of graphic components and very good level of skill evident.	Completed design shows excellent evidence of meeting the requirements of the brief. Graphic design components are combined exceptionally well to create a design which is successful in all aspects. Excellent level of skill evident.

• Evaluation

AO4	Evaluate graphic design decisions					
Task 4 9 marks 10%	1	2	3	4-5	6-7	8-9
Your manager wants you to provide an explanation of your choices for the client. Produce a review of your graphic design work. In your review, you need to consider: • your choice of graphic design components • how you used graphic design components • any changes that you made from your first ideas, and your reasons for these changes • how well your graphic design meets the requirements of the brief • how your graphic design communicates the values of your client (young, fun yum!).	General conclusions about the use of graphic design components. Response to the challenges presented by the brief is not consistently identified.	Some simple conclusions about the use of graphic design components. Response to the challenges presented by the brief is consistently identified.	Some simple conclusions about the appropriate use of graphic design components. Satisfactory recognition of the link between the challenges presented by the brief and how they were resolved in the final design.	Detailed conclusions about the appropriate use of graphic design components. This may not be consistently linked to the work produced. Good description of processes used to resolve challenges presented by the brief in the final design.	Very good conclusions about the appropriate use of graphic design components. Justifications for selections are linked to the work produced. Very good description of processes used to resolve challenges presented by the brief in the final design.	Excellent conclusions about the final design including technical skills, appropriate graphic design components and justifications of selections clearly linked to the chosen design option. Excellent description of processes used to resolve challenges presented by the brief in the final design.

Key words (Graphic Design Components)– Must be used in all your Analysis

Colour	Is caused by light. When light shines on an object some colours bounce of the object and others are absorbed by it. Our eyes only see the colours which are bounced off or reflected.
Tone	Refers to the lightness and darkness of a colour. There are shadows, highlights and a range of tones in between
Line	Is used to add style, enhance, create forms and divide space. It may be curved, dotted, zig zag or straight.
Composition	Is the arrangement, position, size and rotation of different elements of a design.
Typography	Is the lettering on the design.
Imagery	Imagery can take many forms including simplified and stylised imagery and photographs.

What can I write about.....

Explain even more than is suggested if you think you can!

Colour ?

- How would you describe the colours.....primary, secondary, complementary colours, analogous colours, cool colours, warm colours?
- Talk about colour meanings.....why have certain colours been used, what message or feeling is being portrayed.
- Is there a link between the images chosen and the colours used?
- Would you change certain colours in certain positions and why.

Describe and explain everything in lots of specific detail!

What can I write about.....

Explain even more than is suggested if you think you can!

Line?

- How would you describe the line work in the design?.....
  Are the thicknesses of the lines all the same?
  Does the thickness of the line vary, if so where and why?
  Are there specific parts of the design that use different line thickness?
  What is the colour of the line work and why do you think this is?
- Are the lines straight, curved, dashed, dotted or any other?
- Are the lines used to create imaginative images or characters?
- Are the lines vertical, horizontal, used to divide a page, used to create geometric shapes?

Describe and explain everything in lots of specific detail!

What can I write about.....

Explain even more than is suggested if you think you can!

Tone?

- What is tone?
- Is tone used in the design and if so how?
- Is it used to give certain objects added depth and a more 3D appearance?
- Are there specific features or parts of the design which show tone and why do you think this is so?
- Is there any use of monotone?
- Is the tone in the form of horizontal or vertical gradient line, is it radial or angled ?
- Are there any shadows or reflection?

What can I write about.....

Explain even more than is suggested if you think you can!

Composition?

- How would you describe the composition and layout of the design?
- Is there a focal point?
- Are there numerous different images or is there duplication?
- Have some of the features been rotated, if so how?
- Have the sizes of some of the features been adjusted, if so how?
- Have leading lines been used?
- Has the 6 box grid technique been used where certain features are either positioned on the dividing lines or the line intersections?
- How much empty background space is there? What is your opinion on this?

What can I write about.....

Explain even more than is suggested if you think you can!

Imagery?

- How would you describe the imagery in the design?.....
  Is it in the form of photographs, simplified imagery, stylised imagery, silhouettes, clip art, realistic detail?
- Does the style of the imagery reflect the target audience of the design? If so how?
- Is the imagery in full colour, muted colours or greyscale?
- Is the imagery in full focus?

What can I write about.....

Explain even more than is suggested if you think you can!

Typography?

- How would you describe the typography in this design.....
  Is it Sans Serif, Serif, Script, Decorative/freehand?
  Can you identify the specific font style?
  What impression does the font style give to others?
  Are the letters upper case, lower case or a combination of both?....if so explain how they have combined the two.
  What is the colour of the typography? Does it vary?
  Is there single or double line spacing?
  Has kerning been applied?
  Does the height or width of the letters or words vary at all or is it consistent?
  Is the text horizontal or vertical?

SERF

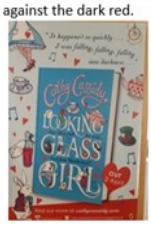
San serf

Highlight the key words (design Components) in a different colour to show the examiner you are including them

The colour used in the piece is mostly blue and red, I like that there is only two colours that have been used the most in the poster as the piece doesn't look two busy. The bright colours give the piece a happy mood.

The composition in the piece is quite simple with the book in the middle of the poster and drawings from the book around it. I like this because it makes the book the main focus of the poster as it is in the middle.

The typography used in the poster is quite simple , but I feel that it still stands out because the typography at the top of the poster is darker than the rest of the background of the poster. The typography at the bottom of the poster is a very simple font but it stands out as there is a red banner behind it and the main font is white so it stands out against the dark red.



The imagery used in the poster is a picture of the book and some sketches that are included in the book. The layout of the sketches that are in the book is quite simple they are just placed randomly around the main image of the book in the middle. Although the sketches are placed randomly on the poster, it still looks neat as it highlights the main book.

Line is used in this poster to line up the typography of the book and the typography at the top of the poster. the line used in the pictures as an outline of dark colour to define the pictures.

The tone used in the poster is in the choices of colours next to each other. The dark blue book is placed in front of a very light blue so there is a contrast with the colours, so the book stands out.

Evaluation

First I inserted an image of the animal of my choice. I used a simple photograph in high quality so it isn't blurry and I did it as a close up of its face and more towards the right hand side so I could fit writing in on the left hand side/bottom as I don't want to cover the face, the colours in the image are quite muted I haven't chose an image with a wide range of colours, I was going for a very realistic photo and I feel this photo, and the gorilla in it, look quite sad so it could make readers feel sympathetic as it is a critically endangered species. Because this image is very realistic and its not very bright/colourful it targets an older audience rather than young children. I used the text tool for the writing. For the majority of the typography I used the font Patrick Hand SC to make it look more fun/handwritten which makes it look personal as if the magazine was for the reader. I made the title in the font Nixie One to make it look more smart/casual and attract older people. I used white for the typography, because black was too dark and I didn't use bright colours as they didn't go with the photo, I felt white looked the best. For composition I used the gorillas face as the focal point and then place all the writing around the edges. Tone is the lights and darks of an image, and I think tone has been used on the image of the gorilla to make it look realistic/3D. I feel I haven't used many things linking with line, I have used line to separate and layout the typography.

LO2: Annotation

You MUST

Take frequent screen shots and photos of your work to prove you did it

- **What colours have you used and why?** What do they mean? Where do they link to? Moodboard?
  - **Same for Typography, Imagery, Shape, Line**
- **If it is experimentation then how will you use it in a design.**
- **What does the design look like? (natural, party, jazzy, silly, serious) and why have you done this?**
- **Does the design meet your brief and if so how?**
- **What will you do to develop your design to make it meet the brief even better?**

Select one of the Graphic design line pictures.
Describe and **explain** the use of **line** in your chosen picture.

Describe and **explain** the **typography** in this piece of Graphic Design.

Describe and **evaluate** both the colours, composition and imagery chosen for this Graphic Design.

Typography

dp — Serif — Double line spacing

dp — Sans Serif — Single line spacing

Whitburn — Script — DEEP PURPLE - THE WHO - BLACK SABBATH - THE ROLLING STONES - ACDC
AEROSMITH - UFO - DEADRINGER - RAINBOW - BAD COMPANY - THIN LIZZY

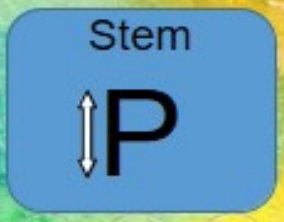
Decorative/Free hand

Video

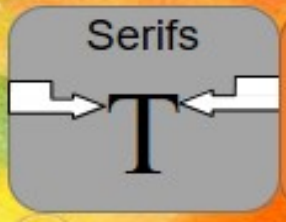
Deep Purple (KERNING APPLIED)
Deep Purple (KERNING NOT APPLIED)

Bar

Stem



Serifs



Curve

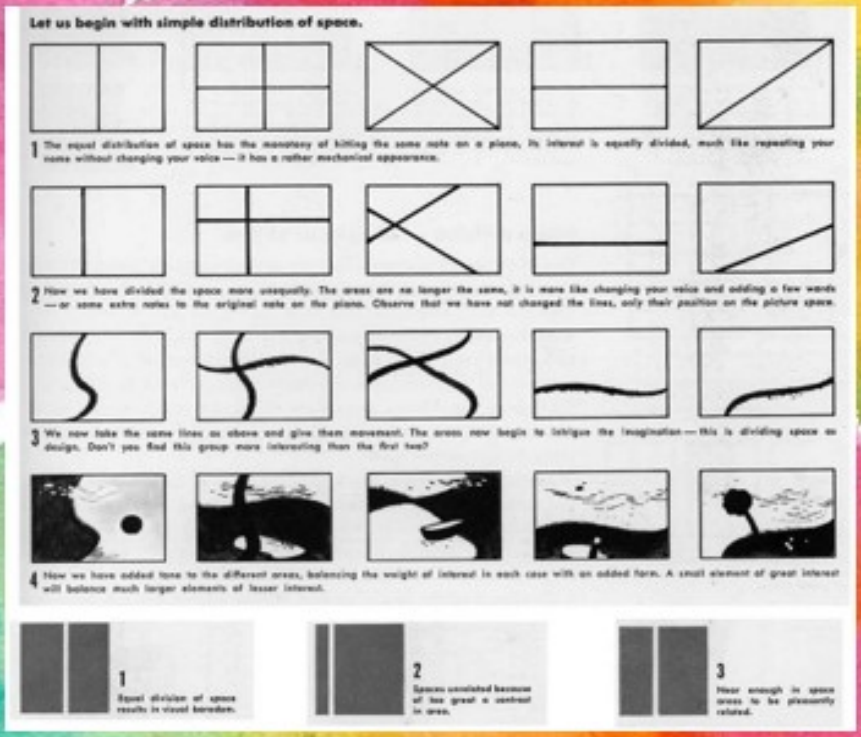
Continuous Curve

Be creative in your use of Typography

- Using different styles of writing, create fonts for the following words:
- WATER
- FIRE
- STAR

- Be creative

Using Lines and Composition



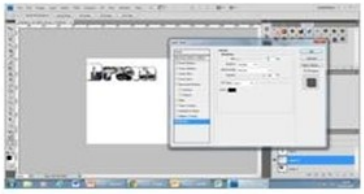
- Look at the 4 steps going down and create your own

Step by Step Evidence

Text Tool – I used the text tool to write the word drum and selected curved informal font which is represented on my moodboard for Reggae Music

Selection Tool – I used the magic wand to select all of my text. I picked the magic wand as the text is only one colour.

Selection Tool/Layers – I used the selected area in the shape of the letters to select an area the same shape from the drum kit image. I could have made this part of the layer



Blending Options – I used blending options to give the text a drop shadow and a stroke around the outside. Without the stroke the image struggled to give the required contrast as the image had some white areas.

Distinction: Describes the processes involved and identifies what went well/not so well and any opportunities for development	Learners can describe the processes used to create their work, the purpose and impact and their effective use of resources. The learners describe how they approached and resolved the challenges presented by the brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed. The learner describes opportunities for development or improvement of their graphic design.

THE LEVEL OF EVIDENCE YOU NEED IS REALLY HIGH

Annotation Example

Distinction: Describes the processes involved and identifies what went well/not so well and any opportunities for development	Learners can describe the processes used to create their work, the purpose and impact and their effective use of resources. The learners describe how they approached and resolved the challenges presented by the brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed. The learner describes opportunities for development or improvement of their graphic design.

Typography – I have used a modern and bold font to fit with the bold style of reggae music and the wide bold fonts on the moodboard. The modern style also fits with the electronic aspect of dub step music. The font could be more rounded to represent the more natural feel of reggae in places which would help the design fit the brief more closely.

Colour – I have used black in the background as Dub Step is often related with dark nightclubs. The colour black also featured heavily on the reggae moodboard.

Layout – I have put the name in the centre of the CD cover as this was most commonly done in the existing products research. I have also misaligned the title to give the piece an informal feel which links with the both the Reggae and trhe Dub Step feel.

Jam Step is the biggest text on the front as this should be read first and is most important. 'Reggae and Bass' is more of a description and is therefore smaller. This was done in the existing products research and is therefore a convention in CD cases and should feature on mine.

Line – I have used a natural line which is neon green in colour as I feel this links with some of the images on my Dub Step moodboard. It links to laser lights and the natural movement of people dancing in a club. I possibly could have used colours more associated with Reggae as well as this seems to linked to Dub Step.

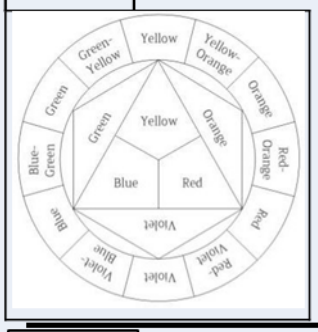
Shape – The shapes are very organic which link very well to the Reggae aspect of the brief. There are many curves and non geometric shapes are made between the curves. While Dub Step is an electronic music type, the bass is flowing and oscillates up and down which could be reflected by these shapes. To develop this I could possibly include some geometric aspects to the piece. However the double helix shape from the bazooka does fit the geometric bill a little and links to some of the shapes in my experimentation for Dub Step.

Imagery – I have used stereotypical reggae imagery of a man with dreadlocks. This featured heavily in my moodboard, experimentation and existing product research. I feel I could have used a female image to try and break the all male trend however. The pony and bazooka is related to Dub Step as it is a mystical animal shooting what looks like sound waves very loudly out of the cannon. The colours are closely associated with my experimentation boards and the speaker style cannon relates nicely to the bass-heavy music.

LINK EVERYTHING TO THE BRIEF

Colour Theory

Colour Wheel



Use the pencils to colour the wheel with the correct colours

Tone

Fill boxes with a tonal colour scheme. One colour, different tones.

Complementary Colours

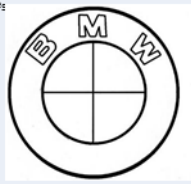
Fill adjacent (next to each other) boxes with the three pairs of complementary colours

The Meaning of Colour

- **Red** – Energetic, fun, passionate, love
- **Orange** – Sunny, happy, creative, energetic
- **Yellow** – Happy, youthful, cheerful
- **Green** – Eco friendly, natural, calming, money
- **Blue** – trustworthy, reliable, calm, secure, water, cold
- **Purple** – royal, luxurious, cool, wise, stylish
- **Pink** – feminine, soft, energetic
- **Brown** – rustic, earthy, balanced, warm
- **Black** – elegant, powerful, classy, formal, scary, death
- **White** – pure, innocent, faithful
- **Grey/Silver** – balanced, neutral, calm
- **Gold** – money, royal, luxury, extravagant

Make the beats logo look natural and happy. Rather than fun and exciting like it normally does

Make the Chupa Chups logo look elegant and luxurious, rather than fun, happy and youthful



Make the BMW logo look soft, fun and youthful. Not trusted, reliable and elegant as it normally does

Success Criteria:
Careful consistent colouring
Use the colour explanations to correctly colour your words
Use images which are associated with your brand feel

Line

Line is the most basic and most commonly used element in graphic design

It can be used to…

- Create expression or emphasis in a graphic design
- To separate, order, define, border space

Lines can be: broken, made of objects, made of words or any other image. Draw two of your most creative lines below to join the A and B points

• A • B

• A • B

Use line to border this logo in an imaginative way. Then use line to draw attention and give emphasis to the work Ralph.

RALPH LAUREN

Use lines to write your initials like the IBM Logo

IBM

Write the words 'Catch it, Bin it, Kill it' and use line to separate, and border the space

Shape

Shapes come in different styles. In Graphic design there are two main styles. Draw some of the shapes below.

Geometric	Organic
△	
Meaning: Solid, strong and rigid	Meaning: Soft, natural, relaxed and calming

Design a logo for an outdoor restaurant called Al Fresco, use the correct style of shape

Design a logo for a company which makes parts for cars called GEARS LTD

What do you think our logo says about the company?

Select one of the Graphic design line pictures.
Describe and **explain** the use of **line** in your chosen picture.

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Describe and **explain** the **typography** in this piece of Graphic Design.

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Describe and **evaluate** both the colours, composition and imagery chosen for this Graphic Design.

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Typography

dp — Serif

Double line spacing

dp — Sans Serif

Single line spacing

Whitburn — Script

DEEP PURPLE - THE WHO - BLACK SABBATH - THE ROLLING STONES - ACDC
AEROSMITH - UFO - DEADRINGER - RAINBOW - BAD COMPANY - THIN LIZZY

Tune — Decorative/Free hand

Video

Deep Purple (KERNING APPLIED)
Deep Purple (KERNING NOT APPLIED)

Bar — H

Stem — P

Serifs — T

Curve — G

Continuous Curve — O

Be creative in your use of Typography

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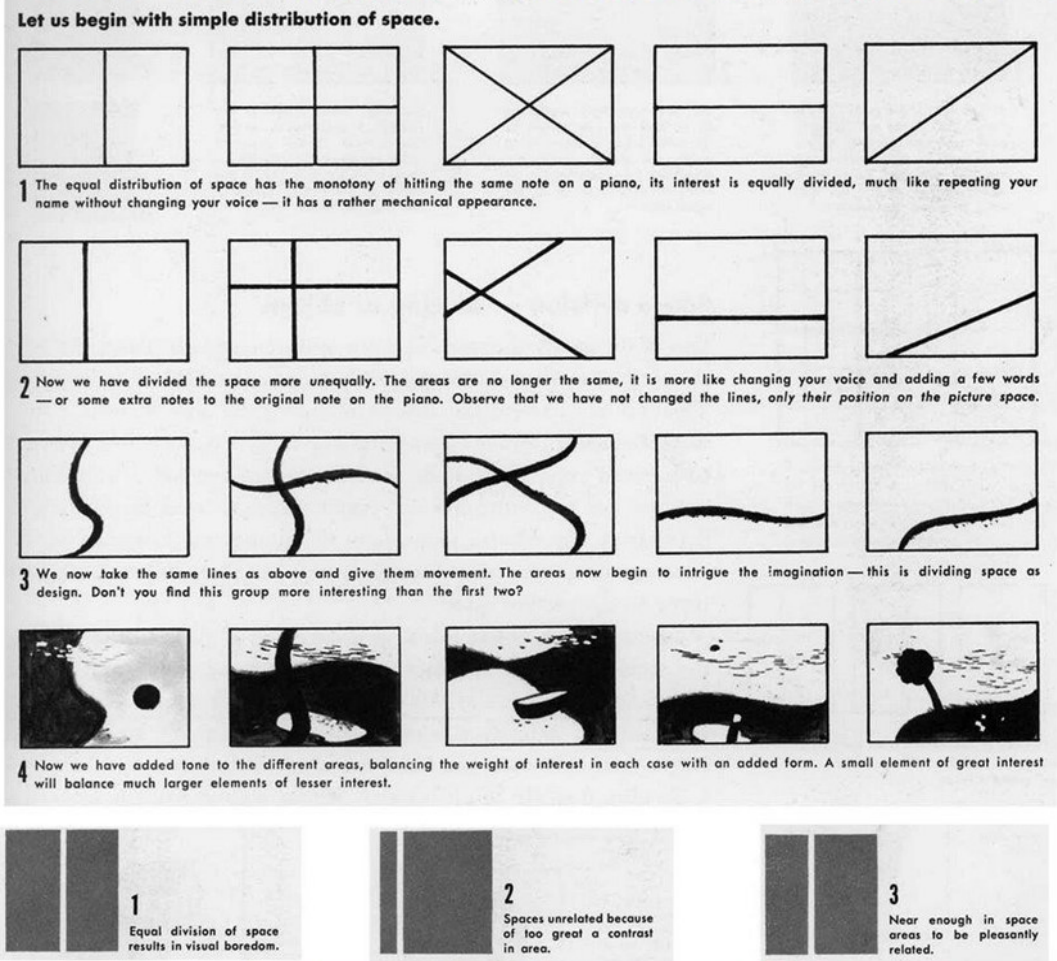
- Be creative

Using Lines and Composition



- Look at the 4 steps going down and create your own

Collage

Useful videos

- LINE - https://www.youtube.com/watch?v=BDePyEFT1gQ
- COLOUR - https://www.youtube.com/watch?v=wWW_UbrkBEw
- TYPOGRAPHY - https://www.youtube.com/watch?v=sByzHoiYFX0
- TONE - https://www.youtube.com/watch?v=AAwYHNo31ZQ
- IMAGERY - https://www.youtube.com/watch?v=MELKuexR3sQ
- COMPOSITION - https://www.youtube.com/watch?v=a5KYlHNKQB8

Notes

Year 10

Design and Technology
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
Select an existing graphic design and explain how the graphic components have been used.

+
Explain the target audience for three chosen graphic designs.

*
Explain the purpose and impact of three graphic designs of your choice.

Year 10

NCFE Graphic Design
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	To show understanding of the 6 Graphic Components			
2	Colour			
3	Line			
4	Tone			
5	Imagery			
6	Composition			
7	Typography			
8	To experiment with each of 6 Graphic Components			

High Flyers - Enrichment Task

Investigate the brand, design + marketing consultancy Big Fish. Read through their portfolio of products to understand how and why they redesign and rebrand products.

Learners must :

Level 1 & 2 Hospitality & Catering

Complete one piece of coursework worth 60% of the final grade
Complete a written exam worth 40% of the final grade

Job Roles

Types of service

Reviews & ratings

Nutrition

Food Spoilage

Diets

Techniques

Equipment

Laws & Legislations

Key Words

- Boiling
- Steaming
- Grilling
- Baking
- Stir-fry
- Roasting
- Poaching
- Nutrients
- Vitamins
- Carbohydrates
- Fibre NSP
- Fat
- Protein
- Food Safety Act
- Packaging
- Labeling
- Allergies
- Intollerances
- Bacteria
- Spoilage
- Profit
- Front of house
- Kitchen Brigade
- Environmental Health Officer

Learners must :

Level 1 & 2 Hospitality & Catering

Complete one piece of coursework worth 60% of the final grade
The coursework is broken down into sections and culminates in a 2 course meal

LO1 – understand the importance of nutrition when planning menus

AC1.1 – Describe functions of nutrients in the human body

AC1.2 - Compare nutritional needs of specific groups

AC1.3 – explain characteristics of unsatisfactory nutritional intake

AC1.4 – Explain how cooking methods impact on nutritional values
Boiling, steaming, baking, grilling, stir fry, roasting, poaching.

LO2 – Understand menu planning

AC2.1 – Explain factors to consider when proposing dishes for menus

AC2.2 – Explain how dishes on a menu address environmental issues

AC2.3 – Explain how menu dishes meet customer needs

AC2.4 – Plan production of dishes for a menu

Year 10

Food Tech

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
What does hospitality mean?
What colour chopping boards do we use?
What does catering mean?

+
What does front/back of house mean?
How many AA stars can a hotel achieve?
What does commercial and non-commercial mean?

*
How can we reduce food waste?
Explain the role of an environmental health officer
What is the function of food packaging?

Year 10

Hospitality and Catering
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Different types of Hospitality and Catering establishments			
2	Job roles and the kitchen brigade hierarchy			
3	Hotel job roles			
4	Presentation skills in food			
5	Using a range of ingredients and equipment to successfully make well executed dishes			

High Flyers - Enrichment Task

Students will apply their knowledge and complete a range of exam questions from past papers

Year 11 Art Here we come!
Art
Y10
KING'S LYNN ACADEMY
ESA theme!
Final Piece + Evaluation
Mini Version
Practice + Ideas for Final Piece
Colour Mixing
Beginning and End
Critical Analysis/ Extra Artist
More Primary Research
Oil Pastel
Poly-Printing
Presentation
Blending Tone Scraffito
Details
Watercolour
Details
Tonal Drawing
Beginning and End
Mind Map
Artist Research
Artist Copy
Primary Research
Presentation
GCSE Beginning and End topic
Exam and evaluation
Mini version
Beginning and End
Acrylic techniques and painting
Mono-print
Photo shoot
Ideas + practice for final piece
Presentation
Evaluation
Colour Theory
Colour Theory Blending
Detailed
Mark making
Identity
Tonal Drawing Detail
Evaluation
Primary Research
Techniques
Evaluation
Critical Analysis
Presentation
Shading Pencils
Grid Method
Artist Copy
Artist Research
Identity
Welcome to GCSE Art
Assessment objectives
Mind Map
Photo inspiration page
Presentation
GCSE Identity topic
Identity
High Quality Artist Portfolio
Welcome to year 10 Your journey continues...
Identity/ Beginning and End
START

Year 10 (45 Lessons)

Theme - Beginning and End

Art

Learners must be able to:

- Develop ideas through investigations, demonstrating critical understanding
- Refine work by exploring ideas, selecting and experimenting with material and techniques
- Record ideas, observations and insights relevant to intentions
- Present a personal and meaningful response that realises intentions

Artists

Georgia O'Keefe
Margaret Keane
Juan Gatti
Amy Scholten
Chris Morgan
Leonardo Da Vinci
Trisha Thompson

Transferable Knowledge & Skills

Ideas and Artists in Response to the Theme

Introduction to your theme Fragments: Mind Map, Artist Research, Artwork in Response to an Artist, Tonal Drawings

IDEAS RESEARCH

Experimenting with A Range of Materials and Techniques

Experimenting: Watercolour, Mark Making (Biro, Fine Liner and Chalk and Charcoal). Use both wet and dry mediums to show a range of skills.

MATERIALS & TECHNIQUES

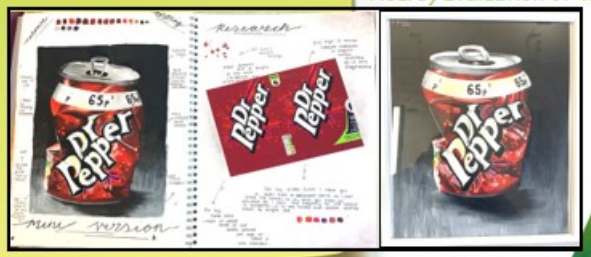
Photography and Personal Responses

Using Photography in the style of your artist to inspire your work and move it forward towards your Final Piece idea.

PHOTOSHOOT ANNOTATION

Planning and Presenting a High Quality Final Piece

Practice for Final Piece showing technique and refining of final ideas. Final Piece artwork (10 Hours) Evaluation of the Theme and Final Piece.



FINAL PIECE

Beginning and End

Start, finish, origin, rise, launch, dawn, birth, debut, spring, conclusion, source, introduction, completion, root, commence, onset, opening, termination, close, dusk, cease, extinction, stop, creation, extermination, ruins.

Key Vocab

Tier 3
Accurate Technique Analyse
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 Artist

Year 10 (50 Lessons)

Theme - Identity

Art

Learners must be able to:

- Develop ideas through investigations, demonstrating critical understanding
- Refine work by exploring ideas, selecting and experimenting with material and techniques
- Record ideas, observations and insights relevant to intentions
- Present a personal and meaningful response that realises intentions

Artists

Chuck Close
Guy Denning
Paul Wright
Mark Powell
Banksy
Andy Warhol
Marion Bolognesi...

Transferable Knowledge & Skills

Ideas and Artists in Response to the Theme

Introduction to your theme Fragments: Mind Map, Artist Research, Artwork in Response to an Artist, Tonal Drawings

IDEAS RESEARCH

Experimenting with A Range of Materials and Techniques

Experimenting: Watercolour, Mark Making (Biro, Fine Liner and Chalk and Charcoal). Use both wet and dry mediums to show a range of skills.

MATERIALS & TECHNIQUES

Photography and Personal Responses

Using Photography in the style of your artist to inspire your work and move it forward towards your Final Piece idea.

PHOTOSHOOT ANNOTATION

Planning and Presenting a High Quality Final Piece

Practice for Final Piece showing technique and refining of final ideas. Final Piece artwork (10 Hours) Evaluation of the Theme and Final Piece.

FINAL PIECE

10 HOURS

Key Vocab

Tier 3
Accurate Technique Analyse
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 Artist

Identity

Faces and Portraits:
Young and Old / Expressions
The Human Body:
Skeletons / Insides
Thoughts and Feelings:
Hidden Identity / Emotions

Notes

Year 10

ART

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Easy
When doing your tonal drawing, how do you create accurate proportions?
Name an artist which explores identity
What is primary research?

Medium
What is the difference between primary research and Secondary research?
Explain how your chosen artists link to the theme of identity
What are the formal elements of art and why do artists need to master them?

Hard
Write a critical analysis on one image from your chosen artist. In this you must explain and describe the Tone, Shape, colour and composition Do this task in your sketchbook after your artist research page or tonal page.
What are the 5 golden rules which need to be included in your ideas for final piece mind map? Why are they important?
Explain the message behind your own work, and how does this link to your artist and over all theme?

Year 10

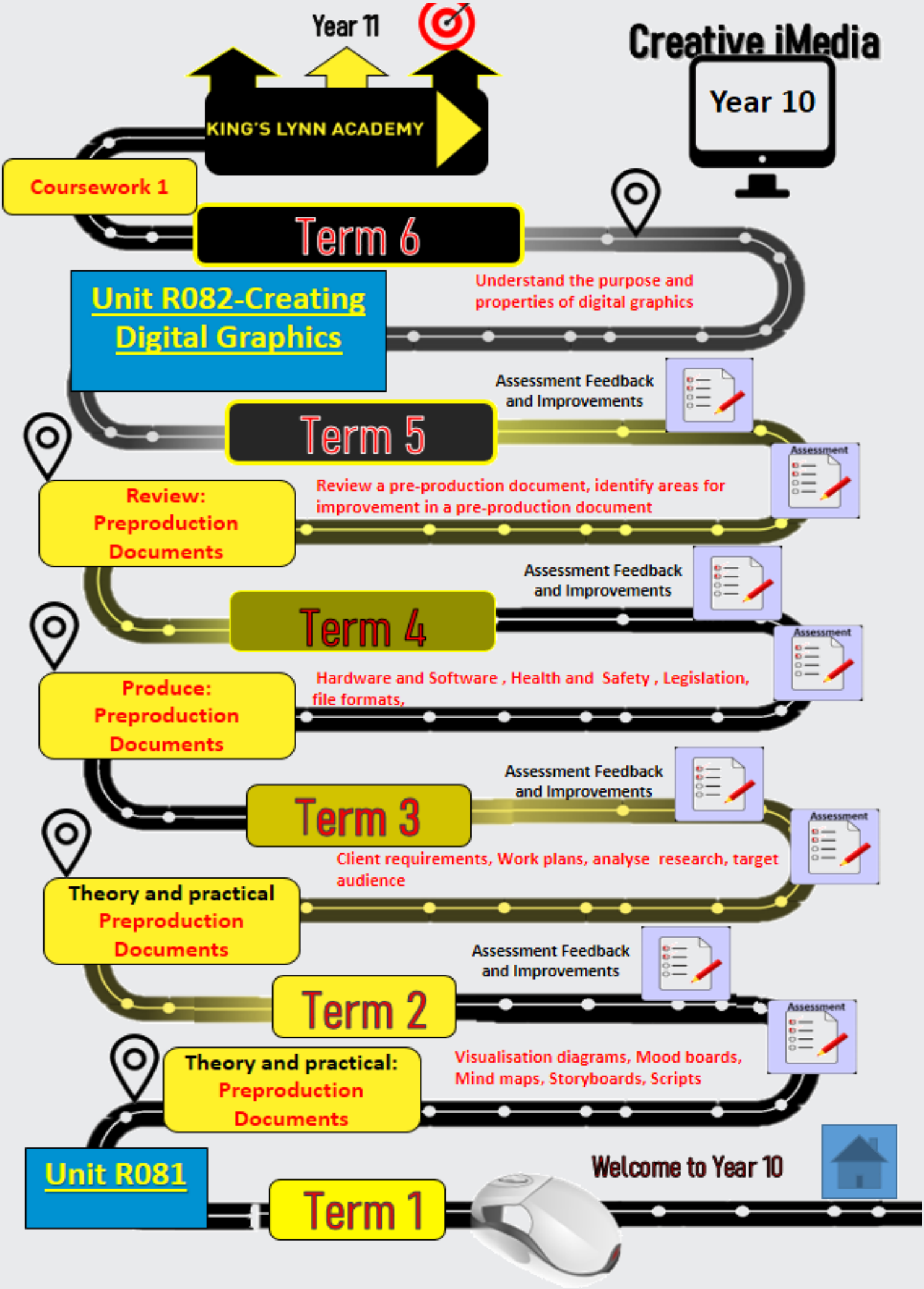
ART

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Ao1– Ability to research artists, develop ides and create contextual links			
2	Ao2—Ability to explore in different materials and mediums to refine ideas			
3	Ao3—Ability to research independently by using primary research and observational drawings to help establish and develop ideas.			
4	Ao4—Ability to produce a personal meaningful response and create a conclusion to investigation.			

High Flyers - Enrichment Task

Complete a bonus material from your page checklist


Year 11
Creative iMedia
Year 10
KING'S LYNN ACADEMY
Coursework 1
Term 6
Unit R082-Creating Digital Graphics
Understand the purpose and properties of digital graphics
Assessment Feedback and Improvements
Term 5
Assessment
Review: Preproduction Documents
Review a pre-production document, identify areas for improvement in a pre-production document
Assessment Feedback and Improvements
Term 4
Assessment
Produce: Preproduction Documents
Hardware and Software , Health and Safety , Legislation, file formats,
Assessment Feedback and Improvements
Term 3
Assessment
Client requirements, Work plans, analyse research, target audience
Theory and practical Preproduction Documents
Assessment Feedback and Improvements
Term 2
Assessment
Theory and practical: Preproduction Documents
Visualisation diagrams, Mood boards, Mind maps, Storyboards, Scripts
Unit R081
Term 1
Welcome to Year 10

Year 10

Creative iMedia

R081 – Compulsory Unit

Learning Outcome 1: Understand the purpose and content of pre-production

Students will learn skills such as how to:

- Explain the purpose and uses for the preproduction
- Explain the content of: mood boards, mind maps/spider diagrams, visualisation diagrams, storyboards and scripts

Learning Outcome 2: Be able to plan pre-production

- Interpret client requirements for pre-production
- identify timescales for production based on target audience and end user requirements
- how to conduct and analyse research for a creative digital media product
- produce a work plan and production schedule

Learning Outcome 3: Be able to produce pre-production documents

Students must be able to:

- Create a: o mood board o mind map/spider diagram o visualisation diagram or sketch o storyboard
- Analyse a script (e.g. scenes/locations, characters, resources and equipment needed). Explain the properties and limitations of file formats for still images • the properties and limitations of file formats for audio • the properties and limitations of file formats for moving images, i.e.: o video o animation • suitable naming conventions (e.g. version control, organisational requirements

Learning Outcome 4: Be able to review a digital graphic

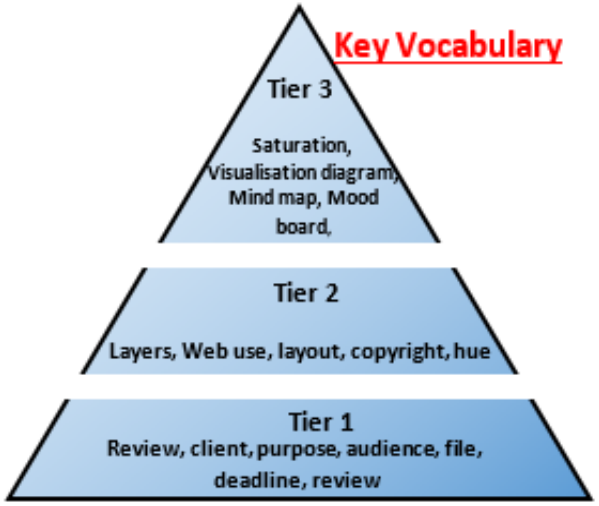
• Review a digital graphic against a specific brief • identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating, brightness, contrast, levels, colour adjustment).

R082 – Creating Digital Graphics (Compulsory Unit)

Students must be able to:

- Understand the purpose and properties of digital graphics
- Be able to plan the creation of a digital graphic
- Be able to create a digital graphic

Key Vocabulary



Book suggestion

Year 10
Creative iMedia
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Explain the purpose and uses for the preproduction			
2	Explain the content of: mood boards, mind maps/spider diagrams, visualization diagrams, storyboards and scripts			
3	Interpret client requirements for pre-production			
4	how to conduct and analyze research for a creative digital media product			
5	produce a work plan and production schedule			
6	Create a: ○ mood board ○ mind map/spider diagram ○ visualization diagram or sketch ○ storyboard			
7	Analyze a script (e.g. scenes/locations, characters, resources and equipment needed).			
8	Review a digital graphic against a specific brief			
9	identify areas in a digital graphic for improvement and further development			
10	Understand the purpose and properties of digital graphics			
11	Be able to plan and create a digital graphic			

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

Complete at least 10 tasks on SamLearning per week

Use coursework checklist and work ahead ensuring all coursework tasks are completed.

Answer at least 2 different Past Paper questions per week and add improvements

Notes

PD

Year 10

KING'S LYNN ACADEMY

Half Term 6

First Aid

Post 16 Options

Careers Fair

Drug Classes

What is Exploitation?

Exploitation Project

Half Term 5

Drugs

UDHR & Religion

What are Human Rights?

Death Penalty Case Study

Religion & Death Penalty

Can people be forgiven?

Religion & forgiveness

Prejudice & Discrimination

Half Term 4

Death Penalty

Prison & Community Service

Court Trial

Different Crimes

Reasons for Crime

Civil & Criminal Law

Laws

Legal System

Half Term 3

What is Crime & Punishment?

Career Sectors Project

Relationships before & outside of Marriage

Different families

Is it right to be brought up religious?

Half Term 2

Sexual Health

Safe Sex

Different Relationships & Intimacy

Religious Views on Sexuality

What is Sexuality & Gender

Gender & Sexuality in 21st Century

Gender Equality

Half Term 1

Mental Health

Emotional Wellbeing

New Challenges

Welcome to your Personal Development Journey

Year 10 PD
Knowledge Organiser - Autumn

Relationships & Families

Things you need to be able to do:
- To understand the differences between sexuality and gender
- To recognise different religions have different beliefs about relationships
- Different religious views on Contraception
- To understand the significance of the roles of men and women have in religion

Key Questions:
What is sexuality?
Why do religions have different views towards gender and sexuality?
Why don't some religions agree with contraception?
What are the roles of men and women in religion?

Tier 2 Vocabulary
Sexuality – A persons sexual preference or orientation. Who they are attracted to
Gender – This can be your sex and your identity. These can vary.
Marriage – the legal and formal union of two people
Contraception – a range of methods used to prevent pregnancy

Mental Health & Relationships & Families

Things you need to be able to do:
- Recognise mental health illnesses
- Promote emotional wellbeing
- Understanding the significance of sleep
- Understand the difference between sexuality & Gender
- Understand sexuality & Gender in the 21st Century
- Understand safer sex
- Knowing what Contraception is
- Knowing key STI's & STD's

Key Questions
- What is mental health?
- What can we do to promote good mental health?
- What is Gender?
- What is sexuality?
- What is Contraception?
- What are STI's & STD's

Tier 2 Vocab
Contraception – a range of methods used to prevent pregnancy
Sexuality – A persons sexual preference or orientation. Who they are attracted to
Gender – This can be your sex and your identity. These can vary.

Year 10

Personal Development

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
1. Name two religious views on Sexuality 2. Name two religious views on Gender
3. Give two ways of looking after your mental health 4. Name two things can impact your sleep

+
1. Explain the significance of the role of women in religion 2. Explain a religious view on sex outside of marriage
3. Explain what Gender is 4. Explain two views towards Gender and Sexuality that have changed in the 21st Century

★
1. Explain the impact of being brought up religious 2. Explain different women in the church
3. Explain why contraception is important 4. Explain the impact of not looking after your mental health

Year 10

Personal Development
Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Taking care of your mental wellbeing			
2	The importance of sleep			
	Gender & Sexuality			
3	Religious views on gender and sexuality			
4	Types of relationships			
5	Religion and marriage			
6	Importance of sexual health			
7	Contraception, including types and how to access them			
8	Religious views on contraception			
9	Sexual Health			
10	Understanding different families			
11	Religious upbringing			

High Flyers - Enrichment Task

Speak to 2 different people (one married and one not) on their views of marriage. It could include the following:

Is marriage important?

Who should be able to get married?

To what extent is marriage a religious institution?

Write a paragraph explaining who you agree with most and why.

GCSE RE

Year 10

KING'S LYNN ACADEMY

Half Term 6 Relationship & Families

Men & Women in Religion

Roles of Men & Women

Cohabitation, Celibacy & Abstinence

Contraception

Pre-marriage relationships

Marriage

Divorce & Annulment

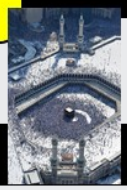
Families in the 21st Century

Half Term 5 Relationship & Families

Sexuality & Gender

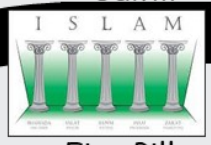
Festivals

Jihad



Hajj

Sawm



Zakah

Five Pillars

Half Term 4 Islam Practices

Holy Books

Prophets

Prophethood

Life after death

Angels

Sunni & Shi'a

Nature of God

Predestination

Oneness of God

Half Term 3 Islam Beliefs

Worldwide Church & Church growth

Persecution & Poverty

Festivals

Sacraments

Role of the Church

Pilgrimage

Prayer

Worship

Half Term 2 Christian Practices

Sin & Salvation

Heaven & Hell

Resurrection & Ascension

Incarnation & Jesus

Crucifixion

Creation

Half Term 1 Christian Beliefs

The Trinity

Nature of God

Introduction to GCSE RE

Welcome to your GCSE RE Journey

Year 10 GCSE RE - Autumn

Christian Beliefs & Teachings

Things you need to be able to do:

To know key Christian beliefs about God and his attributes
To explain the importance and significance of Jesus
To understand life after death, afterlife, judgement and Heaven & Hell
Explain the significance of Sin & Salvation

Key Thoughts

What are the key beliefs about the attributes of God?
What are the origins of Christianity?
What does the trinity tell us about God?
What is the significance of Jesus in Islam?
Why is the crucifixion important in Christianity?
What is the significance of Christ's role in salvation?

Christian Practices

Things you need to be able to do:

To know they worship
Understand Prayer & Sacraments
To explain the importance of Baptism & Holy Communion
The importance of pilgrimage to Christians
Understanding how festivals are celebrated
Understanding the role of the church in local communities
Explain what mission and evangelism is
The significance of church growth
The importance of the world wide church
Understanding Christian persecution and poverty

Key Thoughts

Why do Christians worship and pray in different ways?
What is the significance of Baptism & Holy Communion?
What are the different places of pilgrimage?
How does the Church help the local community?
How does the church continue to grow and develop?

Tier 2

Holy – Separate and set apart for a special purpose by God
Eternal – Never ending
Just – Fair and right
Trinity – the belief that there are three persons in the one God
Creation – The act in which the universe was created
Resurrection – Rising from the dead
Crucifixion – Method of putting people to death (Jesus)
Heaven – A state of eternal happiness in the presence of God
Hell – Place of eternal suffering and a state of being without God

Tier 3

Omnipotent – All Powerful
Omnipresent – All present
Omnibenevolent – All loving
Omniscient – All knowing
Incarnation – Becoming flesh, taking human form
Ascension – 40 Days after Jesus' resurrection, Jesus went up to Heaven to be with God, the Father
Purgatory – Intermediate state where souls are cleansed to enter Heaven
Original Sin – Everyone built with the urge to do bad things and disobey God
Salvation – Saving the soul from Sin

Year 10
GCSE RE

Below are a series of questions.

Use these to apply your knowledge and practice.

Beliefs

2 Mark Questions:

1.Give two characteristics of God.

2.Name two persons of the Trinity.

3.Give two reasons why Jesus had to die.

4.Name two types of salvation.

5.State two things that Christians believe about judgement.

6.Give two beliefs about the afterlife.

7.Name two interpretations of the creation story.

8.Give two ways in which Christians believe God show his benevolence.

4 Mark Questions

1. Explain two ways in which belief in resurrection influences Christians today.

2.Explain two ways in which belief in the Trinity influences Christians today.

3.Explain two ways in which belief that God is omnipotent influences Christians today.

4.Explain two ways in which belief about sin might influence Christians today.

5.Explain two ways in which beliefs about the creation of the world might influence Christians today.

6.Explain two ways in which belief in Jesus' crucifixion influences Christians today.

5 Mark Questions—Refer to sacred writings or another source of Christian belief and teaching in your answer.

1. Explain two Christian teachings about the nature of God.
2. Explain two Christian teachings about the crucifixion.
3. Explain two Christian teachings about the Trinity.
4. Explain two Christian teachings about the resurrection.

12 Mark Questions

1. 'For a Christian, believing that God is all-powerful is not important.'
2. 'How we live now is more important than belief in an afterlife.'
3. 'Christians believe in three Gods not one.'
4. 'The Trinity is the most important belief in Christianity.'
5. 'It does not matter if the Creation story is not true.'

Practices

2 Mark Questions:

1.Give two examples of Christian charities.

2.Give two types of worship.

3.Give two forms of prayer.

4.Explain why someone might have a believers' baptism.

5.Give two reasons why Holy Week is important to Christians.

6.Give two reasons why some Christians disagree with pilgrimage.

7.Give two effects of giving to charity.

8.Give two Christian charities.

4 Mark Questions

1. Explain two contrasting Christian views about the importance of pilgrimage.
2. Explain two contrasting Christian views about the importance of reconciliation.
3. Explain two contrasting ways a Christian might perform Baptism.
4. Explain two contrasting ways in which Christians respond to persecution.
5. Explain two contrasting ways in which Christians respond to poverty.
6. Explain two contrasting ways in which Christians celebrate Eucharist.

5 Mark Questions—Refer to sacred writings or another source of Christian belief and teaching in your answer.

1. Explain two ways in which Christians think worship is important.
2. Explain two ways in which Christians celebrate Easter.
3. Explain two ways in which Christians celebrate Christmas.
4. Explain two ways in which Christians respond to the word poverty.

12 Mark Questions

1. 'No child should be baptised.'
2. 'Pilgrimage is a waste of money.'
3. 'Christmas is the most important Christian festival.'
4. 'It is more important to help the poor than to worship in a church.'
5. 'Charities should focus more on helping the poor in Britain.'

Year 10

GCSE RE

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE R	A	G
	Christian Beliefs			
1	Understand the Nature of God			
2	Know the key attributes of God			
3	The Trinity			
4	Different Christian beliefs on creation			
5	Incarnation and Jesus, Son of God			
6	The Crucifixion			
7	The resurrection & ascension			
8	Resurrection & life after death			
9	Afterlife & Judgement			
10	Heaven & Hell			
11	Sin & Salvation			
12	The role of Christ in Salvation			
	Christian Practices			
1	Worship			
2	Prayer			
3	Sacraments			
4	Sacraments: Baptism & Holy Communion			
5	Pilgrimage			
6	Celebrating Festivals			
7	Role of Church—Foodbanks & Street Pastors			
8	Mission & Evangelism			
9	Church Growth & World Wide Church			
10	Christian Persecution			
11	Church's response to World Poverty			

High Flyers - Enrichment Task

Practice Papers: https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources

1. Look, Cover, Write, Check, Correct

Look, Cover, Write, Check, Correct

Common at primary schools

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

2. Questions / Answers, Answers / Questions

Questions/Answers, Answers/Questions

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

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

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

Always check and correct!

3. Map Your Mind

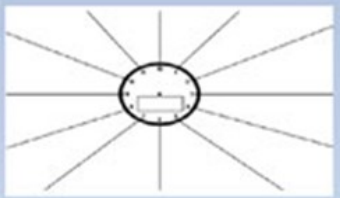
Mind Maps

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

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

4. Clock Learning

Clock Learning

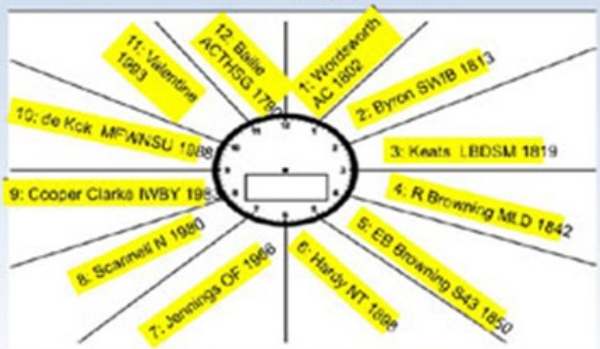


For this technique you draw a basic clock.

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

or

Use it to help visualise a timeline.



Further Optional Home Learning

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

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

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

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

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

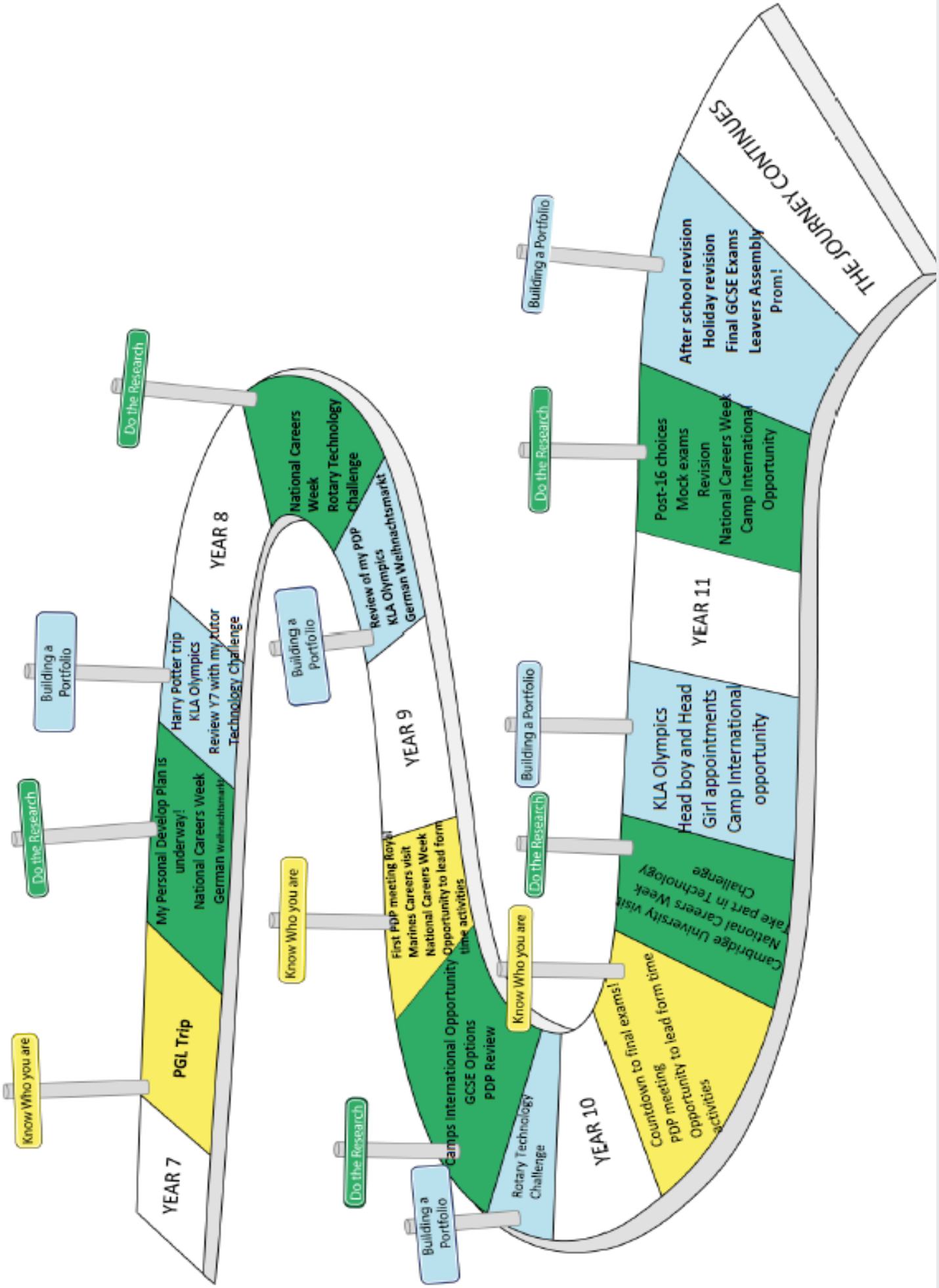
Bitesize is the BBC's free online study support resource for school-age pupils in the United Kingdom. It is designed to aid students in both school work and exams. It is an outstanding resource for both Key Stage 3 and Key Stage 4 pupils and it can be accessed without having to log into an account.

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

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

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

KLA Journey Yr7 - 11



Personal Development

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

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

Year 7 Opportunities:

- UEA trip (NEACO / Outreach programme
- Visit to professional football academies
- Youth Speaks – local public speaking competition
- Library Visit - using the local library
- Trips to places of work and business
- Rotary Tournament
- Gallery visits
- Harry Potter Residential Trip
- PGL Residential Trip
- A Scroll Through Lynn
- Globe in London
- Cambridge Science Show
- Science Club
- Online National Space Centre lesson
- Computer Science Museum – Milton Keynes
- Sutton Hoo residential trip to National Trust property
- Tower of London / Hampton Court
- Mountfitchet Castle
- Art Club

Next Steps

1	
2	
3	

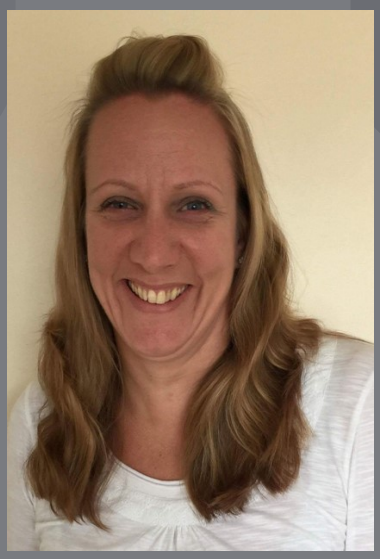
KLA Safeguarding Team

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:

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.

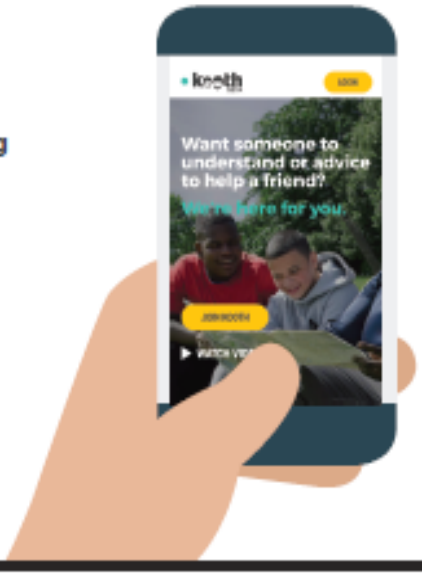
I have made the decision to work as a safer schools officer because I have seen first-hand how children, teenagers and families are affected both positively and negatively by the Police and criminal justice system. I believe this role will allow me to use my experience to provide support and advice to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

How to sign up to kooth



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

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

Log on through mobile, laptop and tablet.

www.kooth.com

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

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

   The place I live is...

   Choose

3. Click on the gender you identify with

   I am...

   Male | Female | Agender | Gender Fluid

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

   My ethnicity is...

   Choose

5. Add the month and year you were born

   I was born in...

   Year: Choose | Month: Choose

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

   I would like this username

   My password will be

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

   Where did you learn about Kooth?

   Choose

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

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

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

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

www.kooth.com

Self - Help Apps

Mind Shift

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

Headspace

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

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

For Me

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

Calmharm

Calmharm provides tasks that help you resist or manage the urge to self-harm.
Learn to ride the wave with the free Calm Harm app using these activities:
Comfort, **Distract**, **Express Yourself**, **Release**, **Random** and **Breathe**.

Distract: helps to combat the urge by learning self control
Comfort: helps to care rather than harm
Express Yourself: helps get feelings out in a different way

MyLife

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

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