



KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 7 Autumn Term 1 2022



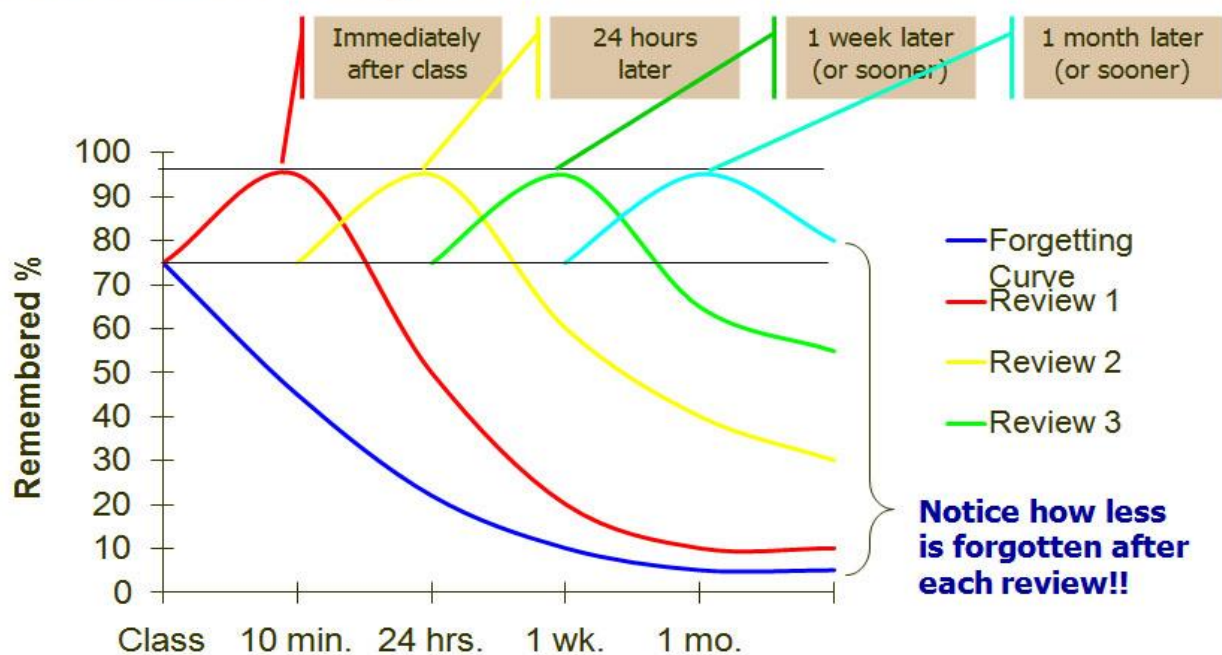
Home Learning

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.

Overcoming the Curve

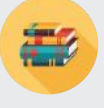


Decay theory states that if learning is not used, revisited or rehearsed it simply fades away.

How to use your Knowledge Organiser

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

Subject Contents

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	Personal Development.....	Pages 84-87

Your Future starts here

Year 7 English

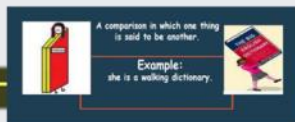
KING'S LYNN ACADEMY



Responding to unseen texts



Writing accurate paragraphs

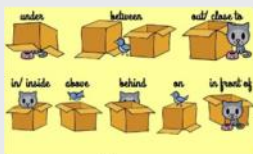


Metaphor and the study of poets and their poetry

Writing accurate sentences

Written response to Shakespeare

Term 3



Selecting and using evidence from the text

Writing using prepositional phrases and temporal clauses



Life in Elizabethan England and Ancient Athens-relationships



Term 2

A Midsummer Night's Dream- study of Shakespeare



Writing an essay about a novel using topic sentences and quotations

Life in Victorian England- crime and morality



Writing using the past simple tense



Oliver Twist- study of the novel

Term 1

Welcome to KLA your Journey starts here

'Oliver Twist': Knowledge Organiser		Key words	Characters
Plot breakdown			
Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving.		morality – a code of right and wrong. People who try to be good can be called moral and people who do bad things can be called immoral .	Oliver He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.
He is kicked out of the workhouse and given away to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up.		vulnerable – in a situation in which you could be easily harmed. People living on the streets are vulnerable .	Mr. Bumble The man who runs the workhouse and gives Oliver his name. He is 'a fat man' who enjoys power and doesn't care about the people beneath him.
Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.		brutal – very violent or cruel.	Noah Claypole A 'malicious and ill-conditioned' boy who bullies Oliver at the undertakers. He eventually runs away to London and joins the same gang as Oliver.
Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.		corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.	Fagin An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.
The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them.		villain – a 'baddie' who harms other people or breaks the law to get what they want.	Jack Dawkins (The Artful Dodger) A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.
Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.		malicious – meant to hurt or upset someone.	Bill Sikes A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.
Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie.		victim – someone who has been harmed, often by other people.	Nancy Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.
When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.		naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.	Mr. Brownlow A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.
Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away.		society – the people who live in a certain area. This could be a country, town or small group.	
Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.		workhouse – a place where people who couldn't support themselves were sent to live and work.	
		Background information	
		'Oliver Twist' was written in 1837-39.	
		It was written by Charles Dickens.	
		In was published chapter by chapter in a periodical (magazine).	
		Charles Dickens had to work in harsh conditions as a child when his father was sent to prison.	
		Dickens wanted to criticise a new change to The Poor Law which happened in 1834 and created more workhouses and show how hard life was for poor people.	

Year 7

English

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember

Where is Oliver born and why?

What is life like in the workhouse?

How does Bill Sikes force Oliver to commit crime?

Apply Your Knowledge

Why does Oliver decide to run away to London?

Why did Dickens create the character Bill Sikes? Explain all possible reasons.

Explain the moral of Oliver Twist.

Stretch Your Thinking

Why did Dickens write about Victorian criminal gangs?

Do you think Bill Sikes was born evil or did life make him that way?

Why does Nancy die? Think about all levels of meaning.

Year 7

English

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I know background information about Charles Dickens			
2	I know about workhouses in Victorian London			
3	I know some Tier 2 vocabulary connected to the book			
4	I know information about all the main characters of Oliver Twist			
5	I know how Dickens has presented Fagin as an evil character			
6	I know about criminal gangs in Victorian London			
7	I can recount the plot of Oliver Twist			
8	I know all about Bill Sikes in the book			
9	I feel confident in writing an essay about Bill Sikes			

High Flyers - Enrichment Task



Write Oliver's diary for 3 specific episodes in the novel of your choice.

Read Oliver Twist in its original form.

Write a story about a modern 'rags to riches' character.

KING'S LYNN ACADEMY

End of Year
Exam



Maths



Sets
& probability



Prime numbers
& proof

Developing
number sense



Developing geometric reasoning

$$E=MC^2$$

Constructing, measuring & using
geometric notation

Term 3

Addition & subtraction of fractions



Four operations with directed
number



Fraction & percentages of
amounts



Mid Term
Exam

Term 2

Solving problems with
multiplication & division

Solving problems
with addition &
subtraction

Fraction, decimal & % equivalence

$$\frac{1}{7} = 0.142857$$

INDEX

Place value & ordering integers &
decimals

Understand and use
Algebraic notation

STANDARD FORM
345.09

Equality & equivalence

Sequences



Term 1

Welcome to KLA your Journey starts here

YEAR 7 — ALGEBRAIC THINKING

Sequences

@whisto_maths

What do I need to be able to do?

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

- Describe and continue both linear and non-linear sequences
- Explain term to term rules for linear sequence
- Find missing terms in a linear sequence

Keywords

Sequence: items or numbers put in a pre-decided order

Term: a single number or variable

Position: the place something is located

Rule: instructions that relate two variables

Linear: the difference between terms increases or decreases by the same value each time

Non-linear: the difference between terms increases or decreases in different amounts

Difference: the gap between two terms

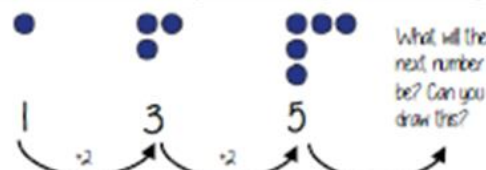
Arithmetic: a sequence where the difference between the terms is constant

Geometric: a sequence where each term is found by multiplying the previous one by a fixed non zero number

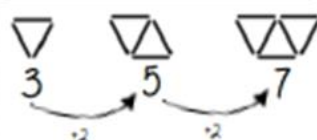


Describe and continue a sequence diagrammatically

Count the number of circles or lines in each image



Predict and check terms



CHECK — draw the next terms



Predictions:

Look at your pattern and consider how it will increase.

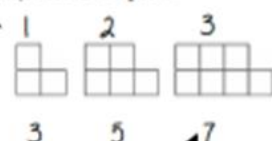
eg. How many lines in pattern 6?

Prediction — 13

If it is increasing by 2 each time — in 3 more patterns there will be 6 more lines

Sequence in a table and graphically

Position the place in the sequence



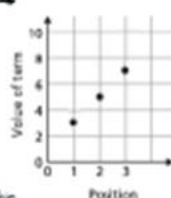
Term: the number or variable (the number of squares in each image)

In a table

Position	1	2	3
Term	3	5	7

Because the terms increase by the same addition each time this is linear — as seen in the graph

Graphically



"The term in position 3 has 7 squares"

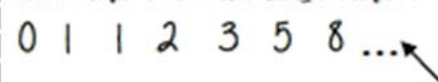
Linear and Non Linear Sequences

Linear Sequences — increase by addition or subtraction and the same amount each time

Non-linear Sequences — do not increase by a constant amount — quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division

Fibonacci Sequence — look out for this type of sequence



Each term is the sum of the previous two terms.

Continue Linear Sequences

7, 11, 15, 19...

How do I know this is a linear sequence?

It increases by adding 4 to each term

How many terms do I need to make this conclusion?

At least 4 terms — two terms only shows one difference not if this difference is constant (a common difference)

How do I continue the sequence?

You continue to repeat the same difference through the next positions in the sequence.



Continue non-linear Sequences

1, 2, 4, 8, 16...

How do I know this is a non-linear sequence?

It increases by multiplying the previous term by 2 — this is a geometric sequence because the constant is multiply by 2

How many terms do I need to make this conclusion?

At least 4 terms — two terms only shows one difference not if this difference is constant (a common difference)

How do I continue the sequence?

You continue to repeat the same difference through the next positions in the sequence.



Explain term-to-term rule

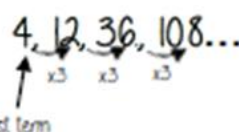
How you get from term to term

Try to explain this in full sentences not just with mathematical notation

Use key maths language — doubles, halves, multiply by two, add four to the previous term etc

To explain a whole sequence you need to include a term to begin at...

The next term is found by tripling the previous term
The sequence begins at 4



First term

YEAR 7 — ALGEBRAIC THINKING...

Algebraic notation

@whisto_maths

What do I need to be able to do?

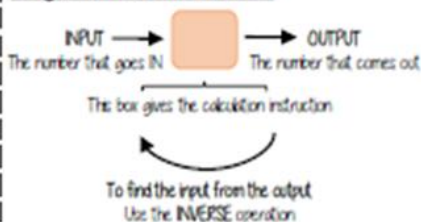
By the end of this unit you should be able to:

- Be able to use inverse operations and "operation families".
- Be able to substitute into single and two step function machines.
- Find functions from expressions.
- Form sequences from expressions.
- Represent functions graphically.

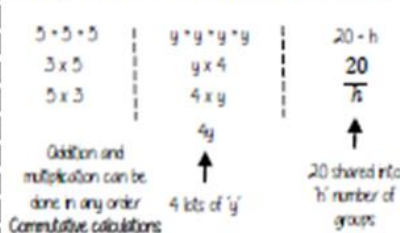
Keywords

Function: a relationship that instructs how to get from an input to an output.
Input: the number/ symbol put into a function.
Output: the number/ expression that comes out of a function.
Operation: a mathematical process.
Inverse: the operation that undoes what was done by the previous operation (The opposite operation).
Commutative: the order of the operations do not matter.
Substitute: replace one variable with a number or new variable.
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign).
Evaluate: work out.
Linear: the difference between terms increases or decreases by the same value each time.
Sequence: items or numbers put in a pre-decided order.

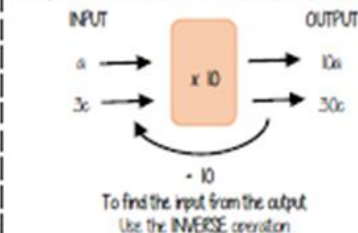
Single function machines



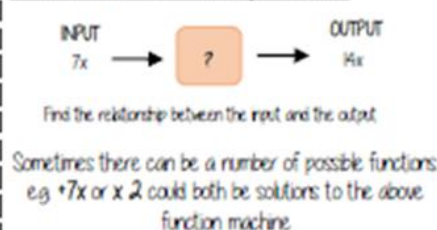
Using letters to represent numbers



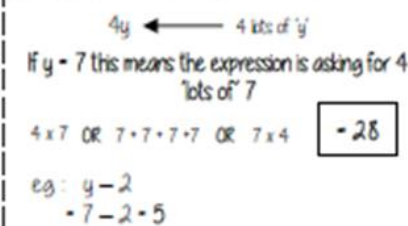
Single function machines (algebra)



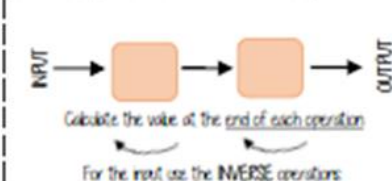
Find functions from expressions



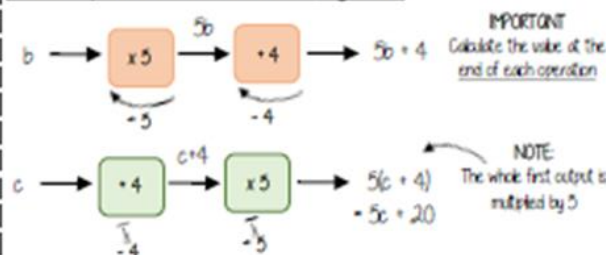
Substitution into expressions



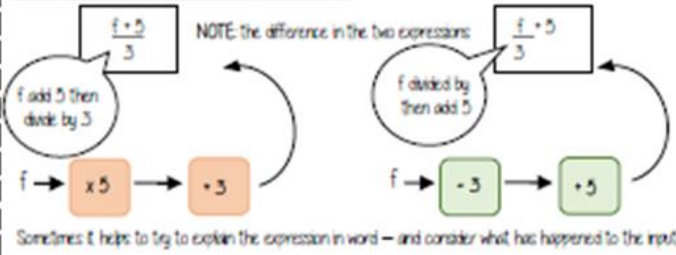
Two step function machines



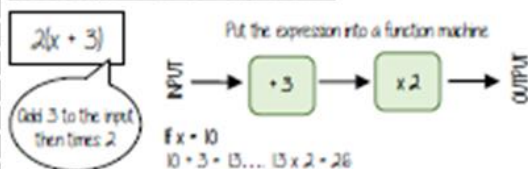
Two step function machines (algebra)



Find functions from expressions



Substitution into an expression

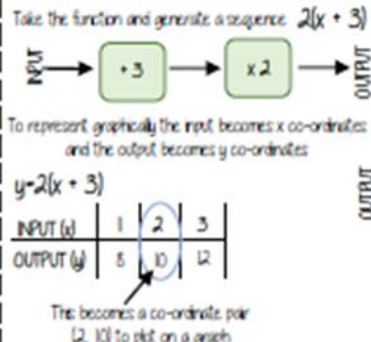


Forming a sequence

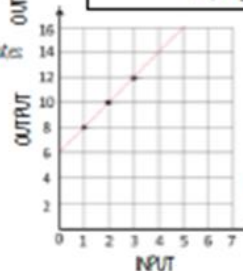
INPUT	1	2	3
OUTPUT	8	10	12

The substitution is the "input" value. The OUTPUT becomes the sequence.

Representing functions graphically



Not all graphs will be linear only those with an integer value for x. Powers and fractions generate differently shaped graphs.



NOTE: Because this is a linear graph you can predict other values.

YEAR 7 — ALGEBRAIC THINKING

Equality and Equivalence

@whisto_maths

What do I need to be able to do?

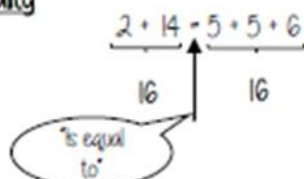
By the end of this unit you should be able to:

- Form and solve linear equations
- Understand like and unlike terms
- Simplify algebraic expressions

Keywords

- Equality: two expressions that have the same value
- Equation: a mathematical statement that two things are equal
- Equals: represented by '=' symbol — means the same
- Solution: the set or value that satisfies the equation
- Solve: to find the solution
- Inverse: the operation that undoes what was done by the previous operation (The opposite operation)
- Term: a single number or variable
- Like: variables that are the same are 'like'
- Coefficient: a multiplicative factor in front of a variable e.g. $5x$ (5 is the coefficient, x is the variable)
- Index: the power
- Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

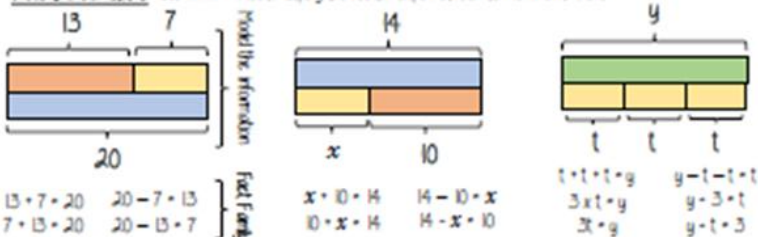
Equality



Saying it out loud sometimes helps you to understand equality

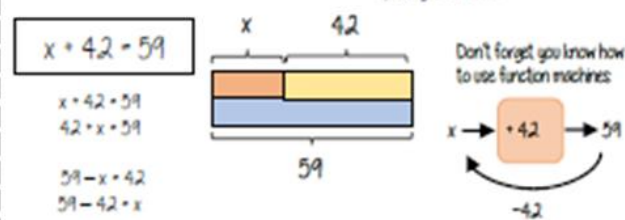
Fact Families

Use a bar model to display the relationships between terms and numbers

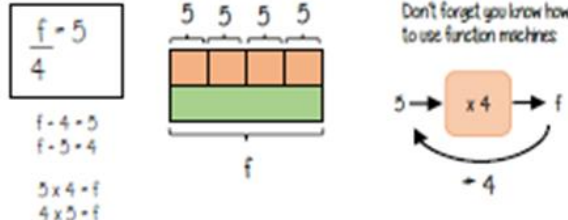


Solve one step equations (+/-)

There is more to this than just spotting the answer

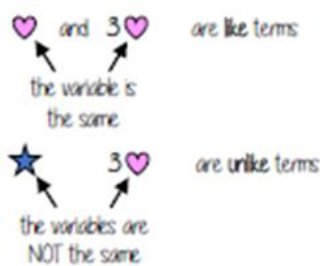


Solve one step equations (x/÷)

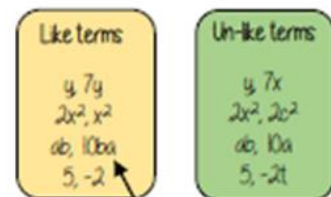


Like and unlike terms

Like terms are those whose variables are the same



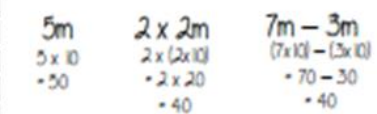
Examples and non-examples



Note here ab and ba are commutative operations, so are still like terms

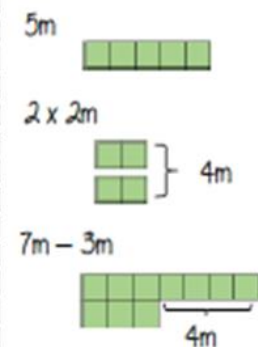
Equivalence

Check equivalence by substitution
e.g. $m = 10$



Equivalent expressions

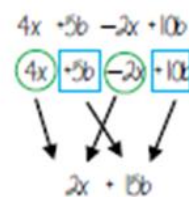
Repeat this with various values for m to check



Collecting like terms $\equiv$ symbol

The $\equiv$ symbol means equivalent to
It is used to identify equivalent expressions

Collecting like terms
Only like terms can be combined



Common misconceptions

$$2x + 3x^2 + 4x \equiv 6x + 3x^2$$

Although they both have the x variable x^2 and x terms are unlike terms so can not be collected

YEAR 7 — PLACE VALUE AND PROPORTION...

FDP equivalence

@whisto_maths

What do I need to be able to do?

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

- Convert fluently between fractions, decimals & percentages

Keywords

Fraction: how many parts of a whole we have

Decimal: a number with a decimal point, used to separate ones, tenths, hundredths etc

Percentage: a proportion of a whole represented as a number between 0 and 100

Place value: the numerical value that a digit has decided by its position in the number

Placeholder: a number that occupies a position to give value

Interval: a range between two numbers

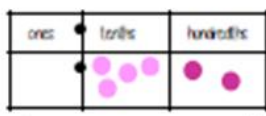
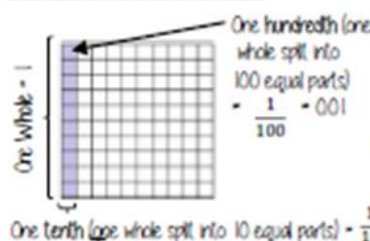
Tenths: one whole split into 10 equal parts

Hundredths: one whole split into 100 equal parts

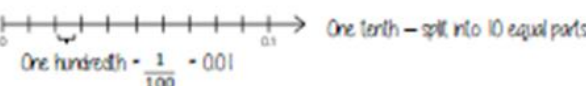
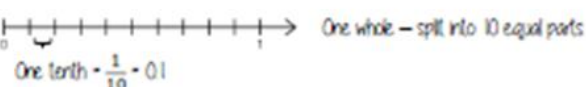
Sector: a part of a circle between two radius (often referred to as looking like a piece of pie)

Recurring: a decimal that repeats in a given pattern

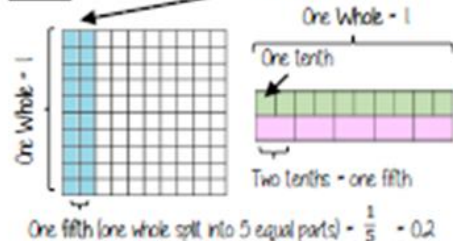
Tenths and hundredths



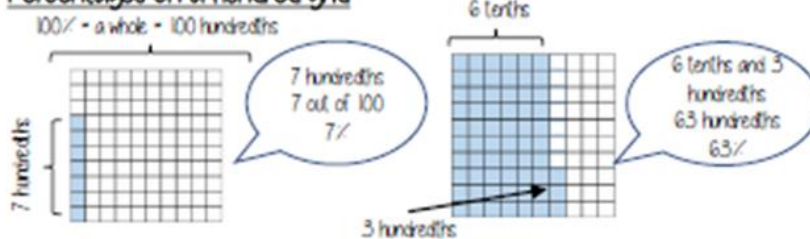
On a number line



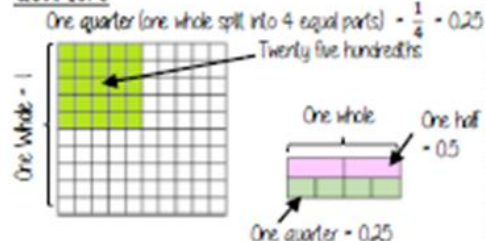
Fifths



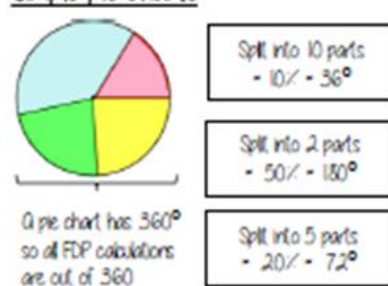
Percentages on a hundred grid



Quarters



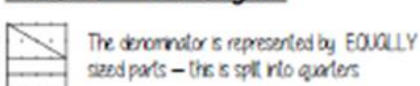
Simple pie charts



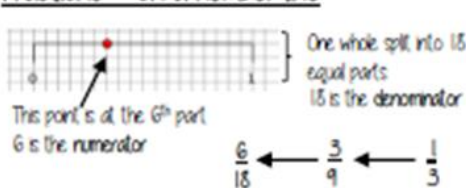
Equivalent fractions



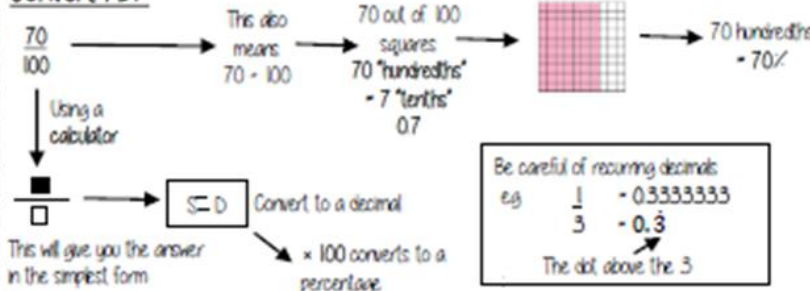
Fractions — on a diagram



Fractions — on a number line



Convert FDP



YEAR 7 — APPLICATION OF NUMBER

Solving problems with addition and subtraction

@whisto_maths

What do I need to be able to do?

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

- Understand properties of addition/ subtraction
- Use mental strategies for addition/subtraction
- Use formal methods of addition/subtraction for integers
- Use formal methods of addition/subtraction for decimals
- Solve problems in context of perimeter
- Solve problems with finance, tables and timetables
- Solve problems with frequency trees
- Solve problems with bar charts and line charts

Keywords

- Commutative:** changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Inverse: the operation that undoes what was done by the previous operation (The opposite operation)
Placeholder: a number that occupies a position to give value
Perimeter: the distance/ length around a 2D object
Polygon: a 2D shape made with straight lines
Balance: in financial questions — the amount of money in a bank account
Credit: money that goes into a bank account
Debit: money that leaves a bank account

Addition/ Subtraction with integers



Modelling methods for addition/ subtraction

- Bar models
- Number lines
- Part/ Whole diagrams

Addition is commutative



The order of addition does not change the result

Subtraction the order has to stay the same

$$360 - 147 = 360 - 100 - 40 - 7$$

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction
- Show your relationships by writing fact families

Formal written methods

	H	T	O
+	1	8	7
+	5	4	2

Remember the place value of each column. You may need to move 10 ones to the ones column to be able to subtract.

Addition/ Subtraction with decimals



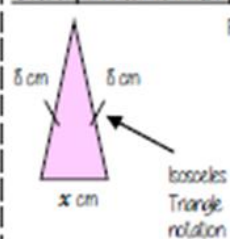
The decimal place acts as the placeholder and aligns the other values



Revisits Fraction — Decimal equivalence
 $5.43 = 0.8$

Solve problems with perimeter

Perimeter is the length around the outside of a polygon



The triangle has a perimeter of 25cm. Find the length of x .

$$8\text{cm} + 8\text{cm} + x\text{cm} = 25\text{cm}$$

$$16\text{cm} + x\text{cm} = 25\text{cm}$$

$$x\text{cm} = 9\text{cm}$$

Solve problems with finance

Profit = Income - Costs

Credit — Money coming into an account

Debit — Money leaving an account

Money uses a two decimal place system
 14.2 on a calculator represents £14.20

Check the units of currency — work in the same unit

Tables and timetables

Distance tables

London	Cardiff	Glasgow	Belfast
211	493		
556	392	177	
518			

This shows the distance between Glasgow and London. It is where their row and column intersects

Bus/ Train timetables

	1005	1045	1130
Horton	1024	1106	1147
Avilla	1051	1153	1205
Ware	1117	1202	1253

Each column represents a journey, each row represents the time the 'bus' arrives at that location

TIME CALCULATIONS — use a number line

Two-way tables

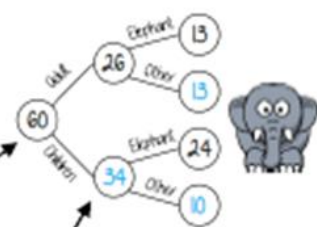
	H	T
H	HH	HT
T	TH	TT

Where rows and columns intersect is the outcome of that action

Frequency trees

60 people visited the zoo one Saturday morning.
 26 of them were adults. 13 of the adult's favourite animal was an elephant. 24 of the children's favourite animal was an elephant.

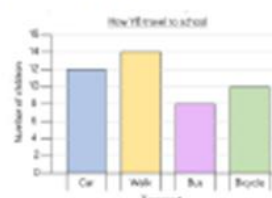
The overall total "60 people"



A frequency tree is made up from part-whole models. One piece of information leads to another

Probabilities or statements can be taken from the completed trees
 e.g. 34 children visited the zoo

Bar and line charts



Use addition/ subtraction methods to extract information from bar charts

e.g. Difference between the number of students who walked and took the bus.
 Walk frequency — bus frequency

When describing changes or making predictions:

- Extract information from your data source
- Make comparisons of difference or sum of values
- Put into the context of the scenario



Lined area for notes, consisting of multiple horizontal lines.

Year 7

MATHS

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Sequences

How is each term in the sequence different from the previous term?

Do the terms change in the same way every time?

How could you change the sequence?

Algebraic notation

How can we check if the answer from our calculator is reasonable?

Equality and equivalence

What difference does it make when you swap the right hand side and the left hand side of an equation?

Place value and ordering

What strategies can you use to work out the value of a digit in a very long integer?

FDP equivalence

Is it possible to represent 120 hundredths on one hundred square? What could you do?

Year 7

MATHS

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Sequences			
2	Algebraic notation			
3	Equality and equivalence			
4	Place value and ordering			
5	FDP equivalence			
6				
7				
8				
9				
10				

High Flyers - Enrichment Task



Work out

$$\frac{3}{10} + 0.6$$

$$\frac{21}{100} - 0.1$$

$$1 - \frac{9}{10}$$

Complete the boxes to make the statements correct.

$$\frac{\boxed{}}{10} > 0.5$$

$$\frac{\boxed{}}{100} < 0.\boxed{}7$$

Science

Year 7

Year 8

KING'S LYNN ACADEMY

Term 6



Biology
Reproduction

Physics
Electrical Circuits



Term 5



Physics
Forces

Experimental Science
Standard Procedures

Term 4



Biology
Interdependence

Chemistry
Changing Substances



Term 3



Physics
Energy

Experimental Science
Standard Procedures

Term 2



Biology
Cells

Chemistry
Substances and Particles



Term 1

Welcome to KLA your Journey starts here



Cells: Big ideas

Organisms

What expert understanding do we want after 5 years?

Cells are alive Big idea

Organisms are made of cells, which themselves have parts that carry out different functions. Organisms exist as single cells (unicellular) or many cells (multicellular). In multicellular organisms, cell division is essential for growth, development, and repair. Cells differentiate to form specialised cells that perform diverse functions.

How does the unit develop this?

Cell structure Key Concept

Cells are the smallest elements of life that are alive. They have parts that play different roles in life functions

Sub-concepts

Animal cell, plant cell, unicellular and multicellular

Facts

- Functions of: nucleus, cell membrane, cytoplasm, mitochondria, ribosomes, cell wall, vacuole, chloroplasts
- Bacterial cell parts
- How to use a light microscope

Specialised cells Key Concept

Multicellular organisms have specialised cells with adaptations to allow them to carry out specific functions

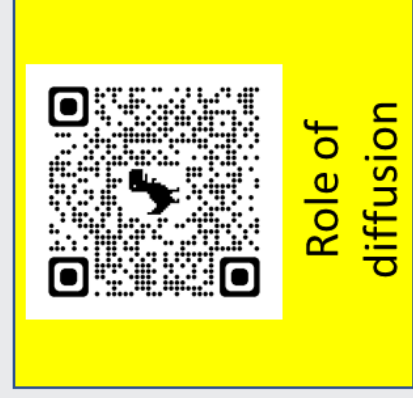
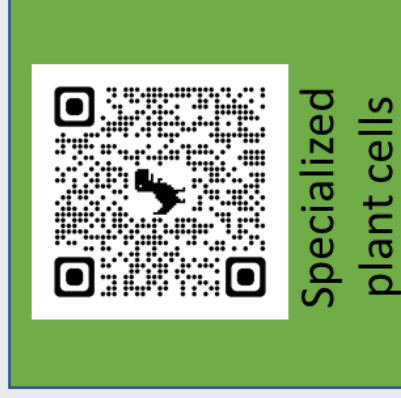
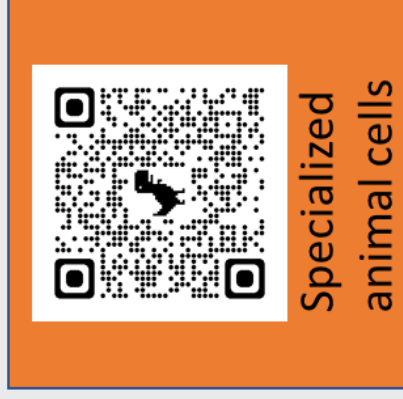
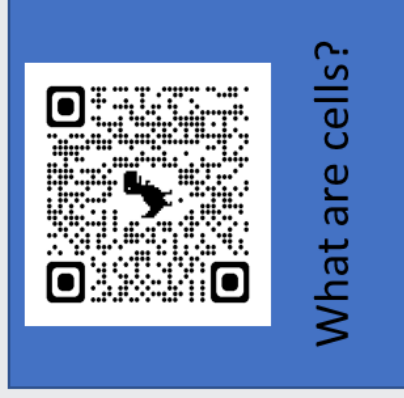
Sub-concepts

Sperm cell, nerve cell, muscle cell, root hair cell, palisade cell

Know the facts		Key words
1	Multicellular organisms are composed of cells which work together to form a tissues and these group together to make organs..	1 Diffusion: movement of particles from a place where they are high in concentration to a place where they are in a lower concentration.
2.	Microscopes are used to observe and draw cells.	2 Organelle : A part of a cell with a specific function.
3	Both Plant and Animal cells have a cell membrane, nucleus, cytoplasm and mitochondria.	3 Cytoplasm: Jelly like substance where most chemical processes happen.
4.	Plant Cells also have a Cell Wall, Chloroplasts and usually a Permanent Vacuole.	4 Chloroplast: Absorbs light energy so the plant can make food (photosynthesis).
5.	Uni-cellular organisms are adapted to carry out functions that in multi-cellular organisms are done by different types of cells.	5 Cell membrane: Surrounds the cell and controls movement of substances in and out.
6.	Medical treatments can work at an individual cell, tissue, organ or organ system level.	6 Nucleus: Contains genetic material (DNA) which controls the cell's activities.
7	Photosynthesis occurs inside chloroplasts.	7 Vacuole: Area in a cell that contains liquid and can be used by plants to keep the cell rigid and store substances.
8	Cells are the building blocks of life – they are the smallest units in an organism.	8 Mitochondria: Part of the cell where energy is released from food molecules.
9	Specialised cell: Has a particular shape and structure to carry out a specific job	9 Cell Wall: Strengthens the cell. In plant cells it is made from cellulose.
10	Sperm cell- A cell containing male genetic material.	10 Ribosome: the organelle responsible for protein synthesis
11	Nerve cell- An animal cell that transmits electrical impulses around the body.	11 Plasmid: a loop of DNA in a bacterial cell.
12	Red blood cell- An animal cell that transports oxygen around the body	12 Cell: The unit of a living organism. Contains parts to carry out life processes.
13	Euglena is a single celled plant	13 Uni-cellular: Living things made up of one cell
14	Flagellum-A tail-like structure that allows euglena to move	14 Multi -cellular: Living things made up of many types of cells.
15	Leaf cell -The plant cells that contain chloroplasts, where photosynthesis takes place	15

Key questions	
1	What is a cell?
2.	What organelles do BOTH animal cells and plant cells have?
3	Which organelles are only found in plant cells?
4.	What is the difference between multicellular organisms and unicellular organisms?
5.	What process occurs inside chloroplasts?
6.	What process occurs inside mitochondria?
7	What do we mean by a Specialised cell?
8	Give an example of a specialized cell in an animal?
9	Give an example of a specialized cell in a plant?

Extra support
can be found
here BBC bitesize
links





Matter

Changing substances: Big ideas

What expert understanding do we want after 5 years?

Reactions rearrange matter

Big idea

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

How does the unit develop this?

Chemical & physical

Key Concept

In a chemical change a new substance is formed. Signs include a permanent colour change, fizzing, giving off light or heat, change in mass, a precipitate forming.

Sub-concepts

Chemical change, physical change

Facts

- In a physical change only the appearance of the substance changes.

pH scale

Key Concept

The pH scale measures how acidic or alkaline a solution is. Indicators are substances whose colour depends on pH

Sub-concepts

Acid, alkali

Facts

- Acids have a pH of 0-6. The lower the number, the stronger the acid.
- Neutral substances have pH 7.
- Alkalies have a pH of 8-14. The higher the number, the stronger the alkali.

Neutralisation

Key Concept

Neutralisation is a chemical change when acid and alkaline substance react to produce neutral substances.

Chemical and physical

Know the facts		Key words
1	Physical changes are reversible	1 Chemical reaction: A change in which a new substance is formed.
2.	Chemical changes are NOT reversible	2 Physical change: One that changes the physical properties of a substance, but no new substance is formed.
3	In a reaction atoms are rearranged to make a new substance	3 Reactants: Substances that react together, shown before the arrow in an equation.
4.	Chemical reactions can make useful products and transfer energy.	4 Products: Substances formed in a chemical reaction, shown after the reaction arrow in an equation.

Key questions

1	What are signs of a chemical change?
2.	Can a chemical change be reversed? Explain why/how?
3	What are signs of a physical change?
4.	Can a physical change be reversed? Explain why/how?



Extra support can be found here.
(BBC bitesize links)



Chemical and physical changes



Chemical reactions

Ph scale and neutralisation

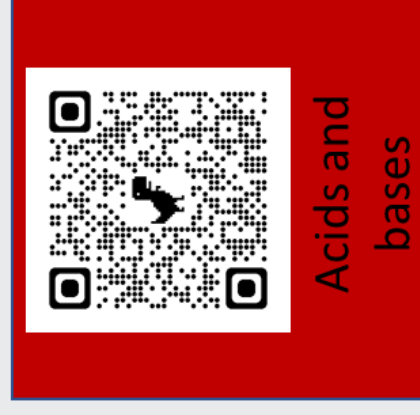
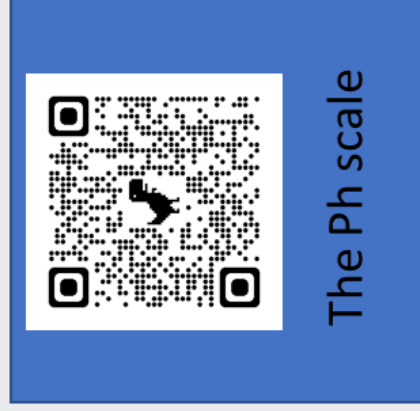
Know the facts		Key words
1	The pH scale shows how acidic or alkaline a solution is.	1 pH: Scale of acidity and alkalinity from 0 to 14.
2	Acids have a pH below 7. The lower the pH the stronger the acid.	2 Indicators: Substances used to identify whether unknown solutions are acidic or alkaline.
3	Neutral solutions have a pH of 7	3 Base: A substance that neutralises an acid - those that dissolve in water are called alkalis.
4	Alkalis have a pH above 7. The higher the pH the more alkaline the solution.	4 Concentration: A measure of the number of particles in a given volume.
5	Acids and alkalis can be corrosive or irritant, and require safe handling.	5 Neutralisation: a reaction when an acid reacts with a substance that cancels it out bringing the solution closer to pH7.
6	Hydrochloric acid, sulfuric acid and nitric acid are strong acids.	6 Universal indicator: mixture of dyes, it changes colour to show how acidic or alkaline a substance is.
7	Litmus is an indicator. Blue litmus paper turns red when an acidic solution is applied. Red litmus turns blue on when an alkaline solution is applied.	7 Corrosive: a substance which can burn your skin and eyes - wear eye protection.
8	A base is a substance which neutralises an acid	8 Acid: a substance which taste sour and has a pH in the range 0-6.
9	In a neutralisation reaction, an acid cancels out a base or a base cancels out and acid.	9 Alkali: a substance which feels soapy and has a pH in the range 8-14.
10	If an acid reacts with a metal the products are a salt and hydrogen	10 acid + metal → salt + hydrogen e.g. nitric acid + calcium → calcium nitrate + hydrogen
11	If an acid reacts with a base there are two products: a salt and water	11 acid + alkali → salt + water e.g. hydrochloric acid + sodium hydroxide → sodium chloride + water
12	Sulfuric acid produces sulfates	12 H₂SO₄: Sulfuric acid
13	Hydrochloric acid produces chlorides	13 HCl: Hydrochloric acid
14	Nitric acid produces nitrates	14 HNO₃: Nitric acid

Ph scale and neutralisation

Extra support can be found here.
(BBC bitesize links)



Key questions	
1	What is an acid?
2.	What is an alkali?
3	What is an indicator and how is it used?
4.	What does the pH scale tell you?
5.	What happens in the process of neutralisation?





Energy: Big ideas

Energy

What expert understanding do we want after 5 years?

Energy is conserved

Big idea

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

How does the unit develop this?

Energy transfer Key Concept

When there is a change, energy is transferred from one store at the start to another at the end

Sub-concepts

Energy stores, kinetic energy, gravitational energy

Facts

- Other energy stores: thermal (hot), elastic (stretched), electrical (current), chemical (fuel, food or battery)
- Total energy is same before and after
- Energy is measured in Joules (J)

Heat & temperature Key Concept

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

Sub-concepts

Temperature, thermal equilibrium, temperature-time graph

Facts

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

Wasted energy Key Concept

When energy is transferred, some energy is wasted, reducing the useful energy

Sub-concepts

Input & output, efficiency

Facts

- Energy can be useful or wasted
- Efficiency = $\frac{\text{output}}{\text{input}} \times 100$

Energy transfers

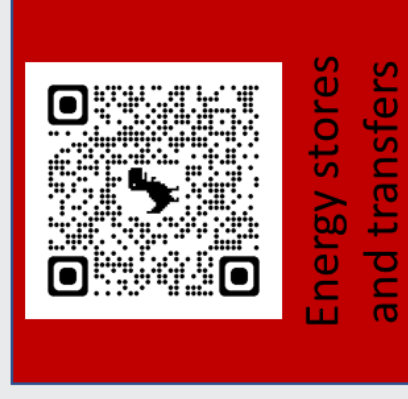
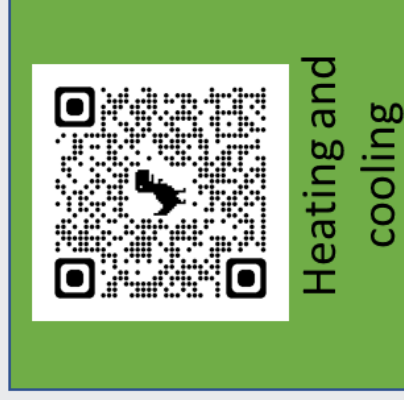
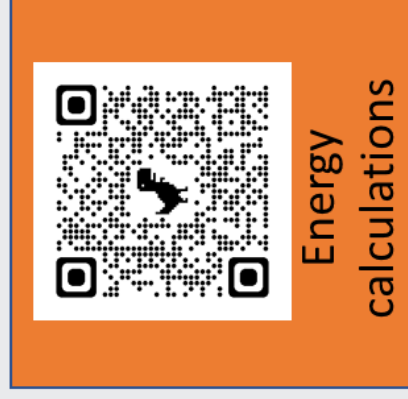
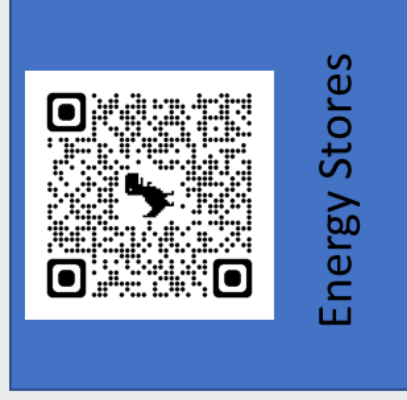
Know the facts		Key words
1	There is energy in chemical stores associated with fuels.	1 Thermal energy store: Filled when an object is warmed up.
2	Temperature is measured using a thermometer. The temperature depends on the amount of energy stored in that objects.	2 Chemical energy store: Emptied during chemical reactions when energy is transferred to surroundings.
3	When energy is transferred, the total energy is conserved, but some energy is dissipated, reducing the useful energy.	3 Gravitational potential energy store: Filled when an object is raised.
4	The energy of an object depends on its speed, temperature, height or whether it is stretched or compressed.	4 Elastic energy store: Filled when a material is stretched or compressed.
5	Energy cannot be lost or gained; it can only be transferred from one form to another.	5 Dissipated: Become spread out wastefully.
6	To calculate the percentage of energy that is wasted you would use the equation: wasted energy (J) / total energy input (J) x 100	6 Conduction: The way in which energy is transferred through solids.
7	The greater the temperature, the greater the thermal energy store.	7 Convection: The transfer of energy by the movement of particles of gases and liquids.
8	Energy cannot be created or destroyed; it can only be transferred between stores.	8
9	To calculate power, use the equation: Power = energy / time $P = \frac{E}{t}$	9
10	Electrical power is also calculated using: Power (W) = potential difference(V) x current (A) $P = V \times I$	10

Energy transfers

Extra support can be found here.
(BBC bitesize links)



Key questions	
1	What are the 7 energy stores?
2.	Name three things that influence the energy of an object?
3	What is the equation for power? Use it to calculate the following question. A kettle used 9 joules of energy in 3 minutes, what is the power of the kettle?
4.	What is the equation for electrical power? Use it to calculate the following question. A kettle rated at 90 watts was used with a current of 2A. How many volts would it use?
5.	What is the difference between convection and conduction?



Year 7

Science

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Biology

Why is it important that the 7 life processes work together?

What is the best way to use a light microscope and how would you prepare a onion cell/ tissue for viewing?

What are the key differences between the organelles inside plant and animal cells?

Chemistry

What is the difference between physical and chemical changes?

Describe how separate a mixture containing sand and salt water into its three separate components (sane, salt and water)?

Why is it important to know how to neutralise a solution (make it pH7) and what job might use this information?

Physics

What are the different energy stores and give an example of an object that would show each one.

What is the law of conservation of energy?

Why is it important that we known how much energy we use? How might we use that information to benefit the planet?

Year 7

Science

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Cells are the smallest elements of life that are alive. They have parts that play different roles in life functions			
2	Multicellular organisms have specialised cells with adaptations to allow them to carry out specific functions			
3	How to use a light microscope			
4	In a chemical change a new substance is formed. Signs include a permanent colour change, fizzing, giving off light or heat, change in mass, a precipitate forming.			
5	The pH scale measures how acidic or alkaline a solution is. Indicators are substances whose colour depends on pH			
6	Neutralisation is a chemical change when acid and alkaline substance react to produce neutral substances.			
7	When there is a change, energy is transferred from one store at the start to another at the end			
8	Energy moves from warmer objects to cooler objects, until both reach the same temperature			
9	When energy is transferred, some energy is wasted, reducing the useful energy			
10	Efficiency = $\frac{\text{output}}{\text{input}} \times 100$			

High Flyers - Enrichment Task



Use of appropriate apparatus, techniques and magnification, including microscopes, to make observations of biological specimens and produce labelled scientific drawings.

Safe use of appropriate heating devices and techniques including use of a Bunsen burner and a water bath or electric heater.

Safe use of appropriate apparatus in a range of contexts to measure energy changes/ transfers and associated values such as work done.



Mountain and glacial
landscapes

Year 8

Geography

Year 7

Land
shaped by
ice



Glaciers

KING'S LYNN ACADEMY

Climate Change



Half Term 6

Microclimates

Recording the weather

UK weather



Rain



Weather
and
Climate

Unit 3: Weather, Climate and Ice

Half Term 5

Preparation for tectonic hazards



Causes of Earthquakes

Danger of Earthquakes



Volcanic
hazards

Eruption of Volcanoes



Volcano formation

Half Term 4

Our underwater world

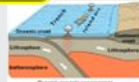
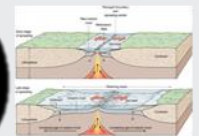


Plate
movements



World of
extremes

Unit 2: Plate Tectonics

Half Term 3

Slums



Economic
Challenges

Environmental Challenges

Opportunities
in the UK



Social Challenges

Our unequal world

Economic
Development

Half Term 2

Urbanisation



The UK

Megacities



Unit 1: People and Wealth

Welcome to KLA. Your journey starts here.

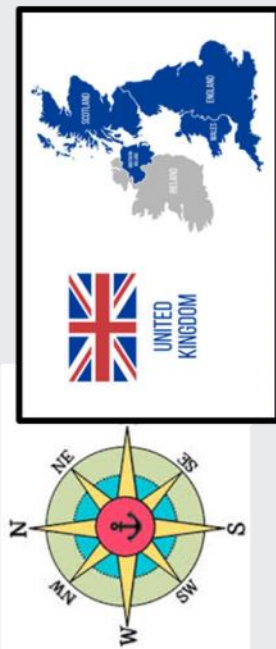
Half Term 1



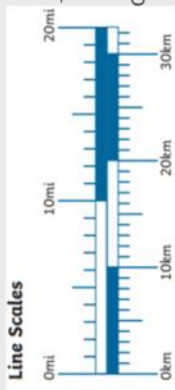
World Population



GEOGRAPHY		YEAR 7 TERM 2		COASTS	
Keywords		Land Shoreline Surf Zone Sea updrift downdrift Direction of prevailing wind SWASH BACKWASH Direction of longshore drift Coastal landforms			
Climate Change	Gradual changes in all the climate of our planet.				
Global Warming	Long-term rise in average global temperatures. Current Global Warming is often attributed to Climate Change.				
Coast	The land that is next to the sea.				
Coastal flooding	The process whereby seawater advances to cover the land. This can be caused by a storm or tsunami, pushing seawater onto the land.				
Hurricane (=Typhoon = Cyclone)	A tropical storm with wind speeds of at least 119 km per hour, that develops in the Atlantic Ocean. A similar storm in the Pacific Ocean is called a typhoon, and in the Indian Ocean is called a cyclone.				
Tsunami	A large ocean wave triggered by an earthquake or volcanic eruption, usually under the sea.				
Sea	An expanse of salt water. For example: the Mediterranean Sea.				
Ocean	A very large expanse of sea. For example: the Pacific Ocean.				
Population density	The number of people living in a specific area, such as 1 km ² .				
Port	A place on an ocean or sea where ships can dock (stop) and load / unload cargo (items they are carrying).				
Sea level	The average height of the sea / ocean. These measurements are usually taken over a 19 year cycle.				
Sea level rise	An increase in the average height of the sea / ocean.				
Trade	Buying and selling goods and services.				
Transportation	The movement of people or goods. OR The movement of sediment by the seawater.				
Erosion	The removal of rock by ice, water, wind or gravity.				
Deposition	When material is dropped and no longer carried by the water.				
Weathering	The breakdown of rock in situ, in its place.				
Mass movement	When rock and soil move downhill due to gravity. For example: rockfall; landslide; mudflow; rotational slip.				
Coastal management	When humans intervene along the coast to try to slow down, stop or reverse coastal erosion and flooding.				
		The formation of Bays and Headlands 1. A coastline faces the severe attack with DISCORDANT' beds of sediment Less resistant Clay Resistant sandstone Less resistant Clay Resistant Chalk Less resistant Clay 2. Waves attack causes Hydraulic Action and Abrasion which causes the cliff to RETREAT Original position of coastline Waves 3. Less resistant rocks are eroded at a faster rate to create bays, more resistant rocks stick out to sea as headlands Bay Stacks Headland Bay Stacks Headland Bay 4. During calm periods the sheltered bays allow deposition of beaches Beach Waves Beach Waves Beach			
		High energy coasts Low energy coasts Headland Hard rock that points into the sea Mound of sand and grass formed by wind Bay Soft rock that has eroded to form a crescent shaped inlet Spits Cave At large hole in the cliff Barrier island Stump A mound of rock seen at low tide Tombolo			
		Coastal Management Strategies Hard Engineering - building structures Sea walls Concrete barriers that have curved faces to reflect waves back out to sea. e.g. The Malecon esplanade, Havana, Cuba Groynes Wood/ stone structures built perpendicular to the beach. e.g. Muddensley, Norfolk Raising street levels Streets are lifted up above the sea level so the sea has to rise further in order to flood. e.g. Miami beach, Florida Soft engineering - built in keeping with nature Beach nourishment Artificial movement of sand to absorb the impact of waves. e.g. Gold Coast, Australia and Sandbanks in Poole sand dune regeneration Building artificial sand dunes from sand and Marram grass to absorb the impact of waves. e.g. Ainsdale, Merseyside Beach reprofiling reshaping of the beach to increase the slope. This absorbs more energy from the waves. e.g. the Sussex and Kent coastline. Mangroves Planting mangrove trees in large areas across the coast to absorb the impact of waves. e.g. Kennedy space centre, Florida Last resort - moving the coastline Managed retreat Allowing an area of land to become permanently flooded by removing coastal defences. e.g. Medmerry, West Sussex			



Line Scales



Calculating scale and distance

The scale of a map is the **ratio** of a distance on the map to the corresponding distance on the ground.

On many OS Maps 1cm on the ground = 250m in real life.

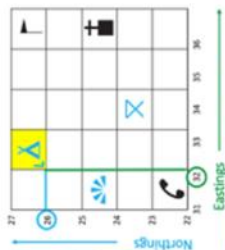
1cm = 250m

Or

4cm = 1km

4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

The second two numbers give the northings.

Remember... eastings then northings!

Along the corridor and up the stairs!

6 FIGURE GRID REFERENCES

We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example:

015 795

The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.

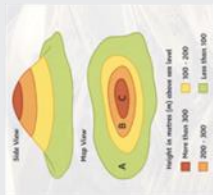


How to use an atlas



- 1) Turn to the index at the back.
- 2) Locate the place you want to find (it is alphabetical order).
- 3) The first bold number is the place number
- 4) The second bold number is the grid reference.

Reading height on a map



Layer shading

Areas of different heights are shown by different colours.



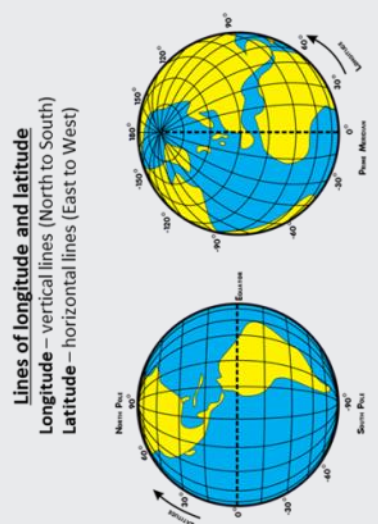
Spot heights

The exact height of a place above the ground is measured and written on a map.



Contour lines

These are lines on a map that join up places of the same height.



Lines of longitude and latitude

Longitude – vertical lines (North to South)

Latitude – horizontal lines (East to West)

Key terms:

Topography
Relief
Scale
Eastings
Northings
Longitude
Latitude
Continent
Grid reference
Site
Situation



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

Basic map and atlas skills, Coasts, Year 7

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

When reading a map which axis do you read first?

What do the following tier 3 terms mean?

What are the 4 types of erosion?

Apply your knowledge

What caused Blakeney Spit to form?

Why is Happisburgh, Norfolk so prone to erosion?

Why do Devon and Cornwall have mostly destructive waves?

Stretch your thinking!

Why does Hunstanton have so many sea defences?

What will happen at Durdle Door in the future?

Year 7

Geography

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I know some map symbols			
2	I can read 4 digit grid references			
3	I can read 6 digit grid references			
4	I can calculate scale			
5	I know different methods of reading an atlas			
6	I know what weathering is and understand the different types.			
7	I can explain what mass movement is.			
8	I can explain the processes of erosion at the coast.			
9	I can explain the processes of transportation along the coast.			
10	I can describe how arches, stacks and stumps form.			

High Flyers - Enrichment Task



Use the following website to add to your map reading skills:

<https://www.ordnancesurvey.co.uk/mapzone/>

Norfolk has a long coastline. Either research or use your own knowledge to describe the features and processes that happen along our coast. Areas to focus on: Happisburgh, Hunstanton, Blakeney.

History

410 - 1553

Year 7

Year 8

KING'S LYNN ACADEMY

Half Term 6

Half Term 5

Half Term 4

Half Term 3

Half Term 2

Half Term 1

The Battle of
Bosworth
Field

The
Peasants'
Revolt

Yorkist
Rule

The Black
Death

Life as a
crusader
knight

Crusader
states

The First Crusade

The Islamic World

Edward I 1272-1307

Henry V 1413-1422

Medieval
Queens

King John
1199-
1216

Henry II 1154-1189

Crime and Punishment

The Medieval Castle

The Medieval Knight

The Medieval
Church

The Medieval Village

The Norman Monarchs

The Norman Conquest

The Feudal System

The Battle of
Hastings

Saxon, Norman or Viking?

The Anglo-Saxons Golden Age

Anglo-Saxons Rule

The Vikings

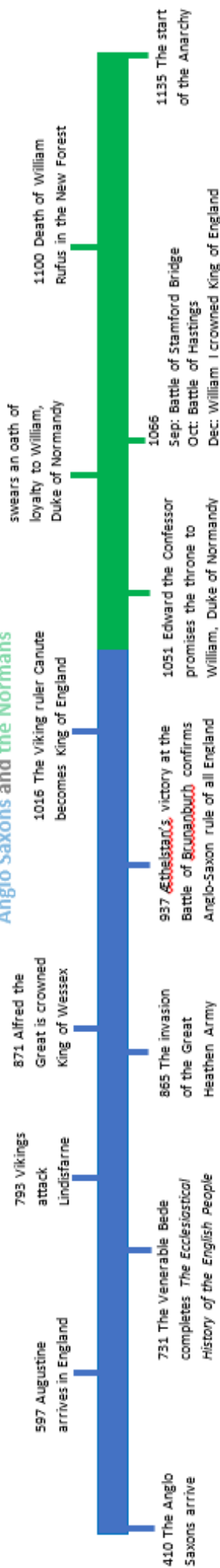
Alfred the Great

The Anglo-Saxons

Welcome to KLA. Your journey starts here.

Year 7 History Knowledge Organiser Autumn Term

Anglo Saxons and the Normans



Anglo Saxons 410 - 1066		The Normans 1042 -1135	
Tier 2 Vocabulary	Tier 3 Vocabulary	Tier 2 Vocabulary	Tier 3 Vocabulary
Archaeologist: someone who examines objects and locations from the past, often through excavation. Archbishop of Canterbury: the most senior bishop in the church of England Century: a period of one hundred years, often used to describe historical periods. Earl: a noble title, developed during the Anglo-Saxon period to describe the ruler of a country. Empire: a group of countries or states presided over by a single ruler. Monk: a man who dedicates his entire life to God and lives outside of normal society. Native: a person born in or historically associated with a country or region. Shire: individual country meaning 'area of control' in Old English. Vellum: a writing material made from the skin of sheep or calves, before the invention of paper.	Blood Eagle: a notorious Viking method for killing their enemies. Burh: a fortified town which ruled a local area. Danegeld: large sums of money given to Vikings to prevent further invasion. Danelaw: English territory given over to Viking rule. Dark Ages: a term used to describe the years that followed the fall of the Roman Empire. Fyrd: Part time Anglo-Saxon Army which could be called on in times of war. Great Heathen Army: a large force of Viking warriors who invaded England during the 9th century. Illumination: richly decorated religious manuscript from the medieval period. Vikings: seafaring people from Scandinavia who raided and traded across Europe and Russia. Witan: a collection of Anglo-Saxon noblemen and senior clergy who advised the King.	Anarchy: a state of disorder caused by lack of law or authority. Baron: the highest rank of medieval society ruling land directly on behalf of the King. Bishop: a Christian clergyman with authority over many priests and churches. Conquest: taking control of a place or people through military force. Civil War: a war between two sides from the same nation. Exile: being forced to live outside your native country typically for political reasons. Heir: a person set to inherit property, or a title often used to mean next in line to the throne. Hierarchy: of form of social organisation where people are ranked according to status or power. Illegitimate: not recognised as lawful. Monarch: a royal head of state, can be a King Queen or emperor.	Bayeux Tapestry: a 70 metre long embroidered cloth depicting William of Normandy's conquest of England. Domesday book: a book commissioned by William the Conqueror detailing the possessions of every settlement in England. Fealty: pledge of loyalty from a feudal vassal to their Lord. Feudal System: the structure of medieval society where land was exchanged for service and loyalty. Motte and Bailey Castle: a simple fortification with an artificial Hill and a defensive courtyard. Normans: people from a region in northern France who were descended from Viking invaders. Subject: a member of a country or territory under the rule of a monarch. Vassal: anyone who was below you in medieval society and had to call you my Lord.

Anglo-Saxons and Normans Year 7

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

What do the following terms mean? Use it in a sentence related to the relevant topic:

Fyrd, Witan, Anarchy, Hereditary, Hierarchy

Put these events into chronological order. Can you add the dates that they happened?

Battle of Hastings, Battle of Edington, Alfred the Great becomes king, Harrying of the North, Domesday book is commissioned.

Say why these people are significant in the topics that we have studied:

Augustine, Bede, Empress Matilda, Hereward the Wake

Apply your knowledge

Explain what was important about the Battle of Stamford Bridge.

Write an account of the Battle of Hastings.

In what ways did the Vikings challenge Anglo-Saxon rule?

Stretch your thinking!

Which factor was the most significant in helping William I secure his throne following the Battle of Hastings?

- The use of force
- Organising government control

Year 10

History

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	The Anglo-Saxons including origin, life and treasure.			
2	Anglo-Saxon rule including hierarchy,, place names, religion, the written word and King Offa.			
3	The Vikings including origins, settlements, Valhalla and invasion of Britain.			
4	Alfred the Great including battles with King Guthrum and how he ruled as king.			
5	The Anglo-Saxon Golden Age including Alfred's lineage, peace and prosperity in England.			
6	Saxon, Norman or Viking? Includes contenders for the throne in 1066and Battle of Stamford Bridge.			
7	The Battle of Hastings			
8	The Norman Conquest including royal court, the Harrying of the North and Hereward the Wake.			
9	The Feudal System and the Domesday Book.			
10	The Norman Monarchs and the Anarchy.			

High Flyers - Enrichment Task



Historical Interpretations- The Death of King Harold'

A historical interpretation is a process by which we describe, analyse, and explain the events of the past using the sources of information that are available to us.

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

The U drive is the KLA Student Share drive.

There are two tasks to complete. They are:

1. Read the extract from an article about the death of King Harold II. Make a list of the possible ways in which Harold was killed.

French

Year 8

Year 7

KING'S LYNN ACADEMY

Term 6

Future tense

Using two tenses

Some important irregular verbs

Sports and hobbies

Regular present tense verbs

Term 5

Introducing opinions

Telling the time

Days of the week

Term 4

Talking about school life

I ♥ REVISION

Term 3

Key verbs être

Talking about people's appearance and personality

Numbers 1-100

Term 2

Pets and family

Learning A-Z

Key verb avoir

Welcome to KLA your Journey starts here

Term 1

Introducing phonics





Year 7 French Half Term 1



Topic specific vocab

Greetings

bonjour	hello
salut	hi
ça va?	how are you?
ça va bien	I am well
pas mal	not bad
ça ne va pas	I am not good
comment	what is your
t'appelles tu?	name?
je m'appelle	I am called
il/elle s'appelle	He/she is called

Alphabet

a	b	c	d	e	f	g
ah	bay	say	day	er	eff	shay
h	i	j	k	l	m	n
ash	ee	shee	kah	ell	emm	enn
o	p	q	r	s	t	u
oh	pay	coo	air	ess	tay	oo
v	w	x	y	z		
vay	doubla-vay	ix	ee-grek	zed		



Phonics

Phonic	Sounds like
é	ay
oi	wah
ui	whee
eu	uh
in/ain	an
en	on
ch	sh
q	k
ai	ay
eau/au	oh

Family members

mon père	my dad
mon mère	my mum
mon frère	my brother
ma sœur	my sister
mon grand-père	my grandad
ma grande-mère	my grandma
mon oncle	my uncle
ma tante	my aunt
mon beau-père	my step dad
ma belle-mère	my stepmum
mon demi-frère	my half brother
ma demi-sœur	my half sister

Pets

un chat	cat
un chien	dog
un lapin	rabbit
un cheval	horse
un cochon d'inde	guinea pig
une araignée	spider
un serpent	snake
un hamster	hamster
une souris	mouse
un poisson	fish

Avoir

j'ai	I have
tu as	you have (s)
il a	he has
elle a	she has
nous avons	we have
vous avez	you have (pl)
ils ont	they have (m)
elles ont	they have (f)



Year 7 French Half Term 2



Topic specific vocab

Useful high

Grammar frequency language

Numbers

1	un	11	onze	21	vingt et un
2	deux	12	douze	22	vingt deux
3	trois	13	treize	30	trente
4	quatre	14	quatorze	40	quarante
5	cinq	15	quinze	50	cinquant
6	six	16	seize	60	soixante
7	sept	17	dix-sept	70	soixante-dix
8	huit	18	dix-huit	80	quatre-vingts
9	neuf	19	dix-neuf	90	quatre-vingt-dix
10	dix	20	vingt	100	cent



Être

je suis	I am
tu es	you are (s)
il est	he is
elle est	she is
nous sommes	we are
vous êtes	you are (pl)
ils sont	they are (m)
elles sont	they are (f)

Adjectives

beau/belle	good-looking
branché(e)	trendy
charmant(e)	charming
curieux/curieuse	curious
de taille moyenne	average height
drôle	funny
généreux/généreuse	generous
gentil(le)	nice
grand(e)	big/tall
impatient(e)	impatient
intelligent(e)	intelligent
modeste	modest
petit(e)	small/short
poli	polite

To say age in French we have to use avoir – J'ai 12 ans (I have 12 years).

Appearances

J'ai les yeux bleus/marron/vert/gris	I have blue/brown/green/grey eyes
J'ai les cheveux blondes/noirs/bruns	I have blond/black/brown hair
longs	long
courts	short
raides	straight
frisés	curly



Useful language

et	and
aussi	also
mais	but
très	very
assez	quite

Year 7

French

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can greet people and say what my name is			
2	I know the alphabet and can spell my name			
3	I can recall the names of pets			
4	I can recall the names of family members			
5	I know key parts of the verb to have (avoir)			
6	I know key parts of the verb to be (être)			
7	I can say how old I am			
8	I can count and recognise numbers 1-100			
9	I can describe people's appearance			
10	I can describe people's personality			

High Flyers - Enrichment Task



Print out a picture of yourself with your family, pets or friends. Describe all the people in the photo in French giving as much information about each person as you can e.g. name, age, birthday, appearance, personality.



Lined area for notes, consisting of 20 horizontal lines.

German

Year 7

Year 8

KING'S LYNN ACADEMY

Term 6

Term 5

Term 4

Term 3

Term 2

Term 1

Future tense
with werden

Use of prepositions
with the dative

Modal verb: dürfen

Learn about
word order
V2I rule

Use *weil* to
explain opinions

Modal verb:
mögen

Using time expressions

Give and expand
opinions

Present tense:
regular verbs

Key irregular verbs:
fahren, sehen, lesen

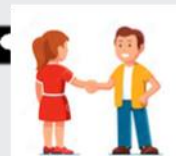
Modal verb: können

Key verbs: haben, sein, wohnen

Welcome to KLA your Journey starts here

Numbers 1-100

Develop awareness of phonics





Year 7 German Term 1

Useful high frequency language



Greetings

Hallo	Hello
Guten Tag	Good Day (hello)
Guten Morgen	Good morning
Guten Abend	Good evening
Gruß Gott	Hello (south Germany)
Servus	Hi (south Germany)

Wie geht's?	How are you?
gut, danke	good, thanks
nicht schlecht	not bad
nicht so gut	not so good
und dir?	and you?

Wie heißt du?	What's your name?
Ich heiße...	My name is..

Wie alt bist du?	How old are you?
Ich bin...Jahre alt.	I am ... years old.

Auf Wiedersehen	Goodbye
Tschüs	bye



Numbers

eins	1
zwei	2
drei	3
vier	4
fünf	5
sechs	6
sieben	7
acht	8
neun	9
zehn	10
elf	11
zwölf	12
dreizehn	13
vierzehn	14
fünfzehn	15
sechzehn	16
siebzehn	17
achtzehn	18
neunzehn	19
zwanzig	20
dreißig	30
vierzig	40
fünfzig	50
sechzig	60
siebzig	70
achtzig	80
neunzig	90
hundert	100

Phonics (how to pronounce letters in German)

looks like	sounds like	Example (pronounced)
J	y	Jo-Jo (yo-yo) = yoyo
V	f	Vogel (fogel) = bird
W	v	Wasser (vasser) = water
Z	tZ	Zug (tZug) = train
ch	kuh	Buch (Bukuh) = book
_e	uh	schlange (schlanguh) = snake
ei	i	Eis (Ice) = ice cream
ie	e	Biene (beenuh) = bee
eu	oi	Deutsch (doitsch) = German
äu	oi	Häuse (Hoisuh) = houses
au	ow	Haus (Hows) = house
ö	er	Löwe (Lervuh) = lion

Writing other numbers

To write numbers 21-29

1. Write the number between 1-9 (e.g. drei)
2. Write "und" (e.g. dreiund)
3. Write the number twenty (e.g. dreiundzwanzig = 23)

To write numbers 31-39

1. Write the number between 1-9 (e.g. zwei)
2. write "und" (e.g. zweiund)
3. write the number twenty (e.g. zweiunddreißig = 32)

Follow the pattern for 41-49, 51-59, 61-69, 71-79, 81-89, 91-99! (e.g. neunundneunzig= 99)



Year 7 German Term 1

Useful high frequency language



Haustiere

Hast du ein Haustier?	Have you got a pet?
Ich habe ...	I have ...
einen Goldfisch	a goldfish
einen Hamster	a hamster
einen Hund	a dog
ein Kaninchen	a rabbit
eine Katze	a cat
eine Maus	a mouse
ein Meerschweinchen	a guinea pig
ein Pferd	a horse
eine Schlange	a snake
einen Wellensittich	a budgie
kein Haustier	no pet

Familie

Eine Mutter	a mum
Ein Vater	a dad
Eine Stiefmutter	a stepmum
Ein Stiefvater	a step dad
Eine Schwester	a sister
Ein Bruder	a brother
Ein Halbbruder	a half brother
Eine Stiefbruder	a stepbrother
Eine Großmutter	a grandma
Ein Großvater	a grandpa
Ein Onkel	an Uncle
Eine Tante	an Aunt
Ein Cousin	a cousin

Connectives

und	and	aber	but
oder	or		

Making Dates

To turn 1-19 into dates, add **ten** to the end of the number:

vierten = 4th, fünften = 5th, sechsten = 6th

To turn 20-31 into dates, add **sten** to the end of the number:

einundzwanzigsten = 21st

neunundzwanzigsten = 29th

There are three exceptions:

ersten = 1st, dritten = 3rd, siebten = 7th

Birthdays

Wann hast du Geburtstag? =

When is your birthday?

Ich habe am achtten März Geburtstag =

My birthday is on 8th March.



Useful verbs

haben (to have)

Ich habe	I have
Du hast	you have (informal)
Er hat	he has
Sie hat	she has
Wir haben	We have
Sie haben	they have / you have (formal)

sein (to be)

Ich bin	I am
Du bist	You are (informal)
Er ist	he is
Sie ist	she is
Wir sind	we are
Sie sind	they are / you are (formal)

Können (to be able to)

Ich kann	I can / am able to
Du kannst	you can / are able to (informal)
Er kann	he can / is able to
Sie kann	she can / is able to
Wir können	we can / are able to
Sie können	they can / you can (formal)

wohnen (to live)

Ich wohne	I live
Wir wohnen	we live



Aussehen

schwarze/braune	black/brown
blonde/rote	blond / ginger
kurze/lange	short/long
Mittellange	mid-length
Haare	hair
blaue/braune	blue/brown
grüne/graue	green / grey
Augen	eyes
klein	small / short
groß	big / tall
dick	fat
schlank	thin

Appearance

Monate

Januar	January
Februar	February
März	March
April	April
Mai	May
Juni	June
Juli	July
August	August
September	September
Oktober	October
November	November
Dezember	December

Months

Year 7

German

Knowledge Checklist

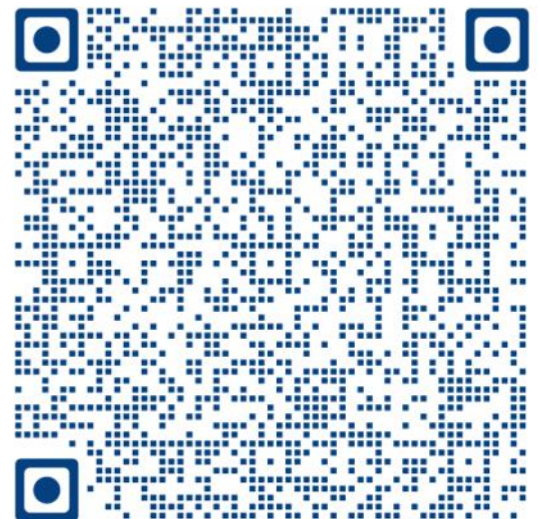
KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can greet people and say what my name is			
2	I can recognise key German graphemes and know how to pronounce them			
3	I can count and recognise numbers 1-100			
4	I can say how old I am			
5	I know key parts of the verb to be (sein)			
6	I know key parts of the verb to have (haben)			
7	I can recall the names of family members			
8	I can recall the names of pets			
9	I can describe people's appearance			
10	I can describe people's personality			
11	I can name months and say when my birthday is			

High Flyers - Enrichment Task



Go to the story of red riding hood with this QR code. Use your knowledge of phonics to read the story out loud, then use the link at the top to listen to some of it read by a German person and see how close you were!



Gluteal Hamstrings Quadriceps Gastrocnemius

Topic:
Muscular

Name the lower body major muscles



Latissimus Dorsi

Motivation

KING'S LYNN ACADEMY

Key Concept: Understanding the body



Vertebrae Pelvis Phalanges

Name the lower body bones

Topic:
Skeletal
System



Humerus Meta-Carpals Tibia

Meta-tarsals
Fibula



Key Concept: Understanding the body

Term 5

Knowledge
and
understanding



Impacts of a poor diet



Balanced diet: 7 Parts

Balanced
Diet

Topic:
Nutrition

Healthy
proportions



Macro-Nutrients

Micro-Nutrients

Key Concept: Health & Well-Being

Term 4



Body Composition

Power



Speed



Reaction Time



Name the Components of fitness

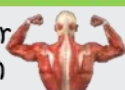
Topic:
Components
of fitness

Agility

Co-ordination

Balance

Muscular
Strength



Muscular
Endurance



Cardiovascular
Endurance

Flexibility



Key Concept: Personal Challenge

Term 3

Confidence



Stages of warming-up & Cooling-down

Prevent injury

Topic:
Moving
safely



Raise Heart Rate



Term 2



Movement
competence

Social Reasons



Mental Reasons

Reasons why people take part in sport

PE
Yr 7

Topic:
Health and
well being



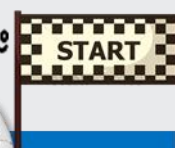
Physical Reasons



Fitness

Exploring physical literacy

Term 1



Welcome to PE

Health



Exercise

Reasons for taking part in physical activity:



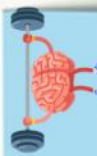
Social

- Mix with others
- Communications skills
- Make new friends
- Meet current friends
- Develop team work skills
- Co-operation skills
- Work with others.



Physical

- Physical challenge (Can do attitude)
- Increase fitness
- Improve performance
- Improve components of fitness: **Cardiovascular fitness, muscular endurance, muscular strength, flexibility and Body composition.**



Mental

- Relieve stress
- Mental challenge (Can I do it?)
- Increase self-esteem
- Confidence
- Help the individual to feel good
- Contributes to enjoyment of life

Physical Literacy

At KLA we aim to develop physically literate students. This means that you will leave school with the physical competence, confidence, motivation and knowledge it takes to stay active throughout life

Movement Competence



Confidence



Knowledge & Understanding



Motivation



Warm up stages

1. Pulse raiser

2. Mobility

3. Stretching

4. Dynamic Movements

5. Skill Rehearsal

Cool down stages

1. Low intensity exercise

2. Stretching

Physical Literacy and reasons for taking part

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

List 3 physical reasons for taking part in sport/physical activity

List 3 mental reasons for taking part in sport/physical activity

List 3 social reasons for taking part in sport/physical activity

Apply your knowledge

Name and explain the 4 components of physical literacy

Explain why physical literacy is important for life long physical activity

Stretch your thinking!

Name the 5 stages of a warm up

Name the 2 stages of a cool down

Explain the important of a warm up and a cool down for performance

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Reasons why people take part in sport			
2	Physical reasons why people take part in sport			
3	Social reasons why people take part in sport			
4	Mental reasons why people take part in sport			
5	Define physical literacy— name the 4 components			
6	Explain why physical literacy is important			
7	Warm up stages—5			
8	Cool down stages—2			

High Flyers - Enrichment Task



Design a poster for a gym making the members aware of the 3 types of health and the many reasons for taking part in physical activity

Technology

Year 7

Year 8

KING'S LYNN ACADEMY



Topic Test



Reflect and evaluate on the outcome

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

Quality Control (QC)

QUALITY CONTROL



Cutting design on CO2 Laser cutter



Creating wearable acrylic product on 2D Design.

Brainstorm ideas, design drawing and design development

CAD/CAM Computer Aided Design Drawing.

2D^{v2} DESIGN

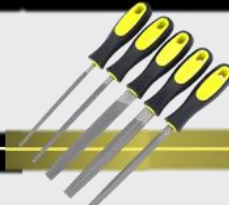


Moodboard creation and investigating existing products to gain ideas



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

Learning acrylic finishing tips and process



Learning about the design cycle

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



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



Research material properties of Thermoplastics and thermosetting plastics.

Learning about different materials and tools used in this project



Health and safety

Welcome to KLA your Journey starts here

Wearable Acrylic Project

Learners must be able to:

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

YEAR 7 TECH

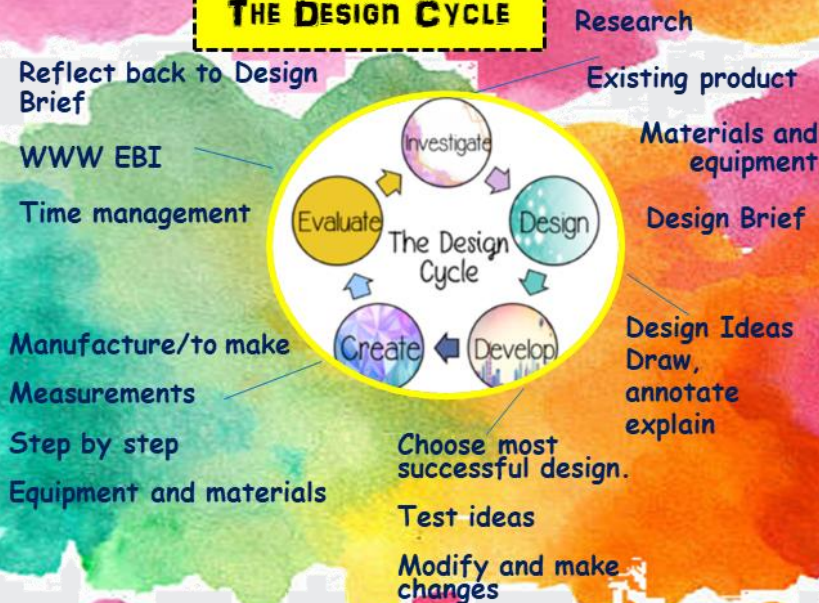
WEARABLE ACRYLIC

Designer Inspiration

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



THE DESIGN CYCLE



Key Words

Reading List

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

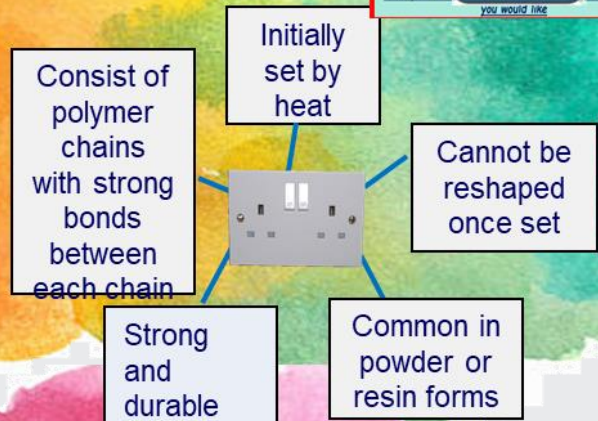
CAD/CAM



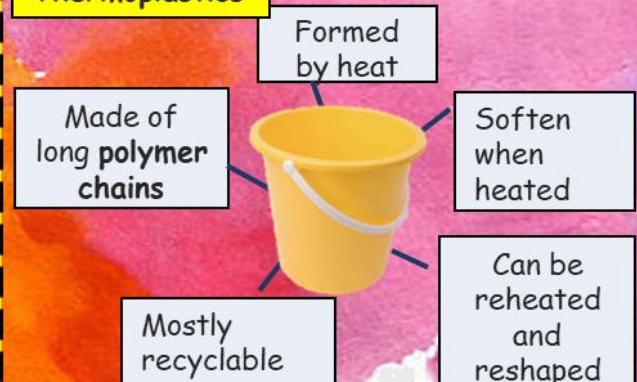
Test and Revise Key Words

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

Thermosetting Plastics



Thermoplastics



THERMOPLASTICS AND THERMOSETS

YEAR 7 TECH

HOMEWORK

TASK: To learn about the different tools and materials.

Your task is to learn the tool and equipment names and be able to recall from memory their names.



Belt Sander



Engineer's File



Pillar Drill



Tech Oven

Tech Oven



Hegner Scroll Saw



Metal Vice



Wet & Dry
paper



Laser Cutter



Buffing and
Polishing machine

YEAR 7 TECH

HOMEWORK

TASK:

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

What are they used for?

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

Design and Technology

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

Name two tools that can be used to create a curve in plastic.

How can the material be made smooth to the touch?

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

+

Name two properties of acrylic.

Where does plastic come from?

Explain -how we can test the properties of a Thermoplastic.

*

Why do we create a mood board?

How will the mood board help us in the design process?

A product analysis is a resource helping us to research and understand
_____.

Design and Technology

Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



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

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

Year 8

KING'S LYNN ACADEMY

FOOD TECH

Year 7

Reflect & evaluate

EVALUATION

Wash up & dry

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

Make dressing

Boil Pasta

Written Step-by Step

Pasta Salad



Reflect & evaluate

EVALUATION

Pour in milk & bring into dough

Roll out dough

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

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

Rub flour & butter together

Blend apples

Written Step-by Step



Apple crumble biscuits

Reflect & evaluate

EVALUATION

Wash up & dry

Bake for 10-12 mins

Mix tsp water with puree - spread on base - add chosen topping

Scone Based Pizza



Healthy Meal Planning



Reflect & evaluate

EVALUATION

Wash up & dry

Brush with milk. Bake for 12-15 mins

Reflect & evaluate

EVALUATION

Wash up & dry

Put in oven for 15-20 mins



Scones

Written Step-by Step

Rub flour & butter together

Make a well - pour in milk



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



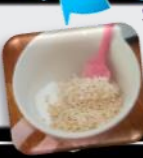
Prepare fruit



Rub flour & butter together



Stir in oats & sugar



Pour mix over fruit



Reflect & evaluate

EVALUATION

Wash up & dry

Add fruit juice

Prepare fruit

Apron!

Written Step-by Step

Fruit Salad



Eat Well Plate



Knife Skills & Knife Safety



Hygiene and safety in the kitchen.



Health & Safety & Hygiene Posters!



Health & Safety, Hygiene & Eat Well Plate

Welcome to KLA

Learners must be able to:

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



Pasta salad



Scone based pizza



Scones



*Fruit salad
& Apple Crumble*



Apple crumble biscuits



Teaching Knife Safety Skills



Health & Safety & dangers in the kitchen



YEAR 7 FOOD



Key Words

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

Year 7

Food Tech

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

What does healthy mean?

What does diet mean?

What rules do we follow in the kitchen?

+

What is the Eatwell plate?

What are the 5 food groups?

What is a balanced diet?

*

What is the function of Carbohydrates?

What does processed mean?

What is the function of protein?

Food Technology Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



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

YEAR 8 ART HERE WE COME!

KING'S LYNN ACADEMY

ART
Y7



Year 8
Starts

Expressive
Colour

Mixed Media
Klimt Response

Watercolour
Techniques

Expressive
Colour

Solid
Colour Mixing

Collage
Techniques



Precision

Pattern
And
Collage

Oil Pastel
Techniques

Design

Artist:
Hundertwasser

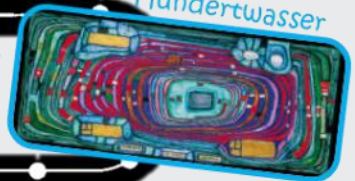
Hundertwasser
Abstract Art

Buildings

abstract



Annotate



Shape

Abstract and
Architecture

Colour

Watercolour
Techniques

Wallpaper
Design

Pattern

Artist:
Olivia Brown

Tonal
Drawings of
Leaves

Primary
Secondary

Shape

Colour Theory
Technique



Artist:
Hanna Werning

Silhouette



Minimal

Artists:
Julian Opie

Artists:
David Mach

Collage
Techniques

Studying the work
of other artists

Artists:
Chuck Close

Colour Pencil
Techniques



Layering

Skin
tones Cutting Colour

Self
Portraits



Oil Pastel
Techniques
Blending



Tonal
Self
Portrait

Shading
Techniques

Tone

Drawing
Eyes

Pencil
pressure
Proportions

Mixed Media
Self Portrait

Materials



Features

Observational Drawing

Self
Portraits

Welcome to KLA your
journey starts here



Year 7
Starts

Portraits / Animals / Pattern

START

Learners must be able to:

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

Artists

Portraits

Chuck Close
Julian Opie
David Mach

Pattern

Hanna Werning

Transferable knowledge and skills

Facial proportions observational drawing

Portraits and proportions



- using accurate proportion
- drawing what you see

Tonal shading



Drawing an eye

Tonal shading grid

6B 5B 4B 3B 2B B HB

Grid drawing

Tonal shading pencils

Mixed Media - tonal and abstract



Mixed Media - Collage and painting



Animals and pattern



skin

hair

background

Chuck close section

Tonal drawing section

Tonal shading, smooth blending, accurate proportions

Background

Hair

Skin

Julian Opie section

David Mach section

Key Vocabulary

Tier 3

burnishing, juxtaposition, observational hyper-realism

Tier 2

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

Tier 1

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

Year 7 Rotation 2 (20 lessons)

Animals and Pattern in Art

Art

Learners must be able to:

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

Artists

Animals:

Hanna Werning
Olivia Brown

Pattern:

Hundertwasser
Gustav Klimt

Transferable Knowledge & Skills

Colour Theory



Working in the style of an artist



Hanna Werning
Wallpaper Designer
Watercolour Technique

Sculpture in the style of an artist



Olivia Brown
Dog Sculptures
Sculpting, carving and Moulding

Accuracy and Precision

Working as part of a team in a jig-saw Style
Precision and accuracy



Abstract and Expressive Art

Hundertwasser abstract Artist
Expressing opinion



Working in the style of an artist

Using a limited colour palette
Mixed Media layering



Watercolour



Grid Method
Scaling Up
Solid colour
History of the playing card



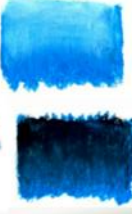
Pattern, Shape and Line

Oil Pastel



Expressive Colour Mixing

Blending with highlights and shadows



Key Vocabulary

Tier 3

Detail Accurate Abstract

Collage Watercolour Oil Pastel Personal Response

Tier 2

Detail Tone Shade Carve 3D Tools Sculpt Media Blending Layering

Tier 1

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



Lined area for notes, consisting of 20 horizontal lines.

Year 7

ART

Knowledge Questions

KNO
WLED

Below are a series of questions.

Use these to apply your knowledge and practice.

=

what shape do you draw for the face when drawing a self portrait?

List the shading pencils from lightest to darkest

What is a highlight in art?

+

What is tone in Art?

What is the difference between shape and form in Art?

What is depth in art?

*

Explain the difference between Abstract art and Hyperrealism?

Explain how you achieve realism in your artwork?

Explain why artists may work in different styles from each other?

Year 7

ART

Knowledge Checklist

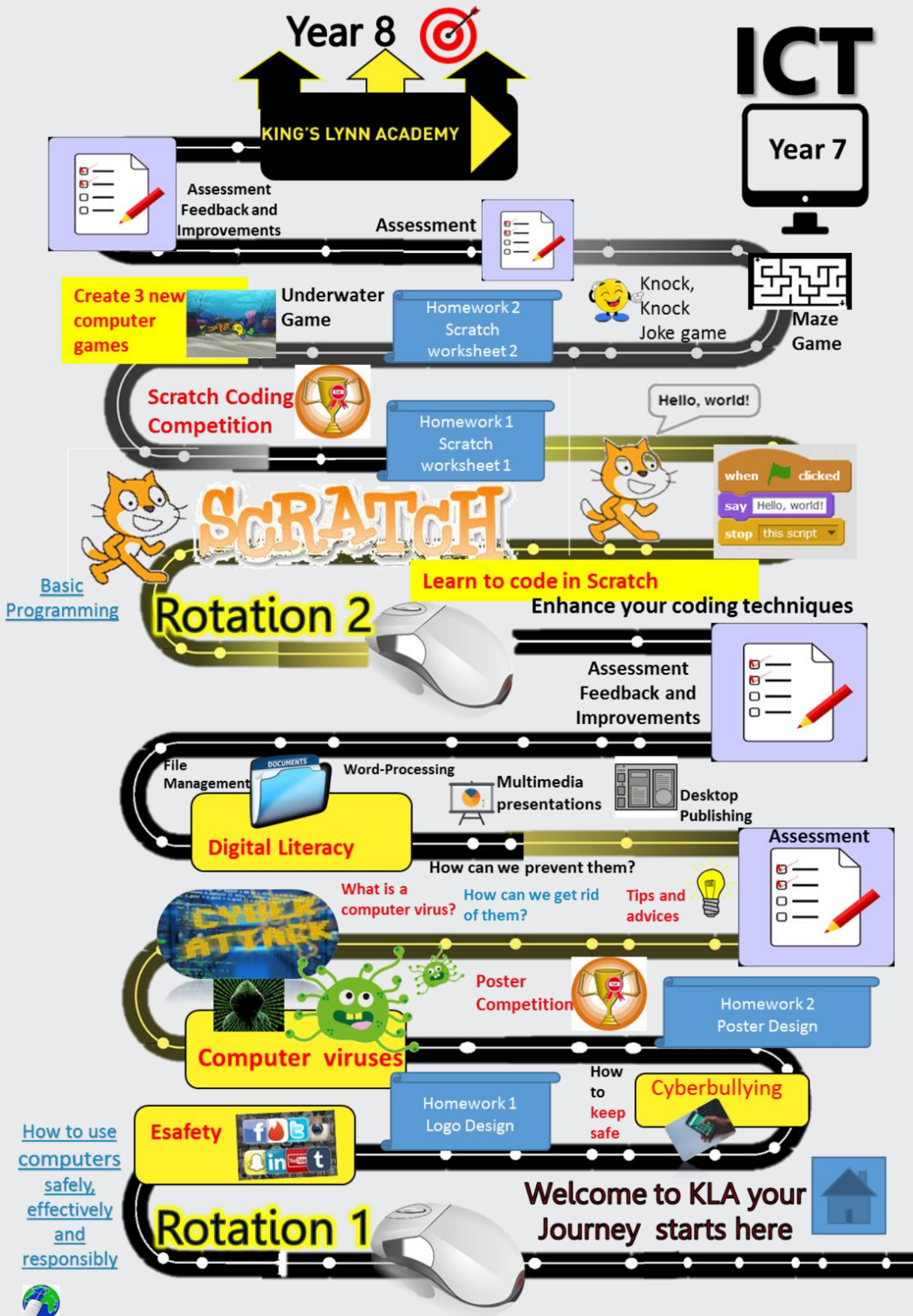
KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



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





Year 7 Rotation 1

ICT

Rotation 2



(Esafety and Digital Literacy)

(Scratch Programming)

Students should be able to:

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

Students should be able to:

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

Learn the answers to FAQs



How to be safe on Social Media?

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

What is Cyberbullying? How to prevent this?

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

How do I create a multimedia presentation?

How do I create my own Esafety logo?

Which software is best suited to create a poster?

How do I use a word-processor?



Book suggestions to aid learning



How to use the different coding blocks available?

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

What are variables and how do I use them?

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

How do I add points to my games?

Key Vocabulary



Year 7 (ICT) Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



Complete all extension tasks each lesson

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

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

Complete at least 10 tasks on SamLearning per week

Become a Learning buddy to another student

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

Year 8

Performing Arts

KING'S LYNN ACADEMY

Year 7

Term 6

Realism and Naturalism

Konstantin Stanislavski

Ben Jonson & Christopher Marlowe



HENRY V Histories

Renaissance Royals

Reading Shakespeare



Comedies



Tragedies



Melodrama



Pantomime

Term 5

Renaissance Theatre

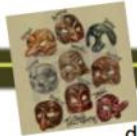
An Introduction to Shakespeare



Commedia Stock Characters



Improvisation



Commedia dell'arte Mask

Commedia dell'arte Technique



Laurel and Hardy



Mr. Bean

Term 4

Commedia dell'arte

Venice, 1600's



Performing our Biblical Play



Re-writing a Biblical Story for the Stage

Types of Medieval Stage



The Medieval Church

The Miracle Play: Saint George and the Dragon



The Mystery Play: Noah and the Flood



The Morality Play: Everyman

Term 3

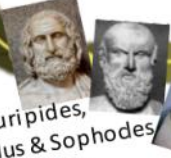
Medieval Theatre

Introducing Medieval Theatre

Comedy & Tragedy



Greek Stage



Euripides, Aeschylus & Sophocles

Medea, Euripides



Greek Chorus & Choral Reading

Performing in Medea Mask



Designing a Mask for Medea

Term 2

Greek and Roman Theatre

Euripides, Aeschylus & Sophocles

How to Read a Play



The Role of a Playwright



Introducing Monologue & Ancient Greece



Performing in Greek Mask



Designing Greek Mask



Developing our Monologue



Performing our Monologue

Becoming the Playwright: Writing Greek Monologue



Term 1

An Introduction to Theatre

Stage Positioning

Types of Stage



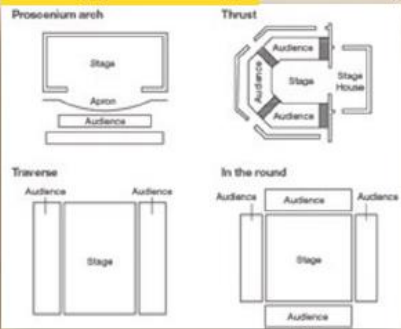
Welcome to KLA, your journey starts here



An Introduction to Theatre



Four types of Stage



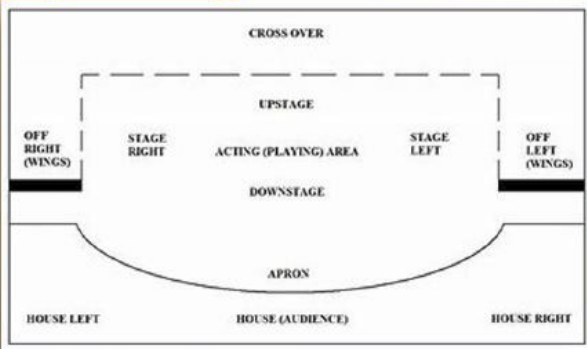
Proscenium Arch
- Audience sits on one side.

Traverse
- Audience sits on two sides.

Thrust
- Audience sits on three sides.

In the Round
- Audience sits on four sides.

Stage Positioning



What is a Play?

A play is a piece of writing in which a character, or characters, communicate *usually* with dialogue. A play is written with the intention of it being watched in a theatrical performance.

What is the role of a Playwright?

A Playwright is a person who writes plays

How to read a Script



Speech is in standard type

CHARACTER: Speaks (walks offstage)

(Stage directions are in brackets) *or italics*



CHARACTER'S NAMES ARE IN BOLD AND CAPITALISED

What is an Actor?

An actor is a person whose profession is performing on stage or screen.



Key Words



GREEK THEATRE



When did Greek Theatre begin & end?



Greek Stage



Amphitheatre
- An open air circular venue with a central performance space surrounded by tiered seating.

Amphitheatres are usually one of two types of stage...

Thrust
- Audience sits on three sides

OR

In the Round
- Audience sits on four sides

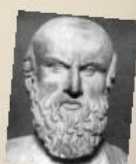
Greek Playwrights



Euripides



Sophocles



Aeschylus

What is a Greek Comedy Play?

A Greek Comedy Play usually mocks men in power because of their vanity and foolishness. The characters ultimately triumph over evil.

What is a Tragedy?

A Greek Tragedy Play deals with themes of love, loss, the abuse of power, and the complicated relationship between men and Gods. The play has an unhappy ending, usually resulting in the downfall (and likely death) of the main character.

Who is Medea?



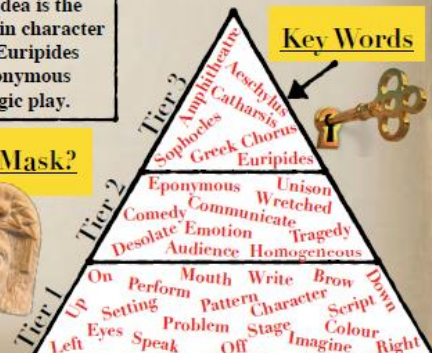
Medea is the main character in Euripides eponymous tragic play.

What is Greek Mask?

Greek Mask exaggerates the emotion of the character.



Key Words



Performing Arts: Autumn Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	What are the Four Types of Stage ?			
2	What are the Stage Positions ?			
3	What is a Play ? What is a Playwright ? What is a Script & how do you read & write one?			
4	What is a Monologue ?			
5	When is Greek Theatre ? When did it emerge?			
6	Who is Euripides ?			
7	What is a Comedy & What is a Tragedy ?			
8	What is Mask used to communicate?			
9	What is the role of the Chorus ?			
10	In Medea how do we receive information about Medea's character?			

High Flyers - Enrichment Task



1. What are some of the potential complications of performing in an open-air venue or on an In The Round stage?
2. Can you think of any groups of people (other than a Greek Chorus) who look homogenous? Why do you think they appear homogeneously?
3. Write your own Monologue at home from the perspective of another Greek God or Goddess of your choice. Be sure to format your script correctly and include stage directions.

Year 8

Music

Year 7

KING'S LYNN ACADEMY

Term 6

Ukulele Ensemble

Strumming Patterns

Reading Chord Diagrams

Term 5

Ukulele

Performing

Reading and Rehearsing

Origins of the Ukulele

Notes on the Keyboard

Hand Position

The Treble Clef

Learning Notation

Term 4

An Introduction to Keyboards

Famous Pianists

Composing and Performing

Conducting

Term 3

Rhythm Continued

Time Signatures

Semiquaver

Quaver

Semibreve

Minim

Crotchet

Crotchet Rest

Rhythm vs Pulse

Term 2

An Introduction to Rhythm

Tempo

Learning notation

Instrumentation

MELODY

ELEMENTS OF MUSIC:
WHAT ARE THEY?
MAD T SHIRT

Term 1

An Introduction to Musical Features

Articulation

DYNAMICS

Texture

Monophonic

Homophonic

Polyphonic

Heterophonic

WHAT IS Structure IN MUSIC?

PERFECT Harmony

Welcome to KLA your Journey starts here

Musical Elements



MAD T SHIRT

Melody

A melody is the main tune of a song.

When describing melody you could talk about the pitch of notes (whether they are high or low!)



Dynamics

Dynamics means the volume of a piece of music (loud or quiet).

You could also use these words:

Forte - Loud

Piano - Quiet

(Pee-arr-no)



Structure

Structure means different sections of the music and how they are organised.

This could be Verse, Chorus, Bridge.

Articulation

Articulation means how notes are played. Here are some examples:

Staccato - Short snappy notes

Legato - Smooth and flowy

Vibrato - Notes that vibrate/wobble

Texture

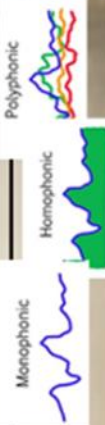
Texture means layers of sound (thick or thin).

You could use these words:

Monophonic - One layer

Homophonic - Melody and Harmony

Polyphonic - Independent melodies at the same time



Harmony

What chords are used and whether the music is in a major or minor key.



Rhythm

Rhythm means the placement of sound in time.

When describing rhythm you can talk about whether notes are long or short.

Instrumentation

What instruments are used in the song.

Is it an orchestra, band or choir?



Tempo

Tempo is the speed of a song. You could use the words slow medium or fast.

Tempo can also include beats per minute (bpm).

MAD T SHIRT

Melody

Articulation

Dynamics

Texture

Structure

Harmony/Tonality

Instrumentation

Rhythm

Tempo

The main tune of the music

How the sounds are played

The volume of a piece of music

The layers within a piece of music

The different sections of the music

What chords are used and is it major/minor

The instruments or sound quality of the music

The placement of sounds in time

The speed at which music is played

Introduction to Rhythm



Beat vs Rhythm

Beat

- In most music there is a steady regular beat where you can tap your foot or clap along to it.
- The is often referred to as a *Pulse*.
- A beat contains the *SAME* note lengths.



Rhythm

- Rhythm is the placement of sounds in time.
- A rhythm contains *DIFFERENT*



Musical Notes

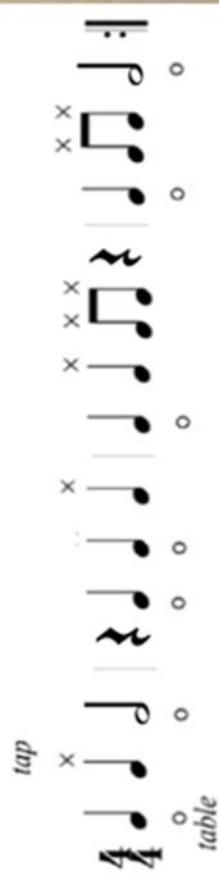
Note	Value	Name	How to remember
	4	Semibreve	Hold X 4
	2	Minim	Hold X 2
	1	Crotchet	Tea
	1	Crotchet rest	Silence
	1/2	Quaver	Coffee
	1/4	Semiquaver	Jammie-Dodger

Cup Rhythms

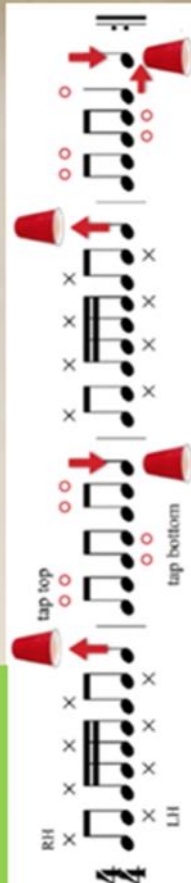
Rhythm 1



Rhythm 2



Rhythm 3



Cup Symbols:

X Use your hand to tap the top of the cup.

O Tap cup on the table.



Lined area for notes, consisting of 20 horizontal lines.

Music: Summer Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Level 3 Questions

Describe the difference between a beat and a rhythm.

Write a rhythm using these notes:

Crotchet Quaver Semiquaver Crotchet Rest Minim

What do these terms mean: Monophonic, Homophonic, Polyphonic?

Level 2 Questions

Using the notes you know so far, compose a beat.

How much do these notes add up to?

$$\text{Crotchet} + \text{Crotchet} = \quad \text{Quaver} + \text{Quaver} =$$

What words can be used to describe the texture of a piece of music?

Level 1 Questions

Circle the option that is **not** a musical note:

Crotchet Clef Minim Semibreve

What do these notes look like?

Crotchet Minim Quavers

What does the term texture mean?

Music: Summer Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	What does MAD T SHIRT stand for?			
2	What does the term tempo mean?			
3	What does the term dynamics mean?			
4	What does the term instrumentation mean?			
5	What does the term texture mean?			
6	What is a beat ?			
7	What is a rhythm ?			
8	How much is a single quaver worth?			
9	How much is a single semiquaver worth?			
10	Compose a rhythm using all the notes you know.			

High Flyers - Enrichment Task



- Using the musical features, plan how you could use these to compose a piece of music based on an animal. For example, if you were composing a piece based on a cheetah, the tempo would be fast.
- Try to challenge yourself by using technical terminology when talking about musical features. E.g. crescendo, forte, polyphonic.
- Look up other musical notes and their values at home and see if you can include them within your rhythm compositions!

RSE - Puberty

KING'S LYNN ACADEMY



PD
Year 7



Internet Safety &
Media

The
Gurdwara

Dragons Den

Half Term 6



Guru Nanak



Khalsa



5K's

Langar
& Sewa



What is Sikhism?

Rebirth



Meditation &
Mindfulness

Half Term 5

Buddhist
Symbols



Festivals in Buddhism



RSE -
Relationships



Metta



Drugs &
Tobacco

Half Term 4

5 Precepts



Eightfold
Path

Budgeting &
Finance

Discrimination
& Stereotypes



What is
Buddhism?



Buddha



Noble Truths &
Marks of Existence

Untouchables

Half Term 3

Afterlife
Game



Festivals

Caste
System

What are the Eastern
Religions?



Karma & Rebirth

Scriptures & Worship



British Values

What is Hinduism

Half Term 2

Ultimate Questions
Project



World Religions



Ultimate Questions

Presenting
ourselves

Islands of
Personalities



Emotions

Mental Health



What is
religion?

Welcome to
your Personal
Development
Journey

Half Term 1



Ultimate Questions & Hinduism

Things you need to be able to do:

- Know the 6 main world religions
- Understand what an ultimate question is
- Describe religious beliefs towards Ultimate questions
- Explain different responses to an Ultimate Questions including my own
- Know Hindu beliefs about God and afterlife
- Understand how beliefs affect a Hindu's life

Key Questions:

Is there God?

What happens after we die?

How did the Universe begin?

Is there one God or many?

What is Karma?

Can we die and be reborn?

Tier 2 Vocabulary

Belief - an acceptance that something exists or is true, especially one without proof.

Religion - the belief in and worship of a superhuman controlling power, especially a personal God or gods. A particular system of faith and worship.

Holy Text - texts that are related to a particular religion. E.g Christianity & the Bible

Founder - The person who started/created the religion

Tier 3 Vocabulary

Hinduism - A faith founded by Gautama Buddha

Karma - good or bad luck, viewed as resulting from one's actions.

Ultimate Question - a question that cannot be answered, as there are too many unknown elements

Reincarnation - the soul being reborn into another body

Year 7 PD

Knowledge Organiser - Autumn

Presentation

Things you need to be able to do:

- Project your voice without shouting
- Filter key information
- Share information with confidence

Key Questions

How can you project confidence even when you don't feel confident?

Which pieces of information are the most important?

Tier 2 Vocabulary

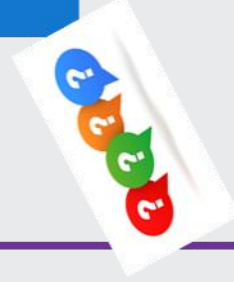
Confidence - Have trust in yourself and your ability

Respect - Being polite when other people are presenting

Articulation - Putting your thoughts and feeling into words in a clear way

Projection - Speaking loudly and clearly without shouting

Preparation - Being organised beforehand



Mental Health & British Values

Things you need to be able to do:

- Know what the five core emotions are
- Explain what mental well-being is
- Understand how emotions impact our personality
- Explain what British Values are
- Understand how our British Values impact us

Key Questions

What are emotions?

Why do we have different emotions?

Why is mental wellbeing important?

Why do we have British Values?

What are British Values?

Tier 2 Vocab

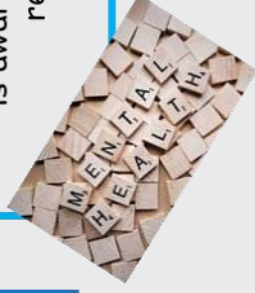
Emotion - a strong feeling deriving from one's circumstances, mood, or relationships with others.

Personality - the combination of characteristics or qualities that form an individual's distinctive character.

Mental Wellbeing - describes

your mental state - how you are feeling and how well you can cope with day-to-day life

British Values - A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.



Personal Development Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. What is an example of an Ultimate Question

3. Give two of our core emotions

5. Name two things you need to do when presenting

6. Name two things you should not do when presenting

+

1. Explain what an ultimate question is

2. Explain what an Eastern religion is

3. Explain two ways to improve your mental health

4. Explain two of the British Values

5. Explain why presentation skills are important

6. Explain why you should always speak clearly



1. Explain why the Trimurti is important in Hinduism

3. Explain why the British Values are important

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

5. Explain a consequence of bad presentation

Personal Development Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Basic facts about the six main world religions			
2	The five core emotions			
3	What mental well-being is			
4	How our emotions shape our personality			
5	Ultimate Questions, including what they are and possible			
6	How to present your ideas clearly			
7	What are British Values			
8	How British Values shape our lives			
9	The Eastern Religions			
10	Hindu Beliefs, including God, karma, the afterlife, and			
11	Hindu Practices in the 21st Century			

High Flyers - Enrichment Task



Create a detailed fact file on another Eastern religion.

Some suggestions: Taoism, Jainism, Shintoism, and Confucianism.

To start your research you could use the links below:

<https://uucnrv.org/uucwp/wp-content/uploads/Eastern-Handouts.pdf>

<https://religionfacts.com/big-religion-chart>

1. Look, Cover, Write, Check, Correct

Look, Cover, Write, Check, Correct

Common at primary schools

First
Look, then cover this column

Next
try to answer/give definition/spell

Now
Check to see if you were right

Finally
Correct those you got wrong

Look	Write	Check	Correct
Noun	Person place or thing	☒	
Belief	Something you believe	X	Accept true without proof
Algorithm	Alrithum	X	Algorithm

2. Questions / Answers, Answers / Questions

Questions/Answers, Answers/Questions

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

Answer; *1910*

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

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

Always check and correct!

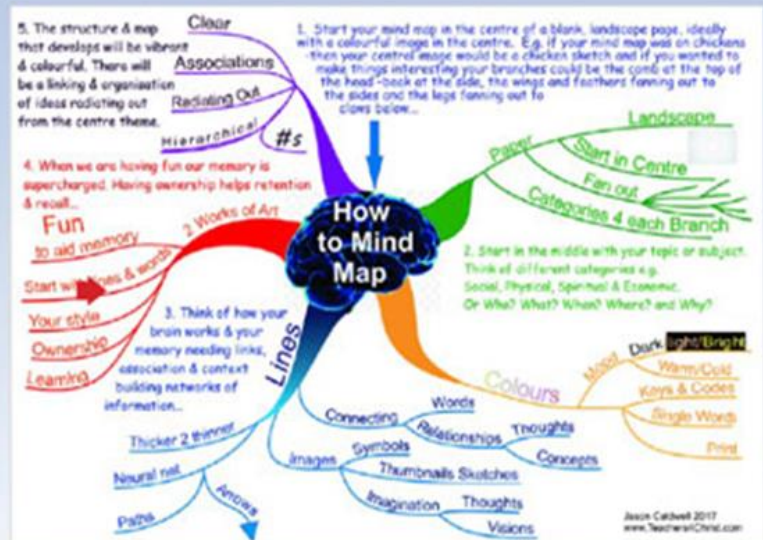
3. Map Your Mind

Mind Maps



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

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



4. Clock Learning

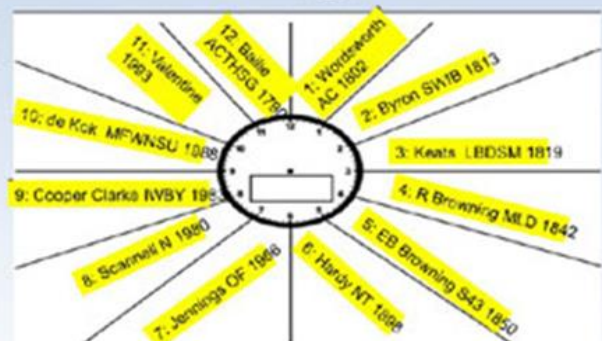
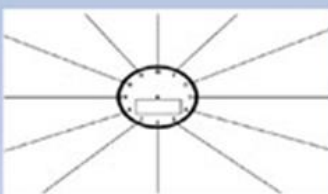
Clock Learning

For this technique you draw a basic clock.

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

or

Use it to help visualise a timeline.



Further Optional Home Learning

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



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



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



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



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



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



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

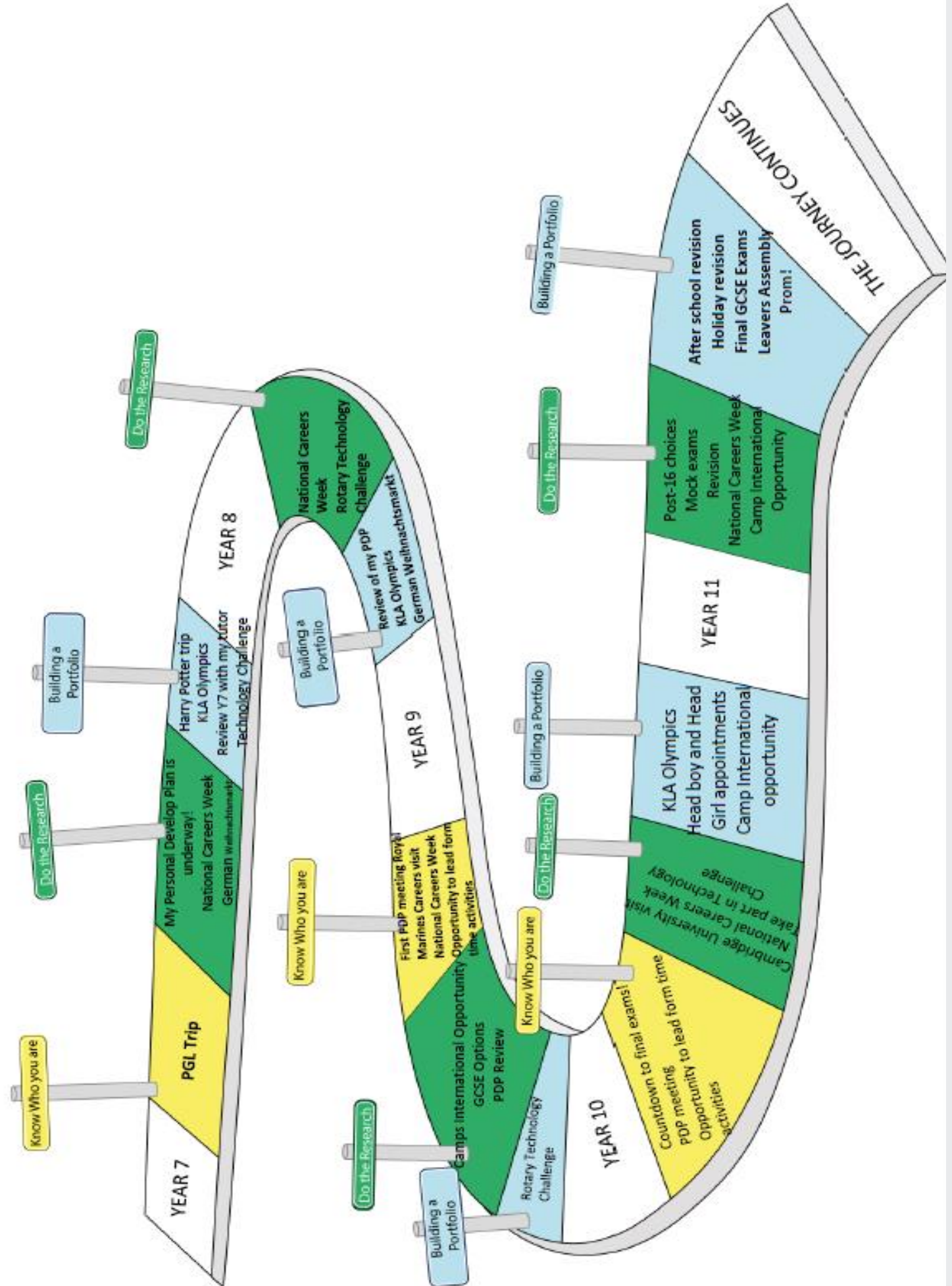


We have been using this successfully for the last two years to prepare pupils for their Language GCSEs. Through Active Learn, pupils have full access to the textbooks which they use in class, including audio files to allow them to practice their listening skills. There is also a tasks section for specific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



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

KLA Journey Yr7 - 11



Personal Development

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

Year 7 Opportunities:

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

Next Steps

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

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

KLA Safeguarding Team

Are you concerned about yourself or someone else?

Report your concerns to the Safeguarding Team



Mrs. Prevett



Mrs. Roberts



Mrs. Westbury

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

KLA Personal Development Plan



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](https://twitter.com/SaferSchoolsNfk)

How to sign up to kooth

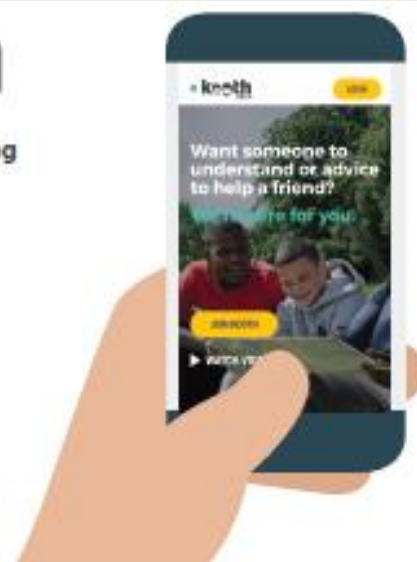
Kooth is a FREE, anonymous, confidential, safe, online Wellbeing service, offering counselling, information, and forums for children and young people.

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.



Lined area for notes, consisting of 20 horizontal lines.

