



KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 10 Spring Term 2023



NAME:

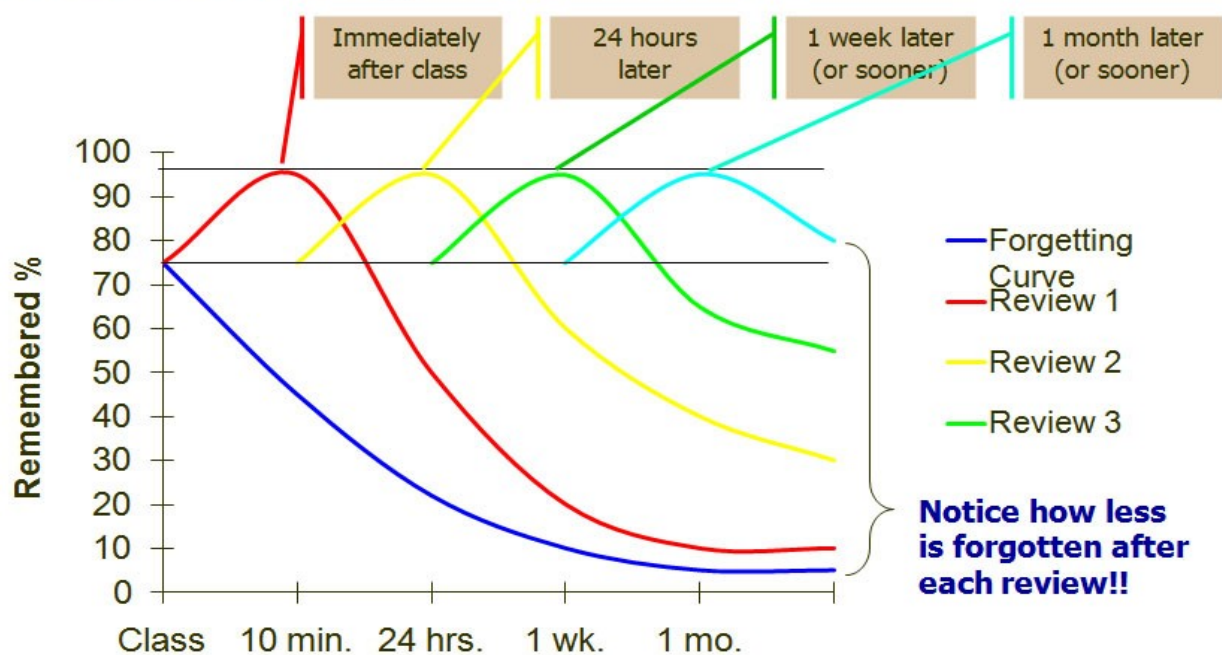
Home Learning

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

Why Knowledge Organisers?

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

Overcoming the Curve

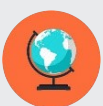
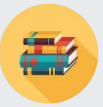


Decay theory states that if learning is not used, revisited or rehearsed it simply fades away.

How to use your Knowledge Organiser

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

Subject Contents

	English.....	Pages 4-9
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Year 10 English

KING'S LYNN ACADEMY



Spoken
Language
Assessment

Revision end of year
exams



Dramatic Irony – Act 3
Scene 1



Shakespearean play
conventions

Romeo and Juliet



Term 3

Planning,
construction
and
organisation
of a narrative



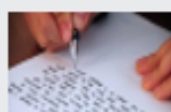
Structure of a
comparative essay



Language
terminology and
techniques

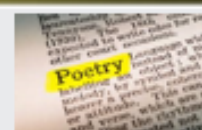


Analysing language
form and structure



Term 2

Power and
Conflict Poetry



Using a range of
sentence
structures

Explicit
vs
Implicit



Explicit and
Implicit
Understanding



A Christmas
Carol

Victorian
Poverty,
Workhouses
and Malthus

Term 1

Welcome to KLA your Journey starts here

Ozymandias 		Prelude 		London 	
Power /Conflict Conflict between the great power of a past warrior and its present state of decay. Human power doesn't last forever. Nature is more powerful than man.	5 Key Quotations Two vast and trunkless legs of stone Sneeer of cold command Look on my works ye Mighty and despair! Nothing beside remains Colossal wreck boundless and bare	Power /Conflict Conflict between man and nature: nature proves it is more powerful. The power and beauty of nature to make man feel overwhelmed and insignificant.	5 Key Quotations Act of stealth and troubled pleasure Heaving through the water like a swan A huge peak, black and huge With trembling oars I turned There hung a darkness	Power /Conflict Conflict between the rich and poor who are controlled by society. The abuse of power in Victorian England and the lack of power amongst the poor.	5 Key Quotations The chartered Thames does flow The mind-forged manacles I hear Every black'ning church appals The hapless soldiers sigh Blights with plagues the Marriage hearse
Structure The sonnet rhyme scheme is irregular, perhaps symbolic of the broken statue itself which is no longer perfect.	Terminology – Tier 3 Metaphor – colossal Juxtaposition – The lone and level sands stretch far away Synaesthesia – And sneer of cold command	Structure As the journey progresses poem becomes rougher. 'And' is repeated to give a breathless feel. The volta marks a shift in tone half way through.	Terminology – Tier 3 Metaphor – A little boat tied to a willow tree Semantic language – small circles glittering idly Simile – like a swan Juxtaposition – meadows homeward went in grave and serious mood	Structure The regular rhyme scheme reflects the regular walking pace of the narrator as he walks around the city. The nursery rhyme-style ABAB structure contrasts with the disturbing subject matter.	Terminology – Tier 3 Metaphor – And mark in every face I meet Alliteration – In every Oxymoron – Marriage hearse Juxtaposition – infants cry of fear...chimney sweepers cry
Tissue 		War Photographer 		Checking out me History 	
Power /Conflict Conflict is caused by holding onto unimportant things too tightly. We cling too tightly to power and should build more things with paper-like qualities.	5 Key Quotations Paper that lets the light shine through If building were paper Maps too. The sun shines through. Fly our lives like paper kites Raise a structure never meant to last	Power /Conflict Conflict between a warzone and rural England. The powerful war images contrast with the detached way they are consumed.	5 Key Quotations Spools of suffering set out in ordered rows Rural England. Home again Hands... did not tremble then but seem to now He remembers the cries of this man's wife They do not care	Power /Conflict Conflict between what we are taught and not taught by society. This poem rebels against the way powerful black figures from history are marginalised.	5 Key Quotations Bandage up me eye with me own history Dem tell me bout Dick Whittington and he cat But dem never tell me about Mary Seacole See-far woman of mountain dream I carving out me identity
Structure The enjambment and irregular line lengths mirror the chaotic and unpredictable nature of the world today.	Terminology – Tier 3 Metaphor – if buildings were paper, I might feel their drift Personification – fall away on a sigh Pathetic Fallacy – daylight break through Direct address – turned into your skin	Structure The regular 4 line structure reflects the order the speaker is giving to the chaos in the photos. However, enjambment shows breaks in the order to reflect his memories of the trauma.	Terminology – Tier 3 Sibilance – spools of suffering set out Metaphor – All flesh is grass Metaphor – half formed ghost Juxtaposition – tears between the bath and pre-lunch beers	Structure The irregular verse and colloquial language mirrors the drum beat of Caribbean music. The non-standard structure is a method the speaker uses to express his own identity.	Terminology – Tier 3 Repetition – Dem tell me Short verse and irregular rhyme Juxtaposition – De man who discover de balloon and de cow who jump over de moon
Emigree 		Kamikaze 		Remains 	
Power /Conflict Conflict between childhood memories of a place and adult understanding. The power of childhood memories of a place can negatively affect people in adulthood.	5 Key Quotations My memory of it is sunlight clear Branded by an impression of sunlight The child's vocabulary I carried here like a hollow doll I comb its hair ...love its shining eyes They accuse me of being dark	Power /Conflict Conflict between the rules and honour of society and the desire to return to family. There are three types of power: the power of the Japanese government, the powerful beauty of nature and the power of family.	5 Key Quotations Head full of powerful incantations A one way journey into history A green-blue translucent sea My mother never spoke again Flashing silver as their bellies	Power /Conflict Explores the long term effects that conflict in war has on a soldier. A soldier's power or lack of power over his own memories and experiences of war.	5 Key Quotations Probably armed, possibly not We got sent out to tackle looters Pain itself, the image of agony He's here in my head when I close my eyes His bloody life in my bloody hands
Structure The lack of a consistent line structure or rhyme reflects the speaker's confusing feelings about the city of her childhood.	Terminology – Tier 3 Personification – sick with tyrants Juxtaposition - Frontiers rise between us like waves Synaesthesia- Banned by the state but I cannot get it off my tongue	Structure Uses italics for an aside to maybe show the daughter speaking to her own children after reflecting on the way she treated her own father.	Terminology – Tier 3 Simile – strung out like bunting Sibilance – safe to the shore, salt-sodden Symbolic – cairns = death Simile – arcing in swathes like a huge flag	Structure Enjambment shows the painful memories run on and on in his mind. The chaotic structure reflects his chaotic mind.	Terminology – Tier 3 Colloquialism – legs it Hyperbole – as it rips through his life Metaphor – his blood shadow stays on the street Sibilance – six feet under smothered
Charge of the Light Brigade 		Exposure 		Bayonet Charge 	
Power /Conflict The bravery of the soldiers and the stupidity of the mission. The powerful military rhythm matches the rhythm of marching drums.	5 Key Quotations Into the valley of death rode the six hundred Someone had blundered Stormed at with shot and shell Theirs not to reason why theirs but to do and die When can their glory fade?	Power /Conflict Conflict between man and the cruel weather in a warzone. Nature is more powerful and deadly than bullets and shells.	5 Key Quotations Merciless iced east winds that knife us Mad gusts tugging on the wire Pale flakes with fingering stealth On us the doors are closed But nothing happens	Power /Conflict The terrifying conflict involved in rushing out of the trenches to attack. The powerful and raw emotions involved in rushing out from the trenches.	5 Key Quotations Suddenly he awoke and was running He lugged a rifle numb as a smashed arm The patriotic tear...sweating like molten iron A yellow hare that rolled like a flame His terror's touchy dynamite
Structure It has a military rhyme similar to the sound of marching drums of horse hooves to convey the soldiers' mindless journey to their death. (Dactylic dimeter)	Terminology – Tier 3 Repetition – Canyon to the ... Rode the six hundred Personification – mouth of hell, jaws of death Allusion – Valley of Death Rhetorical Q – When can their glory fade?	Structure The 5th line in each stanza creates an anti-climax to reflect the soldiers' sense of futility. The use of para-rhyme reflects how unsettled the soldiers are.	Terminology – Tier 3 Personification – Merciless iced winds Rhetorical Q – What are we doing here? Metaphor – Crusted dark-red jewels Repetition – But nothing happens	Structure Enjambment adds to the chaos of the battlefield. The chaotic structure reflects the chaotic nature of going into no-man's-land.	Terminology – Tier 3 Alliteration – running raw in raw seamed khakis Juxtaposition – Patriotic tear Rhetorical Q – Was he the hand pointing that second? Metaphor – a yellow hare that rolled like a flame
Poppies 		My Last Duchess 		Storm on the Island 	
Power /Conflict Focuses on how war creates internal conflict for the people back home whom lose their loved ones to war. It focuses on the powerlessness of the mother who must deal with her son's departure and possible death.	5 Key Quotations I pinned one onto your lapel Crimped petals, spasms of paper red Overflowing like a treasure chest Single dove flew from the pear tree Hoping to hear your playground voice	Power /Conflict Conflict between how the speaker presents himself & who he actually is. Browning is criticising the absolute power the speaker had over his wife.	5 Key Quotations Looking as if she were alive Who passed without much the same smile? Had you skill in speech – which I have not – I gave commands Notice Neptune though	Power /Conflict The conflict between man and nature can be read as an allegory of political conflict. The power of the weather to instil fear into man.	5 Key Quotations We are prepared: we build our houses squat The wizened earth had never troubled us Spits like a tamed cat turned savage Exploding comfortably It is a huge nothing that we fear
Structure The poem uses a lot of enjambment to enhance the idea of natural tone and the mother's voice. The loose chaotic structure reflects the mother's chaotic struggle to cope with death.	Terminology – Tier 3 Metaphor – blackthorns of your hair Simile – overflowing like a treasure chest Rule of three – flattened, rolled, turned into felt	Structure Rhyming couplets and iambic pentameter mirrors the Duke's controlling nature. The hidden rhyme reflects the hidden way he extricated the duchess. Caesura is used at certain moments to reflect his frustration with the duchess.	Terminology – Tier 3 Allusion – Fra Pandolf, Claus of Innsbruck Semantic Field – murder, die, throat Rhetorical Q – A heart – how shall I say? Possessive Pronoun – my	Structure Present tense suggests the storm is occurring now. Enjambment helps add to the conversational tone and mirror the irregular and unpredictable nature of the storm.	Terminology – Tier 3 Personification – Wizened earth Oxymoron – Exploding comfortably Simile – Spits like a tame cat Metaphor – Space is a salvo Oxymoron – Strange it is a huge nothing that we fear

Key Terminology – Tier 3

- Ballad** - A poem that tells a story
Caesura - The use of punctuation within a line of poetry
Enjambment - When a sentence in a poem runs onto the next line
Form – Type of poem
Free verse – No rhyme scheme
Dramatic Monologue – Poem written as a speech
Repetition – Duplication of words
Rhyme Scheme – Structure of rhyme
Rhythm – Pace of the poem
Speaker/poetic voice
Stanza - Verse
Tone – Feeling of a poem
Alliteration – repetition of consonant sounds
Assonance – repetition of vowel sounds
Imagery – picture
Juxtaposition – contrasting images
Metaphor – comparing two things not using like or as
Onomatopoeia – Bang, Buzz etc...
Personification – Giving human qualities to inanimate objects
Simile – comparing two things using like or as

GCSE English Literature Unseen Poetry

Approaching an unseen poem

- Read the question and highlight key words
- Read the poem, checking the glossary for any words you are unsure of and annotate
- Plan your answer
- Write your answer



Useful words and phrases

- Here, the poet suggests...
- This conveys...
- This word has connotations of...
- The poet is implying that...
- From this we can infer that...

Structuring your answer

Introduction:

Explain what the poem is about and who is speaking in the poem, making sure you are briefly answering the question and introducing the methods that the poet is using.

Main body:

You should then aim to write three to five WHAT/HOW paragraphs, making sure that you comment on surface and deeper meanings as well as the effect of language and structural features.

Conclusion:

Summarise the main points you have made, ending with a statement about what you think the poet is trying to say.





Lined area for notes, consisting of multiple horizontal lines.

Year 10

English

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember

Name all 15 poems

Name 5 quotations from each of your 'special 4' poems

What is a Romantic poet?

Apply Your Knowledge

How does Blake present London?

How has colonialism impacted John Agard?

Explain which poem is the most patriotic and why.

Stretch Your Thinking

Why were the Romantics interested in the sublime power of nature?

How can a tissue be both strong and weak?

Explain how the French Revolution may have impacted British poets.

Year 10

English

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I know what each of the 15 poems is about.			
2	I know something about each of the 15 poets –or their background - that will help me give reasons as to why they wrote their poem.			
3	I know how to compare poems.			
4	I can group the poems by theme.			
5	I know a range of poetic techniques and their tier 3 definitions.			
6	I can analyse how the poets use techniques and their effect on the reader.			
7	I have learned at least 4 quotations from 4 poems.			
8	I know some Tier 2 vocabulary relating to Power and Conflict			
9	I can write a comparative essay.			
10	I can express a range of opinions when constructing argument writing.			

High Flyers - Enrichment Task



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

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

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



KING'S LYNN ACADEMY


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

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

Circle
Theorems

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

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

Term 3

Cubic and
Reciprocal
Graphs

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

Equation of a Circle; Equation of a
Tangent

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

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

Correlation;
Scatter Diagram

Term 2

Functions; Composite Functions;
Algebraic Argument; Algebraic Proof

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

Volume of Prisms;
Volume

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

Percentage Change;
Simple Interest and
Financial Maths

Standard
Constructions;
Loci

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

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

Term 1

Welcome to KLA your Journey starts here

Year 10 – Foundation Knowledge Organiser Half Term 3

Key Topics and Vocabulary

Probability

Probability
Relative Frequency
Expected Outcomes
Exhaustive
Mutually Exclusive
Frequency Tree
Sample space diagram

Statistical measures

Frequency Table
Bar Chart
Types of Bar Chart
Pie Chart
Pictogram
Line Graph
Two Way Tables

Scatter graphs

Correlation
Causality
Positive Correlation
Negative Correlation
No Correlation
Strong Correlation
Weak Correlation
Scatter Graph
Line of Best Fit
Outlier

Topic/Skill	Definition/Tips	Example
1. Coordinates	Written in pairs. The first term is the x-coordinate (movement across). The second term is the y-coordinate (movement up or down)	 A: (4, 7) B: (-6, -3)
2. Midpoint of a Line	Method 1: add the x coordinates and divide by 2, add the y coordinates and divide by 2 Method 2: Sketch the line and find the values half way between the two x and two y values.	Find the midpoint between (2, 1) and (6, 9) $\frac{2+6}{2} = 4$ and $\frac{1+9}{2} = 5$ So, the midpoint is (4, 5)
3. Linear Graph	Straight line graph. The general equation of a linear graph is $y = mx + c$ where m is the gradient and c is the y-intercept. The equation of a linear graph can contain an x-term, a y-term and a number.	Other examples: $x = y$ $y = 4$ $x = -2$ $y = 2x - 7$ $y + x = 10$ $2y - 4x = 12$
4. Plotting Linear Graphs	Method 1: Table of Values Construct a table of values to calculate coordinates. Method 2: Gradient-Intercept Method (use when the equation is in the form $y = mx + c$) 1. Plots the y-intercept 2. Using the gradient, plot a second point. 3. Draw a line through the two points plotted. Method 3: Cover-Up Method (use when the equation is in the form $ax + by = c$) 1. Cover the x term and solve the resulting equation. Plot this on the x-axis. 2. Cover the y term and solve the resulting equation. Plot this on the y-axis. 3. Draw a line through the two points plotted.	 $y = x + 3$ $x = -3$ -2 -1 0 1 2 3 4 5 6 $2x + 4y = 8$

5. Gradient	The gradient of a line is how steep it is. $\text{Gradient} = \frac{\text{Change in } y}{\text{Change in } x} = \frac{\text{Rise}}{\text{Run}}$ The gradient can be positive (sloping upwards) or negative (sloping downwards). Substitute in the gradient (m) and point (x, y) in to the equation $y = mx + c$ and solve for c.	 Gradient = $\frac{4}{2} = 2$ Gradient = $\frac{6-2}{1-0} = 4$
6. Finding the Equation of a Line given a point and a gradient	Substitute in the gradient (m) and point (x, y) in to the equation $y = mx + c$ and solve for c.	Find the equation of the line with gradient 4 passing through (2, 7). $y = mx + c$ $7 = 4 \times 2 + c$ $c = -1$
7. Finding the Equation of a Line given two points	Use the two points to calculate the gradient. Then repeat the method above using the gradient and either of the points.	Find the equation of the line passing through (6, 11) and (2, 3) $m = \frac{11-3}{6-2} = 2$ $y = mx + c$ $11 = 2 \times 6 + c$ $c = -1$
8. Parallel Lines	If two lines are parallel, they will have the same gradient. The value of m will be the same for both lines.	Are the lines $y = 3x - 1$ and $2y - 6x + 10 = 0 \rightarrow y = 3x - 5$ parallel? Answer: Rearrange the second equation in to the form $y = mx + c$ $2y - 6x + 10 = 0 \rightarrow y = 3x - 5$ Since the two gradients are equal (3), the lines are parallel.

Overages from lists

The Mean	Find the sum of the data (add the values) 55 a measure of average to find the central tendency... Divide the overall total by how many pieces of data you have. 55 ÷ 5 Mean = 11
The Mode (The modal value)	24, 8, 4, 11, 8 This is the number (or the term) that occurs the most. It does not have to be numerical. 24, 8, 4, 11, 8 Mode = 8 This can still be easier if the data is ordered first. 24, 8, 4, 11, 8 Mode = 8
The Median	Put the data in order 4, 8, 8, 11, 24 Find the value in the middle. 4, 8, 8, 11, 24 NOTE: If there is an odd number of values, find the mean of the two numbers left. 24, 8, 4, 11, 8 Median = 8

For Grouped Data
The modal group – which group has the highest frequency

Year 10 – Foundation Knowledge Organiser Half Term 4

Key Vocabulary

Inequalities

Inequality

Inequality symbols

Inequalities on a Number Line

Line

Graphical Inequalities

Sketching graphs

Coordinates

Linear Graph

Quadratic Graph

Cubic Graph

Reciprocal Graph

Asymptote

Exponential Graph

Solving quadratic equations

Quadratic

Factorising Quadratics

Difference of Two Squares

Quadratic Graph

Roots of a Quadratic

Topic/Skill	Definition/Tips	Example
1. Inequality	An inequality says that two values are not equal.	$7 \neq 3$
2. Inequality symbols	$a \neq b$ means that a is not equal to b . $x > 2$ means x is greater than 2 $x < 3$ means x is less than 3 $x \geq 1$ means x is greater than or equal to 1 $x \leq 6$ means x is less than or equal to 6	State the integer that satisfy $-2 < x \leq 4$. $-1, 0, 1, 2, 3, 4$
3. Inequalities on a Number Line	Inequalities can be shown on a number line. Open circles are used for numbers that are less than or greater than ($<$ or $>$) Closed circles are used for numbers that are less than or equal to or greater than or equal ($\leq$ or $\geq$)	

Topic/Skill	Definition/Tips	Example
1. Coordinates	Written in pairs. The first term is the x-coordinate (movement across). The second term is the y-coordinate (movement up or down)	
2. Linear Graph	Straight line graph. The equation of a linear graph can contain an x-term, a y-term and a number.	Example: $x = y$ $y = 4$ $x = -2$ $y = 2x - 7$ $y + x = 10$ $2y - 4x = 12$
3. Quadratic Graph	A 'U-shaped' curve called a parabola. The equation is of the form $y = ax^2 + bx + c$, where a , b and c are numbers, $a \neq 0$. If $a < 0$, the parabola is upside down.	
4. Cubic Graph	The equation is of the form $y = ax^3 + k$, where k is a number. If $a > 0$, the curve is increasing If $a < 0$, the curve is decreasing	
5. Reciprocal Graph	The equation is of the form $y = \frac{a}{x}$, where a is a number and $x \neq 0$. The graph has asymptotes on the x-axis and y-axis.	
6. Asymptote	A straight line that a graph approaches but never touches.	

Topic/Skill	Definition/Tips	Example
1. Quadratic	A quadratic expression is of the form $ax^2 + bx + c$ where a, b and c are numbers, $a \neq 0$	Examples of quadratic expressions: x^2 $8x^2 - 3x + 7$
2. Factoring Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that add to give b and multiply to give c .	Examples of non-quadratic expressions: $2x^2 - 5x^2$ $9x - 1$ $x^2 + 7x + 10 = (x+5)(x+2)$ (because 5 and 2 add to give 7 and multiply to give 10) $x^2 + 2x - 8 = (x+4)(x-2)$ (because +4 and -2 add to give +2 and multiply to give -8) $x^2 - 25 = (x+5)(x-5)$ $16x^2 - 81 = (4x+9)(4x-9)$
3. Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a+b)(a-b)$	$2x^2 - 98$ $x^2 - 49$ $x = \pm 7$
4. Solving Quadratics ($ax^2 + bx = 0$)	Isolate the x^2 term and square root both sides. Remember there will be a positive and a negative solution.	$x^2 - 3x = 0$ $x(x-3) = 0$ $x = 0$ or $x = 3$
5. Solving Quadratics by Factorising ($a = 1$)	Factorise the quadratic in the usual way. Solve = 0	Solve $x^2 + 3x - 10 = 0$ Factorise: $(x+5)(x-2) = 0$ $x = -5$ or $x = 2$
6. Solving Quadratics by Factorising	Make sure the equation = 0 before factorising. A 'U-shaped' curve called a parabola. The equation is of the form $y = ax^2 + bx + c$, where a, b and c are numbers, $a \neq 0$. If $a < 0$, the parabola is upside down.	
7. Quadratic Graph	A root is a solution. The roots of a quadratic are the x-intercepts of the quadratic graph.	
8. Roots of a Quadratic		

Year 10 – Higher Knowledge Organiser Half Term 3

Key Topics and

Vocabulary

Statistical measures

Frequency Table

Bar Chart

Types of Bar Chart

Pie Chart

Pictogram

Line Graph

Two Way Tables

Numerical methods

Iteration

Iterative Method

Probability

Probability

Probability Notation

Theoretical

Probability

Relative Frequency

Expected Outcomes

Exhaustive

Mutually Exclusive

Frequency Tree

Sample space diagram

Topic/Skill	Definition/Tips	Example																																																																																				
1. Frequency Table	A record of how often each value in a set of data occurs.	<table><tr><th>Number of marks</th><th>Entry marks</th><th>Frequency</th></tr><tr><td>1</td><td>100</td><td>7</td></tr><tr><td>2</td><td>100</td><td>5</td></tr><tr><td>3</td><td>100</td><td>6</td></tr><tr><td>4</td><td>100</td><td>5</td></tr><tr><td>5</td><td>100</td><td>5</td></tr><tr><td>Total</td><td></td><td>28</td></tr></table>	Number of marks	Entry marks	Frequency	1	100	7	2	100	5	3	100	6	4	100	5	5	100	5	Total		28																																																															
Number of marks	Entry marks	Frequency																																																																																				
1	100	7																																																																																				
2	100	5																																																																																				
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5	100	5																																																																																				
Total		28																																																																																				
2. Bar Chart	Represents data as vertical blocks. x – axis shows the type of data y – axis shows the frequency for each type of data Each bar should be the same width There should be gaps between each bar Remember to label each axis.	 <table><tr><th>Type of data</th><th>Frequency</th></tr><tr><td>Type 1</td><td>12</td></tr><tr><td>Type 2</td><td>8</td></tr><tr><td>Type 3</td><td>6</td></tr><tr><td>Type 4</td><td>4</td></tr></table>	Type of data	Frequency	Type 1	12	Type 2	8	Type 3	6	Type 4	4																																																																										
Type of data	Frequency																																																																																					
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Type 4	4																																																																																					
3. Types of Bar Chart	Compound/Composite Bar Charts show data stacked on top of each other. Comparative/Dual Bar Charts show data side by side.	 <table><tr><th>Player</th><th>Goals</th><th>Assists</th><th>Points</th><th>Total</th></tr><tr><td>Player 1</td><td>10</td><td>5</td><td>5</td><td>20</td></tr><tr><td>Player 2</td><td>15</td><td>10</td><td>5</td><td>30</td></tr><tr><td>Player 3</td><td>10</td><td>10</td><td>10</td><td>30</td></tr><tr><td>Player 4</td><td>15</td><td>10</td><td>10</td><td>35</td></tr></table>	Player	Goals	Assists	Points	Total	Player 1	10	5	5	20	Player 2	15	10	5	30	Player 3	10	10	10	30	Player 4	15	10	10	35																																																											
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Player 4	15	10	10	35																																																																																		
4. Pie Chart	Used for showing how data breaks down into its constituent parts. When drawing a pie chart, divide 360° by the total frequency. This will tell you how many degrees to use for the frequency of each category. Remember to label the category that each sector in the pie chart represents.	 <table><tr><th>Category</th><th>Frequency</th><th>Percentage</th></tr><tr><td>Category 1</td><td>10</td><td>20%</td></tr><tr><td>Category 2</td><td>20</td><td>40%</td></tr><tr><td>Category 3</td><td>15</td><td>30%</td></tr><tr><td>Category 4</td><td>5</td><td>10%</td></tr><tr><td>Category 5</td><td>10</td><td>20%</td></tr></table>	Category	Frequency	Percentage	Category 1	10	20%	Category 2	20	40%	Category 3	15	30%	Category 4	5	10%	Category 5	10	20%																																																																		
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Category 5	10	20%																																																																																				
5. Pictogram	Uses pictures or symbols to show the value of the data. A pictogram must have a key.	 <table><tr><th>Category</th><th>Frequency</th></tr><tr><td>Black</td><td>10</td></tr><tr><td>Red</td><td>10</td></tr><tr><td>Green</td><td>10</td></tr><tr><td>Others</td><td>10</td></tr></table>	Category	Frequency	Black	10	Red	10	Green	10	Others	10																																																																										
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Others	10																																																																																					
6. Line Graph	A graph that uses points connected by straight lines to show how data changes in values. This can be used for time series data, which is a series of data points spaced over uniform time intervals in time order.	 <table><tr><th>Time</th><th>Value</th></tr><tr><td>1</td><td>10</td></tr><tr><td>2</td><td>15</td></tr><tr><td>3</td><td>12</td></tr><tr><td>4</td><td>18</td></tr><tr><td>5</td><td>14</td></tr></table>	Time	Value	1	10	2	15	3	12	4	18	5	14																																																																								
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5	14																																																																																					
7. Two Way Tables	A table that organises data around two categories. Fill out the information step by step using the information given. Make sure all the totals add up for all columns and rows.	<table><tr><th></th><th>Category 1</th><th>Category 2</th><th>Total</th></tr><tr><td>Row 1</td><td>10</td><td>5</td><td>15</td></tr><tr><td>Row 2</td><td>8</td><td>7</td><td>15</td></tr><tr><td>Row 3</td><td>12</td><td>3</td><td>15</td></tr><tr><td>Row 4</td><td>5</td><td>10</td><td>15</td></tr><tr><td>Row 5</td><td>7</td><td>8</td><td>15</td></tr><tr><td>Row 6</td><td>9</td><td>6</td><td>15</td></tr><tr><td>Row 7</td><td>11</td><td>4</td><td>15</td></tr><tr><td>Row 8</td><td>6</td><td>9</td><td>15</td></tr><tr><td>Row 9</td><td>13</td><td>2</td><td>15</td></tr><tr><td>Row 10</td><td>4</td><td>11</td><td>15</td></tr><tr><td>Row 11</td><td>10</td><td>5</td><td>15</td></tr><tr><td>Row 12</td><td>8</td><td>7</td><td>15</td></tr><tr><td>Row 13</td><td>12</td><td>3</td><td>15</td></tr><tr><td>Row 14</td><td>5</td><td>10</td><td>15</td></tr><tr><td>Row 15</td><td>7</td><td>8</td><td>15</td></tr><tr><td>Row 16</td><td>9</td><td>6</td><td>15</td></tr><tr><td>Row 17</td><td>11</td><td>4</td><td>15</td></tr><tr><td>Row 18</td><td>6</td><td>9</td><td>15</td></tr><tr><td>Row 19</td><td>13</td><td>2</td><td>15</td></tr><tr><td>Row 20</td><td>4</td><td>11</td><td>15</td></tr></table>		Category 1	Category 2	Total	Row 1	10	5	15	Row 2	8	7	15	Row 3	12	3	15	Row 4	5	10	15	Row 5	7	8	15	Row 6	9	6	15	Row 7	11	4	15	Row 8	6	9	15	Row 9	13	2	15	Row 10	4	11	15	Row 11	10	5	15	Row 12	8	7	15	Row 13	12	3	15	Row 14	5	10	15	Row 15	7	8	15	Row 16	9	6	15	Row 17	11	4	15	Row 18	6	9	15	Row 19	13	2	15	Row 20	4	11	15
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Topic/Skill	Definition/Tips	Example
1. Iteration	The act of repeating a process over and over again, often with the aim of approximating a desired result more closely. Recursive Notation: $x_{n+1} = \sqrt{3x_n + 6}$	$x_1 = 4$ $x_2 = \sqrt{3 \times 4 + 6} = 4.242640 \dots$ $x_3 = \sqrt{3 \times 4.242640 \dots + 6} = 4.357576 \dots$
2. Iterative Method	To create an iterative formula to find the positive root of $x^2 - 3x - 6 = 0$ to 3 decimal places. $x_1 = 4$ Answer: $x^2 = 3x + 6$ $x = \sqrt{3x + 6}$ So $x_{n+1} = \sqrt{3x_n + 6}$ $x_1 = 4$ $x_2 = \sqrt{3 \times 4 + 6} = 4.242640 \dots$ $x_3 = \sqrt{3 \times 4.242640 \dots + 6} = 4.357576 \dots$ Keep repeating... $x_7 = 4.372068 \dots = 4.372$ (3dp) $x_8 = 4.372208 \dots = 4.372$ (3dp) So answer is $x = 4.372$ (3dp)	
Topic/Skill	Definition/Tips	Example
1. Probability	The likelihood chance of something happening. Is expressed as a number between 0 (impossible) and 1 (certain). Can be expressed as a fraction, decimal, percentage or in words (likely, unlikely, even chance etc.) $P(A)$ refers to the probability that event A will occur.	
2. Probability Notation		$P(\text{Red Queen})$ refers to the probability of picking a Red Queen from a pack of cards. Probability of rolling a 4 on a fair 6-sided die $= \frac{1}{6}$ A coin is flipped 30 times and lands on Tails 29 times. The relative frequency of getting Tails $= \frac{29}{30}$
3. Theoretical Probability	Number of Favourable Outcomes Total Number of Possible Outcomes	
4. Relative Frequency	Number of Successful Trials Total Number of Trials	

Year 10 – Higher Knowledge Organiser Half Term 4

Key Topics and Vocabulary

Further equations and graphs

Coordinates

Linear Graph

Quadratic Graph

Cubic Graph

Reciprocal Graph

Asymptote

Exponential Graph

$$y = \sin x, y = \cos x, y = \tan x, f(x) + a$$

$$f(x + a), -f(x), f(-x)$$

Circle theorems

Angles in a semi-circle have a right angle at the circumference.

Opposite angles in a cyclic quadrilateral add up to 180° .

The angle at the centre is twice the angle at the circumference.

Angles in the same segment are equal.

A tangent is perpendicular to the radius at the point of contact.

Tangents from an external point at equal in length.

Alternate Segment Theorem

Equation of a circle

Equation of a Circle

Tangent

Gradient

Topic/Skill	Definition/Tips	Example
1. Coordinates	Written in pairs. The first term is the x-coordinate (movement across). The second term is the y-coordinate (movement up or down)	A: (4, 7) B: (-6, -3)
2. Linear Graph	Straight line graph. The equation of a line graph can contain an x-term, a y-term and a number.	Other examples: $x = y$ $y = 4$ $x = -2$ $y = 2x - 7$ $y + x = 10$ $2y - 4x = 12$
3. Quadratic Graph	A 'U-shaped' curve called a parabola. The equation is of the form $y = ax^2 + bx + c$, where a , b and c are numbers, $a \neq 0$. If $a < 0$, the parabola is upside down.	$y = x^2 + 6x + 8$
4. Cubic Graph	The equation is of the form $y = ax^3 + k$, where k is a number. If $a > 0$, the curve is increasing. If $a < 0$, the curve is decreasing.	$a > 0$ $a < 0$
5. Reciprocal Graph	The equation is of the form $y = \frac{a}{x}$, where a is a number and $x \neq 0$. The graph has asymptotes on the x-axis and y-axis.	$y = \frac{1}{x}$
6. Asymptote	A straight line that a graph approaches but never touches.	horizontal asymptote vertical asymptote
Topic/Skill	Definition/Tips	Example
1. Equation of a Circle	The equation of a circle, centre (0,0), radius r , is: $x^2 + y^2 = r^2$	$x^2 + y^2 = 25$
2. Tangent	A straight line that touches a circle at exactly one point, never entering the circle's interior. A radius is perpendicular to a tangent at the point of contact.	$x^2 + y^2 = 25$

Topic/Skill	Definition/Tips	Example
Circle Theorem 1	Angles in a semi-circle have a right angle at the circumference.	$y = 90^\circ$ $x = 180 - 90 - 38 = 52^\circ$
Circle Theorem 2	Opposite angles in a cyclic quadrilateral add up to 180° .	$a + c = 180^\circ$ $b + d = 180^\circ$ $x = 180 - 83 = 97^\circ$ $y = 180 - 92 = 88^\circ$
Circle Theorem 3	The angle at the centre is twice the angle at the circumference.	$x = 104 \div 2 = 52^\circ$
Circle Theorem 4	Angles in the same segment are equal.	$x = 42^\circ$ $y = 31^\circ$
Circle Theorem 5	A tangent is perpendicular to the radius at the point of contact.	$y = 5 \text{ cm}$ (Pythagoras' Theorem)
Circle Theorem 6	Tangents from an external point at equal in length.	$x = 90^\circ$
Circle Theorem 7	Alternate Segment Theorem	$x = 52^\circ$ $y = 38^\circ$

Year 10 - Foundation

MATHS

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Scatter graphs

What is the same and what is different about the points with coordinates $(a, 0)$ and $(-a, 0)$?
Why are coordinates $(a, 0)$ and $(0, a)$ different?
Why do the order of the numbers in a coordinate matter?

Statistical Measures

Is it possible (e.g.) to have 3.9 people in family? What would be a better average to use?

Probability

What makes events equally likely to occur?
If it (e.g.) might rain, or might not, are these events equally likely?

Angles

How can you draw a 200° angle using a 180° protractor?

Inequalities

List all of the integer values that satisfy each inequality.
a) $-1 < n < 3$ b) $1 \leq n < 4$ c) $-7 \leq n \leq -3$

Solving quadratic equations

How many roots is it possible for a quadratic equation to have? Can a quadratic equation have more than 2 roots? 0 roots?

Quadratic Graphs

How could I tell if one of my coordinates was incorrect, or if I had plotted it incorrectly?

Year 10 - Foundation

MATHS

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Scatter graphs			
2	Statistical Measures			
3	Probability			
4	Angles			
5	Inequalities			
6	Solving quadratic equations			
7	Sketching graphs			
8	Quadratic graphs			
9				
10				

High Flyers - Enrichment Task



$$x^2$$

$$2x^2$$

$$x^2 - x$$

Eva substitutes $x = 3$ into each expression.

Jack substitutes $x = -3$ into each expression.

Jack thinks that he will get the same answers as Eva each time.

Do you agree with Jack? Justify your answer.

Year 10 - Higher

MATHS

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Numerical Methods

An approximate solution for the equation

$$x^2 - 11x - 6 = 0$$

Statistical measures

Is it possible (e.g.) to have 3.9 people in family? What would be a better average to use?

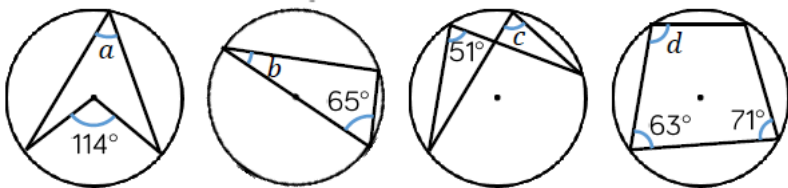
Probability

What makes events equally likely to occur?

If it (e.g.) might rain, or might not, are these events equally likely?

Circle Theorems

Work out the size of the angles marked with letters.



Equation of a circle

What's the same and what's different about solving an equation or an inequality?

How many solutions does an inequality have?

Further equations of graphs

What units are used to measure volume?

What is the difference between a cube and a cuboid?

Year 10 - Higher

MATHS

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Numerical Methods			
2	Statistical measures			
3	Probability			
4	Circle Theorems			
5	Equation of a circle			
6	Further equations of graphs			
7				
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High Flyers - Enrichment Task

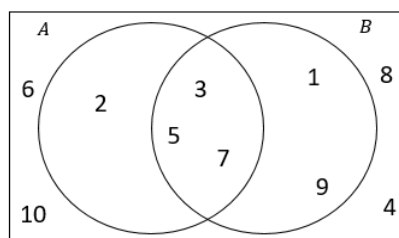
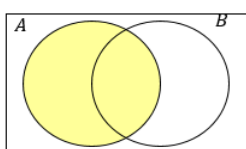
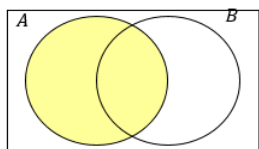


The Venn diagram shows:

$\xi = \{\text{integers from 1 to 10}\}$

$A = \{\text{prime numbers}\}$

$B = \{\text{odd numbers}\}$



How do the two Venn diagrams help to show the probability of a number being odd, given it's prime?
Calculate this probability

Use a similar approach to show that:

The probability of a number being prime, given that it's odd is $\frac{3}{5}$

Science

Year 11

KING'S LYNN ACADEMY

Year 10

Term 6

Chemistry
Atmosphere

Physics
Energy Conservation

Term 5

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Home Electricity

Biology
Plants

Term 4

Biology
Genetics

Chemistry
Making Substances

Term 3

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Radioactivity

Term 2

Chemistry
Structure and Bonding

Biology
Feedback and Control

Term 1

Welcome back to KLA your Journey continues



Energy

Home Electricity: Big ideas

What expert understanding do we want after 5 years?

Electricity transfers energy Big idea
Energy can be transferred from place to place by electric current. Electricity is produced from many energy resources by driving a turbine, and stored by a battery or transmitted by currents. Batteries produce voltage that drive current around a circuit, supplying power to components. All these quantities can be calculated and controlled.

How does the unit develop this?

Ohms Law Key Concept
There is a relationship between current, voltage and resistance in a component. This relationship can be measured and predicted.
Sub-concepts
• Series circuit, parallel circuit • Required Practical – Ohms Law
Facts
• Voltage = Current x Resistance • Ohms law in resistors, thermistors and diodes

Power Key Concept
Electricity is used to transfer energy. The rate of transfer is known as power. Power is related to current, voltage and time. This relationship can be calculated and predicted
Sub-concepts
• Energy • Efficiency
Facts
• Power = current x voltage • Power = current² x time • Energy = power x time • W, KW, KWh



Making Substances: Big ideas

Matter

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?

Making Salts

Key Concept

Understanding different chemical changes means that scientists can predict exactly what new substances will be formed in a reaction, and use this knowledge to develop a wide range of different materials and processes.

Sub-concepts

- The reactions of acids with
- Metals
- Alkalis
- Bases
- Carbonates

Facts

- Reactant
- Product
- Formula

Amount of Substance

Key Concept

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

Sub-concepts

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

Facts

- Mass and conservation of mass
- Concentration
- The Mole



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?

Kinetic and Potential

Key Concept

Energy is often transferred from a kinetic store to a gravitational potential or elastic potential store and back again.

Sub-concepts

Kinetic Energy, Gravitational Potential Energy, Elastic Potential Energy

Facts

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

Work

Key Concept

When a force causes an object to move through a distance work is done on the object. So a force does work on an object when the force causes a displacement of the object.

Sub-concepts

- Work is an energy transfer measured in joules.
- Levers are force multipliers (physics only)

Facts

- Work done = Force x Distance

Pressure- Physics only

Key Concept

Pressure in fluids is caused by particles. Pressure can be calculated and predicted.

Sub-concepts

Upthrust

Facts

- Pressure is measured in Pascals
- Pressure = Force/Area



Organisms

Plants and Photosynthesis: Big ideas

What expert understanding do we want after 5 years?

Cells are alive Big idea

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

How does the unit develop this?

Photosynthesis Key Concept

Plants and algae use sunlight, water, and carbon dioxide to facilitate photosynthesis.

Sub-concepts

Limiting Factors
Inverse Proportion

Facts

- Functions of chloroplasts.
- Measurement of photosynthesis
- Endothermic reaction

Respiration Key Concept

Respiration is an exothermic reaction that takes place in cells to produce energy

Sub-concepts

Aerobic Respiration
Anaerobic Respiration
Oxygen Debt



Organisms

Plants and Photosynthesis: Big ideas

What expert understanding do we want after 5 years?

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

How does the unit develop this?

Plant Transport Key Concept	The plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.
Sub-concepts	Plant Tissues Plant Organs Plant Organ systems Transpiration and translocation
Facts	• Functions of: epidermal tissues, palisade mesophyll, spongy mesophyll, xylem and phloem, meristem tissue found at the growing tips of shoots and roots • The role of stomata and guard cells.

Year 10

Science

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Biology

What is the function of a chloroplast?

How does transpiration happen in a plant?

What are the similarities and differences between respiration and photosynthesis?

Chemistry

- Give examples of reactions of metals with acids, carbonates and bases.
- Describe (and explain) stages in the synthesis of a salt.
- Describe conservation of mass?

Physics

Define current and voltage

State the law of conservation of energy

Describe the relationship between power, current and voltage

Year 10 Science Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



Georg Simon Ohm (16 March 1789 – 6 July 1854) was a German physicist and mathematician. As a school teacher, Ohm began his research with the new electrochemical cell, invented by Italian scientist Alessandro Volta. Using equipment of his own creation, Ohm found that there is a direct proportionality between the potential difference (voltage) applied across a conductor and the resultant electric current. This relation is called Ohm's law, and the ohm, the unit of electrical resistance, is named after him.

Year 11

Geography

Year 10

Fieldwork

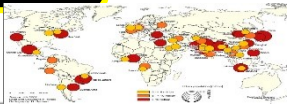
London
case
study



KING'S LYNN ACADEMY

Half Term 6

Lagos case study



Urban Challenges

Urbanisation



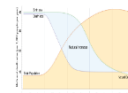
Case study: Tunisia

Half Term 5

Cambridge
case study



Changing
economy:
UK



Case study: Nigeria



Economic
landscapes

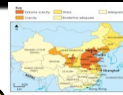
Half Term 4

Hitosa
Case
study



Focus on water

STNCWTP case study



Half Term 3

Resources overview



Resources

Climate
change

Half Term 2

Case study: Haiyan



Case studies:
earthquakes



How to prepare for an
tectonic hazard

Weather hazards

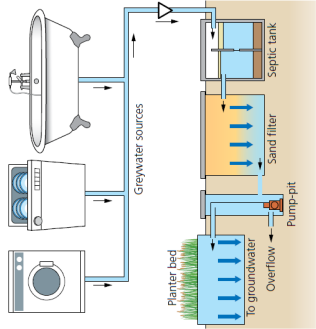
Welcome back to KLA. Your journey continues.

Half Term 1

Plate margins

Natural hazards



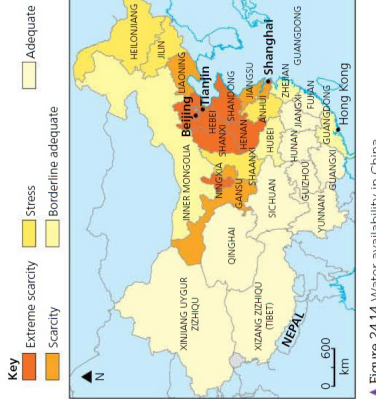


▲ Figure 24.19 Advanced grey water treatment

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

▼ Figure 24.17 Some costs and benefits from the SNWTP

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



▲ Figure 24.14 Water availability in China

Resources key terms:

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

Resources key ideas:

Food, water and energy are fundamental to human development.

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

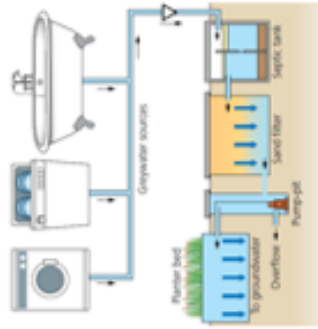
Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.

Different strategies can be used to increase water supply.

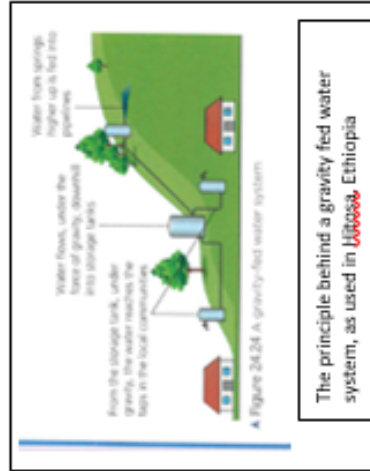
Resources case studies/examples:

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

Grey water treatment



A Figure 24.19 Advanced grey water treatment

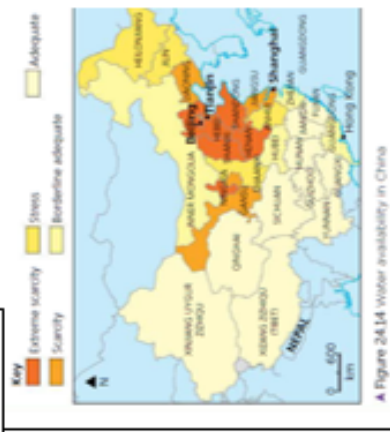


The principle behind a gravity fed water system, as used in [Uganda](#), Ethiopia

Case study: SNWTP China

Figure 24.17 Some costs and benefits from the SNWTP

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A Figure 24.14 Water availability in China

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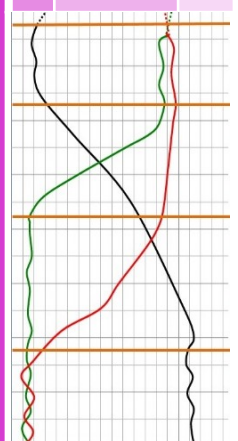
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Lined area for notes, consisting of 20 horizontal lines.

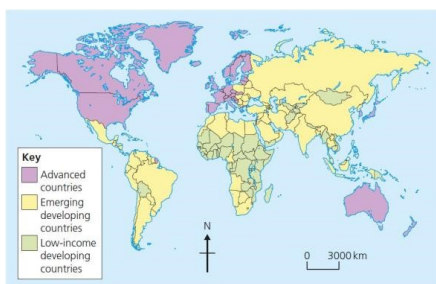
What is development?	
Development is an improvement in living standards through better use of resources.	
Economic	This is progress in economic growth through levels of industrialisation and use of technology.
Social	This is an improvement in people's standard of living. For example, clean water and electricity.
Environmental	This involves advances in the management and protection of the environment.
Measuring development	
These are used to compare and understand a country's level of development.	
Economic indicators examples	
Employment type	The proportion of the population working in primary, secondary, tertiary and quaternary industries.
Gross Domestic Product per capita	This is the total value of goods and services produced in a country per person, per year.
Gross National Income per capita	An average of gross national income per person, per year in US dollars.
Social indicators examples	
Infant mortality	The number of children who die before reaching 1 per 1000 babies born.
Literacy rate	The percentage of population over the age of 15 who can read and write.
Life expectancy	The average lifespan of someone born in that country.
Mixed indicators	
Human Development Index (HDI)	A number that uses life expectancy, education level and income per person.



The demographic transition model (DTM) shows population change over time. It studies how birth rate and death rate affect the total population of a country.

The Demographic Transition Model

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
High DR High BR Steady	BR Low Declining DR Very High	Rapidly falling DR Low BR High	Low DR Low BR Zero	Slowly Falling DR Low BR Negative
e.g. Tribes	e.g. Kenya	e.g. India	e.g. UK	e.g. Japan



Variations in the level of development	
LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.
HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.

Causes of uneven development

Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa. Remember, development can also vary within countries too.

The Changing Economic World

Physical factors affecting uneven development

Natural Resources	Natural Hazards
- Fuel sources such as oil. - Minerals and metals for fuel. - Availability for timber. - Access to safe water.	- Risk of tectonic hazards. - Benefits from volcanic material and floodwater. - Frequent hazards undermines redevelopment.
Climate	Location/Terrain
- Reliability of rainfall to benefit farming. - Extreme climates limit industry and affects health. - Climate can attract tourists.	- Landlocked countries may find trade difficulties. - Mountainous terrain makes farming difficult. - Scenery attracts tourists.

Human factors affecting uneven development			
Aid		Trade	
- Aid can help some countries develop key projects for infrastructure faster. Aid can improve services such as schools, hospitals and roads. - Too much reliance on aid might stop other trade links becoming established.	- Countries that export more than they import have a trade surplus. This can improve the national economy. - Having good trade relationships. Trading goods and services is more profitable than raw materials.		
Education		Health	
- Education creates a skilled workforce meaning more goods and services are produced. Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future.	Lack of clean water and poor healthcare means a large number of people suffer from diseases. - People who are ill cannot work so there is little contribution to the economy. - More money on healthcare means less spent on development.		
Politics		History	
Corruption in local and national governments. - The stability of the government can effect the country's ability to trade. - Ability of the country to invest into services and infrastructure.	Colonialism has helped Europe develop, but slowed down development in many other countries. - Countries that went through industrialisation a while ago, have now develop further.		
Consequences of Uneven Development			
Levels of development are different in different countries. This uneven development has consequences for countries, especially in wealth, health and migration.			
Wealth	People in more developed countries have higher incomes than less developed countries.		
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.		
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.		

Reducing the Global Development Gap

 Microfinance Loans This involves people in LICs receiving smalls loans from traditional banks. + Loans enable people to begin their own businesses - Its not clear they can reduce poverty at a large scale.	 Foreign-direct investment This is when one country buys property or infrastructure in another country. + Leads to better access to finance, technology & expertise. - Investment can come with strings attached that country's will need to comply with.
 Debt Relief This is when a country's debt is cancelled or interest rates are lowered. + Means more money can be spent on development. - Locals might not always get a say. Some aid can be tied under condition from donor country.	 Technology Includes tools, machines and affordable equipment that improve quality of life. + Renewable energy is less expensive and polluting. - Requires initial investment and skills in operating technology
 Fair trade This is a movement where farmers get a fair price for the goods produced. + Paid fairly so they can develop schools & health centres. - Only a tiny proportion of the extra money reaches producers.	 Technology Includes tools, machines and affordable equipment that improve quality of life. + Renewable energy is less expensive and polluting. - Requires initial investment and skills in operating technology

CS: Reducing the Development Gap In Tunisia

 Location and Background Tunisia is a NEE country located in the north of Africa. The northerly coast enjoys a Mediterranean climate with hot summers and mild, warm winters which attracts tourists.	 Tourist economy -In 2017, 7.1 million visited. - Income was US\$1 billion -In 2017 tourism provided jobs for 700,000 people. -Terror attack – in 2015 –2 terrorist attacks aimed at tourists. Tourism is beginning to recover.
 Multipier effect -Jobs from tourism have meant more money has been spent in shops, and other businesses. -Government has invested in infrastructure to support tourism. -Agriculture – benefits as it supplies hotels with food.	
Development Problems - Tourists do not always spend much money outside their resorts. - Pollution- some of the beaches have been polluted with untreated waste from hotels. - Foreign companies send holidaymakers but keep the profit.	

Case Study: Economic Development in Nigeria

Location & Importance Nigeria is a NEE in West Africa. Nigeria is just north of the Equator and experiences a range of environments. Nigeria is the most populous and economically powerful country in Africa. Economic growth has been base on oil exports.	Political Suffered instability with a civil war between 1967-1970. From 1999, the country became stable with free and fair elections. Stability has encouraged global investment from China and USA.	Cultural Nigeria's diversity has created rich and varied artistic culture. The country has a rich music, literacy and film industry (i.e. Nollywood). A successful national football side.	Industrial Structures Once mainly based on agriculture, 50% of its economy is now manufacturing and services. A thriving manufacturing industry is increasing foreign investment and employment opportunities.	Changing Relationships Nigeria plays a leading role with the African Union and UN. Growing links with China with huge investment in infrastructure. Main import includes petrol from the EU, cars from Brazil and phones from China.	Aid & Debt relief + Receives \$5billion per year in aid. + Aid groups (ActionAid) have improved health centres, provided anti-mosquito nets and helped to protect people against AIDS/HIV. - Some aid fails to reach the people who need it due to corruption.
Influences upon Nigeria's development					
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Effects of Economic Development Life expectancy has increased from 46 to 53 years. 64% have access to safe water. Typical schooling years has increased from 7 to 9.					

Case Study: Economic Change in the UK

UNITED KINGDOM Great Britain and Northern Ireland  UNITED KINGDOM Great Britain and Northern Ireland		 UK in the Wider World The UK has one of the largest economies in the world. The UK has huge political, economic and cultural influences. The UK is highly regarded for its fairness and tolerance. The UK has global transport links i.e. Heathrow and the Eurostar.
Causes of Economic Change De-industrialisation and the decline of the UK's industrial base. Globalisation has meant many industries have moved overseas, where labour costs are lower. Government investing in supporting vital businesses.	Towards Post-Industrial The quaternary industry has increased, whilst secondary has decreased. Numbers in primary and tertiary industry has stayed the steady. Big increase in professional and technical jobs.	
Developments of Science Parks Science Parks are groups of scientific and technical knowledge based businesses on a single site. • Access to transport routes. • Highly educated workers. • Staff benefit from attractive working conditions. • Attracts clusters of related high-tech businesses.	CS: UK Car Industry  Every year the UK makes 1.5 million cars. These factories are owned by large TNCs. i.e. Nissan. • 7% of energy used there • factories is from wind energy. • New cars are more energy efficient and lighter. • Nissan produces electric and hybrid cars.	
Change to a Rural Landscape Social Rising house prices have caused tensions in villages. Villages are unpopulated during the day causing loss of identity. Resentment towards poor migrant communities. Economic Lack of affordable housing for local first time buyers. Sales of farmland has increased rural unemployment. Influx of poor migrants puts pressures on local services.	UK North/South Divide  - Wages are lower in the North. - Health is better in the South. - Education is worse in the North. + The government is aiming to support a Northern Powerhouse project to resolve regional differences. + More devolving of powers to disadvantaged regions.	

Year 10

Natural hazards Year 10

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

What the terms water surplus and water deficit mean.

What agribusiness is.

State 3 development indicators

Apply your knowledge

How can using water sustainably increase its availability?

Explain why water transfer is needed in the UK.

Explain why the UK's economy/industry has changed over time

Stretch your thinking!

Explain how there may be a change in the supply and demand for water in

Could desalinisation be a solution to water shortages in the future?

How will improvements to transport boost our economy in the UK?

Year 10

Geography

Knowledge Checklist

KNOWLEDGE PROGRESS

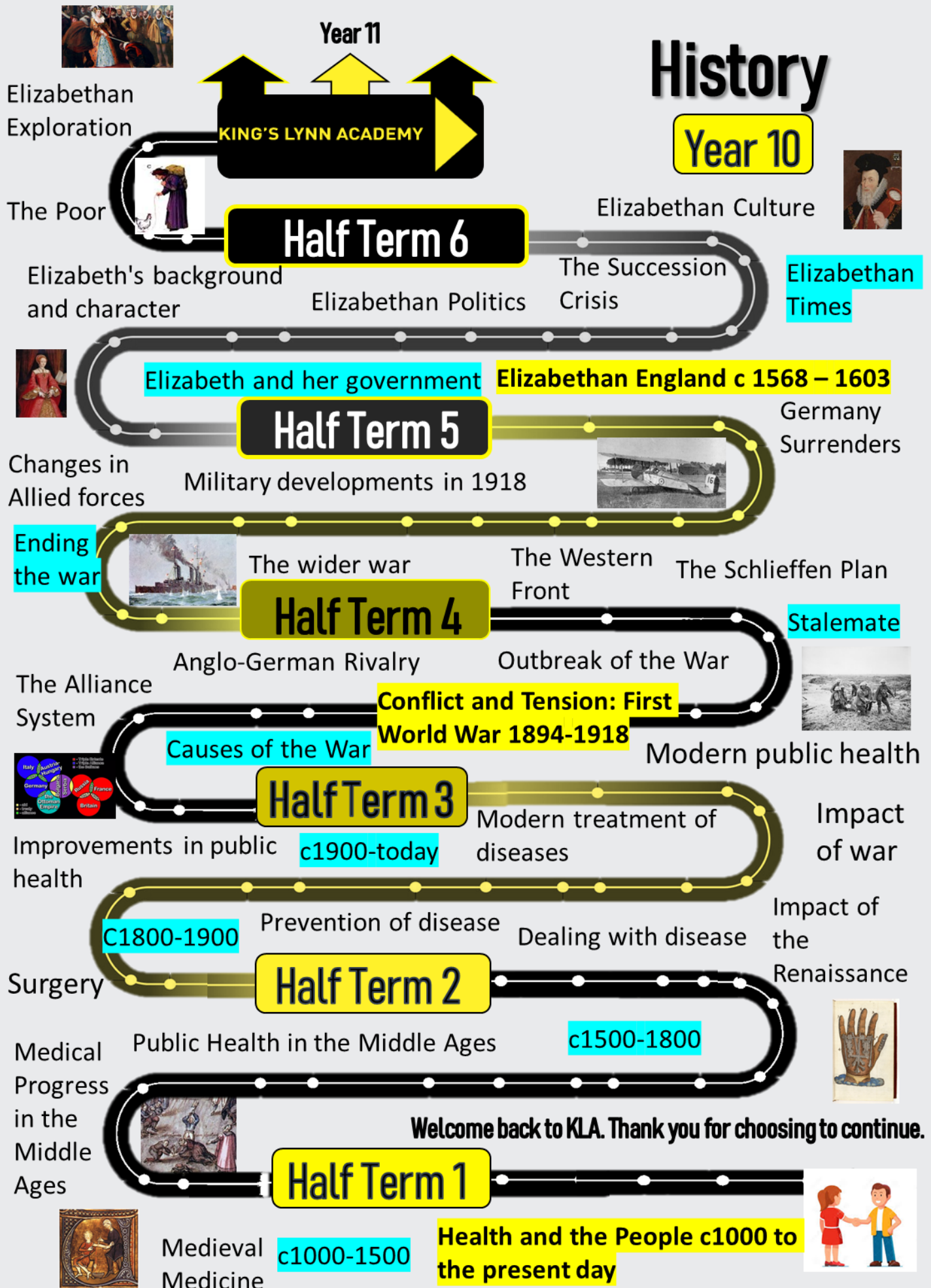
	KNOWLEDGE CHECKLIST	R	A	G
1	Understand how resources can affect our wellbeing			
2	Can describe the distribution of resources			
3	Know the impacts of water insecurity			
4	Know the advantages and disadvantage of the SNWTP			
5	Know a sustainable water supply scheme			
6	I know what development indicators are.			
7	I understand the limitations of indicators.			
8	I can outline some human factors affecting development.			
9	I can outline some physical factors affecting development.			
10	I know why tourism can reduce the development gap.			

High Flyers - Enrichment Task



What have been the recent developments in the SNWTP—is it still needed?

How has 'Brexit' affected our economy in the UK ?(discuss new policies brought in and how it has changed our population)





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

Timeline



Conflict and Tension: First World War 1894-1918

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? Try and use them in a sentence. Alliance, attrition, blockade, dogfight, foreign policy, imperial, salient, Splendid Isolation, treaty, ultimatum.

Put these events into chronological order. Can you add the dates they happened? Formation of the Triple Entente, the year the Schlieffen Plan was devised, Russia leaves the war, Battle of Verdun, Battle of the Somme, start of the First World War, the First Balkan War, assassination of Franz Ferdinand.

Say why these people are significant in the topics that have been studied. Kaiser Wilhelm II, Franz Ferdinand, Gavrilo Princip, General Erich von Falkenhayn, Lenin, Ferdinand Foch, Erich Ludendorff, Hindenburg.

Apply your knowledge

Write an account of how the Moroccan Crises in 1905-06 and 1911 increased international tensions (8 marks).

Write an account of how the assassination of Franz Ferdinand led to the outbreak of the First World War (8 marks).

Study source B. The cartoon supports the Triple Entente. How do you know? Explain your answer using Source B and your contextual knowledge. (4 marks).

▼ **SOURCE B** A French cartoon showing Kaiser Wilhelm being kicked by Russia, France and the United Kingdom, 1907



Year 10

History

Knowledge Checklist

Stretch your thinking!

"The entry of the USA on the Allie's side was the main reason for Germany's defeat in the First World War."

How far do you agree with this statement?

Explain your answer. (16 marks + 4 SPaG).

High Flyers - Enrichment Task



Follow the link below to view a plethora of online articles surrounding the First World War:

<https://www.bl.uk/world-war-one/articles>

I recommend the following for their strong links to our GCSE course:

America in the First World War: <https://www.bl.uk/world-war-one/articles/america-in-the-first-world-war>

Aerial warfare: <https://www.bl.uk/world-war-one/articles/aerial-warfare-during-world-war-one>

Europe before 1914: <https://www.bl.uk/world-war-one/articles/europe-before-1914>

Fight the war, stalemate and attrition: <https://www.bl.uk/world-war-one/articles/fighting-the-first-world-war-stalemate-and-attrition>

Conflict and Tension: First World War 1894-1918

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	The Great Powers Before the War, (Britain,. France, Russia, Austria-Hungary and Germany).			
2	The Alliance System.			
3	The Moroccan Crises, 1905-1906 and 1911.			
4	Problems in the Balkans, including the annexation of Bosnia, the Balkans League and the first and second Balkan wars.			
5	British belief in 'Splendid Isolationism'.			
6	The aims of Kaiser Wilhelm II, including Weltpolitik.			
7	The Arms Race, including building dreadnoughts.			
8	The Black Hand and murder in Sarajevo.			
9	The Countdown to War focusing on the July Crisis.			
10	The Schlieffen Plan, including aims, events and outcome.			
11	Development of Trench Warfare, including the Battle of the Marne, the race to the sea and events on the Eastern Front.			
12	Life in the Trenches.			
13	Weapons of Trench Warfare.			
14	The Battle of Verdun, including events and outcomes.			
15	The Battle of the Somme, including events and outcomes.			
16	The Battle of Passchendaele, including events and outcomes.			
17	The Gallipoli Campaign, including the events and the outcome.			
18.	The War at Sea, including the naval blockade and the Battle of Jutland.			
19	The War in the Air, including development of aeroplanes.			
20	The War in the Wider World, including events in Africa, the Middle East and the Pacific region.			

Year 10

History

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
21	Russia leaves the War, including the Russian Revolution of 1917.			
22	America enters the War, including the sinking of the Lusitania.			
23	The Impact of New Technology and Tactics.			
24	Ludendorff's Spring Offensive.			
25	The Allies counter offensive of the Hundred Days.			
26	The pact for the war on the home fronts, including Britain and Germany.			
27	The ending of the war, including the armistice 11 November 1918.			
28	Reasons for Germany being defeated.			

Year 11

French

Year 10

KING'S LYNN ACADEMY

Term 6

Reading strategies/Listening strategies

après avoir/ après être

Understanding GCSE criteria for writing

future and conditional tense

Use of correct register to apply for a job

using adverbs

Term 5

Future aspirations, study and the world of work

Mixed tense texts

Talking about UK schools and French schools

Give and expand opinions

Il faut...

Term 4

Talking about school

Term 3

reflexive verbs in perfect tense

avant de+ infinitive

en+ present participle

language to give advantages and disadvantages

Term 2

Holidays and travel

using negatives

Using future tense

Term 1

Describe the weather, landscapes and places in town

Home and local areas

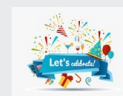
Welcome to KLA your Journey starts here





Year 10 French

Topic specific vocab



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

Fête le 14 juillet	Celebrating Bastille Day
On va aller au bal.	<i>We're going to go to the dance.</i>
On va regarder le feu d'artifice.	<i>We're going to watch the fireworks.</i>
On va s'amuser.	<i>We're going to have fun.</i>
On va inviter ...	<i>We're going to invite ...</i>

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

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



Year 10 French

Grammar

The modal verbs devoir and pouvoir

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

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

Venir de+ infinitive

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

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

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

The pronoun en

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

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

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

Key question words

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

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

Useful high frequency language

Les mots essentiels

avec
pour
donc, alors
car/parce que
malheureusement
sinon
parfois
quelque(s)
beaucoup de
en été
avant-hier

il y a (trois) jours
Je suis désolé(e).
bien sûr
quel/quelle/quels/quelles...?
à part
bien sûr
chez (moi)
d'habitude
de temps en temps
en revanche
ensuite

High-frequency words

with
for
so, therefore
for/because
unfortunately
if not, otherwise
sometimes
some/a few
lots of
in summer
the day before
yesterday
(three) days ago
I'm sorry.
of course
which...?
apart from
of course
at (my) house
usually
from time to time
on the other hand
next, then



Year 10 French Half Term 2

Topic specific vocab

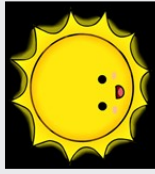


Où j'habite	Where I live
J'habite ...	I live ...
Ma famille et moi habitons ...	My family and I live ...
On habite ...	We live ...
dans une ville historique/touristique	in an historic/touristy town
dans un petit village	in a small village
au bord de la mer	at the seaside
au centre-ville	in the town centre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



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

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



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

Year 10 French Half Term 2

Grammar

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

The future tense

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

Je resteraï (I will stay)	Nous resterons (we will stay)
Tu resteras (you will stay)	Vous resterez (you will stay)
Il/elle/on restera (he/she/we will stay)	Ils/elles resteront (they will stay)

Some key verbs have irregular future stems, but use same endings as above:

Aller- j'irai (I will go)
Avoir- j'aurai (I will have)
Être- je serai (I will be)
Faire- je ferai (I will do)
Venir- je viendrai (I will come)

The pronoun y

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

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

Using negatives

Most negatives are in two parts and go around the verb:

Ne...rien (nothing)
Ne...jamais (never)
Ne...personne (nobody, not anyone)
Ne...plus (no longer, not any more)
Ne...que(only)
Ne...aucun(e) (no, not any, not a single)
Ne...ni...ni... (neither...nor...) is in three parts: put a noun after each **ni**.

Year 10

French

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Can you give and explain your opinion of these 5 subjects in French?

Geography, History, German, Music, Technology

Can you translate these into French:

In my school, we have six lesson per day.

It is forbidden to eat chewing gum and wear jewellery.

I am gifted at maths. However, biology is not my thing.

Medium Questions

Can you name 14 subjects in French?

Can you describe 3 of your teachers in French?

Write a comparative sentence about 2 of your subjects.

Easy Questions

Can you name 6 countries in French?

Name 3 types of transport in French.

Can you say these

08:00, 09:00, 10:00, 12:00, 09:15, 10:15

Year 10

French

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can recall names of countries			
2	I can describe accommodation			
3	I can say how I travel and who with			
4	I can recall how to book a hotel room			
5	I can use the pronoun 'en' + present participle			
6	I can recall the endings for conditional tense			
7	I can talk about a dream holiday using conditional tense			
8	I can talk about problems on holiday			
9	I can use reflexive verbs in the perfect tense			
10	I know how to use the pluperfect tense			
11	I can use 'avant de' + infinitive			
12				

High Flyers - Enrichment Task



Year 11

German

Year 10

KING'S LYNN ACADEMY

Term 6

One/you Genitive prepositions

There is/are

This/these/that

Imperative

More modals

Dative pronouns

To

Word order

Comparative and superlative

If/when

Time expressions

For/since

Questioning

Formal/Informal you

Prepositions

Comparative

Modal verbs

Term 4

Subject/adjective pronouns

Relative pronouns

Dative prepositions

Possessive adjectives

Term 3

like and dislike

Frequency words

Word order

Modal verbs

Perfect tense

Term 2

Irregular verbs

Agreement

Conjunctions

haben
sein

Term 1

Present tense regular verbs

Welcome back to KLA
your Journey continues

Beschreibung

Er/Sie ist (nicht) .../ich bin...
 nett / fleißig / frech / schüchtern
 Ich habe/Er hat... Haare
 blonde / braune / schwarze
 kurze / lange / wellige / glatte
 Er/Sie hat ... Augen.
 Er/Sie trägt eine (modische) Brille

Description

He/she is (not) ... / I am
 nice / hard-working / cheeky / shy
 I have / he has ... hair
 blond / brown / black
 short / long / wavy / straight
 He/She has ... eyes.
 He/She wears (trendy) glasses

Present Tense (regular)

Verbs (spielen)

I = ich -e
 You = du -st
 He/she/it = er/sie/es -t
 We = wir -en
 You = ihr -t
 they = sie -en
 Ich spiele Schach.
 Er spielt Fußball.

Wie ist ein guter Freund/ eine gute Freundin?

Ein guter Freund/ eine gute Freundin
 muss Zeit für mich haben
 muss sympathisch sein
 muss mich immer unterstützen
 muss viel Geduld haben
 muss die gleichen Interessen haben
 kann mit mir über alles reden
 darf nicht eifersüchtig sein
 Das ist für mich ...
 (nicht) sehr wichtig

What makes a good friend?

A good friend (male) (female)...
 must have time for me
 must be nice
 must always support me
 must have lots of patience
 must have the same interests
 can talk to me about anything
 isn't allowed to be jealous
 That is ... to me.
 (not) very important

Subordinating Conjunctions

(kick verb to end of clause)

weil- because
 obwohl- although
 da- because
 wenn- if/whenever
 dass- that
 als- when

Connectives

und- and denn-because
 aber- but oder-or

Beziehungen

Ich verstehe mich (nicht so) gut mit ...
 meiner Mutter/meiner Schwester
 meinem Vater / meinem Bruder
 meinen Eltern/Großeltern
 ... weil er/sie ... ist.
 eifersüchtig/sympathisch/nervig/streng
 ... weil er/sie ...
 (viel / keine) Geduld hat
 (immer / nie) Zeit für mich hat
 mich unterstützt / mir auf die Nerven geht
 Wir/Sie haben eine tolle Beziehung.
 Ich streite mich mit (ihr).
 Er/Sie streitet sich mit (ihm).
 Sie streiten sich mit (ihnen).
 Ich werde mich mit (...) besser verstehen
 Er/Sie sagt, ... / Sie sagen, ...
 ich mache nicht genug Hausaufgaben
 ich verbringe zu viel Zeit mit dem Handy
 ich darf (den Computer) nicht benutzen
 ausgehen

Relationships

I get on (not so) well with ...
 my mother / my sister
 my father / my brother
 my parents / grandparents
 ... because he/she is ...
 jealous/kind/annoying/strict
 ... because he/she ...
 has (a lot of / no) patience
 (always / never) has time for me
 supports me/ gets on my nerves
 We/They have a great relationship.
 I argue with (her).
 He/She argues with (him).
 They argue with (them).
 I will get on better with (...).
 He/She says ... / They say ...
 I don't do enough homework
 I spend too much time on my phone
 I'm not allowed to use (the computer)
 go out

Modal verbs (present tense)

Pronoun+ modal verb + rest+ verb (infinitive)

have to	allowed to	to want to
ich muss	darf	will
er muss	darf	will
wir müssen	dürfen	wollen
sie müssen	dürfen	wollen
Ich muss Hausaufgaben machen.		

Modal verbs (past tense)

Pronoun+ modal verb + rest+ verb (infinitive)

have to	allowed to	to want to
ich musste	durfte	wollte
er musste	durfte	wollte
wir mussten	durften	wollten
sie mussten	durften	wollten
Ich musste Hausaufgaben machen.		

Zu Hause

das Arbeitszimmer / Badezimmer
der Dachboden / der Flur
das Schlafzimmer / das Wohnzimmer
die Garage / die Küche / Dusche
Ich wohne (seit vier Jahren) ...
in einer Kleinstadt / Großstadt
in einem Dorf
am Stadtrand / auf dem Land
in einem Einfamilienhaus
in einem Reihnhaus
in einem Hochhaus
in einem Wohnblock
Im Erdgeschoss gibt es ...
Im (ersten) Stock gibt es ...
Wir haben keinen Tennisplatz.

At home

study / bathroom
attic / landing
bedroom / living room
garage / kitchen / shower
I have been living (for four years). ...
in a small town / city
in a village
on the outskirts of town / in the country
in a detached house
in a terraced house
in a high-rise building
in a block of flats
On the ground floor there is ...
On the (first) floor there is ...
We don't have a tennis court.

Auf Austausch

Herzlich willkommen in (Deutschland)!
Wie geht's dir / Ihnen?
Wie bitte?
Ich verstehe deine / Ihre Frage nicht.
Hast du / Haben Sie Hunger?
Hast du / Haben Sie Durst?
Kannst du / Können Sie bitte
langsamer sprechen?
Kannst du / Können Sie das bitte wiederholen?

On an exchange visit

Welcome to (Germany)!
How are you?
Pardon?
I don't understand your question.
Are you hungry?
Are you thirsty?
Can you speak more slowly,
please?
Can you repeat that, please?

Der Tagesablauf

Daily routine

Ich wache... auf	I wake up
Ich stehe.....auf	I get up
Ich dusche/wasche mich	I shower/ wash
Ich frühstücke	I eat breakfast
ich sehe.....fern	I watch TV
ich amüsiere mich..	I have a good time
ich langweile mich	I am bored
ich esse...	I eat
ich treffe mich...mit Freunden	I meet friends
Ich verlasse...das Haus	I leave the house
ich komme...an	I arrive
ich verbringe ...in der Schule	I spend... in school
Ich gehe ins Bett	I go to bed

um...Uhr –at...o'clock

Viertel nach- quarter past

fünf nach – five past

Viertel vor – quarter to

zehn vor- ten to

halb sieben – half past six

Das ist zu früh-it's too early

Das ist zu spät-it's too late

Essen und trinken

Das Frühstück / Mittagessen / Abendessen
Wir essen um...
Das hat ... geschmeckt.
ekelhaft / schrecklich
köstlich / wunderbar / lecker
salzig / süß / würzig

Eating and drinking

breakfast / lunch / dinner
We eat at
It tasted ...
disgusting / dreadful
delicious / wonderful / tasty
salty / sweet / spicy

essen- to eat

ich esse
er/sie isst
wir essen

English	Infinitive	Present tense - I	Present tense- He/She/it/one	Perfect tense	Future tense I will
to be bored	sich langweilen	ich langweile mich	er/sie langweilt sich	ich habe mich ... gelangweilt	ich werde mich ... langweilen
to call	anrufen	ich rufe ... an	er/sie ruft ... an	ich habe ... angerufen	ich werde... anrufen
to deliver newspapers	Zeitungen austragen	ich trage...Zeitungen aus	er/sie trägt...Zeitungen aus	ich habe ... Zeitungen ausgetragen	ich werde... Zeitungen austragen
to do homework	Hausi machen	ich mache ... Hausi	er/sie macht Hausi	ich habe ... Hausi gemacht	ich werde... Hausi machen
to eat breakfast	frühstücken	ich frühstücke	er/sie frühstückt	ich habe ... gefrühstückt	ich werde... frühstücken
to feed	füttern	ich füttere den Hund	er/sie füttert	ich habe ... den Hund gefüttert	ich werde... füttern
to get dressed	sich anziehen	ich ziehe mich... an	er/sie zieht sich ... an	ich habe mich ... angezogen	ich werde mich ... anziehen
to get undressed	sich ausziehen	ich ziehe mich... aus	er/sie zieht sich ... aus	ich habe mich ... ausgezogen	ich werde mich... ausziehen
to get up	aufstehen	ich steheauf	er/sie steht ... auf	ich bin ... aufgestanden	ich werde... aufstehen
to go to bed	ins Bett gehen	ich gehe ... ins Bett	er/sie geht ins Bett	ich bin ... ins Bett gegangen	ich werde... ins Bett gehen
to have a good time	sich amüsieren	ich amüsiere mich	er/sie amüsiert sich	ich habe mich ... amüsiert	ich werde mich... amüsieren
to iron	bügeln	ich bügele	er/sie bügelt	ich habe ... gebügelt	ich werde... bügeln
to laugh	lachen	ich lache	er/sie lacht	ich habe ... gelacht	ich werde... lachen
to leave	verlassen	ich verlasse	er/sie verlässt	ich habe ... verlassen	ich werde... verlassen
to meet	treffen	ich treffe	er/sie trifft	ich habe ... getroffen	ich werde... treffen
to move (house)	umziehen	ich ziehe.. um	er/sie zieht ... um	ich bin ... umgezogen	ich werde... umziehen
to practise	üben	ich übe	er/sie übt	ich habe ... geübt	ich werde... üben
to prepare	vorbereiten	ich bereite ... vor	er/sie bereitet ... vor	ich habe ... vorbereitet	ich werde... vorbereiten
to put on make up	sich schminken	ich schminke mich	er/sie schminkt sich	ich habe ... mich geschminkt	ich werde mich... schminken
to read	lesen	ich lese	er/sie liest	ich habe ... gelesen	ich werde... lesen
to shop	einkaufen	ich kaufe ... ein	er/sie kauft ... ein	ich habe ... eingekauft	ich werde... einkaufen
to shower	duschen	ich dusche	er/sie duscht	ich habe ... geduscht	ich werde... duschen
to sit down	hinsetzen	ich setze mich hin	er/sie setzt sich hin	ich habe mich ... hingesetzt	ich werde... hinsetzen
to sit down at the computer	am Computer sitzen	ich setze... am Computer	er/sie sitzt am Computer	ich habe ... am Computer gesessen	ich werde... am Computer sitzen
to spend time	Zeit verbringen mit	ich verbringe Zeit mit	er/sie verbringt Zeit mit	ich habe ... Zeit mit.. verbracht	ich werde... Zeit verbringen mit
to talk	sprechen	ich spreche	er/sie spricht	ich habe ... gesprochen	ich werde... sprechen
to text	simsen	ich simse	er/sie simst	ich habe ... gesimst	ich werde... simsen
to wake up	aufwachen	ich wache ...auf	er/sie wacht ... auf	ich bin ... aufgewacht	ich werde... aufwachen
to walk the dog	Gassi gehen	ich gehe .. mit dem Hund Gassi	er/sie geht mit dem Hund Gassi	ich bin ...mit dem Hund Gassi gegangen	ich werde... Gassi gehen
to wash up	abwaschen	ich wasche ... ab	er/sie wäscht ... ab	ich habe ... abgewaschen	ich werde... abwaschen

Year 10

German Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Translate into English:

Ich wohne mit meiner Familie in einem Einfamilienhaus in einem Dorf. Ich finde es hier sehr schön. Ich komme ziemlich gut mit meinen Eltern aus, obwohl sie steng sein können. Ich muss jeden Tag um halb sieben aufstehen und ich finde es zu früh.

Translate into German:

A good friend must have time for me. That is important to me.

My role model is very successful and famous.

Are you hungry? Are you thirsty?

Medium Questions

Write in English:

Er trägt eine Brille. Meiner Meinung nach... Er isst im Wohnzimmer.

List 3 irregular verbs in German.

Describe what you look like.

Easy Questions

List 5 family members

List 5 rooms in a house

Write 2 sentences about family and friends

Translate into English:

Vorbild

sympatisch

die Küche

ein Reihenhaus

Year 10

German

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	I can describe my family and friends			
2	I can talk about how I get on with someone			
3	I can add justification (why) using weil (because)			
4	I can talk a role model			
5	I can name at least two types of houses and rooms			
6	I can greet a visitor and ask at least 2 questions			
7	I can use some daily routine verbs			
8	I can name some German dishes and food			
9	I can use an opinion phrase			
10				
11				
12				
13				

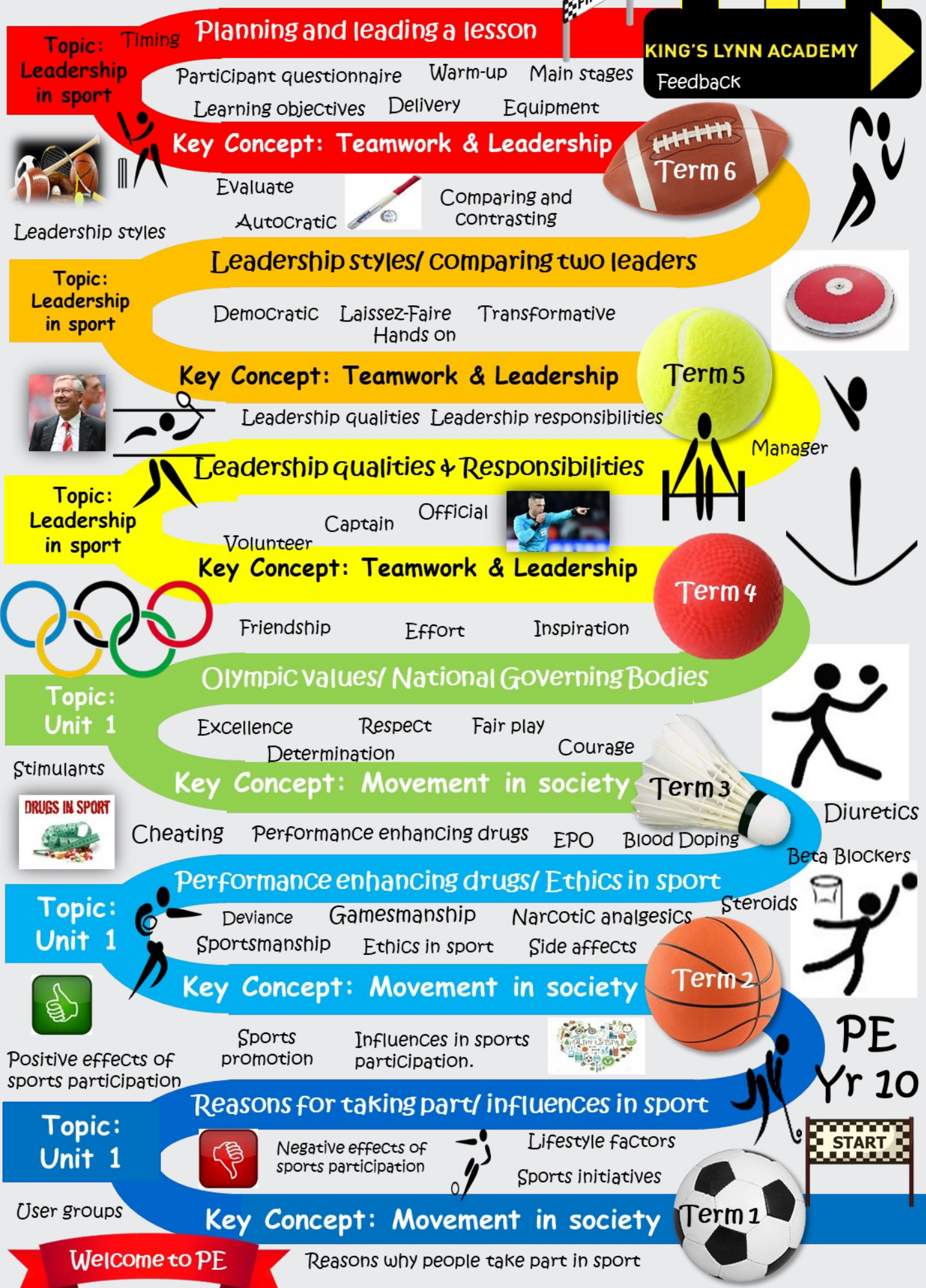
High Flyers - Enrichment Task



Conjugate the verb in brackets

Ich (wohnen) in England und ich (finden) meine Stadt sehr schön. Sie (heißen) King's Lynn.
 Mein Freund Thomas (wohnen) auch hier. Wir (sich verstehen) gut, weil wir die gleichen
 Interessen (haben). Mein Vorbild (sein) mein Vater, weil er viel Geduld (haben). Letzte Woche
 (haben) wir einen Film (sehen). Es (haben) Spaß (machen).

EXT: Can you translate the text into English?



Leadership



thepeclassroom.com

When organizing a sports activity session, a number of factors need to be considered



Venue



Equipment



Timing



Supervision



Contingency

TOPIC AREA 3

Safety Considerations when planning an activity session

Risk Assessment



Checking Equipment



Emergency Procedures



First Aid

Meeting the demands of a group



Intro/Cool-Down



Warm-Up/Cool-Down



Skill & Technique Development

Organisation of an Activity Session - Factors to Consider



Safe Practice
Keeping all participants safe



Timing
Planning the length of each part e.g. warm-up, progressive drills.



Adaptability
Adapting to the requirements of the participants



Reliability
For example, being punctual

TOPIC AREA 4

SPORT STUDIES R185

Adaptability

Leadership Style

Leading a Sports Activity Session - Considerations

Creativity

Communication

Positioning

Confidence

After delivering your activity session, you must always consider:

-What went well?

-What did not go well?

-What could be improved for the future?



The evaluation of an activity session should enable more effective planning for future sessions.

TOPIC AREA 5

Physical Education Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

List the components of planning a successful sports session

What factors need to be considered in a risk assessment for a sports session?

What are the key stages of a sports activity session?

Apply your knowledge

What type of careers might involve planning sports activity sessions?

What skills and qualities does a good leader need?

What types of sports leaders are there?

Stretch your thinking

List the important factors to consider when planning a leadership session

Consider the positives and negatives planning and leading the session

Physical Education Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Measuring improvement in performance –complete your action plan			
2	Organising and planning a sports activity session			
3	Leading a sports activity session			
4	Reviewing your own performance in planning and leading a sports activity session			
5				
6				
7				

High Flyers - Enrichment Task



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

A levels/ College/ Apprenticeship

Technology

Year 10

NCFE

10 hour exam
ncfe. cache

KING'S LYNN ACADEMY

Scale



Digital manipulation

External Assessment
(Exam unit)-50% of Final Grade

Term 6



Moodboard

Unit 3 Projects



Design Brief

Specification



Drawings

Presentation skills

Creative responses

Designer work analysis



Processes

Term 5

Unit 2 Graphic Design Practice- Understand the work of recognised graphic designers



Designer influence research

Experiments

Experimenting with the 6 graphic components



CAD

Inspiration

Technical Skills

Term 4

Experimenting with Colour

Shapes

Graphics

Digital design

Packaging

Posters

Graphic Design Practices

Typographer

Graphic Communication

Illustration

Branding



Alan Fletcher

Term 3

Visual Impact

Margaret Calvert



Patterns

Quentin Blake



David Carson



Graphic Designers

Shepard Fairey

Communication

Chip Kidd



Imagery

Term 2

Texture

Typography

Letter forms

Tone

Line



Composition

Influence

Graphic Components

6 Graphic Components

Term 1

Colour Territory colour Primary Secondary



Controlled Assessment
(Coursework unit)- 50% of Final Grade

Welcome back to KLA your Journey continues

Colour LINE TYPOGRAPHY composition TONE IMAGERY

Year 10/11

Graphics Revision Booklet

Exam Layout



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

Time allowed: 10 hours

Total marks: 90

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

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

MUST READ QUESTION
CAREFULLY AND LOOK AT THE
MARKS ALLOCATED

How marks could be broken down

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

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

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

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

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

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

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

Task 4 (9 marks)

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

Examples of mark scheme

• Initial ideas linking to the brief

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

• Experimentations

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

• Final Design

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

• Evaluation

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

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

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

What can I write about.....

Colour ?

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

Describe and explain everything in lots of specific detail!

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

What can I write about.....

Line?

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

Describe and explain everything in lots of specific detail!

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

What can I write about.....

Tone?

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

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

What can I write about.....

Composition?

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

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

What can I write about.....

Imagery?

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

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

What can I write about.....

Typography?

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

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

SERIF

San serf

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

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

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

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

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



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

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

Evaluation



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

LO2: Annotation

You



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

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



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



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

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

Typography

dp

Serif

Double line spacing

dp

Sans Serif

Single line spacing

Whitburn

Script

DEEP PURPLE - THE WHO - BLACK SABBATH - THE ROLLING STONES - ACDC
AERDSMITH - UFO - DEAD RINGER - RAINBOW - BAD COMPANY - THIN LIZZY



Decorative/Free hand

[Video](#)

Deep Purple
Deep Purple

Bar

H

Stem

P

Serifs

T

Curve

G

Continuous Curve

O

Be creative in your use of Typography

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

- WATER
- FIRE
- STAR



- Be creative



Using Lines and Composition

Let us begin with simple distribution of space.



1 The equal distribution of space has the monotony of hitting the same note on a piano. Its interest is equally divided, much like repeating your name without changing your voice — it has a rather mechanical appearance.



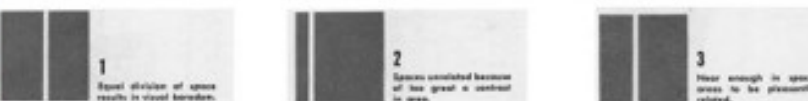
2 Now we have divided the space more unequally. The areas are no longer the same, it is more like changing your voice and adding a few words — or some extra notes to the original note on the piano. Observe that we have not changed the lines, only their position on the picture space.



3 We now take the same lines as above and give them movement. The areas now begin to intrigue the imagination — this is dividing space as design. Don't you find this group more interesting than the first two?



4 Now we have added tone to the different areas, balancing the weight of interest in each case with an added form. A small element of great interest will balance much larger elements of lesser interest.



1

Equal division of space results in visual boredom.

2

Areas unrelated because of too great a contrast in area.

3

Not enough in space areas to be pleasantly related.

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



Step by Step Evidence



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



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



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



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

Distinction: Describes the processes involved and identifies what went well/not so well and any opportunities for development.

Learners can describe the processes used to create their work, the purpose and impact and their effective use of resources.

The learners describe how they approached and resolved the challenges presented by the brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed.

The learner describes opportunities for development or improvement of their graphic design.

THE LEVEL OF EVIDENCE YOU NEED IS REALLY HIGH

Annotation Example



Distinction: Describes the processes involved and identifies what went well/not so well and any opportunities for development.

Learners can describe the processes used to create their work, the purpose and impact and their effective use of resources.

The learners describe how they approached and resolved the challenges presented by the brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed.

The learner describes opportunities for development or improvement of their graphic design.

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

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

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

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

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

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

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

LINK EVERYTHING TO THE BRIEF

Chubby

Colour Wheel



Use the pencil to colour the wheel with the correct colours

Tone

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

--	--	--	--	--	--	--

Complementary Colours

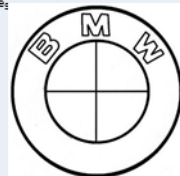
Fill adjacent (next to each other) boxes with the three pairs of complementary colours

The Meaning of Colour

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



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



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



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

Success Criteria:

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

Line

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

It can be used to...

Create expression or emphasis in a graphic design

To separate, order, define, border space

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

• A

• B

• A

• B

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



Use lines to write your initials like the IBM logo.



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

Shape

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

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

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

Design a logo for a company which makes parts for cars called GEARSLTD

What do you think our logo says about the company?

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



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



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



Typography

dp

Serif

Double line spacing

dp

Sans Serif

Single line spacing

Whitburn

Script



Decorative/Free hand

[Video](#)

DEEP PURPLE - THE WHO - BLACK SABBATH - THE ROLLING STONES - AC/DC
AEROSMITH - UFO - DEAD & COMPANY - RAINBOW - BAD COMPANY - THIN LIZZY

Deep Purple
Deep Purple
KERNING APPLIED
KERNING NOT APPLIED

Bar

H

Stem

P

Serifs

T

Curve

G

Continuous Curve

O

Be creative in your use of Typography

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

- WATER
- FIRE
- STAR

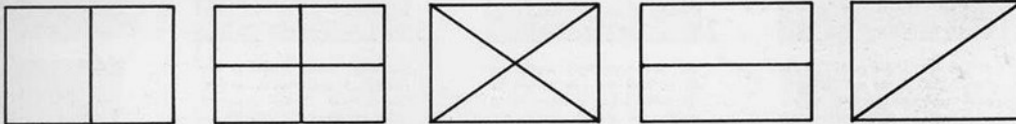


- Be creative



Using Lines and Composition

Let us begin with simple distribution of space.



1 The equal distribution of space has the monotony of hitting the same note on a piano, its interest is equally divided, much like repeating your name without changing your voice — it has a rather mechanical appearance.



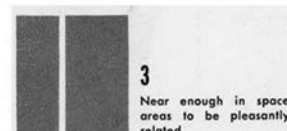
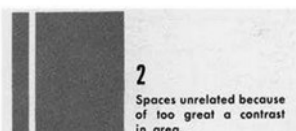
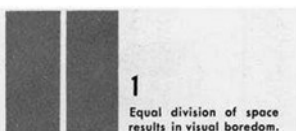
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- Look at the 4 steps going down and create your own



Collage



Useful videos

- LINE - <https://www.youtube.com/watch?v=BDePyEFT1gQ>
- COLOUR - https://www.youtube.com/watch?v=wWW_UbrkBEw
- TYPOGRAPHY - <https://www.youtube.com/watch?v=sByzHoiYFX0>
- TONE - <https://www.youtube.com/watch?v=AAwYHNo31ZQ>
- IMAGERY - <https://www.youtube.com/watch?v=MELKuexR3sQ>
- COMPOSITION - <https://www.youtube.com/watch?v=a5KYIHNKQB8>



Lined area for notes, consisting of multiple horizontal lines.

Design and Technology Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

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

+

Explain the target audience for three chosen graphic designs.

*

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

NCFE Graphic Design Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



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

Learners must :

Level 1 & 2 Hospitality & Catering

Complete one piece of coursework worth 60% of the final grade

Complete a written exam worth 40% of the final grade



Job
Roles

Types
of service

Reviews
&
ratings

Key
Words

Nutrition

Food
Spoilage

Diets

Techniques

Equipment

Laws
&
Legislations

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

Learners must :

Level 1 & 2 Hospitality & Catering

Complete one piece of coursework worth 60% of the final grade

The coursework is broken down into sections and culminates in a 2 course meal



LO1 – understand the importance of nutrition when planning menus

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

AC1.2 - Compare nutritional needs of specific groups

AC1.3 – explain characteristics of unsatisfactory nutritional intake

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

LO2 – Understand menu planning

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

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

AC2.3 – Explain how menu dishes meet customer needs

AC2.4 – Plan production of dishes for a menu

Year 10

Food Tech

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

What does hospitality mean?

What colour chopping boards do we use?

What does catering mean?

+

What does front/back of house mean?

How many AA stars can a hotel achieve?

What does commercial and non-commercial mean?

*

How can we reduce food waste?

Explain the role of an environmental health officer

What is the function of food packaging?

Hospitality and Catering Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



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

YEAR 11 ART HERE WE COME!

ART

Y10

ESA theme!

KING'S LYNN ACADEMY

Final Piece + Evaluation

Practice + Ideas for Final Piece

Mini Version Colour Mixing

Poly-Printing

Tonal Drawing

Beginning and End

Critical Analysis/ Extra Artist

More Primary Research

Blending Tone Sgraffito

Oil Pastel

Details Watercolour

Beginning and End

Mind Map Artist Research

Artist Copy

Primary Research

Presentation

GCSE Beginning and End topic

Beginning and End

Exam and evaluation

Mini version

Acrylic techniques and painting

Mono-print

Photo shoot

Ideas + practice for final piece

Presentation

Mark making

Identity

Colour Theory

Colour Theory Blending

Evaluation

Critical Analysis

Presentation

Artist Research

Artist Copy

Thomas Salot

Tonal Drawing Detail

Evaluation

Primary Research

Grid Method

Photo inspiration page

High Quality Artist Portfolio

Artist Copy

Presentation

Welcome to GCSE Art

Assessment objectives

GCSE Identity topic

Identity

Mind Map

Identity

Welcome to year 10 Your journey continues...

Identity/ BEGINNING AND END

START

Year 10 (45 Lessons)

Theme - Beginning and End

Art

Learners must be able to:

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

Transferable Knowledge & Skills

Artists

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

Ideas and Artists in Response to the Theme

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



Experimenting with A Range of Materials and Techniques



IDEAS RESEARCH

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

Photography and Personal Responses



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

PHOTOSHOOT ANNOTATION

Planning and Presenting a High Quality Final Piece



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

FINAL PIECE



Tier 3
Accurate Technique Analyse

Tier 2
Detail Blending Tints Shades Primary Secondary Gradient Experiment

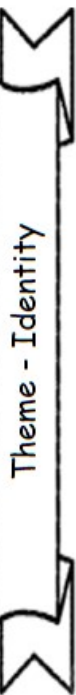
Tier 1
Colour Shape Line Hue Light Dark Edges Artwork Bold Style Mixing Brush Artist

Key Vocabulary

Hyperrealism Precision Palette

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

MATERIALS & TECHNIQUES



Learners must be able to:

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

Ideas and Artists in Response to the Theme

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

Transferable Knowledge & Skills

Artists

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

ARTIST RESPONSE

Tonal drawing

Identity

Experimenting with A Range of Materials and Techniques

Monoprinting

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

MATERIALS & TECHNIQUES

Photography and Personal Responses

Ideas for Final Piece

Photostitch

Plaidite

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



PHOTOSHOOT ANNOTATION

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

Planning and Presenting a High Quality Final Piece

Mini Version

FINAL PIECE



Key Vocabulary

Tier 3

Accurate Technique Analyse

Tier 2

Detail Blending Tints Shades Primary Secondary Gradient Experiment

Tier 1

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

Identity

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



Year 10

ART

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Easy

When doing your tonal drawing, how do you create accurate proportions?

Name an artist which explores identity

What is primary research?

Medium

What is the difference between primary research and Secondary research?

Explain how your chosen artists link to the theme of identity

What are the formal elements of art and why do artists need to master them?

Hard

Write a critical analysis on one image from your chosen artist. In this you must explain and describe the Tone, Shape, colour and composition Do this task in your sketchbook after your artist research page or tonal page.

What are the 5 golden rules which need to be included in your ideas for final piece mind map? Why are they important?

Explain the message behind your own work, and how does this link to your artist and over all theme?

Year 10

ART

Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



Complete a bonus material from your page checklist

Year 11



Creative iMedia

Year 10

KING'S LYNN ACADEMY

Coursework 1

Term 6

Unit R082-Creating Digital Graphics

Understand the purpose and properties of digital graphics

Assessment Feedback and Improvements

Term 5

Review: Preproduction Documents

Review a pre-production document, identify areas for improvement in a pre-production document

Assessment Feedback and Improvements

Term 4

Produce: Preproduction Documents

Hardware and Software , Health and Safety , Legislation, file formats,

Assessment Feedback and Improvements

Term 3

Theory and practical Preproduction Documents

Client requirements, Work plans, analyse research, target audience

Assessment Feedback and Improvements

Term 2

Theory and practical: Preproduction Documents

Visualisation diagrams, Mood boards, Mind maps, Storyboards, Scripts

Unit R081

Term 1

Welcome to Year 10





Year 10

Creative iMedia



R081 – Compulsory Unit

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

Students will learn skills such as how to:

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



Learning Outcome 2: Be able to plan pre-production

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

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

Students must be able to:

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



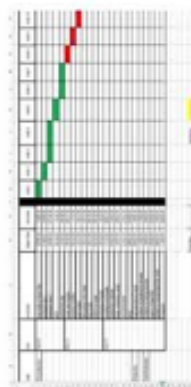
Learning Outcome 4: Be able to review a digital graphic

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

R082 – Creating Digital Graphics (Compulsory Unit)

Students must be able to:

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



Key Vocabulary

Tier 3

Saturation,
Visualisation diagram,
Mind map, Mood
board,

Tier 2

Layers, Web use, layout, copyright, hue

Tier 1

Review, client, purpose, audience, file,
deadline, review

Book suggestion



Year 10

Creative iMedia

Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



Complete all extension tasks each lesson

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

Complete at least 10 tasks on SamLearning per week

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

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



Lined area for notes, consisting of multiple horizontal lines.

First Aid



KING'S LYNN ACADEMY



PD

Year 10

Post 16
Options



Careers Fair

Half Term 6

Drug Classes



What is Exploitation?



Exploitation
Project

Drugs



Half Term 5

UDHR &
Religion



What are Human
Rights?

Death Penalty
Case Study



Religion &
Death Penalty



Can people be
forgiven?

Religion &
forgiveness



Prejudice &
Discrimination

Death Penalty



Half Term 4

Prison &
Community Service



Court
Trial

Different
Crimes



Reasons for
Crime

Civil &
Criminal Law



Laws

Legal System



What is Crime &
Punishment?



Half Term 3

Relationships before &
outside of Marriage



Different
families



Is it right to be brought
up religious?

Career Sectors
Project



Sexual Health



Safe Sex

Half Term 2

Different Relationships
& Intimacy

Religious Views
on Sexuality

What is Sexuality
& Gender



Gender & Sexuality
in 21st Century



Gender
Equality



Mental Health



Half Term 1

Emotional
Wellbeing



New
Start



Welcome
to your Personal
Development
Journey

Year 10 PD

Knowledge Organiser

Spring

Crime and Punishment

Things you need to be able to do:

- To be able to define crime and punishment
- To know about different types of crimes and forms of punishment
- To explore reasons why people commit crime
- To know different religious responses to crime and punishment
- To explore whether the death penalty is a useful punishment
- To know different religious responses to the death penalty
- To investigate the concept of forgiveness from a religious and non-religious perspective

Key Questions:

- Why do people commit crime?
- What is the most effective form of punishment?
- Should the death penalty be legalized in Britain?
- Should we forgive others?

Tier 2 Vocabulary

Crime – an offence which is punishable by law

Punishment – something legally done to somebody as a result of being guilty of breaking the law

Evil – the opposite of God; a negative influence which is seen by many as destructive and against God

Forgiveness – showing mercy, and pardoning someone for what they have done wrong

Death penalty (capital punishment) – a form of punishment in which a prisoner is put to death for crimes committed

Prison – a secure building where offenders are kept for a period of time set by a judge

Corporal punishment – punishment of an offender by causing them physical pain

Community service – a way of punishing offenders by making them do unpaid work in the community

Retribution – an aim of punishment – to get your own back

Deterrence – an aim of punishment – to put people off committing crimes

Reformation – an aim of punishment – to change someone's behaviour for the better

Tier 3 Vocabulary

Free will – the ability of people to make decisions for themselves without constraint

Sanctity of life – all life is holy as it is created and loved by God; Christians believe human life should not be misused or abused

Citizenship

Things you need to be able to do:

- Understand the legal system in the UK
- Know the difference between civil and criminal law
- Know how to improve your community
- Understand what Active Citizenship is

Key questions:

- Does the law in the UK need updating?
- Who enforces the law?
- What is the age of criminal responsibility in England?

Tier 2 Vocabulary

Penalties – punishment imposed for breaking a law.

Criminal Responsibility –

Responsibility for any illegal behaviour that causes harm or damage to someone or something

Bill – A proposal for a law

Tier 3 Vocabulary

Legislation – the act of making a new law.

Constituency – A geographical area represented by a Member of Parliament



Personal Development Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. Name two religious views on Sexuality

2. Name two religious views on Gender

3. Give two ways of looking after your mental health

+

1. Explain the significance of the role of women in religion

3. Explain what Gender is

4. Explain two views towards Gender and Sexuality that have changed in the 21st Century



1. Explain the impact of being brought up religious

2. Explain different women in the church

3. Explain why contraception is important

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

Personal Development Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	What is Crime & Punishment			
2	Different types of crime			
	Reasons for crime in the 21st Century			
3	Civil VS Criminal Law			
4	Laws in the UK			
5	Religious Laws			
6	Aims & Types of punishment			
7	What happens in court?			
8	Prison			
9	Community Service			
10	Death Penalty			
11	Can people be forgiven			
12	Prejudice & Discrimination			
13	Stereotypes			
14	Understanding and preventing extremism			
15	What are Human Rights?			
16	How do Human Rights work			
17	Balancing Human Rights			
18	Religion & Human Rights			

High Flyers - Enrichment Task



Research different laws and human rights and decide how they have an impact on your life, explaining why



Roles of Men & Women

Half Term 6 Relationship & Families

Families in the 21st Century

Divorce & Annulment

Cohabitation, Celibacy & Abstinence



Contraception

Pre-marriage relationships



Marriage



Sexuality & Gender

Half Term 5 Relationship & Families

Festivals



Sawm



Five Pillars



Hajj

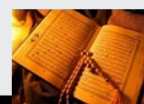


Jihad

Zakah

Half Term 4 Islam Practices

Holy Books



Prophets

Sunni & Shi'a



Angels



Life after death

Prophethood

Nature of God

Predestination



Oneness of God

Half Term 3 Islam Beliefs

Worldwide Church & Church growth

Persecution & Poverty



Sacraments



Festivals



Prayer

Pilgrimage

Role of the Church

Worship

Half Term 2 Christian Practices

Sin & Salvation

Incarnation & Jesus



Resurrection & Ascension

Heaven & Hell



Creation

Crucifixion



The Trinity

Half Term 1 Christian Beliefs

Nature of God

Introduction to GCSE RE

Welcome to your GCSE RE Journey

Christian Beliefs & Teachings

Things you need to be able to do:

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

Key Thoughts

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

Tier 2

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

Christian Practices

Things you need to be able to do:

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

Key Thoughts

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

Tier 3

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

Islamic Beliefs & Teachings

Things you need to be able to do:

- To know key Islamic beliefs about Allah, Sunni & Shi'a Islam
- To explain the importance of Islamic Holy Texts to Muslims
- To understand Angels, predestination, life after death in Islam
- Explain who the significant figures in Islam and what their importance is

Key Thoughts

- What is the belief in the oneness of Allah and his nature?
- What are the origins of Sunni & Shi'a Islam?
- What does the Qur'an and Hadith tell us?
- What is the significance of angels in Islam?
- Why is predestination important in Islam?
- Why is Prophethood and they key figures of Islam so important?



Islamic Practices

Things you need to be able to do:

- To know they Five Pillars
- Understand the Ten Obligatory Acts and the
- To explain the importance of each of the Five Pillars and there significance to how a Muslim lives
- Understanding the meaning of Jihad
- Know and explain the Islamic Festivals

Key Thoughts

- Why are the Five Pillars important to a way a Muslim lives?
- What is Salah?
- What is Sawm?
- What is Zakah?
- What is Hajj?
- How does Jihad impact a Muslims life?
- What are the key Islamic festivals and how are they celebrated?

Islam

Tier 2

- Islam - One of the 6 main religions. Founded in Arabia
- Muslim - A follower of Islam
- Prophet - Individuals sent by God
- Muhammad - Founder of Islam
- 5 Pillars - The core beliefs and practices of Islam
- Qur'an - Central religious text in God, believed to be the revelations of God
- Mosque - Place of worship for Muslims
- Mecca - The holiest city in Islam

Tier 3

- Sunni - the largest denomination in Islam
- Shi'a - Another significant denomination in Islam
- Tawhid - Oneness of Allah, Islam being a monotheistic faith
- Hadith - A collections of traditions, sayings and practices from the Prophet Muhammad
- Ashura - Shi'a Muslim Festival
- Iblis - Satan
- Imam - Person who leads prayer
- Imamate - Divine appointment of the Imams
- Jihad - A Struggle against evil

GCSE RE Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Beliefs	Practices
2 Mark Questions: 1. Give two characteristics of God. 2. Name two persons of the Trinity. 3. Give two reasons why Jesus had to die. 4. Name two types of salvation. 5. State two things that Christians believe about judgement. 6. Give two beliefs about the afterlife. 7. Name two interpretations of the creation story. 8. Give two ways in which Christians believe God show his benevolence.	2 Mark Questions: 1. Give two examples of Christian charities. 2. Give two types of worship. 3. Give two forms of prayer. 4. Explain why someone might have a believers' baptism. 5. Give two reasons why Holy Week is important to Christians. 6. Give two reasons why some Christians disagree with pilgrimage. 7. Give two effects of giving to charity. 8. Give two Christian charities.
4 Mark Questions 1. Explain two ways in which belief in resurrection influences Christians today. 2. Explain two ways in which belief in the Trinity influences Christians today. 3. Explain two ways in which belief that God is omnipotent influences Christians today. 4. Explain two ways in which belief about sin might influence Christians today. 5. Explain two ways in which beliefs about the creation of the world might influence Christians today. 6. Explain two ways in which belief in Jesus' crucifixion influences Christians today.	4 Mark Questions 1. Explain two contrasting Christian views about the importance of pilgrimage. 2. Explain two contrasting Christian views about the importance of reconciliation. 3. Explain two contrasting ways a Christian might perform Baptism. 4. Explain two contrasting ways in which Christians respond to persecution. 5. Explain two contrasting ways in which Christians respond to poverty. 6. Explain two contrasting ways in which Christians celebrate Eucharist.
5 Mark Questions—Refer to sacred writings or another source of Christian belief and teaching in your answer. 1. Explain two Christian teachings about the nature of God. 2. Explain two Christian teachings about the crucifixion. 3. Explain two Christian teachings about the Trinity. 4. Explain two Christian teachings about the resurrection.	5 Mark Questions—Refer to sacred writings or another source of Christian belief and teaching in your answer. 1. Explain two ways in which Christians think worship is important. 2. Explain two ways in which Christians celebrate Easter. 3. Explain two ways in which Christians celebrate Christmas. 4. Explain two ways in which Christians respond to the word poverty.

Year 10

GCSE RE

Below are a series of questions.

Use these to apply your knowledge and practice.

Beliefs

12 Mark Questions

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

Practices

12 Mark Questions

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

Year 10 **GCSE RE** Knowledge Checklist



KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



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

1. Look, Cover, Write, Check, Correct

Look, Cover, Write, Check, Correct

Common at primary schools

First
Look, then cover this column

Next
try to answer/give definition/spell

Now
Check to see if you were right

Finally
Correct those you got wrong

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

2. Questions / Answers, Answers / Questions

Questions/Answers, Answers/Questions

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

Answer; *1910*

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

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

Always check and correct!

3. Map Your Mind

Mind Maps



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

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



4. Clock Learning

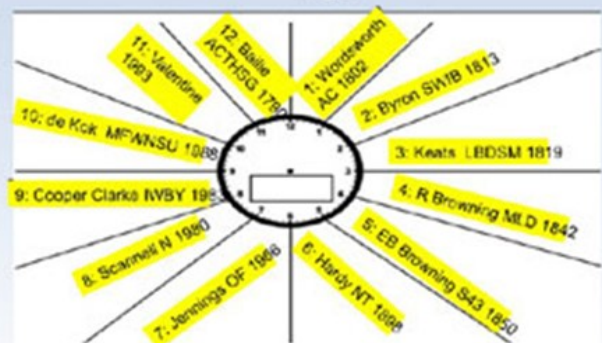
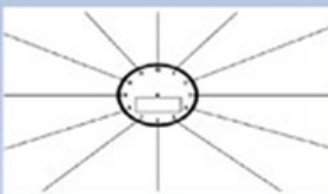
Clock Learning

For this technique you draw a basic clock.

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

or

Use it to help visualise a timeline.



Further Optional Home Learning

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



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



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



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



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



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



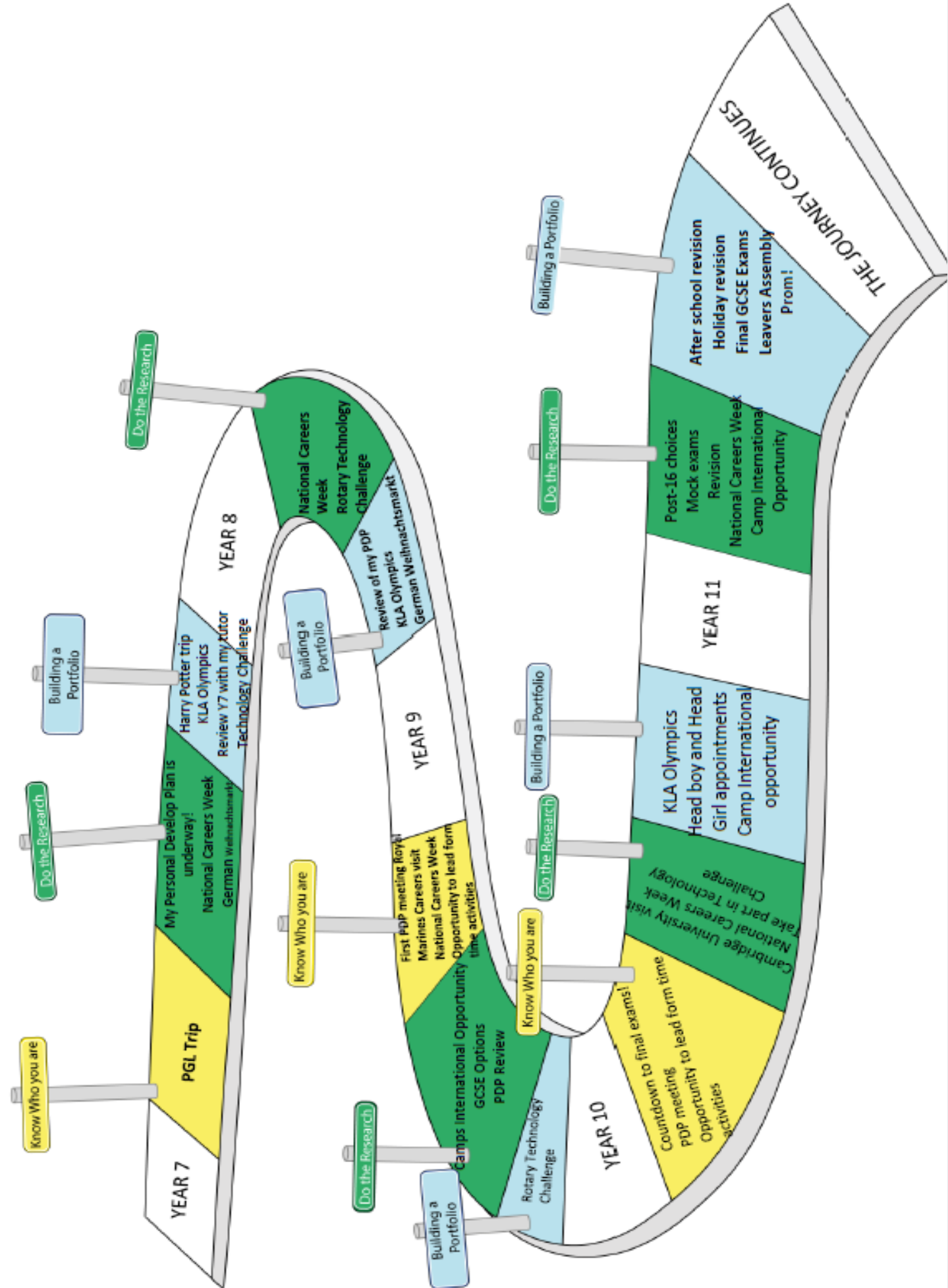
SAM Learning is another award-winning online study service independently proven to raise attainment. Pupils can use the site to revise and test themselves using practice exam papers and test questions across more than 20 subjects, in a variety of different formats that are fun, engaging and challenging.



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



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



Personal Development

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

Year 10 Opportunities:

- Cambridge University Visit
- Head Boy and Head Girl Campaigns, interviews and appointment
- COWA Taster Day
- Sixth Form Tasters
- Student Commission applications and interviews
- National Careers Week
- Trips to places of work and business
- Annual business event – Corn Exchange
- Rotary Tournament
- University workshops through NUA
- Visit to degree student exhibitions
- Borough Market
- KLA Olympics
- Art Club
- Musical Theatre Film Club
- Anglian Waterparks
- Fishing trips
- Rock climbing
- Skate park
- Total wipeout course
- Fitness boot camp
- Body works museum tour
- National sporting events
- Sports tours (football and netball)
- BBC Norwich - create a radio and TV advert
- Graphic design trip joint with Art to partake in the NUA workshops
- Photography Club
- YouTube Club
- Weekly dance workshop – The Workshop King's Lynn
- Gallery visits
- Camps International Expedition
- Community Christmas Meal
- Macmillan Fund Raising
- Visit to the Planetarium

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:





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)

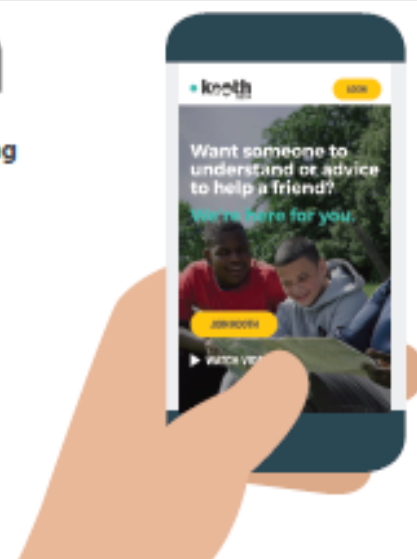
How to sign up to kooth

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:

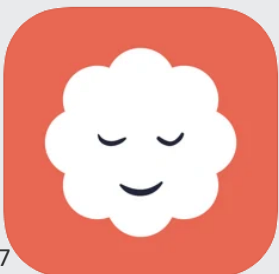
Comfort, **Distract**, **Express Yourself**, **Release**, **Random** and **Breathe**.

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.

