



KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 7 Summer Term 3 2023



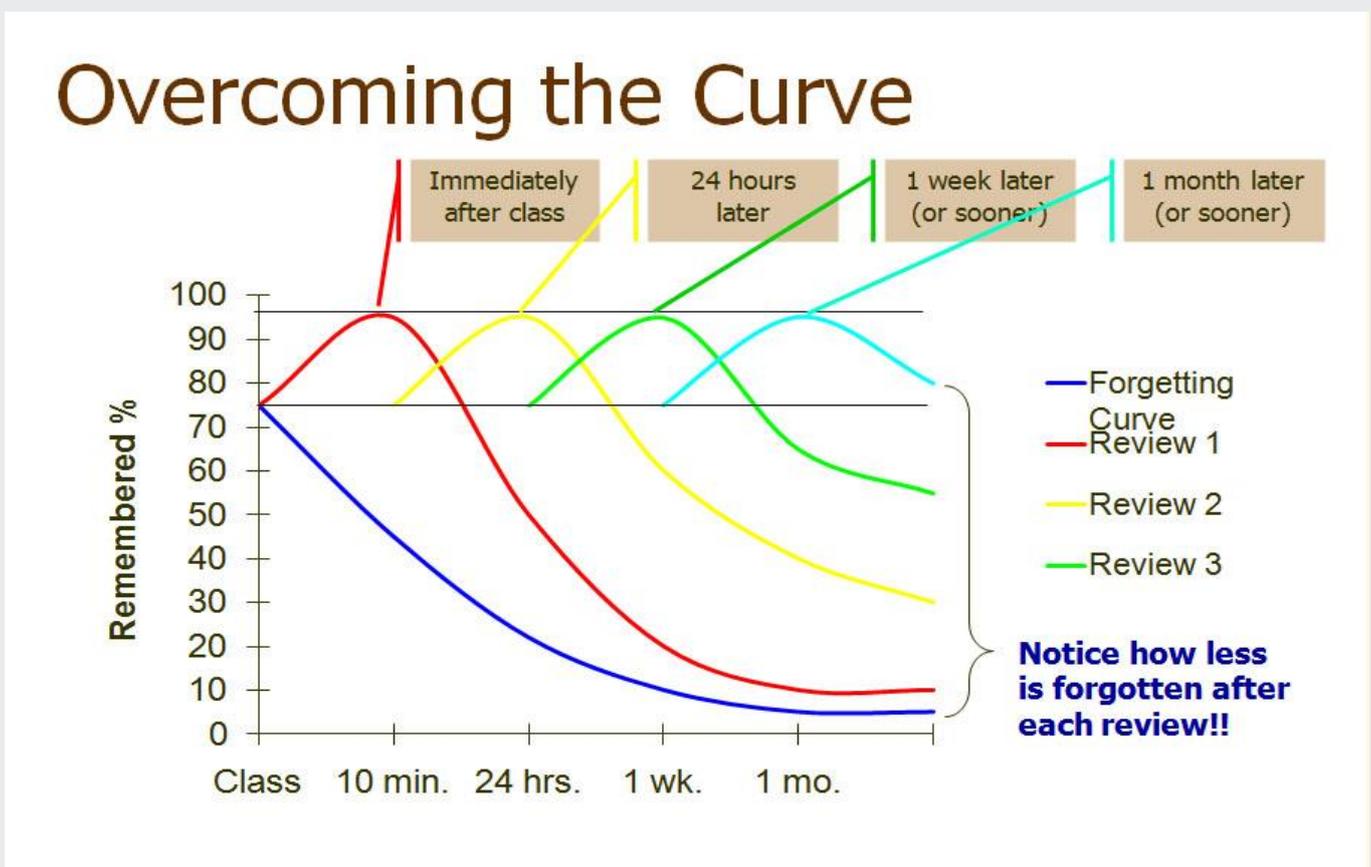
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Home Learning

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

Why Knowledge Organisers?

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



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

How to use your Knowledge Organiser

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

Subject Contents

	English.....	Pages 4-9
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Year 7 English

KING'S LYNN ACADEMY



Telling a story using knowledge of the oral story-telling tradition

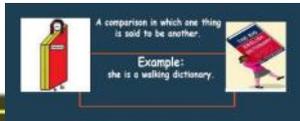


Responding to unseen texts

Reading and writing for pleasure

Writing accurate paragraphs

Writing accurate sentences

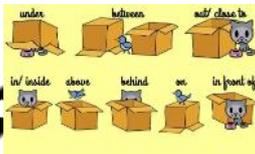


Close analysis of language using Metaphor terminology

How poets use Metaphor in their poetry

Written response to Shakespeare

Term 3



Selecting and using evidence from the text

Life in Elizabethan England and Ancient Athens-relationships

Writing using prepositional phrases and temporal clauses

Reading and writing for pleasure



Term 2

A Midsummer Night's Dream- study of Shakespeare



Writing an essay about a novel using topic sentences and quotations

Reading and writing for pleasure

Life in Victorian England- crime and morality



Writing using the past simple tense



Oliver Twist- study of the novel

Term 1

Welcome to KLA your Journey starts here

Year 7 Poetry

Tenor, vehicle, ground

Metaphor

- Literal language:** if something is **literal** it is accurate or precise.
- A **literal** description tells what actually happens.
 - Something that is literal reports on events.
 - An example would be 'he is lazy'

Metaphor: if something is a **metaphor** it is **not literal**.

- A **metaphor** does **not report on what actually happens**.
- A **metaphor** tells us more about something by bringing ideas together.
- An example would be 'he is a couch potato'

- A **metaphor** has three parts:
- The tenor:** the thing you want to try and describe to your audience.
 - The vehicle:** The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit.
 - The ground:** the thing the tenor and the vehicle have in common.

Here is an example:

'**Achilles** fought like a **lion**' (both Achilles and the lion are **strong**)
Achilles is the tenor because he is the thing being described. The lion is the vehicle because it is the imaginative idea Achilles is compared to. The ground is that they are both strong because this is what they have in common.

The poems and their key metaphors

	'Fog' – Carl Sandburg, 1878 – 1967 'The fog comes on little cat feet '	Both 'the fog' and the 'little cat feet' are grey, delicate and move gently.
	'November Night' – Adelaide Crapsey, 1878 – 1914 'like steps of passing ghosts ,/ The leaves , frost –crisp'd, break from the trees and fall'	Both 'the leaves' and 'the steps of passing ghosts' rustle softly.
	'Dreams' – Langston Hughes, 1902 – 1967 '... if dreams die / Life is a broken-winged bird / That cannot fly '	Both a life without dreams and 'a broken-winged bird/ That cannot fly' are sad and wasteful.
	'Sally' – Phoebe Hesketh, 1909 – 2005 ' She was a dog-rose kind of girl:/ Elusive, scattery as petals '	Both Sally and 'a dog-rose' are wild and not traditionally beautiful.
	'Frogs' – Norman MacCaig, 1910 – 1996 'In mid-leap they are/ parachutists falling / in a free fall ' '... their ballet dancer's/ legs '	Both frogs and 'parachutists' leap into the air and spread out when they fall. Both frogs and ballet dancers have powerful and elegant legs.
	'The Eagle' – Alfred, Lord Tennyson, 1809 – 1892 'And like a thunderbolt he falls '	Both the eagle falling and 'a thunderbolt' are fast and dangerous.
	'A Case of Murder' – Vernon Scannell, 1922 – 2007 ' The cat , half-through, was cracked like a nut ' '... the wound of fear gaped wide and raw' '... the huge black cat pads out' (the cat turns from tenor into vehicle for the boy's fear)	Both the cat being slammed in a door frame and a nut being broken make a cracking sound. Both 'fear' and a 'wound' can be painful and can get worse. Both fear and a 'huge black cat' are haunting and can sneak up on you.

Ancient Tales Knowledge Organiser

Tale	Author	Origin	Morals	Key words	One key connection
The Cheetah's Whisker	KP Kojo	Ethiopia and Eritrea	<p>a. There is no shortcut to building relationships. You have to work hard at them.</p> <p>b. Relationships are important. Some you will never forget.</p>	<p>quest</p> <p>love potion</p> <p>enunciation</p>	There is a love potion in this story, just like in A Midsummer Night's Dream. This love potion doesn't cause chaos.
Hansel and Gretel	Adapted by Carol Ann Duffy	Germany	<p>a. Growing up is difficult but rewarding.</p> <p>b. Good will overcome evil.</p> <p>c. A little bit of cunning can save your life.</p>	<p>vulnerable</p> <p>Ingenious/ingenuity</p> <p>outwit</p> <p>dialogue</p>	The children are vulnerable in this story, just like Oliver Twist. Like Oliver, they are rewarded at the end.
Two Dinners	Trish Cooke	West Africa and the Caribbean	Don't be greedy. If you are greedy, you will end up with nothing.	<p>lovable rogue</p> <p>comeuppance</p> <p>universal</p>	Brer Anansi is a lovable rogue, just like the Artful Dodger. Both receive a comeuppance.
The Giant's Causeway	Una Leavy	Ireland	<p>a. Trust your wife to save the day.</p> <p>b. Don't be arrogant.</p> <p>c. A little bit of cunning can save your life.</p> <p>d. A big and scary problem can be overcome.</p>	<p>lovable rogue</p> <p>ingenious/ingenuity</p> <p>hand gestures</p>	Bláithín's plan is ingenious, just like Hansel and Gretel's. Bláithín's ingenuity saves her husband's life.
The Wicked King and his Good Son	Madhur Jaffrey	India	<p>a. No mortal can escape death. Trying to do so ends in disaster.</p> <p>b. Don't be arrogant.</p> <p>c. Good will triumph over evil.</p> <p>d. It is never too late to make up for the bad things you have done.</p>	<p>tyrant/tyrannical</p> <p>Holi</p> <p>hand gestures</p> <p>relate</p> <p>universal</p>	King Hiranya Kashyap and Theseus are both rulers. However, they use their power in different ways.
Extracts from Tales from the Thousand and One Nights	Translated by NJ Dawood	The Middle East	<p>a. Good will triumph over evil.</p> <p>b. No one is beyond repentance.</p> <p>c. A little bit of cunning can save your life.</p>	<p>tyrant</p> <p>ingenious</p> <p>repentant</p> <p>emphasis</p>	King Shahriyar repents, unlike Bill Sikes in Oliver Twist. Bill Sikes kills Nancy. King Shahriyar pardons Shahrazad.

English Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember

What is a metaphor?

What is the Eagle about?

Where do the ancient tales stories come from?

Apply Your Knowledge

Why is the Eagle described as a thunderbolt?

Explain how a person or pigeon could be described using metaphor.

Explain the moral of one of the stories you have read.

Stretch Your Thinking

Tell me a metaphor about yourself!

Why do you think we learn about stories from other cultures?

Why do stories have morals?

Year 7
English
Knowledge Checklist

**KNOWLEDGE
 PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	I know the difference between literal language and metaphor			
2	I understand how a metaphor has 3 parts to it and can explain them			
3	I know what each poem we have studied is about			
4	I can explain the key metaphors in each poem			
5	I can recount the plots of the Ancient Tales stories			
6	I understand the morals of these stories			
7	I can tell a story to entertain the class			
8				
9				
10				

High Flyers - Enrichment Task



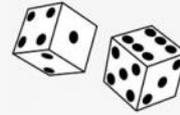
Write an animal poem which uses metaphor to describe the animal you choose. Type it up and hand it in to your teacher.

Write a story with a moral.

Think about how many stories– including fables, myths, legends and parables - have a moral. Choose one to explain its plot and its message

KING'S LYNN ACADEMY

End of Year Exam



Maths



Sets & probability



Prime numbers & proof

Developing number sense



Developing geometric reasoning

$$E=MC^2$$

Constructing, measuring & using geometric notation

Term 3

Addition & subtraction of fractions



Four operations with directed number

Fraction & percentages of amounts

Mid Term Exam

Term 2

Solving problems with multiplication & division

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

Fraction, decimal & % equivalence

Solving problems with addition & subtraction

Place value & ordering integers & decimals

INDEX

Understand and use Algebraic notation

STANDARD FORM
345.09

Equality & equivalence

Sequences

Term 1

Welcome to KLA your Journey starts here

YEAR 7 — LINES AND ANGLES

Constructing, measuring and using geometric notation

@whisto_maths

What do I need to be able to do?

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

- Use letter and labeling conventions
- Draw and measure line segments and angles
- Identify parallel and perpendicular lines
- Recognise types of triangle
- Recognise types of quadrilateral
- Identify polygons
- Construct triangles (SAS, SSS, ASA)
- Draw Pie charts

Keywords

- Polygon:** A 2D shape made with straight lines
Scalene triangle: a triangle with all different sides and angles
Isosceles triangle: a triangle with two angles the same size and two angles the same size
Right-angled triangle: a triangle with a right angle
Frequency: the number of times a data value occurs
Sector: part of a circle made by two radii touching the centre
Rotation: turn in a given direction
Protractor: equipment used to measure angles
Compass: equipment used to draw arcs and circles

Letter and labeling convention

The letter in the middle is the angle
 The arc represents the angle

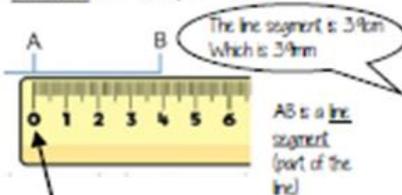


Angle Notation: three letters ABC
 This is the angle at B = 113°

Line Notation: two letters EC
 The line that joins E to C

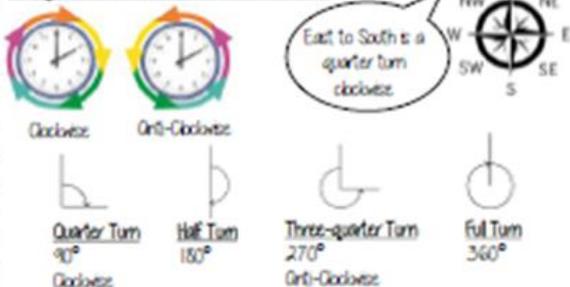
Draw and measure line segments

Conversions: 1cm = 10mm, 1m = 100cm

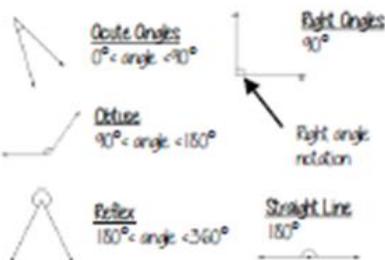


Make sure the start of the line is at 0.

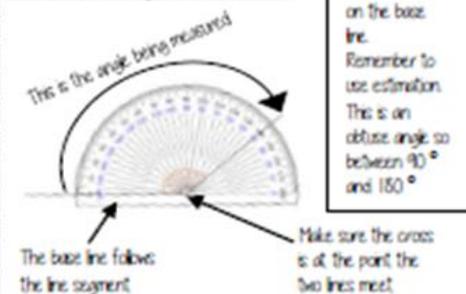
Angles as measures of turn



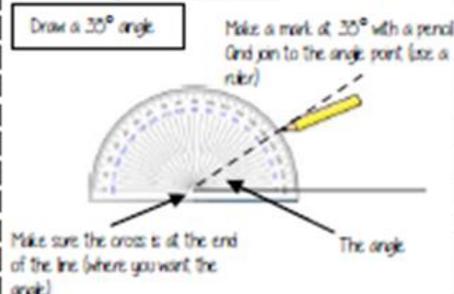
Classify angles



Measure angles to 180°



Draw angles up to 180°



Parallel and Perpendicular lines

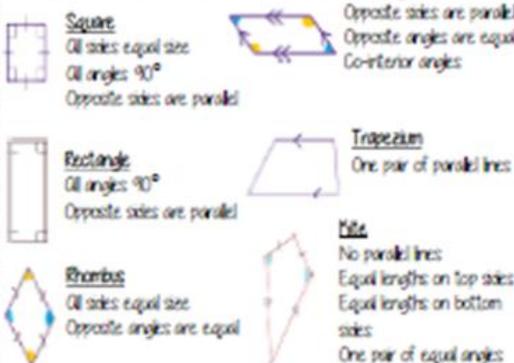


Angles over 180°

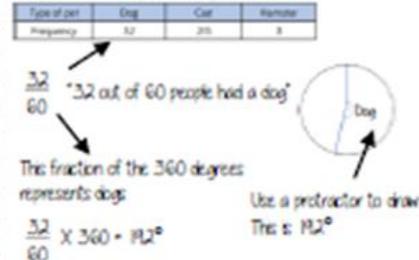
Use your knowledge of straight lines 180° and angles around a point 360°



Properties of Quadrilaterals



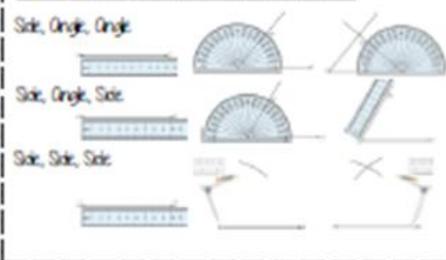
Draw Pie Charts



Polygons

3	- Triangle	5	- Pentagon	8	- Octagon
4	- Quadrilateral	6	- Hexagon	9	- Nonagon
		7	- Heptagon	10	- Decagon

SAS, SSS, ASA constructions



If all the sides and angles are the same, it is a regular polygon

YEAR 7 — LINES AND ANGLES

Geometric reasoning

@whisto_maths

What do I need to be able to do?

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

- Understand/use the sum of angles at a point
- Understand/use the sum of angles on a straight line
- Understand/use equality of vertically opposite angles
- Know and apply the sum of angles in a triangle
- Know and apply the sum of angles in a quadrilateral

Keywords

Vertically Opposite: angles formed when two or more straight lines cross at a point

Interior Angles: angles inside the shape

Sum total: add all the interior angles together

Convex Quadrilateral: a four-sided polygon where every interior angle is less than 180°

Concave Quadrilateral: a four-sided polygon where one interior angle exceeds 180°

Polygon: A 2D shape made with straight lines

Scalene triangle: a triangle with all different sides and angles

Isosceles triangle: a triangle with two angles the same size and two sides the same size

Right-angled triangle: a triangle with a right angle

Sum of angles at a point

The sum of angles around a point is 360°



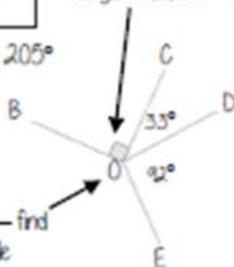
Find angle BOE

$$90^\circ + 33^\circ + 92^\circ = 205^\circ$$

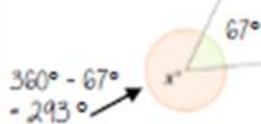
$$360^\circ - 205^\circ$$

$$\text{BOE} = 155^\circ$$

Angle notation = 90°



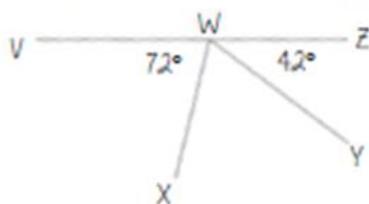
Angle notation - find this missing angle



$$360^\circ - 67^\circ = 293^\circ$$

Sum of angles on a straight line

Adjacent angles that share a common point on a line add up to 180°

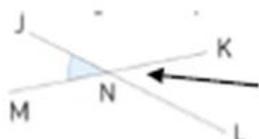


Find angle XWY

$$72^\circ + 42^\circ = 114^\circ$$

$$180^\circ - 114^\circ = 66^\circ$$

Vertically opposite angles



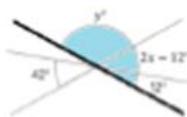
Angle JNM is vertically opposite to angle KNL

$$\text{JNM} = \text{KNL}$$

Vertically opposite angles are the same

Other angle rules still apply

Look for straight line sums and angles around a point

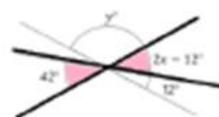


Form equations with information from diagrams

$$2x - 12 = 42$$

$$2x = 54$$

$$x = 27^\circ$$



Sum of angles in triangles

Sum of interior angles in a triangle = 180°



The two base angles will be the same size

Look at triangle notation. This indicates an isosceles triangle

$$\therefore 180 - 43 = 137$$

$$137 \div 2 = 68.5^\circ$$

A triangle can only have ONE right angle



Have a go!

Tearing the corners from triangles forms a straight line which is therefore 180°

Sum of angles in quadrilaterals

Sum of interior angles in a quadrilateral = 360°

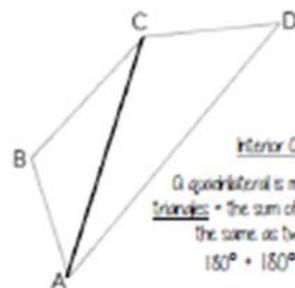


Convex Quadrilateral

Concave Quadrilateral



Interior angles are those that make up the perimeter (outline) of the shape



Interior Angles

A quadrilateral is made up of two triangles. The sum of interior angles is the same as two triangles: $180^\circ + 180^\circ = 360^\circ$

Angle Problems

Split up the problem into chunks and explain your reasoning at each point using angle notation



$$\text{EDF} = \underline{\quad}^\circ$$

1 Angle DEF = 51° because it is a vertically opposite angle DEF = GEH

2 Triangle DEF is isosceles (triangle notation) $\therefore \text{EDF} = \text{EFD}$ and the sum of interior angles is 180°
 $180^\circ - 51^\circ = 129^\circ$ $129^\circ \div 2 = 64.5^\circ$

3 Angle EDF = 64.5°

Keep working out clear and notes together

YEAR 7 — REASONING WITH NUMBER

@whisto_maths

Developing number sense

What do I need to be able to do?

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

- Know and use mental addition/ subtraction
- Know and use mental multiplication/ division
- Know and use mental arithmetic for decimals
- Know and use mental arithmetic for fractions
- Use factors to simplify calculations
- Use estimation to check mental calculations
- Use number facts
- Use algebraic facts

Keywords

- Commutative:** changing the order of the operations does not change the result
Associative: when you add or multiply you can do so regardless of how the numbers are grouped
Dividend: the number being divided
Divisor: the number we divide by
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
Equation: a mathematical statement that two things are equal
Quotient: the result of a division

Mental methods for addition/ subtraction

Addition is commutative



$$6 + 3 = 3 + 6$$

The order of addition does not change the result

Subtraction the order has to stay the same

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

- Number lines help for addition and subtraction
- Working in 10's first aids mental addition/ subtraction

Mental methods for multiplication/ division

Multiplication is commutative



$$2 \times 4 = 4 \times 2$$

The order of multiplication does not change the result

Partitioning can help multiplication

$$\begin{aligned} 24 \times 6 &= 20 \times 6 + 4 \times 6 \\ &= 120 + 24 \\ &= 144 \end{aligned}$$

Division is not associative

Chunking the division can help $4000 \div 25$
 How many 25's in 100? then how many chunks of that in 4000

Mental methods for decimals

Multiplying by a decimal < 1 will make the original value smaller eg $x 0.1 = \div 10$

Methods for multiplication 12×0.03

$$\begin{array}{r} 12 \times 3 = 36 \\ 12 \times 3 = 36 \\ 12 \times 0.3 = 3.6 \\ 12 \times 0.03 = 0.36 \end{array} \quad \begin{array}{r} 12 \times 3 = 36 \\ + 10 \quad + 100 = 1098 \\ 12 \times 0.03 = 0.36 \end{array}$$

Methods for addition $2.3 + 2.4$

$$\begin{array}{r} 2 + 2 = 4 \\ 0.3 + 0.4 = 0.7 \\ 4 + 0.7 = 4.7 \end{array}$$

Methods for division $15 \div 0.05$

Multiply by powers of 10 until the divisor becomes an integer

$$\begin{array}{r} 1.5 \div 0.05 \\ \times 100 \quad \times 100 \\ \hline 150 \div 5 = 30 \end{array}$$

Mental methods for fractions

Use bar models where possible



How much did they have to begin with?



What is $\frac{5}{3}$ of £15?

Using factors to simplify calculations

$$30 \times 16$$

$$10 \times 3 \times 4 \times 4$$

$$10 \times 3 \times 2 \times 8$$

$$2 \times 5 \times 3 \times 2 \times 2 \times 2 \times 2$$

$$16 \times 10 \times 3$$

Multiplication is commutative
 Factors can be multiplied in any order

Estimation

Estimations are useful — especially when using fractions and decimals to check if your solution is possible

Most estimations round to 1 significant figure

Estimations are useful — especially when using fractions and decimals to check if your solution is possible

$$210 + 899 \approx 1200$$

This is true because even if both numbers

were rounded up, they would reach

$$300 + 900$$

The correct estimation would be

$$200 + 900 = 1100$$

Number facts

Use $124 \times 5 = 620$

For multiplication, each value that is multiplied or divided by powers of 10 needs to happen to the result

$$620 \div 124 = 50$$

For division you must consider the impact of the divisor becoming smaller or bigger.

Smaller — the answer will be bigger

(It is being shared into less parts)

Bigger — the answer will be smaller

(It is being shared into more parts)

Algebraic facts

$$2a + 2b = 10 \quad \text{Everything } \times 2$$

$$0.1a + 0.1b = 0.5 \quad \text{Everything } \div 10$$

$$a + b = 5$$

Add 2 to the total

$$a + b + 2 = 7$$

The unknown quantity isn't changing but the variables change what is done to give the result

YEAR 7 — REASONING WITH NUMBER

@whisto_maths

Sets and probability

What do I need to be able to do?

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

- Identify and represent sets
- Interpret and create Venn diagrams
- Understand and use the intersection of sets
- Understand and use the union of sets
- Generate sample spaces for single events
- Calculate the probability of a single event
- Understand and use the probability scale

Keywords

Set: collection of things

Element: each item in a set is called an element

Intersection: the overlapping part of a Venn diagram ($A \cap B$)

Union: two ellipses that join ($A \cup B$)

Mutually Exclusive: events that do not occur at the same time

Probability: likelihood of an event happening

Bias: a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted die

Fair: there is zero bias, and all outcomes have an equal likelihood

Random: something happens by chance and is unable to be predicted

Identify and represent sets

The universal set has the symbol ξ — this means EVERYTHING in the Venn diagram is in this set

A set is a collection of things — you write sets inside curly brackets { }

ξ = {the numbers between 1 and 50 inclusive}

My sets can include every number between 1 and 50 including those numbers

A = {Square numbers}

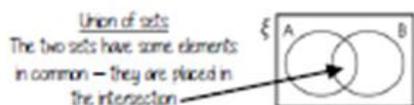
A = {1, 4, 9, 16, 25, 36, 49}

All the numbers in set A are square number and between 1 and 50

Interpret and create Venn diagrams



Mutually exclusive sets
The two sets have nothing in common
No overlap



Union of sets
The two sets have some elements in common — they are placed in the intersection



Subset
All of set B is also in Set A so the ellipse fits inside the set.

The box
Round the outside of every Venn diagram will be a box if an element is not part of any set it is placed outside an ellipse but inside the box

Intersection of sets

Elements in the intersection are in set A AND set B

The notation for this is $A \cap B$

ξ = {the numbers between 1 and 15 inclusive}

A = {Multiples of 5} B = {Multiples of 3}

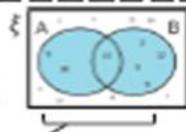


The element in $A \cap B$ is 15

In this example there is only one number that is both a multiple of 3 and a multiple of 5 between 1 and 15

Union of sets

Elements in the union could be in set A OR set B



ξ = {the numbers between 1 and 15 inclusive}
A = {Multiples of 5} B = {Multiples of 3}

The elements in $A \cup B$ are 3, 10, 15, 3, 9, 6, 12

There are 7 elements that are either a multiple of 5 OR a multiple of 3 between 1 and 15

The notation for this is $A \cup B$

This Venn shows the number of elements in each set

Sample space — for single events



A sample space for rolling a six-sided die is $S = \{1, 2, 3, 4, 5, 6\}$



A sample space for this spinner is $S = \{\text{Pink, Blue, Yellow}\}$

You only need to write each element once in a sample space diagram

- A Sample space represents a possible outcome from an event
- They can be interpreted in a variety of ways because they do not tell you the probability

Probability of a single event



Probability = $\frac{\text{number of times event happens}}{\text{total number of possible outcomes}}$

$P(\text{Blue}) = \frac{4}{10}$ ← There are 4 blue sectors

← There are 10 sectors overall

Probability notation $P(\text{event})$

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

Probability can be a fraction, decimal or percentage value

$$\frac{4}{10} = \frac{40}{100} = 0.40 = 40\%$$

Probability is always a value between 0 and 1

The probability scale

Impossible 0 or 0% Even chance 0.5, $\frac{1}{2}$ or 50% Certain 1 or 100%

The more likely an event the further up the probability it will be in comparison to another event (it will have a probability closer to 1)



There are 2 pink and 2 yellow balls, so they have the same probability

There are 5 possible outcomes
So 5 intervals on this scale, each interval value is $\frac{1}{5}$

Sum of probabilities

Probability is always a value between 0 and 1



The probability of getting a blue ball is $\frac{1}{5}$

∴ The probability of NOT getting a blue ball is $\frac{4}{5}$

The sum of the probabilities is 1

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.55	

$$P(\text{white chocolate}) = 1 - 0.15 - 0.55 = 0.3$$



YEAR 7 — REASONING WITH NUMBER

Prime numbers and Proof

@whisto_maths

What do I need to be able to do?

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

- Find and use multiples
- Identify factors of numbers and expressions
- Recognise and identify prime numbers
- Recognise square and triangular numbers
- Find common factors including HCF
- Find common multiples including LCM

Keywords

Multiples: found by multiplying any number by positive integers

Factor: integers that multiply together to get another number.

Prime: an integer with only 2 factors

Conjecture: a statement that might be true (based on reasoning) but is not proven

Counterexample: a special type of example that disproves a statement.

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

HCF: highest common factor (biggest factor two or more numbers share)

LCM: lowest common multiple (the first time the times table of two or more numbers match)

Multiples

The "times table" of a given number

All the numbers in this lists below are multiples of 3

3, 6, 9, 12, 15, ...

The list continues and doesn't end

$3x, 6x, 9x, \dots$

x could take any value and as the variable is a multiple of 3 the answer will also be a multiple of 3

Non-example of a multiple

45 is not a multiple of 3 because it is 3×15

Not an integer

Factors

Groups can help represent factors

5×2 or 2×5

Factors of 10
1, 2, 5, 10

10×1 or 1×10

The number itself is always a factor

Factors and expressions

$x \times x \times x \times x \times x$

$6x \times 1$ OR $6 \times x$

Factors of $6x$
 $6, x, 1, 6x, 2x, 3, 3x, 2$

$x \times x$
 $x \times x$

$2x \times 3$

$x \times x \times x$
 $x \times x \times x$

$3x \times 2$

Prime numbers

- Integer
- Only has 2 factors
- and itself

The first prime number
The only even prime number

Learn or how-to quick recall...

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, ...

Square and triangular numbers

Square numbers



Representations are useful to understand a square number n^2

1, 4, 9, 16, 25, 36, 49, 64, ...

Triangular numbers

Representations are useful — an extra counter is added to each new row



Add two consecutive triangular numbers and get a square number

1, 3, 6, 10, 15, 21, 28, 36, 45, ...

Common factors and HCF

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF — Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors
(factors of both numbers)
1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Common multiples and LCM

Common multiples are multiples two or more numbers share

LCM — Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

LCM = 36

The first time their multiples match



Comparing fractions

$\frac{3}{5}$ and $\frac{7}{10}$

Compare fractions using a LCM denominator

$\frac{6}{10}$ and $\frac{7}{10}$

Conjectures and counterexamples

Conjecture

1, 2, 4, ...
The numbers in the sequence are doubling each time.

A pattern that is noticed for many cases

Counterexamples

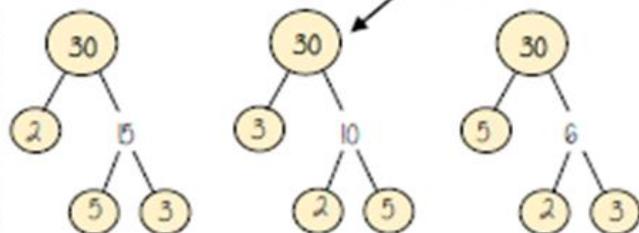


This sequence isn't doubling it is adding 2 each time

Only one counterexample is needed to disprove a conjecture

Product of prime factors

Multiplication part-whole models



All three prime factor trees represent the same decomposition

Multiplication is commutative

$30 = 2 \times 3 \times 5$

Multiplication of prime factors

Using prime factors for predictions

e.g. 60: 30×2 or $2 \times 3 \times 5 \times 2$

150: 30×5 or $2 \times 3 \times 5 \times 5$

Year 7
Maths
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Constructing and measuring

How many points do you need to define a straight line?

How many points do you need to define a polygon?

Geometric reasoning

What is the sum of angles at a point?

How many right angles fit around a point?

How does 180° compare to the sum of angles at a point?

Developing number sense

How can you check answers to subtraction problems using addition?

Sets and probability

What makes a group of objects a set?

Do sets just have to be numerical?

Prime numbers and proof

Explain the difference between a factor of a number and a multiple of a number

Can a number be both a factor and a multiple?

Year 7
Maths
Knowledge Checklist

KNOWLEDGE
PROGRESS

KNOWLEDGE CHECKLIST		R	A	G
1	Constructing and measuring			
2	Geometric reasoning			
3	Developing number sense			
4	Sets and Probability			
5	Prime numbers and proof			

High Flyers - Enrichment Task



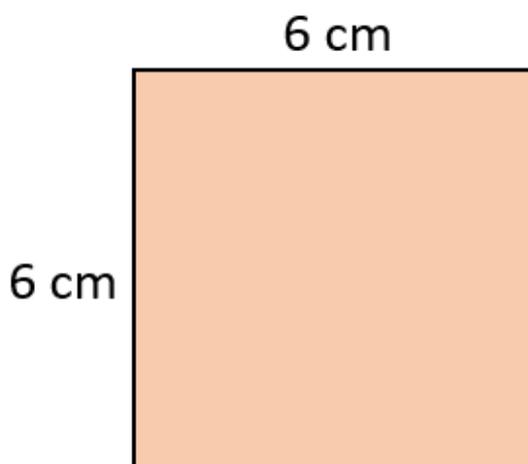
Ali works out the perimeter and area of this square.

Perimeter = 24 cm

Area = 36 cm²

He thinks “The perimeter of a square can never be equal to its area”.

Do you agree? Justify your answer.



Science

Year 7

Year 8

KING'S LYNN ACADEMY

Term 6

Physics
Electrical Circuits

Biology
Reproduction

Term 5

Experimental Science
Standard Procedures

Physics
Forces

Term 4

Chemistry
Changing Substances

Biology
Interdependence

Term 3

Experimental Science
Standard Procedures

Physics
Energy

Term 2

Chemistry
Substances and Particles

Biology
Cells

Term 1

Welcome to KLA your Journey starts here



Matter

Changing substances: Big ideas

What expert understanding do we want after 5 years?

Reactions rearrange matter

Big idea

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

How does the unit develop this?

Chemical & physical

Key Concept

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

Sub-concepts

Chemical change, physical change

Facts

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

pH scale

Key Concept

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

Sub-concepts

Acid, alkali

Facts

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

Neutralisation

Key Concept

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

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

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



Forces

Contact forces: Big ideas

What expert understanding do we want after 5 years?

Forces predict motion Big idea
Objects interact: the effect depends on the sum of the forces. Objects in equilibrium have constant motion, but change velocity with a resultant force. Newton's laws and the equations of motion can be used to predict motion.

How does the unit develop this?

Balanced & unbalanced Key Concept	When the net force on an object is zero, it is in equilibrium and its motion is constant
Sub-concepts	Gravity, friction, reaction, tension, compression, net force

Friction Key Concept	Friction is caused by the interaction of surfaces moving over one another, and acts to resist this
Sub-concepts	Air resistance

Density Key Concept	Density is a material property which describes the mass of a specific volume of the matter
Sub-concepts	Upthrust, mass
Facts	<ul style="list-style-type: none"> • Objects float in fluids with equal density • Density = mass/volume

Know the facts		Key words
1	Forces are pushes or pulls Force is measured in Newtons(N)	Equilibrium: State of an object when opposing forces are balanced.
2.	Forces exist when objects interact- this produces and interaction pair	Deformation: Changing shape due to a force.
3	Friction, air resistance and water resistance are contact forces.	Newton: Unit for measuring forces (N).
4.	Friction can be reduced by lubrication. Air resistance and water resistance can be reduced by streamlining.	Resultant force: Single force which can replace all the forces acting on an object and have the same effect.
5.	When the resultant force on an object is zero, it is in equilibrium and does not move, or remains at constant speed in a straight line.	Friction: Force opposing motion which is caused by the interaction of surfaces moving over one another. It is called 'drag' if one is a fluid.
6.	You can draw a force diagram to show the forces acting on an object and label their size (length or thickness of the arrow) and direction with Newtons.	Tension: Force extending or pulling apart.
7	If forces are not balanced the object will speed up, slow down or change direction	Compression: Force squashing or pushing together.
8	Drag/frictional forces slow down falling or accelerating objects.	Contact force: One that acts by direct contact.
9	When the resultant force on an object is zero, it is in equilibrium and does not move, or remains at constant speed in a straight line.	Streamlined: Shaped to reduce resistance to motion from air or water.
10		Equilibrium : when forces cancel each other out
		Density: How much matter there is in a particular volume, or how close the particles are.



Energy

Electric circuits: 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?

Electric current
Key Concept

Electric current is the movement of electrons, which flows continuously if there is a complete circuit. It requires a force from a battery or power supply.

Sub-concepts

Series circuit, parallel circuit

Facts

- Ammeters measure current in A
- Circuit symbols: buzzer, bulb, resistor, cell, switch, ammeter

Resistance
Key Concept

The current in a circuit depends on the amount of resistance from bulbs and other components. Components with resistance transfer energy to surroundings by heating.

Facts

- Components add resistance

Know the facts		Key words
1	Objects can be charged positively or negatively by transferring electrons.	Negatively charged: An object that has gained electrons as a result of the charging process.
2	Like charges repel and unlike charges attract.	Positively charged: An object that has lost electrons as a result of the charging process.
3	An electric field is a region where there are forces on charged particles or materials.	Electrons: Tiny particles which are part of atoms and carry a negative charge.
4	Around a charged object, the electric field affects other charged objects, causing them to be attracted or repelled.	Charged up: When materials are rubbed together, electrons move from one surface to the other.
5	Current is a movement of electrons and is the same everywhere in a series circuit.	Field: The area where other objects feel an electrostatic force.
6	Current divides between loops in a parallel circuit and combines when loops meet.	Electrostatic force: Non-contact force between two charged objects.
7	Current makes components work.	Current: Flow of electric charge flowing per second, measured in Amps (A)
8	A component with a high resistance has a low current flowing through it.	Voltage: A measure of the strength of a cell or battery used to send a current around the circuit.
9	Resistance is measured in ohm (Ω)	Potential Difference: A measure of the push of a cell or battery, or the energy that the cell or battery can supply, measured in Volts (V).
10	To calculate resistance, you use this equation: Resistance = potential difference / current	In series: If components in a circuit are on the same loop.
11	Circuit symbols: buzzer, bulb, resistor, cell, switch, ammeter	In parallel: If some components are on separate loops.
12	Ammeters measure current in A	Conductor: A material that conducts charge or energy well, such as graphite or metal.
13	Components add resistance	Insulator: A material that does not conduct electricity well.



Ecosystems

Interdependence: Big ideas

What expert understanding do we want after 5 years?

Species are interdependent

Big idea

In an ecosystem, organisms grow and reproduce by obtaining necessary resources through interdependent relationships with other organisms and the physical environment. These interactions can enhance or limit the size of populations. The chemical elements that make up the molecules of organisms, such as carbon and water, pass through food webs and the environment and are combined and recombined in different ways

How does the unit develop this?

Feeding relationships

Key Concept

Food webs link together several food chains and show how energy is transferred between organisms

Sub-concepts

Food chain, ecosystem, population, producer, consumer

Facts

- Predators catch and eat prey

Competition

Key Concept

Competition between organisms occurs when resources are limited

Sub-concepts

Resources

Know the facts		Key words
1	Plants and algae do not eat, but use energy from light, together with carbon dioxide and water to make glucose (food) through photosynthesis.	1 Photosynthesis: A process where plants and algae turn carbon dioxide and water into glucose and release oxygen.
2	Food webs show how a number of food chains interlink.	2 Consumer: all organisms in a food web that are not plants
3	Bioaccumulation is the build-up of toxic chemicals inside organisms in a food chain.	3 Producer: Green plants
4	A niche is a particular place or role that an organism has in an ecosystem.	4 Deficiency: If a plant does not get enough minerals, then its growth will be poor.
5	A habitat is where organisms live.	5 Predator: eats other animals.
6	Competition between organisms occurs when resources are limited	6 Prey: an organism that is eaten by a predator.
7	Predators catch and eat prey	7



Reproduction: Big ideas

Genes

What expert understanding do we want after 5 years?

Characteristics are inherited
Big idea

All cells contain genetic material, in the form of DNA in chromosomes. Genes are specific regions that contain the instructions that code for characteristics. Organisms reproduce, transferring their genetic material to their offspring. In sexual reproduction fertilisation produces genetic variation in the offspring. Asexual reproduction forms genetically identical offspring.

How does the unit develop this?

Sexual & asexual
Key Concept

Reproduction involves mixing genetic material from two parents, or copying cells from one parent

Sub-concepts

Fertilisation

Facts

- Sperm, eggs, pollen and ovules are gametes
- Female organs: ovary, fallopian tube (oviduct), uterus (womb), vagina
- Male organs: testes, penis

Menstrual cycle
Key Concept

The menstrual cycle prepares the female body for fertilisation and development of the embryo

Sub-concepts

Ovulation, menstruation, embryo

Facts

- The menstrual cycle lasts around 28 days

Embryo development
Key Concept

Embryo development happens in the uterus. The embryo needs substances from the mother to grow

Sub-concepts

Placenta, amniotic fluid, umbilical cord

Facts

- When all the organs have developed, the embryo is known as a foetus

Know the facts		Key words
1	The menstrual cycle prepares the female for pregnancy and stops if the egg is fertilised by a sperm.	Gamete: The male gamete (sex cell) in animals is a sperm, the female an egg.
2.	The developing foetus relies on the mother to provide it with oxygen and nutrients via the placenta and umbilical cord; to remove waste and protect it against harmful substances.	Fertilisation The process where the nucleus of a sperm cell joins with the nucleus of an egg cell.
3	The menstrual cycle lasts approximately 28 days.	Ovary: Organ which contains eggs.
4	Oxygen, glucose, antibodies pass to the foetus and carbon dioxide and urea pass to the mother in the umbilical cord.	Testes: Organs where sperm are produced.
5	Low fertility in males may be caused by low sperm count and/or poor motility of the sperm.	Oviduct, or fallopian tube: Carries an egg from the ovary to the uterus and is where fertilisation occurs.
6	Alcohol passes from the mother's blood to the baby through the placenta.	Uterus, or womb: Where a baby develops in a pregnant woman.
7	Chemicals from cigarettes and drugs from the mother's blood can pass to the baby through the placenta.	Menstruation: Loss of the lining of the uterus during the menstrual cycle
8	Contraception describes ways in which an egg and sperm are prevented from fusing.	Reproductive system: All the male and female organs involved in reproduction.
9	Fertility treatments can be used to increase the chance of fertilisation and implantation.	Penis: Organ which carries sperm out of the male's body.
10	Ovulation is when the egg is released during the menstrual cycle, around day 14.	Vagina: Where the penis enters the female's body and sperm is received.
11	Implantation is the process where an embryo attaches to the lining of the uterus	Foetus: The developing baby during pregnancy.
12	sperm duct carries sperm from the testes to the penis	Placenta: Organ that provides the foetus with oxygen and nutrients and removes waste substances.
13	Gestation is the time it takes for a baby to develop in the uterus (40 weeks).	Amniotic fluid: Liquid that surrounds and protects the foetus.
14	puberty is the physical changes that take place during adolescence	Umbilical cord: Connects the foetus to the placenta.
15	Gametes are reproductive cells. The male gamete is a sperm cell and the female gamete is an egg cell.	Ovulation: The release of an egg from an ovary

Year 7
Science
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Biology

How do food webs link together several food chains and show how energy is transferred between organisms?

Why are there different methods of reproduction? What are the advantages and disadvantages of each method?

What changes take place during the development of the embryo? Why do these changes happen?

Chemistry

What are the key differences between a physical and chemical change?

What is the difference between an acid and an alkali? How can we tell them apart?

When an acid and an alkali react, what substance do they make? Can we predict and name these substances?

Physics

What happens when the resultant force on an object is zero?

How does a scientist explain an electric current?

What does a scientist mean by resistance?

Year 7

Science

Knowledge Checklist

KNOWLEDGE PROGRESS

KNOWLEDGE CHECKLIST		R	A	G
1	Food webs link together several food chains and show how energy is transferred between organisms			
2	Reproduction involves mixing genetic material from two parents, or copying cells from one parent			
3	The menstrual cycle prepares the female body for fertilisation and development of the embryo			
4	Embryo development happens in the uterus. The embryo needs substances from the mother to grow			
5	In a chemical change a new substance is formed.			
6	Neutralisation is a chemical change when acid and alkaline substance react to produce neutral substances.			
7	When the net force on an object is zero, it is in equilibrium and its motion is constant			
8	Density is a material property which describes the mass of a specific volume of the matter			
9	Electric current is the movement of electrons, which flows continuously if there			
10	Components with resistance transfer energy to surroundings by heating.			

High Flyers - Enrichment Task



Use of a model to explain the relationships between predators and prey in a food chain and food web.

Safe use of chemicals to carry out and observe chemical reactions

Safe use of appropriate apparatus in a range of contexts to measure mass, volume, force and calculate density changes

Geography

Year 7

Year 8

Changing borders

KING'S LYNN ACADEMY

Climate

Russia

Half Term 6

British weather

Forecasting



Effect of radiation

Rainfall



Weather and climate

Half Term 5

Globalisation

Industrial sectors

Farming



Money

British manufacturing

Geography of economic activities

Half Term 4

Ethnicities

Population distribution

Urbanisation



Nations of the UK

Coastal defences

The UK

Half Term 3

Coastal landforms

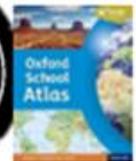
Coastal landscapes

Coastal erosion

Coasts

Half Term 2

How to use an atlas



Grid reference

Reading height

Welcome to KLA. Your journey starts here.

Half Term 1

Map symbols

Map and atlas skills





Geography Knowledge Organiser

Term 5: Weather and Climate

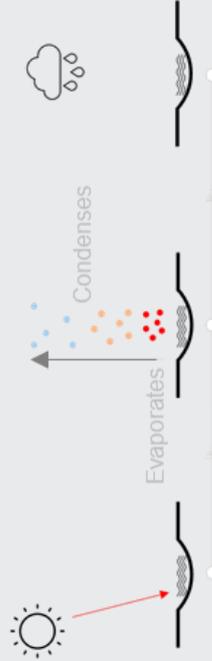
Have you ever wondered what causes rain? Or why England gets torrential rain one day and glorious sunshine the next? Why does it rain at the equator? How about the wind; what causes blustery autumn days and why does it always blow in that direction?

Keywords

- Arid**
Arid climates receive very little rainfall throughout the year. They have small amounts of vegetation.
- Climate**
The long-term patterns of weather across a region, over a 30 year period.
- Continental air mass**
An air mass that comes from a large land mass, such as Europe.
- Dew point**
The point that condensation occurs, causing water vapour (gas) to condense into water droplets (liquid). This causes clouds to form.
- Isobars**
The lines used to show air pressure on a weather map (synoptic chart).
- Maritime air mass**
An air mass that comes from a large body of water, such as the Atlantic ocean.
- Meteorology**
The study of the atmosphere.
- Prevailing wind**
Wind that blows in one specific direction for the majority of the year.
- Temperate**
Temperate climates have mild (mid) temperatures throughout the year. Cool summers and warm winters.

Convectional rainfall

Mainly occurs at low latitudes



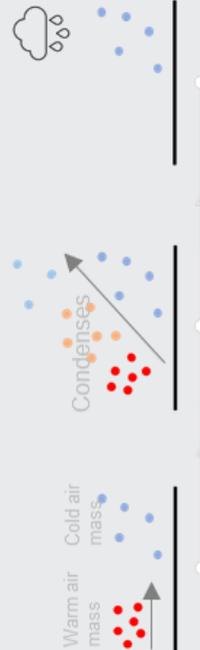
Relief rainfall

Occurs in upland areas

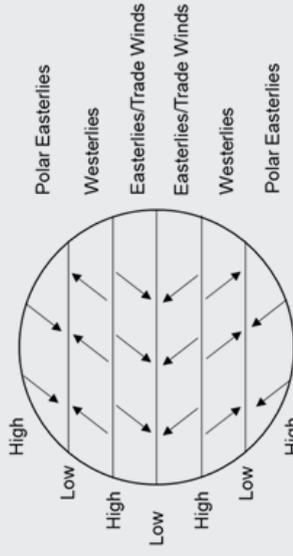


Frontal rainfall

Occurs when two different air masses meet



Global prevailing winds



Air masses that influence British weather



Keywords



Geography Knowledge Organiser

Summer (term 6): Russia

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

Keywords

- Plain** A large area of flat land.
- Eurasia** West of the Ural Mountains lies the European land mass and to the east the Asian land mass.
- Continental climate** A climate that experiences extreme seasonal change, such as extremely cold winters, and hot summers.
- Biome** A large community of plants and animals, characterised by its soil, vegetation, and climate e.g. Taiga.
- Permafrost** Ground that is frozen throughout the year, where the top layer of soil melts in the summer and then freezes in the winter.
- Soviet Union/ USSR** The socialist state that controlled 'Russia' from 1918-1991. It split up in 1991 creating 15 separate nation states, which exist today.
- Annexing** When a country takes control of a separate territory, normally taken through military force.
- Export** The selling of services or goods to another country.
- Population density** The amount of people that live in an area. Sparsely populated means there are not many people, with densely populated meaning there are many people.
- Nomadic** A person, or groups of people (e.g. a tribe) that moves from place to place without a permanent home.

Topography and physical features of Russia



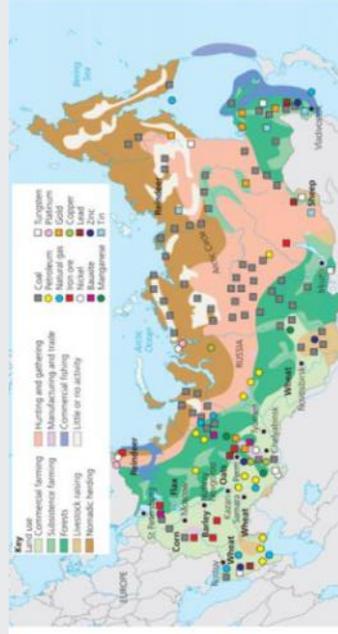
Key human features of Russia



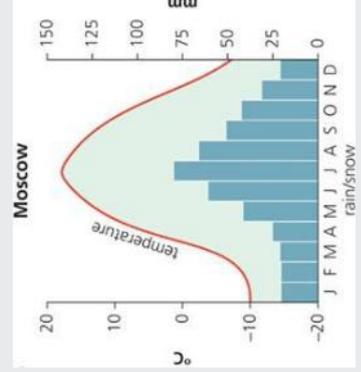
Population Distribution of Russia



Russian Resources



Climate Graph



Lines represent temperature.

Bars represent precipitation.

Temperature is measured in °C

Precipitation is measured in mm

Geography

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

Why is it hotter at the equator? What direction is the air going there?

What is relief rainfall?

Can you name the capital and 3 major cities in Russia?

Apply your knowledge

Why is the west of the UK wetter than the East?

What physical barriers are there to the Russian population distribution?

What are the reasons for Russia's varying climate?

Stretch your thinking

How might the climate of the UK change in the future?

How has Russia's infrastructure affected its development?

If Russia continues its conflicts with other countries what might be the impact of this

Geography

Knowledge Checklist

KNOWLEDGE PROGRESS

KNOWLEDGE CHECKLIST		R	A	G
1	I can explain the difference between weather and climate.			
2	I understand why different types of clouds form.			
3	I can describe the 3 types of rainfall.			
4	I know why the equator is hotter than the poles.			
5	I know how different air masses influence the UK's weather.			
6	I can describe the 4 industrial sectors.			
7	I can make links between different industrial sectors.			
8	I can explain how landscapes influence different types of agriculture.			
9	I can describe how British manufacturing has changed over time.			
10	I know the impacts universities have on jobs in urban areas.			

High Flyers - Enrichment Task



Research task:

"The British weather is becoming more extreme". Find evidence to support or refute this statement.

Research statistics and reasons for why the car manufacturing industry has declined in the UK. Write this up in the form of a short report.

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

History

410 - 1553

Year 7

Year 8

KING'S LYNN ACADEMY

The War of the Roses

Half Term 6

The end of the Crusades

Half Term 5

Half Term 4

Half Term 3

Half Term 2

Half Term 1

The Peasants' Revolt

The Black Death



Medieval Queens



Welcome to KLA. Your journey starts here.



The Battle of Bosworth Field

Yorkist Rule



Life as a crusader knight

Crusader states

The First Crusade

The Islamic World

Edward I 1272-1307

Henry V 1413-1422



King John 1199-1216

Henry II 1154-1189



Crime and Punishment

The Medieval Castle

The Medieval Knight

The Medieval Church



The Medieval Village

The Norman Monarchs

The Battle of Hastings

The Norman Conquest

The Feudal System



Saxon, Norman or Viking?

The Anglo-Saxons Golden Age

Anglo-Saxons Rule

The Vikings



Alfred the Great



The Anglo-Saxons

Year 7 History Knowledge Organiser Summer Term

Late Medieval England and Henry VIII and the Reformation



Late Medieval England	
<p>Tier 2 Vocabulary</p> <p>Buboes: onion shaped swellings that were usually the first symptom of the Black Death.</p> <p>Bubonic plague: the most common variant of the plague named off the swellings on victims' bodies.</p> <p>Dynasty: a succession of powerful people from the same family</p> <p>Lancastrian: a supporter of King Henry the 6th or members of his family during the Wars of the Roses.</p> <p>Pestilence: another term for disease and one of the four horsemen of the apocalypse.</p> <p>Pneumonic plague: an even more lethal variant of the plague which attacks the lungs.</p> <p>Poll Tax: a flat rate tax paid by all adults literally meaning per head of the English people.</p> <p>Yorkist: a support of the Duke of York and later his sons during the Wars of the Roses.</p>	<p>Tier 3 Vocabulary</p> <p>Miasma: the theory that disease is caused by the spreading smell of a poisonous cloud of bad air.</p> <p>Pikemen: soldiers who carried 12-foot-long steel headed Pikes used to stop cavalry charges.</p> <p>Protector: a nobleman ruling on the half of a young monarch until they come of age.</p> <p>Statue of Labourers: a 1351 law which fixed the maximum wage for peasants are pre-Black Death levels.</p> <p>Sumptuary Laws: rules explaining what clothing different ranks within the feudal system could wear.</p> <p>The Kingmaker: a nickname given to the Earl of Warwick during the wars of the roses.</p> <p>Tudor rose: a White Rose of York sitting within the red rose of Lancaster symbolising union.</p> <p>Yeoman: a new class in late medieval England commoners who found their own lands</p>

The Crusades	
<p>Tier 2 Vocabulary</p> <p>Anti-Semitism: The prejudice against and persecution of Jews as an ethnic group.</p> <p>Constantinople: The capital of the Byzantine Empire, and modern-day Istanbul.</p> <p>Crusade: A religiously inspired war, the word comes from the Latin 'crux' meaning 'cross'.</p> <p>Crusader State: New feudal states that were created in the Holy Land by European Knights.</p> <p>Islam: A major world religion, begun by the Prophet Muhammad around 610.</p> <p>Jerusalem: Historic city, of major religious importance to Christianity, Islam and Judaism.</p> <p>Jews: An ethnic and religious group, belonging to the ancient religion of Judaism.</p> <p>Jihad: An Islamic term meaning 'struggle' often used to describe a holy war.</p> <p>Mecca: Birthplace of the Prophet Muhammad and Islam's most important site of pilgrimage.</p>	<p>Tier 3 Vocabulary</p> <p>Acre: Important crusader port city, and their last stronghold in the Holy Land.</p> <p>Byzantium: A Greek speaking offshoot of the Roman Empire, with Constantinople as its capital city.</p> <p>Caliphate: An Islamic Empire, ruled by a religious leader known as the Caliph.</p> <p>Eastern Orthodox Church: Eastern forms of Christianity, following by the Byzantines.</p> <p>Holy Land: An area of religious significance for three faiths on the Mediterranean's eastern shore.</p> <p>Holy Sepulchre: Site of Christian pilgrimage, where the body of Jesus Christ is believed to be buried.</p> <p>Knights Templar: An elite order of Crusader knights, named after the Temple Mount in Jerusalem.</p> <p>Saracen: Term used by crusaders to describe Muslim soldiers, taken from the Greek word for Arab.</p> <p>Sultan: The Arabic title for a ruler or emperor.</p>

History

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

What do the following terms mean? Use the word in a sentence relevant to the topic.

Caliphate, Crusade, Holy Land, Jihad, Miasma, Yeomen.

Put these events in chronological order. Can you add the dates that these took place?

The Peasants' Revolt, Fourth Crusade ends with the sacking of Constantinople, Battle of Bosworth, the First Crusade.

Explain why these people are significant in the topics that we have studied.

Saladin, Godfrey of Bouillon, Richard III, Wat Tyler, Elizabeth of York.

Apply your knowledge

Explain what was important about the Holy Land.

Write an account of the murder of the Battle of Bosworth.

In what ways was the Black Death treated?

Stretch your thinking!

What was the most significant event of the late medieval period?

- Black Death
- Peasants' Revolt
- Battle of Bosworth

Year 7
History
Knowledge Checklist

**KNOWLEDGE
PROGRESS**

KNOWLEDGE CHECKLIST		R	A	G
1	The Islamic World, including the caliphate and Islamic culture.			
2	The First Crusade, including the Siege of Jerusalem.			
3	Crusader states, including the Second and Third Crusade.			
4	Life as a crusader knight, including life in the Holy Land and the Knights Templar.			
5	The end of the Crusades, including the Fourth Crusade and the their impact.			
6	The Black Death, including explanations for the plague and treatments.			
7	The Peasants' Revolt, including the roles of Wat Tyler and Richard II.			
8	The War of the Roses, including the Battle of Towton.			
9	Yorkist Rule, including the Kingmaker and the princes in the Tower.			
10	The Battle of Bosworth Field.			

High Flyers - Enrichment Task



To enrich your learning of the Crusades, early Tudor period and Battle of Bosworth, your task is to complete some extended reading.

Please see Miss Hammond in S5 for a copy of the relevant chapters from her book *"The Tudors: the crown, the dynasty, the golden age"* and/or for a copy of an article looking at how the Crusades impacted the spread of medical knowledge.

Year 8

French

Year 7

KING'S LYNN ACADEMY

Term 6

Phonics

I like

Present tense:
regular verbs

Term 5

Verb to do

Phonics

it

the

le/la/les

A

Which one?
HAVE
or **BE**?

Term 4

un / une

A to Z

LES
ADJECTIFS

VERB TO "HAVE"
I have a ball.
She has a balloon.

Term 3

Phonics

Key verbs avoir and être

Talking about people's appearance and personality

Numbers 1-100

Term 2

Pets and family

Key verb avoir

Welcome to KLA your Journey starts here

Term 1

Develop awareness of phonics

Numbers 1-100





Year 7 French Half Term 5&6

Topic specific vocab

Holiday destinations

en France	to France
en Espagne	to Spain
en Grèce	to Greece
en Italie	to Italy
aux États-Unis	to the USA
au Portugal	to Portugal
à la mer	to the seaside
à la montagne	to the mountains
à la campagne	to the countryside

Holiday activities

aller à la pêche	go fishing
danser	dance
faire de l'accrobranche	do treetop adventures
faire du karaoké	do karaoke
faire de la voile	go sailing
faire de la planche à voile	go wind-surfing
nager dans la mer	swim in the sea
rester au lit	stay in bed
retrouver mes amis	get together with my mates

Grammar

Future tense

Made with part of the verb *aller* and an infinitive at the end of the sentence.

Je vais = I will/am going to
tu vas = you will/are going to
il/elle/on va = he/she/one will/is going to
nous allons = we will / are going to
vous allez = you (pl) will/are going to
ils/elles = they will / are going to

Examples

je vais jouer au foot = I will play football / I am going to play football.
nous allons aller au parc = We will go to the park / We are going to go to the Park.
il va danser = He will dance / He is going to dance

frequency language

Key verbs

aller	to go
faire	to do
jouer	to play
visiter	to visit
rester	to stay
nager	to swim
boire	to drink
manger	to eat
retrouver	to meet

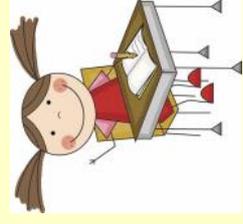
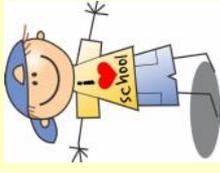
Time expressions

demain	tomorrow
la semaine prochaine	next week
l'année prochaine	next year
normalement	normally
tous les ans	every year

Essentials

The word 'to' in French needs to change depending on what follows it:

à = to (a town/city)
 en = to (a feminine country – they usually end in an 'e')
 au = to (a masculine country)
 aux = to (a plural country)



French Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

How do you use *er* verbs in the present tense in French?

Write three sentences about things you like in French.

Give an example of a French sentence where *faire* translates as *to make*.

Medium Questions

Put the verb in brackets into the sentence with the correct ending.

1. Je (aimer) mon vélo.
2. Il (aimer) la voiture.
3. Je (detester) l'école.
4. Elle (parler) le français.

Write out the verb *faire* in French.

Easy Questions

What is the odd one out?

1. La solution / la semaine / le moment
2. L'école / la maison / l'uniforme
3. chaque / passer / parler

Match the French and English

Je fais	She does / makes
Tu fais	I do / make
Il fait	You do / make
Elle fait	he does / makes

Year 7
French
Knowledge Checklist

**KNOWLEDGE
PROGRESS**

KNOWLEDGE CHECKLIST—Half Term 5		R	A	G
1	I know the key vocabulary for Term 1.2. week 2			
2	I know the verb <i>faire</i> in the first, second and third person singular.			
3	I know the first, second and third person singular endings for regular verbs ending in <i>er</i> .			
4	I know the key vocabulary for Term 1.2 week 3			
5	I can use the verb <i>aimer</i> with an infinitive to say what I like.			
6	I know the key vocabulary for Term 1.2 week 4.			
7	I know how to use <i>à</i> to mean <i>at</i> or <i>to</i>			

KNOWLEDGE CHECKLIST—Half Term 5		R	A	G
1	I know the key vocabulary for Term 1.2. week 5			
2	I know the endings for regular <i>er</i> verbs in the 1st, 2nd and 3rd person plural.			
3	I know the key vocabulary for Term 1.2 week 6.			
4	I know the key vocabulary for Term 1.2. week 7			
5	I can use <i>il y a</i> to mean <i>there is</i> or <i>there are</i> .			
6	I know the key vocabulary for Term 2.1 week 1.			
7	I know the key vocabulary for term 2.1 week 2.			
8	I can recall all parts of the verb <i>être</i> .			
9	I know how to make nouns plural.			

German

Year 7

Year 8

KING'S LYNN ACADEMY

Term 6

Term 5

Term 4

Term 3

Term 2

Term 1

Future tense with werden

Use of prepositions with the dative

Modal verb: dürfen

Learn about word order V2I rule

Use *weil* to explain opinions

Modal verb: *mögen*

Using time expressions

Give and expand opinions

Present tense: regular verbs

Key irregular verbs: fahren, sehen, lesen

Feedback

Modal verb: können

Key verbs: haben, sein, wohnen

Welcome to KLA your Journey starts here

Numbers 1-100

Develop awareness of phonics



Y7 German - Summer Term

1. Was für ein Wochentag ist heute? What day of the week is it today?

Heute ist...	Today is...
Montag	Monday
Dienstag	Tuesday
Mittwoch	Wednesday
Donnerstag	Thursday
Freitag	Friday
Samstag	Saturday
Sonntag	Sunday

Was hast du am Montag? What do you have on Monday?

Am Montag ...	On Monday...
... habe ich/ haben wir ...	I have / we have...
... Deutsch/ Sport/ keine Schule.	German/ PE/ no school

Wie viel Uhr ist es? What time is it?

Es ist acht Uhr.

Wann/Um wie viel Uhr hast du/haben wir (Englisch)? When/ at what time do you have/ do we have (English)?

Um (8) Uhr (15).	At (8:15)
in der ersten / zweiten / dritten Stunde	in the first / second / third lesson
vor / nach der Pause	before / after break

2. Beschreib das Klassenzimmer.

Describe the classroom.

der Tisch / der Stuhl / der Computer	the table / the chair / the computer
das Whiteboard / das Poster / das Fenster	the whiteboard / the poster / the window
die Wand / die Tür / der Korridor	the wall / the door / the corridor
in der Schule	in / at school
im Klassenzimmer / im Korridor	in the classroom / in the corridor
auf dem Tisch	on the table (auf = on horizontally)
an der Wand	on the wall (an = on vertically)
am Fenster	at / by the window
neben der Tür	next to the door
neben dem Computer	next to the computer

3. Die Zukunft.

The Future.

Ich werdespielen	I will play.....
Du wirst.....hören	You will listen to(singular)
Er wird gehen	He will go
Sie wird.....lesen	She will read.....
Wir werdenspielen	We will play
Ihr werdethören	You will listen to(plural)
Sie werdenspielen	They will play

German Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Future tense:

I will play football but she will play tennis, because we are sporty.

We will learn German on Monday and I find it useful, but Lisa doesn't like it.

Add the missing preposition: or article

Der Kuli ist ____ dem Tisch (on) Der Tisch ist ____ der Tür. (next to)

Ich bin in _____ Schule. Ich sitze neben ____ Tür.

Medium Questions

Translate these sentences into English:

- A) Ich habe in der ersten Stunde Deutsch.
- B) Ich habe in der dritten Stunde Naturwissenschaften.
- C) Am Mittwoch haben wir Sport.
- D) Ich habe am Donnerstag Englisch.

Easy Questions

Wieviel Uhr ist es? (What time is it?)

- A) Es ist acht Uhr zehn.
- B) Es ist elf Uhr zwanzig.
- C) Es ist sieben Uhr
- D) Es ist neun Uhr fünfzehn

Write out the days of the week in German:

Year 7
German
Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	I can say the days of the week in German			
2	I can list at least 5 subjects in German			
3	I can describe my timetable			
4	I can say the time in German			
5	I can name at least 4 items in a classroom			
6	I can identify the future tense			
7	I can use the future tense in 'I' form			

High Flyers - Enrichment Task



Answer these questions in German:

1. **Wie heißt du und wo wohnst du?**
2. **Wie alt bist du und wann hast du Geburtstag?**
3. **Wie bist du?**
4. **Hast du Geschwister?**
5. **Hast du ein Haustier?**
6. **Wie findest du Deutsch?**
7. **Was ist dein Lieblingsfach?**
8. **Wann hast du Sport?**
9. **Wann ist die Pause?**
10. **Was wirst du am Montag lernen?**

Careers in PE:
PE Teacher/ Coach/
Physiotherapist/
Manager/ Sports
Designer/ Sports
Journalist/ Sports
Commentator.



PE
7-11

1. Types of media



2. Positive and Negative impacts on the media to the world of sport



3 & 4. Health body and Healthy mind



5. Leadership styles



Year 11

1. User groups/ Influences



2. Drugs in sport/ Ethics



3. Olympic and Paralympic Values



4. Leadership qualities & Responsibilities

6. Effects of exercise on the Cardio-Respiratory System



5. Effects of exercise on the muscles



1. Ethics in sport



2. Risks & Hazard/ Injury



3. Principles of training - SPORR & FITT



4. Sedentary lifestyle



1. Lifestyle factors



2. 5 stages of a warm-up



3. Components of fitness & Fitness testing

4. Components of diet



6. Location of the major muscles in the body

4. Components of fitness



5. Location of the major bones in the body

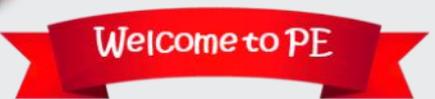


3. Diet and nutrition

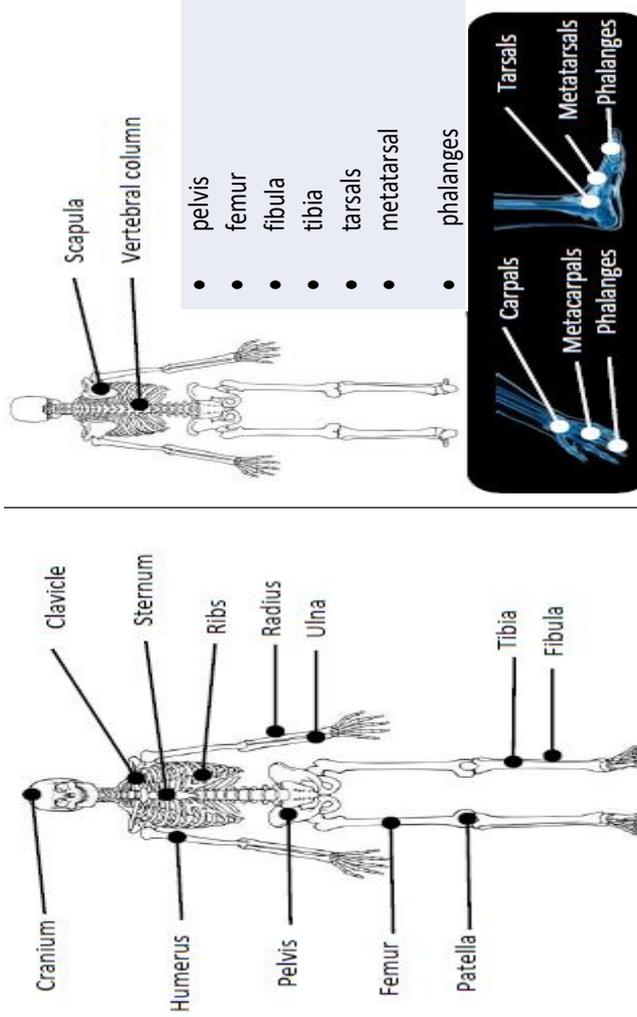


2. Benefits of a warm-up and cool-down

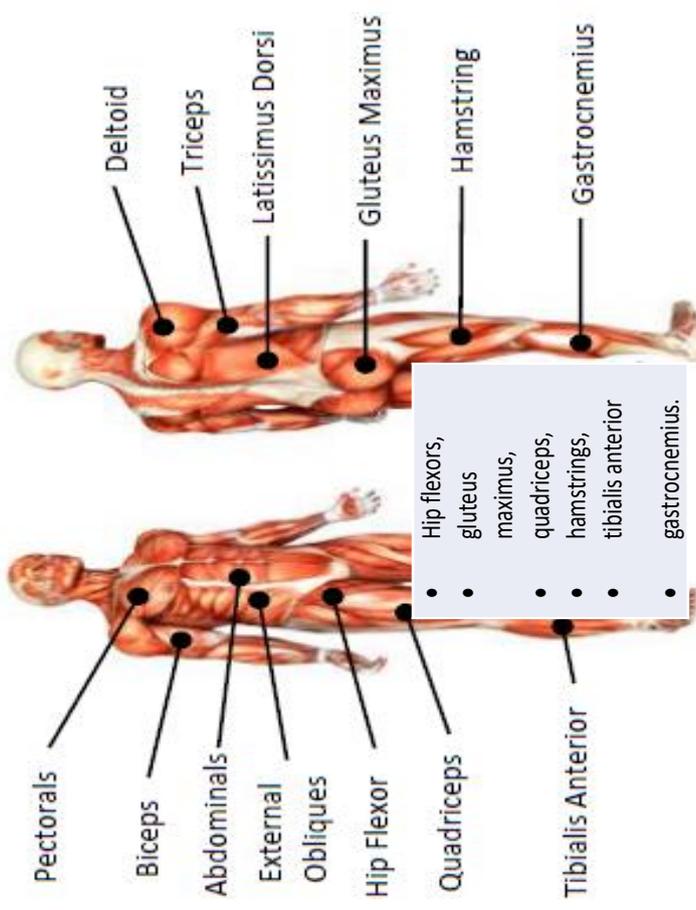
1. Reasons why people take part in sport - Physical, mental and Social.



Structure of the Skeletal System



Structure of the Muscular System



Intrinsic Motivation

The act of completing or taking part in something without obvious external rewards

Extrinsic Motivation

Reward driven behaviour where rewards might include money, praise, grades, success (e.g., medals and trophies). The motivation stems from outside the individual'

Setting Goals

If you want to reach your fullest potential every day, you need to have short- and long-term goals. Setting SMART targets (specific, measurable, accepted, realistic and time bound) will ensure focus and may maintain motivation.

Celebrate Progress

When setting long-term goals, it is important we break these goals down into smaller chunks. When we complete tasks or achieve small wins along the way we should take time to celebrate those accomplishments. This will support long-term motivation

Persistence

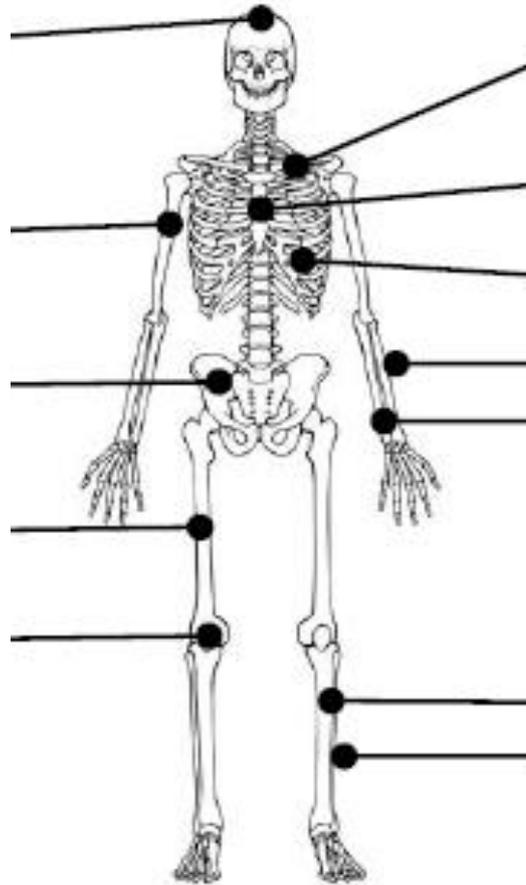
Continuing in an opinion or course of action in spite of difficulty or opposition.

Determination

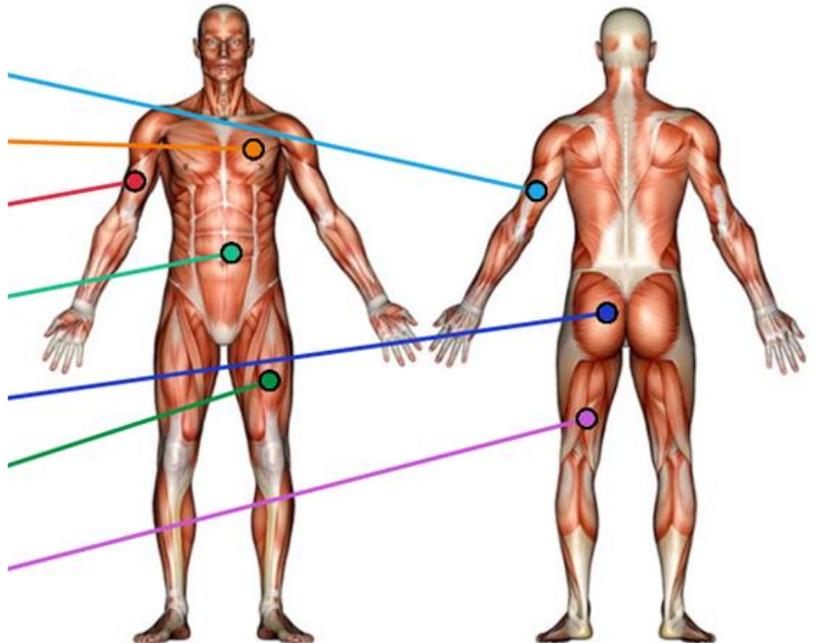
Determination is a positive emotional feeling that involves persevering towards a difficult goal in spite of obstacles

Physical Education Knowledge Questions

Label the missing
bones



Label the missing
muscles



Explain the muscles involved and the type of movement used during a sprint race

Physical Education Knowledge Checklist

KNOWLEDGE
PROGRESS

KNOWLEDGE CHECKLIST		R	A	G
1	To know the names of major bones in the lower body pelvis femur fibula tibia tarsals metatarsals phalanges			
2	To know the names of major muscles in the lower body Hip flexors gluteus Maximus quadriceps hamstrings Tibialis anterior Gastrocnemius			
3	The role of motivation in physical literacy Intrinsic and Extrinsic motivation, goal setting, celebrate progress, persistence, determination			

High Flyers - Enrichment Task



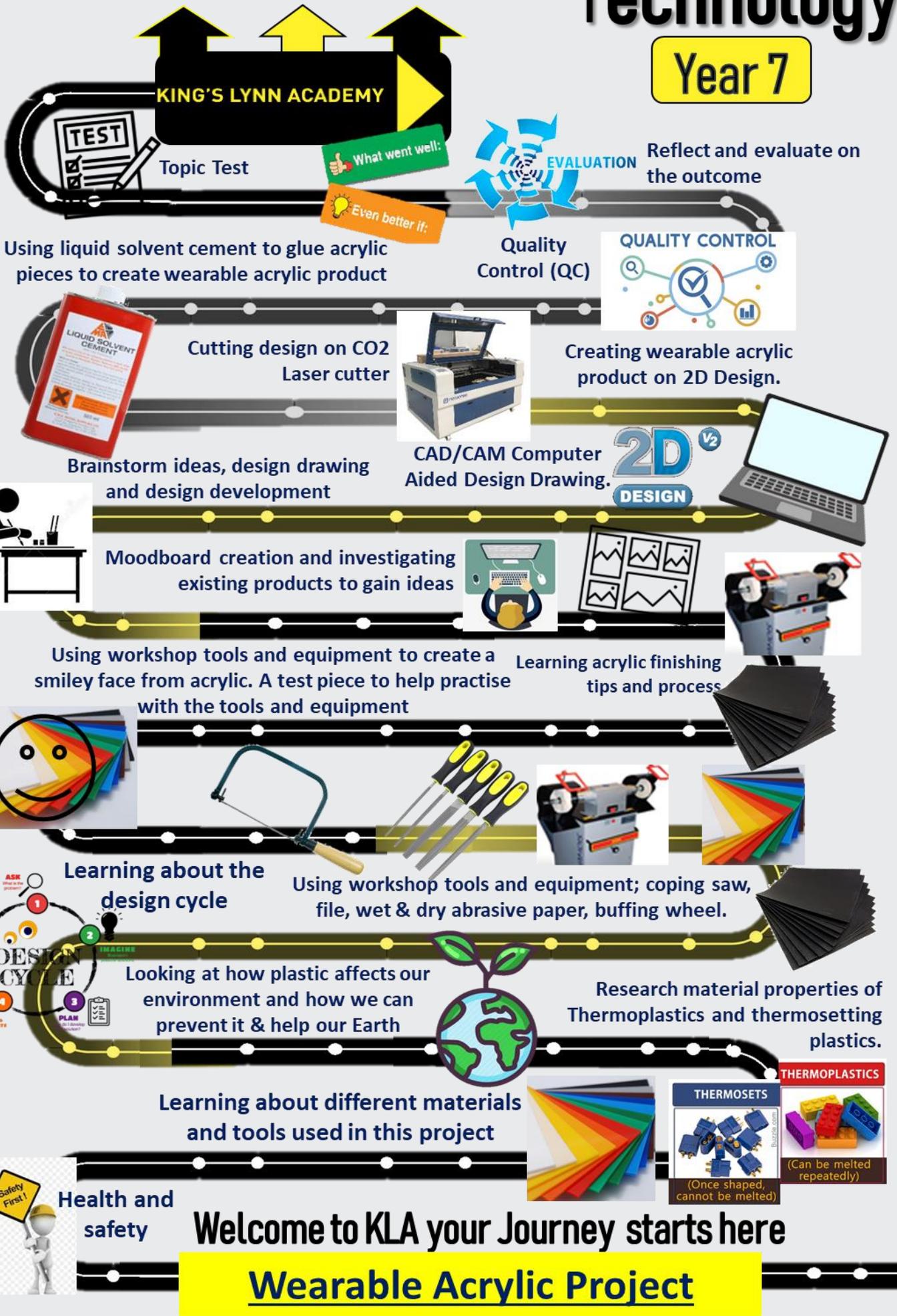
Create a goal setting target for an athlete of your choice.

Technology

Year 7

Year 8

KING'S LYNN ACADEMY



Topic Test

What went well:
Even better if:



EVALUATION

Reflect and evaluate on the outcome

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

Quality Control (QC)

QUALITY CONTROL



Cutting design on CO2 Laser cutter



Creating wearable acrylic product on 2D Design.

Brainstorm ideas, design drawing and design development

CAD/CAM Computer Aided Design Drawing.

2D DESIGN

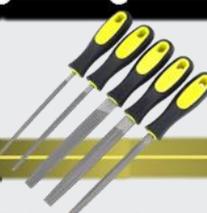


Moodboard creation and investigating existing products to gain ideas



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

Learning acrylic finishing tips and process



Learning about the design cycle

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



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



Research material properties of Thermoplastics and thermosetting plastics.

Learning about different materials and tools used in this project



Health and safety

Welcome to KLA your Journey starts here

Wearable Acrylic Project

Learners must be able to:

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

YEAR 7 TECH

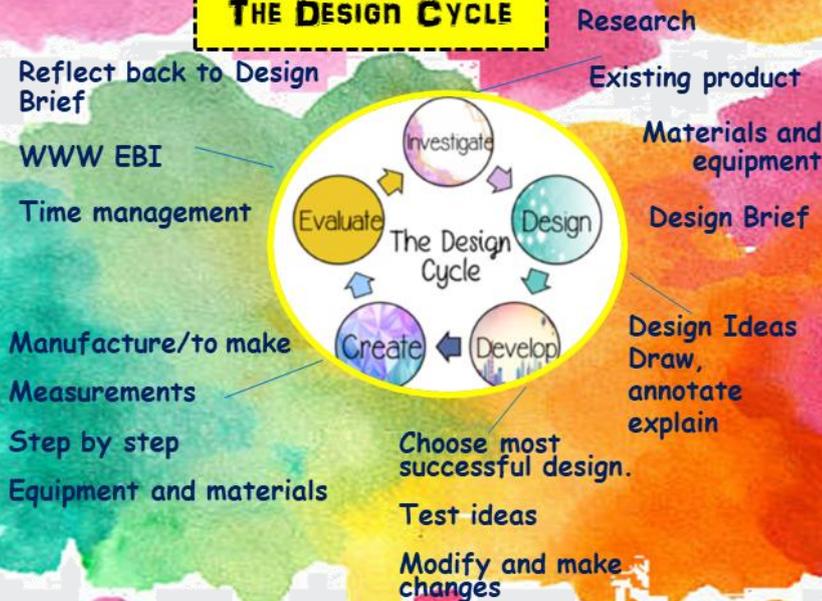
WEARABLE ACRYLIC

Designer Inspiration

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



THE DESIGN CYCLE



Key Words

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

Reading List

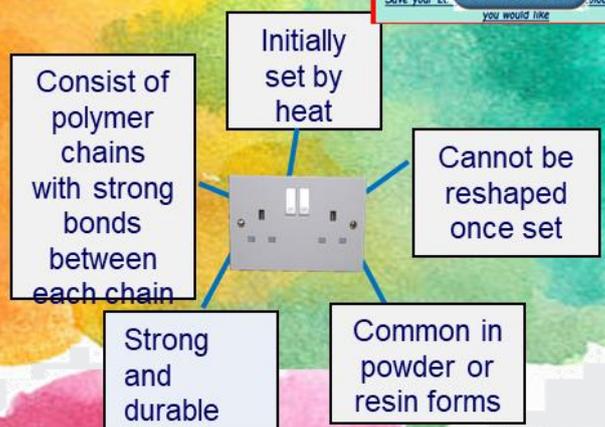
- Basic technical drawing by McGraw-Hill Education
- CGP Design and Technology Revision guide and workbook
- D&T app for smartphones
- www.bbcbitessize.co.uk

CAD/CAM

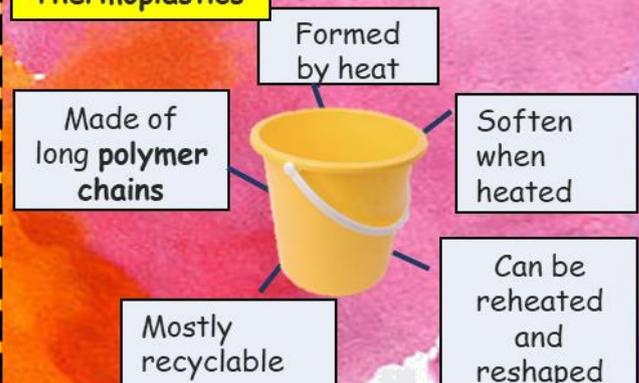


Test and Revise Key Words

Thermosetting Plastics



Thermoplastics



THERMOPLASTICS AND THERMOSETS

YEAR 7 TECH

HOMEWORK

TASK: To learn about the different tools and materials.

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



Belt Sander



Engineer's File



Pillar Drill



Tech Oven

Tech Oven



Hegner Scroll Saw



Metal Vice



Wet & Dry
paper



Laser Cutter



Buffing and
Polishing machine

YEAR 7 TECH

HOMEWORK

TASK:

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

What are they used for?

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

Design and Technology Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

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

How can the material be made smooth to the touch?

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

+

Name two properties of acrylic.

Where does plastic come from?

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

*

Why do we create a mood board?

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

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

Design and Technology Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



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

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



Type of Food Group	Function	Examples
Carbohydrates	Helps your body work properly	Rice, Pasta, Bread
Protein	Helps for chemical reactions in our body	Meat, Fish, Eggs, Beans
Vitamins & Minerals	Keeps your body growing and repair itself	Fruit, Vegetables
Fats and Oils	Acts as an energy source	Butter, Oil, Nuts
Fibre	Keeps you energy	Wholegrain bread, Fruit
Water	Keeps our digestive system	Drinking water

The functions of food groups. What are they and what is their function?

Learners must be able to:

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

YEAR 7 FOOD



Pasta salad

Eatwell Guide
Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Check the label on packaged foods. Each serving contains: Fat, Saturated Fat, Total Sugars, Total Salt.

If an adult consumes 2000 kcal, choose foods lower in fat, salt and sugars.

Choose wholegrain or higher fibre varieties of potatoes, bread, rice, pasta and other starchy carbohydrates.

Choose unsaturated oils and use in small amounts.

Oil & spreads

Choose lower fat and low-sugar options.

Dairy and alternatives

Choose lower fat and low-sugar options.

Meat, pulses, fish, eggs, nuts and other protein sources

For more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily, eat 1 portion of red and processed meat.

Eat less often and in small amounts.

6-8 a day

Water: lower fat milk, sugar-free drinks (including tea and coffee) all count. Limit fruit juice and other beverages to a total of 150ml a day.



Scone based pizza



Scones



Fruit salad & Apple Crumble



Apple crumble biscuits

Key Words

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



Learning the function of food groups & Healthy meal planning

Food Tech Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

What does healthy mean?

What does diet mean?

What rules do we follow in the kitchen?

+

What is the Eatwell plate?

What are the 5 food groups?

What is a balanced diet?

*

What is the function of Carbohydrates?

What does processed mean?

What is the function of protein?

Food Technology Knowledge Checklist

**KNOWLEDGE
PROGRESS**

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

High Flyers - Enrichment Task



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

YEAR 8 ART HERE WE COME!

ART Y7



KING'S LYNN ACADEMY

Year 8 Starts

Expressive Colour

Mixed Media
Klimt Response

Watercolour Techniques

Expressive Colour

Solid Colour Mixing

Collage Techniques



Precision

Pattern And Collage

Oil Pastel Techniques

Design

Artist: Hundertwasser

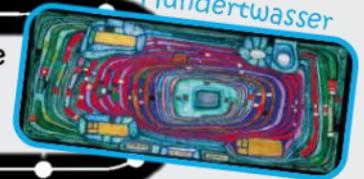
Hundertwasser
Abstract Art

Buildings

abstract



Annotate



Shape

Abstract and Architecture



Colour

Watercolour Techniques

Wallpaper Design

Pattern

Artist: Olivia Brown

Tonal Drawings of Leaves
Tone
Detail

Primary Secondary

Shape

Colour Theory Technique



Artist: Hanna Werning

Silhouette



Artists: Julian Opie

Animals and Nature

Minimal

Artists: David Mach

Collage Techniques

Studying the work of other artists

Artists: Chuck Close

Colour Pencil Techniques



Layering

Skin tones Cutting Colour

Self Portraits



Oil Pastel Techniques
Blending



Tonal Self Portrait

Shading Techniques

Tone

Drawing Eyes

Pencil pressure Proportions

Mixed Media Self Portrait

Materials



Features

Observational Drawing

Self Portraits

Pencil pressure Proportions

Mixed Media Self Portrait

Materials

Year 7 Starts

Welcome to KLA your journey starts here



PORTRAITS / ANIMALS / PATTERN

START

Year 7 Rotation 1 (20 lessons)

Portraits and Animals in Art



Learners must be able to:

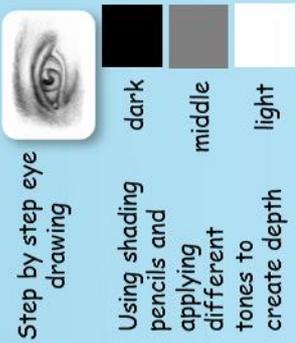
- Explore different materials and techniques using an artist style.
- Explore the techniques taught to help create accurate and proportional portrait drawings.

Portraits and proportions



- using accurate proportion
- drawing what you see

Tonal shading



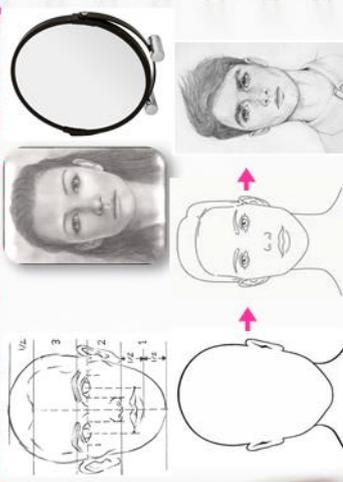
Artists

Portraits
 Chuck Close
 Julian Opie
 David Mach

Pattern
 Hanna Werning

Transferable knowledge and skills

Facial proportions observational drawing



Drawing an eye

Grid drawing

Tonal shading grid

Tonal shading pencils

Mixed Media - tonal and abstract

Chuck Close study of hyper-realism and abstraction

Mixed Media - Collage and painting

David Mach
 Julian Opie

Using collage to fill portrait. Focus on juxtaposition of colours and layering.

Mixing accurate skin colour. Focus on bold outlines, neat edges and smooth painting.

Animals and pattern

Tonal drawing of leaves.

Tracing leaves and animals to create a pattern.

skin hair background

Chuck Close section Tonal drawing section

Background Hair Skin

Key Vocab

Tier 3
 burnishing, juxtaposition, observational hyper-realism

Tier 2
 Tone, shading, blending, layering, depth, texture, realistic, detail, outline, trace, form, media, evaluate

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

Abstract, accuracy, proportions

Year 7 Rotation 2 (20 lessons)

Animals and Pattern in Art

Art

Learners must be able to:

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

Working in the style of an artist

Hannah Werning
Wallpaper Designer
Watercolour Technique



Sculpture in the style of an artist

Olivia Brown
Dog Sculptures
Sculpting, carving and Moulding



Artists

Animals:
Hanna Werning
Olivia Brown

Pattern:
Hundertwasser
Gustav Klimt



Transferable Knowledge & Skills

Colour Theory



Secondary Colours
Orange
Blue
Violet

Complementary Colours
Red + Green
Yellow + Violet
Blue + Orange



Clay Sculpture



Strong Joins
Clay Tools
Body Shape
Position
Character
Detail



Accuracy and Precision

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



Abstract and Expressive Art

Hundertwasser abstract Artist
Expressing opinion



Working in the style of an artist

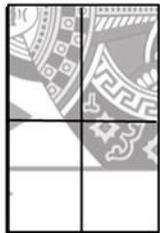
Using a limited colour palette
Mixed Media layering



Watercolour



Grid Method
Scaling Up
Solid colour
History of the playing card



Pattern, Shape and Line

Oil Pastel



Expressive Colour Mixing



Blending with highlights and shadows

Key Vocabulary



Collage
Watercolour
Oil Pastel
Personal
Response

Tier 3
Detail
Accurate
Abstract

Tier 2
Detail Tone
Shade Carve 3D
Tools Sculpt Media
Blending Layering

Tier 1
Colour Shape Line Pattern
Light Dark Edges Artwork
Bold Join Style Mix

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

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

List the shading pencils from lightest to darkest

What is a highlight in art?

+

What is tone in Art?

What is the difference between shape and form in Art?

What is depth in art?

*

Explain the difference between Abstract art and Hyperrealism?

Explain how you achieve realism in your artwork?

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

Year 7
ART
Knowledge Checklist

**KNOWLEDGE
PROGRESS**

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

High Flyers - Enrichment Task



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

Year 8



ICT

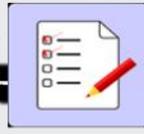


KING'S LYNN ACADEMY



Assessment
Feedback and
Improvements

Assessment



Create 3 new
computer
games



Underwater
Game

Homework 2
Scratch
worksheet 2

Knock,
Knock
Joke game



Maze
Game

Scratch Coding
Competition



Homework 1
Scratch
worksheet 1

Hello, world!



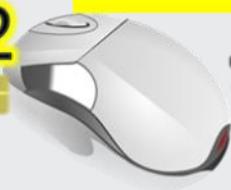
SCRATCH

Basic
Programming

Learn to code in Scratch

Rotation 2

Enhance your coding techniques



Assessment
Feedback and
Improvements



File
Management



Word-Processing



Multimedia
presentations



Desktop
Publishing

Digital Literacy

How can we prevent them?

What is a
computer virus?

How can we get rid
of them?

Tips and
advices



Computer viruses

Poster
Competition



Homework 2
Poster Design

Esafty



Homework 1
Logo Design

How
to
keep
safe

Cyberbullying

How to use
computers
safely,
effectively
and
responsibly

Rotation 1

Welcome to KLA your
Journey starts here





Year 7 Rotation 1

ICT

Rotation 2



(Esafety and Digital Literacy)

(Scratch Programming)

Students should be able to:

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

Students should be able to:

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

Learn the answers to FAQs



How to be safe on Social Media?

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

What is Cyberbullying? How to prevent this?

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

How do I create a multimedia presentation?

How do I create my own Esafety logo?

Which software is best suited to create a poster?

How do I use a word-processor?



Book suggestions to aid learning



How to use the different coding blocks available?

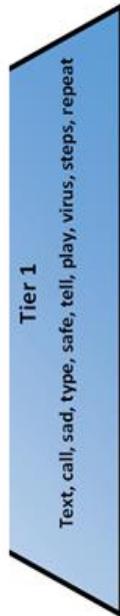
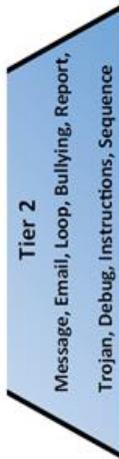
What are Sprites? How do I change the look of my background?

What are variables and how do I use them?

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

How do I add points to my games?

Key Vocabulary



Year 7 ICT Knowledge Checklist



Below are a series of questions.

Use these to apply your knowledge and practice.

**KNO
WLED**

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

High Flyers - Enrichment Task



Complete all extension tasks each lesson

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

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

Complete at least 10 tasks on SamLearning per week

Become a Learning buddy to another student

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

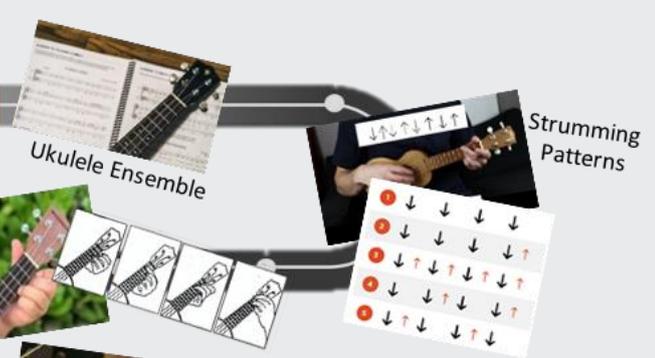
Year 8

Music

Year 7

KING'S LYNN ACADEMY

Term 6



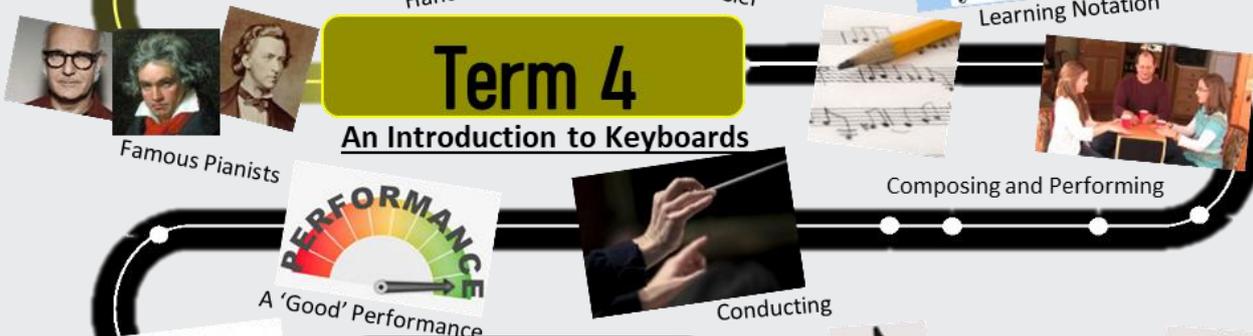
Term 5

Ukulele



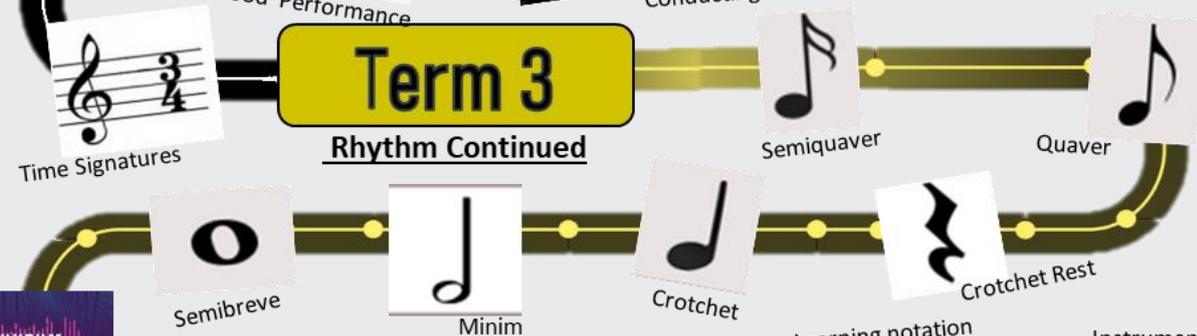
Term 4

An Introduction to Keyboards



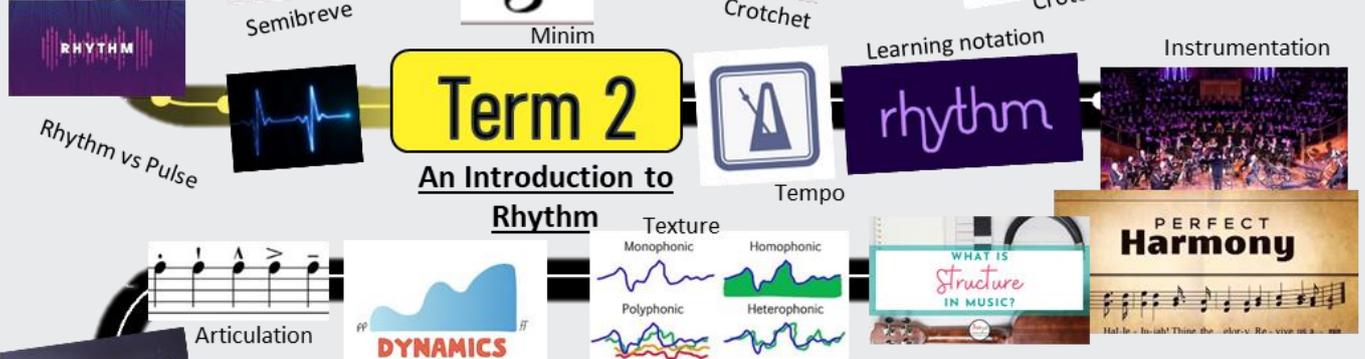
Term 3

Rhythm Continued



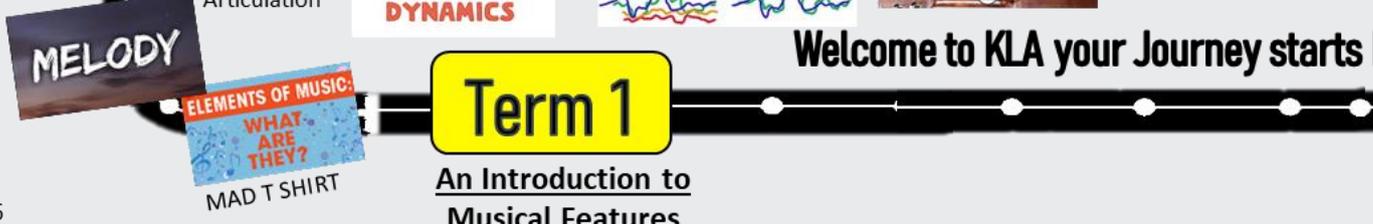
Term 2

An Introduction to Rhythm



Term 1

An Introduction to Musical Features



Welcome to KLA your Journey starts here

Keyboard and Pitch



Key Facts

There are only 7 letters in the music alphabet

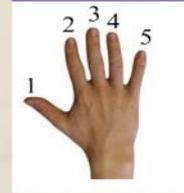
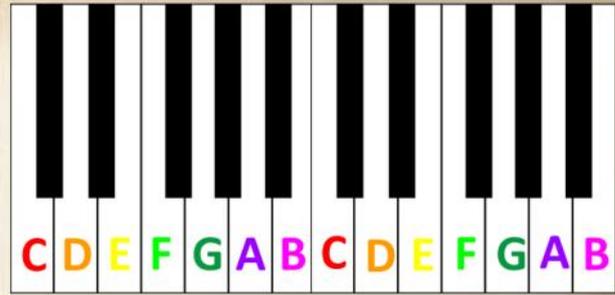
A B C D E F G

Note pitch can be raised with a # (sharp) symbol

Note pitch can be lowered with a b (flat) symbol



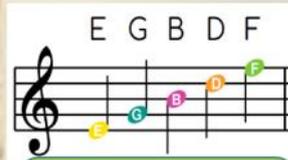
C is to the left of the two black keys!



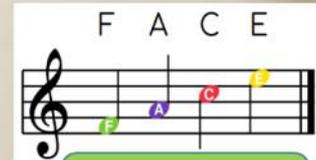
Assessment Questioning

- 1) How many notes are in the musical alphabet?
- 2) Can you locate the notes on a keyboard?
- 3) What is the 5 finger position?
- 4) What are the notes on the lines and how do you remember them?
- 5) What are the lines on the spaced and how do you remember them?

Your practical assessment task will be to perform 'Ode To Joy' on keyboards to the rest of the class.



Every Green Bogey
Deserves Flicking



Face in the Space

Ukulele



Key Facts

Originally called the Cavaquinho, the Ukulele was taken on a ship from Portugal to Hawaii.

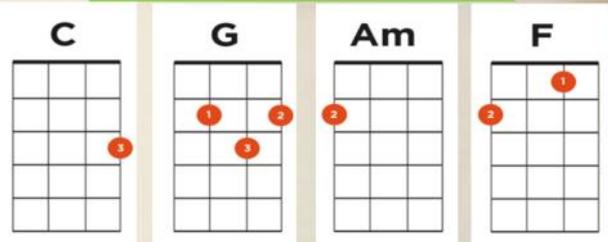
It became very popular in Hawaii, where they called it Ukulele which translates to 'Jumping Flea'



The Ukulele looks like a small guitar but it only has 4 strings!



Reading Chord Diagrams



- The four lines going vertically represent the 4 strings of the Ukulele.
- The lines going horizontally represent the frets.
- The numbers in orange represent what finger you should position where

Assessment Questioning

- 1) Can you locate different parts of the ukulele?
- 2) What do the tuning pegs do on the ukulele?
- 3) What is the purpose of the sound hole?
- 4) Can you play the 4 chords on the ukulele?
- 5) Can you add a strumming pattern?

Your practical assessment task will be to perform 'Don't Stop Believing' on Ukulele as a whole class ensemble.

Strumming Patterns



Now you have found some chords, now you can experiment with different strumming patterns.

1	↓	↓	↓	↓
2	↓	↓	↓	↑
3	↓	↑	↓	↑
4	↓	↓	↑	↓
5	↓	↑	↓	↓

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. How many notes are in the music alphabet?

2. How do you remember the notes found on the lines of a staff?

3. Circle the option that is NOT part of the Ukulele:

Bridge Frets Keys Strings

+

1. What are the notes of the musical alphabet?

2. What are the notes on the lines and spaces on the staff?

3. Label these parts on the Ukulele:



Sound Hole Bridge Tuning Pegs Frets

1. Describe the purpose of each of these parts of the Ukulele:

2. Where is middle C on the staff?

3. How do Sharps and Flats work?

Year 7
Music
Knowledge Checklist

**KNOWLEDGE
 PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	Notes of the Music Alphabet			
2	Locating the Notes of the White Keys			
3	Locating Sharps and Flats on the Keyboard			
4	Reading Notes on the Lines			
5	Reading Notes in the Spaces			
6	Playing Ode to Joy			
7	The Origins of the Ukulele			
8	The Parts of the Ukulele			
9	Playing 4 Chords on the Ukulele			
10	Using Different Strumming Patterns			

High Flyers - Enrichment Task



1. Using the 4 chords you have learned on ukulele, see if you can create your own strumming pattern whilst transitioning between the chords smoothly.
2. Create a fact file including all the information you know about the Ukulele.
3. Practise locating notes on the keyboard at home: See musictheory.net

RSE - Puberty

KING'S LYNN ACADEMY



PD
Year 7



Internet Safety & Media

The Gurdwara

Half Term 6

Dragons Den



Guru Nanak



Khalsa



5K's

Langar & Sewa



What is Sikhism?

Half Term 5

Rebirth



Meditation & Mindfulness

Buddhist Symbols



Festivals in Buddhism



RSE - Relationships



Metta



Drugs & Tobacco

Half Term 4

5 Precepts



Eightfold Path

Budgeting & Finance

Discrimination & Stereotypes



What is Buddhism?



Buddha



Noble Truths & Marks of Existence

Untouchables

Half Term 3

Afterlife Game



Festivals

What are the Eastern Religions?

Caste System



Karma & Rebirth

Scriptures & Worship



What is Hinduism



British Values



Half Term 2

Ultimate Questions Project



World Religions



Ultimate Questions



Presenting ourselves

Islands of Personalities



Mental Health

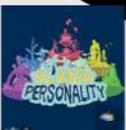


Welcome to your Personal Development Journey

Half Term 1

Emotions

What is religion?



Sikhism

Things you need to be able to do:

To know key Sikh beliefs
To understand how these beliefs affects a Sikh's life

To describe what Sikh's believe about the Ten Guru's



Name the 5K's

Key Questions:

What are the 5 K's?

Who is Guru Nanak?

What do Sikh's believe about God

What is special about The Gurdwara?

Tier 2 Vocabulary

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

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

Founder - The person who started/created the religion

Tier 3 Vocabulary

Metta - Loving kindness

Mukti - Liberation from reincarnation, reunion with God

Sewa - Selfless service to others, a duty of Sikhism

Mool Mantar - Sikh poem by Guru Nanak describing God

5 K's - 5 Symbols that Khalsa Sikhs wear

Kanga - This is a wooden comb that Sikhs use to hold their hair in place

Kara - A steel bracelet

Kesh - Uncut hair - **Kirpan** - a small steel dagger

Kachera - Cotton underwear

Khanda - Symbol in Sikhism, a double-edged sword

Khalsa - A Sikh who has undergone the commitment ceremony that is part of the spiritual development of their faith



Year 7 PD Knowledge Organiser - Summer

Dragons Den

Things you need to be able to:

Work as a team

Be creative

Market your design idea

Present your ideas to others

Key Questions

What is an entrepreneur?

What is your idea and how will it help others?

Who will want to buy your product?

How will you advertise your product?

Tier 2 Vocabulary

Marketing - Promoting your product to the target audience

Creativity - thinking of unusual ways to solve problems

Determination - Trying your best to get the job done

Tier 3 Vocabulary

Entrepreneur - a person who takes risks to start a business

Internet Safety & RSE - Puberty

Things you need to be able to do:

To define cyberbullying & recognise examples of it
To know where to find help & know who to speak to if I'm worried about something.

Consider how a good friend should behave

Describe the physical and emotional changes that occur during puberty

Key Questions

When do actions cross the line between 'banter' and bullying?

How do I know if someone is giving consent?

What is puberty and when does this happen to a person?

Tier 2 Vocab

Cyberbullying - The use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

Bystander - a person who is standing near & watching something that is happening but is not taking part.

Period - The part of the menstrual cycle when a woman bleeds from her vagina

Consent - permission for something to happen.

Tier 3 Vocabulary

Peer-on-peer abuse - any form of physical, sexual, emotional & financial abuse, and coercive control. exercised between children

Gender stereotyping - generalizations about how men & women are supposed to behave

Melatonin - a chemical released by the brain to help us sleep.

Nocturnal Emission - the release of semen during sleep, often during a sexual dream

The Menstrual Cycle - the hormonal process a woman's body goes through each month to prepare for a possible pregnancy.



Personal Development Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. Name the 5K's

3. Name two examples of cyber bullying

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

+

1. Explain two of the 5K's

3. Explain two ways a good friend should behave

4. Explain two things that change with your body during puberty

5. Explain two ways of marketing

6. Explain two important things when presenting

*

1. Explain why the Khalsa is still an important tradition today

3. Explain why a woman's body goes through the menstrual cycle

5. Explain who an entrepreneur is

Personal Development Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Buddhism and the Afterlife			
3	Sikh Beliefs including God, and the 10 Guru's			
4	Sikh Practices including The Khalsa, and the 5 K's			
5	Sikh Way of Living including the Langar, Sewa, and the Gurdwara			
6	How We Behave online (peer pressure, cyberbullying and sexting)			
7	Dragons Den—Enterprise Challenge			
8	Our changing bodies (puberty)			

High Flyers - Enrichment Task



Use BBC Bitesize to help you continue develop your Sikhism Knowledge:

<https://www.bbc.co.uk/bitesize/topics/zfjpyrd>

Then discuss the following statement:

'The most important thing in Sikhism is the 5 K's'

You must include paragraphs of for and against

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!

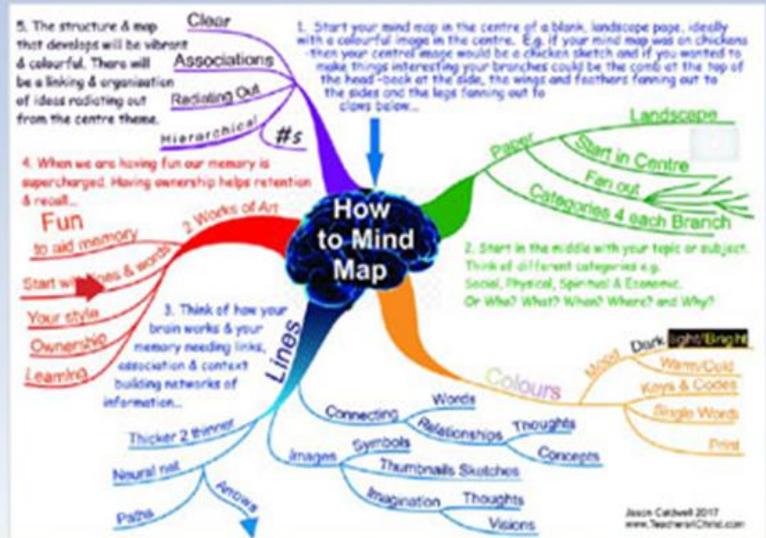
3. Map Your Mind

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.

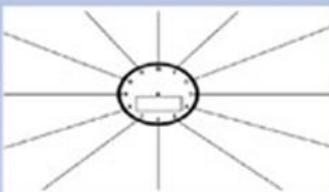
Once you have made your map, cover it and test yourself on different strands, eg. How much of the blue strand can you recall.



4. Clock Learning

Clock Learning

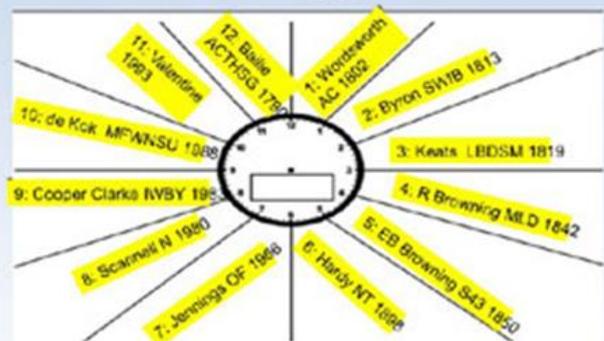
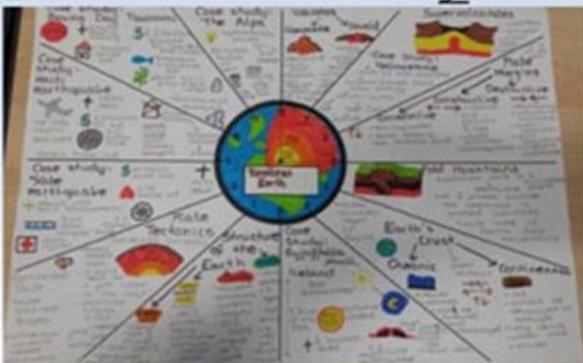
For this technique you draw a basic clock.



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.



hegartymaths

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



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



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



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

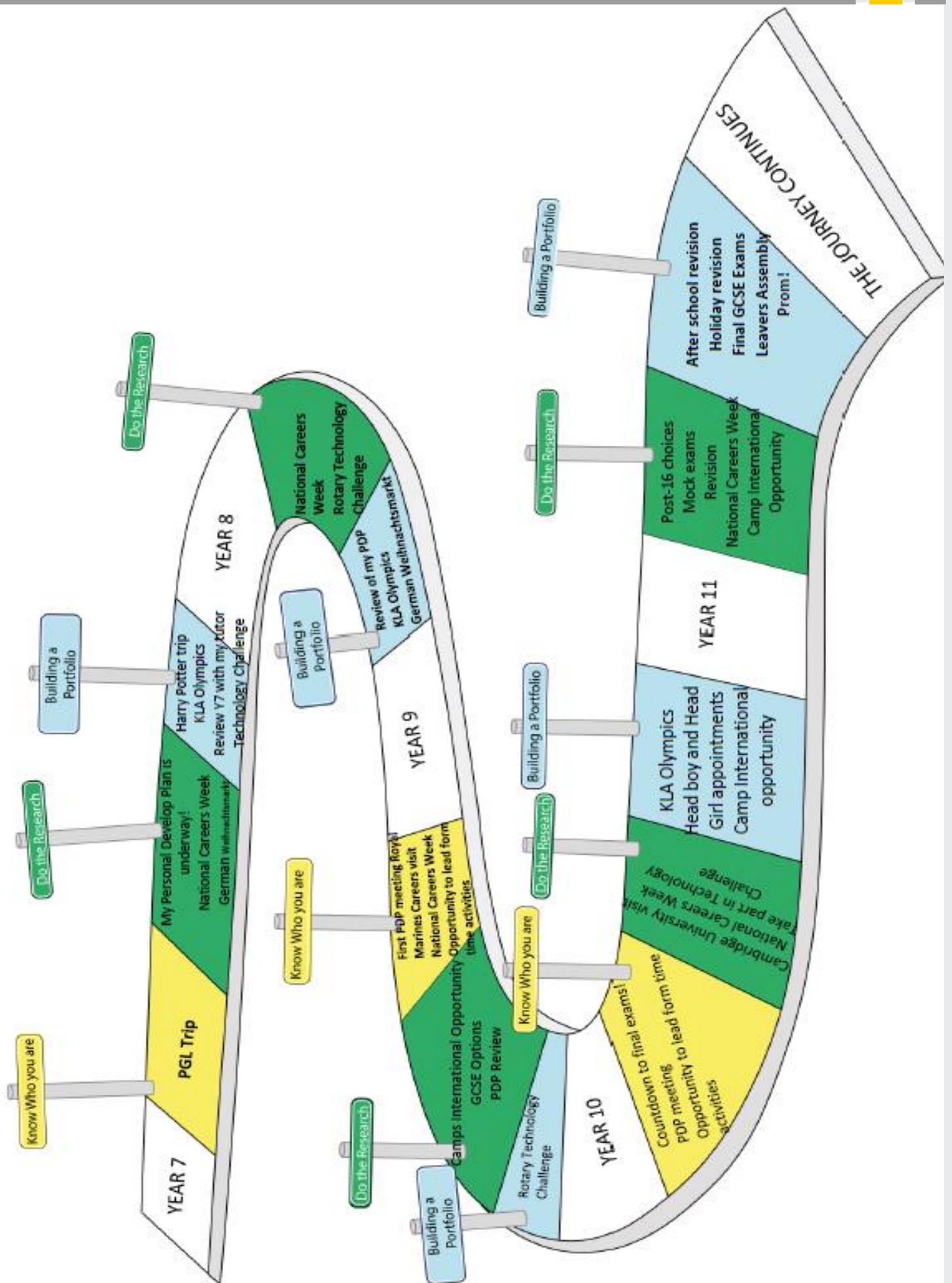


We have been using this successfully for the last two years to prepare pupils for their Language GCSEs. Through Active Learn, pupils have full access to the textbooks which they use in class, including audio files to allow them to practice their listening skills. There is also a tasks section for specific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



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

KLA Journey Yr7 - 11



Personal Development

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

Year 7 Opportunities:

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

Next Steps

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

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

KLA Safeguarding Team

Are you concerned about yourself or someone else?

Report your concerns to the Safeguarding Team



Mrs. Prevett



Mrs. Roberts



Mrs. Westbury

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

KLA Personal Development Plan

Name		Year Group	Tutor	
		7		
Term 3 2023				
Attendance	Behaviour Points		Reward Points	Exclusions
English	Performing Arts		Maths	Science
PE	History		MFL	Art
Geography	RE		Technology	ICT

Learning Targets		RAG
Orator	How clearly can I articulate my learning? Can I communicate what I have learnt and why?	
Questioner	Do I reflect enough on my own understanding and use this to ask appropriate questions?	
Discussor	How well do I participate in, lead or take other active roles in group or class discussion?	
Memoriser	How well can I recall and share my existing prior learning? How well do I do in quizzes and tests?	
Linker	Can I identify the link between prior knowledge to support my future learning? Can I see the bigger picture and understand the journey?	
Responder	How quickly and effectively do I take on feedback and use it to improve my work or overturn a misconception?	

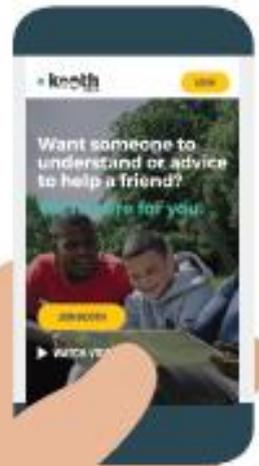
Character Targets		RAG
Pride and School Identity	What have I done to enhance life at KLA? What have I done to promote KLA to the wider community?	n/a
Positive Traits	Which of the 6 rewards am I going to focus on? How will I aim to achieve stickers / post card / blazer badge nomination?	
Hidden Curriculum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

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

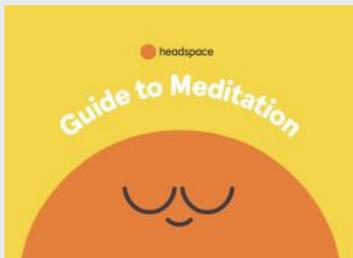
Mind Shift



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.

