



KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 8 Summer Term 3 2023



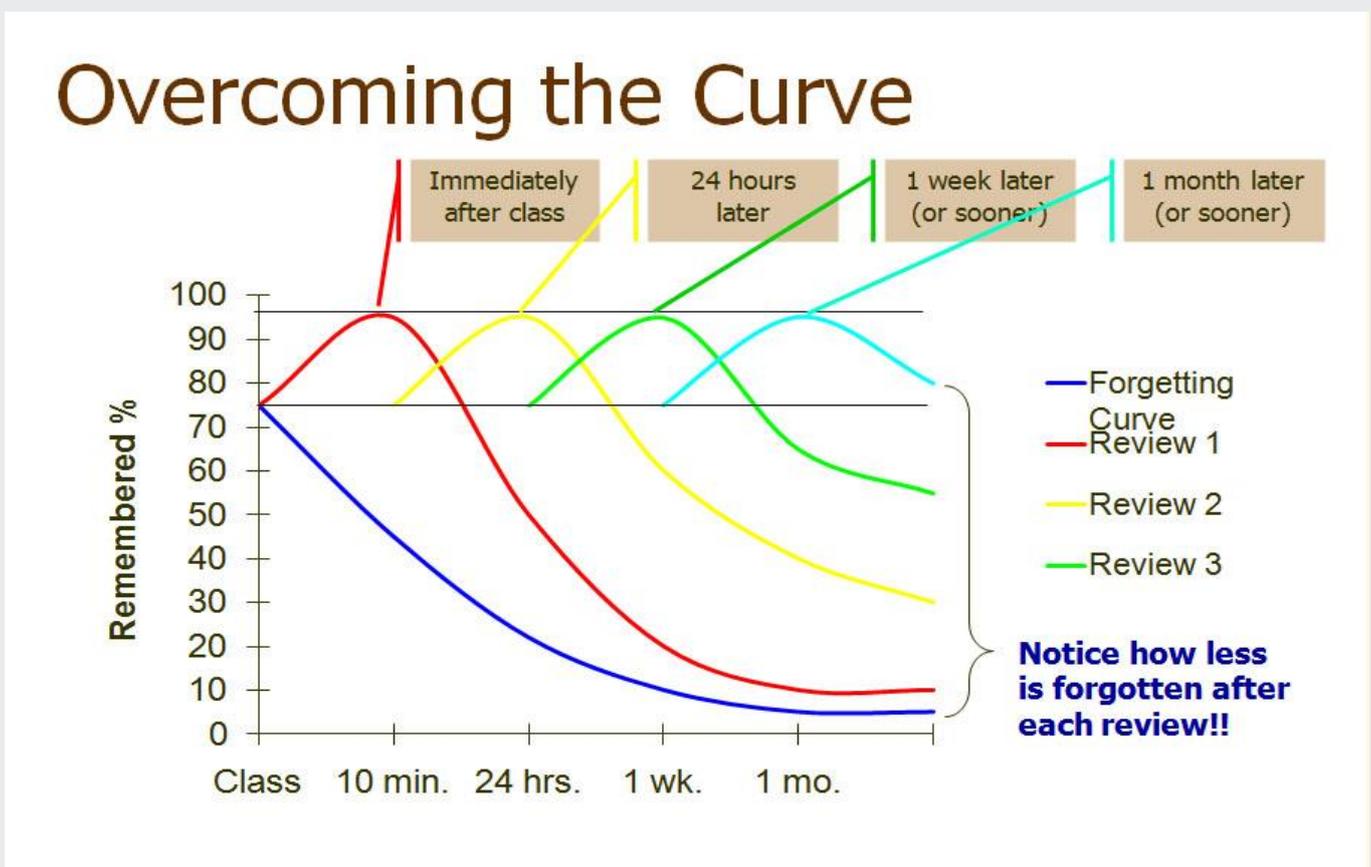
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Home Learning

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 4-7
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Year 8 English

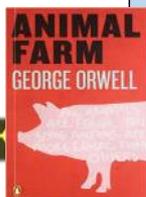
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Reading and writing for pleasure



Orwell's life and times - imagery and irony



Accurate grammar usage – discourse markers

Animal Farm and Orwell

Term 3

Written response to Shakespeare



Reading and writing for pleasure

Writing using extended metaphors

Understanding and recognising monologues and soliloquies



Study of Elizabethan age of exploration



Term 2

The Tempest



Writing an essay about a novel using evidence; close book analysis

Reading and writing for pleasure



The adventures of Sherlock Holmes

Scientific advances in the Victorian Era



Writing using accurate complex sentences

Term 1

Welcome to KLA your Journey starts here

'Animal Farm': Knowledge Organiser

Chapter breakdown

1	The animals gather to listen to old Major. He gives them a vision of a life without man.
2	The animals rebel and overthrow Jones. The commandments are written.
3	The animals' first harvest is a success. The pigs keep the milk and apples to themselves.
4	The Battle of the Cowshed: Jones attempts to reclaim the farm.
5	Snowball and Napoleon debate the windmill. Napoleon uses dogs to chase Snowball from the farm. Napoleon makes himself leader.
6	Work begins on the windmill. The pigs move into the farmhouse. Winds destroy the windmill.
7	Work on the windmill starts again. Napoleon demands eggs from the hens. Napoleon slaughters animals at the show trials.
8	Napoleon betrays Mr. Pilkington and sells timber to Mr. Frederick. Frederick pays with counterfeit money. Frederick attacks the farm. The animals suffer losses in the Battle of the Windmill. The windmill is destroyed.
9	Boxer is sold to the knacker's yard.
10	The pigs are leaders on the farm. They start walking on two legs and carrying whips. There is no difference between the pigs and the humans they sought to overthrow at the start of the novel.

The seven commandments

- 1 Whatever goes upon two legs is an enemy.
- 2 Whatever goes upon four legs, or has wings, is a friend.
- 3 No animal shall wear clothes.
- 4 No animal shall sleep in a bed.
- 5 No animal shall drink alcohol.
- 6 No animal shall kill any other animal.
- 7 All animals are equal.

Characters

Napoleon

'a large, rather fierce-looking Berkshire boar, the only Berkshire on the farm, not much of a talker, but with a reputation for getting his own way.'

Snowball

'a more vivacious pig than Napoleon, quicker in speech and more inventive, but was not considered to have the same depth of character.'

Squealer

'with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.'

Boxer

'an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together... in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.'

Key words

allegory – a story with two meanings. It has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.

tyrant – someone who has total power and uses it in a cruel and unfair way. A **tyranny** is a situation in which a leader or government has too much power and uses that power in a cruel and unfair way.

rebellion – a rebellion is a situation in which people fight against those who are in charge of them.

harvest – the time when crops are cut and collected from fields.

corrupt – when people use their power in a dishonest way order to make life better for themselves.

propaganda – Information that is meant to make people think a certain way. The information may not be true.

cult of personality – a cult of personality is where a leader convinces people to worship him or her, and treat them like a god.

treacherous – If you betray someone who trusts you, you could be described as **treacherous**.

Biographical information

- 1 'Animal Farm' was written in 1945.
- 2 It was written by George Orwell.
- 3 Orwell was born in 1903.
- 4 'Animal Farm' was influenced by the events of World War II.
- 5 Orwell wanted to write about the cruel leaders of Europe during World War II.
- 6 'Animal Farm' is an allegory for the events of the Russian Revolution.

English Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember

Who is Jones and what does he represent?

Who does Napoleon represent and who does he represent from the Russian revolution?

What do the pigs look like at the end of the story?

Apply Your Knowledge

How does Old Major use his speech to unify the animals?

What kind of character is Boxer?

Explain how Snowball and Napoleon think or lead in different ways.

Stretch Your Thinking

Why did the Russian Revolution fail?

Is this an important book? Explain your answer.

Why did Orwell write this book?

Year 8
English
Knowledge Checklist

**KNOWLEDGE
 PROGRESS**

KNOWLEDGE CHECKLIST		R	A	G
1	I know background information about George Orwell			
2	I know some information about World War 2 and the Russian Revolution			
3	I can recount the plot of Animal Farm			
4	I understand what the plot of Animal Farm signifies			
5	I know the pig characters and who they represent			
6	I know other main characters and who they represent			
7	I know some Tier 2 vocabulary connected to the novel			

High Flyers - Enrichment Task



Explain Orwell's characters in terms of allegory– I know who each represents and how the book shows the failures of the Russian Revolution to live up to its ideology.

Write a story which is allegorical.

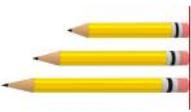
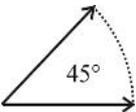
Do some further reading of Orwell's writing. You will study 1984 in Year 9.

Year 8 Maths

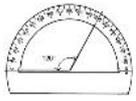
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End of Year Exam

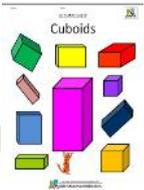
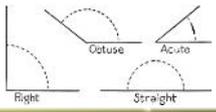
The data handling cycle



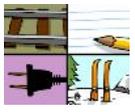
Measures of location



Line symmetry & reflection



Angles in parallel lines & polygons



Area of trapezia & circles

Term 3



Number sense



Fractions & percentages



Standard index form

Indices



Sequences

expanding
 $a(b + c) = ab + ac$

Mid Term Exam

Term 2



Tables & probability

Representing data



Brackets, equations & Inequalities



Working in the Cartesian plane

Multiplicative change



Multiplying & dividing fractions



Ratio & Scale



Term 1

Welcome to KLA your Journey starts here

YEAR 8 - DEVELOPING GEOMETRY...

Angles in parallel lines and polygons

@whisto_maths

What do I need to be able to do?

- By the end of this unit you should be able to:
- Identify alternate angles
 - Identify corresponding angles
 - Identify co-interior angles
 - Find the sum of interior angles in polygons
 - Find the sum of exterior angles in polygons
 - Find interior angles in regular polygons

Keywords

- Parallel:** Straight lines that never meet
Angle: The figure formed by two straight lines meeting (measured in degrees)
Transversal: A line that cuts across two or more other (normally parallel) lines
Isosceles: Two equal size lines and equal size angles (in a triangle or trapezium)
Polygon: A 2D shape made with straight lines
Sum: Addition (total of all the interior angles added together)
Regular polygon: All the sides have equal length, all the interior angles have equal size

Basic angle rules and notation

Acute Angles
 $0^\circ < \text{angle} < 90^\circ$

Right Angles
 90°

Obtuse
 $90^\circ < \text{angle} < 180^\circ$

Reflex
 $180^\circ < \text{angle} < 360^\circ$

Straight Line
 180°

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

Vertically opposite angles
 Equal
Angles around a point
 360°

Parallel lines

Still remember to look for angles on straight lines, around a point and vertically opposite!

Lines OF and BE are transversals (lines that cross the parallel lines)

Corresponding angles often identified by their "F shape" in position

Alternate angles often identified by their "Z shape" in position

This notation identifies parallel lines

Alternate/ Corresponding angles

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

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

Co-interior angles

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

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

Triangles & Quadrilaterals

Link to stars R

Side, Angle, Angle

Side, Angle, Side

Side, Side, Side

Properties of Quadrilaterals

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

Rectangle
 All angles 90°
 Opposite sides are parallel

Rhombus
 All sides equal size
 Opposite angles are equal

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

Trapezium
 One pair of parallel lines

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

Sum of exterior angles

Exterior angles all add up to 360°

Using exterior angles

Interior angle + Exterior angle = straight line = 180°
 Exterior angle = $180 - 105 = 75^\circ$

Number of sides = $360^\circ \div \text{exterior angle}$
 Number of sides = $360 \div 75 = 4.8$ (Wait, calculation in image is 24 sides, likely a typo for 4.8 or 24)

Sum of interior angles

Interior Angles
 The angles enclosed by the polygon

(number of sides - 2) x 180

Sum of the interior angles = $(5 - 2) \times 180$

This shape can be made from three triangles
 Each triangle has 180°

Sum of the interior angles = $3 \times 180 = 540^\circ$

Remember this is all of the interior angles added together

This is an irregular polygon - the sides and angles are different sizes

Missing angles in regular polygons

Exterior angle = $360 \div 8 = 45^\circ$

Interior angle = $\frac{(8-2) \times 180}{8} = \frac{6 \times 180}{8} = 135^\circ$

Exterior angles in regular polygons = $360^\circ \div \text{number of sides}$

Interior angles in regular polygons = $\frac{(\text{number of sides} - 2) \times 180}{\text{number of sides}}$

YEAR 8 - DEVELOPING GEOMETRY...

Area of trapezia and Circles

@whisto_maths

What do I need to be able to do?

- By the end of this unit you should be able to:
- Recall area of basic 2D shapes
 - Find the area of a trapezium
 - Find the area of a circle
 - Find the area of compound shapes
 - Find the perimeter of compound shapes

Keywords

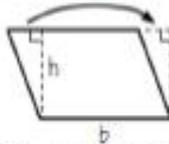
- Congruent:** The same
Area: Space inside a 2D object
Perimeter: Length around the outside of a 2D object
PI (π): The ratio of a circle's circumference to its diameter
Perpendicular: At an angle of 90° to a given surface
Formula: A mathematical relationship/ rule given in symbols. Eg $b \times h$ = area of rectangle/ square
Infinity (∞): A number without a given ending (too great to count to the end of the number) – never ends
Sector: A part of the circle enclosed by two radii and an arc

Area – rectangles, triangles, parallelograms

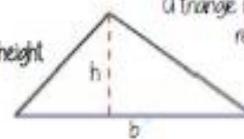
Rectangle
Base x Height



Parallelogram/ Rhombus
Base x Perpendicular height



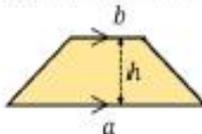
Triangle
 $\frac{1}{2} \times$ Base x Perpendicular height



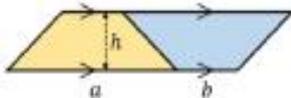
A triangle is half the size of the rectangle it would fit in

Area of a trapezium

Area of a trapezium
 $\frac{(a+b) \times h}{2}$



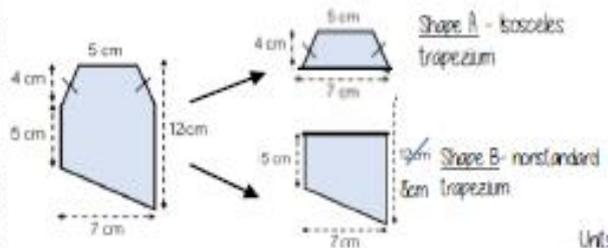
Why?



- Two congruent trapeziums make a parallelogram
- New length $(a + b) \times$ height
- Divide by 2 to find area of one

Compound shapes

To find the area compound shapes often need splitting into more manageable shapes first. Identify the shapes and missing sides etc. first.

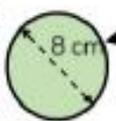


Shape A + Shape B = total area
 $\frac{(5+7) \times 4}{2} + \frac{(5+8) \times 7}{2} = 24 + 45.5 = 69.5 \text{ cm}^2$

Area of a circle (Non-Calculator)

Read the question – leave in terms of π or if $\pi \approx 3$ (provides an estimate for answers)

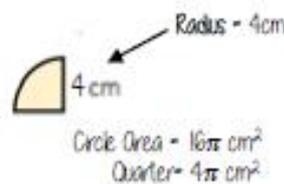
Area of a circle
 $\pi \times \text{radius}^2$



Diameter = 8cm
 \therefore Radius = 4cm

$\pi \times \text{radius}^2$
 $= \pi \times 4^2$
 $= \pi \times 16$
 $= 16\pi \text{ cm}^2$

Find the area of one quarter of the circle



Area of a circle (Calculator)



How to get π symbol on the calculator

Area of a circle
 $\pi \times \text{radius}^2$



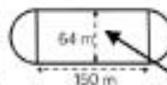
It is important to round your answer suitably – to significant figures or decimal places. This will give you a decimal solution that will go on forever

Compound shapes including circles

Circumference
 $\pi \times \text{diameter}$

Compound shapes are not always area questions. For Perimeter you will need to use the circumference

Spotting diameters and radii



This dimension is also the diameter of the semi circles

Arc lengths = $\pi \times 64$
 $= 64\pi$

Don't need to halve this because there are 2 ends which make the whole circle

Arc lengths + Straight lengths = total perimeter

$= 64\pi + 150 + 150$
 $= (300 + 64\pi) \text{ m}$
 OR = 501.1 m

Still remember to split up the compound shape into smaller more manageable individual shapes first

YEAR 8 - DEVELOPING GEOMETRY...

Line symmetry and reflection

@whisto_maths

What do I need to be able to do?

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

- Recognise line symmetry
- Reflect in a horizontal line
- Reflect in a vertical line
- Reflect in a diagonal line

Keywords

Mirror line: a line that passes through the center of a shape with a mirror image on either side of the line

Line of symmetry: same definition as the mirror line

Reflect: mapping of one object from one position to another of equal distance from a given line

Vertex: a point where two or more line segments meet

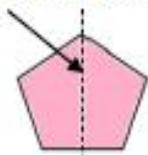
Perpendicular: lines that cross at 90°

Horizontal: a straight line from left to right (parallel to the x axis)

Vertical: a straight line from top to bottom (parallel to the y axis)

Lines of symmetry

Mirror line (line of reflection)



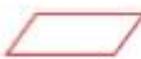
Shapes can have more than one line of symmetry...
This regular polygon (a regular pentagon has 5 lines of symmetry)



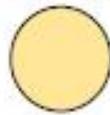
Rhombus
two lines of symmetry

Parallelogram

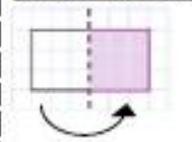
No lines of symmetry



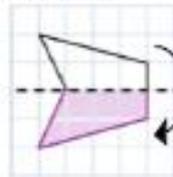
A circle has an infinite amount of lines of symmetry



Reflect horizontally/ vertically (1)



Reflection in a vertical line



Reflection in a horizontal line

Note: a reflection doubles the area of the original shape.

Reflection on an axis grid

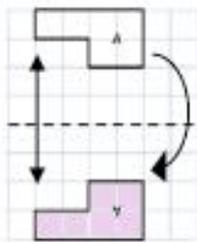


Reflection in the line $x=2$

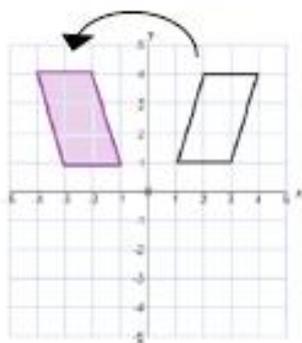
Reflection in the line $x=2$

Reflect horizontally/ vertically (2)

All points need to be the same distance away from the line of reflection



Reflection in the line y axis — this is also a reflection in the line $x=0$



Lines parallel to the x and y axes

REMEMBER

Lines parallel to the x-axis are $y = \dots$

Lines parallel to the y-axis are $x = \dots$

Reflect Diagonally (1)

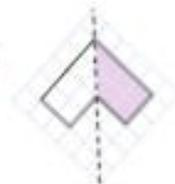
Points on the mirror line don't change position



Fold along the line of symmetry to check the direction of the reflection

Turn your image

If you turn your image it becomes a vertical/ horizontal reflection (also good to check your answer this way)

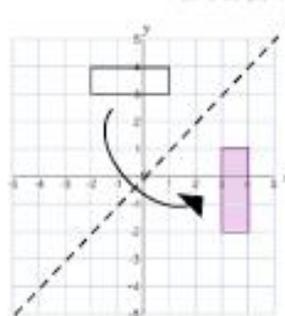


Drawing perpendicular lines

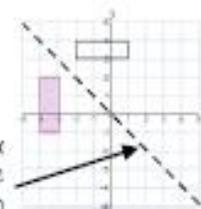
Perpendicular lines to and from the mirror line can help you to plot diagonal reflections

Reflect Diagonally (2)

This is the line $y = x$ (every y coordinate is the same as the x coordinate along this line)



This is the line $y = -x$
The x and y coordinate have the same value but opposite sign



Turn your image

If you turn your image it becomes a vertical/ horizontal reflection (also good to check your answer this way)

YEAR 8 - REASONING WITH DATA...

The data handling cycle

@whisto_maths

Year 8 Knowledge Organiser Half Term 6

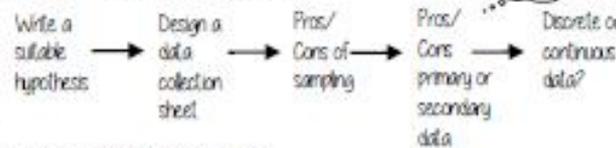
What do I need to be able to do?

- By the end of this unit you should be able to
- Set up a statistical enquiry
 - Design and criticise questionnaires
 - Draw and interpret multiple bar charts
 - Draw and interpret line graphs
 - Represent and interpret grouped quantitative data
 - Find and interpret the range
 - Compare distributions

Keywords

- Hypothesis:** an idea or question you want to test
Sampling: the group of things you want to use to check your hypothesis
Primary Data: data you collect yourself
Secondary Data: data you source from elsewhere e.g. the internet/ newspapers/ local statistics
Discrete Data: numerical data that can only take set values
Continuous Data: numerical data that has an infinite number of values (often seen with height, distance, time)
Spread: the distance/ how spread out/ variation of data
Average: a measure of central tendency – or the typical value of all the data together
Proportion: numerical relationship that compares two things

Set up a statistical enquiry



Features of a data collection sheet

Grouped or ungrouped categories	Data Title	Tally	Frequency

Total number of that group observed

Design and criticise a questionnaire

The Question - be clear with the question - don't be too leading/ judgemental

e.g. How much pocket money do you get a week?

Responses - do you want closed or open responses? - do any options overlap? - Have you an option for all responses?

Zero option £0 £0.01 - £2 £2.01 - £4 more than £4 More option

NOTE: For responses about continuous data include inequalities $< x \leq$

Pictograms, bar and line charts

Pictogram
 Language: French, Spanish, German
 (1 picture = 4 people)
 - Need to remember a key
 - Visually able to identify mode

Bar Chart
 - Gaps between the bars
 - Clearly labelled axes
 - Scale for the axes
 - Title for the bar chart
 - Discrete Data

Line Chart
 - Gaps between the lines
 - Clearly labelled axes
 - Scale for the axes
 - Discrete Data

Multiple Bar chart

Compares multiple groups of data

- Clearly labelled axes
- Scale for axes
- Comparable data bars drawn next to each other

Key/ Colour code for separate groups of information

Gap between different categories of data

Draw and interpret Pie Charts

Remember a circle has 360°

Type of pet	Dog	Cat	None
Frequency	32	28	6

There were 60 people asked in this survey (Total frequency)

Multiple method
 As 60 goes into 360 - 6 times
 Each frequency can be multiplied by 6 to find the degrees (proportion of 360)

Use a protractor to draw This is 192°

Represents quantitative, discrete data

Draw and interpret line graphs

- Commonly used to show changing over time
- The points are the recorded information and the lines join the points

Line graphs do not need to start from 0

More than one piece of data can be plotted on the same graph to compare data

It is possible to make estimates from the line e.g. temperature at 9.30am is 5°C

Grouped quantitative data

Time Interval	Frequency
0 <= t < 5	4
5 <= t < 10	6
10 <= t < 15	5
15 <= t < 20	8
20 <= t < 25	5
25 <= t < 30	1

This is a frequency diagram There are no gaps between the bars

Grouping the data is useful if there is a large spread of data to begin with

The use of inequalities shows that this will be a frequency diagram

More than or equal to 25 and less than 30 minutes

Find and interpret the range

The range is a measure of spread

- A smaller range means there is less variation in the results - it is more consistent data
- A range of 0 means all the data is the same value

Difference between the biggest and smallest values

Shop 1 highest sale Shop 1 lowest sale

Range of customers = $25 - 22 = 3$ (Shop 1)

Shop 1 has the smallest range - this indicates it has a more consistent flow of customers each week.

YEAR 8 - REASONING WITH DATA...

Measures of location

@whisto_maths

What do I need to be able to do?

- By the end of this unit you should be able to:
- Understand and use mean, median and mode
 - Choose the most appropriate average
 - Identify outliers
 - Compare distributions using averages and range

Keywords

- Spread: the distance/ how spread out/ variation of data
 Average: a measure of central tendency – or the typical value of all the data together
 Total: all the data added together
 Frequency: the number of times the data values occur
 Represent: something that shows the value of another
 Outlier: a value that stands apart from the data set
 Consistent: a set of data that is similar and doesn't change very much

Mean, Median, Mode

The Mean

A measure of average to find the central tendency... a typical value that represents the data

24, 8, 4, 11, 8

Find the sum of the data (add the values) 55
 Divide the overall total by how many pieces of data you have $55 \div 5$

Mean = 11

The Median

The value in the center (in the middle) of the data

24, 8, 4, 11, 8

Put the data in order: 4, 8, 8, 11, 24
 Find the value in the middle: 4, 8, 8, 11, 24

Median = 8

NOTE: If there is no single middle value find the mean of the two numbers left

The Mode (The modal value)

This is the number OR the item that occurs the most (it does not have to be numerical)

24, 8, 4, 11, 8

This can still be easier if the data is ordered first

4, 8, 8, 11, 24

Mode = 8

Choosing the appropriate average

The average should be a representative of the data set – so it should be compared to the set as a whole – to check if it is an appropriate average

Here are the weekly wages of a small firm

£240 £240 £240 £240 £240
 £260 £260 £300 £350 £700

Which average best represents the weekly wage?

The Mean = £307

The Median = £250

The Mode = £240

Put the data back into context

Mean/Median – too high (most of this company earn £240)

Mode is the best average that represents this wage

It is likely that the salaries above £240 are more senior staff members – their salary doesn't represent the average weekly wage of the majority of employees

Identify outliers

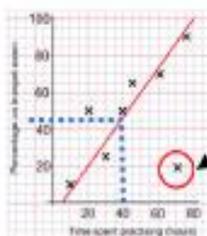
Outliers are values that stand well apart from the rest of the data

Outliers can have a big impact on range and mean. They have less impact on the median and the mode

Sometimes it is best to not use an outlier in calculations

Height in cm
 152 150 142 158 182 151 153 149 156 160 151 144

Where an outlier is identified try to give it some context. This is likely to be a taller member of the group. Could it be an older student or a teacher?



Outliers can also be identified graphically e.g. on scatter graphs

Comparing distributions

Comparisons should include a statement of average and central tendency, as well as a statement about spread and consistency

Here are the number of runs scored last month by Lucy and James in cricket matches:

Lucy: 45, 32, 37, 41, 48, 35
 James: 60, 90, 41, 23, 14, 23

Lucy

Mean: 39.6 (1dp), Median: 38, Mode: no mode, Range: 16

James

Mean: 41.8 (1dp), Median: 32, Mode: 23, Range: 76

James has two extreme values that have a big impact on the range

*James is less consistent than Lucy because his scores have a greater range. Lucy performed better on average because her scores have a similar mean and a higher median

Year 8
Maths
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Angles in parallel lines and polygons

How is a right angle shown on diagrams?

How do you draw an angle of 180° ?

What's the difference between an acute angle and an obtuse angle?

Area of trapezia and circles

Why is the formula to find the area of a rectangle the same as the formula to find the area of a parallelogram?

Why do we use the perpendicular height when finding the area of a triangle and not

Line symmetry and reflection

Do all regular polygons have lines of symmetry?

Data headline

What are the advantages/disadvantages of using primary/secondary data?

What features do you need on a data collection sheet?

Measure of location

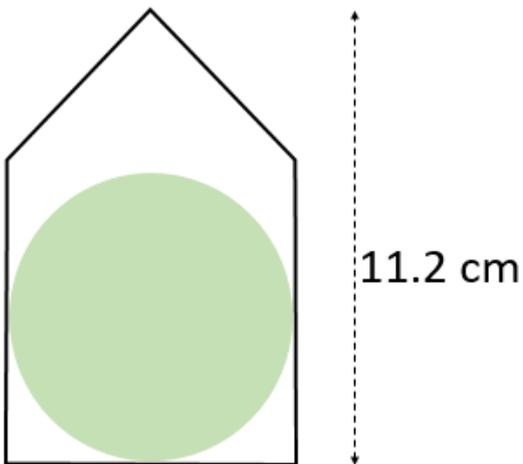
What's the same and what's different about finding the median of four numbers and the median of five numbers?

Year 8
Maths
Knowledge Checklist

**KNOWLEDGE
PROGRESS**

KNOWLEDGE CHECKLIST		R	A	G
1	Angles in parallel lines and polygons			
2	Area of trapezia and circles			
3	Line symmetry and reflection			
4	Data handling			
5	Measure of location			

High Flyers - Enrichment Task



The shape is made up of a square and triangle.

The circle touches the sides of the square and has radius 3.8 cm.

What percentage of total area of the shape is shaded?

Science

Year 8

Year 9

KING'S LYNN ACADEMY

Term 6

Physics
Light

Biology
Respiration

Term 5

Experimental Science
Standard Procedures

Physics
Electrical Energy

Chemistry
Earth Systems

Term 4

Biology
Tissues and Organs

Chemistry
Reactants and Products

Term 3

Experimental Science
Standard Procedures

Physics
Movement
Gravity

Term 2

Chemistry
Pure Substances

Biology
Life Diversity

Term 1

Welcome back to KLA your Journey continues



Matter

Earth systems: Big ideas

What expert understanding do we want after 5 years?

Earth systems interact

Big idea

The cycling of matter in the Earth systems depends on physical and chemical processes, over short and long timescales.
Humans rely on resources from these systems for minerals, fresh water, fuels and other raw materials.

How does the unit develop this?

Rock cycle Key Concept

The three rock types that make up Earth's crust were formed by processes that link together in a never-ending cycle

Sub-concepts

Igneous rock, sedimentary rock, metamorphic rock, weathering, erosion

Facts

- A mineral is a naturally occurring element or compound
- Crystals are non-metal minerals whose atoms are arranged in a giant structure
- Definitions of permeable/porous and impermeable
- The rock layers inside Earth are the crust, the mantle and the core.

Water cycle Key Concept

The water cycle moves water through Earth's systems and is driven by energy from the sun and gravity

Sub-concepts

Evaporation, condensation

Facts

- Water falls to Earth as precipitation (rain, snow, hail, sleet)
- Transpiration is losing water from leaves via evaporation

Know the facts		Key words	
1	The Structure of the Earth consists of the inner core, outer core, mantle and crust.	1	Rock Cycle: Sequence of processes where rocks change from one type to another.
2	The inner core is made of solid iron. The outer core is liquid.	2	Weathering: The wearing down of rock by physical, chemical or biological processes.
3	Rocks are continuously eroded by weathering and climatic changes.	3	Erosion: Weathering of rock and its movement by water, ice or wind (transportation).
4	The eroded bits of rock are transported by water to other places towards the sea.	4	Sedimentary Rock: Formed from layers of sediment, and which can contain fossils. Examples are limestone, chalk and sandstone.
5	Bits of rock can be deposited on top of each other in layers.	5	Igneous Rock: Formed from cooled magma, with minerals arranged in crystals. Examples are granite, basalt and obsidian.
6	Layers of rock can be built up over time and cemented together as water is squeezed out of the layers, forming sedimentary rock.	6	Metamorphic Rock: Formed from existing rocks that are exposed to heat and pressure over a long time. Examples are marble, slate and schist.
7	Lava is magma that has come through the Earth's crust in volcanic eruptions and due to movement of the tectonic plates	7	Freeze-thaw weathering: The process where water gets into cracks in rocks and then freezes. As the water freezes it expands, breaking rocks apart over time.
8	The rate of cooling affects the crystal size in igneous rock. Faster cooling produces smaller crystals.	8	Tectonic Plates: The Earth's crust is made up of large plates that move around due to convection currents in the Mantle.
9	Heat and pressure can change igneous rock and sedimentary rock, forming metamorphic rock.	9	Evaporate: Change from liquid to gas at the surface of a liquid, at any temperature.
10	The water cycle shows how water enters and leave different stores of water.	10	Boil: Change from liquid to a gas of all the liquid when the temperature reaches boiling point.
11		11	Condense: Change of state from gas to liquid when the temperature drops to the boiling point.
12		12	Precipitation: rain, snow, sleet, or hail that falls to or condenses on the ground.
		13	Transpiration: Transpiration is the process of water movement through a plant and its evaporation from aerial parts, such as leaves, stems and flowers.



Forces

Gravity: Big ideas

What expert understanding do we want after 5 years?

Fields produce forces
Big idea

Gravitational, electric, and magnetic forces act at a distance. These can be explained by force fields that extend through space and can move other objects. Objects with mass cause attractive gravitational fields

Electric and magnetic forces are different aspects of one interaction. Magnets cause magnetic fields and changing magnetic fields cause electric fields. Many devices use this interaction to generate motion and electricity.

How does the unit develop this?

Gravitational force
Key Concept

Every object exerts a gravitational force. Gravity holds planets and moons in orbit around larger bodies but depends on distance and mass

Facts

- Gravity decreases with distance

Weight
Key Concept

Weight is the force an object exerts on its support and which causes it to fall. It is mass x gravitational field strength

Sub-concepts

Gravitational field strength

Facts

- Weight = mass x g (field strength)
- Weight is in N, mass in kg

Solar system
Key Concept

The solar system is modelled as planets rotating on tilted axes, orbiting the Sun. It explains day and year length, seasons and how planets and moons appear

Sub-concepts

Planet, orbit, satellite

Facts

- Axis, day and year length
- Planets revolve at different distances from the Sun, which explains different year lengths and temperatures

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.

Know the facts		Key words
1	The Earth is one of eight planets in our Solar System.	Galaxy: Collection of stars held together by gravity. Our galaxy is called the Milky Way.
2.	Planets large objects that are (almost) spherical in shape and orbit the Sun.	Light year: Distance light travels in a year (over 9 million, million kilometres).
3	The Earth spins on its axis 1 times a day. That is why we have day and night.	Stars: Bodies which give out light, and which may have a solar system of planets.
4.	The Earth has seasons as the Earth is moving around the Sun and some parts are tilted towards the Sun and other parts are tilted away from the Sun	Orbit: Path taken by a satellite, planet or star moving around a larger body. Earth completes one orbit of the Sun every year.
5.	Pluto is no longer classed as a planet as it is too small and is quite spherical enough. It hasn't been a planet since 2006.	Exoplanet: Planet that orbits a star outside our solar system.
6.	A year is the time taken to make one complete orbit around the Sun.	Asteroid: A rock in space.
7	We see the Moon due to reflection of the Sun's light	Comet: Made of dust and ice.
8	Planets further from the sun are colder	Natural satellite : an object in space which formed from dust rocks
9	The universe consists of millions of galaxies. Each galaxy contains billions of stars. Each star may have planets, comets and asteroids orbiting them.	Meteor : are bits of dust, rocks that burn up as they move through the Earth's atmosphere.
10	The Moon has different phases due to the positioning of the Earth, Sun and Moon.	Meteorite : is a meteor that has made it to the Earth's surface
11	Our solar system is part of the Milky Way - a galaxy containing hundreds of millions of stars.	Gravity: the force that helped pull the dust and gas together to form our Solar system
12	There are millions of galaxies in the universe.	Constellation : A group of stars we can see in the night sky.
13	A solar eclipse happens when the moon is between the Sun and the Earth	Solar System: The planets form a solar system
14	A lunar eclipse happens when the Earth is between the sun and the moon	Milky way: the name of our galaxy



Light: Big ideas

Energy

What expert understanding do we want after 5 years?

Radiation transfers energy

Big idea

Radiation is the emission of waves or subatomic particles, from a source, which spread through space and through materials. Waves transfer energy without the material moving, and travel as longitudinal vibrations, or as transverse electromagnetic oscillations. Waves have characteristic properties when they meet boundaries, and pass into different materials. High energy wave cause ionisation.

How does the unit develop this?

Reflection

Key Concept

We see objects by reflected light. When a light ray strikes a reflective surface, it changes direction, and the angle of the incident and reflected rays are equal

Sub-concepts

Ray model, image

Facts

- Definition of: Scattering, incident ray, reflected ray, angle of incidence, angle of reflection, total internal reflection
- The difference between absorption and transmission

Refraction

Key Concept

When light passes into a different material, light changes direction. The direction the light bends depends on the difference in refractive index of the two materials.

Sub-concepts

Lens

Facts

- Definition of: Dispersion, retina, spectrum
- The difference between converge and diverge
- How light rays are affected by convex and concave lenses

Know the facts		Key words	
1	Light travels as a transverse wave.	1	Vacuum: A space with no particles of matter in it.
2.	The law of reflection states that angle of incidence is equal to the angle of reflection.	2	Incident ray: The incoming ray.
3	When light enters a denser medium it bends towards the normal; when it enters a less dense medium it bends away from the normal.	3	Reflected ray: The outgoing ray.
4.	Light travels at 300 million metres per second in a vacuum.	4	Normal line: From which angles are measured, at right angles to the surface.
5.	Different colours of light have different frequencies.	5	Refraction: Change in the direction of light going from one material into another.
6.	When a light ray meets a different medium, some of it is absorbed and some reflected.	6	Transparent: A material that allows all light to pass through it.
7	Prisms disperse white light to produce a continuous spectrum	7	Translucent: A material that allows some light to pass through it.
8	Photoreceptors are sensitive to light – there are 2 types rods and cones	8	Opaque: A material that allows no light to pass through it.
9		9	Retina: Layer at the back of the eye with light detecting cells and where image is formed.



Matter

Reactants & products: 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?

Acid reactions Key Concept

There is a pattern in how an acid reacts with a metal or metal carbonate. A word equation shows the reactants and products.

Sub-concepts

Chemical reaction, word equation

Facts

- Tests for hydrogen and carbon dioxide

Oxidation & reduction

Key Concept

During a chemical reaction a substance may gain oxygen (oxidation) or lose oxygen (reduction)

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 and 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

Know the facts		Key words
1	Physical changes are reversible	1 Fuel: Stores energy in a chemical store which it can release as heat.
2.	Chemical changes are NOT reversible	2 Chemical reaction: A change in which a new substance is formed.
3	In a reaction atoms are rearranged to make a new substance	3 Physical change: One that changes the physical properties of a substance, but no new substance is formed.
4.	Chemical reactions can make useful products and transfer energy.	4 Reactants: Substances that react together, shown before the arrow in an equation.
5.	In oxidation reactions ,substances join together with oxygen to form oxides	5 Products: Substances formed in a chemical reaction, shown after the reaction arrow in an equation.
6.	Exothermic change transfers energy to the surroundings	6 Conserved: When the quantity of something does not change after a process takes place.
7	Endothermic change transfers energy from the surroundings	7 FeO : this is the formula for iron oxide
8	Combustion is the burning of a substance in oxygen.	Fossil fuels : these are petrol diesel gas and coal
9	Combustion gives off heat and light.	8 Non-renewable – a substance which cannot be replaced once it is used up
10	When hydrocarbons undergo combustion the products produced will include carbon dioxide and water vapour.	9 Balanced symbol equation :shows the formula of the reactants, how they are arranged and the relative amounts of reactants and products
11	Thermal decomposition involves breaking down large molecules with heat to give simpler products.	10
12	In a chemical reaction mass is conserved. The mass of the reactants equals the mass of the products.	
13	Atoms in a chemical reaction only get re-ordered - they are not created or destroyed.	



Organisms

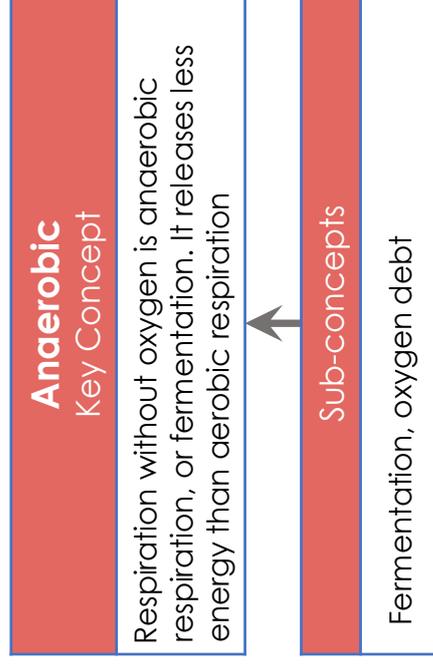
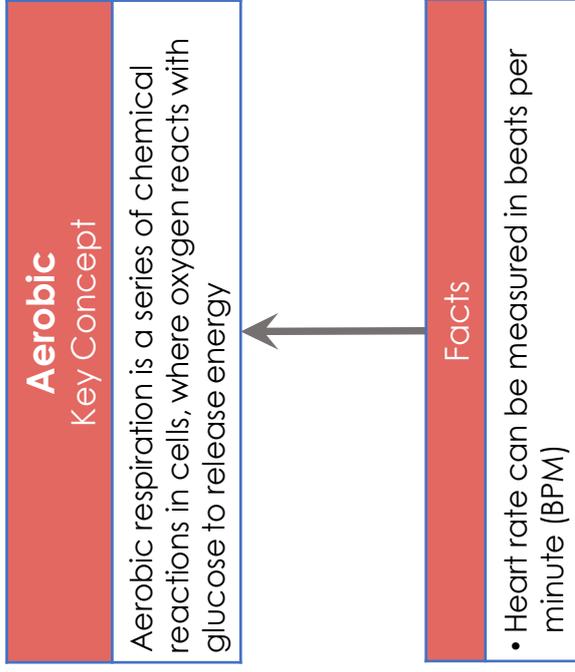
Respiration: Big ideas

What expert understanding do we want after 5 years?

Cells are Alive Big idea

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

How does the unit develop this?



Know the facts	Key words
Multicellular organisms are composed of cells which work together to form a tissues and these group together to make organs..	Diffusion: movement of particles from a place where they are high in concentration to a place where they are in a lower concentration.
Both Plant and Animal cells have a cell membrane, nucleus, cytoplasm and mitochondria.	Chloroplast: Absorbs light energy so the plant can make food (photosynthesis).
Plant Cells also have a Cell Wall, Chloroplasts and usually a Permanent Vacuole.	Cell membrane: Surrounds the cell and controls movement of substances in and out.
Uni-cellular organisms are adapted to carry out functions that in multi-cellular organisms are done by different types of cells.	Nucleus: Contains genetic material (DNA) which controls the cell's activities.
Medical treatments can work at an individual cell, tissue, organ or organ system level.	Mitochondria: Part of the cell where energy is released from food molecules.
Photosynthesis occurs inside chloroplasts.	Circulatory System: Transports substances around the body.
Cells are the building blocks of life – they are the smallest units in an organism.	Respiratory System: Removes Carbon Dioxide from the blood and allows Oxygen to be absorbed and transported.
Specialised cell: Has a particular shape and structure to carry out a specific job.	Muscular - Skeletal Systems: Muscles and bones working together to cause movement and support the body
Respiration is the process by which living things produce energy.	Digestive System: Breaks down and then absorbs smaller food molecules.
Fermentation is a useful chemical process which makes alcohol and carbon dioxide.	Glucose: a type of sugar molecule
Oxygen Debt is a temporary oxygen shortage in the body tissues arising from exercise.	Aerobic: in the presence of oxygen
Lactic Acid is a chemical made in anaerobic respiration	Anaerobic: in the absence of oxygen

Year 8
Science
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Biology

What are the similarities and differences between the breathing system and the digestive system?

Where does respiration take place in living things?

What differences are there between aerobic and anaerobic respiration?

Chemistry

What is the difference between oxidation and reduction? What examples can you give?

What are the three rock types and how are they formed?

Why is the water cycle important?

Physics

What tier 2 and 3 vocabulary do we use in the light topic?

What is the difference between reflection and refraction? What examples of each can you give?

How is light focused in your eye?

Year 8
Science
Knowledge Checklist

**KNOWLEDGE
PROGRESS**

KNOWLEDGE CHECKLIST		R	A	G
1	Multicellular organisms are composed of cells which work together			
2	Oxygen Debt is a temporary oxygen shortage in the body tissues			
3	Lactic Acid is a chemical made in anaerobic respiration			
4	If an acid reacts with a base there are two products: a salt and water			
5	The Structure of the Earth consists of the inner core, outer core,			
6	The water cycle shows how water enters and leave different stores			
7	The Earth has seasons as the Earth is moving around the Sun and some parts are tilted towards the Sun and other parts are tilted			
8	The law of reflection states that angle of incidence is equal to the			
9	When light enters a denser medium it bends towards the normal;			

High Flyers - Enrichment Task



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

Safe use and careful handling of gases, liquids and solids, including careful mixing of reagents under controlled conditions, using appropriate apparatus to explore chemical changes and/or products.

Use of appropriate apparatus to make and record a range of measurements accurately, including length, area, mass, time, volume and temperature.

Geography

Year 8

Year 9
KING'S LYNN ACADEMY

Half Term 6

Natural hazards

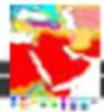
Conflict

Volcano formation

Plate margins



Climate



Dubai/UAE



Countries

Populations

Opportunities

Challenges

Half Term 5

The Middle East

Adaptations

Desertification



Locations



Nigeria focus



Hot deserts

Half Term 4

Physical Geography

The Sahara



Populations

Africa

Rainforest threats

Half Term 3

Location of biomes

Adaptations



ecosystems

Characteristics



Tropical rainforests

Half Term 2

Why do people live in poverty?

Gender equality



Health inequality

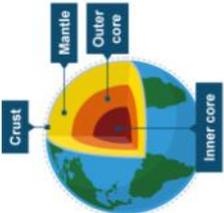
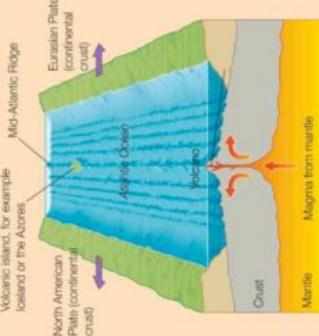
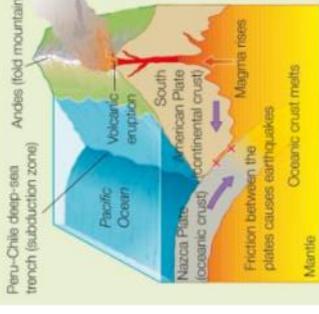
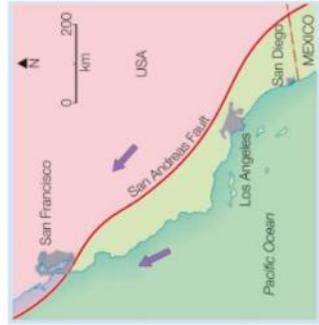
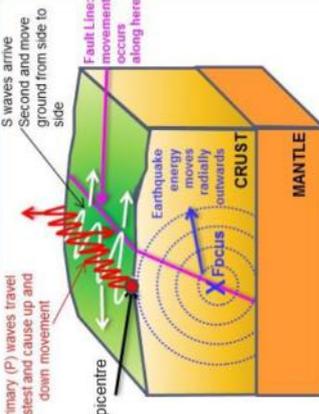
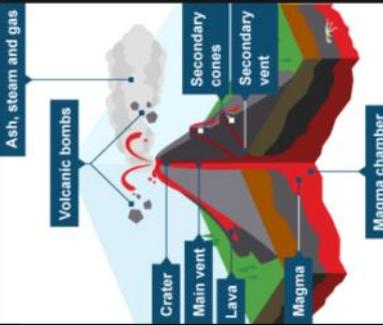
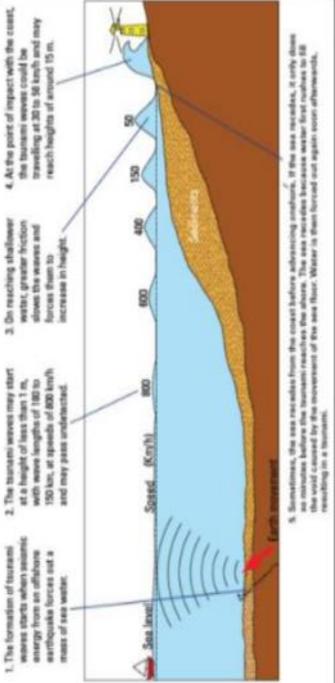
Welcome back to KLA. Your journey continues.

Half Term 1

Measuring development

Development



Plate tectonics	
<p>Structure of the Earth</p> <ol style="list-style-type: none"> The inner core is 5,500°C - extremely hot. It is a very dense solid made from iron and nickel. The outer core is 2,000 km thick and is a liquid. The mantle is semi-molten and about 3,000 km thick. The crust is the rocky outer layer. It is thin compared to the other sections, approximately 5 to 70 km thick. 	<p>Constructive plate margin</p> <ol style="list-style-type: none"> A constructive plate boundary, sometimes called a divergent plate margin, occurs when plates move apart. Volcanoes are formed as magma wells up to fill the gap, and eventually new crust is formed. 
<p>Destructive plate margin</p> <ol style="list-style-type: none"> Destructive plates move towards each other. This occurs when oceanic and continental plates move together. The oceanic plate is forced under the lighter continental plate. Friction causes melting of the oceanic plate and may trigger earthquakes. Magma rises up through cracks and erupts onto the surface. 	<p>Conservative plate margin</p> <ol style="list-style-type: none"> A conservative plate boundary, sometimes called a transform plate margin, occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. 
<p>Earthquakes</p>  <ol style="list-style-type: none"> An earthquake is a sudden shockwave caused by rocks being under stress from the movements of plates at plate boundaries. Eventually the stress in the rock builds up enough to deform and reach breaking point. At that point, the stored up energy is released in the form of shockwaves. 	<p>Volcanoes</p> <ol style="list-style-type: none"> A volcano is an opening in the Earth's crust. It allows hot magma, ash and gases to escape from below the surface. There are two types of volcano, composite and shield. Composite volcanoes are steep-sided and cone-shaped, made up of layers of ash and lava and containing sticky lava which doesn't flow very far. Mount Etna in Italy is a composite volcano. Shield volcanoes have gently sloping sides and runny lava that covers a wide area. Gases escape very easily from shield volcanoes. Mauna Loa in Hawaii is a shield volcano. 
<p>Tsunamis</p> <ol style="list-style-type: none"> The location of tsunamis is the same as the location of earthquakes. The height of tsunamis is the same as the height of earthquakes. Shallow earthquakes with some lengths of 100 to 150 km, at depths of 400 km and may cause tsunamis. At the point of impact with the coast, the water is forced to rise and may reach heights of around 15 m. 	<p>Tropical storms</p> <ol style="list-style-type: none"> A tropical storm is a hazard that brings heavy rainfall, strong winds and other related hazards such as mudslides and floods. Tropical storms usually form between approximately 5° and 30° latitudes and move westward due to easterly winds. The Coriolis force sends them spinning towards the poles. In most areas, tropical storms are given names. The names are alphabetical and alternate between male and female. This makes storms easier to identify, especially when they are close together. It is hard to predict the path of a tropical storm, and therefore difficult to manage an adequate evacuation of an area if needed.
<p>Keywords</p> <ol style="list-style-type: none"> Hazard risk Plate margins Primary effects Secondary effects Immediate responses Long term responses Monitoring Planning 	<p>Probability or chance that a natural hazard may take place.</p> <ol style="list-style-type: none"> The border between two types of plates. Initial impact of natural event caused directly by the hazard. After effects that occur as indirect impacts, sometimes on a longer timescale. Reaction of people as the disaster happens. Later reactions that occur, days, weeks, months or years after the event. Recording physical changes and using scientific methods to help inform decisions. Actions taken to enable communities to respond to/recover from disasters.



Geography Knowledge Organiser Summer (term 6): The Middle East

Have you ever wondered where the Middle East is? Why the population there is so diverse? The reasons for why it is a major economic region of the world? Have you been curious about why there is ongoing conflict in the region or why it is an important world region?

Keywords

Plain	A large area of flat land.
Ethnicity	Belonging to a particular ethnic group (based on race, culture, religion, traditions and customs).
Crude oil	Naturally occurring and unrefined petroleum that can be refined into diesel, petrol, gas and other petrochemicals.
Diversifying	The creation of a much wider variety of new business and job opportunities in a region.
Forced migration	Movement of people away from their homes due to political conflict, natural disaster or environmental hazards.
Mediterranean climate	Region that experiences mild winters and warm summers.
Peninsula	As area of land almost surrounded by water but is joined to a larger piece of land.
Water stressed	When the demand for water exceeds the available amount during a certain period or when poor quality restricts its use.
Infrastructure	The basic systems and services are necessary for a country or organization to run smoothly e.g. buildings, transport and water and power supplies.

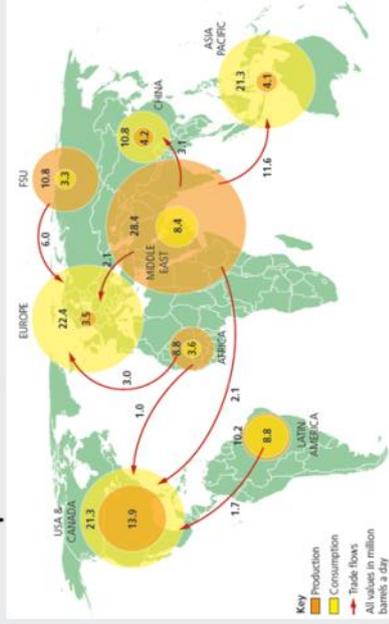
Countries of the Middle East



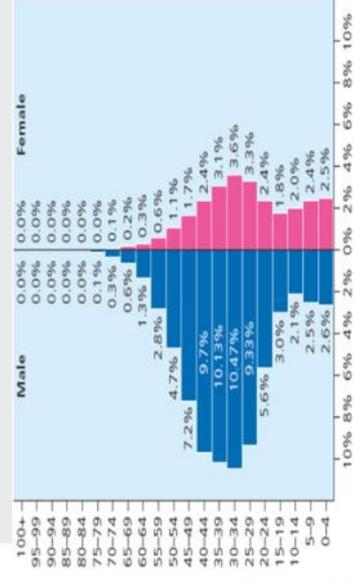
The Middle East physical geography



The importance of oil



Population pyramid of the United Arab Emirates



Geography Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Can you remember?

What Middle Eastern countries have a plentiful supply of resources?

What features are made at constructive plate boundaries?

What type of waves occur in an earthquake?

Apply your knowledge

How have the Middle East's natural resources driven the economy?

How have poorer countries been affected by a lack of natural resources?

Why are effects of hazards worse in LICs?

Stretch yourself!

What historical factors have caused conflict?

Which are more important for tropical storms—initial or long term responses?

How can repeated natural hazards affect a country's economy?

Geography

Knowledge Checklist

KNOWLEDGE PROGRESS

KNOWLEDGE CHECKLIST		R	A	G
1	To understand what countries are in the Middle East			
2	I can explain why the Middle East is an important economic region.			
3	I can explain how the U.A.E. has developed.			
4	I can explain why there is ongoing conflict in the Middle East.			
5	To understand why the Middle East is an important world region.			
6	I can name the 3 plate margins.			
7	I know what can cause earthquakes.			
8	I can describe the 2 types of volcano.			
9	I know what causes an increase in height in a tsunami.			
10	I can identify the locations where tropical storms form.			

High Flyers - Enrichment Task



1) To research current news outlets to keep up do date with current affairs in The Middle East.
Write your own newspaper article.

https://www.bbc.co.uk/news/world/middle_east

2) Use <https://earthquake.usgs.gov/earthquakes/map/?extent=16.80454,-137.19727&extent=55.02802,-52.82227> to locate a recent earthquake—write a paragraph about the potential effects of this (consider its location, depth and magnitude)



Poverty, violence and crime
Year 9



History

1453 - 1760

Year 8

KING'S LYNN ACADEMY

Georgian Aristocracy

Jacobite uprisings

The Restoration



The Elizabethan Golden Age



Global exploration



Print, gunpowder and astronomy

Parliamentary Government

Creation of Great Britain

Restoration England

The Great Fire of London

Cromwell's Commonwealth

Trial and execution

Charles I and Parliament

The Outbreak of War

James I and the Gunpowder Plot

The Spanish Armada

Elizabeth I

Mary I's counter reformation

Henry's 'Great Matter'

The English Reformation

The Reformation

The young Henry VIII

Christopher Columbus

The 'New' World

Half Term 6

Half Term 5

Half Term 4

Half Term 3

Half Term 2

Half Term 1

The Glorious Revolution



Fighting the English Civil War

Rich and Poor in Tudor England



Henry VIII and Edward VI

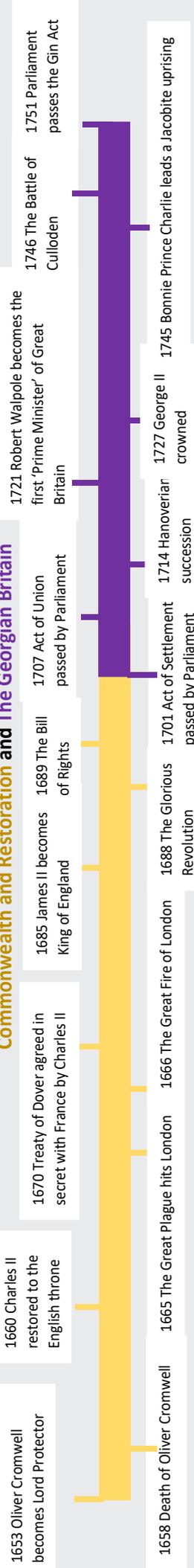


Welcome back to KLA. Your journey continues.



The Italian Renaissance

Commonwealth and Restoration and The Georgian Britain



The Commonwealth and Restoration 1649 - 1689	
Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Commonwealth: the period when England ceased to be a monarchy and was at first ruled by parliament.</p> <p>Exile: being forced to live outside your native country, typically for political reasons.</p> <p>Firebreaks: a man might get incombustible material used to prevent the further spread of fire.</p> <p>Godly Providence: the peaceful rejection of James II as King, and replacement by William and Mary.</p> <p>Illegitimate: not recognised as lawful, once used to describe someone born of unmarried parents.</p> <p>Military Dictatorship: a form of government where the military hold sole power over the state.</p> <p>Plague: the most common variant is bubonic plague, named after the swellings on victim's bodies.</p> <p>Rational thought: the idea that reasoning, not superstition, should be the source of human knowledge.</p> <p>Royal Society: a group founded in 1660 for the advancement of scientific knowledge.</p>	<p>Declaration of Breda: a series of promises made by Charles II prior to his restoration as king.</p> <p>Glorious Revolution: the peaceful rejection of James II as King, and replacement by William Mary.</p> <p>Great Seal: a seal used to show the monarchs approve of important state documents.</p> <p>Lord Protector: the title given to Oliver Cromwell as head of the English state and the Church of England.</p> <p>Miasma: the theory that diseases caused by the spreading smell of poisonous cloud of bad air.</p> <p>Regicide: the deliberate killing of a monarch, or the person responsible for doing so.</p> <p>Restoration: the return of the monarchy to England with Charles II's Coronation in 1660.</p> <p>Rump Parliament: the remaining members of the parliament after it is purged before Charles I's trial.</p> <p>The Bill of Rights: a document establishing parliament's rights and limitations to the monarch's power.</p>

Georgian Britain	
Tier 2 Vocabulary	Tier 3 Vocabulary
<p>10 Downing Street: traditional home of the English Prime Minister since the reign of George I.</p> <p>Aristocracy: the government of a country by an elite class, often with hereditary titles.</p> <p>Clan: ancient family from the Highlands of Scotland.</p> <p>Great Britain: a name given to the island comprising England Wales and Scotland.</p> <p>Highlands: a sparsely populated area of northern Scotland known for its mountainous landscape.</p> <p>House of Commons: the lower house in parliament, where seats go to MPs elected by the people.</p> <p>House of Lords: the upper house in parliament, where at this time seats are inherited by members of the peerage.</p> <p>Satirical: using humour to criticise human failings, often in the context of politics.</p> <p>Suppression: a dominant political power limiting the freedom and activity of a group of people.</p>	<p>Act of Settlement: a law passed in 1701 ensuring a Protestant would succeed Queen Anne.</p> <p>Act of Union: a law which united England and Scotland in 1707 and created Great Britain.</p> <p>Grand Tour: journey taken by upper class young men to experience the art and culture of Europe.</p> <p>Highwayman: armed robbers on horseback who attacked people travelling in stagecoaches.</p> <p>Jacobite: supporters of the Stuart claim to the throne, following the Exiles of James II.</p> <p>Season: a 6-month period when parliament was in session and the aristocracy came to London.</p> <p>Share: a portion of a company that can be bought, bringing with it a portion of the profits.</p> <p>Stagecoach: a horse drawn carriage used for long distance travel.</p> <p>Tories: a political party which originally formed to protect the power of the King.</p> <p>Whigs: a political party which originally formed to limit the power of the King.</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.

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

The Great Fire of London, Robert Walpole becomes the first Prime Minister of Britain, Battle of Culloden, Charles II is crowned King, the Glorious Revolution.

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

Sir Isaac Newton, Charles II, Oliver Cromwell, Dick Turpin, Queen Anne.

Apply your knowledge

Explain what was important about the development of Parliamentary Government.

Write an account of the Battle of Culloden.

In what ways did Restoration England see the development of science?

Stretch your thinking!

Outline the similarities between the Black Death of 1346 and the Great Plague of 1665. Consider the following:

- Explanations for both plagues
- Treatments used for both plagues

Year 8

History

Knowledge Checklist

KNOWLEDGE PROGRESS

KNOWLEDGE CHECKLIST		R	A	G
1	Cromwell's Commonwealth, including actions towards Ireland and Scotland, being Lord Protector and Cromwell's death.			
2	The Restoration of the Stuart Monarchy (Charles II 1660-1685).			
3	Restoration England, including the scientific revolution and the Great Plague.			
4	The Great Fire of London.			
5	The Glorious Revolution, including the reign of James II (1685-1688).			
6	Creation of Great Britain, including the Hanoverian succession.			
7	Parliamentary Government, including the first Prime Minister.			
8	Jacobite Uprisings, including Bonnie Prince Charlie and the Battle of Culloden.			
9	Georgian Aristocracy, including leisure and entertainment and Samuel Johnson.			
10	Poverty, Violence and Crime in Georgian Britain, including the satirical cartoons of William Hogarth.			

High Flyers - Enrichment Task



This high flyers task is going to focus on the poverty, crime and violence aspect of our Georgian Britain unit. You are going to write a crime report using the Old Bailey records—here you will find trial transcripts from real crimes which were committed by real people during the Georgian period! Your task is to focus on 5 crimes committed within the 18th century, these can be found on the Old Bailey website: <https://www.oldbaileyonline.org/forms/formMain.jsp>

Once you have found 5 crimes you need to study them individually and together to write a report which focuses on the following aspects (you may choose to use these as subtitles for your write up):

- Summary of the crimes committed during this period
 - Summary of the motivations behind the crimes committed (is poverty a motivating factor for example?)
 - Summary of the punishments given for the crimes
- 41 Write up of the differences between Georgian crime and punishments with today.

French

Year 8

Year 9

NG'S LYNN ACADEMY



I ❤️ REVISION

Term 6

Relationships

Jobs – m/f forms

Transport

Clothes



Possessive adjectives



Term 5

More adjectives



More perfect tense:
re and ir verbs

Perfect tense with *etre*

Past tense opinions

Your
Opinion
matters

**PAST
TENSE**

Irregular verbs in perfect
tense

Term 4



Paris

I ❤️ REVISION



Introducing
perfect tense

Term 3

Music



Using *je veux*

Internet

Present tense of *faire/aller*

Time expressions



Film



Term 2

Revising time



Extending opinions

Welcome back to KLA your Journey continues

Term 1

TV

Revising phonics





Year 8 French Half Term 5+6

Topic specific vocab

<u>Jobs vocab</u>	
acteur/actrice	actor
agriculteur/agricultrice	farmer
avocat	lawyer
agent de police	Police officer
boucher/-ère	butcher
boulangier/-ère	baker
infirmier/-ère	nurse
pompier	fireman/woman
serveur/-euse	waiter/ress
soldat	soldier
professeur	teacher
médecin	doctor
vendeur/-se	shop assistant

<u>Adjectives</u>	
casse-pieds	annoying
curieux/curieuse	curious
débrouillard(e)	resourceful
égoïste	selfish
gentil(le)	nice
optimiste	optimistic
pessimiste	pessimistic

Clothes

des baskets	trainers
des bottes	boots
des chaussures	shoes
une chemise	a shirt
un chapeau	a hat
un jean	jeans
une jupe	a skirt
un pantalon	trousers
un pull	a jumper
un sweat à capuche	a hoodie
un tee-shirt	a T-shirt
une veste	a jacket

Useful high frequency language

Colours

blanc(he)	white
bleu turquoise	turquoise
gris(e)	grey
marron chocolat	chocolate brown
noir(e)	black
vert kaki	khaki

Relationship verbs

Grammar

To talk about our relationships with others, we use *reflexive verbs*.

This means that the verb is 'reflected' back on ourselves. You know one already:

Je m'appelle = I call myself

Here are some key ones:

s'amuser	to have fun
se chamailler	to squabble
se confier des secrets	to tell each other secrets
se dire	to tell each other
se disputer	to argue
s'entendre	to get on
se fâcher	to get angry



Other useful words

avec	with
bien	well
en général	in general
ensemble	together
par moments	at times
plutôt	rather
sinon	otherwise
surtout	especially
vraiment	really

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Write this in French:

Usually, I get on well with my family. However, sometimes, I argue with my brother because he is annoying. My sister is very funny and often intelligent. I have fun with my dad because he is really kind. He is a fireman and my mum is a doctor. I want to be a builder.

Medium Questions

Write these in French

My brother is annoying

My sister is funny

Write these in French

I get on with

What is a BANGS adjective?

Easy Questions

Write down three negative adjectives in French

Write down three positive adjectives in French

What do the following mean in English

Year 8
French
Knowledge Questions

**KNOWLEDGE
 PROGRESS**

KNOWLEDGE CHECKLIST		R	A	G
1	I can talk about my family.			
2	I can describe people's personalities.			
3	I can use reflexive verbs to describe relationships with others			
4	I can use adjectives correctly			
5	I can understand how to use BANGS adjectives			
6	I can recall lots of clothes items			
7	I can recall jobs vocabulary			

Year 9

German

Year 8

KING'S LYNN ACADEMY

Term 6

Future tense with werden

Adjective noun agreement

TMP word order

Daily routine and separable verbs

Term 5

Regular and irregular verbs in present tense

Healthy lifestyles and modal verbs

Term 4

Using subordinating conjunctions and modal verb

Term 3

Perfect tense on holiday activities

Booking accommodation

Term 2

Extending sentences with frequency words and opinion

Using a range of pronouns

Term 1

Your Journey starts here

Personality and description

Introducing yourself



Y8 German - Summer Term

Modal Verbs

Rule= Pronoun+modal+rest+ verb (-en ending)

Ich/Man muss....	I/you have to....
Ich/Man darf...	I am/you are allowed to
Ich/Man muss nicht....	I/you don't have to
Ich/Man darf nicht.....	I/you am/are not allowed to

Ich muss um 22 Uhr ins Bett gehen.
Ich darf in Deutsch Wasser trinken.
Man muss eine Uniform tragen.

Kleider/ Klamotten

Clothes

der Rock	skirt
der Mantel	coat
der Anzug	suit
der Kapuzenpulli	hoodie
die Jeanshose/ die Jeans	jeans
die Hose	trousers
das Kleid	dress
das Hemd	shirt
das T-Shirt	T-shirt
die Schuhe	shoes
die Stiefel	boots
die Sandalen	sandals

Was trägst du? What do you wear? / What are you wearing?

Ich trage... Er/sie trägt...	I wear/ I am wearing He/she is wearing
einen kurzen Rock	a short skirt
einen langen Mantel	a long coat
einen lässigen Kapuzenpulli	a casual hoodie
eine weite Hose	a baggy pair of trousers
eine schmale Jeanshose	a pair of skinny jeans
ein kariertes Hemd	a checkered shirt
ein gepunktetes Kleid	a spotty dress
ein gestreiftes T-Shirt	a stripy T-shirt
schicke Stiefel	smart boots

Wie ist dein Stil?

What is your style?

lässig	casual
trendig	trendy
sportlich	sporty
klassisch	classic

Ich mache mich fertig

I get myself ready

Ich style mir ...die Haare	I style my hair
Ich putze mir... die Zähne	I brush my teeth
Ich schminke mich..	I put on make-up
Ich ziehe mich.. an	I get dressed
Ich sehe mich... im Spiegel an	I look at myself in the mirror
Ich benutze... ein Deo	I put on deodorant
Ich wähle ...meine Kleider aus	I choose my clothes

Wie ist es? What is it like?

kurz	short
lang	long
weit	wide-leg/ baggy
schmal	slim-leg/ skinny
schick	smart
locker	casual
kariert	checkered
gepunktet	spotty/ polka dot
gestreift	stripy
glänzend	glittery

ein erstes Date

A first date

Was wirst du machen?

What will you do?

ich werde...

I will...

die Karten im Voraus kaufen	buy the tickets in advance
einen guten Film auswählen	choose a good film
früh ankommen	arrive early
...abholen	pick up...
etwas Schickes anziehen	put on something smart
genug Geld mitnehmen	take enough money with me
mit dem Bus in die Stadt fahren	go by bus to town
ins Kino gehen	go to the cinema
essen gehen	go out to eat

Wann?

When?

Um drei Uhr	at three o'clock
Um fünf nach drei-	at five past three
Um Viertel nach drei-	at quarter past 3
Um halb vier	at half past three
Um zwanzig vor vier	at 20 to four
Um Viertel vor vier	at a quarter to 4
Um fünf vor vier	at five to four

German Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Translate this paragraph into English:

I have a date with Jamie. We will go to the cinema. I will choose a good film and I will buy the tickets in advance. I will pick up Jamie, but I will not arrive early. I will put on something smart and I will take enough money with me. We will take the bus to town.

Medium Questions

Write these sentences in German:

1. I have to go to school.
2. I don't have to play football.
3. You have to learn Maths.
4. You have to wear a uniform.

Add the correct indefinite article (der= einen/die= eine/das=ein) and translate

1. Ich trage _____ blauen Kapuzenpulli.
2. Er trägt _____ weißes Hemd.
3. Sie trägt _____ langen Rock.
4. Wir tragen _____ schwarze Hose.
5. Meine Mutter trägt _____ warmen Mantel.

Easy Questions

What time is it? Es ist Viertel nach drei. Es ist Viertel vor fünf

Translate: trending/sportlich/lässig/kurz

List 5 items of clothing in German:

Year 8
German
Knowledge Checklist

**KNOWLEDGE
 PROGRESS**

KNOWLEDGE CHECKLIST		R	A	G
1	I can name at least 5 items of clothing			
2	I can list at least 5 adjectives to describe clothing			
3	I can use the verb to wear in <i>I,he,she,we</i> form			
4	I can identify modal verbs			
5	I can make a sentence with <i>have to</i> and <i>allowed to</i>			
6	I can write at least 3 sentences using the future tense			
7	I can understand some key phrases on getting ready			
8	I can tell the time in German			
9	I can write a paragraph in German (20 words or more)			

High Flyers - Enrichment Task



Write a dialogue in German between 2 people arranging to go out to the cinema.

Gluteal Hamstrings Abdominals Gastrocnemius



Topic: Hustle to gain more muscle

Quadriceps

Muscular System

Latissimus Dorsi Pectorals
Triceps Trapezius Bicep Deltoid

Key Concept: Understanding the body



Clavicle Pelvis Vertebrae Phalanges

Topic: I have got a bone to pick with you

Skeletal system

Tarsals Sternum Femur Meta-tarsals
Ribs Ulna Humerus Meta-Carpals Tibia Fibula
Vertebrae Radius Carpals Cranium

Key Concept: Understanding the body



Topic: Fuelling your engines!

Balanced diet

Healthy proportions

Impacts of a poor diet

Balanced Diet

Key Concept: Health & Well-Being



Body composition

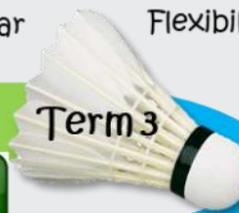
Power Speed Reaction Time

Components of fitness

Topic: Battle of the fitness components

Agility Muscular Strength Muscular Endurance Cardiovascular Endurance Flexibility
Co-ordination

Key Concept: Personal Challenge



Increase body temperature



Benefits of warming-up



Training session: warming-up & Cooling-down

Prevent injury

Topic: Move & Groove

Raise Heart Rate



Key Concept: Health & Well-Being



Social Reasons Mental Reasons

Reasons why people take part in sport

Topic: Change for life!



Physical Reasons Fitness

Key Concept: Health & Well-Being



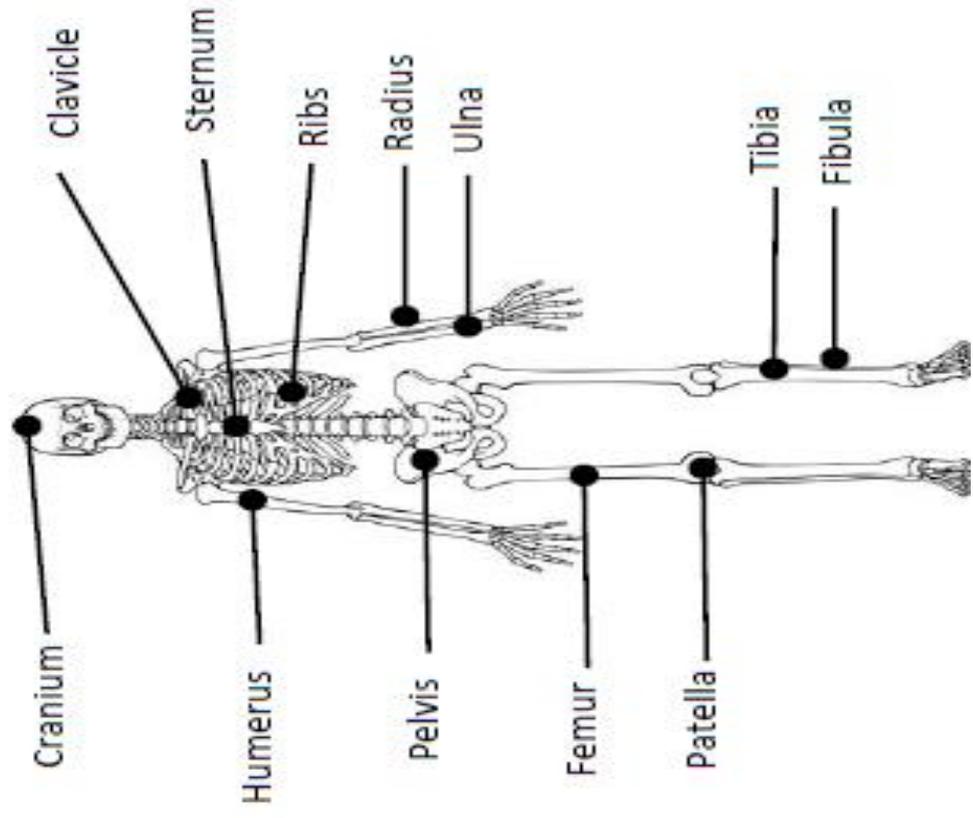
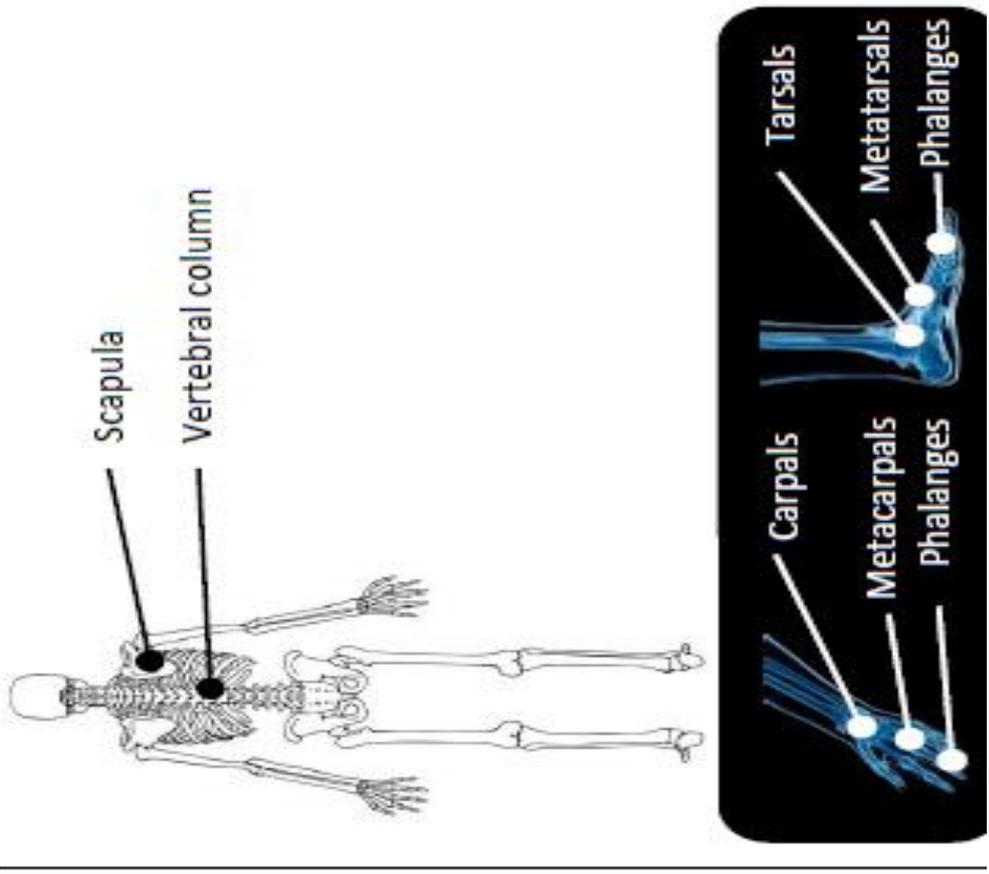
Welcome to PE

Health

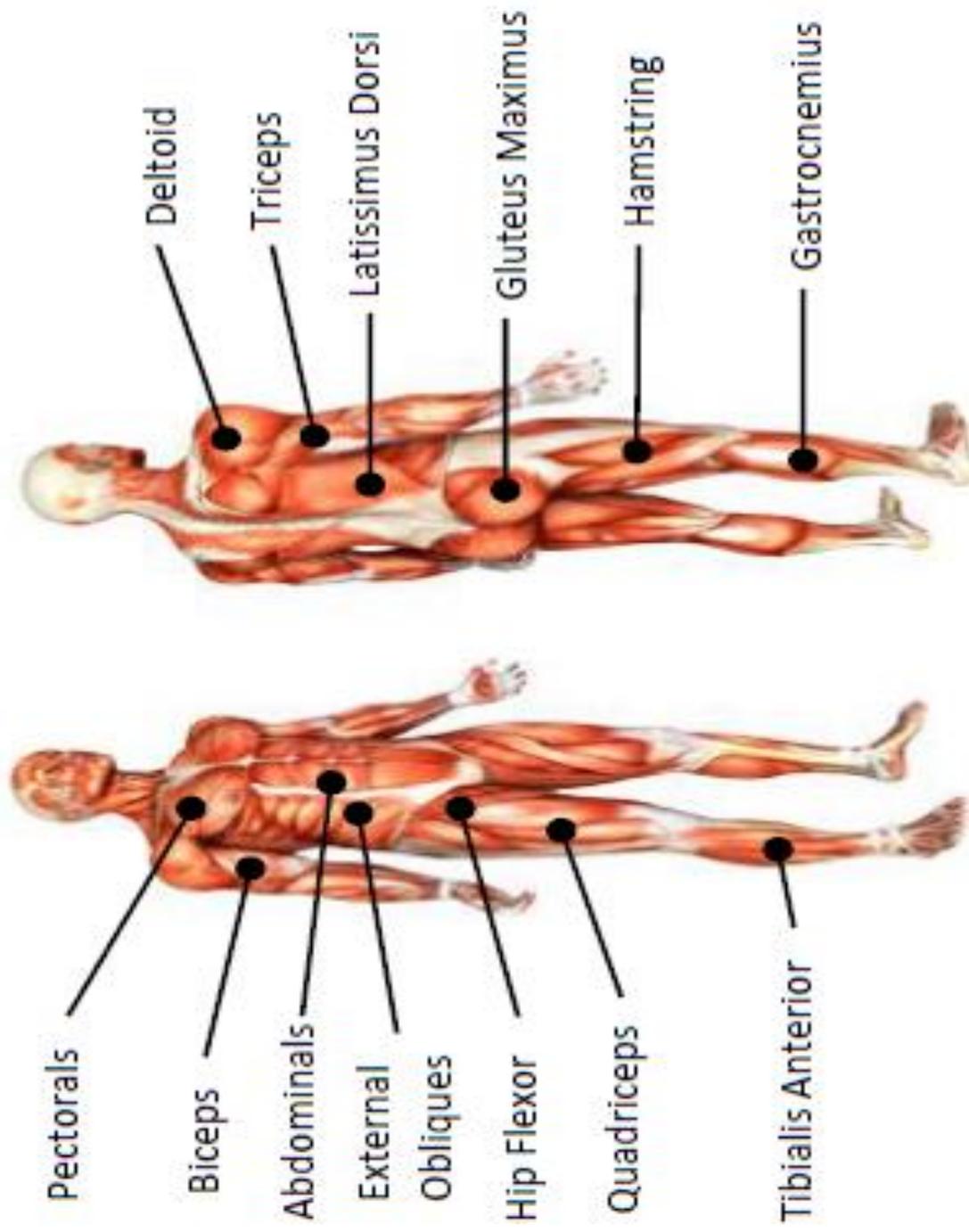


Exercise

Structure of the Skeletal System

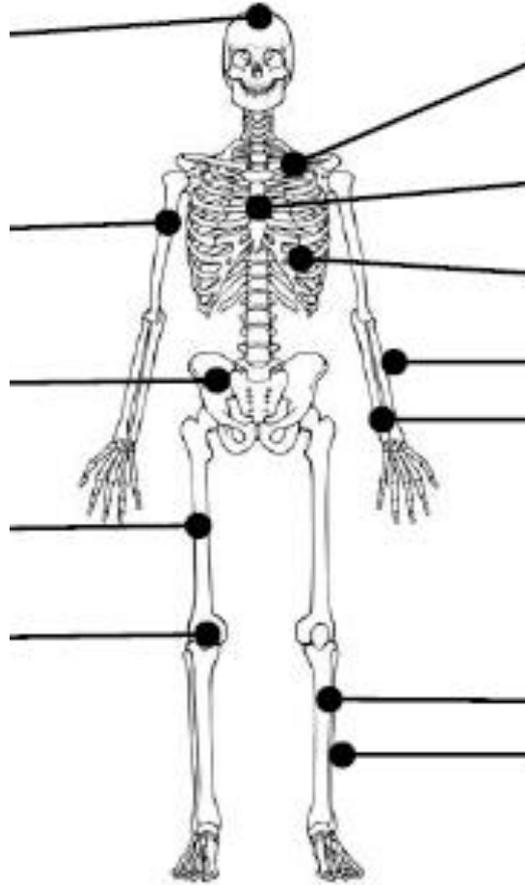


Structure of the Muscular System

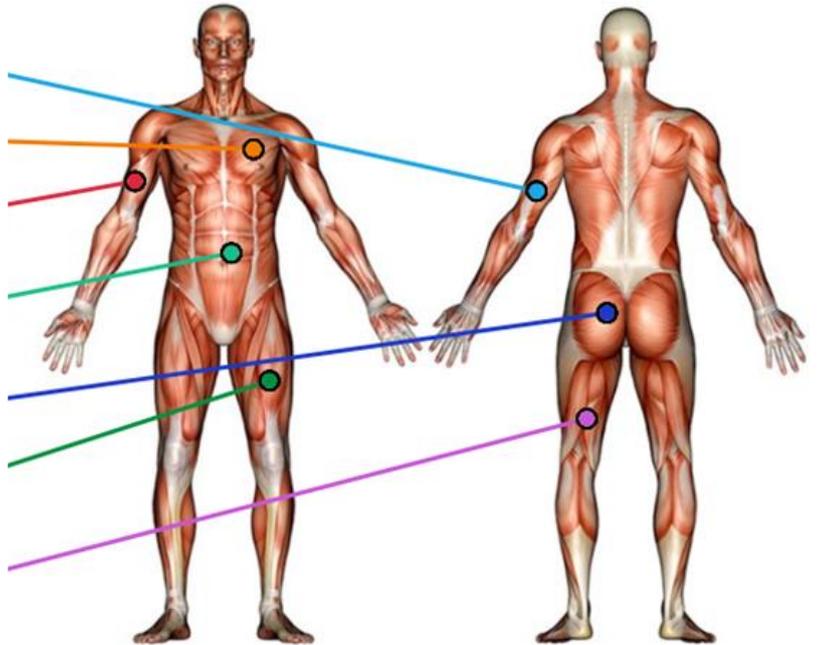


Physical Education Knowledge Questions

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 muscles in the upper body Pectorals Deltoid Biceps Triceps Abdominals External obliques Latissimus dorsi			
2	To know the names of major bones in the upper body Cranium Clavicle Humerus Sternum Ribs Radius Ulna Scapula Vertabral column Carpals			

High Flyers - Enrichment Task



Name 3 important muscles involved in the action of throwing a javelin.

Year 9

Technology

Year 8

KING'S LYNN ACADEMY



Topic Test



Reflect and evaluate on the outcome



Quality Control (QC)



Wood Stain



Research and learn about existing products

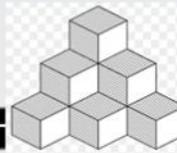


Developing and Planning final design.

Manufacturing Bird Box

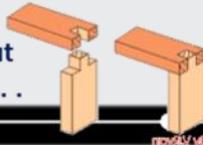


Isometric Drawing of Bird Box



Learning/Practising finishing techniques.

Learning to mark out wood & finger joints.



Finishing Techniques



Wood joints

Using workshop tools and equipment to practise wood joints. A test piece to help practise with the tools and equipment



Coniferous Trees



Learning about deciduous and coniferous trees

Learning how to use new equipment. E.g Belt sander & Tenon saw



DECIDUOUS TREE IN FOUR SEASONS (KOREAN STEPHANIA TREE)



Looking at how wood production affects our environment and sustainability



Learning about different materials and tools used in this project



Safety First!



Health and safety

Welcome back to KLA your Journey continues

Bird Box

Learners must be able to:

Birdbox

YEAR 8 CRAFT TECHNOLOGY

- Develop, plan, and communicate ideas.
- Work with tools, equipment, materials, and components to make quality products.
- Know and understand material properties and components.
- Evaluate processes and the final product.

THE DESIGN CYCLE

Reflect back to Design Brief

WWW EBI

How to improve

Manufacture/to make

Measurements

Step by step

Equipment and materials

Manufactured

Sheet materials manufactured from timber waste or layers of wood and adhesive including MDF, plywood and hardboard

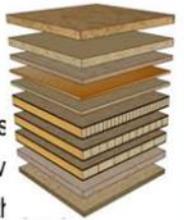
Choose most successful design.

Test ideas

Modify and make changes

Manufactured Wood

Man made woods or manufactured boards have become important as a substitute for solid wood over the past number of years.



The main advantages are

- Help conserve tropical forests
- They are economic alternative
- They come in large sizes with thickness
- They are stable

Material Properties

Hardwood	Softwood	Manufactured
Darker Colour	Lighter Colour	Pale or veneered wood
Heavy	Lighter Weight	Lighter weight
Expensive	Cheap	Inexpensive
Long lasting	Knotty	Long lasting
Weather Resistant	Weather Resistant When treated	Weather Resistant When treated
More Environmental Impact	Less Environmental Impact	Less Environmental Impact

Hardwoods



Comes from deciduous trees

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

Beech

Oak

Ash

Teak

Hardwood

Timber from a deciduous tree. They are slower growing and more expensive.

Softwoods



Comes from coniferous trees

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

Pine

Spruce

Cedar

Fir

Softwood

Timber from an evergreen or coniferous tree. Fast growing.



Isometric (3D drawing)

CAD/CAM



High Quality 3D Design Ideas

Reading List

- [Basic technical drawing by McGraw-Hill Education](#)
- [CGP Design and Technology Revision guide and workbook](#)
- [D&T app for smartphones](#)
- www.bbcbite-size.co.uk

Key Words

- 1 Design
- 2 Tenon Saw
- 3 Functional
- 4 Sustainability
- 5 Measurements
- 6 Plywood
- 7 Accuracy
- 8 Dowel
- 9 Properties
- 10 Belt Sander
- 11 Environmental
- 12 Pillar Drill
- 13 Try-Square
- 14 Coping Saw
- 15 Pine wood
- 16 Softwood
- 17 Hardwood
- 18 Wood Stain
- 19 Manufactured wood
- 20 Isometric
- 21 Annotate

Properties and Definitions of Wood and Manufactured Wood

Properties of Wood	Definition
hardwood	Timber from a deciduous tree.
softwood	Timber from an evergreen or coniferous tree.
tight-grained	Timber with a high ring count, slower growing and denser.
loose-grained	Timber with a low ring count- faster growing.
dense	Can be deformed without losing toughness.
straight-grained	Timber which has grown straight, has a uniform grain.
knotty	Irregularity in wood grain, where a branch or offshoot existed.
weather resistant	A tight-grained timber has good water and heat resistance.
stiff	A timber that does not bend easily.
easy to work	A timber that is either low or medium density. Easy to cut and shape.
lightweight	A timber that is light in weight.
attractive grain	When polished or varnished, a timber's grain is eye-catching.

Hardwood Trees

Oak
Beech
Balsa
Mahogany

Softwood Trees

Pine
Cedar
Red Deal
Scots Pine

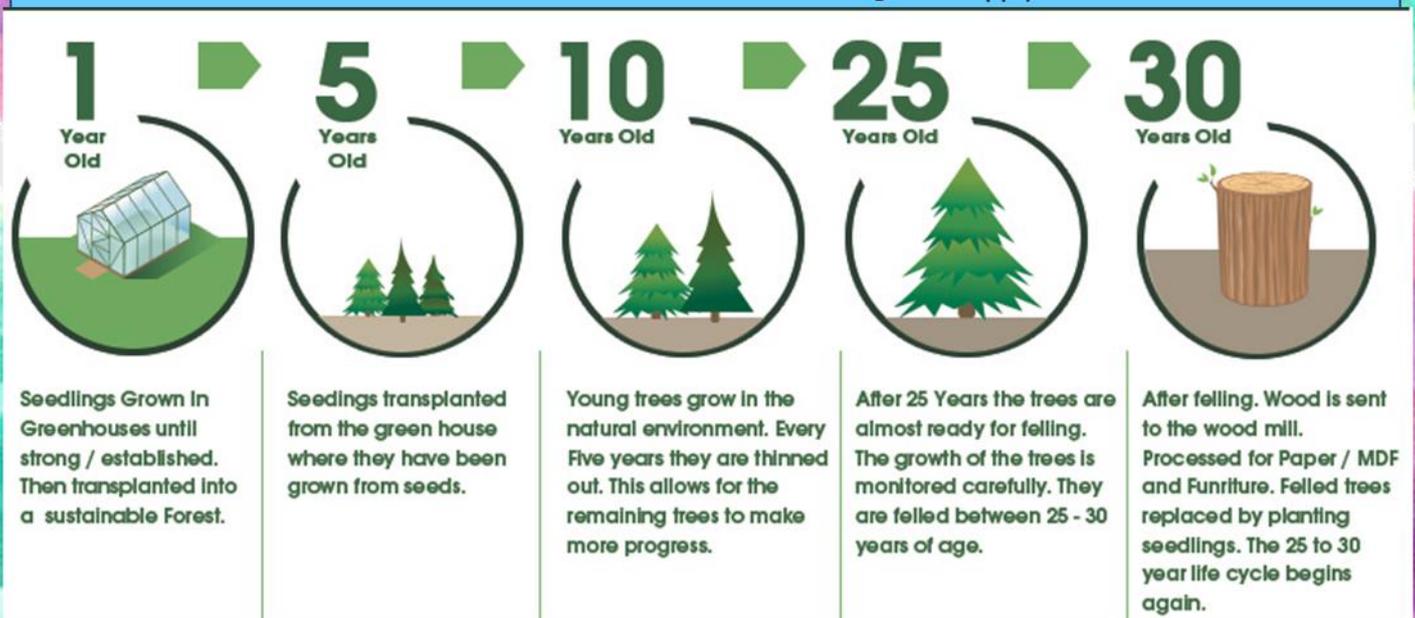
Manufactured Wood Sheet Material

Plywood
MDF
Chipboard

Sustainable Life Cycle

Sustainable wood comes from **sustainably** managed forests.

The forest landscape is managed to prevent damage to eco-systems, to wildlife and to the trees themselves. As mature trees are felled they are replaced with seedlings. Trees are a renewable resource, when managed sustainably they also can be used to address important human needs without ever exhausting the supply.



YEAR 8 TECH

TOOLS & EQUIPMENT BIRD BOX PROJECT

	Tool/Equipmen † <u>name</u>	
	Process	
	Tool/Equipmen † <u>name</u>	
	Process	
	Tool/Equipmen † <u>name</u>	
	Process	
	Tool/Equipmen † <u>name</u>	
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	Tool/Equipmen † <u>name</u>	
	Process	
	Tool/Equipmen † <u>name</u>	
	Process	
	Tool/Equipmen † <u>name</u>	
	Process	

Design and Technology Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

Name a softwood, hardwood and a manufactured wood.

Name two properties of each wood type.

Complete this sentence -Cut the waste, _____.

+

Put these tools in order of use glass paper, Tenon saw, file.

Explain three things we are learning about while making a test piece.

Explain how making a test piece prepares us for making the bird box.

*

Explain what is a sustainable resource.

Explain three benefits of using Pine-a softwood.

Explain three benefits of using Plywood-a manufactured wood.

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.

FOOD TECH

Year 8

Year 9

KING'S LYNN ACADEMY

Reflect & evaluate

EVALUATION



Add all together and cook further 2 mins. Then add breadcrumbs and bake



Melt the butter add the flour and whisk then gradually add the milk.

Chop tomatoes & drain macaroni



Grate cheese & peel & chop garlic



Wash up & dry

Add tomatoes & stir well. Pour in stock. Reduce heat & simmer gently for 30 mins. Taste & season



Add garlic & cook for 2 mins. Add grated carrot. Pour mince & juice back into pan

Add tbsp. oil, add onions & salt. Fry gently for 5-6 mins

Cook mince over medium heat until browned. Remove from pan.

Heat saucepan. Add olive oil. Once hot add beef mince & seasoning



Bolognese

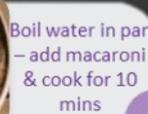


Reflect & evaluate

EVALUATION

Mac & Cheese

Written Step-by Step



Boil water in pan - add macaroni & cook for 10 mins



Stir the chocolate mixture in to the eggs very carefully. Sift in the flour and cocoa and fold together gently.



In separate bowl whisk eggs and sugar

In a bowl over the pot, melt the butter and 185g of chocolate. Take off heat



Put 2cm of water in pan & boil



Brownies



Reflect & evaluate

EVALUATION



Learning about seasonality

Wash up & dry

Cook in oven for around 15 mins or until done



Roll into patties and place on baking tray



Mix mince in bowl with chosen herbs & spices

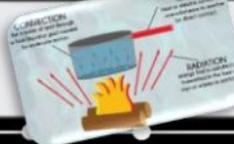


Written Step-by Step



Burgers

Learning about heat transfer



Written Step-by Step



Reflect & evaluate

EVALUATION

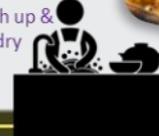
Reflect & evaluate

Flour the chicken, then egg then cover in breadcrumbs



Place on tray and then bake for 20-25 mins

Wash up & dry



Reflect & evaluate

Food process the bread into breadcrumbs



Crack the egg into a bowl



Cut the chicken on a red board



Written Step-by Step



Health & Safety & Hygiene Posters!



Knife Skills & Knife Safety

Hygiene and safety in the kitchen.



Chicken Nuggets



Minerals and Vitamins in food. What is in which & why we need them

Health & Safety, Hygiene, vitamins & minerals, heat transfer & seasonality

Welcome back to KLA your Journey continues

Food Tech Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

What is an oven?

Why do we need to be hygienic in the kitchen?

What is a balanced diet?

+

Name 3 functions of eggs

What are the most important safety rules in the kitchen?

*

What are the different methods of heat transfer?

What does Seasonal mean?

What impact does a diet high in sugar have?

Food Tech 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 9 ART HERE WE COME!

KING'S LYNN ACADEMY

ART Y8



Roy Lichtenstein Pop Art

Andy Warhol

Watercolour Techniques

Bold Colour

Pop Art

Cubism

Pablo Picasso

Georges Braque

Fragmented Instruments

Mixed Media

Mixed Media Techniques

Cubism

Colour Mixing

Tints and Shades

Surrealism

Dream Paintings

Watercolour Techniques

Hyper-Realist Painting Style

Surrealism

Rene Magritte

Poly Printing

Paper Mache

Earthy Colours

3D African Mask

Acrylic Painting

3D Modelling

Art Mache

Mixing and Blending

Printing Techniques Designing

Africa

African Artist Research

Pattern

Culture

African Batik Pattern

Inspiration from African fabric

African Prints

Grid Method

Tonal African Animal

Tone

Details Shading Techniques

Year 8 Starts

Africa

Welcome to year 8
Your journey continues...



AFRICA / SURREALISM / CUBISM / POP ART

START

Year 8 Rotation 1 (20 lessons)

Africa and surrealism in Art



Learners must be able to:

- Appreciate and explore different cultural approaches to art.
- Experiment with three dimensional art forms.
- Understand key movements in art history.

Understanding African culture

Introduction to African culture
Drawing African animals using the grid method.

African Poly Printing

Yinka Shonibare African batik fabric.
Creating a design and poly printing using paint.

Artists

Africa
Yinka Shonibare
Pablo Picasso

Surrealism
Rene Magritte

Transferable knowledge and skills

Grid method drawing Tonal shading pencils



Poly Printing poly printing designs



African Mask Making

Mask design and paper mache mask. Look at Picasso's masks. Building on 3D sculptural skills. Layering newspaper, smoothing paper mache.

African Mask decorating and embellishing

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

Mask evaluation

Evaluation and comparison to original mask design.

Surrealism
Working in the style of Rene Magritte.

Exaggerated features on the face.
3D elements.
Intricate design

Newspaper
PVA glue
Layering
Paper mache
3D features
Smooth features

Acrylic paint
Blending, decorations, Raffia,
Bold colours,
Beads, Patterns.

Key Vocabulary

Tier 3
Native, accurate, observational, exaggerate, Poly printing, embellishment

Tier 2
Cultural, Expression, proportions

Evaluate Describe
Analyse Explain
Improve

Tier 2
Tone, shading, blending, layering, depth, texture, annotate, detail, outline, culture, form, paper mache, evaluate, acrylic, design

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

Year 8 Rotation 2 (20 lessons)

Surrealism, Cubism and Pop Art



Learners must be able to:

- Appreciate different styles of Art by other Artists
- Experiment with a variety of materials and refine techniques
- Understand Art's place in History and focus on key Art Movements

Artists

Surrealism:
Rene Magritte

Cubism:
Pablo Picasso
Georges Braque

Pop Art:
Roy Lichtenstein
Andy Warhol

Transferable Knowledge & Skills

Drawing and Watercolour Painting:

Details and Edges
Tints and Shades
Blending
Colour Mixing
Grid Method

Mixed Media Skills:

Shading Pencils
Watercolour
Oil Pastel
Collage
Colour Pencil
Blending
Gradient
Limited Colour Palette

Understanding Art Movements: Surrealism

Rene Magritte
Surrealism
Dream Paintings
Watercolour Technique

Working in the style of an artist

Cubism
Instruments
Pablo Picasso
Georges Braque
Mixed Media

Accuracy and Precision

Pop Artists
Roy Lichtenstein
Andy Warhol
1950s and 1960s Art

Observational Drawing

Drawing from life
Personal Response to Pop Art
Sarah Graham
Hyperrealism

Art History

Cubism 1907
Surrealism 1920
Pop Art 1950

Drawing and Watercolour:

Grid Method
Scaling Up
Solid colour
Details and Edges
Colour Mixing
Dot Pattern
Black Outlines

Shape and Line

Observational Drawing:

Drawing from life
Angle
Text/Font
Perspective
Shadows
Highlights
Hyperrealism

Key Vocab



Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

What is the grid method in Art?

What are the 3 tones in a tonal drawing?

What is Papier Mache?

+

How do you make a tonal drawing look 3D?

Why do African tribes use masks and why are the masks different for each tribe?

What is Surrealism and who is the Artist you have studied in Surrealism topic?

*

Explain the difference between shadow and highlights in art?

Explain why pop artists explore popular culture.

Explain how you create a tint and a shade with watercolour?

Year 8
ART
Knowledge Checklist

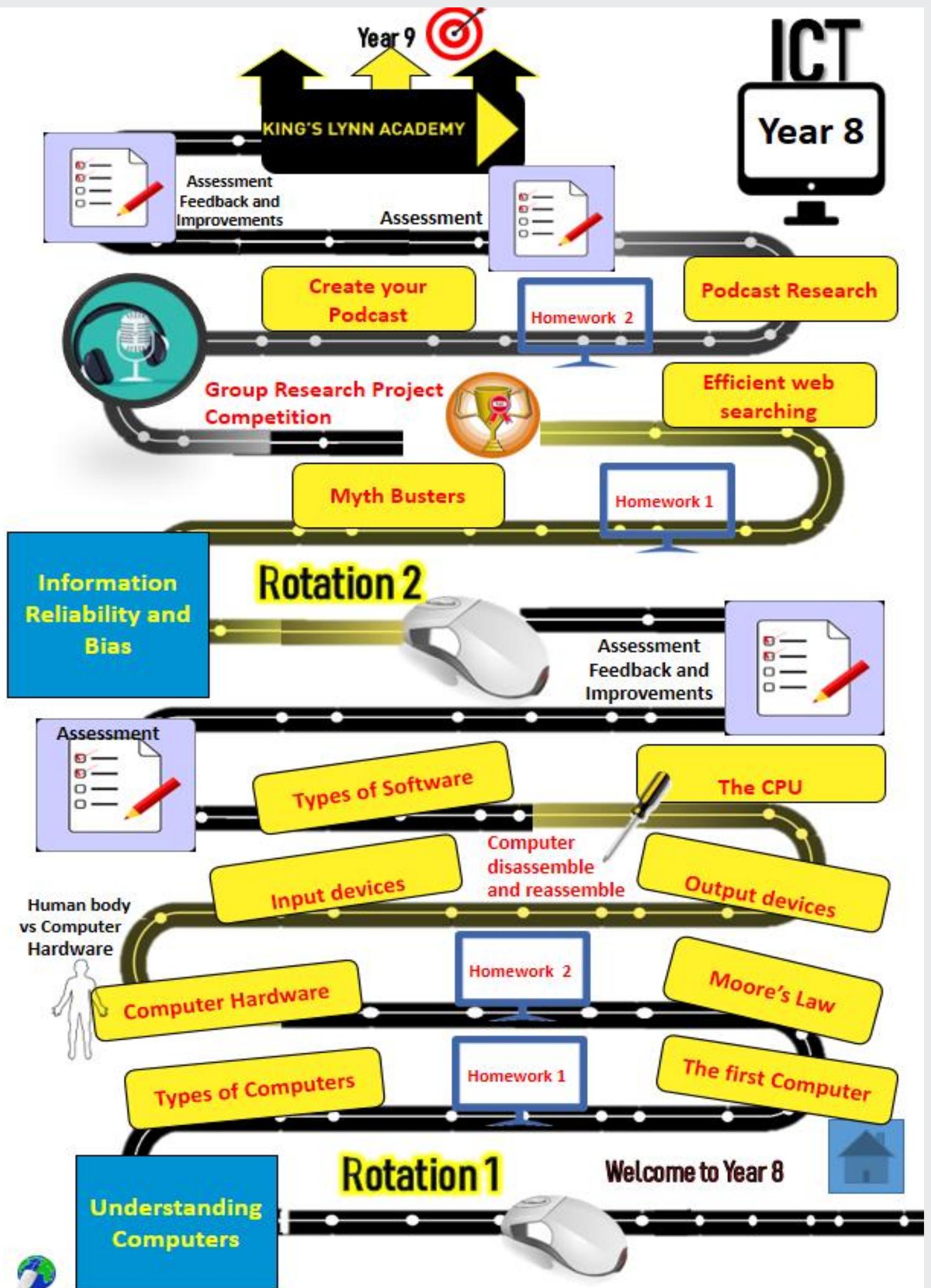
**KNOWLEDGE
PROGRESS**

KNOWLEDGE CHECKLIST		R	A	G
1	Tonal shading skills			
2	African Pattern fabric history			
3	Artist study—Yinka Shonibare			
4	Poly printing skills			
5	Key elements of Surrealism			
6	Water colour techniques and skills			
7	Key elements of Cubism			
8	Collage, oil pastel, watercolour and tonal skills			
9	Key elements of Pop Art			
10	Monoprint skills and watercolour skills			

High Flyers - Enrichment Task



- Multicolour Poly Print
- Surrealism painting
- Pop art Portrait



20 lessons

Year 8 Rotation 1

ICT

Rotation 2

20 lessons

(Understanding Computers)

(Information Validity and reliability)

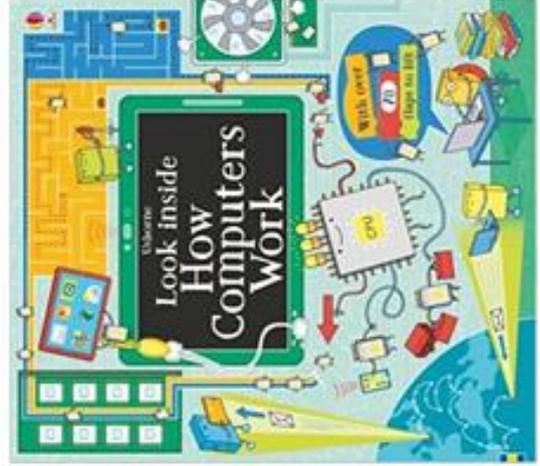
Students should be able to:

- Explain what a computer is
- Explain the history of Computers
- Explain Moore's Law
- Explain the functions of different computer Components
- Explain the functions of the CPU
- Differentiate between input and Output Devices
- And apply their use to different scenarios.
- Name at least five pieces of software



Students should be able to:

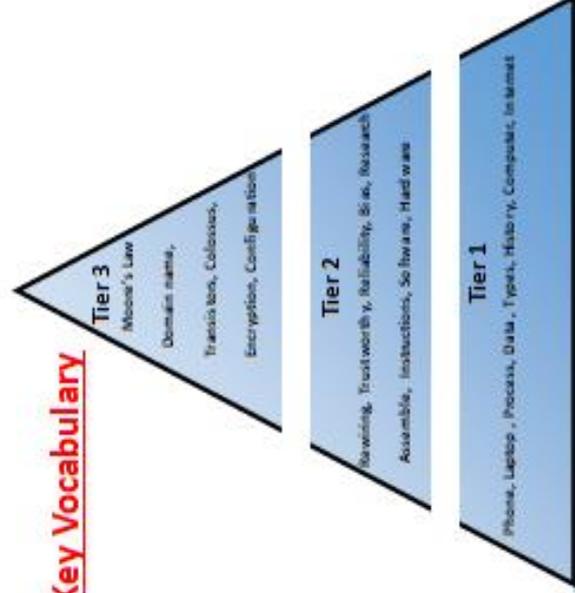
- Use efficient search tools/techniques when conducting Internet research
- Identify facts from opinion from research topics
- Understanding URLS
- Using efficient research techniques to prove or disprove a chosen research topic.
- Use specialist software to create market research tools to collect relevant information
- Use specialist software to analyse responses to market research



Book suggestion to aid learning



Key Vocabulary



Year 8 ICT Knowledge Checklist

KNOWLEDGE PROGRESS

KNOWLEDGE CHECKLIST		R	A	G
1	Explain what a computer is			
2	Explain the history of Computers			
3	Explain Moore's Law			
4	Know all stages of the Computer development timeline			
5	Explain the functions of the CPU			
6	Differentiate between Input, Output Devices and storage devices			
7	Name at least five pieces of software			
8	Know how to do efficient Internet searches			

High Flyers - Enrichment Task



Complete all extension tasks each lesson

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

Attend Year 8 ICT Club (Computer assembly/disassembly, Games programming and sound editing)

Complete at least 10 tasks on SamLearning per week

Become a Learning buddy to another student

Enter an ICT Competition (Inhouse or external), as available

Year 9

Music

Year 8

KING'S LYNN ACADEMY

Term 6

Reggae Continued



Performing Reggae

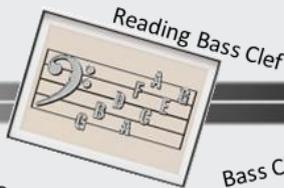


Reggae Context

Off Beat Chords



Typical Features



Reading Bass Clef



Recapping notes

Bass Clef



Term 5

Reggae

Jingles

Composing and Performing a Jingle



An Effective Advertisement



Analysing Musical Features



Term 4

Music and Media

Performing the 12 Bar Blues



Rehearsing

An Effective Advertisement



Origins of the Ukulele



Introduction of Records



The Creation of Jazz



Features of walking bass

The 1920s



Context (Delta Blues)

Jazz

Learning the 12 Bar Blues Chords

Term 3

IMPROV!

Features of Blues

Major Triads on Keyboards

Composing a melody

Term 2

Blues

Performing

Listening and Analysis



Carnival of the Animals



Major and Minor Scale



Planning a Composition

Term 1

Programme Music

Understanding Programme Music

Welcome back to KLA your Journey continues



Origins of the Blues



Created at the end of the 19th Century, blues music is a style of music that is heavily influenced by African American history. The original blues music evolved and grew into Jazz from the 1920s.

Blues music began in the Slave Trade where enslaved people would sing songs while working. Combined with African rhythms, these musical styles were the foundation of blues.

Typical Features

Improvisation

The art of composing and performing at the same time without previous preparation. I.e. Making something up on the spot.

Call and Response

Leader calls something and the others respond with an answer (something different).

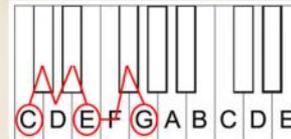
Slow Tempo and Sad Lyrics

Suggesting the mood of the people in the plantations.

Walking Bass

Bassline that moves in small steps that accompanies the chords.

Building Major Triads



3. To create a major chord you use the following pattern



Tone = Move Two Steps
Semitone = Move One Step

12 Bar Blues Chords

Try fingers 1, 2 and 4 or 1, 3 and 5



G (I) Each box = 4 beats	////	////	////
C (IV)	////	G (I)	////
D (V)	C (IV)	G (I)	D (V) (G final time)



Key Words

- JINGLE** – a short catchy tune, remembered easily
- SLOGAN** – a short and striking memorable phrase
- HOOK** – a short memorable musical motif
- UNDERSCORE** – music played in the background to accompany something
- SOUND EFFECTS** – a sound used to highlight something



Assessment

- 1) What makes an effective advert?
- 2) How does the music add to the effectiveness of an advert?
- 3) What is a Jingle?
- 4) What is a Slogan?
- 5) What is Foley Sound?

Your practical assessment task will be to perform a piece of music from a Game and compose your own Jingle.



Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. What is call and response?

2. What is a chord?

3. What is a Jingle?

+

1. What is the difference between call and response and imitation?

2. What are the missing notes in the chords below:

A ___ E D F# ___

3. What is a Jingle and can you give an example of one?

1. Name the differences between Blues and Jazz?

2. What chord sequence is often used in Jazz and Blues music and what order do the chords go in?

3. What is the difference between a Jingle and a Slogan?

Year 8
Music
Knowledge Checklist

KNOWLEDGE
PROGRESS

KNOWLEDGE CHECKLIST		R	A	G
1	Origins of the Blues			
2	Typical Blues Features			
3	Origins of the Jazz			
4	Typical Jazz Features			
5	Playing the 12 Bar Blues Chords			
6	Playing the Walking Bassline			
7	An Effective Advert			
8	Jingles and Slogans			
9	Analysing Music from Advertisements			
10	Playing Music from a Game			

High Flyers - Enrichment Task



1. **Research into effective Jingles and create your own.**
2. **Listen to a piece of Jazz or Blues music and spot how the different musical features (MAD T-SHIRT) are being used in the song.**
3. **When playing the 12 Bar Blues on Keyboards, see if you can play the chords and walking bassline at the same time!**



KING'S LYNN ACADEMY

RSE



Is religion dangerous?

Year 8

APP Design



Half Term 6

British Identity

Islam in 21st Cent



Terrorism

What is Islamophobia?



Muhammad & Islam

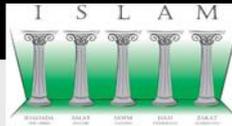
Shahadah & Salah

Sawm

Zakah

Hajj

Women in Islam



Half Term 5

Resurrection

Life of Muhammad



Holy Week



Last Supper

Crucifixion



Step in to the NHS



Half Term 4



Alcohol & the risks

Life of Jesus



Teaching of Jesus

Imagery in Christianity



Lent



The Bible

Half Term 3

Advent & Birth of Jesus



Is God good?



Effects of Media



Holocaust



Rights & Responsibilities

Half Term 2

What is covenant?



Moses & his importance



God



What are the Abrahamic Faiths?



Mental Health

Half Term 1

Welcome to your Personal Development Journey



Islam

Things you need to be able to do:

- To know key Islamic beliefs about Allah & Muhammad
- To explain the importance of Islamic Holy Texts to Muslims
- To understand how these beliefs, affect Muslim life
- To understand what Islamophobia is?
- To explain the significance of the 5 pillars of Islam to a Muslim and relate to life in the 21st Century

Key Questions:

- Why is Muhammad important?
- What does the Qur'an and Hadith tell us?
- What is significant about Woman in Islam
- Why do we need to know about Islamophobia?

Tier 2 Vocabulary

Islam - One of the 6 main religions. Founded in Arabia

Muslim - A follower of Islam

Prophet - Individuals sent by God

Muhammad - Founder of Islam

5 Pillars - The core beliefs and practices of Islam

Qur'an - Central religious text in God, believed to be the revelations of God

Islamophobia - The dislike of or prejudice against Islam or Muslims

Mosque - Place of worship for Muslims

Mecca - The holiest city in Islam

Tier 3 Vocabulary

Hadith - A collections of traditions, sayings and practices from the Prophet Muhammad

Sunni - the largest denomination in Islam

Shi'a - Another significant denomination in Islam

Tawhid - Oneness of All, Islam being monotheistic faith

Year 8 PD

Knowledge Organiser - Summer

App Design

Things you need to be able to:

- Solve problems
- Work as a team
- Be creative
- Be resilient

Key Questions

- How will your idea help others?
- Will your idea help make lives easier?
- Who will your idea help?
- How can you keep improving your app (updates)?

Tier 2 Vocabulary

Resilience - recover quickly from difficulties

Teamwork - Working with others to achieve an outcome

App (Application) -

software designed specifically for small wireless devices such as mobile phones and tablets



British Identity & Is religion dangerous?

Things you need to be able to do:

- To evaluate whether or not religion is the cause of extremism.
- Outline the elements of a positive intimate relationship.
- To identify the types & signs of an abusive relationship.

Key Questions

- What does it mean to be "British"?
- What factors or feelings might lead people to get involved in terrorism or violent extremism?
- What are the factors we might consider that make media more or less reliable?
- Do you have to like everyone you have a relationship with?

Tier 2 Vocab

Infer - a conclusion reached on the basis of evidence and reasoning.

Terrorism - The use of violence or threats to intimidate or coerce.

Tier 3 Vocabulary

Distil - Most important aspects of something

Radicalisation - the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Personal Development Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. Name the 5 Pillars

3. Name two things that people can infer

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

+

1. Explain two things that happened to Muhammad

2. Explain two Islamic festivals

3. Explain two signs of an abusive relationship

4. Explain two factors that might make media reliable

5. Explain two ways on how to solve problems

6. Explain two ways of how apps can be helpful

*

1. Discuss the benefits of being a Muslim in Britain

2. Explain why the 5 Pillars are still important to Muslims today

3. Explain how religion is not always the cause of terrorism

4. Discuss the qualities of what makes a healthy relationship

5. Discuss the qualities of what makes a good app

6. Explain how working as a team can be important on a project

Personal Development Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Islamic Beliefs including Muhammad, and the Holy Texts			
2	Islamic Practices including the Mosque, 5 Pillars, and Festivals			
3	Discussion points in Islam including Women, Islamophobia, and Islam in the 21st Century			
4	What does it mean to be British?			
5	How people develop extremist views			
6	How language used in the media affects our emotions and view points			
7	How to develop a mobile apps (Project)			
8	Qualities of a healthy intimate relationship			
9	How do you know when your ready for sex			
10	What makes good, safe, healthy sex			

High Flyers - Enrichment Task



Create a table comparing the differences in beliefs and practices from Judaism, Christianity and Islam.

Write a paragraph explaining which religion you have found most interesting and why?

How are the key texts in the Abrahamic religions similar but different? Give examples where you can

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!

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.

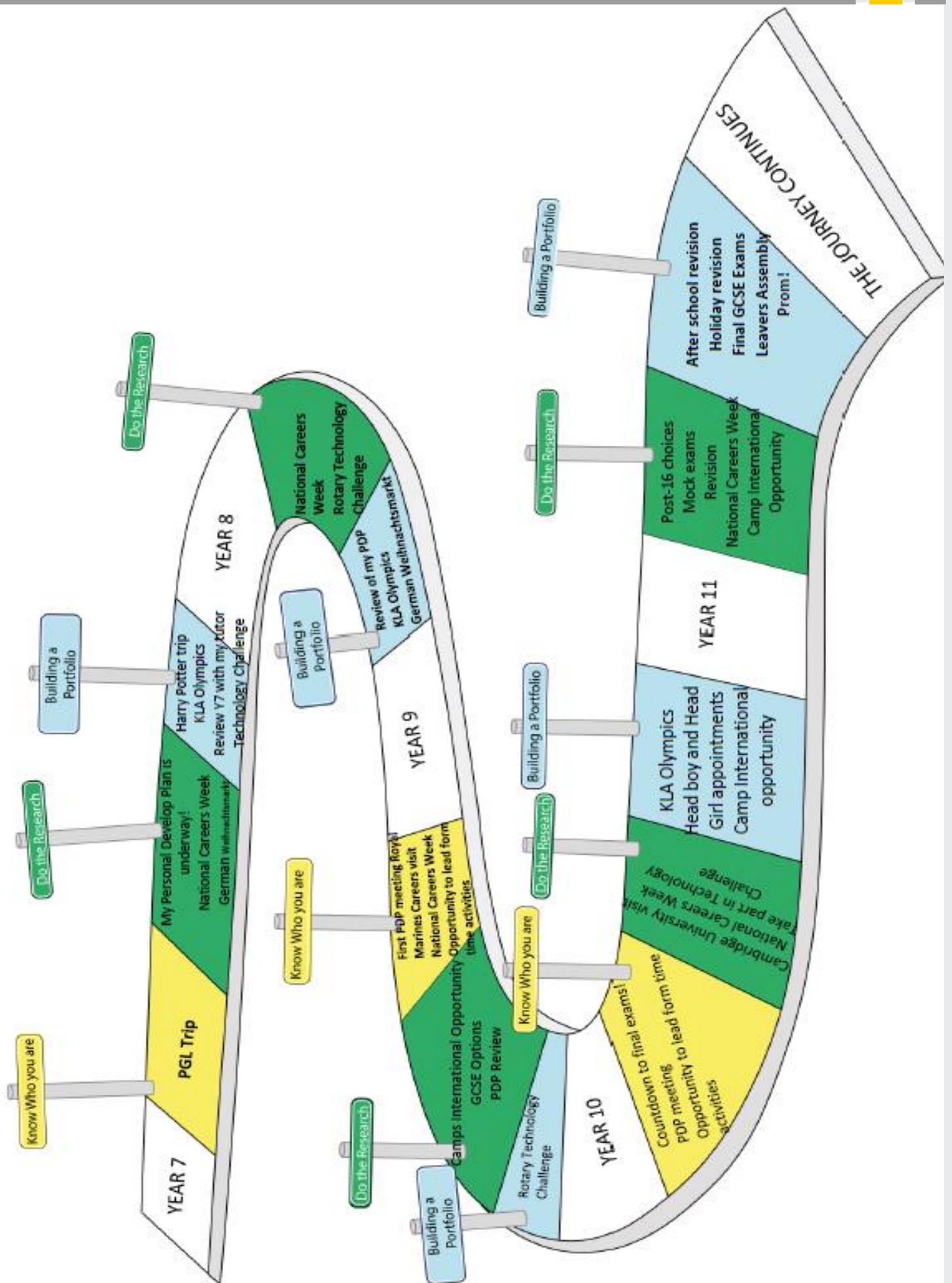


We have been using this successfully for the last two years to prepare pupils for their Language GCSEs. Through Active Learn, pupils have full access to the textbooks which they use in class, including audio files to allow them to practice their listening skills. There is also a tasks section for specific 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 8 Opportunities:

- UEA trip (NEACO / Outreach programme)
- Student Commission applications and interviews
- National Careers Week
- Visit to professional football academies
- Youth Speaks – local public speaking competition
- Trips to places of work and business
- Rotary Tournament
- Gallery visits
- German Christmas Markets
- Community Christmas Meal
- Macmillan Fund Raising
- Globe Tour – Cross-curricular visit to The Globe in London
- Visiting theatre groups
- Science Live – Cambridge
- Careers theatre productions (visiting and external)
- National Civil War Centre
- Art Club
- Musical Theatre Film Club
- Photography Club
- YouTube Club
- Weekly dance workshop – The Workshop King's Lynn
- Theatre performance trip
- Anglian Waterparks
- Sports tours (football and netball)
- Creative writing competitions held regularly, promoted by the library

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	
		8		
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?	

Wellbeing Services (Kooth)

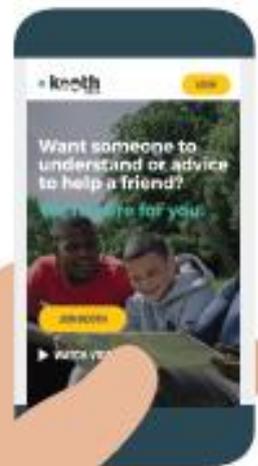
How to sign up to kooth

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

Access 365 days a year to counsellors who are available from:

12 noon-10pm Monday- Friday, and 6pm-10pm Saturday and Sunday

Log on through mobile, laptop and tablet.



www.kooth.com

1

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

2

Choose from the drop down box the location you are in

The place I live is...

Choose

3

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

Male

Female

Agender

Gender Fluid

4

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

My ethnicity is...

Choose

5

Add the month and year you were born

I was born in...

Year

Month

Choose

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

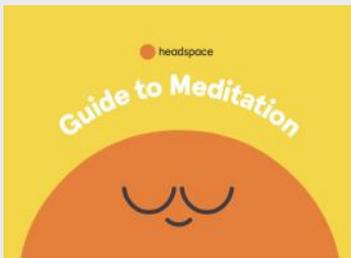
Mind Shift



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.

