KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 9 Summer Term 3 2023

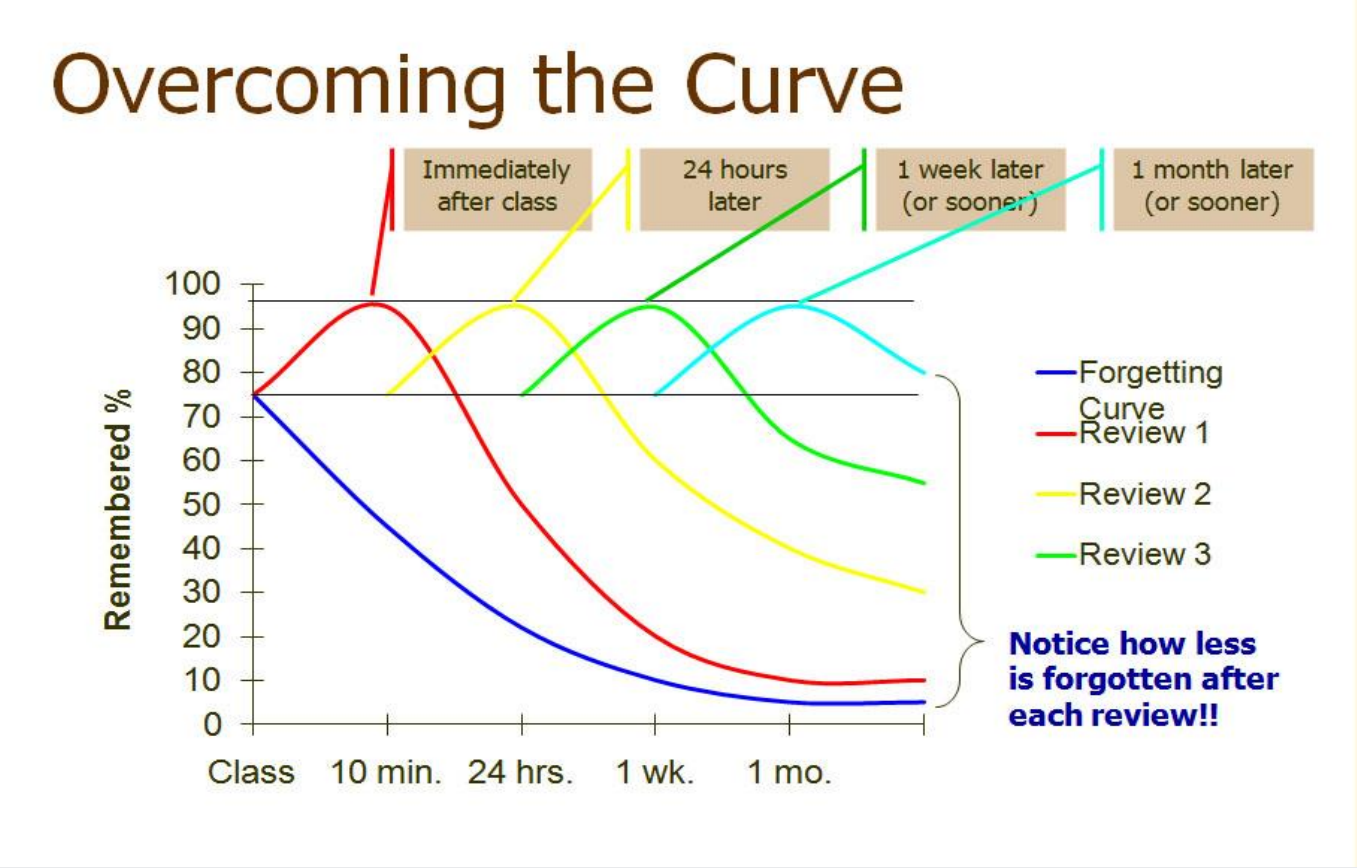
Name:

Home Learning

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

Why Knowledge Organisers?

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



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

How to use your Knowledge Organiser

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

Subject Contents

English..... ..... Pages 4-7

Maths..... ..... Pages 8-15

Science..... Pages 16-27

Geography..... Pages 23-29

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Design Technology..... Pages 48-53

Food Tech..... Pages 54-57

Art..... Pages 58-63

ICT..... Pages 64-67

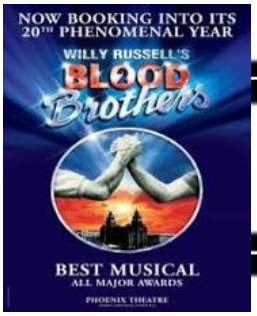
Music..... Pages 68-71

Personal Development..... Pages 72-75

Your Future starts here

Year 9 English

KING'S LYNN ACADEMY



How to write an argument

Generic Conventions of Modern Drama

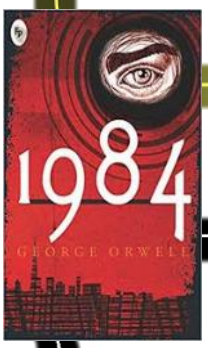
Tragedy

GCSE starts here!

Blood Brothers – British Society in 20th Century

Term 3

Descriptive Writing Response



Dystopian Fiction

1984 and Orwell

Understanding Conflict and Power in 20th Century Society

Writing to argue a point of view

War and Conflict Poetry 1914-1940

Rhetoric

Term 2

Writing a Gothic narrative

Short story structure

Scientific advances in the Victorian Era

Extracts from Frankenstein, Dracula and Jane Eyre

Reading and writing for pleasure

Texts associated with Gothic Genre

Welcome to KLA your Journey starts here

The Gothic Genre – Gothic conventions

Term 1

Russell: Blood Brothers Knowledge Organiser

Context/ Background:

Willy Russell: Born into a working class family, near Liverpool. Left school at 15 with one O level in English Language. Became a hairdresser before attending night school classes to become a teacher.
Liverpool: A major port so docks and shipbuilding provided much employment. Industrial decline meant high unemployment. Led to much social unrest in 1980s, including riots.
Skelmersdale: One of many New Towns built by 1960s government- an extension of a smaller existing town used to house working class overspill from city.
Margaret Thatcher: Became Prime Minister in 1979. Reduced power of trade unions and closed mines and factories, leading to high unemployment in working class. Said, "no such thing as the state." Called, 'milk-snatcher' for stopping free school milk.
Class: Divide between Middle and Working class compounded by MC increased opportunities in education and job prospects.
Education: Education Act 1944 led to Secondary Modern and Grammar Schools. After the 11+ exam, top 20% went to Grammar School and studied an academic curriculum, leading to Further Education; Secondary Modern taught more practical subjects such as brick laying.

Setting:

1960-1980
Liverpool

Themes:

Social Class
Equality
Growing up
Crime and violence
Superstition
Nature V Nurture

Key Features of Dramatic Form used by Russell:

Tragedy: a play in which the main character has a fatal flaw which results in their death
Catharsis: The feeling of release and healing the audience experience from watching a tragedy
Narrator: A person who gives a spoken account of the play; Omniscient if they are all-knowing
Stage Directions: the instructions behind the play- for actors, lighting and props
Song: a work of music used to reveal a character's feelings, much like a monologue
Dialogue: speech between 2 or more characters
Didacticism: a style intended to teach, particularly with regard to morality
Foreshadowing: A warning or indication of what's to come
Symbols: Something that represents something else
Motifs: A recurring or dominant image or idea
Accent and Dialect V Standard in English: Standard English is perceived as the Queen's English, RP or the national norm. Dialect is the language specific to geographical location, with grammar, words and phrases which are non-standard. Accent is pronunciation, which varies according to geography.

Key Characters:

Mrs Johnstone
Mrs Lyons
Mickey
Edward
Linda
Sammy

Year 9

English
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember
Who is Mrs Johnstone and why is her life difficult?
Why do Edward and Mickey grow up differently?
Who is Linda and what is her function in the play?

Apply Your Knowledge
How does playing with guns at the start foreshadow the end?
Which is the most tragic character and why?
Why does Edward get a good job whilst Mickey loses his? Explore all possible reasons.

Stretch Your Thinking
Why did Russell write this play?
Mickey and Edward are twins– why do their lives turn out so differently?
Could this play have been written in a different decade? Explain you're answer.

Year 9

English

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I know background information about Willy Russell			
2	I know about Liverpool in the 60s and 80s			
3	I know information about each of the main characters in Blood Brothers– both mothers and sons			
4	I know the plot of Blood Brothers in detail			
5	I know the full range of Dramatic Terminology relevant to the play			
6	I know and can list the key themes of the play			
7	I know information about the minor characters of the play			
8	I know 3-5 quotations about each main character			
9	I can also link these quotations to themes			
10	I know how to write an essay response			

High Flyers - Enrichment Task

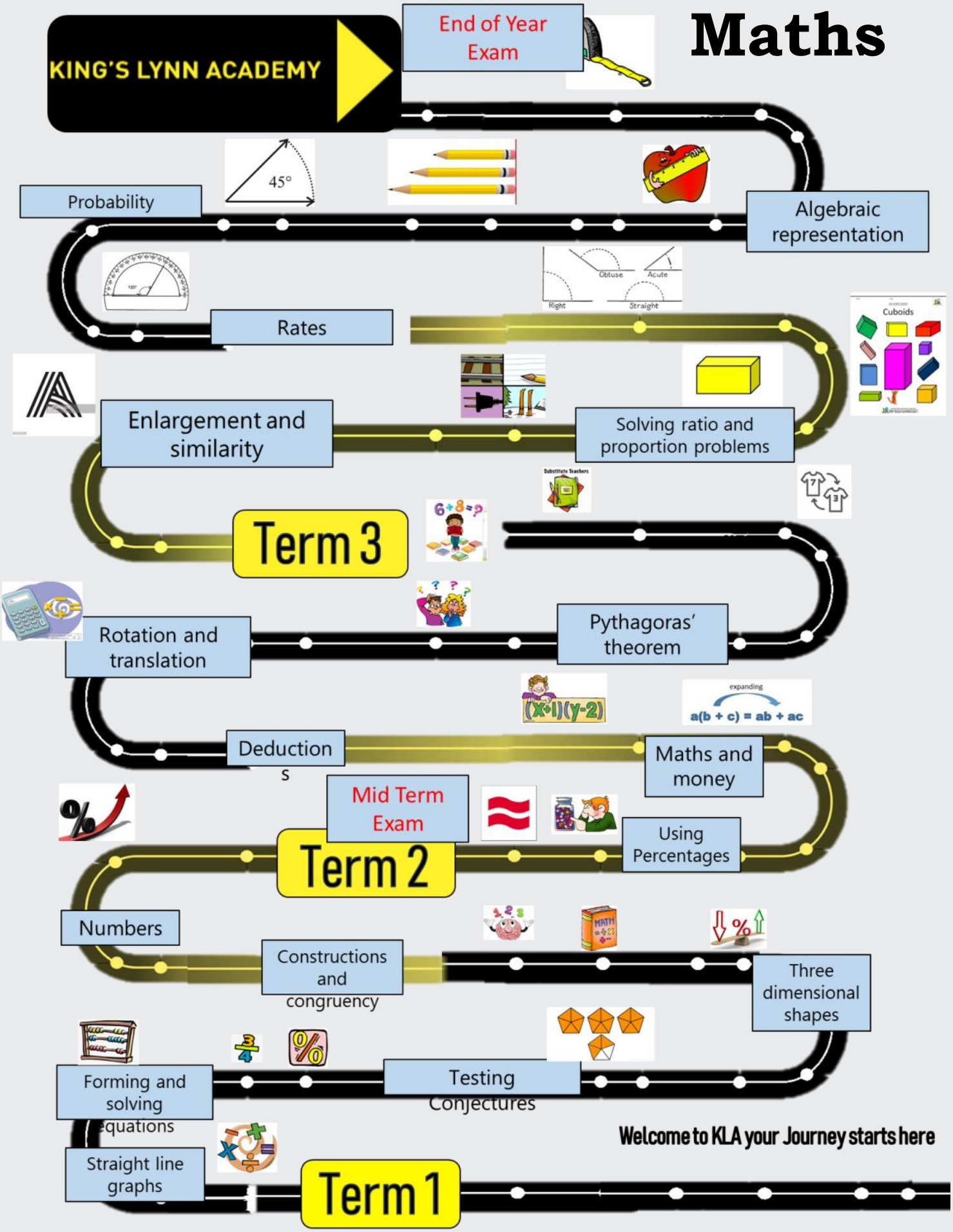
Look again at the school scene– write about the two schools– collect quotations for both characters' experiences– explain how they difference and what Russell is saying about society. Produce as a one side revision page.

Do as above for the police scene.

Is there still such inequality in Britain today? Write an essay to say whether this is still a relevant text to study or not.

Your Future starts here

Year 9 Maths



YEAR 9 — REASONING WITH GEOMETRY...

Pythagoras' theorem

@whisto_maths

What do I need to be able to do?

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

- Use square and cube roots
- Identify the hypotenuse
- Calculate the hypotenuse
- Find a missing side in a Right angled triangle
- Use Pythagoras' theorem on axes
- Explore proofs of Pythagoras' theorem

Keywords

Square number: the output of a number multiplied by itself
Square root: a value that can be multiplied by itself to give a square number
Hypotenuse: the largest side on a right angled triangle. Always opposite the right angle
Opposite: the side opposite the angle of interest
Adjacent: the side next to the angle of interest

Squares and square roots (R)

This can also be written as 6^2

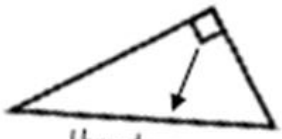
$\sqrt{\ }$ is the square root symbol

eg $\sqrt{64} = 8$
Because $8 \times 8 = 64$

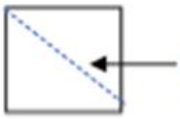
1 × 1	2 × 2	3 × 3	4 × 4	5 × 5	6 × 6	7 × 7	8 × 8	9 × 9	10 × 10
1	4	9	16	25	36	49	64	81	100

Square numbers

Identify the hypotenuse

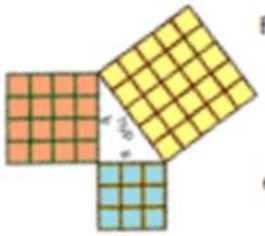


The hypotenuse is always the longest side on a triangle because it is opposite the biggest angle



Polygons can still have a hypotenuse if it is split up into triangles and opposite a right angle

Determine if a triangle is right-angled



a = 3 b = 4 c = 5

If a triangle is right-angled, the sum of the squares of the shorter sides will equal the square of the hypotenuse

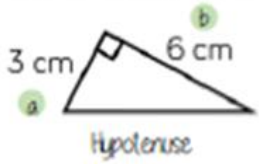
$$a^2 + b^2 = \text{hypotenuse}^2$$

eg $a^2 + b^2 = \text{hypotenuse}^2$

$3^2 + 4^2 = 5^2$
$9 + 16 = 25$

Substituting the numbers into the theorem shows that this is a right-angled triangle

Calculate the hypotenuse



Either of the short sides can be labelled a or b

$$a^2 + b^2 = \text{hypotenuse}^2$$

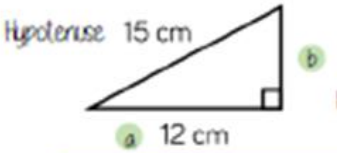
1. Substitute in the values for a and b

$3^2 + 6^2 = \text{hypotenuse}^2$
$9 + 36 = \text{hypotenuse}^2$
$45 = \text{hypotenuse}^2$

2. To find the hypotenuse square root the sum of the squares of the shorter sides

$\sqrt{45} = \text{hypotenuse}$
$6.71cm = \text{hypotenuse}$

Calculate missing sides



Either of the short sides can be labelled a or b

$$a^2 + b^2 = \text{hypotenuse}^2$$

$12^2 + b^2 = 15^2$

1. Substitute in the values you are given

$144 + b^2 = 225$
$-144 \quad -144$

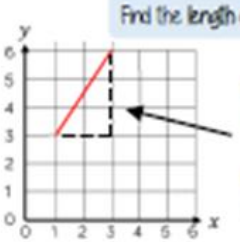
Rearrange the equation by subtracting the shorter square from the hypotenuse squared

Square root to find the length of the side

$b^2 = 111$
$b = \sqrt{111} = 10.54\ cm$

Pythagoras' theorem on a coordinate axis

Find the length of the line segment



The segment can be made into a right-angled triangle by adding the sides on the diagram

The line segment is the hypotenuse

$$a^2 + b^2 = \text{hypotenuse}^2$$

The lengths of a and b are the sides of the triangle

Be careful to check the scale on the axes

YEAR 9 – REASONING WITH GEOMETRY...

Enlargement & Similarity

@whisto_maths

What do I need to be able to do?

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

- Recognise enlargement and similarity
- Enlarge a shape by a positive SF
- Enlarge a shape from a point
- Enlarge a shape by a fractional SF
- Work out missing sides and angles in a pair of similar shapes

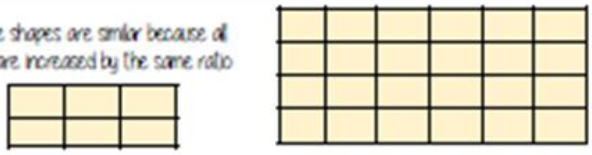
Keywords

Similar Shapes: shapes of different sizes that have corresponding sides in equal proportion and identical corresponding angles.
Scale Factor: the multiple describing how much a shape has been enlarged
Enlarge: to change the size of a shape (enlargement is not always making a shape bigger)
Corresponding: objects (or sides) that appear in the same place in two similar situations
Image: the picture or visual representation of the shape

Recognise enlargement & similarity

Shapes are similar if all pairs of corresponding sides are in the same ratio

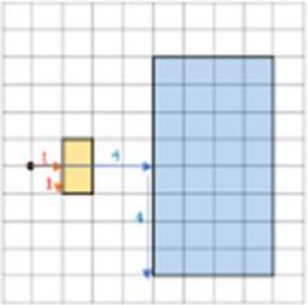
These shapes are similar because all sides are increased by the same ratio



Enlargements are similar shapes with a ratio other than 1

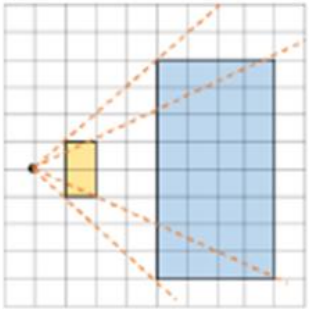
Enlarge a shape from a point

Scaled distances method



Scale the distance between the point of enlargement and each corresponding vertices

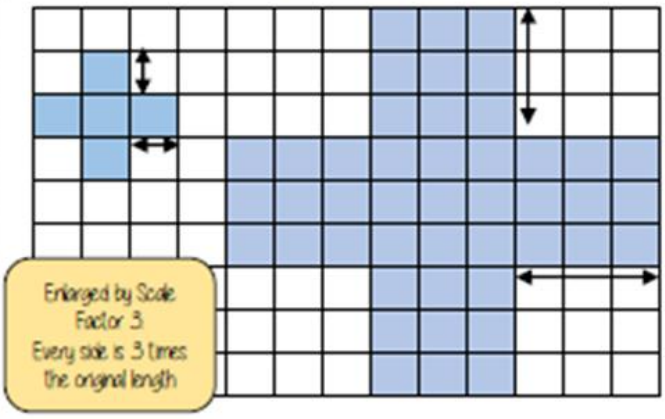
Rays method



Multiply the distance from the centre of corresponding vertices by the scale factor along the ray

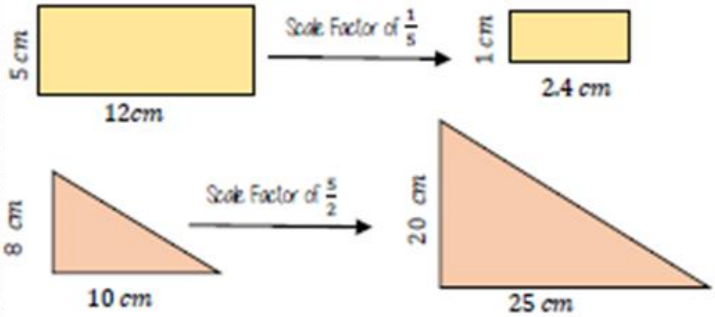
Enlarge by a positive scale factor

With a scale factor larger than 1 it makes the shape **bigger**



Positive fractional scale factor

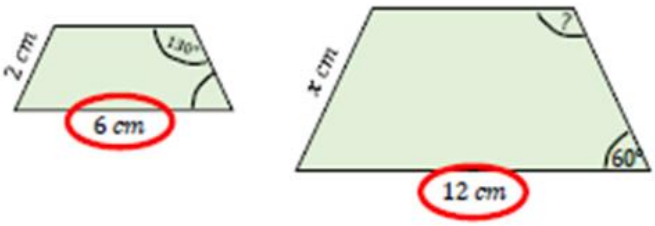
With a scale factor between 0 and 1 it makes the shape **smaller**



Calculations in similar shapes

Don't forget that properties of shapes don't change with enlargements or in similar shapes

The two trapezium are similar find the missing side and angle



Corresponding sides identify the scale factor $\frac{12}{6} = 2$ Scale Factor = **2**

Calculate the missing side Length (corresponding side) x scale factor

$2cm \times 2$

$x = 4cm$

Enlargement does not change angle size

Calculate the missing angle Corresponding angles remain the same

$130°$

YEAR 9 — REASONING WITH GEOMETRY...

Solving ratio & proportion problems

@whisto_maths

What do I need to be able to do?

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

- Solve problems with direct proportion
- Use conversion graphs
- Solve problems with inverse proportion
- Solve ratio problems
- Solve 'best buy' problems

Keywords

Proportion: a comparison between two numbers

Ratio: a ratio shows the relative size of two variables

Direct proportion: as one variable is multiplied by a scale factor the other variable is multiplied by the same scale factor.

Inverse proportion: as one variable is multiplied by a scale factor the other is divided by the same scale factor.

Direct Proportion

As one variable changes the other changes at the same rate

R

4 cans of pop = £2.40

4 cans of pop = £2.40 ($\times 0.5$) → 2 cans of pop = £1.20 ($\times 0.5$)

This multiplier is the same in the same way that this would be for ratio

This is a multiplicative change

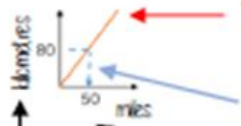
4 cans of pop = £2.40 ($\times 3$) → 12 cans of pop = £7.20 ($\times 3$)

Sometimes this is easiest if you work out how much one unit is worth first e.g. 1 can of pop = £0.60

Conversion Graphs

Compare two variables

R



This is always a straight line because as one variable increases so does the other at the same rate

To make conversions between units you need to find the point to compare — then find the associated point by using your graph

Using a ruler helps for accuracy

Showing your conversion lines help as a "check" for solutions

Labelling of both axes is vital

Inverse Proportion

As one variable is multiplied by a scale factor the other is divided by the same scale factor

Examples of inversely proportional relationships

Time taken to fill a pool and the number of taps running

Time taken to paint a room and the number of workers

T is inversely proportional to G. When T=2 then G=20

$\div 2$ $\times 4$

T	1	2	8
G	40	20	5

$\times 2$ $\div 4$

Best Buys

Have a directly proportional relationship

To calculate best buys you need to be able to compare the cost of one unit, or units of equal amounts

	Shop A	Shop B
	4 cans for £1.20	3 cans for 93p
	£1.20 ÷ 4	£0.93 ÷ 3
Cost per item	1 can is £0.30 Or 30p	1 can is £0.31 Or 31p

Shop A is the best value as it is 1p cheaper per can of pop

	Shop A	
	4 cans for £1.20	3 cans for 93p
	4 ÷ £1.20	3 ÷ £0.93
Cost per pound	£1 buys 3.333 cans of pop	£1 buys 3.23 cans of pop

Shop A is still shown as being the best value but pay attention to the unit you are calculating per item or per pound

Best value is the most product for the lowest price per unit

Sharing a whole into a given ratio

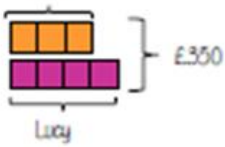
R

James and Lucy share £350 in the ratio 3:4. Work out how much each person earns

Model the Question

James : Lucy

3 : 4



Find the value of one part

Whole: £350

7 parts to share between (3 James, 4 Lucy)

£350 ÷ 7 = £50

□ = one part = £50

Put back into the question

James : Lucy

3 : 4 ($\times 50$) → £150 : £200

James = 3 x £50 = £150

Lucy = 4 x £50 = £200

Finding a value given 1n (or n:1)

R

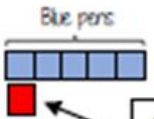
Inside a box are blue and red pens in the ratio 5:1. If there are 10 red pens how many blue pens are there?

Model the Question

Blue : Red

5 : 1

□ = one part = 10 pens



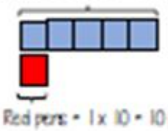
One unit = 10 pens

Put back into the question

Blue : Red

5 : 1 ($\times 10$) → 50 : 10

Blue pens = 5 x 10 = 50 pens



Red pens = 1 x 10 = 10 pens

There are 50 Blue Pens

YEAR 9 — REASONING WITH GEOMETRY...

Rates

@whisto_maths

What do I need to be able to do?

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

- Solve speed, distance, time questions
- Use distance time graphs
- Solve density, mass, volume problems
- Solve flow problems
- Use flow graphs
- Interpret rates of change and their units

Keywords

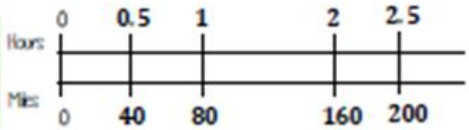
Convert: change
Mass: a measure of how much matter is in an object. Commonly measured by weight.
Origin: the coordinate (0, 0)
Volume: the amount of 3D space a shape takes up
Substitute: putting numbers where letters are — replacing numbers into a formula

Speed, Distance, Time

"per" for every
e.g. 80 miles per hour (mph)
Travel 80 miles every hour

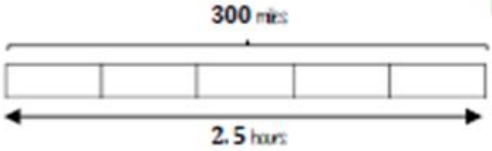
$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

You can use a double number line to help you calculate distance



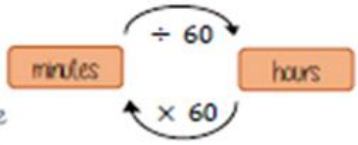
e.g. A boat travels at a constant speed for 2.5 hours
It travels 300 miles.

Bar models can help to calculate mph



Each part is half an hour
Each part is 60 miles

Speed, Distance, Time



Before calculations — make sure you are working in the same units as the speed

Learn or learn how to rearrange the formula for speed, distance and time

Substitute in the variables given

$$\text{time} = \frac{\text{distance}}{\text{speed}}$$

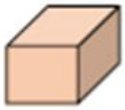
$$\text{distance} = \text{speed} \times \text{time}$$

Density, Mass, Volume

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

$$\text{volume} = \frac{\text{mass}}{\text{density}}$$

$$\text{mass} = \text{volume} \times \text{density}$$



volume of prism = Area of cross section × Depth

R

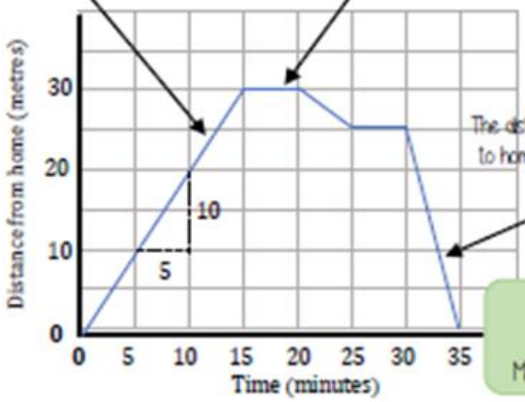
Distance — Time graphs

The steeper a gradient the faster the speed

Gradient = speed

$\frac{10}{5} = 2$ metres per min

Horizontal lines represent staying still



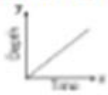
The distance coming closer to home shows the return journey

Units are important. Meters per minute

Flow problems & graphs

This will fill at a constant rate, then as the space decreases it will speed up and the neck of the bottle fill at a faster constant speed

The cylinder will fill at a constant speed



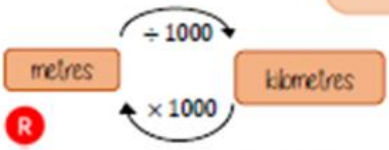
Units are important. Ensure any volume calculations are the same unit as the rate of flow

Rates of change & units

Common rates of change relationships

Revist your conversions between units of length and capacity

Speed: miles per hour
Exchange rates: euros per pounds
Density: mass per volume



R

YEAR 9 — REPRESENTATIONS...

Probability

@whisto_maths

What do I need to be able to do?

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

- Find single event probability
- Find relative frequency
- Find expected outcomes
- Find independent events
- Use diagrams to work out probabilities

Keywords

Probability: the chance that something will happen
Relative Frequency: how often something happens divided by the outcomes
Independent: an event that is not effected by any other events
Chance: the likelihood of a particular outcome
Event: the outcome of a probability – a set of possible outcomes
Biased: a built in error that makes all values wrong by a certain amount

The probability scale

R

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

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

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

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

Single event probability

R

Probability is always a value between 0 and 1

The probability of getting a blue ball is $\frac{1}{5}$
∴ The probability of NOT getting a blue ball is $\frac{4}{5}$

The sum of the probabilities is **1**

The table shows the probability of selecting a type of chocolate

Dark	Milk	White
0.15	0.35	

P(white chocolate) = 1 – 0.15 – 0.35
= 0.5

Relative Frequency

$$\frac{\text{Frequency of event}}{\text{Total number of outcomes}}$$

Remember to calculate or identify the overall number of outcomes!

Colour	Frequency	Relative Frequency
Green	6	0.3
Yellow	12	0.6
Blue	2	0.1
	20	

Relative frequency can be used to find expected outcomes

e.g. Use the relative probability to find the expected outcome for green if there are 100 selections

Relative frequency x Number of times
$0.3 \times 100 = 30$

Expected outcomes

Expected outcomes are estimations. It is a long term average rather than a prediction

Dark	Milk	White
0.15	0.35	**0.5**

The sum of the probabilities is **1**

An experiment is carried out **400** times.
Show that dark chocolate is expected to be selected **60** times

$0.15 \times 400 = 60$

Independent events

The rolling of one dice has no impact on the rolling of the other. The individual probabilities should be calculated separately

Probability of event 1 × Probability of event 2

$P(5) = \frac{1}{6}$ $P(R) = \frac{1}{4}$

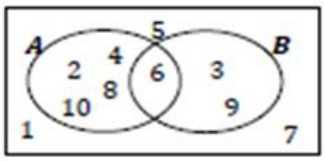
Find the probability of getting a 5 and a red

$P(5 \text{ and } R) = \frac{1}{6} \times \frac{1}{4} = \frac{1}{24}$

Using diagrams

Recap Venn diagrams, Sample space diagrams and Two-way tables

R



	Car	Bus	Walk	Total
Boys	15	24	14	53
Girls	6	20	21	47
Total	21	44	35	100

The possible outcomes from rolling a dice

The possible outcomes from tossing a coin

	1	2	3	4	5	6
H	1,H	2,H	3,H	4,H	5,H	6,H
T	1,T	2,T	3,T	4,T	5,T	6,T

Year 9

Maths

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Pythagoras's theorem
Whats the difference between the square of a number and the square root of a number? $\sqrt{12+9^2}$

Enlargement and similarity
How can you show if one shape is an enlargement of another or not? What information do you need?

Solving ratio and proportion problems
If we know how much 2 items cost, how can I work out how much 6 items cost?

Rates
How many minutes is 0.25 hour? What fraction of an hour is 15 minutes? If the speed is constant, is distance travelled directly proportional to time?

Probability
Are the outcomes of the event equally likely or not? How do you know? When can you/can't you add together the probabilities of events?

Algebraic representation
How can you tell from an equation whether the graph will be a straight linear a parabola? Are all quadratic graphs symmetrical?

Year 9

Maths

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Pythagoras's theorem			
2	Enlargement and similarity			
3	Solving ratio and proportion problems			
4	Rates			
5	Probability			
6	Algebraic representation			

High Flyers - Enrichment Task

Jack and Tommy share some counters in the ratio 5 : 3
Tommy gives 30 counters to Jack.
Now the ratio of Jack's to Tommy's counters is 3 : 13
Which of the following equations would you use to find out how many counters they had initially?

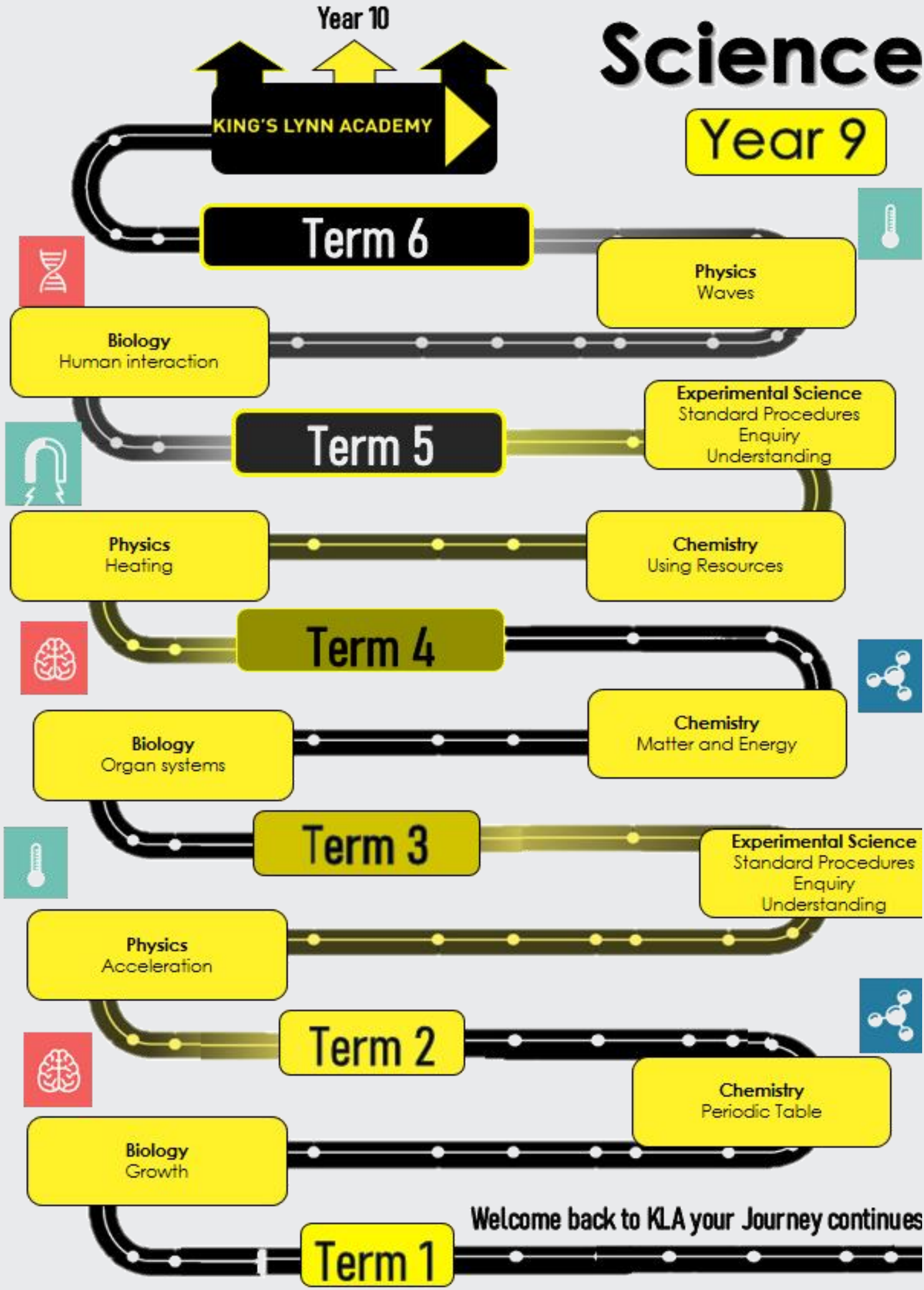
$3(5x + 30) = 5(3x - 30)$

$3(5x - 30) = 13(3x + 30)$

$3(5x + 30) = 13(3x - 30)$

$13(5x + 30) = 3(3x - 30)$

How many counters does Tommy have now?


Year 10
KING'S LYNN ACADEMY
Science
Year 9
Term 6
Physics
Waves
Biology
Human interaction
Term 5
Experimental Science
Standard Procedures
Enquiry
Understanding
Physics
Heating
Chemistry
Using Resources
Term 4
Biology
Organ systems
Chemistry
Matter and Energy
Term 3
Experimental Science
Standard Procedures
Enquiry
Understanding
Physics
Acceleration
Term 2
Chemistry
Periodic Table
Biology
Growth
Welcome back to KLA your Journey continues
Term 1

Matter and Energy: Big ideas

Matter

What expert understanding do we want after 5 years?

Reactions rearrange matter
Big idea

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

How does the unit develop this?

Atom Conservation
Key Concept

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

Sub-concepts

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

Facts

- Reactant
- Product
- Mass and conservation of mass

Reaction Energy
Key Concept

In a chemical reaction there is an energy change. This energy change is related to bonds breaking and bonds being made.

Sub-concepts

Exothermic and Endothermic Reactions.
Batteries and Fuel Cells.

Facts

- System
- Surroundings
- Exothermic
- Endothermic

Organ Systems: Big ideas

Organisms

What expert understanding do we want after 5 years?

Bodies are Systems
Big idea

In multicellular organisms, different groups of large numbers of cells work together to form systems of tissues and organs. Life processes require the interaction of many different organ systems. Because of this, when something goes wrong in one tissue or organ, this has an impact on the whole system, which causes illness.

How does the unit develop this?

Circulatory System
Key Concept

The heart is an organ that pumps blood around the body in a double circulatory system. The right ventricle pumps blood to the lungs where gas exchange takes place. The left ventricle pumps blood around the rest of the body.

Sub-concepts

Diffusion, The heart, blood vessels, composition of the blood

Facts

Types of blood vessels, anatomy of the heart, composition of the blood

System Damage
Key Concept

In multicellular organisms, damage to any organ system can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially with regard to coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle.

Sub-concepts

Coronary Heart Disease, Effect of lifestyle on health, Cancer,

Facts

CHD, Cancer, Risk Factors

Immune System
Key Concept

In multicellular organisms, the immune system is capable of identifying and removing foreign threats to the organism.

Sub-concepts

Human Defense Systems, Vaccination, Communicable diseases; Antibiotics & painkillers, development of drugs

Facts

Role of White Blood Cells, Infectious diseases, Antibiotics & Painkillers, Discovery & Development of Drugs

9U Using Resources: Big ideas

Matter

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?

Metal Reactivity Key Concept
The extraction of important resources from the earth makes use of the way that some elements and compounds react with each other and how easily they can be 'pulled apart'.

Sub-concepts
Reactivity series, oxidation and reduction

Facts
• Oxidation and reduction as gain and loss of oxygen • Oxidation and reduction as loss and gain of electrons • The order of metals in the reactivity series • The different experiments used to place metals in order of reactivity and how interpreted.

Energy

Waves and EM radiation: Big ideas

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?

Longitudinal and Transverse
Key Concept

Waves can be either longitudinal or transverse.

Sub-concepts

Wavelength, amplitude, frequency, compression, rarefaction

Facts

- The ripples on a water surface are an example of a transverse wave.
- Longitudinal waves show areas of compression and rarefaction. Sound waves travelling through air are longitudinal.
- The properties of sound.
- Hearing and frequency
- Sound waves can be detected using a microphone.

Wave Model
Key Concept

Waves can be described, and their key properties calculated.

Sub-concepts

Experimental methods to calculate wave properties

Facts

- wave speed = frequency× wavelength

Energy

Waves and EM radiation: Big ideas

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?

Electromagnetic Spectrum
Key Concept

Light is an example of an electromagnetic wave. There are other electromagnetic waves, and these form the electromagnetic spectrum.

Sub-concepts

Transfer of energy by electromagnetic wave

Facts

- The electromagnetic spectrum

Wave Behavior
Key Concept

The electromagnetic spectrum has a range of uses that depend on the properties and energy of the wave.

Sub-concepts

Electromagnetic waves as ionising radiation
Reflection, Refraction, Absorption
Black Body Radiation

Facts

- Definition of radiation dose.
- Uses for waves in the electromagnetic spectrum

Year 9

Science
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Biology
What is the role of the heart in the circulation system?
Why are some diseases linked to a persons lifestyle? Can you give examples?
What are the key parts of the immune system—explain the function of these parts

Chemistry
What is oxidation and reduction?
What are the main properties of metals that make them useful to people?
What are the differences in the methods of extraction of metals

Physics
How is energy transferred from one object to another?
How does a scientist describe a wave?
What waves are found in the electromagnetic spectrum? How do people use these waves?

Year 9

Science

Knowledge Checklist

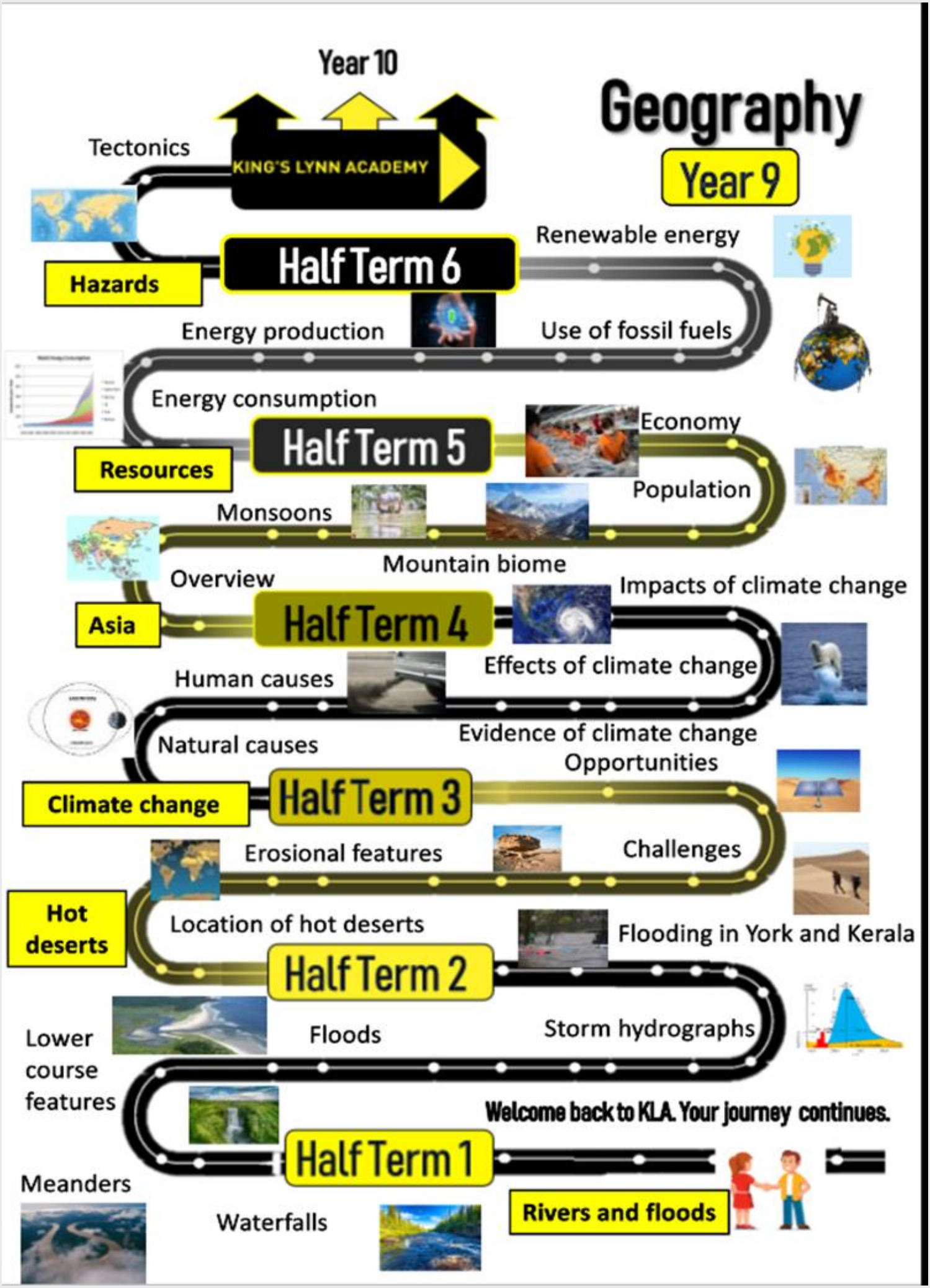
	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	The heart is an organ that pumps blood around the body in a double circulatory system. The right ventricle pumps blood to the lungs where gas exchange takes place. The left ventricle pumps blood around the rest of the body.			
2	In multicellular organisms, damage to any organ system can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially with regard to coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle.			
3	In multicellular organisms, the immune system is capable of identifying and removing foreign threats to the organism.			
4	Atoms are not created or destroyed in chemical reactions. Chemical equations provide a means of representing chemical reactions and are a key way for chemists to communicate chemical ideas			
5	In a chemical reaction there is an energy change. This energy change is related to bonds breaking and bonds being made.			
6	Oxidation and reduction as gain and loss of oxygen			
7	Energy moves from warmer objects to cooler objects, until both reach the same temperature			
8	The ripples on a water surface are an example of a transverse wave. Longitudinal waves show areas of compression and rarefaction. Sound waves travelling through air are longitudinal.			

High Flyers - Enrichment Task

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

Safe use 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. Use of such measurements to determine densities of solid and liquid objects

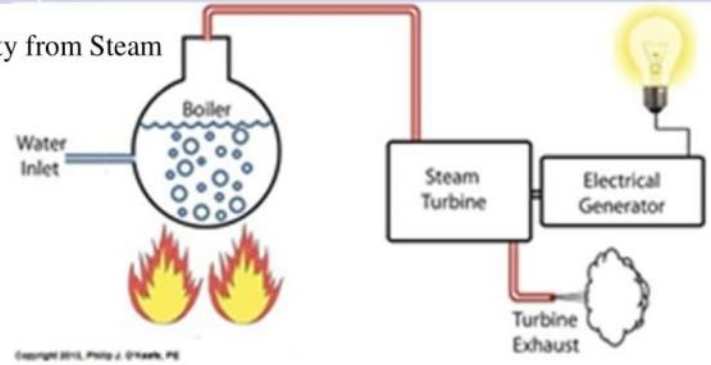

Year 10
Geography
Year 9
KING'S LYNN ACADEMY
Tectonics
Hazards
Half Term 6
Renewable energy
Energy production
Use of fossil fuels
Energy consumption
Resources
Half Term 5
Economy
Population
Monsoons
Mountain biome
Overview
Asia
Half Term 4
Impacts of climate change
Human causes
Effects of climate change
Natural causes
Evidence of climate change
Opportunities
Climate change
Half Term 3
Erosional features
Challenges
Hot deserts
Location of hot deserts
Flooding in York and Kerala
Half Term 2
Lower course features
Floods
Storm hydrographs
Welcome back to KLA. Your journey continues.
Half Term 1
Meanders
Waterfalls
Rivers and floods

Renewable and Non-Renewable Resources | Year 9 | Summer

Keywords

Energy consumption (demand)	The amount of energy a region uses.
Energy supply (production)	The total amount of energy a region produces.
Energy surplus	When a region's energy supply is greater than its energy demand.
Energy insecurity	When a region's energy demand is greater than its energy supply. This can lead to conflicts.
Fossil fuel	Sources of energy made of organic matter that is millions of years old. Coal, oil and gas are fossil fuels. When burnt, fossil fuels create a lot of pollution.
Steam power	Water is boiled into steam to power a turbine and produce electricity.
Crude oil	The natural oil extracted from reservoirs underground.
Oil rig	A large metal structure that is built to dig down to oil and gas reservoirs in the ocean.
Paris Agreement	A United Nations agreement that countries sign to agree to hit targets for climate change.
Uranium	The source material for nuclear fission in Nuclear Energy
Fracking	A controversial process used to extract shale gas from rock deep underground.
Shale gas	Shale Gas is natural gas found trapped within shale formations (rock).
Shale oil	Shale Oil is natural oil found trapped within shale formations (rock).

Electricity from Steam



Examples of Renewable Energy Sources

Solar	Energy generated by solar panels capturing sunlight. + infinite supply - expensive
Wind	Energy generated by wind turning a turbine. + infinite supply - expensive; can ruin the view
Hydroelectric	Energy generated by water passing through turbines in a dam. + creates water reserves - expensive; large environmental impact

Examples of Non-Renewable Energy Sources

Coal	Formed by plants dying in swamps and over millions of years being covered with water and dirt. Heat and pressure converted the dead plant material into coal.
Oil and gas	Tiny plants and animals died and were buried on the seafloor. Over millions of years, the remains were buried. Heat and pressure turned the dead plant and animal material into oil and gas.
Nuclear	Energy generated by using nuclear fission of uranium to generate steam.

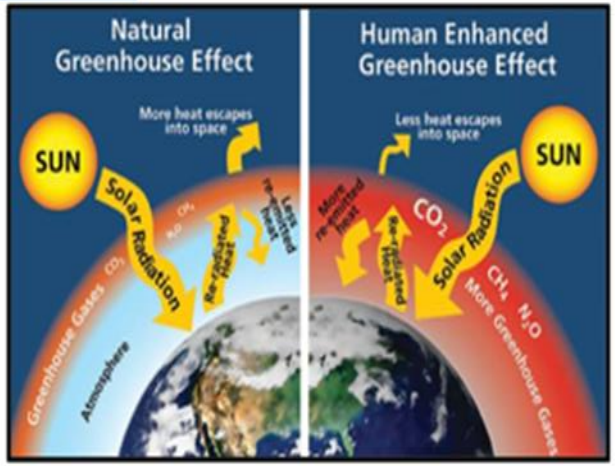
Fukushima Disaster, Japan

On 12th March 2011 a tsunami at at the Fukushima Nuclear Power Plant caused a series of disasters resulting in mass evacuation.

Fossil Fuel	Advantages	Disadvantages
Coal	• It is a ready-made fuel. • It is cheap and easy to extract. • Coal supplies will last longer than oil or gas.	• When burned, it gives off atmospheric pollutants, including greenhouse gases.
Oil	• It is a ready-made fuel. • It is cheap and easy to extract.	• When burned, it gives off atmospheric pollutants, including greenhouse gases. • Only a limited supply.
Gas	• It is a ready-made fuel. • It is cheap and easy to extract. • It is slightly environmentally cleaner than coal or oil.	• When burned, it gives off atmospheric pollutants, including greenhouse gases. • Only a limited supply.

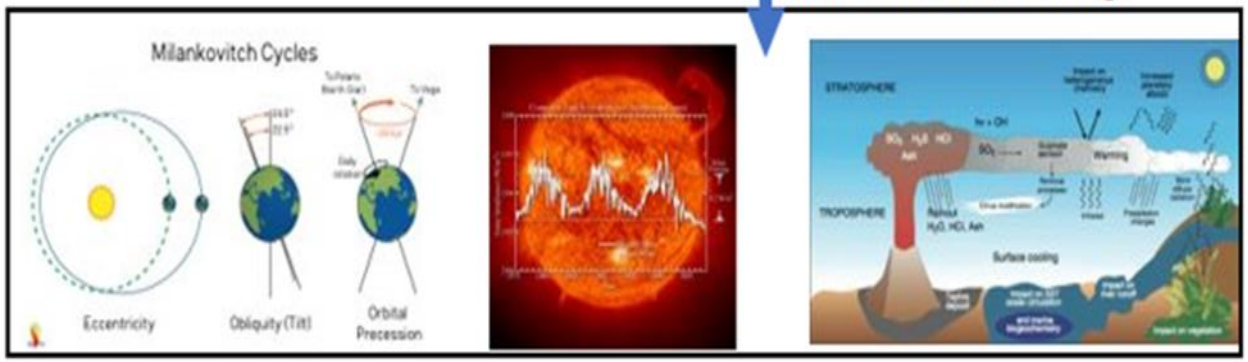
GEOGRAPHY YEAR 9 TERM 6 THE CHALLENGE OF NATURAL HAZARDS

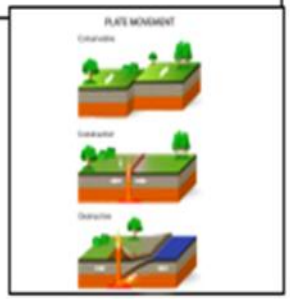
Earthquake case studies	
Amatrice, Italy	**Gorkha, Nepal**
Primary effects	
299 people were killed, 400 were injured and 4454 were made homeless.	A total of 8,841 dead, over 16,800 injured and 1 million made homeless.
Over half the buildings were destroyed despite their reinforcements.	The destruction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

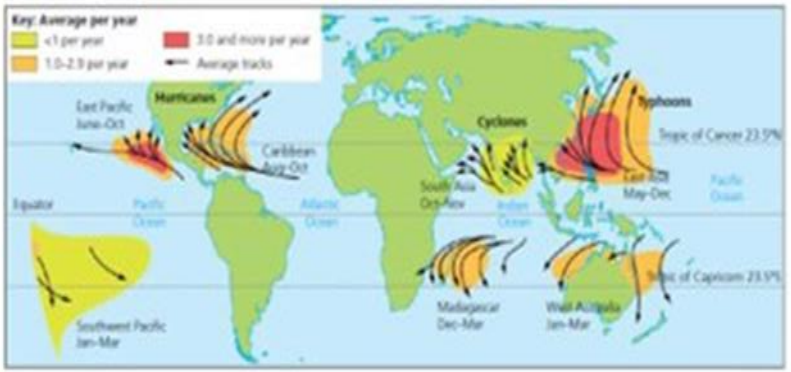


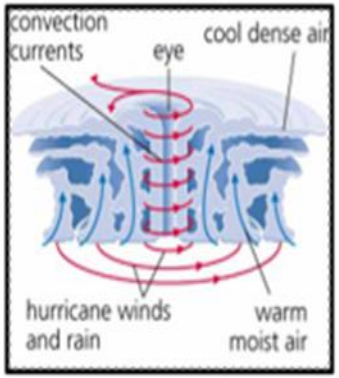
Human causes of climate change

Natural causes of climate change

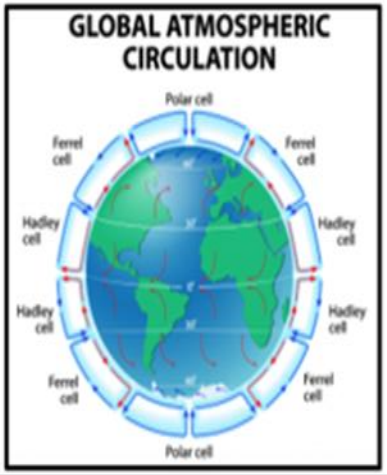








Structure of a tropical storm



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

Notes

Year 9

Geography
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember
What causes the tectonic plates to move?
State 2 things that are required for a tropical storm to form.
What are the advantages and disadvantages of renewable energy sources?

Apply your knowledge
What are the impacts globally of continuing to use fossil fuels?
Explain why people live in areas that may be at risk of tectonic hazards.
Why did Turkey suffer from several earthquakes recently?

Stretch your thinking
What is the future for the UK's energy mix?
In your opinion, is fracking the way forward for the UK?
How will the distribution of tropical storms change in the future?

Year 9

Geography
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I can describe changing trends in UK energy consumption			
2	I can explain what energy insecurity is and give examples.			
3	I can explain the environmental costs of fossil fuels.			
4	I can state positives and negatives of renewable energy.			
5	I can describe sustainable energy strategies.			
6	I can describe how monsoons form.			
7	I can outline the physical and human causes of flooding in S. Asia.			
8	I can explain why Japan's population is shrinking.			
9	I can explain the pull factors to Bangalore.			
10	I know why China is developing economically.			

High Flyers - Enrichment Task

Research The Paris agreement (https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement) and describe its objectives.

"Long term responses to a tectonic hazards are more important than initial ones". Plan an answer to this exam style question.

History

1760 - 1949

Year 9

Year 10

KING'S LYNN ACADEMY

Windrush and Civil Rights

9/11

Hiroshima

The Holocaust

Half Term 6

Life in Nazi Germany

The Rise of the Nazis

Treaty of Versailles

League of Nations

End of World War One

Battle of the Somme

Trench Warfare

The Suffragettes

Half Term 5

Outbreak of World War One

Political Reform

Law and Order

Social Reform

Factory Life

Urbanisation

Half Term 4

The Railway Age

Iron and coal

Transport

The steam engine

The Industrial Revolution

Cotton Textiles

Half Term 3

Abolition

Transatlantic Slave Trade

Life as a slave

The American Revolution and war of independence

Half Term 2

Wealth and trade

Ruling the waves

Welcome back to KLA. Your journey continues.

Australia

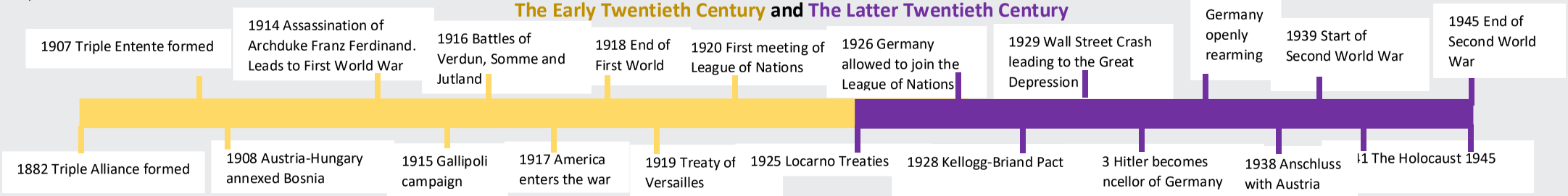
Half Term 1

America

India

Year 9 History Knowledge Organiser Summer Term

The Early Twentieth Century and The Latter Twentieth Century



The Early Twentieth Century

Tier 2 Vocabulary	Tier 3 Vocabulary
Abdication: the act of giving up the throne. **Armistice**: end of the fighting in the war so that discussions can begin which then leads to a peace treaty. **Assassinated**: killed for political religious reasons. **Attrition**: wearing down the opposition through continuous sustained pressure. **Conscription**: a system whereby people are forced to join the army or Navy. **Democratic**: a system of government in which order lots have the right to vote for the government they want. **Dictatorship**: type of government where one person or a small group make all the decisions. **Extremist parties**: groups holding extreme political views **Munitions**: the equipment and ammunition of an army and Navy. **Proportional representation**: column a system of elections in which the number of people elected for a party is in proportion to the number of votes for that party.	**Bolsheviks**: Russian political movement led by Lenin following communist ideas developed by Karl Marx and further developed by Lenin. **Dawes Plan**: an agreement between the USA and European countries in 1924. The plan organised US loans to revive. **League of Nations**: set up in 1919 for the promotion of international peace and security. **Naval race**: competition between two countries to build the best navy e.g. before 1914. **Reparations**: compensation to be paid by Germany to France, Belgium, Britain and other states as a result of the First World War. **Schlieffen Plan**: plan drawn up in 1905 to provide a rapid invasion of France. Used in 1914. European economies, especially that of Germany. **Treaty of Versailles**: agreement detailing the consequences for Germany after their defeat in World War One. **Young Plan**: an agreement made between Germany and the allies, to lower reparations and allow Germany to pay them back over a longer period.

The Latter Twentieth Century

Tier 2 Vocabulary	Tier 3 Vocabulary
Autocracy: a system of government where complete authority is in the hands of one person who can make all the important decisions. **Concentration Camps**: camps used by Nazis to hold political opponents in Germany. **Depression**: long period of financial problems in the economy involving lower living standards. **Final Solution**: Nazi plan to exterminate the Jews and other races in Europe. **Hyperinflation**: inflation is when money decreases in value, so more is needed to pay for the same thing. Hyperinflation is where this gets completely out of hand and prices rise by enormous amounts. **Propaganda**: Information given in a biased or misleading way usually intended to support specific political view. Also used in wartime to raise morale. **Passive resistance**: opposing government action in nonviolent ways, refusing to cooperate, staging strikes etc.	**Aryan**: Nazi word for the German 'race'. **Cold War**: non-violent conflict between USA and USSR from 1945. **Containment**: the Western policy during the Cold War designed to control the spread of Communism. **Enabling Law**: the enabling law was passed in 1933 giving him the power to act without consulting the right stag or the president **Iron Curtain**: Boundary between East and West Europe after 1945. Term first used by Winston Churchill in 1946. **Putsch**: an armed uprising aimed at taking over the government. Reichstag: German Parliament. **Red Scare**: a fear if Communism promoted by a group or a government. **Superpower**: a country with lots of influence and power e.g. USA and USSR after World war Two. **Total War**: full scale war where weapons can be used and where the rules of war are ignored. **Wall Street Crash**: sudden fall of stock prices in June 1929 on the US Stock Exchange, in Wall Street, New York.

Year 9

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? Anti-Semitism, terrorism, hyperinflation, segregation, Welfare State.
Put these events into chronological order. Can you add the dates they happened? 9/11, Wall Street Crash, Women over the age of 30 who own property are given the right to vote, liberation of Auschwitz, Treaty of Versailles is signed.
Say why these people are significant in the topics that have been studied. Emily Davison, Adolf Hitler, Gustav Stresemann, Aneurin Bevan.

Apply your knowledge
Explain what was important about the Treaty of Versailles.
Write an account of the creation of the NHS.
In what ways did life improve for Germans during the Stresemann era?

Stretch your thinking!
Which of the following was the greatest contributing factor towards growing tensions in Germany between 1918 and 1933? • Treaty of Versailles • Economic problems (Wall Street Crass, Great Depression etc). • Political divide Explain your answer referencing all three bullet point.

Year 9

History

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	The Suffragettes, including the Suffragists, actions and changes.			
2	World War One, including causes, events and outcomes.			
3	The Russian Revolution.			
4	The Treaty of Versailles			
5	Germany in the 1920's, including hyperinflation, the Stresemann era and the Wall Street Crash.			
6	The Rise of the Nazi Party, including Hitler's early life, the Munich Putsch and democracy to dictatorship.			
7	Life in Nazi Germany.			
8	Persecution of the Jews, including the Holocaust.			
9	The bombing of Dresden during the Second World War.			
10	Hiroshima and the moral complications surrounding the dropping of the atomic bomb.			
11	The development of the Welfare State, specifically the NHS.			
12	Windrush and Civil Rights movement.			
13	9/11 and the impact on modern society.			

High Flyers - Enrichment Task

To end Year 9 we will be looking at some of the key events of the 20th and 21st century. Your task is to choose the event which interests you the most and complete a research task on the event itself and the impact it had. You may choose to study an event we have looked at in class (see the list below) or you may choose your own. The way you present your research is up to you (PowerPoint, book, leaflet, poster etc.)

- Bombing of Dresden
- Hiroshima
- Development of the Welfare State
- Windrush and Civil Rights
- 9/11

French

Year 9

Year 10

KING'S LYNN ACADEMY

Feedback

Term 6

Advantages and disadvantages of technology

Using the comparative and superlative

Technology use

Free time activities

Term 5

New adjectives

Regular and irregular verbs

Perfect tense revision

Present tense
Imperfect tense

Describing people and relationships

Possessive adjectives

Term 4

Describing relationships

Feedback

Term 3

Friends and family

Role plays

Present tense
Future tense
Past tense

Term 2

Asking questions

Reflexive verbs

Daily routines

My town

Welcome back to KLA your Journey continues

Term 1

My house and home

Year 9 French Half Term 5 + 6

Topic specific vocab

les passe-temps	hobbies
je fais	I do/go
je joue	I play
l'escalade	climbing
l'escrime	fencing
la natation	swimming
le billard	snooker
les échecs	chess
le patinage	ice skating
le footing	jogging
l'equitation	horse riding
la planche à voile	windsurfing
la voile	sailing
les randonées	hiking
le vèlo/cyclisme	cycling
le VTT	mountain biking
la musculation	weight-lifting

la lecture	reading
je lis	I read
les romans fantastiques	fantasy novels
les romans policiers	crime novels
les romans d'amour	romance novels
les livres d'epouvante	horror books
les BD's	comic books
les mangas	animé books
les journaux	newspapers
les histoires	stories

l'internet	
je fais de recherche	I do research
je fais des achats	I do shopping
je poste des photos	I post photos
je crée des playlists	I create playlists
je fais mes devoirs	I do homework
je lis des emails	I read emails
j'écris des messages	I write messages
je joue à des jeux	I play games
les réseaux sociaux	social media

la musique	
j'écoute	I listen
je télécharge	I download
sur mon portable	on my phone
sur mon ordi	on my pc
avec mes écouteurs	with my headphones
mon chanteur préféré/ma chanteuse préférée c'est	my favourite singer is
les chansons	the songs
j'aime ses paroles	I like his/her lyrics
j'aime ses melodies	I like his/her tunes

Year 9 French Half Term 5 + 6

Grammar

depuis = since/for

Used to talk about how long we have been doing something for.

e.g. Je joue au foot **depuis** deux ans = I have been playing football **for** 2 years

You must use present tense + depuis.

superlatives

Used to talk about 'the most/the least'.

e.g. Le prof de francais est **le plus** intelligent = the French teacher is **the most** intelligent

le plus	the most
le moins	the least

You just add an adjective to them.

e.g. Le plus grand = the biggest
le moins cher = the cheapest
le plus malodorant = the smelliest
le moins sale = the least dirty

Comparatives

plus…que	more…than
moins que	less…than
aussi…que	as…..as

We use these to compare things.

eg La télé est plus intéressant que la radio = the tv is more interesting than the radio.

La fille est moins grande que le garcon = the girl is smaller than the boy

Direct object pronouns

Used to replace a noun that is the object of the sentence so that you don't have to keep repeating it.

This is what they look like:

French	English
me	me
te	you
le	him/it
la	her/it
nous	us
les	them

The direct object pronoun goes before the verb

e.g. J'aime les sports (I like sports) = je **les** aime (I like **them**)
Je mange la pizza (I eat pizza) = Je **la** mange (I eat **it**)

If the verb begins with a vowel, shorten **me**, **te**, **le** and **la** to **m'**, **t'**, or **l'**.
e.g. J'adore **la** foot = Je **l'**adore

Notes

Year 9

French

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

*
Write these in French—ensure you sue the correct direct object pronoun I like music which is loud. I read books that have pictures. *I post the photos which I want to share with other people there.*

+
Write these in French I have been doing skiing for 3 years Internet is more interesting than the cinema Music is the most interesting hobby
Write these in French My favourite song is I go climbing
Describe your favourite TV show in French using your knowledge organiser

=
Write down the three sports in French
Write down three TV genres in French
What does the following mean in English Un film Un livre Un email

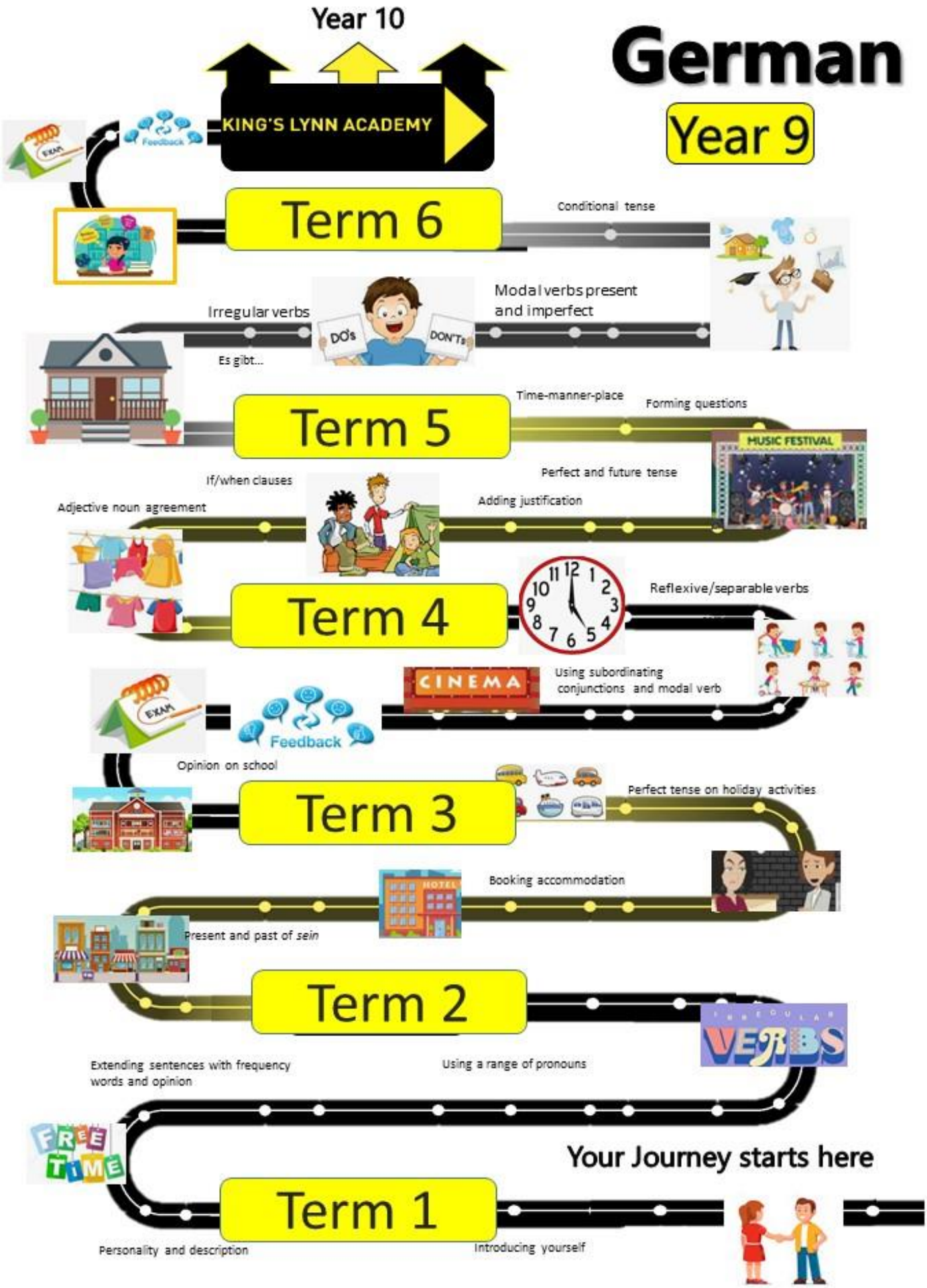
Year 9

French

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can name sports and give opinions about sports.			
2	I can talk about music.			
3	I can name different TV genres and give my opinions on them.			
4	I can use comparative adjectives, and the relative pronoun que.			
5	I can talk about films and use the superlative.			
6	I can use the Imperfect tense with reading.			
7	I can talk about what I do online.			


Year 10
German
Year 9
KING'S LYNN ACADEMY
Feedback
EXAM
Term 6
Conditional tense
Modal verbs present and imperfect
Irregular verbs
DO's
DON'Ts
Es gibt...
Term 5
Time-manner-place
Forming questions
MUSIC FESTIVAL
Perfect and future tense
If/when clauses
Adding justification
Adjective noun agreement
Term 4
Reflexive/separable verbs
CINEMA
Using subordinating conjunctions and modal verb
EXAM
Feedback
Opinion on school
Term 3
Perfect tense on holiday activities
HOTEL
Booking accommodation
Present and past of sein
Term 2
IRREGULAR VERBS
Extending sentences with frequency words and opinion
Using a range of pronouns
FREE TIME
Your Journey starts here
Term 1
Personality and description
Introducing yourself

Y9 German Summer Term

1. Würdest du ...?	**Would you...?**
Ich würde …	I would…
mit Haifischen schwimmen. / Extrembügeln machen.	swim with sharks. / do extreme ironing.
zum Mond fliegen./ Kakerlaken essen.	fly to the moon. / eat cockroaches.
den Mount Everest besteigen. / Zorbing machen.	climb Mount Everest. / do zorbing.
Ich bin…	I am…
abenteuerlustig / ängstlich/ feige	adventurous / fearful / cowardly
kühn / mutig / verrückt / vorsichtig	daring / brave/ crazy / cautious

2. Hast du ein Job?	**Do you have a job?**
Was für einen Job hast du?	What type of job do you have?
Ich arbeite …	I work…
als Zeitungsausträger(in).	as a newspaper boy (girl).
als Babysitter(in). / als Trainer(in).	as a babysitter. / as a trainer.
als Bademeister(in)./ als Hundeausführer(in).	as a life guard. / as a dog walker.
in einem Café/Supermarkt.	in a café/ supermarket.
Ich habe keinen Job,	I don't have a job,
aber ich will als … arbeiten.	but I want to work as ….
Wie findest du den Job?	How do you find the job?
Ich finde den Job toll/furchtbar/interessant/ langweilig/okay/nicht schlecht.	I find the job great/ terrible/ interesting/ boring/ ok / not bad.
Ich mag den Job (nicht), weil …	I (don't) like the job, because…
er interessant ist. / er langweilig ist.	it is interesting. / it is boring.
er Spaß macht. / er keinen Spaß macht.	it is fun. / it is not fun.
ich (nicht) viel Geld verdiene.	I (don't) earn money.

3. Was möchtest du machen?	**What would you like to do?**
Ich möchte …	I would like to…
Schauspieler(in)/Sänger(in) werden.	become an actor (actress)/ singer.
heiraten / Kinder haben.	marry / have children.
um die Welt reisen./ im Ausland leben.	travel around the world. / live abroard.
bei (BMW)/für (Oxfam) arbeiten.	work at (BMW)/ for (Oxfam)
auf die Uni gehen und … studieren.	go to uni and study …. .

4. Arbeitsplätze	**Places of work**
das Café/Restaurant/Hotel/Souvenirgeschäft	the café/ restaurant/ hotel/ souvenir shop
die Skischule / Kinderkrippe / Piste	the ski school / crèche / ski run
der Berg / Wellnessbereich	the mountain / spa
Ich arbeite im Moment …	At the moment I work…
als Zeitungsausträger(in)./als Bademeister(in).	as a newspaper boy (girl) / as a life guard
Ich möchte später …	Later I would like…
Schauspieler(in) / Lehrer(in) werden.	to become an actor (actress) / a teacher
in der Skischule arbeiten.	to work in the ski school.
Ich würde nie …	I would never work…

Year 9

German

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions
Translate the passage into German: I work as a babysitter and I find the job not bad. I like the job, because it is fun. I would like to live abroad, but I would never work in Wales. Do you have a job? Would you like to live abroad?

Medium Questions
Translate into German: 1. I would like to travel to Germany. 2. I would like to have two children. 3. I would like to get married.
Translate into English: 1. Ich möchte um die Welt reisen. 2. Ich möchte Arzt werden. 3. Ich möchte drei Kinder haben.

Easy Questions
I can say 'I would like to' in German
I can give 3 positive and 3 negative opinions on jobs
I can list at least 5 types of jobs

Year 9

German

Knowledge Checklist

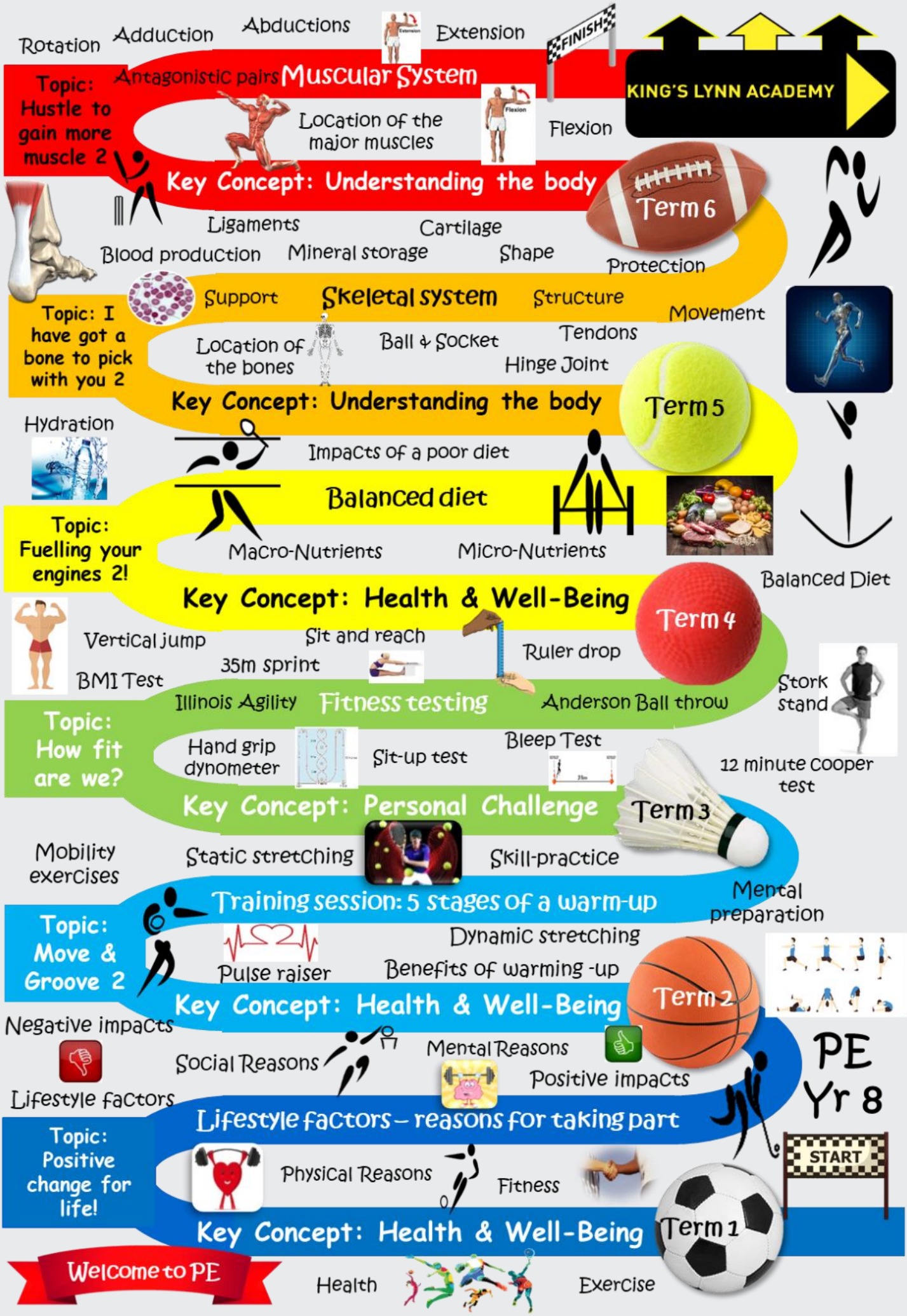
KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can list at least five types of jobs			
2	I can express my opinion on jobs			
3	I can understand basic phrases with *ich möchte*			
4	I can use *ich möchte* with the correct word order			
5	I can use the negative			
6	I can talk/write about part time jobs			
7	I can ask 3 or more questions in German on this topic			

High Flyers - Enrichment Task

Answer these questions in German. Remember to add justification and another pronoun if possible.

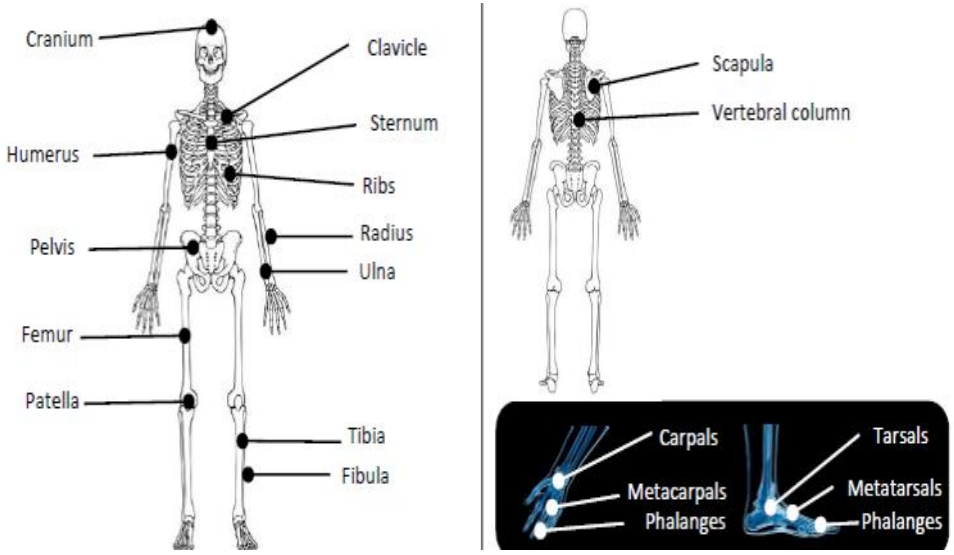
1) **Was für einen Job hast du?**
2) **Was musst du machen?**
3) **Was möchtest du in der Zukunft machen?**
4) **Was möchtest du nicht in der Zukunft machen?**
5) **Würdest du im Ausland leben?**
6) **Würdest du heiraten?**


KING'S LYNN ACADEMY
PE
Yr 8
Term 6
Topic: Hustle to gain more muscle 2
Key Concept: Understanding the body
Muscular System
Rotation
Adduction
Abductions
Extension
Antagonistic pairs
Location of the major muscles
Flexion
Ligaments
Cartilage
Blood production
Mineral storage
Shape
Protection
Term 5
Topic: I have got a bone to pick with you 2
Key Concept: Understanding the body
Skeletal system
Support
Structure
Movement
Location of the bones
Ball & Socket
Tendons
Hinge Joint
Term 4
Topic: Fuelling your engines 2!
Key Concept: Health & Well-Being
Balanced diet
Hydration
Impacts of a poor diet
Macro-Nutrients
Micro-Nutrients
Balanced Diet
Term 3
Topic: How fit are we?
Key Concept: Personal Challenge
Fitness testing
Vertical jump
BMI Test
Sit and reach
35m sprint
Ruler drop
Illinois Agility
Anderson Ball throw
Stork stand
Hand grip dynometer
Sit-up test
Bleep Test
12 minute cooper test
Term 2
Topic: Move & Groove 2
Key Concept: Health & Well-Being
Training session: 5 stages of a warm-up
Mobility exercises
Static stretching
Skill-practice
Mental preparation
Pulse raiser
Dynamic stretching
Benefits of warming -up
Term 1
Topic: Positive change for life!
Key Concept: Health & Well-Being
Lifestyle factors – reasons for taking part
Negative impacts
Social Reasons
Mental Reasons
Positive impacts
Lifestyle factors
Physical Reasons
Fitness
Welcome to PE
Health
Exercise
START
FINISH

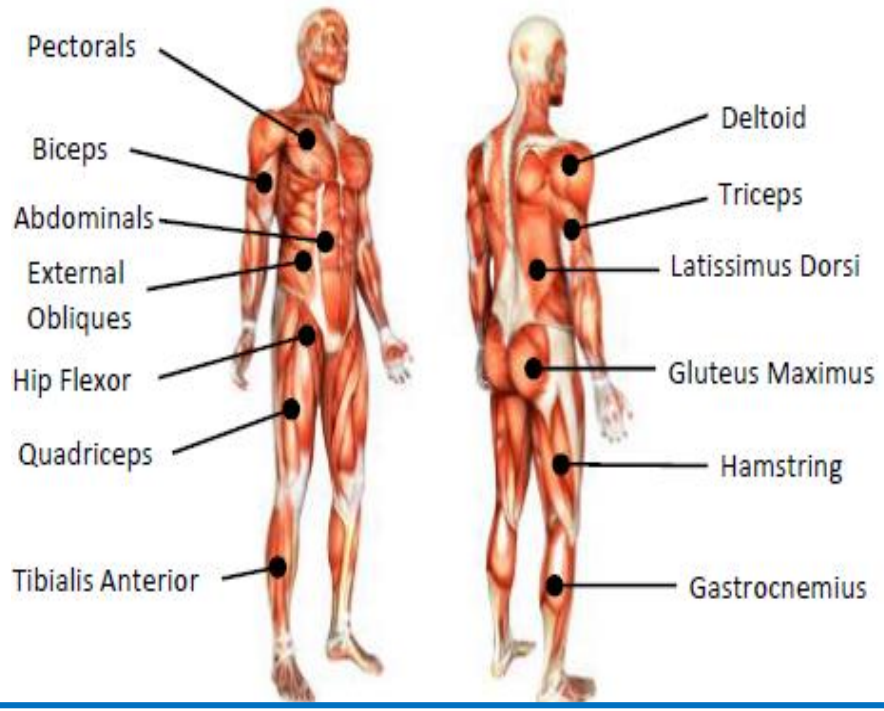
Functions of the Skeleton

- **Shape and Support** – posture
- **Movement** - muscle attachment & joint movement
- **Protection** of vital organs
- **Production** – platelets, red and white blood cells
- **Storage** - of minerals (calcium, phosphorus, iron, potassium)

Structure of the Skeletal System



Structure of the Muscular System



Joint Movements

Flexion	Adduction	Rotation
Decreasing the angle at a joint (bending)	Limbs moving towards the midline of the body.	A twisting/turning action around a joint.
Extension	**Abduction**	**Circumduction**
Increasing the angle at a joint (straightening)	Limbs moving away from the midline of the body.	A combination of flexion, extension, adduction & abduction.

Year 9

Physical Education
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Names 3 functions of the skeletal system

Explain 3 joint/muscle movements

Apply your knowledge of joint movements for 3 sporting movements

Year 9

Physical Education
Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	To explain the functions of the skeletal system Shape and support Movement Protection Production Storage			
2	To explain the joint and muscle movements Flexion Extension Adduction Abduction Circumduction Rotation			

High Flyers - Enrichment Task

Explain the adaptions to the cardiorespiratory system after a 6 week training programme for a long distance runner.

Year 10

Technology

Year 9

KING'S LYNN ACADEMY

Topic Test

EVALUATION Reflect and evaluate on the outcome

What went well:

Even better if:

Learning about the different tools and finishing techniques for metal.

Learning how to work with aluminium, how to shape it and how to use metal work tools. To create something wearable

Learning about ferrous and non-ferrous metals

FERROUS METALS VS NON FERROUS

CHARACTERISTICS

Contains Iron | Does not contain Iron

Aluminium

Layering plywood and covering in Formica to create a wearable product

Learning about hardwoods and softwoods

Hardwoods: Beech, Oak, Ash, Teak

Softwoods: Pine, Spruce, Cedar, Fir

Learning about manufactured wood

Wood Stain

Wood

Learn to finish an acrylic piece to a professional standard

Learning about the different tools and finishing techniques for wood.

Fitting an acrylic window into plywood

Learning about the different tools and finishing techniques for acrylic.

THERMOPLASTICS

(Can be melted repeatedly)

Learning about the design cycle

Acrylic

Research material properties of Thermoplastics and thermosetting plastic

THERMOSETS

(Once moulded cannot be melted)

DESIGN CYCLE

1 What is the problem? 2 IMAGINE 3 PLAN How do I develop the solution? 4 CREATE 5 SHARE Share your solution with the world! IMPROVE TEST & EVALUATE

Researching different materials. Wood, Plastic & Metal

wood

plastic

metal

Looking at how these materials affects our environment and their sustainability

Learning about different materials and tools used in this project

Safety First!

Health and safety

Welcome back to KLA your Journey continues

Material Testing

Colour LINE TYPOGRAPHY composition TONE IMAGERY

YEAR 9 TECHNOLOGY

Material Testing

Learners must be able to: METAL | PLASTIC | WOOD

- Work with tools, equipment, materials, and components.
- Know and understand materials properties and components
- Understand different working techniques and quality finishes
- Evaluate each process and stage of testing.

Keywords

1 Properties
2 Techniques
3 Functional
4 Sustainability
5 Measurements
6 Plywood
7 Accuracy
8 Quality control
9 Glass paper
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
20 Evaluate
21 Aluminium
22 Acrylic
23 Laminate
24 Veneer

Aluminium

Plywood

Formica

Acrylic

METAL

FERROUS METALS	VS	NON FERROUS

CHARACTERISTICS

• Mostly Contains iron • Good conductors of electricity • Good magnetic properties • Lower resistance to rust and corrosion • Weigh More	• Does not contain any iron • Higher resistance to rust and corrosion • Malleable • Non-magnetic • Weigh Less

PLASTICS

THERMOPLASTICS | THERMOSETS

Thermoplastics	Thermosetting Plastics
They change their shape upon heating and cooling.	Once formed they do not undergo shape conversion upon heating and cooling
Expensive	Cheap
Recyclable	Not recyclable
The best example is polythene which changes its shape upon heating and cooling.	The best example is the Bakelite which once formed does not change its shape upon further heating.

WOOD

Manufactured Wood

Man-made woods or Manufactured boards have become an important substitute for solid wood.

Advantages -
-Help conserve tropical forests
-An economic alternative
-Large sizes of uniform thickness
-They are stable

Manufactured boards are usually made from timber waste and **adhesive**. To make them more aesthetically pleasing they are often **veneered**. They are cheap to buy.

Hardwoods

Ash | Popular | Red Oak

Softwoods

Douglas Fur | Spruce | Yellow Pine

Hardwoods

Comes from **deciduous** trees

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

Beech
Oak
Ash
Teak

Softwoods

Comes from **coniferous** trees

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

Pine
Spruce
Cedar
Fir

YEAR 9 TECH

HOMEWORK

1 What are the physical properties of corrugated card?
- ❑ Brown paper bonded to the outside?
- ❑ Smooth & translucent
- ❑ White with foil backing

2 What type of paper can be used to support isometric drawing?
- ❑ Layout paper
- ❑ Cartridge paper
- ❑ Grid paper

3 Which manufactured board is glued at 90 degree angles?
- ❑ Plywood
- ❑ Chipboard
- ❑ MDF

4 Pine, spruce and larch are all examples of what timber?
- ❑ Hardwood
- ❑ Softwood
- ❑ Manufactured board

5 Which ferrous metal is used for manhole covers?
- ❑ High-carbon steel
- ❑ Low carbon steel
- ❑ Cast iron

6 To make wire, the metal needs to be?
- ❑ Ductile
- ❑ Absorbent
- ❑ Elastic

7 Which polymers are recyclable?
- ❑ Thermoforming
- ❑ Thermosetting
- ❑ Injection moulded

8 Which thermoforming plastic is used for making car headlights
- ❑ Thermoforming
- ❑ Thermosetting
- ❑ Injection moulded

9 Which fabrics are webs of fibres compressed together?
- ❑ Bonded
- ❑ Woven
- ❑ Knitted

10 Which natural fibre grows in balls
- ❑ Silk
- ❑ Wool
- ❑ Cotton

✓ your chosen answer

Score /10

YEAR 9 TECH

Understanding Key Words– HOMEWORK

Properties of materials

Different materials exhibit different working properties..

Listed below are some of the **key properties** which determine how materials behave:

•**Conductivity** is the ability of a material to conduct heat or electrical energy.
•**Strength** is the ability of a material to withstand a force without breaking or bending.
•**Elasticity** is the ability of a material to bend and then to return to its original shape and size.
•**Malleability** is the ability of a material to be moulded into a shape without cracking.
•**Ductility** is the ability of a material to be pulled into long thin fibres.
•**Hardness** is the ability of a material to resist wear, scratching and indentation.
•**Toughness** is the ability of a material to withstand blows or sudden shocks without breaking.
•**Durability** is the ability of a material to withstand wear, especially as a result of weathering.

The 6 R's of Sustainability

Recycle
Reuse
Replace
Rethink
Reduce
Refuse

Sustainable A sustainable resource can be replaced once used. As a tree is chopped down, many more can be planted to ensure the use of trees can be sustained.

Veneer A thin decorative covering of fine wood applied to a coarser wood or other material.

Renewable Inexhaustible and replaceable.

Recyclable The ability to process into something else.

Non-renewable A resource that cannot be replaced when it is used up, such as oil, natural gas or coal.

Thermoplastic Can be reformed when heated, and therefore can often be recycled.

Thermosetting Plastic Also called 'thermoset'. Can only be formed once as it cannot be reheated and therefore cannot be recycled

Degrade To break down and deteriorate.

Biodegradable Material that can be broken down in the environment by microorganisms.

Coniferous Trees that do not lose their leaves during autumn to prepare for winter.

Softwood Timber that has come from a coniferous tree that does not drop leaves in the autumn to prepare for winter.

Deciduous Trees that lose their leaves during autumn to prepare for winter.

Hardwood Timber that has come from a tree that drops leaves in the autumn to prepare for winter.

Alloy An alloy is a mixture of two or more elements, at least one of which is a metal.

Ferrous Metal containing iron.

Non-ferrous A metal that does not contain iron.

Year 9

Design and Technology
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
Put these tools in order of use-coping saw, buffing wheel, wet and dry paper, file.
Circle the correct property of a material that resists to being scratched or indented; Tough malleable hard ductile strong
Complete this sentence Cut the waste, _____ __ ____ _____.

+
Explain-what is a sustainable resource.
Explain biodegradable.
Circle the correct answer -The ability of a material to be stretched into a wire; Tough malleable hard ductile strong

*
Explain-what is a Bioplastic?
What does finite mean in terms of a resource?
What is an infinite resource?

Year 9

Design and Technology
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	To understand and demonstrate safe working in Design Technology			
2	To know and understand material properties			
3	To know and understand how to safely and effectively use work-			
4	To review and evaluate the making process			

High Flyers - Enrichment Task

Research, investigate and show your understanding of the properties of materials by answering the questions in the AQA Design and Technology coursework book.

FOOD TECH

Year 10

KING'S LYNN ACADEMY

Year 9

Introduction to Hospitality & Catering

Reflect & evaluate

Wash up & dry

Mix a little water with the puree in a jug and spread over the base of your pizza. Add toppings. Place in a HOT oven for around 10 minutes.

Knead dough for 10 mins – roll out onto pizza tray- Flour tray

Add the mixture to the flour and using one hand mix into a smooth dough leaving the bowl clean.

Cook for 40-45 mins

Wash up & dry

Reflect & evaluate

Italian Pizza

Written
Step-by
Step

Put the flour and the salt into a bowl and in a jug put the yeast, sugar and warm water.

After meat cooked – put into oven proof dish. Roll pastry over top. Decorate w& brush with beaten egg or milk

Cover & rest pastry in fridge

PASTRY: Rub butter into flour. Rub creamed cheese into flour and combine into pastry

While beef cooking, finely chop onions – add to the beef & cook for further 10 mins

Add 1tbsp. flour to beef. Ten mustard, puree & vinegar

Crumble in stock cube – add boiling water & simmer for 30 minutes

Cook beef in pan for 15mins with tbsp. oil

Beef Pie

Written
Step-by
Step

Reflect & evaluate

Wash up & dry

Tip in flour. Stir with wooden spoon into smooth dough

Allow to cool – beat eggs and splash baking tray with water

Add egg to mixture a tbsp. at a time – beat well

Sprinkle baking tray with water and pipe

Bake, let cool then fill

Heat margarine & water & bring to the boil

Sieve flour into bowl

Profiteroles

Written
Step-by
Step

Job roles within a professional kitchen

Reflect & evaluate

Roll out dough. Use cutters to shape jam tarts

Add jam to tarts

Bake for 10 – 12 minutes

Wash up & dry

Rub the butter and flour into breadcrumbs. Add egg yolk and bring to a dough

Grease the bun tins

Written
Step-by
Step

Jam Tarts

Health & Safety & Hygiene Posters!

Knife Skills & Knife Safety

Hygiene and safety in the kitchen.

Factors affecting food.

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

Welcome back to KLA your J

YEAR 9 FOOD

Learners must be able to:

- Learn about dough, Vitamins & minerals
- Learn about Pastry and continued development of the eat well plate
- Learn about sauces by exploring & making recipes
- Learn about Meat by exploring & making recipes

Dough, Vitamins & Minerals • Pastry & Eat well Plate • Sauces • Meat • Piping & Garnishes •

Beef Pie

Pizza

Jam Tarts

Profiteroles

Key Words

1. Research
2. Function
3. Recipe
4. Menu
5. Nutrition
6. Eatwelll Plate
7. Accurate
8. Hygiene
9. Measurements
10. Safety
11. Bacteria
12. Logo
13. Diet
14. Sensory
15. Texture
16. Healthy
17. Combine
18. Evaluation
19. Ingredients
20. Cross contamination
21. 5-A-Day
22. Environmental
23. Anti-Bacterial
24. Appearance
25. Investigation
26. Techniques
27. Aeration
28. Additives

Health & Safety & dangers in the kitchen

Teaching Knife Safety Skills

Year 9

Food Tech

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
Why do we need to eat all the foods on the Eatwell plate?
What is pastry?
What is a piping bag?

+
What are the functions of the 5 food groups?
Why do we use different colour chopping boards?
Why do we need calcium?

*
What are micro and macro nutrients?
Why do we need vitamins?
What is an environmental health officer?

Year 9

Food Tech

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Different methods of heat transfer			
2	Job roles in a kitchen			
3	Key temperatures in food			
4	The role of the EHO			
5	Use a range of equipment safely and independently to produce a			

High Flyers - Enrichment Task

Understand the different types of Hospitality and Catering establishments

Year 10 Art Here we come!
Art Y9
Pick your OPTIONS!
KING'S LYNN ACADEMY
Natural Forms
High Quality Artist Portfolio
Mixed Media Pages
Presentation
Detail
Mark Making
Evaluation
Mixed Media
Ink work
Add Watercolour
Collage background
Natural Forms
Oil Pastel Pages
Presentation
Oil Pastel
Blending
Scraffito
Colour Mixing
Oil Pastel Techniques
Highlights
Shadows
High Quality Artist Portfolio
Natural Forms
High Quality Artist Portfolio
Watercolour Pages
Presentation
Watercolour
Blending
Colour Mixing
Wash
Watercolour Techniques
Evaluation
Natural Forms
Food & Drink
High Quality Artist Portfolio
Mark Making Pages
Presentation
Cross-Hatching
Evaluation
Mark Making
Biro
Fineliner & Water
Chalk & Charcoal
Tone
Details
Food & Drink
High Quality Artist Portfolio
Tonal Drawing Page
Presentation
Grid Method
Evaluation
Tonal Drawing
Details
Tone
Shading Pencils
Food and Drink
Welcome to year 9
Your journey continues...
Year 9
Food & Drink
Food & Drink / Natural Forms
START

Year 9 Rotation 1 (20 lessons)

Food and Drink – Mini GCSE

Art

Learners must be able to:

To develop, refine and experiment with different materials and techniques.

To analyse and reflect concepts behind artists work and own work.

Explore and appreciate a variety of artists

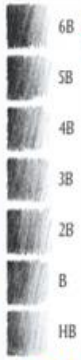
Artists

Carl Warner
Joel Penkman
Sarah E. Wain
Ralph Goings
Tjalf Sparnaay
Andy Warhol
Wayne Thiebaud
Sarah Graham
Dawn Eaton …

Transferable knowledge and skills

Tonal drawing and enlargement

Drawing an enlargement using the grid method.
Using a variety of tonal shading pencils.

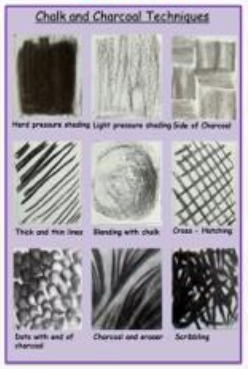


Grid method enlargement drawing

Mark making techniques – Chalk and Charcoal

Experimenting with thickness of lines and blending.
Using relevant techniques on chosen artwork

Techniques



Mark making techniques – Biro, Pen and Water

Experimenting with techniques, producing artwork, analysing and evaluating

Techniques:
Cross hatching, dots, stippling, thick and thin lines, graded wash, broken lines, dashes etc.

Mono-printing

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

Mixed Media Mono-printing

Watercolour and mono-printing, Printing on collage paper and brown paper.
Experimenting with multiple colours

Key Vocab

Tier 3
Gradient, Technique, observational, stippling, cross-hatching
Mono - printing

Tier 2
Tone, shading, blending, layering, depth, texture, annotate, detail, outline, skill, form, mark making, evaluate, media, trace, wash

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

Year 9 Rotation 2 (20 lessons)

Natural Forms: Colour Theory

Art

Learners must be able to:

- To have an appreciation of a variety of artworks
- To grasp the concept behind an artwork.
- To develop, refine and experiment with different materials and techniques.
- Present personal and creative works in response to other artists.
- Build up a confident visual language.

Artists

Jessa Huebing-Reitinger
Alexander Marshall
Georgia O'Keefe
Eric Sweet
Paul Cezanne
Vincent Van Gogh
Susan Berry
Juan Bosco...

Transferable Knowledge & Skills

Watercolour Techniques Watercolour Painting

Techniques

Watercolour painting from start to finish

Evaluation

Watercolour Techniques:

1. Layering
2. Masking Tape
3. Solid Wash
4. Graded Wash
5. Stippling
6. Splatter
7. Dry Brush
8. Resist
9. Bleed Blending

Oil Pastel Techniques Oil Pastel Artwork

Techniques

Oil Pastel artwork from start to finish

Evaluation

Oil Pastel Techniques:

1. Light Pressure
2. Heavy Pressure
3. Highlight with White
4. Shadow with Black
5. Sgraffito
6. Blended Sgraffito
7. Red + Yellow = Orange
8. Blue + Yellow = Green
9. Blue + Red = Violet

Acrylic Techniques Acrylic Painting

Techniques

Acrylic Painting from start to finish

Evaluation

Acrylic Paint Techniques:

1. Primary Colours: Red, Yellow & Blue
2. Secondary Colours: Orange, Green & Violet
3. The Colour Wheel: Tints and Shades: Adding White & Black
4. Blending and Details: Adding Water & 3 Brush Technique

Watercolour – Brush and Water Skill, Colour Mixing, Concentration of Colour

Oil Pastel – Blending, Colour Mixing, Mark making

Acrylic Paint – Colour Theory, Mixing, Tints, Shades, Blending

Natural Forms

Objects in nature in their natural form.

Key Vocab

Tier 3
Accurate Technique Evaluate Hyperrealism Precision Palette

Tier 2
Detail Blending Tints Shades Primary Secondary Gradient Experiment

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

Notes

Year 9

ART

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
List 6 Tonal drawing techniques?
What is tints and shades in art?
List 5 Biro techniques and 5 Pen and Ink techniques

+
What is the difference between visual texture and actual texture?
What does gradient mean in art and how do you create a gradient with Ink and Water?
What does Chiaroscuro mean in Art?

*
Why do you think artists create texture in their work and explain how they create texture? (what techniques show texture)
Explain how artists use tone to create form?
Explain the difference between layering and blending techniques for watercolour?

Year 9

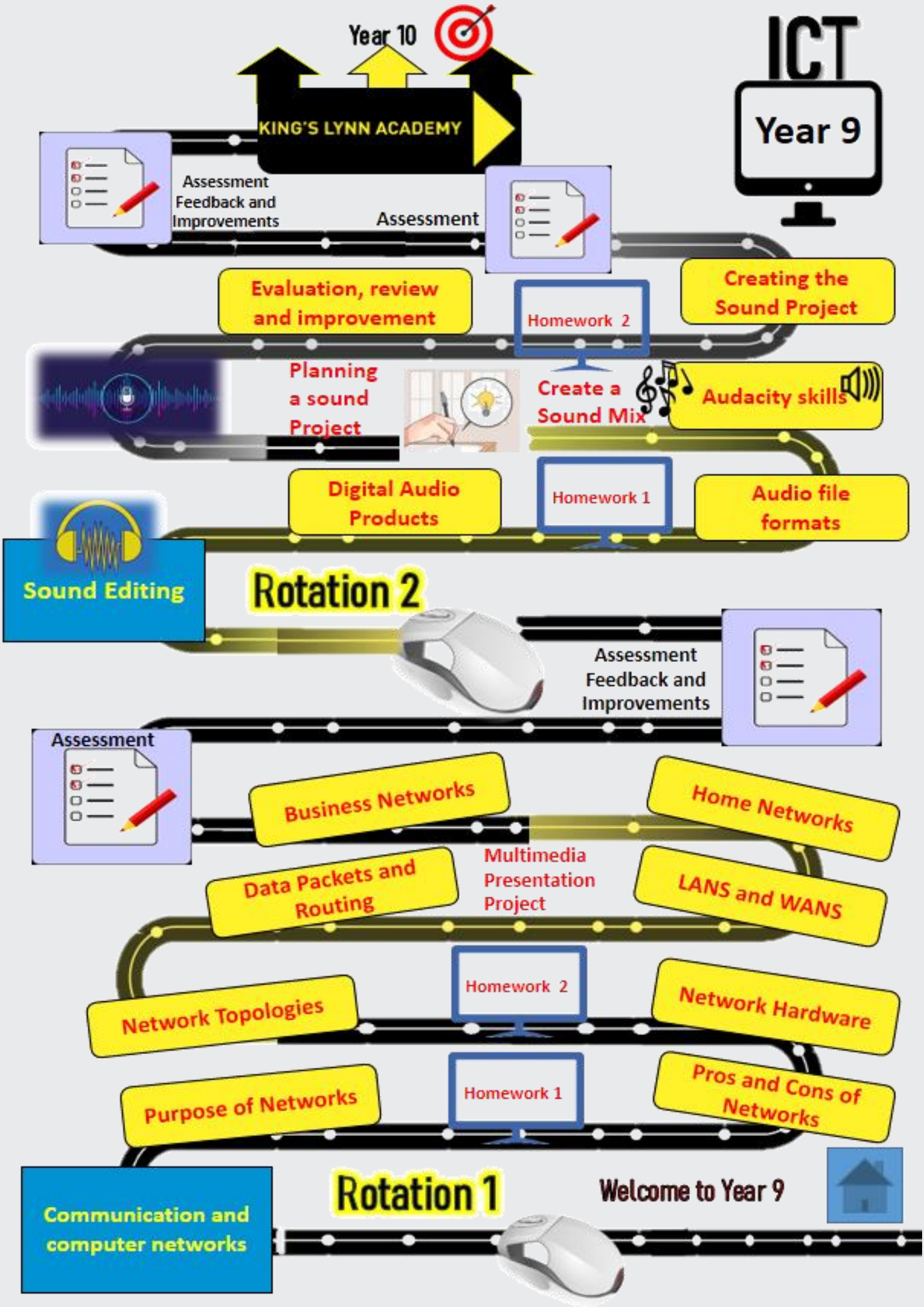
ART

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Tonal shading techniques			
2	Mark making techniques –Biro			
3	Mark making techniques –Fine Liner and Water			
4	Mark making techniques –Chalk and Charcoal			
5	Watercolour techniques			
6	Oil pastel Techniques			

High Flyers - Enrichment Task

- Tonal drawing Sheet
- Chalk on black paper
- Watercolour sheet


Year 10
KING'S LYNN ACADEMY
ICT
Year 9
Assessment
Feedback and
Improvements
Assessment
Evaluation, review
and improvement
Homework 2
Creating the
Sound Project
Planning
a sound
Project
Create a
Sound Mix
Audacity skills
Digital Audio
Products
Homework 1
Audio file
formats
Sound Editing
Rotation 2
Assessment
Feedback and
Improvements
Assessment
Business Networks
Home Networks
Multimedia
Presentation
Project
Data Packets and
Routing
LANS and WANS
Homework 2
Network Topologies
Network Hardware
Homework 1
Purpose of Networks
Pros and Cons of
Networks
Communication and
computer networks
Rotation 1
Welcome to Year 9

ICT

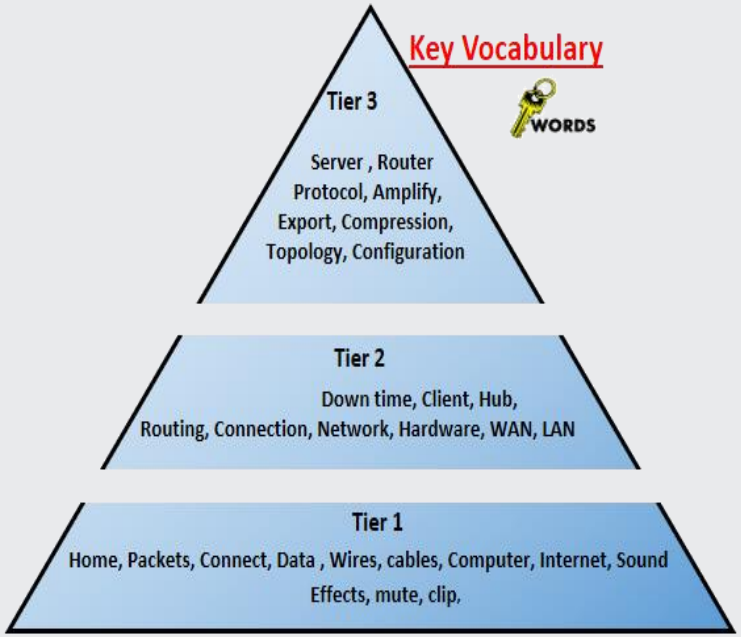
20 lessons

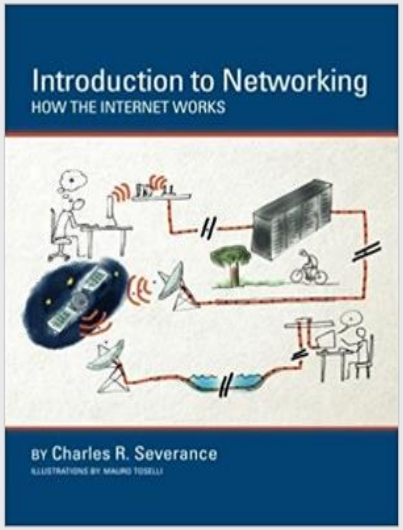
Year 9 Rotation 1)
(Communication and Networks)

Students will learn to how to explain:

- The purpose of computer networks
- The advantages and disadvantages of networks
- The hardware needed to create a network
- Network topologies
- Difference between LANs and WANs
- The purpose of Data packets and routing
- Physical connections from the home to the Internet

Key Vocabulary





Rotation 2
(Sound Editing)

20 lessons

Students will learn how to:

- Import and export sound files in Audacity
- Add a second sound clip
- Get a sound track to repeat
- Delete a part of a sound track
- Add silence before a sound track
- Fade sounds in or out
- Mute a sound track
- Change voice pitches on a sound track
- Add special effects
- Create sound projects and mixes
- Changing the volume of a sound track
- Adding a blank audio track
- Deleting a sound track
- Zooming in and zooming out of a sound track

Exporting the audacity project as a .wav

Book suggestion to aid learning

Year 9
ICT
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	The purpose of computer networks			
2	The advantages and disadvantages of networks			
3	The hardware needed to create a network			
4	Network topologies			
5	Difference between LANs and WANs			
6	The purpose of Data packets and routing			
7	Physical connections from the home to the			
8	Learn how to use Sound Editing Software: Audacity to create			

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 9 ICT Club (Computer assembly/disassembly, Games programming and sound editing, Photo 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

Notes

Music

Year 9

Year 10

KING'S LYNN ACADEMY

Term 6

Cover Versions Project

Rehearsing and Performing a Cover Version

A 'Good' Cover Version

Analysing Cover Versions

Term 5

Cover Versions Project

What is a Cover Version?

Composing and Performing a Leitmotif

Diegetic Sounds

Non-Diegetic Sound

Leitmotifs

Tone of Instruments

Term 4

Music for Film

Power of Music in Film

Adding the Bassline

Adding a Drop

Arranging your track

Adding Samples

Adding Chords

Term 3

Dance Remix Continued

Making a Beat

Dance Remix Project

Styles of Dance Music

Reading Notation

Sound/Beat Experimenting

Term 2

Dance Remix

Becoming the Maestro di Bateria

Typical Features

Samba Instruments

Samba Rhythms

Performing Samba

Term 1

Samba

Welcome back to KLA your Journey continues

Context and culture

Year 9
Summer Term One

Samba

Music

Samba Context

Samba originated in Brazil and is a fusion of African, South American and European styles.

Samba is performed at the Rio Festival (Carnival). The procession can be miles long and includes hundreds of musicians, decorated lorries and dancers.

Samba Instruments

Apito

Agogo Bell

Tamborim

Surdo Drums

Ganza

Typical Features

Ostinato
Short repeating pattern. E.g. a short rhythm that you repeat.

Polyrhythm
Lots of different rhythms played at the same time.

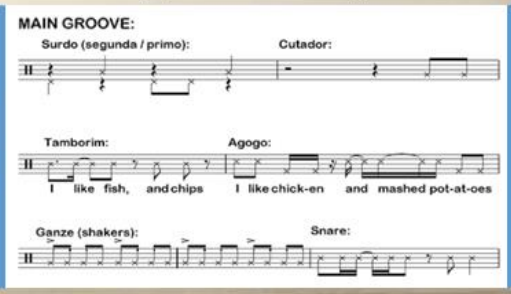
Call and Response
The leader gives a call and everybody replies with something **different.**

Imitation
The leader gives a call and everybody replies with the **same** thing.

Maestro di Bateria
The leader of the Samba band who plays the Apito (whistle) and signals different sections.

Instruments and Vocals
Variety of percussion instruments. Sometimes features guitar and brass as well as vocals in Portuguese.

Samba



Rhythms

Year 9
Spring Term One

Music For Film

Music

The Power of Music in Film

Throughout the history of filmmaking, music has always been an essential feature. Music is often used to help the viewer interpret the emotions, action and gain empathy towards certain characters.

Types of Music in Film

Existing Songs - Using pre-existing songs to match the time period or mood of a scene.

Original scores - Music written specifically for individual films.

Underscores - music played in the background during a scene.

Mickey Mousing

Mickey Mousing is when musical sound syncs directly to the action happening on the screen. For example sounds that match with footsteps.
This is often used on cartoons as it can be very comical!

Sound effects in Film

Foley Sound Sound effects that are created in sync with the film. E.g. walking on sand is actually walking on snow.

Diegetic and Non-Diegetic Sound

Diegetic Sound are sounds that the character on screen *would* be able to hear. E.g. dialogue (speaking), footsteps, weather.

Non-Diegetic Sound are sounds that the character on screen *wouldn't* be able to hear. E.g. music in the background.

Leitmotifs

A Leitmotif is a short recurring musical phrase that is used in film to represent something or someone.

Character

Characters in film are often represented by a leitmotif. E.g. As soon as Darth Vader (Star Wars) appears on screen you will hear the same musical phrase.

Setting

Leitmotifs can be used to represent a specific place or setting in a film. E.g. When walking into the Great Hall in Harry Potter, a certain musical phrase is heard.

Emotions

Leitmotifs can be used to represent emotions. They can often be adapted so they suit the mood of the character on screen. E.g. the motif used in Up.

Evolution

Leitmotifs can be adapted to help add to the growth of a character. This could be growth of age, or power. E.g. Anakin Skywalker transforming into Darth Vader.

Year 9

Music

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
1. What is Call and Response?
2. Name three types of music used in film.
3. What is a 'Leitmotif'?

+
1. What is the difference between Call and Response and Imitation?
2. Define the three types of music used in film.
3. What is a Leitmotif and can you give an example of one?

1. Give an example of Call and Response and Imitation within your Samba music.
2. Give an example of the three types of music used in film.
3. Why is a Leitmotif so effective?

Year 9

Music

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	The **Origins** of **Samba**			
2	Samba **Instruments**			
3	**Playing** Samba **Rhythms**			
4	**Three Types of Music** in film			
5	**Mickey-Mousing**			
6	**Diegetic** and **Non-Diegetic** sounds			
7	**Foley Sounds**			
8	**Leitmotif**			

High Flyers - Enrichment Task

1. **Consider how you would use different musical features (MAD T-SHIRT) to represent a villain in a Leitmotif?**

2. **Watch a scene from a film, and jot down a description of how music is being used. Does it use Diegetic sounds? Does it use Foley Sounds? Doe is use an Underscore?**

3. **Listen to a piece of Samba music. What features and instruments can you hear?**

PD

Year 9

KING'S LYNN ACADEMY

End of Year Exams

Half Term 6

Near Death Experiences

Resurrection

Reincarnation

Heaven & Hell

Life after Death

Influences

Effects of Drugs

Drugs & the law

Half Term 5

Drugs

Virtue Ethics

Situation Ethics

Utilitarianism

Morality & Dilemmas

First Aid

Government & Democracy

Charity Project

Death Penalty

Half Term 4

Euthanasia

Post 16 & University

Looking at decisions

Half Term 3

Contraception

Unplanned Pregnancy

Abortion

Where GCSE's can take you

Options

Consent

Relationships & Partners

Different Relationships

Marriage & Family

Half Term 2

Evolution

Environment

Animal Rights

Global Ethics

Creation Stories

Online Safety/Sexual Harassment Gambling

Half Term 1

Islam & Malcolm X

Online Safety

Online Safety & Grooming

Christianity & MLK

Mental Health

Welcome to your Personal Development Journey

Judaism, Anne Frank, Elie Wiesel

Buddhism & Dalai Lama

Hinduism & Ghandi

Religious & Important figures

Year 9 PD
Knowledge Organiser - Summer

Morality & Dilemmas

Things you need to be able to do:

To know different ethical theories
To understand how different ethical theories influence moral decision making
To analyse the usefulness of each ethical theory
To understand different beliefs about what happens after death

Key Questions:

Should we use ethical theories to guide us in our moral decision making?
Are ethical theories useful in modern day society?
Is there life after death?

Tier 2 Vocabulary

Morality - principles concerning the distinction between right and wrong or good and bad behaviour.
Ethics - moral principles that govern a person's behaviour or the conducting of an activity.
Virtues - behaviour showing high moral standards.
Near death experiences - an unusual experience taking place on the brink of death and recounted by a person on recovery, typically an out-of-body experience or a vision of a tunnel of light.

Tier 3 Vocabulary

Deontology - the study of the nature of duty and obligation.
Utilitarianism – the idea that actions are right if they are useful or for the benefit of a majority.
Resurrection – The idea of coming back from the dead
Reincarnation - the rebirth of a soul in another body.
Rebirth - the process of being reincarnated or born again.

Citizenship & Health Education

Things you need to be able to do:

To know what democracy means
Young people's attitudes and behaviours regarding drug use
describe the names, appearance & effects of a range of illegal drugs
To learn about the potential legal consequences of using illegal drugs

Key Questions

How does the British Parliamentary System work?
What are the maximum legal penalties for each drug classification
Where can I go if I need support about drugs?

Tier 2 Vocab

House of Commons - where the elected group of MPs meet
House of Lords - where some are unelected and some are bishops
Substance - This generic term includes alcohol and other drugs that may be legal or illegal.
Dependency - A state in which a person relies upon a substance to feel or function as normal, this can be physical and/or psychological

Tier 3 Vocabulary

Cessation - The process of reducing and stopping the use of a substance. This may be done independently or with the support of a cessation service.
Possession - When a person is found with a controlled drug for personal use. They don't have to be using it they just need to have it.
Intent to supply - When a person is planning to give controlled drugs to someone else including selling, sharing or giving for free.
Supply - When a person distributes or gives someone a controlled substance including selling, exchanging for reward or 'gifting'.

Year 9

Personal Development
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
1. Name two ethical theories
3. Name two examples of democracy

+
1. Summarise two ethics theories
3. Explain the two different houses found in parliament

*
1. Discuss the usefulness of situation ethics when making moral decisions
3. Discuss what is meant by intent to supply

Year 9

Personal Development
Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Understanding our government			
2	Speaking to an MP			
3	Ethical Theories, including Utilitarianism, Situation Ethics, Virtue Ethics, and Deontology			
4	Drugs and their effects			
5	Drugs and managing risks			
6	What is life after death?			
7	Religious beliefs about life after death, including resurrection,			
8	Arguments for the existence of life after death			
9	Arguments against the existence of life after death			

High Flyers - Enrichment Task

Create a comparative table comparing the different ethical theories and then explain which one you prefer and why

1. Look, Cover, Write, Check, Correct

Look, Cover, Write, Check, Correct

Common at primary schools

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

2. Questions / Answers, Answers / Questions

Questions/Answers, Answers/Questions

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

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

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

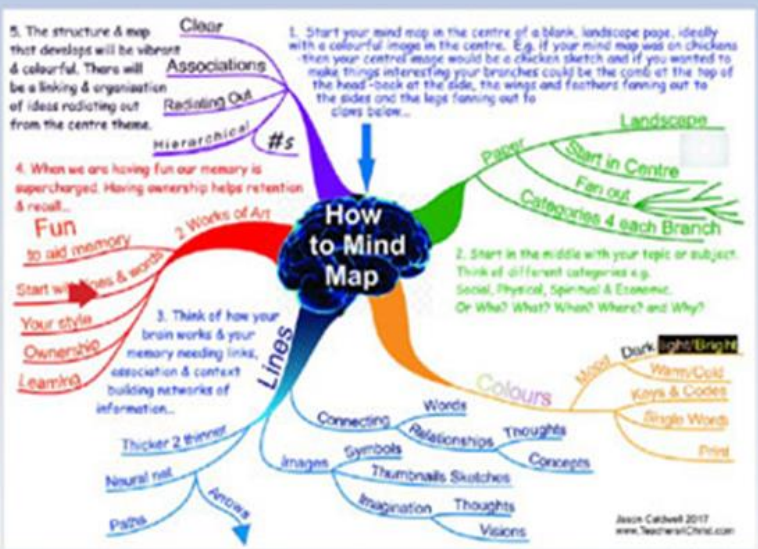
Always check and correct!

3. Map Your Mind

Mind Maps

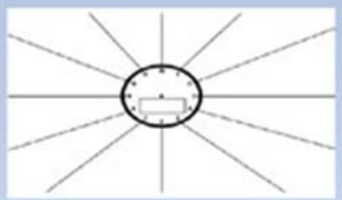
Mind Mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas.

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



4. Clock Learning

Clock Learning

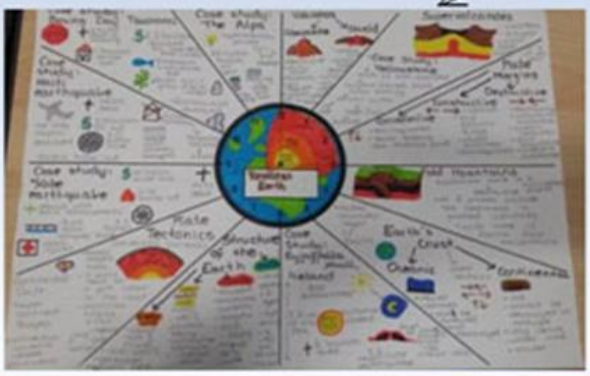


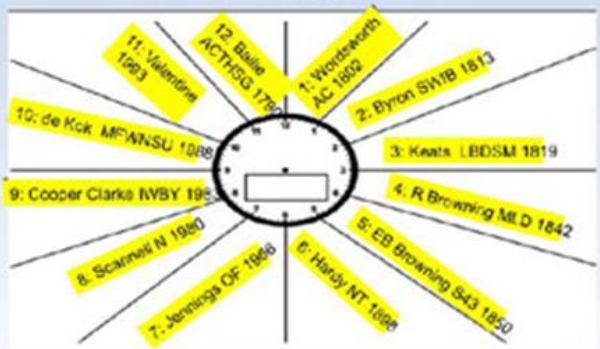
For this technique you draw a basic clock.

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

or

Use it to help visualise a timeline.





Further Optional Home Learning

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

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

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

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

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

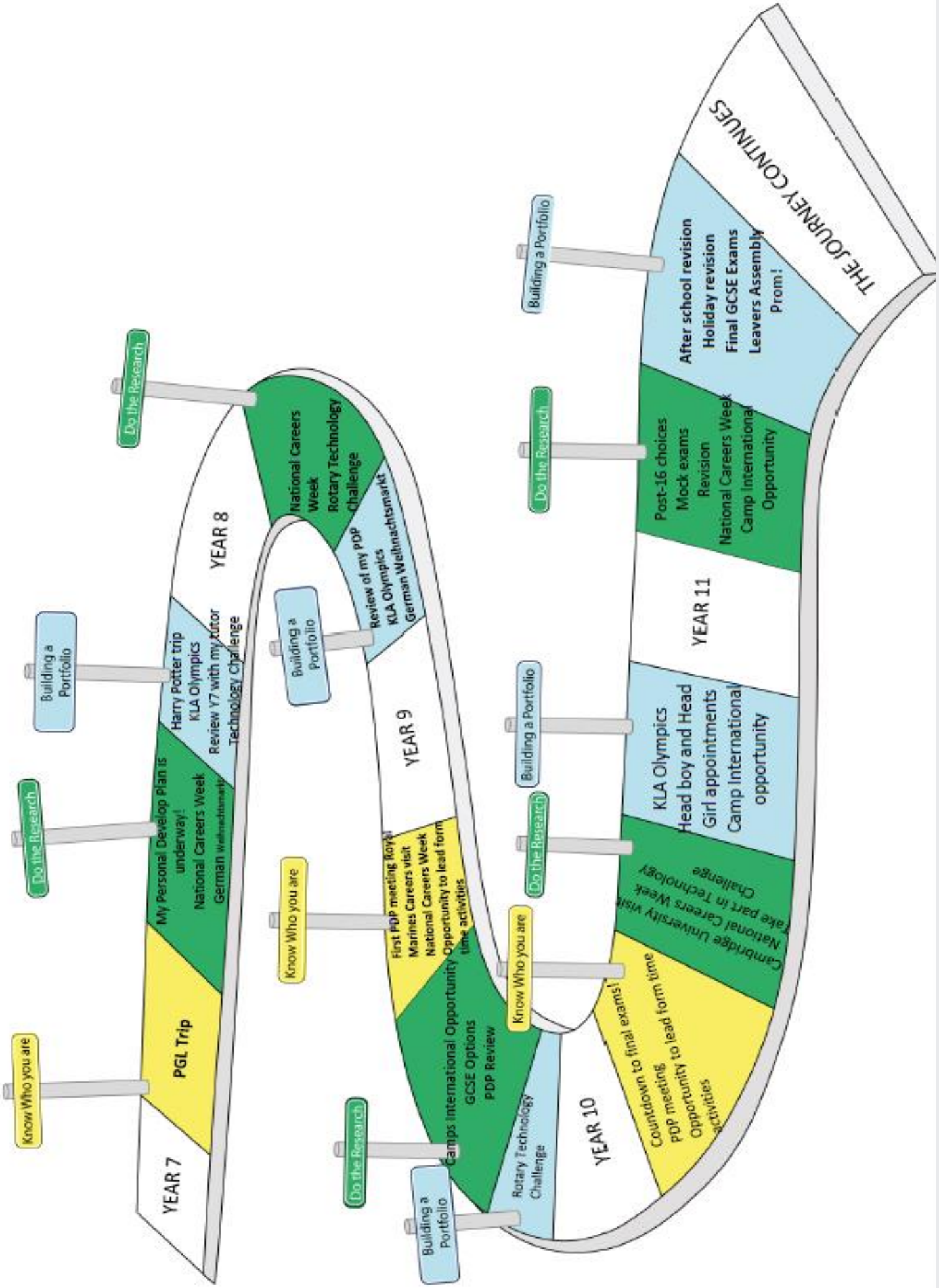
Bitesize is the BBC's free online study support resource for school-age pupils in the United Kingdom. It is designed to aid students in both school work and exams. It is an outstanding resource for both Key Stage 3 and Key Stage 4 pupils and it can be accessed without having to log into an account.

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

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

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

KLA Journey Yr7 - 11



Personal Development

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

Year 9 Opportunities:

- 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
- UEA trip (NEACO / Outreach programme)
- Student Commission applications and interviews
- National Careers Week
- Visit to professional football academies
- Youth Speaks – local public speaking competition
- UEA summer school
- Duke of Edinburgh
- Trips to places of work and business
- Gallery visits
- Camps International Expedition
- WW1 Battlefields Trip
- Globe Tour – Cross-curricular visit to The Globe in London
- Careers theatre productions (visiting and external)

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
	9	

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?	
Discusser	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 bade 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?	

Learning Target I will focus on (circle or highlight)	**Orator Questioner Discusser Memoriser Linker Responder**
What will I do to improve?	
What evidence will I bring to the next meeting?	

Character Target I will focus on (circle or highlight)	**Pride Positive Traits Extra-Curricular International Community**
What will I do to improve?	
What evidence will I bring to the next meeting?	

Parent Comment:

Contact made with parent	Phone call Email Face to face	Date
PDP sent to parent via email		

How to sign up to kooth

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

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

Log on through mobile, laptop and tablet.

www.kooth.com

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

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

The place I live is...

Choose

3 Click on the gender you identify with

I am...

Male | Female | Agender | Gender Fluid

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

My ethnicity is...

Choose

5 Add the month and year you were born

I was born in...

Year: Choose

Month: Choose

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

I would like this username

My password will be

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

Where did you learn about Kooth?

Choose

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

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

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

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

www.kooth.com

Self - Help Apps

Mind Shift

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

Headspace

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

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

For Me

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

Calmharm

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

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

MyLife

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

Notes

Notes