



KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 10 Summer Term 3 2023



Name:

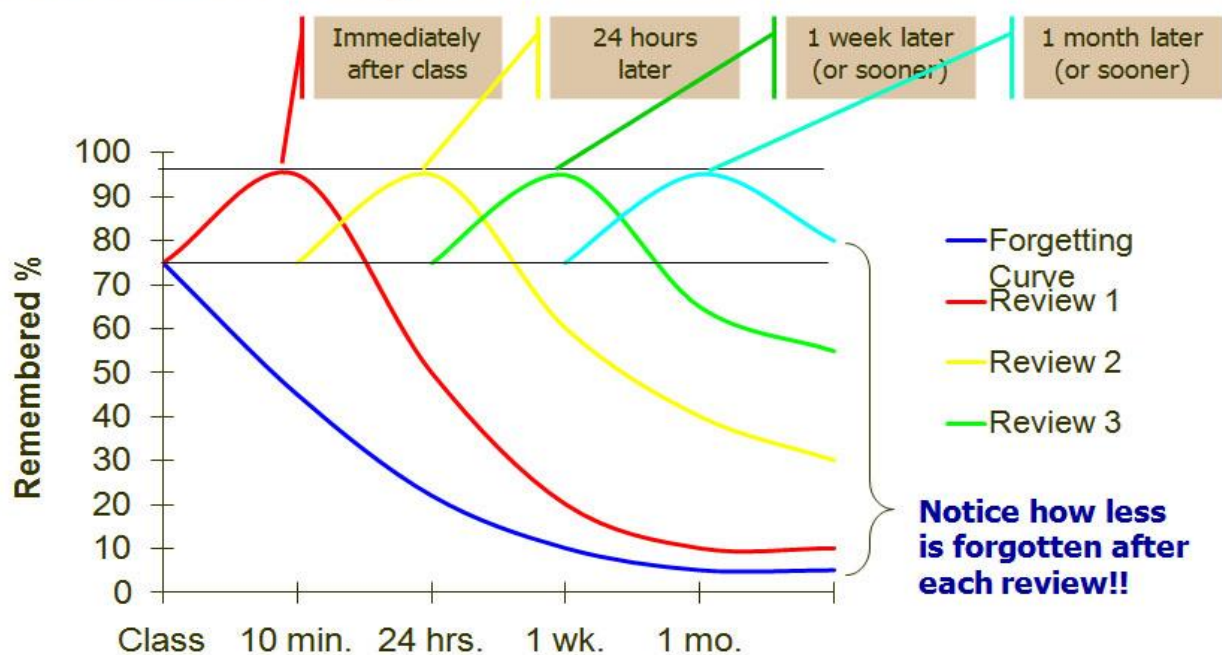
Home Learning

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.

Overcoming the Curve



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

How to use your Knowledge Organiser

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

Subject Contents

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

KING'S LYNN ACADEMY

Spoken
Language
Assessment

How to revise for
an English exam

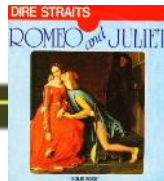


Love, marriage
and Patriarchal
power in
Elizabethan
England



Shakespearean tragedy
conventions

Shakespeare and
Romeo and Juliet



Term 3

Planning,
construction
and
organisation
of a narrative

Structure of a
comparative essay



Language
terminology and
techniques

Analysing language
form and structure
in narrative unseen
texts



Power and
Conflict Poetry
and Poets



Term 2

Using a range of
sentence
structures

Comparing Literary
non-fiction texts

Explicit
vs
Implicit

Explicit and
Implicit
Understanding

Victorian
Poverty,
Workhouses
and Malthus



Dickens and A
Christmas
Carol



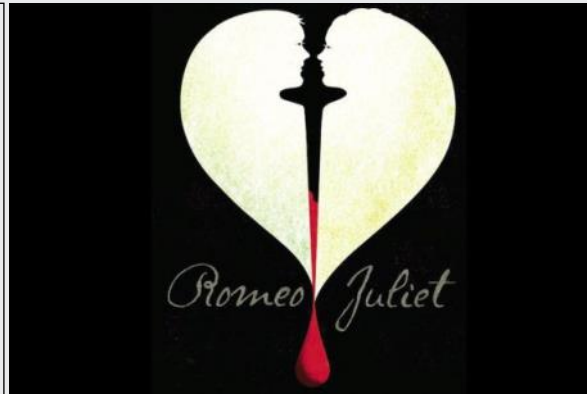
Term 1

Welcome to KLA your Journey starts here

GCSE English Literature: Romeo and Juliet

Key Vocabulary – Tier 2

Conflict
Disintegration
Familial
Kinship
Predestination
Fate
Infatuation
Patriarchal
Courtly love
Gender role



Key Literary Techniques – Tier 3 Vocabulary

Tragedy
Protagonist
Dramatic Irony
Sonnet
Iambic Pentameter

Key Ideas

Shakespeare shows the devastating effects of conflict and feuding.

Through the characters of Romeo and Juliet, the theme of love is explored – both positive and romantic, as well as illogical and infatuated.

Shakespeare investigates the effects of fate/ luck/. Fortune in what happens to us.

The patriarchal society of the play's Verona as well as Elizabethan England is explored – showing the effects of bullying male authority figures.

Shakespeare varies his use of language to indicate moments of heightened emotion, or philosophical importance.

Key Quotations

"Star crossed lovers"
"From ancient grudge break to new mutiny."
"Do you bite your thumb at us sir?"
"Peace. Peace. I hate the word."
"Did my heart love till now?"
"O Romeo, Romeo, wherefore art thou Romeo?"
"A rose by any other name would smell as sweet."
A plague on both your houses!"
"I am Fortune's fool."
"Romeo is banished."
"Thus with a kiss I die."

Wider Reading

Macbeth – William Shakespeare

Shakespeare for every day of the year – Allie Esiri

Shakespearean Tragedy – A C Bradley

**REMEMBER – 15
minutes planning.
DON'T WRITE –
HIGHLIGHT!**

Key Vocabulary Explained:

Subject Terminology: These are the words specific to English that you need to use to discuss the writer at work. In this case, they are the narrative and descriptive language and structural techniques; the techniques and that the writer has chosen to use. For example: simile for language; shifts focus for structure.

Effect: this is where you explain why a writer has chosen a particular word or phrase; how does it affect you? How does it make you think or feel? What did the writer want to achieve and why?

Analyse: This is where you pick apart the writer's language and technique in more detail. It's like having a magnifying glass and studying it really closely.

Evaluate: This means to work out what you think. You give your opinion and then explain your reasons for thinking the way you do, using evidence to back you up.

The Questions P1:

- Q1 List four things about X (4)
- Q2 How does the writer use language? (8)
- Q3 How does the writer use structure? (8)
- Q4 Critical Evaluation (20)
- Q5 Write a narrative or description in response to a picture or written stimulus. (40)

English Language: Explorations In Creative Reading/Writing Paper One

Narrative and Descriptive Techniques to use:

- Ambitious Vocabulary
- A wide range of adjectives
- Power verbs
- Adverbs
- Simile
- Metaphor
- Personification
- Single sentence paragraph
- Flashback
- Circular narrative
- A range of paragraphs
- A range of punctuation for effect
- A variety of sentence structures

Some Further Support

Q2. HOW/EFFECT (Subject terminology, evidence, effect on reader)

The writer has used (word choice/technique) Quote. The writer has done this because they want the reader to (feel/think/imagine...)

Do not comment on complex sentences or punctuation.

Q3. HOW/EFFECT

Beginning, middle, end. Look at the journey of the text.

Mention topic shift and/or change of setting. Look for time markers

At the start the writer has focused on.... Quote. He/she has done this because....

The writer has changed the focus from.... to.....Quote. This has the effect of....

The writer has introduced a (character/dialogue), quote because they want to show....

Through the text the writer has used (patterning repetition), quote, to convey the idea of...

The writer has ended the text by, (quote). He/she has done this because...

Paragraph and sentence lengths should only be commented on if it is their actual position in the text as a whole that is significant

Q4 WHAT/HOW/WHY

I agree with the statement because I feel that..... Quote.

From this I can infer that..... The writer uses

(structural/linguistic methods) to convey this. (Re quote exact word(s)), this makes the reader think/feel

You must respond to the quotation (do this in your statement) and also write about the methods (language/structure) that the writer uses.



The Questions

- Q1 Select 4 true statements from 8 (4)
- Q2 Summarise the similarities or differences between SA and SB (8)
- Q3 How does the writer use language in SX? (12)
- Q4 Compare the writer's viewpoints in both sources (16)
- Q5 Write an argument to agree or disagree with a statement (40)

English Language: Writers' Viewpoints and Perspectives Paper Two

Persuasive Techniques to use:

- Ambitious Vocabulary
- Facts and Opinions
- Statistics
- Rhetorical question
- Emotive language
- Exaggeration
- Rule of 3
- Direct address
- Counter-argument
- Plus:
- A range of paragraph structures
- Varied sentence structure
- A range of punctuation

- | | |
|---|---|
| Discourse Markers: | Notably,
Interestingly,
Evidently,
Inadvertently,
Disturbingly, |
| Therefore,
However,
Furthermore,
Additionally,
Thus, | Adjectives of derision:
Ludicrous
Appalling
Alarming
Preposterous
Unreasonable
Unthinkable
Laughable
Senseless
Nonsensical
Absurd
Irrational |
| Moreover,
Despite this,
In addition,
Ostensibly,
Essentially,
Arguably,
Consequently,
Similarly,
Subsequently,
Significantly,
Obviously,
Unquestionably,
Accordingly,
On the contrary, | |

Some Further Support

Q2 WHAT / INFER (Statement, Quote, Inference about Source A. Conjunction. Statement, Quote, Inference about Source B.)

Both (focus of the task e.g. are seaside towns) . In (subject of source A e.g. Margate) we see that...Quote. From this I can infer that...However in (subject of source B e.g. Broadstairs) it seems that..... which I can infer that.....

Use the focus of the task not the writers' names or the texts in general.

Q3 HOW/EFFECT (Subject terminology, evidence, effect on reader)

The writer has used (word choice/technique) Quote. The writer has done this because they want the reader to (feel/think/imagine...)

Focus on no more than three key aspects.

Q4 COMPARE WHAT and HOW you need to discuss the writers' different perspectives (views). What/How/Why.

In Source A the writer (name the writer) feels that..... (then quote). We see this through their use of (writers method - L/S). Show example and comment. Whereas in source B (name the writer) feels that..... He/she uses (method-L/S). (Show example and comment) to show this.

Writer A thinks about..... He/she shows this through their use of However Writer B thinks about..... He/she uses... to present this creating the impression that.....

In Source A, the writers point of view is one of..... presented through her use of.....(L/S.) By contrast writer Bs' viewpoint is one of..... He presents this through the use of(L/S), which.....

Overall, both writers show similar/different views.

Planning is very important, also remember to compare ideas and perspectives and not linguistic devices.

Year 10

English

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember

What does Lord Capulet say to Paris' suit of Juliet. How does this change after Tybalt's death?

When is the Fight Scene – how does the play differ before and after this scene?

Why does Juliet have to take a potion to make her appear dead?

Apply Your Knowledge

Compare Romeo's feelings for Rosaline to how he feels about Juliet.

Explain The Nurse and Friar Lawrence in the play. What is the function of these minor characters?

Explain how Juliet is a strong female character.

Stretch Your Thinking

Is this play more about love or hate? Explain.

Does Shakespeare support courtly love and the Elizabethan conventions of marriage or them? Discuss.

Why is this play still relevant today? Can you think of any modern applications?

Year 10

English

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I know about Shakespeare, Elizabethan England and how it was different from modern society			
2	I know the plot of Romeo and Juliet			
3	I know the major characters and their role in the play			
4	I know the minor characters also			
5	I understand the themes of the play and why Shakespeare chose to include them			
6	I know key quotations about main characters and themes			
7	I know how to respond to an unseen text			
8	I know how to answer all Language questions			
9	I know all Literature texts well– plot, character, themes and quotations			
10	I can write an answer to an exam question, using what, how, why paragraphs			

High Flyers - Enrichment Task



- Make a revision booklet to support you in your exams. Include main characters, themes and context. Use GCSE Pod, GCSE Bitesize or other resources.
- Support knowledge of Romeo and Juliet by reading a critic's response to the tragedy– AC Bradley.
- Ensure you know the genre of Tragedy as determined by Aristotle.

Year 10 Foundation

Maths

KING'S LYNN ACADEMY

End of Year Exam

Measures



Calculating with percentages

Direct and inverse proportion



Vectors



$$\frac{3}{4}$$

$$2^3$$

Algebra and graphs



Simultaneous equations



Term 3

Quadratic graphs



Sketching graphs



Inequalities



Solving quadratic equations

Angles

$$\begin{matrix} 0.25 & 1 \\ 25\% & 4 \end{matrix}$$



Statistical measures



Probability



Mid Term Exam

Scatter graphs

Term 2

Collecting and representing data

Algebra quadratics, rearranging formula and identities



Basic algebra



Ratio and proportion, factors and multiples, Indices, Sequences



Circumference and area

Trigonometry & Pythagoras (recap)

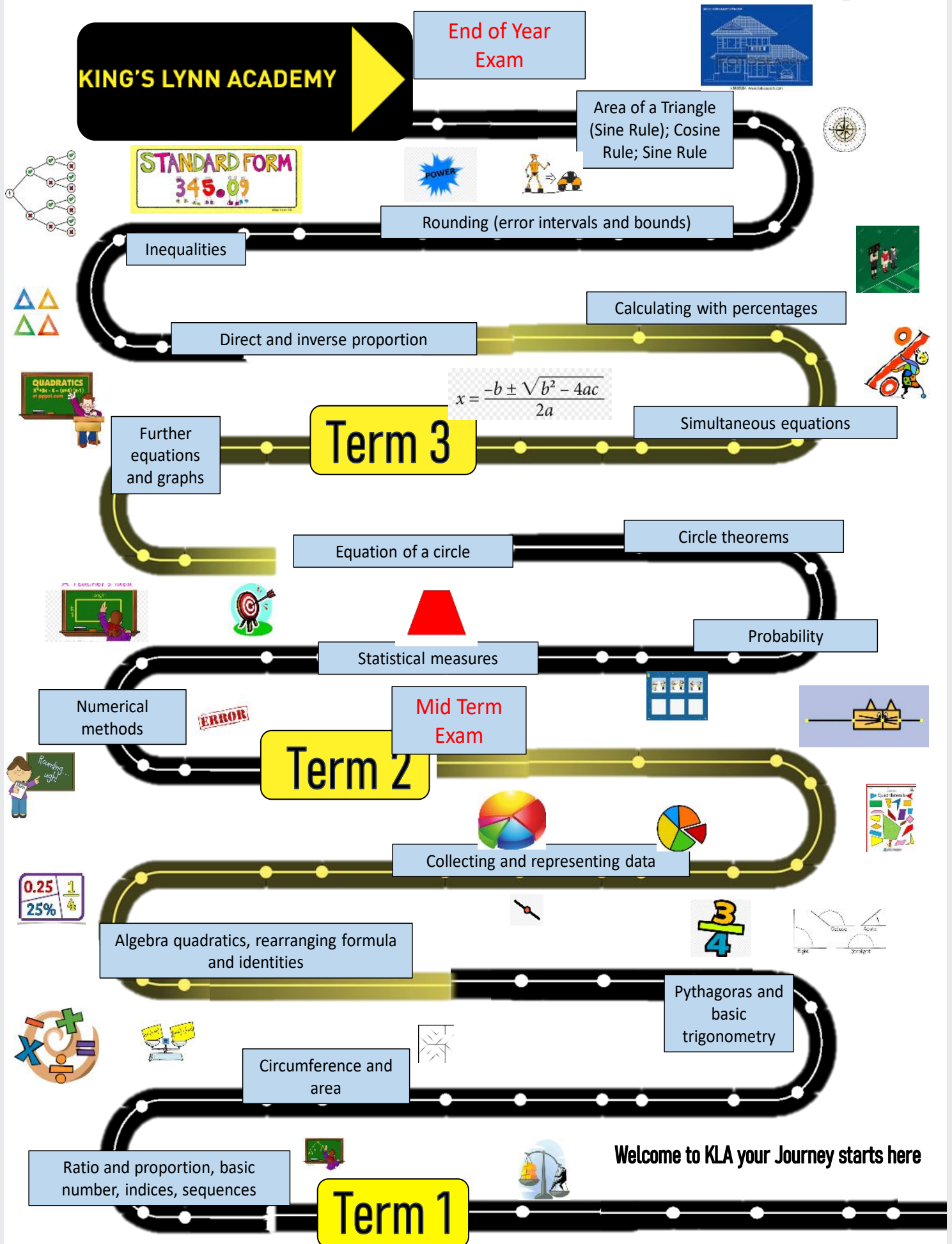


Term 1

Welcome to KLA your journey starts here



Maths Year 10 Higher



Year 10 – Foundation Knowledge Organiser Half Term 5

Key Topics and Vocabulary

Simultaneous equations

Simultaneous Equations

Variable

Coefficient

Solving Simultaneous

Equations (by Elimination)

Solving Simultaneous

Equations (by Substitution)

Solving Simultaneous

Equations (Graphically)

Solving Linear and Quadratic

Simultaneous Equations

Algebra and graphs

Coordinates

Linear Graph

Quadratic Graph

Cubic Graph

Reciprocal Graph

Asymptote

Calculating with percentages

Increase or Decrease by a

Percentage

Percentage Multiplier

Reverse Percentage

Simple Interest

Topic/Skill	Definition/Tips	Example
1. Coordinates	Written in pairs. The first term is the x-coordinate (movement across). The second term is the y-coordinate (movement up or down)	A: (4, 7) B: (-6, -3)
2. Linear Graph	Straight line graph. The equation of a linear graph can contain an x-term, a y-term and a number.	Other examples: $x = y$ $y = 4$ $x = -2$ $y = 2x - 7$ $y + x = 10$ $2y - 4x = 12$
3. Quadratic Graph	A 'U-shaped' curve called a parabola . The equation is of the form $y = ax^2 + bx + c$, where a , b and c are numbers, $a \neq 0$. If $a < 0$, the parabola is upside down .	 $a > 0$ $a < 0$
4. Cubic Graph	The equation is of the form $y = ax^3 + k$, where k is an number . If $a > 0$, the curve is increasing . If $a < 0$, the curve is decreasing .	
5. Reciprocal Graph	The equation is of the form $y = \frac{a}{x}$, where a is an number and $x \neq 0$. The graph has asymptotes on the x-axis and y-axis.	
6. Asymptote	A straight line that a graph approaches but never touches .	
Topic/Skill	Definition/Tips	Example
1. Increase or Decrease by a Percentage	Non-calculator: Find the percentage and add or subtract it from the original amount. Calculator: Find the percentage multiplier and multiply.	Example Increase 500 by 20% (Non Calc): 10% of 500 = 50 so 20% of 500 = 100 500 + 100 = 600 Decrease 800 by 17% (Calc): 100% - 17% = 83% 83% of 800 = 664 800 - 136 = 664
2. Percentage Multiplier	The number you multiply a quantity by to increase or decrease it by a percentage.	The multiplier for increasing by 12% is 1.12 The multiplier for decreasing by 12% is 0.88 The multiplier for increasing by 100% is 2.

Topic/Skill	Definition/Tips	Example
1. Simultaneous Equations	A set of two or more equations, each involving two or more variables (letters). The solutions to simultaneous equations satisfy both/all of the equations.	$2x + y = 7$ $3x - y = 8$ $x = 3$ $y = 1$
2. Variable	A symbol, usually a letter, which represents a number which is usually unknown.	In the equation $x + 2 = 5$, x is the variable.
3. Coefficient	A number used to multiply a variable.	$6z$
4. Solving Simultaneous Equations (by Elimination)	It is the number that comes before in front of a letter. 1. Balance the coefficients of one of the variables. 2. Eliminate this variable by adding or subtracting the equations (Same Sign Subtract, Different Sign Add) 3. Solve the linear equation you get using the other variable. 4. Substitute the value you found back into one of the previous equations. 5. Solve the equation you get. 6. Check that the two values you get satisfy both of the original equations.	$5x + 2y = 9$ $10x + 3y = 16$ Multiply the first equation by 2. $10x + 4y = 18$ $10x + 3y = 16$ Same Sign Subtract ($-10x$ on both) $y = 2$ Substitute $y = 2$ in to equation $5x + 2 \times 2 = 9$ $5x + 4 = 9$ $5x = 5$ $x = 1$
5. Solving Simultaneous Equations (by Substitution)	1. Rearrange one of the equations into the form $y = \dots$ or $x = \dots$ 2. Substitute the right-hand side of the rearranged equation into the other equation. 3. Expand and solve this equation. 4. Substitute the value into the $y = \dots$ or $x = \dots$ equation. 5. Check that the two values you get satisfy both of the original equations.	Solution: $x = 1, y = 2$ $y - 2x = 3$ $3x + 4y = 1$ Rearrange: $y - 2x = 3 \rightarrow y = 2x + 3$ Substitute: $3x + 4(2x + 3) = 1$ Solve: $3x + 8x + 12 = 1$ $11x = -11$ $x = -1$ Substitute: $y = 2 \times -1 + 3$ $y = 1$ Solution: $x = -1, y = 1$

6. Solving Simultaneous Equations (Graphically)	Draw the graphs of the two equations. The solutions will be where the lines meet. The solution can be written as a coordinate.	 $y = 2x + 1$ $y = 5 - x$ $y = 5 - x$ and $y = 2x + 1$. They meet at the point with coordinates (2, 5) so the answer is $x = 2$ and $y = 3$
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Year 10 – Foundation Knowledge Organiser Half Term 6

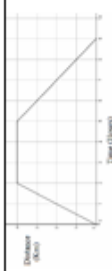
Key Vocabulary

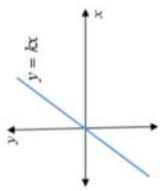
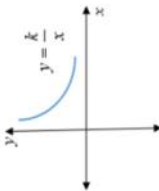
Measures

Metric System
Imperial System
Metric and Imperial Units
Speed, Distance, Time
Density, Mass, Volume
Pressure, Force, Area

Direct and inverse proportion

Direct Proportion
Inverse Proportion
Using proportionality formulae
Direct Proportion with powers
Inverse Proportion with powers

Topic/Skill	Definition/Tips	Example
1. Metric System	A system of measures based on: - the metre for length - the kilogram for mass - the second for time Length: mm, cm, m, km Mass: mg, g, kg Volume: ml, cl, l A system of weights and measures originally developed in England, usually based on human quantities Length: inch, foot, yard, miles Mass: lb, ounce, stone Volume: pint, gallon Use the unitary method to convert between metric and imperial units.	1 kilometre = 1000 metres 1 metre = 100 centimetres 1 centimetre = 10 millimetres 1 kilogram = 1000 grams 1 lb = 16 ounces 1 foot = 12 inches 1 gallon = 8 pints 5 miles ≈ 8 kilometres 1 gallon ≈ 4.5 litres 2.2 pounds ≈ 1 kilogram 1 inch = 2.5 centimetres
2. Imperial System		
3. Metric and Imperial Units		
4. Speed, Distance, Time	Speed = Distance ÷ Time Distance = Speed x Time Time = Distance ÷ Speed  Remember the correct units. Density = Mass ÷ Volume Mass = Density x Volume Volume = Mass ÷ Density 	Speed = 4mph Time = 2 hours Find the Distance. $D = S \times T = 4 \times 2 = 8 \text{ miles}$ Density = 8kg/m³ Mass = 2000g Find the Volume. $V = M \div D = 2 \div 8 = 0.25 \text{ m}^3$ Pressure = 10 Pascals Area = 6cm² Find the Force
5. Density, Mass, Volume		
6. Pressure, Force, Area		
7. Distance-Time Graphs	Remember the correct units. You can find the speed from the gradient of the line (Distance ÷ Time) The steeper the line, the quicker the speed. A horizontal line means the object is not moving (stationary). 	$F = P \times A = 10 \times 6 = 60 \text{ N}$ 

Topic/Skill	Definition/Tips	Example
1. Direct Proportion	If two quantities are in direct proportion, as one increases, the other increases by the same percentage. If y is directly proportional to x, this can be written as $y \propto x$ An equation of the form $y = kx$ represents direct proportion, where k is the constant of proportionality. If two quantities are inversely proportional, as one increases, the other decreases by the same percentage. If y is inversely proportional to x, this can be written as $y \propto \frac{1}{x}$ An equation of the form $y = \frac{k}{x}$ represents inverse proportion.	 
2. Inverse Proportion		

Year 10 – Higher Knowledge Organiser Half Term 5

Key Topics and Vocabulary

Direct and inverse proportion

Direct Proportion
Inverse Proportion
Using proportionality formulae
Direct Proportion with powers
Inverse Proportion with powers

Calculating with percentages

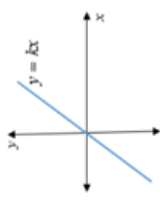
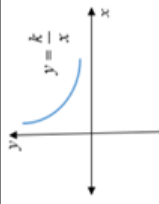
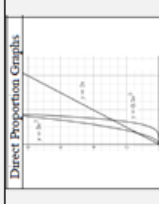
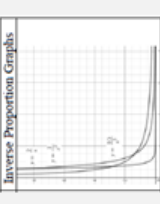
Increase or Decrease by a Percentage
Percentage Multiplier
Reverse Percentage
Simple Interest

Simultaneous equations

Simultaneous Equations
Variable
Coefficient
Solving Simultaneous Equations (by Elimination)
Solving Simultaneous Equations (by Substitution)
Solving Simultaneous Equations (Graphically)
Solving Linear and Quadratic Simultaneous Equations

Inequalities

Inequality
Inequality symbols
Inequalities on a Number Line
Graphical Inequalities
Quadratic Inequalities
Set Notation

1. Direct Proportion	If two quantities are in direct proportion, as one increases, the other increases by the same percentage. If y is directly proportional to x , this can be written as $y \propto x$ An equation of the form $y = kx$ represents direct proportion, where k is the constant of proportionality.	
2. Inverse Proportion	If two quantities are inversely proportional, as one increases, the other decreases by the same percentage. If y is inversely proportional to x , this can be written as $y \propto \frac{1}{x}$ An equation of the form $y = \frac{k}{x}$ represents inverse proportion.	
3. Using proportionality formulae	Direct: $y = kx$ or $y \propto x$ Inverse: $y = \frac{k}{x}$ or $y \propto \frac{1}{x}$ 1. Solve to find k using the pair of values in the question. 2. Rewrite the equation using the k you have just found. 3. Substitute the other given value from the question in to the equation to find the missing value.	p is directly proportional to q. When $p = 12$, $q = 4$. Find p when $q = 20$. 1. $p = kq$ $12 = k \times 4$ so $k = 3$ 2. $p = 3q$ 3. $p = 3 \times 20 = 60$, so $p = 60$
4. Direct Proportion with powers	Graphs showing direct proportion can be written in the form $y = kx^n$ Direct proportion graphs will always start at the origin.	
5. Inverse Proportion with powers	Graphs showing inverse proportion can be written in the form $y = \frac{k}{x^n}$ Inverse proportion graphs will never start at the origin.	

Topic/Skill	Definition/Tips	Example
1. Simultaneous Equations	A set of two or more equations, each involving two or more variables (letters). The solutions to simultaneous equations satisfy both all of the equations.	$2x + y = 7$ $3x - y = 8$ $x = 3$ $y = 1$
2. Variable	A symbol, usually a letter, which represents a number which is usually unknown.	In the equation $x + 2 = 5$, x is the variable.
3. Coefficient	A number used to multiply a variable.	$6x$
4. Solving Simultaneous Equations (by Elimination)	1. Balance the coefficients of one of the variables. 2. Eliminate this variable by adding or subtracting the equations (Same Sign Subtract, Different Sign Add) 3. Solve the linear equation you get using the other variable. 4. Substitute the value you found back into one of the previous equations. 5. Solve the equation you get. 6. Check that the two values you get satisfy both of the original equations.	6 is the coefficient of x in the equation $5x + 2y = 9$ $10x + 3y = 16$ Multiply the first equation by 2. $10x + 4y = 18$ $10x + 3y = 16$ Same Sign Subtract $(+10x)$ on both $y = 2$ Substitute $y = 2$ in to equation $5x + 2 \times 2 = 9$ $5x + 4 = 9$ $5x = 5$ $x = 1$
5. Solving Simultaneous Equations (by Substitution)	1. Rearrange one of the equations into the form $y = \dots$ or $x = \dots$ 2. Substitute the right-hand side of the rearranged equation into the other equation. 3. Expand and solve this equation. 4. Substitute the value into the $y = \dots$ or $x = \dots$ equation. 5. Check that the two values you get satisfy both of the original equations.	Solution: $x = 1, y = 2$ $y - 2x = 3$ $3x + 4y = 1$ Rearrange: $y - 2x = 3 \rightarrow y = 2x + 3$ Substitute: $3x + 4(2x + 3) = 1$ Solve: $3x + 8x + 12 = 1$ $11x = -11$ $x = -1$ Substitute: $y = 2 \times -1 + 3$ $y = 1$ Solution: $x = -1, y = 1$

7. Exponential Graph	The equation is of the form $y = a^x$, where a is a number called the base. If $a > 1$ the graph increases. If $0 < a < 1$, the graph decreases. The graph has an asymptote which is the x -axis.	
8. $y = \sin x$	Key Coordinates: (0,0), (90,1), (180,0), (270,-1), (360,0) y is never more than 1 or less than -1. Pattern repeats every 360°.	
9. $y = \cos x$	Key Coordinates: (0,1), (90,0), (180,-1), (270,0), (360,1) y is never more than 1 or less than -1. Pattern repeats every 360°.	
10. $y = \tan x$	Key Coordinates: (0,0), (45,1), (135,-1), (180,0), (225,1), (315,-1), (360,0) Asymptotes at $x = 90$ and $x = 270$ Pattern repeats every 360°.	

Year 10 – Higher Knowledge Organiser Half Term 6

Key Topics and Vocabulary

Sine and Cosine rules

Exact Values for Angles in

Trigonometry

Sine Rule

Cosine Rule

Topic/Skill	Definition/Tips					Example
	0°	30°	45°	60°	90°	
1. Exact Values for Angles in Trigonometry	sin	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	
	cos	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	
	tan	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	
2. Sine Rule	Use with non right angle triangles. Use when the question involves 2 sides and 2 angles. For missing side: $\frac{a}{\sin A} = \frac{b}{\sin B}$ For missing angle: $\frac{\sin A}{a} = \frac{\sin B}{b}$ There is an ambiguous case (where there are two potential answers)					$\frac{x}{\sin 85} = \frac{5.2}{\sin 46}$ $x = \frac{5.2 \times \sin 85}{\sin 46} = 3.75 \text{ cm}$ $\frac{\sin \theta}{1.9} = \frac{\sin 85}{2.4}$ $\sin \theta = \frac{1.9 \times \sin 85}{2.4} = 0.789$ $\theta = \sin^{-1}(0.789) = 52.1^\circ$
3. Cosine Rule	Use with non right angle triangles. Use when the question involves 3 sides and 1 angle. For missing side: $a^2 = b^2 + c^2 - 2bc \cos A$ For missing angle: $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$					$x^2 = 9.6^2 + 7.8^2 - (2 \times 9.6 \times 7.8 \times \cos 85)$ $x = 11.8$

Year 10 - Foundation

Maths

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Simultaneous Equations

Could I substitute for x ? How could I do this?

Could I substitute for y ? Do I need to rearrange the linear equation first. How could I do this?

Algebra and graphs

What features of a graph help us to identify its equation?
Which types of graphs do you find easier to identify?
Why?

Vectors

What do the numbers in the column vector represent?
How do you know which direction they represent?

Calculating with percentages

Which are the most commonly used percentages? What fractions are they equivalent to?

How can you convert any decimal to a fraction?

Direct and indirect proportion

What is the difference between direct and inverse proportion?
If two variables are inversely proportional, what happens to the value of one variable if the other is multiplied by a ?

Measures

What is the difference between mass and volume?
Why is the density of a metal likely to be different from the density of a gas?
Why do we measure density in g/cm^3 (or kg/m^3)?

Year 10 - Foundation

Maths

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Simultaneous Equations			
2	Algebra and graphs			
3	Vectors			
4	Calculating with percentages			
5	Direct and indirect proportions			
6	Measures			
7				

High Flyers - Enrichment Task



r is inversely proportional to the cube of s .
When $r = 8$, $s = 5$

▣ Show that when $r = 64$, $s = 2.5$

Give as exact answers in simplest form.

▣ Work out r when $s = 8$

▣ Work out the value of s when $r = 10$

Year 10 - Higher

Maths

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Simultaneous Equations

Could I substitute for x ? How could I do this?

Could I substitute for y ? Do I need to rearrange the linear equation first. How could I do this?

Calculating with percentages

Which are the most commonly used percentages? What fractions are they equivalent to?

How can you convert any decimal to a fraction?

Direct and Indirect Proportion

What is the difference between direct and inverse proportion?

If two variables are inversely proportional, what happens to the value of one variable if the other is multiplied by a ?

Rounding

Why do we round numbers?

When talking about the population of the UK, would you round to the nearest hundred, thousand or million? What about the population of Leeds?

Inequalities

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

How many solutions does an inequality have?

Sine and Cosine Rules

How do we know when to use the sine rule?

How do we know when to use the cosine rule?

Year 10 - Higher

Maths

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Simultaneous Equations			
2	Calculating with percentages			
3	Direct and indirect proportions			
4	Rounding			
5	Inequalities			
6	Sine and Cosine Rules			
7				

High Flyers - Enrichment Task

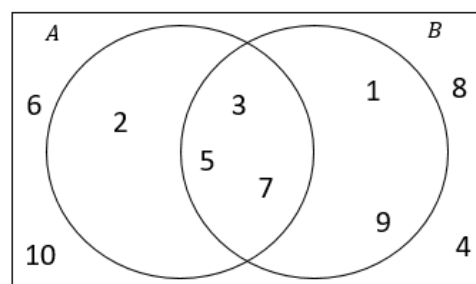
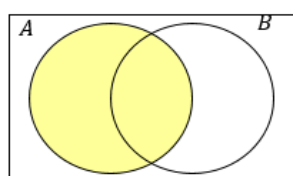
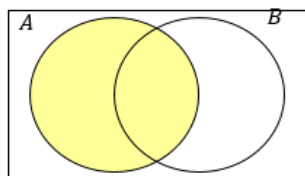


The Venn diagram shows:

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

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

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



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

Use a similar approach to show that:

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

Year 11

Science

KING'S LYNN ACADEMY

Year 10

Term 6

Chemistry
Atmosphere

Physics
Radioactivity

Term 5

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Forces

Biology
Homeostasis

Term 4

Biology
Photosynthesis

Chemistry
Making Substances

Term 3

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Electricity

Term 2

Chemistry
Quantitative chemistry

Biology
Infection

Term 1

Welcome back to KLA your Journey continues



Plants and Photosynthesis: Big ideas

Organisms

What expert understanding do we want after 5 years?

Cells are alive Big idea

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

How does the unit develop this?

Photosynthesis Key Concept

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

Sub-concepts

Limiting Factors
Inverse Proportion

Facts

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

Respiration Key Concept

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

Sub-concepts

Aerobic Respiration
Anaerobic Respiration
Oxygen Debt

Plant Transport Key Concept

The plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.

Sub-concepts

Plant Tissues
Plant Organs
Plant Organ systems
Transpiration and translocation

Facts

- Functions of: epidermal tissues, palisade mesophyll, spongy mesophyll, xylem and phloem, meristem tissue found at the growing tips of shoots and roots
- The role of stomata and guard cells.



Cells: Big ideas

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- The role of stomata and guard cells.



Lined area for notes, consisting of multiple horizontal lines.



B6 Inheritance and Variation: Big ideas

Genes

What expert understanding do we want after 5 years?

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

How does the unit develop this?

Reproduction and Genes Key Concept
Reproduction involves mixing genetic material from two parents, or copying cells from one parent
Sub-concepts
Sexual and Asexual reproduction Meiosis Genome
Facts
• Sperm, eggs, pollen and ovules are gametes. • Gene • DNA structure –GCSE Bio only.

Monohybrid Inheritance Key Concept
Genes are inherited – this can be used to make predictions about sex and genetic illnesses.
Sub-concepts
Genetic Inheritance Sex Determination Inherited Disorders Punnett Square
Facts
• Gene • Allele • Dominant • Recessive • Homozygous • Heterozygous

Genetic Engineering Key Concept
Modification of a genome of organism by introducing a gene from another organism
Sub-concepts
Risk and Benefit Stages in the process of genetic engineering.
Facts
• Insulin and Diabetes • GM Crops



Genes

B6 Inheritance and Variation: Big ideas

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Characteristics are inherited

Big idea

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How does the unit develop this?

Cloning –GCSE Biology only

Key Concept

Cloning is used to create a genetically identical organism from an original plant or animal

Sub-concepts

Risk and Benefit
Ethics

Facts

- Tissue Culture
- Plant cutting
- Embryo transplant
- Adult Cloning



Matter

Earth's Atmosphere: Big ideas

What expert understanding do we want after 5 years?

Earth systems interact: Big idea

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

How does the unit develop this?

Earth's Atmosphere Key Concept

For 200 million years, the proportions of different gases in the atmosphere have been much the same as they are today:

- about four-fifths (approximately 80%) nitrogen
- about one-fifth (approximately 20%) oxygen
- small proportions of various other gases, including carbon dioxide, water vapour and noble gases.

Sub-concepts

Earth's early atmosphere did not contain oxygen.

Facts

- Plants have evolved and oxygen is now present as a result of photosynthesis.

Human influence Key Concept

Global warming is a direct response to burning fossil fuels.

Sub-concepts

Greenhouse gases are released when fossil fuels burn.
Some greenhouse gases carbon dioxide, methane, water vapour.

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Energy

Radioactivity: 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 waves cause ionisation.

How does the unit develop this?

Radioactive Decay

Key Concept

Some atomic nuclei are unstable. The nucleus gives out radiation as it changes to become more stable. This is a random process called radioactive decay.

Sub-concepts

Nuclear Equations show the process of decay

Facts

- The terms used to understand radioactive decay are
- Activity
- Count Rate
- The properties and composition of nuclear radiation:
- Alpha
- Beta
- Gamma

Half Life

Key Concept

Radioactive decay is random. The large number of atoms involved in decay mean that half life can be predicted for different elements.

Sub-concepts

Experimental and graphical methods to calculate half life

Facts

- Radioactivity is measured in Sieverts (Sv)
- Nuclear radiation can cause harm.
- Irradiation means that an object is exposed to radioactive particles or waves.
- Contamination means radioactive material is on or inside an object.
- Radioactive materials have hazards and uses linked to activity and half life.



Electric circuits: Big ideas

Energy



What expert understanding do we want after 5 years?

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

How does the unit develop this?

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

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



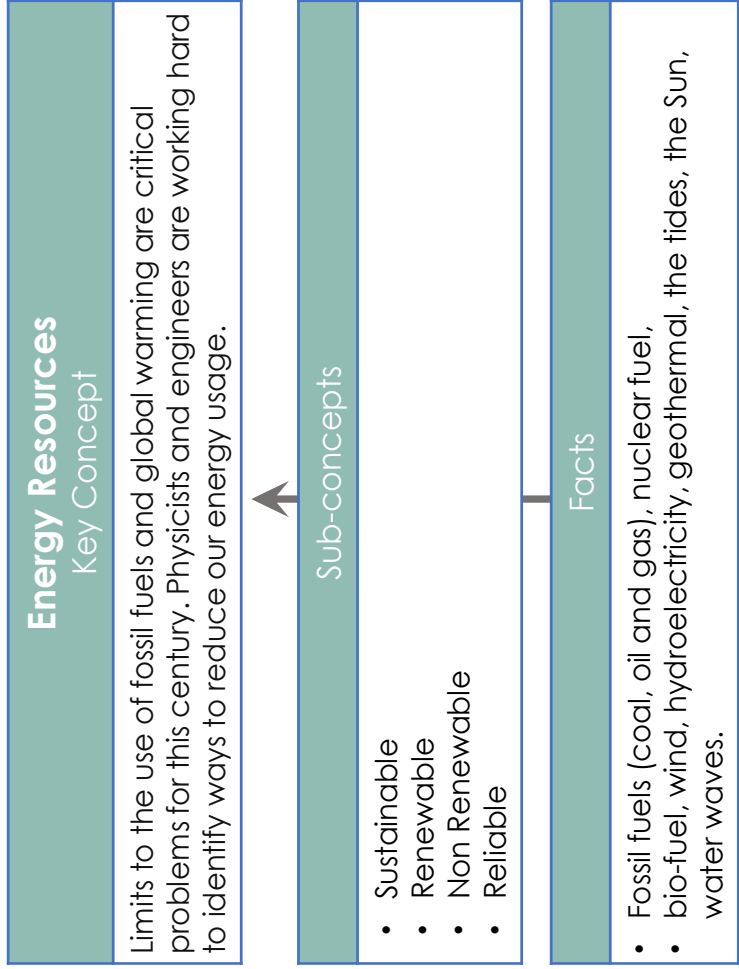
Energy

Electric circuits: Big ideas

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

How does the unit develop this?



Year 10
Science
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Biology

Where does photosynthesis take place in plants? Why? How do you measure the rate of photosynthesis?

What do plants use the products of photosynthesis for?

Why are offspring like their parents—how does inheritance work?

Chemistry

Why do chemical reactions happen?

What is a salt and how would a scientist make a salt? What steps in the synthesis would there be?

How has the Earth's atmosphere changed over time? Why?

Physics

How many different electrical components can you name and draw?

What is the structure of an atom?

What are the properties of the three main forms of nuclear radiation?

Year 10 Science Knowledge Checklist

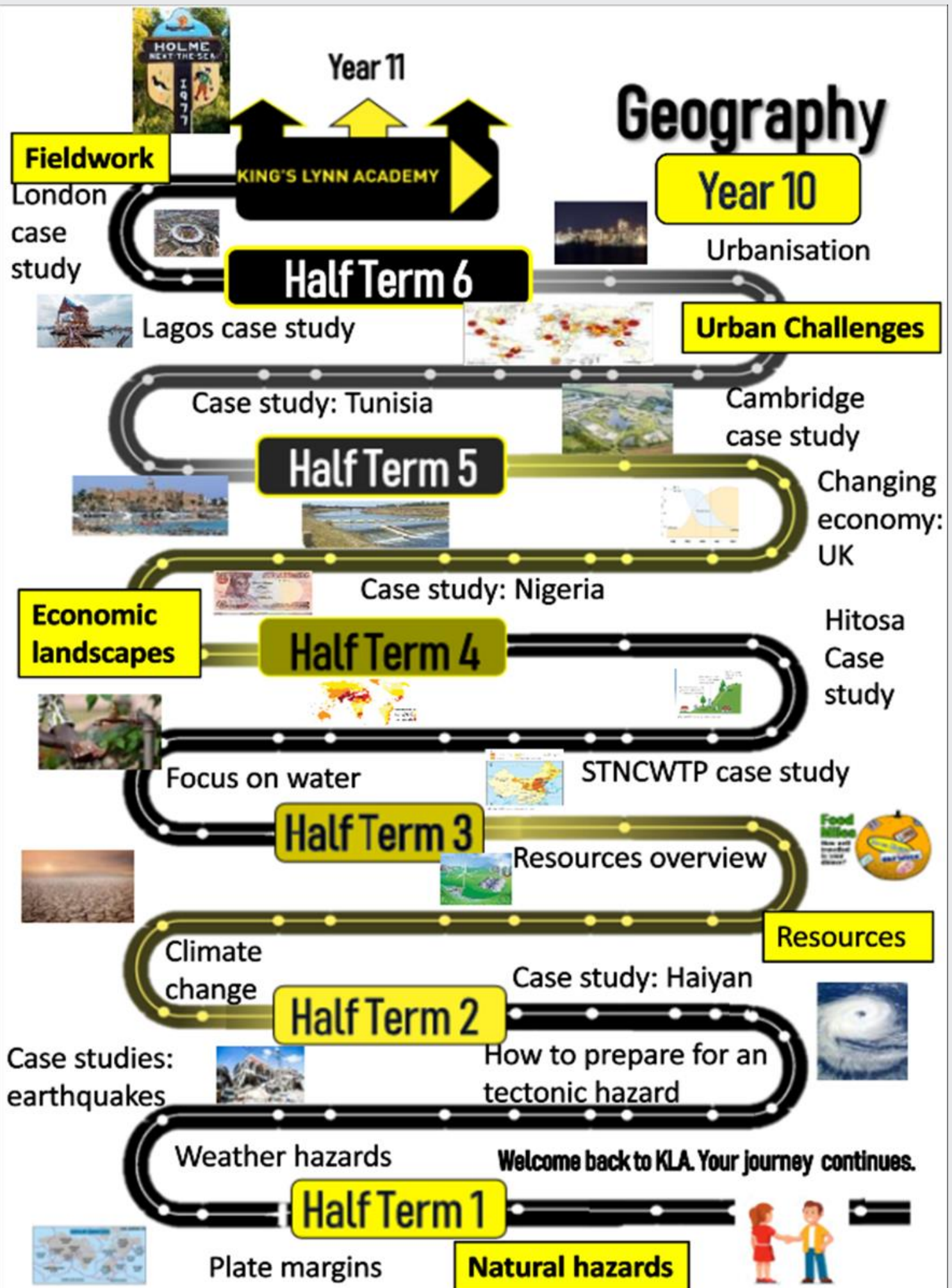
KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Plants and algae use sunlight, water, and carbon dioxide to facilitate photosynthesis.			
2	Respiration is an exothermic reaction that takes place in cells to produce energy			
3	The plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.			
4	Understanding different chemical changes means that scientists can predict exactly what new substances will be formed in a reaction, and use this knowledge to develop a wide range of different materials and processes.			
5	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			
6	There is a relationship between current, voltage and resistance in a component.			
7	Electricity is used to transfer energy. The rate of transfer is known as power.			
8	Limits to the use of fossil fuels and global warming are critical problems for this century. Physicists and engineers are working hard to identify ways to reduce our energy usage.			
9	Some atoms are unstable and emit nuclear radiation			
10	The four types of nuclear radiation are alpha, beta, gamma and neutrons			

High Flyers - Enrichment Task



- Use of appropriate apparatus and techniques for the observation and measurement of biological changes and/or processes.
- Use of appropriate apparatus and techniques for conducting and monitoring chemical reactions, including appropriate reagents and/or techniques for the measurement of pH in different situations.
- Use of appropriate apparatus to measure current, potential difference (voltage) and resistance, and to explore the characteristics of a variety of circuit elements
- Use of circuit diagrams to construct and check series and parallel circuits including a variety of common circuit elements



What is development?	
Development is an improvement in living standards through better use of resources.	
Economic	This is progress in economic growth through levels of industrialisation and use of technology.
Social	This is an improvement in people's standard of living. For example, clean water and electricity.
Environmental	This involves advances in the management and protection of the environment.

Measuring development	
These are used to compare and understand a country's level of development.	

Economic indicators examples	
Employment type	The proportion of the population working in primary, secondary, tertiary and quaternary industries.
Gross Domestic Product per capita	This is the total value of goods and services produced in a country per person, per year.
Gross National Income per capita	An average of gross national income per person, per year in US dollars.

Social indicators examples	
Infant mortality	The number of children who die before reaching 1 per 1000 babies born.
Literacy rate	The percentage of population over the age of 15 who can read and write.
Life expectancy	The average lifespan of someone born in that country.
Mixed indicators	
Human Development Index (HDI)	A number that uses life expectancy, education level and income per person.

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



The Demographic Transition Model

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

Causes of uneven development

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



The Changing Economic World

Physical factors affecting uneven development

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



Human factors affecting uneven development	
Aid	Trade
- Aid can help some countries develop key projects for infrastructure faster. - Aid can improve services such as schools, hospitals and roads. - Too much reliance on aid might stop other trade links becoming established.	- Countries that export more than they import have a trade surplus. This can improve the national economy. - Having good trade relationships. - Trading goods and services is more profitable than raw materials.

Education	Health
- Education creates a skilled workforce meaning more goods and services are produced. - Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future.	- Lack of clean water and poor healthcare means a large number of people suffer from diseases. - People who are ill cannot work so there is little contribution to the economy. - More money on healthcare means less spent on development.

Politics	History
- Corruption in local and national governments. - The stability of the government can effect the country's ability to trade. - Ability of the country to invest into services and infrastructure.	- Colonialism has helped Europe develop, but slowed down development in many other countries. - Countries that went through industrialisation a while ago, have now develop further.

Consequences of Uneven Development

Levels of development are different in different countries. This uneven development has consequences for countries, especially in wealth, health and migration.

Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

Reducing the Global Development Gap

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

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

Case Study: Economic Development in Nigeria

Location & Importance Nigeria is a NEE in West Africa. Nigeria is just north of the Equator and experiences a range of environments. Nigeria is the most populous and economically powerful country in Africa. Economic growth has been based on oil exports.	
Influences upon Nigeria's development	
Political Suffered instability with a civil war between 1967-1970. From 1999, the country became stable with free and fair elections. Stability has encouraged global investment from China and USA.	Social Nigeria is a multi-cultural, multi-faith society. Although mostly a strength, diversity has caused regional conflicts from groups such as the Boko Haram terrorists.
Cultural Nigeria's diversity has created rich and varied artistic culture. The country has a rich music, literacy and film industry (i.e. Nollywood). A successful national football side.	Industrial Structures Once mainly based on agriculture, 50% of its economy is now manufacturing and services. A thriving manufacturing industry is increasing foreign investment and employment opportunities.
The role of TNCs TNCs such as Shell have played an important role in its economy. + Investment has increased employment and income. - Profits move to HICs. - Many oil spills have damaged fragile environments.	Changing Relationships Nigeria plays a leading role with the African Union and UN. Growing links with China with huge investment in infrastructure. Main import includes petrol from the EU, cars from Brazil and phones from China.
Environmental Impacts The 2008/09 oil spills devastated swamps and its ecosystems. Industry has caused toxic chemicals to be discharged in open sewers - risking human health. 80% of forest have been cut down. This also increases CO ₂ emissions.	Aid & Debt relief + Receives \$5billion per year in aid. + Aid groups (ActionAid) have improved health centres, provided anti-mosquito nets and helped to protect people against AIDS/HIV. - Some aid fails to reach the people who need it due to corruption.
Effects of Economic Development Life expectancy has increased from 46 to 53 years. 64% have access to safe water. Typical schooling years has increased from 7 to 9.	

Case Study: Economic Change in the UK

UK in the Wider World The UK has one of the largest economies in the world. The UK has huge political, economic and cultural influences. The UK is highly regarded for its fairness and tolerance. The UK has global transport links i.e. Heathrow and the Eurostar.	
Causes of Economic Change De-industrialisation and the decline of the UK's industrial base. Globalisation has meant many industries have moved overseas, where labour costs are lower. Government investing in supporting vital businesses.	Towards Post-Industrial The quaternary industry has increased, whilst secondary has decreased. Numbers in primary and tertiary industry has stayed the steady. Big increase in professional and technical jobs.
Developments of Science Parks Science Parks are groups of scientific and technical knowledge based businesses on a single site. • Access to transport routes. • Highly educated workers. • Staff benefit from attractive working conditions. • Attracts clusters of related high-tech businesses.	CS: UK Car Industry Every year the UK makes 1.5 million cars. These factories are owned by large TNCs, i.e. Nissan. • 7% of energy used there factories is from wind energy. • New cars are more energy efficient and lighter. • Nissan produces electric and hybrid cars.
Social Rising house prices have caused tensions in villages. Villages are unpopulated during the day causing loss of identity. Resentment towards poor migrant communities.	Economic Lack of affordable housing for local first time buyers. Sales of farmland has increased rural unemployment. Influx of poor migrants puts pressures on local services.
Improvements to Transport A £15 billion 'Road Improvement Strategy'. This will involve 10 new roads and 1,600 extra lanes. £50 billion HS2 railway to improve connections between key UK cities. £18 billion on Heathrow's controversial third runway. UK has many large ports for importing and exporting goods.	UK North/South Divide - Wages are lower in the North. - Health is better in the South. - Education is worse in the North. + The government is aiming to support a Northern Powerhouse project to resolve regional differences. + More devolving of powers to disadvantaged regions.

Case studies/examples:

A case study of a major city in an LIC or NEE	Lagos, Nigeria
An example of how urban planning is improving the quality of life for the urban poor.	Lagos (floating communities).
A case study of a major city in the UK	London.
An example of an urban regeneration project.	Olympic Park, London

**Key ideas:**

A growing percentage of the world's population lives in urban areas.

Urban growth creates opportunities and challenges for cities in LICs and NEEs.

Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.

Urban sustainability requires management of resources and transport.

Key terms:	
Brownfield site: Land that has been used, abandoned and now awaits some new use.	Sanitation: Measures designed to protect public health, including the provision of clean water and the disposal of sewage and waste.
Dereliction: Abandoned buildings and wasteland.	Social deprivation: The degree to which an individual or an area is deprived of services, decent housing, adequate income and local employment.
Economic opportunities: Chances for people to improve their standard of living through employment.	Social opportunities: Chances for people to improve their quality of life, for instance access to education and health care.
Greenfield sites: A plot of land, often in a rural or on the edge of an urban area that has not yet been subject to any building development.	Squatter settlements: An area of poor-quality housing, lacking in amenities such as water supply, sewerage and electricity.
Inequalities: Differences between poverty and wealth, as well as in peoples' wellbeing and access to things like jobs, housing and education.	Sustainable urban living: A sustainable city has minimal damage to the environment, a sound economic base and resources allocated fairly.
Integrated transport systems: When different transport methods connect together.	Traffic congestion: Occurs when there is too great a volume of traffic for roads to cope with, so traffic jams form and traffic slows to a crawl.
Mega cities: An urban area with a total population in excess of ten million people.	Urban greening: The process of increasing and preserving open space such as public parks and gardens in urban areas.
Migration: When people move from one area to another.	Urbanisation: The process by which an increasing percentage of a country's population comes to live in towns and cities. Rapid urbanisation is a feature of many LICs and NEEs.
Natural increase: The birth rate minus the death rate of a population.	Urban regeneration: The revival of old parts of the built-up area by either installing modern facilities in old buildings (known as renewal)
Rural-urban fringe: A zone of transition between the built-up area and the countryside.	Urban sprawl: The unplanned growth of urban areas into the surrounding countryside
Pollution: The presence of chemicals, noise, dirt or other substances which have harmful or poisonous effects on an environment.	Waste recycling: The process of extracting and reusing useful substances found in waste.

Year 10

Geography

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Can you remember?

What is deindustrialisation?

What is the rural-urban fringe?

2 examples of social opportunities in cities?

Apply your knowledge

Outline the strategies to eliminate the N/S divide in the UK

How will the HS2 scheme improve the UK's links?

Why was urban regeneration needed in a place you have studied?

Stretch yourself!

How will changes in the UK's economy help mitigate climate change?

How will urban sustainability mitigate against climate change?

Outline the similarities in the inequalities that exist in London and Lagos.

Year 10

Geography

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I know the causes of economic change in the UK.			
2	I can explain how we are moving towards tertiary and quaternary industries.			
3	I know an example of how modern industrial development can be more environmentally sustainable			
4	I can outline improvements and developments in our transport infrastructure.			
5	In understand the links the UK has with the wider world.			
6	I can give examples of how urban grow has created opportunities .			
7	I can give examples of how urban growth has created challenges.			
8	I can outline how to manage environmental issues in a city.			
9	I know how migration can change the growth and character of a city.			
10	I know the main features of an urban regeneration project.			

High Flyers - Enrichment Task



Research: What is the current situation with the HS2 scheme/? Can you find up to date facts and statistics?

Research: Can you find another example of how urban planning is improving lives of the urban poor in a LIC/NEE?



Overview Timeline

1558		November – Elizabeth crowned Queen of England at the age of 25
1559		Elizabeth's religious settlement
1569		November – The Northern Rebellion
1570		Norwich authorities conducted first survey of the poor, model for Poor Law of 1601
1570		April – The Pope issues the <i>Regnans in Excelsis</i> , which excommunicates Elizabeth from the Catholic Church
1571		November – The Ridolfi Plot
1580		Jesuit priests begin to arrive in England from Europe
1580		September – Sir Francis Drake completes the first circumnavigation of the globe
1585		Elizabeth sends troops to the Netherlands to support Dutch Protestant rebels
1583		John Whitgift appointed Archbishop of Canterbury and cracks down on Puritanism
1586		July – The Babington Plot is discovered, leading to the trial of Mary, Queen of Scots
1587		Roanoke colony is established in North America
1587		February – Mary, Queen of Scots is executed
1588		July–September – The Spanish Armada
1590		First of several bad harvests leads to food shortages; many country people begin to move to the towns
1599		Opening of the Globe Theatre in London
1600		Establishment of the East India Company
1601		February – Essex's rebellion
		Poor Law introduced
1603		March – Elizabeth I dies and is succeeded by James I

Tier 2 Vocabulary	Tier 3 Vocabulary
Accession: the time when an individual becomes a monarch. Beacon: a fire set up in a high position as a warning. Bureaucracy: a system of government involving lots of departments and paperwork. Censorship: to block something from being read, heard or seen, usually by the government. Conspiracy: a secret plan to do something unlawful or harmful. Court: the residents of the monarch and their household. Courtiers: members of the Royal Court who attended and advised the Queen. Enclosure: the division of land including the village common land into separate fields with hedges allowing a change from parable to sheep farming. Gentry: well-born families who own land but did not have titles and so well below the rank of mobility. Heretic: person who did not follow the official religion of the country. Monasteries: the religious houses occupied by monks, dissolved by Henry the eighth between 1536 and 1540. Privateers: Pirates licenced by the government to attack and loot enemy ships. Reformation: a movement for the reform of abuses in the Roman Catholic Church which ended up splitting the church with the establishment of separate Protestant churches. Sceptre: an ornamental wand held in the hand of as ruling monarch at the coronation as a sign of their power and godliness.	Allegory: writing or art containing metaphorical symbols of hidden moral political meanings. Alms: charity given to the poor. Culverins: a type of canon use on English ships it was light, easy to reload and had a long range. Debasement: to reduce the amount of precious metal in a coin. Episcopal: a church hierarchy structured around bishops. Excommunicated: to be expelled from the church. Great Chain of Being: an idea that everything in the universe had its place in a rigid hierarchy. Mullioned Windows: large windows made of lots of panes of glass divided by vertical supports. Privy Councillors: members of the Privy Council, the committee of ministers appointed to advise the monarch. Propheying: prayer meetings where the Bible is discussed in sermon said. Pursuivants: government priest hunters who would search houses suspected of hiding Catholics. Rack-Renting: charging extortionately high rent. Seminary: a school providing training for priests. Vestments: the garments worn by the clergy. Yeoman: A famer who owned his own estate.

Year 10

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? Try and use them in a sentence. Alms, circumnavigation, colony, enclosure, gentry, heretic, monasteries, patronage, seminary, transubstantiation, workhouse.

Put these events into chronological order. Can you add the dates they happened? Essex's Rebellion, The Treason Act, execution of Mary Queen of Scots, Drake's circumnavigation, death of Robert Dudley, Act of Supremacy, Spanish Armada.

Say why these people are significant in the topics that have been studied. Sir William Cecil, Sir Francis Walsingham, Robert Dudley, Sir Christopher Hatton, Earl of Essex, Mary Queen of Scots, Francis Drake, Walter Raleigh, Philip II of Spain.

Apply your knowledge

Explain what was important about the Elizabethan period which made it a 'Golden Age'.
(8 marks).

Write an account of how the difficulties which faced Queen Elizabeth as a female ruler.
(8 marks).

Write an account of how Essex's Rebellion showed Queen Elizabeth's decreasing power.
(8 marks).

Year 10

History

Knowledge Questions

Stretch your thinking!

“The main consequence of Drake’s circumnavigation of the world between 1577 and 1580 was increased tension between England and Spain”.

How far do you agree with this statement?

Explain your answer. (16 marks).

High Flyers - Enrichment Task



Your site study for the 2024 exams focuses on “The Americas and Drake’s circumnavigation, 1577—1580”. This will be the focus of question 4 on your Elizabethan paper which equates to 16 marks. Being the biggest question, this is your greatest opportunity to pick up a large amount of marks!

Your task is to complete your own research project into Francis Drake and his greatest achievements. You may choose to present this however you wish, for example, a PowerPoint presentation, a poster, a biography or a leaflet. I recommend you focus on the following aspects:

- Drake’s background and early life (including his relatives, the Hawkins family)
- Drake and San Juan de Ulua, 1568
- Drake’s early trips to South America
- Drake’s circumnavigation

You should use a range of resources to complete this activity including the internet, your revision guides, textbooks. Please see Miss Hammond for a copy of the resource pack provided by AQA for your site study—this will provide a wealth of information!

Conflict and Tension: First World War 1894-1918

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	Elizabeth's background and character.			
2	Elizabeth's problems at her accession including; the Royal Court, progresses, performance, patronage and the Privy Council.			
3	Essex's Rebellion 1601.			
4	The succession crisis.			
5	The Elizabethan Golden Age including; the English Renaissance, rise of the gentry, fashion, architecture, theatre, portraiture and the cult of Elizabeth.			
6	Poverty including; causes, attitudes, local and governmental measures.			
7	Elizabethan exploration in the east and west including Francis Drake and Walter Raleigh.			
8	The Elizabethan 'Religious Settlement' and the responses towards this from Catholics and Protestants (including Jesuits and Puritans).			
9	Mary Queen of Scots' background and challenge to the throne.			
10	Catholic rebellions: The Northern Rebellion, Ridolfi Plot, Throckmorton Plot and Babington Plot.			
11	The trial and execution of Mary Queen of Scots.			
12	Causes of the conflict with Spain (build up to the Spanish Armada).			
13	Plans, resources, leadership, tactics and ship design of the English			
14	Defeat of the Spanish Armada and the aftermath.			
15	Elizabethan Site Study: The Americas and Drake's circumnavigation,			



Lined area for notes, consisting of multiple horizontal lines.

Year 11

French

Year 10

KING'S LYNN ACADEMY

Term 6

Reading strategies/Listening strategies

Understanding GCSE criteria for writing

Mixed tense texts

Il faut...

Talking about UK schools and French schools

Give and expand opinions

Talking about school

Term 5

avant de+ infinitive

reflexive verbs in perfect tense

Countries

en+ present participle

Pluperfect tense

Conditional tense

Describe accommodation

Term 4

Holidays and travel

language to give advantages and disadvantages

Term 3

Describe the weather, landscapes and places in town

using negatives

Using future tense

Home and local areas

Term 2

use of pronoun *en*

Asking questions

Daily routine

pouvoir/ devoir

Describe celebrations, traditions and festivals

Welcome to KLA your Journey starts here

Term 1

Daily routine and special occasions

Year 10 French Half Term 5+6

Topic specific vocabulary

Les matières	School subjects
le commerce	business studies
le dessin/les arts plastiques	art/fine art
le français	French
le latin	Latin
la biologie	biology
la chimie	chemistry
la géographie	geography
la musique	music
la physique	physics
la religion	religious studies
la sociologie	sociology
la technologie	design and technology
l'allemand	German
l'anglais	English
l'art dramatique	drama
l'économie	economics
l'EPS	PE
l'espagnol	Spanish
l'étude des médias	media studies
l'histoire	history
l'informatique	ICT
l'instruction civique	citizenship
les maths	maths

Mon collège	My school
à neuf heures	at nine o'clock
à neuf heures	dix at ten past nine
à neuf heures et quart	at a quarter past nine
à neuf heures et demie	at half past nine
à dix heures moins vingt	at twenty to ten
à dix heures moins le quart	at a quarter to ten
lundi/mardi	(on) Monday(s)/Tuesday(s)
mercredi/jeudi	(on) Wednesday(s)/Thursday(s)
vendredi	(on) Friday(s)
la récré(ation)	break time
l'heure du déjeuner	lunchtime
Lundi à neuf heures, j'ai ...	On Monday at nine o'clock, I have ...
La récré commence à ...	Break time starts at ...
Les cours commencent à ...	Lessons start at...
Les cours finissent à ...	Lessons finish at...
On n'a pas de cours..	We don't have lessons...

L'uniforme scolaire	School uniform
Je porte	I wear
une veste	a blazer
une cravate	a tie
un pantalon	trousers
une chemise	a shirt
une jupe	a skirt
bleu/noir/gris/vert	blue/black/grey/green
en coton/laine	cotton/wool
rayé	striped
Je préférerais porter	I would prefer to wear
mes propres vêtements	my own clothes
l'uniforme coûte cher	uniform is expensive
tout le monde se ressemble	everyone looks the same
c'est démodé	it's unfashionable
c'est pratique	it's practical

Year 10 French Half Term 5+6

Topic specific vocabulary

Le règlement scolaire	School rules
Il faut être à l'heure.	You must be on time.
Il faut faire ses devoirs.	You have to do your homework.
Il faut porter l'uniforme scolaire.	You have to wear school uniform.
Il est interdit de mâcher du gum.	It is forbidden to chew chewing gum.
Il est interdit d'utiliser son portable en classe.	It is forbidden to use your mobile phone in class.
Il est interdit de porter des bijoux, des piercings ou trop de maquillage.	It is forbidden to wear jewellery, piercings or too much make-up.
Il est interdit de sortir de l'école pendant l'heure du déjeuner.	It is forbidden to leave school at lunchtime.
Il est interdit de manquer les cours.	It is forbidden to skip lessons.
Je trouve ça ...	I think that's ...
juste/logique	fair/logical
raisonnable/frustrant	reasonable/frustrating
injuste/ridicule	unfair/ridiculous
parce que/car ...	because ...
c'est/ce n'est pas dangereux	it is/isn't dangerous
c'est/ce n'est pas important	it is/isn't important
on n'est pas des bébés	we aren't babies
il faut respecter les autres	you have to respect other people
la mode/la religion n'a pas de place à l'école	fashion/religion doesn't have any place in school
l'école, c'est pour apprendre	school is for learning

Mon collège	My school
Comment s'appelle ton école?	What is your school called?
Mon école s'appelle ...	My school is called ...
C'est quelle sorte d'école?	What sort of school is it?
C'est ...	It's ...
une école mixte	a mixed school
une école publique	a state school
une école privée	a private school
une école pour filles/garçons	a school for girls/boys
pour les élèves de 11 à 16 ans	for pupils aged 11 to 16
Il y a combien d'élèves?	How many pupils are there?
Il y a (750) élèves et (45) professeurs.	There are (750) pupils and (45) teachers.
Quels sont les horaires?	What are the school hours?
La journée commence à (8h30) et finit à (16h ou à 17h).	The school day starts at (8.30 a.m.) and finishes at (4 or 5 p.m.).
Il y a combien de cours par jour?	How many lessons are there per day?
Il y a (huit) cours par jour.	There are (eight) lessons per day.
Comment sont les professeurs?	What are the teachers like?
En général, les profs sont gentils/ un peu sévères.	In general, the teachers are kind/ a bit strict.
Qu'est-ce que tu penses de ton collège?	What do you think of your school?
Je pense que les journées sont longues et qu'on a trop de contrôles.	I think the days are long and we have too many tests.

Year 10 French Half Term 5+6

Topic specific vocabulary

Les positifs et les négatifs	Positives and negatives
Ma matière préférée est	<i>My favourite subject is ...</i>
Je suis fort(e) en	<i>I am good at ...</i>
Je suis faible en	<i>I am weak at ...</i>
Je (ne) suis (pas) doué(e) en	<i>I (don't) have a talent for ...</i>
C'est	<i>It's ...</i>
facile/difficile	<i>easy/difficult</i>
utile/inutile	<i>useful/useless</i>
intéressant/ennuyeux	<i>interesting/boring</i>
fascinant/passionnant	<i>fascinating/exciting</i>
Le/La prof est ...	<i>The teacher is ...</i>
bon(ne)/marrant(e)	<i>good/funny</i>
sympa/gentil(le)	<i>nice/kind</i>
sévère/impatient(e)	<i>strict/impatient</i>
On a trop de devoirs.	<i>We have too much homework.</i>

Les bâtiments	The buildings
le terrain de basket	<i>basketball court</i>
le terrain de sport	<i>sports ground</i>
la bibliothèque	<i>library</i>
la cantine	<i>canteen</i>
la cour de récréation	<i>playground</i>
la piscine	<i>swimming pool</i>
la salle de sport	<i>gym</i>
les labos de science	<i>science labs</i>
les salles de classe	<i>classrooms</i>
les vestiaires	<i>changing rooms</i>

L'école chez nous, l'école chez vous	School here and with you
En Grande-Bretagne, ...	<i>In Britain ...</i>
En France, ...	<i>In France ...</i>
l'école commence à ... et finit à	<i>school starts at...and finishes at ...</i>
on porte un uniforme scolaire	<i>we wear school uniform</i>
ils portent leurs propres habits	<i>they wear their own clothes</i>
on étudie la religion	<i>we study RE</i>
ils n'étudient pas la religion	<i>they don't study RE</i>
on ne redouble pas	<i>we don't repeat a year</i>
ils redoublent	<i>they repeat a year</i>
les grandes vacances durent ...	<i>the summer holidays last ...</i>
Je préfère le système britannique/ français parce que ...	<i>I prefer the British/French system because ...</i>
le redoublement (n'est (pas) une bonne idée	<i>repeating a year is (not) a good idea</i>
les horaires sont plus raisonnables	<i>the hours are more reasonable</i>
les vacances sont plus longues	<i>the holidays are longer</i>
l'uniforme scolaire est pratique	<i>school uniform is practical</i>

Year 10 French Half Term 5+6

Topic specific vocabulary

En échange	On an exchange
Pourquoi faire un échange scolaire?	Why go on a school exchange?
On se fait de nouveaux amis.	You make new friends.
On améliore ses compétences en langue.	You improve your language skills.
On habite chez une famille d'une culture différente.	You live with a family from another culture.
On visite un nouveau pays ou une nouvelle région.	You visit a new country or region.
On apprécie non seulement les différences mais aussi les similarités entre nos vies.	ou appreciate not only the differences, but also the similarities Between our lives.
Mon/Ma correspondant(e) anglais(e) est arrivé(e) il y a (cinq) jours.	My English exchange partner arrived (five) days ago.
Les élèves et leurs profs sont arrivés (en car).	The pupils and their teachers arrived (by coach).
J'ai été content(e) de rencontrer X.	I was pleased to meet X.
On a passé le premier week-end en famille.	We spent the first weekend with the family
Nous sommes allés au collège ensemble.	We went to school together.
Nous avons visité ...	We visited ...
On a participé à ...	We took part in ...
Il y aura une sortie à ...	There will be an outing to ...

Useful high frequency language

Les mots essentiels	High-frequency words
dont	of which
en ce moment	at the moment, currently
parmi	among
au lieu de	instead of
bientôt	soon
à cause de ça	because of that
y compris	including
maintenant	now
malheureusement	unfortunately
meilleur(e)(s)	best
pendant	during
propre(s)	own/clean
Je porte mes propres vêtements. I wear my own clothes.	
Les toilettes sont propres .	The toilets are clean .
trop (de)	too (much/many)
plein de	lots of
tout(e)/tous/toutes	all
tout(e) seul(e)	all alone
toute l'école	the whole school
tous les vendredis	every Friday



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Year 10

French

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

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

Geography, History, German, Music, Technology

Can you translate these into French:

In my school, we have six lesson per day.

It is forbidden to eat chewing gum and wear jewellery.

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

Medium Questions

Can you name 14 subjects in French?

Can you describe 3 of your teachers in French?

Write a comparative sentence about 2 of your subjects.

Easy Questions

Can you name 6 school subjects in French?

Can you name these school buildings in French?

canteen, sports hall, science labs, gym, classrooms

Can you say these times in French?

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

Year 10

French

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can recall school subjects and talk about my opinions of them			
2	I can use the comparative and superlative to talk about subjects			
3	I can talk about the structure of the school day			
4	I can name school buildings			
5	I can use <i>il faut</i> and <i>il est interdit</i> to talk about school rules			
6	I can use the imperative			
7	I can say what I am proud of at school			
8	I can understand differences between English and French schools			

Year 11

German

Year 10

KING'S LYNN ACADEMY

Term 6

One/you Genitive prepositions

There is/are

This/these/that

Imperative

More modals

Dative pronouns

To

Word order

Comparative and superlative

Term 5

If/when

Time expressions

Questioning

Formal/Informal you

For/since

Prepositions

Comparative

Modal verbs

Term 4

Subject/adjective pronouns

Relative pronouns

Dative prepositions

Possessive adjectives

Term 3

like and dislike

Frequency words

Word order

Modal verbs

Term 2

Perfect tense

Irregular verbs

Agreement

Conjunctions

haben
sein

Term 1

Present tense regular verbs

Welcome back to KLA
your Journey continues

Hotelzimmer reservieren

Ich möchte ... reservieren.

ein Einzelzimmer /zwei Doppelzimmer
für eine Nacht

für zwei Nächte vom 8. bis 10. Januar

Kann ich bitte ... reservieren?

einen Parkplatz /ein Zimmer mit Aussicht

Gibt es WLAN / ein Restaurant im Hotel?

Wann ist das Restaurant the hotel geöffnet?

Um wie viel Uhr gibt es Frühstück?

Booking hotel rooms

I would like to reserve ...

a single room/ two double rooms

for one night

for two nights from 8 to 10 January

Can I reserve ...?

a parking space/ a room with a view

Is there Wi-Fi / a restaurant in the hotel?

When is the restaurant open?

What time is breakfast?

Fahrkarten kaufen

Ich möchte eine Fahrkarte.nach Berlin, bitte.

Einfach oder hin und zurück?

Wann fährt der nächste Zug ab?

Der Zug fährt um 12:51 Uhr ab.

Von welchem Gleis?

Vom Gleis 22.

Wann kommt der Zug an?

Der Zug kommt um 19:18 Uhr in Berlin an.

Buying train tickets

I'd like a ticket to Berlin, please

Single or return?

When does the next train leave?

The train leaves at 12:51.

From which platform?

From platform 22.

When does the train arrive?

The train arrives in Berlin at 19:18.

Ferienunterkunft

das Hotel(s)

das Gasthaus(-häuser)

die Ferienwohnung(en)

die Jugendherberge(n)

der Campingplatz(-plätze)

Ich möchte ... übernachten.

auf diesem Campingplatz

in dieser Ferienwohnung

in dieser Jugendherberge

in diesem Hotel / Gasthaus

Es gibt ... ein Schwimmbad

einen Computerraum / eine Sauna

einen Spielerraum/ eine gute Aussicht

Holiday accommodation

hotel

guest house / bed and breakfast

holiday apartment

youth hostel

campsite

I would like to stay ...

on this campsite

in this holiday apartment

in this youth hostel

in this hotel / guest house

There is ...a pool

a computer room/ a sauna

a games room / a good view

Probleme mit der Unterkunft

Ich habe (in diesem Hotel) übernachtet.

Das Zimmer war zu...klein/warm/kalt/schmutzig
(un)bequem

Es gab ... kein WLAN/ viel Lärm

Es waren Haare in der Dusche.

Ich habe eine Maus ... **gesehen.**

unter dem Bett

im Restaurant

Jede Nacht habe ich die Discomusik gehört.

Ich werde (nie) wieder hier übernachten.

Problems with the accommodation

I stayed (in this hotel).

The room was too ...small/warm/cold/dirty
(un)comfortable

There was... no Wi-Fi/alot of noise

There were hairs in the shower.

I saw a mouse ...

under the bed

in the restaurant

I heard the disco music every night.

I will (never) stay here again.

Year 10 German Summer 2

Länder und Orte

das Reiseziel / das Urlaubsziel
im Ausland / Bayern/Köln/Wien
die Nordsee / die Ostsee
Spanien / Kroatien/ Italien
Österreich / die Türkei/die Schweiz
Ich fahre ...nach (Deutschland)
ans Meer / an einen See/ an den Strand
an die Küste / in den Wald/ in die Berge

Countries and places

travel / holiday destination
abroad/ Bavaria/ Cologne /Vienna
the North Sea / the Baltic Sea
Spain/ Croatia/ Italy
Austria/Turkey/Switzerland
I am going to Germany...
to the sea/ to the lake/to the beach
to the coast/to the forest/to the mountains

Das Wetter

Es ist / Es war...
frostig/ heiß/ kalt/ neblig/ sonnig
windig / wolkig / schön/warm/regnerisch
Es friert /Es hagelt/ Es regnet/ Es schneit
Die Temperatur wird (11) Grad sein
Meine Lieblingsjahreszeit ist...
der Frühling / der Sommer
der Herbst / der Winter

The weather

It is .../ It was ...
frosty/hot/cold/foggy/sunny
windy/cloudy/nice/warm/rainy
It's freezing/hailing/raining/snowing
The temperature will be (11) degrees.
My favourite season is...
spring/ summer
autumn/ winter

In der Stadt/ Im Dorf

Es gibt ... /Es gab....
eine Autobahn/ einen Bahnhof/ ein Eiscafé
einen Campingplatz / ein Freibad / eine Schule
ein Fußballstadion / eine Fußgängerzone
eine Grundschule / einen Kindergarten
viele Touristen / viele Geschäfte
viele Sehenswürdigkeiten / gute Restaurants
viele Vorteile/ viele Nachteile
Es gibt ...
keinen Flughafen / **keine** Universität
kein Kino / **keine** Strände

In town/ In the village

There is (are) .../ There was (were)...
a motorway/a train station/ an ice cream cafe
a campsite/ an outdoor pool/ a school
a football stadium/ a pedestrian area
a primary school/ a nursery
lots of tourists/lots of shops
lots of sights/ good restaurants
lots of advantages / lots of disadvantages
There is /are ...
no airport/ **no** university
no cinema/ **no** beaches

Was gibt es?

Es gibt **viel/nichts** zu tun / Es gibt viel Lärm
Es gibt viel Verkehr / Es gibt nicht viele Autos.
Es gibt nicht viel für Jugendliche zu tun.
Es gibt keine(gute) Buslinie.
Es gab einen tollen Park / ein Feld
Es gab keine großen Diskos.
Es wird ein Fußballstadion geben.

What is there?

There is **a lot/nothing** to do
There is a lot of traffic. There are not many cars
There's not much for young people to do
There is no(good) bus route.
There was a great park/ a field
There were no big discos.
There will be a football stadium.

Was sollte man machen?

Man sollte ...
mehr Busse haben / mehr Fahrradwege haben
moderne Sportanlagen haben
mehr Aktivitäten für Jugendliche haben
die öffentlichen Verkehrsmittel verbessern
Autos in der Innenstadt verbieten

What should one do?

We should ...
have more buses / have more bike paths
have modern sports facilities
have more activities for teenagers
improve the public transportation
ban cars from the town centre

Important Verbs (3 Tenses)

UNIT 5 HOLIDAY

English	Infinitive	Present tense -I	Present tense- He/She/It/one	Perfect tense	Future tense I will	
1 to arrive	ankommen	ich komme...an	er/sie kommt...an	ich bin...angekommen	ich werde...	ankommen
2 to book	buchen	ich buche	er/sie bucht	ich habe ...gebucht	ich werde...	buchen
3 to buy	kaufen	ich kaufe	er/sie kauft	ich habe ...gekauft	ich werde...	kaufen
4 to change (trains)	umsteigen	ich steige...um	er/sie steigt...um	ich bin ...umgestiegen	ich werde...	umsteigen
5 to complain	sich beschweren	ich beschwere mich	er/sie beschwert sich	ich habe mich ... beschwert	ich werde mich...	beschweren
6 to dance	tanzen	ich tanze	er/sie tanzt	ich habe ...getanzt	ich werde...	tanzen
7 to depart	abfahren	ich fahre...ab	er/sie fährt ...ab	ich bin ... abgefahren	ich werde...	abfahren
8 to drink	trinken	ich trinke	er/sie trinkt	ich habe ... getrunken	ich werde...	trinken
9 to eat	essen	ich esse	er/sie isst	ich habe ... gegessen	ich werde...	essen
10 to fly	fliegen	ich fliege	er/sie fliegt	ich bin ... geflogen	ich werde...	fliegen
11 to go	gehen	ich gehe	er/sie geht	ich bin ... gegangen	ich werde...	gehen
12 to hike	wandern	ich wandere	er/sie wandert	ich bin ... gewandert	ich werde...	wandern
13 to journey	reisen	ich reise	er/sie reist	ich bin ... gereist	ich werde...	reisen
14 to look for	suchen	ich suche	er/sie sucht	ich habe ... gesucht	ich werde...	suchen
15 to lose	verlieren	ich verliere	er/sie verliert	ich habe ... verloren	ich werde...	verlieren
16 to meet	treffen	ich treffe	er/sie trifft	ich habe ... getroffen	ich werde	treffen
17 to order	bestellen	ich bestelle	er/sie bestellt	ich habe ... bestellt	ich werde...	bestellen
18 to pay	bezahlen	ich bezahle	er/sie bezahlt	ich habe ... bezahlt	ich werde...	bezahlen
19 to recommend	empfehlen	ich empfehle	er/sie empfiehlt	ich habe ... empfohlen	ich werde...	empfehlen
20 to return	zurückkommen	ich komme...zurück	er/sie kommt...zurück	ich bin ... zurückgekommen	ich werde...	zurückkommen
21 to sit	sitzen	ich sitze	er/sie sitzt	ich habe ... gesessen	ich werde...	sitzen
22 to stay	bleiben	ich bleibe	er/sie bleibt	ich bin ... geblieben	ich werde...	bleiben
23 to stay overnight	übernachten	ich übernachte	er/sie übernachtet	ich habe ... übernachtet	ich werde...	übernachten
24 to take	nehmen	ich nehme	er/sie nimmt	ich habe ... genommen	ich werde...	nehmen
25 to think	denken	ich denke	er/sie denkt	ich habe ... gedacht	ich werde...	denken
26 to travel	fahren	ich fahre	er/sie fährt	ich bin ... gefahren	ich werde...	fahren
27 to try	probieren	ich probiere	er/sie probiert	ich habe ... probiert	ich werde	probieren
28 to visit	besuchen	ich besuche	er/sie besucht	ich habe ... besucht	ich werde...	besuchen
29 to walk	spazieren	ich spaziere	er/sie spaziert	ich bin ... spaziert	ich werde...	spazieren
30 to wear	tragen	ich trage	er/sie trägt	ich habe ... getragen	ich werde...	tragen

Year 10

German Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

List 5 past participles including auxiliary verb for the topic of holiday and travel:

Translate into German:

I would like a double room for five nights.

Is there a pool in the hotel?

What time is breakfast please?

What is the password for the Wi-Fi please?

Medium Questions

Write in English:

Ich habe in einer Jugendherberge übernachtet.

Wann ist das Restaurant geöffnet, bitte?

Es gab kein WLAN und das Zimmer war schmutzig.

Ich möchte eine Fahrkarte nach Berlin, bitte.

Wann fährt der Zug ab?

Easy Questions

Write in German:

I would like to reserve a single room for three nights with breakfast.

I would like to reserve a single room for three nights.

I would like to reserve a room for the night.

Year 10

German

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can book a room			
2	I can make a request			
3	I can enquire about train times			
4	I know at least 3 types of holiday accommodation			
5	I can talk about what my town does and does not have			
6	I can describe the weather			
7	I know how to spell Germany/Bavaria/Munich/Vienna/Austria			
8	I say what my town/village should have			
9	I can describe a photo using WPALM			

High Flyers - Enrichment Task



Describe the photo in German using WPALM



Answer these questions in German:

Wohin fährst du gern auf Urlaub?

Was hast du letztes Jahr im Urlaub gemacht?

Was findest du besser, Urlaub mit Freunden oder mit der Familie und warum?



SPORT STUDIES - R186

Topic 1 - Different Sources of Media That Cover Sport



Digital Sources & Social Media

Broadcast Media

Print Media



Topic 2 - Positive Effects of the Media on Sport

Golden Triangle

Promotional Opportunities for Individuals

Using Money Generated by Sponsors



Topic 3 - Negative Effects of the Media on Sport

Widening Divide in Sport

Prize Money & Pay

Body Image



TOPIC AREA 1

Different sources of media that cover sport

Digital & Social Media



Social Media



Websites



Newspapers



Books



Magazines

Broadcast Media



Streaming Platforms



Podcasts



TV



Radio

SPORT STUDIES R186

TOPIC AREA 2

Unethical Sponsors in Sport



Cigarettes



Alcohol



Fast Food

Negative Effects of the Media on Spectators

- Some events can only be streamed live via subscription or pay per view channels.
- Ticket prices are now much higher due to sport being heavily commercialised.
- There are heavy links between attendees at sports events and gambling.

TOPIC AREA 3

Wages for performers across sports will differ greatly



Top Netball Player -
Average wage of
£10000 per year



Top Football Player -
Average wage of
£50000 per week



Top Hockey Player -
Average wage of
£30000 per year



Top Rugby Player -
Average wage of
£90000 per year

The media have the ability to increase engagement in minority sports:



Handball



Walking Football



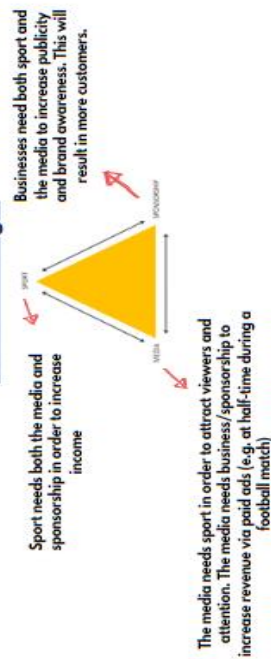
Water Polo

Social media influencers who post about sport will be encouraging others to participate. They can also speak out about the benefits of sport and exercise.

Cristiano Ronaldo has over 100 million followers on Twitter.



Golden Triangle



The media's role in increasing participation:

- The media increases the profile of sports through broadcasting. Therefore more role models are created and more people wish to take up sport.
- The media gives huge amounts of money to sport to gain broadcasting rights. This money can be given to grassroots sport in order to get more people participating.



thepeclassroom.com

Physical Education Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Names 3 sources of media

Explain 3 positive effects of media on sport

Explain 3 negative effects of media on sport

Year 10

Physical Education

Knowledge Checklist

Unit R186 – Sport and the Media

Coursework 20%

1	Distinguish between different media sources and how they cover sport			
2	Recall digital and social media sources			
3	Recall different forms of broadcast media			
4	Recall different print media sources			
5	Positive relationship between media and sport :			
6	Participation			
7	Raising profile of the sport			
8	Education			
9	Revenue			
10	Negative effects of the media in sport :			
11	External factors affecting decline in live spectatorship			
12	Ethical appropriateness of sponsors			
13	How the media is assisting a widening wealth divide in sport			
14	Impact of wider global issues on sport/performers and spectators			
15	Media demands affecting sport fixture scheduling			
16	Coverage of inappropriate behaviour			
17	Rejection of sporting heroes			
18	Scrutiny and criticism of participants			
19	Increased pressure on athletes to look a certain way and links to mental health			

High Flyers - Enrichment Task



Create a social media campaign to develop participation in a sport of your choice.

A levels/ College/ Apprenticeship

Technology

Year 10



KING'S LYNN ACADEMY

Scale

NCFE

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

Term 6



Digital manipulation



Moodboard

Unit 3 Projects



Design Brief

Specification



Drawings



Presentation skills

Creative responses

Designer work analysis



Processes

Term 5

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



Designer influence research

Experimenting with the 6 graphic components



CAD

Inspiration

Experiments



Experimenting with Colour

Shapes

Graphics

Term 4



Digital design

Packaging



Posters



Branding

Graphic Design Practices



Typographer



Graphic Communication



Illustration



Alan Fletcher

Term 3

Visual Impact

Margaret Calvert



Shepard Fairey

Patterns

Quentin Blake



David Carson



Graphic Designers

Communication

Chip Kidd



Imagery

Term 2

Texture

Typography

Letter forms

Tone

Line



Composition

Influence



Graphic Components

6 Graphic Components



Term 1



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

Welcome back to KLA your Journey continues

Colour LINE TYPOGRAPHY composition TONE IMAGERY

Year 10/11

Graphics Revision Booklet

Exam Layout



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

Time allowed: 10 hours

Total marks: 90

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

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

MUST READ QUESTION
CAREFULLY AND LOOK AT THE
MARKS ALLOCATED

How marks could be broken down

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

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

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

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

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

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

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

Task 4 (9 marks)

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

Examples of mark scheme

• Initial ideas linking to the brief

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

• Experimentations

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

• Final Design

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

• Evaluation

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

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

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

What can I write about.....

Colour ?

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

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

Describe and explain everything in lots of specific detail!

What can I write about.....

Line?

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

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

Describe and explain everything in lots of specific detail!

What can I write about.....

Tone?

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

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

What can I write about.....

Composition?

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

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

What can I write about.....

Imagery?

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

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

What can I write about.....

Typography?

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

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

SERIF

San serf

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

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

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

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

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



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

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

Evaluation



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

LO2: Annotation

You



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

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

Step by Step Evidence



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



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



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



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

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

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

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

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

THE LEVEL OF EVIDENCE YOU NEED IS REALLY HIGH

Annotation Example



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

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

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

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

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

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

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

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

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

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

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

LINK EVERYTHING TO THE BRIEF

Chubby

Chubby



Use the pencil to colour the wheel with the correct colours

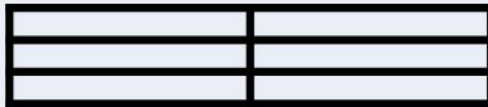
Tone

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



Complementary Colours

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

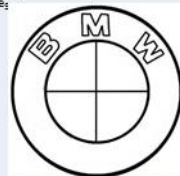


The Meaning of Colour

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



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



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



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

Success Criteria:

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

Line

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

It can be used to...

Create expression or emphasis in a graphic design

To separate, order, define, border space

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

• A

• B

• A

• B

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

RALPH LAUREN

Use lines to write your initials like the IBM logo.

IBM

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

Shape

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

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

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

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

What do you think our logo says about the company?

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



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

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

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Typography

dp

Serif

Double line spacing

dp

Sans Serif

Single line spacing

Whitburn

Script

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



Decorative/Free hand

[Video](#)

Deep Purple
Deep Purple

Bar

H

Stem

P

Serifs

T

Curve

G

Continuous Curve

O

Be creative in your use of Typography

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

- WATER
- FIRE
- STAR

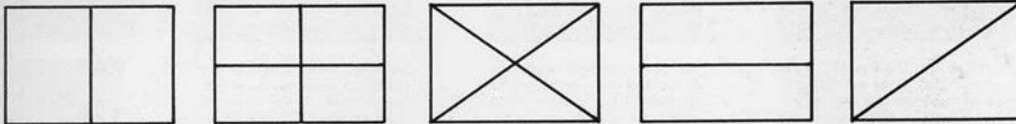


- Be creative



Using Lines and Composition

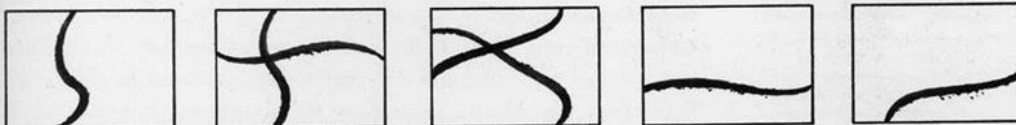
Let us begin with simple distribution of space.



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



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

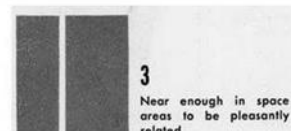
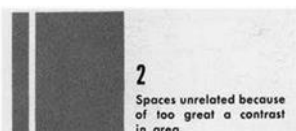
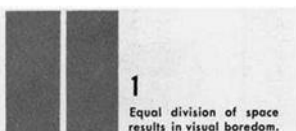


3 We now take the same lines as above and give them movement. The areas now begin to intrigue the imagination — this is dividing space as design. Don't you find this group more interesting than the first two?

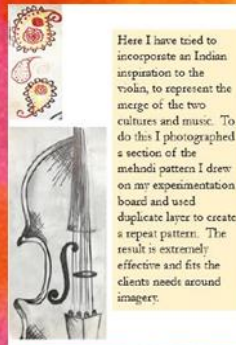


4 Now we have added tone to the different areas, balancing the weight of interest in each case with an added form. A small element of great interest will balance much larger elements of lesser interest.

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



Sketch development



Always link to brief / client
Annotate your opinions and
use the key words
(components)

THE FOLLOWING PAGES ARE ON EXPERIMENTATIONS

Experimentation by hand

This is a 'design' in itself.

It should not just be a cut and stick collage.

You must plan your composition carefully.

You must use a variety of media experiments.

Composition

Imagery

Colour

Typography

Line

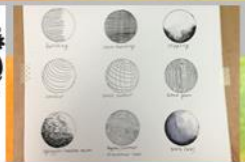
Tone



Variety of media



Oil pastel



Ink



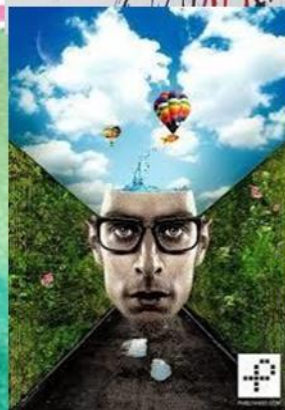
Chalk pastel



Paint



Image manipulation/digital art



Collage



Useful videos

- LINE - <https://www.youtube.com/watch?v=BDePyEFT1gQ>
- COLOUR- https://www.youtube.com/watch?v=wVW_UbrkBEw
- TYPOGRAPHY- <https://www.youtube.com/watch?v=sByzHoiYFX0>
- TONE- <https://www.youtube.com/watch?v=AAwYHNo31ZQ>
- IMAGERY - <https://www.youtube.com/watch?v=MELKuexR3sQ>
- COMPOSITION - <https://www.youtube.com/watch?v=a5KYIHnkQB8>



Lined area for notes, consisting of 20 horizontal lines.

Design and Technology Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

Select an existing graphic design and explain how the graphic

+

Explain the target audience for three chosen graphic designs.

*

Explain the purpose and impact of three graphic designs of your

NCFE Graphic Design Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



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

Learners must :

Level 1 & 2 Hospitality & Catering

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

Complete a written exam worth 40% of the final grade



Job
Roles

Types
of service

Reviews
&
ratings

Key
Words

Nutrition

Food
Spoilage

Diets

Techniques

Equipment

Laws
&
Legislations

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

Learners must :

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

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

Level 1 & 2 Hospitality & Catering



LO1 – understand the importance of nutrition when planning menus

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

AC1.2 - Compare nutritional needs of specific groups

AC1.3 – explain characteristics of unsatisfactory nutritional intake

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

LO2 – Understand menu planning

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

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

AC2.3 – Explain how menu dishes meet customer needs

AC2.4 – Plan production of dishes for a menu

Year 10

Food Tech

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

What does hospitality mean?

What colour chopping boards do we use?

What does catering mean?

+

What does front/back of house mean?

How many AA stars can a hotel achieve?

What does commercial and non-commercial mean?

*

How can we reduce food waste?

Explain the role of an environmental health officer

What is the function of food packaging?

Hospitality and Catering Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



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

YEAR 11 ART HERE WE COME!

ART

Y10

ESA theme!

KING'S LYNN ACADEMY

Final Piece + Evaluation

Practice + Ideas for Final Piece

Mini Version Colour Mixing

Beginning and End

Critical Analysis/ Extra Artist

More Primary Research

Blending Tone Sgraffito

Oil Pastel

Poly-Printing

Tonal Drawing

Beginning and End

Details Watercolour

Details

Mind Map Artist Research

Artist Copy

Primary Research

Presentation

GCSE Beginning and End topic

Beginning and End

Exam and evaluation

Mini version

Acrylic techniques and painting

Mono-print

Photo shoot

Ideas + practice for final piece

Presentation

Mark making

Evaluation

Colour Theory

Colour Theory Blending

Detailed

Identity

Techniques

Evaluation

Critical Analysis

Presentation

Tonal Drawing Detail

Evaluation

Primary Research

Grid Method

Artist Copy

Artist Research

Shading Pencils

Identity

Welcome to GCSE Art

Assessment objectives

Mind Map

Photo inspiration page

Welcome to year 10 Your journey continues...

GCSE Identity topic

Identity

High Quality Artist Portfolio

Identity/ BEGINNING AND END

START

Learners must be able to:

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

Transferable Knowledge & Skills

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

Ideas and Artists in Response to the Theme



IDEAS RESEARCH

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



MATERIALS & TECHNIQUES

Photography and Personal Responses



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

PHOTOSHOOT ANNOTATION

Planning and Presenting a High Quality Final Piece



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

Key Vocabulary

FINAL PIECE

Tier 3
Accurate Technique Analyse
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 Artist

Beginning and End

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

Learners must be able to:

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

Ideas and Artists in Response to the Theme

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

Transferable Knowledge & Skills

Artists

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

Experimenting with A Range of Materials and Techniques

IDEAS RESEARCH

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

Novo-Printing

MATERIALS & TECHNIQUES

Photography and Personal Responses

Ideas for Final Piece

Photography

Final Piece

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



PHOTOSHOOT ANNOTATION

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

Planning and Presenting a High Quality Final Piece

Mini Version

Final Piece



Key Vocabulary

FINAL PIECE

Tier 3
Accurate Technique Analyse
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 Artist

Identity

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



Lined area for notes, consisting of multiple horizontal lines.

Year 10

ART

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Easy

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

Name an artist which explores identity

What is primary research?

Medium

What is the difference between primary research and Secondary research?

Explain how your chosen artists link to the theme of identity

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

Hard

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

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

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

Year 10 ART Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



Complete a bonus material from your page checklist

Year 11



Creative iMedia

Year 10

KING'S LYNN ACADEMY

Coursework 1

Term 6

Unit R082-Creating Digital Graphics

Understand the purpose and properties of digital graphics

Assessment Feedback and Improvements

Term 5

Review: Preproduction Documents

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

Assessment Feedback and Improvements

Term 4

Produce: Preproduction Documents

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

Assessment Feedback and Improvements

Term 3

Theory and practical Preproduction Documents

Client requirements, Work plans, analyse research, target audience

Assessment Feedback and Improvements

Term 2

Theory and practical: Preproduction Documents

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

Unit R081

Term 1

Welcome to Year 10





Year 10

Creative iMedia



R081 – Compulsory Unit

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

Students will learn skills such as how to:

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



Learning Outcome 2: Be able to plan pre-production

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

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

Students must be able to:

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



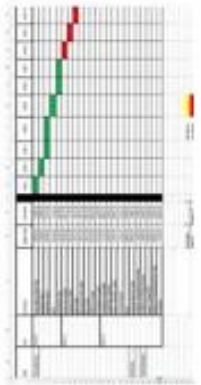
Learning Outcome 4: Be able to review a digital graphic

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

R082 – Creating Digital Graphics (Compulsory Unit)

Students must be able to:

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



Key Vocabulary

Tier 3

Saturation,
Visualisation diagrams,
Mind map, Mood
board,

Tier 2

Layers, Web use, layout, copyright, hue

Tier 1

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

Book suggestion



Year 10

Creative iMedia

Knowledge Checklist

KNOWLEDGE PROGRESS

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

High Flyers - Enrichment Task



Complete all extension tasks each lesson

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

Complete at least 10 tasks on SamLearning per week

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

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

First Aid



KING'S LYNN ACADEMY



PD

Year 10

Post 16
Options



Careers Fair

Half Term 6

Drug Classes



What is Exploitation?



Exploitation
Project

Drugs



Half Term 5

UDHR &
Religion



What are Human
Rights?

Death Penalty
Case Study



Religion &
Death Penalty



Can people be
forgiven?



Religion &
forgiveness



Prejudice &
Discrimination

Death Penalty



Half Term 4

Prison &
Community Service



Court
Trial

Different
Crimes



Reasons for
Crime

Civil &
Criminal Law



Laws

Legal System



What is Crime &
Punishment?



Half Term 3

Career Sectors
Project



Relationships before &
outside of Marriage



Different
families



Is it right to be brought
up religious?

Sexual Health



Safe Sex

Half Term 2

Different Relationships
& Intimacy

Religious Views
on Sexuality

What is Sexuality
& Gender



Gender & Sexuality
in 21st Century



Gender
Equality



Emotional
Wellbeing



Half Term 1

Mental Health



New
Challenges



Welcome
to your Personal
Development
Journey

Religion & Human Rights

Things you need to be able to do:

- To understand what human rights are
- To be able to explain what UDHR & Cairo Declaration is
- To recognise what Prejudice & Discrimination is
- To know different types of exploitation
- To understand what wealth & poverty is
- To know the religious responses to having wealth
- To be able to explain how different religions provide for the poor
- To consider the ways that religious groups can benefit society

Key Questions:

- What are Human Rights?
- Why do we have Human Rights?
- What is Prejudice & Discrimination?
- What is exploitation?
- Why is there wealth and poverty in the world?
- Should we give to the poor?
- What do religions do to support the poor?
- What effect does wealth and poverty have in the 21st Century?

Tier 2 Vocabulary

Human Rights - A right which is believed to belong to every person

Prejudice - A prejudgement that is made which isn't based on reason or actual experience

Discrimination - unfair treatment of different categories of people, especially in regards to age, race, sex or disability

Morals - What is right or wrong in human behaviour

Fairness - treatment without favouritism or discrimination

Justice - The principle that everyone receives what they deserve

Tier 3 Vocabulary

Cairo Declaration - Relates to Human Rights in Islam

UDHR - Universal declaration of Human Rights. 30 rights that every human needs to grow and flourish

Exploitation - Selfishly taking advantage of someone or group of people in order to profit or benefit from them

Year 10 PD

Knowledge Organiser - Summer

Careers & Post 16 Options

Things you need to be able to:

- Know what your post-16 options are
- Know what apprenticeships are
- Evaluate post-16 options
- Prepare for post-16 taster days
- Reflect on post-16 taster days
- Key Questions**
- Which post-16 option is best for me?
- What are the benefits of A Levels?
- What are the benefits of a vocational course?
- Is an apprenticeship right for me?
- Are T Levels better than A Levels?
- What will my chosen course lead to?

Tier 2 Vocabulary

Post-16 - Education once you leave year 11. It usually lasts for 2 years

Apprenticeship - employment with training

T Levels - Level 3 course with 20% work experience

A Levels - Level 3 courses of academic study

Tier 3 Vocabulary

Vocational - work-related qualifications

Human Rights

Things you need to be able to do:

- How some people gain power and control over others
- How to tell when a situation is unsafe, and set boundaries about what you want to do and don't want to do.
- To know the impact of stereotyping, prejudice, bigotry, bullying & discrimination on individuals and communities
- Be aware of the laws that help to protect young people's human rights in the UK.
- Understand how human rights work in practice.

Key Questions

- How are Muslims shown in the media
- What is meant by right wing views?
- Why do people judge people before knowing them?

Why do we need laws?

Tier 2 Vocab

Prejudice: judging someone without knowing them on the basis of what they look like or what group they belong to, for example all black people are good dancers.

Discrimination - when prejudices are acted upon resulting in the unfair treatment of someone

Bigotry: - Intolerance towards those who hold different opinions from oneself.

Stereotypes: thinking all people who belong to a certain group are the same and labelling them, for example all young people who wear hoodies are thugs.

Tier 3 Vocab

Child Sexual Exploitation (CSE) - Someone taking advantage of you sexually, for their own benefit.

Personal Development Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. Name two reasons why people are living in poverty

2. Name two things a religious person should do with their wealth

3. Give two way people gain power and control over other people

4. Name two laws that help protect young peoples human rights in the UK

5. Give two post-16 options

+

1. Explain why freedom of religion is important

2. Explain two reasons why religious believers would help people in poverty

3. Explain two human rights

4. Explain two examples of prejudice

5. Explain two reasons why someone may choose a vocational course

6. Explain two benefits about T-Levels

*

1. 'Religious believers should give to charities that help the poor' Give arguments for and against

2. 'Everyone should have the freedom to follow which ever religion they wish to' Give arguments for and against

3. 'We all judge people no matter what' Give arguments for and against

4. 'Stereotyping happens automatically, there is nothing we can do' Give arguments for and against

6. 'A Levels are the best post 16 option' Give arguments for and against

6. 'Everyone should get vocational qualifications' Give arguments for and against

Personal Development Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	How to speak to people in a professional setting			
2	An introduction to Post 16 options			
3	Apprenticeships and experience of a workplace			
4	Understanding our human rights			
5	Religion and their responses to human rights			
6	Prejudice and discrimination, including types, causes, and			
7	Understanding and exploring how people can be exploited			
8	Understanding wealth and poverty, and the impact it has on society			
9	Religious responses to wealth and poverty			

High Flyers - Enrichment Task



Looking at the Human rights choose 5 you think are most important and explain why

Discuss the following statement, giving for and against arguments

'Wealth and Poverty cause the most problems in the world'

Create a table comparing the different post-16 options & decide which you think is most suited to you

Men & Women in Religion

KING'S LYNN ACADEMY

GCSE RE

Year 10



Roles of Men & Women

Half Term 6 Relationship & Families

Families in the 21st Century

Divorce & Annulment

Cohabitation, Celibacy & Abstinence



Contraception

Pre-marriage relationships



Marriage



Sexuality & Gender

Half Term 5 Relationship & Families

Festivals



Sawm



Five Pillars

Zakah



Hajj



Jihad

Half Term 4 Islam Practices



Holy Books



Prophets

Sunni & Shi'a



Angels



Life after death

Prophethood

Nature of God

Predestination



Oneness of God

Half Term 3 Islam Beliefs



Worldwide Church & Church growth

Persecution & Poverty



Sacraments



Festivals



Prayer

Pilgrimage

Role of the Church



Worship

Half Term 2 Christian Practices

Sin & Salvation

Incarnation & Jesus



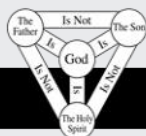
Resurrection & Ascension

Heaven & Hell



Creation

Crucifixion



The Trinity

Half Term 1 Christian Beliefs

Nature of God

Introduction to GCSE RE

Welcome to your GCSE RE Journey

Islamic Practices

Things you need to be able to do:

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

Key Thoughts

Why are the Five Pillars important to a way a Muslim
lives?

What is Salah?

What is Sawm?

What is Zakah?

What is Hajj?

How does Jihad impact a Muslims life?

What are the key Islamic festivals and how are they
celebrated?

Tier 2 Keywords

5 Pillars - The core beliefs and practices of Islam

Mosque - Place of worship for Muslims

Mecca - The holiest city in Islam

10 Obligatory Acts - Important duties for Shi'a
Muslims

Tier 3 Keywords

Shahadah - Muslim declaration of faith

Salah - Prayer and worship of God

Sawm - Fasting in the month of Ramadan

Zakah - Giving a percent of savings a year to charity

Hajj - Annual pilgrimage to Mecca, that Muslims should
try and make once a lifetime



Christian Practices

Things you need to be able to do:

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

Key Thoughts

Why do Christians worship and pray in different ways?

What is the significance of Baptism & Holy Communion?

What are the different places of pilgrimage?

How does the Church help the local community?

How does the church continue to grow and develop?

Tier 2 Keywords

Holy Communion/Eucharist/Mass - A service of thanksgiving in which
the sacrificial death and resurrection of Jesus are celebrated, using
bread and wine

Worship - acts or religious praise, honour or devotion

Prayer - communicating with God, either silently or through words of
praise, thanksgiving or confession, or requests for God's help or
guidance

Tier 3 Keywords

Agape - Selfless unconditional love

Persecution - hostility and ill-treatment, especially because of race,
or political or religious beliefs

Liturgical - worship a church service which follows a set structure or
ritual

Mission - the calling of a religious organisation or individual to go out
into the world and spread the faith

Year 10

GCSE RE

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Christian Practices

2 Mark Questions:

1. Give two forms of prayer.
2. Explain why someone might have a believers' baptism.
3. Give two reasons why Holy Week is important to Christians.
4. Give two reasons why some Christians disagree with pilgrimage.

4 Mark Questions

1. Explain two contrasting Christian views about the importance of pilgrimage.
2. Explain two contrasting Christian views about the importance of reconciliation.
3. Explain two contrasting ways a Christian might perform Baptism.
4. Explain two contrasting ways in which Christians respond to persecution.

5 Mark Questions—Refer to sacred writings or another source of Christian belief and teaching in your answer.

1. Explain two ways in which Christians think worship is important.
2. Explain two ways in which Christians celebrate Easter.
3. Explain two ways in which Christians celebrate Christmas.
4. Explain two ways in which Christians respond to the word poverty.

12 Mark Questions

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

Islamic Practices

2 Mark Questions

1. Give two reasons why the Shahadah is the first pillar of Islam.
2. Give two ways in which Muslims can give Zakah.
3. Give two objects/features that Muslims can use to know they are facing the right direction when they pray.
4. Name two pillars of Islam.

4 Mark Questions

1. Explain two contrasting ways in which Muslims celebrate the festival of Ashura.
2. Explain two ways in which belief in the importance of prayer influences Muslims today.
3. Explain two ways in which the actions of Prophet Ibrahim and his family are remembered on Hajj.
4. Explain two contrasting Muslim beliefs about why it is important to fast during Ramadan.

5 Mark Questions—Refer to sacred writings or another source of Christian belief and teaching in your answer.

1. Explain two ways in which the Ka'aba is important in the Muslim Hajj (pilgrimage).
2. Explain two ways in which the celebration of the festival of Eid ul-Adha is important to Muslims.
3. Explain two ways in which Muslims view the Salah (prayer) as important.
4. Explain two ways in which Muslims celebrate Eid ul-Fitr.

12 Mark Questions

1. 'It is never right to fight in holy war.'
2. 'The best way for Muslims to understand God is to practise Salah.'
3. 'Completing the Hajj is the most important duty for a Muslim.'
4. 'For a Muslim the greatest act is to give Zakah.'

Year 10

GCSE RE

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
<u>Christian Practices</u>				
1	Worship			
2	Prayer			
3	Sacraments			
4	Sacraments: Baptism & Holy Communion			
5	Pilgrimage			
6	Celebrating Festivals			
7	Role of Church—Foodbanks & Street Pastors			
8	Mission & Evangelism			
9	Church Growth & World Wide Church			
10	Christian Persecution			
11	Church's response to World Poverty			
<u>Islamic Practices</u>				
1.	The Five Pillars, Ten Obligatory Acts and the Shahadah			
2.	Salah: Daily Prayers (1)			
3.	Salah: Daily Prayers (2)			
4.	Sawm: Fasting during Ramadan			
5.	Zakah: Almsgiving			
6.	Hajj: Pilgrimage (1)			
8.	Hajj: Pilgrimage (2)			
9.	Jihad			
10.	Festivals of Id-ul-Fitr & Id-ul-Adha			
17.	The Festival of Ashura			

High Flyers - Enrichment Task



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

Seneca Learning Revision: <https://senecalearning.com/en-GB/>

Use class code: vj0lrnaiov

1. Look, Cover, Write, Check, Correct

Look, Cover, Write, Check, Correct

Common at primary schools

First
Look, then cover this column

Next
try to answer/give definition/spell

Now
Check to see if you were right

Finally
Correct those you got wrong

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

2. Questions / Answers, Answers / Questions

Questions/Answers, Answers/Questions

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

Answer; *1910*

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

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

Always check and correct!

3. Map Your Mind

Mind Maps



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

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



4. Clock Learning

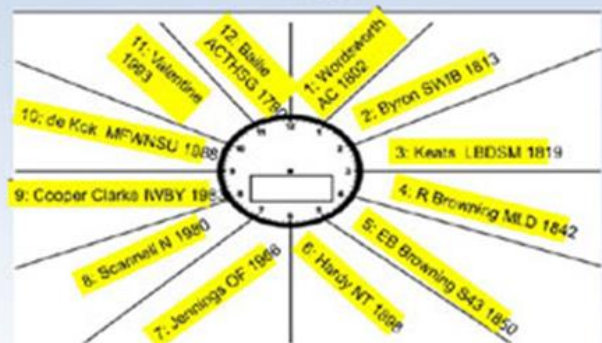
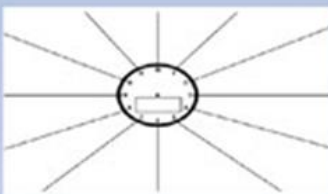
Clock Learning

For this technique you draw a basic clock.

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

or

Use it to help visualise a timeline.



Further Optional Home Learning

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



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



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



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



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



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



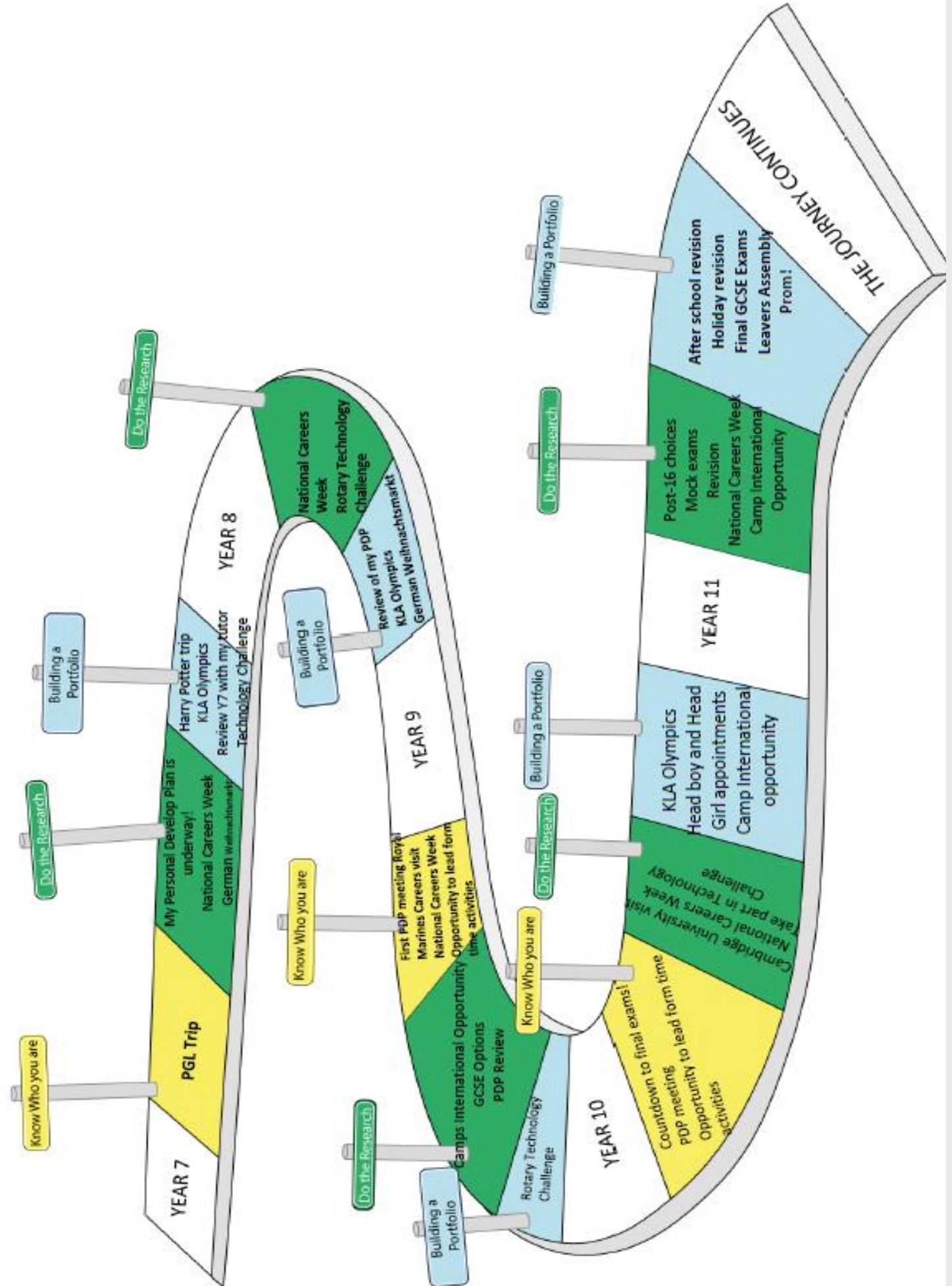
SAM Learning is another award-winning online study service independently proven to raise attainment. Pupils can use the site to revise and test themselves using practice exam papers and test questions across more than 20 subjects, in a variety of different formats that are fun, engaging and challenging.



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



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



Personal Development

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

Year 10 Opportunities:

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

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		
		10			
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 badge nomination?	
Hidden Curriculum	What clubs and out of hours activities have I taken part in?	n/a
International Opportunities	What have I done to involve myself in going abroad with KLA on either a residential trip or a charity expedition?	n/a
Community	What have I done to support my community? Have I been proactive in raising funds or volunteering my time for the benefit of others?	

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		

Wellbeing Services (Kooth)

How to sign up to kooth

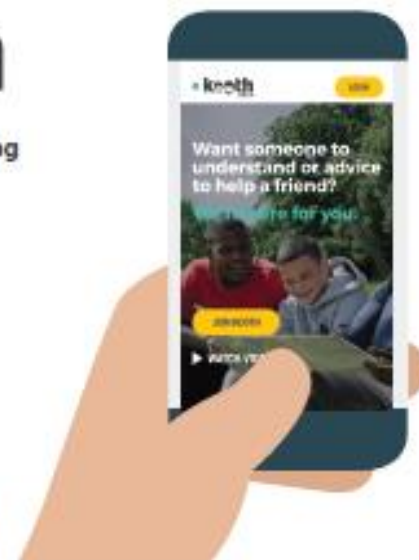
Kooth is a FREE, anonymous, confidential, safe, online Wellbeing service, offering counselling, information, and forums for children and young people.

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

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

Log on through mobile, laptop and tablet.

www.kooth.com



1

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

2

Choose from the drop down box the location you are in

The place I live is...

Choose

3

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

Male

Female

Agender

Gender Fluid

4

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

My ethnicity is...

Choose

5

Add the month and year you were born

I was born in...

Year

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

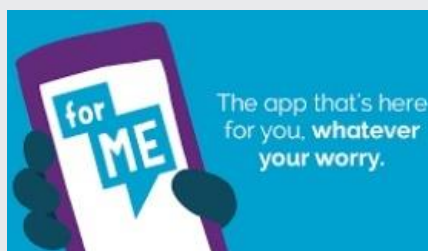
Headspace



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.

