

KING'S LYNN ACADEMY

ORGANISER

Year 7 Autumn Term 1 2023



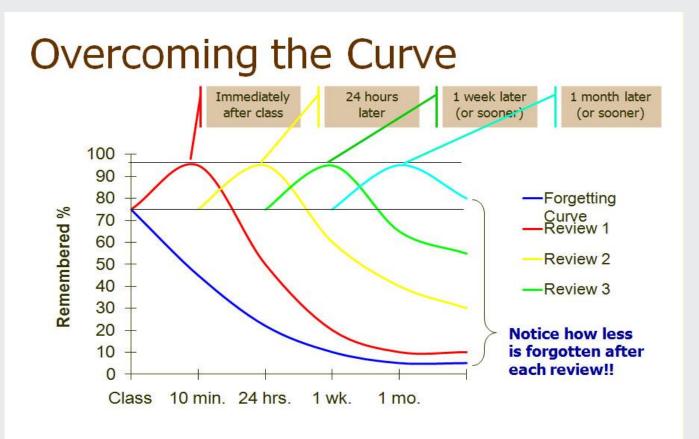
Name:

Home Learning

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

Why Knowledge Organisers?

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



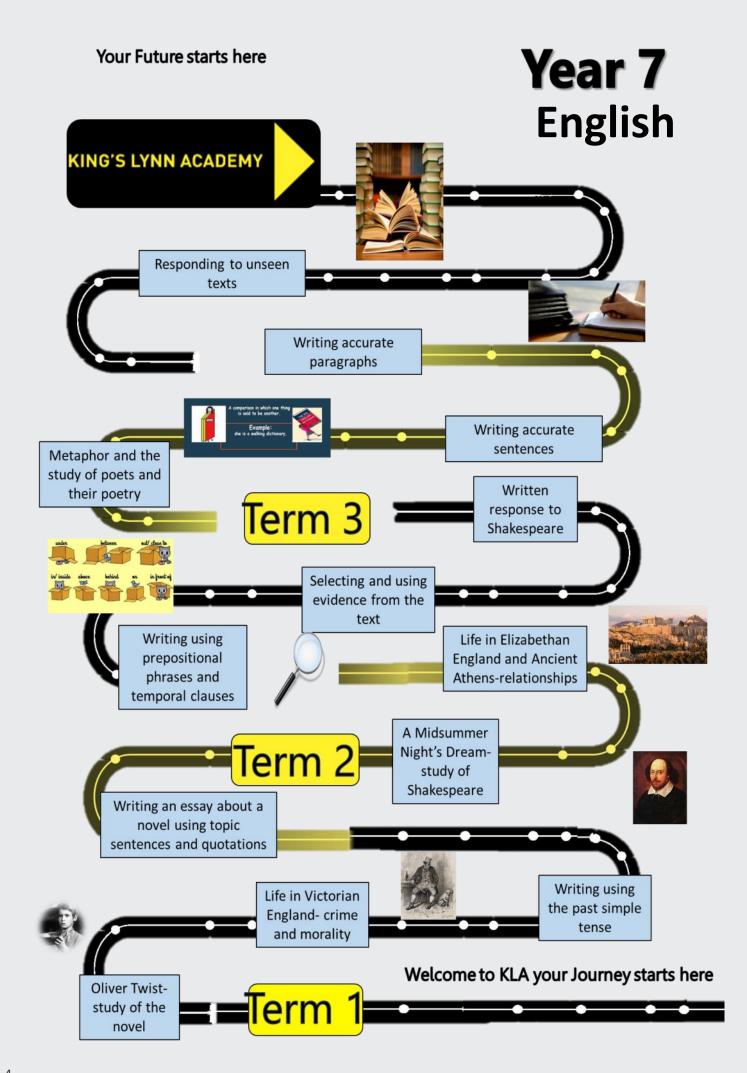
Decay theory states that if learning is not used, revisited or rehearsed it simply fades away.

How to use your Knowledge Organiser

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

Subject Contents

English	Pages 4-7
Maths	Pages 8-17
Science	Pages 18-33
Geography	Pages 34-39
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German	Pages 50-55
Physical Education	Pages 56-59
Design Technology	Pages 60-65
Food Tech	Pages 66-69
Art	Pages 70-75
ICT	Pages 76-79
Performing Arts	Pages 80-83
Music	Pages 84-87
Personal Development	Pages 88-91



<u>'Oliver Twist': Knowledge Organiser</u>	Key words	Characters
Plot breakdown		Oliver
Oliver is born in the workhouse. When he is		He is a 'pale, thin' orphan who is treated badly by
a bit older he is nominated to ask for more	people who do bad mings can be caned immoral.	aimosi everyone ne meeis. He irries nis pesi to be a apod person and experiences 'horror and alarm'
tood because the boys are starving.	viiherchle – in a situation in which vou could	whenever he sees crimes being committed.
He is kicked out of the workhouse and	be easily harmed. People living on the streets	
given away to the Sowerberry family to be	are vulnerable.	Mr. Bumble The man who rrins the workhoi ise and aives Oliver
an undertaker sapprentice. He s builled by Noch they fight and he is locked up	brutal – very violent or cruel.	his name. He is 'a fat man' who enjoys power and
	corrupt – a word used to describe a person	doesn't care about the people beneath him.
and is introduced to Fagin's gang.	who uses their power in a dishonest or illegal	Noah Claypole
Oliver is taken out with the gang and is	villain – a 'haddia' who harms other neonle or	A 'malicious and ill-conditioned' boy who bullies
horrified to see Dodger steal a	breaks the law to get what they want.	Oliver at the undertakers. He eventually turb away to London and joins the same gang as Oliver.
wronalv arrested for the theft.	malicious – meant to hurt or upset someone.	Fagin
The dentleman Mr. Brownlow takes nitv	victim – someone who has been harmed, often	An old man who runs the gang of pickpockets. He
on Oliver and takes him in The aana plat	by other people.	seems kind but his 'villainous-looking and repulsive
to get him back in case he reveals	naive – If someone is naïve if they don't have	face' reflects his selfish nature as he gets young boys
information about them.	experience of how complicated life can be	to do his dirty work for him.
Oliver is abducted by the gang whilst	and therefore trust people too much.	Jack Dawkins (The Artful Dodger)
running an errand for Mr. Brownlow	society – the people who live in a certain area.	A young boy who introduces Oliver to Fagin's gang
Oliveristicad hv Sibes in a huralanv. Thav	This could be a country, town or small group.	who has 'all the airs and manners of a man'. He's
fail and Shore runs away. Oliver is loft	workhouse – a place where people who	contident and cunning.
halind hut the neonle who live there feel	couldn't support themselves were sent to live	Bill Sikes
somy for him and look after him. They are	and work.	A 'rough man' who has been a criminal for many
called Fred and Rose Maylie.	Background information	years. He beats his dog viciously and brutally kills his
When Bill and Fagin realise what has	'Oliver Twist' was written in 1837-39.	
happened, they plot to catch Oliver	It was written by Charles Dickens.	Bill's girlfriend who risks her life to help Oliver escape
Brownlow to warn him.	In was published chapter by chapter in a	from the gang. She loves Bill even though he treats
Fagin tells Bill about Nancy's betrayal and	periodical (magazine).	rier abusively and she reels guility about the file of crime she has led
Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run	Charles Dickens had to work in harsh conditions as a child when his father was sent to prison.	Mr. Brownlow A wealthy older gentleman who takes Oliver in and
away.	Dickens wanted to criticise a new change to	looks after him. He believes in Oliver's goodness
Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live	The Poor Law which happened in 1834 and created more workhouses and show how hard	even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's
happily ever after.	life was for poor people.	parents.



Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember
Where is Oliver born and why?
What is life like in the workhouse?
How does Bill Sikes force Oliver to commit crime?

Apply Your Knowledge

Why does Oliver decide to run away to London?

Why did Dickens create the character Bill Sikes? Explain all possible reasons.

Explain the moral of Oliver Twist.

Stretch Your Thinking

Why did Dickens write about Victorian criminal gangs?

Do you think Bill Sikes was born evil or did life make him that way?

Why does Nancy die? Think about all levels of meaning.

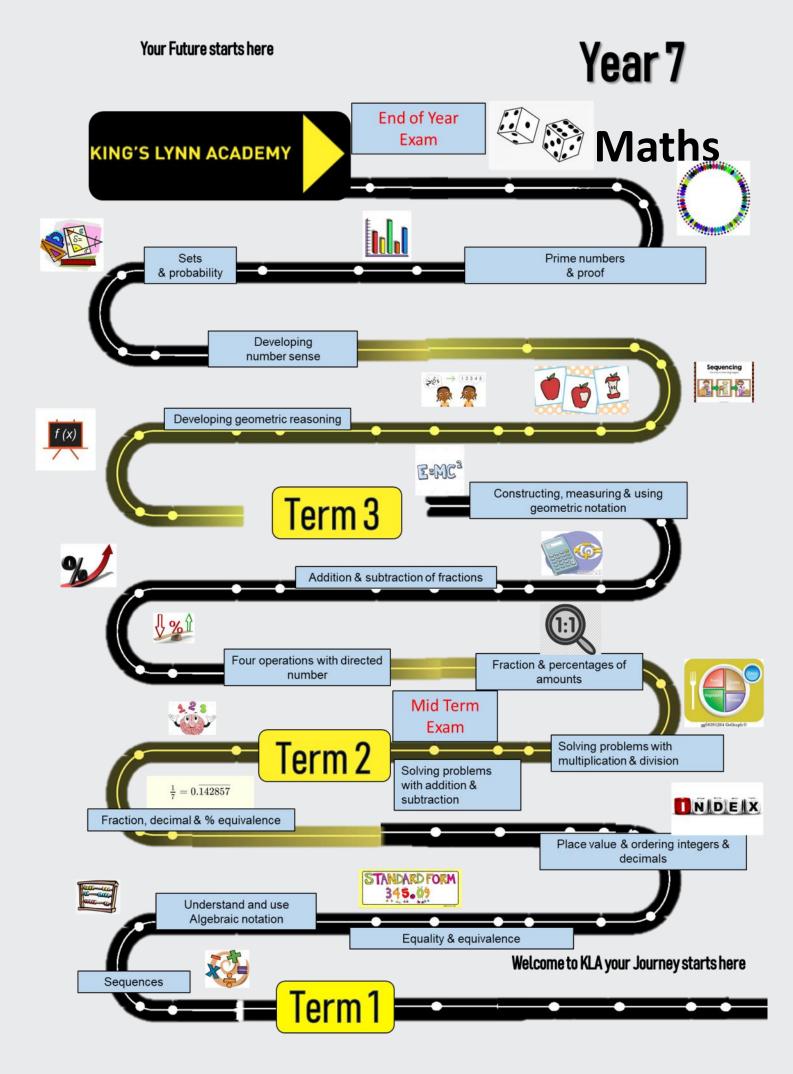


KNOWLEDGE

		PR	OGRES	SS
	KNOWLEDGE CHECKLIST	R	А	G
1	I know background information about Charles Dickens			
2	I know about workhouses in Victorian London			
3	I know some Tier 2 vocabulary connected to the book			
4	I know information about all the main characters of Oliver Twist			
5	I know how Dickens has presented Fagin as an evil character			
6	I know about criminal gangs in Victorian London			
7	I can recount the plot of Oliver Twist			
8	I know all about Bill Sikes in the book			
9	I feel confident in writing an essay about Bill Sikes			

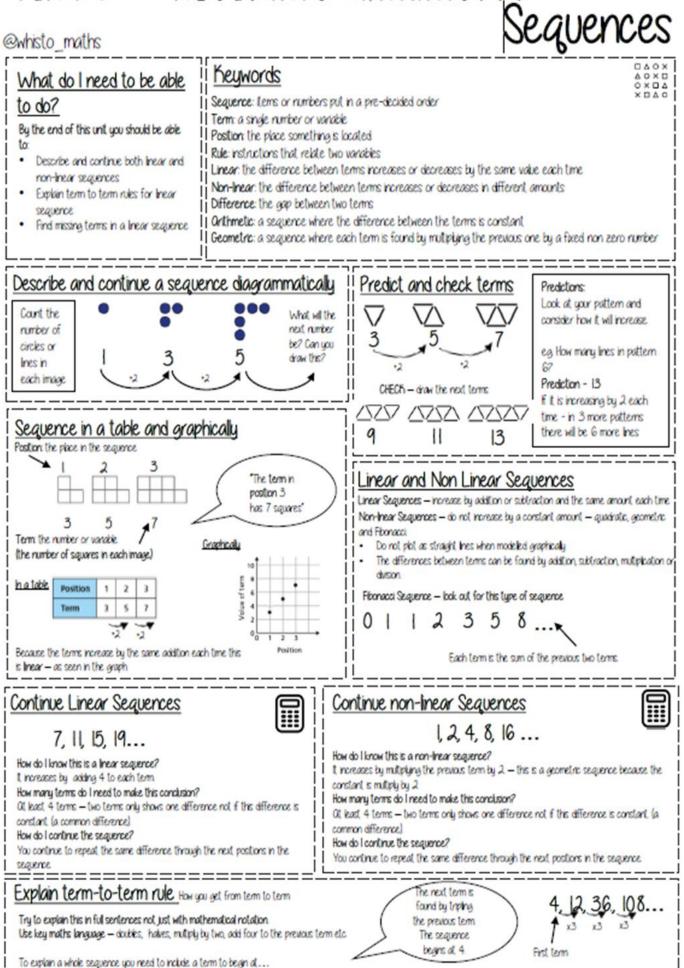
High Flyers - Enrichment Task	1
Write Oliver's diary for 3 specific episodes in the novel of your choice.	
Read Oliver Twist in its original form.	
 Write a story about a modern 'rags to riches' character. 	
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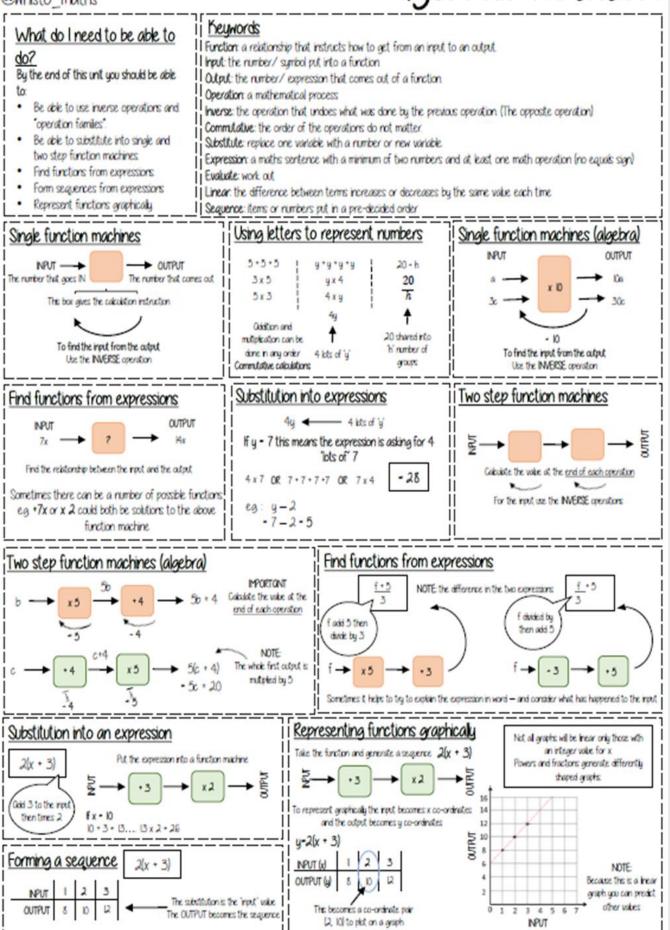
YEAR 7 — ALGEBRAIC THINKING.

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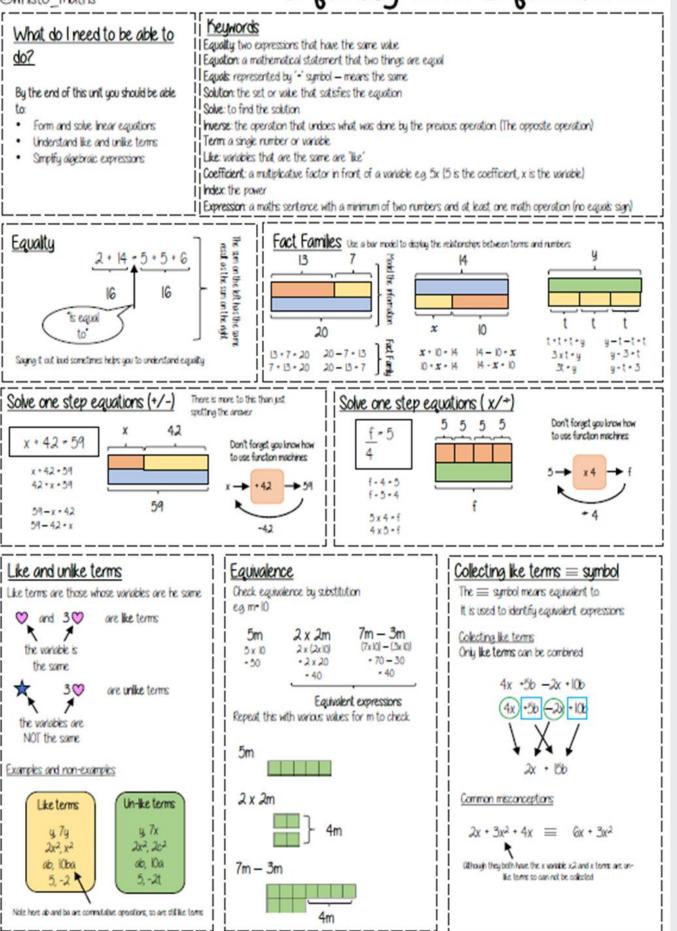
YEAR 7 — ALGEBRAIC THINKING... Olgebraic notation

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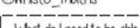


Year 7 Knowledge Organiser Half Term

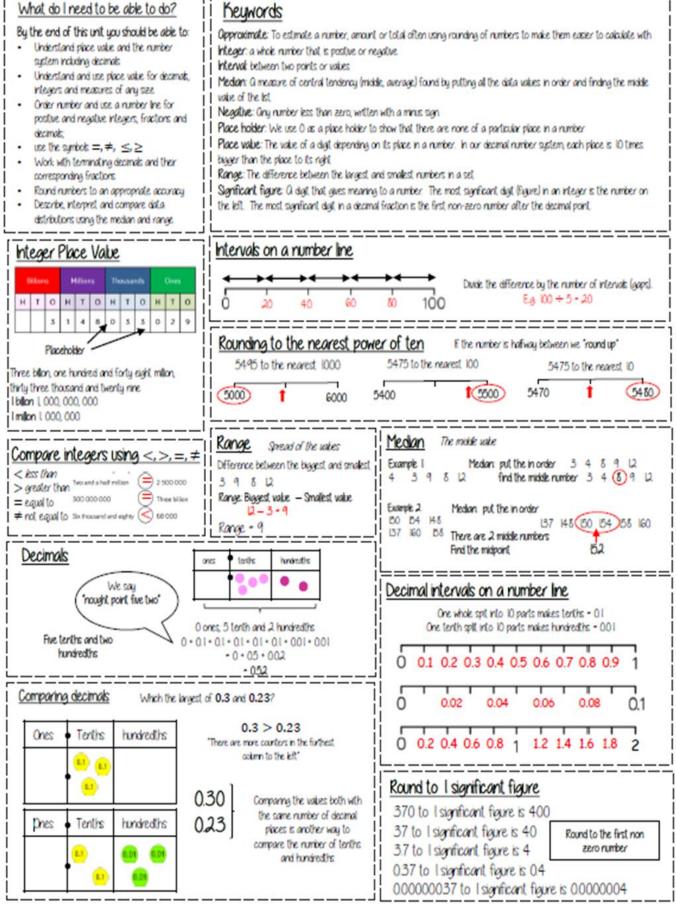
YEAR 7 — ALGEBRAIC THINKING... Equality and Equivalence



YFAR 7 — PLACE VALUE AND PROPORTION Ordering integers and decimals @whisto maths

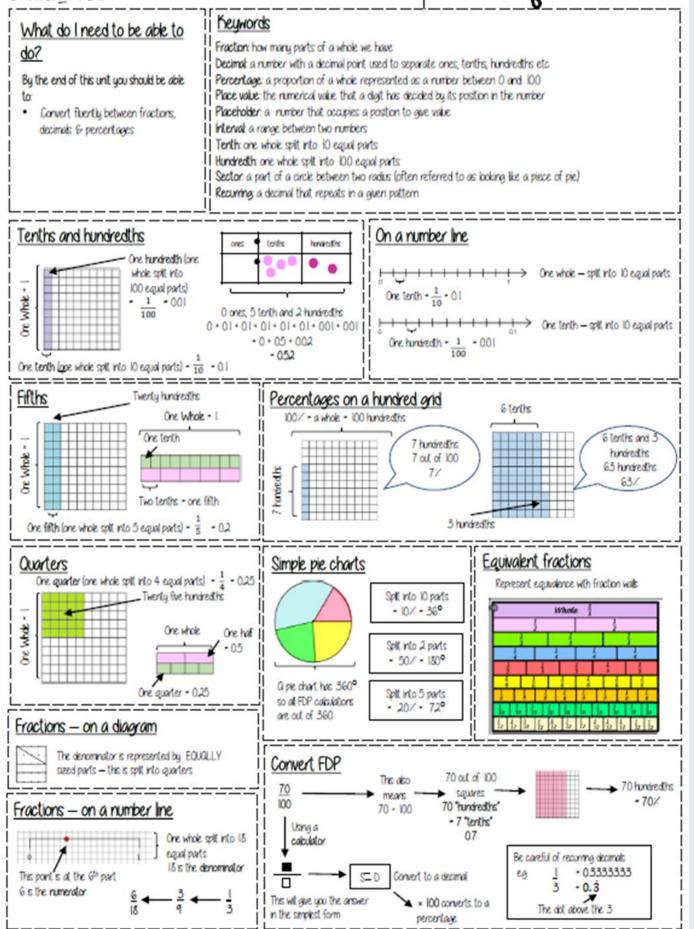






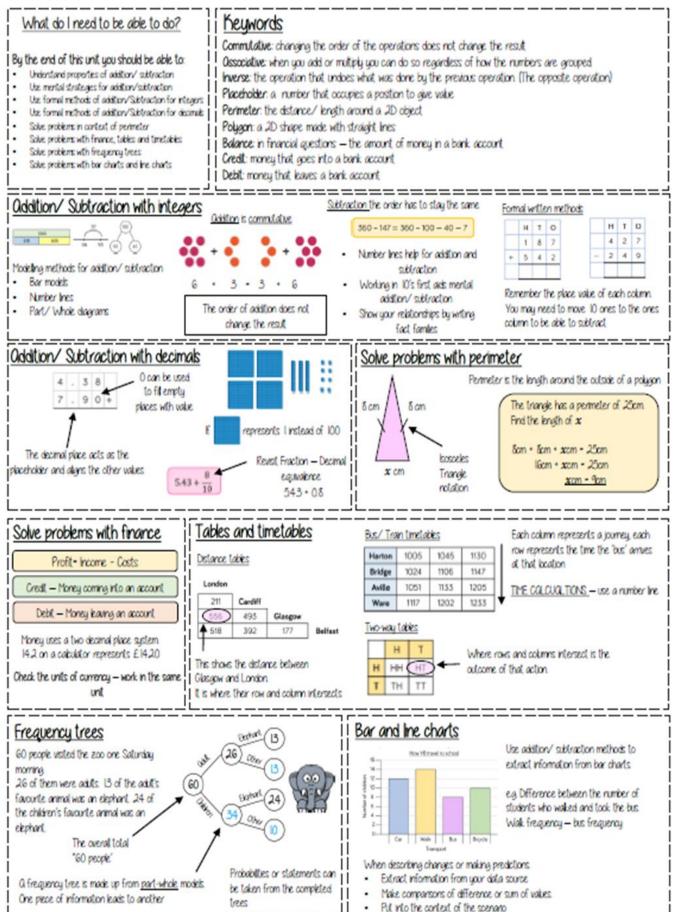
YEAR 7 — PLACE VALUE AND PROPORTION. FDP equivalence

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Year 7 Knowledge Organiser Half Term 2

YEAR 7 - APPLICATION OF NUMBER Solving problems with addition and subtraction

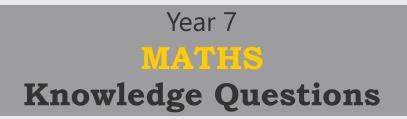


eg 34 children visited the zoo

Year 7 Knowledge Organiser Half Term 2

Notes





Below are a series of questions.

Use these to apply your knowledge and practice.

Sequer	nces
How is each term in the sequence different from the previous term?	
Do the terms change in the same way every time?	
How could you change the sequence?	

Algebraic notation

How can we check if the answer from our calculator is reasonable?

Equality and equivalence

What difference does it make when you swap the right hand side and the left hand side of an equation?

Place value and ordering

What strategies can you use to work out the value of a digit in a very long integer?

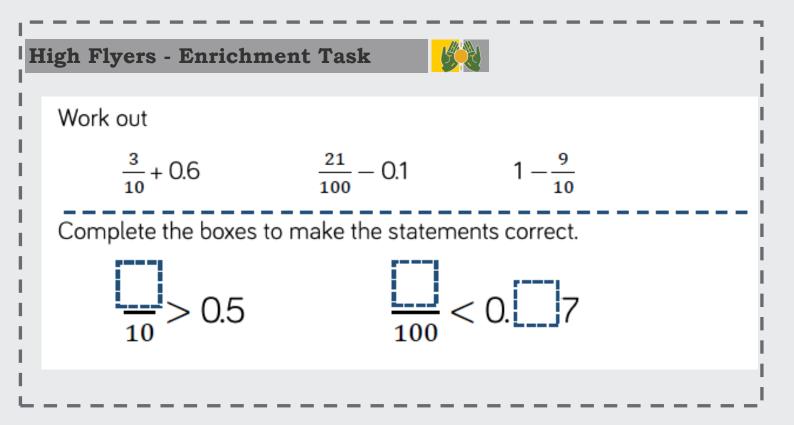
FDP equivalence

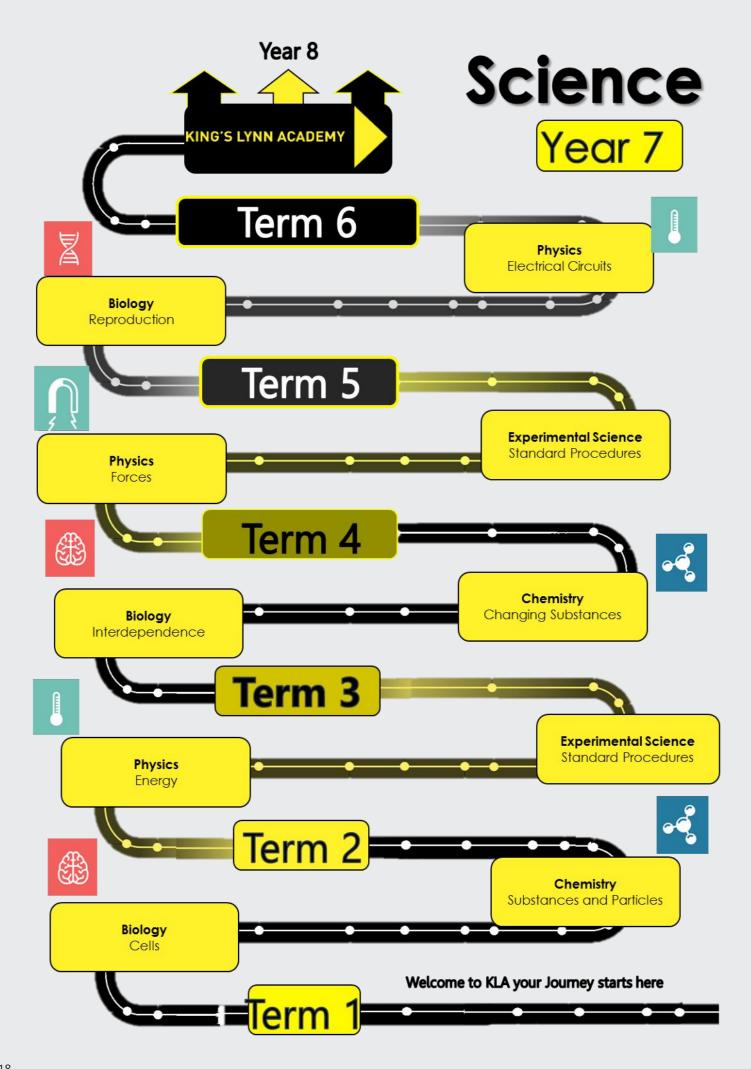
Is it possible to represent 120 hundredths on one hundred square? What could you do?

Year 7 MATES Knowledge Checklist

KNOWLEDGE

		PR	OGRES	SS
	KNOWLEDGE CHECKLIST	R	А	G
1	Sequences			
2	Algebraic notation			
3	Equality and equivalence			
4	Place value and ordering			
5	FDP equivalence			
6				
7				
8				
9				
10				





Year 7

Science

Knowledge Questions

Below are a series of questions. Use these to apply your knowledge and practice.

Biology

Why is it important that the 7 life processes (MRSGREN) work together?

What is the best way to use a light microscope and how would you prepare onion cells / tissue for viewing?

What are the key differences between the organelles inside plant and animal cells?

Chemistry

What is the difference between physical and chemical changes?

Describe how to separate a mixture containing sand and salt water into its three separate components (sand, salt and water)?

Why is it important to know how to neutralise a solution (make it pH7) and what job might use this information?

Physics

What are the different energy stores and give an example of an object that would show each one.

What is the law of conservation of energy?

Why is it important that we know how much energy we use? How might we use that information to benefit the planet?

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 exists 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.	How does the unit develop this?	Specialised cells Key Concept	Multicellular organisms have specialised cells with adaptations to allow them to carry out specific functions	Sub-concepts	Sperm cell, nerve cell, muscle cell, root hair cell, palisade cell				
Cells: Big ideas What expert und	Organisms	Organisms are made of cells, which themselves have p (unicellular) or many cells (multicellular). In multicellul repair. Cells differentiate to form s	How does the u	Cell structure Key Concept	Cells are the smallest elements of life that are alive. They have parts that play different roles in life functions	Sub-concepts	Animal cell, plant cell, unicellular and multicellular	Facts	 Functions of nucleus, cell membrane, cytoplasm, mitochondria, ribosomes, cell wall, vacuole, chloroplasts Bacterial cell parts How to use a light microscope 		

	Know the facts		Key words
-	Multicellular organisms are composed of cells which	1	Diffusion: movement of particles from a place where they are
	work together to form a tissues and these group		high in concentration to a place where they are in a lower
	together to make organs		concentration.
5.	Microscopes are used to observe and draw cells.	2	Organelle : a part of a cell with a specific function.
т	Both plant and animal cells have a cell membrane,	m	Cytoplasm: jelly like substance where most chemical processes
	nucleus, cytoplasm and mitochondria.		happen.
4.	Plant cells also have a cell wall, chloroplasts and	4	Chloroplast: contains chlorophyll to absorb light energy so the
	(usually) a large, permanent, vacuole.		plant can make food (photosynthesis).
5.	Unicellular organisms are adapted to carry out	5	Cell membrane: surrounds the cell and controls movement of
	functions that in multi-cellular organisms are done by		substances in and out.
	different types of cells.		
<i>.</i> 9	Medical treatments can work at an individual cell,	9	Nucleus: contains genetic material (DNA) which controls the
	tissue, organ or organ system level.		cell's activities.
~	Photosynthesis occurs inside chloroplasts.	7	Vacuole: Organelle that contains liquid and can be used by
			plants to keep the cell rigid and store substances.
ω	Cells are the building blocks of life – they are the	8	Mitochondria: Organelle where energy is released from food
	smallest units in an organism.		molecules (aerobic respiration).
6	Specialised cell: has a particular shape and structure	6	Cell Wall: strengthens the cell. In plant cells it is made from
	to carry out a specific job		cellulose.
10	Sperm cell- a cell containing male genetic material.	10	Ribosome: the organelle responsible for protein synthesis
=	Nerve cell- an animal cell that transmits electrical	11	Plasmid: a loop of DNA in a bacterial cell.
	Impulses around the body.		
12	Red blood cell- an animal cell that transports oxygen	12	Cell: the basic unit of a living organism. Contains parts
	around the body		(organelles) to carry out specific life processes.
13	Flagellum- a tail-like structure that allows some cells to move	13	Unicellular: living organisms made up of one cell
14	Leaf cell -the plant cells that contain chloroplasts,	14	Multicellular: living organisms made up of many types of cells.
	where photosynthesis takes place		

Specialised of animal cells	Extra support can be found using these	Notes							
What are cells?		Specialised	plant cells	>	Role of	diffusion	•		Using a microscope
Key questions What is a cell?	What organelles do BOTH animal cells and plant cells have?	Which organelles are only found in plant cells?	What is the difference between multicellular organisms and unicellular organisms?	What process occurs inside chloroplasts?	What process occurs inside mitochondria?	What do we mean by a Specialised cell?	Give an example of a specialised cell in an animal	Give an example of a specialised cell in an plant	
	5.	с	4.	5.	6.	2	ω	6	13

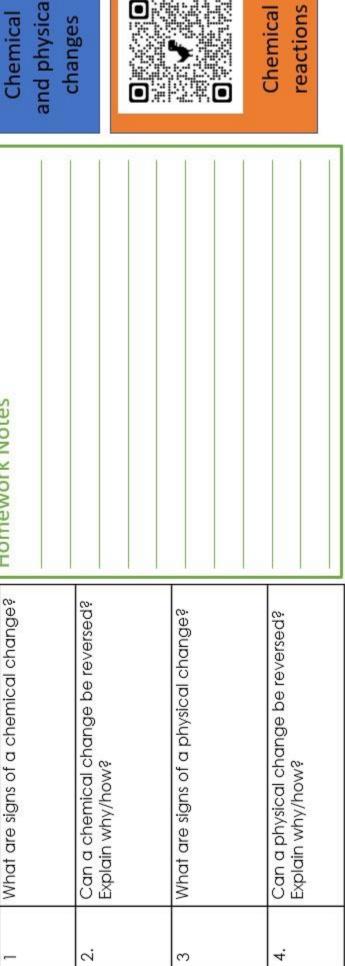
Notes



Changing substances: Big ideas Mhat expert understanding do we want after 5 years? What expert understanding do we want after 5 years? Reactions rearrange matter Big idea Uning a chemical reaction, bonds are broken and the atoms of the reacting substances rearrange to form new bonds. The products have different properties to the reactants. In physical changes the molecules do not change, but their positions and their motion may. How does the unit develop this?	Neutralisation Key Concept	Neutralisation is a chemical change when acid and alkaline substance react to produce neutral substances.	Notes								
lances: Big ideas	What expert understanding do we want after 5 years?	Reactions rearrange matter Big idea	broken and the atoms of the reacting subs the reactants. In physical changes the mole and their motion may.	pH scale Key Concept	The pH scale measures how acidic or alkaline a solution is. Indicators are substances whose colour depends on pH	Sub-concepts	Acid, alkali	Facts	Acids have a pH of 0-6. The lower the	 number, the stronger the acia. Neutral substances have pH 7. Alkalis have a pH of 8-14. The higher the number, the stronger the alkali. 	
🥳 Changing substances: Big ideas	Matter What expe		During a chemical reaction, bonds are broken products have different properties to the read	Chemical & physical Key Concept	In a chemical change a new substance is formed. Signs include a permanent colour change, fizzing, giving off light or heat, change in mass, a precipitate	forming.	Sub-concepts	Chemical change, physical change	Facts	 In a physical change only the appearance of the substance changes. 	

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ر		Extra support	can be found using these BBC		•	Chemical and physical	changes
Chemical and physical changes	Key words	Chemical reaction: A change in which a new substance is formed.	Physical change: One that changes the physical properties of a substance, but no new substance is formed.	Reactants: Substances that react together, shown before the arrow in an equation.	Products: Substances formed in a chemical reaction, shown after the reaction arrow in an equation.	Homework Notes	
2		-	7	m	4		1 1
Chemical a	Know the facts	Physical changes are reversible	Chemical changes are NOT reversible	In a reaction atoms are rearranged to make a new substance	Chemical reactions can make useful products and transfer energy.	Key questions What are signs of a chemical change?	Can a chemical change be reversed? Explain why/how?
		-	2.	e	4.	-	5



	pH scale and	2	nd neutralisation
	Know the facts		Key words
-	The pH scale shows how acidic or alkaline a solution is.	-	pH : Scale of acidity and alkalinity from 0 to 14.
2	Acids have a pH below 7. The lower the pH the stronger	2	Indicators: Substances used to identify whether unknown solutions
	the acid.		are acidic or alkaline.
ო	Neutral solutions have a pH of 7	ო	Base: A substance that neutralises an acid - those that dissolve in water are called alkalis.
4	Alkalis have a pH above 7.The higher the pH the more alkaline the solution.	4	Concentration: A measure of the number of particles in a given volume.
5	Acids and alkalis can be corrosive or irritant, and require safe handling.	5	Neutralisation : a reaction when an acid reacts with a substance that cancels it out bringing the solution closer to pH7.
9	Hydrochloric acid, sulfuric acid and nitric acid are strong acids.	9	Universal indicator: mixture of dyes, it changes colour to show how acidic or alkaline a substance is.
~	Litmus is an indicator. Blue litmus paper turns red when an acidic solution is applied. Red litmus turns blue on when an alkaline solution is	~	Corrosive: a substance which can burn your skin and eyes - wear eye protection.
ω	applied. A base is a substance which neutralises an acid	œ	Acid: a substance which taste sour and has a pH in the range 0-6.
6	In a neutralisation reaction, an acid cancels out a base or a base cancels out and acid.	6	Alkali: a substance which feels soapy and has a pH in the range 8-14.
10	If an acid reacts with a metal the products are a salt and hydrogen	01	acid + metal \rightarrow salt + hydrogen e.g. nitric acid + calcium \rightarrow calcium nitrate + hydrogen
Ξ	If an acid reacts with a base there are two products: a salt and water	Ξ	acid + alkali → salt + water e.g. hydrochloric acid + sodium hydroxide → sodium chloride + water
12	Sulfuric acid produces sulfates	12	.+
13	Hydrochloric acid produces chlorides	<u>.</u>	
14	Nitric acid produces nitrates	14	HNO3: Nitric acid

-									Extra support	using these BBC bitesize links
and neutralisation	Revision Notes									Acids and bases
		<u> </u>		now is it	<u>.</u> 1:	- żnoń li	<u> </u>	cess of		Reactions of metals with acid
pH scale	Key questions an acid?		What is an alkali?	What is an indicator and how is it		What does the pH scale tell you?		What happens in the process of neutralisation?		Neutralisation reactions
	Key quest What is an acid?		What is a	 What is a	used	What do		What happens neutralisation?		The pH scale
	-		2.	3		4.		5.		The

What expert understanding do we want after 5 years?	want after 5 years?	
	Energy is conserved Big idea	
Energy is a property that objects must hav can be kinetic or potential (based on the always constant but useful energy is	ergy is a property that objects must have to do work. It exists in different stores and can move between them. These stor can be kinetic or potential (based on the position in a field), or radiation. During an energy transfer, the total quantity is always constant but useful energy is wasted. This allows us to predict what can or cannot happen, using formulae.	Energy is a property that objects must have to do work. It exists in different stores and can move between them. These stores can be kinetic or potential (based on the position in a field), or radiation. During an energy transfer, the total quantity is always constant but useful energy is wasted. This allows us to predict what can or cannot happen, using formulae.
How does the unit develop this?		
Energy transfer Key Concept	Heat & temperature Key Concept	Wasted energy Key Concept
When there is a change, energy is transferred from one store at the start to another at the end	Energy moves from warmer objects to cooler objects, until both reach the same temperature	When energy is transferred, some energy is wasted, reducing the useful energy
•	*	*
Sub-concepts	Sub-concepts	Sub-concepts
Energy stores, kinetic energy, gravitational energy	Temperature, thermal equilibrium, temperature-time graph	Input & output, efficiency
Facts	Facts	Facts
 Other energy stores: thermal (hot), elastic (stretched), electrical (current), chemical (fuel, food or battery) Total energy is same before and after 	 Heat is a movement of energy between objects Temperature measured in °C 	 Energy can be useful or wasted Efficiency = output/input energy x 100
 Energy is measured in Joules (J) 		

Energy

Energy: Big ideas

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ر .	BBC		Energy stores and transfers				
Extra support can be found using these BBC bitesize links		•	Heating and cooling				
Energy transfers	oort can be found u bitesize links		Energy calculations				
Energ	Extra supp		Energy Stores	Notes			
Key questions	What are the 7 energy stores?	Name three things that influence the energy of an object?	What is the equation for power?	Use it to calculate the following question. A kettle used 9 joules of energy in 3 minutes, what is the power of the kettle?	What is the equation for electrical power?	Use it to calculate the following question. A kettle rated at 90 watts was used with a current of 2A. How any volts would it use?	What is the difference between convection and conduction?
	MM	of	M	N A N	8	S ∠ C	a Vi

Key words	with 1 Thermal energy store: Filled when an object is warmed up.	er. The 2 Chemical energy store: Emptied during chemical reactions gy when energy is transferred to surroundings.	 3 Gravitational potential energy store: Filled when an object is lucing raised. 	d, 4 Elastic potential energy store: Filled when a material is stretched or compressed.	e 5 Dissipated: Become spread out wastefully.	wasted 6 Conduction : The way in which energy is transferred through solids. 0	thermal 7 Convection: The transfer of energy by the movement of particles of gases and liquids.	
Know the facts	There is energy in chemical stores associated with fuels.	Temperature is measured using a thermometer. The temperature depends on the amount of energy stored in that objects.	When energy is transferred, the total energy is conserved, but some energy is dissipated, reducing the useful energy.	The energy of an object depends on its speed, temperature, height or whether it is stretched or compressed.	Energy cannot be lost or gained; it can only be transferred from one form to another.	To calculate the percentage of energy that is wasted you would use the equation: wasted energy (J) / total energy input (J) x 100	The greater the temperature, the greater the thermal energy store.	Energy cannot be created or destroyed; it can only be transferred between stores. To calculate power, use the equation: Power = energy / time P = E/t Electrical power is also calculated using:

Notes



Year 7 Science Knowledge Checklist

KNOWLEDGE

PROGRESS

	KNOWLEDGE CHECKLIST	R	А	G
1	Cells are the smallest elements of life that are alive. They have parts that play different roles in life functions			
2	Multicellular organisms have specialised cells with adaptations to allow them to carry out specific functions			
3	How to use a light microscope			
4	In a chemical change a new substance is formed. Signs include a per- manent colour change, fizzing, giving off light or heat, change in mass, a precipitate forming.			
5	The pH scale measures how acidic or alkaline a solution is. Indicators are substances whose colour depends on pH			
6	Neutralisation is a chemical change when acid and alkaline substance react to produce neutral substances.			
7	When there is a change, energy is transferred from one store at the start to another at the end			
8	Energy moves from warmer objects to cooler objects, until both reach the same temperature			
9	When energy is transferred, some energy is wasted, reducing the useful energy			
10	Efficiency = useful output / total input energy x 100			

High Flyers - Enrichment Task



Watch documentaries and Science TV programmes to develop your



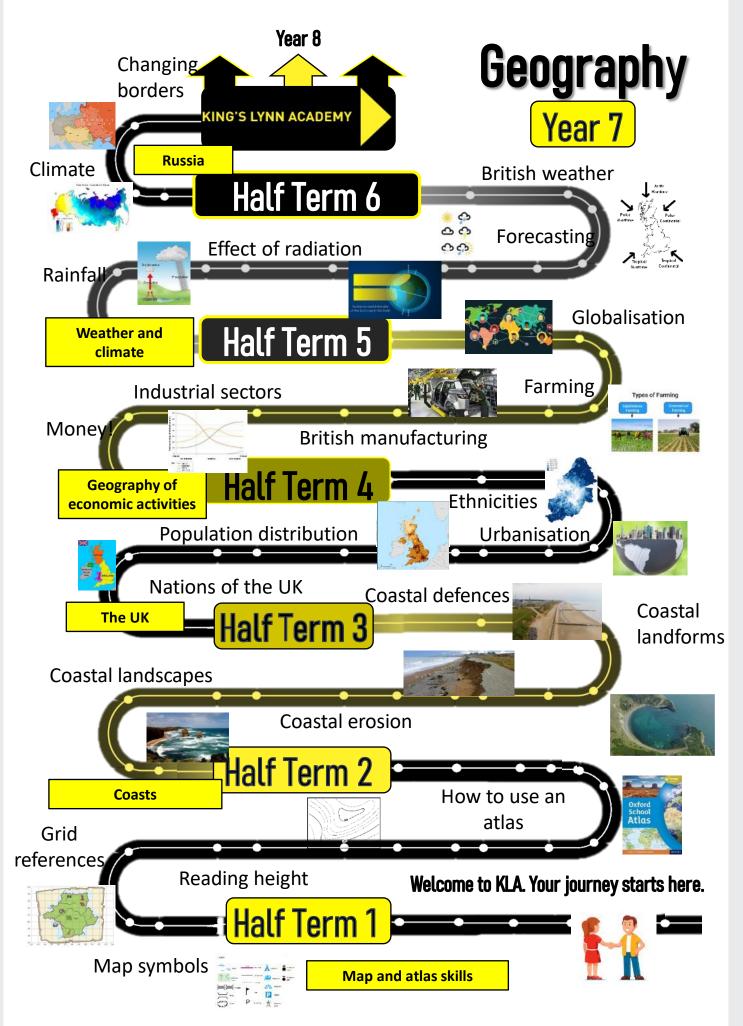
scientific knowledge and language (you could use these QR codes to access BBC iPlayer for Sir David Attenborough and Prof. Brian Cox).

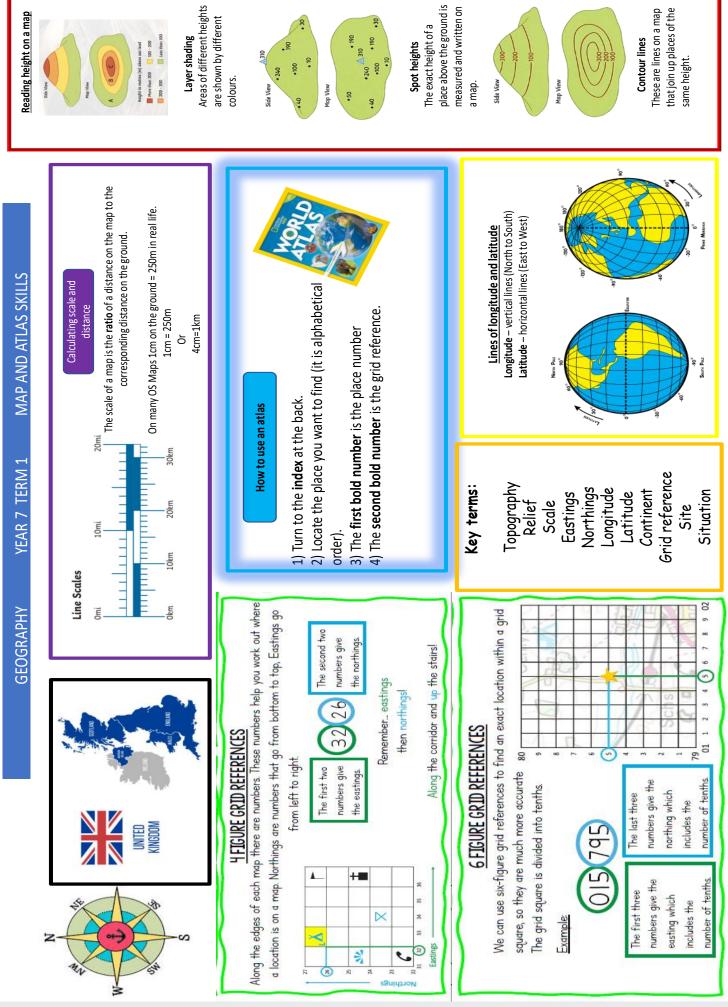
Research how to use a Bunsen burner safely, or how to draw what you see under microscope in a scientific way.



NEXT STEPS:

FEED FORWA	
FEED FORWA	





COASTS	Coastal Management Strategies	Direction of Hard Engineering - building structures	Sea walls Concrete barriers that have curved faces to		Groynes Wood/ stone structures e.g built perpendicular to the Muddensley, beach. Norfolk	Deletion streads Chroate and Lifead un shound	levels there is a relevant of a cover e.g. main levels the sea level so the sea has beach, Florida	y coasts flood.	of sand and grass Soft engineering - built in keeping with nature	Bea	into the sea with a nourishment sand to absorb the impact Australia and of waves.		Depositional landform parallel sand dune Building artificial sand e.g. Ainsdale, to the shore regeneration dunes from sand and Merseyside Marram grass to aborb	ng the impact of waves.	Beach resnaping of the beach to e.g. the sussex reprofiling increase the slope. This and Kent	absorbs more energy from coastline. the waves.		coast to absorb the impact Florida of waves.	act recort , moving the coastiline			Managed Allowing an area of land to e.g. Medmerry, retreat become permanently West Sussex	Allowing an area of land to become permanently flooded by removing coastal defences.
SWASH BACKWASH Iongshor	BACKWASH	BACKWASH	•		Direction of prevailing wind		Coastal landforms	High energy coasts Low energy coasts	d rock that points into the Sand dunes	sea formed by wind Soft rock that has eroded to Soits Depositional landform that	nt shaped inlet	characteristic hook end	Al large hole in the cliff Barrier island Depositional landfor to the shore	A mount of rock seen at low tide Tombolo Deposition landform joini an island to the mainland	The formation of Bays and Headlands	2. Varve attack causes 3. Less resistant rocks 4. During caim Athriton and are cood at at stark Athriton rank Athriton rank Athriton rank Athriton rank Athriton Athrito	more resistant rocks stick out to sea as headlands	costiline Bay Mena	Stacks Headand	Waves	Bay More Headland	Stacks V Elodeet	
	Land	Shoreline	Surf Zone	ea		dua			Headland	Bav	1		Cave	Stump	The f	 A coastline faces the wave attack with DISCORDANT herts 	of sediment	CIRN	Resistant sandstone		es Resistant	Chalk Less resistant Clay	
		Gradual changes in all the climate of our planet.	Long-term rise in average global temperatures. Current Zone Global Warming is often attributed to Climate Change.	The land that is next to the sea.	The process whereby seawater advances to cover the land. This can be caused by a storm or tsunami, pushing seawater onto the land.	our,	the Atlantic Ocean. A similar storm in the called a typhoon, and in the Indian Ocean is	called a cyclone.	A large ocean wave triggered by an eartinguake or voicanic eruption, usually under the sea.	An expanse of salt water. For example: the Mediterranean Sea.	A very large expanse of sea. For example: the Pacific Ocean.	The number of people living in a specific area, such as 1 $\ensuremath{km^2}$.	A place on an ocean or sea where ships can dock (stop) and load / unload cargo (items they are carrying).	The average height of the sea / ocean. These measurements St are usually taken over a 19 year cycle.	An increase in the average height of the sea / ocean.	Buying and selling goods and services.	The movement of people or goods. OR The movement of sediment by the seawater.	The removal of rock by ice, water, wind or gravity.	When material is dropped and no longer carried by the water.	The breakdown of rock in situ, in its place.	When rock and soil move downhill due to gravity. For example: rockfall; landslide; mudflow; rotational slip.	When humans intervene along the coast to try to slow down, stop or reverse coastal erosion and flooding.	
	Keywords	Climate Change	Global Warming	Coast	Coastal flooding	Hurricane	(=Typhoon = Cyclone)		Impunsi	Sea	Ocean	Population density	Port	Sea level	Sea level rise	Trade	Transportation	Erosion	Deposition	Weathering	Mass movement	Coastal management	

Notes



Basic map and atlas skills, Coasts Geography

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember	
When reading a map which axis do you read first?	
What do the following tier 3 terms mean?	
Longitude, latitude, erosion, transportation	
What are the 4 types of erosion?	

Apply your knowledge

What caused Blakeney Spit to form?

Why is Happisburgh, Norfolk so prone to erosion?

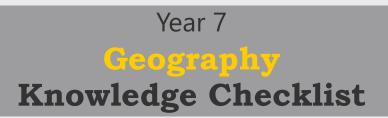
Why do Devon and Cornwall have mostly destructive waves?

Stretch your thinking!

How do you think maps of the UK may change in the future?

Why does Hunstanton have so many sea defences?

What will happen at Durdle Door in the future?



KNOWLEDGE PROGRESS

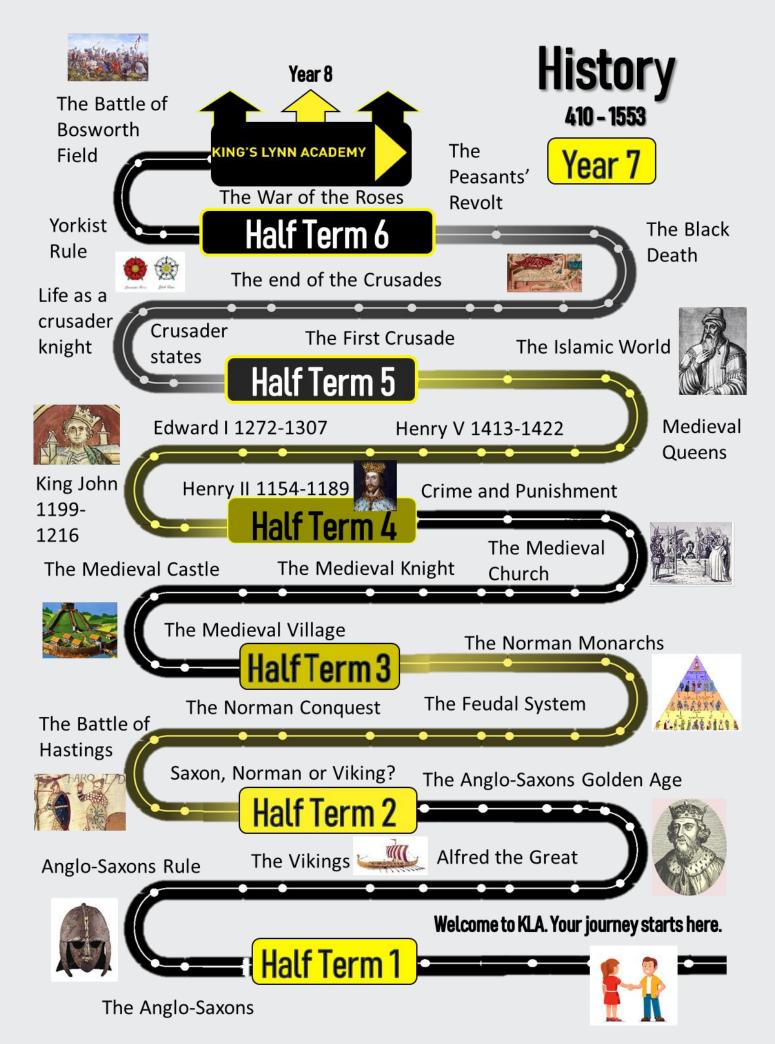
	KNOWLEDGE CHECKLIST	R	А	G
1	I know some map symbols			
2	I can read 4 digit grid references			
3	I can read 6 digit grid references			
4	I can calculate scale			
5	I know different methods of reading an atlas			
6	I know what weathering is and understand the different types.			
7	I can explain what mass movement is.			
8	I can explain the processes of erosion at the coast.			
9	I can explain the processes of transportation along the coast.			
10	I can describe how arches, stacks and stumps form.			

 High Flyers - Enrichment Task

 Use the following website to add to your map reading skills:

 https://www.ordnancesurvey.co.uk/mapzone/

 Norfolk has a long coastline. Either research or use your own knowledge to describe the features and processes that happen along our coast. Areas to focus on: Happisburgh, Hunstanton, Blakeney.



1100 Death of William Rufus in the New Forest	1066 1135 The start Sep: Battle of Stamford Bridge of the Anarchy Oct: Battle of Hastings Dec: William I crowned King of England	s 1042 -1135	Tier 3 Vocabulary	Bayeux Tapestry: a 70 metre long	embroidered cloth depicting William of Normandv's conquest of England.	Domesday book: a book	commissioned by William the	Conqueror detailing the possessions of	every settlement in England.	Fealty: pledge of loyalty from a feudal	vassal to their Lord.	Feudal System: the structure of	medieval society where land was	exchanged for service and loyalty.	Motte and Bailey Castle: a simple	fortification with an artificial Hill and a	defensive courtyard.	Normans: people from a region in	northern France who were descended	from Viking invaders.	Subject: a member of a country or	territory under the rule of a monarch.	Vassal: anyone who was below you in	medieval society and had to call you	my Lord.			
Year 7 History Knowledge Organiser Autumn Term ed the Anglo Saxons and the Normans swears an oath of crowned 1016 The Viking ruler canute by athy to William, vessex becomes King of England Duke of Normandy	1051 Edward the Confessor promises the throne to William, Duke of Normandy	The Normans 1042 -1135	Tier 2 Vocabulary	Anarchy: a state of disorder caused	by lack of law or authority. Baron: the highest rank of medieval	society ruling land directly on behalf of	the King.	Bishop: a Christian clergyman with	authority over many priests and	churches.	Conquest: taking control of a place or	people through military force.	Civil War: a war between two sides	from the same nation.	Exile: being forced to live outside your	native country typically for political	reasons.	Heir: a person set to inherit property,	or a title often used to mean next in	line to the throne.	Hierarchy: of form of social	organisation where people are ranked	according to status or power.	IIIegitimate: not recognised as lawful.	Monarch: a royal head of state, can	be a King Queen or emperor.		
kings 871 Alfre Great is arne King of V	865 The invasion 937 & Consistant victory at the of the Great Battle of Buugaobur confirms We Heathen Army Anglo-Saxon rule of all England	Anglo Saxons 410 - 1066	Tier 3 Vocabulary	Blood Eagle: a notorious Viking	method for killing their enemies. Burh: a fortified town which ruled a	local area.	Danegeld: large sums of money given	to Vikings to prevent further invasion.	Danelaw: English territory given over	to Viking rule.	Dark Ages: a term used to describe	the years that followed the fall of the	Roman Empire.	Eyrd: Part time Anglo-Saxon Army	which could be called on in times of	war.	Great Heathen Army: a large force	of Viking warriors who invaded England	during the 9 th century.	Illumination: richly decorated	religious manuscript from the medieval	period.	Vikings: seafaring people from	Scandinavia who raided and traded	across Europe and Russia.	Witan: a collection of Anglo-Saxon	noblemen and senior clergy who	advised the King.
793 Vi 597 Augustine attack arrives in England Lindisf	410 The Anglo 731 The Venerable Bede Saxons arrive completes The Ecclesiosticol History of the English People	Anglo Saxor	Tier 2 Vocabulary	Archaeologist: someone who	examines objects and locations from the past. often through excavation.	Archbishop of Canterbury: the	most senior bishop in the church of	England	Century: a period of one hundred	years, often used to describe historical	periods.	Earl: a noble title, developed during	the Anglo-Saxon period to describe the	ruler of a country.	Empire: a group of countries or states	presided over by a single ruler.	Monk: a man who dedicates his entire	life to God and lives outside of normal	society.	Native: a person born in or historically	associated with a country or region.	Shire: individual country meaning	'area of control' in Old English.	Vellum: a writing material made from	the skin of sheep or calves, before the	invention of paper.		

Year 7 Anglo-Saxons and Normans Year 7 Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

What do the following terms mean? Use it in a sentence related to the relevant topic:

Fyrd, Witan, Anarchy, Hereditary, Hierarchy

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

Battle of Hastings, Battle of Edington, Alfred the Great becomes king, Harrying of the North, Domesday book is commissioned.

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

Augustine, Bede, Empress Matilda, Herewood the Wake

Apply your knowledge

Explain what was important about the Battle of Stamford Bridge.

Write an account of the Battle of Hastings.

In what ways did the Vikings challenge Anglo-Saxon rule?

Stretch your thinking!

Which factor was the most significant in helping William I secure his throne following the Battle of Hastings?

- The use of force
- Organising government control

Year 10

History

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	А	G
1	The Anglo-Saxons including origin, life and treasure.			
2	Anglo-Saxon rule including hierarchy, place names, religion, the written word and King Offa.			
3	The Vikings including origins, settlements, Valhalla and invasion of Britain.			
4	Alfred the Great including battles with King Guthrum and how he ruled as king.			
5	The Anglo-Saxon Golden Age including Alfred's linage, peace and prosperity in England.			
6	Saxon, Norman or Viking? Includes contenders for the throne in 1066and Battle of Stamford Bridge.			
7	The Battle of Hastings			
8	The Norman Conquest including royal court, the Harrying of the North and Hereward the Wake.			
9	The Feudal System and the Domesday Book.			
10	The Norman Monarchs and the Anarchy.			

High Flyers - Enrichment Task

BAR

Historical Interpretations- The Death of King Harold'

A historical interpretation is a process by which we describe, analyse, and explain the events of the past using the sources of information that are available to us.

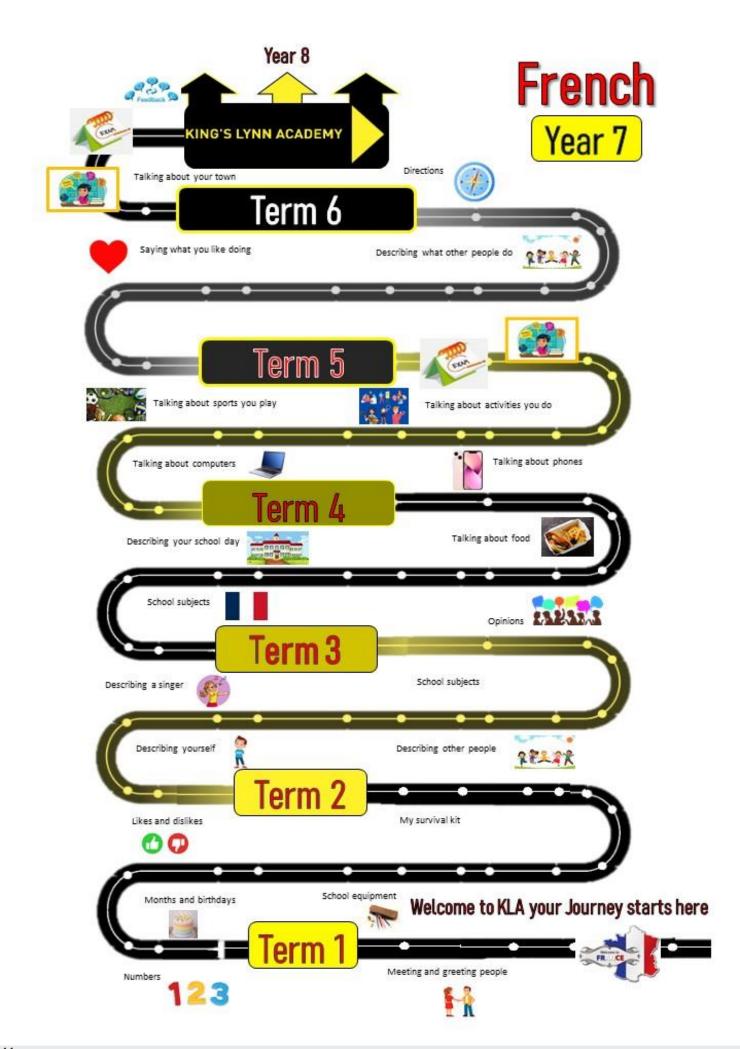
To access the reading you will need to go to the following location on the school network: U:\High Flyer Tasks\History\Year 7. The U drive is the KLA Student Share drive.

There are two tasks to complete. They are:

1.Read the extract from an article about the death of King Harold II. Make a list of the possible ways in which Haroldwas killed.

2. Answer the 3 questions at the end to demonstrate your understanding of what you have read.

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Year 7 French – Autumn Term 2

Bonjour!		L'alphabet	
Bonjour	Hello	A ah	N enn
Salut	Hi	B bay	O oh
Comment t'appelles-tu?	What's are you called?	C say	P pay
Je m'appelle	I am called	D day	Q koo
Ça s'écrit comment?	How do you spell that?	E ugh!	Rair
Au revoir	Good bye	Feff	S ess
À plus	See you later	G zhay	T tay
Ça va?	How are you?	H ash	Uoo
Ça va très bien Merci	l am very well Thank you	lee	V vay
Pas mal	Not bad	Jzhee	W doo bl vay
Ça ne va pas	I am not doing very well	Kka	X iks
Oui	Yes	Lell	Y ee-grec
Non	No	M emm	Zzed
		W CHIN	2 200

Quel	âge as-tu?			Joyeux anniversaire!	
Quel	âge as-tu?			Janvier	January
J'ai	. ans			Février	February
1	un	12	douze	Mars	March
2	deux	13	treize	Avril	April
3	trois	14	quatorze	Mai	Mai
4	quatre	15	quinze	Juin	June
5	cing	16	seize	Juillet	July
6	Construction of the second	17		Août	August
	six		dix-sept	Septembre	September
7	sept	18	dix-huit	Octobre	October
8	huit	19	dix-neuf	Novembre	November
9	neuf	20	vingt	Décembre	December
10	dix	21	vingt-et-un	C'est quand ton anniversaire?	When is your birthday?
11	onze			Mon anniversaire, c'est le	My birthday is on the

Year 7 half term 2

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le rollerroller-skatingle rugbyrugbyle skateskateboardingles spaghettis (m pl)spaghettile sportsportla tecktoniktecktonik (dance)la téléTVle tennistennisle théâtretheatre, dramales voyages (m pl)journeysla violenceviolence	le reggae	reggae
le rugbyrugbyle skateskateboardingle skateskateboardingles spaghettis (m pl)spaghettile sportsportla tecktoniktecktonik (dance)la téléTVle tennistennisle théâtretheatre, dramales voyages (m pl)journeysla violenceviolence	les reptiles (m pl)	reptiles
le skateskateboardingles spaghettis (m pl)spaghettile sportsportla tecktoniktecktonik (dance)la téléTVle tennistennisle théâtretheatre, dramales voyages (m pl)journeysla violenceviolence	le roller	roller-skating
les spaghettis (m pl)spaghettile sportsportla tecktoniktecktonik (dance)la téléTVle tennistennisle théâtretheatre, dramales voyages (m pl)journeysla violenceviolence	le rugby	
le sportsportla tecktoniktecktonik (dance)la téléTVle tennistennisle théâtretheatre, dramales voyages (m pl)journeysla violenceviolence	le skate	skateboarding
la tecktoniktecktonik (dance)la téléTVle tennistennisle théâtretheatre, dramales voyages (m pl)journeysla violenceviolence	les spaghettis (m pl)	spaghetti
la téléTVle tennistennisle théâtretheatre, dramales voyages (m pl)journeysla violenceviolence	-	sport
le tennis tennis le théâtre theatre, drama les voyages (m pl) journeys la violence violence	la tecktonik	tecktonik (dance)
le théâtre theatre, drama les voyages (m pl) journeys la violence violence	la télé	TV
les voyages (m pl) journeys la violence violence		
la violence violence		theatre, drama
les weekends (m pl) weekends		
	les weekends (m pl)	weekends

j′ai
tu as
il/elle a
mon ami(e) a
J'ai les yeux bleus/verts
J'ai les yeux gris/marron
J'ai les cheveux longs/courts
J'ai les cheveux mi-longs
frisés/raides
blonds/bruns/noirs/roux

I have you have he/she has my friend has I have blue/green eyes I have grey/brown eyes I have long/short hair I have medium long hair curly/straight blond/brown/black/red

Moi et les autres	Me and other people
je suis	Iam
je ne suis pas	l am not
tu es	you are
il/elle s'appelle	he/she is called
il/elle est	he/she is
beau/belle	good-looking
branché(e)	trendy
charmant(e)	charming
cool	cool
curieux/curieuse	curious
de taille moyenne	average height
drôle	funny
généreux/généreuse	generous
gentil(le)	nice
grand(e)	tall
impatient(e)	impatient
intelligent(e)	intelligent
modeste	modest
petit(e)	small
poli(e)	polite

Mon kit de survie j'ai je n'ai pas de tu as il/elle a un appareil photo une barre de céréales un bâton de colle des chips (f pl) des clés (f pl) une clé USB une gourde des kleenex (m pl) des lunettes de soleil (f pl) un magazine un miroir un MP3 un portable un portemonnaie un paquet de mouchoirs un sac des surligneurs fluo (m pl) une trousse

My survival kit I have I don't have you have he/she has a camera a cereal bar a gluestick crisps keys a memory stick a water bottle tissues sunglasses a magazine a mirror an MP3 player a mobile phone a purse a packet of tissues a bag highlighters

a pencil case

Notes



Year 7 Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions
Describe what you look like in French.
Describe what you are like in French.
Describe French classroom in French.

Medium Questions			
Write out these numbers in French.			
A) 12			
B) 3			
C) 21			
D) 9			
Name 5 days of the week			

	Easy Questions		
What is the odd one out?			
1. un/crayon/deux			
2. mars/dix-huit/juin			
3. gomme/calculatrice/anniversaire			
	Match the French and English		
Je m'appelle	I am eleven		
J'ai onze ans	I am called		
Ça va bien	I am well		
5			

Year 7

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	А	G	
1	I can greet people and say how I am				
2	I can give my name				
3	I can spell my name				
4	I can say how old I am				
5	I can say when my birthday is				
6	I can describe what is in my pencil case				
7	I can describe what is in my classroom				
8	I can describe what I like and dislike				
9	I can use regular –er verbs with je, tu, il and elle				
10	I can talk about my survival kit				
11	I can use avoir with je, tu, il and elle				
12	I can describe what I am like				
13	I can use adjectives with the correct endings				
14	I can use <i>être</i> with je, tu, il and elle				
15	I can describe what people look like				
16	I can use plural adjectives				

High Flyers - Enrichment Task

Draw a comic strip in French of two people meeting each other for the first time. Include information on names, how they are, ages, birthdays and what is in their school bag.

13021



Y7 German - Autumn Term 1A

1. Wie heißt di	u/er/sie?	2. Wie alt	t bist du?	How old are	you ?
What's your/his			Jahre alt.	I am yea	rs old.
Hallo!	Hello ! I am called He is called Sie is called Good day ! How are you ? And you ? Good Not bad. Bye !	null eins zwei drei vier fünf sechs sieben acht neun zehn Wie alt ist	0 1 2 3 4 5 6 7 8 9 10 10 er/sie?	elf zwölf dreizehn vierzehn fünfzehn sechzehn siebzehn achtzehn neunzehn	11 12 13 14 15 16 17 18 19 20 /she?

3. Wo wohnst du? Wo wohnt er/sie? Ich wohne in ... Er/Sie wohnt in ... Das ist in ... England/Wales/Schottland Deutschland die Schweiz Nordirland/Irland Österreich Wie schreibt man das (Haus)? Das schreibt man (H-A-U-S).

Where do you live ?
Where does he/sie live?
I live in
He/She lives in
That is in
England/Wales/Scotland
Germany
Switzerland
Northern Ireland/Ireland
Austria
How do you spell that (house) ?
You spell that (H-O-U-S-E).

A ah	B bay	C tsay	D day	E ay	F eff	5. Fragen Wie?	Questions How?
G gay	H ha	l eee	J yacht	K car	Lell	Wie geht's? Was? Was ist das?	How are you? What? What is that?
M em	N en	O oh	P pay	Q coo	R air	Wo? Wo wohnst du?	Where? Where do you live?
S ess	T tay	U ooh	V fow	W vay	Xix	Woher? Woher kommst du? Wer?	Where from? Where are you from? Who?
Y oopsilon	Z tsett	Ä	Ö	Ü	ß	Wer ist das? Wie sagt man das	Who is that? How do you say that?

6. Polite words

ja/nein bitte danke

yes/no please thanks

danke schön thank you bitte schön

you're welcome

Y7 German - Autumn Term 1B

1. Hast du ein Haustier?	Do you have a pet?	2. Wie ist	What is
Ich habe	I have	er/sie/es?	he/she/it like?
einen Hund/Hamster	a dog/Hamster		
eine Maus/eine Katze	a mouse/cat	Er/Sie/Es ist	He/She/It is
eine Schlange	a snake	schlau	cunning/smart
ein Kaninchen/Pferd	a rabbi/horse	schnell/süß	fast/cute
ein Meerschweinchen	a guinea pig	langsam	slow
groß/klein	big/small	Er/Sie kann	He/She can
dick/schlank	fat/thin	Fliegen/singen	fly/sing
freundlich	friendly	(schnell) laufen	run (fast)
intelligent	intelligent	schwimmen	swim
Lustig/frech	funny/cheeky	springen	jump

3. Hast du Geschwister?	Do you have siblings?
In meiner Familie gibt es Personen.	In my family there are people.
meine Mutter / mein Vater	my mother/my father
meine Eltern/Großeltern	my parents/grandparents
Er wohnt in/Sie wohnen in	He lives in/They live in
Ich habe eine Schwester/ zwei Schwestern.	I have a sister / two sisters.
Ich habe einen Bruder / zwei Brüder.	I have a brother / two brothers.
Ich habe keine Geschwister.	I have no siblings.
Ich bin ein Einzelkind.	I am an only child.

4. Die Farben	The colours	5. Wann hast du	When is your
schwarz	black	Geburtstag?	birthday?
weiß/grau	white/grey	Januar/Februar	January/February
braun	brown	März/April	March/April
rot/orange	red/orange	Mai/Juni	May/June
gelb/grün	yellow/green	Juli/August	July/August
blau/lila	blue/purple	September/Oktober	September/October
violet/rosa	violet/pink	November/Dezember	November/December
Er/Sie hat	He/She has	- Ich habe am(s)ten	Geburtstag.
Ich habe	I have	My birthday is on theth	of
blonde/rote Haare	blond/red hair		
lange/kurze/	long/short	- Ich habe (heute) Geburts	stag.
mittellange Haare	mid-length hair	My birthday is today.	1414 T A
grüne/graue Augen	green/grey hair		

zwanzig 20 einundzwanzig 21 zweiundzwanzig 22 dreiundzwanzig 23 vierundzwanzig 24 fünfundzwanzig 25 sechsundzwanzig 26 siebenundzwanzig 27 achtundzwanzig 28 neunundzwanzig 29 dreißig 30 vierzig 40 fünfzig 50 sechzig 60 siebzig 70 achtzig 80 neunzig 90 hundert 100 ersten – first zweiten – second dritten – third siebten-seventh achten-eighth 1-19 add ten 20+ add sten

German – Verb table

ending th	<u>en and add the</u> at goes with the un (person).
spie	len- to play piel(-en)
ich spiel(e) du spiel(st) er spiel(t) sie spiel(t) man spiel(t) wir spiel(en) ihr spiel(t) sie spiel(en)	l play you play he plays she plays one plays we play you (plural) play they play

haben - to have

I have
you have
he has
she has
one has
it has
we have
you have (plural)
they have

sein - to be ich bin I am du bist you are er ist he is she is sie ist one is man ist it is es ist wir sind we are ihr seid you are (plural) they are sie sind

schlafen - to sleep

ich schlafe	I sleep
du schläfst	you sleep
er schläft	he sleeps
sie schläft	she sleeps
wir schlafen	we sleep
ihr schlaft	/ou sleep (plural)
sie schlafen	they sleep

fahren - to travel/ ride/ go

l travel
you travel
he travels
she travels
we travel
you travel (plural)
they travel

sehen - to see

I see

ich sehe du siehst er sieht sie sieht wir sehen ihr seht sie sehen

you see he sees she sees we see you see (plural) they see

essen - to eat

I eat

ich esse du isst er isst sie isst wir essen ihr esst sie essen

you eat he eats she eats we eat you eat (plural) they eat

treffen - to meet

I meet

ich treffe du triffst er trifft sie trifft wir treffen ihr trefft sie treffen

you meet he meets she meets we meet you meet (plural) they meet

lesen – to read

ich leseI readdu liestyou reader liesthe readssie liestshe readswir lesenwe readihr lestyou read (plural)sie lesenthey read

tragen – to wear ich trage I wear du trägst you wear er trägt he wears sie trägt she wears wir tragen we wear ihr tragt you wear (plural)

sie tragen

they wear

Connectives und and oder or aber but denn because

Frequency words

immer	alw ays
oft	often
manchmal	sometimes
selten	rarely
nie	never

Jahreszeite	en Seasons
Frühling	Spring
Sommer	Summer
Herbst	Autumn
Winter	Winter

Year 7 Control Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Give 5 pet words in German

Describe yourself giving at least 3 details

What do you know about Germany? German culture?

Medium Questions

Translation

I am called Alex and I am eleven years old. I live in Germany and I have a dog.

What is your name? Where do you live? I am very friendly and intelligent.

Bitte=	Danke=	Wie bitte?=	Guten Tag=	

Easy Questions			
	Answer these 3 que	estions:	
1. Wie geht's?			
2. Wie heißt du?			
3. Wo wohnst du?			
	Match the German a	nd English	
vier	five	acht	seventeen
sieben	zero	elf	fourteen
fünf	four	vierzehn	eleven
null 54	seven	siebzehn	eight

Year 7

German

Knowledge Checklist

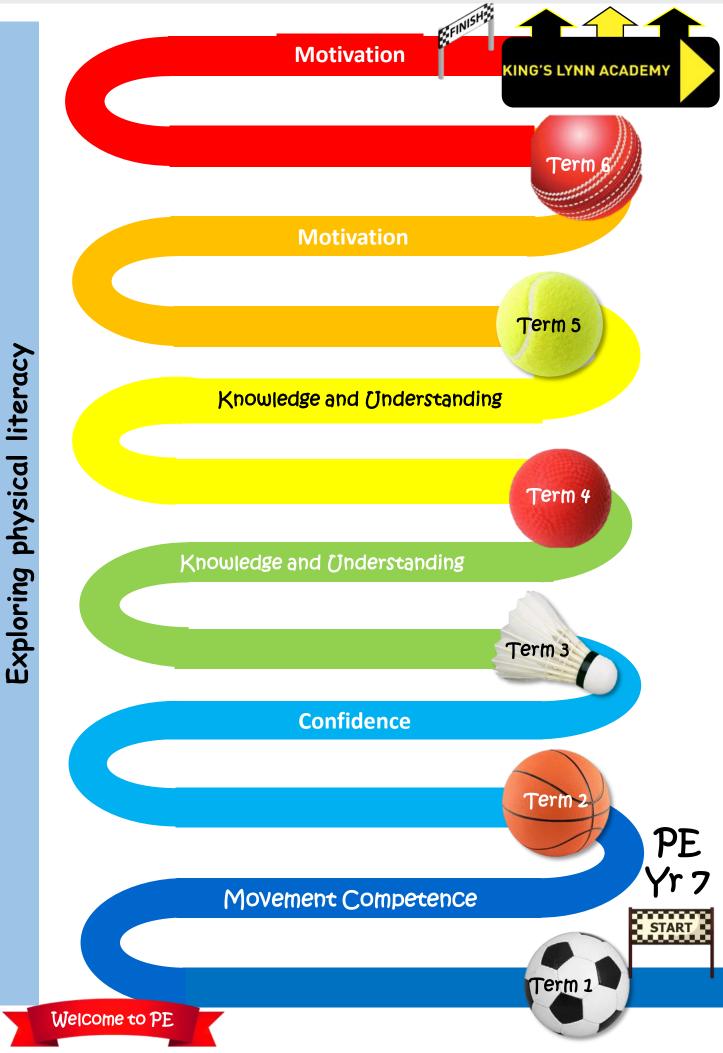
KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST		А	G
1	I can use German greetings			
2	I can count to 20 in German			
3 I can say the alphabet in German				
4	4 I can recognise higher numbers			
5	5 I can name some types of pets in German			
6	6 I can introduce myself in German			
7	7 I know how to say: hello/please/thank you/sorry			

High Flyers - Enrichment Task



Write a dialogue between 2 fictional characters in German. Include information such as: greetings/name/age/where they live.



Physical Literacy		
At KLA we aim to develop physically literate students. This means that you will leave school with the physical competence, confidence, motivation and knowledge it	Movement Competence	Confidence
takes to stay active throughout life	1. Competence	1. Confidence Having confidence is how strongly
	The ability to demonstrate a variety of movements,	you believe in your ability to do something.
Movement	skills or techniques accurately and effectively	2. Attitudes Attitude refers to 'a feeling or opinion
Competence	2. Practice - Repetition of an action designed to help	about something or someone or a way of behaving
	an individual to learn a new skill, improve in an	that is caused by this. Positive attitude is a
	already acquired skill, or maintain a skill.	mental attitude that focuses on the positives.
	3. Skills & Techniques Technique in PE is your	3. Positive approaches to PE Attitude – How
	ability to perform a particular action. Skill in PE is your	someone thinks or feels towards someone or
Confidence	ability to perform an action in a game/performance	something. Effort – A vigorous or determined
	setting	attempt. Work Ethic – A belief that hard work has a
	4. Providing Feedback In PE we will watch a	moral benefit or value to strengthen character and
	_	individual abilities.
	performer did well and what they might do to	4. Comfort Zones A comfort zone is an
Knowledge &	improve	environment in which you feel comfortable and at
Understanding	5. Acting on Feedback In PE, we should listen to	ease. To learn and grow, sometimes in PE, we might
	the feedback given by others, accept that feedback	need to step outside of this comfort zone to a
	and then make the suggested improvements to our	feeling of elevated stress.
	performance	5. Failure Failure is the act of not succeeding at
	6. Performance In PE, this relates to how well we	something and giving up.
Motivation	play, contribute, engage, behave or execute actions in	6. Growth Mindset In a growth mindset, people
	routines/tasks/games.	believe that their most basic abilities can be
		developed through dedication and hard work.

Year 7 Physical Literacy and reasons for taking part

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

Recall the four parts which make up physical literacy

Recall different examples of having a positive attitude towards PE

Recall what confidence is and why it is important in PE

Apply your knowledge

Name and explain the 4 components of physical literacy

Explain why physical literacy is important for life long physical activity

Stretch your thinking!

Why is a growth mindset important for achieving progress?

How can failure be seen as a positive thing?

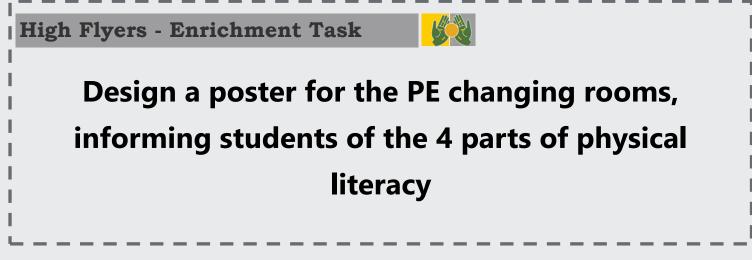
Explain why it is important to not stay in the 'comfort zone'?



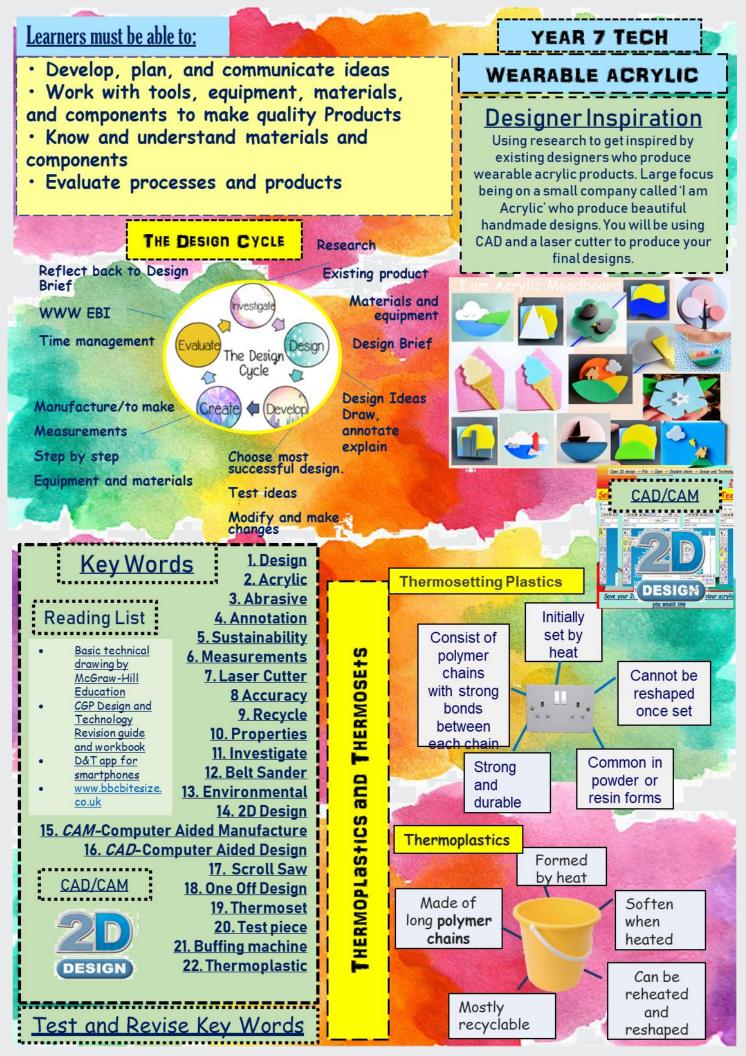
Knowledge Checklist

KNOWLEDGE PROGRESS

KNOWLEDGE CHECKLIST	R	А	G
Know the 4 parts that make up physical literacy			
Competence definition and examples			
Practice definition and examples			
Skills and technique definition and examples			
Providing feedback definition and examples			
⁶ Knowing how to act on feedback			
Performance definition and examples			
8 Confidence definition and examples			
Attitude definition and examples			
¹⁰ Explain positive approaches to PE with examples			
¹¹ Comfort zone definition and examples of growth			
¹² Failure definition and ways to bounce back			
Growth mindset definition and examples			
	Know the 4 parts that make up physical literacy Competence definition and examples Practice definition and examples Skills and technique definition and examples Providing feedback definition and examples Knowing how to act on feedback Performance definition and examples Confidence definition and examples Attitude definition and examples Explain positive approaches to PE with examples Comfort zone definition and examples of growth	Know the 4 parts that make up physical literacyImage: competence definition and examplesCompetence definition and examplesImage: competence definition and examplesPractice definition and examplesImage: competence definition and examplesSkills and technique definition and examplesImage: competence definition and examplesProviding feedback definition and examplesImage: competence definition and examplesKnowing how to act on feedbackImage: competence definition and examplesPerformance definition and examplesImage: competence definition and examplesConfidence definition and examplesImage: competence definition and examplesExplain positive approaches to PE with examplesImage: competence definition and examples of growthFailure definition and ways to bounce backImage: competence definition and ways to bounce back	Know the 4 parts that make up physical literacyImage: Competence definition and examplesImage: Competence definition and examplesPractice definition and examplesImage: Competence definition and examplesImage: Competence definition and examplesImage: Competence definition and examplesSkills and technique definition and examplesImage: Competence definition and examplesImage: Competence definition and examplesImage: Competence definition and examplesPerformance definition and examplesImage: Comfidence definition and examplesImage: Competence definition and examplesImage: Competence definition and examplesAttitude definition and examplesImage: Competence definition and examples of growthImage: Competence definition and examples of growthImage: Competence definition and examples of growthFailure definition and ways to bounce backImage: Competence definition and ways to bounce backImage: Competence definition and ways to bounce backImage: Competence definition and ways to bounce back







YEAR 7 TECH

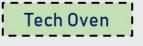
HOMEWORK

TASK: To learn about the different tools and materials.

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









Hegner Scroll Saw



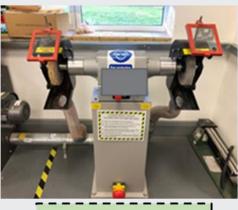




paper







Buffing and Polishing machine

YEAR 7 TECH	HOMEWORK
	TASK: esearch the uses of the tools and equipment. are they used for?
TOOL/EQUIPMENT NAM	IE USE? What does it do?
BELT SANDER	
ENGINEER'S FILE	
PILLAR DRILL	
TECH OVEN	
HEGNER SCROLL SAW	
METAL VICE	
WET & DRY PAPER	
SAFETY GLASSES	
BUFFING AND POLISHING MACHINE	5
LASER CUTTER	



Below are a series of questions.

Use these to apply your knowledge and practice.

=Name two tools that can be used to create a curve in plastic.How can the material be made smooth to the touch?Put these tools in order of use - File, wet and dry paper, buffing wheel,
coping saw.

Name two properties of acrylic.

+

Where does plastic come from?

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

* Why do we create a mood board? How will the mood board help us in the design process? A product analysis is a resource helping us to research and understand

Year 7 Design and Technology Knowledge Checklist

KNOWLEDGE

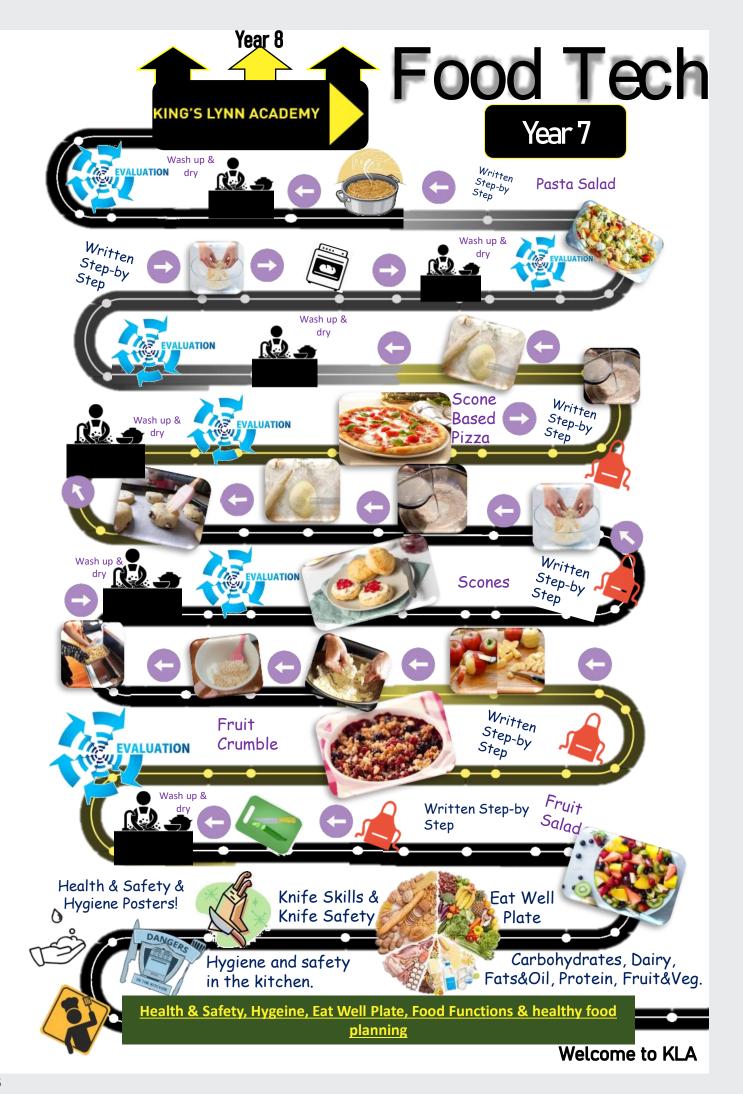
		PROGRESS		
	KNOWLEDGE CHECKLIST	R	А	G
1	To understand safe working in Design Technology			
2	To know and understand material properties			
3	To design, annotate and communicate ideas			
4	To know and understand tools and equipment			
5	To review and evaluate the design process and the final product			

High Flyers - Enrichment Task

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

1302

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







Below are a series of questions.

Use these to apply your knowledge and practice.

=
Why do we need to wash our hands?
What colour chopping board do we use?
What rules do we follow in the kitchen?

+
What is the Eatwell plate?
What are the 5 food groups?
Why do we need to keep hydrated?

*
What is the function of Carbohydrates?
What is the function of Dairy?
What is the function of protein?

Year 7 Food Technology Knowledge Checklist

KNOWLEDGE PROGRESS

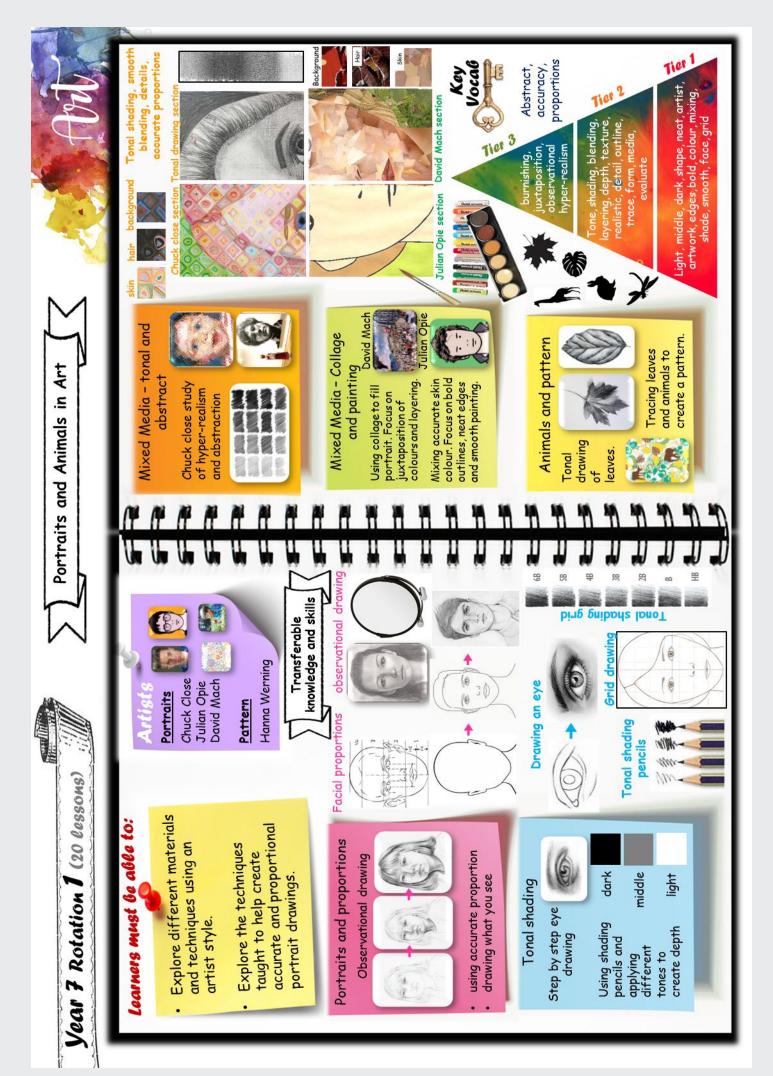
		T INCOMEDS		
	KNOWLEDGE CHECKLIST	R	А	G
1	Use equipment safely and independently to cook a range of dishes			
2	Understand the function of the 5 food groups			
3	Understand why we need vitamins, minerals and water			
4	Understand food miles and the benefits /constraints of eating local			
	produce			
5	Understand what 'seasonal' means			

High Flyers - Enrichment Task



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







Notes





Below are a series of questions.

Use these to apply your knowledge and practice.

what shape do you draw for the face when drawing a self portrait?
List the shading pencils from lightest to darkest
What is a highlight in art?

+

What is tone in Art?

What is the difference between shape and form in Art?

What is depth in art?

*

Explain the difference between Abstract art and Hyperrealism?

Explain how you achieve realism in your artwork?

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

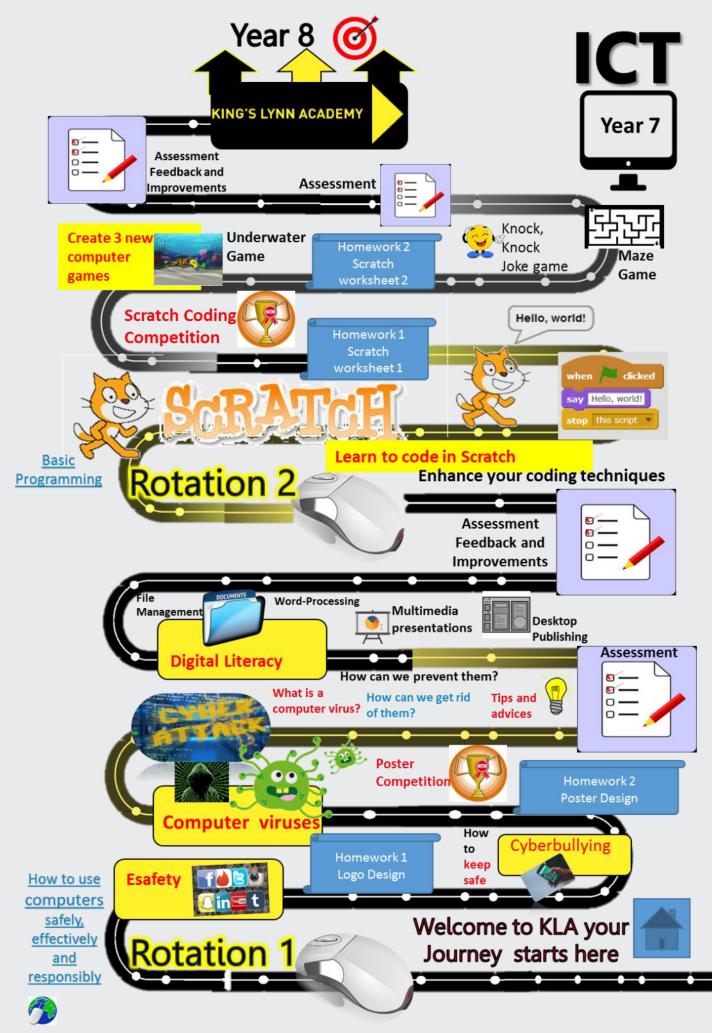


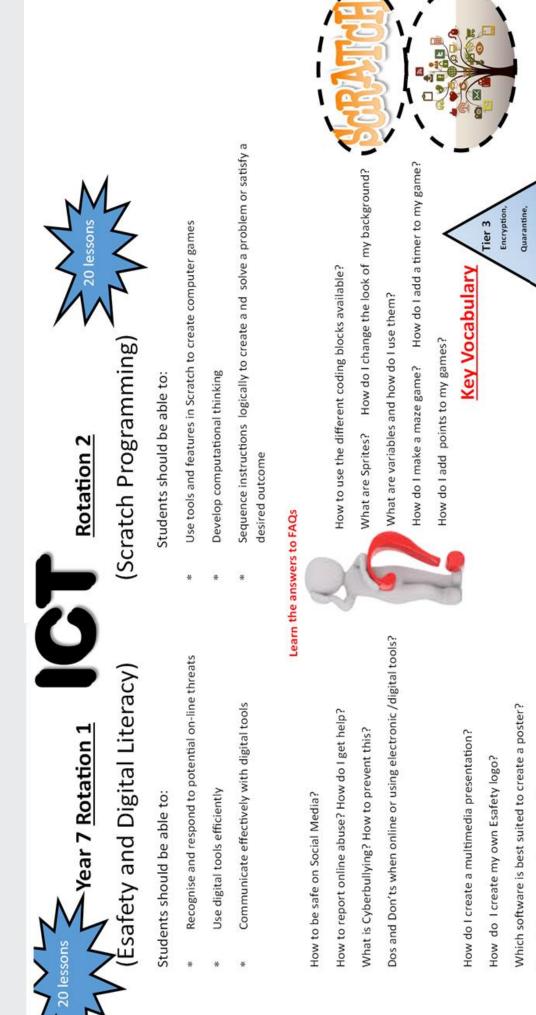
Knowledge Checklist

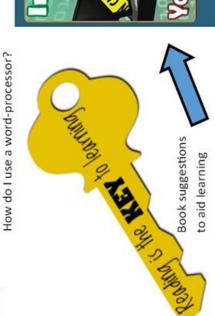
KNOWLEDGE

		<u> </u>	UGKE:	22
	KNOWLEDGE CHECKLIST	R	А	G
1	Proportions of the face			
2	Tonal Shading skills			
3	Anatomy and drawing of an eye			
4	Colour pencil techniques			
5	Collage skills			
6	Colour mixing and painting skills			
7	Colour Theory and watercolour skills			
8	Hundertwasser elements and oils pastel skills			

High Flyers - Enrichment Task Watercolour Silhouette task Collage colour Wheel Hundertwasser Lollipop tree landscape painting











Text, call, sad, type, safe, tell, play, virus, steps, repeat

0

Tier 1

Message, Email, Loop, Bullying, Repor Trojan, Debug, Instructions, Sequence

Tier 2

Algorithm, Variable

Cyberbullying, Moderato

Year 7



Knowledge Checklist

KNOWLEDGE

		PK	OGRE	55
	KNOWLEDGE CHECKLIST	R	А	G
1	Know what Cyberbullying is			
2	Know what Computer Viruses are and how to combat them			
3	Know how to choose a strong Password			
4	Know basic File Management techniques eg. Creating a folder			
5	Know how to use Microsoft Publisher, Word and Powerpoint			
6	Know how to preserve health and safety in an ICT Environment			
7	Programming in Scratch— Can Add a Sprite			
8	Programming in Scratch— Can changing a Backdrop			
9	Programming in Scratch— Can create at least 1 game with move-			
	ment, conditional statements, repetitions and use of coordinates			
10	Programming in Scratch— Adding operators and variables to			
	games			

High Flyers - Enrichment Task



Complete all extension tasks each lesson

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

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

Complete at least 10 tasks on SamLearning per week

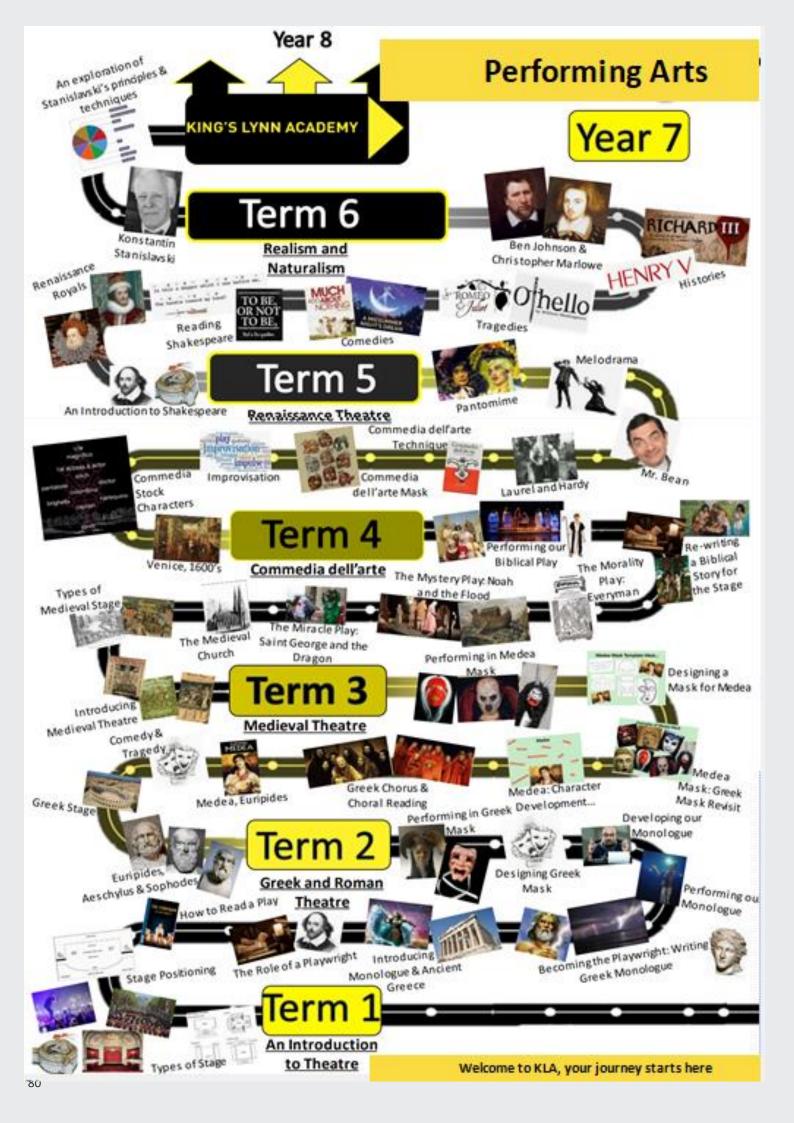
Become a Learning buddy to another student

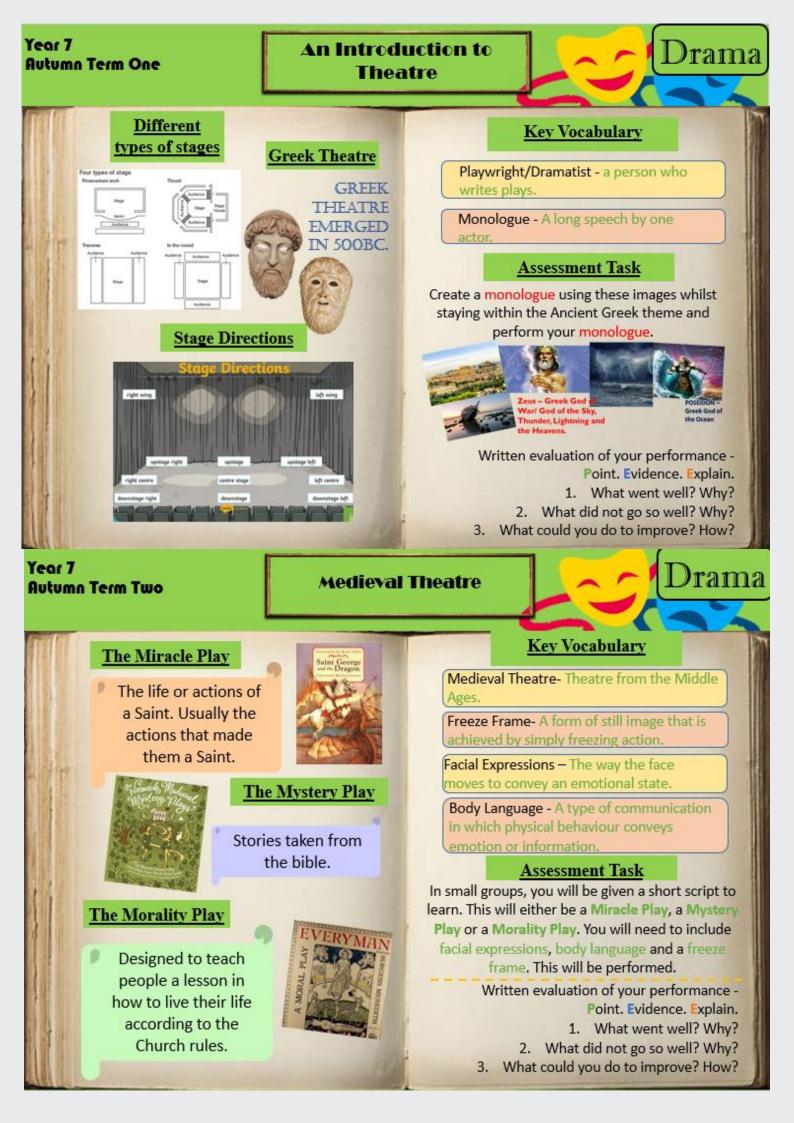
Enter a Scratch Programming Competition (Inhouse or external), as available

NEXT STEPS:

FEED FORWARD:









Below are a series of questions.

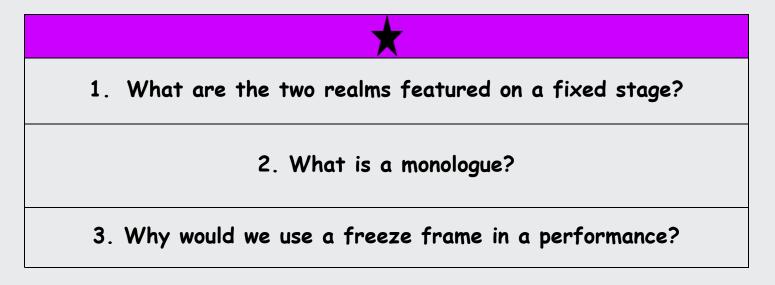
Use these to apply your knowledge and practice.

	:	=	
1.	When did Gree	k Theatre emer	ge?
	// . /		
2. W	hat does Medi	eval Theatre me	ean?
	3. Circle the	odd one out.	
Mystery Play	Magical Play	Morality Play	Miracle Play

+

1. What are the four types of stages?

- 2. What is the role of a playwright?
 - 3. Name a famous Miracle Play.



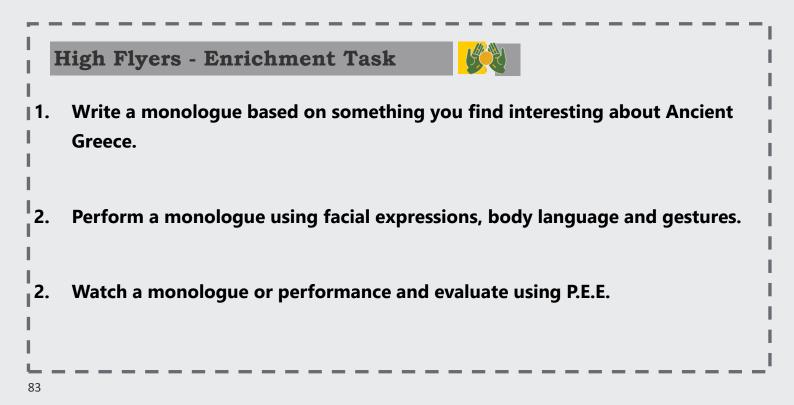
Year 7

Drama

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	А	G
1	An Introduction to Theatre			
2	The Role of the Playwright			
3	Performing and Developing our Monologues			
4	Greek Mask			
5	Performing our Monologues			
6	Medieval Theatre			
7	Types of Stages and the Miracle Play			
8	Mystery Play			
9	Morality Play			
10	Preparing Performances			

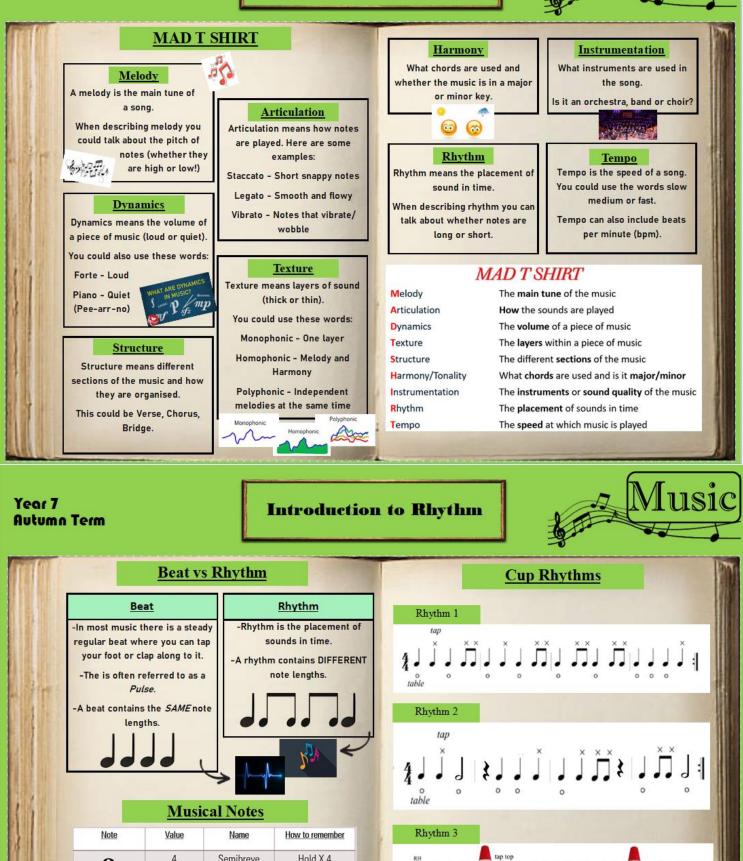




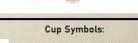
Year 7 Autumn Term

Musical Features

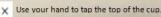








O Tap cup on the table.





Below are a series of questions.

Use these to apply your knowledge and practice.

 1. What does the term tempo mean?

 2. How much is a crotchet worth?

 3. What is the difference between a beat and a rhythm?

1. How do you measure tempo in dance music?

+

2. What is the difference when you draw a crotchet and a minim?

3. Using musical notes, draw a beat and a rhythm.

1. Give the words for fast and slow in the Italian terms.

2. How much is a dotted crotchet worth?

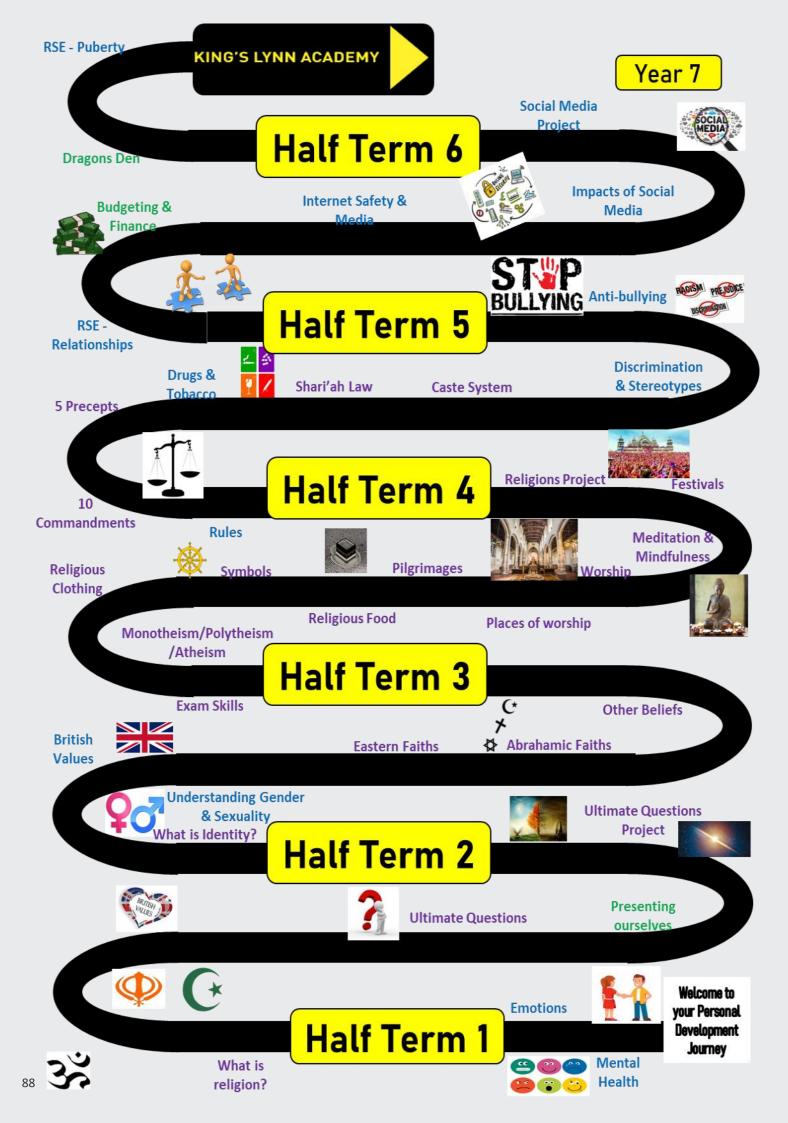
3. How does a time signature impact the beat of a song?



KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	А	G
1	Beat Vs Rhythm			
2	Crotchets and Quavers			
3	Crotchet Rests and Minims			
4	Semiquavers and Semibreves			
5	Dotted Notes			
6	Time Signature			
7	Melody, Tempo, Dynamics			
8	Articulation, Texture, Structure			

Hi	gh Flyers - Enrichment Task
 1. 	Compose a rhythm containing all the notes you know so far.
 2.	Write out the rhythm to Twinkle Twinkle Little Star. I
 	Listen to different pieces of music and see if you can describe the different musical features that you hear.
I	I
!	
87	



<u>Ultimate Questions & Hinduism</u> Things voir need to be able to do:	<u>Year 7 PD</u> Knowledne Ornaniser – Autumn	<u>Mental Health & British Values</u>
<u>you need to be able to do.</u> Know the 6 main world religions		Things you need to be able to do:
Understand what an ultimate question is	<u>Presentation</u> Things voir need to be able	 Know what the five core emotions
Describe religious beliefs towards Ultimate		- Explain what mental well-being is
quesitions Explain different responses to an Ultimate	Project your voice without	- Understand how emotions impact our
Questions including my own	Filter key information	personality - Explain what British Values are
Know Hindu beliets about 6od and atterlite Understand how beliefs affect a Hindu's life	Share information with	- Understand how our British Values
key Questions:	confidence	impact us
Is there God?	How can you project confidence	What are emotions?
What happens atter we die? How did the Universe beging	even when you don't feel	Why do we have different emotions?
Is there one God or many?	confident?	Why is mental wellbeing important?
What is Karma?	Which pieces of information	Why do we have British Values?
Can we die and be reborn?	Tion 2 Vocabulants	What are British Values?
Tier 2 Vocabulary	Confidence - Hove truet in	Emotion of atrano fooling deniving
Belief - an acceptance that something exists or is true,	yourself and your ability	from one's circumstances mood or
especially one without proot. as beliaf in and woundrin of a gunanhuman	Réspect - Being polite when	relationships with others.
controlling hower especially a personal God or gods A	other people are presenting	Personality - the combination of
particular system of faith and worship.	Articulation - Putting your	characteristics or qualities that form
Holy Text - texts that are related to a particular	thoughts and teeling into words	an individual's distinctive character.
religion. E.g Christianity & the Bible	Duciection - Snaching loudly	mental wellbeing - describes
Founder - The person who started/created the	rrujecnion - Upeuking loudiy and clearly without shouting	your mental state - now you are teeling
religion	Preparation - Being organised	and now wen you can cope with day-to- day life
Hinduism – A faith founded by Gautama Buddha	beforehand	British Values - A culture built upon
Karma – good or bad luck, viewed as resulting from		freedom and equality, where everyone
one's actions.		is aware of their rights and
Ultimate Question - a question that cannot be		responsibilities.
answerea, as mere are too many unknown elements Reincarnation - the soul being reborn into another		te fur 2
Apoq		

Year 7 Personal Development Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

1. What is an example of an Ultimate Question

2. Name two of the 6 Main religions

3. Give two of our core emotions

4. Name two of British Values

5. Name two things you need to do when presenting

6. Name two things you should not do when presenting

+

1. Explain what an ultimate question is

2. Explain what an Eastern religion is

3. Explain two ways to improve your mental health

4. Explain two of the British Values

5. Explain why presentation skills are important

6. Explain why you should always speak clearly

\star

1. Explain the difference between the Abrahamic and Eastern Faiths

3. Explain why the British Values are important

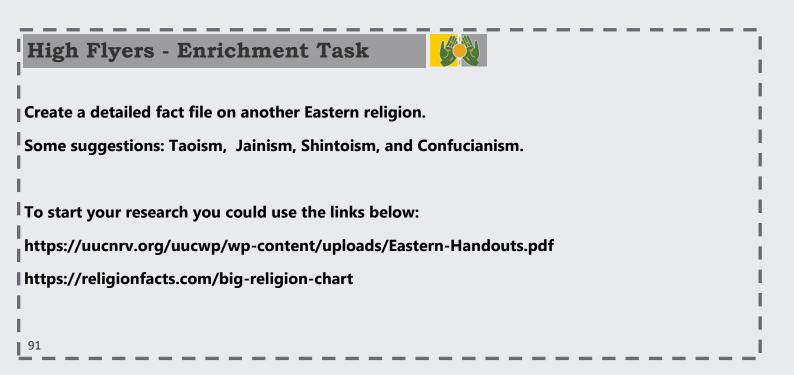
4. Explain the impact of not looking after your mental health

5. Explain a consequence of bad presentation

Year 7 Personal Development Knowledge Checklist

KNOWLEDGE

		PR	OGRES	SS
	KNOWLEDGE CHECKLIST	R	А	G
1	Basic facts about the six main world religions			
2	The five core emotions			
3	What mental well-being is			
4	How our emotions shape our personality			
5	Ultimate Questions, including what they are and possible answers			
6	How to present your ideas clearly			
7	What are British Values			
8	How British Values shape our lives			
9	Gender & Sexuality			
10	Eastern & Abrahamic Faiths			
11	Understanding other beliefs			



1. Look, Cover, Write, Check, Correct

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

2. Questions / Answers, Answers / Questions

Questions/Answers, Answers/Questions

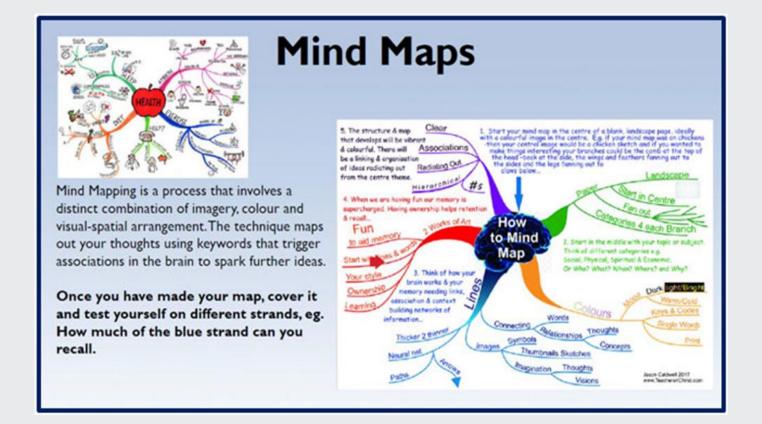
Question; In what year was George V's coronation? Answer; 1910

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).

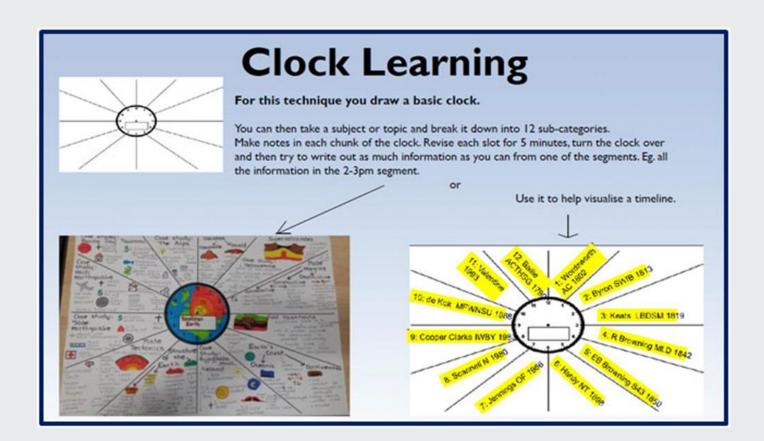
You can also write your own questions, but if you do this leave it at least a day until you answer them to see what you can remember after a while.

Always check and correct!

3. Map Your Mind



4. Clock Learning



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.

TASSOMAI The Learning Program 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.

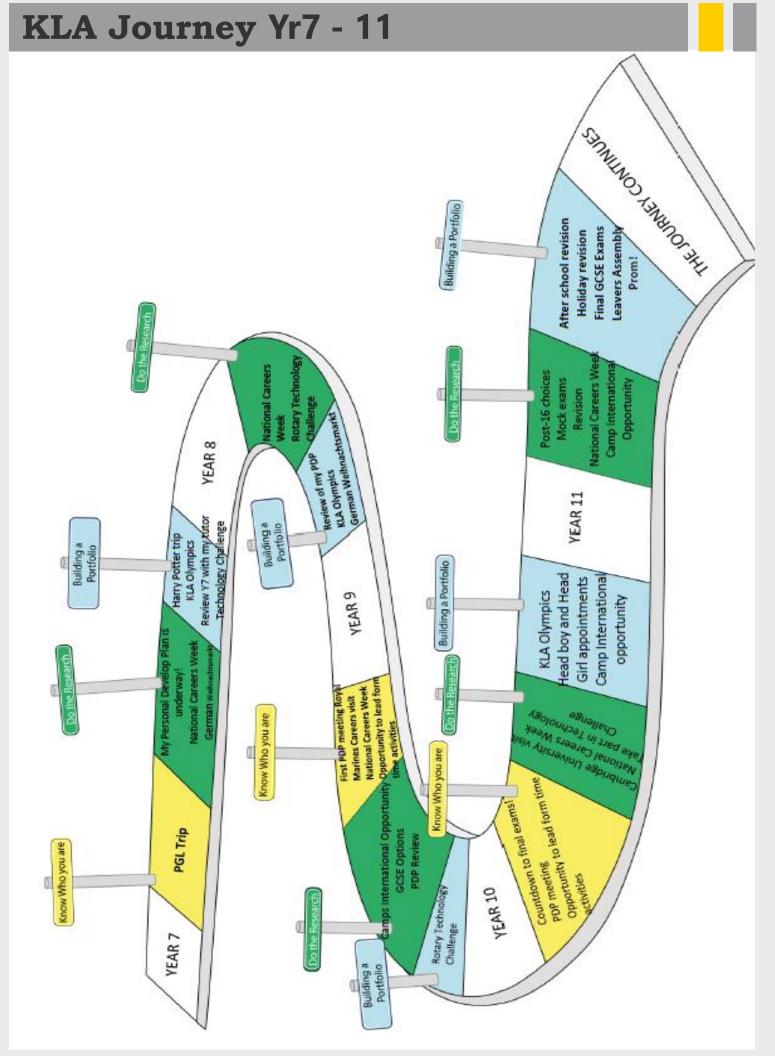
SAM Learning is another award-winning online study service independently proven to raise attainment. Pupils can use the site to revise and test themselves using practice exam papers and test questions across more than 20 subjects, in a variety of different formats that are fun, engaging and challenging.



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 7 Opportunities:

- UEA trip (NEACO / Outreach programme) •
- Visit to professional football academies
- Youth Speaks local public speaking competition
- Trips to places of work and business
- Rotary Tournament
- Gallery visits
- Harry Potter Residential Trip
- PGL Residential Trip
- Globe in London
- Lynn Museum
- Cambridge Science Show

- Science Club
- Online National Space Centre lesson
- Computer Science Museum Milton Keynes
- Tower of London / Hampton Court
- Art Club
- Stories of Lynn
- Musical Theatre Film Club
- YouTube Club
- Weekly dance workshop The Workshop King's Lynn
- Sports tours (football and netball)

Next Steps

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

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

KLA Safeguarding Team

Are you concerned about yourself or someone else? Report your concerns to the Safeguarding Team



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

KLA Personal Development Plan

My PDP targets are:

Safer Schools Police Officer



Hello, I am PC 1858 James Smith and am your new safer schools officer.

I'd like to introduce myself and take the opportunity to explain what my role is in keeping you or your children safe in and outside of school.

Starting with the aims of my role. A safer school partnership has the following aims.

- Safety of pupils, staff and the school site and surrounding area/community
- To help young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do.
- Focused enforcement to demonstrate that those that do offend cannot do so without facing consequences.
- Early identification, support and where necessary challenge of pupils involved in or at risk of offending
- Improved standards of pupil behaviour and attendance, and less need for exclusions
- More positive relations between young people, the Police and the wider community.
- Effective approaches to issues beyond the school site that negatively impact on pupil safety and behaviour.

A bit about me. I have been a Police officer for thirteen years. I began my career working in response policing in Essex Police before training as a detective working in child abuse investigations and CID. I transferred to Norfolk Constabulary as a detective in 2018 working in King's Lynn CID.

I have made the decision to work as a safer schools officer because I have seen first-hand how children, teenagers and families are affected both positively and negatively by the Police and criminal justice system. I believe this role will allow me to use my experience to provide support and advice to students and their families to make our community safer and stronger now and in the future.

I firmly believe in education and crime reduction and want to empower students to make the right decisions throughout their time at school which will give them the best opportunities into their adult lives.

I will be splitting my time between Kings Lynn Academy and Springwood High School. I look forward to meeting and engaging with students, parents and staff in school and if you have any questions feel free to contact me via Email: James.Smith1@norfolk.police.uk

Further information can also be found online at

https://www.norfolk.police.uk/advice/childprotection/safer-schools-partnerships and you can follow the safer schools team on Twitter @SaferSchoolsNfk

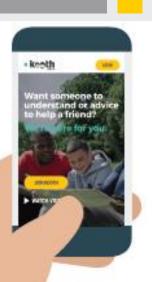
Wellbeing Services (Kooth)

How to sign up to kepth

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 Choose from the drop down box the Click on the Join Kooth button location you are in The place I live is___ located in the centre of the home page of the Kooth website Choose Click on the gender you identify with Choose from the drop down box the Lam ethnicity that best fits you Male Female My ethnicity is... Choose Gender Fluid Agender Create an anonymous username (not Add the month and year you were your real name) and secure password born recuid like this usemane I was born in... Year Month My password will be Choose Choose Choose from the drop down box to explain where you found out about Kooth Click on the Create Account button Where did you learn about Kooth? to complete your registration Choose

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 selfharm.

Learn to ride the wave with the free Calm Harm app using these activities: Comfort, Distract, Express Yourself, Release, Random and Breathe.

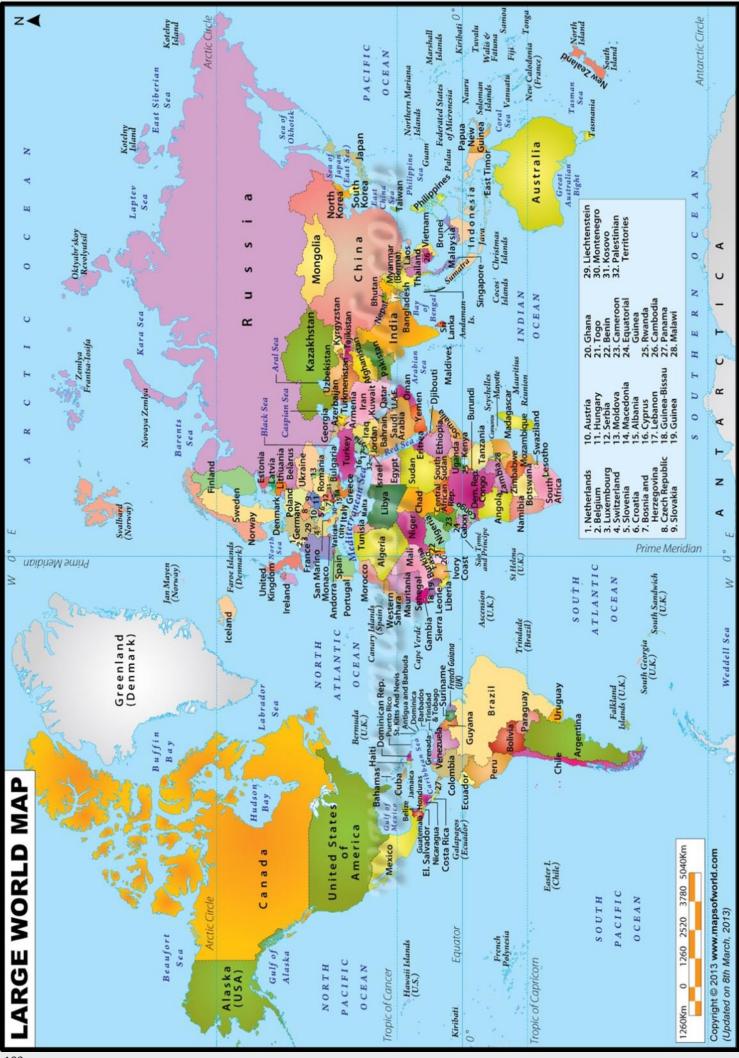
Distract: helps to combat the urge by learning self control **Comfort**: helps to care rather than harm **Express Yourself**: helps get feelings out in a different way

MyLife



MyLife Meditation: Mindfulness (formally known as Stop, Breathe & Think)

It is an award-winning meditation and mindfulness app that offers daily wellness checkins and suggests activities personalized on how you feel. Learn to maintain perspective through your mental and physical wellness journey. Develop simple habits so you can get to a better place in just a few minutes a day.



Notes