KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 9 Autumn Term 1 2023

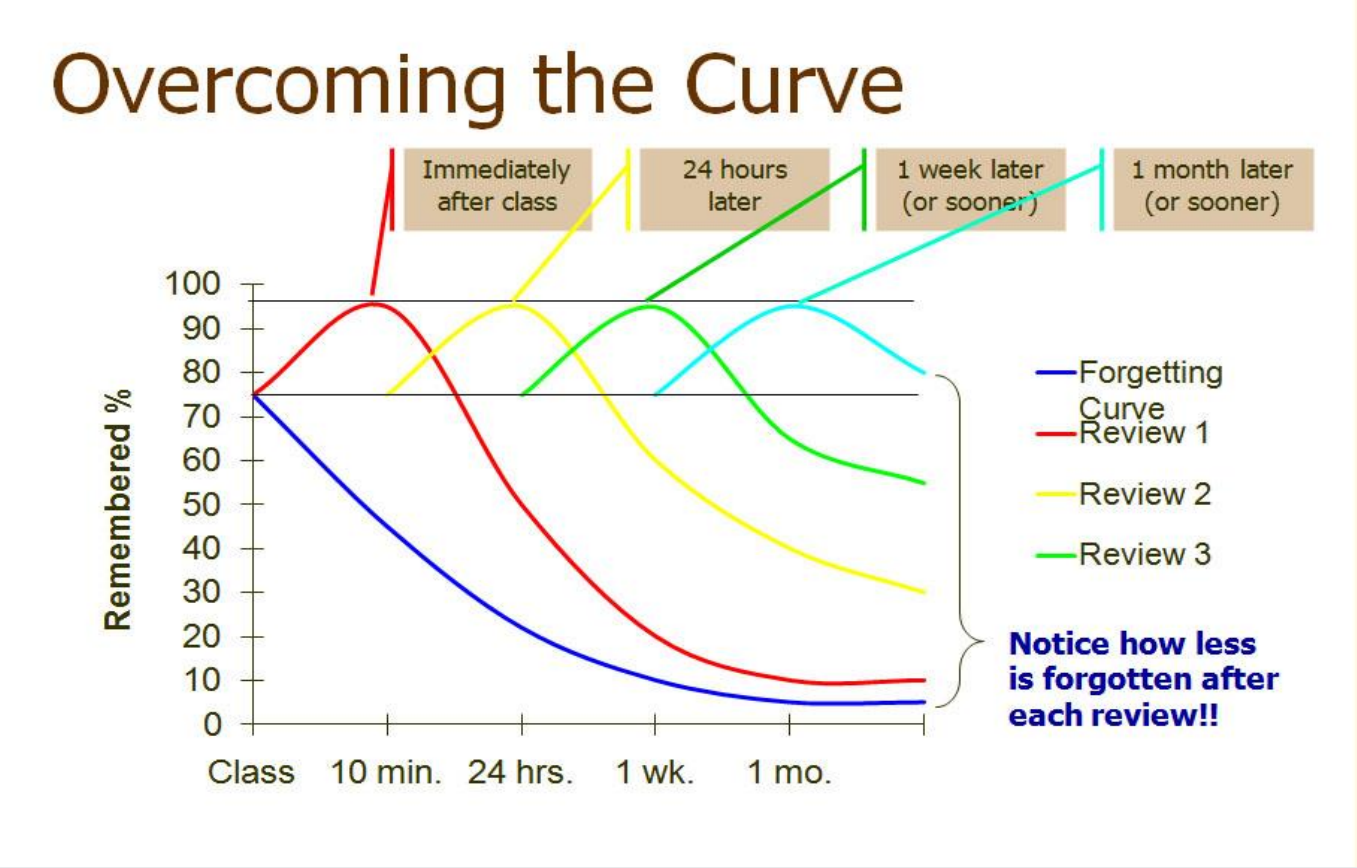
NAME;

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

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Geography..... Pages 33-39

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Personal Development..... Pages 92-95

Your Future starts here

Year 9 English

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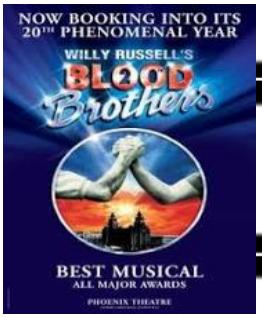


How to write an argument

Generic Conventions of Modern Drama

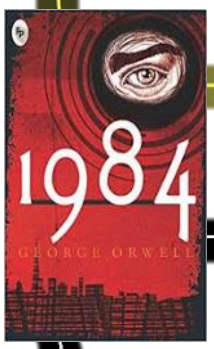
Tragedy

GCSE starts here!

Blood Brothers – British Society in 20th Century

Term 3

Descriptive Writing Response



Dystopian Fiction

1984 and Orwell

Understanding Conflict and Power in 20th Century Society

Writing to argue a point of view

Writing a Gothic narrative

Term 2

Rhetoric

War and Conflict Poetry 1914-1940

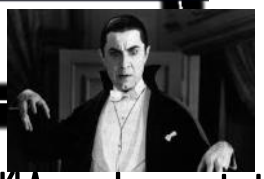
Short story structure

Scientific advances in the Victorian Era

Extracts from Frankenstein, Dracula and Jane Eyre

Reading and writing for pleasure

Texts associated with Gothic Genre



Welcome to KLA your Journey starts here

The Gothic Genre – Gothic conventions

Term 1

The ordered word is often threatened or overturned; the world of reason is overcome with the world of emotion. People lose control.

The Gothic Knowledge Organiser

Gothic Settings:

Castle
Dungeon/ Crypt
Ruined buildings
Spooky basements or attics
Dark Corridors
Winding stairs
Rugged Landscapes

Gothic Characters:

Tyrants, villains, maniacs
Persecuted maidens, femme fatales, madwomen
Ghosts, monsters, demons, vampires, werewolves and spirts
Byronic heroes – intelligent, sophisticated and educated, but struggling with emotional conflicts, a troubled past and 'dark' attributes.

Gothic Themes:

Gloom and Mystery
Life and Death
Fear
Imprisonment
Transgression
Science
Nature
Emotional Collapse

Gothic writing often rosses boundaries, real and imagined.

Gothic Weather:

Darkness, Storms
Moonlight and shadows
Mist and Fog
Icy wastelands
Rugged Terrain
Extreme conditions
Daylight at night

Gothic writers describe nameless terrors.

Gothic Plots:

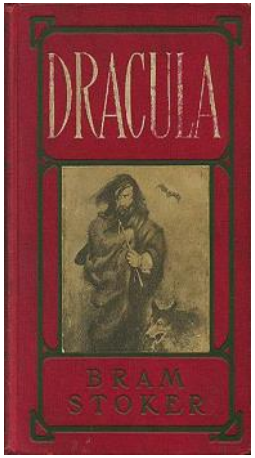
May involve journeys, pursuits and rescues

Villainy

The Gothic explores our darkest fears and taboos.

Gothic Reading:

The Castle of Otranto: Walpole
The Monk: Lewis
Frankenstein: Shelley
Dracula: Stoker
Jane Eyre: Bronte
Wuthering Heights: Bronte
Dr Jekyll and Mr Hyde: Stevenson
Romantic poets: Coleridge; Keats; Byron



Gothic Vocabulary:

Tier 2		Tier 3
Supernatural	Morose	Galvanism
Sublime	Gaunt	Prometheus
Ominous	Looming	Romanticism
Sinister	Morose	Age of reason
Menacing	Pallid	Sublime
Sombre	Vulnerable	Doppelganger
Dingy	Macabre	Evolution
Dreary	Shrouded	Psychiatry
Funeral	Neglected	Psychology
Leaden	Furtive	
	Eerie	

Gothic Literary Techniques:

Personification- where an object is given human characteristics
Adverb- a word that describes an action
Simile- a comparison using the words 'like' or 'as'
Metaphor- when something is described and cannot physically be true
Hyperbole- where exaggeration is used
Imagery- when the 5 senses are used to create a vivid picture
Symbolism- what an object/ idea represents something else
Onomatopoeia- words that sound like the action
Pathetic fallacy -where weather or setting reflects character mood

Year 9

English
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember
What is seen as the first Gothic novel?
Who wrote Frankenstein? What can you tell me about her?
Give 3 typical Gothic settings.

Apply Your Knowledge
How is Count Dracula a typical Gothic character?
Why is science an important feature of Frankenstein?
How can Pathetic Fallacy be used in the Gothic genre?

Stretch Your Thinking
Why did this genre emerge? What do people get from it?
Name a modern book or TV programme and explain how it fits the Gothic genre.
What's your preferred genre of English? What's your least favourite?

Year 9

English

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I know background information about the origins of the Gothic			
2	I know what is typical of a Gothic setting, including the weather			
3	I can explain a range of typically Gothic characters			
4	I know a range of Gothic Literary techniques			
5	I know some Tier 2 vocabulary connected to the Gothic			
6	I can name some key Gothic texts			
7	I can create a Gothic setting			
8	I can create a Gothic character			
9	I can write in a Gothic style			

High Flyers - Enrichment Task

Read one of the extracts we have studied in its whole text format.

Write a review of the Gothic genre. Start with the origins and also look at modern-day Gothic.

Create a timeline of the Gothic from origins to today. Include works you believe to be significant in the genre.

Research to find a gothic poem. Read and analyse it.

Your Future starts here

Year 9 Foundation Maths

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Averages from Small Data Sets; Populations; Averages from Frequency Table

Plans and Elevations

Transformations; Enlargements Fractional Scale Factors

Probability of Equally Likely Outcomes; Mutually Exclusive Sum

Basic Ideas of Probability; Frequency Trees;

Powers; Index Laws

Using Formulae

Linear Equations; Number Machines; Substitution;

Term 3

Compare Quantities; Division of a Quantity as a Ratio;

Polygons

Non-Standard Real Life Graphs; Distance-Time Graphs; Conversion Graphs

Circle Terminology; Surface Area

Sequences and Rules; Nth Term of a Linear Sequence

Fractions; Express One Quantity as a Percentage of Another; Percentage Change

3D Shapes; Area of Composite Shapes, Trapezia and Parallelograms

Term 2

Vertical Line Charts; Comparing Data Using Graphs

Charts and Diagrams; Pie Charts;

Coordinates and Midpoints; Plotting Straight Line Graphs

Decimals; Terminating Decimals and Fractions

Rounding; Error Intervals; Limits of Accuracy

Adding and Subtracting Fractions; Multiplying Fractions

Use Scale Factors, Diagrams and Maps; Bearings

Angles in Lines, Triangles and Quadrilaterals; Alternate and Corresponding Angles

Products of Prime Factors

Place Value; Negative Numbers; Basic Arithmetic Bill

Collecting Like Terms; Multiplying Single Brackets; Factorise Single Bracket

Measuring Lines and Angles; Properties of Triangles;

Welcome to KLA your Journey starts here

Prime Numbers; LCM and HCF;

Questions; Estimation

Term 1

Integers; Operations; Order of Operations

Your Future starts here

Year 9 Higher Maths

KING'S LYNN ACADEMY

Term 3

- Plans and Elevations
- Translations and Tessellations; Enlargements Negative SF; Enlargements Fractional SF; Combined Transformations
- Compound Measures; Compound Units
- Powers; Index Laws; Powers and Roots; Simplify Indices; Index Laws (Negative and Fractional) Simplify Surds; Surds
- Standard Form
- Frequency Trees; Probability of Equally Likely Outcomes; Mutually Exclusive Sum
- Properties of Triangles; Polygons
- Substitution; Linear Equations
- Proportion and Ratio; Ratio and Fractions
- Non-Standard Real Life Graphs; Distance-Time Graphs; Conversion Graphs
- Quadratic and Geometric Sequences; Geometric Sequences; Nth Term of Quadratic
- Area of a Circle; Circumference of a Circle; Arcs and Sectors; Surface Area; Using Pi
- Fractions and Percentages; Express One Quantity as a Percentage of Another; Percentage Change

Term 2

- Limits of Accuracy
- Trapezia and Parallelograms
- Nth Term of a Linear Sequence; Fibonacci,
- Area of Composite Shapes; Area of Triangles,
- Histograms with Equal/Unequal Class Widths
- Box Plots
- Cumulative Frequency
- Equation of a Line
- Rounding
- Error Intervals
- Upper and Lower Bounds
- Pie Charts
- Frequency Polygons
- Triangles & Quadrilaterals
- Plotting Straight Line Graphs
- Parallel Lines
- Coordinates and Midpoints
- Recurring Decimals
- Calculating with Fractions
- Adding and Subtracting Fractions
- Multiplying Fractions
- Bearings
- Angles in Lines
- Alternate and Corresponding
- Factorise Single Bracket
- Geometrical Terminology
- Inequalities on Number Lines
- Multiplying Single Brackets
- Collecting Like Terms
- Order of Operations

Term 1

- Finance
- Products of Prime Factors
- Estimation; LCM and HCF

Welcome to KLA your Journey starts here

YEAR 9 — REASONING WITH ALGEBRA...

Straight Line Graphs

@whisto_maths

What do I need to be able to do?

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

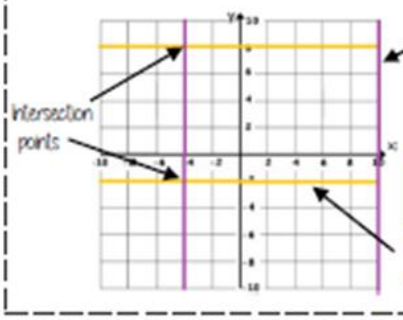
- Compare gradients
- Compare intercepts
- Understand and use y = mx + c
- Find the equation of a line from a graph
- Interpret gradient and intercepts of real-life graphs

Keywords

Gradient: the steepness of a line
Intercept: where two lines cross. The y-intercept: where the line meets the y-axis
Parallel: two lines that never meet with the same gradient
Co-ordinate: a set of values that show an exact position on a graph
Linear: linear graphs (straight line) – linear common difference by addition/ subtraction
Asymptote: a straight line that a graph will never meet
Reciprocal: a pair of numbers that multiply together to give 1
Perpendicular: two lines that meet at a right angle

Lines parallel to the axes

R



All the points on this line have a x coordinate of 10

'a' can be ONY positive or negative value including 0

Lines parallel to the y axis take the form x = a and are vertical

Lines parallel to the x axis take the form y = a and are horizontal

All the points on this line have a y coordinate of -2

e.g (3, -2) (7, -2) (-2, -2) all lay on this line because the y coordinate is -2

Plotting y = mx + c graphs

R

y = 3x – 1 → 3 x the x coordinate then – 1

x	-3	0	3
y	-10	-1	8

Draw a table to display this information

This represents a coordinate pair (-3, -10)

You only need two points to form a straight line

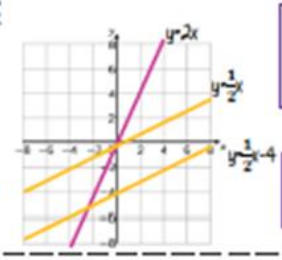
Plotting more points helps you decide if your calculations are correct (if they do make a straight line)

Remember to join the points to make a line

Compare Gradients

$y = mx + c$

The coefficient of x (the number in front of x) tells us the gradient of the line



The greater the gradient – the steeper the line

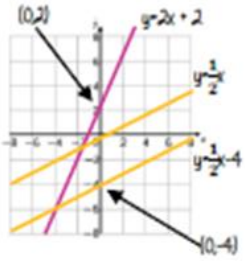
Parallel lines have the same gradient

Positive gradients

Negative gradients

Compare Intercepts

$y = mx + c$ ← The value of c is the point at which the line crosses the y-axis. Y intercept



The coordinate of a y intercept will always be (0,c)

Lines with the same y-intercept cross in the same place

y = mx + c

The coefficient of x (the number in front of x) tells us the gradient of the line

$y = mx + c$ ← The value of c is the point at which the line crosses the y-axis. Y intercept

y and x are coordinates

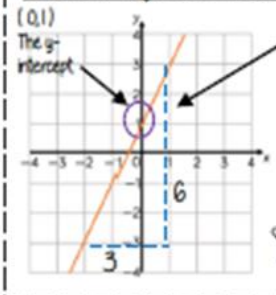
The equation of a line can be rearranged. E.g

y = c + mx

c = y – mx

Identify which coefficient you are identifying or comparing

Find the equation from a graph



The Gradient $\frac{6}{3} = 2$

$y = 2x + 1$

The direction of the line indicates a postive gradient

Positive gradients

Negative gradients

Real life graphs

A plumber charges a £25 callout fee, and then £12.50 for every hour. Complete the table of values to show the cost of hiring the plumber.

Time (h)	0	1	2	3	8
Cost (£)	£25				£125

The y-intercept shows the minimum charge. The gradient represents the price per mile

In real life graphs like this values will always be postive because they measure distances or objects which cannot be negative.

Direct Proportion graphs To represent direct proportion the graph must start at the origin

When you have 0 pens this has 0 cost. The gradient shows the price per pen

A box of pens costs £2.30
Complete the table of values to show the cost of buying boxes of pens.

Boxes	0	1	2	3	8
Cost (£)		£2.30			

Year 9 Knowledge Organiser Half Term 1

YEAR 9 – REASONING WITH ALGEBRA...

Forming and Solving Equations

@whisto_maths

What do I need to be able to do?

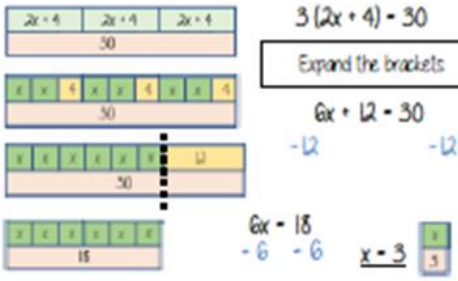
By the end of this unit you should be able to:

- Solve inequalities with negative numbers
- Solve equations with unknowns on both sides
- Solve inequalities with unknowns on both sides
- Substitute into formulae and equations
- Rearrange formulae

Keywords

Inequality: an inequality compares who values showing if one is greater than, less than or equal to another
Variable: a quantity that may change within the context of the problem
Rearrange: Change the order
Inverse operation: the operation that reverses the action
Substitute: replace a variable with a numerical value
Solve: find a numerical value that satisfies an equation

Solve equations with brackets (R)



$3(2x + 4) = 30$

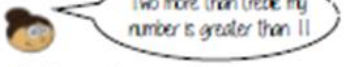
Expand the brackets

$6x + 12 = 30$
$-12 \quad -12$

$6x = 18$
$-6 \quad -6$

$x = 3$

Form and solve inequalities (R)



Find the possible range of values

$3x + 2 > 11$

Solve

$x \leftarrow -3 \leftarrow -2 \leftarrow 11$

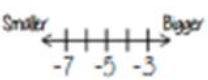
$x > 3$

Inequalities with negatives

Method 1 Make x postive first

$2 - 3x > 17$
$+3x \quad +3x$
$2 > 17 + 3x$
$-17 \quad -17$
$-15 > 3x$
$\div 3 \quad \div 3$
$-5 > x$

x is true for any value smaller than -5



✓ CHECK IT!
$2 - 3(-6) = 20$
TRUE/ CORRECT

Method 2 Keep the negative x

$2 - 3x > 17$
$-2 \quad -2$
$-3x > 15$
$\div -3 \quad \div -3$
$x > -5$

x is true for any value bigger than -5

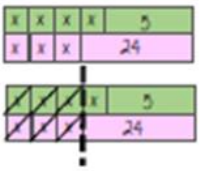
This cannot be true...

$x < -5$

When you multiply or divide x by a negative you need to reverse the inequality

Equations with unknown on both sides

$4x + 5 = 3x + 24$
$-3x \quad -3x$
$x + 5 = 24$
$-5 \quad -5$
$x = 19$



Inequalities with unknown on both sides

Solving inequalities has the same method as equations

$5(x + 4) < 3(x + 2)$
$5x + 20 < 3x + 6$
$2x + 20 < 6$
$2x < -14$
$x < -7$

Check it!

$5(-8 + 4) < 3(-8 + 2)$
$5(-4) < 3(-6)$
$-20 < -18$

✓ -20 IS smaller than -18

Formulae and Equations

Substitute in values

Formulae – all expressed in symbols → Equations – include numbers and can be solved

Rearranging Formulae (one step)

$x = y + z$

Rearrange to make y the subject

$y = x - z$

$y \longrightarrow +z \longrightarrow x$

$y \longleftarrow -z \longleftarrow x$

Using inverse operations or fact families will guide you through rearranging formulae

Rearranging can also be checked by substitution

Language of rearranging...

Change the subject

Make XXX the subject

Rearrange

Rearranging Formulae (two step)

In an equation (find x)

$4x - 3 = 9$
$+3 \quad +3$
$4x = 12$
$\div 4 \quad \div 4$
$x = 3$

In a formula (make x the subject)

$xy - s = a$
$+s \quad +s$
$xy = a + s$
$\div y \quad \div y$
$x = \frac{a + s}{y}$

The steps are the same for solving and rearranging

Rearranging is often needed when using $y = mx + c$

e.g. Find the gradient of the line $2y - 4x = 9$

Make y the subject first $y = \frac{4x + 9}{2}$

Gradient $= \frac{4}{2} = 2$

Year 9 Knowledge Organiser Half Term 1

YEAR 9 — REASONING WITH ALGEBRA...

Testing conjectures

@whisto_maths

What do I need to be able to do?

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

- Use factors, multiples and primes
- Reason True or False
- Reason Always, sometimes never true
- Show that reasoning
- Make conjectures about number
- Expand binomials
- Make conjectures with algebra
- Explore the 100 grid

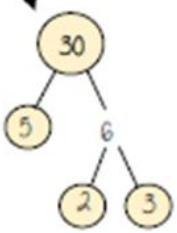
Keywords

Multiples: found by multiplying any number by postive integers
Factor: integers that multiply together to get another number.
Prime: an integer with only 2 factors
HCF: highest common factor (biggest factor two or more numbers share)
LCM: lowest common multiple (the first time the times table of two or more numbers match)
Verify: the process of making sure a solution is correct
Proof: logical mathematical arguments used to show the truth of a statement
Binomial: a polynomial with two terms
Quadratic: a polynomial with four terms (often simplified to three terms)

Factors, Multiples and Primes

R

Multiplication part-whole models



All three prime factor trees represent the same decomposition

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18
30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors are factors two or more numbers share

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54
12: 12, 24, 36, 48, 60

Common multiples are multiples two or more numbers share

True or False?

Conjecture

A pattern that is noticed for many cases

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

Counterexamples

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

Only one counterexample is needed to disprove a conjecture

Always, Sometimes, Never true.

Always — Every value always supports the statement

Sometimes — Examples show the statement being true and counter examples to show when it is false

Never — No example supports the statement

Examples to try
- 0 and 1
- Fractions
- Negative numbers

Show that

Numerical verification — Show the stages to a solution with numerical values

Algebraic verification — Show algebraic properties of the solution. You may want to use pictorial images to support this

Proof — Simple proofs using algebra

Compare the left hand side of an equation with the right hand side – are they the same or different?

Conjectures

Even $(2n)$ — Multiple of 2

Odd $(2n+1)$ — One more than any even

Use numerical verification first
Use pictorial verification – the representations of numbers of odd and even

Expanding binomials

$2(x+2) \equiv 2x+4$

Algebra tiles can represent a binomial expansion
Has two terms

Algebra tiles

Postive values

$(x+3)(x+3) \equiv x^2+6x+9$

This is a quadratic. It has four terms which simplified to three terms

The order of the binomial has no impact on the outcome.
e.g. $(x+3)(3+x)$

Exploring the 100 square

In terms of 'n' is used to make generalisations about relationships between numbers

Postions of numbers in relation to n form expressions
E.g one space to the right of n
$n+1$

E.g One row below n
$n+10$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The size of the grid for generalisation changes the relationship statements

Year 9 Knowledge Organiser Half Term 1

YEAR 9 – CONSTRUCTING IN 2D/3D...

3D Shapes

@whisto_maths

What do I need to be able to do?

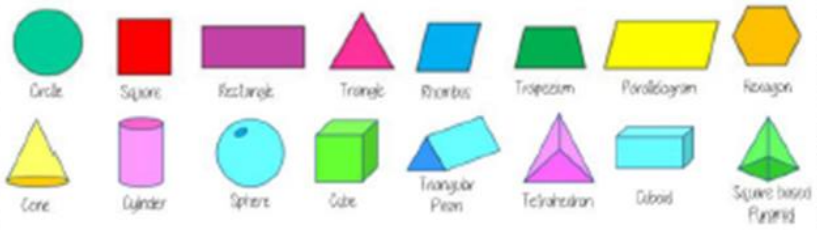
By the end of this unit you should be able to:

- Name 2D & 3D shapes
- Recognise Prisms
- Sketch and recognise nets
- Draw plans and elevations
- Find areas of 2D shapes
- Find Surface area for cubes, cuboids, triangular prisms and cylinders
- Find the volume of 3D shapes

Keywords

2D: two dimensions to the shape e.g length and width
3D: three dimensions to the shape e.g length, width and height
Vertex: a point where two or more line segments meet
Edge: a line on the boundary joining two vertex
Face: a flat surface on a solid object
Cross-section: a view inside a solid shape made by cutting through it
Plan: a drawing of something when drawn from above (sometimes birds eye view)
Perspective: a way to give illustration of a 3D shape when drawn on a flat surface.

Name 2D & 3D shapes



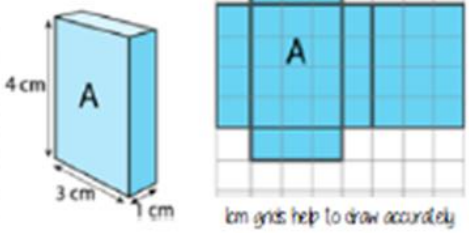
Recognise prisms

A solid object with two identical ends and flat sides

The cross section will also be identical to the end faces

A cylinder although with very similar properties does not have flat faces so is not categorised as a prism

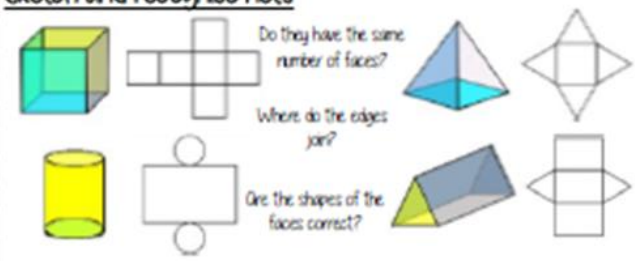
Nets of cuboids



1cm grids help to draw accurately

Visualise the folding of the net. Will it make the cuboid with all sides touching

Sketch and recognise nets

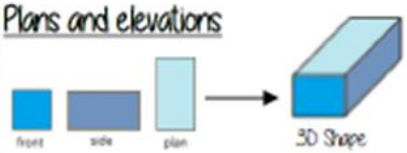


Do they have the same number of faces?

Where do the edges join?

Are the shapes of the faces correct?

Plans and elevations



The direction you are considering the shape from determines the front and side views

Area of 2D shapes

R

Rectangle
Base x Height

Triangle
½ x Base x Perpendicular height

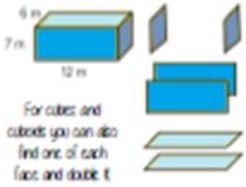
Parallelogram/ Rhombus
Base x Perpendicular height

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

Area of a circle
$\pi \times radius^2$

Surface area

Sketching nets first helps you visualise all the sides that will form the overall surface area



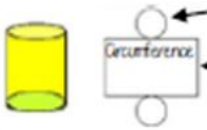
Sides	6 x 7 6 x 7
Front and back	12 x 7 12 x 7
Top and Bottom	12 x 6 12 x 6

Sum of all these surface area

For cubes and cuboids you can also find one of each face and double it

For other shapes - not all the sides are the same, so calculate the individually

Surface area - cylinders



The area of the circle
$\pi \times radius^2$

The width of this face is the same as the circumference
$\pi \times diameter \times height$

$2 \times \pi \times radius^2 + \pi \times diameter \times height$

Volumes

Volume is the 3D space it takes up – also known as capacity if using liquids to fill the space

Counting cubes
Some 3D shape volumes can be calculated by counting the number of cubes that fit inside the shape.

Cubes/ Cuboids - base x width x height

Remember multiplication is commutative

Cross section

Cross section

Prisms and cylinders
- area cross section x height

Height can also be described as depth

Areas – square units
Volumes – cube units

Areas and volumes can be left in terms of pi π

Year 9 Knowledge Organiser Half Term 2

YEAR 9 – CONSTRUCTING IN 2D/3D...

Constructions & congruency

@whisto_maths

What do I need to be able to do?

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

- Draw and measure angles
- Construct scale drawings
- Find locus of distance from points, lines, two lines
- Construct perpendiculars from points, lines, angles
- Identify congruence
- Identify congruent triangles

Keywords

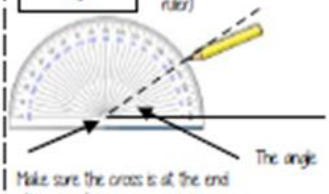
Protractor: piece of equipment used to measure and draw angles
Locus: set of points with a common property
Equidistant: the same distance
Discorectangle: (a stadium) – a rectangle with semi circles at either end
Perpendicular: lines that meet at 90°
Arc: part of a curve
Bisector: a line that divides something into two equal parts
Congruent: the same shape and size

Draw and measure angles

R

Draw a 35° angle

Make a mark at 35° with a pencil and join to the angle point (use a ruler)



The angle

Make sure the cross is at the end of the line (where you want the angle)

Scale drawings

R

A picture of a car is drawn with a scale of 1:30

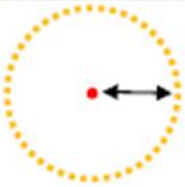
For every 1cm on my image is 30cm in real life

The car image is 10cm

Image :	Real life
1cm :	30cm
10cm :	300cm

×10 ×25

Locus of a distance from a point

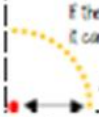


All points are equidistant (the same distance) from the fixed point in the middle

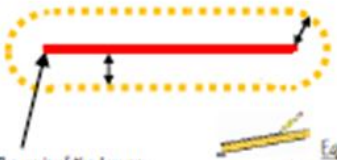
Equipment needed

The radius is the distance from the fixed point

If the point is in the corner it can only make a quarter circle



Locus of a distance from a straight line



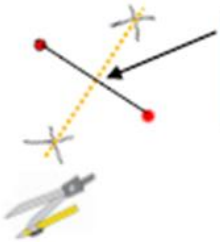
All points are equidistant (the same distance) from line

The ends of the line are fixed points

Equipment needed

The line is straight so a ruler is used for the straight lines parallel to your original line

Locus equidistant from two points



Also a perpendicular bisector

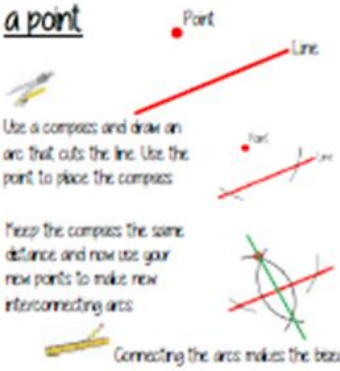
Because if the points are joined, the new line intersects it at a 90°

Join the intersections with a ruler

All points on this line are equidistant from both points

Keep the compass the same size and draw two arcs from each point

Construct a perpendicular from a point



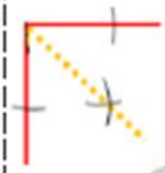
Use a compass and draw an arc that cuts the line. Use the point to place the compass

Keep the compass the same distance and now use your new points to make new intersecting arcs

Connecting the arcs makes the bisector

If P is a point on the line the steps are the same

Locus of a distance from two lines



Also an angle bisector

The cuts the angle in half

From the angle vertex draw two arcs that cut the lines forming the angle

Keep the compass the same size and use the new arcs as centres to draw intersecting arcs in the middle

Join the vertex to the intersection

Congruent figures

Congruent figures are identical in size and shape – they can be reflections or rotations of each other

Congruent shapes are identical – all corresponding sides and angles are the same size

$A\hat{C}B = K\hat{M}L$

Because all the angles are the same and AC=KM BC=LM triangles ABC and KLM are congruent

Congruent triangles

Side-side-side

All three sides on the triangle are the same size

Angle-side-angle

Two angles and the side connecting them are equal in two triangles

Side-angle-side

Two sides and the angle in-between them are equal in two triangles (it will also mean the third side is the same size on both shapes)

Right angle-hypotenuse-side

The triangles both have a right angle, the hypotenuse and one side are the same

Constructing Triangles

Link to steps

R

Side, Angle, Angle

Side, Angle, Side

Side, Side, Side

Year 9 Knowledge Organiser Half Term 2

YEAR 9 — REASONING WITH NUMBER...

Numbers

@whisto_maths

What do I need to be able to do?

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

- Identify integers, real and rational numbers
- Work with directed number
- Solve problems with number
- Find HCF/ LCM
- Add/ Subtract fractions
- Multiply/ Divide fractions
- Write numbers in standard form

Keywords

Integer: a whole number that is positive or negative
Rational: a number that can be made by dividing two integers
Irrational: a number that cannot be made by dividing two integers
Inverse operation: the operation that reverses the action
Quotient: the result of a division
Product: the result of a multiplication
Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number

Integers, real and rational numbers

Rational – root word: ratio

Real numbers: $\frac{2}{3}$ stems from 2.1 ($\frac{2}{3}$ of the whole)

Irrational numbers: $\sqrt{2}$ the solution is a decimal that never ends and does not repeat.

The square root of a negative is not a real number and cannot be found.

HCF/LCM R

1 is a common factor of all numbers

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18
30: 1, 2, 3, 5, 6, 10, 15, 30

HCF = 6

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54
12: 12, 24, 36, 48, 60

LCM = 36

The first time their multiples match

Standard form R

Any number between 1 and less than 10 → $A \times 10^n$ ← Any integer

$6 \times 10^5 + 8 \times 10^5$

= 600000 + 800000
= 1400000
= 1.4×10^6

$(1.5 \times 10^3) \div (0.3 \times 10^3)$

$1.5 \div 0.3 \times 10^3 \div 10^3$
= 5×10^2

Directed number R

Addition

$2 + -4 = -2$

Zero pair (-1 + 1 = 0)

Two "−1" left = −2

Generalisation: + − = −

Subtraction

= 2

Representation for calculation

"Subtract" – means take away or remove

$2 - -1 = 3$

Take away one

= 3

Start with the representation of 2

Generalisation: − − = +

Multiplication

● = −1
● = 1

The act of making counters into their negative is turning them over

$-2 \times -3 = 6$

Divisions are the inverse operations

a = 5
b = −4

Brackets around negative substitutions helps remove calculation errors

$2a - b = 2 \times 5 - (-4) = 10 + 4 = 14$

Addition/ Subtraction of fractions R

$\frac{4}{5} - \frac{2}{3}$

$\frac{12}{15} - \frac{10}{15} = \frac{2}{15}$

Use equivalent fractions to find a common multiple for both denominators

Multiplication/ Division of fractions R

$\frac{3}{4} \times \frac{2}{3}$

Shade in 3 parts

Repeat it on the many rows

This many columns

This many rows

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$

Parts shaded

Total number of parts in the diagram

Modelled:

3

4

Remember to use reciprocals

$\frac{2}{5} \div \frac{3}{4}$

$\frac{2}{5} \times \frac{4}{3}$

Multiplying by a reciprocal gives the same outcome

Represented

$= \frac{8}{15}$

Year 9 Knowledge Organiser Half Term 2

Year 9

MATHS

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Straight line graphs

All of the points on the line $y = x$ have something in common. What is it?

What is the equation of the x-axis?

What is the equation of the y-axis?

Forming and solving equations

What is the difference between an equation and an inequality?

Testing conjectures

What's the difference between a factor and multiple? Can one number be both a factor and a multiple?

Three dimensional shapes

What is a dimension?

What are the main differences between 2-D and a 3-D shapes?

Year 9

MATHS

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Straight line graphs			
2	Forming and solving equations			
3	Testing conjectures			
4	Three dimensional shapes			
5				
6				
7				
8				
9				
10				

High Flyers - Enrichment Task

Which of the numbers are factors of 12 and which are multiples of 12?
Are any of the numbers both factors and multiples of 12?

1 6 36 12 4 48 30

List the first 10 prime numbers.
Which numbers between 40 and 60 are prime?
Explain how you can tell by looking at some numbers whether or not they are prime.

Year 10

KING'S LYNN ACADEMY

Science

Year 9

Term 6

Physics
Waves

Biology
Human interaction

Term 5

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Heating

Chemistry
Using Resources

Term 4

Chemistry
Matter and Energy

Biology
Organ systems

Term 3

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Acceleration

Term 2

Chemistry
Periodic Table

Biology
Growth

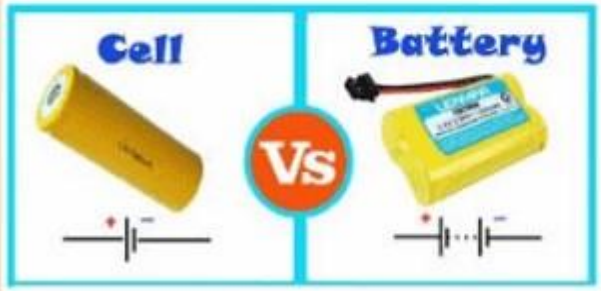
Term 1

Welcome back to KLA your Journey continues

Notes

Electrical energy: Big ideas

Energy



What expert understanding do we want after 5 years?

Energy is conserved
Big idea

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?

Electric charge
Key Concept

Particles can lose or gain electrons and become charged. Charged particles experience a force from each other.

Sub-concepts

Charged/static electricity, electric field

Facts

- The difference between an electrical conductor and insulator
- When materials are rubbed together, electrons move from one surface to the other, which charges the objects
- Two similarly charged objects repel, two differently charged objects attract

Potential difference
Key Concept

A battery / cell gives electrons an electrical push and pull. It transfers energy to the circuit components.

Facts

- Voltmeters measure potential difference in Volts (V)
- Voltage is another word for potential difference

Met**re** (m) = a measurement of distance
Millimetre (mm) = 1/1000th of a metre
Kilometre = 1000 metres

Met**er** = a measuring device. e.g. voltmeter, ammeter, thermometer.

	Know the facts		Key words
1	Like (same) charges repel and opposite charges attract. When materials gain electrons they become negatively charged respectively (losing electrons means they become positively charged).	1	**Negatively charged:** An object that has gained electrons as a result of the charging process.
2	Smaller distance = stronger attraction or repulsion. Bigger distance = weaker attraction or repulsion.	2	**Positively charged:** An object that has lost electrons as a result of the charging process.
3	Electric force is a non-contact force. A non-contact force is a force which acts on an object without physically coming into contact with it.	3	**Electrons:** Tiny particles which orbit the nucleus of an atom and carry a negative charge.
4	An electric charge creates an electric field around it.	4	**Electric force:** The force when charged objects interact with one another.
5	Batteries / cells add voltage to a circuit while components such as bulbs add resistance.	5	**Static electricity:** Imbalance of electric charges between materials.
6	When the proportion of batteries / cells is lower than components, the current is lower. If the proportion of batteries is higher than bulbs the current is higher. If the proportion is 1:1, then the current stays the same.	6	**Current:** Current is the flow of electrons in a circuit. It is measured in Amps (A).
7	Ohm's Law says that voltage = current x resistance. So current = voltage / resistance and resistance = voltage / current	7	**Voltage:** a measure of the difference in electrical energy between two parts of a circuit. It is measured in volts (V).
8	In a series circuit, the battery / cell voltage is shared between all the components, but the current stays the same all around the circuit.	8	**Resistance:** a measure of how difficult it is for current to flow. Resistance is measured in units called ohms (Ω).
9	When you connect two bulbs (lamps) in parallel each has same voltage as the battery / cell. The voltage is not shared (unlike when connected as a series circuit).	9	**Voltmeter:** Measures the voltage within a circuit. You need to connect a voltmeter in parallel.
10	The battery / cell is a store of chemical energy, which can be transferred into electrical energy.	10	**Ammeter:** Measure the current within a circuit. You need to connect an ammeter in series.

Key questions	
1	A teacher hangs two balloons from the ceiling. They move apart. What conclusion can you draw about the charge on each balloon? Give a reason.
2.	Draw the symbols for a cell, voltmeter, ammeter and bulb (lamp).
3	What energy store does a battery / cell have?
4.	Is the current for a circuit with 5 bulbs (lamps) and a battery of 2 cells high or low?
5.	What is the difference between a parallel and series circuit, in terms of voltage being shared between the components?
6	A series circuit has a 10V battery / cell and 2 bulbs (lamps). What is the voltage for each bulb (lamp)?
7	A parallel circuit has a 10V battery / cell and 2 bulbs (lamps). What is the voltage for each bulb (lamp)?

Introduction to electricity

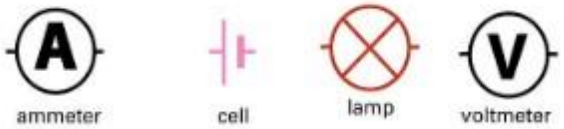
Series circuits

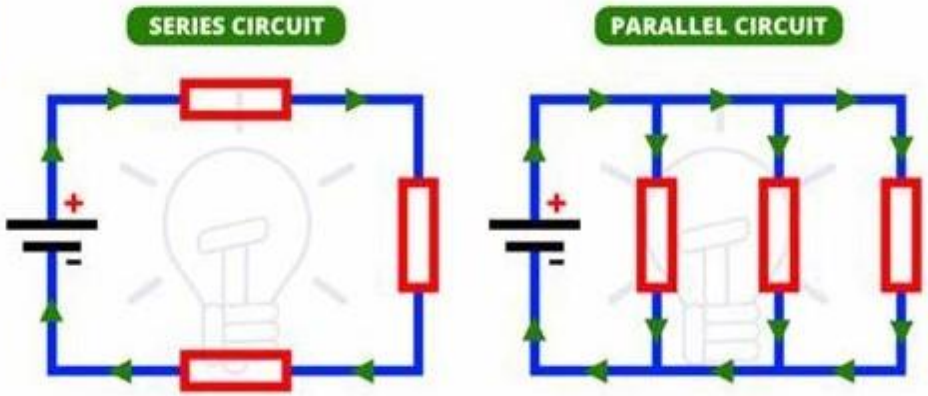
Static electricity

Extra support can be found at these BBC bitesize links

Parallel circuits

Notes

Answers to Key questions	
1	A teacher hangs two balloons from the ceiling. They move apart. What conclusion can you draw about the charge on each balloon? **Give a reason. The charges must be same (both positive or both negative). Like charges repel (push away) and opposite charges attract.**
2.	Draw the symbols for a cell, voltmeter, ammeter and bulb (lamp) 
3	What energy store does a battery have? **Chemical**
4.	Is the current for a circuit with 5 bulbs and 2 batteries high or low? **2 : 5 = low**
5.	What is the difference between a parallel and series circuit when looking how voltage is shared between the components? **Parallel – voltage will be the same as the battery / cell across each of the components. Series – voltage from the battery / cell will be shared across the components.**
6	A series circuit has a 10V battery and 2 bulbs (lamps). What is the voltage for each bulb? **10V shared across 2 lamps = 5V each.**
7	A parallel circuit has a 10V battery and 2 bulbs. What is the voltage for each bulb? **10V always the same across components = 10V each.**



Notes

Growth and Differentiation: Big ideas

Notes

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 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. 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?

Cell Transport
Key Concept

There are three processes that transfer matter into and out of cells. These movements allow life processes to take place

Sub-concepts

Diffusion, Osmosis, Active Transport, cell specialisation

Facts

Surface Area, volume, ratio, specific examples of cell specialisation.

Cell Division
Key Concept

In multicellular organisms, cell division is essential for growth, development, and repair. Cells differentiate to form specialised cells that perform diverse functions. Stem cells can be used to treat medical conditions

Sub-concepts

Differentiation, Uses of stem cells, cell cycle

Facts

Culturing microorganisms, Mitosis, Stem cells

Know the facts		Key words	
1	Increasing the temperature increases the rate of diffusion. The particles have more kinetic energy so move at a higher speed /velocity.	1	**Diffusion**: Movement of particles from an area of high concentration to an area of low concentration.
2	In the intestines, villi and microvilli increase the surface area to volume ratio which increases the rate of diffusion.	2	**Osmosis**: Movement of water particles from an area of high concentration to an area of low concentration through a selectively permeable membrane.
3	Within the lungs the walls of the capillary blood vessels are one cell thick, providing a short diffusion pathway and increasing the rate of diffusion.	3	**Active transport**: Movement of particles from an area of low concentration to an area of high concentration through a selectively permeable membrane, using carrier proteins which need to use energy.
4	Stem cells are unspecialised cells that can differentiate into other cell types.	4	**Cell cycle**: Where a stem cell replicates its DNA and divides (mitosis) to produce two genetically identical daughter cells.
5	The main advantage of an electron microscope is it has a higher resolution and magnification compared to a light microscope so smaller structures like the mitochondria can be viewed.	5	**Stem Cell**: Stem cells are unspecialised cells that can differentiate into other cell types.
6	The advantages of a light microscope are the cells are alive and can be seen in colour.	6	**Magnification**: Ability to make small objects seem larger, such as making a microscopic organism visible.
7	The disadvantages of an electron microscope are that the cells have to be killed, and they do not produce coloured images.	7	**Resolution**: Ability to distinguish two objects from each other. High resolution provides a clearer image.
8	The disadvantage of a light microscope is low magnification and resolution.	8	**Chromosome**: Thread-like structures made of DNA located inside the nucleus of animal and plant cells.
9	When using a light microscope, you will need to stain the cells, as most cells are colourless.	9	**Mitosis:** Where a single cell divides to form two genetically identical cells (two daughter cells).

Notes

Key questions	
1	Why does the DNA in a cell need to replicate before mitosis?
2.	What is meant by a selectively permeable membrane?
3	Name at least one similarity between diffusion and active transport.
4.	Name at least one difference between diffusion and active transport.
5.	Why would a human embryo have many stem cells?
6.	What is an advantage and disadvantage of a light microscope?
7	What is an advantage and disadvantage of an electron microscope?
8	What equation links magnification, image size and size of real object?
9	What are the ethical issues for using human embryonic stem cells in scientific research?

Cell division

Cell transport

Microscopes

Extra support can be found at these BBC bitesize links

Notes

Answers to Key questions	
1	Why does the DNA in a cell need to replicate before mitosis? **All daughter cells need to be genetically identical, and so need a full set of chromosomes.**
2.	What is meant by a selectively permeable membrane? **The membrane only allows certain molecules into and out of the cell. Sometimes particles will undergo diffusion or osmosis, sometimes they will experience active transport**.
3	Name at least one similarity between diffusion and active transport. **(1) Molecules will move from an area of higher concentration (of the specific molecule) to an area of lower concentration (of the specific molecule) until they reach equilibrium. (2) No energy is needed. (3) Both take place across a selectively permeable membrane.**
4.	Name at least one difference between diffusion and active transport? **(1) In diffusion, molecules will move from an area of higher concentration (of the specific molecule) to an area of lower concentration (of the specific molecule), whereas in active transport, molecules will move from an area of LOWER concentration (of the specific molecule) to an area of HIGHER concentration. (2) In diffusion, no energy is needed, but energy IS needed for active transport.**
5.	Why would a human embryo have many stem cells? **Different stem cells will differentiate into different specialised cells and tissues**.
6.	What is an advantage and disadvantage of a light microscope? **Cells are alive and can be seen in colour. A disadvantage is that the image can have a low resolution (clarity) if it is highly magnified.**
7	What is an advantage and disadvantage of an electron microscope? **Advantages - higher resolution and (usually) magnification. Disadvantages - cells have to be killed, no coloured images, they are expensive and you would need special training to use them.**
8	What equation links Magnification, Image size and size of real object? **(The I AM triangle…) Image size = actual size x magnification.**
9	What are the ethical issues for using human embryonic stem cells in scientific research? **1. embryos could come to be viewed as a commodity, and not as an embryo that could develop into a person. 2. at what stage of its development should an embryo be regarded as, and treated as, a person? 3. for therapeutic cloning, is it right to create embryos for therapy, and destroy them in the process?**

Notes

Matter

Periodic Table: Big ideas

Notes

What expert understanding do we want after 5 years?

Structure determines properties
Big idea

The properties of a substance depend upon the type of atoms it contains and the strength of the bonds holding them together. The properties determine the uses the substance is suitable for.

How does the unit develop this?

Periodic Patterns
Key Concept

The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the periodic table provide a good example of how scientific ideas and explanations develop over time as new evidence emerges.

Sub-concepts

Groups and Periods

Facts

- Reactions of group1,7 0
- Transition Metals (Chemistry only)

Subatomic Particles
Key Concept

The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels. The model of the atom used by scientists has changed over time.

Sub-concepts

Different models of the atom
Atomic and Electronic structure

Facts

- Subatomic particles are the proton, neutron and electron.
- Atomic Number and Mass Number

	Know the facts		Key words
1	The number of electrons in the outer shell is equal to the Periodic Table group (column) number.	1	**Negatively charged ion:** An object that has gained electrons as a result of the charging process.
2	The number of shells an atom has is equal to the Periodic Table period (row) it is in.	2	**Positively charged ion:** An object that has lost electrons as a result of the charging process.
3	The electronic potential configuration for an atom is 2,8,8,18.	3	**Electrons:** Tiny particles which orbit the nucleus of an atom in 'shells'. They carry a negative (-1) charge.
4	The bottom (smaller) number of an atom symbol is the atomic number which is the number of protons, identifying the element. The top (larger) number is the mass number - which is the number of protons and neutrons in the nucleus.	4	**Protons:** Tiny particles which are part of the nucleus of an atom and carry a positive (+1) charge.
5	Mendeleev developed his periodic table by leaving gaps for undiscovered elements.	5	**Neutrons:** Tiny particles which are part of the nucleus of an atom and carry a neutral (0) charge.
6	JJ Thompson developed the Plum pudding model which said the atom was a ball of positive charge with electrons embedded in it.	6	**Halogens:** The elements found in group 7 of the periodic table. Their reactivity decreases as you go down the group.
7	Rutherford fired alpha particles at a thin sheet of gold and the movement of the particles showed a lot of the atom was empty space and there was a charged nucleus.	7	**Alkali metals:** The metallic elements found in group 1 of the periodic table. Their reactivity increases as you go down the group.
8	Bohr developed the most recent and most accepted atomic model consisting of a nucleus containing protons and neutrons with shells where electrons orbit the nucleus.	8	**Noble gases:** Elements found in group 8/0 of the periodic table. They are unreactive as they have a full outer shell of electrons
9	Group 1 elements (metals) are very reactive. Reactivity increases down the group. This is because more shells mean that the outer electron is lost more easily.	9	**Period:** A row across the Periodic Table. Similar properties occur at regular intervals
10	Group 7 elements are very reactive. Reactivity decreases down the group. This is because more shells are added so the positive nucleus has more shielding, and less of an attraction to electrons.	10	**Atomic number:** Number of protons found in an atom. Identifies the element.
11	Noble gases are unreactive as they have a full outer shell of electrons.	11	**Mass number:** Number of protons and neutrons found in the atom's nucleus.

Notes

_____

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_____

_____

	Key questions
1	What happens to the reactivity of group 1 as you go down the group? Why?
2.	What happens to the reactivity of group 7 as you go down the group? Why?
3	Why are noble gases unreactive?
4.	Describe the plum pudding model.
5.	What experiment did Rutherford do and what did it show?
6.	Describe Bohr's atomic model.
7	Calcium has 20 electrons, what is the electronic configuration?
8	What observations would you notice when reacting potassium with water?

Development of the periodic table and electron configuration.

Atomic models and structure

Group 1- Alkali metals

Group 7- Halogens

Extra support can be found at these BBC bitesize links

Notes

Answers to Key questions	
1	What happens to the reactivity of group 1 as you go down the group? Why? **Reactivity increases. This is because there are more energy levels / electron shells, and the outer electron is lost more easily.**
2.	What happens to the reactivity of group 7 as you go down the group? Why? **Reactivity decreases. This is because there are more energy levels / electron shells, and the positive nucleus isn't as attractive to negative electrons.**
3	Why are noble gases unreactive? **They have a complete outer electron shell.**
4.	Describe the plum pudding model. **Atoms are spheres of positive charge with negative electrons dotted around inside.**
5.	What experiment did Rutherford do and what did it show? **He fired beams of positively-charged alpha particles at very thin gold foil. These particles should have passed straight through, according to the plum pudding model. However, many of them changed direction, proving that the plum pudding model was incorrect.**
6.	Describe Bohr's atomic model. A **small, positively charged central nucleus with negative electrons orbiting in at specific fixed distances from the nucleus.**
7	Calcium has 20 electrons, what is the electronic configuration? **2, 8, 8, 2**
8	What observations would you notice when reacting potassium with water? **The metal melts and floats. It moves around very quickly on the surface of the water. The metal self-ignites, which also ignites the hydrogen gas and results in sparks and a lilac flame. There is sometimes a small explosion at the end of the reaction. If UI is added to the water, then the UI will change colour from green to blue /purple.**

Notes

Year 9

Science

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Particles can lose or gain electrons and become charged. Charged particles experience an electrostatic force from each other.			
2	A battery gives electrons an electrical push and pull. It transfers energy to the circuit components and adds voltage, Adding components such as bulbs (lamps) adds resistance.			
3	The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties.			
4	The historical development of the periodic table provides a good example of how scientific ideas and explanations develop over time as new evidence emerges. Mendeleev developed the periodic table by leaving gaps for undiscovered elements.			
5	The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels. Elements in the modern periodic table are arranged by increasing atomic (proton) number.			
6	The model of the atom used by scientists has changed over time with the following milestones: Plum pudding model, Rutherford's nuclear model and then Bohr's planetary model with energy levels.			
7	Three processes transfer matter into and out of cells: Diffusion, osmosis and active transport. These movements allow life processes to take place.			
8	In multicellular organisms, cell division is essential for growth, development, and repair. Cells differentiate to form specialised cells that perform diverse functions.			
9	Stem cells can be used to treat medical conditions.			

High Flyers - Enrichment Task

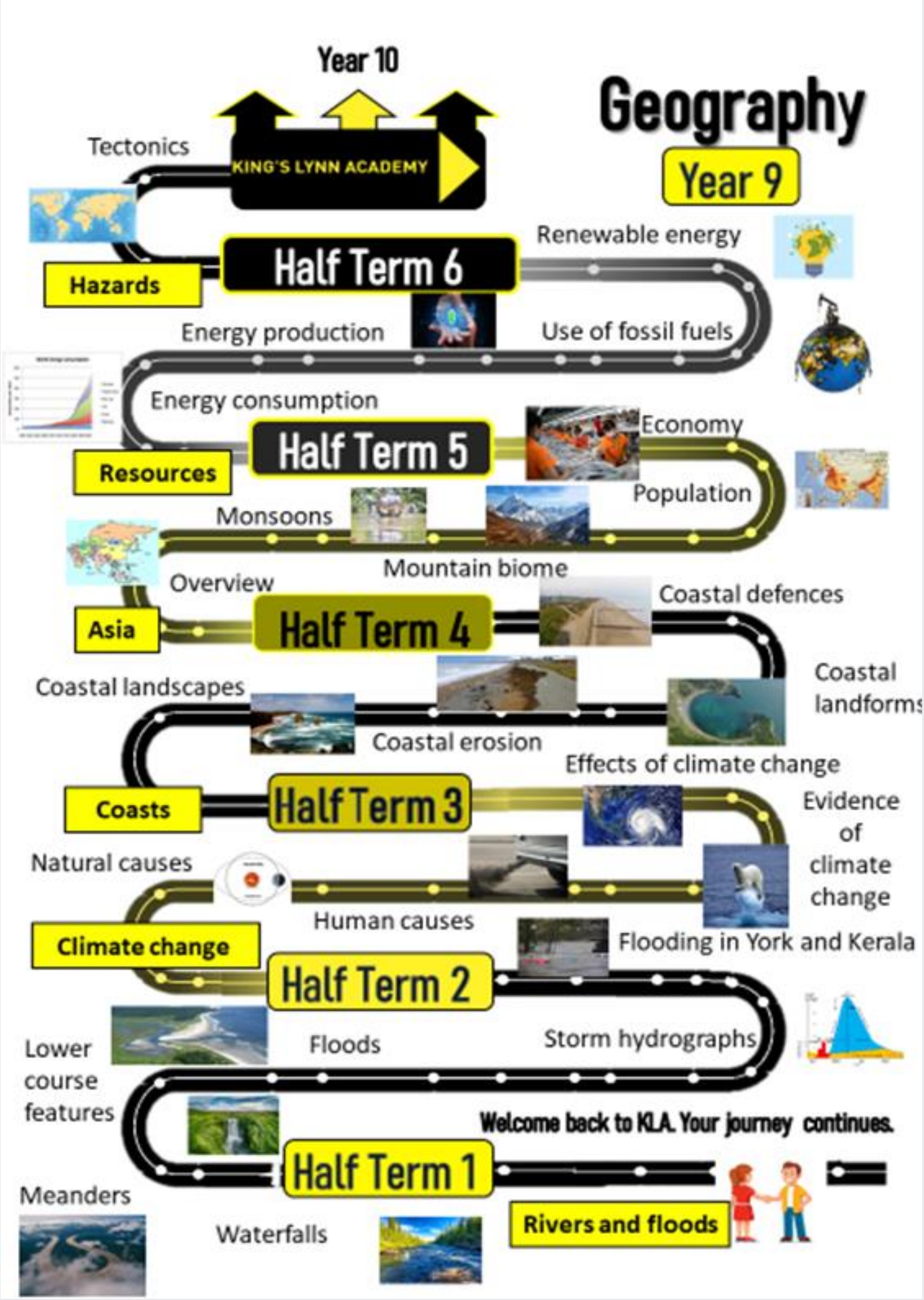
Discuss the arguments for and against stem cells research using embryonic and adult stem cells in your answer (6 marks).

Compare the physical and chemical properties of group 7 and group 0 elements in your answer, use ideas about electronic structure to explain differences in chemical properties (6 marks)

Compare the differences and similarities between parallel and series circuits using current, resistance and voltage in your answer (6 marks)

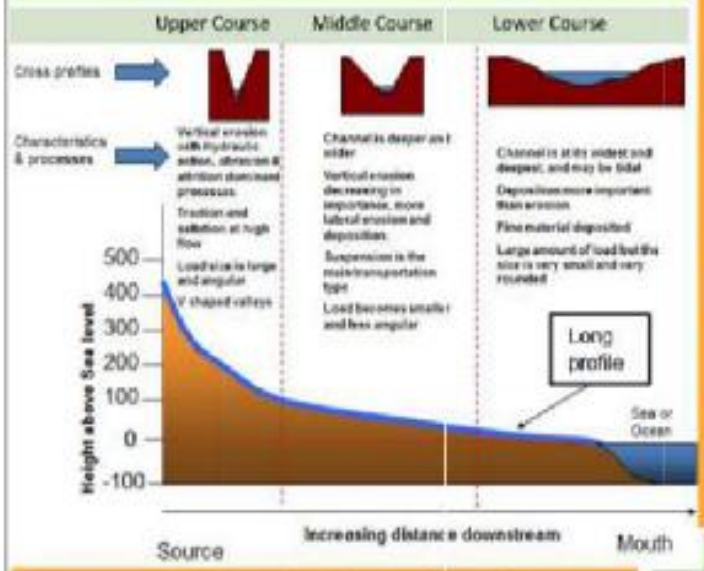
NEXT STEPS:

FEED FORWARD:


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

Rivers & Floods | Year 9 | Autumn Term 1

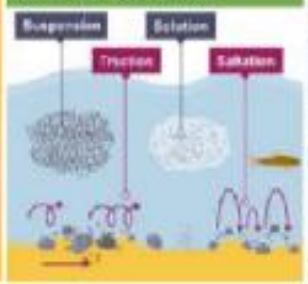
Long profile of a "typical" river



Causes of flooding - PHYSICAL: precipitation; geology (how permeable the rocks are); gradient (how steep the slopes are) **HUMAN:** urbanisation; deforestation; agriculture

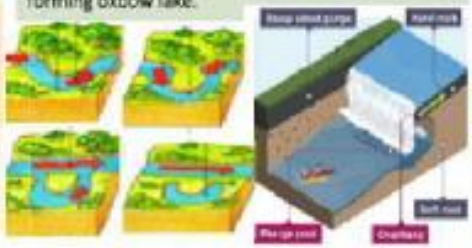
River erosion

River transportation



Oxbow lake

1) Erosion of outer bank forms river cliff, deposition on inner bank forms slip-off slope 2) Increased erosion narrows meander neck. 3) Erosion breaks through neck, shortening river's course. 4) Evaporation and deposition separate the meander, forming oxbow lake.



Rivers can generate electricity through large-scale hydroelectric power stations and small-scale micro-hydro projects. Micro-hydro has many environmental and socio-economic benefits.

Flood: York 2015	Flood: Kerala 2018
Causes: steep relief; low-interception vegetation; saturated soil; heavy rain; agriculture; urbanisation; flood defences overwhelmed	Heavier than usual rain; dams opened; urbanisation; deforestation & quarrying; poor flood management
Effects: £5 bn damage; 160 businesses flooded; 450 homes flooded; pollution from dirty water	US$4 bn damage; 500 deaths; 1 mn homeless; pollution from dirty water; loss of tourism

Keywords

Drainage basin	An area of land that is drained by a river and its tributaries
Watershed	The edge of a drainage basin, that separates drainage basins.
Tributary	A small stream or river that joins a larger one
Confluence	The point at which a tributary joins a larger river
Source	The start of a river
Mouth	The end of a river, usually where the river flows into the sea
Cross profile	A cross-section of the river valley (a "slice" across the river channel and its valley)
Long profile	The change in gradient (steepness) with distance downstream.
Erosion	Natural materials (such as rocks) are broken down and transported away by natural forces,. River erosion includes: lateral erosion (sideways); vertical erosion (downwards); attrition (A); abrasion (B); solution (C); hydraulic action (D).
Transportation	A river carries material away from the material's origin. River transportation includes: traction; saltation; suspension; solution.
Load	The material that a river transports (carries) and deposits
Deposition	When a river loses energy it will stop carrying some of its load.
River landform	A formation that is created by a river. For example: v-shaped valley; waterfall/gorge; meander; oxbow lake; estuary; delta.
Storm hydrograph	A graph that plots rainfall and river discharge (the amount of water flowing at a particular point in m^3 per second) over time.

Waterfall & steep-sided gorge

1) River flows over rock of different resistances (hard rock and soft rock) 2) River erodes soft rock more easily, creating a step 3) Hard rock is undercut, leaving an overhang that collapses eventually 4) Waterfall retreats as process repeats continuously, creating a steep-sided gorge.

Climate Change

WHAT IS CLIMATE?

- Climate is the average weather in a place. It tells us what the weather is usually like.
- Climate is worked out by taking weather measurements over a long period of time (usually 30 years) and then calculating the average i.e. of temperature and rainfall.
- Weather is what you get on a day-to-day basis!

WHAT IS CLIMATE CHANGE?

A change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels!

EVIDENCE FOR CLIMATE CHANGE

ANALYSIS OF POLLEN AND TREES

Allows us to see if more or less pollination has taken place. More pollen would suggest a warmer climate as there would be more pollen and less pollen would indicate the opposite.

WEATHER RECORDINGS

Thermometers are more accurate now and digital readings can be recorded remotely. This means you can easily tell if the climate has changed as you can compare different dates at different times.

ICE CORES

Locked inside ice are molecules and trapped air, which are preserved year on year with more snowfall. Subtle changes in temperature can be measured from ice cores extracted in Antarctica. These can be used to tell the climate from millions of years ago.

ROCKS AND FOSSILS

These can be studied for information covering longer time periods Eg. limestone would have been formed on the bottom of a warm seabed millions of years ago. Telling us what climate was like when first created

NATURAL CAUSES OF CLIMATE CHANGE

ORBITAL THEORY

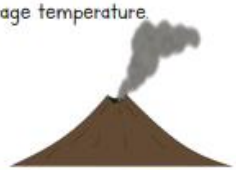
- The Earth's orbit is sometimes circular, and sometimes more of an ellipse (oval)
- The Earth's axis tilts. Sometimes it is more upright, and sometimes more on its side.
- The Earth's axis wobbles, like a spinning top about to fall over.

SUNSPOT THEORY

- The Sun's output is not constant. Cycles have been detected that reduce or increase the amount of solar energy.
- Temperatures are greatest when there are plenty of sunspots – because it means other areas of the Sun are working even harder!

THE ERUPTION THEORY

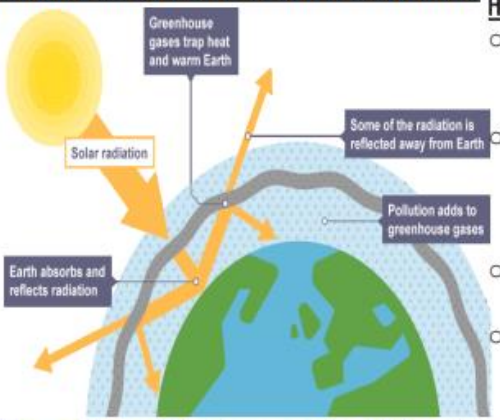
- Volcanic eruptions produce ash and sulphur dioxide gas. This is circulated globally by high level winds.
- The blanket of ash and gas will stop some sunlight reaching the Earth'.
- Instead, the sunlight is reflected off the ash/gas, back into space.
- This cools the planet and lowers the average temperature.



HUMAN CAUSES OF CLIMATE CHANGE

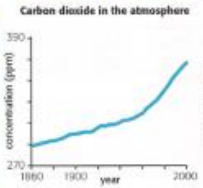
THE GREENHOUSE EFFECCT

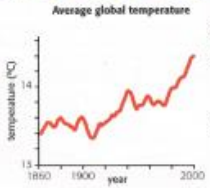
- A natural function of the Earth's atmosphere is to keep in some of the heat that is lost from the Earth.
- The atmosphere allows the heat from the Sun (short-wave radiation) to pass through to heat the Earth's surface.
- The Earth's surface then gives off heat (long-wave radiation).
- This heat is trapped by **greenhouse gases** (eg methane, carbon dioxide and nitrous oxide), which radiate the heat back towards Earth.
- This process heats up the Earth.



HUMAN FACTORS INCREASING WARMING

- Burning fossil fuels, eg coal, gas and oil - these release carbon dioxide into the atmosphere.
- Deforestation - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere.
- Dumping waste in landfill - when the waste decomposes it produces methane.
- Agriculture - agricultural practices lead to the release of nitrogen oxides into the atmosphere.





- Carbon dioxide (CO_2) is a greenhouse gas.
- As technology has developed and the population on earth has increased, the amount of CO_2 has increased since 1860.
- Data clearly shows that although temperatures have fluctuated since 1960, the general pattern is that global temperatures have increased as CO_2 levels rise

IMPACTS OF CLIMATE CHANGE

UK

- Crops such as oranges, grapes and peaches can be grown in the UK
- Winter heating costs will be reduced as winters will be milder
- Accidents on the roads in winter will be less likely to occur
- Sea levels could rise, covering low lying areas, in particular east England
- Scottish ski resorts may have to close due to lack of snow
- Droughts and floods become more likely as extreme weather increases
- Increased demand for water in hotter summers puts pressure on water supplies

WORLDWIDE

- Energy consumption may decrease due to a warmer climate
- Longer growing season for agriculture
- Frozen regions such as Canada may be able to grow crops
- Sea level rise will affect 80 million people
- tropical storms will increase in magnitude (strength)
- Species in affected areas (eg Arctic) may become extinct
- Diseases such as malaria increase, an additional 280 million people may be affected

But the negative impacts of climate change will significantly outweigh the positives.

ADAPTING TO CLIMATE CHANGE

Adaptation strategies do not aim to reduce or stop global warming. Instead they aim to respond to climate change by limiting its negative effects. Strategies include:

- **AGRICULTURE** - farmers will have to adapt as some crops may not be able to grow in a warmer climate. However, other crops (e.g. oranges and grapes) will be able to be planted.

- **WATER SUPPLY** - water transfer schemes could be used. This is where water is transferred from an area of water surplus to an area of water shortage.

- **REDUCING RISK FROM SEA LEVEL RISE** - areas at risk from sea level rise may use sea defences to protect the land from being eroded away.

CLIMATE CHANGE ACTIVISM

Climate change activism and protests have increased in recent years. Below are some examples of action that is being taken to combat climate change.

- **Raising awareness:** sharing learning about the human impact of climate change with others.
- **Campaigning:** asking decision makers to do what they can to reduce greenhouse gas emissions and support communities to adapt to climate change.
- **Going green:** individuals, schools and communities taking action to reduce their own emissions.
- **Fundraising:** raising money for charities working against climate change.

ADAPTATION VS MITIGATION

MITIGATION

This involves reducing greenhouse gas emissions and increasing the sinks for these gases. This can be done by setting targets to reduce emissions, switching to renewable energy sources and carbon capture and storage.

ADAPTATION

This involves changing lifestyles to cope with the consequences of climate change. This includes managed retreat from eroding coastlines, the development of drought-resistant crops and the extension of conservation zones to enable the migration of species.

MITIGATING TO CLIMATE CHANGE

Mitigation means to reduce or prevent the effects of something from happening.

Mitigation strategies include:

- **ALTERNATIVE ENERGY** - using alternative energy such as solar, wind or tidal can reduce the use of fossil fuels. This will reduce the amount of carbon dioxide released into the atmosphere.

- **CARBON CAPTURE** - this is the removal of carbon dioxide from waste gases from power stations and then storing it in old oil and gas fields or coal mines underground. This reduces the amount of emissions into the atmosphere.

- **PLANTING TREES** - encouraging **afforestation**, means that there will be more trees to absorb the carbon dioxide in the atmosphere during the process of photosynthesis.

- **INTERNATIONAL AGREEMENTS** - in 2005 the Kyoto Protocol became international law. The countries that signed up to the treaty pledged to reduce their carbon emissions by 5 per cent. However, this ran out in 2012 and its overall impact has been small. The US refused to join and major developing countries like China and India were not required to make any reductions.

AN INCONVENIENT TRUTH

An Inconvenient Truth is a 2006 American concert/documentary film directed by Davis Guggenheim about former United States Vice President Al Gore's campaign to educate people about global warming. The film features a slide show that, by Gore's own estimate, he has presented over a thousand times to audiences worldwide.

BEFORE THE FLOOD

Before The Flood is the product of an incredible three-year journey that took place with my co-creator and director Fisher Stevens. We went to every corner of the globe to document the devastating impacts of climate change and questioned humanity's ability to reverse what may be the most catastrophic problem mankind has ever faced.

Rivers and Floods, Hot deserts
Year 9

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember
What are the 4 types of erosion?
What do the following tier 3 terms mean? Weathering, traction, adaptation, diurnal temperature
How have camels adapted to survive in the desert?

Apply your knowledge
Explain in detail how meanders may turn into ox-bow lakes.
How do geology and erosion affect waterfall formation?
Why is renewable energy a major opportunity in the desert?

Stretch your thinking!
Why are rivers described as dynamic features?
Why are river defences so important ?(include specific evidence/details)
What is the biggest challenge to development in hot deserts?

Year 9

Geography
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	What the long and cross profile are and why they change			
2	Types of erosion			
3	How waterfalls form			
4	How meanders form			
5	Processes of transportation			
6	Where hot deserts are located			
7	What causes hot deserts			
8	How plants and animals have adapted			
9	The challenges to development			
10	The opportunities for development			

High Flyers - Enrichment Task

Watch the clip about the River Tees and enhance your knowledge of how river processes and landforms change as you journey downstream:

https://www.youtube.com/watch?v=SlwgwSvb6Rg

Research a major flood event (your choice as to where) and compose an essay about the causes and effects of it and the responses to it.

History

1760 - 1949

Year 9

KING'S LYNN ACADEMY

Year 10

Windrush and Civil Rights

9/11

Hiroshima

The Holocaust

Life in Nazi Germany

Half Term 6

The Rise of the Nazis

Treaty of Versailles

League of Nations

End of World War One

Battle of the Somme

Trench Warfare

The Suffragettes

Half Term 5

Outbreak of World War One

Political Reform

Law and Order

Social Reform

Factory Life

Urbanisation

Half Term 4

The Railway Age

Iron and coal

Transport

The steam engine

The Industrial Revolution

Cotton Textiles

Half Term 3

Abolition

Transatlantic Slave Trade

Life as a slave

The American Revolution and war of independence

Half Term 2

Wealth and trade

Ruling the waves

Welcome back to KLA. Your journey continues.

Australia

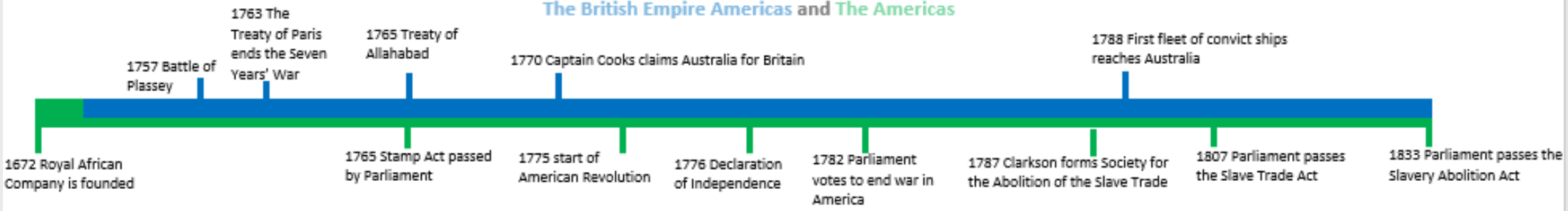
Half Term 1

America

India

Year 9 History Knowledge Organiser Autumn Term

The British Empire Americas and The Americas



The British Empire

Tier 2 Vocabulary	Tier 3 Vocabulary
Aborigine: nomadic Hunter gatherer population native to Australia and nearby islands. **Admiral**: highest ranking naval officer usually in command of a fleet. **Bengal**: wealthy province in North East India where the British built their factory called Calcutta. **Consumer Society**: a society where people can afford to buy non-essential consumer goods. **Custom duties**: taxes placed by government on goods imported from foreign countries. **Gibraltar**: British colony at the southern tip of Spain, gained in 1713. **Indigenous**: originate in a particular place. **Patriotism**: showing strong support for your own country. **Penal colony**: remote settlement used to Excel convicted criminals from the general population. **Quebec**: Capital city of French possessions in America, now a city in present day Canada. **Scurvy**: disease caused by lack of vitamin C, which killed many sailors in the Royal Navy.	**Battle of Plassey**: key victory for Clive in the East India company against the nawab of Bengal. **Britannia**: a female figure, used to symbolise Britain and popular during the British Empire. **East India company**: private company formed in 1600 with rights to trade between India and England. **Endeavour**: the ship that Captain Cook sailed on his first voyage to Australia. **Factories**: coastal trading posts where merchants can do business in foreign lands. **Mercantilism**: the economic practise of discouraging trade with rival nations. **Mughals**: dynasty that originate from Central Asia that ruled much of India from the 16th to 19th century. **Nawab**: Prince granted a province of India to rule on behalf of the Mughal emperor. **Pilgrim fathers**: the first settlers in New England known for their religious puritanism. **Press gangs**: gangs who would travel Britain forcing men to enlist in the Army or Navy.

The Americas

Tier 2 Vocabulary	Tier 3 Vocabulary
Boycott: organised refusal to purchase a product as an act of political or moral protest. **Branding**: to mark a person or an animal with a hot iron for ease of identification. **Caribbean**: sea to the east of Central America containing many tropical islands. **Constitution**: series of laws establish how a nation's political system functions. **Evangelical**: A Christian movement which seeks to save people's souls by spreading God's word. **Loyalist**: colonist who sided with Britain and the King during the American Revolution. **Petition**: a formal written request, often for a political cause, signed by many people. **Shackles**: find Chinese used to fasten together the legs or hands of a prisoner or slave. **Transatlantic**: going across the Atlantic Ocean.	**Abolitionist**: someone involved in the public campaigns when slavery or the slave trade. **Coffle**: a line of slaves joined at the neck by shackles, leaving their legs free to walk. **Continental army**: army force representing of all 13 colonies formed by Congress in 1775. **Continental Congress**: meeting of delegates from 13 colonies that formed the United States. **Declaration of Independence**: formal statement was created the United States of America. **Founding fathers**: name given to the key figures in the creation of the United States of America. **Maroon**: an escaped African slave in the Caribbean. **Middle passage**: journey undertaken by slave ships from West Africa to the Americas by sea. **Plantation**: a larger state on which crops such as coffee sugar and tobacco were grown.

Year 9

British Empire and The Americas Year 9
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? Aborigine, exports, abolitionist, middle passage, triangular trade.
Put these events into chronological order. Can you add the dates they happened? Battle of Plassey, Parliament passes the Slavery Abolition Act, Royal African Company is founded, Parliament passes the Stamp Act, Parliament votes to end war in America.
Say why these people are significant in the topics that have been studied. Olaudah Equiano, William Wilberforce, Thomas Jefferson, William Pitt, James Cook.

Apply your knowledge
Explain what was important about the American War of Independence.
Write an account of the American Revolution.
In what ways did the British Empire impact its colonies?

Stretch your thinking!
"The actions of Olaudah Equiano were the main reason behind the abolition of slavery." How far do you agree with this statement? Use this statement and the bullet points below in your response. • Thomas Clarkson • William Wilberforce • Josiah Wedgewood

Year 9

History

Knowledge Checklist

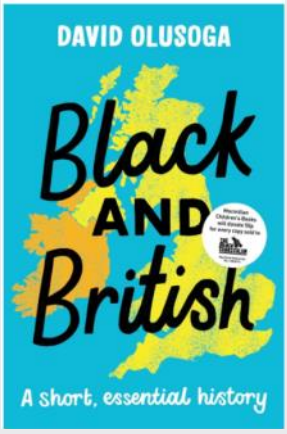
	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	America, including settlement in the 17th century, impact on Native			
2	India, including the Battle of Plassey and the Treaty of Allahabad.			
3	Australia, including Captain Cook, settlement in the 18th century			
4	Ruling the Waves, including the Seven Years' War and the develop-			
5	Wealth and Trade, including mercantilism and British identity.			
6	American Revolution, including trouble in Boston and the			
7	American War of Independence, including American successes, the			
8	Transatlantic Slave Trade, including the middle passage and			
9	Life as a Slave, including types of work and resistance.			
10	Abolition, including the campaigns, political success and			

High Flyers - Enrichment Task

The book addresses 1800 years of Black British History. The chapters about the Georgian period which is relevant to supporting this term can be found on the school network at the following location: U:\High Flyer Tasks\History\Year 9.

The U drive is the KLA Student Share drive.

There are further insights which compliment your entire curriculum and if this interest you as a topic it is well worth a read.



French

Year 9

Year 10

KING'S LYNN ACADEMY

Feedback

Term 6

Shopping

Rights and priorities

Ambitions

Term 5

Talking about jobs

Talking about languages

Talking about my future

Term 4

Eating healthy

Getting fit

Term 3

My body

Past tense

Social media

Going out

Term 2

Describing yourself

Future tense

Food and drink

Carnivals

Welcome back to KLA your Journey continues

Term 1

My house and home

Year 9 French Half Term 1

Topic specific vocab

Les domiciles	*Homes*
J'habite dans …	*I live in…*
une grande maison	*a big house*
une petite maison	*a small house*
un grand appartement	*a big flat*
un petit appartement	*a small flat*
une grande ville	*a big town*
une petite ville	*a small town*
un grand village	*a big village*
un petit village	*a small village*
Je voudrais habiter …	*I'd like to live …*
à la campagne	*in the country*
à la montagne	*in the mountains*
au bord de la mer	*at the seaside*
dans un vieux château	*in an old castle*
dans une vieille chaumière	*in an old cottage*
dans une ferme	*on a farm*

Les meubles	Furniture
le bureau	desk
le canapé	settee/sofa
le lit	bed
le frigo	fridge
l'armoire (f)	wardrobe
la chaise	chair
la machine à laver	washing machine
le lavabo	wash basin
la douche	shower
la fenêtre	window
la table	table
la télé-satellite	satellite TV

Les prépositions	*Prepositions*
Dans	*in*
devant	*in front of*
derrière	*behind*
sous	*under(neath)*
sur	*on*

Les pièces	*Rooms*
Chez moi, il y a …	*In my home, there is/there are …*
(six) pièces	*(six) rooms*
le salon	*the living room*
le jardin	*the garden*
la cuisine	*the kitchen*
la salle à manger	*the dining room*
la salle de bains	*the bathroom*
ma chambre	*my bedroom*
la chambre de (mes parents/ ma sœur/mon frère)	*(my parents'/my sister's/my brother's) bedroom*
Il n'y a pas de (jardin).	*There isn't a (garden).*

Year 9 French Half Term 1

Topic specific vocab

Le dîner	*Evening meal*
D'habitude, on mange …	*Usually, we eat …*
du poisson	*fish*
du poulet	*chicken*
de la pizza	*pizza*
de la viande	*meat*
des fruits	*fruit*
des pâtes	*pasta*
des plats à emporter	*takeaway food*
Comme dessert, je prends …	*For dessert, I have …*
du yaourt	*yoghurt*
une mousse au chocolat	*a chocolate mousse*
de la glace (à la fraise)	*(strawberry) ice-cream*
Je suis végétarien(ne).	*I'm a vegetarian.*
Le soir, on mange à (six heures).	*In the evening, we eat at (six o'clock).*

Le petit déjeuner	*Breakfast*
Pour le petit déjeuner, je prends …	*For breakfast, I have …*
du beurre	*butter*
du café	*coffee*
du chocolat chaud	*hot chocolate*
du jus d'orange	*orange juice*
du lait	*milk*
du pain	*bread*
du thé	*tea*
de la confiture	*jam*
des céréales	*cereal*
une tartine	*a slice of bread and butter*
Je ne mange rien.	*I don't eat anything.*

Grammar

Future tense

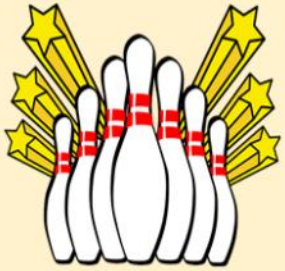
Je vais manger	I am going to eat
Je vais aller	I am going to go
Je vais jouer	I am going to play
Je vais regarder	I am going to watch
Je vais boire	I am going to drink
Je vais habiter	I am going to live

Au carnaval	*At the carnival*
je vais …/on va …	*I'm going to …/we're going to …*
aller au carnaval	*go to the carnival*
boire un coca	*drink a cola*
chanter et danser (sur le char)	*sing and dance (on the float)*
manger au restaurant	*eat in a restaurant*
participer au défilé	*take part in the parade*
porter un costume de (pirate)	*wear a (pirate) costume*
prendre des photos (avec mon portable)	*take photos (on my mobile phone)*
regarder le défilé/le feu d'artifice	*watch the parade/the fireworks*
Je vais m'amuser.	*I'm going to have fun.*
On va s'amuser.	*We're going to have fun*

Year 9 French Half Term 2

Topic specific vocab

Tu es comment?	*What do you look like?*
J'ai les cheveux ...	*I have ... hair.*
blonds.	*blond*
noirs.	*black*
bruns .	*brown*
roux.	*red*
J'ai les yeux ...	*I have ... eyes.*
bleus.	*blue*
marron.	*brown*
gris.	*grey*
verts.	*green*
Je suis beau/belle.	*I am good-looking/beautiful.*



Où vas-tu le weekend?	*Where do you go at the weekend?*
Je vais ...	*I go ...*
au centre commercial.	*to the shopping centre.*
au centre de loisirs.	*to the leisure centre.*
au cinéma.	*to the cinema.*
au fastfood.	*to the fast-food restaurant.*
à la patinoire.	*to the ice rink.*
à la piscine.	*to the swimming pool.*

La fréquence	*Frequency*
quelquefois	*sometimes*
souvent	*often*
tous les jours	*every day*
tous les soirs	*every evening*
tous les weekends	*every weekend*

Les invitations et les réactions	*Invitations and reactions*
Tu veux aller ...	*Do you want to go ...*
au cinéma /à la piscine?	*to the cinema/swimming pool?*
ce matin	*this morning*
cet après-midi	*this afternoon*
ce soir	*this evening*
demain (matin)	*tomorrow (morning)*
samedi (après-midi/soir)	*Saturday (afternoon/evening)*
Oui, je veux bien.	*Yes, I'd like to.*
D'accord.	*OK.*
Génial!	*Great!*
Pourquoi pas?	*Why not?*
Non, merci.	*No thanks.*
Tu rigoles!	*You're joking!*
J'ai horreur de ça!	*I hate that!*
Désolé(e), je ne peux pas.	*Sorry, I can't.*

Mon caractèr	*My personality*
Je suis ...	*I am ...*
drôle.	*funny.*
gentil(le).	*kind.*
intelligent(e).	*intelligent.*
lunatique.	*moody.*
sportif/sportive.	*sporty.*
timide.	*shy.*

Year 9 French Half Term 2

Topic specific vocab

Qu'est-ce que tu as fait samedi?	*What did you do on Saturday?*
J'ai dansé avec	*I danced with ....*
J'ai joué au bowling avec ...	*I went bowling with ...*
J'ai mangé un hamburger avec ...	*I ate a hamburger with ...*
J'ai regardé un DVD avec	*I watched a DVD with ...*
Je suis allé(e) au cinéma avec ...	*I went to the cinema with ...*
Je suis allé(e) en ville avec ...	*I went into town with ...*
Je suis allé(e) à une fête avec ...	*I went to a party with ...*
C'était ...	*It was ....*
genial.	*great.*
romantique.	*romantic.*
sympa.	*nice.*
ennuyeux.	*boring.*
nul.	*rubbish.*
un désastre.	*disaster.*

Au festival de musique	*At the music festival*
On a écouté toutes sortes de musiques.	*We listened to all sorts of music.*
On a chanté.	*We sang.*
On a dansé toute la soirée.	*We danced all night.*
On a mangé de la pizza.	*We ate pizza.*
On a regardé le concert sur des écrans géants.	*We watched the concert on giant screens.*
On a bien rigolé.	*We had a good laugh.*

Qu'est-ce que tu fais sur Facebook?	*What do you do on Facebook?*
Je poste des messages à mes copains.	*I post messages to my friends.*
Je modifie mes préférences.	*I update my likes.*
Je regarde les photos de mes copains.	*I look at my friends' photos.*
Je commente des photos.	*I comment on photos.*
J'invite mes copains à sortir.	*I invite my friends out.*
Je fais des quiz.	*I do quizzes.*

Grammar

Perfect tense

J'ai joué	I played
J'ai regardé	I watched
J'ai mangé	I ate
J'ai fit	I did
J'ai vu	I saw
J'i bu	I drank
J'ai pris	I took
Je suis allé	I went
Je suis arrivé	I arrived
Je suis parti	I left
Je suis resté	I stayed

MRSVANDETRAMP

Monter	to go up
Rester	to stay
Sortir	to go out
Venir	to come
Aller	to go
Naitre	to be born
Descendre	to go down
Entrer	to enter
Tomber	to fall
Retourner	to return
Arriver	to arrive
Mourir	to die
Partir	to die

Notes

Year 9

French

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions
Translate into French: I live in a city but I would like live in the countryside because it is quiet.
Can you translate this into French: Normally we go to the cinema. We watch action films because they are great. But on Saturday, we went to the bowling alley. It was great. Next Saturday, it's my birthday. We

Medium Questions
Write in English:
Name 3 drinks in French
Write a sentence to describe what you usually do on the internet

Easy Questions
Name 5 rooms in a house in French
List the items of furniture in your bedroom in French
Translate into English: le lait le beurre le pain la confiture
Conjugate 'manger' with all pronouns

Year 9

French

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can talk about where I live			
2	I can talk about the rooms and furniture in my house			
3	I can describe what I eat and don't eat			
4	I can talk about carnivals and festivals using future tense			
5	I can talk about myself			
6	I can talk about how I use social media			
7	I can talk about going out with others			
8	I can talk about an event in the past using perfect tense			

German

Year 9

Year 10

KING'S LYNN ACADEMY

Term 6

Using a variety of modal verbs with **wir**

Understanding and using past, present and future tenses

Term 5

Using word order after **weil**

Using correct word order

Recognising perfect and imperfect tenses

Term 4

Using present and past tenses

Using the superlative

Using **konnte**, **durfte** and **musste**

Using **hatte** and **war**

Term 3

Using correct word order

Using **in** and **auf** with the dative

Using **man** with modal verbs

Using the conditional

Term 2

Making comparisons

Using a variety of verbs in the perfect tense

Using **seit**

Using subject pronouns

Term 1

Using the perfect tense

Using **werden** to fom the future tense

Welcome to Year 9

Using **weil**

Present tense (irregular verbs)

1. Welches Fach magst du?	**Which subject do you like?**
Ich mag … (nicht/sehr).	I like… (not/very).
Deutsch/Mathe/Naturwissenschaften	German/Maths/Science
Informatik/ Erdkunde/ Geschichte	ICT/ Geography/History
Englisch/Sport/Religion/Theater	English/PE/RE/Drama
Französisch/ Kochen/ Kunst	French/ Cooking/ Art
Was ist dein Lieblingsfach?	**What is your favourite subject?**
Mein Lieblingsfach ist …	My favourite subject is…
Warum magst du das (nicht)?	Why do you (not) like that?
Ich mag (Mathe)(nicht), weil es … ist.	I (don't) like (Maths), because it is…
einfach/faszinierend/interessant	easy/fascinating/interesting
nützlich/toll/prima/supercool	useful/ great/ good/ super cool
schwierig/langweilig/nutzlos/nervig	difficult/boring/useless/annoying
furchtbar/stinklangweilig/schlecht	terrible/ really boring/ bad

2. Was hast du am Montag?	**What do you have on Monday?**
Dienstag/Mittwoch/Donnerstag	Tuesday/ Wednesday/Thursday
Freitag/Samstag/Sonntag	Friday/Saturday/Sunday
vor der Pause/nach der Pause	before break/after break
Um wieviel Uhr hast du…?	What time do you have …?
In der ersten/zweiten/dritten Stunde habe ich…	In the first/second/third lesson I have…
Morgen habe ich	Tomorrow I have…
Gestern hatte ich und es war…	Yesterday I had… and it was…

3. **Meine tägliche Routine**	**My daily routine**
Ich wache….auf / Ich stehe….auf/ Ich dusche…	I wake up/I get up/ I shower
Ich ziehe mich …an(aus) /Ich frühstücke…	I get (un)dressed/ I eat breakfast
Ich putzt mir…die Zähne/Ich style mir…die Haare	I brush my teeth/I style my hair
Ich schminke mich …	I put on make-up
ich gehe…aus (in die Schule)	I go out (to school)
Ich komme…nach Hause/ Ich esse … zu Abend	I come home/ I eat dinner
Ich sehe…fern/ Ich gehe…ins Bett	I watch TV/ I go to bed
um …Uhr	at….o'clock
um (Viertel) nach…./um (Viertel) vor …	at (quarter)past…./at (quarter) to
um halb (sieben)	at half past (six)

4. **Was trägst du gern?**	**What do you like to wear?**
Ich trage (nicht)gern…	I (don't) like wearing…
ein Kleid/Hemd/T-Shirt	dress/shirt/T-shirt
eine Hose/Jeans/Jacke/Krawatte	trousers/jeans/jacket/tie
einen Rock/Mantel/Pulli/Anzug	skirt/coat/jumper/suit
Schuhe/Stiefel/Sportschuhe/Sandalen	shoes/boots/trainers/sandals
(un)bequem/kurz/lang/weit/schmal	(un)comfortable/short/long/baggy/skinny
schick/locker/modisch/altmodisch	smart/casual/trendy/old-fashioned
gepunktet/gestreift/kariert	spotty/stripy/checked
Wenn ich …… gehe, trage ich…	When I go…., I wear …
in die Schule/ auf eine Party	to school/ to a party
Ich habe…getragen	I wore …
Ich habe…gekauft	I bought…
Ich werde….tragen/kaufen	I will wear/buy…

1. Bist du wild auf Musik?	**Are you wild about music?**
R&B-Musik / Jazzmusik	R&B music / Jazz music
Rap-Musik/Hip-Hop	Rap/hip Hop
klassische Musik	classical music
Sie klingt positiv/negativ.	It sounds positive/negative.
Sie ist kitschig / energiegeladen	It is corny/ energetic. (full of energy)
Sie macht gute Laune.	It puts you in a good mood.
Was für Musik hörst du (nicht) gern?	What type of music do you not like listening to?
Ich höre (nicht) gern …, weil sie … ist/macht.	I (don't) like listening to… , because it is/does…
Mein(e) Lieblingssänger(in) ist	My favourite singer is …
Meine Lieblingsband ist …	My favourite band is…
Mein Lieblingslied ist …	My favourite song is…

2. Was für Musik spielen sie?	**What type of music do they play?**
Ich glaube, sie spielen ...	I think they play…
Rockmusik / R&B-Musik / Popmusik.	rock / R&B / pop music
Opernmusik/ klassische Musik	opera music/ classical music
Ich finde sie ...	I find it/them…
energiegeladen / begabt / originell	full of energy / talented / original
monoton / zu laut	monotonous / too loud
Ich denke, ihr Look ist …	I think, their look is…
cool/modern/alternativ/ (alt)modisch	cool/modern/alternative/(old)fashionable

3. Comparatives

To make comparisons add -er to the adjective.

lauter – louder **moderner** – more modern **größer** – bigger **kürzer** – shorter

älter – older **länger** – longer **wärmer** – warmer **besser** - better

4. Was habt ihr gemacht?	**What did you do?**
Wir haben coole Bands gesehen.	We saw cool bands.
Ich habe viel gesungen und viel getanzt.	I sang and danced a lot.
Ich habe in einem Zelt geschlafen.	I slept in a tent.
Ich habe neue Freunde gefunden.	I made new friends.
Wir haben exotische Spezialitäten gegessen.	We ate exotic specialities.
Ich habe Souvenirs gekauft.	I bought souvenirs.
Meiner Meinung nach war es…	In my opinion it was…

5. Ich gehe aus	**I go out**
Was wirst du machen?	What will you do?
ich werde…/er wird…/wir werden	I will…/he will…/we will…
die Karten im Voraus kaufen/ins Kino gehen	buy the tickets in advance/go to the cinema
einen guten Film auswählen/auf einem Musikfestival	choose a good film/go to a music festival
früh ankommen/…abholen/etwas Schickes anziehen	arrive early…/pick up…/wear s.t. smart
genug Geld mitnehmen	take enough money with me
mit dem Bus in die Stadt fahren	go by bus to town
ins Kino gehen/essen gehen	go to the cinema/go out to eat

Key irregular verbs

Infinitive	Present tense		Perfect tense	Future tense	Imperfect tense
haben to have	ich habe du hast er/sie/es/man hat	wir haben ihr habt Sie haben sie haben	ich habe gehabt	ich werde haben	ich hatte
sein to be	ich bin du bist er/sie/es/man ist	wir sind ihr seid Sie sind sie sind	ich bin gewesen	ich werde sein	ich war

More irregular verbs

Infinitive	Present tense		Perfect tense	Future tense
bleiben to stay	ich bleibe du bleibst er/sie/es/man bleibt	wir bleiben ihr bleibt Sie bleiben sie bleiben	ich bin geblieben	ich werde bleiben
essen to eat	ich esse du isst er/sie/es/man isst	wir essen ihr esst Sie essen sie essen	ich habe gegessen	ich werde essen
fahren to go, to travel	ich fahre du fährst er/sie/es/man fährt	wir fahren ihr fahrt Sie fahren sie fahren	ich bin gefahren	ich werde fahren
finden to find	ich finde du findest er/sie/es/man findet	wir finden ihr findet Sie finden sie finden	ich habe gefunden	ich werde finden
geben to give	ich gebe du gibst er/sie/es/man gibt	wir geben ihr gebt Sie geben sie geben	ich habe gegeben	ich werde geben
gehen to go (on foot)	ich gehe du gehst er/sie/es/man geht	wir gehen ihr geht Sie gehen sie gehen	ich bin gegangen	ich werde gehen
kommen to come	ich komme du kommst er/sie/es/man kommt	wir kommen ihr kommt Sie kommen sie kommen	ich bin gekommen	ich werde kommen
laufen to run, to walk	ich laufe du läufst er/sie/es/man läuft	wir laufen ihr lauft Sie laufen sie laufen	ich bin gelaufen	ich werde laufen
lesen to read	ich lese du liest er/sie/es/man liest	wir lesen ihr lest Sie lesen sie lesen	ich habe gelesen	ich werde lesen
nehmen to take	ich nehme du nimmst er/sie/es/man nimmt	wir nehmen ihr nehmt Sie nehmen sie nehmen	ich habe genommen	ich werde nehmen
sehen to see	ich sehe du siehst er/sie/es/man sieht	wir sehen ihr seht Sie sehen sie sehen	ich habe gesehen	ich werde sehen
tragen to wear, to carry	ich trage du trägst er/sie/es/man trägt	wir tragen ihr tragt Sie tragen sie tragen	ich habe getragen	ich werde tragen

Year 8

German

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Put these sentences into the perfect tense:

1. I saw a lot of children. _____
2. I worked with friends. _____
3. I won two prizes. _____
4. I trained at the weekend. _____
5. I went to Germany. _____

Medium Questions

Chose the correct verb:

Mein Monster heißt Fritzi und er ***habt/hat*** vier Augen.

Er ***ist/sind*** sehr faul und ***sieht/seht*** oft Tik Toks. Er ***fahre/fährt*** gern Rad und ***isst/esse*** gern Pizza. Mein Monster und ich ***spielt/spielen*** Computerspiele und ***liest/lesen*** Comics. Wir ***sind/seid*** gute Freunde.

Name 3 irregular verbs in German:

Present tense regular verbs: He and She my verb ends in a _____

Easy Questions

Write 3 sentences about your idol:

Write down 4 adjectives to describe an idol:

Write down 5 body parts in German:

Year 9

German

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can list at least five body parts in German			
2	I can name common injuries and ailments			
3	I know how to conjugate the verb haben (to have) and sein (to be)			
4	I know some of the common irregular verbs			
5	I can use the perfect tense			
6	I can use the future tense			
7	I can describe a musician/idol			

High Flyers - Enrichment Task

Translate this text into English;

Mein Idol heißt Ed und er ist Musiker. Ich höre gern Popmusik, weil sie energiegeladen ist und gute Laune macht. Ed hat lange Beine und rote Haare. Er ist sehr begabt und kreativ. Er ist gar nicht arrogant. Er hat viele Reisen gemacht und viel Geld verdient. Ich finde seine Musik toll!

Factors which influence participation in sport and physical activity

KING'S LYNN ACADEMY

FINISH

Term 6
Technology in sport

Term 5
Hosting major sporting events

Term 4
Etiquette and sporting behaviour

Term 3
Olympic and Paralympic Values

Sporting Values

Term 2
Factors influencing the popularity of a sport

Term 1
Solutions to barriers in participation

Barriers to participation

START

PE
Yr 9

Welcome to PE

Possible barriers and solutions to participation in physical activity

1.2 Possible barriers

1.2.1 Possible barriers which affect participation in sport:

- Employment and unemployment
- Family commitments
- Lack of disposable income
- Lack of transport
- Lack of positive sporting role models
- Lack of positive family role models or family support
- Lack of appropriate activity provision
- Lack of awareness of appropriate activity provision
- The lack of equal coverage in media in terms of gender and ethnicity by the media

1.3 Possible barrier solutions

1.3.1 Possible solutions to the barriers which affect participation in sport:

- Provision of:
  - Appropriate programmes
  - Sessions
  - Activities
  - Times for the different user groups
- Promotion strategies:
  - The use of targeted promotion
  - Role models
  - Initiatives
- Increased and appropriate transport availability
- Availability of appropriate user group facilities and equipment
- Improved access to facilities for all user groups
- Appropriate pricing for all user groups

Popularity of Sports in the UK depends upon....

Environment
The lack of optimal conditions can reduce participation

Provision of Facilities
In towns and cities there are more facilities available than in small villages

Spectatorship
A sport will become more popular if there are opportunities to spectate live or on TV.

Success
If an individual or team are successful at an event such as the Olympics, the sport will grow in popularity

Media Coverage
Some sports get more medica coverage than others

Social Acceptability
Not all sports are seen as ethically acceptable

The Number of People Participating
Sports with high numbers of participants will get lots of media coverage and grow even further

Role Models
Role models, who are highlighted in the media, can increase the number of people wanting to participate in a certain sport

Emerging Sports in the UK

Women's Football

Ultimate Frisbee

Women's Cricket

Improving Participation in Sportt

Provision → The availability of sport

Promotion → The advertising and marketing of sports

Access → The accessibility of sport to all people in society

Notes

Year 9

Short and long term effects of exercise

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember
Recall 3 barriers which may prevent participation in physical activity/sport
Recall 3 solutions to remove barriers to participation in physical activity/sport
Recall 3 factors which affect the popularity of sport in the UK

Apply your knowledge
Explain a possible barriers to physical activity for a retired person
Explain a possible barrier to physical activity for a full time working, single parent
Explain one solution for a disabled person to access physical activity

Stretch your thinking!
Explain why football is more popular in the UK than skiing
Explain strategies for increasing the number of females playing sport in the UK
Explain why certain sports are more popular than others in the UK

Year 9

PE

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Explain the possible barriers to participation • Lack of time • Family / employment commitments • Lack of disposable income • Lack of transport • Lack of positive sporting role models • Lack of positive family role models or family support • Lack of appropriate activity provision • Lack of awareness of activity provision • Lack of equal coverage in the media (e.g. gender/ethnicity)			
2	Explain the possible solutions to barriers • Provision—appropriate programmes / sessions/ activities/timings • Promotion strategies—use targeted promotion / role models / initiatives • Increased and appropriate transport availability • Availability of appropriate user group facilities and equipment • Improved access to facilities for all user groups • Appropriate pricing			
3	Explain factors which affect the popularity of a sport in the UK			

High Flyers - Enrichment Task

Create a poster which promotes a club/activity or your choice targeted at retired people in your local area

Year 10

Technology

Year 9

KING'S LYNN ACADEMY

Topic Test

EVALUATION Reflect and evaluate on the outcome

What went well:

Even better if:

Learning about the different tools and finishing techniques for metal.

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

Learning about ferrous and non-ferrous metals

FERROUS METALS VS NON FERROUS

CHARACTERISTICS

Contains Iron | Does not contain Iron

Aluminium

Layering plywood and covering in Formica to create a wearable product

Learning about hardwoods and softwoods

Hardwoods: Beech, Oak, Ash, Teak

Softwoods: Pine, Spruce, Cedar, Fir

Learning about manufactured wood

Wood Stain

Learn to finish an acrylic piece to a professional standard

Wood

Learning about the different tools and finishing techniques for wood.

Fitting an acrylic window into plywood

Learning about the different tools and finishing techniques for acrylic.

THERMOPLASTICS

(Can be melted repeatedly)

Learning about the design cycle

Acrylic

Research material properties of Thermoplastics and thermosetting plastic

THERMOSETS

(Once moulded cannot be melted)

DESIGN CYCLE

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

Researching different materials. Wood, Plastic & Metal

wood

plastic

metal

Looking at how these materials affects our environment and their sustainability

Learning about different materials and tools used in this project

Safety First!

Health and safety

Welcome back to KLA your Journey continues

Material Testing

Colour LINE TYPOGRAPHY composition TONE IMAGERY

YEAR 9 TECHNOLOGY

Material Testing

Learners must be able to: METAL | PLASTIC | WOOD

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

METAL

FERROUS METALS	VS	NON FERROUS

CHARACTERISTICS

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

PLASTICS

THERMOPLASTICS | THERMOSETS

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

Aluminium

Plywood

Formica

Acrylic

Keywords

1 Properties
2 Techniques
3 Functional
4 Sustainability
5 Measurements
6 Plywood
7 Accuracy
8 Quality control
9 Glass paper
10 Belt Sander
11 Environmental
12 Pillar Drill
13 Try-Square
14 Coping Saw
15 Pine wood
16 Softwood
17 Hardwood
18 Wood Stain
19 Manufactured
20 Evaluate
21 Aluminium
22 Acrylic
23 Laminate
24 Veneer

WOOD

Manufactured Wood

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

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

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

Hardwoods

Ash | Popular | Red Oak

Softwoods

Douglas Fur | Spruce | Yellow Pine

Hardwoods

Comes from **deciduous** trees

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

Beech
Oak
Ash
Teak

Softwoods

Comes from **coniferous** trees

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

Pine
Spruce
Cedar
Fir

YEAR 9 TECH

HOMEWORK

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

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

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

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

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

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

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

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

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

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

✓ your chosen answer

Score /10

YEAR 9 TECH

Understanding Key Words– HOMEWORK

Properties of materials

Different materials exhibit different working properties..

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

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

The 6 R's of Sustainability

Recycle
Reuse
Replace
Rethink
Reduce
Refuse

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

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

Renewable Inexhaustible and replaceable.

Recyclable The ability to process into something else.

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

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

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

Degrade To break down and deteriorate.

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

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

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

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

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

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

Ferrous Metal containing iron.

Non-ferrous A metal that does not contain iron.

Year 9

Design and Technology
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

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

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

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

Year 9

Design and Technology
Knowledge Checklist

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

High Flyers - Enrichment Task

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

Food Tech

Year 9

Year 10

KING'S LYNN ACADEMY

Introduction to Hospitality & Catering

EVALUATION

Written Step-by Step

Assessed Dish of your design

Lemon Drizzle cupcakes

Presentation techniques

Written Step-by Step

Vegetarian Alternatives

EVALUATION

Thai Chicken Curry

Chicken Fajitas

EVALUATION

EVALUATION

Italian Pizza

Written Step-by Step

Bread and Iced Buns

Job roles within a professional kitchen

Macaroni Cheese

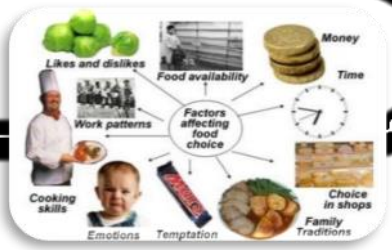
Chilli or Bolognaise

EVALUATION

Savoury Rice

Health & Safety & Hygiene Posters!

Knife Skills & Knife Safety



Factors affecting food.

Hygiene and safety in the kitchen.

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

Welcome back to KLA your Journey to KLA

Welcome back to KLA

Learners must be able to:

- Learn about dough, Vitamins & minerals
- Learn about Additives and Preservatives.
- Learn about sauces by exploring & making recipes
- Learn about Meat by exploring & making recipes
- Designing your own dish for a specific audience.
- Learn about different ways of presenting dishes,

YEAR 9 FOOD

Dough, Vitamins & Minerals:

- Bread
- Pizza
- Iced Buns

Macaroni Cheese

Bread Rolls & Iced Buns

Chicken Fajitas

Thai Chicken Curry

Italian Pizza

Lemon Drizzle Cupcakes

Key Words

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

Assessment Preparation

Presentation Techniques

Year 9

Food Tech

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

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

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

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

Year 9

Food Tech

Knowledge Checklist

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

High Flyers - Enrichment Task

Understand the different types of Hospitality and Catering establishments .

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

Year 9 Rotation 1 (20 lessons)

Food and Drink – Mini GCSE

Art

Learners must be able to:

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

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

Explore and appreciate a variety of artists

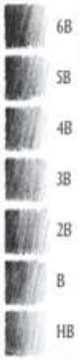
Artists

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

Transferable knowledge and skills

Tonal drawing and enlargement

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

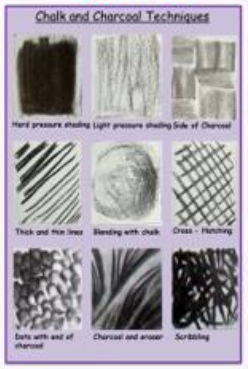


Grid method enlargement drawing

Mark making techniques – Chalk and Charcoal

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

Techniques



Mark making techniques – Biro, Pen and Water

Experimenting with techniques, producing artwork, analysing and evaluating

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

Mono-printing

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

Mixed Media Mono-printing

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

Key Vocab

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

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

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

Year 9 Rotation 2 (20 lessons)

Natural Forms: Colour Theory

Art

Learners must be able to:

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

Artists

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

Transferable Knowledge & Skills

Watercolour Techniques Watercolour Painting

Techniques

Watercolour painting from start to finish

Evaluation

Watercolour Techniques:

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

Oil Pastel Techniques Oil Pastel Artwork

Techniques

Oil Pastel artwork from start to finish

Evaluation

Oil Pastel Techniques:

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

Acrylic Techniques Acrylic Painting

Techniques

Acrylic Painting from start to finish

Evaluation

Acrylic Paint Techniques:

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

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

Oil Pastel – Blending, Colour Mixing, Mark making

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

Natural Forms

Objects in nature in their natural form.

Key Vocab

Notes

Year 9

ART

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

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

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

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

Year 9

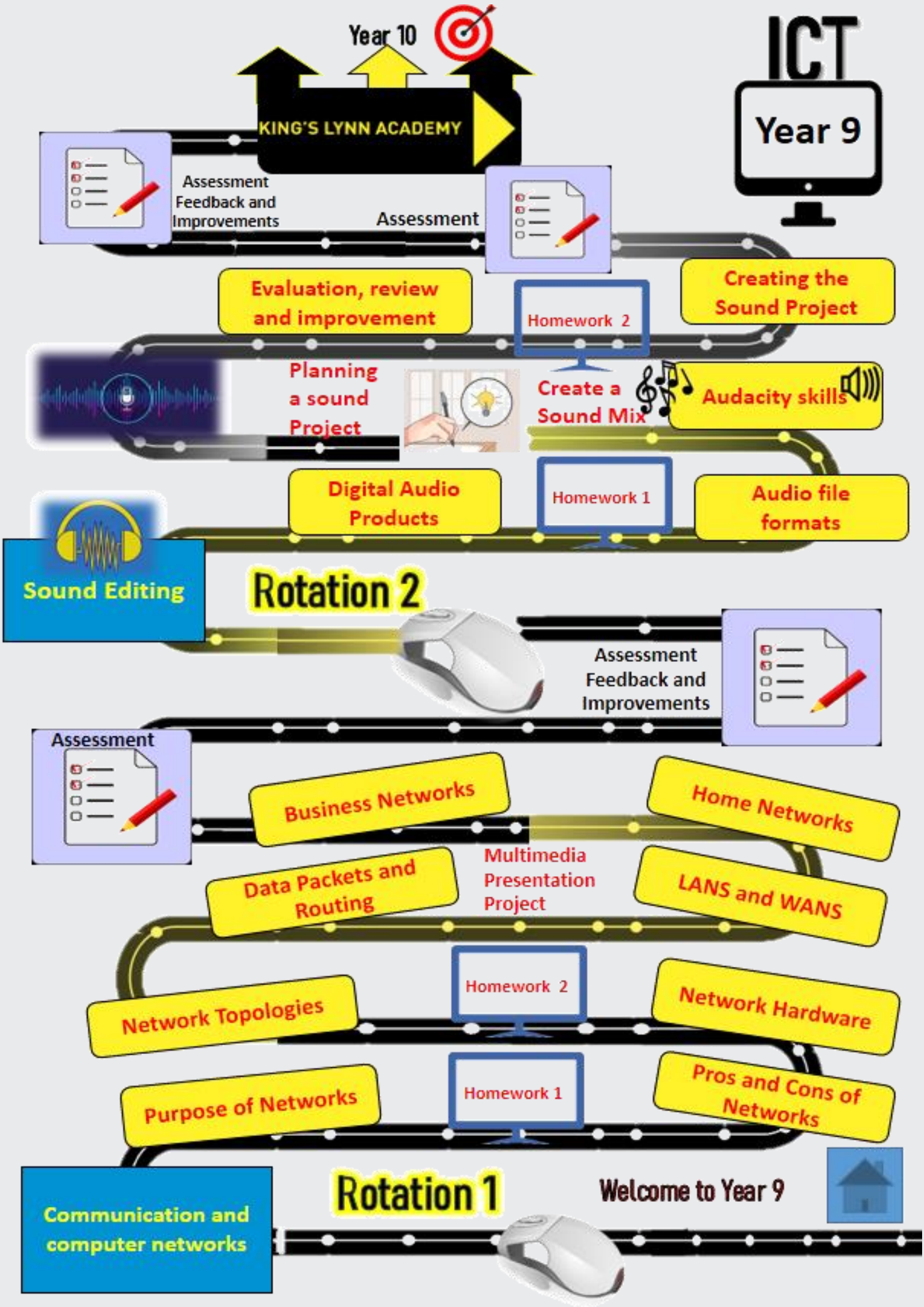
ART

Knowledge Checklist

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

High Flyers - Enrichment Task

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


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

20 lessons

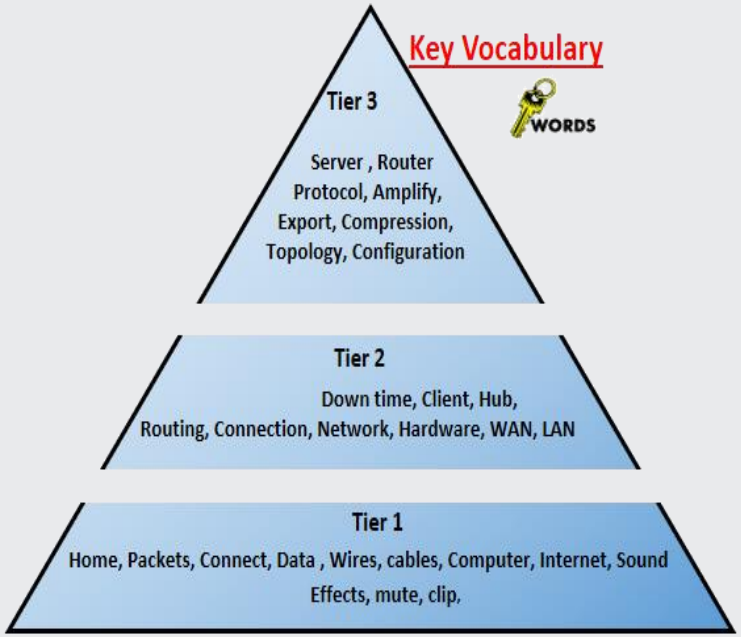
ICT

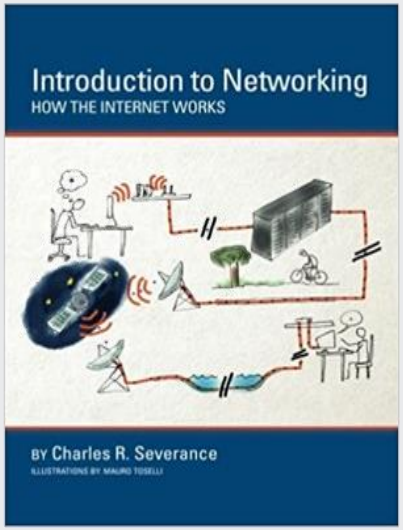
Year 9 Rotation 1) (Communication and Networks)

Students will learn to how to explain:

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

Key Vocabulary





Rotation 2 (Sound Editing)

20 lessons

Students will learn how to:

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

Exporting the audacity project as a .wav

Book suggestion to aid learning

Year 9
ICT
Knowledge Checklist

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

High Flyers - Enrichment Task

Complete all extension tasks each lesson

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

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

Complete at least 10 tasks on SamLearning per week

Become a Learning buddy to another student

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

NEXT STEPS:

FEED FORWARD:

Year 10 Performing Arts

KING'S LYNN ACADEMY

Year 9

Term 6
Theatre in Education Project

Evaluating Your Performance

Performing to Local Primary Schools

Making Sure You're Performance Ready!

Rehearsing Your Project

Designing Your Project

Project Writing

Deciding on a project

Researching local primary school curriculums

Term 5
Theatre in Education Project

An Introduction to TiE

Choreography

Sound and Lighting Design

Hair and Make-Up Design

Costume Design

Set Design

Props Design

Term 4
Design Skills

Directing and Producing

Roles and Responsibilities

Accent and Dialect

Emphasis

Intonation

Volume

Tone

Pause

Pace

Term 3
Vocal Skills

Pitch

Communicating with Levels

Space / Proxemics

Walk / Gait

Eye Contact

Posture

Gesture

Term 2
Physical Skills

Body Language

Facial Expression

The Female Lead

The All-Female Cast

Shakespeare: Staging Gender

Blood Brothers

Educating Rita

Willy Russell

Sarah Kane

A Number

Top Girls

Welcome back to KLA your Journey continues

Term 1
Feminism

Caryll Churchill

Introducing Feminism

Year 9
Autumn Term One

Physical Skills

Drama

The 6 Physical Skills

A **facial expression** conveys an emotion that tells us about the character and the way they react to the situation.

Body language is communication by movement or position, particularly facial expressions, gestures and the relative positions of a speaker and listener.

In acting **gesture** is defined as a sign that communicates a character's action, state of mind and relationship with other characters to an audience.

The term **Proxemics** refers to the use of space between actors and how that use of space communicates their relationship to the audience.

Gait is a person's manner of walking.

Multi-roling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and. body language but the audience can clearly see that the same actor has taken on more than one role.

Assessment

In groups, you will be given a scenario to create a piece of drama using **Physical Skills**. This will be performed.

Written evaluation of your performance - Point. Evidence. Explain.

1. What went well? Why?
2. What did not go so well? Why?
3. What could you do to improve? How?

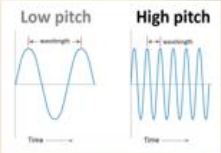
Year 9
Autumn Term Two

Vocal Skills

Drama

The 9 Vocal Skills

Pitch is how high or low the voice sounds. The quality of the sound is determined by the vibrations producing it.



Pace is the speed at which a person speaks.

Pause is a temporary stop. A non-vocalised pause is known as a filler like 'hmm,' 'ahh.'

Tone is the emotional sound of the voice.

Intonation is the rise and fall of the voice in speaking.

Accent refers to a particular way of talking and pronouncing words, and is associated with a geographical area or social class.

A dialect is any particular form of a language spoken by some group of people. Example: The bread roll debate.

Assessment

In groups, you will be given a script to create a piece of drama using **Vocal Skills**. This will be performed.

Written evaluation of your performance - Point. Evidence. Explain.

1. What went well? Why?
2. What did not go so well? Why?
3. What could you do to improve? How?

Year 9

Drama

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
1. Name the 6 Physical Skills.
2. Name the 9 Vocal Skills.
3. What is volume?

+
1. What is intonation?
2. What is gait?
3. What do we need to do to multi-role successfully?

1. What is the difference between accent and dialect?
2. How does using physical and vocal skills impact an audience?
3. How is a pause written in a script?

Year 9

Performing Arts
Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	**Facial Expressions**			
2	**Body Language** and **Gestures**			
3	**Proxemics**			
4	**Gait** and **Multi-Roling**			
5	**Performing** using the **Physical Skills**			
6	**Pitch, Pace, Pause**			
7	**Tone** and **Volume**			
8	**Emphasis** and **Intonation**			
9	**Accent** and **Dialect**			
10	**Performing** using **vocal skills**			

High Flyers - Enrichment Task

1. **Watch a performance and evaluate theuse of the 6 physical skills using P.E.E.**

2. **Watch a performance and evaluate the use of the 9 vocal skills using P.E.E.**

3. **Explore different accents. Challenge yourself to learn a new one!!**

Music

Year 9

Year 10

KING'S LYNN ACADEMY

Term 6

Cover Versions Project

Rehearsing and Performing a Cover Version

A 'Good' Cover Version

Analysing Cover Versions

Term 5

Cover Versions Project

What is a Cover Version?

Tone of Instruments

Leitmotifs

Term 4

Diegetic/ Non-Diegetic Sounds

Existing song

Original Score

Foley Sound

Term 3

Film Music

Power of Music in Film

Arranging your track

Adding the Bassline

Styles of Dance Music

Sound/Beat Experimenting

Making a Beat

Term 2

Dance Remix

Typical Features

Samba Instruments

Samba Rhythms

Becoming the Maestro di Bateria

Performing Samba

Term 1

Samba

Context and culture

Welcome back to KLA your Journey continues

Year 9
Autumn Term

Samba

Music

Samba Context

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

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

Samba Instruments

Apito

Agogo Bell

Tamborim

Surdo Drums

Ganza

Typical Features

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

Polyrhythm
Lots of different rhythms played at the same time.

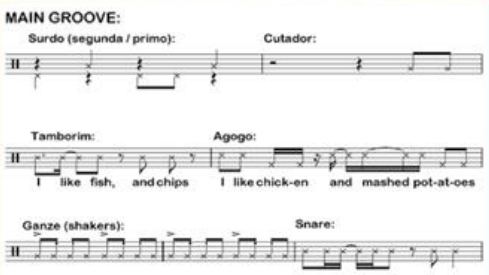
Call and Response
The leader gives a call and everybody replies with something **different.**

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

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

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

Samba



Rhythms

Year 9
Autumn Term

Electronic Dance Music

Music

3 Types of Electronic Dance Music

HOUSE
- **Four-to-the-floor** bass drum
- Drum rolls and **off-beat** hi-hat patterns
- Looped **samples** and **synthesiser riffs**
- Sometimes has vocals and piano chords
- Usually around **120 bpm (beats per minute)**

TECHNO
- Similar drum patterns to house music
- Purely **electronic** sounds
- Few or no vocals
- Usually around **120-140 bpm**

DRUM 'N' BASS
- **Fast complex** drum patterns
- **Heavy** bass line
- Usually around **170 bpm**

Composing Dance Remix

charanga®

Your task for this topic is to use music tech software to compose your own piece of House Music.

You will watch a set of tutorial videos to guide you through the project!

My Charanga Login:

MAD T SHIRT

Melody	The **main tune** of the music
Articulation	**How** the sounds are played
Dynamics	The **volume** of a piece of music
Texture	The **layers** within a piece of music
Structure	The different **sections** of the music
Harmony/Tonality	What **chords** are used and is it **major/minor**
Instrumentation	The **instruments** or **sound quality** of the music
Rhythm	The **placement** of sounds in time
Tempo	The **speed** at which music is played

Year 9

Music

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
1. What is a polyrhythm?
2. What is the difference between call and response and imitation?
3. Name a feature of Drum 'N' Bass.

+
1. Give an example of when polyrhythm is used in our Samba song.
2. Give an example of when call and response is used in the song.
3. What is Four-to-the-floor?

1. How do we use ostinato in our Samba song?
2. Come up with your own rhythm using call and response.
3. Describe the differences between Techno, House and Drum 'N' Bass.

Year 9

Music: Summer

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	The **Origins** of **Samba**			
2	Samba **Instruments**			
3	**Playing** Samba **Rhythms**			
4	Typical Features of Dance Music			
5	Creating a **Beat**			
6	Adding a **Bassline**			
7	Adding **Chords**			
8	Adding a **Drop**			
9	Arranging your **Track**			

High Flyers - Enrichment Task

1. **Compose your own Samba break using call and response.**

2. **Create another dance track of a differing style.**

PD

Year 9

KING'S LYNN ACADEMY

Half Term 6

End of Year Exams

Near Death Experiences

Resurrection

Reincarnation

Heaven & Hell

Life after Death

Influences

Effects of Drugs

Drugs & the law

Half Term 5

Drugs

Virtue Ethics

Situation Ethics

Utilitarianism

Morality & Dilemmas

First Aid

Government & Democracy

Charity Project

Death Penalty

Half Term 4

Euthanasia

Post 16 & University

Looking at decisions

Contraception

Unplanned Pregnancy

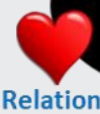
Abortion

Where GCSE's can take you

Options

Consent

Half Term 3



Relationships & Partners

Different Relationships

Marriage & Family

Global Ethics

Evolution

Environment

Animal Rights

Half Term 2

Creation Stories

Online Safety/Sexual Harassment Gambling

Islam & Malcolm X

Online Safety

Online Safety & Grooming

Christianity & MLK

Mental Health

Half Term 1

Welcome to your Personal Development Journey

Judaism, Anne Frank, Elie Wiesel

Buddhism & Dalai Lama

Hinduism & Ghandi

Religious & Important figures

Year 9 PD
Knowledge Organiser - Autumn

Important Religious Figures & Philosophy

Things you need to be able to do:

- To know a range of important figures from the World's Religions
- Explain the figures significance on the world
- Understand how these figures affect our lives today
- Understand different beliefs in God
- Understand different arguments for the Existence of God
- Have knowledge of what Miracles are

Key Questions:

What would the world be like if there wasn't Ghandi, Martin Luther King Jr and the Dalai Lama?

Why do we study these figures?

Do we believe in God?

What are the different views on the existence of God?

What are Miracles and can they actually happen?

Tier 2 Vocabulary

Figure – A person who is well known and is important in some way

Tier 3 Vocabulary

Miracle – An effect or extraordinary even in the physical world that is more than human and natural powers

Morality - the extent to which an action is right or wrong

Global Ethics

Things you need to be able to do:

- Have an understanding where the things we purchase come from
- Know what ethical retail is
- Know what global ethics is
- Understand how religion and belief can impact Global Ethics

Key Questions

- Why is it important to know where things come from
- What is ethical retail?
- What global things can impact retail?

Tier 2 Vocabulary

Global – worldwide

Ethics – principles that guide/affect a person's decisions

Retail – the sale of goods

Online Safety

Things you need to be able to do:

- Have an understanding of why we need to protect ourselves on the internet
- Why our digital footprint is important
- Understand and know the effects of grooming
- Understand and know the effects of gambling

Key Questions

- What is our digital footprint?
- Why should we think about what we do on the internet?
- What is Grooming?
- What is gambling?

Tier 2 Vocab

Digital Footprint – information that exists on the internet based on a person's online activity

Grooming – When someone uses the internet to trick, force, pressure a young person into doing something they don't want to do

Gambling – playing games with the chance to win a prize or money

Year 9

Personal Development

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
1. Name two significant figures 2. Name two of the 5K's
3. Give two ways of staying safe online 4. Name two things that make up your digital footprint
5. Name two jobs that could be unethical 6. Name two ethical ways of shopping

+
1. Explain the significance of Martin Luther King 2. Explain a creation story that you have looked at
3. Explain what online grooming is 4. Explain two different types of relationships you can have
5. Explain how being an ethical company can get more customers 6. Explain two ways shopping can have a negative impact on the globe

★
1. Explain the impact Gandhi on Indians today
3. Explain why the online safety is important 4. Explain the impact of not looking after your mental health
5. Explain how your personal ethics can effect you getting a job

Year 9

Personal Development
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Healthy and unhealthy coping strategies with mental health			
2	The importance of sleep			
3	Important Religious Figures, including Gandhi, the Dalai Lama,			
4	How to keep ourselves safe online (grooming and gambling)			
5	Ideas about Creation and Evolution			
6	Ideas about the environment and animal rights			
7	Global ethics and the importance of being socially responsible			
8	Understanding different relationship and marriage			

High Flyers - Enrichment Task

Start preparing for your GCSE option choices. Think about which subjects you want to choose and research where those options could take you.

Do you have a career in mind? Research that career path and check if they recommend any specific subjects to take for GCSE or A-level. You can use the following link to get you started:

https://icould.com/

Want to know more about a subject? Go and speak to a teacher and find out more.

1. Look, Cover, Write, Check, Correct

Look, Cover, Write, Check, Correct

Common at primary schools

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

2. Questions / Answers, Answers / Questions

Questions/Answers, Answers/Questions

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

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

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

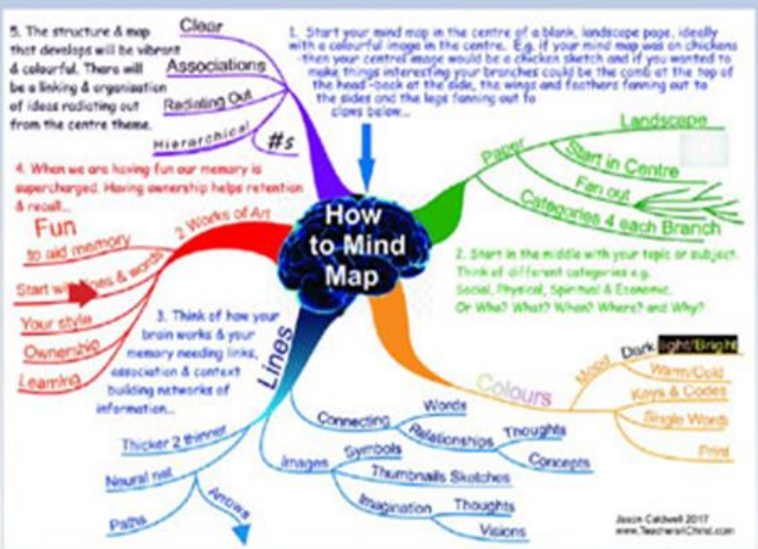
Always check and correct!

3. Map Your Mind

Mind Maps

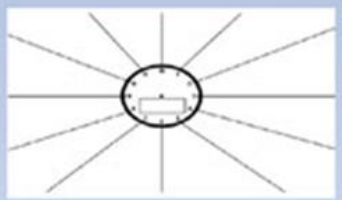
Mind Mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas.

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



4. Clock Learning

Clock Learning

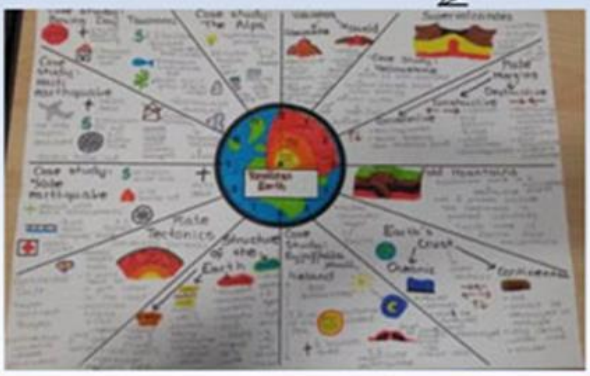


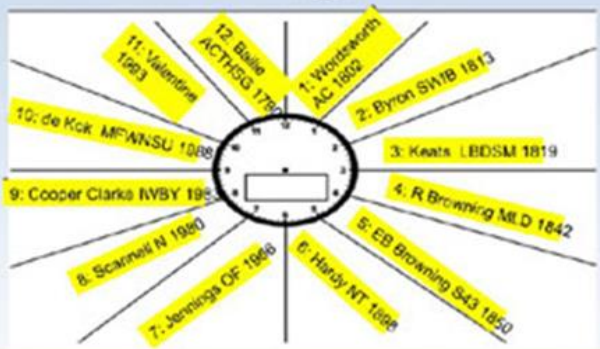
For this technique you draw a basic clock.

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

or

Use it to help visualise a timeline.





Further Optional Home Learning

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

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

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

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

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

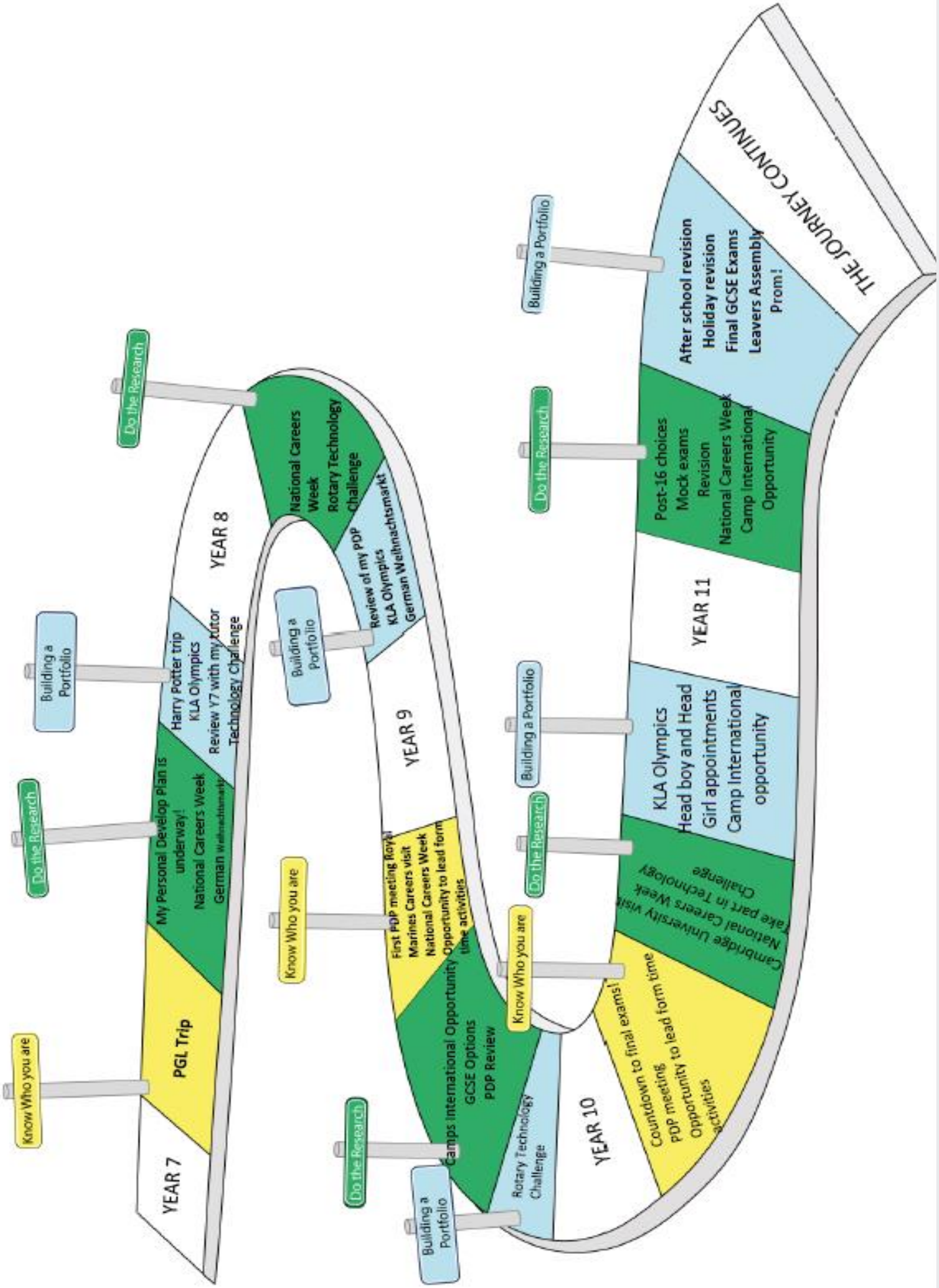
Bitesize is the BBC's free online study support resource for school-age pupils in the United Kingdom. It is designed to aid students in both school work and exams. It is an outstanding resource for both Key Stage 3 and Key Stage 4 pupils and it can be accessed without having to log into an account.

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

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

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

KLA Journey Yr7 - 11



Personal Development

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

Year 9 Opportunities:

- Art Club
- Musical Theatre Film Club
- Photography Club
- YouTube Club
- Weekly dance workshop – The Workshop King's Lynn
- Theatre performance trip
- Anglian Waterparks
- Sports tours (football and netball)
- Creative writing competitions held regularly, promoted by the library
- UEA trip (NEACO / Outreach programme)
- Student Commission applications and interviews
- National Careers Week
- Visit to professional football academies
- Youth Speaks – local public speaking competition
- UEA summer school
- Duke of Edinburgh
- Trips to places of work and business
- Gallery visits
- Camps International Expedition

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

My PDP targets are:

9

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/child-protection/safer-schools-partnerships and you can follow the safer schools team on Twitter @SaferSchoolsNfk

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.

LARGE WORLD MAP

Notes