KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 10 Autumn Term 1 2023

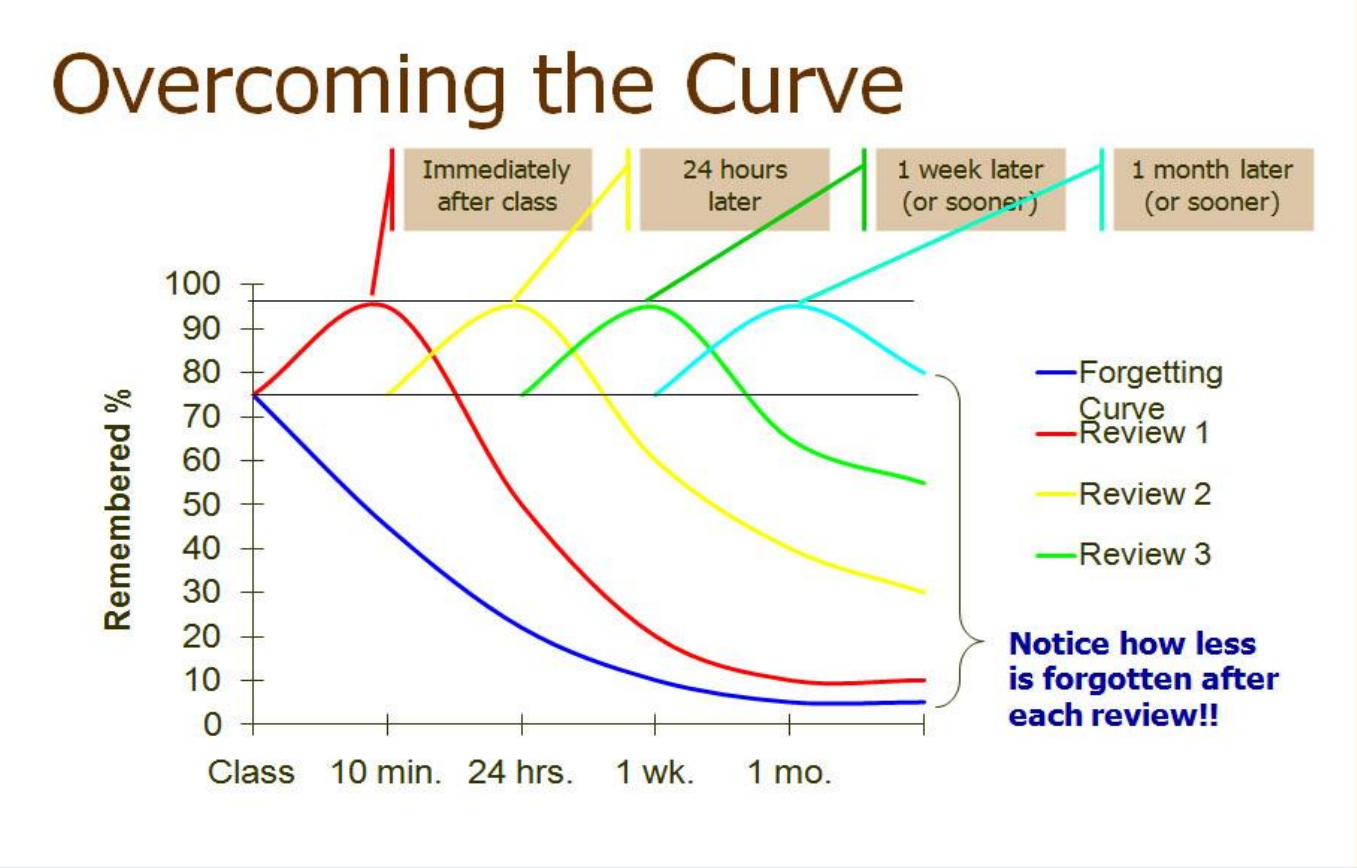
NAME;

Home Learning

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

Why Knowledge Organisers?

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



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

How to use your Knowledge Organiser

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

Subject Contents

English..... Pages 4-7

Maths..... Pages 8-17

Science..... Pages 18-33

Geography..... Pages 34-39

History..... Pages 40-43

French..... Pages 44-49

German..... Pages 50-57

Physical Education..... Pages 58-63

NCFE Graphic Design..... Pages 64-79

Hospitality & Catering..... Pages 80-83

Art..... Pages 84-89

Creative iMedia..... Pages 90-93

Music..... Pages 94-99

Personal Development..... Pages 100-103

GCSE RE..... Pages 104-107

GCSE Citizenship..... Page 108-111

Your Future starts here

Year 10 English

KING'S LYNN ACADEMY

Spoken Language Assessment

How to revise for an English exam

Love, marriage and Patriarchal power in Elizabethan England

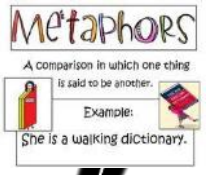
Shakespearean tragedy conventions

Shakespeare and Romeo and Juliet

Term 3

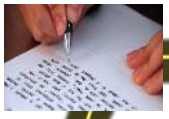
Planning, construction and organisation of a narrative

Structure of a comparative essay



Language terminology and techniques

Analysing language form and structure in narrative unseen texts



Term 2

Power and Conflict Poetry and Poets

Using a range of sentence structures

Comparing Literary non-fiction texts

Victorian Poverty, Workhouses and Malthus

Explicit and Implicit Understanding

Welcome to KLA your Journey starts here

Dickens and A Christmas Carol

Term 1

GCSE English Literature: A Christmas Carol

Key Vocabulary – Tier 2 Vocabulary

Socialism
Miser
Misanthropic
Morality
Stave
Retribution
Paranormal
Altruistic
Transformation
Social Class

Key Literary Techniques – Tier 3 vocabulary

Symbolism – use of an image to represent an idea
Listing – a list of adjectives, or adverbs to heighten intensity
Metaphor – making us see afresh through a comparison of two things
Didacticism- authorial instruction

Key Quotations

"Hard and sharp as flint"
"As solitary as an oyster"
"Are there no prisons? Are there no workhouses?"
"A small matter too make these folks so full of gratitude"
"It was shrouded in a deep black garment which concealed its head, its face, its form…"
"God bless us everyone"
"I see a vacant seat. The child will die".

Key Ideas

Dickens is protesting about the conditions of the poor in Victorian England.

Scrooge represents an uncaring section of Victorian middle class society.

The Cratchit represent the difficult lives of the poor in the lower class

The Spirits are a vehicle to demonstrate the cause and effect link between the past, the present and the future

The novella is structured in Staves to show the effects of Scrooge's uncharitable behaviour.

Dickens shows the transformative capacity of mankind

Wider Reading

Oliver Twist – Charles Dickens

Great Expectations – Charles Dickens

Dickens – Peter Ackroyd

Year 10

English
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember
Name all the Staves of a Christmas Carol
What does Scrooge want to do to the second ghost (Christmas Past)? What does he do when he sees the fourth (Yet to Come)?
What does redemption mean?

Apply Your Knowledge
Why did Dickens write a ghost story at Christmas time? Why choose this genre?
How do the Cratchits both present and undermine our perceptions of the Victorian poor?
Explain how Scrooge changes in the novella.

Stretch Your Thinking
Why is family a main theme in the novella?
Is Dickens a pro or anti– Malthusian thinker?
How to the child of Ignorance and Want show us all that is wrong with Dickens' Victorian society? Are these concerns still relevant?

Year 10

English

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I know background information about Dickens from Year 7			
2	I know the plot of A Christmas Carol			
3	I know all the characters and their function in the story			
4	I understand Dickens' ideas and authorial purpose about the			
5	I know Literary techniques employed by Dickens and their tier 3			
6	I know Tier 2 vocabulary relating to the novella			
7	I have learned at least 10 quotations			
8	I can name other Literary works by Dickens			
9	I know information about Victorian society across a range of social, historical contexts and understand how this compares with modern			
10	I understand how the Cratchits are a microcosm to represent the poor in the macrocosm of Victorian society– to change the reader's			

High Flyers - Enrichment Task

Make a revision booklet to support you in your exams. Include main characters, themes and context. Use GCSE Pod, GCSE Bitessize or other resources.

Support knowledge of A Christmas Carol by watching 2 film versions and saying which is better and why.

Explore the character of Fred throughout the novel. How does Dickens present him as a hero?

Your Future starts here

Year 10 Foundation Maths

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Quadratic Equations (Graphical Methods); Quadratic Equations (Factorisation)

Proportion and Ratio

Trigonometric Ratios

Quadratic Graphs; Cubic and Reciprocal Graphs

Expressions; Writing Formulae and Expressions; Derive an Equation

Term 3

Graphical Solutions to Equations; Simultaneous Equations (Linear)

Inequalities on Number Lines; Solve Linear Inequalities One Variable

Pythagoras

Correlation; Scatter Diagrams

Number Machines; Expanding Binomials; Factorising Quadratic Expressions; Changing the Subject; Algebraic Argument

Venn Diagrams; Probability of Dependent Events (Tree Diagrams); Probability of Independent Events (Tree Diagrams)

Term 2

Volume of Compound Cuboids; Volume of Prisms;

Congruent Triangles; Similarity and Congruence

Convert Standard Units; Using Standard Units; Converting Metric Units;

Standard Constructions

Compound Measures

Averages from Small Data Sets; Populations (Choosing Averages); Averages from Frequency Table (inc. Grouped)

Percentage Change

Standard Form

Welcome to KLA your Journey starts here

Term 1

Your Future starts here

Maths Year 10 Higher

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Term 1

Averages from Frequency Table; Populations (Choosing Averages); Quartiles and Interquartile Range; Comparing Distributions

Percentage Change; Simple Interest and Financial Maths

Standard Constructions; Loci

Congruent Triangles; Similarity and Congruence; Congruence and Similarity (Scale Factors); Congruence Proof

Welcome to KLA your Journey starts here

Term 2

Volume of Prisms; Volume

Venn Diagrams; Relative Frequency; Probability of Dependent Events; Probability of Independent Events; Conditional Probability

Factorising Quadratic Expressions; Factorising Difficult Quadratic Expressions Expanding Binomials; Expand Product of Two or More Binomials; Inverse

Functions;Composite Functions; Algebraic Argument; Algebraic Proof

Correlation; Scatter Diagram

Trial and Improvement; General Iterative Processes; Approximate Solutions to Equations Using Iteration

Equation of a Circle; Equation of a Tangent

Derive an Equation; Deduce Quadratic Roots Algebraically; Quadratic Equations; Quadratic Graphs; Quadratic Formula; Completing the Square; Trigonometric Graphs

Term 3

Cubic and Reciprocal Graphs

Graphical Solutions to Equations; Simultaneous Equations (Linear); Simultaneous Equations (Non-Linear)

Solve Linear Inequalities in One/Two Variables; Represent Linear Inequalities; Solve Quadratic Inequalities

Interpret Proportion (Direct and Indirect); Solve Proportion Problems (Direct and Indirect)

Circle Theorems

Pythagoras; Trigonometric Ratios; Pythagoras and Tri in 2D and 3D; 3D Pythagoras and Trig

Area of a Triangle (Sine Rule); Cosine Rule; Sine Rule

Year 10 – Foundation Knowledge Organiser Half Term 1

Key Topics and Vocabulary

Standard Form

Standard Form

Multiplying or Dividing with Standard Form

Adding or Subtracting with Standard Form

Pythagoras' theorem

Pythagoras' Theorem

Trigonometry

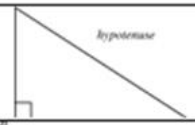
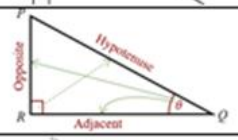
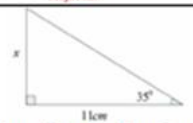
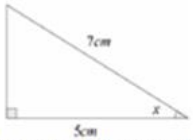
Exact Values for Angles in Trigonometry

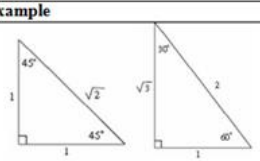
Trigonometry

Hypotenuse

Adjacent

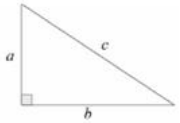
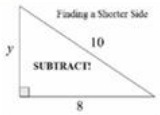
Trigonometric Formulae

Topic/Skill	Definition/Tips	Example
1. Trigonometry	The **study** of **triangles**.	
2. Hypotenuse	The **longest side** of a **right-angled triangle**. Is always **opposite** the **right angle**.	
3. Adjacent	**Next to**	
4. Trigonometric Formulae	Use **SOHCAHTOA**. $\sin\theta = \frac{O}{H}$ $\cos\theta = \frac{A}{H}$ $\tan\theta = \frac{O}{A}$ When finding a missing angle, use the 'inverse' trigonometric function by pressing the 'shift' button on the calculator.	 Use 'Opposite' and 'Adjacent', so use 'tan' $\tan 35 = \frac{x}{11}$ $x = 11\tan 35 = 7.70cm$  Use 'Adjacent' and 'Hypotenuse', so use 'cos' $\cos x = \frac{5}{7}$ $x = \cos^{-1}\left(\frac{5}{7}\right) = 44.4°$

Topic/Skill	Definition/Tips	Example
1. Exact Values for Angles in Trigonometry		

	0°	30°	45°	60°	90°
sin	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
cos	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0
tan	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	----

Topic/Skill	Definition/Tips	Example
1. Standard Form	$A \times 10^b$ $where\ 1 \le A < 10, \quad b = integer$	$8400 = 8.4 \times 10^3$ $0.00036 = 3.6 \times 10^{-4}$
2. Multiplying or Dividing with Standard Form	Multiply: **Multiply the numbers** and **add the powers**. Divide: **Divide the numbers** and **subtract the powers**.	$(1.2 \times 10^3) \times (4 \times 10^6) = 8.8 \times 10^9$ $(4.5 \times 10^5) \div (3 \times 10^2) = 1.5 \times 10^3$
3. Adding or Subtracting with Standard Form	**Convert** in to **ordinary** numbers, **calculate** and then **convert back** in to standard form	$2.7 \times 10^4 + 4.6 \times 10^3$ $= 27000 + 4600 = 31600$ $= 3.16 \times 10^4$

Topic/Skill	Definition/Tips	Example
1. Pythagoras' Theorem	For any **right angled triangle**: $a^2 + b^2 = c^2$  Used to find **missing lengths**. a and b are the shorter sides, c is the **hypotenuse** (**longest side**).	 $a = y,\ b = 8,\ c = 10$ $a^2 = c^2 - b^2$ $y^2 = 100 - 64$ $y^2 = 36$ $y = 6$

Year 10 – Foundation Knowledge Organiser Half Term 2

Key Vocabulary

Statistical measures

Frequency Table

Bar Chart

Types of Bar Chart

Pie Chart

Pictogram

Line Graph

Two Way Tables

Algebra quadratics, rearranging formulae and indentities

Quadratic

Factorising Quadratics

Difference of Two Squares

Solving Quadratics $(ax^2 = b)$

Solving Quadratics $(ax^2 + bx = 0)$

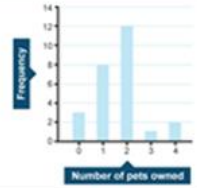
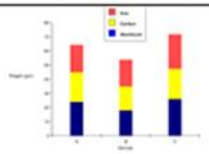
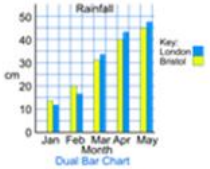
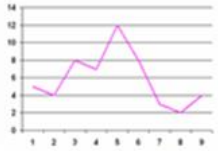
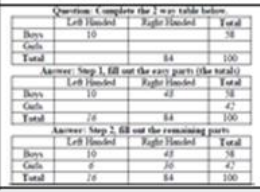
Solving Quadratics by Factorising

$(a = 1)$

Factorising Quadratics when $a \neq 1$

Solving Quadratics by Factorising

$(a \neq 1)$

Topic/Skill	Definition/Tips	Example
1. Frequency Table	A record of **how often each value** in a set of data **occurs**.	
2. Bar Chart	Represents data as vertical blocks. $x - axis$ shows the **type** of data $y - axis$ shows the **frequency** for each type of data Each bar should be the **same width** There should be **gaps** between each bar Remember to **label** each axis.	
3. Types of Bar Chart	**Compound/Composite** Bar Charts show data stacked on top of each other. **Comparative/Dual** Bar Charts show data side by side.	 
4. Pie Chart	Used for showing **how data breaks down into** its constituent **parts**. When drawing a pie chart, **divide 360° by the total frequency**. This will tell you how many degrees to use for the frequency of each category. Remember to **label** the category that each sector in the pie chart represents.	 **If there are 40 people in a survey, then each person will be worth 360÷40=9° of the pie chart.**
5. Pictogram	Uses **pictures** or symbols to **show the value** of the data. A pictogram must have a **key**.	
6. Line Graph	A graph that uses **points connected by straight lines** to show how data changes in values. This can be used for **time series data**, which is a series of data points spaced over uniform time intervals in **time order**.	
7. Two Way Tables	A table that **organises data** around **two categories**. Fill out the information step by step using the information given. Make sure all the totals add up for all columns and rows.	

Topic/Skill	Definition/Tips	Example
1. Quadratic	A quadratic expression is of the form $ax^2 + bx + c$ where a, b and c are numbers, $a \neq 0$	Examples of quadratic expressions: x^2 $8x^2 - 3x + 7$ Examples of non-quadratic expressions: $2x^3 - 5x^2$ $9x - 1$
2. Factorising Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that **add to give b** and **multiply to give c**.	$x^2 + 7x + 10 = (x + 5)(x + 2)$ (because 5 and 2 add to give 7 and multiply to give 10) $x^2 + 2x - 8 = (x + 4)(x - 2)$ (because +4 and -2 add to give +2 and multiply to give -8)
3. Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a + b)(a - b)$	$x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$
4. Solving Quadratics $(ax^2 = b)$	Isolate the x^2 term and square root both sides. Remember there will be a **positive and a negative solution**.	$2x^2 = 98$ $x^2 = 49$ $x = \pm 7$
5. Solving Quadratics $(ax^2 + bx = 0)$	**Factorise** and then **solve = 0**.	$x^2 - 3x = 0$ $x(x - 3) = 0$ $x = 0$ *or* $x = 3$

Year 10 – Higher Knowledge Organiser Half Term 1

Key Topics and Vocabulary

Recap of Year 9 Knowledge Organiser

Pythagoras theorem and basic trigonometry

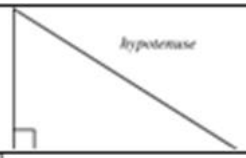
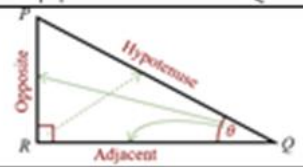
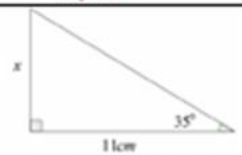
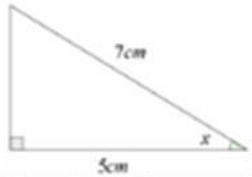
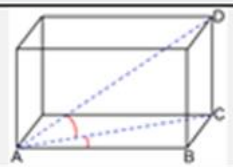
Trigonometry

Hypotenuse

Adjacent

Trigonometric Formulae

3D Trigonometry

Topic/Skill	Definition/Tips	Example
1. Trigonometry	The **study** of **triangles**.	
2. Hypotenuse	The **longest side** of a **right-angled triangle**. Is always **opposite** the **right angle**.	
3. Adjacent	**Next to**	
4. Trigonometric Formulae	Use **SOHCAHTOA**. $\sin\theta = \frac{O}{H}$ $\cos\theta = \frac{A}{H}$ $\tan\theta = \frac{O}{A}$ When finding a missing angle, use the 'inverse' trigonometric function by pressing the 'shift' button on the calculator.	 Use 'Opposite' and 'Adjacent', so use 'tan' $\tan 35 = \frac{x}{11}$ $x = 11\tan 35 = 7.70cm$  Use 'Adjacent' and 'Hypotenuse', so use 'cos' $\cos x = \frac{5}{7}$ $x = \cos^{-1}\left(\frac{5}{7}\right) = 44.4°$
5. 3D Trigonometry	Find missing lengths by **identifying right angled triangles**. You will often have to find a missing length you are not asked for before finding the missing length you are asked for.	

Year 10 – Higher Knowledge Organiser Half Term 2

Key Topics and Vocabulary

Algebra quadratics, rearranging formulae and indentities

Quadratic

Factorising Quadratics

Difference of Two Squares

Solving Quadratics $(ax^2 = b)$

Solving Quadratics $(ax^2 + bx = 0)$

Solving Quadratics by Factorising $(a = 1)$

Factorising Quadratics when $a \neq 1$

Solving Quadratics by Factorising

Collecting and representing data (continues into Statistical measures next half term)

Topic/Skill	Definition/Tips	Example
1. Quadratic	A quadratic expression is of the form $\boldsymbol{ax^2 + bx + c}$ where a, b and c are numbers, $\boldsymbol{a \neq 0}$	Examples of quadratic expressions: x^2 $8x^2 - 3x + 7$ Examples of non-quadratic expressions: $2x^3 - 5x^2$ $9x - 1$
2. Factorising Quadratics	When a quadratic expression is in the form $x^2 + bx + c$ find the two numbers that **add to give b** and **multiply to give c**.	$x^2 + 7x + 10 = (x + 5)(x + 2)$ (because 5 and 2 add to give 7 and multiply to give 10) $x^2 + 2x - 8 = (x + 4)(x - 2)$ (because +4 and -2 add to give +2 and multiply to give -8)
3. Difference of Two Squares	An expression of the form $\boldsymbol{a^2 - b^2}$ can be factorised to give $\boldsymbol{(a + b)(a - b)}$	$x^2 - 25 = (x + 5)(x - 5)$ $16x^2 - 81 = (4x + 9)(4x - 9)$
4. Solving Quadratics $(ax^2 = b)$	Isolate the x^2 term and square root both sides. Remember there will be a **positive and a negative solution**.	$2x^2 = 98$ $x^2 = 49$ $x = \pm 7$
5. Solving Quadratics $(ax^2 + bx = 0)$	**Factorise** and then **solve = 0**.	$x^2 - 3x = 0$ $x(x - 3) = 0$ $x = 0$ *or* $x = 3$

Year 10 - Foundation

MATHS

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Circumference and area
Is the diameter of a circle also a chord? Why or why not? What's the difference between a segment and a sector?

Basic trigonometry
Will the ratio remain constant if the given angle gets bigger/smaller? Why/Why not?

Basic Algebra
What does the word solve mean? What connection does this have to the word solution?

Algebra quadratics, rearranging formula and identities
Which letter is the subject of the formula? How do you know?

Collecting and representing data
Why do statisticians take samples rather than interview the whole population?

Year 10 - Foundation

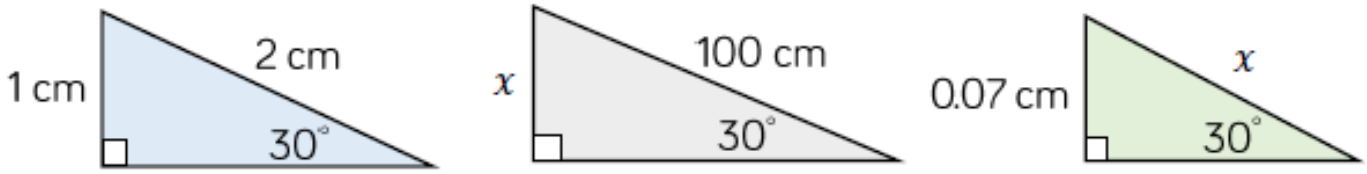
MATHS

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Circumference and area			
2	Basic trigonometry			
3	Basic algebra			
4	Algebra quadratics, rearranging formula and identities			
5	Collecting and representing data			
6				
7				
8				
9				
10				

High Flyers - Enrichment Task

Use the information on the first triangle to find the missing values x on the following two triangles.



Year 10 - Higher

MATHS

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Circumference and area

Is the diameter of a circle also a chord? Why or why not?
What's the difference between a segment and a sector?

Pythagoras theorem

Which term in Pythagoras' theorem represents the hypotenuse? Does it matter which of the shorter two sides is a and which is b?

Basic Trigonometry

Will the ratio remain constant if the given angle gets bigger/smaller? Why/Why not?

Algebra quadratics, rearranging formla and identities

Which letter is the subject of the formula? How do you know?

Collecting and representing data

Why do statisticians take samples rather than interview the whole population?

Year 10 - Higher

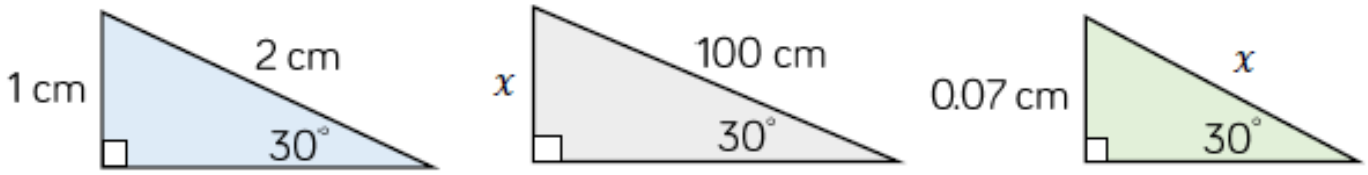
MATHS

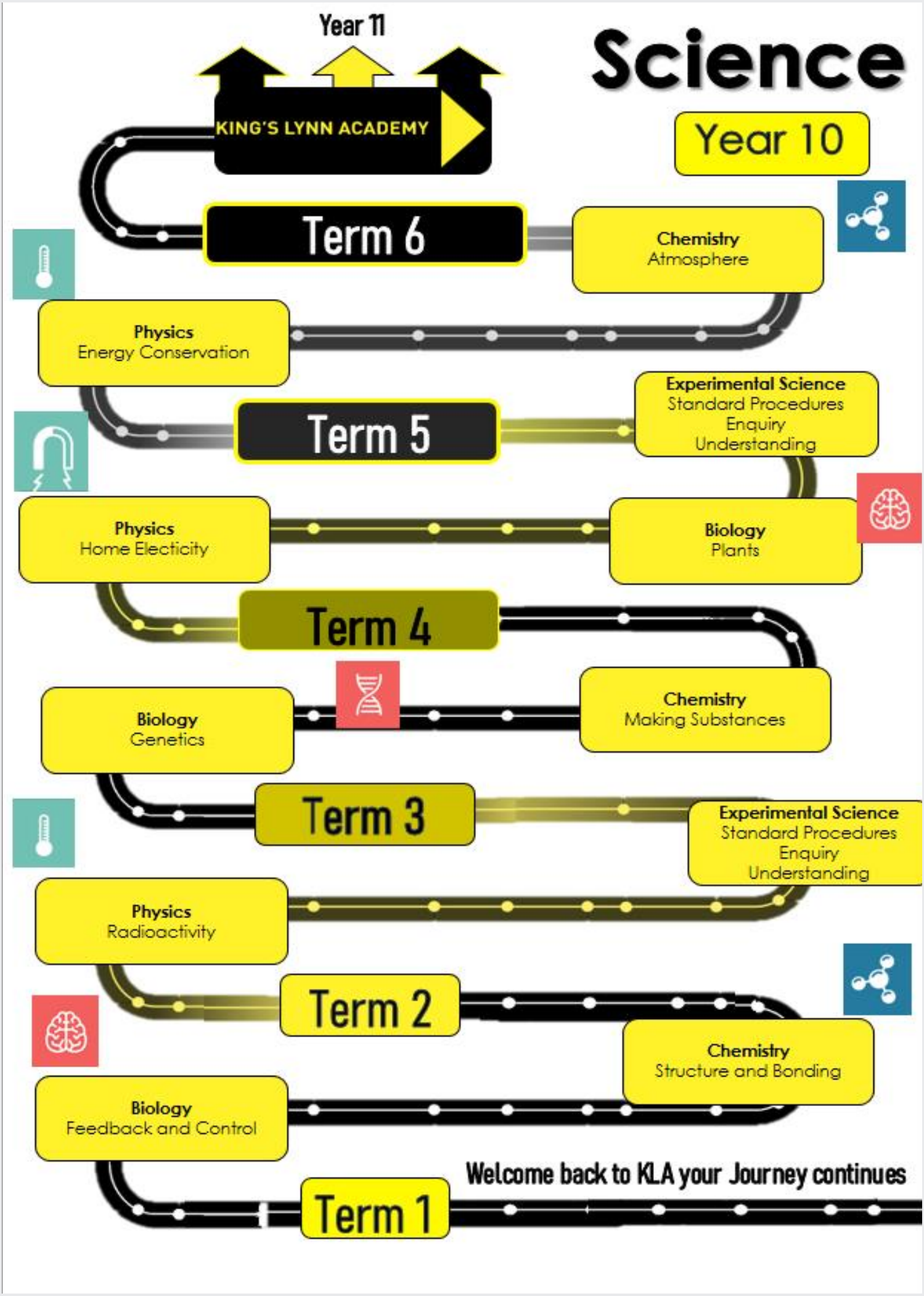
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Circumference and area			
2	Pythagoras theorem			
3	Basic trigonometry			
4	Algebra quadratics, rearranging formula and identities			
5	Collecting and representing data			
6				
7				
8				
9				
10				

High Flyers - Enrichment Task

Use the information on the first triangle to find the missing values x on the following two triangles.




Year 11
KING'S LYNN ACADEMY
Science
Year 10
Term 6
Chemistry
Atmosphere
Physics
Energy Conservation
Term 5
Experimental Science
Standard Procedures
Enquiry
Understanding
Physics
Home Electicity
Biology
Plants
Term 4
Biology
Genetics
Chemistry
Making Substances
Term 3
Experimental Science
Standard Procedures
Enquiry
Understanding
Physics
Radioactivity
Term 2
Chemistry
Structure and Bonding
Biology
Feedback and Control
Welcome back to KLA your Journey continues
Term 1

Notes

Forces

Acceleration: Big ideas

What expert understanding do we want after 5 years?

Forces predict motion
Big idea

Objects interact. The overall effect of forces on an object depends on their sum. Objects in equilibrium have constant motion, but change velocity with a resultant force. Newton's laws and the equations of motion can predict motion.

How does the unit develop this?

Vectors
Key Concept

Forces are vectors, with both magnitude & direction. They can be contact or non-contact

Sub-concepts

Scalar vs. Vector, Contact forces vs. Non-Contact Forces

Facts

- Vectors have magnitude & direction; Scalars have only magnitude
- Forces can be contact or non-contact
- When considered in a single plane, unbalanced forces add up to produce a resultant force in a single direction
- Distance vs. Displacement
- Speed vs. Velocity

Newton's 1st (& 3rd) Law
Key Concept

1st Law – an object remains in the same state of motion unless a resultant force acts on it
3rd Law - whenever two objects interact, they exert equal and opposite forces on each other

Sub-concepts

Newton's 1st Law; Newton's 3rd Law; Inertia, Centre of Mass

Facts

- When the resultant force is not zero, an object will accelerate & change direction, speed or shape
- When the resultant force is zero, an object will remain travelling in the same direction, at the same speed. This includes remaining stationary.

Acceleration
Key Concept

Acceleration can be calculated using the formula;

$$Acceleration = \frac{change\ in\ velocity}{time\ taken}$$

Sub-concepts

Calculating Acceleration, Units, calculating acceleration from the gradient of a V/T graph; Displacement from V/T Graph

Facts

- Acceleration is change in velocity ÷ time taken
- Unit is m/s^2 or ms^{-2}
- Gradient of a V/T graph = acceleration
- Area under a V/T graph = displacement [Higher Ability]

	Know the facts		Key words
1	Acceleration is the change in velocity of an object per second.	1	**Scalar quantities** have magnitude only.
2	Acceleration is a vector quantity.	2	**Vector quantities** have magnitude and an associated direction.
3	An object is accelerating if its speed or its direction (or both) are changing.	3	**Magnitude** is the size of a physical quantity.
4	A negative acceleration means an object means an object is slowing down and is called deceleration.	4	**Streamlining** is the reduction of drag on an object.
5	Acceleration = change in velocity / time taken ($a = v \Delta / t$).	5	**Inertia** is the tendency of an object to continue in its current state (at rest or in uniform motion) unless acted on by a resultant force.
6	Uniform acceleration is when the acceleration of an object is constant.	6	**Terminal velocity** is the constant velocity a falling object reaches when the frictional force acting on it is equal to its weight.
7	Newton's First Law says that the velocity, speed, and/or direction of an object will only change if a resultant (unbalanced) force is acting on it.	7	**Air resistance** (drag) is a type of friction between air and another material.
8	The velocity of an object is both the speed and direction in which it is moving.	8	**Displacement** is a vector quantity and has both magnitude and direction.
9	Distance is how far an object moves, but it does not involve direction.	9	**Acceleration** is the change in velocity of an object per second (m/s/s or m/s^2).
10	Vectors are a resultant force acting in a diagonal direction. You need to be able to draw vector diagrams.	10	**Deceleration** is slowing down, or negative acceleration.
11	All objects have inertia whether they are moving or not.	11	**Velocity** of an object is its speed in a particular direction. Velocity is a vector quantity because it has both a magnitude and an associated direction.
12	Know distance-time graphs – how distance travelled by an object travelling in a straight line changes with time	12	**Speed** is a measure of how far an object moves in a given time.
13	Know velocity-time graphs – how velocity of an object changes with time	13	**Resultant force** is the overall force acting on an object.
14	When an object moves through a fluid (liquid or gas) a frictional force drags on it.		

	Question
1.	What is the difference between distance and displacement?
2.	What is the difference between speed and velocity?
3	What are the typical speeds for a person walking, running and cycling?
4.	What is acceleration?
5.	What is the unit of acceleration?
6.	How can an object be accelerating even if it is travelling at a steady speed?
7	What is happening to an object if it has a negative acceleration?
8	What information does the gradient of the line in a distance-time graph provide?
9	What information does the gradient of the line in a velocity-time graph provide?
10	What is the name for the steady speed of a falling object reaches when the resistive force is equal to its weight?
11	In which direction does the drag on an object always act?
12	What can be done to reduce the drag on an object?
13	What happens to the drag on an object as its speed increases?
14	What does Newton's First Law say?
15	What is the resultant force on an object moving at a steady speed in a straight line?
16	What forces are balanced when an object travels at a steady speed?
17	What is meant by inertia?

Triple Science?
Get extra support here

Combined Science?
Get extra support here

Extra support can be found at these BBC bitesize links

Notes

	Answer
1	Distance is a scalar quantity and only has a magnitude (size), displacement is a vector quantity and has both magnitude and direction.
2	Speed is a scalar quantity and only has a magnitude (size), velocity is a vector quantity and has both magnitude and direction.
3	1.5 m/s, 3.0 m/s and 6.0 m/s
4	Change in velocity of an object per second
5	m/s^2
6	If it is changing direction
7	It is slowing down
8	Speed
9	Acceleration
10	Terminal velocity
11	In the direction opposite to which it is moving
12	Streamlining
13	The drag increases.
14	The velocity of an object will only change if a resultant force is acting on it.
15	Zero.
16	Resistive forces = driving force
17	The tendency of an object to remain in a steady state (at rest or in uniform motion)

Notes

Matter

Structure and Bonding: 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?

Ionic, Covalent, Metallic
Key Concept

Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures.

Sub-concepts

Bonds hold atoms together.

Facts

- Ionic, Covalent and metallic Bonds
- Structures of Carbon

Triple Science?
Get extra support here

Combined Science?
Get extra support here

Electrolysis
Key Concept

When an ionic compound is melted or dissolved in water, these liquids and solutions are able to conduct electricity and are called electrolytes. Passing an electric current through electrolytes causes the ions to move to the electrodes, producing elements. This process is called electrolysis.

Sub-concepts

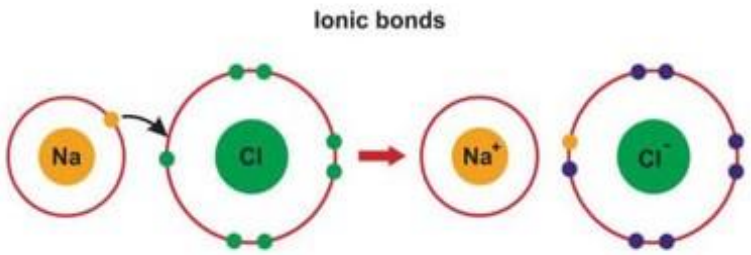
Half Equations
Using electrolysis to extract metals

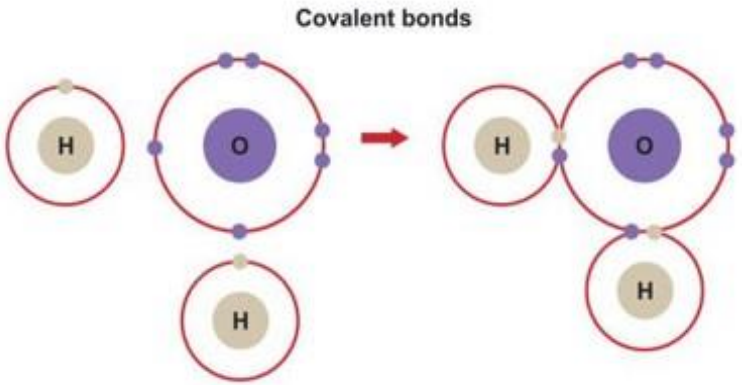
Facts

- Molten and Aqueous electrolysis produces different products

	Know the facts		Key words
1	Particle model assumes: • There are no forces between particles • That all particles in a substrate / material are spherical • That the spheres are solid	1	A **covalent bond** is when pairs of electrons are shared between non-metal atoms.
2.	In a covalent bond the number of electrons shared depends on how many extra electrons an atom needs to make a full outer shell.	2	**Ionic bond** is when metal atoms react with non-metal atoms they transfer electrons to the non-metal
3	Giant covalent structures: Solid at room temperature - high melting and boiling points because the strong covalent bonds between atoms must be broken to melt or boil substances requiring a lot of energy. Examples – diamond, graphite.	3	**Metallic bonding** is the electrostatic attraction between positive metal ions and delocalised electrons.
4.	Simple, small (covalent) molecules: Normally gaseous or liquid at room temperature - low melting and boiling points because only the **inter**molecular forces need to be overcome to melt or boil the substances, not the bonds between the atoms – this does not require a lot of energy. Examples – water, methane.	4	**Delocalised electrons** are electrons that are not associated with a particular atom, e.g. in a metal, outer electrons can be free to move through the solid. This movement allows electricity to be conducted.
5.	Large molecules: Normally solid at room temperature - melting and boiling points are low compared to giant covalent substances but higher than for small molecules. Example – polymers.	5	**Malleable** when substances can be bent or hammered into shape without shattering
6.	In ionic bonding, metal atoms lose electrons to become positive ions. Non-metal atoms gain those electrons to become negative ions.	6	An **alloy** is a **mixture** of two or more elements, at least one of which is a metal.
7	Metals are good conductors of electricity and of thermal energy because delocalised electrons are free to move through the whole structure	7	**Electrolysis** is the process by which an electrolyte of an ionic substance is decomposed (broken down) into simpler substances when an electric current is passed through them.
8	The anode is where the electrons are lost, and the cathode is where electrons are gained during electrolysis of an electrolyte.	8	**Electrolyte** are substances that must be able to conduct electricity
9	Electrolysis is used if the metal is more reactive than carbon.	9	**Anode** - the positive electrode during electrolysis (attracts negative anions).
10	Electrolysis of aluminium oxide extracts aluminium.	10	**Cathode** - The negative electrode during electrolysis (attracts positive cations)

	Question
1	What defines a covalent bond in terms of electrons?
2.	Which type of atoms form covalent bonds between them?
3	What is an ion?
4.	Which kind of elements form ionic bonds
5.	What charges do ions from group 1 and 2 form?
6.	Name the force that holds oppositely charged ions together.
7	Describe the structure of a giant ionic lattice.
8	Why don't ionic substances conduct electricity when solid?
9	When can ionic structures conduct electricity?
10	Describe the structure of a pure metal.
11	What is electrolysis?
12	What is an electrolyte?
13	During electrolysis, where are metals formed?
14	During electrolysis, where are metals formed?
15	In the electrolysis of solutions, when would a metal not be produced at the cathode?
16	In the electrolysis of aluminium oxide, why is the aluminium oxide mixed with cryolite?
17	In the electrolysis of aluminium oxide, what are the anodes made of?
18	In the electrolysis of aluminium oxide, why do the anodes need to be replaced?

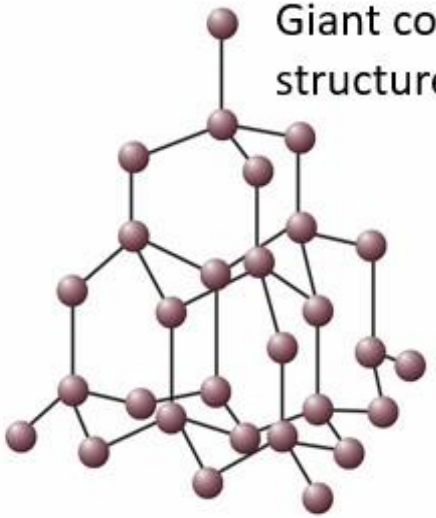




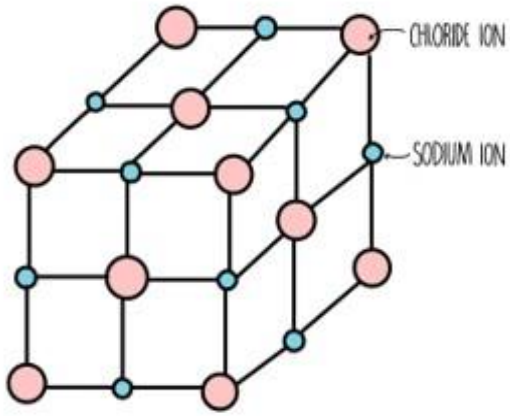
Notes

	Answer
1	By atoms sharing pairs of electrons.
2	Non-metals.
3	An atom that has lost or gained electrons.
4	Metals and non-metals.
5	Group 1 form 1+, Group 2 form 2+.
6	Electrostatic force of attraction.
7	Regular structure of alternating positive and negative ions, held together by the electrostatic force of attraction.
8	Ions are fixed in position so cannot move, and there are no delocalised electrons.
9	When melted or dissolved as ions are free to move and carry charge.
10	Layers of positive metal ions surrounded by delocalised electrons.
11	The process of using electricity to extract elements from a compound
12	A liquid or solution that contains ions and so can conduct electricity
13	Cathode.
14	Anode.
15	When the metal is more reactive than hydrogen.
16	To lower the melting point.
17	Graphite.
18	They react with the oxygen being formed.

Notes



Giant covalent structure



Giant Ionic Lattice

Organisms

Homeostasis and Response: Big ideas

What expert understanding do we want after 5 years?

Cells are alive
Big idea

Maintaining a constant internal environment in response to internal and external change is essential for survival. In humans this is achieved through detection, processing and antagonistic responses by the nervous and endocrine systems, to control blood sugar levels, body temperature and water balance.

How does the unit develop this?

Nervous System
Key Concept

The brain, spinal cord, neurones, synapses, receptors and effectors of the nervous system are
adapted to enable humans to respond to internal and external stimuli. The structures of the eye are
adapted to its function as a sense organ.

Sub-concepts

Nervous system
Reflex arc

Facts

- cells called receptors detect stimuli
- coordination centres (brain and spinal cord) receive and process information from receptors
- Reflex actions are automatic, rapid and protect the body

Endocrine System
Key Concept

The human endocrine system is adapted for coordination and control, including through negative feedback.

Sub-concepts

Hormones and Glands
Pituitary gland

Facts

- Hormones are released from the thyroid gland, pancreas, adrenal gland, testes and ovaries
- The pituitary gland in the brain is the 'master gland'

Hormones and Reproduction
Key Concept

Hormones play a vital role in enabling sexual reproduction in humans: they regulate the menstrual cycle, including ovulation, in adult females. Without this process, sexual reproduction would not be possible.

Sub-concepts

Sex hormones
Menstrual cycle
Fertility

Facts

- Oestrogen is the main female sex hormone
- Testosterone is the main male sex hormone
- Men produce sperm continuously and women have a monthly cycle
- There are 4 hormones in the menstrual cycle
- Fertility can be reduced be a variety of methods of contraception

	Know the facts
1	Function of the nervous system enables humans to react to their surroundings and to coordinate their behaviour – includes both voluntary (relatively slow) and involuntary actions
2.	Homeostasis maintains optimum conditions for all cell functions and enzyme actions including blood glucose concentration, body temperature and water levels.
3	Reflex arc – the pathway of the electrical impulse. Stimulus → Receptor → Sensory neuron (s) → Coordinator (central nervous system. Relay neuron or interneuron) → Motor neuron(s)→ Effector (muscle or hormone gland)→ Response
4.	The endocrine system is composed of hormone glands. Blood carries the hormones to a target organ, where an effect is produced. Compared to the nervous system, effects caused by the endocrine system are slower but act for longer.
5.	Negative feedback systems work to maintain a steady state. Blood glucose, water and thyroxine levels are all controlled in the body by negative feedback.
6.	Oestrogen – main female reproductive hormone. Testosterone – main male reproductive hormone.
7	Follicle stimulating hormone (FSH) released by pituitary gland. Causes eggs to mature in the ovaries. Stimulates ovaries to produce oestrogen.
8	Oestrogen released by ovaries. Causes lining of uterus wall to thicken. Inhibits release of FSH. Stimulates release of luteinising hormone. Sometimes used in contraceptives for fertility control.
9	Luteinising hormone (LH) released by pituitary gland. Stimulates release of mature eggs from ovaries (ovulation)
10	Progesterone released by ovaries. Maintains thick uterus lining. Inhibits FSH and LH. Forms a mucus plug in the cervix. Used in contraceptives for fertility control.
11	FSH and LH can be given as a drug to treat infertility using invitro fertilisation (IVF) treatment.

Notes

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	Key words
1	**Homeostasis** is the regulation of internal conditions (of a cell or whole organism) in response to internal and external changes, to maintain optimum conditions for functioning.
2	**Reflex actions** of the nervous system are automatic and rapid – they do not involve the conscious part of the brain. They are important for survival because they help prevent damage to the body.
3	**Neurones** carry electrical impulses around the body – relay neurones connect sensory neurones to motor neurones.
4	**Synapses** are physical gaps between neurones, which use neurotransmitter chemicals to allow electrical impulses in the nervous system to cross between neurones.
5	**Involuntary** – not under our conscious control
6	**Receptors** are specialised cells that detect a stimulus. Their job is to convert the stimulus into electrical signals in nerve cells.
7	**Diabetes** is a non-communicable disease where the body either cannot produce or cannot respond to insulin.
8	**Hormonal contraception** contain hormones to inhibit FSH production so no eggs mature
9	The **menstrual cycle** is a recurring process which takes around 28 days. During the process, the lining of the **uterus** is prepared for pregnancy. If implantation of the fertilised egg into the uterus lining does not happen, the lining is then shed. This is known as **menstruation**.
10	**Ovulation** is the process of releasing an egg from an ovary.

	Questions
1	What is the function of the nervous system?
2.	What are the 2 parts of the central nervous system?
3	Why are reflex actions important?
4.	What is a stimulus?
5.	Name 2 types of effectors.
6.	Give three internal conditions controlled in homeostasis
7.	What is a synapse?
8.	What is the function of neurones?
9.	What is the endocrine system?
10.	Where is the pituitary gland located?
11.	Which organ monitors and controls blood glucose concentration.
12.	Which hormones interact to regulate blood glucose levels?
13.	What are the methods of hormonal contraception?
14.	What are the methods of non-hormonal contraception?
15.	What is the function of adrenaline in the body?
16.	What is the function of thyroxine in the body?
17.	Which endocrine glands control secondary sexual characteristics?
18.	State the disadvantages of IVF treatment.

Notes

Triple Science? Get extra support here

Combined Science? Get extra support here

	Answer
1.	Enables organisms to react to their surroundings and coordinates behaviour.
2.	Brain and spinal cord.
3	For survival and to prevent damage to the body.
4.	A change to the internal or external environment.
5.	Muscles and glands.
6.	Body temperature, blood glucose concentration, water levels
7.	Junction between 2 neurones where chemicals are released, allowing impulses to cross.
8.	Carry electrical impulses around the body.
9.	System of glands that secrete hormones into the blood stream.
10.	Brain.
11.	Pancreas.
12.	Insulin and glucagon
13.	Oral contraceptives, injection, implant, skin patch, IUD
14.	Barrier methods, copper IUD, spermicidal agents, sterilisation, abstinence
15.	Increases heart rate and boosts delivery of oxygen and glucose to brain and muscles to prepare the body for 'fight or flight'
16.	Stimulates basal metabolic rate, so is important for growth and development
17.	Ovaries in females and testes in males.
18.	Emotionally and physically stressful, low success rate, can lead to risky multiple births.

Year 10

Science

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Life processes are controlled by nerves and hormones			
2	Life processes need a constant internal environment—Homeostasis			
3	Hormones play a vital role in sexual reproduction in humans			
4	Chemical bonds are made in chemical reactions			
5	Chemical bonds involve the transfer or sharing of electrons			
6	Chemical bonds can be ionic, covalent or metallic			
7	Forces can be described and explained using force diagrams			
8	Acceleration is the change of velocity			
9	The acceleration of an object can be calculated from the gradient of a velocity–time graph			
10	Newton's three laws of motion explain the relationships between motion and force			

High Flyers - Enrichment Task

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

Use of appropriate apparatus and techniques for conducting and monitoring chemical reactions, including appropriate reagents and/or techniques for the measurement of pH in different situations.

Use of appropriate apparatus and techniques for measuring motion, including determination of speed and rate of change of speed (acceleration/deceleration).

Q. A bee is flying towards a man's face. The muscles in the eyelid shut the man's eye before the bee hits the eye. Describe the **pathway** taken by the nerve impulse in the blink reflex. Explain **why** we have this reflex. [6 marks]

Q. A swimmer's speed increases as she begins to swim. The swimmer has a top (maximum) speed. Explain **why**. [6 marks]

Q. Lithium chloride is a solid with a high melting point. It conducts electricity only when molten or in solution. Describe the **bonding** present in lithium chloride and explain the **properties** given above. [6 marks

NEXT STEPS:

FEED FORWARD:

Geography

Year 10

Year 11

KING'S LYNN ACADEMY

Fieldwork

London case study

Half Term 6

Urbanisation

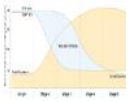
Lagos case study

Urban Challenges

Case study: Tunisia

Cambridge case study

Half Term 5



Changing economy: UK

Case study: Nigeria

Economic landscapes

Half Term 4

Hitosa Case study

Focus on water

STNCWTP case study

Half Term 3

Resources overview

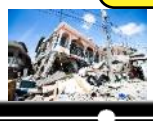
Resources

Climate change

Case study: Haiyan

Half Term 2

Case studies: earthquakes



How to prepare for an tectonic hazard

Weather hazards

Welcome back to KLA. Your journey continues.

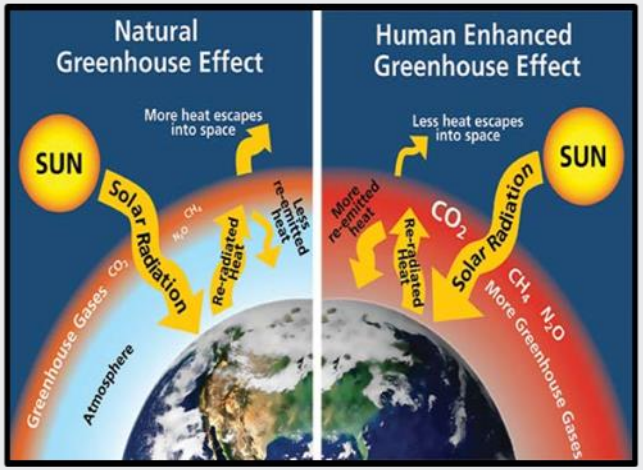
Half Term 1

Plate margins

Natural hazards

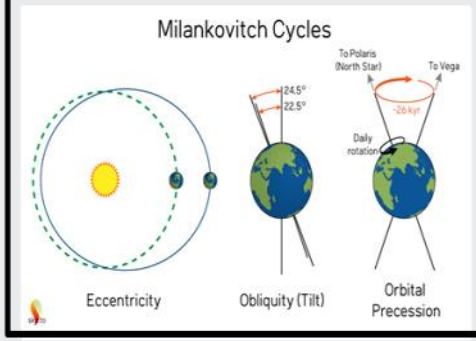
GEOGRAPHY YEAR 10 TERM 1 THE CHALLENGE OF NATURAL HAZARDS

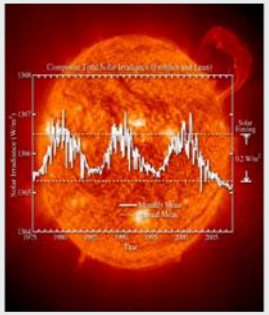
Earthquake case studies	
Amatrice, Italy	**Gorkha, Nepal**
Primary effects	
299 people were killed, 400 were injured and 4454 were made homeless.	A total of 8,841 dead, over 16,800 injured and 1 million made homeless.
Over half the buildings were destroyed despite their reinforcements.	The destruction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

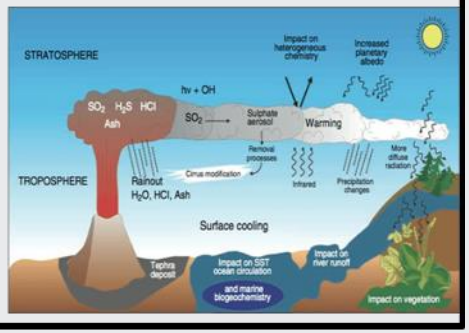


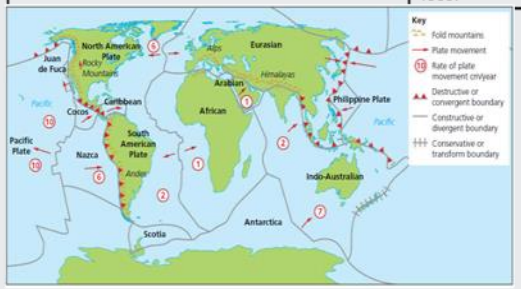
Human causes of climate change

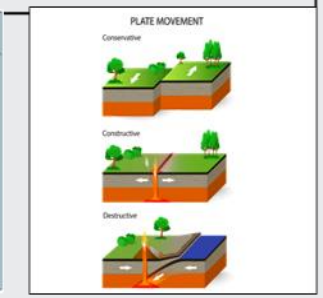
Natural causes of climate change

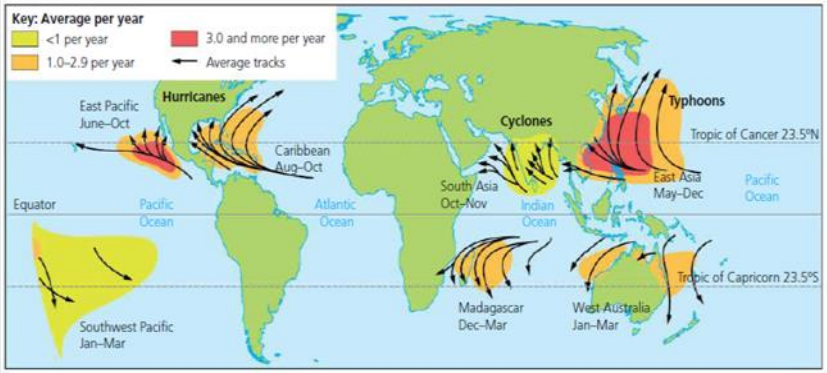


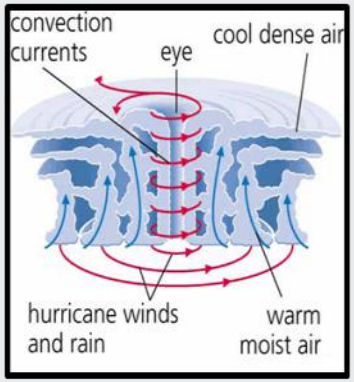




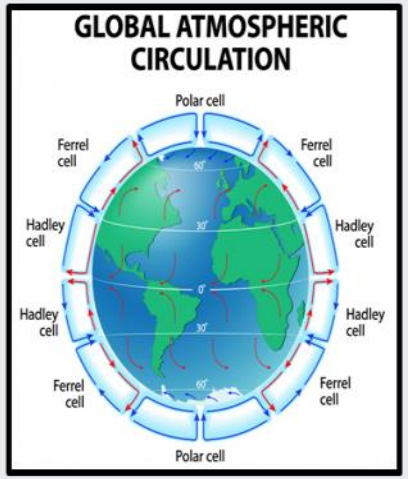






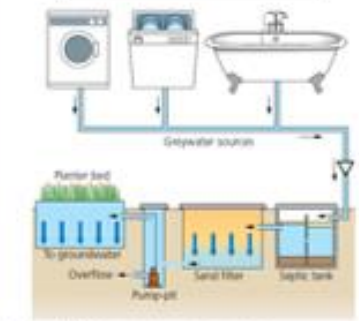


Structure of a tropical storm



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

Grey water treatment



A Figure 24.19 Advanced grey water treatment

A Figure 24.24 A gravity-fed water system

The principle behind a gravity fed water system, as used in Litosa, Ethiopia

Case study: SNWTP China

Figure 24.17 Some costs and benefits from the SNWTP

Costs	Benefits
Displacement of huge numbers of people	Provides reliable water supply in the water-deficient north
Wildlife and ecosystems badly disturbed	Improves availability of safe water therefore reduces health risks
Loss of antiquities	Water for industrial growth
Huge capital investment - taxpayers to pay	Water for irrigation
Water exports might run the south dry	
Evaporation losses from canals	

A Figure 24.14 Water availability in China

Resources key terms:

Agribusiness: Application of business skills to agriculture.	**Geothermal energy:** Energy generated by heat stored deep in the Earth
Carbon footprint: A measurement of all the greenhouse gases we individually produce.	**Hydro(electric) power:** Electricity generated by turbines that are driven by moving water.
Energy mix: The range of energy sources of a region or country, both renewable and non-renewable.	**Nuclear power:** The energy released by a nuclear reaction, especially by fission or fusion
Food miles: The distance covered supplying food to consumers.	**Renewable energy sources:** A resource which is not diminished when it is used; it recurs and cannot be exhausted.
Resource management: The control and monitoring of resources so that they do not become depleted or exhausted.	**Solar energy:** The Sun's energy exploited by solar panels, collectors or cells to heat water or air or to generate electricity
Biomass: Renewable organic materials, such as wood, agricultural crops or wastes, especially when used as a source of fuel or energy.	**Solar energy:** The Sun's energy exploited by solar panels, collectors or cells to heat water or air or to generate electricity
Energy conservation: Reducing energy consumption through using less energy and becoming more efficient in using existing energy sources.	**Sustainable development:** Development that meets the needs of the present without limiting the ability of future generations to meet their own needs.
Energy security: Uninterrupted availability of energy sources at an affordable price.	**Wind energy:** Electrical energy obtained from harnessing the wind with windmills or wind turbines.

Resources key ideas:

Food, water and energy are fundamental to human development.

The changing demand and provision of resources in the UK create opportunities and challenges.

Demand for water resources is rising globally but supply can be insecure, which may lead to conflict.

Different strategies can be used to increase water supply.

Resources case studies/examples:

An example of a large scale water transfer scheme to show how its development has both advantages and disadvantages.	**South-North Water transfer scheme, China**
An example of a local scheme in an LIC or NEE to increase sustainable supplies of water.	**Gravity fed water system, Ethiopia**
Decision-making exercise- Paper 3 practice	**Reservoir building, Oxford**

Notes

Natural hazards Year 10
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember
The names of the 3 plate boundaries.
What do the following tier 3 terms mean? Convection current, primary effect, orbital theory, storm responses
The type of pressure involved initially for tropical storms to form.

Apply your knowledge
Why does the UK receive so much rainfall?
What causes the path of tropical storms and what causes them to eventually lose their strength?
Which countries suffer the worst effects of tectonic hazards—HICs or LICS?

Stretch your thinking!
What will be the impact of climate change on the UK in the future?
Will the Earth ever go back into an Ice Age? Why?
Adaptation and mitigation are both needed to manage climate change. Do you agree?

Year 10

Geography
Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity			
2	Use **named examples** to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.			
3	Reasons why people continue to live in areas at risk from a tectonic hazard			
4	General atmospheric circulation model: pressure belts and surface winds			
5	Causes of tropical storms and the sequence of their formation and development			
6	Use a **named example** of a tropical storm to show its effects and responses.			
7	An **example** of a recent extreme weather event in the UK			
8	Possible evidence for climate change from the beginning of the Quaternary period to the present day .			
9	Possible causes of climate change : natural factors and human factors			
10	Managing climate change: adaption and mitigation			

High Flyers - Enrichment Task

'Human causes are more to blame for climate change than physical ones'. To what extent do you agree with this statement? Plan an answer to this exam style question.

Use the following website (or in your search engine type (USGS Latest earthquakes) to find the latest earthquakes around the world. Which ones will have the most devastating effects? Why?

https://earthquake.usgs.gov/earthquakes/map/?extent=16.80454,-137.19727&extent=55.02802,-52.82227

History

Year 10

Year 11

KING'S LYNN ACADEMY

Half Term 6

Elizabethan Exploration

The Poor

Elizabethan Culture

Elizabeth's background and character

Elizabethan Politics

The Succession Crisis

Elizabethan Times

Half Term 5

Elizabeth and her government

Elizabethan England c 1568 – 1603

Changes in Allied forces

Military developments in 1918

Germany Surrenders

Half Term 4

Ending the war

The wider war

The Western Front

The Schlieffen Plan

Stalemate

Anglo-German Rivalry

Outbreak of the War

The Alliance System

Conflict and Tension: First World War 1894-1918

Causes of the War

Modern public health

Half Term 3

Improvements in public health

c1900-today

Modern treatment of diseases

Impact of war

Half Term 2

C1800-1900

Prevention of disease

Dealing with disease

Impact of the Renaissance

Surgery

Medical Progress in the Middle Ages

Public Health in the Middle Ages

c1500-1800

Welcome back to KLA. Thank you for choosing to continue.

Half Term 1

Medieval Medicine

c1000-1500

Health and the People c1000 to the present day

Overview Timeline

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

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

Year 10

Health and the People c1000 to the Present Day

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember
What do the following terms mean? Anaesthetic, vaccination, public health, physician, astrology, ligatures, sterilise.
Put these events into chronological order. Can you add the dates they happened? The Great Plague, Pasteur's work on germ theory, Black Death, founding of the NHS, discovery of penicillin.
Say why these people are significant in the topics that have been studied. Galen, Hippocrates, Andreas Vesalius, William Harvey, Edward Jenner, Louis Pasteur, Robert Koch.

Apply your knowledge
Explain the significance of the creation of the National Health Service. (8 marks).
Explain two ways in which medieval hospitals and hospitals in the 18th century were similar. (8 marks).
Explain the significance of Islamic medicine and surgery. (8 marks).

Stretch your thinking!
Has science and technology been the main factor in improving the treatment of disease? Explain your answer with reference to science and technology and other factors. Use a range of examples from across your study of Health and the people c1000 to present day. (16 marks + 4 SPAG).

Year 10

History

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Medieval Medicine			
2	Medieval progresses in the Middle Ages			
3	Public health in the Middle Ages			
4	The impact of the Renaissance on Britain			
5	Dealing with disease (including the Great Plague of 1665)			
6	Prevention of disease			
7	The development of the Germ Theory and its impact on the treatment of disease in Britain			
8	A revolution in surgery			
9	Improvements in public health			
10	Modern treatment of disease			
11	The impact of the war and technology on surgery			
12	Modern public health			

High Flyers - Enrichment Task

Follow the link below to a BBC Teach website which has 10 individual short videos on different aspects of our course. Watching these videos will help embed and expand on your knowledge.

https://www.bbc.co.uk/programmes/articles/2LwpBTHK7f5PwhwFNYJ6GV7/medicine-through-time

Alternatively, collect an extract from 'Blood and Guts: A Short History of Medicine' by Roy Porter from Miss Hammond in S5 for some extended reading.

French

Year 10

Year 11

KING'S LYNN ACADEMY

Term 6

School activities using *the imperfect tense*

Success at school using *the three tenses*

School rules using *il faut*

Talking about holiday disasters using three tenses

School vocab using *the DOP*

Activites on holiday using *the present* and *the perfect tense*

Talking about traveling using *the comparative*

Term 5

Talking about holiday

Talking about your neighbourhood using *negatives*

Tourist information using *questions*

The weather using *si clause*

Where you live using the *superlative*

Term 4

Family celebrations using *three tenses*

Describing your daily life using *devoir* and *pouvoir*

A special meal using *the present and the near future*

Describing festivals using *questions*

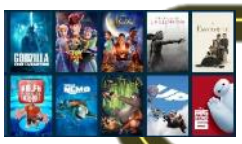
Talking about a night out using *the perfect tense*

Term 3

Revising food and clothes

Talking about sport using *depuis + present tense*

Discussing reading habits and music using *negatives*



Talking about technology using *irregular verbs*

Talking about TV programmes using *the comparative*

Term 2

Revising leisure activities and films

Going out using *the near future*

Role models using *two tenses*

A day out using *the perfect tense*

Welcome to KLA your Journey starts here

Term 1

The present tense and reflexive verbs

Revising family members and places in town

Year 10 French Half Term 1

Topic specific vocab

La famille	*Family members*
les parents	*parents*
le père	*father*
la mère	*mother*
le beau-père	*stepfather/father-in-law*
la belle-mère	*stepmother/mother-in-law*
le mari	*husband*
la femme	*wife*
les enfants	*children*
le fils	*son*
la fille	*daughter*
le frère	*brother*
la sœur	*sister*
le demi-frère	*half-brother, stepbrother*
la demi-sœur	*half-sister, stepsister*
le beau-frère	*brother-in-law*
la belle-sœur	*sister-in-law*
les grands-parents	*grandparents*
le grand-père	*grandfather*
la grand-mère	*grandmother*
les petits-enfants	*grandchildren*
le petit-fils	*grandson*
la petite-fille	*granddaughter*
l'oncle (m)	*uncle*
la tante	*aunt*
le cousin/la cousine	*cousin*

Les amis	*Friends*
l'ami (m)/le copain	*(male) friend*
l'amie (f)/la copine	*(female) friend*
le petit ami/le petit copain	*boyfriend*
la petite amie/la petite copine	*girlfriend*
Je retrouve mes amis au parc.	*I meet up with my friends in the park.*
Je traîne en ville avec mes copines.	*I hang out in town with my (female) friends.*
Je tchatte en ligne avec ma meilleure copine.	*I chat online with my best (female) friend.*
Avec mon petit ami, j'écoute de la musique.	*I listen to music with my boyfriend.*
Je passe chez ma petite copine.	*I go to my girlfriend's house.*
On rigole bien ensemble.	*We have a good laugh together.*
On regarde un film ou des clips vidéo.	*We watch a film or music videos.*
On joue au foot ou au basket ensemble.	*We play football or basketball together.*
On discute de tout.	*We talk about everything.*
On mange ensemble au fast-food.	*We eat together at a fast-food restaurant.*

L'amitié	*Friendship*
Je pense que …	*I think that …*
Pour moi, …	*For me …*
À mon avis, …	*In my opinion …*
Un(e) bon(ne) ami(e) est …	*A good friend is …*
compréhensif/-ive	*understanding*
cool	*cool*
drôle	*funny*
fidèle	*loyal*
généreux/-euse	*generous*
gentil(le)	*kind*
honnête	*honest*
modeste	*modest*
optimiste	*optimistic*
patient(e)	*patient*
sensible	*sensitive*
sympa	*nice*
Un(e) bon(ne) ami(e) …	*A good friend …*
écoute mes problèmes/ mes secrets	*listens to my problems/secrets*
discute de tout avec moi	*talks about everything with me*
aide tout le monde	*helps everyone*
accepte mes imperfections	*accepts my faults*
respecte mes opinions	*respects my opinions*
a les mêmes centres d'intérêt que moi	*has the same interests as me*
a le sens de l'humour	*has a sense of humour*

Les rapports en famille	*Family relationships*
Je m'entends bien avec …	*I get on well with …*
Je me dispute avec …	*I argue with …*
Je me chamaille avec …	*I bicker with …*
Je m'amuse avec …	*I have fun with …*
Je m'occupe de …	*I look after …*
le frère aîné/cadet	*older/younger brother*
la sœur ainée/cadette	*older/younger sister*
Il/Elle est/a l'air/semble …	*He/She is/looks/seems …*
dynamique	*lively*
égoïste	*selfish*
jaloux/-ouse	*jealous*
sévère	*strict*
timide	*shy*
travailleur/-euse	*hard-working*

Les adjectifs de personnalité	*Personality adjectives*
Il/Elle est …	*He/She is …*
agaçant(e)	*annoying*
arrogant(e)	*arrogant*
amusant(e)	*amusing, funny*
bavard(e)	*talkative, chatty*
charmant(e)	*charming*
content(e)	*happy*
fort(e)	*strong*
impatient(e)	*impatient*
impoli(e)	*impolite*
indépendant(e)	*independent*
intelligent(e)	*intelligent*
marrant(e)	*funny*
méchant(e)	*nasty/mean*
têtu(e)	*stubborn, pig-headed*

Year 10 French Half Term 1

Grammar

The perfect tense with 'avoir'

How does it work?

- To form the perfect tense of most verbs, you need to take two steps.

Step 1: Use the correct **part of *avoir*** (the auxiliary verb). Here is a reminder of the verb *avoir*:

j'ai	*nous avons*
tu as	*vous avez*
il/elle/on a	*ils/elles ont*

Step 2: Add the **past participle**.
To form the past participle of a regular verb:

-er verbs e.g. *changer* (to change)	remove *-er* and add ***é***	*changé*
-ir verbs e.g. *finir* (to finish)	remove *-ir* and add ***i***	*fini*
-re verbs e.g. *entendre* (to hear)	remove *-re* and add ***u***	*entendu*

- Irregular verbs have irregular past participles. Here are some common examples:

infinitive	past participle	infinitive	past participle
boire (to drink)	***bu***	*dire* (to say)	***dit***
voir (to see)	***vu***	*mettre* (to put)	***mis***
lire (to read)	***lu***	*prendre* (to take)	***pris***
croire (to believe)	***cru***	*être* (to be)	***été***
avoir (to have)	***eu***	*faire* (to do)	***fait***

Regular verbs in the present tense

- Here are the verb endings. The verb ending for *il*, *elle* and *on* is always the same. The ending for *ils* and *elles* is always the same, too.

-er verbs e.g. *parl**er*** (to speak)	**-ir** verbs e.g. *fin**ir*** (to finish)	**-re** verbs e.g. *attend**re*** (to wait for)
*je parl**e***	*je fin**is***	*j'attend**s***
*tu parl**es***	*tu fin**is***	*tu attend**s***
*il/elle/on parl**e***	*il/elle/on fin**it***	*il/elle/on attend* (no ending)
*nous parl**ons***	*nous fin**issons***	*nous attend**ons***
*vous parl**ez***	*vous fin**issez***	*vous attend**ez***
*ils/elles parl**ent***	*ils/elles fin**issent***	*ils/elles attend**ent***

The perfect tense with 'etre'

How does it work?

- To form the perfect tense of one of these 13 verbs, you need to take three steps.

Step 1: Use the correct **part of *être*** (the auxiliary verb). Here is a reminder of the verb *être*:

je suis	*nous sommes*
tu es	*vous êtes*
il/elle/on est	*ils/elles sont*

Step 2: Add the **past participle**. Here are the 13 verbs that have the auxiliary *être* with their past participles:

verb	past participle	verb	past participle
aller (to go)	*allé*	*entrer* (to enter/come in)	*entré*
venir (to come)	*venu*	*sortir* (to go out)	*sorti*
arriver (to arrive)	*arrivé*	*naître* (to be born)	*né*
partir (to leave)	*parti*	*mourir* (to die)	*mort*
monter (to go up, get in)	*monté*	*rester* (to stay)	*resté*
descendre (to go down, get out)	*descendu*	*tomber* (to fall)	*tombé*
		retourner (to go back/return)	*retourné*

Step 3: Add an ending to the past participle if the subject of the verb is feminine or plural:

masculine	feminine: add *-e*	masc plural: add *-s*	fem plural: add *-es*
il est parti (he left)	*elle est parti**e*** (she left)	*ils sont parti**s*** (they left)	*elles sont parti**es*** (they left)

- For reflexive verbs in the perfect tense, put the auxiliary verb *être* after the reflexive pronoun:
  *Je **me suis** couché(e).* I went to bed.
- With negatives, *ne … pas* goes around the auxiliary verb (in this case, *être*):
  *Je **ne** suis **pas** resté(e).* I didn't stay.

Year 10 French Half Term 2

Topic specific vocab

Les mots essentiels	*High-frequency words*
en plus	*what's more*
cependant	*however*
par contre	*on the other hand*
normalement	*normally*
d'habitude	*usually*
en général	*in general*
Ca dépend.	*It depends.*

Sur mon téléphone portable/ ma tablette, …	***On my phone/tablet …***
je crée des playlists	*I create playlists*
je télécharge de la musique	*I download music*
je regarde des clips vidéo	*I watch music videos*
je joue à des jeux	*I play games*
je fais des recherches pour mes devoirs	*I do research for my homework*
je fais des achats	*I buy things*
j'écris des messages	*I write messages*
j'écris des articles pour mon blog	*I write posts for my blog*
je lis mes e-mails	*I read my emails*
je vais sur des réseaux sociaux	*I go onto social media sites*
je prends des photos	*I take photos*
je mets mes photos sur Instagram ou Snapchat	*I put my photos on Instagram or Snapchat*
À mon avis, c'est …	*In my opinion, it's …*
génial/très pratique/indispensable	*great/very practical/essential*

La lecture	***Reading***
J'apprécie beaucoup les …	*I really appreciate/like …*
Je préfère les …	*I prefer …*
J'adore les…	*I love …*
J'ai une passion pour les …	*I'm passionate about …*
Je n'aime pas les …	*I don't like …*
J'ai horreur des …	*I hate …*
romans fantastiques	*fantasy novels*
romans policiers	*detective novels*
romans d'amour	*romance novels*
livres d'épouvante	*horror books*
BD	*comic books/graphic novels*
mangas	
J'aime les illustrations/l'humour.	*I like the illustrations/humour.*
Je ne lis pas sur une tablette.	*I don't read on a tablet.*
Je préfère tenir un livre traditionnel dans mes mains.	*I prefer holding a traditional book in my hands.*
Je ne lis plus de livres traditionnels.	*I no longer read traditional books.*
Je lis beaucoup en ligne.	*I read a lot online.*

Les émissions de télé	***TV programmes***
J'aime/Je n'aime pas …	*I like/I don't like …*
les documentaires (m)	*documentaries*
les jeux télévises (m)	*game shows*
les magazines culturels (m)	*magazine programmes*
les séries (f)	*series*
les émissions de sport (f)	*sports programmes*
les émissions de musique (f)	*music programmes*
les émissions de télé-réalité (f)	*reality TV programmes*
les actualités	*the news*
parce qu'ils/elles sont …	*because they are/it is …*
amusant(e)s	*funny*
divertissant(e)s	*entertaining*
intéressant(e)s	*interesting*
passionnant(e)s	*exciting*
éducatifs/-ives	*educational*
ennuyeux/-euses	*boring*
(trop) sérieux/-euses	*too serious*
originaux/-ales	*original*
Mon émission préférée s'appelle …	*My favourite programme is called …*
C'est un jeu télévisé.	*It's a game show.*
C'est une série.	*It's a drama series.*
J'aime bien l'animateur(-trice).	*I like the presenter.*
Les acteurs sont très doués.	*The actors are very talented.*
Le scenario est passionnant.	*The plot is exciting.*
J'apprends beaucoup.	*I learn a lot.*
Je ne rate **jamais** cette émission!	*I **never** miss this programme!*

Les films	***Films***
une comédie	*a comedy*
un western	*a Western*
un film fantastique	*a fantasy film*
un film d'action	*an action film*
un film d'arts martiaux	*a martial arts film*
un film d'aventure	*an adventure film*
un film d'horreur	*a horror film*
un film de gangsters	*a gangster film*
un film de science-fiction	*a science-fiction film*

La musique	***Music***
J'aime …/Je n'aime pas …	*I like …/I don't like …*
le jazz/le rap	*jazz/rap*
le reggae/le rock	*reggae/rock*
la musique classique	*classical music*
la musique pop	*pop music*
J'écoute ma musique …	*I listen to my music …*
sur mon téléphone portable avec mes écouteurs	*on my phone with my earphones*
sur mon ordi	*on my computer*
sur une tablette	*on a tablet*
Je regarde des clips vidéo pour écouter ma musique.	*I watch music videos to listen to my music.*
Mon chanteur préféré/Ma chanteuse préférée, c'est … car …	*My favourite singer is … because …*
j'aime ses paroles	*I like his/her lyrics*
j'aime ses mélodies	*I like his/her tunes*
sa musique me donne envie de danser	*his/her music makes me want to dance*
sa musique me donne envie de chanter	*his/her music makes me want to sing*

Une soirée entre amis	***An evening with friends***
Je suis allé(e) au cinéma.	*I went to the cinema.*
Je suis sorti(e) avec …	*I went out with …*
On est allé(e)s à un concert.	*We went to a concert.*
On a vu un film.	*We saw a film.*
On est allé(e)s en ville.	*We went into town.*
On a fait du patin à glace.	*We went ice skating.*
J'ai pris beaucoup de photos.	*I took lots of photos.*
J'ai mis les photos sur Instagram.	*I put the photos on Instagram.*
On est allé(e)s au restaurant.	*We went to a restaurant.*
J'ai bu un coca.	*I drank a cola.*
C'était …	*It was …*
génial/lamentable	*reat/pathetic*
amusant/délicieux	*fun/funny/delicious*

Year 10

French

Knowledge Tasks

Below are a series of tasks.

Use these to apply your knowledge and practice.

Challenging translation from English to French:

I get on well with everyone in my family except my younger sister who is lazy. Last weekend, I went shopping and I made dinner. We had chicken with vegetables and afterwards we had cheese and fruit. I think it's important to eat healthy, but junk food sometimes tastes better.

_____

_____

_____.

_____

_____

Read the facts about France. Circle the correct option so each sentence is correct.

1. La France est **plus/moins/aussi** grande que la Suisse.
2. La Seine (776km) est **plus/moins/aussi** longue que la Loire (1013km).
3. La tour Eiffel est le monument le plus **petit/court/haut** de Paris
4. Le Mont Blanc (4808m) est **plus/moins/aussi** haut que le Puy de Sancy (1885m)
5. La Réunion est **le plus grand / la plus grande** département d'outre-mer de France.

Read the following sentences. Circle the correct option so each sentence is correct.

(1-4 present tense / 5-6 future tense / 7-8 past tense)

1. Vous **visiter / vizitez / visitons** un musée.
2. Nous **mange / mangent / mangeons** bientôt.
3. Il **envoyent / envoie / envoies** des lettres.
4. Les garçons **jetons / jettent / jettes** les déchets.
5. On va **acheter / acheté / achète** du pain.

Year 10

French

Knowledge Checklist

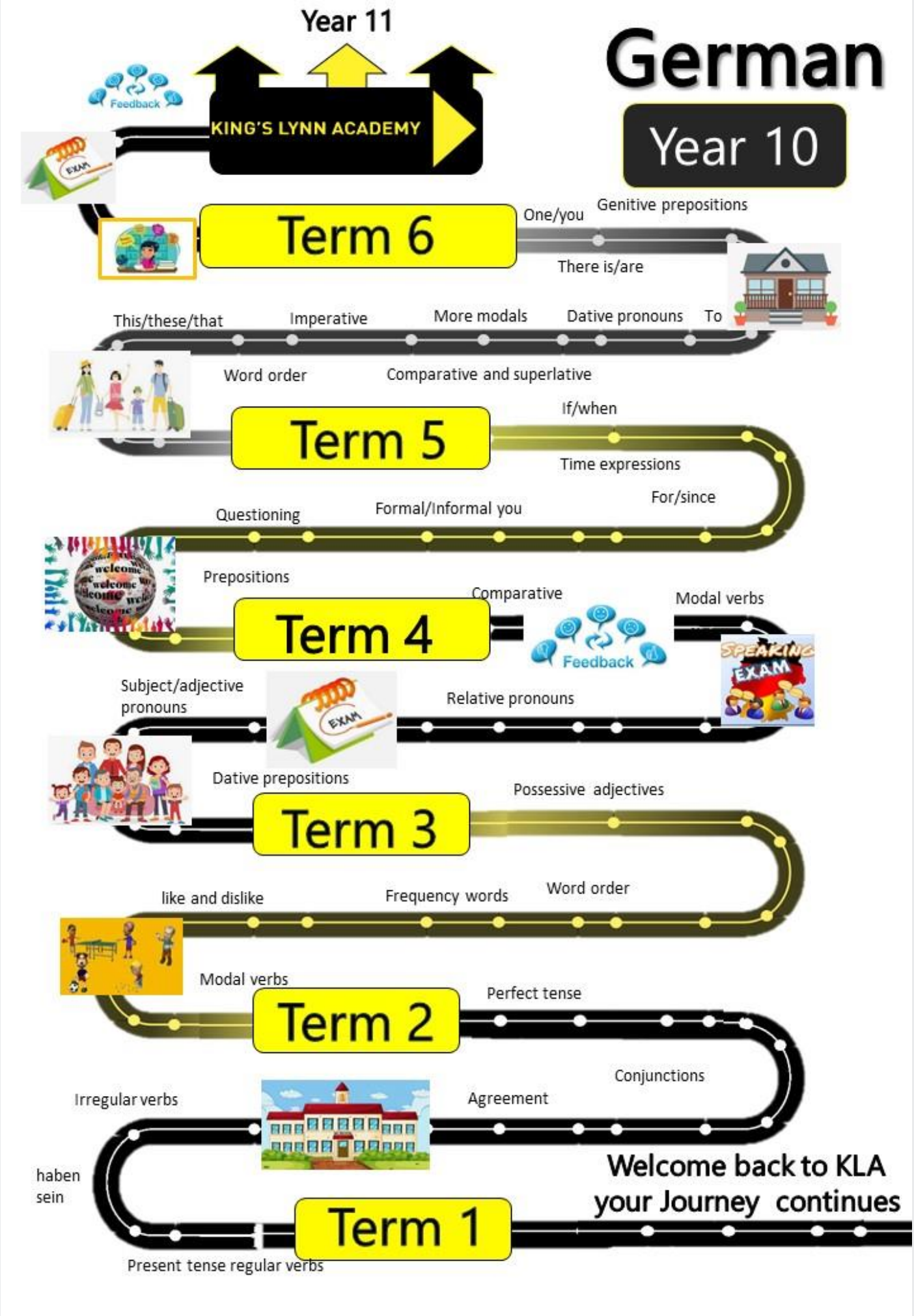
KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can describe family and people and I can talk about town, activities and times			
2	I can talk about what makes a good friend using the present tense			
3	I can talk about family relationships using reflexive verbs			
4	I can make arrangements to go out using the future tense			
5	I can describe a day out using the past tense			
6	I can discuss role models using two tenses			
7	I can talk about leisure activities, films and going to the cinema			
8	I can talk about sport using *depuis* and the present tense			
9	I can talk about technology using irregular verbs			
10	I can talk about reading habits and music using negatives			
11	I can talk about TV programmes using comparatives			
12	I can use the past tense to talk about a night out with friends			

High Flyers - Enrichment Task

Research family unit in France and make an exposé comparing it with the English family values.

Write it in French!


Year 11
German
Year 10
Feedback
KING'S LYNN ACADEMY
EXAM
Term 6
One/you
Genitive prepositions
There is/are
This/these/that
Imperative
More modals
Dative pronouns
To
Word order
Comparative and superlative
Term 5
If/when
Time expressions
For/since
Questioning
Formal/Informal you
Prepositions
Comparative
Modal verbs
Term 4
Feedback
SPEAKING EXAM
Subject/adjective pronouns
EXAM
Relative pronouns
Dative prepositions
Possessive adjectives
Term 3
like and dislike
Frequency words
Word order
Modal verbs
Perfect tense
Term 2
Conjunctions
Irregular verbs
Agreement
haben
sein
Welcome back to KLA
your Journey continues
Term 1
Present tense regular verbs

GCSE German Knowledge Organiser
Kapitel 1: Auf in die Schule!

Schulsachen	School items		
Was hast du (für das neue Schuljahr / die neunte Klasse) gekauft?	*What have you bought (for the new school year / Year 9)?*	einen Kuli	*a ballpoint pen*
Ich habe … gekauft.	*I bought …*	einen Radiergummi	*a rubber*
einen Bleistift	*a pencil*	einen Taschenrechner	*a calculator*
einen Füller	*a fountain pen*	ein Etui	*a pencil case*
		ein Lineal	*a ruler*
		Filzstifte	*felt-tip pens*

Das neue Schuljahr	The new school year		
In der neunten Klasse freue ich mich (nicht) auf …	*In Year 9, I'm (not) looking forward to …*	am meisten	*mostly*
den Druck	*the pressure*	besonders	*especially*
die Klassenfahrt	*the class trip*	total	*totally*
das Zeugnis	*the report*	(echt) sehr	*(really) very*
die Hausaufgaben	*the homework*	weniger	*less*
die (Sport-)AG(s)	*the sport clubs*	(gar) nicht	*not (at all)*
die Klassenarbeiten	*the tests*	nie	*never*
die Prüfungen	*the exams*	langweilig	*boring*
neue Fächer	*new subjects*	stressig	*stressful*
meine Freunde/Freundinnen	*my friends*	schwierig	*difficult*
die Noten	*the grades*	interessant	*interesting*
		einfach	*simple*

Ein Schultag	A school day		
Was hat (die Klasse 9) in der (ersten) Stunde am (Montag)?	*What does (Year 9) have in the (first) lesson on (Monday)?*	Die Schule beginnt / endet um …	*School starts / ends at …*
zweite(n)	*second*	die (kleine) Pause	*(short) break*
dritte(n)	*third*	die Mittagspause	*lunch break*
vierte(n)	*fourth*	Wir haben … Stunden pro Tag.	*We have … lessons per day.*
fünfte(n)	*fifth*	Jede Stunde dauert … Minuten.	*Each lesson lasts … minutes.*
sechste(n)	*sixth*	Ich habe vier Stunden pro Woche (Erdkunde).	*I have four lessons of (geography) per week.*
siebte(n)	*seventh*	Ich habe viermal pro Woche (Mathe).	*I have (maths) four times a week.*
		Mein Lieblingsfach ist (Physik).	*My favourite subject is (physics).*

Die Schulordnung	School rules		
der Computerraum	*ICT room*	Wir dürfen keine Schimpfwörter sagen.	*We are not allowed to use swear words.*
der Schulhof	*playground*	Wir dürfen keinen Kaugummi kauen.	*We are not allowed to chew gum.*
die Aula	*assembly hall*		
die Bibliothek	*library*	Wir müssen …	*We have to …*
die Kantine	*canteen*	den Müll trennen	*separate the rubbish*
die Sporthalle	*sports hall*	immer Hochdeutsch sprechen	*always speak standard German*
das Klassenzimmer	*classroom*	ruhig sein	*be quiet*
das Labor	*lab(oratory)*	höflich sein	*be polite*
das Lehrerzimmer	*staff room*	pünktlich sein	*be punctual*
die Toiletten	*toilets*	respektvoll sein	*be respectful*
Wir dürfen nicht …	*We are not allowed to …*	zu	*too*
Wir dürfen weder … noch …	*We are allowed neither … nor …*	sehr	*very*
schlagen	*to hit*	ziemlich	*rather, quite*
mobben	*to bully*	streng	*strict*
(auf dem Schulgelände) rauchen	*to smoke (in the school grounds)*	ärgerlich	*annoying*
essen	*to eat*	nervig	*irritating*
trinken	*to drink*	(un)gerecht	*(un)just*
Sportschuhe tragen	*to wear trainers*	(un)fair	*(un)fair*
Handball spielen	*to play handball*	locker	*casual, informal*

Das deutsche Schulsystem	The German school system		
Ich besuche …	*I go to …*	privat	*private*
die Grundschule	*primary school*	staatlich	*state*
die Gesamtschule	*comprehensive school*	Man hat …	*We have …*
die Hauptschule	*a type of secondary modern school*	(k)einen Stundenplan	*no / a timetable*
die Realschule	*a type of secondary modern school*	(k)eine Schuluniform	*no / a school uniform*
das Gymnasium	*grammar school*	(keine) Hausaufgaben	*(no) homework*
die Oberstufe	*sixth form*	Man hat tolle / keine Computerräume.	*We have great / no ICT rooms.*
die Ganztagsschule	*all-day school*	Die Schule ist prima / schlecht ausgestattet.	*The school is very well / badly equipped.*
das Internat	*boarding school*	Ich bin sitzen geblieben.	*I repeated the year.*
der Mittlere Schulabschluss	*German equivalent of GCSEs*	Ich muss das Jahr wiederholen.	*I have to repeat the year.*
das Abitur	*German equivalent of A levels*		
gemischt	*mixed*		

Eine Klassenfahrt	A class trip		
Was werden wir am (Mittwoch) machen?	*What will we do on (Wednesday)?*	ins Hallenbad / Freibad gehen	*go to the indoor / outdoor swimming pool*
Ich werde …	*I will …*	in der Altstadt bummeln	*stroll around the old town*
Deutsch sprechen	*speak German*	Andenken kaufen	*buy souvenirs*
einen Schultag erleben	*experience a school day*	(wieder) nach Hause fahren	*go home (again)*
einen Tagesausflug machen	*go on a day trip*	Es wird … kosten.	*It will cost …*
eine Fahrradtour machen	*go on a cycling tour*	Das wird Spaß machen.	*That will be fun.*
ein Kunstprojekt machen	*do an art project*	Heimweh haben	*to be homesick*
den Abend bei einer Gastfamilie verbringen	*spend the evening with a host family*	reisekrank sein	*to be travel sick*
das (Zirkus-)Museum besuchen	*visit the (circus) museum*	Die Reise hat … gedauert.	*The journey lasted …*
den Freizeitpark besuchen	*visit the theme park*	Das war eine Katastrophe!	*That was a catastrophe!*
die Sehenswürdigkeiten besichtigen	*visit the sights*	Es gab (kein) WLAN.	*There was (no) Wi-Fi.*

Fragen stellen	Asking questions		
Wann?	*When?*	Ist (Mathe) dein Lieblingsfach?	*Is (maths) your favourite subject?*
Wie viele?	*How many?*	Warum?	*Why?*
Um wie viel Uhr?	*At what time?*	Welches Fach?	*Which subject?*
Wie oft?	*How often?*	Wie?	*How?*
Was?	*What?*	Wer?	*Who?*

Erfolge feiern	Celebrating successes		
Welchen Erfolg hast du in der Schule gefeiert?	*What success have you celebrated at school?*	Es gab großen Applaus.	*There was great applause.*
Unsere Schule hat großen Erfolg gehabt.	*Our school has had great success.*	Ich bin mit vielen Medaillen zurückgekommen.	*I came back with lots of medals.*
Unsere Mannschaft hat einen Preis gewonnen.	*Our team won a prize.*	Ich bin bei der Prüfung durchgefallen.	*I failed the exam.*
Ich habe an … teilgenommen.	*I took part in …*	Wir haben den Erfolg (im Restaurant) gefeiert.	*We celebrated the success (in a restaurant).*
dem Spendenlauf	*the charity run*	Meine Eltern waren stolz auf mich.	*My parents were proud of me.*
der Spendenschwimm-Aktion	*the charity swim*	Ich habe (ein Computerspiel) als Belohnung bekommen.	*I received (a computer game) as a reward.*
Wir haben ein Theaterstück aufgeführt.	*We put on a play.*	Es gab ein Foto in der Zeitung.	*There was a photo in the newspaper.*
Wir haben neue Leute kennengelernt.	*We got to know new people.*	Ich war / Wir waren …	*I was / We were …*
Wir haben beim Schulwettbewerb mitgemacht.	*We took part in the school competition.*	glücklich	*happy*
		erfolgreich	*successful*
		Das war ein tolles Erlebnis.	*That was a great experience.*

Present tense verbs

Page 208

Use the present tense to talk about actions you are doing now.

- Regular verbs follow the pattern of *machen* (to do), and include *spielen* (to play), *hören* (to listen) and *gehen* (to go).

machen (to do)	
*ich mach**e***	*wir mach**en***
*du mach**st***	*ihr mach**t***
*er/sie/es mach**t***	*Sie/sie mach**en***

- Irregular verbs change their vowels in the *du* and *er/sie/es* forms.

	tragen (to wear)	**fahren** (to drive)	**lesen** (to read)
du	*trägst*	*fährst*	*liest*
er/sie/es	*trägt*	*fährt*	*liest*

- Verbs with a stem ending in *–d* or *–t*, add an *–e* in the *du* and *er/sie/es* forms.

	finden (to find)	**arbeiten** (to work)
du	*find**e**st*	*arbeit**e**st*
er/sie/es	*find**e**t*	*arbeit**e**t*

- The verbs *haben* (to have) and *sein* (to be) are very irregular.

	haben (to have)	**sein** (to be)
ich	**habe**	**bin**
du	**hast**	**bist**
er/sie/es	**hat**	**ist**
wir	**haben**	**sind**
ihr	**habt**	**seid**
Sie/sie	**haben**	**sind**

The perfect tense with haben

Page 210

Use the perfect tense to talk about actions you have done in the past.

Some verbs form the perfect tense with a part of *haben* (to have) and a past participle:

*ich **habe** **ge**sag**t*** (I said); *er **hat** **ge**trag**en*** (he wore).

ich	*habe*	*einen Kuli*	***ge**kauf**t***
du	*hast*	*Mathe*	***ge**lern**t***
er/sie/es/man	*hat*	*Fußball*	***ge**spiel**t***
wir	*haben*	*Hausaufgaben*	***ge**mach**t***
ihr	*habt*	*eine Jeans*	***ge**trag**en***
Sie	*haben*	*einen Film*	***ge**seh**en***
sie	*haben*	*ein Buch*	***ge**les**en***

The perfect tense with sein

Page 212

Some verbs, especially those showing movement from one place to another, form the perfect tense with a part of *sein* (to be) and a past participle:

*ich **bin** **ge**gang**en*** (I went)
*er **ist** **ge**fahr**en*** (he travelled).

ich bin	***gegangen***
du bist	***gefahren***
er/sie/es ist	
wir sind	
ihr seid	
Sie/sie sind	

The future tense

Page 215

Use a form of *werden* (to become) with an infinitive at the end of the clause to talk about what you will do:

*Wir **werden** die Sehenswürdigkeiten **besichtigen**.*
We **will visit** the sights.

ich	*werde*	*erleben*	I will experience
du	*wirst*	*verbringen*	you will spend
er/sie/es	*wird*	*besuchen*	he/she/it will visit
wir	*werden*	*bummeln*	we will wander round
ihr	*werdet*	*machen*	you will do
Sie/sie	*werden*	*gehen*	you/they will go

Modal verbs: müssen, können, dürfen

Page 210

Modal verbs work with another verb in its infinitive form at the end of the clause: *Man **darf** nicht in der Bibliothek **essen**.* Use *man* with modal verbs to mean 'you' generally.

	müssen (to have to)	**können** (to be able to)	**dürfen** (to be allowed to)
ich	*muss*	*kann*	*darf*
du	*musst*	*kannst*	*darfst*
er/sie/es/man	*muss*	*kann*	*darf*
wir	*müssen*	*können*	*dürfen*
ihr	*müsst*	*könnt*	*dürft*
Sie/sie	*müssen*	*können*	*dürfen*

Perfect tense of separable verbs

Page 212

Separable verbs split up when they are not in the infinitive form. To form a past participle for the perfect tense, place ***ge*** between the two parts of the verb.

infinitive	**present tense**	**perfect tense**
***teil**nehmen* to take part	*ich nehme **teil*** I take part	*ich habe teil**ge**nommen* I took part
***zurück**kommen* to come back	*ich komme **zurück*** I come back	*ich bin zurück**ge**kommen* I came back

GCSE UNIT 1A

	GERMAN	ENGLISH
1	eine Stunde dauert	alesson lasts
2	die Prüfung finden ...statt	the exam takes place
3	sitzenbleiben	to repeat the year
4	auf dasGymnasium gehen	to go to the grammar school
5	das Abitur machen	to do A levels
6	am Austausch teilnehmen	to take part in the exchange
7	das Zeugnis bekommen	to get the report card
8	gute Noten bekommen	to get good grades
9	keine Uniform	not wear a uniform
10	es gibt	there is/are

GCSE UNIT 1B

'sch' words

	GERMAN	ENGLISH
1	Deutsch	German
2	Naturwissenschaft	Science
3	Sportschuhe	trainers
4	schwierig	difficult
5	Schultasche	School bag
6	Der Schulhof	School playground
7	Die Mannschaft	team
8	Geschichte	history
9	schwach	weak
10	Ein bisschen	A bit

GCSE German Knowledge Organiser
Kapitel 2: Zeit für Freizeit

Freizeitaktivitäten	Leisure activities
die Freizeit	*leisure time, free time*
Briefmarken sammeln	*to collect stamps*
Plüschtiere sammeln	*to collect soft toys*
Sport machen	*to do sport*
Sport treiben	*to do sport*
Fußball spielen	*to play football*
Hockey spielen	*to play hockey*
Basketball spielen	*to play basketball*
Schach spielen	*to play chess*
Karten spielen	*to play cards*
am Computer spielen	*to play on the computer*
Computerspiele spielen	*to play computer games*
im Internet surfen	*to surf on the internet*
im Internet chatten	*to chat on the internet*
mit Freunden reden	*to chat with friends*
chillen	*to chill*
Freunde treffen	*to meet friends*
Zeit mit dem besten Freund / der besten Freundin verbringen	*to spend time with your best friend*
ins Kino gehen	*to go to the cinema*
in die Stadt gehen	*to go into town*
abends fernsehen	*to watch TV in the evening*
am Wochenende Videos gucken	*to watch videos at the weekend*
Filme / die Nachrichten sehen	*to watch films / the news*
Musik machen	*to make music*
Radio hören	*to listen to the radio*
Bücher lesen	*to read books*
faulenzen	*to chill, laze about*
nichts tun	*to do nothing*
Ich bin …	*I am …*
(nicht) sehr	*(not) very*
ziemlich	*quite*
ein bisschen	*a bit*
(gar) nicht	*not (at all)*
sportlich	*sporty*
musikalisch	*musical*
faul	*lazy*
abenteuerlustig	*adventurous*

Bücher	Books
gedruckt	*printed*
das Buch(¨er)	*book*
das gedruckte Buch	*printed book*
die Biografie(n)	*biography*
der Comic(s)	*comic book*
der Fantasyroman(e)	*fantasy novel*
die Horrorgeschichte(n)	*horror story*
die Komödie(n)	*comedy*
der Krimi(s)	*detective / crime story*
die Liebesgeschichte(n)	*love story*
das Science-Fiction-Buch(-Bücher)	*sci-fi-book*
der Thriller(-)	*thriller*
die Zeitung(en)	*newspaper*
die Zeitschrift(en), das Magazin(e)	*magazine*
die Illustrierte(n)	*(glossy) magazine*
das Blog(s)	*blog*
das E-Book(s)	*e-book*
das Taschenbuch(¨er)	*paperback book*
Ich lese (oft / nie) Taschenbücher …	*I (often / never) read paperbacks …*
auf meinem Tablet / E-Reader	*on my tablet / e-reader*
auf einem elektronischen Gerät	*on an electronic device*
im Bett	*in bed*
in meinem Zimmer	*in my room*
im Bus	*on the bus*
der Akku	*rechargeable battery*
der Bildschirm	*screen*

Musik	Music
Ich interessiere mich für viele Musikrichtungen.	*I'm interested in lots of types of music.*
die Musiksammlung	*music collection*
Ich höre (nicht) gern …	*I (don't) like listening to …*
Ich höre lieber …	*I prefer to listen to …*
Ich höre am liebsten …	*I like listening to … best of all.*
klassische Musik	*classical music*
Opernmusik	*opera*
Popmusik	*pop music*
Reggae	*reggae*
R&B-Musik	*R&B*
Rapmusik	*rap*
Heavy Metal-Musik	*heavy metal*
Country-und-Western-Musik	*country and western*
Jazzmusik	*jazz*
Livemusik	*live music*
Ich höre Musik auf meinem …	*I listen to music on my …*
Handy / Smartphone	*mobile phone / smartphone*
Laptop / Tablet	*laptop / tablet*
Musik herunterladen / downloaden	*to download music*
Das ist praktisch.	*That's practical.*
Ich spiele seit (einem Jahr) Gitarre.	*I have been playing guitar for (a year).*
Ich downloade alles auf mein Tablet.	*I download everything onto my tablet.*
Das spart so viel Platz.	*That saves so much space.*
Der Ton (auf einem Tablet) ist nicht gut.	*The sound (on a tablet) is not good.*
Die Qualität ist fantastisch.	*The quality is fantastic.*
Die Eintrittskarten sind zu teuer.	*The entry tickets are too expensive.*
Ich gebe kein Geld für (Musik) aus.	*I don't spend any money on (music).*
Das ist ein tolles Gefühl.	*That's a great feeling.*

Film und Fernsehen	Film and television
der Film(e)	*film, movie*
der Actionfilm(e)	*action movie*
der Fantasyfilm(e)	*fantasy film*
der Horrorfilm(e)	*horror film*
die Komödie(n)	*comedy*
der Krimi(s)	*detective / crime film*
der Liebesfilm(e)	*romance*
der Science-Fiction-Film(e)	*sci-fi film*
der Thriller(–)	*thriller*
der Zeichentrickfilm(e)	*cartoon*
Ich sehe gern fern.	*I like watching TV.*
der Zuschauer(–)	*viewer*
das Fernsehen	*television*
die Fernsehsendung(en)	*TV programme*
die Serie(n)	*series*
die Gameshow(s)	*game show*
die Realityshow(s)	*reality show*
die Dokumentation(en)	*documentary*
die Nachrichten (pl)	*the news*
Ich finde (Serien) (blöd).	*I find (series) (silly).*
Ich habe (die Sendung / den Film) (großartig) gefunden.	*I found (the programme / film) (great).*
Die Sendung / Der Film / Die Handlung war …	*The programme / film / plot, story line was …*
Die Schauspieler waren …	*The actors were …*
(un)realistisch	*(un)realistic*
schwach	*weak*
enttäuschend	*disappointing*
überzeugend	*convincing*
humorvoll	*humorous, amusing*
(Der Film) macht keinen Sinn.	*(The film) doesn't make sense.*
Ich bin von (der Sendung / dem Film) (nicht) begeistert, weil …	*I'm (not) enthusiastic about (the programme / film) because …*
Ich empfehle (die Sendung / den Film), weil …	*I recommend (the programme / film) because …*

Sport	Sport
Ski fahren	*to go skiing*
snowboarden	*to go snowboarding*
rodeln	*to sledge, toboggan*
eislaufen	*to ice skate*
Curling spielen	*to do curling*
Nordic Walking machen	*to go Nordic walking*
wandern	*to hike*
klettern	*to climb*
schwimmen	*to swim*
Fahrrad / Rad fahren	*to cycle*
Handball / Fußball / Tennis spielen	*to play handball / football / tennis*
Ich spiele gern (Fußball).	*I like playing (football).*
Ich turne seit (fünf Jahren).	*I have been doing gymnastics for (five years).*
Ich mache (nicht) gern (Nordic Walking).	*I (don't) like doing (Nordic walking).*
Ich habe mit (sechs) Jahren angefangen, Tennis zu spielen.	*I started to play tennis when I was (six) years old.*
Ich habe (Rollschuhlaufen) im Alter von (sechs) Jahren gelernt.	*I learned to (roller skate) at the age of (six).*
Ich habe schon (Golf) ausprobiert.	*I have already tried (golf).*
Ich würde (nie) (Skateboard fahren).	*I would (never) do (skateboarding).*
Ich trainiere (jeden Tag) mit Freunden im Verein.	*I train with friends at the club (every day).*
die Bodenübung	*floor work*
der Hochweitsprung	*high long jump*
der 100-Meter-Lauf	*100-metre sprint*
das Ringen	*wrestling*
das Schwingen	*another type of wrestling*
das Steinheben	*stone lifting*
das Steinstoßen	*stone tossing*
der Weitsprung	*long jump*

Feste und Feiertage	Celebrations and holidays
am 24. Dezember (usw.)	*on the 24th December (etc.)*
feiern	*to celebrate*
(Zeit) verbringen	*to spend (time)*
stattfinden	*to take place*
zu Ostern	*at Easter*
zu Weihnachten	*at Christmas*
der Feiertag(e)	*public holiday*
der Festzug(¨e)	*procession*
der Karneval	*carnival*
der Fasching	*carnival*
der Maibaum(¨e)	*may pole*
die Fete(n)	*party*
das Fest(e)	*festival, fair*
das Feuerwerk(e)	*fireworks (pl)*
das Geschenk(e)	*present*
das Volksfest(e)	*(traditional) folk fair*
Es gibt …	*There is/are …*
Reden / Feste / Konzerte	*speeches / celebrations / concerts*
Musik / Tanz / tolle Kostüme	*music / dancing / great costumes*
Proteste / ein Feuerwerk	*protests / fireworks*
Ich bin (auf den Weihnachtsmarkt) gegangen.	*I went (to the Christmas market).*
Das war der Höhepunkt des Jahres.	*That was the highlight of the year.*
Die Stimmung war super.	*The atmosphere was great.*
Ich habe (Lebkuchen) gegessen / gekauft.	*I ate / bought (gingerbread).*
Am Ende des Tages war ich (völlig satt / müde).	*At the end of the day I was (totally full / tired).*
Ich würde gern (auf einen Markt in England) gehen.	*I would like to go (to a market in England).*
Es würde mich interessieren, … zu sehen.	*I would be interested in seeing …*
Ich könnte über … lernen.	*I could learn about …*
Ich werde nächstes Jahr (in England) feiern.	*Next year I will celebrate (in England).*

Nouns and articles

Page 218

All nouns have a **gender** (masculine, feminine, neuter) and a **number** (singular, plural). These affect the form of the **article** (*der, ein*, etc.).

The position of a noun in a sentence (its **case**) also affects the article: the subject is in the nominative case and the object is in the accusative case (but only the masculine form changes).

Definite article (the)

Nominative: **Der** Roman / **Die** Komödie / **Das** Buch ist gut. **Die** Comics sind gut.

Accusative: Ich lese **den** Roman / **die** Komödie / **das** Buch / **die** Comics.

Indefinite article (a, an)

Nominative: **Ein** Mann / **Eine Frau** / **Ein** Kind geht ins Kino.

Accusative: Ich sehe **einen** Mann / **eine Frau** / **ein** Kind.

	masc.	fem.	neut.	pl.
Definite article: 'the'				
nom.	der	die	das	die
acc.	**den**	die	das	die
Indefinite article: 'a', 'an'				
nom.	ein	eine	ein	–
acc.	**einen**	eine	ein	–

The **negative article** (*kein* – no, not a) and **possessive adjectives** (*mein* – my, *dein* – your, *sein* – his, *ihr* – her) follow the same pattern as *ein*:

Nominative: **Mein** Computer / **Meine** Gitarre / **Mein** Handy ist zu Hause. **Meine** Bücher sind zu Hause.

Accusative: Ich habe **keinen** Computer / **keine** Gitarre / **kein** Handy / **keine** Bücher.

Word order

Page 230

- Adverbs (expressions of frequency and place) sometimes sound better at the beginning of a sentence, but remember to put the **verb** second, then the subject:
  *Einmal pro Woche **lese** ich die Zeitung.*
- If you have two or more adverbs together, they follow the order of Time – Manner – Place (when – how – where):
  Ich lese jeden Tag schnell ein Buch. (when, how)
  I quickly read a book every day.
  Ich lese heute im Auto. (when, where)
  I read in the car today.

Conditional

Page 215

Use the conditional to say what you would do.

ich würde *du würdest* *er/sie/es/man würde* *wir würden* *ihr würdet* *sie/Sie würden*	*(bestimmt)* *(vielleicht)* *(nicht)* *(nie)*	+ infinitive

Ich würde bestimmt Curling spielen.
I would definitely play curling.

Plural nouns

Page 218

Plurals are formed in several ways. Learn them with the noun. They are usually shown in brackets next to the noun in a dictionary.

(-e) / (¨-e)	(-n) / (-en)	(-) / (¨)	(-er) / (¨-er)	(-s)
Filme *Töne*	*Komödien* *Sendungen*	*Schauspieler* *Mütter*	*Bilder* *Wörter*	*Kinos* *Shows*

GCSE UNIT 2A

	GERMAN	ENGLISH
1	Er treibt Sport	He does (is doing) Sports
2	Sie liest Zeitschriften und Zeitungen	She reads (is reading) magazines and news-papers
3	Die Musiksammlung (en)	the music collection(s)
4	Die Nachrichten	the news
5	Ich empfehle...	I recommend/ I am recommending
6	Ich turne gern	I like doing gymnastics
7	zu Weihnachten	at Christmas
8	die Geschenke und die Stimmung	the presents and at-mosphere
9	unterhaltsam und fantastisch	entertaining and fan-tastic
10	ausgezeichnet/blöd	great/stupid

GCSE UNIT 2B

'ie' words		
	GERMAN	ENGLISH
1	Schach spielen	To play chess
2	Die Liebesgeschichte	Love story
3	Die Biografie	biography
4	Das Klavier	piano
5	Am liebsten	Best of all
6	Die Komödie	comedy
7	Das Lied	song
8	Der Schauspieler	actor
9	ausprobieren	To try
10	sich amüsieren	To have fun

Using several tenses

The texts on these pages contain information about the present, past and future. Here are some verbs you might use in the context of festivals and celebrations.

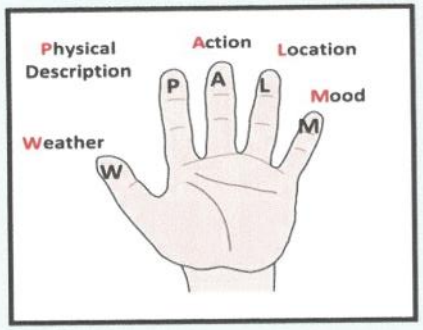
infinitive	present	past (perfect)	future	conditional
feiern (to celebrate)	*ich feiere*	*ich habe ...* *gefeiert*	*ich werde ...* *feiern*	*ich würde ...* *feiern*
essen (to eat)	*ich esse*	*ich habe ...* *gegessen*	*ich werde ...* *essen*	*ich würde ...* *essen*
gehen (to go)	*ich gehe*	*ich bin ...* *gegangen*	*ich werde ...* *gehen*	*ich würde ...* *gehen*

Remember also the imperfect tense verbs: *ich hatte* (I had), *es war* (it was), *es gab* (there was/were).

Was gibt es auf dem Foto?

Das Wetter ist ...	*The weather is ...*
... schön	*... nice*
... schlecht	*... bad*
Es ist sonnig	*It is sunny*
Es regnet	*It is raining*
Es schneit	*It is snowing*

Auf dem Foto gibt es ...	*On the photo there is ...*
Ich sehe ...	*I see ...*
Es gibt ...	*There is ...*
Im Vordergrund gibt es ...	*In the foreground there is ...*
Im Hintergrund gibt es ...	*In the background there is ...*
Auf der linken Seite gibt es ...	*On the left side there is ...*
Auf der rechten Seite gibt es ...	*On the right side there is ...*



Er ist ...	*He is ...*
Sie ist ...	*She is ...*
Sie sind ...	*They are ...*
... dick	*... fat*
... schlank	*... thin*
... groß	*... tall*
... klein	*... small*

... einen (alten) Mann	*... a (old) man*
... einen Jungen	*... a boy*
... eine (alte) Frau	*... a (old) woman*
... eine Familie	*... a family*
... eine Gruppe von Freunden	*... a group of friends*
... ein Mädchen	*... a girl*
... ein Baby	*... a baby*
... ein Kind	*... a child*
... ein Paar	*... a couple*
... zwei Männer	*... two men*
... drei Jungen	*... three boys*
... vier Frauen	*... four women*
... fünf Mädchen	*... five girls*
... zwei Babys	*... two babies*
... drei Kinder	*... three children*
... zwei Studenten	*... two students*
... viele Leute	*... lots of people*

Er trägt ...	*He is wearing ...*
Sie trägt ...	*She is wearing ...*
Sie tragen ...	*They are wearing...*
... einen Rock	*... a skirt*
... einen Anzug	*... a suit*
... eine Jacke	*... a jacket*
... eine Hose	*... trousers*
... eine Bluse	*... a blouse*
... eine Krawatte	*... a tie*
... ein T-Shirt	*... a t-shirt*
... ein Kleid	*... a dress*
... ein Hemd	*... a shirt*
... Schuhe	*... shoes*
... Sportschuhe	*... trainers*

Er hat ...	*He has ...*
Sie hat ...	*She has ...*
Sie haben ...	*They have ...*
... blonde Haare	*... blonde hair*
... schwarze Haare	*... black hair*
... braune Haare	*... brown hair*
... lockige Haare	*... curly hair*
... lange Haare	*... long hair*
... kurze Haare	*... short hair*
... eine Tätowierung	*... a tattoo*

Er trägt eine Brille	*He is wearing glasses*

Es findet ... statt	It's ...
auf dem Lande	in the countryside
am Meer	by the sea
in einer Stadt	in a town

Er/sie sieht...aus	*She looks ...*
Sie sehen ... aus	*They look ...*
glücklich	*happy*
ärgerlich	*angry*
traurig	*sad*
intelligent	*intelligent*

Year 10

German

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Translate into German:

I am looking forward to school. My favourite subject is German. I have bought new books and a new Uniform. I am not looking forward to the homework.

Translate into English:

Ich habe neue Bücher gekauft.=

Ich habe am Montag einen deutschen Film gesehen.=

Ich habe Gitarre gelernt.=

Medium Questions

Translate into English:

Werken macht Spaß, aber es ist ziemlich schwierig.=

Ich freue mich nicht auf das Zeugnis.=

Ich freue mich auf die Pause.=

Easy Questions

Describe this photo—using WPALM

Describe what you wear to school and give your opinion:

List the present tense regular verb endings:

Ich (I)= Du (you)= Er/Sie/Es (he/she/it)= Wir (We)= Ihr(You,pl)= Sie(they)=

Year 10

German

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	I can name family members			
2	I can say what people look like and describe their personalities			
3	I can say how well I get on with different people			
4	I can use the correct possessive adjective in sentences, including after ***mit*** and other dative prepositions			
5	I can say what makes a good friend			
6	I can recall key phrases to describe a photo			
7	I can use modal verbs in the imperfect tense			
8				
9	I can recall names of rooms and furniture			
10	I can use prepositions to say where things are			
11	I can recall compass points and give directions			
12	I can recall the names of places in town and use ***es gibt*** to say what there is in my town			
13	I can give advantages and disadvantages of where I live			

High Flyers - Enrichment Task

Print a photo of one of your friends. Describe the photo and then write as much detail about your friend as you can e.g. name, age, appearance, personality, where they live, what makes them a good friend, what you like to do together.

KING'S LYNN ACADEMY

Unit: R186 Sport and the media

Media in Sport Assignment

Media in Sport Assignment

Term 6

Unit: R186 Sport and the media

Positive and negatives of media in Sport

Sources of media in sport

Term 5

Unit: R185 Performance and leadership in sports activities

Delivery and evaluation of leadership

Delivery and evaluation of leadership

Term 4

Unit: R185 Performance and leadership in sports activities

Organising and planning a sports activity

Organising and planning a sports activity

Term 3

Unit: R185 Performance and leadership in sports activities

Applying Practice Methods

Applying Practice Methods

Term 2

Unit: R185 Performance and leadership in sports activities

Key components of sports performance

Key components of sports performance

START

Term 1

Year 1: Cambridge National in Sport Studies

SPORT STUDIES R185

Strategy = The action plan that takes you where you want to go.
Tactics = The individual steps and actions that will get you there.

e.g. Rugby strategy = Play for territory
e.g. Rugby Tactic = use box kicks to pin the opposition back in their own half.

TOPIC AREA 1

Compositional ideas relate very closely to tactics and strategies and refer to how a whole performance is put together.

Acceleration and deceleration of movements in dance are examples of compositional ideas

Decision Making
Successful performers need to make timely and accurate decisions.

e.g. a 5000m runner needs to decide exactly when to implement a sprint finish

e.g. a tennis player must make a decision on where to serve the ball.

Team Sports
When participating in team sports, it is important to be able to adapt your role in order to help the team.

If a forward is sent to the sin bin in rugby, a back may be required to join the forwards in the scrum

thepeclassroom.com

Methods used to highlight strengths and weaknesses during performance

- Technology
- Feedback from teammates
- Fitness tests
- Data
- Results
- Analytics
- Feedback from coach

Progressive Drills

Progressive Drills can be used during training or practices to gradually increase pressure and to make skills more difficult to perform.

TOPIC AREA 2

Types of Practice

Fixed Practice	Variable Practice	Part Practice	Whole Practice
Closed Skills	Open Skills	Low Organisation Skills	High Organisation Skills

Measuring Improvement in Performance

- Monitoring Competition Results
- Video analysis - to identify weaknesses and how performance can be improved
- Other assistive technology to improve performance, such as quantitative activity trackers
- Keeping individual logs of performance

SPORT STUDIES R185

TOPIC AREA 3

When organizing a sports activity session, a number of factors need to be considered

Venue | Equipment | Timing | Supervision | Contingency

Safety Considerations when planning an activity session

Risk Assessment

Checking Equipment

Emergency Procerdures

First Aid

Meeting the demands of a group

Intro/Cool-Down

Warm-Up/Cool-Down

Skill & Technique Development

TOPIC AREA 4

Organisation of an Activity Session - Factors to Consider

Safe Practice
Keeping all participants safe

Timing
Planning the length of each part e.g, warm-up, progressive drills.

Adaptability
Adapting to the requirements of the participants

Reliability
For example, being punctual

Leading a Sports Activity Session - Considerations

- Leadership Style
- Adaptability
- Creativity
- Communication
- Positioning
- Confidence

TOPIC AREA 5

After delivering your activity session, you must always consider:

-What went well?

-What did not go well?

-What could be improved for the future?

The evaluation of an activity session should enable more effective planning for future sessions.

Notes

Year 10

Performance and leadership in sports activities

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember
Decide on two sports you will perform in (can be team sports or individual)
Identify your strengths and weaknesses within these performances

Apply your knowledge
Recall the different types of practice that can be used
Recall the different ways to evaluate performance

Stretch your thinking
List the important factors to consider when planning a leadership session
Consider the positives and negatives of performance in planning and leading the session

Year 10

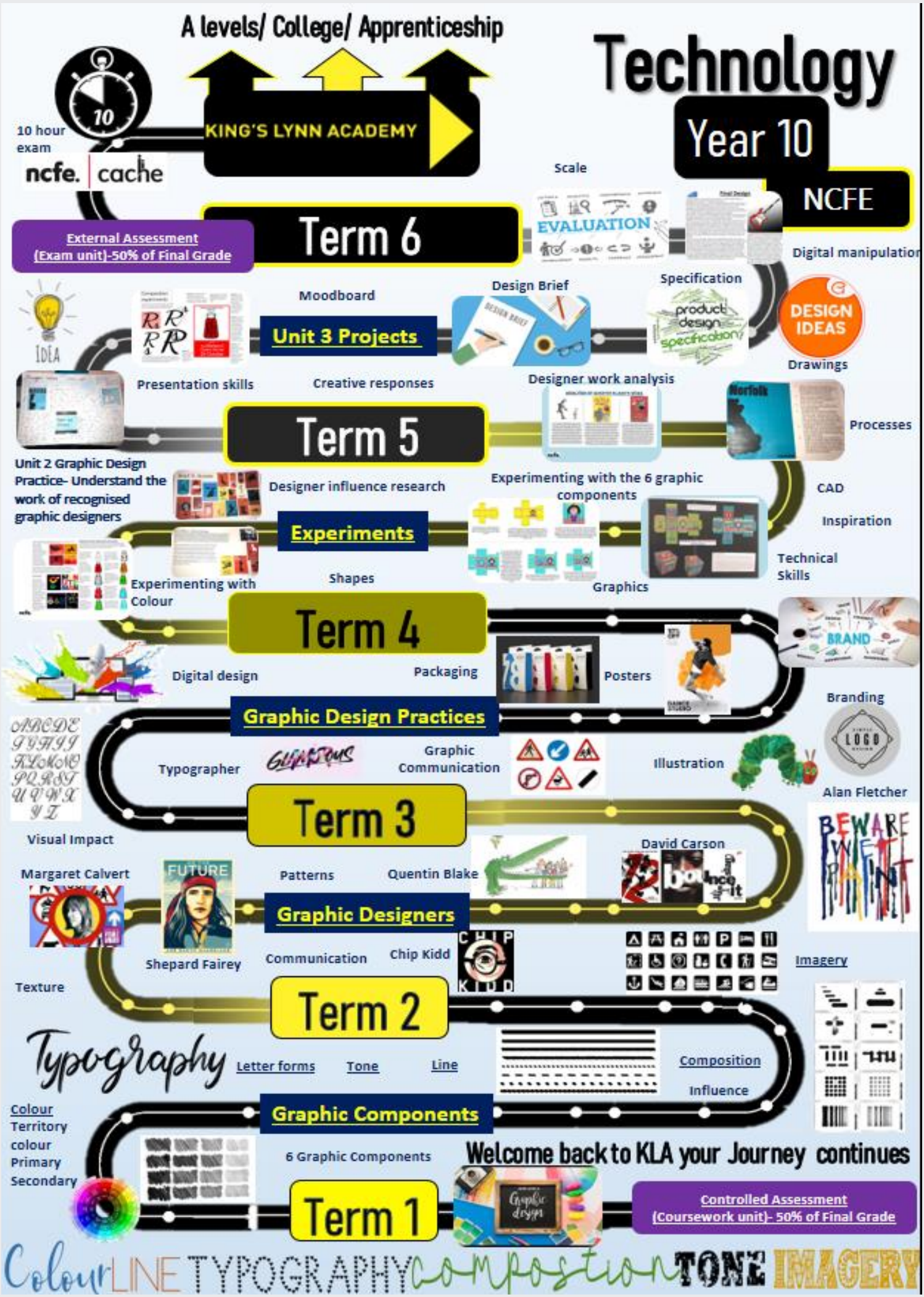
Sport Studies

Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Performance in two selected activities			
2	Identify strengths and weaknesses of performance			
3	Methods to improve performance			
4	Measuring improvement in performance			
5	Organising and planning a sports activity session			
6	Leading a sports activity session			
7	Reviewing your own performance in planning and leading a sports activity session			

High Flyers - Enrichment Task

Plan sporting activity session for a group of Year 6 students. Consider all the aspects of a safe and successful session.


A levels/ College/ Apprenticeship
KING'S LYNN ACADEMY
Technology
Year 10
NCFE
10 hour exam
ncfe. | cache
External Assessment (Exam unit)-50% of Final Grade
Term 6
Scale
EVALUATION
Digital manipulation
Specification
Design Brief
Moodboard
Unit 3 Projects
IDEA
DESIGN IDEAS
Drawings
Presentation skills
Creative responses
Designer work analysis
Term 5
Processes
Unit 2 Graphic Design Practice- Understand the work of recognised graphic designers
Designer influence research
Experimenting with the 6 graphic components
CAD
Experiments
Inspiration
Technical Skills
Experimenting with Colour
Shapes
Graphics
Term 4
BRAND
Digital design
Packaging
Posters
Branding
Graphic Design Practices
Typographer
Graphic Communication
Illustration
Alan Fletcher
Term 3
Visual Impact
David Carson
Margaret Calvert
Patterns
Quentin Blake
Graphic Designers
Shepard Fairey
Communication
Chip Kidd
Imagery
Texture
Term 2
Typography
Letter forms
Tone
Line
Composition
Influence
Colour
Territory
colour
Primary
Secondary
Graphic Components
6 Graphic Components
Welcome back to KLA your Journey continues
Term 1
Controlled Assessment (Coursework unit)- 50% of Final Grade
Colour LINE TYPOGRAPHY composition TONE IMAGERY

Year 10/11

Graphics Revision Booklet

Exam Layout

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

Time allowed: 10 hours

Total marks: 90

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

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

MUST READ QUESTION CAREFULLY AND LOOK AT THE MARKS ALLOCATED

How marks could be broken down

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

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

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

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

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

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

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

  Task 4 (9 marks) It's recommended that you spend around **1 hour on this task**.

Examples of mark scheme

• Initial ideas linking to the brief

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

• Experimentations

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

• Final Design

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

• Evaluation

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

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

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

What can I write about.....

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

Colour ?

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

Describe and explain everything in lots of specific detail!

What can I write about.....

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

Line?

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

Describe and explain everything in lots of specific detail!

What can I write about.....

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

Tone?

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

What can I write about.....

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

Composition?

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

What can I write about.....

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

Imagery?

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

What can I write about.....

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

Typography?

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

SERF

San serf

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

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

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

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

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

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

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

Evaluation

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

LO2: Annotation

You MUST

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

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

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

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

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

Typography

dp — Serif — Double line spacing

dp — Sans Serif — Single line spacing

Whitburn — Script — DEEP PURPLE - THE WHO - BLACK SABBATH - THE ROLLING STONES - ACDC
AEROSMITH - UFO - DEADRINGER - RAINBOW - BAD COMPANY - THIN LIZZY

Decorative/Free hand

Video

Deep Purple (KERNING APPLIED)
Deep Purple (KERNING NOT APPLIED)

Bar — H

Stem — P

Serifs — T

Curve — G

Continuous Curve — O

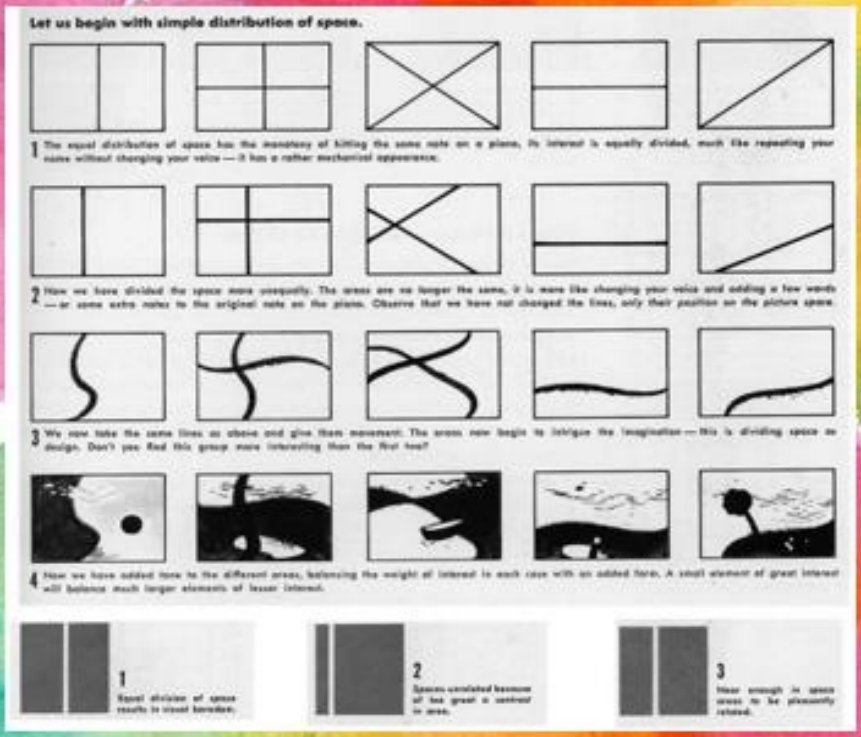
Be creative in your use of Typography

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

- Be creative

STAR MAKER PROGRAMME

Using Lines and Composition



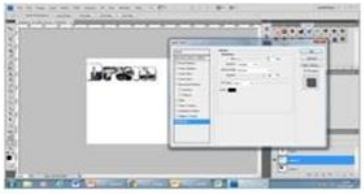
- Look at the 4 steps going down and create your own

Step by Step Evidence

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

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

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



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

Distinction: Describes the processes involved and identifies what went well/not so well and any opportunities for development	Learners can describe the processes used to create their work, the purpose and impact and their effective use of resources. The learners describe how they approached and resolved the challenges presented by the brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed. The learner describes opportunities for development or improvement of their graphic design.

THE LEVEL OF EVIDENCE YOU NEED IS REALLY HIGH

Annotation Example

Distinction: Describes the processes involved and identifies what went well/not so well and any opportunities for development	Learners can describe the processes used to create their work, the purpose and impact and their effective use of resources. The learners describe how they approached and resolved the challenges presented by the brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed. The learner describes opportunities for development or improvement of their graphic design.

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

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

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

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

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

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

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

LINK EVERYTHING TO THE BRIEF

Colour Theory

Colour Wheel

Use the pencils to colour the wheel with the correct colours

Tone

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

Complementary Colours

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

The Meaning of Colour

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

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

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

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

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

Line

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

It can be used to…

Create expression or emphasis in a graphic design

To separate, order, define, border space

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

• A • B

• A • B

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

Use lines to write your initials like the IBM Logo

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

Shape

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

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

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

Design a logo for a company which makes parts for cars called GEARS LTD

What do you think our logo says about the company?

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

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

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

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Typography

dp — Serif — Double line spacing

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Whitburn — Script — DEEP PURPLE - THE WHO - BLACK SABBATH - THE ROLLING STONES - ACDC
AEROSMITH - UFO - DEADRINGER - RAINBOW - BAD COMPANY - THIN LIZZY

Tune — Decorative/Free hand

Video

Deep Purple (KERNING APPLIED)
Deep Purple (KERNING NOT APPLIED)

Bar — H

Stem — P

Serifs — T

Curve — G

Continuous Curve — O

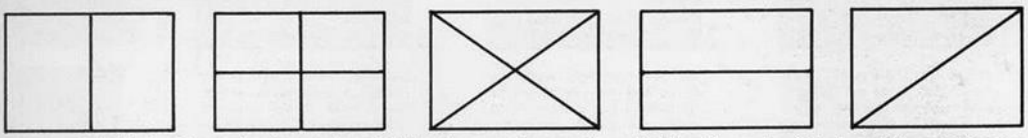
Be creative in your use of Typography

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

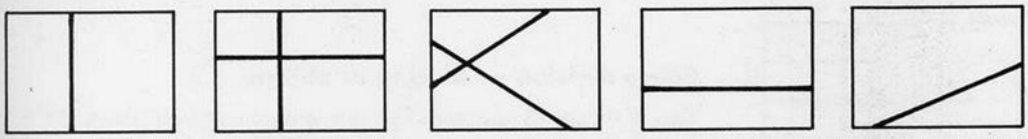
- Be creative

Using Lines and Composition

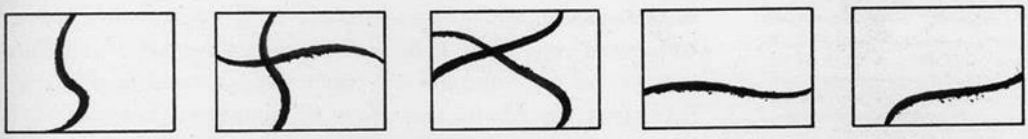
Let us begin with simple distribution of space.



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

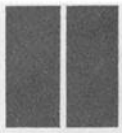


2 Now we have divided the space more unequally. The areas are no longer the same, it is more like changing your voice and adding a few words — or some extra notes to the original note on the piano. Observe that we have not changed the lines, *only their position on the picture space.*

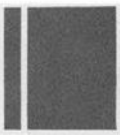


3 We now take the same lines as above and give them movement. The areas now begin to intrigue the imagination — this is dividing space as design. Don't you find this group more interesting than the first two?

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



1
Equal division of space results in visual boredom.



2
Spaces unrelated because of too great a contrast in area.

3
Near enough in space areas to be pleasantly related.

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

Collage

Useful videos

- LINE - https://www.youtube.com/watch?v=BDePyEFT1gQ
- COLOUR - https://www.youtube.com/watch?v=wWW_UbrkBEw
- TYPOGRAPHY - https://www.youtube.com/watch?v=sByzHoiYFX0
- TONE - https://www.youtube.com/watch?v=AAwYHNo31ZQ
- IMAGERY - https://www.youtube.com/watch?v=MELKuexR3sQ
- COMPOSITION - https://www.youtube.com/watch?v=a5KYlHNKQB8

Notes

Year 10

Design and Technology
Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
Select an existing graphic design and explain how the graphic components have been used.

+
Explain the target audience for three chosen graphic designs.

*
Explain the purpose and impact of three graphic designs of your choice.

Year 10

NCFE Graphic Design
Knowledge Checklist

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

High Flyers - Enrichment Task

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

Year 11

KING'S LYNN ACADEMY

Hospitality & Catering

Year 10

Term 6

Presentation, Garnish's, Desserts

Meat & Fish

Term 5

Working in the Hospitality & Catering Industry

Dough Products

Term 4

Role of the EHO (Environmental Health Officers)

Food Spoilage

To learn reasons for spoilage

Term 3

Health & Safety in Hospitality & Catering Provision

Sauces

Term 2

How Hospitality & Catering Process Provisions Operate

Lemon Tart

Pastries

Welcome back to KLA your Journey continues

Term 1

Hospitality & Catering Provision

Learners must :

Level 1 & 2 Hospitality & Catering

Complete one piece of coursework worth 60% of the final grade
Complete a written exam worth 40% of the final grade

Job Roles

Types of service

Reviews & ratings

Nutrition

Food Spoilage

Diets

Techniques

Equipment

Laws & Legislations

Key Words

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

Year 10

Food Tech

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
What does hospitality mean?
What colour chopping boards do we use?
What does catering mean?

+
What does front/back of house mean?
How many AA stars can a hotel achieve?
What does commercial and non-commercial mean?

*
How can we reduce food waste?
Explain the role of an environmental health officer
What is the function of food packaging?

Year 10

Hospitality and Catering
Knowledge Checklist

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

High Flyers - Enrichment Task

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

Year 11 Art Here we come!
Art
Y10
KING'S LYNN ACADEMY
ESA theme!
Final Piece + Evaluation
Mini Version
Practice + Ideas for Final Piece
Colour Mixing
Beginning and End
Critical Analysis/ Extra Artist
More Primary Research
Oil Pastel
Poly-Printing
Presentation
Blending Tone Scraffito
Details
Watercolour
Details
Tonal Drawing
Beginning and End
Mind Map
Artist Research
Artist Copy
Primary Research
Presentation
GCSE Beginning and End topic
Beginning and End
Exam and evaluation
Mini version
Acrylic techniques and painting
Mono-print
Photo shoot
Ideas + practice for final piece
Presentation
Evaluation
Colour Theory
Colour Theory Blending
Detailed
Mark making
Identity
Techniques
Evaluation
Tonal Drawing Detail
Evaluation
Primary Research
Critical Analysis
Presentation
Shading Pencils
Grid Method
Artist Copy
Artist Research
Identity
Welcome to GCSE Art
Assessment objectives
Mind Map
Photo inspiration page
Presentation
GCSE Identity topic
Identity
High Quality Artist Portfolio
Welcome to year 10 Your journey continues...
Identity/ Beginning and End
START

Year 10 (45 Lessons)

Theme - Beginning and End

Art

Learners must be able to:

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

Artists

Georgia O'Keefe
Margaret Keane
Juan Gatti
Amy Scholten
Chris Morgan
Leonardo Da Vinci
Trisha Thompson

Transferable Knowledge & Skills

Ideas and Artists in Response to the Theme

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

IDEAS RESEARCH

Experimenting with A Range of Materials and Techniques

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

MATERIALS & TECHNIQUES

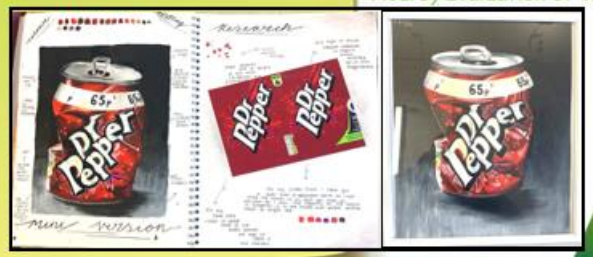
Photography and Personal Responses

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

PHOTOSHOOT ANNOTATION

Planning and Presenting a High Quality Final Piece

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



FINAL PIECE

Beginning and End

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

Key Vocab

Tier 3
Accurate Technique Analyse
Hyperrealism Precision Palette

Tier 2
Detail Blending
Tints Shades
Primary Secondary
Gradient Experiment

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

Year 10 (50 Lessons)

Theme - Identity

Art

Learners must be able to:

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

Artists

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

Transferable Knowledge & Skills

Ideas and Artists in Response to the Theme

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

IDEAS RESEARCH

Experimenting with A Range of Materials and Techniques

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

MATERIALS & TECHNIQUES

Photography and Personal Responses

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

PHOTOSHOOT ANNOTATION

Planning and Presenting a High Quality Final Piece

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

FINAL PIECE

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

Key Vocab

Tier 3
Accurate Technique Analyse
Hyperrealism Precision Palette

Tier 2
Detail Blending
Tints Shades
Primary Secondary
Gradient Experiment

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

Notes

Year 10

ART

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Easy
When doing your tonal drawing, how do you create accurate proportions?
Name an artist which explores identity
What is primary research?

Medium
What is the difference between primary research and Secondary research?
Explain how your chosen artists link to the theme of identity
What are the formal elements of art and why do artists need to master them?

Hard
Write a critical analysis on one image from your chosen artist. In this you must explain and describe the Tone, Shape, colour and composition Do this task in your sketchbook after your artist research page or tonal page.
What are the 5 golden rules which need to be included in your ideas for final piece mind map? Why are they important?
Explain the message behind your own work, and how does this link to your artist and over all theme?

Year 10

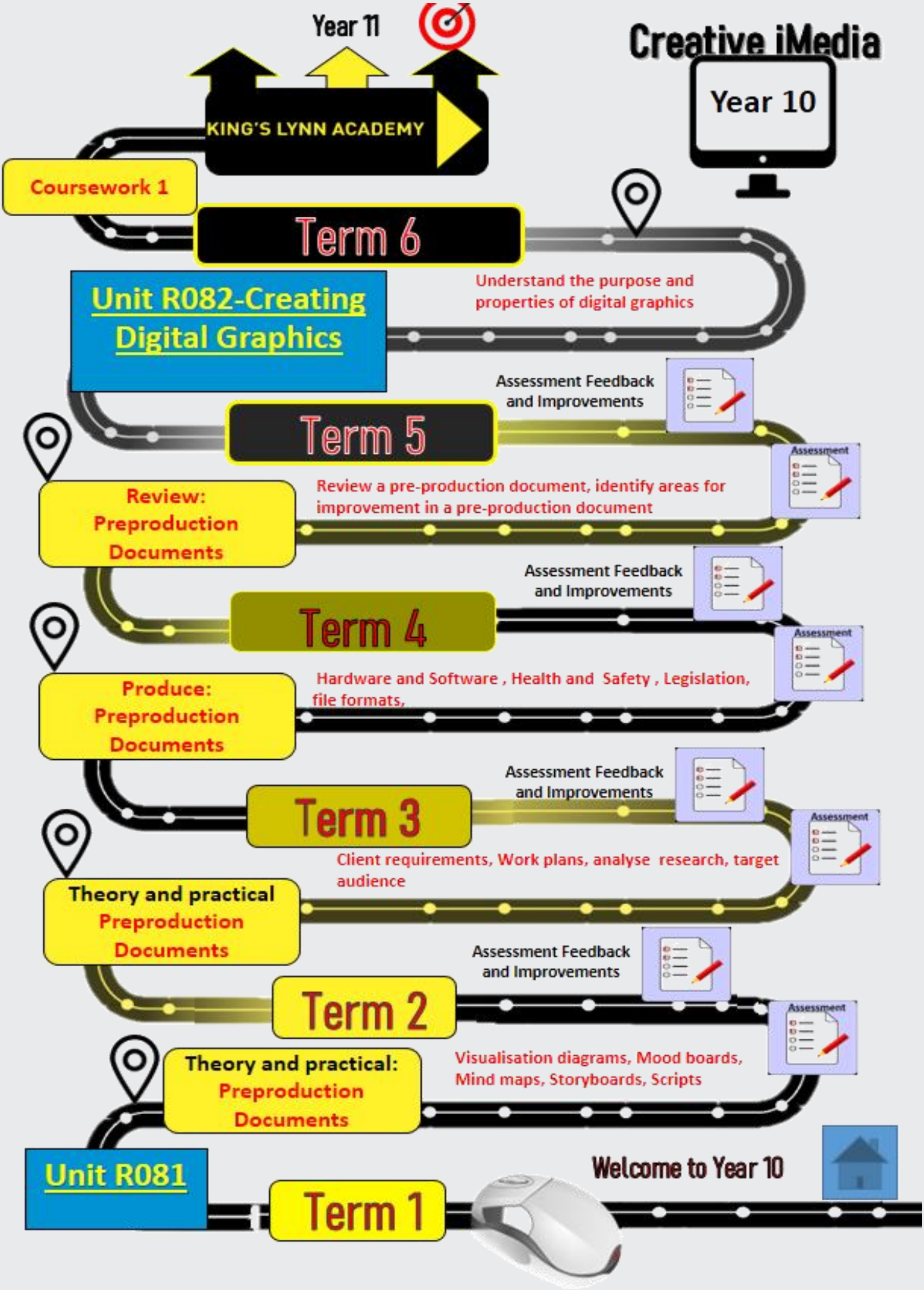
ART

Knowledge Checklist

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

High Flyers - Enrichment Task

Complete a bonus material from your page checklist


Year 11
Creative iMedia
Year 10
KING'S LYNN ACADEMY
Coursework 1
Term 6
Unit R082-Creating Digital Graphics
Understand the purpose and properties of digital graphics
Assessment Feedback and Improvements
Term 5
Review: Preproduction Documents
Review a pre-production document, identify areas for improvement in a pre-production document
Assessment Feedback and Improvements
Term 4
Produce: Preproduction Documents
Hardware and Software , Health and Safety , Legislation, file formats,
Assessment Feedback and Improvements
Term 3
Theory and practical Preproduction Documents
Client requirements, Work plans, analyse research, target audience
Assessment Feedback and Improvements
Term 2
Theory and practical: Preproduction Documents
Visualisation diagrams, Mood boards, Mind maps, Storyboards, Scripts
Unit R081
Term 1
Welcome to Year 10

Year 10

Creative iMedia

R081 – Compulsory Unit

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

Students will learn skills such as how to:

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

Learning Outcome 2: Be able to plan pre-production

- Interpret client requirements for pre-production
- identify timescales for production based on target audience and end user requirements
- how to conduct and analyse research for a creative digital media product
- produce a work plan and production schedule

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

Students must be able to:

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

Learning Outcome 4: Be able to review a digital graphic

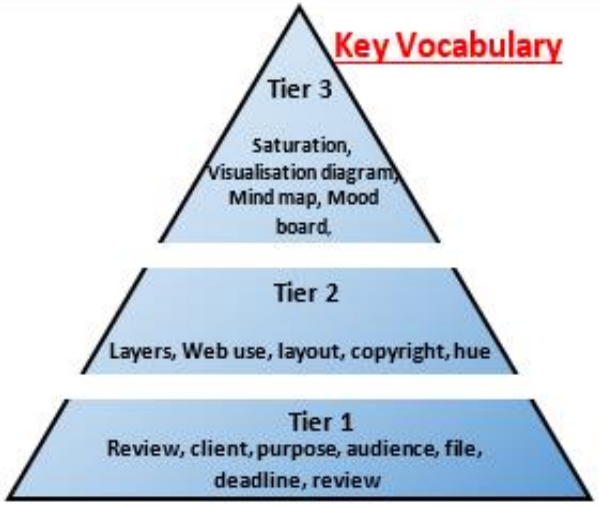
• Review a digital graphic against a specific brief • identify areas in a digital graphic for improvement and further development (e.g. cropping, rotating, brightness, contrast, levels, colour adjustment).

R082 – Creating Digital Graphics (Compulsory Unit)

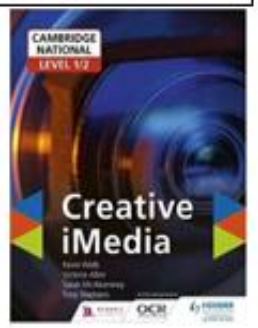
Students must be able to:

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

Key Vocabulary



Book suggestion



Year 10
Creative iMedia
Knowledge Checklist

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

High Flyers - Enrichment Task

Complete all extension tasks each lesson

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

Complete at least 10 tasks on SamLearning per week

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

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

Notes

Music

Year 11

KING'S LYNN ACADEMY

Year 10

Continued

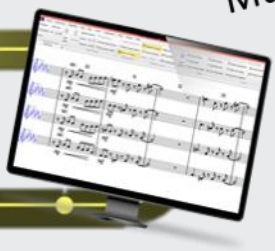
AOS 4: Popular Music

AOS 3: Film Music

AOS 2: Ensemble Music

AOS 1: Forms and Devices

Appraising



Improvisation

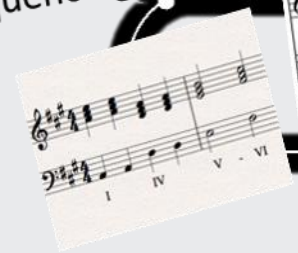
Film Composing

Continued

Chord sequencing

Cadences and Intervals

Melody writing



Composing

School Concerts

Reviewing a performance

Team building and ensemble

Continued

A good performance

Solo

Welcome back to KLA. Your journey continues.

Performing

Performing Requirements

Musical forms and devices

Area of study 1 - Eduqas GCSE Music

eduqas

Baroque era (1600-1750)

- Harpsichord
- Ornaments
- Terraced dynamics
- Basso continuo
- Small orchestra (mostly strings, plus some wind)
- Suite, sonata, oratorio, chorales, trio sonata
- **Bach, Handel, Vivaldi**

Classical era (1750-1810)

- Slightly larger orchestra
- Piano introduced
- Alberti bass
- String quartets
- Symphony, solo sonata, solo concerto
- Balanced, regular phrases
- **Haydn, Mozart, Beethoven**

Romantic era (1810-1910)

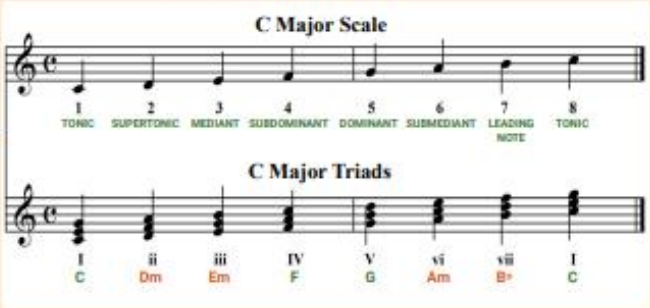
- Lyrical, expressive melodies
- Large orchestra
- Wider range of dynamics
- Richer harmonies and use of chromatic chords
- Programme music
- Opera symphony
- **Tchaikovsky, Grieg, Schumann, Dvorak, Brahms, Verdi, Wagner**

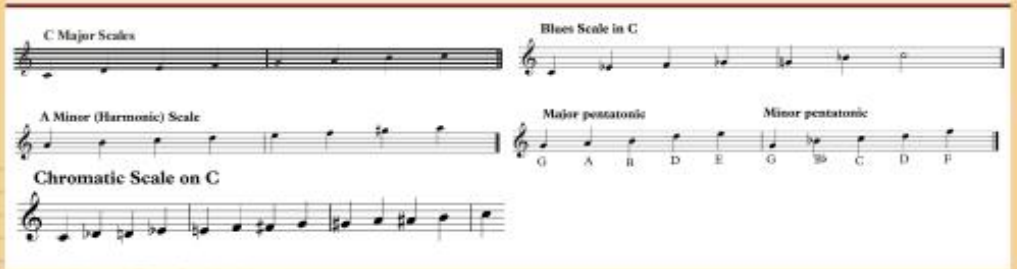
Scales and chords

A **CHORD** is a group of two or more notes played at the same time. A **TRIAD** has three notes. A **CHORD SEQUENCE/ PATTERN** is a series of chords. **DIATONIC HARMONY** is based on the chords of major/minor scales.

Primary chords I, IV, V

Secondary chords ii, iii, vi, vii





Form and structure

BINARY — A B

Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.

TERNARY — A B A

Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.

RONDO — A B A C A

A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.

MINUET AND TRIO — II: AB: II II:CD :II AB

The minuet was a type of graceful dance from the 17-18th century, and was often used as the 3rd movement in symphonies in the Classical era. The minuet had two repeated sections, the trio had two new repeated sections, with a return to the minuet at the end (no repeat).

VARIATIONS — A a A A 𝒜

The main theme (tune) is repeated and developed a number of times in a variety of different ways.

STROPHIC — A A A

A simple form where the song uses the same melody over and over.

Devices

Repetition	A musical idea is repeated exactly.
Imitation	An idea is copied in another part.
Sequence	Repetition of an idea in the same part at a higher/lower pitch.
Ostinato	A short, repeated pattern or phrase.
Drone	A long held or constantly repeated note(s).
Arpeggio/ broken chord	The notes of a chord played individually.
Alberti bass	A broken chord accompaniment (I,V,iii,V) common in the Classical era.
Anacrusis	An 'up-beat' or pick-up before the first strong beat.
Dotted rhythms	A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
Syncopation	Off beat accents.
Conjunct	Notes that move in steps.
Disjunct	Notes that move in leaps/ intervals.
Regular phrasing	Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.

Cadences

The two chords at the end of a phrase

Perfect	V-I	Strong ending – sounds 'finished'; a musical full stop.
Plagal	IV-I	Sounds finished but 'softer'; Amen.
Imperfect	I-V, ii-V, vi-V	Sounds unfinished.
Interrupted	V-vi	Moves to an unexpected chord; 'surprise'.

Music for ensemble

Area of study 2 - Eduqas GCSE Music

eduqas

Texture

MONOPHONIC	A single melodic line.
HOMOPHONIC	A chordal style or melody and accompaniment: moving together.
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines.
Melody and accompaniment	A tune with accompaniment (e.g. chords).
Unison	All parts play/sing the same music at the same time.
Chordal	The music moves in chords (e.g. like a hymn/ chorale).
Descant	A decorative, higher pitched line.
Countermelody	A new melody, combined with the theme.
Round	A short (vocal) canon.
Canon	The melody is repeated exactly in different parts but starting at different times, with parts overlapping.
Drone	Long held notes.
2-3-4 part texture	Textures which have 2/3/4 different lines.

Jazz and blues

Scat: vocal improvisation using wordless/ nonsense syllables.

Improvised: music made up on the spot.

Blue notes: flattened 3rd, 5ths, 7ths.

Syncopation: off-beat accents.

Call and response: a phrase played/sung by a leader and repeated by others.

Walking bass: bass line that 'walks' up and down the notes of a scale/arpeggio.

Swing style: 'jazzy' rhythm with a triplet/ dotted feeling.

A jazz ensemble may contain:

Rhythm section

- Drums
- Bass (guitar or double bass)
- Piano/guitar

'Horn section'

- Trumpet
- Trombone
- Saxophone

Some groups use a wider range of instruments e.g. clarinet, violin.

12 bar blues

Chords

I	I	I	I
IV	IV	I	I
V	IV	I	I/V

Example in C major

C	C	C	C
F	F	C	C
G	F	C	C/G

Chamber music

Chamber music was music for a small ensemble, originally played in a small room in someone's home.

Baroque: The **trio sonata** featured one or two soloists, plus **basso continuo** (which consisted of a low-pitched instrument such as a cello playing a bassline, with an instrument playing chords e.g. harpsichord).

Classical: String quartets (two violins, a viola and a cello) were popular. They had **four** movements, with the 1st movement usually in sonata form.

Romantic: Chamber music groups were more varied in the Romantic era, using a wider range of instruments (e.g. piano quintet, horn trio). Performances happened in larger concert halls as well as in small 'chambers'.

A piece of music for:

DUET	2 performers
TRIO	3 performers
QUARTET	4 performers
QUINTET	5 performers
SEXTET	6 performers
SEPTET	7 performers
OCTET	8 performers

Musical theatre

Musical numbers may include:

Solo: a song for one singer.

Duet: a song for two singers.

Trio: a song for three singers.

Ensemble: a song sung by a small group.

Chorus: a large group (usually the full company/cast).

Recitative: a vocal style that imitates the rhythms and accents of speech.

Overture: an orchestral introduction to the show, which usually uses tunes from the show.

The orchestra/band is used to **accompany** the voices and to **underscore**.

Voices

Soprano
Alto
Tenor
Bass

The band/orchestra (sometimes called the 'pit' orchestra), may use **strings, woodwind** (sometimes called 'reeds'), **brass** and **percussion** and/or a rock/pop band, depending on the style. Most shows also use keyboards or synths.

Notes

Year 10

Music

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Theory

1. What is the difference between simple and compound time?

2. Describe what a sharp sign, a flat sign and a natural sign do.

3. Write these tempo words out in order:

Andante Lento Presto Moderato Allegro

Forms and Devices

1. Give the approximate dates of the Baroque period.

2. Describe the structure of binary and ternary form?

3. What instruments is Suite No.2 written for?

Music for Ensemble

1. What instruments make up a piano trio?

2. Name a musical based on a book.

3. Who first created blues music?

Year 10

Music

Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Music Notation (Note Lengths and Stave Reading)			
2	MAD T SHIRT			
3	Chords, Cadences and Numerals			
4	Intervals			
5	Typical Baroque Features			
6	Typical Classical Features			
7	Typical Romantic Features			
8	Binary, Ternary and Rondo Form			
9	Features of Jazz and Blues			
10	Features of Musical Theatre			
11	Features of Chamber Music			

High Flyers - Enrichment Task

1. **Listen to a variety of music from the Baroque, Classical or Romantic period. Describe the structure/ form as well as the typical features you can hear.**
2. **Write out different musical scales in both major and minor keys. Convert these into chords and write the numerals to match.**
3. **Create a composition sketch book/ recording to continuously add your ideas to.**
4. **Work on your music theory by completing the grade 1 theory workbook.**

PD

Year 10

KING'S LYNN ACADEMY

Half Term 6

First Aid

Post 16 Options

Careers Fair

Drug Classes

What is Exploitation?

Exploitation Project

Half Term 5

Drugs

UDHR & Religion

What are Human Rights?

Half Term 4

Death Penalty Case Study

Religion & Death Penalty

Can people be forgiven?

Religion & forgiveness

Prejudice & Discrimination

Half Term 3

Death Penalty

Prison & Community Service

Court Trial

Different Crimes

Reasons for Crime

Civil & Criminal Law

Laws

Legal System

What is Crime & Punishment?

Career Sectors Project

Half Term 2

Relationships before & outside of Marriage

Different families

Is it right to be brought up religious?

Sexual Health

Safe Sex

Different Relationships & Intimacy

Religious Views on Sexuality

Half Term 1

What is Sexuality & Gender

Gender & Sexuality in 21st Century

Gender Equality

Mental Health

Welcome to your Personal Development Journey

Emotional Wellbeing

New Challenges

Year 10 PD
Knowledge Organiser - Autumn

Relationships & Families

Things you need to be able to do:
- To understand the differences between sexuality and gender
- To recognise different religions have different beliefs about relationships
- Different religious views on Contraception
- To understand the significance of the roles of men and women have in religion

Key Questions:
What is sexuality?
Why do religions have different views towards gender and sexuality?
Why don't some religions agree with contraception?
What are the roles of men and women in religion?

Tier 2 Vocabulary
Sexuality – A persons sexual preference or orientation. Who they are attracted to
Gender – This can be your sex and your identity. These can vary.
Marriage – the legal and formal union of two people
Contraception – a range of methods used to prevent pregnancy

Mental Health & Relationships & Families

Things you need to be able to do:
- Recognise mental health illnesses
- Promote emotional wellbeing
- Understanding the significance of sleep
- Understand the difference between sexuality & Gender
- Understand sexuality & Gender in the 21st Century
- Understand safer sex
- Knowing what Contraception is
- Knowing key STI's & STD's

Key Questions
- What is mental health?
- What can we do to promote good mental health?
- What is Gender?
- What is sexuality?
- What is Contraception?
- What are STI's & STD's

Tier 2 Vocab
Contraception – a range of methods used to prevent pregnancy
Sexuality – A persons sexual preference or orientation. Who they are attracted to
Gender – This can be your sex and your identity. These can vary.

Year 10

Personal Development

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=
1. Name two religious views on Sexuality 2. Name two religious views on Gender
3. Give two ways of looking after your mental health

+
1. Explain the significance of the role of women in religion
3. Explain what Gender is 4. Explain two views towards Gender and Sexuality that have

★
1. Explain the impact of being brought up religious
3. Explain why contraception is important 4. Explain the impact of not looking after your mental health

Year 10

Personal Development
Knowledge Checklist

	KNOWLEDGE CHECKLIST	KNOWLEDGE PROGRESS R	A	G
1	Taking care of your mental wellbeing			
2	The importance of sleep			
	Gender & Sexuality			
3	Religious views on gender and sexuality			
4	Types of relationships			
5	Religion and marriage			
6	Importance of sexual health			
7	Contraception, including types and how to access them			
8	Religious views on contraception			
9	Sexual Health			
10	Understanding different families			
11	Religious upbringing			

High Flyers - Enrichment Task

Speak to 2 different people (one married and one not) on their views of marriage. It could include the following:

Is marriage important?

Who should be able to get married?

To what extent is marriage a religious institution?

Write a paragraph explaining who you agree with most and why.

GCSE RE

KING'S LYNN ACADEMY

Year 10

Half Term 6 Relationship & Families

Men & Women in Religion

Roles of Men & Women

Families in the 21st Century

Divorce & Annulment

Marriage

Pre-marriage relationships

Contraception

Cohabitation, Celibacy & Abstinence

Half Term 5 Relationship & Families

Sexuality & Gender

Festivals

Jihad

Hajj

Zakah

Sawm

Salah

Five Pillars

Half Term 4 Islam Practices

Persecution & Poverty

Role of the Church

Pilgrimage

Half Term 2 Christian Practices

Holy Books

Prophets

Prophethood

Worship

Prayer

Half Term 3 Islam Beliefs

Angels

Predestination

Life after death

Sunni & Shi'a

Nature of God

Oneness of God

Sin & Salvation

Heaven & Hell

Resurrection & Ascension

Incarnation & Jesus

Crucifixion

Half Term 1 Christian Beliefs

Welcome to your GCSE RE Journey

Introduction to GCSE RE

Nature of God

The Trinity

Creation

GCSE RE -Beliefs

Christian Beliefs & Teachings

Things you need to be able to do:

To know key Christian beliefs about God and his attributes
To explain the importance and significance of Jesus
To understand life after death, afterlife, judgement and Heaven & Hell
Explain the significance of Sin & Salvation

Key Thoughts

What are the key beliefs about the attributes of God?
What are the origins of Christianity?
What does the trinity tell us about God?
What is the significance of Jesus in Islam?
Why is the crucifixion important in Christianity?
What is the significance of Christ's role in salvation?

Tier 2

Holy – Separate and set apart for a special purpose by God
Eternal – Never ending
Trinity – the belief that there are three persons in the one God
Creation – The act in which the universe was created
Resurrection – Rising from the dead
Crucifixion – Method of putting people to death (Jesus)
Heaven – A state of eternal happiness in the presence of God
Hell – Place of eternal suffering and a state of being without God

Tier 3

Omnipotent – All Powerful
Omnipresent – All present
Omnibenevolent – All loving
Omniscient – All knowing
Incarnation – Becoming flesh, taking human form
Ascension – 40 Days after Jesus' resurrection, Jesus went up to Heaven to be with God, the Father
Purgatory – Intermediate state where souls are cleansed to enter Heaven
Original Sin – Everyone built with the urge to do bad things and disobey God
Salvation – Saving the soul from Sin

Islamic Beliefs & Teachings

Things you need to be able to do:

To know key Islamic beliefs about Allah, Sunni & Shi'a Islam
To explain the importance of Islamic Holy Texts to Muslims
To understand Angels, predestination, life after death in Islam
Explain who the significant figures in Islam and what their importance is

Key Thoughts

What is the belief in the oneness of Allah and his nature?
What are the origins of Sunni & Shi'a Islam?
What does the Qur'an and Hadith tell us?
What is the significance of angels in Islam?
Why is predestination important in Islam?
Why is Prophethood and they key figures of Islam so important?

Tier 2

Muslim – A follower of Islam
Prophet – Individuals sent by God
Muhammad – Founder of Islam
5 Pillars – The core beliefs and practices of Islam
Qur'an – Central religious text in God, believed to be the revelations of God
Mosque – Place of worship for Muslims
Mecca - The holiest city in Islam

Tier 3

Sunni – the largest denomination in Islam
Shi'a – Another significant denomination in Islam
Tawhid – Oneness of Allah, Islam being a monotheistic faith
Hadith – A collections of traditions, sayings and practices from the Prophet Muhammad
Ashura – Shi'a Muslim Festival
Iblis – Satan
Imam – Person who leads prayer
Imamate – Divine appointment of the Imams
Jihad – A Struggle against evil

Year 10
GCSE RE

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

Christian Beliefs

2 Mark Questions:

1.Give two characteristics of God.

2.Name two persons of the Trinity.

3.Give two reasons why Jesus had to die.

4.Name two types of salvation.

5.State two things that Christians believe about judgement.

6.Give two beliefs about the afterlife.

7.Name two interpretations of the creation story.

8.Give two ways in which Christians believe God show his benevolence.

4 Mark Questions

1. Explain two ways in which belief in resurrection influences Christians today.

2.Explain two ways in which belief in the Trinity influences Christians today.

3.Explain two ways in which belief that God is omnipotent influences Christians today.

4.Explain two ways in which belief about sin might influence Christians today.

5.Explain two ways in which beliefs about the creation of the world might influence Christians today.

6.Explain two ways in which belief in Jesus' crucifixion influences Christians today.

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

1. Explain two Christian teachings about the nature of God.
2. Explain two Christian teachings about the crucifixion.
3. Explain two Christian teachings about the Trinity.
4. Explain two Christian teachings about the resurrection.

12 Mark Questions

1. 'For a Christian, believing that God is all-powerful is not important.'
2. 'How we live now is more important than belief in an afterlife.'
3. 'Christians believe in three Gods not one.'
4. 'The Trinity is the most important belief in Christianity.'
5. 'It does not matter if the Creation story is not true.'

Islam Beliefs

2 Mark Questions:

1. Give two of the Holy books, other than the Qur'an.
2. Give two angels that are mentioned in the Qur'an.
3. Give two Muslim beliefs about 'Akhirah' (Life after death).
4. Name two of the Prophets in Islam.
5. Give two reasons why the Qur'an is important.
6. Give two roles of angels in Islam.

4 Mark Questions

1. Explain two ways in which a belief in afterlife (Akhirah) influences Muslims today.
2. Explain two ways in which believing in Risalah (Prophethood) influences Muslims today.
3. Explain two ways in which belief about Allah being Just (Adalat) might influence Muslims today.
4. Explain two ways in which the life of Prophet Muhammad has influenced Muslims today.
5. Explain two ways in which belief about the Oneness of God (Tawhid) influences the life of a Muslim today.
6. Explain two ways how the life of Prophet Ibrahim influences Muslims in their lives today.

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

1. Explain two Muslim teachings about angels.
2. Explain two Muslim teachings about Tawhid (the Oneness of God).
3. Explain two Muslims teachings about paradise.
4. Explain two Muslim teachings about the creation
5. Explain two Muslims teachings about Al'Qadr (Predestination).
6. Explain two Muslim teachings about the imamate in Shi'a Islam.

7. 12 Mark Questions

8. 'To describe God as 'omnipotent' is the best way to understand God.'
9. 'For Muslims, Adam is a more important Prophet than Ibrahim.'
10. 'The Tawrat is of no use for Muslims today.'
11. 'The Muslims idea of Paradise is just wishful thinking.'
12. Ibrahim is the perfect role model for modern Muslims.'

Year 10

GCSE RE Knowledge Checklist

KNOWLEDGE PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
	Christian Beliefs			
1	Understand the Nature of God			
2	Know the key attributes of God			
3	The Trinity			
4	Different Christian beliefs on creation			
5	Incarnation and Jesus, Son of God			
6	The Crucifixion			
7	The resurrection & ascension			
8	Resurrection & life after death			
9	Afterlife & Judgement			
10	Heaven & Hell			
11	Sin & Salvation			
12	The role of Christ in Salvation			
	Islam Beliefs			
1	Oneness of God and the Supremacy of God's will			
2	Key beliefs of Sunni and Shi'a Islam			
3	The nature of God			
4	Angels			
5	Predestination			
6	Life after death			
7	Prophethood & Adam			
8	Ibrahim			
9	Muhammad & the Imamate			
10	Holy Books in Islam			

High Flyers - Enrichment Task

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

GCSE Citizenship – Yr10 Autumn Term - Life in Modern Britain

Chapter 1: Principles and Values in British Society

Key Questions:

What are the principles and values that underpin British society?

What is the difference between a right and a duty?

Which law was passed in 1998 was about the right of UK citizens?

Keywords:

Democracy – A system of government, where citizens are able to vote in regular and fair elections for representative, who will make laws and decisions on their behalf
Rule of law – implies that no individual or group is above the law
Individual liberty – means that individuals are free to act according to their wishes, within the law
Tolerance – understanding of others of a differing faith or belief
Equality – Treating all individuals equally
Morals – The rules that govern which actions are believed to be right or wrong
Freedoms – The power or right to speak and act as or think as one wants
Rights – The legal binding social and ethical entitlements that are considered the building blocks of society
Duties and responsibilities – Are placed of citizens by society e.g. paying your taxes

Practice Questions

1. **In what year was the first Race Relations Act passed? (AO1) 1 Marker**
   A. 1958
   B. 1965
   C. 1979
   D. 2003
2. **Name one factor that influences an individual's identity**
3. **Identify one type of group identity**
4. **Explain, using an example, how the government has tried to overcome inequality in society**
5. **Identify one key British Vales**
6. **Define what is meant by a citizens duty**

Chapter 2: Identity

Key Questions:

What are the factors and elements that make up one's identity?

What is the make-up of modern UK society?

What freedoms and values do we associate with living in a democratic society?

What are the differing elements that can contribute to a person's identity

Keywords:

Identity - The characteristics that determine whom or what a person is
Emigration – when people leave their own country to live permanently elsewhere
Migration – The movement of people between different countries
Devolution – The transfer of some power from the government to the welsh Assembly, the Northern Ireland Assembly and the Scottish Parliament
Immigration – the movement of people who come to live permanently in a foreign country
Multiple Identities – When an individual is able to assume a range of different identities at different times and situations
Multiculturalism – The co-existence of different ethnic races, cultures and religions

Practice Questions

1. **Identify two key factors that can influence a persons identity**
2. **Define what is meant by the term 'multiple identity'**
3. **Identify one of the nations of the UK**
4. **How does London differ in its population make-up to other parts of the UK?**
5. **Explain what is meant by the term 'net migration'**

GCSE Citizenship – Yr10 Autumn Term - Life in Modern Britain

Chapter 3: The media and free press

Key Questions:

What is the role of the media and the free press?

What do we mean by the phrase 'the media'?

Why is it important to have 'free press'?

What controls should operate with regard to the media?

Keywords:

Media – A means of communication. Mass media is TV, radio, printed media as it reaches a large number of people. New media is the internet and social media

Censorship - the ability to suppress or prevent the publication of information

E-media - all forms of media related to the internet. E stands for electronic

New media – All non-traditional forms of media

Social Media – the ways in which people interact with each other on the internet.

Free Press – is the right of media to report news without it being controlled by the government

Practice Questions

1. Define what is meant by the term 'censorship'
2. Explain what is meant by the phrase 'in the public interest' regarding newspaper stories.
3. Identify one way in which the freedom of information Act 200 aids journalists.
4. Name one regulatory body set up by most newspaper owners in 2014
5. Why might a newspaper belong to IMPRESS rather than IPSO?

Chapter 4: What is the UK's role in key international organisations?

Key Questions:

What is the role of the UK within:

- The UN
- NATO
- The council of Europe
- The WTO
- The Commonwealth

What is the relationship between the UK and the EU?

How are international disputes and conflicts resolved?

What is the role and work of NGO's?

Keywords:

UN – United Nations which was established in 1945and created the united nations charter which is document that lays down the aims of the UN

UDHR – Universal Declaration of Human Rights an international law setting out a set of universal human rights working with the UN

NATO - North Atlantic Treaty Organisation – which is an intergovernmental military defence alliance established in 1949. It consists of currently 31.

EU – European Union – An economic and political union between a number of European countries, who work closely together.

WTO – World Trade Organisation – an international organisation which deals with the global rules of trade between nations.

Practice Questions:

1. Identify one form of sanction
2. Identify the reason why NATO was established
3. Define what is meant by 'Soft Power'
4. Explain why the UK has veto on decisions the UN
5. Name the body that draft policy ideas within the EU

GCSE Citizenship – Yr10 Autumn Term - Life in Modern Britain

Chapter 5: Making a difference in society

Key Questions:

How can citizens play an active part in our democratic process?

Why is taking part in elections important?

What are the barriers to citizens taking part in the democratic process?

What are pressure groups?

What methods do individuals and groups use to bring about change?

Keywords:

Pressure Groups – Groups of people who work and campaign together on a specific issue to bring about change or maintain the current situation

Trade Unions – Organisation that represent groups of works in terms of pay and conditions. Member of the same job sector pay to join them

Advocacy -

Campaigning –

Public Services – state service providers at a local or national level.

Charity – Organisation that are given legal stauts and sometimes government taxation benefits to represent an otherwise unrepresented section of society.

Voluntary Groups – they may or may not be registered charities. They involve people working individually or collectively to provide service to others.

Practice Questions

1. Name the celebrity behind the free school dinners campaign during the Covid-19 lockdown
2. Identify one reason for using the internet to campaign
3. Define what is meant by pressure group
4. Explain why an organisation may wish to become a charity
5. Name two different types of pressure group

Notes

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.

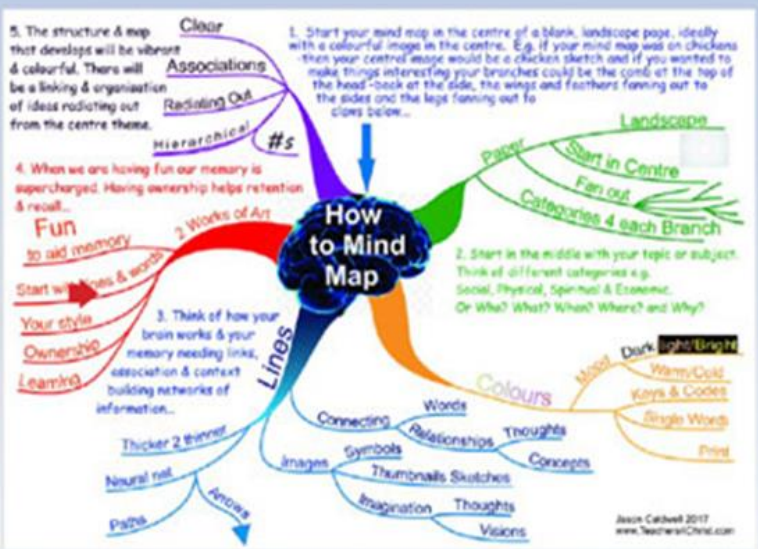
Always check and correct!

3. Map Your Mind

Mind Maps

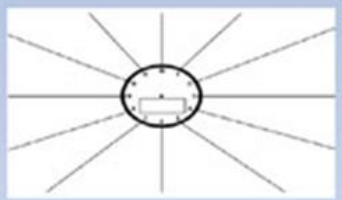
Mind Mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas.

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

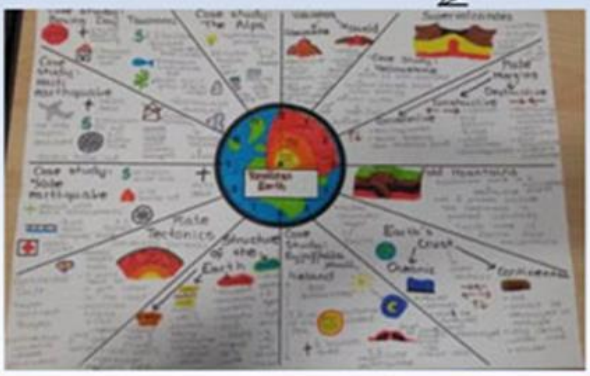


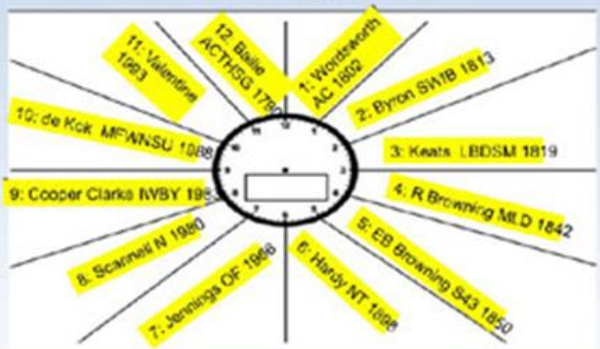
For this technique you draw a basic clock.

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.

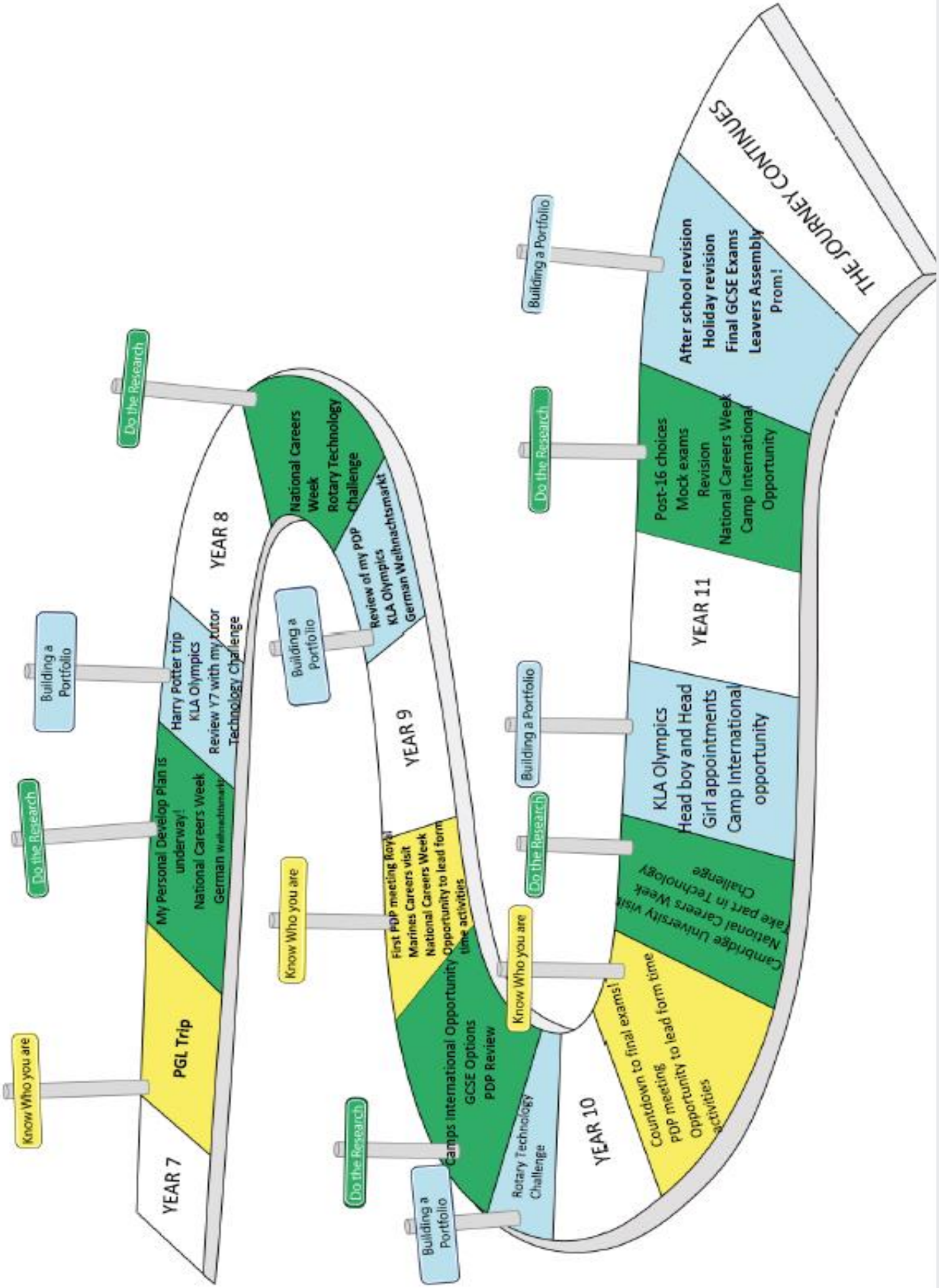
Bitesize is the BBC's free online study support resource for school-age pupils in the United Kingdom. It is designed to aid students in both school work and exams. It is an outstanding resource for both Key Stage 3 and Key Stage 4 pupils and it can be accessed without having to log into an account.

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"

		G	A	R
Pride and School Identity	What have I done to enhance life at KLA? What have I done to promote KLA to the wider community?			
Positive Traits	Which of the 6 rewards am I going to focus on? How will I aim to achieve stickers / post card / blazer bade nomination?			
Hidden Curriculum	What clubs and out of hours activities have I taken part in?			
International Opportunities	What have I done to involve myself in going abroad with KLA on either a residential trip or a charity expedition?			
Community	What have I done to support my community? Have I been proactive in raising funds or volunteering my time for the benefit of others?			

Year 7 Opportunities:

- UEA trip (NEACO / Outreach programme
- Visit to professional football academies
- Youth Speaks – local public speaking competition
- Library Visit - using the local library
- Trips to places of work and business
- Rotary Tournament
- Gallery visits
- Harry Potter Residential Trip
- PGL Residential Trip
- A Scroll Through Lynn
- Globe in London
- Cambridge Science Show
- Science Club
- Online National Space Centre lesson
- Computer Science Museum – Milton Keynes
- Sutton Hoo residential trip to National Trust property
- Tower of London / Hampton Court
- Mountfitchet Castle
- Art Club

Next Steps

1	
2	
3	

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:

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