



KING'S LYNN ACADEMY

KING'S LYNN ACADEMY

KNOWLEDGE ORGANISER

Year 11 Autumn Term 1 2023



NAME;

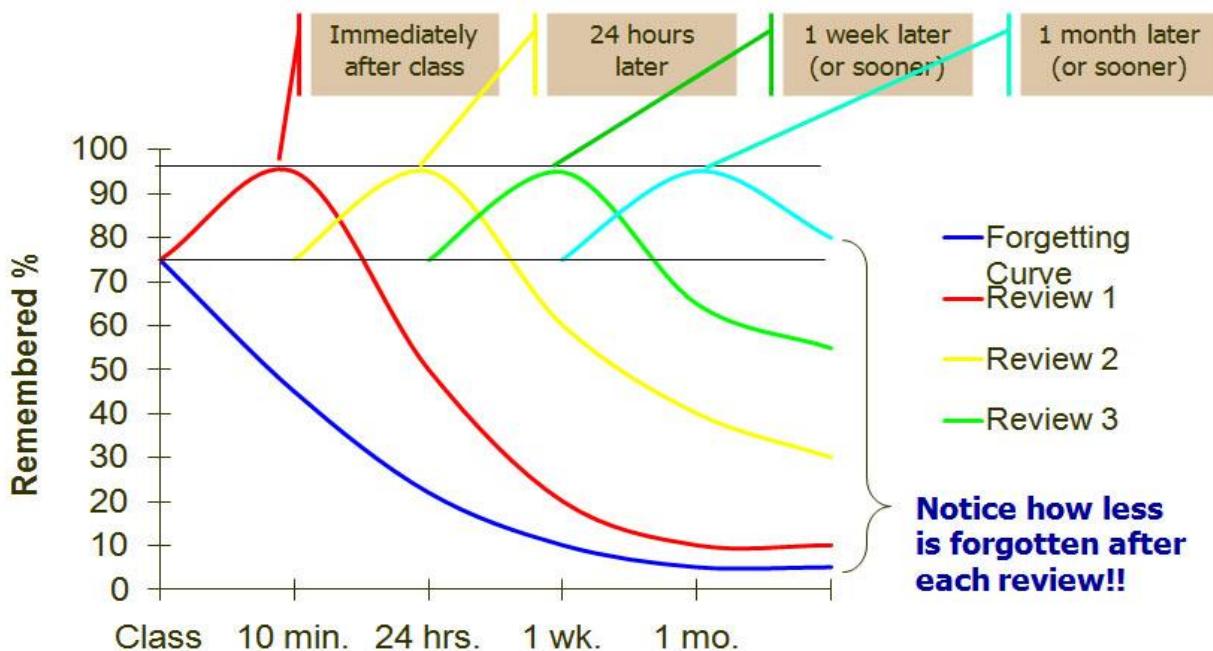
Home Learning

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.

Overcoming the Curve



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

How to use your Knowledge Organiser

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

Subject Contents

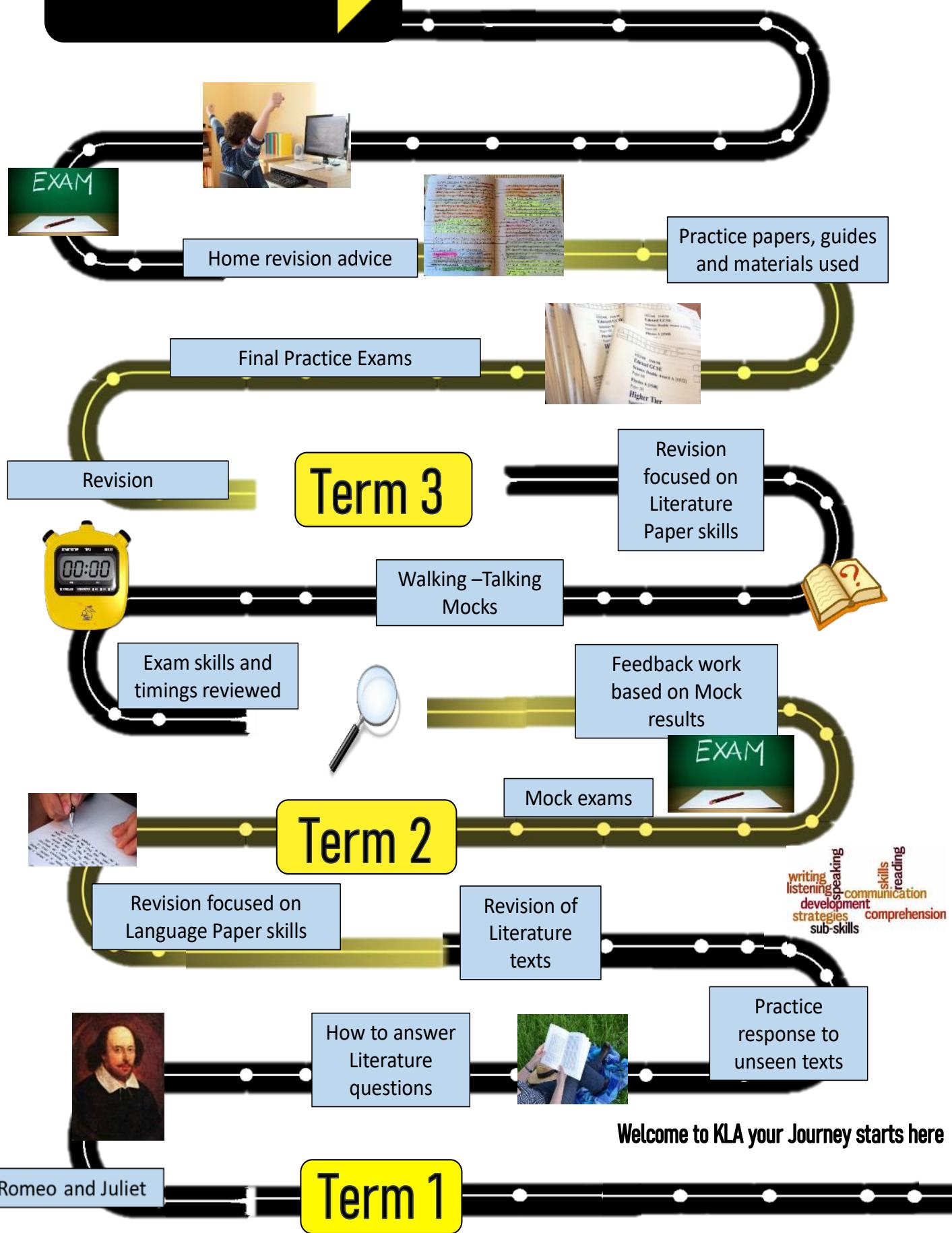
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Your Future starts here

Year 11

English

KING'S LYNN ACADEMY



Key Vocabulary – Tier 2

Vocabulary

Socialism
Miser
Misanthropic

Morality

Stave

Retribution

Paranormal

Altruistic

Transformation

Social Class



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

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 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

GCSE English Literature: Romeo and Juliet

Key Vocabulary – Tier 2

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



Key Ideas

Shakespeare shows the devastating effects of conflict and feuding.
Through the characters of Romeo and Juliet, the theme of love is explored – both positive and romantic, as well as illogical and infatuated.

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

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

Key Quotations

"Star crossed lovers"
"From ancient grudge break to new mutiny."

"Do you bite your thumb at us sir?"

"Peace. Peace. I hate the word."

"Did my heart love till now?"

"O Romeo, Romeo, wherefore art thou Romeo?"

"A rose by any other name would smell as sweet."

"A plague on both your houses!"

"I am Fortune's fool."

"Romeo is banished."

"Thus with a kiss I die."

Key Literary Techniques – Tier 3 Vocabulary

Tragedy
Protagonist
Dramatic Irony
Sonnet
Iambic Pentameter

Wider Reading

Macbeth – William Shakespeare
Shakespeare for every day of the year – Allie Esiri

Shakespearean Tragedy – A C Bradley

Setting:

1960-1980
Liverpool

Context/ Background:

Willy Russell: Born into a working class family, near Liverpool. Left school at 15 with one O level in English Language. Became a hairdresser before attending night school classes to become a teacher.

Liverpool: A major port so docks and shipbuilding provided much employment. Industrial decline meant high unemployment. Led to much social unrest in 1980s, including riots.

Skelmersdale: One of many New Towns built by 1960s government- an extension of a smaller existing town used to house working class overspill from city.

Margaret Thatcher: Became Prime Minister in 1979. Reduced power of trade unions and closed mines and factories, leading to high unemployment in working class. Said, "no such thing as the state." Called, 'milk-snatcher' for stopping free school milk.

Class: Divide between Middle and Working class compounded by MC increased opportunities in education and job prospects.

Education: Education Act 1944 led to Secondary Modern and Grammar Schools. After the 11+ exam, top 20% went to Grammar School and studied an academic curriculum, leading to Further Education; Secondary Modern taught more practical subjects such as brick laying.

Key Features of Dramatic Form used by Russell:

Tragedy: a play in which the main character has a fatal flaw which results in their death
Catharsis: The feeling of release and healing the audience experience from watching a tragedy
Narrator: A person who gives a spoken account of the play; Omniscient if they are all-knowing

Stage Directions: the instructions behind the play- for actors, lighting and props

Song: a work of music used to reveal a character's feelings, much like a monologue

Dialogue: speech between 2 or more characters

Didacticism: a style intended to teach, particularly with regard to morality

Foreshadowing: A warning or indication of what's to come

Symbols: Something that represents something else

Motifs: A recurring or dominant image or idea

Accent and Dialect V Standard in English: Standard English is perceived as the Queen's English, RP or the national norm. Dialect is the language specific to geographical location, with grammar, words and phrases which are non-standard. Accent is pronunciation, which varies according to geography.



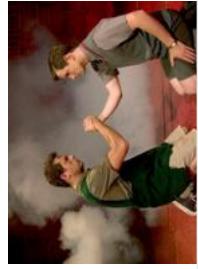
Russell: Blood Brothers Knowledge Organiser

Themes:

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

**Key Characters:**

Mrs Johnstone
Mrs Lyons
Mickey
Edward
Linda
Sammy



Ozymandias	Prelude	London
<p>Power /Conflict Conflict between the great power of a past empire and present state of decay. Human power doesn't last forever. Nature is more powerful than us.</p> <p>Structure The contrasted imagery is irregular, perhaps symbolic of the broken statue itself which is no longer perfect.</p>	<p>5 Key Quotations Two vast and trunkless legs of stone Breath of cold command. Look on my works ye mighty and despair! Nothing beside remains Oblivion snatches all, and man is there</p> <p>Power /Conflict Conflict between man and nature. Nature proves it is more powerful. The power and beauty of nature is greater than man's overvalued and insignificant.</p> <p>Structure As the journey goes paper becomes ragged. 'Wall' is repeated to give a breathless feel. The red marks a shift in tone half way through.</p>	<p>Power /Conflict Conflict between man and nature. Having through the water like a noise At low-pitch, black and low. With swishing green, turned There hung in air.</p> <p>5 Key Quotations Act of recall and recalled pleasure Having through the water like a noise At low-pitch, black and low. With swishing green, turned There hung in air.</p> <p>Power /Conflict Conflict between the rich and poor who are controlled by society. The abuse of power in Victorian England and the lack of power amongst the poor.</p> <p>Structure The regular rhyme scheme reflects the irregular walking pace of the speaker in the water around the city. The nursery rhyme-style ABAB structure contrasts with the disturbing subject matter.</p>
Tissue	War Photographer	Checking out me History
<p>Power /Conflict Conflict is caused by finding out unimportant things too tightly, clinging too tightly to power and should build more things with paper-like qualities.</p> <p>Structure The irregular and irregular line lengths mirror the chaotic and unpredictable nature of the world today.</p>	<p>5 Key Quotations Paper that lets the light shine through of building were paper Metaphor - The can shoves through. Hyperbole - The paper bites. Poetry structure never meant to last</p> <p>Power /Conflict Conflict between a speaker and rural England. The powerful war images, contrast to the detached way they are consumed.</p> <p>Structure The regular green structure reflects the order the speaker is giving to the chaos in the photos. However, irregular short breaks in the order to reflect his memories of the trauma.</p>	<p>5 Key Quotations Sparks of suffering set out in ordered rows Rural England. Home again Hawks... did not trouble them but seem to stir He remembers the sites of this man's wife They didn't care</p> <p>Power /Conflict Conflict between what we are taught and not taught by society. This poem reflects against the very powerful black figures from history are marginalized.</p> <p>Structure The irregular verse and colloquial language green, the disarray of Caribbean music. The non-standard structure is aimed at the speaker uses to express his own identity.</p>
Emigree	Kamikaze	Remains
<p>Power /Conflict Conflict between different memories of a place and adult understanding. The power of childhood memories of a place can negatively affect people as adults.</p> <p>Structure The lack of a standard line structure or rhyme reflects the speaker's confusing feelings about the city of her childhood.</p>	<p>5 Key Quotations My memory of it is sunlight clear Brothering an impression of sunlight The child's vocabulary I carried here Like a failure still I comb his hair... love his shining eyes They account of being dark</p> <p>Power /Conflict Conflict between the rules and norms of society and the desire to return to family. There are three types of power: the power of the Japanese government, the powerful beauty of nature and the power of family.</p> <p>Structure Use initial for an aside to maybe draw the daughter speaking to her grandfather after reflecting on the way she treated her own father.</p>	<p>5 Key Quotations Head full of powerful illustrations A green journey into history A greenish translucent sea My mother never spoke again Flashing silver at their bellies</p> <p>Power /Conflict Explores the long term effects that conflict in war has on a soldier. A soldier's power or lack of power over his own memories and experiences of war.</p> <p>Structure Injonction shows the painful memories imprinted in his mind. The chaotic structure reflects his chaotic mind.</p>
Charge of the Light Brigade	Exposure	Bayonet Charge
<p>Power /Conflict The bravery of the soldiers and the stupidity of the general. The powerful military rhythm matches the rhythm of marching drums.</p> <p>Structure It has a military rhyme similar to the usual of marching drums of horse hooves to convey the soldiers' mindless journey to their death. (Enjambement)</p>	<p>5 Key Quotations Into the valley of death ride the six hundred Never had blunder'd so foully at such cost There's not so much as their last To do and die When can their glory date?</p> <p>Power /Conflict Conflict between man and the cruel weather in a sentence. Nature is more powerful and deadly than bullets and shells.</p> <p>Structure The 17 lines each stanza creates an enjambement to reflect the soldiers' sense of failing. The use of parentheses reflects how unsettled the soldiers are.</p>	<p>5 Key Quotations Menaceried even winds that knell at Mad guns barking on the wire Pole-blows, with fingered stealth At the doors are called But nothing happens.</p> <p>Power /Conflict The terrifying conflict involved in rushing out of the trenches to attack. The powerful soldiers' emotions involved in rushing out from the trenches.</p> <p>Structure Injonction adds to the chaos of the battlefield. The chaotic structure reflects the chaotic nature of going into no-man's land.</p>
Poppies	My Last Duchess	Storm on the Island
<p>Power /Conflict Poetry action war zones. Internal conflict for the people back home when lose their loved ones to war. It focuses on the powerlessness of the mother who must deal with their son's departure and possible death.</p> <p>Structure The poem uses a lot of enjambement to enhance the idea of natural flow and the mother's voice. The loose chaotic structure reflects the mother's chaotic struggle to cope with death.</p>	<p>5 Key Quotations I planted corn-cobs purpled Thyqueyments, spores of paper red Glaucous like a treasure chest Single dove flew from the pear tree Hoping to hear your plugboard voice</p> <p>Power /Conflict Conflict between how the speaker presents himself & who he actually is. Drawing is showing the absolute power the speaker had over his wife.</p> <p>Structure Repeating couplets and comic puns to mirror the Duke's controlling nature. The hidden rhythms reflect the hidden way he controlled the duchess. There is also at certain moments to reflect his frustration with the duchess.</p>	<p>5 Key Quotations Losing all she ever alive Whom passed by that could the same make? Had you still in speech - which I have not - I give commands Notice loquac though</p> <p>Power /Conflict The conflict between man and nature can be read as an allegory of political conflict. The power of the west has to itself fearlessness.</p> <p>Structure Reasson tactic suggest the chaotic occurring now. Enjambement helps add to the conversational tone and mimic the irregular and unpredictable nature of the storm.</p>
Tissue	War Photographer	Checking out me History
<p>Power /Conflict Conflict between the rich and poor who are controlled by society. The abuse of power in Victorian England and the lack of power amongst the poor.</p> <p>Structure The metaphor - dead meat is every face I meet. Alliteration - In every They-morn - Heritage-home Antiposition - Infants cry of fear... chimney sweepers cry</p>	<p>5 Key Quotations The chartered Thames does flow The mid-Egyptian cities hear Every green, much appears The horses call their high Mights with plagues, the Marriage service</p> <p>Power /Conflict Conflict between what we are taught and not taught by society. This poem reflects against the very powerful black figures from history are marginalized.</p> <p>Structure Repetition - Dead tell me that voice and irregular rhyme Antiposition - On one who claims the balloons and the one who just loses</p>	<p>5 Key Quotations Handage up green eye with the book history Don't tell me green Dick Whittington and the cat that doesn't tell me about Mary Seacole time for science of mountain peaks I carrying out identity</p> <p>Power /Conflict Conflict between what we are taught and not taught by society. This poem reflects against the very powerful black figures from history are marginalized.</p> <p>Structure Repetition - Dead tell me that voice and irregular rhyme Antiposition - On one who claims the balloons and the one who just loses</p>

Key Terminology – Tier 3

GCSE English Literature Unseen Poetry

Satire - A poem that tells a story

Consonance - The use of punctuation within a line of poetry

Enjambment - When a sentence in a poem runs onto the next line

Form = Type of poem

Free verse = No rhyme scheme

Dramatic Monologue = Poem written as a speech

Alliteration = Duplication of words

Rhyme Scheme = Structure of rhyme

Rhythm = Pace of the poem

Speaker/poetic voice

Stanza - Verse

Tone = Feeling of a poem

Alliteration = repetition of consonant sounds

Assonance = repetition of vowel sounds

Imagery = picture

Juxtaposition = contrasting images

Personification = comparing two things not using like or as

Onomatopoeia = Bang, Buzz etc..

Puneralification = Giving human qualities to inanimate objects.

Simile = comparing two things using like or as

Structuring your answer

Introduction:

Explain what the poem is about and who is speaking in the poem, making sure you are briefly answering the question and introducing the methods that the poet is using.

Main body:

You should then aim to write three to five 'WHAT/HOW' paragraphs, making sure that you comment on surface and deeper meanings as well as the effect of language and structural features.

Conclusion:

Summarise the main points you have made, ending with a statement about what you think the poet is trying to say.



Approaching an unseen poem

-Read the question and highlight key words

-Read the poem, checking the glossary for any words you are unsure of and annotate

-Plan your answer

-Write your answer



Useful words and phrases

-Here, the poet suggests...

-This conveys...

-This word has connotations of...

-The poet is implying that...
From this we can infer that...

<p>Some Further Support</p> <p>Q2. HOW/EFFECT (Subject terminology, evidence, effect on reader)</p> <p>The writer has used (word choice/technique) Quote. The writer has done this because they want the reader to (feel/think/imagine...)</p> <p>Do not comment on complex sentences or punctuation.</p>
<p>Q3. HOW/EFFECT</p> <p>Beginning, middle, end. Look at the journey of the text.</p> <p>Mention topic shift and/or change of setting. Look for time markers</p>
<p>At the start the writer has focused on.... Quote. He/she has done this because....</p>
<p>The writer has changed the focus from.... to.....Quote. This has the effect of....</p>
<p>The writer has introduced a (character/dialogue), quote because they want to show....</p>
<p>Through the text the writer has used (patterning repetition), quote, to convey the idea of....</p>
<p>The writer has ended the text by.....(quote). He/she has done this because...</p>
<p>Paragraph and sentence lengths should only be commented on if it is their actual position in the text as a whole that is significant</p>
<p>Q4 WHAT/HOW/WHY</p> <p>I agree with the statement because I feel that..... Quote.</p>
<p>From this I can infer that..... The writer uses (structural/linguistic methods) to convey this. (Re quote exact word(s)), this makes the reader think/feel</p>
<p>You must respond to the quotation (do this in your statement) and also write about the methods (language/structure) that the writer uses.</p>

The Questions P1:

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

English Language: Explorations In Creative Reading/Writing Paper One

Narrative and Descriptive Techniques to use:

- Ambitious Vocabulary
- A wide range of adjectives
- Power verbs
- Adverbs
- Simile
- Metaphor
- Personification
- Single sentence paragraph
- Flashback
- Circular narrative

Key Vocabulary Explained:

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

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

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

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



Some Further Support

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

- Q2 WHAT / INFER (Statement, Quote, Inference about Source A. Conjunction. Statement, Quote, Inference about Source B.)
- Both (focus of the task e.g. are seaside towns). In (subject of source A e.g. Margate) we see that...Quote. From this I can infer that...However in (subject of source B e.g. Broadstairs) it seems that.... which I can infer that....
- Use the focus of the task not the writers' names or the texts in general.
- Q3 HOW/EFFECT (Subject terminology, evidence, effect on reader)
- The writer has used (word choice/technique) Quote. The writer has done this because they want the reader to (feel/think/imagine...)
- Focus on no more than three key aspects.
- Q4 COMPARE WHAT and HOW you need to discuss the writers' different perspectives (views). What/How/Why.
- In Source A the writer (name the writer) feels that..... (then quote). We see this through their use of (writers method – L/S). Show example and comment. Whereas in Source B (name the writer) feels that..... He/she uses (method-L/S). (Show example and comment) to show this.
- Writer A thinks about..... He/she shows this through their use of However Writer B thinks about..... He/she uses... to present this creating the impression that.....
- In Source A, the writers point of view is one of..... presented through her use of.....(L/S.) By contrast writer Bs', viewpoint is one of..... He presents this through the use of(L/S), which.....
- Overall, both writers show similar/different views.
- Planning is very important, also remember to compare ideas and perspectives and not linguistic devices.

English Language: Writers' Viewpoints and Perspectives Paper Two

Persuasive Techniques to use:

Ambitious Vocabulary
Facts and Opinions
Statistics

Rhetorical question

Emotive language

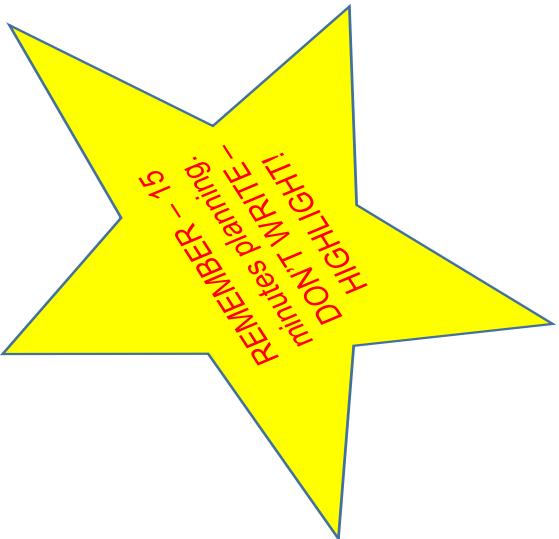
Exaggeration

Rule of 3

Direct address

Counter-argument

Plus:
A range of paragraph structures
Varied sentence structure
A range of punctuation



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

Year 11

English

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check You Remember

What does Lord Capulet say to Juliet when she refuses to marry Paris?

Give four quotations about Scrooge, ranging across the novella from beginning to end.

Why did Tennyson write Charge of the Light Brigade?

Apply Your Knowledge

Compare Mrs Lyons lifestyle to Mrs Johnstone's and how that impacts on Mickey and

Is Juliet a typical Elizabethan woman? Explain your answer.

Explain the differences in the two unseen poetry questions.

Stretch Your Thinking

At the start of the play, Romeo says, 'Oh brawling love, loving hate..' Explain how this

How could education have saved Mickey and Edward's lives?

Are the concerns of the Romantic poets still relevant today?

Year 11

English

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	I know contextual background information about all Literature texts studied. I know when each was written and what society was			
2	I know the plots of Blood Brothers, A Christmas Carol, Romeo and			
3	I know key quotations from all Literature texts. I have made revision			
4	I know how to answer a Literature exam question.			
5	I know the layout of the English Language papers and how to re-			
6	I know how to read and think about unseen texts.			
7	I know how to time myself on exams and to leave enough time for			
8	I know how to assess a text's impact on its reader.			
9	I know how to create impact on the reader in narrative/descriptive			
10	I can use What, How Why to support my writing but also start to			

High Flyers - Enrichment Task



Watch film versions of all your Literature texts as extra revision.

Do your own research to support your revision and understanding of texts.

Make revision guides for all your texts and test yourself on these.

Year 11 Foundation Maths

KING'S LYNN ACADEMY

Final Paper 1
Non Calculator

Final Paper 2
Calculator

Final Paper 3
Calculator

Predicted paper 3

Past paper revision

Address issues from
Mock 2 QLA

Term 3

Address issues from
Mock 2 QLA

Past paper revision

Revision for MOCK
2

MOCK 2

Revision for MOCK 2

Address issues from
Mock 1 QLA

STANDARD FORM
 345.09

0.25
 $\frac{1}{4}$
25%

MOCK 1

Revision for MOCK
1



Quadratic
graphs

Trigonometric
Ratios

Vectors

Calculating
percentages

Growth and
decay

Solving
Quadratic
Equations

Direct and
Inverse
Proportion



Quadratic Graphs; Cubic and
Reciprocal Graphs

Proportion
and Ratio

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

Welcome to KLA your Journey starts here

Term 1



Year 11 Higher Maths

KING'S LYNN ACADEMY

Final Paper 1
Non Calculator

Final Paper 2
Calculator

Final Paper 3
Calculator

Predicted paper 3

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Term 3

Past paper revision

Address issues from
Mock 2 QLA



Address issues from
Mock 2 QLA

MOCK 2

STANDARD FORM
345.09

Past paper revision

Revision for MOCK
2

Address issues from
Mock 1 QLA



Term 2

Area under a curve

Algebraic fractions

Revision for MOCK
1

MOCK 1

Gradients and rate of change

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

Vectors

Circle
Theorems



Equation of a Circle; Equation of a Tangent

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

Growth and decay

Cubic and
Reciprocal
Graphs

Term 1

Welcome to KLA your Journey starts here

Year 11 – Foundation Knowledge Organiser Half Term 1

Key Topics and Vocabulary

Sketching graphs

Coordinates

Linear Graph

Quadratic Graph

Cubic Graph

Reciprocal Graph

Asymptote

Exponential Graph

$y = \sin x$

$y = \cos x$

$y = \tan x$

$f(x) + a$

$f(x + a)$

$-f(x)$

$f(-x)$

Direct and inverse proportion

Direct Proportion

Inverse Proportion

Using proportionality formulae

Direct Proportion with powers

Inverse Proportion with powers

Topic/Skill	Definition/Tips	Example
1. Coordinates	Written in pairs. The first term is the x-coordinate (movement across). The second term is the y-coordinate (movement up or down)	
2. Linear Graph	Straight line graph. The equation of a linear graph can contain an x-term, a y-term and a number.	
3. Quadratic Graph	A 'U-shaped' curve called a parabola. The equation is of the form $y = ax^2 + bx + c$, where a, b and c are numbers; a $\neq 0$. If $a < 0$, the parabola is upside down.	
4. Cubic Graph	The equation is of the form $y = ax^3 + k$, where k is a number. If $a > 0$, the curve is increasing. If $a < 0$, the curve is decreasing.	
5. Reciprocal Graph	The equation is of the form $y = \frac{a}{x}$, where a is a number and $x \neq 0$. The graph has asymptotes on the x-axis and y-axis.	
6. Asymptote	A straight line that a graph approaches but never touches.	
Topic/Skill	Definition/Tips	Example
1. Direct Proportion	If two quantities are in direct proportion, as one increases, the other increases by the same percentage.	
	If y is directly proportional to x, this can be written as $y \propto x$	
	An equation of the form $y = kx$ represents direct proportion, where k is the constant of proportionality.	
2. Inverse Proportion	If two quantities are inversely proportional, as one increases, the other decreases by the same percentage.	
	If y is inversely proportional to x, this can be written as $y \propto \frac{1}{x}$	
	An equation of the form $y = \frac{k}{x}$ represents inverse proportion.	

Year 11 – Foundation Knowledge Organiser Half Term 2

Key Vocabulary

Trigonometry

Exact Values for Angles in Trigonometry

Trigonometric Formulae

Hypotenuse

Adjacent

Trigonometric Formulas

Quadratic

Factorising Quadratics

Difference of Two Squares

Solving quadratics equations

Quadratic

Factorising Quadratics

Difference of Two Squares

- Solving Quadratics
 $(ax^2 = b)$

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

- Solving Quadratics by

Factorising

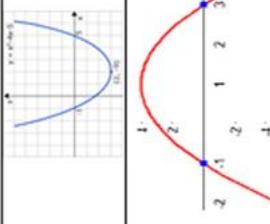
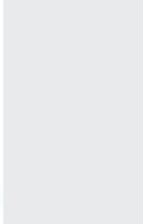
- $(a = 1)$

Quadratic Graph

Roots of a Quadratic

Topic/Skill	Definition/Tips	Example
1. Trigonometry	The study of triangles.	
2. Hypotenuse	The longest side of a right-angled triangle.	
3. Adjacent	Next to	Is always opposite the right angle.
4. Trigonometric Formulae	Use SOHCAHTOA. $\sin \theta = \frac{O}{H}$ $\cos \theta = \frac{A}{H}$ $\tan \theta = \frac{U}{A}$	 <p>Use 'Opposite' and 'Adjacent', so use 'tan'. $\tan 35^\circ = \frac{x}{11}$ $x = 11 \tan 35^\circ = 7.70\text{cm}$</p> 
Hypotenuse		
Adjacent		
Trigonometric Formulae		

Topic/Skill	Definition/Tips	Example
1. Exact Values for Angles in Trigonometry		
2. Roots of a Quadratic		
3. Quadratic Graph		
4. Roots of a Quadratic		

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, $a \neq 0$	
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 .	
3. Difference of Two Squares	An expression of the form $a^2 - b^2$ can be factorised to give $(a+b)(a-b)$	
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.	
5. Solving Quadratics ($ax^2 + bx = 0$)	Factorise and then solve = 0.	
6. Solving Quadratics by Factorising ($a = 1$)	Factorise the quadratic in the usual way. Solve = 0	
7. Quadratic Graph	A 'U-shaped' curve called a parabola. The equation is of the form $y = ax^2 + bx + c$, where a, b and c are numbers, $a \neq 0$. If $a < 0$, the parabola is upside down.	
8. Roots of a Quadratic	A root is a solution. The roots of a quadratic are the x-intercepts of the quadratic graph.	

Topic/Skill	Definition/Tips	Example
1. Exact Values for Angles in Trigonometry		
2. Roots of a Quadratic		
3. Quadratic Graph		
4. Roots of a Quadratic		

Topic/Skill	Definition/Tips	Example
1. Exact Values for Angles in Trigonometry		
2. Roots of a Quadratic		
3. Quadratic Graph		
4. Roots of a Quadratic		

Topic/Skill	Definition/Tips	Example
1. Exact Values for Angles in Trigonometry		
2. Roots of a Quadratic		
3. Quadratic Graph		
4. Roots of a Quadratic		

Year 11 – Higher Knowledge Organiser Half Term 1

Key Topics and Vocabulary

Direct and inverse proportion

Direct Proportion
Inverse Proportion

Using proportionality formulae

Direct Proportion with powers

Inverse Proportion with powers

Inequalities

Inequality

Inequality symbols
Number Line

Graphical Inequalities
Quadratic Inequalities

Set Notation

Pythagoras theorem and basic trigonometry

Trigonometry
Hypotenuse
Adjacent
Trigonometric Formulae
3D Trigonometry

1. Direct Proportion	If two quantities are in direct proportion, as one increases, the other increases by the same percentage. If y is directly proportional to x , this can be written as $y \propto x$ An equation of the form $y = kx$ represents a direct proportion, where k is the constant of proportionality.		When $p = 12$, $q = 4$. Find p when $q = 20$.	1. $p = kq$ $12 = k \times 4$ $\text{so } k = 3$ 2. $p = 3q$ 3. $p = 3 \times 20 = 60$, so $p = 60$	Graph showing direct proportion can be written in the form $y = kx^n$ Direct proportion graphs will always start at the origin.	
2. Inverse Proportion	If two quantities are inversely proportional, as one increases, the other decreases by the same percentage. If y is inversely proportional to x , this can be written as $y \propto \frac{1}{x}$ An equation of the form $y = \frac{k}{x}$ represents an inverse proportion.		When $p = 12$, $q = 4$. Find p when $q = 20$.	1. Solve to find k using the pair of values in the question. 2. Rewrite the equation using the k you have just found. 3. Substitute the other given value from the question in to the equation to find the missing value.	Graphs showing inverse proportion can be written in the form $y = \frac{k}{x^n}$ Inverse proportion graphs will always start at the origin.	
3. Using proportionality formulae	Direct: $y = kx$ or $y \propto x$ Inverse: $y = \frac{k}{x}$ or $y \propto \frac{1}{x}$		When $p = 12$, $q = 4$. Find p when $q = 20$.	1. $p = kq$ $12 = k \times 4$ $\text{so } k = 3$ 2. $p = 3q$ 3. $p = 3 \times 20 = 60$, so $p = 60$	When finding a missing angle, use the 'inverse' trigonometric function by pressing the 'shift' button on the calculator.	
4. Direct Proportion with powers	Graphs showing direct proportion can be written in the form $y = kx^n$ Direct proportion graphs will always start at the origin.		When $p = 12$, $q = 4$. Find p when $q = 20$.	1. $p = kq$ $12 = k \times 4$ $\text{so } k = 3$ 2. $p = 3q$ 3. $p = 3 \times 20 = 60$, so $p = 60$	When finding a missing angle, use the 'adjacent' and 'hypotenuse', so use 'tan', $\tan 35 = \frac{x}{7}$ $x = 11 \tan 35 = 7.70\text{cm}$	
5. Inverse Proportion with powers	Graphs showing inverse proportion can be written in the form $y = \frac{k}{x^n}$ Inverse proportion graphs will never start at the origin.		When finding a missing angle, use the 'adjacent' and 'hypotenuse', so use 'cos', $\cos x = \frac{b}{7}$ $\cos x = \frac{5}{7}$ $x = \cos^{-1}\left(\frac{5}{7}\right) = 44.4^\circ$		Find missing lengths by identifying right angled triangles.	

Topic/Skill	Definition/Tips	Example
1. Trigonometry	The study of triangles.	
2. Hypotenuse	The longest side of a right-angled triangle.	
3. Adjacent	Is always opposite the right angle.	
4. Trigonometric Formulae	Use SOHCAHTOA. $\sin \theta = \frac{O}{H}$ $\cos \theta = \frac{A}{H}$ $\tan \theta = \frac{O}{A}$	
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 11 – Higher Knowledge Organiser Half Term 2

Key Topics and Vocabulary

Circle theorems

Angles in a semi-circle have a right angle at the circumference.

Opposite angles in a cyclic quadrilateral add up to 180° .

The angle at the centre is twice the angle at the circumference.

Angles in the same segment are equal.

A tangent is perpendicular to the radius at the point of contact.

Tangents from an external point at equal in length.

Alternate Segment Theorem

Sine and Cosine rules

Exact Values for Angles in Trigonometry
Sine Rule
Cosine Rule

Topic/Skill	Definition/Tips	Example																														
1. Exact Values for Angles in Trigonometry	<table border="1"> <tr><td>$\sin 0^\circ$</td><td>$\sin 30^\circ$</td><td>$\sin 45^\circ$</td><td>$\sin 60^\circ$</td><td>$\sin 90^\circ$</td></tr> <tr><td>0</td><td>$\frac{1}{2}$</td><td>$\frac{\sqrt{2}}{2}$</td><td>$\frac{\sqrt{3}}{2}$</td><td>1</td></tr> <tr><td>$\cos 0^\circ$</td><td>$\cos 30^\circ$</td><td>$\cos 45^\circ$</td><td>$\cos 60^\circ$</td><td>$\cos 90^\circ$</td></tr> <tr><td>1</td><td>$\frac{\sqrt{3}}{2}$</td><td>$\frac{\sqrt{2}}{2}$</td><td>$\frac{1}{2}$</td><td>0</td></tr> <tr><td>$\tan 0^\circ$</td><td>$\tan 30^\circ$</td><td>$\tan 45^\circ$</td><td>$\tan 60^\circ$</td><td>$\tan 90^\circ$</td></tr> <tr><td>0</td><td>$\frac{\sqrt{3}}{3}$</td><td>1</td><td>$\sqrt{3}$</td><td>—</td></tr> </table>	$\sin 0^\circ$	$\sin 30^\circ$	$\sin 45^\circ$	$\sin 60^\circ$	$\sin 90^\circ$	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1	$\cos 0^\circ$	$\cos 30^\circ$	$\cos 45^\circ$	$\cos 60^\circ$	$\cos 90^\circ$	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0	$\tan 0^\circ$	$\tan 30^\circ$	$\tan 45^\circ$	$\tan 60^\circ$	$\tan 90^\circ$	0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	—	
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0	$\frac{\sqrt{3}}{3}$	1	$\sqrt{3}$	—																												
2. Sine Rule	Use with non right angled triangles , Use when the question involves 2 sides and 2 angles.	$\frac{x}{\sin 85^\circ} = \frac{5.2}{\sin 46^\circ}$ $x = \frac{5.2 \times \sin 85}{\sin 46} = 3.75\text{cm}$																														
	For missing side: $\frac{a}{\sin A} = \frac{b}{\sin B}$	$\frac{5}{\sin 85^\circ} = \frac{x}{\sin 46^\circ}$ $x = 5 \times \sin 46^\circ = 3.75\text{cm}$																														
	For missing angle: $\frac{\sin A}{a} = \frac{\sin B}{b}$	$\frac{\sin 85^\circ}{5} = \frac{\sin 46^\circ}{x}$ $x = 5 \times \frac{\sin 46^\circ}{\sin 85^\circ} = 3.75\text{cm}$																														
	There is an ambiguous case (where there are two potential answers)																															
3. Cosine Rule	To find the two angles, use sine to find one, and then subtract your answer from 180° to find the other answer.	$\theta = \sin^{-1}(0.789) = 52.1^\circ$ $\theta = 180^\circ - 52.1^\circ = 127.9^\circ$																														
	Use with non right angled triangles , Use when the question involves 3 sides and 1 angle.	$x^2 = 9.6^2 + 7.8^2 - (2 \times 9.6 \times 7.8 \times \cos 85^\circ)$ $x^2 = 11.8$																														

Topic/Skill	Definition/Tips	Example
Circle Theorem 1	Angles in a semi-circle have a right angle at the circumference.	$y = 90^\circ$ $x = 180 - 90 - 38 = 52^\circ$
Circle Theorem 2	Opposite angles in a cyclic quadrilateral add up to 180° .	$x + y = 180^\circ$ $a + c = 180^\circ$ $b + d = 180^\circ$
Circle Theorem 3	The angle at the centre is twice the angle at the circumference.	$x = 104 \div 2 = 52^\circ$
Circle Theorem 4	Angles in the same segment are equal.	$\frac{\sin \theta}{1.9} = \frac{\sin 85^\circ}{2.4}$ $\sin \theta = \frac{1.9 \times \sin 85^\circ}{2.4} = 0.789$
Circle Theorem 5	A tangent is perpendicular to the radius at the point of contact.	$x = 42^\circ$ $y = 31^\circ$
Circle Theorem 6	Tangents from an external point at equal in length.	$x = 90^\circ$
Circle Theorem 7	Alternate Segment Theorem	$x = 52^\circ$ $y = 38^\circ$

Year 11 - Foundation **MATHS** **Knowledge Questions**

Below are a series of questions.

Use these to apply your knowledge and practice.

Algebra quadratics, rearranging formula and identities

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

Algebra and graphs

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

Ratio and proportion

If we know how much 2 items cost how can I work out how much 6 items cost? What about 1 item?

Direct and inverse proportion

Does a graph showing direct proportion always have to start at the origin?

Trigonometry

How do we know which trigonometric ratio to use?
Why do we always label the hypotenuse first?

Solving quadratic equations

How can we check whether the solutions are correct?

Growth and decay

If you reduced a number by 50% twice a row, why is the answer not 0?

Year 11 - Foundation
MATHS
Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	Algebra quadratics, rearranging formula and identities			
2	Algebra and graphs			
3	Ratio and proportion			
4	Direct and inverse proportion			
5	Trigonometry			
6	Solving quadratic equations			
7	Quadratic graphs			
8	Growth and decay			
9				
10				

High Flyers - Enrichment Task



A circular clock face has centre O.
The long hand is OA and 6 cm in length.
The short hand is OB and 4 cm in length.
The time is 4 o'clock.
Find the distance from A to B.



Year 11 - Higher **MATHS** **Knowledge Questions**

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

Raito and proportion

If we know how much 2 items cost how can I work out how much 6 items cost? What about 1 item?

Sine and cosine rules

How do we know which angle to substitute into the sine rule?

Algebraic fractions

What's the same/different about e.g. $\frac{1}{2}a$ and $\frac{a}{2}$?

What does 'in terms of m ' mean? Is it possible to get a numeric answer?

Vectors

What's the same and what's different about a translation and a drawing representing a vector?

What do the numbers in the column vector represent?

Gradients and rate of change

Is the gradient positive or negative? How do you know?

What is the gradient of the line? How do you know?

Transforming functions

How do we know which direction to translate the object in?

Why is it important to consider the scales of axes when giving a vector of translation?

Further equations and graphs

What features of a graph help us to identify its equation?

Which types of graphs do you find easier to identify?

Why?

Year 11 - Higher

MATHS

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Ratio and proportion			
2	Sine and cosine rules			
3	Algebraic fractions			
4	Vectors			
5	Gradients and rate of change			
6	Transforming functions			
7	Further equations and graphs			
8				
9				
10				

High Flyers - Enrichment Task



Esther earns £28 000 a year.

She pays 20% tax on earnings over £12 500

She pays 12% National Insurance on earnings over £8632

Work out Esther's monthly take-home salary.

Your Future Starts Here

KING'S LYNN ACADEMY

Science

Year 11

Term 6

Revision

Term 5

Physics
Magnetism
Space

Experimental Science
Standard Procedures
Enquiry
Understanding

Term 4

Biology
Evolution

Chemistry
Controlling Reactions

Term 3

Experimental Science
Standard Procedures
Enquiry
Understanding

Physics
Newton's Laws

Chemistry
Carbon Chemistry

Term 2

Biology
Reproduction

Term 1

Welcome back to KLA your Journey continues



Genes

B6 Inheritance and Variation: Big ideas

What expert understanding do we want after 5 years?

Characteristics are inherited

Big idea

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

How does the unit develop this?

Reproduction and Genes

Key Concept

Reproduction involves mixing genetic material from two parents, or copying cells from one parent



Sub-concepts

Sexual and Asexual reproduction
Meiosis
Genome

Facts

- Sperm, eggs, pollen and ovules are gametes.
- Gene
- DNA structure –GCSE Bio only.

Monohybrid Inheritance

Key Concept

Genes are inherited – this can be used to make predictions about sex and genetic illnesses.



Sub-concepts

Genetic Inheritance
Sex Determination
Inherited Disorders
Punnett Square

Facts

- Gene
- Allele
- Dominant
- Recessive
- Homozygous
- Heterozygous

Genetic Engineering

Key Concept

Modification of a genome of an organism by introducing a gene from another organism



Sub-concepts

Risk and Benefit
Stages in the process of genetic engineering.

Facts

- Insulin and Diabetes
- GM Crops



Genes

What expert understanding do we want after 5 years?

Characteristics are inherited

Big idea

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

How does the unit develop this?

Cloning – GCSE Biology

only

Key Concept

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



Sub-concepts

Risk and Benefit
Ethics

Facts

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



Triple
Science?

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B6 Inheritance and Variation: Big ideas

Notes

Key words

1.	Reproduction: the production of offspring by a sexual or asexual process.
2.	Chromosome: a threadlike structure in the nucleus of a cell, made from DNA
3.	Gene: a section of DNA that has instructions to make a protein.
4.	DNA: Deoxyribonucleic acid (abbreviated DNA) is the molecule that carries genetic information for the development and functioning of an organism.
5.	Mitosis: the process of cell division which produces two identical cells with the same number of pairs of chromosomes
6.	Meiosis: the type of cell division that produces gametes. A human body cell contains 46 <u>chromosomes</u> arranged in 23 pairs. Human gametes only contain a single set of 23 unpaired chromosomes.
7.	Inheritance: a feature passed from parent to offspring during reproduction.
8.	Dominant: A dominant allele is a variation of a gene that will produce a certain phenotype, even in the presence of other alleles.
9.	Recessive: A recessive allele is a variation of a gene that will produce a certain phenotype when there are two copies of the allele present.
10.	Allele: A different form or variation of a gene. A pair of alleles (one from each parent) forms a gene.
11.	Homozygous: When both alleles present in a pair of chromosomes are the same (dominant or recessive).
12.	Heterozygous: When the alleles present in a pair of chromosomes are different (one dominant, one recessive).
13.	Genotype: The genes that an organism has for a characteristic.
14.	Phenotype: The characteristic that an organism has because of its genes.
15.	Genome: The whole genetic information of an organism.

Know the facts

1	Sexual reproduction means mixing genes from two parents
2	Asexual reproduction is the copying of genetic information from a single parent.
3	Sperm, eggs, pollen and ovules are gametes.
4	Genes are inherited – this can be used to make predictions about sex and genetic illnesses.
5	DNA is a double helix structure made from alternate pairs of four bases, with a spine of glucose and phosphate molecules.
6	Punnett squares are used to show the probability of inheriting a genotype or a phenotype from a parent.
7	Genetic modification inserts new genes into an organism. It is commonly used to place a gene in a plasmid of a bacteria.
8	Uses for genetic modification include using bacteria to produce human insulin and creating pesticide resistant crops.
9	There are ethical issues with genetic engineering. Some people consider it morally wrong.
10	Cloning can be used to create a genetically identical copy of an organism.



Structure determines properties : Big ideas

Matter

What expert understanding do we want after 5 years?

Structure determines properties

- 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?

Crude Oil

Key Concept

Crude oil is a finite resource found in rocks. Crude oil is a mixture of a very large number of compounds. Most of the compounds in crude oil are hydrocarbons, which are molecules made up of hydrogen and carbon atoms only.



Sub-concepts

The many hydrocarbons in crude oil may be separated into fractions, each of which contains molecules with a similar number of carbon atoms, by fractional distillation.

Facts

- Properties of hydrocarbons depend on the size of their molecules, including boiling point, viscosity and flammability. These properties influence how hydrocarbons are used as fuels.
- The complete combustion of a hydrocarbon produces carbon dioxide and water.
- Hydrocarbons can be broken down (cracked) to produce smaller, more useful molecules.

Alkenes (Triple only)

Alkenes are hydrocarbons with a double carbon-carbon bond. Alkene molecules are **unsaturated** because they contain two fewer hydrogen atoms than the alkane with the same number of carbon atoms.



Sub-concepts

Addition
Polymerisation

Facts

- Alkenes react with hydrogen, water and the halogens, by the addition of atoms
- Alcohols contain the functional group $-OH$.
- Carboxylic acids have the functional group $-COOH$.
- Alkenes can be used to make polymers such as poly(ethene) and poly(propene) by addition polymerisation.
- Condensation polymerisation involves monomers with two functional groups.

Notes

Know the facts	
1	Crude oil: a mixture of hydrocarbons formed from plankton and ancient plants.
2	Hydrocarbon: a molecule formed from Hydrogen and Carbon only.
3	Fractional distillation: The many hydrocarbons in crude oil may be separated into fractions, each of which contains molecules with a similar number of carbon atoms, by fractional distillation.
4	homologous series: A family of hydrocarbons with a predictable relationship between carbon and hydrogen atoms
5	Combustion: hydrocarbons burn in oxygen to produce carbon dioxide and water.
6	Cracking: Hydrocarbons can be broken down (cracked) to produce smaller, more useful molecules.
7	Unsaturated: A hydrocarbon with a Carbon Carbon double bond. A test for unsaturation is that orange bromine water is decolorised.
8	Alcohol: alcohols contain the functional group -OH.
9	Carboxylic acid: Carboxylic acids have the functional group -COOH
10	DNA: a double-stranded helix held together by complementary base pairs. The basic units of DNA are nucleotides. These nucleotides consist of a deoxyribose sugar, phosphate and base.

Key words

- | | |
|---|--|
| 1 | Alkane: Alkanes are organic compounds that consist of single-bonded carbon and hydrogen atoms. The formula for Alkanes is C_nH_{2n+2} |
| 2 | Alkenes are a homologous series of hydrocarbons that contain a carbon-carbon double bond. The number of hydrogen atoms in an alkene is double the number of carbon atoms, so they have the general formula C_nH_{2n} . |
| 3 | Viscosity: How "thick" a liquid is. Treacle has a higher viscosity than water. |
| 4 | Flammability: How easily a chemical compound burns |
| 5 | Distillation: separating a mixture using the different boiling points of the components. |
| 6 | Fraction: A mixture of separated crude oil containing molecules with a similar boiling point. |
| 7 | Polymerisation: a chemical process where smaller molecules are chemically joined to make larger molecules |
| 8 | Addition: a process that alkenes go through to make polymers. |
| 9 | Condensation: a process that amino acids and carboxylic acids go through to create polymers. |

Combined
Science?
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Triple
Science?
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Notes

Notes



P5 Newton's Laws: Big ideas



Forces

What expert understanding do we want after 5 years?

Notes

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?

Newton's Second Law

Key Concept

The acceleration of an object is proportional to the resultant force acting on the object

Stopping Distance

Key Concept

The concept of stopping distance is important in road safety. It uses ideas from Newton's laws and important concepts from Biology about reaction time



Sub-concepts

Proportionality, Graphing, use and application of equations. Required practical - acceleration



Facts

- $F = m a$
- inertial mass
- Proportional
- Approximate
- Investigation of factors that have an effect on the acceleration of an object.

Sub-concepts

Thinking distance.
Braking distance.



Facts

Momentum is conserved in a closed system.

Momentum – higher tier only

Key Concept

Momentum is a property of moving objects that depends on mass and velocity

Sub-concepts

Facts

- Thinking distance is changed by the reaction time of the driver. The reaction time of a driver depends on how alert they are and why.
- Braking distance can be changed by the condition of the road or the vehicle.

Facts

- Momentum = mass \times velocity
- Safety features in vehicles often depend on reducing momentum change.

Combined
Science?
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here



Triple Science?
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here

Know the facts

- 1 Newton's second law: Force is proportional to the mass of an object and it's acceleration.
$$\text{Force} = \text{mass} \times \text{acceleration}$$
- 2 Stopping distance: The total distance needed for a car to come to a complete stop.
- 3 Thinking distance: The distance covered by a car when a driver is reacting to needing to stop and before they start to brake.
- 4 Braking distance: The distance covered by the car once braking starts.
- 5 Reaction time: The length of time taken for a person or system to respond to a given stimulus or event.
- 6 Momentum: The product of mass and velocity . Momentum is also a vector quantity – this means it has both a magnitude and an associated direction.
- 7 Safety features: Modern cars have safety features. These focus on reducing the change in momentum by increasing the time taken for the collision to happen.
- 8 Velocity: The 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.
- 9 Resultant force: The resultant force is the single force that has the same effect as two or more forces acting together.
- 10 Equilibrium: If the size and direction of the forces acting on an object are exactly balanced, then there is no net force acting on the object and the object is said to be in equilibrium.

Key words

- 1 Acceleration: Rate of change of velocity or speed - measured in metres per second squared.
- 2 Proportional: Two linked variables increase or decrease by a constant ratio.
- 3 Conserved: Maintaining a quantity at a constant; not lost or destroyed.

Year 11

Biology

Knowledge Questions

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

Reproduction and Genes

What is the difference between sexual and asexual reproduction?

What is the genome of an organism?

What is the structure of DNA and why is it important?

Monohybrid Inheritance

What does a gene code for?

What is the difference between a dominant and recessive allele ?

Describe a common genetic disorder and the issues that can arise for parents.

Genetic Engineering

How are different genes inserted into an organism?

Why is genetic engineering important for people with diabetes?

What ethical issues are linked to genetic engineering?

High Flyers - Enrichment Task



The 25 April 1953 issue of the journal *Nature* published a series of five articles giving the Watson and Crick double-helix structure DNA and evidence supporting it. The structure was reported in a letter titled "MOLECULAR STRUCTURE OF NUCLEIC ACIDS A Structure for Deoxyribose Nucleic Acid", in which they said, "It has not escaped our notice that the specific pairing we have postulated immediately suggests a possible copying mechanism for the genetic material." In 1962, after Franklin's death, Watson, Crick, and Wilkins jointly received the Nobel Prize in Physiology or Medicine.[203] Nobel Prizes are awarded only to living recipients. A debate continues about who should receive credit for the discovery.

Year 11

Biology

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	Sexual reproduction means mixing genes from two parents.			
2	Asexual reproduction is the copying of genetic information from a single parent.			
3	Sperm, eggs, pollen and ovules are gametes.			
4	Genes are inherited – this can be used to make predictions about inheritance of sex and genetic illnesses.			
5	DNA is a double helix structure made from alternate pairs of four bases, with a spine of glucose and phosphate molecules.			
6	Punnet squares are used to show the probability of inheriting a genotype or a phenotype from a parent.			
7	Genetic modification inserts new genes into an organism. It is commonly used to place a gene in a plasmid of a bacterium.			
8	Uses for genetic modification include using bacteria to produce human insulin, and creating pesticide resistant crops.			
9	There are ethical issues with genetic engineering—some people consider it morally wrong.			
10	Cloning can be used to create a genetically identical copy of an organism.			

Notes _____

Year 11 Chemistry Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Crude Oil

How is crude oil formed?

How is crude oil separated into useful fractions?

How do the properties of the different fractions of crude oil affect the uses that they

Alkenes

What are the differences between an alkane and an alkene?

What are the differences between addition and condensation polymerisation?

How is the structure of DNA related to its function?

Notes

Year 11

Chemistry

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Crude oil: a mixture of hydrocarbons formed from plankton and ancient plants.			
2	Hydrocarbon: a molecule formed from Hydrogen and Carbon only.			
3	Homologous series: A family of hydrocarbons with a predictable relationship between carbon and hydrogen atoms.			
4	Combustion: Hydrocarbons burn in oxygen to produce carbon dioxide and water.			
5	Cracking: Hydrocarbons can be broken down (cracked) to produce smaller, more useful molecules.			
6	Unsaturated: A hydrocarbon with a Carbon-Carbon double bond. A test for unsaturation is that orange bromine water is decolourised.			
7	Alcohol: Alcohols contain the functional group -OH.			
8	Carboxylic acid: Carboxylic acids have the functional group -COOH.			
9	DNA: A double-stranded helix held together by complementary base pairs. The basic units of DNA are nucleotides. These nucleotides consist of a deoxyribose sugar, phosphate and base.			

Notes _____

High Flyers - Enrichment Task



Peak oil is a term applied to the projection that future petroleum production (whether for individual oil wells, entire oil fields, whole countries, or worldwide production) will eventually peak and then decline at a similar rate to the rate of increase before the peak as these reserves are exhausted. The peak of oil discoveries was in 1965, and oil production per year has surpassed oil discoveries every year since 1980. However, this does not mean that potential oil production has surpassed oil demand.

Year 11 **Physics** **Knowledge Questions**

Below are a series of questions.

Use these to apply your knowledge and practice.

Newton's Second Law

How does the second law link to the first and third law of motion?

What is the equation used that links force, mass and acceleration?

How does a scientist measure acceleration?

Stopping Distance

Why is stopping distance important?

What affects thinking distance?

What affects braking distance?

Momentum

Why is momentum a compound variable?

What is a closed system—why is this important in studying momentum?

How does understanding momentum help in designing safety systems for transport?

Notes

Year 11

Physics

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Force = mass x acceleration			
2	Stopping distance: The total distance needed for a car to come to a complete stop			
3	Thinking distance: The distance covered by a car when a driver is reacting to needing to stop and before they start to brake			
4	Braking distance: The distance covered by the car once braking starts.			
5	Momentum: Momentum is the product of mass and velocity . Momentum is also a vector quantity – this means it has both a magnitude and an associated direction.			
6	Velocity: The 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.			
7	Resultant: The resultant force is the single force that has the same effect as two or more forces acting together.			

Notes _____

High Flyers - Enrichment Task



The three laws of motion were first stated by Isaac Newton in his *Philosophiae Naturalis Principia Mathematica* (Mathematical Principles of Natural Philosophy), originally published in 1687. [3] Newton used them to investigate and explain the motion of many physical objects and systems, which laid the foundation for classical mechanics. Limitations to Newton's laws have also been discovered: new theories are necessary when objects are very fast (special relativity), very massive (general relativity), or very small (quantum mechanics).

Your Future Starts Here



KING'S LYNN ACADEMY

Geography

Year 11

Half Term 6

Pre-release overview

AQA

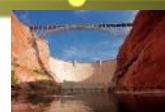
Revision and pre-release

Exam style practice

Half Term 5

Plant and animal adaptations

Case study: The Western Desert



Hot deserts



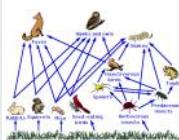
Half Term 4

Tropical rainforests



Case study: Amazon rainforest

Ecosystems



Jubilee River example

Half Term 3

River Severn case study



River landscapes

Coastal management



Half Term 2

Coasts: deposition



Dorset case study

Coasts: erosion

Welcome back to KLA. Your journey continues.

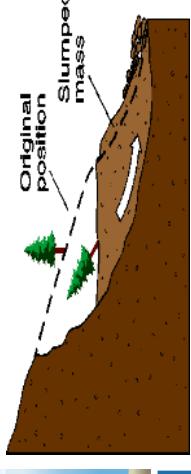
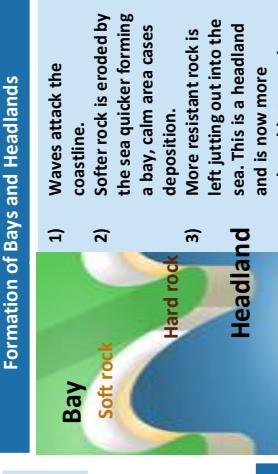
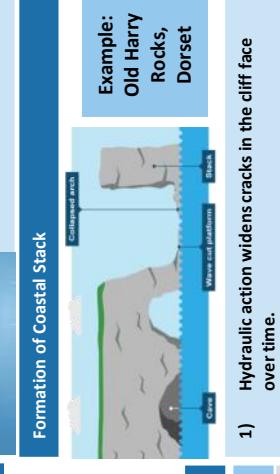
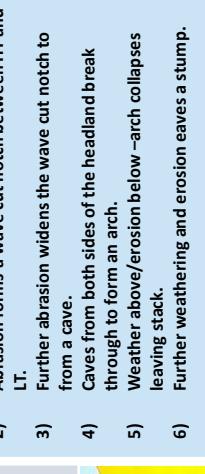
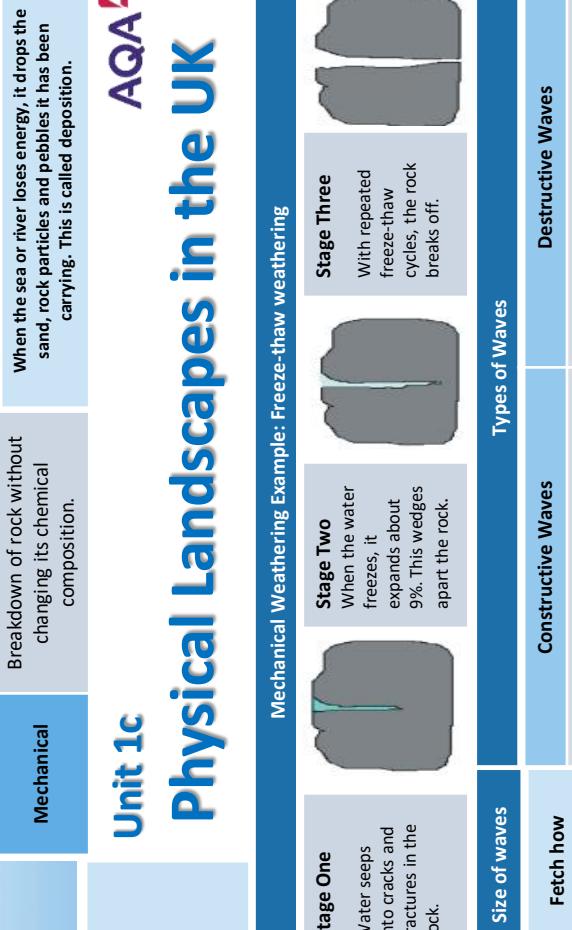


Half Term 1



UK physical diversity

Physical landscapes

Relief of the UK		Types of Erosion		Types of Transportation		Mass Movement			
 <p>Areas +600m: Peaks and ridges cold, misty and snow common. i.e. Scotland</p>		The break down and transport of rocks – smooth, round and sorted. <ul style="list-style-type: none"> Attrition: Rocks that bash together to become smooth/smaller. Solution: A chemical reaction that dissolves rocks. Abrasion: Rocks hurled at the base of a cliff to break pieces apart. Hydraulic Action: Water enters cracks in the cliff, air compresses, causing the crack to expand. 		A natural process by which eroded material is carried/transported. <ul style="list-style-type: none"> Solution: Minerals dissolve in water and are carried along. Suspension: Sediment is carried along in the flow of the water. Saltation: Pebbles that bounce along the sea/river bed. Traction: Boulders that roll along a river/sea bed by the force of the flowing water. 		<p>A large movement of soil and rock debris that moves down slopes in response to the pull of gravity in a vertical direction.</p> <ol style="list-style-type: none"> Rain saturates the permeable rock above the impermeable rock making it heavy. Waves or a river will erode the base of the slope making it unstable. Eventually the weight of the permeable rock above the impermeable rock weakens and collapses. The debris at the base of the cliff is then removed and transported by waves or river. 			
<p>Areas - 200m: Flat or rolling hills. Warmer weather. i.e. Fens</p>		 <p>Original Position</p> <p>Slumped mass</p>		 <p>Formation of Bays and Headlands</p> <p>Bay</p> <p>Headland</p>		 <p>Formation of Coastal Stack</p> <p>Example: Old Harry Rocks, Dorset</p> <ol style="list-style-type: none"> Waves attack the coastline. Softer rock is eroded by the sea quicker forming a bay, calm area cases deposition. More resistant rock is left jutting out into the sea. This is a headland and is now more vulnerable to erosion. 			
<p>Key</p> <table border="1"> <tr> <td>Lowlands</td> <td>Uplands</td> </tr> </table>		Lowlands	Uplands	 <p>What is Deposition?</p> <p>AQA</p>		<p>Types of Weathering</p> <ul style="list-style-type: none"> Dissolution: Solution Carbonation: Traction Mechanical: Breakdown of rock without changing its chemical composition. <p>When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition.</p>		<ol style="list-style-type: none"> Waves attack the coastline. Further abrasion widens the wave cut notch to from a cave. Caves from both sides of the headland break through to form an arch. Weather above/erosion below –arch collapses leaving stack. Further weathering and erosion eaves a stump. 	
Lowlands	Uplands								
<p>Formation of Coastal Spits - Deposition</p> <p>Example: Spurn Head, Holderness Coast.</p>  <p>Material along beach in long way</p> <p>Material deposited in sheltered area behind spit</p> <p>Spit curves with change of wind direction</p> <p>Predominant winds blowing waves in all angles</p>		<p>Unit 1c</p> <h1>Physical Landscapes in the UK</h1>		<p>Mechanical Weathering Example: Freeze-thaw weathering</p>  <p>Stage One</p> <p>Stage Two</p> <p>Stage Three</p> <p>Destructive Waves</p>		<p>Mechanical Weathering Example: Freeze-thaw weathering</p> <p>How do waves form?</p> <p>Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea, friction is created - producing a swell in the water.</p> <p>Why do waves break?</p> <ol style="list-style-type: none"> Waves start out at sea. As waves approaches the shore, friction slows the base. This causes the orbit to become elliptical. Until the top of the wave breaks over. <p>Size of waves</p> <p>Constructive Waves</p> <p>Destructive Waves</p> <p>Types of Waves</p>			
<p>Relief of the UK</p> <p>Relief of the UK can be divided into uplands and lowlands. Each have their own characteristics.</p>		<p>1) Swash moves up the beach at the angle of the prevailing wind.</p> <p>2) Backwash moves down the beach at 90° to coastline, due to gravity.</p> <p>3) Zigzag movement (Longshore Drift) transports material along beach.</p> <p>4) Deposition causes beach to extend, until reaching a river estuary.</p> <p>5) Change in prevailing wind direction forms a hook.</p> <p>6) Sheltered area behind spit encourages deposition, salt marsh forms.</p>		<p>1) Fetch how far the wave has travelled Strength of the wind.</p> <ul style="list-style-type: none"> • How long the wind has been blowing for. 		<p>1) Hydraulic action widens cracks in the cliff face over time.</p> <p>2) Abrasion forms a wave cut notch between HT and LT.</p> <p>3) Further abrasion widens the wave cut notch to from a cave.</p> <p>4) Caves from both sides of the headland break through to form an arch.</p> <p>5) Weather above/erosion below –arch collapses leaving stack.</p> <p>6) Further weathering and erosion eaves a stump.</p>			

Coastal Defences		Water Cycle Key Terms	
Non-Erooding Defences	<p>Groyne Ward barriers prevent longshore drift, so the beach can't erode.</p> <p>Sea Wall Concrete walls break up the energy of the wave. Plus a lip to stop waves going over.</p> <p>Oakens or Pig Bay Cages of rocks/bedders absorb the wave energy, protecting the cliff behind.</p>	<p>Prrophilic Measures to prevent water reaching the ground.</p> <p>Interception Water flowing over surface of the land into river.</p> <p>Surface Runoff Water absorbed into the soil from the ground.</p> <p>Infiltration Water lost through removal of plants.</p> <p>Transpiration Water lost through removal of plants.</p> <p>Physical Protection & Management Long lip protects from flooding.</p> <p>Physical Strategy Implement rock armour surface runoff to increase river discharge.</p> <p>Physical Wall Suspends rock steps channels water to flow quickly downstream causing greater discharge.</p> <p>Beach Built up with sand, so waves have to travel further before eroding cliffs.</p> <p>Managed Retreat Leave wide areas of the coast are left to flood & erode.</p>	<p>Formation of Floodplains and Levees When a river floods, fine silt/ alluvium is deposited on the water floor. Close to the river's banks, the banks erode back to form natural levees.</p> <p>River Management Schemes Nutrient rich soil made it ideal for farming rice and for building houses.</p> <p>Soil Engineering Afforestation - plant trees take up rainwater, reduce runoff. Flood plain banking - areas at risk containing racing track while expensive infrastructure is built further away. River restoration- restores nature meanders back into the river - let nature take its course.</p> <p>Hydrograph and River Discharge River discharge is the volume of water that flows in a river. Hydrographs show discharge over time in relation to rainfall.</p> <p>Upper Course of a River Near the source, the river flows over steep gradients from the sky/ mountain. This gives the river a lot of energy so it will create the steepest vertical drops in narrow valleys.</p> <p>Formation of a Waterfall 1) River flows over alternative types of rocks. 2) River erodes soft rock faster creating a step. 3) Further hydraulic action and abrasion form a pool/bottom. 4) Hard rock above is undercut having top rock which collapses providing more material for erosion. 5) Waterfall retreats leaving steep sides of pool.</p> <p>Middle Course of a River Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.</p> <p>Formation of Braided Rivers Step 1 Erosion of outer bank forms river cliff. Deposits in inner bank forms silt off slope. Step 2 Further hydraulic action and abrasion of outer banks, neck gets smaller. Step 3 Erosion breaks through neck, so river takes the fastest route, reflecting flow.</p> <p>Lower Course The Delta, confluence of rivers or sedimentary rock which result in distinctive landforms.</p> <p>Geomorphic Processes Upper - Features include V-shaped valley, rapids and waterfalls. Banks are straight and solid due to bedrock. Middle - Features include islands and oxbow lakes near meanders. Lower - Features include braided systems, such as floodplains & levees. Merges at the river's mouth.</p> <p>Management - Towns such as Farnham and Milford on Sea are economically and socially important due to houses and jobs that are located there. - Dams and reservoirs in the upper course, controls river flow during high & low rainfall. - Better flood warning systems, more flood storage, more dredging reduces flooding.</p>
Coastal Defences	<p>Hard Engineering</p>	<p>Formation of Beaches and Levees Near the river's mouth, the river widens further and bankside material is deposited.</p>	<p>Case Study: The River Severn Usable and flood-prone Hydro source in the Pyrenees and flows 354km to the mouth in the Bristol Channel.</p> <p>Geomorphic Processes Upper - Features include V-shaped valley, rapids and waterfalls. Banks are straight and solid due to bedrock. Middle - Features include islands and oxbow lakes near meanders. Lower - Features include braided systems, such as floodplains & levees. Merges at the river's mouth.</p> <p>Management - Towns such as Farnham and Milford on Sea are economically and socially important due to houses and jobs that are located there. - Dams and reservoirs in the upper course, controls river flow during high & low rainfall. - Better flood warning systems, more flood storage, more dredging reduces flooding.</p>

Natural hazards and The Living World

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

The 4 types of erosion (in coasts and rivers)

The 4 types of transportation (for coasts and rivers).

What mass movement is

Apply your knowledge

Explain how differences in geology result in headlands and bays.

Why is managed retreat not suitable for all coastal locations?

Describe how a river's features can change from the source to the mouth.

Stretch your thinking!

How might climate change affect our sea defences in the UK and worldwide in the future?

How can we reduce the human factors that increase the risk of rivers flooding if our population continues to grow?

What are the environmental advantages of soft engineering (rivers) apart from reducing flooding?

Year 11

Geography

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Wave types and characteristics			
2	Characteristics and formation of landforms resulting from erosion (coasts)			
3	Characteristics and formation of landforms resulting from deposition (coasts)			
4	The costs and benefits of the following management strategies: hard engineering (coasts)			
5	The costs and benefits of the following management strategies: soft engineering (coasts)			
6	Fluvial processes: erosion, transportation and deposition			
7	Characteristics and formation of landforms resulting from erosion (rivers)			
8	Characteristics and formation of landforms resulting from erosion and deposition (rivers)			
9	How physical and human factors affect the flood risk – precipitation, geology, relief and land use			
10	An example of a flood management scheme in the UK			

High Flyers - Enrichment Task



Norfolk has a coastline that is very vulnerable to erosion. Research recent mass movement events and what the government is planning to do about them.

A short clip to help: <https://www.bbc.co.uk/news/topics/cdd52pp7l67t>

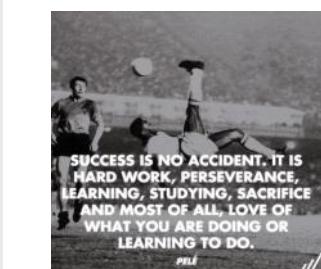
Plan an answer to this exam style question:

"Soft engineering techniques at the coast are always more effective than hard engineering at reducing the risk of erosion".

Your Future Starts Here

History

Year 11



Half Term 6



Practice questions



Revision: Paper 1 Germany

Half Term 5

eat, sleep, revise. And repeat.

Revision: Paper 2 Elizabeth



Revision:
Paper 1
World War
One

Mock

Mock preparation

Half Term 4



Social policy and practice

Control and resistance



Economic
changes

Experiences of Germans under the Nazis

Establishing Hitler's
dictatorship

Half Term 3

The Rise of the Nazis

The failure of Weimar



Germany
and the
Depression

Mock

Weimar democracy



Impact of the First
World War



Germany 1890-1945

Germany and the growth of democracy

Rule of
Kaiser
Wilhelm II

Mary
Queen
of Scots

Conflict with Spain

Welcome back to KLA. Your journey continues.

Half Term 2

Religious Matters

Trouble at
Home and
Abroad

**Historical Environment Study – The
America's and Drake's
circumnavigation**

Powerful Flashcards

- 1) Retrieve (don't cheat!)
- 2) Re-order (shuffle and interleave)
- 3) Repeat (at least 3 times)

*Just like lather, rinse, repeat!

Overview Timeline

1558	November – Elizabeth crowned Queen of England at the age of 25
1559	Elizabeth's religious settlement
1569	November – The Northern Rebellion
1570	Norwich authorities conducted first survey of the poor, model for Poor Law of 1601
1570	April – The Pope issues the <i>Regnans in Excelsis</i> , which excommunicates Elizabeth from the Catholic Church
1571	November – The Ridolfi Plot
1580	Jesuit priests begin to arrive in England from Europe
1580	September – Sir Francis Drake completes the first circumnavigation of the globe
1585	Elizabeth sends troops to the Netherlands to support Dutch Protestant rebels
1585	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
1588	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
1601	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.	Allegory: writing or art containing metaphorical symbols of hidden moral meanings.
Beacon: a fire set up in a high position as a warning.	Alms: charity given to the poor.
Bureaucracy: a system of government involving lots of departments and paperwork.	Culverins: a type of canon use on English ships it was light, easy to reload and had a long range.
Censorship: to block something from being read, heard or seen, usually by the government.	Debasement: to reduce the amount of precious metal in a coin.
Conspiracy: a secret plan to do something unlawful or harmful.	Episcopal: a church hierarchy structured around bishops.
Court: the residents of the monarch and their household.	Excommunicated: to be expelled from the church.
Courtiers: members of the Royal Court who attended and advised the Queen.	Great Chain of Being: an idea that everything in the universe had its place in a rigid hierarchy.
Enclosure: the division of land including the village common land into separate fields with hedges allowing a change from parable to sheep farming.	Mullioned Windows: large windows made of lots of panes of glass divided by vertical supports.
Gentry: well-born families who own land but did not have titles and so well below the rank of mobility.	Privy Councillors: members of the Privy Council, the committee of ministers appointed to advise the monarch.
Heretic: person who did not follow the official religion of the country.	Prophesying: prayer meetings where the Bible is discussed in sermon said.
Monasteries: the religious houses occupied by monks, dissolved by Henry the eighth between 1536 and 1540.	Pursuivants: government priest hunters who would search houses suspected of hiding Catholics.
Privateers: Pirates licenced by the government to attack and loot enemy ships.	Rack-Renting: charging extortionately high rent.
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.	Seminary: a school providing training for priests.
Sceptre: an ornamental wand held in the hand of as ruling monarch at the coronation as a sign of their power and godliness.	Vestments: the garments worn by the clergy.
	Yeoman: A farmer who owned his own his own small estate.

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

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 11

History

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	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

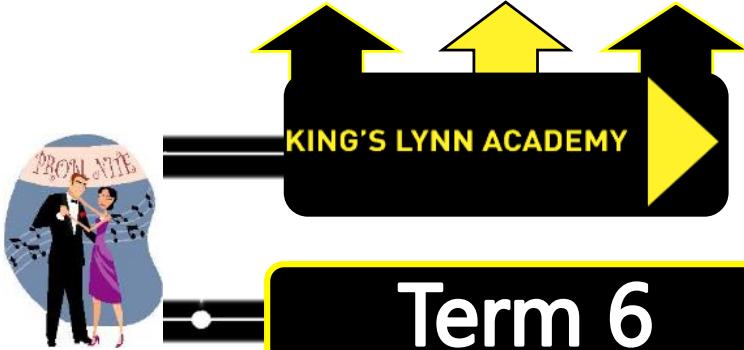


Follow the link below to a BBC Teach website which has 10 individual short videos on different aspects of our course. Watching these videos will help embed and expand on your knowledge.

<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.

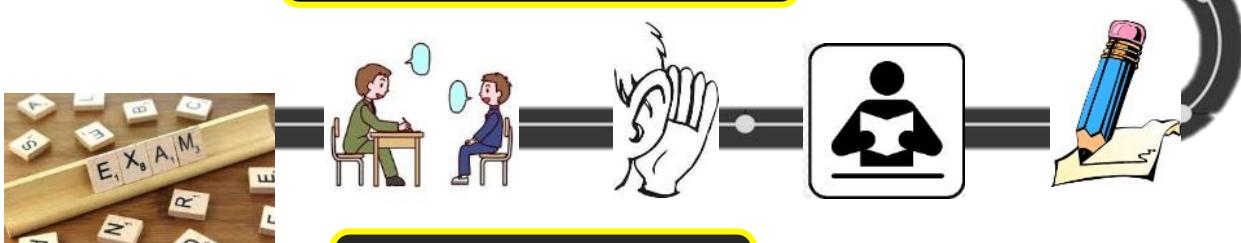
Your Future starts here



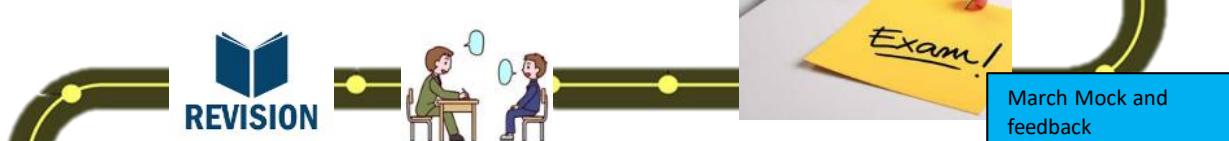
French

Year 11

Term 6



Term 5



Term 4



An illustration showing two people seated at a small wooden table. A black curved path starts from the right side of the image and ends at the table, with four white circular markers along its length. The background is plain white.

Term 3

November mock and feedback



Revision
that Sticks!



Term 2



Climate change

Indirect object pronouns



Talking about the environment



Recognise the passive



Conditional modal verbs



Welcome back to KLA your Journey continues

Work and Jobs

Year 11 French Half Term 1

Topic specific vocab



Les métiers	Jobs	I am/He/She is/a/an ... I want to be a/an ... I want to work as a/an ... lawyer engineer mechanic builder boss hairdresser programmeuse programmeur waiter/waitress salesperson farmer fashion designer video game designer company director postman/woman primary school teacher butcher baker farmer nurse firefighter	facteur/factrice instituteur/institutrice boucher/bouchère boulanger/boulangère fermier/fermière infirmier/infirmière pompier/pompière comptable secrétaire vétérinaire médecin professeur Au chômage	
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Un entretien d'embauche	A job interview	Pleased to meet you. Sit down.	are doing at the moment. At the moment, I am (in sixth form college). I am in the middle of (preparing to take my baccalaureat/de GCSE). What subjects are you studying? I'm studying (eight) subjects, including (PE).	What will you do after your exams? What will you do in this gap year? I would also like (to take a gap year). Pourquoi vous intéressez-vous à ce poste? Why are you interested in this position? I think it would be a good experience for me.
Tu voudrais travailler dans quel secteur et pourquoi?	What area would you like to work in and why?	Enchanté. Asseyez-vous. Parlez-moi un peu de ce que vous faites you actuellement. Actuellement, je suis (au lycée). Je suis en train de (préparer le baccalaureat/mes examens)	I'm a hotel and catering industry worker. I like ... le contact avec les gens with people travailler en équipe working in a team J'aimerais avoir un métier bien payé. I would like to have a well-paid job.	I want/I hope ... passer mes examens to take my exams réussir mes examens to pass my exams prendre une année sabbatique to take a gap year visiter d'autres pays to visit other countries faire un apprentissage/become apprenticeship/ become aller à l'université to go to university faire du bénévolat to do voluntary work me marier ou me paier enter into a civil partnership avoir des enfants to have children

Tu voudrais travailler dans quel secteur et pourquoi?	What area would you like to work in and why?
Je voudrais travailler dans le sport et les loisirs	I would like to work in sport and leisure
le commerce	business
la médecine et la santé	medicine and health
l'hôtellerie et la restauration	the hotel and catering industry
je aime ...	I like ...
le contact avec les gens with people	(having) contact
travailler en équipe	working in a team
J'aimerais avoir un métier bien payé. I would like to have a well-paid job.	
Mes projets d'avenir	My plans
Parlez-moi un peu de ce que vous faites	Talk to me a little bit about what you do.
you actuellement.	are doing at the moment.
Actuellement, je suis (au lycée). Je suis en train de (préparer le baccalaureat/mes examens)	At the moment, I am (in sixth form college). I am in the middle of (preparing to take my baccalaureat/de GCSE). What subjects are you studying? I'm studying (eight) subjects, including (PE).
Quelles matières étudiez-vous?	What will you do after your exams?
J'étudie (huit) matières, dont (l')EPS.	What will you do in this gap year?
Qu'est-ce que vous ferez après vos examens?	I would also like (to take a gap year).
Si je réussis mes examens, j'espère (aller à l'université).	Pourquoi vous intéressez-vous à ce poste? Why are you interested in this position?
J'aimerais également (prendre une année sabbatique).	I think it would be a good experience for me.
Pourquoi vous intéressez-vous à ce poste? Why are you interested in this position?	What personal qualities would you bring to this position?

Year 11 French Half Term 1

Grammar

Mon stage

J'ai fait un stage ...	I did work experience ...
dans un bureau	In an office
dans un garage	In a garage
dans un hôtel	In a hotel
dans un magasin de mode	In a clothes shop
dans un salon de coiffure	In a hairdressing salon
dans une banque	In a bank
J'ai servi les clients.	I served customers.
J'ai rangé les vêtements.	I tidied the clothes.
J'ai aidé les mécaniciens.	I helped the mechanics.
J'ai tapé des documents.	I typed documents.
J'ai fait des photocopies.	I made photocopies.
J'ai fait du café.	I made coffee.
J'ai passé l'aspirateur.	I did the vacuuming.
J'ai répondu au téléphone.	I answered the phone.
J'ai pris des réservations.	I took bookings.
J'ai envoyé des e-mails.	I sent emails.

Common irregular comparatives and superlatives

Mieux means « better » and « **pire** » means « worse »

Mon nouveau boulot est plus créatif. C'est **mieux**.

My new job is more creative. It's **better**.

Mon ancien boulot était très monotone. C'était **pire**.
My former job was very monotonous. It was **worse**.

You can use « **le mieux** » to say « the best thing » and « **le pire** » to say « the worst thing ».

Le mieux, c'est les vacances; **le pire**, c'est ma patronne!

The **best thing** is the holidays; the **worst thing** is my boss!

The perfect infinitive

To say "after doing/having done something", use après avoir/être + the past participle of the verb:
Après avoir pris une année sabatique...
After doing/having done a gap year...

Modal verbs in the Perfect tense

Modal verbs are always followed by an infinitive:

e.g. J'ai pu choisir – I could choose.

J'ai pu	I could
J'ai dû	I had to
J'ai voulu	I wanted
Il a fallu	It took

The subjunctive

This form of the verb is used to express wishes, thoughts, possibility or necessity. It is often used after a verb followed by que. E.g.

Il faut que... (it is necessary to...) // (you/we must...)
Vouloir que... (to want someone to...)

To form the subjunctive, take the third person plural in the present tense. Remove the -ent and add the following endings:

Finir= ils finissent=	finiss-
Je finisse	nous finissions
Tu finisses	vous finissiez
Il/elle/on finisse	ils/elles finissent

Some key verbs are irregular in the subjunctive:

Aller (j'aille) avoir (j'aie) être (je sois) faire (je fasse)

Direct object pronouns in the perfect tense

In the perfect tense, direct object pronouns go in front of the part of avoir or être. The past participle must agree with la or les.

J'ai appris **le français**.=Je l'ai appris. Il a learnt French.=Il learnt it.
Il a accompagné **sa soeur**.=Il l'a accompagnée.

He accompanied his sister.=He accompanied her.
Nous avons accompagné **les enfants**.= Nous les avons accompagnés.

We accompanied the children.= We have accompanied them.

Notes



Year 11

French

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Translate into French:

In the future, I would like to work as a butcher. My dad is a butcher and he works hard.

Can you translate these into French:

I did work experience in an office. It was a great experience but my boss was strict. I would prefer to work outdoors or abroad because it would be exciting. Next year, I will

Medium Questions

Write in English:

couramment seulement vraiment

Name 5 more adverbs in French

Write a sentence to describe what you would like to be in the future

Easy Questions

Name 5 job titles in French

Change the job titles above into feminine form

Translate into English:

la santé le commerce les loisirs

Conjugate 'travailler' with all pronouns

Year 10-11

French

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	I can recall job titles in both masculine and feminine form			
2	I can talk about what job sector I would like to work in			
3	I can use the conditional tense			
4	I can use the relative pronoun 'qui'			
5	I can use adverbs			
6	I can use the simple future tense			
7	I can use verbs followed by <i>à</i> or <i>de</i>			

Your Future starts here

German

Year 11



Term 6



Unit 5-8 Retrieval
and extend

Term 5



Unit 1-4 Retrieval
and extend



March Mock and
feedback

Dates/numbers

Adverbs



Term 4

Prepositions



comparative

Forming questions



November
mock and
feedback

Term 3

Prepositions



Revision
that Sticks!

Subordinating conjunctions

Mixture of tenses

Um...zu

Term 2



Sequencers



Gender of nouns

Revision of regular and irregular
verbs

Welcome back to KLA your Journey continues

Term 1

Revision of tenses

GCSE German Knowledge Organiser

Kapitel 7: Rund um die Arbeit

Ein Praktikum	A work experience	Sprachen öffnen Türen	Languages open doors
Beim Arbeitspraktikum musste ich ... Glücklicherweise musste ich keine ... Telefonanläufe machen Akten / Dokumente abheften Formulare ausfüllen	For my work experience I had to ... Fortunately I didn't have to ... make phone calls file files / documents fill in forms	Im Moment lerne ich (Spanisch), um ... mich um einen guten Job zu bewerben die Leute / die Kultur / die Landessprache besser kennenzulernen nach (Spanien) auszuwandern Ich lerne (Deutsch), um ... (an der Börse) zu arbeiten meine (Deutsch-)Kenntnisse zu verbessern	At the moment I'm learning (Spanish) in order to ... apply for a good job get to know the people / the culture / the national language better emigrate to (Spain) I'm learning (German) in order to ... work (at the stock exchange) improve my knowledge (of German)
Berufsbilder	Job descriptions	Träumerufe	Dream jobs
Sie haben ausgezeichnete ... Deutschkenntnisse Sprachkenntnisse Sie sind in (Deutsch) fließend. Sie müssen hervorragende Kommunikationsfähigkeiten haben. Sie sind für die technischen Aspekte verantwortlich. Sie beschäftigen sich mit (Strom). Sie ...	You have an excellent ... knowledge of German knowledge of languages You are fluent in (German). You need to have excellent communication skills. You are responsible for the technical aspects. You deal with (electricity). You ...	Wenn Sie einen Hochschulabschluss machen, verdienen Sie schneller ein höheres Gehalt. Ihr Gehalt ist niedrig / großzügig / ausgezeichnet. Die Arbeitsbedingungen sind besonders gut / schlecht. Es gibt gute / wenige Aufstiegsmöglichkeiten. Sie arbeiten ...	As a child, I wanted to be a clown / firefighter. I would like to work ... as a (manager) abroad in (the USA) voluntarily in an elephant home / elephant sanctuary
schreiben Reportagen decken Skandale auf berichten über viele aktuelle Themen interviewen (die Stars)	write reports uncover scandals report on lots of current issues interview (the stars)	bei einer Firma freiberuflich von zu Hause aus in einem Geschäft in einem Altenheim in einem Krankenhaus zuerst danach dann anschließend	for a company freelance from home in a shop in a care home for older people in a hospital firstly after that then finally
Sie müssen ... zuverlässig sein Ihre Arbeit pünktlich abliefern Sie brauchen eine gute Ausbildung. Ein Hochschulabschluss / Arbeitserfahrung ist nicht notwendig.	be reliable deliver your work on time You need a good education. A degree / Work experience is not necessary.	interview (the stars)	for the European Commission
Bewerbungen	Applications	Sprachen bei der Arbeit	Languages at work
Ich interessiere mich für den Job als ... weil ... ich (in Mathe) begabt bin ich (in der Touristik) arbeiten möchte ich verantwortungsbewusst bin ich selbstständig sein will Seit drei Jahren ... bin ich Mitglied im Orchester bin ich Kapitän der (Handball-) Mannschaft gehe ich zum Sportverein geh ich zur Musikgruppe Ich besuche einen (Computer-)Kurs. Ich habe einen (Textverarbeitungs-) Kurs besucht.	I'm interested in the job as ... because ... I'm good at / gifted in (maths) I would like to work in (tourism) I'm responsible I want to be independent For three years ... I have been a member of an orchestra I have been captain of the (handball) team I have been going to a sports club I attend a (computer) course. I attended a (word-processing) course.	Ich bekomme gute Noten. Meine Noten sind nicht so gut. Meine Durchschnittsnote ist ... Ich habe einen Teilzeitjob als (Tourist'enführer(in)). Letzten Sommer habe ich als (Freiwillige(r)) gearbeitet. Ich bin ... kreativ musikalisch geduldig fleißig pünktlich	I get good grades. My grades are not so good. My average grade is ... I have a part-time job as a (tour guide). Last summer I worked as a (volunteer). I am ... creative musical patient hard-working punctual

The imperfect tense is often used in story-telling. Regular verbs end in **-te**: **wohnte** (I used to live / I lived). Irregular verbs don't follow a pattern, so you need to try to recognise them: **ging** (used to go / went), **verließ** (used to leave / left), **schlug** (used to strike / struck).

G Word order with **um ... zu**, **weil**, **denn** ▶ Page 230

Add variety to your speaking and writing by varying your conjunctions and your tenses:

Ich lerne Deutsch, ...

um in Deutschland zu arbeiten.

denn ich will in Deutschland arbeiten.

weil ich in Deutschland arbeiten will.

- **um ... zu** is always used with an infinitive verb, regardless of the tense of the preceding clause.

Ich habe Deutsch gelernt, um in Deutschland zu arbeiten.

- **denn** and **weil** can be followed by the present, past, future or conditional tenses, and you can use **trigger words** to reinforce the time frame:

Ich habe Deutsch gelernt, denn ich werde später in Deutschland arbeiten.

Ich werde Deutsch lernen, weil ich in Zukunft in Deutschland arbeiten möchte.

G **weil with two verbs**

Ich kann mich gut konzentrieren. → Ich habe gute Noten, weil ich mich gut konzentrieren kann.

Ich möchte in der Touristik arbeiten. → Ich arbeite als Touristenführer, weil ich in der Touristik arbeiten möchte.

Ich habe an mehreren Arbeitsplätzen gearbeitet. → Ich habe viel Berufserfahrung gesammelt, weil ich an mehreren Arbeitsplätzen gearbeitet habe.

G **Sequencers**

Sequencers help writing and speaking passages flow: **zuerst** (firstly), **dannach** (after that), **dann** (then), **anschließend** (finally). Sequencers and other time phrases are also a useful indicator of tenses and time frames.

As with other expressions of time, sequencers are followed by the verb if they start the sentence:

Zuerst habe ich als Kellnerin gearbeitet und **dann** habe ich einen Job als Managerin gefunden.

G Using etwas plus an adjective

After **etwas** an adjective becomes a noun, so it begins with a capital letter and adds the ending **-(e)s**.

Ich möchte etwas Aufregendes machen. I would like to do something exciting.

G The imperfect tense of wollen

You have already met modal verbs in the past tense: **durfte** (was allowed to), **musste** (had to), **könnte** (was able to / could). Here, **wollte** is similar, meaning 'wanted to' from the modal verb **wollen** (to want to):

Ich wollte ... werden (I wanted to become ...).

GCSE UNIT 7B



'compound words'

	GERMAN	ENGLISH
1	Die Krankenschwester	nurse
2	die Tierärztin	Female vet
3	Die Autowerkstatt	garage
4	Das Reisebüro	Travel agents
5	Das Altenheim	Elderly care home
6	Die Arbeitserfahrung	Work experience
7	Deutschkenntnisse	Knowledge of German
8	kennenlernen	To get to know
9	Die Schichtarbeit	Shift work
10	Der Nebenjob	Part time job

GCSE UNIT 7A



	GERMAN	ENGLISH
1	Beamte/Beamtin	civil servant
2	Krankenpfleger/ Krankenschwester	nurse
3	der Laden	shop
4	der Gehalt ist	the wage is
5	ich bekomme gute Noten	I get good grades
6	die Arbeitserfahrung	work experience
7	der Schulabschluss	school leaving qualifications
8	eine Lehre Machen	to do an apprenticeship
9	die Muttersprache	the native language
10	...ist ein Pflichtfach	...is a compulsory subject

GCSE German Knowledge Organiser

Kapitel 8: Eine wunderbare Welt

Wie werden wir „grüner“?

Letzten Sommer / Mai ...	Festivals und Events	Last summer / May ...	Das Konzert / Turner hat in ... stattgefunden.	The concert / tournament took place in ...
Letztes Jahr / Wochenende ...		Last year / weekend ...	Deutschland / England / Australien	Germany / England / Australia
habe ich das (Festival) gesehen		I saw the (festival)	Ich bin im Meer geschwommen.	I swam in the sea.
Ich habe dort ...		I ... there.	Das Festival war / fand ich ...	The festival was / I found the festival ...
Fußball / Saxofon gespielt		played football / saxophone	etwas langweilig	a bit boring
nette Leute kennengelernt		met nice people	sehr lustig	very funny
die Sehenswürdigkeiten besichtigt		visited the sights	total spannend / super / toll	totally exciting / super / great
die Spiele / die Bands gesehen		saw the games / bands	ziemlich laut	quite loud

How do we become 'greener'?

das Aussterben von Tierarten	deforestation	the extinction of animal species	the glaciers melt the sea level rises
die Abholzung	global warming	Wenn man ...	If we ...
die globale Erwärmung	noise pollution	die Luftverschmutzung	want to reduce air pollution
die Lärmbelastung	air pollution	reduzieren will	want to reduce carbon dioxide in the air
die Luftverschmutzung	over-population	weniger Öl / Kohle / Gas nutzen will	want to use less oil / coal / gas
die Überbevölkerung	flooding	reduzieren will	want to build nuclear power stations
die Überschwemmungen	desertification	keine Atomkraftwerke bauen will	don't want to build nuclear power stations
die Wüstenbildung		... ist sehr alarmierend / gefährlich / traurig, weil ...	don't want to poison the oceans
... ist sehr alarmierend / gefährlich / traurig, weil ist das wichtigste / größte Problem, weil ...	don't want to lose animal species
... ist das wichtigste / größte Problem, weil is very alarming / dangerous / sad because we should / could ...
man krank werden kann		... is the most important / biggest problem because ...	invest in renewable energies / wind energy / solar energy
so viele Menschen an Hungernot leiden		people can become ill	protect nature
die Hungernot, leiden		so many people suffer from starvation	build wind power stations / solar power stations / hydroelectric power stations
sie das Leben / die Infrastruktur bedrohen		they threaten life / the infrastructure	travel more often by bike / public transport cause fewer oil spills
das Ozonloch größer wird		the hole in the ozone layer gets bigger	Verkehrsmitteln fahren weniger Ölkatatrophe verursachen
der Planet nicht unendlich viele Menschen ernähren kann		the planet cannot feed unlimited numbers of people	die Natur schützen
wir in Zukunft diese Tiere nie mehr sehen werden		we won't see these animals any more in the future	Windkraftanlagen / Solaranlagen / Wasserkraftwerke / effektiver Energie und Geld sparen
die Wälder weniger Kohlendioxid aus der Luft absorbieren		the forests absorb less carbon dioxide from the air	save energy and money more effectively
der saure Regen regt die Meere vergiftet		acid rain poisons the oceans	not destroy the forests

Setting environmental standards at school

A sporting event	das Souvenirladen(e)	souvenir shop	Energie sparen
der Streckenposten(-)	der Massageraum(-räume)	massage room	turn the light off
der Informationskiosk(e)	die Kleiderabgabe	cloakroom	protect nature
der Führungswagen(-)	die Kinderkrippe(n)	crèche	(Protecting nature) is more important than (sorting rubbish).
die Ziellinie(n)			Rubbish is the most important problem.

Umwelt macht Schule

Campaigns and good causes	Bali	Du könntest ... arbeiten, ehrenamtlich / freiwillig bei einer Tierschutzorganisation	We could / should / would ... sort the rubbish
Costa Rica	Costa Rica	Umweltschutzorganisation bei einer Hilfsorganisation	compost organic waste
die Malediven	the Maldives	mit armen / blinden Kindern mit Strafkindern	install solar panels
Namibia	Namibia	mit wilden Tieren	keep bee-hives in the school garden
Nepal	Nepal		recycle printer / copier cartridges
arm	poor		build bird boxes
blind	blind		organise a bike week
erfolgreich	successful		

Die Olympischen Winterspiele The Winter Olympics

building site / construction site	die Baustelle(n)	die Gastgeberstadt(-städte)
host city		die Lärmbelastung
noise pollution		die Luftverschmutzung
air pollution		der Stau(s)
traffic jam		der Tourist(en)
tourist		der Zeitdruck
time pressure		
(1976) fanden die Olympischen Spiele in (Innsbruck) statt.	(In 1976) the Olympic Games took place in (Innsbruck).	
(1.200) Sportler aus (37) Ländern haben teilgenommen.	(1,200) Sportspeople from (37) countries took part.	
Es gab Wettbewerbe in (6) Sportarten.	There were competitions in (6) sports.	An advantage is / was ...
Ein Vorteil ist / war ...		A disadvantage is / was ...
Ein Nachteil ist / war ...		

When asking open questions, question words are used at the beginning of the sentence:

Was machen die Personen **auf dem Foto**?

Wann warst du **beim Musikfestival**?

Wo hat es **stattgefunden**?

Warum ist Rock deine **Lieblingsmusik**?

Wie fährst du zum **Musikfestival**?

The question word **wer** (who) changes depending on whether it is nominative, accusative or dative:

Nominative: **Wer** ist im Foto? Who is in the photo?

Accusative: **Wen** hast du **beim Musikfestival** **gesehen**? Who did you see at the music festival?

Dative: **Mit wem** bist du gegangen? With whom did you go?

The question word **welch-** (which) follows the same pattern as the definite article (der, die, das, die).

nominative **accusative** **dative**

masc. **welcher** **welchen** **welchem**

fem. **welche** **welche** **welcher**

neut. **welches** **welches** **welchem**

pl. **welche** **welche** **welchen**

- Nominative:** **Welche** Bands spielen?
Accusative: **Welchen** Sänger hast du gesehen?
Dative: **Mit welcher** Freundin bist du gegangen?

G Prepositions taking the accusative

These prepositions are always followed by the accusative case:

für	entlang	durch	ohne
um	gegen	wider	

Here is a reminder of the definite and indefinite articles in the accusative case:

	masc.	fem.	neut.	pl.
def. art.	der	die	das	die
indef. art.	einen	eine	ein	-

Wir滑ten durch **die** Stadt. We skate through the city.
Ich bin um **das** Stadzentrum geskated. I skated around the city centre.

Für **mir** ist das anstrengend. For me that is tiring.

Ohne **uns** gibt es keinen Marathon! Without us there is no marathon!

G Using subordinate clauses ➤ Page 230

If you want to ..., you must / should / could ...

Wenn man Natur erleben **will**, **muss**

man in der Zeit zurückreisen.

If you want to experience nature, you must travel back in the past.

wenn is often used to link two ideas together, and just like **weil**, **wenn** sends the verb to the end of the clause. This results in the pattern verb – comma – verb.

GCSE UNIT 8B



GCSE UNIT 8A



'au' words

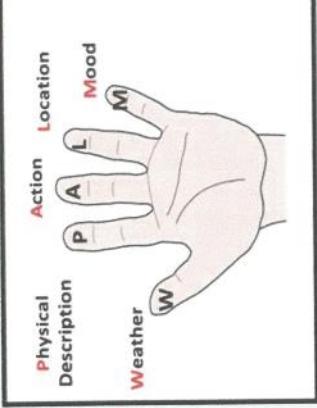
	GERMAN	ENGLISH
1	Der Raum	room
2	laufen	To run
3	Zuschauer	spectators
4	Der Treibhauseffekt	Green house effect
5	Der Modeschau	Fashion show
6	Litauen	Lithuania
7	Der saure Regen	Acid rain
8	Ausland	abroad
9	Der Baum	tree
10	Das Aussterben	extinction

	GERMAN	ENGLISH
1	die Feiertage	public holidays
2	die Gastgeberstadt	host city
3	Einerseits/Anderseits	on the one hand/on the other hand
4	vielleicht..aber	perhaps/but
5	die Umwelt	environment
6	die Luftverschmutzung	air pollution
7	Bäume pflanzen	plant trees
8	Energie sparen	save energy
9	den Müll trennen	to separate rubbish
10	freiwillig arbeiten	work as a volunteer

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

Was gibt es auf dem Foto?

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
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

... 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

Physical Description	Action	Location
P	A	I
M	W	M
weather		
Er trägt ...	He is wearing ...	He is wearing ...
Sie trägt ...	She is wearing ...	She is wearing ...
Sie tragen ...	They are wearing ...	They are wearing ...
... einen Rock	... a skirt	... a skirt
... einen Anzug	... a suit	... a suit
... eine Jacke	... a jacket	... a jacket
... eine Hose	... trousers	... trousers
... eine Bluse	... a blouse	... a blouse
... eine Krawatte	... a tie	... a tie
... ein T-Shirt	... a t-shirt	... a t-shirt
... ein Kleid	... a dress	... a dress
... ein Hemd	... a shirt	... a shirt
... Schuhe	... shoes	... shoes
... Sportschuhe	... trainers	... trainers
Er/sie sieht ... aus	She looks ...	She looks ...
Sie sehen ... aus	They look ...	They look ...
glücklich	happy	happy
ärgerlich	angry	angry
traurig	sad	sad
intelligent	intelligent	intelligent

Year 11

German

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Challenging Questions

Translate into English:

Meine Eltern arbeiten in einem Büro in der Stadtmitte. Meine Mutter mag ihren Beruf, aber mein Vater will eine neue Stelle finden. Der Gehalt ist für sie beide sehr wichtig. Ich will genug Geld verdienen um gut zu leben.

Translate into German::

We will work in Germany, because the salary is good.=

My father worked outside last year.=

My mother does not like her job.=

Medium Questions

Translate into English:

Ich werde im Ausland arbeiten.=

Ich habe letztes Jahr Praktikum gemacht.=

Ich möchte in der Zukunft im Büro arbeiten.=

Easy Questions



Describe this photo—using WPALM

Describe where you would like to work and why:

[Large empty box for writing]

Conjugate the verb *arbeiten* in present tense:

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

Year 10-11

German

Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	I can list 5 types of jobs			
2	I can describe a picture using WPALM			
3	I can list at least 5 places of work			
4	I can use the verb <i>arbeiten</i> in 3 tenses			
5	I know how to form the perfect tense with haben			
6	I can give 2 benefits of learning a language in German			
7	I can use <i>um...zu....</i>			
8	I can use the perfect tense			
9	I can list 4 positive and negative adjectives			

High Flyers - Enrichment Task



You may chose one or more of these writing task. Please complete in German, trying to add some impressive grammar and justification.

- A) Write 60-80 words on work**
- B) Write 120-130 words on work**

Unit: R184 Contemporary Issues in Sport

End of course

KING'S LYNN ACADEMY
Feedback

SIT FINAL EXAM



Use of technology in sport

The role of National Governing Bodies in Sport

Term 5

Positives and negatives of MSEs

Implications of hosting a major sporting event

Term 4

Use of Performance enhancing drugs



Sporting etiquette and behaviour

Term 3

Olympic and Paralympic Movement



Promoting Sporting Values



Factors affecting popularity of sports

Issues affecting participation in sport



Year 2: Cambridge National in Sport Studies

SPORT STUDIES R184

TOPIC AREA 1

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

Environment	Provision of Facilities	Sponsorship
The lack of optimal conditions can reduce participation	In towns and cities there are more facilities available than in small villages	A sport will become more popular if there are opportunities to spectate live or on TV.
Success	Media Coverage	Social Acceptability
If an individual or team are successful in an event such as the Olympics, the sport will grow in popularity	Some sports get more media coverage than others	Not all sports are seen as ethically acceptable
The Number of People Participating	Risk Models	
Sports with high number of participants will get lots of media coverage and grow even further	Risk models, who are highlighted in the media, can increase the number of people wanting to participate in a certain sport	

TOPIC AREA 2

Groups who Experience Barriers to Participation	The Olympic Values	Respect - Excellence - Friendship
→ Carers → Gender → Retired People/Over 60s → Parents (Singles or Couples) → People Who Work → People with Disabilities → Young Children	→ People with Family Commitments	→ Tolerance & Respect → National Pride → Excellence
Courage - Determination - Inspiration - Equality	The Paralympic Values:	Courage - Determination - Inspiration - Equality

Barriers to Participation in Sport

- Limited time available to participate
- Cost of participation
- Lack of provision or accessibility
- Discrimination

Values Promoted Through Sport

- Team Spirit → Fair Play
- Citizenship → Tolerance & Respect
- National Pride → Excellence



TOPIC AREA 1

Improving Participation in Sport

Provision	The availability of sport
Promotion	The advertising and marketing of sports
Access	The accessibility of sport to all people in society

TOPIC AREA 2

Deliberately grunting loudly in tennis	Increased chance of gaining sponsorship
	
Reasons for taking PEDs:	Level the playing field
→ Wealth/financial reward	→ Boost confidence
→ Pressure to succeed	→ Need to win at any cost

TOPIC AREA 1

Different sources of media that cover sport



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



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



Cristiano Ronaldo has over 100 million followers on Twitter.

SPORT STUDIES R186

TOPIC AREA 2



Businesses need both sport and the media to increase publicity and brand awareness. This will result in more customers.

Sport needs both the media and sponsorship in order to increase income



The media's role in increasing participation:



1. The media increases the profile of sports through broadcasting
2. Therefore more role models are created and more people wish to take up sport



2. The media gives huge amounts of money to sport to gain broadcasting rights. This money can be given to grassroots sport in order to get more people participating

Negative Effects of the Media on Spectators

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



TOPIC AREA 3

	Wages for performers across sports will differ greatly
	Top Hockey Player - Average wage of £30000 per year
	Top Football Player - Average wage of £50000 per week
	Top Netball Player - Average wage of £10000 per year



Notes



Year 11

Media in Sport

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Check you remember

Recall 4 different user groups

Recall 4 different barriers to participation

Recall 4 possible solutions to these barriers

Apply your knowledge

Explain a possible barrier to physical activity for a retired person

Explain a possible barrier to physical activity for a full time working, single parent

Explain one solution for a disabled person to access physical activity

Stretch your thinking

Explain why football is more popular in the UK than skiing

Explain, using examples, what sporting etiquette is

Explain why sporting values are important, give examples to support your answer

Year 11

Sport Studies

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	Recall the different users groups			
2	Recall possible barriers to participation in physical activity			
3	Recall possible solutions to these barriers			
4	Recall factors which affect the popularity of a sport in the UK			
5	Recall the Sport Values			
6	Recall the Olympic and Paralympic Values			
7	Explain what sporting etiquette is			

High Flyers - Enrichment Task



Design a media campaign to increase awareness of an emerging sport of your choice

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
<ul style="list-style-type: none"> Identify what the client has asked you to do. State which is your chosen option. You should consider: <ul style="list-style-type: none"> - the final outcome - what the client wants you to communicate - the target audience for the graphic design. Generate some first ideas. 	<p>Inconsistent link(s) between the requirements of the brief and first ideas.</p> <p>May be inaccurate and not meet all of the requirements.</p>	<p>Consistent link(s) between the requirements of the brief and basic first ideas.</p> <p>May be inaccurate and not meet all of the requirements.</p>	<p>Satisfactory link(s) between the requirements of the brief and first ideas.</p> <p>May be inaccurate and not meet all of the requirements.</p>	<p>Good links between the requirements of the brief and considered first ideas.</p> <p>Will be accurate and meet most of the requirements.</p>	<p>Very good links between the requirements of the brief and considered and effective first ideas.</p> <p>Will be accurate and relevant and meet most of the requirements.</p>	<p>Excellent links between the requirements of the brief and effective and insightful first ideas.</p> <p>Will be accurate and relevant and meet all of the requirements.</p>

• 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
<p>Explore and experiment with graphic design components to refine your ideas.</p> <p>As your ideas develop, you need to consider:</p> <ul style="list-style-type: none"> 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!). <p>Graphic design components:</p> <ul style="list-style-type: none"> colour tone line composition typography use of imagery. 	<p>Inconsistent exploration and experimentation with some graphic design components, which lacks direction and consistent connections to the requirements of the brief.</p> <p>Ideas can lack direction and clarity.</p>	<p>Consistent exploration and experimentation with some graphic design components, which lacks direction and limited connections to the requirements of the brief.</p> <p>Ideas show some evidence of development and refinement.</p>	<p>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.</p> <p>Ideas show evidence of satisfactory development and refinement.</p>	<p>Good exploration and experimentation with all 6 graphic design components, which shows skill, direction and connection to the requirements of the brief.</p> <p>Ideas show evidence of good development and refinement.</p>	<p>Very good exploration and experimentation with all 6 graphic design components, which shows skill, direction with relevant connection to the requirements of the brief.</p> <p>Ideas show evidence of very good development and refinement.</p>	<p>Excellent exploration and experimentation with all 6 graphic design components, which consistently reference the requirements of the brief.</p> <p>Ideas show evidence of excellent development and refinement.</p>

• 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
<p>You must now produce a completed graphic design which meets your client's brief.</p> <p>Technical skills Use of materials and application of processes, including:</p> <ul style="list-style-type: none"> physical - proficient control of investigation and command of materials/processes digital - proficient control of digital manipulation and command of digital tools. 	<p>Completed design shows little understanding of the requirements of the brief.</p> <p>Basic use of graphic components but minimal skill evident.</p>	<p>Completed design shows consistent but limited understanding of the requirements of the brief.</p> <p>Some use of graphic components but limited skill evident.</p>	<p>Completed design shows a satisfactory understanding of the requirements of the brief.</p> <p>Satisfactory use of graphic components some skills evident.</p>	<p>Completed design shows good evidence of meeting the requirements of the brief.</p> <p>Good use of graphic components and good level of skill evident.</p>	<p>Completed design shows very good evidence of meeting the requirements of the brief.</p> <p>Very good use of graphic components and very good level of skill evident.</p>	<p>Completed design shows excellent evidence of meeting the requirements of the brief.</p> <p>Graphic design components are combined exceptionally well to create a design which is successful in all aspects.</p> <p>Excellent level of skill evident.</p>

• Evaluation

AO4 Task 4 9 marks 10%	Evaluate graphic design decisions						
	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: <ul style="list-style-type: none">• 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.	Some simple conclusions about the use of graphic design components.	Some simple conclusions about the appropriate use of graphic design components.	Detailed conclusions about the appropriate use of graphic design components. This may not be consistently linked to the work produced.	Very good conclusions about the appropriate use of graphic design components. Justifications for selections are linked to the work produced.	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.

Keywords (Graphic Design Components)— Must be used in all your Analysis

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

What can I write about.....

Colour ?

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

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

Describe and explain everything in lots of specific detail!

What can I write about.....

Line?

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

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

Describe and explain everything in lots of specific detail!

What can I write about.....

Tone?

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

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

What can I write about.....

Composition?

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

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

What can I write about.....

Imagery?

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

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

What can I write about.....

Typography?

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

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

SERF

San serif

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

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

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



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

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

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

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



Evaluation

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

LO2: Annotation

You



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

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

Step by Step Evidence



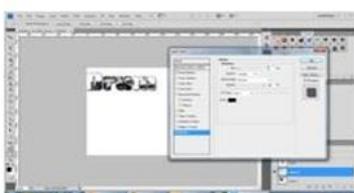
Text Tool – I used the text tool to write the word drum and selected curved informal font which is represented on my moodboard for Reggae Music



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



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



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

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

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

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

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

IS REALLY HIGH

THE LEVEL OF EVIDENCE YOU NEED

Annotation Example



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

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

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

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

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

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

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

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

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

THE BRIEF

LINK EVERYTHING TO

Chalkey

Chalk Wheel



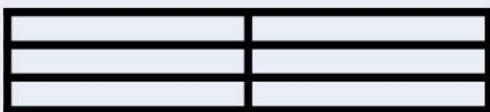
Tone

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



Complementary Colours

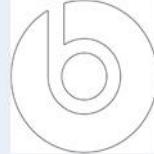
Fill adjacent (next to each other) boxes with the three pairs of complementary colours



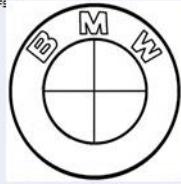
Use the pencils to colour the wheel with the correct colours

The Meaning of Colour

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



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



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



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

Line

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

It can be used to...

Create expression or emphasis in a graphic design

To separate, order, define, border space

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

• A

• B

• A

• B

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



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.



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



Video

Decorative/Free hand

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

Bar

H

Stem

P

Serifs

T

Curve

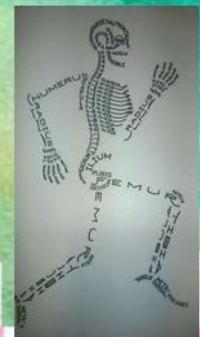
G

Continuous Curve

O

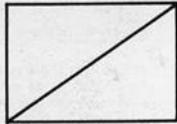
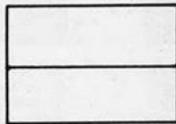
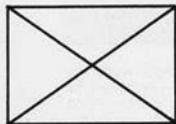
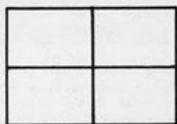
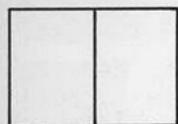
Be creative in your use of Typography

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

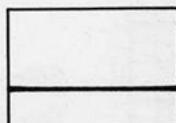
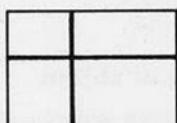
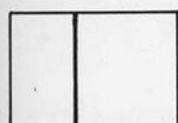


Using Lines and Composition

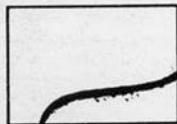
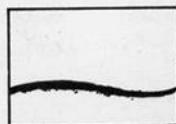
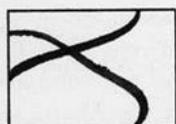
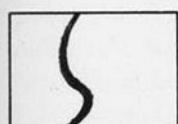
Let us begin with simple distribution of space.



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



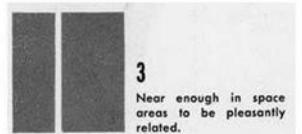
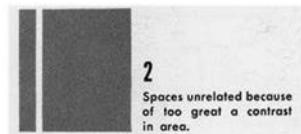
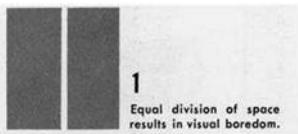
2 Now we have divided the space more unequally. The areas are no longer the same, it is more like changing your voice and adding a few words — or some extra notes to the original note on the piano. Observe that we have not changed the lines, only their position on the picture space.



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



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



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



Sketch development



Here I have tried to incorporate an Indian inspiration to the violin, to represent the merge of the two cultures and music. To do this I photographed a section of the mehndi pattern I drew on my experimentation board and used duplicate layer to create a repeat pattern. The result is extremely effective and fits the clients needs around imagery.



Here I have created an edit of my original violin drawing using Adobe Photoshop I have applied a cream colour to the background to represent how classical music started many years ago. I then selected the violin and applied a threshold effect to make the image more bold and the outlines more defined.



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

THE FOLLOWING PAGES ARE ON EXPERIMENTATIONS

Experimentation by hand

This is a 'design' in itself.

It should not just be a cut and stick collage.

You must plan your composition carefully.

You must use a variety of media experiments.

Composition

Imagery

Colour

Typography

Line

Tone



Variety of media



Oil pastel



Ink



Chalk pastel



Paint



Image manipulation/digital art



Collage



Useful videos

- LINE - <https://www.youtube.com/watch?v=BDePyEFT1gQ>
- COLOUR- https://www.youtube.com/watch?v=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=a5KYIHNKQB8>

Notes



NCFE Graphic Design Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

Select an existing graphic design and explain how the graphic

+

Explain the importance of using the 6 Graphic Components when

*

Explain why purpose and impact is important in graphic design
work

NCFE Graphic Design

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	Review and evaluate Unit 3 -Responding to a graphic design brief			
2	Unit 4 Understand working in the graphic design industry			
3	Unit 4 Create your Graphic Design Portfolio showing a breadth of work			
4	Demonstrate your digital graphic design skills			
5	Demonstrate your physical graphic design skills			
6	Photograph your graphic designs in suitable contexts			

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.

Investigate a contemporary graphic designer working in any graphic design discipline –for example banding, illustration, web design.

How do they use the 6 graphic components? Write in depth to explain your understanding of the successes of the graphic design.



1hr 20min
Exam
40%

Term 6

Hospitality & Catering

Year 11



EXAM PREPERATION / REVISION



Exam out of 80 Marks

Term 5



Exam Questions for starters every lesson.

EXAM PREPERATION
Unit 1



Term 4

Exam Questions for starters every lesson.



EXAM PREPERATION Unit 1

Exam Questions for starters every lesson.

Term 3



3 Hour Practical Exam 60%

Coursework

TRAILLING

Term 2

New Task Set Every year. 1st September

Planning

Coursework Assessment

Welcome back to KLA your Journey continues

Term 1



Learners must:

Level 1 & 2 Hospitality & Catering

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

Complete a written exam worth 40% of the final grade



Job
Roles

Types
of service

Reviews
&
ratings

Key
Words

Nutrition

Food
Spoilage

Diets

Techniques

Equipment

Laws
&
Legislations

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

Hospitality and Catering

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	Why we need Carbohydrates, protein and Vitamins in our bodies			
2	The function of water in our bodies			
3	Dietary requirements of different age groups			
4	Planning a menu that is appropriate for the brief given			

High Flyers - Enrichment Task



This is a coursework task. More able students will write in depth to achieve high marks.

Practise exam questions

Notes



COLLEGE OR SIXTH FORM ART HERE WE COME!



Year 11 (30 Lessons)

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



Transferable Knowledge & Skills

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

Ideas and Artists in Response to the Theme



IDEAS RESEARCH

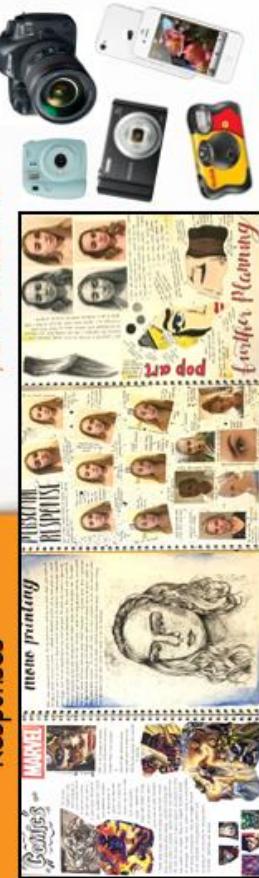
Experimenting: Watercolour, Mark Making (Biro, Fine Liner and Chalk and Charcoal). Use both wet and dry mediums to show a range of skills.



MATERIALS & TECHNIQUES

Theme - Fragments

Photography and Personal Responses



PHOTOSHOOT ANNOTATION

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



FINAL PIECE



Isolated, Panic, Fracture, Disarray, Scrap, Smash, Destruction, Components, Splinter, Detach, Demolish, Split, Burst, Collapse, Shards...

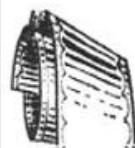
Key Vocabulary



Tier 3
Hyperrealism
Precision Palette

Tier 2
Accurate Technique Analyse
Detail Blending
Tints Shades Primary Secondary Gradient Experiment

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



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



Year 10

ART

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

Easy

Which assessment objective do you need to show experimentation for?

Define the term Primary Research

Define the term Secondary research

Medium

Explain the difference from primary and secondary research?

Why is it important to use primary research to work from in our sketchbooks?

What should you include in an Artist Research

Hard

List all the Assessment objectives you must meet and what they are.

Explain how you would meet Assessment objective one? what pages will gain you the most marks?

Explain what the 5 golden rules are and how they are used in your final piece planning.

Year 11

Art & Design

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	Ao1– Ability to research artists, develop ideas and create contextual links			
2	Ao2—Ability to explore in different materials and mediums to 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 create a conclusion to investigation.			

High Flyers - Enrichment Task



Complete a bonus material from your page checklist

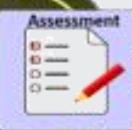


KING'S LYNN ACADEMY

Term 6

Term 5

Final Exam



R066 Coursework 1 – Lo1, Lo2,
Lo3, Lo4
R066: Market and pitch a Business Proposal

Unit R066
Coursework 2

Term 4

R065: Design a Business Proposal

R065 Coursework 1 – Lo1, Lo2,
Lo3, Lo4

Unit R065
Coursework 1

Factors to consider when starting a business,
Learn how to create a Business Plan, Functions
of different departments in a business...

L05 – Business Plan
L06 – Functional Areas in Business

Term 3

Product differentiation, Pricing Decision/Strategies,
Product development life Cycle...

L03 – Understand product development, LO4 – Understand how to attract and retain customers

Term 2

Market segmentation, market research,
Calculating revenue , profit, break-even..

L01 – Understanding Customer needs,
LO2 – Types of Costs

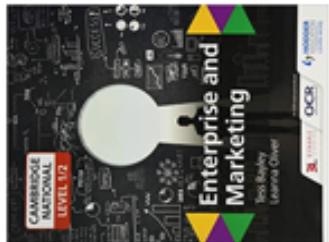
Unit R064

Theory topics

Term 1

Welcome to Year 11





Key Vocabulary



Tier 3
Break-even,
Profit
Functional Area,
SCAMPER Method

Tier 2
Department, pricing methods,
Sampling methods, Risk analysis,
Secondary Research Methods

Tier 1
Review, customer, purpose, money, product, shop, pay

Year 11

Enterprise And Marketing

Unit R064: Creating interactive multimedia products

Learning Outcome 1: Understand how to target a market

Learners will learn about:

- ❖ The need for customer segmentation
- ❖ Types of market segmentation
- ❖ The benefits of market segmentation
- ❖ The purpose of market research

Learning Outcome 4: Understand how to attract and retain customers

- ❖ The product lifecycle
- ❖ Factors to consider when pricing a product to attract and retain customers

Learning Outcome 4: Understand how to attract and retain customers Continued:

- ❖ The Costs of producing the product or service
- ❖ Revenue generated by sales of the product or service
- ❖ Use of break-even as an aid to decision making
- ❖ Profit level

Learning Outcome 3: Understand product development

- ❖ The product lifecycle
- ❖ Extension strategies for products in the product lifecycle and the appropriateness of each
- ❖ How to create product differentiation
- ❖ The impact of external factors on product development

Learning Outcome 5: Understand factors for consideration when starting up a business

- ❖ Appropriate forms of ownership for business start-ups
- ❖ Source(s) of capital for business start-ups
- ❖ The importance of a business plan

Learning Outcome 6: Understand different functional activities needed to support a business start up

- ❖ The purpose of each of the main functional activities that may be needed in a new business
- ❖ The main activities of each functional area

R065: Design a Business Proposal (Coursework 1)

- ❖ Lo1, Lo2, Lo3, Lo4

R066: Market and Pitch A Business Proposal (Coursework 2)

- ❖ Lo1,Lo2, Lo3, Lo4

Year 11
Creative iMedia
Knowledge Checklist

KNOWLEDGE
PROGRESS

	KNOWLEDGE CHECKLIST	R	A	G
1	Explain where different interactive multimedia products are used and their purpose			
2	Know key elements to consider when designing interactive multimedia products			
3	Interpret client requirements for interactive multimedia products			
4	Source assets to be used in an interactive multimedia product			
5	Create and re-purpose assets			
6	Store assets to be used in an interactive multimedia product			
7	Review an interactive multimedia product against a specific brief			
8	Identify areas for improvement and further development of an interactive multimedia product			
9	Understand the uses and properties of digital sound			
10	Be able to plan, create and review a digital sound sequence			

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





Half Term 6

Religion in the wider world



Future you



Post 16 Check up



Half Term 5

This is me



Mental Health:
Exam Prep



Religion & The
Community



Me & Religion

Mental Health:
Balance



Half Term 4

Interview Skills



My Body



My Bits



A girl or boy
thing



Sex – What
drives us



This is me

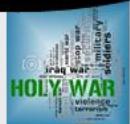


Getting the
message across

What are our
differences?



Pacifism &
Peace Making



Just War &
Holy War



Understanding
Us

Reasons for War



Post 16 Check up



Nuclear War & Weapons
of Mass Destruction

Terrorism

Protest



Help you
choose



CV's &
Personal
Statements

What is
Peace &
Conflict?
Borrowing
Money

Look after
our Money



Consumer
Rights



Post 16
Destination



Applications



How do we pay
for things

Understanding
Stress

Coping Strategies

Mental Health

Welcome
to your Personal
Development
Journey

Half Term 1

Year 11 PD

Knowledge Organiser - Autumn

The importance of Money Things you need to be able to do:

- Understand the different methods for paying for things
 - Understanding tax
 - Why and how do we borrow money?
- Ways of tracking money
- Understanding consumer rights

Key Questions

- How can we pay for things?
- What are the implications of borrowing money?
- How can we keep track of our money?

- Why do we have consumer rights and what are they?
- What is tax?

Tier 2 Vocabulary

- Tax - A compulsory contribution to the state

- Income** - Money a person receives through work or investments

- Consumer** - A person who purchases good or services for personal use

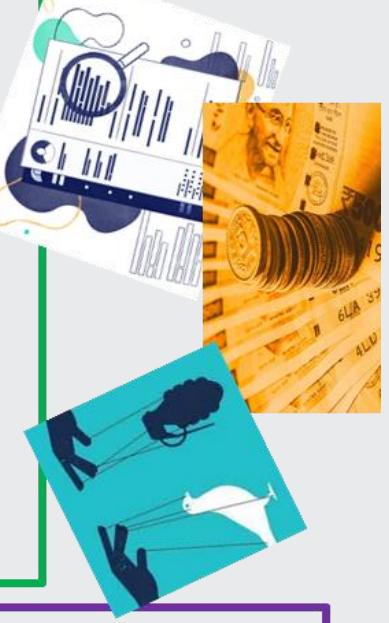
Post 16 Destinations Things you need to be able to do:

- Set future goals
- Understand the range of post 16 destinations
- Build a CV
- Write a personal statement

Key Questions

- What careers am I interested in?
- What are my options after school?
- What is a CV?

- CV** - Curriculum Vitae meaning what achievements/ accomplishment/jobs/volunteering you have done



Peace & Conflict

Things you need to be able to do:

Understand different types of conflict and types of peace

Recognise what terrorism is

Understand reasons for war

Know different types of war

Recognise pacifism and peace making

Key Questions:

What causes conflict?

What is the purpose of terrorism?

Why do people protest?

What can be the reasons for war?

Why are there different types of war?

Why are some people pacifists?

Tier 2 Vocabulary

Conflict - a serious disagreement or argument

Terrorism - Unlawful violence or intimidation against people for political aims

War - a state of armed conflict between different countries/groups/states

Tier 3 Vocabulary

Mass destruction - Death or injury on a large scale

Pacifism - the belief that war and violence are unjustifiable

Personal Development

Knowledge Questions

Below are a series of questions.

Use these to apply your knowledge and practice.

=

1. Name two types of conflict
2. Name two types of terrorism
3. Give two ways of looking after your mental health
4. Name two things that can help you with stress
5. Name two Post 16 Options
6. Name two things that go in your CV

+

1. Explain a cause of conflict
2. Explain a purpose of terrorism
3. Explain what income is
4. Explain what National insurance is
5. Explain a Post 18 option
6. Explain what a personal statement is



1. Explain the impact of religion in conflict
2. Explain different religious views on Peace
3. Explain why having a Budget is important
4. Explain the impact of getting into Debt
5. Explain why you need a CV
6. Explain why you have chosen your post 16 option

Personal Development

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
1	Knowing a range of post-16 destinations			
2	Making an application			
3	CV's and personal statements			
4	Navigating "Help You Choose"			
5	Understanding your personal finances			
6	Peace and Conflict, including what they are and reasons for			
7	Violent & non-violent protests			
8	Types of war			
9	Responses to war			

High Flyers - Enrichment Task



Book open evening slots and write a list of pros and cons for each provider.

Year 11

Christianity Revision - Beliefs



Christianity Revision - Practices



Islam Revision - Practices

Islam Revision - Beliefs

Half Term 5 Christianity and Islam Revision

Weapons of Mass Destruction

Just war and Holy war



Types and aims of punishment

Forgiveness

Death penalty

Reasons for war



Types of crime

Reasons for crime

Half Term 4 Peace and Conflict Revision

Gender equality

Nature and purpose of family



Sex outside and before marriage

Contraception

Marriage

Divorce and remarriage



Human sexuality

Half Term 3 Crime and Punishment Revision

Marriage

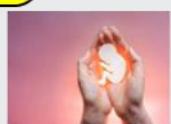


Death & Afterlife

Environment & Pollution



Origins of Human life



Euthanasia

Value of the world

Abuse of Animals

Abortion

Welcome to your GCSE RE Journey

Half Term 1 Religion & Life



Origins of the universe

Introduction to Religion & Life

Religion and Life Issues

Things you need to be able to do:

- To know the origins of the universe & human life
- Understand what the value of the world is
- Understand how we use and abuse the environment & pollution
- Understand the use and abuse of animals
- Understand abortion and views towards it
- Understand Euthanasia and views towards it
- Understand death and the afterlife and views toward it

Key Thoughts

- What are the key beliefs about the universe?
- How do we view the world?
- What impact are we having on the environment & pollution?
- What impact are we having on animals?
- Should people be able to have an abortion?
- Should people be able to choose when to die?
- What happens when we die?

Tier 2

Fundamentalist Christians - Christians who believe that the statements in the Bible are literally true
Liberals - Christians who believe that the Bible's authors were guided by God but not everything they wrote is a literal account

Evolution - A process of change when an organism/species becomes better suited to its environment

Euthanasia - Painless killing of a patient suffering from an incurable and painful disease or accident

Marriage - A legal union between a man and a woman, or two people of the same sex, as partners in a relationship

Divorce - Legal ending of a marriage

Cohabitation - a couple living together without being married

Families and Relationships

Things you need to be able to do:

- To know religious and non-religious attitudes to sexuality
- To know different beliefs about sex before and outside marriage
- To know contrasting beliefs about family planning/contraception
- To know religious beliefs on the nature and purpose of marriage
- To know religious beliefs on divorce and remarriage
- To know religious beliefs about the nature and purpose of family equality
- To know religious beliefs about gender equality

Key Thoughts

- Should anyone be able to get married?
- Is adultery ever acceptable?
- Is it acceptable to use contraception?
- Should divorce be allowed in any situation?
- Why is family important?
- Are men and women equal in society?
- Is it acceptable to have sex before marriage?

Tier 3

Stewardship - The idea that people have a duty to look after the environment on behalf of God

Dominion - Dominance or power over something

Sanctity of life - The idea that all life is holy and loved by God

Annulment

- a Catholic Church ruling that a marriage was never valid

Procreation - Bringing babies into the world; producing offspring

Adultery - Voluntary sexual intercourse between a married person and someone who is not their spouse (husband or wife)

Polygamy - the practice or custom of having more than one wife at the same time

Bigamy - the offence of marrying someone while already married to another person

Year 11

GCSE RE

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

<u>Theme A- Relationships & Families</u>	<u>Theme B—Religion & Life</u>
<p>2 Mark Questions:</p> <ol style="list-style-type: none"> 1. Give two examples of a family. 2. Give two religious beliefs about attitudes towards divorce. 3. Give two religious beliefs about the purpose of the family. 4. Give two religious beliefs about gender equality. 5. Give two religious beliefs about cohabitation. Give two religious beliefs about the nature of marriage. 6. Give two religious beliefs about the use of contraception. <p>4 Mark Questions</p> <ol style="list-style-type: none"> 1. Explain two contrasting beliefs in contemporary British society about sex before marriage 2. Explain two contrasting religious beliefs in contemporary British society about married couples using contraception. 3. Explain contrasting beliefs in contemporary British society about caring for the elderly. 4. Explain two contrasting religious beliefs about homosexual relationships. 5. Explain two contrasting beliefs in contemporary British society about sex before marriage 6. Explain two contrasting beliefs in contemporary British society about living together before marriage <p>5 Mark Questions—Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <ol style="list-style-type: none"> 1. Explain two religious beliefs about adultery. 2. Explain two religious beliefs about the role of parents 3. Explain two religious teachings about divorce. 4. Explain two reasons why some religious believers oppose same-sex marriage <p>12 Mark Questions</p> <ol style="list-style-type: none"> 1.'Religious beliefs about sex have led to prejudice against homosexual people.' 2.'Sex has been devalued in British society.' 3.'The Christian Church should not take a view on family planning.' 4.'Same-sex parents are just as good at bringing up children as other parents.' 5.'Marriage is the proper place to enjoy a sexual relationship.' 	<p>2 Mark Questions:</p> <ol style="list-style-type: none"> 1.Give two reasons why people choose to be vegetarian. 2.Give two examples of what religious believers might do to help to carry out the duty of stewardship. 3.Give two religious beliefs about pollution. 4.Give two religious beliefs about eating meat. 5.Give two religious beliefs about dominion. <p>4 Mark Questions</p> <ol style="list-style-type: none"> 1. Explain two similar religious beliefs about what happens after death. 2. Explain two similar religious beliefs about the sanctity of life. 3. Explain two similar religious beliefs about the use of animals for food. 4. Explain two contrasting beliefs in contemporary British society about abortion. 5. Explain two contrasting beliefs in contemporary British society about Euthanasia. <p>Explain two contrasting beliefs in contemporary British society about animal experimentation.</p> <p>5 Mark Questions—Refer to sacred writings or another source of Christian belief and teaching in your answer.</p> <ol style="list-style-type: none"> 1. Explain two religious beliefs about what happens when a person dies 2. Explain two religious beliefs about abortion. 3. Explain two ways in which Christians respond to animal experimentation. 4. Explain two religious beliefs about stewardship. 5. Explain two religious beliefs about euthanasia. <p>12 Mark Questions</p> <ol style="list-style-type: none"> 1."It is possible to believe both the story in Genesis 1 and the Big Bang theory." 2."The earth belongs to us so we can do what we like with it." 3."It doesn't matter if the oil runs out as scientists will invent something to take its place." 4."Humans have been given dominion over the world, so we can do what we want with it." 5.'There must be life after death.'

Year 11

GCSE RE

Knowledge Checklist

**KNOWLEDGE
PROGRESS**

	KNOWLEDGE CHECKLIST	R	A	G
<u>Religion & Life</u>				
1	The origins of the universe			
2	The value of the world			
3	The use and abuse of the environment, and pollution			
4	The use and abuse of animals			
5	The origins of human life			
6	Abortion			
7	Euthanasia			
8	Death & the Afterlife			
9	Afterlife & Judgement			
<u>Human Rights & Social Justice</u>				
1	Social Justice & Human Rights			
2	Prejudice & Discrimination			
3	Religious Freedom			
4	Prejudice & Discrimination—Race			
5	The status and roles of women			
6	Teachings about wealth			
7	Exploitation of the poor			
8	Giving Money to the poor			

High Flyers - Enrichment Task



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

1. Look, Cover, Write, Check, Correct

Look, Cover, Write, Check, Correct

Common at primary schools

First
Look, then cover this column Next
try to answer/give definition/spell Now
Check to see if you were right Finally
Correct those you got wrong

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

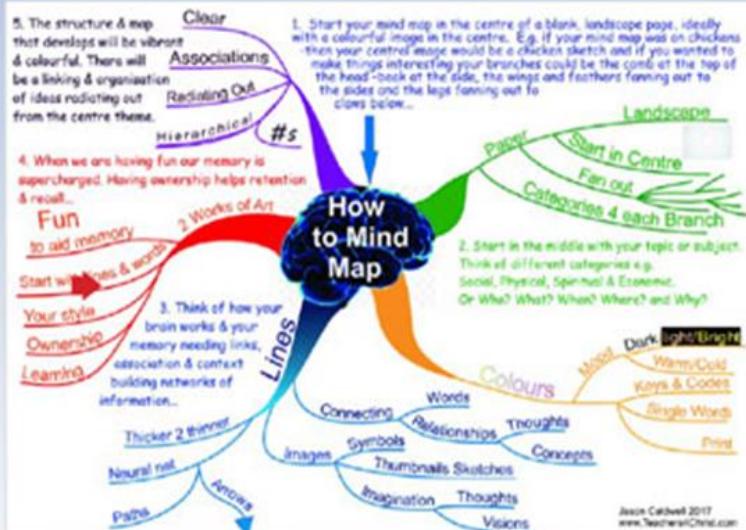
3. Map Your Mind

Mind Maps



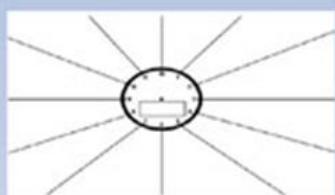
Mind Mapping is a process that involves a distinct combination of imagery, colour and visual-spatial arrangement. The technique maps out your thoughts using keywords that trigger associations in the brain to spark further ideas.

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



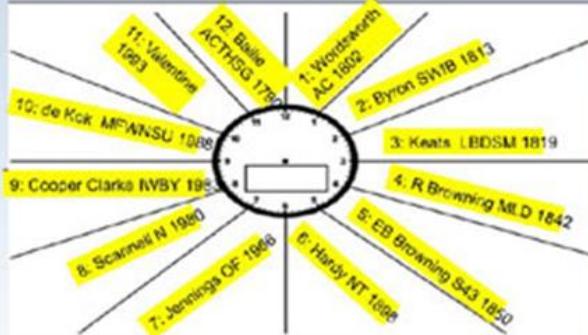
For this technique you draw a basic clock.

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.



hegartymaths

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.

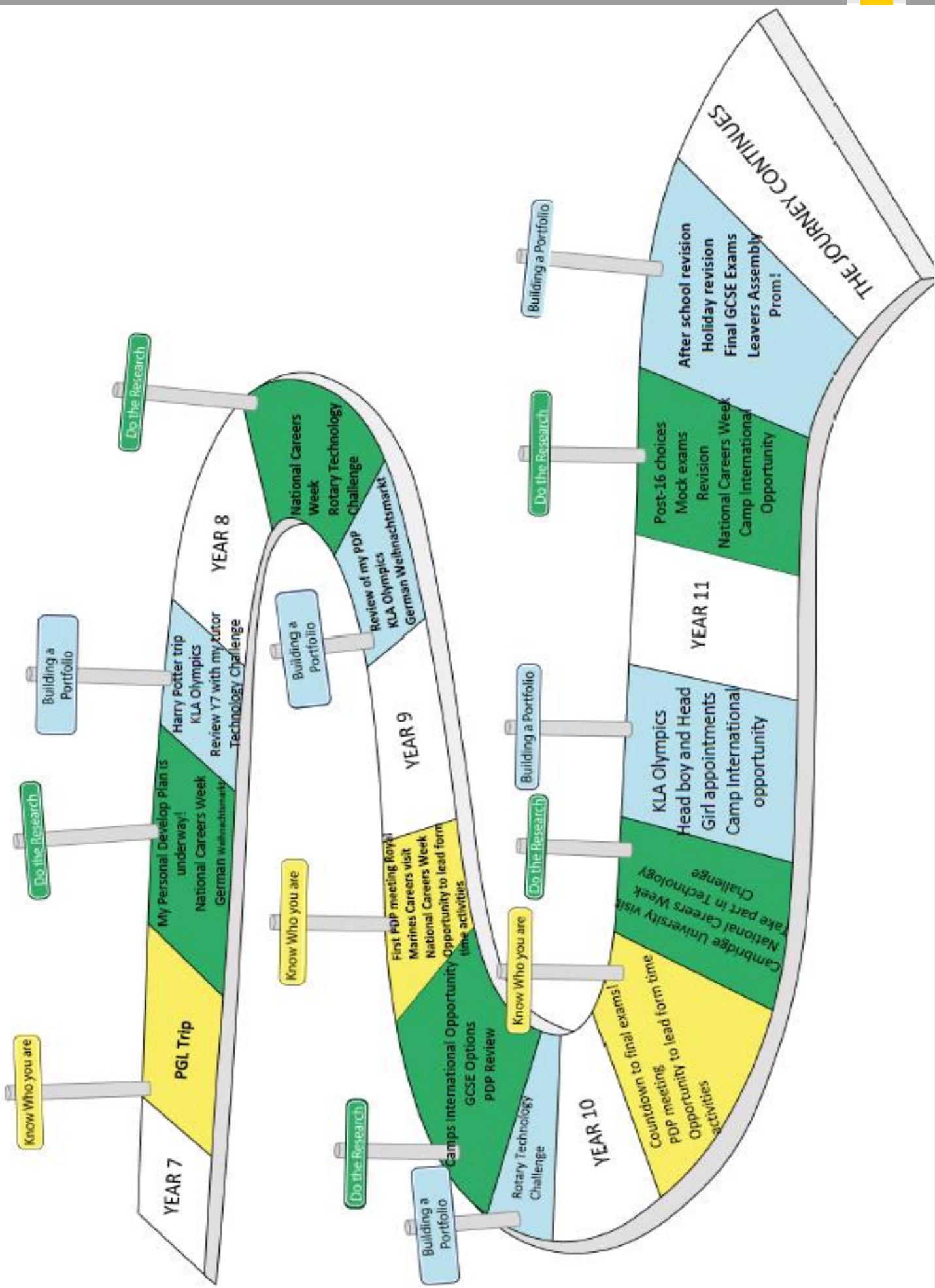


We have been using this successfully for the last two years to prepare pupils for their Language GCSEs. Through Active Learn, pupils have full access to the textbooks which they use in class, including audio files to allow them to practice their listening skills. There is also a tasks section for specific 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 badge 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](https://twitter.com/SaferSchoolsNfk)

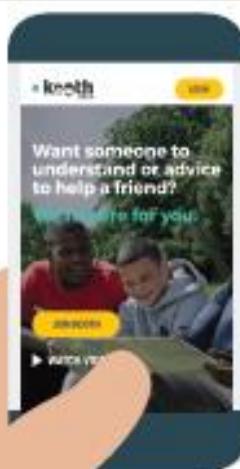
Wellbeing Services (Kooth)

How to sign up to kooth

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

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

Log on through mobile, laptop and tablet.



www.kooth.com

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

2 Choose from the drop down box the location you are in
The place I live is...

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

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

5 Add the month and year you were born
I was born in...
Year Month

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?

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.

