



# King's Lynn Academy

## Knowledge Organisers

### Forward Step KS4

## The 'KLA 6' for Pupils



KING'S LYNN ACADEMY

Eastern Multi-Academy Trust  
Empower. Motivate. Aspire. Transform.

### 1. Orator

How clearly can I articulate my learning?  
Can I communicate and explain what I have learnt and why?



### 2. Questioner

Do I reflect enough on my own understanding and use this to ask appropriate questions?



### 3. Discusser

How well do I participate in, lead or take active other roles in group or class discussion?



### 4. Memoriser

How well can I recall and share my existing prior learning.  
Quizzes, tests and assessment outcomes.



### 5. Linker

Can I identify the link between prior knowledge to support my future learning? Can I see the bigger picture and understand the journey?



### 6. Responder

How quickly and effectively do I take on feedback and use it to improve my work or overturn a misconception?





## The Forward Step team



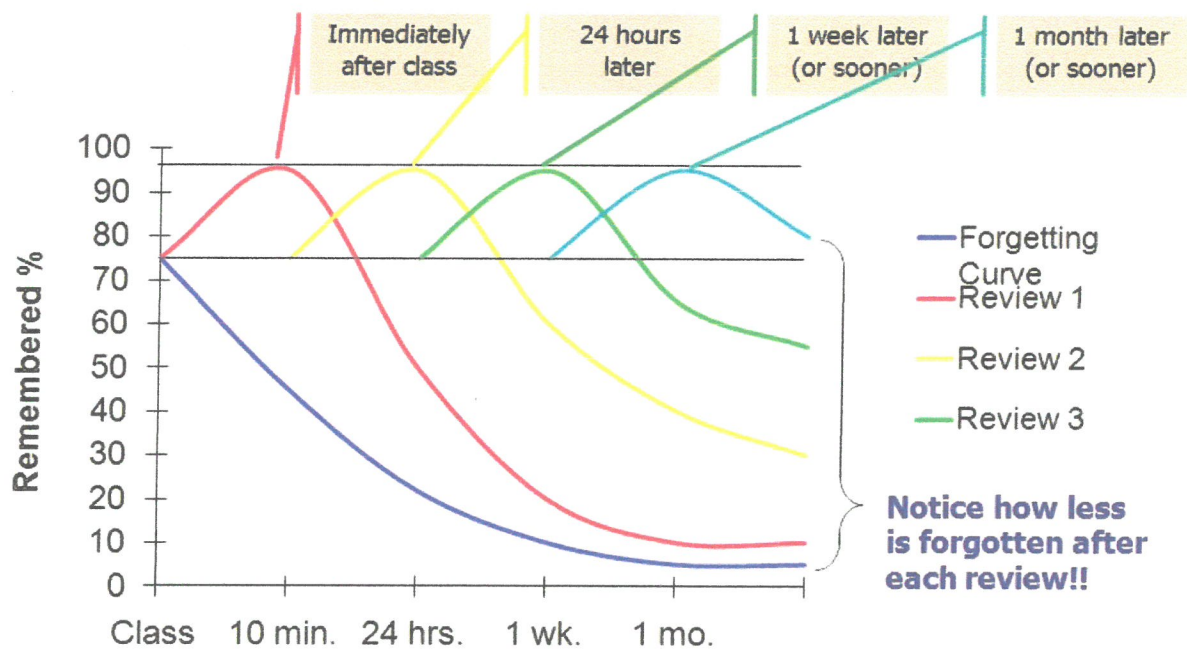
# Home Learning

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.

**KING'S LYNN ACADEMY**



Final Paper 1  
Non Calculator

Final Paper 2  
Calculator

Final Paper 3  
Calculator

Predicted paper 3

Past paper revision

Past paper revision

Address issues from  
Mock 2 QLA

**Term 3**

Address issues from  
Mock 2 QLA

Revision for MOCK  
2

MOCK 2

Past paper revision

Revision for MOCK 2

Address issues from  
Mock 1 QLA

**STANDARD FORM**  
345.09

MOCK 1

**Term 2**

Revision for MOCK  
1



Calculating percentages

Growth and decay

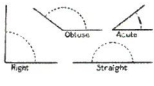
Quadratic graphs

**3/4**

Trigonometric Ratios

Vectors

Quadratic Graphs; Cubic and Reciprocal Graphs



Solving Quadratic Equations

Direct and Inverse Proportion

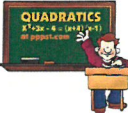
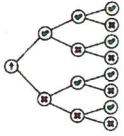
Quadratic Equations (Graphical Methods);  
Quadratic Equations (Factorisation)



Proportion and Ratio

**Term 1**

Welcome to KLA your Journey starts here



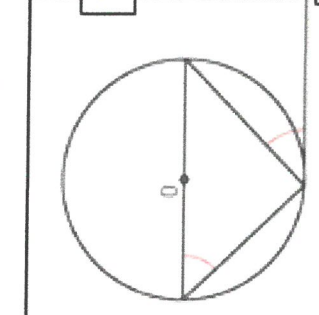
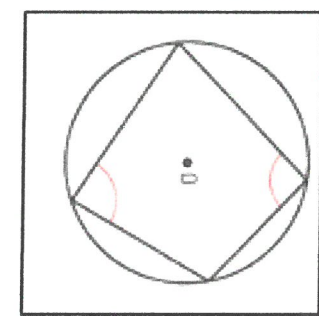
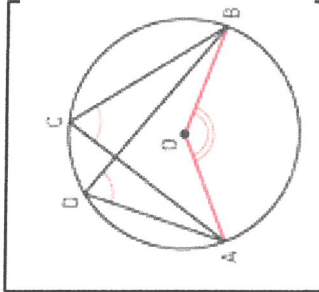
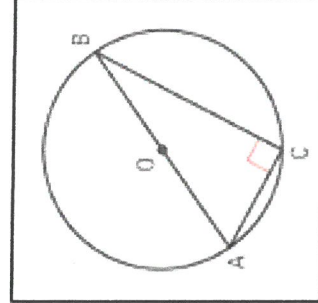
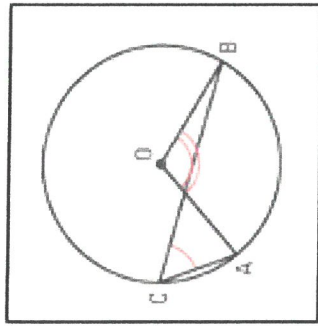
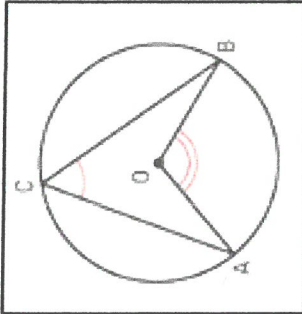
**ERROR**



0.25 = 1/4 = 25%



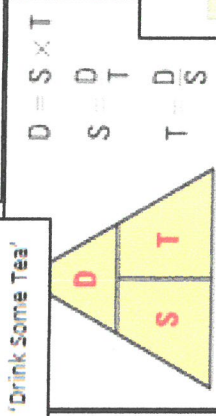
# KS4 Knowledge Organiser



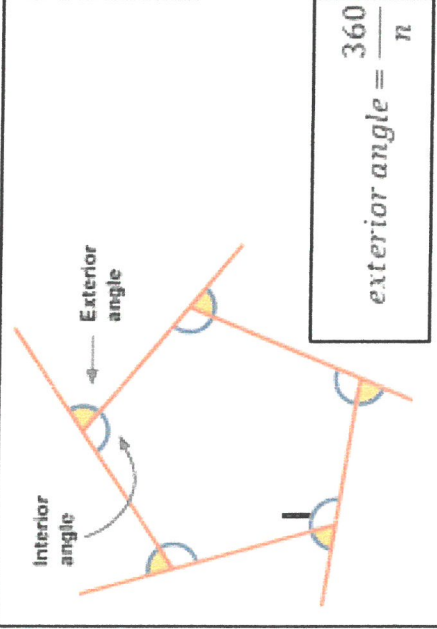
**SOHCAHTOA** might help you remember these results.  
 Sin Opp Hyp Cos Adj Hyp Tan Opp Adj



**LEARN!**  
 1km to Miles  
 8k m = 5 miles  
 1km = 5/8 miles



- See a table in the exam?, its either...
1. Mean from a table
  2. Cumulative frequency...
  3. Histogram



$$\text{exterior angle} = \frac{360}{n}$$

Expectation =  $n \times p$  (number in sample  $\times$  probability)

## FREQUENCY DENSITY

Time taken (if necessary)	Frequency	Class width	Frequency density $\frac{\text{Frequency}}{\text{class width}}$
10 - 1:30	5	20	0.25
30 - 1:35	4	5	0.8
35 - 1:40	7	5	1.4
40 - 1:50	27	10	2.7
50 - 1:55	24	20	1.2

Plot the Class width and the FD as bars!

## MEAN FROM A TABLE

Number of calls	Frequency ( $f$ )	Class midpoint ( $\mu$ )	$f \times \mu$
3-5	2	4	8
6-8	3	7	21
9-11	5	10	50
12-14	7	13	91
15-17	4	16	64
Totals	21		234

No plotting needed!

## CUMULATIVE FREQUENCY

Time (minutes)	Frequency	Cumulative frequency
$t < 60$	0	0
$60 \leq t < 65$	2	0 + 2 = 2
$65 \leq t < 70$	12	2 + 12 = 14
$70 \leq t < 75$	21	14 + 21 = 35
$75 \leq t < 80$	5	35 + 5 = 40

Plot the points in brackets, should be a stretched 'S' shape.

# KS4 Knowledge Organiser

$$a^m \times a^n = a^{m+n}$$

$$a^m \div a^n = a^{m-n}$$

$$(a^m)^n = a^{m \times n}$$

$$a^n = \sqrt[n]{a}$$

$$a^0 = 1$$

$$a^{-n} = \frac{1}{a^n}$$

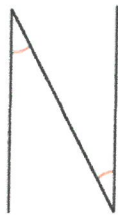
## Inequalities

(Crocodile eats the bigger meal)

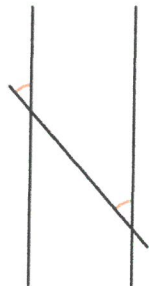
$\leq$  bigger meal

Bigger meal  $\geq$

## Alternate Angles



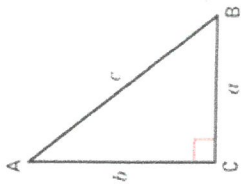
## Corresponding Angles



## Pythagoras Theorem

$$c^2 = a^2 + b^2$$

Remember to square root the answer!



$y \propto x$  is the **statement of proportionality**.

$y = kx$  is the formula, where  $k$  is the constant of proportionality.

To calculate compound interest, find the multiplier:

Amount after  $n$  years = original amount  $\times$  multiplier <sup>$n$</sup>

$$(x+7)(x-2)$$

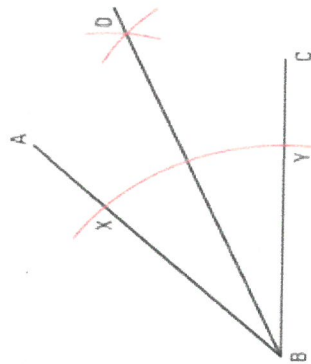
Expanding Bracket – Face, Grid, FOIL

'Cherry Pies Delicious, Apple Pies R 2'

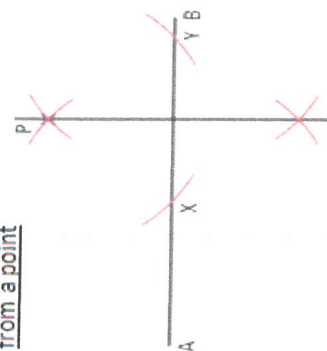
$$C = \pi \times d$$

$$A = \pi r^2$$

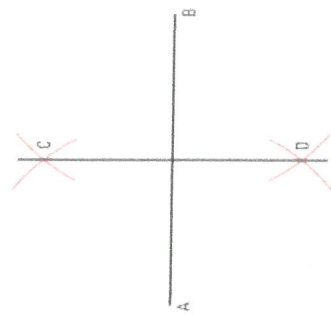
## Construction – Angle Bisector



## Construction – Perpendicular line from a point



## Construction – Perpendicular Bisector



Your Future starts here

# English

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Revisit Blood Brothers



Practice papers, guides and materials used



EXAM

Comparison Skills  
Language and poetry

Creative Writing focus

Term 3

Revision focused on Literature Paper 1 skills



Constructing an effective argument



Exam Skills

Summary and Synthesis



EXAM

Term 2

Power and Conflict

Revision focused on Language Paper skills

writing  
listening  
development  
strategies  
sub-skills

communication  
skills  
reading  
comprehension



Revision / teaching of Literature texts

How to answer Literature questions

Practice response to unseen texts

Term 1

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

**English Literature:**  
**Shakespeare and the 19th Century Novel: Paper One**  
**One hour and 45 minutes**  
**Poetry and Modern Texts: Paper Two**  
**Two hours and 15 minutes**



**Know your terminology:**

- Adjectives, verbs, adverbs
- Simile
- Metaphor
- Personification
- Onomatopoeia
- Single sentence paragraph
- Dialogue
- Stage directions
- Tension
- Dramatic irony
- Lighting, costume, direction
- Stanza
- Caesura
- Mood, tone
- Rhythm, rhyme, metre
- Narrative
- Sonnet

**Use GCSE Pod to revise!**

**Some first thoughts about an extract:**

What are the main ideas, themes or character that is being introduced, or developed?  
 How do particular choices of words/phrases or lines within the extract affect the reader?  
 Why is the writer seeking to have this effect at this particular point in the play/novel?  
 What other parts or key pivotal moments of the text does it suggest?  
 When I read this, what do I think is important? How does it add to, reinforce or change how I think about the character, relationship, themes or ideas that I have been studying?  
 What is the particular context given to me to focus on in the question? EG love, responsibility

**The Texts:**

- Romeo and Juliet (30+4)
- A Christmas Carol (30)
- Blood Brothers (30+4)
- Power and Conflict Poetry (30)
- Unseen poetry (24+8)

**Know your texts:**

- For each of your texts, make sure you know:
- Plot
  - Characters
  - Settings
  - Themes
  - Key quotations (a minimum of 10-20 per text)
  - Language techniques used by the writer
  - The writer's message- why did they write it?
  - WHAT ... HOW ... WHY?



**Tip: Learn 2 power and 2 conflict poems closely**



**Know your plan: Some top tips:**

1. Read the question and highlight key words
  2. Find the best 3-5 quotations
  3. Annotate quotations with brief ideas and ST
  4. Think of 1 or 2 relevant quotations to link to the rest of the play
  5. 'Reverse engineer' statements to go with quotations
- Examiners state that the best answers come from those students who plan!

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

**English Language:  
Explorations In Creative Reading/Writing: Paper One  
Writers' Viewpoints and Perspectives: Paper Two**

**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)

**The Questions P2:**

- 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)

**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.

**Summarise:** This is where you pick out key things in common about both texts. For example, both are about cars. Then you have to infer, or show what you have learned, from each one.

**Compare:** This is where you pick out similarities or differences in how the writer views what they are writing about. What do they think of the subject? How do they reveal this to you?

**Form:** This is the type of text, like the format. Certain texts have certain conventions of layout, language and style. For example, consider the differences between a letter and a news report.

**Formal language:** This means not writing in an overly familiar, chatty way. Try to be business-like and not too personal.

**Layout:** Whilst different text types require different layouts, you don't need to draw boxes or write in columns; it is enough to show you know layout features by using a bold heading or starting, 'Dear Sir.'

**Narrative and Descriptive Techniques to use:**

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

**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

# Physical Education



Action plan to improve

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KS4

Topic: Planning and leading sporting activity.

Participant questionnaire

Feedback

Term 6

Evaluate

Theme: Teamwork and leadership

Warm-up



Delivery

Main stages

Organisation

Equipment

Learning outcomes

Timing



Learning objectives

Topic: Leadership styles

Comparing and contrasting

Term 5

Participant

Theme: Teamwork and leadership

Leadership styles

Democratic

Laissez-Faire

Transformative

Hands on

Autocratic

Topic: Leadership qualities & Responsibilities

Volunteer

Official

Term 4

Captain

Theme: Teamwork and leaderships

Leadership qualities

Leadership responsibilities

Manager

Topic Olympic and Paralympic values/ National Governing bodies.

Side affects

Ethics in sport

Term 3

Sportsmanship  
Gamesmanship  
Cheating  
Deviance

Theme: Movement in society III

Narcotic analgesics Stimulants

Performance enhancing drugs

Steroids

Diuretics

Beta Blockers

EPO

Blood Doping



Topic: Drugs in sport & Ethics and sporting values

Influences in sports participation.

Sports initiatives

Term 2

Theme: Movement in society II

User groups

Lifestyle factors

Sports promotion



Topic: Reasons for taking part & Influences in sports participation

Negative effects of sports participation

Term 1

Positive effects of sports participation

Reasons why people take part in sport

Theme: Movement in society



# KS4

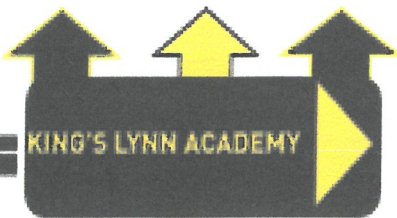
		Information	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Title</b>		Unit 1 - Exam paper	Unit 1 - Exam Paper	Unit 1 - Exam Paper	Unit 3 - Leadership in sport	Unit 3 - Leadership in sport	Unit 3 - Leadership in sport	Unit 3 - Leadership in sport
<b>Activities</b>		Basketball Football Badminton Multi-gym	Basketball Football Badminton Multi-gym	Basketball Football Badminton Multi-gym	Basketball Football Badminton Multi-gym	Basketball Football Badminton Multi-gym	Basketball Football Badminton Multi-gym	Basketball Football Badminton Multi-gym
<b>Topics</b>		Reasons for taking part. Influences in sports participation	Drugs/ Ethics and Sporting values	Olympic and Paralympic values National Governing Bodies.	Leadership qualities & Responsibilities	Leadership styles. Comparing two leaders	Leadership styles. Comparing two leaders	Planning and leading a sports activity
<b>Key Concepts</b>		Movement in society	Movement in society	Movement in Society	Teamwork and Leadership	Teamwork and Leadership	Teamwork and Leadership	Teamwork and Leadership
<b>Key Knowledge</b>		Reasons why people take part Influence in sports Sports promotion Sports initiatives	Drugs - side affects Consequences/ reasons Ethics in sport - Sportsmanship, gamesmanship and deviance. Sporting values	Olympic values Paralympic values Benefits and drawbacks of hosting a major event National governing bodies	Leadership qualities Leadership responsibilities	Autocratic Democratic Laissez-Faire Transformative Hands-on/ participant Comparing and contrasting two leaders	Autocratic Democratic Laissez-Faire Transformative Hands-on/ participant Comparing and contrasting two leaders	Plan a activity session plan Stages of a plan Deliver a session plan Participant questionnaire Evaluate your activity plan Action plan to improve
<b>Assessment</b>	1		Drugs homework Ethics in sport homework Sporting values homework Topic tests	Olympic homework Hosting events homework NGBs homework Topic tests	What makes a good leader assignment - qualities of a leader? What responsibilities does a good sports leader have assignment.	Leadership styles - comparing two types of leader assignment.	Leadership styles - comparing two types of leader assignment.	Lesson plan Delivery Evaluation

# KS4

		Term 1	Term 2	Term 3	Term 4
<b>Information</b>		<b>Unit 4 - Media in Sport</b>	<b>Unit 4 - Media in Sport</b>	<b>Active for life!</b>	<b>Active for life!</b>
<b>Title</b>					
<b>Activities</b>	Basketball Netball Football Rugby	Football Rugby Hockey Basketball Handball/ Netball	Badminton Trampolineing Fitness Dodgeball Hockey	Fitness Dodgeball Badminton Trampolineing	
<b>Topics</b>	Sport and the media	Sport and the media	Healthy body/ healthy mind	Healthy body/ healthy mind	
<b>Key Concepts</b>	Movement in Society	Movement in Society	Health and well-being	Health and well-being	
<b>Key Knowledge</b>	Media types How media has changed over time Impacts of media on sport	Positive effects of media in sport Negative effects of media in sport	Knowledge of healthy lifestyles and the importance of exercise on long term health.	Knowledge of healthy lifestyles and the importance of exercise on long term health.	
<b>Assessment</b>	Media in sport presentation assignment	Media in sport presentation assignment			



# Achieve Club Programme



**Skills for School**

Improve attendance

**Preparation for Work**

Improve behaviour

Improve attitude

**Enterprise Projects**

Improve engagement

Develop social skills

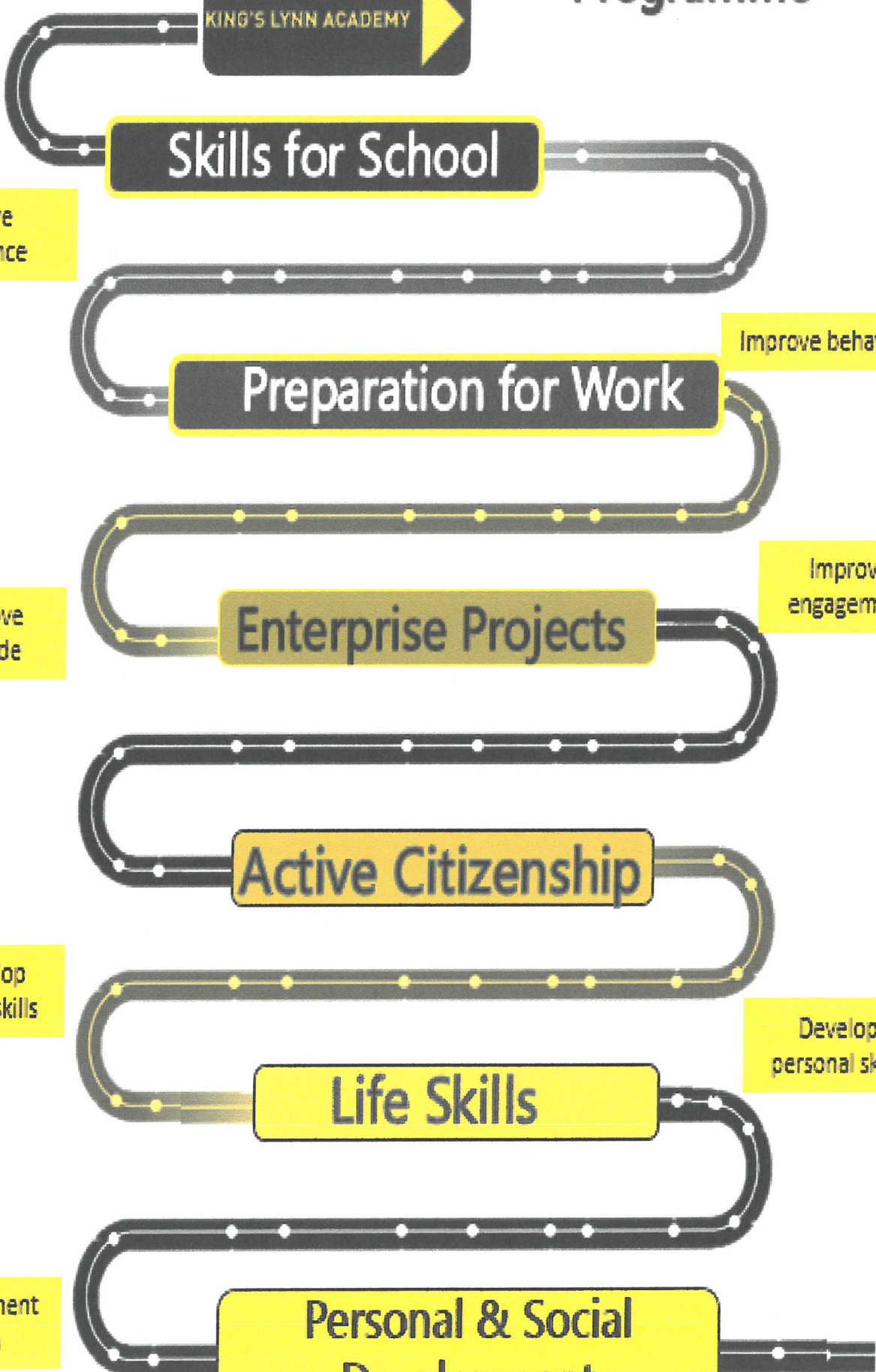
**Active Citizenship**

Develop personal skills

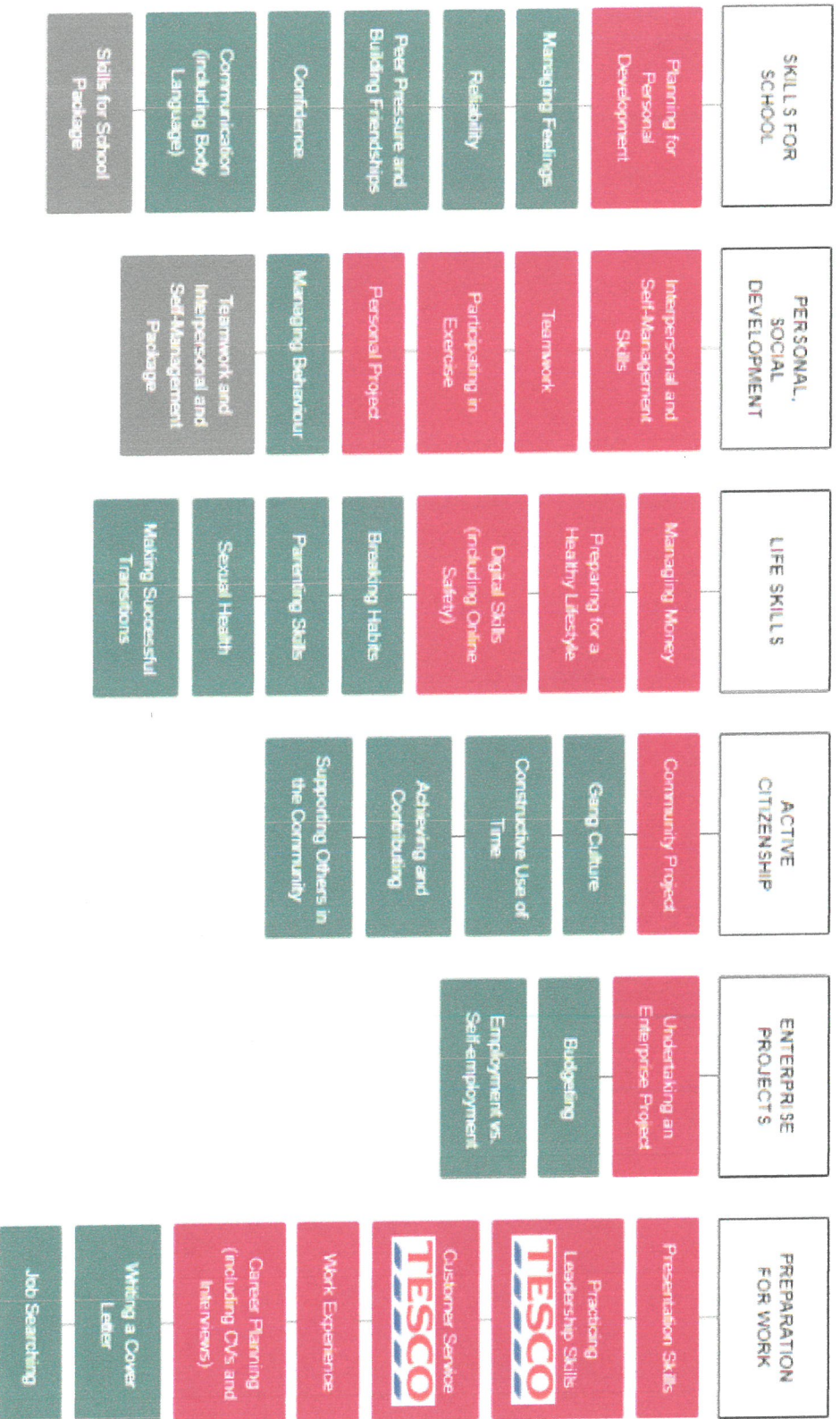
**Life Skills**

Improve attainment in education

**Personal & Social Development**



These activity areas are divided into units, with all relevant resources accessed via the Learning Hub:



■ Qualification units    
 ■ Additional topics    
 ■ Supporting resources    
 ■ Packages of Study

<p><b>Personal and Social Development</b></p>	<p>aims to improve the personal and social skills of the young people, help them to understand themselves better and communicate effectively in a range of social and educational situations</p>
<p><b>Life Skills</b></p>	<p>aims to prepare young people with vital skills and knowledge for independent living, including how to be healthy, manage money and stay safe</p>
<p><b>Active Citizenship</b></p>	<p>aims to help young people find out more about their local communities and to support them in playing a positive and active part in community-based projects</p>
<p><b>Enterprise Projects</b></p>	<p>aims to help young people to learn and practise the skills involved in developing new commercial ideas and creative projects. These skills include: teamwork, budgeting, risk management and leadership</p>
<p><b>Preparation for Work</b></p>	<p>aims to inspire young people to think about their employment and career plans by identifying their strengths and interests. Young people develop key employability skills such as CV-writing, interview and presentation skills and research. Work experience can be a valuable part of this module</p>
<p><b>Skills for School Yr 7-8</b></p>	<p>Transition programme for young people who are struggling with the move into secondary education</p>

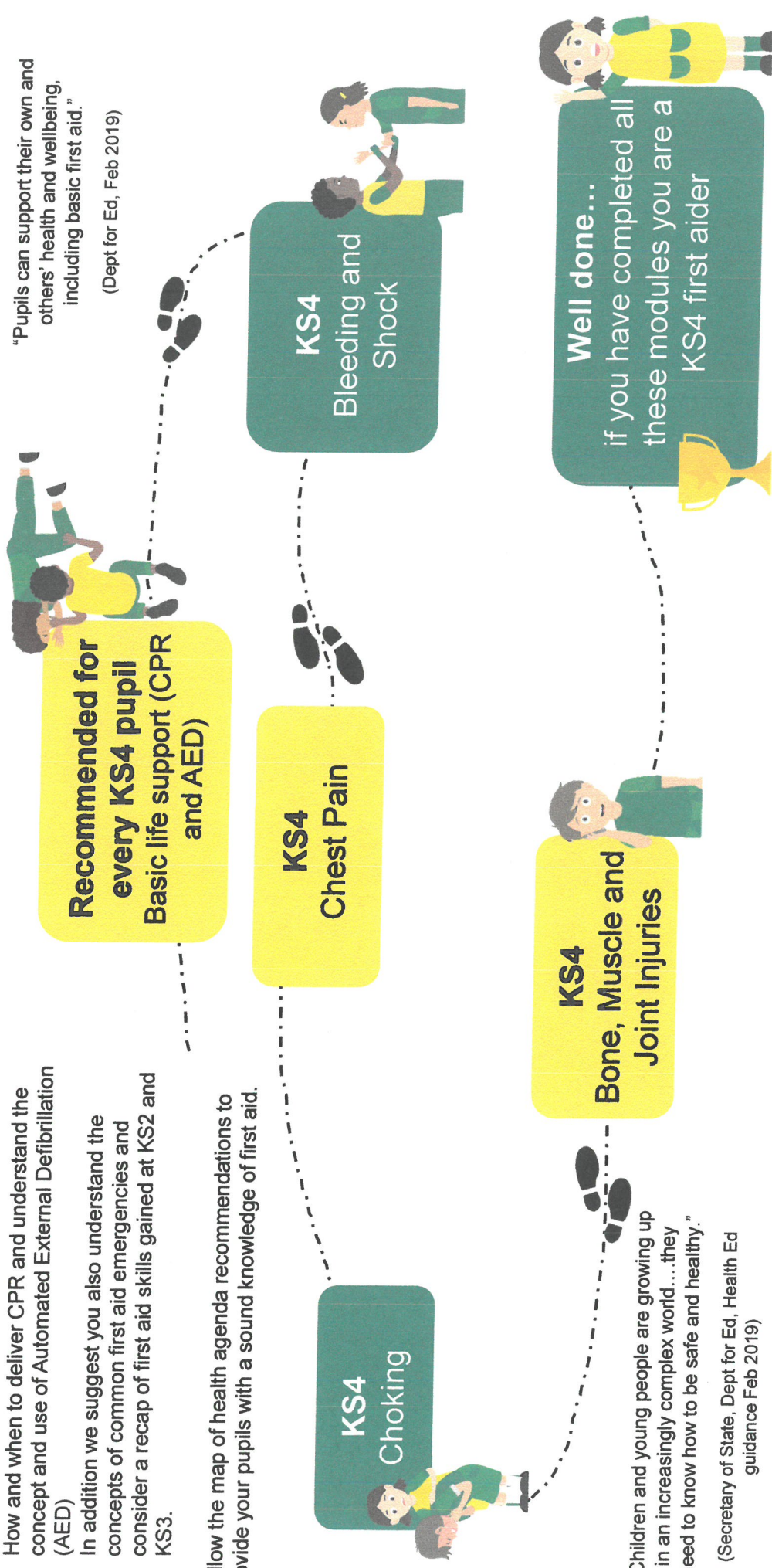
<b>Flexible Delivery Model Examples</b>	<b>Delivery Setting Examples</b>	<b>Suggested Time Required</b>	<b>Qualification Level</b>
<b>Three-year programme</b>	Years 7 – 11	Three hours - half a day per week	Diploma
<b>One or Two-year programme</b>	Across one year (e.g. Year 9 or Year 12) or across two years (e.g. Years 10 and 11), Youth Centre, FE College	Three hours - half a day per week	Certificate
<b>12 Week programme</b>	PRU, YOI, summer or taster course	Approximately half a day per week	Award
<b>Short programme (6 to 12 weeks)</b>	PRU, YOI, summer or taster course	Two - three days per week	Certificate

# KS4 First Aid Pathway

The Department for Education recommends that pupils at KS4 should know:

- How and when to deliver CPR and understand the concept and use of Automated External Defibrillation (AED)
- In addition we suggest you also understand the concepts of common first aid emergencies and consider a recap of first aid skills gained at KS2 and KS3.

Follow the map of health agenda recommendations to provide your pupils with a sound knowledge of first aid.



# Mental Health

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Building for the Future

Mental Health

Digital Literacy

Setting Goals

Healthy Lifestyle

Emotional Wellbeing

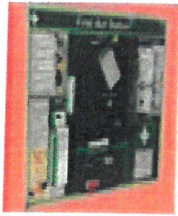
Discrimination



# Life skills

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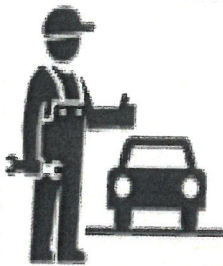
Building for their Future



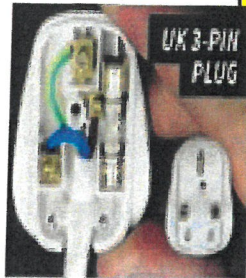
First Aid Skills



Car Maintenance



Household Maintenance



Cooking Skills



Growing your own



Budgeting





1. Look Cover Write Check Correct

# Look, Cover, Write, Check, Correct

Common at primary schools

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

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

2. Questions / Answers, Answers / Questions

## Questions/Answers, Answers/Questions

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

*Answer; 1910*

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

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

**Always check and correct!**

## 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.



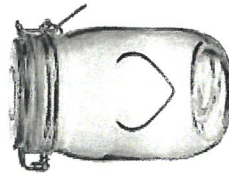
The Languages Department have been using Quizlet to help pupils build their vocabulary in the languages which they study. Every student should be signed up to their own class on Quizlet which contains lists of words that they need to know. Each list can be explored in a multitude of ways including study 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.

**"We want to catch  
YOU  
getting it right"**

*This rewards system is based on five key concepts*

1. Positivity: "kill them with kindness"
2. Calm communication
3. Tactical ignorance
4. Celebration of success
5. Preparation of the "real world"

# Forward Step Rewards System



*A forward Step student "works" for their "earnings" one day and then "cashes in" their "earning" the very next day.*



**What you  
have  
achieved  
today**



Yard Time

A Forward Step student could "cash in" their "earnings" and buy the following rewards:

1. Mobile phone
2. Vouchers
3. Yard Time
4. Raffle ticket

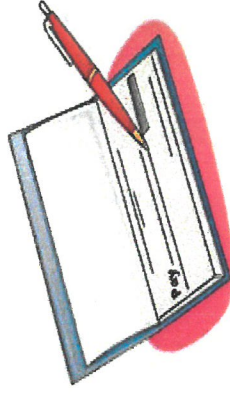
## Principals of Forward Step Rewards:

Students need to earn rewards for displaying good behaviour and attitude.

Students are 'paid' for their efforts

Students are given a cheque each day to 'buy' rewards the following day

Each week an employee of the week is awarded to a KS3 and a KS4 student



**Fresh start  
every day!**

## Getting it Right:

Hand over your phone when asked

Positive attitude in lesson

Arrive on time

Correct uniform

# Forward Step Journey

