



# King's Lynn Academy

## Knowledge Organisers

### Forward Step KS3

## The 'KLA 6' for Pupils



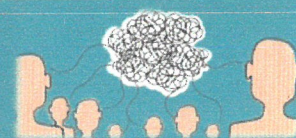
KING'S LYNN ACADEMY

 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



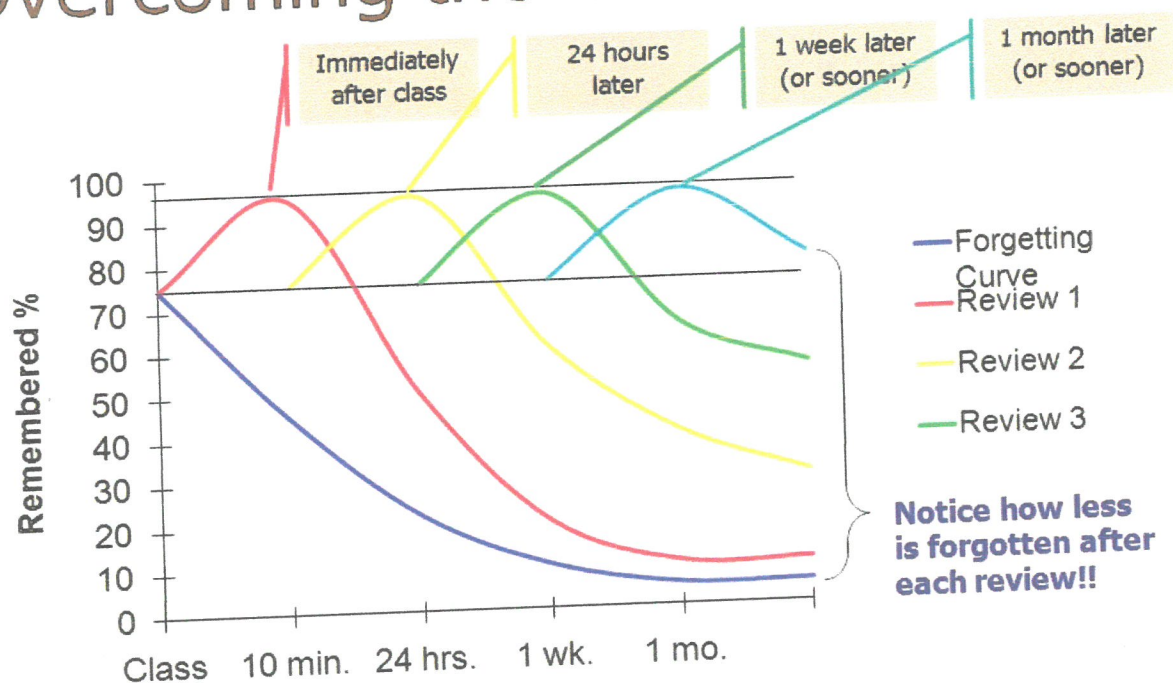
# Home Learning

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.



Your Future starts here

# Maths

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

Plans and Elevations

Probability of Equally Likely Outcomes; Mutually Exclusive Sum

Transformations; Enlargements Fractional Scale Factors

Basic Ideas of Probability; Frequency Trees;

Powers; Index Laws

Compare Quantities; Division of a Quantity as a Ratio;

**Term 3**

Linear Equations; Number Machines; Substitution;

Using Formulae

Polygons

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

Circle Terminology; Surface Area

Sequences and Rules; Nth Term of a Linear Sequence

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

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

**Term 2**

Vertical Line Charts; Comparing Data Using Graphs

Charts and Diagrams; Pie Charts;

Coordinates and Midpoints; Plotting Straight Line Graphs

Decimals; Terminating Decimals and Fractions

Rounding; Error Intervals; Limits of Accuracy

Adding and Subtracting Fractions; Multiplying Fractions

Use Scale Factors, Diagrams and Maps; Bearings

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

Products of Prime Factors

Place Value; Negative Numbers; Basic Arithmetic Bill

Collecting Like Terms; Multiplying Single Brackets; Factorise Single Bracket

Measuring Lines and Angles; Properties of Triangles;

Prime Numbers; LCM and HCF;

Questions; Estimation

**Term 1**

Integers; Operations; Order of Operations

Welcome to KLA your Journey starts here



# Knowledge Organiser Half Term 1

## Key Topics and Vocabulary

### Basic number

Integer, Decimal, Negative Number, Addition, Subtraction, Remainder, BIDMAS, Recurring Decimal

### Factors and multiples

Multiple, Factor, Lowest Common Multiple (LCM), Highest Common Factor (HCF), Prime Number, Prime Factor, Product of Prime Factors

### Basic algebra

Expression, Equation, Identity, Formula, Simplifying, Expand, Factorise,

### Angles

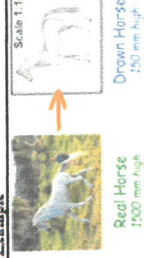
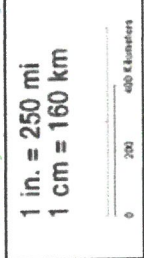
Types of Angles, Angle Notation, Angles at a Point, Angles on a Straight Line, Opposite Angles, Alternate Angles, Corresponding Angles, Co-Interior Angles

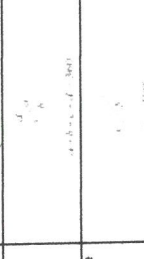
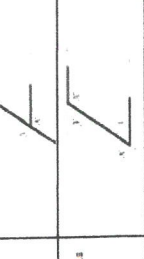
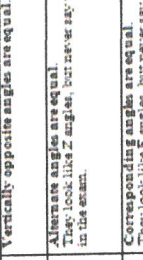
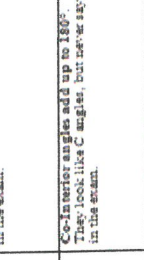
### Scale diagrams and bearings

Scale, Bearings, Compass Directions

| Topic/Skill                     | Definition/Tips                                                                                                                                                                                   | Example                                                                                                        |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 1. Multiple                     | The result of multiplying a number by an integer.                                                                                                                                                 | The first five multiples of 7 are:<br>7, 14, 21, 28, 35                                                        |
| 2. Factor                       | The times tables of a number.<br>A number that divides exactly into another number without a remainder.<br>It is useful to write factors in pairs.                                                | The factors of 18 are:<br>1, 2, 3, 6, 9, 18<br>The factor pairs of 18 are:<br>1, 18<br>2, 9<br>3, 6            |
| 3. Lowest Common Multiple (LCM) | The smallest number that is in the times tables of each of the numbers given.                                                                                                                     | The LCM of 3, 4 and 5 is 60 because it is the smallest number that divides into 6 times tables.                |
| 4. Highest Common Factor (HCF)  | The biggest number that divides exactly into two or more numbers.                                                                                                                                 | The HCF of 6 and 9 is 3 because it is the biggest number that divides into 6 and 9 exactly.                    |
| 5. Prime Number                 | A number with exactly two factors.<br>A number that can only be divided by itself and one.<br>The number 1 is not prime, as it only has one factor, not two.<br>A factor which is a prime number. | The first ten prime numbers are:<br>2, 3, 5, 7, 11, 13, 17, 19, 23, 29<br>The prime factors of 18 are:<br>2, 3 |
| 6. Prime Factor                 |                                                                                                                                                                                                   |                                                                                                                |
| 7. Product of Prime Factors     | Finding out which prime numbers multiply together to make the original number.<br>Use a prime factor tree.<br>Also known as 'prime factorisation'.                                                | $36 = 2 \times 2 \times 3 \times 3$<br>$18 = 2 \times 3 \times 3$<br>$9 = 3 \times 3$                          |

| Topic/Skill                | Definition/Tips                                                                                                          | Example                                                         |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1. Expression              | A mathematical statement written using symbols, numbers or letters.                                                      | $3x - 2$ or $5y^2$                                              |
| 2. Equation                | A statement showing that two expressions are equal.                                                                      | $2y - 1 = 15$                                                   |
| 3. Identity                | An equation that is true for all values of the variables.                                                                | $2x \equiv x - x$                                               |
| 4. Formula                 | An identity uses the symbol $\equiv$ . Shows the relationship between two or more variables.                             | Area of a rectangle = length $\times$ width or $A = L \times W$ |
| 5. Simplifying Expressions | Collect 'like terms'.                                                                                                    | $2x + 3y + 4x - 5y + 3$<br>$= 6x - 2y + 3$                      |
| 6. x times x               | Be careful with negatives.<br>$x^2$ and $x$ are not like terms.<br>The answer is $x^2$ not $2x$ .                        | $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$                          |
| 7. p x p x p               | Squaring is multiplying by itself, not by 2.<br>The answer is $p^3$ not $3p$ .                                           | If $p=2$ , then $p^2=2 \times 2=4$ , not $2 \times 3=6$         |
| 8. p + p + p               | The answer is $3p$ not $p^3$ .                                                                                           | If $p=2$ , then $2+2+2=6$ , not $2^3=8$                         |
| 9. Expand                  | To expand a bracket, multiply each term in the bracket by the expression outside the bracket.                            | $3(m + 7) = 3m + 21$                                            |
| 10. Factorise              | The reverse of expanding.<br>Factorising is writing an expression as a product of terms by 'taking out' a common factor. | $6x - 15 = 3(2x - 5)$ , where 3 is the common factor.           |

| Topic/Skill           | Definition/Tips                                                                                                                                                                                                               | Example                                                                                                                                                    |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Scale              | The ratio of the length in a model to the length of the real thing.                                                                                                                                                           |                                                                          |
| 2. Scale (Map)        | The ratio of a distance on the map to the actual distance in real life.                                                                                                                                                       | $1 \text{ in.} = 250 \text{ mi}$<br>$1 \text{ cm} = 160 \text{ km}$<br> |
| 3. Bearings           | 1. Measure from North (draw a North line)<br>2. Measure clockwise<br>3. Your answer must have 3 digits (eg 045°)                                                                                                              |                                                                        |
| 4. Compass Directions | Look out for where the bearing is measured from.<br>You can use an acronym such as 'Never Eat Shredded Wheat' to remember the order of the compass directions in a clockwise direction.<br>Bearings: NE = 045°, W = 270° etc. |                                                                                                                                                            |

| Topic/Skill                  | Definition/Tips                                                                                                                                                                       | Example                                                                             |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1. Types of Angles           | Acute angles are less than 90°.<br>Right angles are exactly 90°.<br>Obtuse angles are greater than 90° but less than 180°.<br>Reflex angles are greater than 180° but less than 360°. |    |
| 2. Angle Notation            | Can use one lower-case letter, eg. $\theta$ or $x$ .<br>Can use three upper-case letters, eg. $\angle BAC$ .                                                                          |   |
| 3. Angles at a Point         | Angles around a point add up to 360°.                                                                                                                                                 |  |
| 4. Angles on a Straight Line | Angles around a point on a straight line add up to 180°.                                                                                                                              |  |
| 5. Opposite Angles           | Vertically opposite angles are equal.                                                                                                                                                 |    |
| 6. Alternate Angles          | Alternate angles are equal.<br>They look like Z angles, but never say this in the exam.                                                                                               |   |
| 7. Corresponding Angles      | Corresponding angles are equal.<br>They look like F angles, but never say this in the exam.                                                                                           |  |
| 8. Co-Interior Angles        | Co-interior angles add up to 180°.<br>They look like C angles, but never say this in the exam.                                                                                        |  |



# Knowledge Organiser Half Term 2

## Key Topics and Vocabulary

### Basic fractions

Fraction, Numerator, Denominator, Unit Fraction, Reciprocal, Mixed Number, Simplifying Fractions, Equivalent Fractions, Comparing Fractions, Fraction of an Amount, Adding or Subtracting Fractions, Multiplying Fractions, Dividing Fractions

### Coordinates and linear graphs

Coordinates, Midpoint of a Line, Linear Graph, Plotting Linear, Graphs, Gradient, Finding the Equation of a Line given a point and a gradient, Finding the Equation of a Line given two points, Parallel Lines, Perpendicular Lines

### Basic decimals

Integer, Decimal, Negative Number, Addition, Subtraction, Multiplication, Division, Remainder, BIDMAS, Recurring Decimal

### Collecting and representing data

Frequency Table, Bar Chart, Types of Bar Chart, Pie Chart, Pictogram, Line Graph, Two Way Tables

### Perimeter and area

Perimeter, Area, Area of a Rectangle, Area of a Parallelogram, Area of a Triangle, Area of a Kite, Area of a Trapezium, Compound Shape

| Topic Skill                         | Definition Tips                                                                                                                                                                                                                                  | Example                                                                                                                                                                             |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Fraction                         | A mathematical expression representing the division of one integer by another.<br>Fractions are written as two numbers separated by a horizontal line.<br>The top number of a fraction.                                                          | $\frac{2}{4}$ is a 'proper' fraction.<br>$\frac{5}{4}$ is an 'improper' or 'top-heavy' fraction.<br>In the fraction $\frac{5}{4}$ , 3 is the numerator.                             |
| 2. Numerator                        | The bottom number of a fraction.                                                                                                                                                                                                                 | In the fraction $\frac{5}{4}$ , 5 is the denominator.                                                                                                                               |
| 3. Denominator                      | A fraction where the numerator is one and the denominator is a positive integer.                                                                                                                                                                 | $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ etc. are examples of unit fractions.                                                                                                        |
| 4. Unit Fraction                    | The reciprocal of a number is 1 divided by the number.<br>The reciprocal of $x$ is $\frac{1}{x}$ .<br>When we multiply a number by its reciprocal we get 1. This is called the 'multiplicative inverse'.                                         | The reciprocal of $\frac{3}{4}$ is $\frac{4}{3}$ .<br>$\frac{2}{3} \times \frac{3}{2} = 1$                                                                                          |
| 5. Reciprocal                       | A number formed of both an integer part and a fraction part.<br>Divide the numerator and denominator by the highest common factor.<br>Fractions which represent the same value.                                                                  | $3\frac{1}{2}$ is an example of a mixed number.<br>$\frac{20}{45} = \frac{4}{9}$<br>$\frac{2}{5} = \frac{4}{10} = \frac{6}{15}$ etc.                                                |
| 6. Mixed Number                     | To compare fractions, they each need to be rewritten so that they have a common denominator.<br>Ascending means smaller to biggest.<br>Descending means biggest to smallest.                                                                     | Put in to ascending order: $\frac{1}{2}, \frac{3}{4}, \frac{5}{6}$<br>Equivalent: $\frac{3}{6}, \frac{4}{6}, \frac{5}{6}$<br>Correct order: $\frac{3}{6}, \frac{4}{6}, \frac{5}{6}$ |
| 7. Simplifying Fractions            | Divide by the bottom, times by the top                                                                                                                                                                                                           | Find $\frac{1}{2}$ of £60<br>$60 \div 2 = 12$<br>$12 \times 2 = 24$                                                                                                                 |
| 8. Equivalent Fractions             | Find the LCM of the denominators to find a common denominator.<br>Use equivalent fractions to change each fraction to the common denominator.<br>Then just add or subtract the numerators and keep the denominator the same.                     | Multiples of 3: 3, 6, 9, 12, 15.<br>Multiples of 5: 5, 10, 15.<br>LCM of 3 and 5 = 15                                                                                               |
| 9. Comparing Fractions              | Multiply the numerators together and multiply the denominators together.<br>Keep the first fraction the same.<br>Flip the second fraction upside down.<br>Change the divide to a multiply.<br>Multiply by the reciprocal of the second fraction. | $\frac{2}{3} + \frac{1}{4} = \frac{2 \times 4}{3 \times 4} + \frac{1 \times 3}{4 \times 3} = \frac{8}{12} + \frac{3}{12} = \frac{11}{12}$                                           |
| 10. Fraction of an Amount           |                                                                                                                                                                                                                                                  |                                                                                                                                                                                     |
| 11. Adding or Subtracting Fractions |                                                                                                                                                                                                                                                  |                                                                                                                                                                                     |
| 12. Multiplying Fractions           |                                                                                                                                                                                                                                                  |                                                                                                                                                                                     |
| 13. Dividing Fractions              |                                                                                                                                                                                                                                                  |                                                                                                                                                                                     |

|                            |                                                                                                                                                                                                                             |                                                                                                                                |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1. Perimeter               | The total distance around the outside of a shape.<br>Units include mm, cm, m etc.                                                                                                                                           | Example: A rectangle with length 8 cm and width 5 cm.<br>$P = 8 + 5 + 8 + 5 = 26 \text{ cm}$                                   |
| 2. Area                    | The amount of space inside a shape.<br>Units include mm <sup>2</sup> , cm <sup>2</sup> , m <sup>2</sup>                                                                                                                     | Example: A rectangle with length 8 cm and width 5 cm.<br>$A = 8 \times 5 = 40 \text{ cm}^2$                                    |
| 3. Area of a Rectangle     | Length x Width                                                                                                                                                                                                              | Example: A rectangle with length 8 cm and width 5 cm.<br>$A = 8 \times 5 = 40 \text{ cm}^2$                                    |
| 4. Area of a Parallelogram | Base x Perpendicular Height<br>Not the slant height.                                                                                                                                                                        | Example: A parallelogram with base 8 cm and perpendicular height 5 cm.<br>$A = 8 \times 5 = 40 \text{ cm}^2$                   |
| 5. Area of a Triangle      | Base x Height ÷ 2                                                                                                                                                                                                           | Example: A triangle with base 8 cm and height 5 cm.<br>$A = \frac{8 \times 5}{2} = 20 \text{ cm}^2$                            |
| 6. Area of a Kite          | Split in to two triangles and use the method above.                                                                                                                                                                         | Example: A kite with diagonals 8 cm and 5 cm.<br>$A = \frac{8 \times 5}{2} = 20 \text{ cm}^2$                                  |
| 7. Area of a Trapezium     | $\frac{(a+b)}{2} \times h$<br>Half the sum of the parallel sides, times the height between them. That is how you calculate the area of a trapezium.<br>A shape made up of a combination of other known shapes put together. | Example: A trapezium with parallel sides 8 cm and 5 cm, and height 5 cm.<br>$A = \frac{(8+5)}{2} \times 5 = 27.5 \text{ cm}^2$ |
| 8. Compound Shape          |                                                                                                                                                                                                                             |                                                                                                                                |



# English

KING'S LYNN ACADEMY



Writing for pleasure -  
creative



Blood Brothers –  
British Society in 20<sup>th</sup>  
Century



How to write an  
argument

1984 and Orwell



Term 3

Descriptive  
Writing  
Response



Of Mice and  
Men

Understanding  
Conflict and  
Power in 20<sup>th</sup>  
Century Society



Writing to argue a  
point of view

Term 2

War and  
Conflict  
Poetry 1914-  
1940

Short story structure



Texts  
associated  
with Gothic  
Genre

Sherlock  
Holmes 1982



The Gothic  
Early 1800s  
– Gothic  
setting

Term 1





### Gothic Characters:

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

**Gothic Plots:**  
May involve  
journeys, pur-  
sues and rescues

**The Gothic explores our darkest fears and taboos.**

## Gothic Reading:

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

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

**Gothic Weather:**

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

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



### Generic Conventions of detective stories:

'Who dunnit?' The reader is invited to actively engage and play detective themselves, using their powers of deduction  
There is an enigmatic detective  
There are other stock or archetypal characters  
The action builds up, keeping the reading engaged with clues, plot twists and red herrings until the big reveal  
The denouement follows and all loose ends are tied up

### The Adventures of Sherlock Holmes Background:

*The Adventures of Sherlock Holmes* is a collection of twelve short stories by Arthur Conan Doyle, published in 1892. The stories were first published in twelve monthly issues of *The Strand Magazine* from July 1891 to June 1892. They feature the most famous fictional detective, Sherlock Holmes and are all narrated by Dr Watson.

## The Adventures of Sherlock Holmes Knowledge Organiser



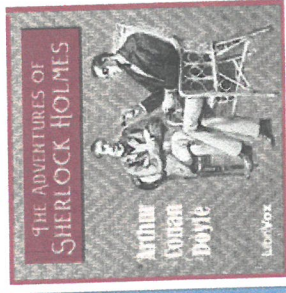
### The Adventures of Sherlock Holmes Stories:

- A Scandal in Bohemia
- The Red-Headed League
- A Case of Identity
- The Boscombe Valley Mystery
- The Five Orange Pips
- The Man With the Twisted Lip
- The Adventure of the Blue Carbuncle
- The Adventure of the Speckled Band
- The Adventure of the Engineer's Thumb
- The Adventure of the Noble Bachelor
- The Adventure of the Beryl Coronet
- The Adventure of the Noble Beeches



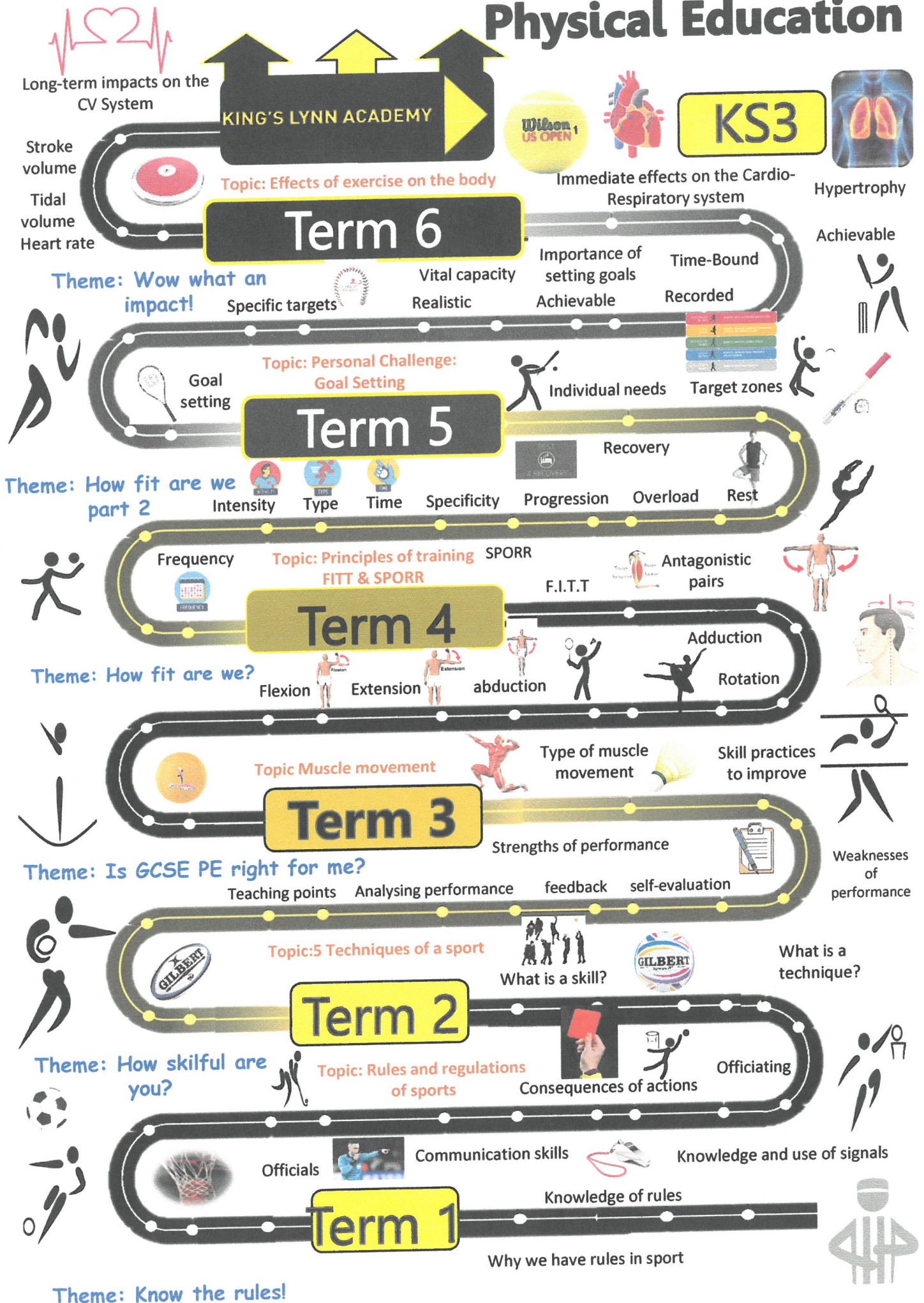
### Sherlock Holmes Study Vocabulary:

- |               |                    |
|---------------|--------------------|
| Convention    | Establishment      |
| "whodunnit"   | Delineation        |
| Chronicle     | Stereotype         |
| Proposition   | Gender role        |
| Deduction     | Compassion         |
| Inference     | Deduction          |
| Symbolism     | Explicit/implicit  |
| Enigma        | Red herrings       |
| Suspense      | Machiavellian,     |
| Angst         | Immoral            |
| Deduction     | Moral              |
| Analysis      | Amoral             |
| Denouement    | Binary oppositions |
| Tenacious     | Catharsis          |
| Archetype     | Ambiguity          |
| Bias          | Neologism          |
| Embellishment | Transhistorical    |
| Intrigue      | Transience         |
| Ennui         |                    |





# Physical Education

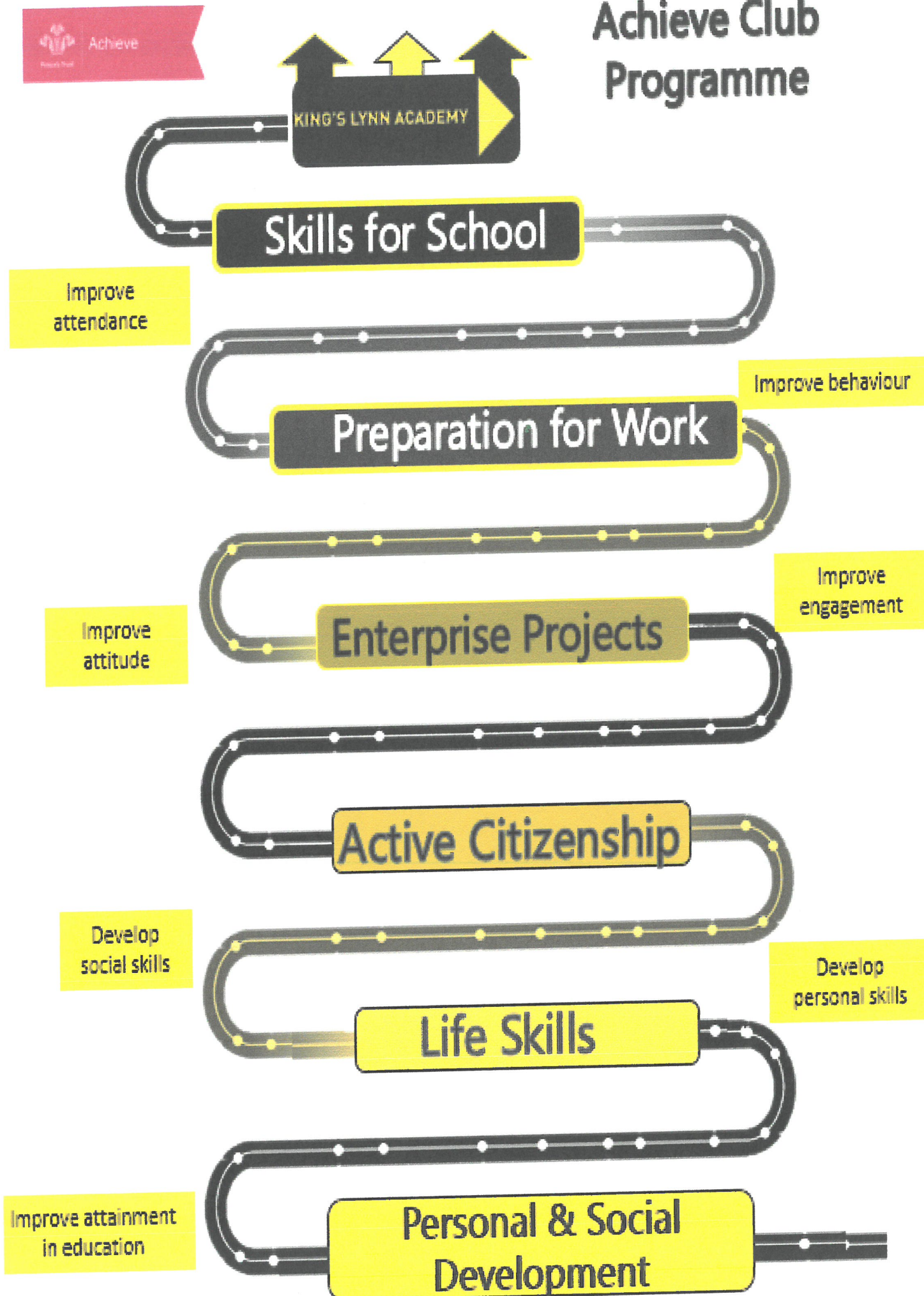




# KS3

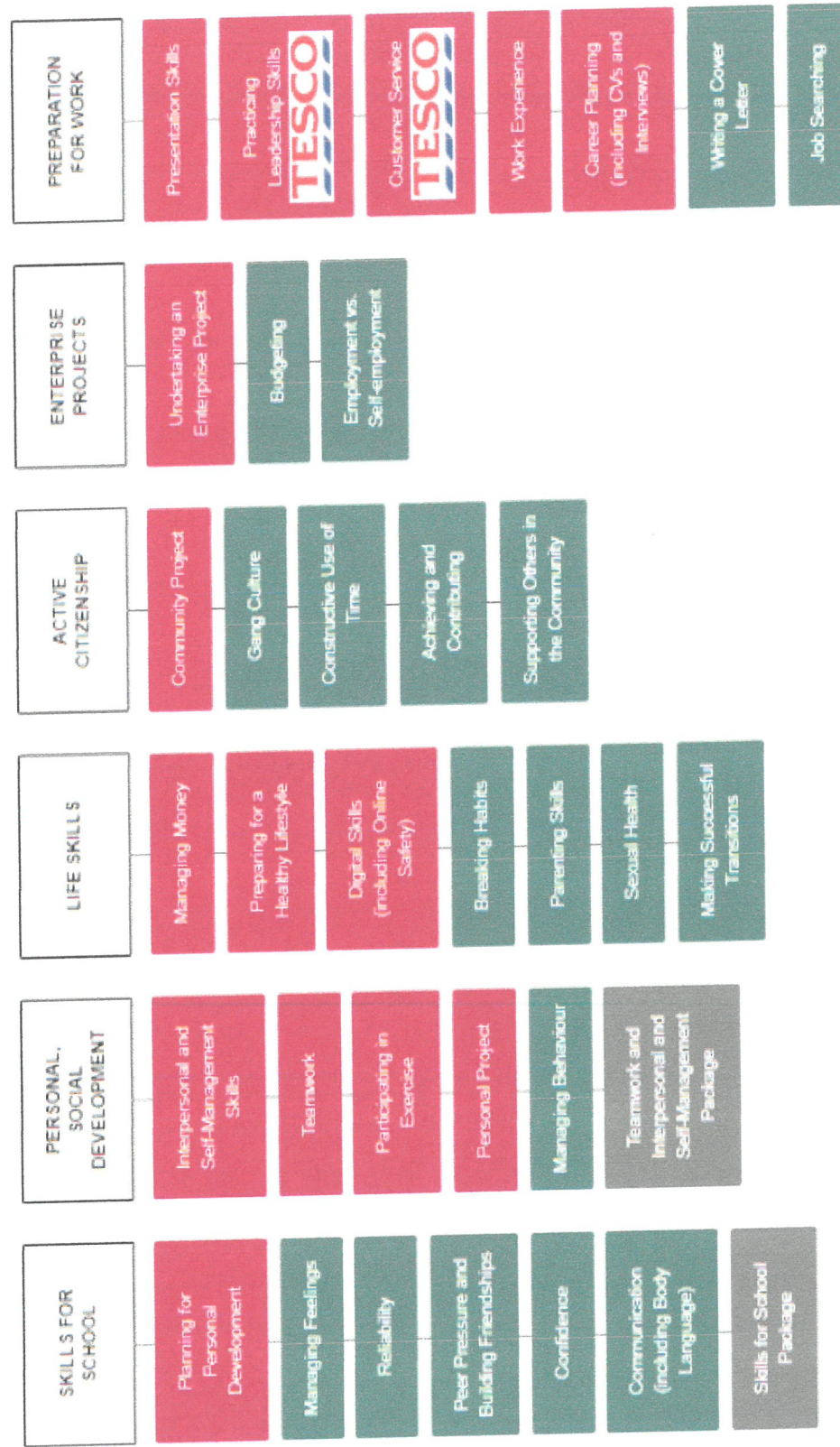
| Information          | Term 1                                                                            | Term 2                                                                                                                    | Term 3                                                                                                           | Term 4                                                                                                                                                           | Term 5                                                                                              | Term 6                                                                                                                                    |
|----------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>         | <b>Move and Groove</b>                                                            | <b>Hustle to gain more muscle.</b>                                                                                        | <b>Change for life!</b>                                                                                          | <b>Battle of the components of fitness?</b>                                                                                                                      | <b>Born to win</b>                                                                                  | <b>Dare to be great!</b>                                                                                                                  |
| <b>Activities</b>    | Basketball<br>Football<br>Badminton<br>Multi-gym                                  | Basketball<br>Football<br>Badminton<br>Multi-gym                                                                          | Basketball<br>Football<br>Badminton<br>Multi-gym                                                                 | Basketball<br>Football<br>Badminton<br>Multi-gym                                                                                                                 | Basketball<br>Football<br>Badminton<br>Multi-gym                                                    | Basketball<br>Football<br>Badminton<br>Multi-gym                                                                                          |
| <b>Topics</b>        | Training session - Warm-up and cool-down. (Stages and benefits)                   | Knowledge of major muscles in the body                                                                                    | Reasons for taking part<br>Healthy lifestyles                                                                    | Components of fitness & Testing.<br>- How they impact on performance?                                                                                            | Components of fitness.                                                                              | Olympics values                                                                                                                           |
| <b>Key Concepts</b>  | Health and Well-being                                                             | Understanding the body                                                                                                    | Movement in society                                                                                              | Health and well-being/ Personal Challenge                                                                                                                        | Health and well-being/ Personal Challenge                                                           | Movement in society                                                                                                                       |
| <b>Key Knowledge</b> | Stages of a training session<br>Benefits of a warm-up<br>Benefits of a cool down. | Bicep, triceps, trapezius, deltoid, abdominals, latissimus dorsi, gluteus Maximus, quadriceps, hamstrings, gastrocnemius. | Reason why people take part in sport (Physical, social and mental)<br>Healthy lifestyle<br>Positive and negative | Fitness test procedure.<br>Components:<br>1. Cardiovascular endurance<br>2. muscular endurance<br>3. muscular strength<br>4. flexibility<br>5. Body composition. | Definition of component of fitness:<br>1. Speed<br>2. Power<br>3. Reaction time<br>4. Co-ordination | Olympic and Paralympic values:<br>Friendship<br>Respect<br>Excellence<br>Tolerance<br>Courage<br>Equality<br>Determination<br>Inspiration |
| <b>Assessment</b>    | Multiple choice questions. Practical - lead a warm-up to a group of 10 students.  | Multiple choice test.                                                                                                     | Lifestyles poster identifying 5 factors that would impact on a sports performer.                                 | Pick a sports performer and define the components of fitness and why they need them.                                                                             | Multiple choice test                                                                                | Design an Olympics poster.                                                                                                                |







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



| <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                |



|                                        |                                                                                                                                                                                                                                                                                                     |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal and Social Development</b> | 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                                                                                                           |
| <b>Life Skills</b>                     | aims to prepare young people with vital skills and knowledge for independent living, including how to be healthy, manage money and stay safe                                                                                                                                                        |
| <b>Active Citizenship</b>              | 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                                                                                                                                         |
| <b>Enterprise Projects</b>             | 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                                                                                             |
| <b>Preparation for Work</b>            | 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 |
| <b>Skills for School Yr 7-8</b>        | Transition programme for young people who are struggling with the move into secondary education                                                                                                                                                                                                     |



# Mental Health

KING'S LYNN ACADEMY

Building for the Future



Mental Health



Digital Literacy

Setting Goals



Healthy Lifestyle



Emotional Well-being

Emotional Wellbeing



Discrimination





# Life skills

KING'S LYNN ACADEMY

Building for their Future



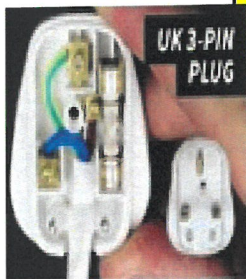
First Aid Skills



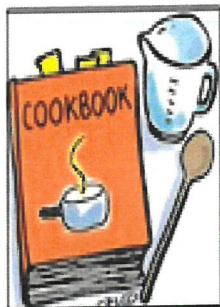
Car  
Maintenance



Household Maintenance



Cooking Skills



Growing your own



Budgeting



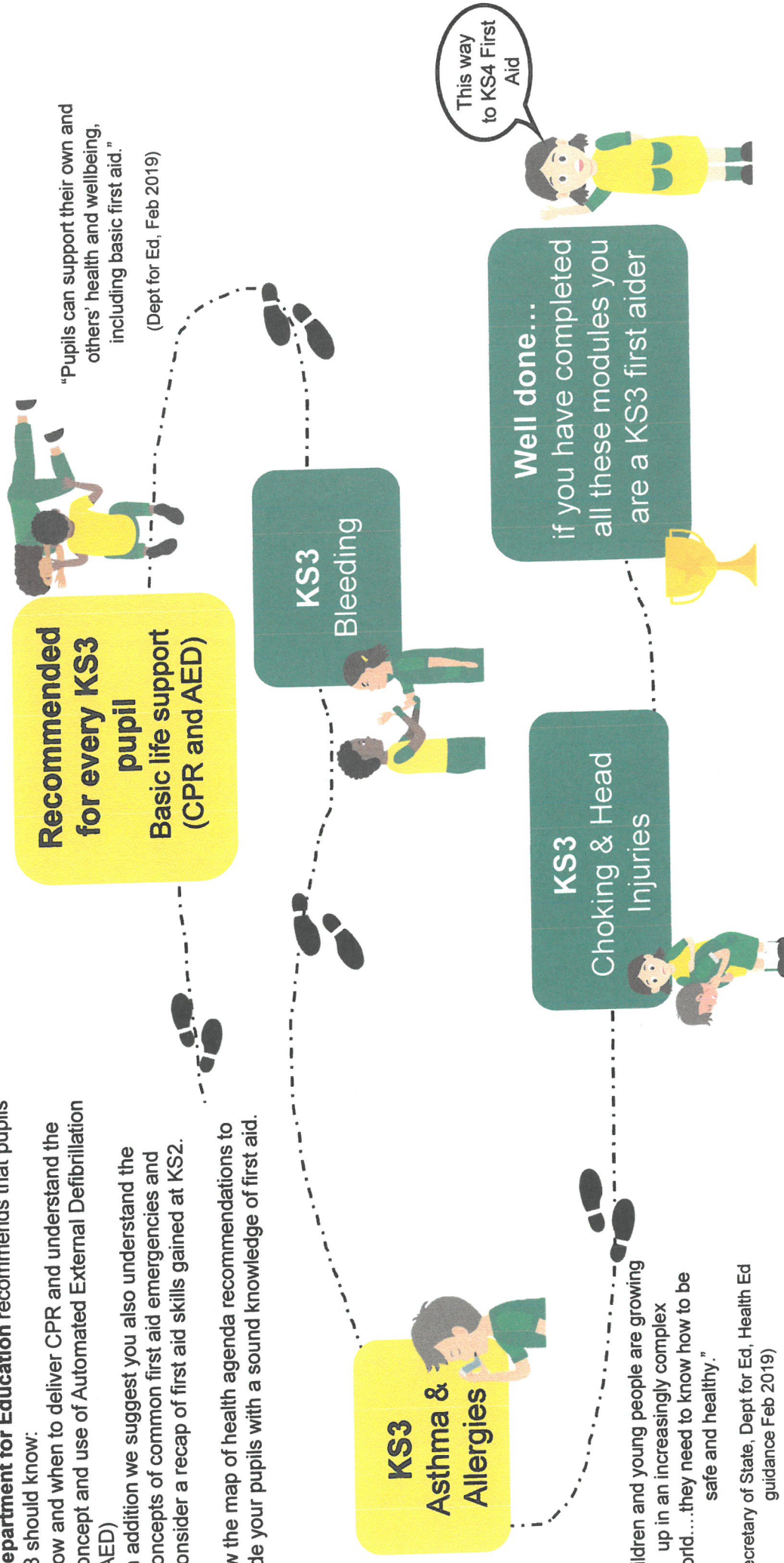


# KS3 First Aid Pathway

The Department for Education recommends that pupils at KS3 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.

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





1. Look Cover Write Check Correct

# Look, Cover, Write, Check, Correct

Common at primary schools

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

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

2. Questions / Answers, Answers / Questions

## Questions/Answers, Answers/Questions

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

Answer; 1910

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

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

**Always check and correct!**



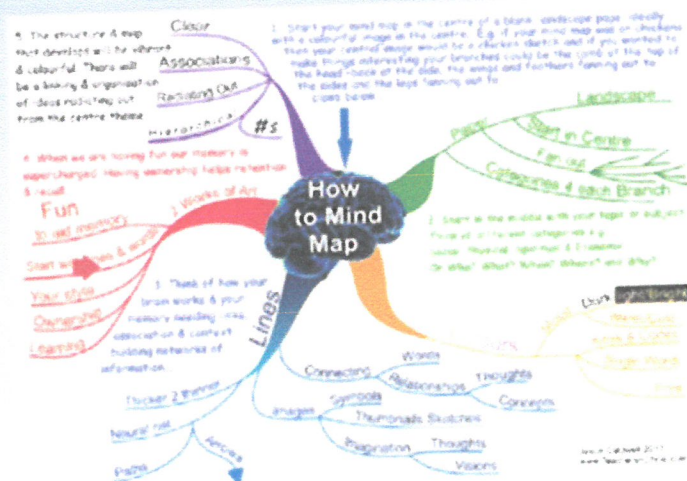
### 3. Map Your Mind

## Mind Maps



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

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



### 4. Clock Learning

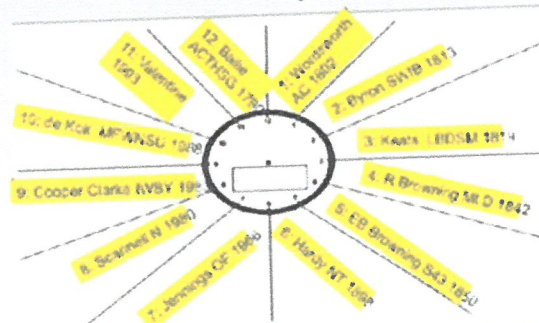
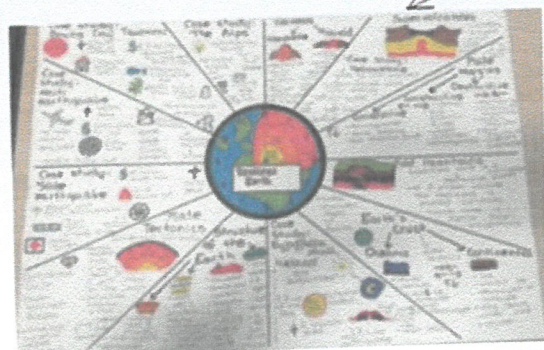
## Clock Learning

For this technique you draw a basic clock.

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

or

Use it to help visualise a timeline.





## Further Optional Home Learning

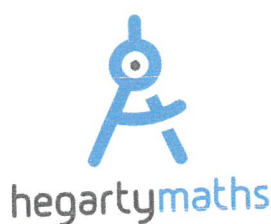
From time to time pupils may wish to consolidate and strengthen their understanding independently, and we recommend pupils utilising the following e-learning resources:



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



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



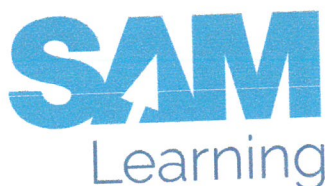
We have used HegartyMaths for two years now and recommend it without hesitation. It has a comprehensive series of video lessons followed by bespoke lessons. The skills are demonstrated through minimally different and carefully scaffolded worked examples. Pupils can revisit any concept to get deliberate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



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



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



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



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



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



**"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

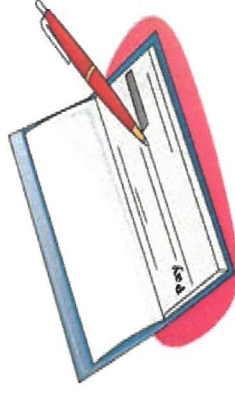
## Principals of Forward Step Rewards:

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

