

‘Success is the
sum of small
efforts repeated
day in and out.’



Aspire Achieve Thrive

Name:

Tutor:

Half Term 6 2022-23

Science

French

KNOWLEDGE ORGANISER

History

Geography

9

English

Hegarty

Maths

Modern Britain

QUESTIONS STEMS



Use these to help you set your own questions.
Try to use some from each section.

Simple Question Stems - recognising and recalling

Where is it?	Describe what happens when?
What is?	How would you define?
When did it happen?	How would you recognise?
How is?	Which one?
Why did?	Explain what is meant by?

More complex questions

Identify the pros and cons of	What do you think about?
What would be the result of?	Which is the most important factor?
What explanation can you give for	What could you suggest about?
What is the problem with?	What would happen if?
What can you point out about?	What is the most important reason why

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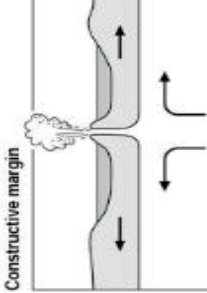
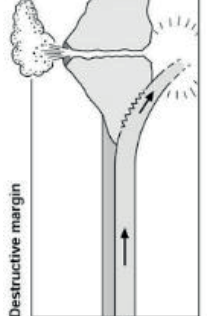
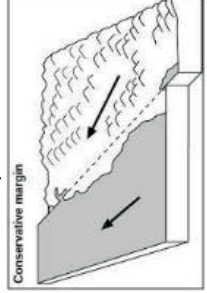
Book Pride

1	2
• No dates and titles are underlined • Work is very untidy • Extended writing tasks are incomplete • SPaG errors being repeated Show more PRIDE in your learning. Be proud to learn and be proud of your work.	• Some dates and titles are underlined • Work is untidy • Extended writing tasks are short • SPaG errors being repeated
3	4
• Most dates and titles are underlined • Work is usually neat and well presented • Extended writing tasks are good • SPaG is usually correct	• All dates and titles are underlined • Work is exceptionally neat and well presented • Extended writing tasks are outstanding • SPaG is consistently correct You are RESILIENT. You always show PRIDE in your work.

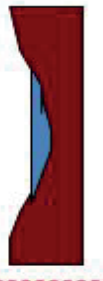
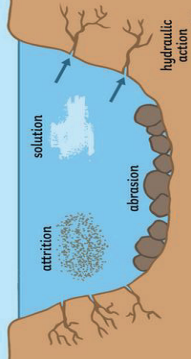
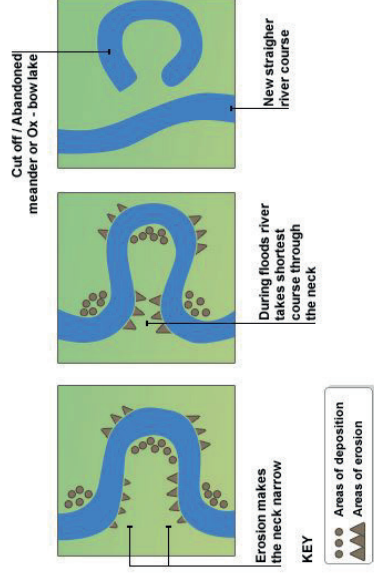
Year 9 - Half term 6 (05/6/2023 → 21/7/2023) - Written Homework Plan

	Monday		Tuesday		Wednesday		Thursday	Friday
	Geography	Computing	French	Art	Science	Modern Britain	History	Health
Week 1	Revision: Tectonic Hazards	Social Engineering	Being Healthy /Food & Drink Keywords and Definitions	Reflective Recording	Biology / Chemistry / Physics Keywords and Definitions	Religious Attitudes to Wealth	Women in Nazi Germany	Tennis
Week 2	Revision: Nepal & Chile earthquakes	Binary Mosaic	Being Healthy /Food & Drink Keywords and Definitions	Contextual Understanding: Keywords and Definitions	Biology / Chemistry / Physics Keywords and Definitions	Religious views on Poverty and its causes	Youth Policies and Opposition	Softball
Week 3	Revision: Rivers	Malware	Being Healthy /Food & Drink Keywords and Definitions	Andy Warhol Shepard Fairey	Biology / Chemistry / Physics Keywords and Definitions	Islam Teachings and Beliefs Human Rights Social Justice	Revision for Assessment	Athletics
Week 4	Revision: Rivers	Good Vibrations	Being Healthy /Food & Drink Keywords and Definitions	Creative Making	Biology / Chemistry / Physics Keywords and Definitions	Thinking ME: Cardiovascular System	Jewish Persecution	Thinking ME: Cardiovascular System
Week 5	Coastal management	Prevention Techniques	Being Healthy /Food & Drink Keywords and Definitions	Reflective Recording	Biology / Chemistry / Physics Keywords and Definitions		Minority Policies	Thinking ME: Cardiovascular System
Week 6 & 7	Lyme Regis	Sonic Playground	Being Healthy /Food & Drink Keywords and Definitions	Contextual Understanding: Keywords and Definitions	Biology / Chemistry / Physics Keywords and Definitions	Role of the Family	Living and Working Standards in Nazi Germany	Healthy Me: Healthy Eating Nutrients

Geography Year 9 Term 6 Revision and Coasts DME

Session	Key terms	Specific knowledge	Geographical Concepts
Week 1 Revision (Tectonic hazards)	Seismic waves: energy released from an earthquake Fault plane: a line of weakness in which an earthquake occurs Focus: the point in the crust where the earthquake is created Epicentre: the point on land directly above the focus	Plate margins Constructive: Plates move apart, creating new land in the gap. Cause volcanoes Destructive: Plates move towards each other. Oceanic crust is subducted beneath continental crust. Causes volcanoes and earthquakes Conservative: Plates slide past each other, cause earthquakes   	How do earthquakes form? - On a conservative Plate margin the two plates move in opposite directions. - The margins of the plates are not smooth which causes friction so pressure builds up. - A threshold is reached and the pressure is released as seismic waves. - The seismic waves cause the earthquake. - An example is the San Andreas fault in USA. - Shallow earthquakes often cause more damage than deep earthquakes
Week 2 Revision (Nepal and Chile earthquakes)	Nepal, 2015 (LIC) Date: 25 April 2015 Magnitude: 7.9 Damage: S\$5 billion Chile, 2010 (HIC) Date: February 2010 Magnitude: 8.8 Damage: US\$30 billion	Nepal, 2015 (LIC) Primary effects 9000 killed, 20,000 injured - most people were killed by collapsing buildings. Widespread damage to buildings and roads, including 7000 schools destroyed. Secondary effects Landslides/avalanches cut off villages / Mt Everest avalanche killed 19 people Immediate responses Overseas aid e.g. Oxfam Aid including helicopters for search and rescue on Mt Everest. 300,000 people migrated from Kathmandu to friends/family for support/shelter Long-term responses Roads repaired, landslides cleared, flood lakes drained. International conference for technical/financial help. Chile, 2010 (HIC) Primary effects 500 killed, 120,000 injured, 800,000 people affected. Power, water and communications cut. Secondary effects Coastal towns devastated by tsunami Chemical plant fire near Santiago forced evacuations Immediate responses: Key roads repaired within 24 hours Most power and restored within 10 days US\$60 million national appeal built 30,000 emergency wooden shelters Long term responses: Strong economy reduced the need for foreign aid Government reconstruction plan to rebuild 200,000 homes Full recovery in 4 years	

Geography Year 9 Term 6 Revision and Coasts DME

Session	Key terms	Specific knowledge	Geographical Concepts
Week 3 Revision (Rivers)	Cross profile- The side to side cross-section of a river channel and/or valley. Long profile- The gradient of a river, from its source to its mouth. Source-the start of a river Mouth- The place where a river enters a lake, larger river, or the ocean Erosion- The wearing away and removal of material by a moving force, such as a breaking wave Lateral erosion Sideways erosion by a river on the outside of a meander channel. It eventually leads to the widening of the valley and contributes to the formation of the flood plain. Vertical erosion- Downward erosion of a river bed.	Upper Course of a River: Near the source, the river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys. 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. Lower Course of a River: Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited. Upper Course  Middle Course  Lower Course 	Hydraulic action-The force of the river against the banks causes air to be trapped in cracks and crevices. The pressure weakens the banks and gradually wears it away Abrasion- Rocks carried along by the river wear down the river bed and banks. Attrition-Rocks being carried by the river smash together and break into smaller, particles. Solution - When the water dissolves certain types of rocks, eg limestone 
Week 4 Revision (Rivers)	Meander -A pronounced bend in a river Ox-bow lake- An arc-shaped lake which has been cut off from a meandering river.		Formation of an Ox-Bow Lake. 1. Erosion of outer bank forms river cliff. Deposition inner bank forms slip off slope. 2. Further hydraulic action and abrasion of outer banks, neck gets smaller. 3. Erosion breaks through neck, so river takes the fastest route, redirecting flow 4. Evaporation and deposition cuts off main channel leaving an oxbow lake

Geography Year 9 Term 6 Revision and Coasts DME

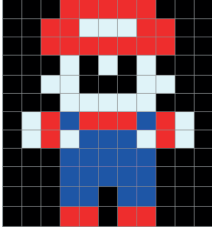
Session	Key terms	Specific knowledge	Geographical Concepts
Week 5 Coastal management	Hard engineering: Using artificial, man-made structures to control natural processes Soft engineering: Environmentally friendly techniques that work with natural processes to protect the coast	Groynes: Wood barriers prevent longshore drift, so the beach can build up. £150,000 each (every 200m) Advantage: Beach still accessible. Disadvantage: No deposition further down coast = erodes faster further down the coast. Sea Walls: Concrete walls break up the energy of the wave. Has a lip to stop waves going over. £1,000,000 per 100m Advantage: Long life span and highly effective protection. Disadvantage: Can look obtrusive and expensive and high maintenance costs. Gabions: Cages of rocks absorb the waves energy, protecting the cliff behind. £50,000 per 100m Advantage: Cheap to produce and flexible in final design Disadvantage: The look very unattractive and Cages rust in 5-10 years. Rip rap or rock armour: Large boulders dumped at the foot of a cliff £200,000 per 100m Advantage: Provide interest at the coast, e.g fishing Disadvantage: Can be expensive to transport rocks and don't fit with local geology Beach Nourishment: Beaches built up with sand, so waves have to travel further before eroding cliffs. Cost: £500,000 per 100m Advantage: Cheap and easy to maintain and provide a beach for tourists. Disadvantage: Needs replacing especially after storms and offshore dredging damages seabed. Dune regeneration: Marram grass is planted to stabilize dunes and help them develop. Cost: £200-£2,000 per 100m Advantage: Creates wildlife habitats. Disadvantage: Time consuming to plant and fence off marram grass, and growth time long. Management plan: <u>Phase 1:</u> 1990 - 95, new sea wall / promenade built. 2003-04 cliffs stabilized cost £1.4m <u>Phase 2:</u> 2005 - 2007, further sea walls and promenade built, wide shingle beach created with shingle dredged from the English channel and imported from France and rock armour added to The Cobb. Total cost: £22m <u>Phase 3:</u> Not undertaken. Costs outweigh the benefits, so it was decided that the area west of The Cobb should be left alone. <u>Phase 4:</u> 2013 - 2015, a second sea wall is constructed in front of the first to provide extra protection. Extensive nailing and drainage completed on the cliffs to stabilize the rock and protect 480 homes. Total cost £20m	
Week 6 Lyme Regis	Location: Lyme Regis is a small coastal town on the south coast of England, famous for its fossils! Much of the town is built on unstable cliffs. The coastline is eroding rapidly		
Week 7 How successful is the coastal management at Lyme Regis?		Positive outcomes: - New beaches have increased visitor numbers and seaside businesses are thriving - New defences have stood up to recent storms - The harbour is now better protected, benefiting boat owners and fishermen as well as cafes and businesses on the seafloor - The work has secured 390 metres of coastline between Church Cliff and East Cliff for the next 50 years 480 homes have been saved from damage or loss of access - A new promenade has been built as a result of the sea wall along the sea front allowing tourists and residents to walk along the whole beach even at high tide	Negative outcomes: - Increased visitor numbers has lead to conflict with locals as traffic, waste and pollution have increased. - Some people think the new defences have spoilt the natural coastal landscape as they are obtrusive and unnatural - Stabilizing the cliffs prevents landslips which reveal new, important fossils - The coastal management strategy has been expensive (over £35 million has been spent since 1994) for such a small community - The protection will only last about 50 years until the money needs to be spent again

Year 9 Computing - Assessment Point 2

Week 1: Social Engineering (Topic 3):

Keywords	Knowledge
Social Engineering - A set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes. Phishing - The process of writing fake emails in order to collect details.	Shouldering (also known as shoulder surfing) is an attack designed to steal a victim's password or other sensitive data. It involves the attacker watching the victim while they provide sensitive information, for example, over their shoulder. This type of attack might be familiar; it is often used to find out someone's PIN at a cash machine. How to spot phishing emails: • Unexpected email with a request for information • Message content contains spelling errors • Suspicious hyperlinks in email: ◦ Text that is hyperlinked to a web address that contains spelling errors and/or lots of random numbers and letters. ◦ Text that is hyperlinked to a domain name that you don't recognise and/or isn't connected to the email sender. • Generic emails that don't address you by name or contain any personal information that you would expect the sender to know. Example Question: How can we detect a phishing email?

Week 2: Binary Mosaic (Topic 4):

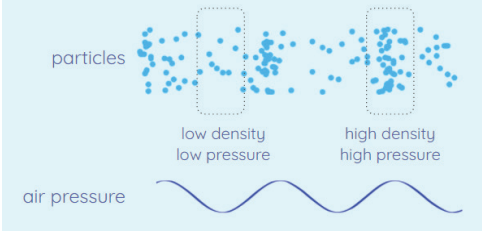
Keywords	Knowledge
Binary - A collection of 0s and 1s that a computer uses to represent information Bits - Short for binary digit and is the smallest unit of data in a computer system Pixel - Individual blocks of a single colour that make up a picture	  To calculate the number of bits in your image The number of pixels (height x width of grid) x number of bits per pixel 6x6 grid with 2 bits per pixel = 6 x 6 = 36, 36 x 2 = 72 bits The number of pixels in a digital image is called the image resolution The higher the number of pixels (and therefore the resolution) the better quality the image will be The (fixed) number of binary digits used to represent each pixel's colour is the colour depth Example Question: What is a pixel?

Week 3: Malware (Topic 3):

Keywords	Knowledge
Malware - This is software that is designed to gain access to your computer with malicious intent. Spyware - This is unwanted software that monitors and gathers information on a person and how they use their computer.	Viruses are a malicious form of self-replicating software. Once on a computer or network, a virus will replicate itself by maliciously modifying other computer programs and inserting code. Worms replicate themselves but do not attach themselves to files as a virus does. Instead, worms spread through the network and use the system's resources. Ransomware is a form of virus, as it is self-replicating. Specifically, ransomware locks a computer, encrypts files, and therefore prevents the user from being able to access the data. A trojan is a piece of software that appears to perform a useful function (such as a game) but unbeknown to the user it also performs malicious actions. Example Question: Why would someone want to use spyware?

Year 9 Computing - Assessment Point 2

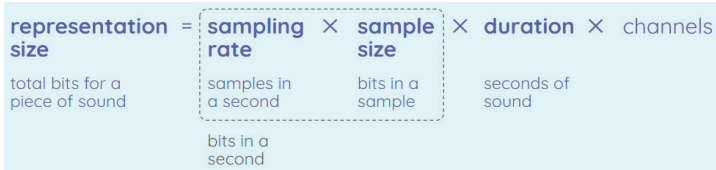
Week 4: Good Vibrations (Topic 4):

Keywords	Knowledge
Sound - made up of vibrations, or sound waves, that we can hear. These sound waves are formed by objects vibrating (shaking back and forth). Analogue- continuous streams; individual points can have any value Digital - represented as a sequence of binary digits	Sound is a wave. Vibrations can set particles in motion, generating variations in density (pressure)  Microphones convert variations in pressure to variations in electric voltage. Digital devices <u>represent</u> these waveforms as sequences of bits. Speakers convert variations in electric voltage to variations in pressure. Digital devices <u>produce</u> these waveforms from sequences of bits. Digitising sound requires sample voltage taken at regular time intervals and for each sample a sequence of bits is recorded The number of measurements taken per second is called the sampling rate. The number of binary digits recorded for each measurement is called the sample size Example Question: What is a sample size when converting sound?

Week 5: Prevention Techniques (Topic 3):

Keywords	Knowledge
Anti-malware - This is software that scans any file that is able to execute (run) programs. Authentication - This is where users are given login details that must be used to access a system.	A firewall checks incoming and outgoing network traffic. It scans the data to make sure it doesn't contain anything malicious and that it follows the rules set by the network. For example: A learner tries to use a website full of free games. The rules of the network are set to disallow this and the firewall stops the learner from accessing the website. User permission will be set out on a network to say how a network should be used Users on a network can be put into groups, with each group having a unique set of privileges, such as: • Which network drives they have access to • Their read/write permissions • Which printers they are able to use • What software they can use • Which websites they are allowed to access Example Question: What is a user permission that can be placed on someone's account?

Week 6: Sonic Playground (Topic 4):

Keywords	Knowledge
Sampling rate - The number of measurements taken per second. Sample size - The number of binary digits recorded for each measurement	How many bits are required to represent a piece of sound?  The higher the sampling rate and sample size, the better the quality of the sound file. However this increases the file size Example Question: What reasons might be given for an audio file lacking in quality?

Y9 FRENCH K.O - HALF TERM 6

BEING HEALTHY + FOOD & DRINK

5. Qu'est-ce que tu manges d'habitude? *What do you usually eat?*

Time phrase	Verb	Food	Drink
Normalement pour le petit-déjeuner <i>Normally for breakfast</i>	je mange <i>I eat</i>	du pain <i>bread</i>	
	je bois <i>I drink</i>	du pain grillé <i>toast</i>	
Généralement pour le déjeuner <i>Normally for lunch</i>	je prends <i>I have (take)</i>	du beurre <i>butter</i>	
		du poulet <i>chicken</i>	
		du poisson <i>fish</i>	
		du yaourt <i>yoghurt</i>	
		du gâteau <i>cake</i>	
D'habitude pour le dîner <i>Usually for dinner</i>	on mange <i>we eat</i>	de la confiture <i>jam</i>	de l'eau <i>water</i>
	on boit <i>we drink</i>	de la viande <i>meat</i>	du lait <i>milk</i>
	on prend <i>we have (take)</i>	de la pizza <i>pizza</i>	du coca <i>coke</i>
Comme goûter/ casse-croûte <i>As a snack</i>		de la glace <i>ice cream</i>	du thé <i>tea</i>
		des frites <i>chips</i>	du café <i>coffee</i>
		des pommes de terre <i>potatoes</i>	du chocolat chaud <i>hot chocolate</i>
		des céréales <i>cereal</i>	du jus de fruit <i>fruit juice</i>
		des fruits <i>fruits</i>	de la limonade <i>lemonade</i>
		des bananes <i>bananas</i>	
		des pâtes <i>pasta</i>	
		des légumes <i>vegetables</i>	
		des œufs <i>eggs</i>	
		des champignons <i>mushrooms</i>	
Par contre, Cependant, <i>However,</i>	je ne mange pas <i>I don't eat</i>	de pain <i>(any) bread</i>	car c'est mauvais pour moi. <i>because it's bad for me.</i>
	je ne bois pas <i>I don't drink</i>	de lait <i>(any) milk</i>	
	je ne prends pas <i>I don't take (eat/drink)</i>	de sucreries <i>(any) sweet things</i>	
	je ne mange jamais <i>I never eat</i>	d'alcool <i>(any) alcohol</i>	car c'est mauvais pour la santé. <i>because it's bad for my health.</i>
		de viande <i>(any) meat</i>	
		de nourriture grasse <i>(any) fatty foods</i>	

Y9 FRENCH K.O - HALF TERM 6

BEING HEALTHY + FOOD & DRINK

6. Qu'est-ce que tu préfères manger et boire? *What do you prefer to eat and drink?*
 Qu'est-ce que tu aimes faire? *What do you like to do?*

Opinion verb	Infinitive	partitive article + noun	"en" (it)	extra detail
J'adore <i>I love</i>		du chocolat		pour le petit-déjeuner.
Je préfère <i>I prefer</i>	manger <i>to eat</i>	du café	j'en mange	<i>for breakfast</i>
Je déteste <i>I hate</i>	boire <i>to drink</i>	du coca	<i>I eat it</i>	pour le déjeuner.
J'aime <i>I like</i>		du fromage	j'en bois	<i>for lunch</i>
Je n'aime pas	faire <i>to do</i>	de la viande	<i>I drink it</i>	pour le dîner.
<i>I don't like</i>		de la pizza	j'en fais	<i>for dinner</i>
		de la salade	<i>I do it</i>	quand j'ai assez de temps.
		de l'eau		<i>when I have enough time</i>
		des haricots verts		tous les week-ends.
		des gâteaux		<i>every weekend</i>
		du sport		chaque jour / soir.
		de l'exercice		<i>every day / evening</i>
		du footing		

7. Qu'est-ce que tu as fait hier? *What did you do yesterday?*
 Qu'est-ce que tu vas faire ce soir? *What are you going to do tonight?*

Time phrase	verb	partitive article + noun
Hier, <i>Yesterday</i> , Hier soir, <i>Yesterday evening</i> , Le week-end dernier, <i>Last weekend</i> , Samedi dernier, <i>Last Saturday</i> , La semaine dernière, <i>Last week</i> ,	<u>PERFECT TENSE</u> <u>(PAST)</u> j'ai mangé <i>I ate</i> j'ai bu <i>I drank</i> j'ai pris <i>I had</i> j'ai fait <i>I did</i>	du café. du coca. du fromage. de la viande. de la pizza. de la salade. de l'eau. des légumes verts. des gâteaux. des fruits.
Ce soir, <i>This evening</i> , Demain, <i>Tomorrow</i> , Le week-end prochain, <i>Next weekend</i> , Dimanche prochain, <i>Next Sunday</i> ,	<u>NEAR FUTURE TENSE</u> je vais manger <i>I'm going to eat</i> je vais boire <i>I'm going to drink</i> je vais prendre <i>I'm going to have</i> je vais faire <i>I'm going to do</i>	du sport. de l'exercice.

SPANISH INTRODUCTION K.O - TERM 6

Los deportes (sports) - 3 tenses

- ¿Qué haces en tu tiempo libre? *What do you do in your free time?*
- ¿Qué hiciste ayer por la noche? *What did you do last night?*
- ¿Qué vas a hacer mañana? *What are you going to do tomorrow?*

Normalmente <i>Normally</i> Generalmente <i>Usually</i> A veces <i>Sometimes</i> De vez en cuando <i>From time to time</i> A menudo <i>Often</i>	(yo) juego <i>I play</i>	al fútbol <i>football</i> al baloncesto <i>basketball</i> al tenis <i>tennis</i> al voleibol <i>volleyball</i> al billar <i>pool</i> al ping-pong/tenis de mesa <i>table tennis</i> al hockey sobre hielo <i>ice hockey</i> al ajedrez <i>chess</i> a las cartas <i>cards</i>	
	(yo) jugué <i>I played</i> (yo) voy a jugar <i>I'm going to play</i> me gustaría jugar <i>I would like to play</i>	atletismo <i>jogging</i> esquí <i>skiing</i> deporte <i>sport</i> ciclismo <i>cycling</i> equitación <i>horse-riding</i> escalada <i>rock climbing</i> natación <i>swimming</i> windsurf <i>windsurfing</i> culturismo <i>weight training</i> boxeo <i>boxing</i> senderismo <i>hiking</i>	con mi padre <i>with my dad</i> con mi hermano <i>with my brother</i> con mi hermana <i>with my sister</i> con mi madre <i>with my mum</i> con mis amigos <i>with my friends</i> con mis colegas <i>with my mates</i>
	(yo) hago <i>I do</i> (yo) hice <i>I did</i> (yo) voy a hacer <i>I'm going to do</i> me gustaría hacer <i>I would like to do</i>	al centro comercial <i>to the shopping centre</i> al polideportivo <i>to the sports centre</i> al parque <i>to the park</i> a la costa <i>to the seaside</i> al campo <i>to the countryside</i> a la montaña <i>to the mountains</i> a pescar <i>fishing</i> a la piscina <i>to the swimming pool</i> a la casa de mi amigo <i>to my friend's house</i> a la discoteca <i>clubbing</i> a un club de judo <i>to a judo club</i>	solo / sola <i>alone</i>
Anoche <i>Last night</i> El fin de semana pasado <i>Last weekend</i> El mes pasado <i>Last month</i> El año pasado <i>Last year</i> La semana pasada <i>Last week</i>			
Mañana <i>Tomorrow</i> El fin de semana próximo <i>Next weekend</i> El mes próximo <i>Next month</i> El año próximo <i>Next year</i> La semana próxima <i>Next week</i>			

Art, Craft and Design

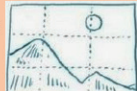
WEEK 1:

Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

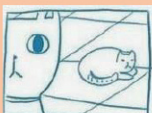
Methods of Recording		Colour Theory
Observational drawing	Drawing from looking at images or objects.	Primary: Red, Yellow, Blue Secondary: Primary + Primary Tertiary: Primary + Secondary Shades: Add black Tints: Add white
First hand observation	Drawing directly from looking at objects in front of you.	
Second hand observation	Drawing from looking at images of objects.	
Photographs	Using a camera or smartphone to record images will class as first hand observation.	Complimentary: Colours opposite on the colour wheel Harmonious: Colours next to each other on the wheel Monochromatic: Shades, tones and tints of one colour Hue: The pigment Warm: Red, Orange, Yellow Cold: Blue, Green, Purple
Sketches	Basic sketches and doodles can act as a starting point for development.	
Tonal shading	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.	

	LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.
	SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)
	FORM		3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)
	COLOUR		Refers to the light, hue, value and intensity of the pigment.
	TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiny)
	SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.

Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle



Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other



Simplify and fill. Enlarge or crop the image to fill the space



Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C



WEEK 2:

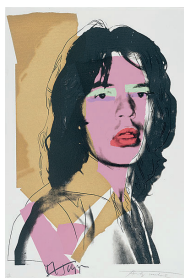
Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
Versatile - able to adapt or be adapted to many different functions or activities. Revolution - a forcible overthrow of a government or social order. Innovative - introducing new ideas; original and creative in thinking. Aesthetic - the appreciation of beauty. Analytical - documentary - research based work Postpone - to wait Recognition - acknowledgement of something Societies - a community of people Transform - to change Reconstruction - to rebuild Restoration - to repair Decay - To deconstruct with age Alludes - to suggest	Artistic - relating to art Art Movement - a style in art with a common theme or idea within a certain time period Graphic Designer - a creative profession Photomontage - a collage with photographs Photography - capturing images with a camera Geometric - mathematical shapes Architecture - the design of buildings Compositional - the layout or design of an image Pop Art - Art movement aimed to make art more <i>popular</i> Sculpture - 3D artwork Hyper realistic - A painting that looks as real as a photograph

WEEK 3 & 4:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

Artists/Designers:



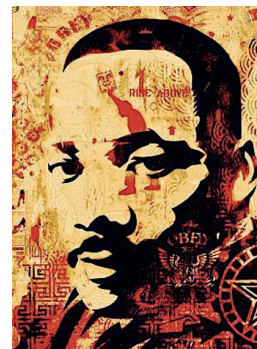
Andy Warhol, originally Andrew Warhola, was born August 6, 1928 and died February 22, 1987. He was an American artist, film director, and producer who was a leading figure in the visual art movement known as pop art. His works explore the relationship between artistic expression, advertising, and celebrity culture that flourished by the 1960s, and span a variety of media, including painting, silkscreening, photography, film, and sculpture. Some of his best known works include the silkscreen paintings *Campbell's Soup Cans* (1962) and *Marilyn Diptych* (1962).

By the beginning of the 1960s, pop art was an experimental form that several artists were independently adopting. Warhol would become famous as the "Pope of Pop".



Shepard Fairey is an American contemporary street artist, graphic designer, activist, illustrator and founder of OBEY Clothing who emerged from the skateboarding scene. He became widely known during the 2008 U.S. presidential election for his Barack Obama 'Hope' poster. He produces work that is layered images with screen printed symbols and portraits.

The Barack Obama "Hope" poster is an image of US president Barack Obama designed by American artist Shepard Fairey. The image was widely described as iconic and came to represent Obama's 2008 presidential campaign. It is a stylized stencil portrait of Obama in solid red, beige and (light and dark) blue, with the word "progress", "hope", or "change" below (and other words in some versions).



WEEK 5 & 6:

Assessment Objective 2: Creative Making - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

<i>Media</i>	The substance that an artist uses to make art.
<i>Materials</i>	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
<i>Techniques</i>	The method used to complete the art work, can be generic such as painting or more focused such as blending.
<i>Processes</i>	The method used to create artwork that usually follows a range of steps rather than just one skill.
<i>Pencil</i>	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
<i>Pen/Biro</i>	Drawings can be completed in pen and shaded using hatching or cross hatching.
<i>Pastel/Chalk</i>	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
<i>Acrylic paint</i>	A thick heavy paint that can be used smoothly or to create texture.
<i>Watercolour</i>	A solid or liquid paint that is to be used watered down and layered.
<i>Pressprint</i>	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
<i>Monoprint</i>	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
<i>Collograph</i>	A printing plate constructed of collaged materials, producing prints that are based on textures.
<i>Card construction</i>	Sculptures created by building up layers of card or fitting together.
<i>Wire</i>	Thick or thin wire manipulated to create 2D or 3D forms.
<i>Clay</i>	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

Year 9 Modern Britain - Term 6 Religion, Human Rights & Social Justice

Week	Key themes/Facts	Key Terms/Spellings	Religious viewpoint
Week 1 Religious Attitudes to Wealth	Some people - are born rich and some are born poor. Whatever you are born into you can make a difference with how you see money and wealth. People work hard for their wealth and earn it, whilst others may be privilege to have whatever they want, when they want it.	Tithe - one tenth of annual produce or earnings. Zakah - purification of wealth by giving 2.5% of savings each year to the poor. Sadaqah - good actions or voluntary payments that are undertaken for charitable reasons. Usury - the act of loaning money with interest	Christians and Muslims see wealth as a gift or blessing from God. Muslims believe that a blessing from God is used to benefit everybody and not be gained by gambling, fraud or deception. Christians believe that they should pay one tenth of their annual earnings to be shared among the poor. Muslims are required to give 2.5% of their wealth to the mosque for the poor every year (zakah).
Week	Key themes/Facts	Key terms/Spellings	Religious viewpoint
Week 2 Religious views on Poverty and its causes	Every shares the same basic needs. We are hungry and need food, we are thirsty and need water. We need clothing and a place of shelter. The Government is also responsible for giving assistance to those who are genuinely unable to support themselves. This may be because of illness, disability or old age.	Poverty - being without money, food or other basic needs of life. Emergency Aid - help given to communities in times of disaster. Long Term Aid - assistance given to a poor country over a long period of time. LEDC - Less economically developed countries	Christians believe in helping others who need it. They also believe in people trying to break out of poverty if they can. There are many reasons for poverty especially in LEDC's. Christians and Muslims will help the poor through charity and aid work. Muslim Aid works in over 70 countries across Europe, Africa and Asia. This shows compassion and giving guidance to others. They can provide education, healthcare and income.
Week	Key themes/Facts	Key terms/Spellings	Religious viewpoint
Week 3 Revision Islam Teachings and Beliefs Human Rights and Social Justice	Monotheistic - Muslims believe in one God, 'Allah'. They believe Islam was gradually revealed to humanity through various prophets over many centuries. Attitudes to social justice and human rights - We learn from an early age that life is sometimes unfair. Some people are born poor and some are born rich. Injustice comes when people are not treated equally.	Islam - the name of the religion followed by Muslims; Allah - the arabic name for God Monotheistic - a religion that believes in one God. Social Justice - ensuring that society treats people fairly whether they are poor or wealthy and protects people's human rights. Human Rights - the basic rights and freedoms to which all human beings should be entitled.	One of the most important beliefs in both Sunni and Shi'a Islam is Tawhid; the belief that there is only one God. This makes Islam a monotheistic religion. For Muslims, God is the one and only creator and controller of everything. Christians and Muslims both work towards 'justice' for all. Christians promote social justice by campaigning to improve the lives of the less fortunate in society. There is the UDHR which was adopted by the United Nations in 1948, where all humans are born free and equal in dignity and rights.

Week	Key themes/Facts	Key terms /Spellings	Religious viewpoints
4 Revision	Attitudes to social justice and human rights - We learn from an early age that life is sometimes unfair. Some people are born poor and some are born rich. Injustice comes when people are not treated equally.	Social Justice - ensuring that society treats people fairly whether they are poor or wealthy and protects people's human rights. Human Rights - the basic rights and freedoms to which all human beings should be entitled. UDHR - Universal Declaration of Human Rights CDHR - Cairo Declaration of Human Rights	Christians and Muslims both work towards 'justice' for all. Christians promote social justice by campaigning to improve the lives of the less fortunate in society. There is the UDHR which was adopted by the United Nations in 1948, where all humans are born free and equal in dignity and rights. For Muslims they adopted the CDHR based on the Qur'an, Sunnah and Islamic legal tradition. They are all subject to Shari'ah Law.
Week	Key themes/Facts	Key terms/Spellings	Religious viewpoints
5 Nature of the Family	Families - There are many types of families in Britain. Being part of a family involves having a mum and a dad with brothers or sisters. We have grandparents, aunts and uncles who are all part of the bigger family.	Nuclear - a couple and their children Stepfamily a divorced person remarried to another person who has children. Extended family - a family who has grandparents, aunts, uncles and cousins. Same sex family - where the parents are the same sex. Polygamy - custom of having more than one wife at the same time as another.	The family unit and family life are important to Christians. Each member within the family is taught to have specific roles, which they believe God expects them to fill for example the father goes to work and provides for his family. The mother stays at home and looks after the children. For a Muslim the family is at the heart of the community and provides security and stability for the Muslim community
Week	Key themes /Facts	Key terms/Spellings	Religious viewpoints
6 Role of the Family	The Role of the Family - Roles within a family can be seen to be different depending on the structure of the family. In most cases the parents go to work to earn money to then provide for their children. Traditionally it was the man who would go to work and earn the money. The woman would stay at home.	Muslim view: Muslim parents bring children up in the faith of Islam. Here the parents teach the children how to pray, to keep halal food laws and to live a good Muslim life. The parents support children in finding a suitable marriage partner. Like Christians Muslims will send children to a Madrassa (mosque school). Here the children will learn how to read the Quran in Arabic (the language Muslims speak).	Christian view: Christian parents raise their children, in the Christian faith, teaching them to pray. Some parents will send the children to religious schools. These are called Faith schools. This is to teach them traditions of their faith. Between the parents and the religious school children are taught about what is right and wrong. To learn about values and how to pass on values into society, like generosity, compassion and tolerance. Christians must 'love one another' (John 13:34). It is important in the family that a child learns to love.

Week One: Women in Nazi Germany

Key Dates

1933-1936: The Nazis wanted women to stay at home rather than go to work. **1933:** The Law for the Encouragement of Marriage forced to leave their jobs. **1936:** Women doctors, civil servants and teachers were forced to leave their jobs.

1937+: Women were needed to go back into work (whilst men became soldiers in preparation for war).

Key Facts

1. Hitler wanted women to help **increase the birth rate** in Germany. It had been decreasing from 1900 (2 million births a year) to 1933 (1 million births a year) and Hitler could not allow this to continue.
2. It was important the birth rate increased for the survival of the Nazi dictatorship. Hitler wanted to **ensure future generations of Nazis**.
3. The Nazis also believed that the role of a woman was **to be a housewife**. They were not expected to work and were encouraged to give up their jobs.
4. Hitler and the Nazi's policies towards women can be summed up in the **3Ks: Kinder (children), Kuche (Kitchen) and Kirche (Church)**.
5. The **Law for the Encouragement of Marriage** gave a 1000 mark loan to couples who married and had children. However, they would only receive the money if the woman gave up work. The couple could also keep 25% of the loan if they had a child.
6. **Divorce laws** were changed so that men could divorce their wives if they could not have children.
7. Medals called the **Motherhood Cross** were introduced. They were awarded to women who had 4 (bronze), 6 (silver) and 8 (gold) children.
8. A programme called '**Lebensborn**' was introduced to encourage single women to have children with an SS soldier.
9. Women were expected to have a **traditional appearance** in Nazi Germany. They should not wear make-up or have dyed hair. They should wear modest clothing (no trousers) with their hair tied back or in a bun/plaits. Women should not diet or smoke so that they can be in top health to carry children.
10. From 1937, the Nazis had to change their policies on working women due to the expanding German economy and men joining the army. Women had to take part in a **compulsory 'duty year'** - This was where women had to enter employment for a year. They would help on a farm, or in a family house in return for a bed and board but no pay.
11. 1933 saw 5 million women working but by 1939 7 million women were working.

Week Two: Youth Policies and Opposition

Key Words

Indoctrinated: Brainwashed.

Edelweiss Pirates: An alternative youth group for working class young people.

Swing Movement: An alternative youth group for middle class young people.

Key Dates

1936 - It was made compulsory for all young people to join the youth groups.

1939 - There were 7 million members of the youth groups. Harsher punishments were introduced for those who did not join.

Key Facts

1. Hitler wanted young people to be loyal Nazis and prepared for their future roles (girls were to be mothers and boys were to be soldiers).
2. Boys would join the Hitler Youth. Girls would join the League of German Maidens.
3. The boys youth groups focused on military and physical training.
4. The girls youth groups focused on motherhood and physical training.
5. All teachers had to join the Nazi Teachers League.
6. Textbooks were rewritten to fit Nazi History. The curriculum was changed to fit Nazi ideals.
7. Some German children created alternative youth groups in opposition.

Week Three: Revision for Assessment Point 2

Week Four: Jewish Persecution	
Key Words Kristallnacht: Night of Broken Glass. Embassy: The official residence or offices of an ambassador. Final Solution: The codename for the genocide of the European Jews. Genocide: The deliberate killing of a large number of people from a particular religion. Wannsee Conference: The conference that planned the Final Solution. Displaced Person: Someone who is forced to flee his or her home. Concentration Camps: These were labour camps where prisoners had to work. Extermination Camps: These were camps created to kill people sent to them.	Key Dates 1933: The first concentration camp, Dachau, was built. 1935: Nuremberg Laws 7th November 1938: A 17-year-old Polish Jew shot a German. 8th November 1938: Joseph Goebbels, used the incident to stir up trouble against the Jewish in Germany. 9th-10th November 1938: Gangs smashed and burned Jewish property and attacked Jews. August 1941: The concentration camp, Auschwitz, was built. 1942: The Wannsee Conference was held to plan the killing of the Jewish people in Europe. 1942-1944: Jewish prisoners begin to arrive at Auschwitz.
Key Facts 1933: Nazis organised a boycott of Jewish businesses, books by Jewish authors were publicly burnt, Jewish civil servants, lawyers and teachers were sacked, Race science lessons were introduced, teaching that Jews were subhuman. 1935: The Nuremberg Laws. These formalised anti-Semitism into the Nazi state by stripping Jews of German citizenship, outlawing marriage and sexual relations between Jews and Germans, taking away from Jews all civil and political rights. 1938: Jews could not be doctors, Jews had to add the name Israel (men) or Sarah (women) to their name, Jewish children were forbidden to go to school. 9th-10th November 1938: Kristallnacht. The SS organised attacks on Jewish homes, businesses and synagogues in retaliation for the assassination of the German ambassador to France by a Jew. - During Kristallnacht, gangs smashed windows and shops of Jewish people. - The official figures are: 814 shops, 171 homes and 191 synagogues were destroyed. About 100 Jewish people were killed and 20,000 were rounded up and sent to concentration camps. - In 1941 Hitler decided that the way to deal with the 'Jewish problem' was to mass murder the Jewish people. This led to the Wannsee Conference where Heydrich and others planned the 'Final Solution'. - Jewish people were put into train carriages and transported to concentration camps where the people were divided into those who would be killed on arrival and those who were forced to carry manual work. - Those sent to the gas chambers were killed using Zyklon B. 6 million Jewish people were killed during the Holocaust.	

Week Five: Minority Policies	
Key Words Minorities: Groups who made up only a small section of Germany. Undesirables: People who Hitler did not want in Germany as he saw them as worthless and expensive. Some were sterilised so that they could not have children. Eugenics: The idea that the human race can be improved by controlling who breeds with who (selective breeding). Racial Hygiene: The idea that races should be kept pure and should not mix. Anti-Semitic: Anti-Jewish. Aryan Race: Hitler's 'Master Race'. They were shown as blonde, blue eyed, tall and athletic.	Key Dates July 1933 - Sterilisation Law - it allowed the Nazis to sterilise people with certain illnesses and chronic alcoholism. There was a mass round up of tramps and beggars. 1936 - workshy , tramps and homosexuals were rounded up and sent to concentration camps 1938 - Gypsies were rounded up and sent to concentration camps 1939 Nazis began to exterminate the mentally ill in a euthanasia programme - this included babies and children who were killed with lethal injection or left to starve to death. This was stopped by popular protest
Key Facts Hitler believed in social darwinism (survival of the fittest). He believed that the Germanic people (Aryans) were the strongest and the superior race because of their intelligence and ability to work hard but WWI had created a shortage of German men to father future children. His policies towards women were to try to solve this problem. However he also had to prevent the Aryan race from being weakened by mixing their blood with non-Aryan races. So he needed to solve this problem by selective breeding and killing the undesirables. These undesirables included anyone who was seen as a burden on the community; the workshy, severely disabled, mentally handicapped, tramps, beggars, alcoholics and homosexuals. Hitler also had a particular fear of the gypsies. They were both non-Aryans and homeless and workshy. There were only about 30,000 gypsies in Germany bt Hitler was determined to ensure they did not mix with the Aryans	
Week Six: Living and Working Standards in Nazi Germany	
Key Dates 1933: Unemployment was at 6,014,000. 1935: 125,000 men were employed building the Autobahns.	1935: The R.A.D. was made compulsory for men aged 18-25. They had to complete six months. 1939: 1.4 million men were in the army. 1939: Unemployment was at 302,000.
Unemployment Policies	
Key Facts 1. Unemployment was politically dangerous to Hitler. If Hitler did not help the unemployed poor living conditions then they may have supported the Communist Party instead. 2. The Nazis had also promised people 'Arbeit und Brot' (Work and Bread) in their propaganda. If the Nazis did not reduce unemployment then they would appear as though they had been lying.	Key Facts 1. The Nazis created several organisations to assist with living and working conditions. These used rewards to keep the people under control in Nazi Germany. 2. The Labour Front (D.A.F.) was set up to replace trade unions and protected the rights of workers. It regulated what employers could do and protected the standard of living of workers.
Living and Working Standards	

3. The Nazis also believed that the unemployed workers were a waste of resources and a burden on society. 4. Rearmament created jobs in the armaments (weapons) industry. The Nazis pushed the idea of 'guns before butter'. 5. Men also had to join the army when Hitler announced military conscription in 1935. 6. The Reich Labour Service (R.A.D.) was introduced. This was a scheme to provide young men with manual labour jobs. They did public works such as repairing roads, planting trees etc. 7. The R.A.D. was made compulsory for men aged 18-25, in 1935. All men had to complete 6 months. 8. There were also job creation schemes, such as the autobahns (motorways). Hitler planned a 7000km network of dual carriageways to improve transport links. By 1938, 3500km had been finished. 9. Some people believe that the unemployment figures were much higher than the official numbers. They thought the Nazis made some of the unemployed 'invisible' by finding ways to record them as employed instead. 10. Some jobs roles like those in rearmament and the armed forces were temporary. In normal peace-time these jobs would not exist. Women and Jewish people were forced to give up work but did not show up on the unemployment figures. The Nazis put thousands of people in concentration camps (including undesirables) who would otherwise have shown up on unemployment figures.	3. Strength through Joy (KdF) was a division of the DAF. The purpose was to make the benefits of work more enjoyable and the nation stronger. It helped provide leisure activities for employees (e.g. sports events, films, theatre shows, even some foreign travel). a. 'The People's Car (Volkswagen) was another scheme run by the KdF. People were encouraged to give 5 marks per week from their wages and they would eventually get a new car. The money set up the factories. (The workers never did get their cars). 4. The Beauty of Labour (SdA) was a division of the KdF. It campaigned to get employers to provide better facilities for workers (better toilets, canteens etc.). The SdA would give employers tax breaks to help with the building and decorating costs. a. However, the workers would have to work extra hours for no pay to improve the facilities themselves. 5. Although wages increased by 20% by 1939, the higher food prices cancelled these out. 6. Working hours were increased from 43 hours to 47 hours for industrial workers, in 1937. 7. Nazis created cheap flats for unskilled workers to live in.
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Tennis

Week 1

History

Tennis is a sport that originated in England around the 19th century and is now played in a host of countries around the world. There are four major tournaments known as the 'majors' that include Wimbledon, US Open, French Open and Australian tournament.

How to play

Players & Equipment

A tennis match can be played by either one player on each side – a singles match – or two players on each side – a doubles match. The rectangular shaped court has a base line (at the back), service areas (two spaces just over the net in which a successful serve must land in) and two tram lines down either side. A singles match will mean you use the inner side tram line and a doubles match will mean you use the outer tram line.

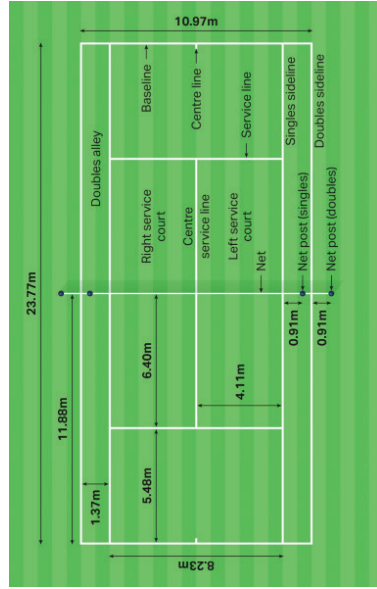
A court can be played on four main surfaces including grass, clay, hard surface and carpet. Each tournament will choose one surface type and stick without throughout. All that is required in terms of equipment is a stringed racket each and a tennis ball.

Scoring

You need to score four points to win a game of tennis. The points are known as 15 (1 point), 30 (two points), 40 (three points) and the fourth would result in the winning point and the end of that game. If the scores went to 40-40 this would be known as deuce. When a game reaches deuce the player must then win by two clear points.

Winning the Game

To win the game you must win a certain amount of sets (best of three for women's matches and best of 5 sets for men's matches). Winning a set is simply the first player to reach 6 games but have to be clear by at least 2 games. If your opponent wins 5 games you must win the set 7-5. If the set goes to 6-6 then a tie break is played and it's simply the first player to 7 points.

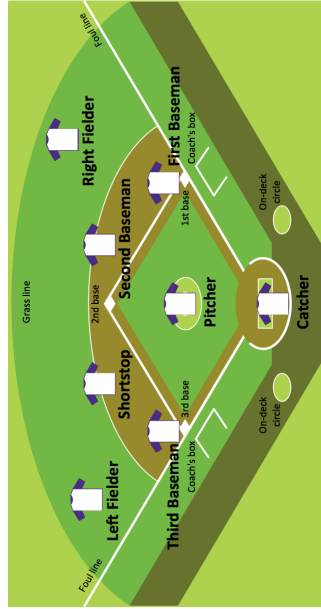


Softball

Week 2

Object of the Game

The object of softball is to hit the ball with a bat before the player tries to run around an infield with four bases. Once a player manages to get right round without being given out a run is scored. The team with the most runs at the end of the game is deemed the winner.



Scoring

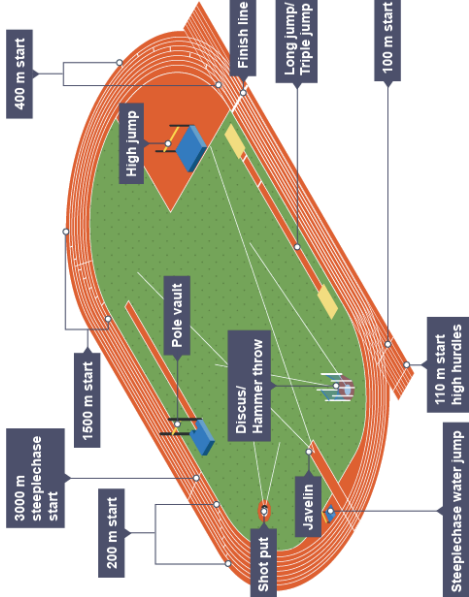
To score a run the batsman must successfully first hit the ball and make it around the bases without being given out. One run is scored for every batsmen they manage to get round. A run can be scored even if the batsmen who hit the ball doesn't make it round to home plate but manages to get a player that's already on one of the bases.

Winning the Game

The winners of the game will be decided after the 7 innings have all been completed. The team with the most runs after 7 innings will be declared the winner. If after 7 innings the game is tied, then an extra innings will be played until a winner is found.

Rules of Softball

- Each team consists of 9 players and teams can be of mixed gender
- A game lasts for 7 innings and is split into two sections; the top and bottom of the innings.
- Each team bats once in each innings before the sides switch.
- The fielding team has a pitcher, catcher, a player on first base, second base, third base, three deep fielders and shortstop.
- A batter must successfully strike the ball and run around as many bases as possible.
- Once they get all the way around and back to home plate without being given out a run is scored.
- The fielding team can prevent the batsmen by making them miss the ball, catching the ball, tagging one of the bases before they reach it or tagging the batsmen whilst they are running with the ball in hand.
- Down the first and third base line is a foul area. Once the ball crosses this line before it bounces the ball is deemed 'dead' and play restarts with a new pitch.
- A home run can be scored by hitting the ball over the outfield and into a dead ball area. The batsmen can then stroll around the bases to score along with any additional batsmen on base.

Athletics - Week 3	Thinking ME: Cardiovascular System - Week 4&5
Jumping - Long Jump <u>Rules</u> - The jumper powers down a runway to build up the speed needed to leap into the sandpit. - The runner must jump with their foot on the white board, if they jump over this the jump will not count. - When landing in the sand pit, the jump is measured from the furthest back part of the body that lands in the sand. Running - 400m The 400m race is exactly one lap of a standard outdoor running track. Starting in staggered positions, the athletes run the entire race in a designated lane. This race is often described as a long sprint. <u>History</u> The 'diaulos', one of the original events of the Ancient Olympics, was a race around two marks, roughly comparable to the modern day 400m. The 400m or 'one-lap race' has been contested at every Olympics since the inaugural modern day Games in 1896. Women first contested the 400m at the 1964 Tokyo Olympics. Throwing - Shot Put This field event requires competitors to throw a heavy metal ball called a shot as far as possible. <u>Stage one</u> - Hold the shot at the bottom and place the thumb and little finger each side of the shot. - Place the shot under the chin and touching the neck. - Keep the throwing arm elbow high and the arm parallel to the floor. - Stand on the balls of your feet with your knees bent and non-throwing shoulder pointing towards the throwing area. <u>Stage two</u> - Lean backwards and place your weight on the back foot. - Transfer the weight from the back leg to the front leg. - Explode upwards, bring the hips around and forwards to face the throwing area. - Extend the throwing arm up quickly and powerfully. - Finish with chest and head up. 	Atrium Located at the top of the heart, collect blood from the body and moves blood into the ventricles Ventricle Collect blood from the atriums ready to send out to the body and lungs. Areties The blood vessel that transports blood from the heart around the body at high pressure. Veins The blood vessel that transports blood to the heart around the body at high pressure. Capillaries The smallest blood vessel in the body Structure of the heart - imagine the heart as a box with 4 quarters, each ¼ has a different name and job. Right Atrium - The chamber at the top of the heart collecting blood from the body Left Atrium - The chamber at the top of the heart collecting blood from the lungs Right Ventricle - The chamber at the bottom of the heart, sends blood to the lungs Left Ventricle - The chamber at the bottom of the heart, sends blood to the body. Healthy ME: Week 6 - Healthy Eating Nutrients There are 6 main nutrients that are essential in a balanced diet; carbohydrates, protein, fats, fibre, vitamins and minerals. Carbohydrates: The main source of energy. Examples include potatoes, rice, pasta, bread. Protein: Protein is required for growth and repair within the body. Examples include meats, fish, eggs, beans, pulses. Fats: Provides energy, protects vital organs and helps to absorb vitamins. Fibre: Aids digestion. Examples include cereal, whole grain bread, oats, vegetables. Vitamins & Minerals: Important for many daily bodily functions such as supporting the immune system, helping blood to clot and strengthening bones. Food examples include fruit and vegetables (e.g oranges - Vitamin C) and meats and beans (e.g. red meat - Iron).

Notes

[illegible]

Aspire
(ACHIEVE)
Thrive

Develop your character

