

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



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 5 2022-23

Science

French

KNOWLEDGE ORGANISER

History

English

Geography

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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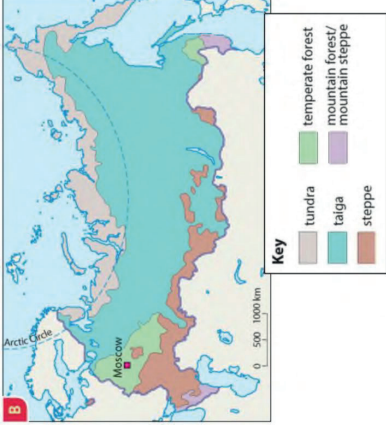
Book Pride

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 8 - Half term 5 (18/4/2023 → 26/5/2023) - Written Homework Plan

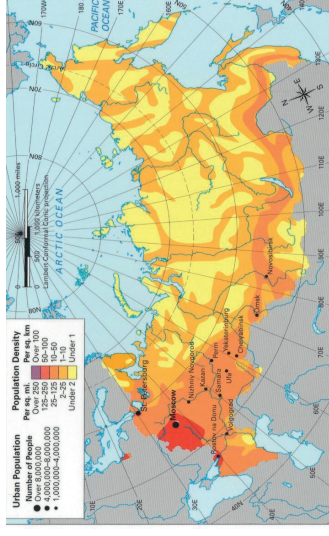
	Monday		Tuesday		Wednesday		Thursday	Friday
	Geography	Computing	French	Art	Science	Modern Britain	History	Health
Week 1	Altitude, latitude and characteristics of cold environments	App for That	Food and Drink Keywords and Definitions	Reflective Recording	Biology / Chemistry / Working Scientifically Keywords and Definitions	The Nature of God	Peasants Revolt	Cricket
Week 2	Where is Siberia	Tappy Tap App	Food and Drink Keywords and Definitions	Contextual Understanding	Biology / Chemistry / Working Scientifically Keywords and Definitions	Qualities of God	Florence Nightingale	Rounders
Week 3	Sami People	School Lab Studios	Food and Drink Keywords and Definitions	African masks Pablo Picasso	Biology / Chemistry / Working Scientifically Keywords and Definitions	The oneness of God and the Trinity	Battle of WWII: Pearl Harbour	Athletics
Week 4	Adaptations	User Input (Recap Week 1)	Food and Drink Keywords and Definitions	Creative Making	Biology / Chemistry / Working Scientifically Keywords and Definitions	The Creations Story The Incarnation and Jesus, the son of God	Hiroshima	Thinking ME: Cardiovascular System
Week 5	Why live in Siberia?	App Development (Recap Week 2)	Food and Drink Keywords and Definitions	Reflective Recording	Biology / Chemistry / Working Scientifically Keywords and Definitions		Space Race and Assassination of JFK	Thinking ME: Cardiovascular System
Week 6	Oil in the Tundra	Project Completion (Recap Week 3)	Food and Drink Keywords and Definitions	Contextual Understanding	Biology / Chemistry / Working Scientifically Keywords and Definitions	The Crucifixion	The Vietnam War	Healthy Me: Healthy Eating Balanced Diet

Knowledge Organiser: Year 8 Cold Environments

Session	Keywords	Knowledge
1. Altitude, latitude and characteristics of cold environments	Polar: The most extreme cold environment with permanent ice. Regions around the North pole (Arctic Sea) or South pole (Antarctica) Tundra: A vast, flat, treeless Arctic region of Europe, Asia and North America	Altitude: The height above sea level a location is. Temperature decreases as altitude increases. Latitude: The position on the earth a location is. The equator is 0° latitude. The north and south poles are 90° latitude. Everywhere else is somewhere in between. Polar Climate - Winter temperatures often fall below - 50°C. Very low precipitation. Soils - Permanently frozen in permafrost Tundra Climate - Winter temperatures drop to - 20°C. High precipitation at coast (mainly snow) Soils - Permafrost – mostly frozen but melt near the surface in summer. Alpine Climate - Temperature decreases 0.6°C for every 100m altitude. Both tundra and Polar environments are present depending on altitude. 
2. Where is Siberia	Physical: Natural features of a place.	Siberia is located in Northern Russia, along the Arctic Circle (line of latitude) Physical geography of Russia - Highest Mountain - Mount Elbrus. - Ural Mountains - The boundary between Europe and Asia. - Lowest point in Russia - Caspian Sea - Yenisei River - The largest River system flowing into the Arctic Ocean 
3. Sami people	Indigenous communities: Culturally distinct ethnic groups who live in a certain place.	- Sami live in four countries: Norway, Sweden, Finland and Russia. A total of 9 Sami languages are spoken. - The most precious thing is the reindeer. They are known for Reindeer herding, but also fishing and sheep herding - Some Sami still wear brightly coloured traditional clothing. Urban Sami dress in modern clothing. Sami children used to learn by observing and helping their parents. Today, they generally attend the schools. - Capital - Moscow (lies to the west of the country and is home to 12 million people) - Second City - St. Petersburg - Language - Russian

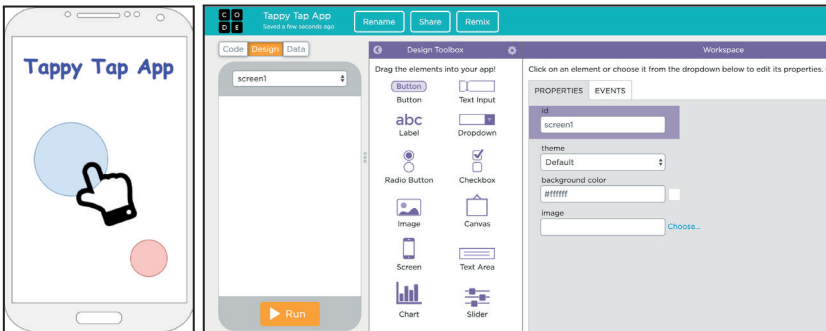
Knowledge Organiser: Year 7 Russia

Session	Keywords	Knowledge
4. Adaptations	Animal adaptations: The evolutionary process whereby an organism becomes better able to live in its habitat or habitats.	The snow leopard is found in the mountain ranges of the Himalayas and southern Siberia. This big cat inhabits subalpine and alpine zones at altitudes of 3,000 to 4,500 m / 9,800 to 14,800 ft above sea level. The reindeer, also known as the caribou in North America, is a large species of deer found in the subarctic, arctic, boreal, tundra, and mountainous regions of the Northern Hemisphere, in Siberia, North America, and Northern Europe. Depending on geographic areas, herd size can greatly vary. The largest population of wild reindeer is located in Siberia, where there are somewhere between 400,000 and 1,000,000 individuals. Although not a wild species, the Siberian husky deserves a mention as it is integral to the Siberian culture and way of life. It is a medium-sized working dog breed of the Spitz genetic family. It has small triangular ears and a thick furry coat.
5. Why live in Siberia?	Economic development Chances for people to improve their standard of life through development	The Sakha Republic is in Siberia. It is Russia's biggest administrative region: 3.1 million sq km. It covers about a fifth or Russia. It is almost as big as India (which is 3.3 million sq km). It is also Russia's coldest region, with permafrost everywhere. • Sakha produces a quarter of the world's diamonds, and 24% of Russia's gold. • Silver, tin, tungsten, antimony and uranium are also mined there. • Gas, oil and coal have been found - but not yet extracted. Thanks to its resources, Sakha's population grew from around 290 000 in 1926 to about 960 000 today.
6. Oil in the Tundra: To drill or not to drill?	Fragile environments: Areas that are at high risk of damage, and take a long time to recover.	Oil in the Tundra: To drill or not to drill? The Siberian tundra is estimated to hold the world's largest untouched reserves of oil and gas in the world. Exploiting these reserves will bring financial gain to the area and jobs for the locals. There are huge environmental implications to consider. Drilling in the tundra will mean more fossil fuels are burnt and more greenhouse gas emissions are released leading to global warming. The tundra will also be at risk from destruction. Permafrost will melt / animals would lose their habitat.

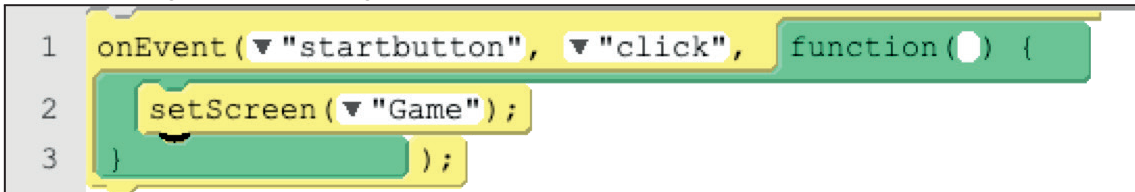


Year 8 Computing - Mobile App Development

Week 1: App For That

Keywords	Knowledge
Decomposition - Decomposition is breaking a problem down into more manageable chunks. Success Criteria - These are the specific items that need to be included in the project.	 In today's app stores, there will be an application that can complete nearly every job that software can do. Making an app will require the developer to: • Think of an overall problem • Break that problem down into smaller problems • Work on each problem one by one. ◦ This will allow for a more efficient way of creating an app. Developers will create success criteria so that they know what to include. This will be how they measure their progress and whether the task has been completed or not. Example Question: Why do we use decomposition?

Week 2: Tappy Tap App

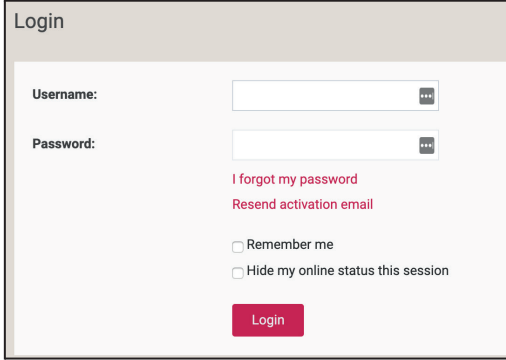
Keywords	Knowledge
Events - These are actions that occur when conditions are met. Trigger - This is a specific action in an event. Event Driven Programming - A technique to program using actions.	In event-driven programming, the flow of the program is controlled by events. • Events can be user actions such as: • Mouse clicks (or the touchscreen equivalent) • Key presses • Hovering over a picture • Voice input ("OK Google...") Events can also be triggered by: • Sensors (e.g. if movement is sensed, turn the light on) • Messages from other programs  Example Question: What is Event Driven Programming?

Week 3: School Lab Studios

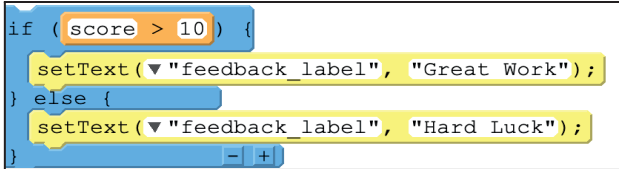
Keywords	Knowledge
Errors - Issues that can appear because there are problems in code. Variables - Locations in memory where the values can be changed.	When writing programs to create an app, there will be different errors that appear. They can be syntax (spelling) or logic (operators) errors. Syntax errors can be detected by the programming environment that is being used. Logic errors will need to be spotted by the programmer. That is because the program will still run but not as it should. Programs will follow sets of instructions in an order. It is important to make sure that the instructions are in the correct order for completion. This helps create the desired end goal. Example Question: What is a syntax error?

Year 8 Computing - Mobile App Development

Week 4: User Input (You should also recap Week 1 this week)

Keywords	Knowledge
User Input - Allowing the person using the app to enter values. Subroutine - These are blocks of code that can be recalled and used multiple times. Event Handler - This will check a list of events and see what is present on the page.	There are many different methods to gather user input. These methods may even gather different types of user input. - Text boxes - Allows the app to capture text string values. - Checkboxes - Allows the user to select a true/false option. - Buttons - Linked to an event that will happen based on the data entered.  getText() - <code>getText("id")</code> is a built-in subroutine that collects the text entered into a textbox; "id" is to be replaced with the name given to the text box. Example Question: What does getText() do?

Week 5: App Development (You should also recap Week 2 this week)

Keywords	Knowledge
Selection - This is where values are compared to BOOLEAN conditions. Boolean - True/False values.	 Events in an app will work based on True or False (Boolean) conditions happening. If one event takes place, then this will lead to another event running. We can use variables within selection statements to keep track of values being stored in the app. These values can then help drive Example Question: What is a boolean value?

Week 6: Project Completion (You should also recap Week 3 this week)

Keywords	Knowledge
Debugging - This is the process of looking through a program and looking for errors.	When projects come to the finishing stages, it is important to evaluate them. This is where the strengths and weaknesses will be highlighted and the project will be compared to the success criteria. If projects have achieved the success criteria, then they can be classed as a success. Projects will also need to be debugged in order to make sure that there are no problems before it is released to the public. This saves developers time in the long run as they would not need to release any updates or patches to fix problems. Example Question: How can we tell if a project was a success?

1. Que manges-tu?

D'habitude, <i>Usually,</i>	en France <i>in France</i>	pour le petit-déjeuner <i>for breakfast</i>	on mange <i>we eat</i>	du pain <i>bread</i> du jambon <i>ham</i> du fromage <i>cheese</i> du poisson <i>fish</i> de la viande <i>meat</i> des céréales <i>cereal</i> des croissants des pains au chocolat des biscuits
Normalement, <i>Normally,</i>	en Guadeloupe <i>in Guadeloupe</i>	pour le déjeuner <i>for lunch</i>	on prend <i>we have (take)</i>	des fruits <i>fruit</i> des escargots <i>snails</i> des fruits de mer <i>seafood</i> des cuisses de grenouille <i>frogs' legs</i>
Souvent, <i>Often,</i>	chez nous <i>in our country</i>	pour le dîner <i>for dinner</i>	on boit <i>we drink</i>	du lait <i>milk</i> du thé <i>tea</i> du café <i>coffee</i> du jus d'orange <i>orange juice</i> du vin <i>wine</i> de la bière <i>beer</i> de l'eau (gazeuse) <i>water (sparkling)</i>
Traditionnellement, <i>Traditionally,</i>		pour le goûter <i>for a snack</i>		

2. Qu'est-ce que tu vas prendre?

Pour commencer <i>To start</i>	je vais prendre <i>I'm going to have (take)</i>	le foie gras <i>the duck liver pâté</i> la soupe à l'oignon <i>the onion soup</i> la salade niçoise <i>the niçoise salad</i> les moules-frites <i>the mussels and chips</i>	le sorbet <i>the sorbet</i> le soufflé au chocolat <i>the chocolate soufflé</i>
Comme entrée <i>As a starter</i>	je voudrais <i>I would like</i>	l'assiette de charcuterie <i>the charcuterie plate</i> le gratin dauphinois <i>the dauphinoise potatoes</i> le cassoulet <i>the meat and bean casserole</i>	la crème brûlée <i>the crème brûlée</i> la mousse au chocolat <i>the chocolate mousse</i>
Comme plat principal <i>For the main course</i>	j'aimerais <i>I would like</i>	le rôti de veau <i>the roast veal</i> le bœuf bourguignon <i>the beef bourguignon</i> le steak tartare <i>the steak tartare</i> le croque monsieur <i>the croque monsieur</i> la bouillabaisse <i>the bouillabaisse (fish stew)</i>	la tarte au citron <i>the lemon tart</i> la tarte aux pommes <i>the apple tart</i> des macarons <i>some macarons</i> des beignets <i>some doughnuts</i>
Comme dessert <i>For dessert</i>		la quiche lorraine <i>the quiche lorraine</i> la ratatouille <i>the ratatouille</i>	une crêpe <i>a crêpe (pancake)</i> une gaufre (belge) <i>a Belgian waffle</i>
Le plat du jour <i>The dish of the day</i>			
Notre spécialité <i>Our speciality</i>	c'est <i>is</i>		
La spécialité de la région <i>The speciality of the region</i>			

3. Que manges-tu normalement?

Normalement pour le petit-déjeuner <i>Normally for breakfast</i>	je mange <i>I eat</i>			
	je bois <i>I drink</i>	du pain <i>bread</i> du pain-grillé <i>toast</i> du beurre <i>butter</i>	de la confiture <i>jam</i> de la viande <i>meat</i> de la pizza <i>pizza</i>	à 7h00/ à sept heures <i>at 7 a.m.</i>
Généralement pour le déjeuner <i>Normally for lunch</i>	je prends <i>I take (eat/ drink/ have)</i>	du saucisson <i>sausage</i> du yaourt <i>yoghurt</i>	de l'eau <i>water</i> des frites <i>chips</i> des pommes de terres <i>potatoes</i> des céréales <i>cereal</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>	à 7h30/ à sept heures et demie <i>at 7:30 a.m.</i>
D'habitude pour le dîner <i>Usually for dinner</i>	on mange <i>we eat</i>	du lait <i>milk</i> du coca <i>coke</i> du thé <i>tea</i> du café <i>coffee</i> du chocolat du gâteau <i>cake</i>		à midi <i>at midday</i>
Comme goûter/ casse-croûte <i>As a snack</i>	on boit <i>we drink</i>			
Comme dessert <i>As a dessert</i>	on prend <i>we take (eat/ drink/ have)</i>	des fruits <i>fruits</i>		à 19h00/ à dix-neuf heures <i>at 7 p.m.</i>
A Noël <i>At Christmas</i>	ils/elles mangent <i>they eat</i>			
Pour fêter mon anniversaire <i>To celebrate my birthday</i>	je ne mange pas <i>I don't eat</i> je ne bois pas <i>I don't drink</i> je ne prends pas <i>I don't take (eat/ drink)</i>		de pain <i>(any) bread</i> de lait <i>(any) milk</i> de chocolat <i>(any) chocolate</i> d'alcool <i>(any) alcohol</i> de viande <i>(any) meat</i>	
Pour les grandes occasions <i>For special occasions</i>	je ne mange jamais <i>I never eat</i>			

4. Qu'est-ce que tu aimes manger normalement?

J'adore <i>I love</i>		du chocolat		quand j'ai assez de temps. <i>when i have enough time.</i>
Je préfère <i>I prefer</i>		du café	j'en mange <i>I eat (some of it)</i>	quand j'ai assez d'argent. <i>when i have enough money.</i>
Je déteste <i>I hate</i>	manger <i>to eat</i>	du coca	j'en bois <i>I drink (some of it)</i>	pour mon anniversaire. <i>for my birthday.</i>
J'aime <i>I like</i>	boire <i>to drink</i>	du fromage		le week-end. <i>at the weekend.</i>
Je n'aime pas <i>I don't like</i>	acheter <i>to buy</i>	de la viande	j'en achète <i>I buy (some of it)</i>	chaque soir / week-end. <i>every evening / weekend.</i>
		de la pizza		pour le petit-déjeuner. <i>for breakfast.</i>
		de la salade		avec ma famille. <i>with my family.</i>
		de l'eau		
		des haricots		
		des gâteaux		

5. Que vas-tu manger?		Qu'est-ce que tu as mangé?	
Normalement pour le petit-déjeuner, Généralement pour le déjeuner, D'habitude pour le dîner, Comme goûter/casse-croûte, Comme plat principal, <i>As a main course,</i> Comme dessert/entrée, <i>As a dessert/ starter,</i> Quand on fait un pique-nique, <i>When we have a picnic,</i> Pourtant, <i>However,</i> Ensuite, <i>Next/ then,</i> Hier, <i>Yesterday,</i> Le week-end dernier, <i>Last weekend,</i>	Verb (present)		
	je mange	<i>I eat</i>	jambon (m) <i>ham</i>
	je bois	<i>I drink</i>	yaourt (m) <i>yoghurt</i>
	je prends	<i>I take (have)</i>	coca (m) <i>coke</i>
			fromage (m) <i>cheese</i>
			gâteau (m) <i>cake</i>
	Verb (passé composé)		
	j'ai mangé	<i>I ate</i>	limonade (f) <i>lemonade</i>
	j'ai bu	<i>I drank</i>	soupe (f) <i>soup</i>
	j'ai pris	<i>I took/had</i>	salade (f) <i>salad/ lettuce</i>
			eau (f) <i>water</i>
	Verb (near future)		
			chips (mpl) <i>crisps</i>
			raisins (mpl) <i>grapes</i>
			biscuits (mpl) <i>biscuits</i>
	je vais manger	<i>I'm going to eat</i>	pommes (fpl) <i>apples</i>
	je vais boire	<i>I'm going to drink</i>	fraises (fpl) <i>strawberries</i>
	je vais prendre	<i>I'm going to have</i>	

11. Comment fete-on ...?			
En Angleterre, <i>In England,</i>	on fête <i>we celebrate</i>	Noël <i>Christmas</i>	en mangeant <i>by eating</i>
		Pâques <i>Easter</i>	une dinde <i>a turkey</i>
Au Royaume-Uni, <i>in the UK,</i>	on célèbre <i>we celebrate</i>	Mardi Gras <i>Shrove Tuesday</i>	une bûche de Noël <i>a Yule log</i>
		Hanoukka <i>Hanukkah</i>	un gâteau <i>a cake</i>
En France, <i>In France,</i>		l'Aïd el-Fitr <i>Eid al-Fitr</i>	des oeufs en chocolat <i>chocolate eggs</i>
		Divali <i>Diwali</i>	des crêpes <i>pancakes</i>
En Guadeloupe, <i>In Guadeloupe,</i>	ils fêtent <i>they celebrate</i>	le poisson d'avril <i>the April fish day (April Fools' Day)</i>	en buvant <i>by drinking</i>
		le carnaval de Guadeloupe <i>Guadeloupe carnival</i>	du champagne <i>champagne</i>
Au Québec, <i>In Québec,</i>	ils célèbrent <i>they celebrate</i>	la Chandeleur <i>Pancake day</i>	du lait de poule <i>eggnog</i>
		la fête de la Musique <i>Musical festival</i>	du vin chaud <i>mulled wine</i>
Chez nous, <i>In our country/home,</i>		la fête nationale <i>Bastille Day (14th July)</i>	de la bière <i>beer</i>
		la Saint-Sylvestre <i>New Year's Eve</i>	en admirant <i>by admiring</i>
		la fête des neiges de Montréal <i>the Montréal snow festival</i>	les feux d'artifices <i>the fireworks</i>
		les anniversaires <i>Birthdays</i>	en décorant <i>by decorating</i>
			le sapin de Noël <i>the Christmas tree</i>
			en s'offrant des cadeaux <i>by giving presents</i>
			en chantant <i>by singing</i>
			en dansant <i>by dancing</i>
			en passant du temps en famille <i>by spending time with family</i>

Art, Craft and Design

WEEK 1 & 5:

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.	
Developing your idea as a final piece. Rough - A basic sketch of a final idea A Visual/Maquette - A small image or model created in the selected materials Final Piece - An image or sculpture pulling all preparatory work together		

WEEK 2 & 6:

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

TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
Generation - all of the people born and living at about the same time, regarded collectively Genetics/ Heredity - the passing on of physical or mental characteristics genetically from one generation to another Integrated - combining qualities Phenomena - a remarkable person or thing Anthropology - Investigating cultures Ancestors - a person, from whom one is descended. Community - a group of people living in the same place or having a particular characteristic in common Nature - The world around us, not made by man.	Painter - somebody who paints Ceramicist - somebody who uses clay Printmaker - somebody who produces art using printing ink and the printing techniques. Cubist/ Cubism - an art movement Constructed - made in 3D Sculpture - 3D Art Collage - art using mixed media layered together

WEEK 3:

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

Artists/Designers

African Masks - African masks are used for special social and religious events. The masks represent the spirits of ancestors that passed away long ago. They are thought to control the good and evil in the community.

Masks are worn during dances. The mask is believed to channel a spirit through the dancer. This spirit responds to the music and influences the dancers movements.

Some masks are made to look like animals. These masks show the strong bond between the African community and nature. Masks have always been used to show this bond.



Pablo Picasso - Picasso was a Spanish painter, sculptor, printmaker, ceramicist and theatre designer who spent most of his adult life in France. Regarded as one of the most influential artists of the 20th century, he is known for co-founding the Cubist movement, the invention of constructed sculpture, the co-invention of collage, and for the wide variety of styles that he helped develop and explore. Among his most famous works is the painting, Guernica (1937), a dramatic portrayal of the bombing of Guernica by German and Italian air forces during the Spanish Civil War.

Pablo Picasso spent some time in Africa during his travels and was inspired by the masks and other cultural items he discovered there. Pablo Picasso's African Period, which lasted from 1906 to 1909, was the period when Pablo Picasso painted in a style which was strongly influenced by African sculpture, particularly traditional African masks and art of ancient Egypt.



WEEK 4:

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.

Combined Science Knowledge Organiser Year 8 Half Term 5

Biology		Chemistry		Working Scientifically	
Keyword	Definition	Keyword	Definition	Keyword	Definition
Variation	The differences between individuals of the same species, caused by genetic and environmental factors.	Atmosphere	The relatively thin layer of gases that surround the planet.	Compare	Describe the similarities and/or differences between things.
Biodiversity	The total variation between all living things.	Water cycle	The journey water takes as it moves from the land to the sky and back.	Conclude	Arrive at a judgement or opinion by reasoning and using scientific evidence.
Natural selection	A process by which a species changes over time in response to changes in the environment, or competition between organisms.	Carbon cycle	The journey carbon takes as it moves from the land to the sky and back again.	Evaluate	Use the information provided as well as your own knowledge and understanding, to consider evidence for and against when making a judgement.
Adaptations	Features of living organisms that help them survive.	Global warming	Increase in the Earth's temperature.	Describe	Recall some facts, events, or processes in an accurate way.
DNA	A chemical made up of two long strands, arranged in a spiral.	Natural resource	Something that occurs naturally and we can make use of.	Define	State the precise meaning of an idea or concept.
Inheritance	When living things reproduce they pass on characteristics to their offspring.	Recycle	Taking old, unwanted products and using the material to make new products.	Explain	Make something clear, or state the reasons for something happening.
Gene	A section of DNA that is responsible for a characteristic e.g eye colour	Combustion	Burning a fuel in the presence of oxygen.	Justify	Use evidence from the information supplied.
Chromosome	Thread like structures made up of DNA.	Greenhouse effect	A process that occurs when gases in Earth's atmosphere trap heat.	Predict	Give a plausible outcome.
Species	A group of similar organisms that can breed with one another to produce fertile offspring.	Reduce	When people purchase less 'stuff' so that it reduces the amount of energy required to manufacture and transport goods.	Suggest	Apply knowledge and understanding to a new situation.
Punnett square	A grid that shows the possible combinations of alleles that can result at fertilisation.	Reuse	Using different materials again but do not convert them into different products.	Use	The answer must be based on the information given in the question.
Most Important Fact					
Offspring inherit genes from their parents, the best adapted species will reproduce the most.	Humans emit greenhouse gases via several processes, greenhouse gases trap heat in our atmosphere.		Experiments involve repeats to improve reliability and control variables to improve accuracy and validity.		

Week 1 & 2	Key themes/Facts	Key terms/Spellings	Religious point of view
The Nature of God	Describing God is very difficult. God is not necessarily a male and God is the supreme being. Christians believe there is only one God and so Christianity is a monotheistic religion.	Denomination: A distinct group with Christian faith. Orthodox: A branch of Christianity mainly practiced in East Europe. Protestant: Are called this name because they protested. Catholic: Branch of Christianity - based in Rome. Monotheistic - believe in one God	There are 3 main branches of Christianity (Catholic, Orthodox and Protestant) now exist side by side and all three are rightly called Christianity. All believe that God is universal and God works through history guiding and inspiring people to do God's will for the good of all people. God has no restrictions caused by physicality but exists as a spiritual being that defied description. Christians consider God to be holy, which means something set apart from everything else for a special purpose and worthy of worship.
Qualities of God	Christians believe that God has various qualities or attributes. They believe that God is perfect and that these qualities are proof of God's perfection. Some of God's qualities are not possible for humans to achieve but others are and provide examples that Christians should aspire to.	Omnipotent - almighty, having unlimited power, a quality of God Benevolent - all - loving, all good, a quality of God Justice - bringing about what is right and fair Quote to support: "Nothing is impossible with God." Luke 1:37 God is just and so Christians believe that a just God treats all people fairly and incapable of making a wrong judgement.	Christians should live their life loving all without judging and the belief that God will control everything and will look after others. In order to be perfect 'Supreme Being' it is important that God is omnipotent, this means all powerful with unlimited authority - there is nothing God cannot do or achieve. God is also loving, they believe that because God loves humans and God wants the best for them. God encourages Christians to love each other in their daily lives by treating everybody with care and respect.
Week 3	Key theme/Fact	Key terms/Spellings	Religious point of view
The oneness of God and the Trinity	The Trinity represents that God can be seen as one in three and three in one, all at the same time. In simple terms, the concept of the Trinity is that there are three 'persons' accept that it is difficult to explain in words but God is all Three!!	The Trinity - The belief that there are three persons in one God; the Father; the Son and the Holy Spirit. Holy Spirit - the third person of the Trinity Son of God - the second presence of the Trinity and a title used for Jesus	God the Father - the first person of the Trinity - the creator of the Earth and all living things on it. God the Son - the second person of the Trinity and became incarnate on earth in history through Jesus. God the Holy Spirit - the holy spirit is believed to be the unseen power of God at work in the world in the past, present & future. The Trinity is very much like a clover leaf, where it is all connected with 3 separate leaves but it is all one leaf. Very similar to the Trinity - all 3 persons are 1 God!!

Week 4 & 5	Key themes/Facts	Key terms/Spellings	Religious point of view
The Creations Story	No one exactly knows when the story in Genesis 1 was first written but experts believe it obe around 500 bc. Around 600 years later, in the New Testament of the Bible, John opened his gospel with a passage 'the Word'.	Creation - the act by which God brought the universe into being The Word - term used at the beginning of John's gospel to refer to God the Son. Christians believe that God created the earth and all living things on the earth. There is religious truth explaining that the process of creation was God's choice and that God designed and caused it to happen.	"In the beginning was the Word, and the Word was with God, and the Word was God. He was with God in the beginning. Through him all things were made; without him nothing was made that has been made" John 1:1 - 3 Experts have discussed this extract for many years and specifically the identity of the WORD. Most are now agreed that 'the Word' refers to God the Son who entered history as Jesus. This show that knot only was the Holy Spirit involved in the creation but that the Son was as well - welcome to the Holy Trinity and God being all 3.
The Incarnation and Jesus, the Son of God	Although many people question the virgin conception because it is not a natural thing to happen and is unlikely to have happened since, for Christians it is very important . It gives evidence for the belief shared by all Christians that Jesus is incarnate.	Incarnation - becoming flesh, taking human form. Resurrection - rising from the dead. Jesus rising from the dead on Easter day. Blasphemy - a religious offence which includes claiming to be God Quote: "The Word became flesh and made his dwelling among us"	Mary did not conceive Jesus sexually; May was engaged to Joseph who took Jesus as his son, although he knew he was not the natural father. An angel appears and says that Jesus is no ordinary child and not a normal conception. The Son of God - remember 'the Word' being the Son of God. Jesus was God incarnate, in the flesh as a man . The belief that Jesus was God incarnate makes it easier for Christians to explain and accept as truth some of his actions whilst on earth, including miracles and his resurrection (rising from the dead). When Jesus was baptised a voice from heaven said 'You are my Son'
Week 6	Key theme/Fact	Key terms/Spellings	Religious point of view
The Crucifixion	One of the most detailed stories from the whole of Jesus's life is the account of how he died. He was sentenced to death by Pontius Pilate, the Roman Governor.	Crucifixion - Roman method of execution by which criminals were fixed to a cross. The execution and death of Jesus on Good Friday. Crucifixion was death by asphyxiation. The cross is used to symbolise their faith and Jesus died on the cross for our sins.	What happened at Jesus' crucifixion? Jesus was executed on the cross. Nailed to the cross and left to die. Why do Christians use a cross or crucifix as a symbol to remind them of Jesus? Even though Christians believe that Jesus was the Son of God, it does not mean that he was in some way spared the pain and horror of his crucifixion. Not only was he also fully human, he also had the same feelings as anybody else.

Week 1 - Peasants Revolt		
Key Words Revolt - a rebellion or uprising Looting - stealing Poll tax - a tax everyone had to pay - it was the same amount despite how much you earned Mitre - an abbots headdress Pardons - special letters to forgive someone for a crime	Key Knowledge 1. Before the Black Death there were lots of workers but after there were less to work on the land both for themselves and for their landlords (Work Service) 2. There was also the problem of the Poll tax as both rich and poor paid the same amount of 5 pennies. 3. When King Richard II's men went to collect the Poll Tax from a village in Essex called Fobbington, 3 of them were killed, these actions spread across Essex. 4. peasants began to gather in Maidstone Kent behind a leader called Wat Tyler and a priest called John Ball (Ball had been jailed for telling people that God had made them all equal and therefore they should refuse to do work service). 5. 60,000 troops headed to London to talk to the King - on the way they released prisoners from jail and set fire to the houses of the rich. 6. The gates of London were open to them and they continued their rampage destroying the home of John of Gaunt (the king's uncle) and looting until Tyler told them to stop. The revolt now had 100,000 followers. 7. The King, who was only 14 years old, agreed to meet Tyler and Ball at Mile End. Tyler explained their concerns and the king agreed to help them as long as all the peasants returned home. 8. Meanwhile a group of peasants had captured the Tower of London, dragged out the Archbishop of Canterbury and beheaded him. 9. The King met the rebels again , the Lord mayor tried to arrest Tyler who he stabbed and then John Ball was cut to pieces- most peasants returned home.	
Key Dates 1348 - Black Death 1381 - King Richard II's officials arrived in Fobbing Essex to collect the poll tax- 3 were killed June 1381 - 60,000 angry peasants marched towards London - The King met them at Mile End. Meanwhile other peasants captured the Tower of London - The king spoke to the peasants and most returned home . the leaders were hung		
Week 2 - Florence Nightingale		
Key Dates 1820 - Nightingale is born 1850 - she went to Lutheran Hospital in Germany to train 1854 - went to the Crimea to nurse wounded soldiers 1856 - returns and receives award from Queen Victoria 1859 - write a book on the Notes on nursing 1910 - She died	Key Knowledge 1. Florence was the daughter of a wealthy family and she should have grown up and taken her part in society- marrying a rich man and producing children. 2. She grew up in Derbyshire on her father's estate - she learnt German, French and Italian but preferred to spend her time helping the poor and sick. 3. Her parents were annoyed when she announced she intended to be a nurse as this was not a suitable profession for a young lady. 4. She trained in Germany before taking up a position at the Middlesex Hospital for governesses. 5. When the Crimean war broke out in 1855 between Great Britain, France, Turkey against the Russian expansion into the Middle East women were not allowed in military hospitals. 6. However the death rate among injured soldiers was so high that Nightingale and 38 nurses were asked to go and help. 7. She began by cleaning up the hospital and tending to the men both day and night earning the name 'Lady with the lamp'. 8. She stayed there for 1 ½ years before returning to a hero's welcome - she was given a brooch by Queen Victoria known as the Nightingale emblem. 9. Nightingale wrote a book on nursing and raised money (£44,000) to set up a training school for nursing at St Thomas Hospital, London. 10. She turned nursing into a respectable profession for women.	

Week 3- Battles of WWII: Pearl Harbour, Midway and D-Day		
Pearl Harbour, 7.55am Sunday 7th December 1941 1. Pearl Harbour is a US naval base in the state of Hawaii. 2. The aim of the Japanese attacks was to attack the US Pacific fleet to prevent it from stopping Japanese expansion in South East Asia. 3. The attack occurred first thing in the morning whilst the fleet was at anchor. 4. The USA and Japan were not at war with each other, they were in the middle of peace negotiations 5. The US radar operator made an error - he saw the Japanese planes on his radar screen but mistook them for his own planes returning from the mainland 6. The flagship USS Arizona was destroyed. 7. The Japanese also bombed the power station, fuel and torpedo depots and the dry dock. 8. Japan said they had awakened a 'sleeping lion' as it brought the US into WWII. 9. 8th December 1941 - The USA declared war on Japan as a result of the Pearl Harbour attack. Battle of Midway June 1942 1. The Imperial Japanese Navy led by Yamamoto had been storming through the Pacific capturing Islands as they went. 2. The expansion was finally stopped at the Battle of the Coral Sea in May 1942 3. Yamamoto was now focused on destroying the US fleet at Midway Island but US intelligence discovered the plan. 4. The Japanese attacked and initially the USA lost 47/51 torpedo planes before the 37 Douglas Dauntless planes dived and bombed the American ships. 5. Japan lost 4 carriers, 220 aircraft and over 3,000 men compared to the US losses of one carrier, 100 men and 130 aircraft. 6. More importantly, the Japanese advance in the Pacific ocean had ended. D-Day Landings 6th June 1944 1. Led by General Dwight Eisenhower 2. Known as Operation Overlord, the D-Day landings were the largest invasion force in History. 3. The combined Allied forces aimed to land on 5 beaches in Northern France (Utah, Omaha, Gold Juno and Sword) then advance through France to Germany. 4. It was part of the second front agreed at the Tehran Conference in 1943 5. The Germans had fortified the Northern Coast to stop an invasion so the Allies pretended they were going to attack Calais instead. 6. The worst fighting was on Omaha beach where the Americans very nearly failed because the German guns had not been destroyed by the air raids. 7. Eventually all 5 beaches were secured and the Allies were able to push on through Europe - less than a year later Hitler was dead and Germany had surrendered.		Pearl Harbour Key Statistics 1. 183 Japanese planes attacked in the first wave. 2. 170 Japanese planes attacked in the second wave 90 minutes later. 3. 19 US warships were destroyed. 4. 2,403 Americans died. 5. 29 Japanese planes were shot down.
Week 4 - The dropping of the atomic bomb on Hiroshima		
Key Facts- The dropping of the atomic bombs. 1. US President Harry Truman decided to drop the bombs on Japan to bring a swift end to WW2 and prevent more American deaths. 2. He feared that to take Japan in the conventional way would cause the death of thousands of soldiers because Japan was prepared to fight to the death. 3. The atom bomb was developed by Robert Oppenheimer as part of the Manhattan project to be used against Hitler. 4. By the time it was ready and tested in the New Mexico Desert in July 1945 Hitler was dead. 5. On 6th August 1945 the Enola Gay flown by Paul Tippetts dropped an atomic bomb on the Japanese city of Hiroshima. 6. The bomb nicknamed Little boy caused extensive damage and killed thousands. 7. The impact of the bomb destroyed buildings in the initial blast, creating a flash that was the same intensity as the sun ; vaporising any in the immediate area. Soon afterwards a mushroom cloud appeared in the sky . This was radiative and when the dust fell back down to earth it caused radiation sickness. 8. Three days later a second one was dropped on Nagasaki because the Japanese had not surrendered immediately. This killed 40,000 instantly		Consequences of the dropping of the atomic bomb 1. The dropping of the bomb on Japan ended WW2. 2. The horrific effects of the bomb (vapourisation, radiation) acted as a deterrent and have prevented any future major wars. 3. 120,000 people died. 4. The USA used the bomb to show the world their power - the second bomb was to show they had more than one weapon and could build more if they needed it. 5. It started the Arms Race in which the USA and Soviet Union built more and more weapons to compete with each other.

Week 5- Conspiracy Theories - Space Race and Assassination of JFK	
Key Words Space Race - the competition to be the first into space and the first to the moon JFK - John Fitzgerald Kennedy was 35th American President Lee Harvey Oswald - claimed to have been the lone assassin Jack Ruby - shot Lee Harvey Oswald before he could stand trial Magic Bullet Theory -the claimed that the same bullet caused the 7 different wounds on JFK and Connally.	Key Facts- Did the USA get to the moon? 1. American pride was dented when Yuri Gagarin was the first soviet astronaut in space. 2. It seemed the Soviet Union had won the space race but President Kennedy responded by saying the USA would have a man on the moon before 1970. 3. It seemed his pledge had come true when Neil Armstrong and then Buzz Aldrin walked on the moon on 20th July 1969. 4. Almost immediately some people began to say the whole mission was a fake. 5. They said that in 1969 the Americans did not have the technology to land a man on the moon. 6. The main arguments against the USA getting to the moon:- The Flag was fluttering. The footprints were too clear. No stars in the picture and there was a C on one of the rocks
Key Facts - Assassination of JFK 1. John Fitzgerald Kennedy and his wife Jackie were on a state visit to Dallas Texas when he was assassinated. 2. They were riding in an open top presidential motorcade driving through the Dealey Plaza when the shots were fired. 3. He was shot in the head and neck at 12.,30pm and pronounced dead at 1pm. 4. The group carrying out the investigation was known as the Warren Commission. 5. They looked at whether the Magic bullet theory could still stand and whether it was possible for one person to have assassinated JFK. 6. The main arguments against the lone assassin theory:- Six shots were fired not three, Shots were fired from above and behind the main area, Many people said the shots came from the grassy knoll not the Book depository	

Week 6- Chemical Weapons - The Vietnam War	
Key Dates 1961 - President Kennedy agreed to the use of Chemical weapons in Vietnam 1962 - Agent Orange was first used 1965- Napalm was first used	Key Knowledge 1. The USA were struggling to fight the Vietcong who hid in the dense jungle. 2. The decision was made to use chemical weapons to destroy the jungle in which the enemy hid and reduce their food supplies. 3. Operation Ranch Hand was launched Napalm 1. It was a type of bomb that exploded and showered the surrounding victims with a burning petroleum jelly. 2. It is a gel that burns at 800 degrees C. 3. When it falls on people it sticks to the skin, hair, clothes causing terrible pain and burns. It can also cause suffocation and death. 4. 388,000 tons were dropped to cause psychological damage to the enemy. 5. It was dropped by B52 bombers Agent Orange 1. Vietnam is a heavily wooded country where the US's enemies the Vietcong could hide. 2. Agent Orange was a defoliant (forest remover)- A herbicide spray. 3. Some 3.5 million litres were dropped on Vietnam from 1962 to 71. 4. It had terrible side effects:-Skin irritations, Miscarriages and birth defects, Type 2 diabetes and cancer, Psychological effects 5. It also destroyed farmland and rice fields which caused food shortages but had limited effect on the jungle. 6. It also had the effect of turning more people against the Americans and in favour of the Vietcong.

Cricket

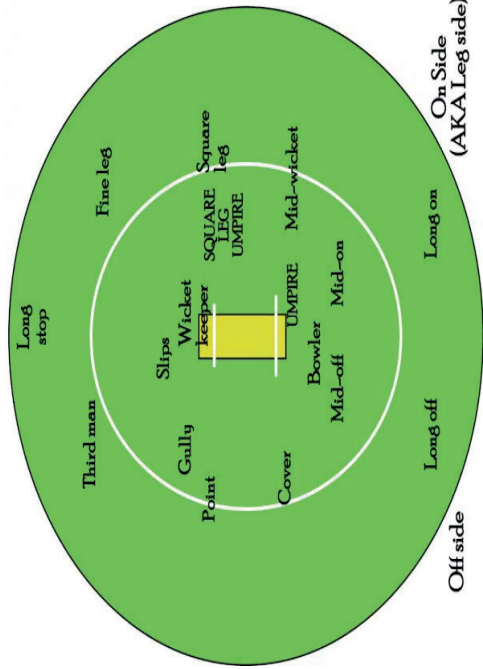
Rounders

Week 1

Week 2

Fielding positions:

These are the main positions on a cricket field. There is always a bowler and a wicket keeper as well as two batters and umpires.



Shot selection: When batting it is important that the batter plays the right shot for the ball that is bowled at them. If the ball is 'full' they need to play a front foot shot and if the ball bowled is short (going to bounce above the batters waist) they need to play a back foot shot.

If the batter hits the ball in the air they have the best chance of hitting a six but also run the risk of getting caught out. Hitting the ball along the floor reduces the chance of getting out but may mean that it is easy for fielders to stop the ball. The batter needs to assess where the fielders are placed and hit the ball into the gaps.

Rules:

- Each team is made up of 11 players. Not everyone has to bowl but everyone can be required to bat.
- The length of a game can differ between 20 overs, 50 overs and a test match which can last 5 days.
- One team bats and scores runs until they have lost 10 wickets and then the other team begins batting trying to get to that score.

Positions - on a fielding team:

Bowler - Role is to bowl the ball from the bowlers square to the batter, making sure not to bowl a 'No Ball'.

Backstop - To stop the ball from going far when the batter does not hit it or if it is a backward hit and to work with the bowler and 2nd base.

Post fielders - To use their coordination and accurate throwing and catching to stump batters out.

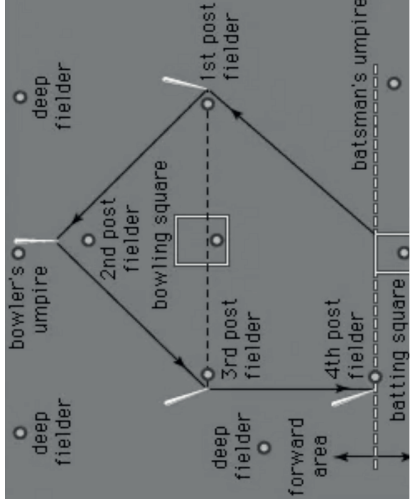
Deep fielders - To catch high balls, gather rolling balls and throw the ball into other fielders.

Throwing techniques:

Underarm	Stand with feet shoulder width apart, face towards your target, ball in your dominant hand, step forward with your opposite foot, swing your arm forward and release the ball.
Overarm	Stand with feet shoulder width apart, face towards your target, ball in your dominant hand, opposite foot forward, ball above your shoulder, swing arm forward and release.

Rules:

- Two teams of 9 will play against one another however you can play with a minimum of 6 players per team.
- A rounders game will last for two complete innings, and the winning team will be the one who achieved the most rounders at the end of the game.
- When playing, batters must run around the outside of the posts and bases once the ball is bowled and they have either hit the ball or have been unsuccessful. The only time they should not run is if the umpires call 'No Ball'.
- Batters must not drop the bat, they must carry it whilst running and can use it to stump posts and bases in order to stay in.
- Batters must stand in the batting square when batting.
- Bowlers must stand in the bowlers square when bowling.
- Bowlers must bowl the ball using an underarm throw.
- When the bowlers have the ball in their square, the fielders if between bases must wait at the next base.
- Batters can only score when it is their turn to bat, even if they remain on a post and base when it is the next person's turn.



Athletics - Week 3		Thinking ME: Cardiovascular System - Week 4&5															
Athletics consists of a number of different events. These events always involve at least one of the following: running, jumping or throwing. Running events differ in distance from short distance sprints to long distance endurance races. These events include 100m, 200m, 400m, 800m, 1500m, 5000m and 10'000m. In some of these races, students also have hurdles to jump over. As a nation we have had a succession of successful runners. In the 1990s Linford Christie was one of the best 100m runners in the world, running 100ms in less than 10 seconds which at the time was astonishing. In the Olympic finals now we will see the majority of competitors run in less than 10 seconds. The world record was recorded by Usain Bolt in 2009 with a time of 9.58 seconds! Mo Farah is our most successful British long distance runner and he got Gold at our home Olympics hosted in London 2012. Mo Farah's best recorded times are as follows: 5000m in 12.53.11 and 10,000m in 26.46.57. These times take an incredible amount of resilience, stamina and aerobic endurance. We have also held the world record for triple Jump. This event involves athletes performing a hop, a skip and then jump covering as much distance as they possibly can before landing in a sand pit. Jonathan Edwards has held the world record distance since 1995 which is incredible.		<table><tr><td>Atrium</td><td>Located at the top of the heart, collect blood from the body and moves blood into the ventricles</td></tr><tr><td>Ventricle</td><td>Collect blood from the atriums ready to send out to the body and lungs.</td></tr><tr><td>Areties</td><td>The blood vessel that transports blood from the heart around the body at high pressure.</td></tr><tr><td>Veins</td><td>The blood vessel that transports blood to the heart around the body at high pressure.</td></tr><tr><td>Capillaries</td><td>The smallest blood vessel in the body</td></tr></table> Structure of the heart - imagine the heart as a box with 4 quarters, each ¼ has a different name and job. <table><tr><td>Right Atrium - The chamber at the top of the heart collecting blood from the body</td><td>Left Atrium - The chamber at the top of the heart collecting blood from the lungs</td></tr><tr><td>Right Ventricle - The chamber at the bottom of the heart, sends blood to the lungs</td><td>Left Ventricle - The chamber at the bottom of the heart, sends blood to the body.</td></tr></table>		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	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.
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		Healthy ME: Week 6 - Healthy Eating Balanced Diet															
		Balanced Diet - To keep healthy, it is vital to eat a balanced diet. This means eating the right amount from different food groups. - There are 6 main food groups: Carbohydrates, proteins, fats, vitamins, minerals, fibre. - The World Health Organisation recommends getting at least half of your energy intake from carbohydrates and no more than 30% from fats. - The organisation also recommends at least 400 grams or 5 portions of fruit and vegetables daily. - Water is also an essential part of a balanced diet. Food examples: - Carbohydrates: pasta, rice, bread, potatoes. - Proteins: Meat, fish, eggs, lentils, chickpeas, beans. - Fats: Butter, oils. - Vitamins & minerals: Fruits (apples, oranges, berries), Vegetables (broccoli, peas, carrots, peppers, onions). - Fibre: Cereals, whole grain bread, oats.															

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Aspire
(ACHIEVE)
Thrive

Develop your character

