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

STOKE DAMEREL

Aspire Achieve Thrive

Name:

Tutor:

Half Term 5 2022-23

Science

French

KNOWLEDGE ORGANISER

History

English

Geography

9

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

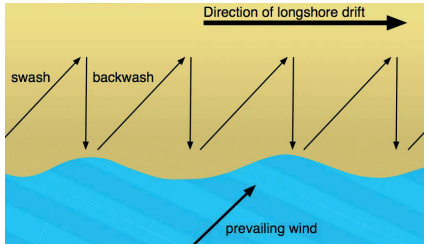
Contents Page

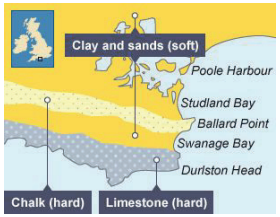
Book Pride

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 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	Waves types and characteristics	Binary Mosaic	**Being Healthy** Keywords and Definitions	Reflective Recording	**Biology / Chemistry / Physics** Keywords and Definitions	Understanding Religious Attitudes	Adolf Hitler and the German Economy	Cricket
Week 2	Coastal processes	A Splash of Colour	**Being Healthy** Keywords and Definitions	Contextual Understanding: Keywords and Definitions	**Biology / Chemistry / Physics** Keywords and Definitions	Stereotyping, Prejudice and Discrimination	Hitler becomes Chancellor	Rounders
Week 3	Erosional and depositional landforms	Collage	**Being Healthy** Keywords and Definitions	Andy Warhol Shepard Fairey	**Biology / Chemistry / Physics** Keywords and Definitions	Equality and Freedom	The Reichstag Fire	Athletics
Week 4	Case study - Dorset	Good Vibrations	**Being Healthy** Keywords and Definitions	Creative Making	**Biology / Chemistry / Physics** Keywords and Definitions	Roles of Women in Religion	Night of the Long Knives/Hitler becomes Fuhrer	Thinking ME: Cardiovascular System
Week 5	Hard and Soft Engineering	Sonic Playground	**Being Healthy** Keywords and Definitions	Reflective Recording	**Biology / Chemistry / Physics** Keywords and Definitions	Religious Attitudes to Wealth	The Police State	Thinking ME: Cardiovascular System
Week 6	Lyme Regis	Always Another Way	**Being Healthy** Keywords and Definitions	Contextual Understanding: Keywords and Definitions	**Biology / Chemistry / Physics** Keywords and Definitions	Religious views on poverty and its causes	Propaganda	Healthy Me: Healthy Eating Nutrients

Geography Year 9 Term 5: Coasts				
Session	**Key terms**	**Specific knowledge**		**Geographical Concepts**
1. Wave types and characteristics	**Fetch:** The distance the wind has to blow across the water, building up a wave. **Swash:** Wave washing up the beach **Backwash:** Wave rushing back towards the sea	**Types of Waves: (Constructive)** • **Swash** is stronger than the backwash. • Long wavelength and low amplitude. • Low Frequency (6-8 per /minute. • Builds up the beach.	**Types of Waves: (Destructive)** • **Backwash** stronger than the swash. • Short wavelength and high amplitude. • High frequency (13-15 per /minute). • Destroys the beach.	• Waves are created by wind blowing over the surface of the sea. • As the wind blows over the sea, friction is created • As waves approach the shore, friction slows the base. • The wave becomes unstable as the top of the wave moves faster than the bottom, causing the top of the wave to break over. Factors affecting the **size of waves:** • Fetch how far the wave has travelled • Strength of the wind. • How long the wind has been blowing for.
2. Coastal processes	**Erosion:** The breaking down of rocks **Transportation**: Sediment is carried by the waves along the coastline. **Deposition**:When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. **Weathering:** Weathering is the breakdown of rocks where they are (in situ). **Mass movement:** A large movement of soil and rock debris tdown slopes in response to the pull of gravity.	**Types of Erosion** **Attrition:** Rocks that bash together to become smooth/smaller. **Abrasion:** Rocks hurled at the base of a cliff to break pieces apart. **Hydraulic Action**:Water enters cracks in the cliff, air compresses, causing the crack to expand. **<u>Deposition is likely to occur when:</u>** • Waves enter an area of shallow water. • Waves enter a sheltered area, eg a cove or bay. • There is little wind. • There is a good supply of material		An example of transportation: **Longshore Drift**: The movement of sediment on a beach depends on the direction that the waves approach the coast. Where waves approach 'head on', sediment is simply moved up and down the beach. But if waves approach at an angle, sediment will be moved along the beach in a zigzag pattern. 
3. Erosional and depositional landforms	**Arch**:A cave eroded to the other side of the cliff **Stack**: Isolated rock detached from the mainland **Wave-cut platform**: Flat rock at the base of the cliff eroded by waves	**Formation of a stack (erosional landform)** 1) Hydraulic action widens cracks in the cliff face over time. 2) Abrasion forms a wave cut notch between High and Low tide.. 3) Further abrasion widens the wave cut notch to from a cave. 4) Caves from both sides of the headland break through to form an arch. 5) Weathering above/erosion below cause the arch to collapses leaving stack. 6) Further weathering and erosion leaves a stump.		**Formation of spits and bars (depositional landforms)** **Spit:** is an extended stretch of sand or shingle jutting out into the sea from the land. Spits occur when there is a change in the shape of the landscape or there is a river mouth. **Bar:** Sometimes a spit can grow across a bay, and joins two headlands together.This landform is known as a **<u>bar</u>**.They can trap shallow lakes behind the bar, these are known as lagoons.

Geography Year 9 Term 5: Coasts			
Session	**Key terms**	**Specific knowledge**	**Geographical Concepts**
4. Case study - Dorset		**Location and Background**: Swanage is a seaside town in Dorset on the south coast of England. Different rock types and geological structure are important in the formation of this coastline. **Ballard Point** - A headland on the north side of Swanage Bay **Old Harry Rocks** - A naturally formed set of caves, arches, stacks and stumps located at Ballard Point. **Poole Harbour** - One of the world's largest natural harbours. Formed as the soft clay and sands erode quickly. At Studland there is a **sand dune** system which is very popular with tourists. This creates a conflict as the tourism will impact on the natural processes. Management includes dune fencing to protect the ecosystem.	
5. Hard and soft engineering	**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.	
6. Lyme Regis	**Example: Lyme regis** **Location and Background**: 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	Phase 1: 1990 - 95, new sea wall / promenade built. 2003-04 cliffs stabalised cost £1.4m Phase 2: 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 Phase 3: Not undertaken. As the costs outweighed the benefits, it was decided that the area west of The Cobb should be left alone. Phase 4: 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 stabalise the rock and protect 480 homes. Total cost £20m	**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, benefitting boat owners and fishermen. **Negative outcomes:** • Increased visitor numbers has lead to conflict with locals as traffic and pollution have increased. • Some people think the new defences have spoilt the natural coastal landscape • Stabilizing the cliffs prevents landslips which reveal new, important fossils

Year 9 Computing: Representations - Going Audiovisual

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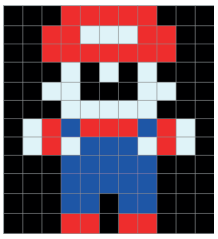
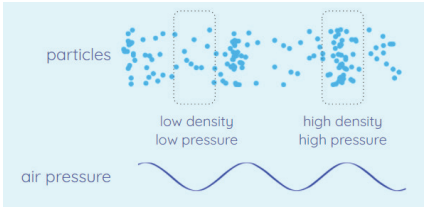
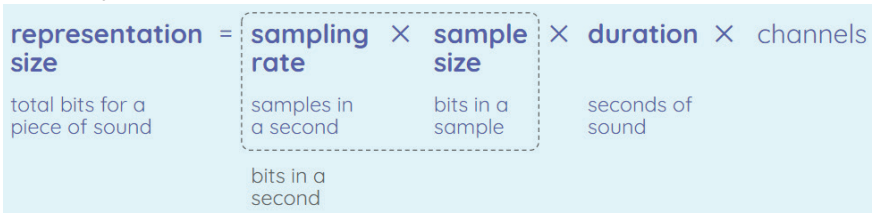
Week 1: Binary Mosaic	
Keywords	**Knowledge**
Binary - A collection of 0s and 1s that a computer uses to represent information **Bits -** Short for binary digit and is the smallest unit of data in a computer system **Pixel** - Individual blocks of a single colour that make up a picture	  **To calculate 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 2: A Splash of Colour	
Keywords	**Knowledge**
RGB Colour- The method of creating colours through combinations of the primary colours	Colour in computer images is commonly represented in 24 bits. The quantity of red, green, and blue in the mix is specified using 8 bits for each of these elementary colours. **How many bits are required to represent an image?** Resolution (rows × columns) x Colour depth (how many pixels in the image) x (how many bits represent the colour in each image) **Example Question:** How many bits are required for an image with a resolution of 100 pixels and a colour depth of 255 bits per pixel?

Week 3: Collage	
Keywords	**Knowledge**
Image Manipulation- Editing an image **Invert -** To swap to the opposite of what has been selected.	The reason it is possible and relatively easy to manipulate images is that images are represented as sequences of digits. To manipulate images is to perform arithmetic operations on these digits. Cropping allows you to remove unwanted parts of a picture Clone tools allow you to copy part of an image into another part of the same image Ellipse tool allows you to select sections of an image **Example Question:** What tools would you use to edit a picture of you into your favourite TV show?

Year 9 Computing: Representations - Going Audiovisual

Week 4: Good Vibrations	
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 represent these waveforms as sequences of bits. Speakers convert variations in electric voltage to variations in pressure. Digital devices produce 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: Sonic Playground	
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?

Week 6: Always Another Way	
Keywords	Knowledge
Vector images - comprise textual descriptions of geometrical shapes and their attributes.	Images and sound can be represented in different ways to those we have learnt. **Vector images** - Images can be represented as collections of geometrical shapes (each with its own attributes) **MIDI files** - Music can be represented as a sequence of musical notes (with information on how to play them). **Compression** - a procedure that reduces the size of an image or audio representation in order to reduce its size. **Example Question:** Why is compression important?

YEAR 9 FRENCH - TERM 5 - BEING HEALTHY

1. Que fais-tu pour rester en bonne santé?

Sentence starter	Verb phrase	Frequency phrase
Pour rester en bonne santé, *(In order) to stay in good health,*	je joue au foot je joue au basket je joue au tennis je fais du vélo je fais de la natation je fais de l'équitation je fais des randonnées je fais de la musculation je vais à la gym	depuis cinq ans. *for five years.* depuis deux semaines. *for two weeks.* depuis sept mois. *for seven months.* une fois par semaine. *once a week.* deux fois par semaine. cinq fois par semaine. souvent. *often.* tous les jours. *everyday.* chaque jour. *each day / everyday.* régulièrement. *regularly.* le lundi. *on Mondays.* le mardi. *on Tuesdays.* chaque mercredi. *every Wednesday.* chaque week-end. *every weekend.*

2. Que fais-tu pour rester en bonne santé ?

Connective	Verb phrase	Connective/time phrase	Verb phrase
De plus, *Furthermore,* En outre, *Furthermore,* Également, *Equally (also)*	je mange des fruits. *I eat fruit.* je mange des légumes. *I eat vegetables.* je bois de l'eau. *I drink water.* je vais au gym. *I go to the gym.* je fais de l'exercice. *I do exercise.* je ne fume jamais. *I never smoke.* je ne mange plus de fastfood. *I no longer eat fast food.* je dors huit heures par nuit. *I sleep 8 hours a night.*	Mais malheureusement, *But unfortunately,* Mais parfois, *sometimes,* Mais quelquefois, *sometimes,*	je fume. *I smoke.* je bois du coca. *I drink coke.* je mange du fast food. *I eat fast food.* je ne mange jamais de fruits. *I never eat fruit.* je ne mange plus de légumes. *I no longer eat vegetables.* je ne vais jamais à la gym. *I never go to the gym.* je ne fais plus d'exercice. *I no longer do any exercise.*

YEAR 9 FRENCH - TERM 5 - BEING HEALTHY

3. Qu'est-ce que tu essaies de faire ?

Verb phrase	Infinitive verb phrase	Pour + infinitive
J'essayais de /d' *I used to try*	bien dormir *to sleep well*	pour rester en bonne santé. *to stay healthy. / to keep fit.*
J'essaie de /d' *I try*	manger beaucoup de fruits et de légumes *to eat lots of fruit and vegetables*	pour diminuer le stress. *in order to decrease stress.*
Je vais essayer de /d' *I'm going to try*	boire huit verres de l'eau par jour *to drink 8 glasses of water per day*	pour mener une vie plus saine. *in order to lead a healthier life.*
	aller au collège à pied *to go to school on foot*	pour être heureux / heureuse. *in order to be happy.*
	éviter le stress *to avoid stress*	
	manger de la nourriture saine *to eat healthy food*	
	éviter les sucreries *to avoid sugary food*	
	éviter la nourriture grasse *to avoid fatty food*	
	faire de l'exercice *to do exercise*	

4. Que peut-on faire pour rester en forme?

Sentence starter	Pouvoir (to be able to / can)	Devoir (to have to / must)	Vouloir (to want)	Infinitive phrase
Pour rester en bonne santé, *In order to stay in good health,*	je peux *I can*	je dois *I must / have to*	je veux *I want*	éviter la nourriture grasse. *to avoid fatty food.*
Pour diminuer le stress, *In order to decrease stress,*	tu peux *you can (inf / sing)*	tu dois *you must / have to*	tu veux *you want*	promener le chien. *to walk the dog.*
Pour mener une vie plus saine, *In order to lead a healthier life,*	il / elle peut *he / she can*	il / elle doit *he / she must / has to*	il / elle veut *he /she wants*	aller à la piscine. *to go to the pool.*
Pour être heureux / heureuse, *In order to be happy,*	on peut *we can (inf)*	on doit *we can*	on veut *we wants*	manger beaucoup de fruits et légumes. *to eat lots of fruit and vegetables.*
	nous pouvons *we can (form)*	nous devons *we must / have to*	nous voulons *we want*	aller au fast food. *to go to the fats food restaurant..*
	vous pouvez *you can (form / plur)*	vous devez *you must / have to*	vous voulez *you want*	aller au collège à pied. *to go to school on foot.*
	ils / elles peuvent *they can*	ils / elles doivent *they must / have to*	ils/ elles veulent *they want*	bien dormir. *to sleep well.*
				faire de l'exercice. *to (do) exercise.*
				manger de la nourriture saine. *to eat healthy food.*
				aller à la gym. *to go to the gym.*

5. Qu'est-ce qui ne va pas?

Verb (AVOIR)	Noun phrase	Connective	Verb	Noun
J'ai *I have* Tu as *You have* Il a *He has* Elle a *She has* On a *We have* Nous avons *We have* Vous avez *We have* Ils ont *They have* Elles ont *They have*	mal à la tête *a headache* mal à la gorge *a sore throat* mal à la jambe *a bad leg* mal au dos *a backache* mal au genou *a bad knee* mal au ventre *a stomach ache* mal au bras *a bad arm* mal au pied *a sore foot* mal au cœur *nausea (I feel sick)* mal aux dents *toothache*	et aussi *and also* et en plus *and furthermore* et en outre *and furthermore*	**AVOIR** j'ai tu as il a elle a on a nous avons vous avez ils ont elles ont **ÊTRE** je suis *I am* tu es *you are* il est *he is* elle est *she is* on est *we are* nous sommes *we are* vous êtes *you are* ils sont *they are* elles sont *they are*	froid *cold (I am cold)* chaud *heat (I am hot)* soif *thirst (I am thirsty)* faim *hunger (I am hungry)* de la fièvre *a fever* malade *ill* fatigué(e) *tired* enrhumé(e) *congested (I have a cold)*

Art, Craft and Design

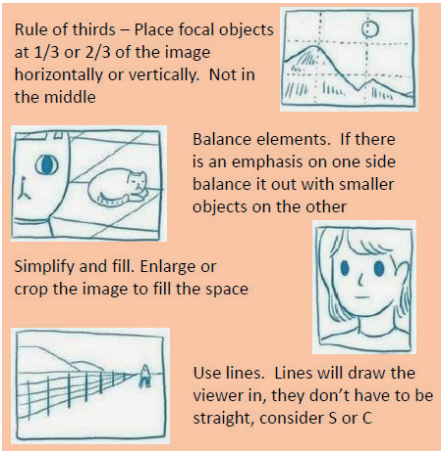
WEEK 1 & 5:
Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

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

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) organice (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, shiney)
SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.



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
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 *popular* **Sculpture** - 3D artwork **Hyper realistic** - A painting that looks as real as a photograph

WEEK 3:
Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

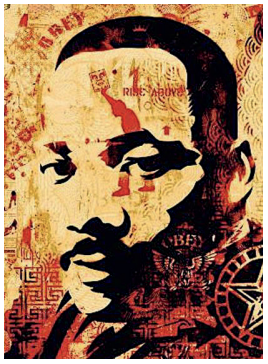
Artists/Designers:

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 4:
Assessment Objective 2: Creative Making - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

Media	The substance that an artist uses to make art.
Materials	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
Techniques	The method used to complete the art work, can be generic such as painting or more focused such as blending.
Processes	The method used to create artwork that usually follows a range of steps rather than just one skill.
Pencil	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.
Pen/Biro	Drawings can be completed in pen and shaded using hatching or cross hatching.
Pastel/Chalk	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
Acrylic paint	A thick heavy paint that can be used smoothly or to create texture.
Watercolour	A solid or liquid paint that is to be used watered down and layered.
Pressprint	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
Monoprint	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
Collograph	A printing plate constructed of collaged materials, producing prints that are based on textures.
Card construction	Sculptures created by building up layers of card or fitting together.
Wire	Thick or thin wire manipulated to create 2D or 3D forms.
Clay	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 9 Half Term 5

Biology		Chemistry		Physics	
Keyword	**Definition**	**Keyword**	**Definition**	**Keyword**	**Definition**
Ecosystem	All the organisms that live in a habitat and the non-living parts of the habitat.	Evaporating Basin	A round porcelain dish which contains a solution which is heated from below so that the solvent evaporates, leaving the solute in the dish.	Velocity	A vector quantity that provides a measure for the speed of an object in a given direction.
Abiotic	Non-living factors e.g temperature	Algae	Small green aquatic plants.	Vector	A variable quantity that has magnitude and direction.
Biotic	Living factors e.g. disease	Potable	Water that is safe to drink.	Scalar	A quantity such as time or temperature, that has magnitude but no direction.
Interdependence	When one organism relies on another for certain resources/factors.	Atmosphere	The layers of gases that surround the Earth. The important gases in the atmosphere are nitrogen, oxygen and carbon dioxide.	Displacement	A vector quantity that describes how far and in what direction an object has travelled from its origin in a straight line.
Quadrat	A square frame used for sampling organisms in their natural environment.	Greenhouse Gases	Gases (e.g. Carbon dioxide, water vapour, and methane) that when present in the atmosphere, absorb the outgoing infrared radiation, increasing the Earth's temperature.	Speed	A scalar measure of the distance travelled by an object in a unit of time, measured in metres per second.
Transect Line	A fixed line along which sampling of populations such as species abundance is measured.	Photosynthesis	A chemical reaction carried out by green plants in which carbon dioxide and water react to produce glucose and oxygen.	Acceleration	The rate of change of velocity, measured in metres per second squared.
Competition	Occurs when two or more organisms are trying to obtain the same factors e.g food from the environment.	Carbon Footprint	The total amount of carbon dioxide and other greenhouse gases that are emitted over the full cycle of a product, a service or an event.	Distance	A scalar quantity that provides a measure of how far an object has moved (without taking into account direction).
Adaptation	The gradual change in a particular organism over many generations, to become better suited to its environment.	Distillation	A separation technique which involves a solution being heated so that the solvent evaporates before being cooled to form a pure liquid.	Gradient	A measure of the steepness of a sloping line. The ratio of the change in vertical distance over the change in horizontal distance.
Community	All the organisms that live in a habitat (plants and animals).	Desalination	The removal of salt from water. This is an energy-intensive process.	Magnitude	The size of a physical quantity.
Population	A group of organisms of the same species living together in a habitat.	Sterilising	To kill any living organism, usually microbes that might cause disease, on an object or in a substance.	Deceleration	Describes negative acceleration, i.e. when an object is slowing down.

Most Important Fact		
All ecosystems should be self supporting, but they do need energy. Energy is usually transferred into the ecosystem as light energy for photosynthesis in green plants, which are the start of the food chain.	Potable water is safe to drink, however it is not pure as it still contains dissolved substances, which are safe to drink.	Distance and speed are scalar quantities so they only have magnitude. Displacement is a vector quantity, so it has a direction as well as magnitude.

Year 9 Modern Britain - Religion, Human Rights & Social Justice			
Week	**Key themes/Facts**	**Key terms /Spellings**	**Religious viewpoints**
1 Understanding Religious Attitudes	**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**
2 Stereotyping, Prejudice and Discrimination	**All 3 words -** are really important to understand. It is far too easy to make a judgement about someone or something without knowing the facts and knowing them.	**Equality -** that all humans are of equal value and status. **Prejudice -** holding biased opinions about others without knowing the facts. **Discrimination -** the actions or behaviour that result from prejudice. **Disability** - a physical or mental impairment	Christians and Muslims both believe that being created in God's image makes people very special and precious. Whatever their status, religion or gender they are equally valuable and can have the same relationship with God. Some see homosexuality as a sin; Muslims say it goes against Shari'ah Law. In Christianity it is sinful whilst others see it as morally acceptable.
Week	**Key themes /Facts**	**Key terms/Spellings**	**Religious viewpoints**
3 Equality and Freedom	**In Britain -** Christians and Muslims join followers of other faiths in interfaith organisations. They promote harmony and not division.	**Freedom of Religion -** the right to believe or practice whatever religion one chooses. **Freedom of Religious Expression** - the right to worship, preach or practice one's faith in whatever way one chooses.	Christianity is the main religion in modern Britain today. The Government protects the freedom of religious expression which allows you to follow whatever religion you choose. Muslims believe that religious freedom is part of God's design and taught in the Qur'an.
Week	**Key themes/Facts**	Key terms/Spellings**/Quotes**	**Religious practices**
4 Roles of Women in Religion	**The role of Women -** over the years this has changed very much. It was always seen as women stay home and provide the home. Today's attitude is so different	**Quote:** *'Husbands should take good care of their wives' (Hadith)* ***Quote:*** *'Women should be silent in the churches. They are not allowed to speak, for it is disgraceful for a woman to speak in church' (corinthians)*	In Christianity and Islam they believe that women have equal status in the eyes of God. The roles of women in religion vary as attitudes changed throughout the years. In Islam men are the providers and women bring up children and look after the home. Christians see God as a man and so men are ahead of women.

Year 9 Modern Britain - Religion, Human Rights & Social Justice			
Week	**Key themes/Facts**	**Key Terms/Spellings**	**Religious viewpoint**
5 **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**
6 **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**
7 **Exploitation of the Poor**	The UK Government introduced the National Minimum Wage in 1998. This set the lowest amount of money an employer can legally pay a worker per hour. 	**Exploitation -** misuse of power or money to get others to do things for unfair reward. **People trafficking** - the illegal movement of people, typically for the purposes of forced labour or sexual exploitation.	Many Christians support the introduction of the Minimum Wage in 1998 as they believe in a fair pay for a fair day's work. They also oppose the use of excessive interest rates on loans. Muslims see the excessive interest rates goes against Shari'ah Law as is seen as exploitation of the poor. Islamic Relief provides aid to those living in poverty in many countries in the world. Both religions are against human trafficking; it is a multi million pound industry in which criminals profit from the control and exploitation of others

Year 9, History Half Term 5 – The Nazis

Week One - Adolf Hitler and the German Economy in 1929-1930.

Events and Facts

- Hitler renamed the German Workers Party to the National Socialist German Workers Party (Nazis for short).
- Hitler introduced the swastika and the right-armed salute.
- Hitler was a great public speaker and persuaded people to follow him.
- Hitler set up the SA who were called the 'Brownshirts Who would help Hitler to gain power by beating up and menacing his opponents
- Hitler and Drexler created the '25 Point Programme' which contained all of the Nazis' policies. The Nazis promised to make Germany great again, get rid of the Treaty of Versailles and expand German territory. All of these things appealed to many people in Germany. He also promised to protect Germany against the communists and Jews

Key Dates

1889 - Hitler was born in Austria.
1913 - Hitler fled to Germany to avoid joining the Austrian army.
1919 - Hitler joined the German Workers Party which had been created by Anton Drexler.
1920 - Hitler became Minister of Propaganda for the German Workers Party.
1920 - Hitler renamed the German Workers Party to the Nazis.
1921 - Hitler became leader of the Nazis.

Wall Street Crash and the Depression

Wall Street - Used as an umbrella term to describe the financial markets and the companies that trade publicly on exchanges throughout the U.S.
October 1929 - Share prices began to fall on the Wall Street stock exchange in NY, USA. The loans given to Germany by the US were also recalled. The people of Germany soon feared for their own money and queued up outside banks to get it out. There was a general economic collapse in Germany.

1. This led to a huge fall in industrial output as many companies were forced to close. Due to this and cuts, there was a sharp increase in unemployment.
2. For those still in employment, wages fell but taxes rose. For those that were unemployed, they experienced falling benefits and a depression in Germany.
3. Due to the Weimar Government's failure in solving the problem, there was a rise of support for the extremist parties in Germany (the Nazis and KPD).

Week Two - Hitler Becomes Chancellor

Events

March 1932: German Presidential elections. Hindenburg was persuaded to rerun, and was up against Hitler. Hindenburg received 49.5% of the vote but this was not a majority.
April 1932: German Presidential elections are redone. Hitler increased his use of propaganda to gain votes: He used methods such as flying a plane from city to city to give speeches. Regardless, Hindenburg won 53% of the vote whilst Hitler received 36%.
May 1932: Bruning (the current Chancellor of Germany) angers the people and members of the Reichstag. He banned the SA and SS (which enraged Hitler and worried other political parties), and planned to buy up land to house the unemployed (which angered landowners, including Hindenburg). He resigned on the 30th May 1932. Von Schleicher organises a right-wing coalition to lead the country and puts Von Papen at the head as its Chancellor.
July 1932: Reichstag elections. The Nazis managed to secure 230 seats making them the largest party in the Reichstag. Hitler wants to be Chancellor.
November 1932: Hindenburg refused to make Hitler Chancellor (he detested him). Von Papen called new Reichstag elections in the hope that the Nazis would lose seats. They do reduce to 196 but the Nazis remain the largest party. Von Papen is forced to resign.
December 1932: Von Schleicher is made Chancellor. He had no real support though. He asked Hindenburg to allow him to rule through a military dictatorship which was refused. Von Schleicher resigned.
January 1933: Hindenburg had no other option but to make Hitler Chancellor. He hoped that with Von Papen as Vice Chancellor they would be able to control Hitler and the Nazis.

Key Dates

January 1933 - Hitler becomes Chancellor

Key People

Bruning - Resigns as Chancellor 1932
Von Papen - Chancellor during 1932 and becomes Hitler's Vice Chancellor
Von Schleicher - Head of the army and Chancellor in December 1932

Key Words

Chancellor: Head of the German Government.
Fuhrer: Dictator of Germany.
Reichstag: The German Parliament.

Week 3 The Reichstag Fire

Key Dates

27th February 1933 - Reichstag Fire

March 1933 - The Enabling Act

Key People

Marius Van Der Lubbe - A Dutch Communist accused of setting fire to Reichstag.

Goering - Minister of the Interior

Causes

Hitler was Chancellor (Prime Minister) but not all-powerful in Germany. The Nazis were gaining support but so were the communists. Many people in Germany thought their problems would be solved by having a communist government. This was not good for Hitler so he needed to discredit the communists.

Events

1. On 27th February 1933 at 9pm a huge fire destroyed much of the Reichstag (Parliament) building.
2. A Dutch communist, Marinus Van Der Lubbe, was caught inside with matches and firelighters. He said he had started the fire and that there was a planned communist revolution about to take place. He was put on trial and found guilty. The fire was so big it was unlikely to have been started by just one person but Van Der Lubbe claimed he was acting alone.
3. There was also a secret passage between the offices of the SA and the Reichstag and many people believe the Nazi actually started the fire.
4. Hitler used this fire as an excuse to get rid of the communists. On the night of the fire, 4000 communists were dragged from their beds (their names from a list that the Nazis had already created).

Consequences

1. Hitler had now removed his main political rival but he still did not have full power (as his laws still had to go through the Reichstag to be passed).
2. Hitler was able to use the Reichstag Fire to persuade Hindenburg to rule using Article 48 (emergency powers).
3. Hitler was able to use the emergency powers to pass through the Enabling Act in March 1933. This allowed Hitler to rule without the Reichstag for four years. This signalled the end of the Weimar Constitution and democracy.
4. The Reich Cabinet (12 ministers now chosen by Hitler) could pass new laws. These laws could overrule the constitution. The laws could be put forward by Hitler.
5. The Enabling Act was passed in the Reichstag by 444 votes to 94.

Week 4 - Night of the Long Knives / Hitler becomes Fuhrer

Key Dates

1921 - SA created as a military force for the Nazis

1925 - SS created as a bodyguard for Hitler

30th June 1934 - Night of the Long Knives

August 1934 - Hindenburg dies

Key People

Ernst Rohn - Head of SA

Henreich Himmler - Head of SS

Events

1. The SA (also known as the Brownshirts) was a paramilitary group set up by Hitler in 1921 to attack political rivals.
2. The SA had been extremely loyal to Hitler, helping him get into power in 1933, but by 1934 they had become too powerful.
3. The SA, under the command of Ernst Rohm were an uncontrollable, and mutinous rabble. By the summer of 1934, the SA's numbers had swollen to two million men and outnumbered the German Army.
4. Tensions continued until June 1934 when Heinrich Himmler (a close advisor to Hitler and leader of another group – the SS) convinced Hitler that Rohm was plotting a takeover. Himmler to help Hitler stop the plotters with the help of the SS.
5. By the summer of 1934, Hitler had made a pact with the army. If Rohm and the other leaders of the SA were removed, the army would swear an oath of loyalty to Hitler.
6. On the night of the 30th June 1934 Hitler ordered the SS to murder approximately 400 people including Rohm. They were mostly SA leaders but also included a number of other political opponents of Hitler.

Consequences

- Hitler had removed the threat from within his own party.
- On 2nd August 1934, Hindenburg died. Hitler abolished the roles of Chancellor and President. Instead he created the role of Fuhrer (supreme leader) which he took.
- Hitler now had complete control of Germany.

Week 5 - The Police State

Key Facts

Gestapo

1. They were set up in 1933 by Goering, but placed under SS control in 1934 and Heydrich became leader in 1936.
2. They were non-uniformed.
3. Aim was to identify anyone who criticised or opposed the Nazi government.
4. They spied on people, tapped their phones and used networks of informants.
5. Given permission to use torture when questioning suspects or gaining confessions.
6. Their main weapon was fear. People could not tell them apart from others.
7. Often arrived early in the morning to take suspects away and many families were told their relatives had died in custody.
8. Never more than 30,000 Gestapo (in comparison to a population of 80 million).

Key Facts

The SS

1. The Protection Squad
2. Led by Heinrich Himmler
3. They wore black uniforms- the 'Blackshirts'
4. Early 1930s- main role was as the Nazis private police force.
5. During the 1930s- SS was expanded to 240,000 men and put in charge of all the other police and security services.
6. Himmler did not believe they were to act within the law.
7. Himmler was also very particular about recruitment to the SS. They were to be perfect examples of German manhood.

Key Words

Police State: A state in which the Nazi government used the police to control what people did and what they said.
SS: The Protection Squad. They were the Nazis private police force.
Gestapo: The Secret Police.

Key Dates

1933 - Hitler created a Police State.

Week Six - Propaganda

Key facts

Newspapers

Newspapers were common in Germany but many were local. The Nazis shut down any non- Nazis newspapers, more than 1,600. The Reich Press Law passed in 1933 said:-

- Journalists were told what they could say
- Regular briefings were held telling the newspaper what to say
- Anyone not complying were arrested

This prevented most Germans from hearing non- Nazi ideas.

Radios

In an attempt to surround people with propaganda. They sold cheap radio sets (called the 'People's Receiver') and controlled all broadcasts. 70% of German households had a radio. Radios were also placed in workplaces, street corners and parks so no-one could

Key Words

Propaganda: A way of controlling people's attitudes by giving them a simple message they can follow and then repeating it several times.
Censorship: Where something is blocked so cannot be read, seen or heard.

Key Dates

1933 - The Reich Press Law was passed.
1933 - Non-Nazi books were burned.
1936 - The Berlin Olympics took place.

avoid the message. All radio stations were under Nazis control. Hitler and other important Nazis made regular broadcasts. This gave the Nazis a voice even in people's own homes.

Rallies
Nazis used huge public rallies to spread the propaganda message. The largest was held in Nuremberg.

Cinema
Goebbels realised the popularity of cinema- over 100 films were made each year. He made films as interesting as possible for people to watch while still getting the Nazis message across. Das Juden showed the Jews as rats. All films in cinema were accompanied by a 45 minutes 'documentary' film glorifying the Nazis. People would not be allowed to watch the film if they did not watch the 'documentary' beforehand.

Berlin Olympics 1936

1. 10th Modern Olympics. Opened on 1st August 1936.
2. The torch bearer to run from Athens to Berlin, to light the flame, was the first time this was used in the modern games.
3. Germany won 89 medals, including 33 gold medals.
4. It was the first Olympic Games to be shown on TV and it was widely reported on newspapers and radio around the world.
5. 18 Black athletes competed in the Olympics.
6. One of these was Jesse Owens. He was an American Black athlete who won 4 medals in the 100m, 200m, Relay and Long Jump. However, Hitler refused to present a gold medal to the athlete and he left the stadium.
7. The USA had nearly boycotted the Olympics because of Hitler's treatment of the Jewish and comments on race.
8. Hitler and the Nazis also made use of censorship. They blocked international news from reporting on things they did not approve of.
9. They also removed their own anti-Semitic propaganda during this time.

Week 7 - Opposition

Key Dates and words	Key Facts
Resistance = Refusing to support something or speaking against it. **Opposition =** Actively working against something in order to remove it.	Some people in Germany disagreed with policies and acts (such as banning political parties and trade unions, as well as the persecution of the Jewish) and some even spoke out against it. However, very few people actually **opposed** the Nazis and tried to stop them. It is hard to know how much opposition there was to Hitler and the Nazis. There were **three attempts to assassinate Hitler as well as others to overthrow him** before 1939. 1. A number of Jewish students plotted in 1935-1936 but the plans came to nothing. 2. Maurice Bavaud, a Theology student tried to shoot Hitler at the annual Nazi parade in Munich. He failed to take the shot as he did not want to injure the German public or other Nazi leaders. 3. In November 1939, Georg Elser planted a bomb in the Beer Hall in Munich. Hitler was speaking at the Hall but left early. Thirteen minutes later the bomb exploded and eight people were killed.In 1938, Hitler removed certain generals who had criticised his foreign policy aims. 4. During late 1938, some army leaders planned to overthrow Hitler but following his successful takeover of parts of Czechoslovakia, the plan was set aside. In ll 16 generals were removed in 1938

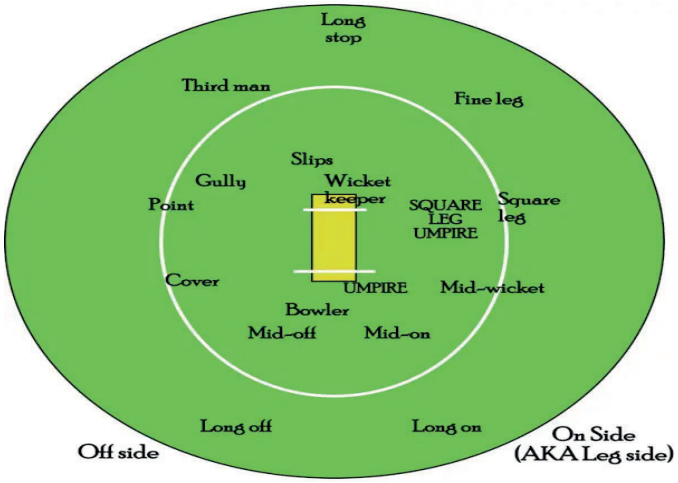
Physical and Health Education

Cricket

Week 1

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:

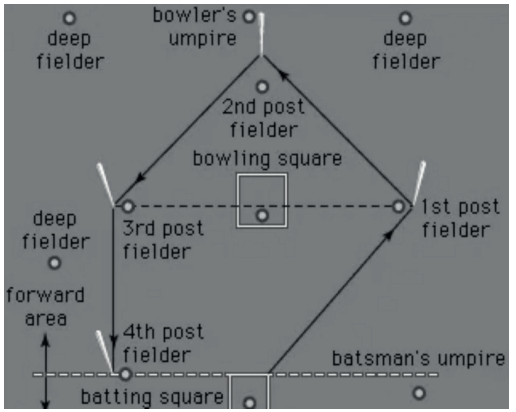
- Each team is made up of 11 players. Not everyone has to bowl but everyone can be required to bat.
- The length of a game can differ between 20 overs, 50 overs and a test match which can last 5 days.
- One team bats and scores runs until they have lost 10 wickets and then the other team begins batting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

Rounders

Week 2

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.



Batting technique:

1. Have a firm grip of the bat in your dominant hand.
2. Stand side on in the batting square.
3. Keep your legs shoulder width apart.
4. Lift the bat up so that it is inline with your chest.
5. Keep your eye on the ball.
6. As you swing for the ball make sure you follow through in order to generate the most power.

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

Jumping - High Jump

This event requires the jumper's back to pass over the bar. Dick Fosbury, who went on to win an Olympic gold medal in 1968, invented this technique, commonly known as the Fosbury Flop.

Rules:

- In a competition, a high jump event starts with a chief judge setting a particular height to place the crossbar. The height generally increases gradually to make it tougher for athletes.
- The competing athletes have three attempts each to clear a particular height in order to advance to the next (higher) mark. Competitors, however, do have the option to pass any one height and try for the next mark.
- A competitor is eliminated after three successive failed attempts to clear one or a combination of heights. So, as the height increases, the field of a high jump event gradually starts decreasing.

Running - 100 Metre Sprint

Rules:

- Every 100-metre sprinter must begin the race with his feet in the starting blocks.
- The official race starter will call the sprinters to their blocks and on command the runners will adopt a set position.
- The set position requires the runners to have both feet in the blocks and adopt a position with the body weight on their hands. On the starter's gun all runners begin the race.

Throwing - Javelin

Javelin throw was part of the pentathlon at the Ancient Olympics and has been a standalone event in the modern Summer Games since 1908.

Rules:

- The objective of javelin throw is to hurl a narrow cylindrical hollow spear the furthest distance possible. Throwers must abide by a set of rules for their throws to count as valid.
- For the throw to be counted, the javelin must land tip first inside the bounds of the landing sector. The javelin, however, needs to only make a mark on the ground and doesn't necessarily need to stick in the ground or 'break turf'.
- While releasing the javelin and before it lands, athletes must stay behind the throwing arc or foul line.

-Use BBC Bitesize for more information - https://www.bbc.co.uk/bitesize.

Thinking ME: Cardiovascular System - Week 4&5

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

Aspire Achieve Thrive

Develop your character

STOKE DAMEREL

Aspire Achieve Thrive