THE ST LEONARDS ACADEMY

HOME LEARNING PACK

YEAR 7

TERMS 3 & 4

PRIDE THROUGH SUCCESS

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HOW TO USE THIS BOOKLET

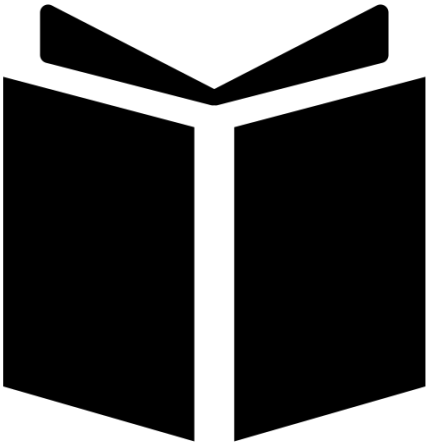
In this booklet you will find a menu of tasks related to the subjects and topics that you study. There are opportunities for you to revise material you have previously studied, practice skills that you have learned in class and sometimes learn something new.

As a minimum you will a pen and some paper to complete these tasks. If you need these, please collect from the reception desk at the academy. For some of the mind-mapping tasks you might wish to use coloured pens or pencils but they are not essential. Some tasks may ask you to create packs of flashcards. You can use any kind of paper or card for this but don't worry if you don't have enough, just choose another task.

While you are not in school **you should follow your normal school timetable** and complete an hour of work for each hour you would normally be studying that subject in school. You may find that, without the support of your teacher you complete tasks more slowly than you would do in a lesson and that is absolutely fine.

If you get really stuck on something, move on to the next task and/or seek help from the internet, a parent/guardian or by e-mailing or phoning your teacher if possible.

ENGLISH LITERATURE



Y7 English – “Things that go bump in the night” (Gothic scheme of work)

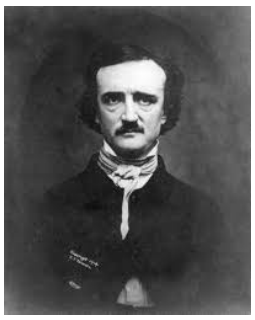
“Things That Go Bump In The Night” Home Learning Booklet

Lesson 1

LQ: What is Gothic literature?

Keywords: Gothic, Genre, Reason

Do it now: Mind map all of the connotations you can think of for the word “Gothic”. What comes to mind when you hear the word?



The 18th and 19th centuries (1700-1899) are remembered as a time of science, academic study and philosophy. The life of everyone in society was improved greatly through advancements in technology such as the telephone, the lightbulb, and the automobile. At the time, many described it as the ‘age of reason’, or the ‘age of science’.

Reason: the power of the mind to think, understand, and form judgements logically.

The ‘Gothic’ is a challenging word to define because it is an ‘umbrella’ term that refers to many things.

The Gothic:

1. Anything that can’t be considered ‘classical’.
2. Anything primitive or barbarous in style or behaviour .
3. A literary style characterised by gloom, the grotesque and the supernatural, very popular in the 18th and 19th Century.

Task: Gothic literature has been seen as ‘anti-reason’. How and why do you think this could be? Write down your ideas.

Task: Look at the image to the right.

This print is entitled **‘The Sleep of Reason Produces Monsters’** and was produced by Francisco Goyer. It shows a printmaker asleep at his desk, surrounded by his tools. As he sleeps, scary creatures are creeping up on him and overwhelming him.

In your books: How does this image represent what Gothic literature is all about?

Consider:

- Why is the printer asleep at his desk and not in bed?
- What types of creatures can you see? What do you associate these animals with?
- What is the title telling us?

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Now that we know what ideas are involved, we are going to have our first practice at writing our own gothic literature!

Task: Write about the worst nightmare you have ever had. I want you to terrify me!

Consider:

- What happened in your dream?
- What was so scary about it?
- Why was it so scary?
- Psychologists often say that bad dreams are caused by problems we experience when we are awake. Do you think anything could have provoked your nightmare?

THIS DOES NOT HAVE TO BE A REAL NIGHTMARE, USE YOUR IMAGINATION!

Challenge: Read back over your work. Have you always used the most impactful language?! Upgrade 3 adjectives/ adverbs using a thesaurus. Have you used a range of punctuation? (! , ; … :)

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 2

LQ: How did life in the 1800s influence the Gothic genre?

Keywords: Gothic, Victorian, Influence

DIN: Rewrite the paragraph below, adding capital letters where they should be.

the nineteenth century is perhaps the most famous in literary history. there are many cherished writers from this period that we study on a regular basis: charles dickens, jane austen and the bronte sisters. gothic fiction was also extremely popular in the victorian era with texts such as wuthering heights and jane eyre being published in the mid 1800s.

Task: Mind map what you know about the 1800s and Gothic literature already.

Task: Read through these information boxes then use them to answer the questions below:

Gothic motifs

Monsters
Midnight/ twilight
Darkness
Death
Graveyards
Castles
Remote settings
Storms
Abandoned houses
Madness
Adventure
Mystery
Loss
Forbidden romance
Experimentation

What is a motif?

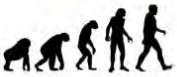
A motif is a theme, idea or object that frequently appears in a genre and other works of art.

For example: Fairy tales

- A fairy tale is often set in a castle, woods or a creepy cottage.
- The protagonist (main character) is usually a female or child in trouble.
- There is usually a villain.
- A hero saves the day and they live happily ever after.

Things that inspired writers from the gothic genre:

- Scientific advancements and experimentation
- Death and afterlife
- Theory of evolution
- Religion
- Historical figures
- Psychological theory
- Art
- Politics
- Class divides



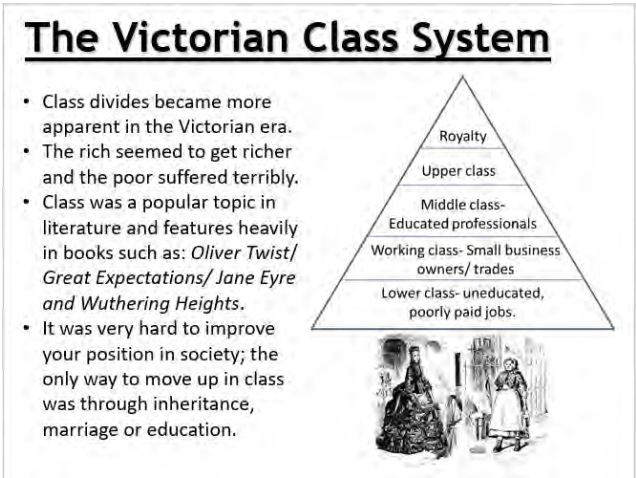
Key dates and inventions:

- 1773 James Cook’s arctic expedition discovers the arctic circle (though they didn’t discover the main land).
- 1837 Queen Victoria was crowned Queen at the age of 18.
- 1838 slavery is abolished in the British Empire.
- 1838 the railway boom begins.
- 1859 Darwin’s *Origin of Species* (evolution theory) published- this challenged traditional religious views.
- 1879 Thomas Edison develops the lightbulb.
- 1880 education becomes compulsory for children under 10.
- 1881 the first house is fitted with electricity.
- 1888-1891 the Whitechapel murders (Jack the Ripper)

Gothic Literature

- Famous gothic texts: *Frankenstein, Dracula, Wuthering Heights, Jane Eyre and The Strange Case of Dr Jekyll and Mr Hyde*.
- Gothic stories often begin with mysterious settings and characters.
- Writers often describe the setting in so much detail that it is as important as a character.
- ‘The Penny Dreadful’ was a popular magazine for working class people. It was full of gruesome horror stories.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)



Questions: Write down your answers.

1. Name three classic gothic texts.
2. Who was the monarch (king/queen) for the majority of the gothic genre?
3. Name three common themes from the gothic genre.
4. Name two factors that influenced gothic writers.
5. What class did the poorest people in society belong to?
6. Which magazine did the working class buy to read horror stories?
7. Name one way that people could improve their position in society (class).
8. Name one gothic novel that explores class as a theme.
9. Who was Darwin?
10. Who was Thomas Edison?

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 3

LQ: How does a writer create a Gothic atmosphere?

Keywords: Gothic conventions, Atmosphere, Uneasiness

DIN: Add the possessive apostrophe to the underlined words:

1. Frankenstein is Mary Shelleys most famous novel.
2. The monsters creator is called Victor Frankenstein.
3. The monster is created in Frankensteins lab.
4. The book challenged peoples beliefs about science and religion.
5. Shelley wrote her book when mens rights were far superior to womens rights.

The 3 Possessive Rules:

1. If the word is singular (one), the apostrophe goes BEFORE the s – E.g *That is Eve’s book.*

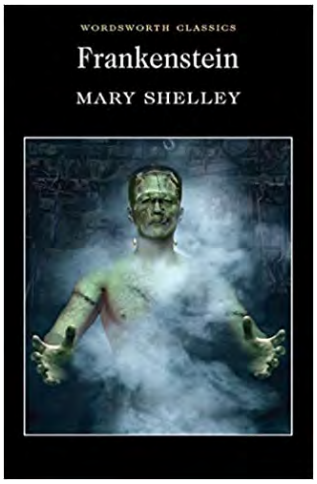
2. If the world is plural (more than one), the apostrophe goes AFTER the s’ – E.g *Those are the girls’ books.*

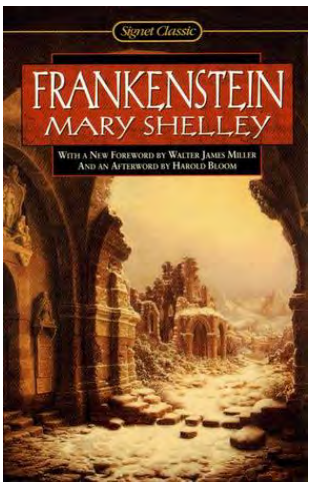
3. If the word is a collective (already plural), the apostrophe goes BEFORE the s – *E.g These are the children’s books.*

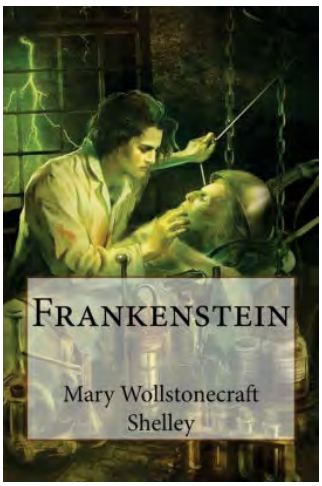
The story of Frankenstein...

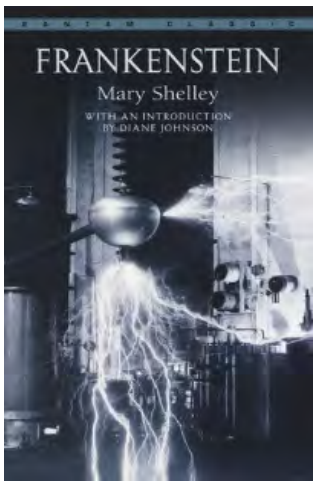
Written by Mary Shelley in 1818, when she was just 18 years old, *Frankenstein* tells the tale of a young scientist who becomes obsessed with the prospect of creating life out of body parts he steals from a graveyard. Once he has created the ‘monster’, Victor Frankenstein is horrified and regrets what he has done. The monster feels angry and abandoned, so he makes it his mission to ruin Victor Frankenstein’s life and kills his wife on their wedding night.

Task: Look at these different book covers for Frankenstein. How do they fit the Gothic genre? Write down your ideas. *Tip – use the Gothic Motifs information box from the last lesson!*









Task: Read the extract from *Frankenstein* in the booklet provided. This scene is from the moment the monster awakens. Write down the following:

- **Any words or phrases that create a gothic setting**
- **Any words or phrases that create gruesome imagery**

Challenge: What choices has Shelley made to try and frighten her readers?

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Task: Copy and complete the table below by finding evidence of these conventions in the extract and answering the questions in the final column.

Gothic convention	**Evidence (quotes)**	**Questions**
Darkness		How does the lighting/ time of day help to create a tension and suspense?
Intense emotions (fear/ panic/ pain)		Why does the writer tell us that Victor Frankenstein is anxious? What does it make us think?
Supernatural beings		What is it about the Frankenstein monster that is really disturbing?
Gruesome imagery		Which words specifically has Shelley used to show how ugly and frightening the monster is?
Challenge: Device- Pathetic fallacy		Pathetic fallacy is when the weather is used to reflect the mood of the characters/ events in a story. Why is did Shelley choose not to set this scene on a warm summer’s day?

Task: Test what you’ve learned today! Can you answer these questions?

1. Name 3 traditional gothic conventions
2. What is pathetic fallacy?
3. Give 2 features that make the extract a gothic setting.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 4

LQ: How do I use a range of Gothic devices to improve my writing?

Keywords: Pathetic fallacy, personification, imagery

DIN: Look at both images below and make a list of any gothic conventions/ motifs that you notice. Then write a brief paragraph explaining which image is more gothic. You should give at least 3 reasons to support your opinion.

Task: Match the device to the correct definition and example. You can write down the device as a heading and then copy the definition and example underneath if you prefer.

Device name		Definition		Example
Personification		When something is compared to another thing. Not literal.		Enormous drops of rain fell from the pitch black sky that rumbled with thunder.
Pathetic fallacy		When a writer uses words that paint a vivid and disturbing image in the reader’s mind.		Worms had eaten dull grey eyes of the dead bird. Its guts spilled out of its side and a foul rotten odour filled the air.
Disturbing imagery		When a writer uses a group of words all linked to one idea.		A tree stood hunched over in the corner of the graveyard. It’s limbs groaned as it swayed in the wind.
Metaphor		When the weather reflects the mood of the characters and events.		His heart sank in his chest… the monster had seen him.
Lexical set		When inanimate objects are made to sound as though they are alive.		The ancient grave sat in the withered field beside the decrepit and derelict church.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

PATHETIC FALLACY:

This is a device typically used by Victorian writers. It often occurs when a writer describes the weather, lighting and time of day to reflect a character’s mood and the events in a story. For example, the weather will be dark, rainy and gloomy during a scene set at a funeral – the weather reflects the characters’ moods and the tone of the scene.

Task: Make a list of types of weather, lighting and times of day that are particularly gothic.

PERSONIFICATION:

Personification is the technique of giving human characteristics to inanimate objects or abstract nouns. For example, “the trees danced in the wind”.

Task 1: Take a look at the image below and write down 3 nouns (things) that you can see.

Task 2: Write a sentence about each object and make it sound as though it is alive. (Personify it!)

Writing task: Settings from Frankenstein.

You are now going to write your own description of a setting in *Frankenstein*.

Choose one of the following:

1) When Victor goes to the graveyard to collect the body parts for his monster.

Or

2) A description of Frankenstein’s castle.

Whichever you chose, you must:

- Include at least 3 of the devices we have covered today.
- Include a range of ambitious vocabulary.
- Aim to write at least half a page.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 5

LQ: How do Gothic writers effectively use devices in their stories?

Keywords: Language, punctuation, Gothic

Do it now: Question marks. Select the three sentences that require question marks and write them down with the question marks in the correct places.

1. Would you spend a night at Dracula’s castle.
2. Dracula’s castle could be the most famous castle in the world.
3. It’s normal to be afraid of the dark, right.
4. I don’t believe in vampires… they can’t be real.
5. Do you want to come in.

Question mark rules:

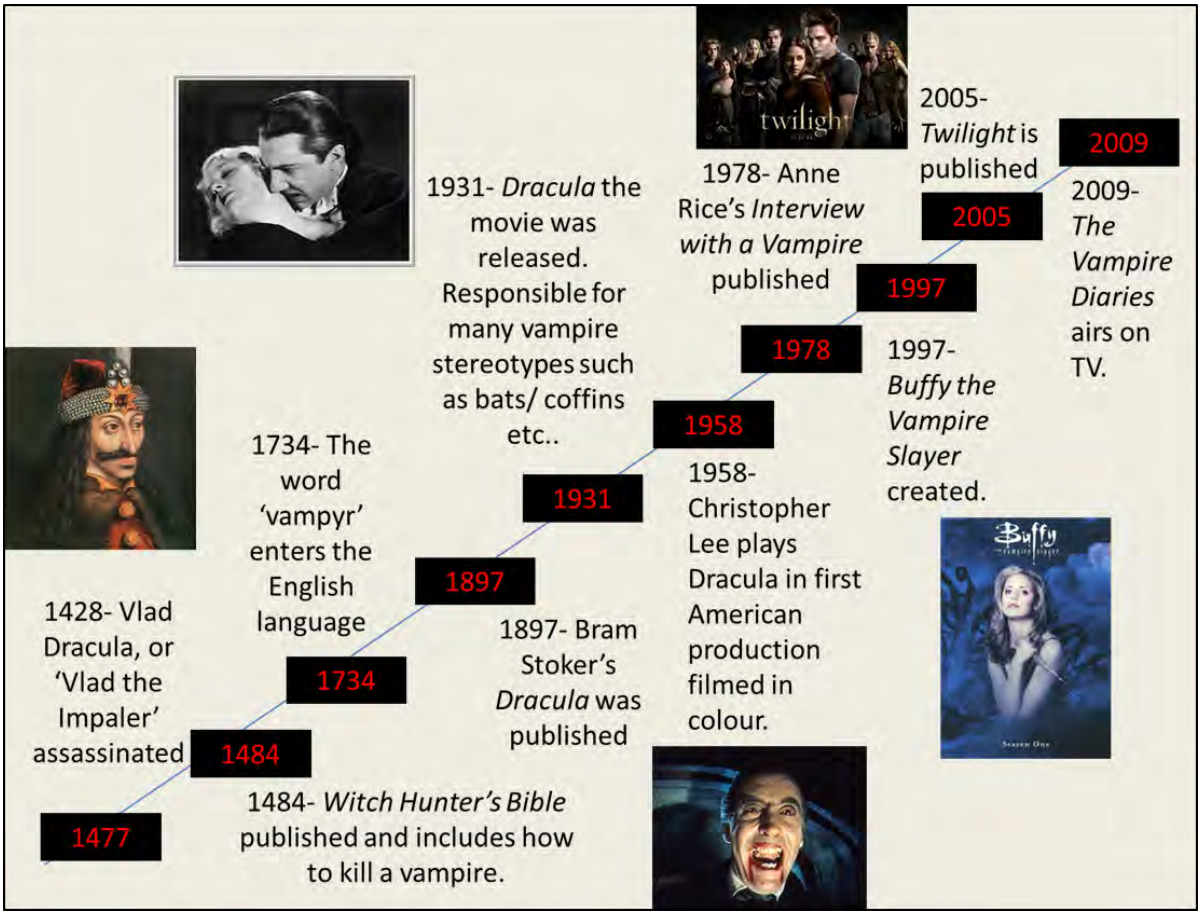
A question mark must follow any sentence that is a question. Some questions are rhetorical, meaning that the answer is implied and doesn’t need to be spoken aloud (these are mainly used in speeches).

Many of these openings will require a question mark at the end of the sentence:
What… ? Where …? When…? Do… ? Is it… ? Who… ? Can… ? May… ? Should…? Surely… ?

Today; Vampires! Where does vampire lore come from? How has it changed over the years?

Take a look at the timeline below…

It all started in 1477… Vlad Dracul’s reputation for cruelty and his family name inspired the name of the vampire ’Count Dracula’ in Bram Stoker's 1897 novel Dracula. We’ve been obsessed with Vampires ever since, and they have rarely been absent from cinema and television.



Y7 English – “Things that go bump in the night” (Gothic scheme of work)

As you just read, *Dracula* is an 1897 Gothic horror novel by Irish author Bram Stoker. It introduced the character of Count Dracula, and established many conventions of subsequent vampire fantasy. The novel tells the story of Dracula's attempt to move from Transylvania to England so that he may find new blood and spread the undead curse, and of the battle between Dracula and a small group of men and a woman led by Professor Abraham Van Helsing.

Task: Write down your answers to these questions.

1. What are the main things that you associate with vampires?
2. Why do you think vampire stories are often romances too?
3. Why do you think people have feared vampires for hundreds of years?
4. Are there any similarities with Frankenstein?

Task 1: Read this extract from the novel (below) and write down any words/ phrases/ devices/ punctuation that create an eerie atmosphere. This extract describes the moment that Jonathan Harker first arrives at Dracula’s castle.

Task 2: Write your OWN Gothic scene of an approach to a castle! Use Stoker’s to inspire you.

When the caleche stopped, the driver jumped down and held out his hand to assist me to alight. Again I could not but notice his prodigious strength. His hand actually seemed like a steel vice that could have crushed mine if he had chosen. Then he took my traps, and placed them on the ground beside me as I stood close to a great door, old and studded with large iron nails, and set in a projecting doorway of massive stone. I could see even in the dim light that the stone was massively carved, but that the carving had been much worn by time and weather. As I stood, the driver jumped again into his seat and shook the reins. The horses started forward, and trap and all disappeared down one of the dark openings.

I stood in silence where I was, for I did not know what to do. Of bell or knocker there was no sign. Through these frowning walls and dark window openings it was not likely that my voice could penetrate. The time I waited seemed endless, and I felt doubts and fears crowding upon me. What sort of place had I come to, and among what kind of people? What sort of grim adventure was it on which I had embarked?

<u>Glossary:</u> Caleche- Horse and cart. Alight- step off. Prodigious- unnatural/ abnormal. Traps- baggage. Penetrate- go into or through. Embarked- set off/ begin

Task: Write a paragraph to answer this question:

“How does Stoker establish an eerie atmosphere in this extract?”

Remember to use the PETAL structure for your paragraph. Make a POINT first, then give some EVIDENCE (a quotation) to support your point, then talk about the TECHNIQUE (a significant word or phrase in the quotation), ANALYSE that (what is the meaning) and make a LINK to the question/theme.

Use the cheat sheet below to help you if you’re stuck.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Point What atmosphere is Stoker creating?	
Evidence Where in the text can you see it? Use a quote.	
Technique How does Stoker create this atmosphere? Look for specific words or devices.	
Analysis Explain the impact of these words/devices and your quote on the reader.	
Link Explain how what you wrote links back to the question and to what you know about the gothic/ 1800s Britain.	

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 6

LQ: Why is imagination important in creative writing?

Keywords: Castle, Ancient, Count Dracula

DIN: Look at the words below. Which ones are Gothic motifs? Write them down.

Sunshine Darkness Happiness
Loss Guilt Mystery
Castles Clocks Hospitals Babies
Creatures Crows Seagulls
Bunnies Old people Churches Fear
Meadows Block of flats Anxiety
Death Birthdays Murder Party
Christmas Daylight Pirates
Children Romance Science Candle
Adventure Religion Storms

Setting is very important in gothic stories. The description of a setting often tells us what is going to happen next in a story.

In gothic stories, the setting is just as significant as a main (human) character.

Dracula’s castle is perhaps one of the most famous settings in gothic literature.

Task: List as many things as possible that you could describe inside and outside Dracula’s castle. Use the images and YOUR IMAGINATION.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

<u>Using setting to present gothic themes:</u>

Stoker uses his descriptions of Dracula’s Castle to emphasise the key gothic themes he has chosen to focus on in his novel. Read this warning from The Count to Harker:

‘Let me advise you, my dear young friend. Nay, let me warn you with all seriousness, that should you leave these rooms you will not by any chance go to sleep in any other part of the castle. It is old, and has many memories, and there are bad dreams for those who sleep unwisely. Be warned!’

Task: Think back to our discussion of ‘the sleep of reason’. How does this quote connect to this gothic theme?

How does The Count’s knowledge of his own Castle give him power over Harker?

What other gothic themes are being explored in this quote?

Simile: Similes are fun and effective ways of making our descriptive writing more interesting and vivid for our readers. A simile is a comparison of 2 things using the words ‘as’ or ‘like’. For example:

“As he turned to face me, the Count’s sharp teeth glinted as bright stars in the inky black of night.”

Task: Copy and complete the following smiles

1. Dracula’s hands were as cold as …
2. The hallways of the castle were black like …
3. My heart was beating as fast as …
4. Tears fell down my cheeks like …
5. Glass windows as thin as …. lined the hall.
6. Dracula’s breath stank like …

Challenge: Create 2 similes of your own.

Task: Finish your short story from last time – remember you’re describing someone arriving at Dracula’s castle. Use your imagination and make it Gothic!

Reread the extract from last lesson to help you.

You must:

Include a range of devices and ambitious vocabulary

Describe Dracula/ the monster and the inside of his house.

Include as many gothic themes and motifs as you can!

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 7

LQ: How can adjectives be used to create traditional Gothic characters?

Keywords: Adjective, repetition, adverb

DIN: Write three synonyms for these words: EVIL, COLD, BIG, POWERFUL.

(A synonym is a word with the same/similar meaning. For example ‘small’, ‘tiny’ and ‘miniscule’ are synonyms)

Task: Read through the description of Dracula and answer the questions.

In this extract Stoker describes Jonathan’s Harker’s observations of Dracula.

1) List 5 adjectives used the first paragraph to describe Dracula’s face.
2) List three words that make Dracula’s face seem unusual.
3) Why does Stoker use the words ‘white’, ‘pale’ and ‘pallor’?
4) Why does Stoker repeat the word ‘strong’?
5) What kind of image is created by the description: The nails were long and fine, and cut to a sharp point.
6) Select a phrase that suggests that Johnathan is afraid of Dracula.
7) **Challenge: How many senses does Stoker describe? Give a quote for each of them and explain why he includes what can be seen, felt and heard.**

His face was a strong, a very strong, aquiline, with high bridge of the thin nose and peculiarly arched nostrils, with lofty domed forehead, and hair growing scantily round the temples but profusely elsewhere. His eyebrows were very massive, almost meeting over the nose, and with bushy hair that seemed to curl in its own profusion. The mouth, so far as I could see it under the heavy moustache, was fixed and rather cruel-looking, with peculiarly sharp white teeth.

These protruded over the lips, whose remarkable ruddiness showed astonishing vitality in a man of his years. For the rest, his ears were pale, and at the tops extremely pointed. The chin was broad and strong, and the cheeks firm though thin. The general effect was one of extraordinary pallor.

Hitherto I had noticed the backs of his hands as they lay on his knees in the firelight, and they had seemed rather white and fine. But seeing them now close to me, I could not but notice that they were rather coarse, broad, with squat fingers. Strange to say, there were hairs in the centre of the palm. The nails were long and fine, and cut to a sharp point. As the Count leaned over me and his hands touched me, I could not repress a shudder. It may have been that his breath was rank, but a horrible feeling of nausea came over me, which, do what I would, I could not conceal

Task: You are now going to think of and describe your own Gothic character, the same way Stoker described Dracula above. You must include 5 adjectives, some repetition and at least one simile.

If you’re stuck for ideas, your character could be one of these: a witch, a mad scientist, a monster, a vampire.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 8

LQ: What is the ‘sublime’, and why is it important to Gothicism?

Keywords: Sublime, reason, setting

DIN: Sublime settings.

The Sublime is:

1. Something so big, vast and awe-inducing that it defies logic (reason).

2. The unknowable.

Below are three images. In what ways could we describe them as ‘sublime’?

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

<u>The Woman in Black.</u>

- This is a very famous gothic story written by Susan Hill. It was written in 1983, but is a very traditional example of the gothic.
- The story unfolds in ‘Eel Marsh House’, an old and very isolated house surrounded by a marsh and cut off from civilisation by the sea at high tide, trapping whoever is in the house until the tide goes back out.
- The Woman in Black haunts the house, and whoever is stuck inside at high tide is stuck with her!

Before we read let’s make some predictions! Why might this place be an effective gothic setting? How could the isolation connect to the sleep of reason?

Task: Read the Woman in Black extract in the booklet provided and complete at least one of the following tasks.

Cold:	Warm:	Sizzling:
Underline all descriptions of the landscape around Eel Marsh House. Write a sentence explaining how being in this place would make you feel.	Circle all descriptions of Eel Marsh House. Write a sentence on how seeing the house for the first time would make you feel.	Highlight any quotes that make you feel a sense of the sublime. Write a sentence explaining why you are given this feeling.

Challenge: How would you feel arriving at Eel Marsh House? Do you think it would be beautiful? Scary? Exciting? Use quotes to explain your answer.

Task: Answer the following question with a PETAL paragraph.

‘How does Hill create a sense of the sublime in her description of Eel Marsh House?’

Use this cheat sheet to help you if you need

Point What atmosphere is Hill creating?	
Evidence Where in the text can you see it? Use a quote.	
Technique How does hill create this atmosphere? Look for specific words or devices.	
Analysis Explain the impact of these words/devices and your quote on the reader.	
Link Explain how what you wrote links back to the question and to what you know about the gothic/ 1800s Britain.	

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 9

LQ: How can I establish a sense of mystery in my own writing?

Keywords: Mystery, introduce, character

Understanding sentence types.

Simple Sentences

They generally contain a subject and a predicate (often verbs).

The moon had risen in the sky.

Compound Sentences

Two simple sentences glued together with a connective.

Connectives= and/ because/ when/ then/ but/ so/yet/nor/ or/for etc.

The moon had risen in the sky and a fog settled over the land.

Complex Sentences

Contain an **independent clause** (a sentence on its own) and a **dependent clause** (a part that could not be a sentence on its own).

They can also contain an embedded clause.

While she ran home through the forest, the moon had risen in the sky and a fog settled over the land.

Task: Each sentence below includes a gothic convention. Practise developing your sentences by turning these simple sentences into complex ones, following the guide above. Write down the original sentence then your version underneath. I have done the first one for you as an example:

1. Fog drifted over the marshes.

   Fog drifted over the marshes as a lone wolf howled sorrowfully in the distance.

2. He stood at the grave of his parents.
3. The man climbed out of the ditch.
4. A cruel wind blew across the lake.
5. The castle gate slammed shut.

You can use short simple sentences to add tension to a piece of gothic writing.

Complex descriptions packed with lots of detail help to build clear imagery.

Task: Write one simple, one compound AND one complex sentence for one of these pictures.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 10

LQ: Can I write the opening to my own Gothic story?

Keywords: Tension, atmosphere, eerie, Gothic

DIN: List as many Gothic elements and conventions as you can remember! Use the images to jog your memory.

Task: Write the opening of your own gothic story. <u>Begin</u> with a *first person* description of a character arriving at a haunted house – then what happens next is up to you!

Challenge: Include a description of the gothic character who lives there. Use your imagination!

Use this checklist to help you. Try to include as many of these things as you can to improve your writing.

<u>Success Checklist!</u>
I have used a combination of simple and complex sentences.
I have included sensory descriptions.
I have featured as many gothic conventions as I can.
I have checked through my work to be sure I am always using the most impactful language.
My story creates a sense of mystery.
My story hints at the supernatural.
My story includes language of the sublime.
My setting is as well described as though it is a main character.
I have used a range of punctuation.
My work makes grammatical sense when I read it back to myself.
I have checked my spelling.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 11

LQ: How can symbolism be used to heighten the atmosphere of a text?

Keywords: Symbolism, represents, connotation

Symbolism: “noun. The use of symbols to represent ideas or qualities”

DIN: What do these images symbolise? Write a list for each image.

Challenge: What can these colours represent? RED, WHITE, GREEN

Jane Eyre: The Red Room

- Today we will read an extract from *Jane Eyre* by Charlotte Bronte, one of the very famous Bronte sisters.
- Jane lives with her Aunt, who treats her badly. Mrs Reed does not like her and she and her cousins make fun of her for being poor and worthless.
- When Jane rebels, she is locked in ‘the red room’ as punishment. This is the bedroom where her uncle died.
- The room is described as extremely luxurious, filled to the brim with exotic furniture and decorations.
- This is an example of ‘decadence’: living in a state of extreme wealth and luxury that cuts you off from mainstream society.
- Upper-class Victorians had become so rich that some believed it was unnatural, and even perverse.
- Victorian gothic writers used this fear of extreme wealth undermining the humanity of the rich to add to the atmosphere of their stories.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Task: Read the “Jane Eyre” extract in the booklet provided then complete these questions.

1. Why has Bronte made the room red? *What effect might this have on Jane?*
2. Find a lexical set of wealth (decadence). *Why has Bronte included this detail?*
3. Find a lexical set for loneliness. *Why is this important?*
4. What is the secret of the red room? *What effect does this have on the reader?*

Task: SLOW Writing

We will now write our own description of a **decadent Victorian setting**. You must decide, what mood/atmosphere do you want to create?

1. Sentence one must contain an adjective/or adverb/ or abstract noun and include a **colour**.
2. Sentence two must use an **adverb** and be **a complex sentence**.
3. Sentence three must be **a short simple sentence** about the **largest object** in the room.
4. Sentence four must **personify a small object** in the room.
5. Sentence five must describe a **sound or a smell.**
6. Sentence six must include an **emotion** and a **colour to symbolise** that emotion.
7. Carry on writing, maintaining the mood you have created!

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 12

LQ: How do I demonstrate progress in my writing?

Keywords: Vocabulary, language, structure

DIN: Improve these sentences by adding adjectives, verbs and/or adverbs. You must keep the original words.

1. *The rain fell onto the hill.*
2. *The frost lay on the ground.*
3. *The ground was hard.*
4. The road was long.

NAKED SENTENCE:
The wind blew against the house.

Sentence with ADJECTIVE added:
The forceful wind blew against the house.

Sentence with an ENERGETIC VERB added:
The forceful wind battered the house.

Sentence with an ADVERB added:
The forceful wind viciously battered the house.

Task: Match up the devices to the correct definitions and examples. You can write them all down if it’s easier.

Device		Definition		Example
Alliteration		Describing a non-human object or thing as if it has human qualities or actions.		*There was no love in his black heart.*
Simile		Using two or more words in a sentence that start with the same letter or sound.		*The moon was luminescent and lovely in the late night sky.*
Metaphor		Comparing one thing to another by saying it *is* something else.		*The rain drops rushed down from the sky and searched for the ground.*
Personification		When the weather reflects the mood of the character/ events in the story.		*The cold wind was like a knife stabbing her skin.*
Pathetic fallacy		Comparing one thing to another using ‘like’ or ‘as’.		*Lightning slashed across the pitch black sky. He was close- very close- soon his monster would awaken.*

Task: Now do the same for these types of punctuation

Punctuation		Definition		Examples
Semi colon		• Its symbol is a thin horizontal line. • Indicates an interruption, or an abrupt change of thought. • Can, at times, replace a comma, semicolon, colon or ellipses.		• You are the friend—the only friend—who offered to help me. • I wish you would—oh, never mind.
Ellipsis		• Its symbol is three consecutive dots. • Indicates a pause and adds suspense. • Often used at the end of a paragraph to indicate a cliff hanger.		• They weren’t ordinary snowflakes; giant white blobs fell straight down in large sticky lumps and clung to each other. • I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.
Dash		• Its symbol is a full stop over a comma. • Used to link two sentences that are closely related. • Can replace connectives such as ‘because’.		• I knew it wasn’t the right thing to do… but I was determined to do it anyway. • The sudden sound of a large key turning in the lock told me that someone, or something, was opening the door…

Task: Using ‘which’ at the start of an embedded clause

Below are two examples of a SIMPLE SENTENCE. These are very easy to write and low level writing usually contains too many of them.

Simple sentence: His puffy face was streaked with dirt and grime.

Simple sentence: The ancient tower pierced the morning mist that hovered above the city.

1) Read the red sentences below and underline the bits that I have EMBEDDED into the MIDDLE of the sentences below to make the simple one more complex.

2) Circle the word that I have used after the first comma to start the bit that I have added in the middle of the sentence.

His puffy face, which resembled an unwashed potato, was streaked with dirt and grime.

The ancient tower, which was covered in climbing vines, pierced the morning mist that hovered above the city.

Task 2: Using verbs at the start of an embedded clause

There is also another way of embedding clauses into the middle of a simple sentence to make it more complex.

Simple sentence: The sun sent shafts of hazy light across the tracks.

1) Read the red sentences below and underline the bits that I have EMBEDDED into the MIDDLE of the sentences below to make the simple one more complex.

2) Now circle the word that I have used after the first comma to start the bit that I have added in the middle of the sentence.

The sun, rising above the closely packed buildings, sent shafts of hazy light across the tracks.

The sun, struggling to penetrate the morning fog, sent shafts of hazy light across the tracks.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 13

LQ: How are devices used to create a Gothic atmosphere?

Keywords: Atmosphere, Symbolism

DIN: Write down 3 synonyms for these words: UGLY, PAINFUL, DARK, CONFUSED

‘The Red Room’

The Red Room is a short Gothic story, written in 1894 by H. G. Wells. Do not get confused with the red room from Jane Eyre, though there are similarities this is an entirely different story!

It is about a man who decides to spend the night in Lorraine Castle. Despite warnings from three people who look after the castle, he spends his night in ‘The Red Room’.

Although he starts off confident that he could spend the night here, strange things begin to happen.

Task: Read ‘The Red Room’ in the booklet provided, and complete at least two of the following tasks:

Cold: Write down any devices you see (eg. Personification, Simile, Metaphor)

Warm: List all the Gothic motifs you find

Sizzling: Rewrite a short section of the Red Room in your own words, using at least 2 devices!

Challenge: Can you identify any lexical sets? *A lexical set is a group of words that share a theme. Over a section of text, or in a scene, this repeated imagery will build the atmosphere and establish tone. Another term for a lexical set is a ‘semantic field’*

Task: Copy and complete the following grid, it is structured to help you identify the literary devices Wells is using in his story.

Language feature	Words/ Quote	Explain how it creates a gothic atmosphere and/or what’s the effect?
Gothic motif: Darkness		
Exclamation marks		
Personification		
Adjectives		
Adverbs that build tension		
Challenge: find Lexical sets of fear and light/darkness		

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

TASK: Using your notes from the grid, write a PETAL paragraph analysing the reasons why Wells has used a device and what impact it has on the reader.

Use this cheat sheet to help you if you need.

Point What is Wells using the device to do?	
Evidence Where in the text can you see it? Use a quote.	
Technique Which device is Wells using?	
Analysis Explain how Wells is using the device to create the effect you identified in your ‘Point’.	
Link Explain how what you wrote links back to what you know about the gothic/ 1800s Britain.	

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 14

LQ: How do I analyse writers’ methods in greater detail?

Keywords: Degeneracy, evolution, Simile, Metaphor

DIN: Figurative language. Sort the sentences below into these three categories

Simile Metaphor Personification

A river of tears ran down his face.	He was drowning in the fear of losing her.
His love burned as bright as a flame.	Her heart fluttered like birds’ wings.
Her heart sank in her chest.	A storm of jealousy raged inside of him.
Each tear clung to her cheek.	A passion burned inside of her heart.
His heart leapt at the sight of her.	She was as fragile as glass.

The Strange Case of Dr Jekyll and Mr Hyde, Darwin and degeneracy.

- This is a story by Robert Louis Stevenson about an upper class Victorian man who develops a potion so that he can transform into a monster and do evil things.
- Stevenson believed that the refined standards of Victorian society forced people to suppress their more primal instincts, which he thought would lead to disaster. He argued that ‘The soul demands unity of purpose, not the dismemberment of man’.
- This connected to a radical contemporary scientific theory: Charles Darwin’s Theory of Evolution. This said (for the first time) that humans were not created by God, but rather evolved from animals.
- This worried highly religious Victorians. They feared that if humans could evolve from savage animals, surely it would be possible for humans to slide back into being savage animals once more. This idea was known as degeneracy.
- In the story, as Mr Hyde, Dr Jekyll is free of all the trappings of Victorian upper class life.

Task: Read the extract from Dr Jekyll and Mr Hyde in the booklet provided. As you read note down the following:

- Any traditional gothic motifs
- An example of a simile
- An example of a metaphor
- Challenge: A lexical set

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

A student, having read this extract, said:

“The Strange Case of Dr Jekyll and Mr Hyde is clearly a traditional gothic horror story; Mr Hyde is presented as an evil, supernatural creature”

Task: To what extent do you agree?

You should:

- Consider your own impressions
- Evaluate writers’ methods
- Use references to support your opinions.

First let’s break the question down...

Step 1:

Do you agree with the first part of the statement? Does it have the elements of a traditional gothic horror story? What conventions did you find?

Step 2:

Do you agree with the second part? Is Hyde an evil, supernatural creature?

Step 3:

Can you find any quotes to support your opinions?

Can you identify any methods? (Devices)

Now answer the question by producing PETAL paragraphs.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 15

LQ: Why do I need to think about structure?

Keywords: Structure, prologue, mystery, character

Analysing why a writer structures a text in a specific way is an important skill to learn for your English GCSEs.

Interesting choices that writers make at the start of stories:

- Include a prologue (like the one we just watched).
- Create mystery through a description of characters or setting.
- Leave out information.
- Reveal the ending before the story has started.
- Include a flashback.

Task: Can you think of any more examples? Write them down

Great Expectations by Charles Dickens

Dickens is probably best known for writing *A Christmas Carol* and *Oliver Twist,* and isn’t known for being a gothic writer. However, his novel *Great Expectations* is considered to be a gothic story. This is because it contains:

- Traditional gothic settings such as misty moors, grave yards and the streets of London.
- Seemingly unpleasant and cruel characters.
- Mystery
- Themes of death, loss, wealth, mystery and love.
- An exploration of class and degeneracy.

Task: Read the Great Expectations extract in the booklet provided and make a mind map of all the Gothic elements you can identify.

Now answer these questions in full sentences:

1. At what time of day does the writer set the story?
2. Where does the writer set the scene and why is this gothic?
3. Why does the writer repeat the phrase ‘dead and buried’? Why does this sound particularly gothic?
4. How does Dickens describe the land beyond the graveyard?
5. Why does Dickens describe the setting first before introducing Pip?
6. Why does the writer use dialogue to introduce the other man? What kind of impression is created?
7. What do you notice about the description of the man’s appearance? What does this make you think of him? How does it create mystery?

8. What social class is the man from? How can you tell? How does this show the Victorian fear of degeneracy?
9. What questions do we have at the end of the extract- what do we want to know?

Now that we have considered why structure is so important in our stories, let’s apply what we have learnt to our own writing.

Task: Take a look at the Gothic story opening that you wrote in Lesson 10, and answer the following questions:

1. What did you describe in your opening paragraph? Did it create any mystery?
2. Did you describe the setting in detail?
3. Did you describe a character?
4. How did you finish it?

Task: Write a petal paragraph to answer this question:

‘To what extent is the opening of Great Expectations a traditional gothic story?’

Use this cheat sheet to help you if you need.

Point In what ways is this extract typical of the gothic?	
Evidence Where in the text can you see it? Use a quote.	
Technique How does Dickens create this atmosphere? Look for specific words or devices.	
Analysis Explain the impact of these words/devices and your quote on the reader.	
Link Explain how what you wrote links back to the question and to what you know about the gothic/ 1800s Britain.	

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 16

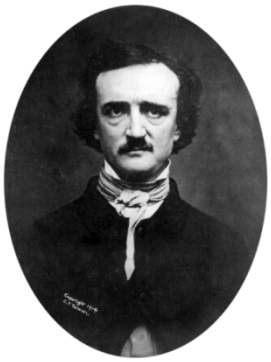
LQ: How can structure be used to improve a Gothic narrative?

Keywords: Rationality, Irrationality, Subconscious, Supernatural

DIN: Copy down this guide about adverbs, then write two sentences using a different type of adverb in each.

Adverbs give us more information about verbs, and there are lots of types of adverbs**.**

- **Time** – when an action happens, (yesterday, later on, before)
- **Place** – where it happens (under, outside, to school)
- **Manner** – how it happens (quickly, carefully, in terror)
- **Frequency** – how often it happens (every day, twice a month, sometimes)



Edgar Allan Poe was a writer who was plagued by tragedy. He lost his mother, a brother and his young wife to disease. His writing was often macabre and he wrote several gothic horror stories and poems, including The Raven, The Masque of the Red Death, The Telltale Heart and The Fall of the House of Usher.

Tasks:

1) Read “The Raven” in the booklet provided and note down any Gothic features/motifs you can find. The Simpsons did a great version of The Raven – it’s on youtube if you’d like to see it!

2) Now complete one set of tasks from the grid below.

Cold	Warm	Sizzling
Find a quotation about the setting which is gothic.	How does the setting create a gothic atmosphere? Use quotations to support your answer.	Write a PETAL paragraph response to the question: **How does Poe create a gothic narrative in the poem ‘The Raven’?** *Hint: Consider the setting, themes and symbolism.*
What is the speaker’s sorrow?	How important is the death of Lenore in this poem?	
Find a quotation which reveals the theme of isolation.	What might the raven symbolise?	
Why is ‘nevermore’ repeated?	How does Poe demonstrate the narrator’s descent into madness? Use quotations to support your answer.	
Find three negative adjectives.	How does the tone of the poem change as it progresses? Why has Poe done this?	
Is the narrator going mad? Find a quotation which proves this.		

Task: Which text has more gothic imagery, ‘Great Expectations’ or ‘The Raven’? Write a sentence or two explaining your answer.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

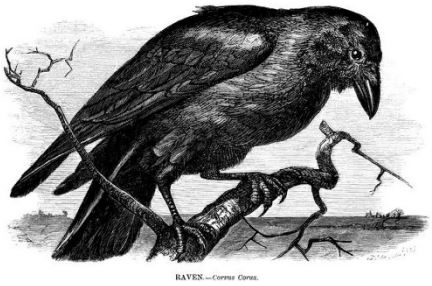
Lesson 17

LQ: Can I understand how writers use first-person narratives to create interesting narrators?

Keywords: Narrator, madness, unreliable, erratic

Din: Draw a picture of the Raven (from our previous lesson) in a Gothic setting!

Challenge: What other animals do you associate with the Gothic? Draw one of those too!



Simple Sentences
They generally contain a subject and a predicate (often verbs).
The moon had risen in the sky.

Compound Sentences
Two simple sentences glued together with a connective.
Connectives= and/ because/ when/ then/ but/ so/yet/nor/ or/for etc.
The moon had risen in the sky and a fog settled over the land.

Complex Sentences
Contain an **independent clause** (a sentence on its own) and a dependent clause (a part that could not be a sentence on its own).They can also contain an embedded clause.
While she ran home through the forest, the moon had risen in the sky and a fog settled over the land.

Task: Write a <u>simple sentence</u>, a <u>compound sentence</u> and a <u>complex sentence</u> (so, 3 in total), describing:

EITHER

A spooky, sublime forest.

OR

An ancient haunted castle.

OR

A decadent Victorian bedroom.

Use as many gothic adjectives and adverbs as you can!

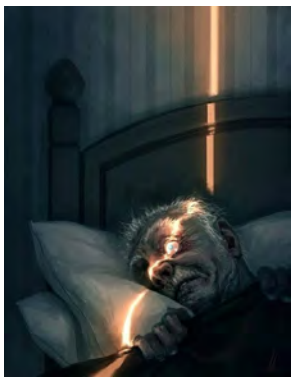
<u>Unreliable narrators… Madness?</u>

As we learnt in our last lesson, Edgar Allen Poe had a very traumatic life, and he drew on that experience in his writing.

Some believed that by the end of his life he had gone completely mad; certainly he was excellent at creating realistically mad characters to scare his readers.

The idea of madness is an important gothic theme as it is the exact opposite of reason. Remember, The Sleep of Reason Produces Monsters!

Today we will read The Tell-Tale Heart, a famous short story by Poe. The narrator insists to us again and again that he isn’t mad, but the erratic way in which he unfolds his story, and his own role in events, lead us to think otherwise…



Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Task: Read ‘The Tell-Tale Heart’ in the booklet provided and complete at least one of the following tasks:

Cold: Highlight all the punctuation in the text. How is Poe using punctuation to show his narrator is mad? TIP: Think about when and why the pace of the story seems to go up and down.	Warm: Highlight all the simple sentences in the text. How is Poe using simple sentences to show his narrator is mad? TIP: Look for lots of simple sentences used back-to-back.	Sizzling: Highlight all the complex sentences in the text. How is the narrator using complex sentences to try and prove that he is sane? TIP: The narrator provides constant commentary on his actions as well as descriptions.

Challenge questions: Do you trust the narrator of this story? Why/why not? Why is the reliability of a narrator an important factor in how we understand a story?

A student having read this extract said:

‘The Narrator of a Tell-Tale Heart is a mad genius, he is clearly very intellectual but we cannot trust his version of the story.’

Task: To what extent do you agree?

Write down your ideas in order to form your judgement on this statement.

You should:

- Consider your own impressions
- Evaluate writers’ methods
- Use 3 references (quotes) to support your opinions.

First, let’s break the question down...

Step 1:

Do you agree with the first part of the statement? Do you think the Narrator could be described as mad? Do you think the Narrator could be described as a genius?

Step 2:

Do you agree with the second part? Can we trust the Narrator’s version of events?

Step 3:

Can you find any quotes to support your opinions?

Can you identify any methods? (Devices/ sentence types)

Now answer the question. To what extent do you agree with the student’s statement?

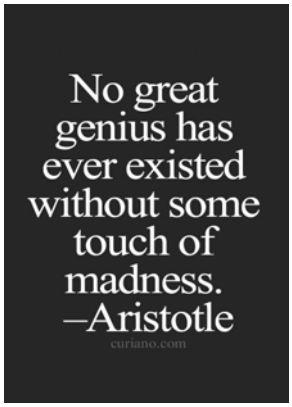
Y7 English – “Things that go bump in the night” (Gothic scheme of work)

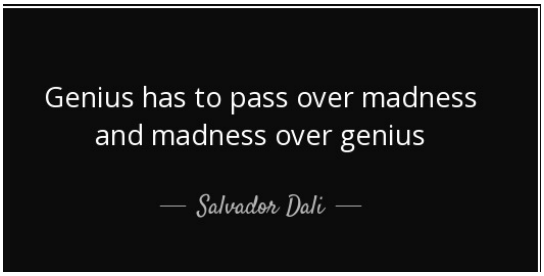
Lesson 18

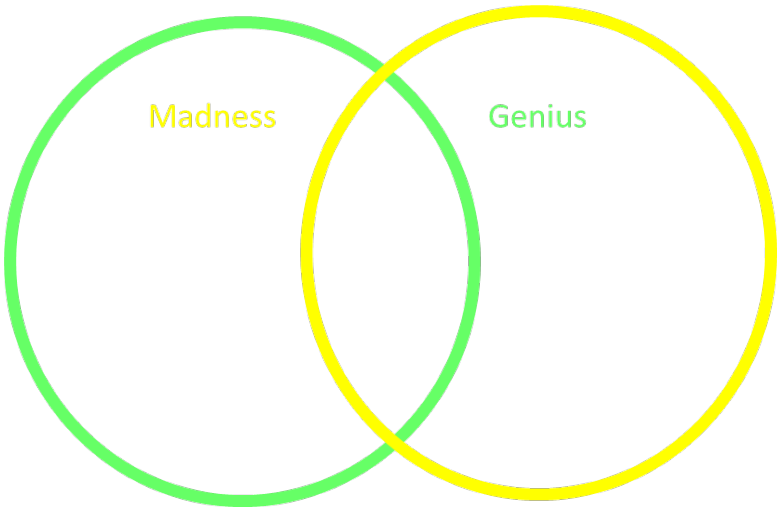
LQ: How can I create an unreliable narrator to add mystery and tension to my writing?

Keywords: Narrative, narrator, credibility

DIN: Below are three quotes that are about madness and genius. Create a Venn diagram of the connotations of these words. In what ways are madness and genius similar, and in what ways are they different?







<u>Using an unreliable narrator</u>

As we discovered in our last lesson, if we are presented with an unreliable narrator in a gothic story, it adds to the tension and mystery of the tale because we cannot be wholly sure that we are being given an unbiased version of events.

Remember: The Sleep of Reason Produces Monsters!

Madness is the exact opposite of reason.

By making us question the narrator, writers force us to question ourselves, and our comprehension of their stories. In this way, the writers are challenging our own reason!

In forcing us to doubt our own ability to understand their story, the narrator makes us pay even closer attention to the text.

1. **Do you think this method of using an unreliable narrator to make you pay more attention to the story is an effective way of engaging readers?**
2. **Do you think this method is ‘genius’, ‘madness’, or a little bit of both? Explain your answer using the words ‘because’ and ‘additionally’.**

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Task: Slow Writing

You have been invited to sleep over at your best friend’s house. Little do they know…tonight you plan on murdering them! In the style of *The Tell-Tale Heart* produce your own piece of creative writing. You should aim for at least half a page.

1. Sentence one must begin with an adjective/adverb/ abstract noun and include a colour.
2. Sentence two must use an adverb and be a complex sentence, and must end with an exclamation mark.
3. Sentence three must be a short simple sentence, tell me what you are planning!
4. Sentence four must feature zoomorphism to describe your target.
5. Sentence five must be a rhetorical question.
6. Sentence six must include an emotion and a colour to symbolise that emotion.
7. Carry on writing, maintaining the mood you have created!

Include as many of the following devices as you can!

- Sensory descriptions
- Two metaphors
- Two similes
- Pathetic Fallacy

Challenge: Can you create a sense of madness in your narrator, that leads your reader to question their reliability?

Self-assessment task:

Highlight the section of your work where you have included the most ambitious words and devices.

Write what you are proud of in the nearest ‘medal’ box.

Underline the section of work that could be improved.

What could you do to make it better?

(Describe in more detail?/ Include devices/ Vary vocabulary and punctuation? Note this in the nearest ‘mission’ box.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 19

LQ: How can I use a range of devices to create an effective Gothic setting?

Keywords: Evocative, conventional, phantoms

DIN: Through our lessons this term we have explored a number of conventional gothic settings. In your books, mind map as many settings as you can think of that would be suitable for a gothic tale.

Challenge: Choose three of the settings you have included in your mind map, and add three reasons why you would choose them if you were writing a gothic story.

The Listeners- Walter de la Mare

Today we will be reading an extremely gothic poem. It tells the story of a ‘Traveller’ who knocks on the door of an ancient castle in an isolated forest, but it seems as though there is no one *living* there. There seems to be something supernatural about the castle that defies the Traveller’s reason!

Let’s make some predictions:

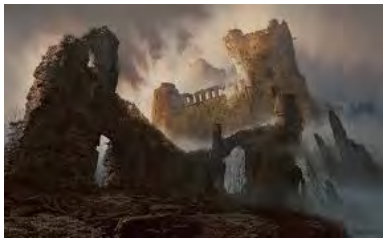
1. Who do you think ‘The Listeners’ could be?
2. What gothic conventions do you expect to see?

Challenge: *It has been said that this is a poem about humanity’s increasing isolation from the natural world. How could the setting, an ancient castle in an isolated forest, be used to explore such an idea? Why is this a very gothic way of thinking?*

Task: Read the poem in the booklet provided. As you read, complete one of the following tasks:

Cold	Warm	Sizzling
Highlight all of the gothic conventions and motifs that you can find. HINT: Moonlight, ruined castles, the supernatural….	Highlight every poetic device that you can find. HINT: Check the list of devices in the front of your exercise book if you have forgotten them!	Highlight all examples of contrasting imagery. HINT: Contrast= descriptions that are starkly different to one another.

Task: Look at the conventions, devices and contrasting imagery that you have identified. How is de la Mare using them to add a very gothic flavour to his poem? Add your ideas to your annotations.



Task: Write a poem about one of these gothic settings: (use the images above to help inspire you)

- **A ruinous castle.**
- **An urban city at night.**
- **A sublime forest.**

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 20

LQ: How can ideas from the ancient world be used to create scary modern stories?

Keywords: Archaic, primitivism, Egyptology

DIN: Below we have three examples of Ancient Egyptian culture. Write a short paragraph imagining how you would feel if you woke up one morning in Ancient Egypt!

A very Victorian fascination

The Victorian era was a time of exploration, academic study and scientific progress. One of the most popularly interesting areas of study was that of Egyptology: the practice of studying Ancient Egypt. Those who did this professionally were known as Egyptologists.

One of the reasons the Victorians were so interested in Ancient Egypt was because it was a time in which people believed in various gods with supernatural powers, and indeed viewed their Pharos (Kings) as closer to the gods than regular society. This primitivism contrasted greatly with the contemporary Victorian age of reason and science.

They were also interested in how such a powerful and advanced civilisation for its time could have died out so entirely. This perhaps spoke to a subconscious Victorian anxiety that no matter how powerful Britain had become, all civilisations are doomed to eventually falter, and are condemned to the history books.

***Lot No. 249*- Sir Arthur Conan-Doyle**

Lot No. 249 is a short gothic story about an Ancient Egyptian Mummy, who a Victorian Egyptologist (Bellingham) learns to reanimate and control, to carry out murders for him! It is set at Oxford University. The main character is Bellingham’s downstairs neighbour Abercrombie Smith, a young student studying medicine.

Task: Read the extract in the booklet provided. As you read, complete at least one of the following tasks:

Cold	Warm	Sizzling
Highlight all of the gothic conventions and motifs that you can find. Note down your thoughts on how Conan-Doyle is turning Oxford University into a conventional gothic setting. HINT: Think back to the setting of Dracula.	Highlight everything in the text that suggests that Smith is a man of reason. Note down your thoughts on why this is an important aspect of his character.	Highlight all references to Ancient Egypt. Note in your book your thoughts on how these parts contrast with the rest of the extract.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Task: From your notes, write 1-2 PETAL paragraphs answering the following question:

‘How does Conan-Doyle use the contrast between modern Victorian society and Ancient Egypt to create mystery and tension in Lot No. 249?’

Use the cheat sheet to help you, if you need

Point In what ways is Conan-Doyle using contrast to create mystery/tension?
Evidence Where in the text can you see it? Use a quote.
Technique Look for specific words or devices.
Analysis Explain the impact of these words/devices and your quote on the reader.
Link Explain how what you wrote links back to the question and to what you know about the gothic/ 1800s Britain.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 21

LQ: What have I learned about creative writing by studying the Gothic?

Keywords: Device, motif, reflection

DIN: Look back over your work from this term and create a mind map of everything you can remember from our studies of the gothic. Here are some headings to help you – fill in the categories!

- Devices
- Motifs
- Settings
- Conventions
- Characters
- Themes
- *Challenge: How many of the writers and texts that we have explored this term can you remember? Add them to your mind map.*

Task: Match up these devices to their definitions! Write your own GOTHIC example of each device. Get grisly- use a thesaurus to identify the most impactful language!

Challenge: Can you think of any other devices that we have seen in the texts that we have studied this term?

Device name		Definition	
Personification		When something is compared to another thing. Not literal.	
Pathetic fallacy		When a writer uses words that paint a vivid and disturbing image in the reader’s mind.	
Disturbing imagery		When a writer uses a group of words all linked to one idea.	
Metaphor		When the weather reflects the mood of the characters and events.	
Lexical set		When inanimate objects are made to sound as though they are alive.	

<u>Task: Let’s practice the skills we must improve!</u>

Read back over the final two paragraphs of *Lot No. 249.* You are going to decide what happens next, and continue the story!

- Feature as many gothic conventions as you can.
- Use as many devices as you can.
- Vary your sentence structures for effect.
- Use an interesting range of punctuation to increase tension/mystery.
- Make sure that you are practicing the skills which you have identified need improvement.

Y7 English – “Things that go bump in the night” (Gothic scheme of work)

Lesson 22

LQ: Can I demonstrate my Gothic writing skills?

Keywords: Narrative, setting, convention, Gothic

DIN: Improve these sentences by adding a simile to each one (try to make them Gothic!)

1. My mum argued with me.
2. Samantha bit into the cake.
3. The creature hurt me.
4. Dracula bit me.
5. She hated me.

Task: Write a description of a gothic castle. Use the image for inspiration, but the only limits are your imagination!

Here are some devices you may want to use!

Devices:		
Personification	Pathetic fallacy	Zoomorphism
Lexical sets	Metaphor	Simile

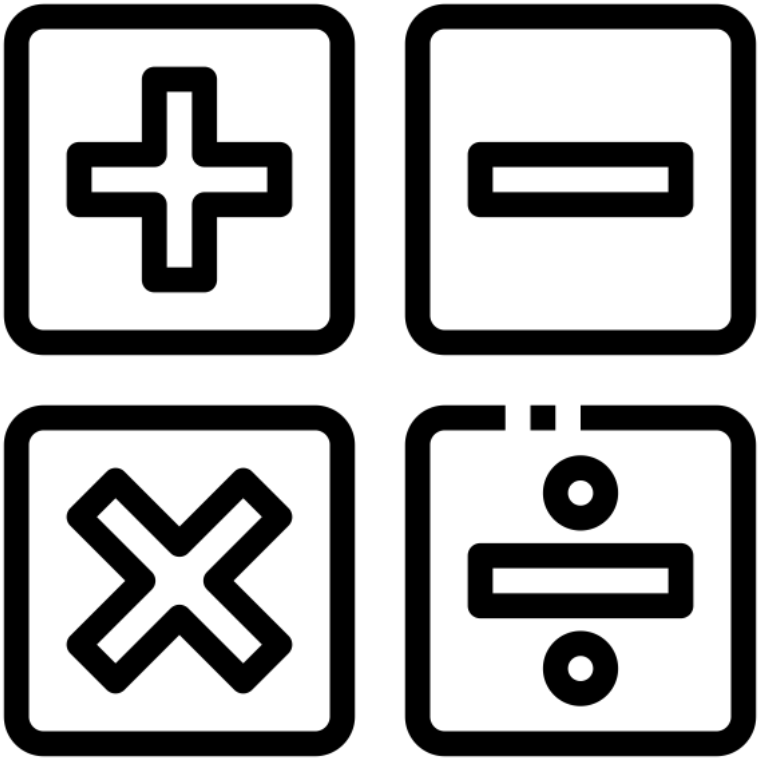
Use this checklist as a guide – it tells you what you need to include to make an effective Gothic story! ->

Success Checklist!

I have used a combination of simple and complex sentences.
I have included sensory descriptions.
I have featured as many gothic conventions as I can.
I have checked through my work to be sure I am always using the most impactful language.
My story creates a sense of mystery.
My story hints at the supernatural.
My story includes language of the sublime.
My setting is as well described as though it is a main character.
I have used a range of punctuation.
My work makes grammatical sense when I read it back to myself.
I have checked my spelling.

MATHS

Complete as many of the following tasks as possible.



Home learning Unit resource booklets

Year 7: Unit 5 – Fractions

Unit 5 Overview:

1. Can I remember fractions? (Lesson 1)
2. Can I find equivalent fractions? Can I simplify fractions? (Lesson 1)
3. Can I covert between improper fractions and mixed numbers? (Lesson 2)
4. Can I compare fractions using inequality signs? (Lesson 3)
5. Can I add and subtract fractions? (Lesson 4)
6. Can I calculate fractions of quantities? (Lesson 5)
7. Can I convert between fractions and decimals? (Lesson 6)
8. Can I understand percentages? Can I convert a percentage into a fraction? (Lesson 7)
9. Can I find percentages of amounts? Can I express one number of another? (Lesson 8)
10. Skills Check Up (Lesson 9 and 10)

Knowledge Organiser Attached at front

Fractions

Knowledge Organiser

Key Vocabulary

- numerator
- denominator
- proper fraction
- improper fraction
- factor
- highest common multiple
- lowest common multiple
- equivalents
- common numerator
- common denominator
- decimal equivalent
- simplify
- simplest form
- mixed number
- whole number
- mixed number

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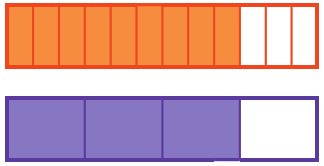
Simplify Fractions

$$\frac{9}{12}$$

Factors of 9:
1, 3, 9

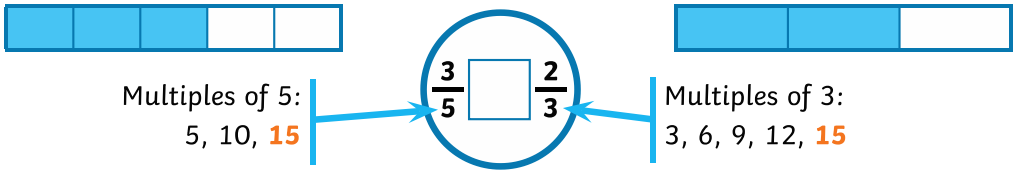
Factors of 12:
1, 2, 3, 4, 6, 12

$$\frac{9}{12} \overset{\div 3}{=} \frac{3}{4}$$



Compare and Order Fractions

Use the Common Denominator



Multiples of 5:
5, 10, 15

$$\frac{3}{5} \quad \square \quad \frac{2}{3}$$

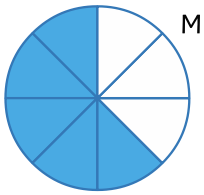
Multiples of 3:
3, 6, 9, 12, 15

$$\frac{3}{5} \overset{\times 3}{=} \frac{9}{15}$$

$$\frac{9}{15} < \frac{10}{15}$$

$$\frac{2}{3} \overset{\times 5}{=} \frac{10}{15}$$

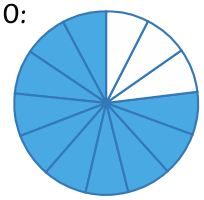
Use the Common Numerator

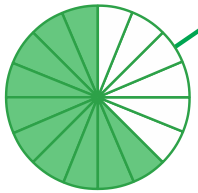


Multiples of 5:
5, 10, 15

$$\frac{5}{8} \quad \square \quad \frac{10}{13}$$

Multiples of 10:
10, 20

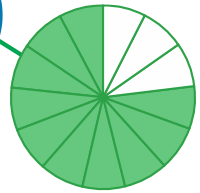




$$\frac{5}{8} \overset{\times 2}{=} \frac{10}{16}$$

$$\frac{10}{16} < \frac{10}{13}$$

$$\frac{10}{13} = \frac{10}{13}$$



Fractions

Knowledge Organiser

Adding and Subtracting Proper Fractions

Same Denominators

$\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$

$\frac{8}{11} - \frac{3}{11} = \frac{5}{11}$

Different Denominators

$\frac{2}{7} + \frac{3}{5}$

Multiples of 7: 7, 14, 21, 28, **35**
Multiples of 5: 5, 10, 15, 20, 25, 30, **35**

$\frac{2}{7} = \frac{10}{35}, \frac{3}{5} = \frac{21}{35}$

$\frac{10}{35} + \frac{21}{35} = \frac{31}{35}$

$\frac{9}{10} - \frac{1}{4}$

Multiples of 10: 10, **20**
Multiples of 4: 4, 8, 12, 16, **20**

$\frac{9}{10} = \frac{18}{20}, \frac{1}{4} = \frac{5}{20}$

$\frac{18}{20} - \frac{5}{20} = \frac{13}{20}$

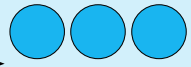
Multiplying Proper Fractions

Multiplying Fractions by Fractions

$\frac{1}{2} \times \frac{1}{3} = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

Multiplying Fractions by Whole Numbers

$\frac{2}{5} \times 3 \rightarrow$



$3 = \frac{3}{1}$

$\frac{2}{5} \times \frac{3}{1} = \frac{6}{5} = 1\frac{1}{5}$

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Adding and Subtracting Mixed Numbers

Add or subtract the whole numbers and fractions separately.

$2\frac{2}{5} + 1\frac{3}{10}$

$2+1=3$

$\frac{2}{5} + \frac{3}{10} = \frac{4}{10} + \frac{3}{10} = \frac{7}{10}$

$3 + \frac{7}{10} = 3\frac{7}{10}$

$2\frac{1}{2} - 1\frac{1}{4}$

$2-1=1$

$\frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4}$

$1 + \frac{1}{4} = 1\frac{1}{4}$

Convert the mixed numbers to improper fractions.

$2\frac{2}{5} + 1\frac{3}{10}$

$2\frac{2}{5} = \frac{12}{5}$

$1\frac{3}{10} = \frac{13}{10}$

$\frac{12}{5} + \frac{13}{10} = \frac{24}{10} + \frac{13}{10} = \frac{37}{10}$

$\frac{37}{10} = 3\frac{7}{10}$

$2\frac{1}{2} - 1\frac{1}{4}$

$2\frac{1}{2} = \frac{5}{2}$

$1\frac{1}{4} = \frac{5}{4}$

$\frac{5}{2} - \frac{5}{4} = \frac{10}{4} - \frac{5}{4} = \frac{5}{4}$

$\frac{5}{4} = 1\frac{1}{4}$

Dividing Fractions by Whole Numbers

$\frac{2}{5} \div 2 = \frac{1}{5}$

Multiplication and division are the inverse of one another so:

$\div$ 2 is the same as $\times \frac{1}{2}$

$\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$

Percentages

Knowledge Organiser

Key Vocabulary

- per cent (%) = 'out of 100'
- percentage
- discount
- equivalent fraction
- equivalent decimal
- convert
- compare
- order
- the whole

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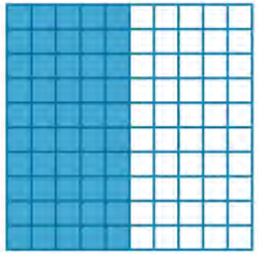
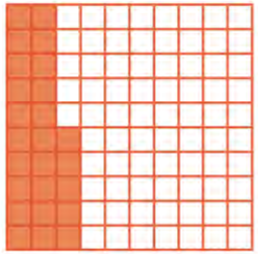
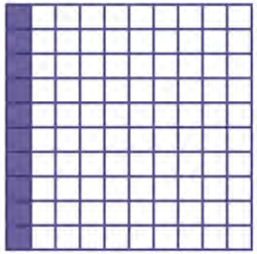
Equivalent Fractions, Decimals and Percentages



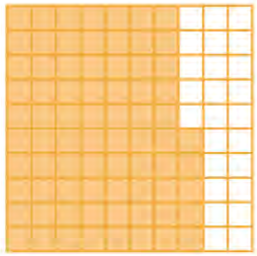
$\frac{50}{100} = \frac{1}{2} = 0.5 = 50\%$



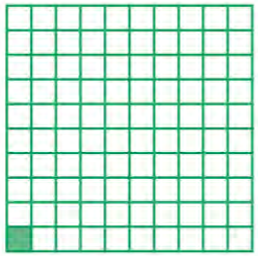
$\frac{25}{100} = \frac{1}{4} = 0.25 = 25\%$



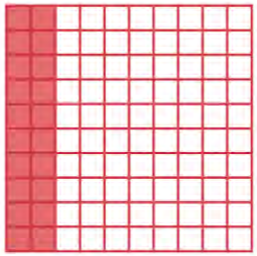
$\frac{10}{100} = \frac{1}{10} = 0.1 = 10\%$



$\frac{75}{100} = \frac{3}{4} = 0.75 = 75\%$



$\frac{1}{100} = 0.01 = 1\%$



$\frac{20}{100} = \frac{2}{10} = 0.2 = 20\%$

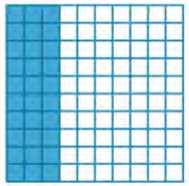
Fractions to Percentages

$\frac{15}{50} \xrightarrow{\times 2} \frac{30}{100} = 0.3 = 30\%$

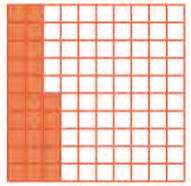
$\frac{60}{200} \xrightarrow{\div 2} \frac{30}{100} = 0.3 = 30\%$

Order Fractions, Decimals and Percentages

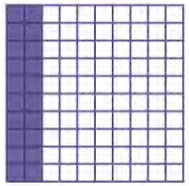
$\frac{3}{10} > 25\% > 0.2$



$\frac{30}{100} = 30\%$

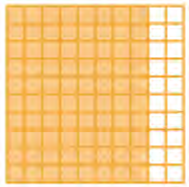


$\frac{25}{100} = 25\%$

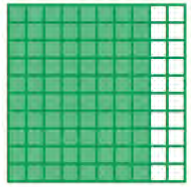


$\frac{20}{100} = 20\%$

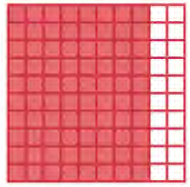
$80\% = 0.8 = \frac{4}{5}$



$\frac{80}{100} = 80\%$



$\frac{80}{100} = 80\%$



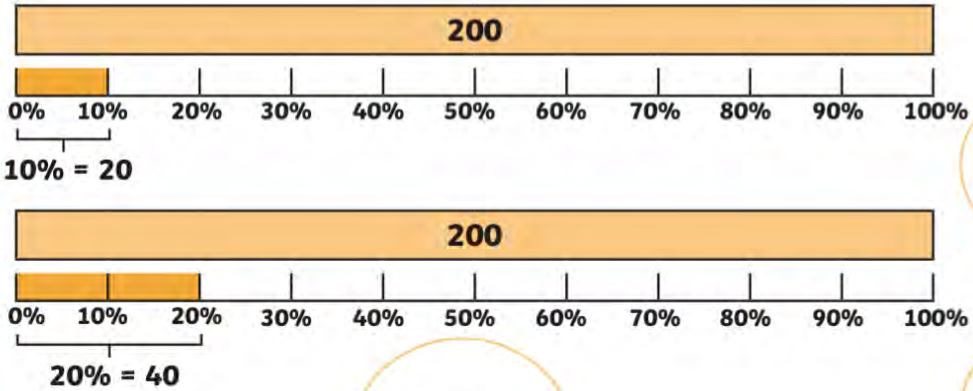
$\frac{80}{100} = 80\%$

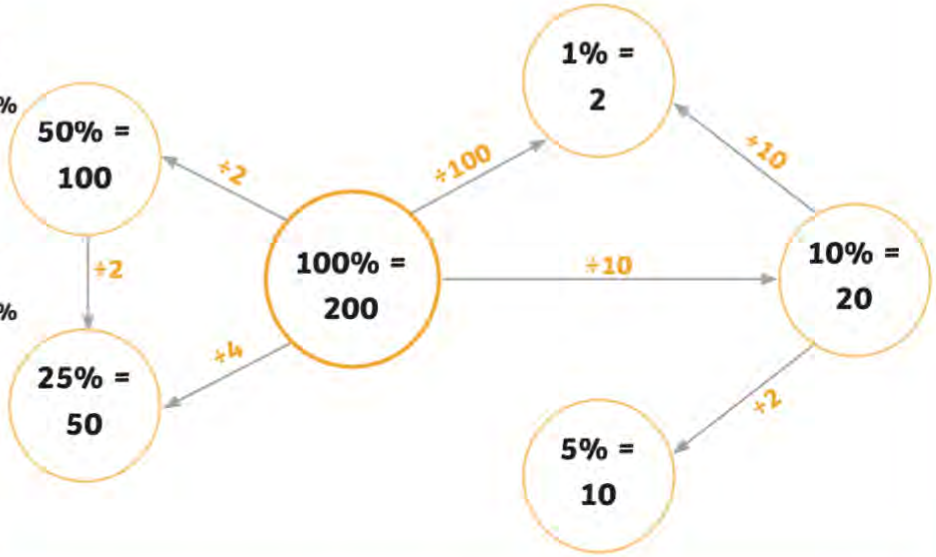
Percentages

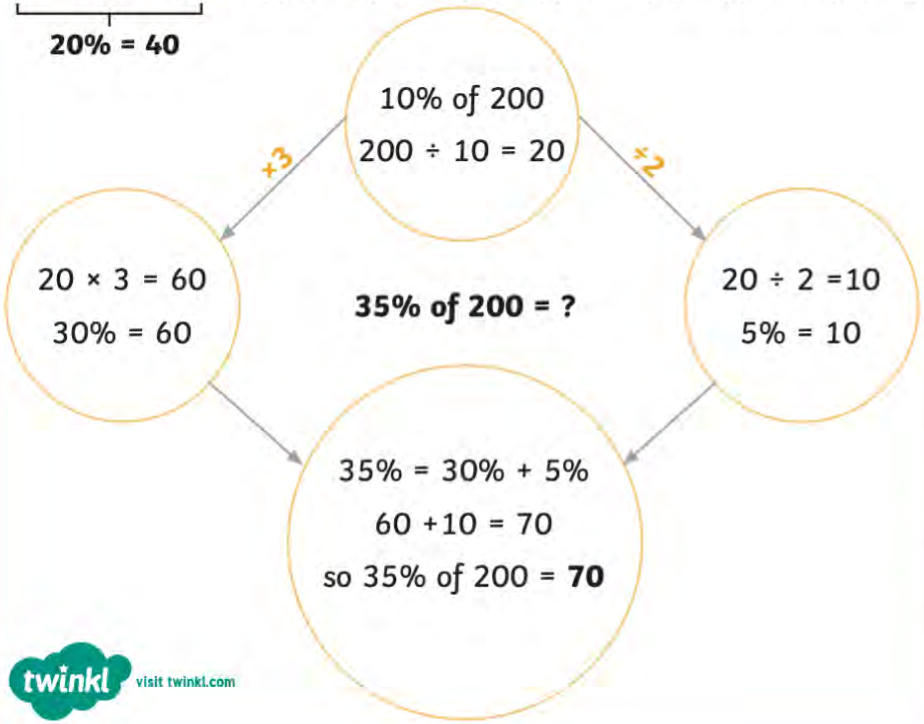
Knowledge Organiser

Finding a Percentage of an Amount

50% = $\frac{1}{2}$ so we can divide by 2	10% = $\frac{1}{10}$ so we can divide by 10	25% = $\frac{1}{4}$ so we can divide by 4	1% = $\frac{1}{100}$ so we can divide by 100

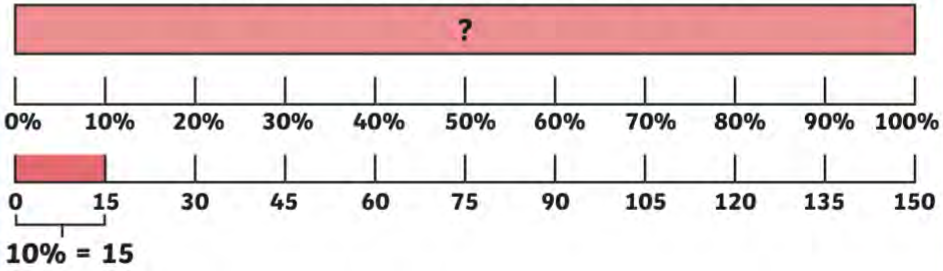






Percentages – Missing Values

Whole value (100%) of bar model = ?



We know 10% = 15 10% × 10 = 100% (the whole) so 15 × 10 = 150

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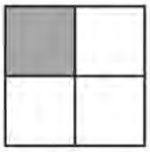
What are Fractions?

Key point

A **fraction** is part of a whole. The top number of a fraction is the **numerator**. The bottom number is the **denominator**.

Example:

What fraction of this shape is shaded?

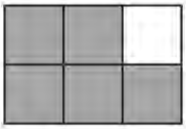


1 section out of 4 is shaded.

$\frac{1}{4}$

1. What fraction of this shape is shaded?

2. What fraction of this shape is shaded?



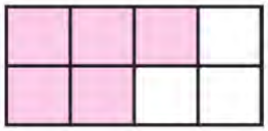
3. What fraction of this shape is shaded?

HINT

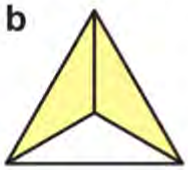
First count the total number of parts. This will be the bottom number of the fraction.
Then count the number of parts that are shaded. This will be the top number of the fraction.

4. What fraction of each shape is shaded?

a



b



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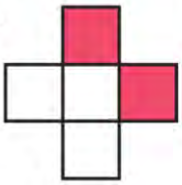

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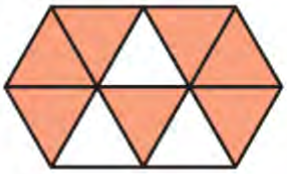


Key point

A **unit fraction** has numerator 1. For example, $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ are unit fractions.

To compare the size of two **unit-fractions**, look at the **denominators**. The unit fraction with the smaller denominator is the larger fraction and the unit fraction with the larger denominator is the smaller fraction.

Can I find equivalent fractions? Can I simplify fractions?

Equivalent Fractions:

Worked example

Complete the equivalent fraction $\frac{2}{3} = \frac{8}{\square}$

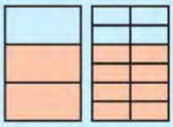
$\times 4$

$\frac{2}{3} = \frac{8}{12}$

$\times 4$

2 has been multiplied by 4 to give 8.
Multiply 3 by 4 to give 12.

You can see from the diagram that $\frac{2}{3}$ and $\frac{8}{12}$ have the same value.



Key point

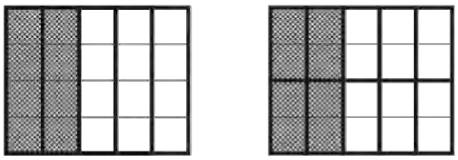
Equivalent fractions are fractions that have the same value.
For example,

$\frac{1}{2}$ is the

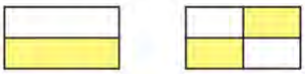
same as $\frac{2}{4}$

You can find equivalent fractions by multiplying or dividing the numerator and denominator by the same number.

The diagrams show that $\frac{2}{5}$ is equivalent to $\frac{4}{10}$.



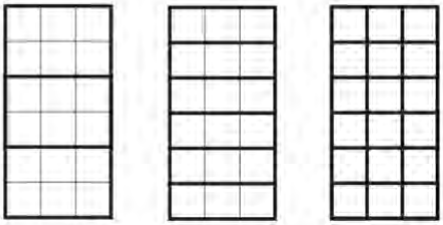
1 For each pair of diagrams, are the shaded **fractions** equivalent?

a 

b

c

2. Use the diagrams below to show that $\frac{2}{3} = \frac{4}{6} = \frac{12}{18}$.



3. Copy and complete these equivalent fractions.

a $\frac{5}{20} = \frac{10}{\square}$ ($\times 2$, $\times 2$)

b $\frac{1}{5} = \frac{\square}{25}$ ($\times 5$, $\times 5$)

c $\frac{5}{7} = \frac{15}{\square}$

d $\frac{2}{5} = \frac{\square}{40}$

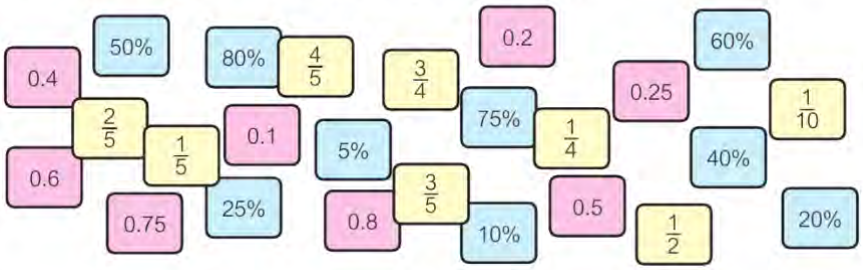
e $\frac{8}{10} = \frac{4}{\square}$ ($\div 2$, $\div 2$)

f $\frac{4}{12} = \frac{\square}{3}$ ($\div 4$, $\div 4$)

g $\frac{30}{36} = \frac{\square}{6}$

h $\frac{12}{21} = \frac{4}{\square}$

4. **Problem-solving** Sort these cards into groups of equivalent values.
Which card does not belong in any of the groups?



Simplifying Fractions:

Key point

You can **simplify** fractions by **cancelling** common factors. A fraction is in its **simplest form** when it cannot be cancelled any further. You cancel a fraction to its simplest form by dividing the numerator and denominator by their highest common factor (HCF).

Example:

Simplify $\frac{8}{16}$

Step 1. Find the HCF of 8 and 16 (this is 8)

Step 2. Divide both the numerator and denominator by the HCF

$$\frac{8}{16} \overset{\div 8}{\underset{\div 8}{=}} \frac{1}{2}$$

HINT

The HCF of 12 and 14 is 2, so divide the top and bottom of the fraction by 2.

1. Write each fraction in its **simplest form**.

a $\frac{12}{14}$ b $\frac{15}{20}$ c $\frac{20}{30}$ d $\frac{16}{24}$ e $\frac{18}{36}$ f $\frac{14}{21}$

2. Write down the missing numbers.

(a) $\frac{15}{30} = \frac{?}{2}$ (b) $\frac{6}{9} = \frac{?}{3}$ (c) $\frac{9}{12} = \frac{?}{4}$

(d) $\frac{3}{12} = \frac{?}{4}$ (e) $\frac{8}{18} = \frac{?}{9}$ (f) $\frac{16}{40} = \frac{?}{5}$

(g) $\frac{30}{50} = \frac{?}{5}$ (h) $\frac{14}{21} = \frac{?}{3}$ (i) $\frac{16}{24} = \frac{?}{3}$

3. Write each fraction in its simplest form.

(a) $\frac{8}{24}$ (b) $\frac{15}{20}$ (c) $\frac{20}{25}$

(d) $\frac{9}{13}$ (e) $\frac{21}{28}$ (f) $\frac{40}{64}$

(g) $\frac{9}{36}$ (h) $\frac{80}{200}$ (i) $\frac{132}{150}$

Can I covert between improper fractions and mixed numbers?

Key point

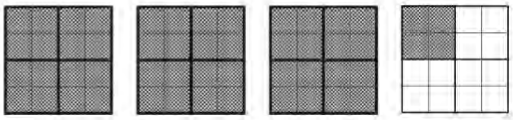
An **improper fraction** has a numerator that is bigger than its denominator, for example $\frac{4}{3}$.
A **mixed number** has a whole number part and a fraction part, for example $1\frac{1}{3}$.

Example

Show that the numbers $\frac{13}{4}$ and $3\frac{1}{4}$ are equivalent.

Solution

You can illustrate $3\frac{1}{4}$ as opposite.



If you count the quarters, you can see that there are $4 + 4 + 4 + 1 = 13$,

i.e. the number is $\frac{13}{4}$.

(You can see that $3\frac{1}{4} = \frac{(3 \times 4) + 1}{4} = \frac{13}{4}$.)

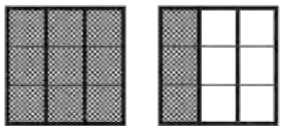
Note that $3\frac{1}{4}$ is called a *mixed* number.

1. Write each of the numbers represented by these diagrams, in two different ways.

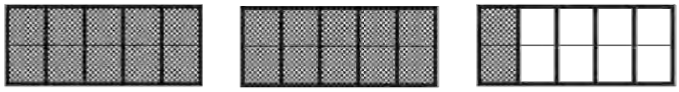
(a)

(b)

(c)

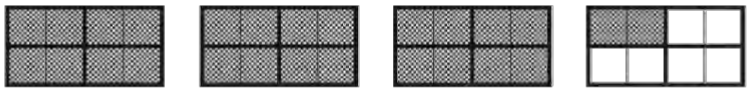


(d)

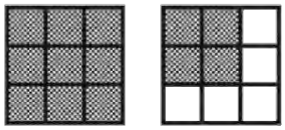


(e)

(f)



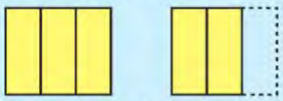
(g)



1 (a) Hint:
I can see 1 whole and a half

2 (a) Hint

Think of $\frac{5}{3}$ as 5 thirds.



You can see that 5 thirds is the same as 1 whole with 2 thirds left over.

2. Convert these **improper fractions** to **mixed numbers**.

a $\frac{5}{3}$ b $\frac{12}{5}$ c $\frac{11}{6}$ d $\frac{7}{4}$ e $\frac{9}{5}$ f $\frac{21}{8}$

3. Explain why $\frac{6}{5} = 1\frac{1}{5}$ You can use diagrams to show this.

4. Convert these improper fractions to mixed numbers.

(a) $\frac{9}{2}$ (b) $\frac{4}{3}$ (c) $\frac{5}{3}$

(d) $\frac{12}{5}$ (e) $\frac{18}{5}$ (f) $\frac{9}{7}$

(g) $\frac{11}{9}$ (h) $\frac{9}{4}$ (i) $\frac{8}{5}$

(j) $\frac{22}{9}$ (k) $\frac{6}{5}$ (l) $\frac{14}{5}$

(m) $\frac{13}{7}$ (n) $\frac{19}{7}$ (o) $\frac{20}{9}$

5. Convert these mixed numbers to improper fractions.

(a) $1\frac{3}{5}$ (b) $4\frac{1}{2}$ (c) $2\frac{1}{4}$

(d) $6\frac{1}{2}$ (e) $7\frac{1}{3}$ (f) $5\frac{2}{3}$

(g) $8\frac{3}{7}$ (h) $4\frac{2}{5}$ (i) $7\frac{1}{5}$

(j) $3\frac{5}{9}$ (k) $4\frac{3}{7}$ (l) $3\frac{4}{5}$

(m) $6\frac{1}{9}$ (n) $7\frac{2}{3}$ (o) $4\frac{7}{8}$

Can I compare fractions using inequality signs?

<	>
Less than	Greater than
5 < 10 5 is less than 10	10 > 5 10 is greater than 5

Worked example

Write the correct sign, > or <, between these fractions: $\frac{1}{2} \ldots \frac{1}{3}$.

$\frac{1}{2} > \frac{1}{3}$

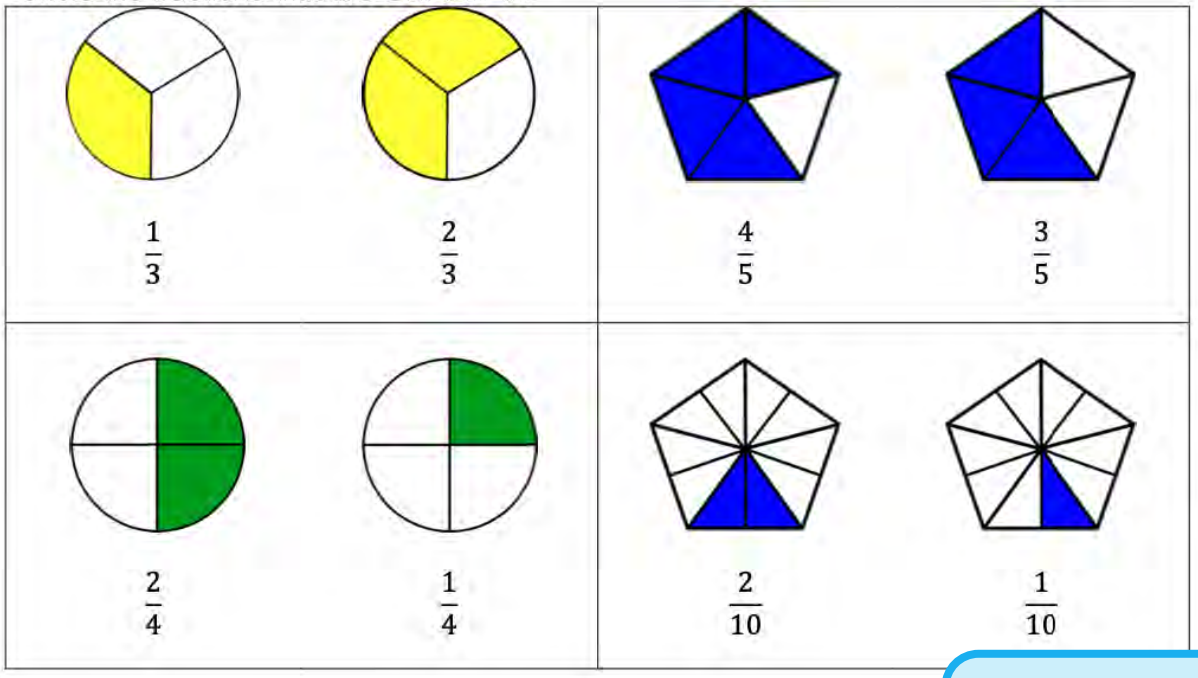
Draw two bars the same length.

Shade $\frac{1}{2}$ of the first bar.

Shade $\frac{1}{3}$ of the second bar.

$\frac{1}{2}$ is greater than $\frac{1}{3}$, so write the 'greater than' symbol, > , between them.

1. a) Circle the fractions that are **GREATER**.



1. b) Write the correct inequality signs between each fraction

Hint:
$\frac{1}{3}$ is less than $\frac{2}{3}$
$\frac{1}{3} < \frac{2}{3}$

2. Write the correct sign, > or <, between each of these pairs of fractions.

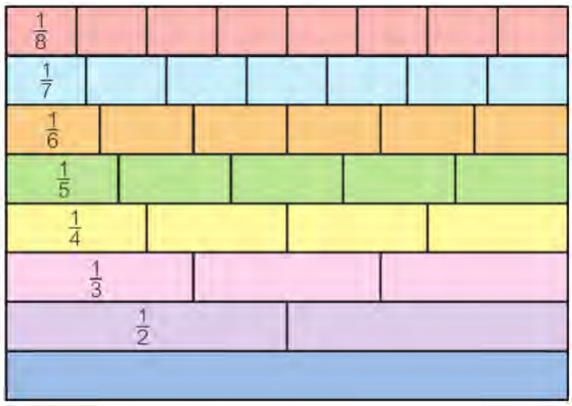
a $\frac{1}{2} \ldots \frac{1}{4}$ b $\frac{1}{5} \ldots \frac{1}{3}$ c $\frac{1}{8} \ldots \frac{1}{6}$ d $\frac{1}{7} \ldots \frac{1}{10}$

Hint
The wider end of the > and < signs points to the larger fraction.

Hint:
Use the fraction wall below to help

4. Use the fraction wall to work out which fraction is larger in each pair.

a $\frac{2}{3}$ or $\frac{3}{4}$ **b** $\frac{3}{7}$ or $\frac{2}{5}$ **c** $\frac{1}{4}$ or $\frac{2}{7}$ **d** $\frac{4}{5}$ or $\frac{7}{8}$



3. Write the correct sign, > or <, between each of these pairs of fractions.

a $\frac{3}{4} \ldots \frac{1}{4}$ **b** $\frac{4}{5} \ldots \frac{2}{5}$ **c** $\frac{3}{8} \ldots \frac{5}{8}$ **d** $\frac{4}{9} \ldots \frac{7}{9}$

4 (a) Hint

Draw two bars the same length.
Shade $\frac{3}{4}$ of one and $\frac{1}{4}$ of the other.

5. Write out each of these pairs of fractions, inserting either a < or a > into each one to make it correct.

(a) $\frac{1}{2} \quad \frac{1}{3}$ (b) $\frac{1}{4} \quad \frac{1}{5}$ (c) $\frac{1}{6} \quad \frac{1}{7}$

(d) $\frac{1}{10} \quad \frac{1}{9}$ (e) $\frac{1}{2} \quad \frac{2}{3}$ (f) $\frac{3}{4} \quad \frac{2}{3}$

(g) $\frac{2}{5} \quad \frac{1}{2}$ (h) $\frac{7}{10} \quad \frac{7}{8}$ (i) $\frac{5}{7} \quad \frac{3}{5}$

(j) $\frac{5}{6} \quad \frac{5}{7}$ (k) $\frac{2}{3} \quad \frac{5}{7}$ (l) $\frac{4}{5} \quad \frac{5}{6}$

6. State whether each of the following is *true* or *false*. If *false*, explain why.

(a) $\frac{3}{7} > \frac{3}{5}$ (b) $\frac{3}{8} = \frac{36}{88}$ (c) $\frac{11}{44} = \frac{1}{4}$

(d) $\frac{5}{8} > \frac{1}{2}$ (e) $\frac{3}{8} > \frac{1}{2}$ (f) $\frac{1}{6} < \frac{1}{7}$

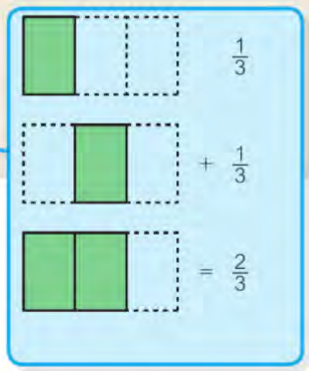
(g) $\frac{8}{9} > \frac{7}{8}$ (h) $\frac{9}{10} < \frac{10}{11}$ (i) $\frac{44}{99} = \frac{4}{11}$

Can I add and subtract fractions?

Worked example

Work out $\frac{1}{3} + \frac{1}{3}$

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$



Key point

When you add or subtract fractions with the same denominator, add or subtract the numerators then write the result over the same denominator.

1 (e) Hint

1. Work out

a $\frac{1}{5} + \frac{1}{5}$

b $\frac{3}{7} + \frac{2}{7}$

c $\frac{2}{9} + \frac{5}{9}$

d $\frac{1}{11} + \frac{6}{11}$

e $\frac{4}{5} - \frac{3}{5}$

f $\frac{4}{7} - \frac{2}{7}$

g $\frac{3}{5} - \frac{2}{5}$

h $\frac{8}{9} - \frac{1}{9}$

2. Work out these. Give each answer in its simplest form. The first one has been started for you.

Once you have the answer remember to simplify!

a $\frac{3}{10} + \frac{1}{10} = \frac{4}{10} = \frac{\square}{5}$ ($\div 2$)

b $\frac{1}{4} + \frac{1}{4}$

c $\frac{1}{8} + \frac{5}{8}$

d $\frac{2}{9} + \frac{4}{9}$

e $\frac{3}{4} - \frac{1}{4}$

f $\frac{3}{8} - \frac{1}{8}$

g $\frac{9}{10} - \frac{3}{10}$

h $\frac{11}{12} - \frac{7}{12}$

3 (d) Hint:
Replace 1 as the same as $\frac{5}{5}$

3. Work out

a $\frac{5}{6} + \frac{1}{6}$

b $\frac{3}{5} + \frac{2}{5}$

c $\frac{4}{9} + \frac{5}{9}$

d $1 - \frac{4}{5}$

e $1 - \frac{5}{7}$

f $1 - \frac{2}{9}$

4. Work out

a $\frac{3}{5}+\frac{1}{5}$ b $\frac{1}{4}+\frac{1}{4}$ c $\frac{3}{5}-\frac{1}{5}$ d $\frac{3}{4}-\frac{1}{4}$

5. Work out

a $\frac{1}{5}+\frac{2}{5}$

b $\frac{4}{8}+\frac{1}{8}$

c $\frac{3}{9}+\frac{2}{9}$

d $\frac{4}{10}+\frac{3}{10}$

e $\frac{4}{5}-\frac{1}{5}$

f $\frac{3}{7}-\frac{1}{7}$

g $\frac{7}{9}-\frac{2}{9}$

6. **Problem-solving** Samyr adds together two different fractions with the same denominator.
He gets the answer $\frac{1}{4}$. Write down two fractions that Samyr might have added.
Discussion Did you get the same fractions as other people in your class?

Q6 Strategy hint
You could begin by finding some fractions that are equivalent to $\frac{1}{4}$.
$\frac{1}{4}=\frac{\square}{\square}$

7. Challenge:

Work out these additions. Give each answer as a mixed number in its simplest form.
The first one has been done for you.

a $\frac{3}{4}+\frac{3}{4}=\frac{6}{4}=1\frac{2}{4}=1\frac{1}{2}$

b $\frac{5}{6}+\frac{5}{6}$

c $\frac{7}{8}+\frac{5}{8}$

d $\frac{11}{12}+\frac{7}{12}$

e $\frac{7}{9}+\frac{8}{9}+\frac{5}{9}$

f $\frac{9}{10}+\frac{7}{10}+\frac{6}{10}$

Can I calculate fractions of quantities?

Key point

When you work out a fraction of a quantity, you divide the quantity by the denominator, and then multiply by the numerator.

Worked example

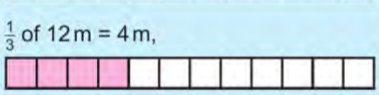
Work out $\frac{2}{3}$ of 12 m.

$\frac{1}{3}$ of 12 m = 12 ÷ 3 = 4 m

$\frac{2}{3}$ of 12 m = 2 × 4 = 8 m

Here are 12 m.

$\frac{1}{3}$ of 12 m = 4 m,



so $\frac{2}{3}$ of 12 m = 2 × 4 m = 8 m.

Example

(a) Find $\frac{1}{5}$ of £30.

(b) Find $\frac{4}{5}$ of £30

Solution

You can, of course, do this practically, but it is much easier to work out

(a) $\frac{1}{5} \times £30 = £30 \div 5$

$= £\frac{30}{5}$

$= £6$

(b) $\frac{1}{5} \times £30 = £6$

$\frac{4}{5} \times £30 = £4 \times 6$

$= £24$

1. Find:

(a) $\frac{1}{2}$ of 12 (b) $\frac{1}{4}$ of 8 (c) $\frac{1}{5}$ of 15

(d) $\frac{1}{3}$ of 12 (e) $\frac{1}{5}$ of 30 (f) $\frac{1}{4}$ of 40

(g) $\frac{1}{7}$ of 14 (h) $\frac{1}{8}$ of 64 (i) $\frac{1}{8}$ of 40

(j) $\frac{1}{3}$ of 24 (k) $\frac{1}{4}$ of 32 (l) $\frac{1}{9}$ of 36

2. Find:

(a) $\frac{3}{4}$ of 24 (b) $\frac{4}{5}$ of 20 (c) $\frac{3}{7}$ of 14

(d) $\frac{2}{9}$ of 18 (e) $\frac{5}{6}$ of 30 (f) $\frac{4}{7}$ of 28

(g) $\frac{3}{5}$ of 15 (h) $\frac{7}{9}$ of 45 (i) $\frac{3}{8}$ of 64

(j) $\frac{5}{9}$ of 36 (k) $\frac{3}{5}$ of 45 (l) $\frac{7}{8}$ of 56

3. Work out

a $\frac{1}{7}$ of £14 **b** $\frac{1}{9}$ of 36 cm

c $\frac{1}{8}$ of 24 t **d** $\frac{1}{10}$ of 250 ml

4. Work out

a $\frac{2}{3}$ of \$27 **b** $\frac{3}{4}$ of 20 m

c $\frac{5}{8}$ of 16 km **d** $\frac{4}{5}$ of 30 kg

Q5 Hint:
There is 60 minutes in an hour

5. Write as a fraction of an hour

a 30 minutes **b** 15 minutes

Can I convert between fractions and decimals?

Key point

You can write fractions as decimals. Three important examples are $\frac{1}{4} = 0.25$, $\frac{1}{2} = 0.5$, $\frac{3}{4} = 0.75$.
You can convert a decimal to a fraction by looking at the place value.

Worked example

Write 0.32 as a fraction in its simplest form.

$$0.32 = \frac{32}{100} \qquad \frac{32}{100} \overset{\div 4}{=} \frac{8}{25}$$

Look at 0.32 in a place value table.

...	H	T	U	•	$\frac{1}{10}$	$\frac{1}{100}$	...
			0	•	3	2	

0.32 is the same as $\frac{32}{100}$

1. Write each decimal as a fraction in its simplest form.

a 0.9 **b** 0.6

c 0.5 **d** 0.36

e 0.25 **f** 0.62

g 0.75 **h** 0.81

2. Write each fraction as a decimal.

a $\frac{1}{5} = \frac{\square}{10} =$ **b** $\frac{3}{20} = \frac{\square}{100} =$

c $\frac{12}{25}$ **d** $\frac{17}{50}$

Key point

You can convert a fraction to a decimal by writing an equivalent fraction with a denominator of 10, 100, 1000, ... and then using place value.

3. In a rugby match, the British Lions won 12 out of the 20 line-outs. Write $\frac{12}{20}$ as a decimal.

Discussion Is there more than one way to change $\frac{12}{20}$ to a decimal?

4.

a Write $\frac{1}{10}$ as a decimal.

b Use your answer to part **a** to write $\frac{2}{10}$ and $\frac{3}{10}$ as decimals.

5. Match each decimal and fraction.

Decimal	Fraction
0.325	$\frac{2}{5}$
0.4	$\frac{7}{20}$
0.3333...	$\frac{13}{40}$
0.35	$\frac{1}{3}$

5. Arrange the following numbers in order, from smallest to largest

$0.7 \quad \frac{2}{3} \quad 0.65 \quad \frac{3}{5} \quad \frac{5}{8}$

<u>Extension Task</u> :

Convert these decimals to fractions.

- Leave your fraction answers with the denominator as a power of 10, you do not need to work out simplest form!
- If the decimal is greater than one, leave your answer as a mixed fraction.

1)	0.7	=	2)	0.3	=	3)	0.65	=
4)	0.24	=	5)	0.71	=	6)	0.1	=
7)	0.03	=	8)	0.127	=	9)	0.91	=
10)	0.714	=	11)	0.66	=	12)	0.107	=
13)	1.7	=	14)	3.8	=	15)	14.9	=

Can I understand percentages? Can I convert a percentage into a fraction?

Worked example

Convert 70% to a fraction.

$70\% = \frac{70}{100}$ — Write as a fraction of 100.

$\frac{70}{100} \xrightarrow{\div 10} \frac{7}{10}$ — Then write the fraction in its simplest form.

Key point

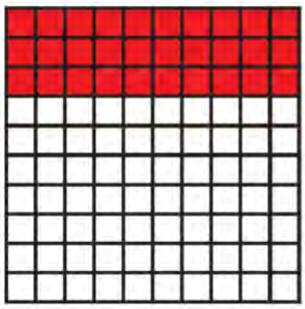
Per cent means 'out of 100'. So 50% (50 per cent) means '50 out of 100', which is $\frac{50}{100}$

1.(a)i. Hint:

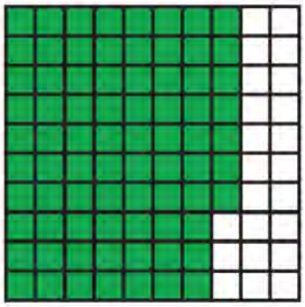
30 out of 100 ($\frac{30}{100}$) squares are shaded.

1. What **percentage** of each block is
   i shaded **ii** unshaded?

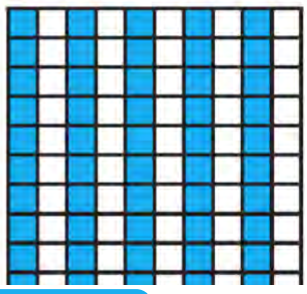
a



b



c



Show how you checked each pair of answers.

Q1 Hint

Check your answers are correct by adding the percentage shaded and the percentage unshaded. They should total 100%.

2. Convert these percentages to fractions. Write each fraction in its simplest form. The first and third parts have been started for you.

a $27\% = \frac{\square}{100}$

b 99%

c $10\% = \frac{\square}{100} = \frac{\square}{10}$

d 30%

Key point

You can write any **percentage** as a fraction with denominator 100.

3. Copy and complete the calculations.

a $27\% = \frac{\square}{100}$

b $66\% = \frac{\square}{100} = \frac{\square}{50}$

c $44\% = \frac{\square}{100} = \frac{\square}{50} = \frac{\square}{25}$

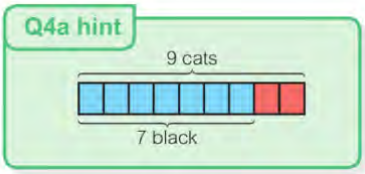
d $\frac{35}{100} = \square\%$

e $\frac{3}{10} = \frac{\square}{100} = \square\%$

f $\frac{9}{20} = \frac{\square}{100} = \square\%$

4. **a** There are nine cats in a rescue centre. Seven of them are black. What fraction of the cats are black?

b There are 12 dogs in the rescue centre. Five of them are male. What fraction of the dogs are male?



5. Rewrite these statements, giving the numbers as percentages.

a 40 out of 50 students like chocolate cake.

b 7 out of 25 people go to the gym.

c 12 out of 20 people have a pet.

d 8 out of 10 children like fruit.

e 2 out of 5 students play sport regularly.

Key point

To convert a percentage to a decimal, you divide by 100. For example, 45% = 45 ÷ 100 = 0.45. To convert a decimal to a percentage, you multiply by 100. For example, 0.08 = 0.08 × 100 = 8%.

6. Convert these percentages to decimals. The first one has been started for you.

a 35% = 35 ÷ 100 = □ **b** 40% **c** 110%

7. Copy and complete these decimal and percentage conversions.

a 0.75 = □% **b** 0.4 = □% **c** 0.05 = □%

d □ = 50% **e** □ = 4% **f** □ = 25%

8. Complete the table.

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	
	0.75	75%
$\frac{2}{5}$		40%

Can I find percentages of amounts? Can I express one number of another?

Worked example

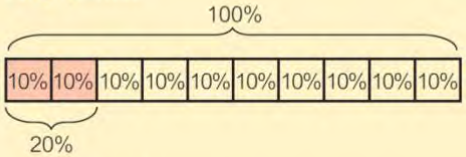
Work out 26% of 60 m.

10% → 60 m ÷ 10 = 6 m
20% → 2 × 6 m = 12 m
5% → 6 m ÷ 2 = 3 m
1% → 6 m ÷ 10 = 0.6 m
26% → 12 m + 3 m + 0.6 m = 15.6 m

Break down the 26% into 20% + 5% + 1%.
Start by finding 10% of 60 m, then use this to find 20%, 5% and 1%.
Write down the individual parts as you find them.

Finally add the parts together to give 26%.

Key point



$10\% = \frac{10}{100} = \frac{1}{10}$

To find 10% of an amount, you divide by 10. You can then use 10% to find other percentages.

1 Work out

i 10% **ii** 50% **iii** 25% **iv** 75% of each of these amounts.

a £20

b 30 kg

c 50 m*l*

d 80 m

e £120

Q1 Hint

50% is the same as $\frac{1}{2}$
25% is the same as $\frac{1}{4}$
75% is the same as $\frac{3}{4}$

2. Work out

a 10% of 80 kg **b** 10% of 150 m*l*

c 10% of 1500 m **d** 10% of £45

e 20% of £50 **f** 80% of 20 t

g 40% of 350 g **h** 30% of 25 km

3. Work out these percentages. Use **jottings** to help.

a 15% of £40 **b** 35% of 90 kg

c 21% of 50 m **d** 85% of 120 km

Discussion How did you work out the answer to part **d**?

4. Work out

a 50% of £40 **b** 25% of 300 kg **c** 75% of 20 mm

Q4a Hint

Discussion In the UK and in the USA, about 10% of the population have blood group B. Is this the same number of people in each country?

5. Rewrite these statements, giving the numbers as percentages.

a 20 out of 25 students like drawing.

b 43 out of 50 people play a sport.

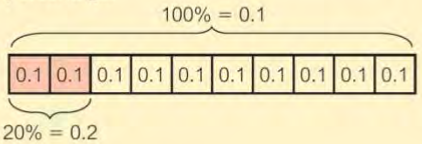
c 7 out of 10 people have a passport.

Q5

Write 20 out of 25 as a fraction, then change it to an equivalent fraction with a denominator of 100.
The numerator is the percentage.

Key point

You can use a **multiplier** to work out a percentage, by using the decimal equivalent of the percentage.



$10\% = \frac{10}{100} = \frac{1}{10} = 0.1$

To find 10% you multiply by 0.1, to find 20% you multiply by 0.2, ...

Key point

When you are working out more complicated percentages of amounts, you can make notes or use **jottings** to help you.

Q6a Hint

2 × 8 = 16, so 0.2 × 8 = ...

6. Use a **multiplier** to work out

a 20% of £8

b 30% of 35 kg

c 40% of 32 litres

d 60% of 7 t

7. **Real** The organisers of a dog agility competition decide to give 20% of the profit they make to charity.
They make £854.87 profit. How much do they give to charity?
Round your answer to a suitable amount.

8. Write whether each of these statements is true (T) or false (F).
Give a reason for each of your answers.

a To find 30% of an amount, you multiply by 0.3

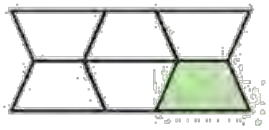
b To find 1% of an amount, you multiply by 0.1

Skills Check Up:

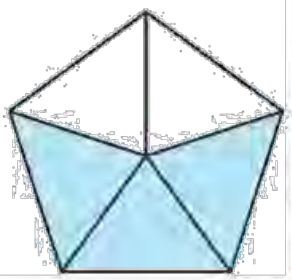
Fractions

1 What fraction of each shape is shaded?

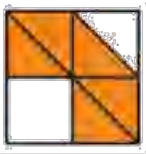
a



b



2 Rob says, '$\frac{5}{7}$ of this shape is shaded'. Is he correct? Explain your answer.



3 **a** Choose one fraction from the cloud to complete this statement: '$\frac{1}{4}$ is larger than $\square$'.

$\frac{1}{2}$ $\frac{1}{6}$ $\frac{1}{3}$ $\frac{1}{7}$

b Choose two fractions from the box to complete this statement: $\square < \square$

$\frac{5}{9}$ $\frac{4}{9}$ $\frac{2}{9}$ $\frac{8}{9}$

4 Gill says, '$\frac{1}{15}$ is greater than $\frac{1}{14}$ because 15 is greater than 14.' Is she correct? Explain your answer.

5 Copy and complete these equivalent fractions.

a $\frac{3}{7} = \frac{12}{\square}$ **b** $\frac{30}{40} = \frac{\square}{8}$

6 Convert these improper fractions to mixed numbers.

a $\frac{5}{4}$ **b** $\frac{23}{6}$

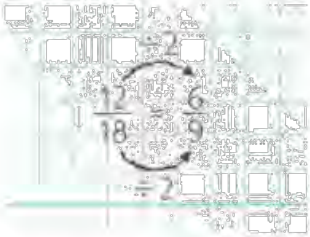
7 Work out

a $\frac{2}{5} + \frac{1}{5}$ **b** $\frac{8}{9} - \frac{3}{9}$

8 Work out these calculations. Give each answer in its simplest form.

a $\frac{1}{12} + \frac{5}{12}$ **b** $\frac{13}{20} - \frac{7}{20}$

9 Anil cancels the fraction $\frac{12}{18}$ to its simplest form. This is what he writes. Is Anil correct? Explain your answer.



10 Work out

a $\frac{1}{6}$ of £18 **b** $\frac{3}{4}$ of 12 km **c** $\frac{5}{7}$ of 21 kg **d** $\frac{4}{9}$ of 54 mm

Fractions, decimals and percentages

11 Write each decimal as a fraction in its simplest form.

a 0.13 **b** 0.7 **c** 0.2 **d** 0.42

12 Write each fraction as a decimal.

a $\frac{9}{10}$ **b** $\frac{49}{100}$ **c** $\frac{7}{20}$ **d** $\frac{2}{5}$

13 Write each percentage as a fraction in its simplest form.

a 23% **b** 60% **c** 8% **d** 75%

14 Write each fraction as a percentage.

a $\frac{42}{100}$ **b** $\frac{3}{10}$ **c** $\frac{41}{50}$ **d** $\frac{11}{25}$

15 Copy and complete this table.

Fraction	Decimal	Percentage
$\frac{1}{2}$		
		70%
	0.25	
		6%

16 There are 12 dogs in a dog training class. Five of them are spaniels. What fraction of the dogs are spaniels?

17 There are 8 men and 6 women members in a diving club. What fraction of the members are women?

Percentages

18 Work out

a 10% of £40 **b** 50% of 18 cm **c** 30% of 60 km **d** 25% of 200 kg

19 Seven out of 10 people own a pet. Write this number as a percentage.

20 Work out 16% of £30. Use jottings to help.

21 Choose a decimal number from the circle to complete each of these statements.

a To find 10% of an amount, you multiply by ...

b To find 20% of an amount, you multiply by ...

c To find 70% of an amount, you multiply by ...

Answers to Check Up:

1 a $\frac{1}{6}$

b $\frac{3}{5}$

2 No, $\frac{5}{8}$ is shaded (the square at bottom left is equivalent to 2 triangles).

3 a $\frac{1}{6}$ or $\frac{1}{7}$

b e.g. $\frac{4}{9} < \frac{5}{9}$

4 No, because $\frac{1}{15}$ means '1 divided by 15', so it is smaller than $\frac{1}{14}$ (1 divided by 14).

5 a $\frac{3}{7} = \frac{12}{28}$

b $\frac{30}{40} = \frac{6}{8}$

6 a $1\frac{1}{4}$

b $3\frac{5}{6}$

7 a $\frac{3}{5}$

b $\frac{5}{9}$

8 a $\frac{1}{2}$

b $\frac{3}{10}$

9 No; he has not cancelled the fraction to its simplest form. He can divide numerator and denominator by 3 to get $\frac{2}{3}$

10a £3

b 9 km

c 15 kg

d 24 mm

11a $\frac{13}{100}$

b $\frac{7}{10}$

c $\frac{1}{5}$

d $\frac{21}{50}$

12a 0.9

b 0.49

c 0.35

d 0.4

13a $\frac{23}{100}$

b $\frac{3}{5}$

c $\frac{2}{25}$

d $\frac{3}{4}$

14a 42%

b 30%

c 82%

d 44%

15

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	50%
$\frac{7}{10}$	0.7	70%
$\frac{1}{4}$	0.25	25%
$\frac{3}{50}$	0.06	6%

16 $\frac{5}{12}$

17 $\frac{3}{7}$

18a £4

b 9 cm

c 18 km

d 50 kg

19 70%

20 £4.80

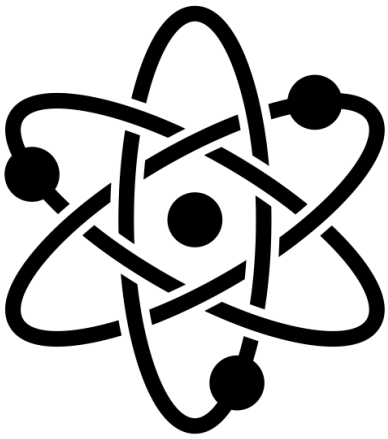
21a 0.1

b 0.2

c 0.7

SCIENCE

Use the knowledge organiser on the next two pages to make mind maps about the main topics you study in this term. Then test yourself using the look/cover/check method. If you want to and are able to, there is an extension activity using chocolate for rock modelling.



Year 7 – Term 1 Science

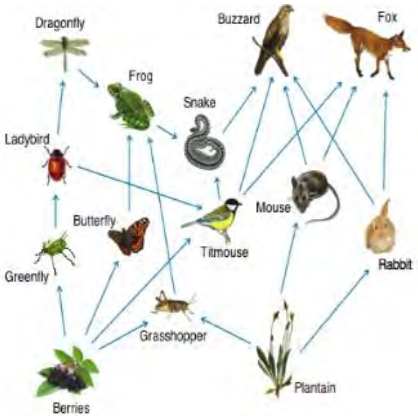
PRIDE THROUGH SUCCESS

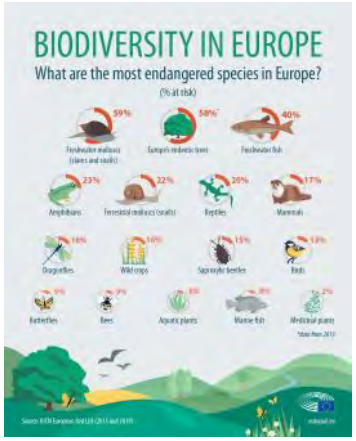
Species	Related organisms capable of reproduction.
Characteristic	A distinguishing quality, trait or feature of an individual
Natural Selection	The natural process whereby the best-adapted individuals survive longer, have more offspring and thereby spread their characteristics.
Biotic	Living elements of an ecosystem, such as plants and animals.
Abiotic	Abiotic factors are non-living environmental factors that can affect the organisms in ecosystems such as climate, temperature, water, and soil type.
Ecosystem	A community of animals, plants and microorganisms, together with the habitat where they live.
Habitat	A place where plants, animals and microorganisms live.
Community	All the organisms that live in a habitat (plants and animals).
Biodiversity	The wide range of animals and plants in the world.
Sedimentary	*Sedimentary rocks are formed from the broken remains of other rocks*
Igneous	**Igneous rocks are formed from molten rock** that has cooled and solidified.
Metamorphic	**Metamorphic rocks are formed from other rocks that are changed because of heat or pressure**.
Lava	Magma that has been brought to the surface
Weathering	Process where rock gradually wear away either by physical or
Compaction	Process in which layers of sediments are squeezed together and any water mixed in is forced out.
Heliocentric	Model of the solar system with the Sun at the centre
Orbit	The curved motion of a spacecraft or clelestial body around another
Gravity	The force which attracts an object to anyphysical entity having mass

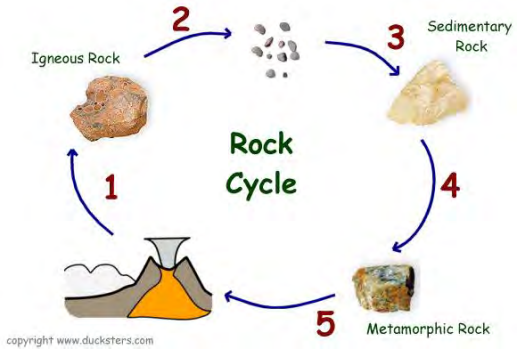
Niche	Specific role played by a specific species in an ecosystem
Food Chain	Flow of energy through an ecosystem
Food Web	Lots of interlinked food chains
Bioaccumulation	Build up of toxins through a food chain
Producer	Makes own food (energy) (eg Plant)
Consumer	Gets energy from consuming other organisms
Herbivore	Only eats plants (rabbit)
Carnivore	Only eats meat (Lion)
Omnivore	Eats both plants and meat (Humans/Bears)
Intrusive	**Intrusive igneous rocks form from magma** that cooled slowly, deep underground
Extrusive	**Extrusive igneous rocks form from magma that erupted onto the surface as lava** , where it cooled quickly.
Magma	Molten (liquid) rock found inside the Earth
Erosion	Movement of the broken pieces away from the site of weathering
Sedimentation	Laying down or deposition of broken fragments of rocks
Ore	Naturally occurring rocks that contain metals or metal compounds in sufficient amounts to make it worthwhile extracting them.
Geocentric	Model of the solar system with the Earth at the centre
Elliptical	Oval-shaped
Axis	An imaginary line around which a planet rotates
Seasons	Variation in the conditions on Earth throughout the year

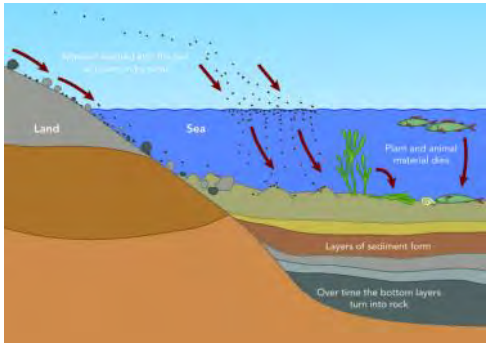
Year 7 – Life processes (part 2)

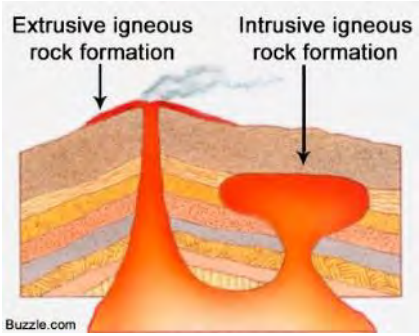
PRIDE THROUGH SUCCESS

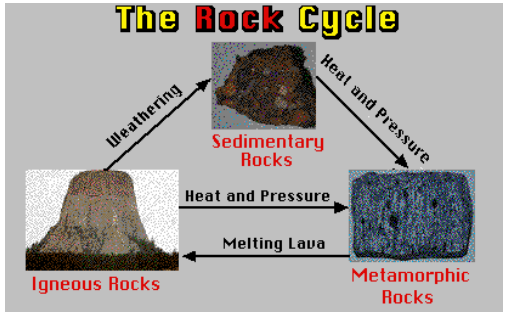






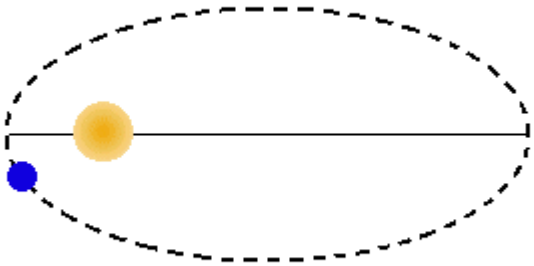


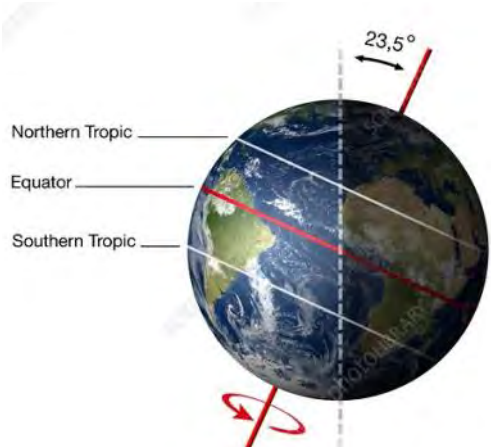




geocentric system

heliocentric system





Rock Cycle Modelling with Chocolate

Instructions:

1. Carefully shave a piece of each type of chocolate onto a tinfoil square using the butter knife. Take care to use the knife safely to avoid hurting yourself or someone else.
2. After making a small pile of shavings of each type of chocolate, fold the tinfoil into a packet. Take turns in your pair to hit the packet with your fist. This action represents compaction and cementation of sediment.
3. Open the packet and record what you see on the worksheet. This represents sedimentary rock.
4. Refold the packet and take turns holding the packet in your hands and pressing firmly for 20-30 seconds. This represents sedimentary rock being heated and put under pressure by the earth.
5. Reopen the packet and record what you see on the worksheet. This represents metamorphic rock.
6. Refold the packet again. Carefully place the packet into a beaker of hot water and start the stopwatch. This represents rocks underground being melted into molten rock (magma).
7. After one minute, remove the packet from the hot water using tongs. Wrap the packet in a tea towel or paper towels and take turns applying pressure on the warm packet. Allow the packet to cool. This represents magma cooling.
8. Reopen the packet and record what you see on the worksheet. This represents igneous rock.

Extension:

Once you have recorded what you saw at each stage in the process, you can crumble up your igneous rock and start the rock cycle again.

You will need:

- butter knife
- white, milk and dark chocolate
- 10cm x 10cm square of tinfoil
- stopwatch
- access to hot water (kettle)
- beaker
- tongs
- tea towel or paper towels

Rock Cycle Modelling **Worksheet**

1. Record what you see when you open your tinfoil packet for the first time.

   What type of rock does it represent?

   _____

   Explain how this type of rock is formed.

   _____

   _____

   _____

2. Open your packet again. Record what you see.

   What type of rock does it represent?

   _____

   Explain how this type of rock is formed.

   _____

   _____

   _____

3. Open the packet for the final time. Record what you see.

   What type of rock does it represent?

   _____

   Explain how this type of rock is formed.

   _____

   _____

   _____

4. Describe the processes represented through the models you created. Try to use all the keywords.

erosion	weathering	cementation	compaction	heat	pressure
magma	igneous	sedimentary	metamorphic	melting	cooling

Rock Cycle Modelling **Answers**

1. Record what you see when you open your tinfoil packet for the first time.

   What type of rock does it represent?

   sedimentary

   Explain how this type of rock is formed.

   Small pieces of sediment are compacted and cemented together.

2. Open your packet again. Record what you see.

   What type of rock does it represent?

   metamorphic

   Explain how this type of rock is formed.

   Sedimentary rock is heated and put under pressure by the earth.

3. Open the packet for the final time. Record what you see.

   What type of rock does it represent?

   igneous

   Explain how this type of rock is formed.

   Rocks underground are melted by the high temperatures. Molten rock (magma) cools and solidifies.

4. Describe the processes represented through the models you created. Try to use all the keywords.

erosion	weathering	cementation	compaction	heat	pressure
magma	igneous	sedimentary	metamorphic	melting	cooling

- **Rocks are weathered, causing small pieces of rock to break off. The rock particles are moved by erosion and deposited in layers. This was represented by shaving the pieces of chocolate onto the tinfoil.**
- **The layers of rock particles are compacted and cemented together. This forms sedimentary rock. This was represented by hitting the tinfoil packet with your fist.**
- **Rocks are heated and put under pressure by the earth. This forms metamorphic rock. This was represented by holding the tinfoil packets between your hands and pressing firmly.**
- **Rocks underground get heated and turn into magma by melting. This was represented by placing the tinfoil packet into a beaker of hot water for one minute.**
- **Magma cools and solidifies to form igneous rock. This was represented by allowing the chocolate to cool.**

HISTORY

Work through the activities on the following pages

Year 7:

Medieval England

Name:_____

Class:_____

Table of Contents:

- Lesson 1- Medieval England
- Lesson 2- The Power Struggle between Church and State
- Lesson 3- The Power Struggle Between the King and His Barons
- Lesson 4- Repercussions of the Power Struggles
- Lesson 5- The Black Death Part I
- Lesson 6- The Black Death Part II
- Lesson 7- The Peasant Revolt
- Lesson 8- Heraldry

Intro:

Hello, in this booklet you will be asked to do some reading and other activities. Please complete them to the best of your abilities.

Extension Tasks –If completed by end of Term Three, student will get Teacher Award, phone call home and prize.

Lesson 1: What was Medieval England

LQ: How was Medieval England run?

PLQ: How does the Feudal system work?

LQ: How was Medieval England run?

Instructions: After reading the definitions below please add a picture or a symbol that you think represents the word.

Keywords	Definition	Symbol/Art
Feudal	A way of organising society into different groups based on their roles. It had the king at the top with all of the control, and the peasants at the bottom doing all of the work.	
Nobles	A high-ranking man, who owned land and rules over people in the local area	
Knights	A soldier who served his lord in battle, or perhaps went on crusade	
Villeins	They were Medieval peasants who were 'tied' to the Lord's land. They had to farm their own land and the land of the Lord, and they had to get the Lord's permission to do things like get married or leave the village.	
Vassals	Someone who pledges their allegiance to a lord	

Decision 4: What should the role of the Norman Knights be?

A. Their only role should be to protect the King.

B. Their role should be to protect the King and the Norman Nobles.

C. They should be given some of the land of the Norman Nobles in exchange for protecting those Nobles and the King.

D. Norman Knights who successfully fought in the Battle of Hastings should be put in charge of every county as policemen.

E. They should make sure that no one ends up with too much power in the whole country.

Decision 5: What should happen to the peasants who were left?

A. They should be given nothing at all. Either they find a way to survive or they die.

B. In return for working on the land of the Norman Knights, they should be given money based on the quality of their work.

C. Peasants who worked well should be given the opportunity to move up the Feudal ladder.

D. Peasants should work on the land of the Norman Knights without pay and then provide them with food and service.

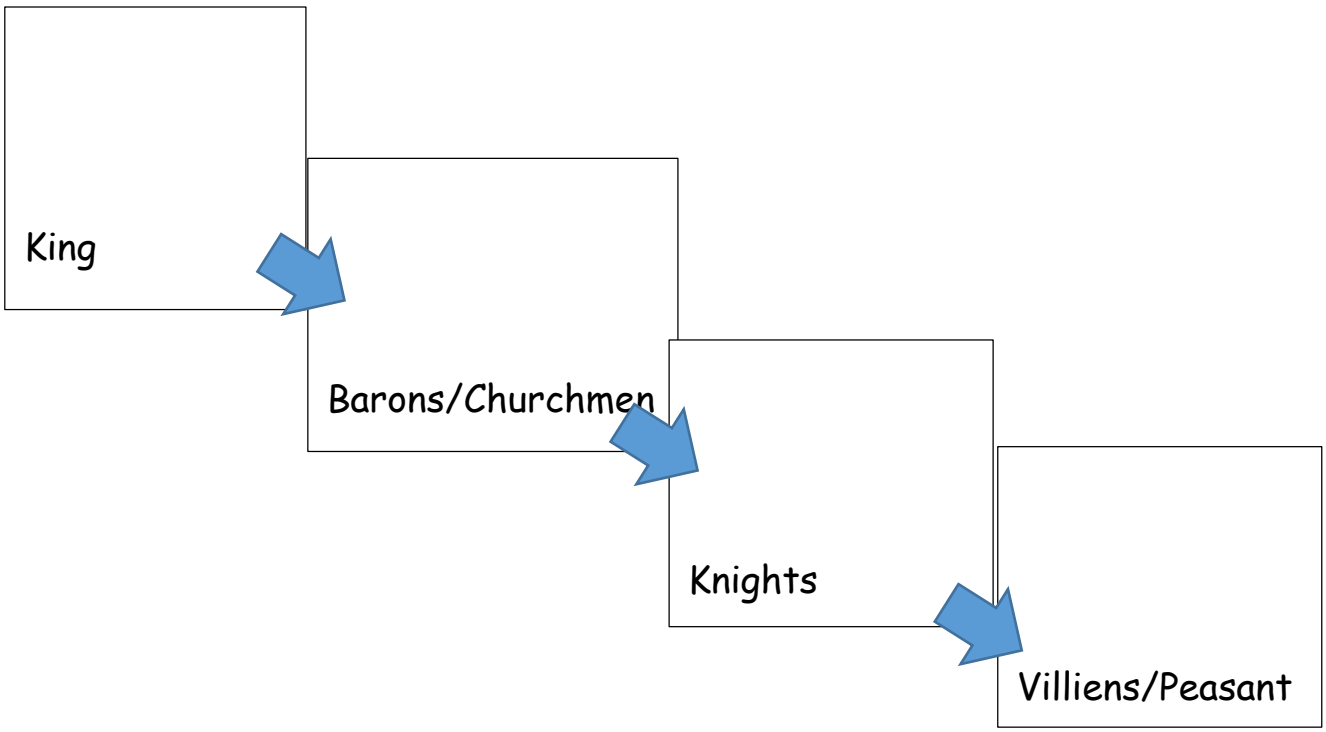
Why Did William Introduce the Feudal System?

- The feudal system was an old Norman way of organizing and controlling society through land ownership. It wasn't anything new – William simply **imported** it to England.

- William took English land away from the Saxon earls and shared it out among the Norman noblemen who had supported him. In return, they paid **homage** to William. This means that they promised to be loyal to him and to provide soldiers – knights – in time of war.

- The Norman nobles, or **barons**, were each given too much land to look after on their own. So they parcelled it out to their followers – the **knights**. The knights in turn divided their estates up amongst their **peasants**, also called **villiens**, who had the job of farming the land.

Student task: Draw a symbol to represent each level of the feudal system below

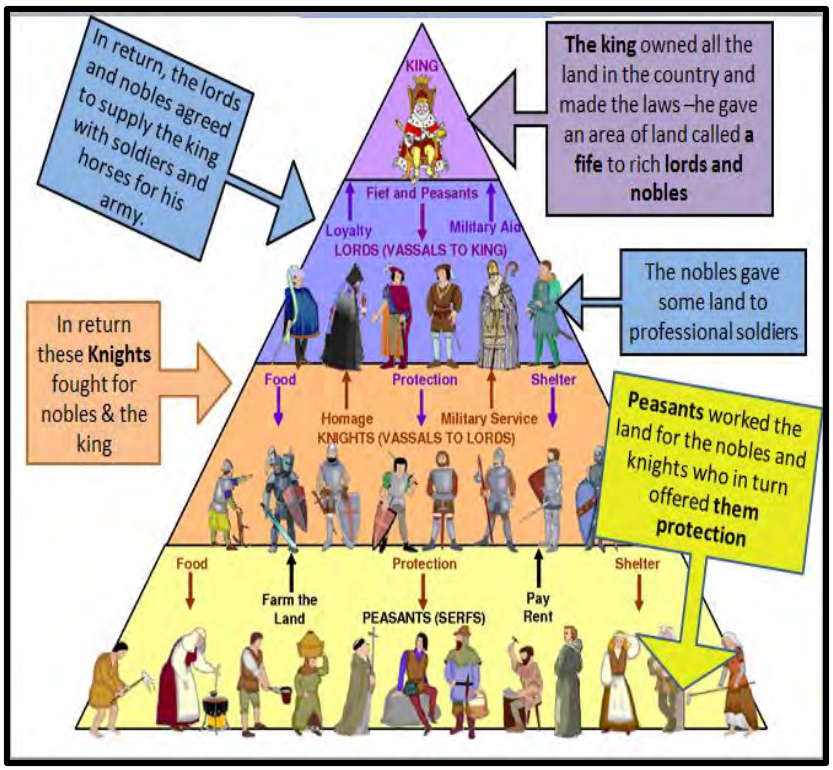


How does the Feudal System work?

The Norman feudal system was based on give and take and was similar to what existed in England before the Norman Conquest. The King gave land and titles to his barons and in return they gave him their loyalty and military service.

They were given the title earl, which passed from father to son. As vassals to the king, they had to pay homage to him. The baron's protections, shelter, food and sometimes land to their knights and in return the knights gave their loyalty and military service to the lord. They were vassals to the barons.

The knights gave peasants food, protection and shelter and in return the peasants worked in the fields and gave their military service



Why do you think the feudal system was a pyramid?

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How does the Feudal System work?

Level 4: Using your feudal system sheet

Fill in the following statements in your books.

- I give land to the knights who pay me taxes and fight for me when required. This is said by

  _____

- I am at the bottom of the pile. Everyone is my lord. This is said by

  _____

- I own all the land. This is said by

  _____

- The peasants are loyal to me, but I am loyal to the baron…and king, of course. This is said by

  _____

Complete the sentences deciding who is saying what

Level 5 and 6:
Using your feudal system sheet
Fill in the following statements in your books.

What did the knights offer the peasants?

_____

_____

What did the nobles agree to give the king in exchange for land?

_____

_____

What do the knights offer the lords?

_____

_____

What is the job of the peasants?

_____

_____

Gold – Level 7+

Using your feudal system sheet

Create a statement for each level of society about who they are loyal to, what their jobs are and what they give to others.

Use sub-heading to separate the levels and use your sheet to help you.

Example:

The King

He is loyal to

_____

_____

The Kings job was to

_____

_____

The King gave

_____

_____

Finish up the other levels on your own

_____

_____

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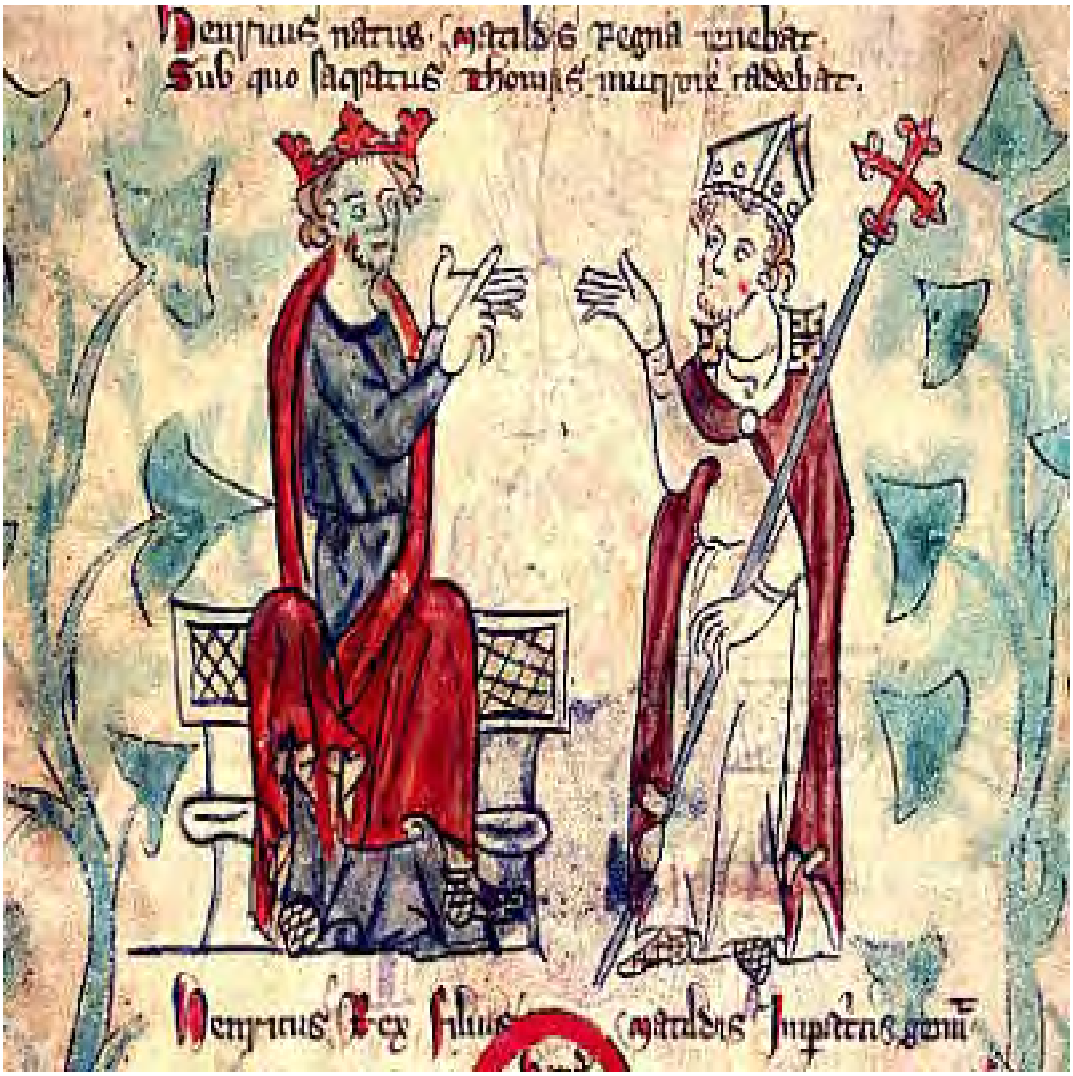
Lesson 2: The Power Struggle between Church and State

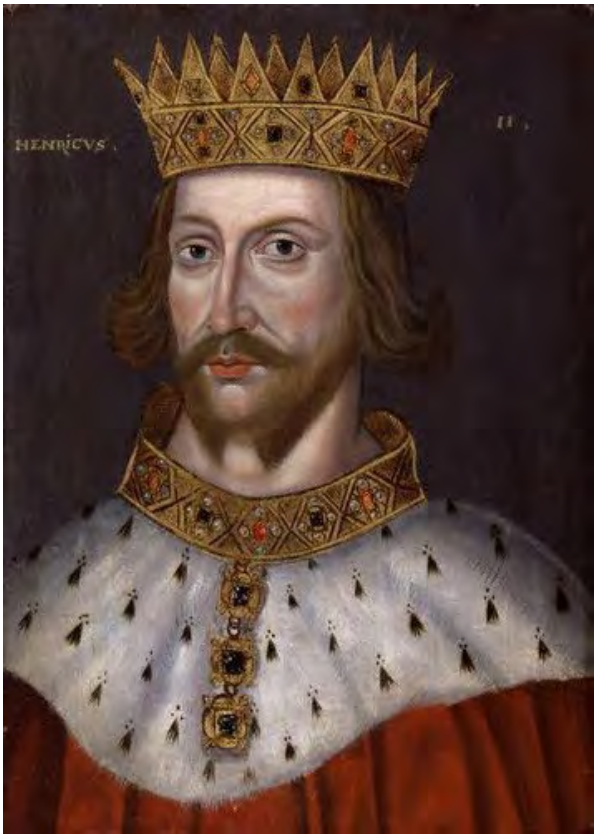
LQ: Did Thomas Beckett cause a power struggle?

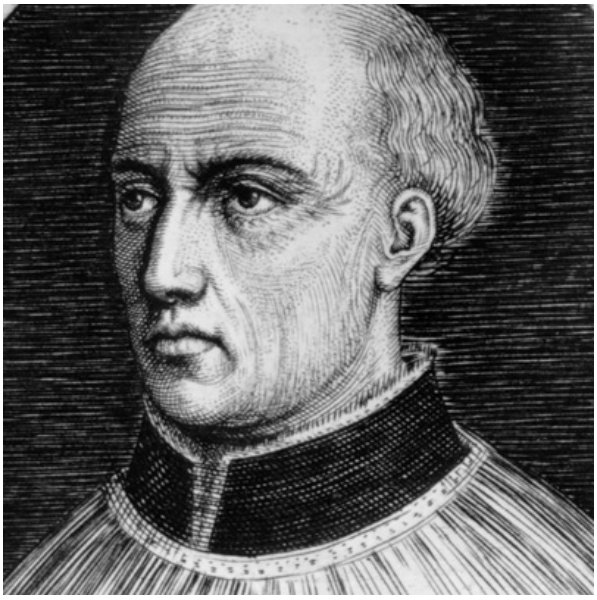
PLQ: Why does Thomas Beckett kicking the bucket have anything to do with English power?



Who was King Henry II and Thomas Becket?

- King Henry II was the great-grandson of William the Conqueror
- Henry became king in 1154. He wanted to make some changes as to how the country was run.
- Thomas Becket's life and death were remarkable. The son of a wealthy **commoner**, he rose to become **Chancellor**, a post given to him by Henry, such was his trust in Becket.





Please read the following information in yellow boxes and then fill in the story board provided.

- Henry II and Thomas Becket were friends and in 1162 Henry appointed Becket as Archbishop of Canterbury. Henry thought Becket would help control the power of the Medieval Church
- But once Becket became Archbishop, he and the King argued a great deal because the King said Becket should obey him and not the Pope. Because Becket sided with the Pope instead of the King, he made Henry extremely angry. Becket was forced to flee to France for his own safety!
- After six years Becket came home and was welcomed, but later the King and Becket fell out again.
- After one argument the King said, 'Who will rid me of this troublesome priest?' Henry was very angry and did not really mean what he said. Four of the King's knights overheard him and left in a hurry.....

- On the 29th December 1170, four knights burst into Canterbury Cathedral. They Demanded Becket take back the excommunications. Becket calmly refused. The knights tried to drag Becket from the Cathedral. Becket could not be moved, they cut and killed him with repeated sword blows.

- Afterwards the King was sorry for what had happened and Becket's tomb became a popular place for pilgrims to visit. The King himself came as a pilgrim to show he was sorry. He rode on horseback to Canterbury but, as soon as he came close to the cathedral, he got off his horse and walked barefoot to the shrine. All this show of sorrow could not bring back the archbishop, but it pleased the Pope, who was very angry that Thomas Becket had been killed.

A painting of the knights murdering Thomas Becket

A drawing of Henry II being whipped by order of the Pope

The Murder of Thomas Becket

Henry appointed Becket.....

_____

_____

Once Becket became Archbishop...

_____

_____

After six years Becket...

_____

_____

Henry II said....

_____

_____

4 knights burst into....

_____

_____

The King was sorry...

_____

_____

How should William run his Kingdom?

The following questions are going to ask you how you would run a country after you have conquered it.

Decision 1: Who should take their place at the top of the system?

A. Obviously you as you're the King and must have the most power.

B. You should share your power with the English Nobles.

C. You should share your power with the French Nobles.

D. You should share your power with both the English Nobles and the French Nobles.

E. You should share out power equally with everyone in the country.

Decision 2: What should happen to the English Nobles?

A. They should be allowed to keep all of the land that they own.

B. They should be allowed to keep all of the land that they own if they promise to be loyal to you.

C. They should be allowed to keep half of their land but give the other half to you.

D. You should give the land of the richest English Nobles to Norman Nobles but allow the less wealthy ones to keep their land.

E. You should give all of their land to the Norman Nobles.

Decision 3: What should happen to the Norman Nobles?

A. They should just be given the land of the English Nobles.

B. They should be given the opportunity to get the land of the English Nobles but make them fight it out to see who deserves it most.

C. They should be given the land of the English Nobles but then have to provide something of their own choosing in return.

D. They should be given the land of the English Nobles but then have to provide the King with Knights (professional soldiers) in return.

E. They should be given the land of the English Nobles but then have to provide the King with the food they grow on the land in return.

Write a diary entry as King Henry II about the day Thomas Becket died. How do you think he felt about it?

Extension: 'In your opinion who had more power the church or the king?

Extra materials to check out:

A video titled: The Life and Murder of Thomas Becket

A website with some good review points!

Lesson 3: The power struggle between the King and his Barons

LQ: Who else threatened a Medieval Kings power?

PLQ: Evaluate how the Magna Carta affected society?

The Magna Carta- 1215

KEY QUESTIONS

- ***What*** *does the Magna Carta mean?*
- ***When*** *did it happen?*
- ***Why*** *did King John sign it?*
- ***What*** *did the Magna Carta mean back then?*
- ***Why*** *was it a significant turning point in British history?*
- ***How*** *does the Magna Carta affect us today?*

Magna Carta in 30 seconds

King John is not ruling very well - he falls out with the nobles, the Pope, his people and the nobles…again! The nobles finally have had enough so they rebel and frog march him to Runnymede to sign the **Magna Carta**, meaning **Great Charter**, a list of 63 rules and promises that John has to stick by and stop being so naughty. From this we have many laws still around today and it also influenced the American Declaration of Independence.

Not as cool as his big brother…

John's big brother, Richard, was the king before him. Popular, brave and good at fighting, he had the nickname 'Richard the Lionheart', and was busy fighting in the Crusades. John, like many little brothers, was tired of hearing how cool his big brother was and finally became king in 1199 when Richard was killed fighting.

Key Dates

1167 The future king John is born.
1199 Prince John becomes King John after his brother Richard the Lionheart dies.
1204 John's army is defeated in Northern France and he earns the nickname 'Softsword'.
1207 John falls out with the Pope. As a result, the Pope bans all church services.
People fear they will go to Hell and
blame John.
1213 John apologises to the Pope.
1214 John loses his last land in France. The nobles are very unimpressed and start to rebel.
1215 John signs the **Magna Carta** at Runnymede.
1216 King John dies.

Events leading to the Magna Carta

King John made some key mistakes lets take a peek at them

MISTAKE NUMBER 1

- At this time, the King of England also has quite a lot of land in France. The king would ask the barons for money and men to defend these territories. That was fine as long as he was winning, but when he started to lose, he needed more money and men. He did this by raising **taxes** and asking for more men. The barons were not happy.

MISTAKE NUMBER 2

- By 1204, John had lost his land in Northern France. In order to try to get it back, he raised taxes and demanded more men without asking the barons. *This was against the law.* Normally, the king had to ask the barons first when he wanted to raise taxes, as the barons would be the ones collecting the money. And it would be the barons who would provide men for the king's army.

MISTAKE NUMBER 3

- As well as the barons, John upset the church. The Pope was in charge of the Roman Catholic Church and he decided to punish John in 1207 by banning all **christenings** and marriages. That meant for as long as the Pope was upset with John, nobody could legally be christened or married in the country. The people were very upset with this and blamed King John. John eventually apologized to the Pope, who then lifted the ban, but the Pope still didn't like John.

MISTAKE NUMBER 4

- That same year, in 1214, John last his last remaining territory in France. Desperate for more money, he demanded more cash from the barons, who were thoroughly fed up by now. They got together, had a good chat about it, and decided to take action.

WHAT'S THE BIG PROBLEM?

When the Pope fell out with John, he also banned the following church services in England:

- No christenings
- No weddings
- No marriages

Back in the Middle Ages, people believed they had to be christened to get to Heaven. Also, they believed that any child who was born out of marriage would go to Hell. This meant that the country was very alarmed by the King and Pope falling out, and it was the people who were paying for it!

Task: Summarize the 4 events that led to the signing of Magna Carta in your own words
Task 2: Draw a symbol or picture beside what you have written to represent the event
The First one has been done as an example for you

Event 1

King John needed more money and men to help win a war so he raised taxes without asking. The barons were very angry about this

Event 1

Event 2

_____
_____
_____
_____
_____

Event 2

Event 3

_____
_____
_____
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Event 3

Event 4

_____
_____
_____
_____
_____

Event 4

So what did the Magna Carta say?

The Magna Carta was signed in Runnymede, in Surrey. Not too far from Windsor Castle

Magna Carta, 15th June 1215

- the church shall be free from interference
- no more than the normal amounts of money can be collected to run the government, unless the king's feudal tenants give their consent
- no free man shall be seized or imprisoned, or stripped of his rights or possessions…except by the lawful judgement of his peers

Thought break! Answer in a sentence or two: What do these points actually mean?

_____

_____

_____

_____

_____

IS THAT IT??? WHAT ELSE DID IT SAY?

The Magna Carta said lots more than that of course, but most of it was pretty dull! There 63 points in total. Lots to do with the Catholic church, lots to do with how John must take it easy on the barons and not be so harsh, and lots to do with legal stuff. But the main points are the ones listed above, promising laws that were good and fair for all people

Task: Pretend you're a Baron of the classroom create 5 rules for the king (teacher) you'd like them to follow. Remember to explain why you created them.

1. _____
2. _____
3. _____
4. _____
5. _____

What happened after

King John signed the Magna Carta and put the royal seal on it. However, he felt he was forced into signing it and had no intention of keeping to all the promises he had made. He signed it to merely bide his time and keep the pesky barons from bothering him.

But when John did not keep his promises, the barons asked the French to invade and kick him off the throne. Before they could successfully do so, John died and left the throne to his son, Henry III.

There are two important parts that lived on to today:

1. No man could be unfairly imprisoned without trial
2. The king was not above the law and could not raise taxes without the consent of the people

Lesson 4: The effects of these power struggles

LQ: Who had the most power in Medieval England?

PLQ: How far do you agree that the church held the most power in Medieval England?

So far in this course we have looked at two power struggles that the king in England had faced.

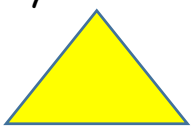
1170
King Henry II Vs Thomas Beckett

The Struggle between Church and State

1215
King John VS the Barons

The struggle between the king and his barons

The Story so far
Complete the chart below about what we have covered so far in this unit

1. William the Conqueror introduced _____ to England. The King was on top of this system. 	2. The king rented land to the _____ who in turn rented the land to _____ who would fight for their liege.	3. _____ Were the largest part of the population in the system.	4. Give 2 ways to give **Homage:** **1.** **2.**
5. King Henry II was not happy the _____ had their own set of rules.	6. _____ was appointed Arch Bishop after the old one died. King Henry II was excited.	7. The arch Bishop _____ The bishops that crowned the Kings son.	8. How many knights were there to kill the Archbishop?
9. King John was not doing well. The _____ and the _____ Were both mad at him.	10. The Pope wanted to punish King John so he banned all _____ And _____	11. The nobles made king John sign the _____ Which means **Great Charter.**	12. What are 2 parts of the Magna carta that are still used today? 1. 2.

Now that we have a good understanding of the struggles between the state (king), the church and the barons we have to decide which struggle threatened the power of the king most.

Take the statements below and sort them into if they are a struggle between church and state or if they are a struggle between the state and the barons

- Henry II was flogged by monks as a punishment
- The power of the monarchy was tested as it now has rules that even the King had to follow
- In 1173 the Pope made Becket a Saint
- The rules did not affect everyone; those who were not free such as peasants and villeins were not affected.
- The King kept the power to appoint bishops.
- It was signed in similar versions by other Kings after King John.
- 80 churches and 2 hospitals were named after Becket
- It stopped Kings from being able to do whatever they wanted.
- The clergy were still tried in Church courts
- It can be argued to be the start of Britain's journey to becoming a democracy

The Struggle between Church and State	The struggle between the king and his barons

So which struggle was more threatening towards Medieval kings?
What evidence shows you this?
Could you argue they both threaten the kings power in different ways?

Who held the most power in England?

F	A	I	R	T	R	I	A	L	Y	L	S	L	P	K
R	J	Z	Y	U	J	X	M	J	G	T	T	F	E	N
M	N	O	V	W	P	M	Q	X	N	E	P	E	A	I
T	E	K	C	E	B	S	A	M	O	H	T	U	S	G
R	J	H	M	S	L	L	A	A	M	I	L	D	A	H
E	E	F	C	F	E	V	J	A	D	N	H	A	N	T
Y	F	D	N	R	U	X	G	H	H	U	I	L	T	S
X	R	K	R	G	U	N	A	O	U	S	K	S	S	O
F	Z	N	U	O	A	H	J	T	N	S	S	Y	Y	F
Y	U	F	E	C	D	G	C	O	I	E	F	S	K	J
G	O	E	A	H	N	N	R	U	L	X	D	T	F	O
D	B	R	T	I	G	A	A	U	G	G	K	E	E	E
J	T	L	K	A	B	N	R	W	T	L	H	M	U	A
A	E	E	T	A	T	S	I	L	A	H	T	N	B	V
K	C	Z	G	P	D	K	Q	K	S	L	L	Q	P	W

BARONS
CHURCH
FAIRTRIAL
FEUDALSYSTEM
KINGHENRY
KINGJOHN
KNIGHTS
LAWANDORDER
MAGNACARTA
PEASANTS
RULES
STATE
TAXES
THOMASBECKET

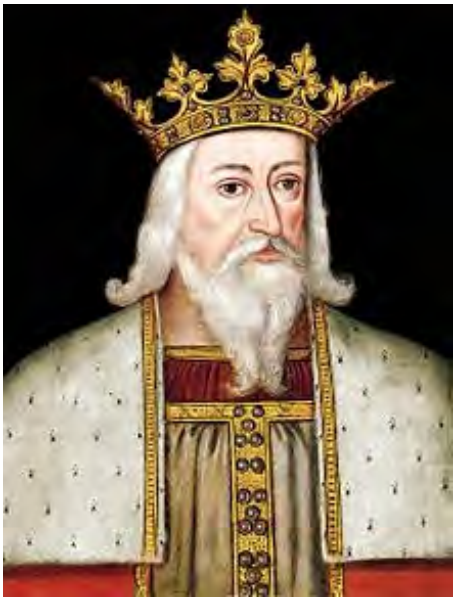
Lesson 5: The Black Death Part 1

LQ: What caused the Black Death?

PLQ: Explain how Medieval people tried to cure the Black Death?

The dark ages… Literally

- During the reign of King Johns Great Grandson Edward III things were not all that great…



- Actually people living in the medieval times always faced famine and disease, but in the middle of the 14th century they had to survive the Black Death….

What was the Black Death

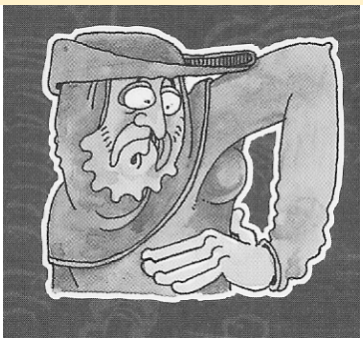
- There were **two types** of plague:
- **Bubonic plague** was the more common and was carried in the bloodstream of rats. Fleas bit the rats and became infected. They then hopped onto other rats or humans, bit them and passed on the disease.
- **Pneumonic plague** was less common, but more deadly. It was caught by breathing in the germs released when an infected person coughed or sneezed.

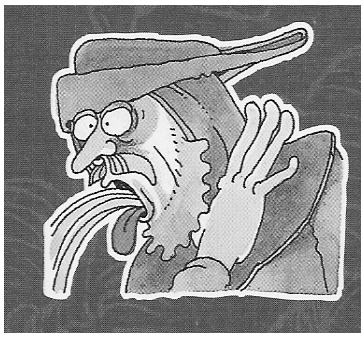
- "Oh God, what terrible disease has arrived at my village? We are all sick with swellings and fever. The lucky ones are those that die, for who can survive this illness and be left to pick up the pieces of this mad world. Surely God is listening to my prayers. I am writing this in hope you heed my warning and remove yourself from all mankind. I am dying… you may be next…"

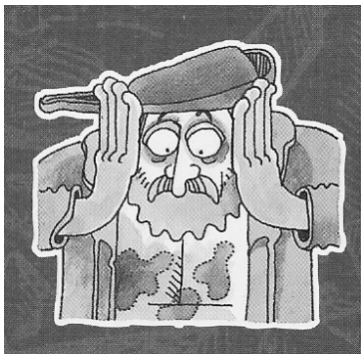
And so the writer died…

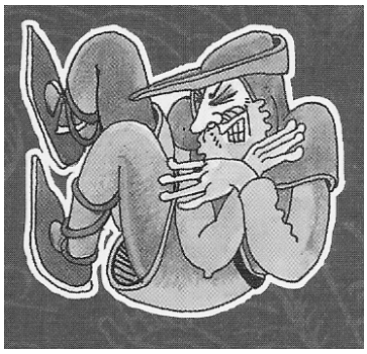
Symptoms: The patients lasts days

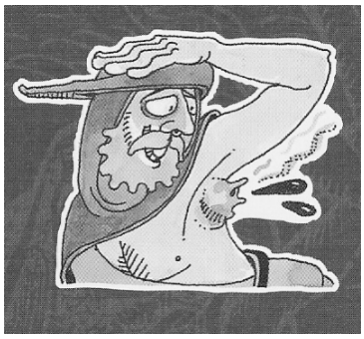
- **DAY ONE** –
  - Painful swellings called buboes appeared in the victim's armpits and groin. These were usually about the size of an egg, but could sometimes be as big as an apple!
- **DAY TWO** –
  - The victim vomited and developed a fever.
- **DAY THREE** –
  - Bleeding under the skin caused dark blotched all over the body.
- **DAY FOUR** –
  - The disease attacked the nervous system. This caused the victim to suffer spasms. The victim was in terrible pain.
- **DAY FIVE** –
  - Sometimes the buboes burst and a foul-smelling black liquid oozed from the open boils. When this happened the victim usually lived. However, in most cases the victim suffered a painful death.











Cures

There were a number of cures that were believed at the time, some were sensible others were not.

Lancing the Buboes

The boils on the body were cut open, and a mixture of tree resin, roots of white lilies and dried human excrement was applied to the incision.

Bleeding

The veins leading to the heart were cut open to 'allow the disease to leave the body'. An ointment of clay and violets was applied to the place where the cut was made.

Pestilence Medicine

Roast the shells of newly laid eggs. Ground the roasted shells into a powder. Chop up the leaves and petals of marigold flowers. Put the egg shells and marigolds into a pot of good ale. Add treacle and warm over a fire. The patient should drink this mixture every morning and night.

Witchcraft

A live hen would be placed next to the swelling to draw the pestilence out of the body. To aid recovery the patient should drink a glass of their own urine twice a day.

Despite some of these crazy cures the Black Death caused a revolution of art and Sciences (including medicine) leading to the Renaissance. Why do you think that is? Record your thoughts below:

_____

_____

_____

_____

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Causes

There was also a number of theories where people of the time thought the plague came from:

- Another theory that Jews poisoned wells. As a result, all Jews were burnt at the stake.
- The position of the planets and their movement.
- Evil or bad smells.
- God sent it because of our bad behaviour. God sent the plague as a punishment for all the sins we have committed. A group of people in 1349 in Germany went round whipping them self as punishment for their sins.
- A bacteria called Yersinia pestis which lived in the stomach of the flea.

Do you think any of the cures cures from the last page worked? Why or why not?

_____
_____
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_____

Can you recognise which cause is the actual cause of the Plague?

_____
_____
_____
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_____

Revision

Task 1: Can you explain what the Black Death is:

_____
_____
_____
_____
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Task 2: What were some of the cures people used for the Black Death?

_____
_____
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_____

What can you remember about the symptoms of the Plague?

We looked at 5 days and 5 different symptoms of the Plague can you complete the different stages on your sheet and then label them on your plague victim

1. Painful swellings called buboes appear
2. The victim vomited and developed a fever.
3. Bleeding under the skin caused dark blotched all over the body.
4. The disease attacked the nervous system causing the victim to suffer spasms.
5. Sometimes the buboes burst and a foul-smelling black liquid oozed from them.

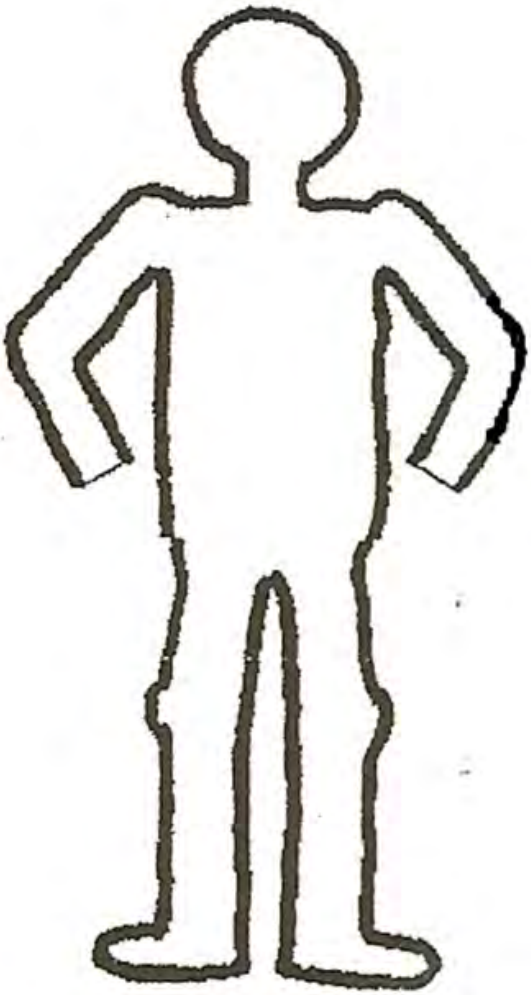
1.

2.

3.

4.

5.



Lesson 6: The Black Death Part 2

LQ: What were the consequences of the Black Death?

PLQ: Evaluate which factor was effected the most by the Black Death?

Vocabulary and Key Words

Task: Draw a line from the key words to their correct definition

Causes	Factors after the event that have an impact
significance	A workman
Labourers	had to be paid by everyone over the age of 15 no matter how much money they earned.
Poll tax	An action that is important
Event	Factors (A fact) leading up to and causing the event
Consequence	Being worthy of attention, importance

How did the plague get to Britain?

- The Black Death travelled along trading routes.
- Merchant ships frequently had rats on board.
- The rats which got on the boats in China and India, where it is thought the disease began, transferred the disease to the sailors on board.
- When the ships reached ports in Europe, the disease infected people working at the docks, who spread it further.

The Effects of the Black Death

- At the beginning of 1348, there were about 4 million people in England.
- By 1351 there were only about 2.5 million left.
- As in Europe, **about one person in every three died**.
- Another consequence of the Black Death was that the lack of labourers meant that there was less food to go around, therefore the price of food increased.
- The decrease in population also meant that labourers charged more for their work, and would move around more, and work for the best paying lord of the manor. To counteract this, the King, George III, introduced a set of laws called the Statute of Labourers in 1349, to stabilize the labour force by prohibiting increases in wages and prohibiting the movement of workers from their home areas in search of improved conditions.

What were the consequences of the black death

Every event in history has causes and consequences and the Black Death is no different…

- We've studied the crazy ideas such as Jews poisoning wells to the actual cause of the bacteria called Yersina pestis

Causes

Factors leading up to and causing the event

- We've studied what happened to the people in 1348…

Event

An action which is important

- We're now going to study what consequence the event had…

Consequences

Factors after the event which have an impact

What were the consequences of the Black Death?

There are many different consequences of the Black Death.

They can be grouped into sets called factors.

Below we have 4 factors: Social, Economic, Religious and Political

Social
- To do with people

Economic
- To do with money

Religious
- To do with the church

Political
- To do with running the country

We remember these as S.E.R.P

Task: You are going to read of some of the consequences of the black death. You are going to sort them into the 4 factors we have already looked at; **social, economic, religious and political**

1. There was no cure except to run away from the Black Death
2. The Black Death had the worst impact on the population in the history of the world. 25 million people died in just under five years between 1347 and 1352. Estimated population of Europe from 1000 to 1352
3. Everyone thought that they would die
4. Some treated each day as if it were their last
5. Peasants and labourers were the hardest hit part of society by the Black Death
6. Even the art and building design changed in Britain as a result of the Black Death
7. Wars were halted
8. The cost of labour increased as there were less labourers
9. There was a sudden decline in trade
10. The King panicked. He wrote a new law called Statute of Labourers in 1351. This law sought to prevent labourers from getting higher wages.
11. Religious people were just as likely to be killed than those who were not monks or priests. Many lost their faith in God.
12. Despite the shortage in the workforce caused by the plague, workers were ordered to take wages at the levels they had before the plague.
13. Land fell waste as there were no tenants who used to farm or cultivate it and many villages and hamlets were deserted and never inhabited again.
14. Income from people who rented land and housing dwindled (fell)
15. In 1363 a new law was brought in. It stated the certain colours and qualities of cloth that people must where at their different levels in society. For example only certain colours were allowed to be worn by peasants and they also sought to limit the common diet to the absolute basics.
16. The Poll Tax was an unsuccessful attempt by the government to combat the effects of plague by changing the basis of taxation from a charge on villages to a tax on individuals. This meant peasants had to pay more tax!

Task: Sort the consequences from the previous page into the chart below

Social To do with…	**Economic** To do with…	**Religious** To do with…	**Political** To do with…	Which is the most significance of the factors and why? Rank them from 1 to 4

After completing the previous chart write in full sentences the tasks below

Level 3+4: Describe 3 consequences of the Black Death.
'There were many consequences of the Black Death.
To start with there was…
Another consequence was…
The final consequence can be seen as…'

Level 5+6: Explain 3 consequences of the Black Death.
'There were many consequences of the Black Death which can be linked to 4 main factors which are…
One consequence was…
This is the factors of…
It affected this factor because…'

Level 7+: Which factor was the most significantly effected by the Black Death?
'The factor that was most significantly effected was…
This is because the Black Death led to…
Another example of this factor is…
The impact of the Black Death meant that…

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Lesson 7: The Peasant Revolt of 1381

LQ: Why did the peasants revolt?

PLQ: To what extent was the peasants revolt the greatest struggle of them all?

Use the information below and fill out the story board on the next page.

- The peasant's revolt began when a group of rebels (peasants who were standing up against their Lords) from Essex marched on London. They were led by a man named Jack Straw and later joined by rebel peasants from the county of Kent. On the 7 June 1381, a group of rebels from Kent asked ex-soldier Wat Tyler to be their overall leader. As an ex-soldier, Tyler brought better organization and discipline (rules and regulations) to the Peasants Revolt.
- On the 13th June 1381 things were going well for the peasants. The people of London had opened the gates (allowed them in) of London to the rebels which allowed the peasants to begin ransacking (looting and destroying) the city.
- By the 14th June 1381 King Richard, only 14 years old, had no other choice that to go to Mile End to meet a group of rebels. These rebels were led by Richard Wallingford. King Richard agreed to the two demands of Wallingford which were; to abolish (get rid of) serfdom (peasants) and to dismiss (get rid) his advisors (people who gave him advice).
- However not all the peasants were happy with Wallingford's agreements. On the 15th June 1381 Richard went to Smithfield to meet Wat Tyler, who wasn't satisfied (happy) with Wallingford's deal. Wat Tyler wanted; the Church's wealth (money) to go to the poor, the law to be less harsh, there should be no lords at all and all men should be equal. While the King and Wat Tyler were meeting to discuss these demands of Tyler's the Lord Mayor of London attacked Wat Tyler. As he died, Tyler ordered his army or rebels to "Attack!"
- After Wat Tyler had been stabbed, King Richard stepped forward and said: 'I will be your king and leader'. He promised to abolish (get rid of) serfdom (peasants). The peasants trusted him and went home.
- Richard did not keep his promises. Serfdom (peasants) was not abolished (got rid of). Royal armies were used instead to put down (stop) any more revolts that took place because of these broken promises. Hundreds of rebels were hanged. The rebellion had scared (hurt) the rich, and made them realise that they could not push the poor too far anymore. However the Poll Tax was removed and was not used again until 1990 under Margaret Thatcher where it was equally as unpopular.

THE PEASANTS' REVOLT : 1381

On the 7th June

On the 13th June

By the 14th June

On the 15th June

After Wat Tyler had been stabbed

Richard however did not keep

Reasons for the Revolt

We have looked at a few reasons that led to the Peasant Revolt this unit:

- The feudal system was collapsing.
- After the black death, there was no peasant labour, because most of them had died.
- The peasants had more privileges and freedom now that they were in high demand, they got paid for their work.
- After a while the peasants started to fear the Lords would take back these privileges, and the peasant were prepared to fight for them if they had to.
- Peasants were forced to work for the Church with no pay. They were told they were doing gods work. They had no time to grow food for their own families
- The Poll tax was introduced to finance a war with France in 1377. Peasants had to pay more and more money until they had enough and decided to fight back

Using the sentence starters provided please answer the following question. Q:Why did the peasants revolt?
'The peasants revolted in 1381 for 2 reasons.
Firstly due to the new…
This caused the peasants to revolt because…
Secondly because of the…in 1348…
This caused the peasants to revolt because…'

_____
_____
_____
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_____

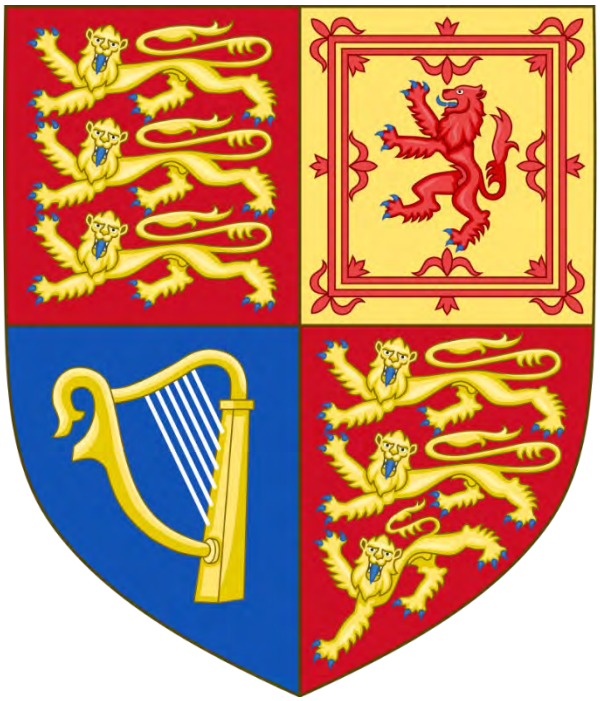
The Revolt (In Short)

Use the words below to help fill in the blanks in the following sentences

Word Bank: Richard II, Poll Tax, Promise, Abolished, Wat Tyler, Serfdom

On June 1381, the rebels came to London led by _____. On the 14th June, _____ meets rebels and agrees to some demands. On the 15th June, King Richard meets rebels again. The king agrees to most of the demands and the majority of the villagers go back. The king did not keep his _____. _____ (peasants) was not _____ (got rid of). Hundreds of rebels were hanged. The rebellion had scared (hurt) the rich, and made them realise that they could not push the poor too far anymore. However the _____ was removed.

Lesson 8
LQ- Why is heraldry important?



Warmup: Write What can you tell me about this shield?

Hint:

What could the harp represent?

Where have you seen 3 lions before?

_____

_____

_____

_____

_____

_____

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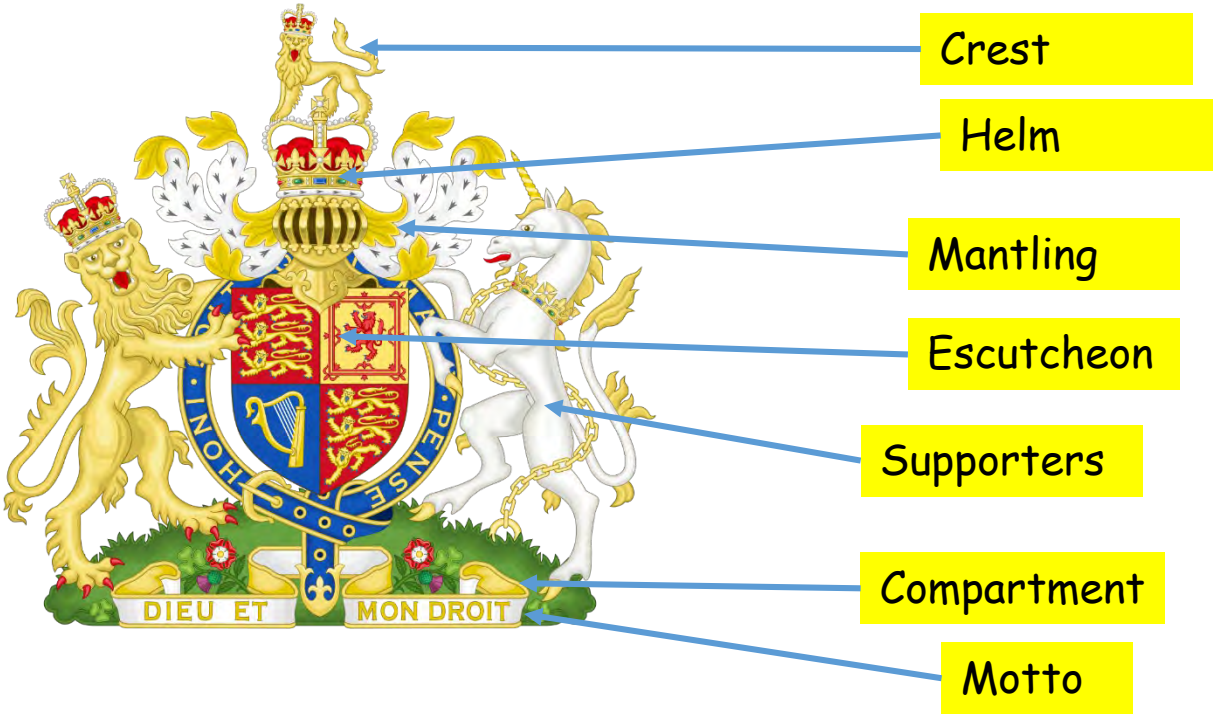
A **coat of arms** is a unique heraldic design on a shield, coat or gown which Medieval knights used to identify the wearer.

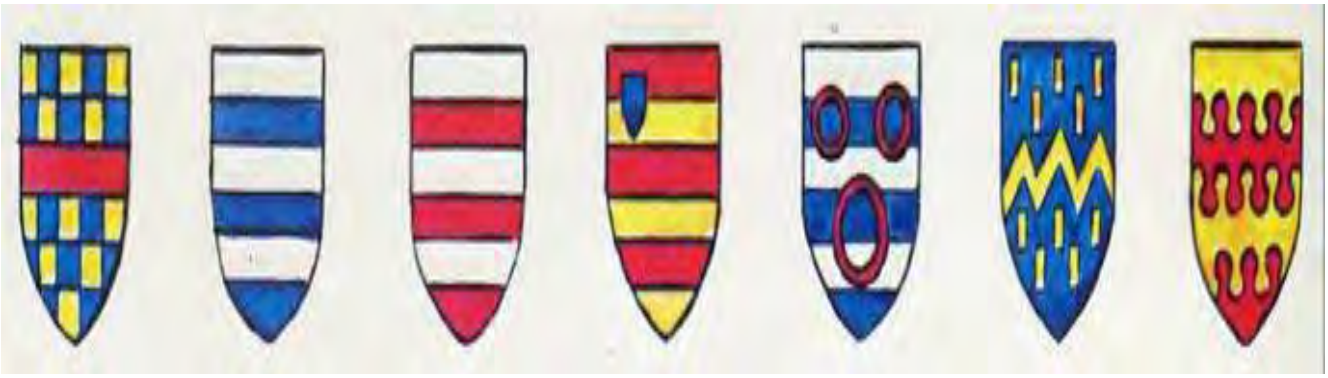
This image is the coat of arms of the United Kingdom.



Today, you are going to become knights, just like me. But first you need to understand what heraldry is before you can design your heraldic shield!

- Heraldry are the rules which govern the way coats of arms and other designs of family lineage are created, described, and displayed.

The idea of having a distinctive symbol that represents your family is for **pride**, **power** and to **draw** others to you.



Here are some examples!

- **Thought Task:** Answer the questions below

1) Why might Heraldry be so important to knights?

_____
_____
_____
_____
_____
_____

2) Give an example of how heraldry exists today.

_____
_____
_____
_____
_____
_____

Let's plan our heraldic shields on the worksheet. First, we have to choose our **ordinaries**! Each pattern had its own name. Have a look below at which you think you might want to use!

Bend

Pale

Fess

Chevron

Gyronny

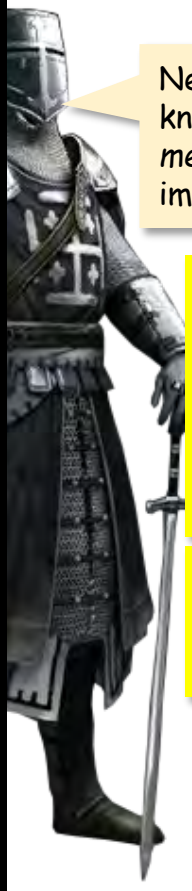
Chief

Cross

Quarterly

Saltire

Wavy



Next we have to choose the right **colours**, or **'tinctures'**! Us Medieval knights are not allowed to have a *basic* colour next to a *basic* colour, nor a *metal* colour next to a *metal* colour. Choose wisely or the King won't be impressed!

Basic Colours:
- **Purple** – Justice / Honesty
- **Blue** – Loyalty / Sincerity
- **Red** – Military / Boldness
- **Black** – Knowledge / Hard work
- **Green** – Joy / Beauty / Youth

Metal Colours:
- **Gold** – Glory / Generosity
- **Silver** – Peace / Purity

Task: Which of the above shields shows the correct colour arrangement?

_____

_____

_____

_____

_____

_____

Okay, now you can choose a **charge**. This is an image that represents something about you and your family. Below are suggestions, but you can make up your own.

Affection

Truth

Beauty

Bravery

Ready for Anything

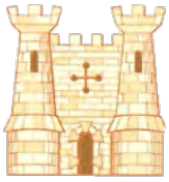
Wisdom

A Good Judge

Courage

Faithfulness

Strength



Safety /Trust

Strength / Protection

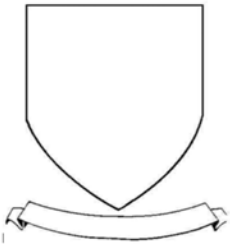
Now it's time for you try it for yourself!

Task: Use the guidance from these slides and the information handout to design your family heraldic shield.

1) Choose a name (e.g. 'House Johnson' or 'House Williams')

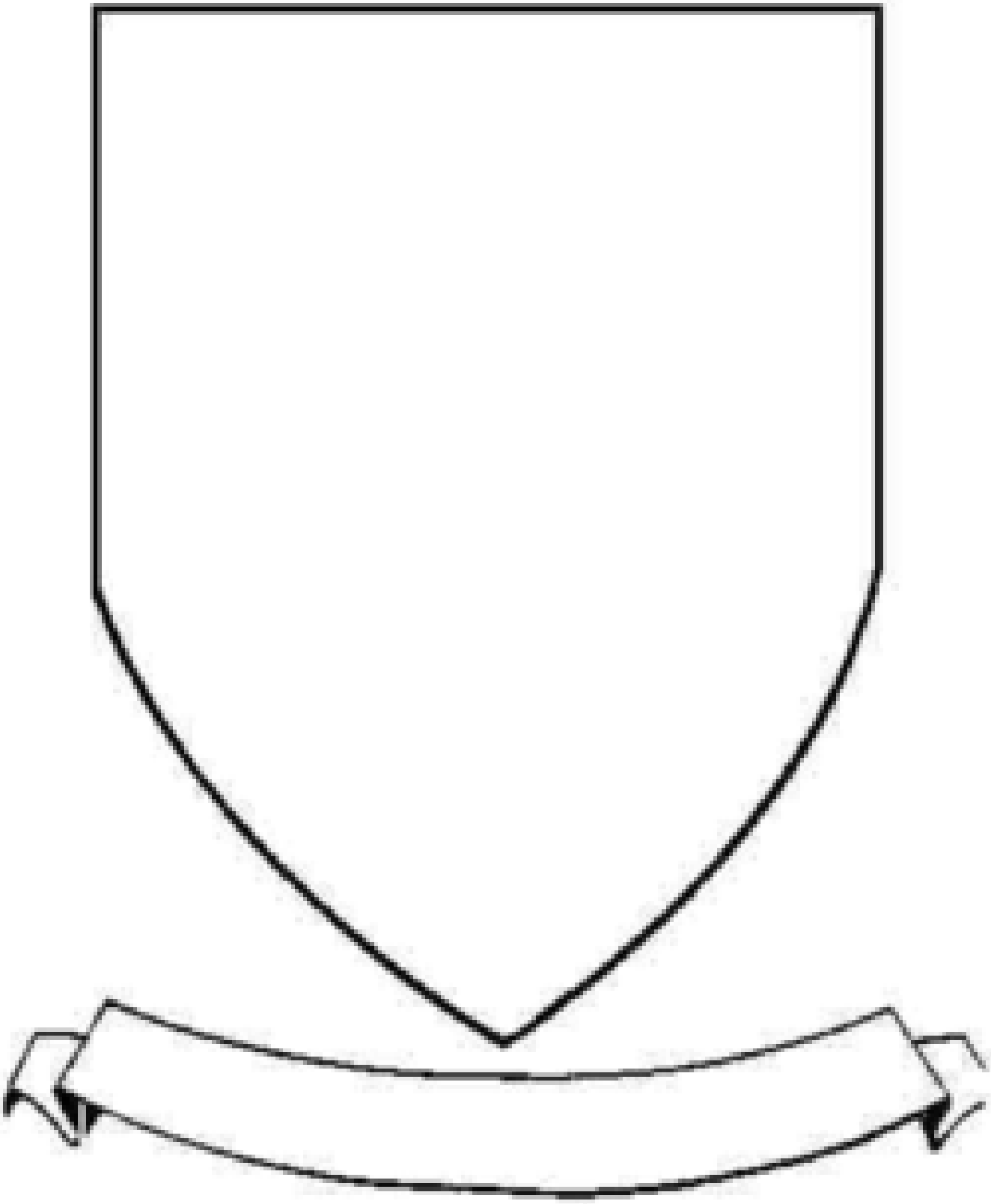
2) Use the space to design your heraldic arms.

3) Don't forget a slogan (e.g. 'For Honour and Glory')



Extension: Write a few sentences why you chose:
- The colours (tinctures)
- The pattern
- The charge

E.g. I chose the colours blue and gold because blue represents… while gold…



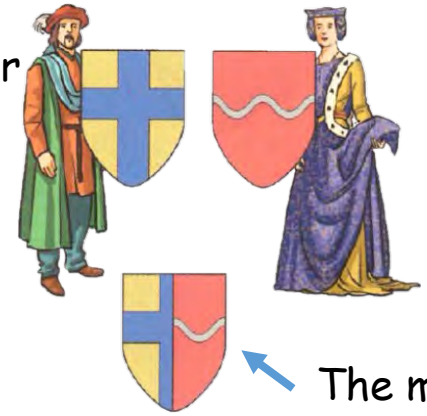
Extension: Write a few sentences why you chose:

- The colours (tinctures)
- The pattern
- The charge

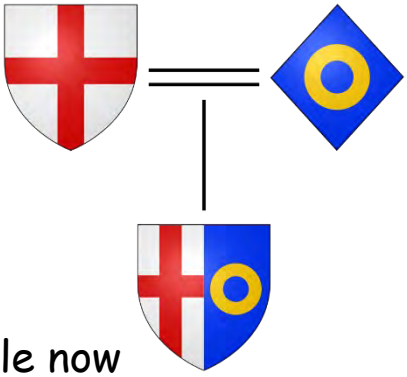
E.g. I chose the colours blue and gold because blue represents… while gold…

Often, when the higher-born nobles married, their coats of arms were joined and if they had children, special symbols were added to show their rank in the family. This is called **Marshalling**.

Father



Mother

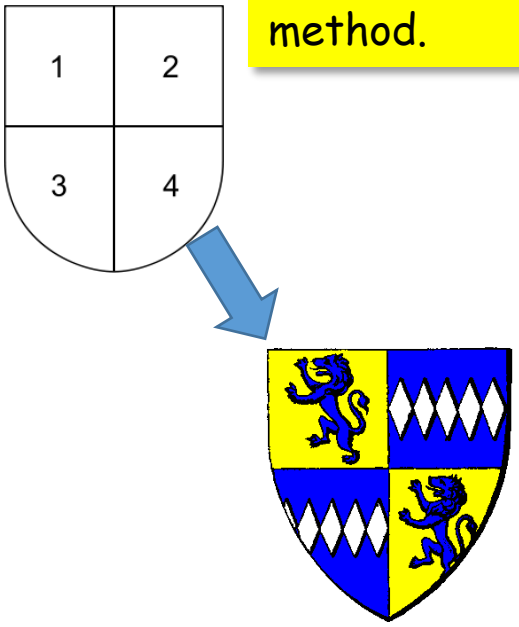


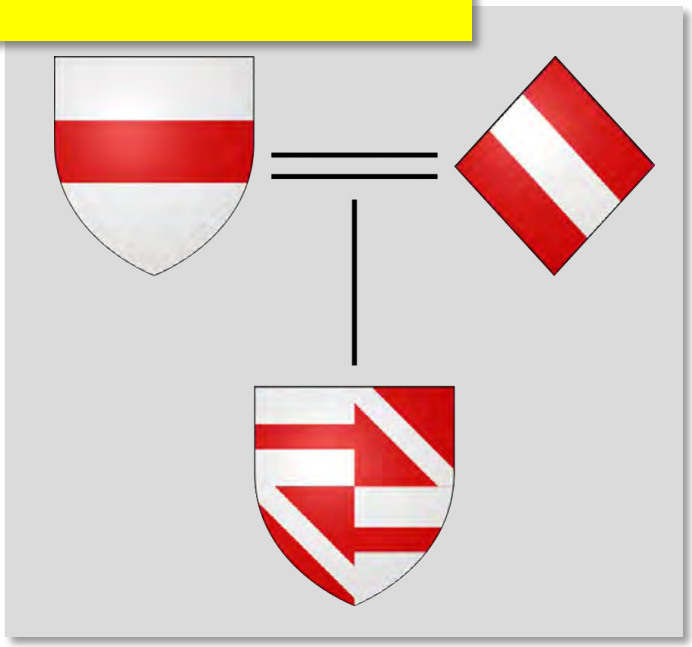
The married couple now have a new set of arms.

This is the **dimidiation** method.

This is the **impalement** method.

There is also the **quartering** method.

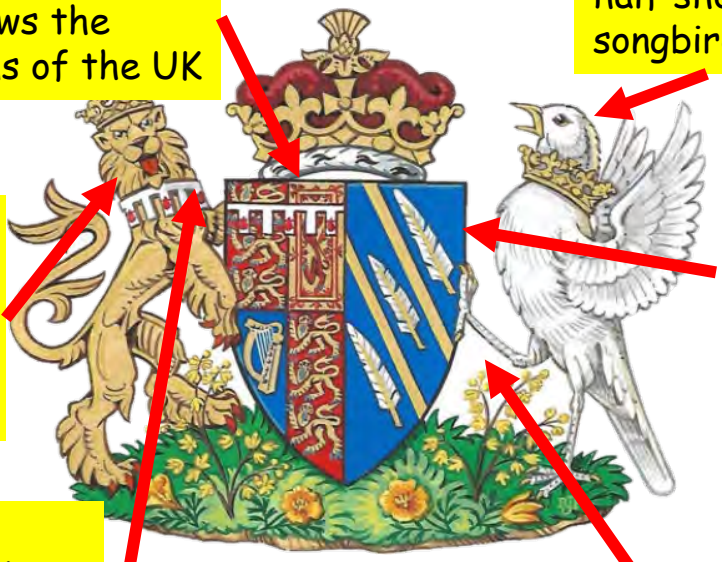




Often, when the higher-born nobles married, their coats of arms were joined and if they had children, special symbols were added to show their rank in the family. But can you tell which side belong to **Harry and Meghan?**

Harry's half shows the arms of the UK

Meghan's half shows a songbird.



Harry has the lion of England as his supporter.

The quill represents communication and power of words, from her activist and acting days.

This symbol represents the son of the son of the monarch (5 tags). The red 'escallop' are taken from Diana's coat of arms.

The two gold rays represent sunshine from the 'Sunshine State' of California.

Challenge: Is this dimidiation or impalement?

_____

_____

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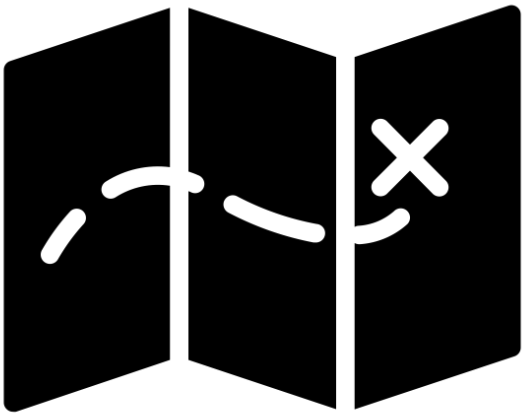
GEOGRAPHY

Work through the activities on the following pages.



Year 7 Geography Study Guide: Population

HASTINGS ACADEMIES TRUST

Specification key ideas		RAG Coding		
The urban world	I know why a growing percentage of the world's population lives in urban areas.			
	I understand that urban growth creates opportunities and challenges for cities in lower income countries and new emerging economies.			

Lesson Number	Lesson Topic
1	What is an urban world?
2	What is a megacity?
3	What is it like in Rio de Janeiro?
4	What social challenges are there in Rio de Janeiro?
5	What are the economic challenges in Rio de Janeiro?
6	How can we improve Rio de Janeiro's environment?
7	Life in a Favela: Good or bad?
8	How are they trying to improve Rio de Janeiro?

Lesson Number	Activities: please read through the booklet and complete the keywords on the next page
1	Define what urban means. Describe the pattern in urban areas around the world.
2	Draw a picture to describe what a megacity is.
3	Create a factfile about Rio in Brazil. Include where it is an why the city is important.
4	Write a newspaper article about the social challenges in Rio.
5	Write an action plan to detail the economic challenges in Rio.
6	Create an action plan to detail how to improve the environment in Rio.
7	Write a diary entry for a child that lives in a Favela.
8	Create a campaign poster which highlights how Rio can be improved.

Year 7 Geography Study Guide: Population

HASTINGS ACADEMIES TRUST

Keyword List

Keyword	Definition
Urbanisation	
Migration	
Natural increase	
Megacity	
Squatter settlements	
Inequalities	
Urban Challenges	
Economic opportunities	
Formal economy	
Unemployment	
Informal economy	
Favela	
Congestion	
Sanitation	

Content

Lessons 1 and 2 – What is an urban world and what is a megacity?

The world's population is growing rapidly and reached 7.3 billion people in 2011. The highest rates of population growth are occurring in **low income countries (LICs)**, such as Zimbabwe, Malawi and Niger. Some countries are experiencing population decline, for example Japan, Russia and Ukraine.
Today more than 50% of the world's population live in **urban areas**.

The number of cities with over 10 million people is increasing. These are called **megacities**.

There are now 34 megacities in the world. The table shows the top 10 megacities.

Rank	Urban area	Country	Population estimate
1	Tokyo-Yokohama	Japan	37,843,000
2	Jakarta	Indonesia	30,539,000
3	Delhi	India	24,998,000
4	Manila	Philippines	24,123,000
5	Seoul-Incheon	South Korea	23,480,000
6	Shanghai	China	23,416,000
7	Karachi	Pakistan	22,123,000

Year 7 Geography Study Guide: Population

Rank	Urban area	Country	Population estimate
8	Beijing	China	21,009,000
9	New York	United States	20,630,000
10	Guangzhou-Foshan	China	20,597,000

Top ten megacities (Source: Demographia World Urban Areas 2015)

Causes of urban growth

The population of cities usually changes in one of two ways:

1. **Natural increase** (or decrease)
2. **Migration**

More and more people are leaving **rural areas** and moving to cities. This is called rural to urban **migration**. People move because of **push** and **pull factors**. **Push factors** are things that **make people want to leave** rural areas and **pull factors** are the things that **attract people** to the city.

Year 7 Geography Study Guide: Population

Lessons 3 to 8 – Rio (a major city in a LIC or NEE)

What is it like?

- It was the capital of Brazil until 1960 (now the capital is Brasilia)
- It has over 50 museums
- It held the 2014 World Cup
- It held the 2016 Olympics and Paralympics
- Its annual carnival attracts visitors from around the world
- The factories and industry there produce 5% of Brazil's total income (GDP)
- Its beautiful beaches and natural surroundings make it one of the most visited places in South America
- The Statue of Christ the Redeemer is one of the Seven New Wonders of the World
- Major banking, finance and insurance industries are located there

Social and economic challenges

Issues in shanty towns

Rio de Janeiro

The huge volume of people migrating to cities has caused many problems.

New arrivals to the city build their own houses out of basic materials such as tarpaulin, corrugated sheets and broken bricks, on land which they neither own nor rent.
These areas are **illegal** and are not catered for by the Government, so there is no electricity, rubbish collection, schools or hospitals. The houses in these settlements have no basic amenities such as running water or toilets, so diseases like cholera and dysentery are common.
Overcrowding is a major problem in Rio's favelas. On average, the population density is about 37,000 people per square kilometre. Because of the lack of toilets and poor **sanitation**, sewage often runs in open drains. This causes diseases which spread rapidly.

People are poor and cannot afford **healthcare** or medicines so illnesses go untreated. Diseases spread quickly. As a result, infant mortality rates are high and life expectancy is low (on average 56 years) in a Rio favela.

There are not enough jobs to go around, so unemployment rates are high. Most people who do have a job work in the informal sector for 'cash in hand', eg labourers or cleaners. Informal sector jobs are very poorly paid and the work is irregular so a steady income is not guaranteed.

Crime rate in the favelas is extremely high as they are controlled by gangs who are involved in organised crime. Rocinha is so feared by police that they do not patrol on foot without guns.
Rio is hemmed in by mountains, so during **tropical storms** **landslides** are common. Make-shift houses in favelas offer little protection to people and houses are easily washed away by the heavy rain and mud.

Development issues in shanty towns

The Brazilian Government has realised that it cannot solve the housing problem in city favelas like Rio by destroying them. The government wants to improve existing **shanty towns** but does not want to encourage more to develop. The favelas are eyesores and portray a poor image of the city.

There are housing problems in developing countries, mainly due to rapid population growth. These include unplanned housing (squatter settlements/shanty towns), dealing with urban waste, pollution and stress on the infrastructure and the city's services.

Rapid urbanisation in developing countries is causing many problems. Many new migrants to cities in developing countries cannot afford housing. They are forced to build temporary accommodation in spontaneous settlements.

These settlements are commonly known as 'shanty towns'. They are also called favelas (Brazil) or bustees (India).

Three main features of a shanty town are:

- houses are made from scrap materials such as wood and metal sheeting
- often housing does not have services such as sanitation, water or electricity
- the settlements are usually very overcrowded

How are they improving Rio?

Rio de Janeiro is surrounded by mountains and this makes traffic management difficult. A large volume of traffic is forced along a few main roads causing severe congestion, noise and air pollution from vehicle exhausts.

In the past, most of the journeys in Rio were made by bus or private car, with only a small percentage of journeys made via the metro system and rail network. This has changed in recent years as efforts have been made to improve transport in the city.

Year 7 Geography Study Guide: Population

HASTINGS ACADEMIES TRUST

Rio de Janeiro is the most congested city in South America, but officials have worked hard to improve its transport system in time for hosting the 2014 FIFA World Cup and the 2016 Olympics. Brazil is investing in expanding train and subway lines and improving road infrastructure as it works to cut down on Rio's infamous congestion.

A recent study showed that an average drive through Rio will take fifty per cent longer at peak times, compared to off-peak times.

For example, commuters traveling to or from Barra da Tijuca during evening rush hour, suffer long delays daily. The number of cars in Rio de Janeiro has grown by over forty percent in the last decade and traffic congestion is an increasing problem.

The city declared three extra public holidays during the recent World Cup to alleviate traffic congestion. Rio and Sao Paulo witnessed increased congestion every time a game was played but the situation was much better than expected.

Rio Niteroi Bridge

The Rio Niteroi bridge is 14 km long and was one of the longest in the world when it opened in 1974. It connects Rio with the city of Niteroi across Guanabarra Bay, providing a shorter alternative to a 80 km road journey or a one-hour ferry crossing. However, due to rising levels of car ownership, each end of the bridge is completely jammed at rush hour causing major congestion.

The Yellow Line Expressway

The 21 km 'Yellow Line' expressway was opened in 1997 and connects Barra da Tijuca in the West Zone with Rio's North Zone and the international airport.

It is a toll road, as Rio's authorities did not have enough money to cover the cost of building it. Seventy thousand vehicles use the road each day, thirteen thousand more than expected. So far the road has been successful in removing around forty per cent of traffic from local roads in the area.

Self-help schemes - Rocinha, Rio de Janeiro, Brazil

- Rocinha is the largest favella or shanty town in Brazil
- It has no roads and only paths creating a maze between the houses
- This means access is poor, conditions are cramped, its hard to police and there is a high crime rate.
- 70,000 people live packed close together in houses built on a steep slope
- Many of the homes used to be simply wooden shacks, but the local authority is now helping people help themselves.
- Local people have begun rebuilding their homes with bricks and concrete and even have electricity and water.
- In some cases, these building materials have been provided by the city government and NGOs

Year 7 Geography Study Guide: Population

HASTINGS ACADEMIES TRUST

Tasks:

Create a plan on how Rio could help make the favelas safer for the people to live in?

How could they improve education in the favelas?

How could they improve healthcare in the favelas?

Create a poster on how Rio could carry on the high levels of tourism after the 2016 Olympics (how could they keep lots of tourists coming to Rio after the Olympics ended?)

Questions:

1. What is a Megacity?

2. Where is Rio? Country?

3. What is a shanty town?

4. What are push factors?

5. What are pull factors?

FRENCH

Use the 'look/cover/check' method to learn this new vocabulary.

Regarde	Couvre	Écris	Vérifie
quel age a ta mere ?			
comment s'appelle ta mère ?			
comment ça s'écrit ?			
quelle est ta nationalité ?			
poli			
sociable			
charmant			
intéressant			
égoïste			
adorable			
fou			
souriant			
drôle			
spontané			
audacieux			
minutieux			
débrouillard			

151

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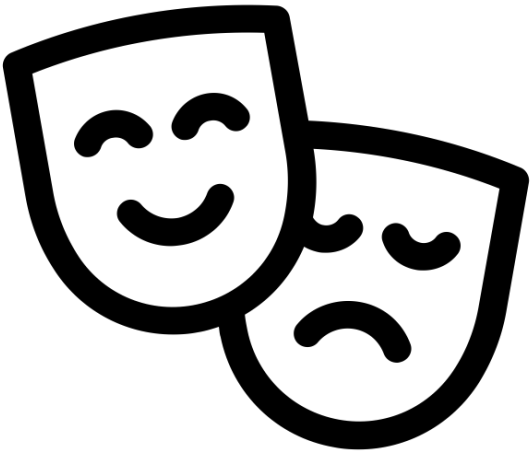
Regarde	Couvre	Écris	Vérifie
sociable			
généreux			
intelligent			
sensible			
malin			
enthousiaste			
bienfaisant			
affectueux			
tolérant			
magique			
sportif			
impulsif			
honnête			
compréhensif			

DRAMA

Use the knowledge organisers on the next two pages to create a mind map of key terms and facts that you need to know for drama.



TASKMASTER LIMITED EDITION DRAMA

The taskmaster states that if you wish to do more that please feel free, just keep a note of the ones you have already completed. If you are not comfortable with taking a picture of filming yourself please choose a task that does not require you to do so. Lots of P pounds will be awarded to the most creative submissions.

If you are sharing any pictures, videos or work please send it to your drama teacher directly.

Task 1 Take a photo of yourself performing a regular chore around the house and then recreate this using the Mime Technique. *This task teaches the importance of detail in mime techniques.*	**Task 2** Video yourself building a card tower using as many cards from a deck of card. *This task teaches perseverance and commitment to getting it right! Don't give up!*	**Task 3** Create a costume out of recycled items and take a photo. Explain who and what the costume is for. *This task teaches you to be creative with costume design and what you can create with what you have to hand.*
Task 4 Watch the film Matilda. Find the following scene and rehearse the scene with another member of your household. *This tasks teaches the importance of speaking with clarity. It is also a good example of connecting with emotion.*	**Task 5** Re-create a 60 second scene from 1 of your favorite songs, using only what and who you can find around the house. *This task teaches you to reflect on what you liked most about films you have seen and the creativity to create a replica still image.*	**Task 6** Choose a favorite Tic Tok Video and perform this using as much expression as possible – Focusing on your key Dramatic Skills *This task teaches you to stay active and try something new!*

Task 7 Write the opening dialogue to a stage play around a some starting a new chapter of their life. This could be a new school, new job, a new home or a time that is unfamiliar to them.	***Submitting work*** **Mr. Thompson** b.thompson@thestleonardsacademy.org.uk **MRS Grant** f.grant@thestleonardsacademy.org.uk **Miss Pepper** a.pepper@thestleonardsacademy.org.uk

TASKMASTER LIMITED EDITION DRAMA

TRUNCHBULL

In this world, children, there are two types of human being. The winners and the
losers. I play by the rules and I win. But if I play by the rules and...I if I do not win, then something is wrong, something is not working. And when something is wrong, you have to put it right, even if it screams.
(To Matilda) You are not fit to be in this school! You ought to be in prison, in the deepest, darkest, darkest prison! I shall have you wheeled out, strapped to a trolley with a muzzle over your mouth! I shall crush you! I shall pound you, I shall dissect, you madam! I shall strap you to a table and perform experiments on you. All of those disgusting little slugs shall suffer the most appalling indignities because of you-yes you!

MATILDA

Yes, well, I needed to learn to read words so that I could read sentences because
basically, a sentence is just a big bunch of words. And if you can't read sentences you've got no chance with books. I love books. Last week I read quite a few: Nicholas Nickleby, Oliver Twist, Jane Eyre, The Invisible Man, The Secret Garden, and Crime and Punishment.

Welcome to Cooking and Nutrition

Chef School

Get ready to cook checklist

Before we cook we should:

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

While we cook we should:

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

After we cook we should:

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

Alisha cooks

Alisha needs help.	**Can you help Alisha?**
Alisha is making her favourite chicken curry. Does she need to use a different chopping board for the raw chicken and the vegetables? Why?	
Alisha has put on her chef's hat. Is this important? What else has Alisha done to get ready to cook?	
Alisha has made a vegetable pizza for her lunchbox. How can she cool it down? What problems might she have? What is the safest way?	
Alisha has just finished making a cheese and tomato sandwich. No apron? No hand washing? Hair not tied back? What food safety and hygiene problems might have occurred?	
Alisha is going to make baked beans on toast. How can she make this safely and hygienically? What is your advice?	
If you had to give Alisha 5 top tips for being safe in the kitchen, what would they be?	

Spot the hazards

Circle the food hygiene and safety hazards you can see in the image below

Cross contamination

Use what you have learned in your lessons to produce a checklist for preventing cross contamination.

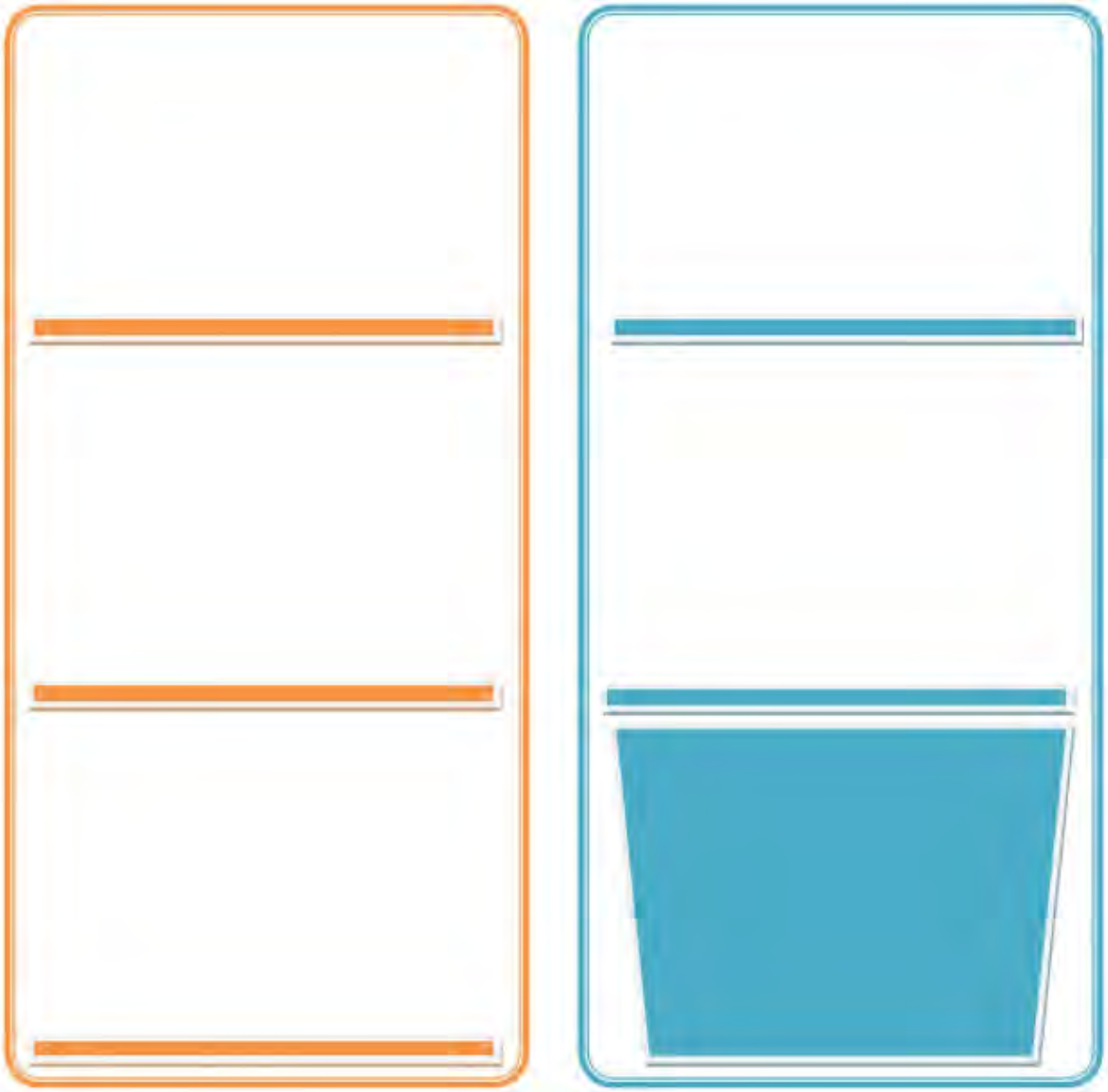
	To stop cross contamination

Safe storage

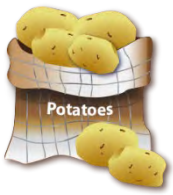
Cut out the foods on the Food cards – fridge and freezer activity sheet. Place the foods where they should be stored.

Freezer

Fridge



Cut out and stick **or** draw and label the foods on the following page in the correct place they should be stored in the fridge or freezer above.

		Plain Low fat Yoghurt
	Soya drink	
Frozen peas		 Potatoes
Semi skimmed milk		Lean mince
		Lower fat spread
		Sauce

Dips and dippers

1) List 5 vegetables that could be used as a dipper:

2) Using a different main ingredient for each, create three dips for a birthday party.

Dip name:			
Ingredients:			

3) Describe, in words and pictures, the Claw grip.

4) Suggest four dippers which are not fruit or vegetables.

Crudités and Dip

Ingredients

- 1 carrot
- ½ red or yellow pepper
- ¼ cucumber
- 1 x 15 ml spoon plain yogurt
- Handful of fresh chives

Equipment

Knife, chopping board, vegetable peeler, measuring spoons, small bowl, kitchen scissors, spatula.

Method

1. Top and tail the carrot, then peel.
2. Slice the carrot into sticks.
3. Remove the seeds from the pepper, and slice into strips.
4. Cut the cucumber into thick slices.
5. Place the hummus and yogurt together in the small bowl.
6. Snip the chives into the bowl.
7. Stir everything together.
8. Serve the dip, surrounded by the vegetables.

Food skills:

MEASURE

CUT, CHOP, SLICE, DICE & TRIM

MIX, STIR & COMBINE

Practical Evaluation

1)What Dish did you make? …….

2)Why did you make the dish? (Choose one option below and explain)

To learn a new skill:…….

To practice a skill:…….

To experiment/ Find something out:……

3)Did you change or adapt the recipe in any way ? (Please circle below)

Added/Removed an ingredient | Changed a cooking method | Presentation

Other……

4)Is there anything you would change if you made it again?
……

5)How did you feel about the product that you made?
(Please circle one option below)
Very satisfied | Proud | Happy | Disappointed | Never want to make it again

Other……

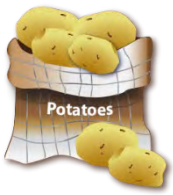
6)Complete the sensory analysis below.

	Very satisfactory	Satisfactory	Not Satisfactory
Look			
Smell			
Taste			
Texture			

The 8 tips for healthy eating

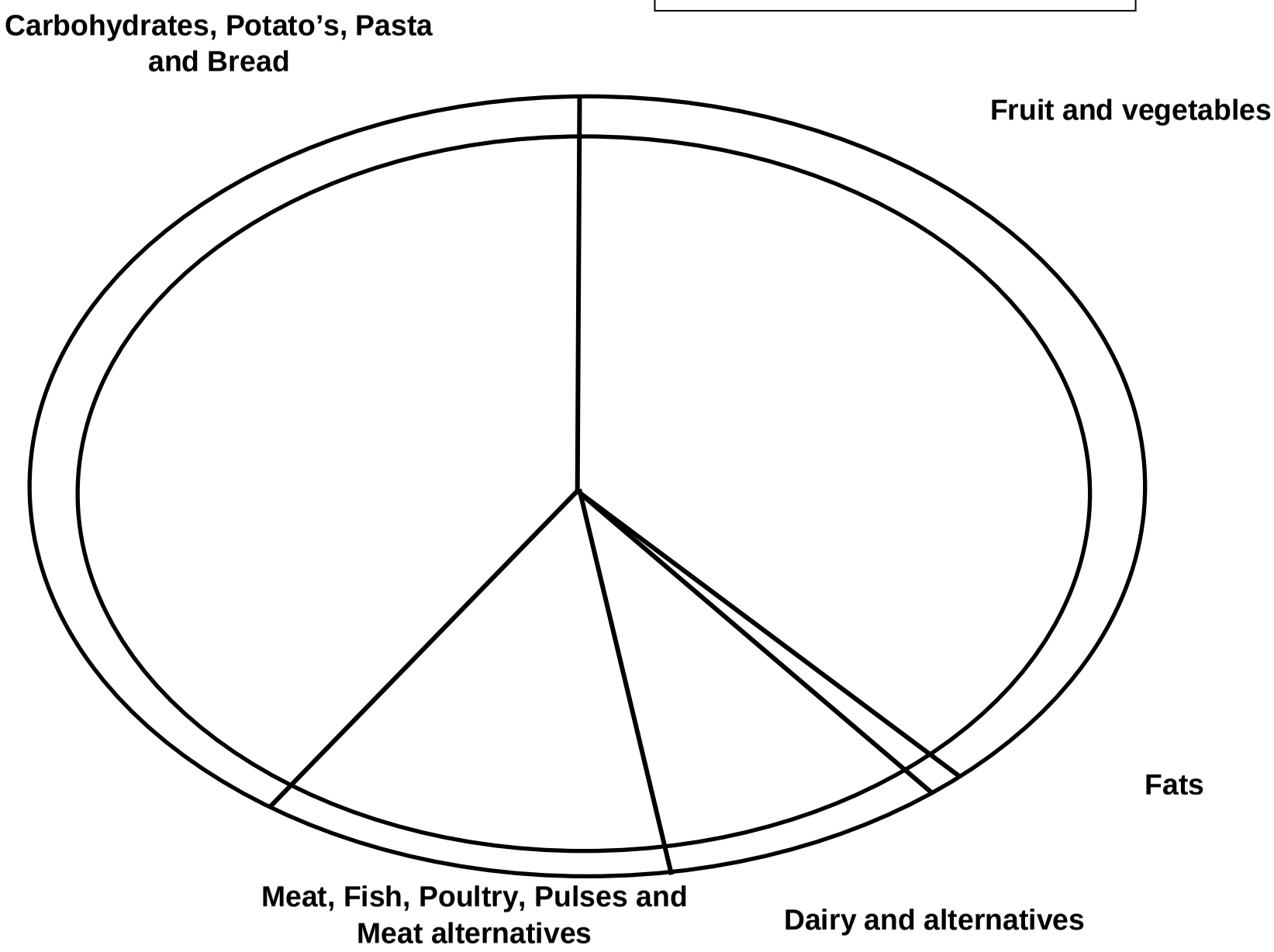
Tips for healthy eating	Why?	Ideas to achieve the tip
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Cut out and stick (or draw and label) the following foods on to the blank Eat well guide.

Whole wheat pasta	Chick peas	Beans lower salt and sugar
Plain nuts	Tuna	Lentils
Veg Oil		
Rice	Spagherti	Raisins
	Chopped tomatoes	Whole grain cereal
		Porridge

The Eat well guide



The Eatwell Guide

1) What is The Eatwell Guide?

_____

2) Who is The Eatwell Guide for?

_____

3) Should every meal be in proportion to The Eatwell Guide? Explain your answer.

_____

_____

4) Complete this chart.

Food group name	Food in this group	Advice and recommendations

Fruit Salad

Ingredients

- 1 clementine
- 6 red grapes
- 6 green grapes
- 1 kiwi fruit
- 1 banana
- 1 apple
- 2 x 15ml spoons orange juice
- **Equipment**
- Knife, chopping board, bowl, measuring spoons, spoon.

Method

1. Peel the clementine and separate into segments.
2. Cut the grapes in half and remove any seeds.
3. Peel the kiwi fruit and slice.
4. Peel the banana and slice.
5. Quarter the apple, remove the core and slice.
6. Place all the fruit in a bowl.
7. Add the orange juice and mix together.

Food skills:

MEASURE

PEEL

CUT, CHOP, SLICE

CORE

Practical Evaluation

1)What Dish did you make? …….

2)Why did you make the dish? (Choose one option below and explain)

To learn a new skill:…….

To practice a skill:…….

To experiment/ Find something out:……

3)Did you change or adapt the recipe in any way ? (Please circle below)

Added/Removed an ingredient | Changed a cooking method | Presentation

Other……

4)Is there anything you would change if you made it again?
……

5)How did you feel about the product that you made?
(Please circle one option below)
Very satisfied | Proud | Happy | Disappointed | Never want to make it again

Other……

6)Complete the sensory analysis below.

	Very satisfactory	Satisfactory	Not Satisfactory
Look			
Smell			
Taste			
Texture			

Using equipment safely

Complete the chart below.

Equipment	Activity	Hazards	Precautions to prevent injury
	Grating foods such as cheese and carrots or zesting lemons.	Cutting fingers or knuckles on the sharp surfaces.	Hold grater firmly and securely on a chopping board. Grate food in one direction and leave a small amount at the end to prevent injury to knuckles.

Quick cooker challenge game

© Cooker image L2C

Label the parts of the Oven below.

H

G

O

Complete the safety notice below with 3 top tips for using the grill safely.

Pizza Toast

Ingredients

- ½ yellow pepper
- 1 spring onion
- 1 mushroom
- 30g hard cheese, e.g. Cheddar, Edam, Gruyere
- 2 slices bread (or a bagel or a piece of French stick sliced in half)
- 2 x 15ml spoons tomato pizza sauce
- ½ x 5ml spoon mixed herbs

Equipment

Chopping board, knife, grater, fish slice, measuring spoons, spoon.

Method

1. Preheat the grill.
2. Slice the pepper, spring onion and mushroom.
3. Grate the cheese.
4. Place the bread under the grill and toast one side.
5. Remove the bread from the grill and place on the chopping board uncooked side-up.
6. Spread the tomato sauce over the bread using the back of the spoon.
7. Arrange the pepper, mushroom and onion over the slices.
8. Place under the grill until the cheese bubbles.

Food skills:

WEIGH CUT, CHOP MEASURE GRATE GRILL SPREAD

Using the cooker skilfully and safely
Knowledge triangle

Complete the activity below.

Stick a photograph of your dish here

Three things learned from this lesson about cooker safety

I will remember

I will remember

Questions I still have to ask?

Potato gratin

Ingredients

- 675g potatoes
- 2 tomatoes
- 125g Cheddar cheese, grated
- Freshly ground black pepper
- 150ml half fat crème fraiche

Equipment

Ovenproof dish, knife, chopping board, weighing scales, grater, measuring jug, 15 ml spoon, oven gloves.

Method

1. Pre-heat the oven to 180°C (350°F) or Gas mark 4.

2. Lightly grease an ovenproof dish.

3. Prepare the ingredients:

- peel and very thinly slice the potatoes;
- grate the cheese;
- slice the tomatoes.

4. Cover the base of the dish with a layer of potato slices.

5. Make alternate layers of potato, tomato and cheese, seasoning with pepper. Reserve approximately 25g of cheese for the top. Finish with a layer of potatoes.

6. Spoon over the crème fraiche and top with the reserved cheese.

7. Cook for 1¼ — 1½ hours or until the potatoes are tender and the top is golden brown — if the top is brown before the potatoes are cooked cover with foil and continuing cooking.

Food skills:

PEEL

CUT, CHOP, SLICE

GRATE

LAYER

COOK

Using the cooker skilfully and safely Certificate

In the food room, there are gas/electric cookers (*edit to suit school*). You will need to learn how to use each type safely.

It is important to remember: If you haven't been shown, don't touch and if you are unsure, ask!

In order to receive your Cooker safety certificate, you must cook six different dishes using the cooker safely and skilfully. Complete the chart below and state the safety points necessary when making the recipe/using the part of the cooker.

Part of the cooker	**Recipe cooked**	**Safety points**
Grill	1.	
	2.	

Part of the cooker	**Recipe cooked**	**Safety points**
Oven	1.	
	2.	

Signed (pupil):

Signed (teacher):

Savoury Scones

Ingredients

- 250g self raising flour
- 1 x 5ml spoon mustard powder
- 40g butter or baking fat/block
- 75g hard cheese
- 125ml semi-skimmed milk

Equipment

Non-stick baking tray, pastry brush, weighing scales, sieve, mixing bowl, measuring spoons, grater, chopping board, measuring jug, flour dredger, rolling pin, scone cutter, cooling rack.

Method

1. Preheat oven to 220°C or gas mark 7.
2. Grease or line the baking tray.
3. Sift the flour and mustard into the bowl.
4. Rub the fat into the flour until it resembles breadcrumbs.
5. Grate the cheese.
6. Stir in the cheese.
7. Make a well in the middle of the flour and carefully pour in the milk. (Save just a little of the milk).
8. Mix to form a soft dough.
9. Place the dough on a lightly floured work surface.
10. Roll out the dough to about 1½cm thick.
11. Shape the scones using a cutter.
12. Place the scones on a baking tray and brush each top with a little milk.
13. Bake for 12 – 15 minutes, until golden brown.
14. Allow to cool on a cooling rack.

Food skills:

WEIGH

MEASURE

MIX, STIR & COMBINE

RUB-IN

ROLL

Cheesy scones

1) Name 5 different ingredients that could be used in savoury scones.

2) Suggest 3 types of herbs or spices that could be added.

3) If you were making sweet scones, what types of ingredients could you use?

4) What would be your top tips for making scones?

My Savoury Scones

My Evaluation:

Here are 2 Things I did well:

-
-

If I made my scones again to improve them, I would change **or** do this differently:

-

Now ask someone to try your scone and ask them the following questions, write their answers below:

What 2 Things do you like the most about my scones:

-
-

If I made my scones again what 1 thing do you think I should change or do differently to improve them?

-

Mid module skills check

In the table below, stick pictures of the 4 dishes you have made so far and below each one tick (✓) each of the skills you have used whilst making each recipe.

Cooking Skills Used	Stick a picture of one of the dishes you have made here.	Stick a picture of one of the dishes you have made here.	Stick a picture of one of the dishes you have made here.	Stick a picture of one of the dishes you have made here.
Baking				
Blending				
Boiling				
Chopping				
Grating				
Grilling				
Knife skills				
Peeling				
Mixing				
Rolling out				
Steaming				
Stewing				
Stir- Frying				

New product design and development

The failure rate for new products is around 90%, so companies invest large amounts of time and money in product design and carry out considerable research into what customers want.

You are now working as a member of the design team for a well-known pizza making company

'Pizza Pan'

You are going to design and make a pizza that will suit the tastes of your friends or family members but first you will need to carry out some market research to find out what they would like.

Use the template on the next page to design a questionnaire.

You will need to ask the questions on the questionnaire to find out what toppings best suit your target audience.

You will then use the information you have gathered from your questionnaire to design the perfect pizza for your chosen person.

Pizza toppings questionnaire

You will need to ask up to 3 people the questions below to find out what toppings they would like on their pizza.

Example question		
Are you a Vegetarian?	Yes	No
Person 1	/	
Person 2		/
Person 3		/
Question1		
Write your question here...	Yes	No
Person 1		
Person 2		
Person 3		
Question 2		
Write your question here...	Yes	No
Person 1		
Person 2		
Person 3		
Question 3		
Write your question here...	Yes	No
Person 1		
Person 2		
Person 3		

Because someone answered 'yes' to this question it means this person **is** a Vegetarian and would **not**

Now you have completed your questionnaire you should have a good idea of what toppings you will need to use.

Because of my questionnaire I know that I can use.....

(Write your answers in full sentences)

_____

_____

_____

_____

Because of my questionnaire I know that I cannot use....

(Write your answers in full sentences)

_____

_____

_____

_____

Now you can have a go at making your own pizza, the recipe is on the next page.

Scone based pizza

Complexity: medium

Ingredients

150g self raising flour

25g butter or baking fat/block

1 egg

50ml milk semi-skimmed

3 x 15ml spoons of passatta sauce

2 mushrooms

1 tomato

½ green pepper

25g sweetcorn

50g cheese, e.g. Mozzarella

1 x 5ml spoon of dried herbs

Equipment

Baking tray, weighing scales, sieve, mixing bowl, measuring jug, small bowl, fork, palette knife, flour dredger, spoon, chopping board, knife, measuring spoons, grater.

Method

1. Preheat oven to 200°C or gas mark 6.
2. Line a baking tray.
3. Sieve the flour into the bowl.
4. Rub the fat into the flour until it resembles breadcrumbs.
5. Whisk the egg and milk together in a small bowl with a fork.
6. Add the egg mixture to the flour and mix together to form a soft dough.
7. Flatten out the dough on a floured surface to form a large circle.
8. Transfer the dough to the baking tray.
9. Spread the passatta sauce over the dough using the back of a spoon.
10. Prepare the vegetables:
    - slice the mushrooms;
    - slice the tomato;
    - remove the core from the green pepper and slice into thin strips.
11. Arrange the mushrooms, tomato, green pepper and sweetcorn over the base.
12. Sprinkle or place the cheese and herbs over the top of the pizza.
13. Place the pizza in the oven and bake for 10 – 15 minutes, until golden brown.

Top tips

- Divide the dough in half and make two mini pizzas.
- Experiment with different toppings. Why not try slices of ham, tuna, red pepper, onion, or different types of cheese?
- Add herbs, spices, garlic or black pepper to the scone base mixture.

• Practical Evaluation

1)What Dish did you make? …….

2)Why did you make the dish? (Choose one option below and explain)

To learn a new skill:…….

To practice a skill:…….

To experiment/ Find something out:……

3)Did you change or adapt the recipe in any way ?
(Please circle below)

Added/Removed an ingredient | Changed a cooking method | Presentation

Other……

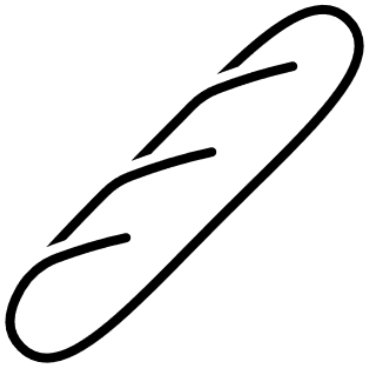
4)Is there anything you would change if you made it again?
……

5)How did you feel about the product that you made?
(Please circle one option below)
Very satisfied | Proud | Happy | Disappointed | Never want to make it again
Other……

6)Complete the sensory analysis below.

	Very satisfactory	Satisfactory	Not Satisfactory
Look			
Smell			
Taste			
Texture			

Brilliant Bread



- Bread remains one of the UK's favourite foods, with 99% of households buying bread – or the equivalent of nearly 12 million loaves are sold each day.

- Each year 99 bread products are purchased per household. Men eat bread more frequently than women: 44% of men eat bread twice a day compared with 25% of women.

- White bread accounts for 76% of the bread sold in the UK.

- Large bakeries, which produce wrapped and sliced bread, account for 80% of UK bread production. In store bakeries produce about 17% of bread, with the remainder accounted for by High Street bakeries.

- Bread is wrapped and sliced for convenience, for keeping qualities and value for money.

The basic ingredients of bread are:

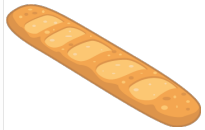
- flour;
- yeast (to make the bread rise);
- salt (to add taste and aid proving);
- fat (to make the loaf lighter and airier and extend its shelf life);
- water.

All white bread commercially sold in the UK is made with white flour fortified with calcium, iron and B vitamins. It is a legal requirement to fortify flour in the UK.

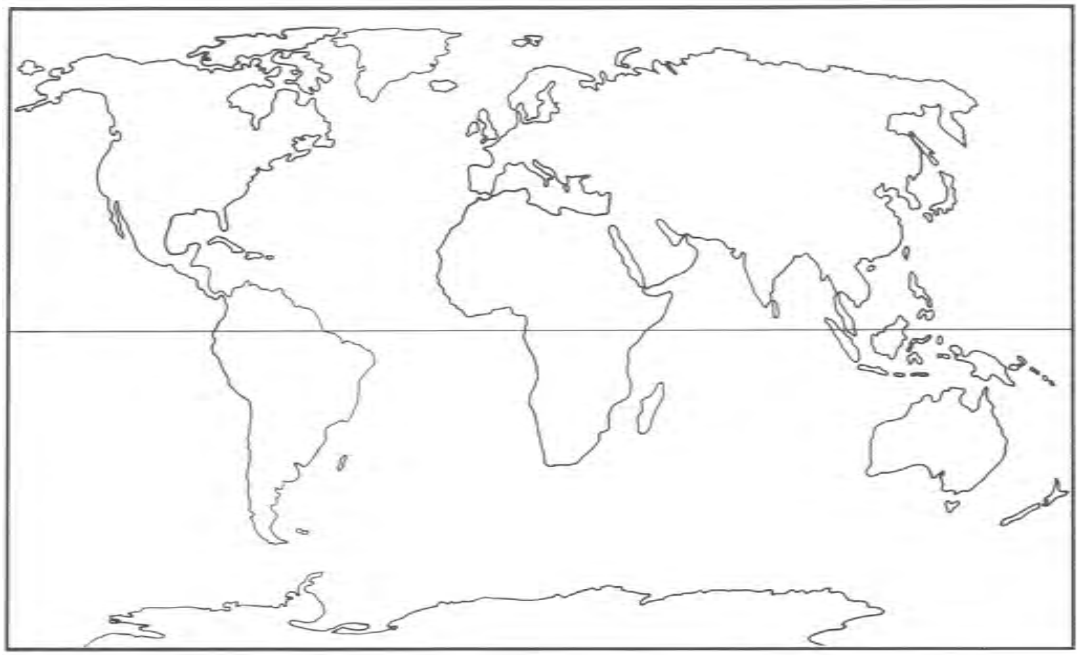
Breads from around the world: Research task

Find out where the bread comes from and label it on the map. Add more of your own.

Soda bread



Baguette



Corn bread

Naan bread

Mantou bread

© Food – a fact of life 2019

Brilliant Bread

The following will help you better understand the science of making bread.

Flour facts	Yeast facts
• Flour is from wheat, which is milled to make flour. • Types of flour – white, seeded, whole-wheat, bread making. • Strong plain – gluten, protein in flour, provides structure to the bread.	• Yeast is raising agent – one celled plant. Correct conditions needed to grow – food, warmth, moisture and time. • Then produces carbon dioxide. Gas forms bubbles in dough and so it rises. • Unleavened bread, no yeast, flat.
Moisture facts	**Equipment facts**
• Make sure it is a soft dough. • Use tepid/warm/blood heat liquid (37°C). • Liquid is usually water but could be milk, water and milk mix, other liquids.	• Weighing scales, measuring spoons, measuring jug, large mixing bowl, loaf tin or baking tray for rolls. • Can use a food mixer/processor with dough hook for kneading. • Cover with damp cloth or oiled film when proving to prevent drying out.
Temperature / Time facts	**Method**
• Bread dough needs time to rise in first instance, yeast has to have time to grow, double in size. After shaping prove bread (another rising) before it goes into oven, it will almost double again. • Warm conditions allow yeast to grow, carbon dioxide produced and bread rises slowly. • Baking – in hot oven 220°C, yeast grows rapidly so bread rises rapidly. Yeast killed by high temperature. Dough sets in the risen state.	• Accurate measuring: scales, tablespoon, measuring jug for liquids Soft dough but not so soft it sticks to fingers • Kneading, 5 minutes to develop gluten and make dough soft and smooth.

Bread making

Follow this link https://www.youtube.com/watch?v=6cD-jqABVYc watch the video YouTube and Record the key information on bread making in the chart below.

Flour	Yeast	Moisture
Equipment	**Temperature/Time**	**Method**

Brilliant bread

Complexity: low-medium

Ingredients

250g strong flour

1/2 x 5ml spoon salt

7g pack fast action dried yeast

150ml warm water

Equipment

Weighing scales, measuring spoons, measuring jug, baking tray, greaseproof paper, sieve, mixing bowl, mixing spoon, flour dredger, oven gloves, cooling rack.

Method

1. Preheat the oven to 220ºC or gas mark 7.
2. Line the baking tray with greaseproof paper.
3. Sift together the flour and salt into the mixing bowl.
4. Stir in the yeast.
5. Make a well in the middle of the flour mixture and add the warm water. Note: the water must not be hot. Mix to form a soft dough.
6. Sprinkle a little flour onto a clean work surface and place the dough on the surface.
7. Knead the dough for 10 minutes.
8. Divide the dough into 4 pieces and shape into rolls.
9. Place the rolls on the baking tray.
10. Cover the dough and leave to prove for 30 minutes in a warm place, until they double in size.
11. Bake for 10 - 15 minutes until golden brown. **Adults** to use the oven.

Top tips

- Why not try adding 25g apple, grated cheese, dried fruit or chopped onion to the flour mixture?
- Decorate your bread with grated cheese or diced onion before baking.

Food skills

- Weigh.
- Measure.
- Sift.
- Stir and mix.
- Knead.
- Divide and portion.
- Prove.
- Bake.

Practical Evaluation

1)What Dish did you make? …….

2)Why did you make the dish? (Choose one option below and explain)

To learn a new skill:…….

To practice a skill:…….

To experiment/ Find something out:……

3)Did you change or adapt the recipe in any way ? (Please circle below)

Added/Removed an ingredient | Changed a cooking method | Presentation

Other……

4)Is there anything you would change if you made it again?
……
……

5)How did you feel about the product that you made?
(Please circle one option below)
Very satisfied | Proud | Happy | Disappointed | Never want to make it again

Other……

6)Complete the sensory analysis below.

	Very satisfactory	Satisfactory	Not Satisfactory
Look			
Smell			
Taste			
Texture			

Where Food Comes from

Whilst we buy most of our food from supermarkets, smaller food shops or markets, all the food we eat must be grown, reared or caught.

Some people also grow or rear food at home or on allotments.

Where does our food come from?

Important facts:

- All food comes from plants or animals.
- Food has to be grown, reared or caught.
- Food is produced around the world.
- Food is changed from farm to fork.
- Food is processed on different levels to make it edible and safe.

The following ingredients are used to make a vegetable and goat's cheese tart. State whether the ingredients are from a plant or animal and its name. The first one has been done for you.

Ingredient	**Animal or plant**	**Name of animal or plant**
Plain flour	Plant	Wheat
Hard cooking fat or butter		
Mushrooms		
Tomatoes		
Sweetcorn		
Peas		
Red pepper		
Goat's cheese		
Eggs		
Milk		
Black pepper		

Food is grown, reared, or caught – Fact file

Choose a food commodity and research how it is produced. Remember to state if it is grown, reared, or caught.

Image of food commodity here

Examples>>>
Bananas,Chicken,
Rice,

Extension task

Food commodities sometimes undergo further processing, known as secondary processing, to turn them into other products, e.g. wheat flour into bread or pasta.

What other products can be made from the food commodity that you have researched?

How has it changed?

It is important to remember that:

- food is changed from farm to fork;
- food is processed on different levels to make it edible and safe.

State how each of the following food has changed from farm to fork.

COW

MINCE

BURGER

EGGS

Rearing food – egg production

Follow the Link below or copy and paste it into your search bar to learn all about where our Eggs come from, once you have finished watching, try and fill in the missing words from the word bank below.

https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from/videos/

Word bank: freely, battery, Lion, range, land, safety, organic

In the UK, there are three systems for producing eggs:

- Laying cage – across the European Union conventional '_____' cages have been banned. In the UK, they have been replaced by larger, 'enriched' colony cages;
- Barn– hens are able to move _____around the barn. The number of hens is limited and they are given space to perch, scratch and dust bathe;
- Free-_____ – hens must have continuous daytime access to runs which are mainly covered with vegetation and there is maximum number of hens in a flock;
- Organic – hens producing _____eggs are always free range. In addition, hens must be fed an organically produced diet and ranged on organic _____.

The British _____ mark is the UK's food safety scheme that relates to eggs. All eggs that carry the British Lion mark have been produced under the stringent requirements of the British Lion Code of Practice which ensures the highest standards of food _____.

Now we are going to use those 'Excellent Eggs' to make our own dish...

Savoury pancakes

We are going to make Savoury pancakes, this worksheet will help you to think about how you will design and prepare your pancakes.

1) Suggest 4 different vegetables that could be used. Describe how they would be prepared.

2) Draw, or describe, two different ways of folding or rolling a thin pancake.

3) What other ingredients could be added to the savoury pancakes?

4) What would be your top tips for being safe with the hob?

Savoury pancakes

Complexity: medium

Ingredients

100g white plain flour

25g wholemeal plain flour

2 eggs (medium)

275 ml semi skimmed milk

Pinch paprika powder

Spray oil for frying

6-8 slices of ham

60g canned pineapple pieces

60g cheddar cheese

Equipment

Weighing scales, grater, chopping board, sieve, mixing bowl, small bowl, fork, wooden spoon, measuring jug, frying pan, 15ml spoon, fish slice, and large metal spoon.

Method

1. Grate the cheese.
2. Sift the flours and paprika into the mixing bowl.
3. Break the eggs into the separate bowl and beat with the fork.
4. Make a well in the flour and add the eggs mixing with the wooden spoon.
5. Gradually add the milk, mixing well to remove any lumps.
6. Pour the mixture into the measuring jug.
7. Add a little spray oil to a frying pan on a medium heat.
8. Pour three 15ml spoons of the mixture in the centre of the frying pan.
9. Cook until bubbles appear on the surface and then turn using the fish slice.
10. Cook the underside of the pancake for one minute or until golden brown.
11. Grate the cheese and drain the pineapple.
12. Roll up pancakes with the ham, pineapple and cheese.

Top tips

- Transfer the pancake batter to a jug or use a ladle to reduce the spills as the mixture is placed into the frying pan.
- Stack the pancakes as you make them between sheets of greaseproof paper on a plate kept in a warm place.
- Different herbs, spices or fillings can be added to the pancake recipe for a different taste.

Food skills

- Weigh.
- Measure.
- Sift.
- Beat.
- Mix, stir and combine.
- Fry.

Practical Evaluation

1)What Dish did you make? …….

2)Why did you make the dish? (Choose one option below and explain)

To learn a new skill:…….

To practice a skill:…….

To experiment/ Find something out:……

3)Did you change or adapt the recipe in any way ? (Please circle below)

Added/Removed an ingredient | Changed a cooking method | Presentation

Other……

4)Is there anything you would change if you made it again?
……
……

5)How did you feel about the product that you made?
(Please circle one option below)
Very satisfied | Proud | Happy | Disappointed | Never want to make it again

Other……

6)Complete the sensory analysis below.

	Very satisfactory	Satisfactory	Not Satisfactory
Look			
Smell			
Taste			
Texture			

STUDENT	
TEACHER	
CLASS	

ROOM	
TUTOR	
YEAR TARGET	

KS3 ICT

Digital Life

THE ST LEONARDS ACADEMY

PRIDE THROUGH SUCCESS

Name:			
Group:			
Target Grade:			
	Pre test	Post test	WAG
DC1			
Mission:			
DC2			
Mission:			
DC3			
Mission:			

COMPUTING

Progress against termly target												
ABOVE												
ON												
BELOW												
TERM	**1**		**2**		**3**		**4**		**5**		**6**	

Term	Level	Learning outcome achieved (Self tracking)	Tick
1	3	I can show an awareness of, basic computer security.	
	4	I understand the importance of computer security and can apply some security methods.	
	5	I can evaluate or assess the level of computer security and apply it using defined rules	
2	3	I can state some topics connected to online safety	
	4	I know why it is important to stay safe online	
	5	I can discuss in detail why online safety should be followed	
3	3	I can save a file into an appropriate folder.	
	4	I can create and save files and folders giving each appropriate names	
	5	I understand and can explain why it is important to save and organise files and folders using meaningful names	
4	3	I know what a Word Processor is used for and can create a simple document	
	4	I can use a Word Processor to create simple business documents	
	5	I know which documents should be created using a Word Processor and can make a range of business documents from scratch	
5	3	I know what Presentation Software is used for and can create a simple presentation	
	4	I can use Presentation Software to create presentations using templates and animations	
	5	I know what type of documents are created using Presentation Software and can make an effective presentation containing a variety of media types.	
6	3	I know what a Spreadsheet is used for and can input figures into a business spreadsheet	
	4	I can use a Spreadsheet to create simple business documents	
	5	I can build a spreadsheet and use a formula to make simple calculations	

1. Introduction to ICT

Computer Task: You are going to login to your computer, you will need two pieces of information. Your teacher will give you one piece of information. The second piece of information you will create yourself.

What do you think the second piece of information is?

Answer:

Activity: David has thought of some possible passwords. What is good or bad about the passwords he has thought of?

Example Passwords	Strengths or weaknesses
David (his name!)	
David11 (his name and age)	
Chips (the name of his pet fish)	
Pterodactyl (a word from the dictionary)	
Harry (the hero of his favourite film)	

The two most important things about a password are:

_____

_____ _____

_____

_____

You will frequently be using two websites throughout your time here at the St Leonards Academy find out what their URLs (addresses) are:

- **The Foxhub HTTP://**
- **Google HTTP://**

Computer Task: Use the Internet to find two ways to tell if a website is secure.

1.

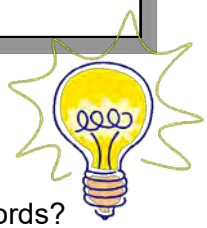
2.

Self Assessment: How many strengths and weaknesses did you find? **/5**

Did you understand the two most important things about passwords? **/2** Use the GREEN PEN pages at the back to add any strengths and weaknesses you missed!

Write the path (address) to the following areas of The Foxhub?

- New Feed says __https://www.thefoxhub.com/feed/ _____
- Student resource blah is in _____
- My timetable is in _____



Some people use a set of instructions or rules to help them create a new password .

A set of instructions or rules a computer will follow is called an **algorithm**.

Can you think of an **algorithm** that you could use to help create and remember your passwords?

I have started this for you:

1. Must contain a minimum of eight characters

_____

_____

_____

_____

_____

_____

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_____

Why is The Foxhub an appropriate website for us to use in school?

_____

_____

_____

_____

_____

_____

_____

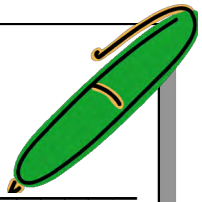
Self Assessment: How many Foxhub features did you find? **/4**

Is your algorithm successful? ? **Y/N**

Did you answer the question about Foxhub correctly? **Y/N**

Use the GREEN PEN pages at the back to add the other features you missed, correct your algorithm and re-write the answer about Foxhub!

Green Pen Activity:



THE ST LEONARDS ACADEMY

Literacy Marking Code

sp = incorrect **spelling**

◯ = missing/incorrect **capital letter** or **punctuation**

Example: ◯*genetic testing is used to idintify diseases*◯

2. Staying Safe

Using the Internet can present dangers to your health, safety and general wellbeing.

Using the following keywords, list some of the dangers you may be exposed to when online.

Grooming **Identify** **Share** **Cyberbullying** **Meeting** **Private**

_____

_____

_____

_____

_____

_____

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_____

_____

Computer Task: Search the Internet for "Online Safety Posters" and view some of the images.

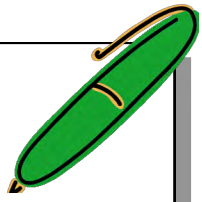
In Publisher, create an online safety poster focusing on a topic you wrote about in the previous task. Be sure to make your poster suitable for someone your age and include appropriate key-words .

When you use the internet you need to be careful about what you disclose—this is because whatever you put up online can be seen by anyone and can be difficult to remove! Your computer also keeps a record of where you have been—this is called your **digital footprint.**

Self Assessment: How many word online safety dangers did you find? **/ 5**

Use the GREEN PEN task to include the ones you missed!

Green Pen Activity:



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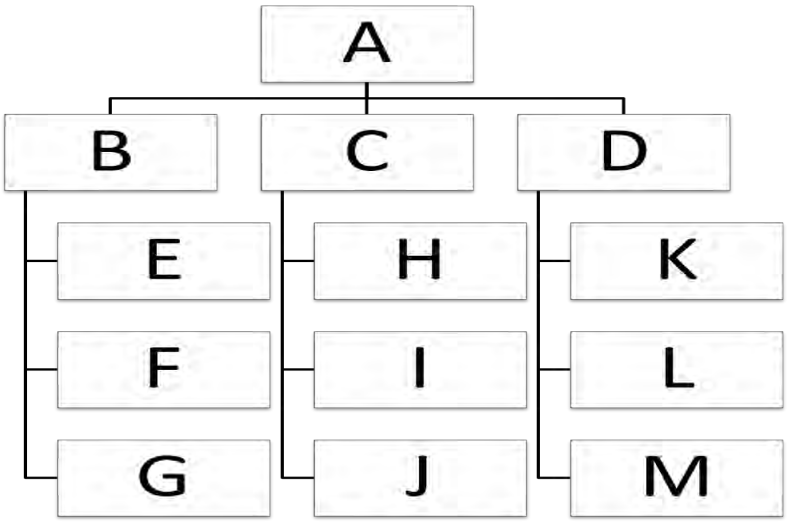
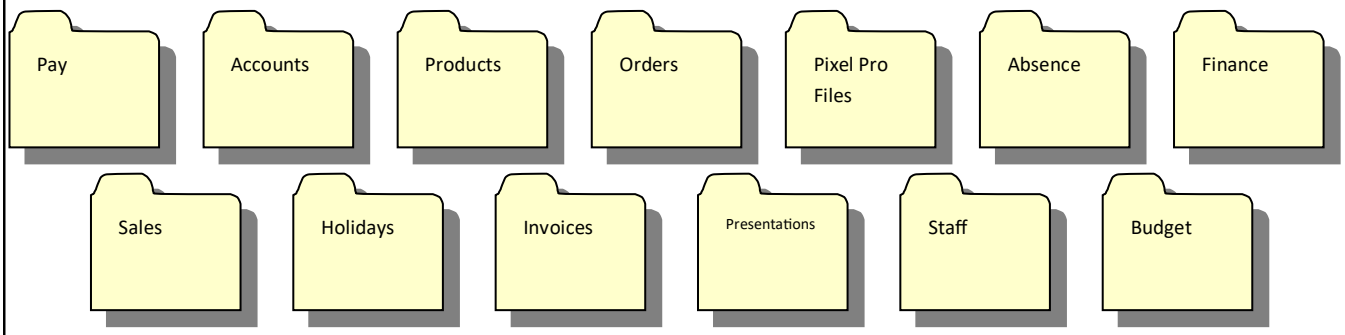
Example: ◯*genetic testing is used to idintify diseases*◯

3. Organising files and folders

Pixel Pro is a small computer games company with 5 employees. Below is a diagram of how their directories are organised on their shared network area; can you work out which folder goes where?
Example: If you think "Holidays" should be in position "B", write the letter "B" on the "Holidays" folder





It is important to name your files appropriately so you can find them later , sometimes you will need someone else to find the file—in this case it is even more important that they can find the file!

Can you make some suggestions for file names for each of the following file descriptions:

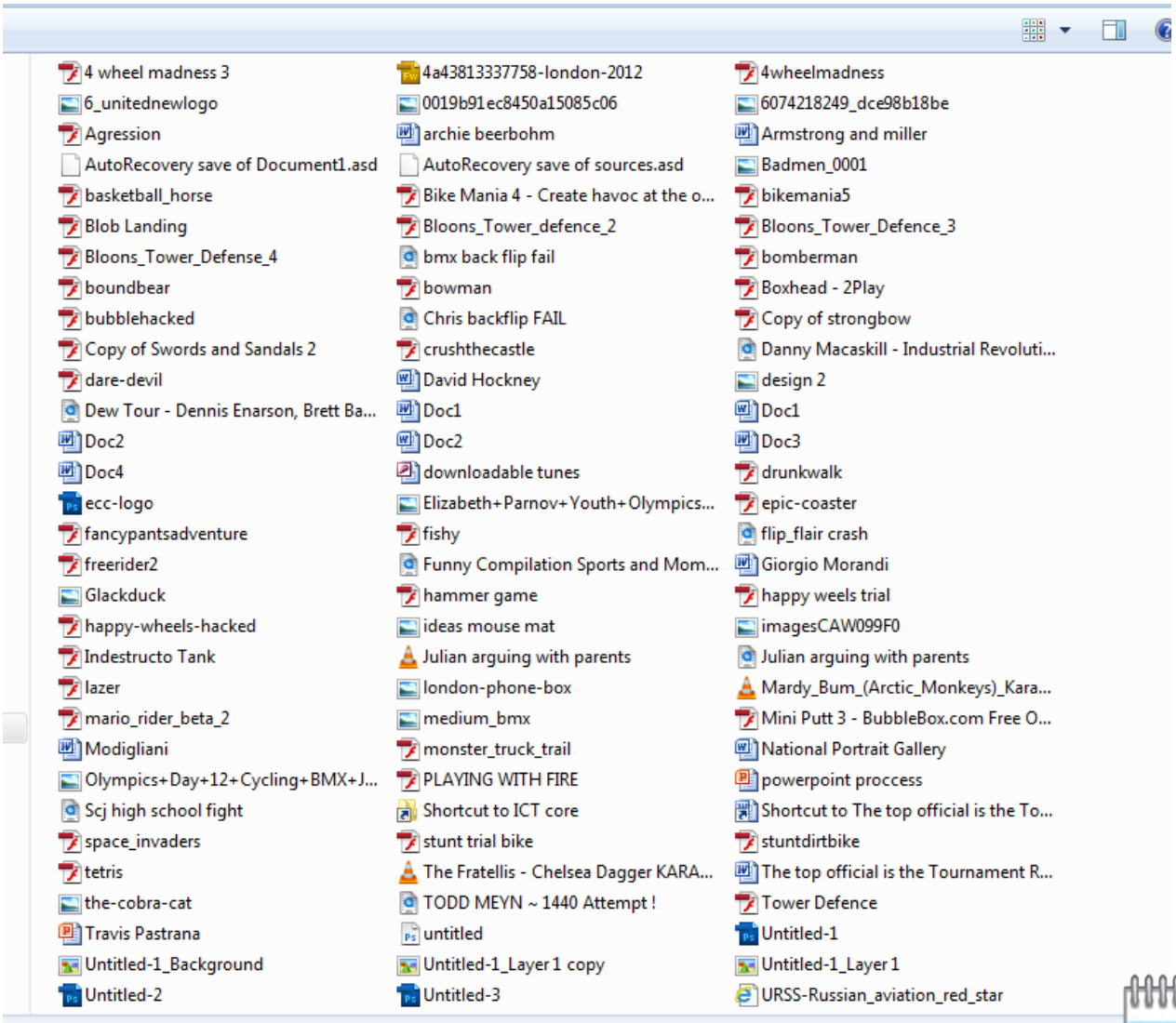
1. Presentation about Volcanoes Paul created for his Geography homework
2. Database containing address and date of birth details of all of Jane's friends so she knows when to send them a birthday card
3. Video file of last years school pantomime 'Cinderella'
4. Last months accounts contained in a spreadsheet file

1. _____ 2. _____

3. _____ 4._____

Self Assessment: Are all four file names appropriate? **/ 4**

Use the GREEN PEN to correct any in the GREENPEN section!



4 wheel madness 3	4a43813337758-london-2012	4wheelmadness
6_unitednewlogo	0019b91ec8450a15085c06	6074218249_dce98b18be
Agression	archie beerbohm	Armstrong and miller
AutoRecovery save of Document1.asd	AutoRecovery save of sources.asd	Badmen_0001
basketball_horse	Bike Mania 4 - Create havoc at the o...	bikemania5
Blob Landing	Bloons_Tower_defence_2	Bloons_Tower_Defence_3
Bloons_Tower_Defense_4	bmx back flip fail	bomberman
boundbear	bowman	Boxhead - 2Play
bubblehacked	Chris backflip FAIL	Copy of strongbow
Copy of Swords and Sandals 2	crushthecastle	Danny Macaskill - Industrial Revoluti...
dare-devil	David Hockney	design 2
Dew Tour - Dennis Enarson, Brett Ba...	Doc1	Doc1
Doc2	Doc2	Doc3
Doc4	downloadable tunes	drunkwalk
ecc-logo	Elizabeth+Parnov+Youth+Olympics...	epic-coaster
fancypantsadventure	fishy	flip_flair crash
freerider2	Funny Compilation Sports and Mom...	Giorgio Morandi
Glackduck	hammer game	happy weels trial
happy-wheels-hacked	ideas mouse mat	imagesCAW099F0
Indestructo Tank	Julian arguing with parents	Julian arguing with parents
lazer	london-phone-box	Mardy_Bum_(Arctic_Monkeys)_Kara...
mario_rider_beta_2	medium_bmx	Mini Putt 3 - BubbleBox.com Free O...
Modigliani	monster_truck_trail	National Portrait Gallery
Olympics+Day+12+Cycling+BMX+J...	PLAYING WITH FIRE	powerpoint proccess
Scj high school fight	Shortcut to ICT core	Shortcut to The top official is the To...
space_invaders	stunt trial bike	stuntdirtbike
tetris	The Fratellis - Chelsea Dagger KARA...	The top official is the Tournament R...
the-cobra-cat	TODD MEYN ~ 1440 Attempt !	Tower Defence
Travis Pastrana	untitled	Untitled-1
Untitled-1_Background	Untitled-1_Layer 1 copy	Untitled-1_Layer 1
Untitled-2	Untitled-3	URSS-Russian_aviation_red_star

Above is screenshot of Liam's files he has stored on his school M drive. Can you see 4 problems with how he has stored them?

1. _____

2. _____

3. _____

4. _____

What would you suggest Liam should do to help him to organise his files more appropriately?

_____

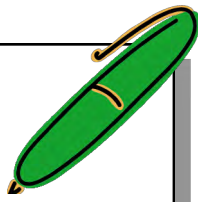
_____

_____

Self Assessment: How many problems did your find? **/ 4**

Use the GREEN PEN to find the ones you missed or correct the ones you didn't get quite right!

Green Pen Activity:



THE ST LEONARDS ACADEMY

Literacy Marking Code

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◯ = missing/incorrect **capital letter** or **punctuation**

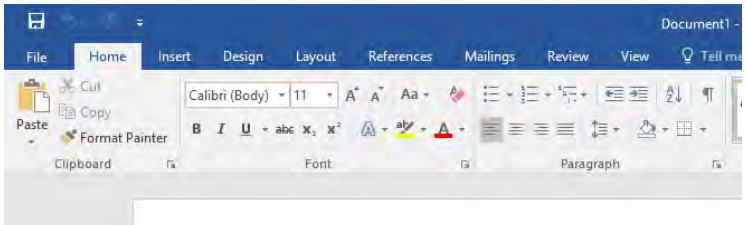
Example: *genetic testing is used to idintify diseases*

4. Office Application Software (Word Processing)

Task: Open Microsoft Word.

Spend fifteen minutes exploring Word. Consider the various documents you could create using a word processor.

Make a list of all of the things you think Microsoft Word could be used for.



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_When naming a document made with MS Word what file extension is applied to the file name?

_____

Task: You are starting a new business selling mobile phones. You will be meeting with many customers so will need your own business cards. As you will also need to employ a salesperson, you must create a simple application form that potential employees will complete with their personal details.

Using information from the following website: https://www.klientsolutech.com/list-of-microsoft-word-exercises-for-students/, create a business card and an application form. Your business card and form will also need a company logo.

Use the next page to sketch out your basic designs for the business card and application form

Self Assessment: Have you correctly identified at least 4 things MS Word can be used for? **/ 4**

Use the GREEN PEN to identify some additional features of MS Word!

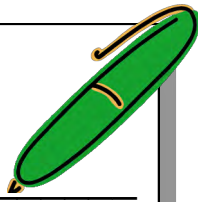
Sketch your business card design here:

Sketch your Application form design here:

Self Assessment: Have you correctly included 5 internet services? **/ 5**

Use the GREEN PEN to add additional services.

Green Pen Activity:



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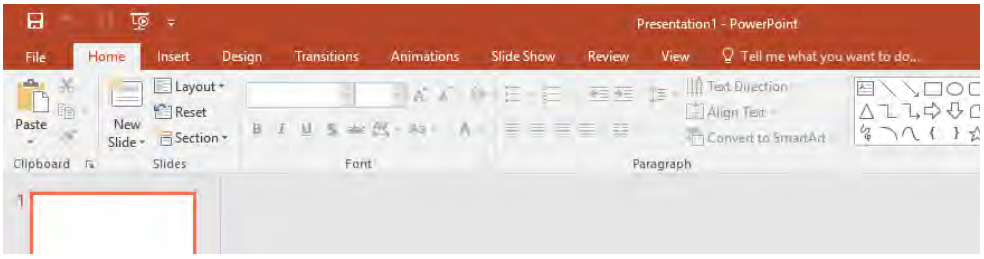
Example: ◯*genetic testing is used to idintify diseases*◯

5. Office Application Software (Presentations)

Task: Open Microsoft PowerPoint

Spend fifteen minutes exploring PowerPoint. Think about what PowerPoint is used for and how it could be used by you for your school work.

Make a list of all of the things you think Microsoft PowerPoint could be used for.



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_When naming a document made with MS PowerPoint what file extension is applied to the file name?

_____

Task: For may of you this is the first time you have been given the opportunity to use a computer to be creative. PowerPoint is very good at enabling the user to present information and ideas in an entertaining way

Using information from the following website: https://www.klientsolutech.com/uses-of-microsoft-powerpoint-in-our-daily-life/ create a presentation that showcases some of the uses of PowerPoint. Be sure to include a range of images as well a text to describe each use.

Use the next page to sketch out a basic storyboard for your presentation using simple shapes

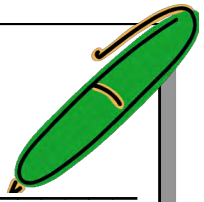
Self Assessment: Have you correctly identified at least 4 things MS PowerPoint can be used for? **/ 4**

Use the GREEN PEN to identify some additional features of MS PowerPoint

Sketch your presentation ideas here:

Slide 1 **Example** Title Text description Picture Picture Picture Picture	Slide 2
Slide 3	Slide 4
Slide 5	Slide 6
Slide 7	Slide 8
Slide 9	Slide 10
Slide 11	Slide 12

Green Pen Activity:



THE ST LEONARDS ACADEMY

Literacy Marking Code

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◯ = missing/incorrect **capital letter** or **punctuation**

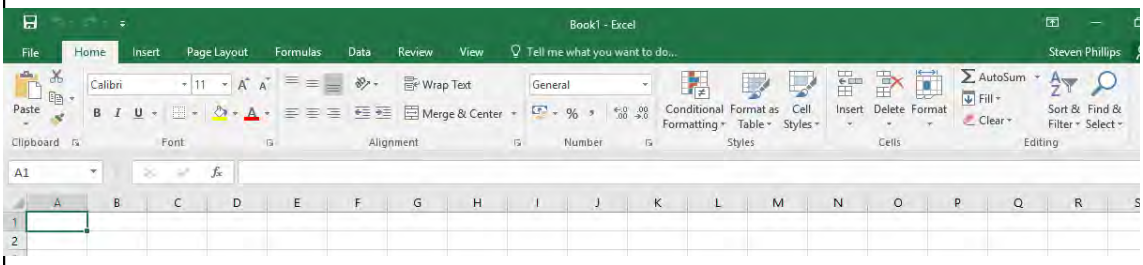
Example: ◯*genetic testing is used to idintify diseases*◯

6. Office Application Software (Spreadsheets)

Task: Open Microsoft Excel

Spend fifteen minutes exploring Excel. Think about what Excel is used for and how it could be used by you for your school work.

Make a list of all of the things you think Microsoft Excel could be used for.



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_When naming a spreadsheet made with MS Excel what file extension is applied to the file name?

_____

_____

Task: For many of you this is the first time you have been given the opportunity to use a computer to handle data. Excel is very good at enabling the user to display data and calculations in a logical way

Using information from the following website, https://www.klientsolutech.com/easiest-microsoft-excel-chart-exercise-for-students/ create a spreadsheet by following the instructions. Be sure to follow the instruction exactly as described.

Once you have completed the Cricket task you can go on to create your own spreadsheet

Use the next page to sketch out a basic simple spreadsheet of ten items you would buy from a supermarket

Self Assessment: Have you correctly identified at least 2 things MS Excel can be used for? **/ 2**

Use the GREEN PEN to identify some additional features of MS Excel

Sketch your supermarket spreadsheet design here:

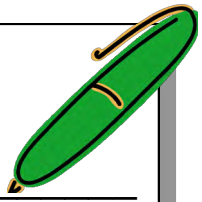
Name	Price	Quantity	Total

Now create a graph from your spreadsheet

Self Assessment: Have you correctly included 5 internet services? **/ 5**

Use the GREEN PEN to add additional services.

Green Pen Activity:



THE ST LEONARDS ACADEMY

Literacy Marking Code

sp = incorrect **spelling**

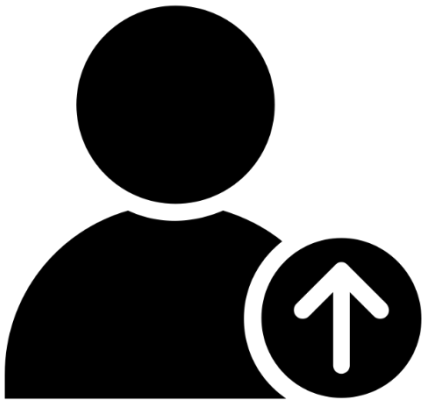
◯ = missing/incorrect **capital letter** or **punctuation**

Example: ◯*genetic testing is used to idintify diseases*◯

Keywords

Keyboard	Computer hardware used to enter characters into a computer
Monitor	An output device used to display objects, including images and text, from a computer
Mouse	An Input device used to control an on screen pointer for the user to interact with screen objects
Operating System	Software designed to enable the user to operate the computer
Login	The action of entering a username and password to gain access to a computer system
Username	The unique name used to identify a specific user on a computer
Password	A secret mix of letters, numbers and other characters used to login to a computer
Identity	Personal details of an individual such as name and address
Secure	Keeping something stored safely. Only those with permission can access it.
Phishing	A method use by criminals to acquire personal information, often sent as an email
Pharming	A website used by criminals to collect personal information
Encryption	Method used to protect data. Data can only be accessed by authorised users
Font	Style of text used by computer applications
Spellcheck	Computer software that checks your spelling
Paragraph	A piece of text containing a number of sentences on a theme
Layout	The position of objects on a page or screen
Format	Settings which control the appearance of an object such as size, colour, style etc
Document	A single file, usually stored on a computer but can be paper based
Cell	A part of a spreadsheet containing a single piece of data. Referenced by it's column letter and row number E.G. (C:12)
Row	Horizontal lines on a spreadsheet defined by a unique number
Column	Vertical lines on a spreadsheet defined by a unique letter
Formula	A method used by a spreadsheet often used to make a calculation

PERSONAL DEVELOPMENT



KS3 PD Booklet 1

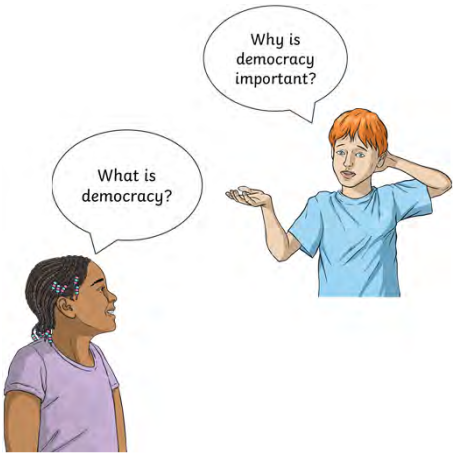
LQ: Can I talk about what democracy is and understand why it is important ?

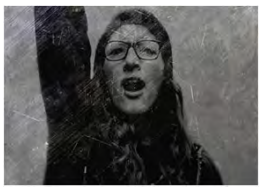
PLQ

Prepare for learning

What Do We Already Know?

In two or three sentences write down what you already know abut democracy.





Key Words: Human Rights Democracy Justice Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Present

PLQ

British Democracy

Democracy is a belief in freedom and equality between all people.

Britain is a democracy because it has a government which supports the belief in freedom and equality between all people.

Britain is also a democracy because the government is made up of politicians whom the British people have voted for.

There are basic **human rights** shared by all people and all **societies** and protecting and respecting these is an important part of democracy in Britain.

Key Words: Human Rights Democracy Justice Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Construct

PLQ

Lets play the Democracy Matching Game, matching each key word to its definition . Write the answers on your piece of paper or book

How many will you get right?

democracy	society	freedom
equality	human rights	government

The state of being equal in status, rights or opportunities.	The power or right to act, speak or think as one wants.	The group of people with the authority to govern a state or country.
A large group of people who live together in an organised way.	The belief in freedom and equality between all people.	A right which is believed to belong to every person.

Key Words: Human Rights Democracy Justice Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Demonstrate

PLQ

How many did you get right? Look carefully at the answers below.

democracy	The belief in freedom and equality between all people.
freedom	The power or right to act, speak or think as one wants.
equality	The state of being equal in status, rights or opportunities.
human rights	A right which is believed to belong to every person.
government	The group of people with the authority to govern a state or country.
society	A large group of people who live together in an organised way.

Key Words: Human Rights Democracy Justice Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Demonstrate

PLQ

Putting It into Action

Answer the quiz questions all about democracy using all we have discussed and the key words below.

Word Bank:

democracy equality

society

freedom government

1. What is democracy a belief in?
2. In a democracy, who is free to be who they want to be and believe in what they want to believe in?
3. In a democracy, which people are equal?
4. Who do human rights belong to in a democracy?
5. What makes Britain a democracy?

Key Words: Human Rights Democracy Justice Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Construct

PLQ

The Importance of Democracy

We live in a democratic society in Britain. Unfortunately, not all people throughout the world live in places where there is a belief in freedom and equality between all people.

How do you think the people in the image might be feeling?

Write a short paragraph on your findings

Remember capital letters and punctuation.

Key Words: Human Rights Democracy Justice Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Review

PLQ

The Importance of Democracy

Why is democracy important?

Take a moment to think about this and then write your thoughts on a Democracy Thought Bubble. (you can draw these on your paper or in your book)

Try to think of at least 4

Why is democracy important ?

Key Words: Human Rights Democracy Justice Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Review

PLQ

What is democracy?

Why is democracy important?

What have you learnt today? How could you use what you have learnt to make a difference to our school community?

Write a few sentences on how you can use democracy to make a difference at school.

How might that impact on the learning in school? Will it be positive or negative.

Key Words:

Year 7

Lesson 2

LQ. Can I identify the role of the Universal Declaration of Human Rights ?

PLQ

Prepare

What Are Human Rights?

'Human rights' are rights that belong to every individual regardless of race, sex, religion, nationality, ethnicity etc. Following the Second World War, the need to prevent such atrocities happening again in the future was evident and as a result, the UN (United Nations) drafted the 'Universal Declaration of Human Rights' as a standard by which all nations should adhere in order to protect the rights of every individual across the world.

Do you know of any human rights?

Jot as many as you know down .

Key Words: Human Rights Ethnicity United Nations Declaration

LQ. Can I identify the role of the Universal Declaration of Human Rights ?

PLQ

construct

Using your knowledge or researching on the internet, write a brief explanation of each of the following human rights listed below most of them are self explanatory there is a sheet attached to class charts for your reference. (there is no need to print the sheet)

Human Right	Explanation
the right to life	
the right to free speech	
the right to a fair trial	
freedom of thought, religion and belief	
no discrimination	
the right to an education	.
freedom from slavery	

Key Words: Human Rights Ethnicity United Nations Declaration

LQ. Can I identify the role of the Universal Declaration of Human Rights ?

Review

PLQ

How many did you get right ?
Check your answers with the chart below.

Human Right	Explanation
the right to life	This is the right to live your life and allow no one to take your life away. Some may believe that abortion goes against this human right as it prevents a life from being lived.
the right to free speech	This right entitles us to say what we would like to say to others and not be prevented from offering our opinions and views on important issues. Some people believe this right comes with a responsibility to use our speech for good and not hurt others.
the right to a fair trial	This right entitles everyone to a fair trial and to be considered innocent until proven guilty.
freedom of thought, religion and belief	The human right that allows everyone to choose the religion/way of life they would like to follow and that no one should be forced to follow a religion.
no discrimination	To be treated fairly in society and not treated differently due to race, gender, beliefs, religion.
the right to an education	The right to an education means allowing all children in all countries gain a full, free education to better their life chances.
freedom from slavery	The right to live a life free of the servitude of another.

Key Words: **Human Rights** **Ethnicity** **United Nations** **Declaration**

LQ. Can I identify the role of the Universal Declaration of Human Rights ?

Demonstrate

PLQ

Rights Violations

Using the definitions you have been researched and checked , decide which human rights have been violated and record your response.

Fahima has travelled to the UK illegally from Sudan in search of a safer life. She has been told by a family that she now lives with that she is safe. They have taken her passport and forms of identity and are making her work for no money.

Gurinder is 14. As a Sikh, he wears a turban as part of his religious beliefs.

His school have informed his parents that his turban is not part of his school uniform and he can no longer wear it to school. He has been told that he can return to school when he is no longer choosing to wear the item.

David is 40 and suffers from severe Alzheimer's disease. He knows that it will develop to the stage where he will not be able to do anything for himself. David wants to end his life using euthanasia.

Malala Yousafzai, an activist campaigning for female education, is shot and near-fatally injured by a Taliban gunman in response to her activist work.

Key Words: **Human Rights** **Ethnicity** **United Nations** **Declaration**

LQ. Can I identify the role of the Universal Declaration of Human Rights ?

Demonstrate

PLQ

Rights Violations

Check your answers

The right to free speech.
The right to live.
Freedom from slavery

Freedom of thought, religion and belief.
The right to an education.
No discrimination.

The right to free speech.
The freedom of thought

Freedom of thought, religion and belief.
The right to an education.
No discrimination

Key Words: **Human Rights** **Ethnicity** **United Nations** **Declaration**

LQ. Can I identify the role of the Universal Declaration of Human Rights ?

Demonstrate

PLQ

The United Nations

There are currently 193 members (countries) of the United Nations. The United Nations formed in response to the devastation of the Second World War. They created the Universal Declaration of Human Rights in order to prevent such suffering from happening again and protect the rights of communities worldwide.

Write a letter as a member of the United Nations to non-member nations explaining why they should join the United Nations.

Success Criteria
You should include the following in your letter:

1. Explain the role of the Universal Declaration of Human Rights.
2. Give examples of the human rights you think are important. Explain what they work to protect.
3. Explain why it would be important to join the United Nations and what could be achieved, referring to specific human rights.

Key Words: **Human Rights** **Ethnicity** **United Nations** **Declaration**

LQ. Can I identify the role of the Universal Declaration of Human Rights ?

PLQ

Review

Summarise your learning by choosing one of the following tasks:

- **Write an acrostic poem using the word 'freedom' as a guide to explain what you have learned about human rights and the UN.**
- **Choose three human rights you feel to be the most important and explain, in detail, why you think this.**

an **acrostic poem** is a type of **poetry** where the first, last or other letters in a line spell out a particular word or phrase

Key Words: **Human Rights** **Ethnicity** **United Nations** **Declaration**

Year 7
Lesson 3

LQ: Can I talk about and understand how we can be responsible global citizens?

PLQ

Citizens and Citizenship

What does it mean to be a global citizen?

How can we be responsible global citizens?

Take a moment to think about this. When you are ready, write one word on your paper in response to this question.

Once you have finished, put your paper to one side as we will add to this as the lesson progresses.

Key Words: **Citizenship** **Responsible** **Global**

LQ: Can I talk about and understand how we can be responsible global citizens?

PLQ

Citizens and Citizenship

We often hear the word 'citizen' but what does it really mean?

A citizen is someone who belongs to a particular place. For example, the citizens of a town or city are the people who live there. A citizen is an inhabitant of any place.

We are all citizens. Where are you a citizen of?

So, what about citizenship? What does that mean?

Citizenship is how we live in the areas to which we belong. It is all about behaving in a way that is responsible and considerate to the area and others living in it.

Let's find out a little bit more!

Key Words: **Citizenship** **Responsible** **Global**

LQ: Can I talk about and understand how we can be responsible global citizens?

PLQ

We can show good citizenship, or be a good citizen of the places we belong to, in lots of ways
By doing these things, we help everyone live happier lives, feel safer and ensure the places in which we live are looked after…how amazing to be a part of something like that!

Help people in need.

Look after the environment.

Follow the laws and rules.

Be honest and trustworthy.

Volunteer in your community.

Respect the rights and property of others.

Be compassionate – care genuinely about other people and living things.

Key Words: **Citizenship** **Responsible** **Global**

LQ: Can I talk about and understand how we can be responsible global citizens?

PLQ

Going Global

We are all citizens of the places in which we live. But let's think bigger now…what one place is every single human a citizen of?

Yes, you've got it…the world! We are all global citizens. We all belong to one world. This is something to be celebrated!

Being a responsible global citizen means engaging with the world in which we live in a responsible way for the good of all across the globe and for the good of the environment.

But what does this look like in action?

Key Words: **Citizenship** **Responsible** **Global**

LQ: Can I talk about and understand how we can be responsible global citizens?

PLQ

Look carefully at each image, think about it and on a piece of paper start mini mind maps for each picture and write how you think the people in the images are being responsible global citizens.

Key Words:

LQ: Can I talk about and understand how we can be responsible global citizens?

PLQ

Being Responsible

So, what have you learnt about how to be responsible global citizens?

- Respect and celebrate differences throughout the world.
- Show empathy towards others in different countries
- Be curious about the world and want to find out more
- Promote sustainability (meeting the needs of the present without endangering the future).
- Be active citizens – volunteer, campaign and educate other about important global issues
- Be aware of what is happening in the world.
- Believe you can make a difference.
- Respect and protect the global environment.

Have a global mindset – know all people have the same rights, wherever they are in the world and live in a way which respects these rights.

Key Words:

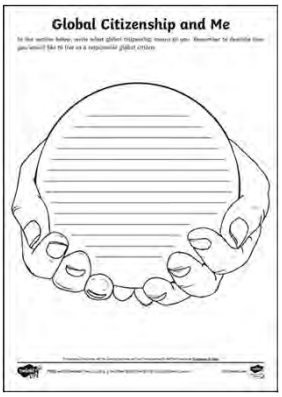
LQ: Can I talk about and understand how we can be responsible global citizens?

PLQ

Global Citizenship and Me

Draw your own picture of the world in your hands, if you would prefer to just write that is fine too. Within the given outline, write about what global citizenship means to you and describe how you would like to live as a responsible global citizen. Use the words below in your answer.

help	sustainable	difference
protect	curious	celebrate
respect	aware	empathy
rights	volunteer	believe
environment	campaign	



Key Words:

LQ: Can I talk about and understand how we can be responsible global citizens?

PLQ

Is It Important?

Is it important to live as a responsible global citizen?
Take a moment to consider your answer. Jot down your reasons why.

By choosing to live as responsible global citizens, we are helping the world and all of the people in it.
We are helping all people to live safe and happy lives where their rights are respected. We are doing all we can to ensure the environment and animals in it have a future. We are working together for the benefit of our one world!

THE BIG QUESTION

Think about the answer you wrote in response to the first Big Question at the start of the lesson. Do you still think the word you chose is appropriate? If you wish to either remove and write a new word or add a further one please do so now.

Key Words:

Lesson 4 Study Skills

LQ. Can I consider different attitudes around Mental Health?

PLQ. Can I identify and put into practice protective factors that will help to maintain balance in our personal emotional health (skills).

Prepare

WHAT DO YOU KNOW ABOUT MENTAL HEALTH?

- On a small piece of paper or a post it note write down what you know about Mental health.
- Once you have done it put it to one side

Challenge :What does the word stigma mean ?

Key Words: **Stigma** **Discrimination** **Impact** **Attitudes**

LQ. Can I consider different attitudes around Mental Health?

PLQ. Can I identify and put into practice protective factors that will help to maintain balance in our personal emotional health (skills).

Agree

What: Define and Look at the stigma attached to mental Health

Why: Its important to recognise fact from fiction to allow us a deeper understanding of our mental health.

How:. We will see what we already know and separate fact from fiction

Where else: Stigma is a part of our everyday lives in school , home and work.

Key Words: Stigma Discrimination Impact Attitudes

LQ. Can I consider different attitudes around Mental Health?

PLQ. Can I identify and put into practice protective factors that will help to maintain balance in our personal emotional health (skills).

Construct

Start a mind map called 'Discussion points'
Write your thoughts on a mind map

You could have positive branch and a negative

Or a separate mind map for each all your work should be added to this mind map through this lesson

Stigma -a mark of disgrace associated with a particular circumstance, quality, or person.

Remember, generalizing can also be a form of stereotyping.

- What are some of the negative things you have heard about people with mental illness?
- What are some of the positive things you have heard about mental illness?
- Why do you think people with mental illness are stigmatized?
- Can you think of any other health conditions or social issues that have been stigmatized throughout history?
- What factors have contributed to changing public attitudes about some of these conditions or issues
- What do you think influences perceptions about mental illness?
- How do you think stigma affects the lives of people with mental illness?

Key Words: Stigma Discrimination Impact Attitudes

LQ. Can I consider different attitudes around Mental Health?

PLQ. Can I identify and put into practice protective factors that will help to maintain balance in our personal emotional health (skills).

Construct

Lets look at the following statements. You can either agree , disagree or say you are not sure write your answers on your mind map

- People should work out their own mental health problems.
- Once you have a mental illness, you have it for life.
- Females are more likely to have a mental illness than are males.
- Medication is the best treatment for mental illness.
- People with a mental illness are generally violent and dangerous.
- Adults are more likely than teenagers to have a mental illness
- You can tell by looking at people whether they have a mental illness.
- People with a mental illness are generally shy and quiet.
- Mental illness only happens to certain kinds of people.
- Most people will never be affected by mental illness.

Agree

Disagree

Not sure

Once you have finished grab the 'Best answers information sheet' from your teacher .

Key Words: **Stigma** **Discrimination** **Impact** **Attitudes**

LQ. Can I consider different attitudes around Mental Health?

PLQ. Can I identify and put into practice protective factors that will help to maintain balance in our personal emotional health (skills).

Present

Reducing Stigma –What works ?

There is no simple or single strategy to eliminate the stigma associated with mental illness, but some positive steps can be taken. Remember the acronym "WALLS" to help reduce stigma.

Watch your language - Make sure you are not using language or comments that stigmatize people with mental illness.

Ask questions- A lot can be learned by asking questions of a mental health professional like a counsellor or doctor, or a person who has lived experience with a mental illness.

Learn more- Great resources are available online to help educate you on different mental illnesses. Increased education means fewer misunderstandings and less stigma.

Listen to experiences- Once you have learned a bit about mental illness, consider asking someone you know about their experience with mental illness. If you are considerate and respectful, they may be comfortable speaking about their experiences. If you have lived experience, consider sharing your story with others.

Speak out- Help reduce stigma by speaking out when others stigmatize people with mental illnesses or spread misconceptions.

Key Words: **Stigma** **Discrimination** **Impact** **Attitudes**

LQ. Can I consider different attitudes around Mental Health?

PLQ Can I identify and put into practice protective factors that will help to maintain balance in our personal emotional health (skills).

Review

Write one sentence about mental health using each one of the key words

For example. *Excluding people from work with mental health is discrimination*

Stigma

Attitudes

Impact

Discrimination

Reflect

Key Words: Stigma Discrimination Impact Attitudes

Lesson 5

LQ. Can I Identify a number of key personal skills ?

Explain how you already demonstrate these skills in your everyday lives

Prepare

Make a small mind map in your book. Answer the following and add to your mind map

What do you think personal skills are ?

How could these benefit you in the workplace?

Key Words: Personal **Communication** **Team** **Resilience**

LQ. Can I Identify a number of key personal skills ?

Explain how you already demonstrate these skills in your everyday lives

Prepare

Which top personal skills do employers look for?

Are any of these on your mind map ?

Communication

Planning and research

Leadership

Resilience

Teamwork

Self Management

Key Words: Personal **Communication** **Team** **Resilience**

LQ. Can I Identify a number of key personal skills ?

Explain how you already demonstrate these skills in your everyday lives

Agree

What: We are going to identify the personal skills that we need to succeed in work and school

Why: It is important to recognise our strengths so that we are able to support our application forms for college and work .

How: We will look at the personal skills that we all have and rank in order of importance or in our strengths.

Where else: Being able to recognise and use our personal skills will be used across curriculum , college and work.

Key Words: Personal Communication Team Resilience

LQ. Can I Identify a number of key personal skills ?

Explain how you already demonstrate these skills in your everyday lives

Present

Adapting Personal skills

You might use each personal skill differently in a workplace context.

For example, what you wear to school is probably dictated by the uniform rules, but they must make sure they follow them. In the workplace, there may not be written rules but you will need to be aware of how other people dress and what their customers might expect to make sure they are dressed appropriately

Skills we gain from everyday experiences can also be useful for the workplace. These could include debating competitions, charity runs or playing football

What skills do you think are transferable from school to work ?

Key Words: Personal Communication Team Resilience

LQ. Can I Identify a number of key personal skills ?

Explain how you already demonstrate these skills in your everyday lives

Construct

Copy the table into your books.

You are going to rank your own top 5 skills and record these in the first two columns of the table.

It will be important to talk or write about these skills when you apply for jobs or college courses, and in interviews. However, it is not enough to simply claim you have the skills; you will need to demonstrate how you use the skills

Key Words: Personal Communication Team Resilience

LQ. Can I Identify a number of key personal skills ?

Explain how you already demonstrate these skills in your everyday lives

Construct

Now choose one of the skills and describe how you would use it in real-life, perhaps at school, home, a club, or as a volunteer, and how you may need to use the skill differently in a job or work situation.

You can discuss in pairs.

For example, how might they need to communicate and listen differently, and why?

Then use the third column on your chart to record your ideas.

In a work situation an example could be a paramedic who uses listening skills to assess patients. They need to listen very carefully so they relay the correct medical information to doctors. How would this be different from the way they listen to their friends or colleagues?

Key Words: Personal Communication Team Resilience

LQ. Can I Identify a number of key personal skills ?

Demonstrate /review

Explain how you already demonstrate these skills in your everyday lives

Which skills will you need for these scenarios ?

It's your first day: make a great impression

It's your first day at a new job. You're going to meet your new boss and colleagues and take on your first tasks. How can you make a great first impression with everyone?

It's the end of the day. You need to 'cash up'

You're in charge of the till and it's the end of the day. You need to sort and count the money in the till, check the total matches the till's records, bag up the money and take it to the bank

A customer is unhappy

An important customer is on the phone. They are unhappy with the service they received and want to complain. Your manager is away and you take the call. You need to make a record of what you both say and make sure the customer is satisfied with how you handle their call

Key Words: Personal Communication Team Resilience

LQ.

PLQ

Key Words:

Smartphone App DESIGN

Lesson One

Do Now Task: Look at the images on the left. Can you name all of the apps and use a minimum of two words to describe what they are used for?

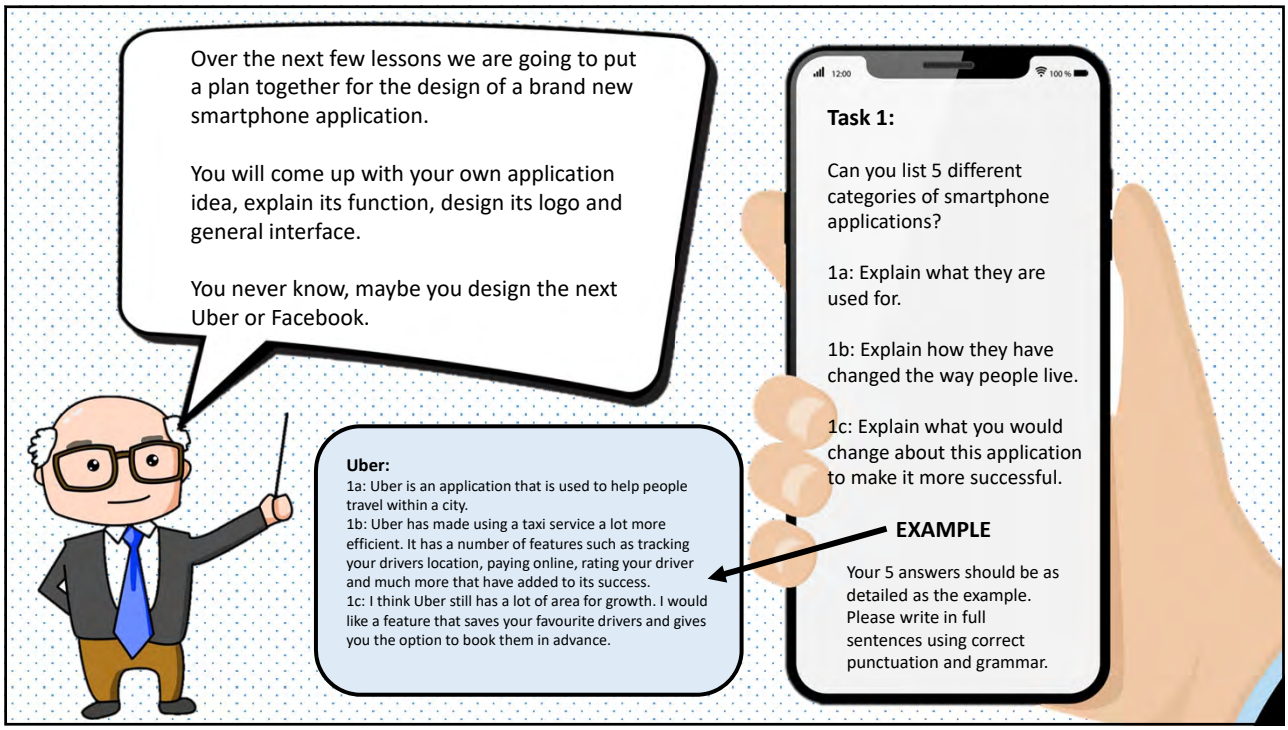
Stretch: Can you explain what your favourite application is and why?

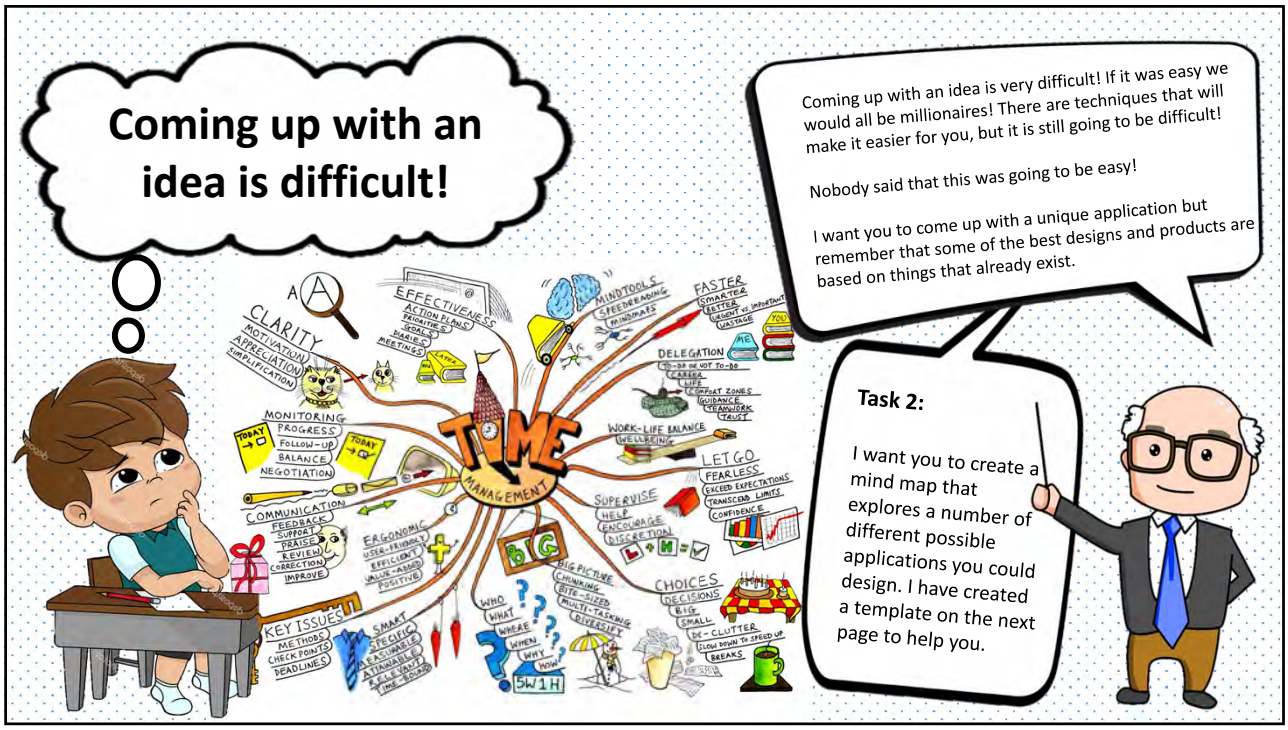
Learning Objective:

To explore a range of different ideas and write a brief

By the end of this lesson:

- **I will be able to categorise different applications**
- **I will be able to use mind mapping techniques to explore my own ideas**
- **I can refine my exploration and create a design brief**

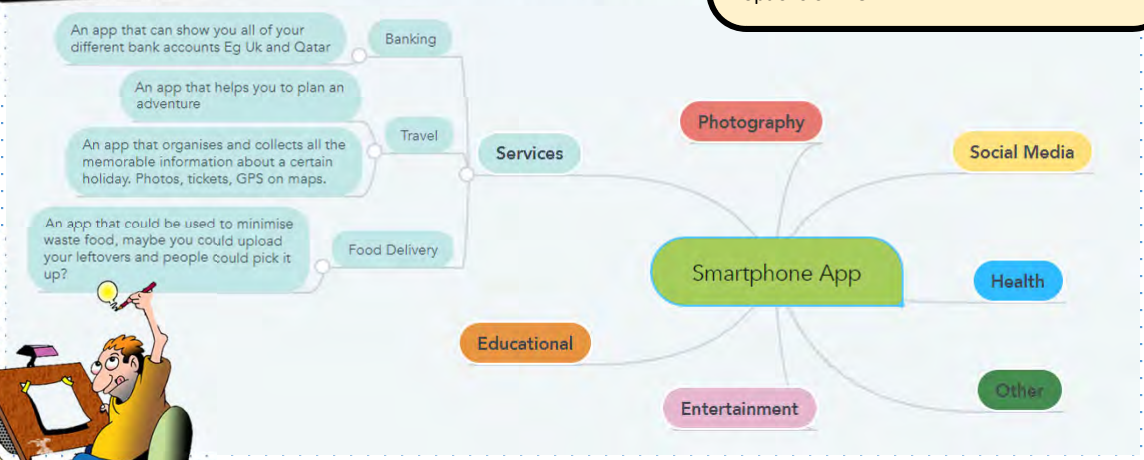

Over the next few lessons we are going to put a plan together for the design of a brand new smartphone application.
You will come up with your own application idea, explain its function, design its logo and general interface.
You never know, maybe you design the next Uber or Facebook.
Uber:
1a: Uber is an application that is used to help people travel within a city.
1b: Uber has made using a taxi service a lot more efficient. It has a number of features such as tracking your drivers location, paying online, rating your driver and much more that have added to its success.
1c: I think Uber still has a lot of area for growth. I would like a feature that saves your favourite drivers and gives you the option to book them in advance.
Task 1:
Can you list 5 different categories of smartphone applications?
1a: Explain what they are used for.
1b: Explain how they have changed the way people live.
1c: Explain what you would change about this application to make it more successful.
EXAMPLE
Your 5 answers should be as detailed as the example. Please write in full sentences using correct punctuation and grammar.

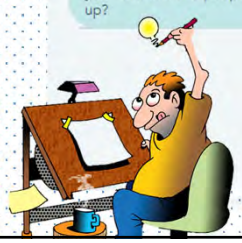

Coming up with an idea is difficult!
Coming up with an idea is very difficult! If it was easy we would all be millionaires! There are techniques that will make it easier for you, but it is still going to be difficult!
Nobody said that this was going to be easy!
I want you to come up with a unique application but remember that some of the best designs and products are based on things that already exist.
Task 2:
I want you to create a mind map that explores a number of different possible applications you could design. I have created a template on the next page to help you.
TIME MANAGEMENT
CLARITY
EFFECTIVENESS
MINDTOOLS
FASTER
DELEGATION
WORK-LIFE BALANCE
LET GO
SUPERVISE
CHOICES
MONITORING
COMMUNICATION
ERGONOMIC
KEY ISSUES
SMART
WHO
WHAT
WHERE
WHEN
WHY
HOW
5W1H

Task 2: Create a mind map that explores possibilities for your own App. Notice how I have expanded on the 'Service' Category. I expect you to come up with at least two ideas for all of the categories. Be creative and don't be afraid to come up with crazy ideas.
This should be fun and imaginative.

You can do it on paper using different colours for different categories or you can use websites to help you like I did.

I used Mindmeister.com and then took a screenshot but there are plenty of other options online.





Writing a Design Brief

Now that we have explored our problem, we should have a better insight into how we intend to solve the problem. A design brief is a short paragraph that outlines how you intend to solve the problem.

Task 3: Write a short paragraph explaining the app that you have chosen as the idea you want to continue to develop.

Things to include in your design brief

What are you going to design and make?
Write in a full sentence with correct spelling, punctuation and grammar.

Who are you making the product for?

Outline who your user/customer group is and what they might want from the product.

Other relevant information
Depending on the product you may need to include other information like the size or the aesthetic choice, how will you make the product? Using what materials?

Remember to keep it brief and concise.

Review

How did you do?

Did you manage to complete all three tasks?

Have you come up with a brilliant new App?

Did you manage to explain your idea by writing a design brief?

I'm sure you have come up with a brilliant idea that you're very excited about developing.

From now until next lesson I want you to take time to think about how you intend for your app to work? what will your logo look like? Do you know what kind of colours you want to use?

Next lesson we are going to carry out a product analysis

Smartphone App DESIGN

PRODUCT ANALYSIS

Lesson Two

Do now Task:
Look at the three products below:

What do you think they are designed to do?
Which one do you think works best? Why?
Who do you think the products are made for?
Which one do you think would cost the most?

Learning Objective:

To create an understanding of what a product analysis is and why designers use them

By the end of this lesson:

- I will know what a product analysis is
- I will understand why designers analyse products
- I will be able to analyse a product to aid me with my own design

WHAT IS A PRODUCT ANALYSIS?

analyse
/ˈan(ə)lʌɪz/

verb
verb: **analyze**

1. examine (something) methodically and in detail, typically in order to explain and interpret it.
   "we need to analyse our results more clearly"
   Similar: examine | inspect | survey | scan | study | scrutinize
2. psychoanalyse (someone).

It is important for a designer to consider and analyse other existing products before they design and make their own.

Task 1:
Why do you think this is?
What do you think a designer can learn from looking at other existing products?

Look at how the wheel has developed with time. Designers often develop existing products or use existing products to inspire them.

WHAT TO INCLUDE IN A PRODUCT ANALYSIS

It is important for you analyse different features of an application. I have used this page to show you all of the things that are important to consider. Read through it and then do you own for an application of your own choosing. This is not for the app you want to design but for one that already exists. Doing this will help you when you have to make your own.

Aesthetics
What do you think about the appearance of the application?
Are the colours appropriate for the product/customer?
Are the graphics and layout attractive?

Give your opinion and always give a reason for this opinion e.g.. In my opinion this product is not aesthetically appealing because the colours are very dull and may not appeal to all users.

Your Own Summary

Give your own short summary of the application.
Do you think that it is successful and why?

Cost
Do you think that this application would be expensive to develop.
Its important to think about the complexity of the application and the amount of different functions/ use of graphics. This will add cost to the product. Do not simply estimate a price. E.g. I think that this product would be expensive to develop because of the complexity of design and use of a range of different functions/graphics.

Usability
What makes an amazing application is its usability. People generally want to use quick and easy applications that are efficient and amazing at the same time.

How easy is this app to use? Could it be used by people of all ages? Could it be used by people with little technology experience?

Environment
Do you think this application is good for the environment?

Its important to think about the impact that using this application may have on the environment. You could consider how much battery energy the app is likely to use? Does the application promote recycling or saving energy?

Function
What is the Application designed to do? Does the application perform? Does it do what it is designed to do? Does it do this well?

Some applications are badly designed and therefore don't function well. Some applications are amazing and function so good that you cant live without them. Give your opinion about how the application functions and justify your answer.

Customer
Who do you think this application is aimed at?
Do you think that the application appeals to this customer?
Does the application meet the customers needs?
Give your opinion and always give a reason for this opinion e.g.. In my opinion this application is aimed mainly at males and females aged 15-50 because these are the age group most likely to book a taxi. I think that the App is usable for this age group.

Safety
Do you think this application is safe for its user?
Is the application safe for other people that may come in contact with it?

There are many dangers associated with using applications. Sometimes you are putting yourself at risk of physical or emotional harm. Is this app safe? Is the content safe?

Task 2

Now that you know how to do a product analysis. Use this page to carry out your own product analysis. You can do it for any application that you like. If you cant do it on the computer you can write it out on paper.

Aesthetics

Your Own Summary

Give your own short summary of the application. Do you think that it is successful and why?

Cost

Usability

Insert a picture of the App you are analyzing here.

Environment

Function

Customer

Safety

Plenary

Key Questions – Task 3

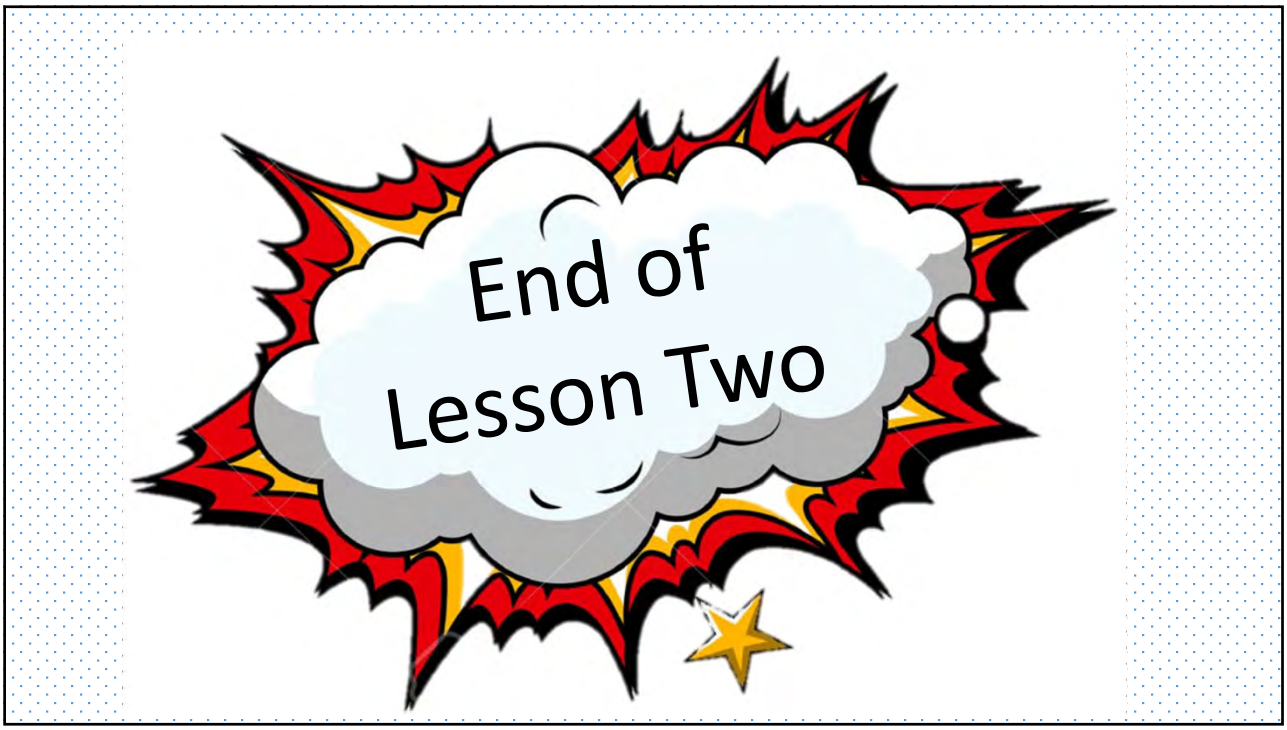
Why is it important for a designer to carry out a product analysis?

What does the word aesthetics mean?

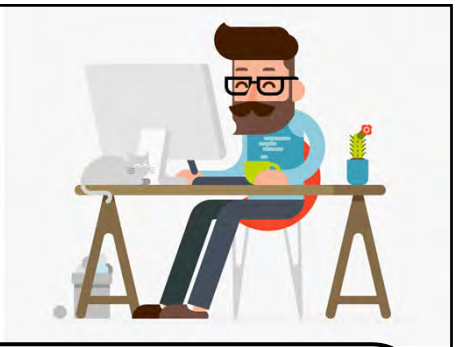
Why does a designer concern himself with a products impact on the environment?

Now that you have completed a product analysis you should have a better understanding of what makes a product successful and what makes a product not so successful. It is very likely that you will carry out a product analysis for every project that you do.

Next lesson we will start designing.



LOGO IDEAS



DO NOW TASK:
Why does a designer do initial ideas and not just start making?

What is the importance of having several design ideas?

STRETCH:
Can you explain why a designer might add annotation to his ideas?

Learning Objective:

To develop design strategies to generate a range of logo ideas

By the end of this lesson:

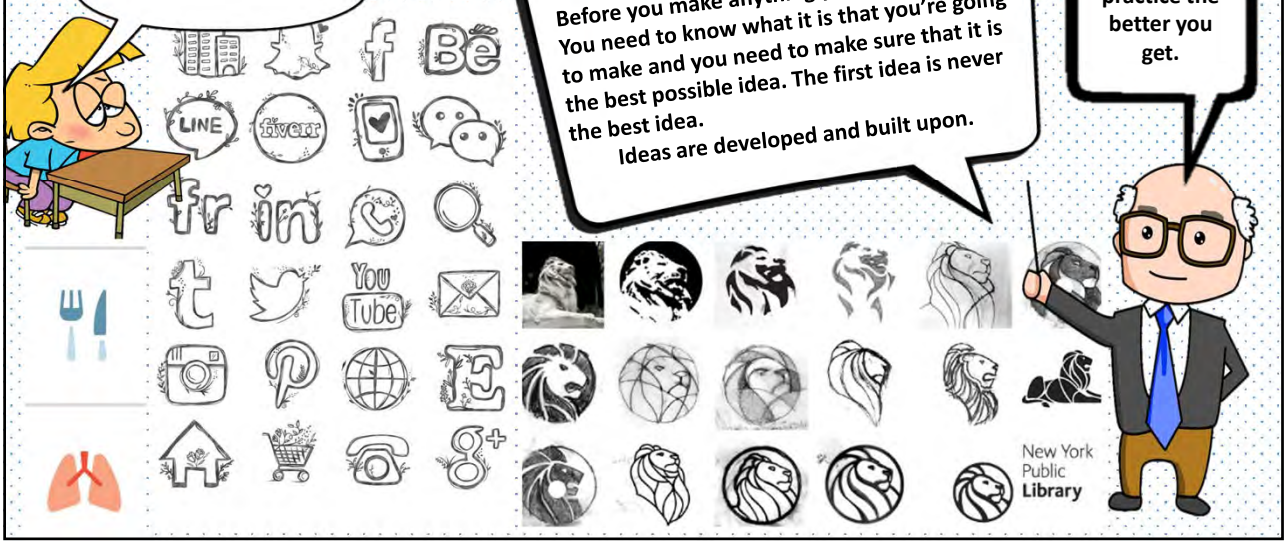
- **I will learn the importance of generating a range of ideas**
- **I will be able to develop my sketching ability to produce a range of logo ideas**
- **I will be able to annotate my ideas**

SIR! When are we going to start?
SIR! I know what I want to make why do I need to draw THREE IDEAS?! WHY!?

Why do designers spend time generating a range of different initial ideas?

Before you make anything you need a plan. You need to know what it is that you're going to make and you need to make sure that it is the best possible idea. The first idea is never the best idea.
Ideas are developed and built upon.

Just like most things in life. The more you practice the better you get.



Logo Idea Expectations

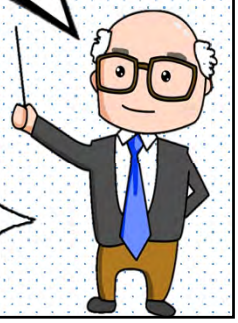
SKETCHING

Task One – Use a sharp pencil to sketch three app logo ideas – They should be simple but also very eye catching.

I want you to come up with an application logo for your own App that you intend to design. Look at app logos for inspiration. Notice that they are very simple but also represent the function of the App.

BUT SIR!!
I CANT DRAW!!

You don't need to be an amazing artist to design but you do need to be able to project the idea in your head onto a piece of paper. Try your best and if you really are struggling use a device to trace from.



Task 2: Colour all three ideas

Colouring

How to Colour

1: Make sure that the colouring pencil is sharp
2: Make sure that you do not press too hard.
3: Keep the pressure that you apply consistent.
4: Colour in the same direction – spin the paper.
5: Don't go outside of the lines you have drawn.
6: Some people think that sticking your tongue out and a bit to the side can improve your colouring ability.
7: Sometimes adding a black outline using a fine liner can really make your ideas POP!

Colouring an idea is essential! Nothing in real life is white with a pencil outline.

Colouring the wrong way can also destroy an idea so its really important to follow the basic rules.

Task 3: Annotate all three ideas

The word annotation means labelling or adding text.

This is a letter A which is the first letter of the alphabet

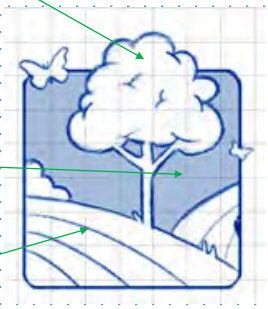
ANNOTATION

I have chosen to use the colour black because it stands out and looks really professional.

Aesthetics: Why have you chosen this image and these colours? What do they represent?

Function: Does this logo explain the function of the app well?

Customer: Who is the product aimed at and how does your logo design appeal to them?



Its also very important for you to highlight which idea is your favourite and why.

Maybe you can identify a few areas that you could improve on for your final idea.

There are many things that can not be conveyed with just a drawing and therefore adding text and annotating your ideas can really help.

It is important in DT to talk about subject specific factors that relate to your idea.

When annotating your design idea you should be using the same method that you used when carrying out a product analysis. Be honest and really scrutinize your design idea. This can help you to develop your idea and make it even better!

PLENARY

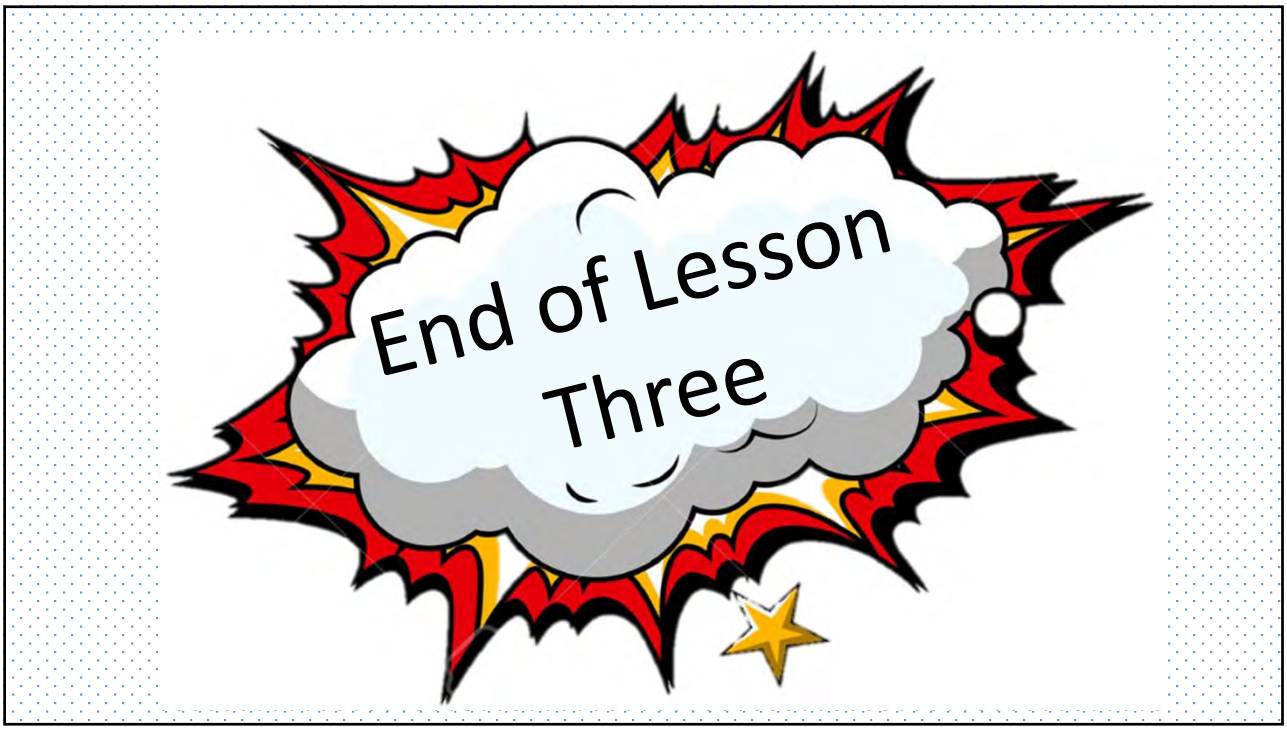
Key Questions Task

Why is it important for a designer to annotate their work?

Can you list some of the colouring rules?

Hopefully you have followed the steps and you have in front of you three amazing initial ideas that have been drawn, coloured and annotated. These ideas are known as initial ideas because usually you will take the most successful one and further develop it. You can do this by making prototypes or using CAD. Which one of your ideas is the most successful? Why? Could you present it to the class?

Next lesson we will start to plan and design our app



Smartphone App DESIGN

Lesson Four and Five

Designing THE USER INTERFACE

The user interface are the pages of the app that the person using it will see and use. It is the most important parts of the app.

DO NOW TASK:

Why is it important that different users can access your app?

STRETCH:
Can you explain what makes an app easy to use?

Learning Objective:

To further develop presentation techniques to present app user interface

By the end of this lesson:

- I will use diagrams and drawings to present my app homepage
- I will be able to annotate my drawings to explain the app
- I will start to create extra pages that link from the homepage

Presenting your app Homepage

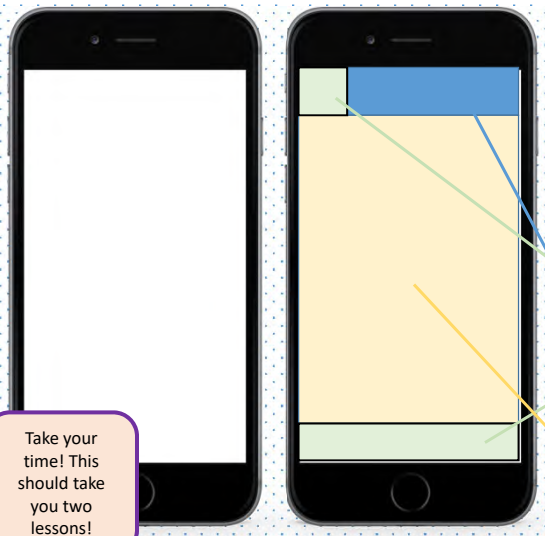
This lesson we are going to work on designing and presenting our app homepage. The homepage is the first page that opens when you open the app. All other features can be accessed from here.

Take a look at the homepages on the right hand side. Notice how they are very simple and easy to use. Apps generally have buttons along the bottom or in the corners. These buttons will guide you to another page.

The guide on the next page will help you to design your homepage.

Designing your homepage

SKETCHING



TASK ONE : Draw two different homepage ideas for your app. Remember this should be the page that the user sees first. Keep it simple. Easy to use. Colourful! Draw it by hand using a pencil and then add colour. Be creative

Take your time! This should take you two lessons!

Apps usually position buttons (links) in these places

Apps usually have their logo here

All your other information should go here

Task 2: Annotate your Ideas

ANNOTATION

The word annotation means labelling or adding text.

This is a letter A which is the first letter of the alphabet

I have chosen to use the colour black because it stands out and looks really professional.

This is the logo of my App, Its important to be at the top (like a title)

This buttons takes you to your direct messages.

The bottom section contains five buttons (links) the first one is a picture of a house which will take you to the homepage. The second is a magnifying glass which symbolizes search. This will take you to a search page where you can search for other Instagram accounts.

Once you have finished your two ideas you will need to explain how your homepage works by using annotation. Its important to explain how your app will work and this may not be possible with just images.

The Homepage will feature images that are posted by all of the people that you follow. The app is very easy to use because all you have to do is scroll down and you will see all of the posts.

You can also 'like' 'comment' and 'forward' the posts by using these buttons which are found under every post.

PLENARY

How Did It Go?

Share your ideas page with someone around you – Don't explain your App to them and then ask them if they understand what it is that you are trying to do.

Don't worry if you haven't completed all of the tasks this lesson. To do this properly it should take you a minimum of two lessons. Take your time. Enjoy yourself and be creative!

Next lesson we will start to design our other pages (links)

Smartphone App DESIGN

Designing THE Secondary Pages (links)

Lesson Six and Seven

The Homepage will almost always have buttons (links) that guide you to secondary pages. These pages are essential in the function of the application and can vary in quantity depending on you app.

DO NOW TASK:

Think about all of the pages that you will need to design for your app to function well.

STRETCH:
Could you simplify you app in any way to minimize the amount of pages but still make it function as well?

Learning Objective:

To further develop presentation techniques to present app user interface

By the end of this lesson:

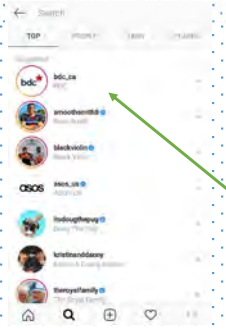
- I will use diagrams and drawings to present my secondary pages.
- I will be able to annotate my drawings to explain the functions.
- I will complete the drawings and start to work on my flow chart.

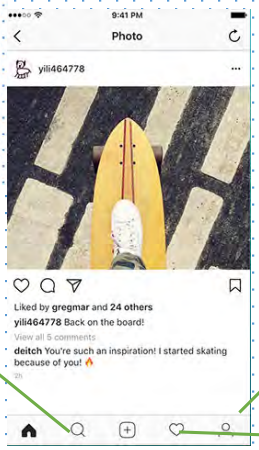
Presenting your secondary pages

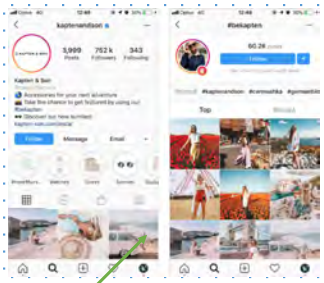
Now that we have completed our homepage we need to design and plan all of the secondary pages. These are the pages that link from the homepage and allow the user to use the other functions of your app.

Clicking the magnifying glass will bring you to this page here which is where you can search for users or pages that interest you.

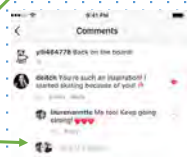
It has been designed simply by placing the search bar at the top and then listing pages with their profile picture and their ID.







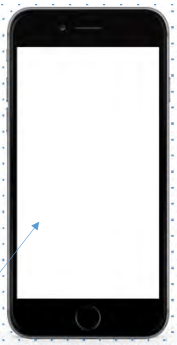
Clicking the image that looks like a man will bring you to your own profile page. This is where you can organize your own pictures, keep a track on your followers and who you are following.

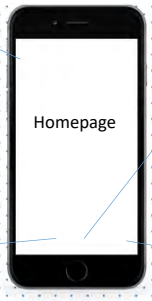


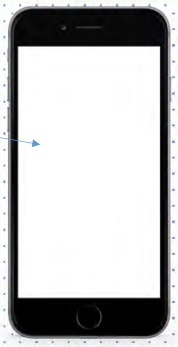
Clicking the heart will bring you to a page that organizes the likes and comments you have received for your pictures.

Designing your Secondary pages

Layout the page so that the homepage is in the center. You can then draw your secondary pages around it and use an arrow to show how it will be opened.







If your app doesn't follow the traditional layout then use your own way to present and explain it.

TASK ONE : You will now need to design your own secondary pages. Try to use an A3 (large) piece of paper because it will be easier to organize and layout your pages. Start by sketching in pencil and add colour later. Leave space for annotation too.

You do not need to draw the phone every time. Just a simple rectangle will do but use a ruler and present your drawings neatly.

Task 2: Annotate your Ideas

The word annotation means labelling or adding text.

This is a letter A which is the first letter of the alphabet

ANNOTATION

I have chosen to use the colour black because it stands out and looks really professional.

This is the logo of my App, Its important to be at the top (like a title)

This buttons takes you to your direct messages.

The bottom section contains five buttons (links) the first one is a picture of a house which will take you to the homepage. The second is a magnifying glass which symbolizes search. This will take you to a search page where you can search for other Instagram accounts.

Just like we did on the homepage. You will need to annotate your ideas to explain what is happening and what can be done. Use full sentences and ensure your spelling and punctuation is correct.

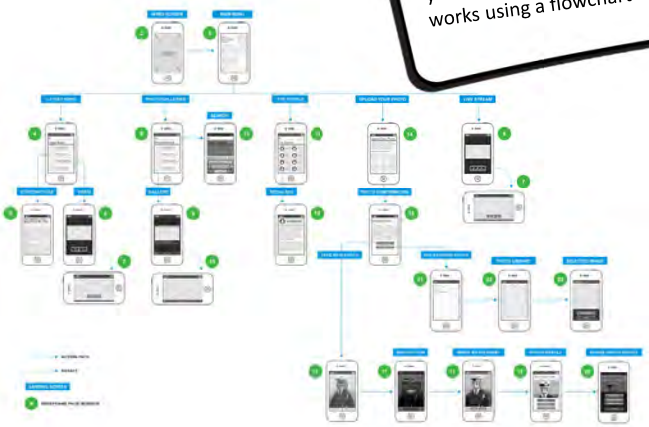
The Homepage will feature images that are posted by all of the people that you follow. The app is very easy to use because all you have to do is scroll down and you will see all of the posts.

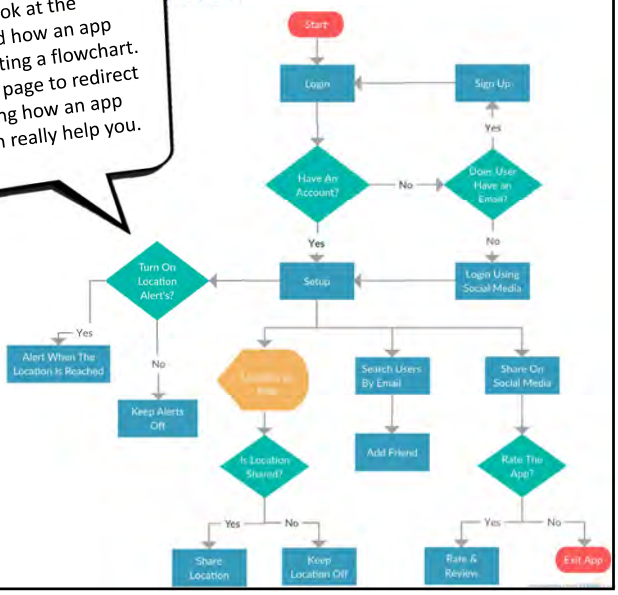
You can also 'like' 'comment' and 'forward' the posts by using these buttons which are found under every post.

Bonus Task – Creating a flowchart

Notice how different shapes and colours are used for different things. Notice how the green diamonds are questions and they have arrows that direct you in different ways depending on how you answer that question.

This task is difficult, have a look at the pictures, they have organized how an app works in a sequence by creating a flowchart. Sometimes you may need a page to redirect you another page. Organizing how an app works using a flowchart can really help you.





PLENARY

How Did It Go?

Share your ideas page with someone around you – Don't explain your App to them and then ask them if they understand what it is that you are trying to do.

Don't worry if you haven't completed all of the tasks this lesson. To do this properly it should take you a minimum of two lessons. Take your time. Enjoy yourself and be creative!

Next lesson we will start to design our appstore advert

Smartphone App DESIGN

Designing YOUR App Store ADVERT

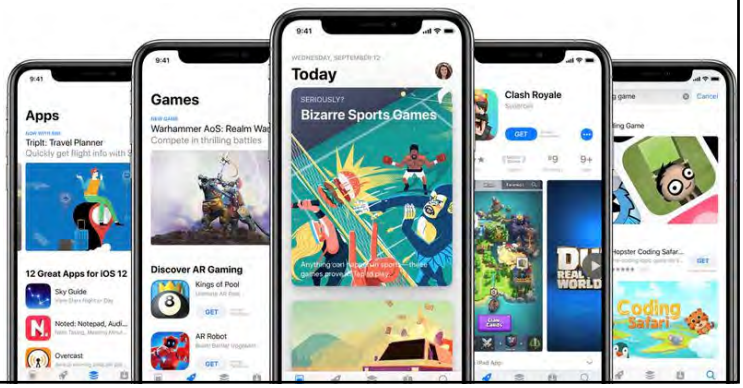
Lesson Eight

Now that you have designed your App you need to create an advert that will promote it on the App store.

DO NOW TASK:

Can you summarise what your app does in a very short paragraph?

STRETCH:
Could you explain why your app is unique and what it does that other apps don't?



Learning Objective:

To use a range of skills to create a successful appstore advert

By the end of this lesson:

- I will have created a layout and started on my appstore advert
- I will have written a creative description of my app.
- I will have completed my appstore advert.

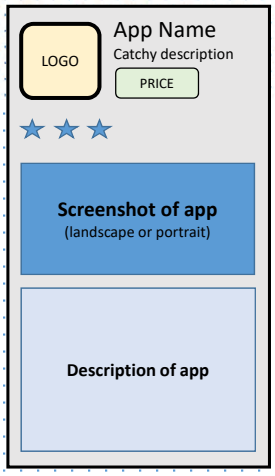
How to layout your appstore advert

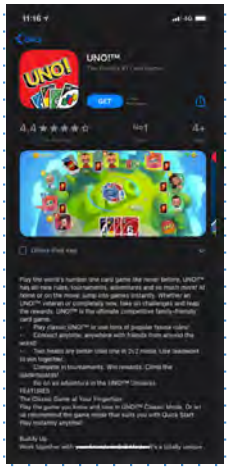
Adverts on the appstore all have a similar layout. It is important that you copy this layout when you make your own. The only real difference is the angle of the screenshots of your app. I have included pictures of both.

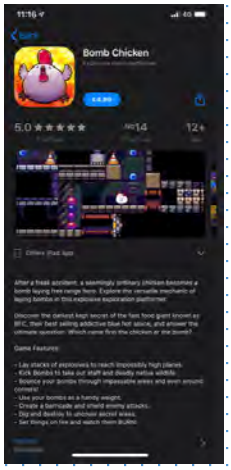
An app advert is not difficult to make but it is really important that you include all of the main things.

Task One: Use a ruler to draw out the layout. I have given you a guide on the right.

Once you have completed the layout, you can add all of your images, price and stars.







Writing a creative advert description

Description

Switch and match your way through more than 400 levels in this delicious and addictive puzzle adventure. Ain't it the sweetest game ever?

Please note: Candy Crush Saga is completely free to play but some in-game items such as extra moves or lives will require payment. You can turn-off the payment feature by disabling in-app purchases in your device's settings.

The super hit game Candy Crush Saga is now available for iPhone, iPad and iPod Touch!

Make sure that your description is short but it must also highlight the key features of the app.

Identify the problem that the app solves.

Sell the app – convince the reader that they can live without it.

TASK TWO : Write your own appstore description. Keep it simple but make sure that you include all of the key information from this page.

Description

Instagram is a simple way to capture and share the world's moments. Transform your everyday photos and videos into works of art and share them with your family and friends.

See the world through somebody else's eyes by following no! only the people you know, but inspirational Instagrammers, photographers, athletes, celebrities and fashion icons. Every time you open Instagram, you'll see new photos and videos from your closest friends, plus breathtaking moments shared by creative people across the globe.

PLENARY

How Did It Go?

Did you manage to complete your app advert?

Read through it and ask yourself if you would download this app after seeing this advert

Well Done! If you have reached this stage then you should have designed and planned an amazing app!

Maybe you can ask your computer science/Ict teacher if its possible to develop the application and turn your idea into reality?

Next lesson we will evaluate all the work we have done so far

evaluation

noun [C or U]

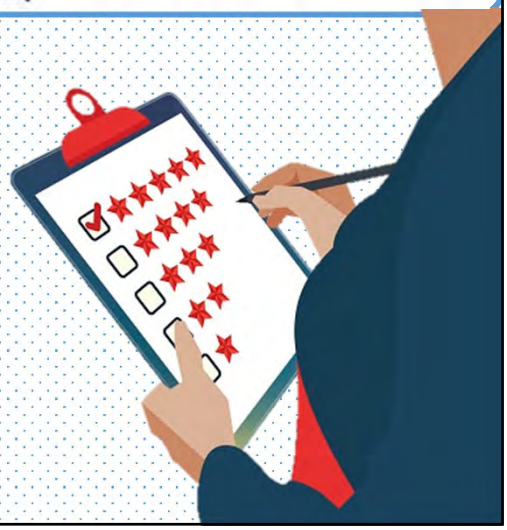
UK /ɪˌvæl.juˈeɪ.ʃən/ US /ɪˌvæl.juˈeɪ.ʃən/

C1

the process of judging or calculating the quality, importance, amount, or value of something:

Do now Task: Can you explain what an evaluation is in design technology and why a designer might evaluate a product?

Stretch: Can you list a few different methods a designer might use to evaluate the success of a product?



Learning Objective:

To learn the importance of evaluating and to use a range of methods to successfully evaluate

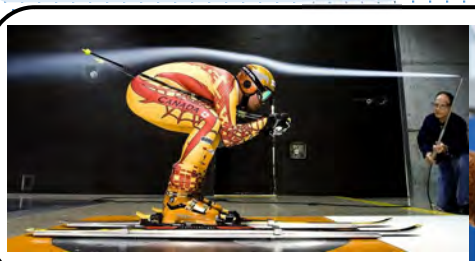
By the end of this lesson:

- **I will know the importance of carrying out an evaluation**
- **I will use a range of methods to evaluate my app**
- **I will identify how my app could be improved**

WHAT IS AN EVALUATION?

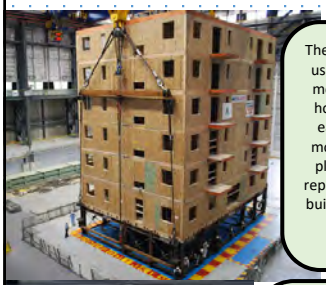
An evaluation in design and technology is the process of analysing and testing your product. An evaluation allows you to judge how successful the product is and can help you identify areas that you could improve.

Task One: Look at the 5 images on this page. What do you think the designers are testing in each of them and why?



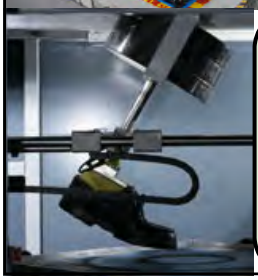
PRODUCT Testing

The Image on the right shows us a child's teddy being tested. The teddy will be pulled, stretched and squashed in different directions. It will be soaked in water and will undergo a series of tests to test how durable it is. It is important for toy manufacturers to ensure that their products can withstand the way a child will play with it. It is also essential for them to ensure that the product is safe for the child.



The image on the left shows us a building/ architecture model being tested to see how well it can cope with earthquakes and natural movement. The building is placed on a rig which will replicate an earthquake. The building can be assessed for damage or structural weaknesses.

The image on the right shows us a vehicle being tested. All vehicles will test how resilient they are to impact and traffic accidents. They will strap in dummies to replicate humans of different ages. The vehicle designers will test how well airbags and seatbelts work as well as the cars resilience to accidents. Cars undergo a number of tests to tests other features like brakes, tires, lights and steering.



The Image on the left shows a shoe being testing. The shoe will be attached to this machine and the machine will replicate human movement. The machine can simulate 3 months of running in 3 days or 1 year of hiking or walking in 4 days. The designers can assess how the shoe will perform and withstand these stresses.

The image on the right shows us a skier testing the aerodynamics of his equipment in a wind tunnel. Wind tunnels are used to help designers assess how smoothly a product can move through air to minimize drag and speed reduction. Wind tunnels are used to test cars, motorcycles, cyclists and more importantly aircraft and spacecraft.

Evaluation Methods

Product Testing: Testing that the product functions and how well it functions is really important. Think about how you can test your product? What has it been designed to do and does it do this? Could it do it better? How?

Product Analysis: Analysis of your product in the same way that you analysed existing products earlier on in the project. Give your own opinion about how well the product meets the following categories: Aesthetics, customer, cost, environment, safety, size, function and manufacture.

Product Vs Specification: If you have written a specification then it is important for you to assess how well your final product meets each specification point. Make sure that you are honest and you identify where the product failed.

Questionnaire: Ask people what they think of the product! You could make a questionnaire or simply ask them what they liked and what they think you could improve. Its important to ask people that would be the user of the product.

Identify areas for Improvement: Its important that the evaluation leads to something. If you have successfully evaluated your product than you must have identified some things that you could improve. You may not be able to physically change your product but its important to document them or sketch an improved version of your product.

There are a number of different ways to evaluate a product/ project. It is important to attempt to use all of the methods to complete a successful evaluation.

Task 2: Complete the following activities.

Testing

How did you test your app design?

How well did it perform?

User Assessment

User 1	User 2
WWW:	WWW:
EBI:	EBI:

Final Product Analysis

What do you think about the final aesthetics? Why did you choose those colours?

Do you think it appeals to the targeted user? Why?

Would it be expensive to develop? How much should it be sold for?

Will the app consume a lot of the phones battery?

Is the sizing correct? Does the app work in landscape/portrait?

Is the app safe to use? Could children be exposed to inappropriate content?

Does the app function well?

Could the app function better and how?

Task 2: Complete the following activities.

Final Idea Vs Initial Brief

How well did your app perform against the initial design brief?

_____
_____
_____

Which areas of the brief did your app fail to meet and how could it be improved to meet them?

_____
_____
_____
_____
_____
_____
_____
_____

Areas for Improvement

What areas for improvement have you identified?

_____
_____
_____
_____
_____
_____
_____

Sketches of Improved Idea

Use design sketching techniques and annotation to sketch your improved app.

The St Leonards Academy Home Learning Physical Activity Challenge

Team Moore!

Team Farah!

Team Tweddle!

Team Ennis!

Team Hoy!

Team Agbeze!

Name - **Year -**

Team - **Tutor Group -**

The St Leonards Academy

Home Learning Physical Activity Challenge

We want you to keep physically active during this lockdown period!

Over the next six weeks, we would like you to record what physical activity you are doing and how long for.

Physical activity *is anything that gets you up and moving for longer than 20mins.*

Each week, you will earn points for hitting a specific target. The better target you hit, the more points you will earn for yourself, Team, Year Group and Tutor Group. Targets are set based on how long you exercise for:

1hr a week

2hrs a week

3hrs a week

4hrs a week

If you are struggling for physical activity ideas to hit your target, each week has a challenge that offers suggestions of activities to do. This can be found You do not have to do these, but it may set you an extra challenge.

Please make sure that all the physical activity you do, follows the current Covid-19 guidelines.

Good Luck! Get Active!!!

THE ST LEONARDS ACADEMY

Week 1

11.01.2021 – 17.01.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:

1hr a week

2hrs a week

3hrs a week

4hrs a week

How many hours did you complete this week?	What target did you achieve?	If you did the weekly challenge, how many objects did you see?

Week 1

THE ST LEONARDS ACADEMY

Walk. Run. Cycle.

This week's theme is focused on getting out and about!

This can be by going for a **walk, run or cycle but also skateboarding, skating and scooting**!

Remember to be safe – wear a helmet, be aware of traffic and ensure you are staying within the government guidelines.

Time each of your outings and add them to your activity table.

Spotting Challenge

If you fancy an added challenge while you are exercising, see if you can spot all of the following things during the week:

Red front door.		'Open 24 hours' sign	
For sale sign.		Number 15 house number	
A park with a slide.		Someone walking 2 dogs	
Street starting with 'W'.		Post box.	
Telephone box.		A Seagull.	
Park bench.		Double decker bus.	
Outdoor clock.		White picket fence.	
Bird sitting on streetlight		Yellow car.	

Week 2

18.01.2021 – 24.01.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:

1hr a week

2hrs a week

3hrs a week

4hrs a week

How many hours did you complete this week?	What target did you achieve?	If you did the weekly challenge, how many times did you practice your new skill?

Week 2

THE ST LEONARDS ACADEMY

“Practice Makes Permanent”

This week’s theme is all about learning a new skill, and practicing it in order to master it!

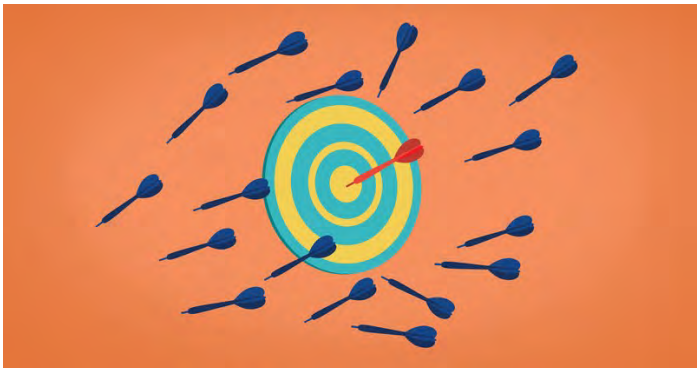
Choose a physical skill or activity you really want to learn or improve.

Keep practicing across the week and see if you get better.

Please make sure the skill is appropriate for you. Do not try anything that may put you in danger, or break the government guidelines.

Here are some ideas for what you could choose:

- ★ Keepy ups – football/bat and ball
- ★ A dance routine
- ★ A trick on a skateboard or scooter
- ★ Flexibility – splits etc.
- ★ Throw and catch off a wall or with a partner
- ★ Speed over a certain distance
- ★ Press ups or sit ups in 1minute



Week 3

25.01.2021 – 31.01.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:

1hr a week

2hrs a week

3hrs a week

4hrs a week

How many hours did you complete this week?

What target did you achieve?

If you did the weekly challenge, what words did you use?

Week 3

THE ST LEONARDS ACADEMY

Circuits

This week's theme is all about circuits!

Circuits are a great way to develop whole body fitness whilst also improving strength and flexibility.

To create your own personal circuit, use the Alphabet chart below:

Choose a word, or two words that have between 8-12 letters.

For each letter of your word, perform the exercise shown.

Start your first circuit with 10reps of each exercise. As you become more confident, increase the number you do.

A – Lunges	**N – High Knees on spot**
B – Shadow Boxing (1min)	**O – Press Ups**
C – Rope Climb	**P – Star Jumps**
D – Tricep Dips	**Q – Wall sit (hold as long as you can)**
E – Squats	**R – Crunchies**
F – Side Plank (both sides)	**S – Mountain Climbers**
G – Swimming on front	**T – Russian Twists**
H – Arm circles	**U – Toe touches on back**
I – Split Jumps	**V – Wall press up**
J – Scissor legs on back	**W – Burpees**
K – Calf Raises	**X – Knee to elbow**
L – Squat Jumps	**Y –Step Ups**
M – Plank	**Z – Skipping without a rope**

Week 4

01.02.2021 – 07.02.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:

1hr a week

2hrs a week

3hrs a week

4hrs a week

How many hours did you complete this week?	What target did you achieve?	If you did the weekly challenge, what did you do to be creative?

Week 4

THE ST LEONARDS ACADEMY

Get Creative!

This week's challenge is all about thinking outside the box!

Why not create a dance/ gymnastics routine or simply be creative with equipment and come up with a whole new activity/game!

Some activities you could try are:

- ★ Create an obstacle course in your garden/ house.
- ★ Create a new dance routine.
- ★ Create a gymnastics routine (why not include people in your family – remember extra points if you do!). Try to include individual/ paired balances, travel, rotation and inversion.
- ★ Create a new game! Can you get together a random assortment of equipment from around your house/ garden and make a whole new game!?

The more creative the better! Don't forget to time your activity and log it on the record sheet.

Week 5

08.02.2021 – 14.02.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:

1hr a week

2hrs a week

3hrs a week

4hrs a week

How many hours did you complete this week?	What target did you achieve?	If you did the weekly challenge, what did you try that was new?

Week 5

Something New!

This week's challenge is all about trying something new!

This could be a skill/activity you have never tried before.

You could even ask a family member or friend to teach you a new skill.

Activity ideas:

- ★ Borrow a skateboard/ scooter and learn a new trick.
- ★ Learn to do 'Keepie Uppie's'! This could be with a football or different pieces of equipment. You could even use different body parts.
- ★ Cup stacking!
- ★ Learn some martial arts! Try Karate, Tai Chi or Capoeira.
- ★ Yoga or Pilates - these help with strength, aerobic fitness, flexibility and have massive benefits for mental health.
- ★ Juggling! This is a great skill to learn and will become a great party trick!
- ★ Could you go and try a new sport?

Whatever you choose, please make sure it follows the current government guidelines, and is safe to do with your abilities.

Week 6

15.02.2021 – 21.02.2021

Day	What?	How Long?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Targets:

1hr a week

2hrs a week

3hrs a week

4hrs a week

How many hours did you complete this week?	What target did you achieve?	If you did the weekly challenge, what was your favourite event?

Week 6

THE ST LEONARDS ACADEMY

Home Athletics

This week's challenge is all about the summer sport of Athletics.

As an academy we are one of the best in the county at Sportshall Athletics, and have won the local town sports competition 6years in a row!

We have created some fun Athletics challenges that can be done at home.

Keep practising and record you best scores at the end of the week.

Challenges:

Speed Bounce – *Find a smooth object that comes up to about ankle height (empty water bottle, rolled up towel etc). How many two footed jumps can you do over this, from side to side in 30s?*

Wall Catch – *Find a small ball or roll up a pair of socks and stand about 2m away from a solid wall. Throwing with one hand and catching with the other each time, how may catches can you do in 1minute?*

Standing Long Jump – *How far can you jump forwards from two feet to land on two feet? No run up allowed! If you fall backwards it does not count.*

Speed Race – Place two objects 5m apart. Time how long it takes you to run between these objects 10 times (you must touch each object 5times).

Wall Sit – Place your back against the wall and squat as if you are sitting on an invisible chair. How long can you hold this position?

What were your best scores for the week?

Speed Bounce

Wall Catch

Standing Long Jump

Speed Race

Wall Sit

THE ST LEONARDS ACADEMY

Overall Scores

Week	Hours Active	Target Met
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		

Name - **Year -**

Team - **Tutor Group -**

Email this page to

e.lovell@thestleonardsacademy.org.uk

OR

Give this page to your tutor when we return to the academy