



**THE
ST LEONARDS
ACADEMY**



**HOME
LEARNING
PACK
YEAR 8
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 need 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.

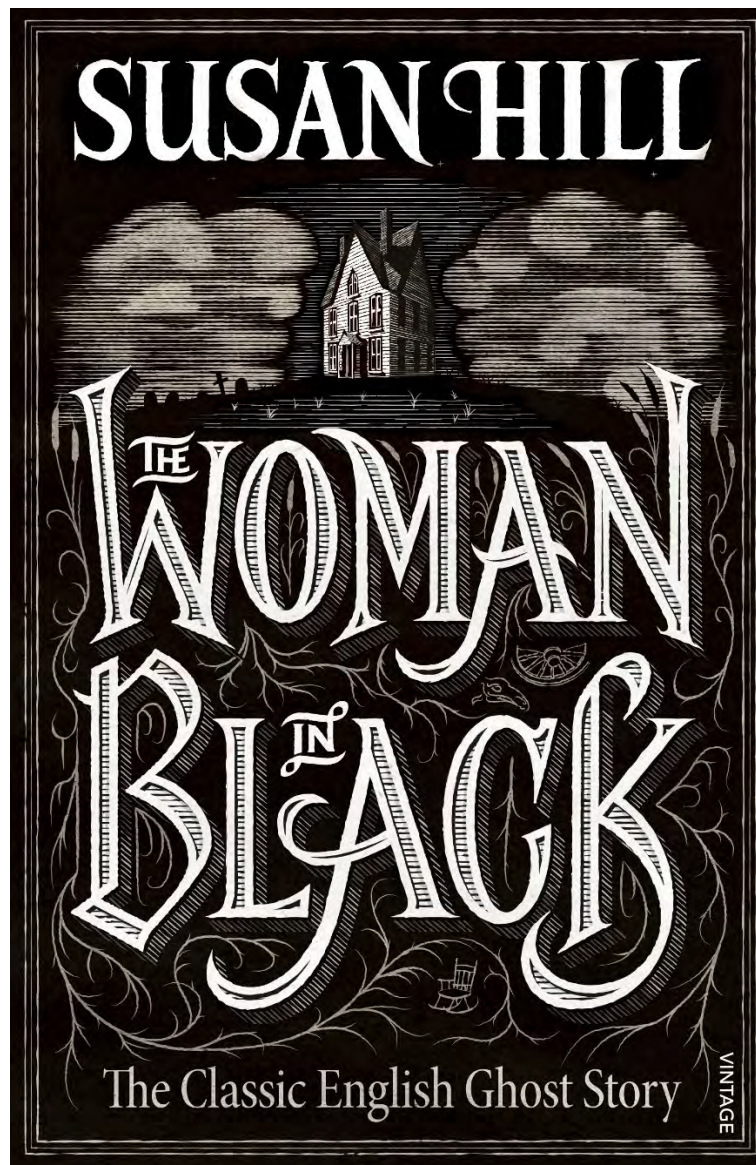
The Woman in Black

By Susan Hill

Home learning booklet

The St Leonards Academy

English Faculty



Lesson 1

LQ: What was life like in Edwardian times?

Do it now: mindmap everything you can remember about gothic stories (studied in year 7). I have started for you:



Task 1: watch this short clip. This was filmed in London in the 1800s!

https://www.youtube.com/watch?v=IQV1_B63LTM

Write down all the similarities and differences between London then and London now in a table

Similarities	Differences

Task 2: Look at the next 2 pages and take notes from each of them. Spend about 10 minutes on each page. Make at least 6 bullet points from each page!

Final task: Write a short summary (1-2 paragraphs) of what you have learnt about The Edwardian Era. You must include facts about society, women's rights, science and technology and the Gothic.

Edwardian Society

- Throughout the Victorian era the industrial revolution boomed, the Edwardians inherited a highly modern, technologically advanced, and increasingly democratic Britain.
- Many more people now lived in big cities rather than in the agricultural countryside: 'Britain was now irreversibly an urban nation'.
- The Victorians treated the poor and those in poverty very poorly; there was a major agricultural depression in England in the 1870s that effected the countryside massively. There was still a great deal of poverty in Edwardian Britain, particularly the elderly and those in isolated rural parts of the country suffered.
- In 1906 the Liberals formed a government after winning the general election and begun a program of social change to address these issues, but for many years life inside and outside Britain's major cities was very, very different.



Women's Rights

- Even after the death of Britain's longest-reigning monarch, Queen Victoria, women in Britain lacked any real legal rights relative to men, particularly the right to vote. This meant that they couldn't vote for someone who would change things!
- In 1903 the Women's Social and Political Union (WSPU)- *The Suffragettes*- was founded. This group campaigned viscusly and sometimes violently for female suffrage (the right to vote).
- In 1907 women were finally allowed to stand for election, but they still could not vote. In 1910, imprisoned members of the WSPU went on hunger strike in protest, the government force fed them to keep them alive. In 1912 parliament rejected the Women's Franchise bill.
- Older women and widows suffered most; provided for by their fathers and later husbands their whole lives, but, when the men who supported them died, they would be left destitute and with no way of making money. Often, they would have their children taken away as at the time women had no automatic legal right to custody of their own children.



Science and Technology

- During this period technological advances such as Bicycles, Automobiles, Steam Trains and the Telephone became a part of everyday urban life. At the time some called it 'the new machine age'.
- Around this time the field of Psychology began to be more respected as a science. Sigmund Freud's work the potential meaning of dreams, and on the 'Uncanny', had a massive impact on Gothic literature.
- Charles Darwin's work on the Theory of Evolution was also still highly influential. Some thought that if man had evolved from monkeys all the way to the scientific and technological peak of 1900s civilization, surely the necessary stages of evolution would still be encoded into our souls, in our DNA! Some feared that poverty and inequality would force the poor back down the evolutionary ladder into more savage, animalistic beings. This fear was known as 'degeneracy' and has influenced a great deal of Gothic writing.



The Gothic

- The Edwardians maintained the Late Victorian era's fascination with the grotesque, the degenerate, the sublime and the mysterious: the Gothic.
- They too believed in the power of 'Reason' over superstition, but many supernatural-themed stories were written around this time inspired by what people were commonly afraid of.
- The old world of the gothic- castles, swamps, wilderness- was being built over by the new age, but the poorest in society who lived there rarely saw any benefit to themselves.
- Many Edwardians felt a sense of national decline despite the success of the nation. Many were destitute, particularly the poorest in both cities and rural areas, and there was a feeling that some communities were being left in the past. Women still lacked any real legal rights relative to men, and a sense of anger and national guilt began to develop.
- Much of the Gothic literature around this time featured modern, urban heroes having spooky experiences in more traditional Gothic settings such as; *The Hound of The Baskervilles*, Sir Arthur Conan-Doyle; and *The Listeners*, Walter de la Mare; and dangerously modern minded women threatening the patriarchy such as; *The Woman in White*, Wilkie Collins; and *Carmilla* by Joseph Sheridan Le Fanu.
- Gothic Motifs recap!

Moonlight, sensory descriptions, the grotesque, darkness, ancient castles, the sublime, forests, swamps, marshes, monsters, vampires, abuse of science, 'the sleep of reason', degeneracy, disturbing imagery...

Lesson 2

LQ: How does Susan Hill create an engaging opening in her novel?

Do Now:

Turn these descriptions into metaphors and similes. Pride Pounds for imagination and impactful language!

1. *The boy's hair was brown.*

2. *Callum felt uncomfortable when he looked at him that way.*

3. *Julia felt dizzy.*

4. *It was a dark and stormy night.*

5. *It was misty.*

Task 1: Let's read from the start of the novel to the top of page 13. As we read complete at least one of the following tasks:

Tasks: Who is Arthur Kipps?

- **COLD:** List every setting (place) Arthur mentions and the adjectives he uses to describe them.
- **WARM:** Find as many examples of pathetic fallacy as you can. (Using the weather to suggest emotion).
- **SIZZLING:** Arthur drops some hints about his traumatic past. Copy out the quotes. What do you think could have happened to him?

Task 2: Write down

1. What is our first impression of Arthur?
2. How would you describe him to someone who had never met him, or read the book

Task 3: Let's carry on from page 13 to the end of the chapter.

Here Susan Hill sets up her 'frame narrative' (a story within a story). This is a technique that is used a lot in story telling of all kinds because it helps to blur the lines between truth and fantasy, and nature and the supernatural!

After we have read the extract answer the following questions in your books.

In your books:

1. Why do the children insist on creating the right 'atmosphere' before telling ghost stories?
2. Do you trust Arthur to be mentally strong enough to tell his own story accurately?
3. CHALLENGE: How is Susan Hill creating the right atmosphere for her own ghost story?

Task 4: Write 1-2 PETAL paragraphs answering the learning question. You could talk about how Arthur is being presented as a narrator and/or Hill's use of the frame narrative.

Lesson 3

LQ: How does Hill present contrasting settings to build a sense of mystery?

Do it now: Write down an example of a gothic inspired simile, metaphor and personification. TOP TIP – use the glossary at the front of your exercise books.

Task 1: Read this information and discuss the following questions

Gothic Settings

- Setting is very important in gothic stories. The way a setting is presented to the reader often gives hints about what will happen next in the story, and is as important to analyse as any main character.
 - Some settings are supernatural and magical, such as Count Dracula's castle.
 - Others are more realistic, but are often from ancient times forgotten by contemporary humanity, like the setting from Walter de la Mare's *The Listeners*. This type of setting is designed to put a contemporary character, such as Arthur Kipps, out of their comfort zone.
1. Why is setting important? What kind of setting do you expect in a Gothic novel?
 2. What has been gothic about the setting in *The Woman In Black* so far?

Task 2: Let's read chapter 2: 'A London Particular' pages 22- 33. As we read, note down the language used to describe London and Crythin Gifford in two columns.

Task 3: Write 1-2 PETAL paragraphs answering the learning question. You should include at least two quotes in each paragraph- one for London, and one for Crythin Gifford and explain how the differing language makes you feel about each setting.

Lesson 4

LQ: How does Hill use the Power of the Past to add tension and mystery?

Do it now: Think back to the oldest place you have ever been. It could have been an old building like a church, castle, or pyramid, or it could be a natural feature like a forest or cave. You have 5 minutes to write a description of that setting!

Include:

- Sensory description- What did you see, hear, smell, touch or taste?
- Figurative language- metaphor, simile, personification etc
- How that place made you feel.
- What you imagine could have happened there in the past.

Task 1: Let's read: Page 33-40.

Before we start:

- Label yourselves 1 and 2 in your pairs, and draw two columns in your books: Modern and Antiquated.

As we read:

Number 1s, fill in the first column with any quotes about modern, luxurious Edwardian society.

Number 2s, fill in the second column with quotes that show that as Arthur gets farther away from London everything becomes much more old fashioned (antiquated).

Challenge: Gothic literature is obsessed with the past. Often stories feature ghosts, monsters and settings from long forgotten past eras. Why would this be threatening to a modern Edwardian man like Arthur, and possibly even scarier to modern readers like us?

Task 2: **Journal Entry.**

Imagine you are Arthur, and that you have finally arrived at the inn in Crythin Gifford where you will stay the night. Write a journal entry explaining how you feel after your journey north. Here is a **suggested** structure you could follow:

- Your excitement to start your work and impress your boss Mr Bentley.
- Your initial excitement of leaving London and travelling on luxurious trains.
- How the landscape and the trains themselves changed as you got farther away from London and deeper into the countryside.
- How you felt after meeting Samuel Daily, and after hearing his mysterious talk about Crythin Gifford, Eel Marsh House and Mrs Drablow.
- What you think will happen tomorrow when you start work.

Lesson 5

LQ: How does Hill use foreshadowing to build tension?

Do it now: write a summary of the novel The Woman in Black so far. Try to include as many details as you can like character names and place names.

Task 1: read this information:

Doppelgängers and the Gothic.

The use of “doppelgängers” is a key Gothic convention that is featured in many of the most famous Gothic texts. The idea is that a writer presents two characters that are very similar in many ways BUT for one or two differences. What seem like small differences can often result in the ‘double’ feeling like a completely different character to the reader, even an opposite. This contrast serves to emphasize specific aspects of the double’s character.

Can you think of any doppelgängers in films or stories you know?

Task 2: **Let’s read:** Page 41-65

As we read: Chart the rising and falling tension in this chapter, and complete at least one of the following tasks:

- Cold: Create a timeline of the key events of this chapter.
- Warm: Identify any Gothic Conventions that Hill uses. (Graveyards, darkness, the unknown)
- Sizzling: Add key quotes to your timeline.

Task 3: In this chapter the main antagonist of the story, The Woman in Black, makes her first appearance. Only Arthur could see her, and his description of her to Mr Jerome visibly terrified him! Use the language from the book to draw her in your exercise book!

Lesson 6

LQ: How does Hill use the Sublime to create a gothic setting?

Do it now: Copy down the definition of the sublime:

The Sublime:

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

What examples of the sublime can you think of?

Task 1: Let's read from page 65 to the top of page 71. As we read, complete at least one of the following tasks:

Cold: Find and copy down any quotes which show Gothic motifs! (Castles, isolation, marshes)

Warm: Find and copy down any sublime language! (the overwhelming, the indescribable)

Sizzling: "No car appeared." - Find and copy down quotes which suggest Arthur is travelling somewhere from the past!

Task 2: How should I approach analytical writing?

After reading this extract a student said: 'Eel Marsh House and The Nine Lives Causeway aren't scary, they are just isolated.' To what extent do you agree?

Over to you! Write 1-2 paragraphs presenting and explaining your argument. Do your best to avoid generic, clunky sentence starters!

Task 3: Swap books with your partner and give them a medal and mission.

Lesson 7

LQ: How does Hill create such an effective Gothic setting?

Do now: Language Ladder

1. What connects these words?
2. Arrange the words logically along the ladder from left to right.

Sublime, Mediocre, Large, Tiny, Insignificant, Awe-Inspiring, Small, Larger, Humungous

Task 1: Let's read from page 71-83. As we read, complete a mind-map in your book of every Gothic motif/convention that Hill uses.

Challenge: include key quotes!

Task 2: Task: Show me what you see!

From your mindmap and the copy of the book, pick out the key quotes that help you picture this scene. You are going to draw it!

YOU MUST INCLUDE:

- The ruins and the graveyard
- The 'sea-vultures'
- Arthur
- The Woman in Black

Task 3: Art exhibition!

Present your drawing to the class. Explain the choices you have made in terms of:

- Colour
- Atmosphere
- What quotes did you base your thinking on?

Lesson 8

LQ: How can I include psychological terror in my own writing?

Do it now: write a diary entry from Arthur's perspective. Talk about your experience in the grave yard that you read last lesson.

Task 1: Let's read from page 84-100. As we read, copy and complete the analysis table (**printed for the pupils and inserted below**)

Quotation	What does this tell us about Arthur's thoughts and emotions?
Eel Marsh House, too, was invisible... because of a thick, damp sea-mist that had come rolling over the marshes	
A mist like a damp, clingy cobwebby thing, fine and yet impenetrable.	
I felt confused, teased by it, as though it were made up of millions of live fingers that crept over me	
I heard the sound that lifted my heart, the distant but unmistakable clip-clop of the pony's hooves and the rumble and creak of the trap.	
I heard another cry, a shout, a terrified sobbing... with horror I realized that it came from a child, a young child.	
What I had heard, I had heard... and what I had seen... I had seen... Yet they had been, in some sense I did not understand, unreal ghostly things that were dead.	

Task 2: Creative Writing Practice!

You are staying over at the house of a friend or relative, somewhere you are familiar with. In the middle of the night you are awoken by a strange sound.... You think you recognize it, but something isn't quite right, so you go to investigate....

Include:

- A description of your tentative, slow walk downstairs.
- Sensory descriptions (sound, sight, smell, touch etc)
- Figurative language (similes, metaphors, personification etc)
- Pathetic fallacy
- Gothic motifs.
- HOW WHAT YOU ARE EXPERIENCING MAKES YOU FEEL, not just what happens.

Lesson 9

LQ: How has Hill manipulated Gothic conventions so far?

Do it now:

You have read half the book now. Make three predictions about the rest of the book. These questions might help you...

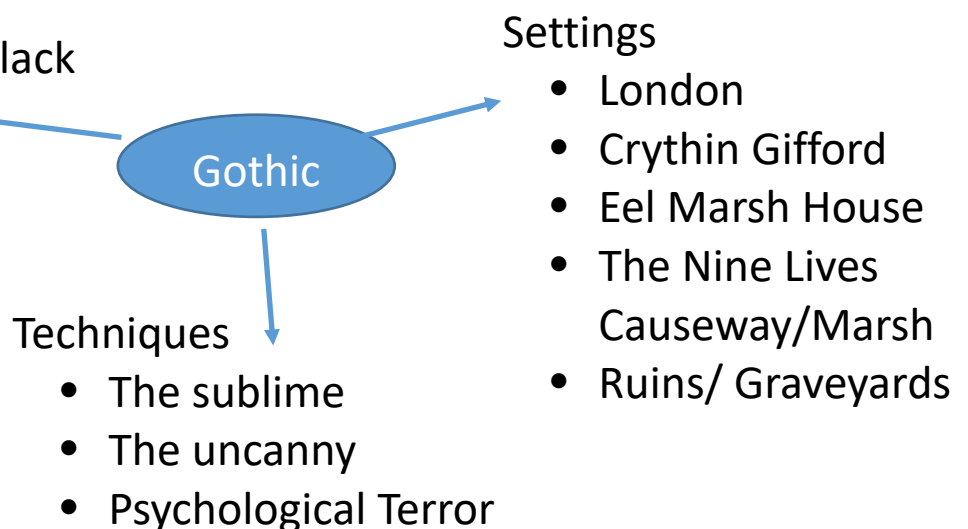
1. What does The Woman in Black want?
2. What could have happened to her? (remember women had very few rights in this time).
3. What is going to happen to Arthur?

Task 1: **The Mega Mindmap**

Your teacher will put you into groups of four. As a team you must fill in the mindmap with key evidence (quotes) of Gothic Conventions under the headings provided. You must each make a mindmap in your books. Feel free to use any quotes you already have in your books from previous lessons!

Characters

- Arthur
- The Woman in Black
- Keckwick
- Samuel Daily
- Mr Jerome



Task 2: Extended Writing Practice

You will now have half an hour to produce 2-3 PETAL paragraphs in answer to today's learning question. You should aim to produce at least one paragraph on a character and one on a setting, explaining how Hill uses Gothic conventions to tell an exciting story. Make sure you write a quick plan before you start! You can use the quotes from your mega mindmap.

Lesson 10

GREEN PEN LESSON FROM PRE-ASSESSMENT WRITING TASK – SKIP AND
MOVE ON TO LESSON 11

Lesson 11

LQ: Mid term assessment

Assessment Question:

To what extent has Hill presented traditional Gothic Conventions to create a sense of tension in the following extract? (Printed for you, taken from *The Sound of Pony and Trap*.)

1. Read the extract. What Gothic conventions are being presented? How to they contribute to the building sense of tension? You will need 2-3 examples to analyse.
2. Write your plan.
3. Write your answer. Remember, nominalize and avoid clunky sentence starters as much as possible!
4. You should aim to leave 5-10 minutes to check over your work at the end.

Lesson 12

LQ: Feedback and green penning of mid term assessment

DO IT NOW:

Swap books with the person next to you. As an answer to the assessment question, would you describe the essay as:

1. Simple?
2. Supported ?
3. Explained?
4. Clear?
5. Thoughtful?
6. Convincing?

Give the work a medal and a mission.

Task 1: I will now give each of you a copy of the mark scheme. As you can see, there are 6 levels. What level would you give yourself?

1. Simple?
2. Supported ?
3. Explained?
4. Clear?
5. Thoughtful?
6. Convincing?

Task 2: In green pen, correct the mistakes in your assessment. Use a dictionary for spellings, rewrite sentences with grammatical mistakes.

Task 3: Now you have become familiar with the mark scheme.

Write/rewrite 2 PETAL paragraphs answering the LQ. We are aiming for Level 5+ responses!

Make sure that you are carrying out your mission(s) in your redrafting!

Lesson 13:

LQ: How does Hill create a sense of fear?

Do it now!

Summarise the last chapter with bullet points.

Be ready to feed back to the class! We'll create a mind map together and you can add any points you missed yourself.

Things to include:

What happened?

Which character or characters were involved?

Where did it take place?

Aim for 2 bullet points each (8 in total)

Task:

- 1) Draw a grid like the one below
- 2) **Find examples of the strange interactions with Arthur that show or create FEAR** (Handy hints! Look at his train journey, pages 37-38. At the Inn, pages 43-45. The funeral, pages 50-52 and 56-60. Arrival at the house, page 70. With Mr. Jerome, pages 104-110)
- 3) What is the effect on Arthur (and us)? (i.e does it build fear? Does it hint at what might happen later?)

Character	Example that shows or creates fear	Effect	Challenge: Can you identify a literary device?
Samuel Daily			
Mr. Jerome			
The Landlord			

Task 2:

Answer the LQ in your book, using examples from your grid to support your point.

Here are some ideas to get you started:

Cold: Susan Hill creates a sense of fear through and

Warm: One way that fear is shown in The Woman in Black is through the characters of..... This creates.....

Sizzling: Susan Hill uses..... to build a sense of fear for Arthur and the reader. This is shown through..... and..... The effect is.....

Lesson 14

LQ: Can I identify how Hill shows a character's fear?

Do it now!

Quick quiz. Write your answers in full sentences.

- 1) What is the device where a writer gives us hints of what will happen later?
- 2) What is the genre of this novella?
- 3) Who does Arthur first meet from Crythin?
- 4) What is the name of the Inn he stays at?
- 5) Where does Arthur first see the Woman in Black?
- 6) What is the name of the late Mrs. Drablow's house?
- 7) Who first takes him to the house?
- 8) What is the name of the causeway that leads to it?

Task 1:

Let's read Chapter 7, Pages 100-112

As we read, pay close attention to the interaction between Arthur and Mr. Jerome – how does Mr. Jerome behave? Why is this? Does it have an effect on Arthur? **Remember what we did last lesson – is this the first time Arthur has been faced with this kind of behavior in Crythin?**

Task 2:

- 1) **Go through this chapter and pick out key quotes and examples that show Mr. Jerome is afraid. Write them in your books as a mind map or a list. Aim for at least 5!**
- 2) **Challenge: Can you identify any examples of 'foreshadowing'? I spotted a good one on page 109!***

Task 3:

Create a character profile of Mr. Jerome.

You need to include:

- **Who he is, and the position he occupies in Crythin**
- **A description of him (you'll have to find the pages where we first meet him)**
- **His personality (include some of your examples from last lesson and today)**
- **A character summary. This can be a short paragraph, summarising how he is presented and his main characteristics. Here are some ideas to get you going:**

Susan Hill presents Mr. Jerome as...

The character of Mr. Jerome is shown to be... This is interesting because...

Lesson 15

LQ: Do I understand what dramatic irony is?

Do it now: Make a top trumps card for Arthur Cripps. Rate him for the following criteria and be ready to explain your scores!

Bravery/100

Traditional gothic character/10

Kindness/100

Intelligence/10

Mystery/10

Add a key quote to the card and draw him!

Task 1:

Let's read Chapter 8, Pages 113-122

As we read, write down any examples and quotes that show Arthur is feeling stronger and braver once again.

Challenge: What does Daily mean when he says "Mr. Kipps... you are whistling in the dark."? (p115)

Task 2:

How does his character differ from that of Mr. Jerome? *Write your answer in full sentences.*

Task 3:

Go through pages 121-2 and answer these questions in full sentences (with quotes!):

- 1) How is Spider described? What does she look like?
- 2) What does Arthur speculate about?
- 3) What will Arthur be "glad of"?

- 4) How does Arthur feel about tomorrow? (When he will return to Eel Marsh)

Task 4:

Write a diary entry imagining that you are Arthur at the end of this chapter.

Remember, you've just returned to the Inn from dinner at the Daily's grand old house, with Spider in tow. Tomorrow you leave once again for Eel Marsh House.

How are you feeling? Brave or scared?

What has happened today to make you feel this way?

Lesson 16

LQ: What is 'fear of the unknown'?

Do it now:

Write down 4 things that scare you. Explain them to your partner

Task 1:

Let's watch a clip to answer these questions:

<https://www.youtube.com/watch?v=wzoNDnwaCbo>

- 1) What is the "unknown"?
- 2) Why do we fear it?
- 3) Challenge: Invent a Gothic example!

Write your answers in full sentences.

Task 2:

Let's read from the start of the chapter to about halfway. P123-135.

As we read look for examples that could be *foreshadowing*, and examples of *the unknown*. Write them down.

Task 3: Answer these questions in full sentences:

- 1) How is the sound described?
- 2) What effect does the sound have on Arthur? What does it make him think of?
- 3) How does Spider's behaviour act as a warning?

Task 4: We're going to create our own 5 sentence scary scene, which provides a feeling of the unknown.

Write 5 sentences following this format:

1st Sentence must include 3 adjectives describing the light/darkness

2nd Sentence must be a simple sentence

3rd Sentence must include a description of a sound, using a simile or metaphor

4th Sentence must be a complex sentence, describing an emotion or feeling

5th Sentence must finish with an ellipsis (...)

Lesson 17

LQ: What is ‘the uncanny’?

Do it now: you read the first half of chapter 9 last lesson. Make a prediction for the rest of the chapter.

Task 1: Let’s read the rest of the chapter, from page 135 to the end.

Task 2: As we read, make notes of key events.

Include:

- Examples of pathetic fallacy,
 - Spider’s behaviour,
 - Arthur’s feelings/ effects on Arthur

Task 3: Copy down the definition of ‘the uncanny’ and read the following information.

Definition: the uncanny is something that is familiar to us, but which has taken on an unsettling form.

Information: A typical example is the image of a ghostly child. Children should represent happiness and innocence – so when they become a ghostly/scary figure something is wrong. The image is unsettling because of its strangeness and is therefore **uncanny**.

Another example might be a setting that is familiar to us, but which is represented in an eerie way – think of an empty school or hospital. These places should be noisy and full of people – when they aren’t, it is **uncanny**. Something is wrong.

Task 4: Write your own description of an “uncanny” setting or space. It can be anything you want, but it must conform to the ideas of the uncanny we’ve learned about. Aim for half a page at least!

Challenge: Introduce an uncanny character into your setting

Lesson 18

LQ: How does Hill use darkness to create fear?

Do it now: make a table to compare Eel Marsh House in the day and in the night

Task 1:

- Let's read half of Chapter 10 ("Whistle and I'll come to you") from p151 to 157 ("back towards the door.")
- As we do, look for any imagery of light and darkness and list them in two columns

Task 2:

Now let's finish reading the chapter, then complete the following:

- 1) Find examples showing imagery of light and darkness
- 2) Find examples of how Arthur *feels* – both in the dark and once he has a source of light.
- 3) Make a mind map or a grid, and fill it in with these examples
- 4) How does this imagery build on the theme of "isolation" in the novel?
- 5) Include examples of Arthur's other source of comfort; Spider.

Task 3: Task: Write a petal paragraph answering the LQ

Lesson 19

LQ: How does Hill create sympathy for the Woman in Black?

Do it now: write a diary entry from the perspective of the Woman In Black. Explain what your life is like, what you do and how you feel. You could also include how you died (this can be a prediction)!

Task 1:

- 1) Let's read the first part of the chapter, from p164 to p173 ("for what I fervently prayed was the last time.")
- 2) How does Daily's character contrast with Arthur's here?
- 3) Considering what we have covered in the last few lessons, what imagery is used to signal that Arthur is safe and that Mr. Daily has arrived?

Task 2:

Let's continue reading from p173 to p180, ("or had ever heard about the business"), then answer these questions:

- 1) Why would Arthur feel safe now? What makes you think this? (Find quotes)
- 2) What have we learned about the identity of the Woman in Black, and the events that occurred at Eel Marsh in the past? Write a description.
- 3) Now that you know this, how do you feel about her?
- 4) Do you think her character deserves some sympathy? Why?

Task 3:

Write a newspaper report about the tragic accident on the marshes that led to the death of the boy, his nursemaid and the pony and trap driver.

Remember to write in the appropriate, formal style that this kind of story would require. Include some illustrations or drawings if you can!

Lesson 20

LQ: How does Hill present ‘the power of the past’ in this novel?

Do it now!

List all the Gothic conventions and motifs you can think of.

Task 1:

First, let’s read from where we left off. (P180, “The scene was as before...” to 187, “neither of us said anything more”.) Then answer the following:

- 1) Find 4 quotes/examples that show Daily is troubled and knows more than he is telling Arthur (p181-183)
- 2) Why does the Woman in Black haunt the house and marshes? What happened to her afterwards? (p185)
- 3) What does Daily eventually reveal to Arthur? (p186)
- 4) With this in mind, how is this exchange between them on p183 significant now?

“I must know. It can’t hurt me now.”

“Not you,” he said. “No, not you maybe”

5) Challenge: What metaphor is used to describe Arthur’s ordeals? How does it tie in with the foreshadowing in the novel?

Task 2: Let’s finish the chapter (p187-191) and consider how Arthur’s experiences have affected him mentally and physically.

Find as many quotes as you can while we read, and we’ll compile a list as a class.

Task 3: write 2 PETAL paragraphs to answer the LQ.

Lesson 21

LQ: End of term assessment

Assessment question:

“Starting with this extract, assess the ways in which Hill utilises the Unknown, and other Gothic conventions, to create a sense of fear”

- 1) Read the extract carefully. What examples of the Unknown and other Gothic conventions can you find? How do they contribute to the overall sense of fear? You need at least 2 or 3 strong examples.**
- 2) PLAN! Write down your ideas and examples so you can refer back to them.**
- 3) WRITE YOUR ANSWER! Use ambitious vocabulary and avoid basic sentence starters. Remember to stay on track and clearly answer the question.**
- 4) Aim to leave 5-10 minutes to check your work at the end.**

Lesson 22

LQ: What is the most significant theme in the novel?

Do it now:

Write a two sentence Gothic scene!

1st - Must be a simple sentence

2nd – Must be a complex sentence

This is tricky – here’s an example:

He stared up at the window. Through the pouring rain, he saw a pale face staring back!

Task 1: Let’s read the first half of the final chapter (from p192 to 195 “to write the end of the story”) and see how Susan Hill sets up the ending...

- 1) All seems well as Arthur leaves – why does he believe this? What does he think has happened? Find a quote
- 2) Challenge: what could this be an sign/example of?
- 3) The short segment on p195 briefly brings us back to the ‘present’ of Arthur writing his story down. Do you remember what this narrative structure is called?
- 4) Write a prediction for what will happen in the last few pages...!

Task 2:

1) Let’s finish the novel!

2) Now let’s talk through the final pages as a class:

What happens?

How long after his experiences at Eel Marsh does it happen?

What does this suggest about the Woman?

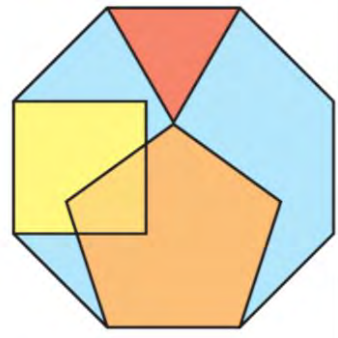
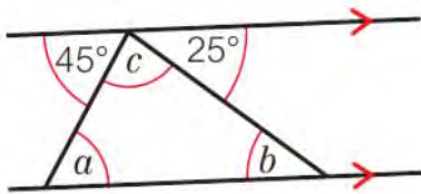
Arthur didn't cause Jennet Humfrye's problems – so why was he targeted by her ghost in this way? What happened to Mr. Jerome many years ago after seeing the Woman?

Task 3: Write a modern day installment of the story!

Perhaps a person or a family has bought Eel Marsh House, which has remained empty for years, and strange things start to happen...! Or perhaps some people decide to go exploring the old house, now a ruin, to see if the legend is true?

Use your imaginations – but remember to include some elements of the original story so there is a sort of continuity. Add illustrations if you like!

Year 8 Home Learning Booklet



Unit 7 – Lines and Angles

What is included?

7.1 Quadrilaterals	Spend 2 lessons on this content
7.2 Angles and proof	Spend 3 lessons on this content
7.3 Geometrical problems	Spend 1 lesson on this content
7.4 Exterior and Interior Angles	Spend 3 lessons on this content
7.5 Solving Geometric Problems	Spend 2 lessons on this content
Practice Quiz	Spend 2 lessons on this content

Knowledge Organiser on Lines and Angles

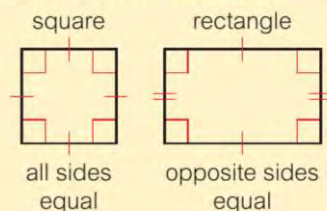
7.1 Quadrilaterals

What do you need to know?

- Types of quadrilaterals and their geometric properties
- Be able to solve problems using quadrilateral properties

Key point

- A **quadrilateral** is a flat shape with four straight sides.
- **Squares** and **rectangles** are special quadrilaterals. All their corners are right angles.



Key point

The properties of a shape are facts about its sides, angles, diagonals and symmetry. Here are some of the properties of the special quadrilaterals that you should know.

Square <ul style="list-style-type: none"> • all sides are equal in length • opposite sides are parallel • all angles are 90° • diagonals bisect each other at 90° 	Rectangle <ul style="list-style-type: none"> • opposite sides are equal in length • opposite sides are parallel • all angles are 90° • diagonals bisect each other
Rhombus <ul style="list-style-type: none"> • all sides are equal in length • opposite sides are parallel • opposite angles are equal • diagonals bisect each other at 90° 	Parallelogram <ul style="list-style-type: none"> • opposite sides are equal in length • opposite sides are parallel • opposite angles are equal • diagonals bisect each other
Kite <ul style="list-style-type: none"> • 2 pairs of sides are equal in length • no parallel sides • 1 pair of equal angles • diagonals bisect each other at 90° 	Trapezium <ul style="list-style-type: none"> • 1 pair of parallel sides
	Isosceles trapezium <ul style="list-style-type: none"> • 2 sides are equal in length • 1 pair of parallel sides • 2 pairs of equal angles

Which quadrilaterals are being described here?

- My opposite sides are parallel and equal in length. None of my angles are 90° .
- I have one pair of parallel sides, and two sides the same length.
- I have one pair of equal angles, and no parallel sides.
- All my angles are 90° . My **diagonals bisect** each other, but not at 90° .

Worked example

In this parallelogram, one of the angles is 55° . Work out the sizes of the other angles.



$x = 55^\circ$ (opposite angles of a parallelogram are equal)

$360 - 55 - 55 = 250^\circ$ (angles in a quadrilateral sum to 360°)

$250 \div 2 = 125^\circ$ (opposite angles of a parallelogram are equal)

$y = 125^\circ$ and $z = 125^\circ$

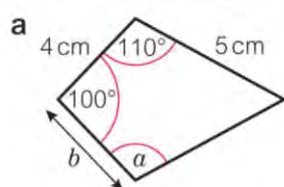
Give a reason.

Practice: One of the diagonals has been drawn in this rectangle.

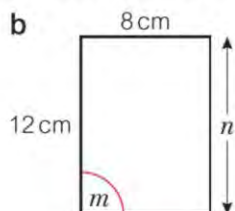


Work out the sizes of angles a , b and c . Give a reason for each answer.

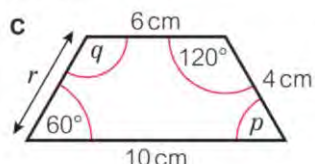
Work out the angles and sides marked with letters.



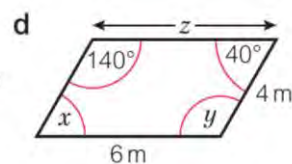
kite



rectangle



isosceles trapezium



parallelogram

Proof:

Reasoning Prove that the angles of a quadrilateral add up to 360° .



Prove that $a + b + c + d = 360^\circ$.

Copy and complete this proof. Give a reason for each statement.

$$p + r + c = \square^\circ \text{ because the angles in a triangle sum to } \square^\circ.$$

$$q + s + d = \square^\circ \text{ because the angles in a triangle sum to } \square^\circ.$$

$$p + q + r + s + c + d = \square^\circ + \square^\circ = \square^\circ$$

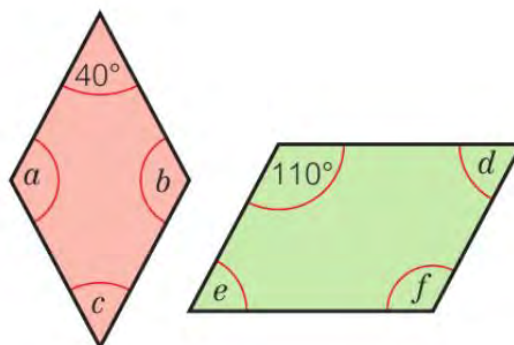
$$a + b + c + d = 360^\circ \text{ because } a = p + q \text{ and } b = r + s$$

This proves that the angles in a quadrilateral sum to \square° .







Apply!

Lowri uses this rhombus and parallelogram in her patchwork quilt design.

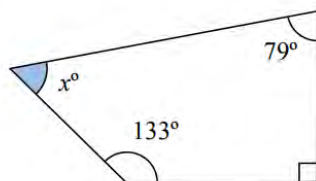
- a** Work out the sizes of the angles marked with letters.
Give a reason for each answer.



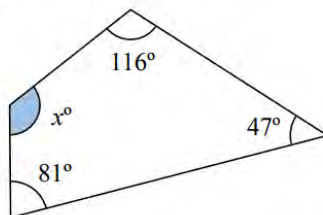
Exercise

Quadrilateral	Square 	Rectangle 	Parallelogram 	Rhombus 	Kite 	Trapezium 
Number of lines of symmetry						
Order of rotational symmetry						

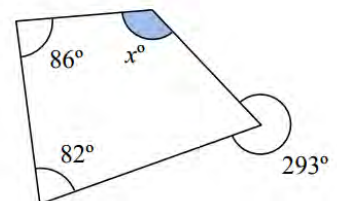
A2 Work out the value of x



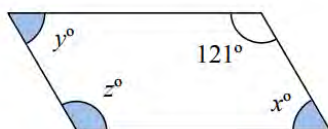
A3 Work out the value of x



A4 Work out the value of x

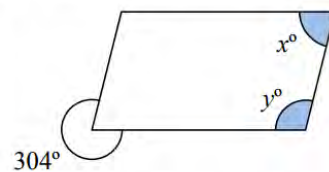


B2 This is a parallelogram.



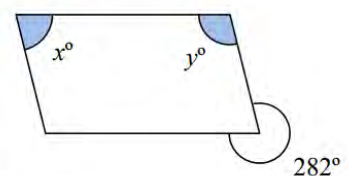
Work out the values of x , y and z

B3 This is a parallelogram.



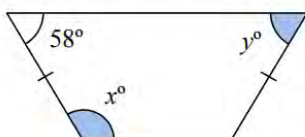
Work out the values of x and y

B4 This is a parallelogram.



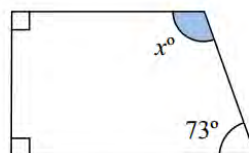
Work out the values of x and y

C2 This is an isosceles trapezium.



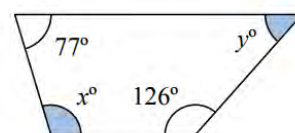
Work out the values of x and y

C3 This is a trapezium.



Work out the value of x

C4 This is a trapezium.

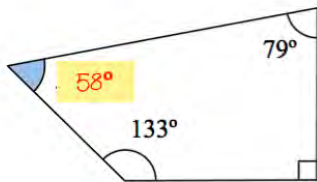


Work out the values of x and y

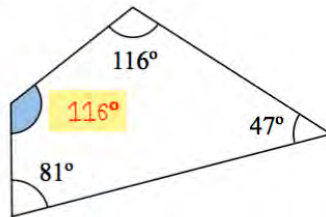
Answers

Quadrilateral	Square	Rectangle	Parallelogram	Rhombus	Kite	Trapezium
Number of lines of symmetry	4	2	0	2	1	0
Order of rotational symmetry	4	2	2	2	1	1

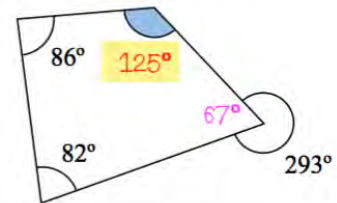
A2 Work out the value of x



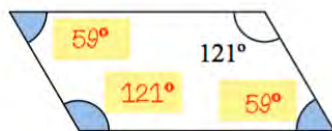
A3 Work out the value of x



A4 Work out the value of x

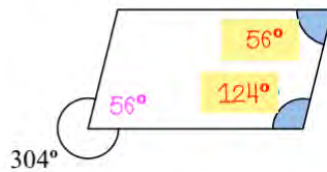


B2 This is a parallelogram.



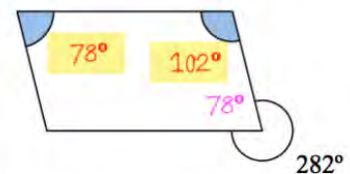
Work out the values of x , y and z

B3 This is a parallelogram.



Work out the values of x and y

B4 This is a parallelogram.



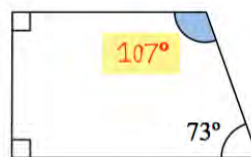
Work out the values of x and y

C2 This is an isosceles trapezium.



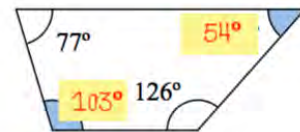
Work out the values of x and y

C3 This is a trapezium.



Work out the value of x

C4 This is a trapezium.



Work out the values of x and y

7.2 Angles and Proof

What do I need to know?

- To be able to identify angles and their properties on parallel lines
- To be able to prove using reason the angle rules

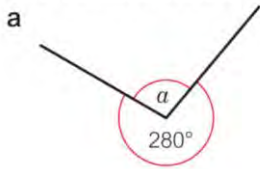
Recap:

- Angles on a straight line sum to 180 degrees
- Angles around a point sum to 360 degrees

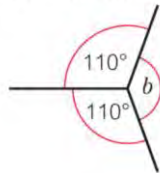
Use these facts to answer these questions:

1. Work out the size of the angles marked with letters.

a



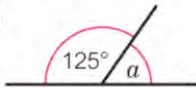
b



2.

Work out the size of the angles marked with letters.

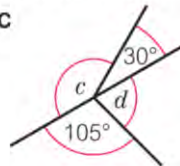
a



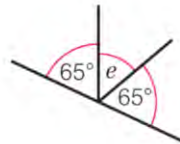
b



c



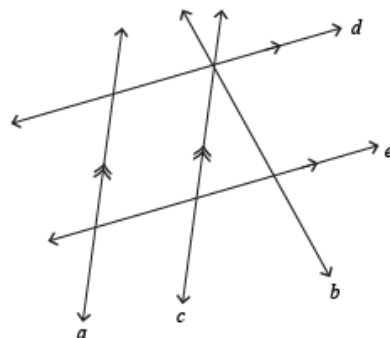
d



When a line intersects or crosses a pair of parallel lines, there are some simple rules that can be used to calculate unknown angles. The arrows on the lines indicate that they are parallel

Key point

We show parallel lines using arrows.



1. Vertically Opposite Angles

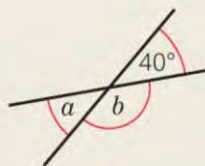
Worked example

Work out the size of the angles a and b .

Write any rules that you use.

$$a = 40^\circ \text{ (vertically opposite angles)}$$

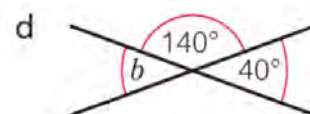
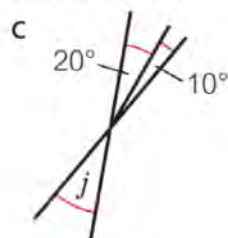
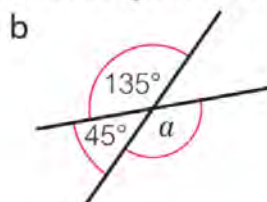
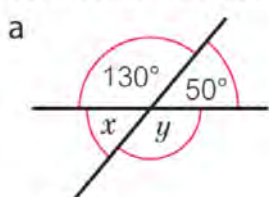
$$b = 180^\circ - 40^\circ = 140^\circ \text{ (angles on a straight line)}$$



Write down the rules you have used.

Practice

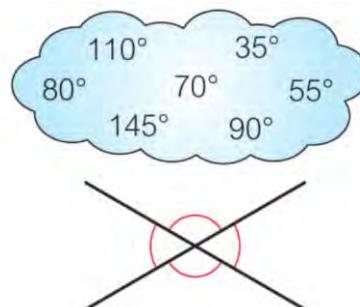
Work out the size of the angles marked with letters.



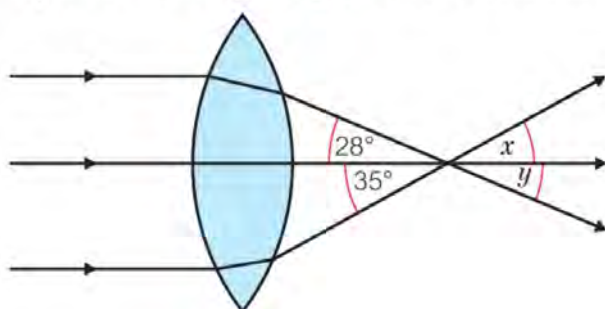
Reasoning Choose two pairs of angles from the cloud to show the angles in a pair of crossed lines.

Draw two diagrams showing crossed lines like this:

Label them with your pairs of angles.



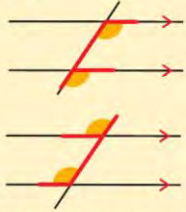
STEM / Problem-solving Light is **refracted** when it passes through a glass lens. Work out the angles x and y .



Apply!

2. Corresponding Angles

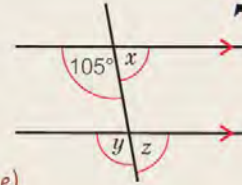
Key point



When a line crosses two parallel lines it creates an 'F' shape. There are **corresponding angles** on an F shape. Corresponding angles are equal. Corresponding angles are on the same (corresponding) side of the diagonal line.

Worked example

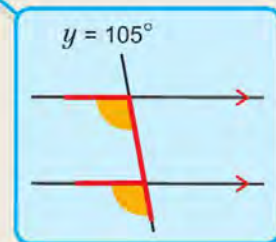
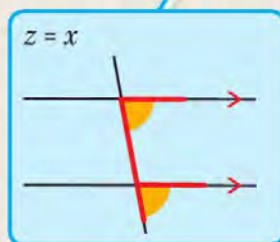
Write down the sizes of angles x , y and z . Give reasons for your answers.



$$x = 180 - 105 = 75^\circ \text{ (angles on a straight line)}$$

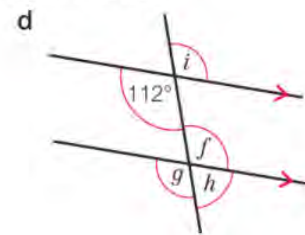
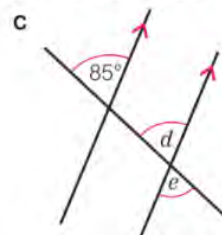
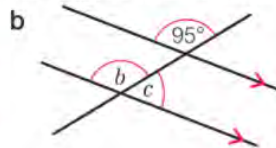
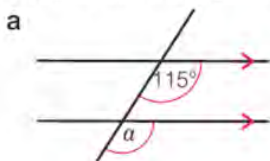
$$y = 105^\circ \text{ (corresponding angle with } 105^\circ \text{)}$$

$$z = 75^\circ \text{ (corresponding angle with } x \text{)}$$



Practice

Write down the sizes of the angles marked with letters. Give a reason for each answer.



Discussion The capital letter F has corresponding angles. What other capital letters have corresponding angles?

3. Alternate Angles

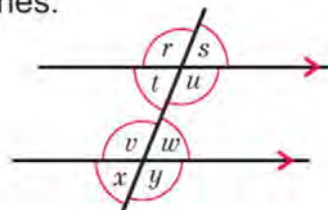
Key point

When a line crosses two parallel lines it creates a 'Z' shape. Inside the Z shape are **alternate angles**. Alternate angles are equal.



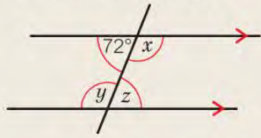
Alternate angles are on different (alternate) sides of the diagonal line.

Identify the pairs of alternate and vertically opposite angles in these parallel lines.

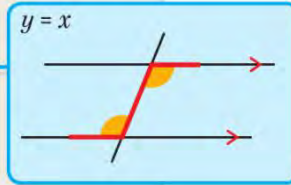
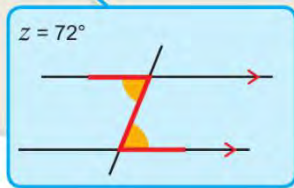


Worked example

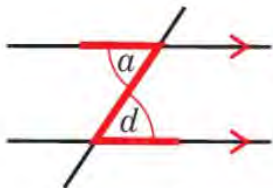
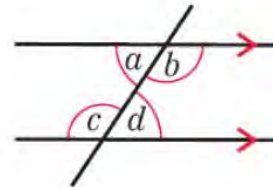
Write down the sizes of angles x , y and z .
Give reasons for your answers.



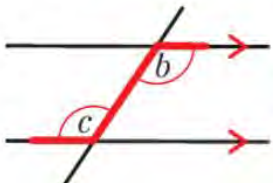
$x = 180 - 72 = 108^\circ$ (angles on a straight line)
 $y = 108^\circ$ (alternate angle with x)
 $z = 72^\circ$ (alternate angle with 72°)



The diagram shows a line crossing two parallel lines and angles labelled a , b , c and d .



a and d are **alternate angles**.
 a and d are the same size.



b and c are alternate angles.
 b and c are the same size.

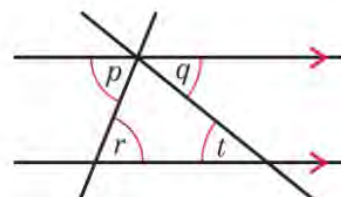
Now look at this diagram.

Write down two pairs of alternate angles.



The diagram shows two lines crossing parallel lines.
Copy and complete these statements.

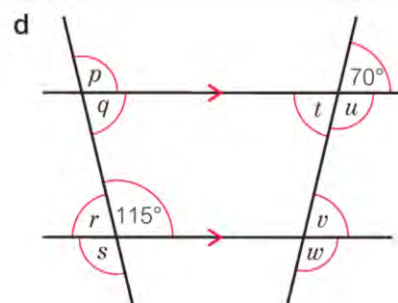
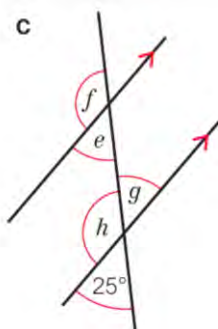
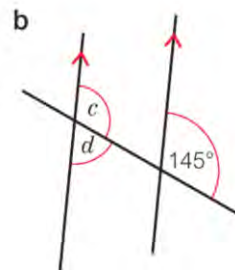
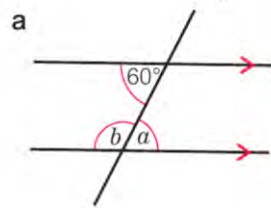
- Angle r and angle \square are alternate angles.
- Angle t and angle \square are alternate angles.
- Angle \square is the same size as angle q .
- Angle \square is the same size as angle p .



Mixed Questions Practice

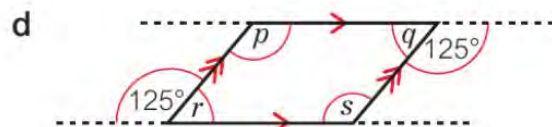
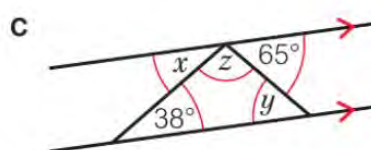
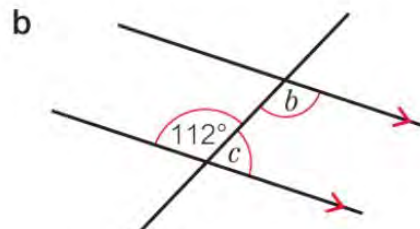
Find the missing angles using the rules above:

1.



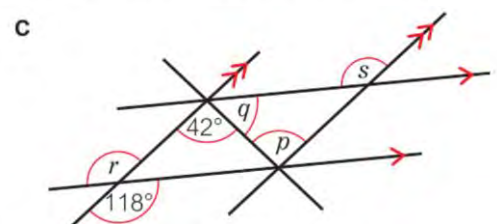
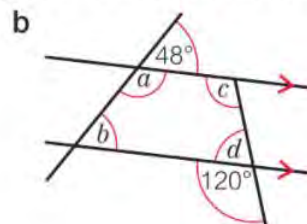
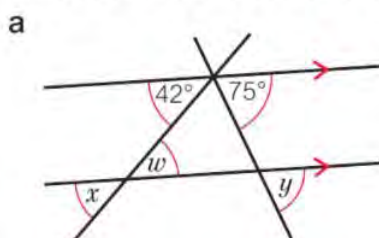
2.

Write down the sizes of the angles marked with letters. Give a reason for each answer.



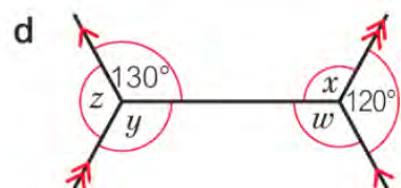
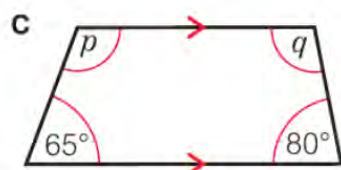
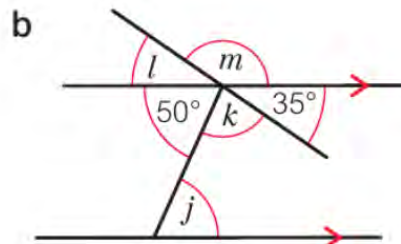
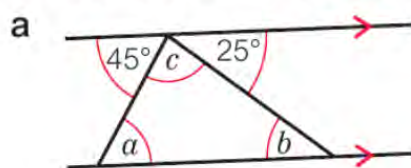
3.

Write down the sizes of the angles marked with letters. Give a reason for each answer.



4.

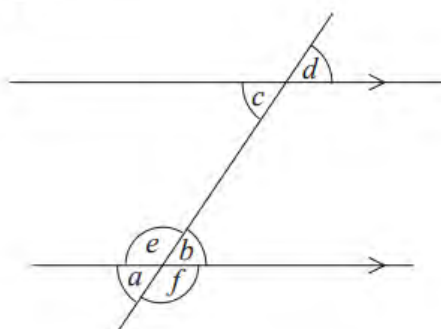
Reasoning Work out the angles marked with letters. Give a reason for each answer.



Summary

When a line *intersects* (or crosses) a pair of parallel lines, there are some simple rules that can be used to calculate unknown angles.

The arrows on the lines indicate that they are parallel.



$a = b$ (and $c = d$, and $e = f$) These are called *vertically opposite* angles.

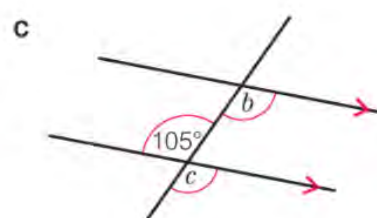
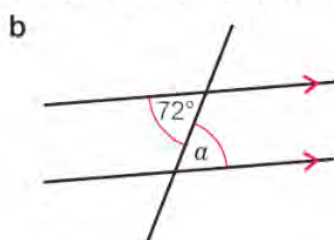
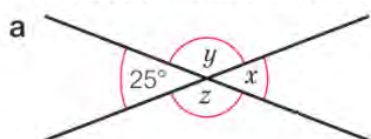
$a = c$ (and $b = d$) These are called *corresponding* angles.

$b = c$ These are called *alternate* angles.

$a + e = 180^\circ$, because adjacent angles on a straight line add up to 180° .
These are called *supplementary* angles.

Note also, that $c + e = 180^\circ$ (*allied* or *supplementary* angles)

Work out the sizes of the angles marked with letters.

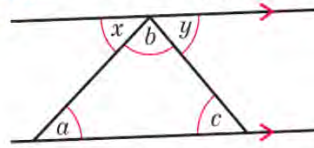


Angle Proof

Key point

It is not enough to show that a theory works for a few values. You need to **prove** it works for all values. A **proof** uses logical reasoning to show a theory is true.

1. **Reasoning** Sketch a copy of this diagram.



Copy and complete these sentences that **prove** that the angles in a triangle add up to 180° .

- a Angle x is equal to angle \square as they are alternate angles.
- b Angle y is equal to angle \square as they are \square angles.
- c $x + b + y = \square^\circ$ because they lie on a \square line.
- d Since $x = a$ and $y = \square$
 $x + b + y = \square + b + \square$
 so $a + b + c = \square^\circ$.
- e This proves that the angles in a triangle sum to \square° .

2.

Reasoning Sketch a copy of this diagram.

The quadrilateral has been split into two triangles.

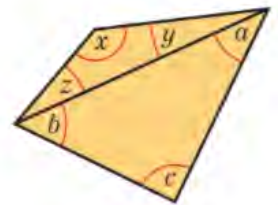
Copy and complete this **proof** to show that the angles in a quadrilateral add up to 360° .

$x + y + z = \square^\circ$ because the sum of the angles in a triangle is \square° .

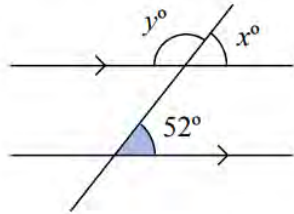
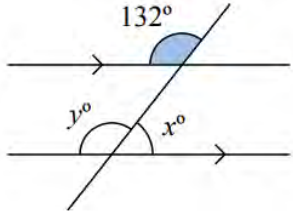
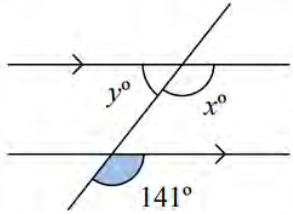
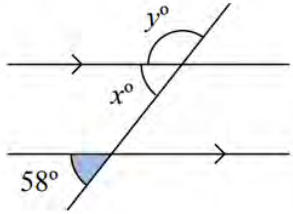
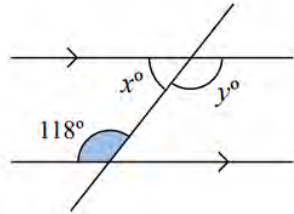
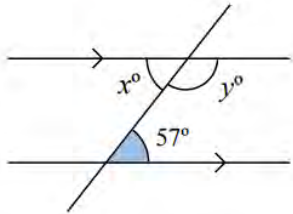
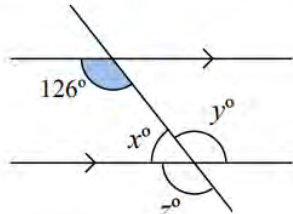
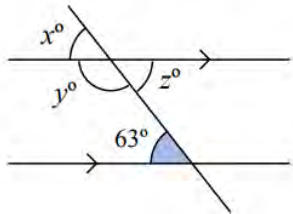
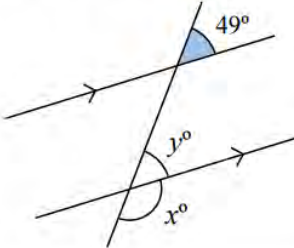
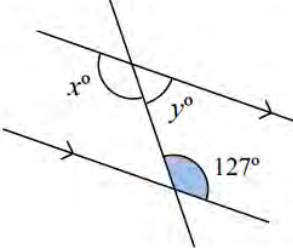
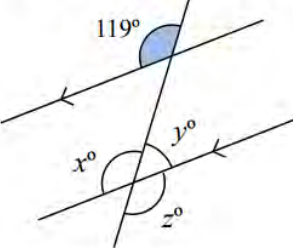
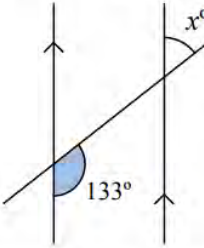
$a + b + c = \square^\circ$ because the sum of the angles in a triangle is \square° .

$x + y + z + a + b + c = \square^\circ$

This proves that the angles in a quadrilateral sum to \square° .



Exercise

<p>A1 Find the values of x and y</p> 	<p>A2 Find the values of x and y</p> 	<p>A3 Find the values of x and y</p> 	<p>A4 Find the values of x and y</p> 
<p>B1 Find the values of x and y</p> 	<p>B2 Find the values of x and y</p> 	<p>B3 Find the values of x, y and z</p> 	<p>B4 Find the values of x, y and z</p> 
<p>C1 Find the values of x and y</p> 	<p>C2 Find the values of x and y</p> 	<p>C3 Find the values of x, y and z</p> 	<p>C4 Find the value of x</p> 

Answers

<p>A1 Find the values of x and y</p> <p>Diagram for A1: Two horizontal parallel lines intersected by a transversal. The top line has an angle $y = 128$ and the bottom line has an angle $x = 52$. The angles are corresponding angles. A 52° angle is also marked on the bottom line.</p>	<p>A2 Find the values of x and y</p> <p>Diagram for A2: Two horizontal parallel lines intersected by a transversal. The top line has an angle 132° and the bottom line has an angle $y = 132$. The angles are corresponding angles. The bottom line also has an angle $x = 48$.</p>	<p>A3 Find the values of x and y</p> <p>Diagram for A3: Two horizontal parallel lines intersected by a transversal. The top line has an angle $y = 39$ and the bottom line has an angle $x = 141$. The angles are corresponding angles. A 141° angle is also marked on the bottom line.</p>	<p>A4 Find the values of x and y</p> <p>Diagram for A4: Two horizontal parallel lines intersected by a transversal. The top line has an angle $y = 122$ and the bottom line has an angle $x = 58$. The angles are corresponding angles. A 58° angle is also marked on the bottom line.</p>
<p>B1 Find the values of x and y</p> <p>Diagram for B1: Two horizontal parallel lines intersected by a transversal. The top line has an angle $x = 62$ and the bottom line has an angle $y = 118$. The angles are alternate angles. A 118° angle is also marked on the bottom line.</p>	<p>B2 Find the values of x and y</p> <p>Diagram for B2: Two horizontal parallel lines intersected by a transversal. The top line has an angle $x = 57$ and the bottom line has an angle $y = 123$. The angles are alternate angles. A 57° angle is also marked on the bottom line.</p>	<p>B3 Find the values of x, y and z</p> <p>Diagram for B3: Two horizontal parallel lines intersected by a transversal. The top line has an angle 126° and the bottom line has an angle $x = 54$. The angles are alternate angles. The bottom line also has an angle $z = 126$.</p>	<p>B4 Find the values of x, y and z</p> <p>Diagram for B4: Two horizontal parallel lines intersected by a transversal. The top line has an angle $x = 63$ and the bottom line has an angle $y = 117$. The angles are alternate angles. The bottom line also has an angle $z = 63$.</p>
<p>C1 Find the values of x and y</p> <p>Diagram for C1: Two horizontal parallel lines intersected by a transversal. The top line has an angle 49° and the bottom line has an angle $y = 49$. The angles are corresponding angles. The bottom line also has an angle $x = 131$.</p>	<p>C2 Find the values of x and y</p> <p>Diagram for C2: Two horizontal parallel lines intersected by a transversal. The top line has an angle $x = 127$ and the bottom line has an angle $y = 53$. The angles are alternate angles. A 127° angle is also marked on the bottom line.</p>	<p>C3 Find the values of x, y and z</p> <p>Diagram for C3: Two horizontal parallel lines intersected by a transversal. The top line has an angle 119° and the bottom line has an angle $x = 119$. The angles are corresponding angles. The bottom line also has an angle $y = 61$ and $z = 119$.</p>	<p>C4 Find the value of x</p> <p>Diagram for C4: Two horizontal parallel lines intersected by a transversal. The top line has an angle $x = 47$ and the bottom line has an angle 133°. The angles are corresponding angles.</p>

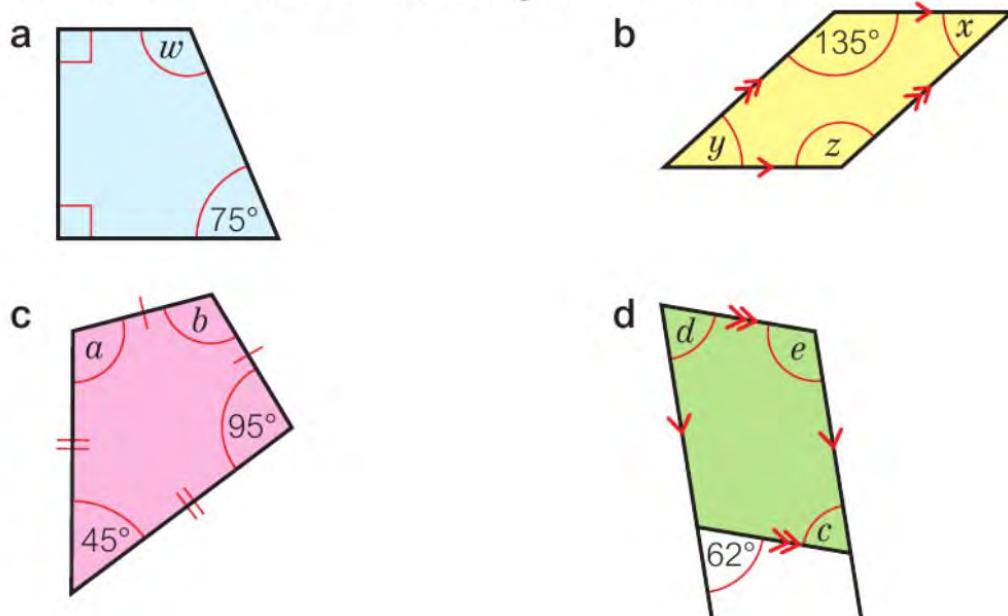
7.3 Geometrical problems

What do I need to know?

- Solve geometrical problems using side and angle properties of 2D shapes
- Using Angle and parallel lines to solve problems

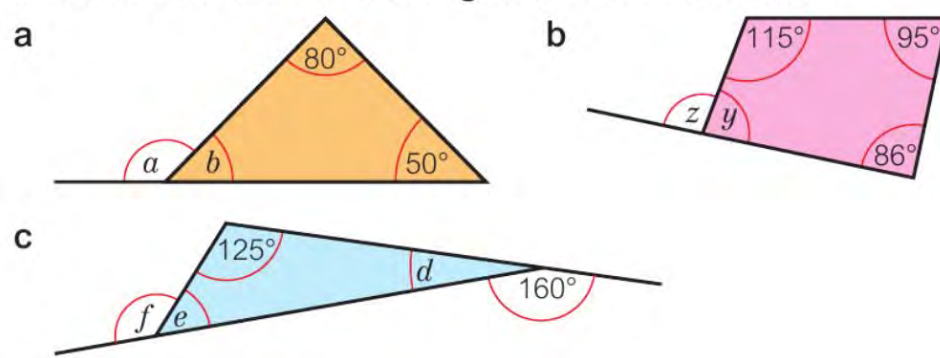
Practice the following questions applying the skills in the previous topics above

1. Work out the sizes of the angles marked with letters.

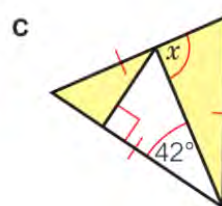
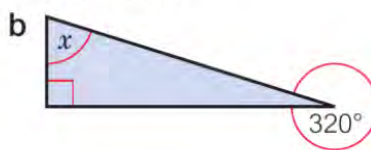
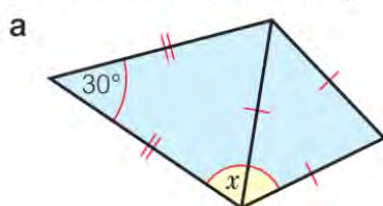


2.

Work out the sizes of the angles marked with letters.



3. Work out the size of angle x in each case.



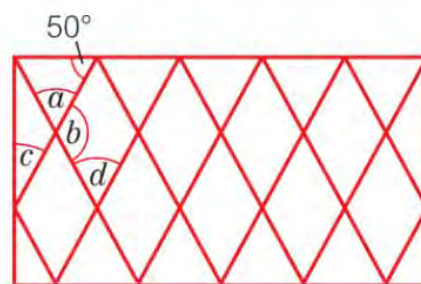
Apply!

Real The diagram shows the road markings on a 'no parking' zone. Work out the sizes of angles x and y .



Apply!

The diagram shows part of the design of a safety gate. The wooden bars form isosceles triangles and rhombuses. Work out the sizes of angles a , b , c and d .

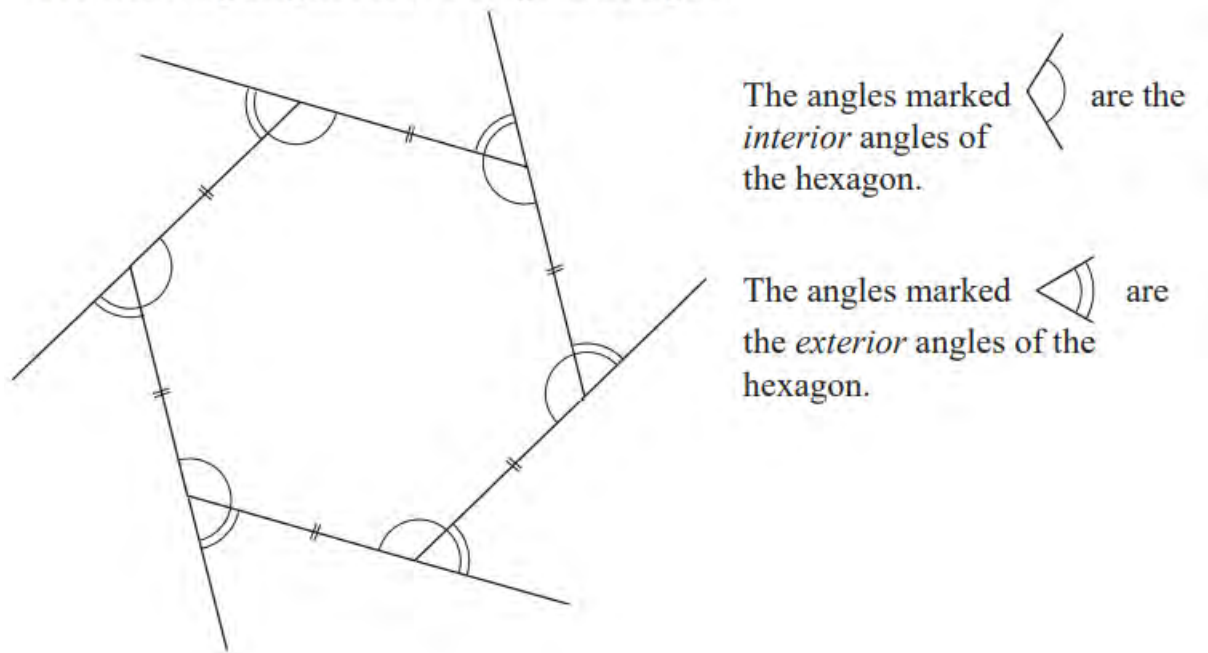


7.4 Exterior and Interior Angles

What do I need to know?

- To be able to calculate the sum of interior and exterior angles in a polygon
- Calculate the interior and exterior angles of a polygon

The following diagram shows a regular hexagon:



In a regular polygon the sides are all the same length and the *interior* angles are all the same size.

Key point

A **polygon** is a closed shape with straight sides.

In a **regular polygon**, the sides and angles are all equal.

regular polygons



pentagon



hexagon



heptagon

irregular polygons



hexagon



pentagon

Key point

In an **irregular polygon** sides are not equal lengths and angles are not equal.

Prior knowledge required:

In order to work with polygons, we must know which polygons are which!

Match the names to the descriptions.

A Pentagon

B Hexagon

C Heptagon

D Octagon

E Nonagon

F Decagon

i 10-sided shape

ii 5-sided shape

iii 9-sided shape

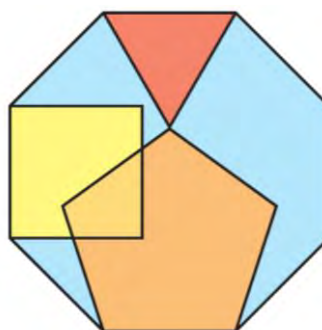
iv 6-sided shape

v 7-sided shape

vi 8-sided shape

Find as many polygons as you can in this image.

Name each one and say if it looks regular.



Interior Angles

Investigation



- 1 Draw a pentagon and divide it into triangles using diagonals. The diagonals must all start from the same vertex (corner) of the pentagon.
- 2 Fill in the 'pentagon' row in this table.



Shape	Number of sides	Number of triangles	Sum of interior angles
triangle	3	1	180°
quadrilateral	4	2	360°
pentagon	5	3	
hexagon	6		

- 3 Use the triangle method above to work out the sum of the interior angles in a hexagon.
- 4 Copy and complete the table.
- 5 Write down how to work out the number of triangles from the number of sides.
- 6 Write down how to work out the sum of the interior angles from the number of sides.
- 7 Add decagon to your table.

Example 1

Calculate the sizes of the *interior* and the *exterior* angles of a regular hexagon. Hence determine the sum of the interior angles.

Solution

The exterior angles of a regular hexagon are all equal, as shown in the previous diagram.

$$\begin{aligned}\text{Therefore the exterior angle of a regular hexagon} &= \frac{360^\circ}{6} \\ &= 60^\circ\end{aligned}$$

$$\begin{aligned}\text{So the interior angle of a regular hexagon} &= 180^\circ - 60^\circ \\ &= 120^\circ\end{aligned}$$

$$\begin{aligned}\text{The sum of the interior angles} &= 6 \times 120^\circ \\ &= 720^\circ\end{aligned}$$

In a regular polygon:

$$\text{exterior angle} = \frac{360^\circ}{\text{the number of sides}}$$

$$\text{number of sides} = \frac{360^\circ}{\text{exterior angle}}$$

Worked example

Work out the interior angle of a regular octagon.

$$S = 180^\circ \times (n - 2)$$

$$n = 8$$

$$S = 180^\circ \times (8 - 2)$$

$$180^\circ \times 6 = 1080^\circ$$

$$\text{Each interior angle} = 1080^\circ \div 8 = 135^\circ$$

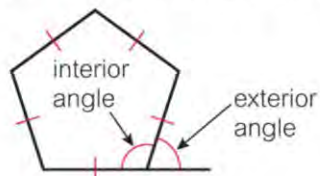
Write down the formula. Substitute $n = 8$.

A regular octagon has 8 equal angles. Divide 1080° by 8.

Practice:

1. For each regular polygon, work out
 - i the exterior angle
 - ii the interior angle.
 - a equilateral triangle
 - b decagon (10-sided polygon)
 - c regular 16-sided polygon

- 2.
- Work out the interior angle of a regular pentagon.
 - Work out the exterior angle of a regular pentagon.
 - How many exterior angles are there in a regular pentagon?
 - Work out the sum of the exterior angles.



Example 2

The *exterior* angle of a regular polygon is 40° .

Calculate:

- the size of the *interior* angle,
- the number of sides of the polygon.

Solution

- Interior angle + exterior angle = 180°

$$\begin{aligned}\text{Interior angle} &= 180^\circ - 40^\circ \\ &= 140^\circ\end{aligned}$$

- The number of sides can be determined by dividing 360° by the size of the exterior angles, giving

$$\frac{360}{40} = 9$$

so the polygon has 9 sides.

Practice:

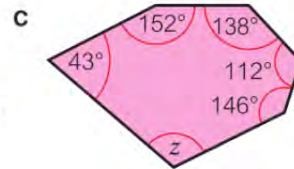
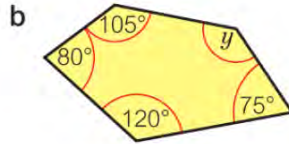
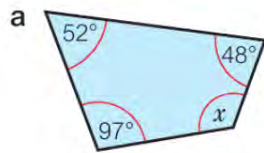
- Problem-solving / Reasoning** A regular polygon has an exterior angle of 24° . How many sides does the polygon have? Explain how you worked out your answer.

- Problem-solving** The sum of the interior angles of a polygon is 2340° . Work out how many sides it has.

Exercise

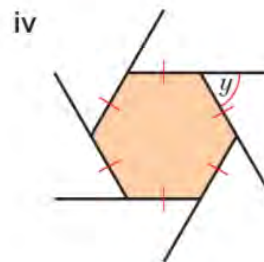
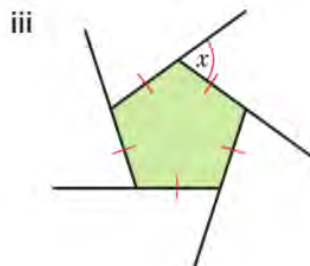
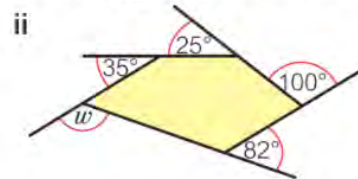
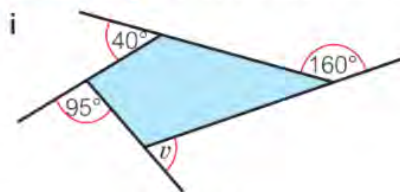
For each **irregular polygon**, work out
 i the sum of the interior angles
 ii the size of the angle marked with a letter.

1.



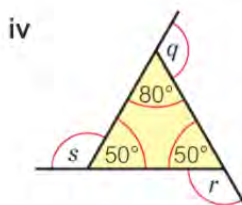
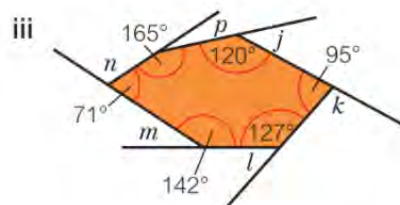
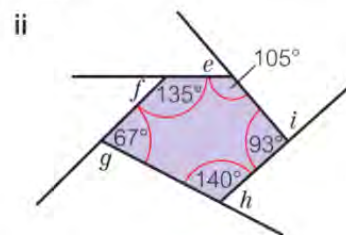
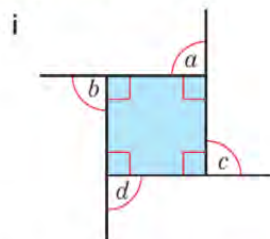
Reasoning a Work out the missing exterior angles for each of these polygons.

2.



Reasoning a For each polygon, work out the size of each exterior angle, and then the sum of the exterior angles.

3.



b What do you notice about the sum of the exterior angles for each shape?

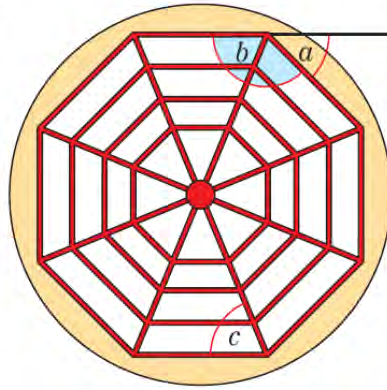
c Copy and complete:

The sum of the exterior angles of a polygon is °.

Discussion Is the sum of the exterior angles of a regular polygon the same as for an irregular polygon?

Challenge!

A children's roundabout is in the shape of an octagon. Work out the sizes of angles a , b and c .



7.5 Solving Geometric Problems

What do I need to know?

- To be able to solve problems involving angles by setting up equations
- To be able to solve geometrical problems showing reasoning

Worked example

Work out the value of x in this diagram.

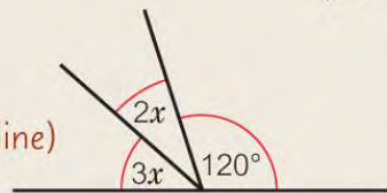
$$3x + 2x + 120 = 180^\circ \text{ (angles on a straight line)}$$

$$5x + 120 = 180$$

$$5x = 180 - 120$$

$$5x = 60$$

$$x = \frac{60}{5} = 12^\circ$$



Give a reason.

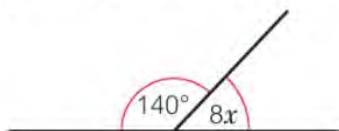
Simplify by collecting like terms.

Check: $3x = 3 \times 12 = 36^\circ$, $2x = 2 \times 12 = 24^\circ$, $36 + 24 + 120 = 180^\circ$ ✓

Practice

- For each diagram, write an equation and then solve it to find the value of x . Check that your answers are correct.

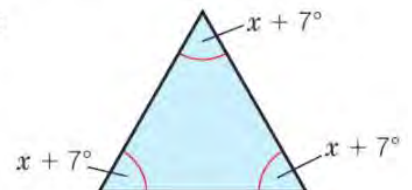
a



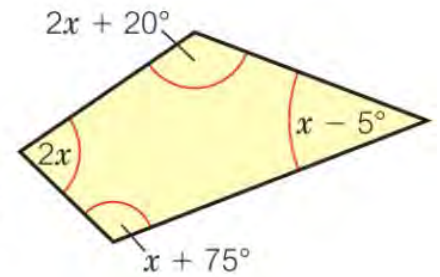
b



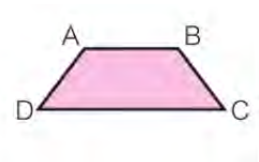
c



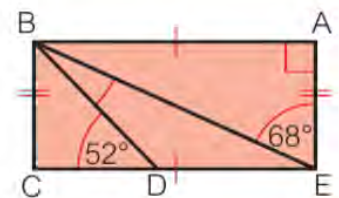
2. The diagram shows a quadrilateral.
- Write an equation in terms of x for the sum of the angles.
 - Solve your equation to find the value of x .
 - Write down the sizes of the four angles in the quadrilateral.



3. **Problem-solving** In the isosceles trapezium ABCD, $\angle DAB$ is three times the size of $\angle ADC$.
Work out the sizes of the angles in the trapezium.

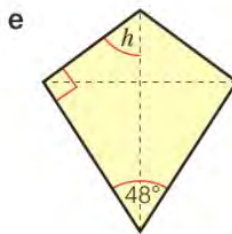
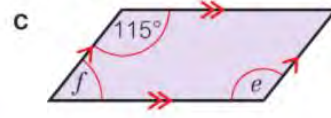
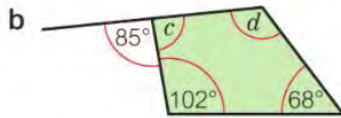
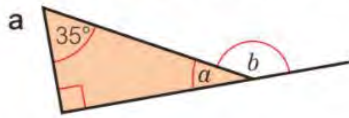


4. In this rectangle, work out the size of $\angle EBD$.
Show your steps for solving the problem.
Give your reasons.



Check your Knowledge Quiz!

1 Work out the sizes of the angles marked with letters, stating any angle facts that you use

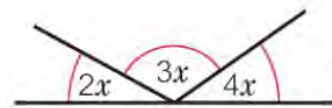


2 The diagram shows a straight line.

a Write an equation in terms of x .

b Solve your equation to find the value of x .

c Write down the sizes of the three angles on the straight line.

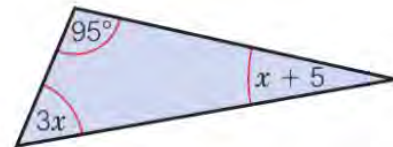


3 The diagram shows a triangle.

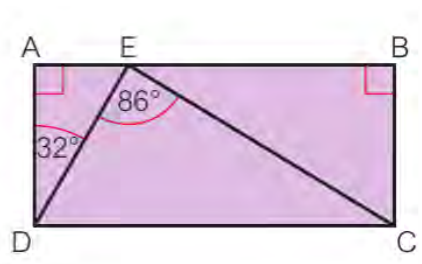
a Write an equation in terms of x .

b Solve your equation to find the value of x .

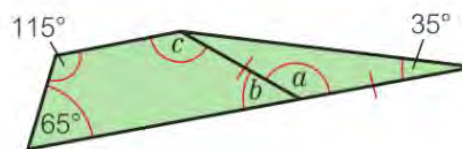
c Write down the sizes of the three angles in the triangle in order of size, starting with the smallest.



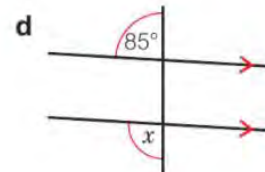
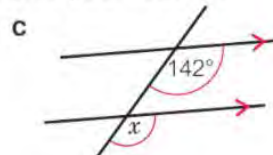
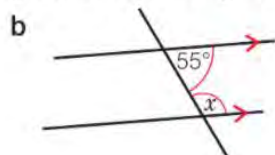
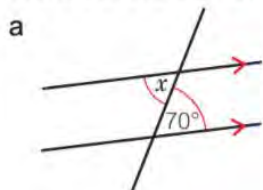
4 In this rectangle, calculate the size of $\angle BCE$.
Show your steps for solving the problem.
Give your reasons.



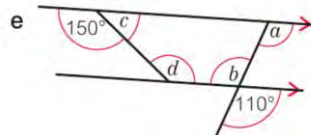
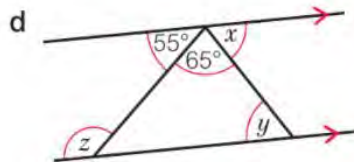
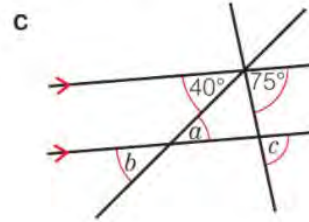
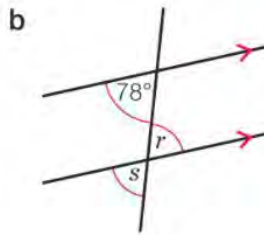
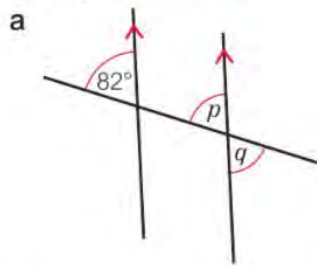
5 The diagram shows a trapezium and an isosceles triangle.
Work out the sizes of angles a , b and c .
Give your reasons.



6 Work out the size of angle x in each diagram. Give your reasons.



- 7 Work out the sizes of the angles marked with letters in these diagrams.
Give your reasons.

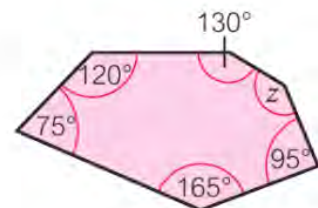


- 8 Work out the sum of the interior angles of a pentagon.
You can use this diagram to help.

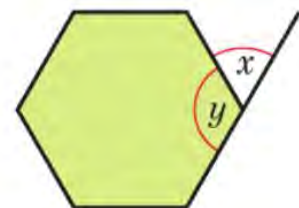


The diagram shows an irregular hexagon.

- a What is the sum of the interior angles of a hexagon?
b Work out the size of angle z .



- 10 The diagram shows a regular hexagon.
Work out the sizes of angles x and y .



Answers

1.
 - a $a = 55^\circ$ (angles in a triangle)
 $b = 125^\circ$ (angles on a straight line)
 - b $c = 95^\circ$ (angles on a straight line)
 $d = 95^\circ$ (angles in a quadrilateral)
 - c $e = 115^\circ$ (opposite angles in a parallelogram are equal)
 $f = 65^\circ$ (angles in a quadrilateral)
 - d $g = 132^\circ$ (angles in a quadrilateral)
 - e $h = 66^\circ$ (angles in a quadrilateral)

2.
 - a $2x + 3x + 4x = 180$ or $9x = 180$
 - b $x = 20^\circ$
 - c $40^\circ, 60^\circ, 80^\circ$

3.
 - a $3x + x + 5 + 95 = 180$ or $4x + 100 = 180$
 - b $x = 20^\circ$
 - c $25^\circ, 60^\circ, 95^\circ$

4. $\angle DEA = 180 - 90 - 32 = 58^\circ$ (angles in a triangle)
 $\angle CEB = 180 - 86 - 58 = 36^\circ$ (angles on a straight line)
 $\angle BCE = 180 - 90 - 36 = 54^\circ$ (angles in a triangle)

5. $a = 110^\circ$ (angles in an isosceles triangle)
 $b = 70^\circ$ (angles on a straight line)
 $c = 110^\circ$ (angles in a quadrilateral)

6.
 - a $x = 70^\circ$ (alternate angles)
 - b $x = 125^\circ$ (corresponding angles and angles on a straight line)
 - c $x = 142^\circ$ (corresponding angles)
 - d $x = 95^\circ$ (corresponding angles and angles on a straight line)

- 7.**
- a** $p = 82^\circ$ (corresponding angles)
 $q = 82^\circ$ (vertically opposite angles)
 - b** $r = 78^\circ$ (alternate angles)
 $s = 78^\circ$ (vertically opposite angles)
 - c** $a = 40^\circ$ (alternate angles)
 $b = 40^\circ$ (vertically opposite angles)
 $c = 75^\circ$ (corresponding angles)
 - d** $x = 60^\circ$ (angles on a straight line)
 $y = 60^\circ$ (alternate angles)
 $z = 125^\circ$ (corresponding angles and angles
 - e** $a = 110^\circ$ (corresponding angles)
 $b = 110^\circ$ (vertically opposite angles)
 $c = 30^\circ$ (angles on a straight line)
 $d = 150^\circ$ (alternate angles)

8. 540°








9.

- a** 720°
- b** 135°

10. $x = 60^\circ, y = 120^\circ$

T1 Unit 7: Lines & Angles

Properties of shape

Square 	<ul style="list-style-type: none">all sides are equal in lengthopposite sides are parallelall angles are 90°diagonals bisect each other at 90°	Rectangle 	<ul style="list-style-type: none">opposite sides are equal in lengthopposite sides are parallelall angles are 90°diagonals bisect each other
Rhombus 	<ul style="list-style-type: none">all sides are equal in lengthopposite sides are parallelopposite angles are equaldiagonals bisect each other at 90°	Parallelogram 	<ul style="list-style-type: none">opposite sides are equal in lengthopposite sides are parallelopposite angles are equaldiagonals bisect each other
Kite 	<ul style="list-style-type: none">2 pairs of sides are equal in lengthno parallel sides1 pair of equal anglesdiagonals bisect each other at 90°	Trapezium 	<ul style="list-style-type: none">1 pair of parallel sides
		Isosceles trapezium 	<ul style="list-style-type: none">2 sides are equal in length1 pair of parallel sides2 pairs of equal angles

Angle Facts: Angles are a measurement of how much an object turns. We measure how much an object has turned in units called degrees.

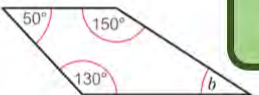


Angles in a straight line sum (add) to 180°. This means that angle a is 100°.

Angles in a triangle also sum (add) to 180°. This means that angle x is 70°.



Angles in a quadrilateral (4 sided shape) sum to 360°. This means that angle b is 30°.

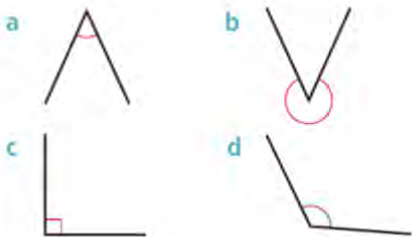


Rule to find the sum of all interior angles

Shape	Number of Sides	Sum of Interior Angles
Triangle	3	180°
Quadrilateral	4	360°
Pentagon	5	540°
Hexagon	6	720°
Polygon with n number of sides	n	$(n - 2) \times 180^\circ$

- Key Terms
- Angle
- Turn
- Degrees
- Acute
- Obtuse
- Reflex
- Right Angle
- Parallel
- Polygon
- Corresponding
- Alternate
- Opposite
- Co-interior
- Interior/Exterior
- Transversal

Types of Angles



Angle a is an **Acute** angle as it is between 0° and 90°.
Angle d is an **Obtuse** angle as it is between 90° and 180°.
Angle b is a **Reflex** angle as it is between 180° and 360°.
Angle c is a **Right Angle** because it is exactly 90°.

Practice

What type of angle has a value of:
a) 48° b) 181° c) 137.2° d) 321°

ANSWERS: a) Acute b) Reflex c) Obtuse d) Reflex

What would the sum of the interior angles be if a polygon had:

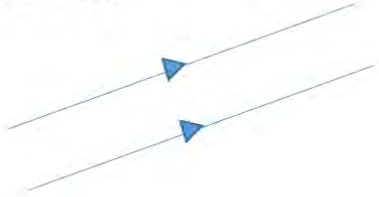
a) 7 sides?
b) 12 sides?
c) 102 sides?

ANSWERS: a) 906° b) 1800° c) 18000°

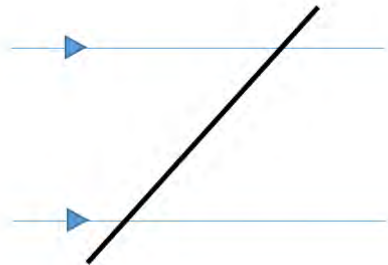
T1 Unit 7: Lines & Angles

Parallel Lines

When two lines are **parallel**, they are travelling in the same direction and will never meet.



If Parallel lines are crossed by a **transversal** (a line that goes through parallel lines), there are some angle facts we can identify.

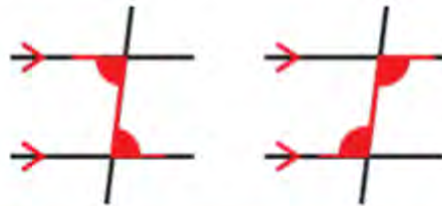


$$p = 49^\circ, q = 88^\circ, r = 37^\circ, s = 37^\circ, t = 76^\circ, u = 76^\circ, v = 104^\circ$$

ANSWERS:

Angle Facts in Parallel Lines

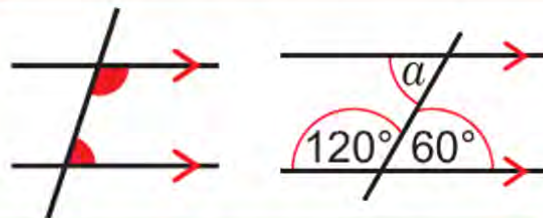
Alternate Angles are equal in size
Look for the 'Z' Shape



Corresponding angles are equal in size
Look for the 'F' Shape



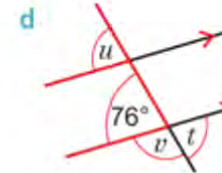
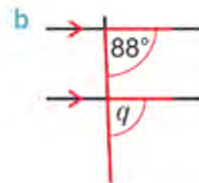
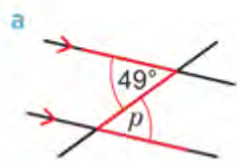
Co-interior Angles sum to 180° .
Look for the 'C' Shape



Opposite Angles are equal in size
Look for the 'X' Shape



Practice Questions – Look for the angle facts above for help

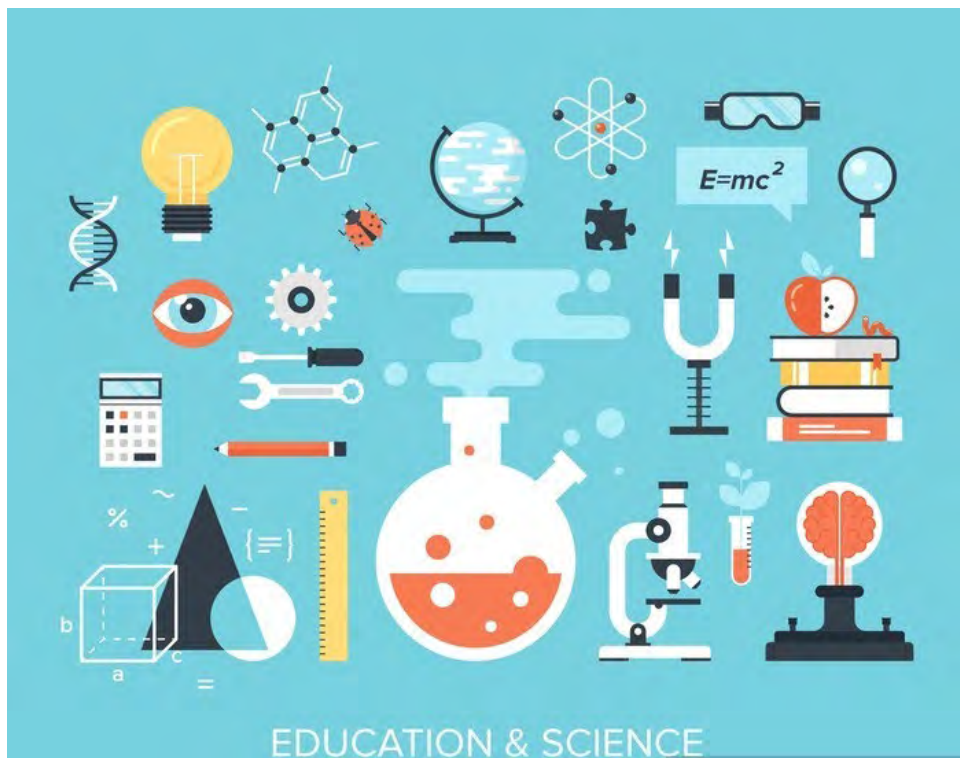


MathsWatch

Revision

Mathswatch clips; 9, 13, 45, 120, 121, 122, 123

Career link: Kite designers change the angles in the designs of kites to make faster, better models.



Year 8 science work booklet

Light Test Yourself 1

Light Word Search

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

absorbs

luminous

non luminous

opaque

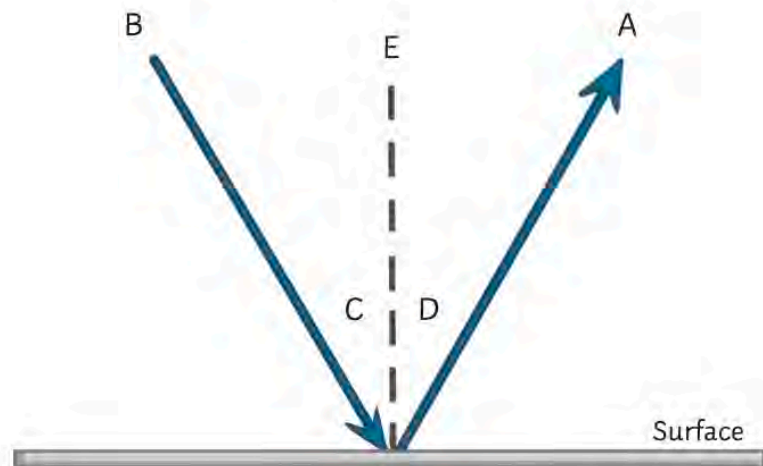
reflects

translucent

transparent

Reflection

Label the parts A,B,C,D,E



A =

B =

C =

D =

E =

If the angle of incidence is 40° , what is the angle of reflection?

If the angle of reflection is 36° , what is the angle of incidence?

Light Test Yourself 2

What is Happening?

Why does the spoon look bent? What is this illusion called?



Anagrams

Rearrange the letters to give the colours in the light spectrum

telovi -

wolyel -

gindoi -

der -

nerge -

lube -

granoe -

How Do We See?

Draw arrows on the diagram to show how the person is able to read the book using only the light from the lamp behind them.



Light Test Yourself 3

Match and Draw

Draw a line to match the words and their definitions.

Opaque

Objects that allow light through them

Translucent

Objects that do not let light pass through them

Transparent

Objects that allow some light to pass through them

How We See

Number the sentences to show the process of how the eye enables us to see objects.

The size of the pupil is altered by the iris

The retina contains two light sensitive cells called rods and cones. When light hits these cells, chemical reactions produce electrical impulses that travel via the optic nerve to the brain

Light enters the eye through the pupil

The cornea and lens, focus light onto the retina

Colour

In terms of colour, why do we see...

this mouse as white



and

this cat as black?



Adaptation and Inheritance Test Yourself 1

Word Search

Find the adaptation in the word search and write a sentence for each, explaining how it helps the camel survive in the desert.

o	e	a	e	p	a	h	e	r	e	t	c	h	h
e	h	g	n	m	e	l	n	l	o	e	f	e	e
t	h	i	c	k	f	u	r	a	i	h	r	d	m
r	t	w	l	o	t	e	n	f	s	w	s	a	t
d	o	u	b	l	e	e	y	e	l	a	s	h	e
l	l	b	a	t	o	o	p	b	e	p	y	a	h
a	c	e	e	c	i	i	r	e	i	n	w	e	r
r	u	n	m	e	t	o	h	l	t	l	s	a	t
g	s	r	h	o	w	u	h	e	h	d	u	s	e
e	o	e	r	n	t	g	o	m	a	i	t	o	e
f	l	c	f	p	u	s	n	o	s	h	e	h	i
e	p	u	i	o	r	e	t	e	l	v	e	h	e
e	r	o	t	e	a	n	s	s	r	c	r	e	p
t	i	i	n	s	w	i	r	t	r	w	f	a	w
e	n	l	h	l	b	t	i	c	t	e	n	s	a

Brown fur _____

Double eyelashes _____

Large feet _____

Thick fur _____

Tough lips _____

Inherited or Environmental Characteristics

Place a ☒ in the correct box to show whether the characteristic is inherited or caused by environmental factors.

Feature	Inherited	Enviromental
Tattoos		
Brown eyes		
Blood group		
Scars		
Accent		
Skin colour		

Continuous or Discontinuous Variation

When studying a group of people, continuous variation covers any feature in which there will be a range of results. Discontinuous variation involves no range of results; there is a limited number of outcomes.

Complete the word search, marking the characteristic in blue if it is continuous and green if it is discontinuous.

g	t	t	e	r	l	r	d	r	b	u	d	e	e	b
h	n	u	h	g	s	e	e	l	t	e	a	n	u	o
e	g	i	o	b	a	o	d	h	e	i	g	h	t	
c	r	o	l	o	r	o	s	n	n	u	i	h	o	a
e	p	p	h	l	d	d	n	t	u	e	l	s	i	o
o	i	e	o	g	o	e	t	s	a	c	g	i	e	r
h	u	b	r	t	n	r	w	p	a	t	e	n	h	h
o	e	o	n	n	m	m	e	e	i	r	u	n	m	c
s	u	a	h	m	u	h	m	u	i	i	n	t	o	r
p	n	a	p	s	d	n	a	h	g	g	r	u	d	t
e	z	i	s	e	o	h	s	o	r	n	h	t	t	e
x	a	n	t	y	s	e	e	e	g	r	o	t	o	o
u	s	c	o	u	a	d	a	u	c	s	m	t	h	i
i	b	e	l	p	d	a	e	g	e	e	r	y	l	s
e	n	h	i	m	e	h	i	r	n	y	e	t	t	e

Blood group

Ear lobes

Gender

Hand span

Height

Shoe size

Tongue rolling

Weight

Natural Selection

Who is the person who studied natural selection and survival of the fittest?

What is natural selection?

Give an example of natural selection.

Adaptation and Inheritance Key Revision Facts

- The camel is adapted to desert conditions. It has: big feet to prevent sinking into the sand; sandy coloured fur for camouflage; double eyelashes; low need to urinate or sweat; and shaggy fur.
- The polar bear is adapted for arctic conditions. It has: thick white fur, a layer of fat for insulation, and large feet.
- Animals compete for: food, water, a home and a mate.
- Plants compete for: water, light and space.
- The predator/prey relationship is closely linked. If the number of prey increases, so does the number of predators.
- Inherited variation is passed on to the next generation in the parents' genes, for example eye colour, hair colour or type of ear lobes.
- Environmental variation is caused and influenced by an organism's surroundings, for example, scars, dyed hair, or piercings.
- Continuous variation can take any value within a range, for example height or weight.
- Discontinuous variation has a limited range, for example blood group or ability to roll the tongue.
- Characteristics are inherited from our parents; half of the genes from the mother and the other half from the father.
- Natural selection is the way species evolve. If the organism has the genes that will help it survive, it will pass on these genes to the next generation.
- Factors that may lead to extinction are: disease, new predators or competitors, destruction of habitats, or changes to the environment.

1. Below are images of a mammoth and an elephant. The mammoth and elephant are believed to be closely related.



State 2 reasons why scientists would believe them to be closely related.

Mammoths are now extinct. What does extinct mean?

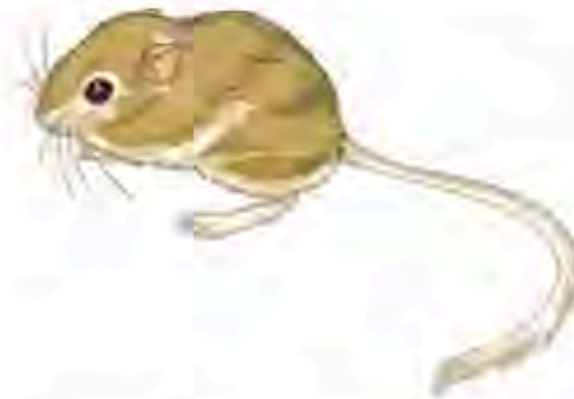
Name 3 factors that might lead to extinction

2. Jack and James are identical twins.



Explain why their hair colour is identical and yet there could be differences in their weight.

1. Animals are adapted to survive in their environment. The desert rat lives in hot, sandy conditions



Match the following adaptations with their function.

Long tail

Brown skin

Large feet

Camouflage from predators

To prevent sinking into sand

To help keep warm

To help them balance, when running

Animals such as the desert rat compete with each other to survive. State 2 things that animals compete for.

HISTORY

Work through the activities on the following pages



Year 8:

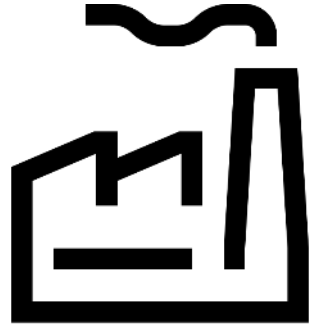
Social Change in the 1900s.

Women's Right Movement.



Name _____

Class _____

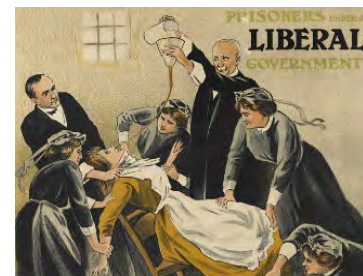


The Fight for Human, and Women's rights - Class struggle and the fight for Equality of Man and Woman:



Enquiry 1)

What were the effects of the Industrial Revolution on men, women and Children?

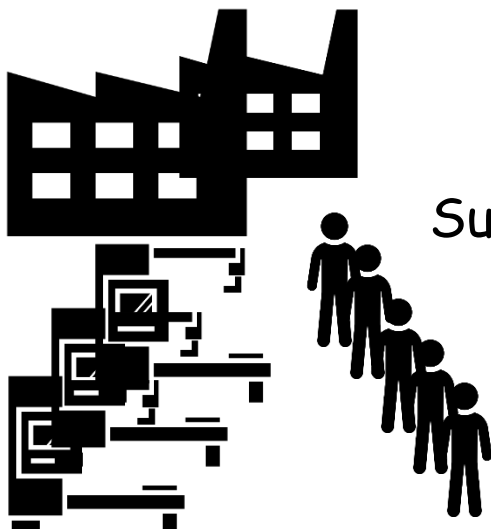


Enquiry 2)

Why did Britain NEED a 'suffrage' movement?

Enquiry 3)

How far did the Suffragettes hurt their own cause?



Lesson Expectations:

Lesson One - Enquiry one: What were the effects of the Industrial Revolution?

- Guided reading
- Duel coding task
- Venn diagram
- Damaging Vs Beneficial Table
- Extended writing on the socio-economic impacts

Lesson Two - Enquiry Two: Why did Britain NEED a Suffragette movement? (Pt. 1)

- Summary recall mind-map on the effect of Industrial Revolution
- Experiences of women
- Victorian Women
- Who was Mary Wollstonecraft?
- What do the sources tell us?
- **Challenge?**

Lesson Three - Enquiry Two: Why did Britain NEED a Suffragette movement? (Pt. 2 & 3)

- Recall on Mary Wollstonecraft
- Women in the Victorian era mind-map
- Put the numbers in Venn diagram on wealthy and working class women.
- Complete the guided reading on Suffragette movement
- Complete the table for the Rich and the Poor

Lesson Four - Enquiry Two: Why did Britain NEED a Suffragette movement? (Pt. 4)

- Complete steps 1-4 on the 'who were the five'.
- What can we learn from the stories on the five?

Lesson Five - Enquiry Three: How far did the Suffragettes hurt their own cause? (Pt.1)

- What can we learn from the sources about women's rights?
- Mind-map life for women
- True or false tab

Lesson Six - Enquiry Three: How far did the Suffragettes hurt their own cause? (Pt.1)

- Guided reading - life for Women Pre- 1900
- But, because, so... Writing task

Lesson Seven- Enquiry Three: How far did the Suffragettes hurt their own cause? (Pt.2)

- Sources showing Women's Right's in the 1900s
- Key terms task
- Similarities and Differences on Women's Rights group.

Lesson Eight- Enquiry Three: How far did the Suffragettes hurt their own cause? (Pt.3)

- Women's Rights group recall mind-map
- Guided reading
- Violence graph
- Complete the terrorism task

Lesson Nine- Enquiry Three: How far did the Suffragettes hurt their own cause? (Pt.3 & 4)

- Complete the guided reading on Suffragettes and violence
- Kitty and Mouse source questions
- What makes something an act of terrorism?

Lesson Ten - Enquiry Three: How far did the Suffragettes hurt their own cause? (Pt 4)

- Complete the 'Was Emily Davison a martyr or troublemaker task
- Complete the accident/suicide table
- Which interpretation do you find more convincing?

Lesson Eleven - Enquiry Three: How far did the Suffragettes hurt their own cause? (Pt 5)

- Recall on terrorism
- Review on Emily and Kitty's actions
- Complete the 'How far can the actions of either Suffragette be considered 'terrorism'? Writing.
- Complete the guided reading and task - What happened to Kitty Marion

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

- Complete the action of the suffragettes recall mind-map
- Answer the Enquiry question - How far did the Suffragettes hurt their own cause?

Enquiry 1: What were the effects of the Industrial Revolution on men, women and children?

The socio-economic effect of the Industrial Revolution in Britain

2. Give each paragraph a title here

1. Highlight the most important information

3. Bulletpoint each paragraph here

Before the Industrial Revolution really took hold, women worked in their homes, in 'cottage industry'. This means that they would spin, weave and create items for their family and for sale among the community.

It was very rare to own something that was produced outside of your town or community. There was a great deal of agricultural workers, mostly men, who did manual work on farms. However, machines began to be used more in farms, pushing agricultural workers out of jobs. Soon the use of machines allowed the building of vast factories, each with dozens or hundreds of machines, producing goods that were previously produced by individuals from their homes, putting these people out of business too.

2. Give each paragraph a title here

1. Highlight the most important information

3. Bulletpoint each paragraph here

The result of this advance in technology is that people who were previously employed were now out of work. They began to flock to the city, looking for work, and finding it mostly in factories and other low-paying jobs in the city.

Factory owners often built houses near factories for their workers, but these were built quickly, and to house as many people as possible at a low cost. As a result, the houses were overcrowded, with poor sanitation, and disease spread quickly.

Those who were not so lucky lived on the streets of major cities, doing what they could to earn enough money for scraps. These jobs might have included: begging or mudlarking. There are even reports of people paying to have limbs amputated, as amputees earned more money while begging. Many would rather live through this torment than spend any time at all in the workhouse.

People had good reason to fear the workhouses. The Victorian government hated 'idlers' (people who were unemployed) and viewed poverty as some sort of disease.

2. Give each paragraph a title here

1. Highlight the most important information

3. Bulletpoint each paragraph here

As a result of this, despite providing food and a place to stay for unemployed people, the workhouses were made as unpleasant as possible. Workhouses were places where the unemployed, disabled or destitute people, as well as orphans were housed, doing tedious and difficult labour. Orphaned children were often 'hired out' to factory owners who did not look after them properly. Families were separated and could be punished brutally for even attempting to communicate with each other.

4. Pick out as many keywords as possible from the text and define them here.

.....

.....

.....

.....


.....

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.....

.....

Information: Dual coding.
Dual coding is the idea of linking visual clues to textual information. Studies show that this creates 2 memory traces, and that you are therefore twice as likely to remember the information.



Machines started to be used on farms, which led to...

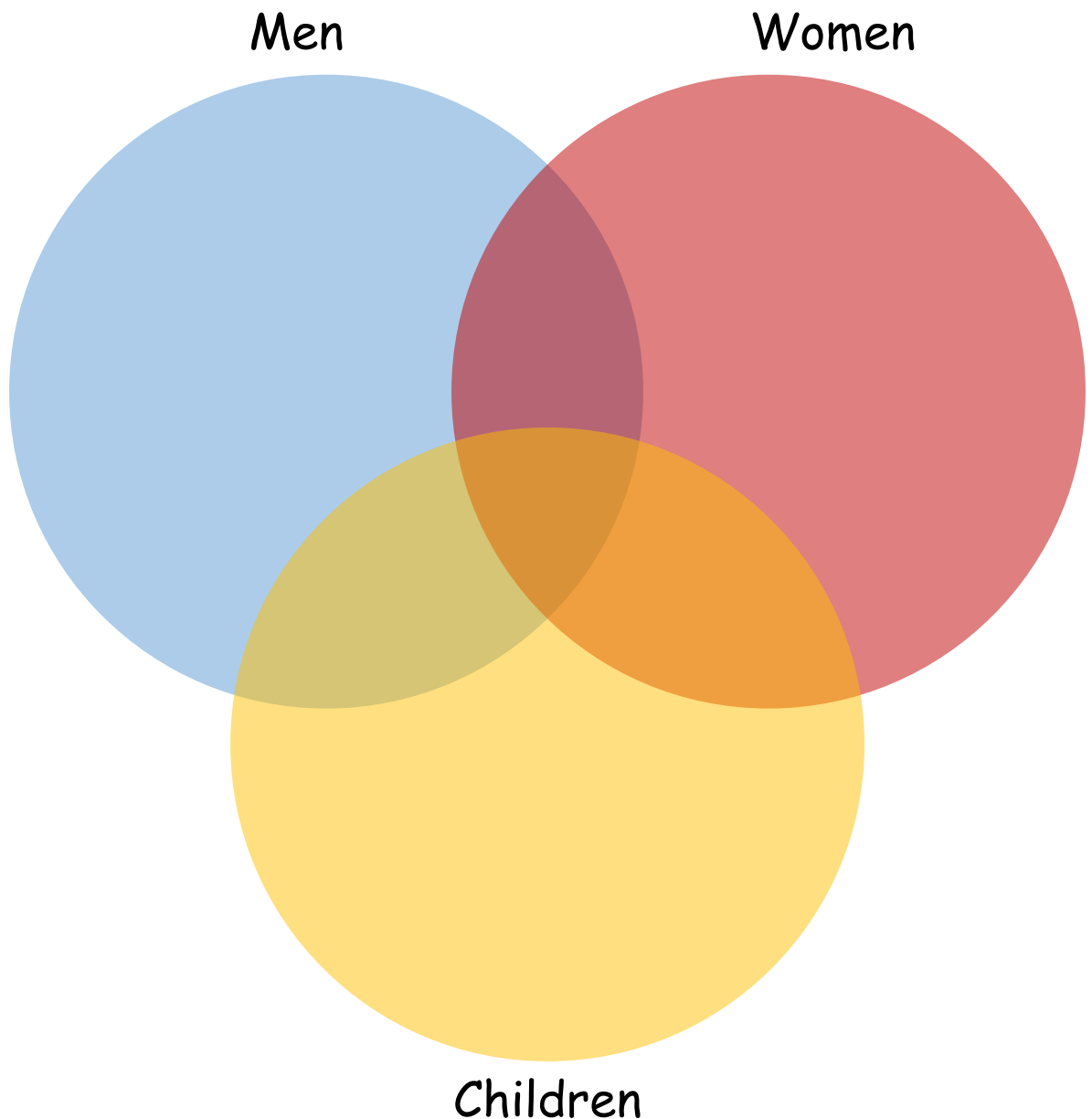
TASK: 1) Below, create a caption using a piece of information from the reading.
2) Create an icon/sketch-note or logo to help you remember that textual information.

What were the effects of the Industrial Revolution on: 1) men, 2) women, 3) children?

TASK: Venn diagram.

Put things that changed for **men** only in the **blue** circle, things that changed for **women** only in the **red** circle, and **children** only in the **yellow**.

Things that affected more than one group should go in the overlapping areas between two or more groups.

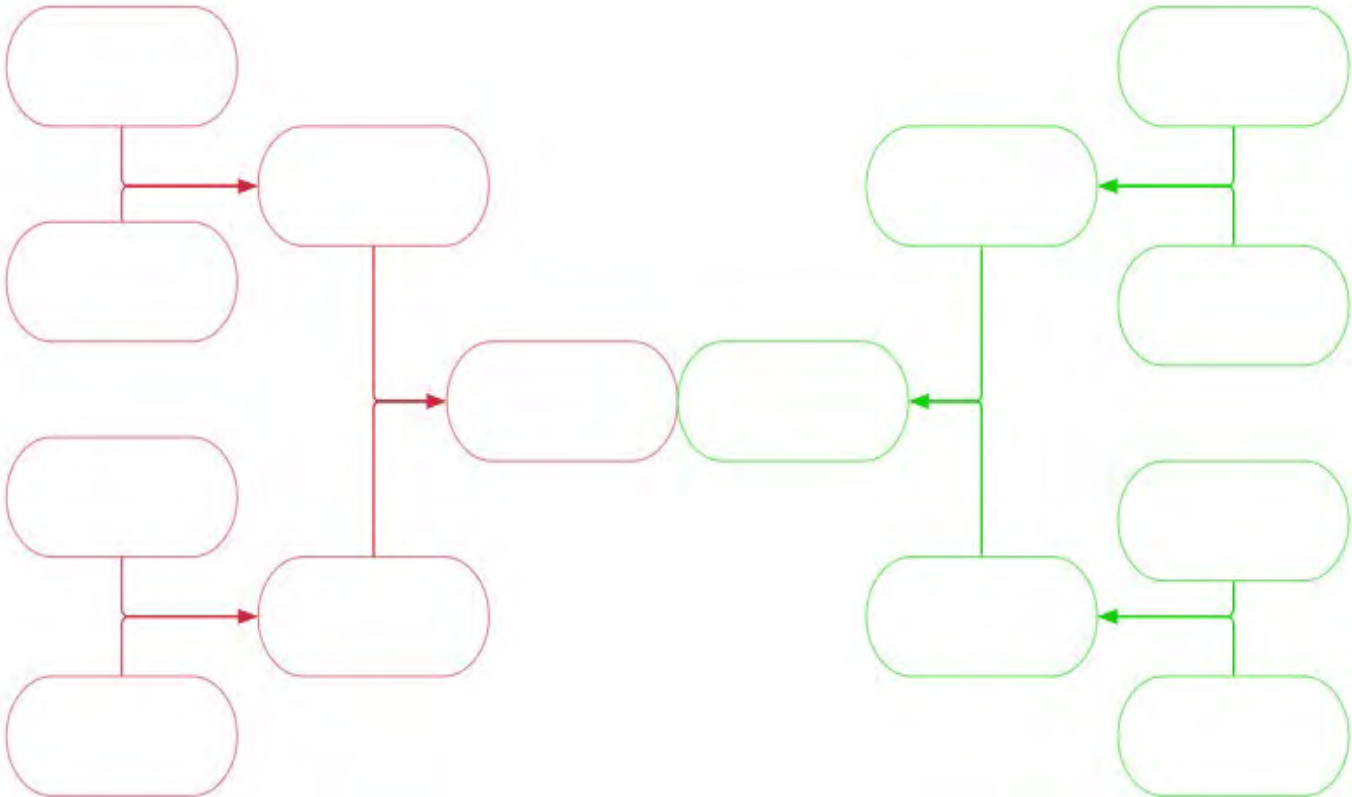


EXT: Prioritise each idea in terms of how much effect each had.

TASK: Categorise the effects from the previous task depending on whether they are **a) damaging (causing harm)**, or **b) beneficial (causing happiness)**

Damaging	Beneficial

TASK; Tournament: Put **damaging effects** in the four boxes on the **left**. Put **beneficial** ones in the four boxes on the **right**. Compare them to each other and 'battle it out' - which one is more significant? The more significant goes to the next 'round'



Enquiry 1: Were the socio-economic effects of the Industrial Revolution mostly damaging or beneficial?

socio-economic = to do with the way people interact (social e.g. gender roles) and to do with money (economic, e.g. work, jobs, etc)

One of the socio-economic effects of the Industrial Revolution was that

This was caused by.....
because.....

This could be considered as damaging/beneficial because
.....
.....

Another socio-economic effect was that of

This was caused by

This could be considered as damaging/beneficial because
.....
.....

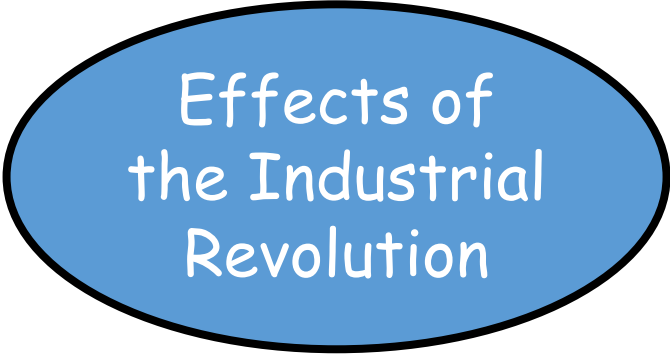
Finally.....
.....
.....
.....

All in all, the effects of the Industrial Revolution were mostly
damaging/ beneficial because
.....
.....

ADDITIONAL SPACE

TASK: Summary Mind-map

- STEP 1:** Divide your mind-map into 'Themes'. E.g - 'Lifestyle in the Industrial Revolution', 'Changes'
- STEP 2:** Add a piece of information
- STEP 3:** Dual coding. Draw an icon/sketch-note/ logo next to the information to help you remember



Effects of
the Industrial
Revolution

Enquiry 2: Why did Britain NEED a Suffragette movement? (Pt. 1)



TASK: What do you think was the experience of women at this time? Give 3 ideas. Use the icons around the box to help you.

.....

.....

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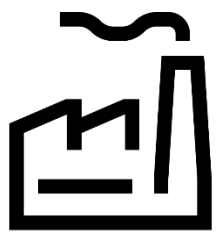
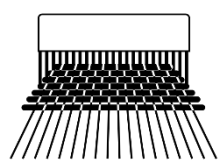
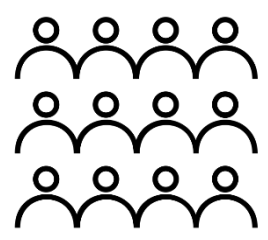
.....

EXT: How had things **changed** for women in this time period?.....

.....

.....

.....



Victorian Britain: Setting the scene

There is considerable overlap between the Industrial Revolution and the reign of Queen Victoria. We refer to the time period in Britain at this time as the Victorian Era.



Fig.1: Wealthy people from the colonies bowing to British colonial soldiers.

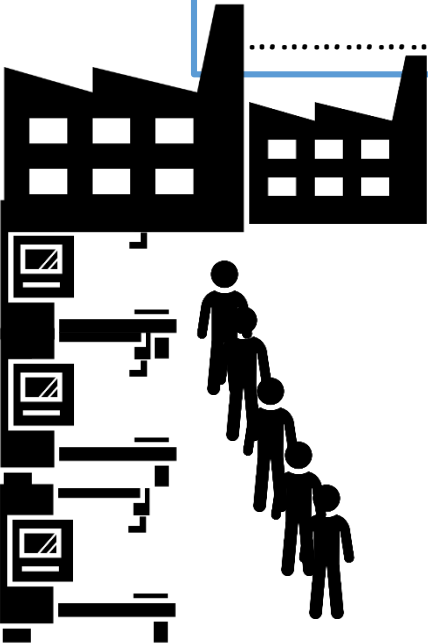
With considerable advances being made in technology and industry, and rare and exotic resources being imported from all colonies in the empire, Britain prospered and became richer every day.

Businessmen, factory owners and merchants reached heights of wealth never thought imaginable before this point, but not without casualties.

This meant that many new products would be on the market, and the newly-rich could afford these products. Products like make-up, medicines and things invented to make life easier, or at least more pleasant.

This also meant that certain groups would become greatly richer, while others remained in poverty, or sank deeper into it.

THINKING QUESTION: Who do you think would be the key 'casualties' of Britain's new industrial age? How? Why?



Victorian Women

There is a significant 'disconnect' between the expectation put on women, and the reality, especially between the upper-middle class and the working class - let's examine:

TASK: Examine and analyse the Victorian advertising.
What does it show and tell us as Historians?



1. What can you see in this source?
Describe it

2. What does the source tell you? Explain it



1. What can you see in this source?
Describe it

2. What does the source tell you? Explain it



1. What can you see in this source?
Describe it

2. What does the source tell you? Explain it

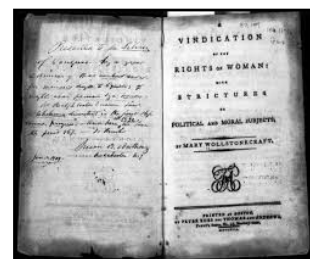
Mary Wollstonecraft

One of the earliest works of feminist philosophical literature - **A Vindication of the Rights of Woman: With **Strictures** on Political and **Moral** Subjects** was written by Mary Wollstonecraft and published in 1792.



In this classic, Mary Wollstonecraft argues for equality of men and women: Men and women are both born with equal ability to reason, and therefore power and influence should be available to all regardless of gender.

Wollstonecraft believed that regardless of wealth and social status, males and females should have the same educational opportunities. She sought radical reform of the 18th-century education system, believing that a society where females are offered the same opportunities as males would bring only beneficial change to the future of humanity.



Glossary:

Vindication - proof that someone or something is right

Stricture - a criticism

Moral - concerned with the principles of right or wrong behaviour

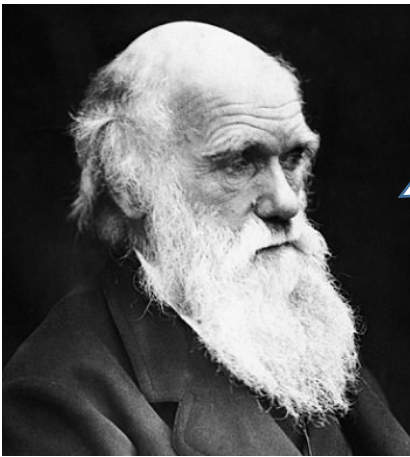
What is the name of Wollstonecraft's book?

2. Translated into 'plain English', her book talks about what?

3. Complete the sentence:

Wollstonecraft argues that because

Therefore



"The chief distinction in the intellectual powers of the two sexes is shown by man's attaining to a higher eminence, in whatever he takes up, than can woman.
- Charles Darwin, *The Descent of Man*

TASK: What do the sources tell us about the role and perception of women in Victorian Britain?

Support: Below is a paragraph plan to help you write about the picture sources. Use the same style to write your paragraphs on Wollstonecraft and Darwin.

Topic Sentence: *"The historical sources are able to shed some light on the way in which women were viewed in the Victorian era."*

Supporting detail 1: For example, in the first picture source, we can see that.....
.....

Supporting detail 2: Furthermore, in the second picture source.....
.....

Supporting detail 3: Also
.....

Concluding sentence: This shows us that
.....
.....

Challenge: Try to use these key terms in your writing to add some flavour

role	perception	status quo
Wollstonecraft	Darwin	advertising

Glossary:

Perception - way of seeing someone or something

Status quo - the 'accepted way' of thinking for the time period

Enquiry 2: Why did Britain NEED a Suffragette movement? Pt 2.



TASK: Summarise the views of a) Mary Wollstonecraft, and b) Charles Darwin on how women should be treated.

.....

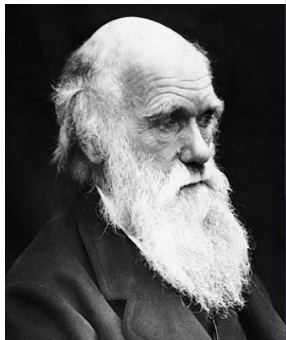
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EXT: Which do you agree with most? Why?

.....



The Queen is most anxious to enlist everyone in checking this mad, wicked folly of 'Women's Rights'. It is a subject which makes the Queen so furious that she cannot contain herself.

(Queen Victoria)

ixquotes.com

Queen Victoria's views on Womens' Rights.

NOTE: It was common for royals to refer to themselves in the 'third person' - 'she/her'.

Every child is born a blank slate - a '**tabula rasa**', and are neither good nor evil, as they have no idea what either of these mean at their birth.

Their minds are shaped by their senses as they grow up, which help them process complex rules. Sight, sound and all the other senses, as well as what they hear and see from those around them are the main factors that shape peoples' belief systems.



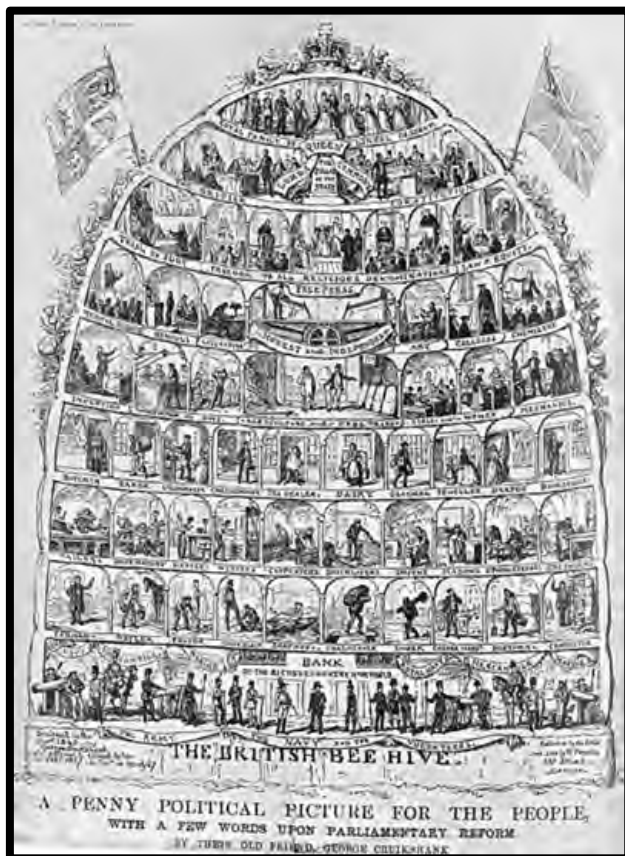
John Locke
(1632 - 1704)

Discussion: What can John Locke's idea of children being born a '**tabula rasa**' tell us about **why** people had this view of women in the Victorian era?

The Class System in Victorian Britain

During the 19th Century, Victorian society was distinctly separated by class:

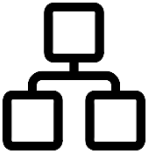
- The working class are usually considered as people who work for a wage, especially in manual or industrial jobs. These jobs were often very low paying, meaning many of the working class lived in poverty.
- The new middle class, largely created during the industrial revolution, are a more vague group to define. People considered as middle class usually work for a salary in professional and business jobs.



The Class System in Victorian Britain

The experiences of women in these classes were very different: Working class women would usually be expected to work from the age of 16 to support the family. This would usually be in 'domestic service' as a housemaid for a wealthy family. Many Victorians saw this as necessary to gain the right skills to look after a family at home.

Whereas, middle class women usually did not have to work, though some took up voluntary work or jobs in offices such as typists.



TASK: Review.

STEP 1) Create different categories from the information above, e.g. jobs.

STEP 2) Populate the mind-map with ideas from the text.

STEP 3) Draw an icon/logo or sketch-note associated with each piece of information to help you remember.

Working class -
domestic
service/manual labour



E.G. Jobs

Middle-class - often
voluntary work, such
as being a
secretary/typist



Women in the
Victorian Era

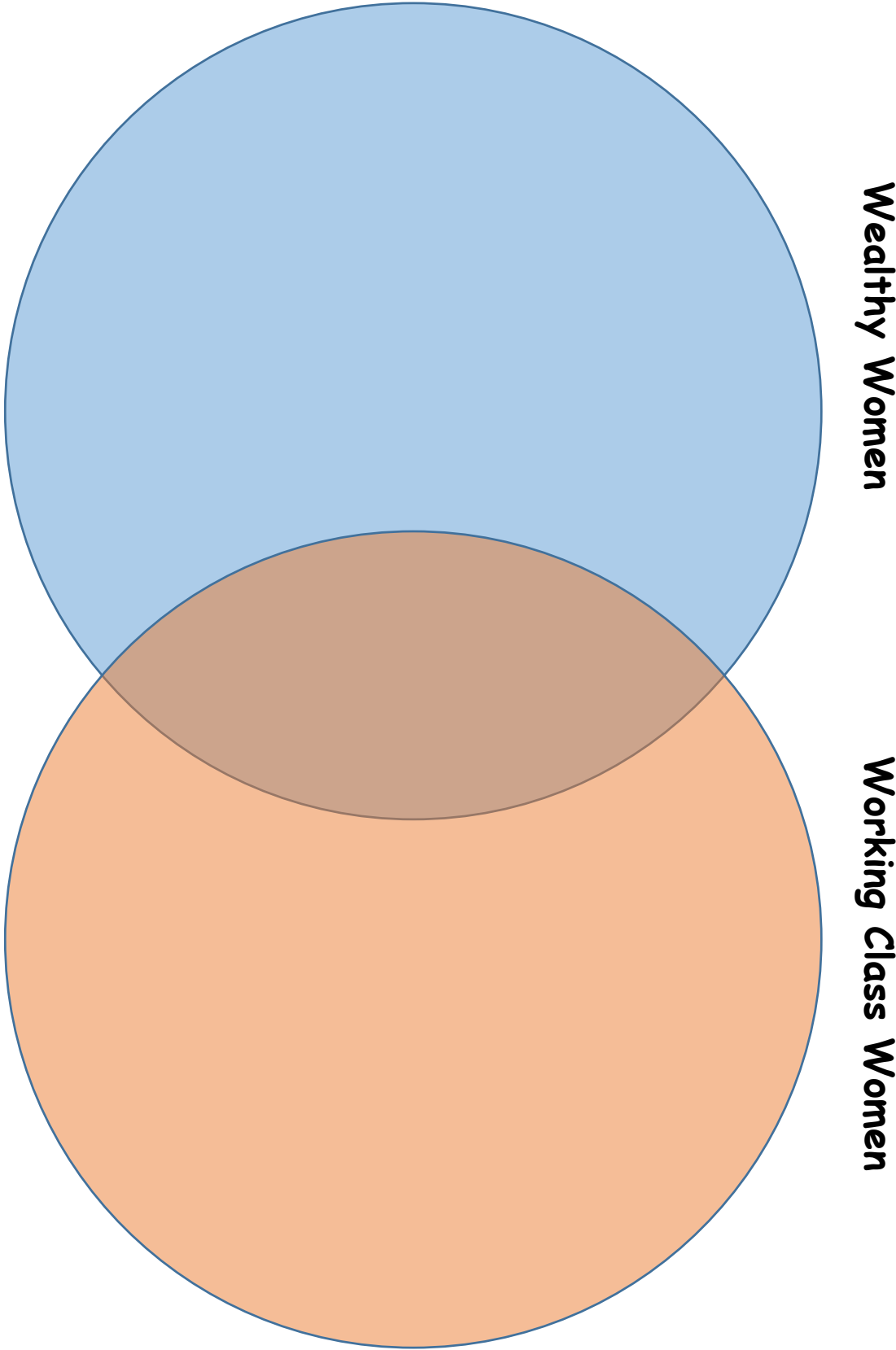
TASK: Venn Diagram

STEP 1: Read each of the boxes' information.

STEP 2: Populate the Venn Diagram on the next page with the information (you can just write the numbers).

5) Most women could not vote until 1918. Therefore, they did not have a say in politics and who was chosen to run the country.	10) Women were expected to run their household, looking after children, serving meals, keeping the house clean, and managing any staff. This could often take hours and left women little time for themselves.	15) Educating women was not seen as a priority. Those who were educated would be taught skills such as sewing. However, most middle class women could read and write, and towards the end of the century charity schools allowed some working class girls the same privilege.
4) Many men as well as women turned to alcohol in hard times. Poor living conditions, the frequency of death, and hard work drove people to find a temporary escape.	9) For those who could afford it, some contraception did exist in the Victorian era, such as early forms of condoms and diaphragms which allowed some women more control over their fertility.	14) Family doctors could often be hired who had access to medicines and vaccinations when needed. As healthcare was private, this was considered a luxury.
3) Some women who could afford not to work took on voluntary work with their local church or a charity. This gave many women a purpose and sense of independence.	8) In idleness (boredom) some women turned to drink to make the time pass more quickly.	13) Divorce was very expensive in this time. You would often also need to have somewhere to go after the matrimonial home, for example, the home of a parent or sibling who had the space.
2) Antibiotics did not exist in this period. If you became ill, you had to pay a large sum to a doctor for treatment, or you had to attempt home remedies. Death was a common feature of Victorian life.	7) Women's work was usually hard and paid very little. Common jobs included domestic service, factory work, needlework, working as a day maid, laundry work, and in extreme circumstances prostitution.	12) Rehab facilities were not as common as they are today, and it would be very expensive to send a relative for an extended stay which was often necessary to combat alcoholism.
1) Contraception at this time was often expensive and hard to access. This meant that for many women they did not have the ability to regulate how many children they had. More mouths to feed meant the household budget stretching further.	6) If a woman wanted to divorce her husband, she could only do so if she could prove he was physically abusive. Adultery by the husband was not grounds for divorce.	11) Without a male breadwinner, many families were forced into the workhouse, the last resort for Victorian people. Long hours, hard work, poor conditions, and being separated from family were common in workhouses.

NOTE: Put information that applies to **both groups** in the overlapping space in the middle!



EXT 1: Create your own categories for the information on the sheet and categorise the information.

TASK: What were the differences between the classes for women?

STEP 1: Look at your Venn diagram and plan a 3-paragraph response. 1 idea per paragraph.

STEP 2: Develop your paragraph into a full piece of writing in the space provided.

Topic sentence:
Victorian society
was divided into...

Example: One key differences of the women between classes was....

Explanation:
This meant
that....

Link: This makes them different from _____ because...

This image shows a single sheet of white paper with ten evenly spaced horizontal dotted lines. The lines are black and extend across the full width of the page, providing a guide for handwriting practice. There is no text or other markings on the paper.

Use the paragraph plan above to write your own developed paragraph!

.....

.....

.....

.....

25

[illegible]

Enquiry 2: Why did Britain NEED a Suffragette movement? Pt 3.

A Tale of Two Cities

The first version is the one printed in most history books. It is the one that those who lived through the age wished to recall, the version they told to their grandchildren with a wistful smile. It is the story of Queen Victoria and a summer of celebrations for her Golden Jubilee. She had been no more than a teenage girl when the nation's weighty crown had been placed upon her head. A half-century later she had become the embodiment (symbol) of empire, and a suitably grand series of events had been planned to celebrate this. At night, the embassies and clubs, hotels and institutions throughout St James's and Piccadilly threw the switches on the electric lights and turned on the gas jets illuminating the giant crowds. Her Majesty's loyal subjects came from the centre of town from the suburbs and tenements; they punched their rail tickets from Kent and Surrey and pushed their way into the crowded streets, hoping to catch a glimpse of a royal coach or a princess in diamonds. They placed a candle in the windows of their homes when the long summer twilight faded away, and toasted their monarch's health with beer and champagne and claret.

There was a service of thanksgiving at Westminster Abbey, a state banquet, a military review of Windsor and even a children's fete in Hyde Park for 2,500 boys and girls who were entertained by 20 Punch and Judy shows, 8 marionette theatres, 86 peep shows, 9 troops of performing dogs, monkeys and ponies, as well as bands, toys and 'gas-inflated balloons', before being treated to a lunch of lemonade, cake, meat pies, buns and oranges.

Throughout the summer there were Jubilee commemorative concerts, lectures, performances, regattas, picnics, dinners and even a yacht race. As the Jubilee corresponded with the traditional London 'season' there were also garden parties and balls. Ladies dressed themselves in the summer's fashion: lace-trimmed bustled gowns in black and white silks, and hues of apricot yellow, heliotrope (a type of purple) and Gobelin blue. A magnificent ball was held at the Guildhall, where the Prince and Princess of Wales entertained their visiting royal relations, as well as the Prince of Persia, the Papal Envoy, the Prince of Siam and the Maharajah Holkar of Indore. All of high society danced beneath the banners and flowing arrangements of perfumed flowers. Tiaras and tie pins sparkled in the mirrors. Young debutantes were introduced to suitable sons. The whirl of Victorian life spun round and round to the dreamy melody of a sweeping waltz.

STEP 1: Underline/highlight the most important information in the text above on this page.

A Tale of Two Cities?

This is the tale of 1887 which most choose to forget. To this day, few history books mention it, surprisingly few people even know that it occurred, yet in that year this story filled more column inches than the descriptions of royal parades, banquets and fetes put together.

That Jubilee summer had been an exceptionally warm and rainless one. The clear blue skies that presided over the season's carefree picnics and al fresco parties had shrivelled the fruit harvest and dried out the fields. Water shortages and an absence of seasonal agricultural labouring jobs only served to make worse an already growing employment crisis and many poor people lost their jobs. While the wealthy enjoyed the fine weather from beneath their parasols and from under the trees of their suburban villas, the homeless and poor made use of it by creating an open-air encampment in Trafalgar Square. Many had come into the centre of town looking for work at Covent Garden Market where Londoners bought their produce, but a drought meant fewer boxes of plums and pears to lift and haul. With no money for lodgings, they slept rough in the nearby square, where they were joined by an increasing population of unemployed and homeless workers who would rather turn to the street than face the deplorable and demeaning conditions of the workhouse.

Much to the horror of observers, these campers could be seen making their morning ablutions (washing themselves) and scrubbing their 'vermin infested' clothing in the fountains, directly beneath the nose of Lord Nelson, who peered down from high atop his column.

When the autumn began to move in, so too did the socialists, the Salvation Army and various charitable organisations, handing out Bibles, admission tickets to lodging houses, coffee, tea, bread and soup.

Tarpaulins were raised in makeshift bivouacs (temporary camps); impassioned daily speeches were made between the paws of the giant bronze lions. The excitement, sense of community and free refreshments swelled the number of outcast Londoners, which brought the police, which in turn brought the journalists, who roamed among the square's bedraggled population collecting the names and stories of these otherwise anonymous squatters.

'Mr Ashville' called himself 'a painter and glazier by trade'. He had been out of work for twelve months, thirty-three nights of which had been spent sleeping on the Embankment until the weather grew too cold and he moved to Trafalgar Square in the hope it might prove a bit warmer. Dejected and visibly worn by his experience, he attempted to remain positive about his prospects of one day finding employment.

A soldier's widow circled Trafalgar Square selling matches to support her young son, but she hadn't always lived like this. After failing to pay the final instalment on her hire-purchase sewing machine, she had lost her livelihood and then the single room she called home..

A Tale of Two Cities? Pt 2.

As she knew that going into the workhouse would mean that her child would be separated from her, roughing it in the square each night with him curled up under her shawl had become a better option.

An 'elderly couple' who had never before faced difficulty found themselves sleeping together on one of the square's stone benches. The husband of the pair had been employed as a musical director at a theatre but suffered an accident that rendered him unfit to work. With no savings, they soon fell behind on their rent and eventually were forced to make their bed under the stars. The thought of throwing themselves upon the mercy of their local workhouse was too shameful and frightening even to consider.



STEP 1: Underline/highlight the most important information in the text above.

STEP 2: You have two columns: A) The wealthy B) The poor. Populate each column with something specific to each that you have read.

The Rich	The Poor

Enquiry 2: Why did Britain NEED a Suffragette movement? (Pt. 4)



Family

STEP 1: Fill in your mindmap page from the information provided.



Marriage

STEP 2: Fill in your analysis page from in the categories on the left:



Work

STEP 3: Create a 'lifechart' for each of the individuals.



Education

STEP 4: Are there any similarities or difference between the characters?
Put these in the central area.



Other

Mary Anne "Polly"
Nichols

Enquiry 2: Why
a Suffragette

Who a
'The Fi

Annie
Chapman

Elizabeth
Stride

Why did Britain NEED
movement? (Pt. 4)

Mary Jane
Kelly

'The Five'

Elizabeth
Stride

Catherine "Kate"
Eddowes

Mary Anne "Polly" Nichols



1840's 1850's 1860's 1870's 1880's 1888



The Fi
Victims of the Whit

Similarities

Annie Chapman



1840's 1850's 1860's 1870's 1880's 1888



Elizabeth Stride

1840's 1850's 1860's 1870's



The Five Whitechapel murders

	Differences

Mary Jane Kelly



1840's 1850's 1860's 1870's 1880's 1888



Catherine "Kate" Eddowes



s 1870's 1880's 1888

1840's 1850's 1860's 1870's 1880's 1888



Family

Born to parents Edward and Caroline Walker

The middle child and only daughter.

Father was a blacksmith

By 1854 her mother and younger brother had died of tuberculosis

Polly looked after her father and brother after the death of her mother.

Mary Ann 'Polly' Nichols

26th August 1845 – 31st August 1888



8th Sept 1888

The Illustrated Police News

Marriage

16th January 1864 Polly, age 18, married William Nichols, age 22, a printer.

Peabody Estate

Designed for the 'most deserving of the working poor' William and Polly were accepted as tenants after writing a letter of application, being visited by the Peabody trustees, providing proof of smallpox inoculation, and shown to be sober and lawful.

The Peabody estate would have been the nicest place Polly had lived. They had to adhere to strict rules about being clean and tidy. Breaking any rules would result in eviction

Marriage breakdown

29th March 1880 Polly left her husband and children. Her father stated that William was having an affair with Rosetta Walls, the next door neighbour, and had turned nasty.

William stated it was because Polly was drinking. William and Rosetta left Peabody so they could live as man and wife and had a child of their own.

Alone

Polly got an unofficial separation from William with the help of the workhouse. William, it was ruled, should pay Polly a weekly sum of 5 shillings. This would not have been the case if the workhouse believed her to be a drunk as William claimed. Instead of returning to her father and brother Polly struck out on her own.

Work

Polly could not afford to live on 5 shillings, jobs for working class women paid pittance for 70+ hours work per week. Eventually William stopped paying her the allowance as he cited that she was in a relationship with another man.

Workhouses

When she lacked money for a room Polly would go to the workhouses. This would have been deeply unpleasant and she likely was ashamed. To avoid this she would also sleep rough.

Education

Unusually for her gender and class Polly attended school until she was 15 and could read and write.

Alcohol

While she may not have been a drunk when her husband claimed, she did start to drink, which lost her a job as a servant.

Reputation

Ellen Holland, a friend of Polly's, was questioned at the coroners inquest as to whether Polly had been a prostitute. Ellen denied this clearly more than once. As did her father and husband.

Polly and William's children:

William Edward - 1864 (died 1866)

Edward John - 1866

George Percy - 1868

Alice Esther - 1870

Eliza Sarah - 1876

Henry Alfred - 1878

Annie Chapman

September 1841 - 8th September 1888



Annie, 1869
around the time
of her wedding

Family

Father, George Smith, was in the military in the 2nd regiment of the Life Guards who would guard the monarch against crowds.

Mother, Ruth Chapman was a servant.

Annie was born out of wedlock, but George was given permission to marry by the military later the same year. Annie had 6 siblings, all younger. 4 died in childhood. The family moved around when George was posted to different areas, living in or near barracks which were unhygienic, damp and cramped.

George was promoted and became a high ranking servant when he retired from the army. He committed suicide in 1863. In order to keep a roof over her families head Ruth invested the last of George's pay into renting a house and taking lodgers

Work

By 1861 Annie was a housemaid, as was common among women of her age. She would have had a room of her own, worked long hours and only had a day or half a day off each month which made visiting her family difficult.

Alcohol

Annie's father had been an alcoholic and according to her sister Annie 'inherited the curse'. It is likely that Annie started to drink more after marriage when she had free time. Annie had a child with foetal alcohol syndrome and more than one baby that died young, possibly linked to drinking. After her daughter Emily died Annie developed a reputation for drunkenness, which eventually led to John's employer making it clear that she could not stay on his property. John and Annie decided to separate so he didn't lose his job.

Education

Annie attended the regimental school at the barracks. She would have been able to read and write and experienced a higher quality of education than most of her working class peers.

Annie and John's children

Emily Ruth Chapman, 25 June 1870 (died age 12 meningitis)

Annie Georgina Chapman, 5 June 1873

John Alfred Chapman, 21 November 1880 (disabled and needed specialist care)

Marriage

John Chapman was a lodger at Annie's mothers house. They married in 1869 when Annie was 27. John was a gentleman's coachman, driving horse and carriage for his employer. This was a job quite high on the hierarchy of servants and as a result the couple had nice rooms by the stables on their employers land.

Annie rose to the position of lower middle class, having a day maid to help in the house and her children were educated.

Whitechapel

John paid Annie 10 shillings a week with the expectation she would live with family. But her alcoholism meant that this was not possible. John died and Annie was distraught. The loss of money also made her choices of accommodation much worse.

She took up with Edward Stanley and they would share a room in a lodging house over the weekends and get drunk. She was not known to see any other men at this time and wore rings to give the impression she was married. She would sleep rough on nights she could not afford lodging houses.

Reputation

There is no evidence Annie was ever a prostitute, she crocheted and sold matches to earn money. She was very unwell at the time of her murder.

Coroner recorded profession on death certificate:

'Widow of John Chapman, a coachman'

Elizabeth Stride

27th November 1843 – 30th September 1888

Family

Born in Torslanda, Sweden. She was the daughter of a Swedish farmer, Gustaf Ericsson, and his wife, Beata Carlsdotter. She had an older sister and two younger brothers. Just before she turned seventeen she moved to the city of Gothenburg to seek employment as a servant

Pregnancy

In 1865 Elizabeth was pregnant with an illegitimate child. Nothing about the father is known. Elizabeth was placed on a police register for prostitution. She was found to have syphilis and the 19th century 'cure' in unhygienic wards caused the miscarriage of her child.

Work in Sweden

Upon arriving in Gothenburg Elizabeth found work as a servant, but left for reasons unknown in Feb 1864. She continued to describe herself as a servant. After her miscarriage she found work again as a servant in Gothenburg before taking an opportunity to leave Sweden for London and escape her reputation as a fallen woman.

London

Moved to London in 1866

Marriage

In March 1869 she married John Thomas Stride, a ship's carpenter from Sheerness who was 13 years her senior. They opened a coffee house together, but went out of business.

In 1877 the couple separated for a time and she was picked up by the police for vagrancy and taken to a workhouse. After this the couple were reconciled temporarily, splitting up for good in 1881.

Making a living in London

When John was unable to bring in enough money Elizabeth used her wits to make money – she claimed to be a survivor of a recent, devastating ship sinking where over 600 people died.

She claimed her husband and children had perished and appealed for charity. She also pretended to be a woman's estranged sister so the woman would occasionally give her money

Prostitution in London

In October 1884 John Stride died. The next month Elizabeth was arrested for drunk and disorderly behaviour and soliciting. There is no evidence she was arrested again for soliciting after this.

Michael Kidney

After John's death Elizabeth took up with the dock worker Michael Kidney. They did not have a happy relationship. Both drank heavily and Kidney was violent towards her. It is also likely that relationship problems came from Kidney's infidelity – he caught syphilis but Elizabeth would no longer have been contagious.



Illustrated Police News 6th October 1888

Coroner recorded profession on death certificate:

'Widow of John Thomas Stride, carpenter'

Reputation

From 1886 – death Elizabeth's behaviour seems to have changed dramatically. With several arrests for drunk and disorderly behaviour and obscene language.

One possibility is that the syphilis she caught 20 years ago was in the final stages, where it attacks the brain and nervous system

Education

Limited – could not read and write. Her parents focused on teaching her how to run a farm and house. After moving to England she spoke English so well people didn't realise she was not native.

Catherine 'Kate' Eddowes

14th April 1842 – 30th September 1888



*The Penny
illustrated paper,*
13th October 1888

Family

Parents George and Catherine Eddowes. Moved to London from Wolverhampton when Kate was a baby. George was a tin plate worker, which was skilled work. If they had less children then might have lived in moderate comfort. They had 12 children, 10 who survived to their teens and as a result they were poor.

Her mother died in 1855 and her father two years later. Kate's older sister appealed to family in Wolverhampton to take Kate in. Five of her younger siblings were sent to the workhouse as orphans.

Wolverhampton and Birmingham

Her aunt and uncle got her a job as a 'scourer' 12 hour days working in a factory environment. She was caught stealing. Age 19 she left

Wolverhampton for Birmingham to live with another aunt and uncle, who found her a similar job

Work

Travelling with Tom and helping him to sell trinkets and song sheets – some of which they wrote – involved sometimes sleeping rough or in a workhouse if they had not earned enough for a bed for the night. But it played to her strengths an entertainer and got her out of the factories of Wolverhampton and Birmingham. They would resort to begging when needed. Eventually Kate settled in London. Tom still travelled to find work and Kate and her children were in and out of workhouses.

Alcohol

1876 arrested for drunk and disorderly behaviour and served 14 days in prison. There were times when her children were taken to the workhouse because she and Tom were missing for several days or weeks probably linked to drinking.

New relationship

After Conway, Kate formed a relationship with John Kelly. They shared a love of drinking. But had no fixed address, staying in Whitechapel lodging houses or sleeping rough. He was not violent and they got on with other locals, sharing their money when they could

Reputation

There is no evidence she was ever a prostitute. When she died nearly 500 people paid their respects at her funeral on 8th October 1888 including many members of her family.

Education

Attended school until approximately age 14. Was noted as having an 'unusual degree of intelligence'

Kate and Tom's children

Catherine 'Annie' Conway – 1863
George - 1868
Harriet – 1869 (died at 3 weeks malnutrition)
Thomas – 1873

Coroner recorded profession on death certificate:

'Supposed single woman'

Un-married

Kate met Tom Conway in 1862. He was a 'chapman' he was nomadic, travelling the country selling books, song sheets, and an assortment of trinkets. Kate's family disliked him. He had no reliable income or fixed address. By July Kate was pregnant and left her family to travel with Tom. She was forced to go to a workhouse to have her first child and claimed she was married. It was fairly common some poor couples to live in 'common-law marriages' without being married, but workhouses would not provide the same level of help to these women and they were often put into the same category as prostitutes, looked down on by higher levels of society. Conway was violent to Kate. They broke up in 1881

Mary Jane Kelly

c.1863 – 9th November 1888



1888
newspaper
sketch 'A lost
woman'

Family

Nothing is known for certain about her family. She told different stories to different people, sometimes claiming to be Welsh, sometimes Irish.

'High end' prostitution

Mary Jane arrived in London between 1883 – 1884. She took lodgings in Brompton and Her profits from top end of the sex trade in London meant she earned a good living. She 'led the life of a lady' being driven about in a carriage. She would have had fine clothes and the men she met would have spoilt her with fine food and drink, jewellery and nights out as well as paying her for sex.

Trafficked to Paris

Mary Jane was offered a trip to Paris, although when she got there it was not what was expected. Many women at this time could be duped into foreign prostitution, where their belongings were taken and they were told they needed to work off their debt – which was always increased – before they could leave.

Mary Jane managed to leave, latter saying 'she did not like the part' (what was expected of her) but it is not known how she alluded her trader but she did.

Less privileged prostitution

When she returned from Paris, Mary Jane did not go back to the wealthy London areas she had worked before. Possibly to avoid detection from the people who trafficked her to France, they would have been dangerous men. Instead she moved to a cheaper areas near the docks to continue her trade.

Alcohol

Once returned from France Mary Jane took to drinking more. She was described as 'one of the most decent and nicest girls when sober ... very quarrelsome and abusive when intoxicated'

Education

Nothing is known for certain. But she had no Irish or Welsh accent suggesting elocution lessons. One landlady commented on her 'scholarship' and artistic ability. Which a working class girl would likely not have been taught. So possibly she was from a well to do family and educated as such.

Coroner recorded profession on death certificate:

'Prostitute'

Relationships

In 1886 – 1887 Mary Jane formed a relationship with Joseph Fleming, a labourer in the building trade. They lived together in one room for a few months until they split up. She then moved to Whitechapel and met Joseph Barnett.

They lived in shabby one room accommodation together until she was murdered. They both enjoyed a drink, which meant money was tight even though Barnett had a job as a porter. When he lost his job Mary Jane had to consider going back to prostitution.

Reputation

Her neighbours described her as 'one of the smartest, nicest looking women in the neighbourhood' 'good, quiet and pleasant' well liked, she enjoyed singing and telling stories, especially stories about her time in the West End, when she had led the life of a lady.

What can we learn from the stories of The Five about the
NEED for a women's rights movement?

TASK 1: Single Paragraph Outline: Fill in the remaining gaps in this paragraph plan about one of The Five

Topic Sentence: *There are many things we can learn about the stories of The Five victims of Jack the Ripper, and how women at this time were in dire need of a Women's Rights movement.*

Supporting Detail 1: *For example... [name of individual] who....*

Supporting Detail 2:

Supporting Detail 3:

Concluding sentence:

.....

TASK 2: Developed paragraph.

Use the information in the plan above to create a developed paragraph.

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TASK 3: Either: Plan another paragraph as above and then develop,
OR have a go at writing up another two individuals from The Five freehand.

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TASK 3: Single Paragraph Outline: Fill in the remaining gaps in this paragraph plan about one of The Five

Topic Sentence: *Another tfactor we can learn about the stories of The Five victims of Jack the Ripper, and how women at this time were in dire need of a Women's Rights movement.*

Supporting Detail 1: *For example... [name of individual] who...*

Supporting Detail 2:

Supporting Detail 3:

Concluding sentence:

.....

TASK 3: Developed paragraph.

Use the information in the plan above to create a developed paragraph.

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TASK 3: Developed paragraph.

Use the information in the plan above to create a developed paragraph.

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Enquiry 3: How far did the Suffragettes hurt their own cause? Pt.1

Glossary:

Suffrage → Latin. 'suffragio' "a voting-tablet", "a ballot", "a vote", or "the right to vote"

Enfranchisement → the giving of a right or privilege, especially the right to vote

TASK: What can this source tell us about attitudes to the Women's Rights in the 1910s.



STEP 1: What does the source show us? Describe what you can see in the source.

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STEP 2: What does the source tell us? Explain it.

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EXT: What do you think is the significance of both of the figures being children in this source?

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TASK: MINDMAP - What has life been like for women since the Industrial Revolution?

Life for Women

TASK: TRUE OR FALSE	
Statement	TRUE/FALSE
A woman could not divorce her husband	
Married women could own property	
Women could not vote	
Women could work anywhere they wanted	
Most women were not educated past the age of 13	
Women could not keep their job once married	
Queen Victoria was against women gaining more rights.	
Women had enough money to leave their partners if they wanted to.	
Answers: 1 - T, 2 - F, 3 - T, 4 - T, 5 - T, 6 - T, 7 - T, 8 - F	

The Current state of play - Life for Women Pre-1900

TASK: Highlight the most important
information

Work opportunities for women were improving at the start of the 20th century. It was becoming socially acceptable for women to become nurses, teachers and have jobs in clerical work. Evidence shows that around 30-40% of women from working class families contributed to household incomes through a range of jobs.

BUT...

- Marriage bars or restrictions in employment meant that once a woman got married they could not keep their job.
- Limited access to education meant that women's jobs were often seen as low skilled and paid less than men even if it was the same job.
- Most working women were poorly paid, and worked in poor conditions.
- Properly laws stopped women from being able to own their own businesses, so many continued small, menial (boring, simple) tasks or worked with their husbands.

STEP 2: Summary of this information:

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TASK: Highlight the most important information

Under the Married Woman's Property Act 1882, married women could now own some property and earnings. Before this date everything a woman owned went to her husband upon marriage. The Married Women's Property Act 1884 recognised that wives were not the property of her husband.

Women also enjoyed gardening and strolling in parks. The Victorian woman enjoyed reading novels and poetry.

BUT...

- Many women had no experience handling money so still continued to allow their husbands to exert control over them and their property. For many years, all property had become the husbands upon marriage.
- Many women began taking up physical activity like tennis or hockey, but many could not afford to buy the equipment.
- Women were believed to be physically smaller and weaker than men with lighter brains, and so were kept separate from physical sports.
- Attitudes to female fitness and leisure was primarily focused with making women healthy so that they would produce healthy children.

STEP 2: Summary of this information:

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In 1870, an Education Act was passed in England making it a requirement that both females and males get an elementary education. It was campaigned for by the National Education League.

BUT...

- For girls, teaching was mainly by rote, with children learning things by simply repeating and memorizing what was said by their teachers, leading to less creativity.
- Only a few universities allowing women to attend.
- Most women were not educated past the age of 11 because before marriage, women focused on learning housewife skills such as weaving, cooking, washing, and cleaning.
- Women were believed to only need to be educated in "accomplishments" such as singing and dancing, and the languages, to allow them to earn a husband and become the "Angels of the House".
- Many doctors who believed that if women studied too much education, it would stunt their ability to reproduce.
- Even the first female doctors struggled making progress. Men would not go to them simply because they were woman. Other married women were usually forced to see a male GP.

STEP 2: Summary of this information:

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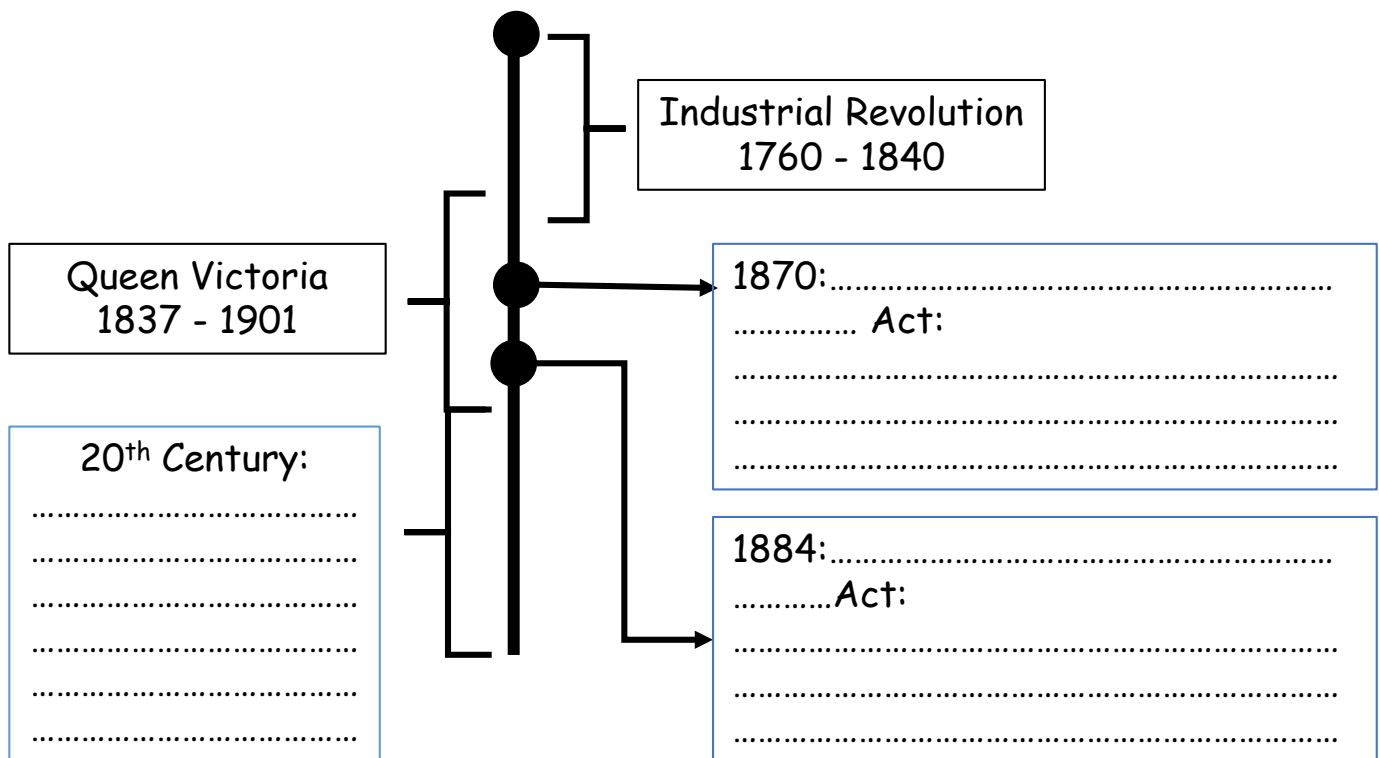
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TASK: Progress for women.

Mark on the timeline: a) Which new laws had come in, b) when, and
c) What difference they made



TASK: But, because, so...

STEP 1: Write a sentence using the words: 'but', 'because' and 'so'. You will use the same statement 3 times, but you will change the word after the statement. E.G.

*"Work opportunities were improving for women by the 20th century, **but**...
... most working women were low paid or worked in poor working conditions.*

*"Work opportunities were improving for women by the 20th century,
because...*

*...it was becoming socially acceptable to do certain jobs, such as teaching,
nursing, or secretary work.*

*"Work opportunities were improving for women by the 20th century, **so**...*

*...women were becoming more empowered, as they were able to earn money
for themselves, independently from her husband".*

TASK: But, because, so...

STEP 2: Your turn! Using the example from the previous page, make a different point in the same way.

*"In 1870, an Education Act was passed that meant boys and girls both receive an elementary education as standard **but**...*

*"In 1870, an Education Act was passed that meant boys and girls both receive an elementary education as standard **because**...*

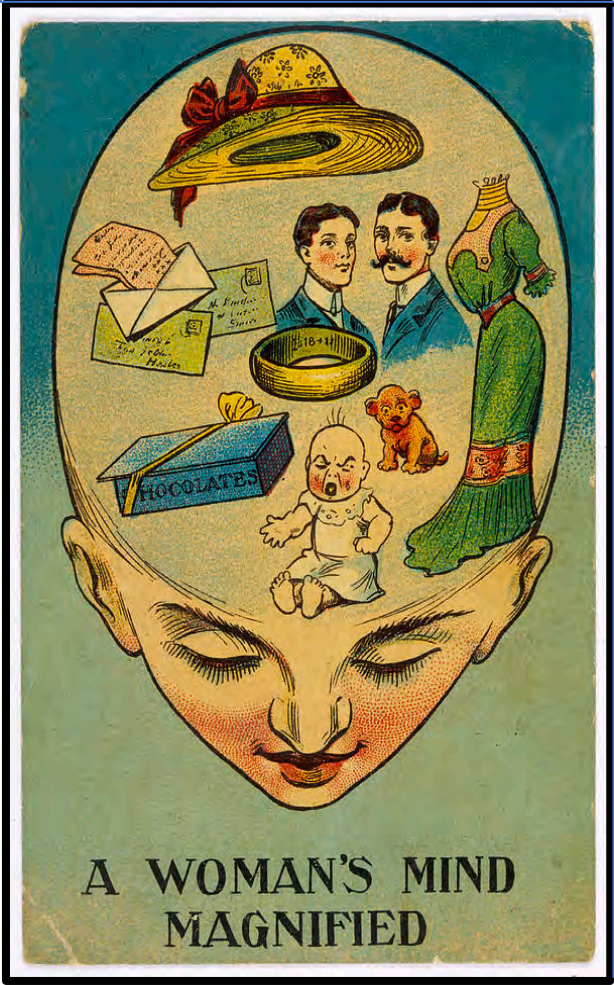
*"....., **so**...*

STEP 3: Your turn, freehand!

"In 1887

Enquiry 3: How far did the Suffragettes hurt their own cause? Pt.2

TASK: What can this source tell us about attitudes to the Women's Rights in the 1910s.



STEP 1: What does the source show us? Describe what you can see in the source.

STEP 2: What does the source tell us? Explain it.

The Story of Kitty Marion



Kitty Marion, Katherine Marie Schafer (1871-1944) as she was born, was a German child immigrant to the East End of London. She arrived in 1886, two years before the city was terrorised by the murders of Jack the Ripper, with his violent attacks on women of the East End.

For Kitty Marion, sex was at the heart of her fight for female equality. She knew, first-hand the reality of sexual danger that many women faced, as she found herself subjected to multiple sexual assaults and attacks during her career as an actress and singer in the music halls.





The expectation that a woman would be required to trade her body for employment utterly infuriated her, she believed, without the shadow of a doubt, that a woman should have the right to work., earn money and be independent, without being subjected to sexual harassment.

As Kitty began to fight for her right to work without fear of sexual harassment, another social revolution was taking place across British society. The campaign for women to get the vote had been gaining momentum since the mid-nineteenth century and, following the death of Queen Victoria in 1901, a new radically charged wing of the suffragette movement had emerged in 1903.

- Dr. Fern Riddell, *Death in 10 Minutes*, 2019

We will check in with Kitty Marion across the course of the Women's Rights movement..

After a new law for women's **suffrage** was rejected in 1867, the campaign for women's right and the vote gained speed. 19th Century feminists talked about getting Women's Rights and suffrage as 'The Cause'.

As the want and desire for Women's rights began to emerge more strongly, so too, did two major Women's Rights Groups: **The National Union of Women's Suffrage Societies (NUWSS)** and the **Women's Social and Political Union (WSPU)** who raised a great deal of attention for the issues that women faces in the lead-up to World War I.

The NUWSS was formed in 1897 from lots of local women's groups, and was led by **Millicent Fawcett**. It was made up of mostly middle-class women who campaigned peacefully for the vote. However, being middle-class, they perhaps had not experienced the same serious circumstances faced by women of the lower of working class, such as Kitty Marion and often had enough money to hire on women, such as any of The Five as housemaids.



By the early 1900s, the **Suffragists** were flourishing, with a rising membership and an efficient nation-wide organisation. By 1914, the **NUWSS** had approximately 54,000 members, the majority being middle class, respectable citizens.

The Suffragists believed in a **gradualist** strategy, using non-violent tactics to persuade the country that women deserved the vote.

The Women's Social and Political Union (WSPU) was formed in 1903 by **Emmeline Pankhurst** and her daughters, **Christabel** and **Sylvia**.

Emmeline Pankhurst had been a member of the Manchester **NUWSS**, but grew impatient with how little progress it made. She believed that an organisation had to be more active, and involve young working-class women to be successful. The motto for the Suffragettes became '**Deeds not Words**', and founded a newspaper in **1909** called '**Votes for Women**'.

By **1912** the Suffragettes had become more **militant** in their tactics, including law-breaking, violence, **hunger strikes**, and often criminal **arson**, as well as interrupting daily life with disruptive **protests**.

Women who did not want to use the **Suffragettes** militant tactics split off and formed the **Women's Freedom League** in 1907. Despite this, the 3 women's groups often worked together to keep Women's Rights high up on government's list of priorities.

TASK: Key terms - Collect key terms from the information above, and give them a definition in the box below.

Key terms: E.G.

suffrage - the right to vote in political elections

NUWSS

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What are the similarities and differences of the main Women's Rights groups?

Similarities	Differences

One key difference between the main pressure groups is

This is important because

Another key difference between

This is important because

Thirdly,

Enquiry 3: How far did the Suffragettes hurt their own cause? Pt.3

Women's Rights Groups

'If men use explosives and bombs for their own purpose they call it war,' wrote Christabel Pankhurst in 1913, 'and the throwing of a bomb that destroys other people is then described as a glorious and heroic deed. Why should a woman not make use of the same weapons as men. It is not only war we have declared. We are fighting for a revolution!'



Christabel Pankhurst, daughter of the found of the Suffragettes, Emmeline Pankhurst

TASK: Underline the most important information

Christabel's new tactics oversaw a nationwide bombing and arson campaign that the newspapers quickly dubbed the 'Suffragette Outrages'. One of the earliest recordings of this term is found in the *Morpeth Herald* on 20 November 1909, when a suffragette attacked a young Winston Churchill with a horse whip on the platform of Bristol railway station. In the same month, Selina Martin and Lesley Hall disguised themselves as orange sellers and, armed with a catapult and missiles, attacked Prime Minister Asquith's car in Liverpool.

TASK: Underline the most important information

The following year in Battersea, a clerk suffered burns as he attempted to stop a suffragette from throwing a liquid over the papers of a Member of Parliament - one of the first recorded instances of a suffragette causing physical harm to a member of the public. Risk or injury to the public has been vehemently denied by many suffragette historians, as well as by the suffragettes themselves, but the newspapers (and even the accounts of the militant suffragettes) prove that there were numerous instances where injuries occurred, and that personal risk, or even death, was great.

One of the most dangerous suffragette attacks occurred in Dublin in 1912. Mary Leigh, Gladys Evans, Lizzie Baker and Mabel Capper attempted to set fire to the Theatre Royal during a packed lunchtime matinee attended by Asquith. They left a canister of gunpowder close to the stage and threw petrol and lit matches into the projection booth which contained highly combustible film reels. Earlier in the day, Mary Leigh had hurled a hatchet towards Asquith, which narrowly missed him and instead cut the Irish MP John Redmond on the ear.

1912 proved to be an escalation point in the violence of the militant suffragettes. Glasgow Art Gallery has its glass cases smashed; bank and post office windows were smashed from Kew to Gateshead; in September, 23 trunk telegraph wires were cut on the London road at Potters Bar; and on 28 November simultaneous attacks on post boxes occurred across the entire country. By the end of year, 240 people had been sent to prison for militant suffragette activities.

Once in prison, these inmates were often subjected to the torture of force feeding at the hands of the prison authorities - actions which only further radicalised them and increased their commitment to the militant campaign on their release.

Kitty's progress



Kitty had taken an active part in Christabel's Pankhurst's escalation of violence and had been a part of many high-profile protests and law-breaking engagements. She was arrested multiple times.



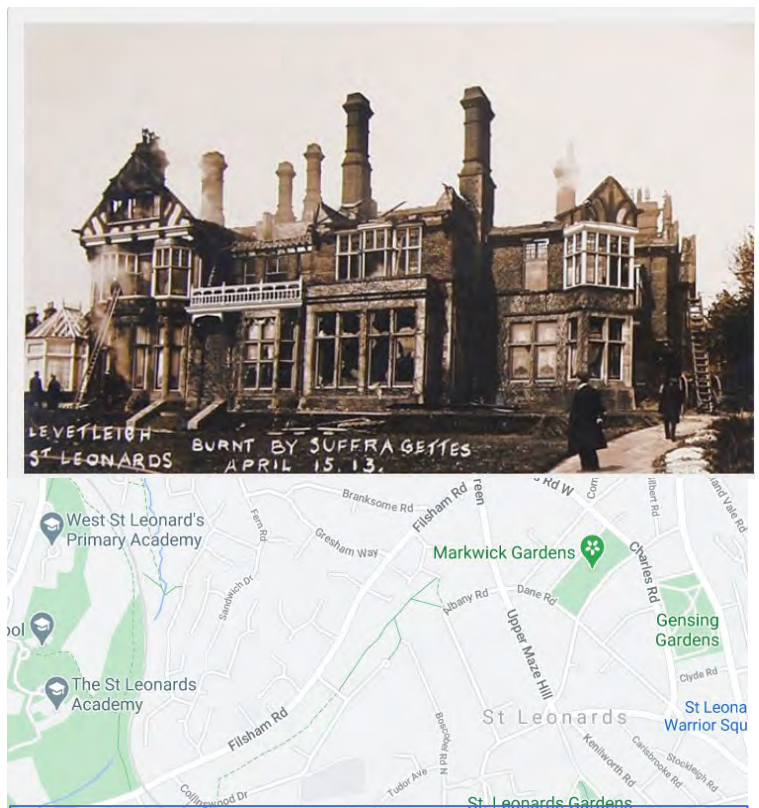
04.1913 Kitty's attack on a train carriage in Middlesex.



05.09.1912, arrested for heckling the Prime Minister



04.1913 - Kitty's attack on a Conservative MP for Hastings, Arthur Du Cros' house.

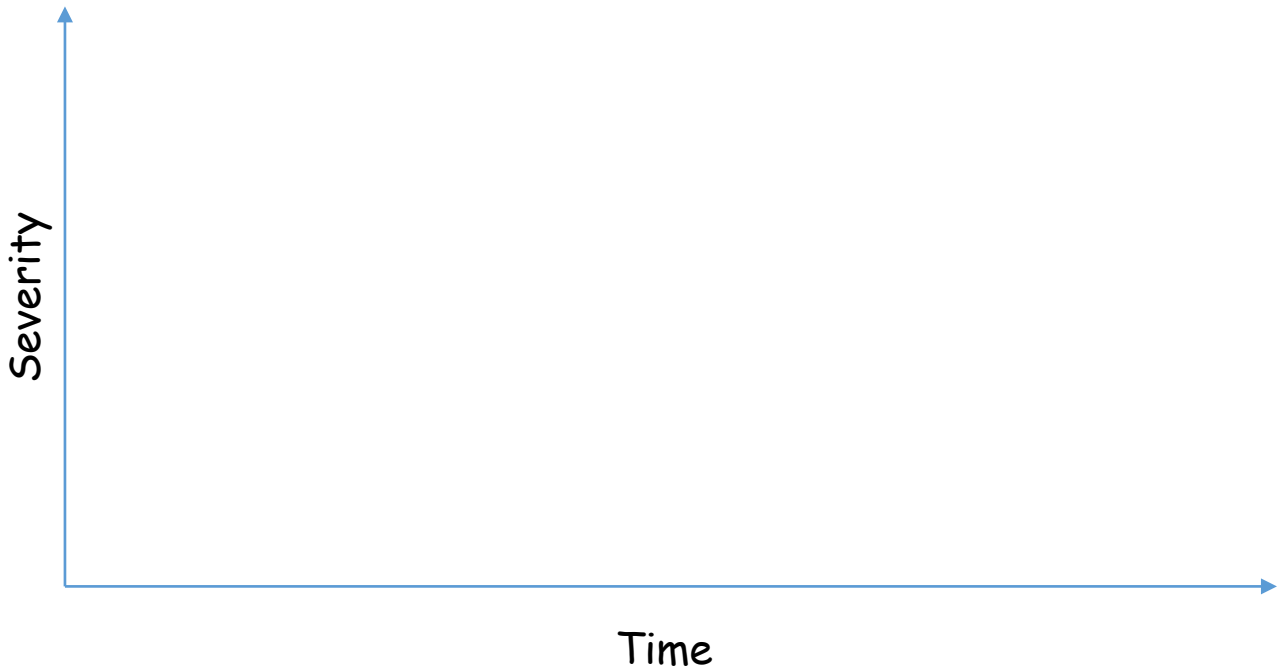


This house that was attacked by Kitty is very close to our school, on Dane Road.

The escalation in Suffragette violent tactics

TASK: Plot the events from the reading and the pictures on a line graph in terms of 1) time they happened (year), and 2) severity (seriousness) of the event

Plot the event with an 'x' and write next to it **what** that event was.



EXT: What is it about the event that makes it so severe (serious) or not so serious?

Event 1:

Event 2:

Event 3

Enquiry 3: How far did the Suffragettes hurt their own cause? Pt.3

Give a definition of the word 'terrorism':

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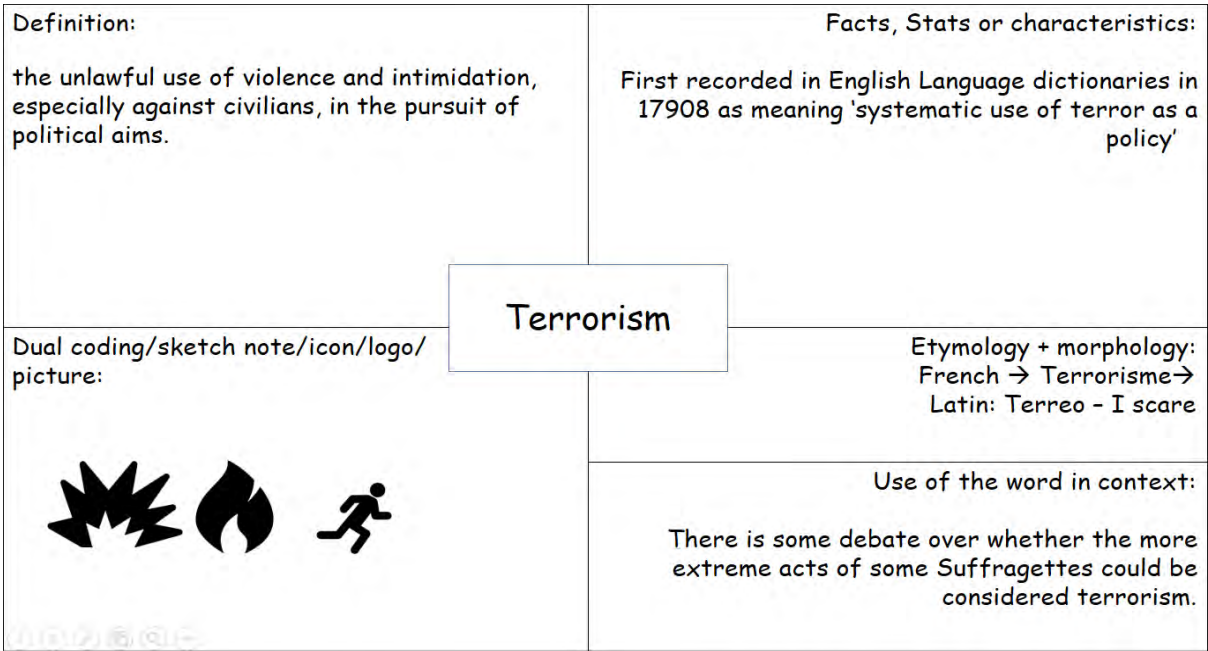
How far do you think the actions of the Suffragettes should be given the label of 'terrorism'? Why?

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What makes something an act of terrorism?



To be considered terrorism, an act must fit 4 main criteria:

- Be violent
- Target or be likely to affect civilians
- Intention of spreading fear
- Political aims

2. Add a title for each paragraph

1. Highlight the key information in each paragraph

3. 1-2 bulletpoints for each para

Many Suffragettes were arrested for their violent actions, with over 1,000 women put in prison during the movement's lifetime. Never before had women been arrested on this scale, and it certainly heightened the publicity afforded to the Suffragettes.

An example was in 1910 on "Black Friday" where many women marched on Parliament to protest. Over 150 women were injured. Some were permanently disabled and two died from injuries. Many were also sexually abused by police, who had been instructed to use force so that the women would never try this type of protest again.

The main argument of the Suffragettes and not having the vote, was that they had been robbed of the freedom of choice - the freedom to choose the politicians that represent them. As a result, when they were imprisoned, many Suffragettes chose to go on hunger strike - they refused to eat the food given to them in an act of defiance. This became an accepted tactic of the Suffragettes, and many received medals for their efforts.

In response to this, the government ordered prisons to force-feed the women so they would not starve. This would involve 4-5 people all to pin down the 'offending' Suffragettes, force a tube down her throat, and pour liquid food down it. It had a particularly painful and horrible sensation and had the reverse effect: many members of the public began to feel sympathy for the women imprisoned and treated in this way.

2. Add a title
for each
paragraph

1. Highlight the key information in
each paragraph

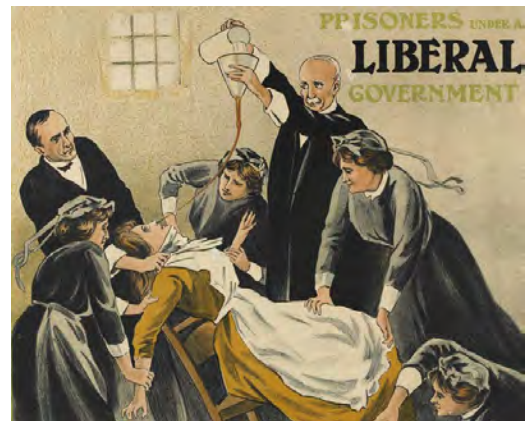
3. 1-2
bulletpoints
for each para

As a result of the public sympathy towards the Suffragettes, the government passed a law called the Prisoners Temporary Discharge for Ill Health Act in 1913, where Suffragettes would be released into recovery homes, and then re-arrested once back to full health.

However, this Act was unenforceable, and resulted in women immediately running away after release, forming highly dangerous and radical groups of previously imprisoned Suffragettes.



(left) A hunger strike medal, given to Suffragettes. Inscribed with their name and how long they were imprisoned for.



(above) A poster showing the brutality of a Suffragette being force-fed.



The Kitty and Mouse Act

The law eventually caught up with Kitty, and she was imprisoned many times. In one imprisonment alone, she was subjected to 232 instances of force-feeding.

She had dreamed for a career in show-business, but now her singing voice had been ruined.

She had joined the Suffragettes in order to give women a choice of who to vote for, but had her own ability to choose taken away from her as the price.

For comparison, Emily Davison was force-fed 48 times, Emmeline Pankhurst was reported as being on the brink of collapse after only one instance.



(Left) Eagle House - AKA 'Suffragettes Rest' was a rest home for Suffragettes recovering from their imprisonment. (Centre) Mary Blaythwayt, the landlady (Right) Emmeline Pankhurst, leader of the Suffragettes (WSPU) recovering from her time in prison.

The sources below are critical of the government at the time, How do you know?

(LEFT) A poster from the WSPU newspaper 'The Suffragette'

(RIGHT) A poster produced by the Suffragettes in the run-up to an election (1910)



In source A I can see.. ..

Another part of Source A is

This shows that it is critical of the government because.. ..

In source B I can see.. ..

Another part of Source B is

This shows that it is critical of the government because.....

EXT: How does the authorship of the source affect the reliability information in it?

Enquiry 3: How far did the Suffragettes hurt their own cause? Pt.4

What makes something an 'act of terrorism'?

- 1)
- 2)
- 3)
- 4)

Was Emily Davison a martyr or troublemaker?

Martyr - someone who dies, or is killed because of, or to put forward their political or religious views (here, Women's Rights)



Emily Wilding Davison studied at Royal Holloway College and Oxford University, although women were not allowed to take degrees at that time so she couldn't graduate.

She was frequently arrested for causing public disturbances, assaulting politicians, and burning post boxes. She spent many short periods in jail.

In 1909, she was sentenced to a month's hard labour in Strangeways Prison in Manchester after throwing rocks at the carriage of Chancellor David Lloyd George. She attempted to starve herself. She was force-fed 49 times in her career in activism.

A prison guard, angered by Davison's blockading herself in her cell, forced a hose into the room and nearly filled it with water. Eventually, however, the door was broken down, and she was freed.

She had also tried to commit suicide by jumping from a prison balcony (caught by the wire netting) and by throwing herself down the prison stairs.

TASK: Write down 4-5 facts about Emily Wilding Davison from the information above

- 1)
- 2)
- 3)
- 4)62.....



Epsom Derby, 1913. Emily Davison steps out in front of the Kings' Horse (The King's favourite to win the race) and is struck at full speed by the horse and rider.



(TOP LEFT, MIDDLE LEFT, BOTTOM LEFT) Emily Davison's funeral procession. (TOP RIGHT) The next issue of The Suffragette newspaper after Emily Davison's death.



Emily Wilding Davison died of her wounds the same day of a fractured skulls, and severe internal injuries and bleeding.

BUT there is still some controversy over the circumstances of her death - did she mean to die that day and martyr herself for the Suffragette cause, or was her death an accident?

EVIDENCE:

Evidence A:

Part of Emily Davison's prison record. She was a very militant suffragette who believed in 'deeds not words.'

March 1909 - One month in prison for obstruction by blocking a road.

September 1909 - Two months for stone throwing.

November 1910 - One month for window breaking.

January 1912 - Six months for setting fire to post boxes.

November 1912 - Ten days for assaulting a vicar whom she mistook for a Member of Parliament.

Evidence B:

G. Colmore in 'The Life of Emily Davison' (1913). The Suffragette Summer Festival was a week-long meeting of hundreds of suffragettes.

Emily was never brighter the day of the Summer Festival. She stayed long at the fair and said she would go there everyday. "I will attend, except tomorrow, because I am going to the Derby."

"What are you going to do?"

"A-Ha!" It was her usual answer...when she had planned something. "Look in the evening paper and you will see something," she added.

Evidence C:

From a BBC article.

"Was Emily Davison pinning a Suffragette ribbon or flag on the King's horse? It must have been a possibility as her hand was raised. There was one found near her unconscious body. Indeed what a message it would have sent, to see the King's horse finish the race wearing Suffragette colours!"

Evidence D:

From Sylvia Pankhurst's 'The Suffragette Movement: An Intimate Account of Persons and Ideas' (1931).

"Her friend declared that she would not have died without writing a farewell message to her mother. Yet she sewed suffragette flags into her clothes as though to be sure that no mistake could be made as to her motive when her body was examined."

Evidence E:
A newspaper article on 5th June 1913, the day after the incident. Note the sub-heading and what Emily was said to be wearing.



Evidence F:
From an eyewitness, John Ervine, who stood near to Emily Davison on the day.
"The King's horse, Anmer, came up and Ms Davison went towards it. She put up her hand, but whether it was to catch hold of the reins or protect herself, I don't know. The horse knocked her over with great force and then fell itself. The jockey and Ms Davison were bleeding a lot. I feel sure Ms Davison meant to stop the horse. Some say she was crossing over, as people used to do when the race was over. I don't - it was obvious she was trying to stop that horse."

Evidence D:
Written by a modern historian.
"Some believed she was crossing the racecourse and hadn't seen that the horses were still racing. Other's heard her shout "votes for women" before leaping in front of the horse. There is video evidence showing that she stopped right in front of Anmer and that she was reaching for something on the horse."

TASK: Was Emily Davison's death a suicide or an accident? Put the evidence into the appropriate column.

Accident	Suicide

TASK: Accident or suicide? (contd.)	
Accident	Suicide

TASK: Which interpretation do you find more convincing, given the evidence?

As a historian, the interpretation of _____ is more convincing.

For example, one piece of evidence shows

This is important because.....

This reveals that it may be [accident/suicide] because

Furthemore, another piece of evidence is.....

This is important because

This reveals that

Finally

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EXT: Write two points arguing from the other side.
E.g. if you argued 'suicide', then try arguing 'accident',
or vice versa.

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Enquiry 3: How far did the Suffragettes hurt their own cause? Pt.5

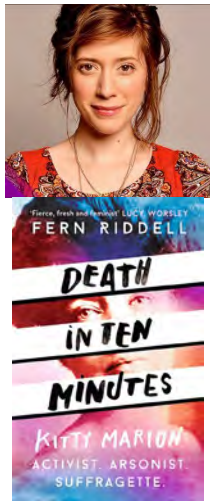
TASK: Fill in the box below referring to the word 'terrorism'

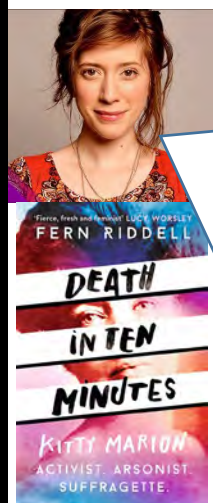
Definition:	Facts, Stats or characteristics:
Terrorism	
Dual coding/sketch note/icon/logo/picture:	Formation of the word 'terrorism':
	Use of the word in context:



Kitty walked with her Suffragette sisters in the funeral procession of Emily Davison, who was regarded as a 'hero' by Women's Rights activists everywhere.

Even people who were not involved in the Suffragette movement, or had previously been against it, could not help but feel sympathy. These women were putting their lives on the line every day for one simple right: the freedom to choose.





Kitty's violence against Conservative MP George Du Cros' house may have caused no physical injuries, but many of the attacks carried with them a significant and increasing risk to life. At Kingston on 14th May, as a packed passenger train arrived from Waterloo, three bombs were discovered in a third-class carriage, rigged to a timer. Two were tin canisters measuring three inches high and one and a half inches in diameter, filled with what appeared to be nitro-glycerine; and the third was a square box, six inches by four inches and wrapped in brown paper, connected by wires.

The tins had been wrapped in Suffrage literature with messages: "Give us our votes, and we will give you peace", 'Mt Lloyd-George is a crone and Mr Asquith (prime minster) is a liar', 'Life and property not safe till we get the vote'.

- Dr. Fern Riddell, *Death in 10 Minutes*

TASK: Review: Actions of Emily Davison and Kitty Marion

Emily

Kitty

TASK: How far can the actions of either Suffragette be considered 'terrorism'?

The 4 criteria that define 'terrorism' are....

- 1)
- 2)
- 3)
- 4)

Emily Davison (describe actions)

.....

.....

.....

.....

These actions can/can't be considered terrorism because.....

.....

.....

.....

Kitty Marion (describe actions)

.....

.....

.....

.....

These actions can/can't be considered terrorism because.....

.....

.....

.....



Epilogue - What happened to Kitty Marion?

Emily's funeral was a pantomime of epic proportions, orchestrated down to the last detail by Christabel Pankhurst, far away in France.

Kitty was secretly taken from Victoria Station to Paris on the 31st May, to show Christabel the results of the government's force-feeding of the Suffragette prisoners, but Christabel had little interest in the damage her methods had wrecked on the bodies of her soldiers, unless of course they could be used to further the propaganda and the press of the suffrage cause..

But with the outbreak of world war, the government offered amnesty to those who had broken the law in the name of women's suffrage - 1, 200 women and 100 men. But even an amnesty could not protect Kitty from what was coming next, as the home and sisterhood she had relied on for her security, her family, and her friends was about to be brutally torn apart.

War broke out in 1914 and turned ever worse even one month later. Kitty had been a resident in Great Britain for almost thirty years, two thirds of her life. Her childhood in Germany was a distant memory and she had no contact with her family in decades. Were the government seizing on the opportunity of the outbreak of war with the Germans to finally rid themselves of such a dangerous and militant woman?

Five days later, someone wrote in the margins of Kitty's police file - "This woman deserves to be in prison, but I agree it is no use sending her back to Germany when she left the country at the age of 15 and has been here for 29 years. Such a hard measure might open up fresh trouble with the Suffragettes who had behaved well since the war began.'

She was booked passage to America, where she used her contact to get in touch with the American Suffrage movement.

TASK: SUMMARISE - What happened to Kitty Marion at the onset of WWI?

Generally, during WWI and after, women did their part in munitions factories and on the Home Front to help the country through the war.

For whatever reason, the Suffragette movement and its intricacies were largely hushed-up during and after the war.

For what reason? Dr. Fern Riddell explores in the latter part of her book "Death in 10 Minutes".

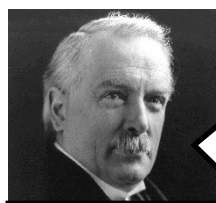
How far did the Suffragettes hurt their own cause? Pt.5

Actions of the Suffragettes

In my opinion, far from having injured the movement, the **Suffragettes have done more during the last 12 months** to bring the cause to the front of politicians minds than we have been able to accomplish in the same number of years.



Millicent Fawcett, leader of the Suffragists and usually against violence, writing in support of the Suffragettes 1906.



David Lloyd George speaking in 1913. He was later Prime Minister, 1916-1922.

Haven't the Suffragettes the sense to see that the very worst way of campaigning for the vote is to try and intimidate a man into giving them what he would gladly give otherwise?



Emmeline Pankhurst in *My Own Story* (1914).

What good did all this campaigning do the suffragettes, you ask? For one thing, our campaign made women's suffrage a matter of **national news**! It had never been that before. Now **all** the newspapers are full of us. The argument of the broken pane of glass is the most **valuable argument** in modern politics.



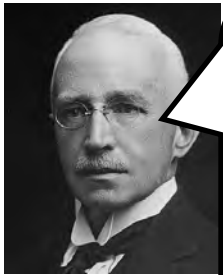
I don't think women had a choice. The **government wasn't listening** and so someone had to say 'enough was enough'. This is where the militancy comes from. They attacked property, as this seemed what men valued most. Without these actions, **would the government have paid attention?**

From a modern-day documentary on BBC teach Website.

Even members of the Suffragettes saw that the violence was harming the cause. lost sympathetic friends in government. 'Unwomanly' tactics like heckling and pestering politicians and hurling missiles at the police outside halls from which they were banned, had alienated the more cautious sympathisers.



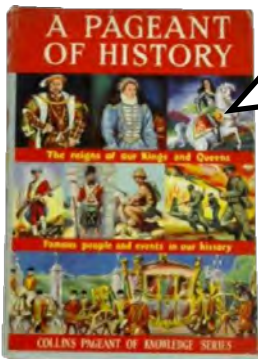
Diane Atkinson in *Votes for Women* (1980)



The activities of the suffragettes had reached the point by 1913 when **nothing was safe** from their attacks. Churches bombed, houses destroyed, police assaulted...the members of the Commons were **forced to resist** their demands. As a result of the violence, the law to give women's votes was defeated in Parliament in 1912, when before all this, the Government **might have** supported it.

John Henry

Whitney, Speaker of the House of Commons, writing in 1925.



The **suffragettes increase in numbers** made impossible for its enemies to dismiss it. Time and again these **brave women** were sent to prison, were treated worse than the vilest criminals, went on **hunger strikes** and were forcibly fed. great many people, who had not cared one way or the other about votes for women, **changed their minds** when they learned of such cruelties. imposed upon those **courageous women**.

Edward Boyd, an article on 'The Suffragette Movement' in *A Pageant of History* (1958).

published in a National Newspaper c. 1912. It parodies the attitudes of the Suffragettes.



Task: Answer the Enquiry question:
How far did the Suffragettes hurt their own
cause?

STEP 1: Make a personal judgment. What do you think?

STEP 2: Use an example. "For example...."

This example can be from the statements from the previous page, or
can be an event, action or attitude from anywhere in the booklet.

"I believe the Suffragettes did/ did not hurt their own cause."

"An example of this is when [refer to specific event/person/attitude]

"This is backed up/strengthened by... [quote a piece of evidence from
the previous page]

This shows that the Suffragettes did/did not hurt their own cause
because...

Secondly, another example...

This is backed up/strengthened by...

This shows that the Suffragettes did/did not hurt their own cause
because...

[Use the format on the previous page to help you continue!]

Furthermore...

[illegible]

Also...

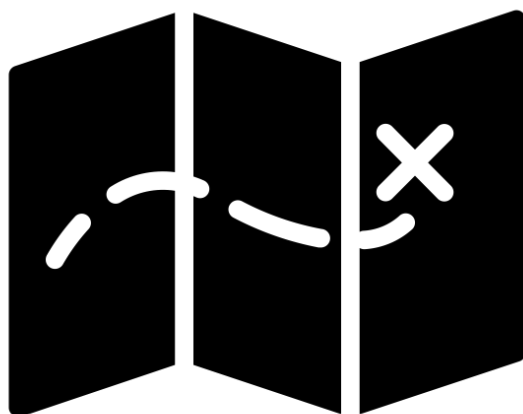
[illegible]

Finally...

[illegible]

GEOGRAPHY

Work through the activities on the following pages.



Year 8 Geography Cover Booklet: Climate Change

Each lesson will be clearly labelled in this booklet. If there is a power point needed to accompany the lesson it will be on the screen when you come in. It will also be noted at the top of the page next to the lesson title.

Lesson 1: What is climate change?

Lesson 2: Natural causes of climate change

Lesson 3: Human causes of climate change

Lesson 4: Effects of climate change

Lesson 5: Climate change video

Lesson 6: What are happening to the oceans?

Lesson 7: Mitigation and Adaption

Lesson 1: What is climate change? (ppt)

Task 1: Write out a definition for climate change and global warming from the board.

Climate change

Global Warming

Task 2: Look at the follow slides on the powerpoint and fill in the following boxes.

Source 1– temperature records

What is a warm period called?

How did the warm weather affect people?

What is a cold period called?

Year 8 Geography Cover Booklet: Climate Change

How did the cold climate affect people?

Source 2 – ice cover

Look at the map of the ice cover in the last ice age. Which parts of the land were covered by ice?

Which parts of the land were covered in ice during the ice age, however are ice free now?

Sources 4a and 4b – historic painting and literature evidence

What does the painting show?

How are they different from today?

What does that prove?

Source 5 – thermometer recordings

How have thermometer temperature recordings changed in the past year?

Source 6 – ice core data

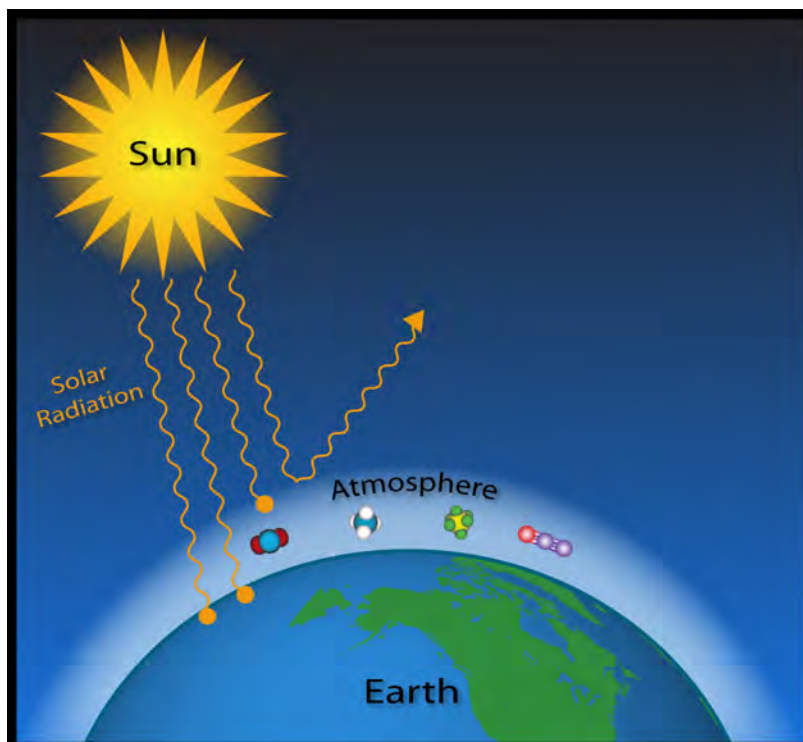
What is an ice core?

Why do we need to use ice cores?

Year 8 Geography Cover Booklet: Climate Change

How does it help us identify temperature over the last 400,000 years?

Task 3: Use the labels on the board to annotate your GREENHOUSE EFFECT diagram



Greenhouse effect:

Task 4: Fill in the missing blanks

Bronze Q: Some of the **radiation** from the Sun is _____ by the atmosphere, keeping the Earth warm – the _____ **effect**

Gases in the atmosphere, for example, _____, that contribute to the greenhouse effect are called _____.

Extra greenhouse gases in the _____ have led to an increase in global _____ – this is **global warming**

Climate change is a _____ change in weather patterns.

Words to use:

Long term/ atmosphere/
Absorbed/ Temperature/ carbon
dioxide/ greenhouse gases/
greenhouse

Year 8 Geography Cover Booklet: Climate Change

Task 5: Answer this question

Purple Q: Give **two** pieces of evidence, other than the change in global temperature, that show climate change has taken place. (4)

Lesson 2: Natural Causes of climate change (ppt)

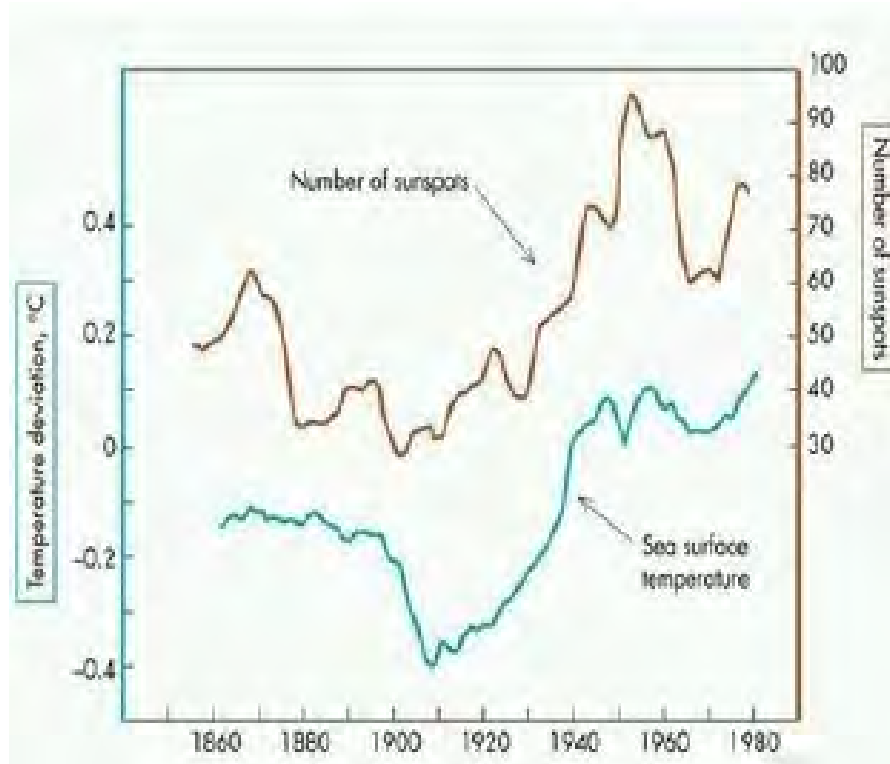
Task 1: Use the powerpoint slides to make notes on the different ways climate change can occur naturally. This means that even if Humans were not around then climate change would still occur.

Changes in Earth's orbit

Volcanic activity

Sun spots

Task 2: Look at the graph below and **describe** the relationship between the number of sunspots and sea surface temperature. Remember to use evidence to support your answer.



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Year 8 Geography Cover Booklet: Climate Change

Task 3: Answer this question

6 marks- Explain what the natural causes of climate change are.

Do you think there is a way we can stop these? (writing space continues on next page)

Please include: Success criteria

1. Name some of the natural causes of climate change (2)
2. Say how they work (explain part of the question!) (2)
3. Can we stop natural causes? (give your opinion Y or N) (1)
4. Elaborate your answer, if you think yes, why? If you think no then why not? (1)

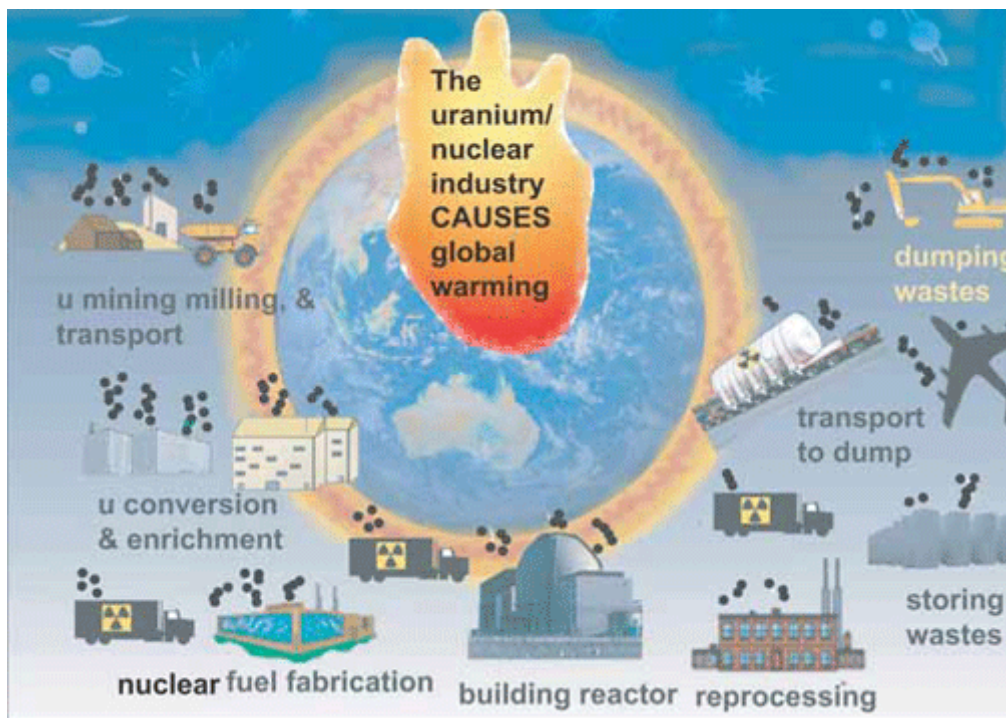
Lesson 3: Human causes of climate change

Task 1- read through the next 3 causes and in the box below all the information write down a shorter version of what you have read. Only put in the main points that are important.

Fossil Fuels Theory

Many power stations across the world burn fossil fuels (including coal, oil and gas) to generate energy. Coal is the remains of ancient plants and trees that grew over 200 millions of years ago. Oil and gas is made up of the remains of microscopic plankton. Over millions of years these remains become the carbon-rich coal, oil and gas we can use as fuels.

When fossil fuels are burned they release carbon dioxide into the atmosphere which contributes to global warming. Using fossil fuels to generate energy also releases pollutants into the atmosphere – such as sulphur dioxide.

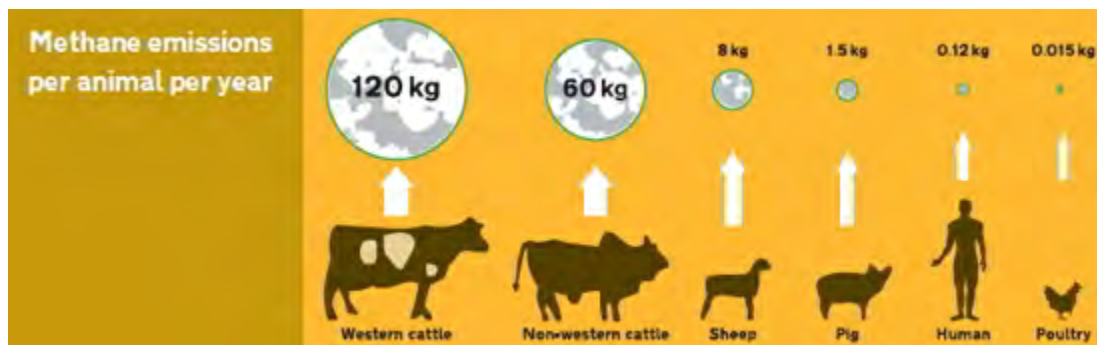


Agriculture Theory

Modern agriculture, food production and distribution are a major contributors of greenhouse gases: Agriculture is directly responsible for 14% of total greenhouse gas emissions, and broader rural land use decisions have an even larger impact.

Over the last 150 years, 476 billion of tonnes of carbon have been emitted from farmland soils due to inappropriate farming and grazing practices, compared with 'only' 270 Gt emitted from the burning of fossil fuels. Not only does the growing of crops have an influence but the farming of cattle can be significantly worse in terms of the production of Methane. In the Western World Cattle produces 120Kg of Methane emissions per animal per year, compared to the average human who produced 0.12Kg.

But this is not all. If we including all the manufacturing and the use of pesticides and fertilizer, fuel and oil for tractors, equipment, trucking and shipping, and the electricity for cooling and heating, this accounts for 25-30% of the U.S.'s emissions.

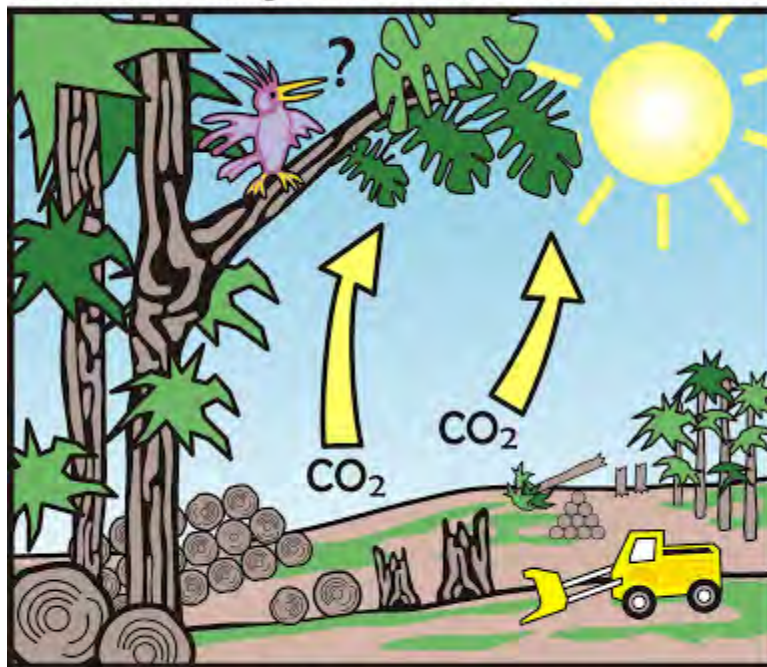


Deforestation

Forests play a huge role in the carbon cycle on our planet. When forests are cut down, not only does carbon absorption cease, but also the carbon stored in the trees is released into the atmosphere as CO₂ if the wood is burned or even if it is left to rot after the deforestation process. Smaller crops e.g. plants and agricultural crops also draw in carbon dioxide and release oxygen, however forests store up to 100 times more carbon than agricultural fields of the same area.

Deforestation is an important factor in global climate change. Climate change is because of a build up of carbon dioxide in our atmosphere and if we carry on cutting down the main tool we have to stop this CO₂ build up, we can expect the climate of our planet to change dramatically over the next decades. It is estimated that more than 1.5 billion tons of carbon dioxide are released to the atmosphere due to deforestation, mainly the cutting and burning of forests, every year.

A-Z of Global Warming - DEFORESTATION © S.Rosser 2007



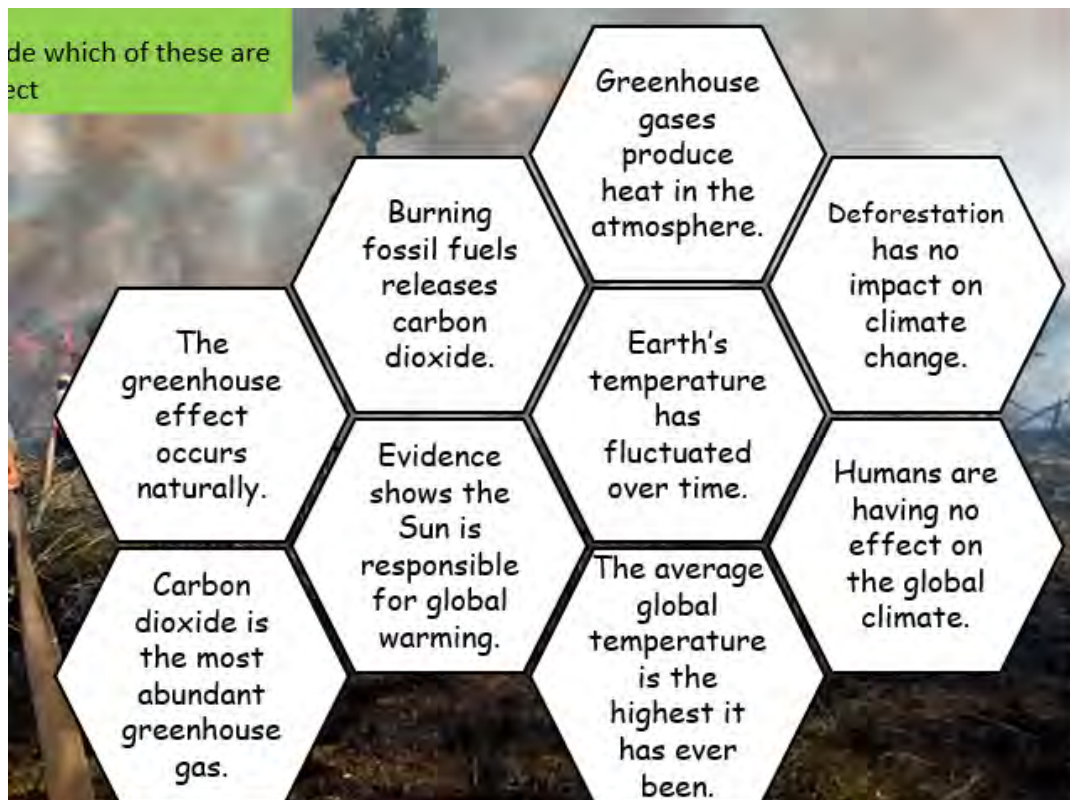
Rainforests are destroyed for a variety of reasons, including logging, cattle ranching and commercial agriculture. Rainforests once covered around 12% of Earth's land surface. As a result of deforestation rainforest cover has reduced to about 5%.

Fossil Fuels:

Agriculture:

Deforestation:

Task 2: Use 2 colours and decide which of the statements are true or false



Lesson 4- What are the effects of climate change? **(ppt)**

Task 1- Read through the info on the powerpoint about different effects of climate change.

Make notes in the box below to help you with the next task

Make notes on the slides here:

Year 8 Geography Cover Booklet: Climate Change

Task 2: Use the "A letter to save the world" powerpoint slide

Write a letter to your great grandparents asking them to make some changes so the world that you live in today is a much nicer place than what it currently is! Use the box below to write your letter.

Dear...

Lesson 5: Climate Change video (ppt)

Task 1: Answer the following questions as you watch the video

Climate Change – The Facts

1. Currently, what is the greatest threat to the world?
2. The increase in weather is associated with climate change?
3. What is driving this rapid climate change?
4. How much carbon was in the atmosphere before burning coal? How much is there now?
5. Are animals able to adapt to the changing temperatures?
6. What area of the world could become uninhabitable?
7. What percentage of species are at risk of extinction due to climate change?
8. How much damage was caused by wildfires in California in 2018?
9. How much ice is being lost from the Greenland ice sheet?
10. How much more ice is Antarctica losing today than 25 years ago?
11. What does this word “displacing” mean in relation to people?

12. Where are people being displaced from?
13. Which US state is losing land at a faster rate than anywhere else on the planet? At what rate?
14. Why are policies slow to be changed?
15. Why are trees important in regulation carbon dioxide?
16. What are the causes of deforestation?
17. What are being used to predict the future of climate change?
18. What do scientists mean by a tipping point?
19. What could release lots of methane into the atmosphere?
20. What was the agreement made in Paris in 2015?
21. What did they agree?
22. Give an example of one country and its renewable resource.

23. What is the UK producing on a large scale?
24. What percentage of the UK's electricity comes from renewable sources?
25. Which company is developing electric planes in the UK?
26. What is the carbon footprint of the average UK person per year?
27. Greta Thunberg is a young pioneer for climate change, what did she do?

Lesson 6: How is climate change affecting the oceans?

Task 1: Read through the following climate change 101 information and mind map all the information you have read.

Underline key points to help you create your mind map

CLIMATE 101: OCEANS

Only about one percent of all that trapped heat has stayed in the atmosphere, but it's had a huge effect, warming up the air by Earth's surface by about 1°F (0.6°C) on average over the past two centuries.

Most of the rest of the trapped heat has been absorbed into the planets' vast oceans. Since the 1970s, the oceans have sopped up more than 90 percent of all the excess heat energy trapped by CO₂. Because the oceans are enormous, and because water takes much more energy to heat up than air, that translates to a temperature increase of a little more than one degree Fahrenheit, on average, over the past century.

But the warming is speeding up. The top part of the ocean is warming up about 24 percent faster than it did a few decades ago, and that rate is likely to increase in the future.

Every little bit of warming, however small, has enormous impacts on marine life, storm intensity, and more.

Warming seas hurt marine life

The uppermost part of the ocean, down to about 2,300 feet (700 meters), has absorbed the bulk of the extra heat. The bottom few thousand feet of the ocean are not immune; they've sucked up another third of that excess warmth. But the uppermost skin of the sea, down to about 250 feet, is warming up the fastest, heating up by an average of about 0.11 degrees Celsius each decade since the 1970s.

Marine heat waves—the oceanic version of the sweltering heat events that ripple across Earth’s surface—are also increasing in frequency and strength, with the number of days that qualify as a heatwave increasing by more than 50 percent over the past century. During these hot events, temperatures near the surface of the ocean can spike up to several degrees above the average.

Most ocean dwellers, from plankton to fish to whales, live in the upper section of the ocean, squarely in the zone where temperatures are increasing quickest. Many of these marine organisms are sensitive to even slight or short-lived changes in temperature.

Corals, for example, are highly attuned to the temperature of the water in which they live. Warming of only about one degree Celsius can stress them out, causing them to “bleach.” That means they spit out the symbiotic algae that live inside them and usually provide them with much of their energy. Sometimes, corals can recover from these bleaching events. Other times, they can’t.

Warming seas make stronger storms

Scientists predict that warmer oceans will make storms like hurricanes and tropical cyclones more intense in the future, increasing the likelihood that they’ll reach category 4 or 5 on the Saffir-Simpson storm-strength scale; speeding up the rate at which they intensify; and increasing the likelihood that they’ll release enormous volumes of rain.

Warming seas drive sea levels higher

Warm water takes up more space than cool. As the oceans have heated up, they’ve expanded; as they get bigger, sea levels creep up.

Between 1971 and 2010, this heat-driven sea-level rise added about eight tenths of a millimeter to the height of the ocean each year. Thermal expansion has contributed to about half of all the sea-level rise observed across the planet so far—more, up until now, than contributed by melting ice from either Greenland or Antarctica or the other glaciers of the world. But those masses of

Year 8 Geography Cover Booklet: Climate Change



ice are melting fast and are likely to overtake heat-driven water expansion as the primary contribution to global sea-level rise.

Climate change in the
oceans mind map

Year 8 Geography Cover Booklet: Climate Change

Task 2: Answer the question below

Explain the role of global warming in threatening the coral reefs. (6 marks)

Lesson 7- Mitigation and Adaption (ppt)

Task 1: Write down in the boxes below the definitions of mitigation and adaption from the board.

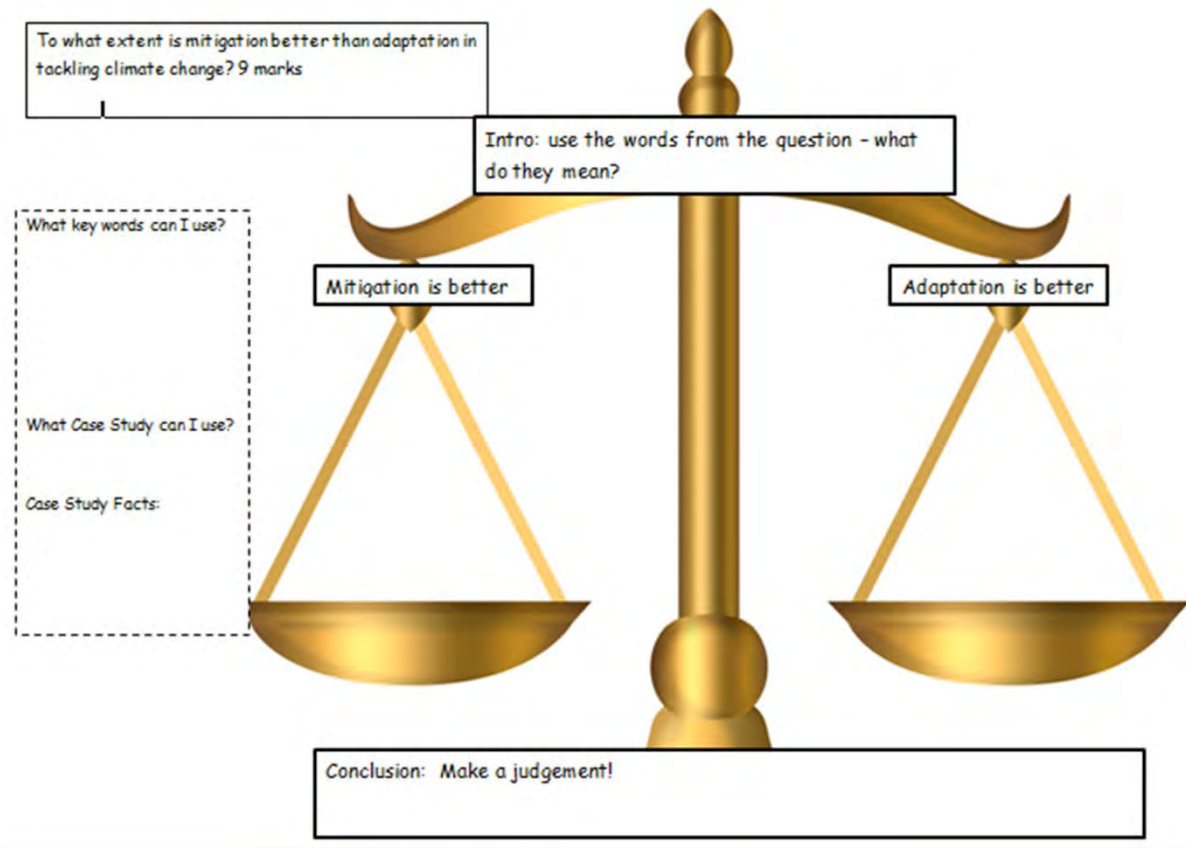
Mitigation:

Adaption:

Task 2: Using the slides on the powerpoint fill out the table below

[illegible]

Task 3: Complete the question in the top left box below. Use the help on the scales picture to help you. Answer question in box below.



Answer:

Year 8 Geography Cover Booklet: Climate Change

Year 8 Geography Cover Booklet: Climate Change

FRENCH

Use the 'look/cover/check' method to learn this new vocabulary.



Révision: Mes relations avec ma famille et mes amis

Regarde, Couvre, Écris, Vérifie



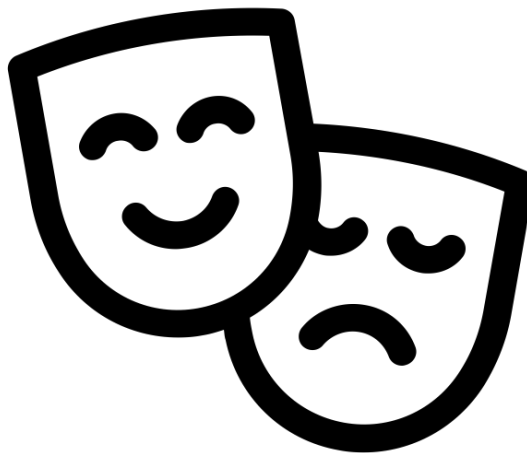
Regarde	Couvre	Écris	Vérifie
je suis			
je ne suis pas			
je m'entends avec			
je ne m'entends pas avec			
il est			
elle est			
nous sommes			
ils sont			
elles sont			
mes parents			
mes amis			
mon meilleur ami			
ma meilleure amie			
d'où viens-tu ?			
quel âge as-tu ?			

Regarde	Couvre	Écris	Vérifie
quel âge a ta mère ?			
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			

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



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.

<p>Task 1</p> <p>Take a photo of yourself performing a regular chore around the house and then recreate this using the Mime Technique.</p> <p><i>This task teaches the importance of detail in mime techniques.</i></p>	<p>Task 2</p> <p>Video yourself building a card tower using as many cards from a deck of card.</p> <p><i>This task teaches perseverance and commitment to getting it right! Don't give up!</i></p>	<p>Task 3</p> <p>Create a costume out of recycled items and take a photo. Explain who and what the costume is for.</p> <p><i>This task teaches you to be creative with costume design and what you can create with what you have to hand.</i></p>
<p>Task 4</p> <p>Watch the film Matilda. Find the following scene and rehearse the scene with another member of your household.</p> <p><i>This tasks teaches the importance of speaking with clarity. It is also a good example of connecting with emotion.</i></p>	<p>Task 5</p> <p>Re-create a 60 second scene from 1 of your favorite songs, using only what and who you can find around the house.</p> <p><i>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.</i></p>	<p>Task 6</p> <p>Choose a favorite Tic Tok Video and perform this using as much expression as possible – Focusing on your key Dramatic Skills</p> <p><i>This task teaches you to stay active and try something new!</i></p>
<p>Task 7</p> <p>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.</p>	<p>Submitting work</p> <p>Mr. Thompson b.thompson@thestleonardsacademy.org.uk</p> <p>MRS Grant f.grant@thestleonardsacademy.org.uk</p> <p>Miss Pepper a.pepper@thestleonardsacademy.org.uk</p>	

TASKMASTER



DRAMA

TRUNCHBULL

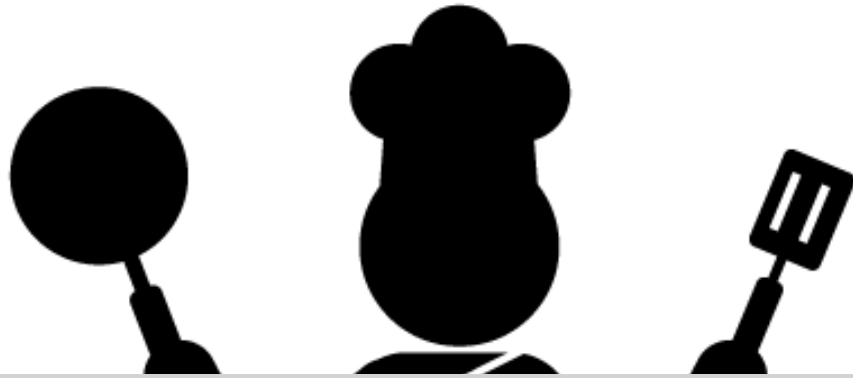
In this world, children, there are two types of human being. The winners and the losers. I play by the rules and I win. But if I play by the rules and...I if I do not win, then something is wrong, something is not working. And when something is wrong, you have to put it right, even if it screams.

(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.

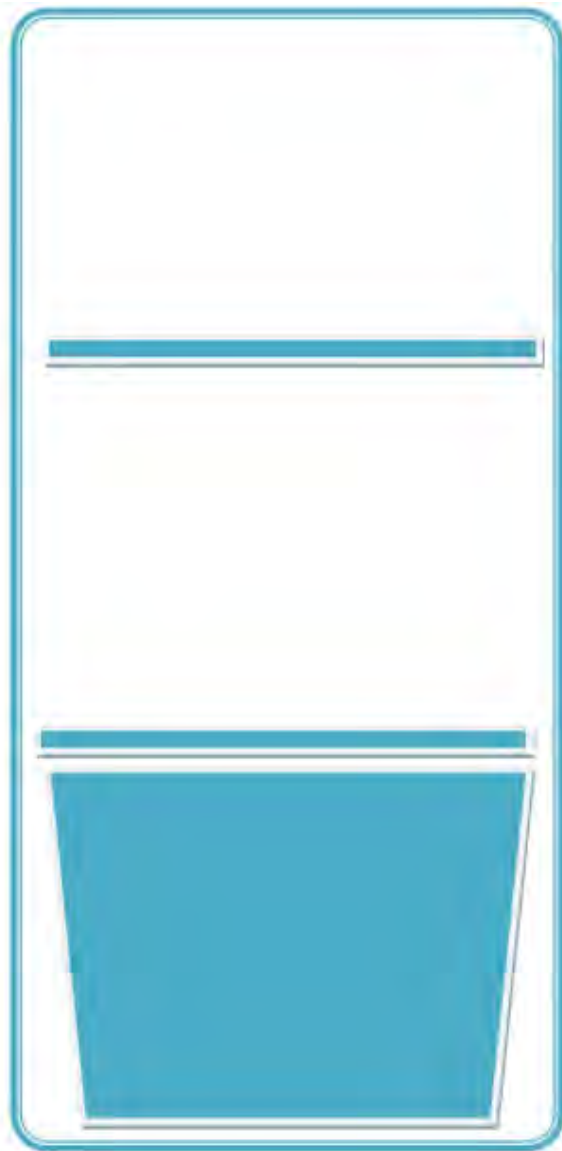
	To stop cross contamination
	
	
	
	
	
	

Safe storage

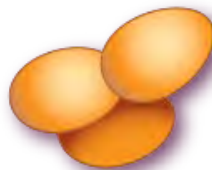
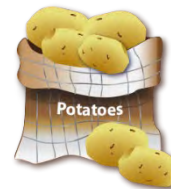
Cut out the foods on the Food cards – fridge and freezer activity sheet. Place the foods where they should be stored.

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.



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.






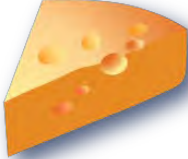












	 Very satisfactory	 Satisfactory	 Not Satisfactory
 Look			
 Smell			
 Taste			
 Texture			








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.

The Eat well guide

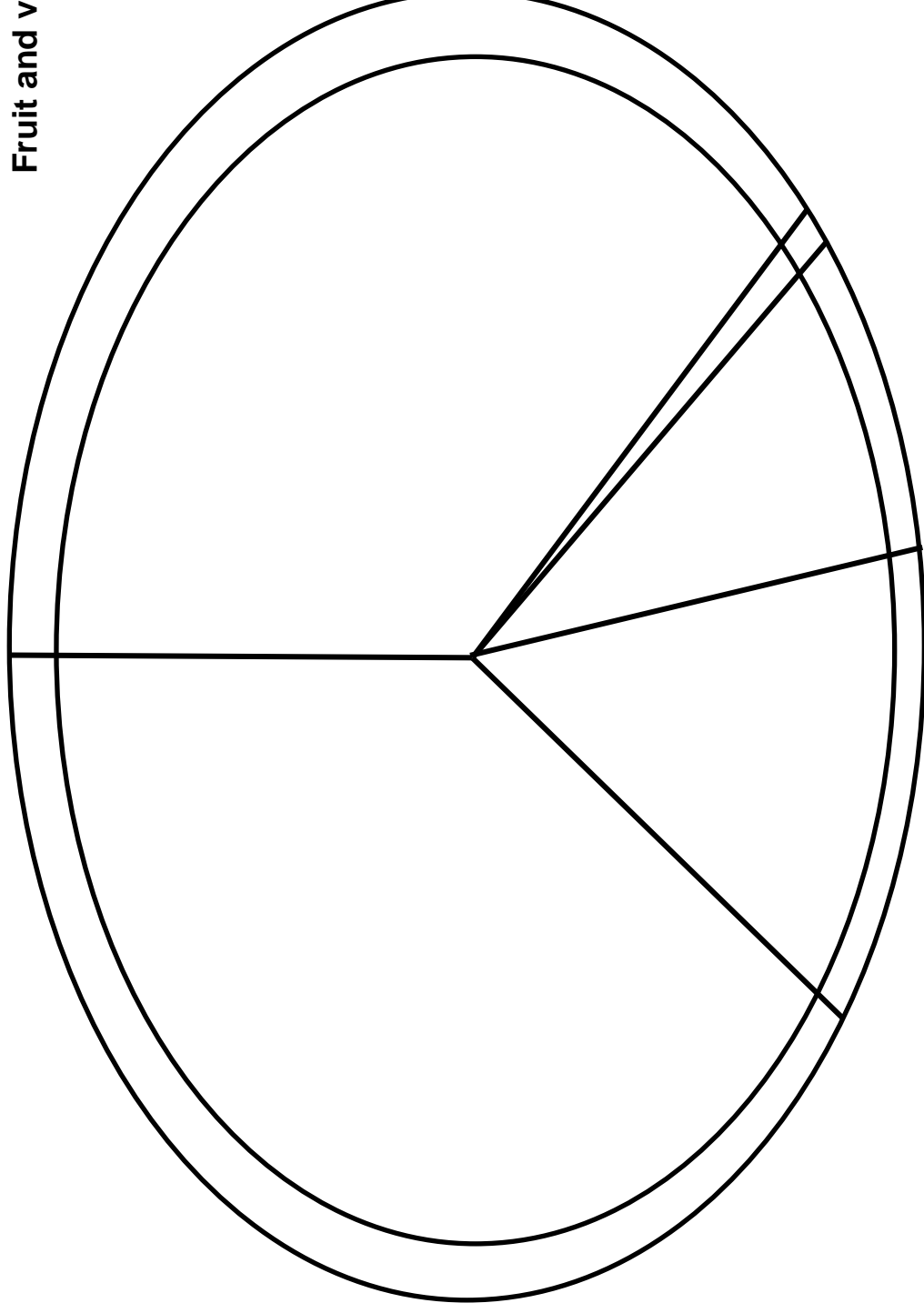
Carbohydrates, Potato's, Pasta
and Bread

Fruit and vegetables

Fats

Dairy and alternatives

Meat, Fish, Poultry, Pulses and
Meat alternatives



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.

NOTICE

When Using the grill....

- 1.
- 2.
- 3.



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

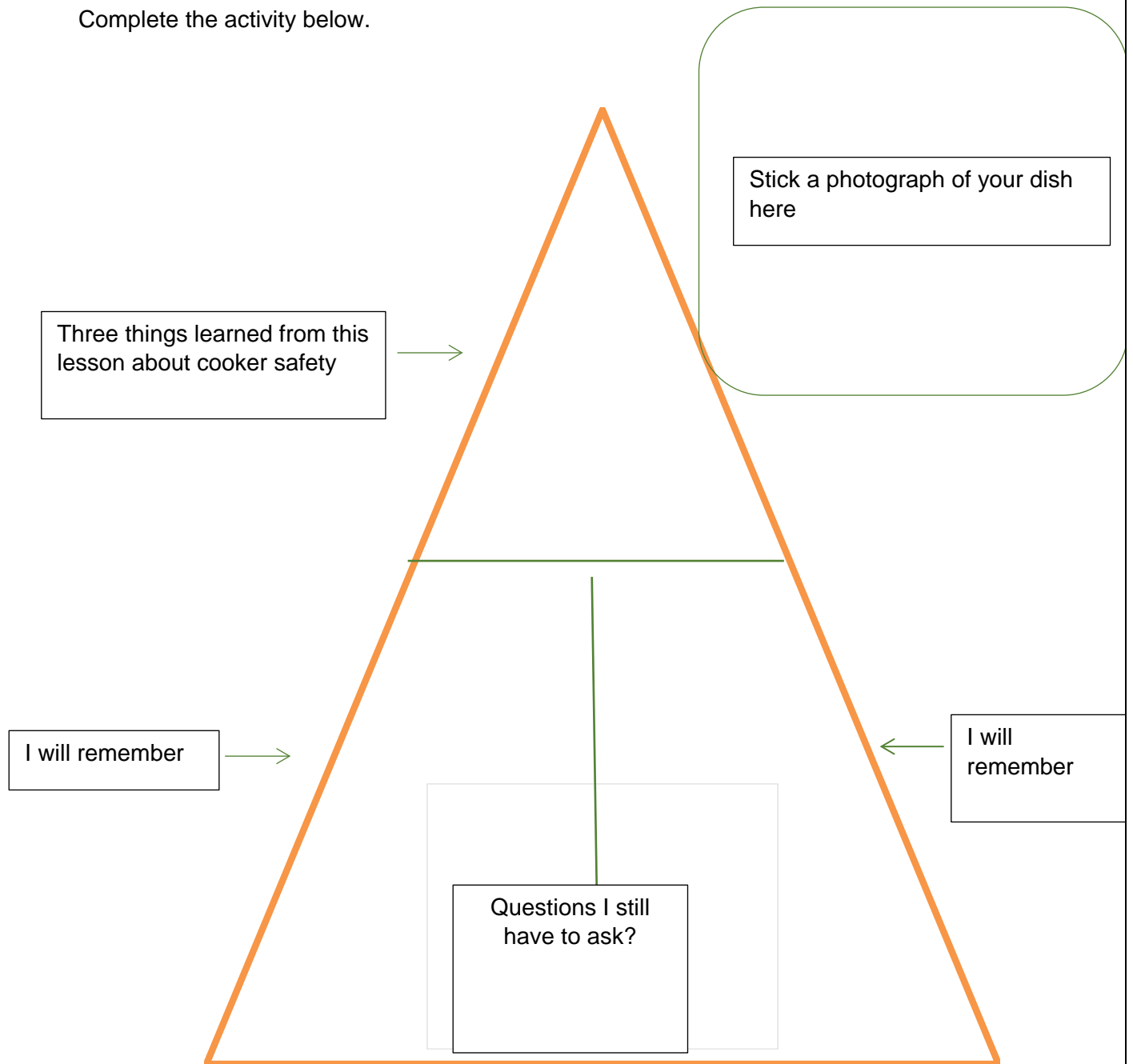


SPREAD

Using the cooker skilfully and safely

Knowledge triangle

Complete the activity below.



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.

--	--	--

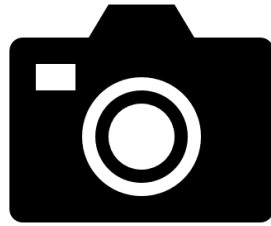
3) If you were making sweet scones, what types of ingredients could you use?

--

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

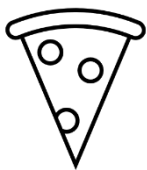
In the table below, stick pictures of the 4 dishes you have made so far and below each one tick (✓) each of the skills you have used whilst making each recipe.

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				

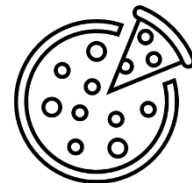
New product design and development

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	Nb
Person 1	/	
Person 2		/
Person 3		/
Question 1		
Write your question here...	Yes	Nb
Person 1		
Person 2		
Person 3		
Question 2		
Write your question here...	Yes	Nb
Person 1		
Person 2		
Person 3		
Question 3		
Write your question here...	Yes	Nb
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

Ingredients

150g self raising flour
25g butter or baking fat/block
1 egg
50ml milk semi-skimmed
3 x 15ml spoons of passata sauce
2 mushrooms
1 tomato
½ green pepper
25g sweetcorn
50g cheese, e.g. Mozzarella
1 x 5ml spoon of dried herbs

Complexity: medium



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 passata 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?

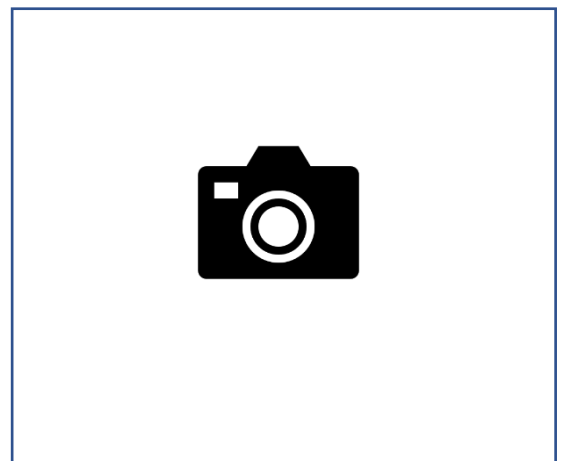
(Please circle one option below)

Very satisfied | Proud | Happy | Disappointed | Never want to make it again

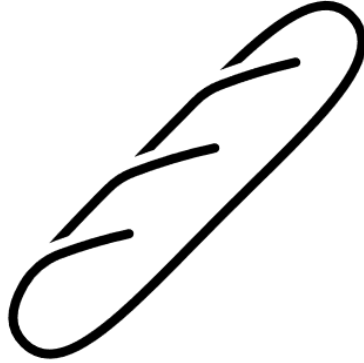
Other.....

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

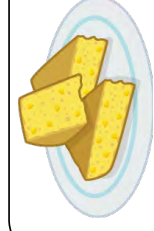
Find out where the bread comes from and label it on the map. Add more of your own.



Soda bread



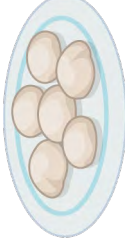
Baguette



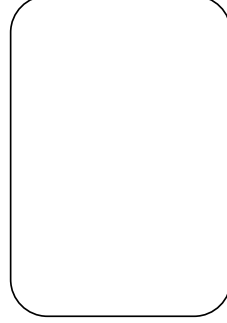
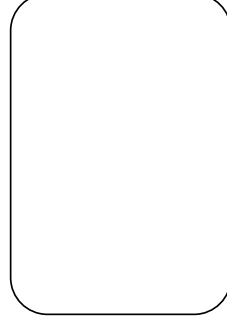
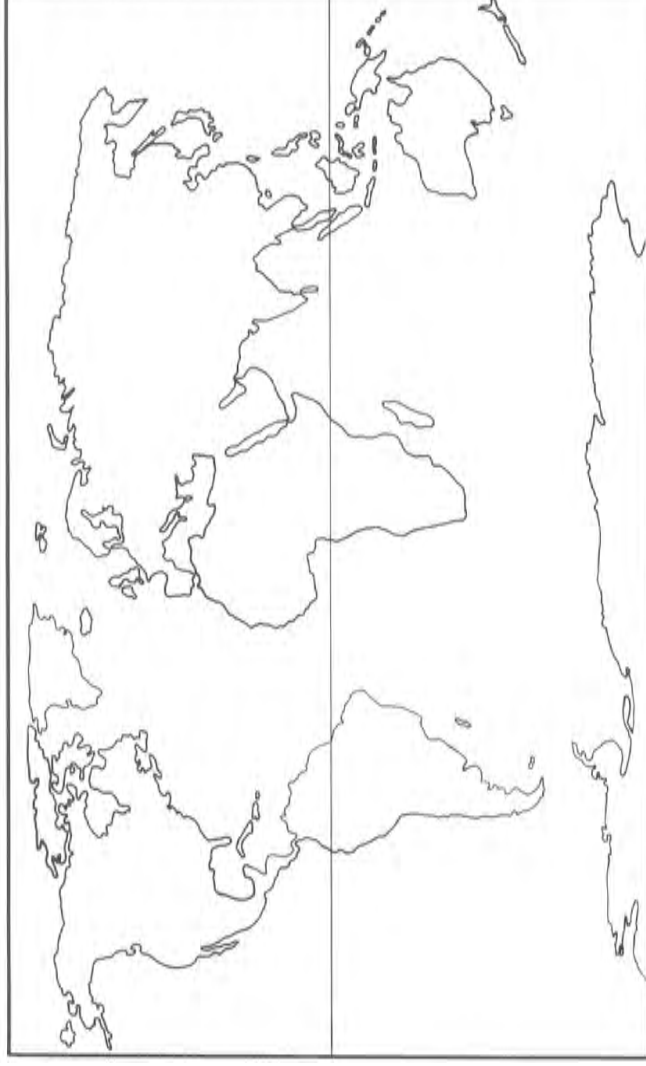
Corn bread



Naan bread



Mantou bread



Brilliant Bread

The following will help you better understand the science of making bread.

Flour facts <ul style="list-style-type: none">• 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 facts <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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.	Equipment facts <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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.	Method <ul style="list-style-type: none">• 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

Ingredients

250g strong flour

1/2 x 5ml spoon salt

7g pack fast action dried yeast

150ml warm water

Complexity: low-medium



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 220°C 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

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

Complexity: medium



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 satisfact ory	 Satisfactory	 Not Satisfactory
 Look			
 Smell			
 Taste			
 Texture			



STUDENT	
TEACHER	
CLASS	

ROOM	
TUTOR	
YEAR TARGET	



KS3

ICT

Digital Life



PRIDE THROUGH SUCCESS

Name:				COMPUTING
Group:				
Target Grade:				
	Pre test	Post test	WAG	
DC1				
Mission:				
DC2				
Mission:				
DC3				
Mission:				

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?

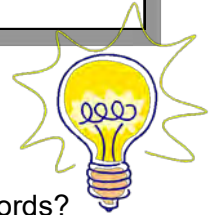
- New Feed says <https://www.thefoxhub.com/feed/>
- Student resource blah is in _____
- My timetable is in _____



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



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!





= incorrect **spelling**

= missing/incorrect **capital letter** or **punctuation**

164

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

[illegible]

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 keywords.



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!





= incorrect **spelling**

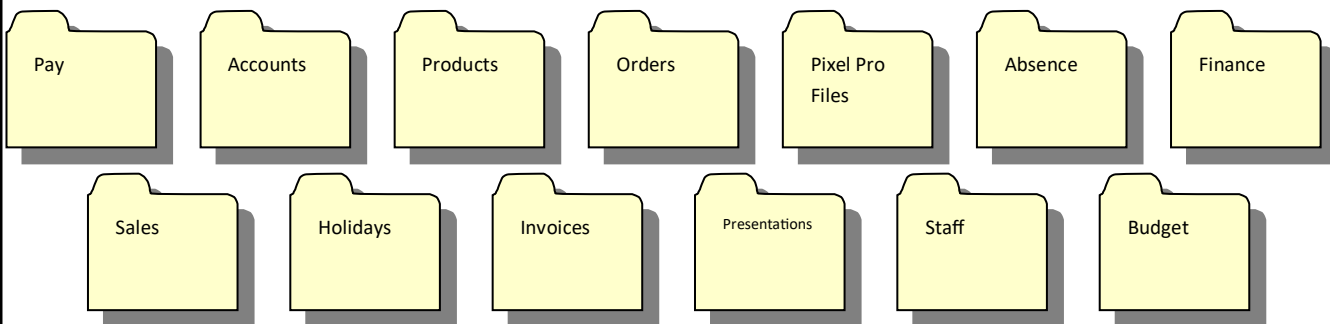
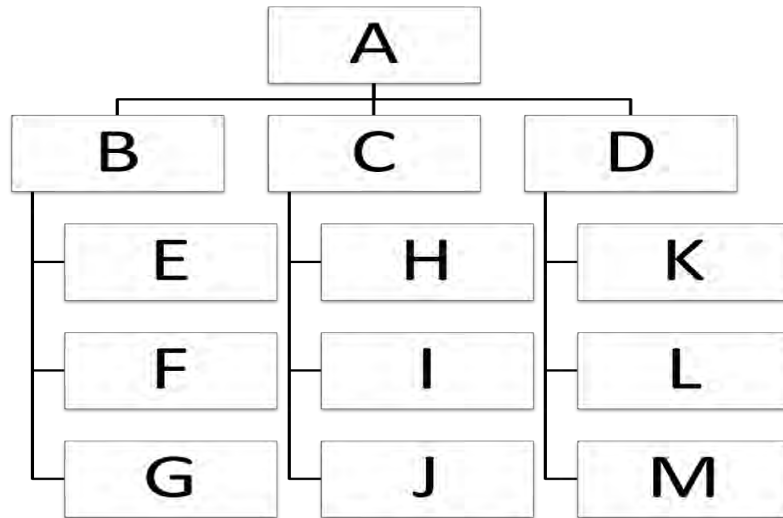
= missing/incorrect **capital letter** or **punctuation**

Example: *genetic testing is used to ^{sp}identify 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

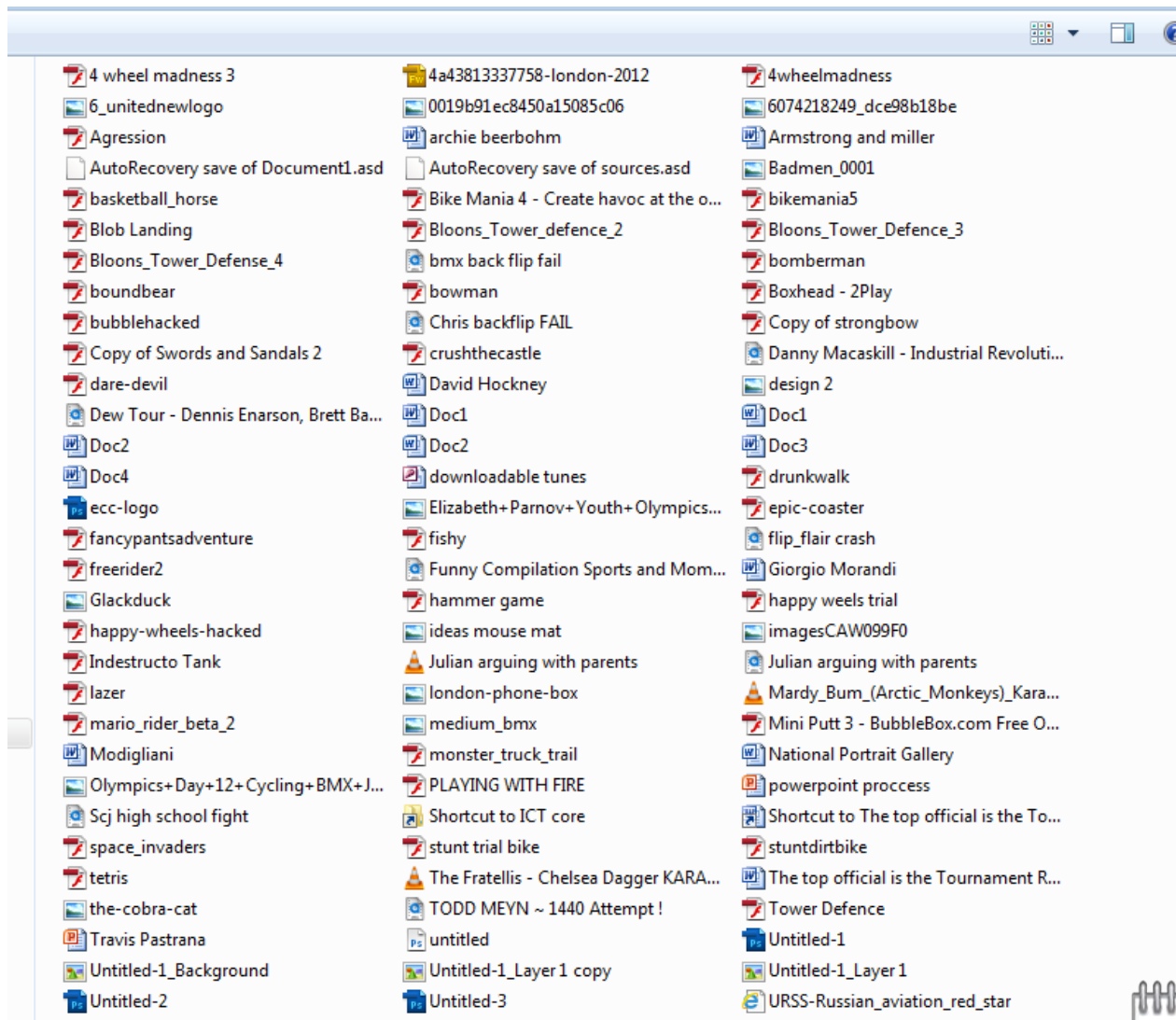
1. _____
2. _____
3. _____
4. _____



Self Assessment: Are all four file names appropriate? / 4

Use the GREEN PEN to correct any in the GREENPEN section!





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. _____

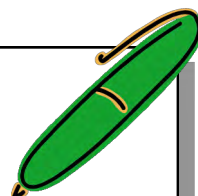
What would you suggest Liam should do to help him to organise his files more appropriately?

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:



Lined area for writing.



THE
ST LEONARDS
ACADEMY

Literacy Marking Code

sp

= incorrect **spelling**

○

= missing/incorrect **capital letter** or **punctuation**

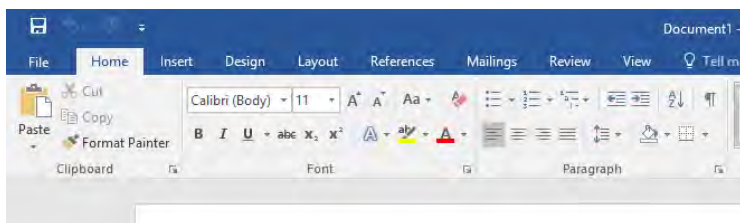
Example: @genetic testing is used to ^{sp}idintify diseases○

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.



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:



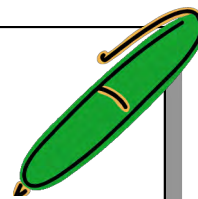
Sketch your Application form design here:

Self Assessment: Have you correctly included 5 internet services? / 5

Use the GREEN PEN to add additional services.



Green Pen Activity:



Lined area for writing.



Literacy Marking Code

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= missing/incorrect **capital letter** or **punctuation**

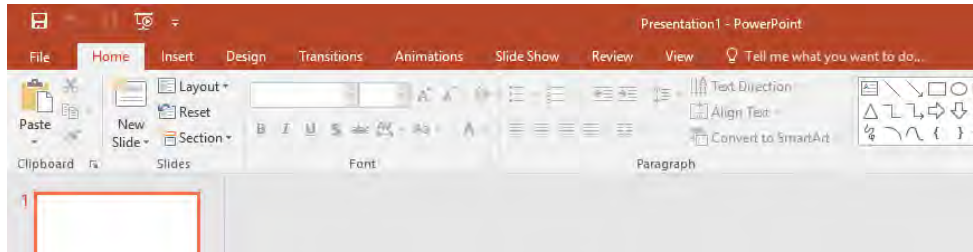
Example: @genetic testing is used to ^{sp}idintify diseases○

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.

[illegible]

When naming a document made with MS PowerPoint 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 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.klientsoltech.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

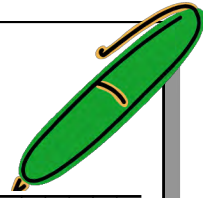
Use the GREEN PEN to identify some additional features of MS PowerPoint



Sketch your presentation ideas here:

<div>Slide 1 Example</div> <div>Title</div> <div><div>Text description</div><div>Picture</div><div>Picture</div><div>Picture</div><div>Picture</div></div>	<div>Slide 2</div>
<div>Slide 3</div>	<div>Slide 4</div>
<div>Slide 5</div>	<div>Slide 6</div>
<div>Slide 7</div>	<div>Slide 8</div>
<div>Slide 9</div>	<div>Slide 10</div>
<div>Slide 11</div>	<div>Slide 12</div>

Green Pen Activity:



Lined area for writing.



THE
ST LEONARDS
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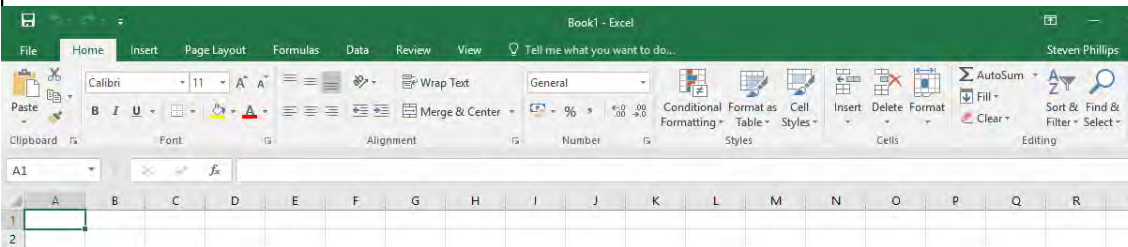
Example: @genetic testing is used to ^{sp}idintify diseases○

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.



Title

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:



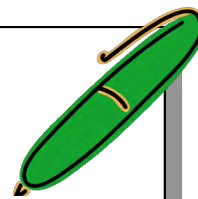
Name	Price	Quantity	Total

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:



Lined area for writing.



Literacy Marking Code

sp

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○

= missing/incorrect **capital letter** or **punctuation**

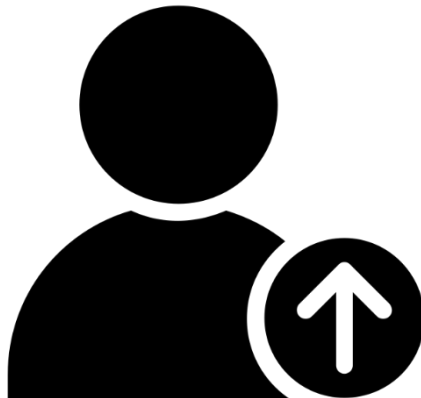
Example: @genetic testing is used to ^{sp}idintify diseases○

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



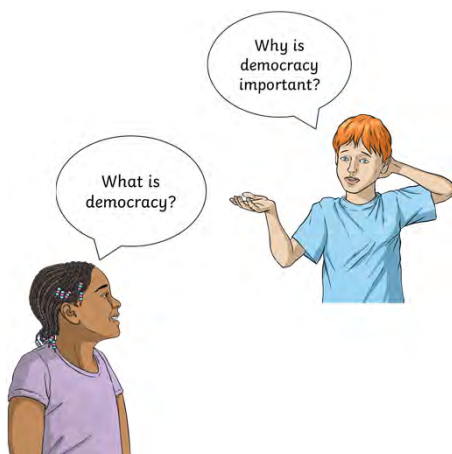
KS3 PD Booklet 1

LQ: Can I talk about what democracy is and understand why it is important ?

Prepare for learning

What Do We Already Know?

In two or three sentences write down what you already know about democracy.



Key Words: Human Rights

Democracy

Justice

Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Present

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

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

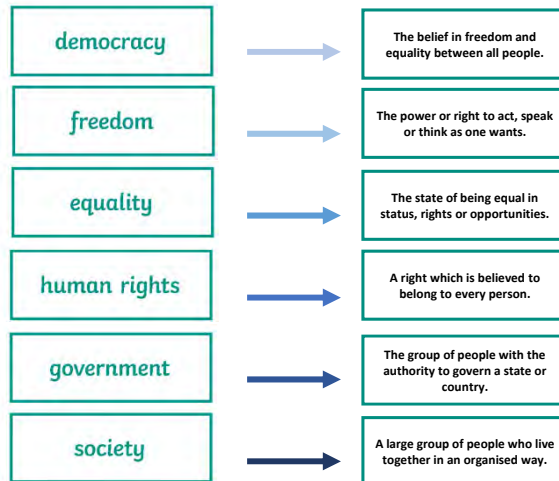
Justice

Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Demonstrate

How many did you get right? Look carefully at the answers below.



Key Words: Human Rights

Democracy

Justice

Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Demonstrate

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

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

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

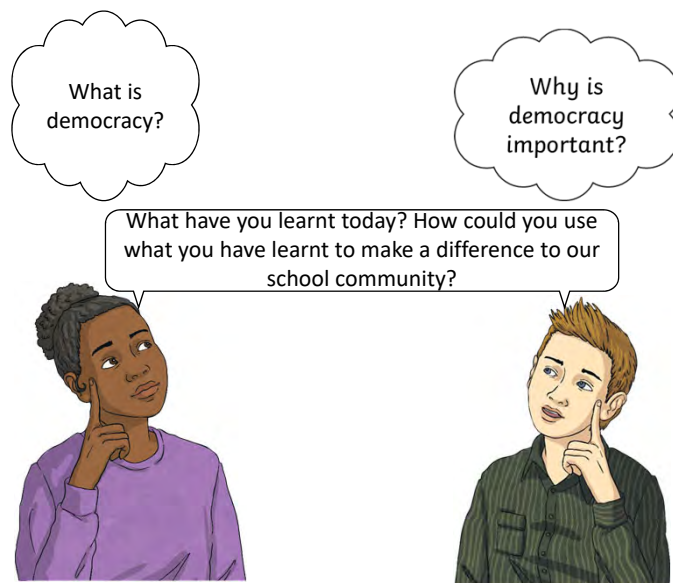
Justice

Freedom

LQ: Can I talk about what democracy is and understand why it is important ?

Review

Did



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 ?

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 ?

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

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



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.

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.



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.

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



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

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 ?

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?

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?

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?

pid

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?

pid

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?

pid



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?

pid

Being Responsible

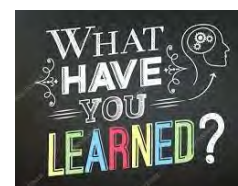
So, what have you learnt about how to be responsible global citizens?



- 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 others 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:

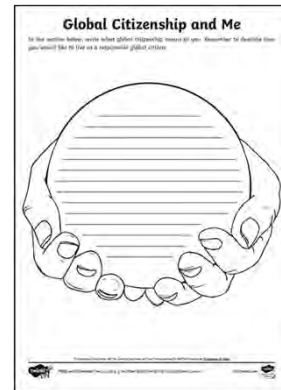
LQ: Can I talk about and understand how we can be responsible global citizens?

pid

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?

pid

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!



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?

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

PIQ. Can I identify and put into practice protective factors that will help to maintain balance in our personal emotional health (skills).

LQ. Can I consider different attitudes around Mental Health?

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

PIQ Can I identify and put into practice protective factors that will help to maintain balance in our personal emotional health (skills).

LQ. Can I consider different attitudes around Mental Health?


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

PIQ Can I identify and put into practice protective factors that will help to maintain balance in our personal emotional health (skills).


LQ. Can I consider different attitudes around Mental Health?

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?

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?

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 ?

Prepare

WARM UP!

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 ?

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 ?

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 ?

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 ?

Construct

Explain how you already demonstrate these skills in your everyday lives

1. The skill I have chosen	2. Importance (ranking 1-5)	3. Where do I demonstrate this skill?

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 ?

Construct

Explain how you already demonstrate these skills in your everyday lives



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

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

Explain how you already demonstrate these skills in your everyday lives

LQ.	
PLD	<div data-bbox="1181 280 1420 347"></div> <div data-bbox="199 952 1437 990">Key Words:</div>

Lesson One

Smartphone

App

DESIGN















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?

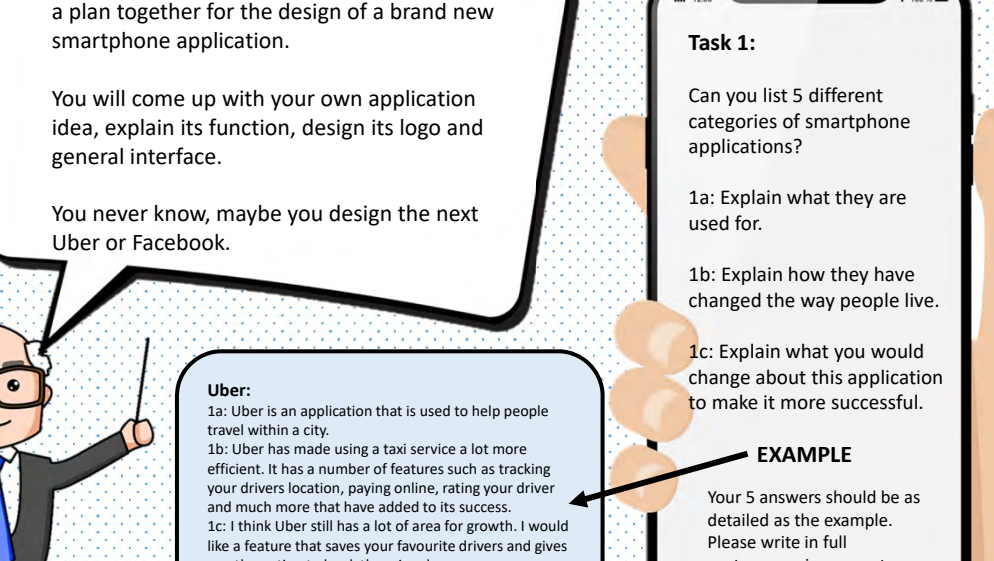
Stretch: Can you explain what your favourite application is and why?

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.

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.

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.

Coming up with an idea is difficult!

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.

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.

DESIGN BRIEF

☒ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

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?

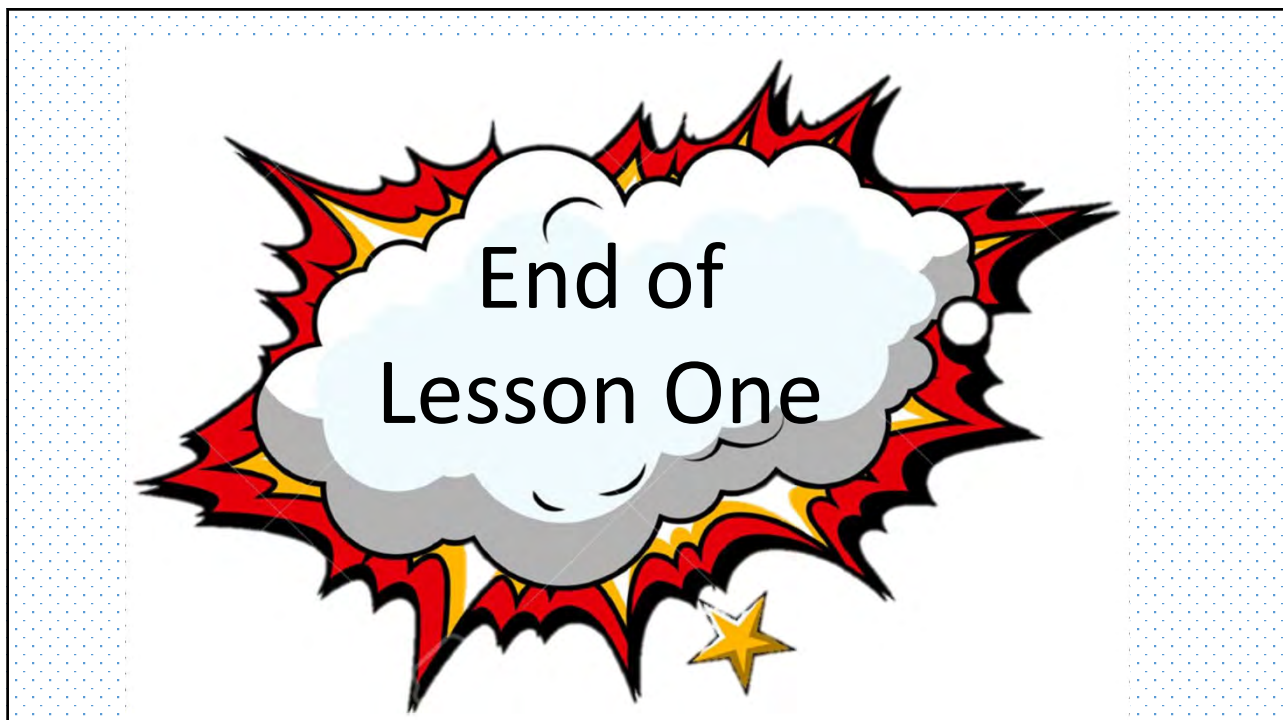
- Did you manage to complete all three tasks?
- Have you come up with a brilliant new App?
- Did you manage to explain your idea by writing a design brief?

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

A cartoon teacher character with glasses, a suit, and a tie is pointing towards the text.



End of Lesson One

A large, stylized comic book explosion graphic with red, yellow, and grey colors, featuring a yellow star at the bottom right.

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)laɪz/
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?

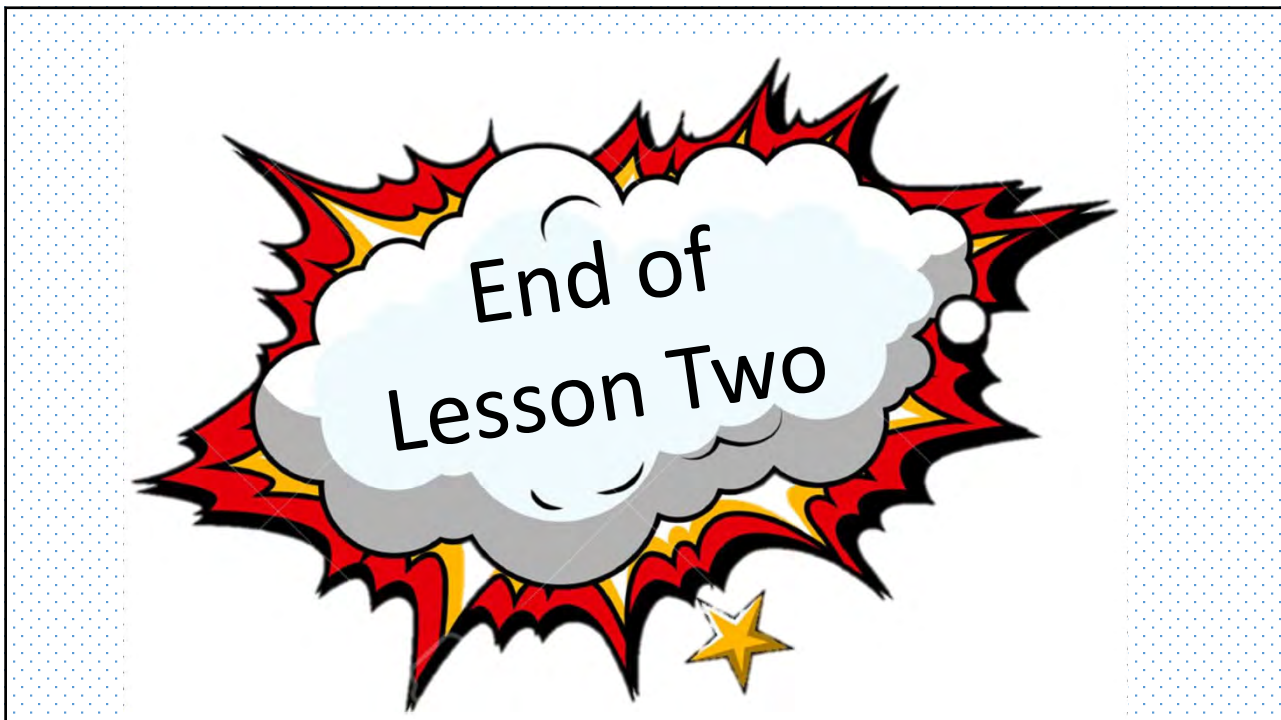
What does the word aesthetics mean?

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.






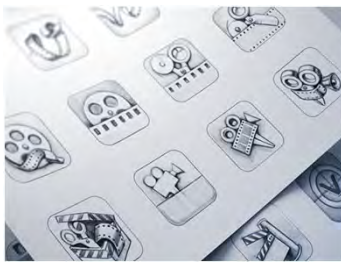

LOGO IDEAS

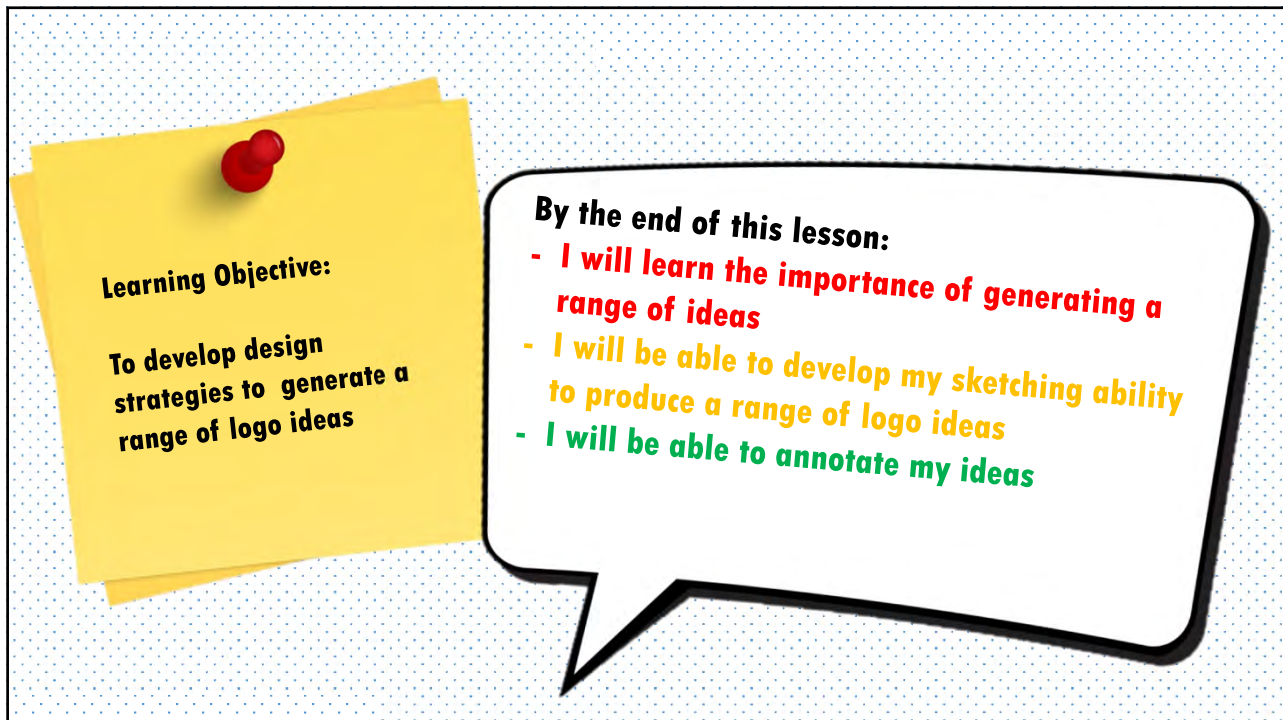
DO NOW TASK:
Why does a designer do initial ideas and not just start making?

What is the importance of having several design ideas?

STRETCH:
Can you explain why a designer might add annotation to his ideas?



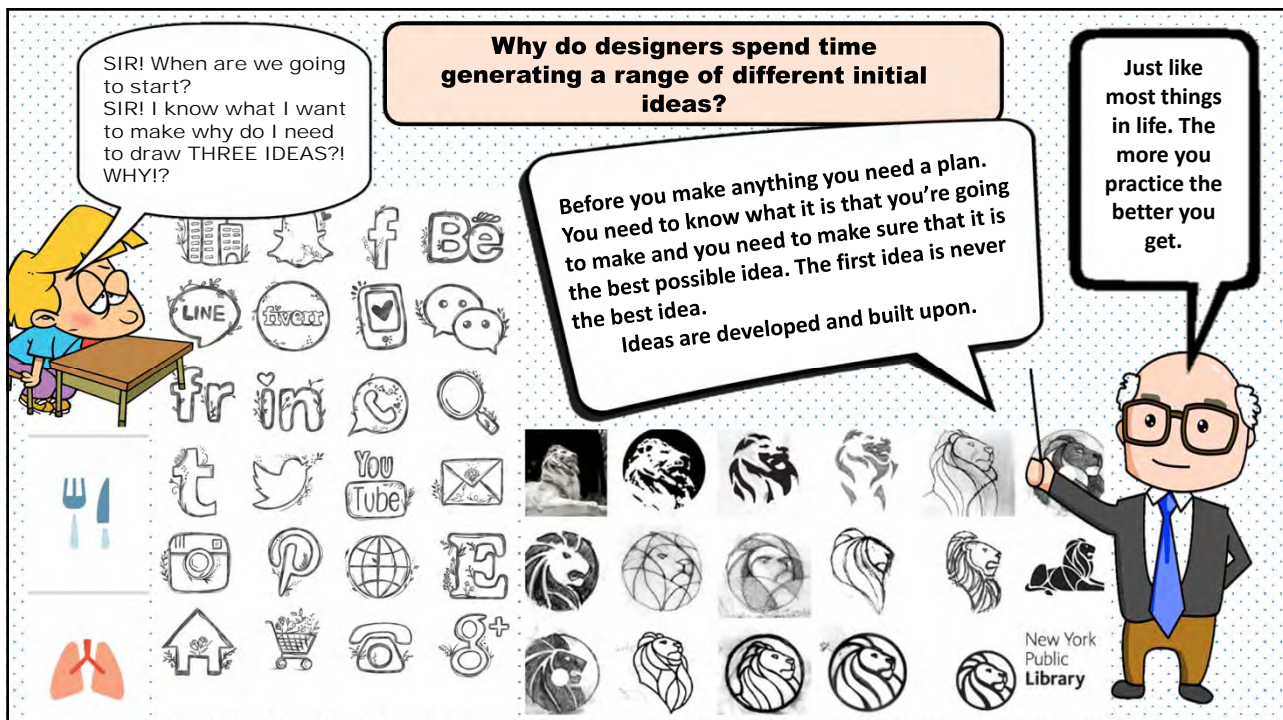


Learning Objective:

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



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.

SIR! When are we going to start?
SIR! I know what I want to make why do I need to draw THREE IDEAS?! WHY!?

The illustration shows a student with blonde hair and glasses sitting at a desk, looking confused. A teacher with glasses and a suit stands at the front, pointing at a grid of various logos and sketches. The grid includes logos for LINE, Be, f, t, in, You Tube, and others, as well as sketches of a lion's head, a horse's head, and a person's head. The New York Public Library logo is visible in the bottom right corner.

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.

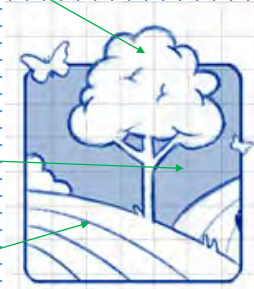


Task 3: Annotate all three ideas

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?



It's 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.

The word annotation means labelling or adding text.
This is a letter A which is the first letter of the alphabet.

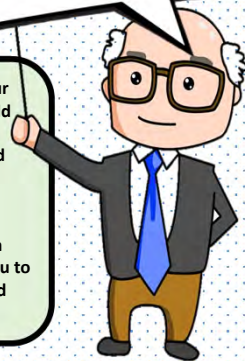
ANNOTATION

I have chosen to use the colour black because it stands out and looks really professional!

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

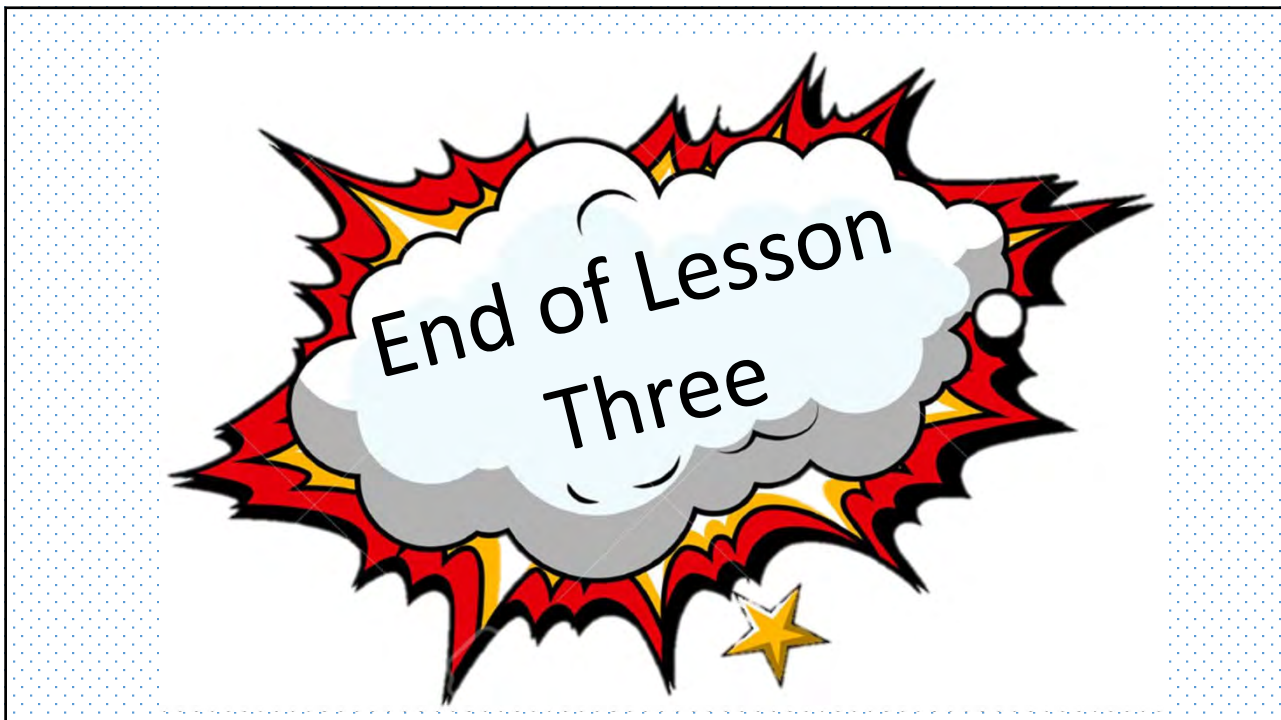
Why is it important for a designer to annotate their work?

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

Designing THE USER INTERFACE

Lesson Four and Five

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:

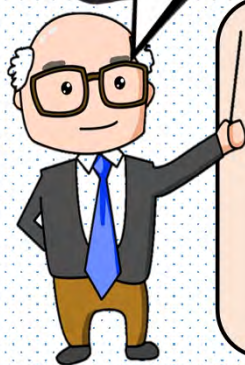
To further develop presentation techniques to present app user interface

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

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.



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)



End of Lesson
Four & Five



Smartphone App DESIGN



**Lesson
Six and
Seven**

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?

Designing THE Secondary Pages (links)

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.





Learning Objective:

To further develop presentation techniques to present app user interface

By the end of this lesson:

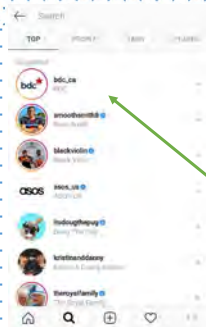
- I will use diagrams and drawings to present my secondary pages.
- I will be able to annotate my drawings to explain the functions.
- I will complete the drawings and start to work on my flow chart.

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.

Homepage

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.

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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.

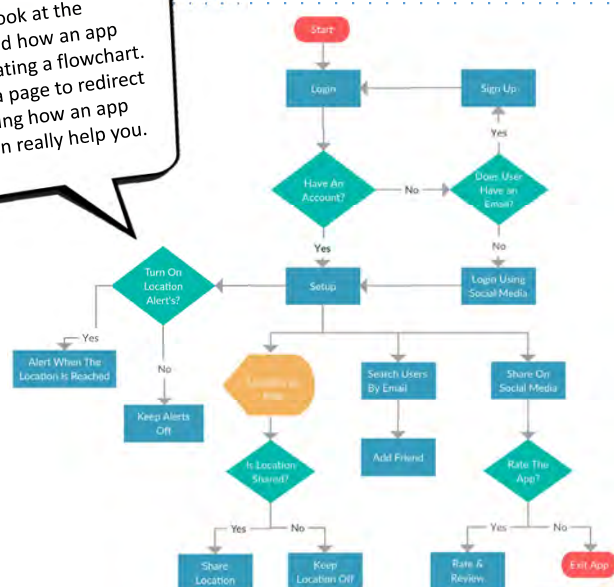
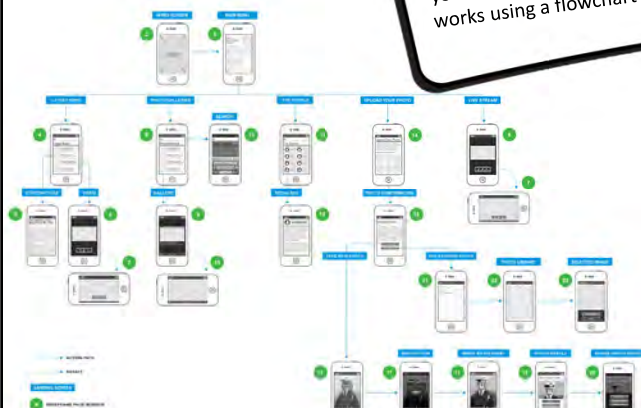
You can also 'like' 'comment' and 'forward' the posts by using these buttons which are found under every post.



Bonus Task – Creating a flowchart

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.

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.



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



End of Lesson
Six & Seven



Smartphone

App

DESIGN

Designing

App Store

YOUR ADVERT

Now that you have designed your App you need to create an advert that will promote it on the App store.

Lesson
Eight

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.

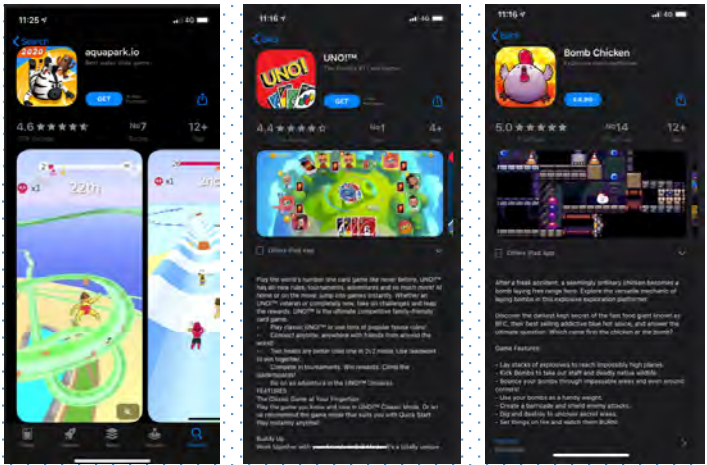
Once you have completed the layout, you can add all of your images, price and stars.

App Name
Catchy description


★ ★ ★

Screenshot of app
(landscape or portrait)

Description of app




Writing a creative advert description



Description

Make travel planning as mobile as you are with the Airbnb iPhone App! Airbnb opens the door to the world's most interesting places to stay and is the simplest way to earn money from your extra space. With over 600,000 listings in more than 34,000 cities, Airbnb connects you with the experience that's right for you...[more](#)



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



End of Lesson
Eight





EVALUATION


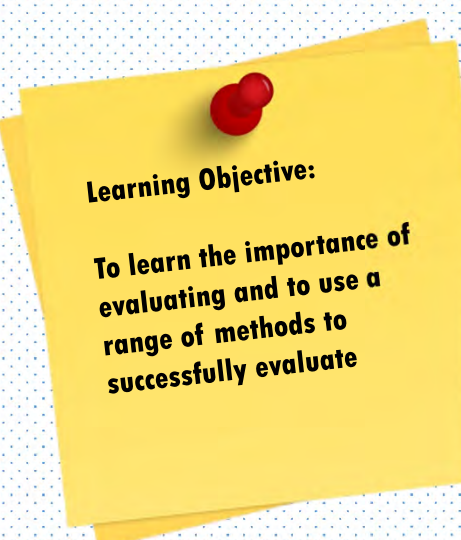
ASSESSMENT ANALYSIS PERFORMANCE IMPROVEMENT RESULTS FEEDBACK

evaluation
noun (C or U)
UK ˈiː.vəl.ju.ˈeɪ.ʃən US ˈiː.vəl.ju.ˈeɪ.ʃən

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

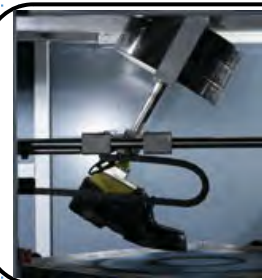
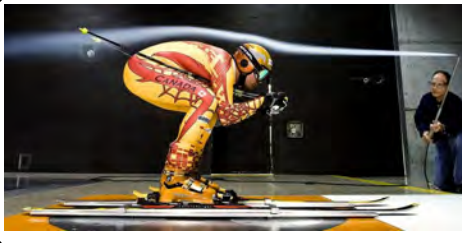
By the end of this lesson:

- 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 left shows a shoe being tested. 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 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 test other features like brakes, tires, lights and steering.

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

www:

User 2

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.