



Homework Booklet

Year 7

Autumn Half Term 2

'Practice of what is taught'

Name:

Tutor:

House:

Homework Timetable

You should spend 30 minutes on each subject. Your homework book will be checked (which will likely be your next lesson) and the knowledge will be referred to in your lessons. You should use knowledge organiser booklet alongside your homework booklet.

Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 04.11.24	English Sparx Maths	Science Sparx Reader	Religion and World Views Reading article: <i>The Poppy Lady</i>	MFL Sparx Maths	History Sparx Reader
Week 2 11.11.24	English Sparx Maths	Science Sparx Reader	Computing Reading article: <i>The Fox and The Horse</i>	MFL DT	Geography PSHE
Week 3 18.11.24	English Sparx Maths	Science Sparx Reader	Religion and World Views Reading Article: <i>Fastest Women in the World</i>	MFL Sparx Maths	History Sparx Reader
Week 4 25.11.24	English Sparx Maths	Science Sparx Reader	Computing Reading article: <i>The Sit In Movement</i>	MFL Art	Geography PSHE
Week 5 02.12.24	English Sparx Maths	Science Sparx Reader	Religion and World Views Reading article: <i>From Blossoms</i>	MFL Sparx Maths	History Sparx Reader
Week 6 09.12.24	English Sparx Maths	Science Sparx Reader	Music Reading article: <i>Joan Benoit: 1984 US Olympic Marathon Gold Medallist</i>	MFL DT	Geography

Log Ins:

School email address:

School username:

ClassCharts username:

Sparx username:

Sentence Builders username:

Quizlet username:

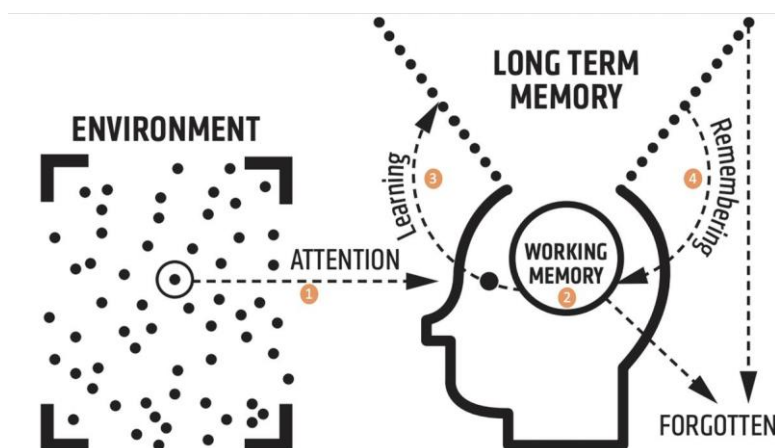
Duolingo username:

UK Language Gym:

How We Learn and How Homework Helps

Homework allows you to develop independence, build your motivation and resilience to learning, and your confidence to be able to find solutions to problems through good habits. Additionally, homework will allow you to increase your knowledge and vocabulary in each subject so that you become more successful.

Homework has a positive impact of an additional 5 months' progress (EEF, 2021).



Source: [Coaching and Diagnosis: Part 1 | StepLab](#)

Homework will allow you to practise what has been taught. This will ensure knowledge enters your working memory more, increasing the chance of it being stored in your long-term memory.

If you successfully move the knowledge from the working memory to the long-term memory, this is learning. If you don't, it is forgetting. This can happen when you're trying to learn too much at once. Repeating this process increase the chances of it being stored successfully.

If you can remember what you have learnt before from your long-term memory and bring it back to your working memory, this is remembering. If you don't do this often, you can forget what you have learnt before.

Pre-Homework Checklist

1. Choose a quiet place away from distractions.
2. Try to get into a good homework routine for example, the same time each day.
3. Remember you can get ahead if you have other events coming up.
4. Try to avoid distractions – it's a good idea to put your phone aside when doing homework.
5. Note the start and finish time on your homework so that you spend 30 minutes on it.

Support

The school library is open until 5 pm every evening where you can complete your homework in this time.

Cornell Note Taking Guide

1. Read through your knowledge organiser and write bullet points/notes in here. You should fill the whole space.

3. Create 5 questions. For example, what is the function of a nucleus?

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
<ul style="list-style-type: none"> 2. Summary 	5.
•	
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4. Self-Quiz	
1.	
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3.	
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QR code to a video explaining how to undertake the Cornell method and how to use the 'read aloud', 'dictate' and 'ICT' function for your homework.

2. Summarise the knowledge from the notes area into 3 bullet points. You should focus on the essential knowledge you need to remember.

4. Answer the 5 questions here in full sentences and then mark and correct in green pen.

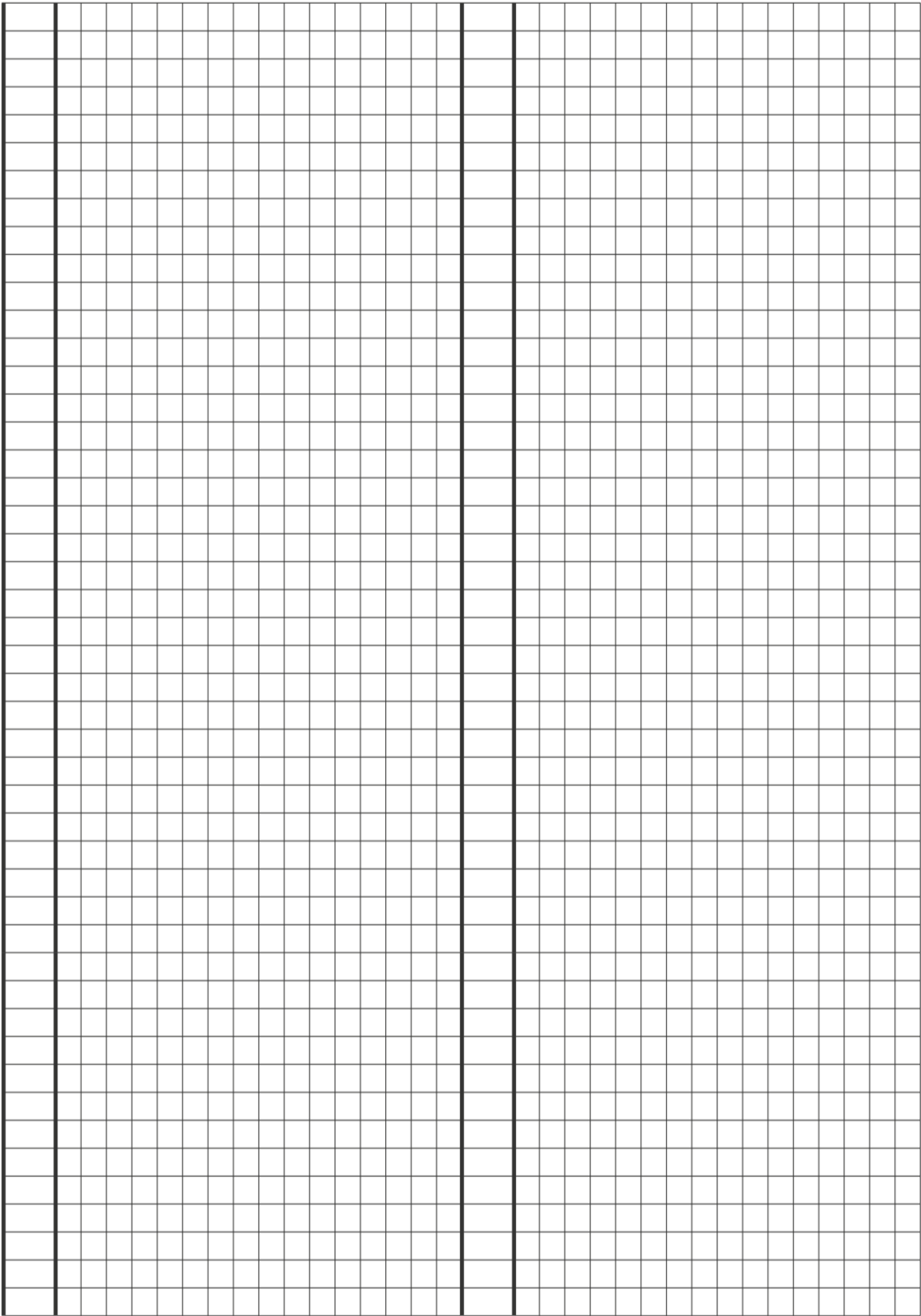


Monday Week 1 – 04/11/24 - English

Use chapter 1 from your English KO on page 7 from your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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4. Self-Quiz	
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Monday Week 1 – Sparx Maths





Tuesday Week 1 – 05/11/24 - Science

Use week 1 from your Biology, Chemistry or Physics KO on pages 49 & 50, 57 or 64 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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Wednesday Week 1 – 06/11/24 - Religion and World Views

Use week 1 from your RE KO on page 46 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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Wednesday Week 1 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

The Poppy Lady

By Barbara Elizabeth Walsh
2016

Moina Belle Michael (1869-1944) was an American teacher who was known widely as the "Poppy Lady." In this informational text, Elizabeth Walsh discusses how Moina got her famous nickname. As you read, take notes on why Moina felt motivated to wear red poppies.

*And now the Torch and Poppy red We wear in honor
of our dead.
Fear not that ye have died for naught;
We'll teach the lesson that ye wrought In Flanders
Fields.*

— from a poem by Moina Belle Michael

- [1] One afternoon in November 1918, Moina Belle Michael hurried through the streets of New York. She wore a bright, red silk poppy on her coat collar and carried a bouquet of 24 smaller poppies. World War I was raging¹ overseas, and Moina was determined to do her part.



"A young girl sells poppies in the early 1930s." by Collections of the Historical Society of Princeton is used with permission.

Maybe the red flower would remind people of the American soldiers fighting in Europe and the sacrifices many had made.

Moina was a teacher at the University of Georgia when war first broke out. Friends, neighbors, and students had gone overseas to fight. Moina planned to do more than knit socks or sweaters, or roll bandages for the Red Cross. She wanted to encourage the soldiers before they left for war.

Volunteering for the War

Moina traveled to New York City to care for soldiers at the YMCA headquarters at Columbia University. There was nothing she enjoyed more than sitting and chatting with the soldiers. She looked at photographs of their families and sweethearts and listened to their hometown news. She bought fresh flowers to brighten the room when the weather outside turned dreary.²

- [5] Earlier that November morning, one of the soldiers had left a copy of Ladies' Home Journal on Moina's desk. She turned to the marked page of the magazine and found a well-known poem, which began, "In Flanders fields the poppies blow / Between the crosses, row on row..."

Moina had read the poem before. She knew that Lieutenant Colonel John McCrae, a Canadian physician, wrote it while treating soldiers on the battlefields of Flanders in Belgium.

Remembering the Soldiers

Lieutenant Colonel McCrae's poem, remembering those men, always touched her. But that morning, Moina was struck by the last verse³ and accompanying illustration. Soldiers with sad eyes stared at a battleground blanketed in white crosses and bright red poppies. The soldiers seemed to speak to her. "Remember us," they asked.

Moina thought about her soldiers at the Y. How they had left their families and homes to protect the freedom she enjoyed each day. To Moina, they were heroes.

Silently, she made a promise. She would always wear a red poppy to remember the soldiers. She wrote her promise in a poem.

- [10] Just then, three YMCA war workers stopped by her desk with a check for \$10. They thanked her for all she did to brighten the room.

There was no doubt about what Moina would do with the money. "I shall buy red poppies," she told them.

Creating a Symbol

Moina showed them Lieutenant Colonel McCrae's poem and her poem. Word spread quickly. Before long, everyone wanted to wear a red poppy.

It wasn't easy finding silk poppies on the streets of New York, but Moina was successful. Hurrying back to the Y, she handed them out. She dreamed of the day when every American would wear a poppy to remember the soldiers.

Two days later, World War I ended and Moina returned to her students in Georgia. True to her promise, she wrote letters to leaders around the country, suggesting they adopt the poppy as a national memorial symbol.

- [15] But, as she taught returning servicemen, Moina soon realized another purpose for the small flower. Many of the servicemen had no jobs. No money. Some were wounded or too ill to work. Maybe the poppy could also help the veterans⁴ and their families.

Her hard work paid off. In 1921, the American Legion Auxiliary⁵ adopted the Poppy of Flanders Fields as its memorial flower. Other national and international veterans organizations followed. Disabled veterans who were members of the patriotic⁶ groups made crepe-paper⁷ poppies, offering them for donations. Pennies, nickels, and dimes poured in.

During the years that followed, the poppies raised millions of dollars in the United States and England to benefit veterans, war widows, and orphans, and the flowers reminded people of soldiers everywhere. To Moina's delight, the message of the poppies spread to 50 other countries. At last, her dream of helping soldiers was coming true.

For the rest of her life, Moina Belle Michael was known as the "Poppy Lady." She received citations,⁸ awards, and words of praise from around the world. But the Georgia schoolteacher did not feel like a hero.

"What I did, and am doing is no more than any other person would have done," Moina insisted. "I only thought of it first."

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Use this QR code to access the reading articles being read by a teacher:

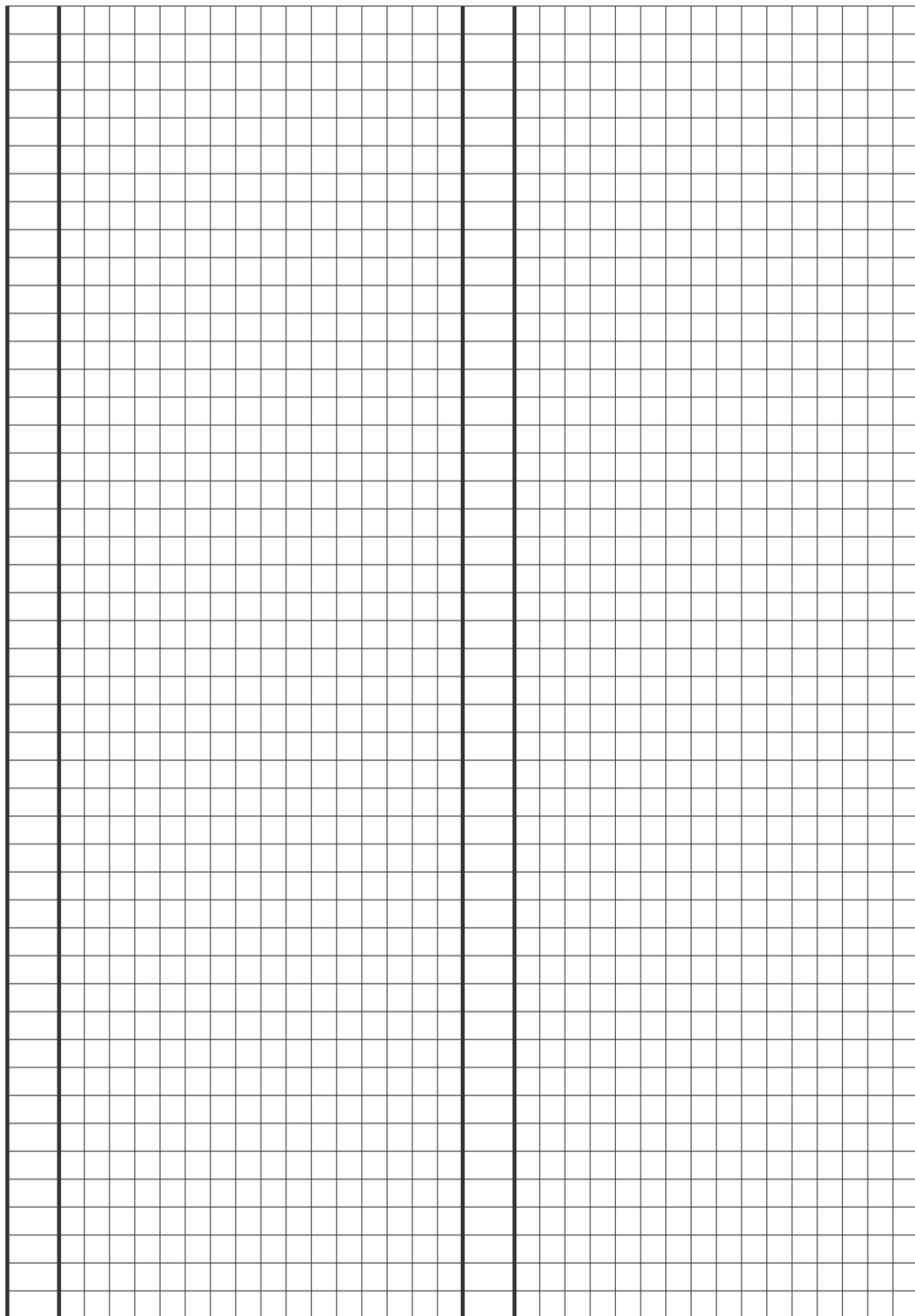


Thursday Week 1 – 07/11/24 - MFL

- Learn the high frequency vocabulary for this week. This will be tested in your languages lesson. You could do this doing "look, cover, write, check" or with another method of your choice such as creating flashcards on pages 21, 26, 29 or 39 depending on the language you're learning
- Learn key chunks of language from the Sentence Builder for this week by completing activities set on www.sentencebuilders.com - you will have been given a username and password to access this website. Speak to your teacher if you need help logging in or not sure which one to use.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

Thursday Week 1 – Sparx Maths (independent learning)



1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

4. Self-quiz and mark.

Friday Week 1 – 08/11/24 - History

Go to page 13 of your KO booklet and use the row 'Week 1'

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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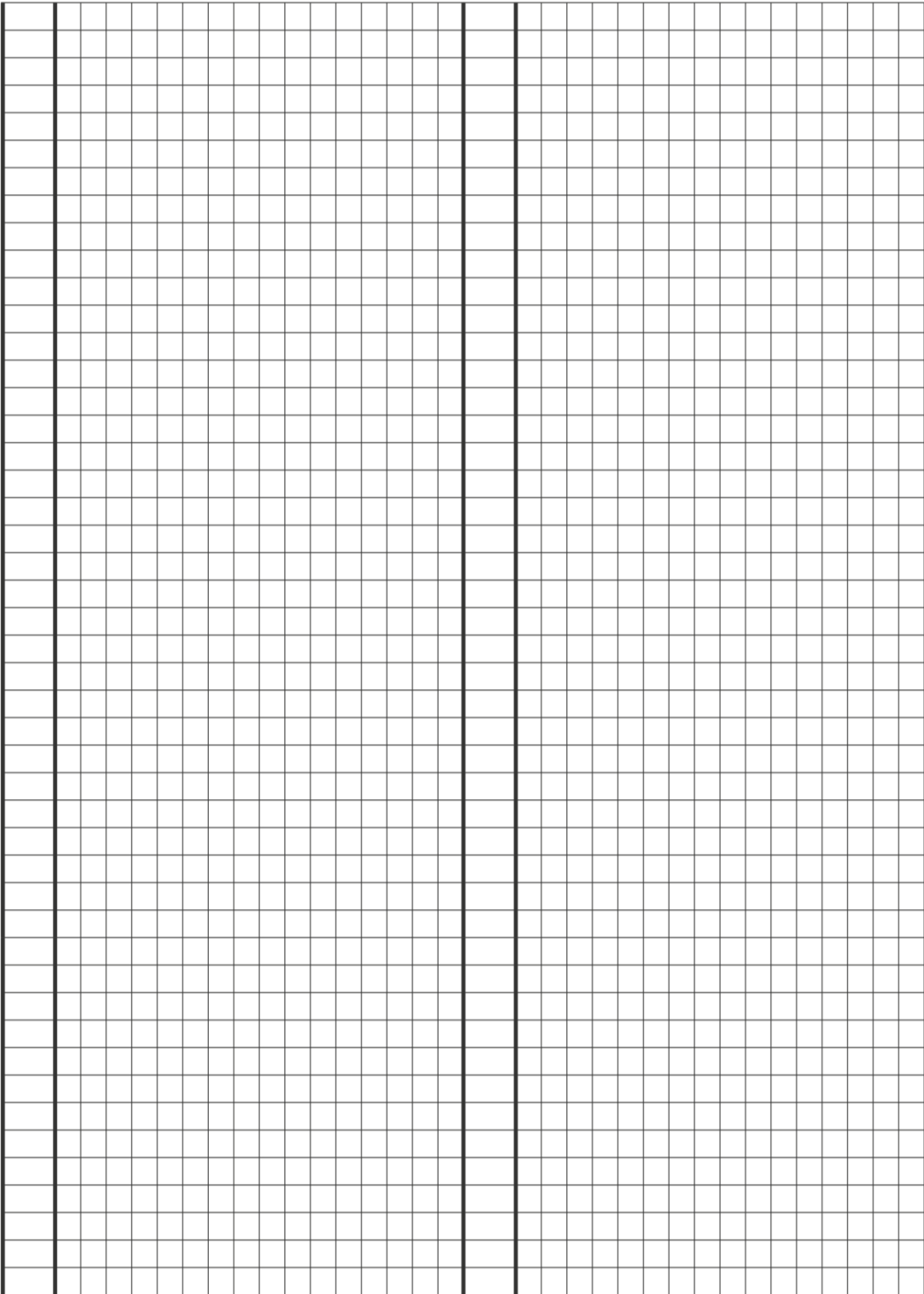


Monday Week 2 – 11/11/24 - English

Use chapter 2 from your English KO on page 7 from your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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Monday Week 2 – Sparx Maths





Tuesday Week 2 – 12/11/24 - Science

Use week 2 from your Biology, Chemistry or Physics KO on pages 51, 58 or 65 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
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•	
4. Self-Quiz	
1.	
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3.	
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5.	

1. Read and
make notes.

2. Summarise to
3 bullet points.

3. Create 5
questions in cue
column.

4. Self-quiz and
mark.

Wednesday Week 2 – 13/11/24 - Computing

Go to page 5 in your KO booklet and use the first half of your computing KO

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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4. Self-Quiz	
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Wednesday Week 2 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

The Fox and the Horse

By The Brothers Grimm
1812

Jacob and Wilhelm Grimm were German academics and authors who collected and published folklore during the 19th century. In this folktale, a fox helps a horse prove his worth to his master after he has been asked to leave the stable. As you read, take notes on the interaction between the fox and the horse.

- 1] A peasant once had a faithful horse, but it had grown old and could no longer do its work. Its master grudgingly gave it food, and said: "I can't use you any more, but I still feel kindly towards you, and if you show yourself strong enough to bring me a lion I will keep you to the end of your days. But away with you now, out of my stable," and he drove it out into the open country.



"What does the fox say?" by Mark Gunn is licensed under CC BY 2.0.

The poor horse was very sad, and went into the forest to get a little shelter from the wind and the weather. There he met a fox, who said: "Why do you hang your head, and wander about in this solitary¹ fashion?"

"Alas!" answered the horse, "avarice² and honesty cannot live together. My master has forgotten all the service I have done for him for these many years, and because I can no longer plough he will no longer feed me, and he has driven me away."

"Without any consideration?" asked the fox.

- 5] "Only the poor consolation of telling me that if I was strong enough to bring him a lion he would keep me, but he knows well enough that the task is beyond me."

The fox said: "But I will help you. Just you lie down here, and stretch your legs out as if you were dead." The horse did as he was told, and the fox went to the lion's den, not far off, and said: "There is a dead horse out there. Come along with me, and you will have a rare meal." The lion went with him, and when they got up to the horse, the fox said: "You can't eat it in comfort here. I'll tell you what. I will tie it to you, and you can drag it away to your den, and enjoy it as your leisure."

The plan pleased the lion, and he stood quite still, close to the horse, so that the fox should fasten them together. But the fox tied the lion's legs together with the horse's tail, and twisted and knotted it so that it would be quite impossible for it to come undone.

When he had finished his work he patted the horse on the shoulder, and said: "Pull, old grey! Pull!"

Then the horse sprang up, and dragged with lion away behind him. The lion in his rage roared, so that all the birds in the forest were terrified, and flew away. But the horse let him roar, and never stopped till he stood before his master's door.

- [10] When the master saw him he was delighted, and said to him: "You shall stay with me, and have a good time as long as you live."

And he fed him well till he died.

"The Fox and the Horse" by The Brothers Grimm (1812) is in the public domain.

Use this QR code to access the reading articles being read by a teacher:



Thursday Week 2 – 14/11/24 - MFL

- Learn the high frequency vocabulary for this week. This will be tested in your languages lesson. You could do this doing "look, cover, write, check" or with another method of your choice such as creating flashcards on pages 21, 26, 29 or 39 depending on the language you're learning
- Learn key chunks of language from the Sentence Builder for this week by completing activities set on www.sentencebuilders.com - you will have been given a username and password to access this website. Speak to your teacher if you need help logging in or not sure which one to use.

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Thursday Week 2 – DT

Go to page 6 of your KO booklet and use the bug hotel project KO

1. Notes	3. Cue Column (Questions)
	1.
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	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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Friday Week 2 – 15/11/24 - Geography

Go to page 12 and use week 2 from your Geography KO

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
1.	
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Friday Week 2 - PSHE

Use the first half of your PSHE KO on page 45 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

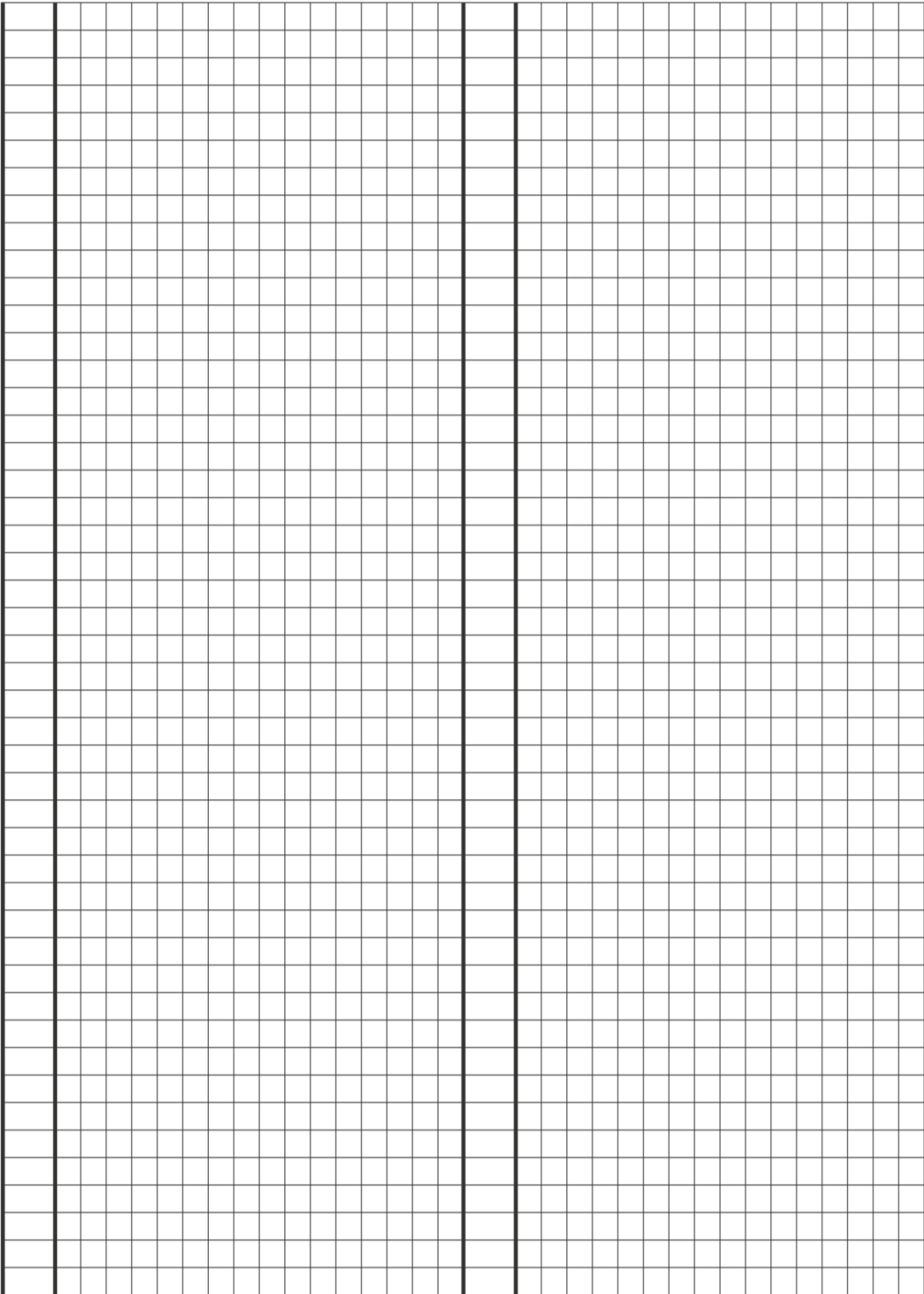
4. Self-quiz and mark.

Monday Week 3 – 18/11/24 - English

Use chapter 3 from your English KO on page 7 & 8 from your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
•	
•	
4. Self-Quiz	
1.	
2.	
3.	
4.	
5.	

Monday Week 3 – Sparx Maths



1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

4. Self-quiz and mark.

Tuesday Week 3 – 19/11/24 – Science

Use week 3 from your Biology, Chemistry or Physics KO on pages 52 & 53, 58-60 or 66 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
1.	
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Wednesday Week 3 – 20/11/24 – Religion and World Views

Use week 3 from your RE KO on page 47 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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Wednesday Week 3 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

Fastest Woman in the World

By Pat Parker
2015

Wilma Rudolph (1940-1994) was an African American sprinter from Tennessee who won multiple gold medals in the Olympics and set world records in track and field. As you read, take notes on the obstacles Wilma encountered throughout her life.

- [1] Wilma Rudolph crouched at the starting line, every muscle in her lean, 5-foot-11-inch body poised¹ for the race. The starter gave the signal, and Wilma took off. Did this young woman from Tennessee have the strength and determination to win the Olympic gold medal?

Everything in Wilma's life had prepared her for this moment. But Wilma wasn't an ordinary athlete. "My life wasn't like the average person who grew up and decided to enter the world of sports," she said.



"Wilma Rudolph competes in the 200-meter sprint at the 1960 Olympics." by The Associated Press is used with permission.

Sick All the Time

Wilma Rudolph was born on June 23, 1940. She weighed four and a half pounds. No one expected her to survive. "I was sick all of the time when I was growing up," Wilma wrote in her autobiography, *Wilma*.

Wilma was the 20th of 22 children. In America in the 1940s, segregation² kept black and white people from being treated the same. Because the Rudolphins were African American, only one doctor in their town would care for Wilma. Her mother helped by using home remedies to nurse Wilma through measles, mumps, chicken pox, scarlet fever, appendicitis, and double pneumonia. "I think I started acquiring a competitive spirit right then and there, a spirit that would make me successful in sports later on... I was going to beat these illnesses no matter what."

- [5] Wilma fought her hardest childhood battle against polio, a disease that ^{damaged} her left leg. Mrs. Rudolph found a black medical college in Nashville, 50 miles away. Twice a week, for several years, Wilma and her mother took the bus to Nashville. At home, Wilma and her family massaged and exercised her weak leg to strengthen it.

After several months, the hospital fitted Wilma with a brace. "The brace went on... and I lived with that thing for the next half-dozen years... When I was six, I started treatments... that lasted until I was ten years old."

Sending Back the Brace

"I was nine and a half years old when I first took off the brace... I'll never forget it. I went to church, and I walked in without the brace... I'd say it was one of the most important moments of my life," Wilma wrote.

Although she used the brace on and off for three more years, she practiced until she could finally walk without it. When Wilma was 12, her mother wrapped up the brace and sent it back to the hospital.

That summer, Wilma went to a local playground and saw kids playing basketball. She fell in love with the game and decided she would play no matter what.

Off and Running

- [10] In the fall, Wilma entered seventh grade and joined the basketball team. For the next three years, she practiced hard. Finally, in tenth grade, Wilma got the chance to be part of the starting team. She began to set state records for scoring.

Ed Temple, the women's track coach at Tennessee State University, saw Wilma play. He invited her to come to Tennessee State during the summers so he could coach her in track. Wilma learned fast. In 1956, at the age of 16, she ran her first Olympic race at the games in Australia and won a bronze medal in the 4x100-meter relay.

Not About to Lose

Wilma's time to shine came four years later. At the 1960 Olympics, she won gold medals in the 100-meter dash and the 200-meter dash. She had one event left as the last leg of a four-woman relay team, all from Tennessee State. As the third woman on the team ran toward her, Wilma reached for the baton and nearly dropped it. Her team was suddenly in third place. Wilma was not about to lose. With a final burst of speed, Wilma raced ahead of the competition, becoming the first American woman to win three gold medals at one Olympics.

The little girl who couldn't walk had become the fastest woman in the world.

Helping Others

After the Olympics, Wilma decided that she wanted to help children overcome their difficulties by participating in sports.⁴ Through her teaching and the foundations she established, she helped countless children overcome all kinds of obstacles, just as she had.

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Use this QR code to access the reading articles being read by a teacher:

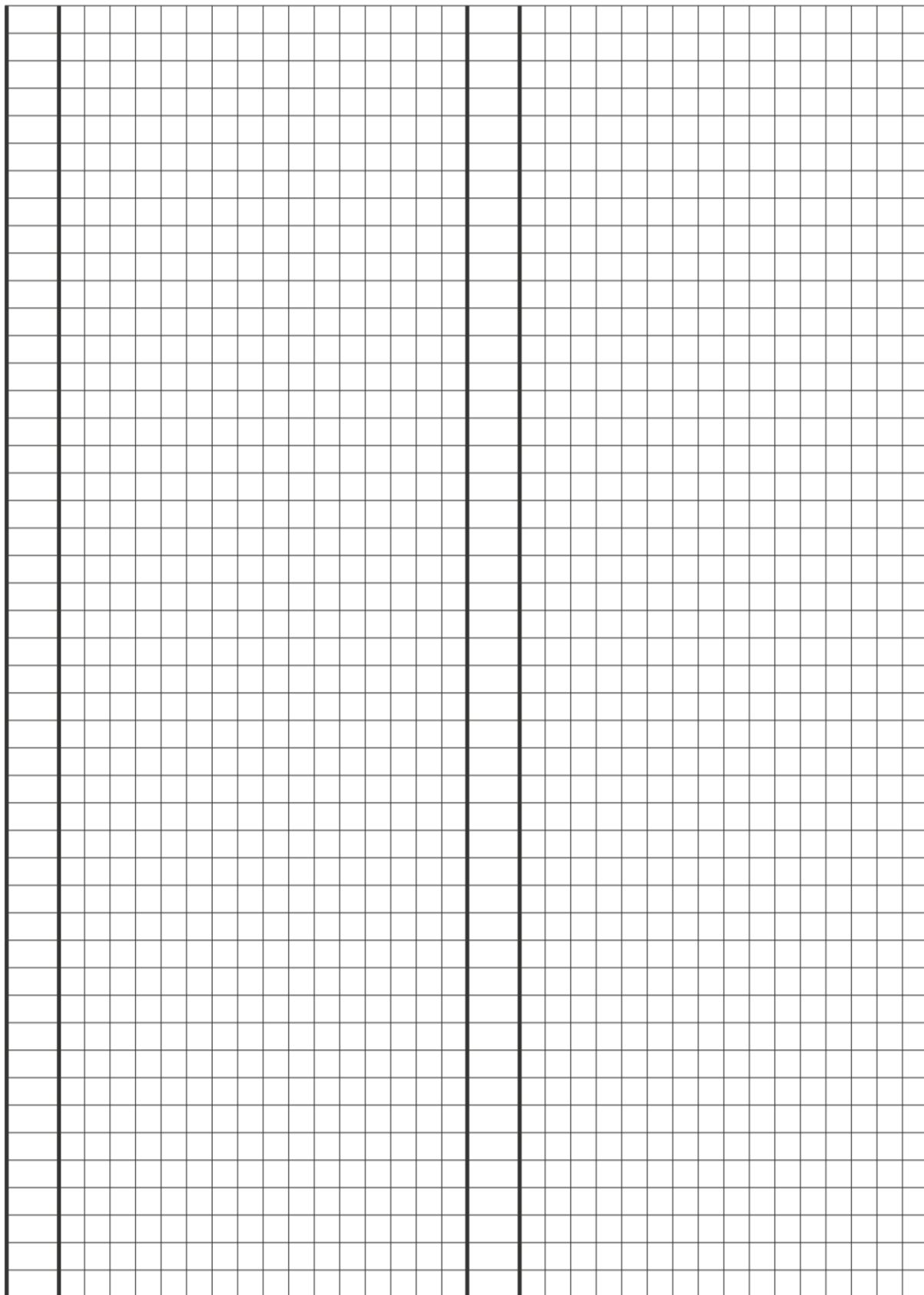


Thursday Week 3 – 21/11/24 - MFL

- Learn the high frequency vocabulary for this week. This will be tested in your languages lesson. You could do this doing "look, cover, write, check" or with another method of your choice such as creating flashcards on pages 21, 26, 29 or 39 depending on the language you're learning
- Learn key chunks of language from the Sentence Builder for this week by completing activities set on www.sentencebuilders.com - you will have been given a username and password to access this website. Speak to your teacher if you need help logging in or not sure which one to use.

[illegible]

Thursday Week 3 – Sparx Maths (independent learning)





Friday Week 3 – 22/11/24 - History

Go to page 13 & 14 of your KO booklet and use the row 'Week 3'

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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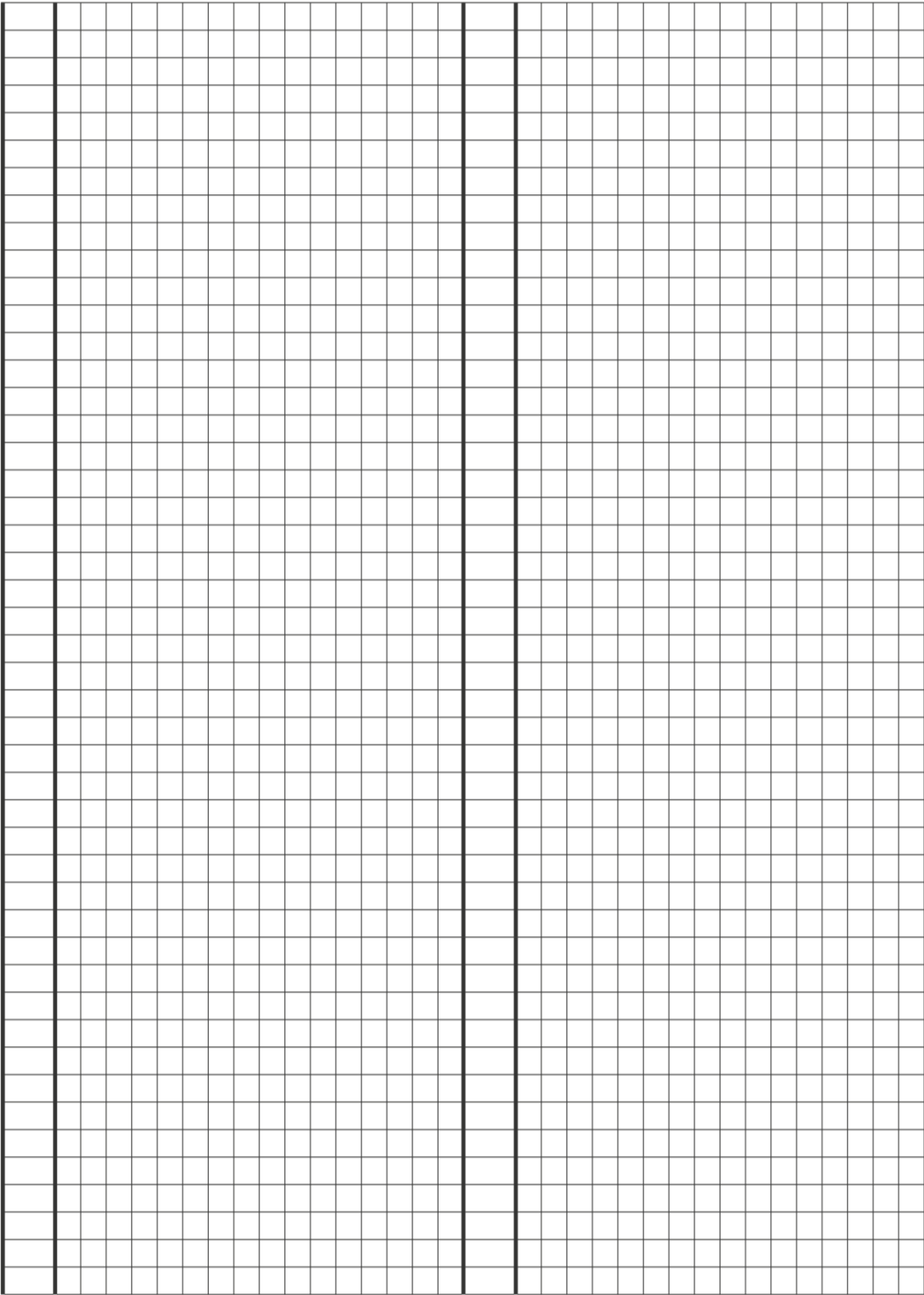


Monday Week 4 – 25/11/24 - English

Use chapter 4 from your English KO on page 8 from your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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Monday Week 4 – Sparx Maths



1. Read and
make notes.

2. Summarise to
3 bullet points.

3. Create 5
questions in cue
column.

4. Self-quiz and
mark.

Tuesday Week 4 – 26/11/24 – Science

Use week 4 from your Biology, Chemistry or Physics KO on pages 53 & 54, 60 & 61 or 61 & 62 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
•	
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4. Self-Quiz	
1.	
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1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

4. Self-quiz and mark.

Wednesday Week 4 – 27/11/24 - Computing

Go to page 5 and use the second half of your computing KO

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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Wednesday Week 4 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

The Sit-In Movement

By UShistory.org
2016

The Civil Rights Movement (1954-1968) was a social movement in the United States during which activists attempted to end racial segregation and discrimination against African Americans. This movement employed several different types of protests. As you read, identify the tactics that civil rights activists used to oppose racial segregation.

- [1] By 1960, the Civil Rights Movement had gained strong momentum. The nonviolent measures employed by Martin Luther King Jr.¹ helped African American activists win supporters across the country and throughout the world.

On February 1, 1960, the peaceful activists introduced a new tactic into their set of strategies. Four African American college students walked up to a whites-only lunch counter at the local Woolworth's store in Greensboro, North Carolina, and asked for coffee. When service was refused, the students sat patiently. Despite threats and intimidation, the students sat quietly and waited to be served.



"5 - The U.S. Civil Rights Movement" by U.S. Embassy The Hague is licensed under CC BY-ND 2.0.

The civil rights sit-in was born.

No one participated in a sit-in of this sort without seriousness of purpose. The instructions were simple: sit quietly and wait to be served. Often the participants would be jeered and threatened by local customers. Sometimes they would be pelted with food or ketchup. Protestors did not respond when provoked by angry onlookers. In the event of a physical attack, the student would curl up into a ball on the floor and take the punishment. Any violent reprisal would undermine the spirit of the sit-in. When the local police came to arrest the demonstrators, another line of students would take the vacated seats.

- [5] Sit-in organizers believed that if the violence were only on the part of the white community, the world would see the righteousness of their cause. Before the end of the school year, over 1500 black demonstrators were arrested. But their sacrifice brought results. Slowly, but surely, restaurants throughout the South began to abandon their policies of segregation.²

In April 1960, Martin Luther King Jr. sponsored a conference to discuss strategy. Students from the North and the South came together and formed the Student Nonviolent Coordinating Committee (SNCC). Early leaders included Stokely Carmichael³ and Fannie Lou Hamer.⁴ The Congress on Racial Equality (CORE) was a northern group of students led by James Farmer,⁵ which also endorsed direct action. These groups became the grassroots⁶ organizers of future sit-ins at lunch counters, wade-ins at segregated swimming pools, and pray-ins at white-only churches.

Bolstered⁷ by the success of direct action, CORE activists planned the first freedom ride in 1961. To challenge laws mandating segregated interstate transportation, busloads of integrated black and white students rode through the South. The first freedom riders left Washington, D.C., in May 1961 en route to New Orleans. Several participants were arrested in bus stations. When the buses reached Anniston, Alabama, an angry mob slashed the tires on one bus and set it aflame. The riders on the other bus were violently attacked, and the freedom riders had to complete their journey by plane.

New Attorney General Robert Kennedy ordered federal marshals to protect future freedom rides. Bowing to political and public pressure, the Interstate Commerce Commission⁸ soon banned segregation on interstate travel. Progress was slow indeed, but the wall between the races was gradually being eroded.

The Sit-In Movement by USHistory.org is licensed under CC BY 4.0.

Use this QR code to access the reading articles being read by a teacher:



Thursday Week 4 – 28/11/24 - MFL

- *Learn the high frequency vocabulary for this week. This will be tested in your languages lesson. You could do this doing "look, cover, write, check" or with another method of your choice such as creating flashcards on pages 21, 26, 29 or 39 depending on the language you're learning*
- *Learn key chunks of language from the Sentence Builder for this week by completing activities set on www.sentencebuilders.com - you will have been given a username and password to access this website. Speak to your teacher if you need help logging in or not sure which one to use.*

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

Thursday Week 4 – Art

Log into class charts and look at the art homework set by your art teacher. There will be a link to a quiz on there. Please click on the link and complete the quiz as your homework. Your teacher will be able to see if you have completed it. Use page 2, 3 & 4.

[illegible]

1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

4. Self-quiz and mark.

Friday Week 4 – 29/11/24 - Geography

Go to page 12 and use week 4 from your Geography KO

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
•	
•	
4. Self-Quiz	
1.	
2.	
3.	
4.	
5.	



Friday Week 4 - PSHE

Use the second half of your PSHE KO on page 45 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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•	
4. Self-Quiz	
1.	
2.	
3.	
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5.	

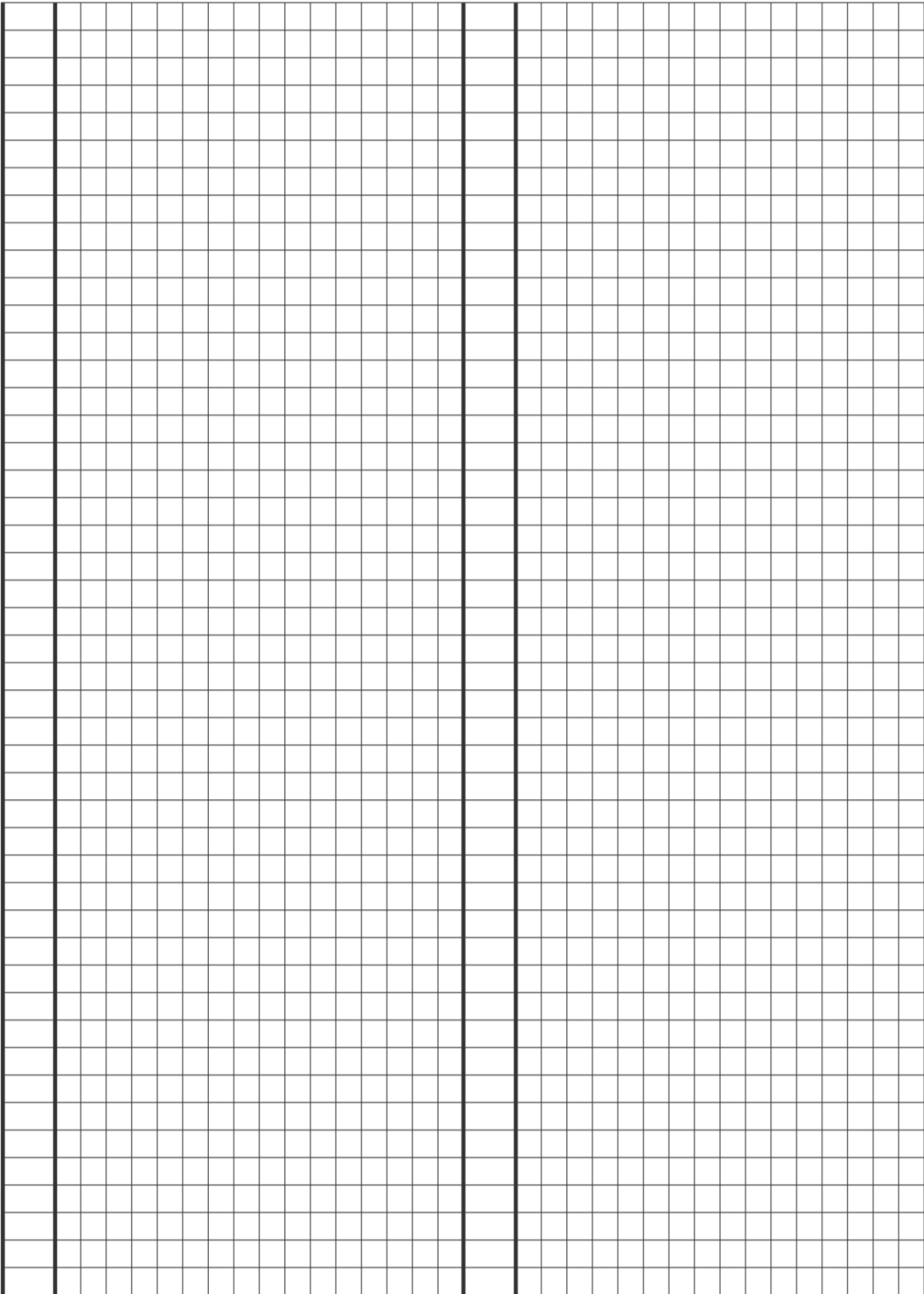


Monday Week 5 – 02/12/24 - English

Use chapter 5 from your English KO on page 8 from your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
•	
•	
4. Self-Quiz	
1.	
2.	
3.	
4.	
5.	

Monday Week 5 – Sparx Maths



1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

4. Self-quiz and mark.

Tuesday Week 5 – 03/12/24 - Science

Use week 5 from your Biology, Chemistry or Physics KO on pages 55, 62 & 63 or 68 & 69 in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
•	
•	
4. Self-Quiz	
1.	
2.	
3.	
4.	
5.	



Wednesday Week 5 – 04/12/24 - Religion and World Views

Use week 5 from your RE KO on page 48 in your KO booklet.

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
•	
•	
4. Self-Quiz	
1.	
2.	
3.	
4.	
5.	

Wednesday Week 5 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

From Blossoms

By Li-Young Lee

1986

- [1] From blossoms comes
this brown paper bag of peaches
we bought from the boy
at the bend in the road where we turned toward
[5] signs painted *Peaches*.

- From laden¹ boughs,² from hands,
from sweet fellowship³ in the bins,
comes nectar at the roadside, succulent⁴
peaches we devour, dusty skin and all,
[10] comes the familiar dust of summer, dust we eat.

- O, to take what we love inside,
to carry within us an orchard, to eat
not only the skin, but the shade,
not only the sugar, but the days, to hold
[15] the fruit in our hands, adore it, then bite into
the round jubilation⁵ of peach.

- There are days we live
as if death were nowhere
in the background; from joy
[20] to joy to joy, from wing to wing,
from blossom to blossom to
impossible blossom, to sweet impossible blossom.



"Untitled" by Jongjit Pramchom is licensed under CC0.

Li-Young Lee, "From Blossoms," from *Rose*. Copyright © 1986 by Li-Young Lee. Used with the permission of The Permissions Company, Inc., on behalf of BOA Editions, Ltd., www.boaeditions.org.

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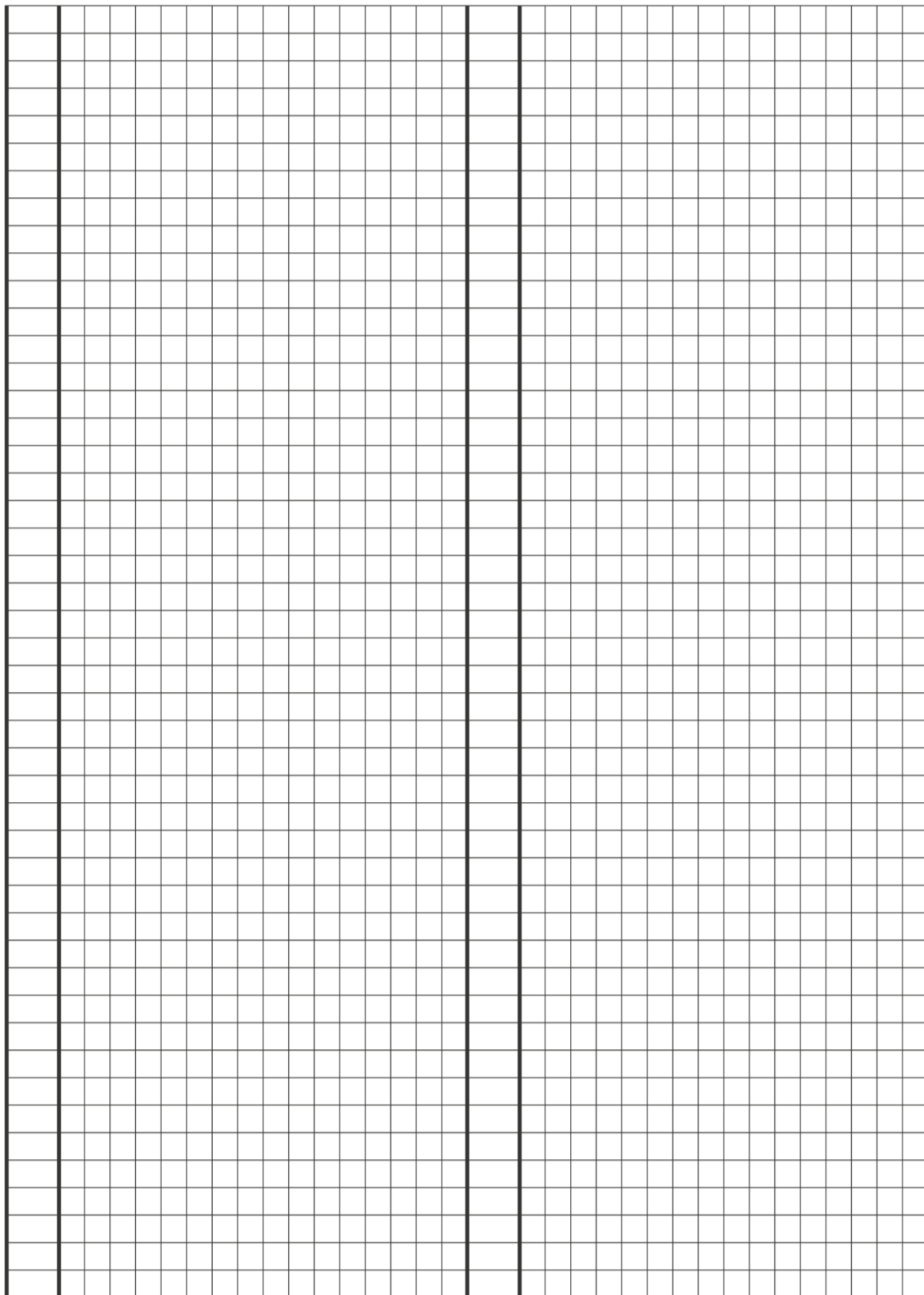


Thursday Week 5 – 05/12/24 - MFL

- *Learn the high frequency vocabulary for this week. This will be tested in your languages lesson. You could do this doing "look, cover, write, check" or with another method of your choice such as creating flashcards on pages 21, 26, 29 or 39 depending on the language you're learning*
- *Learn key chunks of language from the Sentence Builder for this week by completing activities set on www.sentencebuilders.com - you will have been given a username and password to access this website. Speak to your teacher if you need help logging in or not sure which one to use.*

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

Thursday Week 5 – Sparx Maths (independent learning)





Friday Week 5 – 06/12/24 - History

Go to page 14 of your KO booklet and use the row 'Week 5'

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
•	
•	
4. Self-Quiz	
1.	
2.	
3.	
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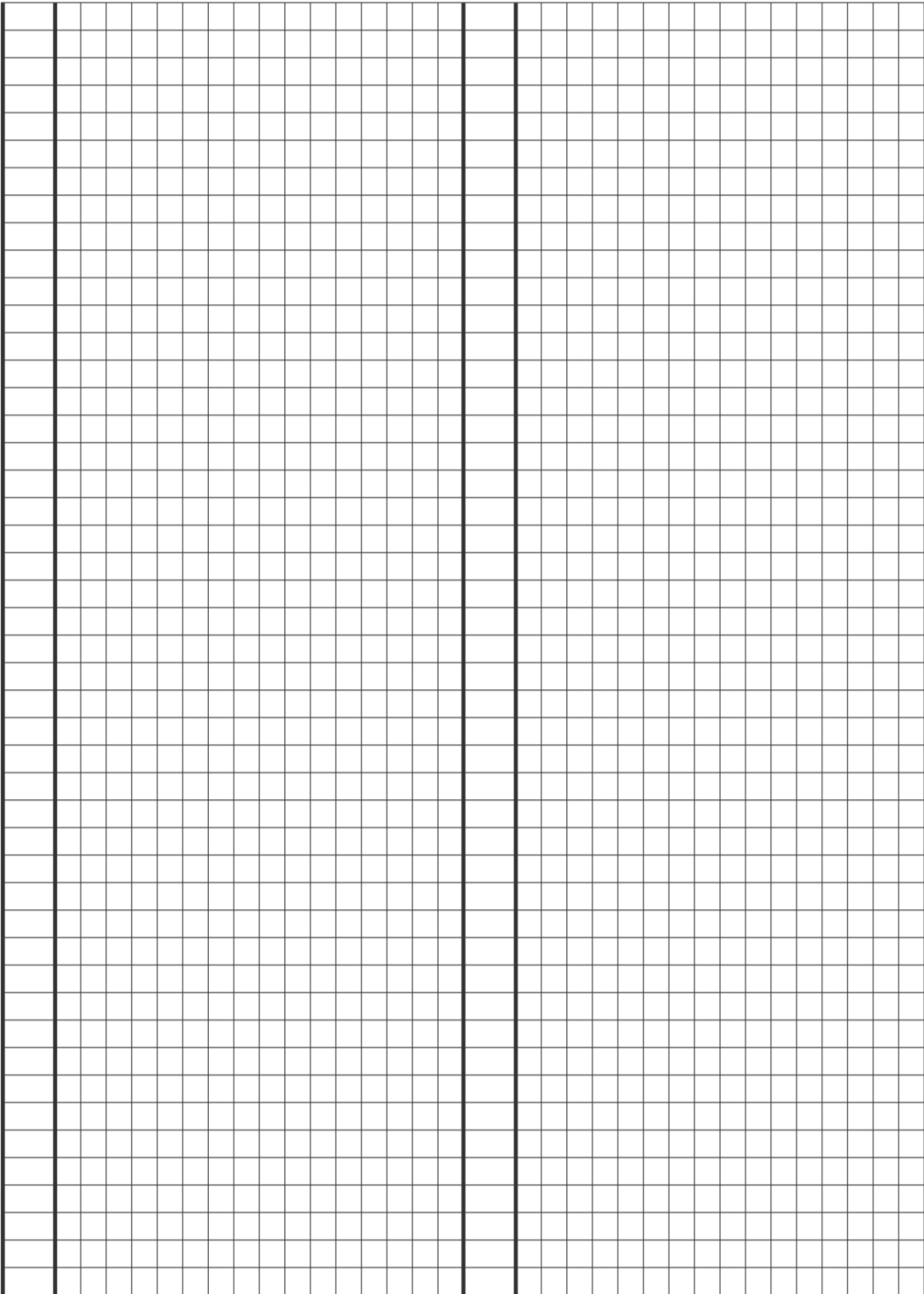


Monday Week 6 – 09/12/24 - English

Use chapter 6 from your English KO on page 9 from your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
•	
•	
4. Self-Quiz	
1.	
2.	
3.	
4.	
5.	

Monday Week 6 – Sparx Maths





Tuesday Week 6 – 10/12/24 - Science

Use week 6 from your Biology, Chemistry or Physics KO on pages 56, 62 & 63 or 69 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
•	
•	
4. Self-Quiz	
1.	
2.	
3.	
4.	
5.	

Wednesday Week 6 – 11/12/24 - Music

Complete the tasks on teaching gadget and the quiz set on Teams by your music teacher. Use pages 40 to 44 to help you.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

Wednesday Week 6 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

Joan Benoit: 1984 U.S. Olympic Marathon Gold Medalist

By Rina Ferrarelli
1988

In 1984, the first women's marathon was introduced as an event at the Olympic Games. Joan Benoit became the first-ever women's Olympic marathon champion. In this poem, a speaker describes Benoit's famous race and win. As you read, take notes on what words and phrases the speaker uses to describe Joan Benoit's running during the race.

- [1] During the third mile
not the eighteenth as expected
she surged ahead
leaving behind the press
[5] of bodies, that breath
hot on her back
and set a pace
the experts claimed
she couldn't possibly keep
[10] to the end.

- Sure, determined,
moving to an inner rhythm
measuring herself against herself
alone in a field¹ of fifty
[15] she gained the twenty-six miles²
of concrete, asphalt, and humid weather
and burst into the roar of the crowd
to run the lap around the stadium³
at the same pace
[20] once to finish the race
and then again in victory

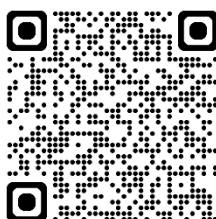
and she was still fresh
and not even out of breath
and standing.



"maine-joan-benoit-samuelson" by On The Issues Magazine is licensed under CC BY-ND 2.0.

"Joan Benoit: 1984 U.S. Olympic Marathon Gold Medalist" by Rina Ferrarelli. Copyright © 1988 by Rina Ferrarelli. Used by permission of the author. All rights reserved.

Use this QR code to access the reading articles being read by a teacher:



Thursday Week 6 – 12/12/24 - MFL

- Learn the high frequency vocabulary for this week. This will be tested in your languages lesson. You could do this doing "look, cover, write, check" or with another method of your choice such as creating flashcards on pages 21, 26, 29 or 39 depending on the language you're learning
- Learn key chunks of language from the Sentence Builder for this week by completing activities set on www.sentencebuilders.com - you will have been given a username and password to access this website. Speak to your teacher if you need help logging in or not sure which one to use.

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Thursday Week 6 – DT

Go to page 6 and watch the YouTube video before completing the Cornell method

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
•	
•	
4. Self-Quiz	
1.	
2.	
3.	
4.	
5.	

1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

4. Self-quiz and mark.

Friday Week 6 – 13/12/24 - Geography

Go to page 12 and use week 6 from your Geography KO

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
•	
•	
4. Self-Quiz	
1.	
2.	
3.	
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