

Independent learning at Brannel

Year 8 - Booklet 2 (Geography, History, MFL)

Name:

Tutor Group:

100-Day Plan

Use this booklet to help you work independently to practice the subject specific content and skills you have learnt at school.

Regular practice and retrieval is very important to help you remember key facts and skills. Revising material you have already learnt in small chunks will help with your revision for assessments. It will also help you to achieve your lesson goals and ensure you are working towards being the best you can be.

The subjects you will be working through in this booklet are:
Geography, History and MFL.

Each week you will be set 3 independent learning tasks. You need to complete them in your own time. In school you will go through the answers and think about what you feel you have learnt from the activity.

This booklet and your independent learning exercise book should be kept in your zip wallet and brought to school every day.

Alongside this booklet there is a menu of enrichment activities that you can choose to complete if you wish. They are all activities either related to work you are doing in school or the world around us. If you complete these your teachers will give you merits towards the house cup.

Subject Goals

Use your subject goals to help you challenge yourself. You should aim for your bronze goal as a minimum, and then challenge yourself to work towards your silver, gold or platinum.

Subject	Bronze	Silver	Gold	Platinum
Geography				
History				
MFL				

Academic Coaching Record: (Geography)

Use the coaching record to help you reflect on how you worked towards the tasks. Which 'therapy' activities really helped, which ones did you not find useful?

This will help you know which revision techniques work best for you when it comes to assessment revision.

Work Title	What went well and why it was successful	What I will do differently next time:
Climate Change		
Sustainable living		
Types of Employment		
Tourism		
Glacial Processes		
Glacial Landforms		

Academic Coaching Record: (History)

Use the coaching record to help you reflect on how you worked towards the tasks. Which 'therapy' activities really helped, which ones did you not find useful?

This will help you know which revision techniques work best for you when it comes to assessment revision.

Work Title	What went well and why it was successful	What I will do differently next time:
Living conditions in the Industrial Revolution		
Working conditions in the Industrial Revolution		
Transport in the industrial Revolution		
American civil rights in the 1950's and 1960's		
The significance of Martin Luther King and Malcolm X		
Caribbean Migration – the Windrush Generation		

Academic Coaching Record: (French/Spanish)

Use the coaching record to help you reflect on how you worked towards the tasks. Which 'therapy' activities really helped, which ones did you not find useful?

This will help you know which revision techniques work best for you when it comes to assessment revision.

Work Title	What went well and why it was successful	What I will do differently next time:

Complete subject
checklists and extra
information

Subject Information

Subject	Topics covered during 100 days	Assessment date	Resources that may be helpful
Geography	Sustainability World of work Glaciated Landscapes		BBC Bitesize Oak Academy Cool Geography Online Geography exercise book
History	Industrial Revolution Civil rights in America Multicultural Britain		
MFL	What I usually wear and when Telling time Daily routine Saying what I did, and I am going to do at the weekend.		BBC Bitesize www.wordreference.com uk.language-gym.com Quizlet

Geography checklist

Year 8 Geography Checklist					
Topic	R	A	G	Therapy?	Test?
Sustainability					
• To understand some causes and effects of climate change					
• Describe ways we can become more sustainable					
• Name an example of sustainable living					
World of Work					
• Know and define the 4 different employment sectors					
• Describe how the UK's employment structure has changed					
• Describe some positive and negative impacts of tourism					
• Name an example of a tourism hot spot					
Glaciated landscapes					
• Understand the three main processes that occur in glacial landscapes					
• Describe and explain some examples of glacial processes					
• Name some erosion and deposition glacial landforms					
• Explain how corries or drumlins are formed					

<u>Useful Links</u>			
			
BBC Bitesize - Sustainability	BBC Bitesize – Types of industry	BBC Bitesize – Glacial landforms and processes	Oak Academy Lessons

Year 8 History Checklist 2

Topic	R	A	G	Therapy?	Test?
The Industrial Revolution					
• The factors that caused the industrial revolution					
• The agricultural revolution					
• The growth of towns between 1750 and 1900					
• Reasons for migration of people to the cities					
• Living conditions in towns and cities					
• The change in working from 1750 to 1900					
• Working conditions in the factories					
• Improvements in working and living conditions					
Civil Rights in the USA					
• The Jim Crow Laws					
• The Ku Klux Klan					
• Challenges to inequality during the 1950's and 1960's					
• Consequences of the Civil Rights movement					
• The role of Martin Luther King in the Civil Rights Movement					
• The role of Malcom X in the Civil Rights Movement					
Caribbean Migration – the Windrush Generation					
• The British Caribbean after World War Two					
• Reasons why people migrated from the Caribbean to Britain					
• Experiences of the Windward Generation					
• The impact of the Windward Generation					

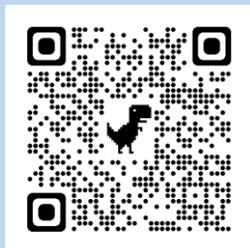
Useful Links:

Industrial revolution	The Industrial Revolution - KS3 History - BBC Bitesize 
Civil Rights in the USA	The Civil Rights Movement in America - KS3 History Revision - BBC Bitesize 
Caribbean Migration	Empire and citizenship - Caribbean migration - BBC Bitesize 

Year 8 MFL checklist

Topic	R	A	G	Therapy?	Test?
What I usually wear and when					
• Clothing items					
• Adjectives (colours)					
• Adjectival agreement					
• Talking in first person 'I' saying what I wear					
• Talking about what others wear					
• Weather phrases					
• Frequency phrases					
• Connectives					
Telling time and daily routine					
• Numbers 1-12, 20 and 25					
• Telling time, hours and minutes					
• Telling the time of the day					
• Saying what I do on a daily routine					
• Use of adverbs to extend sentences					
• Telling time and describing daily routine together to form extended sentences					
Saying what I did, and I am going to do at the weekend.					
• Time markers to describe when in the past tense					
• Talk about myself in the past tense					
• Talk in the 'we' form in the past tense					
• Use of at least 3 verbs in the past tense					
• Time markers to describe when in the future tense					
• Talk about myself in the future tense					
• Talk in the 'we' form in the future tense					
• Use of at least 3 verbs in the future tense					
• Know at least 5 activities					
• Use of quantifiers					
• Adjectives to describe activities					

Useful Links



BBC Bitesize
telling time
FRENCH



BBC Bitesize
adjectival agreement
FRENCH



BBC Bitesize
telling time
SPANISH



BBC Bitesize
adjectival agreement
SPANISH

Independent Learning Tasks

GEOGRAPHY

Independent Learning – Geography: No. 1– Climate Change

Diagnosis (D):

Sustainability - Climate Change	R	A	G
Understand some causes of effects of climate change			

Therapy (T):

Read the fact sheet and then decide whether you think it is too late to reverse climate change?

Climate Change – Is it too late?

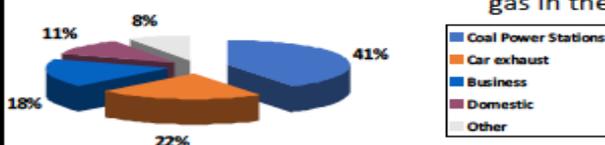
Population Explosion

The world's population is about to hit 7 billion people and serious questions are being asked about whether Planet Earth can sustain them all.



James Gray, from Leicester University Climate Change Research Team, says 'All these extra people means a dramatic increase in carbon dioxide (CO²). They will all be driving cars, using electricity and needing space to live.'

Most of our power still comes from coal-fired power stations which produce nearly 40% of the world's CO². Car exhaust accounts for another 20%.



In addition the scandalous deforestation of the world's rain forests, to accommodate the growing population, means less CO² is being absorbed and levels continue to rise at an unprecedented rate.



Threat from Lack of Awareness

Pierre LaFrange, from the Paris Institute of Climate Change, is still amazed at the number of people who don't take the threat of Climate Change seriously.

'People don't seem to be able to relate their daily activities to the effect they are having on the environment' he said. 'Every time you switch on the TV or drive your car on you are creating carbon dioxide which is adding to the dangerous build up of Greenhouse gas in the atmosphere.'



Can't Go On Like This

Leading naturalist, Charles Ferre, says 'we cannot go on living our lives with our heads buried in the sand. The effects of Climate Change are all around us for anyone to see.'

He cites numerous examples of recent effects of Climate Change caused by the increase of Greenhouse gas. 'You just have to look at the recent flooding in Pakistan as an example. These floods are becoming increasingly common as are a range of other natural disasters.'



As well as the increase in worldwide natural disasters there are effects seen at both poles with the melting of the ice caps which is having a huge effect on wildlife and the levels of the oceans. At the other end of the scale Africa is experiencing some of the worst droughts on record leading to failing crops and severe famines in many countries.

Global Temperature Warning

One of the effects of the build up of CO² in the atmosphere is the *Greenhouse Effect*. The radiated heat from the sun can no longer escape from our atmosphere, trapped by the thick layer of gas.

Marc James, from the MET office, says that the long term effect of the build up of Greenhouse gas is a gradual rise in the Earth's surface temperature.

'The average yearly temperature of the Earth has risen 1.8°C in the last 100 years but the rate that it is rising at is accelerating rapidly. We predict that a 6°C rise is possible in the next 100 years which would be catastrophic. It would totally change the face of our planet.'

Testing (T)

Identify which of the following statements are facts, and which are opinions.
How can you find out this information?

Statement	Fact or Opinion?	Why?
Burning fossil fuels creates Carbon Dioxide.		
I think Sun spots are a bigger cause of Global Warming than humans.		
In 50 years time Scotland could be as hot as Africa.		
Trees and plants absorb Carbon Dioxide and produce Oxygen.		
There are more weather related natural disasters now than there were 50 years ago.		
The USA produces more CO ₂ per person than any other country on Earth.		
Climate Change could be a positive thing for holiday companies around the world.		
Loss of habitat caused by Climate Change is endangering Polar Bears.		
Renewable energy doesn't produce CO ₂ .		
In 100 years most of England could be underwater.		
We all need to change our lifestyles now or it will be too late to save the planet.		

Independent Learning – Geography: No. 2– Sustainable Living

Diagnosis (D):

Sustainable Living	R	A	G
Describe ways we can become more sustainable			
Name an example of sustainable living			

Therapy (T):

The purpose of **sustainability** is to manage resources or run projects or industries, so future generations can use the resources too.

With energy consumption rising, it is important that industry, transportation and consumers in their homes use energy more efficiently, so that less is wasted. This will also save money on fuel bills. We can all help by making changes to our lifestyles and our houses.

Examples of energy efficiency

- Walking, cycling, or using public transport rather than fossil-fuel powered cars.
- Using smaller more energy-efficient cars.
- Reducing the number of aircraft journeys taken (especially short-haul flights).
- Switching off lights, power sockets, phone chargers and TVs when not in use.
- Using energy-efficient light-bulbs and rechargeable batteries.
- Recycling and reusing plastics and oil-based products.
- Insulating house roofs, blocking drafts, using double-glazing and more efficient heating systems.
- Considering introducing solar panels or switching to an electricity supplier that supplies **green electricity**.
- Beddington Zero Energy Development is an environmentally friendly housing development in Hackbridge, London, England. It is in the London Borough of Sutton, 2 miles north-east of the town of Sutton itself. Designed to create zero carbon emissions, it was the first large scale community to do so.

Task: *Read the information about BedZed and highlight the key information.*

What are the features of BedZED?

The design is to a very high standard and is used to enhance the environmental dimensions, with strong emphasis on roof gardens, sunlight, solar energy, reduction of energy consumption and waste water recycling.

BedZED provides 82 residential homes with a mixture of tenures, 34 for outright sale, 23 for shared ownership, 10 for key workers and 15 at affordable rent for social housing – with a further 14 galleried apartments for outright sale.

The homes are a mixture of sizes and the project also includes buildings for commercial use, an exhibition centre, a children's nursery and a show flat so that visitors may see what it is like to live at BedZED.

Using renewable materials

Where possible, BedZED is built from natural, recycled or reclaimed materials. All the wood used has been approved by the Forest Stewardship Council or comparable internationally recognised environmental organisations, to ensure that it comes from a sustainable source.

Space heating

Through the innovative design and construction, heat from the sun and heat generated by occupants and everyday activities such as cooking are sufficient to heat BedZED homes to a comfortable temperature. The need for space heating, which accounts for a significant part of the energy demand in conventional buildings, is therefore reduced or completely eliminated.

Green transport plan

Transport energy accounts for a large proportion of the energy consumption of any development.

A green transport plan promotes walking, cycling and use of public transport. A car pool for residents has been established, and all these initiatives have helped to provide a strategic and integrated approach to transport issues.

The BedZED project shows that it is possible to reduce reliance on cars and it introduced the first legally binding Green Transport Plan as a condition of planning permission.

BedZED's target is a 50 per cent reduction in fossil-fuel consumption by private car use over the next ten years compared with a conventional development.

Testing(T):

Test (Grade 1-5 all questions):

Energy resources that, once used, can replenish themselves and can be used again and again are called:

.....

Energy resources that, once used, cannot be replaced are called:

.....

What is another term used to mean non-renewable?

.....

Name an energy sources that is NOT a renewable source of energy?

.....

One aim of sustainability is:.....

.....

What is an example of energy efficiency?

.....

What features does BedZed have that make it sustainable?

.....

What is BedZed Built from?

.....

What is BedZed's target for reduction in fossil fuels?

.....

-

Grade 6-7: In your opinion does BedZed face more opportunities or challenges to combat climate change?

Grade 8-9 In your opinion how far does BedZed go to combat climate change and is it possible to have this on a larger scale?

Independent Learning – Geography: No. 3 – Types of employment

Diagnosis (D):

World of work – Types of employment	R	A	G
Know and define the 4 different employment sectors			
Describe how the UK's employment structure has changed			

Types of employment

There are many different types of industry and these can be categorised into four groups:

Primary



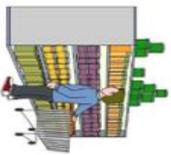
Primary Sector: The exploitation of raw materials from the land, sea or air e.g. farming and mining.

Secondary



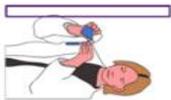
Secondary Sector: The manufacturing of primary materials into finished products e.g. car building, food processing or construction.

Tertiary



Tertiary Sector: The providing of services to individuals and other businesses e.g. teaching, banking, retail and nursing.

Quaternary



Quaternary Sector: The generation and sharing of hi-tech knowledge e.g. medical research, Google glasses development or web page design.

Automation: the use or introduction of automatic equipment in a manufacturing process or other.

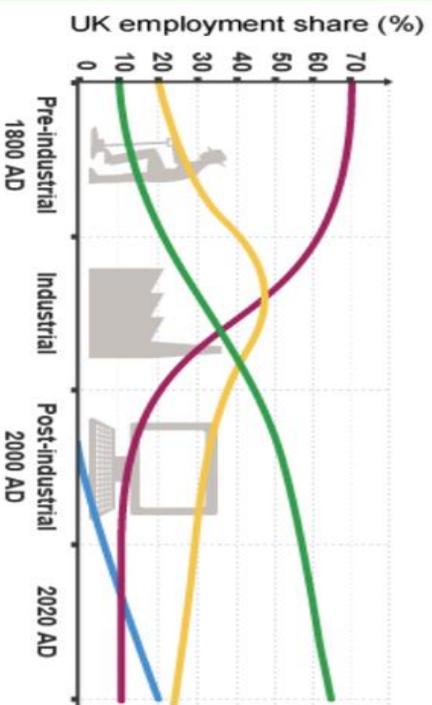
De-industrialisation: decline of manufacturing industry in a country.

Regeneration: is the improvement of old parts of the built-up area by either installing modern facilities in old buildings (known as renewal) or choosing redevelopment



Globalisation: is the way the world has become more interconnected. It refers to how people communicate as well as world trade, international investment and the sharing of ideas.

Changing industries



The model is split into three phases:

1. The **pre-industrial** phase – a country is mostly focused on the primary sector and the main activity is likely to be agriculture.

2. The **industrial** phase – secondary and tertiary sectors increase in importance. Primary sector activities start to decline. For example, in cities such as Manchester.

3. The **post-industrial** phase – manufacturing starts to decline as the tertiary sector becomes the most important sector and start to develop. Only a very small percentage of the overall population will now be involved in primary industries.

Therapy (T):

1. Look at the line graph of changing industry in the UK. On a separate piece of paper (without looking!) try and re-draw the graph and write one fact about each line. Check your answers and keep practising until you can get it right from memory.
2. Draw an icon for each type of industry and write down as many jobs you can think of into each category.
3. Read one of the key terms and its definition in your head, then read it out loud. Do this two more times. Then cover the word and the definition with your hand and try and read it out loud again.

Testing (T)

Test that you have understood the geography you have learnt by trying the questions below. **Do these questions without looking at the knowledge organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however; you should try all questions.

Grade 1-3:

- Q1. Name a job in the primary, secondary and tertiary sector.
- Q2. What was the dominant industry in the 1800s?
- Q3. Why did secondary industry increase after the 1800s?

Grade 4-6:

- Q1. Which industry will be the largest in the Year 2100?
- Q2. Why is there be less jobs in the primary and secondary industries?
- Q3. Why do you think the UK went through deindustrialisation?

Grade 7-9:

- Q1. Why did the Quaternary industry start in the 2000s?
- Q2. Why are lots of products made abroad rather than in the UK?
- Q3. Can you name any jobs that won't exist in 50 years?

Independent Learning – Geography: No. 4 – Tourism

Diagnosis (D):

World of work - Tourism	R	A	G
Describe some positive and negative impacts of tourism			
Name an example of a tourism hot spot			

geography
.news

Tourism

Love it or hate it, summer is the season when Cornwall makes its money!

That's when hundreds of thousands of tourists descend upon the county to enjoy some sun (hopefully, as we sadly can't always guarantee it), some of the most glorious beaches in the UK, beautiful countryside, heritage and historical buildings, museums, quaint fishing villages aplenty and unrivalled top notch food and drinks.

This influx of visitors, the lifeblood of Cornwall's economy, invariably means more cars on our already congested roads and more stress on council and police services. But it also means that some tourist hotspots and seaside towns will treble in size and the county's food and drink, leisure and accommodation sectors will be busy. Some towns where there is a large proportion of second homes which can lie empty for much of the year enjoy feeling alive again and tills in shops, bars, hotels, restaurants and holiday camps ring with the sound of money dropping in. While in winter months, some towns and villages can seem deserted, the same towns and villages will again be full of life once the bucket and spade brigade returns from spring to October. According to the Office for National Statistics, Cornwall was home to 555,000 permanent residents in 2016, an increase of 5,000 on 2015. Yet tourism and farming account for 30% of the county's economy, worth £2.4 billion.



HM Coastguard, Penzance.

The coastguard and RNLI receive more calls as tourists, unfamiliar with coastal dangers, surf, swim and hike around the county. Even during the recent drought locals were asked to reduce water consumption so South West Water could meet water demand for tourists.

It is believed Cornwall has a summer population of between 770,000 and 850,000 at any one time, amounting to an extra 4 million when the total number of tourists is added up. Tourism can have huge effects socially, economically and environmentally. It puts huge pressure on public services and infrastructure. More accidents happen on congested roads and traffic causes more air pollution. Also, police have to deal with more antisocial behaviour and drug and alcohol related crimes, whilst the only hospital in the whole county, Treliiske, has nearly 19,000 patients during the summer months and has higher rates of ambulance calls.



Holiday makers on Fistral Beach, Newquay.

Is tourism in Cornwall sustainable?

Therapy (T):

1. Highlight or underline key facts and information in the article.
2. Make a mind map of causes, impacts and responses like the example below:



3. Have a conversation with a parent/ guardian/ sibling, friend or trusted adult about tourism in Cornwall. What is their opinion?

Testing (T)

Test that you have understood the geography you have learnt by trying the questions below. **Do these questions without looking at the knowledge organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however; you should try all questions.

Grade 1-3:

- Q1. How much does tourism and farming in Cornwall generate for the UK economy?
- Q2. How many extra people at any one time during the summer does the population increase by in Cornwall?
- Q3. What is your personal opinion of tourism in Cornwall? Good or bad thing, and why?

Grade 4-6:

- Q1. Why do people visit Cornwall?
- Q2. Explain on negative of tourism to Cornwall.
- Q3. Why do you think you get different opinions of tourism in Cornwall?

Grade 7-9:

- Q1. What might climate change impact tourism in Cornwall, negatively and positively?
- Q2. What things could be done to reduce the negative impact of tourism in Cornwall?
- Q3. In your opinion, is tourism in Cornwall sustainable?

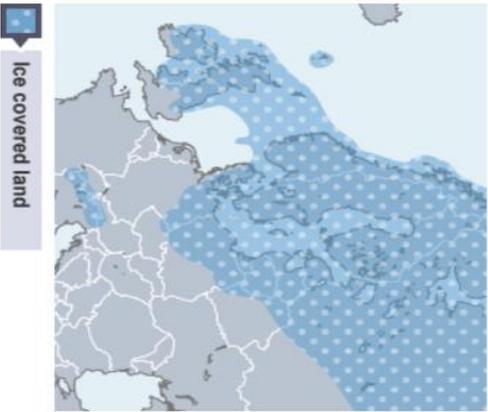
Independent Learning – Geography: No. 5 – Glacial Processes

Diagnosis (D):

Glaciated Landscapes - Processes	R	A	G
Understand the three main processes that occur in glacial landscapes			
Describe and explain some examples of glacial processes			

Glaciated Landscapes - processes

The last ice age in the UK took place around 18,000 years ago. During this time, temperatures remained low throughout the year and ice sheets and glaciers covered the north of the UK and other parts of Europe.

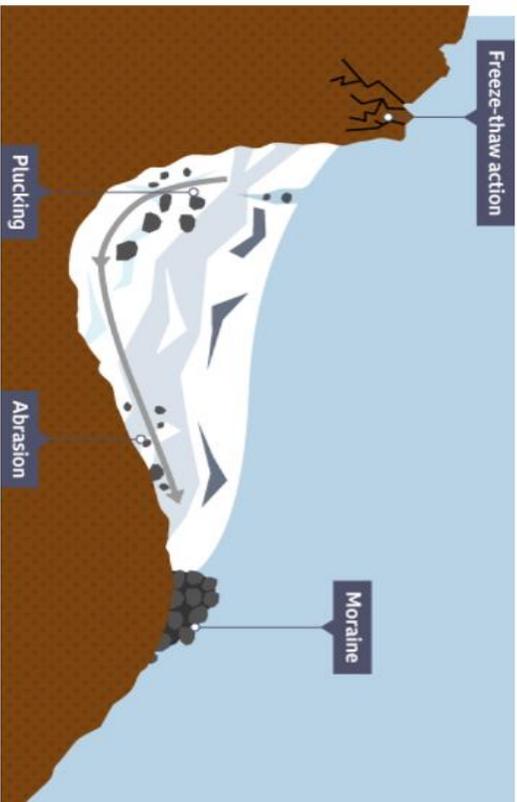
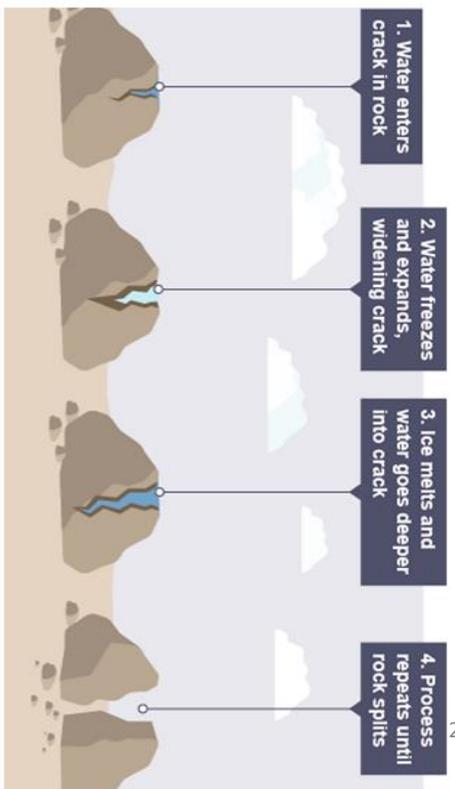


Erosion: Although glaciers move very slow, they are very powerful. As they move, they erode the land around them by Freeze-thaw weathering, plucking and abrasion.

Transportation: Eroded material, such as rock, is moved by the glacier. This material is known as **moraine**. Some is frozen inside the glacier; some is carried on the top of it, and some is pushed in front. This is called **transportation**.

Deposition: As ice starts to melt, this moraine is dropped off and this is now known as till or boulder clay. This process is called deposition. Glaciers can transport even heavy boulders. When these are deposited, they are known as **erratics**.

Freeze-thaw weathering: Water enters the cracks in rock and freezes and thaws, increasing the size of the crack until the rock breaks.



Plucking: sometimes rocks get frozen to the base, sides and back wall of the glacier. The movement of the glacier pulls these frozen rocks away.

Abrasion: rocks trapped in the glacier rub against the valley floor wearing it away like sandpaper.

Therapy (T):

1. Read one of the key terms and its definition in your head, then read it out loud. Do this two more times. Then cover the word and the definition with your hand and try and read it out loud again.
 2. Look at the freeze-thaw weathering diagram for 2 minutes. Then recreate the diagram. Double check the diagram and improve it. Repeat to see if you can do it without any mistakes.
 3. Repeat a keyword and its definition 10 times and then try and write it down. Have you got it correct? If not try again. Now do it for another definition.
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Testing (T)

Test that you have understood the geography you have learnt by trying the questions below. **Do these questions without looking at the knowledge organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however; you should try all questions.

Grade 1-3:

- Q1. When did the last glaciers in the UK help shape the land in the UK?
- Q2. What parts of the UK would you not find glacial landforms from the recent ice age?
- Q3. What three things help create different landscapes across glacial landscapes?

Grade 4-6:

- Q1. What is freeze-thaw weathering?
- Q2. Why does frozen water help break rocks down?
- Q3. Why would climate change reduce the likelihood of plucking occurring?

Grade 7-9:

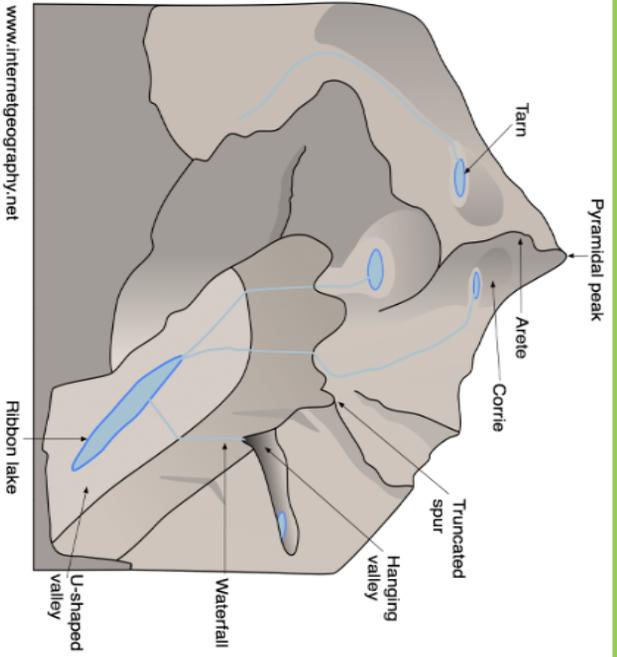
- Q1. Name another landscape where you can get abrasion of rock.
- Q2. Why do these landscapes only form in high altitude areas?
- Q3. What is the difference between transportation and deposition?

Independent Learning – Geography: No. 6 – Glacial Landforms

Diagnosis (D):

Glaciated Landscapes - Landforms		R	A	G
Name some erosion and deposition glacial landforms				
Explain how corries or drumlins are formed				

Glaciated Landscapes - landforms



Erratics: large rocks that have been deposited by a glacier. They are usually made from a different rock type found in that area.

Hanging Valley: a valley which has been cut off by ice so is now high above the U-shaped valley floor. Water falls normally form there.

Pyramidal Peak: sharp pointed top of a mountain formed between three or more corries.

U shaped valley: steep-sided flat-bottomed valley left behind after a glacier has melted.

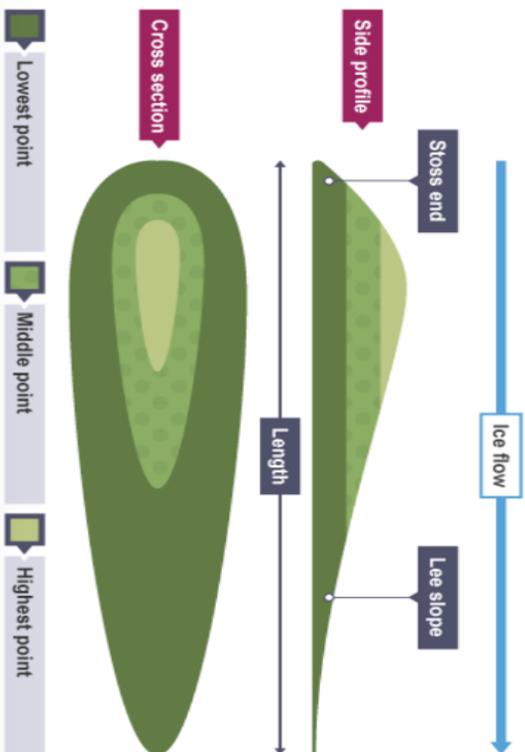
Moraine: rock sediments deposited in specific locations due to the movement of the glacier.

Arete: a knife-edge ridge formed when two neighbouring corries run back-to-back. As each glacier erodes either side of the ridge, the edge becomes steeper, and the ridge becomes narrower.

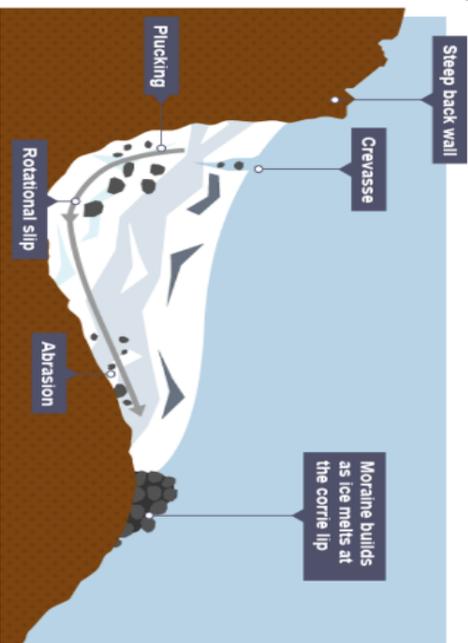
Truncated Spur: a valley side of a river becomes cut off by ice. Water falls normally form there.

Ribbon lake: is a long narrow lake in a part of the valley cut deeper by the glacier.

Drumlins: are mounds of deposited moraine. They have a steep side and a sloping side. They can be large or small and can show which direction a glacier was moving.



Corrie: is an armchair-shaped hollow found on the side of a mountain. This is where a glacier forms. In France corries are called **cirques** and in Wales they are called **cwmms**. The back wall is deeper because of erosion and it gets deeper because of gravity creating rotational slip. The front has a moraine lip because of less erosion



Therapy (T):

1. Read one of the key terms and its definition in your head, then read it out loud. Do this two more times. Then cover the word and the definition with your hand and try and read it out loud again.
2. Make some flash cards with the definition on one side and a diagram/ sketch of the landform. Practice with a guardian or friend.
3. Draw a storyboard for how a Corrie forms by breaking it down into six steps. Now try one for another landform.

Testing (T)

Test that you have understood the geography you have learnt by trying the questions below. **Do these questions without looking at the knowledge organiser.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are there to help you achieve your goal. This is just a guide however; you should try all questions.

Grade 1-3:

Q1. What is moraine?

Q2. Why is there a steep side and a gentle side of a drumlin?

Q3. Is a drumlin a depositional landform or an erosional landform? *(use previous knowledge organiser to help you)*

Grade 4-6:

Q1. Why would you find corries next to an arete?

Q2. What overall force is pull the ice down a mountain?

Q3. What are the two ways that ice erodes the rock in a corrie?

Grade 7-9:

Q1. In your own words why do you get hanging valleys in glacial landscapes?

Q2. what is the difference between a U-shaped valley and a V-shaped valley?

Q3. How might climate change impact these environments and landforms?

HISTORY

History 1 – Living conditions in the Industrial revolution



Diagnosis (D):

Topic	R	A	G
The growth of towns between 1750 and 1900			
Reasons for movement of people to the cities			
Living conditions in towns and cities			

Therapy (T):

1: The growth of towns between 1750 and 1900

In 1750, most people lived in the countryside and only about 15 per cent of the population lived in towns. By 1900, 85 per cent of the population lived in towns and cities. This meant that there were far more people around to work in new industries but also caused problems because many more people needed foods and homes. This also led to an increase in poverty.

By 1900, London had 4.5 million inhabitants. The biggest other towns were Glasgow with 760,000 inhabitants and Liverpool with 685,000. Manchester and Birmingham had more than half a million people each. Much of the population had moved from the South-East to the industrialised coalfield areas in the North and the Midlands.

2: Why did people move to the cities?

Push factors – what forced people to move?

- Less work in the countryside as new machines replaced workers
- Goods and services were limited in rural areas.
- As people moved away from the countryside, the funding for these areas decreased.
- Traditional rural communities were considered old fashioned and boring.
- Skilled workers who traditionally worked in rural areas, such as blacksmiths and carpenters, were displaced and needed new employment.

Pull factors - what made people want to move?

- Opportunities for employment emerged in the towns and cities in the new emerging factories and industries.
- higher wages in the cities compared to the countryside.
- Good healthcare and hospitals were more easily accessible in the cities and towns.
- People moved to the cities to enjoy new recreational resources and cultural facilities..
- Educational facilities in towns and cities offer a range of choice and access to education for all ages

3: Reasons for poor living conditions in the towns and cities:

Pollution: coal was used to heat houses, cook food and heat water to produce steam to power machines in factories. The burning of coal created smoke, which led to terrible pollution in the cities.

Overcrowding: due to large numbers of people moving to the cities, there were not enough houses for all these people to live in. Low wages and high rents caused families to live in as small a space as possible. Sometimes whole families lived in one room.

Disease: typhoid, tuberculosis and cholera all existed in the cities of England. Cholera reached England for the first time in 1830, and there were further major epidemics in 1832 and 1848. Overcrowding, housing of a low standard and poor quality water supplies all helped spread disease.

Waste disposal: gutters were filled with litter and the streets were covered in horse manure, collected by boys to sell to farmers. Human waste was discharged directly into the sewers, which flowed straight into rivers. In London, Parliament had to stop work because the smell from the Thames was too much.

Poor quality housing: houses were built very close together which meant little light or fresh air inside them. They had no running water and were hard to keep clean. Houses often suffered from damp as their walls and roofs were made out of cheaply. Many households had to share a single outside privy (toilet).

Lack of fresh water: people could get water from a variety of places, such as streams, wells and stand pipes, but this water was often polluted by human waste.



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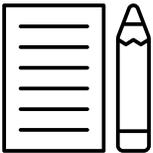
- The growth of towns between 1750 and 1900
- Living conditions in towns and cities

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Grade 1-3

Q1: How did the population of towns change between 1750 and 1900?

Q2: Where did many people from the South East move to? Why did they do this?

Q3: How would you describe living conditions in the towns and cities?

Grade 4-6

Q1: Explain why more people lived in the towns and cities by 1900 than in 1750.

Q2: Explain how overcrowding affected people lives in the towns.

Q3: Why was there so much pollution in the towns? How did it affect people?

Grade 7-9

Q1: Why do you think living conditions were so poor in the towns and cities?

Q2: Explain the link between disease, overcrowding and poor waste disposal.

Q3: Explain how you could tackle poor living conditions in towns in the 19th Century.

History 2 – Working conditions in the Industrial revolution



Diagnosis (D):

Topic	R	A	G
The change in working from 1750 to 1900			
Working conditions in the factories			
Improvements in working and living conditions			

Therapy (T):

1: The change in working from 1750 to 1900

In 1750, the most important work was farming. Industries were all small scale, in people's homes or small workshops (the Domestic System). Power was provided by water, horses or humans.

By 1900. the most important industries were coal, iron, steel and textiles. Most industry was now based in factories. Steam power was used in most factories and industries which meant more production of goods.

2: Working conditions in the factories:

Long working hours: normal shifts were usually 12-14 hours a day, with extra time required during busy periods. Workers were often required to clean their machines during their mealtimes.	Low wages: a typical wage for male workers was about 15 shillings (75p) a week. Women and children were paid much less- women earned seven shillings (35p) and children three shillings (15p). Employers preferred to employ women and children as they were cheaper.	Cruel discipline: there was frequent "strapping" (hitting with a leather strap). Other punishments included hanging iron weights around children's necks, hanging them from the roof in baskets, nailing children's ears to the table, and dowsing them in water butts to keep them awake.
Fines: these were imposed for talking or whistling, leaving the room without permission, or having a little dirt on a machine. Some employers demanded that their overseers raise a minimum amount each week from fines.	Accidents: forcing children to crawl into dangerous, unguarded machinery led to many accidents. Up to 40 per cent of accident cases at Manchester Infirmary in 1833 were factory accidents.	Health: cotton thread was spun in damp, warm conditions. Going straight out into the cold night air led to many cases of pneumonia. The air was full of dust, which led to chest and lung diseases and loud noise made by machines damaged workers' hearing.

3: Why did factories and living conditions improve?

Political: 1832- Factory Act passed creating a minimum age of 10 to work.
 1842 - Mines Act stopped women, girls and boys under 10 working below ground in mines.
 1847 - Ten Hours Act limited women and young people to a maximum of 58 hours a week.
 1890 - Housing of the Working Classes Act set standards for new houses, which led to the replacement of slum housing
 As more people got the right to vote such as working class men in 1867, it forced the government to act.

Trades Unions: Trade Unions were legalised in 1824, workers joined together to fight for better conditions and wages. Workers would often go on strike and force businesses to change. In 1900, the Labour Party was founded on the ideas of trade unionism promoting workers' rights.

Individuals: Individuals like Robert Owen, George Cadbury and Titus Salt promoted the idea of reforming the factory system to improve conditions for workers. They noticed happier workers would have higher levels of productivity and life expectancy amongst workers was increased.

Attitudes: People were motivated mainly by religion and a moral duty to look after other people. Therefore, the bad factories were seen as inhumane and going against God

Health: Vaccinations for disease like smallpox were developed. Hospital care improved with the use of antiseptics and anaesthetics in surgery.
 From 1860 onwards, workers diets got better, especially after cheaper meat began to be imported from Australia, New Zealand and Argentina.



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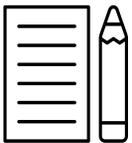
- The change in working from 1750 to 1900
- Working conditions in the factories
- Improvements in living and working conditions

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Grade 1-3

Q1: What were the most important industries by 1900?

Q2: How would you describe working conditions in the factories? Why?

Q3: When was the Factory Act? What did it do?

Grade 4-6

Q1: Explain the change in working from 1750 to 1900.

Q2: Why did employers prefer women and children as workers?

Q3: Explain how Trades Unions improved workers lives.

Grade 7-9

Q1: Explain why children were used in factories. When did this end?

Q2: Which of the conditions described had the most impact on workers lives? Explain.

Q3: Why would better diets and vaccinations improve health and make workers more productive?

History 3 – Transport in the Industrial revolution



Diagnosis (D):

Topic	R	A	G
Key inventions of the Industrial Revolution			
Improvements in transport 1750 - 1900			
Impact of the railways in Britain			

Therapy (T):

1: key inventions of the Industrial revolution

The main inventions of the Industrial led to improvements in industry, transport or both

The Water Frame -1769 Richard Arkwright invented a machine, powered by water, to spin cotton into yarn, quickly and easily. His machines did not need skilled operators so Arkwright paid unskilled women and others to work on them. This invention allowed factories and mills to be built.

The Spinning Jenny - 1770 James Hargreaves, a British carpenter and weaver, invented the Spinning Jenny. The machine spins more than one ball of yarn or thread at a time, making it easier and faster to make cloth. This allowed more workers to make cloth more cheaply and increased the amount of factories built.

The Steam Engine – 1717 Thomas Newcomen invented the first steam engine. It would later be improved by James Watt which meant steam engines could replace water and horse power in a wide variety of industries, which in turn allowed factories to be built anywhere

The Locomotive - 1814 Richard Trevithick was a pioneer in early steam engine technology. He developed a new high-pressure steam engine which could be used to reliably move goods and passengers. This invention made transport much easier and quicker

2: How did transport improve between 1750 and 1900?

Roads: General Wade, Jack Metcalf, Thomas Telford and John Macadam developed better roads, with firm foundations, drainage and a smooth surface. Turnpike Trusts were set up to improve main roads, charging a toll. This led to better road conditions. More goods could be transported safely, although in small quantities.

Canals: The first modern canal was the Bridgewater Canal built in 1761. About £20 million was invested in canal-building between 1755 and 1835. By 1850, the canal network covered 4,000 miles. More goods could be transported in one journey on the canals than by road. However, journey times were still slow.

Railways: The first railway was the Stockton and Darlington Railway (1825), followed by the Liverpool to Manchester railway in 1830. Other developments included the London Underground (1863) and the Forth Bridge (1890). £3 billion was spent building the railways between 1845 and 1900. In 1870, 423 million passengers travelled on 16,000 miles of line. The railway meant the cost of transporting goods was cheaper and easier, further adding to the growth of factories. The journey time between Liverpool and Manchester was reduced from four hours by road to just two hours by train.

3: The impact of the railways in Britain

People were able to travel longer distances for work and leisure, leading to the growth of the suburbs.

The railways provided work for the Navvies. Once built, people had jobs rung them (drivers, guards etc)

Industry grew because the railways need coal and iron. Railways allowed factories to transport their goods to market more quickly

People in towns were able to receive fresh meat, fish and vegetables brought in by the railway.

Seaside resorts such as Newquay developed. The railways made cheap day trips and holidays possible.

Communication improved. Newspapers could be sent from London all over the country. The post was speeded up.



Therapy (T):

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- Key inventions of the Industrial Revolution
- Improvements in transport between 1750 –1900
- The impact of the railways in Britain

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Grade 1-3

Q1: What did Richard Trevithick invent? Why was this important?

Q2: Why were canals an improvement on roads? What were their drawbacks?

Q3: Why were railways an improvement on canals?

Grade 4-6

Q1: Explain why the 'Water Frame' and the 'Spinning Jenny' were important inventions.

Q2: Explain why railways were an improvement on roads.

Q3: Explain two reasons why railways improved the lives of people in Britain.

Grade 7-9

Q1: Why do you think roads needed to be improved by 1750?

Q2: Explain why canals were still built after the introduction of the first railway.

Q3: What was the most significant impact of the railways? Explain your answer

History 4 – American Civil Rights during the 1950's and 1960's



Diagnosis (D):

Topic	R	A	G
The Jim Crow Laws			
The Ku Klux Klan			
Challenges to inequality during the 1950's and 1960's			
Consequences of the Civil Rights movement			

Therapy (T):

1: The Jim Crow laws

Slavery was abolished in the USA in 1865, and for the first time since their transportation to the nation, Black Americans were legally free. Further laws followed soon after to make it illegal for people to be denied the vote or discriminated against because of the colour of their skin. Despite this, discrimination against Black Americans continued. Laws in many Southern states such as Alabama made **segregation** (the enforced separation of different racial groups) legal. Black Americans could not use the same bathroom, hospitals, schools and restaurants as white Americans. The facilities provided for Black Americans were usually inferior. Black Americans had to let a white person take their seat on the bus or let them cut in front of them in a queue. In most of the Southern states, inter-marriage between Black and White Americans was illegal. These laws were called the 'Jim Crow' laws after a racist minstrel song.

2: Violence and intimidation - The Ku Klux Klan

It was nearly impossible for Black Americans to challenge segregation in the South. To do so ran the risk of serious violence at the hands of white racists, particularly the Ku Klux Klan. The KKK were a racist group that carried out intimidation, beatings and **lynchings** (the mob killing of someone) of Black Americans in the Southern states of America. At its height the KKK had 4 million members.

3: How was inequality challenged in the 1950's and 1960's?

<p>Brown vs Board of Education 1954: In 1954, Rev Oliver Brown won the right to send his child to a white school. In the landmark Brown v Board of Education case, the Supreme Court finally ruled that segregation could not ever be equal.</p>	<p>The murder of Emmett Till 1955: 14 year-old Emmett Till was kidnapped by two white men after allegedly flirting with a white woman. He was beaten and shot in the head. The men were tried for murder, but an all-white, male jury acquitted them. The nation was shocked by these events.</p>	<p>The Montgomery Bus Boycott 1955: In 1955, Rosa Parks refused to give up her bus seat to a white person, inspiring the Montgomery Bus Boycott which lasted 381 days. Montgomery's buses were then officially desegregated.</p>
<p>Little Rock, Arkansas 1957: Nine black students enrolled at Central High School in Little Rock, Arkansas, in September 1957, testing Brown vs Board of Education. They were given military protection by President Eisenhower.</p>	<p>March on Washington 1963: After campaigns of restaurant sit-ins, 'Freedom Rides' on interstate buses and civil rights marches – a 250,000 people marched in the 'March on Washington for Jobs and Freedom' to hear King's 'I Have a Dream' speech.</p>	<p>Black Panther Party for Self-Defense (BPP) 1966: Along with Malcolm X, the BPP drew attention to experiences of racial inequality happening in the cities of the north and California. Martin Luther King until 1968 had largely focused on southern issues.</p>

Consequences of the Civil Rights movement:

The Civil Rights Act (1964) outlawed segregation in schools, public places or jobs.	The Voting Rights Act (1965) outlawed racial discrimination in voting.	The Fair Housing Act (1968) outlawed discrimination in housing	In 1964, 100 African Americans held political office, by 1992 the number had reached 8,000	In 2008, a Black American, Barack Obama, became President of the United States.
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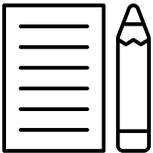
- The Jim Crow Laws
- The Ku Klux Klan
- Challenges to inequality during the 1950s and 1960's
- Consequences of the Civil Rights Movement

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Grade 1-3

Q1: What were the 'Jim Crow' laws?

Q2: Why was it nearly impossible for Black Americans to challenge segregation in the South?

Q3: What happened to Emmett Till? Why was this so shocking?

Grade 4-6

Q1: Explain why the 'Jim Crow' laws were introduced.

Q2: Explain what happened at Little Rock. Why was this so important?

Q3: Why was the Civil Rights Act of 1964 so important?

Grade 7-9

Q1: Why do you think segregation was so important to many people in the South of America?

Q2: Explain why the Montgomery Bus Boycott was so important to civil rights.

Q3: Why do you think it took until 2008 for the first Black American president of America?

History 5 – The significance of Martin Luther King and Malcolm X



Diagnosis (D):

Topic	R	A	G
The role of Martin Luther King in the Civil Rights Movement			
The role of Malcom X in the Civil Rights Movement			

Therapy (T):

1: Why was Martin Luther King so important to the Civil Rights movement?

- Martin Luther King Jnr was an American campaigner for the fair and equal treatment of all people and an end to racial discrimination. He was the youngest ever person to win the Nobel Peace Prize.
- Martin Luther King's father was the pastor of the Ebenezer Baptist Church in Atlanta, Georgia, USA.
- He was awarded several university degrees and became a Doctor of Divinity. He decided he wanted to become a minister and delivered his first sermon at his father's church at the age of 18.
- In December 1955, in Montgomery Alabama, Rosa Parks, a Black woman, was arrested for failing to give up her bus seat to a white man.
- King, having become a minister in the city, was appointed president of the Montgomery Improvement Association which led the boycott of the Montgomery bus services.
- The boycott lasted 381 days before the buses were desegregated.
- King believed in non violent protest. He was heavily influenced by Mahatma Gandhi. During the course of his campaign his house was bombed, he was arrested on numerous occasions and he was stabbed.
- King was a very powerful speech maker. His most famous I Have A Dream speech was delivered to an audience of 250,000 people during the March on Washington.
- King led other important events such as the Selma March and set up the Southern Christian Leadership Conference (SCLC)
- He was murdered in 1968 at the age of 39.
- His campaigns led to the end of segregation through the 1964 Civil Rights Act and also helped to bring about the 1965 Voting Rights Act.

2: Why was Malcom X so important to the Civil Rights movement?

- Malcolm X was born as Malcolm Little, but rejected his name because he said that it had been given to his ancestors when they were slaves.
- He joined Nation of Islam, led by Elijah Mohamed, when he was re-leased from prison, having committed a number of burglaries as a young man.
- Nation of Islam argued that young African-Americans should become Muslims and should reject alcohol, tobacco, drugs etc. They should aim to control as much of their lives as possible. This was sometimes called Black Nationalism. Their ideas were popular in cities in the North and West.
- Malcolm X did not rule out violence in self-defence and used the phrase 'by any means necessary' to explain how African-Americans should aim to gain more rights. He was very critical of Martin Luther King, who he called an 'Uncle Tom' after a subservient slave in a famous novel.
- He also rejected the support and help of sympathetic white Americans.
- Although he was assassinated in 1965, having left the Nation of Islam, his ideas were very influential in what became known as the Black Power movement.
- Groups like the Student Non-Violent Coordinating Committee (SNCC) and Congress on Racial Equality (CORE) became more radical under leaders like Stokely Carmichael, who often referred Malcolm X's ideas.
- The Black Panthers were a controversial group who also followed his ideas. They took part in shoot outs with police officers, but also provided breakfast clubs to children and free medical and legal advice to poor African-Americans.
- One of the greatest achievements of Black Power was to develop a sense of pride and interest in African culture & history among African-Americans.



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- The role of Martin Luther King in the Civil Rights Movement
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Grade 1-3

Q1: What religions did Martin Luther King and Malcolm X follow respectively?

Q2: Name the organisations led by Martin Luther King.

Q3: Who was Rosa Parks?

Grade 4-6

Q1: What was the biggest difference between the methods of Martin Luther King and Malcolm X?

Q2: What did Malcolm X mean when he said 'By any means necessary'?

Q3: Explain what the Bus Boycott was and how effective it was.

Grade 7-9

Q1: Who do you think was more influential – Martin Luther King or Malcolm X? Explain your answer.

Q2: Malcolm X and Martin Luther King have been labelled as 'martyrs' for their cause. Do you think their assassinations helped or harmed the civil rights movement?

History 6: Caribbean Migration – The Windrush Generation



Diagnosis (D):

Topic	R	A	G
The British Caribbean after World War Two			
Reasons why people migrated from the Caribbean to Britain			
Experiences of the Windward Generation			
The impact of the Windward Generation			

Therapy (T):

1: The British Caribbean after World War Two

Around 10,000 soldiers from the British Caribbean fought for the British Army, and another 6,000 in the Royal Air Force in World War Two. Over 100 women from the Caribbean joined the Women's Auxiliary Air Force and the Auxiliary Territorial Service. After the war, some men and women stayed in Britain and never returned to the Caribbean. However, many did return home and expected more self-government and better working and living conditions for their contribution to the war.

There had been a hurricane in Jamaica in 1944 that left much of the island and its crops damaged. This meant that for many people, life was worse when they returned.

2: Why did Caribbean families come to Britain after World War Two?

Wages were four to five times higher in Britain and there were plenty of jobs available.	Many thought it would be a temporary move to help restart their businesses at home following the hurricanes.	Many believed they could travel by themselves and then bring their families to join them when they made more money
Many of Britain's workers had died in the war and the country needed to be rebuilt. Britain particularly needed workers in the transport services, the postal service and the new National Health Service.	The British Nationality Act 1948 meant that people who had a Commonwealth passport could live and work in Britain. Children could also travel on their parents' passport, so did not need their own documents.	Caribbean children were taught that they were British citizens and that Britain was their motherland or mother country. They believed they would be welcomed, and that their lives would be significantly better.

3: The experiences of the Windrush Generation

On 22 June 1948, a ship, called Empire Windrush, landed at Tilbury, Essex, from Jamaica. It is estimated that at least 500 of the Empire Windrush's 1,027 passengers were from Jamaica. This group of people would be the beginning of what is now known as the Windrush generation. In 1961 there were just over 161,000 people living in England and Wales who had been born in the Caribbean. By 1971, about 500,000 people had migrated to Britain from the Commonwealth, most of whom came from the Caribbean.

Expectations of migrants:	Reality for many migrants:
Well paid jobs Good housing A warm welcome from the 'motherland'	Difficulty finding jobs because of skin colour Landlords refusing to rent to migrants Hostility and racist attacks

4: Impact of the Windrush Generation

Increased levels of migration to Britain resulted in changes to immigration law. The laws introduced from 1962 were a direct attempt to reduce the levels of immigration into the country	The Commonwealth Immigrants Act 1968 and the Immigration Act 1971 reduced the number of people who could migrate to Britain and limited the time they could live and work in Britain.
Caribbean influence has shaped British culture in many ways, from food to music, sport to literature.	The Notting Hill Carnival, started in 1966, is now one of the biggest street festivals in the world. It attracts over nearly 2 million people each year, celebrating Caribbean food and music.



Therapy (T):

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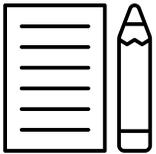
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- Reasons why people migrated from the Caribbean to Britain
- Experiences of the Windward Generation
- The impact of the Windward Generation

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Grade 1-3

Q1: What did many people in the Caribbean think of Britain as?

Q2: How many Caribbean soldiers served in World War 2?

Q3: Name two reasons why Caribbean people migrated to Britain.

Grade 4-6

Q1: Explain the difference between expectation and reality for the Windrush Generation in Britain.

Q2: Describe two consequences of the Windrush Generation on Britain

Grade 7-9

Q1: 'Push' factors drive people to leave somewhere, and 'pull' factors draw people to somewhere. Which of these do you think was more significant for the Windrush generation? Explain your answer.

Q2: Do you think the British Government treated the Caribbean migrants fairly? Explain your answer.

FRENCH

Independent Learning

French 1 – Talking about what others wear

B	S	G	P

Diagnosis (D):



Talking about what others wear	R	A	G
I can say over 20 clothing items.			
I understand when to use 'je porte' or 'il porte / ella porte'.			
I understand how to match the adjective with the noun.			

Unit 13: Talking about clothes

1. Weather, place or frequency phrase	2. Verb	3. Clothing item	4. Adjective	
<p>Quand il fait chaud <i>when it is hot</i></p> <p>Quand il fait froid <i>when it is cold</i></p> <p>Quand je sors avec mon ami <i>when I go out with my friend (m.)</i></p> <p>Quand je sors avec mon amie <i>when I go out with my friend (f.)</i></p> <p>Quand je sors avec mes amis <i>when I go out with my friends</i></p> <p>Quand je joue au foot <i>when I play football</i></p> <p>À la maison <i>at home</i></p> <p>En discothèque <i>at the nightclub</i></p> <p>Au collège <i>at school</i></p> <p>Au gymnase <i>at the gym</i></p> <p>À la plage <i>at the beach</i></p> <p>Normalement <i>normally</i></p> <p>En général <i>in general</i></p> <p>Souvent <i>often</i></p>	je porte <i>I wear</i>	Feminine		
			<p>une casquette - a baseball cap</p> <p>une chemise - a shirt</p> <p>une ceinture - a belt</p> <p>une cravate - a tie</p> <p>une écharpe - a scarf</p> <p>une jupe - a skirt</p> <p>une montre a watch</p> <p>une robe - a dress</p> <p>une veste - a jacket</p> <p>une veste de sport - a sports jacket</p>	<p>blanche - white</p> <p>bleue - blue</p> <p>grise - grey</p> <p>jaune - yellow</p> <p>marron - brown</p> <p>noire - black</p> <p>orange - orange</p> <p>rouge - red</p> <p>verte - green</p>
		il porte <i>he wears</i>	Masculine	
			<p>un chapeau - a hat</p> <p>un collier - a necklace</p> <p>un costume - a suit</p> <p>un gilet - a waistcoat</p> <p>un haut - a top</p> <p>un jean - jeans</p> <p>un maillot de bain - a swimsuit</p> <p>un manteau - a coat</p> <p>un pantalon - trousers</p> <p>un pull - jumper</p> <p>un short - shorts</p> <p>un survêtement - a tracksuit</p> <p>un tee-shirt - a tee-shirt</p> <p>un tee-shirt sans manches - vest</p> <p>un uniforme - a uniform</p>	<p>blanc - white</p> <p>bleu - blue</p> <p>gris - grey</p> <p>jaune - yellow</p> <p>marron - brown</p> <p>noir - black</p> <p>orange - orange</p> <p>rouge - red</p> <p>vert - green</p>
		elle porte <i>she wears</i>	Plural feminine	
			<p>des bottes - boots</p> <p>des boucles d'oreilles - earrings</p> <p>des chaussettes - socks</p> <p>des chaussures - shoes</p> <p>des chaussures à talons hauts - high heel shoes</p> <p>des chaussures de sport - sports shoes</p> <p>des pantoufles - slippers</p> <p>des sandales - sandals</p>	<p>blanches - white</p> <p>bleues - blue</p> <p>grises - grey</p> <p>jaunes - yellow</p> <p>marron - brown</p> <p>noires - black</p> <p>orange - orange</p> <p>rouges - red</p> <p>vertes - green</p>

Therapy (T):

1. Read all the vocabulary from the vocabulary table. Then, in the table below, write down the items you would wear for each occasion in **French**. Write 5 clothing items in each column.

À la maison	Au collège	Quand il fait froid	Quand il fait chaud
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

2. You will now practise adjectival agreement. Look at the vocabulary table carefully, the clothing items (nouns) are organised in 'feminine, masculine, and plural feminine'. Choose four feminine nouns, four masculine nouns, and four plural feminine nouns. Write them down in your Independent Learning book with an adjective. You should have a total of 12 sentences. **E.g., *une jupe noire***
3. Look at the difference between '*je porte*' and '*il porte/elle porte*' in the vocabulary table and use it to write two sentences, one sentence talking about yourself and one sentence talking about someone else. Make sure to use all columns so that you say when, who, clothing item and colour.

Testing (T):

Test what you have understood the French you have learnt by answering the questions below. **Do these without looking at the vocabulary table.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are to help you achieve your goal. This is just a guide, however, **you should answer all questions.**

Grade 1-3:

Complete the sentence with the missing word.

- a. _____ il porte un manteau marron – usually he wears a brown coat.
- b. Au collège _____ une chemise _____ - At school she wears a white shirt.
- c. À _____ mon ami porte des bottes _____ - At home my friend wears blue boots.

Grade 4-5:

Translate the following into English:

Quand je sors avec mes amis je porte un survêtement gris, et normalement, mon ami Paul porte une chemise verte, un pantalon marron et des chaussettes jaunes.

Grade 7-9:

Translate the following sentence into French:

When it's cold my sister wears a blue jumper and brown boots, but when it's hot she wears a yellow dress and red sandals.

Independent Learning

French 2 – Talking about time

B	S	G	P

Diagnosis (D):



Talking about time	R	A	G
I know numbers 1-12 and 25 in French.			
I can say <i>half past</i> and <i>quarter past / quarter to</i> in French.			
I can tell the time in French, accurately using 'et' or 'moins'.			

1. Time	
	<p>une heure 1</p> <p>cinq heures 5</p> <p>six heures 6</p> <p>sept heures 7</p> <p>une heure cinq 1 :05</p> <p>huit heures cinq 8:05</p> <p>huit heures dix 8:10</p> <p>Vers <i>around</i> huit heures et quart 8:15</p> <p>À... <i>At</i> huit heures vingt 8:20</p> <p>huit heures vingt-cinq 8:25</p> <p>huit heures et demie 8:30</p> <p>neuf heures moins vingt-cinq 8:35</p> <p>neuf heures moins vingt 8:40</p> <p>neuf heures moins le quart 8:45</p> <p>neuf heures moins dix 8:50</p> <p>neuf heures moins cinq 8:55</p>
<p>À midi - <i>at midday</i> À minuit - <i>at midnight</i></p>	

Therapy (T):

1. In your Independent Learning book, make a table and write down numbers 1-12 in French and English. Read the numbers in French out loud a couple of times. Then, cover the French and try to say all the numbers without looking.
2. Using the vocabulary table, write down 10 different times in French and their translation. **E.g.**, *Vers cinq heures et demie du matin* – Around half past five in the morning.

Testing (T):

Test what you have understood the French you have learnt by answering the questions below. **Do these without looking at the vocabulary table.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are to help you achieve your goal. This is just a guide, however, **you should answer all questions.**

Write the complete sentences and translations in your Independent Learning book.

Grade 1-3:

Complete the words in French to match the English translations.

- a. V ___ u ___ h ___ e ___ q ___ - Around quarter past one.
- b. À d ___ h ___ m ___ d ___ - At ten to seven.
- c. V ___ n ___ h ___ v ___ - Around twenty five past nine.
- d. À o ___ h ___ m ___ c ___ - At five to eleven.
- e. À m ___ - at midday.
- f. À m ___ - at midnight.

Grade 4-5:

Correct the translation mistakes, change the English sentences.

- a. À six heures et demie du soir – At half past six in the morning.
- b. Vers dix heures et quart du soir – At quarter past ten at night.
- c. À cinq heures moins le quart du matin – At quarter past five in the morning.
- d. Vers huit heures moins vingt-cinq du soir – Around twenty to eight at night.
- e. À dix heures et demie du matin – At half eleven in the morning.
- f. À dix heures du soir – At twelve o'clock at night.

Grade 7-9:

Write the following times in French.

Remember, p.m. is in the afternoon, evening or at night*, and a.m. is in the morning.

- a. 10:15 a.m.
- b. 09:35 p.m.
- c. 03:30 p.m.
- d. 12:00 a.m.
- e. 08:45 a.m.
- f. 06:10 p.m.

***In French, use *l'après-midi* from 1 p.m. until 5 p.m., and *soir* from 6 p.m. until 11 p.m.**

Independent Learning

French 3 – Talking about daily routine

B	S	G	P

Diagnosis (D):



Talking about daily routine	R	A	G
I know over six different daily routine activities in French.			
I can talk about my daily routine using time in French.			
I can use adverbs and connectives to extend my sentences.			

Unit 16: Talking about daily routine			
1. Time	2. Time of the day	3. Verb (activity)	4. Adverb
une heure 1			
cinq heures 5		je me brosse les dents <i>I brush my teeth</i>	
six heures 6		je me coiffe <i>I do my hair</i>	
sept heures 7		je me couche <i>I go to bed</i>	
une heure cinq 1 :05		je déjeune <i>I have lunch</i>	
huit heures cinq 8:05		je dîne <i>I have dinner</i>	
huit heures dix 8:10		je fais mes devoirs <i>I do my homework</i>	
Vers <i>around</i> huit heures et quart 8:15	du matin <i>in the morning</i>	je m’habille <i>I get dressed</i>	ensuite <i>then</i>
À... <i>At</i> huit heures vingt 8:20	de l’après-midi <i>in the afternoon</i>	je joue sur l’ordinateur <i>I play on the computer</i>	après <i>after</i>
huit heures vingt-cinq 8:25	du soir <i>in the evening</i>	je me lève <i>I get up</i>	 finalement <i>finally</i>
huit heures et demie 8:30		je prends le petit-déjeuner <i>I have breakfast</i>	
neuf heures moins vingt-cinq 8:35		je regarde la télé <i>I watch telly</i>	
neuf heures moins vingt 8:40		je rentre à la maison <i>I go back home</i>	
neuf heures moins le quart 8:45		je me repose <i>I rest</i>	
neuf heures moins dix 8:50		je sors de chez moi <i>I leave my house</i>	
neuf heures moins cinq 8:55		je vais au collège en bus <i>I go to school by bus</i>	
À midi - <i>at midday</i> À minuit - <i>at midnight</i>			

Therapy (T):

1. Make a list in your Independent Learning book of ten activities you do during the day that are listed in the vocabulary table. Write them in the order you do these activities during the day. Make sure you write both the English and French.
2. Using the vocabulary table, write down five morning activities and five afternoon/evening activities. You need to use columns 1-3 to create complete sentences using time and daily routine activities. Write down the French and the English translation for each sentence. **E.g.**, *À sept heures et quart du matin je me brosse les dents* – At 07:15 a.m. I brush my teeth.
3. Using the adverbs from the vocabulary table and connectives that you already know, tell someone that you live with your daily routine in French.

Testing (T):

Test what you have understood the French you have learnt by answering the questions below. **Do these without looking at the vocabulary table.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are to help you achieve your goal. This is just a guide, however, **you should answer all questions.**

Bonjour, je m'appelle Pierre. J'ai onze ans et je suis de Brittany, en France. Normalement, vers sept heures moins vingt-cinq je me lève. Après, à sept heures moins vingt je me brosse les dents, ensuite, à sept heures moins le quart je prends le petit-déjeuner, je prends du pain grillé avec une banane et du miel. Parfois je fais mes devoirs du matin mais généralement je joue sur mon ordinateur avant le collège. A huit heures et quart je m'habille. À huit heures vingt je sors de chez moi, mais je ne vais pas au collège en bus. Après le collège, le mercredi, je joue au foot avec mes amis à cinq heures dix. Cependant, tous les jours à quatre heures moins vingt, je rentre à la maison avec mon frère aîné Daniel. Finalement, à sept heures et quart, je regarde la télé avec ma famille et je me repose. Pendant la semaine, je me couche généralement à neuf heures et demie, mais le week-end, je me couche à onze heures du soir.

First, highlight or underline all of the daily routine activities that Pierre does during the day. Then, answer the questions in English in your Independent Learning book.

Grade 1-3:

- a. How old is Pierre?
- b. At what time does Pierre watch TV?
- c. At what time does Pierre get up? and at what time does he usually go to bed?

Grade 4-5:

- a. At what time does Pierre brush his teeth?
- b. At what time does Pierre leave the house? and does he take the bus to school?
- c. At what time does Pierre go to bed at the weekends?

Grade 7-9:

- a. Give two details about Pierre's breakfast.
- b. What does Pierre do sometimes in the morning?
- c. Who is Daniel? and at what time does he go back home?

Independent Learning

French 4 – Talking about Easter in France

B	S	G	P

Diagnosis (D):



Talking about Easter in France	R	A	G
I can use context to help me with the meaning of unknown words.			
I can identify cognates to learn new vocabulary independently.			
I can use an online dictionary to find out the meaning of 10 words.			

Therapy (T):

1. Read the text below and using two different colour highlighters, highlight the words you know or recognise in one colour and in another colour, highlight the words you can guess.

Bonjour je m'appelle Louise. En France, 'Easter' s'appelle Pâques. La semaine avant Pâques s'appelle la Semaine Sainte et c'est une semaine de fêtes religieuses. Le premier jour de la Semaine Sainte est le Dimanche des Rameaux, le matin on va à l'église pour célébrer quand Jésus est allé à Jérusalem. Pendant la Semaine Sainte il y a des processions partout en France. Le Dimanche de Pâques on mange de l'agneau avec des légumes, on mange aussi des œufs et des lapins en chocolat. Le lundi de Pâques c'est l'occasion de faire un pique-nique en famille! Finalement, l'année prochaine j'irai à Bessières dans le sud de la France parce qu'il y a une fête fameuse et où la confrérie de l'omelette géante cuisine quinze mille œufs.

Testing (T):

1. Find the following French words in the text.

Easter		Palm Sunday	
Holy Week		we go	
parties		to celebrate	
religious		processions	
the first day		we eat	
easter eggs		occasion	

2. Use an online dictionary such as www.wordreference.com to find the English meaning of these words.

avant		partout	
église		agneau	
quand		lapins	
pendant		faire	
il y a		géante	

B	S	G	P

Independent Learning

French 5 – Talking about what I did at the weekend

Diagnosis (D):



Talking about what I did at the weekend	R	A	G
I can use three different time markers to refer to past events.			
I can use both 'I' and 'we' for at least 3 verbs in the past tense to say what I/we did.			
I can say five different activities in French.			
I can extend sentences using quantifiers and adjectives.			

Unit 5: Saying what I did & am going to do at the weekend (1)

1. Time marker / when	2. Who	3. Verb (past tense)	4. Activity
Le week-end dernier [Last weekend]	je / j' [I]	suis allé [I went] somme allé(e)s [we went]	chez un(e) ami(e) [to a friends' house] au stade [to the stadium]
Vendredi dernier [Last Friday]		ai fait [I did] avons fait [we did]	du sport [sports] du vélo [cycling] du cheval [horseriding] mes devoirs [my homework]
Dimanche dernier [Last Sunday]		ai joué [I played] avons joué [we played]	aux jeux vidéo [videogames]
		ai vu [I saw] avons vu [we saw]	sur mon ordinateur [on my computer] un film un concert un match de foot [a football match]

1. Verb (past tense)	2. Quantifiers	3. Adjective
C'était [It was]	assez [quite] un peu [a bit] très [very]	nul [bad] épuisant [exhausting] passionnant [exciting]
Ce n'était pas ... du tout [It was not ... at all]		

Therapy (T):

1. Use all 10 different activities using the vocabulary table to write at least 10 sentences about what you did last weekend. These should be written in your exercise book. Write both the French and the English translations.
2. Spot the pattern between all the 'we' verbs in French and write down in your Independent Learning book what do they all have in common.
3. Cover the verbs in English, read the French and say out loud their meanings. Do this until you can remember what they all mean without looking.

Testing (T):

Test what you have understood the French you have learnt by answering the questions below. **Do these without looking at the vocabulary table.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are to help you achieve your goal. This is just a guide, however, **you should answer all questions.**

Grades 1-3

Complete the sentence with the missing words.

- a. Le weekend _____ je suis allé au stade, ce n'était pas passionnant du tout –
Last weekend I went to the stadium, it was not exciting at all.
- b. Dimanche dernier _____ et moi nous avons fait du _____, c'était épuisant –
Last Sunday my friend and I did cycling, it was exhausting.
- c. Vendredi dernier _____ avons vu _____ film, c'était très _____ –
Last Friday we saw a film, it was very bad.

Grades 4-6

Translate the sentences into English.

- a. Le weekend dernier mon amie et moi avons joué aux jeux vidéo, c'était assez passionnant.
- b. Dimanche dernier, nous sommes allés chez un ami, c'était un peu épuisant.
- c. Vendredi dernier j'ai joué sur mon ordinateur, c'était très nul.

Grades 7-9

Translate the paragraph into English.

Le week-end dernier, j'ai fait du sport, c'était un peu épuisant. Vendredi dernier, mon ami et moi avons fait du vélo, ensuite, nous avons vu un film au cinéma. Dimanche dernier nous avons joué aux jeux vidéo, c'était très captivant, mais après j'ai fait mes devoirs et ce n'était pas passionnant du tout.

B	S	G	P

Independent Learning

French 6 – Talking about what I am going to do at the weekend

Diagnosis (D):



Talking about what I am going to do at the weekend	R	A	G
I can use three different time markers to refer to future events.			
I can use both 'I' and 'we' for at least 3 verbs in the future tense to say what I/we are going to do.			
I can extend sentences using quantifiers and adjectives.			

Unit 5: Saying what I did & am going to do at the weekend (2)

1. Time marker / when	2. Who + near future tense	3. Verb	4. Activity
Le week-end prochain <i>[Next weekend]</i>	je vais <i>[I am going]</i>	faire <i>[to do]</i>	du cheval du vélo du cheval mes devoirs
Samedi prochain <i>[Next Saturday]</i>	ma sœur va <i>[my sister is going]</i>	aller <i>[to go]</i>	à une fête <i>[to a party]</i> au centre commenci <i>[to the mall]</i> faire des courses <i>[shopping]</i>
Dimanche prochain <i>[Next Sunday]</i>	mon frère et moi allons <i>[my brother and I are going]</i>	jouer <i>[to play]</i>	au basket <i>[basketball]</i> sur mon ordinateur
	mes parents vont <i>[my parents are going]</i>	voir <i>[to see]</i>	un concert un match de foot un film

1. Verb (future tense)	2. Quantifiers	3. Adjective
Ce sera <i>[It will be]</i>	assez un peu très	ennuyeux <i>[boring]</i> amusant <i>[fun]</i> intéressant
Ce ne sera pas ... du tout <i>[It won't be ... at all]</i>		

Therapy (T):

1. Use all 12 different activities using the vocabulary table to write at least 12 sentences about what you are going to do next weekend. These should be written in your exercise book. Write both the French and the English translations.
2. Read out loud at least five different sentences that you wrote in your Independent Learning book to someone in your house and challenge them to guess what you said. You can only tell them this clue: It is something I am going to be doing next weekend. If they guess it, they get 1 point, if they don't, you get one point! Who is going to win!?

Testing (T):

Test what you have understood the Spanish you have learnt by answering the questions below. **Do these without looking at the vocabulary table.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are to help you achieve your goal. This is just a guide, however, **you should answer all questions.**

Grades 1-3

Match up

je vais jouer
mes parents vont aller
samedi prochain
ma sœur va jouer
mon frère et moi allons voir
le week-end prochain

next Saturday
my sister is going to play
my brother and I are going to see
I am going to play
next weekend
my parents are going to go

Grades 4-6

Write out the sentence with the missing verb.

- a. Le week-end prochain je vais _____ mes devoirs, ce sera intéressant.
- b. Samedi prochain mon frère et moi allons _____ du cheval.
- c. Dimanche prochain mes parents vont _____ un concert, ce sera très amusant.
- d. Vendredi prochain ma sœur va _____ au centre commercial, ce ne sera pas du tout intéressant.
- e. Le week-end prochain mon amie et moi allons _____ au basket. Ce sera épuisant.

Grades 7-9

Put the gaps in the correct place and translate the sentences into English.

- a. le week-end prochain je vais jouer au basket ce sera très amusant.
- b. samedi prochain mes parents vont aller faire des courses ce sera un peu ennuyeux.
- c. dimanche prochain mon frère et moi allons aller à une fête ce sera très amusant.
- d. vendredi prochain ma sœur va voir un film ce sera pas du tout intéressant.
- e. le week-end prochain je vais faire du vélo ce sera un peu épuisant.

SPANISH

Independent Learning

Spanish 1 – Talking about what others wear

B	S	G	P

Diagnosis (D):



Talking about what others wear	R	A	G
I can say over 20 clothing items.			
I understand when to use 'llevo' or 'lleva'.			
I understand adjectival agreements and how to use them.			

Adjectival agreement

Adjectives in Spanish usually come after the noun and 'agree' with the noun they describe.

Adjective ending	Masculine singular	Feminine singular	Masculine plural	Feminine plural
-o/a	amarillo o	amarilla a	amarillo s	amarilla s
-e	verde	verde	verdes	verdes
consonant	gris	gris	grises	grises

1. Weather, place or frequency phrase	2. Verb	3. Clothing item	4. Adjective
<p>Por lo general <i>usually</i></p> <p>Cuando hace calor <i>when it is hot</i></p> <p>Cuando hace frío <i>when it is cold</i></p> <p>Cuando salgo con mi novio/novia <i>when I go out with my boyfriend/girlfriend</i></p> <p>Cuando salgo con mis padres <i>when I go out with my parents</i></p> <p>Cuando salgo con mis amigos <i>when I go out with my friends</i></p> <p>Cuando juego al fútbol <i>when I play football</i></p> <p>En casa <i>at home</i></p> <p>En el colegio <i>at school</i></p> <p>En la discoteca <i>at the nightclub</i></p> <p>En el gimnasio <i>at the gym</i></p> <p>En la playa <i>at the beach</i></p> <p>Nunca <i>never</i></p> <p>Siempre <i>always</i></p>	llevo <i>I wear</i>	<p style="background-color: #e0e0e0; margin: 0; padding: 2px;">Singular Feminine</p> <p>una bufanda - <i>a scarf</i></p> <p>una camisa - <i>a shirt</i></p> <p>una camiseta - <i>a T-shirt</i></p> <p>una camisetas sin mangas - <i>vest</i></p> <p>una chaqueta - <i>a jacket</i></p> <p>una chaqueta deportiva - <i>a sports jacket</i></p> <p>una corbata - <i>a tie</i></p> <p>una falda - <i>a skirt</i></p> <p>una gorra - <i>a baseball cap</i></p>	<p>azul - <i>blue</i></p> <p>blanca - <i>white</i></p> <p>gris - <i>grey</i></p> <p>amarilla - <i>yellow</i></p> <p>marrón - <i>brown</i></p> <p>naranja - <i>orange</i></p> <p>negra - <i>black</i></p> <p>roja - <i>red</i></p> <p>verde - <i>green</i></p>
	llevo <i>I wear</i>	<p style="background-color: #e0e0e0; margin: 0; padding: 2px;">Singular Masculine</p> <p>un abrigo - <i>a coat</i></p> <p>un bañador - <i>a swimsuit</i></p> <p>un chaleco - <i>a waistcoat</i></p> <p>un chándal - <i>a tracksuit</i></p> <p>un cinturón - <i>a belt</i></p> <p>un collar - <i>a necklace</i></p> <p>un jersey - <i>jumper</i></p> <p>un reloj - <i>a watch</i></p> <p>un sombrero - <i>a hat</i></p> <p>un top - <i>a top</i></p> <p>un traje - <i>a suit</i></p> <p>un uniforme - <i>a uniform</i></p> <p>un vestido - <i>a dress</i></p>	<p>azul - <i>blue</i></p> <p>blanco - <i>white</i></p> <p>gris - <i>grey</i></p> <p>amarillo - <i>yellow</i></p> <p>marrón - <i>brown</i></p> <p>naranja - <i>orange</i></p> <p>negro - <i>black</i></p> <p>rojo - <i>red</i></p> <p>verde - <i>green</i></p>
	llevo <i>he wears</i> <i>she wears</i>	<p style="background-color: #e0e0e0; margin: 0; padding: 2px;">Plural Feminine</p> <p>botas - <i>boots</i></p> <p>pantufias - <i>slippers</i></p> <p>sandalias - <i>sandals</i></p> <p>zapatillas de deporte - <i>sports shoes</i></p>	<p>azules - <i>blue</i></p> <p>blancos/as - <i>white</i></p> <p>grises - <i>grey</i></p> <p>amarillos/as - <i>yellow</i></p>
	llevo <i>he wears</i> <i>she wears</i>	<p style="background-color: #e0e0e0; margin: 0; padding: 2px;">Plural Masculine</p> <p>calcetines - <i>socks</i></p> <p>pantalones - <i>trousers</i></p> <p>pantalones cortos - <i>shorts</i></p> <p>pendientes - <i>earrings</i></p> <p>vaqueros - <i>jeans</i></p> <p>zapatos - <i>shoes</i></p> <p>zapatos de tacón - <i>high heel shoes</i></p>	<p>marrones - <i>brown</i></p> <p>naranjas - <i>orange</i></p> <p>negros/as - <i>black</i></p> <p>rojos/as - <i>red</i></p> <p>verdes - <i>green</i></p>

Therapy (T):

1. Read all the vocabulary from the vocabulary table. Then, in the table below, write down the items you would wear for each occasion in **Spanish**. Write 5 clothing items in each column.

En casa	En el colegio	Cuando hace calor	Cuando hace frío
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

2. Read the adjectival agreement table in the previous page. You will now practise adjectival agreement. Choose four feminine nouns, four masculine nouns, two plural feminine nouns, and two plural masculine nouns. Write them down in your Independent Learning book with an adjective. You should have a total of 12 sentences. **E.g., *una chaqueta naranja***
3. Look at the difference between '*llevo*' and '*lleva*' in the vocabulary table and use it to write two sentences, one sentence talking about yourself and one sentence talking about someone else. Make sure to use all columns so that you say when, who, clothing item and colour.

Testing (T):

Test what you have understood the Spanish you have learnt by answering the questions below. **Do these without looking at the vocabulary table.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are to help you achieve your goal. This is just a guide, however, **you should answer all questions.**

Grade 1-3:

Complete the sentence with the missing word.

- a. _____ lleva un abrigo marrón – usually he wears a brown coat.
- b. En el colegio _____ una camisa _____ - At school she wears a white shirt.
- c. En _____, mi amigo lleva calcetines _____ - At home my friend wears blue socks.

Grade 4-5:

Translate the following into English:

Cuando salgo con mis amigos llevo un chándal gris, y por lo general, mi amigo Paul lleva una camiseta verde, unos pantalones marrones y una gorra blanca.

Grade 7-9:

Translate the following sentence into Spanish:

When it's cold my sister wears a blue jumper and brown boots, but when it's hot she wears a yellow dress and red sandals.

Independent Learning

Spanish 2 – Talking about time

B	S	G	P

Diagnosis (D):



Talking about time	R	A	G
I know numbers 1-12 and 25 in Spanish.			
I can say <i>half past</i> and <i>quarter past / quarter to</i> in Spanish.			
I can tell the time in Spanish, accurately using 'y' or 'menos'.			

1. Time	2. Time of the day
<p>la una 1</p> <p>las cinco 5</p> <p>las seis 6</p> <p>las siete 7</p> <p>la una y cinco 1:05</p> <p>las ocho y cinco 8:05</p> <p>las ocho y diez 8:10</p> <p>las ocho y cuarto 8:15</p> <p>las ocho y veinte 8:20</p> <p>las ocho y veinticinco 8:25</p> <p>las ocho y media 8:30</p> <p>las ocho y treinta y cinco 8:35</p> <p>las nueve menos veinte 8:40</p> <p>las nueve menos cuarto 8:45</p> <p>las nueve menos diez 8:50</p> <p>las nueve menos cinco 8:55</p>	<p>de la mañana <i>in the morning</i></p> <p>de la tarde <i>in the evening</i></p> <p>de la noche <i>at night</i></p>
<p>A eso de <i>Around...</i></p> <p>A <i>At</i></p>	
<p>A mediodía - <i>at midday</i></p> <p>A medianoche - <i>at midnight</i></p>	

Therapy (T):

1. In your Independent Learning book, make a table and write down numbers 1-12 in Spanish and English. Read the numbers in Spanish out loud a couple of times. Then, cover the Spanish and try to say all the numbers without looking.
2. Using the vocabulary table, write down 10 different times in Spanish and their translation. **E.g.**, *A eso de las cinco y media de la mañana* – Around half past five in the morning.

Testing (T):

Test what you have understood the Spanish you have learnt by answering the questions below. **Do these without looking at the vocabulary table.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are to help you achieve your goal. This is just a guide, however, **you should answer all questions.**

Write the complete sentences and translations in your Independent Learning book.

Grade 1-3:

Complete the words in Spanish to match the English translations.

- a. A e ___ d ___ l ___ u ___ y c ___ - Around quarter past one.
- b. A l ___ s ___ m ___ d ___ - At ten to seven.
- c. A e ___ d ___ l ___ n ___ y v ___ - Around twenty five past nine.
- d. A l ___ o ___ m m ___ c ___ - At five to eleven.
- e. A m ___ - at midday.
- f. A m ___ - at midnight.

Grade 4-5:

Correct the translation mistakes, change the English sentences.

- a. A las seis y media de la tarde – At half past six in the morning.
- b. A eso de las diez y cuarto de la noche – At quarter past ten at night.
- c. A las cinco menos cuarto de la mañana – At quarter past five in the morning.
- d. A eso de las ocho menos veinticinco de la noche – Around twenty to eight at night.
- e. A las diez y media de la mañana – At half eleven in the morning.
- f. A las diez del mediodía – At twelve o'clock at night.

Grade 7-9:

Write the following times in Spanish.

Remember, p.m. is in the afternoon, evening or at night*, and a.m. is in the morning.

- a. 10:15 a.m.
- b. 09:35 p.m.
- c. 03:30 p.m.
- d. 12:00 a.m.
- e. 08:45 a.m.
- f. 06:10 p.m.

***In Spanish, use *tarde* from 1 p.m. until 7 p.m., and *noche* from 8 p.m. until 11 p.m.**

Therapy (T):

1. Make a list in your Independent Learning book of ten activities you do during the day that are listed in the vocabulary table. Write them in the order you do these activities during the day. Make sure you write both the English and Spanish.
2. Using the vocabulary table, write down five morning activities and five afternoon/evening activities. You need to use columns 1-3 to create complete sentences using time and daily routine activities. Write down the Spanish and the English translation for each sentence. **E.g.**, *A las siete y cuarto de la de la mañana me lavo los dientes* – At 07:15 a.m. I brush my teeth.
3. Using the adverbs from the vocabulary table and connectives that you already know, tell someone that you live with your daily routine in Spanish.

Testing (T):

Test what you have understood the Spanish you have learnt by answering the questions below. **Do these without looking at the vocabulary table.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are to help you achieve your goal. This is just a guide, however, **you should answer all questions.**

Hola, me llamo Juan. Tengo doce años y soy de Valencia, en España. Normalmente, a eso de las siete menos veinticinco me levanto. Luego, a las siete menos veinte me lavo los dientes, después, a las siete menos cuarto desayuno una tostada con plátano y miel. A veces hago mis deberes en la mañana pero generalmente juego en el ordenador antes de ir al colegio. A las ocho y cuarto me visto. A las ocho y veinte salgo de casa, pero no voy al colegio en autobús. Después del colegio, los miércoles, juego al fútbol con mis amigos a las cinco y diez de la tarde. Sin embargo, todos los días a las cuatro menos veinte vuelvo a casa con mi hermano mayor Daniel. Finalmente, a las siete y cuarto veo la tele con mi familia y descanso. De lunes a viernes, normalmente me acuesto a las nueve y media, pero los fines de semana me acuesto a las once de la noche.

First, highlight or underline all of the daily routine activities that Juan does during the day. Then, answer the questions in English in your Independent Learning book.

Grade 1-3:

- a. How old is Juan?
- b. At what time does Juan watch TV?
- c. At what time does Juan get up? and at what time does he usually go to bed?

Grade 4-5:

- a. At what time does Juan brush his teeth?
- b. At what time does Juan leave the house? and does he take the bus to school?
- c. At what time does Juan go to bed at the weekends?

Grade 7-9:

- a. Give two details about Juan's breakfast.
- b. What does he do sometimes in the morning?
- c. Who is Daniel? and at what time does he go back home?

Independent Learning

Spanish 4 – Talking about Easter in Spain

B	S	G	P

Diagnosis (D):



Talking about Easter in Spain	R	A	G
I can use context to help me with the meaning of unknown words.			
I can identify cognates to learn new vocabulary independently.			
I can use an online dictionary to find out the meaning of 10 words.			

Therapy (T):

1. Read the text below and using two different colour highlighters, highlight the words you know or recognise in one colour and in another colour, highlight the words you can guess.

Hola soy Luisa. En España, 'Easter' se llama la Pascua. Los siete días antes de la Pascua se llaman la Semana Santa y es una semana de fiestas religiosas. El primer día de la Semana Santa es el Domingo de Ramos, en la mañana vamos a la iglesia a celebrar cuando Jesús fue a Jerusalén. Durante la Semana Santa hay procesiones en toda España. El día de Pascua comemos cordero y pasteles, los huevos de chocolate no son tradición. Mi dulce favorito son las rosquillas de Semana Santa ¡son deliciosas! Finalmente, el próximo año iré a las fiestas de Sevilla porque son las mejores de España. Las procesiones son impresionantes y famosas.

Testing (T):

1. Find the following Spanish words in the text.

Easter		Palm Sunday	
Holy Week		we go	
parties		to celebrate	
religious		processions	
the first day		we eat	
easter eggs		they are delicious	

2. Use an online dictionary such as www.wordreference.com to find the English meaning of these words.

antes		toda	
iglesia		cordero	
cuando		pasteles	
durante		rosquillas	
hay		impresionantes	

Independent Learning

Spanish 5 – Talking about what I did at the weekend

Diagnosis (D):



Talking about what I did at the weekend	R	A	G
I can use three different time markers to refer to past events.			
I can use both 'I' and 'we' for at least 3 verbs in the past tense to say what I/we did.			
I can say five different activities in Spanish.			
I can extend sentences using quantifiers and adjectives.			

Unit 5: Saying what I did & am going to do at the weekend (1)

1. Time marker / when	2. Who	3. Verb (past tense)	4. Activity
El fin de semana pasado <i>[Last weekend]</i>	yo <i>[I]</i>	fui <i>[I went]</i>	a la casa de mi amigo/a <i>[to my friends' house]</i>
		fuimos <i>[we went]</i>	al estadio <i>[to the stadium]</i>
El viernes pasado <i>[Last Friday]</i>	mi amigo/a y yo <i>[my friend and I]</i>	hice <i>[I did]</i>	deporte <i>[sports]</i>
		hicimos <i>[we did]</i>	mis deberes <i>[my homework]</i>
El domingo pasado <i>[Last Sunday]</i>	*nosotros <i>[we – masc./mixed]</i>	jugué <i>[I played]</i>	a los videojuegos <i>[videogames]</i>
		jugamos <i>[we played]</i>	en mi ordenador <i>[on my computer]</i>
El domingo pasado <i>[Last Sunday]</i>	nosotras <i>[we – fem.]</i>	monté <i>[I rode]</i>	a caballo <i>[a horse]</i>
		montamos <i>[we rode]</i>	en bici <i>[a bike]</i>
El domingo pasado <i>[Last Sunday]</i>	nosotras <i>[we – fem.]</i>	vi <i>[I saw]</i>	un partido de fútbol <i>[a football match]</i>
		vimos <i>[we saw]</i>	una película <i>[a film]</i>

1. Verb (past tense)	2. Quantifiers	3. Adjective
Fue <i>[It was]</i>	bastante <i>[quite]</i>	agotador <i>[exhausting]</i> apasionante <i>[exciting]</i> guay <i>[cool]</i>
	un poco <i>[a bit]</i>	
	muy <i>[very]</i>	
	demasiado <i>[too]</i>	
No fue nada <i>[It was not ... at all]</i>		

*Author's note: **nosotros** is the personal pronoun for "we". You use it when talking about a male or mixed gender group (regardless of the ratio of girls and boys). **Nosotras** is "we" for an all girl group.

Therapy (T):

1. Use all 10 different activities using the vocabulary table to write at least 10 sentences about what you did last weekend. These should be written in your exercise book. Write both the Spanish and the English translations.
2. Spot the pattern between all the 'we' verbs in Spanish and write down in your Independent Learning book what do they all have in common.
3. Cover the verbs in English, read the Spanish and say out loud their meanings. Do this until you can remember what they all mean without looking.

Testing (T):

Test what you have understood the Spanish you have learnt by answering the questions below. **Do these without looking at the vocabulary table.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are to help you achieve your goal. This is just a guide, however, **you should answer all questions.**

Grades 1-3

Complete the sentence with the missing words.

- a. El fin de semana _____ yo fui al estadio, no fue nada _____ –
Last weekend I went to the stadium, it was not exciting at all.
- b. El domingo pasado _____ y yo montamos en _____, fue agotador –
Last Sunday my friend and I rode a bike it was exhausting.
- c. El viernes pasado _____ vimos _____ película, fue demasiado _____ –
Last Friday we saw a film, it was too cool.

Grades 4-6

Translate the sentences into English.

- a. El fin de semana pasado mi amigo y yo jugamos a los videojuegos, fue bastante guay.
- b. El domingo pasado nosotros fuimos a la casa de mi amigo Carlos, fue un poco agotador.
- c. El viernes pasado yo jugué en mi ordenador, fue apasionante.

Grades 7-9

Translate the paragraph into English.

El fin de semana pasado yo hice deporte, fue un poco agotador. El viernes pasado mi amigo y yo montamos en bici, después vimos una película en el cine. También, el domingo pasado nosotros jugamos a los videojuegos ¡fue muy guay! Pero luego, yo hice mis deberes y no fue nada guay.

B	S	G	P

Independent Learning

Spanish 6 – Talking about what I am going to do at the weekend

Diagnosis (D):



Talking about what I am going to do at the weekend	R	A	G
I can use three different time markers to refer to future events.			
I can use both 'I' and 'we' for at least 3 verbs in the future tense to say what I/we are going to do.			
I can extend sentences using quantifiers and adjectives.			

Unit 5: Saying what I did & am going to do at the weekend (2)

1. Time marker / when	2. Who + near future tense	3. Verb	4. Activity
El fin de semana próximo <i>[Next weekend]</i>	voy a <i>[I am going]</i>	hacer <i>[to do]</i>	deporte los deberes
		ir <i>[to go]</i>	a una fiesta <i>[to a party]</i> al centro comercial <i>[to the mall]</i> de compras <i>[shopping]</i>
El sábado próximo <i>[Next Saturday]</i>	mi hermana va a <i>[my sister is going]</i>	jugar <i>[to play]</i>	al baloncesto <i>[basketball]</i> en mi ordenador
El domingo próximo <i>[Next Sunday]</i>	mis padres van a <i>[my parents are going]</i>	montar <i>[to ride]</i>	a caballo en bici
		ver <i>[to see]</i>	un concierto un partido de fútbol una película

1. Verb (future tense)	2. Quantifiers	3. Adjective
Será <i>[It will be]</i>	bastante un poco muy	aburrido <i>[boring]</i> divertido <i>[fun]</i> interesante
No será nada <i>[It won't be ... at all]</i>		

Therapy (T):

1. Use all 12 different activities using the vocabulary table to write at least 12 sentences about what you are going to do next weekend. These should be written in your exercise book. Write both the Spanish and the English translations.
2. Read out loud at least five different sentences that you wrote in your Independent Learning book to someone in your house and challenge them to guess what you said. You can only tell them this clue: It is something I am going to be doing next weekend. If they guess it, they get 1 point, if they don't, you get one point! Who is going to win!?

Testing (T):

Test what you have understood the Spanish you have learnt by answering the questions below. **Do these without looking at the vocabulary table.** If you can't remember the answers, you need to go back and do some more of the 'therapy' work. The grades for each question are to help you achieve your goal. This is just a guide, however, **you should answer all questions.**

Grades 1-3

Match up

voy a jugar
mis padres van a ir
el sábado próximo
mi hermana va a jugar
mi hermano y yo vamos a ver
el fin de semana próximo

next Saturday
my sister is going to play
my brother and I are going to see
I am going to play
next weekend
my parents are going to go

Grades 4-6

Write out the sentence with the missing verb.

- a. El fin de semana próximo voy a _____ los deberes, será bastante interesante.
- b. El sábado próximo mi hermano y yo vamos a _____ a caballo.
- c. El domingo próximo mis padres van a _____ un concierto, será muy divertido.
- d. El viernes próximo mi hermana va a _____ al centro comercial, no será nada guay.
- e. El fin de semana próximo mi amigo y yo vamos a _____ al baloncesto.

Grades 7-9

Put the gaps in the correct place and translate the sentences into English.

- a. el finde semana próximo voy a jugar al baloncesto será muy divertido.
- b. el sábado próximo mis padres van a ir de compras será un poco aburrido.
- c. el domingo próximo mi hermano y yo vamos a ir a una fiesta será muy guay.
- d. el viernes próximo mi hermano va de compras será bastante aburrido.
- e. el finde semana próximo voy a montar en bici será un poco agotador.