



# Homework Booklet

Year 7

Spring Half Term 2

*'Practice of what is taught'*

Name: .....

Tutor: .....

House: .....

## Homework Timetable

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

Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> 24.2.25	Science Sparx Maths	Religion and World Views Sparx Reader	MFL Reading article: <i>The History of LGBT+ Laws in the UK</i>	PSHE Sparx Maths	History Sparx Reader
<b>Week 2</b> 3.3.25	Science Sparx Maths	Computing Sparx Reader	MFL Reading article: <i>Emma Watson's United Nations, "HeForShe, Gender Equality is Your Issue, Too" Speech</i>	DT Sparx Maths	Geography Sparx Reader
<b>Week 3</b> 10.3.25	Science Sparx Maths	Religion and World Views Sparx Reader	MFL Reading Article: <i>The Roof of Leaves</i>	Food Sparx Maths	History Sparx Reader
<b>Week 4</b> 17.3.25	Science Sparx Maths	Sparx Reader	MFL Reading article: <i>Daisy Low Grows the Girls Scouts</i>	Art Sparx Maths	Geography Sparx Reader
<b>Week 5</b> 24.3.25	Science Sparx Maths	Religion and World Views Sparx Reader	MFL Reading article: <i>Eyes in the Sky</i>	PSHE Sparx Maths	History Sparx Reader
<b>Week 6</b> 31.3.25	Science Sparx Maths	Music Sparx Reader	MFL Reading article: <i>Two Famous Friends</i>	DT Sparx Maths	Geography Sparx Reader

### Log Ins:

School email address: .....

School username: .....

ClassCharts username: .....

Sparx username: .....

Sentence Builders username: .....

Quizlet username: .....

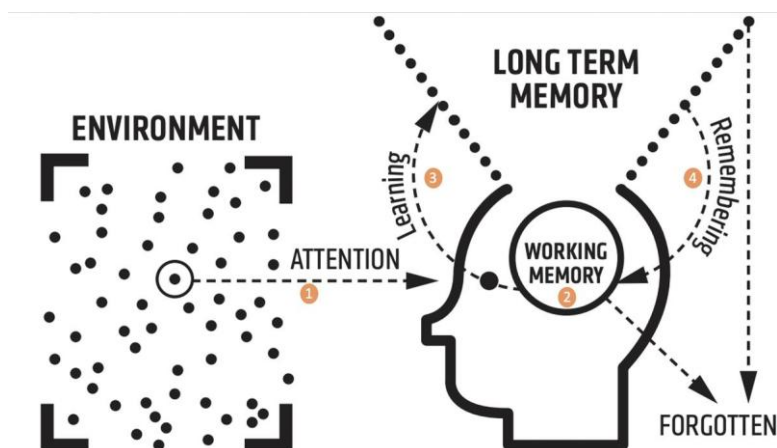
Duolingo username: .....

UK Language Gym: .....

## How We Learn and How Homework Helps

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

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



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

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

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

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

### Pre-Homework Checklist

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

### Support

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

# Cornell Note Taking Guide

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

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

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

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

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

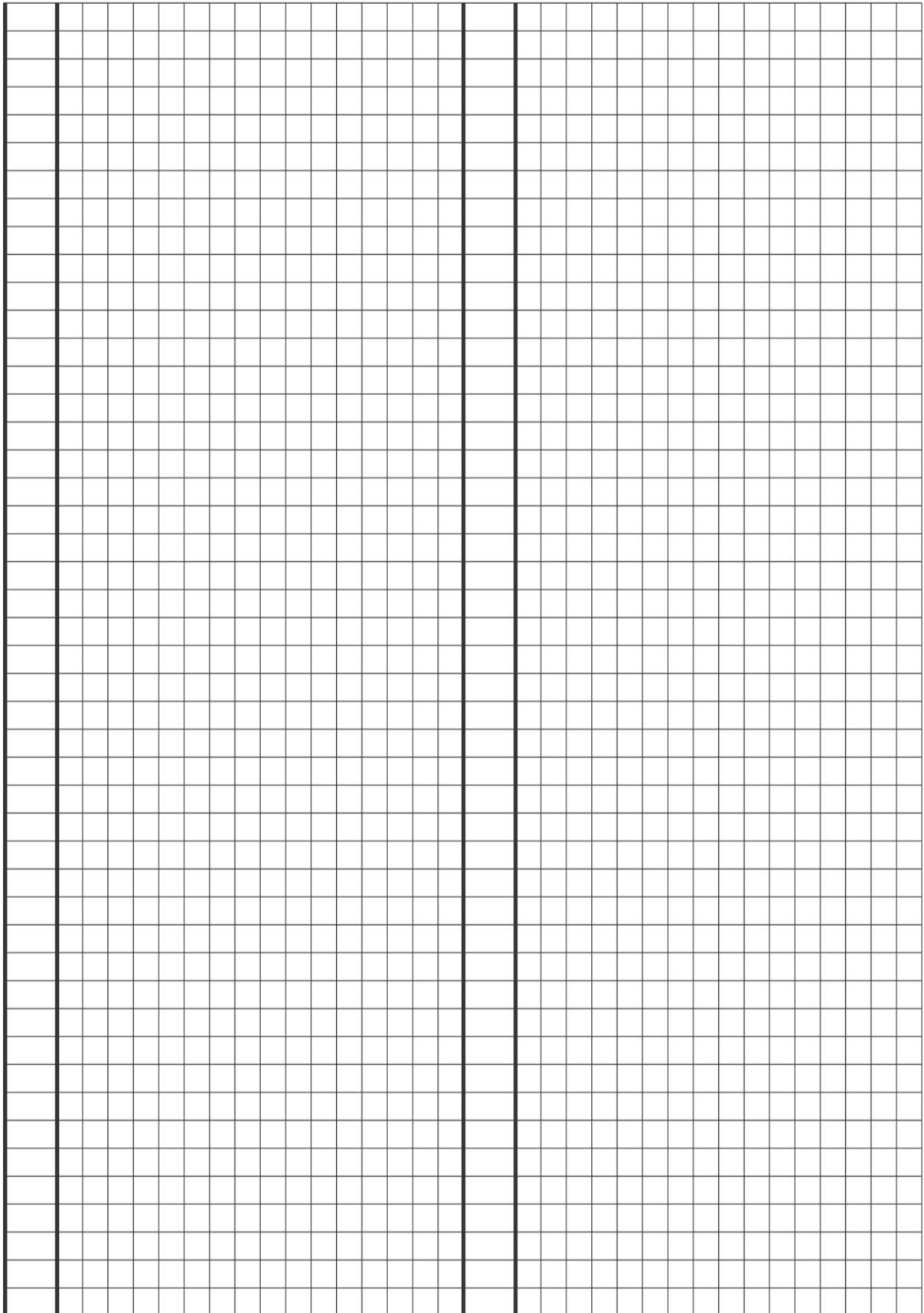


## Monday Week 1 – 24/02/25 - Science

*Use week 1 from your Biology, Chemistry or Physics KO in your KO booklet*

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





## Tuesday Week 1 – 25/02/25 – Religion and Worldviews

Use week 1 from your Religion and Worldviews KO on page 34 & 35 in your KO booklet

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

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

### The History of LGBT+ Laws in the UK

In the United Kingdom, people who loved someone of the same gender or felt different from the gender they were assigned at birth faced many challenges. Let's take a journey through history to see how laws have changed to make life better for LGBT+ people.

#### A Long Time Ago

In the past, being gay or transgender was not accepted by many people. In fact, there were laws that made it illegal. For example, in the 1500s, a law made it a crime for men to have relationships with other men. This law was very harsh and could even lead to the death penalty.

#### The 1800s

Things started to change slowly in the 1800s. In 1861, the death penalty for being gay was abolished, but it was still illegal, and people could be sent to prison. This was a difficult time for LGBT+ people, but some brave individuals began to speak out for their rights.

#### The 1900s

The 1900s brought more changes. In 1967, a very important law was passed called the Sexual Offences Act. This law made it legal for men to have relationships with other men, but only if they were over 21 years old and in private. This was a big step forward, but there was still a long way to go.

In the 1980s, a law called Section 28 was introduced. This law made it illegal for schools to talk about LGBT+ relationships in a positive way. Many people protested this law, and it was finally repealed in 2003.

#### The 2000s and Beyond

The 2000s have seen many positive changes for LGBT+ rights. In 2004, the Civil Partnership Act allowed same-sex couples to have legal partnerships, like marriage. Then, in 2013, same-sex marriage became legal in England and Wales, and later in Scotland and Northern Ireland.

Today, there are many laws that protect LGBT+ people from discrimination. For example, it is illegal to treat someone unfairly because of their sexual orientation or gender identity. These laws help to ensure that everyone is treated equally and with respect.

The history of LGBT+ laws in the UK shows how much progress has been made over the years. While there are still challenges to overcome, the changes in the law have helped to create a more inclusive and accepting society for everyone.

Remember, it's important to treat everyone with kindness and respect, no matter who they love or how they identify. Together, we can continue to make the world a better place for all.

Use the QR code to hear this article being read by a teacher:



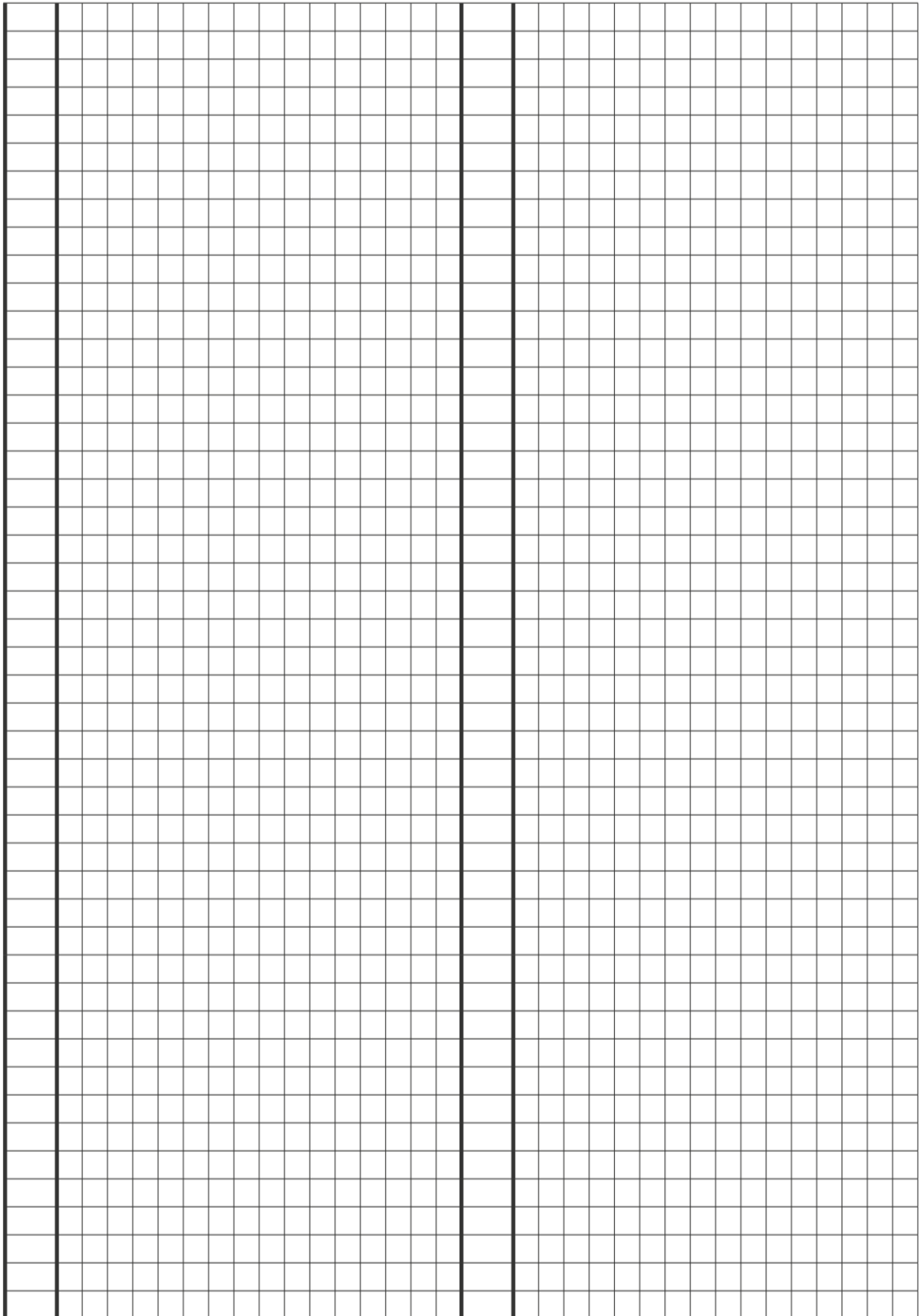


**Thursday Week 1 – 27/02/25 – PSHE**

*Use your PSHE KO on page 33 in your KO booklet*

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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4. Self-Quiz	
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**Thursday Week 1 – Sparx Maths (independent learning)**





## Friday Week 1 – 28/02/25 - History

*Use week 1 from your History KO on page 11 in your KO booklet*

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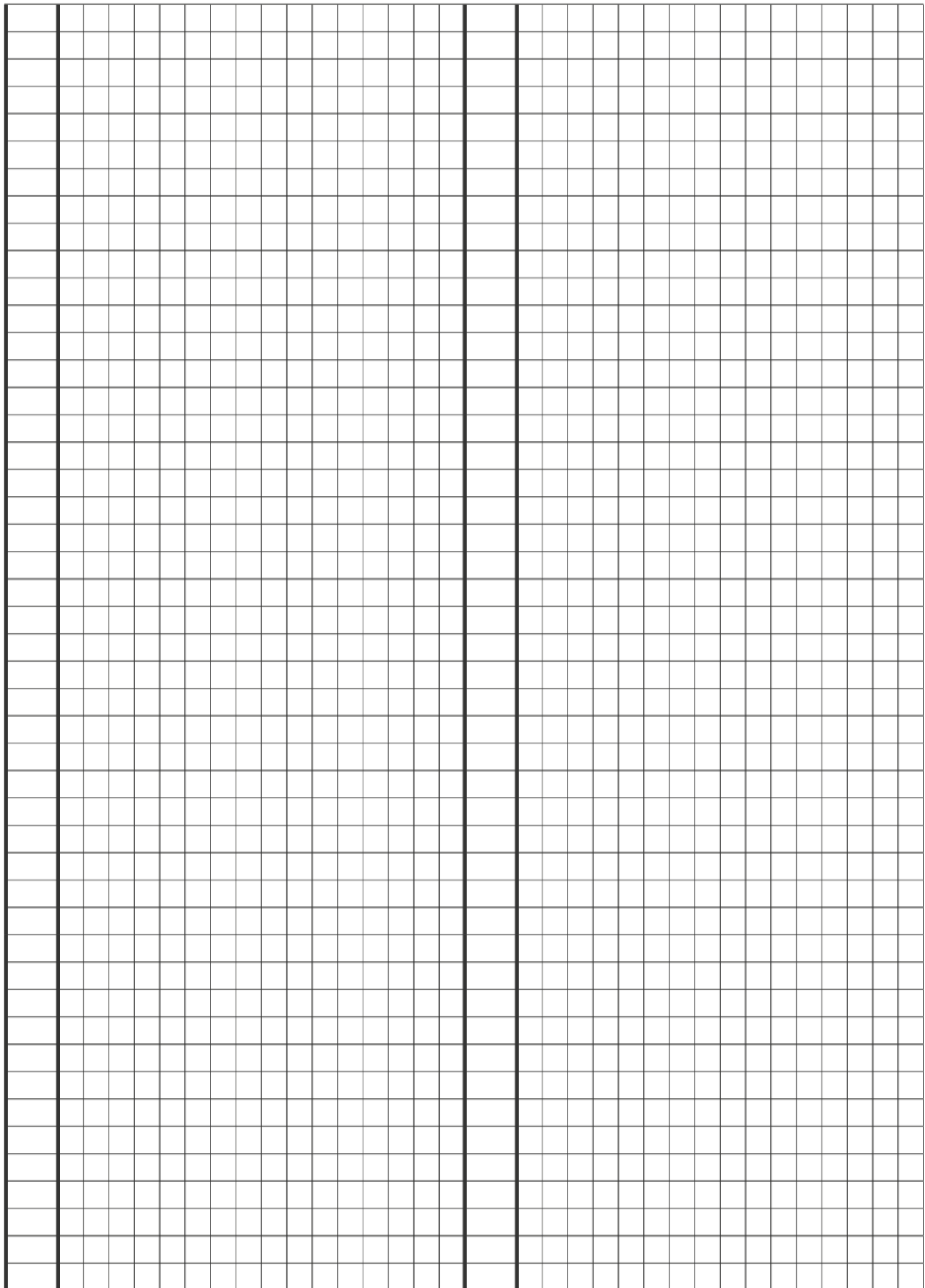


## Monday Week 2 – 03/03/25 - Science

*Use week 2 from your Biology, Chemistry or Physics KO in your KO booklet*

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





## Tuesday Week 2 – 04/03/25 – Computing

Use the first half of your Computing KO on page 4 in your KO booklet

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

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

### **Emma Watson's United Nations: "HeForShe: Gender Equality is Your Issue, Too" Speech**

By Emma Watson  
2014

*Emma Watson is a British actress, model, and activist, most widely known for her portrayal of Hermione Granger in the Harry Potter film series. In 2014 Watson became a UN Women Goodwill Ambassador and helped launch the campaign HeForShe. Watson presented the speech below at the Headquarters of the United Nations in New York. As you read, take notes on why Emma Watson believes the roles of men are important in ending gender inequality.*

- [1] Today we are launching a campaign called "HeForShe."

I am reaching out to you because I need your help. We want to end gender inequality—and to do that we need everyone to be involved.

This is the first campaign of its kind at the UN: we want to try and galvanize<sup>1</sup> as many men and boys as possible to be advocates for gender equality. And we don't just want to talk about it, but make sure it is tangible.<sup>2</sup>

I was appointed six months ago and the more I have spoken about feminism the more I have realized that fighting for women's rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop.

- [5] For the record, feminism by definition is: "The belief that men and women should have equal rights and opportunities. It is the theory of the political, economic and social equality of the sexes."

I started questioning gender-based assumptions when at eight I was confused at being called "bossy," because I wanted to direct the plays we would put on for our parents—but the boys were not.

When at 14 I started being sexualized<sup>3</sup> by certain elements of the press.

When at 15 my girlfriends started dropping out of their sports teams because they didn't want to appear "muscly."

When at 18 my male friends were unable to express their feelings.



*"UN Women launched HeForShe IMPACT 10x10x10 Initiative" by UN Women is licensed under CC BY-NC-ND 2.0.*

- [10] I decided I was a feminist and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an unpopular word.

Apparently I am among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, anti-men and, unattractive.

Why is the word such an uncomfortable one?

I am from Britain and think it is right that as a woman I am paid the same as my male counterparts.<sup>4</sup> I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decision-making of my country. I think it is right that socially I am afforded the same respect as men. But sadly I can say that there is no one country in the world where all women can expect to receive these rights.

No country in the world can yet say they have achieved gender equality.

- [15] These rights I consider to be human rights but I am one of the lucky ones. My life is a sheer privilege because my parents didn't love me less because I was born a daughter. My school did not limit me because I was a girl. My mentors didn't assume I would go less far because I might give birth to a child one day. These influencers were the gender equality ambassadors<sup>5</sup> that made me who I am today. They may not know it, but they are the inadvertent<sup>6</sup> feminists who are changing the world today. And we need more of those.

And if you still hate the word—it is not the word that is important but the idea and the ambition behind it. Because not all women have been afforded the same rights that I have. In fact, statistically, very few have been.

In 1995, Hilary Clinton made a famous speech in Beijing about women's rights. Sadly many of the things she wanted to change are still a reality today.

But what stood out for me the most was that only 30 percent of her audience were male. How can we affect change in the world when only half of it is invited or feel welcome to participate in the conversation?

Men—I would like to take this opportunity to extend your formal invitation. Gender equality is your issue too.

- [20] Because to date, I've seen my father's role as a parent being valued less by society despite my needing his presence as a child as much as my mother's.

I've seen young men suffering from mental illness unable to ask for help for fear it would make them look less "macho"<sup>7</sup>—in fact in the UK suicide is the biggest killer of men between 20-49 years of age; eclipsing<sup>8</sup> road accidents, cancer and coronary heart disease. I've seen men made fragile and insecure by a distorted<sup>9</sup> sense of what constitutes male success. Men don't have the benefits of equality either.

We don't often talk about men being imprisoned by gender stereotypes<sup>10</sup> but I can see that that they are and that when they are free, things will change for women as a natural consequence.

If men don't have to be aggressive in order to be accepted women won't feel compelled<sup>11</sup> to be submissive.<sup>12</sup> If men don't have to control, women won't have to be controlled.

Both men and women should feel free to be sensitive. Both men and women should feel free to be strong... It is time that we all perceive gender on a spectrum<sup>13</sup> not as two opposing sets of ideals.

[25] If we stop defining each other by what we are not and start defining ourselves by what we are—we can all be freer and this is what HeForShe is about. It's about freedom.

I want men to take up this mantle.<sup>14</sup> So their daughters, sisters and mothers can be free from prejudice but also so that their sons have permission to be vulnerable and human too—reclaim those parts of themselves they abandoned and in doing so be a more true and complete version of themselves.

You might be thinking who is this Harry Potter girl? And what is she doing up on stage at the UN. It's a good question and trust me, I have been asking myself the same thing. I don't know if I am qualified to be here. All I know is that I care about this problem. And I want to make it better.

And having seen what I've seen—and given the chance—I feel it is my duty to say something. English Statesman<sup>15</sup> Edmund Burke said: "All that is needed for the forces of evil to triumph is for enough good men and women to do nothing."

In my nervousness for this speech and in my moments of doubt I've told myself firmly—if not me, who, if not now, when. If you have similar doubts when opportunities are presented to you I hope those words might be helpful.

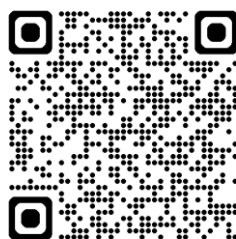
[30] Because the reality is that if we do nothing it will take 75 years, or for me to be nearly a hundred before women can expect to be paid the same as men for the same work. 15.5 million girls will be married in the next 16 years as children. And at current rates it won't be until 2086 before all rural African girls will be able to receive a secondary education.

If you believe in equality, you might be one of those inadvertent feminists I spoke of earlier.

And for this I applaud you.

We are struggling for a unifying word but the good news is we have a unifying movement. It is called HeForShe. I am inviting you to step forward, to be seen to speak up, to be the "he" for "she". And to ask yourself if not me, who? If not now, when?

**Use this QR code to access the YouTube clip to listen to Emma Watson at the HeForShe Campaign in 2014 at a United Nations event:**



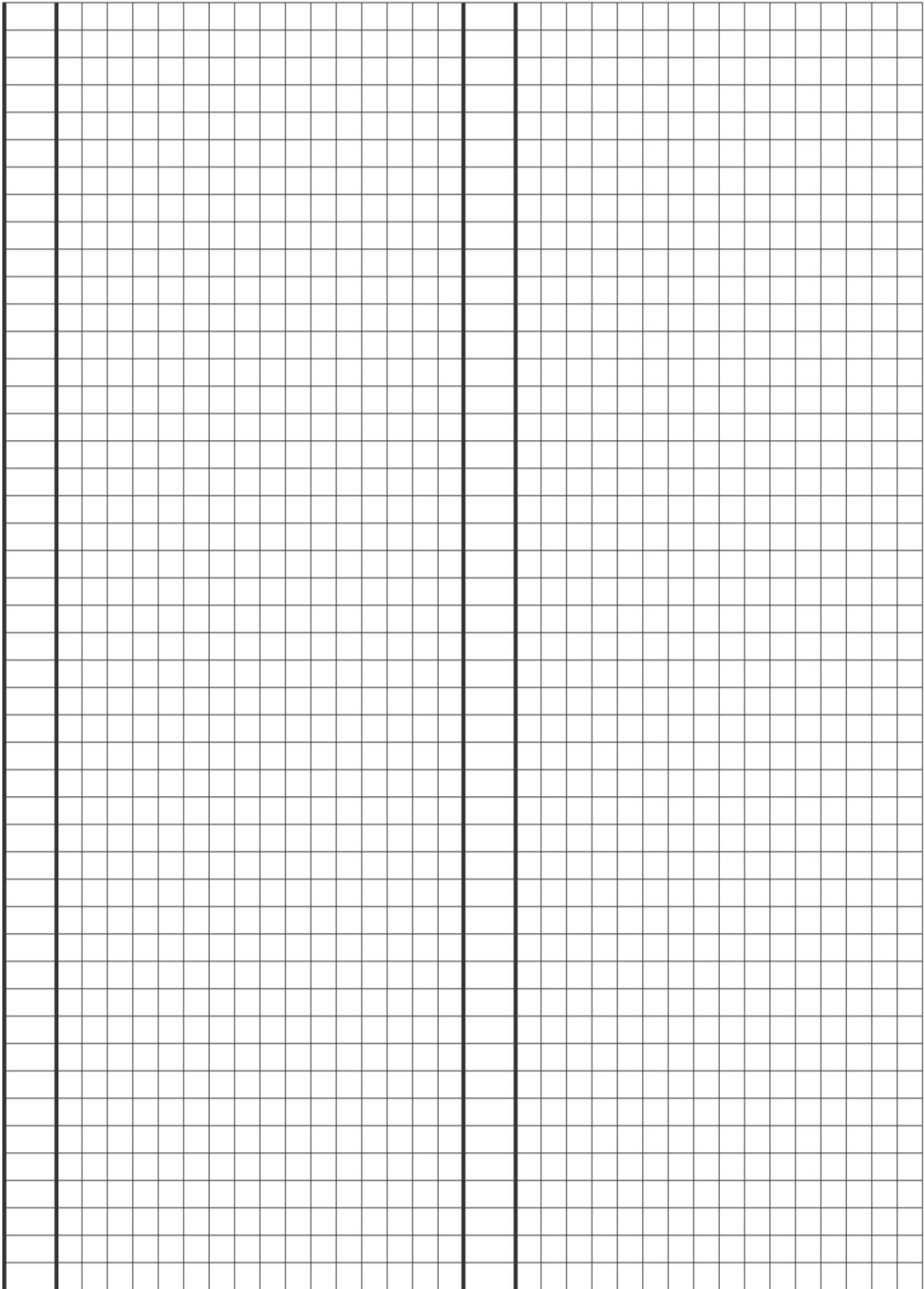


**Thursday Week 2 – 06/03/25 - DT**

*Use your DT KO on page 5 in your KO booklet*

1. Notes	3. Cue Column (Questions)
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2. Summary	
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4. Self-Quiz	
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**Thursday Week 2 – Sparx Maths (independent learning)**





## Friday Week 2 – 07/03/25 - Geography

Use week 2 of your Geography KO on page 10 in your KO booklet

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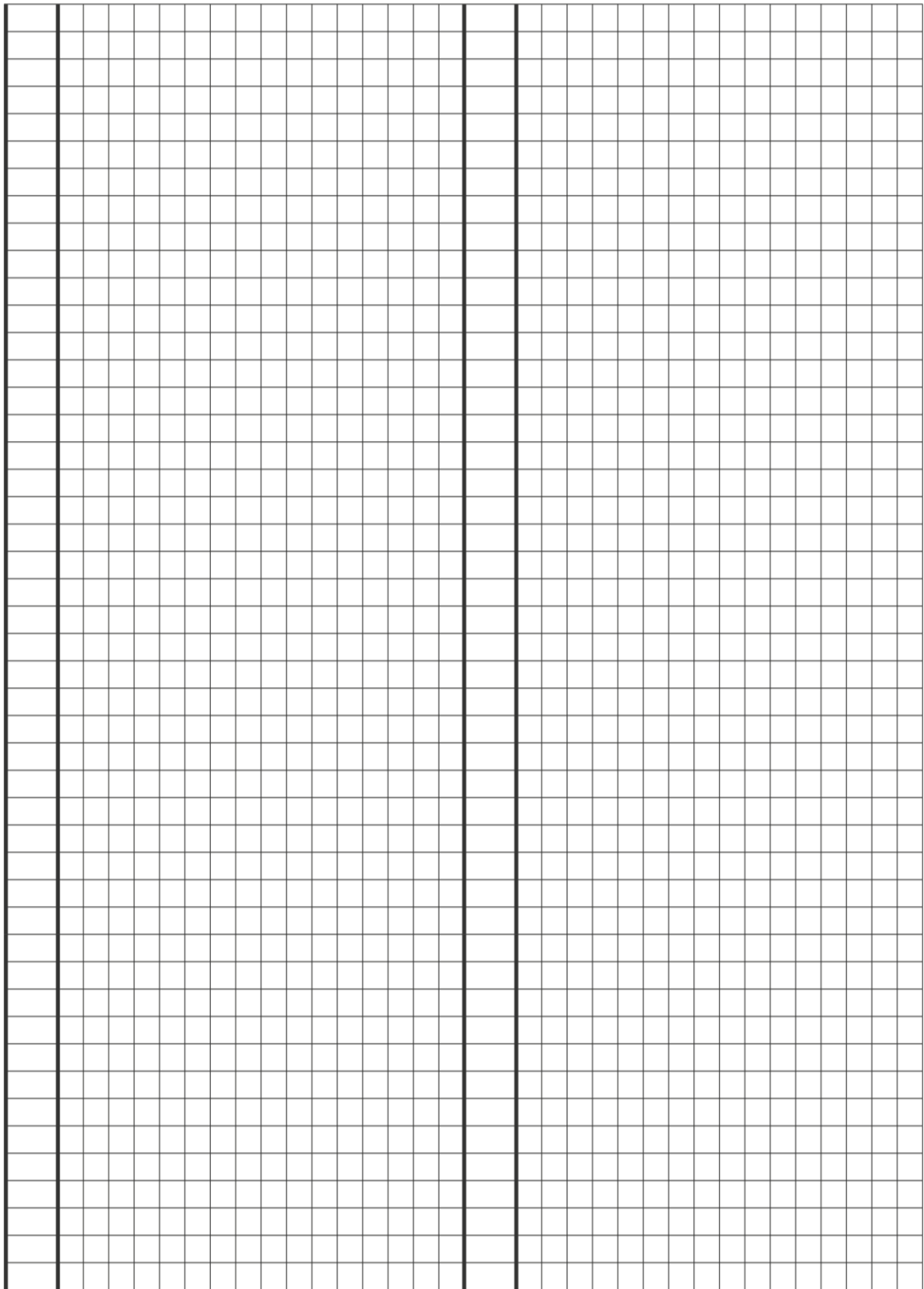


## Monday Week 3 – 10/03/25 - Science

*Use week 3 from your Biology, Chemistry or Physics KO in your KO booklet*

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







## Tuesday Week 3 – 11/03/25 – Religion and Worldviews

Use week 3 from your Religion and Worldviews KO on page 35 in your KO booklet

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

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

### The Roof of Leaves

#### *A Tale of Anger and Forgiveness from the Congo*

By Donna L. Washington  
2004

*Donna L. Washington is a professional storyteller, actress, and author. In this story from the Congo, a man and a wife must act quickly to save their marriage after a fight. As you read, take notes on the wife's thoughts and actions toward her husband in the story.*

*This story is based on a real incident. It is about a man and a woman and the quick thinking that saves them both from making a big mistake.*

- [1] Once a man and a woman who had loved each other for a long time came together as man and wife. The people of the village, to celebrate the marriage, built them a beautiful house. It had a roof of bright-green leaves. The two of them were very happy.

But one morning they were in a bad mood. They started arguing. Then they started yelling. The two of them became so angry, they forgot many things. They forgot that they had spent a great deal of time together laughing and talking in the shadows of the great trees. They forgot that they were in love. They forgot that they were happy. The husband got so angry that he ran out of their house.



*"A village house with a new Sago palm leaf roof ready to be installed, Nughu Island, Central Province" by Department of Foreign Affairs and Trade is licensed under CC BY 2.0.*

Once outside, the husband, in his fury, laid his hands on the first thing he saw and began to rip it apart. This thing was the roof of the house.

He was so angry that he did not even realize what he was doing. He had forgotten that when either the husband or the wife pulls all the leaves off the roof of their house, it means "I divorce you; we will no longer live beneath the same roof."

- [5] The wife came outside. As she watched her husband pull leaves off their house, she saw how full of anger he was. It made her remember that he could also be full of joy. He loved to laugh, and he could sing better than anyone else in the village. He was also one of the best storytellers.

The wife was going to say something when she noticed people coming out of their houses. "If I say something," she thought, "they'll think I'm to blame for this argument. I won't say anything unless my husband speaks first."

The husband began to pull the leaves slower and slower. He realized what he was doing. He didn't want to divorce his wife. Now that his anger was leaving him, he couldn't even remember why they had argued.

Just as he was about to stop pulling the leaves, he saw his wife and all the villagers watching him. "If I stop pulling the leaves, everyone will think this argument was my fault. Well, I won't stop until my wife says something."

The people of the village looked from the husband to the wife. They were astonished.<sup>1</sup> They knew the two of them loved each other. All the neighbors wanted to say something, but it was not a good idea to come between a man and his wife.

[10] It seemed there was no hope for the situation.

Everyone was silent. The wife watched the husband, the husband pulled leaves off the roof, and the neighbors looked around sadly.

"Husband," the wife said, so suddenly that everyone jumped, "these are the only leaves that are dirty. You can leave the rest of them up there."

The husband looked at his wife with confusion. "I said," she repeated slowly, "these are the only leaves that are dirty. Come, let us take them down to the river."

Without waiting to see if he was doing what she said, she began to gather up the fallen leaves. The husband stood there for a moment, confused, and then he began to smile and collect the leaves with his wife.

[15] They took them down to the river and washed them in the water. Then they laid them out to dry in the sun and went swimming. Afterward, they collected the leaves and replaced them on the roof together.

On that day every wife went to her husband and mentioned something about the dirty leaves on top of their own homes. Together, husbands and wives removed leaves from the roofs of their houses, washed them in the river, and dried them in the sun. That had never happened before in the village. As far as we know, it never happened again. The best that can be hoped for is that we remember that we can always wash the leaves.

*Text copyright © 2004 by Donna Washington. Used by permission of HarperCollins Publishers.*

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



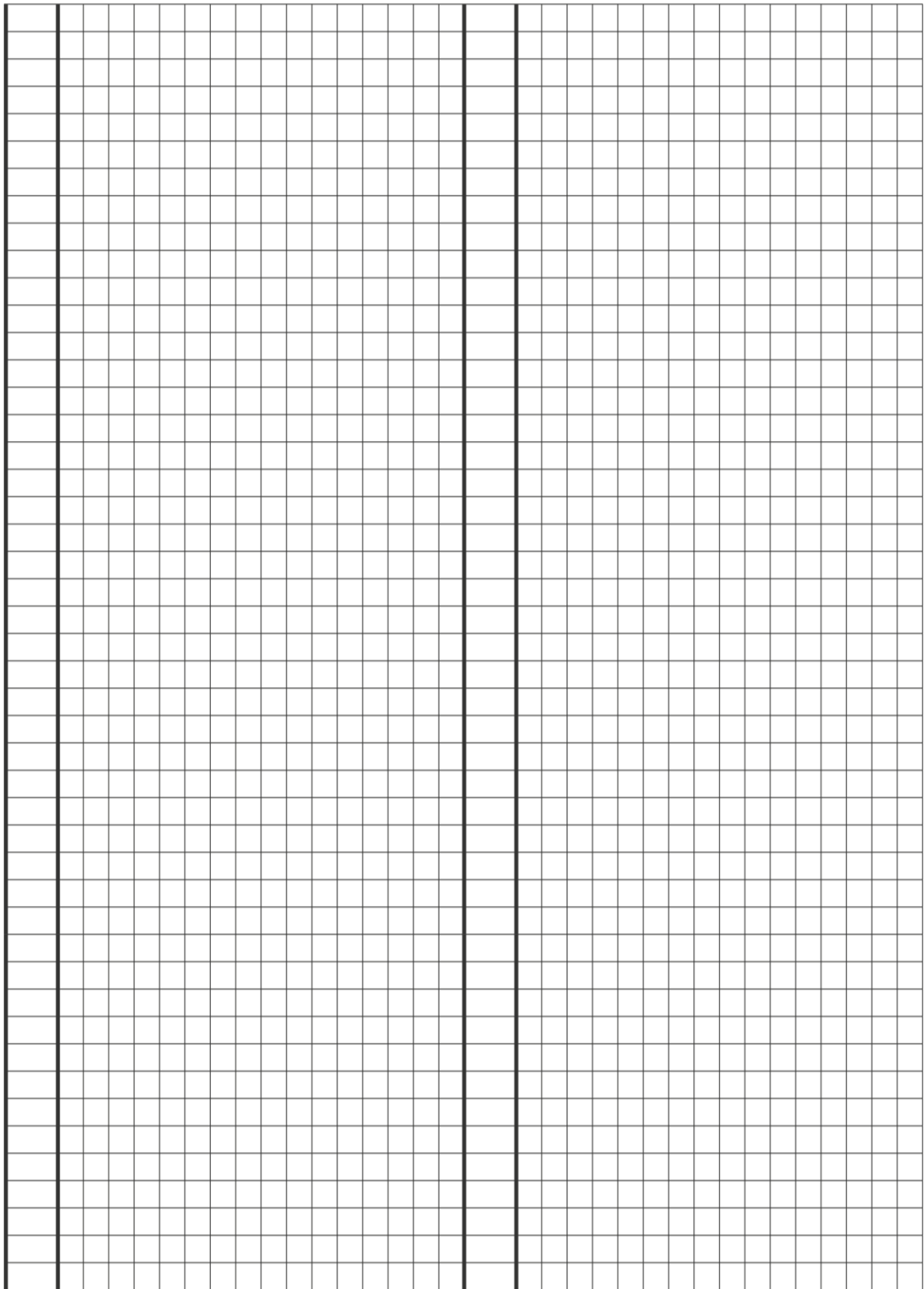


**Thursday Week 3 – 13/03/25 – Food**

*Use your Food KO on pages 9 in your KO booklet*

<b>1. Notes</b>	<b>3. Cue Column (Questions)</b>
	1.
	2.
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<b>2. Summary</b>	
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<b>4. Self-Quiz</b>	
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**Thursday Week 3 – Sparx Maths (independent learning)**





## Friday Week 3 – 14/03/25 - History

Use week 3 from your History KO on page 11 in your KO booklet

1. Notes	3. Cue Column (Questions)
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	2.
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	4.
<b>2. Summary</b>	
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<b>4. Self-Quiz</b>	
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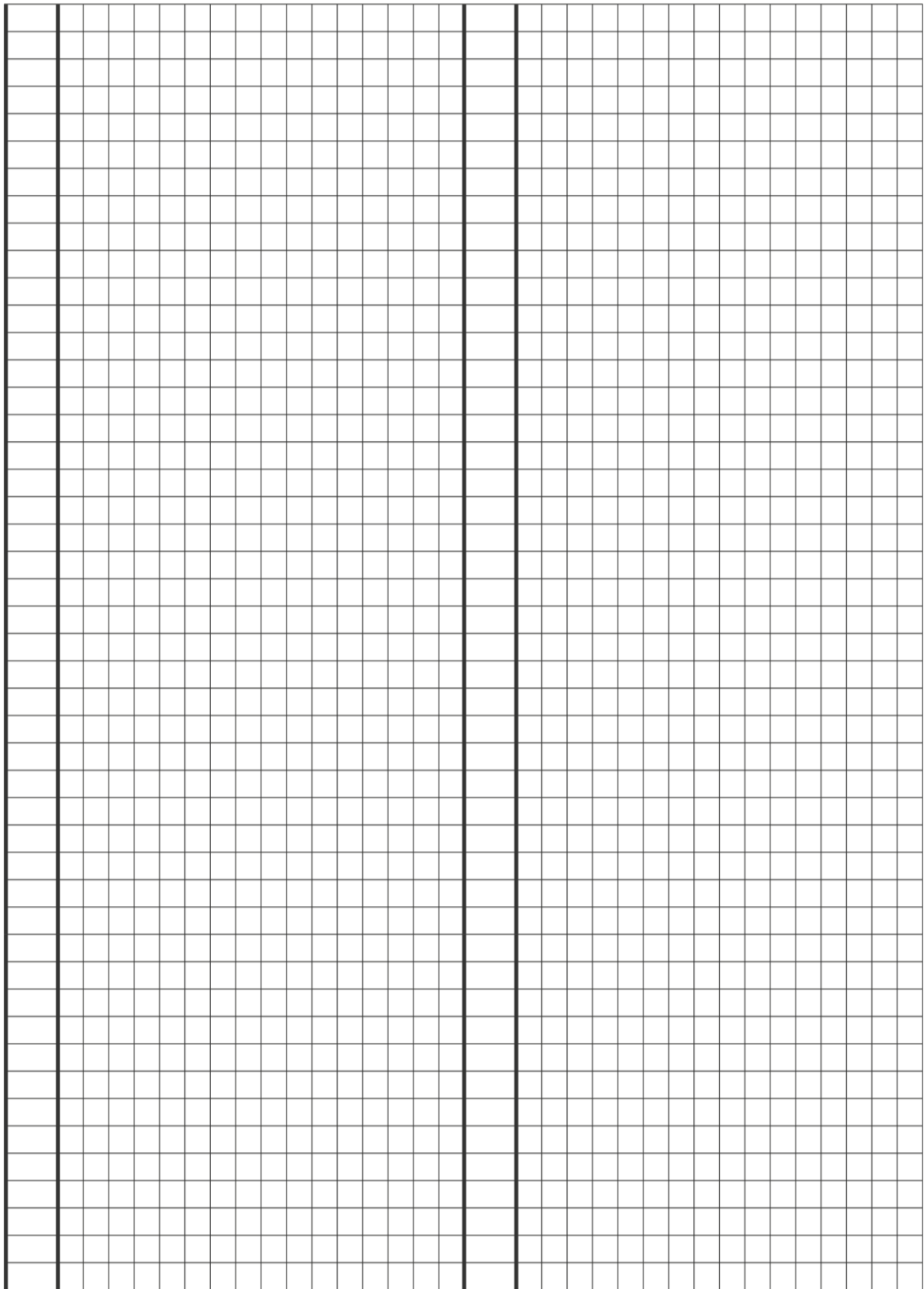
## Monday Week 4 – 17/03/25 - Science

*Use week 4 from your Biology, Chemistry or Physics KO in your KO booklet*

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





## Wednesday Week 4 – Reading Article

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

### **Daisy Low Grows the Girl Scouts**

*As a young girl, Juliette "Daisy" Gordon Low, founder of the Girl Scouts in America, loved being outdoors.*

By Natasha Wing  
2014

*Juliette "Daisy" Gordon Low (1860-1927) was the founder of the Girl Scouts in the United States. In this informational text, Natasha Wing explores why the Girl Scouts was important to Daisy and how she established the organization. As you read, take notes on how the author describes Daisy.*

- [1] Daisy Low had barely arrived home in Savannah, Georgia, in 1912 when she called her cousin Nina bubbling over<sup>1</sup> with news.

"Come right over," Daisy said. "I've got something for the girls of Savannah and all America and all the world and we're going to start it tonight!"

Juliette "Daisy" Gordon was always full of surprises. When she was young, her parents never knew what she'd come home with — a stray kitten, an injured bird, or a project to sew clothes for the poor. As a teenager, Daisy entertained people with her acting and her poetry. Her brother called her "a brilliant eccentric"<sup>2</sup> and... funny." Her older sister just called her Crazy Daisy. But everyone loved Daisy and thought her charming.



*"In 1924, Juliette Low chats with the American Delegation of Girl Scouts of England's World Camp." by Photos reprinted with permission from Girl Scouts of the USA is used with permission.*

Always full of energy, Daisy had been searching for years to find a purpose in life. Now at 51, she was ready to make her mark in the world.

- [5] She had no children and was widowed.<sup>3</sup> She was deaf, but she never let that slow her down. She traveled and studied art, but still felt unsatisfied.

Then one day she met General Sir Robert Baden-Powell in London. He told her about a program he had formed for boys that taught scouting skills — how to survive in the wilderness. Thousands of girls had signed up, so his sister Agnes started the Girl Guides in Great Britain.

As a young girl, Daisy loved being outdoors with her family. She wrote to her father about the Girl Guides, "I like girls and I like the organization and the rules and pastimes, so if you find that I get very deeply interested you must not be surprised."

## Daisy Forms Her First Troops

After Daisy met General Baden-Powell, she invited seven Scottish girls over for tea. It was her first troop of Girl Guides. She taught the girls knot tying, first aid, and flag signaling so they could send messages to each other. Daisy also arranged for a teacher to show them how to spin wool,<sup>4</sup> which they could sell at market.

It wasn't long before Daisy started two more groups in London. Then she set her sights on the United States.

- [10] Daisy gushed<sup>5</sup> about the Girl Guides to her cousin Nina. Nina introduced her to a group of girls in Savannah who had been hiking with a naturalist<sup>6</sup> and learning about the stars, plants, and wildlife. When the girls heard about Daisy's plan, they were eager to become Girl Guides.

## Daisy Starts the American Girl Guides

Daisy swore in the first two American patrols of Girl Guides on March 12, 1912. The girls hiked, played basketball, camped, learned how to tell time by the stars, and studied first aid.

Daisy turned her old carriage house, or garage, at her Savannah home into their headquarters. Copying the Girl Guide uniform from England, the girls made their own blue middies (sailor tops) and skirts from duck cloth.<sup>7</sup> They added light blue sateen ties, black stockings, and giant hair bows. The uniforms were a hit.<sup>8</sup> Soon, all the girls' friends wanted to be Girl Guides.

Daisy traveled the United States tirelessly,<sup>9</sup> talking up the Girl Guides to anyone who'd listen. She wrote to her sister Mabel: "I am too keen<sup>10</sup> about the movement to leave here until it is firmly established. You mustn't be bored with Girl Guides, as I can't think of anything else."

It didn't take long for the Girl Guides, renamed the Girl Scouts, to grow. Daisy funded the Girl Scouts with her own money. She paid for travel, salaries, the national headquarters, the handbook, and uniforms. When she ran low on money, she sold her pearl necklace. She even adorned her fancy hats with parsley and carrots from her kitchen. When people looked at her vegetables, she'd say, "I can't afford to have this hat done over — I have to save all my money for my Girl Scouts."

- [15] "The Girl Scout movement caught on because it was what the girls wanted," Daisy would say. "The girls will decide whether the plan is good or not, and reject it if it isn't. You can trust them to know."

## The Scouts Go Worldwide

Once the Girl Scouts were successful in the United States, Daisy turned her attention to girl-scouting organizations in other countries. Soon more troops were formed and united under the International Council of Girl Guides and Girl Scouts. The council held world encampments,<sup>11</sup> where delegates<sup>12</sup> shared ideas and women and girls from everywhere met and bonded like sisters. Today, the Girl Scouts is the largest leadership organization for girls in the world — thanks to the spirit and energy of Daisy Gordon Low.

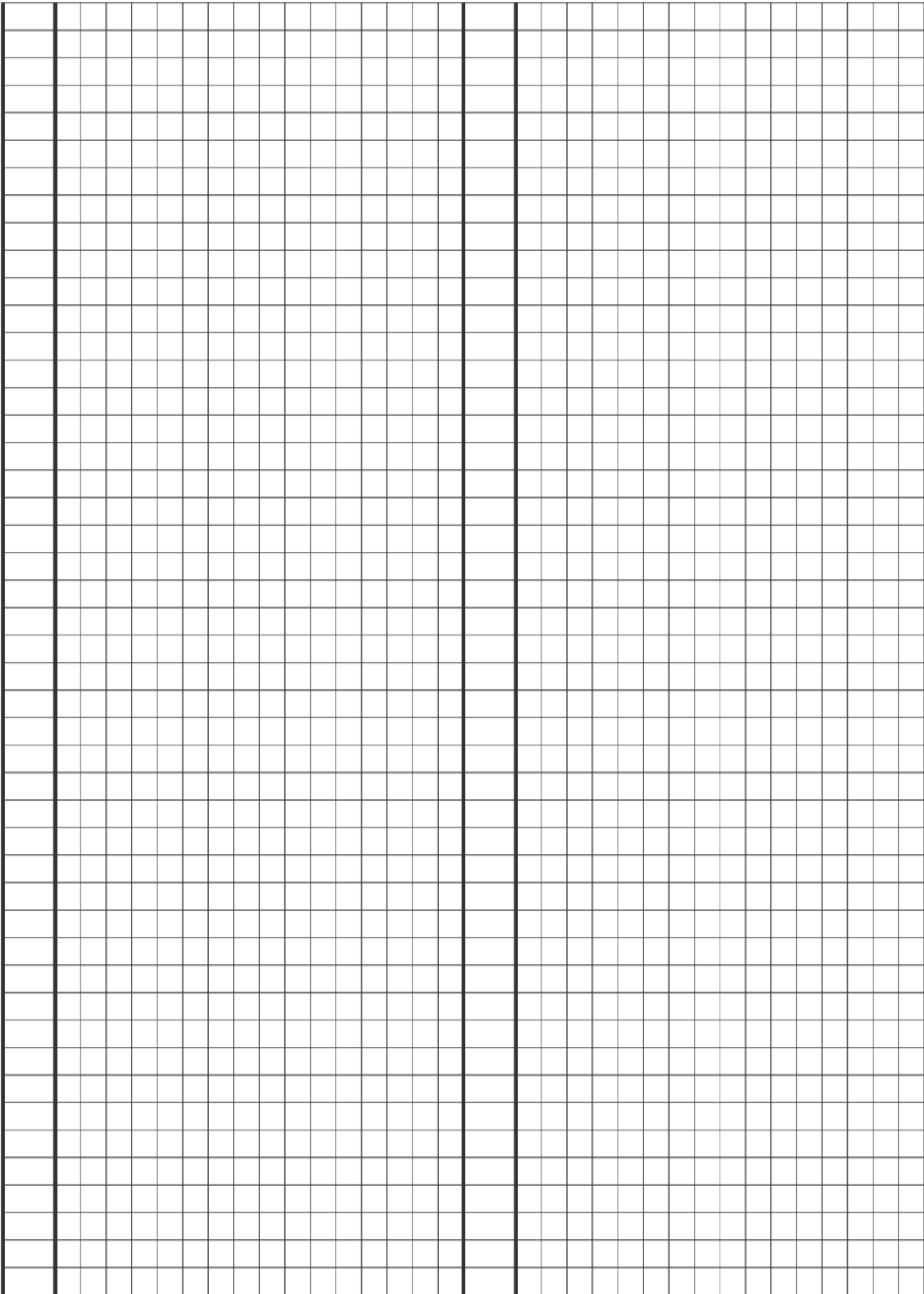


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**Thursday Week 4 – Sparx Maths (independent learning)**





## Friday Week 4 – 21/03/25 - Geography

Use the week 4 of your Geography KO on page 10 in your KO booklet

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
<b>2. Summary</b>	
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	5.
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<b>4. Self-Quiz</b>	
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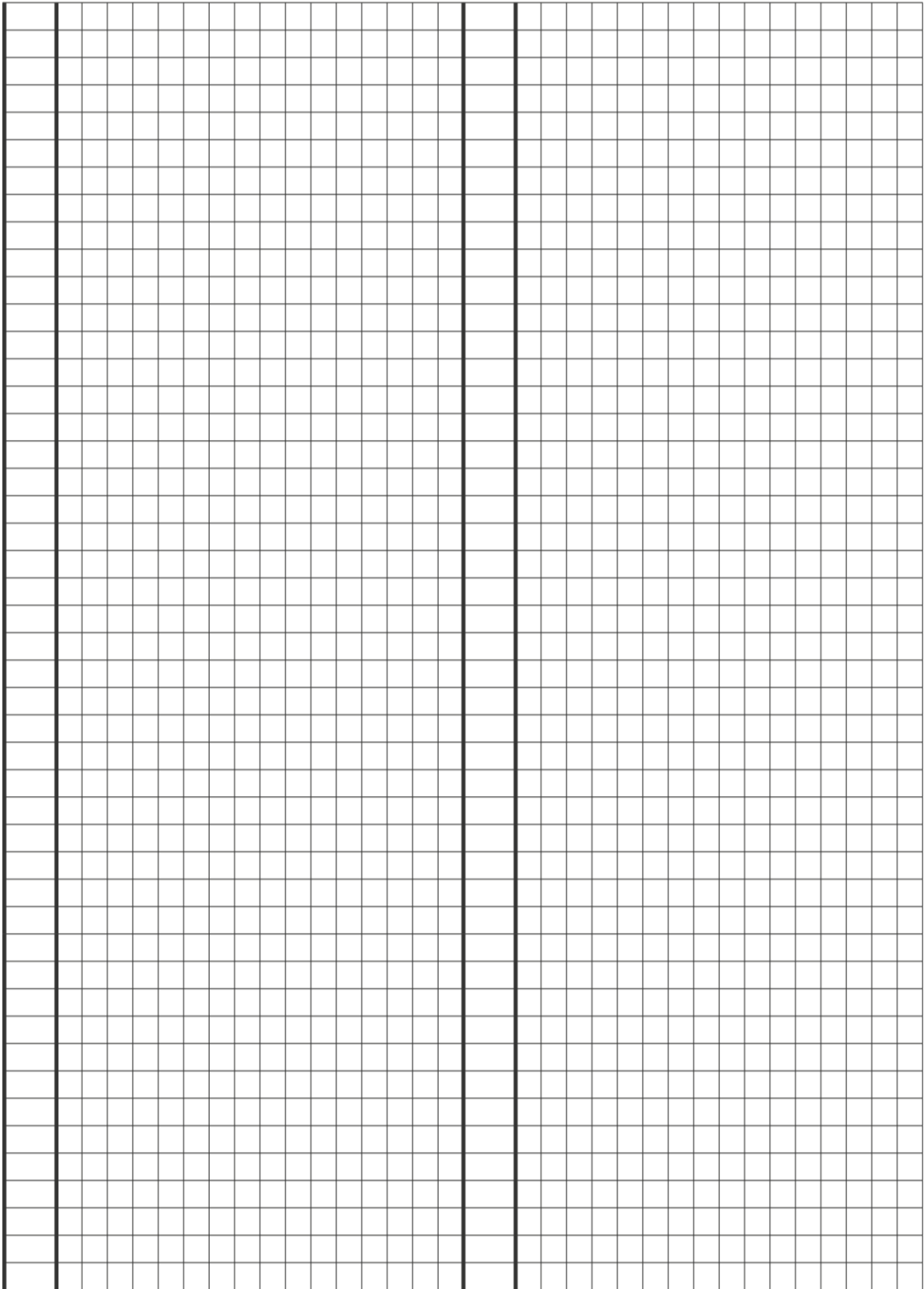
## Monday Week 5 – 24/03/25 - Science

Use week 5 from your Biology, Chemistry or Physics KO in your KO booklet

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



## Monday Week 5 – Sparx Maths





## Tuesday Week 5 – 25/03/25 – Religion and Worldviews

Use week 5 from your Religion and Worldviews KO on page 36 in your KO booklet

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



## Wednesday Week 5 – Reading Article

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

### Eyes in the Sky

*Fire watchers live in a tower and search for signs of fire.*

By Heather Bode  
2015

*In this informational text, Heather Bode discusses what a fire watcher's job consists of. As you read, take notes on the characteristics a fire watcher should have.*

Every day, across the United States, people scan the forests for fires. They sit in towers high above the ground. Alone, more than 100 feet in the air, these people scan the distance for signs of smoke. They are fire watchers.



*"From a fire tower in Helena, Montana, fire watcher Sam Chapman sees smoke, fire, and a helicopter with a bucket of water." by Samsara Chapman is used with permission.*

### View from the Tower

There are fire towers, called lookouts, in all of the national forests[1] of the United States. The windows of these towers offer a 360-degree view of the land below. Inside those towers, people who are specially trained scan the surrounding land for signs of fire. These fire watchers act as our eyes in the sky. It is their job to keep watch and report any smoke or fire they see. Their goal is to locate fires and report them before they get out of control.

The first lookout tower was built in California in 1876. In 1910, the largest fire recorded in United States history burned three million acres of land across Idaho and Montana in just two days. Eighty-five people lost their lives. After this tragic event, the United States Forest Service became responsible for fighting forest fires. The agency built many more lookouts and hired people to scan the forests.

What is it like to be a fire watcher? Peter Naumann, a former fire watcher, tells about a typical day.

"I'd get up at 5:30, eat a quick breakfast, and scan the area for smoke. I'd hike down the hill for water, and then scan the area again for smoke. We had to scan once every hour." Other duties included reporting in to headquarters twice each day, chopping firewood, painting the tower, and building hitching posts.[2]

### Life Without TV

Naumann says that anyone interested in being a fire watcher should be independent, have hobbies, and like to read. Reading helped him pass the time. This might sound like a quiet life to some, but at any moment, an adventure could begin.

"Rainstorms and thunderstorms were an unnerving[3] time. I had to be awake all through, looking for where the lightning was striking. I couldn't be hiding under my bed," says Naumann.

Fire watchers also act as backcountry dispatchers.[4] For example, Naumann once aided in the rescue of an injured horse rider.

Then there was always the wildlife. "I'd hike down the mountain to bring back water. One morning, there was a pile of shiny, steaming bear scat[5] in the middle of the trail. I didn't get any water that day!"

Sam Chapman, who currently spends her summers in a lookout in Montana, says the question she often hears is, how can you live without TV? She replies, "Every time you look, you see something different." The scenes of nature are her entertainment.

How has life in a lookout changed over the years? You may be surprised to learn that life is very much the same. Although training varies from forest to forest, all fire watchers must be skilled at reading topographical maps,[6] monitoring weather patterns, and reading compass headings.

Even much of the technology used in the early days is still used today. For example, the Osborne Firefinder is a tool that gives compass headings for fire locations. These headings are then called in to headquarters. This tool has been in use for nearly 100 years. Today, fire watchers have the added help of spotter planes, helicopters, and satellite imaging. Chapman says planes and helicopters also use GPS.

From a fire tower in Helena, Montana, fire watcher Sam Chapman sees smoke, fire, and a helicopter with a bucket of water.

With this newer technology, why do we still need fire watchers? "Ideally,[7] you have someone who knows the terrain and the weather conditions," says Chapman. Also, fire watchers are able to see things that satellite imaging cannot, such as the difference between cloud-to-cloud lightning and ground strikes.

So the fire watchers hike to their posts each fire season. They take up their binoculars and scan the mountainous terrain for smoke. Why? They are our eyes in the sky.

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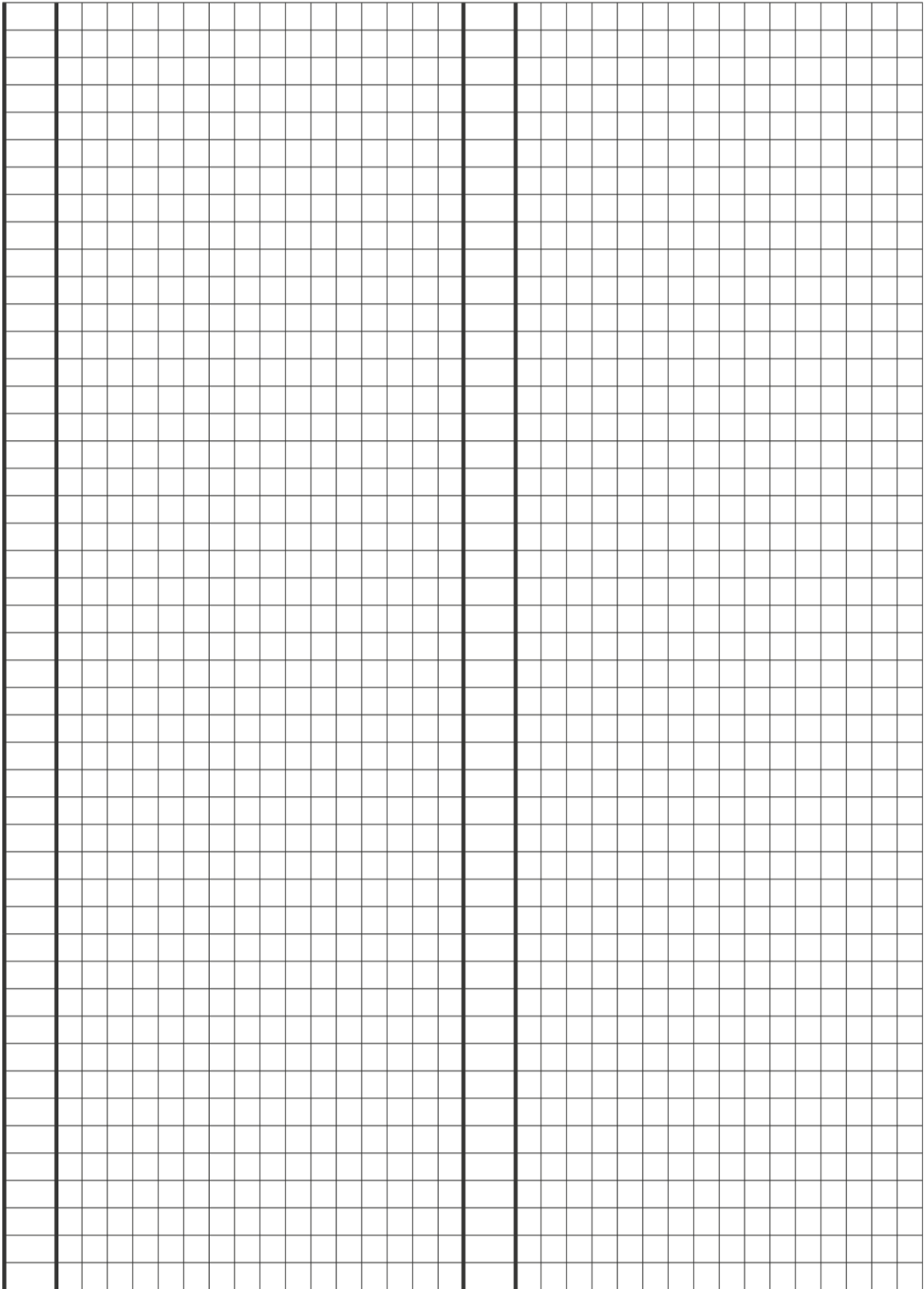


**Thursday Week 5 – 27/03/25 – PSHE**

*Use your PSHE KO on page 33 in your KO booklet*

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
•	
	5.
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•	
4. Self-Quiz	
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**Thursday Week 5 – Sparx Maths (independent learning)**







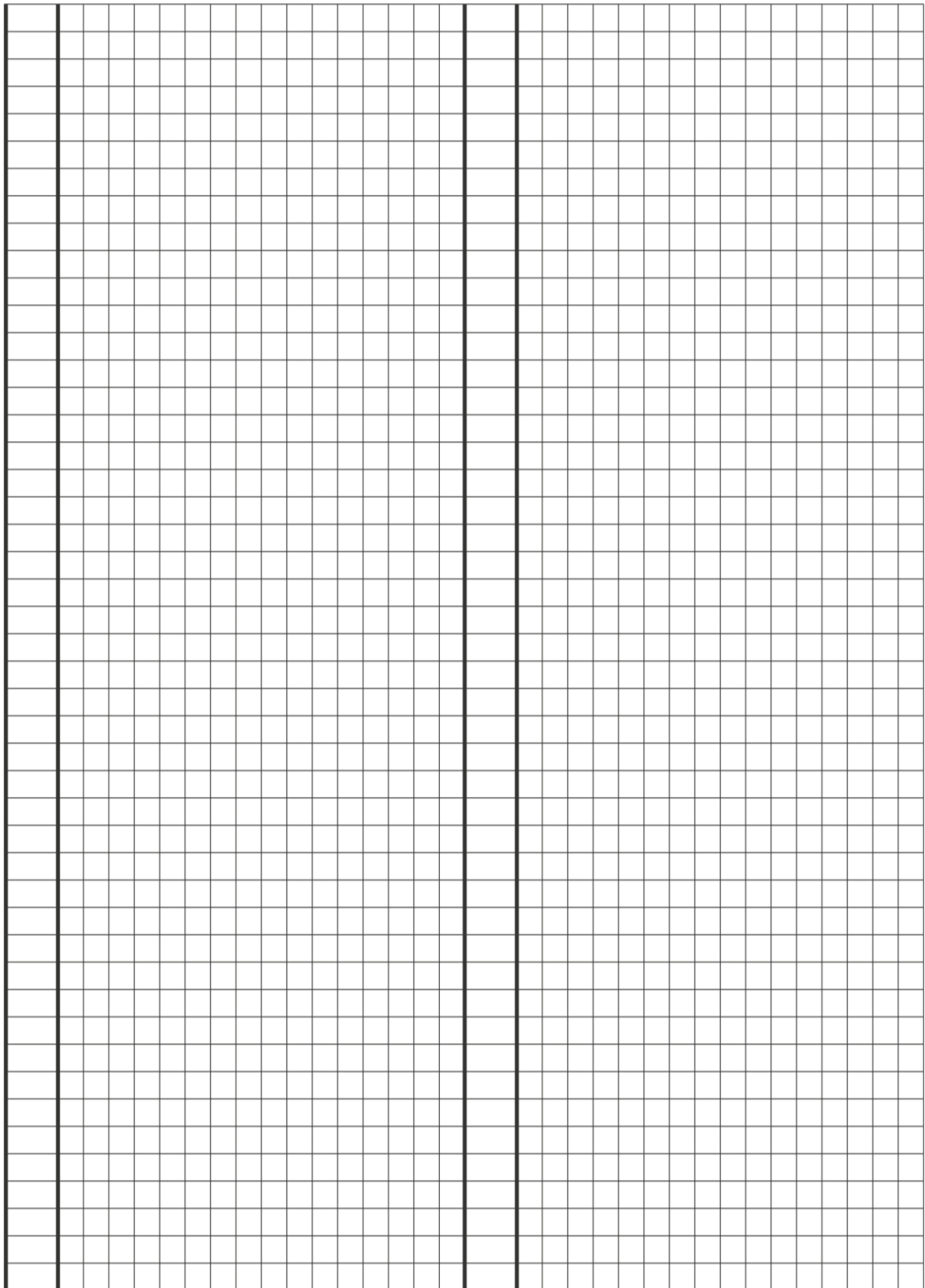


## Monday Week 6 – 31/03/25 - Science

*Use week 6 from your Biology, Chemistry or Physics KO in your KO booklet*

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
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# Monday Week 6 – Sparx Maths



## Tuesday Week 6 – 01/04/25 - Music

Music homework is set on Class Charts. Music homework is in 2 parts.

- Part 1 is teaching gadget.
- Part 2 is a forms quiz

Links to part 1 and part 2 are in the links section at the bottom of the Class Charts homework.

### Part 1 - Teaching Gadget

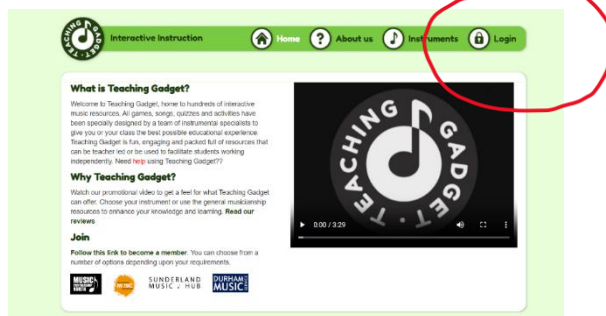
Log into Class Charts, find and select your music homework. Click the link at the bottom of the Class Charts homework to take you to the teaching gadget website. (you can do this on a computer, tablet or phone)

FAQ: "I can't log onto Class Charts, how can I get to teaching gadget?"

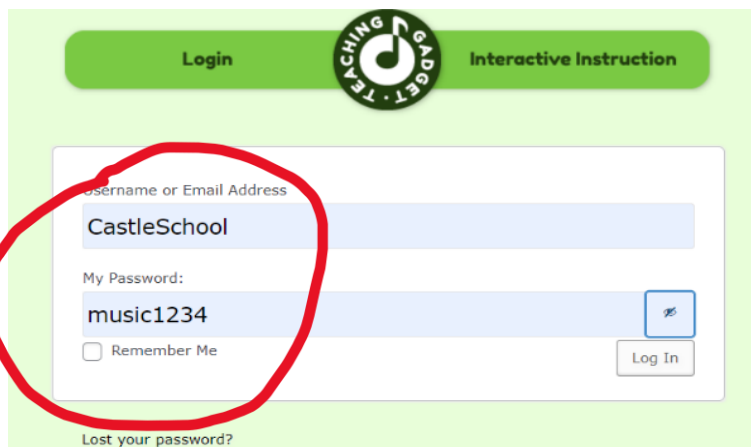
Answer: You can also go to [teachinggadget.com](http://teachinggadget.com) on a computer or scan this QR code on your phone or tablet



1) Click Log in



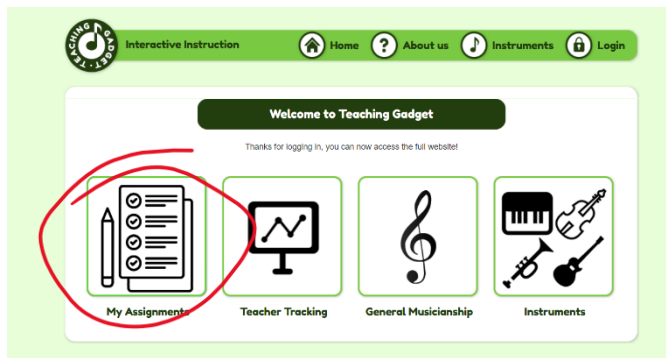
2) Type the username and password below



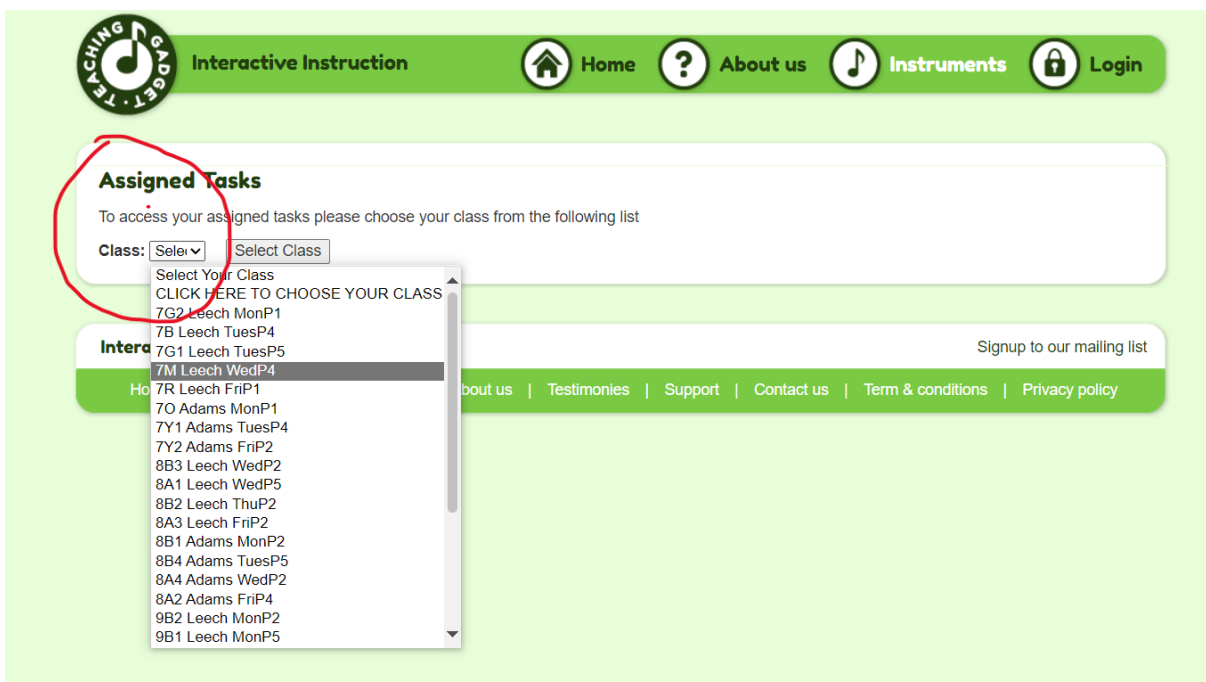
The login page features a green header with the 'Teaching Gadget' logo and the text 'Interactive Instruction'. Below the header is a white login form with the following elements:

- A 'Login' button in the top left of the header.
- A text input field for 'Username or Email Address' containing the text 'CastleSchool'.
- A text input field for 'My Password:' containing the text 'music1234'.
- A 'Remember Me' checkbox.
- A 'Log In' button.
- A link for 'Lost your password?' at the bottom left.

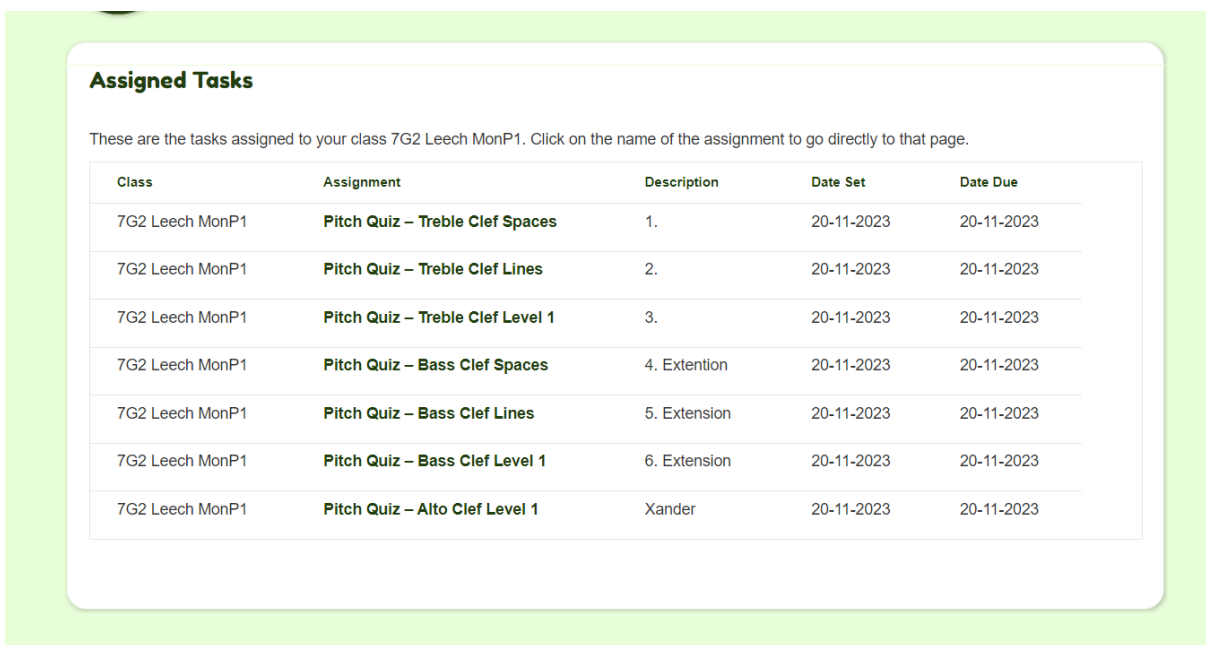
3) Click my assignments



4) Click the drop down box and select your class. Then click the box 'select class'



5) The next page will display the lessons or quizzes you will need to complete for homework. Below **is an example** of what you will see.



6) When you finish a quiz, if it asks you to submit a score, make sure that you enter your first name and last name **and select your class** e.g 7R1 MON P1 LEECH

The screenshot shows a quiz interface for 'RHYTHMS LISTENING LEVEL 1'. At the top, there is a navigation bar with 'Interactive Instruction', 'Home', 'About us', 'Instruments', and 'Login'. The quiz title is '20 Questions - Rhythms Listening (Level 1)'. On the right, the score is displayed as '3 OUT OF 20'. A modal window titled 'Submit Score' is open, containing a 'BACK' button, input fields for 'First Name' and 'Last Name', a dropdown menu for class selection (currently showing '7R1 MON P1 LEECH'), a field for 'The Castle School', and a 'Submit Score' button. A red circle highlights the 'First Name', 'Last Name', and class selection fields. The website logo and URL 'www.TEACHINGGADGET.COM' are visible at the bottom.

### Part 2 - Teams Form Quiz

Click on the 2nd link on Class Charts. This will take you to a forms quiz. Please answer the multiple-choice questions based on this half terms music lessons.



## Wednesday Week 6 – Reading Article

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

### Two Famous Friends

By Jean K. Potratz  
2016

*John Adams and Thomas Jefferson were the second and third Presidents of the United States of America, respectively. They were also among the Founding Fathers who helped draft the Declaration of Independence. But despite everything they had in common, they had several disagreements throughout their lives. As you read, take notes on the issues that Jefferson and Adams disagreed.*

Did you ever have an argument with a friend? Did you stop being friends? Forever? Or after a while were you friends again?

Two famous friends who had their ups and downs were John Adams and Thomas Jefferson. They met in 1775 when they both served in the First Continental Congress.[1] A strong bond grew between them as they worked on the Declaration of Independence. After the end of the Revolutionary War[2] they were both sent to France, to serve their country by making trade treaties.[3]



*"Adams, Jefferson, and the Second Continental Congress" by U.S. National Archives is in the public domain.*

When Adams was then sent to London, the two men wrote to each other. Jefferson's letters expressed his "sincere esteem[4] and respect" for Adams. When Jefferson visited the Adamses in London in 1786, Adams's wife, Abigail, wrote to her sister that Jefferson was "one of the choice[5] ones of the earth."

But in 1789 the two friends disagreed over the revolution in France. Jefferson supported it, but Adams was not so sure.

They also disagreed about the role of government in their own new nation. Adams, a Federalist, wanted a strong central government. Jefferson, a Republican, believed that states' rights were most important.

In the presidential election of 1796 Adams and Jefferson opposed each other. Adams won. Jefferson became vice president. But Jefferson wanted Adams to know that he didn't mind placing second in the election, and he told him, "I have no ambition[6] to govern men."

Only two years later, however, their friendship was strained when Adams imprisoned editors and publishers who spoke out against the government. Citizens' First Amendment rights[7] were being violated, Jefferson stated. He called Adams a traitor to the Revolution.



## Adams, Jefferson, and the Second Continental Congress

Jefferson defeated Adams in the next election. Jefferson told Dr. Benjamin Rush, a friend of both Jefferson and Adams, about a conversation he had had with Adams before the result of the election was known.

Adams had said, "Well, I understand that you are to beat me in this contest, and I will only say that I will be as faithful a subject[8] as any you will have."

Jefferson had replied, "Mr. Adams, this is no personal contest between you and me. Two systems of government divide our fellow citizens into two parties. With one of these you concur,[9] and I with the other." And Adams had agreed.

It seemed that the two men had put away hostilities.[10] But before Jefferson took office, Adams quickly used a new law to appoint several judges. Then, hurt by his defeat in the election, he went home to Massachusetts, missing Jefferson's inauguration.[11]

Immediately President Jefferson pardoned[12] everyone jailed by Adams. And since he felt that Adams's appointment of judges was a personal attack, Jefferson had the new law repealed.[13] This meant that Adams's son, John Quincy Adams, lost his post. Both Adams and his wife Abigail blamed Jefferson.

Jefferson and Adams wrote several more letters, but they were filled with hurt. To halt more harsh words, they stopped writing.

Dr. Rush called the rift[14] between Jefferson and Adams "a national misfortune." After all, the two men were symbols of American independence.

Then in October 1809 Dr. Rush claimed to have had a dream: Jefferson and Adams would renew their friendship, and be "sunk into the grave nearly at the same time." He encouraged both men to begin writing to each other again. Finally, on New Year's Day in 1812, Adams wrote a note to Jefferson and sent him two volumes published by his son. Jefferson responded in a letter dated January 21.

From then on, for fourteen years, the two old friends wrote back and forth, discussing natural science, history, architecture, religion, art, and agriculture.

As Dr. Rush said he had dreamed, Jefferson and Adams died within hours of each other. That was on July 4, 1826, fifty years to the day after approval of the Declaration of Independence.

Upon renewing their friendship, Jefferson had written to Adams, "We were fellow laborers in the same cause... Still we did not expect to be without rubs and difficulties; and we had them."

Many friends have problems. But theirs were surely greater than ours. For when Jefferson and Adams did not agree, the whole country lined up behind the one or the other. Even so, their respect for each other brought them back together.

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**Thursday Week 6 – 03/04/25 - DT**

Use the video 'Thermochromic & Photochromic Plastics' on YouTube - <https://www.youtube.com/watch?v=SZ78qNpq3mA> and read through pages 6 and 7

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

**Thursday Week 6 – Sparx Maths (independent learning)**

