



Homework Booklet

Year 7

Summer Half Term 1

'Practice of what is taught'

Name:

Tutor:

House:

Homework Timetable

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

Week Commencing	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 21.4.25	Easter Monday	Science Sparx Maths	MFL Reading article: <i>The Golden Age of Athens</i>	Religion and World Views PSHE	History Sparx Reader
Week 2 28.4.25	Science Sparx Maths	Computing Sparx Reader	MFL Reading article: <i>The Ant and the Dove</i>	DT Sparx Maths	Geography Sparx Reader
Week 3 05.05.25	Bank Holiday	Science Sparx Maths	MFL Reading Article: <i>Part 1 - Malala Yousafzai's Address to the United Nations, July 2013</i>	Religion and World Views Food	History Sparx Reader
Week 4 12.05.25	Science Sparx Maths	Music Sparx Reader	MFL Reading article: <i>Part 2 - Malala Yousafzai's Address to the United Nations, July 2013</i>	DT Sparx Maths	Geography Sparx Reader
Week 5 19.05.25	Science Sparx Maths	Religion and World Views Sparx Reader	MFL Reading article: <i>A Lifeline for Lions</i>	Art Sparx Maths	History Sparx Reader

Log Ins:

School email address:

School username:

ClassCharts username:

Sparx username:

Sentence Builders username:

Quizlet username:

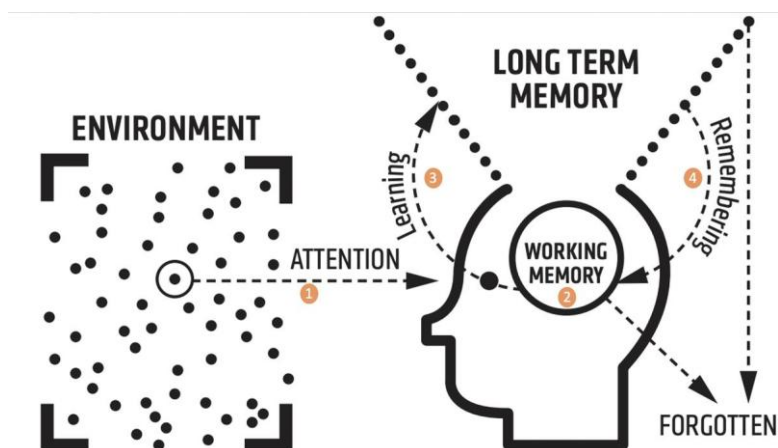
Duolingo username:

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?

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
<ul style="list-style-type: none"> • 2. Summary • • 	5.
4. Self-Quiz	
1.	
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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.

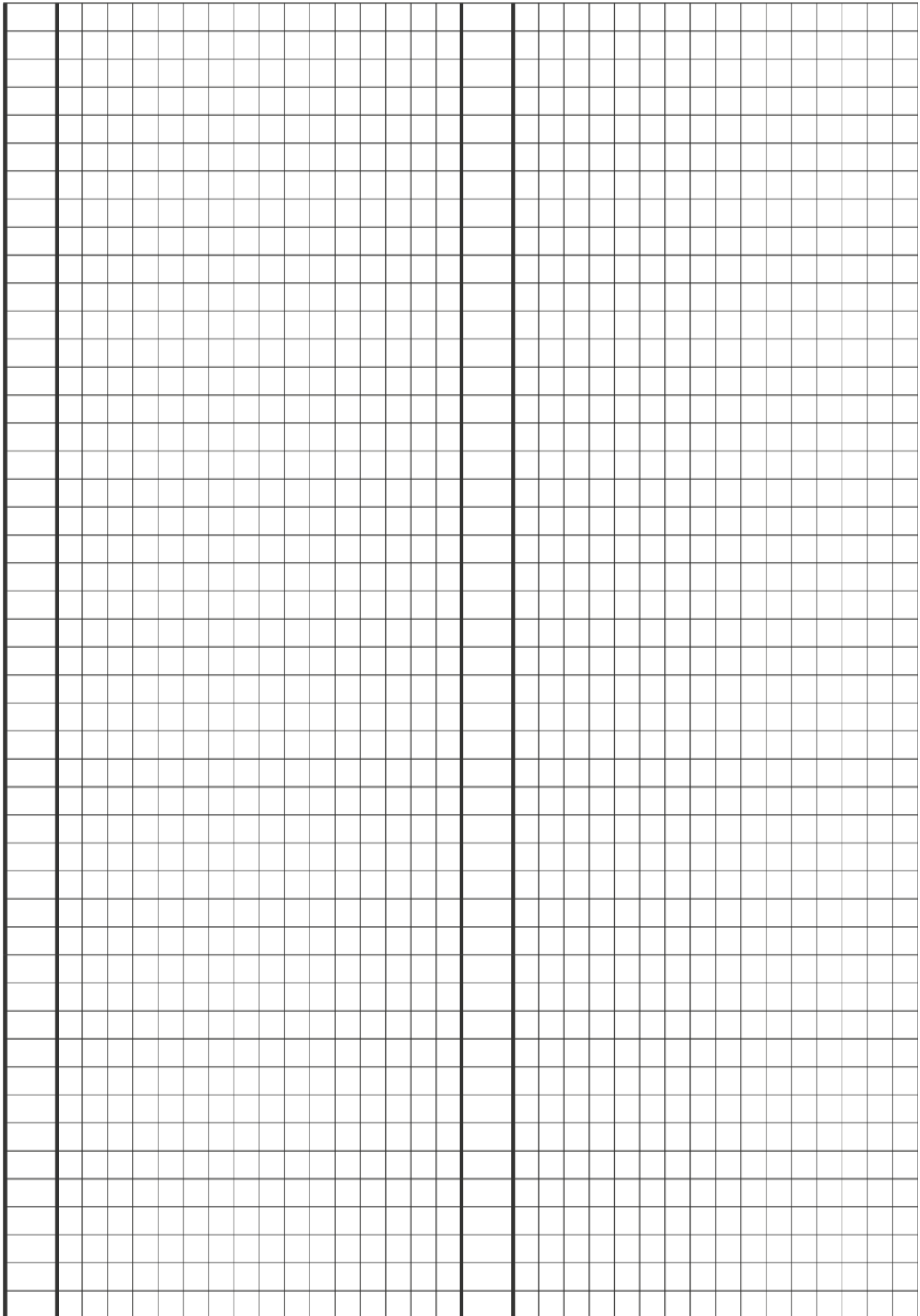


Tuesday Week 1 – 22/04/25 – Science

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

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



Wednesday Week 1 – 23/04/25 – MFL

Use your French, German, Spanish or Mandarin KO and the space below to help you complete the task set by your teacher on ClassCharts.

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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 Golden Age of Athens

By Collomia Charles
2014

The Golden Age of Athens, also known as the Age of Pericles, began in 478 BCE when the Athenians defeated the invading Persians. A golden age is marked by political, economic, and cultural growth. In this text, Collomia Charles discusses the Athenian government during the Golden Age of Athens. As you read, take notes on how the Athenians structured their democratic society.

- [1] The year was 430 BCE, and Pericles stood ready to deliver the funeral oration honoring those who had died in the first year of the Peloponnesian War. It was an Athenian practice to honor war dead every year, and, as custom dictated, the Athenians chose a leading citizen to deliver the speech. According to the historian Thucydides, who may have been present at the event, Pericles had as much to say about the greatness of Athens as he did about the heroism of its soldiers:

We do not use a constitution that copies the laws of our neighbors, but we are a pattern for certain people rather than imitating others... We alone do not think that a man who avoids public affairs is minding his own business; instead, we call him useless... In short, I say that this entire city is the school of Hellas.¹



"Parthenon from west" by Mountain is in the public domain.

Rise of Hoi Polloi

To understand how Athens became the "school of Hellas" we must look back 50 years, to 480 BCE. It was in that year that the Greeks fought the invading Persians at Salamis and won a great naval victory. The Athenians had made the decision earlier to desert Athens and put their trust in the "wooden walls" of their ships. Their navy consisted of triremes, vessels that had three banks of oars and required a highly skilled crew. Unlike the cavalry or the infantry, where you had to be wealthy enough to pay for your own equipment, just about anyone could join the crew of a trireme. So, it can be said that for the first time in Greek history, hoi polloi ("the majority [of the people]") were important.

After the Athenian victory, the Spartans retreated into self-imposed isolation in their city-state to the south. The Athenians, meanwhile, formed a loose coalition called the Delian League. The Athenians also collected funds from the city-states that joined the league. The organization's stated purpose was to finance a naval force capable of repelling Persian advances in the future. But plans changed, and the Athenians used the money to pay for the rebuilding of their Acropolis.² Among the structures involved in this project were the Parthenon, the Propylaea, and a huge gold-and-ivory statue of the goddess Athena Nike. Today, many of these structures still stand on the Acropolis — eternal symbols of the “glory that was Greece.”

'Radical Democracy'

Around 462 BCE, a radical member of the democratic party, an Athenian named Ephialtes, succeeded in splitting the council of former leaders and dividing their authority among the boule (Council), the ecclesia (Assembly of the People), and the courts. This was the beginning of what modern scholars call a “radical democracy,” because most offices and positions were filled by drawing lots, rather than by representative election. In theory, this meant that all Athenian citizens could have a direct voice in the day-to-day running of the government.

The Boule

This council had been established by Cleisthenes in 507 BCE. It consisted of 500 men chosen by lot — a total of 50 from each of the 10 demes (districts). Anyone who wished to serve in the boule had to be 31 or older. Originally, a member had to own a certain amount of property, but, by the time Pericles took office in Athens, that requirement had been abolished³ — possibly by Pericles himself. Pericles may also have established a daily wage for those serving on the boule.

- [10] The term of office was a year, and an Athenian citizen could only be a member twice in his lifetime. The boule met every day, so it would have been a time-consuming responsibility. Members drafted proposals, decrees, and laws, which were then sent to the ecclesia for approval. Boule members also investigated and supervised the magistrates⁴ and other officers.

The Ecclesia

The boule brought proposals before the citizen assembly. The members met at the Pnyx, a hill in central Athens that could accommodate around 6,000 people, as certain decisions required a vote by at least that number. Membership was open to every citizen who had served in the military for at least two years. In the age of Pericles, there were probably between 40,000 and 60,000 citizens who were, by default, members of the ecclesia. Surviving accounts show that it was sometimes difficult to reach even the minimum attendance number. The ecclesia was directly responsible for many important decisions. Among these were the election of Athenians to the board of 10 generals, ratification⁵ of laws, and even the declaration of war.

Power to the People

Democratic politicians, including Ephialtes and Pericles, introduced reforms that were intended to encourage broad, popular participation in the daily affairs of the government. For example, paying members of the boule ensured that citizens who could not afford to lose a day's wages could now serve. Pericles did propose the law that restricted Athenian citizenship to men whose mother and father were both Athenian citizens. The intent most likely was to weaken the network of connections between aristocratic members of city-states throughout Greece. Pericles' goal was to make Athenian citizenship more important than old family ties.

Contemporary critics of Pericles argued that he gave the people too much power. These critics thought that most people did not have the education, the free time, or the insight to govern responsibly. Both the historian Thucydides and the comic poet Aristophanes complained that the ecclesia was fickle and foolish. According to them, when a thoughtful and brilliant strategist such as Pericles steered the will of the people, the city-state ran smoothly. After Pericles died, they saw that the ecclesia was at the mercy of any persuasive speaker.

"The Golden Age of Athens" from Dig by Collomia Charles. Copyright © 2014 by Carus Publishing Company. Reproduced by permission.

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





Thursday Week 1 – 24/04/25 – Religion and World Views

Use week 1 from your Religion and World Views KO on page 28 in your KO booklet

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

Use your PSHE KO on page 27 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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Friday Week 1 – 25/04/25 - History

Use week 1 from your History KO on page 9 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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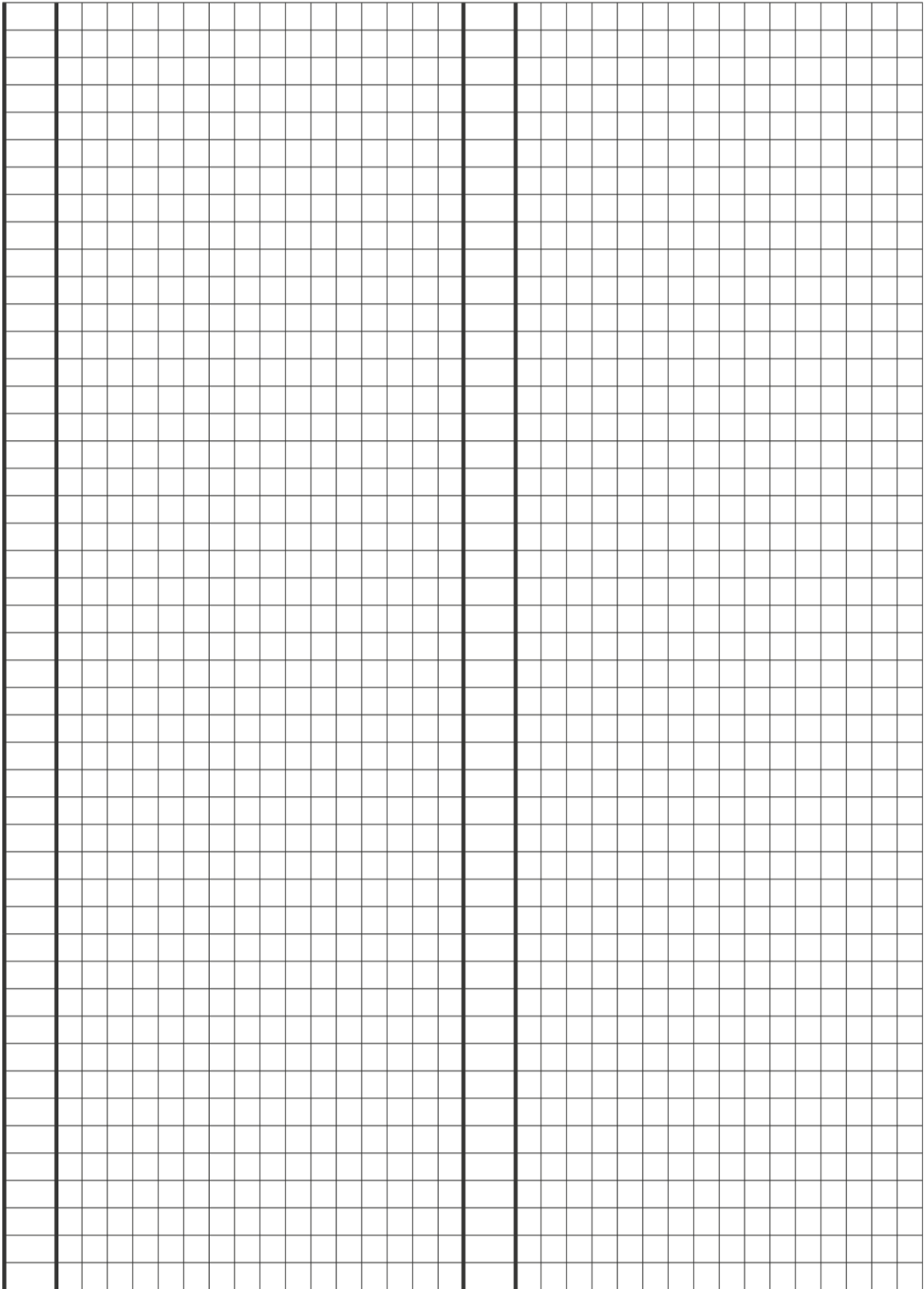


Monday Week 2 – 28/04/25 - Science

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 – 29/05/25 – Computing

Use your computing KO on page 4 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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Wednesday Week 2 – 30/04/25 - MFL

Use your French, German, Spanish or Mandarin KO and the space below to help you complete the task set by your teacher on ClassCharts.

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Wednesday Week 2 – Reading Article

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

The Ant and the Dove

By Aesop
620-560 BCE

Aesop was a storyteller who lived in ancient Greece between 620 and 560 BCE. This story is part of his collection of tales known as "Aesop's Fables," which did not survive in writing but were passed down by people retelling them. They have deeply influenced children's literature and modern storytelling culture. As you read, take notes on the relationship between the Dove and the Ant.

[1] An Ant went to the bank of a river to quench¹ its thirst, and being carried away by the rush of the stream, was on the point of drowning.

A Dove sitting on a tree overhanging the water plucked a leaf and let it fall into the stream close to her.

The Ant climbed onto it and floated in safety to the bank. Shortly afterwards a birdcatcher came and stood under the tree, and laid his lime-twigs² for the Dove, which sat in the branches.



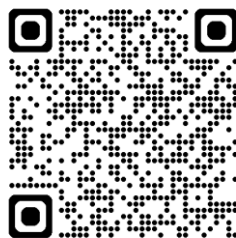
"Ant" by Dino Quinzani is licensed under CC BY-SA 2.0.

The Ant, perceiving³ his design,⁴ stung him in the foot.

[5] In pain the birdcatcher threw down the twigs, and the noise made the Dove take wing.

"The Ant and the Dove" by Aesop is in the public domain.

Use this QR code to listen to a teacher reading the article:



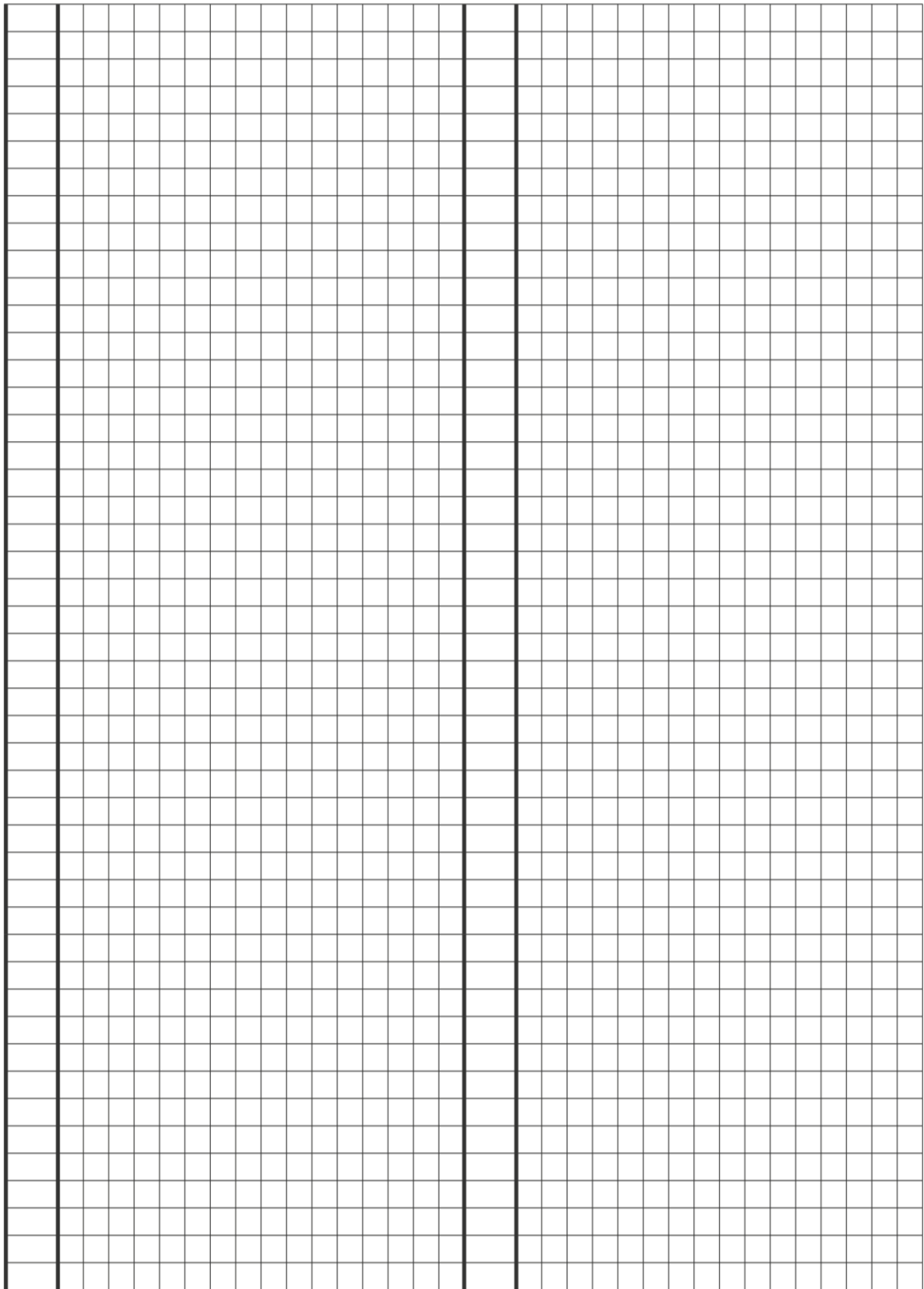


Thursday Week 2 – 01/05/25 - DT

Use week 2 from your DT KO on page 5 in your KO booklet

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





Friday Week 2 – 02/05/25 - Geography

Use week 2 from your Geography KO on page 9 in your KO booklet.

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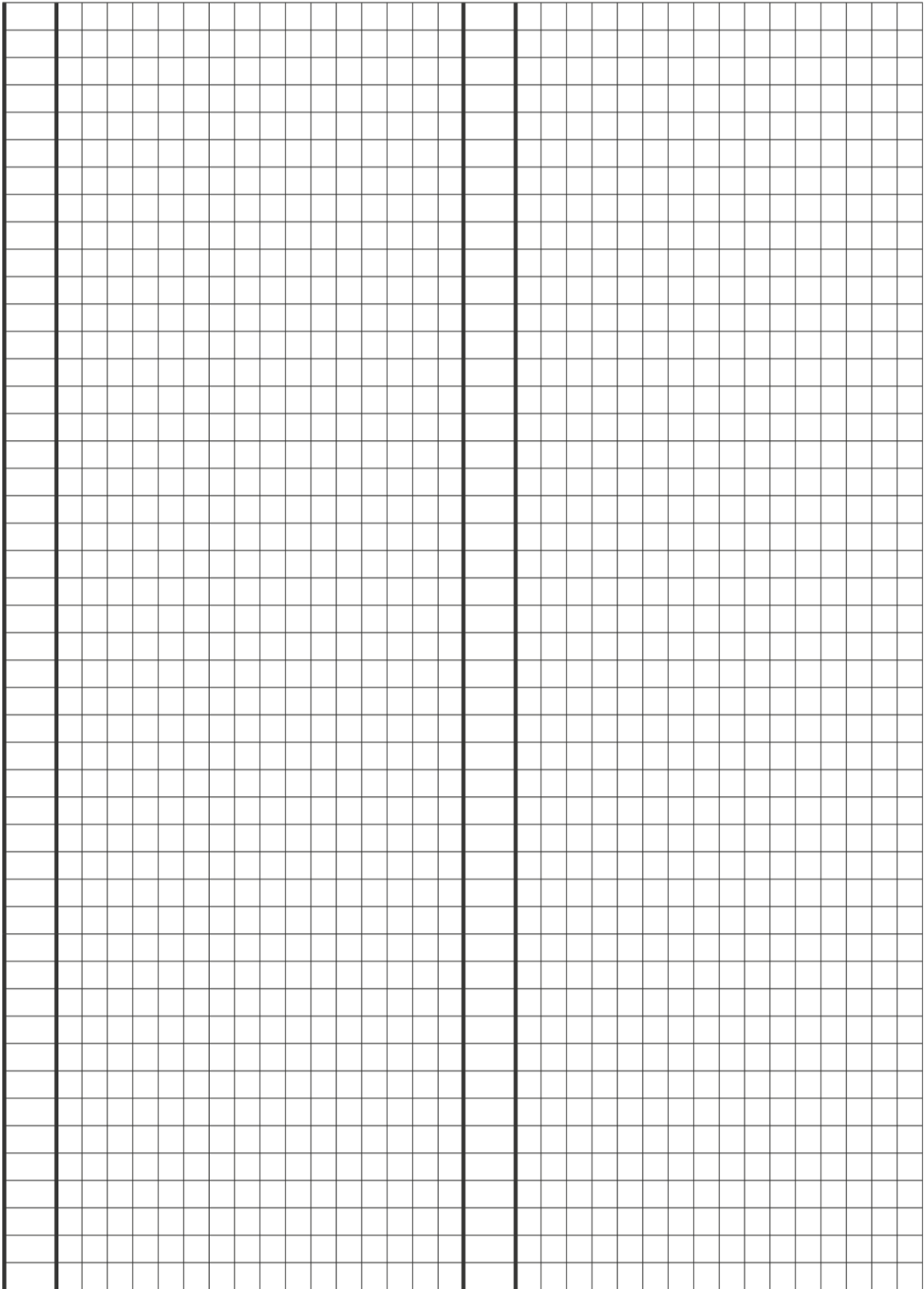


Tuesday Week 3 – 06/05/25 – Science

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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3.	
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Tuesday Week 3 – Sparx Maths



Wednesday Week 3 – 07/05/25 - MFL

Use your French, German, Spanish or Mandarin KO and the space below to help you complete the task set by your teacher on ClassCharts.

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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.

Malala Yousafzai's Address to the United Nations, July 2013

By Malala Yousafzai
2013

Malala Yousafzai is a Pakistani activist for female education and the youngest-ever Nobel Prize laureate. She is known mainly for human rights advocacy and she focuses on women's issues and access to education. Across the globe, millions of girls are excluded from school and educational opportunities because of their gender. Her activism began at age 11. When she was 14, she was singled out and shot by members of the Taliban, an Islamic extremist group, who despised her for promoting equal educational access for women. After recovering, she continued her activism. She was invited to speak at the United Nations in 2013 on her 16th birthday, which they proclaimed as Malala Day. As you read, take notes on what Yousafzai believes about humanity and the change that needs to happen to bring equal rights to women.

In the name of God, The Most Beneficent, The Most Merciful.

Honorable UN Secretary General Mr. Ban Ki-moon,

Respected President General Assembly Vuk Jeremic

Honorable UN Envoy for Global Education Mr. Gordon Brown,

Respected elders and my dear brothers and sisters;

- [1] Today, it is an honor for me to be speaking again after a long time. Being here with such honorable people is a great moment in my life.

I don't know where to begin my speech. I don't know what people would be expecting me to say. But first of all, thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and a new life. I cannot believe how much love people have shown me. I have received thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me.



"Malala Yousafzai at Girl Summit 2014" by Russell Watkins (Department for International Development) is licensed under CC BY 2.0

I would like to thank my nurses, doctors and all of the staff of the hospitals in Pakistan and the UK¹ and the UAE² government who have helped me get better and recover my strength. I fully support Mr. Ban Ki-moon the Secretary-General in his Global Education First Initiative and the work of the UN Special Envoy Mr. Gordon Brown. And I thank them both for the leadership they continue to give. They continue to inspire all of us to action.

Dear brothers and sisters, do remember one thing. Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights. There are hundreds of human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them.

[5] So here I stand.... one girl among many.

I speak – not for myself, but for all girls and boys.

I raise up my voice – not so that I can shout, but so that those without a voice can be heard.

Those who have fought for their rights:

Their right to live in peace.

[10] Their right to be treated with dignity.³

Their right to equality of opportunity.

Their right to be educated.

Dear Friends, on the 9th of October 2012, the Taliban⁴ shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence came, thousands of voices. The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorists group. I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists especially the Taliban.

Use this QR code to access the YouTube video of Malala's Speech:





Thursday Week 3 – 08/05/25 – Religion and World Views

Use week 3 from your Religion and World Views KO on page 28

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 3 – Food

Use your Food KO on page 7 in your KO booklet

1. Notes	3. Cue Column (Questions)
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	2.
	3.
	4.
2. Summary	
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4. Self-Quiz	
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Friday Week 3 – 09/05/25 - History

Use week 3 from your History KO on page 10 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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1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

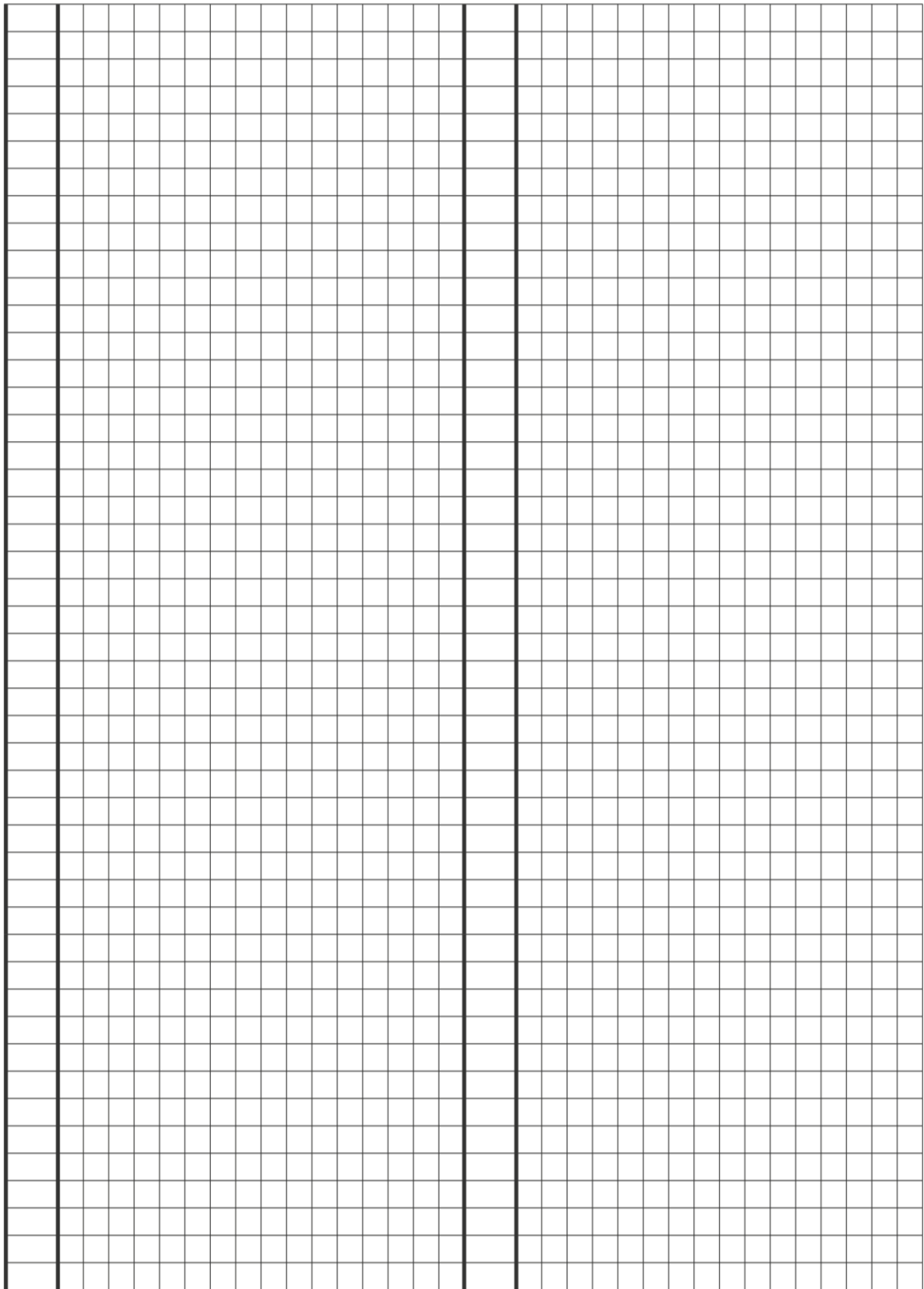
4. Self-quiz and mark.

Monday Week 4 – 12/05/25 - 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



Tuesday Week 4 – 13/05/25 - Music

Your 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

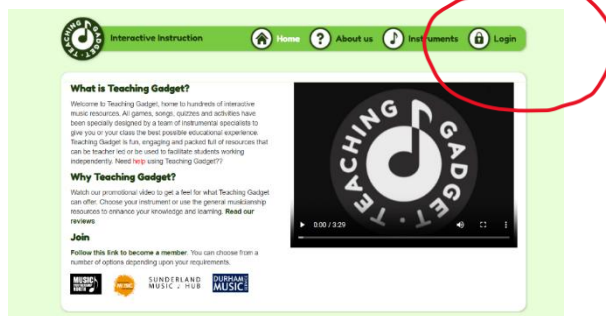
Log into Class Charts, find and select your music homework. Click the link at the bottom of the Class Charts homework to take you to the teaching gadget website. (you can do this on a computer, tablet or phone)

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

Answer: You can also go to teachinggadget.com on a computer or scan this QR code on your phone or tablet



1) Click Log in



2) Type the username and password below

Username or Email Address
CastleSchool

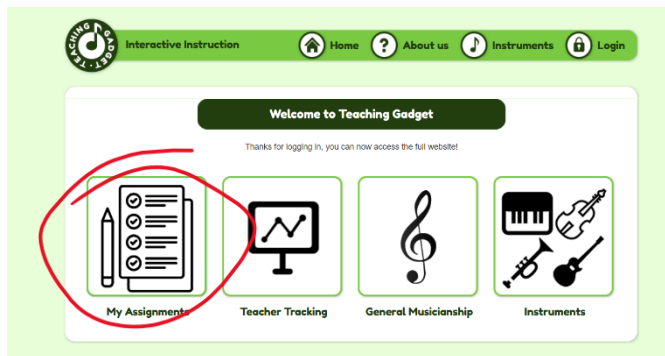
My Password:
music1234

Remember Me

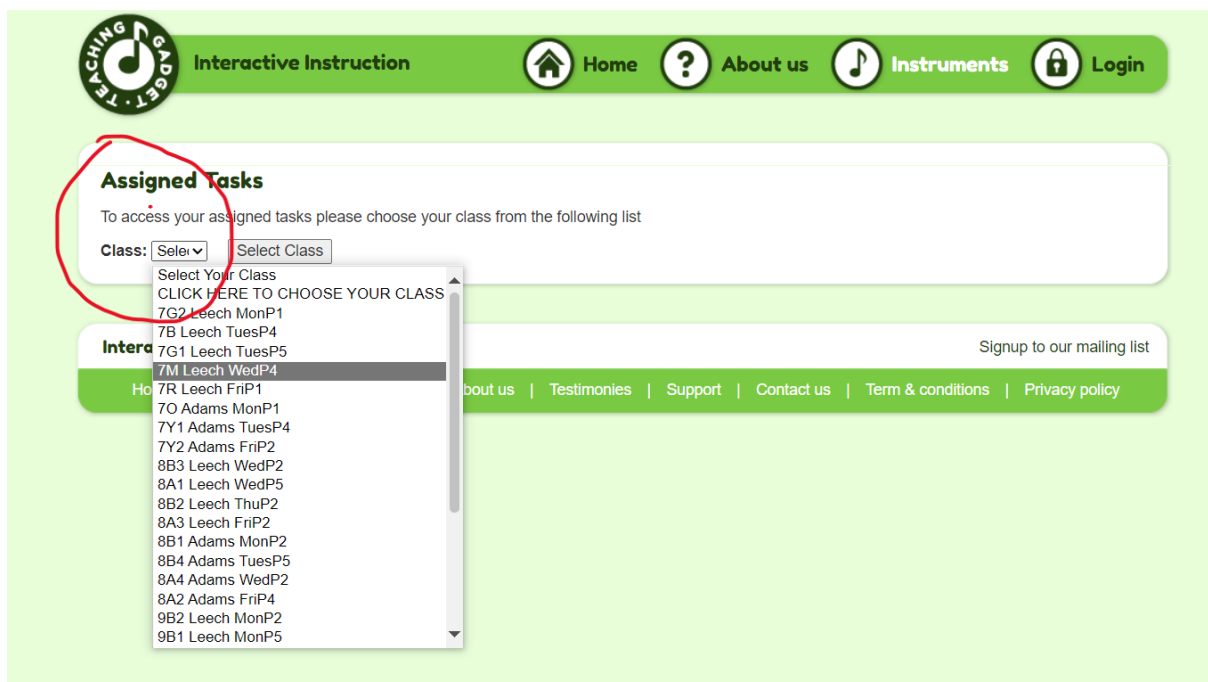
Log In

Lost your password?

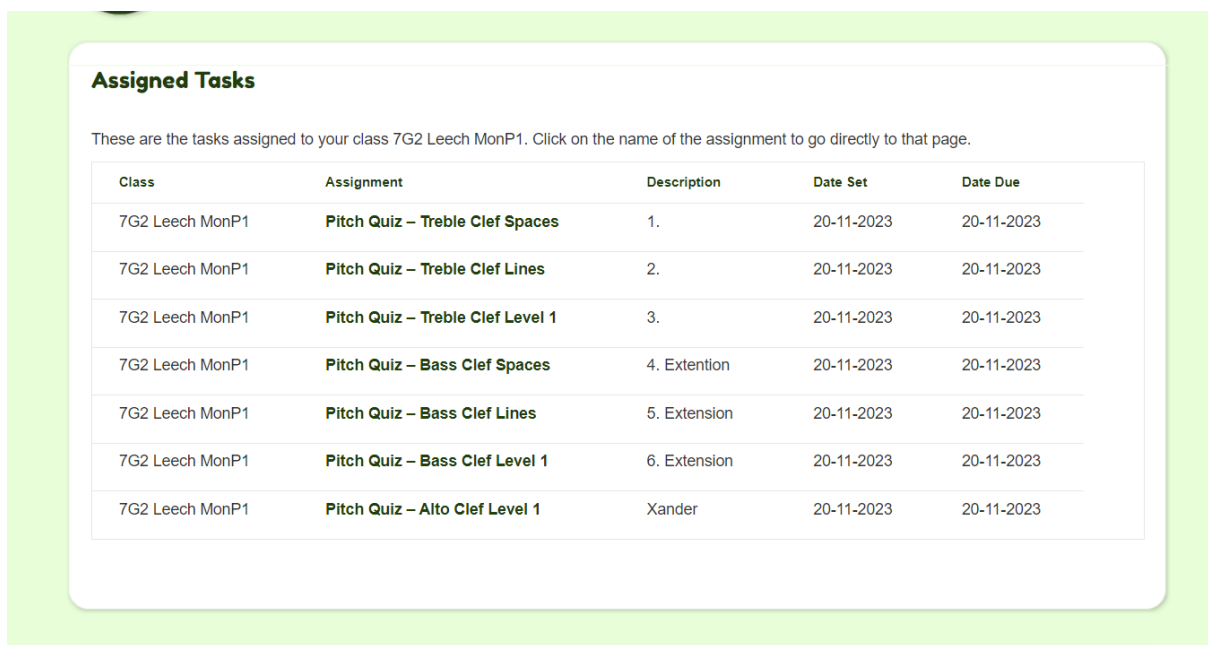
3) Click my assignments



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'. A modal window titled 'Submit Score' is open, containing the following fields: 'First Name', 'Last Name', a dropdown menu with '7R1 MON P1 LEECH' selected, 'The Castle School', and a 'Submit Score' button. A red circle highlights the 'First Name', 'Last Name', and class dropdown fields. In the background, a score of '3' is shown 'OUT OF 20'. Navigation icons for 'Home', 'About us', 'Instruments', and 'Login' are visible at the top. A 'BACK' button is on the left, and a QR code is in the bottom left corner. The website URL 'www.TEACHINGGADGET.COM' is in the bottom right corner.

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 4 – 14/05/25 - MFL

Use your French, German, Spanish or Mandarin KO and the space below to help you complete the task set by your teacher on ClassCharts.

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Wednesday Week 4 – Reading Article

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

Part 2 - Malala Yousafzai's Address to the United Nations, July 2013

[15] I do not even hate the Talib⁵ who shot me. Even if there is a gun in my hand and he stands in front of me. I would not shoot him. This is the compassion that I have learnt from Muhammad-the prophet of mercy, Jesus Christ and Lord Buddha. This is the legacy of change that I have inherited from Martin Luther King,⁶ Nelson Mandela⁷ and Muhammad Ali Jinnah.⁸ This is the philosophy of non-violence that I have learnt from Gandhi Jee,⁹ Bacha Khan¹⁰ and Mother Teresa.¹¹ And this is the forgiveness that I have learnt from my mother and father. This is what my soul is telling me, be peaceful and love everyone.

Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns.

The wise saying, "The pen is mightier than sword" was true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. And that is why they killed 14 innocent medical students in the recent attack in Quetta.¹² And that is why they killed many female teachers and polio workers in Khyber Pukhtoon Khwa¹³ and FATA.¹⁴ That is why they are blasting schools every day. Because they were and they are afraid of change, afraid of the equality that we will bring into our society.

I remember that there was a boy in our school who was asked by a journalist, "Why are the Taliban against education?" He answered very simply. By pointing to his book he said, "A Talib doesn't know what is written inside this book." They think that God is a tiny, little conservative¹⁵ being who would send girls to the hell just because of going to school. The terrorists are misusing the name of Islam and Pashtun¹⁶ society for their own personal benefits. Pakistan is peace-loving democratic country. Pashtuns want education for their daughters and sons. And Islam is a religion of peace, humanity and brotherhood. Islam says that it is not only each child's right to get education, rather it is their duty and responsibility.

Honorable Secretary General, peace is necessary for education. In many parts of the world especially Pakistan and Afghanistan; terrorism, wars and conflicts stop children to go to their schools. We are really tired of these wars. Women and children are suffering in many parts of the world in many ways. In India, innocent and poor children are victims of child labor. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by the hurdles of extremism for decades. Young girls have to do domestic child labor and are forced to get married at early age. Poverty, ignorance, injustice, racism and the deprivation¹⁷ of basic rights are the main problems faced by both men and women.

[20] Dear fellows, today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights rather I am focusing on women to be independent to fight for themselves.

Dear sisters and brothers, now it's time to speak up.

So today, we call upon the world leaders to change their strategic policies in favor of peace and prosperity.¹⁸

We call upon the world leaders that all the peace deals must protect women and children's rights. A deal that goes against the dignity of women and their rights is unacceptable.

We call upon all governments to ensure free compulsory¹⁹ education for every child all over the world.

[25] We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm.

We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.

We call upon all communities to be tolerant – to reject prejudice based on cast, creed, sect, religion or gender. To ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back.

We call upon our sisters around the world to be brave – to embrace the strength within themselves and realize their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world.

[30] Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

One child, one teacher, one pen and one book can change the world.

Education is the only solution. Education First.

"Malala Yousafzai's Address to the United Nations, July 2013" by Malala Yousafzai (2013) is in the public domain.

Use this QR code to access the YouTube video of Malala's Speech:



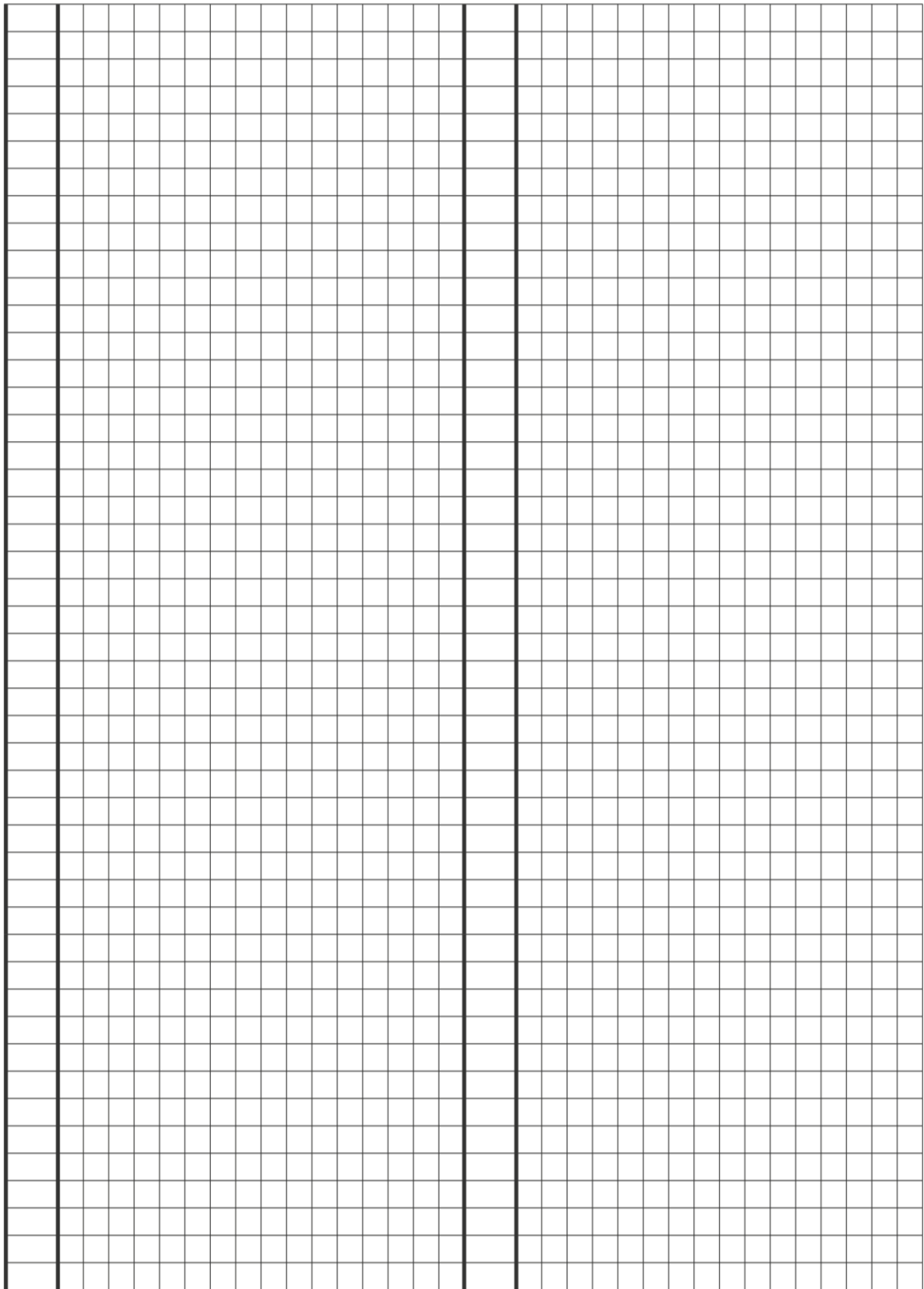


Thursday Week 4 – 15/05/25 - DT

Use week 4 from your DT KO on page 6 in your KO booklet

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

Thursday Week 4 – Sparx Maths (independent learning)





Friday Week 4 – 16/05/25 - Geography

Use week 4 from your Geography KO on page 9 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.	

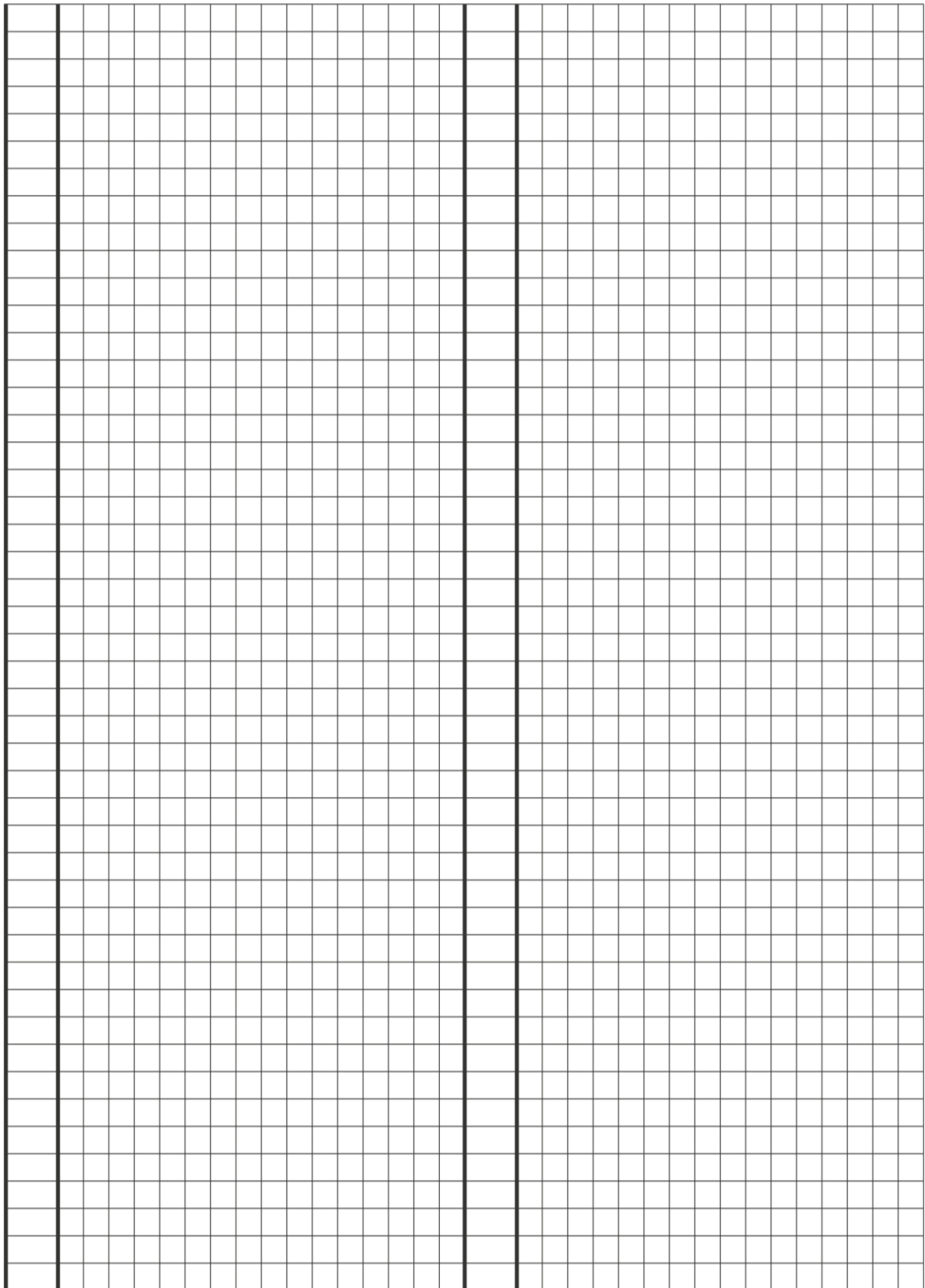


Monday Week 5 – 19/05/25 - Science

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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Monday Week 5 – Sparx Maths





Tuesday Week 5 – 20/05/25 – Religion and Worldviews

Use week 5 from your Religion and World Views KO on page 29

1. Notes	3. Cue Column (Questions)
	1.
	2.
	3.
	4.
2. Summary	
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	5.
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4. Self-Quiz	
1.	
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Wednesday Week 5 – 21/05/25 - MFL

Use your French, German, Spanish or Mandarin KO and the space below to help you complete the task set by your teacher on ClassCharts.

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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.

A Lifeline for Lions

By Pamela S. Turner
2016

In 1994, a concerning number of lions began to die in a wildlife park in Africa, known as the Serengeti. In this informational text, Pamela S. Turner discusses the cause of the lions' deaths and how people responded to the situation. As you read, take notes on the actions that were taken to end the rise in lion deaths across the Serengeti.

- [1] All over the Serengeti, the lions were in trouble.

Tourists in a hot-air balloon were the first to notice. As the tourists were flying low over the savannah,¹ they spotted a big cat lying on the ground. This lion wasn't lazing around, as lions do when they are not hunting. It was shaking and shivering.

The tourists called the park veterinarian, Dr. Melody Roelke. She watched the lion, but didn't know what was wrong.

The Serengeti is a large wildlife park in Tanzania where no hunting is allowed. The Serengeti might seem like a safe place, but wild animals face dangers other than guns. In this case, the danger was disease.

- [5] Lions began to die all over the park. "After ten days, it was clear something extraordinary² was going on," says Dr. Craig Packer, a biologist at the University of Minnesota. He has studied lions for 25 years. "We had no idea what it was, and we were afraid we might never know."



"Lions like this one were threatened by a disease called distemper." by Craig Packer is used with permission.

Usually, veterinary science focuses on the kinds of animals that are most important to people—pets and livestock.³ Wildlife diseases are not well understood. Dr. Packer and Dr. Roelke sent blood and tissue samples from dead lions to experts in different countries. One expert was able to solve the mystery. The lions were dying of distemper, a disease commonly found in pet dogs.

Small but Deadly

Distemper is caused by a virus. (Viruses cause many diseases, including measles, polio, and the common cold.) Sometimes an animal's body can fight off the distemper virus.

But if it can't, the virus invades the animal's nervous system.⁴ Distemper can cause fever, shaking, and finally death.

In 1994, just before the distemper outbreak, there were an estimated three thousand lions in the Serengeti. "Over ninety percent of the Serengeti's lions were infected," says Dr. Packer. "About one thousand lions died." Many other animals also died — leopards, hyenas, wild dogs, and bat-eared foxes.

- [10] How could a wild lion or leopard catch a disease from a pet? Serengeti National Park is huge — larger than the state of Connecticut — but there are farms and villages all around it. In those villages and on those farms are about thirty thousand dogs.

The disease is spread like a cold from dogs to wildlife. "We think hyenas are the key," says Dr. Packer. If a hyena looks for food in a village garbage dump, it may come into contact with an infected dog. Then the hyena may take distemper back into the park.

"Hyenas move over large distances and hang out around lions' kills," Dr. Packer says. From the hyenas, the distemper probably spread to lions and other animals.

Lion Lovers Respond

When people heard about the sick and dying lions, offers of help poured in from all over the world. Major funding came from the World Society for the Protection of Animals and several companies.

"We began vaccinating dogs around the Serengeti against distemper," says Dr. Packer. "That was the beginning of Project Lifelion." Why vaccinate dogs instead of the lions themselves? "It is a lot easier to catch and vaccinate thirty thousand dogs than three thousand lions," explains Dr. Packer. "Many lions are very shy, and live in remote⁵ areas. And vaccinating lions would do nothing for the other animals at risk — hyenas, leopards, wild dogs, and foxes."

Healthier Pets

- [15] Project Lifelion has been vaccinating dogs around the Serengeti since 1995. Before Project Lifelion, the Tanzanian Veterinary Service took care of cattle, goats, and sheep, but not pets. With funding from Project Lifelion, the veterinarians now offer free distemper shots for dogs. They also give rabies⁶ vaccinations. Although people can't catch distemper from dogs, they can get rabies.

"Local people are happy with the program," says Dr. Packer. "We're saying, 'If you have a dog, let's make it a healthy dog.' We tell them it is for the lions, and that is OK, too. They know lions bring tourists, and tourism brings jobs."

A Circle of Protection

Project Lifelion aims to encircle the Serengeti with a ring of vaccinated dogs. This should prevent any future distemper outbreaks. New dogs are born or move into the area every year, so Project Lifelion will need to continue as long as lions roam the Serengeti.

The lions are now doing well — very well. Only three years after the terrible distemper outbreak of 1994, the lion population had rebounded⁷ to three thousand. Today, there are about four thousand lions. "There seem to be more lions than ever," says Dr. Packer. "The Serengeti is still a rich and robust⁸ place."

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



Thursday Week 5 - 22/05/25 – Art

Choose one of the following cultural/historical topics (it can be a different one from the image that you have drawn the past two lessons) **Africa, Japan, Ancient Greece, Ancient Egypt, the Middle East** (you can focus on one country), **South America** (you can focus on one country) **OR China**.

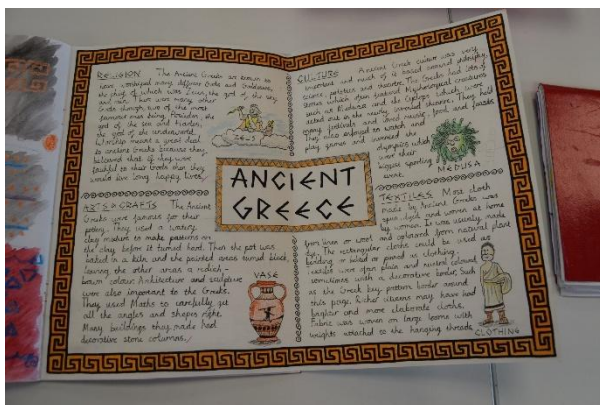
You then need to find out the following on your chosen country:

1. **Culture** – What sort of life do/did people live in this country? Was there an education system? Are there any traditions or ceremonies that are different from ours?
2. **Arts & Crafts** – Find some images of these, this can include; ceramics, sculpture, jewellery, metal work, drawings, paintings.
3. **Textiles** – Find some images of traditional fabrics and clothing from this country/period. Describe the patterns/colours and suggest how it may have been put on there.

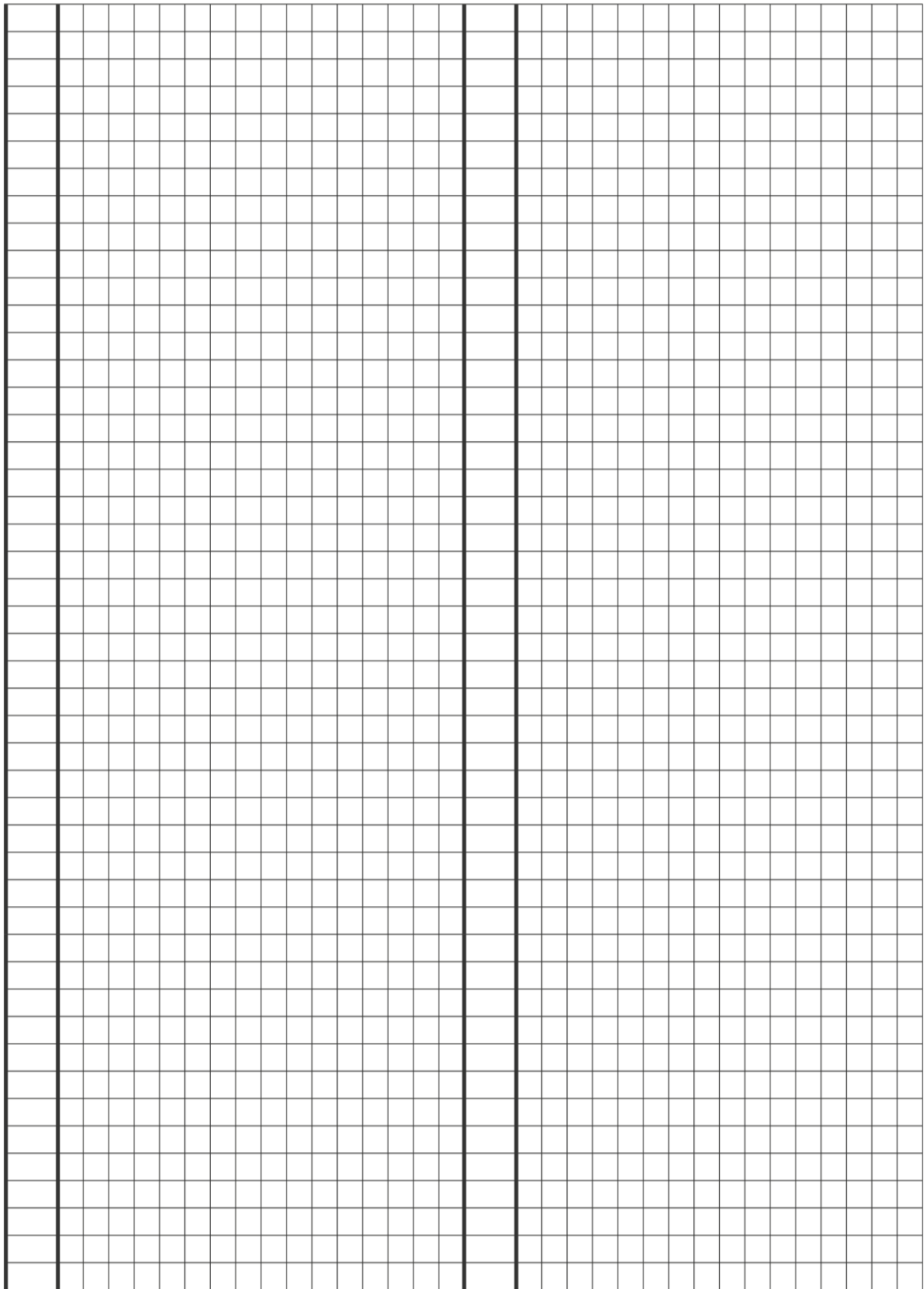
You then need to present this research **CREATIVELY** onto an A3 piece of paper OR complete it as 2 slides on a power point (your teacher can provide this for you). Include the following:

- A **title** of your chosen topic
- The **images** you have found
- The **information** you have found, written out or typed up
- A **border** – decorated with images/patterns/styles connecting to the topic you have chosen.

Here are a couple of student examples to inspire you:



Thursday Week 5 – Sparx Maths (independent learning)





Friday Week 5 – 23/05/25 - History

Use week 5 from your History KO on page 10 in your KO booklet

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