

## Class Five: Online Learning Overview

Week 7: Monday 1<sup>st</sup> June 2020



<p><u>English:</u></p> <p>The Highwayman</p>	<p><u>Maths:</u></p> <p>Short Division Introduction</p>	<p><u>Topic:</u></p> <p>Investigating St. Lucia</p>	<p><u>Spelling Shed Assignment</u></p> <p>Challenge Words from the Year Five List</p> <p><a href="https://play.edshed.com/">https://play.edshed.com/</a></p>
<p><u>English:</u></p> <p>Summarising the Poem</p>	<p><u>Maths:</u></p> <p>Division Problems</p>	<p><u>Topic:</u></p> <p>Where in the World is St. Lucia?</p>	<p><u>Maths Shed Assignment</u></p> <p>Division Facts from the 3, 6, and 9 x tables</p> <p><a href="https://play.edshed.com/">https://play.edshed.com/</a></p>
<p><u>English:</u></p> <p>Understanding the Poem</p>	<p><u>Maths:</u></p> <p>Dividing with Remainders</p>	<p><u>Topic:</u></p> <p>Map Reading: Symbols</p>	<p><u>Yumu Challenge:</u></p> <p><u>Lin' On A Prayer (1&amp;2)</u></p> <p>Log in to Yumu <a href="#">here</a></p>
<p><u>English:</u></p> <p>Improving Descriptive Writing</p>	<p><u>Maths:</u></p> <p>Division Problems with Remainders</p>	<p><u>Science:</u></p> <p>Freezing &amp; Melting</p>	<p><u>Challenge:</u></p> <p>The Wonderful World Wide Web</p>



### English: The Highwayman

Over the next few weeks, we are going to look at a poem called The Highwayman. It was written by Alfred Noyes, in the early 1900's, and is set in the early 1800's, over 200 years ago. There is a copy of the poem [here](#), and it was included in your resources pack, on pages 2, 3 & 4. There are also two videos on the Class Five Playlist on our [Video Resource Centre](#), one shows the poem read aloud, and the other shows the poem as a song with the illustrations from the published version of the poem.

Today, I would like you to spend some time reading the poem and watching the videos. This is a long poem, which tells a story over several parts. You will need to read the poem a couple of times, and watch the poem videos a couple of times to help you understand the entire story and the characters involved. Try to retell the poem in your own words – if you can do this then you know the poem well enough!

### English: Summarising the Poem

Today we are going to pull the key ideas of the poem together, so that you have a really secure understanding of what is going on. You will need to re-watch the videos and read the poem again before you start. I would like you to draw a straight line down a large piece of paper, which will become a 'timeline' for the main events of the poem.

At the start of the timeline, I would like you to explain what happens in part one of the poem, in two simple sentences. Be brief, but clear enough to make sure it makes sense! Don't fall into the trap of copying out lots of parts of the poem.

When you have finished part one, you need to use [these sheets](#) (pages 5&6 of your pack), and put the statements in order on your timeline, so that you end up with a summary of the poem from start to finish.

### English: Understanding the Poem

To begin this activity, you may wish to re-watch the videos based on the poem, and re-read your copies to make sure it is fresh in your mind.

You will be answering questions based on the poem, and the way that you understand it today. The questions can be found [here](#), and on pages 7 & 8 of your resource pack. The questions need to be answered with full sentences, and you need to explain your ideas and reasons for giving the answers that you do. Lots of the questions ask for your ideas and opinions – don't panic! There is no right or wrong answer for this, you just need to think about your own ideas about the poem.

There is a question about onomatopoeic words – [this video](#) will help you to remember what these are!!

### English: Improving Descriptive Writing

Today you are going to look at a piece of [descriptive writing](#) which has been based on the setting of the poem. This is an example which is not very good! You need to rewrite and improve the piece of writing so that it is a creative and atmospheric description of the area.

You can change entire sentences, or specific words as you move through, but make sure it sounds like a different piece of writing when you have finished. You may wish to watch the BBC Bitesize videos about [expanded noun phrases](#), [adverbials](#), and [relative clauses](#), to help you add these features to the writing where you can.

When you have finished improving the paragraph you can email it to me at [class5@bradworthy.devon.sch.uk](mailto:class5@bradworthy.devon.sch.uk) so that I can see how you would change and improve the writing.



### Maths: Short Division Introduction

First of all **DON'T PANIC!!!!** Don't decide that you can't do this because Mrs Turner has said the word division! You are more than ready to develop these methods, and they are broken down in the videos on our Video Resource Centre. The very first thing to do is to watch the video called '[What does Short Division Look Like?](#)' – this gives a quick introduction to our maths work.

Today I would like you to begin by watching two videos on short division. One of them can be found [here](#) on BBC Bitesize, and the other is here on our Video Resource Centre. Watch the BBC video first, as the graphics are clear. You may want to watch this video a few times, then watch 'Short Division 1' on the [Video Resource Centre](#). This one shows me breaking down division in the way that we have been learning in class. Follow this one through and complete the calculations as the video moves on. When you are ready, have a go at the calculations [here](#). You can use a calculator to check whether you are right, or wait for the answers to be uploaded next week.

### Maths: Division Problems

Today we are going to carry on with the division method we started to use in the last lesson. To begin with you may want to warm up with the assignment on Maths Shed which is helping you get quicker at using and applying the division facts from the times tables.

Next, you may want to watch the videos from the last lesson again, either the [BBC Bitesize video](#), or the one of Mrs T on the [Video Resource Centre](#).

Once you have reminded yourself of the methods we are using, you need to have a go at solving the activities [here](#). The first few are warm up calculations like the ones we completed in the last lesson. The next ones are problems, so you need to read the question, then **reread** the question before you choose which calculation you are going to solve. You can use a calculator to check whether you are right, or wait for the answers to be uploaded next week.

### Maths: Dividing with Remainders

The next session in our maths work is based on dividing and dealing with remainders. Again, the most important thing to remember is **DON'T PANIC!** This bit is really straight forward and sounds much more technical than it really is.

There is a video available to show you how to process calculations which have remainders involved. This is Mrs T doing her best to show you how to solve it! You can find our video 'Dividing with Remainders' on the [Video Resource Centre](#).

Once you have watched the video and you are happy with the process, have a go at solving the questions [here](#). Make sure you work with enough space to make your methods really clear; this way you can work back through and check your answer. You only need to record the remainder with an r for now – next week we will explore other things that we can do with a remainder!

### Maths: Division Problems with Remainders

Finally this week, we are going to have a go at solving some division calculations and problems which have remainders in the answers. You may want to begin by warming up with the Maths Shed challenges again – the division facts will be easier to remember if you practice them for a short patch every day!

Next, re-watch the video we used yesterday, on our [Video Resource Centre](#).

Following the warm up and the videos, I would like you to have a go at the questions and problems [here](#). They start with some simple calculations with a remainder, and then move into problems to be solved. Be careful to read the questions carefully, to help you understand what is being asked. If you are feeling brave you can have a go at the challenge which is at the bottom of the task sheet – you may have to convert into pence to do this though!



### Topic: Investigating St. Lucia

We are going to start our new topic this week, which is based on the island of St. Lucia. We will spend some time in the next session finding out where St. Lucia is etc, but I thought you would enjoy seeing some pictures from around the island to start off our work.

There is a video on the [Video Resource Centre](#) which shows lots of different photos of St. Lucia, and you need to watch this – you may want to watch it twice to get a real sense of the island! Once you have watched the video, can you make some notes on the sheet with the [5W's and H question words](#)? (Page 23 of your pack.) Make notes which explain what you can see, how you think people live on the island, why certain features are there, when key events may have taken place, who may live on the island, and where the island is. Once you have finished the notes, can you create a question for each box, based on something you would like to find out over our topic work? Email the questions you develop to [class5@bradworthy.devon.sch.uk](mailto:class5@bradworthy.devon.sch.uk) and I will put them together to guide our topic work!

### Topic: Where in the World is St. Lucia?

This session is based on finding out where St. Lucia is, from being able to identify the part of the world where St. Lucia is based, to identifying the specific island in a larger group.

There are two parts to this challenge, using maps which are in your resource pack (pages 24 & 25).

The first of these maps is a [map of the world](#). I would like you to challenge yourself to name as many countries correctly as you can. When you have done this, check your answers online, using an online map! Once you have done this, work out where in the world St. Lucia is.

The second of the maps is a close up [map of the Caribbean](#), which is the series of islands St. Lucia is part of. Can you name as many of these islands as possible using research? How will you remember which one St. Lucia is? Try to come up with a clever way to help you know which island we will be focusing on!

### Topic: Map Reading: Symbols

As our topic is a Geography topic, I thought it would be wise to add in some map reading lessons to help you use Ordnance Survey Maps – this will be especially important in Year Six when you start looking at maps of Dartmoor!

This week, you are going to look at some symbols which are used on maps to show different places of interest, and types of features. There is a video about map symbols on our [Video Resource Centre](#) which you can watch before you complete the tasks.

The [first task](#), has some symbols for you to match with their descriptions. After this there are a lot of [flashcards](#) based on map symbols used in Ordnance Survey maps, which are the ones you will be using next year! Can you work out as many of the symbols on these cards as you can? Don't worry though – I have been kind and added the '[key](#)' to the flashcards, so you can use this to work out what each symbol represents. When you have explored the flashcards, can you try and draw a map of your village using the appropriate symbols to show landmarks?

### Science: Freezing & Melting

We are going to investigate changes of state, and the way in which materials change. Over the last few weeks you have looked into the structure of solids, liquids and gases. We are now going to look at what happens when these materials are heated and cooled so that their properties change.

I would like you to watch the [BBC Bitesize Video](#) which shows you what happens when a material is heated and cooled. Watch the video and complete the activity on the web page, before completing the sheets which are based on identifying what happens when we [change the state](#) of a material, and a quick revision of [solids, liquids and gases](#).

When this has finished, you could explore heating and cooling some materials at home – e.g. how long does it take for an ice cube to melt in your hand? Does this take more or less time than a chocolate button? Place some ice cubes in different locations and see which melts more or less quickly. Explore your ideas and see what you think!

## Weekly Challenges: Week 7



### Spelling Shed Assignment

Your [Spelling Shed](#) assignment this week will be available to you when you log in from Monday 1<sup>st</sup> June until Sunday 7<sup>th</sup> June. This week you are working on tricky words from the Year Five lists. These are words you need to be spelling and using in your writing, so make sure that you know how to spell these words, and make sure that you could use them in a sentence where you need to!

You can play the game at all levels from easy to expert, and you will gain 'points' based on the scores you have achieved in the last seven days. Once you have played ten games with the words the rest of the games will unlock again, so you can play those as well. I will be giving everyone who attempts these challenges bonus honeypots to use to develop your avatars.

### Maths Shed Assignment

As with the spelling games, your [Maths Shed](#) assignment will also be available to you when you log in from Monday 1<sup>st</sup> June, until Sunday 7<sup>th</sup> June. This week you are working on the division facts linked to the 3, 6 and 9 times tables. These are also part of our class Times Table Target Tester, so they will be good practice for when we get back to school!

Again, you can play the game at any level, from easy to expert and you will earn points. Once you've played the game 10 times the rest of the Maths Shed games will open up as well. I will be giving anyone who has a go at the challenge some bonus honeypots which you can use to buy more accessories for your avatars, so make sure that you log on and have a go!

### Yumu Assignments: Livin on A Prayer

Over the next few weeks, I would like you to have a go at some assignments on Yumu – a musical platform for you to use at home.

Your log-in details for Yumu were included in the pack I sent you home – if you cannot find them, email me and I will email you the details.

When you log in to Yumu, you will see that you have some assignments and an open module. The 'Dancing in the Street' module is open for you to use and work through / explore as you wish. This will stay open over the next few weeks.

Each week, there are two lessons set as an assignment – based on the song 'Livin' on a Prayer'. This week you need to complete the first two assignments which are based on listening and appraising Livin' On A Prayer, and We Will Rock You. You can also explore the pulse and rhythm games within these lessons.

### Challenge: The Wonderful Worldwide Web

Over the last few weeks we have all spent more time online than we usually would! I've shared a few websites I really enjoy with you all on our class blog, including the Jellyfish Cam at Monterey Bay Aquarium, and the map of the night sky.

This week I would like you to choose a website that you enjoy using, and send me a link to the site, along with a brief explanation about why you like this particular website.

I will then put together some of your ideas in blog posts over the next few weeks, so that we can all enjoy looking at some funky and exciting websites!

Send your links and explanations to me at [class5@bradworthy.devon.sch.uk](mailto:class5@bradworthy.devon.sch.uk) and I will compile lists which can be added to our blog posts!



# The Highwayman

*By Alfred Noyes*

## Part One

### I

The wind was a torrent of darkness among the gusty trees,  
The moon was a ghostly galleon tossed upon cloudy seas,  
The road was a ribbon of moonlight, over the purple moor,  
And the highwayman came riding-  
Riding-riding-  
The highwayman came riding, up to the old inn-door.

### II

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,  
A coat of the claret velvet, and breeches of brown doe-skin;  
They fitted with never a wrinkle: his boots were up to the thigh!  
And he rode with a jewelled twinkle,  
His pistol butts a-twinkle,  
His rapier hilt a-twinkle, under the jewelled sky.

### III

Over the cobbles he clattered and clashed in the dark inn-yard,  
And he tapped with his whip on the shutters, but all was locked and barred;  
He whistled a tune to the window, and who should be waiting there  
But the landlord's black-eyed daughter,  
Bess, the landlord's daughter,  
Plaiting a dark red love-knot into her long black hair.

### IV

And dark in the old inn-yard a stable-wicket creaked  
Where Tim the ostler listened; his face was white and peaked;  
His eyes were hollows of madness, his hair like mouldy hay,  
But he loved the landlord's daughter,  
The landlord's red-lipped daughter,  
Dumb as a dog he listened, and he heard the robber say-

### V

"One kiss, my bonny sweetheart, I'm after a prize to-night,  
But I shall be back with the yellow gold before the morning light;  
Yet, if they press me sharply, and harry me through the day,  
Then look for me by moonlight,  
Watch for me by moonlight,  
I'll come to thee by moonlight, though hell should bar the way."

### VI

He rose upright in the stirrups; he scarce could reach her hand,  
But she loosened her hair i' the casement! His face burnt like a brand  
As the black cascade of perfume came tumbling over his breast;  
And he kissed its waves in the moonlight,  
(Oh, sweet black waves in the moonlight!)  
Then he tugged at his rein in the moonlight, and galloped away to the West.

Part Two



I

He did not come in the dawning; he did not come at noon;  
And out o' the tawny sunset, before the rise o' the moon,  
When the road was a gipsy's ribbon, looping the purple moor,  
A red-coat troop came marching-  
Marching-marching-  
King George's men came marching, up to the old inn-door.

II

They said no word to the landlord, they drank his ale instead,  
But they gagged his daughter and bound her to the foot of her narrow bed;  
Two of them knelt at her casement, with muskets at their side!  
There was death at every window;  
And hell at one dark window;  
For Bess could see, through the casement, the road that he would ride.

III

They had tied her up to attention, with many a sniggering jest;  
They bound a musket beside her, with the barrel beneath her breast!  
"Now keep good watch!" and they kissed her.  
She heard the dead man say-  
Look for me by moonlight;  
Watch for me by moonlight;  
I'll come to thee by moonlight, though hell should bar the way!

IV

She twisted her hands behind her; but all the knots held good!  
She writhed her hands till here fingers were wet with sweat or blood!  
They stretched and strained in the darkness, and the hours crawled by like  
years,  
Till, now, on the stroke of midnight,  
Cold, on the stroke of midnight,  
The tip of one finger touched it! The trigger at least was hers!

V

The tip of one finger touched it; she strove no more for the rest!  
Up, she stood up to attention, with the barrel beneath her breast,  
She would not risk their hearing; she would not strive again;  
For the road lay bare in the moonlight;  
Blank and bare in the moonlight;  
And the blood of her veins in the moonlight throbbed to her love's refrain.

VI

Tlot-tlot; tlot-tlot! Had they heard it? The horse-hoofs  
ringing clear;  
Tlot-tlot, tlot-tlot, in the distance? Were they deaf that they did  
not hear?  
Down the ribbon of moonlight, over the brow of the hill,  
The highwayman came riding,  
Riding, riding!  
The red-coats looked to their priming! She stood up strait and still!



## VII

Tlot-tlot, in the frosty silence! Tlot-tlot, in the echoing night

!

Nearer he came and nearer! Her face was like a light!  
Her eyes grew wide for a moment; she drew one last deep breath,  
Then her finger moved in the moonlight,  
Her musket shattered the moonlight,  
Shattered her breast in the moonlight and warned him-with her death.

## VIII

He turned; he spurred to the West; he did not know who stood  
Bowed, with her head o'er the musket, drenched with her own red blood!  
Not till the dawn he heard it, his face grew grey to hear  
How Bess, the landlord's daughter,  
The landlord's black-eyed daughter,  
Had watched for her love in the moonlight, and died in the darkness there.

## IX

Back, he spurred like a madman, shrieking a curse to the sky,  
With the white road smoking behind him and his rapier brandished high!  
Blood-red were his spurs i' the golden noon; wine-red was his velvet coat,  
When they shot him down on the highway,  
Down like a dog on the highway,  
And he lay in his blood on the highway, with a bunch of lace at his throat.

\* \* \* \* \*

## X

And still of a winter's night, they say, when the wind is in the trees,  
When the moon is a ghostly galleon tossed upon cloudy seas,  
When the road is a ribbon of moonlight over the purple moor,  
A highwayman comes riding-  
Riding-riding-  
A highwayman comes riding, up to the old inn-door.

## XI

Over the cobbles he clatters and clangs in the dark inn-yard,  
And he taps with his whip on the shutters, but all is locked and barred;  
He whistles a tune to the window, and who should be waiting there  
But the landlord's black-eyed daughter,  
Bess, the landlord's daughter,  
Plaiting a dark red love-knot into her long black hair.

## The Highwayman - Summaries of Part 2

Use these boxes to create a summary version of the poem. You will need to sort them into the correct order before you use them!

Bess twisted her hands but she couldn't undo the ropes. Eventually, at midnight, she was able to touch the trigger of the gun.

The highwayman did not come back in the morning or during the day. As the sun set, King George's soldiers came marching to the inn.

The soldiers had tied Bess standing up with a gun pointing at her chest. They were laughing at her, then kissed her and told her to watch through the window for the highwayman. She knew that he would come back that night.

Bess could touch the trigger of the gun with the tip of one finger. She didn't struggle any more in case the soldiers heard her. She waited for the highwayman, but she couldn't see him yet.

The soldiers didn't say anything to the landlord, but after having a drink, they tied his daughter to her bed. They waited by the window so that they could see the highwayman when he came.



## The Highwayman - Summaries of Part 3

Use these boxes to create a summary version of the poem. You will need to sort them into the correct order before you use them!

The highwayman's ghost rides over the cobbled yard of the inn and whistles a tune. Bess's ghost hears him as she waits in her window, plaiting a red ribbon into her hair.

Bess heard a horse's hooves in the distance and knew that the soldiers must have also heard it. She saw the highwayman riding over the hill as the soldiers looked at her.

The highwayman turned back the way he had come, to the West. He did not know who had been shot. In the morning he found out that Bess had waited for the man she loved and had died.

The highwayman rode back to the inn, holding his sword high. The soldiers shot him and he fell off his horse onto the road, dead.

Some people say that during windy nights when the moon is shining on the moor, the highwayman's ghost comes riding back to the inn.

The highwayman was coming nearer on his horse. Bess breathed in deeply, then pulled the trigger of the gun and killed herself to warn the highwayman that the soldiers were waiting for him.

# Exploring the Highwayman



Name:..... Date:.....

What three adjectives would you choose to describe this poem?

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How does Alfred Noyes describe the moon?

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Why do you think the poem is written in two parts?

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How many words can you find that describe the highwayman riding his horse?

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What features tell us that this poem is not set in the present day?

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What do you notice about the fourth and fifth lines in each stanza?

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Which two stanzas of the poems are written in present tense?

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Why did Bess kill herself?

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The poem describes the road as a “ribbon of moonlight”. What does this tell us about the road?

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Why do you think King George's men came to the inn?

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What do these three phrases have in common?

*"The road was a ribbon of moonlight"*

*"There was death at every window"*

*"When the moon is a ghostly galleon tossed upon cloudy seas"*

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What type of figurative language is used in this phrase?

*"His hair like mouldy hay"*

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Can you name any onomatopoeic words in the poem?

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Why do you think someone might say this poem has a happy ending?

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# The Highwayman

## Setting Description

The moon was shining like a bright ball in the dark sky. The road was a stony path which went all over the moor and was shining in the moonlight.

There was an inn on the moor and it was made of wood. The doors and windows were old and creaky.

The moon was shining on the inn and making lots of shadows which looked really creepy.

There were tall trees and short trees and some middle sized trees which were moving in the wind. The birds were quietly flying in front of the moon and in the clouds.

The moonlight and the clouds made the path look like a wave and there was a man riding a horse in the middle of the wave.

He was a tall man with a red coat and a hat on.

**Can you improve the description of the settings? Use the English targets you have been set, along with ideas from the videos and the poem itself. Be as creative as you like to help paint a vivid picture.**



## Session One: Short Division Practice

### Division practice Sheet 1

1.  $369 \div 3$
2.  $448 \div 4$
3.  $575 \div 5$
4.  $378 \div 3$
5.  $672 \div 6$
6.  $898 \div 8$
7.  $791 \div 7$
8.  $643 \div 3$
9.  $857 \div 4$
10.  $563 \div 5$
11.  $691 \div 6$
12.  $936 \div 9$



## Session Two: Division Problems

### Division problems Sheet 1

Set out and solve these calculations:

1.  $163 \div 3$
2.  $258 \div 4$
3.  $347 \div 5$

Solve these word problems:

4. Some pizzas are cut into 6 slices. How many pizzas are needed for 168 slices?
5. 5 children fit into a minibus. How many minibuses are needed to take 235 children on a trip?
6. 4 friends share out 234 marbles. How many marbles does each child get? How many are left over?

Now make up two problems, each involving one of these calculations:

7.  $216 \div 4$
8.  $238 \div 5$



## Session Three: Dividing with Remainders

### Division with remainders

#### Sheet 2

1.  $447 \div 4$

2.  $447 \div 8$

3.  $678 \div 4$

4.  $678 \div 8$

5.  $375 \div 6$

6.  $375 \div 3$

7.  $856 \div 7$

8.  $462 \div 9$

9.  $674 \div 5$

10.  $266 \div 4$

11.  $437 \div 3$

12.  $726 \div 9$



## Session Four: Problems with Remainders

### Division problems (4-digits)

#### Sheet 2

Set out and solve these:

1.  $5133 \div 4$

2.  $1249 \div 8$

3.  $7412 \div 6$

4.  $5268 \div 9$

Solve these word problems:

5. The Headteacher shares 2506 multilink cubes between 7 classes. How many cubes does each class get?
6. 3923 sweets are put into packets of 6. How many packets will there be? How many sweets are left over?
7. 8 friends share a restaurant bill of £93.44. How much should they each pay?
8. 5 tennis rackets cost £94.75. How much does each one cost?

#### Challenge

A woman has £1700 pounds. She wants to give  $\frac{1}{2}$  to the cat's home,  $\frac{1}{3}$  to the dog's home and  $\frac{1}{9}$  to the Woodland Trust.

To the nearest 10p, how much money will she have left?







**Map Key**

- |  |                |  |                     |
|--|----------------|--|---------------------|
|  | Main Road      |  | Sugar Mills         |
|  | Secondary Road |  | Archaeological Site |
|  | Runway         |  | Historical Site     |
|  | River          |  | Fort                |
|  | Petrol Station |  | Lighthouse          |
|  | Anchorage      |  | Monuments           |
|  | Marine Fuel    |  | Caves               |
|  | Windsurfing    |  | Lookout             |
|  | Police Station |  | Petroglyphs         |
|  | Waterfall, Hot |  | Fishing             |
|  |                |  | Hiking              |

4. Folk Research Centre



2. Castries Heritage Walk



5. Piton Flore Nature Trail



6. Fond Doux Estate & Historic Area



**ST. LUCIA**  
Simply Beautiful



# Investigating St Lucia Through Pictures

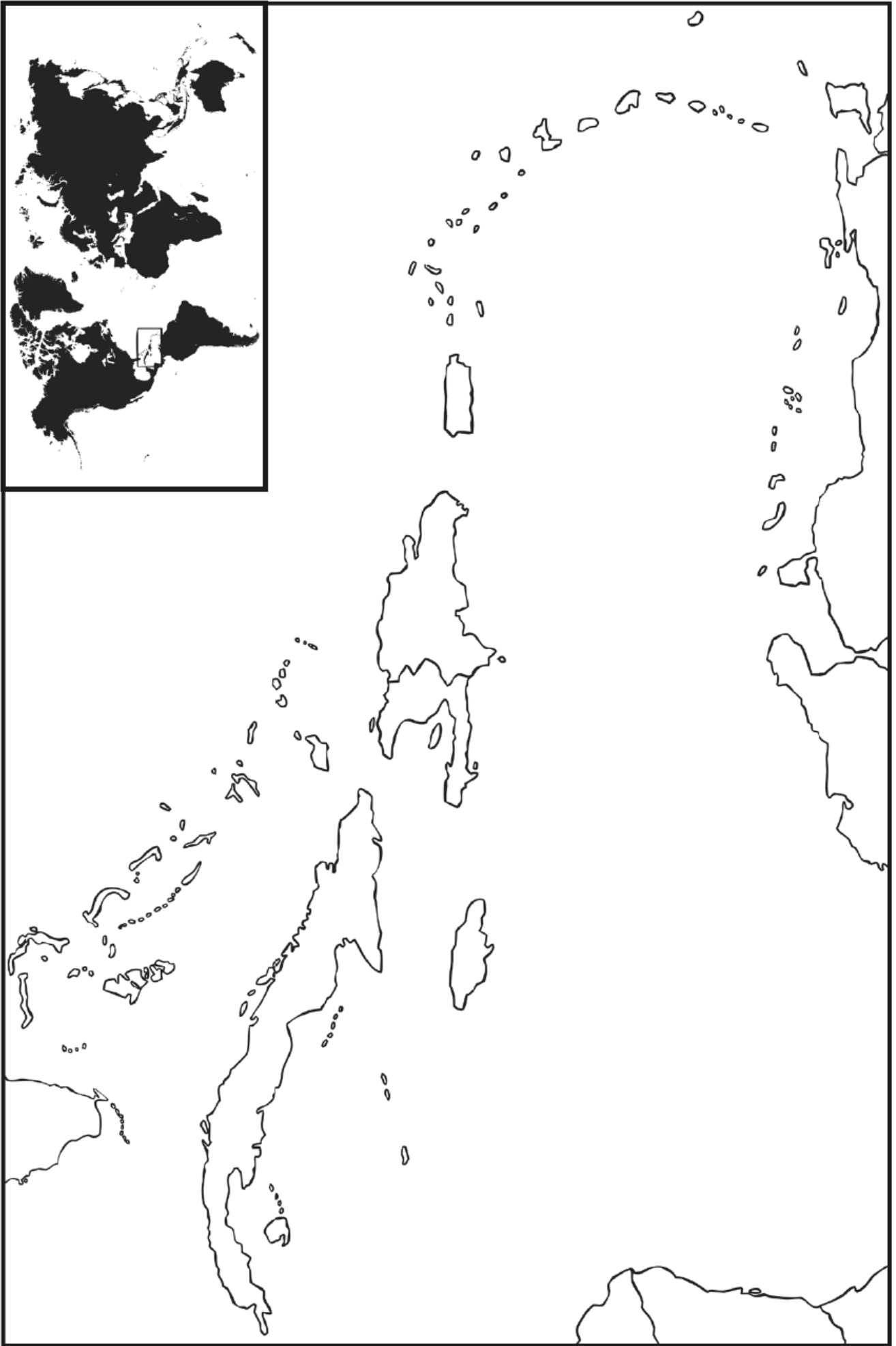
Can you use the photos in the video to help you develop ideas / facts, and questions about St. Lucia?

You can use the prompts below to help you organise your ideas.

Who...	What...
Where...	Why...
When...	How...





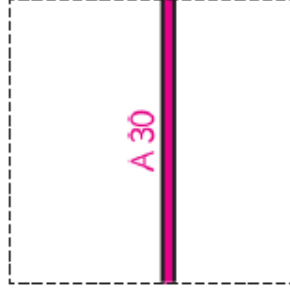
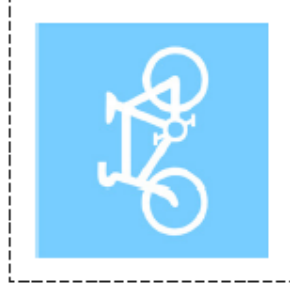
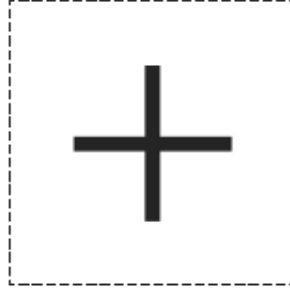
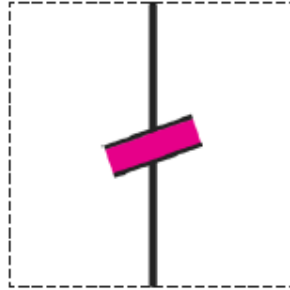
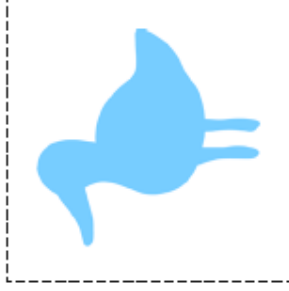
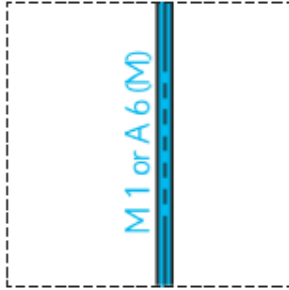
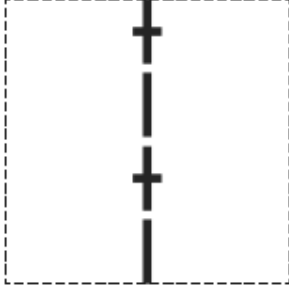
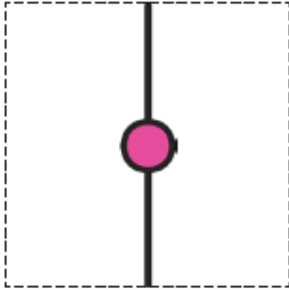


# Map Symbols Matching Task

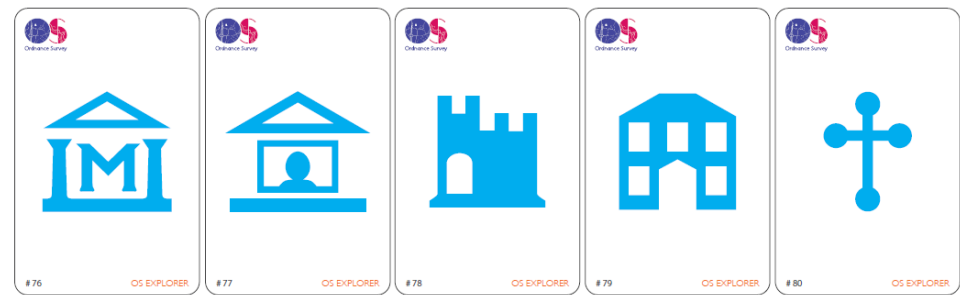
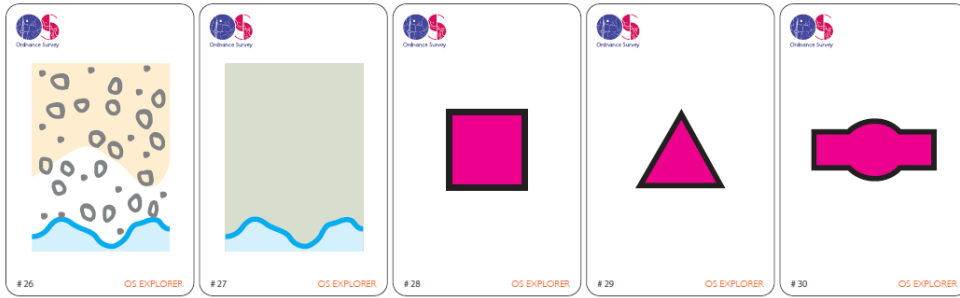
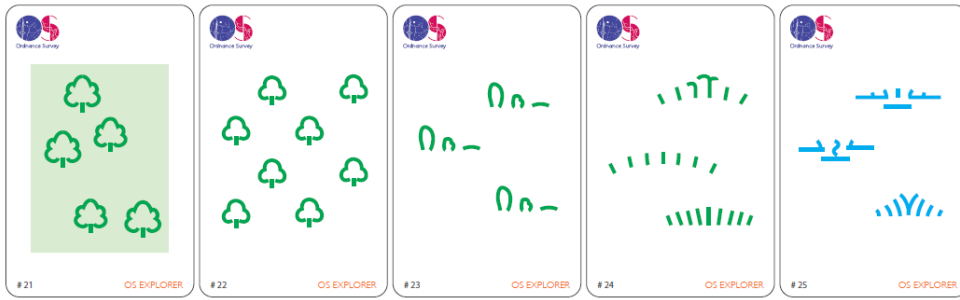
nature reserve	castle	national boundary line	theme/pleasure park	visitor's centre
camp site	railway station	place of worship	main road	level crossing
cycle trail	motorway	wind turbine	multiple track railway line	picnic site



Cut out these map symbols and stick them in the correct place in the table.



# Map Symbols: Flashcards





## Customer Information

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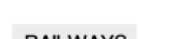
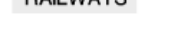
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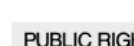
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## Communications





### ROADS AND PATHS Not necessarily rights of way

	Service area
	Junction number
	Motorway
	Dual carriageway
	Main road
	Secondary road
	Narrow road with passing places
	Road under construction
	Road generally more than 4 m wide
	Road generally less than 4 m wide
	Other road, drive or track, fenced and unfenced
	Gradient: steeper than 20% (1 in 5); 14% (1 in 7) to 20% (1 in 5)
	Ferry; Ferry P - passenger only
	Path

### RAILWAYS

	Multiple track } standard gauge
	
	Narrow gauge or Light rapid transit system (LRTS) and station
	Road over; road under; level crossing
	Cutting; tunnel; embankment
	Station, open to passengers; siding

### PUBLIC RIGHTS OF WAY (Rights of way are not shown on maps of Scotland)

	Footpath
	Bridleway
	Byway open to all traffic
	Restricted byway (not for use by mechanically propelled vehicles)




Public rights of way shown on this map have been taken from local authority definitive maps and later amendments.

Rights of way are liable to change and may not be clearly defined on the ground. Please check with the relevant local authority for the latest information


**The representation on this map of any other road, track or path is no evidence of the existence of a right of way**


### OTHER PUBLIC ACCESS



Other route with public access (not normally shown in urban areas)  
The exact nature of the rights on these routes and the existence of any restrictions may be checked with the local highway authority. Alignments are based on the best information available

	National Trail / Scotland's Great Trails		Recreational Route
	Alternative Route (England Coast Path only)		

 Traffic-free cycle route

 National cycle network route number - traffic free

 National cycle network route number - on road

	Permissive footpath	Footpaths and bridleways along which landowners have permitted public use but which are not rights of way. The agreement may be withdrawn
	Permissive bridleway	

### Scotland

In Scotland, everyone has access rights in law\* over most land and inland water, provided access is exercised responsibly. **This includes walking, cycling, horse-riding and water access, for recreational and educational purposes, and for crossing land or water.** Access rights do not apply to motorised activities, hunting, shooting or fishing, nor if your dog is not under proper control. The **Scottish Outdoor Access Code** is the reference point for responsible behaviour, and can be obtained at [www.outdooraccess-scotland.com](http://www.outdooraccess-scotland.com) or by phoning your local Scottish Natural Heritage office. \*Land Reform (Scotland) Act 2003



National Trust for Scotland, always open / limited opening - observe local signs

Forestry Commission Land normally open - observe local signs / Woodland Trust Land

### England & Scotland



Firing and test ranges in the area. Danger! Observe warning notices Champs de tir et d'essai. Danger! Se conformer aux avertissements Schiess und Erprobungsgelände. Gefahr! Warnschilder beachten Visit [www.access.mod.uk](http://www.access.mod.uk) for information

### ACCESS LAND AND COASTAL MARGIN

#### England

Access land portrayed on this map is intended as a guide to land normally available for access on foot, for example access land created under the Countryside and Rights of Way Act 2000, and land managed by National Trust, Forestry Commission and Woodland Trust. Some restrictions will apply; some land shown as access land may not have open access rights; always refer to local signage.



Access land



Access information point



Access land in woodland area



Coastal margin

All land within the 'coastal margin' (where it already exists) is associated with the England Coast Path and is by default access land, but in some areas it contains land not subject to access rights - for example cropped land, buildings and their curtilage, gardens and land subject to local restrictions. Furthermore the coastal margin is often steep, unstable and not readily accessible. Please do not assume all the area shaded is accessible and take careful note of conditions and local signage on the ground.

For more information on coastal access check with the local authority or visit: <http://www.nationaltrail.co.uk/england-coast-path>

The depiction of rights of access does not imply or express any warranty as to its accuracy or completeness. Observe local signs and follow the Countryside Code. Visit [www.naturalengland.org.uk/ourwork/enjoying/countrysidecode](http://www.naturalengland.org.uk/ourwork/enjoying/countrysidecode)



Access permitted within managed controls, for example, local byelaws Visit [www.access.mod.uk](http://www.access.mod.uk) for information

# General Information

## VEGETATION

Limits of vegetation are defined by positioning of symbols

	Coniferous trees		Scrub		Orchard
	Non-coniferous trees		Bracken, heath or rough grassland		
	Coppice		Marsh, reeds or saltings		

## GENERAL FEATURES

	Place of worship		Gravel pit		Sand pit
	Current or former place of worship		Other pit or quarry		Landfill site or slag/spoil heap
	Building; important building		BP/BS Boundary post/stone		
	Glasshouse		CG Cattle grid		
	Youth hostel		CH Clubhouse		
	Bunkhouse/camping barn/other hostel		FB Footbridge		
	Bus or coach station		MP; MS Milepost; milestone		
	Lighthouse; disused lighthouse; beacon		Mon Monument		
	Triangulation pillar; mast		PO Post office		
	Windmill, with or without sails		Pol Sta Police station		
	Wind pump; wind turbine		Sch School		
	Electricity transmission line		TH Town hall		
	Slopes		NTL Normal tidal limit		
			-W; Spr Well; spring		

## BOUNDARIES

	National
	County (England)
	Unitary Authority (UA), Metropolitan District (Met Dist), London Borough (LB) or District (Scotland & Wales are solely Unitary Authorities)
	Civil Parish (CP) (England) or Community (C) (Wales)
	National Park boundary

## HEIGHTS AND NATURAL FEATURES

52 · Ground survey height  
284 · Air survey height

Surface heights are to the nearest metre above mean sea level. Where two heights are shown, the first is the height of the natural ground in the location of the triangulation pillar, and the second (in brackets) to a separate point which is the highest natural summit.

Vertical face/cliff

Contours may be at 5 or 10 metres vertical interval

Loose rock Boulders Outcrop Scree

Water Mud Sand; sand & shingle

## ARCHAEOLOGICAL AND HISTORICAL INFORMATION

	Site of antiquity	VILLA	Roman
	Site of battle (with date)	Castle	Non-Roman
	Visible earthwork		

Information provided by English Heritage for England and the Royal Commissions on the Ancient and Historical Monuments for Scotland and Wales

# Selected Tourist and Leisure Information

## RENSEIGNEMENTS TOURISME ET LOISIRS SÉLECTIONNÉS

## AUSGEWÄHLTE INFORMATIONEN ZU TOURISTIK UND FREIZEITGESTALTUNG

	Parking / Park & Ride, all year/seasonal Parking / Parking et navette, ouvert toute l'année/en saison Parkplatz / Park & Ride, ganzjährig/saisonal		Walks/trails Promenades Wanderwege		Nature reserve Réserve naturelle Naturschutzgebiet
	Information centre, all year/seasonal Office de tourisme, ouvert toute l'année/en saison Informationsbüro, ganzjährig/saisonal		Cycle trail Piste cyclable Radfahrweg		Fishing Pêche Angeln
	Visitor centre Centre pour visiteurs Besucherzentrum		Mountain bike trail Chemin pour VTT Mountainbike-Strecke		Other tourist feature Autre site intéressant Sonstige Sehenswürdigkeit
	Forestry Commission visitor centre Commission Forestière: Centre de visiteurs Staatsforst Besucherzentrum		Cycle hire Location de vélos Fahrradverleih		Cathedral/Abbey Cathédrale/Abbaye Kathedrale/Abtei
	Public convenience Toilettes Öffentliche Toilette		Horse riding Équitation Reitstall		Museum Musée Museum
	Telephone, public/roadside assistance/emergency Téléphone, public/borne d'appel d'urgence/urgence Telefon, öffentlich/Notrufsäule/Notruf		Viewpoint Point de vue Aussichtspunkt		Castle/fort Château/Fortification Burg/Festung
	Camp site / caravan site Terrain de camping / Terrain pour caravanes Campingplatz / Wohnwagenplatz		Picnic site Emplacement de pique-nique Picknickplatz		Building of historic interest Bâtiment d'intérêt historique Historisches Gebäude
	Recreation/leisure/sports centre Centre de détente/loisirs/sports Erholungs-/Freizeit-/Sportzentrum		Country park Parc naturel Landschaftspark		Heritage centre Centre d'héritage Heimatismuseum
	Golf course or links Terrain de golf Golfplatz		Garden/arboretum Jardin/Arboretum Garten/Baumgarten		National Trust
	Theme/pleasure park Parc à thèmes/Parc d'agrément Vergnügens-/Freizeitpark		Water activities Jeux aquatiques Wassersport		English Heritage
	Preserved railway Chemin de fer touristique Museumsbahn		Slipway Cale Helling		Historic Scotland
	Public house/s Pub/s Gaststätte/n		Boat trips Croisières en bateau Bootsfahrten		
	Craft centre Centre artisanal Zentrum für Kunsthandwerk		Boat hire Location de bateau Bootsverleih		

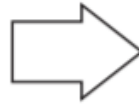


# Changing State

below 100°C	evaporates	condenses	freezes	
heat	cool	melts	0°C	100°C
	0°C	cool	heat	

Using the words above complete the sentences below.

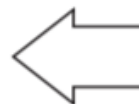
If you \_\_\_\_\_ water to a temperature of \_\_\_\_\_, it \_\_\_\_\_ to form water vapour.



If you \_\_\_\_\_ water vapour to a temperature of \_\_\_\_\_, it \_\_\_\_\_ to form water.



If you \_\_\_\_\_ ice to a temperature of \_\_\_\_\_, it \_\_\_\_\_ to form water.



If you \_\_\_\_\_ water to a temperature of \_\_\_\_\_, it \_\_\_\_\_ to form ice.

# Gases, Liquids and Solids

Look at the diagrams below. Write in each box whether the labelled part is a gas, a liquid or a solid.

