

Class Six: Online Learning Overview

Week Two (Mon 18/01/21)



English Session 1

Video Games:
A Discussion

Maths Session 1

Decimals – Multiplying by
10, 100 and 1000

History Project

Ancient Greece

Spelling Shed Assignment

Using 'over' as a Prefix

<https://play.edshed.com/>

English Session 2

Guided Reading – Analysing
the Text

Maths Session 2

Decimals – Dividing by
10, 100 and 1000

French Session

Greetings, Numbers &
Monuments

Maths Shed Assignment

Multiplication 2, 5, 10 x
Tables and Related
Decimals

<https://play.edshed.com/>

English Session 3

Should Mount Snowdon Be
Open to Tourists?

Maths Session 3

Quick Maths Review &
Challenges

Wellbeing Session

Making A Gratitude Tree

Weekly Challenge

Red Cross First Aid
Lessons:
Bleeding

English Session 1

Video Games: A Discussion

At the beginning of each session this week it is important that you watch the video which explains the activities and resources. The video contains all three sessions for the week, and can be found on our [Video Resource Centre](#).

It really is important that you watch the video before each session, so that you understand completely what you have to do!

Our first English session this week is based on a [new discussion text](#). This contains a balanced argument outlining the positive and negative views around children having access to video games. In the video I have read this text out to you, but you can read it again to make sure that it makes sense. You can also read along with the video as you need to. Once you have read and understood the text, I would like you to complete the [comprehension based questions](#) based on the text, your understanding of it, and your own ideas.

English Session 2

Guided Reading: Analysing the Text

Today we are going to read an [annotated version of the text](#) together, and I will be discussing the different techniques which can be seen in this example. Many of these features are part of the required features for all discussion / balanced argument based texts.

You will need to begin by watching the session 2 section of the Discussion Texts video on the [Video Resource Centre](#). To begin with I have recorded a guided reading session so you need to watch and read along with the documents from your pack. Once you have watched the video I would like you to re-read the original text (the non-coloured and annotated version), and use the [Features Checklist](#) to find the features we will be looking for when we mark your work.

Use a colour or number code to highlight the features of this text type against the checklist, marking things off on your copy of the text as you work.

English Session 3

Should Mount Snowdon Be Open to Tourists?

The final session in this week's pack is based around a BBC Bitesize video which has been filmed on Mount Snowdon. The presenter discussed a balanced argument for and against tourists being allowed to climb the mountain and then explains how the points can be used to create a text. You will need to watch the BBC video first, then watch the session three section of the week's video available on our own [Video Resource Centre](#).

The suggested piece of writing created by the presenter does NOT follow the structure we would recommend, as the ideas for and against the key question are mixed together and not presented in one point of view and then the other. I would like you to take the ideas he raises, maybe add some of your own, and then create your own version of the text which groups all of the points for and against the question together. You can use the [planning grid](#), and [checklist](#) to help you structure your work.

In the same way as you did last week, you need to send your finished piece of writing over to us via email.

Maths Session 1

Multiplying Decimals by 10, 100 and 1000

To begin the multiplying work today I would like you to watch the video and complete the quiz on the BBC website as a warm up.

<https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/z2fkwx>

After this, you will need to watch the 'Session 1' section of the Decimals video on the [Video Resource Centre](#). We will be looking at how we multiply decimal numbers by 10, 100 and 1000. The process is the same as when we are working with whole numbers. When multiplying by 10 each number moves up one column (including across the decimal point). Multiplying by 100 moves 2 columns, and multiplying by 1000 moves by 3 columns. Once you have watched the relevant section of the video, you need to complete the activities on the [Multiplying Decimals Sheets](#). Remember, it is **not** a case of just adding a zero to the end of the number, each digit needs to be moved up the correct number of columns, with any gaps filled in with zeros.

Maths Session 2

Multiplying Decimals by 10, 100 and 1000

To warm up for this session you will need to watch the video available on Espresso (you will need to log in first). Username: student10475 Password: Bradworthy

https://central.espresso.co.uk/espresso/modules/m2_maths_mansion/multiplication/video_divide_decimals.html The video is cheesy, but hopefully it revises the things you learned yesterday!

Dividing a number by 10, 100 and 1000 is the opposite process to multiplying. Instead of moving digits up columns in a place value chart, we move down the columns instead. Watch the Decimals video in the [Video Resource Centre](#) – this time you will need to watch session 2. In this clip I will explain what you need to do in today's tasks – [Dividing Decimals by 10, 100 and 1000](#).

Maths Session 3

Quick Maths Review & Challenges

To begin the quick maths challenges this week I would like you to find the sheet you completed last week, and use the [answer key](#) to mark your answers. If you find that you have made a mistake, don't panic! Have a look at the answer sheet and try to work out where you went wrong. Once you have marked and reviewed your work, pick three questions you would like me to go over more thoroughly in a video, and email me (class6@bradworthy.devon.sch.uk) or leave a blog post with the questions listed. I will make a video which explains how to solve any questions you would like me to explain, and add it to the video resource centre for you to have a look at.

Finally, I would like you to complete the next Quick Maths Sheets ([sheet one](#) and [sheet two](#)). I will share the answers with you next week, and you will be able to ask for some further questions to be explained clearly.



History Project

This week our History project is focusing on the **Ancient Greeks**.

In the same way as last week, you need to complete some research into the Ancient Greeks as a whole, or in one of the more detailed areas. You will need a copy of the [history project booklet](#) (full version available on our online learning page), and in the same way as before we will be setting up a Blog based on the history project for you to share ideas and recommend websites or resources for your friends to use.

You can be as creative as you like with this project – it would be good to see you spending at least an hour on research, and then creating something which uses your research. This could be an art-based project, a PowerPoint presentation, a poster, a leaflet, a timeline, or anything else that you can think of.

There are many different resources you can use to help your research, obviously you can use google and other search engines to start you off, but you can also use the CBBC website, and resources like Espresso to help you.

<https://www.discoveryeducation.co.uk/login/eha/?service=espresso>

Username: student10475

Password: bradworthy

French Session

Greetings Revision and development for Year 5 and 6

<https://quizlet.com/nz/264010687/french-greetings-french-greetings-flash-cards/>

Numbers to 20 for Year 5 / 6 revision

<https://quizlet.com/313091802/french-numbers-up-to-20-flash-cards/>

Numbers 20 - 50 to challenge yourselves to go further new for Year 5, revision Year 6

<https://quizlet.com/157743396/french-numbers-20-to-50-flash-cards/>

Learn more about Paris monuments.... some you know, some new ones.

Revision and development for Year 6, building on what just started in December for Year 5

Can you remember the signs we learned to go with some of these monuments?

<https://quizlet.com/347222150/les-monuments-de-paris-flash-cards/>

Wellbeing Session

Making A Gratitude Tree

As we are soon to enter Springtime, I thought it would be a good time for us to think about a Gratitude Tree. I had lots of ideas to set up a tree like this in class this term, so you can all have a go at home and then we can create a class tree when we get back together in school.

The idea behind a gratitude tree is fairly simple. A basic tree is developed, and then leaves are added with things that you are thankful for. These leaves build up over a period of time to create a complete tree which is full of leaves which contain things that you are grateful for. I would like you to design your own tree, this could be on paper, or in another crafty way (Sewing / Lego / Modelling etc). Once you have developed your tree you need to make a bank of leaves and add them each day. There are some [pictures of Gratitude Tree's](#) for ideas in the pack this week.. Once you have made your own version you can add pictures to our class blog.



Spelling Shed Assignment

This week you have an assignment based on the next set of spellings we would have been studying in class. These words all use the 'over' prefix, to create new words with new meanings. Try to think about how adding the word 'over' to the root word changes the meaning – do the changes have anything in common?

The league for these spellings will start on Monday 18th January, and the league will be based on total points, so all answers will help to contribute to your overall league position.

The assignment is set to unlock the rest of spelling shed after 10 games. At this point you can use any spelling shed games, but only the assignment words will count towards the league scores.

<https://play.edshed.com/>

Maths Shed Assignment

This week your maths shed assignment is based on facts from the 2x, 5x, and 10x tables, including linked facts such as $2 \times 5 = 10$, $20 \times 50 = 1000$ etc. This week we are also extending this to involve decimals within the calculations.

The assignment is set for a minimum of ten games, but there is also a league set up which is based on total points for this challenge only. Please be careful when you choose your game – the only game which will help to gain league points is **2, 5, 10 multiplication facts including decimals**.

<https://play.edshed.com/>

Weekly Challenge

Red Cross First Aid Lessons – Bleeding

Following on from the mini course you completed on helping people who are suffering with Asthma Attacks, this week you are going to learn how to help someone who is bleeding.

Follow the link here <https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/bleeding/> to access the pages for you to have a look at. This section of the Red Cross website is based on how you can help someone who is bleeding a lot. Watch the video, and have a go at the quiz further down the web page to make sure you have remembered what to do in this situation. We will look at a new unit each week so you will build up your first aid skills!

We will print the help cards into a booklet for you at the end of the set of videos so you will have your own first aid guide.

Video games – electronic games available on various platforms – have become a huge part of modern culture and their popularity rocketed in the 1980s. The earliest example of a video game was in 1947 and, since then, they have played an important role in the entertainment industry for both adults and children. Over the years, we have seen the development of gaming, evolving from coin operated machines in an arcade to simulation type games on platforms such as the PlayStation and Xbox. It is now possible for people to game on the go with portable devices like the Nintendo Switch and the PlayStation Vita. The evolution of video games have posed a very important question: are video games appropriate for our children or are they causing more harm than good?

On the one hand, video games are given a certificate, which should act as a guide for parents as to whether it is appropriate for their child or not. If we assume that parents only buy games that are age appropriate, then video games can cause no harm. Some games (Little Big Planet and Mine Craft) allow children to learn new skills and develop their creative side with very little opportunity for anything inappropriate. Many argue that gaming, in moderation, is good for children as it develops their fine motor skills and trains the brain. A further argument in support for video games, is that if children are spending their time at home on their platforms, they are safe and entertained. If video games didn't exist, then children may spend more time putting themselves in potentially inappropriate situations or being bored. Also, although disputed, many people call video gaming a form of art. There are many elements to creating a game: designing the graphics and art work, creating the music, voicing the characters and writing the script. Many argue that art should be appreciated by all and it is hard to deny how impressive some of the more modern video games are. Considering these things, you can see why many children and adults want to play.

Having said that, it is no secret that many people are opposed to children playing video games and only see this as a bad thing. The main reason being that they consider them to be addictive. There is evidence to suggest that children who spend lots of time playing on their platforms, show addictive behaviours, which could have a negative impact on their performance at school; their willingness to play with their friends or family outside of the virtual world; and their desire to pursue hobbies, play sports or complete homework. Therefore, video games keeping children inside and safe (as mentioned previously), may have a more detrimental effect than a positive one. Furthermore, it is true that video games have certificate ratings but sadly this does not mean it always prevents inappropriate content being played by children. Many popular games played by young people have adult content and exposes them to things that are unsuitable for a younger audience. Another argument against video games is that many are now played online. This could result in children speaking to strangers over the internet and divulging personal information to a potential predator.

In conclusion, having carefully considered both sides of the argument, it seems that there are more convincing arguments against the use of video games with children. There are many aspects of gaming, which can be potentially dangerous and negative to a child. However, it is important to note that, if they were to be used in the right way and in moderation, video games can be positive. Parents and children should be sensible when choosing which game they would like to purchase and play.

Comprehension Tasks: Video Games

1. When was the first video game developed?
2. Name the portable devices mentioned in the introductory paragraph.
3. What is a video game certificate intended to do?
4. Can you highlight three different reasons that the author gives to support the view that Video Games are good for children?
5. Can you highlight three reasons that support the view that Video Games are bad for children?
6. Is this text written in a formal or informal style? Find five examples which support your answer.
7. What does the conclusion do in this text?
8. Would you say the author is supporting, or against, video games being available to children? Give three reasons why you think this.
9. What do you think? Write 300 words which explain whether you think video games are a good or bad thing for children to have access to. You can develop your ideas using points raised in this text, but try to add your own thoughts as well.

Are video games good for children?

Model text

question title shows the topic being discussed.

Statement about the issue with brief preview of argument

Background information for the reader

Video games **are** electronic games available on various platforms **and** have become a huge part of modern culture **and** their popularity rocketed in the 1980s. The earliest example of a video game was in 1947 **and** since then they have played an important role in the entertainment industry for both adults **and** children. Over the years we have seen the development of gaming **evolving from coin operated machines** in an arcade to simulation type games on platforms such as the PlayStation and Xbox. It is now possible for people to game on the go with portable devices like the Nintendo Switch and the PlayStation Vita. The evolution of video games have posed a very important question **are video games appropriate for our children or are they causing more harm than good?**

On the one hand, video games are given a certificate, which should act as a guide for parents as to whether it is appropriate for their child or not. If we assume that parents only buy games that are age appropriate, then video games can cause no harm. Some games (Little Big Planet and Mine Craft) allow children to learn new skills and develop their creative side with very little opportunity for anything inappropriate. Many argue that gaming, in moderation, is good for children as it develops their fine motor skills and trains the brain. A further argument in support for video games is that if children are spending their time at home on their platforms, they are safe and entertained. If video games didn't exist, then children may spend more time putting themselves in potentially inappropriate situations or being bored. Also, although disputed, many people call video gaming a form of art. There are many elements to creating a game: designing the graphics and art work, creating the music, voicing the characters and writing the script. Many argue that art should be appreciated by all and it is hard to deny how impressive some of the more modern video games are. Considering these things, you can see why many children and adults want to play.

paragraph for supporting argument with evidence

Having said that, it is no secret that many people are opposed to children playing video games and only see this as a bad thing. The main reason being that they consider them to be addictive. There is evidence to suggest that children who spend lots of time playing on their platforms, show addictive behaviours, which could have a negative impact on their performance at school; their willingness to play with their friends or family outside of the virtual world, and their desire to pursue hobbies, play sports or complete homework. Therefore, video games keeping children inside and safe (as mentioned previously), may have a more detrimental effect than a positive one. Furthermore, it is true that video games have certificate ratings but sadly this does not mean it always prevents inappropriate content being played by children. Many popular games played by young people have adult content and exposes them to things that are unsuitable for a younger audience. Another argument against video games is that many are now played online. This could result in children speaking to strangers over the internet and divulging personal information to a potential predator.

In conclusion, having carefully considered both sides of the argument, it seems that there are more convincing arguments against the use of video games with children. There are many aspects of gaming, which can be potentially dangerous and negative to a child. However, it is important to note that, if they were to be used in the right way and in moderation, video games can be positive. Parents and children should be sensible when choosing which game they would like to purchase and play.

A Balanced Argument Checklist...

The opening paragraph introduces the argument.	
It contains opposing views of for and against.	
There is evidence to support your arguments.	
There is a concluding paragraph that includes the writer's own opinion.	
It is interestingly written.	
It is written in the third person (except final paragraph).	
The final paragraph is written in the first person.	
It is written using formal and technical language.	
It contains a mixture of causal conjunctions and adverbials that have been used correctly.	



Should Mount Snowdon be Open to Tourists?

Introduction

Points that Agree

Points that Disagree

Conclusion

A Balanced Argument Checklist...

The opening paragraph introduces the argument.	
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Multiplying Decimals by 10, 100 and 1000

1a. Multiply the following number by 10, 100 and 1,000.

	Th	H	T	O	•	t	h
				5	•	6	8
x 10					•		
x 100					•		
x 1,000					•		

1b. Multiply the following number by 10, 100 and 1,000.

	Th	H	T	O	•	t	h
				8	•	2	9
x 10					•		
x 100					•		
x 1,000					•		

2a. Select the correct answer.

$$2.57 \quad \times \quad 100 \quad = \quad \boxed{}$$

25.7

257

2,570

2b. Select the correct answer.

$$43.51 \quad \times \quad 100 \quad = \quad \boxed{}$$

43,510

4,351

435.1

3a. Which calculation is incorrect?

A. $92.6 \times 10 = 926$

B. $3.65 \times 100 = 36.5$

C. $8.24 \times 1,000 = 8,240$

3b. Which calculation is incorrect?

A. $74.66 \times 10 = 746.6$

B. $5.29 \times 100 = 529$

C. $9.13 \times 1,000 = 91.30$

4a. Use the multiplication cards to complete the following calculations.

x 10

x 100

x 1,000

A. $2.46 \quad \boxed{} = 2,460$

B. $81.54 \quad \boxed{} = 815.4$

C. $6.39 \quad \boxed{} = 639$

4b. Use the multiplication cards to complete the following calculations.

x 10

x 100

x 1,000

A. $37.85 \quad \boxed{} = 378.5$

B. $4.22 \quad \boxed{} = 4,220$

C. $1.97 \quad \boxed{} = 197$



12.349×10
 12.349×100
 $12.349 \times 1,000$

43.718×10
 43.718×100
 $43.718 \times 1,000$

1a. Look at the following number sequences.

A.

B.

C.

Explain the pattern.
Write the next 2 numbers in each sequence.

2a. Cian and Sinead are multiplying numbers by 100.



Cian

If I multiply the number 2.15 by 100 I get 2.1500

You are incorrect. The answer would be 215



Sinead

Who is correct?
Explain your answer.

1b. Look at the following number sequences.

A.

B.

C.

Explain the pattern.
Write the next 2 numbers in each sequence.

2b. Hafsa and Chuan are multiplying numbers by 10.



Hafsa

If I multiply the number 8.32 by 10 I get 8.320

If I multiply the number 8.32 by 10 I get 83.2



Chuan

Who is correct?
Explain your answer.

Use the cards to complete the number sentence.
How many possibilities can you find?

<input type="text" value="10"/>	<input type="text" value="189"/>	<input type="text" value="9.18"/>	<input type="text" value="1.089"/>	<input type="text" value="0.918"/>
<input type="text" value="91.8"/>	<input type="text" value="1.89"/>	<input type="text" value="1,000"/>	<input type="text" value="0.189"/>	<input type="text" value="100"/>
<input type="text"/>	<input type="text" value="x"/>	<input type="text"/>	<input "="" type="text" value="="/>	<input type="text"/>

Dividing Decimals by 10, 100 and 1000

1a. Match the calculation to the correct answer.

A. $325 \div 10$

32.05

B. $3,010 \div 100$

3.1

C. $3,100 \div 1,000$

32.5

D. $3,205 \div 100$

30.1

1b. Match the calculation to the correct answer.

A. $545 \div 10$

5.4

B. $5,400 \div 1,000$

5.5

C. $550 \div 100$

45.05

D. $4,505 \div 100$

54.5

2a. The number below has been divided by 10. What was the original number?

Th	H	T	O	•	t
	●●●●	●●	●	●	●●

2b. The number below has been divided by 100. What was the original number?

Th	H	T	O	•	t
		●●●●	●●	●	●●

3a. Complete the following calculations.

A. $5,100 \div \square = 5.1$

B. $5,132 \div \square = 51.32$

C. $513 \div \square = 5.13$

3b. Complete the following calculations.

A. $134 \div \square = 1.34$

B. $1,230 \div \square = 1.23$

C. $1.2 \div \square = 0.12$

4a. True or false?

$$5,151 \div 100 = 515.1$$

4b. True or false?

$$456 \div 100 = 4.56$$

Complete the sentences.

When we divide by 10, the digits move _____ place to the _____.

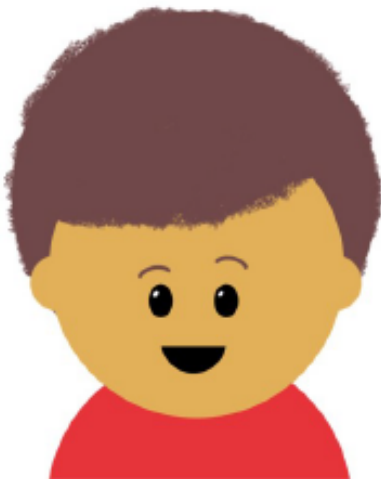
When we divide by 100, the digits move _____ places to the _____.

When we divide by 1,000, the digits move _____ places to the _____.

Complete the number sentences.

913	÷		=	9.13
0.83	÷		=	0.083
	÷	100	=	89
37	÷	1,000	=	
	÷	10	=	0.45

Mark Marlon's work.



$$3.76 \div 100 = 0.376$$

$$80.92 \div 10 = 8.92$$

$$314.5 \div 100 = 0.3145$$

$$459.01 \div 10 = 45.901$$

$$670.3 \div 1,000 = 0.673$$

1a. Use the digit cards to create answers to the calculations below. Which calculation cannot be answered? Digit cards can be used more than once.

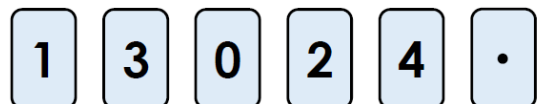


A. $7,132 \div 10 =$

B. $7,140 \div 100 =$

C. $721 \div 10 =$

1b. Use the digit cards to create answers to the calculations below. Which calculation cannot be answered? Digit cards can be used more than once.



A. $1,230 \div 100 =$

B. $4,210 \div 10 =$

C. $3,150 \div 100 =$

Quick Maths Challenge – Sheet 1

1	$560 + 534 = \underline{\hspace{2cm}}$
2	$577 - 29 = \underline{\hspace{2cm}}$
3	$72 \times \underline{\hspace{2cm}} = 7,200$
4	$81 \div 9 = \underline{\hspace{2cm}}$
5	4,411 rounded to the nearest 1,000 is $\underline{\hspace{2cm}}$.

1	$5,886 + 43,027 = \underline{\hspace{2cm}}$
2	$6,427 + \underline{\hspace{2cm}} = 7,000$
3	$4 \times 37 = \underline{\hspace{2cm}}$
4	Subtract two hundred and three from six hundred and forty-one = $\underline{\hspace{2cm}}$
5	$476 = 876 - \underline{\hspace{2cm}}$

1	$3,600 = 3 \times \underline{\hspace{2cm}} \times 100$
2	Eighty-nine thousands and two tens = $\underline{\hspace{2cm}}$
3	$\underline{\hspace{2cm}} = 493 \div 1$
4	$840 \div 12 = \underline{\hspace{2cm}}$
5	$10,000 - 8,617 = \underline{\hspace{2cm}}$

Quick Maths Challenge – Sheet 2

1	$12 \times \underline{\hspace{2cm}} = 132$
2	$3^2 = \underline{\hspace{2cm}}$
3	$36 \div 2 = 6 \times \underline{\hspace{2cm}}$
4	$5 \times 8 \times 3 = \underline{\hspace{2cm}}$
5	$5,875 + 3,630 = \underline{\hspace{2cm}} + 5,630$

1	$6,385 + 100 = \underline{\hspace{2cm}}$
2	$96 \div \underline{\hspace{1cm}} = 12$
3	$7 \times 0 \times 9 \times 1 \times 2 = \underline{\hspace{1cm}}$
4	$56,000 - 3,482 = \underline{\hspace{2cm}}$
5	$8 \times 11 = \underline{\hspace{1cm}}$

1	$735 \div 5 = \underline{\hspace{2cm}}$
2	$54,084 + 7,953 = \underline{\hspace{2cm}}$
3	$6,475,000 \div 1,000 = \underline{\hspace{2cm}}$
4	$3 \times 5 + 6 \times 6 = \underline{\hspace{2cm}}$
5	$\frac{2}{11} + \frac{4}{11} =$

Quick Maths Week One Answers

1	$8 \times \underline{12} = 96$
2	$7^2 = \underline{49}$
3	$84 \div 4 = 7 \times \underline{\quad} \quad \underline{3}$
4	$2 \times 12 \times 3 = \underline{\quad} \quad \underline{72}$
5	$3,964 + 2,740 = \underline{2,964} + 3,740$

1	$1,500 = 3 \times \underline{5} \times 100$
2	Sixty-one thousands and eight tens = <u>61,080</u>
3	<u>499</u> = $499 \div 1$
4	$490 \div 7 = \underline{70}$
5	$10,000 - 7,581 = \underline{2,419}$

1	$8 \times \underline{12} = 96$
2	$7^2 = \underline{49}$
3	$84 \div 4 = 7 \times \underline{\quad} \quad \underline{3}$
4	$2 \times 12 \times 3 = \underline{\quad} \quad \underline{72}$
5	$3,964 + 2,740 = \underline{2,964} + 3,740$

1	$11 \times \underline{10} = 110$
2	$8^2 = \underline{64}$
3	$36 \div 4 = 9 \times \underline{1}$
4	$3 \times 4 \times 8 = \underline{96}$
5	$6,187 + 2,870 = \underline{6,870} + 2,187$

1	$7,438 + 100 = \underline{6,538}$
2	$96 \div \underline{12} = 8$
3	$6 \times 0 \times 4 \times 3 \times 2 = \underline{0}$
4	$45,000 - 2,573 = \underline{42,427}$
5	$12 \times 7 = \underline{84}$

1	$741 \div 3 = \underline{247}$
2	$35,067 + 9,854 = \underline{44,921}$
3	$4,949,000 \div 1,000 = \underline{4,949}$
4	$4 \times 5 + 2 \times 7 = \underline{34}$
5	$\frac{5}{13} + \frac{3}{13} = \frac{8}{13}$

Once you have marked your work, remember to email us or tell us which questions you would like explained fully!

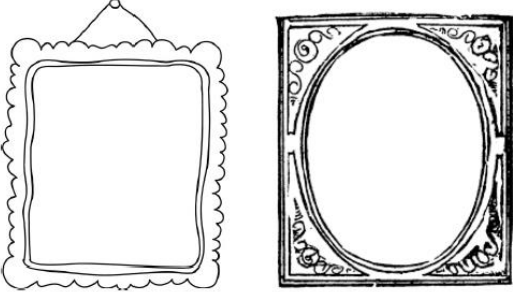
class6@bradworthy.devon.sch.uk



History Project Booklet Outlines

HISTORY

Who...



Think about...
Who is famous from this period in history?
What are they famous for?
What can you find out about them?

What...

What was life like?
Think about:
Food
Clothing
Houses
Jobs
Life for children

Where & Why...

Key Locations
Think about:
Where did people live?
Where did any important events take place?

Why do we remember this period of history?
Think about:
Events we remember for a reason.
Inventions that were developed which are still used today.

When...

A Timeline of Key Events from this period of history.

Gratitude Tree Ideas

