

# Year 6

## Learning pack 8

BE AWESOME

BE BRAVE

BE KIND

BE CREATIVE

BE YOU

BE HONEST

BE HUMBLE

BE THANKFUL

BE FEARLESS

Dear year 6,

Hope you all are keeping busy and staying safe. Wow, we cannot believe it is July already! Where has time gone! Your health and wellbeing are very important, if you are not doing so already, follow Joe Wick's workout routine every morning at 9am- [https://www.youtube.com/results?search\\_query=joe+wicks](https://www.youtube.com/results?search_query=joe+wicks). Make it a fun filled competition, get the whole family to join in.

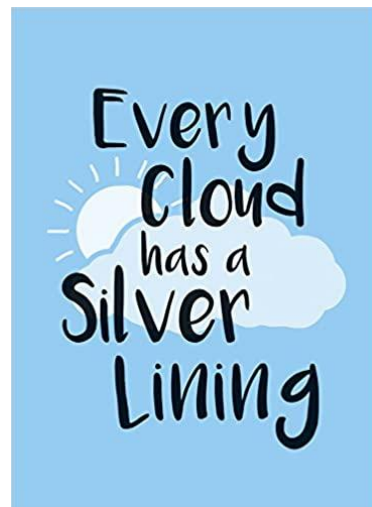
Quite 'me time' is necessary, meditation, reading and yoga will help you strengthen your mind. Check out Mrs Khan's videos to help you. <https://www.youtube.com/watch?v=51DoLlooYVc>

<https://www.youtube.com/watch?v=j6GliOtlwal>

You are allowed one form of exercise outside the house, so make the most of it. Ride your scooter/bike, jogging/running or take a walk. Remember if there are other people out, who do not live in your house, make sure you are at a distance from them (2 metres minimum).

**Home learning:** Timetables Rockstar, Khan Academy, Purple Mash, Read Theory

**Quote of the week-** Share this with your family, talk about what message does the quote give us. Draw a picture to summarise this quote.



Answer for last learning pack problem of the week: **The man is a dwarf. He can't reach the upper elevator buttons, but he can ask people to push them for him. He can also push them with his umbrella.**

Problem of the week:

**There are six eggs in the basket. Six people each take one of the eggs. How can it be that one egg is left in the basket?**

## Biography Planning Sheet

A biography is a piece of writing about somebody's life. It usually shares key events in that person's life in chronological order.

Plan and write a biography of someone you think deserves a statue to celebrate their achievements. Begin by researching their life.

• Where/when were they born? \_\_\_\_\_

• What was their childhood like? \_\_\_\_\_

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• What was their adulthood like? \_\_\_\_\_

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• What have they achieved? \_\_\_\_\_

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Each of the questions above could be used to create one paragraph in your biography.

Plan and write a biography of someone you think deserves a statue to celebrate their achievements. Begin by researching their life. Where/when were they born? What was their childhood like? What was their adulthood like? What have they achieved? Why should they be remembered? Write your biography remembering to use third person, past tense, vary sentence openers and use interesting vocabulary and punctuation.

Have you heard of a living statue? They are people who pose as statues. They often wear statue-like make-up and can stand very still! Can you pretend to be a statue? What will you wear? What position will you stand in? How long can you remain still for?

Play a game of musical statues!



Write a statue description. What is the statue made from? Metal, stone? Can you describe the material? Cold, hard? Is the statue a person, an animal or something else? What are they doing? How would you describe their eyes? Staring, unblinking, happy, sad, lonely? When you look at the statue, how does it make you feel?

Make a sculpture/statue of somebody who you think deserves one for their achievements but does not have one. What material will you use? Clay, playdough, plasticine? What size will your statue be? How will you shape/mould your statue?

Statues are often life-size or larger. Measure how tall you are and record. Can you estimate the height of an adult in your home? Measure them and find out. Estimate and measure the height of others in your family.

## Living Statues

Have you heard of a living statue? They are people who pose as statues. They often wear statue-like make-up and can stand very still! Look at the pictures of some living statues below.



- Can you pretend to be a statue?
- What will you wear?
- What position will you stand in?
- How long can you remain still for?
- Can you time it?



Photographs or drawings of your statue poses



## Balloon rides to the edge of space!

Spaceship Neptune, a 200m vehicle that includes a balloon and tethered capsule, aims to take tourists on flights to the edge of space. The pressurized capsule, with refreshments bar and toilet, will be operated by a company called Space Perspective from leased facilities at the Kennedy Space Center. The high-altitude-balloon hopes to carry eight passengers, lifting off into the predawn sky to see the stars and then the sun rise. The company say "Space Perspective's magnificent, safe suborbital flight via space balloon will smoothly fly you to the edge of space. Soak in the curvature of our beautiful planet against the blackness of space, while gently sailing along inside the revolutionary, near-zero emissions Neptune capsule above the rich colours of the Earth below."



*Pictured: An illustration of Spaceship Neptune from Space Perspective's Twitter page.*

## One-fifth of the ocean floor is mapped



*Pictured: A picture of the ocean floor in the Maldives featuring Midnight Snapper, a school of Orange Anthias and Red-toothed Triggerfish. Source: Mal B.*

The Nippon Foundation-GEBCO (General Bathymetric Chart of the Oceans) Seabed 2030 Project has announced that almost one-fifth of Earth's ocean floor is now mapped. The project aims to produce a complete, freely available map of the entire ocean floor by 2030. We currently know less about the ocean floor than the surface of the moon or Mars! When Seabed 2030 was launched in 2017, only 6% of the ocean floor had been mapped to modern standards. It was recently announced, on World Hydrography Day, that an extra 14.5 million square kilometres of new bathymetric data had been added to the latest GEBCO Grid. "Today we stand at the 19% level. That means we've got another 81% of the oceans still to survey, still to map. That's an area about twice the size of Mars that we have to capture in the next decade," project director Jamie McMichael-Phillips.



## Soap bubbles could help pollination

Although bees are the best pollinators, scientists are trying to come up with high tech alternatives. Researchers in Japan have developed a soap bubble-based pollination method that is as effective as doing it by hand. Eijiro Miyako, a materials chemist at the Japan Advanced Institute of Science and Technology, has developed a drone delivered soap bubble system that could help pollinate flowers. Miyako discovered that using a drone alone was damaging the plants and it wasn't until he was blowing bubbles with his son at a park that he came up with the idea. He thought the bubbles would be soft, light and flexible enough to pollinate flowers without harming them. In laboratory tests, bubbles successfully delivered pollen to Campanula flowers.



Picture: Soap bubbles. Source: Brandy Melina.

## Your thoughts on the news...

It is important to have a routine in our busy lives. Everyone knows what needs to be done when and where, this helps everyone to be organised. It helps not to forget important things like cleaning my teeth.

Henry Stiles - Age 8



I think having a routine is important because you have a plan for the day, it is good for your mental health.

Evie Goodwin - Age 10

I find that it is nice to have a routine, but I do not think it is that important.

Aaron - Age 8

What was your opinion on this week's news? Visit our discussion area, found here:

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

to share your thoughts!

Routines are good so you remember what you need to do but they also should be flexible, so it doesn't get boring!

Tommy - Age 9

I think...



YOUR  
COMMENTS

Share your thoughts on our online  
discussion board:

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

Email: [help@picture-news.co.uk](mailto:help@picture-news.co.uk) Tweet: @HelpPicture  
or post to: Unit 3, Phoenix Business Park, Ripon, North  
Yorks, HG4 1NS

Look at this week's picture.

I can see \_\_\_\_\_

I like \_\_\_\_\_

I don't like \_\_\_\_\_

What is happening this week? Describe it using pictures, words or sentences.

How does this week's story make you feel?

I feel \_\_\_\_\_

I feel like this because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



happy sad confused worried surprised



angry excited scared silly I'm not sure

I think  
I feel  
I prefer  
I know  
I believe  
The best thing about  
The worst thing about

Where is it happening? Can you locate it on a map?



What is your opinion?



What is happening this week? Can you describe it in your own words?

Where is it happening? Can you locate it on a map?

How do you think the people involved in the story feel?

What do you think about this week's story? How does it make you feel?

Have you ever experienced anything like this or come across anything like this before? When was it? Where was it?

How does it make me feel?

I think  
I feel  
I prefer  
I know  
I believe  
The best thing about  
The worst thing about



sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrorified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

Can you describe how somebody with a different opinion to yours might feel?

What have you learned from this week's story?

Do you want to do anything about it? What could you do?  
Make a plan!



**1**

$$70 + 1,000 =$$


1 mark

**2**

$$406 + 1,436 =$$


1 mark

**3**

$$\frac{1}{5} + \frac{3}{5} =$$


1 mark

**4**

$$459 \div 1 =$$


1 mark

**5**

$$560 - 74 =$$


1 mark

**6**

$$4.7 + 1.045 =$$


1 mark

7

$= 2,200 + 900$


1 mark

8

$7 \times 22 =$


1 mark

9

$63 \div 9 =$


1 mark



13

$$\boxed{\phantom{00000}} - 100 = 2,058$$

1 mark

14

$$65 + (2 \times 15) =$$

1 mark

15

$$\frac{5}{6} \times \frac{4}{5} =$$

1 mark

16

$40 \times 70 =$




1 mark

17

$40 \times 3,000 =$




1 mark

18

$4,635 \div 5 =$




1 mark







**25**

90% of 1,450 =


1 mark

**26**

			6	0	4
x			2	5	
<hr/>					


2 mark

**27**

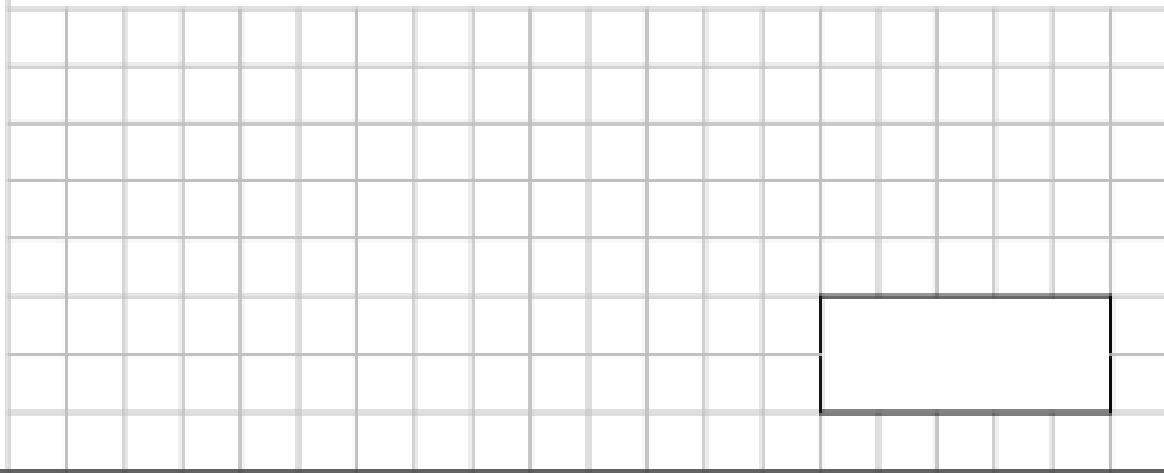
37.5 - 14.795 =


1 mark



**31**

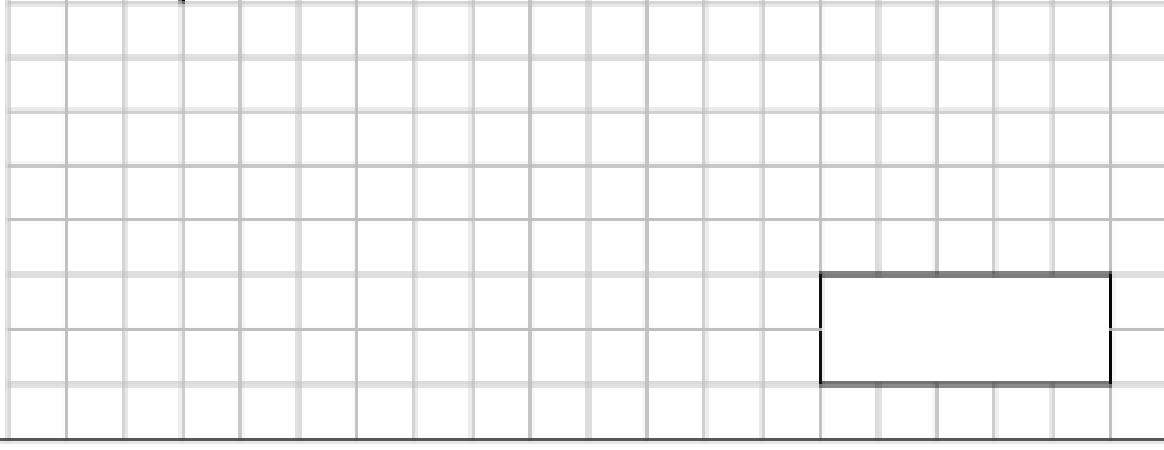
$$\frac{7}{8} - \frac{1}{6} =$$



1 mark

**32**

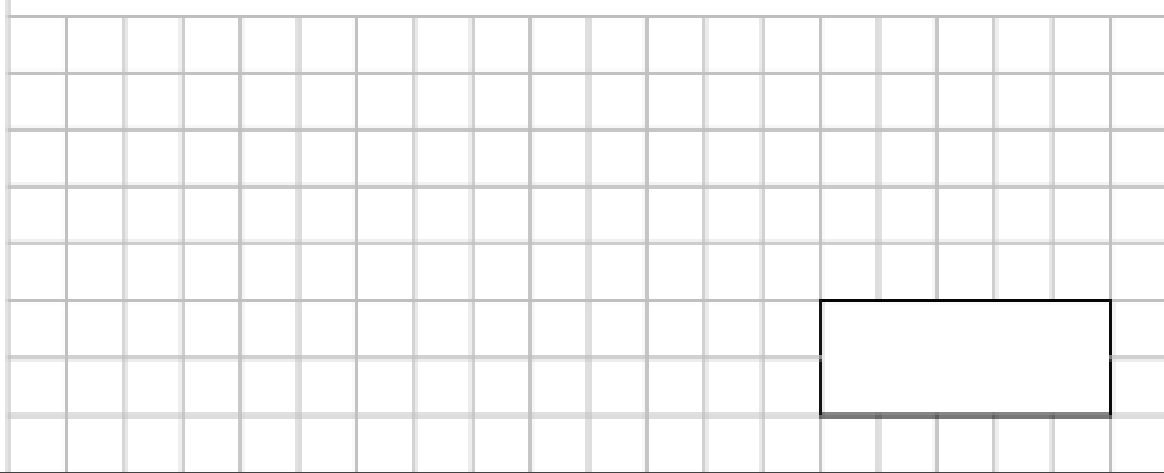
2 4 3 1 4 4



2 marks

**33**

$$2 \frac{2}{5} + \frac{2}{3}$$



1 mark

**34**

$$0.7 \times 400 =$$

--

1 mark

**35**

$$1\frac{1}{2} \times 46 =$$

--

1 mark

**36**

$$\frac{5}{8} \div 3 =$$

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1 mark

## KS2 Problem of the Day

Friday 16<sup>th</sup> March 2018

- 1 If this is  $\frac{1}{3}$  of a shape.



What fraction of the shape is this?



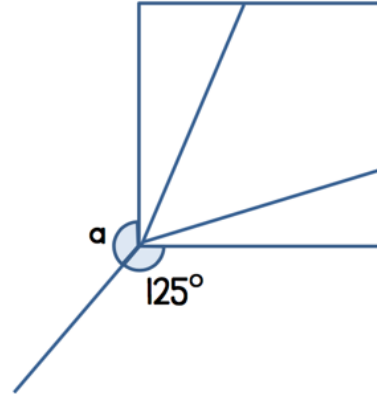
Explain your reasoning.

- 2 A 5 litre jug of water is shared between 6 glasses.

A 6 litre jug of water is shared between 9 mugs.

Which contains more water a glass or a mug?

- 3 The diagram below shows a square and some lines.



What is the size of the angle marked a?

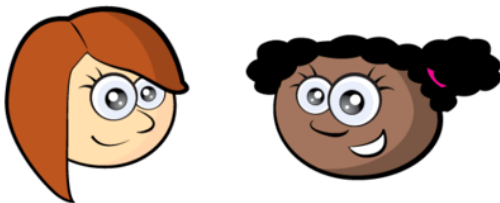


## KS2 Problem of the Day

Monday 19<sup>th</sup> March 2018

- 1 Add the difference between 7,200 and 3,950 to the product of 278 and 9

2



Tia has £4.78      Millie has £33.82

Millie gives Tia some money.

Millie now has 3 times as much money as Tia.

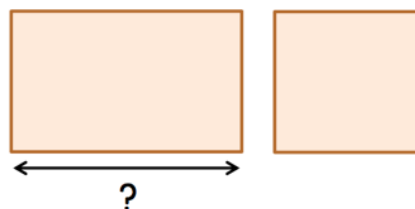
How much money did Millie give Tia?

- 3 A rectangle has an area of  $720 \text{ cm}^2$   
The width of the rectangle is 18 cm.



A square is cut off the end of the rectangle.

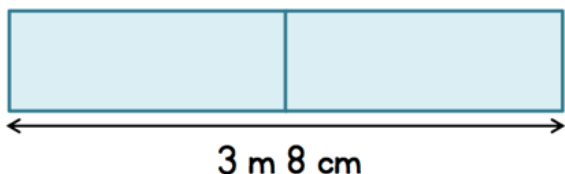
What is the length of the rectangle remaining?



## KS2 Problem of the Day

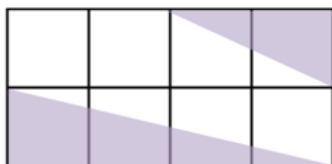
Tuesday 20<sup>th</sup> March 2018

- 1 Here are two identical rectangles.



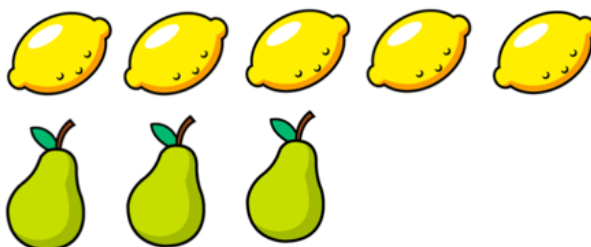
What is the length of one of the rectangles?

- 2 What fraction of the shape is not shaded?



- 3 A bag contains some lemons and pears.

For every 5 lemons there are 3 pears.



There are 18 more lemons than pears.

How many lemons are there in total?

White  
Rose  
Maths

White  
Rose  
Maths

## KS2 Problem of the Day

Wednesday 21<sup>st</sup> March 2018

- 1 How many hundreds must be added to 12,900 to make 13,000?

How many tens must be added to 3,600 to make 4,000?

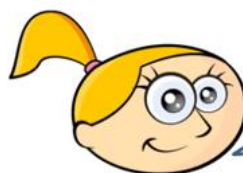
- 2 Gino has 72 stickers.

Peter has 5 times as many stickers as Gino.

Holly has half as many stickers as Peter.

How many stickers do they have in total?

- 3 Sammie is thinking of number.



The sum of 25% of my number and 75% of my number is 120

What number is Sammie thinking of?

Taran is thinking of a number.

The difference between  $\frac{2}{5}$  of my number and  $\frac{1}{10}$  of my number is 18



What number is Taran thinking of?

## Magical Moments writing challenge!

This time we have an exciting competition to announce year 6! We want to know your magical moments at Green Lane. You need to create a recount text, which summarises your best moments in school as a pupil. This could be from Nursery up to Year 6! Please send us your recounts on [homelearning@greenlane.ngfl.ac.uk](mailto:homelearning@greenlane.ngfl.ac.uk). We will send your work to your class teacher and the top three will get a special certificate. Don't miss out and make sure you show off your vocabulary and writing skills. We expect to see you use all taught skills and accurate use of grammar and punctuation.

### **Plan:**

My magical moments:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. \_\_\_\_\_  
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\_\_\_\_\_

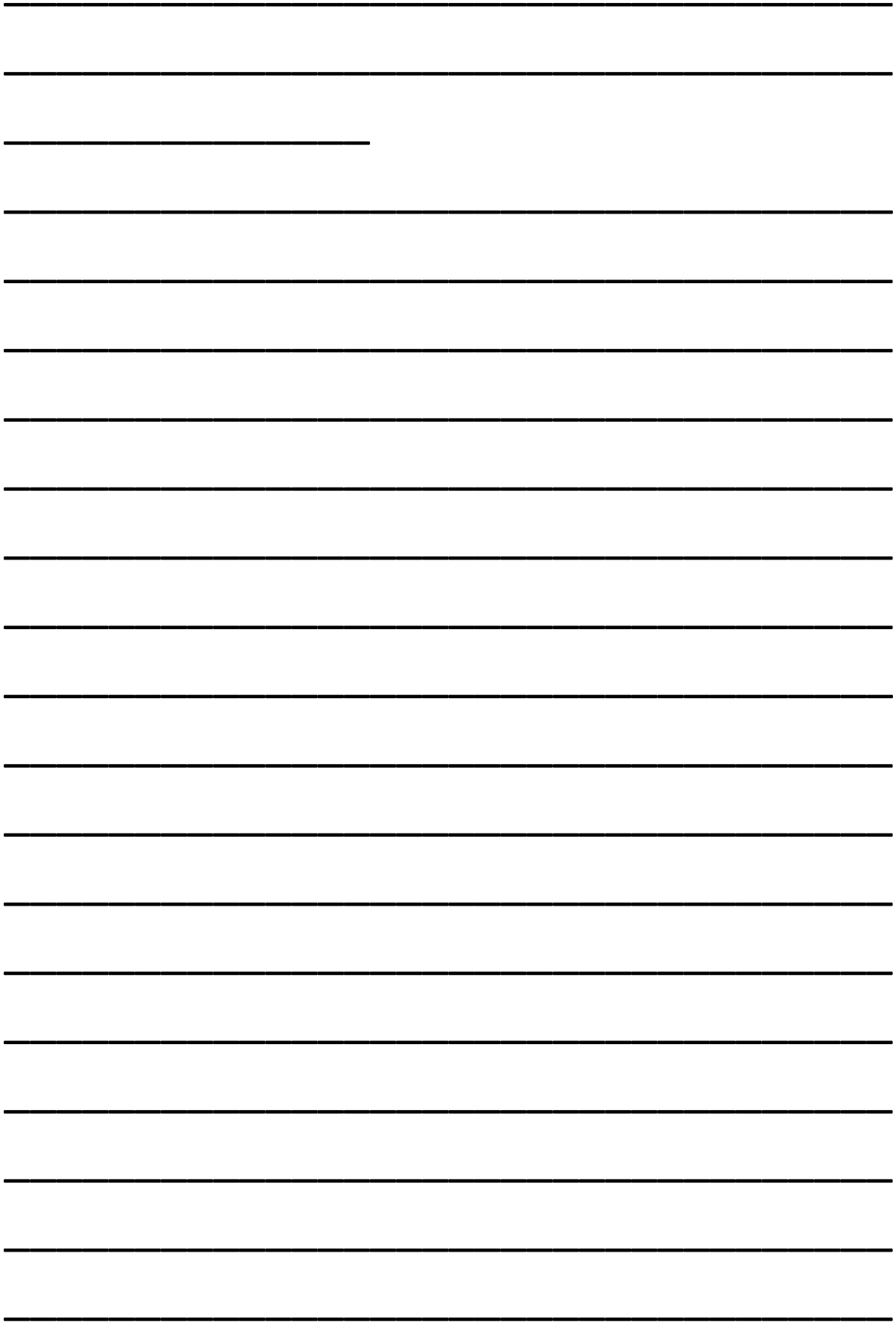


4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other information:









## Apostrophe Exercise 1

What's wrong here?

Re-write correctly

1 We sell the finest banana's

2 Its a jolly holiday for Mary

3 The womens' ability is extraordinary

4 Were only here for the beer

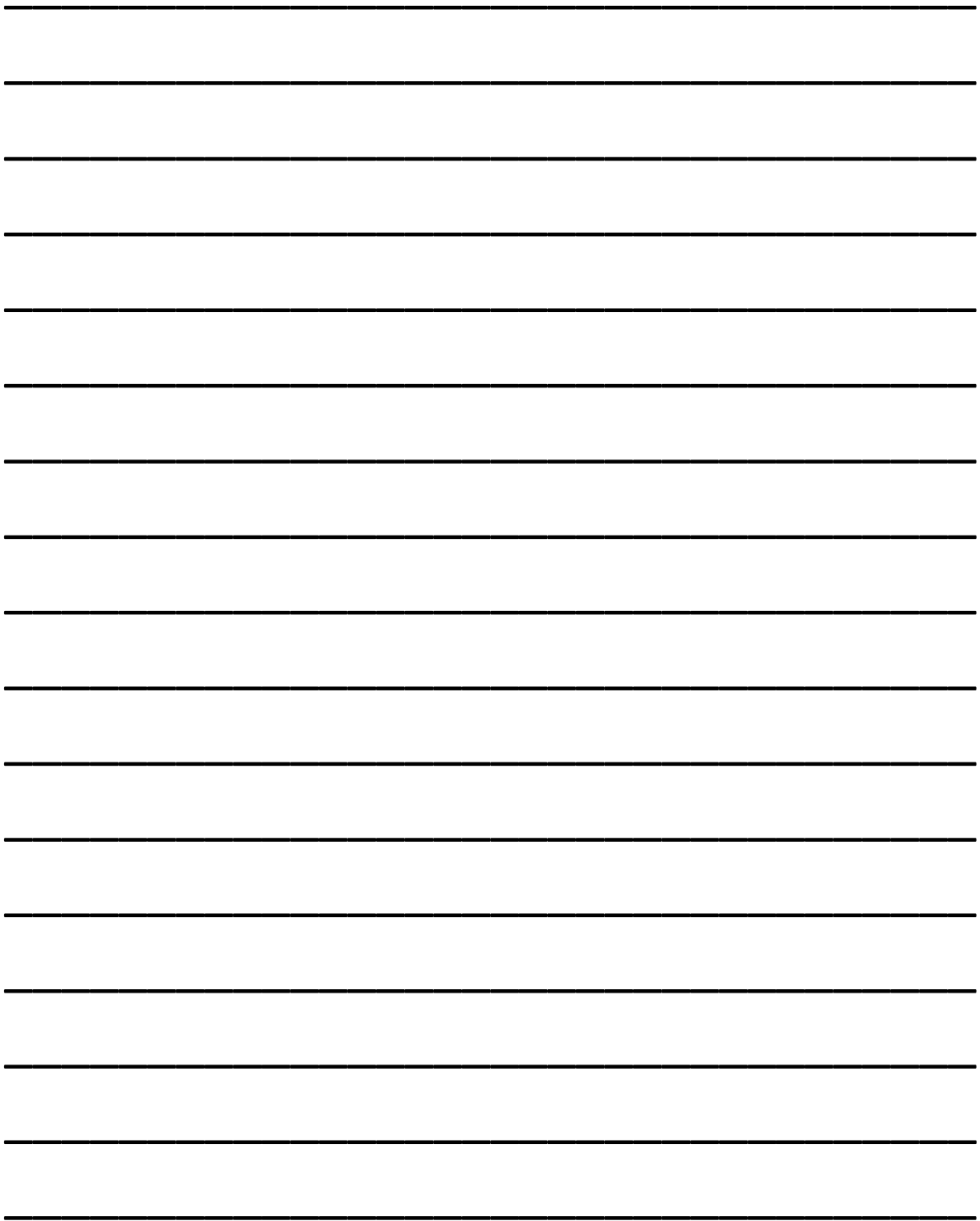
5 The train has reached it's destination

## Apostrophe Exercise 2

Place the needed apostrophes in the following paragraph.

Winters chilly blasts are about to give way to springs gentle breezes.

Already the azaleas are budding. In fact, two bushes in my neighbours garden have begun to bloom. Golfers cover the fairways and line up on the tees, taking advantage of the warm days. Soon we will be willing spectators for one of my mothers favourite pastimes: sunbathing. All the signs of spring are present. Whats that I hear? Is it a sneeze? If springtime comes, can allergies be far behind?



# Champions League

## Soaking up the atmosphere

This is the pinnacle. An occasion that exudes prestige, glamour and wealth. Glory beckons the victors, regret for the losers.



Kick-off is fast approaching and the atmosphere grows more fervent by the second. It's been a long, long journey to reach this point. For the players, sure – what started as a childhood fantasy whilst enjoying a playground kick-about with friends has now become a reality. But for supporters, too, it has been a long and winding road, taking in instructive winter-time trips to some of Europe's less dazzling holiday destinations during the group and early knockout stages, followed by a mad dash to secure tickets for the final the moment that the team had secured their place – a semi-final victory was less a cause for celebration than a trigger to join queues of anxious fans desperate to book match tickets, flights and hotels. Hapless punters outside the stadium were offering €10,000 for tickets with a face value of €100. There were no takers! Sat here now, surrounded by 70,000 other lucky souls, is a 'pinch yourself' moment. It has come at a sky-high cost – both financial and emotional when you take into account the heartbreak of previous seasons – but the prospect of seeing that trophy triumphantly held aloft to a backdrop of fireworks and 'We are the Champions' is absolutely priceless.

Right now, defeat is unthinkable. A look at the expectant faces of other fans confirms that losing has not entered our thoughts; terrace anthems ring out in jubilation all around the ground. One side is in for a rude awakening in ninety minutes time. The tragedy of defeat might be deferred for another half an hour if the match goes to extra time, or possibly even longer if it takes the lottery of a penalty shoot-out to split the teams, but



eventually the stadium will be split evenly between those in ecstasy and those in agony. Amongst the arms raised, banners waving, songs sung at the top of voices, one elderly gentleman can be spotted, head bowed, mouthing a silent prayer. It is presumed that he has suffered despair previously and can't bring himself to put his faith solely in the eleven players worshipped by his brethren. All at once the rest of the crowd join him in hushed expectation as the speakers click and the first bars of Tony Britten's hair-raising UEFA Champions League Anthem accompany the 22 footballing deities finally emerging from the tunnel.

It is true that the global TV audience of 200 million have a better view than those of us sat in the backseats, more than a hundred yards from where the action is about to unfold. But television cannot do justice to the full array of sights and sounds that prick the senses and whet the appetite. Tonight, we are dining at soccer's top table; bring on a sumptuous feast...



# Champions League Vocabulary

Are you able to classify and give definitions to the following words?

Use their context within the article to help you before resorting to a dictionary.

Word	Classification (noun/ verb/adjective, etc.)	Definition
pinnacle		
exudes		
beckons		
fervent		
instructive		
hapless		
punters		
face-value		
expectant		
jubilant		
deferred		
ecstasy		
brethren		
deities		
array		
whet		
sumptuous		

## Champions League

1. According to the text, name four things that the supporters are doing before the match kicks off.

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2. What was the response of supporters to reaching the Champions League final?

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3. Name one literary device used and comment upon its effect.

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4. How does the writer convey their sense of enthrallment at the occasion?

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5. In what ways is the writing structured to make the experience sound like a journey, and what is the effect of this?

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# Living in the

## Victorian Workhouse

**If you were very poor and homeless nowadays, where would you go for help? How many agencies and government schemes can you think of that aid those in need? In previous centuries, those who found themselves in desperate situations had very few choices.**

Before the 1830s, poor aid was a parish affair. This meant that the poor were looked after by the local community. In medieval times the job usually fell to the local clergy (at an abbey or monastery for example) to help those in need. Monks would often provide alms (free food and lodgings) and medical care to the poor. With the dissolution of the monasteries by Henry VIII in the 15th century, responsibility for the poor had to be taken up by someone else. Local church parishes took on the care of such people, tried to find work for the able-bodied and provided housing for their own impoverished. From 1601, the parishes were given this responsibility through a Poor Law which required that the care be paid for by a tax on 'ratepayers' (those who owned or occupied property in the area).

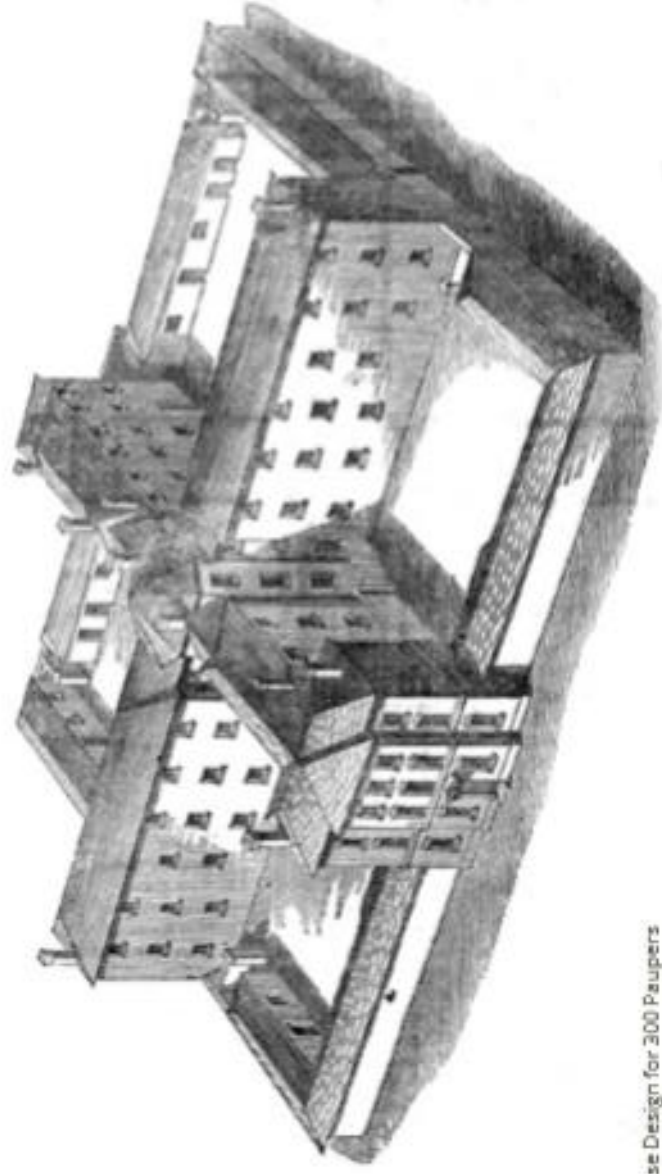
The cost of caring for the poor was steep and continued to rise steadily over the next two hundred years. Some parishes experimented with ways to limit the taxpayer's bills. They began to subsidise the wages of the poorest in the community, giving them additional pay so that they could maintain their own households rather

than move into parish accommodation. In other areas 'outdoor relief' became common, helping the poor to stay in their homes by giving them things they needed, such as coal or food.

As the number of poor grew, taxpayers became dissatisfied with the situation. Many saw the poor as responsible for their own impoverished situations through want of thrift, morality or care. They did not think it was right to provide care for able-bodied adults and their families. And the situation was only getting worse – with the Enclosure Acts of the late 18th century and the movement of labourers and poor farmers into the cities, the cost of feeding and housing the poor was astronomical. The cost of relieving the poor in

England and Wales in 1803 was about £4 million, while in 1818, it had doubled to £8 million.

Desperate times called for desperate measures and the late Georgian period measure was the workhouse. In 1834 parliament passed the Poor Law Amendment Act (or New Poor Law as it became known). This act made it illegal to be poor, destitute and homeless in England and Wales. If anyone found themselves homeless or incapable of caring for themselves, they were to report to the local police station and to apply for a ticket to the workhouse. Those who fell on hard times were no longer to be given handouts at home. The workhouse was to be the only charitable institution in the district eligible to take in the local poor.



Workhouse Design for 300 Paupers

Many small parishes banded together to form unions which could provide these workhouses for their communities. In this way, there would be one workhouse for a radius of 10-14 miles. By building bigger, these workhouses were more cost-effective than the smaller, single parish alms houses. By 1839 there were over 600 unions in operation in England and Wales.

While the institutions were set up with charity in mind, they became little better than prisons. Since many taxpayers had complained about the giving of alms to able-bodied men and women, the workhouses were set up to function as a deterrent for indigence. There was extreme supervision within the workhouse, personal possessions were removed, and families were separated from one another. Food was minimal but (supposedly) nourishing and boring, repetitive work was provided for those able to do it.

The language of the workhouse was the same as that for a prison. Those who were forced to make the workhouse their home were labelled as 'inmates'. They were stripped of their own clothes and possessions on arrival and forcibly washed, deloused and disinfected, before being made to put on a workhouse uniform of deliberately scratchy fabric. In some areas, unmarried mothers were forced to wear a special yellow uniform as a sign of their shame.

Young families were separated with the men and women living in separate dormitories and the children living in a school wing. While mothers were supposed to be given access to any children under seven years



'Oliver Twist'. Oliver grows up in the workhouse environment as an orphan, whose mother died giving birth to him after being admitted to the institution. The portrayal of Mr and Mrs Bumble and the governors of the workhouse is both comic and chilling. Their response to Oliver's plaintive cry: "Please sir, I want some more." has become one of the best-known scenes in English literature.

Other characters whose experience of the workhouse is less than enjoyable include Betty Higden in 'Our Mutual Friend' who desperately fears the workhouse and the poor Fanny Robin in 'Far from the Madding Crowd' who dies in the workhouse while pregnant and desperate. Her subsequent funeral is equally poignant. The customary death knell cannot be rung since the workhouse won't pay for it.

## Workhouses in Literature

Workhouses captured the imagination of many Victorian novelists. Some of these, like Charles Dickens, wrote about the conditions in an effort to encourage social change. Perhaps the most famous example of the workhouse in literature is that in

of age at 'all reasonable times', this was not strictly adhered to. In 1843 for example, it was reported in Punch that an infant of five months had been separated from its mother apart from brief periods for feeding. Older children might be sent out to work in factories or mines or might be apprenticed away from the workhouse, losing contact with their families.

Food was another issue within the workhouse. Fare was to be invariable and purposefully coarse. The three meals a day mainly consisted of bread and porridge, with cheese, potatoes and soup added to a

midday meal. Meat might be provided twice a week. The food was meant to be filling and nourishing but, in certain instances, it was found to be contaminated or completely inappropriate for human consumption. In 1846, an investigation into the Andover workhouse heard that inmates had been found chewing the marrow out of rancid bones. Initially, the celebration of feast days such as Christmas was not to be observed in workhouses. The food was to remain the same as usual. In 1847 however, the New Poor Board relaxed the restrictions and allowed for extras to be provided for the Christmas meal and on other occasions.

### Art Imitates Life!

In 1869, the new weekly newspaper *The Graphic* took to the stands. The newspaper was aimed at the middle classes who would generally read the illustrated *London News* which had been founded in 1841. The new weekly paper wanted to show the wealthy of London what life was like for the other members of English society and it was bent on social reform.



Houseless and Hungry by Samuel Luke Fildes, scanned by Philip Y. Allingham for Victorian Web.org

The first edition featured an engraving by Samuel Luke Fildes entitled *Houseless and Hungry* and recreated the scene he had witnessed one snowy winter's night after arriving in London. He wrote: 'When I first came to London I was very fond of wandering about, and never shall I forget seeing somewhere near the Portland Road one snowy winter's night the applicants for admission to a casual ward.' The people in the picture are waiting for entry to the workhouse and Fildes chose each character to represent a type of 'English Poor'.

The picture had an immediate impact. John Everett Millais, a famous Victorian painter, was so taken with it that he advised Charles Dickens to use the artist for his next project. Dickens commissioned Fildes to produce the illustrations for his last novel, *The Mystery of Edwin Drood*.

In 1874 the picture was produced as an oil painting, renamed *Applicants for Admission to a Casual Ward* and shown in the Royal Academy's summer exhibition. While some critics thought it unsuitable material for a painting, thousands bought reproductions of the image, encouraging people to consider the issues of the poor in society.

The working day did not provide much of a relief from the tedium of life in the workhouse. The work provided for the inmates was meant to be of a punitive rather than useful nature. People were asked to perform menial tasks such as breaking stones for roads, breaking up bones to make fertiliser, turning a mill handle and picking oakum.

Picking oakum entailed taking lengths of old, tarred rope and unpicking the pieces. It was hard on the fingers and often performed by women or child inmates. In many workhouses, these tasks were to take place in silence.



Children at Crumpsall Workhouse circa 1895

Life in the workhouse was not so desperately bleak for some however. Young children were given an education (three hours a day) at a time before the Education Act of 1870 ensured the education of all children. Children were taught arithmetic, reading (and sometimes writing) in all workhouses, while some aspired to teach geography, complex mathematics and music. This meant that workhouse children were often better educated than their poor, but free, counterparts. Time was given for play as well as work and the children learned useful skills such as needlework and gardening. The principle was that 'all children ... shall be trained to habits of usefulness, industry, and virtue.'

The elderly who were at the workhouse because they were too ill or old to work were deemed to be the 'blameless' or 'deserving' poor. Many of these people had no families to rely on for care and, having become too old to work, may have lost the dwelling that was 'tied' to their job. Those younger people with physical disabilities and some of those with mental disabilities

would also belong to this category of inmate. They were often housed separately from the able-bodied population and spent their days in a day room, where they might gather and talk, or in a recreation yard.

Despite workhouses being available, many people lived in fear of having to enter them. The stigma of having been in the workhouse haunted people and many preferred to go homeless and hungry at times rather than endure the cruel segregation of these institutions. By 1929, the power and usefulness of such places was waning. With the signing of the Local Government Act, local authorities took over the running of the workhouses and many districts chose to convert them into municipal hospitals or the like.

In 1948, the modern Welfare State came into being. This was as radical as the Poor Law of 1834. It gave much greater access to financial benefits and provided, in new ways for the unemployed, elderly and ill. The new NHS (National Health Service) provided universal healthcare and so many of the workhouses became

hospitals or wards of larger institutions. Some workhouses functioned as care and residential homes for a number of years. The days of the workhouse and the stigma and punishment that went along with being poor were over.



Women's mealtime at St Pancras Workhouse 1897

# Living in the Victorian Workhouse

## Comprehension Questions

1. Who took care of the poor before the 1830s?

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2. In 1601, a poor law was implemented. What did it require?

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3. What was 'outdoor relief'?

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4. What had happened to the cost of caring for the poor between 1803 and 1818? Why?

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5. What act was passed in 1834? What did this law say?

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6. Give two ways in which the new workhouses were like prisons.

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7. Name two things that children might expect to do in a workhouse.

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8. What did the investigation into the Andover workhouse discover?

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9. What was picking oakum?

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10. How did the creation of the Welfare State in 1948 change the usefulness of workhouses?

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### **Extension**

Find out more about our current social security and welfare measures. Create a table comparing the treatment of those on benefits then and now.

Write a letter to workhouse bosses explaining why the lack of freedoms the 'inmates' have, is unfair.

Read one of the famous literary accounts of a workhouse. You might chose Dicken's descriptions in 'Oliver Twist' or the death of Fanny Robin in 'Far from the Madding Crowd'. What did you think of the description you read? Did you think the author was for or against the use of workhouses for the poor?



## The Fox and the Crow

Master Crow sat on a tree,  
Holding a cheese in his beak.  
Master Fox was attracted by the odour, And tried to attract him thus.  
“Mister Crow, good day to you.  
You are a handsome looking bird!  
In truth, if your song is as beautiful as your plumage,  
You are the Phoenix of this forest.”  
Hearing these words the crow felt great joy,  
And to demonstrate his beautiful voice,  
He opened his mouth wide and let drop his prey.  
The fox seized it and said: “My good Sir,  
Know that every flatterer,  
Lives at the expense of those who take him seriously:  
This is a lesson that is worth a cheese no doubt.”  
The crow, embarrassed and confused,  
Swore, though somewhat later,  
That he would never be tricked again.

**Read the story above, talk about what happened in the story? How you felt as a reader? A lesson you learnt? Is there a moral behind this story?**

# My Shadow

By Robert Louis Stevenson

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow-  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close beside me, he's a coward you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepy-head,  
Had stayed at home behind me and was fast asleep in bed.

Answer in full sentences.

1. Who is 'he' in the poem?

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2. What do we call the device we use to give human characteristics to something that isn't human?

- a) simile
- b) metaphor
- c) personification
- d) ellipsis

3. How many rhyming couplets are there in the poem?

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4. Use the text to help explain what a coward is.

\*Clue: What does the shadow do?

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5. Who does the narrator mean when using the word 'nursie'?

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6. Does the language in the poem tell us that this is an old or modern poem?  
Give one example to back up your answer.

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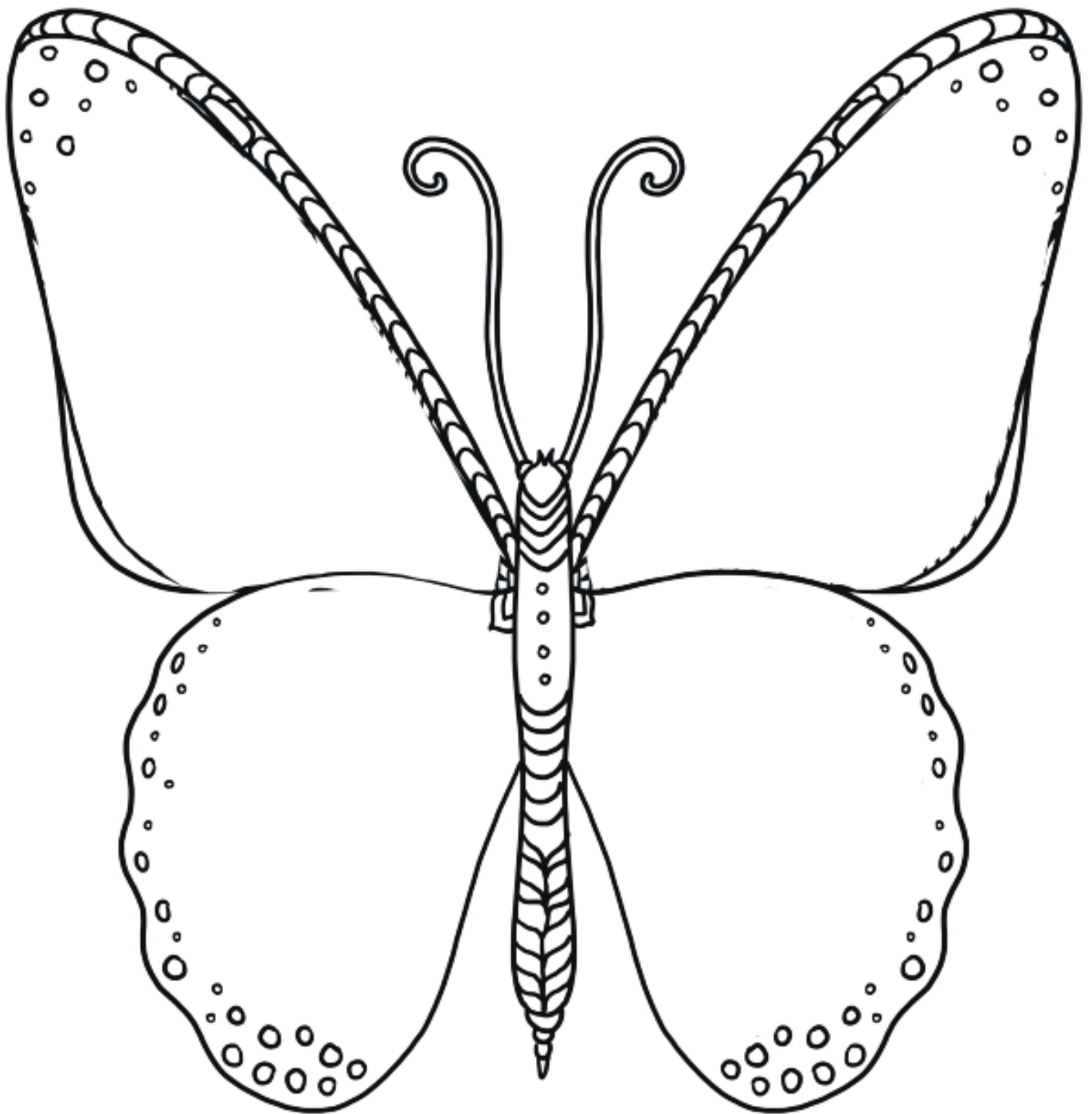
7. In the final verse, why had the shadow 'stayed at home'?

- (a) His shadow went to bed late the night before.
- (b) His shadow doesn't like buttercups.
- (c) His shadow is too lazy to get up.
- (d) The sun wasn't up so the narrator wouldn't be able to see their shadow.

**Challenge: Re create a poem about your shadow.**

# Don't Worry, Be Happy!

Think about things that make you worry. In the wings of the butterfly, write the things that make you worry and think about your worries flying away. As you write, think about things that make you happy. What can you do to make yourself happy? Imagine yourself without worries, happy and smiling.



## What Special Qualities Have I Discovered?



**Arithmetic 1 Answers**

1	1,070	20	430,200
2	1,842	21	<b>56</b> (2)
3	$\frac{4}{5}$	22	5.55
4	459	23	<b>13,312</b> (2)
5	486	24	60
6	5.745	25	1,305
7	3,100	26	<b>15,100</b> (2)
8	154	27	22.705
9	7	28	$1 \frac{1}{15}$
10	711	29	$\frac{1}{35}$
11	2,822	30	28
12	125	31	$\frac{17}{24}$
13	2,158	32	<b>131</b> (2)
14	95	33	$3 \frac{1}{15}$
15	$\frac{20}{30}$ or $\frac{2}{3}$	34	280
16	2800	35	69
17	120,000	36	$\frac{5}{24}$
18	927		
19	0.007		

Problem of the day answers:

1.  $\frac{1}{2}$

2. A glass holds more water.

3.  $145^\circ$

4. 5,752

5. £4.87

6. 22 cm

7. 1 m 54 cm

8.  $\frac{5}{8}$

9. 45

10.40

11.612

12.120

13.60

<b>Word</b>	<b>Classification (noun/ verb/adjective, etc.)</b>	<b>Definition</b>
pinnacle	noun	peak or culmination
exudes	verb	gives off or oozes
beckons	verb	to summon or call to come
fervent	adjective	Intensely enthusiastic
instructive	adjective	educational or enlightening
hapless	adjective	unlucky
punters	noun	customers
face-value	noun	the monetary value printed on something
expectant	adjective	hopeful; full of expectation
jubilant	noun	euphoric joy
deferred	verb	postponed or pushed back
ecstasy	noun	state of extreme happiness
brethren	noun	contemporaries; Christian brothers
deities	noun	gods
array	noun	wide collection or range
whet	verb	stimulate or sharpen
sumptuous	adjective	luxuriously splendid or magnificent

## Champions League – Answers

1. According to the text, name four things that the supporters are doing before the match kicks off. Any four of singing, waving their arms, waving banners, praying, reminiscing or trying to buy tickets.
2. What was the response of supporters to reaching the Champions League final? Rather than being a cause of celebration, it was a manic and ‘anxious’ rush to secure tickets and make travel arrangements. Even fans who failed to get tickets are so ‘desperate’ to be part of it that they have travelled and are offering exorbitant sums of money to buy tickets outside the stadium.
3. Name one literary device used and comment upon its effect. Credit any valid response, which could include but is not limited to:
  - the triplet ‘prestige, glamour and wealth’ emphasises the grandeur of the occasion
  - juxtapositions such as ‘glory/regret’, ‘fantasy/reality’, ‘sky-high cost/absolutely priceless’ and ‘ecstasy/agonny’ illustrate the duality of the game and the inevitability of there being a winner and a loser
  - the use of a religious semantic field conveys the significance of the match and the piety of supporters
  - the metaphor of ‘dining at soccer’s top table’ further emphasises the grandeur of the occasion.
4. How does the writer convey their sense of enthrallment at the occasion? Credit any valid response, which could include but is not limited to:
  - the above responses to question three
  - language that is emotive and/or appeals to the senses
  - disbelief that they are able to witness it: ‘a ‘pinch yourself’ moment.
5. In what ways is the writing structured to make the experience sound like a journey, and what is the effect of this? Credit any valid response, which could include but is not limited to:
  - ‘pinnacle’ suggests that a peak has been



reached, an obstacle surmounted • temporal indicators such as ‘fast approaching’ and ‘grows more fervent’ • the ‘long and winding road’ metaphor emphasises the effort of both players and supporters • the ‘sumptuous feast’ sounds like a reward awaiting supporters at the end of their journey.

## Living in the Victorian Workhouse

### Comprehension Questions - Answers

1. Who took care of the poor before the 1830s?

**Monasteries and monks generally took care of the poor before the Reformation. Following this, the local parish (church) and local charities took care of the poor and destitute.**

2. In 1601, a poor law was implemented. What did it require?

**That ratepayers pay for the aid to the poor within the local parish. Ratepayers were those who owned or maintained property in the area.**

3. What was ‘outdoor relief’?

**This was the sending of fuel (coal or wood) and food to the homes of the poor, trying to help them maintain their own homes.**

4. What had happened to the cost of caring for the poor between 1803 and 1818? Why?

**The cost doubled within a very short period of time. This was due to the large numbers of people moving from farming communities to the cities as the land they usually farmed was enclosed by landowners. There were the developments of the Industrial Revolution and a spike in population.**

5. What act was passed in 1834? What did this law say?

**The New Poor Law or Poor Law Amendment Act was passed in 1834. The act made it illegal to be poor and destitute and demanded that anyone finding themselves in this position should turn themselves into the police and thus be given a place in a workhouse.**

6. Give two ways in which the new workhouses were like prisons.

**Answers may vary as there were several things mentioned. Answers might include: those living in them were called ‘inmates’, there were strict rules about living inside the workhouse, the residents were expected to work for nothing, a scratchy and uncomfortable uniform was given to the residents, the families were segregated (men, women and children put in separate sections) and personal effects were removed on entry.**

7. Name two things that children might expect to do in a workhouse.

**Children could expect to be separated, at least some of the time from their families (mothers could see children under 7), children would attend school (up to 3 hours a day), children might work or be sent out to be apprentices. The girls would learn to sew, housekeep and cook and the boys would learn a trade or gardening skills.**

8. What did the investigation into the Andover workhouse discover?

**That the workhouse residents were reduced to eating the marrow from rotting bones for food. The inmates were starving.**

9. What was picking oakum?

**This meant picking apart old ropes from ships which had been treated with tar. It hurt the fingers and was a slow, repetitive work.**

10. How did the creation of the Welfare State in 1948 change the usefulness of workhouses?

**After the creation of the Welfare State, people who found themselves in need received help from the government directly. Institutions in which such people would be housed did not need to exist any longer. Councils became responsible for finding sufficient housing for people.**

### **Extension**

Find out more about our current social security and welfare measures. Create a table comparing the treatment of those on benefits then and now.

**Students might look at current legislation or information from sites such as 'gov.uk'. They might include information about the NHS or look at the formation of the NHS and the welfare state as a separate task. Students might be asked to consider the worth of the social care system - there is much debate about a nationalised system of health care in America at the moment. Students might consider how the rules differ there.**

Write a letter to workhouse bosses explaining why the lack of freedoms the 'inmates' have, is unfair.

**Alternatively, students could take the opposing side and defend the treatment of the 'inmates'. This could be a starting point for a debate.**

Read one of the famous literary accounts of a workhouse. You might choose Dickens's descriptions in 'Oliver Twist' or the death of Fanny Robin in 'Far from the Madding Crowd'. What did you think of the description you read? Did you think the author was for or against the use of workhouses for the poor?

**Students might be asked to look specifically at the language used to describe the workhouse, the people who work there and the 'inmates'. How does Dickens show Oliver to be a blameless recipient of poor aid and how are the workhouse board members shown in a poor light? Looking at the illustrations used for the text might be helpful here. Students could go on to consider Dickens work as a social reformer or discuss whether those in the arts should become involved with politics.**