



Rastrick  
High School

# KEEPING IN TOUCH SESSION

Name: .....

Year Group:    Year 7    Year 8    Year 9

# Welcome back ...

Hello Year 7,

I'll begin by welcoming you all back to the building after such a long time spent away from school. Many of you have told us you have missed coming to school and we have certainly missed having you. We have been longing for this moment of being back in the building, to be back in our regular routines, doing what we do best. And, although it isn't a return to normal, we are glad that we get the opportunity to see you before the summer break.

Today is the first time many of you will have seen members of staff for 4 months! Even though some of you might not admit it, I know all of you will have missed certain parts of school life. Today is the opportunity for you to come into school for an hour to see some of the students in your form and your tutor. What we will be doing today is speaking with you and hearing from you about how life has been during your lockdown, what difficulties you have faced and how you may have overcome them.

It has been very difficult for a lot of you to adjust to school life at home, all of you will face a different set of obstacles that you must overcome. I'm sure many of you have a supportive network of people in your life that you can lean on when you're struggling with motivation or the difficulty of work. It is normal to find things hard and to sometimes hit a brick wall but with resilience and a growth mindset, you can knockdown these barriers.

I speak on behalf of all the year 7 team when I say that we can't wait to hear how you have been during our time apart and see how much you've all grown. I have always been incredibly proud to call myself your Achievement Leader, but the maturity, dignity and independence you have demonstrated as a whole during such difficult times makes me prouder than I could have imagined.

Enjoy your day and keep working hard.

*M. Thornton*



# In the Building ...

It's great to see you back in school. As you are probably already aware, there have been a number of changes to the site to help limit the transmission of the COVID-19 virus. Before you can get started, please take the time to read this page.

## Movement around school

Throughout the building there are a number of places you can wash your hands. Please try to wash them regularly.



## Start of the session

When you arrive at school, you will go straight to the sports hall. When all of your group has arrived, you will be taken to your designated classroom by your form tutor.



## Classroom

We will be using a range of classrooms for the sessions but each classroom has been altered to adhere to government guidance. This includes:

- All students being 2 metres apart.
- No more than 15 students in a classroom.
- All excess furniture has been removed.
- Hand washing/ sanitizing facilities in every classroom.

## Rooming

You will be in different rooms depending on your form. Your form tutor will take you to one of the following:

MC4  
MC5  
MC6

## Toilet

If you need to use the toilet during your time in school, you will have access to the toilets in the Maths block.



# Re-Connecting...

It is now 15 weeks since we entered a period of lockdown. This break from normal life has been difficult for everyone. This session is a chance to re-connect with your form tutor and some of our friends. It is also a platform to discuss the efforts you have put into home learning and how we maintain high expectations of yourselves as we ease back into normality.

01

Growth Mindset

02

Hope

03

Gratitude

04

Yr7 Camp Week

# Growth Mindset

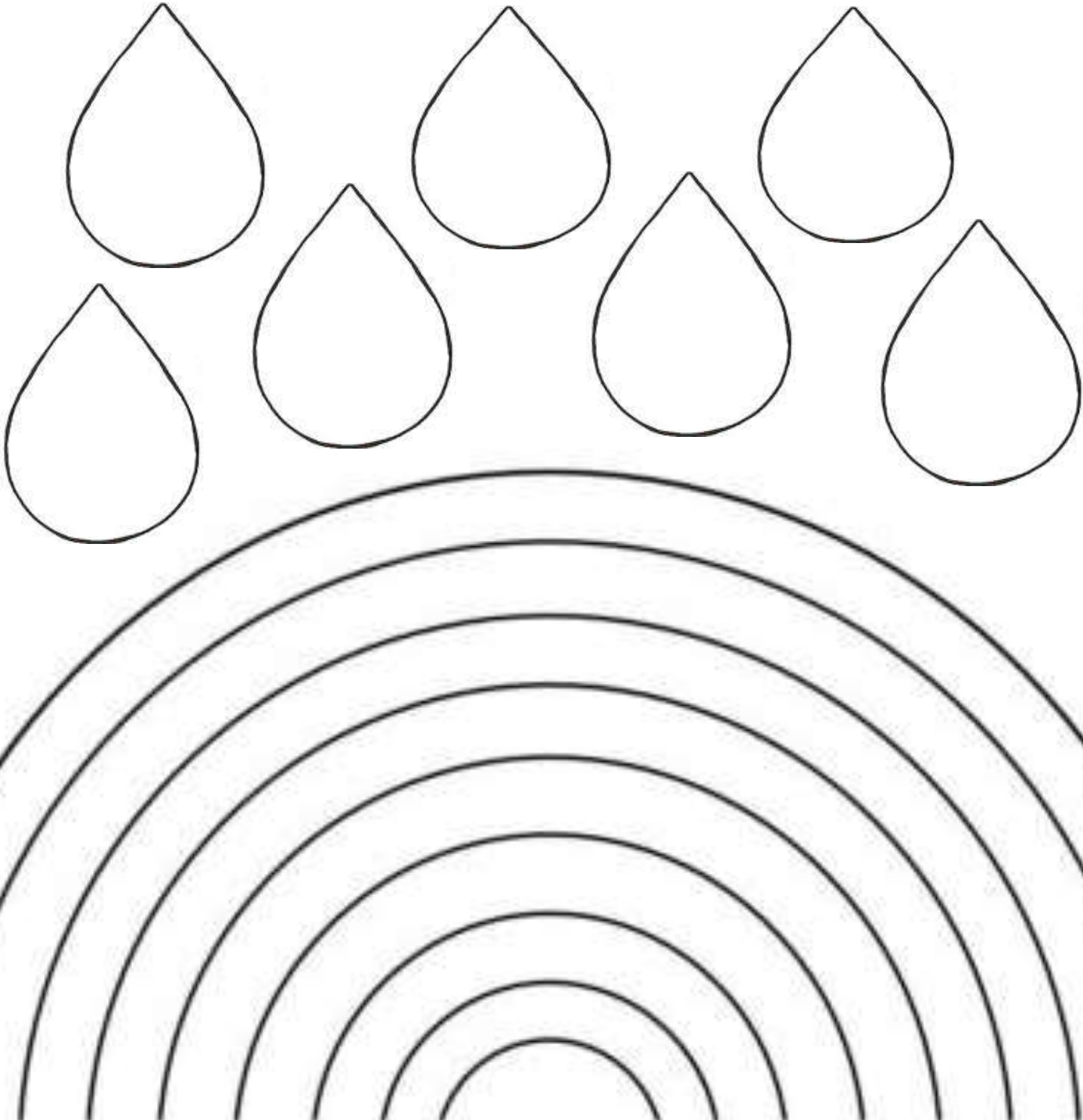
Re-word these fixed mindset phrases into growth mindset phrases

Fixed mindset	Growth Mindset
I go to bed late and wake up late, I'll struggle getting up for school.	
I've probably lost all the new friends I made at school.	
I find it too hard to work from home.	
I'm bored with my days, there's nothing new to do.	
I don't have a routine anymore, I feel lost.	
I've done all this hard work for nothing.	

# Hope

'Research indicates that hope significantly and positively links with psychological well-being and coping in the face of hardship. Described as a rainbow of the mind.'

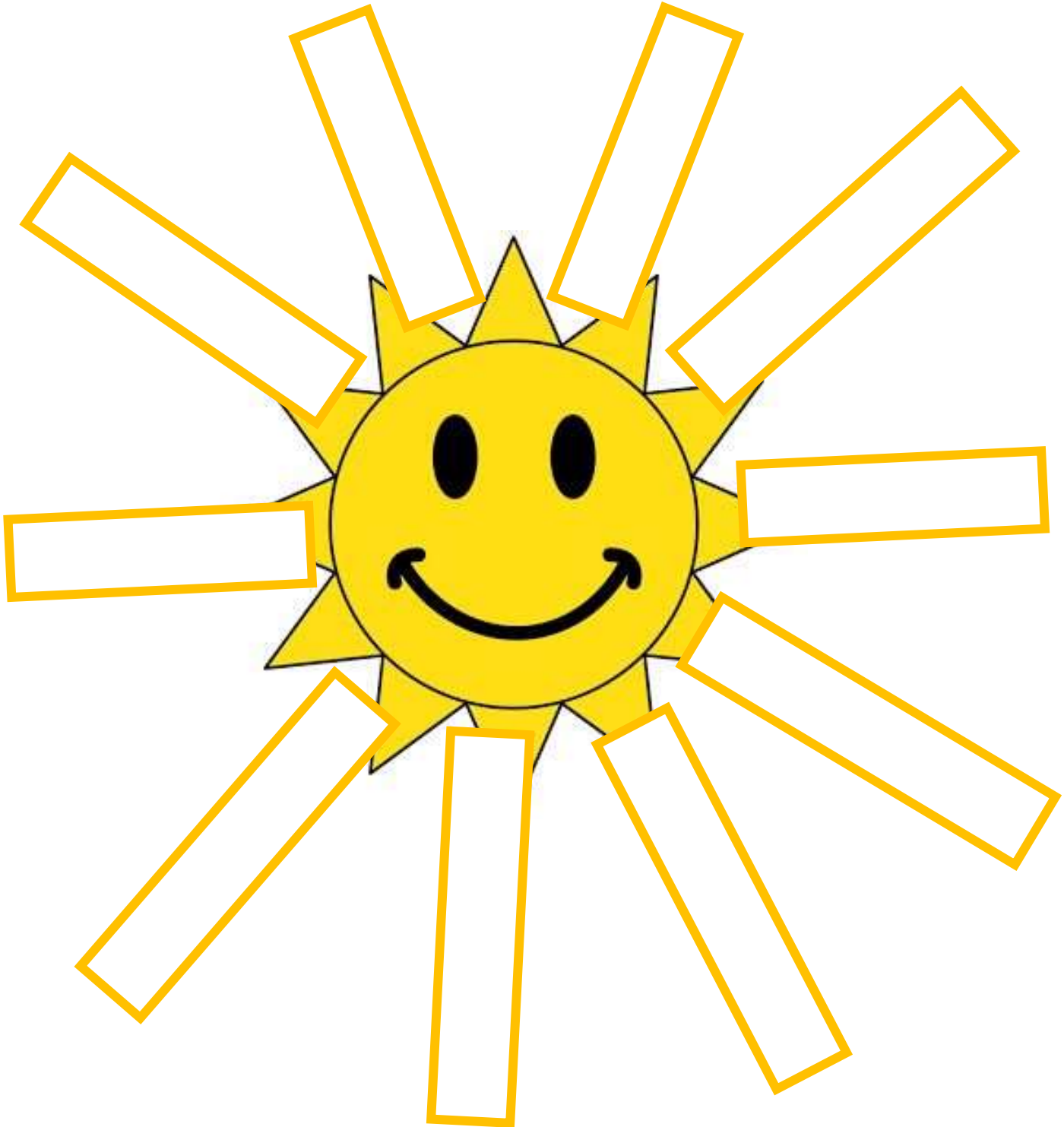
**Write in any problems/barriers you have faced during lockdown in the raindrops. Then write in each part of the rainbow, how you can or have overcome these barriers.**



# Gratitude

'Studies suggest that finding things to be thankful for is important for our well-being, leading to physical and psychological benefits.'

**In each of the rays emanating from the sun, write down things you have been thankful for during this time.**



# Yr7 Camp Week

Starting on the 13<sup>th</sup> July (last week of school), we are delivering a virtual camp week that would have been happening on our year group residential to Kingswood.

There will be a daily video of the Yr7 team doing basic outdoor skills for you to follow and 'have a go' at home. Please see your booklet. This will also be available on the website.

The order of the session we will run are:

1. Preparing for outdoor living
2. Building shelter
3. Outdoor cooking
4. Basic first aid
5. Survival skills

The booklet will have tasks you can fill in and complete at home along with other outdoor activities you may find interesting.

We only ask that you stay safe when undertaking any of these activities, and experience them with your family at home. Some of you may not have the equipment we will have but we'll include alternatives for each session so you can take part. For example, we will be cooking outdoors on a gas stove but you can do the same indoors in your kitchen.

It is so important that you all, at some point, have a go at camping out. Connecting with the outdoors and nature is so good for your wellbeing and is a skill you can teach others.

See you all next Monday morning for our first video edition!



# How to Access Home Learning...

The resources that have been prepared for you to work through at home by Rastrick teachers, can be found in two places:

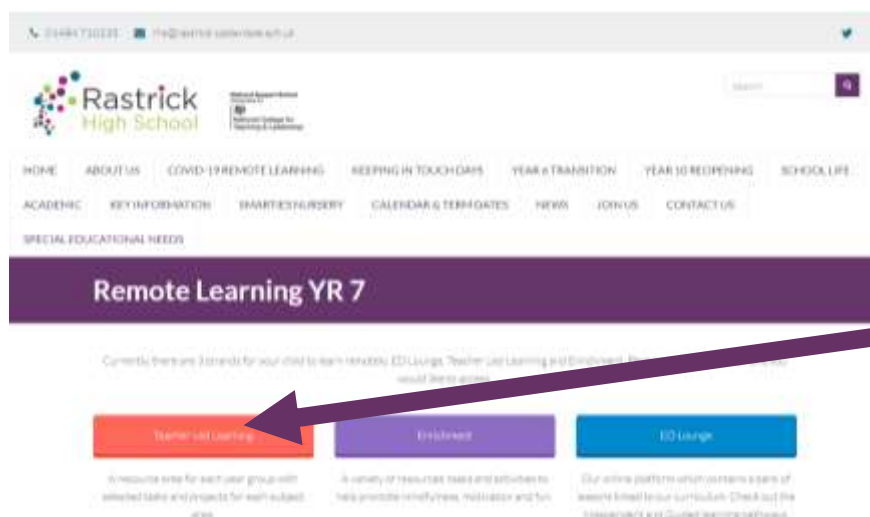
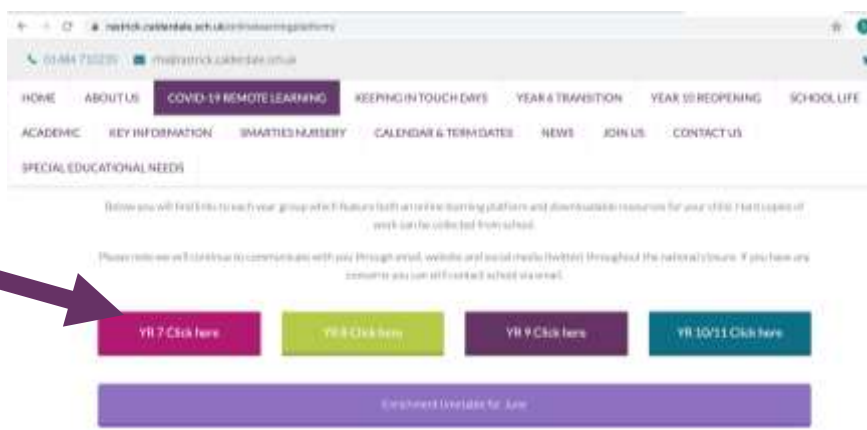
- 1) The school website <https://www.rastrick.calderdale.sch.uk/>
- 2) Paper copies can be collected from school reception.

## Where are the resources on the school website?



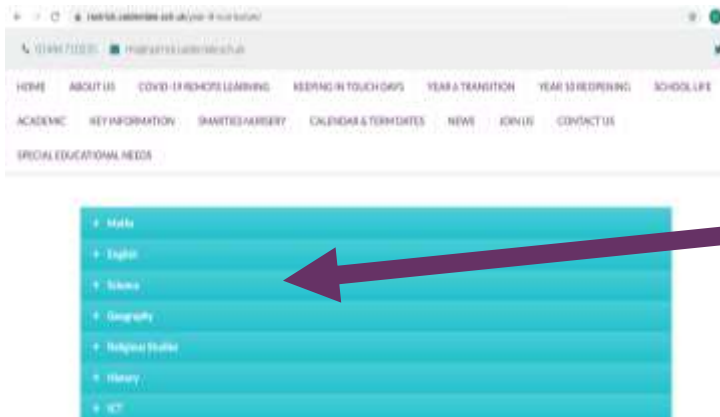
When you land on the school website select 'Remote Learning'

Click the correct button for your year group resources



Click on the 'Teacher Led Learning' button

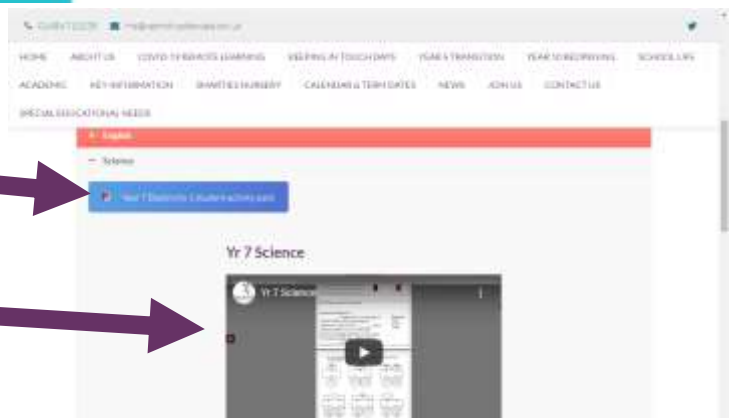
# How to Access Home Learning...



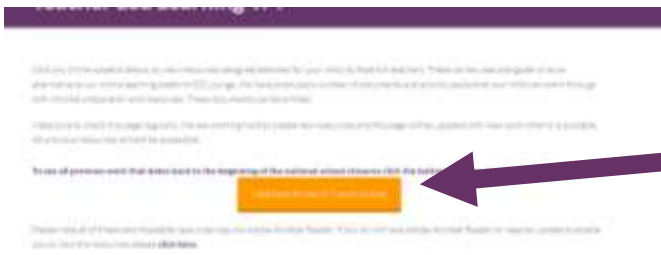
Click on the subject that you are looking for work from

You can then view/download the work pack.

You can also listen to Rastrick teachers guide you through the pack



You can click on the archive to access all the work that has been set for each subject during the school closure

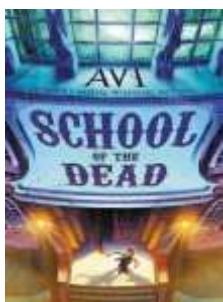


To support teacher led learning we also have our Enrichment section which outlines lots of exciting activities you can complete.



Sora is our exciting new digital reading platform in school. Sora offers all our students easy access to a collection of over 1500 Ebooks and audio books, so you are sure to find something to enjoy. Rastrick High Students have already achieved over 750 hours reading on Sora – so a huge well done! So we can reach 2000 hours by September, set yourself a challenge to read for 20 minutes a day over summer.

## Year 7 Recommended Reads



### 'School of the Dead'

A spine-tingling supernatural thriller of one boy's memorable encounter.



### 'Coraline'

A thrilling story of a young girl's adventure into a different world.



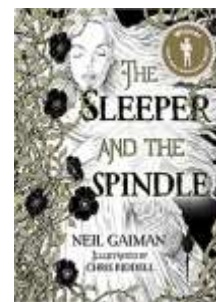
### 'Knightley and Son'

A must read detective story.



### 'Shadow Frost'

A must read for fans of the Supernatural.



### 'The Sleeper and The Spindle'

A magical re-imagined fairy tale.

**For even more popular recommended reads, visit our school website.**

If you there is a wait time for any popular read on Sora, then please reserve the book. The wait time goes down much quicker than the estimate and Sora will notify you when your book is ready.

**If you still haven't downloaded Sora, follow the four easy steps below to get started:**

**Step 1** Install the Sora app from the [Apple App Store](#) or [Google Play Store](#), or go to [soraapp.com](http://soraapp.com).

**Step 2** In Sora, select '**Rastrick High School**' from the 'Find your school' drop down menu. Then enter your Outlook 365 Rastrick email address and password.

**Step 3** Click to browse the collection and borrow a book.

**Step 4** Close the book and go to to see all the books you are currently borrowing.

From there, you can:

- Select 'Open book' or 'Open audiobook' to read or listen to the book.
- Select 'Options' to renew or return the book.



# Yr7 Checklists

The following section outlines all topic areas that have been included in teacher led learning since March 2020. Subjects areas included are Maths, English, Science and Humanities.

During the rest of this term and throughout the summer please tick off what you have completed during home learning. We appreciate your home learning experience may have been very different to others for a variety of reasons.

Our philosophy since lockdown began has been to not put you under any pressure or stress regarding your home learning. Conversely, we appreciate at times you will have struggled to stay motivated as the weeks have passed by. What you have completed though will stand you in good stead moving forward, however much that has been.

Completing the checklists will help us support you when we return to school in September. From understanding what you have and haven't completed will give your teachers good information to be able to plan your learning accordingly as we return to normality.

We do want to make the next point very clear though. You will not be in any trouble regarding how much work you have completed. Please do not be anxious if you haven't completed much work, we will support and ensure you catch up. Be honest when completing the checklists and don't be overawed.

If you wish to go back through previous teacher led content to complete more topic areas please use the archive section in your year group area within teacher led learning on the school website. For any issues please contact school or email [year7support@rastrick.calderdale.sch.uk](mailto:year7support@rastrick.calderdale.sch.uk)

Thanks

Achievement & Support Team

# Maths Checklist

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Week	Topic	MathsWatch Video Reference Use these to search for clips that will help you	Mathswatch Task (Set by my teacher)	Printable Worksheets (ClassCharts)
30/03/2020	Four operations with Decimals - No Calculator (no dividing by a decimal)	N13b – Addition with decimals N14b – Subtraction with decimals N15b – Short Multiplication with decimals N28b – Long Multiplication with decimals N29b – Long Division with Decimals		
06/04/2020	BIDMAS	N20		
13/04/2020	Money Problems	N7c		
20/04/2020	Unit Conversions	R2		
27/04/2020	Rounding and Estimation	N27a – Nearest 10,100,1000 N27b – Decimal Places N38 – Significant Figures N43a, N43b – Estimating Answers		
04/05/2020	Fraction of an amount (use unit conversions)	N33		
11/05/2020	HCF and LCM	N31a – HCF and LCM highest common factor N31b – HCF and LCM lowest common multiple		
18/05/2020	Four Operations with fractions	N36 – Adding and Subtracting N37a – Multiplying an Integer N37b – Dividing an integer N41 – Further fractions adding and subtracting N42a – Further fractions multiplying N42b – Further fractions dividing		
25/05/2020	F/D/% Equivalence	N32		
01/06/2020	collecting like terms	A6		
08/06/2020	Solving 1 sided equations	A12		
15/06/2020	Simple angle facts (no parallel lines)	G13 Angle Facts G17 Angles in a triangle		
22/06/2020	Angles in polygons	G19		
29/06/2020	Area and Perimeter	G8a, G8b - Perimeter G20a - Area Rectangle G20c - Area Triangle G20d - Area trapezium		
06/07/2020	Data Project	S3 - Tally S1a, S1b - Pictogram S2a, S2b - Bar chart S9 - Pie Chart S6, S7, S10a Mean, Median and Mode S8 - Scatter Graph		
13/07/2020	Problem Solving	Try to draw a diagram to support you.	NA	

# Maths Nurture Group Checklist 1

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Week	Topic	MathsWatch Video Reference Use these to search for clips that will help you	Mathswatch Task (Set by my teacher)	Printable Worksheets (ClassCharts)
30/03/2020	Number: Properties and mental methods	N3b Adding integers – mentally N4b Subtracting integers - mentally		
06/04/2020	Number: Place value, addition and subtraction	N17a multiplying and dividing by powers of 10 N3b Adding integers – written method N4b – Subtracting integers – written method N2a Ordering numbers - integers		
13/04/2020	Measures: Properties of shapes	N7a Units – Length, mass and capacity G8a Perimeter – counting squares G8b Perimeter – Using a formula G9 Area – counting squares G20a Area – Rectangles N8 - Reading scales		
20/04/2020	Handling data	S3 Frequency tables – Ungrouped data S6 Median, mode and range S2a Bar charts interpreting		
27/04/2020	Fractions, decimals and percentages	N23b Introduction to fractions – equivalent fractions N24a Percentages – Introduction N32 Fractions, decimals and percentages N33 Fractions of an amount N24b Percentages – Percentage of an amount		
04/05/2020	Number: Calculations	N5 Multiplication but 2,3,4,5 and 10 N15a,b short multiplication integers, decimals N13b Addition decimals N14b Subtracting decimals		
11/05/2020	Probability	P1 The probability scale P2a Outcomes - Basic		
18/05/2020	Coordinates and shape	G14 Properties of quadrilaterals G16 Properties of special triangles A1a Coordinates – 1 <sup>st</sup> quadrant A1b Coordinates – All four quadrants		

## Maths Nurture Group Checklist 2

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Week	Topic	MathsWatch Video Reference Use these to search for clips that will help you	Mathswatch Task (Set by my teacher)	Printable Worksheets (ClassCharts)
25/05/2020	Number: Properties and place value	N9 Mathematical symbols N10 Factors N11 Multiples		
01/06/2020	Number: Calculations	N5 Multiplication by 2, 3, 4, 5 and 10 N15a,b Short multiplication – Integers, Decimals N13b Addition – Decimals N14b Subtracting – Decimals N16 Short division of integers N27a Rounding – Nearest 10, 100, 100 N27b Rounding – Decimal places		
08/06/2020	Measures	N7a Units – Length, mass and capacity N7b Units - Time		
15/06/2020	Handling data	S2a Bar charts – interpreting S2b Bar charts – drawing S4 Frequency tables – Grouped data		
22/06/2020	Fractions, decimals, percentages, ratio and proportion	N2b Ordering numbers - Decimals N33 Fractions of an amount N24b Percentages – Percentage of an amount N34 Ordering fractions R1a – Introduction to Ratio R8 Direct proportion		
29/06/2020	Area and Perimeter	G8a Perimeter – counting squares G8b Perimeter – Using a formula G9 Area – counting squares G20a Area – Rectangles		
06/07/2020	Data Project	S1a Pictograms – interpreting S1b Pictograms -drawing S2a Bar charts – interpreting S2b Bar charts – drawing		
13/07/2020	Problem Solving	Try to draw a diagram to support you with this.	N/A	

# English Checklist

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Lesson Title/Learning Aim	Completed Yes/No
Reading Project: Myths and Legends	
Writing Project: Myths and Legends: Hero/Heroine narrative	
<b>Poetry Unit</b>	
<ul style="list-style-type: none"> <li>-Literary heritage poetry: Ballads</li> <li>-The Highwayman</li> <li>-The Lady of Shalott</li> <li>-Nonsense poetry</li> <li>-Rhythm</li> <li>-Poetic devices</li> </ul>	
<b>Fantasy Unity</b>	
<ul style="list-style-type: none"> <li>- Introduction to genre</li> <li>- Genre and conventions</li> <li>- Genre writing</li> <li>- Fantasy genre</li> <li>- Young adult fantasy</li> <li>- Bildungsroman</li> <li>- Urban fantasy</li> <li>- Portal fantasy</li> <li>- Epic fantasy</li> <li>- Fantasy Writing</li> </ul>	
<b>Short Story Unit</b>	
<ul style="list-style-type: none"> <li>- The Four Shorts</li> <li>- The Four Build-ups</li> <li>- The Four Resolutions</li> </ul>	
<b>Non-Fiction Unit: Writers perspectives</b>	
<ul style="list-style-type: none"> <li>- Speech writing</li> <li>- Writing techniques and devices</li> <li>- Point of view</li> <li>- Arguments and counter-arguments</li> <li>- Reading – perspectives on young people/youth culture</li> <li>- Perspectives over time – Victorian youth vs. Modern youth</li> </ul>	



# Science Checklist

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

## Electricity 1 checklist

Task	Description	Progress		
		R	A	G
Electrical circuits	I can compare electrical conductors and electrical insulators.			
	I can identify different components			
	Draw electrical circuits			
Energy in circuits	I can describe potential difference			
	I can calculate potential difference using $V = I \times R$			
Series circuits	I can identify and draw a series circuit.			
	I can describe what happens to potential difference and current in a series circuit.			
	I can calculate potential difference, current and resistance in a series circuit.			
Parallel circuits	I can identify and draw a parallel circuit.			
	I can describe what happens to potential difference and current in a parallel circuit.			
	I can compare the key differences between a series and parallel circuit.			
Resistance	I can define resistance.			
	Calculate resistance in a series circuit.			
	Draw a graph of how current changes with potential difference.			
Static electricity	I can describe the difference between current and static.			
	I can describe what could cause a build-up of static			
	I can describe what happens when an object is charged.			

# Space 1 checklist

Task	Description	Progress		
		R	A	G
1	I can construct a mnemonic of the order of the planets.			
	I can recall the order of the planets.			
2	I can use books/internet to find information about a planet.			
	I can describe the conditions on a planet.			
3	I can access information in a glossary/information sheet.			
	I can apply my knowledge of keywords to complete a crossword.			
4	I can match descriptions to the terms "mass" and "weight".			
	I can use the equation $W=mg$ to calculate weight on different planets.			
	I can apply my knowledge of weight and gravity to identify information in some data.			
5	I can produce a design for a robotic planetary explorer.			
6	I can apply my knowledge of the conditions on different planets and the requirements for life, to design a colony on another planet in our Solar System.			
7	I can apply my research and communication skills to plan and produce a timeline.			
8	I can apply my research and communication skills to produce a report about an astronaut/space scientist.			

# Reactions 1 checklist

Task	Description	Progress		
		R	A	G
<b>Lesson 1 - Metals and non-metals</b>	I can recognise the properties and uses of metals and non-metals.			
	I can explain the uses of metals and non-metals based on their properties.			
	I can compare and contrast the properties of metals and non-metals.			
<b>Lesson 2 - Reactions of metals with acids</b>	I can state what is meant by a chemical reaction and the observations that show a chemical reaction is taking place.			
	I can describe the reaction between acids and metals using word equations.			
	I can compare the reactivities of different metals.			
<b>Lesson 3 - Reactivity and displacement reactions</b>	I can explain what the reactivity series of metals tells us.			
	I understand what is meant by a displacement reaction and how the reactivity series of metals can be used to predict whether a displacement reaction will take place.			
	I can represent a displacement reaction using a word equation.			
<b>Lesson 4 - Oxidation reactions</b>	I can identify oxidation reactions.			
	I can explain the changes that occur during an oxidation reaction.			
<b>Lesson 6 - Acids and Alkalis</b>	I can describe what acids and alkalis are and give some examples of each.			
	I can identify the hazards associated with both acids and alkalis.			
<b>Lesson 7 - Indicators</b>	I can explain what an indicator is and what it can be used for.			
	I can name some different indicators and compare their effectiveness.			
	I can describe what the pH scale measures.			
<b>Lesson 8 - Neutralisation</b>	I can explain what is meant by a neutralisation reaction.			
	I can give some examples of neutralisation reactions.			

# Genes 1 checklist pt 1

Task	Description	Progress		
		R	A	G
<b>Lesson 1</b> <b>Looking at variation</b>	I can explain the difference between continuous and discontinuous variation			
	I can identify if a feature shows continuous or discontinuous variation			
	I can calculate the range and mean values for a set of data			
	I can identify variation between animals of the same species			
<b>Lesson 2</b> <b>Causes of variation</b>	I can identify whether variation is caused by inheritance or environmental factors			
	I can match a feature to the cause of variation			
	I have checked my understanding of variation			
<b>Lesson 3</b> <b>Importance of variation</b>	I can explain how variation may help a species to survive			
	I can identify variations that help organisms to survive			
	I have checked my understanding of the need for variation			
	I can explain how the story of the peppered moth is an example of variation aiding survival			
<b>Lesson 4</b> <b>Female reproductive system and fertility</b>	I can describe the structure and function of different parts of the female reproductive system			
	I can identify the different parts of the female reproductive system			
	I can match an organ with its function in the body			
	I can describe the different processes in the menstrual cycle			

# Genes 1 checklist pt 2

Task	Description	Progress		
		R	A	G
<b>Lesson 5</b> <b>Male</b> <b>reproductiv</b> <b>e system</b> <b>and</b> <b>fertilisation</b>	I can describe the structure and function of different parts of the male reproductive system			
	I can identify the different parts of the male reproductive system			
	I can match an organ with its function in the body			
	I can identify parts of the male and female reproductive system			
<b>Lesson 6</b> <b>How a</b> <b>foetus</b> <b>develops</b>	I can describe the role of the mother in supporting and protecting the developing foetus			
	I can identify the key features of a developing foetus			
	I can explain how the mother supports the developing foetus			
	I have checked my understanding of this lesson			
<b>Lesson 7</b> <b>Factors</b> <b>affecting a</b> <b>developing</b> <b>foetus</b>	I can describe the effects of different factors on a developing foetus			
	I can explain the functions of different parts of the male and female reproductive systems			
	I can identify if a factor is harmful or helpful to a foetus			
	I can evaluate the strength of data and analyse advise given to pregnant women			
	I have checked my understanding of pregnancy			
	I have produced a leaflet that describes the damage that cigarettes, alcohol and drugs can do to the developing foetus			
<b>Lesson 8</b> <b>Communi-</b> <b>cating ideas</b> <b>about</b> <b>smoking in</b> <b>pregnancy</b>	I can analyse claims linked with the effects of smoking in pregnancy			
	I can correctly define the key words: evidence, opinion, claim, bias			
	I can produce an advert which uses evidence to persuade people to buy a supplement			
	I can use data from a graph to write a scientific conclusion			

# Genes 1 checklist pt 2

Task	Description	Progress		
		R	A	G
<b>Lesson 5</b> <b>Male</b> <b>reproductiv</b> <b>e system</b> <b>and</b> <b>fertilisation</b>	I can describe the structure and function of different parts of the male reproductive system			
	I can identify the different parts of the male reproductive system			
	I can match an organ with its function in the body			
	I can identify parts of the male and female reproductive system			
<b>Lesson 6</b> <b>How a</b> <b>foetus</b> <b>develops</b>	I can describe the role of the mother in supporting and protecting the developing foetus			
	I can identify the key features of a developing foetus			
	I can explain how the mother supports the developing foetus			
	I have checked my understanding of this lesson			
<b>Lesson 7</b> <b>Factors</b> <b>affecting a</b> <b>developing</b> <b>foetus</b>	I can describe the effects of different factors on a developing foetus			
	I can explain the functions of different parts of the male and female reproductive systems			
	I can identify if a factor is harmful or helpful to a foetus			
	I can evaluate the strength of data and analyse advise given to pregnant women			
	I have checked my understanding of pregnancy			
	I have produced a leaflet that describes the damage that cigarettes, alcohol and drugs can do to the developing foetus			
<b>Lesson 8</b> <b>Communi-</b> <b>cating ideas</b> <b>about</b> <b>smoking in</b> <b>pregnancy</b>	I can analyse claims linked with the effects of smoking in pregnancy			
	I can correctly define the key words: evidence, opinion, claim, bias			
	I can produce an advert which uses evidence to persuade people to buy a supplement			
	I can use data from a graph to write a scientific conclusion			

# Geography Checklist

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Lesson title/Learning aim	Completed
<b>Ecosystems</b>	
What is an ecosystem?	
Define abiotic and biotic	
Draw/explain an ecosystem in the U.K	
What are food chains?	
What are food webs?	
Create a woodland food web	
<b>Biomes</b>	
What is a biome	
Case Study: Svarlbard	
What must a tundra biome feel like?	
<b>Resources</b>	
What is a resource?	
Describe water scarcity	
Describe under nourishment	
What uses energy?	
Renewable and non-renewable energy	
Life without electricity	
<b>Resource Management</b>	
Do all countries have the same resources?	
Why do some countries struggle to grow food?	
Fossil fuels and energy production	
Fracking: good or bad?	
Recycling	
Case Study: The Great Pacific Garbage Patch	
<b>Urban World – Rio Olympics</b>	
Rio catch up quiz	
Life in the favelas	
The Favela Bairro Project	
Rio Olympics – positives and negatives	
Geographical Enquiry – Was the Olympics good for Rio?	

# History Checklist

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Lesson title/Learning aim	Completed Yes/No
<b>The Crusades</b>	
<ol style="list-style-type: none"> <li>1. What were the Crusades?</li> <li>2. Who were the Crusaders?</li> <li>3. What were relationships like between Christians and Muslims in the Middle Ages?</li> <li>4. Who was the greatest hero of the Crusades: Richard or Saladin?</li> <li>5. EXTENSION: Did the Crusades achieve anything? (Additional independent research required)</li> </ol>	
<b>Genghis Khan</b>	
<ol style="list-style-type: none"> <li>1. Complete sheet on Genghis Khan</li> <li>2. Create a storyboard of the life of Genghis Khan.</li> <li>3. Create a museum display based on his life choosing key objects, maps, pictures of events/people with a justification of why they have been included.</li> </ol>	
<b>Medieval Power (part 1)</b>	
<ol style="list-style-type: none"> <li>1. What was a medieval king supposed to do?</li> <li>2. Why did Henry II agree to be whipped?</li> <li>3. How could the king be influenced by others?</li> <li>4. Why did the barons rebel against King John?</li> <li>5. How did the barons try to solve the problem?</li> </ol>	
<b>Medieval Power (part 2)</b>	
<ol style="list-style-type: none"> <li>1. How did Edward increase his power and fight protest</li> <li>2. Medieval Monarchy</li> <li>3. Peasants Revolt</li> <li>4. Quiz and self-assessment</li> </ol>	
<b>Native Americans (part 1)</b>	
<ol style="list-style-type: none"> <li>1. How did America become inhabited by humans?</li> <li>2. How did the environment affect Native American lifestyles?</li> <li>3. What was life like for Native Americans?</li> </ol>	
<b>Native Americans (Part 2)</b>	
<ol style="list-style-type: none"> <li>1. What impact did the arrival of Europeans have?</li> <li>2. War with the Europeans. What happened at the Battle of Little Bighorn?</li> <li>3. What happened to Native Americans under European Control up to modern times?</li> </ol>	



# Religious Education Checklist

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Lesson title/Learning aim	Completed Yes/No
Extended Project – Places of worship	
Extended Project – Religious Leaders	
<b>What do Christians believe about Jesus?</b>	
What do the terms 'Son of God' & 'Son of Man' mean to Christians	
What do the miracles of Jesus teach Christians about him?	
What do the Christian creeds teach about Jesus	
What did Jesus teach?	
How is Holy Week connected to Jesus' life?	
What is Palm Sunday?	
<b>Introducing Buddhism</b>	
The Birth of the Buddha	
The Four Sights	
The Enlightenment of the Buddha	
What did the Buddha teach?	
What did the Buddha teach/Life of a Monk	
Who is the Dalai Lama?	