

Initial Sound Followed by Double Consonant Spelling List

appreciate	aggressive
accommodate	according
attached	apparent
opportunity	accompany
immediately	address
occur	accessible
occupy	assessment
arrange	immense
illegal	appropriate

This is an introduction to Stephen Halliday's book *The Great Stink of London*. During Victorian times, there were serious problems with water supply and sanitation in London. Crisis point was reached in the summer of 1858.

The Great Stink of London

In the mid-19th century, Britain was gripped by the fear of cholera, a highly infectious and deadly disease. When cholera struck Hamburg in Germany, the British government grew alarmed that this latest outbreak might spread to Britain. They decided to create a special committee to deal with the expected epidemic.

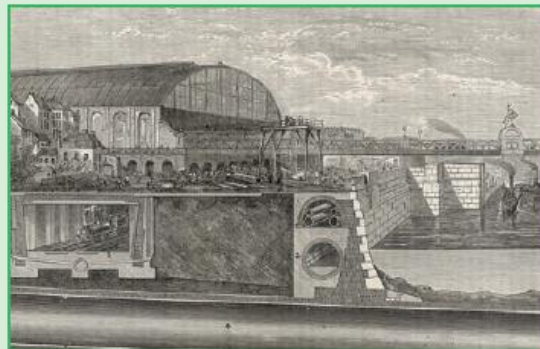
However, the epidemic never happened because of the work of one man: Sir Joseph Bazalgette.



At that time, London's sewage flowed straight into the River Thames. From here it leaked into adjacent springs, wells and other sources of drinking water. This was the root cause of cholera, a waterborne disease. Contemporary accounts describe London being crowded with men, women and children struggling to survive in terrible conditions. In 1849, one journalist reported that the air had 'the smell of a graveyard, and a feeling of nausea comes over anyone unaccustomed to it.' About the Thames, he wrote, 'heavy bubbles now and then rise up in the water, which is covered with a scum like an encrusted cobweb. In it float large masses of noxious, tangled weed and against the posts of the bridges are swollen carcasses of dead animals.'

In the summer of 1858, the stench from the Thames was so bad that Members of Parliament fled from the rooms overlooking the river. The Prime Minister, Benjamin Disraeli, rushed from the debating chamber, handkerchief to nose. The press called the crisis The Great Stink. Disraeli introduced to Parliament a Bill that gave Bazalgette the authority to construct the sewers which he had designed; it was rushed through within sixteen days and Bazalgette began work immediately.

By 1874 Bazalgette had completed his ingenious scheme. He designed a grand system of drains and sewers to carry foul water to new pumping stations and holding tanks, and new embankments to make the river cleaner. In all, he built



1,182 miles of sewers, four pumping stations and two major water treatment works which are still operating to this day.

Bazalgette did much else besides. He designed and created many famous London streets and several magnificent bridges across the River Thames, including Tower Bridge, a present day London landmark. In fact, Bazalgette created more of London than anyone else before or since. But his greatest claim to fame is the system of sewers, which banished cholera forever and which still serve the capital city to this day.



The River Thames

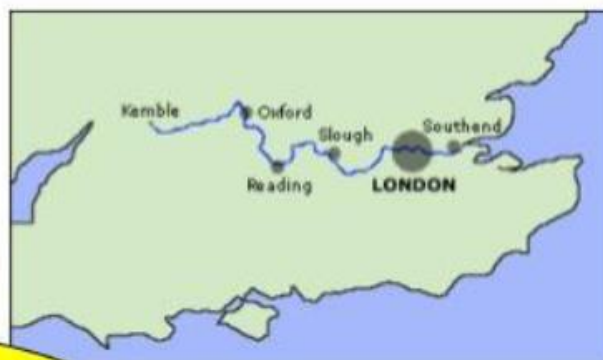


The River Thames is 215 miles long and as well as flowing through London it also runs through other towns and cities like Oxford, Reading and Windsor.

Did you know?

In 1683 the River Thames was completely frozen for 2 months.

To stop the river flooding, the Thames Barrier was built in 1982. It cost £535 million!



London Bridge was one of the first bridges across the river. This picture of the bridge in the year 1616 shows that people used to live on it!

The Tower of London



The first part of the Tower of London was built by William the Conqueror. What we now call the Tower today is actually a group of many separate buildings. It is located on the bank of the River Thames.

The Tower of London has been used for many things since it was first built. Long ago it was a famous prison where some prisoners were even tortured or killed! It was once used as a zoo. Now it is the home of the **crown jewels**.



Did you know?

The full name of the Tower of London is: Her Majesty's Royal Palace and Fortress.

Ravens

People used to believe that if all the **ravens** that lived around the tower flew away, the tower would fall down and the kings and queens would lose their power.



This was **traitor's gate**. Many prisoners of the tower were brought there by boat.

Ghosts!

Many people say that the Tower is haunted. The most famous ghost is said to be Anne Boleyn. She was married to King Henry VIII but in 1536 he had her head chopped off!!

Information Text

Artist Study

Name:

Artist:

Draw something that reminds you of the artist.

Three interesting things you've learned about the artist:

1. _____

2. _____

3. _____

In which are period was this artist most famous?

Describe one artwork from this artist:

How does this artwork make you feel?

FUN WAYS TO LEARN YOUR SPELLINGS

Choose one of the activities for spelling homework, in addition to learning to spell the words. Work in your spelling log. Label your work with the activity number and colour the appropriate place on this grid. Parents/Carers feel free to comment on the activity, or stick in games.

1* Cut out letters from a newspaper or magazine to make your spelling words.	2* Put all your words in a box of some kind. Play music and pass the box. When the music stops pull out a word and read it. The other person must spell it. Get points for a correct spelling.	3* Draw a rainbow. Write all your words in each arc using a different colour for each arc.	4* Get someone to test you on your words. Add each correct word to a colourful paper chain.
5* On small pieces of paper, write all of the letters of the alphabet. Spread them out on the floor. One person reads a word aloud while the other spells it out by stepping on the letters in the correct order. (Or adapt to a table game with a toy)	6* Decide which word you are going to spell. Throw a ball with a partner. Every time you throw it, say the next letter of the word until you have spelt it out. Play again.	7* Look up your words in a dictionary (in a book or online) and write down a simple definition.	8* Write a short story using all of your words.
9* Draw up a look cover write check grid and practise your words.	10* Draw a large spider (8 legs, head and body) Number each part up to 10. Write your words on cards and number them 1-10 on the back. Now your partner reads one out. If you can spell it, colour the part with that number on.	11* Draw a large square filling your page. Write your words in it, around the edge. Keep going until you get to the middle!	12* Write out the whole alphabet on a long strip of paper. Spell out each word by driving a toy car to each letter in the right order! You could draw lines for the route if you wish.
13* Illustrate each of your words with a funny picture.	14* Play 'alien hangman' with a partner using your words. Decide what it looks like before you start.	15* Use an elastic band or tape to tie 2 pens or pencils together. Use them to write out your words.	16* Sprinkle talcum powder/flour/rice/ sand or similar in a baking tray. Use your finger to spell out your words.

Tuesday Task 2nd June 2020

SPAG questions linked to the Reading 'The Great Stink'

1. Find and copy one word which is the antonym for safe.
-

2. Sequence the text in order of events from 1-7.

One has been done for you.

A special committee was created to deal with the expect epidemic but this epidemic never happened due to the work of Sir Joseph Bazalgette.	
Britain was in fear from the highly infectious and deadly disease, cholera during the 19 th century.	1
Bazalgette designed and created many London streets and several bridges across the Thames including Tower Bridge. Even though he has created more of London than anyone else his fame came from his system of sewers which banished cholera forever.	
In 1858 the smell had become so bad people pled, the Prime minister gave permission for Bazalgette to construct sewers he had designed. This was rushed through in 16 days.	
Grand systems of drains and sewers to carry dirty water to new pumping stations and holding tanks were created, making the River cleaner. In all Bazalgette built 1,182 miles of sewers.	
When Cholera struck Hamburg in Germany, the British government were worried the disease may spread to Britain.	
London's sewage flowed straight into the River Thames leaking into adjacent springs, wells and other sources of drinking water. This was the root cause of cholera, a water borne disease.	

3. Correct the text below – there are punctuation and spelling errors.

bazalgette did much else besides he designed and created many famous London streets and several magnifiscent bridges across the river thames, including Tower Bridge at present day London landmark. In fact Bazalgette created more of London than anyone else befor or since But his greatest claim to fame is the sistem of sewers, which banished cholera forever and wich still serve the capital city to this day.

Answers

1. Find and copy one word which is the antonym for safe.

noxious

2. Sequence the text in order of events from 1-7.

One has been done for you.

A special committee was created to deal with the expect epidemic but this epidemic never happened due to the work of Sir Joseph Bazalgette.	3
Britain was in fear from the highly infectious and deadly disease, cholera during the 19 th century.	1
Bazalgette designed and created many London streets and several bridges across the Thames including Tower Bridge. Even though he has created more of London than anyone else his fame came from his system of sewers which banished cholera forever.	7
In 1858 the smell had become so bad people pled, the Prime minister gave permission for Bazalgette to construct sewers he had designed. This was rushed through in 16 days.	5
Grand systems of drains and sewers to carry dirty water to new pumping stations and holding tanks were created, making the River cleaner. In all Bazalgette built 1,182 miles of sewers.	6
When Cholera struck Hamburg in Germany, the British government were worried the disease may spread to Britain.	2
London's sewage flowed straight into the River Thames leaking into adjacent springs, wells and other sources of drinking water. This was the root cause of cholera, a water borne disease.	4

3. Correct the text below with punctuation.

Bazalgette did much else besides. He designed and created many famous London streets and several magnificent bridges across the River Thames, including Tower Bridge, a present-day London landmark. In fact, Bazalgette created more of London than anyone else before or since. But his greatest claim to fame is the system of sewers, which banished cholera forever and which still serve the capital city to this day.

Initial Sound Followed by Double Consonant

x o p p o r t u n i t y
 j n a m a n c o a a f a
 y x c i d o c c u p y g
 d a c c o m p a n y z g
 y r o u w a y w t y o r
 i m m e d i a t e l y e
 p o m p b j b a g s v s
 k z o p j f o c c u r s
 d d d w x o b j z b d i
 p j a c c o r d i n g v
 l a t t a c h e d k s e
 q j e c a p p a r e n t

opportunity

occur

according

immediately

aggressive

apparent

occupy

accommodate

attached

accompany

Initial Sound Followed by Double Consonant: **Answers**

x	o	p	p	o	r	t	u	n	i	t	y
j	n	a	m	a	n	c	o	a	a	f	a
y	x	c	i	d	o	c	c	u	p	y	g
d	a	c	c	o	m	p	a	n	y	z	g
y	r	o	u	w	a	y	w	t	y	o	r
i	m	m	e	d	i	a	t	e	l	y	e
p	o	m	p	b	j	b	a	g	s	v	s
k	z	o	p	j	f	o	c	c	u	r	s
d	d	d	w	x	o	b	j	z	b	d	i
p	j	a	c	c	o	r	d	i	n	g	v
l	a	t	t	a	c	h	e	d	k	s	e
q	j	e	c	a	p	p	a	r	e	n	t

opportunity	occur	according
immediately	aggressive	apparent
occupy	accommodate	
attached	accompany	

Questions 1–5 are about *The Great Stink of London* on pages 4–5 in the Reading booklet.

1 Look at the paragraphs beginning:

In the mid-19th century...

and

In the summer...

Give one short quotation from each paragraph which shows that Britain took the threat of cholera seriously.

(1 mark)

a) (In the mid-19th century)

b) (In the summer)

2 ...scum like an encrusted cobweb

Explain what the choice of language in the phrase above tells us about how dirty the river was.

(1 mark)

3

Look at the paragraph beginning *By 1874...*

How does the writer show he admires Bazalgette?

Support your answer with a quotation from this paragraph.

(2 marks)

4

The press called the crisis The Great Stink (page 5). This is a turning point in the account.

Explain how the writer builds a sense of urgency up to this point.

(3 marks)

5

Imagine Sir Joseph Bazalgette was interviewed by a newspaper journalist late in his career.

Decide which of the following statements he might have made during the interview.

Tick **two** statements.

(2 marks)

Tick **two**

"It was essential we started straight away. We had to work quickly, there was no time to lose."

☐

"I was really just responsible for the construction work. I was given a brilliant design to follow."

☐

"Our London sewerage system was built to last."

☐

"Everything I have built is hidden beneath the streets."

☐

Mark scheme

Section 1: The Great Stink of London (pages 4 – 5)

Questions 1 – 5

1. Look at the paragraphs beginning:

1 mark

In the mid-19th century...

and

In the summer...

Give one short quotation from each paragraph which shows that Britain took the threat of cholera seriously.

a) *(In the mid-19th century)*

b) *(in the summer)*

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for **two** correct answers, 1 for paragraph 1 (*In the mid-19th century*) and 1 for paragraph 4 (*In the summer*); award **0 marks** for **one or no** correct answers:

paragraph 1 (*In the mid-19th century*):

- (Britain was) gripped by the fear (of cholera a highly infectious and deadly disease)
- (The British government) grew alarmed (that this latest outbreak might spread to Britain)
- (They decided to create a) special committee (to deal with the expected epidemic).

paragraph 4 (*In the summer*):

- (The press called the) crisis (the Great Stink)
- (Disraeli) introduced to Parliament a Bill.
- a bill that gave Bazalgette the authority to construct the sewers (which he had designed)
- (it was) rushed through (within sixteen days)
- (Bazalgette) began work immediately

Also accept a combination of bullets 5 and 6 **or** of bullets 7 and 8

Section 1: The Great Stink of London (pages 4 – 5)

Questions 1 – 5

2. ...scum like an encrusted cobweb

1 mark

Explain what the choice of language in the phrase above tells us about how dirty the river was.

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts

Award **1 mark** for an explanation that recognises what the writer's choice of language tells us, linked to **one** of the following ideas:

- Answers which recognise that the river was **extremely** dirty / unpleasant.
 - *It tells us very effectively that the river was disgusting.*
- Answers which recognise that it is dangerous.
 - *It's like a trap.*
 - *It's harmful.*

Comments must be rooted in the text.

Also accept answers that focus on how dirty it is by using an intensifier, eg *really*.

Do not accept answers that identify *dirty* without an intensifier.

Section 1: The Great Stink of London (pages 4 – 5)

Questions 1 – 5

3. Look at the paragraph beginning *By 1874...*

up to 2 marks

How does the writer show he admires Bazalgette?

Support your answer with a quotation from this paragraph.

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader*

Award **2 marks** for an explanation of how the writer shows that he admires Bazalgette, which must be supported by a quotation from paragraph 5, eg reference to:

- the creations Bazalgette is remembered for, eg:
sewers, pumping stations, water treatment plants
 - *The writer says he has built 1,182 miles of sewers, 4 pumping stations, 2 major water treatment works, which is still open today, which is superb. The writer admires Bazalgette because he has changed London in a very good way.*
- figures to show he is impressed by the amount of work, for example:
1,182 miles, four pumping stations, two major water treatment works
- specific word choices that show admiration, eg:
ingenious, grand system
 - *The writer shows this as he says 'he had completed his ingenious scheme' as if he thinks that Bazalgette was the brainiest man in the world, and he really admires his hard work.*
 - *"He completed his ingenious scheme", which means the author admired him because he said 'ingenious', which means terrific, impossible for anyone else.*
- the fact that Bazalgette's creations were ahead of their time / were so good they still work now, eg:
 - *"two major water treatment works are still operating today". The water treatment works were so well made, they are still operating today.*

Award **1 mark** for a response which identifies one example of the writer showing that he admires Bazalgette or a relevant quotation:

- *he writes 'In all he built 1,182 miles of sewers, four pumping stations and two major water treatment works'*
- *The writer tells us Bazalgette designed a long list of important things.*
- *he says that Bazalgette completed an 'ingenious scheme'*
- *he calls the system 'grand'*
- *two major water treatment works are still operating*

Section 1: The Great Stink of London (pages 4 – 5)

Questions 1 – 5

4. The press called the crisis the Great Stink (page 5). This is a turning point in the account.

up to 3 marks

Explain how the writer builds a sense of urgency up to this point.

Assessment focus 4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

Award **3 marks** for answers which identify **and** comment upon the increasing threat **and** the need for action.

- Britain is already "gripped by fear" of cholera. The news gets worse as the Thames is getting filthy. Then there is a dreadful smell and even powerful people in parliament feel sick. We can understand why the press finally say it is 'The Great Stink'. The press would know things had got out of hand if that happened.

Award **2 marks** for answers which identify and comment upon the increasing threat.

- The writer builds urgency by expressing how foul the smell was and how it was getting worse. They gave examples and showed that even the people running the country knew it was horrid, leading to when something had to be done (after the press called the crisis 'the Great Stink') and it builds up to a climax.
- The writer writes about the conditions getting worse and worse until they are unbearable. He makes you feel something urgently needed to be done.

Award **1 mark** for answers which simply identify either the increasing threat of cholera **or** the worsening smell **or** the increased pollution.

- There is more of a chance of getting cholera.
- The river has now got really polluted with heavy bubbles scum.
- The London air now has the smell of a graveyard.

Do not accept answers which do not identify the increasing sense of urgency, eg:

- There's a threat of cholera.
- The Thames is polluted.
- The river smells.

Section 1: The Great Stink of London (pages 4 – 5)

Questions 1 – 5

5. Imagine Sir Joseph Bazalgette was interviewed by a newspaper journalist late in his career.

up to 2 marks

Decide which of the following statements he might have made during the interview.

Tick **two** statements.

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts*

Award **2 marks** for two correctly ticked boxes.

Award **1 mark** for one correctly ticked box.

Award **0 marks** for answers where more than two boxes are ticked.

Tick **two**

"It was essential we started straight away. We had to work quickly, there was no time to lose."

☒

"I was really just responsible for the construction work. I was given a brilliant design to follow."

☐

"Our London sewerage system was built to last."

☒

"Everything I have built is hidden beneath the streets."

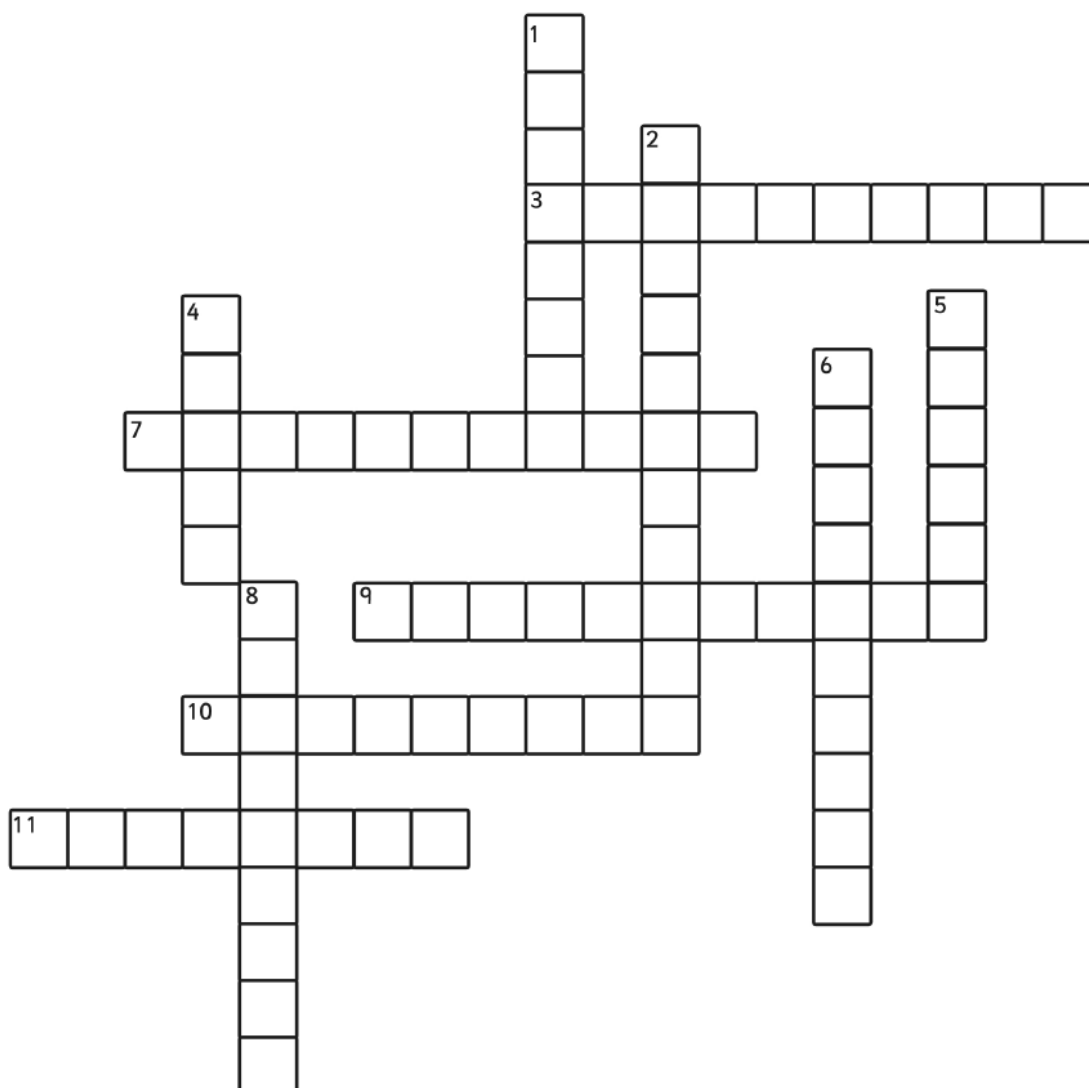
☐

Name: _____

Date: _____

Spelling List Crossword

Initial Sound Followed by Double Consonant

**Across**

3. I a_____ any help I get.
 7. The house can a_____ 5 people.
 9. I called i_____ for help.
 10. Will you a_____ me to the shops?
 11. For no a_____ reason he smiled.

Down

1. She a_____ it with string.
 2. I wish I had the o_____ to visit another country.
 4. What time did it o_____?
 5. I o_____ my free time by reading.
 6. The cat was a_____ towards the dog.
 8. Bake the cake a_____ to the instructions in the book.

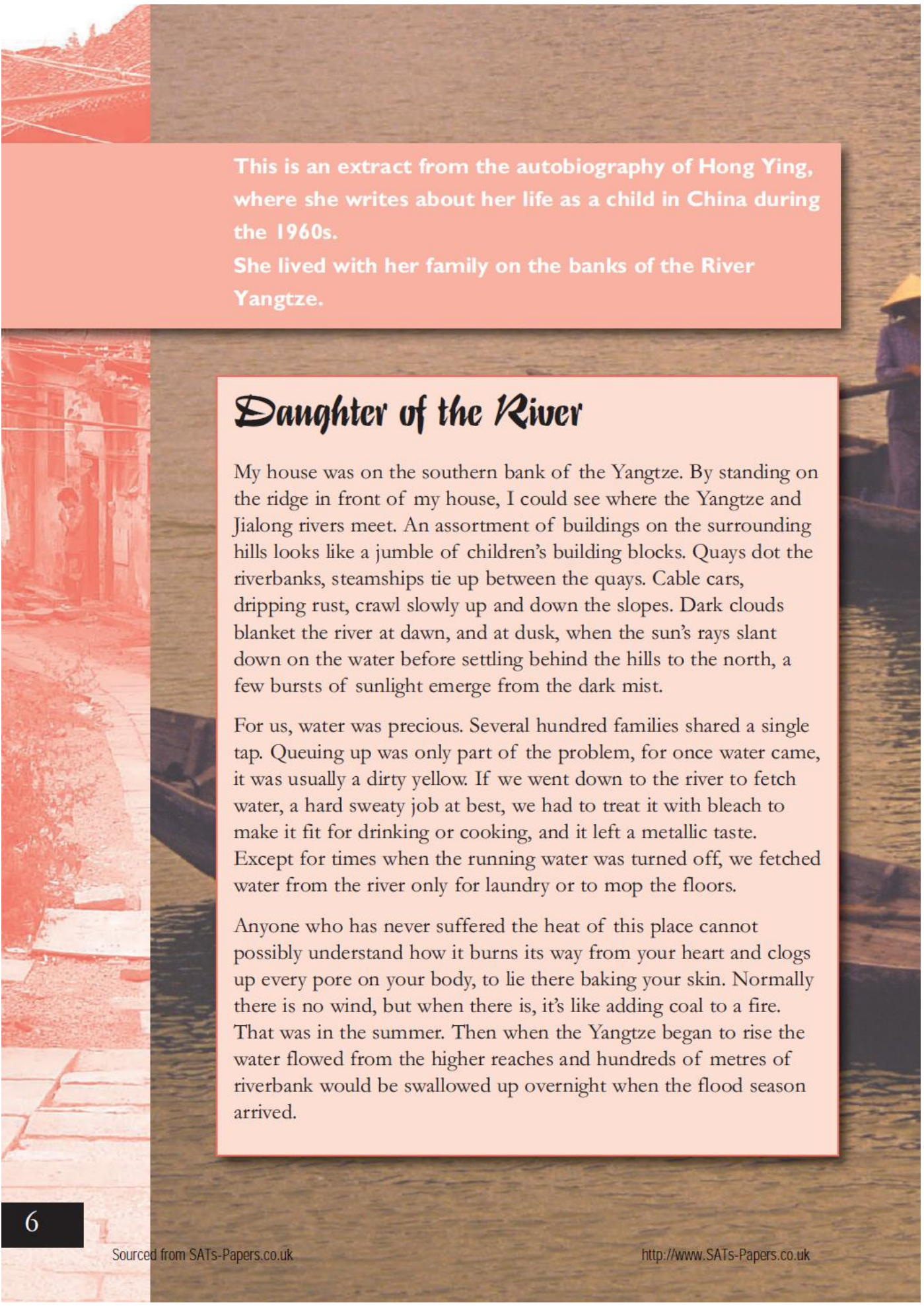
Spelling List Crossword
Initial Sound Followed by Double Consonant
Answer Sheet

Across

- 3. appreciate
- 7. accommodate
- 9. immediately
- 10. accompany
- 11. apparent

Down

- 1. attached
- 2. opportunity
- 4. occur
- 5. occupy
- 6. aggressive
- 8. according



This is an extract from the autobiography of Hong Ying, where she writes about her life as a child in China during the 1960s.

She lived with her family on the banks of the River Yangtze.

Daughter of the River

My house was on the southern bank of the Yangtze. By standing on the ridge in front of my house, I could see where the Yangtze and Jialong rivers meet. An assortment of buildings on the surrounding hills looks like a jumble of children's building blocks. Quays dot the riverbanks, steamships tie up between the quays. Cable cars, dripping rust, crawl slowly up and down the slopes. Dark clouds blanket the river at dawn, and at dusk, when the sun's rays slant down on the water before settling behind the hills to the north, a few bursts of sunlight emerge from the dark mist.

For us, water was precious. Several hundred families shared a single tap. Queuing up was only part of the problem, for once water came, it was usually a dirty yellow. If we went down to the river to fetch water, a hard sweaty job at best, we had to treat it with bleach to make it fit for drinking or cooking, and it left a metallic taste. Except for times when the running water was turned off, we fetched water from the river only for laundry or to mop the floors.

Anyone who has never suffered the heat of this place cannot possibly understand how it burns its way from your heart and clogs up every pore on your body, to lie there baking your skin. Normally there is no wind, but when there is, it's like adding coal to a fire. That was in the summer. Then when the Yangtze began to rise the water flowed from the higher reaches and hundreds of metres of riverbank would be swallowed up overnight when the flood season arrived.



Once the weather cooled off, the inconvenience of bathing increased. Hot water was particularly scarce, but since we couldn't afford to go to the public baths, we simply took fewer baths or no baths at all. The winter cold was as oppressive as the summer heat. Our houses weren't heated and heating materials were virtually non-existent. Sometimes we simply cocooned ourselves in quilts and lay in bed. At night we bundled up in as many clothes as we could wear and climbed into bed, shivering until morning with freezing hands and feet. I don't think there was a winter in my childhood when my hands weren't covered with chilblains that made my fingers look like carrots.

For my brother, the river was a source of food. Water from the snowy peaks kept the river temperature icy cold most of the year. Nevertheless, whenever he saw something that even looked like food, he dived in after it: vegetable skins, leafy greens, even melon rinds. Once he had whatever it was in his grasp, he'd swim back to shore and take it home, where mother would wash it, cut out the rotten parts, and throw it in the wok. But he wasn't always lucky. Most of the time all the river offered up was muddy water and he'd return home empty-handed.

Questions 6–10 are about *Daughter of the River* on pages 6–7 in the Reading booklet.

6

Look at the paragraph beginning *My house...*

What impressions do you get of the area where Hong Ying lived?

Support your explanation with brief quotations.

(3 marks)

7

Give **two** reasons why clean water was precious in Hong Ying's community.

(1 mark)

1.

2.

8

Explain how the language in paragraphs 3 and 4 shows that life by the Yangtze River was very harsh.

(3 marks)

9

Look at the final paragraph (page 7).

What does the expression *something that even looked like food* suggest about Hong Ying's family's attitude to food?

(1 mark)

10

Look at the last sentence on page 7. What impression does the phrase *offered up* suggest about the river?

(1 mark)

Section 2: Daughter of the River (pages 6 – 7)

Questions 6 – 10

6. Look at the paragraph beginning *My house...*

up to 3 marks

What impressions do you get of the area where Hong Ying lived?

Support your explanation with brief quotations.

Assessment focus 3: deduce, infer or interpret information, events or ideas from texts

Award **3 marks** for answers which explain the different features of the landscape described in paragraph one, and which recognise that different impressions can be formed about the area from the descriptions. References to the text support developed answers.

- *You get the impression of poverty because of the descriptions of crowdedness and jumble of where it is that people live 'an assortment of buildings... a jumble of children's building blocks'. The scene is chaotic and dirty – 'cable cars, dripping rust, crawl slowly...'. Even the weather is sinister and clouds of pollution hang over the scenery, preventing the sun from shining fully 'a few bursts of sunlight emerge from the dark mist'.*
- *The impression I got was that Hong Ying's neighbourhood was very uncared for: 'Steamships tie up between the quays ... dripping rust.' Dripping rust suggests that the cable-cars have not been used for a long time, and have not been cared for. Hong Ying's neighbourhood also sounds disorganised: 'An assortment of buildings on the surrounding hills looks like a jumble of children's building blocks,' suggesting clumsiness and a feeling of being far away.*

Award **2 marks** for answers which identify one or more feature(s) of the landscape described in paragraph one and which offer some discussion of the nature of the area. Answers should make appropriate references to the text and include some development.

- *That it was poor but beautiful. Things like 'dripping with rust, crawl slowly up' make it sound like a poor community. On the other hand, things like 'a few bursts of sunlight emerge' make it sound like a beautiful place to live.*
- *Right from the start of the first paragraph, you get a sense that the area was shabby and poor. 'Like a jumble of children's building blocks' describes a wide mass of jumbled houses, small houses, that are so close together you could reach from your house to the others.*

Continued on page 15

Section 2: Daughter of the River (pages 6 – 7)

Questions 6 – 10

Award **1 mark** for answers which identify straightforward impressions based upon limited reference to the features of the landscape.

- *That it was very poor, it might have smelt a lot and very industrial. There was dripping rust so quite dirty and very populated.*
- *That it is a river bank and that they are not very rich. The hills looked like jumbled children's building blocks. Dripping rust crawl up and down the slopes.*

Do not accept answers that simply describe the scene without reference to an impression or an impression is given but not linked to any textual reference.

- 7.** Give **two** reasons why clean water was precious in Hong Ying's community.

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts*

Award **1 mark** for answers linked to any **two** of the following ideas:

- Several hundred families had to share one tap.
- Sometimes the tap water was turned off.
- People had to queue.
- The effort required to collect/treat the river water.

Also accept answers which refer to the lack of clean tap water.

Do not accept answers which quote 'dirty yellow' without further explanation, eg:

- *even when they could get it, it was a dirty, yellow colour.*

Section 2: Daughter of the River (pages 6 – 7)

Questions 6 – 10

8. Explain how the language in paragraphs 3 and 4 shows that life by the Yangtze River was very harsh.

up to 3 marks

Assessment focus 5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

Award **3 marks** for answers which offer some detailed explanation, with appropriate references to how the writer's choice of language in paragraphs 3 and 4 shows that life by the Yangtze River was harsh. Answers will explain how the writer's choice of language contributes to the overall effect. References to the text support developed answers.

- Ying uses a simile in paragraph 3, 'like adding coal to a fire', suggesting oppressive, deadly heat. On paragraph 4, she writes about being too poor to go to the public baths, '...we simply took fewer baths or no baths at all.' She uses the word 'cocooned' suggesting that she slept through harsh winters. 'At night we bundled up in as many clothes we could wear...shivering until morning with freezing hands and feet,' shows her discomfort and pain. The simile 'My hands covered in chilblains that made my fingers look like carrots.' Gives the reader a vivid picture of Hong Ying's pain at the bitter winter.
- Living where Hong Ying lives sounds terrible, 'the burning heat of the city.' Makes it sound not for the faint-hearted, as just being there is bad enough, not just living. Another extract says 'Normally there is no wind, but when there is, it's like adding coal to a fire.' Now as far as I know wind cools us down but if there is no escape from the heat, that not even wind, which only makes it hotter, can't cool it down. That must be a terrible place. But more to that in winter it cools way down and you can't keep warm even wrapped up in your quilt and clothes.

Award **2 marks** for answers which offer some explanation of how the writer shows life by the Yangtze River was harsh, with one or two appropriate references.

- '...anyone who has never suffered the heat of this city cannot possibly understand...'. The word 'suffered' shows it is not easy living by the Yangtze river. It is not very pleasant.
- 'to lie there baking your skin.' The word 'baking' suggests the summers are hot.
- 'I don't think there was a winter in my childhood where my hands weren't covered in chilblains'. This quote shows the bad conditions were consistent every year.

Section 2: Daughter of the River (pages 6 – 7)

Questions 6 – 10

Award **1 mark** for answers which identify or make reference to one feature of the writer's use of language in paragraphs 3 and 4. There will be little or no explanation of how it shows that life by the Yangtze River was harsh.

- *Baking hot in summer and very cold, dirty, freezing hands and fingers like 'carrots' in winter. 'Icy cold', shows how cold it was.*
- *Water of the river was dangerous it could overflow.*

9. Look at the final paragraph (page 7).

1 mark

What does the expression *something that even looked like food* suggest about Hong Ying's family's attitude to food?

Assessment focus 3: *Deduce, infer or interpret information, events or ideas from texts*

Award **1 mark** for answers which recognise that the expression conveys the family's desperation for food.

- *They are so desperate for food that her brother will take any chance to dive for it.*
- *They were scavengers who had hardly any food and were desperate.*

Also accept answers that convey that they will eat practically anything.

Section 2: Daughter of the River (pages 6 – 7)

Questions 6 – 10

- 10.** Look at the last sentence on page 7. What impression does the phrase *offered up* suggest about the river?

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level*

Award **1 mark** to answers which recognise that the writer personifies the river as a (grudging or reliable) source of food.

- *The river was like a person that served food.*
- *It was like a chef who was too mean to cook much food.*

Over 2,000 years ago, the Romans had sophisticated systems for water and drainage in place. This was important as the public baths were more than just a place to keep clean, as Dinah Starkey explains in this article from an educational magazine.

Bath times with the Romans

Something for everyone

In Roman times, everyone, men and women, rich and poor, visited the public baths that could be found in every town. The baths played a central part in people's daily lives. A visit to the baths was the Roman equivalent of a trip to the health club: it combined a workout in the gym and beauty treatments with a chance to meet friends and do a bit of networking.



Marble or murky water?

The baths ranged from the luxurious to the downright squalid. There were baths panelled with marble and set with dazzling mosaics, and there were baths where fumes from the furnace overcame the bathers and toenail clippings floated in the murky water. In the more up-market establishments, such as the baths of Caracalla in Rome, there were dozens of columns made from marble and imported stone. The floors and walls gleamed with polished marble panelling in ten different colours, the roof glittered with glass mosaics and there were alcoves for more than a hundred statues.

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Roman Baths

Questions 11–16 are about *Bath times with the Romans* on pages 8–9 in the Reading booklet.

- 11** In the first section *Something for everyone*, explain how the writer tries to help the modern-day reader understand the part played by public baths in Roman society.

Support your explanation by referring to an example in the section.

(1 mark)

-
- 12** Explain how the choice of language in the second section (*Marble or murky water?*) emphasises the contrasts between *luxurious* and *squalid* public baths.

Refer to specific words and phrases from the section and comment on them.

(3 marks)

-
- 13** How does the structure and the organisation of the third section *Working up a sweat* help the reader follow the ideas?

Refer to specific examples in your answer.

(3 marks)

-
- 14** How does the third section *Working up a sweat* show that, for the Romans, going to the baths was not an entirely relaxing experience?

(1 mark)

15 Why is Seneca's description of the public baths included in this article?

(1 mark)

16 How does Seneca's choice of language build the impression that Roman baths were noisy and unpleasant places to live near?

(1 mark)

Section 3: Bath times with the Romans (pages 8 – 9)

Questions 11 – 16

- 11.** In the first section *Something for everyone*, explain how the writer tries to help the modern-day reader understand the part played by public baths in Roman society.

1 mark

Support your explanation by referring to an example in the section.

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader*

Award **1 mark** for an explanation which recognises that the writer tries to help the modern-day reader understand the part played by the public baths in Roman society, by reference to:

- equivalence with present day activities, eg:
 - *She describes it as the same as a modern day spa.*
 - *She uses modern words like networking*
 - *The Roman baths was a place for friends to meet up, for a work out in the Gym and beauty treatment*
 - *The writer compares the roman baths to modern day things like the health club and beauty treatments.*
- the central part played by baths in everyday life, eg:
 - *It helps the reader understand that it was like the only place where people could bathe. And it was for anyone and everyone*
 - *He tried to show the reader that every single person used the baths, men, women, rich and poor*
 - *The baths were used by everyone, men and women, rich and poor. This shows that it was considered as part of their daily life*
 - *You can tell the writer thinks the public baths were important when he says 'The baths played a central part in people's daily lives.'*

Do not accept

- *a quotation without explanation.*
- *an explanation without textual support.*

Section 3: Bath times with the Romans (pages 8 – 9)

Questions 11 – 16

- 12.** Explain how the choice of language in the second section (*Marble or murky water?*) emphasises the contrasts between *luxurious* and *squalid* public baths. up to 3 marks

Refer to specific words and phrases from the section and comment on them.

Assessment focus 5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level

Award **3 marks** for answers which offer a detailed explanation of how language is used in the second section to emphasise the contrasts between the luxurious and the squalid public baths, commenting on how the writer's choice of language contributes to the overall effect. References to the text support developed answers.

- Some of the baths are obviously expensive because they are made of marble. They sound shiny and clean because they 'gleamed' and 'glittered'. Both words start with a 'gl' sound which emphasises those words. The contrast is the 'murky' baths. The way the writer says 'downright squalid' which makes them sound really terrible. 'Murky' means that the water is unclean and cloudy. They smell of 'fumes' so they are really horrible smells.
- It says how some are 'panelled with marble and set with dazzling mosaics' And how others are stunk out by furnace fumes and 'toenail clippings floated in the murky water'. Referring to it as 'dazzling' conjures up its clean, pretty and expensive. And then talking about 'murky' water and toenail clippings shows it's dirty and unhygienic.

Award **2 marks** for answers which offer some comment on how the language used in the second section shows contrasts between the luxurious and the squalid public baths. There is limited understanding of the overall effect. Answers should make appropriate references to the text.

- To most people 'marble' is a very rich material/rock, which is considered very luxurious, whereas 'murky water' is referred to as disgusting and 'squalid' - the two of them (marble and murky water) are very different.
- The word 'luxurious' means absolutely lovely and clean, yet 'squalid' means disgusting and yucky. The writer emphasises this as he says the squalid, muddy water and toenail clippings floating around, but it was also beautifully tiled and brilliant mosaics on.

Continued on page 21

Section 3: Bath times with the Romans (pages 8 – 9)

Questions 11 – 16

Award **1 mark** for answers which identify features of the writer's use of language in the second section. Comments may show some limited awareness of the contrasts and effect of the writer's choice of language without development. One or two references are included.

- *'Toenail clippings in the murky water'* build up imagery that contrasts with *'luxurious'* and *'dazzling mosaics'*.
- *It says one bath had marble and dazzling mosaics but the other had fumes from the furnace and toe-nail clippings floated up in the murky water.*

- 13.** How does the structure and the organisation of the third section *Working up a sweat* help the reader follow the ideas?

up to 3 marks

Refer to specific examples in your answer.

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level*

Award **3 marks** for an answer which explores how the section guides the reader through the process, explaining the technique(s) used by the writer to structure and organise the text, supported by detailed reference.

Award **1 mark** for each answer linked to any three of the following ideas:

- By following the process, eg:
 - *The section takes you from one room to the next*
 - *Step by step instructions of their journey around the place are given*
- Identification of the use of temporal connectives, eg:
 - *The writer uses words to show the order the bathers did things, such as and then ... after a while .. finally*
- By use of other linguistic devices, punctuation, formatting or language use to clarify the process or support the sequence, eg:
 - *Some words such as 'tepidarium' are in italics to show the important rooms*
 - *It gives the meanings of the words in brackets afterwards*
- Identification of the chronology, eg:
 - *It is in chronological order*

Section 3: Bath times with the Romans (pages 8 – 9)

Questions 11 – 16

- 14.** How does the third section *Working up a sweat* show that, for the Romans, going to the baths was not an entirely relaxing experience? **1 mark**

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level*

Award **1 mark** to answers which identify and comment on expressions that convey the element of effort accompanying bathing.

- *Because everyone had to box, wrestle and they even had to do running.*
- *It was a "serious business" they only ever relaxed AFTER exercise, scraping themselves and freezing baths.*
- *For example, 'a breathtaking plunge into ice cold water' sounds quite painful.*

- 15.** Why is Seneca's description of the public baths included in this article? **1 mark**

Assessment focus 6: *identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader*

Award **1 mark** for an explanation of the idea that the first hand account gives authenticity / authority to the article, eg:

- First hand account gives authenticity / authority to the article, eg:
 - *It has the effect of giving another point of view from a person who was there at the time*
 - *This gives the effect of feeling what it was really like through someone else's eyes*

Section 3: Bath times with the Romans (pages 8 – 9)

Questions 11 – 16

- 16.** How does Seneca's choice of language build the impression that Roman baths were noisy and unpleasant places to live near?

1 mark

Assessment focus 5: explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

Award **1 mark** for answers which explain the cumulative effect of the various loud, chaotic and frenzied intrusions is unpleasant.

- *It makes all the noise sound like a toneless piece of yelping like "the hair remover forever screeching".*
- *He uses all different examples of noise like a ball player counting shots.*
- *It shows that it was very noisy and annoying when you hear people screeching or singing really loudly.*
- *She tells you many reasons why baths were noisy and complains that it was annoying.*

Year 6 Maths Activity Mat

①

Section 1

$$\frac{3}{5} + \frac{3}{7} = \frac{\quad}{\quad}$$

$$2\frac{5}{8} - 1\frac{2}{5} = \frac{\quad}{\quad}$$

Section 2

$$53 \times 8 = \frac{\quad}{\quad}$$

$$53 \times 80 = \frac{\quad}{\quad}$$

Section 4

Solve these calculations.

$$20 = 4h + 4$$

$$h = \frac{\quad}{\quad}$$

What does h equal?

$$14 = 6j - 4$$

$$j = \frac{\quad}{\quad}$$

What does j equal?

Section 5

Solve the following calculation:

$$6\,726\,000 - 800\,000 = \frac{\quad}{\quad}$$

Section 6

Laura buys:

3kg of potatoes at 78p per kg;

2.5kg of carrots at £1.46 per kg.

She paid with a £20 note. How much change will she get?

Section 7

Liz has a jar of sweets. In one month, she ate $\frac{5}{8}$ of the sweets.

There are 12 left.

How many sweets were in the jar at the beginning?

Section 8

Two friends buy some chocolate bars.

Each bar costs £1.18.

There is a special offer on: buy one, get 2nd half price.

They buy 5 bars and split the cost equally. How much do they each pay?



Year 6 Maths Activity Mat

②

Section 1

Order the following numbers from the smallest to largest:

1 101 011 1 110 101 1 100 111 1 010 011

--	--	--	--

Section 2

Four classes share 3 boxes of 500 pencils. Ring the amount which is a good estimate of how many pencils each class will have.

42 420 380 38 450 45

Section 5

Calculate:

$$0.4 \times 100 = \boxed{}$$

$$0.9 \times 100 = \boxed{}$$

$$0.7 \times 100 = \boxed{}$$

Section 6

Convert the following:

$$0.2\text{kg} = \boxed{} \text{ g}$$

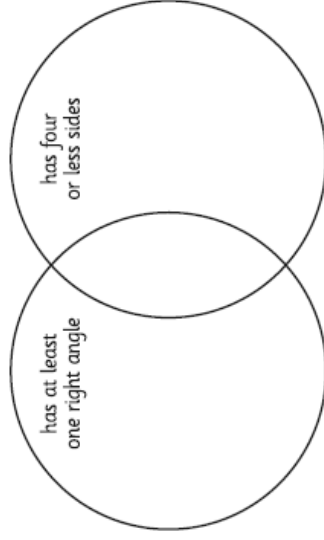
$$\boxed{} \text{ kg} = 1490\text{g}$$

$$1.2\text{kg} = \boxed{} \text{ g}$$

$$\boxed{} \text{ kg} = 1350\text{g}$$

Section 7

Draw two shapes that will go into each area of this Venn Diagram, including outside the circles.



Section 8

Class **A** researched children's favourite flavour of crisps. They presented the results in a pie chart.

Eight children chose Ready Salted as their favourite. How many children chose Cheese and Onion, Salt and Vinegar and Smokey Bacon?

Cheese and Onion:

Salt and Vinegar:

Smokey Bacon:



Section 4

Simplify the following fractions:

$$\frac{8}{12} = \boxed{}$$

$$\frac{15}{25} = \boxed{}$$

Section 3

A box holds six eggs. There are 532 eggs. How many full boxes will there be?

Year 6 Maths Activity Mat

③

Section 1

In the number 3 927 381, what is the value of the two 3 digits?

Section 2

A stationery store has 2543 pencils in stock. The shop orders a further 1 368 pencils, and then sells 928 pencils in a month. How many pencils does that shop have left?

Section 5

Calculate:

$0.02 \times 7 =$

$0.06 \times 5 =$

$0.08 \times 6 =$

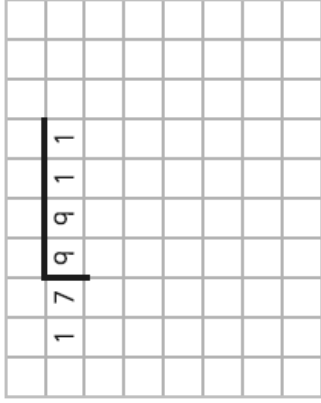
Section 6

5 miles = 8 km

How many kilometres in 205 miles?

Section 3

Calculate:



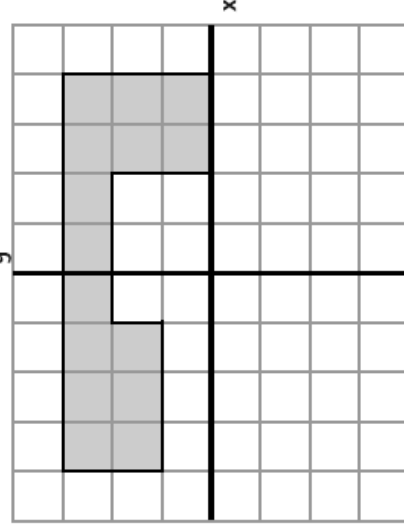
Section 4

Use $<$, $=$, or $>$ to compare these fractions:

$\frac{7}{4}$		$\frac{3}{2}$
$\frac{7}{6}$		$\frac{4}{3}$
$\frac{13}{2}$		$\frac{39}{6}$

Section 8

Reflect this shape about the x axis.



Year 6 Maths Activity Mat

④

Section 1

Round the following numbers to the nearest 10 million:

12 341 727 →

25 000 000 →

50 500 000 →

Section 2

Draw a Venn Diagram to show the common factors of 24 and 56.

Section 3

What number, when multiplied by 5, is one third of the sum of 64 and 56?

Section 4

Calculate:

$$\frac{3}{4} \times \frac{1}{6} =$$

$$\frac{2}{3} \times \frac{2}{3} =$$

$$\frac{3}{8} \times \frac{8}{15} =$$

Section 5

Calculate, writing the answer as a decimal:

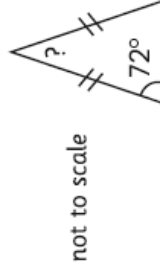
$$4 \overline{) 7.29}$$

Section 6

Draw (not to scale) two rectangles with the same area and different perimeters, writing the length of the sides.

Section 7

Calculate the unknown angle in this triangle:



Section 8

Find 3 pairs of numbers that satisfy these equations:

$$2a + b = 8$$

$$a =$$

$$b =$$

$$2c - d = 8$$

$$c =$$

$$d =$$

Year 6 Maths Activity Mat: 1

Answers

Section 1

$$\frac{3}{5} + \frac{3}{7} = \boxed{1\frac{1}{35}}$$

$$2\frac{5}{8} - 1\frac{2}{5} = \boxed{1\frac{9}{40}}$$

Section 2

$$53 \times 8 = \boxed{424}$$

$$53 \times 80 = \boxed{4240}$$

Section 4

Solve these calculations.

$$20 = 4h + 4$$

$$h = \boxed{4}$$

What does **h** equal?

$$14 = 6j - 4$$

$$j = \boxed{3}$$

What does **j** equal?

Section 5

Solve the following calculation:

$$6\,726\,000 - 800\,000 = \boxed{5\,926\,000}$$

Section 6

Laura buys:

3kg of potatoes at 78p per kg;

2.5kg of carrots at £1.46 per kg.

She paid with a £20 note. How much change will she get?

£14.01 change

Section 3

Jim, Harry, Jack and Des go on holiday together and share the cost of the car hire and the villa equally.

The car hire costs £145.46 and the villa is £1279.30.

How much does each person pay?

£356.19

Section 7

Liz has a jar of sweets. In one month, she ate $\frac{5}{8}$ of the sweets.

There are 12 left.

How many sweets were in the jar at the beginning?

32 sweets

Section 8

Two friends buy some chocolate bars.

Each bar costs £1.18.

There is a special offer on: buy one, get 2nd half price.

They buy 5 bars and split the cost equally. How much do they each pay?

£2.36

Year 6 Maths Activity Mat: 2

Answers

Section 1

Order the following numbers from the smallest to largest:

1 101 011 1 110 101 1 100 111 1 010 011

1 010 011 1 100 111 1 101 011 1 110 101

Section 2

Four classes share 3 boxes of 500 pencils. Ring the amount which is a good estimate of how many pencils each class will have.

42 420 380 38 450 45

Section 3

A box holds six eggs.
There are 532 eggs.
How many full boxes will there be?

88 boxes

Section 4

Simplify the following fractions:

$$\frac{8}{12} = \frac{2}{3}$$

$$\frac{15}{25} = \frac{3}{5}$$

Section 5

Calculate:

$$0.4 \times 100 = 40$$

$$0.9 \times 100 = 90$$

$$0.7 \times 100 = 70$$

Section 6

Convert the following:

$$0.2\text{kg} = 200\text{g}$$

$$1.49\text{kg} = 1490\text{g}$$

$$1.2\text{kg} = 1200\text{g}$$

$$1.35\text{kg} = 1350\text{g}$$

Section 7

Draw two shapes that will go into each area of this Venn Diagram, including outside the circles.

Example shapes that could appear in each section:

One right angle: Irregular pentagon and hexagon with at least one right angle

Four or less sides: Equilateral triangle, isosceles triangle (no right angle)

Both: Right angled triangle, square

Outside: Regular hexagon, regular octagon

Section 8

Class A researched children's favourite flavour of crisps. They presented the results in a pie chart.

Eight children chose Ready Salted as their favourite. How many children chose Cheese and Onion, Salt and Vinegar and Smokey Bacon?



Cheese and Onion: 4

Salt and Vinegar: 12

Smokey Bacon: 8

Year 6 Maths Activity Mat: 4 Answers

Section 1

Round the following numbers to the nearest 10 million:

12 341 727 →

10 000 000

25 000 000 →

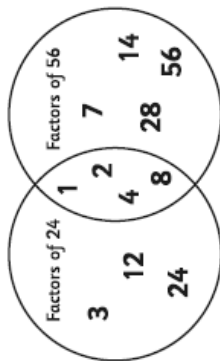
30 000 000

50 500 000 →

50 000 000

Section 2

Draw a Venn Diagram to show the common factors of 24 and 56.



Section 3

What number, when multiplied by 5, is one third of the sum of 64 and 56?

8

Section 4

Calculate:

$$\frac{3}{4} \times \frac{1}{6} =$$

$\frac{3}{24}$ or $\frac{1}{8}$

$$\frac{2}{3} \times \frac{2}{3} =$$

$\frac{4}{9}$

$$\frac{3}{8} \times \frac{8}{15} =$$

$\frac{24}{120}$ or $\frac{1}{5}$

Section 5

Calculate, writing the answer as a decimal:

$$4 \overline{) 729}$$

182.25

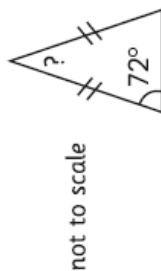
Section 6

Draw (not to scale) two rectangles with the same area and different perimeters, writing the length of the sides.

Accept any reasonable answer.

Section 7

Calculate the unknown angle in this triangle:



not to scale

36°

Section 8

A range of answers. Here are some examples:

$$2a + b = 8$$

$$a = 1$$

$$b = 6$$

$$2c - d = 8$$

$$c = 5$$

$$d = 2$$