

Monday 5th October 2020

Learning Objective: To draw inferences about characters' feelings and justify my inference with evidence from the text.

Learning Outcome: I can say what a character is thinking and feeling from their actions.

Use these quotations to explain how they show that Emily, although afraid, is trying to be brave in order to protect her younger brother and sister.

' "Nothing's the matter," said Emily.' (page 18)

'Jim could tell by the way that her voice shook how afraid she was and how brave she was to talk back to Mr Spink like that.' (page 21)

' "Get your horse, Jim," Emily said.' (page 25)

'Emily did as she was told.' (page 32)

Tuesday 6th October 2020

Learning Objective: To understand how authors use figurative devices to have an impact on the reader.

Learning Outcome: I can explain how figurative devices are used to portray different ideas.

What main idea is the author trying to portray with these figurative devices? Cut out each strip and write an explanation below.

'...the carriages swept past them...'
(pg 28)

W.A.G.O.L.L.

The main idea that the author is trying to portray with this metaphor is that the Jarvis family are insignificant. They are of no importance to the rich people who are inside the carriages and so can almost be swept aside like a piece of rubbish.

'Jim's eyes were fixed on something he could see...'
(page 28)

'...my dough's like a boulder...'
(page 30)

'...and they were afraid to break the spell...'
(page 31)

'...banging pots around as if she were setting up an orchestra.'
(page 35)

Wednesday 7th October 2020

Learning Objective: To read and understand a range of texts.

Learning Outcome: I can read a non-fiction text and answer a range of questions.

In 1834 a Poor Law Amendment Act was passed which stated that all local parishes had to provide assistance for paupers. Workhouses were built by local parishes who used taxes on wealthier people to pay for the building and maintenance of such places. The aim of the workhouse was to discourage people from claiming poor relief and it was advised that to do so, conditions in these places were to be made as forbidding as possible.

The inmates were classified into seven groups:

- men infirm through age or illness
- women infirm through age or illness
- able-bodied men over the age of 15
- able-bodied women over the age of 15
- boys aged between the ages of 7 and 15
- girls aged between the ages of 7 and 15
- children under the age of 7



The seven groups were to be kept totally separate at all times. Space was at a premium throughout each area of the workhouse. Many people were crammed into the smallest space possible.

The buildings in which they were housed were prison-like structures. There were no curves in the building and no architectural decorations. High walls surrounded the whole workhouse. Even the windows were two metres from the floor which shut off the view of the outside world. No fire places broke the bare lines of the walls and any fires lit were put out at 8pm, regardless of the outside conditions. The walls of the workhouse were "decorated" with lists of rules and passages from the Bible. There were no newspapers, no books, no toys and no games.

Patients admitted to the hospital ward within the building suffered from all manner of ailments – measles, typhoid fever, smallpox, diphtheria and dysentery. It was common for patients to share beds in this area. Once a patient was housed in this section, it was almost unheard of to be discharged.

The daily routine set down by the Poor Law Amendment Act was this:

5 am	Rising bell
6am – 7am	Prayers and breakfast
7am – 12 noon	Work
12 noon – 1pm	Dinner
1pm – 6pm	Work
6pm – 7pm	Prayers
7pm – 8pm	Supper
8 pm	Bed

1. Find **one word** in the first paragraph which means poor people.
2. Why did rich people want to discourage people being sent to the workhouse?
3. Which **one word** in the opening paragraph suggests that the workhouse was a place to be feared?
4. Explain the phrase '**space was at a premium**'.
5. Give the two main reasons that the workhouse was like a prison.
6. Why is the word '**decorated**' in inverted commas?
7. What is the effect of repeating the word **no** in this sentence?
'There were no newspapers, no books, no toys and no games.'
8. Explain why you think that people were not discharged from the hospital ward of the workhouse.
9. How do you know that people in the workhouse were supposed to be respectful of God? Give two ways that you know.
10. At 3 o'clock in the afternoon, what would everybody in the workhouse be

Thursday 8th October 2020

Learning Objective: To read age appropriate novels.

Learning Outcome: I can read with confidence and fluency.

Read Chapter 4 of 'Street Child'. As you are reading, consider how the workhouse is portrayed as an unpleasant place.

Friday 9th October 2020

Learning Objective: To draw inferences referring to aspects of the text.

Learning Outcome: I can give my impression of a setting from my reading.

Find five quotations from the text that show that the workhouse was considered to be an unpleasant place in Victorian England.

