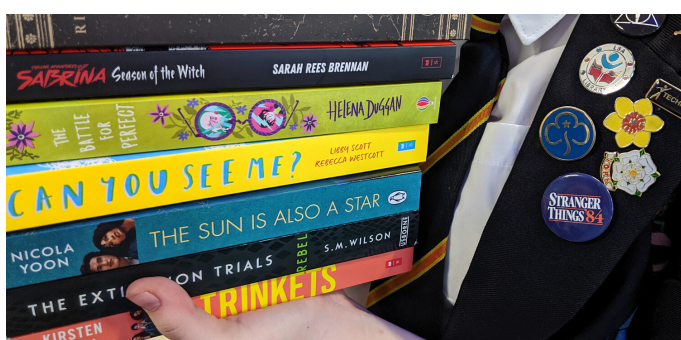
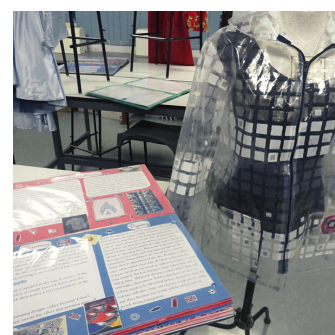




JOINING LSA

2020 - 2021

ACADEMIC TRANSITION BOOKLET



BOOKLET CONTENTS

In this booklet you'll receive a warm welcome from Mr Bracken (Assistant Headteacher) and our subjects, be provided with useful tips to know before September, find out about reading at LSA and be given some worksheets to keep your mind active.

Subjects included are: Art, Computing, Design and Technology, Drama, English, French, German, Geography, History, Mathematics, Music, PE, Religious Studies and Science.



LETTER



Dear Year 6 families,

I hope you are all well and are looking forward to joining us at LSA High School in September.

I am Mr Bracken and as one of the Assistant Headteachers at LSA High School, one of my roles is to support the academic provision for new Year 7 students.

Our transition this year, as you can expect, is a little different. To help support the move from primary to secondary school, we have produced an academic transition booklet. The booklet has been produced by our amazing group of teachers from each of the subject areas in school. Each section includes some information to allow you to gain an insight into the teachers and also some subject specific tasks to give you an idea of the style of work you may be doing in Year 7. The work chosen will develop your learning and enrich your understanding.

At LSA High School we believe reading is fundamental in supporting student learning in all areas of the curriculum. Moreover, you will notice the importance of reading within the number of tasks in the booklet e.g. Miss Craddock in History has used the story of the 'Two Princes in the Tower' to help you understand what happened to them! Miss Corkery in Art has included a poem of 'The Jabberwocky' by Lewis Carol to help you visualise and draw what the Jabberwocky may look like. To support your love of reading we have also included a separate reading section where our Literacy Coordinator, Mr Prescott, has produced some videos, where he reads passages from three selected books, and in each video there is an opportunity to complete some questions too.

There is no expectation to complete the booklet in full and work completed will not be used to determine setting. However, if you can have a go at some of the activities, that would be brilliant, but we fully understand that everyone is in a different situation.

If you would like to share the work you have completed, either bring it back to your Year 7 Form Tutor in September or email a copy of selected work to movingup@lythamhigh.lancs.sch.uk.

If you have any concerns or wish to ask a question, as always, please email us at movingup@lythamhigh.lancs.sch.uk.

Nick Bracken
Assistant Headteacher
Lytham St Annes High School
"A learning community in pursuit of excellence"



ART DEPARTMENT



Welcome to LSA from the Art Department

Hello Year 6! We are looking forward to officially welcoming you here next term. Art is everywhere we look, it is on our walls, the bowls we put our breakfast in, the clothes we wear and the buildings we look at.

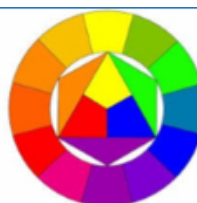
You will have 2 hours of Art lessons each fortnight during which you will be exploring the work of artists past and present, developing skills in a wide range of materials and learning to creatively problem solve.

Miss Corkery, Mr Lonsdale and Mrs Ross are looking forward to seeing you all in September.

Colour History

In your first term at LSA you will be learning about colour theory, so to get a head start please read about the different colour groups below and the history behind colour.

There are three groups of colours. The first group of colours is called the Primary Colours (also known as the "Primitive" colours because they could not be made), the second is called Secondary Colours and the third is called Tertiary Colours.



In the olden days, red, yellow and blue were made using something called a pigment. A pigment could be a flower, a stone, crystals, animal waste and insects.

A pigment is ground using a pestle and mortar, it is then added to a binding agent to make the paint. A binding agent could be egg, water or oil.



The colour red was made using a plant resin called Cinnabar; also known as 'Dragon's Blood'.

The colour blue was made from a semi-precious stone called Lapis Lazuli.

The colour yellow was often made from cow wee.



ART DEPARTMENT



The artist who was painting did not mix the paint himself. They would hire an apprentice who would mix the paint for them. The apprentice was usually someone who wanted to train as a painter.

Once you have mixed the pigment with the binding agent you can then mix all of the colours you want.

Task 1:

Create a colour wheel with objects found from around your home



- Ensure it is a circular shape
- Follow the guideline on the right to know what colours go next to each other



← **Teacher example**



Handy Tip: Start by gathering your objects and colour co-ordinate them so you know how many you have of each. Ideally you need to have the same amount of each colour. I would recommend at least 5 items of each colour.



NO PHOTOS LIKE THIS PLEASE!
Take your photo from a bird's eye view and try and crop it so you end up with a photo like Miss Corkery's.



You can take your photo on a camera, phone or iPad. Look after this image until you start school in September and we will share them with your classes in your first Art lesson.



ART DEPARTMENT



Jabberwocky.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffing through the tulgey
wood,
And burbled as it came!

One, two! One, two!
And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the
Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

Task 2: Draw a Jabberwocky

Read the poem Jabberwocky by Lewis Carroll then draw what you think a Jabberwocky might look like. Use your imagination and be creative.

Draw your Jabberwocky in this space...



ART DEPARTMENT

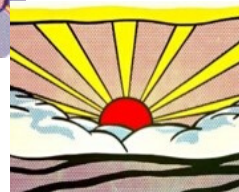


Task 3: Draw a self portrait on a blank page in the style of Roy Lichtenstein

Roy Lichtenstein is one of my favourite artists. His work is bright, bold, graphic, and thought provoking.

Roy Lichtenstein was born in New York in 1923. He became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects. He was one of a group of artists making art in the 1960s who were called pop artists because they made art about 'popular' things such as TV, celebrities, fast food, pop music and cartoons.

His artwork is made up of lots of dots next to each other. Here are some of his most famous pieces of work, can you see how his work is put together by dots?



What three adjectives would you use to describe this artistic style?

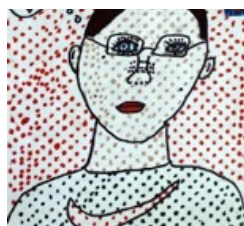
- 1) _____
- 2) _____
- 3) _____

Here are some examples of some other student's work. Use them for inspiration:



Can you add dots?

Fill the whole space?



Add bright colours?

Now it's your turn!

Draw your self portrait in the style of Lichtenstein on a blank page.

Write 1 thing you like about your drawing:

Write 1 thing you think you could improve in your drawing:

We look forward to seeing you and your drawings and photograph in September. We hope you all have a really good summer and have enjoyed doing the tasks.



COMPUTING DEPARTMENT



Welcome to LSA from the Computing Department

As we will have missed seeing you on Induction Day, hopefully this will give you some idea about our department.

We have 5 teachers.



Ms Fitzpatrick
Business and KS3
Computing



Mrs Fowler
Business, Media and KS3
Computing



Miss Watson
Business, Media and KS3
Computing



Mr Williams
KS3/4 Computing and
Media



Mrs Wood Miller
Business,
Media and KS3 Computing

We have just moved into a new block and our classrooms are W6, W7, W8 and W9. You will have Computing 3 times a fortnight and will have your own computer in the room.

Our first unit will be all about getting you set up on the LSA network and providing you with skills that will support you in all your lessons. This ranges from using Office 365 which supports our Virtual School, to using keyboard shortcuts effectively. In other units, we'll look at topics such as animation, block coding and binary.



Follow Us @LSABusiness



COMPUTING DEPARTMENT



Transition Tasks

Games Consoles

If you have a games console it will be a massively powerful device, capable of doing many things. It hasn't always been this way.

Watch this video to see how the sales of consoles grew. The one at the top is selling the most. <https://www.youtube.com/watch?v=CRxhqP-ppa8> or use Google search for Data is Beautiful Consoles



What year is it before you see names you recognise?

Year : _____ Console : _____

Watch at 1:36 to see Playstation sales start to grow. Pause the video at the end 3:47, think about what this shows. One thing is that way more people had a DS than other device. Can you think why?

Let's do some PlayStation research. Use Google to fill in the table. You can probably find most of what you need in a simple search eg PS2. The first one for you is done for you.

Console	Year of UK Release	Storage	What could it do, special features
PS1	1995	You needed a memory card to save gameplay.	Just allowed you to play games with the best selling being Gran Turismo.
PS2			
PS3			
PS4			
PS5			



COMPUTING DEPARTMENT



So, technology changes over time and means we have access to so much better things. Let's look at this in the context of mobiles.



This is the Nokia 3310, released in 2000 and affectionately referred to as the Nokia Brick. It was about £130, (interestingly the new version released in 2017 was only £49 - don't get mixed up!)

Find out what you can about the features of the 3310 such as memory and what it allowed you to do. It was very sophisticated for the time!

Features include:



This is the iPhone 11 and it can cost over £1000 depending on memory size. This is a multi-functional device with so much capability that most people won't use it effectively.

Find out what you can about the features of this phone, specifically the new ones.

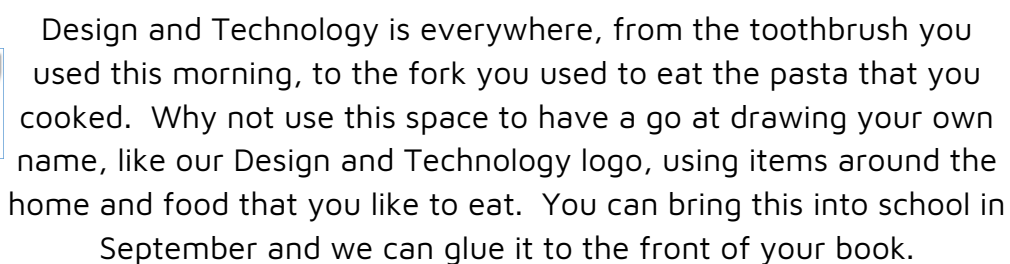
Features include:



We are looking forward to welcoming you to our High School in September. You will hopefully have completed a range of Design and Technology lessons whilst at primary school, but we are sure you will find our lessons more exciting, as you will have access to specialist teachers and rooms designed and filled with lots of lovely things for you to use (from drills to sewing machines to ice cream machines).

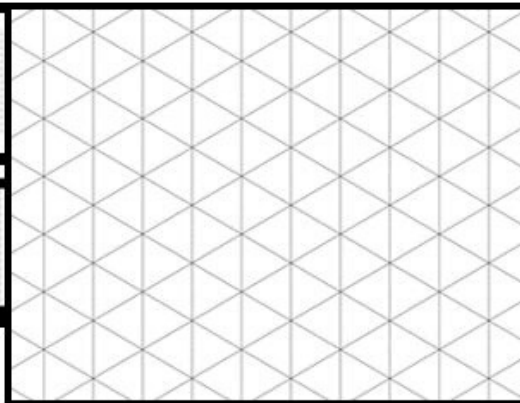
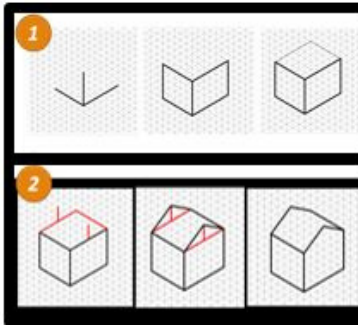
In September, you will receive 3 Design and Technology lessons every fortnight, and every term you will get the opportunity to learn a different part of Design and Technology. You will spend one term in Food Technology, one term in Engineering and one term doing Design and Technology.

See you soon and enjoy your summer, from everyone in the Design and Technology team (Mrs Hodgkinson, Mr Howard, Mrs Ainsworth, Mr Farrington, Mr Whitehead, Mr Miller, Miss Dent and Mr Taylor).



DESIGN AND TECHNOLOGY

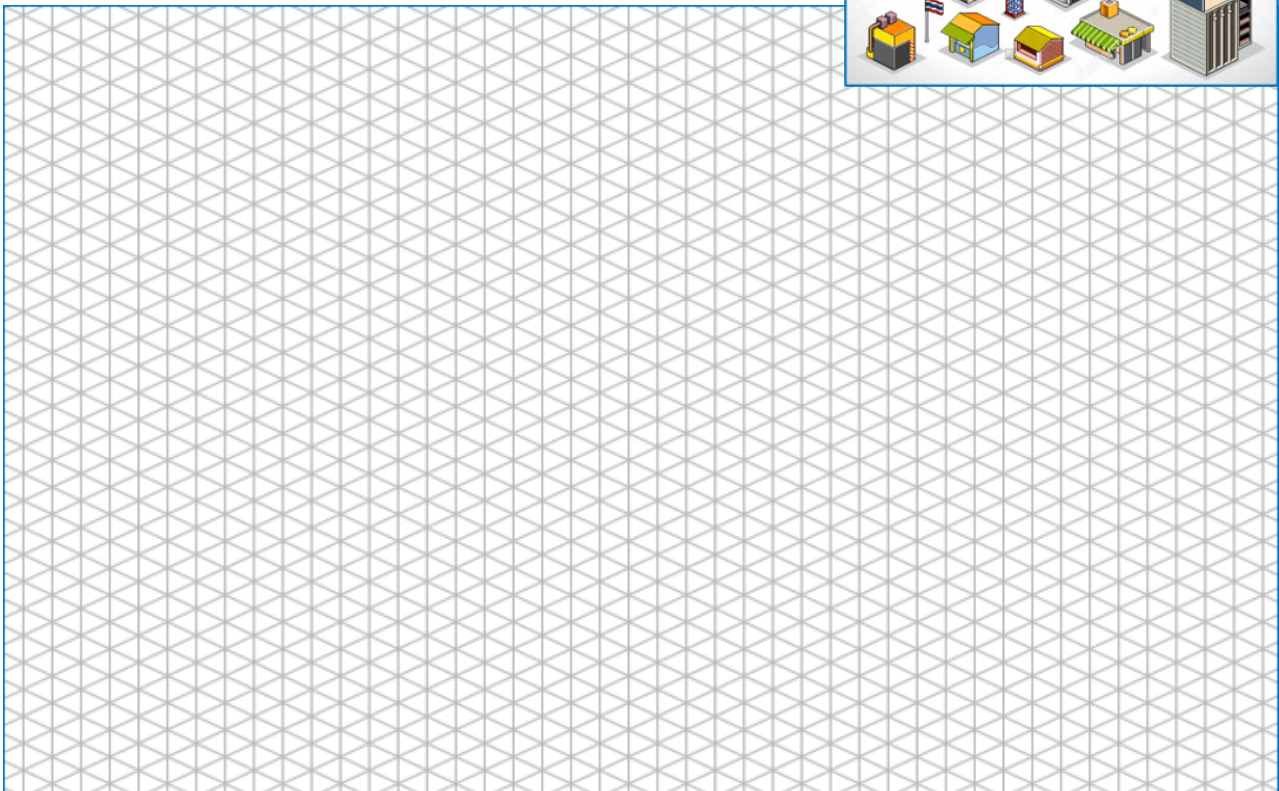
Task 1: use the space below to draw a simple isometric house shape.



Task 2: Add windows and doors and any other details. Add some colour to make your house more realistic.



Task 3: Make your own little town... Include some houses, some shops and maybe even some famous landmarks.



DESIGN AND TECHNOLOGY

- FOOD -

Task 1: Can you spot the hygiene and safety issues in the kitchen?



Task 2: Practical Activity – Why not have a go at making some Popcorn from scratch?

Fresh Popcorn Recipe & Method

RECIPE

- 40g popcorn kernels, (these can be bought from school for 40p, or you can bring in your own)
- 2 tsp oil (school to supply)
- Standard DRY topping
 - Salt
 - Sugar
 - Hundreds & Thousands
 - Chilli powder
 - Cocoa Powder & Icing Sugar
 - Grated Parmesan
 - Cayenne Pepper
 - Any other dry choice

METHOD

1. Get out a large metal bowl to put your finished popcorn in and a wooden triangle (trivet). You will also need a large white spoon.
2. Put your oil into a lidded saucepan and put onto the heat, (number 5)
3. After 2-3 mins, when the oil is warm add your kernels. Shake the pan and place onto the heat. Regularly shake your pan.
4. When the popcorn starts popping ensure the lid is still on. Shake the pan regularly until the popcorn stops popping.
5. Pour your popcorn into your bowl. Use the white spoon to help you. Put the pan on the trivet.
6. Add your topping. Let your teacher have a look at your finished dish.
7. Put your popcorn in your box.
8. Enjoy!



Food & Nutrition

You can watch an instructional video on our Youtube channel – Food Lytham High



Can you list 5 things you did to make your popcorn safely and hygienically?

1. _____
2. _____
3. _____
4. _____
5. _____



DRAMA DEPARTMENT



Welcome to LSA from the Drama Department



Hello 'soon to be Year 7s' my name is Miss Roberts. Myself, Ms Dearden and Ms Cardno cannot wait to welcome you into our classrooms or should I say THEATRE!

In Drama, we have LOTS of fun but don't tell Mr Baker!

Baker.



Follow Us @LSAExpressiveP1

In Drama at LSA, we create a climate to succeed, embrace individuality and strive for excellence. You start Drama in Year 8 at LSA but I promise it will be worth the wait. We work together to encourage confidence, creativity, concentration and ensure we are inclusive to all.

I run a Drama Club every Wednesday after school for ALL years where you can meet new friends, have lots of fun and learn new things. We also put on performances and a Musical Showcase where we perform our favourite musical numbers to a live audience.

If you are a budding actor then why not try this task over summer to prepare for Drama at LSA.

Write, learn and perform a speech as your favourite film character to someone you trust. You could also create an alternative ending to the film! Be as creative as you like and have fun Superstars!



ENGLISH DEPARTMENT

Welcome to LSA from the English Department

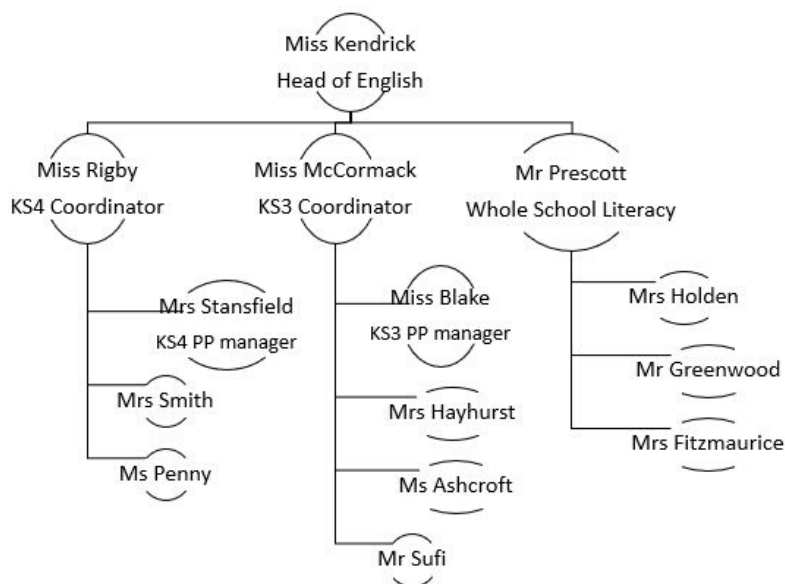
We are very sad that we cannot welcome you to English at LSA before the end of the summer term, but we really want to say a big 'hello' to you. We have put this booklet together to introduce you to the English Department so that you know what to expect when you start with us in September.



Follow Us @EnglishDeptLSA

Who's who?

The English Department is made up of fourteen members of staff. We are located on the Lennon corridor; this is where your English lessons will take place. You will have 7 lessons of English over two weeks, one of those lessons is a reading lesson in the library.



What will you study?

In Year 7 you will study the following topics:

- Is a villain born a villain?
- 'Trash' by Andy Mulligan
- Poetry from other Cultures
- 'The Tempest' by William Shakespeare
- An Introduction to 'Animal Farm' by George Orwell



ENGLISH DEPARTMENT

The following tasks are examples of activities you may be asked to complete in English.

1. Read the extract 'Treasure Island' by Robert Louis Stevenson (1883)

Chapter 8 'Long John Silver'

When I had done breakfasting the *squire gave me a note addressed to John Silver, at the sign of the Spy-Glass, and told me I should easily find the place by following the line of the docks and keeping a bright lookout for a little *tavern with a large brass telescope for sign. I set off, overjoyed at this opportunity to see some more of the ships and seamen, and picked my way among a great crowd of people and carts and bales, for the dock was now at its busiest, until I found the tavern in question.

It was a bright enough little place of entertainment. The sign was newly painted; the windows had neat red curtains; the floor was cleanly sanded. There was a street on each side and an open door on both, which made the large, low room pretty clear to see in, in spite of clouds of tobacco smoke.

The customers were mostly *seafaring men, and they talked so loudly that I hung at the door, almost afraid to enter.

As I was waiting, a man came out of a side room, and at a glance I was sure he must be Long John. His left leg was cut off close by the hip, and under the left shoulder he carried a crutch, which he managed with wonderful *dexterity, hopping about upon it like a bird. He was very tall and strong, with a face as big as a ham — plain and pale, but intelligent and smiling. Indeed, he seemed in the most cheerful spirits, whistling as he moved about among the tables, with a merry word or a slap on the shoulder for the more favoured of his guests.

Now, to tell you the truth, from the very first mention of Long John in Squire Trelawney's letter I had taken a fear in my mind that he might prove to be the very one-legged sailor whom I had watched for so long at the old Benbow. But one look at the man before me was enough. I had seen the captain, and Black Dog, and the blind man, Pew, and I thought I knew what a *buccaneer was like — a very different creature, according to me, from this clean and pleasant-tempered landlord.

I plucked up courage at once, crossed the threshold, and walked right up to the man where he stood, propped on his crutch, talking to a customer. "Mr. Silver, sir?" I asked, holding out the note. "Yes, my lad," said he; "such is my name, to be sure. And who may you be?" And then as he saw the squire's letter, he seemed to me to give something almost like a start. "Oh!" said he, quite loud, and offering his hand. "I see. You are our new cabin-boy; pleased I am to see you."



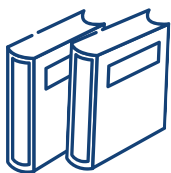
Glossary:

*squire – a man of high social standing who owns a lot of land

*tavern – pub

*seafaring men – sailors

*dexterity – skilled in performing a task, agile, nimble



ENGLISH DEPARTMENT

2. How is Jim feeling about having to deliver a letter to John Silver? Answer in full sentences.

3. Look at the description the narrator Jim, gives of Long John Silver. Complete the table below stating what we, the reader, discovers about him and what you would like to know about him.

What do you know?	What would you like to know?
E.g. Long John Silver is the 'landlord' of the 'Spy Glass tavern'.	E.g. Why he named it the 'Spy Glass'.

4. What is Jim's first impression of Long John Silver? Can you find some evidence from the text to prove this?

I think Jim's first impression ...

5. Let's say you are the narrator Jim, you have just delivered the letter to Long John Silver. Write a first person account about your day. On a separate piece of paper you should aim to write two paragraphs.

You should consider:

- How you were feeling about going to meet Long John Silver;
- What you thought and felt upon meeting him;
- Why you think Squire Trelawney needs Long John Silver;
- Using the vocabulary from the glossary in your account.

READING AT LSA

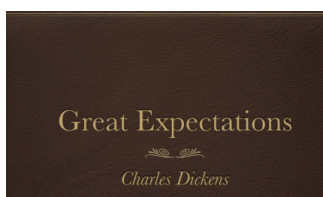
At LSA we believe that being able to read a wide range of texts like books, instructions, manuals, newspapers, websites, recipes, and letters is a very important skill. All the way through your five years with us at LSA, you will be encouraged and supported to read in every single subject. Even our mathematicians love reading.

Some of you will feel that you would like to make progress with your reading, and we have lots of ways of supporting you to get better and better with your reading. We will build your confidence to read and encourage you to read as widely as possible. This will develop your language and your vocabulary so that you feel confident when you write or talk to other people.

Some readers are already confident and will need lots of challenges with their reading to ensure that their vocabulary grows and that their passion for reading continues to develop. Whilst you are at LSA you will see how passionate all our teachers are about reading. We love to hear what you are reading, and we love telling you about what we are reading too. There will be lots of opportunities to be involved with authors, writers, poets, and playwrights to see how they create their work. You will also be encouraged to write for lots of different purposes and the best way that you can succeed at this is to read as widely and as often as you can. At LSA we have a wonderful reading resource centre where teachers and students will help you to find just the right book to help you with your reading or to challenge you even further. We want you to get into the habit of relaxing with your reading and sharing your thoughts with your family and with your teachers and friends.

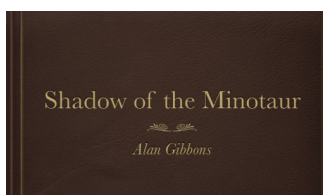
We can't wait to hear what you are reading!

In the meantime, here is Mr Prescott with some more information for you. He loves books and reading and really enjoys sharing what he is reading with his pupils.



Great Expectations

<https://www.loom.com/share/5bbbed8cb3a364adcac3fdca8ba64546a>



Shadow of the Minotaur

<https://www.loom.com/share/504ec5b210c149bda68b8b089e753b35>



The Bone Sparrow

<https://www.loom.com/share/61e54e39754648ec9dcf8a01bcad9334>



MFL DEPARTMENT FRENCH



**Welcome to LSA from the Modern Foreign Languages Department.
At LSA you will study French or German.**



Follow Us @lsalanguages

Bienvenue!

1. Les nombres

Put the numbers in order from smallest to biggest

dix sept un neuf trois deux quatre huit cinq six

Solve these sums in French

1. un + trois = _____
2. trois - deux = _____
3. dix - cinq = _____
4. sept - quatre = _____
5. deux x deux = _____

2. Les couleurs

jaune	pink
blanc	yellow
rouge	green
noir	white
bleu	orange
vert	blue
orange	red
rose	black

Colorie ! colour in

bleu	blanc	rouge
------	-------	-------

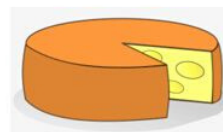
**Quelle couleur est-ce?
What colour is it?**

ncbla - _____
trev- _____
beul- _____
esor- _____
rnoi_____

nejau- _____

3. Ecrivez en français! Write in French

le fromage
un béret
un croissant
la Tour Eiffel





GEOGRAPHY DEPARTMENT

Welcome to LSA from the Geography Department

Geography is 'the study of the Earth as the home of people'. Geography helps you to make sense of the world around you as we encourage you to ask questions about what is happening and why and to suggest possible solutions.

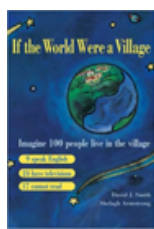
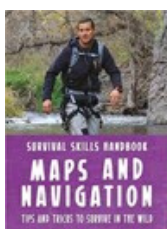


Follow Us @LSAGeography

PREPARING TO BE A GEOGRAPHER @ LSA

The following are suggestions of books, programmes, and websites that you might find interesting to look at over the summer.

Search a library if any of these books interest you or click on the book to find it on Amazon.



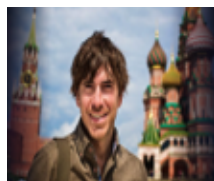
Click below to watch a programme about some of the topics we study in Year 7.



Map Skills



The Weather & Climate



Russia



The UK



Ordnance Survey Mapzone

Improve your navigation skills and learn about grid references and GIS while playing some map games on the Ordnance Survey website.

World Geography Games

This website has lots of different Geography games and quizzes on a range of topics. You can use it to improve your core Geography knowledge of locations and places.

BBC Bitesize

This will give you an opportunity to refresh your Geographical knowledge and skills that you developed in school but may have forgotten. Doing this will help to make sure you are ready for LSA in September.



GEOGRAPHY DEPARTMENT

MAPPING THE WORLD



Bitesize

Task 1: Click here: <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7>
Watch the video and answer the questions below.

1. What is a globe?
2. Name the seven continents and complete the map below.
3. What is an Atlas?
4. Why are satellites useful?

Complete the test at the bottom of the BBC Bitesize website page (link above).
There are 5 questions - write your score here ____/5.



The Physical World

Continents and Oceans

Provided by: graphicmaps.com

Name the Continents						Name the Oceans			
1	_____	4	_____	6	_____	8	_____	11	_____
2	_____	5	_____	7	_____	9	_____	12	_____
3	_____					10	_____		



GEOGRAPHY DEPARTMENT

MAPPING THE WORLD



Explain why maps are useful?

E.g. why might a developer, an archaeologist or a business owner need to use a map?



Why is it useful to be able to understand a map?



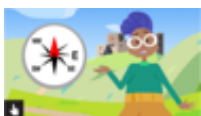
Bitesize Maps

Task 3: Click here: <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4>

Watch the video and answer the questions below.

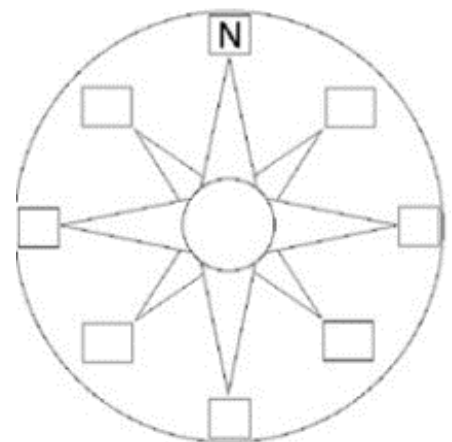
1. Identify one way that maps are useful.
2. Fill in the compass below
3. Which way does a needle on a compass ALWAYS point?
4. What does the scale on a map show?
5. Where else can we find maps?
6. Why shouldn't we rely on maps on our phones?

Complete the test at the bottom of the BBC Bitesize website page (link above).



Click on the arrow and help Sue

GOOD LUCK!



An easy way to remember the points of the compass is Never Eat Shredded Wheat. Can you make up your own below?



MFL DEPARTMENT GERMAN



Welcome to LSA from the Modern Foreign Languages Department. At LSA you will study French or German.



Follow Us @lsalanguages

Herzlich willkommen!

1. Nummern

Put the numbers in order from smallest to biggest

zehn sieben ein neun drei zwei vier acht fünf sechs

Solve these sums in German

1. eins+drei= _____
2. drei-zwei= _____
3. zehn-fünf= _____
4. sieben-vier= _____
5. zwei x zwei = _____

2. Farben

gelb	pink
weiß	yellow
rot	green
schwarz	white
blau	orange
grün	blue
orange	red
rosa	black

Colour in the German flag

schwarz
rot
gelb

Welche Farbe? What colour is it?

weiß - _____
grün - _____
blau - _____
orange - _____
schwarz - _____
gelb - _____

3. Schreib auf Deutsch! Write in German

Hund
Bierkrug
Bratwurst
Pretzel





HISTORY DEPARTMENT



Welcome to LSA from the History Department

Have you ever wondered what it was like to fire a cannon from a huge ship to help defeat the Spanish Armada? Or why the Anglo Saxons made their houses out of sticks and animal dung? Ever thought about how gruesome it was to die from the Black Death? Or what explorers discovered during the reign of Elizabeth I? If you have, then you have plenty to look forward to in History at LSA! In Year 7, you'll cover everything from Anglo Saxons and how William conquered England, to how the Tudors changed the world.



Follow Us @HistoryLSA

Meet the teachers

There are quite a few history teachers at LSA — you don't need to learn our names or anything, but we thought you might have fun trying to match up teachers to their own history—when you get to LSA you can find out if your guesses were right. Once you're done, write one fascinating fact about your own history so we can get to know you too.

Mrs Pountney	has appeared on You've Been Framed because the stage fell on her in her yr6 play.
Mrs Trohear	sang a solo dressed as a red frog on the stage at LSA.
Mr Hutchings	ended up pictured on the news covered in mud at a concert called 'T in the Park'.
Mr Cross	used to dress up as a Roman soldier and march around in parades.
Miss Grinstead	recently got a Spanish dog called Pepe which is the size of a small horse.
Ms Craddock	once auditioned for 'Pop Idol' with the Disney song 'Bare Necessities'.

You and your interesting history:



HISTORY DEPARTMENT



Lord Protector:
Someone who is not the King who performs duties the King would until the next King is old enough to take the throne.



The Tower of London is now a castle you can visit. There are many things you can see there including Tudor torture devices and the Crown Jewels.

The Princes in the Tower

A real, historical murder mystery

History at LSA might be a bit different from how it has been in your primary school. We want you to look at lots of things about the past, and make your own mind up about what happened and why it happened. We will teach you all the skills you need — but we thought you could have a go at them first by coming to your own conclusions about a real historical mystery — the disappearance of two Princes, who were imprisoned in the Tower of London over 500 years ago. Read the mystery below, look at the evidence on the next page and decide what the answer really is— **you will be the judge of what really happened to the princes in the tower!** Have a go at each task on separate paper.

In 1483, the King of England, Edward IV (4th) died. He had two sons who would be next in line to the throne, their names were Edward, like his father, and Richard. Edward was 12 and Richard was 9. Their ages meant that they could not rule England and that someone else would have to take the throne and look after the country until Edward grew old enough. The man who took the job of looking after the country was the dead King's brother, Richard the Duke of Gloucester. He was the Princes' uncle and he took the title 'Lord Protector'.

The princes were given rooms to live in the Tower of London so they could be looked after while the Lord Protector (Uncle Richard) prepared for Edward to be crowned king. However, Richard turned on the princes and, instead, had himself crowned King! Soon after, the princes disappeared from their rooms in the Tower and were never again seen playing in the grounds of the castle. Some thought they had escaped, perhaps to France; others believed they had been killed, perhaps even by the new King Richard himself, or by another rival to the throne, Henry Tudor.

Much later, in 1674, workmen at the Tower discovered two small male skeletons concealed (hidden) under a staircase leading to the 'White Tower'. At the time, it was assumed these were the bones of the two princes, but it has never been proven. Charles II (2nd), had the bones buried at Westminster Abbey (a place reserved for royalty) in 1678.

Task 1 — Chronological order. Below are the main events of the story— can you put them in the order that they happened. Even better if you can use a timeline/add pictures or details to show you understand.

Princes were buried at Westminster Abbey

The Princes were moved to the Tower of London

Workmen discovered bones hidden under a staircase

Richard become 'Lord protector'

Richard made himself King

The Princes disappeared



HISTORY DEPARTMENT



Task Two: Learning Objective: to read sources about the disappearance of the princes, and decide whether they are trustworthy.

Historians find out about the past through 'sources' - things that were written down at the time, or archaeological evidence (things we find in the ground). This sounds easy, but it isn't because, most of the time, the sources don't agree! Read the sources below—then fill out the table. What do the sources say about the disappearance of the prince? Did they escape to France or were they killed? What do they say happened? Who do they blame? Do you believe them?

Source 1

The sons of the King Edward murdered! – their assassin (killer) crowned King. (Richard became king after they disappeared)

Guy—an important man in France, January 1484

Source 2

'A rumour spread that the sons of King Edward had escaped a violent death and had fled to Flanders in France, but it was uncertain how'

Croyland Chronicle (A newspaper), 1486

You can't believe everything you read... Maybe the person who wrote the about the event wanted to persuade you to believe something that was not true – or maybe they didn't know all the facts?

Source 3

The Princes were murdered by the orders of one of three men. It is very possible that King Richard is guilty of the crime. If he is innocent, then it is almost certain that either King Henry VII (7th) or Mr Stafford is guilty.

Professor Paul Kendall, 1955

Source 4

'Much whispering is among the people that King Richard had put the children ... to death. Said with venomous poison'. Some said they were murdered between feather beds and some said they were drowned in wine.

The Great Chronicle (A newspaper), 1484

Source 5

'Richard had no reason to kill them. Henry VII (7th) had every reason. If the princes lived they would have more right to be king than Henry. Henry spread the word that Richard had done the killing.

Historian, Philip Lindsay, 1933.

Source 6

Sir James Tyrell (acting on the order of Richard III) decided that the Princes should be murdered in their beds the next night and chose Miles Forest and John Dighton to do the job... They pressed the feather pillows hard on the children's faces until they stopped breathing... They confessed to have done the murder in this way when they were imprisoned in the tower.

... Then he got the murderers to bury them at the bottom of the stairs.

Sir Thomas More, lived at the court of King Henry VIII (King Henry hated

Source 7

After looking at the pictures of the bones of the skeletons (as they were not allowed to look at the actual bones) the doctors made a report. They said that: the bones were from children younger than the two princes the stain on the skull was not caused by suffocation

Doctors, 1955

Source 8

The brothers were taken into the inner apartments of the Tower. They were seen less and less often until they no longer appeared.

A visiting doctor said 'however they have been done away with, and by what manner of death, so far I have not at all discovered.'

Written by an Italian called Mancini, 6th July, 1483. His English was very poor and he often made factual mistakes.

Success Criteria:

Good: find facts

Better: state opinion

Best: Explain your opinion

	Who wrote the source?	Who do they blame for the disappearance?	When was the source written?	Do you believe them? Yes or No	Why do you believe them or not?
Source 1					



HISTORY DEPARTMENT



Task Three: Learning Objective: to explain what happened to the Princes in the Tower by writing a newspaper article.

It's your turn now! What do **YOU** think happened to the Princes in the Tower? You have read all the evidence — if you want to find out more, use some online resources if you have access — but remember, you can't trust everything you read!

Create a newspaper article using the format below (or make your own!) to explain your conclusion. Did they run away? Did their Uncle Richard kill them? Did he get someone to kill them for him? You decide! Hope you can think of catchy headline!

Success Criteria:

Good: Write your version of what you think happened to the Princes in the Tower

Better: Include accurate information, names and dates

Best: Use what someone wrote in one of the sources as evidence ".....said that....."

The Royal Times

(picture)

Date:

(Headline)

(Don't forget, you can continue writing your article on more pieces of paper)



MATHEMATICS DEPARTMENT



Welcome to LSA from the Mathematics Department

We are disappointed we won't get the chance to meet you all before the Summer holiday, but we are really looking forward to meeting you all in September instead. On induction day we would normally do some Magical Maths with you so we will do some in this booklet instead!

In the booklet, you'll also get to find out a bit about the Maths teachers we have at LSA. We have 12 Mathematics teachers and we also have 2 specialist teaching assistants who help in your lessons and deliver sessions to small groups.



Follow Us @LSAMaths



Maths Equipment

- ☐ Protractor
- ☐ Pair of compasses
- ☐ Scientific calculator

You will learn how to use a scientific calculator. We use the Casio FX83-GTX in lessons and it is useful to have your own one to use for homework.



Free Secondary Ready Online Course



<https://www.numerise.com/secondary-ready/>

Secondary Ready is a free online course within Numerise that is especially designed to prepare Year 6 learners for starting Year 7 in September. It is only 12 lessons but it will make sure you are ready for LSA in September.

Meet the Mathematics Department Word search

Miss Gilroy	Mrs Morton
Mrs Pennington	Mrs Leake
Mrs Harding	Mr Wood
Mrs Godfrey	Mrs Griffin
Miss Johnson	Mrs Mayor
Mrs Smalley	Mrs Smith
Mr Thompson	Mrs Valentine

G	N	I	D	R	A	H	L	A	M	S
T	I	M	E	K	A	E	L	A	V	E
J	F	A	O	G	I	L	R	O	Y	N
O	F	Y	H	T	M	M	S	M	I	I
H	I	O	N	O	S	P	M	O	H	T
N	R	R	R	E	O	E	A	A	T	N
S	G	T	G	R	K	W	L	O	I	E
O	O	D	L	J	O	A	L	S	M	L
N	M	I	J	O	H	N	E	O	S	A
A	G	O	D	F	R	E	Y	A	O	V
N	O	T	G	N	I	N	N	E	P	W



MATHEMATICS DEPARTMENT



Magical Mathematics

Think of a number

Multiply it by 5

Add 1

Multiply by 2

Add 8

Divide by 10

Take away the number you first thought of

Your answer is at the bottom of this
page

Think of a number

Multiply it by 3

Add 5

Multiply by 2

Subtract 4

Divide by 6

Take away the number you first thought of

Your answer is at the bottom of this page

Think of a number

Multiply it by 4

Add 3

Multiply by 2

Add 2

Divide by 8

Take away the number you first thought of

Your answer is at the bottom of this page

Think of a number

Multiply it by 2

Add 4

Multiply by 5

Subtract 10

Divide by 10

Take away the number you first thought of

Your answer is at the bottom of this page





MATHEMATICS DEPARTMENT



More Magical Mathematics

Pick a three digit number using three different numbers.

Make the biggest number possible with your numbers.

Make the smallest number possible with your numbers.

Subtract your numbers.

Reverse the numbers in your answer.

Add to your answer to the subtraction.

Your answer is at the bottom of the page ...

-

+



Pick any three digit number.

Write it twice to make a six digit number.

Divide by 13.

Divide by 11.

Divide by 7

Your answer is the number you started with!





MATHEMATICS DEPARTMENT



Number of the day is 7

BRONZE			
Times by 3	Add 10	Subtract 6	Multiply by 5
Half it	The next even number	Double it	Its factors are
The next odd number	Multiply by 10	Add 5	Take away 1

SILVER			
The first 4 multiples	Is it prime?	The next square number	Find 10%
Divide by 100	Square it	Quarter it	Multiply by 9
Take away 8	Treble it	The next prime number	Find 50%

GOLD			
Subtract 12	Add 1.5	Multiply by 1.5	Find 25%
Find $\frac{1}{5}$	Divide by 1000	Find $\frac{9}{10}$	Cube it
Multiply by 12	Find 30%	Quadruple it	Find $\frac{4}{5}$



MUSIC DEPARTMENT



Welcome to LSA from the Music Department



Follow Us @LSAMusicDept

Get involved – Musical Groups

The school has lots of opportunities for students to perform. Groups rehearse once a week and perform concerts throughout the year. Next Easter the school ensembles will go to Paris on tour and perform concerts as well as seeing the sights.

WINDBAND	Monday
STRING GROUP	
STUDENT ENSEMBLES	Tuesday
UKULELE CHOIR	Wednesday
CHOIR	Thursday
ORCHESTRA	Friday

Music lessons – Learning an instrument

The High School has a team of visiting instrumental and vocal teachers. If you want to learn an instrument or have singing lessons, then please speak to **Mr Spacey** who will pass on the contact details of our teachers. Lessons take place during the normal school day or after school on a Thursday if they are arranged through the Lancashire Music Service Music Centre.



Singing



Woodwind



Brass



Strings



Guitar



Would it be useful to have a keyboard at home?

The short answer is that it would be very useful. During the next three years you will be performing pieces to the class after practising in the lesson. If you have access to a keyboard instrument at home, at a friends or relatives house then you will be able to practise these pieces and ensure they are even better. Any keyboard will do but don't worry if you don't have one as you can practise during break time in your music classroom.



Piano



Drums



MUSIC DEPARTMENT



Welcome to LSA from the Music Department

Listening – Do you hear what I hear?

Gustav Holst composed a piece of music about the planets of the solar system called 'The Planets' in 1916. Search for 'Gustav Holst jupiter' on YouTube. His music to represent Jupiter was meant to sound big, bold and confident. Listen to the music (you don't have to listen to it all!) and think about the things in the box below.



Instruments I can hear	Why this piece sounds like 'Jupiter'
Drum	

Composing – Let's make some music!

	This is a crotchet and its value is equal to 1
	This is a pair of quavers and its value is equal to 1 . Notice, they are both equal in value but the quaver has quicker sounds.

This is the rhythm for 'Jingle Bells' (I hope you already know it!). See if you can clap this rhythm while looking at the notes:



Use these empty boxes to create your own clapping rhythm:

Performing – Can you learn this?

Below is the music for the introduction to **John Legend's 'All Of Me'**. Released in 2013, the song is very catchy and fun to play. If you have a keyboard at home, try it on that. If you do not have a keyboard at home try this website:

<https://www.onlinepianist.com/virtual-piano>



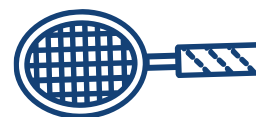
Musical notation for the introduction to 'All Of Me' in 4/4 time. The notes are: C#4, C#4, C#4, F#4, F#4, F#4, C#4, C#4, C#4, A#4, A#4, A#4. The corresponding piano keys are: C#4, C#4, C#4, F#4, F#4, F#4, C#4, C#4, C#4, A#4, A#4, A#4.

Diagram showing the layout of piano keys (C, D, E, F, G, A, B) and the corresponding notes (C#4, C#4, C#4, F#4, F#4, F#4, C#4, C#4, C#4, A#4, A#4, A#4) for the introduction to 'All Of Me'.

When working out the notes, remember the black notes are grouped in 2 and 3 all the way up a keyboard



PE DEPARTMENT



Welcome to LSA from the PE Department

Get to know the PE teachers!

Mrs Harrison (Head of PE)

Ms Gibbons (Head of girls PE and GCSE PE)

Mr Fenwick (Head of boys PE and Sports Studies)

Mrs Lloyd (Teacher of PE)

Mrs Hoyle (Teacher of RS and PE)

Mr Schultz (Teacher of PE)

Mr Stephens (PE Technician)



Follow Us @LSA_PE

What sports can you do in PE lessons at LSA?

Handball:

Can be played in the sports hall or outside, a fun mix between football and basketball



Hockey:

Played on the astro turf, we have a range of hockey sticks to suit you.



Volleyball:

Played in the sports hall, volleyball is a great game for teamwork and to show improvement



Fitness:

You will use a mixture of our facilities in fitness and will take part in a wide range of activities



Trampolining:

Takes place in the gym, a great way to learn new skills that you may not have tried before!



Athletics:

Takes place in a number of areas around school. Involves short and long distance runs, javelin, shot put, discus, long, triple and high jump.



Cricket:

Can be played indoor and outdoor. You will learn how to bowl, bat and field!



Rounders:

A summer sport that takes place on the field. You will have the opportunity to bowl, bat and field!



Netball:

Takes place on the netball court, a fun and transferable skill sport!



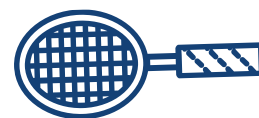
Dance:

You will learn various dances from different cultures around the world





PE DEPARTMENT



Extracurricular (what's on after school?)

PE Extracurricular Timetable

Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning		All years Table Tennis AFE/ASC - Gym			
After School	Hockey - 9/10/11 LGI Basketball Fixtures - ASC 3:10 - 4:25 Tramp RHO/KGO 7-11 BTEC assignment catch up AFE zone Girls Rugby - LBR	GCSE Revision & Catch up - LGI/ASC Zone Girls Football - all years LBR (grass) Y7-11 Fitness KLO Inter college boys Football - Y7-9 AFE Basketball Fixtures RHO/LBR Table tennis - KGO GCSE tramp - ASC/LGI	Cross Country - all years CWH/JTR/GBU/JHU Boys fitness - AHW 7-11	Boys basketball all years - AFE GCSE booster classes - ASC/KGO Football Fyde Tournaments - LBR Girls Basketball Training - RHO Inter college Football Girls - KGO	Y7/8 Hockey - LGI/LFI

Activities will start on Tuesday 25th Feb

To the left is the extracurricular timetable for February 2020, once everything is back up and running these sports clubs (or similar) will be available after school with tournaments and fixtures against other schools.

All extracurricular clubs are free and everybody is welcome!



Year 7 boys' rugby team



Year 7 boys' football team



Year 7 girls' netball team



Year 7 and 8 girls' hockey team

Sports quiz! Can you name them?

1



Name:
Sport:

2



Name:
Sport:

3



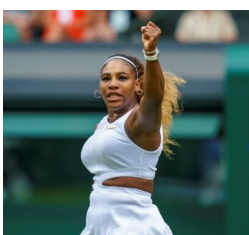
Name:
Sport:

4



Name:
Sport:

5



Name:
Sport:

6



Name:
Sport:

7



Name:
Sport:

8



Name:
Sport:



RELIGIOUS STUDIES DEPARTMENT



Welcome to LSA from the Religious Studies Department

We are excited to meet you when you arrive at LSA. In our Department, we have 4 teachers, we are; Mr Coomer, Mrs Hoyle, Miss Case and Miss De Freitas.

Religious Studies is such an important and valuable subject, not only do we learn about the 6 main world faiths, but we also look at our own communities and what we can learn from each other. The activities below will help you to understand what our subject is all about.

Task 1: About me. In our community we have lots of different people who believe different things. This task will help you to understand that this is OK, and we can work together even though we are all different.

- Draw around your hand and write down 5 things about you (one on each finger/thumb). It can be about your religion, hobbies, family, or pets.
- In the middle of the hand, write down how you are different from the people around you. Again, you could use religion, gender, hobbies, beliefs.
- Underneath your hand, write down how you have worked well with someone who is different to you. What was the problem, or work you were trying to do? How did you discuss your differences of opinion or ideas? How did you resolve it?



RELIGIOUS STUDIES DEPARTMENT



Task 2: Belonging. You are now going to think about the different groups you belong to in your community.

a) Fill in the boxes with groups you can and can't choose. There is one example on each to help you.

People belong to different groups but groups can be split into two categories. Groups that can't choose and groups that can choose.

Groups you can't choose:

- Eye Colour
-
-
-

Groups you can choose:

- Football team
-
-
-

a) Explain what you can do to get along with or help other groups of people in your community.

b) Why do you think learning about other religions is so important?

I truly believe the only way we can create global peace is through not only educating our minds, but our hearts and our souls.

Malala Yousafzai



SCIENCE DEPARTMENT



Welcome to LSA from the Science Department

The Science Department is quite a large Department, we have 15 teachers and 12 labs. On induction day in Science you would normally get to use the equipment in the labs to carry out some experiments. Unfortunately, we have not got the chance this year, but we will have lots of opportunity when we meet you in September. Until then we have got a fun experiment for you to complete over summer and you can share your results with us at the start of Year 7.



Follow Us @LSA_science

As well as seeing how you get on with an experiment, we would like to get to know a little bit about you. Can you answer the questions below?

A collection of colorful hexagonal boxes arranged in a cluster, each containing a question or prompt for a student to answer. The boxes are in various shades of green, yellow, orange, and blue.

- Favourite science fact** (Yellow box)
- What I'd like to do in the future** (Orange box)
- My favourite Science topic** (Light green box)
- My favourite science experiment** (Bright green box)
- Three awesome things to know about me.** (Teal box)
- 1.** (Light green box)
- 2.** (Light blue box)
- 3.** (Dark blue box)

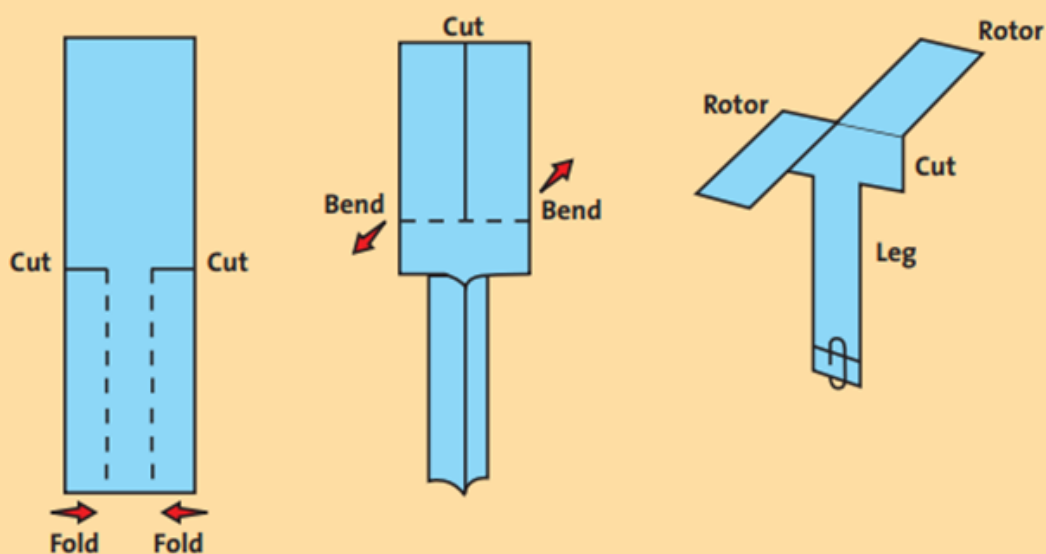


SCIENCE DEPARTMENT



Paper Helicopter Instructions

Begin by using the templates to make paper helicopters and watching them spin as they are dropped.



Investigation

My drop site: _____

How will you ensure you always drop from the same height?

	Clockwise or Anticlockwise?	Time Taken to Drop		
First Helicopter Template				

Why is it important to repeat your experiment?



SCIENCE DEPARTMENT



Variable (thing you are going to change)	Tick or Cross
Length of blades	
Size of blades	
Number of paper clips	
Weight	
Size of helicopter	
Other	

Why I decided to change this:

Prototype Testing

1st	2nd	3rd	4th	Average

Challenge Ideas

- Can you decorate your helicopter to make it stand out as it floats through the air?
- Can you choose a different variable and collect another set of results?
- Can you find a way to reverse the direction of the rotation?
- Can you make something else out of 1 sheet A4 paper that will take longer to fall to the ground than your helicopter?
- Can you find a way to make a double helicopter in the style of a Chinook?
- Can you research helicopters? What is the most interesting fact that you can find?



ACADEMIC TRANSITION BOOKLET

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