

English, SPAG and Reading w/b 08.02.21

Monday – Can I write a [choose what you want to write] inspired by a photograph from WW2?

Task 1 (before the online session)

Look at the following pictures. Consider what is happening in each scene- what piece of writing are you inspired to write?



Task 2 (after the online session)

Choose 1 picture, or writing prompt as your writing inspiration and then choose a genre of writing to complete: you can write anything as long as your ideas stem from your chosen picture: a news report, a diary, a narrative, a letter, a description, a recount, a monologue are just a few ideas. Remember to use your top ticks to self-assess your writing.

Wednesday - Can I write a morale-boosting speech?

During WW2, Winston Churchill (Prime Minister of Britain) became well-known for his morale-boosting speeches. The Year 6 team thought, given the current climate, it could be a good opportunity for you to write your own Churchill inspired speeches to boost morale whilst we're all in our 3rd lockdown. These speeches can be written and/or recorded (radio style) as part of your English and History learning this week. Your speech, whether you choose to record it or not, should aim to achieve one of the following...

- Boost morale
- Thank the NHS staff/Key workers
- Give a message of hope or support
- Remind people of why we have to follow certain rules

Task 1 (before the online session)

This website will give you some of Churchill's speech writing tips. Carefully consider –and be prepared to discuss- what made his speeches so memorable? How was he able to make people feel a particular way?

<https://www.bbc.co.uk/teach/did-winstons-words-win-the-war/zidn7nb>

Task 2 (after the online session)

Write and, should you so wish, record your morale-boosting speech. The video link below is a reminder of what one of Churchill's speeches sounded like.

<https://www.youtube.com/watch?v=yCvluXLfib0>

Thursday – Big Reading

After your online session, complete the Alan Turing Reading Comprehension and mark your answers using the mark scheme.

Alan Turing

Alan Turing, an English computer scientist, mathematician and cryptanalyst (codebreaker), is considered to be one of the fathers of modern computing. He is best known for his instrumental role in cracking German codes during the Second World War.

Early Life

Alan Mathison Turing was born on 23rd June, 1912 in Maida Vale, London. At the time of Alan's birth, his father, Julius, worked as a member of the Indian Civil Service. His mother, Ethel, was the daughter of the chief engineer of the Madras Railway, which operated in southern India.

Due to the location of their work, Julius and Ethel spent a significant amount of time travelling between their homes in Hastings and India. Wishing for their children to be brought up in Britain, Julius and Ethel made the decision that Alan and his older brother, John, would not travel to India with them. Instead, during their absence, the boys would stay with friends of the family – a retired Army couple – with whom they spent a significant amount of their childhood years.

Childhood Genius

From a very early age, Alan began to show signs of his incredible intelligence and, although unverifiable, stories about his childhood clearly show a boy who enjoyed puzzles and challenges. One particular story tells that Alan traced the path of flying bees, worked out where their hive was and retrieved honey for his family.

Alan's genius was immediately recognised by his teachers. At the age of 13, Alan enrolled at Sherborne School – a boarding school in the county of Dorset. In an unusual turn of events, Alan's first day at Sherborne School coincided with the 1926 General Strike – a nine-day-long strike staged by workers across Britain to protest a reduction in their wages. This meant that there was no transport available, but Alan was so determined to attend school that day that he rode his bicycle, unaccompanied by an adult, for over 60 miles and slept overnight at an inn.



It was while at Sherborne School that Alan's aptitude and ability for mathematics and science became instantly apparent. Alan was able to solve problems and understand theories far beyond those expected for a child of his age. At the mere age of 16, Alan was able to understand the work of Albert Einstein.

Bletchley Park

Alan was 27 years of age at the outbreak of the Second World War and had been working part time at Bletchley Park with the Government Code and Cypher School, known as the GC&CS. Bletchley Park was a stately home which had been used as a central point for all codebreakers to work at during the Second World War. Due to the increased need for codebreaking, additional huts had been built in the grounds surrounding the mansion and it was in these that Alan predominantly worked.

During the war, the Germans believed that encrypting their messages – turning them into codes – would prevent their enemies from reading them. The Germans used an ingenious system which involved replacing one letter with another several times. By keeping a log of the changes made each time and comparing this to what had come out of the machine, German soldiers could still read the original message, despite the final outcome not appearing to make any sense.

However, a cypher machine called the Enigma had been invented by Polish codebreakers during the First World War and, in 1939, this machine was shared with British and French codebreakers. By running the process in reverse, the Enigma machine tried to change the final outcome back to the original message that was sent. This would help the British and French to learn the Germans' secrets and outsmart them in the war.

Working alongside senior codebreaker Dilly Knox, Alan and a team of cryptanalysts tried to use the Enigma machine to break the German code. However, within weeks of arriving at Bletchley Park, Alan had created a new machine – 'the bombe' – which was far more effective in cracking codes. This machine became one of the primary tools used to intercept coded German messages and played a significant part in ending the Second World War.

For his services during the war, Alan was appointed as an Officer of the Order of the British Empire (OBE) by King George VI in 1946.

Alan Turing Questions

- 1) Where was Sherborne School situated?
- 2) Alan Turing excelled at two particular subjects. What were they?
- 3) Alan Turing's first day at school could be considered, 'abnormal'. Find and copy a phrase that suggests this.
- 4) Which government department was based at Bletchley Park during WW2?
- 5) What do the letters OBE stand for?
- 6) Explain, using evidence from the text, how Alan's childhood was unusual. (2 marks)
- 7) Look at the first paragraph. What does the phrase, ' ... is considered to be one of the fathers of modern computing...' suggest about Alan Turing? (2 marks)
- 8) Write an improved, alternate subheading for the third section of text. Why do you think your subheading is a better one? (2 marks)
- 9) Choose one of the following words which best describes Alan Turing using evidence from the text to support your answer. (3 marks)
 - Tenacious
 - Intelligent
 - Hardworking
- 10) Find and copy a phrase which suggests that the Enigma machine played a major part in the success of the Allies during WW2.

Alan Turing Answers

- 1) Where was Sherborne School situated? **Dorset**
- 2) Alan Turing excelled at two particular subjects. What were they? **Science and Mathematics**
- 3) Alan Turing's first day at school could be considered, 'abnormal'. Find and copy a phrase that suggests this. **'In an unusual turn of events.'**
- 4) Which government department was based at Bletchley Park during WW2?
The Government Code and Cypher School (GC&CS)
- 5) What do the letters OBE stand for? **Order of the British Empire**
- 6) Explain, using evidence from the text, how Alan's childhood was unusual. (2 marks)
Responses might vary. However, two things that were unusual about Alan's childhood are...
 - he spent a significant amount of time with friends of the family while his parents worked abroad
 - he had extraordinary intelligence which allowed him to do things that most children would not be able to do
- 7) Look at the first paragraph. What does the phrase, '... is considered to be one of the fathers of modern computing...' suggest about Alan Turing? (2 marks)
This phrase suggests that Alan played a vital role in the development of systems which led the way for modern computing. The word 'fathers' suggests that he was one of the first men to do this.
- 8) Write an improved, alternate subheading for the third section of text. Why do you think your subheading is a better one? (2 marks)
Responses may vary, but should be similar to...
'An alternative subheading for the third section could be Wartime Codebreakers. I chose this because the third section of the text is about Alan's contributions to deciphering German code during the Second World War.'
- 9) Choose one of the following words which best describes Alan Turing using evidence from the text to support your answer. (3 marks)
Responses might vary but should be similar to the following...
 - **Intelligent**
I think this because, at a young ages he was able to understand Einstein's work and he was one of the few people to be able to develop and work on the Enigma code breaking machine. This shows that he must have been clever since no-one had ever done it before.
- 10) Find and copy a phrase which suggests that the Enigma machine played a major part in the success of the Allies during WW2.
'One of the primary tools.'

Friday – Can I understand and decipher a written code?

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-codebreaking-in-world-war-two/zdq2jhv> (This is the video from the session. You do not need to watch it again, but it is here for your reference should you wish to recap what you have learnt).

After today's online session, you have a range of Cryptography challenges to try and solve. During this task, you'll gain a better understanding of the types of things that the people at Bletchley Park had to do on a daily basis. Can you crack the secret codes and identify why certain letters are easier to decipher than others? The Cryptography challenges are all at the end of this pack (there are pages).

You may wish to work with a friend to decipher these codes. With your parent's permission, you could maybe arrange to hold a virtual meeting and work together.

CRYPTOGRAPHY

STUDENT ACTIVITY

You don't always need specialist knowledge to break codes but you do need a certain set of skills including:

Problem solving	Imagination
Logic skills	Critical Thinking
Perserverance	Language skills
Mathematical skills	Resilience
Patience	Planning skills

The good news is that you can develop these skills with practice.



CAN YOU CRACK THE CODE?

· - · · - · - · - / - · - - - - · · / · - · - - - · - / - · - · - · - · - · -
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Write the deciphered letters above the code as you work through the message.

- A · -
- B - · · ·
- C - · - ·
- D - · ·
- E ·
- F · · - ·
- G - - ·
- H · · · ·
- I · ·
- J · - - -
- K - · -
- L · - · ·
- M - -
- N - ·
- O - - -
- P · - - ·
- Q - - · -
- R · - ·
- S · · ·
- T -
- U · · -
- V · · · -
- W · - -
- X - · · -
- Y - · - -
- Z - - · ·

THINK ABOUT...

How long did it take you to crack the code?

What steps did you take to try and crack it?

What difficulties did you face when attempting to complete the code? A Bletchley Park employee may have had to overcome the same ones.

Did you have to decode each letter or could you guess some based on letters you had already found?

What would you do differently next time to crack the code faster? The codebreakers at Bletchley Park had to work out their codes very quickly.

ALPHABET TALLY

Pick a paragraph of a book - any book, as long as it is in English!

Count how often each letter appears.

Use the boxes below to create a tally (e.g. IIII) to keep track.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Which letter appeared the most frequently?

Which letter appeared the least frequently?

How might this information help you when trying to crack a code?

A	●-	N	--●
B	-●●●	O	---
C	-●-●	P	●-●●
D	-●●	Q	--●-
E	●	R	●-●
F	●●-●	S	●●●
G	--●	T	-
H	●●●●	U	●●-
I	●●	V	●●●-
J	●----	W	●-●-
K	-●-	X	--●-
L	●-●●	Y	-●-●
M	--	Z	--●●

Compare the Morse code alphabet to your alphabet tally. Can you work out why the shortest signs e.g. · / - / ·· / ·- are assigned to the letters e, t i and a?

WRITE YOUR OWN MESSAGE

Write each letter of your message in one of the white boxes.
Use / to show a space between words.

A	●—	N	—●
B	—●●●	O	— — —
C	—●—●	P	●— — ●
D	—●●	Q	— — ● —
E	●	R	● — ●
F	●● — ●	S	●●●
G	— — ●	T	—
H	●●●●	U	●● —
I	●●	V	●●● —
J	● — — —	W	● — —
K	—● —	X	—●● —
L	● — ●●	Y	—● — —
M	— —	Z	— — ●●

Pass your message to somebody else.
Can they decipher it?

They should write the deciphered letters
in the shaded boxes.

CREATE YOUR OWN CIPHER

A		1	
B		2	
C		3	
D		4	
E		5	
F		6	
G		7	
H		8	
I		9	
J		0	
K			
L			
M			
N			
O			
P			
Q			
R			
S			
T			
U			
V			
W			
X			
Y			
Z			

YOU COULD...

- Switch letters of the alphabet around either randomly or with some sort of pattern. e.g. A = Z
- Use numbers instead of letters, again either randomly or with some sort of pattern. e.g. A = 1
- Use symbols, emojis, patterns etc. e.g. A = 😊

Now write a message in your cipher and give it to someone else to decipher.

You have a choice:

either give them the message key (your cipher) as well as the message.

or just give them the message.

Which would you prefer if you were the codebreaker? Why?

What are the advantages and disadvantages of:

- random ciphers?
- ciphers that have a pattern?