

# Finding Your Voice

## Year 7 Autumn Term Homework Booklet



**Pupil:**

**Class:**



Week	Task title	Summary	Page	Reading log
1	Heroes	Classical Literature	2	You should make at least one entry on your reading log each week  Your teacher will discuss this with you in your library lesson
2	Gods and Goddesses	Ancient Greece	3	
3	Bedrock	Complete a minimum of two lessons	4	
4	Soldiers	The Roman Army	5	
5	Bedrock	Complete a minimum of two lessons	6	
6	Settlers	The Anglo Saxons	7	
7	Bedrock	Complete a minimum of two lessons	8	
8	The Ordeal	Recap quest stories.	9	
9	My Story	Plan for your Spoken Language assessment.	10	

**Homework should be completed each week and either submitted on your Google Classroom class or written out and handed in to your teacher on the date it is due. Any issues with the homework must be addressed with your teacher before the due date.**

# Week One – Heroes

## Read Me

**Read the following information about heroes.**

The word hero comes from the ancient Greek 'heros' meaning 'protector' or 'defender'. A hero is a real person or a main fictional character who, in the face of danger, fights adversity through feats of ingenuity, courage or strength. The original heroes of ancient classical literature did these things because they wanted to achieve glory and honour. They were often celebrated in heroic epic poetry and through ancient legends. However, the definition of a hero has changed throughout time. Merriam Webster dictionary defines a hero as "a person who is admired for great or brave acts or fine qualities".



## Answer Me

**Answer the following questions using the information that you have just read. Your teacher may choose to start their lesson discussing your answers.**

- 1) What does the ancient Greek word 'heros' mean?
- 2) What does a hero use to fight adversity?
- 3) What did the original heroes of ancient classical literature want to achieve?
- 4) How were these heroes celebrated?
- 5) Has the definition of a hero always remained the same?

## Write Me

**Write a three-paragraph response to the task below.**

Imagine that you have been asked to write about someone you see as a hero.

Paragraph 1 – describe who your hero is and say why they are your hero.

Paragraph 2 – describe what they have done and why this makes them a hero.

Paragraph 3 – describe what you could do to make yourself more like your hero.

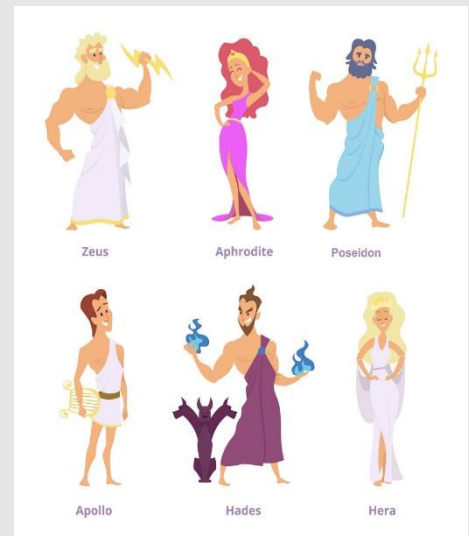


## Week Two – Gods and Goddesses

### Read Me

**Read the following information about gods and goddesses.**

The Greeks believed that gods and goddesses watched over them. These gods were a bit like humans, but they lived forever and were much more powerful. They felt human emotions, like love, anger and jealousy, and they did not always behave themselves. The Greeks thought that many of the gods and goddesses lived high above Mount Olympus, in a palace in the clouds. From here, they kept an eye on life below. From time to time, they would interfere in what was going on. They could send storms if they were angry and decide who was victorious in wars. Sometimes they even played tricks on humans too. Each god and goddess had power over a different aspect of life or the world.



### Answer Me

**Answer the following questions using the information that you have just read. Your teacher may choose to start their lesson discussing your answers.**

- 1) What did the Greeks believe that the gods and goddesses did?
- 2) How were the gods and goddesses different from humans?
- 3) How were the gods and goddesses similar to humans?
- 4) Where did many of the gods and goddesses live?
- 5) How did the gods and goddesses 'interfere' with what was going on?

### **Reminder:**

**Have you been completing your Reading Log?**



## Week Three – Bedrock

You are to complete a minimum of two Bedrock lessons during your homework time this week.

# Welcome to Bedrock

Student      Guardian/Teacher

Please enter your Bedrock username.

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Username


Password

Sign in

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**Reminder:**  
Have you been completing your Reading Log?



## Week Four – Soldiers

### Read Me

**Read the following information about the Roman Army.**

The Roman army was the largest and meanest fighting force in the ancient world. One of the main reasons Rome became so powerful was because of the strength of its army. It conquered a vast empire that stretched from Britain all the way to the Middle East. The army was very advanced for its time. The soldiers were the best trained, they had the best weapons and the best armour. Being a soldier was a serious business. When the Romans invaded Britain, their army was so good that it took on armies 10 times its size and won! A Roman soldier was a well-trained fighting machine. He could march 20 miles a day, wearing all his armour and equipment. He could swim or cross rivers in boats, build bridges and smash his way into forts.



### Answer Me

**Answer the following questions using the information that you have just read. Your teacher may choose to start their lesson discussing your answers.**

- 1) What was one of the main reasons why Rome became so powerful?
- 2) Where did the Roman Empire stretch from and to?
- 3) What did the Roman soldiers have that helped them to be so great?
- 4) What happened when the Roman Army fought armies ten times its size?
- 5) How far could a Roman soldier march in a day?

### Write Me

**Write a three-paragraph response to the task below.**

Imagine that you are a Roman soldier on a 20 mile march.

Paragraph 1 – describe what you and the soldiers around you looked like.

Paragraph 2 – describe how you felt and what you were thinking about as you marched.

Paragraph 3 – describe how you felt when you arrived at your camp.



## Week Five – Bedrock

You are to complete a minimum of two Bedrock lessons during your homework time this week.

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## Week Six – Settlers

### Read Me

**Read the following information about the Anglo-Saxons.**

In the AD400s, towards the end of Roman rule, Britain was being attacked by the Picts and Scots from the north, and the Anglo-Saxons from the sea. The Romans had built forts along the coast to fight off the sea-raiders and Hadrian's wall defended the north. Things were changing, and in about AD410, the last Roman soldiers were ordered to leave. Britain no longer had the strong Roman army to defend it from the invaders. There were many battles between Anglo-Saxons and Britons. Over time, the Anglo-Saxons took control of most of Britain. The Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England. If we use the modern names for the countries they came from, the Saxons were German-Dutch, the Angles were southern Danish, and the Jutes were northern Danish.



### Answer Me

**Answer the following questions using the information that you have just read. Your teacher may choose to start their lesson discussing your answers.**

- 1) When did the Anglo-Saxons start to attack Britain?
- 2) When did the last Roman soldiers leave Britain?
- 3) Why couldn't the Britons defend themselves?
- 4) Over time, what were the Anglo-Saxons able to do?
- 5) Where did the Anglo-Saxons come from?

### Write Me

**Write a three-paragraph response to the task below.**

Imagine that you are an Anglo-Saxon on a ship seeing Britain for the first time.

Paragraph 1 – describe your journey as you crossed the sea from northern Germany.

Paragraph 2 – describe your first view of the Suffolk coast as your ship neared the shore.

Paragraph 3 – describe how you felt as you stepped onto the beach.



## Week Seven – Bedrock

You are to complete a minimum of two Bedrock lessons during your homework time this week.

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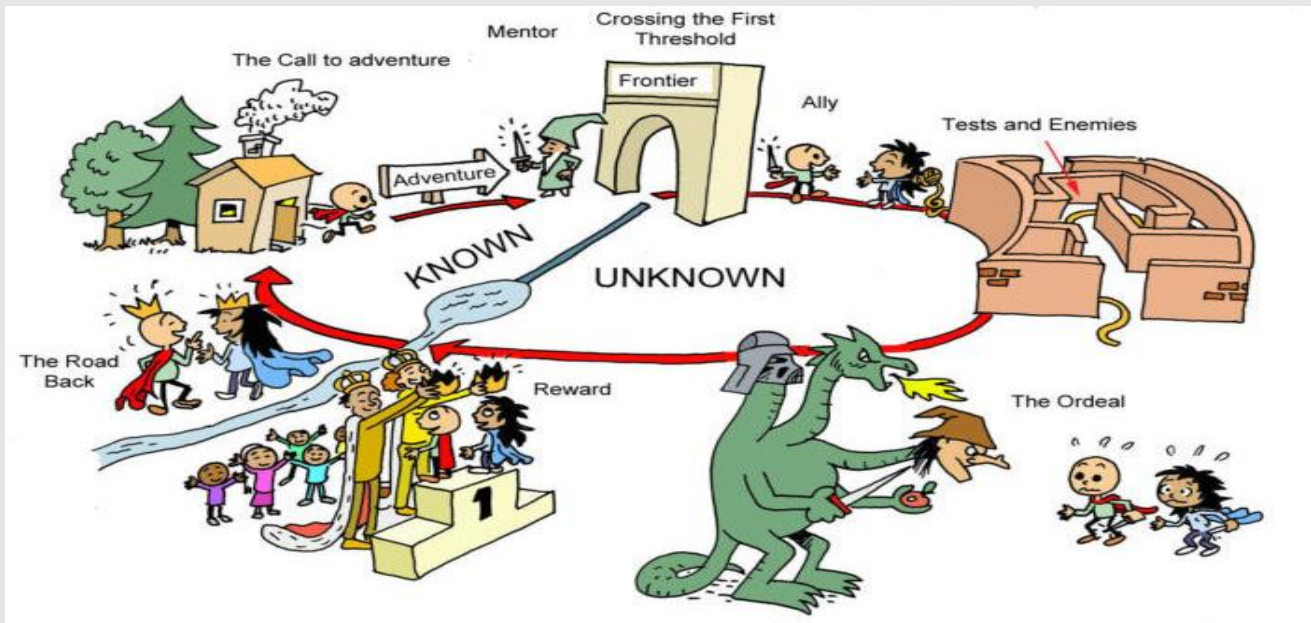




## Week Eight – The Ordeal

### Explore Me

Explore the graphic below to recap (a simplified version of) quest writing which we explored earlier this term. The quest starts with 'The Call to Adventure'.



### Answer Me

Answer the following questions using the information that you have just explored. Your teacher may choose to start their lesson discussing your answers.

- 1) What does the phrase 'The Call to Adventure' mean in a quest story?
- 2) What is the job of 'The Mentor' in a quest story?
- 3) What is 'The Threshold' in a quest story?
- 4) What sort of things could happen during 'The Ordeal' in a quest story?
- 5) What could 'The Reward' be in a quest story?

## Week Nine – My Story

### Read Me

**Read the details of your Spoken Language Assessment below.**

Spoken Language Assessment:

Make a story stick and use it to tell a story to the class.

- Your story must be about something that has happened to you (as an imaginary character is fine!).
- Your story must have a beginning, middle and an end.
- Your story must be between 2 and 3 minutes long.
- You must not use notes – your story stick is your aide memoir.

Remember, you will discuss and explore the above assessment in class.

### Write Me

**Write the first draft of your story.**

Imagine that you are a hero on a quest about to face your ordeal – in this case, you are going to fight a monster.

Beginning – describe your setting and introduce yourself as the main character of your story.

Middle – build up tension as you describe the event and what you did to get through it.

End – describe how the event affected you and how your experience might have changed you.

