

## Homework Tasks (Year 6):

- **Comprehension:** Please complete – and mark – ‘Worst Jobs for Kids’ on pg.2 and 3 of this file. Answers can be found on pg.4. Your responses should be recorded in your Homework Jotter provided by school.
- **GPS:** Please read ‘Charles Darwin’ on pg.5 of this file then answer – and mark – the ‘Word’ and ‘Sentence’ questions on pg. 6 and 7. Answers can be found on pg.8. Please use these to help work out how to answer any questions you are unsure about. Your responses should be recorded in your Homework Jotter provided by school.

***Please ensure your completed homework books are handed in at school on  
Wednesday 12<sup>th</sup> November.***

- **Spelling:** A spelling test on **Autumn 2 Week 1** list of words will take place next **Friday**. The list of words is available separately on the Woodpecker Class page of the school website. Please log onto Spelling Shed to support practice at home.
- **Multiplication & Division Facts:** Application of multiplication and division facts will take place throughout the week during Fluent in Five and Flashback Four. Please practise all facts up to 12 x 12.
- **Reading:** You are expected to do **at least 20 minutes** of independent reading at home, **every day**. *Please remember to log all new books read – both those at home and at school – in our class reading log as there are no home reading records in Woodpecker Class:*



## Worst Jobs For Kids

Ever moaned about having to do your homework? What about cleaning your bedroom, or hoovering the floor? Count yourself lucky you weren't a child during Queen Victoria's reign. You were lucky if you were sent to school back then; most children were sent out to work in some of the most horrific conditions you can imagine. You've probably heard about chimney sweeps and flower sellers, but there were much worse jobs out there if you were desperate.

Do you love rolling around in the mud? How about scraping through the dirt to find any coins or lost bits of jewellery? If that sounds good, then a job as a tosher might have been right up your street. It wasn't just the muck and filth on the street though, you'd spend most of your time down in the sewers rummaging around for anything that the rich folk up above might have dropped into the drains.

Tiny children have tiny hands, and they were perfect for fixing the fiddly little mechanisms on the enormous looms that factories used to weave fabric. The sound of the shuttles flying backwards and forwards would have caused quite a din; however, they couldn't stop working just to fix a machine. Instead, children would scuttle around underneath the vast wooden machines and try to time their movements perfectly. Quite often they would get it wrong. The lucky ones only lost a finger. The unlucky ones? Well, I'm sure you can guess.

It wasn't just fixing the looms that children's dainty digits were perfect for. The rise of the steam train meant that lots of children were needed to scrape out the cinders and clean the undercarriage of the engine. Not only did this involve a lot of choking dust and ash, but the cinders were often still red-hot, and many children suffered horrific burns.

Most houses were lit by candles back then, and so matches were needed by the thousands. Dipping the sticks in the toxic phosphorus was another job saved for the cursed children. The horrible chemical would rot their teeth and often led to fatal lung disease. Not sure it was worth it for a penny a day.





Dick Whittington said that the streets of London were paved with gold. More accurately, they were often paved with filth, particularly dog droppings. Luckily for the children of the time, they could earn money by scraping it up and selling it to the tanners - people who turned the hide of a cow into leather. If they really wanted to earn some money, they could help the tanners by stamping the poo into an odorous mix of chemicals (barefoot, of course) and using it to soak the skins. Unfortunately, many poor children didn't have access to a bath afterwards!

So there you have it. There were some pretty vile jobs for luckless lads and lasses in Victorian times, and we haven't even mentioned leech collectors, coal miners, rat catchers, navvies (canal diggers) and grave robbers. No wonder so many children were desperate to go to school!

## SUMMARY FOCUS

1. What were most children lucky to do?
2. Which features of children made them perfect for many jobs?
3. What did all of the jobs have in common in terms of children's health?
4. What happened that meant more children were needed in railway stations?
5. Put the jobs in the text in order from worst to best. Give a reason for each one.

## VIPERS QUESTIONS

**V**

What word tells the reader how loud a noise was?

**I**

What did Dick Whittington mean when he said, "The streets are paved with gold"?

**I**

How do you think the author felt about Victorian children? What tells you this?

**R**

What ingredient did tanners need?

**P**

If you still had to do these jobs, do you think you would moan about school? Give reasons.

Answers - Worst Jobs For Kids:

1. Go to school
2. Their small size and tiny hands
3. They were all dangerous
4. The rise of the steam train
5. Any suitable order so long as appropriate reasons are given

V: Din

I: There was a lot of opportunity in London

I: Feels sorry for them. The use of language, such as luckless or cursed.

R: Dog poo

P: Any suitable prediction with reasons.

## Charles Darwin

Charles Darwin is one of the world's most famous naturalists, but his life wasn't always destined to head that way. He struggled through his early years of school, after being born in 1809, and eventually went to university in Edinburgh and then Cambridge.

At Edinburgh, Darwin studied medicine like his father and grandfather had but hated the surgeries and studying bodies. He left without graduating.

When Darwin left on his fateful voyage aboard the Beagle, he was on track to become a country parson. His father was so devoutly religious that he initially forbade his son to take the journey. Eventually, he relented. Even then, Darwin was invited onto the ship by the captain with the plan to prove the theory that God created all life, not that it evolved.

The trip proved to be successful in ways that he'd never imagined and gave Darwin all of the information to come up with his theory of descent with modification. It's important to realise that Darwin didn't come up with the idea of evolution; people had been aware that animals changed over time for a hundred years or so. He described how they changed to improve the species.

# FOCUS ON - WORD

**1** Write the root words.

root word	suffixed word
	successful
	information
	graduating

**2** Underline the three adverbs in the sentence below.

His father was so devoutly religious that he initially forbade his son to take the journey.

**3** Draw a circle around the word which means idea.

Darwin was invited onto the ship by the captain with the plan to prove the theory that God created all life.

**4** Write three other words which can be made from the root word success.

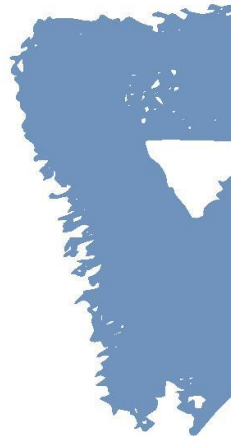
They need to be different from the example given.

The trip proved to be successful in ways that he'd never imagined.

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# FOCUS ON - SENTENCE

**1** Put commas around the parenthesis in this sentence.

Darwin studied medicine like his father and grandfather had but hated the surgeries and studying bodies.

**2** Is the sentence below passive or active?

Darwin was invited onto the ship by the captain.

\_\_\_\_\_

**3** Underline the subordinate clause in the sentence below.

When Darwin left on his fateful voyage aboard the Beagle, he was on track to become a country parson.

**4** Insert a relative clause.

Darwin, \_\_\_\_\_, is one of the world's most famous naturalists.

**5** Identify the different parts of the noun phrase.

Darwin left on his fateful voyage aboard the Beagle

his
fateful
voyage

adjective
determiner
noun



# Answers - Charles Darwin

## WORD

1. success

inform

graduate

2. His father was so devoutly religious that he initially forbade his son to take the journey.

3. theory

4. unsuccessful, unsuccessfully, successes, succession, successions, successive, successor, successors, successiveness, successional,

## SENTENCE

1. Darwin studied medicine, like his father and grandfather had, but hated the surgeries and studying bodies.

2. passive

3. When Darwin left on his fateful voyage aboard the Beagle, he was on track to become a country parson.

4. E.g. Darwin, who was born in 1809, is one of the world's most famous naturalists.

5. his – determiner

fateful – adjective

voyage – noun