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**KS2 Cross-curricular Teaching Resources**

**About Rescue Wooden Boats**

Boat builders and craftsmen David Hewitt and George Hewitt, together with wooden working boat enthusiasts launched a charitable trust called Rescue Wooden Boats in 2011.

Its aims are to:

* Restore examples of wooden working boats back to use on the water,
* Tell their stories through film and photographs,
* Conserve the crafts and skills involved in building and using them, as

well as to

* Encourage young people to become actively involved in understanding

their maritime heritage.

Rescue Wooden Boats has been given ***Dunkirk veteran*** [***Lucy Lavers***](http://www.rescuewoodenboats.com/Lucy_lavers) a Liverpool single screw lifeboat, built in 1940, by the *[Dunkirk Little Ships Restoration Trust](http://www.dlsrt.org.uk/" \t "_blank" \o "Dunkirk Little Ships Restoration Trust)*. Their first project is to restore her with the help of a Heritage Lottery Grant and to return her by sea to Dunkirk for the 75th anniversary in 2015. After this she will give trips afloat in Wells-next-the-Sea.

They have set up a ***Visitor and Education Centre in Stiffkey***, North Norfolk, which is housed in part of the old artillery training military camp, and tells the story of *Lucy Lavers* and working fishing boats and boatbuilding through displays, films and artefacts. Visitors can also see the working boat yard next door where the restoration works is taking place.

Rescue Wooden Boats is filming the restoration work as well stories from fishermen and life boatmen and of the boats themselves. There are over ***100 short films*** on their website.

Rescue Wooden Boats also has a number of ***fishing boats, whelkers and crab boats*** which are waiting to be restored and returned to being used afloat.

**Rescue Wooden Boats**

**KS2 Cross-curricular Teaching Resources**

**Lesson summary**

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| **Activity** | **Curriculum links** | **Activity** |
| 1. Floating and sinking (p. 4) | Science (Working Scientifically, Uses of everyday materials), Design and technology | Children experiment with floating and sinking then use their knowledge to make plasticine boats and test how much mass they can carry before they sink. |
| 1. Mini lifeboats (p.5) | Design and technology, Science (Working Scientifically, Uses of everyday materials) | Children design and make their own lifeboat using matchboxes as their starting point. Children compare their boats with those of others and discuss which features will make the lifeboats faster, slower, more stable etc. Children evaluate their designs. |
| 1. Ramps investigation (p.6) | Science (Forces), Maths (Geometry), Design and technology | Children undertake a ramps investigation to find out the effect of changing the height of a ramp, surface of a ramp and mass of a vehicle on the distance a car will travel. Children ensure it is a fair test and take repeat measurements, |
| 1. Lifeboat rescue (p.7) | English (Composition), Art and design | Children use the video ‘Rescue of Waterwitch’ as stimulus for writing:   * A newspaper report about the rescue * A letter from Peter to his family telling them what had happened * A report of the incident for lifeboat records * Their own (imaginary) rescue story   Children illustrate their work to show key events from their story. |
| 1. Where is Lucy Lavers? (p.8) | Geography, Computing | Children add labels to a map of Great Britain to show Aldeburgh, Southampton, the Solent and Stiffkey. They use a compass and grid references to identify the specific location of each place and describe their geographical position compared to each other. They use the Internet to source photographs of each location and use these to describe the human and physical geography of each. |
| 1. Little ships | History, Computing, Geography, English (Reading, Composition, Spoken language), Art and design | Children are introduced to Dunkirk and the role of the Little Ships. They use the Internet to find out why the Little Ships were needed and what their role was. Children use maps to draw the route taken by the little ships. Children write an account of Operation Dynamo from the perspective of a Little Ship, a crew member or a rescued soldier. Children draw a picture of a Little Ship, or a scene from the rescue. Children role play Operation Dynamo. |

**Using these resources**

These lesson plans can be used individually within your own longer scheme

of work, or as part of cross-curricular themed days/weeks. The resources can be used as provided, or they can be adapted to meet the needs of your own class/es.

**Visiting the Education Centre and getting involved**

These resources can be used by teachers to help them to prepare students for a visit to the Rescue Wooden Boats Education Centre. They can also be used to help students to understand the restoration project before the Dunkirk 75th anniversary commemoration in 2015, as well as after Lucy Lavers has returned from her 75th anniversary trip to Dunkirk in May 2015

**RWB videos**

The Rescue Wooden Boats website (rescuewoodenboats.com) features a vast library of short films (in vimeo format) that can be shared with classes. Some of the lesson plans refer to specific films (identified as ‘RWB video’). These can all be accessed from the Films page of the Rescue Wooden Boats website, under the sub-heading ‘Lucy Lavers’.

**Abbreviations:**

BA = Below average (activity for pupils needing extra support)

A = Average (core activity)

AA = Above average (activity for most able pupils)

MA = Most able students

RS = Resource Sheet

**Rescue Wooden Boats Key stage 2 lesson resource**

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| 1. **Floating and sinking** | | |
| **National Curriculum criteria/cross-curricular links**  Science (Working Scientifically, Uses of everyday materials)  Design and technology | | |
| **Lesson objectives**  To make predictions about whether different shapes will float or sink. To test predictions. To design a shape that will carry the most mass. To try to explain why some objects float and others sink. | | |
| **Lesson plan**  Show the children a heavy item (e.g. a stone) and a light item (e.g. a feather) and ask them to predict which will float and which will sink. Drop both items into the water and discuss why one sank and one floated.  Explain that the children are going to mould plasticine into different shapes and predict if they will float or sink. They will then test their predictions. They will then choose the best shape for floating and see how much mass it can carry before it sinks.  Show the equipment to the children and provide them with RS1 or RS1a sheets.  Children complete activity, working in pairs or small groups.  Children share their results with another pair/group, then the class.  Children discuss in groups why some shapes floated, while others sank, then feedback their ideas to the class.  Children try to explain in their own words why some shapes sank and others floated (see Teachers’ Notes). | | |
| **Lesson outcome**  Children make boats that float and can carry mass.  **Success criteria** | | |
| **AA**  Make predictions about which shapes will float and which will sink. Test the predictions. Design and test boat. Accurately explain why some shapes floated and others sank. | **A**  Make predictions about which shapes will float and which will sink. Test the predictions. Design and test boat. Try to explain why some shapes floated and others sank. | **BA**  Using the help sheet (RS1a) make predictions about which shapes will float and which will sink. Test the predictions. Design and test boat. Using the writing frame try to explain why some shapes floated and others sank. |
| **Resources**  RS1 Floating and sinking predictions and results table  RS1a Floating and sinking predictions and results table (with guided results table and writing frame)  RS2 Teachers’ notes  Containers, jugs, water, paper towels  Plasticine, weighing scales, small weights (e.g. pennies or marbles) | | |
| **Health and safety**  Slip hazard from spilt water – encourage children to report and mop up spills quickly to avoid anyone slipping over. | | |

**Rescue Wooden Boats Key stage 2 lesson resource**

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| 1. **Mini lifeboats** | | |
| **National Curriculum criteria/cross-curricular links**  Design and technology  Science (Working Scientifically, Uses of everyday materials) | | |
| **Lesson objectives**  To design and make a lifeboat and to recognise features that will make the lifeboat faster, slower, more stable etc. | | |
| **Lesson plan**  Show a picture of a lifeboat (RS2 PowerPoint) and ask children what features make it float on water, stable in rough seas, easy to spot, fast etc.  Children design and make their own lifeboat using matchboxes as their starting point (RS2a and RS2b worksheets).  Children compare their boats with those of others and discuss which features will make the lifeboats faster, slower, more stable etc.  Children test their boats in water to see if they float, use a hairdryer to compare speed.  Children evaluate their boats to consider the features that worked and those that could be improved.  Conclude lesson by showing children RWB video ‘Ben and George at work on Lucy December ‘13’ to show real boatbuilders at work. | | |
| **Lesson outcome**  Children make a lifeboat, explain why design features have been chosen and evaluate their design.  **Success criteria** | | |
| **AA**  Design boat, explaining why all features have been chosen. Test boat and evaluate its performance by considering features that aided the design and those that could be improved. | **A**  Design boat, stating which features have been chosen and explaining why some of them will help the boat. Test boat and evaluate its performance by considering some of the features that aided the design and those that could be improved. | **BA**  Design boat using sheet RS2b to help. State some of the features that have been chosen and attempt to explain why some of them will help the boat. Test boat and begin to evaluate its performance by considering some of the features that aided the design and those that could be improved. |
| **Resources**  RS2 PowerPoint  RS2a and RS2b Mini lifeboats worksheets  Matchboxes (these can be purchased from eBay and YellowMoon), other materials (e.g. card, lolly sticks, matchsticks, stick-backed plastic, sellotape, glue) | | |
| **Health and safety**  If children are supplying their own matchboxes, check they don’t contain any matches!  Slip hazard from spilt water – encourage children to report and mop up spills quickly to avoid anyone slipping over. | | |

**Rescue Wooden Boats Key stage 2 lesson resource**

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| **3. Ramps investigation** | | |
| **National Curriculum criteria/cross-curricular links**  Science (Forces)  Maths (Geometry)  Design and technology | | |
| **Lesson objectives**  To understand the opposing forces acting on a moving object. To investigate how changing one thing at a time changes results of an investigation. | | |
| **Lesson plan**  Children watch RWB video ‘Abdy Beauclerk and Lucy Lavers’ to hear description (at 4 mins) of how ramps, weights, chains, pulleys and turntables were used to launch the lifeboat and bring it back to the lifeboat house.  Discuss the video with the class and introduce the practical investigation that they are going to complete.  Children complete ramps investigation using sheets RS3 and RS3a. Children change the height of the ramp, the surface of the ramp and the mass of the car to investigate the effect of changing each aspect on the distance the car travels.  *See RS3b Teachers’ notes, for more information about this activity*  Discuss results of investigation and ask children to think about how the type of ramp used by a lifeboat will impact whether it reaches the sea. Children write about this in their own words (or use writing frame RS3a). | | |
| **Lesson outcome**  Explain the effect of changing ramp height, surface and mass of vehicle on the distance travelled. Demonstrate how to conduct a fair test and to record repeat measurements.  **Success criteria** | | |
| **AA**  Complete investigation showing understanding of impact of opposing forces on vehicle. Recognise why only one variable is changed at a time. Identify anomalies. Apply knowledge to lifeboat ramp. MA: Calculate speed of car. | **A**  Complete investigation showing mostly correct understanding of impact of opposing forces on vehicle. To recognise why only one variable is changed at a time. To identify anomalies. Apply knowledge to lifeboat ramp. | **BA**  Use the help sheet (RS3a) to complete the investigation. Choose the correct words and show some understanding of impact of opposing forces on vehicle. To begin to recognise why only one variable is changed at a time. To identify anomalies. |
| **Resources**  RS3 and RS3a Ramps investigation worksheets  Ramps, cars, books, metre rules, plasticine, ramp surfaces (see teachers’ notes) pennies or marbles, stopwatches | | |
| **Health and safety**  Arrange the ramps so that the cars do not collide with other groups or create a trip hazard. | | |

**Rescue Wooden Boats Key stage 2 lesson resource**

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| **4. Lifeboat rescue** | | |
| **National Curriculum criteria/cross-curricular links**  English (Composition)  Art and design | | |
| **Lesson objectives**  To write an account of a lifeboat rescue using a chosen format. To illustrate the account to show key events. | | |
| **Lesson plan**  Children use the RWB video ‘Rescue of Waterwitch’ as a stimulus for writing an account in one of the following formats:   * A newspaper report about the rescue * A letter from Peter to his family telling them what had happened * A report of the incident for lifeboat records * Their own (imaginary) rescue story   Children illustrate their work to show key events from their story. | | |
| **Lesson outcome**  Illustrated account of a lifeboat rescue in a chosen format.  **Success criteria** | | |
| **AA**  Detailed and clear account of a lifeboat rescue using a chosen format. Demonstrates correct use of voice and empathy with characters. Very few spelling and grammatical errors. Carefully chosen illustrations. | **A**  Account of a lifeboat rescue using a chosen format. Demonstrates correct use of voice and empathy with characters. Good spelling and grammar. Illustrations of key events. | **BA**  Use the help sheet (RS4) to write an account of a lifeboat rescue. Some illustrations. |
| **Resources**  RS4 Lifeboat rescue help sheet  Colouring material | | |
| **Health and safety**  N/A | | |

**Rescue Wooden Boats Key stage 2 lesson resource**

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| 1. **Where is Lucy Lavers?** | | | |
| **National Curriculum criteria/cross-curricular links**  Geography  Computing | | | |
| **Lesson objectives**  To identify places on a map, their specific geographical location and their relationship to each other using compass directions. To describe different types of environment and to recognise examples of physical and human geography. To use the Internet to find resources. To describe different habitats. | | | |
| **Lesson plan**  Children watch the RWB video ‘Lucy Lavers - finding her’ and write down the names of the places mentioned in the video.  Provide children with maps of Great Britain, to which they add labels for Aldeburgh, Southampton, the Solent and Stiffkey (children’s own knowledge and the Internet can be used to locate places) (RS5 labels sheet).  Use a compass and grid references (Ordnance survey maps) to identify the specific location of each place and describe their geographical position compared to each other.  Use the Internet to source photographs of each location and use these to describe the human and physical geography of each (also refer to (Ordnance survey maps) RS5 and RS5b.  Children choose one location to compare with where they live. | | | |
| **Lesson outcome**  Children identify locations on a map and recognise differences between the features found at different locations.  **Success criteria** | | | |
| **AA**  Identify places and directions on a map. Choose appropriate images from the Internet and use them to make drawings. Identify physical and human features. Write a comparison of two habitats using sentences. | | **A**  Identify places and directions on a map. Choose mostly appropriate images from the Internet and use them to make drawings. Recognise different features. Write a comparison of two habitats mostly using sentences. | **BA**  Identify places on a map. Choose some appropriate images from the Internet and use them to make drawings. Use help sheet (RS5b) to recognise differences between two locations. Write a comparison of two habitats using writing frame. |
| **Resources**  RS5 Map labels and blu-tak  Maps of Great Britain, Ordnance Survey maps of each location, compass,  RS5a Different places sheet  RS5b Different places sheet (with writing frame)  Colouring materials, Internet access | | |
| **Health and safety**  Refer to school Internet access policy as applicable | | |

**Rescue Wooden Boats Key stage 2 lesson resource**

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| 1. **Little Ships** | | |
| **National Curriculum criteria/cross-curricular links**  History, Geography  Computing, Art and design  English (Reading, Composition, Spoken language) | | |
| **Lesson objectives**  To identify places on a map. To write an account of the Little Ships rescue from a defined perspective, with illustrations. To role play a charater from Operation Dynamo. | | |
| **Lesson plan**  Use PowerPoint presentation to introduce children to Dunkirk and the role of the little ships (RS6 KS2 PowerPoints). Show British Pathé film of Dunkirk, provide other sources for children to read (See RS6a Teachers notes for suggested resources).  Children use the Internet to find out why the little ships were needed and what their role was. Children use maps to draw the route taken by the little ships.  Children write an account of Operation Dynamo from the perspective of a Little Ship, a crew member or a rescued soldier (RS6b and RS6c).  Children draw a picture of a Little Ship, or a scene from the rescue.  Children role play Operation Dynamo (half class to be stranded soldiers, other half crew of Little Ships). | | |
| **Lesson outcome**  Children identify Dunkirk and the route of the Little Ships on a map. Children write an account of the Little Ships rescue from a chosen perspective, with illustrations. Children role play a character from the rescue.  **Success criteria** | | |
| **AA**  Write a detailed account of the Little Ships rescue, always from the perspective of the chosen character. Few spelling and grammatical errors. Empathy demonstrated in memoir and/or roleplay. Appropriate illustration chosen. | **A**  Write an account of the Little Ships rescue, mostly from the perspective of the chosen character. Some spelling and grammatical errors. Empathy demonstrated in memoir and/or roleplay. Appropriate illustration chosen. | **BA**  Use the help sheet to write an account of the Little Ships rescue from the perspective of the chosen character. Some spelling and grammatical errors. Empathy demonstrated in memoir and/or roleplay. Appropriate illustration chosen. |
| **Resources**  RS6 PowerPoint and RS6a Teachers’ notes  Maps of English channel showing Ramsgate and Dunkirk  RS6b Little ships memoir  RS6c Little ships memoir (with writing frame)  Colouring materials, Internet access | | |
| **Health and safety**  Refer to school Internet access policy as applicable | | |

RS1: Floating and sinking (page 1 of 2) NAME……………………………………………………………

**Does it float or sink?**

**Aim:** To find out if different shapes float or sink.

To find out which shape can carry the most mass.

**Part 1. Which shape floats the best?**

If two objects have the same mass will they both float? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**What to do**

1) Fill a container with water.

2) Weigh a piece of plasticine and write its mass in the table.

3) Mould the plasticine into a shape, draw the shape in the table.

4) Make a prediction - do you think it will float or sink?

5) Put your shape in the water and record the result in the table

6) Repeat with a different shape.

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| **Shape** | **Mass (g)** | **Prediction**  **(float or sink?)** | **Result**  **(float or sink?)** |
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RS1: Floating and sinking (page 2 of 2) NAME……………………………………………………………

Which shapes were the best floaters?

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Why do you think they were good at floating?

Check your answer to the first question and write a new answer here if you need to….

If two objects have the same mass will they both float? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part 2. How much mass can a plasticine boat carry?**

Now choose a shape to test again – how much mass can it carry before it sinks?

**What to do**

1. Make a shape out of plasticine that you think will float really well.
2. Float it in the water and add weights to it, one at a time.
3. Record the heaviest mass it could carry before it sank.
4. If you have time, make changes to your boat and see if it can carry even more.

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| My super boat (draw a picture): | How much mass did it carry before it sank?  What was the heaviest mass carried by a boat in your class? |

RS1a: Floating and sinking (page 1 of 2) NAME……………………………………………………………

**Does it float or sink?**

**Aim:** To find out if different shapes float or sink.

To find out which shape can carry the most mass.

**Part 1. Which shape floats the best?**

Tick the shape that you think will float the best:

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| --- | --- | --- | --- |
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**What to do**

1) Fill a container with water.

2) Weigh a piece of plasticine and write its mass in the table.

3) Mould the plasticine into a shape, draw the shape in the table.

4) Make a prediction - do you think it will float or sink?

5) Put your shape in the water and record the result in the table

6) Repeat with a different shape.

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| --- | --- | --- | --- | --- | --- |
| **Shape** | **Mass (g)** | **Prediction** | | **Result** | |
| **float** | **sink** | **float** | **sink** |
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RS1: Floating and sinking (page2 of 2) NAME……………………………………………………………

Draw the shape that was the worst floater:

I think this shape didn’t float because:

Draw the shapes that were the best floaters:

I think these shapes were the best floaters because

**Part 2. How much mass can a plasticine boat carry?**

Now choose a shape to test again – how much mass can it carry before it sinks?

**What to do**

1. Make a shape out of plasticine that you think will float really well.
2. Float it in the water and add weights to it, one at a time.
3. Record the heaviest mass it could carry before it sank.
4. If you have time, make changes to your boat and see if it can carry even more.

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| --- | --- |
| My super boat (draw a picture): | How much mass did it carry before it sank?  What was the heaviest mass carried by a boat in your class? |

RS2: Floating and sinking

**Teachers’ Notes**

This practical activity provides the children with the chance to make choices about how they’re going to investigate floating and sinking – they can choose which objects they would like to test and which shaped boats they will explore.

They are asked whether two objects of the same mass will float. The answer to this question is ‘no’ – floating depends on the density of the object. Two objects of the same mass can occupy a different volume. A smaller volume indicates greater density and therefore the object might be more dense than water and will therefore sink – hence why a steel boat will float, but a steel screw will sink.

This can be demonstrated to the children with two identically sized pieces of aluminium foil (the thicker the better). Show the children that each piece of foil is the same size and that their mass is the same. Lay one piece on the water and scrunch the other into a ball – it’s important there are no air pockets, sometimes repeated folding can work better. The more dense foil should sink. Remove from the water to show that nothing has been added or removed to either piece of foil.

RS2a: Mini lifeboats (page 1 of 2) NAME……………………………………………………………

|  |  |
| --- | --- |
| **Design a lifeboat** Use this sheet to help you to plan and design your lifeboat | |
| What does a lifeboat need to be able to do? | What features will help it to do its job well? |
| Sketch and label a diagram of the lifeboat you plan to build here. Include a list of materials you’ll need to make it. | Use this space to explain why your design will help the lifeboat to do its job. |

RS2a: Mini lifeboats (page 2 of 2) NAME……………………………………………………………

**Design a lifeboat – evaluation**

1. Does your finished boat look like the one you designed? If it doesn’t, what were the reasons for changing it?

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1. Explain how each of the design features you chose helped the boat to do its job.

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1. Describe the feature that you are most pleased with. Why does it work so well?

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1. If you could design and build a lifeboat again, what improvements would you make and why?

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RS2b: Mini lifeboats (page 1 of 2) NAME……………………………………………………………

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| --- | --- |
| **Design a lifeboat** Use this sheet to help you to plan and design your lifeboat | |
| What does a lifeboat need to be able to do? | What will help it to do its job well? |
| Draw a picture of the lifeboat you are going to build. Add some labels. Include a list of the things you’ll need to make it. | Use this space to explain why your lifeboat will be able to do its job. |

RS2b: Mini lifeboats (page 2 of 2) NAME……………………………………………………………

**Design a lifeboat – evaluation**

Complete the sentences

My lifeboat was really good at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I think this was because

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If I could build a new lifeboat I would change the

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RS3 Ramps investigation (Page 1 of 6) NAME……………………………………………………

**Ramps investigation**

We are going to investigate how a far a car travels after it’s gone down a ramp. Forces can move things and also make them stop. We are going to change the ramp and the car to see how this effects how far the car travels. These are the things we are going to change, one at a time:

1. The height of the ramp
2. The surface of the ramp
3. The weight of the car

Set up the ramp and draw a labelled diagram of the ramp and the car in the box below.

Why is it important that we only change one thing at a time?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RS3 Ramps investigation (Page 2 of 6) NAME……………………………………………………………

A. Changing the **height** of the ramp

1. Measure the height of the ramp and record in the results table.
2. Send the car down the ramp and measure how far it travels.
3. Repeat two more times and record your results.
4. Change the height of the ramp and repeat steps 2 and 3.
5. Repeat for three more heights.

|  |  |  |  |
| --- | --- | --- | --- |
| Height of ramp (m) | Distance travelled by car (m) | | |
| 1 | 2 | 3 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Look at your results. Circle any that do not fit the pattern of the numbers in each row.

A1. Which ramp height caused the car to travel the longest distance?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A2. Why do you think this ramp height made the car travel the longest distance?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RS3 Ramps investigation (Page 3 of 6) NAME……………………………………………………………

B. Changing the **surface** of the ramp

1. Set the ramp at one height - do not change it!
2. Record the surface of the ramp in the results table.
3. Send the car down the ramp and measure how far it travels.
4. Repeat two more times and record your results.
5. Change the surface of the ramp and repeat steps 3 and 4.
6. Repeat for three more surfaces.

|  |  |  |  |
| --- | --- | --- | --- |
| Surface of ramp | Distance travelled by car (m) | | |
| 1 | 2 | 3 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Look at your results. Circle any that do not fit the pattern of the numbers in each row.

B1. Which ramp surface caused the car to travel the shortest distance?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B2. Why do you think this ramp surface made the car travel the shortest distance?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RS3 Ramps investigation (Page 4 of 6) NAME……………………………………………………………

C. Changing the **mass** of the car

1. Set the ramp at one height - do not change it!
2. Record the mass of the car.
3. Send the car down the ramp and measure how far it travels.
4. Repeat two more times and record your results.
5. Add a weight to the car and repeat steps 2, 3 and 4.
6. Repeat for three more weights.

|  |  |  |  |
| --- | --- | --- | --- |
| Mass of car (g) | Distance travelled by car (m) | | |
| 1 | 2 | 3 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Look at your results. Circle any that do not fit the pattern of the numbers in each row.

C1. Which mass of car travelled the longest distance?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C2. Why do you think this mass made the car travel the longest distance?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RS3 Ramps investigation (Page 5 of 6) NAME……………………………………………………………

**Ramps investigation – Conclusions**

Use this table to summarise your results

|  |  |  |
| --- | --- | --- |
| **Investigation** | **Write down the result that made the car travel** | |
| **the longest distance** | **the shortest distance** |
| 1. Height of ramp |  |  |
| 1. Surface of ramp |  |  |
| 1. Mass of car |  |  |

1. Look at your ‘longest distance’ results and try to explain why this height, surface and mass made the car travel the furthest.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Look at your ‘shortest distance’ results and try to explain why this height, surface and mass made the car travel the least distance.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why was it important to repeat each measurement?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RS3 Ramps investigation (Page 6 of 6) NAME……………………………………………………

**Ramps and lifeboats**

Lifeboats are launched into the sea down ramps. You have investigated how different things effect the distance a vehicle going down a ramp will travel. Imagine there is going to be a new lifeboat station. What advice would you give to the designers who are going to build the ramp, to make sure that lifeboats can reach the sea?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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RS3a Ramps investigation (Page 1 of 6) NAME……………………………………………………

**Ramps investigation**

We are going to investigate how a far a car travels after it’s gone down a ramp. Forces can move things and also make them stop. We are going to change the ramp and the car to see how this effects how far the car travels. These are the things we are going to change, one at a time:

1. The height of the ramp
2. The surface of the ramp
3. The weight of the car

Set up the ramp and draw a picture of the ramp and the car in the box below. Can you add any labels?

We will only change one thing at a time. This will make sure

it’s a f\_\_\_\_\_\_\_\_\_ t\_\_\_\_\_\_\_\_\_\_.

RS3a Ramps investigation (Page 2 of 6) NAME…………………………………………………………

A. Changing the **height** of the ramp

1. Measure the height of the ramp and write it in the results table.
2. Send the car down the ramp and measure how far it travels.
3. Repeat two more times and write down your results.
4. Change the height of the ramp and repeat steps 2 and 3.
5. Repeat for three more heights.

|  |  |  |  |
| --- | --- | --- | --- |
| Height of ramp (m) | Distance travelled by car (m) | | |
| 1 | 2 | 3 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Look at your results. Draw a circle around any that do not fit the pattern of the numbers in each row.

The car travelled the furthest when the ramp was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think this was because the ramp was very steep / flat. There was more / less force on the ramp at this height.

RS3a Ramps investigation (Page 3 of 6) NAME…………………………………………………………

B. Changing the **surface** of the ramp

1. Set the ramp at one height - do not change it!
2. Write the surface of the ramp in the results table.
3. Send the car down the ramp and measure how far it travels.
4. Repeat two more times and write down your results.
5. Change the surface of the ramp and repeat steps 3 and 4.
6. Repeat for three more surfaces.

|  |  |  |  |
| --- | --- | --- | --- |
| Surface of ramp | Distance travelled by car (m) | | |
| 1 | 2 | 3 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Look at your results. Draw a circle around any that do not fit the pattern of the numbers in each row.

The car travelled the shortest distance when the surface of the ramp was made of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think this was because the surface was very smooth / rough. This surface caused more / less friction on the car.

RS3a Ramps investigation (Page 4 of 6) NAME…………………………………………………………

C. Changing the **mass** of the car

1. Set the ramp at one height - do not change it!
2. Record the mass of the car.
3. Send the car down the ramp and measure how far it travels.
4. Repeat two more times and record your results.
5. Add a weight to the car and repeat steps 2, 3 and 4.
6. Repeat for three more weights.

|  |  |  |  |
| --- | --- | --- | --- |
| Mass of car (g) | Distance travelled by car (m) | | |
| 1 | 2 | 3 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Look at your results. Draw a circle around any that do not fit the pattern of the numbers in each row.

The car that travelled the furthest weighed \_\_\_\_\_\_\_\_\_\_. I think this car travelled the furthest because there was more / less force on the car.

RS3a Ramps investigation (Page 5 of 6) NAME…………………………………………………………

**Ramps investigation – Conclusions**

Use this table to show your results

|  |  |  |
| --- | --- | --- |
| **Investigation** | **Write down the result that made the car travel** | |
| **the longest distance** | **the shortest distance** |
| 1. Height of ramp |  |  |
| 1. Surface of ramp |  |  |
| 1. Mass of car |  |  |

The car travelled the longest distance when the height of the ramp was \_\_\_\_\_\_\_\_\_\_\_\_\_\_, the surface of the ramp was made of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the mass of the car was \_\_\_\_\_\_\_\_\_\_\_\_\_\_. This meant there was more / less force making the car go and more / less force making it stop.

The car travelled the shortest distance when the height of the ramp was \_\_\_\_\_\_\_\_\_\_\_\_\_\_, the surface of the ramp was made of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the mass of the car was \_\_\_\_\_\_\_\_\_\_\_\_\_\_. This meant there was more / less force making the car go and more / less force making it stop.

The force that made the car stop is called \_\_\_\_\_\_\_\_\_\_\_\_.

RS3a Ramps investigation (Page 6 of 6) NAME…………………………………………………………

**Ramps and lifeboats**

Lifeboats travel down ramps to get into the sea. You have found out how different things effect the distance a vehicle travels. Imagine there is going to be a new lifeboat station. What advice would you give to the designers who are going to build the ramp, to make sure that lifeboats can reach the sea?

Dear Designer of lifeboat ramp,

When you are designing the ramp you will need to think about these things:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is because they will all change the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

If these things aren’t measured correctly the lifeboat might not reach the sea. I hope this is helpful.

Yours sincerely,

RS3b Ramps investigation

**Ramps investigation – teachers’ notes**

The ramps investigation has been designed to work either as a collaborative activity, with different groups collecting different sets of data which is then shared, or as an extended activity over a sequence of lessons. To understand the investigation, students will need to already have an understanding of forces that make things go and forces that make things stop.

As well as demonstrating the effect of forces on a moving vehicle, the practical provides an opportunity for students to understand key investigative skills of:

* Fair test (changing one variable at a time)
* Taking repeat measurements (and identifying anomalous results)

**Practical notes**

Changing the height of the ramp – this can be achieved by adding or removing books at one end of the ramp.

Changing the surface of the ramp – use a variety of materials such as paper towels, A4 paper, tissue paper, textured wallpaper, carpet tiles, lego boards.

Changing the mass of the car – balls of plasticine can be added to the car. If the cars are large, marbles or pennies can be added to the plasticine to increase the mass.

**Extension activities**

More able students could be provided with stopwatches to try to calculate the speed of the car when it travels down the fastest ramp (optimum height, surface and mass) and the slowest ramp (speed = distance/time).

Students could also measure the size of the angle of the ramp and link this to the distance the car will travel.

RS4 Lifeboat rescue NAME…………………………………………………………

**Lifeboat rescue – letter home**

Imagine you are Peter and you have just been rescued by a lifeboat. Use this sheet to write a letter home to your parents to tell them what has happened.

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ,

(Tell them why you are writing to them)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Tell them what happened)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Tell them that you’re ok and where you are now)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Love from,

Now draw some pictures to show what happened.

RS5 Where is Lucy Lavers?

**Map and direction labels**

|  |  |
| --- | --- |
| Aldeburgh | Stiffkey |
| Southampton | Solent |
| Where I live | North |
| South | East |
| West |  |
|  |  |

RS5a: Where is Lucy Lavers? (Page 1 of 2)

**Different places**

Use photos from the Internet to draw a picture of two of the four locations you are investigating.

|  |  |
| --- | --- |
| Location 1: | Location 2: |

Write a description of each place

Location 1: **……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..**

Location 2: **……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..**

RS5a: Where is Lucy Lavers? (Page 2 of 2)

**Different places**

Look at the other two locations and write down features that are made by nature (physical geography) and made by humans (manmade geography)

|  |  |
| --- | --- |
| Location 1: | |
| Examples of physical geography | Examples of human geography |
| Location 2: | |
| Examples of physical geography | Examples of human geography |

Compare where you live with one of the four locations:

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**………………………………………………………………………………………………………………………………………………………………………………**

RS5b: Where is Lucy Lavers? (Page 1 of 2)

**Different places**

Use photos from the Internet to draw a picture of Aldeburgh and a picture of Southampton.

|  |  |
| --- | --- |
| Aldeburgh | Southampton |

Complete the sentences:

Aldeburgh is like Southampton because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Aldeburgh is different to Southampton because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RS5b: Where is Lucy Lavers? (Page 2 of 2)

**Different places**

Can you see anything in the Solent or Stiffkey that is natural? Can you see anything that has been made by a person? Write them in the boxes.

|  |  |
| --- | --- |
| Solent: | |
| Examples of physical geography (natural things) | Examples of human geography (manmade things) |
| Stiffkey: | |
| Examples of physical geography | Examples of human geography |

Compare where you live with Stiffkey.

I live in ………………………………………………………………………………..……………

I like living there because …………………………………………………………………………………………………………………………………………………………………………………………………………………………

It is like / not like Stiffkey because

…………………………………………………………………………………………………………………………………………………………………………………………………………………………

RS6a Little Ships

**Little Ships – teachers’ notes**

The following resources may be useful to help children to understand the Little Ships evacuation of soldiers from the beaches of Dunkirk:

**Dunkirk photos:**

http://1940.iwm.org.uk

(click on Dunkirk. Look on menu at right hand side – no.5 also has additional photos)

http://gallery.nen.gov.uk/gallery13587-.html

http://en.wikipedia.org/wiki/Little\_ships\_of\_Dunkirk

http://en.wikipedia.org/wiki/Evacuation\_of\_Dunkirk

**Film:**

http://www.britishpathe.com

Time to remember – Run Rabbit Run (1940) reel 4

video newsreel

<http://www.historylearningsite.co.uk/dunkirk.htm>

http://www.adls.org.uk

http://en.wikipedia.org/wiki/Little\_ships\_of\_Dunkirk

http://www.guardian.co.uk/world/2010/may/27/operationdynamo-dunkirk-little-ships

Eric Woodroffe’s recount: http://www.warexperience.org/history/keyaspects/dunkirk/default.asp

Ted Stonard’s memoir: http://www.britishpathe.com

‘A Little Ship goes back’

**How to access the British Pathé site from your school premises:**

You should be able to download footage for education purposes. You will be able to see a smaller clip version at home but there will be a ‘Buy this Clip icon’ instead of just a download button. If you are unable to access a full screen version at school, contact British Pathé, following the instructions on their site.

RS6b: Little ships

**Little Ships memoir**

You are going to write about the Little Ships rescue. You can choose to be one of the following authors:

* a Little Ship,
* a crew member,
* a rescued soldier

Think about what you would be feeling – scared, excited, nervous? What happened before you became involved in Operation Dynamo? What will life be like after the rescue? What do you think about the war?

Draw a picture showing your character during the rescue.

You are going to write about the Little Ships rescue. You can choose to be one of the following authors:

* a Little Ship,
* a crew member,
* a rescued soldier

Think about what you would be feeling – scared, excited, nervous? What happened before you became involved in Operation Dynamo? What will life be like after the rescue? What do you think about the war?

Draw a picture showing your character during the rescue.

RS6b: Little ships

**Little Ships memoir**

You are going to write about the Little Ships rescue. You can choose to be one of these characters:

* a Little Ship,
* a crew member,
* a rescued soldier.

You will write about your feelings and what your role is in the Little Ships rescue.

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . I have travelled from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . I am feeling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

Before the Little Ships rescue I was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

Now I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

Now draw a picture showing your character during the rescue.