

# Felsted

Name .....

Tutor .....

# PASSPORT

*Year 6 2020*

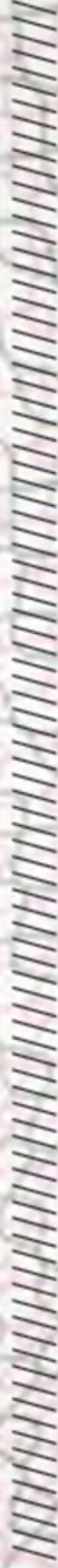
# FELSTED PREPARATORY SCHOOL - YEAR 6 PASSPORT

FIRST NAME

SURNAME



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**From January in Year Six you will start an exciting journey, preparing for Year Seven. In this passport you will find many challenges that will help you develop new skills and help you on your way.**

**How does it work?**

**You need to complete the challenges to achieve stamps. The number of stamps available will depend on the challenge. Some challenges are quite straightforward and easy to do, these will be worth one stamp. Other challenges will take more time and effort, and as such, they will be worth more stamps. The number of stamps available for each challenge are made clear.**

**You will complete some of these at school and some you will complete at home.**

**Challenges completed at school: There are challenges for each subject and these will largely be completed during lessons, apart from the extension challenges which need to be completed in your own time**

**Challenges completed out of school: These can mostly be completed at home. It must be made clear that these challenges are NOT COMPULSORY. You can select which ones you want to do and which ones you do not. However, you might like to challenge yourself and step outside of your comfort zone.**

**You will need to provide evidence for some of these challenges, so it might be an idea to start a scrapbook or a video diary of you completing these tasks.**

**There are four levels of awards available depending on how many stamps you manage to accumulate:**

**Bronze: at least 50 stamps**

**Silver: at least 100 stamps**

**Gold: at least 120 stamps**

**Platinum: Exceptional effort and dedication**

**At the end of the year we will celebrate what you have achieved.**

The Passport will follow the LEADERS mnemonic. This is in line with our Education for Social Responsibility initiative.

## **Learning**

Challenges which will largely take place in lessons, with a few extras

Each subject has its own challenges:

- English
- Maths
- Science
- Young European Badge
- Geography
- History
- Religious Studies
- The Enrichment Subjects

## **Environment**

Challenges which will get you to think about the environment around you and your learning environment

## **Adventurous Pursuits**

Challenges which will get you to step out of your comfort zone. Some of these will happen during Citizenship week

## **Democracy**

Challenges which will make you think about what democracy is and what it means to participate

## **Embracing the Wider World**

Challenges that you will need to do outside of the Felsted world. There are also the FELSTED challenges

## **Responsibility**

Challenges which encourage you to take responsibility for yourself and other people

## **Service**

Serving ourselves and the community, near and far



## **LEARNING**

These are challenges in each subject. These will be completed in lessons, except for one extension challenge which will be completed outside of the classroom. Each individual challenge is worth one stamp

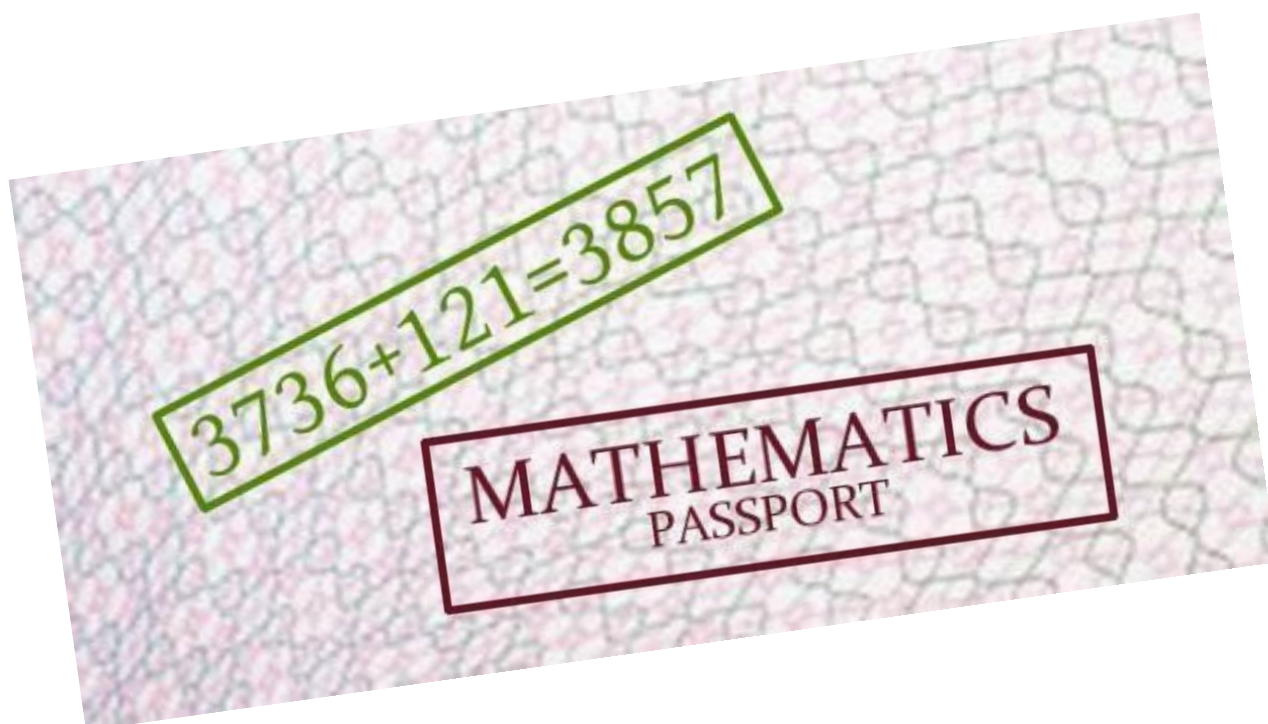
### **English Passport**

Challenge	Stamp/signature once completed by class teacher
English Speaking Board Examination	<i>Spring Term</i>
Learn about Elizabethan England, William Shakespeare and his plays and theatres	<i>Spring Term</i>
Complete a book review	<i>Summer Term</i>
Study and review an author	<i>Summer Term</i>



## Mathematics Passport

Challenge	Stamp/signature once completed To be signed off by Maths teacher by end of Summer Term.
1. Complete an exploration and research activity from the Nrich website.	<i>Spring Term</i>
2. Create and deliver a short presentation on an area of mathematics of your choice.	<i>Spring Term</i>
3. Create your own mathematics puzzle or game.	<i>Summer Term</i>
4. Take part in the national “fiver challenge”, and compete to generate the most profit.	<i>Summer Term</i>



# SCIENCE, TECHNOLOGY, ENGINEERING & MATHS (STEM)

## Leaders Award 2018-19

Aims of the Programme	Achieved
<p>The Leaders Award 2018-19 aims to:</p> <ul style="list-style-type: none"> <li>• Introduce school pupils to the world of engineering in all its diversity.</li> <li>• Inspire school pupils by the creativity of engineering.</li> <li>• Enthral school pupils by providing opportunities to interview engineers.</li> <li>• Stimulate school pupils' creative and problem-solving skills.</li> <li>• Encourage school pupils' STEM and artistic potential.</li> <li>• Enhance school pupils' literacy and communication capabilities.</li> </ul> <p>Thereby raising pupils aspirations and knowledge of the Universe of engineering!</p>	
Participation in the Competition	Achieved
<p>Each pupil <i>must</i> draw an illustration of their invention and annotate it on a piece of paper no bigger than A3. In response to the question: <b>"If you were an engineer – what would you do?"</b></p>	
<p>Pupils <i>must</i> write a description of their invention in the form of a '<i>Pitch letter</i>'. This letter should describe their invention and be used as an opportunity to promote their ingenuity. This is a valuable exercise for improving pupils' literacy skills, especially use of persuasive language.</p>	
<p>The Pitch Letter has a word count of: a minimum of 100 words</p>	

Participation in the Competition	Achieved
Pupils <b>must</b> research engineering. They should undertake some research on the engineer(s) being interviewed, the specific discipline (Mechanical, Civil, Aeronautical, etc.) and prepare some questions for the interviewee based on their studies	
Pupils <b>must</b> interview one or more engineer to assist in their understanding of engineering principles and find out about the engineers' career paths, jobs, etc.	
Pupils should then identify a problem and invent a solution to solve that problem.	
We do not wish to inhibit pupils' imaginations, so the solutions to those perceived problems should not be limited by current processes, technologies or materials – children can and should be as inventive as they like.	



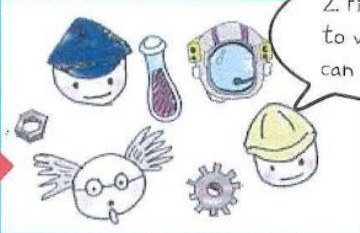
# IF YOU WERE AN ENGINEER— WHAT WOULD YOU DO?

## Primary Engineer LEADERS AWARD

1. Register your school for the competition.



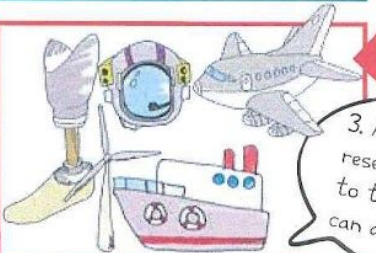
2. Find an engineer happy to visit your school, we can help you with this!



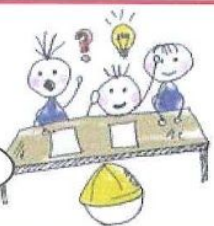
4. Invite the engineer to your school.



3. Ask your pupils to research engineering and to think of questions they can ask the engineer.



5. Pupils interview the engineer (usually in a group).



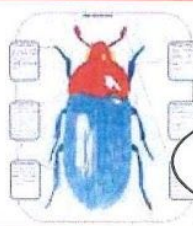
6. Pupils each identify a problem that affects them, their family, their neighbourhood or the whole world.



8. Pupils write a pitch letter to persuade engineers to build their invention.



7. Pupils illustrate and annotate their invention.



9. Pupils do their paperwork & you do your paperwork.

School Registration Form	
School Name	
School Address	
Area	
Town	
County	
Post Code	
Telephone	
Number of Entries	

Send to:  
Primary Engineer®  
Leaders Award Floor 2,  
AMS Office Tower, AMS  
Technology Park, Billington  
Road, Burnley, Lancashire,  
BB11 5UB



10. Post them to us!



[www.leadersaward.com](http://www.leadersaward.com)



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Institution of  
MECHANICAL  
ENGINEERS



Each pupil <b>must</b> submit their own individual entry – we do <b>not</b> accept group entries by two or more pupils.	The maximum illustration size <b>must not</b> exceed A3
<p><b>The letter <i>must</i> tell us....</b></p> <ul style="list-style-type: none"> <li>• What problem does the invention solve?</li> <li>• Why did they think it is a problem?</li> <li>• How does the solution work?</li> <li>• Who or what benefits from the invention?</li> <li>• Why should their invention be built as a prototype?</li> <li>• Why is their solution special?</li> <li>• Who or what was their inspiration to invent this solution?</li> <li>• Which area of engineering did they utilise? Mechanical, civil, aeronautical, etc?</li> </ul>	
<p><b>The letter <i>could</i> tell us thinks like...</b></p> <ul style="list-style-type: none"> <li>• Did interviewing an engineer help them to think of the solution?</li> <li>• Did they enjoy inventing and illustrating the solution?</li> <li>• Did they enjoy interviewing an engineer?</li> <li>• What would they like to be when they leave school?</li> <li>• What STEM projects/activities are they involved with at school and/or outside of school?</li> </ul> <p>All of this information should be included with the framework of a normal letter in standard format, i.e., name, date, school address, salutation, introduction, body text and signature.</p>	
<p>Alongside interviewing an engineer, identifying a problem, drawing and annotating a solution, pupils are invited to write a letter to engineers explaining why they should make their invention. As part of the programme, engineering students will choose the best invention to build.</p>	
<p><b>Writing the ‘Pitch Letter’</b></p> <p>We are asking pupils to ‘pitch’ their inventions in the form of a letter promoting their creations, as well as telling us a few things about themselves, in a bid to get a prototype of their own invention built by real engineers!</p>	

**PLEASE ATTACH THIS COMPLETED  
FORM TO YOUR ENTRY WHICH MUST  
COMPRISE OF AN ILLUSTRATION, A  
PITCH LETTER AND THIS FORM.**

**LEADERS AWARD 2020**

**PUPIL ENTRY FORM**

**Full Name:** .....

**Date of Birth:** .....

**Year Group:** .....

**Boy** ☐ **Girl** ☐

**School name and address:**

**FELSTED PREPARATORY SCHOOL  
BRAINTREE ROAD  
FELSTED  
DUNMOW**

**School postcode: CM6 3JL**

**Which Engineer inspired you?**

**Which company does the engineer work for?**

## **Spanish and Global Citizenship Badge**

<b>Challenge</b>	<b>Stamp/signature once completed by class teacher</b>
<b>1    <u>Foundation:</u></b>  <b>Draw and label a plan of the shops in a town.</b>	Will be completed in class
<b>1.    <u>Extension</u></b>  <b>Present and design a dialogue, using ‘se puede’. Include items that you would buy in specific shops.</b>	Will be completed in class
<b>2.    <u>Foundation</u></b>  <b>Write a shopping list for a chosen event (include higher numbers and quantities).</b>	Will be completed in class
<b>2.    <u>Extension:</u></b>  <b>Write a dialogue buying food/drink at the market including quantities and higher numbers (5 items minimum).</b>	Will be completed in class
<b><u>Independent Research Project written in SPANISH / ENGLISH</u></b>  <b>Research special days or celebrations in a Spanish speaking country (ie. Dia de los Muertos / Day of the Dead, Semana Santa / Easter). Compare to traditions in the UK.</b>	

## Geography Passport

<b>Challenge: Junior Earthshot Award</b> <b>Finding Solutions to the planets biggest issues</b>	<b>Stamp/signature once completed by class teacher</b>
<p><b>1. Knowledge</b></p> <p>Determining what 'Climate Change' is. What are believed to be the causes, effects and possible solutions?</p>	<p><i>Will be completed in lessons.</i></p>
<p><b>2. Evidence.</b></p> <p>What is happening to the world? Using current world climate crises. Write a speech for the Climate Change Conference in the UK, outlining what you think is the biggest factor causing Climate Change and adding to the Greenhouse Effect</p>	<p><i>Will be completed in lessons.</i></p>
<p><b>3. Evaluation.</b></p> <p>Create a Presentation on Climate Change from the point of view of an interest group in the news, based around climate and energy, nature and biodiversity, oceans or air pollution</p>	<p><i>Will be completed in lessons.</i></p>
<p><b>4. Application.</b></p> <p>Present your findings and evidence to the class, showing a persuasive argument</p>	<p><i>Will be completed in lessons.</i></p>
<p><b>5. Extension.</b></p> <p>Imagine you are a scientist, environmentalist, activist or world leader. You are competing to achieve the prestigious 'Junior Earthshot Award' for finding solutions to Climate Change. Create a portfolio documenting your findings on how to solve environmental issues leading to Climate Change. This can include, news articles, photos, world maps, quotes from famous leaders in this field, and should display how YOU would solve the planets biggest issues.</p>	<p><i>Extension activity to be completed in own time.</i></p>



## History Passport

<p style="text-align: center;"><b><u>Challenge:</u></b></p> <p style="text-align: center;">To gain some level of empathy and understanding of what life was like during the war.</p>	<p style="text-align: center;">Signature once completed by Mr Manson/Miss Knifton</p>
<p><b>1. General topic work plus independent research on the Internet and in books on what life was like during WWII.</b></p> <p>Time allowed in lessons before Easter holiday to get started.</p>	<p style="text-align: center;">In school</p>
<p><b>2. Through research on actual events during WWII &amp; first-hand accounts create an imaginative diary of what life was like for 'you'.</b></p> <p>'You' can be anyone of your choosing:            An evacuated child            A Battle of Britain pilot            A 'Land Army' girl            A Blitz survivor            Or any other person with a story to tell including those with a family 'story'.</p>	<p style="text-align: center;">In school</p>
<p><b>3. If you want to, you can present your diary in the form of a book. You must try to make it look authentic for the time e.g. black and white photos, use of words/language etc.</b></p> <p><b>Extra task at home.</b></p>	<p style="text-align: center;"><b>OPTIONAL</b> <b>At home</b></p>
<p><b>4. Complete the project by the deadline set - End of week 8 Summer Term.</b></p>	<p style="text-align: center;">In school</p>
<p><b>5. Read at least three other diaries and write a short, positive comment on each one.</b></p> <p>Time allowed for this in lessons once diaries are completed.</p>	<p style="text-align: center;">In school</p>

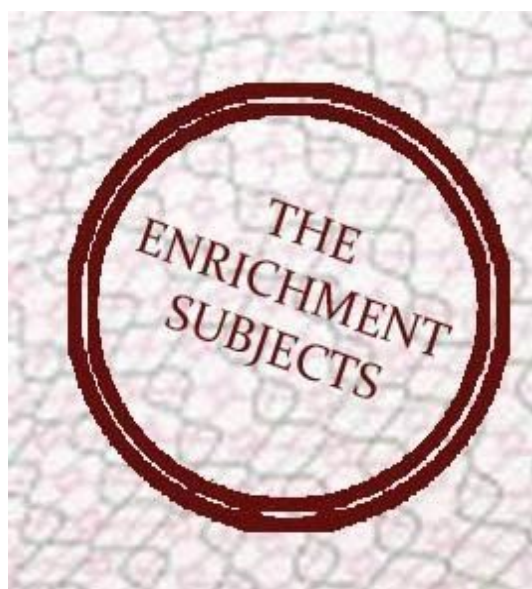
## Religious Studies Passport

Challenge	Stamp/signature once completed To be signed off by Mr Dallas
1. Choose a Holy Book from a religion we have studied this year and use the internet and books to research information about the book.	<i>Will be completed in lessons.</i>
2. Prepare and give a short speech to the class on your chosen Holy Book, outlining the main facts about it and why it is important.	<i>Will be completed in lessons.</i>
3. Imagine you had to explain this Holy Book to someone who had never heard of any religion at all. Create a booklet describing it. Explain: <ul style="list-style-type: none"> <li>• what it contains</li> <li>• what it looks like</li> <li>• how it is treated</li> <li>• where it is kept</li> <li>• why it is important to people</li> </ul>	<i>Will be completed in lessons.</i>
4. Find two important teachings from your chosen Holy Book and write two paragraphs to explain what these teachings mean.	<i>Will be completed in lessons.</i>
5. Find out what language the Holy Book is written in and make a poster showing some of the alphabet of that language and explaining where it comes from.	<i>Extension activity to be completed in own time.</i>

**The Enrichment Subjects**  
**Passport Challenge**  
**Art – Drama – DT – ICT – Music – PE**

<b>Art</b>	
<b>Swing into Spring Music and Art Extravaganza</b>  You will be involved in making the art work for the school concert, Swing into Spring. This is a very important school event.  You will need to be creative, imaginative, communicate your ideas visually and work as a team. This is an opportunity for you to recognise the artistic skills you are good at and develop new ones.	
1. Generate imaginative and creative ideas and communicate these with your group.	
2. Use a range of artistic skills to create your art work.	
3. Working as a team, COMPLETE your art work and display it in the Roed Hall ready for Swing into Spring.	
If you feel inspired to make your own piece of art work, you can gain an extra stamp for work you have completed in your own time.	
<b>Drama</b>	
1. Interpret  In a lesson, take part in a piece of work that demonstrates an awareness of emotions (preferably using mime/physical theatre).	
2. Summarise  Find a piece of drama that shows a variety of performance skills.	
3. Create  Produce a poster for a play/film you have enjoyed.	

<b>Music</b>	
<b>1. Theory</b>  Complete Felsted Theory booklet.	
<b>2. Compose</b>  Compose a group song based on global/environmental issues.	
<b>3. Listen/investigate</b>  Find and listen to one movement from a symphony, and one movement from a concerto.	
<b>EXERCISE</b>	
<b>1. Warm Up</b>  Be able to lead an effective warm up session and to be able to explain why it is important to warm up/down before and after any physical activity.	
<b>2. Skill 1</b>  To be able to plan and perform a gymnastic sequence that is made of at least 4 different movements (including a bridge like balance) that are linked together.	
<b>3. Skill 2</b>  To be able to demonstrate a variety of simple vaulting techniques.	



<b>Sport</b>	
I have captained a team	
I have supported the captain of my team	
I have taken part in a school sporting event	
<b>Theatre, Arts and Music</b>	
I have played a part in a play	
I have played a part in a school concert	
A piece of my artwork has been on display	
I have attended school productions to give support and appreciation	

In addition to what you have done in class try to indicate where you have achieved the following, each one is worth one stamp.



## **ENVIRONMENT**

The following challenges are concerned with your knowledge and your care for the environment. Each one is worth one stamp. They can be signed by your parents or a teacher, but you should try to provide evidence

<b>I have regularly turned lights off and encourage others to do the same.</b>	
<b>I have promoted recycling at home</b>	
<b>I have investigated other initiatives such as car sharing</b>	
<b>I have tried to reduce electricity and gas usage at home and discussed it with my family</b>	

In addition to the above environmental challenges, try to achieve the following which relates to your learning environment. Each one is worth a stamp

<b>Environments for Learning</b>	
<b>I am proud of the way I plan my work</b>	
<b>I am proud that I work at my best pace</b>	
<b>I am proud of the way I present my work</b>	
<b>I am proud of the way I check my work</b>	
<b>I am proud that I have learned a lot this term and have achieved more 1's and 2's in my report than 3's or 4's</b>	
<b>I have achieved a Cloisters '5P' Award</b>	

<b>I have achieved a HMC</b>	
<b>I have returned my library books (each term)</b>	
<b>I have improved my accelerated reading level this term</b>	
<b>I have kept my planner up to date and used it properly</b>	
<b>I have handed prep in on time</b>	
<b>If I have been behind on prep I have spoken with the teacher and made a plan to catch up</b>	
<b>I have not received a minus point all term (2 stamps)</b>	
<b>I have received a minus point, but I understand why and do not intend to let myself down again</b>	
<b>I have not been late to lessons all term (2 stamps)</b>	
<b>If I have been late I have apologised and made sure that this has not happened again</b>	
<b>I have attended a special day e.g. Felsted Art day, D&amp;T day</b>	

## **ADVENTUROUS PURSUIT**

**Citizenship Week Challenges:** During Citizenship Week, there will be a number of challenges that you will need to achieve. Depending on how well you achieve these challenges, you can earn up to 3 stamps per challenge.

**Write down the challenge and how successful you were**

<b>Challenge 1</b>	
<b>Challenge 2</b>	
<b>Challenge 3</b>	
<b>Challenge 4</b>	
<b>Challenge 5</b>	
<b>Challenge 6</b>	

Are there any other adventurous pursuits that you have been involved in? If so, please provide them below, each one could provide you with two stamps. They need to be a different challenge to what you might include in another section such as your hobbies.

1.	
2.	
3.	
4.	
5.	

## **DEMOCRACY/PARTICIPATION**

These are all worth one stamp each. They should get you to think about what democracy is. You could get your parents or your teacher to sign them.

Have you taken part in a debate?	
Have you asked a question in a debate?	
Have you shared your ideas for the School with your League Captains?	
Have you shared your ideas on how to improve the school with your Form Tutor?	
Have you shared your ideas on how to improve the school with the Head of Cloisters?	
Have you shared your ideas on how to improve the school with the Head?	
Are there other areas where you have thought about democracy?	



## **EMBRACING THE WIDER WORLD**

This is when you consider and can complete challenges outside the Felsted environment.

### **My Hobbies**

If you choose to explore this challenge then you will need to collect evidence and signatures for the five areas below. This section is worth up to ten stamps

This should be something that you do for enjoyment that requires some commitment and involves you aiming towards a goal.

For example; Horse riding, model making, sailing, archery, angling, trainspotting, bird watching, skiing and so on.

Parents and class teachers can sign these off. It should be completed by the end of the Summer Term.

<b><u>Challenge 1:</u></b>  Know the key terms and their uses. Create a chart.	
<b><u>Challenge 2:</u></b>  Interview someone else who also has this hobby. Write a report.	
<b><u>Challenge 3:</u></b>  Make a video diary of your experiences.	
<b><u>Challenge 4:</u></b>  Create a Power-Point/Google Slides presentation that demonstrates; <ul style="list-style-type: none"><li>• What you do,</li><li>• Why and how you do it.</li><li>• Why you want to encourage other people to join in.</li></ul> You can use all of your work from challenges 1-3 to help	
<b><u>Challenge 5:</u></b>  Give a talk to your form using the presentation you have made	

## **RESPONSIBILITY**

Challenges which encourage you to take responsibility for yourself and other people

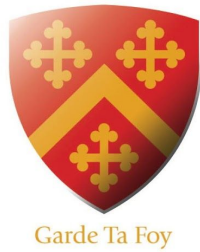
The following challenges are worth two stamps each:

<b>Have you been a Form Captain this year?</b>	
<b>Have you been a Play Leader this year?</b>	
<b>Are you good at looking after your belongings?</b>	
<b>Have you been a buddy to someone from another school?</b>	
<b>Where have you taken responsibility for your pet or something else important?</b>	
<b>Please provide other areas where you have been responsible or shown responsibility:</b>	
1.	
2.	
3.	

## **You could also try the FELSTED Service challenge**

Other challenges that you could achieve out of school where you are serving yourself or others. Each one is worth three stamps. Can be signed off by your parents or a teacher, but you should have evidence of having completed it.

<b>F - Friendship.</b> You need to show that you are a good friend by helping someone, Or you need to write to a pen friend in another country.	
<b>E - Environment.</b> You have a choice of the following:  Look after your room for a month. Look after a part of your garden for a month.	
<b>L - Learning.</b> You need to show that you have developed a new skill e.g. managed your pocket money for a month.	
<b>S – Sport.</b> You need to show that you have played sport to the best of your ability.	
<b>T - Theatre, Arts and Music.</b> You need to show that you have produced something for other people either in class or a concert/play.	
<b>E- Enjoyment.</b> Visit a place of interest and write a report on it.  OR, you can cook a meal for your family to enjoy	
<b>D – Design.</b> You need to have made something at home or created a web page in ICT.	



# Felsted

## Preparatory School



Cloisters  
Ages 9-10