

# Autumn 1

# Broad Horizons

Set : Thursday      Due: Monday



**Broad horizons. Confident leaders.**



**"Make it possible."**



### Tenacity

We promote **honesty, responsibility, perseverance** and **resilience**.  
We hold everyone to the same **high standard**, so that everyone **achieves**.



**"Look after each other."**



### Empathy

We value **family** and **community**.  
We promote **inclusivity, manners, gratitude** and **respect**, celebrate and appreciate **diversity**, and instil the **courage to do what is right**, not what is easy.



**"Be the best you can be."**



### Aspiration

We instil **confidence** and **ambition**, and promote **purpose, passion, pride** and **independence**.  
We strive for  
**100% effort, 100% of the time.**



**"Every moment matters."**



### Motivation

We teach that **every day is a chance to be better** than we were the day before.  
**Personal and collective success** is the incentive, and everyone will be **celebrated** for being the **best version of themselves**.

Name.....

Tutor group.....





# Broad Horizons

## Why do we set this homework?

This homework is unique to Saltash Community School and has been created by your teachers just for you! The vocabulary, questions and extended writing tasks all aim to help you practise the essential skills needed to be a successful student, and support all areas of the curriculum.

Our school vision is "Broad Horizons. Confident Leaders." This is what we want for each of you when you leave us at the end of year 13.

We have chosen this vision carefully and it shapes everything we do for you- it's why we have our TEAM values and help you to develop the leadership traits within.

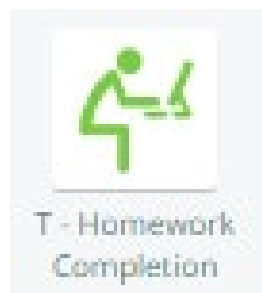
## Why 'Broad Horizons'?

The term "broad horizons" evokes a sense of vastness, openness, and limitless possibilities. It suggests a worldview that extends beyond the immediate and familiar, embracing a wider range of experiences, perspectives, and cultures. Essentially, it is about expanding one's mental horizons, breaking free from limitations, and embracing the diversity of the world. Broaden your horizons and you will in turn gain *cultural capital*: a form of knowledge that will grant you access to opportunities and networks. This can lead to greater success in education, careers, and personal relationships, and can significantly enhance your quality of life.

## What do I do with this homework?

On a Thursday in tutor time, your tutor will introduce the article for the week, and together you will look at the words and definitions in the key vocabulary table. At home, you will be expected to read the article, answer the comprehension questions (in FULL sentences) and then complete an extended piece of creative writing. If you are absent or late for Thursday tutor, you must still complete this homework, including the vocabulary.

On Mondays, your tutor will check your booklet in line-up. You will be given points for both completion and effort, which can earn you two points per week. Consistently good work will earn you even more points! If you have not completed your homework, or if you forget / lose your booklet, you will receive a negative point and you will be expected to complete it for the next day. Don't forget that x3 negatives for homework mean you will be expected to attend a Friday detention after school, where we will help you to catch up. Come and see a member of staff at any time on Thursday or Friday if you need help or get stuck, or send your tutor an email. We are always here to help!



Learning new things is exciting and gaining knowledge makes you a more interesting person . We hope that you enjoy the articles within this booklet, and that it ignites an interest in the wider world that will last you a lifetime.

# The Apollo 13 Mission



1 Apollo 13 was launched on April 11<sup>th</sup> 1970. It was to become  
2 the third manned spacecraft to land on the moon, following  
3 the success of Apollo 11 in August 1969. The flight was  
4 commanded by James Lovell, with Jack Swigert as  
5 Command Module Pilot and Fred Haise as Lunar Module Pilot.  
6 The mission appeared to be going to plan, until on  
7 14<sup>th</sup> April 1970, some 312,860km from Earth, the crew  
8 heard a loud bang.

9 At first the crew thought a **meteoroid** had hit the craft, but before long the electrics were **malfunctioning**  
10 and the **altitude** control thrusters had fired. In fact, a short circuit had ignited some **insulation** in the number 2  
11 oxygen tank of the Service Module, which had caused a large explosion.

12 The spacecraft was badly damaged. A fire caused a surge in pressure that ruptured the oxygen tanks,  
13 flooding the fuel cell bay with gaseous oxygen. This surge blew the bolts holding on the outer panel, which  
14 tore off free and spun in to space, damaging the communications antenna. The shock also **ruptured**  
15 the line from the Number 1 oxygen tank. Two hours later, all of the Service Module's oxygen had leaked into the  
16 **void**. As the Command Module's fuel cells used oxygen with hydrogen to generate electricity, it could now  
17 only run on battery power. The crew had no option but to shut down the Command Module completely  
18 and move into the Lunar Module. They would then use this as a 'lifeboat' for the journey back to Earth. As for  
19 the mission, the Service Module was so badly damaged that a safe return from a lunar landing was  
20 impossible. These men would not be landing on the Moon, but **critically**, there was a real chance the crew  
21 would **perish** and never make it back to Earth.

22 The Flight Director immediately **aborted** the mission. Now, he just had to get his men home. The quickest way  
23 would be a 'direct abort' **trajectory**, using the Service Module engine to reverse the craft. However, it was  
24 too late: the spacecraft was already in the gravitational **sphere of influence** of the Moon, making it harder  
25 to simply 'reverse.' The engine was also likely damaged, and re-starting could have caused an even bigger  
26 disaster. Instead, Mission Control opted for a 'free return,' essentially using the Moon's gravity to hitch a ride  
27 and slingshot them back towards the Earth.

28 First, Apollo 13 needed to be **re-aligned** to ensure it would be on the right pathway To Earth: if it strayed from  
29 its trajectory it could miss the planet altogether and be lost in the depths of space. Using a small burn of the  
30 Lunar Module's descent **propulsion** system, the crew got the spacecraft back on track. Now they started  
31 their nerve-wracking journey around the dark side of the Moon, where communication would be lost.

32 More problems **dogged** the Apollo 13 mission. The Lunar Module 'lifeboat' only had enough battery power  
33 to sustain two people for two days, not three people for the four days it would take to return home. The crew  
34 had to power down the life support and communication systems to the lowest levels possible. Everything  
35 that wasn't essential was turned off. The drama was being shown live on TV, but from this point on no more  
36 broadcasts were made. Removing carbon dioxide from the air was another serious problem. Lithium  
37 hydroxide filters normally did the job but there wasn't enough. The only supply they had was in the  
38 Command Module, and its canisters were cube shaped, whereas in the Lunar Module they were cylindrical.  
39 In one of the most inspired problem-solving sessions of all time, engineers on the ground assembled all of the  
40 kit the crew had available to them, and improvised a contraption to filter the air. The crew then replicated  
41 this by following the meticulous radio instructions from the ground team. Amazingly, it worked. But they  
42 weren't out of the woods yet.

43 The crew needed to safely re-enter the atmosphere in the Command Module, but it had been completely  
44 shut down to preserve power. Would it start up again? It's systems had not been designed to do this, and  
45 condensation had **accumulated** on the electrical instruments in the days it had been left inactive. Again,  
46 engineers on the ground had to think on their feet if their colleagues were to live. They invented an entirely  
47 new **protocol** that would power the ship back to Earth. Thankfully it worked.

48 The final hurdle came at re-entry. No one knew how much the spacecraft's heat shield had been  
49 damaged, and it was a real possibility that the craft would **disintegrate** on re-entry. There must have been  
50 enormous **jubilation** at Mission Control when the Command Module splashed down in the warm waters of  
51 the Pacific Ocean southeast of American Samoa, and just 6.5 km from the recovery ship *USS Iwo Jima*.  
52 The mission is often described as a 'successful failure,' in that the crew never made it to the Moon, but the  
53 levels of **ingenuity** and teamwork needed to bring three men back to Earth safely is one of the greatest  
54 stories of the modern Space- Age.

<b>Word from text</b>	<b>Definition</b>
<b><u>meteoroid</u></b>	a small body of rock in the solar system that would become a meteor if it entered the earth's atmosphere.
<b><u>malfunctioned</u></b>	failed to function normally
<b><u>altitude</u></b>	the height of an object or point in relation to sea or ground level
<b><u>insulation</u></b>	material used to prevent the loss of heat
<b><u>rupture</u></b>	break or burst suddenly
<b><u>void</u></b>	a completely empty space
<b><u>critically</u></b>	to a potentially disastrous degree
<b><u>perish</u></b>	die, especially in a violent or sudden way
<b><u>aborted</u></b>	bring to a premature end because of a problem or fault
<b><u>trajectory</u></b>	the path of an object through space
<b><u>sphere of influence</u></b>	a field or area in which an individual or organisation has power to affect events and developments
<b><u>re-align</u></b>	set back on the right course again
<b><u>propulsion</u></b>	the action of driving or pushing forwards
<b><u>dogged</u></b>	cause continual problems for something
<b><u>accumulated</u></b>	gathered together or acquire an increasing number or quantity of
<b><u>protocol</u></b>	a system of rules that explain the correct conduct and procedures to be followed
<b><u>disintegrate</u></b>	break up into small parts
<b><u>ingenuity</u></b>	To demonstrate the quality of being clever, original, and inventive
<b><u>jubilation</u></b>	a feeling of great happiness and triumph

• What was the primary objective of the Apollo 13 mission?

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• What caused the Apollo 13 spacecraft to be damaged?

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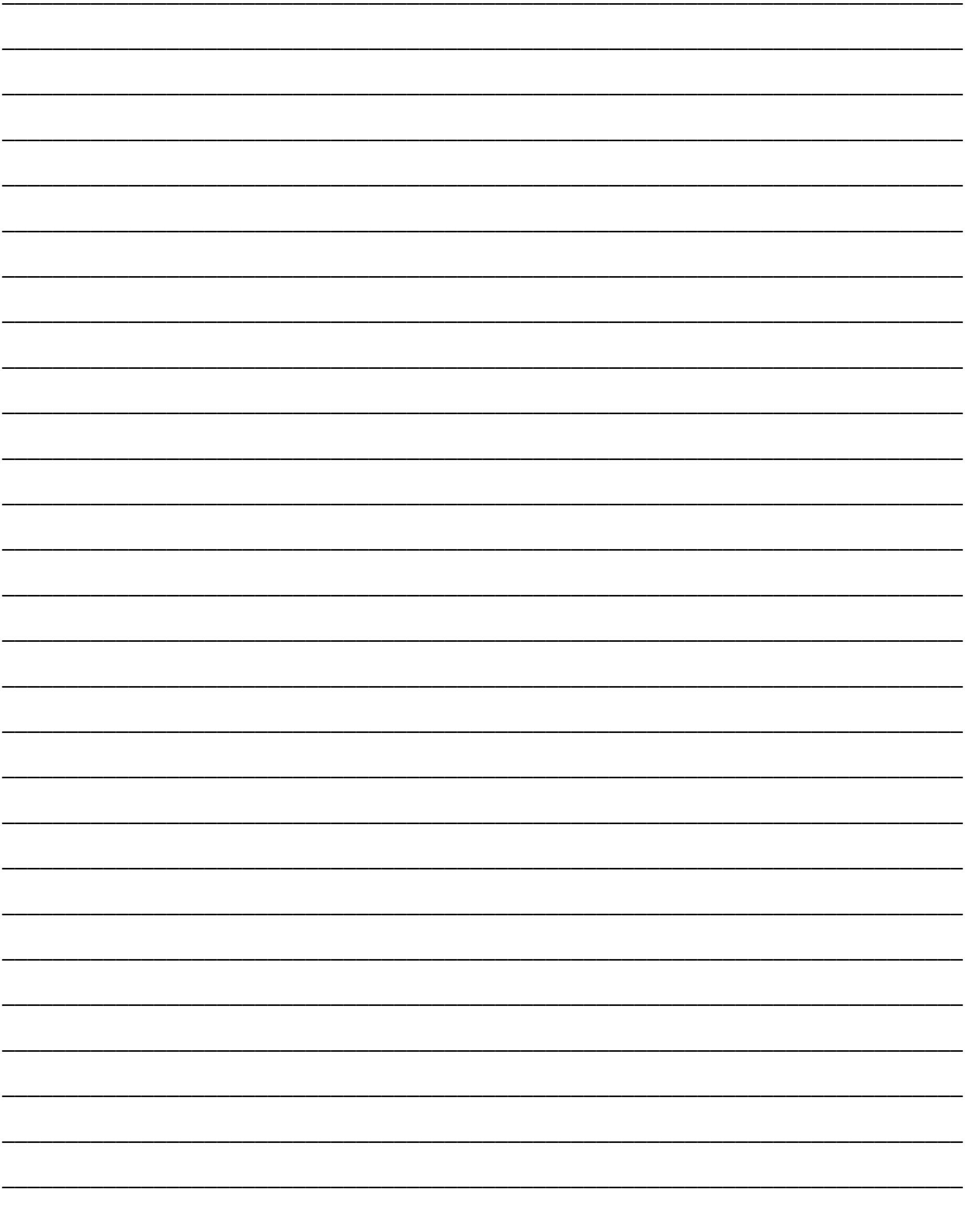
• How did the crew of Apollo 13 manage to survive the crisis? Give two examples.

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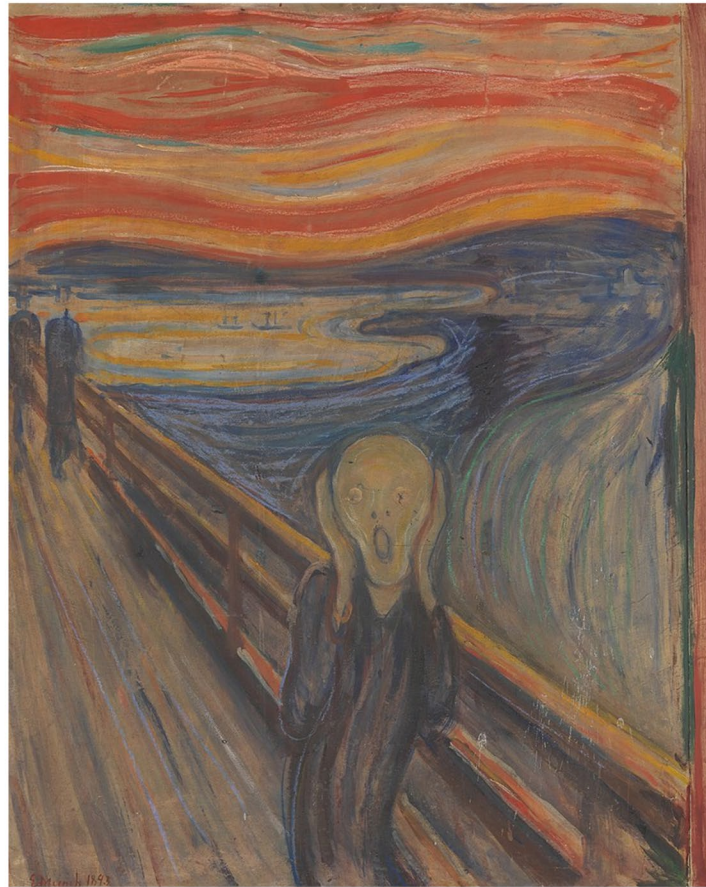
• What was the outcome of the Apollo 13 mission?

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# The Scream



1 It is art's most haunting and **iconic** face. A **universal** symbol of anxiety. It has inspired a mask  
2 from a film, and even has its own emoji!

3 *The Scream* is a composition created by Norwegian artist Edvard Munch in 1893. The  
4 Norwegian name of the piece is *Skrik* (Scream), and the German title under which it was first  
5 exhibited is *Der Schrei der Natur* (The Scream of Nature). The agonised face in the painting  
6 has become one of the most iconic images in art, seen as symbolising the anxiety of  
7 the **human condition**. Munch's work, including *The Scream*, had a **formative** influence on  
8 the **Expressionist** movement.

9 Munch recalled that he had been out for a walk at sunset when suddenly the setting sun's  
10 light turned the clouds "a blood red". He sensed an "**infinite** scream passing through nature".  
11 **Scholars** have located the spot to a **fjord** overlooking Oslo and have suggested other  
12 explanations for the unnaturally orange sky, ranging from the effects of a volcanic eruption  
13 to a **psychological** reaction by Munch to his sister's **commitment** at a nearby **lunatic asylum**.  
14 The pose of the screaming head with hands cupped around it may have been inspired by  
15 the artist's memory of a hollow-eyed, bound Peruvian mummy on display in Paris at the  
16 Musée d'Ethnographie du Trocadéro in 1889.

17 Munch created two versions in paint and two in pastels, as well as a **lithograph** stone from  
18 which several prints survive. Both painted versions have been stolen. The first time was in 1994,  
19 when thieves broke in through a window and made off with a painting of *The Scream* from  
20 the National Gallery in **Oslo**. Luckily, it was found and returned within three months. Armed  
21 gunmen broke into the Munch Museum in 2004, stealing a different version of *The Scream*,  
22 and also the artist's *Madonna*. Both paintings remained missing until 2006, amid fears they  
23 may have been damaged, or at worst, disposed of. In 2012, one of the pastel versions  
24 **commanded** the at-the-time highest price paid for an artwork at a public auction.

25 The actual scream, Munch claims, came from the surroundings around the person. The artist  
26 printed 'I felt a large scream pass through nature' in German at the bottom of his 1895 piece,  
27 and indeed Munch's original name for the work was intended to be 'The Scream of Nature.'



<b>Word from text</b>	<b>Definition</b>
<b><u>iconic</u></b>	widely recognised and well-established
<b><u>universal</u></b>	relating to or done by all people or things in the world or in a particular group; applicable to all cases.
<b><u>human condition</u></b>	characteristics and key events of human life
<b><u>formative</u></b>	serving to form something, especially having a profound influence on a person's development.
<b><u>Expressionist</u></b>	a painter, writer, or composer who expresses through their work the inner world of emotion rather than external reality. Artists include Wassily Kandinsky and Franz Marc.
<b><u>scholars</u></b>	a specialist in a particular branch of study, especially the humanities.
<b><u>fjord</u></b>	a long, deep, narrow body of water that reaches far inland.
<b><u>psychological</u></b>	of, affecting, or arising in the mind
<b><u>infinite</u></b>	limitless or endless in space, extent, or size; impossible to measure or calculate
<b><u>commitment</u></b>	an engagement or obligation that restricts freedom of action.
<b><u>lunatic asylum</u></b>	a hospital for mentally ill people (archaic use)
<b><u>lithograph</u></b>	printmaking process in which a design is drawn onto a flat stone and affixed by means of a chemical reaction.
<b><u>Oslo</u></b>	The capital city of Norway
<b><u>commanded</u></b>	be in a strong enough position to have or secure

• What is the main emotion depicted in *The Scream*?

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• Why is the sky orange? Give two reasons.

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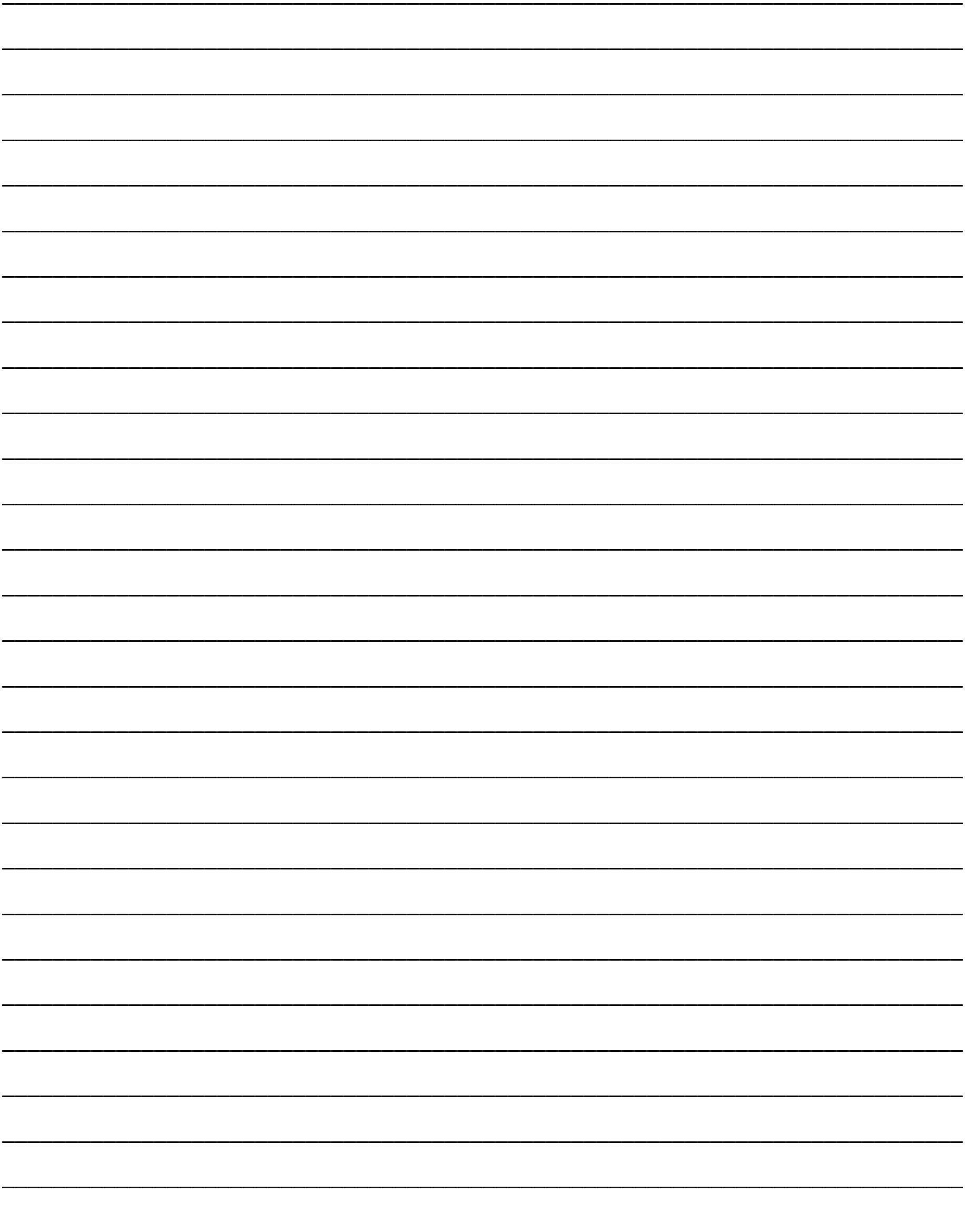
• Specialists have located the setting in the painting. Where is it? Give two details.

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• What may have inspired the face with its cupped hands?

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# The Treasures of Tutankhamun

1 "Can you see anything?"  
2 "Yes, wonderful things!"  
3 These are the famous words of Howard Carter at  
4 the moment when he discovered Tutankhamun's  
5 tomb in the Valley of the Kings.

6 On 26th November 1922, the British **archaeologist**  
7 and **Egyptologist** Howard Carter, holding a candle  
8 in one hand, made a tiny hole in the doorway of a  
9 tomb. Taking his first look, he peered through a  
10 small **fissure**, revealing for the first time the  
11 contents of Tutankhamun's tomb.



12 Howard Carter was born in Kensington, the son of an artist called Samuel Carter. As a young  
13 boy he benefited from living near Didlington Hall, a mansion belonging to the Amherst  
14 family. Within the home was an impressive collection of Egyptian artefacts which sparked a  
15 life-long interest in the subject in young Carter.

16 Carter began working as an Egyptologist in 1891, and soon rose to **prominence**, working on  
17 the excavation of several important archeological sites. His work piqued the interest of Lord  
18 Carnarvon, a wealthy **aristocrat** with a **penchant** for Egypt. In 1907, Lord Carnarvon  
19 employed Howard Carter to work on some of the many **excavations** that he **financed**, in  
20 the hope of finding the legendary King Tut's tomb.

21 For several years, the discovery of the tomb proved **elusive**, and Lord Carnarvon grew  
22 impatient with the lack of progress. He informed Carter that he would remove his financial  
23 backing after one more season, if nothing could be found.

24 Hearing this, Carter went to the **Valley of the Kings** and began re-evaluating a line of huts  
25 which he had investigated some years previously. This time, he asked his employees to  
26 remove the huts as well as the debris underneath.

27 On 4th November 1922, a startling discovery was made by a boy, who was carrying water  
28 and found himself falling over a stone. This was not just any piece of rock: this was in fact the  
29 beginning of a flight of steps.

30 The steps led down to a doorway decorated with **seals** and **hieroglyphics**. Immediately,  
31 Carter realised the potential of this and asked for the staircase to be filled in, so as not to  
32 reveal the potentially ground-breaking discovery. Keeping details secret, he sent a **telegram**  
33 to Lord Carnarvon informing him, and two weeks later, on 23rd November Carnarvon  
34 arrived, keen to uncover the mysteries which lay behind the sealed door.

35 On 26th November 1922, the first steps towards uncovering Tutankhamun's tomb were  
36 made. Very carefully and using a chisel, Carter made a small hole in the top left-hand  
37 corner of the doorway. Using a candle for light, he peered through the small gap in the  
38 doorway and was amazed to see dazzling gold treasures glistening back at him. Carter and  
39 his team spent more than two months removing and **cataloging** the more than 600 items in  
40 the **antechamber**. Next, Carter opened the burial chamber. The room contained a large  
41 golden shrine, that filled almost the entire space. Inside it—all nested within one another—  
42 were three other shrines, a stone **sarcophagus**, three golden coffins, and finally, the mummy  
43 of Tutankhamun. Carter then excavated the treasury, filled with a smaller shrine containing  
44 Tut's organs that had been removed during mummification. The room was guarded by a  
45 statue of Anubis, the god of mummification and the dead. Lastly, the team removed the  
46 items from the annexe, filled with over 2,000 items. People across the world were fascinated  
47 with the story and before long, Carter and his team were celebrities.

48 But people were fascinated for another reason: Just six months after opening the tomb,  
49 Carter's wealthy funder, Lord Carnarvon, died from an infected mosquito bite. And when  
50 Carter gifted an object from the tomb to a friend, that man's house burned down, was  
51 rebuilt, and then flooded. In no time at all, global press attention spiralled out of control.  
52 Speculation was rife about a curse inflicted on anyone responsible for breaking into the  
53 pharaoh's tomb. Over the coming years, the legend of the curse gained more **traction**, as  
54 other members of the excavation team died in mysterious circumstances.

55 Carter meanwhile continued to work on the site and went on to catalogue thousands of  
56 objects held within the tomb. After completing this **laborious** process, he **subsequently**  
57 retired and chose to become a collector of artefacts. He would go on to spend the latter  
58 part of his life in museums and giving lectures, inspiring and igniting interest in Egypt and  
59 Tutankhamun.



Word from text	Definition
<b><u>archaeologist</u></b>	a person who studies human history through the excavation of sites and the analysis of artefacts and other physical remains.
<b><u>Egyptologist</u></b>	a person who studies the language, history and culture of ancient Egypt
<b><u>fissure</u></b>	a long, narrow opening or line of breakage made by cracking or splitting, especially in rock or earth
<b><u>prominence</u></b>	the state of being important, famous, or noticeable
<b><u>aristocrat</u></b>	a member of an aristocracy, especially a noble
<b><u>penchant</u></b>	a strong liking for something, or tendency to do something
<b><u>excavations</u></b>	sites that has been dug up for exploratory purposes
<b><u>financed</u></b>	to provide the money needed for something to happen
<b><u>elusive</u></b>	difficult to find, catch, or achieve
<b><u>Valley of the Kings</u></b>	<b>a valley on the west bank of the Nile near the site of Thebes;</b> the necropolis of many of the kings and queens of ancient Egypt
<b><u>seals</u></b>	clay tablets that designated signature, private property, ownership and authority
<b><u>hieroglyphs</u></b>	a picture of an object representing a word, syllable, or sound, as found in ancient Egyptian writing systems.
<b><u>telegram</u></b>	a message sent by a telegraph
<b><u>cataloguing</u></b>	to record something, especially in a list:
<b><u>antechamber</u></b>	an outer room or waiting area that leads into another room
<b><u>sarcophagus</u></b>	a coffin, most commonly carved in stone and displayed above ground
<b><u>traction</u></b>	the extent to which an idea, product, etc. gains popularity or acceptance
<b><u>laborious</u></b>	effort to the point of exhaustion; especially physical effort
<b><u>subsequently</u></b>	afterward

• Who financed the excavation for Tutankhamun's tomb?

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• How was the tomb found?

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• What was found in the burial chamber? Name three things.

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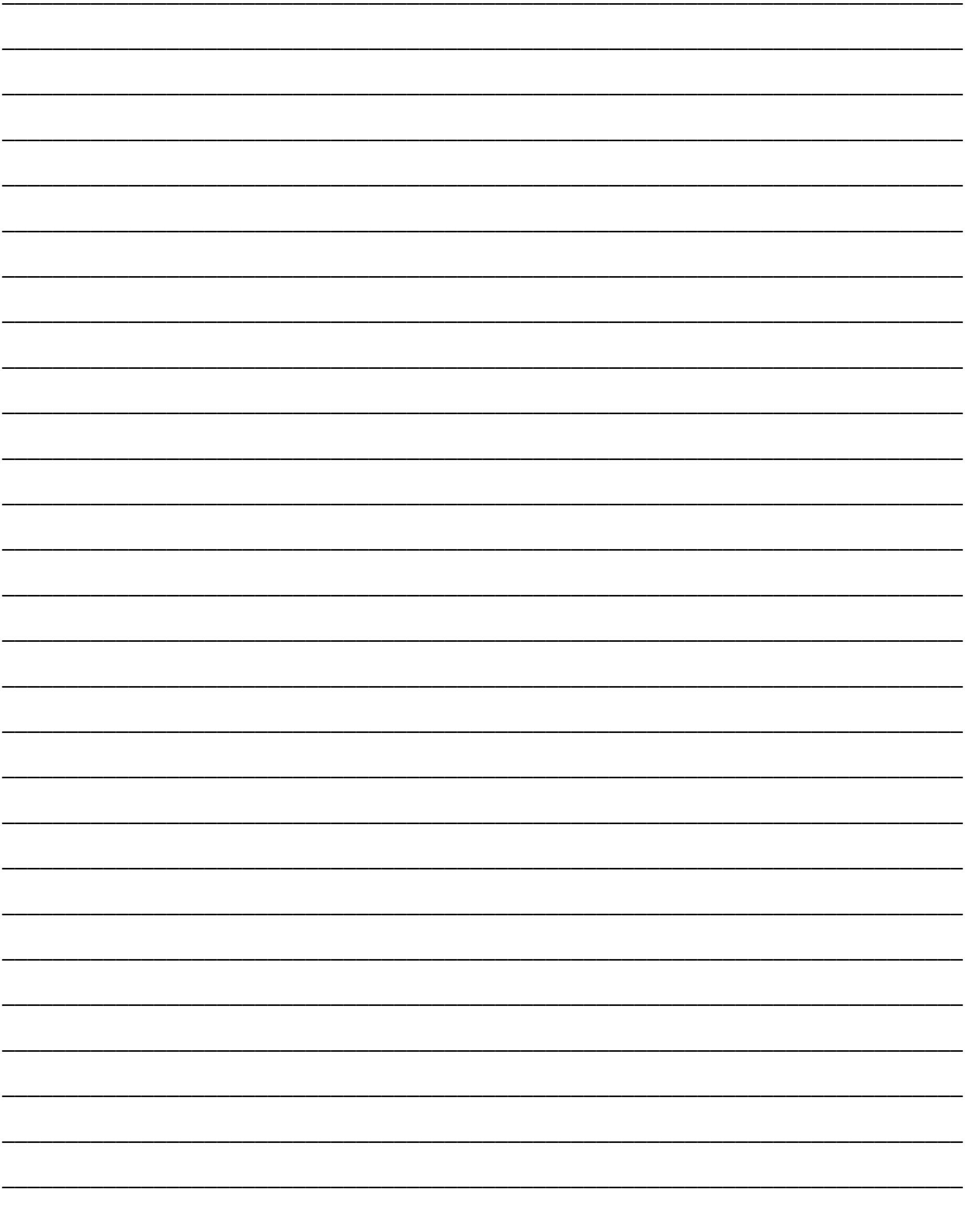
• Why did people speculate that the tomb was cursed?

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# The Beatles



**Scan the QR code to listen to some of The Beatles' best hits**

1 The Beatles, (George Harrison, John Lennon, Ringo Starr, Paul McCartney) were a **quartet** of  
2 young men from Liverpool, who **revolutionised** popular music and culture in the 1960s. Their  
3 influence extends far beyond their chart-topping hits and iconic hairstyles. The Beatles' music  
4 and cultural impact continue to **resonate** with audiences worldwide, making them one of  
5 the most **significant** musical acts of all time.

6 At their core, The Beatles were **innovators**. They pushed the boundaries of popular music,  
7 experimenting with different genres and **incorporating** elements of classical music, jazz, and  
8 Indian ragas into their songs. Their albums, such as *Sgt. Pepper's Lonely Hearts Club Band* and  
9 *Abbey Road*, are considered masterpieces of songwriting and production. The Beatles' ability  
10 to evolve and reinvent themselves throughout their career set a new standard for popular  
11 music. Beyond their musical achievements, The Beatles also had a profound impact on  
12 culture. Their fashion sense, particularly their 'mop top' hairstyles and **psychedelic** clothing,  
13 became a global trend. Their lyrics often explored social and political issues, challenging  
14 traditional values and questioning **authority**. Songs like "Revolution" and "Come Together"  
15 became **anthems** for a generation seeking change.

16 The Beatles' concerts were legendary, drawing massive crowds and creating a sense of  
17 community among their fans. Their performances were energetic and electrifying, and their  
18 stage presence was unmatched. The band's popularity reached a **fever pitch** during the  
19 **British Invasion** of the 1960s, where bands like The Rolling Stones and The Who also achieved  
20 huge international success.

21 The Beatles' **legacy** extends far beyond their music and cultural impact. Their influence can  
22 be seen in the work of countless artists, from David Bowie to Oasis. Their songs continue to be  
23 covered by musicians of all **genres**, and their albums remain popular today. The Beatles'  
24 music has touched generations of fans, inspiring creativity and **fostering** a sense of  
25 connection.

26 In short, the Beatles were more than just a band. They were cultural **icons** who shaped the  
27 course of popular music and influenced generations to come. Their innovative songwriting,  
28 groundbreaking performances, and **social commentary** have stood the test of time. The  
29 Beatles' legacy is a testament to the **enduring** power of music and its ability to connect  
30 people across cultures and generations.



<b>Word from text</b>	<b>Definition</b>
<b><u>quartet</u></b>	A group of four
<b><u>revolutionised</u></b>	to completely change something so that it is much better
<b><u>resonate</u></b>	to have particular meaning or importance for someone
<b><u>significant</u></b>	sufficiently great or important to be worthy of attention
<b><u>innovators</u></b>	groundbreaker, pioneer, trailblazer
<b><u>incorporate</u></b>	to include something as part of something larger
<b><u>psychedelic</u></b>	characterised by images, sounds, or feelings resembling those experienced while in the altered state produced by psychedelic drugs
<b><u>authority</u></b>	the power or right to give orders
<b><u>anthem</u></b>	a rousing or uplifting song identified with a particular group
<b><u>fever pitch</u></b>	a state of extreme excitement.
<b><u>British Invasion</u></b>	a cultural phenomenon of the mid-1960s, when rock and pop music acts from the United Kingdom and other aspects of British culture became popular in the United State
<b><u>legacy</u></b>	the long-lasting impact of particular event
<b><u>genres</u></b>	a style or category of art, music, or literature
<b><u>fostering</u></b>	encourage the development of
<b><u>icons</u></b>	person or thing regarded as a representative symbol or as worthy of veneration
<b><u>social commentary</u></b>	an element of a narrative that levels a comment — usually a critique — on societal issues or general society as a whole
<b><u>enduring</u></b>	lasting over a period of time; durable.

• In what decade were The Beatles most prominent?

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• What genres of music did they incorporate into their songs?

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• Which two Beatles' albums are mentioned in the text?

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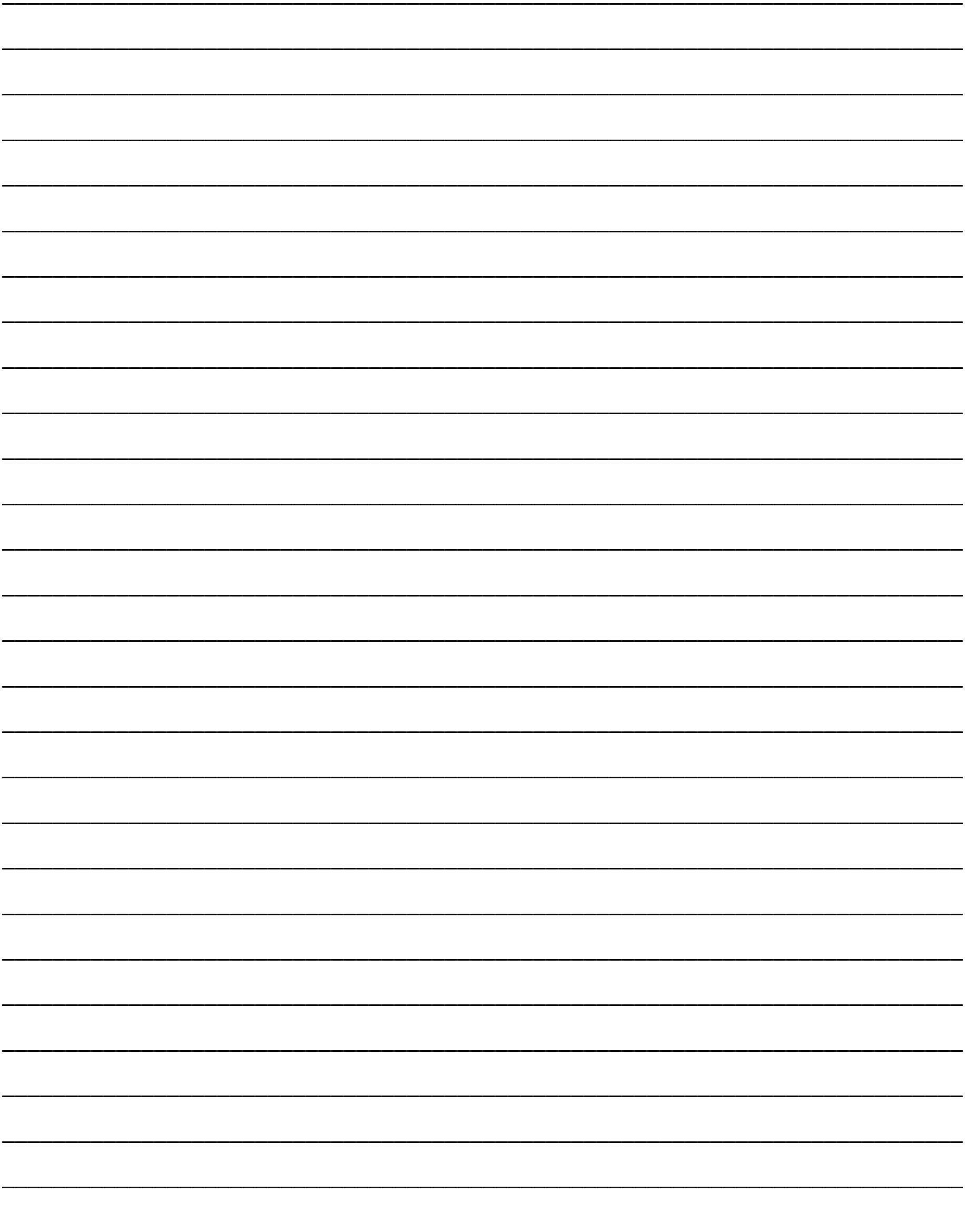
• Which artists have been influenced by The Beatles? Give two examples.

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# The Great Escape



1 Stalag Luft III opened in occupied Poland on 21<sup>st</sup> March 1942 and  
2 was originally run by the **Luftwaffe** as a camp for captured officers  
3 of the British RAF and Fleet Air Arm. It later expanded, taking in  
4 officers from other services and nationalities. It had an impressive  
5 range of **recreational** facilities and the prisoners put on shows  
6 twice a week. They broadcast a news and music radio station,  
7 and published a newspaper. But despite the **relative** decency of  
8 the camp, it was the duty of all prisoners to escape.

9 The idea for the escape from Stalag Luft III came from Squadron Leader Roger Bushell. In the Spring of 1943,  
10 he hatched a plan of **unprecedented** boldness to the Escape Committee. Bushell wanted to dig three  
11 tunnels **simultaneously** instead of one, reasoning that even if one tunnel were discovered, the Germans  
12 would be unlikely to suspect that two others had been dug.

13 Three tunnels would also enable more men to escape. Bushell believed he could get as many as 200 men  
14 out, more than ten times any previous attempt. The men would all be dressed in **civilian** clothes and require  
15 **meticulously forged** identification papers.

16 The Committee approved the daring plan, and Bushell, or 'Big X' as he was code-named, began the job of  
17 organising the Great Escape.

18 The prison camp had been deliberately designed to **thwart** tunnelling. It had been sited on land with yellow,  
19 sandy **subsoil** which could easily be spotted if anyone dumped much of it on the darker topsoil. This loose  
20 sand also made it much more difficult to build a structurally sound tunnel. The prisoner's **barracks** were raised  
21 from the ground, making it easier for guards to detect tunnels. The Germans also installed **seismograph**  
22 microphones, which could pick up the sound of digging.

23 Bushell had huge problems to overcome, not least that of finding equipment and organising the manpower  
24 to actually dig the tunnels. In addition, there was the constant threat from the guards who continually  
25 patrolled the camp.

26 The three tunnels were nicknamed 'Tom,' 'Dick,' and 'Harry.' The tunnellers dug deep to prevent the  
27 microphones picking up vibrations. The tunnels were as narrow as possible, only 0.6m in width, to minimise  
28 the amount of earth that had to be moved. But several large chambers were dug underground, housing an  
29 air pump, a workshop, and staging posts for each tunnel. The prisoners **bolstered** the tunnel with wood  
30 **scavenged** from their beds, among other sources. Many other materials were **pilfered** and re-tasked to the  
31 escape effort. The 'Klim' tin cans in which the Red Cross supplied powdered milk proved particularly  
32 **versatile**. These were fashioned into scoops, candle holders and were used to construct the **ventilation**  
33 systems. Air pumps were built with Klim cans, hockey sticks and bed slats. There seemed to be no end to the  
34 ingenuity. Prisoners skimmed the fat off their soup to make candle wax, and unravelled threads from old  
35 clothing to make wicks. They installed electric lighting and rail car systems to shift the **spoil** more quickly.  
36 Meanwhile, the forgers managed to persuade some friendly guards to lend them railway timetables, maps,  
37 and many official papers. Prisoners obtained civilian clothes by bribing German staff with cigarettes, coffee  
38 and chocolate.

39 Some sand from the tunnels could be scattered on the surface. The prisoners carried the spoil in small  
40 pouches made of socks, which they hung inside their trousers. They would then **don** greatcoats to disguise  
41 the soil-filled socks and walk calmly around the compound, releasing their cargo by means of a string. This  
42 earned them the nickname of 'the penguins.' More than 200 'penguins' made around 25,000 trips. In the end,  
43 the escapees decided to sacrifice one of the tunnels to dump soil more quickly there.

44 In September 1943, one of the two remaining tunnels was discovered. Work on the remaining tunnel **ceased**  
45 as a precaution until January 1944. 'Harry' was finished in March 1944. In the end, 78 men managed to  
46 escape on a moonless, cold night. Then, at 4:55am, the guards spotted the seventy-ninth man. Many  
47 escapees planned to catch a night train, but struggled to find the station entrance and ended up stranded  
48 until morning. Those who went cross-country were tracked through the snow. 73 men were re-captured.  
49 Such was the embarrassment to Hitler, that he ordered them all to be shot, and in the end 50 met this fate. 5  
50 prisoners made it to safety: Per Bergsland and Jens Müller, both Norwegian pilots, caught a train to Stettin in  
51 Germany (now Szczecin in Poland) where they met two sailors who smuggled them to safety in **neutral**  
52 Sweden. Bram van der Stok, a Dutch pilot, bluffed his way through several German checkpoints and  
53 travelled via Dresden to Belgium, passed through France and found his way to the British **Consulate** in neutral  
54 Spain. Ryone and Mikail Lambrec, members of the Dutch resistance, found their way back to the  
55 Netherlands and rejoined their **underground** comrades. But Roger Bushell, the brains behind the operation,  
56 was shot by the **Gestapo** near Saarbrücken, Germany. Upon hearing about the shooting of the escapees,  
57 the Kommandant of Stalag Luft III was so appalled that he allowed the prisoners to build a memorial.  
58 It still stands today.

<b>Word from text</b>	<b>Definition</b>
<b><u>Luftwaffe</u></b>	The Nazi air force
<b><u>recreational</u></b>	Leisure; relating to activity done for enjoyment
<b><u>relative</u></b>	considered in relation or in proportion to something else
<b><u>unprecedented</u></b>	never done or known before.
<b><u>simultaneously</u></b>	at the same time.
<b><u>civilian</u></b>	a person not in the armed services or the police force
<b><u>meticulously</u></b>	in a way that shows great attention to detail; very thoroughly
<b><u>forged</u></b>	copied fraudulently; fake
<b><u>thwart</u></b>	prevent (someone) from accomplishing something.
<b><u>subsoil</u></b>	the soil lying immediately under the surface soil
<b><u>barracks</u></b>	a large building or group of buildings used to house soldiers
<b><u>seismograph</u></b>	instrument that makes a record of seismic waves caused by earthquakes and other Earth-shaking phenomena
<b><u>bolstered</u></b>	provided with padded support
<b><u>scavenged</u></b>	search for and collect (anything usable) from discarded waste
<b><u>versatile</u></b>	able to adapt or be adapted to many different functions or activities.
<b><u>ventilation</u></b>	the movement of fresh air around a closed space
<b><u>spoil</u></b>	goods stolen or taken forcibly from a person or place
<b><u>don</u></b>	put on (an item of clothing)
<b><u>ceased</u></b>	come or bring to an end
<b><u>neutral</u></b>	not supporting or helping either side in a conflict, disagreement; impartial
<b><u>consulate</u></b>	the place in a city where a foreign government official works and looks after the people there, who are from his or her own country
<b><u>underground</u></b>	a group or movement organised secretly to work against an existing regime
<b><u>Gestapo</u></b>	the political police of Nazi Germany

• What was Stalag Luft III and for whom was it built?

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• What were the nicknames of the three tunnels dug by the escapees?

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• Name three materials that were used from around the camp and give their use.

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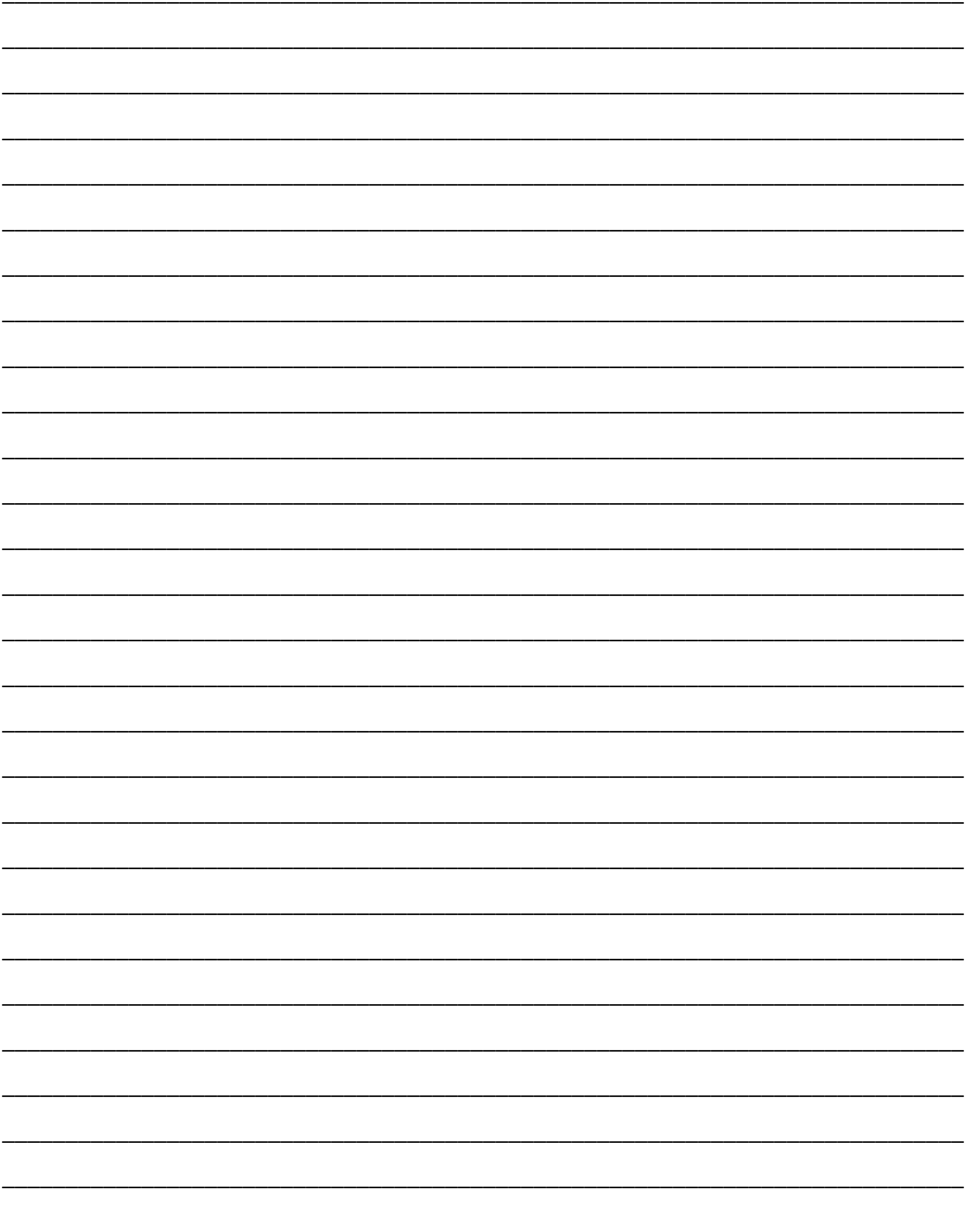
• What happened to Roger Bushell after he escaped?

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# The fate of the Romanovs



1 The Russian **Revolution** of 1917 was a **pivotal** event in Russian history that led to the overthrow of the  
2 Romanov **dynasty** and the establishment of the **Soviet Union**. It was a complex series of events driven by a  
3 combination of factors, including **economic** hardship, social unrest, and dissatisfaction with the **Tsar's**  
4 leadership. The revolution was characterised by mass protests, strikes, and ultimately, a violent overthrow of  
5 the government. The Bolshevik Party, led by Vladimir Lenin, seized power and established a **communist** state,  
6 marking the beginning of a new era for Russia.

7 After the February Revolution, Nicholas Romanov II and his family were placed under house arrest in  
8 the Alexander Palace, in the town of Tsarskoye Selo near St Petersburg. While several members of the wider  
9 **imperial** family managed to stay on good terms with the new Provisional Government and were eventually  
10 able to leave Russia, Nicholas II and his family were sent into **exile** in the **Siberian** town  
11 of Tobolsk by Alexander Kerensky in August 1917. In the October Revolution of 1917 the Bolsheviks **ousted** the  
12 Provisional Government, and in April 1918, the Romanovs were moved to the Russian town of Yekaterinburg,  
13 in the Ural mountains, where they were placed in the Ipatiev House. Here, on the night of 16–17 July 1918,  
14 the entire Russian Imperial Romanov family, along with several of their retainers, were executed by Bolshevik  
15 **revolutionaries**, most likely on the orders of Vladimir Lenin.

16 One of the most **enduring** mysteries surrounding the Romanov family is the fate of Anastasia Nikolaevna, the  
17 youngest daughter of Tsar Nicholas II and **Tsarina** Alexandra. While the bodies of the Tsar, Tsarina, and their  
18 children were eventually discovered and identified, the remains of Anastasia were missing.

19 Rumours began to circulate that Anastasia had survived the execution and had escaped to a new life. Over  
20 the years, numerous women claimed to be Anastasia, each providing their own version of the story. Some  
21 claimed to have escaped with the help of loyal servants, while others said they had been rescued by  
22 foreign **sympathisers**.

23 One of the most famous claimants to the identity of Anastasia was Anna Anderson, a woman who  
24 appeared in Berlin in 1920, claiming to be the escaped princess. Anderson's story was widely **publicised**, and  
25 she garnered significant support from many who believed her claims. However, there was also considerable  
26 **skepticism**, and her identity remained a subject of debate.

27 In 1979, the remains of the Romanov family were **exhumed** from a mass grave in Siberia. DNA analysis  
28 confirmed the identity of the Tsar, Tsarina, and three of their children. However, the remains of two children  
29 were missing, leading to **speculation** that one of them might be Anastasia.

30 In 2007, the remains of two additional bodies were discovered near the site of the Romanovs' execution.  
31 DNA analysis confirmed that these were the remains of the two missing Romanov children. The discovery  
32 effectively put an end to the mystery of Anastasia's fate.

33 Despite the scientific evidence, the mystery of Anastasia continues to fascinate people around the world.  
34 The story of the young princess, who may or may not have survived the tragedy of her family, has captured  
35 the imagination of countless individuals. The enduring appeal of the Anastasia legend is a testament to the  
36 power of human hope and the enduring fascination for a happy ending.



<b>Word from text</b>	<b>Definition</b>
<b><u>revolution</u></b>	a forcible overthrow of a government or social order, in favour of a new system
<b><u>pivotal</u></b>	of crucial importance
<b><u>dynasty</u></b>	a line of hereditary rulers of a country
<b><u>Soviet Union</u></b>	A former Communist federation of 15 republics occupying the northern half of Asia and part of Eastern Europe, created after the 1917 revolution.
<b><u>economic</u></b>	concerned with the organization of the money, industry, and trade of a country, region, or society
<b><u>Tsar / Tsarina</u></b>	Russian name for emperor / empress
<b><u>Communist state</u></b>	Country where there is a classless society in which all property and wealth are communally owned, instead of being owned by individuals
<b><u>imperial</u></b>	relating to an empire.
<b><u>exile</u></b>	the state of being barred from one's native country, typically for political or punitive reasons
<b><u>Siberian</u></b>	describing the extensive geographical region of Siberia in Russia, from the Ural Mountains in the west to the Pacific Ocean in the east
<b><u>ousted</u></b>	drive out or expel (someone) from a position or place
<b><u>revolutionaries</u></b>	a person who advocates or engages in political revolution
<b><u>enduring</u></b>	lasting over a period of time; durable
<b><u>sympathisers</u></b>	People who agree with, or support, a sentiment, opinion, or ideology
<b><u>publicised</u></b>	make (something) widely known.
<b><u>skepticism</u></b>	An attitude where one is not easily convinced
<b><u>exhumed</u></b>	dig out (something buried, especially a corpse) from the ground
<b><u>speculation</u></b>	the activity of guessing possible answers to a question without having enough information to be certain

• What factors led to the Russian revolution? Give 3 examples.

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• What happened to the royal family after they were moved to Yekatarinburg?

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• Who was the most famous Anastacia imposter, and in which city did she surface?

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• What happened in 2007 to refute the escape of princess Anastacia?

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