

Year 5/6
Summer Term 1
Greece Is The Word

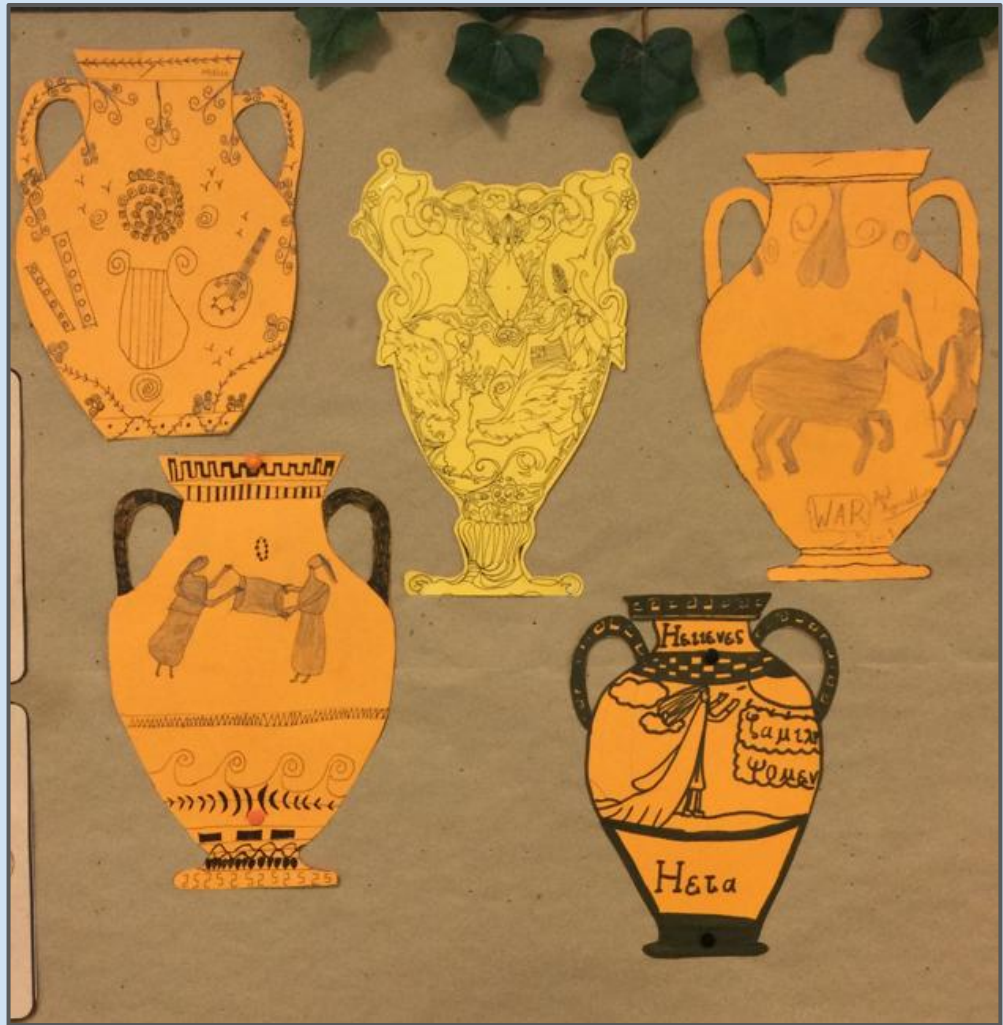
Study of Ancient Greece

History

To kick start our 'Greece Is The Word' topic, we travelled back in time and played a game that involved working out what to do in various scenarios in order to 'fit in' with the ancient Greek culture. The children had to decide where Greece was positioned on a world map, what dates in history their civilisation existed and the types of clothing and food that were unique to the Greeks, as well as many more contexts.



Then, in our next lesson, we looked at the typical daily life a civilian in Ancient Greece would have experienced. We then chose an area we were interested in, and depicted this on a Greek pot, as would have happened in 1000 BC.



The Greek Gods were the focus of our next topic area. We compared the beliefs and roles of each god and thought about their individual characters, making links with our English work at the time.

Ancient Greek Gods and Goddesses

Aphrodite



Goddess of love and beauty. She is often depicted with a dove.

Apollo



God of many things, including the sun and light, music and poetry, archery and healing.

Ares



God of courage and war. He is a son of Zeus and his wife Hera.

Artemis



Goddess of hunting, the moon and nature. She is twin sister to Apollo.

Athena



Goddess of wisdom and war. The myths say that she sprang from Zeus's head, fully grown and wearing armour.

Hades



God of the underworld. He is the brother of Zeus and Poseidon and is usually pictured with a two-pronged pitchfork or staff.

Hera



Goddess of women, marriage and family. She is the wife and also the sister of Zeus, as well as the sister of Poseidon and Hades.

Hermes



The messenger God and known as the 'divine trickster'. He is famously depicted with winged sandals.

Poseidon



The brother of Zeus and Hades, Poseidon became ruler of the sea and is depicted with a trident.

Zeus



God of the sky. Zeus is considered the father and protector of all gods and mortals.

Aphrodite

On the very top of the majestic Mount Olympus lived an enchanting and beautiful goddess called Aphrodite. Her golden hair was thick, shiny and glossy and tumbled down her shoulders in waves. She had brilliant blue eyes like sparkling sapphires and ruby red lips. Her crimson toga glistened in the sunlight and was fastened at the top with a jewel encrusted seashell. What a beauty she was to behold!



Monday 29th April

Community of Sports

Olympic Games

The Olympic game are a phenomenon of mankind. They were invented 2,700 years ago by a man named Baron Pierre de Coubertin who came from ancient Greece. Many of the events are inspired by, and come from the Greeks but some new recent ones include diving, swimming, skateboarding and a plenty more!

Running

Running is a common event in the Olympics that is and was still practised today. The athletes of ancient Greece would run around a 192 metre track, stripped of their clothes naked. If found valid of cheating, they were beaten up and disqualified. A running race called Hoplite dramas was where you had to comp-lete the race wearing armor!

Wrestling

As crazy as it sound, people died in the Olympic games, especially in boxing and wrestling. When playing athletes would compete naked in a stadium, taking turns to punch each and many other physical movements. Despite modern rules today, there was an ancient Greek wrestling match called the Pankratitton. This type of match was where there were hardly any rules. Many wrestlers died from it! The only rule in place was pretty bogystandard: don't take people or poke them in the eye.

Long Jump

Ancient long jump was excessively different to jumping today. Instead of taking run-ups, you propelled themselves with weights called helters on their arms. Athletes would have a man p-ing the judge next to them so they could swing in time to the music. In present time we compete the triple jump and long jump, with the heights.

Triathlon

drive mountain swim land

Following on from our work about the Gods, our next focus was the Ancient Greek Olympics. We were fascinated to learn about some of the events, actions and rules that were in place in comparison to the modern day games.

The children proceeded to create a non-chronological report either just about the ancient games or a comparison between the ancient and modern Olympics.

THE OLYMPIC GAMES

Summer and Winter Olympics

WHO INVENTED THE OLYMPICS?

The person who invented the Olympics is a Frenchman called Baron Pierre de Coubertin. It was invented in 1896. Greece is 1876 but the ancient games were started in 776 BC in ancient Greece.

WHAT IS THE OLYMPICS?

The Olympics is being held in a competition. The games is held with many people that are from all over the world. The first time it was held in Athens Greece. Only men could take part in the ancient Olympics. It originated in ancient Greece.

THE MODERN OLYMPICS

The place where the Olympic games are held is decided by IOC in a meeting and they choose what country host it. The Olympics is held every four years. The next Olympic games is being held in Paris France. The most recent Olympics was held in Tokyo Japan. The USA last held the Olympics in 2016 in London.

GLOSSARY

Ancient: Belonging to times that were long ago.
 Invented: To invent something new to be the first person to make it or find it.
 Here is an illustration showing what we think the Ancient Greek Olympics looked like.

FAMOUS OLYMPIAN ADAM PEATY

Adam Peaty is a famous Olympian because he got three gold medals for breaststroke and the four times swim. He got the gold in the 2016 Summer Olympics. He got gold in 2016 in the 100m, 200m, 400m, and 800m. He got silver in the 1500m and 5000m. He got bronze in the 100m and 200m. He got silver in the 400m and 800m. He got gold in the 1500m and 5000m. He got silver in the 100m and 200m. He got bronze in the 400m and 800m.

FUN FACTS

The first Olympic Games were held in 776 BC. The first modern Olympic Games were held in 1896. The first Winter Olympic Games were held in 1924. The first Paralympic Games were held in 1960. The first Youth Olympic Games were held in 2010. The first Special Olympic Games were held in 1968. The first Deaflympic Games were held in 1924. The first Paralympic Winter Games were held in 1976. The first Youth Paralympic Games were held in 2000. The first Special Paralympic Games were held in 2000. The first Deaflympic Winter Games were held in 2002. The first Paralympic Winter Youth Games were held in 2012. The first Special Paralympic Winter Games were held in 2012. The first Deaflympic Winter Games were held in 2012.

Sparta VS Athens

GOVERNMENT

Sparta had one king/kings to make the decision and if he couldn't it would go to the closest male family member. On the other hand, Athens used a democracy to make a decision but this vote you have to be male, over 18, not a slave and a citizen of Athens.

ATHENS

VS

CHILDREN

In Sparta boys were sent to become brutal warriors when they were 7 until they were 20. Girls were taught reading, writing, how to horse ride and even sports like discus and javelin. And even more. Athens boys were sent to school at the age of 7 but girls didn't go to school at all and so they were taught house jobs.

SPARTA

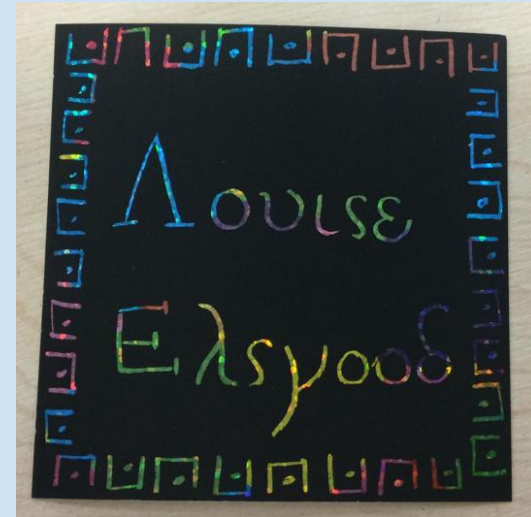
WOMEN'S RIGHTS

Spartan women were also taught how to be a warrior so they can produce great male warriors. But in Athens they didn't go to school and they were told who to marry but before they got married they belonged to their father. When they got married they belonged to their husband.

One of our favourite lessons has involved us learning all about the birth of democracy in Ancient Greece. We thoroughly enjoyed taking part in some role play activities where we experienced the 3 types of Greek democracy: The Boule, The Ekklesia and The Dikasteria.

We learnt how Greek society functioned and how rules and laws were decided and introduced through the 3 forms of democracy.

Athens vs Sparta was another popular area of learning the children enjoyed this term. We discovered how different these two City States were but also the similarities that existed amongst how women were treated in society.



To conclude, we learned about the impact of Ancient Greece on today's modern day society and how grateful we are to famous Greek's such as Alexander the Greek and other great philosophers for the things they contributed to our world. We celebrated the end of our topic with our own version of one of Greece's most well known inventions: The Olympics.

Writing

Application for the Position of Ruler of the Gods

My fellow deities, I am sure that we have all agreed that our current leader, Zeus, needs to be replaced urgently! He has been disrespecting and mistreating our land for too long, and we need change!

Zeus was a wonderful leader when he first started here at Mount Olympus, however, his behaviour has changed drastically throughout these past months; he has been aggressive towards us, had infuriated outbursts, which have destroyed our wonderful land completely, and many more ridiculous actions that have changed our home massively. In addition to this, this selfish tyrant boasts all day! He continuously humiliates us, causing us to feel terrible for the rest of the day! What was once our salubrious, respected, idyllic home, has turned into a terrible, deficient dump!

To change this unacceptable pigsty back to what it once was, I think I, Artemis, shall rule the realm! The vile crimes that Zeus has created shall never occur again under my reign! Think about all the things that will change for the better, because of me! Everything Zeus has done wrong, I will do better, everything Zeus has neglected, I will treat it better than ever before! These are only a few of the countless reasons why you should choose me, this is simply because I am the best candidate for this essential job!

It is without doubt that other well-known Gods are also candidates for this position, here are reasons as to why I am clearly the best option:

Hades - Too much discipline!

Poseidon - Would spend all of his time in the ocean!

Apollo - Boasts too much!

Aphrodite - She only cares about herself and her looks!

Ares & Athena - Too much fighting!

Hera - Only cares about women!

Hermes - Too mischeivious!

As part of our 'Greece Is The Word' topic, we have produced three pieces of wonderful writing all centered around the fabulous Greek Gods. We started by writing a description of the illustrious Mount Olympus from both afar and closer up. Then we stepped into the shoes of a chosen god and pretended they were going to try and usurp Zeus as leader of the gods by writing a persuasive speech to deliver to all of the other gods. Finally, we wrote a piece of dialogue focussing on the reactions of 3 of the gods to the speech delivered by the children's chosen god in their last piece of work. The children produced some fantastic, high-level writing that blew the teachers' socks off!

Outside of Mount Olympus, 3 gods were sat speechless in astonishment after listening to Poseidon's treacherous judgement.

"...And that is why I should replace Zeus."

Then Poseidon left without another word.

Bursting with anger, Ares bellowed, "We will not allow this *disgraceful hypocrite* to continue persuading the society with his gibberish speech!" He was right in what he said - not a single god argued against him. Poseidon was an excellent guardian; despite that, there were no further qualities he had. There were many things he could not do: wear proper clothes, finalise problems calmly; he could not even control his own realm - Poseidon would probably be *hated* if he continued to behave this way. No-one would want to be ruled by him.

Hermes was especially offended by what Poseidon said about him and so this was his opportunity to respond in an aggressive and snappy manner. Poseidon unconsciously smashed the door open and said, "Hey fellow citizens, let's part..!" "SHUT UP you little scoundrel!" shouted Hermes, flaming with anger. Poseidon then slowly crept back out of the room. Hermes then finally understood what Dionysus told him about his anger-management. It created such a tumultuous sound that everyone in the area was took by surprise - even Ares, God of War and Courage, was flabbergasted.

Other pieces of writing the children have produced this term have involved writing a balanced argument about whether Primary School children should own a mobile phone. Another has involved the children writing to Mrs Dunne with the aim to persuade her to either change our school uniform policy to that of non-uniform, or to purchase a school pet for us to have at St Oswald's..

Should children of Primary School age be allowed a mobile phone?

The question of whether primary school should have a mobile phone is a topic many people debate about. Some people in this world think children should own a phone for good reasons like safety, contacting ect. Despite the fact, other human beings believe think it as a negative thing to posses a phone. This argument reveals positive and negative sides of owning a mobile phone.

On one hand, mobile phones are a helpful thing to life. Another reason is for safety: when the child is in trouble he/she ca call an adult, if lost the person can call a taxi or a vehckle ect. It's also benifit to the parent because they can track their child to know at all times where they are.

Another reason why is that kids can stay social, stay connected with friends or call relatives during free time. Children can also use kids apps like: messages, facetime and messenger kids.

Year 5 children have enjoyed using their imagination and creating a 13th labour/challenge for the mythical Hercules to complete. Some of the ideas shared were superb and full of wonderful description and action packed events.



The Enchantress of the Crystal Tree



with dangling ivy forming shadows that spread longly across
in ditch full of water like a hand washing for pure brassery.

Entering the glorious top of the mountain felt like accomplishing every
labour he had undergone. The homes of the sunshiners filled the
remaining darkness in their eyes. Summering water gleamed
and glistened while Angel Fish lept from the crystalised water.
In her chair lay Cice in her lavender Haze robe Willow trees
tower over her headlocked long hair. Reinsighing on her chair she
said "Long Live call the people who worship my name." Cice
will live for summer.

There it was in its full fame, The Crystal Tree. Cice stood
up making Hercules and his grey father heavy and unstance.
Hercules handed for a single crystal but were caught and
dragged across the stone by Cice. "If you wish to take my
crystals you shall battle me. If I loose you will own all the
crystals as well as the Island." announced Cice. Hercules posed
in the position and raged at Cice until she lay battered and
bruised on the floor. To finish her off he shot her with a remained
poisoned arrow.

He had won. The Island, and the crystals especially, were his. His
and Hercules finished their adventure by bathing on the shoreline were the

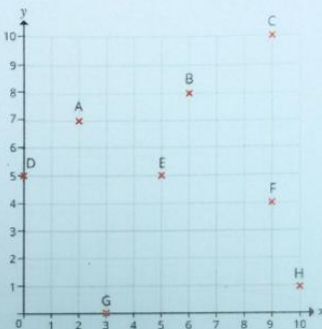
Name: Betsey B

Maths - Y5

This half term, we have been learning about coordinates and translation.

Pupils have been learning about the x-axis and y-axis before using their reasoning skills to answer more complex questions on co-ordinates.

Eight points have been plotted on the coordinate grid.



a) Write the coordinates of each point.

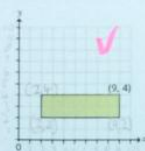
- A (2, 7) ✓ E (5, 5) ✓
 B (6, 8) ✓ F (9, 4) ✓
 C (9, 10) ✓ G (3, 0) ✓
 D (0, 5) ✓ H (10, 1) ✓

b) Which two points have the same x-coordinate? K and E

c) Which two points have the same y-coordinate? C and F

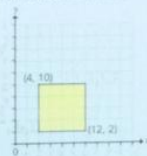
Coordinates problem solving

A rectangle is drawn on the coordinate grid. The coordinates of one vertex are labelled.



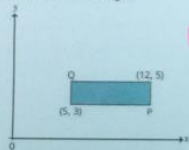
What are the coordinates of the other three vertices? Label them on the diagram.

A square is drawn on the coordinate grid. The coordinates of two vertices are labelled.



What are the coordinates of the other two vertices? Label them on the diagram.

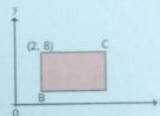
A rectangle is drawn on a coordinate grid.



What are the coordinates of points P and Q?

- P (2, 3)
 Q (5, 5)

A rectangle is drawn on a coordinate grid. The coordinates of one vertex are labelled.



a) Which of these could be the coordinates of point B?

- Circle your answer.
 (8, 6) (0, 9) (1, 7) (2, 1)

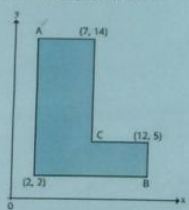
How do you know?

b) Which of these could be the coordinates of point C?

- Circle your answer.
 (7, 2) (9, 7) (8, 8) (2, 10)

How do you know?

Work out the coordinates of points A, B and C.

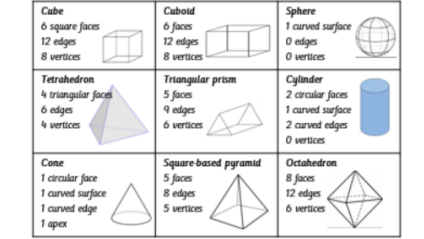
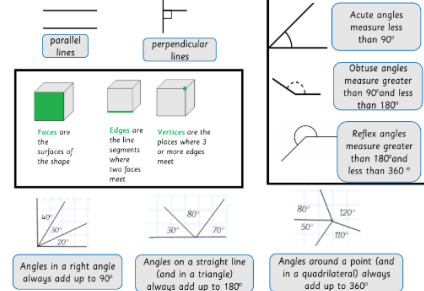
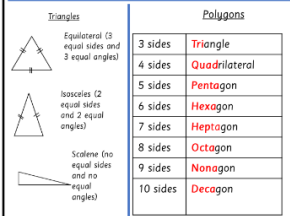
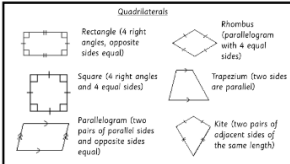
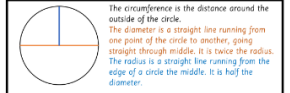


- A (2, 14)
 B (2, 2)
 C (7, 5)

For B if I know that the x-axis is 2 and there is only one that is 2 which must mean it is (2, 1).

I know that the y-axis is 14 and there is only one that is 14

Maths - Y6



@SarahFarrellKS2

We were extremely proud at how well they coped with their SATs tests, showing maturity, confidence and a wonderful attitude throughout the week.



Year 6 have been working hard in preparation for their SATs tests, which they completed in May. The children spent the first few weeks recapping their learning from throughout their time in KS2, before completing final revision sessions in the areas they felt they were in most need of.

Use common factors to simplify fractions

- Find a number that both the numerator and the denominator can be divided by. In this case, 30.
- Divide both the numerator and the denominator by that number.

Use multiples to express fractions in the same denominator

- Find a number that is a common multiple of both denominators (in this case, 6).
- Multiply both fractions by the relevant multiple to reach the new denominator.

Convert mixed numbers to improper fractions

- Find a number that both the numerator and the denominator can be divided by. In this case, 30.
- Divide both the numerator and the denominator by that number.

Convert improper fractions to mixed numbers

- See how many times the denominator will go into the numerator (once, with a remainder of 3).
- Write the answer (1) as the whole number.
- Write the remainder (3) as the numerator over the existing denominator.

Compare fractions

- Decide on a common multiple of the two denominators to become the new denominator.
- Convert both fractions to have the same denominator.
- Decide which symbol to use, which fraction is larger?

Add mixed numbers (method 1)

- Change any mixed numbers to improper fractions.
- Convert both fractions to have the same denominator.
- Subtract the second numerator from the first.
- Change any improper fractions back to mixed numbers.
- Simplify the answer if you can.

Subtract mixed numbers

- Change any mixed numbers to improper fractions.
- Convert both fractions to have the same denominator.
- Subtract the second numerator from the first.
- Change any improper fractions back to mixed numbers.
- Simplify the answer if you can.

Subtract mixed numbers (method 2)

- Change any mixed numbers to improper fractions.
- Convert both fractions to have the same denominator.
- Subtract the second numerator from the first.
- Change any improper fractions back to mixed numbers.
- Simplify the answer if you can.

Multiply mixed numbers by whole numbers (method 1)

- Change any mixed numbers to improper fractions.
- Write the whole number as a fraction over 1.
- Multiply the numerators.
- Change any improper fractions back to mixed numbers.
- Simplify the answer if you can.

Multiply mixed numbers by whole numbers (method 2)

- Change any mixed numbers to improper fractions.
- Write the whole number as a fraction over 1.
- Multiply the numerators.
- Change any improper fractions back to mixed numbers.
- Simplify the answer if you can.

Divide fractions by whole numbers

- Multiply the numerator and write the answer as the new denominator.
- Simplify the answer if you can.

Prime numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A prime number is a whole number greater than 1 with no divisors except 1 and itself.
2 is the only even prime number.
There are no prime numbers that end in 5, except for 5.
The digits can't add up to 3, except 3.

A square number is the product of multiplying a number by itself (e.g. 3 x 3)

A cube number is the product of multiplying a number by itself, then by itself again (e.g. 2 x 2 x 2)

Fraction	Decimal	Percentage
$\frac{1}{8}$	0.125	12.5%
$\frac{2}{8}$ or $\frac{1}{4}$	0.25	25%
$\frac{3}{8}$	0.375	37.5%
$\frac{4}{8}$ or $\frac{1}{2}$	0.5	50%
$\frac{5}{8}$	0.625	62.5%
$\frac{6}{8}$ or $\frac{3}{4}$	0.75	75%
$\frac{7}{8}$	0.875	87.5%
$\frac{8}{8}$ or 1	1	100%
whole		

@SarahFarrellKS2

Convert metric units

length

$10\text{mm} = 1\text{cm}$ $100\text{cm} = 1\text{m}$ $1000\text{m} = 1\text{km}$

$\times 10$ $\times 100$ $\times 1000$

capacity

$1000\text{ml} = 1\text{l}$

$\times 1000$

mass

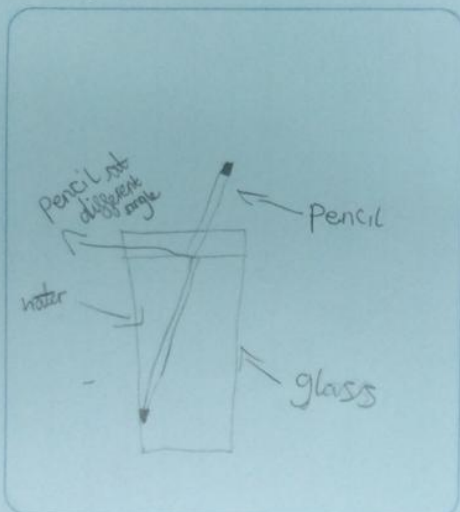
$1000\text{g} = 1\text{kg}$

$\times 1000$

Science

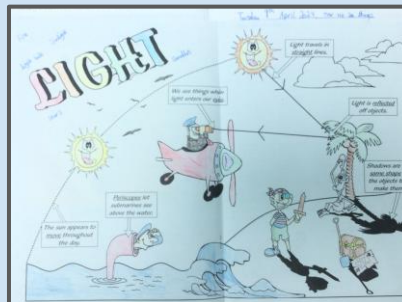
In science this half term, we have been learning all about light, building on some of the learning that had previously taken place in Year 3/4. The children understood the concept that light travels in a straight line, and, through practical exploration, understood how shadows are created and investigated the effect that the distance between the light source and the object has on the size of the shadow created.

Put a pencil into a glass of water.
Draw what you see.



Use your understanding of light and refraction to explain what you saw when you put the pencil in the water.

The pencil looks like it's at a different angle. Light travels more slowly through water than air. Light changes direction as it moves through different mediums.



In other lessons, we looked at how reflection works within a periscope and had a go at seeing refraction in action and the 'magic tricks' that this scientific process can produce.

How does the distance between an object and a light source affect the size of a shadow?

Variables
The variable I will measure (dependent variable) is The Size of the shadow
The variable I will change (independent variable) will be The distance from the light source
The variables that will stay the same (control variables) are:

- the size and shape of the puppet
- the angle of the shadowboard
- the angle of the torch along on the puppet

Prediction
What do you think will happen? (use the words closer or further and bigger or smaller)
The smaller the light source from the puppet, the bigger the shadow will be.

Diagram: Draw what your investigation looks like here.

1st measurement 5cm 4.7cm 4.5cm
2nd measurement 8.5cm 3rd measurement
4th measurement

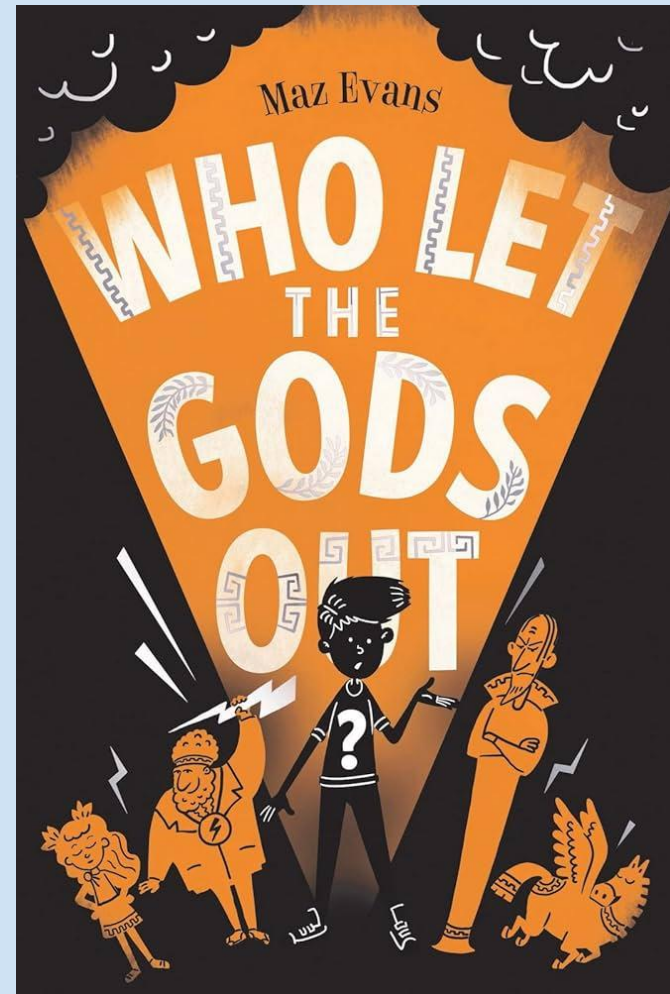
Distance from torch (cm)	Size of shadow (cm)	Distance from torch (cm)	Size of shadow (cm)
10	5cm	00	
20	4.7cm	70	
30	4.5cm	80	
40	5.5cm	90	
50		100	

Results: What did you find out? Was your prediction correct?
I predict that you will be able to see the shadow a little bit but not clearly. The closer the light goes to the puppet the bigger the puppet gets.

CHALLENGE: Plot your results on a line graph (see template provided)

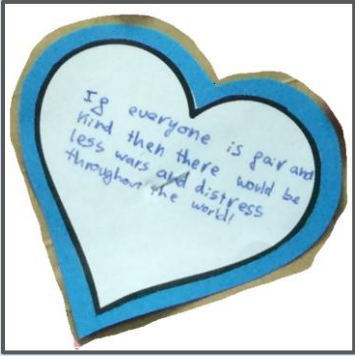
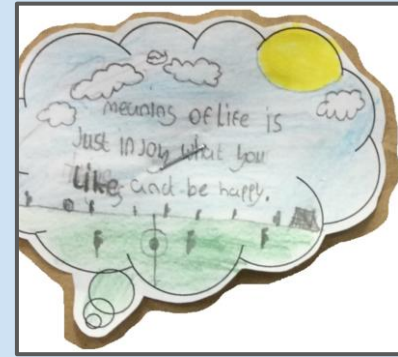
Whole Class Read

We have started reading 'Who Let the Gods Out' written by Maz Evans this term. The children have thoroughly enjoyed listening to the adventures of Elliot and Virgo in this supernatural adventure thriller.



R.E

This term, we have been learning all about humanism in Religious Education. We have learned what humanists believe, with a focus on humanists' 'Code for Living', and compared their beliefs to those of religious people.



We've discussed the 'Meaning of Life' according to different religions, and considered our own interpretation. As well as this, we've explored ideas surrounding morality and how humanists make decisions on how to act.

We have even had our very own Mrs Utley, who is an accredited Humanist celebrant, talk through various weddings that she has accredited, before discussing how humanists may mark important events differently from those of religious faith.



I'm a wedding celebrant accredited to Humanists UK, working across Yorkshire and the Humber. Take a look at my website too:

cathyutley.pb.online



RHE

In RHE this half term we have been focusing on the topic: 'Healthy Bodies, Healthy Minds'. We have been discussing ways in which we can take care of our mental health using strategies such as positive thinking, mindfulness techniques and adopting a growth mindset towards situations. We have also discussed how social media can affect our mental health and thought about ways in which we can ensure we are safe when we are in certain situations involving social media.

Relationships can provide you with:

- value;
- positive self-esteem;
- confidence;
- humour;
- support;
- encouragement;
- respect;
- belief;
- empowerment;
- love;
- care;
- learning.



Friends are more important than boyfriends or girlfriends.

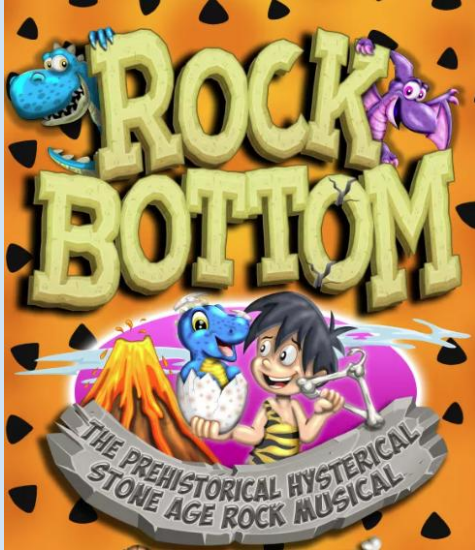
If a friend asks you to do something that you don't want to do, you have the right to say no.

It is ok to make fun of someone who has a boyfriend or girlfriend.

We have also discussed the topic of relationships and shared ideas as to what makes a healthy relationship and what makes a relationship unhealthy. We discussed various scenarios and voted whether we agreed, disagreed or were unsure about statements related to relationships.

Music

In Music this half term we have begun our practice for the end



We have also been introduced to our production songs and are excited to perform 'Rock Bottom' to a live audience next half term. We have begun to think about both individual and group roles within our songs and any potential harmonies involved. The Year 6s have had their singing auditions for the main character parts and Year 5 have been working hard to learn the lyrics of the first number: 'Rock Bottom Rocks'.

PE

This half term, we have enjoyed playing various team games such as basketball, cricket, tennis, badminton and football. The objective of all the games was to show teamwork, fairplay and positive communication skills.



Pupils have also been developing their gymnastics skills, focussing on various balances, jumps and rolls.

Art

Over the term we have been working to produce an authentic Greek pot based on a 'thumb-pot' design.

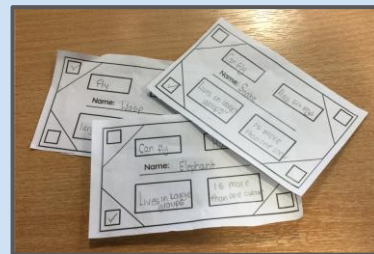
We have been focussing on a range of pottery techniques: rolling, coiling, joining and, of course, fluting.



Computing

In computing, we have been exploring databases. After learning about 'fields', we created our own physical database using records on pen and paper. We then compared these to electronic databases, before searching and organising increasing complex records.

We also looked at how we could present and visualise data through use of a variety of charts.



Surname	First Names	Title	Age	Gender	Boarded	Class	Survivor (S) or Victim (V)	Extra information
Allen	Elisabeth Walton	Miss	29	Female	Southampton	1st	S	
Allison	Hudson Joshua Creighton	Mr	30	Male	Southampton	1st	V	
Allison	Hudson Trevor	Master	0.92	Male	Southampton	1st	S	
Allison	Bessie Waldo	Mrs	25	Female	Southampton	1st	V	
Allison	Helen Loraine	Miss	2	Female	Southampton	1st	V	
Anderson	Harry	Mr	47	Male	Southampton	1st	S	
Andrews	Thomas	Mr	39	Male	Belfast	1st	V	
Andrews	Kornelia Theodosia	Miss	62	Female	Cherbourg	1st	S	
Appleton	Charlotte	Mrs	53	Female	Southampton	1st	S	
Artagaveytia	Ramon	Mr	71	Male	Cherbourg	1st	V	
Astor	John Jacob	Colonel	47	Male	Cherbourg	1st	V	
Astor	Madeline Talmage	Mrs	18	Female	Cherbourg	1st	S	
Aubart	Léontine Pauline "Ninette"	Mme	24	Female	Cherbourg	1st	S	
		Miss	26	Female	Southampton	1st	S	Maid to Mrs Tyrrell William Cavendish

A direct flight

Price: £614

Airline: Aer Lingus

Duration: 8 hours 35 minutes

Advantages: In - Flight Entertainment

Disadvantages: Long Journey

Aer Lingus	8h 5m	£614
14:15	Direct	Return per traveller
Manchester (MAN)		New York (JFK)

We completed our unit by exploring real-world online databases of information.

We searched for a variety of flights with differing search criteria.