

Newspaper article from September 2003 to read to the class

Graffiti vandals hit Hogwart's Express!!

By Mark Blacklock

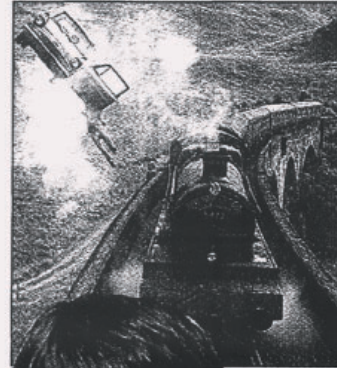
Muggles of the very worst kind have put Harry Potter's famous Hogwart's Express off the rails.

Vandals caused thousands of pounds worth of damage to the train used to carry the young magician to his school of witchcraft and wizardry in the Harry Potter blockbuster movies.

On the screen, the express locomotive hauls carriages from Platform Nine-and-three-quarters at King's Cross Station to the mythical boarding school.

In real life, the train is Loco No. 5972 Olton Hall and both it and its carriages are painted in the red and maroon Hogwart's Express livery and crest. However, in the land of the Muggles – or real world – it becomes the Spa Express hauling tourists between the seaside resort of Scarborough and the historic city of York.

The summer service finished operating for the season only last week and two carriages were held in sidings at the coastal resort.



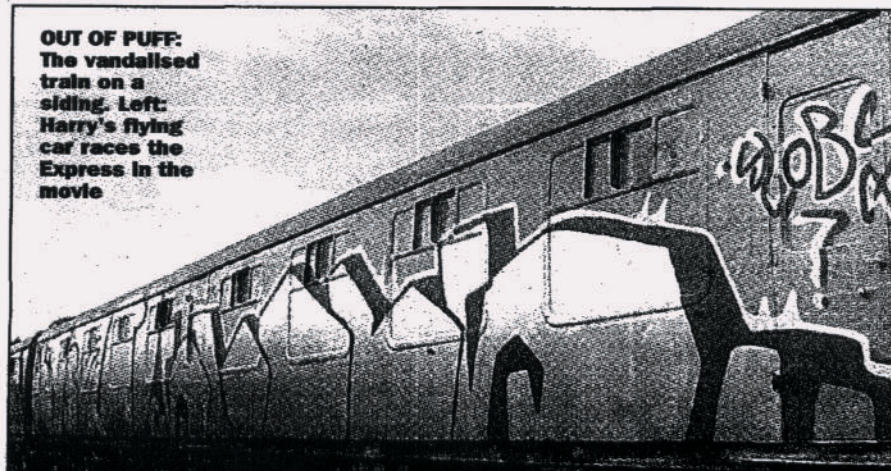
While they were there, vandals broke in to cover them in graffiti, which is estimated to cost up to £3,000 to put it right. A North Yorkshire Police spokesman said: "We do not think for a moment it's any kind of vendetta against Harry Potter".

"The carriages have just been done because they were there," he said.

The Hogwart's Express is owned by the West Coast Railway Company based in Carnforth, Lancs.

It has featured in both Harry Potter movies, after being hired by makers Warner Bros.

It was also used in filming for the third movie of the series, Harry Potter and the Prisoner of Azkaban, where it was shot in scenes in Scotland.



OUT OF PUFF:
The vandalised train on a siding. Left: Harry's flying car races the Express in the movie

ICT: Unit 4a Writing for different audiences QCA

ABOUT THIS UNIT

In this unit children learn that ICT can be used to organise, reorganise, develop and explore ideas, and that working with information in this way can aid understanding. It also gives children opportunities to discuss their experiences of using ICT and how it is used in the classroom.

Children will be able to apply what they have learnt in this unit when: identifying key points in the story or account; writing accounts in which details of character and action are used to interest the reader; using evidence and examples to support key points.

They will also be able to use their skills when writing narrative and non-narrative texts in English; producing accounts which draw on sources in history; clarifying ideas; developing criteria and suggesting ways forward in design and technology.

WHERE THIS UNIT FITS IN

This unit assumes that children:

- are familiar with adjectives, adverbs, connectives and similies
- can identify key points in text
- can skim, scan and close read.

TECHNICAL VOCABULARY

- font size
- bold
- copy
- move
- cut and paste
- spellcheck
- find and replace

Learning objectives	Possible teaching activities	Learning outcomes	Resources
Setting the scene	Reading the incident about the train being vandalised		
Key idea: that newspapers use a variety of presentation techniques and written effects to communicate messages.	<p>Show the class the article from the newspaper. Ask them to read it in small groups and to mark on it effects, such as: the use of expressive language; clear sequence.</p> <p>Explain that they are going to produce newspaper articles, which share these features, using a word processor.</p>	Recognise that a newspaper uses a variety of written and visual effects.	<p>Examples of other newspaper articles from the image bank.</p> <p>Harry Potter's train.</p> <p>Could be more detailed incidents for older children.</p> <p>These tasks are aimed at 8 year olds.</p> <p>Links with creative writing: pretending to be travelling to Hogwart's and the train being derailed by an evil wizard. What magic they would do to put the train back on the track.</p>

Learning objectives	Possible teaching activities	Learning outcomes	Resources
Short Focussed Tasks	Looking at ways to improve the article.		
<p>Technique: to alter font size and use effects to indicate relative importance.</p>	<p>Ask the class to suggest a list of five ways to improve the article and enter their suggestions on screen. Demonstrate how to change font size and use bold to make some ideas seem more important than others.</p> <p>Divide the class into small groups and ask each group to take turns to re-size the words to indicate their order of priority. Ask them to print their work and return the screen to the way it was.</p>	<p>Use font sizes and effects appropriately.</p>	<p>Have the article made accessible on a screen for all children to see.</p> <p>Show different examples of rail vandalism using images from the image bank.</p>
<p>Key idea: that ICT can be used to reorganise text to make its meaning clearer.</p> <p>Technique: to use cut and paste to reorder a piece of text.</p>	<p>Enter a set of descriptions of train events in random order, eg historical events, recollections of what ten witnesses saw/heard at an incident of train vandalism.</p> <p>Explain to the class that information is not always presented in the most useful way.</p> <p>Demonstrate the use of cut and paste to move text around the screen.</p> <p>Divide the class into pairs and ask the children to reorder the sentences to produce a clearer sequence of events.</p>	<p>Use cut and paste to reorder text.</p> <p>Produce a coherent sequence of events.</p>	

RAILWAY CRIME FACTS

Railway crime is a big problem for the people who run the railway tracks and the trains. It takes place at railway stations, on trains and on railway tracks.

At railway stations, crimes include stealing cars and from cars, hurting station users or staff, theft from customers and damaging station buildings.

On trains, crimes include stealing peoples' suitcases, hurting passengers or train staff and damage by football hooligans.

On railway tracks, crimes include walking on or across the railway line without using an official crossing, throwing things at trains, putting things on the track in front of trains, dumping rubbish at the side of tracks and damaging or spraying graffiti on railway buildings.

These are some of the shocking facts about railway crime:

- Half of all damage to trains is usually caused by children between the ages of 5 and 16 throwing rocks or bricks from the side of the tracks or putting things on the tracks.
- 4 million objects are thrown at trains every year.
- 640,000 objects are put on the tracks in front of trains every year.
- It costs the railway industry £260 million every year to repair damaged trains and tracks, replace staff who may have been shocked or injured and in delays to trains.
- It is estimated 27 million crimes of going on the railway tracks without permission (trespass) are carried out each year - 17million of these crimes are committed by adults and 10 million by children under the age of 16.
- It is estimated these crimes of going on the railway tracks without permission are carried out by 1 million adults and 1.3 million children under the age of 16.

British Transport Police is a special police force that deals with all railway crime.

- British Transport Police will visit the homes and schools of young children who carry out acts of railway crime.
- Walking on or near the tracks without permission, except at an official crossing, is a crime - people can be fined up to £1,000.
- Throwing things at trains is a crime - people can be sent to prison for life for a serious offence.
- Putting things on the track that can damage or derail a train is a crime - people can be sent to prison for life for a serious offence.

Going on or near the railway tracks, either to take a short cut or to carry out other acts of railway crime, is very dangerous.

- A train cannot stop quickly or swerve like a car. Even a slow moving freight train cannot stop quickly as it can weigh up to 2,000 tonnes.
- At a speed of 225 kilometres an hour an inter-city train can travel over 2,000 metres (20 football pitches) in 7 seconds.
- If the driver puts on his emergency brakes it would take 2 kilometres metres for an inter-city train to stop.
- Track switching points can trap feet causing serious injury or trap someone in front of a train.
- Electricity from overhead cables on the railway can 'jump' across gaps because it is at a high voltage of 25,000 volts - you do not have to actually touch the cables to be badly burnt or killed.
- Dangling anything near a high voltage overhead cable can result in the electricity jumping and travelling up the item being held.
- Some railway tracks have a 'live' extra rail that looks like a normal railway line but carries electricity at 750 volts, enough to cause very serious burn injuries or even death if you step on it