



Longbenton
HIGH SCHOOL

WEEK 8

MONDAY 8TH JUNE – FRIDAY 12TH JUNE



MUSIC: YEAR 7 ANNALISE LIU AND BLAKE STENT YEAR 8 DANIEL HARRISON AND THOMAS MACKIE
YEAR 9 BRIDGING WORK: BEATRIZ TEIXEIRA
NOMINATED BY: MISS HOULTON

DANIEL AND THOMAS HAVE
SUBMITTED LOTS OF WORK VIA
GOOGLE CLASSROOM THAT THEY HAVE
BEEN WORKING ON SINCE SCHOOL
CLOSED; WELL DONE DANIEL AND
THOMAS!

ANNALISE HAS SUBMITTED A NUMBER OF TASKS THAT SHE HAS COMPLETED OVER THE
LAST FEW WEEKS; THESE ARE VERY DETAILED AND CLEARLY THOUGHT OUT; WELL DONE!



BEATRIZ HAS SUBMITTED AN EXCELLENT FIRST PERFORMANCE
RECORDING. SHE HAS CLEARLY BEEN PRACTISING THE VIOLIN
REGULARLY WHILST AT HOME AND HAS EVEN BEEN HAVING ONLINE
LESSONS; WELL DONE BEATRIZ!

BLAKE HAS CREATED THIS
EXCELLENT ART WORK IN RESPONSE
TO A PIECE OF MUSIC HE HAS BEEN
LISTENING TO.



YEAR 10 GCSE MUSIC: JACK ARCHER, AVA HO, NIAMH MCCAFFERTY, KATIE PEARSON,
CHARLOTTE ROBINSON, ELEANOR WILSON AND ELLIE WRAY
NOMINATED BY: MISS HOULTON



MISS HOULTON SAYS: "WELL DONE TO JACK, AVA, NIAMH, KATIE, CHARLOTTE, ELEANOR AND ELLIE WHO CONTINUE TO **REALLY** IMPRESS ME..."

- THEY ARE ALWAYS UP TO DATE WITH ALL TASKS IN GOOGLE CLASSROOM, COMPLETING EVERYTHING THOROUGHLY AND TO A CONSISTENTLY HIGH STANDARD
- THEY COMMUNICATE MATURELY AND PROACTIVELY WITH ME IN GOOGLE CLASSROOM
- THEY DEMONSTRATE A GOOD UNDERSTANDING OF THE CONTENT AND A READINESS TO IMPROVE THEIR WORK WHEN NECESSARY"



YEAR 9 BUSINESS AND ENTERPRISE BRIDGING WORK: HARRY AVERY, HARI NUNN AND NATHAN PROCTER

NOMINATED BY: MR BOWMAN AND MRS TEALE



MRS TEALE SAYS:



"MR BOWMAN AND I WOULD LIKE TO NOMINATE HARRY, HARI AND NATHAN FOR A SUPER, IMPRESSIVE START TO THEIR BUSINESS AND ENTERPRISE BRIDGING WORK. THEY ARE INCREDIBLY MOTIVATED, HAVE COMPLETED FANTASTIC RESEARCH AND HAVE POSED EXCELLENT QUESTIONS - WELL DONE!"



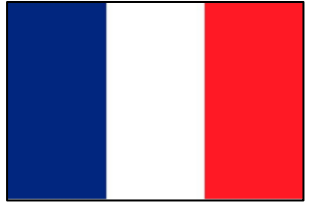
MRS RICHARDSON'S WORKERS OF THE WEEK IN FRENCH

YEAR 7: OLIVER BEWICK, ROWAN HOGG AND TRISTAN KOLSAGO FOR A FANTASTIC EFFORT AND GREAT PRESENTATION OF THEIR TREASURE HUNT TASK IN FRENCH.

YEAR 7: BLAKE STENT FOR HIS VIDEO OF HIMSELF
PRESENTING HIS TREASURE HUNT PHRASES IN FRENCH.

YEAR 8: FANTASTIC EFFORT FROM DANIEL COLLINS AND EVAN DORWARD - GREAT TO SEE THE BOYS ENGAGING IN FRENCH!

YEAR 9: ADA GIBSON, SARAH RAFFERTY, MAISIE SAMPSON
AND LILIAN WINTERMAN FOR EXCELLENT WORK ON
SENECA.



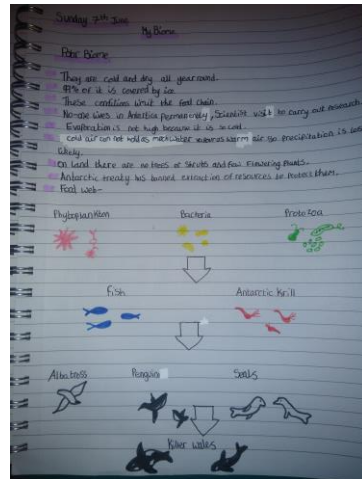
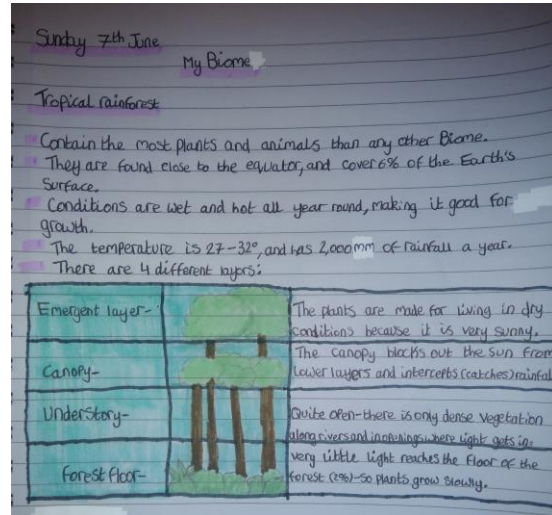
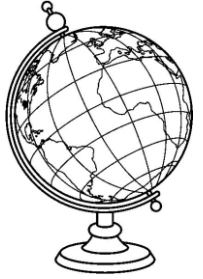
Sentence

- Mon chat sur un canapé.
- C'est mon chien en peluche.
- Le vélo rouge de mon père.
- Vous aimez l'ananas?
- Tortue se détendre sur l'herbe.
- Souris comme manger du fromage.
- Fenêtre avec des plantes.



GEOGRAPHY: YEAR 8 LUCY STUTT

NOMINATED BY: MRS LAMBERT



LUCY COMPLETED SOME EXCELLENT RESEARCH ON BIOMES OF THE WORLD. I EXPLAINED TO LUCY THAT IF WE HAD BEEN IN SCHOOL THEY WOULD BE COMPLETING A 'BIOME IN A BOX' AND THEN COMPARING 2+ BIOMES. LUCY DID THIS AS EXTRA WORK OVER THE WEEKEND PRODUCING EXCELLENT WORK ON THE POLAR AND TROPICAL RAINFOREST BIOMES. MRS LAMBERT IS SO IMPRESSED WITH THE MOTIVATION, CREATIVE FLAIR AND RESEARCH SKILLS OF LUCY - IT HAS MADE HER WEEK!



MRS LAMBERT'S GEOGRAPHERS OF THE WEEK!



YEAR 10 - EXCELLENT SCORES ON RETRIEVAL PRACTICE QUESTIONS SHOWING A FIRM KNOWLEDGE AND FANTASTIC UNDERSTANDING OF WORK COVERED IN YEAR 10

- JACK ARCHER
- BILLY BESTFORD
- JACOB BURNETT

AVA HO
CHARLOTTE SPOWART
ELLIE WRAY



YEAR 10 - KIERAN BUCKLE IS SHOWING IMPROVED ORGANISATIONAL SKILLS TO COMPLETE THE WORK SET AND CONSOLIDATE HIS UNDERSTANDING FROM YEAR 10 WORK. REALLY WELL DONE.

YEAR 8 - AIZAH SHARIFF PRODUCED A WELL RESEARCHED AND PRESENTED PRESENTATION ON DIFFERENT APPROACHES TO PROTECTING TROPICAL RAINFORESTS

YEAR 7 - OLIVER BEWICK FOR PRODUCING DETAILED WORK ON THE CAUSES AND EFFECTS OF CLIMATE CHANGE - INCLUDING MAPS AND GRAPHS.

MISS LOWERY'S STARS OF RELIGIOUS STUDIES THIS WEEK...



YEAR 7: TRISTAN KOSALKA AND RUBY PATTERSON

TRISTAN AND RUBY HAVE BEEN NOMINATED FOR EXCELLENT WORK ON SIKHISM

YEAR 9: MILLIE CLARK, EVIE SHERWOOD AND LIESEL STENT

THESE STUDENTS HAVE BEEN CHOSEN AS THE TOP 3 STUDENTS IN THE YEAR 9 RS BRIDGING WORK GROUP. THEY HAVE BEEN CHOSEN FOR PRODUCING A HIGH VOLUME OF EXCELLENT QUALITY WORK AND GENUINE, ONGOING ENGAGEMENT WITH THE TOPICS STUDIED.

WELL DONE TO YOU ALL!



YEAR 7 ENGLISH: OLIVER BEWICK, LILY DADSWELL AND KATE KILLEY

YEAR 10 GCSE: JACK CLARKE, CHARLOTTE COLLINS, JOE MORRISON AND ELEANOR WILSON

NOMINATED BY: MRS OLIVER



THESE STUDENT HAVE EACH BEEN NOMINATED FOR CONTINUING TO PRODUCE HIGH QUALITY WORK, CREATIVE AND THOUGHTFUL ENGLISH WORK, AND FOR TACKLING CHALLENGING NEW MATERIAL REALLY WELL.



DT: 8SI NEEMA LULU

NOMINATED BY: MS NEWTON-SCOTT

NEEMA HAS BEEN NOMINATED
FOR HER EXCELLENT LAMPSHADE
DESIGNS!

WELL DONE NEEMA!



ENGLISH: 10N KIERAN BUCKLE AND GEORGIA COWANS
10S SAMUEL CASSARINO LOPEZ AND JESSICA MYERS
NOMINATED BY: MISS MCKENNA

ALL OF THESE STUDENTS HAVE WORKED VERY HARD ON THEIR POETRY ANNOTATIONS. THEY HAVE DONE A FANTASTIC JOB AT TACKLING CHALLENGING POETRY BY EXPLORING INTRIGUING INTERPRETATIONS. I HAVE THOROUGHLY ENJOYED READING THE WORK THEY'VE PRODUCED - KEEP UP THE EXCELLENT WORK!

How might photographs of wars change our behaviour and thinking?

We might put ourselves in their shoes and would make you change your behavior or thinking of war.

How might the photographers and journalists who go to war zones and report on them be emotionally affected by the experience?

These journalists and photographers might get traumatised by what they see out there and might feel sad or feel sympathy for the vulnerable people that are harmed in war.

How did the picture on slide 2 make you feel? What did it tell you about the Vietnam War?

It made me feel guilty for turning a blind eye to things like war and what others have gone through it also made me feel uncomfortable. This is because it makes you wonder how lucky you are to be living in a place without war and to not have gone through those events.

How might this picture have been influential and made people change their attitude towards the Vietnam War?

This picture will heavily influence people who have children this is because it might made them imagine if their children were on that photo running or even people who don't have children and have sympathy for them or other people who have also experienced war.



YEAR 10 GCSE HISTORY: AVA CLARK

NOMINATED BY: MR HAROLD



I'VE HAD AN INCREASED AMOUNT OF GOOD WORK BEING SENT IN BY BOTH YEAR 9 AND YEAR 10, BUT AVA HAS CONTINUOUSLY PRODUCED WORK TO A HIGH STANDARD AND HAS BEEN VERY PUNCTUAL. WE HAVE JUST STARTED A NEW TOPIC IN HISTORY (SPAIN AND THE NEW WORLD) AND AVA HAS GONE OUT OF HER WAY TO KEEP HER WORK IN THE SAME FORMAT AS WE WOULD IN LESSONS.

Thursday 4th June 2020

Spain and the New World

Main language in:	Main religion in:
Spain - Spanish	Spain - Catholicism
Cuba - Spanish	Cuba - Catholicism
Mexico - Spanish	Mexico - Catholic
Panama - Spanish	Panama - Catholic
Peru - Spanish	Peru - Catholicism
Bolivia - Spanish	Bolivia - Catholicism

All of these countries have things in common, for example they all have the main language Spanish and main religion Catholic.

In 1492 Spain was ruled by King Ferdinand and Queen Isabella. They were Christian (Roman Catholic) and in 1492 they had just driven the Muslims out of the whole of Spain.

Why could exploring other parts of the world help Ferdinand and Isabella achieve their aims?

Exploring the world could help achieve their aims as they could spread Christianity and make allies to become more powerful.

Christopher Columbus

Video Notes:

- Born around 1451 in Genoa.
- He was a navigator.
- He dreamed of going to China and converting people to Christianity.
- He asked Portugal, England and France for help but was turned away.
- Spain, however, did help.
- Ferdinand and Isabella gave him 3 ships and a crew of 87 men.
- In August 1492 he set sail.
- Made a stop in the Canary Islands.
- In Oct he landed in the Bahamas, explored Cuba and Haiti and the Dominican Republic.

I think Ferdinand and Isabella helped Columbus despite others saying no as he had the same dream as them and wanted to explore the world. This is therefore helping them.

Beyond planting the royal banner, Columbus spent little time there.

On October 12th land was sighted. The place of the first Caribbean landfall, called Guanahini.

On October 28th they landed in Cuba, which Columbus thought was Japan.

On December 5th he turned back southward to search for China.

They arrived in Haiti, which on December 6th Columbus named Hispaniola. There he found at least enough gold and prosperity to save him from ridicule on his return to Spain.

He set up a stockade and posted 39 men to guard it until his return.

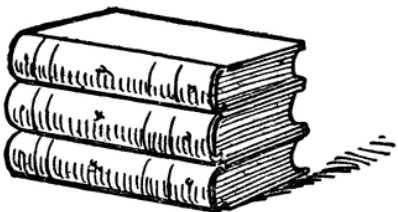
After nearly a month in the Canaries, they set out on 1 Sept 6th. Sailed southward to Canary Islands.

Fleet left on August 3rd 1492.

On several occasions in September and early October, sailors spotted floating vegetation and birds - signs that land was nearby.

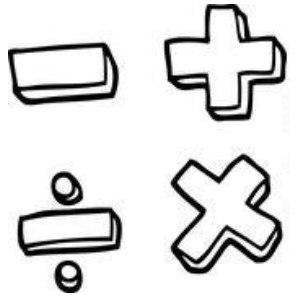
January 16, 1493, he left for Spain. In February they were to seek harbour in the Azores as there was a storm. They were imprisoned by Portuguese. Another storm led them to Lisbon. He had to interview with King John II.

Columbus' First Voyage, 1492



MATHS: YEAR 8 YESHWANTH NANDAKUNAR AND YEAR 9 MEGAN BROOKS

NOMINATED BY: MRS THOMPSON

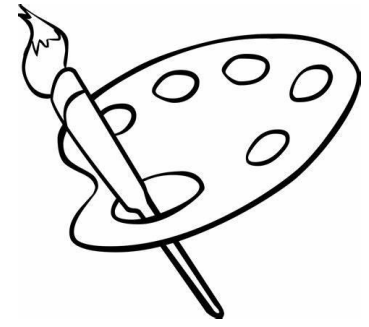
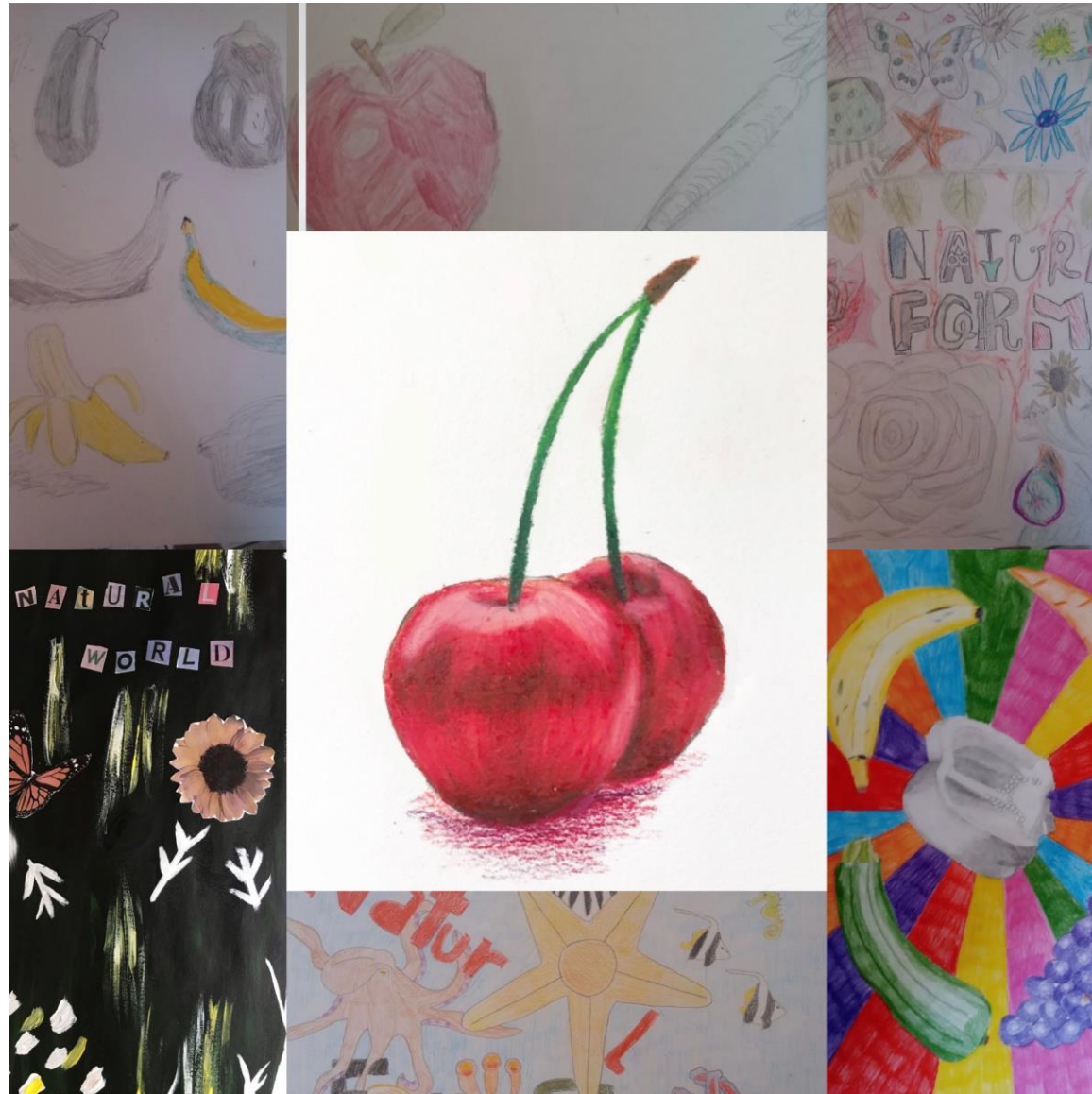


YESHWANTH AND MEGAN HAVE EACH BEEN STEADILY WORKING THROUGH THE MATHS TASKS SET AND HAVE BOTH ACHIEVED SOME VERY IMPRESSIVE SCORES. WELL DONE TO YOU BOTH!



ART YEAR 9 BRIDGING WORK: ANDREIA CAMPOS, LOUISE MILLS AND LUKE SKILTON

NOMINATED BY: MRS WOODHOUSE



WELL DONE TO
ANDREIA, LOUISE
AND LUKE FOR
THEIR EXCELLENT
NATURAL FORM
DRAWINGS



ENGLISH: 9BJO CONNOR COOKSON

NOMINATED BY: MRS WESTGARTH



MRS WESTGARTH SAYS:

"CONNOR HAS SHOWN INSIGHT AND UNDERSTANDING IN HIS THOROUGH ANNOTATIONS OF THE POETRY WHICH WAS SET AS THIS WEEK'S ENGLISH WORK. A VERY IMPRESSIVE RESPONSE TO THE TASKS - WELL DONE CONNOR!"



GEOGRAPHY: YEAR 9 EMMA SAMPLE

NOMINATED BY: MR MOAT



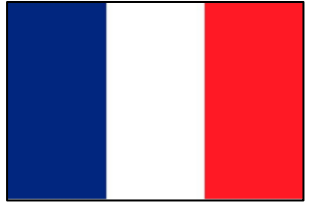
EMMA HAS PRODUCED EXCELLENT WRITTEN NOTES ON GEOGRAPHICAL SKILLS INCLUDING APPROPRIATE DIAGRAMS, COMPLETED ALL ONLINE TASKS ON BBC BITESIZE INCLUDING REVISION AND TEST ACTIVITIES. FINALLY EMMA ACHIEVED A FANTASTIC SCORE ON OUR GEOGRAPHICAL SKILLS CONSOLIDATION GOOGLE QUIZ. GREAT EFFORT EMMA!!



FRENCH: 7S1 SOPHIA DONNISON AND 7N2 KATE KILLEY

NOMINATED BY: MRS BALDWIN

SOPHIA AND KATE HAVE
COMPLETED SOME MORE
ACCURATE FRENCH WORK
THIS WEEK; WELL DONE!



YEAR 7

Independent learning to be completed during school closure

FRENCH

During a two week period you would ordinarily have:

3 French lessons

Completing and 'submitting' work: please complete in your exercise book or on paper. We don't need to see any work done on Linguascope or research notes but you can send us PPTs, Word documents and photos of your work etc via email.

Lesson 1 – Revising family members – complete the following tasks on paper or electronically 1. & 2. Copy and complete the vocabulary list then label them f (feminine) / m (masculine)

ma mère - ...mère...	mon père - my dad
ma belle-mère - my stepmum	mon beau-père - my stepdad
ma sœur - ...sœur...	mon frère - my brother
ma belle-sœur - my stepsister	mon beau-frère - my stepbrother
ma grand-mère - ...grand-mère...	mon grand-père - my grandpa
ma cousine - my (female) cousin	mon cousin - ...cousin...
	mon animal de compagnie - my pet

3. Translate these sentences into English (the first one is done for you)

1. Ma mère s'appelle Jane. My mum is called Jane
2. Mon frère s'appelle Arthur. My brother is called Arthur
3. Ma cousine s'appelle Louise. My cousin is called Louise
4. Mon oncle s'appelle Richard. My uncle is called Richard
5. Ma belle-mère s'appelle Bridget. My step-mum is called Bridget

4. Translate these sentences into French (the first one is done for you)

1. My sister is called Poppy. Ma sœur s'appelle Poppy
2. My cousin is called James. Mon cousin s'appelle James
3. My grandpa is called John. Mon grand-père s'appelle John
4. My aunt is called Joyce. Ma tante s'appelle Joyce
5. My stepbrother is called Martin. Mon beau-frère s'appelle Martin

5. match up the correct translations:

Elle est intelligente	He is creative
Il est amusant	She is mean
Elle est sympa	He is shy
Il est créatif	He is bossy
Elle est sportive	She is intelligent
Il est travailleur	She is confident
Elle est méchante	He is funny
Il est autoritaire	She is sporty
Elle est assurée	She is nice
Il est timide	He is hard-working

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beau-père – my stepdad

ma sœur – my sister

mon frère – my brother

ma belle-sœur – my stepsister

beau-frère – my stepbrother

ma grand-mère – my grandma

grand-père – my grandpa

ma cousine – my (female) cousin

cousin – my (male) cousin mon animal de compagnie – my pet

mon

mon

mon

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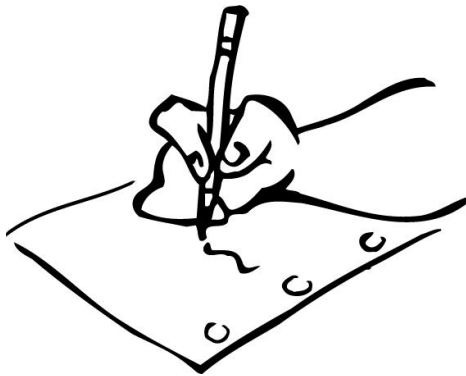
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YEAR 9 GCSE SPANISH BRIDGING WORK: MILLIE CLARK

NOMINATED BY: MISS NORTON



MISS NORTON SAYS:

"I AM NOMINATING MILLIE FOR WRITING A FABULOUS
PARAGRAPH ABOUT HER FREE TIME AND THEN RECORDING
HERSELF READING IT!"

WELL DONE MILLIE"

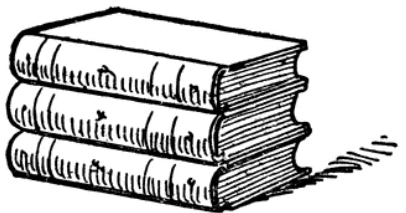
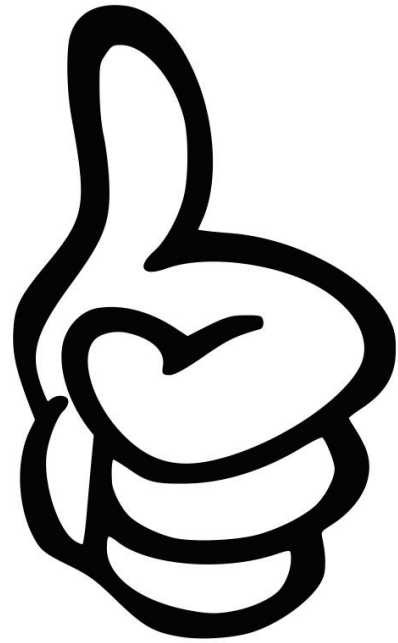


HISTORY YEAR 7: OLIVER BEWICK, EVE DADSWELL AND LILY DADSWELL

YEAR 8: THOMAS MACKIE

YEAR 9: HARI NUNN

NOMINATED BY: MISS POTTS




ALL OF THESE STUDENTS ARE REALLY ENGAGED WITH THEIR HISTORY WORK. THEY ARE UP TO DATE WITH TASKS AND THEY ARE CONSISTENTLY SENDING WORK IN WHICH HAS BEEN DONE TO A VERY HIGH STANDARD. THEY ARE TAKING ON BOARD ADVICE BY RESPONDING TO EBI COMMENTS.

WELL DONE TO YOU ALL!

MRS ANDERSON'S SCIENTISTS OF THE WEEK!



YEAR 12 CHEMISTRY: <u>BETHAN KEILLER</u> FOR COMPLETING ALL OF THE HOME LEARNING TASKS TO AN EXTREMELY HIGH STANDARD.	YEAR 10 SCIENCE: <u>ROSE TAYLOR-CAIN</u> FOR COMPLETING ALL OF THE ASSIGNMENTS AND SENECA TASKS SET AND PUTTING IN EXCELLENT EFFORT.	YEAR 9 CHEMISTRY: <u>MAX WRIGHT</u> FOR EMBRACING THE NEW GCSE LEVEL WORK AND COMPLETING THE TASKS QUICKLY AND TO A REALLY HIGH STANDARD	YEAR 7 SCIENCE: <u>LILY</u> <u>DADSWELL</u> SENT IN SOME REALLY DETAILED WORK ON ELECTRICITY AND MADE SOME EXCELLENT FLASHCARDS 
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MRS SKINNER'S HISTORIANS OF THE WEEK!

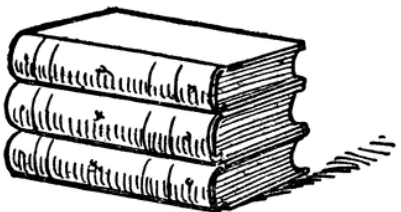


YEAR 8- EVAN DORWOOD AND ROHAN PERKINS FOR THEIR WORK ON VICTORIAN BRITAIN

YEAR 9- I CONTINUE TO BE REALLY IMPRESSED WITH THE YEAR 9S AND THE GCSE BRIDGING TASKS. KATIE BYERS, MAISY CHAN, MILLIE CLARK, BEN HARTRIDGE, JOSIE HOWEY, JACKSON JONES, DANIEL LEVITT, HOLLY PEACOCK, LUKE SKILTON, CHARLOTTE TEASDALE, KATIE VASEY AND HARRY WESTWOOD HAVE ALL BEEN NOMINATED FOR SUBMITTING GREAT WORK ON MEDIEVAL LIFE.

YEAR 10- EMILY BOYD, SAMUEL CASSERINO, KYLE CARTER DOWDING, AVA HO, KENZIE HEATHERINGTON, NIAMH MCCAFFERTY, TOM MASON, DANIEL PEARSON, KATIE PEARSON, SAM ROBINSON AND ROSE TAYLOR CAIN FOR EXCELLENT EFFORTS ON SPAIN AND THE NEW WORLD 1492-1555. THEY HAVE SUBMITTED SOME EXCELLENT WORK ON THE FIRST VOYAGE OF CHRISTOPHER COLUMBUS.

YEAR 12- DAN MELROSE AND JOE MURRAY FOR CONTRIBUTING TO SECOND REMOTE A LEVEL LESSON ON THE TUDORS.



YEAR 9 GCSE DRAMA BRIDGING WORK: ELLA DAVIDSON, EDAN SCALES AND LIESEL STENT

NOMINATED BY: MISS CONNOR AND MRS MAUGHAN

WE HAVE BEEN
EXTREMELY IMPRESSED
WITH THE WORK ETHIC
OF THESE STUDENTS IN
STARTING THE GCSE
DRAMA BRIDGING
TASKS. THEY HAVE ALL
PRODUCED THOUGHTFUL
AND HIGHLY DETAILED
WORK.



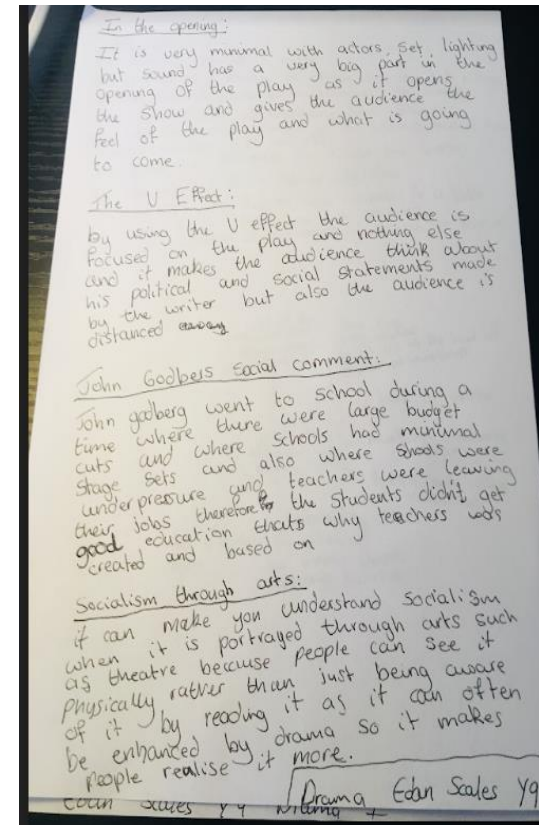
By using the V-effect I think Brecht and Godber are trying to achieve creating a clear distinction between the play and the political message behind it. They are trying to remind the viewers that the performance they are watching is just that: a performance, and that the most important thing they must take from it is the political and social statements the performance provokes. Encouraging the viewers to think about the messages while still enjoying a performance is (I believe) Brecht's and Godber's main and most important goal.



John Godber's social view on education is clearly commented on and expressed in the play 'Teachers'. This is shown repeatedly when one of the play's characters 'Mr. Dixon' talks about how all children should have the same resources for their education even if their parents cannot afford to send them to a private school. This could be linked to the changes being made to the education system while the play was being written, this includes Margaret Thatcher's expressed enthusiasm for more schools to become Private academies and to begin charging for their courses, as well as the performance's school's name 'Whitehall' which, incidentally, is the name of the establishment (as well as the central government) that took control of schools and their education system's choices.

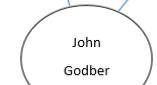


It is important that socialism is explored through art. This is because art can be a form of light hearted expression while still conveying an important political, social or environmental message. Any form of art, including theater in Godber's case, can be a way to present a message or issue to many different audiences. This is a much more creative and diverse manner of expression and thus guarantees a higher level of freedom to the way you choose to present it. Like any serious message, socialism is easier presented through art. This is because it contains many deep-rooted issues and allows it to not only be understood and interpreted better, but to also be enjoyed while the audience is doing so. So, in conclusion, it is extremely important that socialism is explored through art, however no more important than any other social, political, environmental or economical issue.



The John Godber company was established in 2011 by Godber and his playwright/director/ actress wife, with the aim of letting playwright John Godber express himself through dramatic form.

Godber states that the conventions of modern drama became increasingly boring and most of the plays he had read were set in realistic locations and therefore fairly limiting in terms of how they could represent themselves



The play teachers specifically is based on his time working in Milnthorpe high school, using experiences within the play that he saw first hand as a drama teacher 'Teachers is about the power of imagination – both that of the actors and the audience'

The props he used were the objects available to him in the drama classroom he used when he worked at a High School, which is what he primarily based the play on.

Many of his plays were based on childhood experiences and things he had seen growing up in a not so wealthy upbringing.

Blood, sweat and tears was influenced by his young hard, beaten and fearful life experiences, such as being bullied by a semi-professional boxer



DRAMA: 7s1 ANNALISE LIU

NOMINATED BY: MRS MAUGHAN

ANNALISE SENT ME HER ANNOTATION OF THE MONOLOGUE AND HAS INCLUDED SOME LOVELY THOUGHTFUL IDEAS. HER ANNOTATION OF ACTING SKILLS IS DESCRIPTIVE AND SHOWS A GOOD UNDERSTANDING OF CHARACTER. WELL DONE!



<p>Peter: And Peter was alone at last. And soon the rock would be submerged. And by and by, there could be heard the melancholy music of the mermaids calling to the moon. Peter was not quite like the other boys, but he was afraid at last. A tremor passed through him like a shudder over the water. But on the water, one shudder follows another till there are hundreds. With Peter, there was only one. And soon, he was on his feet again, ha, with a smile on his face, a drum beating inside him! And it was saying- it was saying to die would be an awfully big adventure.</p>	<p>i think peter said his monologue in third person because it lets the audience know what's happening if you were there. It is said in a metaphorical way with emotion and description to visualise what's happening.</p>
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Annotations on the left side of the monologue:
said with feeling and fear
bravery and trembling
show shuddering, look into distance
triumphantly and victoriously
look scared and confused then run away and go back into the character of peter



GEOGRAPHY: YEAR 7 THOMAS BENNETT

NOMINATED BY: MISS CARTWRIGHT



MISS CARTWRIGHT SAYS:

"THOMAS IS MY WORKER OF THE WEEK FOR COMPLETING TWO GREAT PIECES OF WORK FOR GEOGRAPHY; KEEP UP THE GREAT WORK THOMAS!"



ENGLISH: 7 BLAKE STENT

NOMINATED BY: MRS HUTCHINS

MRS HUTCHINS SAYS: "BLAKE'S WORK IS PARTICULARLY IMPRESSIVE WITH LOTS OF TIME AND EFFORT GOING INTO UNDERSTANDING CHALLENGING LANGUAGE. WEEK ON WEEK, I'M SEEING REAL PROGRESS FROM BLAKE AND AM INCREASINGLY IMPRESSED BY THE WORK HE SENDS ME"



Lesson 2

Task 1 - In A Midsummer Night's Dream Egeus is the father of Hermia who is refusing to marry the man he has chosen for her (Demetrius) so he goes to the Duke of Athens to ask for his help. Read through the speech he gives (Source 2) and answer the following questions:

1. "This man hath my consent to marry her." What does this tell us about the power fathers had at this time?

This shows that the father has given the man permission to marry her. It sounds like she is property to be given away. It's not taking her feelings into consideration. It shows that the dad can choose something for his daughter even if she doesn't like it. It shows how much control he has over her.

2. What does Egeus mean when he says Lysander has "bewitch'd]"his daughter?

It means that Lysander has 'put a spell on her' and that he has done lots of different things to make her fall in love with him. None of this should matter or sway her to go against her father and because Lysander has managed this then it must be a spell.

3. How has Hermia responded to her father's orders?

She has refused to marry him and wouldn't even go with him to see the Duke.

4. What will happen if Hermia does not marry Demetrius?

"I beg the ancient privilege of Athens, As she is mine, I may dispose of her: Which shall be either to this gentleman Or to her death, according to our law Immediately provided in that case." This is the part of the text which shows the father is asking the Duke to follow through with the laws that they have in that time. Either she marries who the father chooses or she will be put to her death!

Source 2

Egeus. Full of vexation come I, with complaint

Against my child, my daughter Hermia.

Stand forth, Demetrius. My noble lord,

This man hath my consent to marry her.

Stand forth, Lysander: and my gracious duke,

This man hath bewitch'd the bosom of my child;

Thou, thou, Lysander, thou hast given her rhymes

And interchanged love-tokens with my child.

Thou hast by moonlight at her window sung

With feigning voice verses of feigning love;

And stolen the impression of her fantasy

With bracelets of thy hair, rings, gawds, conceits,

Knacks, trifles, nosegays, sweetmeats,

Messengers Of strong prevailment in unhardened youth

With cunning hast thou trick'd my daughter's heart,

Turn'd her obedience, which is due to me,

To stubborn harshness: and my gracious duke,

Be it so she, will not here before your grace

Consent to marry with Demetrius,

I beg the ancient privilege of Athens,

As she is mine, I may dispose of her:

Which shall be either to this gentleman

Or to her death, according to our law

Immediately provided in that case.

A personal pronoun is a pronoun such as 'I', 'you', 'she', or 'they' which is used to refer to the speaker or the person spoken to, or to a person or thing whose identity is clear, usually because they have already been mentioned.

Imperative verbs are verbs that create an imperative sentence (i.e. a sentence that gives an order or command). When reading an imperative sentence, it will always sound like the speaker is ordering someone around.

Emotive language is used to evoke emotion in the reader e.g. pity or fear

A writer uses listing to add emphasis to a point, show they are knowledgeable or to offer a variety of ideas in the hope that the reader will be familiar with one or several of them

Flattery is when excessive and insincere praise is given to a person especially to further one's own interests. Flattery can be used to persuade people into believing your argument.

Task 2 - Write a modern version of the speech. Start with the following sentence, "I am absolutely furious with my daughter Hermia..."

"I am absolutely furious with my daughter Hermia So I have come to you to complain about her.

I have brought with me the wonderful man I want her to marry. Demetrius.

I have also brought sneaky Lysander who has put a spell on her and tricked her by singing love songs and poetry at night, bringing her lots of gifts, delicious treats and flowers to mislead her. Which is cunning.

Now she won't listen to me or do as she's told. She wouldn't even come here today to see the almighty

So I'm asking you to tell her to marry Who I say to marry or she should be put to death because that is our law here.

Task 3- Can you identify any of these persuasive techniques used by Egeus? Label them on the speech. Use of personal pronouns – imperatives- emotive language- lists- flattery- use of verbs- adverbs

He uses flattery to make the duke like him so that he can try to convince him to make Hermia marry the man he wants her to marry. Also, he uses powerful language to really show how much this means to him. Lots of words are used to describe Lysander which might make the duke not like this man like cunning, stolen and bewitched. He only uses his daughters name one time. This shows that she is more like property and not loving towards her. It shows there is no personal connection.



GCSE PE YEAR 9 BRIDGING WORK AND YEAR 10 GCSE PE

NOMINATED BY: MR TOWLER



MR TOWLER SAYS:

"WE ARE NOMINATING THE FOLLOWING Y9 AND Y10 STUDENTS FOR ACCESSING THE EVER LEARNER ASSIGNMENTS THIS WEEK AND RECORDING SOME SUPERB SCORES. WE ARE REALLY IMPRESSED WITH THEIR RESILIENCE AND DETERMINATION, AS MANY OF THE GROUP COMPLETED THE ASSIGNMENTS MORE THAN ONCE IN ORDER TO IMPROVE ON THEIR ORIGINAL SCORES! A SPECIAL MENTION TO ANDREA CAMPOS PRADO WHO COMPLETED A HUGE NUMBER OF QUESTIONS AS PART OF THE WORK THIS WEEK."

YEAR 9:

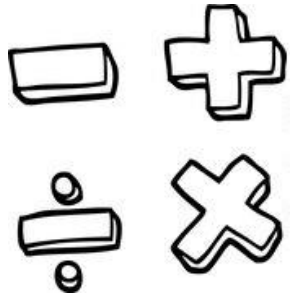
- CHARLIE HANNEN
- BEN HARTRIDGE
- HENRY LISTER
- EVAN MARSHALL
- DAVID SKILTON
- TAMARA STRAKER
- ANNA TAYLOR
- BRADLEY TIPLADY

YEAR 10:

- AIDAN APPLETON
- DANIEL BRODERICK
- KAI HAILES
- EVIE HARTRIDGE
- DOMINIC LEE
- KATIE RENDER
- CHARLOTTE ROBINSON



MISS ATKINSON'S MYMATHS STARS OF THE WEEK



7N1

SYEED ALI
LILLY BAKER
ESME CLARK
MIA COPPEN
LILY DADSWELL
OWEN HUSBAND
DAISY JONES

7S3

SASHA CLARK
TRISTAN KOSALKA
ETHAN MCGUINESS
EVAN NELSON
LUCY SCORER

8S2

ABI MCARTHUR
MILLIE WILLIAMSON
EVAN MARSHALL
CALUM ROBSON
ELLIE SMITH
BRADLEY TIPLADY
FRANK YU

9N2

ERIN BREWIS
CHARLIE HANNEN



YEAR 10 GCSE ENGLISH: AVA HO, JESSICA MCARTHUR, KATIE PEARSON AND CHARLOTTE ROBINSON

NOMINATED BY: MR COOK



"REMAINS" by Simon Armitage

Context

- Simon Armitage - born 1953
- English poet, playwright and novelist
- Professor of poetry
- Poems have reached age

Themes

- Modern conflict
- Britain has been in many wars
- Conflicts in Iraq, Afghanistan, Palestine
- Poetry tries to document wars

Figurative language

- Violent graphic imagery
- They are in a war

Form

- Stanzas
- Unrhymed
- Long lines
- Short stanzas
- First stanza: 10 lines
- Second stanza: 10 lines
- Third stanza: 10 lines
- Fourth stanza: 10 lines
- Fifth stanza: 10 lines
- Sixth stanza: 10 lines
- Seventh stanza: 10 lines
- Eighth stanza: 10 lines
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Monologue

- Reflection of the past
- Conversational
- Present tense
- Where the sentence continues
- With the next line
- Story telling kind of poem

Enjambement

- Where the sentence continues
- With the next line
- Story telling kind of poem

Language/Structural Devices

- Repetition
- Simile
- Metaphor
- Personification
- Onomatopoeia
- Hyperbole
- Irony
- Allegory
- Symbolism
- Metonymy
- Synecdoche
- Personification
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MR COOK SAYS: "I WOULD LIKE TO NOMINATE AVA, JESSICA, KATIE AND CHARLOTTE FOR THEIR OUTSTANDING ANALYSIS OF MORE OF THE GCSE ENGLISH LITERATURE 'POWER AND CONFLICT' POEMS. THEY HAVE CLEARLY SPENT LOTS OF TIME IDENTIFYING AND ANALYSING SOME VERY IMPORTANT WORDS/PHRASES, BIG IDEAS AND WRITERS' METHODS IN THE POEMS."

War Photographer

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REMAINS ANALYSIS

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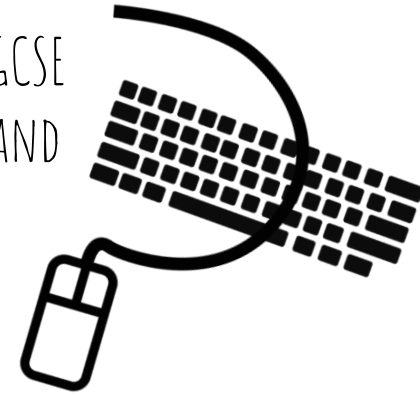


YEAR 9 COMPUTER SCIENCE BRIDGING WORK: MATTHEW HARRIS AND NATHAN PROCTER

NOMINATED BY: MS GILES



MATTHEW AND NATHAN HAVE BOTH PRODUCED AN EXCELLENT STANDARD OF WORK ON OUTPUT DEVICES IN PREPARATION FOR GCSE NEXT YEAR. THEY RESEARCH WELL AND USE APPROPRIATE IMAGES AND EASY TO UNDERSTAND DESCRIPTIONS IN THEIR WORK.



WELL DONE MATTHEW AND NATHAN!



GEOGRAPHY: YEAR 8 ROHAN PERKINS

NOMINATED BY: MR FOLEY



MR FOLEY SAYS:

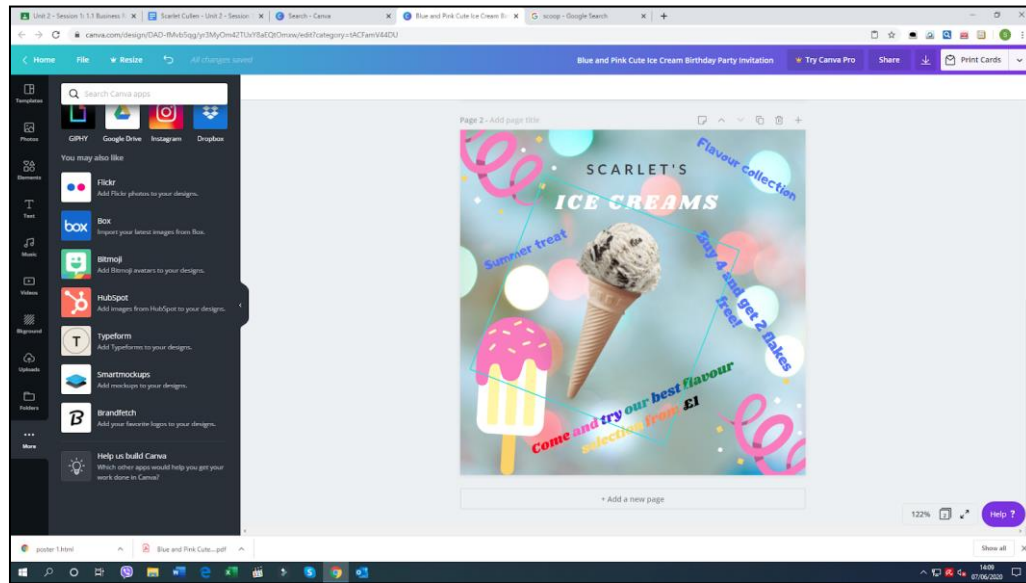
"I WOULD LIKE TO NOMINATE ROHAN FOR AN OUTSTANDING
POWERPOINT PRESENTATION ON ALL ASPECTS OF TROPICAL
RAINFORESTS"



YEAR 10 BUSINESS AND ENTERPRISE: JACOB BURNETT, SAMUEL CASSARINO, JACK CLARKE, SCARLETT CULLEN, JORJA DOIDGE, KRISTINA HOXHOLLI, JASON LOWES AND LAUREN SINCLAIR

NOMINATED BY: MR BOWMAN

THESE STUDENTS HAVE BEEN NOMINATED FOR THEIR RECENT WORK ON "RESOURCES"



At the sea side

ICE CREAM PARLOUR

Get your 6th one free!

- 1-Vanilla
- 2-mint chocolate chip
- 3-lemon sorbet
- 4-raspberry ripple
- 5-rumb and rainson



YEAR 7 ICT: SOPHIA DONNISON, ANNALISE LIU, ELLEN TIERNEY AND MICHAEL WRIGHT
NOMINATED BY: MR BOWMAN



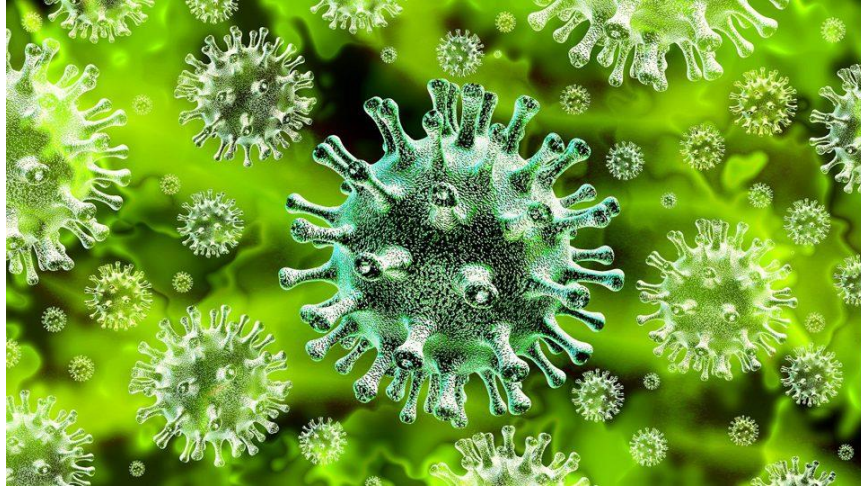
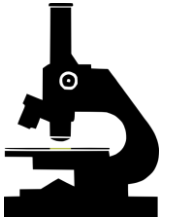
THESE STUDENTS HAVE BEEN NOMINATED FOR THEIR 'THINKUKNOW' E-SAFETY WORK

E SAFETY



YEAR 10 SCIENCE: NATHAN PROCTER

NOMINATED BY: MISS MISRA



MISS MISRA SAYS:

"I AM NOMINATING NATHAN FOR HIS EXCELLENT SCIENCE WORK AND RESEARCH INTO VIRUSES AND VACCINES AND RELATING IT TO OUR CURRENT CORONAVIRUS PANDEMIC. HE HAS CLEARLY PUT A LOT OF EFFORT INTO THIS. WELL DONE NATHAN!"



PSHE AND RELIGIOUS STUDIES: YEAR 7 SOPHIA DONNISON, TRISTAN KOSALKA AND ELLEN TIERNEY

GCSE RS: SCARLET CULLEN AND JESS MCARTHUR

NOMINATED BY: MRS ADAIR-MCAULEY



- **TRISTAN** FOR EXCELLENT RESEARCH ON DISABILITIES IN PSHE
- **SOPHIA** FOR EXCELLENT RESEARCH ON CELEBRITY VIEWS FOR RS
- **ELLEN** FOR A FABULOUS POWERPOINT ON THEISTS, ATHEISTS AND AGNOSTICS
- **JESS** FOR YET MORE EXCELLENT AND THOUGHT PROVOKING GCSE RS WORK ON GENDER EQUALITY
- **SCARLET** FOR EXCELLENT COMMUNICATION / LIAISING WITH ME AND FOR WRITING UP HER GCSE WORK



YEAR 10 TRIPLE SCIENCE – PHYSICS: MICHAEL BEWICK AND DOMINIC LEE

NOMINATED BY: MRS HOLLAND

MRS HOLLAND SAYS:

"I'VE BEEN VERY IMPRESSED WITH BOTH MICHAEL AND DOMINIC'S ATTITUDES TOWARDS WORK THROUGHOUT THIS TIME.

MICHAEL COMMUNICATES VERY MATURELY THROUGH GOOGLE CLASSROOMS WITH ME AND IS PRODUCING HIGH QUALITY WORK ON THE TOPICS WE HAVE COVERED. DOMINIC RELIABLY SUBMITS WORK, PAYING A LOT OF ATTENTION TO DETAIL, AND THEREFORE PRODUCING NOTES AND ANSWERS TO QUESTIONS THAT SHOW A GOOD DEPTH OF UNDERSTANDING. WELL DONE!"

