



LONGBENTON
HIGH SCHOOL

WEEK 10

MONDAY 22ND JUNE – FRIDAY 26TH JUNE



YEAR 9 ENGLISH: HARI NUNN

NOMINATED BY: MRS WESTGARTH



MRS WESTGARTH SAYS:

"I AM NOMINATING HARI AS MY WORKER OF THE WEEK FOR THE THIRD TIME – WELL DONE HARI! I CONTINUE TO BE IMPRESSED BY THE EFFORT HARI IS PUTTING INTO ALL OF THE ENGLISH TASKS AND, DESPITE THE CIRCUMSTANCES WE ARE IN, HE IS STILL MANAGING TO MAKE PROGRESS IN HIS WRITTEN SKILLS!"

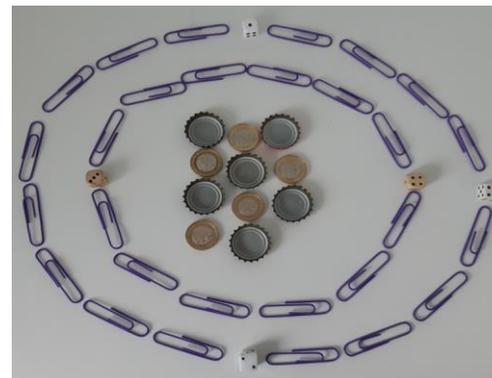
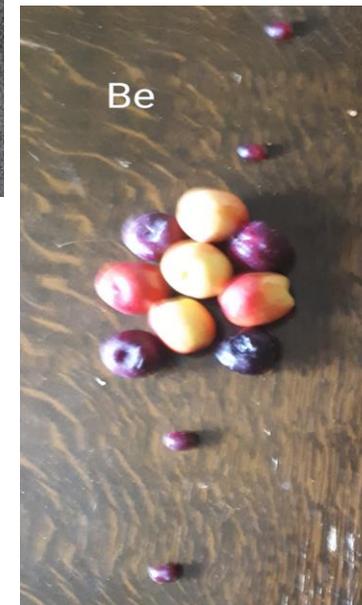
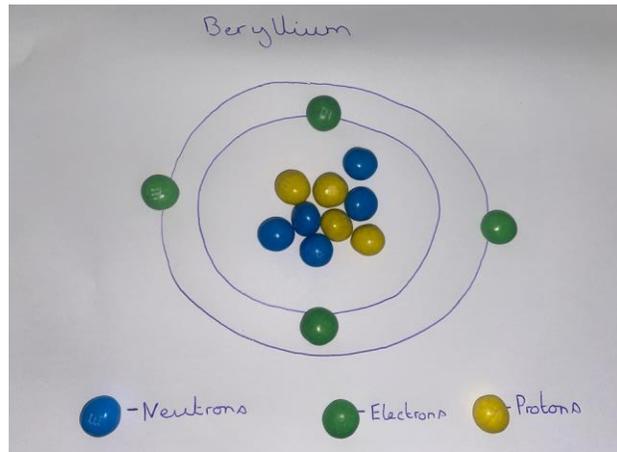


YEAR 9 TRIPLE SCIENCE: AMELIA ATHERTON-BRAND, LOUISE MILLS, NATHAN PROCTOR,
MAISIE SAMPSON, FINTAN WARD AND LILIAN WINTERMAN



NOMINATED BY: MRS ANDERSON

WELL DONE TO THESE YEAR 9 TRIPLE SCIENTIST WHO HAVE BEEN BUSY MAKING THESE EXCELLENT MODELS OF THE ATOM!



FOOD STUDIES: ALL OF THE YEAR 8 BRIDGING CLASS!

NOMINATED BY: MRS MCPHERSON



MRS MCPHERSON SAYS:

"THIS GROUP ARE ALL WORKING SO HARD AT COMPLETING THE TASKS SET AND HAVE BEEN VERY DETAILED AND CREATIVE WITH THEIR IDEAS. IT IS HARD TO SINGLE ANYONE OUT!

WELL DONE YEAR 8, WE ARE LOOKING FORWARD TO TEACHING YOU IN YEAR 9!"



YEAR 9 HISTORY: NAOMI TAYLOR NOMINATED BY: MR HAROLD

MR HAROLD SAYS: "NAOMI HAS COMPLETED ALL TASKS AND CHALLENGE TASKS TO A HIGH STANDARD. WHEN RESEARCHING SHE HAS INCLUDED FACTUAL DETAIL IN HER NOTES. NAOMI HAS BEEN ABLE TO USE HER ACQUIRED KNOWLEDGE TO ANSWER SUBJECT SPECIFIC QUESTIONS, AND WITHIN THESE ANSWERS SHE HAS BEEN ABLE TO ORGANISE INFORMATION IN CHRONOLOGICAL ORDER. NAOMI HAS BEEN ABLE TO USE HER INDEPENDENT RESEARCH TO MAKE KEY PROFILES ON ELEANOR OF AQUITAINE AND HENRY II. WELL DONE NAOMI, KEEP UP THE HARD WORK!"

- 8 weeks 2 days after her divorce she married Henry.

- She helped Henry build an empire that stretched from the Pyrenees to the Scottish Borders.

- produced 8 children in 15 years.

- 1187 matilda died ^{less than a year} after the birth of her last royal grandchild.

- age of 43 Eleanor's political career was about to begin in earnest.

- 1168 Eleanor went to govern the Duchy in her husband's name.

- Eleanor never had a claim to be a monarch in her own right but her children did and as a mother she was prepared to fight tooth and claw for her son's rights, it was a right which dominated the rest of her life.

- 1173 their oldest son had had enough of his father's empty promises under cover of night he rode away from lionel to desert to Henry's great enemy and Eleanor's ex-husband - the king of France.

(so sad)
She was angry about her husband having an affair so her and her sons fled to France.

- a wife rebelling against their husband was never expected to happen.

- She eventually rode north to find her sons but never arrived as she was captured on the road by her husband's forces, according to one chronicler they found her disguised as a man.

- 1174 - the boys had no choice but to throw themselves on his mercy.

- Henry ordered peace to his sons but no good things to Eleanor.

- She was ^{kept in a tower} ~~kidnapped~~ for 15 years.

- She was blamed for the wars.

- 1189 when at the age of 86, Henry the second died.

- The fighting took the life of the eldest child.

- Eleanor had to rule while the king was away (her son).

- Richard was captured so Eleanor had to rule the land.

- Richard died in 1199, struck by a stray arrow in France.

- Eleanor died in 1204, 31st of March, at the age of 80.

Challenge task: to summarise life for the people listed below.

The Lord and The Lady didn't live at the castle all the time. Countess Joan de Valence, a widow, often travelled between her 14 castles and manor houses. Castle owners always had private 'apartments', or a bedroom with an ensuite loo and a chamber where they welcomed visitors.	The Soldiers castles were no use without soldiers to defend them. A small castle might have a garrison of only a dozen or fewer soldiers, just enough to open the gates, operate the portcullis and drawbridge and patrol the walls against stray robbers trying to get in.
The Servants because all house work was done by hand, castles were full of servants. Countess Joan de Valence had nearly 200 servants at Goodrich Castle. The poorest servants were pages and damzels, or children of wealthy families.	The Gang Farmer there were no pigs rushing loots in medieval times. Instead, you sat on a stone or wooden board with a hole in it and your waste dropped through. In castles loots were often made overhanging an outside wall, a

Eleanor of Aquitaine's profile

Eleanor was one of the most powerful women of the middle ages. Duchess of Aquitaine in her own right, she would go on to become queen consort of France and later queen of England. She was the elder daughter of William, Duke of Aquitaine, and given an excellent education. She later became an important patron of poets and writers. The death of Eleanor's only brother, and her father in 1137, left her with a vast inheritance. At just 15 years old, she became the most eligible heiress in Europe. That year she married Louis VI of France who became king as Louis VII. In 1147 Eleanor accompanied her husband on the second crusade, which was a real relationship between Eleanor and her husband deteriorated between Eleanor which caused a divorce a son, but also because she couldn't produce a son. Two months later she married Henry of Anjou, who became king of England in 1154. They had 3 kids, 5 sons and 3 daughters. In 1173 two of Eleanor's sons involved her in a plot against their father, and as a result she was imprisoned by Henry. When Henry died in 1189, his eldest son, Richard I, ordered his mother to be released. 1199 Richard died and was succeeded by Eleanor and Henry's youngest son, John. She died on the 31st of March 1204 and was buried in the abbey church at Fontevrault near Poitiers.

→ what problems did Henry II face with his family in his later life?

his sons Henry, Geoffrey, Richard and John all mistrusted each other and disagreed with their father's policy of dividing land among them. There were ~~seres~~ serious family disputes in 1173, 1181, and 1184. The kings attempt to find an inheritance for John led to opposition from Richard and Philip II of France. Henry was defeated and later died France in 1189 aged 96. He ruled for 35 years and was succeeded by Richard.

→ what problems did Henry II face before he became king?

his mother had big expectations for the young child, but the grandfather thought otherwise. 1133 the grandfather died (leader of England) but didn't give Henry the rights to rule he gave his nephew the English crown which raged matilda. 17 years of fighting begun. 1142, 9 year old Henry came to join the fight so he could claim the crown he was well overdue. If the king (his nephew) died

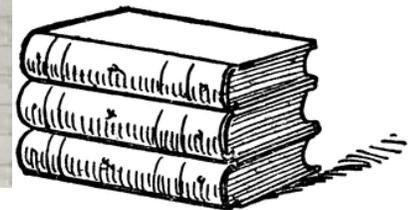
→ problem with Thomas Becket and what happened to Becket?

Henry and Becket were old friends who found themselves in dispute once Becket became the Archbishop of Canterbury. Their dispute was over the role of the Catholic Church in England. Becket was trying to increase the power of church courts that had lost power when Henry had made major changes to the legal system. This led to four knights killing Becket in Canterbury cathedral because they believed Henry II wanted this. This was one of the biggest events which happened while Henry ruled.

As Archbishop Becket became much more religious. He started doing godly acts, such as wearing a hair shirt.

The manner of his death, murder at the hands of Henry's knights, shot him to fame. 15 biographies were wrote within 20 years of his death. The pope made him a saint. His shrine became the most popular in England and was the destination of Chaucer's pilgrims in the Canterbury tale.

Becket refused to sign the Constitutions of Clarendon - he said that it would mean the clerics were punished twice for the same crime. 1164, Becket found guilty of treason, fled to France. 1170, pope threatens to excommunicate Henry, so Henry let Becket return. Becket won. Then Becket excommunicated three



LEARNING SUPPORT: LAUREN SINCLAIR

NOMINATED BY: MS KEYS



WELL DONE TO LAUREN FROM MS KEYS FOR BEING
"MEGA CONSCIENTIOUS AS ALWAYS!"



ART: YEAR 8 HARRY CHARLTON AND ROHAN PERKINS

NOMINATED BY: MRS WOODHOUSE



WELL DONE TO HARRY AND ROHAN FOR THEIR COLOURFUL LANDSCAPES WITH REFERENCE TO ARTIST GRAYSON PERRY

MRS SKINNER'S HISTORIANS OF THE WEEK!

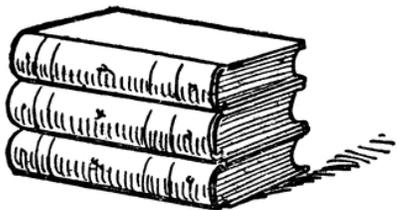
YEAR 8- ROHAN PERKINS FOR SUPERB WORK ON HOW VICTORIANS HAD FUN, INCLUDING THE HISTORY OF CADBURYS!

YEAR 9- EXCELLENT EFFORT WITH WORK ON ELEANOR OF AQUITAINE FROM KATIE BYERS, MAISY CHAN, CHARLIE HANNEN, MATTHEW HARRIS, JOSIE HOWEY, LILY MOONEY, LIBBY SINCLAIR, KATIE VASEY AND HARRY WESTWOOD.

AN OUTSTANDING LEVEL OF DETAIL AND DEPTH FROM MILLIE CLARK, BEN HARTRIDGE, JACKSON JONES, DANIEL LEVITT, EVIE SHERWOOD, LUKE SKILTON AND CHARLOTTE STEWART.

YEAR 10- EXCELLENT WORK ON THE IMPACT OF COLUMBUS' VOYAGES ON THE NEW WORLD FROM EMILY BOYD, KYLE CARTER-DOWDING, SAMUEL CASSERINO, AVA HO, KATIE PEARSON AND ROSE TAYLOR-CAIN

YEAR 12- DAN MELROSE AND JOE MURRAY FOR THEIR CONTRIBUTIONS TO OUR GOOGLE MEET LESSON



YEAR 10 GCSE PE: CHARLOTTE ROBINSON

NOMINATED BY: MRS KAYE-MURPHY

MRS KAYE-MURPHY SAYS:

"CHARLOTTE HAS COMPLETED ALL FOUR OF THE RECENT ASSIGNMENTS, SOME OF WHICH ARE NOT EVEN DUE IN YET, AND FROM THOSE 4 ASSIGNMENTS SHE HAS SCORED AN AVERAGE OF 83%; WELL DONE CHARLOTTE!"

Charlotte Robinson

Average Test Score 80.36%



100% 14m 33s	100% 30m 45s	100% 7m 54s	100% 15m 59s
50% 3m 37s	100% 7m 19s	91.67% 6m 06s	83.33% 2m 44s



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

NOMINATED BY: MR COOK



MR COOK SAYS:

"I would like to nominate Ava, Jess, Katie and Charlotte for their excellent work on more of the GCSE English Literature 'Power and Conflict' poetry. As ever, they have put an incredible amount of effort into analysing the poems, writing detailed responses about the poems, and creating useful revision mind maps for next year. They have all produced outstanding work and I am thrilled with them all!"

"BAYONET CHARGE" by Ted Hughes

Context

- The Bayonet:**
 - A "fixed weapon" that's similar to a knife/sword
 - Designed to fit into or underneath the muzzle of a rifle
 - Similar formations
 - From the 17th century up until WW1, the bayonet was the primary weapon for infantry attacks and combat at close quarters
 - Also served as a weapon when detached
- Who is Ted Hughes?**
 - (1918-1992)
 - English poet and children's writer who served as the Poet Laureate between 1968 and 1982
 - "Bayonet Charge" is unusual for a Hughes poem because it focuses on a nameless soldier in WW1
 - Although he wrote other war poems, most of his work was focused on nature & the animal kingdom in particular & also myths & legends
 - His father fought in the war
- Context**
 - 1914-1918
 - Great Wars (Global war) singing in a strange war took place
 - WW1 involved the world's major powers: Allies: Russia, France, UK, USA
 - Axis: Germany, Austria-Hungary, the Ottoman Empire
 - Over 9 million armed forces & 7 million civilians were killed in the war
- Language/Structural Devices:**
 - Similes:**
 - Compares the soldier to a "bullet" and a "bullet" to a "bullet"
 - Emphasizes the soldier's movement and the impact of the bayonet charge
 - Metaphors:**
 - Compares the soldier to a "bullet" and a "bullet" to a "bullet"
 - Emphasizes the soldier's movement and the impact of the bayonet charge
 - Personification:**
 - Attributes human qualities to the bayonet, such as "the bayonet's hand"
 - Emphasizes the bayonet's role in the charge
 - Repetition:**
 - Repeating words like "the bayonet" and "the green hedge" to create a sense of rhythm and emphasis
 - Imagery:**
 - Creates a vivid picture of the battle scene, including the "green hedge" and the "bayonet's hand"
 - Sound Devices:**
 - Use of alliteration and onomatopoeia to create a sense of movement and sound

Themes:

- The horror of war:** The poem depicts the brutal and chaotic nature of the bayonet charge, highlighting the physical and psychological trauma experienced by the soldier.
- The loss of individuality:** The soldier is portrayed as a nameless figure, a "bullet" in the machine of war, suggesting a loss of self and humanity.
- The impact of war on the individual:** The poem explores the soldier's internal conflict and the physical toll of the charge, showing how war strips away the soldier's humanity and leaves him in a state of shock and confusion.

POEMS FOR COMPARISON:

- Exposure (War Photographer):** Bayonet Charge can be compared & contrasted with these poems in its approach to pain & suffering.
- Change of Light (Brigade):** Bayonet Charge can be compared & contrasted with this poem as in the approach to the theme of the falling of war.

Poppies

Jane Weir (b. 1963)

Context: Armistice Sunday is used to convey a sense of publicity, as if her gift is on display for everyone to see. The use of the word "poppies" reminds us of the blood lost in war, hence the colour of the poppy the public imagery of Armistice Sunday is juxtaposed next to imagery of "individual war graves" represent single soldiers who died in the war.

Language/Structural Devices:

- Repetition:** The repeated use of "before" suggests a relationship between the past and the present, highlighting the soldier's sacrifice and the impact of war on the living.
- Imagery:** The poem uses vivid imagery to describe the soldier's experience, such as "the poppy's heavy breathing" and "the soldier's heavy breathing" to convey the physical and emotional toll of war.
- Personification:** The poppy is personified as a "heavy breather" and "a heavy sleeper" to suggest a sense of life and movement, contrasting with the soldier's stillness.
- Metaphors:** The soldier is compared to a "bullet" and a "bullet" to a "bullet" to emphasize the impact of war and the loss of individuality.
- Sound Devices:** The poem uses onomatopoeia and alliteration to create a sense of movement and sound, such as "the poppy's heavy breathing" and "the soldier's heavy breathing".

Themes:

- The horror of war:** The poem depicts the physical and emotional toll of war, highlighting the soldier's sacrifice and the impact of war on the living.
- The loss of individuality:** The soldier is portrayed as a nameless figure, a "bullet" in the machine of war, suggesting a loss of self and humanity.
- The impact of war on the individual:** The poem explores the soldier's internal conflict and the physical toll of war, showing how war strips away the soldier's humanity and leaves him in a state of shock and confusion.

POEMS FOR COMPARISON:

- Exposure (War Photographer):** Poppies can be compared & contrasted with these poems in its approach to pain & suffering.
- Change of Light (Brigade):** Poppies can be compared & contrasted with this poem as in the approach to the theme of the falling of war.

POPPIES - Jane Weir

Context: Armistice Sunday is used to convey a sense of publicity, as if her gift is on display for everyone to see. The use of the word "poppies" reminds us of the blood lost in war, hence the colour of the poppy the public imagery of Armistice Sunday is juxtaposed next to imagery of "individual war graves" represent single soldiers who died in the war.

Language/Structural Devices:

- Repetition:** The repeated use of "before" suggests a relationship between the past and the present, highlighting the soldier's sacrifice and the impact of war on the living.
- Imagery:** The poem uses vivid imagery to describe the soldier's experience, such as "the poppy's heavy breathing" and "the soldier's heavy breathing" to convey the physical and emotional toll of war.
- Personification:** The poppy is personified as a "heavy breather" and "a heavy sleeper" to suggest a sense of life and movement, contrasting with the soldier's stillness.
- Metaphors:** The soldier is compared to a "bullet" and a "bullet" to a "bullet" to emphasize the impact of war and the loss of individuality.
- Sound Devices:** The poem uses onomatopoeia and alliteration to create a sense of movement and sound, such as "the poppy's heavy breathing" and "the soldier's heavy breathing".

Themes:

- The horror of war:** The poem depicts the physical and emotional toll of war, highlighting the soldier's sacrifice and the impact of war on the living.
- The loss of individuality:** The soldier is portrayed as a nameless figure, a "bullet" in the machine of war, suggesting a loss of self and humanity.
- The impact of war on the individual:** The poem explores the soldier's internal conflict and the physical toll of war, showing how war strips away the soldier's humanity and leaves him in a state of shock and confusion.

POEMS FOR COMPARISON:

- Exposure (War Photographer):** Poppies can be compared & contrasted with these poems in its approach to pain & suffering.
- Change of Light (Brigade):** Poppies can be compared & contrasted with this poem as in the approach to the theme of the falling of war.

POPPIES

Context: Armistice Sunday is used to convey a sense of publicity, as if her gift is on display for everyone to see. The use of the word "poppies" reminds us of the blood lost in war, hence the colour of the poppy the public imagery of Armistice Sunday is juxtaposed next to imagery of "individual war graves" represent single soldiers who died in the war.

Language/Structural Devices:

- Repetition:** The repeated use of "before" suggests a relationship between the past and the present, highlighting the soldier's sacrifice and the impact of war on the living.
- Imagery:** The poem uses vivid imagery to describe the soldier's experience, such as "the poppy's heavy breathing" and "the soldier's heavy breathing" to convey the physical and emotional toll of war.
- Personification:** The poppy is personified as a "heavy breather" and "a heavy sleeper" to suggest a sense of life and movement, contrasting with the soldier's stillness.
- Metaphors:** The soldier is compared to a "bullet" and a "bullet" to a "bullet" to emphasize the impact of war and the loss of individuality.
- Sound Devices:** The poem uses onomatopoeia and alliteration to create a sense of movement and sound, such as "the poppy's heavy breathing" and "the soldier's heavy breathing".

Themes:

- The horror of war:** The poem depicts the physical and emotional toll of war, highlighting the soldier's sacrifice and the impact of war on the living.
- The loss of individuality:** The soldier is portrayed as a nameless figure, a "bullet" in the machine of war, suggesting a loss of self and humanity.
- The impact of war on the individual:** The poem explores the soldier's internal conflict and the physical toll of war, showing how war strips away the soldier's humanity and leaves him in a state of shock and confusion.

POEMS FOR COMPARISON:

- Exposure (War Photographer):** Poppies can be compared & contrasted with these poems in its approach to pain & suffering.
- Change of Light (Brigade):** Poppies can be compared & contrasted with this poem as in the approach to the theme of the falling of war.

FOOD STUDIES: YEAR 7 EVAN DORWARD, YEAR 8 FINLAY WITHERS, YEAR 9 LILY MOONEY AND LIBBY SINCLAIR



NOMINATED BY: MISS PURVIS

EVAN CREATED A MENU WITH A VARIETY OF DISHES AND UNDERSTOOD ALL THE NUTRITIONAL BENEFIT OF THE DISHES

FINLAY CREATED A DETAILED DESSERT MENU REALLY THINKING ABOUT THE DIFFERENT SEASONS AND HAS THOUGHT ABOUT WAYS TO DEVELOP HIS IDEAS.

BOTH **LIBBY** AND **LILY** HAVE REALLY THOUGHT ABOUT THE EFFECTS ON FOOD CHOICE WITHIN THEIR WORK



YEAR 9 IMEDIA: WILLIAM RICHARDSON

YEAR 9 COMPUTER SCIENCE: MATTHEW HARRIS, ERIN KEILLER, NATHAN PROCTOR,
FINTAN WARD AND HARRY WESTWOOD

YEAR 10 IMEDIA: SAMUEL CASSARINO

NOMINATED BY: MS GILES



- WILLIAM FOR HIS VISUALISATION DIAGRAM PLANNING HOW HIS GRAPHIC WORK WILL LOOK
- THE COMPUTER SCIENCE STUDENTS FOR THEIR WORK ON BINARY NUMBERS AND BINARY ADDITION
- SAMUEL FOR CONTINUED EFFORT IN KEEPING UP TO DATE WITH HIS COURSEWORK



YEAR 7 ENGLISH: EVE DADSWELL

NOMINATED BY: MRS HUTCHINS

MRS HUTCHINS SAYS: "I REALLY ENJOYED READING YOUR SPEECH ABOUT THE ENVIRONMENT EVE! I LIKED HOW YOU ALMOST HUMANISED THE ANIMALS – YOU REALLY MADE YOUR READER SEE THEM AS DESERVING EQUALS. GOOD USE OF RHETORICAL QUESTIONS TO ADD TO THAT TOO. WELL DONE!"



No more single use plastic.

As you can see from the photos there are a lot of harmless turtles and fish dying because we don't recycle single use plastic. We are killing them when they have done nothing to us. They don't deserve this. We wouldn't like it if plastic started invading our home and we start to eat it thinking that it is food.

Did you know that a turtle was found with a plastic straw up its nose and it could have died? If you want to help the animals in the ocean then start by using a metal water bottle or a reusable one. If everyone in the world recycles or stops using plastic then we can stop the animals from dying and clean the seas. But if we aren't quick then all of the animals will die! ☹️ Think of your children's future. Do you want to bring them up with the sea full of plastic so when you are at the beach you can't go in or do you want them to be able to splash around in the sea and not worry about them getting caught in plastic.



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



YEAR 7: JAMES GROVER FOR HIS EXCELLENT WORK ON ATHEISM

YEAR 8: CAMERON SOUTHALL FOR HIS EXCELLENT WORK ON RELIGIOUS FESTIVALS.

YEAR 9: THIS WEEK'S TOP 3 PIECES OF BRIDGING WORK: MILLIE CLARK, EVIE SHERWOOD AND LIBBY SINCLAIR

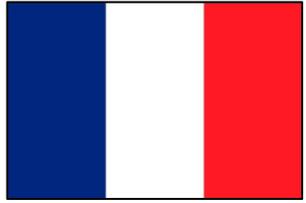
YEAR 12: EXCELLENT EFFORT MADE IN COMPLETING NATURAL THEOLOGY ESSAYS BY BAILEY ALDERSON, PHILIP EMMERSON, HANNAH FORREST, JENNY-ROSE MORRISON AND HARRY VAN RANSBEKE

WELL DONE TO YOU ALL!



FRENCH: YEAR 7 STEPHANIE DONKIN, YEAR 9 LILIAN WINTERMAN

NOMINATED BY: MRS RICHARDSON



WELL DONE **STEPHANIE** FOR A FANTASTIC RECORDING OF YOURSELF SPEAKING FRENCH!

Now draw, colour in and describe your own favourite monster. Use the model on the previous page as a model – CAN YOU INCLUDE SOME CONNECTIVES? ET / MAIS / AUSSI / EN PLUS / CEPENDANT / OR ADD SOME NEGATIVES NE...PAS



DESCRIPTION

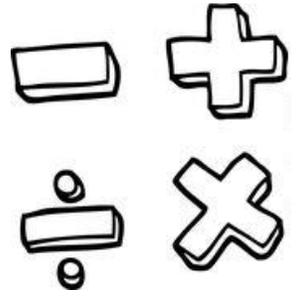
Mon monstre s'appelle Sheila. Elle est grande, ^{et} marrante mais aussi elle est fâché. Sheila a une bouche, un œil, quatre bras et elle n'a pas de pieds. En plus, Sheila est violette et verte. Sheila est mon monstre préféré, j'adore Sheila!

WELL DONE **LILIAN** FOR A LOVELY DESCRIPTIVE PARAGRAPH WITH LOTS OF LANGUAGE FEATURES



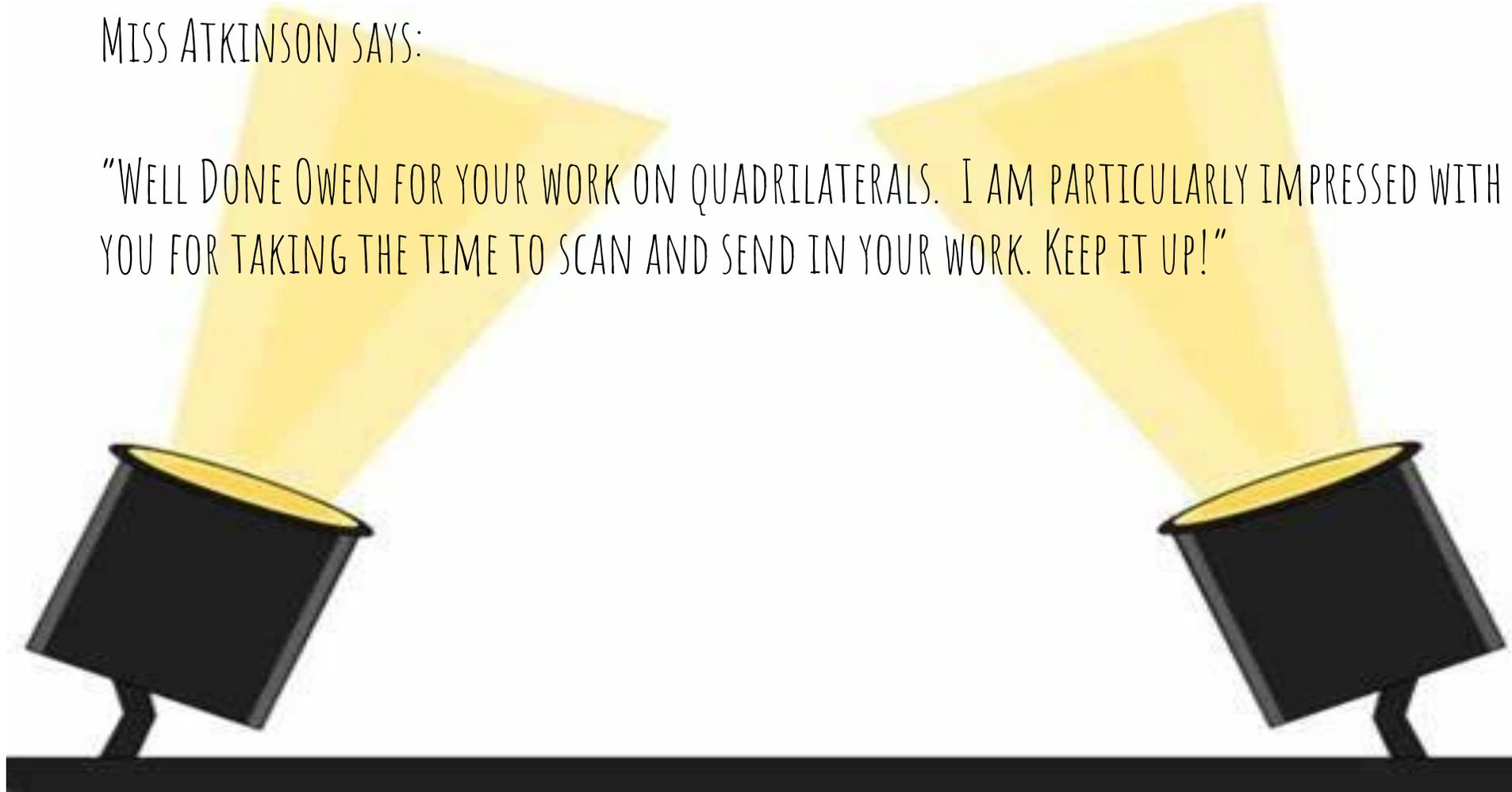
MATHS: 7N1 OWEN HUSBAND

NOMINATED BY: MISS ATKINSON



MISS ATKINSON SAYS:

"WELL DONE OWEN FOR YOUR WORK ON QUADRILATERALS. I AM PARTICULARLY IMPRESSED WITH YOU FOR TAKING THE TIME TO SCAN AND SEND IN YOUR WORK. KEEP IT UP!"



MR BALDWIN'S LINGUISTS OF THE WEEK!



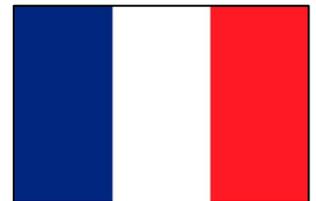
YEAR 7: SOPHIA DONNISON AND KATE KILLEY FOR CONTINUED EXCELLENT WORK

YEAR 8: BEN GAMBLE, ASHTON JONES, NEEMA LULU, ABI MCARTHUR, ANDREW PARKER, NATASHA PRESCOTT,
ALFIE SINCLAIR, AVA SKINGSLEY AND FINLAY WITHERS FOR COMPLETING REALLY GOOD WORK ON
THE YEAR 8 BRIDGING GROUP GOOGLE CLASSROOM



YEAR 10: CONTINUED EXCELLENT EFFORT FROM EMILY BOYD, ERIN KNOX, KATIE PEARSON AND
ROSE TAYLOR-CAIN

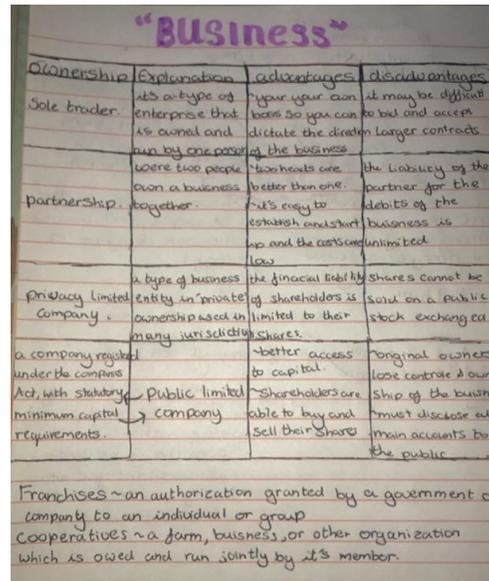
YEAR 12: HARRY VAN RANSBEKE FOR EXCELLENT SPEAKING WORK



YEAR 9 EXCEPTIONAL ENTERPRISE STUDENTS NOMINATED BY MR BOWMAN



HARRY AVERY, CHARLIE HANNEN, MILLIE MEADOWS, HARI NUNN AND LIBBY SINCLAIR FOR EARLY HIGH QUALITY SUBMISSIONS OF THEIR WORK ON BUSINESS OWNERSHIP.

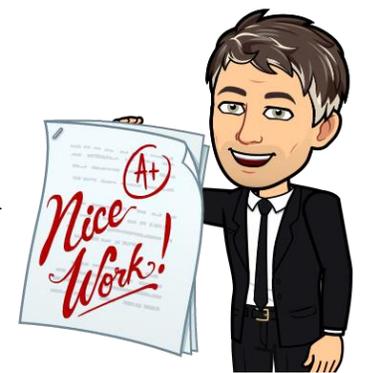


Business Ownership

Millie Meadows

Ownership	Explanation	Advantages	Disadvantages
Sole Trader	Someone who is the exclusive owner of a business, they are entitled to all profits after tax has been paid but liable for all losses.	<ul style="list-style-type: none"> - Can be your own boss - Low start up cost - Privacy 	<ul style="list-style-type: none"> - Got to make all the decisions themselves.
Partnership	A formal arrangement by two or more parties to manage and operate a business. Also share profits.	<ul style="list-style-type: none"> - Small start up costs - Easy to establish 	<ul style="list-style-type: none"> - Debts of business is liability
Private Limited Company (Ltd)	Small business and the owners hold shares, they have less than 50 shareholders.	<ul style="list-style-type: none"> - Would not risk losing their money 	<ul style="list-style-type: none"> - Shares can not be transferred to the general public
Public Limited Company (Ptc)	A business which can offer shares to the public they don't have to but they can.	<ul style="list-style-type: none"> - Better access to capital (money they make) 	<ul style="list-style-type: none"> - Original owners lose control of the business

AMELIA ATHERTON-BRAND, KATIE BYERS, SHANE COCKBURN, AARON FISHER, ELLIE HANSFORTH, OLIVIA HAY, LILY MOONEY, ELLIS NOBLE, HARI NUNN, MATTHEW PATTERSON, NATHAN PROCTOR, RICKY RAFFLE, LIBBY SINCLAIR, NAOMI TAYLOR, CHARLOTTE TEASDALE AND ALEX WATTS FOR THEIR CONTINUOUS SUBMISSIONS AND IMPROVEMENTS OF THEIR RESEARCH INTO UK NATIONAL BUSINESSES FOLLOWING TEACHER FEEDBACK. MR BOWMAN SAYS...



YEAR 10 GCSE PE AND YEAR 9 GCSE PE BRIDGING

NOMINATED BY: MR TOWLER



The EverLearner

www.TheEverLearner.com

MR TOWLER SAYS:

THESE YEAR 10 STUDENTS HAVE BEEN PRODUCING SUPERB WORK THIS WEEK LOOKING AT THE 'CONDUCT OF PERFORMERS' WELL DONE!

JAMIE BALSHEN

DANIEL BRODERICK

EVIE HARTRIDGE

KATIE RENDER

CHARLOTTE ROBINSON

WELL DONE ALSO TO THESE YEAR 9 STUDENTS WHO HAVE BEEN WORKING HARD ON THE GCSE PE ASSIGNMENTS THIS WEEK FOCUSING ON JOINS IN THE BODY:

TAYLOR BRIMER

ANDREIA CAMPOS PRADO

MILLIE CLARK

HARRISON GILROY

CHARLIE HANNEN

BEN HARTRIDGE

TAMARA STRAKER

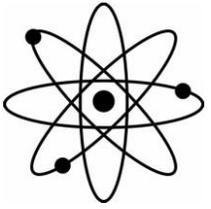
BEATRIZ TEIXEIRA

MAX WRIGHT



YEAR 10 TRIPLE SCIENCE (PHYSICS): EVIE HARTRIDGE AND AVA HO

NOMINATED BY: MRS HOLLAND



"EVIE AND AVA CONTINUE TO PRODUCE HIGHLY DETAILED WORK, SHOWING A GREAT DEPTH OF UNDERSTANDING OF THEIR GCSE PHYSICS WORK. THIS WEEK'S WORK IS ON HOW LOUDSPEAKERS WORK AND THE CHALLENGING CONCEPT OF INDUCED POTENTIAL. THEY BOTH HAVE COMPLETED THEIR WORK EARLY AND THE QUALITY OF THEIR NOTES IS OF SUCH A HIGH STANDARD THAT THEY COULD EASILY BE PUT TOGETHER TO MAKE A REVISION GUIDE! THEIR UNDERSTANDING OF THE WORK IS OBVIOUS IN THE ASSESSED WORK THEY PRODUCE. FANTASTIC GIRLS!"

Loudspeakers and induced potential

The generator effect (electromagnetic induction)

When a wire experiences a change in the magnetic field, a potential difference will be induced across the wire.

- Coiled wire in magnetic field
- If we move it, it induces a potential difference in the wire.

* Whenever the wire stops moving (reaches top/bottom), the potential difference disappears. (⊗/⊙). This is because the change in the magnetic field (movement) creates a change in potential difference. Therefore, when the wire stops moving, there isn't any potential difference, because nothing is changing.

* The direction of the potential difference (⊗/⊙) swaps each time we change the direction.

GENERATOR EFFECT!

induced potential difference would generate a current

completed circuit now. can have a current

If we moved the wire back & forth rather than up & down, there wouldn't be any induced potential difference or current, because the wire isn't experiencing a change in the magnetic field.

Shape the wire into a coil

more turns
↓
bigger potential difference
↓
larger current generated

change the size of the induced potential difference

move the wire or magnets quicker
↓
faster the magnetic field will change
↓
bigger potential difference

change the strength of the magnetic field

stronger magnets
↓
stronger magnetic field
↓
larger potential difference
↓
larger current.

Induced Potential

The wire or magnets move up and down this induces a potential difference in the wire.

The direction of potential difference swaps each time the wire changes direction.

- If the wire stops moving, the potential difference disappears.
- If the wire ends joined to make a complete circuit, the induced potential difference would generate a current.
- If the wire is moved side to side, there won't be any induced potential difference or current. This is because the wire is not experiencing a change in the MF.
- To change the size of the induced potential difference:
 - Increase the strength of the magnetic field
 - Move the wire or magnets more quickly so the MF changes fast
 - Shape the wire into a coil (or increase the number of turns if it is already coiled)
- The movement of the magnet in and out of the coil generates a current and like the diagram above, the direction of the current swaps when the magnet changes direction. This also works if you were to switch the poles of the magnet (turn it around the other way)

Answer the following questions:

1. How do you induce a potential difference across the ends of a conductor? (2 marks)
If the conductor is part of a complete circuit, what is induced? (2 marks)
What is the effect known as? (2 marks)
The diagram shows a magnet being inserted into a coil of wire which has two ends, a and b.

2. The magnet is put into the coil, explain what happens inside the coil. (2 marks)
3. If the magnet is stationary inside the coil, what happens and why? (2 marks)
4. If the magnet is removed from the coil, what happens? (3 marks)
5. Can the induced current be increased? (3 marks)
6. Can the direction of the induced current be changed? (3 marks)

1. Move a wire up and down perpendicular to a magnetic field ✓
2. The generator effect ✓
3. The generator effect ✓
4. a) The coil of wire cuts the MF lines causing there to be a current induced in the wire



MUSIC: YEAR 7 SOPHIA DONNISON, ALMA FINNEGAN AND DAISY JONES

YEAR 8 AOIFE RICKARD AND YEAR 9 ERIN KEILLER

NOMINATED BY: MISS HOULTON



THANK YOU **SOPHIA** FOR SENDING IN AN EXCELLENT VIDEO OF YOURSELF SINGING THIS WEEK; I WAS THRILLED TO RECEIVE THIS AND VERY MUCH ENJOYED LISTENING TO IT. WELL DONE!



WELL DONE ALSO TO **SOPHIA**, **ALMA**, **DAISY**, **AOIFE** AND **ERIN** FOR CONTINUING THEIR WOODWIND LESSONS WITH MRS BELSHAW VIRTUALLY FROM HOME! MRS BELSHAW SAYS THAT YOU ARE WORKING REALLY HARD AND CONTINUING TO MAKE PROGRESS!



DRAMA: YEAR 9 ELLA DAVIDSON AND LIESEL STENT

NOMINATED BY: MRS MAUGHAN

MRS MAUGHAN SAYS: "ELLA AND LIESEL HAVE COMPLETED THE LATEST TASKS WITH THOUGHT AND INSIGHT, SHOWING A GOOD UNDERSTANDING OF THE CHARACTER OF OGGY MOXON IN THE PLAY 'TEACHERS'. THEY HAVE BOTH RESPONDED TO FEEDBACK AND SENT THEIR IMPROVED WORK BACK, HAVING THOUGHT ABOUT THE EXTRA QUESTIONS CAREFULLY. WELL DONE!"

Ella Davidson

Oggy Moxon monologue

In this production of 'teachers' Oggy's monologue is presented as a rap which, in my opinion, is an extremely effective way of presenting it. The rap is a unique way of doing it and keeps the audience engaged throughout.

By using another actor to play a teacher in a scenario it creates a more realistic approach, as it shows what contact he has actually had with teachers and not just that he comes across as 'hard' to the students. Colloquial language is used, and the dialect and accent used to play the character Oggy was an effective technique as it made him come across as rougher. By not using proper English or proper grammar it shows he has not had a proper education, and most likely 'bunked off' his English lessons.

By him saying that he is 'hard', and that people should 'be warned' makes him come across as even more intimidating to the audience. The breaking of the 'fourth wall' is included in the monologue and is an effective way of engaging them.

It is an extremely quick-paced scene and monologue and you must pay attention and stay focused to keep up with what the scene is presenting. The play is also an episodic play meaning it includes lots of standalone scenes and are all merged into the play showing lots of different scenarios with lots of different characters. I believe this is a good way to keep the audience engaged and enjoying it and stops them from getting bored.

When watching Oggy's rap I felt thoroughly engaged because it was highly entertaining and funny. The mood was high and funny rather than low and sad because it was a fun and enjoyable 'monologue'. It was communicated that the main character was to be 'feared' and that even the teachers should stay away from him. It is obvious he thought a lot of himself in the line 'all the female flesh fancy me', meaning he thought he was good looking etc.

It was presented that he was not disciplined as a child by the school or his teachers and now refuses to work or wear uniform. This monologue shows that he does not obey school rules and the teachers do not stop him, they fear him, and no one will expel him for that reason

Liesel Stent

The characters that deliver Oggy Moxon's monologue use a technique called Choral movement/speech by performing the rap in a group. They also use episodic structure and colloquial language while performing. I believe they did this to create an interesting and unique way of better depicting Oggy Moxon's character.

Also to define his character, the performers use a combination of a loud volume, an over-confident tone, an in-time pace and rhythm as well as extravagant body language and a self-assured stance and gait.

The way in which Oggy Moxon's character was presented created an atmospheric sense of mockery that communicated to the audience that although he was supposed to be 'tough' there was still an element of comedy in the way he portrayed himself. This added to the play's commentary on social messages and unequal education by showing how differently Moxon was treated because they were scared of him.



RELIGIOUS STUDIES: YEAR 7 LILY DADSWELL

NOMINATED BY: MRS ADAIR-MCAULEY



WELL DONE LILY FOR YOUR AWESOME WORK ON
RELIGIOUS FESTIVALS!

MISS CONNOR'S WORKERS OF THE WEEK IN YEAR 7 AND 8 DRAMA

Jim Hankins' Monologue

It's a dark and stormy night. The stars are out. Jim, the inn-keeper's granddaughter, opens the door to a terrifying stranger. At the old sailor's feet sits a huge sea-chest, full of secrets. Jim invites him in. The Captain asks Jim to keep watch for a one-legged man.

Task 1- Highlight words or phrases in the text below and label them with the acting skills you would use to perform the monologue. You need to highlight a least 5 words or phrases in the text and have a least 5 acting skills for each. One has been done for you.

<p>Holding direct eye-contact with the Captain. Hand on head in a salute. Upright posture. Nervous, frowning facial expression. Quivering tone.</p>	<p>Yes, Captain. He stays. He drinks in all weathers, 'sot all fair, from dawn's earliest light through all the long, hard day to the darkest night. We watch the road, the sea, like-like hawks, like eagles, for this one-legged man. So long, so hard, so affixed. I begin to see this one-legged ghoul in my dreams.</p> <p>He stays. He drinks mightily and watches always for this one-legged sailing man who now lives in my nightmares. I think how he might have lost his leg. Or how he always a monstrous kind of creature who never had but one leg and that in the middle of his body.</p>	<p>Cowering posture Nervous facial expression Audience Interaction Panicked voice Jumpy</p> <p>Daydreaming Lost in thought Anxious expression Concerned tone of voice Horried</p>
<p>Pacing Soared expression Audience interaction Eyes darting around Cowering expression</p>	<p>Hand gestures Audience interaction Shaken Inquisitive expression Raised eyebrows</p>	

Oh, I'm Ben Gunn. I'm Ben Gunn, I am, and I haven't spoken to anyone but myself for these past three years. Three years. Ben Gunn, haven't you- what? Ben Gunn, speak up. Well, spoken to anyone but yourself for these past three years. No. No? No, no, I haven't, so you're, you're Ben Gunn? Yeah. Yeah, yeah. I am, are you? Yeah, yeah, I am, I am, too. What are you?

1. there is a long pause after when ben Gunn says "oh then he says" in ben Gunn in a loud voice and it gives us the impression that he is surprised to be ben Gunn

2. when ben Gunn starts to say "I am and haven't spoken to anyone but myself for these past three years". He says it fast and even know Jim is there talking to him he is still talking to his self fast and he makes us feel the impression that he sounds lost and maybe a bit exited that he has been found by someone[Jim]

3. Three years ben Gunn haven't you- what". When he saying this once again he sound confused but this time he starts to look at Jim when he speaks so this makes me think that maybe he has came out of shock that he has been found and now is starting to trust Jim but it seems that he still doesn't trust Jim 100% of the time

4. ben gun speak up." in this sentence he is telling him self what to do and how to act so this clearly shows that he hasn't really spoke to anyone in the last three years but you can also tell this point in the last few sentences as well.

5. "well spoken to anyone but yourself for these past three years." This is ben gunn using facial expressions to look confused and scared to admitting why he has been by his self for three years.

Owen
7NL
7LHR

DRESSING ROOM

description

There is a chair in the centre of the room for the makeup artist. Next to the wall in the corner of the room there is a closet with the clothes that need to be worn labeled in there. The room is simple and is made for speed. This is because you need to switch your clothes quickly before you come on stage.

Wardrobe with clothes in order labeled for when to use them. also everything in it is easy to get out quickly.

Chair for Hook to sit on whilst she is getting her makeup done!

All things that are going to be used should be visible.

Minimialistic basically means simple and not much to it. You may be thinking why would designers chose this because it is very quick to use and to change. In the end that is what it is for not being fancy.

YEAR 7:

OWEN HUSBAND FOR HIS SET DESIGN WORK ON PETER PAN. WELL DONE OWEN!



YEAR 8:

SOPHIE COLL, COREY MORL, OWEN PRESTON, AOIFE RICKARD, CAMERON SOUTHALL AND LUCY STUTT

HAVE ALL PRODUCED THOUGHTFUL AND DETAILED WORK ON THEIR DESCRIPTION OF ACTING SKILLS FOR A MONOLOGUE FROM THE PLAY TREASURE ISLAND. THESE STUDENTS ARE FULLY ENGAGING IN THE WORK ON GOOGLE CLASSROOM AND HAVE COMPLETED ALL ASSIGNMENTS SET. WELL DONE!



YEAR 8 ICT: SOPHIE EBDEN, ASHTON JONES, NEEMA LULU, ANDREW PARKER,
APOORVA SINHA, LUCAS WALKER AND MILLIE WILLIAMSON
NOMINATED BY: MRS TEALE



THESE YEAR 8 ICT STARS HAVE BEEN NOMINATED FOR THEIR EXCELLENT CODING AND PROBLEM SOLVING! WELL DONE YEAR 8!



YEAR 10 GCSE BUSINESS STUDIES: CHARLOTTE SPOWART

NOMINATED BY: MRS TEALE



MRS TEALE SAYS:

"WELL DONE CHARLOTTE FOR CONTINUED OUTSTANDING WORK IN THIS SUBJECT!"



MS KIRK'S WORKER OF THE WEEK IS KAIN TINNION (7SAT)

WELL DONE KAIN FOR ALL THE CREATIVE WORK YOU HAVE BEEN DOING AT HOME; I AM SO IMPRESSED!

