

Weekly Standout Digital Learners



Digital Learning Stars Year 7

Maths - Adam W, Daisy C, Braydon M, Sofia O, Anna P, Jay B, Nikita K, Thomas C, Finley H Great interaction in the lessons this week.

English - Mia E for being an exceptionally responsible and creative learner.

Science – Lotti O for being resilient and pushing herself, asking questions, and giving everything a go until she gets it right!

International Languages – Ella R for always pushing herself to extend her Spanish skills.

Geography – Jay B for some very good work on the UK floods.

History: Thaibah A- great resilience when he could not access the live lesson and undertook independent research and submitted work.



Digital Learning Stars Year 7

Drama – Mari P great online learning and participation, working really hard.

Dance - Will B great engagement in lessons and always ready to help others with explaining how to access certain thing in Teams. Finlay H for being super helpful in the chat box and helping other students.

PE – Haaniha Y and Jasmine B for great engagement with PE theory content and discussion.

Art – Ami C sending in some great artwork and being resilient.

Music – Cassidie T & Mari P for great commitment and engagement.

RE- Jay B- good attendance and great in-depth research on meditation



Digital Learning Stars Year 8

English - Charles HH for engaging with his online lessons.

Science - Amelia H, Jacob B and J D for 100% attendance, outstanding contributions and engagement.

International Languages Florence E. for being resilient and reflective on tasks.

Geography - Dobby U for outstanding effort in his Middle East Geography project.

History - Callum C for excellent contributions and helped others



Digital Learning Stars Year 8

Drama - Charles HH for working hard and good participation in the online lessons.

Dance- Flo E for being so lovely and polite on the chat and completing some great work.

PE – Lucas C and Lacey D for full engagement with the psychology debate and sports analysis.

Art – Lily P great participation in lessons and showing her artwork progress.

Music – Lily P and Callum C for working hard, enthusiasm and being helpful in the lesson.

Technology – Callum C for consistently working so hard every lesson and completing work on time.



Digital Learning Stars Year 9

Maths - Mario D for participating in the lessons and working hard to complete Dr Frost. Grace M and Kacey F great work this week.

English – Jamie H for excellent developed answers in teams chat.

Science- Abolaji O, Josie R, Ashton P, Renato B, Daniel M, Tahmina R, Blue S, Jayden M & Jamie H. Phenomenal engagement in all lesson activities and great questioning!

International Languages – French: Emily R for always being a hard-working, polite and resilient member of the class.

Spanish – Michal G. For always being ready for his learning and being respectful in lessons.

History: Teagan W. Consistent effort and great work on the consequences of WW2

Core PE – Erin L and Jake W an excellent review of psychological traits in a sports performer.

Sports Studies – Brad L and Toby D for excellent progress with LO1 Sports Leadership



Digital Learning Stars Year 9

Geography – Blue S for fantastic contributions through the chat in teams along with his general enthusiasm for geography.

Business Studies - Isabelle P for consistently contributing high quality answers and thoughts in class.

Photography – Gil M and Erin L for sending in some fantastic work for the photography alphabet project! Enjoy the pictures at the end of the PowerPoint.

Art – Lubabbah A for being resilient and creating a fantastic facial feature study (see slides further down for images).

CPR – Henry B for great answers in our CPR lesson.

Drama – Jamie H for always working hard and keeping going! Well done :)

Dance- Chloe M-P for being hard working and attending all online lessons.

Music – William C and Kaya J for working hard in online lessons.



Digital Learning Stars Year 10

Maths: Katie C for participating in the lesson and working hard to complete Dr Frost. Chloe C, Harry S, Tadas, P & Lloyd H for active participation in the lessons.

English: Kaz K for working extremely hard and excellent engagement online throughout the week.

Science – Molly E even though Molly missed a few lessons she has worked extremely hard at catching up and puts in 100% effort – well done! Hannah F, Ruby R, Emily R, Natsasha S, Chloe C for fabulous participation and resilience. Lloyd H – phenomenal homework.

International Languages – French: Alexandra A for huge improvement in dedication and quality of work submitted. Spanish – Hannah F. for always being reflective with her work and being ready to learn.

History- Skye H-K: excellent note taking. Meli B for consistently excellent work in History and for attending every lesson!
India. H- excellent attendance and effort and for submitting work on a regular basis.

Core PE – Emily R and Fletcher R – Great Psychology work in PE Theory

Sports Studies – Sky H – Excellent effort in PE Theory.

ICT/Computing - Ben C for working really hard on his coursework

Travel and Tourism – Fletcher R for consistent effort since the start of lockdown and contributions to chat



Digital Learning Stars Year 10

Geography: India H for gaining so much confidence with her answers in the chat and exam questions.

Business Studies - Grace K for consistently giving excellent contributions in class

Art – Amy H – For being resilient and creatively completing a continuous line drawing of the face.

CPR – Miruna U - for writing very detailed answers to the tasks in our lesson this week

Drama – Charlie B – for working hard and getting on with all the tasks, well done!

Dance – Erica L-S for always attending and producing a great standard of work.

Music – James H-H and Gracie S for working hard and great commitment



Digital Learning Stars Year 11

Maths: Oscar F for participating in the lessons and working hard to complete Dr Frost. Ruby M, Sian L, Jess B, Cameron HB, Beth S & Charlie T for active participation in the lessons.

English – Beth S, Kieran D, Charlie T, Mallory B (11T) – for hard-work and resilience with their online lessons and assignments

Science – Rhiannon E was awarded a blue slip for gaining 100% on her homework task. Jess B and Kai B for 100% attendance, work quality and engagement.

International Languages – French: Chloe I for setting a good example of hard work and resilience in all lessons.

Spanish – Katie V. for being responsible with her learning and creating a lovely written piece

History- Emily D (11C) for excellent work submitted, Oscar F for excellent contributions

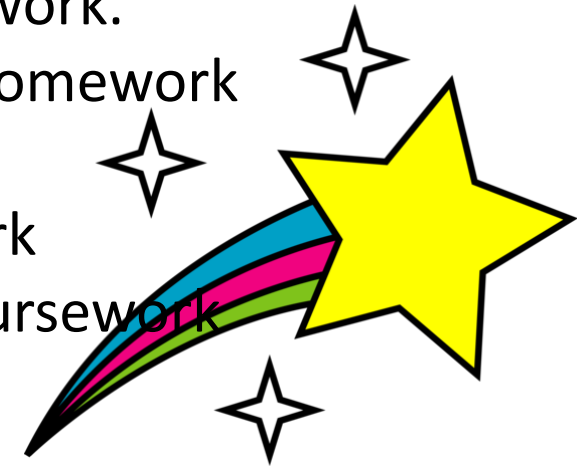
Mia P. for excellent attendance and effort and for submitting all work.

Matt D. for excellent attendance, contributions and submitting homework

Core PE – Grace S, Poppy R and Rhiannon E – Great work in PE theory :)

Sports Studies – Brad W and George M – Completion of Unit 3 Coursework

ICT/Computing - Kiern W for submitting excellent dashboard for his IT coursework



Digital Learning Stars Year 11

Geography- Kieran W for consistently producing a high level of work in Geography and contributing to the team chat.

Business Studies – Ashleigh K for consistently high level of work and effort in lessons.

Photography – Mae G for working hard to create kaleidoscope outcomes, which have been shared with the class as exemplar work.

Art – Keira W – For being ready and responsible by completing and sending updated work to her teacher every week. Showcasing the hard work, she has put in.

Drama – Keira T for always attending and engaging in the lessons, well done!

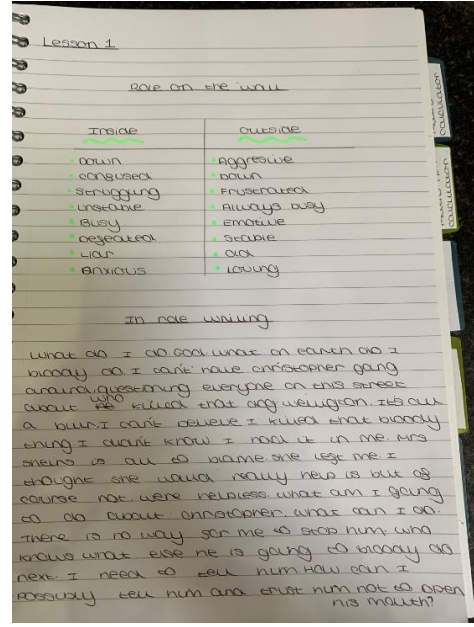
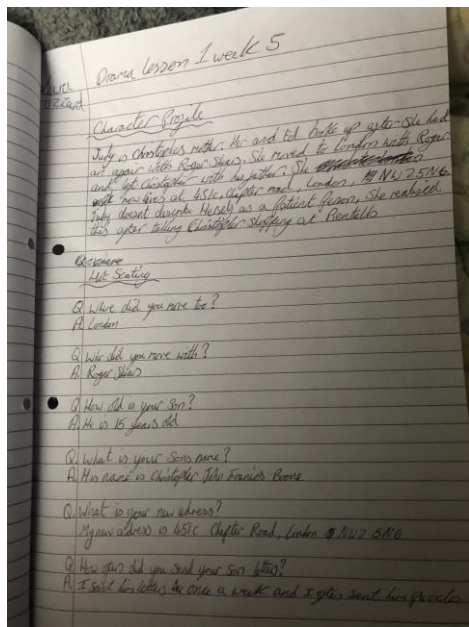
Dance – Stevie W for always being so focused and engaging in lessons.

Music – Oscar F & Katie L for hard work and commitment in online lessons





Some pupils who have shared their excellent Drama work with us this week:



Drama

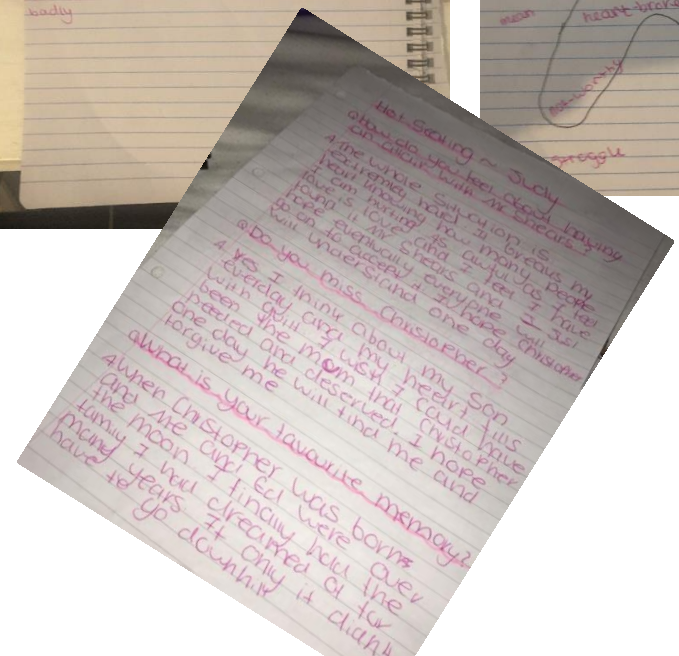
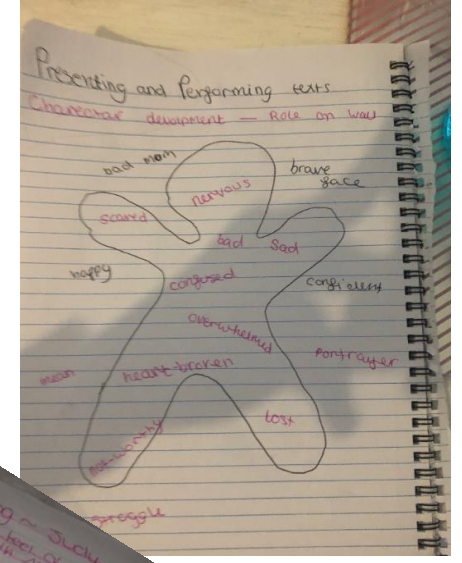
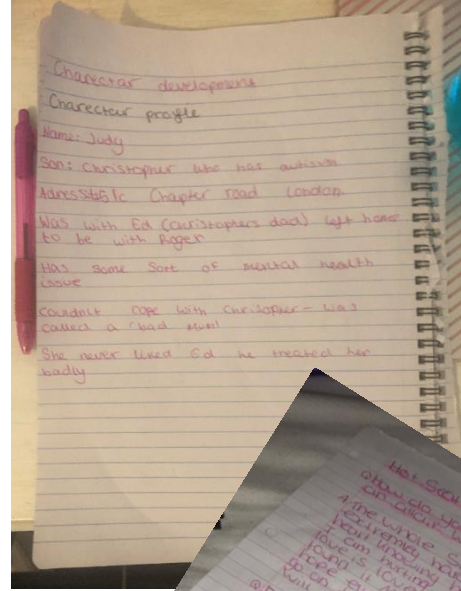
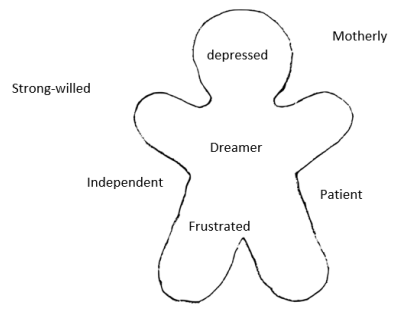
01/02/21

Monologue - Pg30 Judy

Character profile:

Judy is Christopher's mother and parent. Christopher believes that she died from heart problems due to what his father had told him. We later learn that this is false and that Judy is living in London with her new partner. The only time we hear from her point of view on the story is through her letters to Christopher which his dad hid secret from him. The audience learn that she has frustrations with Christopher a lot of the time but that she loves him and wants to hear from him. She evidently still finds dealing with Christopher extremely difficult because of his needs and sometimes inappropriate behaviour. She clearly loves Christopher but also has doubts about her ability to take care of him.

Role on the wall:




Well done year 11, Keep up the hard work! Mrs F

RESPECTFUL RESPONSIBLE RESOURCEFUL RESILIENT READY REFLECTIVE

Some pupils who have shared their excellent Dance work with us this week: researching and learning about Bollywood dance.

Task 1: Have a look at the images below of Bollywood dancers. What do you notice about them?

What the dancers are wearing
 Actions that they might be doing
 Use of formations and shapes
 Anything else



Reflect your thoughts in the box below:


They are wearing dresses.
 The actions they are doing are quite big movements.
 They move all at the same time.

Task 2: Now let's have a look at some videos of Bollywood dancers/performances. Watch the youtube link below, and have a go at answering the questions below.

1. Do any movements repeat often? Why? What? Yes, it's because it's a sequence.

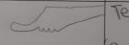
2. What kind of costumes are worn? The kind of costumes that are worn are colourful, beautiful and they are...

Task 5: How do you know about symmetrical and asymmetrical and how it can be used in dance. Use the images above and/or research your own and draw your own symmetrical group balance. If you are completed, this project electronically you can have the two images, take a photo and upload it or try to cut and paste already existing images to make a collage.



Task 6: Learning about Hand Gestures.
 In Bollywood and Indian dance hand gestures are important. These are known as 'mudras'. A Mudra is a symbolic hand gesture used to symbolise different things. Indian dancers use 28 single hand gestures called Anamika Mudra as well as 24 double hand gestures called Samyaka Mudra.

Research different Indian hand gestures and select your favourite to draw/copy and paste. Add a label to each hand mudra to explain the meaning.

Hand gesture	Meaning
	Tendri (stem)

William Brewster Bollywood

The dancers are wearing something like you would see in the 1950s, 1960s India. They are like the 1950s and 1960s style of dancing. Indian dancing. The dancers would wear saris or lehengas. They don't wear skirts.

They are wearing traditional Indian dancing outfits with gold and red.

The movements spin and turn were repeated again and again because they are called dance.

The dance is upbeat and fun.


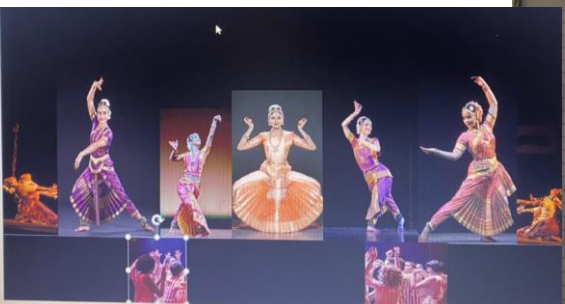
The dancers need strength and control, flexibility.

Bollywood was originally called Etymology and is a portmanteau derived from Bombay, which is its former name (now Mumbai, India), and Hollywood, the centre of the American film industry. The word 'Bollywood' originated in the 1970s when a magazine named it 'Hollywood in film production'.

Bollywood originated in

Etymology

Film Production

Dance Bollywood

Task 1: The dancers are wearing saris. They are wearing yellow and white. They are wearing the same dress as they are wearing. They are wearing the same dress as they are wearing.

Task 2: They are wearing the same dress as they are wearing. They are wearing the same dress as they are wearing.

Task 3: Create your poster here:

Bollywood Dancing

5 types of Bollywood Dances

1. Bharatanatyam

2. Kathak

3. Odissi

4. Manipuri

5. Kuchipudi

Task 4:

1st picture ASYMMETRIC

2nd picture SYMMETRICAL

3rd picture SYMMETRICAL

4th picture SYMMETRICAL

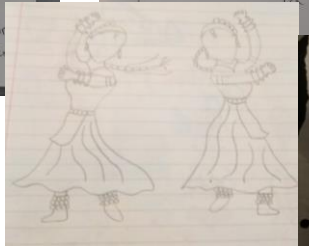
The style of dancing in earlier Bollywood films was based on Indian Classical dance or Folk dances from various parts of India. In the late 50s & 60s, group dances began to evolve in Bollywood as films and choreographers started managing larger groups of dancers with influences from folk dances.

The Evolution of Bollywood

The style of dancing in earlier Bollywood films was based on Indian Classical dance or Folk dances from various parts of India. In the late 50s & 60s, group dances began to evolve in Bollywood as films and choreographers started managing larger groups of dancers, with influences from folk dances.




The person in the middle isn't doing it symmetrical to the other 2 because if she tried then it would not look good so the two on the outside do the same position so it looks better.



Specify in which direction the hand and the fingers are pointing.

1. Asymmetrical
2. Symmetrical
3. Asymmetrical
4. Symmetrical



Hand gesture with meaning: mudra. The hand gesture with meaning: mudra. The hand gesture with meaning: mudra.

Hand gesture with meaning: mudra. The hand gesture with meaning: mudra.

Task 4

Picture 1 is asymmetrical

Picture 2 is symmetrical

Picture 3 is asymmetrical

Picture 4 is asymmetrical

Tuesday 19th Jan Bollywood Booklet

1) I noticed that the dancers wore just brightly coloured clothes made of silk. It looks like they use different hand actions and use their feet and legs in kicks and glides. They dance in groups in lines and seem as though they move as one.

2) a: When Yes, the same movements do repeat including when the dancers spin around with their dresses floating.

b: Shiny costumes that are brightly coloured with sequins and patterns on them.

c: I'd describe the style of Bollywood dancing as upbeat and fun.

d: The dancers need a lot of different skills like strength, speed and control but it wouldn't be Bollywood dance if they couldn't use the skill of teamwork.

Tuesday 19th January 2021
 Dance

BOLLYWOOD DANCING

Bollywood dancing originated in India, around Bombay, in the 20th century and is a dance that we now see in Indian films. It started around the 1950s.

In the late 50s & 60s, group dances began to evolve in Bollywood as films and choreographers started managing larger groups of dancers.

Bollywood dance is the name given to one dance form used in Indian (Hindi) films. The most energetic and colourful Indian dance forms are Bharatanatyam and Gharana.



The cup
 Then the mama peacock



Some pupils who have shared their excellent work with us this week:

In Science the Year 7s have been using red cabbage water to test whether common household products are acids, alkalis, or neutral!

Here are some photos from

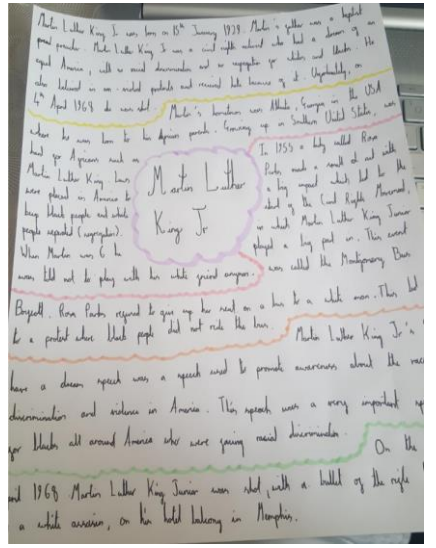
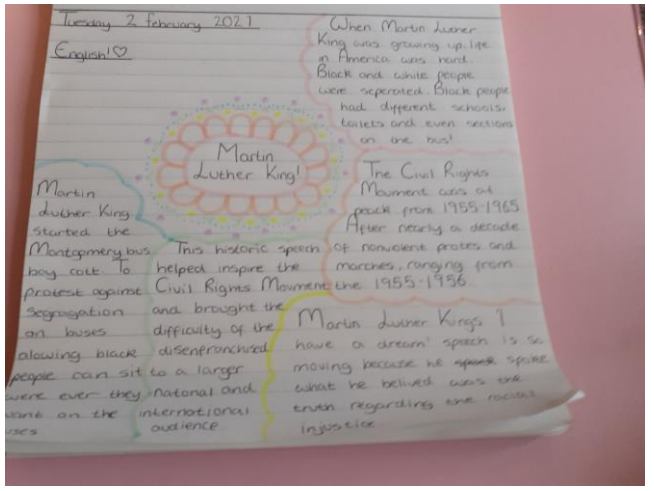
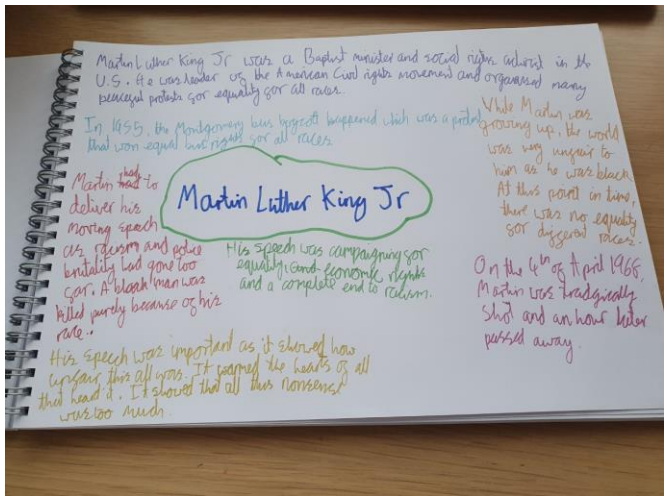
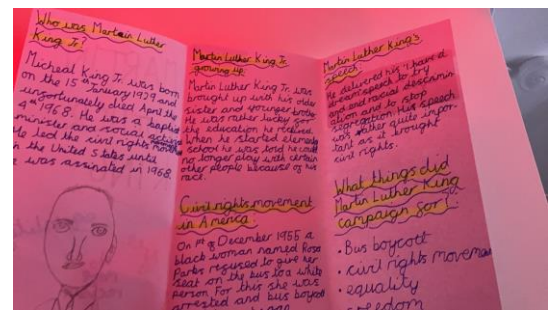
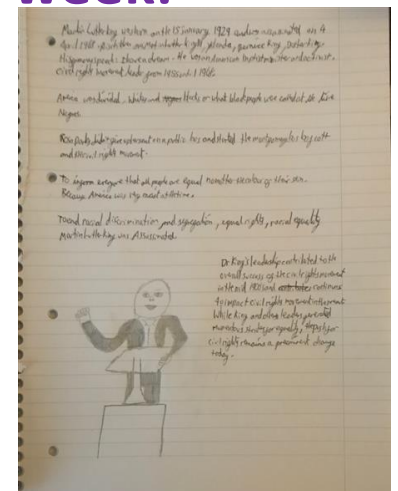
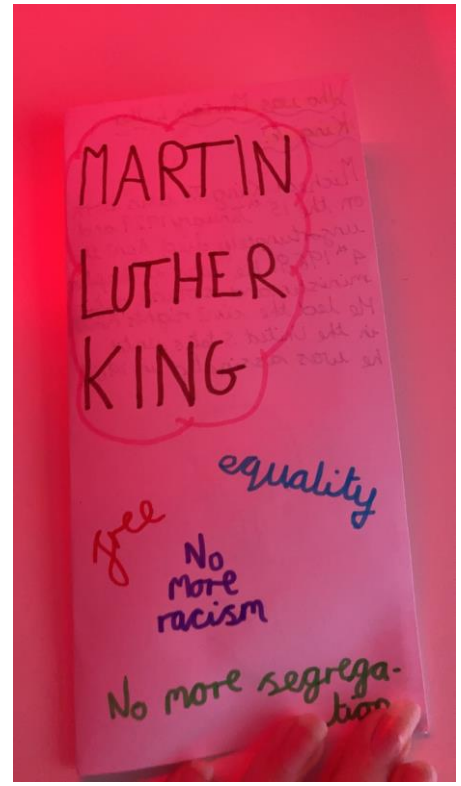
Lily M, Lotti O, Sara S, Alfie W and Mari P





Some pupils who have shared their excellent work with us this week:

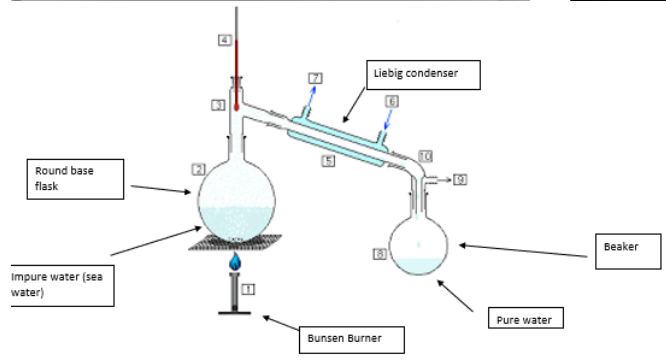
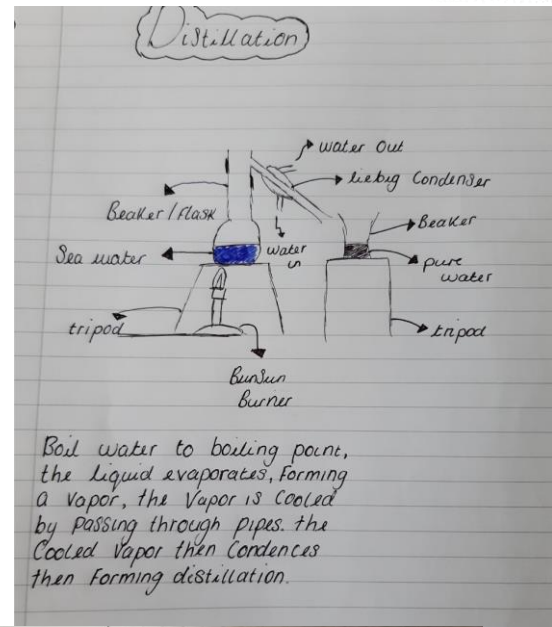
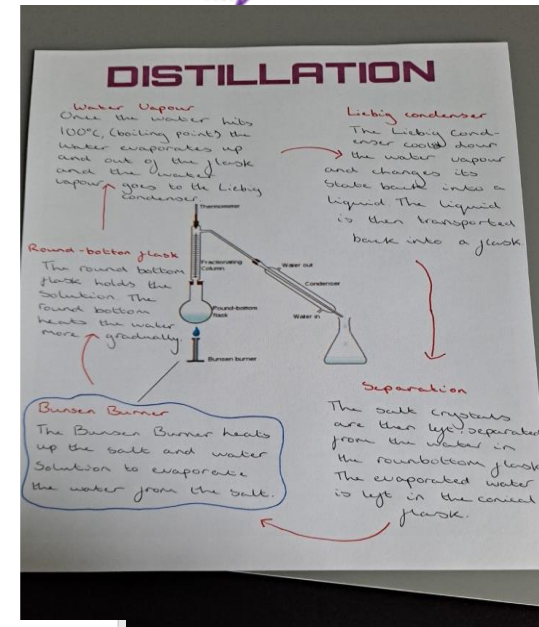
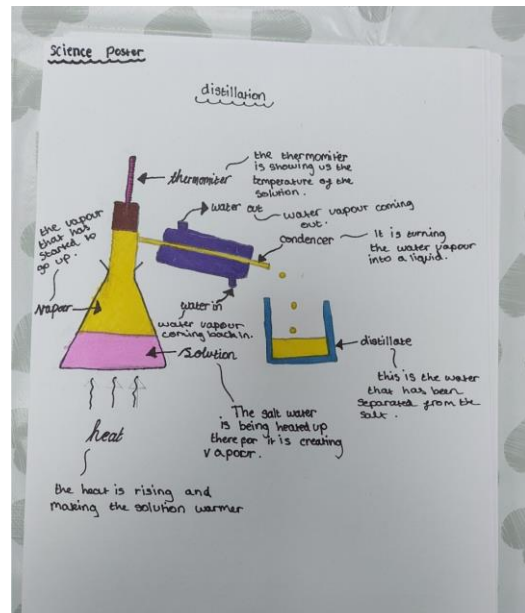
In English, Year 7 have been exploring Martin Luther King Jr's "I have a dream" speech. They have made these wonderful leaflets and posters, outlining the context and historical importance of the event. Well done to Mia E, Jessica C, William B, Lily M and Amelia C!



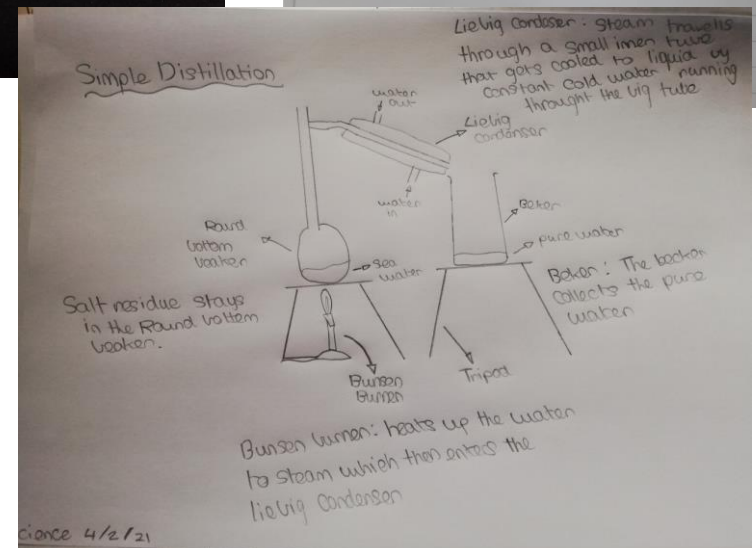


In Science, we have been learning distillation.

Here we have some fantastic posters from Amelia H, Molly F, Keely N, Lennon F, Lucas C



It begins with heating the sea water to when it begins to boil, then the liquid evaporates turning into water vapor, it turns into a gas leaving the salt behind. The vapor begins to cool when it passes through the Liebig condenser, the vapor then condenses and becomes clean water.



Well done!



Some pupils who have shared their excellent PE work with us this week:

Techniques she could use could be stretching before she went to perform so that she wouldn't pull any muscles and keeping calm just before she's about to go out on stage to not make her nervous.

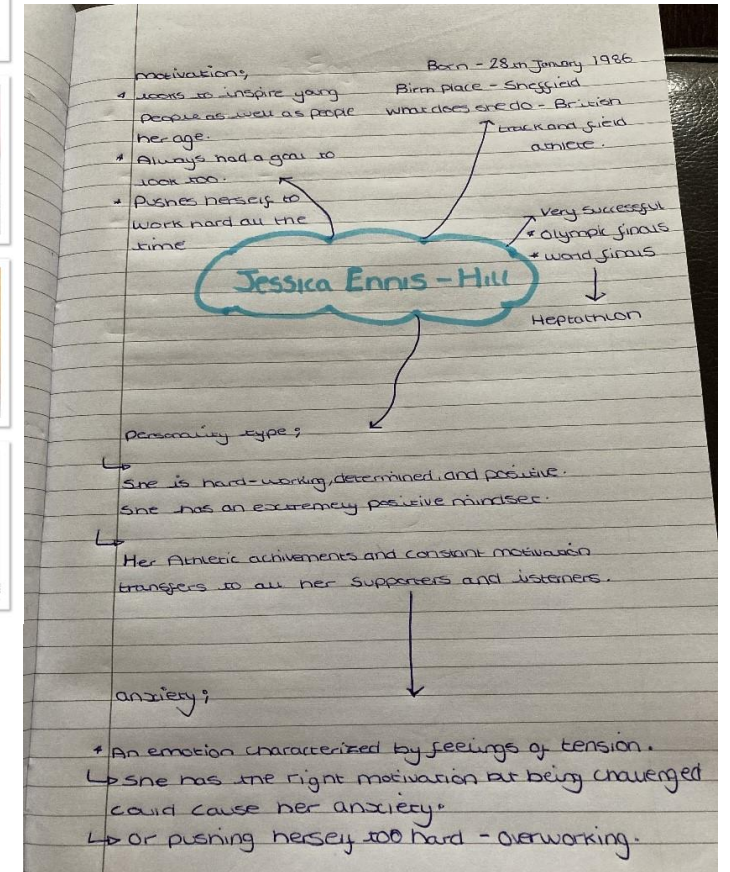
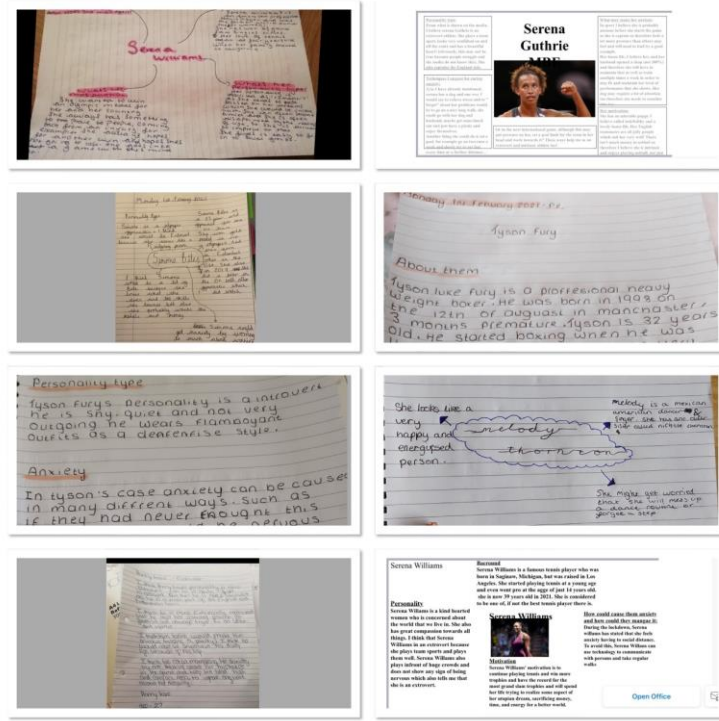
Simone Biles



I think Simone is a happy and joyful person because she's always smiling and even if she messes up, she keeps going with a smile on her face. I think she is extrovert because she is active and lively.

I think Simone is motivated by her family and supports. I would say she is intrinsic motivated because she motivated herself by learning new skills and being able showing them of.

Something that could make her nervous could be the pressure of not messing up because she would lose points or the pressure of how many people were watching her.



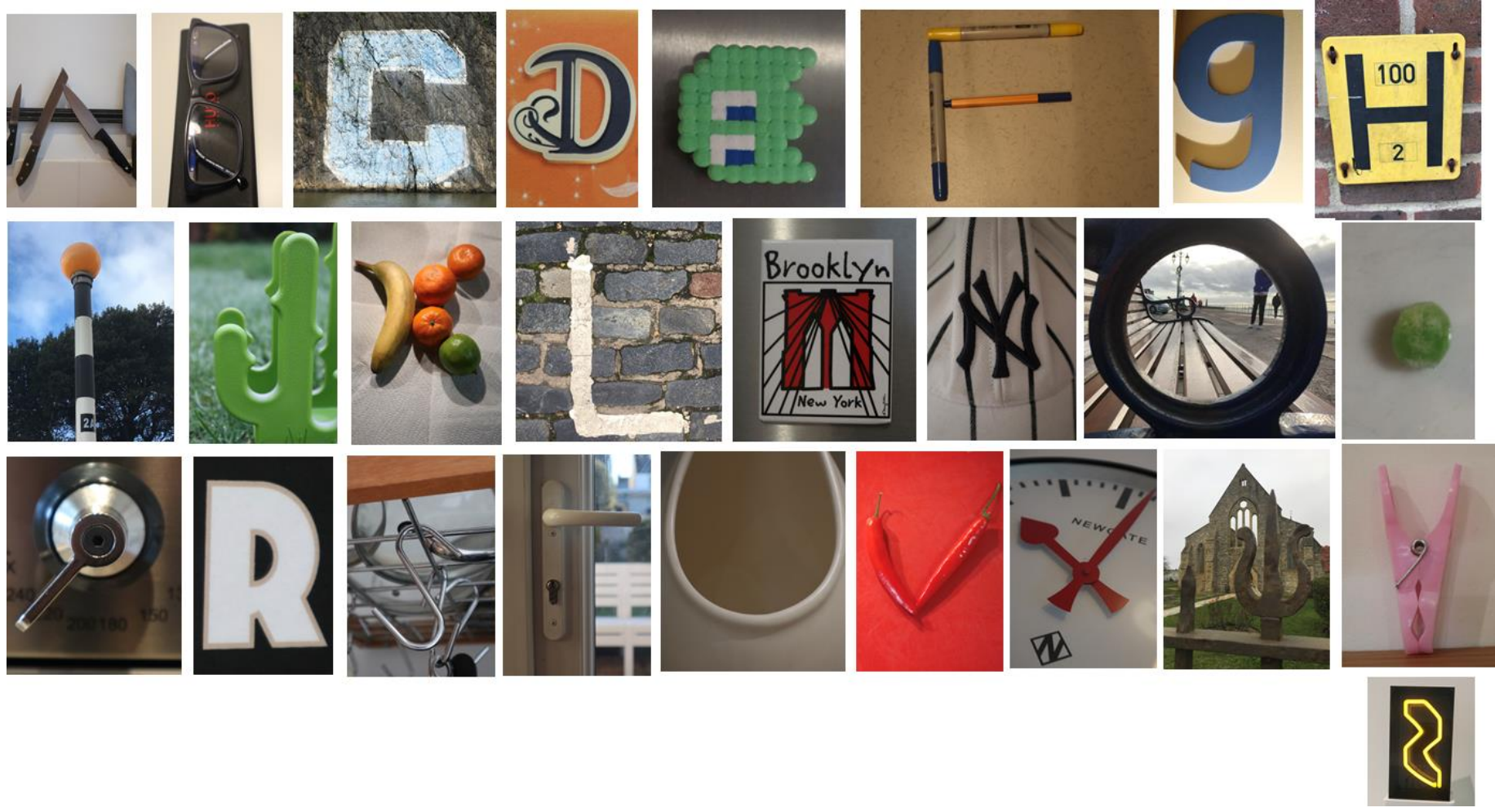
RESPECTFUL RESPONSIBLE RESOURCEFUL RESILIENT READY REFLECTIVE



Erin L in year 9 has creatively taken pictures of objects to construct her own photography alphabet. Great work, well done!

RESPECTFUL RESPONSIBLE RESOURCEFUL RESILIENT READY REFLECTIVE

Gil M in year 9 Photography has taken excellent photography of the letters to create a photography alphabet. Fantastic work, well done!

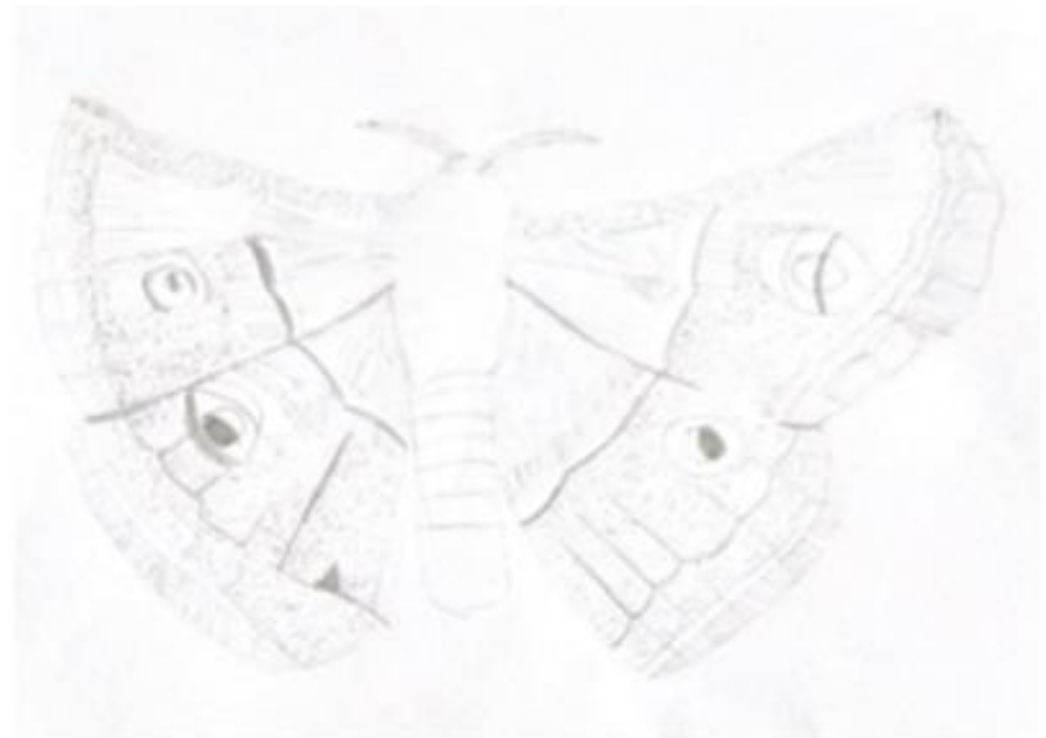




Well done to these students for their great artwork!

Year 7T – Ami.C

Year 8 – Lily.P





Well done to these students for their great artwork!

Year 9A Lubabah A



Year 10 Amy H





Great work from our Year 11's on their assignments this week

Romeo and Juliet

Shakespeare shows the role of women in the play. This is shown by how Lord Capulet treats Juliet and does not give her any say to her she marries, and he arranges a marriage for her with Paris. Although Juliet is already married to Romeo, but obviously Lord and Lady Capulet do not know about their secret marriage and love. Shakespeare shows us in the play that women are constantly under men's shadows and that they were seen as property of their fathers and they also thought that it was the father's job to find their daughters a man to marry without asking them. Women were also made to think that they only needed to know how to cook, clean and provide children for their husbands. This caused them to be treated as property instead of an actual human being and they also could not be themselves because they thought they belonged to somebody.

In the extract, you could see that in the conversation between Lady Capulet and the conversation between Juliet and Lord Capulet as well. Juliet is not stereotypically how Elizabethan women should be and she is representing a strong and she strong headed and stubborn. Furthermore, she has her own voice, she knows what she wants, which shows us that she will not just submit to a man shown when Lord Capulet pushes ahead Juliet's and Paris' wedding ahead and she refuses and goes against her father's wishes, which is uncommon back in the

Response:
In the extract we can clearly see how Juliet has defied the laws of the gender norms of the time as we can see that she is worried about her father Romeo while her mother is talking about the death of her cousin Tybalt, who was killed by Romeo. We know this because it says "but pardon him I do, with all my heart. And yet no man like he doth grieve my heart." This is going against the roles of women in Elizabethan times because she is married and nobody in her family seems about it which is for the first because her parents have her in an arranged marriage with Paris, which were very common at the time and the daughters always agreed and never went behind their parents backs. In the quote "and yet no man like he doth grieve my heart." it shows that Romeo is the only one that consumes her mind and heart because he has left and she misses him, when she should be grieving her cousin with her mother and be thinking out her soon to be marriage with Paris that only the audience knows that the marriage will not be happening.

In the beginning of the play Sampson and Gregory are being very discriminating towards women. We know this because Sampson says "and therefore women, being the weaker vessel" This shows the audience of how powerful Gregory later on says "The heads of the mules." he is making if they are going to take their own lives because we can tell that neither men care about the women or what they are going to do to them and how they are going to make them feel once they have taken this from them, but women back then would not have thought this to be any effort as it is how they have always been treated and it was seen as right, whereas nowadays if women were treated as such a man, he would end up feeling exhausted because people would tell him that the way he treated the strong women was wrong.

Shakespeare explores the role of women in the play. This is shown by how Lord Capulet treats Juliet and does not give her any say to her she marries, and he arranges a marriage for her with Paris. Although Juliet is already married to Romeo, but obviously Lord and Lady Capulet do not know about their secret marriage and love. Shakespeare shows us in the play that women are constantly under men's shadows and that they were seen as property of their fathers and they also thought that it was the father's job to find their daughters a man to marry without asking them. Women were also made to think that they only needed to know how to cook, clean and provide children for their husbands. This caused them to be treated as property instead of an actual human being and they also could not be themselves because they thought they belonged to somebody.

Overall Shakespeare does show an idea of a woman who is not stereotypically how Elizabethan women should be and she is representing a strong and she strong headed and stubborn. Furthermore, she has her own voice, she knows what she wants, which shows us that she will not just submit to a man shown when Lord Capulet pushes ahead Juliet's and Paris' wedding ahead and she refuses and goes against her father's wishes, which is uncommon back in the

Mike L

Eleanor B

response:
At the beginning of this extract, it is seen as women being very emotional. There is a key semantic field used of grief and sadness, as there is a lot of repetition of "grief" and the verb "weep". This displays to the reader that women of this time would be seen as caring and woeful of a situation, whereas the men would be seen as strong and proud compared to them. Although Juliet is portrayed as being emotional in this section of text, she is emotional about Romeo, whereas Lady Capulet is speaking about Tybalt.

Lady Capulet is seen as having a strong influence over Juliet and her life choices. We see that she has a very strong opinion towards Romeo, as she says "That he shall soon keep Tybalt company; And then I hope thou wilt be satisfied". From this we can infer that Lady Capulet strongly dislikes the thought of Romeo. Shakespeare has used this as dramatic irony, as we as an audience know how Romeo and Juliet are married together, however their families are oblivious to this fact, which creates suspense among us, as we wonder what will become of the lovers. This key point in the play, where we see Juliet's problems come into place for her.

Following on from this, it's very ironic Lady Capulet speaks of Romeo's death as we know that the pair both chose the "sinful" way out of their situation through suicide. In the last act of the play, it's seen that Romeo takes his life by drinking poison, which would be considered the weaker way out, compared to Juliet who uses an "O happy dagger". Even when taking her own life, Juliet is still seen as the stronger one, as she chooses to die with Romeo, which is a very strong statement.

Mallory B

Olivia E



Thank you for sending a poem in as part of a tutor time activity in D2

Title : 2020

2020.

Where does one start?

Raging fires?

The final beat of millions of
hearts?

The National lockdowns?

Everyones inside,

No more school,

Until the virus passes by,

This has been tough for

every human,

For kids and adults alike,

It may not have been easy,

But the end is now in sight.

Amelia C



GCSE French classes have been learning about the French celebration of La Chandeleur – the equivalent of pancake day!

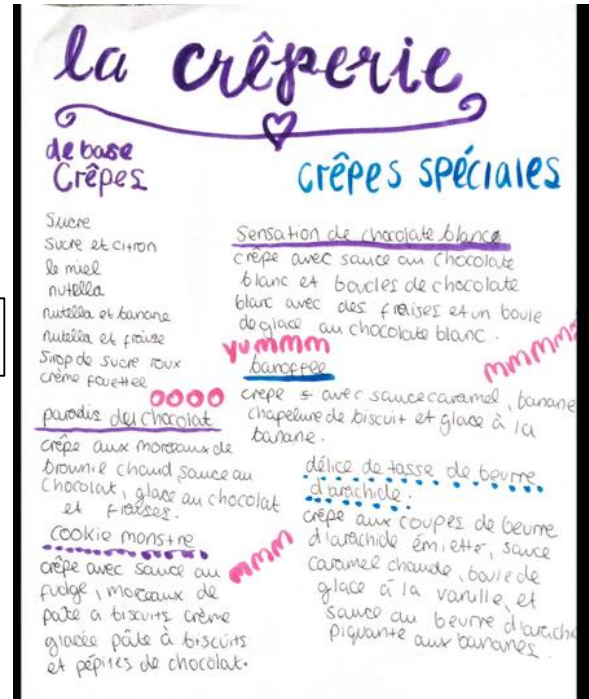


Nos menus de la semaine...

Lundi- Les crêpes au chocolat ou Des crêpes à la confiture de fraises	Mardi- Les crêpes aux fraises et à la crème Chantilly ou Des crêpes au sucre et au citron	Mecredi- Les crêpes à la confiture d'abricots ou Les crêpes à la confiture de framboise	Jeudi- Les crêpes au chocolat et à la banane ou Les crêpes au miel
Vendredi- Des crêpes avec de la glace à la vanille ou Des crêpes au sucre et au citron	Samedi- Les crêpes aux fruits rouges ou Les crêpes à la confiture de fraises	Dimanche- Les crêpes aux fraises et à la crème Chantilly ou Les crêpes au miel	



Gracie P, Year 10



Tegan C, Year 11



Tahmina R, Year 9



Fatima R, Year 9

Emma B, Year 11

Emily R, Year 9



Florence E

In year 8 Geography they have been considering the impacts of desertification in the Sahel.

Dear Diary,
I moved to Lagos I hoped it was going to be an industrialised, prosperous city – but upon arriving I found out it was anything but. I decided to come to Lagos because things weren't going so well. Our family farm was becoming less and less reliable. Over farming the land and overgrazing our cattle on it had made the soil poor. With no plants to grow on it, that meant there were no roots to bind the soil. So, in strong winds the soil just gets blown away. I came to Lagos because I was expecting to get a job with a good amount of pay. You know because it's the biggest city in Africa you'd expect there to be a lot of jobs. Also, life on the farm was not very hygienic. In our First Aid kit we only have a limited supply of Band-Aids. And food was scarce. We could only produce enough for two meals a day. And that was on a good day.
I guess Lagos is the way it is because of migrants like me. More people coming into Lagos means more vehicles on the roads so that means more carbon dioxide being emitted. Every street has become a marketplace now. People selling almost everything you can imagine. On some days, the traffic in Lagos gets very bad so most cars are stuck in the same place for ours. People utilise this and go and directly sell their products to the stranded drivers.
For some people traffic jams are a nightmare but for me they are a dream come true. See, I'm an Okada driver. Which is like a motorbike taxi. They are so much faster than cars and they can fit through tight gaps. So while the traffic is bad people tend to use Okadas which can snake quickly through the traffic.

Senith D

Dear Diary,
I have decided to go. I have decided to move to Lagos. It was a must, and I could not resist moving to the city. But this has had a huge impact on me and my family. It was a tough decision, but we talked through it and they agreed and said it was best for me. The Sahel desert is falling apart, desertification has had a huge impact on peoples lives back in the Sahel. One major problem is the climate change. Because the Earth is getting hotter each year, the desert is getting dryer and dryer each year. Especially when rain is not really a thing that happens in the Sahel Desert. I wanted to move to Lagos to have a fresh start, to see if I can get myself a job and earn a good amount of money. But my heart broke when I saw my daughter crying her eyes out when I left. It was my final goodbye to them, and it was difficult. Desertification is a horrible thing. My life when I was younger was so bright and happy, but through the years I have been living their it has just been deteriorating before my eyes. Wherever you look its just dry sand, this is due to the soil erosion that has been affecting the ground massively. Also there has been a very big shortage in food and water supply, this is not good as there is around 1,000 people living there and if there is not enough food soon enough people will not be able to survive there anymore and it will be classified as a dangerous place to live. When I heard about the city, it sounded like a dream to me! The huge skyscrapers, the jobs, the houses, and more. At the Sahel Desert my job was not great, I was not getting paid enough money to keep on living so one of the pull factors was that in Lagos there are high paying jobs which is fantastic. Furthermore, they have a great food and water supply, a lot better than the one in the desert. Unfortunately, when I arrived it was not really what I imagined it to be. The roads were just rivers, cramped houses, and it is very unhygienic. It looked horrible, although it was better than the Sahel, I was very disappointed as to what it was like in Lagos. I could not even move throughout the city. I was told I had to buy a canoe? I had never heard of them before but a friend of mine lended me one and took me to my house. When I looked inside, I saw empty rooms full of nothing. I did not know where to start. It was all very daunting, a very new experience. Around me I could see people dumping their waste in the water, and then I could see people drinking out of it! Do they not realise how that could affect their lives? I was instantly disgusted by that, but I just ignored it. There were not many jobs around the area. The education is not great either, although when I was younger, I never had a proper education so I Would not know what it's like to have one. I am excited to see what comes in the future, but I hope it can be bright.

Callum

Dear diary,
The day had finally come. My family and I had to move away from all we have ever known. We do not have enough money to live off as a family of 6. The ground had become infertile and there was no way of planting any crops. The soil had eroded, and no one had any food to eat. Lagos. The largest city in Nigeria was our only hope. I could at least get a job and earn some money to pay for us. The noise and smell of cars and motors was unbelievable. I could almost see the pollution filling the air. All I needed here was a job. A job and nothing else needed. We looked around us and all you could see was a sea of people and cars waiting to get into the city. When we arrived at our house, I was worried. Small and cramped. How on earth were we all going to fit in there? There was one mattress on the floor. They all said that they'd sleep on the floor and I would have the mattress. The roof was cracking and there was no clean running water at all. I just did not care at that point. I was tired and hungry. At 6.00pm, I went out to get some food. People were selling things everywhere I looked – perfect I thought! However, everything was so expensive and I didn't



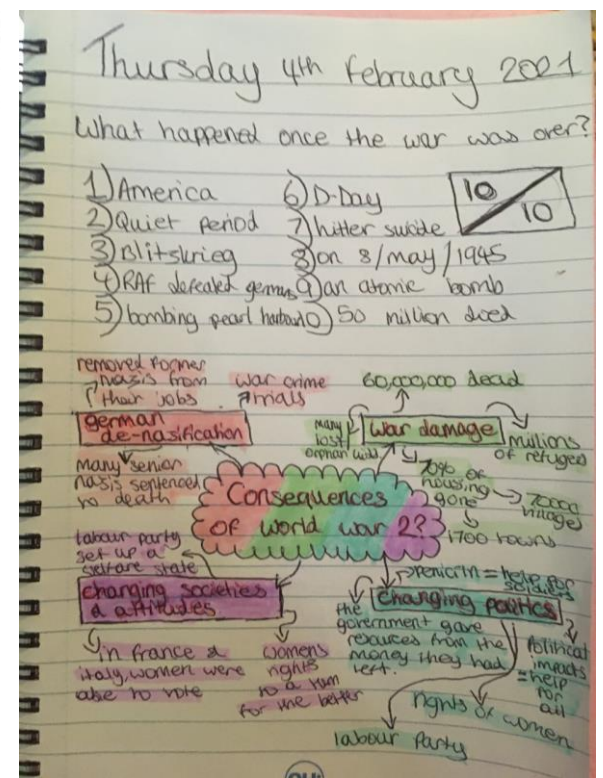
Examples of great History work this week

Keywords to use: outflank, English Channel, trenches, stalemate

The race to the sea was the race by which both sides dug **trenches** to defend themselves. The Armies moved north to **outflank** (move around the side) each other as they dug trenches as they went along. 120,000 British, French and Belgium soldiers were killed or wounded while stopping the Germans outflanking them. By November both sides had reached the **English Channel**. The lines of trenches stretched the other way as well over 400 miles. For the next four years, the positions of the trenches hardly changed, and this was then referred to as a '**stalemate**' (a complete inability to move forward or backwards any great distance and a determination to not be pushed back).

Year 9
Teagan W

Year 10
Mia C



Tower of London,
London
Dear King John,

I am writing to tell you how angry I am! I think you have made so many mistakes, such as letting the French defeat us, we lost Normandy in France and have higher and higher taxes to pay.

I am really happy about your decision to sign the new Magna Carta because it means you have to at least have a trial before imprisoning us Barons. Also, I am happy because the taxes are fair to everyone and freemen can travel where they would like.

I think the Magna Carta will be good for England because there won't be many fights, and everything will be fair, so everyone has a say in life.

In the future It will be important because everyone will get a say and there won't be many fights around

Year 7
Sofia. O



What are the chances of having Cystic Fibrosis?

Genotype	Phenotype
FF	not have CF
Ff	not have CF
ff	will have CF

Parents do NOT have cystic fibrosis, and are homozygous

the parents are homozygous and are not carriers. the child doesn't have a chance of developing cf 0% chance of having cf

Complete this punnet square

		mother	
		F	F
father	F	FF	FF
	F	FF	FF

Plenary

Summarise in 3 bullet points what you have learnt about sex determination in humans?

Always a 50/50 chance of it being either a male or female.
 23 from the egg and sperm has 23 single chromosomes.
 46 chromosomes all together.
 Gamete is sex cells (sperm and egg)
 XX = Female XY = Male
 The sperm determines the gender.

Radia A, Year 11

Tegan C, Year 11

	Inherited	Environmental	Both
Blood group	█		
Wears glasses			█
Tongue rolling	█		
Freckles		█	█
Speaks Italian		█	
Dyed pink hair		█	
Natural eye colour	█		
Height			█
Welsh accent		█	

Amie N, Year 11

kyg hew

		Woman	
		b	b
Man	B	Bb	Bb
	b	bb	bb

(e) What is the probability that a child of this man and woman will have brown eyes?

50%

Josh C, Year 11

Year 11's have been engaging brilliantly in science. Here are some examples of genetic diagrams, what causes variation and exam practice.