

DSHS GALLERY

23rd January – 1st February 2021 Part 2

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Exceptional understanding of ethics by Louie Horton in Year 8

3.1 Is what is right and wrong dependant on the situation

Explain the difference between absolute and relative morality (3 marks)

Absolute morality is where someone believes that rules should always be followed regardless of the situation. For example, how children may respect and honour their mum and dad even if they are a criminal, racist or homophobic.

Relative morality is where people believe that if you are following or not following the rules depends on the situation. For example, we should not honour and respect our parents if they are racist, homophobic or a criminal and are trying to teach us these things.

The difference between these two beliefs are how relativists view rules and if you should follow them or not comes down to the situation. Whereas, on the other hand, absolutists believe rules should be followed everytime, all the time and everyday no matter what it comes down to.

The meaning of conscience is where when a person is having to make a decision, they get a feeling or voice which tells them what to pick or do. This feeling to theists (people who believe in God) makes them think it is not a feeling, but the voice of God telling them what to do. For example, someone could see a homeless person and want to give them money, but they have a decision to give the money to a homeless people charity or give it directly to him/her. This is where your conscience may kick in.

Religious leaders can have an impact on what is right and wrong. This is due to what they may say or do. These leaders can have a big impact to theists and normal people with their somewhat 'quotes'. For example, the Pope said "we all have the duty to do good." These moral decisions can make us think about what is right and wrong and what decision we would choose. As it tells us we can and should

Explain religious attitudes towards helping the poor? (5 marks)

Compassion means to show empathy to someone or something by putting ourselves in their boots and seeing how we would feel. This is why a religious person may donate to the poor as they think about how they would like to be treated - The Golden Rule.

The parable of the sheep and goats is a story in the bible where Jesus uses the example of a shepherd who separates his sheep from his goats in order to help people understand what judgement is like. This story/parable will teach Christians how to judge things correctly. By this, if they see a homeless person they won't judge them because of their situation, but show empathy and compassion.

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An excellent understanding of Religion and Human Rights by Logan Callow

Why should we have religious freedom?

What is the main religious tradition of the United Kingdom?

A) Christianity B) Islam C) Hinduism D) Sikhism (1 mark)

A _____ Passed

Give two Law's in the UK that allow Sikhs the freedom to express their religion. (2 marks)

- They are allowed to ride motor bikes without helmets _____
- They are allowed to carry round the 5 K's at all times _____

Explain two contrasting beliefs about the right to freedom of belief.

You may refer to different religious views and non religious views. (4 marks)

Back in Elizabethan times, people would be fined 12 pence for not going to Church which is about £11 in today's money. This shows there was very little religious freedom and people were forced to be Christian. People had to believe what they were told and couldn't speak up against it. Other religions were generally seen as wrong and in many cases people faced serious punishment for not believing what they believed.

Compare that to today in Britain where people have the freedom to choose whether or not they want to be religious and can choose to be any religion they want as long as it does not create hatred to other people. There is no punishment for not attending Church or any other religious place of worship and every religion is treated with respect and equality.

Are Human Rights important to Sikhs and Christians?

Which of the following is *not* a human right?

A) Education B) Religion C) Do what I like D) Marriage (1 mark)

C _____ Passed

Give two Human Rights (2 marks)

- "Right to free education" _____
- "Right to no torture, slavery and forced labour" _____

Describe the teachings of two Religions about human rights.

Refer to scripture or sacred writings in your answer. (5 marks (each))

Christians believe that God is the God of Justice and the parable of The Good Samaritan shows that everyone is everyone's neighbour even people who are different to us. This links with the love thy neighbour quote from the bible and shows that Christians believe everyone should be treated equally.

Sikhs also believe strongly in the idea of Human Rights. This can be seen in the story of Guru Tegh Badadur. He helped his Hindu friends escape prison by splitting his tassel on his cloak up between the 52 of them. The Sikh faith is also based around equality for all. Examples of this are Langar and wearing the 5 K's.

Excellent evaluation Showing she understands how the role of women is affected in Christianity and Sikhism by **Amelia Hodgetts** in Year 10

What role do women play in Sikhism and Christianity?

Who prepares Langar in the Sikh faith?
A) Women B) Women and old men C) Old women D) Anyone who wishes to serve (1 mark)

B

Give two Christian teachings about the role of women (2 marks)

everyone is equal - "Love thy neighbour"
Jesus warns against prejudice - "GOD DOES NOT SHOW FAVORITISM."

Explain two religious beliefs about the status of women in religion. Refer to sacred writings or another source of religious belief and teaching in your answer. [5 marks]

Christianity - believe people are born into different circumstances but everyone is equal. "LOVE THY NEIGHBOUR". - SOME BELIEVE JESUS ONLY CHOSE MEN.

Sikhism - Guru Granth Sahib stresses the importance of women. They believe that women are inferior to men.

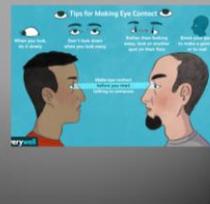
Some churches allow women to become religious leaders - but some (St Paul) show gender prejudice. ST PAUL - "WOMEN SHOULD ~~ATTEND~~ REMAIN SILENT IN CHURCHES."

A brilliant comprehensive guide to behaviour management by **William Parkes in Year 12**

1. Presence

- ▶ If you walk in with the mindset that you will respect your students if they respect you, then your students are less likely to feel intimidated or want to challenge you

▶ [Click to add text](#)



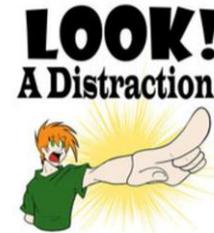
2. Teach good lessons

- ▶ If you teach engaging and fulfilling lessons and perhaps end them with a cliff hanger your students will want to be eager to learn and will already be in the right frame of mind for your next lesson



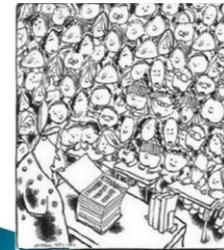
3. Distraction

- ▶ If you could divert attention from whatever is distracting the students, and bring attention back to you and what you want them to learn without raising your voice, like by asking a question, then students will forget what was distracting them as they must focus on the question



4. Grouping not personalising

- ▶ By doing this you are not singling any one person out, which that person could see as a challenge and be more likely to retort. It is easier if you said "that side of the room", or "this table needs to....."
- ▶ By doing this the people who know they are in the wrong will stop themselves



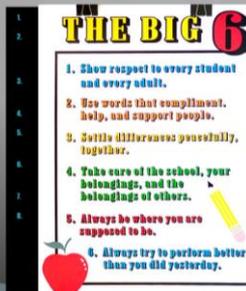
5. Positivity / empathy

- ▶ This can bring more shy students out of their shells and make them want to engage with you. If a student is chatty they will want to talk before and after the lesson, this can then be an incentive. If you understand and relate to why they might be distracted i.e. snow or Friday period 5, it is easier to regain attention.



6. Classroom rules

- ▶ By establishing and adhering to the rules you will not be accused of favouritism and people who know they have broken a rule can see why what they did is wrong. This prevents challenges over why sanctions are given



Think; How do these work then ?

1. It's Easier to Get Easier - go in hard, THEN ease up
2. Fairness is Key - one rule for all
3. Deal with Disruptions with as Little Interruption as Possible - make it quick
4. Avoid Confrontations in Front of Students -
5. Stop Disruptions with a Little Humor
6. Keep High Expectations in Your Class
7. Overplan - have 1 and a bit lessons worth of work
8. Be Consistent - be the same person every day
9. Make Rules Understandable
10. Start Fresh Everyday



Think; How do these work then ?

1. go in hard, THEN ease up
2. Fairness is Key - one rule for all
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5. Stop Disruptions with Humor
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- 1 This gets the attention of the students but also shows you are going to be reasonable
- 2 This proves that you don't have favourites and there are no exception, rules are rules.
- 3 This prevents the lesson focus diverting and causing all other students to lose focus
- 4 Doing this will prevent students defending other students escalating the conflict
- 5 This removes any tension in the room and can bring attention back to you and what you want to talk about
- 6 This sets the bar for what is expected and gives a student something to aim for and compare progression to
- 7 This sets an extension for students who are exceeding
- 8 This gets the students into a routine so they can work more efficiently
- 9 This makes challenges on convoluted rules unlikely
- 10 This gives students a chance to see how far they have come and compare strengths and weakness's

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Emily Allen Year 11 great work in Science CLIMB session

Physics: energy

Q1a (chemical energy)
- chemical energy store decreases
- kinetic energy increases

Q1b
 $KE = \frac{1}{2} \text{ mass} \times \text{speed}^2$

Q1c
 $800g = 0.8kg$
 $0.5 \times 0.8 \times 12^2 = 57.6$

Q1d
more usefull energy out
more kinetic energy
higher top speed

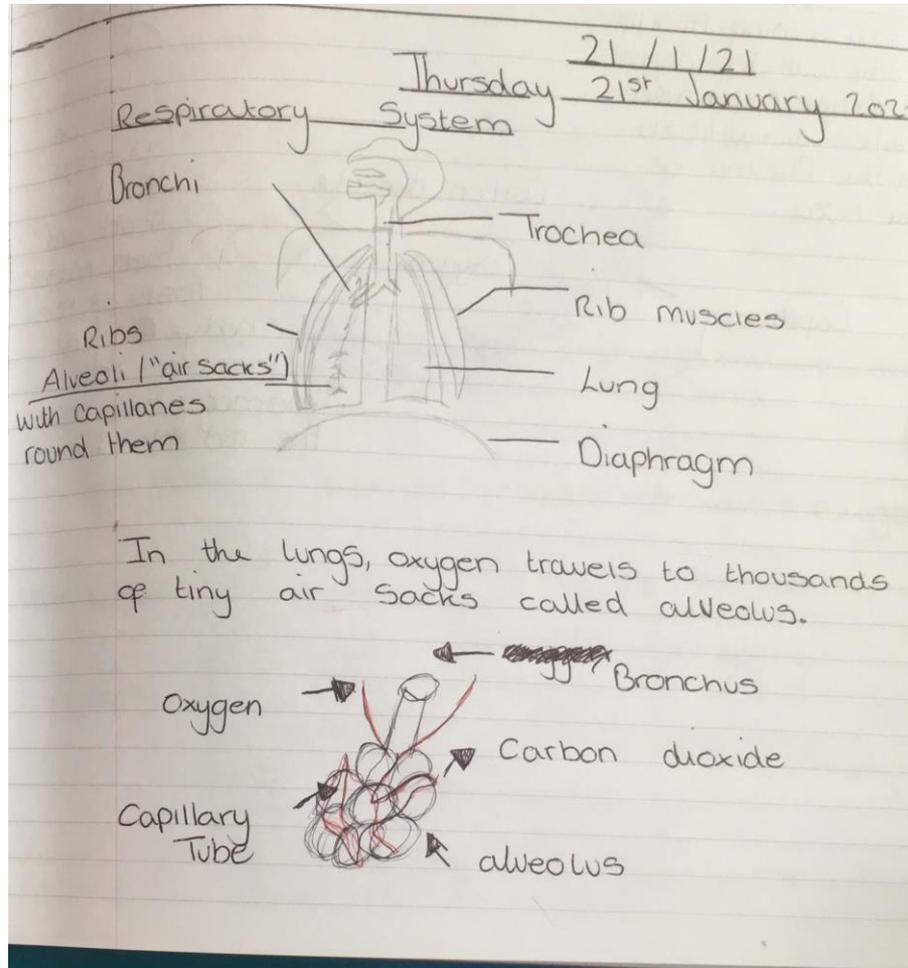
~~Q1e~~ Q1e
 $250 \times 12 = 3000$
 $+ 27000$
 $\underline{\hspace{1cm}}$
 $\pounds 30000$ } electric car

$12 \times 2000 = 24000$
 $+ 15000$
 $\underline{\hspace{1cm}}$
 $\pounds 39000$ } petrol car

difference = $\pounds 900$
electric car is more economic

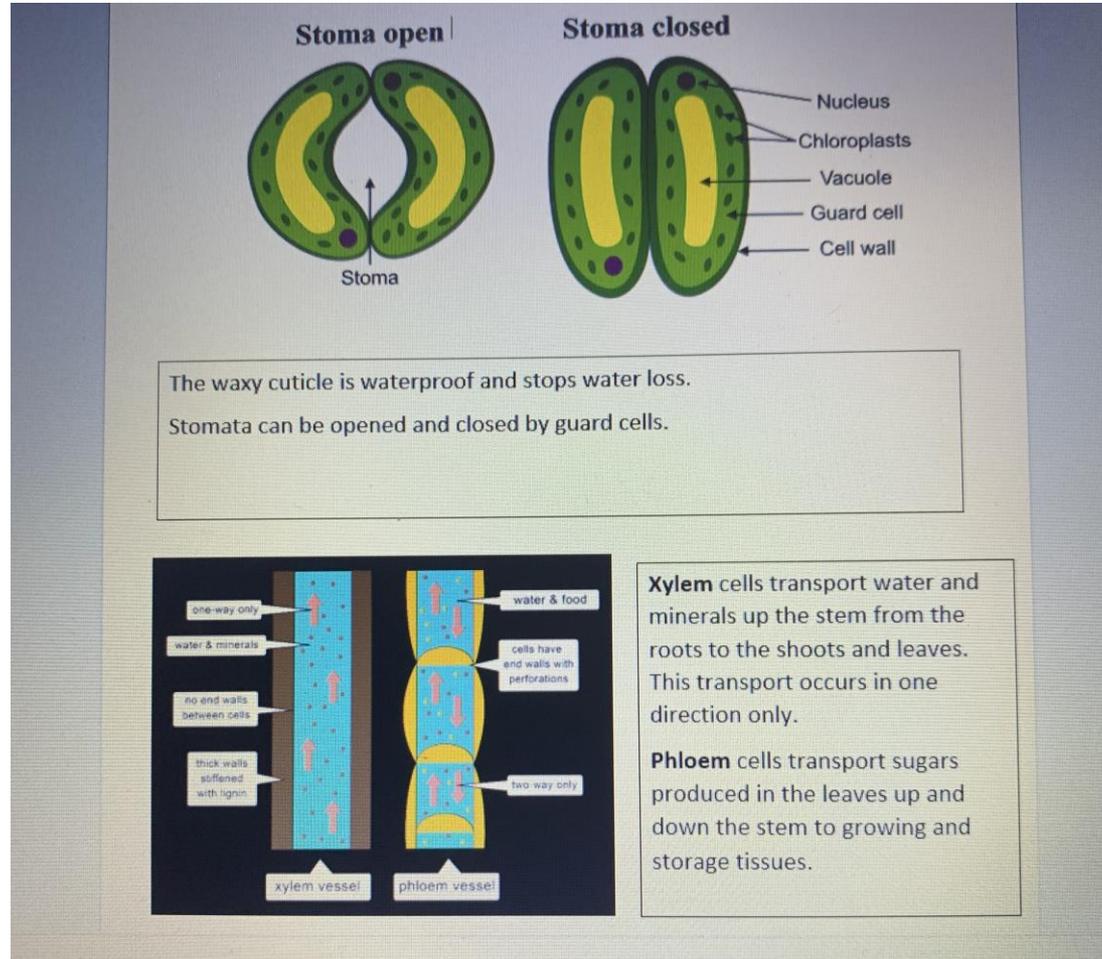
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Excellent Science work by **Chelsea Leigh Thom** in Year 9



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Impressive Science work by Nixie Pearson In Year 9



Lovely French written work and consistently great effort and participation by **Fred Dale** in Year 8

19.1.21

2.

1. Au petit déjeuner, je bois du jus d'orange et je mange des céréales
2. À midi, je mange un repas léger: une salade de tomates ou des crudités peut-être, puis un yaourt.
3. Le soir vers sept heures, je mange du poisson avec des carottes et des petit pois et comme dessert, une mousse au chocolat.
4. Je bois un peu de vin.
5. Hier soir, par exemple, j'ai mangé du poisson avec des carottes et j'ai bu un bon vin blanc.

1. Mérim
2. Bruno
3. Lucie

D'habitude, je mange à midi. Hier, j'ai mangé de la pizza avec de la salade et après des fruits. Le soir, je mange vers huit heures. Lundi, j'ai mangé de poulet avec des carottes et ensuite, en yaourt. J'ai mangé de poisson avec de petit pois et puis une mousse au chocolat. J'ai bu de jus d'orange.

Des petit pois

Des Crudités

Des céréales

un yaourt

du miel

Avec du

Brandon Connaire

Good participation, work and effort in German

Ja, ~~Technologie~~ Technologie spielt eine wichtige Rolle in meinem Leben, weil ich es wirklich lustig finde. Ich bevorzuge die Verwendung eines Tablets, weil es mein Lieblings ist und ich Informationen erhalten und Filme anschauen kann. Ich sitze ungefähr vier Stunden am Tag vor einem Bildschirm. In meinem Haus habe ich ein Handy, einen Smart-TV, ein Tablet, einen Laptop und eine Spielkonsole. Letzte Woche habe ich auf dem PC gerade Microsoft Teams verwendet.

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Erin Jackson Yr10 Fantastic effort and conscientious work in German

1. zu Hause haben wir einen Desktop-PC und ein Tablet. Ich liebe einen Desktop-PC, weil es ~~einfach~~ ist immer einfacher ist.
2. Ich höre nicht gern oft Musik. Wenn ich Musik ~~hören~~ hören, benutze einen Streaming-Dienst, weil es praktisch ist.
3. Ich mag es, im Internet und im Fernsehen zu sehen. Wenn ich ein Film sehen, sehe ich normalerweise auf dem TV, weil ich eine TV in meinem Zimmer habe.
4. Ich mag es nicht, Spiele auf einer Spielekonsole oder Online-Spielen zu spielen, weil ich überhaupt keine Spiele spiele.
5. Wenn ich es vorziehen kann, Einkäufe im Geschäft zu machen, weil Online-Shopping sehr schwierig ist.
6. Ich suche lieber im Internet, weil es einfacher zu suchen ist als in der Bibliothek.
7. Ich habe keine ~~Digitalkamera~~ Digitalkamera, aber ich habe ein Handy. Ich liebe mehr lieber Fotos mit meinem Handy, weil ein Handy kleiner ist und sich einfacher Fotos lässt.

Technologie spielt eine ständig große Rolle in meinem Leben, weil ich sie immer für Hausaufgaben und SMS an meine Freunde benutze. Ich habe einen Desktop-PC und ein Handy. Ich benutze mein Handy ^{am liebsten} über der Desktop-PC ist ~~am~~ immer praktisch. Heutzutage setze ich mich jeden Tag sechs Stunden lang vor einen Bildschirm. Zu Hause benutze ich Technologie für Hausaufgaben und um Texte an meine Freunde. Letzte Woche habe ich einen spanischen Film mit Chris Pratt ~~ist~~ auf meinem ~~TV~~ TV gesehen und sende meinen Freunden noch Hilfe.

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Logan Callow Yr10 Exceptional German written work

Total verästelzt

unnötig - unnecessary

Farbdrucker - Colour printer

Zu jeder Zeit - Anytime

relativ - relatively

mit breitem - with a wide

Beides und zur gleichen Zeit - Both at the same time

gleichzeitig - Simultaneously

mehreren - Several

zwar - Though

Öffentlichkeit - Publicity

bestellt - Ordered

Du spinnst - You're crazy

1) Beantwortst du ein Tablet oder einen Desktop-PC?

Zu Hause haben wir keinen Desktop-PC, aber ich habe ein Tablet. Wenn ich Fotos hochlade, benutze ich immer das Tablet, weil es so praktisch ist.

2) Do you prefer listening to music through a streaming service or with an MP3 player?

Ich bevorzuge die Verwendung eines Musik-Streaming-Dienstes, da dieser schnell und kostengünstig ist, insbesondere wenn Sie zu Hause Musik hören.

2) Do you prefer to watch films and programs on TV or the internet?

Ich schaue lieber Filme und in Gegensatz zum Fernsehen überall verwendet werden kann.

3) Do you prefer to play online games or games on a game console?

Ich spiele gerne sowohl Online-Spiele als auch Einzelspieler-Spiele auf meiner Spielkonsole. Normalerweise spiele ich Online-Spiele, weil ich so mit meinen Freunden spielen kann.

4) Do you prefer to take photos with a cell phone or with a digital camera?
Ich bevorzuge es, mit einem Tablet Tablet Fotos zu machen, weil es viel schneller und einfacher ist. Eine Digitalkamera ist aber auch gut, da sie bessere Fotos mit mehr Details aufnehmen kann.

5) Do you prefer to shop online or in-store?

Ich kaufe lieber online ein, weil es viel schneller ist als in Läden einzukaufen und es auch einfacher ist, eine größere Auswahl an Produkten online einzukaufen.

6) Do you prefer to look for information on the internet or in the library?

Ich suche lieber in Internet nach Informationen, weil diese viel bequemer sind als in einer Bibliothek und mehr Informationen in kürzerer Zeit als in einer Bibliothek abrufen werden können.

Technologie spielt eine äußerst wichtige Rolle in meinem Leben, da ich sie benutze, um mit Freunden in Kontakt zu bleiben, Hausaufgaben zu machen und Spiele zu spielen. Ich habe eine Tablet, ein Tablet und eine Konsole. Ich finde, das Tablet ist praktischer für die Arbeit und mein Tablet ist gut für Gespräche mit Freunden, aber meine Konsole ist mein Favorit, weil ich mit Freunden chatten und gleichzeitig Spiele mit ihnen spielen kann. Ich sitze normalerweise 6 bis 8 Stunden vor einem Bildschirm. Meiner Eltern und meine Schwester sagen, es ist zu viel. Abgesehen davon, dass ich mit Freunden spiele und mit ihnen spreche, benutze ich auch meine Konsole und meine Tablet, um Musik zu hören und Filme und Fernsehprogramme anzusehen. Letzte Woche habe ich viele Programme aus einer Serie gesehen, die ich mag, aber meine Schwester musste den PC benutzen, damit ich den Rest der Serie nicht beenden konnte.

Logan Callow Yr10 Conscientious work and great participation in German live lessons

Ich denke, dass das Wetter gut ist.
Ich weiß, dass Berlin in Deutschland ist.
Ich glaube, dass Oma morgen kommt.
Ich denke, dass du nicht genug Geld hast.
Du weißt, dass ich Pilzen liebe.
Meine Schwester sagt, dass sie nur mit den Hausaufgaben hilft.

Meinungen ausdrücken

Ich denke/meine/glaube/finde, dass ...
Ich bin der Meinung/Ansicht/Auffassung, dass ...
Meiner Meinung nach
Meines Erachtens
Ich stehe auf dem Standpunkt, dass ... (I take the view that)
Ich bin (sehr) davon überzeugt, dass ... (I am (very) convinced that)
Ich finde erstaunlich/überraschend, dass ...

Ich stehe auf dem Standpunkt, dass man sie ^{nie} ~~schon~~ langweilt.
~~Ich bin~~ Meiner Meinung nach ist die Technologie sehr schlecht, dass das
Internet zu Internet-Mobbing führen ~~kann~~ kann.
Ich finde die Technologie toll, dass man immer neue Freunde finden kann.
Ich bin der Auffassung, dass man sich gut an Bildschirmen amüsiert.

ing. Learning.

Jack Osbaldiston Yr9 Great work and effort in French

Mon meilleur copain s'appelle Eric. Il ^a les cheveux blonds et courts. Il ^{est} les yeux bleus. Il ^{est} de taille moyenne. Il est marrant et compréhensif aussi de bonne humeur.

Un bon ami Un bon ami est ^{toujours} de bonne humeur, très honnête et modeste. Un bon copain est aussi sûr de lui ^{et marrant}. Un bon ami n'est pas ^{très} vaniteux ^{et} prétentieux parce que c'est ~~un~~ agaçant. Un bon copain n'est pas aussi pessimiste.

Bea Rusby Yr9 Conscientious French work

L'anche

le 29 janvier

- he is 30cm tall il mesure 180 metre ✓
- as thin as a rake il est maigre comme un clou mais plat ✓
- she seems shy elle semble timide ✓
- most of the time la plupart du temps ✓
- she has a pretty smile elle a un joli sourire ✓
- he looks cool il a l'air cool ✓
- she has a brace she laughs a lot Elle rit beaucoup ✓
- she has a brace elle a un appareil dentaire ✓
- I get on well with her je m'entends bien avec elle ✓
- he has the same interests je m'a les memes centres d'interet ✓

Relative pronoun QUI

Qui means who/which or that. It is a relative pronoun that refers to the subject of a sentence

It is very useful for creating more complex sentences.

- Un bon ami est quelqu'un qui croit en moi
- A good friend who believes in me
- Il a des yeux qui inspirent confiance
- He has eyes that inspire confidence

1) My bedroom which is on the second floor is very small ✓

2) The train is quite comfortable than the bus but more expensive ✓

3) I like this film which our funny ✓

4) It is my cousin who wrote the letter. ✓

5) He looks the book which is on the table ✓

6) You that where is the train which lives for this ✓

Je pense que pour moi, à mon avis les qualités importantes chez un ami sont le sens de l'humour et la gentillesse et l'optimisme. Un bon ami est quelqu'un qui dit toujours la vérité et me fait est quelqu'un qui me fait rire.

Ma companion est Karunika. Elle a les cheveux noirs et les yeux marrons mais elle est belle. Karunika est honnête et drôle et a un beau sourire.

Un bad / mauvais ami est egoïste et impatient aussi. Pletentieux.

Ruby Boulton Yr9 Excellent effort in French

GRAMMARE :

The relative pronoun 'qui'.

Qui means who, which or that. (useful for creating longer, more complex sentences e.g...)

e.g. Un bon ami est quelqu'un qui croit en moi.
a good friend is someone who believes in me.

MY FRIEND :

Mon amie s'appelle Mattie. Elle a les cheveux bruns et elle a les yeux verts. Elle est grande et ^{elle est} de bonne humeur et patiente. Mon ami est à l'aise de l'humour et est optimiste. Elle a les cheveux longs et les cheveux raides. Elle a 5,7!
Mattie est gentille et généreuse. Elle est une bonne amie!

A good friend...

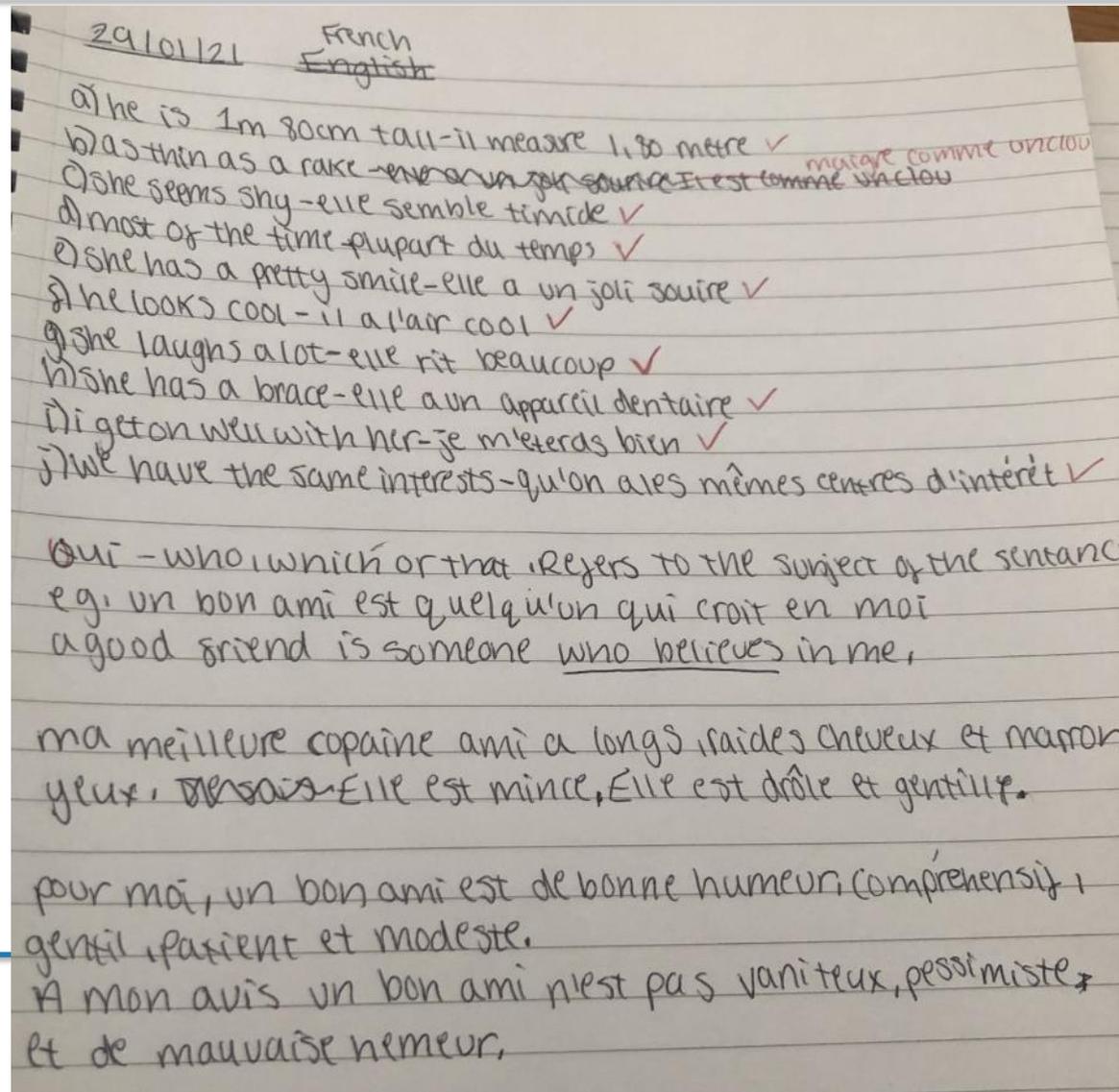
Un bon ami est quelqu'un qui te croit en moi et dit toujours la vérité. Un bon ami n'est pas déprimé et impatient. Un bon ami est énergique et sensible et généreux. À mon avis, importantes chez l'honnêteté!

Grace Rusby Yr9 Excellent work and effort in French

Je pense que pour moi à mon avis, les qualités importantes chez un ami sont le sens de l'humour, la patience, l'optimisme. Un bon ami est compréhensif et généreux. Un bon ami n'est pas prétentieux et narcissique. Un bon ami écoute et soutient le bon côté des choses.

mon ami a les cheveux noirs et les yeux bruns. Ses cheveux sont longs et elle est sûre de toute sa personne. elle est maigre comme un clou. elle est gentille et un peu sauvage. elle est drôle et me fait rire. On s'étend car on a les mêmes intérêts.

Izzy Lewis Yr9 Excellent effort and participation in live French lessons



Year 8 Successes

- Mr Broughton would like to commend 08RR and 08RD Science groups. They are fully engaged, frequently contributing and producing some excellent work online.
- Well done to members of 8LR French class. Their participation and interaction in online lessons is excellent many and the work they submit is of high quality.
- Students in 8LA show great enthusiasm in their French lessons.
- 8RR, 8RW and 8LC have been working very well in French and have researched regional specialities as part of their topic on Food.

Year 9 Successes

- 9BA French have continued to produce work to an excellent standard. Special mention to **Madeleine Holyfield**, **Billy Deacon**, **Robyn Jackson**, **Megan Key**, **James Lettis**, **Catherine Sandell**, **Barney Simpson**, **Freya Skipp**, **Izzy Sprague**, **Emily Sprague**, **Emily Stanley**, **Elliott Taylor**, **Tom Stringer**, **Ellie Walton** and **Eleanor Tromans**.
- **Robyn Jackson** and **Chloe Kiely** are making excellent contributions to their English lessons.
- Mrs Davie-Smith commends **Rhiannon Green** and **Shannon Pedlow** for their useful insights and attitude to learning in English.
- In Drama **Oliver Barker**, **Harriet Bird**, **Leo Grzybek** and **Tinomudaishe Shumba** have demonstrated a willingness to play an active role in lessons.
- Billy Deacon has produced good work in Maths.

Year 10 Successes

- Miss Bowerman's Year 10 French students are working exceptionally well; completing tasks, submitting pieces of writing and actively engaging in live lessons with humour and enthusiasm
- In English these students have done really well on their poetry work the last week and had a great attempt at their first analysis question – Jack Sherry – Mason Whittington-Perry – Alice McElroy – Amber Dent – Oliver Freeman – Megan Key – Jaspreet Kaur – Ellie Harris – Ellie Walton

Year 11 Successes

- In English these students are working hard consistently and producing extremely high quality work.

Chloe Wood – Kyle Westacott – Thomas Lord – Lewis Jones – Charlie Hinton – Harley Cound – Jacob Harris – Elliot Norton – Sophie Smith – Shannon Hall.

- Louis Frapwell, Sam Price, Freya Richardson, Hope Rose and Eddy Webby-Halsall continue to make an outstanding contribution in English. Mrs Davie-Smith thanks them for their excellent attitude to learning and is particularly appreciative of Hope's acting ability and wonderful Scottish accent when reading Macbeth! She would also like to commend George Aston and Jessica Gennard for their resilience and perseverance.
- Year 11 students have also been recording and rehearsing their scripted monologues, and have made some excellent progress in adding movement, gesture and vocal tone to their work. Special mention to: Keeleigh Harding, Freya Richardson, Elliot Norton, Lottie Plant, Harriet Rochelle, Lucy Stringer and Harry Jeys for sending their rehearsal videos so far.

More Excellent Maths by Maisie Leah in Year 9

$T \quad 3 \quad \begin{array}{c} \text{£15} \\ \hline 000 \end{array}$
 $L \quad 7 \quad \begin{array}{c} \text{£15} \\ \hline 000 \end{array} \quad \begin{array}{c} \text{£5} \\ \hline 00000 \end{array}$
 extra
 £20
 £7.50 Example

① Tony $\begin{array}{c} \text{£2.50} \\ \hline 000 \end{array}$
 Luke $\begin{array}{c} \text{£10} \\ \hline 000000 \end{array}$

$10 \div 4 = 2.5$ Tony: £7.50
 $2.5 \times 3 = 7.5$ Luke: £17.50

② Katy $\begin{array}{c} \text{£10} \\ \hline 00 \end{array}$ Katy: £20
 Becky $\begin{array}{c} 0 \end{array}$ Becky: £10

③ Boys $\begin{array}{c} 00 \\ \hline 8 \end{array}$ Boys: 16
 Girls $\begin{array}{c} 0 \end{array}$ Girls: 8

Blue $\begin{array}{c} 000000000000 \\ \hline 6 \end{array}$
 Red $\begin{array}{c} 000000000000 \\ \hline 6 \end{array}$
 $= 0 = 2$

Yellow $\begin{array}{c} 000 \end{array}$
 $9 + 6 + 3 = 18$ There are 36 counters ✓
 $18 \times 2 = 36$

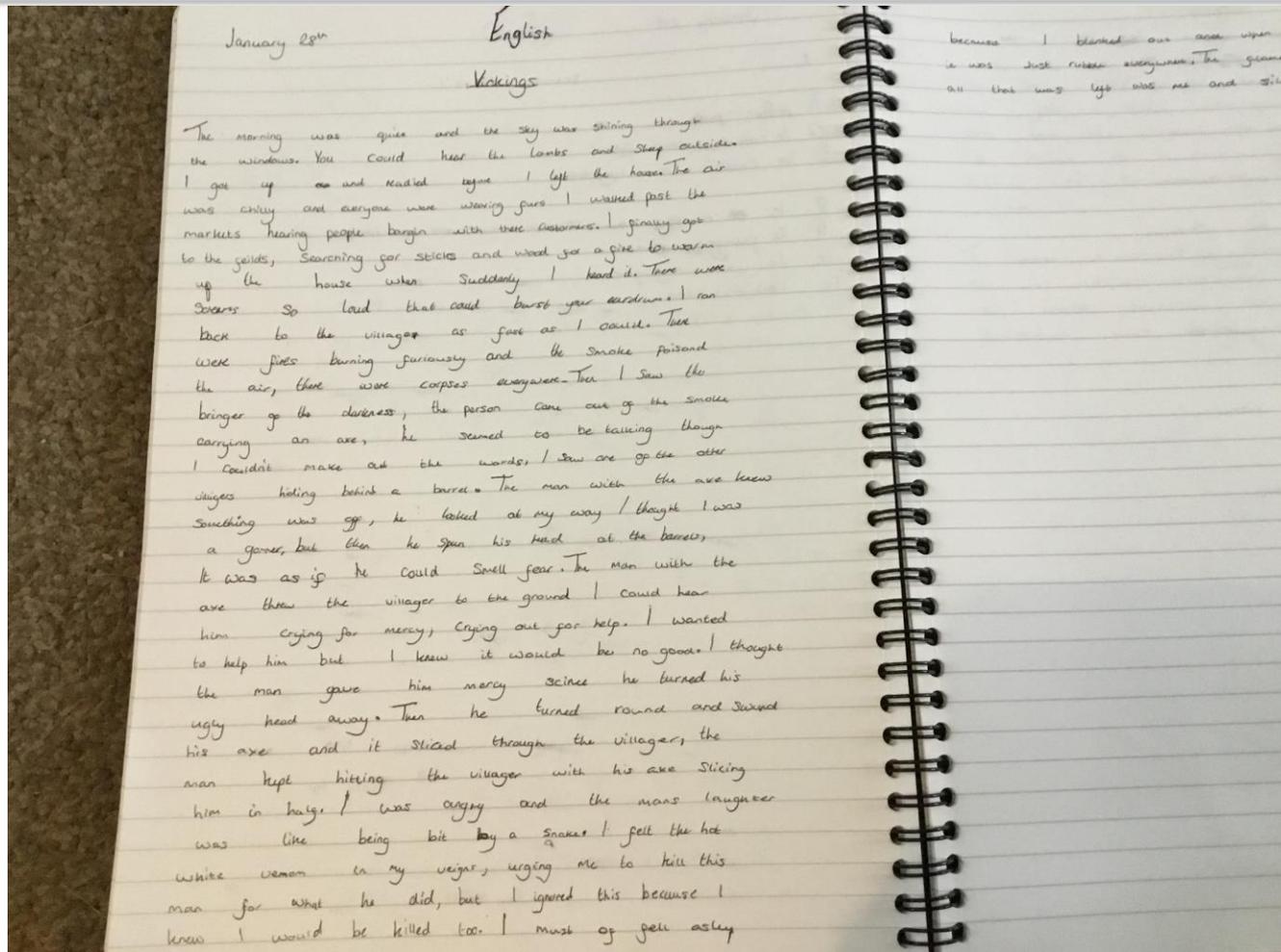
Blue $\begin{array}{c} 000000000000 \\ \hline 18 \end{array}$
 Red $\begin{array}{c} 000000000000 \\ \hline 6 \end{array}$
 $= 0 = 6$

Yellow $\begin{array}{c} 000 \end{array}$
 $9 + 6 + 3 = 18$ There are 108 counters ✓
 $18 \times 6 = 108$

$$\begin{array}{r} 18 \\ \times 6 \\ \hline 108 \end{array}$$

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Brilliant creative writing by Isabelle Gilbey



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An amazing story by Joshua-James Evans

Roman

Were moving across the Violent seas pushing through the thick blue water. Were heading towards Britain, we've been instructed to take there land and make Rome even more wealthy!

About half an hour later we see the shore its a few miles of but we're close. Our ship shaking violently over the stormy waters We are sailing on a large wooden boat with hundreds of other men, all armed with axes, swords, shields, crossbows, Bow and arrows, Mace's, daggers and more.

Our ships are equipped with cannons to defend us against British Calvery.

Were finaly on the beach of Britain, storming any town near the beach.

No sign of any British troops yet, we move even further into Britain in a triangle formation holding our shields in a defensive position.

We stop at every village and take there money, resources, weapons and food.

We've now raided 3 villages and still no sign of any British troops. Surely theve heard about the attack by now. I start to get worried, wondering where the British could be, possibly lurking in the shadows behind us ready to attack.

We've now raided 3 villages and still no sign of any British troops. Surely theve heard about the attack by now. I start to get worried, wondering where the British could be, possibly lurking in the shadows behind us ready to attack.

I want to avoid the next vilage incase we get a unwanted visit from the British troops, but the rest of the squadren don't want to. So we charge into the village not knowing what was about to happen, in seconds we were being rained upon by arrows. British troops stabbing our troops with there swords, blood everywhere. I rusl to find cover. I see and old table and flip it on its side.

I don't dare to look at the grousome battle behind me. I keep my head down and pray. We all split into groups so I don't think any other soldiors will know about what's happening.

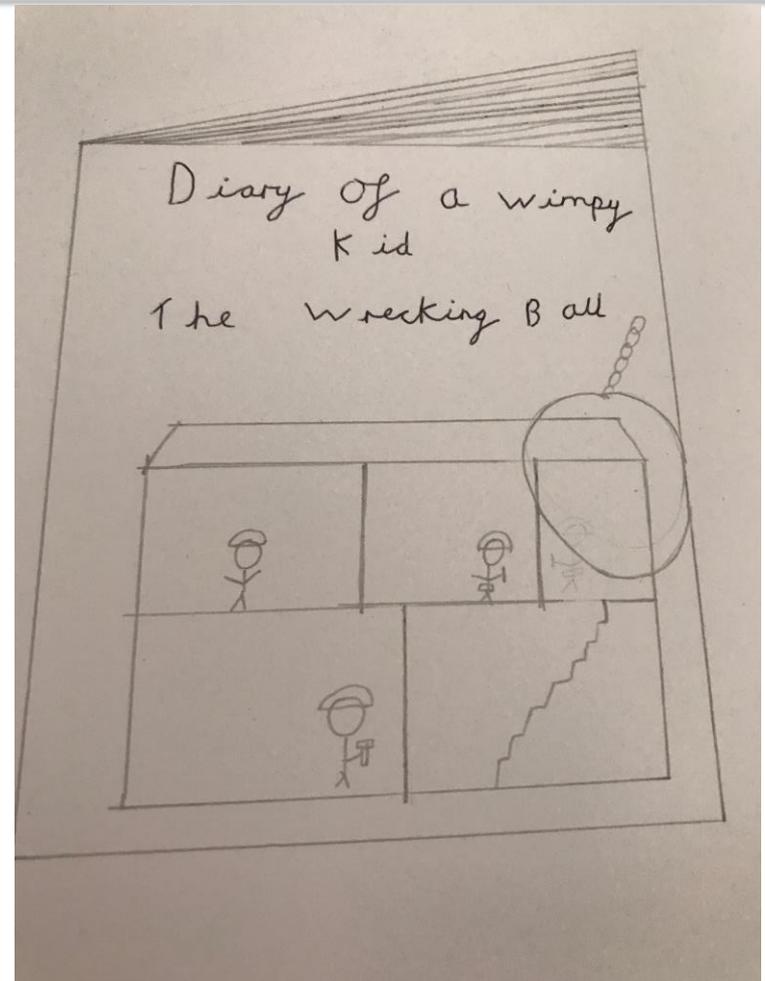
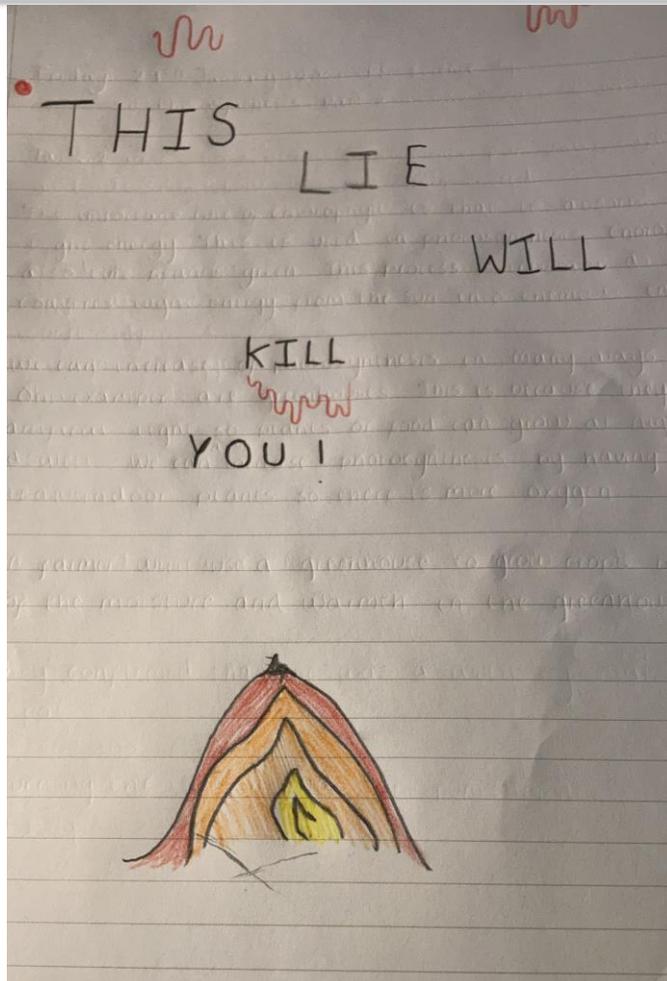
A wounded friendly runs behind the table with me. I ask him if he's okay, he says the arrow only scrapped his skin thanks to his chest plate.

About 5 minutes have passed so we decide to fight, we may be there last hopes. We charge at the crowd of British, swinging our swords as we go.

I feel a sudden urge of pain in my side. I had been shot. I fall to the ground not saying a word. To weak. Unable to move. The world around me fades.

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Brilliant book covers by Olivia Traynor and Rachel Mandic



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A great Roman story by Violet Adams

28/1/28

Romans Point of view

Today was the day I was going to invade Britain so I got my beam together and we rode on horses to England and when we got to the rivers we put the horses on boats and we sat on them whilst they were on the boats when we got to England they had less people to fight with and we have more so we started to fight and one of my beam mates finished someones heart out and we won the fight

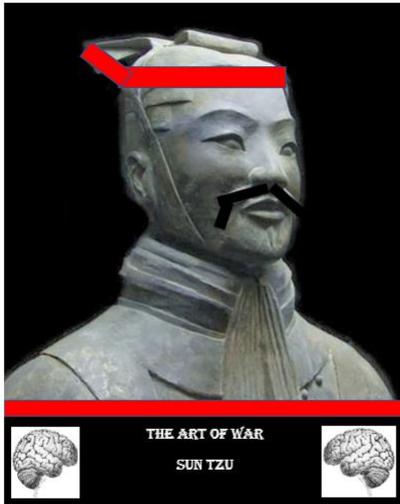


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Brilliant book reports by William Miles and Olivia Traynor

Buck English

The art of war by Sun Tzu



The art of war by Sun ZU

The art of war is a good book as its fetcher like his quotes and wat they mean in great detail. Appear weak when you are strong, and strong when you are weak. This is won of his quotes and it's a war strategy and how to dives your enemas by making them think differently. It's a riley good book and if you go on amazon you can get all the books.

BOOK REVIEW

Book –

This lie will kill you (by Chelsea Pitcher)

What is it about –

A year ago there was a party and someone died. No one told the truth until now. The 5 survivors are invited to an isolated mansion to be competing in a contest to win \$50,000 prize however, the 5 arrived but not all could leave. They either had to tell the truth or let their lies destroy them.

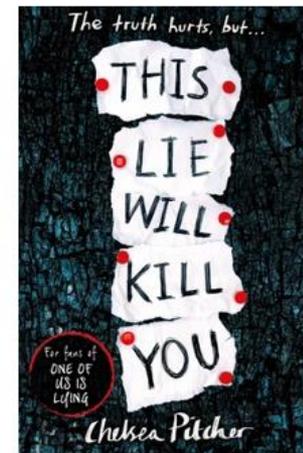
Why I like this book-

I like this book because its really hooking and it makes you want to find out what happens. I think I prefer mystery books as it tends to be more shocking. I read this book really quickly as it was really good and it was extremely mysterious.

What I would rate this book –



I would rate this a 5 star because I really enjoyed it and it was a great book.



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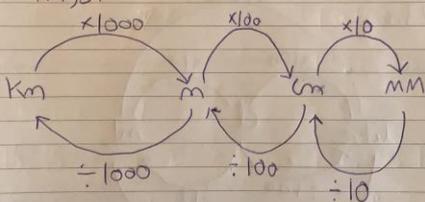
Great note taking from Aaron Cooper Aston in Year 8

Thursday 28th January 2021

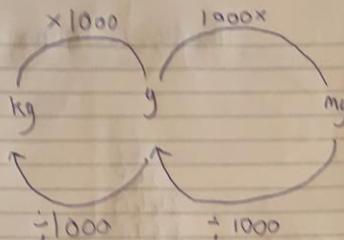
1. 6006.07 ✓
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4. 100×50 8.8 9x ✓

86
43
258
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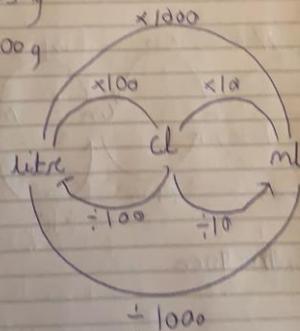
5. 1×0.9 9 10.2cm ✓
 6. $50 \times \frac{1}{2}$ 10. 2/6 ✓
- 7 42,34



1. 215m, 90cm
2. 0.27
3. 750m 2.5km
4. 200cm, 130m



1. 1000g
2. 0.205g
3. 4.75kg
4. 2300g



1. 1000ml 16cl
2. 700ml 0.7 litres
3. 0.16l 160ml

1. 8000m 5
2. 7cm 67200
3. 6l 767mm
4. 2000g 840kg

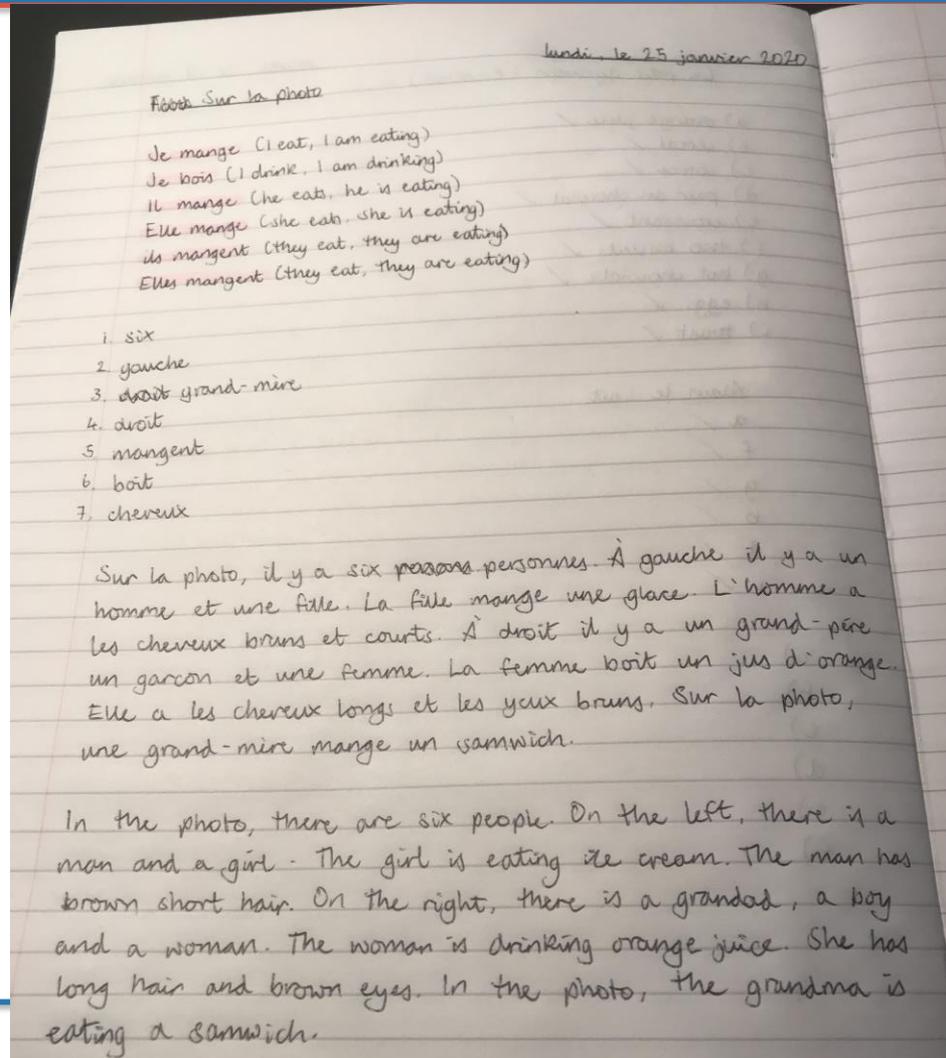
1. 30mm 2. 500cm
3. 9km 4. 54cm
5. 5.5kg 6. 4.65km
7. 6.56m 8.

Friday 29th

- Q1 1.4l Q4 1.7L
- Q2 6.2km Q5 4.6km

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A very accurate and detailed French description by Amelia Burton in Year 8



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Excellent English work by **Sam Woolley** in Year 10

Who is the Most Important From Scrooge's Past?

I believe Fezziwig is the most important character from Scrooge's past because he has a significant impact upon Scrooge himself. Fezziwig is the complete opposite of present Scrooge as he is all about generosity, joy and happiness. The memory of Fezziwig's kindness makes Scrooge wish that he could speak with Bob Cratchit. 'No. I should like to be able to say a word or two to my clerk just now! That's all.' As he revisits his childhood and is slowly reminded of the kindness of Fezziwig, he realises how hard a person he has become. Scrooge is remembering how much he enjoyed Fezziwig's party. Dickens uses the simile that Fezziwig's calves 'shone in every part of the dance like moons' highlighting the cheerfulness and playfulness of Fezziwig. It is clear that Fezziwig did not spend much on the party, but they are still able to have a good time and enjoy themselves showing how money did not matter to the past Scrooge or his friends.

As he continues to rewatch the party Scrooge slowly starts to realise how ignorant he has previously been. The Ghost of Christmas Past questions why Fezziwig is getting all this praise as he has 'only spent but a few pounds'. However, Scrooge reacts angrily and becomes 'heated' by such a suggestion reiterating that money was not important, but it was Fezziwig's kindness and personality as his boss that really mattered and made a difference. Scrooge states that Fezziwig previously had 'the power to render us happy or unhappy' which highlights the importance of Fezziwig how he chose to spread happiness rather than misery. Dickens uses the simile, 'the happiness he gives is quite as great as if it cost a fortune' highlighting how the little things used to be important regardless of money. I believe that Fezziwig is the most important from Scrooge's past because when Scrooge watches the party, he realises that to be happy and kind it does not involve money.

Super Maths work from Jasmine Crawford 9LR

Tuesday 2 February 2021

2 a) 5:15:20
c) 16:32:40
e)

7.

2	3	5
		28

 wrong - 25, 30

8.

c	a	e
2	7	9
600	2100	2700

 $2100 + 600 = 2700$
 $8 \times 2100 = 16800$
 $3 \times 600 = 1800$

16800
+ 1800
18600

9.

a	b	e
4	3	7
96	72	168

 18 boys

10.

o	L	t
1	4	5
0.6	2.4	3
72p	1.92	

~~0.6 x 1.20 =~~

Wednesday 3 February 2021

1.

c	j	t
3	2	5
15	12	

2.

c	j	t
6	4	10
18	12	

3.

c	j	t
3	2	5
36	24	

1.

s	M	t
1	9	10
2	18	

2.

G	d	t
1	9	10
2	18	20

1.

s		e
7	8	23
21	24	27

2.

s		e
3	6	14
21	42	35

1 3 $\square \square \square \square$ £15
L 7 $\square \square \square \square \square \square \square$ £35

2 2 $\square \square$ £10
6 5 $\square \square \square \square \square \square$ £25
 £15

1 3 $\square \square \square \square$ 7.50
L 7 $\square \square \square \square \square \square \square$ 17.50
 £10

b 9 $\square \square \square \square \square \square \square \square$ 18
r 6 $\square \square \square \square \square$
y 3 $\square \square \square$ 36

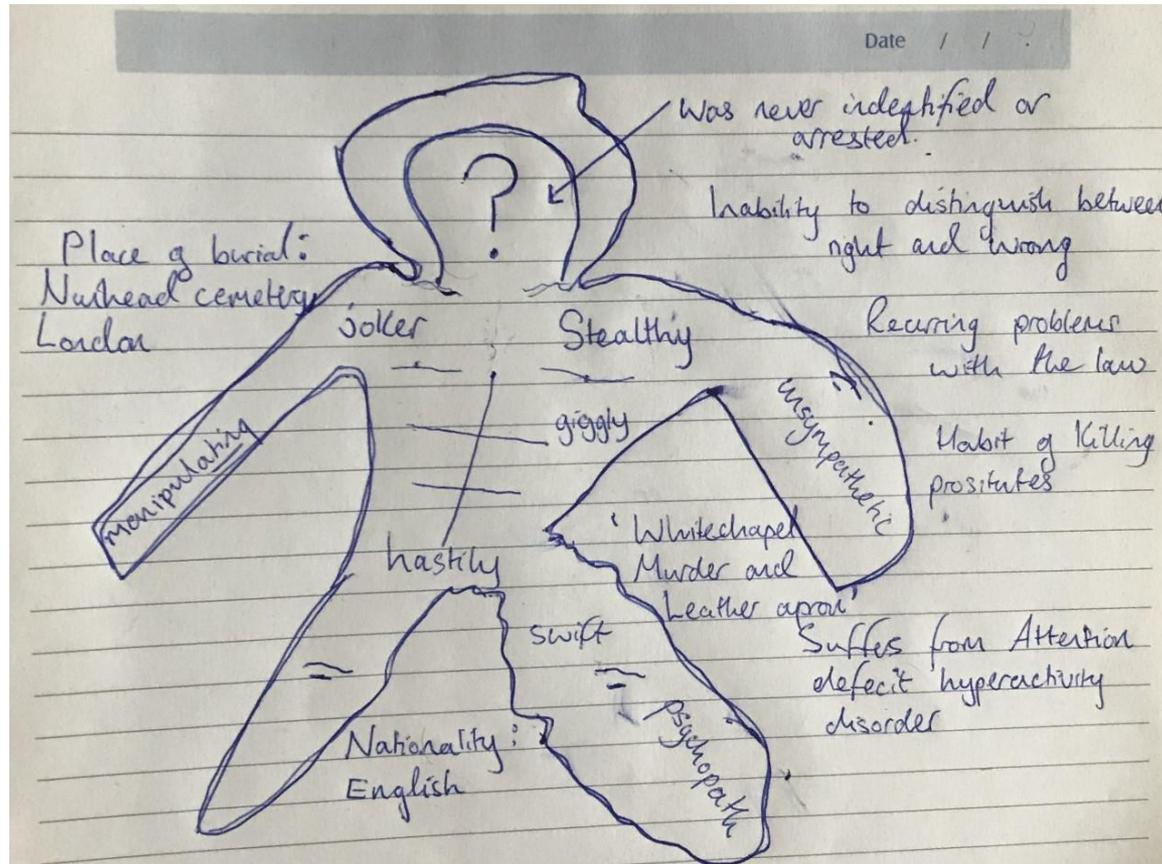
b 9 $\square \square \square \square \square \square \square \square$ 54
r 6 $\square \square \square \square \square$
y 3 $\square \square \square$ 18 108

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Year 10 Drama

- Year 10: students have been working on devised monologues to replace their group performances and have worked hard to create 'Role on the Wall' sheets for their characters, to explore their motivation in more depth. Students have also started to record rehearsals of their performances and share these on Teams in order to improve their own practical work.
- Special mention to **Rory Ash**, **Ruva Nyamande**, **Ruby Avery**, **Annie Williams**, **Kyle Hartwell** for their performance recordings and to **Jess Millington** and **Keira Haley** for their design work.

Rory Ash's character was Jack the Ripper



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Alex Gurr completed a very good exam question on the theatre adaptation of War Horse

Evaluate how the use of lighting impacted the audience in 2 key scenes in War Horse

In the opening scene of War Horse light is used to create a visual landscape for the audience. High angles of light are used to create the sense of warm sunlight. Projected images on to a screen across the back of the stage show pictures of the countryside and give the audience a feeling of peace and tranquillity. Warm sepia colours are used to create this country idyll as the scene is lit like a landscape picture and the audience experiences a sense of calm and that they are in a beautiful place that is welcoming.

In contrast, the scene in the trenches when the soldiers are preparing to go into battle has cold blue lighting that is harsh and makes the audience uncomfortable. The audience can sense the terrible conditions the soldiers are in and the lighting comes from lower levels and points directly towards the audience which adds to the discomfort. Floor lights help to create shadows and create the gloom of the trenches. The low lighting also makes the horses in the trenches appear ghostlike and vulnerable which makes the audience concerned for their welfare. When the battle starts, flashing lights are used to signify gun fire and images of dropping bombs are projected onto the screen. The audience is left in no doubt that this is a harrowing scene. Dimmed and flashing lights are used to create the illusion that the horses are running.

In both scenes lighting has been used to create very different atmospheres for the audience: one of peace and calm and another of fear and terror.

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Year 13 Theatre Studies

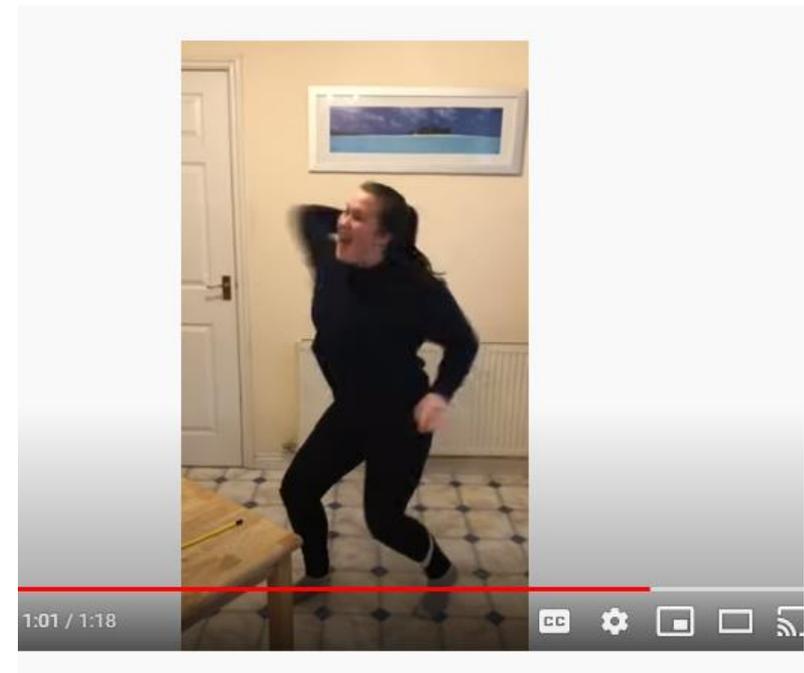
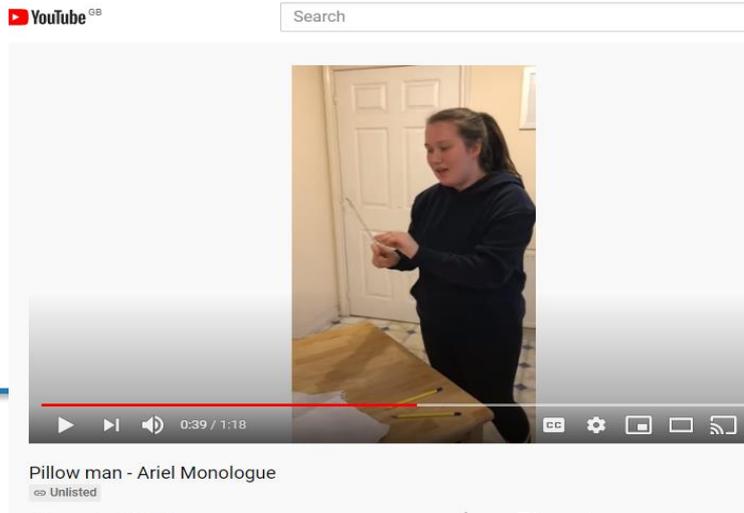
- The pictures which follow are of the Year 13 Theatre Studies students completing their component 2 practical exam virtually (a first for us, and perhaps for any school in the UK) . They have worked so hard and have had to completely adapt their performance skills, their methods, their scripts and their 'set' in order to achieve this, so Miss Lapsley and Miss Jones are really proud of them. Both teachers were able to 'virtually' be in the lesson in order to facilitate it, mark it and give feedback.

Faye Davies



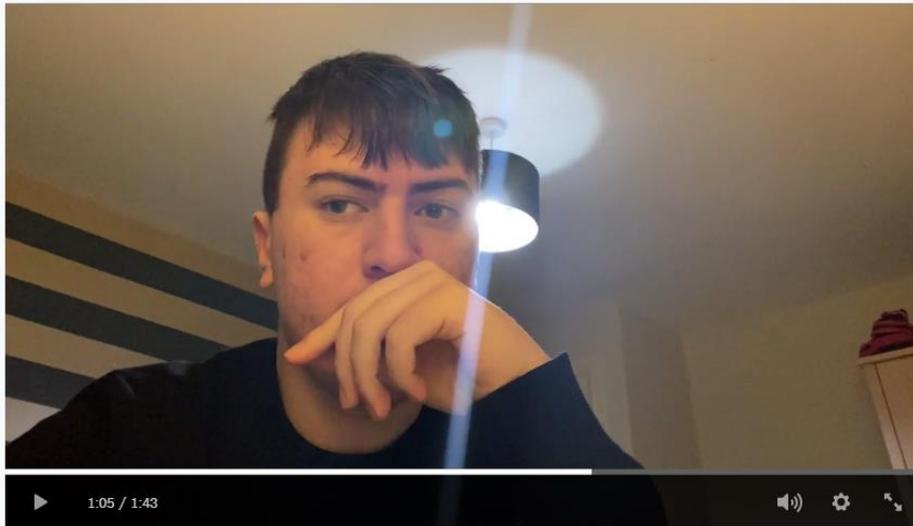
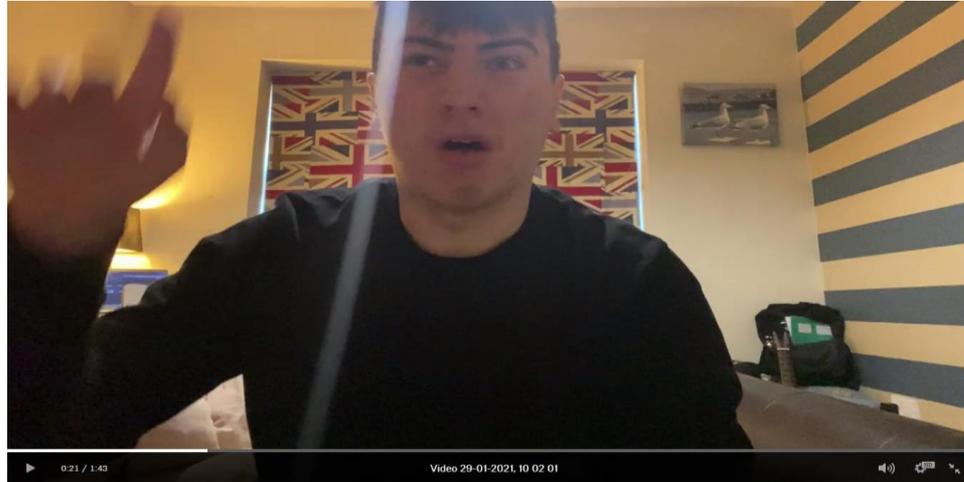
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Rebecca Summerfield



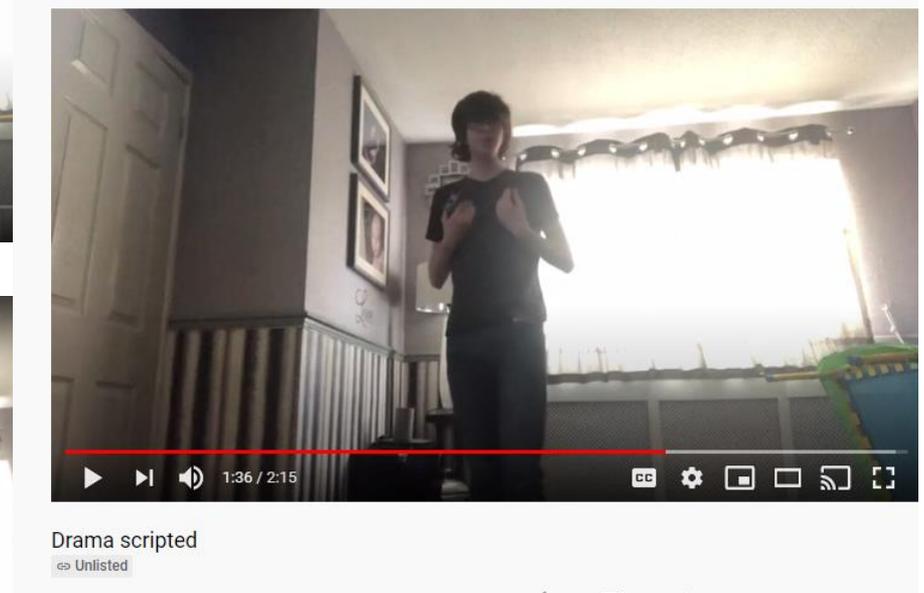
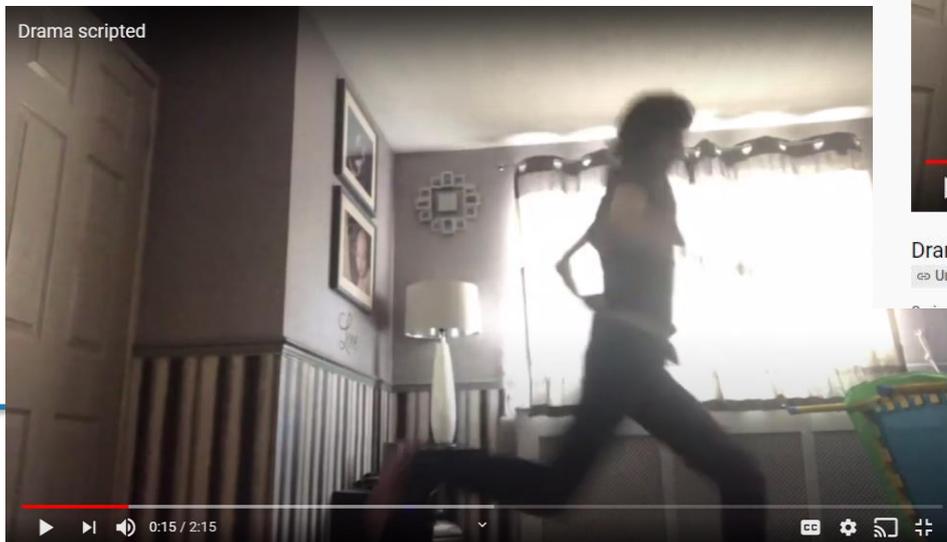
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Toby Barker



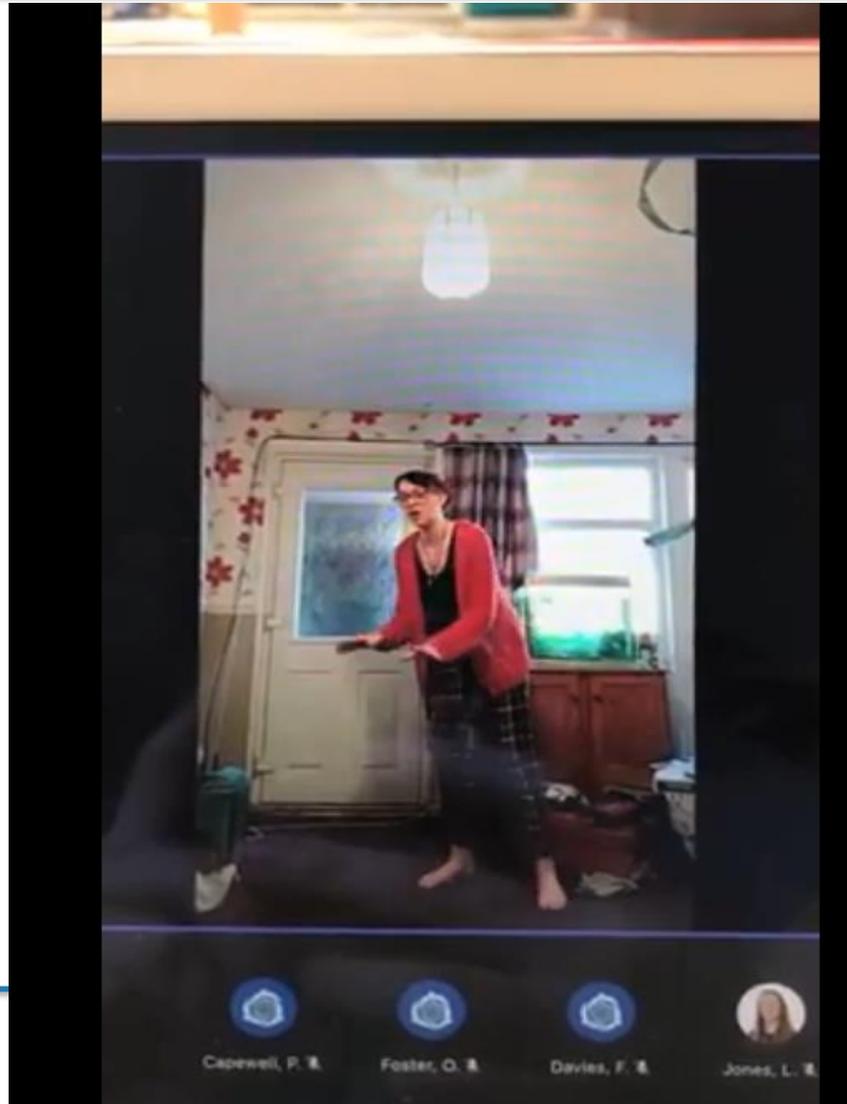
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Oliver Foster

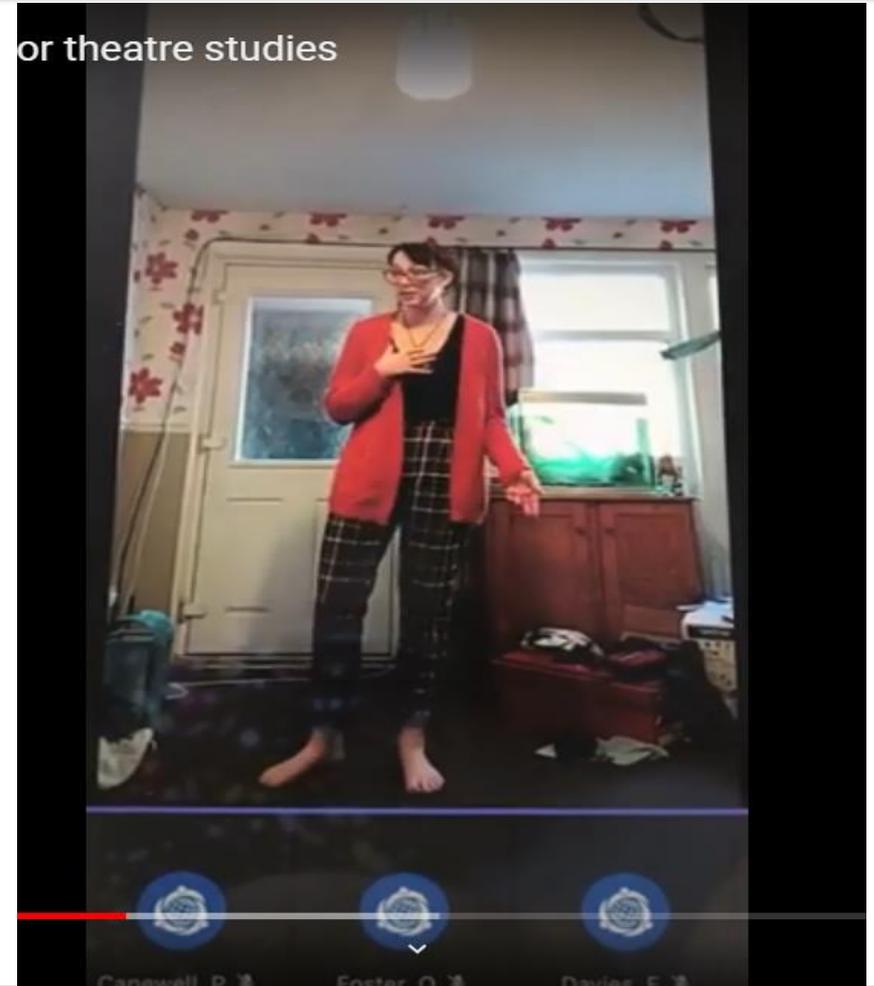


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Grace Clews



or theatre studies



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Philip Capewell



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