

Dear Parents,

I hope you are enjoying a relaxing Bank Holiday, obviously practising social distancing at all times! As parents of teenage youngsters I can appreciate how demanding it is to keep them occupied and dissuade them from meeting their friends and congregating in groups. However, we all know that this is essential if we want to keep transmission of COVID-19 to an absolute minimum. The overwhelming majority of our pupils are sensible, compliant and responsible. As parents and families you are all being so community spirited and this is to be applauded.

Yesterday, the Prime Minister announced that it is the government's intention for secondary schools to provide face to face contact for Year 10 pupils to help them prepare for exams next year. It is expected that this will begin from 15 June, with around a quarter of these pupils being in school at any point. I will contact parents of Year 10 pupils directly with more specific details in due course.

Throughout this crisis your sons and daughters have been producing some excellent work. Please see below a few examples.

If you wish to contact me about any issue, please do not hesitate to get in touch. My email address is morrisc@broughtonhigh.co.uk.

Chris Morris, Headteacher



Great Work



DESIGN TECHNOLOGY

Daisy Murray
Megan Jones
Lydia Grange
Amelie Livesey
Sam Jackson
Khadijah Patel
Hannah Smith
Amaan Wadiwala
Jay Chauhan
Emma Kelly
Fatimah Adam
Aaran Chauhan
Kirstie Jackson
Ben Fishwick
Thomas Aldridge
Tiiana Grant

The DT Quiz proved to be a huge success last week with over 600 entries across all year groups from 7-11.

A massive well done to everyone who had a go at the challenge. It really did test your subject knowledge and a few facts about the DT staff!

The names opposite were the overall high scorers and the two prize winners are:

Megan Jones
and
Thomas Aldridge

Well done everyone.

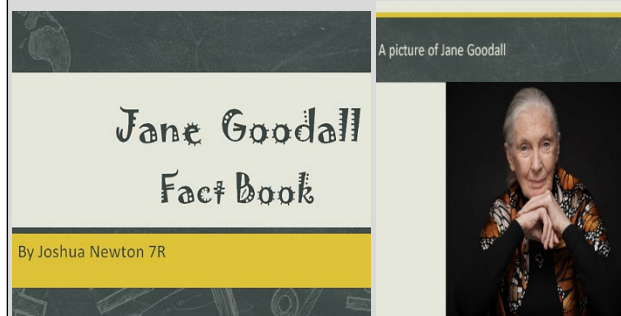
Mr Brandwood



Science

Joshua Newton, 7R

produced a fantastic fact book on the scientist Jane Goodall.



English

Excellent beach description by
Sara Todd, 10R.

Year 9 Assembly Fast Food Quiz



- Joint winners in 1st place are 9B and 9H

Congratulations to Dr Wright and Miss Taylor – rivalry still shining through in the Science Department!

- 3rd place to Mrs McKibbin and 9R
- 4th to Mr Lord and 9C
- 5th to Miss Harris and 9N
- 6th place to Mrs Hendey and Mrs Newton with 9S



The Beach - Slow Write

19th May 2020

The amber sand was flooded with tourists and locals making the most of the infrequent sun and abnormally high temperatures. A salty fragrance of the sea lingered in the air, moving with the faint summer breeze. Embellishing the golden terrain were vibrant umbrellas and flamboyant beach towels, scattered with no coordination.

Dominating the pale blue sky, the sun positioned herself centre and emitted her golden rays upon the sand. The seas jagged surface reflected the blinding sunlight, sparkling like a freshly cut diamond. Conscious of the hazardous temperature; anxious mothers smothered their children in layers of sun cream head to toe, protecting them from the merciless heat.

The lacy waves climbed the shore continually, washing up iridescent sea shells and clumps murky seaweed and caressing the feet of those stood nearby. Once the waves descend back into the sea, they leave the sand saturated and reflecting the clear, azure sky as clear as a mirror.

Leisurely collecting pebbles and peculiar shells to thoughtfully place on his sand castle, the young boy determinedly searched the sea's shore. Satisfied with his findings, he ran back to his creation, trailing miniscule footprints on the wet sand. Crushing his sand castle, a forceful wind blew producing a cruel wave. The look of disappointment in his eyes soon vanished as familiar merry tune of the ice cream truck dispersed around the beach.

All clad in kaleidoscopic swimsuits and extravagant sun hats; a family of 5 lay parallel to each other in flimsy deck chairs. The more the father lay under the piercing sun, the more his skin grew scarlet in colour and his hands grew clammy. Oblivious to the liquefied ice cream dripping idly down her hand, the little girl giggled as she enthusiastically petted a stranger's dog.



Design Technology

A lovely piece of work received from **Phoebe Mason (8B)** – Laser Cut Night Light Research.



This night light has been cut out of wood and it has a very intricate design cut into it. It will appeal to a wide range of people young and old. It would be very difficult at the end, but the final product is beautiful and very rewarding.



This is a very simple yet effective design. The rocket shape makes it a desirable and interesting shape and the simple design gives it an interesting aesthetic. All the pieces slot into each other nicely creating the curved shape.



This is a very fun and simple design for a night light. It is an innovative and clever way to power and display it because the night light plugs into the plug socket. This would be very useful for people who do not have a bedside table. However, most sockets are near the floor, so the design won't be as effective because it won't be seen as much.



Although this night light is a quite small and simple cube, the design is very intricate and intriguing. The shadows it casts add to the design and appeal as the shadows are very beautiful and illuminate the space.



This group of night lights creates a nice village effect and there are copious amounts of detail where the design has just been burnt onto the wood and not fully cut out. This intricate design would be very difficult to make because of the different textures like on the roof, but it is a very beautiful outcome.



This is a simple design but could be difficult to make. All the small slabs of wood are held together by wire or small strips of wood at the top and bottom to give it a very flowing and dynamic design and aesthetic.



This night light rather than cutting out the design uses the silhouette to cast the shadow and show the design. This is a very beautiful design that tells a story and it incorporates the light into the design as well.

Textiles

Eleanor Lowe (Year 11) has been making scrubs bags for the NHS out of spare and recycled fabric. This is a fantastic achievement and a wonderful way to support the work of the NHS.



Graphics

Teegan Cavanagh, 9B

Great work from Teegan who created a new class creative title slide.



Health and Social Care

Excellent work from **Corby Hatton, 10H**

Effective communication

Learning aim B: Demonstrate care values and review own practice

Learning aim B1: Care values

When working in health and social care we need to adapt communication to suit the needs of the person and the context of the situation.

1. You are working in a care setting. You need to tell a service user that their visitor will be late because they have missed their bus. How could you effectively communicate this message to the people listed below?

Service user	How to effectively pass on the message
Caleb: he is hearing impaired.	Speak slowly, loudly and clearly so that everything you are saying cannot be misunderstood. Write down what you are saying so the patient can read it if necessary. If sign language is an option, make sure you utilise it.
Adalyn: she is French and understands very little English.	Use things such as google translate to communicate information into French so that Adalyn understands. Bring in someone who understands both French and English to translate for you and Adalyn. Try and use simple terms that Adalyn might understand.
Kerry: he is sight impaired.	Speak clearly and concisely using the necessary details of the situation. Use physical touch (holding hand etc) to make it clear that he is the person being addressed and to make him feel more comfortable.
Betty: she has memory problems and has been diagnosed with dementia.	Speak clearly and concisely, be straight to the point. Use only simple terms as not to overwhelm her with information. Make sure to check in with her and remind her of it.
Jon: he has a learning disability and gets confused over complicated information.	Use simple terms to convey the information. Don't say more than the necessary amount as to keep Jon comfortable.
Emma: she becomes anxious when plans get changed.	Use as much information as possible to make the situation clear so that Emma knows everything. Reassure her that the person is still coming to visit, try and give her new time at which the person will arrive so that the plans make sense again and she will be able to feel comfortable.

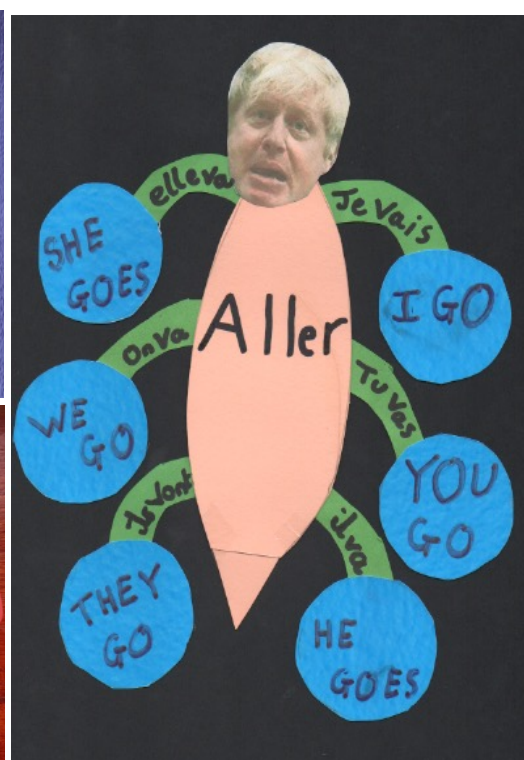
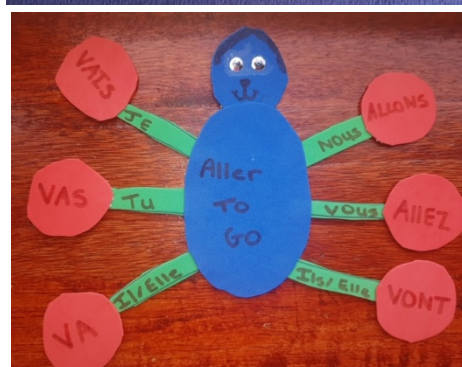
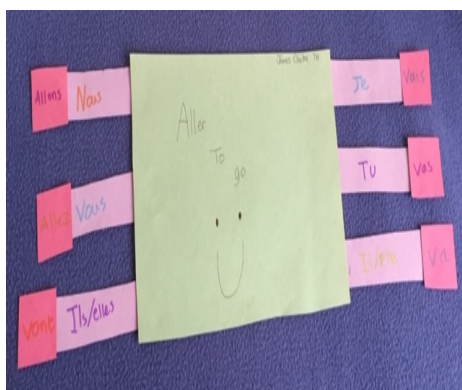
Take it further

In pairs, choose one of the above scenarios to role play – one of you is the carer, the other the service user. Then discuss how successful the carer was in passing on the information to the service user. Swap roles and choose another scenario to role play.

French

Year 7s have been learning the verb Aller (To go). This is an important verb because it is used to form the near future tense. Pupils were set the challenge to create a 'creepy crawly' to help them learn how to conjugate the verb. Some excellent work, particularly **Jessica Chenery** who drew it in chalk outside then taught her brother who is in Year 6 and will be studying French next year! Also **Luca Homer** has created Boris the bug!

Year 10s are learning how to describe a photocard, part of the GCSE speaking exam. The way to describe a photo is best done using the 5W rule (Who, What, Where, When, Weather). **Katie Aldridge** has summarised this perfectly in her work. **Jena Darley** has also written a very good example.



FRENCH SPEAKING EXAM
describing the picture revision:

Use 5 different starters:

- ♥ A mon avis - in my opinion
- ♥ Je pense que - I think that
- ♥ Je crois que - I believe that
- ♥ Je dirais que - I would say that
- ♥ Selon moi - according to me.

2) WHAT -
Ils sont en train de...
jouer/manger de... au match de foot/une petit déjeuner.

4) WHEN -
Je crois que c'est pendant le semaine en hiver/en été.

5) WEATHER -
Selon moi il fait beau/mauvais car je peux voir beaucoup de soleil/neige.

FULL DESCRIPTION -
J'aime l'image car je pense que les personnes sont heureuses. Ils sont train de jouer/aux feux ensemble je dirais que c'est de France en ville dans un parc a midi. Aussi je crois que c'est pendant le semaine en été. Selon moi il fait beau car je peux voir beaucoup de soleil.

5 sentences:

1) WHO -
J'aime l'image car je pense que les personnes sont :heureux /sportifs....

3) WHERE -
Je dirais que c'est de France a la campagne /au bord de la mer / dans un parc/ dans un restaurant.

Jena Darley

Describing a Picture

20th May 2020



Selon moi dans l'image il y a 5 personnes je pense que les personnes sont aimables et ils ont l'air contentes. Ils sont en train de jouer sur les portables et je crois que c'est en France dehors dans un parc. Au premier plan il y a des arbres et aussi je dirais que c'est le weekend a midi en été. A mon avis il fait beau car je peux voir les personnes sont train de porter un t-shirt et beaucoup de soleil. J'aime la photo parce que c'est plein de couleur et cela me rappelle mes copains.

Maths

Mrs McKibbin

7M1: Niall McConnon, Katie Mann and Fatimah Adam
7M7: Cameron Whalley, Aa'ishah Vorajee and Ava Draycott
8M3: Alicia Tomlinson and Ben Fishwick
9M4: Anna Smyth, Aaisha Mohammed and Hayden Cooke
9M6: Kirstie Jackson, Emma Jackson and Grace Ramsey
10M4: Emma Mews, Charlotte Wilson-Cox and Ellis Coyle
11M1: Jonathon Powell and Darcy Tugwell

Mrs Bishop

7M4: Joshua Newton and James Clarke
8M2: Kayleigh Martin and Stephen Shippies
8M6: Hannah O'Brien and Muhammad Dola
9M5: Ella Hewitt and Isabel Shaw
10M1: Emelia Barker and Sam Horton
11M5A: Archie Wood and Reuben Battersby
11M6: Ella Crowe and Maria Proctor

Mr Starkie

7M3: Tremaine Charles (7H) and Mya Cassidy (7B)
8M4: Georgia Panter (8S) and Holden Quigley (8N)
8M5: Isabel Augustine (8C) and Ben Ratcliffe (8N)
9M1: Isaac Jones (9N) and Alisha Dahya (9R)
9M7: Amy Gorman (9S) and Ethan Tyrer (9R)
10M5A: Leone Gabbott-Fisher (10S) and Elliot Pritchard (10B)
11M3: Zainab Nalla (11B) and Daniel Sharples (11S)

Mr Gaffney

7M2: Caitlin Lenton (7B) and Thomas Logan (7B)
7M6: Guy Jenkinson (7S) and Sophie Cross (7N)
8M1: Madelyn Clements (8H) and Oliver Wilcock (8B)
8M7: Ewan Meacher (8B) and Gina Eccles (8C)
9M3: George Denye (9H) and Sarah Reid (9N)
9M7: Jake Bradshaw (9C) and Amy Gorman (9S)
10M3: Reece Leadbetter (10B) and Ruby Hewitson Cross (10B)

Mr Peterson

7M5: Evie Bamber and Sam Jackson
9M2: Grace McKinnell and James English
10M2: Bethany Andrews and Jay Chauhan
10M6: Ella Downing and Freddie Huxham
11M2: Tom McDonald and Rachel Abbott

Mr Church

10M5B: Megan Cross and Adam Nour
11M4: Anya Collinson and Ashleigh Panter
11M5B: Nicole Cornall and Karina Kaur Singh



These pupils have
produced outstanding work
on Hegarty Maths
in their classes
during this half-term.



Science

Great work by **Ivena Stirzaker, 10H** in Triple Chemistry.

Group 7 - Displacement reactions of the Halogens 6th May 2020

Trends in Group 7

As you go down group 7 they get less reactive

A more reactive halogen displaces a less reactive halogen from a halide compound.

Chlorine displaces the bromine because chlorine is more reactive than bromine

1) $2\text{NaBr} + \text{Cl}_2 \rightarrow 2\text{NaCl} + \text{Br}_2$ ✓

2) $\text{Br}_2 + \text{LiCl} \rightarrow$ no reaction ✓

3) $\text{Cl}_2 + 2\text{NaI} \rightarrow 2\text{NaCl} + \text{I}_2$ ✓

4) $\text{F}_2 + 2\text{KBr} \rightarrow \text{Br}_2 + 2\text{KF}$ ✓

REDOX reactions

Oxidation is the loss of electrons.
Reduction is the gain of electrons.

Where there is oxidation, there will always be reduction, therefore the overall reaction is known as REDOX

sodium bromide + chlorine \rightarrow sodium chloride + bromine

In this displacement reaction bromine ions (Br^-) turn into bromine atoms (Br_2).
For bromine ions to turn into atoms they must LOSE ELECTRONS.
 $2\text{Br}^- \rightarrow \text{Br}_2 + 2\text{e}^-$
This is an oxidation reaction.

Chlorine atoms (Cl_2) turn into chloride ions (Cl^-).
For chlorine atoms to turn into ions they must GAIN ELECTRONS.
 $\text{Cl}_2 + 2\text{e}^- \rightarrow 2\text{Cl}^-$
This is a reduction reaction.
These equations are known as ionic half equations.

The overall ionic equation is:
 $2\text{Br}^- + \text{Cl}_2 \rightarrow \text{Br}_2 + 2\text{Cl}^-$
Sodium ions are known as spectator ions and can be ignored.

5) $\text{Cl}_2 + 2\text{NaI} \rightarrow 2\text{NaCl} + \text{I}_2$
 $\text{Cl}_2 + 2\text{e}^- \rightarrow 2\text{Cl}^-$ (reduction)
 $2\text{I}^- \rightarrow \text{I}_2 + 2\text{e}^-$ (oxidation)
Overall equation:
 $\text{Cl}_2 + 2\text{I}^- \rightarrow 2\text{Cl}^- + \text{I}_2$ ✓✓

6) $\text{F}_2 + 2\text{KBr} \rightarrow 2\text{KF} + \text{Br}_2$
 $\text{F}_2 + 2\text{e}^- \rightarrow 2\text{F}^-$ (reduction)
 $2\text{Br}^- \rightarrow \text{Br}_2 + 2\text{e}^-$ (oxidation)
Overall equation:
 $\text{F}_2 + 2\text{Br}^- \rightarrow 2\text{F}^- + \text{Br}_2$ ✓✓

7) Write an ionic equation, with state symbols and omitting spectator ions, for the reaction between sodium iodide solution and bromine water.

$2\text{I}^- \rightarrow \text{I}_2 + 2\text{e}^-$
 $\text{Br}_2 + 2\text{e}^- \rightarrow 2\text{Br}^-$
Overall equation:
 $2\text{I}^- (\text{aq}) + \text{Br}_2 (\text{aq}) \rightarrow \text{I}_2 (\text{aq}) + 2\text{Br}^- (\text{aq})$ ✓

8) Write half equations to identify the oxidation and reduction reactions in the reaction described below:

$\text{Br}_2 (\text{aq}) + 2\text{KI} (\text{aq}) \rightarrow 2\text{KBr} (\text{aq}) + \text{I}_2 (\text{aq})$

$\text{Br}_2 + 2\text{e}^- \rightarrow 2\text{Br}^-$
- gains electrons \therefore reduction ✓

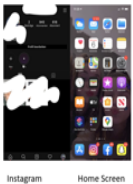
$2\text{I}^- \rightarrow \text{I}_2 + 2\text{e}^-$
- loses electrons \therefore oxidation ✓

German

Pupils had to complete the German Language Challenge, set by the British Council.

Molly Kelly-Barker, 8B produced the following work.

Change your social media app settings into German for an hour



List 4 well-known buildings or monuments that can be found in German-speaking countries

Sanssouci Palace
Monument to the Battle of the Nations
Nuremberg Christmas Market
Heidelberg Castle

Find out the capital cities of all the countries where German is the official language

1. Vienna 2. Brussels 3. Berlin 4. Vaduz 5. Luxembourg 6. Bern

German-speaking country I'd like to visit

I would like to visit Austria because it is the only German speaking country I haven't visited yet. Also there is a lot of ski resorts in Austria and I've never been skiing so it would be a good chance to ski.

How many countries have German as their official language- 6 countries: Austria, Belgium, Germany, Liechtenstein, Luxembourg, Switzerland.

Find out the names of 4 well-known car manufacturers that are from a German-speaking country

1. Audi 2. BMW 3. Mercedes-benz 4. Porsche

Learn the happy birthday song in German

Zum Geburtstag viel Glück,
Zum Geburtstag viel Glück,
Zum Geburtstag alles Gute,
Zum Geburtstag viel Glück

5 famous scientists, artists, writers or explorers who are German

Thomas Mann- a writer, (1875-1955)
Gerhard Richter- an artist, (1934- ?)
Karl Ernst von Baer- an explorer and scientist, (1792-1876)
Albert Einstein- a scientist, (1879-1955)
Otto Hahn- a scientist, (1879-1968)

5 well-known German forests, coastlines or mountain ranges

Jasmund National Park, Harz Mountains, Black Forest, Usedom, Bay of Lubeck

10 well-known German sports players

Michael Schumacher
Katrina Witt
Martin Kaymer
Henry Maske
Thomas Muller
Michael Stich
Jan Ullrich
Matthias Sammer
Erik Zabel
Lukas Podolski

4 German words with more than 10 letters

Lebensabschnittspartner- another way to say partner or lover
Unabhängigkeitserklärungen- means independence declarations
Freundschaftsbezeugung- testimony of friendship
Rechtsschutzversicherungsgesellschaften- legal expenses insurance companies

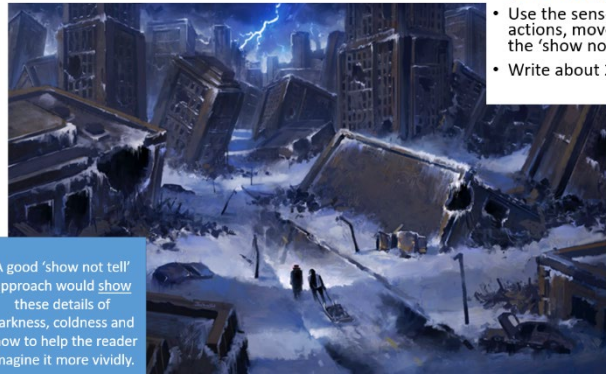
English

Excellent work from Year 9 English pupils.

Powerpoint included work from:

Harleigh Marsden, Alice Smithies, Lana Lisgo and James Park.

YOUR TASK - Rewrite a Story Opening



A good 'show not tell' approach would show these details of darkness, coldness and snow to help the reader imagine it more vividly.

• Use the picture and the questions to help you write your story opening.

• Use the senses, small details, actions, movements, etc to practise the 'show not tell' approach.

• Write about 200 words.

Example to Improve

It was a dark, cold night as they walked through the snow towards their last hope. They had lost everything and travelled too far to take any more disappointment. The thought didn't even cross their minds that they were the only ones left.

Harleigh Marsden

I like the personification of the wind and the character's reaction to it.

The developed description of the pain is effective.

The night's sky grew restless as menacing clouds met quick, bright flashes that shone every minute or so. The two trailed their ~~the~~ sore feet along the crunching, grey snow, feet begging to sit down it only for a seconds' relief, mind resilient forcing their bodies to sluggishly move onwards. The fear that they were both now truly alone in this world flickered through their minds, but both pushed the thought away in a last desperate attempt to remain optimistic. The bitter wind bit at the exposed skin of ~~the girls~~ hands, she pulled her torn coat tighter around herself and scrunched up her hands, a violent shiver ran down her spine but she didn't let it deter her. The boy on the other hand, he looked round for any sign of life. A person, a dog, even a snail would give them some hope for the first time he felt glad they had nothing but the ragged clothes on their backs, carrying their essentials as well as the overwhelming weight of his fatigued body, he wouldn't have made it as far as they'd come. Every step felt like a muscle tearing leap, he hoped the pain would disperse into a dull ache and then eventually become numb because he doubted his ability to walk another step more and more by the second.

The gloom absorbed the sun, stars and moon. Recklessly, the wind howled trees, cars, scraps and cars around; hitting anything that dared to enter its path. The blizzard restrained their need to stride quickly to shelter, away from the electric pulses roaring the skies, ~~while~~ concern grew deeper when nobody had belongings anymore, the storm had stolen and swept up everybody's lives. Disappointment was eating away at the remaining survivors - with little resilience to go off. Their legs tremored in agony and their steps became smaller, with less and less effort every step. The bags under their eyes grew everyday and their long, miserable faces became less recognizable by the day. Backpacks with tape, water, rations and weapons weighed down their skeletonised bodies, surely becoming heavier than the people themselves. Inhaling was painful, freezing their lungs when every breath taken they nuddled together for body warmth. Buildings had fallen, the homes of families demolished by this merciless nature. The survivors lost memory by the day, continuing to travel with clusters of frost in their hair and latched onto their eyebrows and eyelashes. Their clothes stiff with the snowflakes attached it was now just a matter of time before all of the survivors were gone.

Alice Smithies

Effective sense of increasing discomfort - especially 'inhaling...freezing...'

I like the use of 'latched' to describe the way the frost took hold on their features.

Lana Lisgo

- Sunken and bloodshot, the younger man looked upwards in the direction of the raging black atmosphere. Slowly hanging his head back down, he pulled the crystallising red scarf upon his dry mouth to cover the constant flow of icy breath that he produced. The usually taller man beside him was hunched in an attempt to make pulling their limited supplies easier across the puddles of glistening ground. Together they trudged through the thick layer of white mush with heavy feet, surrounded by an entire fallen civilisation. Bricks scattered like an unsolvable puzzle and buildings one strike away from falling to the uneven ground.
- Without catching the attention of the decaying men that hauled themselves never endingly through the city, a small, scrawny rat scattered out from underneath a fallen tower. It sifted itself to be on top of the chipped sledge and buried its body under the flapping cloth that protected the men's new life. In an attempt to feel one whisper of warmth, the white tipped rat curled in on itself upon the wooden box. It was one of only three other boxes of supplies.
- Despite having lost so much, the only reason that the men were enduring the endless torture of November was because of that very wooden box; the box with the lock that couldn't be picked.

Effective simile - 'like an unsolvable puzzle'

Lovely attention to detail with the rat - 'whisper of warmth' - great phrase

James Park

Good use of the added information within a pair of dashes

I like the sense of the city as it was 'once prosperous'

• Show Not Tell

- The moonlight shone between the crumbling, decrepit buildings as we treaded down the shadowy, abandoned street. The thick layers of crisp, white snow crunched beneath our feet as snowflakes slowly drifted down to the ground. We carried on trudging through the harsh conditions, passing hundreds of forgotten, rusted cars, half buried in the freezing snow. I reached into my threadbare backpack with my frost-bitten hands, desperately hoping to find any scraps of food to satisfy my intense hunger, but there was nothing left. I continued to wearily drag my shivering legs - which were a ghostly pale colour - along the weathered, icy streets. I precariously made my way across the crumbled piles of bricks and concrete, where a grand wall once proudly stood. As a bolt of lightning suddenly illuminated the once prosperous, lively city, I began to wonder if we were the only ones left. But no, I couldn't give up yet, not after all we'd been through.

Food Practical Skills Awards

The following pupils achieved their Cooking Award last week. I am pleased to see the high standard of dishes that our pupils are preparing.

Well done! Keep Cooking.



Mrs Newton



Bronze Cooking Award

Caitlin Lenton

Katherine Mann



Silver Cooking Award

Anna Lenton

Freya Nunn



Gold Cooking Award

Emma Jackson

Evie Bamber (Year 7) decided to prepare and cook a family dinner.

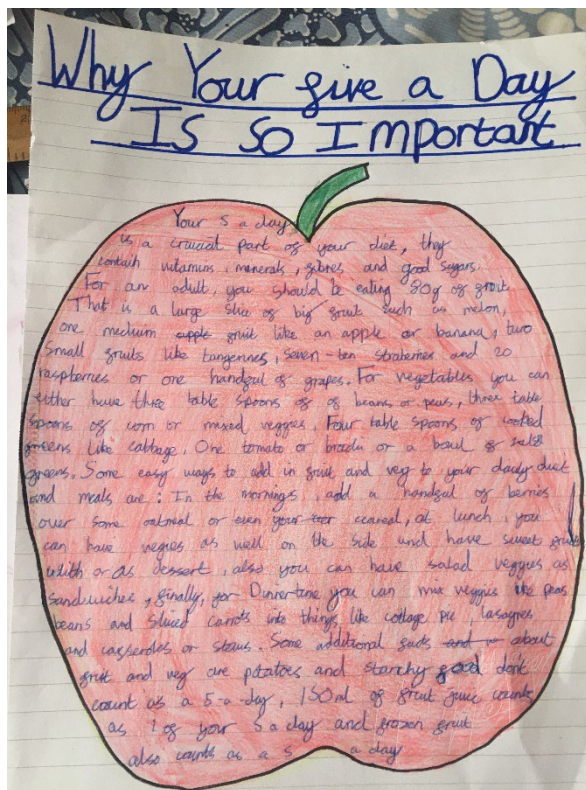
These are excellent organising skills to have all the ingredients prepared and served at the same time.

Well Done Evie!

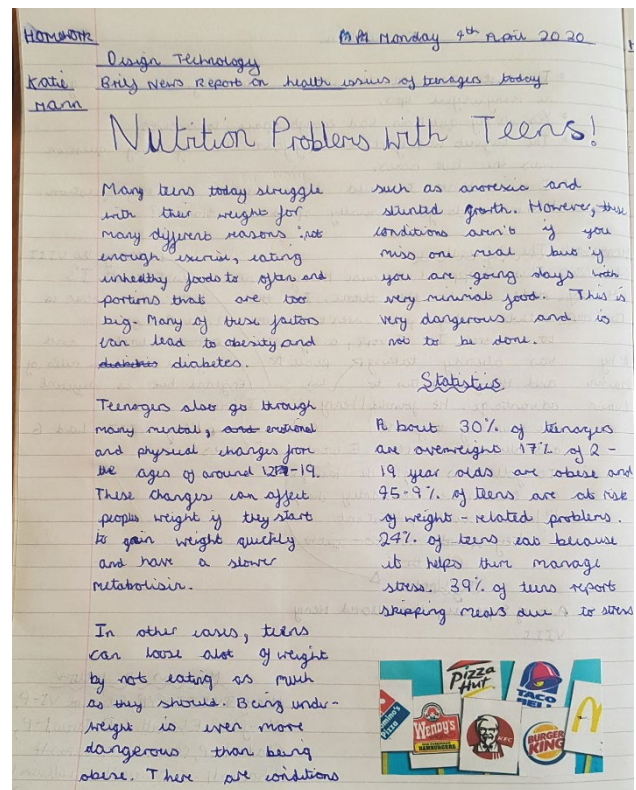


Excellence in Food Technology

Year 7 Tia Galbraith



Year 7 Katie Mann



Year 8 Will Berry

Will Berry BB

FOOD SAFETY

Before you handle or eat food you should always wash your hands **WITH SOAP**. If you don't then bacteria and germs can get on your food and then when you and others eat them you are eating bacteria which can cause diseases.

When using food from out of your fridge you should always know the time that that food has been sitting in there for, if not then you could end up eating mouldy food. Cooked leftovers should be discarded after 4 days and ground meats 1-2 days.

When grocery shopping, make sure that you separate your shopping items. Put things like raw seafood and meat into a separate plastic bag to stop cross contamination as it may touch food that isn't going to be cooked and then you're essentially eating raw food.

Lastly, make sure that you cook meat at the right temperature for the right amount of time. Cook all raw beefs, pork's, lambs and steaks at a minimum temperature of 145 degrees Fahrenheit. For safety and quality, allow the meat to sit for at least 3 minutes before carving or eating. Also, when cooking chicken, make sure you use an internal heat of 165 degrees Fahrenheit before eating, if not, it can cause diseases like salmonella.

Year 8 Freya Nunn

Comparing cereals nutrition

Coco pops (100g)

Here shows that 100g worth of coco pops is 382 kcal, which is the most out of all the other cereals, and it contains 17g of sugar. And this is the 50% less sugar version. This shows that coco pops is the most unhealthy.

Frosties (100g)

For 100g of Frosties contains 375 kcal. However it contains a massive 5g of sugar! Also 0.83g of salt. Around 87g of carbs. Maybe coco pops isn't the most unhealthy.

Shreddies (100g)

In Shreddies 100g is 364 kcal which is very close to Weetabix however it contains 13g of sugar and 0.72g of salt. Shreddies is in the middle amongst the others.

Weetabix (100g)

Below shows that per 100g of Weetabix is 262 kcal. This is the lowest amount of calories and only contains 1.2g of sugar. This is shocking compared to the coco pops. A serving contains approximate amounts of 100g of Weetabix in the breakfast.

	Energy	Fat	Carbohydrate	Protein	Salt
100g	382 kcal	0.5g	87g	10g	0.83g

	Energy	Fat	Carbohydrate	Protein	Salt
100g	375 kcal	0.5g	87g	10g	0.83g

	Energy	Fat	Carbohydrate	Protein	Salt
100g	364 kcal	0.5g	87g	10g	0.72g

	Energy	Fat	Carbohydrate	Protein	Salt
100g	262 kcal	0.5g	87g	10g	0.2g

1

2

3

4

Year 9 Emma Jackson

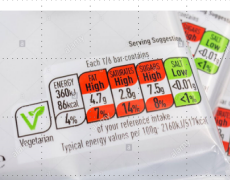
Homework

The government recommends that your daily intake of sugar should be 30g per day. The supermarket brand of sushi rolls contains 7.5 grams of sugar which means during your daily intake should only consist on 12.5 grams more throughout the day. The homemade sushi rolls contain 17 grams of sugar all together. The total of 17grams comes from all ingredient within the sushi. This makes the homemade version of sushi rolls more healthy as there is only 4.8 grams of sugar per roll.

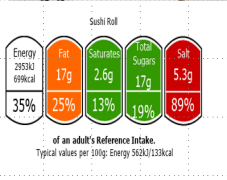
SUSHI ROLL EVALUATION

02/05/2020

Supermarket Sushi Rolls



Homemade Sushi Rolls



Between the two different sushi products there is a dramatic difference between the amount of fat contained in the products. The supermarket buy includes 4.7 grams of fat and the homemade make of sushi rolls includes 17grams of fat. The government recommend that men shouldn't eat any more than 30g of saturated fat per day and women should eat up to 20g of saturated fat per day.

Sushi is a very healthy meal which is low in calories and has no added sugar. Sushi contains a large number of refined carbs. This may increase the risk of being more prone to type two diabetes and heart disease

Overall, looking at the nutrition labels it is clear to see that the homemade version of sushi roll are more healthier then the supermarket branded version.

Year 9 Armaan Sattar

Ingredients from Samosas Foodmiles

Pastry

- Flour – flour travels 767 miles(1234km) from Austria to the UK. The UK actually grows its own flour and we also get supplied by other countries like Austria and other European countries.
- Sugar – sugar is one of the most used ingredients and most of it comes from the U.S. which is 3666 miles(5898km).
- Milk – 213 miles from the France to UK
- Butter/shortening – butter comes from India which is 4169 miles(6708km). It is travelled here by plane, which most foods are not usually transported by.
- Baking Powder – 3666 miles from the US to the UK
- Eggs – eggs come all the way from India (4169 Miles/6708km). It is transported by cargo by sea and then it will be transported by lorries to the supermarkets



Sticky paste (used to seal the samosa)

- Water – 238.7 miles from Scotland to Preston
- Sugar – 109.8 miles from east Midlands to Preston

Vegetables

- Peas – are grown in the UK
 - Carrots – 240.5 miles from Suffolk to Preston
 - Corn – 3463.5 miles from Australia to Preston
- Sometimes we get corn from countries like the US and Canada



Year 10 Harriet Clarke

Name: Harriet Clarke

Date: 23/03/2020



Meat and the consumer

1) Define the following terms:

- consumer: the receiver of a service or product
- retailer: a company or individual that sells goods to the public on a commercial scale

2) Describe how the following can impact on a consumer's choice.

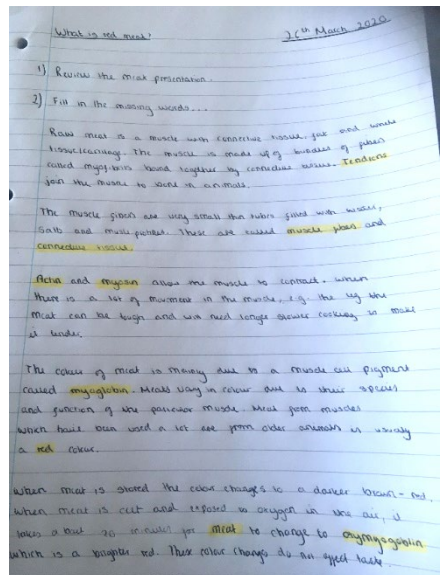
a) When choosing meat

Consideration	Impact on consumer choice
Part of the animal	How long will it need cooking for? - If the muscle has been used a lot the joint will need more cooking
Amount of lean fat and bone	How much waste will there be? Do have the skills or equipment to trim the meat?
Portion size	Consumers need to consider if they are buying lean meat or knowing it themselves – as they have the correct amount of meat to cook with.
Presentation	The amount of variation shown within the retailers produce.
Cost	As different cuts of meat are widely different in price, look out for seasonal offers.
Quality	Industry labels and the consumers senses help decided which meat is higher quality than
Fresh, wrapped, chilled or frozen	Depending on how long after purchasing you want to make a meal the state that the meat comes in is massively important.
Convenience	As many people don't know how to prep meat, the market mainly contains meat ready to cook.

b) when deciding on the cut of meat

Consideration	Impact on consumer choice
Like and dislikes?	Different people, and different ages, naturally prefer different cuts of meat – this is important when cooking for people other than yourself.
Quantity	If cooking for many people you will need more meat than when cooking for 1 or 2.
Recipe	Does the meat need to be prepped ahead of time or is the cut ready to cook straight away?
Time	Do you have enough time to prep and cook the meat? Can you buy pre prepared meat to save time?
Storage	Depending on when you buy the meat, can it be stored safely without it going off or causing cross contamination?
Culture and religion	Everyone has different beliefs, as well as influenced by different things, do you need to find an alternative to supermarket meat for guests?
Money	How much meat of which cuts can people afford?
Practical cooking skills	Does the cook have the skills to prepare and cook meat safely?
Cooking equipment	Does the recipe require a different or specialised piece of equipment, to the cooks?
Healthy eating	Depending on how healthy you want to be, how lean do you want to meat to be?

Year 10 Beth Millar



Year 10 Abbey Greaves

Name:

Date:



Where does it come from?

The term food provenance means where your food has come from – where it is grown, raised or reared. Many consumers are interested to know about the provenance of their food for a variety of reasons.

- The consumer wishes to buy and consume food that is locally sourced because:
 - It supports the local economy.
 - It may be better quality as it has not travelled as far.
- Country of origin and traceability – the consumer knows where the food has come from.
- Sustainability – sourcing for some foods, e.g. tuna fish.
- Moral/ethical reasons, e.g. supporting farmers in other countries through a living wage.
- Environmental considerations, e.g. limited use of chemicals.
- Animal welfare.

Food assurance schemes
Assuring food safety and quality is a priority for the red meat industry. Consumers want to be reassured that what happens on the farm and in animal transport is professionally carried out using acceptable welfare, animal husbandry, healthcare standards and practices.

There are a number of schemes in the UK that provide information about meat for the consumer. Investigate the schemes listed below and complete the chart.

Food assurance scheme	What do they do?
Red Tractor	The Red Tractor shows that the food is traceable, safe to eat and has been produced responsibly. Red Tractor covers the animal's welfare, food safety, traceability and environmental protection. The Union Flag in the Red Tractor logo indicates the food has been farmed, processed and packed in the UK.

Food assurance scheme	What do they do?
English Beef and Lamb Assurance Schemes	
The Northern Ireland Beef & Lamb Farm Quality Assurance Scheme	The Northern Ireland Beef & Lamb Farm Quality Assurance Scheme has given consumers assurances about the farm and the production chain. It shows the farm quality – the quality of the production methods used, the quality of care for animals which is practiced, the quality of the farm environment.
Welsh Lamb and Welsh Beef PGI	Protected Geographical Indication (PGI)
Scottish Beef and Scottish Lamb PGI	The PGI (Protected Geographical Indication) mark a product originating, region or country whose given quality, reputation or other characteristic is essentially attributable to its geographical origin and at least one of the production steps in Wales, Scotland etc.
West Country PGI	
Traditional Specialty Guaranteed (TSG)	The Traditional Specialty Guaranteed (TSG) refers to a product for which its quality, methods of manufacturing or processing based on a tradition.

Food assurance scheme	What do they do?
Protected Designation of Origin (PDO)	Protected designation of origin is the name of a geographical region or specific area that is recognized by official rules to produce certain foods (meat) with special characteristics related to location.
Soil Association Organic Standard	Their products have to meet strict European laws about the production of organic food. They must also go further in key areas such as animal welfare, protecting human health, and safeguarding the environment.
QMS – Quality Meat Scotland	
Farm Assured Welsh Livestock	WVLP strives to strengthen consumer confidence by providing assurance of farm standards through the Farm Assured Welsh Livestock Beef and Lamb Scheme (FAWL).

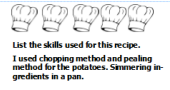
Potatoes dauphinoise Ella Downing

Ingredients

- 1lb potatoes
- Tub cream
- Salt and pepper
- Garlic
- 50 ml milk

Equipment

- Baking tray
- Sharp knife
- Chopping board
- Spoon
- Small bowl
- 2 plates



List the skills used for this recipe.
I used chopping method and peeling method for the potatoes. Simmering ingredients in a pan.

Clientele	Yes	No
Elderly	*	
Children	*	
Teenagers	*	
Pregnant women	*	

This recipe is suitable for:

Dietary needs:	Yes	No
Vegetarian	*	
Vegan	*	
Pescatarian	*	
Gluten intolerant	*	
Lactose intolerant	*	
Low sugar	*	
High Fibre/NSP	*	
Nut allergies	*	
Low salt	*	
Low fat	*	

My Potato Dauphinoise



How could you adapt this recipe to suit one of the diets you have stated it is not suitable for?

To make a vegan option you could use soy cream or rice or oat cream.

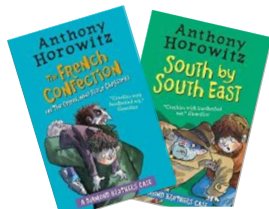


Library News

Empathy Day 9th June 2020

To celebrate Empathy Day on the 9th June, The Empathy Lab will be holding an online day of celebration focusing on how we can use books and reading to 'step into someone else's shoes' and learn to listen and understand each other. Numerous authors and illustrators including Cressida Cowell, Sarah Crossan and Malorie Blackman will be taking part. A free family activities pack is also available to download. For more details go to

<https://www.empathylab.uk/empathy-day-20204bde2d62>



Anthony Horowitz

Anthony Horowitz, best-selling author of the Alex Rider and Diamond Brother books, is writing a new Diamond Brothers adventure called 'Where Seagulls Dare'. He will be publishing chapters, un-edited, as he writes them. As he says himself, he has 'almost no idea what's going to happen in the story', and may well be asking for help from his readers! It

should be fun to follow the work in progress. You can read all available chapters and comment on the story so far here: <https://diamondbrothers.anthonhorowitz.com/home>

Scoop

A children's magazine featuring fiction, poetry, book reviews, puzzles, quizzes and a host of other interesting articles, is contributing to the lockdown effort by making a digital copy of their 'Love' issue available for free and you can find it here: https://scoopthemag.co.uk/wp-content/uploads/2020/03/Scoop_26_LOVE-Issue_Social-media_LR.pdf

Competition Time

There is still time to enter our '**Book Spine Poetry**' competition. To be in with a chance of winning a prize all you have to do is make a poem out of the book titles you see around you. Take a photo and send it in to whitlocka@broughtonhigh.co.uk along with a copy of your poem. Not got the books you need to hand? Why not research some titles and just send in a copy of your poem (please provide author's names if you are not sending a photo). The competition is open to everyone (including parents and staff). Be as serious or as silly as you like, just have fun! You will find it's amazing what you can come up with when you start looking. ClassCharts points for every entry!



Oi FROG!
All in one piece
Katie Morag delivers the post
Oh dear!
I'm in love with a slug
Not now Bernard
Whatever next!

Mrs Harwood

The world without us
Nothing ever happens here
Life online
Days without end
Change is gonna come
A battle won
Blue shoes and happiness!

Mrs Whitlock




Wishing you all a safe and happy half term.

Mrs Whitlock



Retrieval Practice

We know that **learning is best consolidated by frequent revision**. In school we use 'retrieval practice' to check that pupils remember key facts. So, to ensure you do not forget the  words you have all just learnt how to spell, here is **another** test.

How do you spell the word ...

1. ... which means the **starting point** or **origin of something**?
2. ... to describe when **someone is awake** and **fully aware of what is happening**?
3. ... which is used to describe **the natural world of the land, sea and air**?
4. ... which describes **an activity that is especially difficult**?
5. ... to explain either **something which occurred in the past or by chance**?
6. ... which is **one-sixtieth of an hour** or **a very short period of time**?
7. ... to describe **when lines run side by side each other**?
8. ... to describe either **a silent state** or **very little sound**?
9. ... which means **completely or entirely**?
10. ... to convey **someone's feelings** as **being truly felt or meant**.



Retrieval Practice

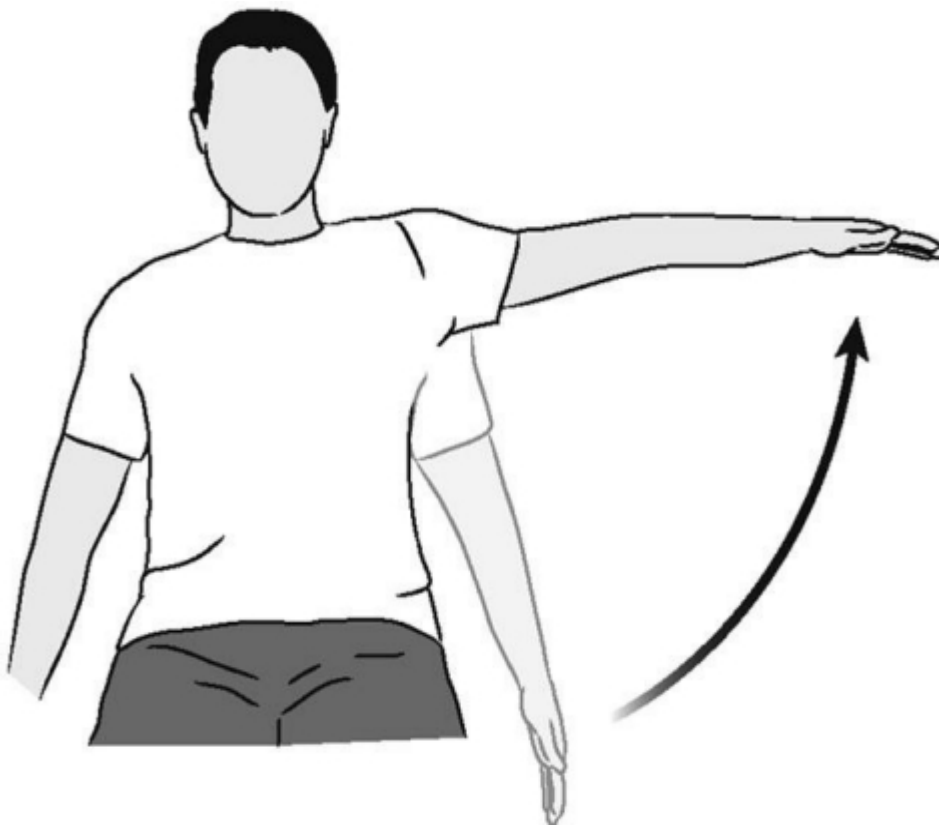
How to spell the correct words ...

1. **Beginning**: Which means the starting point or origin of something.
2. **Conscious**: To describe when someone is awake and fully aware of what is happening.
3. **Environment**: Which is used to describe the natural world of the land, sea and air.
4. **Extremely**: Which describes an activity that is especially difficult.
5. **Happened**: To explain either something which occurred in the past or by chance.
6. **Minute**: Which is one-sixtieth of an hour or a very short period of time.
7. **Parallel**: To describe when lines run side by side each other.
8. **Quiet**: To describe either a silent state or very little sound.
9. **Quite**: Which means completely or entirely.
10. **Sincerely**: To convey someone's feelings as being truly felt or meant.

PE 'Find the Fiction'



1. There are three major muscle groups in the legs these are the Quadriceps, Hamstrings and Deltoids.
2. A hinge joint at the elbow can move in all of the following directions: flexion, extension, abduction, adduction, circumduction and rotation.
3. A balanced diet should comprise of the 7 following nutrients: Carbohydrates, Proteins, Fats, Vitamins, Minerals, Fibre and Vegetables.
4. When trying to increase muscle mass and strength, an athlete would lift low weights for 20/30 repetitions.
5. When oxygenated blood leaves the heart, it does so by the Aorta after passing through the bicuspid valve.
6. When extending the arm at the elbow, the bicep is the agonist.
7. In the image below, the arm is being adducted at the shoulder joint.



8. Interval training is working at a low intensity for a long period of time. Marathon runners would use this to increase cardio-vascular endurance.
9. There are two circuits that blood follows in the double circulatory system. The pulmonary circuit delivers deoxygenated blood to the lungs and oxygenated blood back to the heart. The systemic circuit delivers deoxygenated blood to the body and returns oxygenated blood back to the heart.
10. Since 1964, Liverpool F.C. have won 13 European and Worldwide trophies, more than any other British club. These include the UEFA Champions League, UEFA Europa League, the UEFA Super Cup and the FIFA Club World Cup.

Answers

No	Statement	Correction
1	There are three major muscle groups in the legs these are the Quadriceps, Hamstrings and Deltoids.	Quadriceps, Hamstrings, Gastrocnemius.
2	A hinge joint at the elbow can move in all of the following directions: flexion, extension, abduction, adduction, circumduction and rotation.	A hinge joint can only move through flexion and extension. A ball and socket joint at the shoulder can move through the range of movements listed.
3	A balanced diet should comprise of the 7 following nutrients: Carbohydrates, Proteins, Fats, Vitamins, Minerals, Fibre and Vegetables.	The incorrect factor is vegetables; these contain vitamins and minerals. Water is the missing nutrient.
4	When trying to increase muscle mass and strength an athlete would lift low weights for 20/30 repetitions.	This would increase muscular endurance not strength. Strength would use heavy weights and low repetitions, between 8/10.
5	When oxygenated blood leaves the heart it does so by the Aorta after passing through the bicuspid valve.	Oxygenated blood does leave the heart by the Aorta but it does this after passing through the semi-lunar valve not the bicuspid valve.
6	When extending the arm at the elbow the bicep is the agonist.	The triceps are the agonist.
7	In the image shown, the arm is being adducted at the shoulder joint.	The arm is being <i>abducted</i> at the shoulder joint, because it is being taken away from the center line of the body, not added to the center line.
8	Interval training is working at a low intensity for a long period of time. Marathon runners would use this to increase cardio-vascular endurance.	Continuous training is working at a low intensity for a long period of time. Marathon runners would use this to increase cardio-vascular endurance.
9	There are two circuits that blood follows in the double circulatory system. The pulmonary circuit delivers deoxygenated blood to the lungs and oxygenated blood back to the heart. The systemic circuit delivers deoxygenated blood to the body and returns oxygenated blood back to the heart.	There are two circuits called pulmonary and systemic. In the systemic circuit, oxygenated blood is delivered to the body and deoxygenated blood is returned to the heart.
10	Since 1964, Liverpool F.C. have won 13 European and Worldwide trophies, more than any other British club. These include the UEFA Champions League, UEFA Europa League, the UEFA Super Cup and the FIFA Club World Cup.	Liverpool have actually won 14 European and Worldwide trophies since 1964.