

Dear Parents,

I hope you have had an enjoyable week. From today, the lockdown is relaxed; doubtless you have been in the garden socially distancing with up to either five other friends or family members. We are all adapting to the new ways of living and your sons and daughters will be compliant, supportive and



mature. However, I know how frustrating this is for all concerned, especially not being able to attend school. We will continue to set work that is accessible, stimulating and relevant. **Year 9** parents already know, but from Monday 1 June, pupils in this year group will be making a **'Flying Start' to their**

GCSE courses. They will be having an introduction to their exam courses in an attempt to improve motivation and make learning even more relevant.



We have cancelled numerous school events this half term, including the Year 6-7 induction day.



However, Mr Bailey has always wanted to be a film producer and is working on a **'virtual' induction day.** This short film will not be available on Netflix, Sky or Amazon TV, but will be distributed via **Broughton Broadcasting** to all our new Year 6 pupils and parents.

Whenever pupils are allowed back into school, one routine which may change is **transport to and from Broughton.** As you are aware, everyone is being



encouraged to either walk or cycle to work and this message is one well worth applying to education. Approximately 150 pupils travel to and from our school by bicycle and we shall be actively encouraging this as a mode of transport from September onwards. **Cycling keeps you fit,**



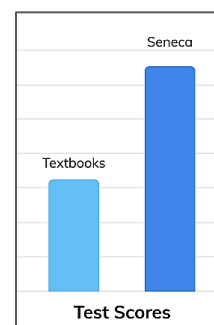
is good for the environment and is inexpensive.

Have you heard of **Seneca Learning**? If not, ask your son/daughter because the chances are they will be



one of the thousands of youngsters using it to help with their studies. It was only after reading an article in a weekend newspaper that I learned a little more about the two young social entrepreneurs who designed and launched the website. Lukas Feddern and

Stephen Wilks are two twenty somethings who became interested in **cognitive neuroscience (the mechanics of how the brain learns)** whilst at University. According to research, we remember information longer and understand it better, if we use certain learning techniques. At Broughton we have been deploying techniques such as retrieval practice, spaced learning and dual coding to enable pupils to learn more effectively. Seneca Learning incorporates all these techniques and is almost game-like in its delivery. There are courses on almost every topic, written by respected textbook authors, delivered in bite size chunks with photos and silly gifs (Graphics Interchange Format - yes, I had to look this up) to illustrate points. Pupils are given recaps and mini tests, with running scores that can be shared with others. The website also recognises a pupil's memory weaknesses and adapts the teaching accordingly. Clever. Humour is also the key. As Stephen Wilks says, "If a child finds something funny, they will remember it better. When they are in an exam they will conjure up that funny thing." The pair of young entrepreneurs left University in 2015, raising money, meeting educational experts and then trialling their prototype software in various schools. They asked three groups of Year 9 Biology pupils to study in different ways: one using Seneca, one learning from PDFs on tablets, one with pen, paper and a textbook. When tested, the pupils who had used Seneca answered twice as many questions correctly than the group using a tablet.



Wilks and Feddern then secured £1 million funding from a social investor and launched their website which, as the saying goes, 'went viral' very quickly. Pupils in schools were using Seneca before any introduction from teachers because of its instant appeal and effectiveness. The other wonderful feature about the site is that it is free, although it is supported by a 'premium service' of £2.99 a month for more extensive exam study. The other clever, appealing aspect is that potential and regular users are contacted by 'Dr Flavia', who I assumed to be some fictitious academic, but who is in fact Dr Flavia Belham of UCLs Institute of Cognitive Neuroscience.

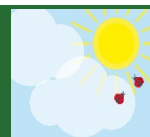
These two enterprising, inventive young men continue to be based at a modest flat in Clapham, busy rolling out the platform for children in Brazil, Mexico, India and Vietnam. Doubtless they make some money from all of this, but the reason for sharing this success story with you is because the website is simply one of the very best available to help your son/daughter with their learning. Ask them if they are using it.

As always, if you need 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



A Wild Idea



Two things that have emerged as 'silver linings' from lockdown are more quality time with family and a greater appreciation of Nature. June's project with the Wildlife Trusts - **'30 Days Wild'** - is the perfect way to carry on with both of those positives.

The challenge is to do something 'wild' – something involving Nature – every day for a month. You can do it as an individual or as a family. You can add to the level of challenge by trying to do something different every day. And it's not as hard as it sounds! 'Walking on grass with bare feet' counts. 'Taking a picture of leaves on my phone' counts. 'Watching a spider spin a thread' counts. The ideas are endless!

Register here <https://action.wildlifetrusts.org/page/57739/petition/1> for your downloadable calendar and ideas pack.

When you have completed your 30 days, take a picture of your calendar and email it to one of us for a certificate. We will publish some of the most original ideas in the newsletter.

Go Wild!

Miss Winter and Mr Fox

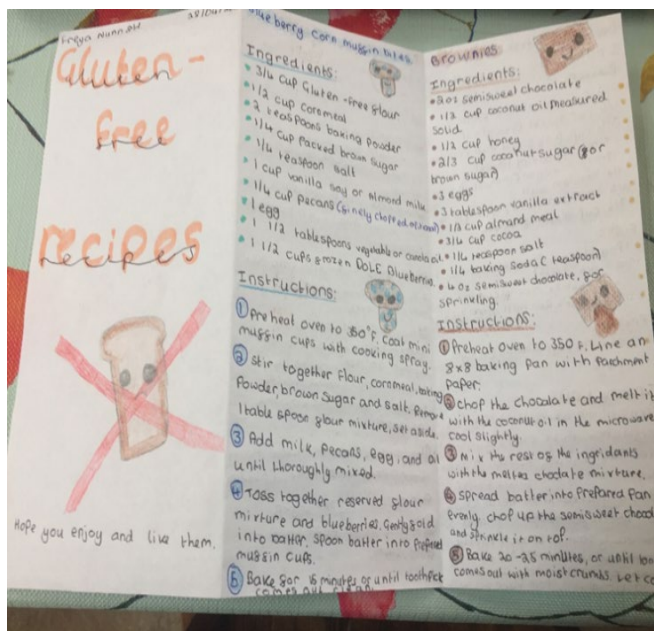


Excellence in Food Technology



Freya Nunn (Year 8)

Well done Freya on producing an excellent Coeliac Recipe Book.



It is pleasing to see how many pupils are continuing to work towards their Cooking Awards.

Congratulations to the following pupils on their achievements.



Bronze Cooking Award

Muhammed Ahmed

Bethan Sloan



Silver Cooking Award

Will Berry

Jake Giddins

Matthew Siggers

Keep Cooking!

Mrs Newton

Drama

Year 7 and Year 8 have been designing pirate costumes in response to the National Theatre's version of Treasure Island. Some examples of their good work are shown below.

**National
Theatre
home**

Treasure Island
Exploring the Play at Home

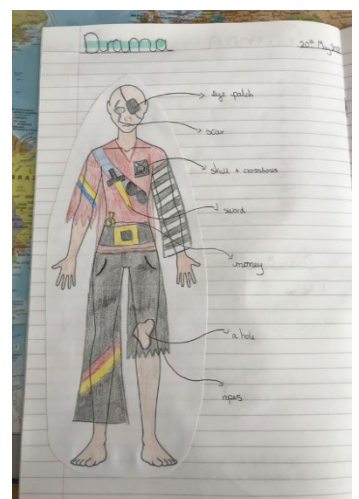
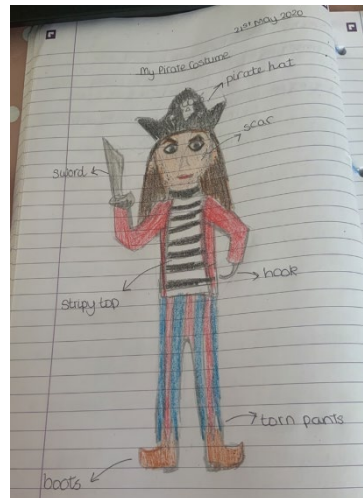
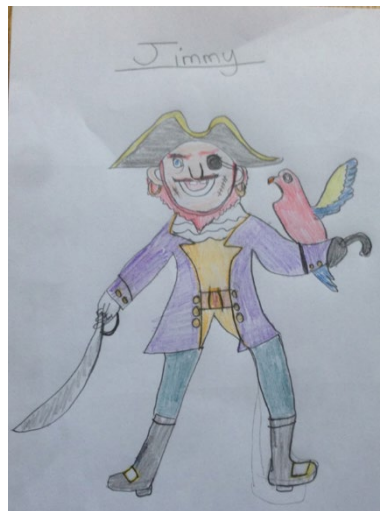
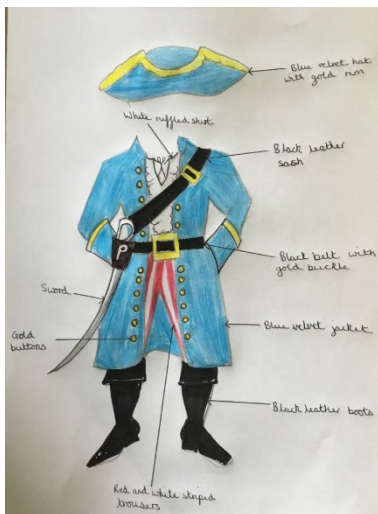


Jack Nelson
7R

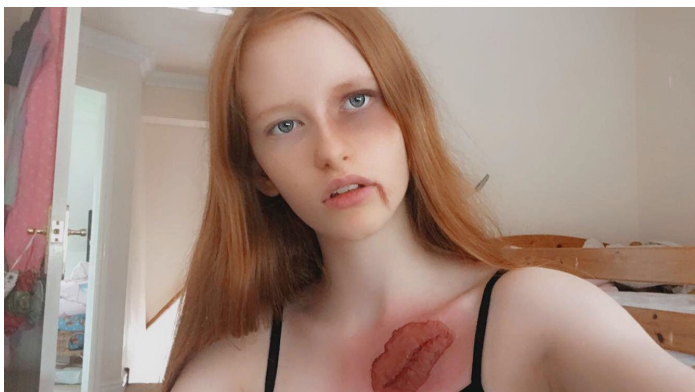
Varsha Saravana
8R

Harry Bond
7S

Grace Willingale
8C



Anna Lenton (Year 8) has shown her creative skills during lockdown. Anna has taught herself how to make scar wax and use theatrical make up ... to quite dramatic effect!





Community Spirit

During lockdown, **Jenna Culshaw (Year 10)** was concerned that some of her elderly neighbours were becoming disheartened and missing their friends and family. Jenna is a very keen baker and likes to raise money for good causes. Combining these passions, she decided to cheer up her neighbours by baking some cakes and held a **socially-distanced charity cake sale**. Jenna's aim was to raise as much money as possible for the staff at a local hospital. Over the space of three days, Jenna baked a huge amount of cakes, her mum tolerated a huge amount of mess in their kitchen, and her sister was elected as sales assistant! The cake sale was a huge success and Jenna raised £350.

Jenna also researched how to facilitate getting this money to the right place, where it would be most beneficial to the staff. She found out that the local Health Trust has set up a specific Trust Fund to accept donations from members of the public; the donations can then be used by the staff at the hospital.

In addition to the cake sale, Jenna has also organised '**outdoor bingo**' to help her neighbours remain positive. This has proven so popular that it has now become a weekly event.

Our pupils have really shown during lockdown how creative and kind they can be.



English

The following pupils were awarded the **top three** places in a recent **lockdown poetry competition**.

Poem

Last night I stayed up writing,
The words flowed to my head,
Memories of magic moments,
Make me want my bed.

All the streets are empty,
All the shops are bare,
Each and every child,
Thinks wildly in despair.

What if the clouds don't move?
What if they're here to stay?
What if we don't make it,
To last another day?

The sun is here and gleaming,
It makes smiles appear,
What if it isn't as bad as it sounds?
It makes me want to cheer.

It will be back to normal one day,
I can just tell,
But until that day happens,
Stay in your lovely shell.

Jessica Anderson, 8H

My Poem

Last night as I lay sleeping
When dreams came fast to me
I dreamt I saw a full cricket ground
Everyone happy and free
I am missing cricket now
That is without a doubt
But all the town was sleeping now
And just the groundsman went out

And I remember the rugby club
With all my friends about
But all the town was sleeping now
And just the groundsman went out

Samuel Judge, 7B

An Unseen Enemy

The world is at war,
But there are no enemies to be seen,
They hide all around us,
But still they can't be seen,
They leave a trail of devastation,
But still they are not seen,
They keep us hidden in our houses,
But still they can't be seen,
They cause death and fear,
But still they are not seen.
Who are they this enemy,
That still cannot be seen?
They are our deadliest nightmare
and they are called Covid-19.

Oliver Wilcock, 8B



Excellent Art Work

Alfie Lowe (Year 8) responded to lockdown with a sequence of 'Selfies with Signs' inspired by Artist Gillian Wearing.



French

The following pupils have produced excellent work.

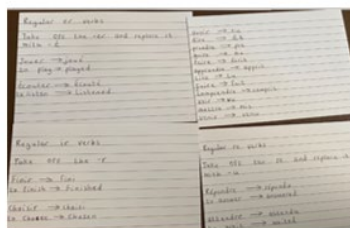
Year 8: **Libby Church, Phoebe Mason.**

Year 9: **Reece Collins, Samit Connolly.**

Year 10: **Aisha Ahmed, Navneet Johal.**



Revision materials in French on the past tense
Libby Church 8J1, Reece Collins 9K2,
Samit Connolly 9K2, Phoebe Mason 8J1



Aisha Ahmed Year 10 French Writing

1. Aimes-tu les réseaux sociaux? Do you like social media?

Ma mère dit que je passe trop de temps à utiliser les réseaux sociaux, mais je pense que ce n'est pas correct. Ce que j'aime le plus c'est rester en contact avec mes amis parce que j'adore mes amis et ils me manquent. Aussi, j'aime regarder les clips sur YouTube, car YouTube est mon réseau social préféré. J'aimerais utiliser les réseaux sociaux pour de meilleures choses car il est facile de devenir accro.



2. Est-ce qu'il serait pour toi de vivre sans Internet ? Would you be able to live without the Internet?

Bien que ce soit difficile je crois que je pourrais le faire pour une semaine parce que j'ai beaucoup d'autres passe-temps. D'habitude, j'aime bien faire de la natation car c'est une façon d'oublier mes problèmes. Aussi, de temps en temps, faire du vélo me plaît, en été, quand il fait beau. Je n'aime pas faire mes devoirs parce que c'est ennuyeux mais je crois que c'est utile pour le futur. Quelquefois, après avoir fini mes devoirs, j'adore aller chez mes copains car elles sont vraiment amusantes.



Navneet Johal Year 10 French Writing

4. Aimes-tu les réseaux sociaux ? Do you like social media?

Ma mère dit que je passe trop de temps à utiliser les réseaux sociaux mais à mon avis il est normal. Je télécharge souvent de la musique et aussi j'aime partager des photos parce que je pense que c'est une façon de se détendre. Les sites sociaux me permettent d'être à jour avec des nouvelles importantes. Ce que j'aime le plus c'est parler avec mes amis sur les réseaux sociaux comme Snapchat, c'est une façon de rester en contact avec tout le monde. A vie privée n'est plus privée du tout et les jeunes doivent être prudents en ligne cependant c'est facile à devenir accro !



- Q5) Est-ce qu'il serait possible pour toi de vivre sans Internet ? Would you be able to live without the Internet ?

Bien que ce soit difficile je crois que je pourrais le faire pour une semaine parce que je suis sportif et j'ai beaucoup d'autres passe-temps. Le weekend dernier j'ai fait de la danse et j'en fais deux fois par semaine après le collège. J'adore la danse car je dirais que c'est bon pour la santé et j'aime bien être membre d'une équipe. Bien que ce soit fatiguant ça me fait du bien. Ce que j'aime le plus c'est jouer au foot. Je suis fana de foot car c'est vraiment motivant donc j'en fais souvent.



Music Update



With pupils stuck at home during lockdown, this has given our musicians lots of opportunities to practise and develop their performance skills. Huge congratulations to **Charlie Warren** in 8H who, has not only been having lessons remotely via Zoom, but he has also **passed his Grade 3 exam** remotely with a merit. The Music Department is really looking forward to hearing him perform when we return.

Ella Rooney in 7N has also been using her musical ability during lockdown to support the NHS. She has **raised an incredible £750** by singing outside her house every Friday evening. Amazing work Ella. Well done!

Sadly, the music tour to Austria is inevitably not going to go ahead this summer. We know that pupils are very disappointed about this, as are the staff involved. However, we have been working hard in the background with the tour and coach companies, the venues and the accommodation provider, to look at how to move forward. We are pleased to announce that the music tour has been re-scheduled for summer 2021! I am looking forward to working with pupils and ensembles when we return, preparing them and rehearsing ready to showcase the talent that Broughton has to offer.

Mr Shepherd

British Sign Language

Amber Hussain (7N), signed up for a British Sign Language course, which she has completed during lockdown, scoring an impressive result of 95%.



Tree House

Jack Lawson (7H), has built a home-made, Covid-19 apocalypse-proof, den/tree house, with two boxes in the top of the tree for storage. Jack spent two and a half months to build the tree house and his dad helped him to build the tyre swing.

The tree house has a bamboo pipe, so that when it rains Jack can wipe down some of the tree house surfaces with a cloth. He then squeezes the cloth so that the water drains through the bamboo pipe, keeping his tree house nice and dry!



English

- a story opening by **Katie McCombe** (Year 9) in which she uses some of her new Bedrock vocabulary to reflect on the current situation.
- a piece by **Joe Dewhurst** (Year 9), also using new Bedrock vocab, that nicely captures a 'Raiders of the Lost Ark' mood.
- good quality descriptive work from **Safa Patel** (Year 10); she has obviously worked hard on it, written in detail and used some lovely similes.

Katie McCombe, 9H

What happens Next? 11th May, 2020

It has now been around 8 weeks stuck in quarantine. There are good and bad things happening. Every Thursday at 8pm people in the public extol the stay at the NHS and all key workers by clapping for 2 minutes each week. Whenever you go out for exercise most people are kind, friendly and talkative, however a few people are ^{not} being altruistic and are meeting up with friends even though they shouldn't be. This lockdown ~~was~~ is not good for anyone and not many people enjoy being trapped inside but they endorse the government at the same time. The government are doing all they can to stop the coronavirus spreading and by doing that they are also stopping people from feeling ^{loss} grievous. This lockdown doesn't seem to be ending anytime soon and many people are sceptical about being able to go abroad in the summer holidays. Lots of people are missing their grandparents, ~~and~~ family and friends very much. Unfortunately for some (including me) will have to spend their birthday in lockdown. Nobody knows what will happen next all they know is they want to be emancipated from lockdown.

Monday 11th May 2020

I gingerly moved towards the scroll before the guard saw me. This was the time to prove I had courage because if the guard saw me trying to steal the scroll then he would have to apprehend me and the mission would be ruined. As I snuck past the guard I moved with haste to get behind the desk to be out of sight. I have to execute my time to run to the scroll perfectly or the guards will engage in a pursuit with me and try to steal the scroll off me before I get to the getaway car and the whole team will go to prison.

Joe Dewhurst, 9S

Beach description slow write

1. Describe the scene from a long shot. Capture the busy nature of the beach. Mention the parasols and the groups of families down for the day. **Myriad, Kaleidoscopic colours**
2. Describe the sky and the sun. What about the effect of the sunshine as it hits the surface of the sea? **Azure, shimmering**
3. Now describe how the waves wash up on the shore. Can you describe how the seawater washes over the feet of people paddling at the water's edge and how the waves leave behind a wet mark as they return to the sea? **Lapping, caressing**
4. Describe one young boy in a matching hat, t shirt and shorts who is putting the finishing touches on his sandcastle. Describe how a wave washes over it and destroys it. Describe how the young boy runs back to his family. **Meticulously, envelops**
5. Describe the family sat on matching striped deck chairs under a colourful parasol, eating ice creams. **Sweltering, vivid**
6. Nearby is a group of teenagers blaring music and playing beach volleyball – describe them! **Vociferous, raucous**

From above, the bustling scene appeared as a vibrant sea of colour; striking oranges, vibrant pinks and dazzling blues swirled and mixed to form a chaotic rainbow image. Patterned towels, swimsuits, parasols; all blurred into one busy mixture of colour. Each person gathered in small bursts, forming tight groups of family members and best friends. Groups of all ages and cultures came together, not a single person without a huge smile on their sunscreen covered faces. Meanwhile, young children ran wildly, limitlessly, feeling as free as the squawking seagulls that swooped through the sky, as parents frantically chased them laden with sunhats and armbands.

The sky was the polar opposite; clear and empty. The azure skies stretched for miles, with not a single cotton cloud in sight. The sun's glittering rays encountered no obstacles as they shone brightly down, illuminating every ripple in the sea, which was seemingly infinite. Light reflected off of the waves, causing a breath-taking sparkling effect which captivated onlookers and sunbathers.

Playful waves lapped at the shore, dampening the icing sugar sand before returning to the sea. Salty seawater brought smooth coral shells onto the land, small treasures that were once buried deep in the cobalt blue water. Over and over again, the gentle rhythm of the waves reaching up the shore and falling back once more, continuous until the sun set below the horizon. The cool water washed over little toes, causing squeals of excitement and returning to the sea, before repeating as another bout of giggles erupted.

Safa Patel, 10S

Excellence in Art

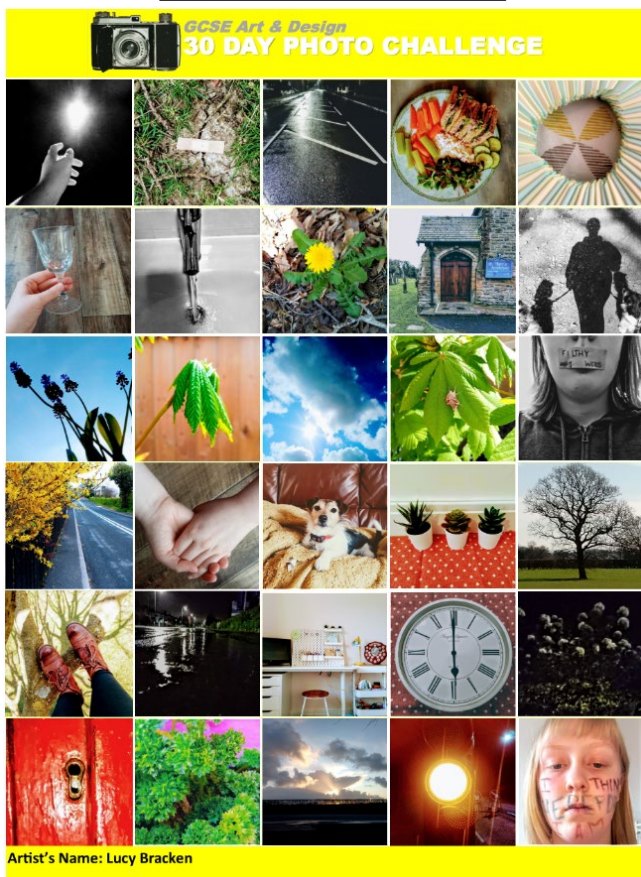
Examples of excellent work demonstrating an effective use of visual language.

Still-Life Drawing by Hannah Sadler and '30 day photo challenge' pieces by **Lucy Bracken** and **Navneet Johal**

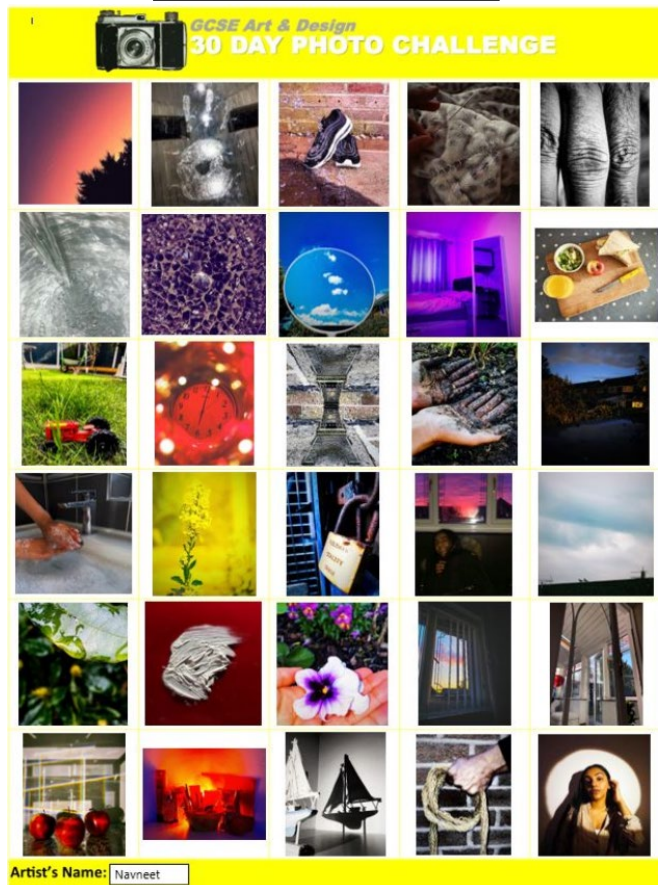
Hannah Sadler, 7B



Lucy Bracken, 10S



Navneet Johal, 10C



Science

Excellent work from **Sophie Cross**, 7N

Sir Isaac Newton

Born: 4 January 1643
Woolsthorpe Manor House

Age: 84 years

Died: 31 January 1727
Kensington



Sir Isaac Newton was an English mathematician, physicist, astronomer, theologian, and was a key figure in the scientific revolution in the 17th & 18th Century.

- He was known as a grumpy man who argued with people.
- He was Knighted by Queen Anne 16th April 1705.
- He was once an MP
- He is buried in Westminster Abbey

The legend is that Newton discovered Gravity when he saw a falling apple while thinking about the forces of nature. Whatever really happened, Newton realized that some force must be acting on falling objects like apples because otherwise they would not start moving from rest.

Sir Isaac Newton was famous for saying: -

If I have seen further than others, it is by standing upon the shoulders of giants.

If I have done the public any service, it is due to my patient thought.

I can calculate the motion of heavenly bodies, but not the madness of people.

Things named after Newton: -

Sir Isaac Newton Institute

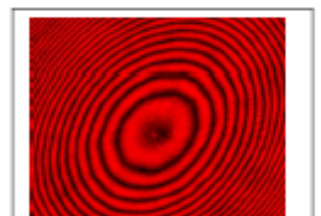
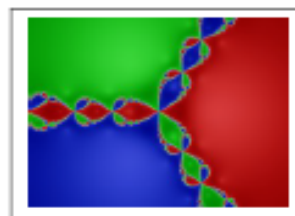
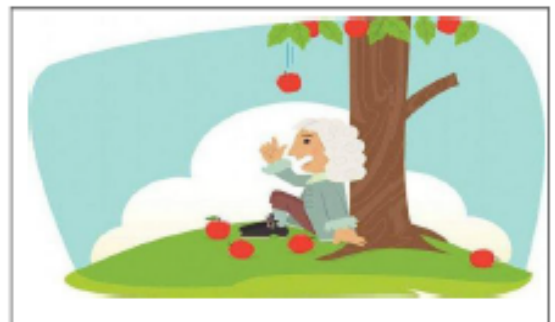
Newtons Law of Gravity

Newtons Laws of Motion

Newton's cradle

Newton fractal

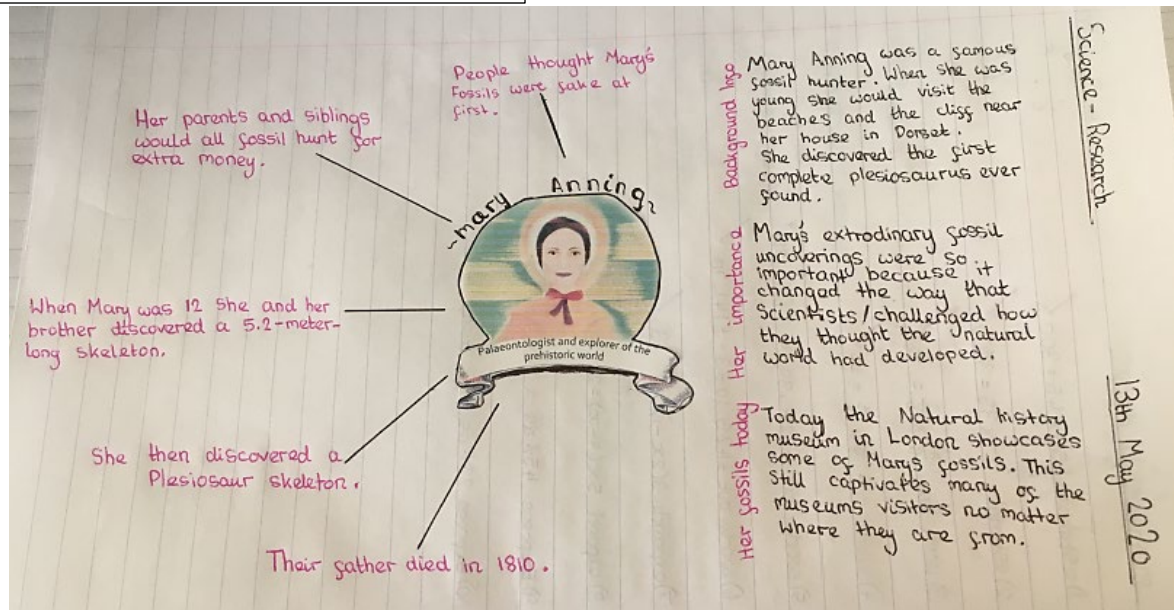
Newton's cannonball



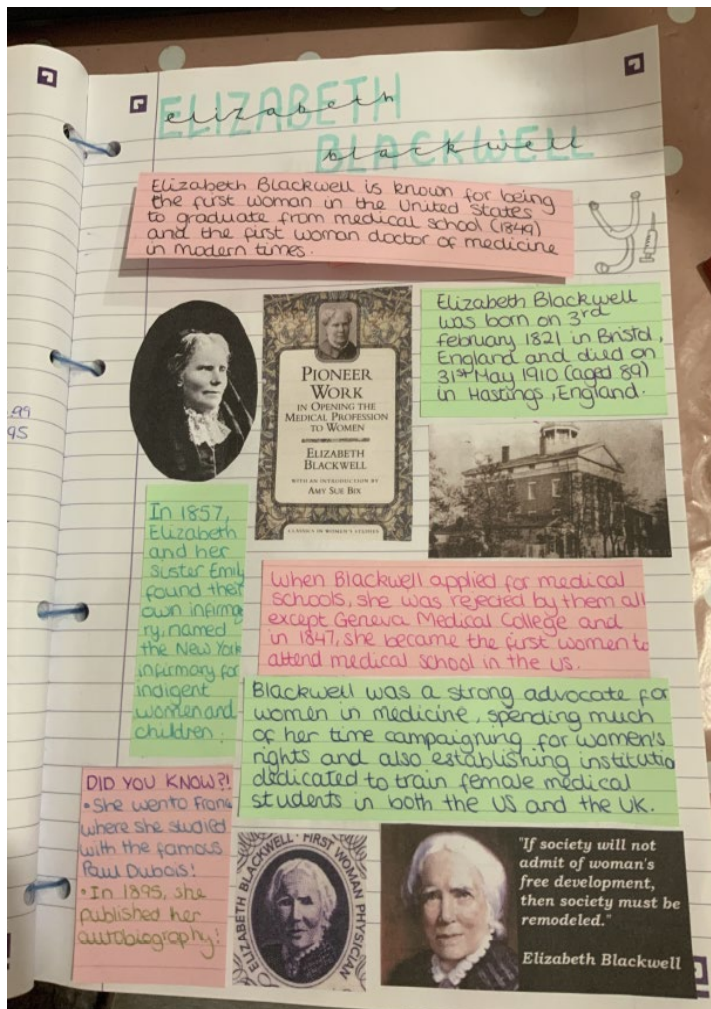
Science

Year 7 and Year 8 pupils had to research and write up an article on a famous Scientist and Year 10 combined science pupils created a timeline of human evolution for Biology.

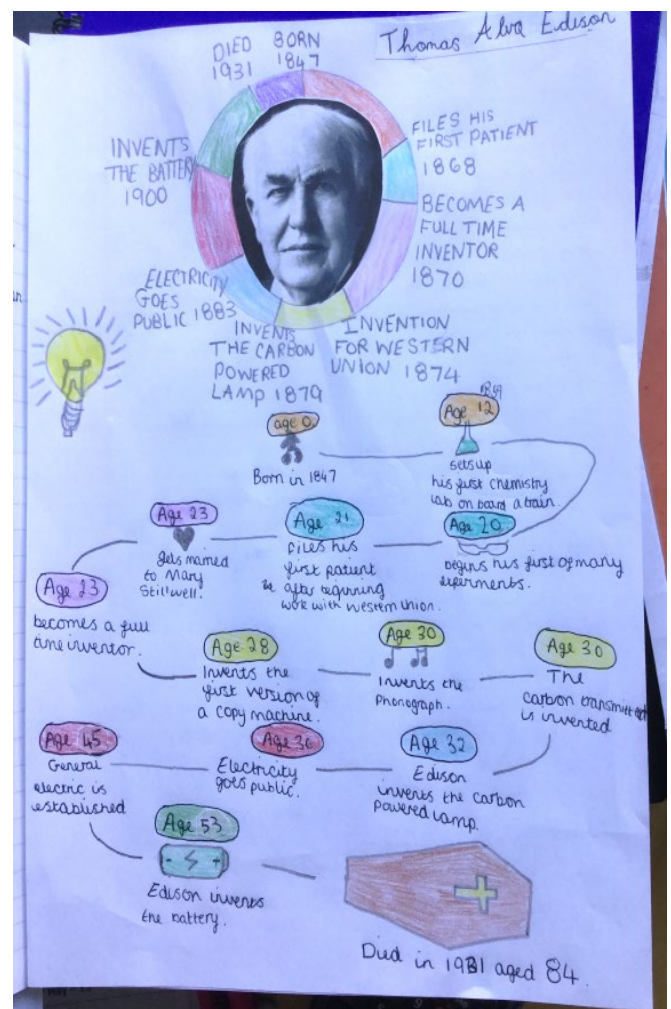
Eva Lawton, 8N



Varsha Saravanan, 8R



Frankie Fisher, 8R



Science

Year 7 and Year 8 pupils had to research and write up an article on a famous Scientist and Year 10 combined science pupils created a timeline of human evolution for Biology.

Allen Asa, 8N



Alexander Fleming
Biologist and pharmacologist

0608-1881
Alex_Fleming
Alex@Fleming.com
www.Fleming.com

1 Invention created
3 Universities attended
4 Titles
7 Siblings
BIO
Birth Date: 6 August 1881
Date of Death: 11 March 1955
Place of Birth: Darvel, Scotland

EDUCATION

- Darvel School
- Kilmarnock Academy
- Royal Polytechnic Institution
- St Mary's Medical School

CAREER TIMELINE



WHY IS PENICILLIN IMPORTANT

I think Penicillin was a very important invention because it was the world's first antibiotic. The drug greatly weakened the cell wall and caused bacteria to die, allowing people to recover from a bacterial infection. This was the changing at the time. It helped cure people with many ailments and was used in the war. If that wasn't enough to convince you he was given 4 titles for it. His full name is Sir Alexander Fleming PhD FRSE FRCGS.



FAMOUS QUOTE

One sometimes finds, what one is not looking for. When I woke up just after dawn on September 28, 1928, I certainly didn't plan to revolutionize all medicine by discovering the world's first antibiotic, or bacteria killer. But I suppose that was exactly what I did.

EXTRA

Fleming was part of a rifle club and was also awarded a Nobel Prize in 1945.

Ezmae Harkins, 10C

NEW UNIT - EVOLUTION
HUMAN EVOLUTION
Fossil Evidence
The gradual change in characteristics of a species over time. It can lead to new species being created.
Evolution is a gradual change in the characteristics of a species over time. Scientists use fossils to find out about human evolution. They work out how old the fossils are and put them in age order. The fossils, though, do not show smooth changes over time because some have not been discovered.
The first scientists discovered some 4-6 million year old fossilised bones from a female of an extinct human-like species. Many fossils of this species were found and named **Ardipithecus ramidus**. The most complete set of these fossils is known as **Ardi**.
Timeline:
Present
1 million years ago
2 million years ago
3 million years ago
4 million years ago
5 million years ago
6 million years ago
7 million years ago
8 million years ago
9 million years ago
10 million years ago
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97 million years ago
98 million years ago
99 million years ago
100 million years ago

the evolution of humans
Timeline:
Ardipithecus (4-5 mya)
Australopithecus (4-2 mya)
Homo habilis (2-1 mya)
Homo erectus (1.8-0.3 mya)
Homo neanderthalensis (400,000-40,000 years ago)
Homo sapiens (300,000 years ago - present)
The earliest evidence of human-like animals using stone tools dates to about 3.3 million years ago. Scientists compare the age of different layers of rock. They even assume that a stone tool is about the same age as the layer of rock. The oldest stone tools are very simple, but would have helped with skinning an animal or cutting up meat. Tools found in more recent rocks are more sophisticated.
Stone tools provide evidence for human evolution by:
1. Evidence of development of more complex tools over time (e.g. bigger brains).
2. Tools can be dated from their environment (e.g. layers of sedimentary rocks).

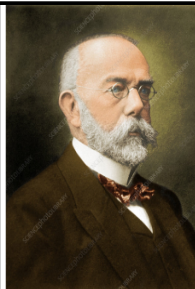
Niall McConnon, 7S

Erin Kopydlowski, 8N

Abbey Greaves, 10C

THE HESSE HEADLINES ROBERT KOCH AND HIS AMAZING DISCOVERIES

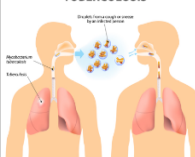
German bacteriologist Heinrich Hermann Robert Koch (1843-1910) discovered the type of bacteria behind tuberculosis after thorough researching of the disease. Most thought that tuberculosis was an inherited disease, but Koch believed otherwise, instead theorising that the disease was an infectious bacterium. He tested this theory on four guinea pigs, and this experiment satisfied his theory. He identified the cause agent of tuberculosis as the bacteria *Mycobacterium tuberculosis*. Koch later developed a drug known as tuberculin, which is used to diagnose tuberculosis cases. He studied medicine in the University of Göttingen and graduated later in 1866. He won 1905's Nobel Prize in Physiology and Medicine. Another fact about Koch and his studies is that his drug (tuberculin) was originally hoped to cure tuberculosis, but failed and was instead used as a diagnosis method. His identification of tuberculosis' bacteria was beneficial to the world as a way to avoid and take proper precautions to prevent the spread of tuberculosis. This also allowed for an effective diagnosis method in tuberculin.



TUBERCULOSIS

"The pure culture is the foundation for all research on infectious disease."

-Robert Koch



Jacque Cousteau
Jacques Cousteau's full name is Jacques-Yves Cousteau. He was born on the 11th June 1910 in Saint-André-de-Cubzac, France and died on June 25th 1997, Paris. Died at the age of 87. He studied Marine biology but he was also a French Naval officer, ocean explorer and inventor of the Aqua-Lung. he was known for his extensive undersea investigations.
Cousteau was sent to a boarding school at the age of 13 in Alsace, France. After he completed his preparatory studies, he attended college Stanislas in Paris. After graduation, as a gunnery officer, he joined the French Navy's information service. In June 1943, on a beach of the Riviera, Cousteau created the new completely anonymous diving gear. Cousteau modified the regulator, adapted it and made it the crowning piece of his self-contained underwater breathing apparatus, the **Aqua-Lung**.
At age 4, Cousteau learned to swim and started a lifelong fascination with water. He showed a strong curiosity for mechanical objects, he bought a movie camera, he took it apart to understand how it operated.
Cousteau created this amazing breathing technique so he could explore more of the animals beneath the oceans. This helps us now because we can find out more about the species and how climate change is affecting the fish below the earth. Jacques Cousteau island is named after Cousteau an island located off the Cerralvo Canal coast near La Paz, Baja California Sur, Mexico.
The sea, once it casts its spell, holds one in its net of wonder forever.

HUMAN EVOLUTION

Evolution is a gradual change in the characteristics of a species over time. Scientists use fossils to find out information about human evolution.

4.4 MILLION YEARS AGO

Ardipithecus ramidus fossils show that they were tree climbers. It also provides information to show they were 120cm tall and their brain size was 350cc.

3.2 MILLION YEARS AGO
Australopithecus afarensis were shown to walk upright and have an ape like face. They were roughly 107cm and had a brain size of 400cc.

2.4-1.4 MILLION YEARS AGO

The fossil of the **Homo Habilis** show that they had a flat face and a 500-600cc brain and they were more than 130cm tall.

1.8-0.5 MILLION YEARS AGO
Homo erectus were 179cm in height and had a brain size of 850-1100cc. Their fossils also show that they were long distance walkers and had a lot of strength.

200,000-PRESENT

Humans today are known as **Homo sapien**. They have a brain size of approximately 1200cc and they are generally taller than most other species.



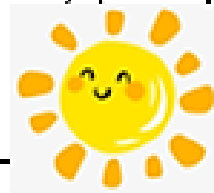
Y7 Humanities- DIY Weather Instruments

Well done to all of the Y7 pupils who have created their own DIY weather instruments and kept weather diaries over the last few weeks. It was fantastic to see everyone's effort and ingenuity!

Don't just think it was Humanities' pupils that got involved; quite a few of the teachers' children got roped in too!

Well done to everyone who got involved!

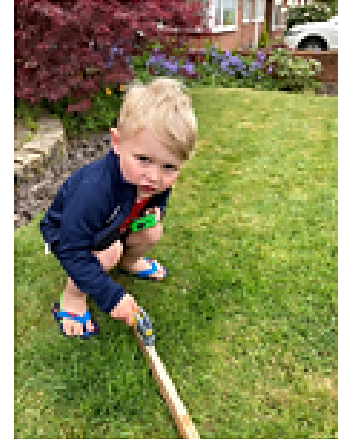
Team Humanities



Lily Backhouse



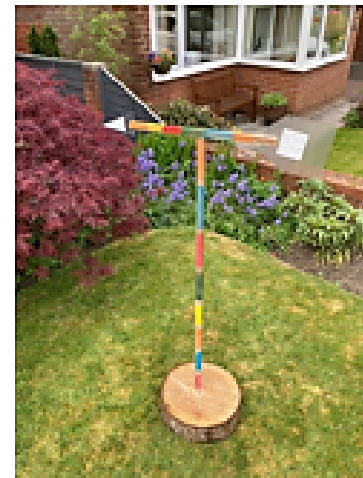
Esme Wortley



Sophie Jones



Zoe Cumpsty



Miles Lord



Elliot Bamber



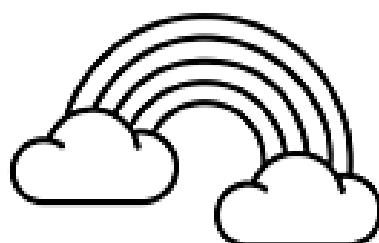
Lara Baird



Rowan Allison



James Wilcock



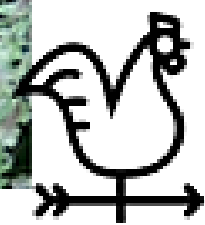
Y7 Humanities- DIY Weather Instruments



Jack Bailey



James Clarke



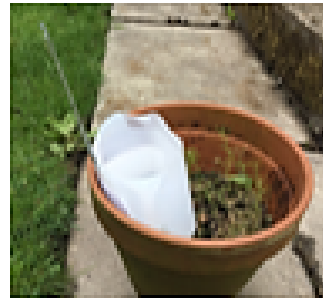
Ryan Dainty



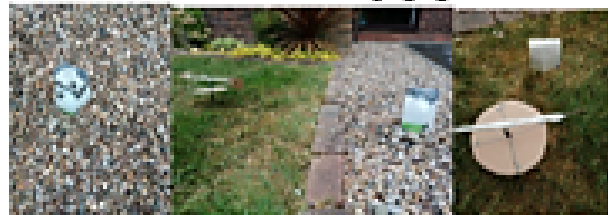
Rocco Dewhurst



Jessica Raddings



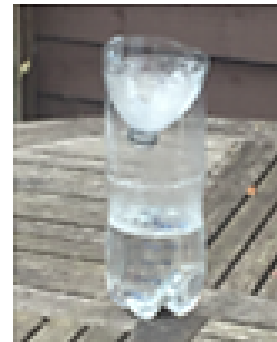
Blake Hallas



Jo Eskdale-Lord



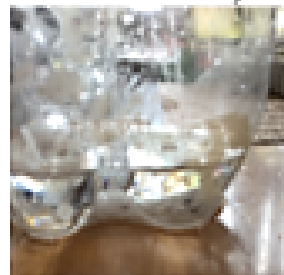
Holly Jarratt



Zara Mann



Linh Lan Nguyen



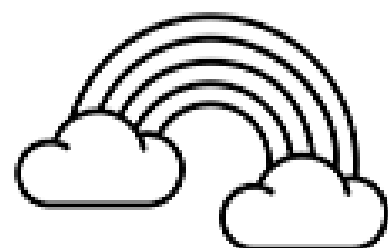
Jack Lawson



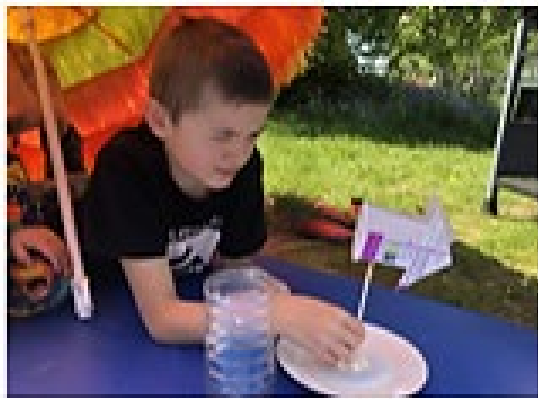
Hannah Sadler



Emily Woods



Y7 Humanities- DIY Weather Instruments



Luke Littlechild



Evie Armour



Guy Jenkinson



Sophie Cross



Adam and Eesaa Member



Katherine Mann



Tom Cullen-Logan



Elise Rawson



Online Safety Newsletter

June 2020

YouTube

Are you concerned about your child using YouTube?

Inappropriate content can be found on YouTube, there are some steps that you can take to make it a safer environment:

- Turn on Restricted mode – this mode restricts the availability of mature content.
- Sit with your child and see what they are watching or set rules that devices can only be used in family areas.
- Ensure your child knows how to report inappropriate content.
- Make sure your child understands that they can talk to you if they see anything that makes them feel uncomfortable online.

YouTube Kids (for children 12 and under) is also available with the option to select the shows you prefer your child to watch, however inappropriate content has also been found on here too.

To post videos on YouTube, you should be over 13 years of age. YouTube have produced these tips for those that do upload content: <https://support.google.com/youtu-be/answer/2802244?hl=en-GB>

Further information

- <https://www.internetmatters.org/hub/guidance/youtube-tips-and-tricks-to-keep-your-children-entertained-and-safe/>

Online Gaming: risks

Ofcom's latest report on media use shows 35% of children aged 5 – 7 are playing games online, this rises to 66% of 8 – 11 year olds and 72% of 12 – 15 year olds.* There are risks associated with playing games online, one of these being that many games such as FIFA, Fortnite, Minecraft and Call of Duty (COD) feature chat facilities. This heightens the risk of bullying and potentially online grooming as some people may use the online chat features to build a relationship with your child. For some games, the chat can be turned off and depending on the age of your child, this may be the safest manner for your child to play games online.

What can I do?

Review what games your children are playing and check the PEGI rating (age rating). Should your child be playing that game? As always talk to your child about what they are playing and discuss the following points:

- Do they know how to report and block players?
- Encourage them not to share personal information online. If somebody asks them for personal information, to meet up or if they just feel uneasy then make sure that they know that they should talk to a trusted adult.
- Tell your child that they should be very wary of anybody who encourages them to keep anything secret or who offers to buy them gifts.
- Talk to your child about the importance of only accepting friends.

If somebody does do anything inappropriate then you should report that person using the in game reporting options. If you think somebody has tried to groom your child online then you can report this to CEOP. CEOP can help in a number of ways, for example they can assist you if you are worried that your child is being groomed online or if somebody is asking your child to communicate with them on a live-streaming platform. (<https://www.ceop.police.uk/ceop-reporting/>).

Further information about Grooming:

- <https://parentinfo.org/article/what-you-need-to-know-about-online-grooming>
- <https://learning.nspcc.org.uk/research-resources/briefings/grooming>

*(source: <https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens/children-and-parents-media-use-and-attitudes-report-2019>).

Users of this guide do so at their own discretion. No liability is entered into.
Current as of the date released 1.6.20.

Online Safety

Let's talk

It's really important to regularly chat to your child about their online lives but it can sometimes be difficult to start these conversations. We thought these resources may help you to start these conversations:

- <https://www.childnet.com/ufiles/Let's-talk-about-life-online.pdf>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>

Instagram

update

Instagram is used to post photos and videos. Users can also DM (direct message), send disappearing messages, add to their stories (these disappear after 24 hours) and broadcast using IGTV. **You should be over 13 years of age to set up an account.** You should be aware that Instagram have released the following new features:

- The ability to delete up to 25 unwanted (negative) comments all at once as well as block or restrict multiple accounts at the same time.
- As tags and mentions can be used to target or bully, you can now choose whether you want everyone, only people you follow or no one to be able to tag or mention you in a comment, caption or story.

Further information

- Read about the new features in more detail here: <https://about.instagram.com/blog/announcements/continuing-our-work-to-fight-online-bullying/>
- More tips from Instagram including how to manage privacy: <https://help.instagram.com/154475974694511>

Zoom

reminder

There has been a recent 'zoombombing' incident in Plymouth where children were exposed to distressing content**. Zoombombing is a term resulting from those users who are entering meetings uninvited to post inappropriate content.

You can read further steps to follow as a host or participant to try and reduce this happening here: http://www.knowsleyclcs.org.uk/wp-content/uploads/2020/05/Online-Safety-Newsletter_Zoom.pdf

(**Source: <https://thecpsu.org.uk/news/2020-05-nspcc-warns-of-zoom-security-risks/>)

The revised Childnet Film Competition

The Childnet Film Competition is now in its 11th year and is open to all young people based in the UK. The challenge is to create a positive, short online safety film or a storyboard with a script. The competition closes 22nd June 2020. Further information is available here:

<https://www.childnet.com/resources/film-competition/2020>

Is social media a concern for you?

This is an interesting short video for you to watch looking at the fear parents may have around social media. This page also includes further links to resources around social media:

<https://www.internetmatters.org/resources/social-media-advice-hub/>

Thinking critically

We need to develop digital literacy skills in our children by encouraging them to think critically of what they read online and fact checking. This blog contains some practical tips to help develop these skills:

<https://www.commonsensemedia.org/blog/new-s-literacy-101>



The ULTIMATE



SPELLING CHALLENGE

acceptable

accommodation

apologise

argument

beautiful

beginning

believe

business

conscious

decided

definitely

disappear

disappointed

embarrass

environment

extremely

fulfil

government

guarantee

happened

immediately

independent

maintenance

minute

necessary

neighbour

occasion

opposite

parallel

possession

queue

quiet

quite

receive

separate

sincerely

skilful

succeed

surprised

until