

# BROUGHTON

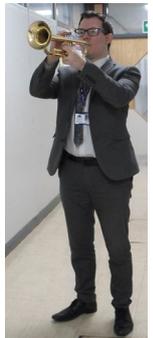
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## HIGH SCHOOL

Newsletter No 10  
16<sup>th</sup> November 2020

Dear Parents,

Unfortunately, we were unable to have our whole school Remembrance Assembly last Wednesday because of COVID restrictions. However, preceding the one-minute silence, **Megan Sloan** and **Mr Shepherd** played The Last Post, followed by a period of reflection and thought by everyone in the school community. I then accompanied **Jenna Culshaw** (Head Girl), **Sam Horton** (Head Boy), **Alex Morris** (Deputy Head Girl) and **Rishi Parekh** (Deputy Head Boy) and **we laid a wreath at the Broughton Memorial on behalf of everyone.**



**At the end of this week, parents of all pupils in Years 7-10 will be able to access a copy of their son/daughter's Progress Review 1 via Firefly 'Parents Booking App'.** This document highlights two areas: progress towards end of year targets and effort. As we are all aware, sustained effort is inextricably linked to success. If your son/daughter always tries his/her best, it is almost inevitable they will make progress. As highlighted in a recent newsletter, this year we have refined our effort/attitude to learning criteria we use for each review.



<b>1</b> <b>Outstanding</b>	A mature, self-motivated and co-operative pupil who is focused on making <b>excellent</b> progress at all times. Typically: <ul style="list-style-type: none"> <li>Fully engages with all aspects of lessons <b>at all times</b>. Behaviour is exemplary.</li> <li>Learning tasks in lesson and homework are always on time and completed to the very best of their ability.</li> <li>Shows resilience when required to work independently; <b>demonstrates</b> highest levels of independent study.</li> <li>Respectful, helpful and <b>polite</b> at all times.</li> <li>Fully prepared for lessons (books, equipment, homework, kit and stationery).</li> </ul>
<b>2</b> <b>Positive</b>	A co-operative pupil who is focused on making good progress. Typically: <ul style="list-style-type: none"> <li>Engages with all aspects of lessons at all times. Behaviour is good.</li> <li>Learning tasks in lessons and homework are <b>always</b> completed on time and to the best of their ability.</li> <li>Shows resilience when required to work independently.</li> <li>Respectful and polite at all times.</li> <li>Fully prepared for lessons (books, equipment, homework, kit and stationery).</li> </ul>
<b>3</b> <b>Aspects for Improvement</b>	A generally cooperative pupil who can be focused on making good progress but <b>on occasions</b> does not take sufficient responsibility for own learning and progress. Typically: <ul style="list-style-type: none"> <li>Lesson tasks are <b>not always</b> completed fully or to the best of their ability.</li> <li>Homework has been handed in <b>late, incomplete</b> or at a <b>poor standard</b>.</li> <li>When required to work independently, pupil can give up too easily.</li> <li>Not always fully prepared for lessons (books, equipment, homework, kit and stationery).</li> </ul>
<b>4</b> <b>Issues</b>	A pupil who does not take sufficient responsibility for own learning and progress. Typically: <ul style="list-style-type: none"> <li><b>Regularly</b> becomes distracted or distracting in lessons, requiring frequent reminders from the teacher.</li> <li>Lesson tasks are <b>frequently</b> not completed to the best of their ability.</li> <li>Homework is regularly <b>not completed</b>.</li> <li>Struggles to work independently.</li> <li>Has <b>failed</b> to remain respectful and polite on occasion.</li> <li>Insufficiently prepared for lessons (books, equipment, homework, kit and stationery).</li> </ul>

As you can see, grades 1, 2 and 3 are largely positive, but if a pupil is awarded a three then there are aspects for improvement. We want pupils who are not striving to do their very best to make the necessary changes. The revision to these descriptions may mean that comparisons with previous years' effort grades are inappropriate. If your son/daughter is awarded a grade 3 or grade 4 then this will be because of a lack of effort and application. If this is a recurring pattern in several subjects, then we shall be contacting you to ensure these issues are addressed. The overwhelming majority of pupils ought to be immensely proud of their progress and exemplary effort.

This week the **school Governors will be interviewing several candidates** for the **Headteacher** post. Once an appointment has been confirmed I will make you all aware. In the meantime, this must be some kind of record; only one oblique reference to COVID.

As always, if you are happy or unhappy with any aspect of life here at Broughton, please do not hesitate to get in touch. My email address is [morrisc@broughtonhigh.co.uk](mailto:morrisc@broughtonhigh.co.uk).

**Chris Morris, Headteacher**



# Anti Bullying Week 2020

Year 10 focussed their assembly last week on the theme **United Against Bullying** which is the Anti Bullying Alliance message this year. We spoke about not taking the easy route which is to laugh along with a joke, like a comment or stand by and watch something you know is wrong happen. When we know something is racist, homophobic, sexist, bullying or unkind **we must speak out as our silence supports this unacceptable behaviour**. Year 10 have taken note of Albert Einstein and Martin Luther King Junior for inspiration to stand up for what is right. During the assembly we spoke about the kind of words which are unacceptable: racist, homophobic, sexist, disablist or cruel. If we hear them we must speak out so that we teach people they are not accepted. We believe everyone deserves the right to respect and equality. The assembly finished by watching the Pixar clip of the "Birds on the Wire". Initially this seems a cute cartoon shown at the start of a more famous Pixar film but, at closer inspection, it demonstrates many forms of bullying. Year 10 considered the actions and behaviour of the birds and how we could react to them. Have a look at the clip on You Tube ... what do you think?

Mrs Higham

**BYSTANDER  
REVOLUTION**  
TAKE THE POWER OUT OF BULLYING

**OUR LIVES  
BEGIN TO END  
THE DAY WE  
BECOME  
SILENT ABOUT  
THINGS THAT  
MATTER.**  
MARTIN LUTHER KING, JR.



**If I were to  
remain silent,  
I'd be guilty of  
complicity**

— Albert Einstein

**SPEAK THE  
TRUTH,  
EVEN IF YOUR  
VOICE SHAKES**



## TEXTILES' CHRISTMAS TREE

# Competition



**I am looking for some creative baubles to add some colour and decoration to my Textiles' Christmas Tree!**

**The competition is open to all year groups. Baubles and decorations must be made from fabric or textile items.**

**Prize for the winner and ClassChart points for everyone who takes part!**

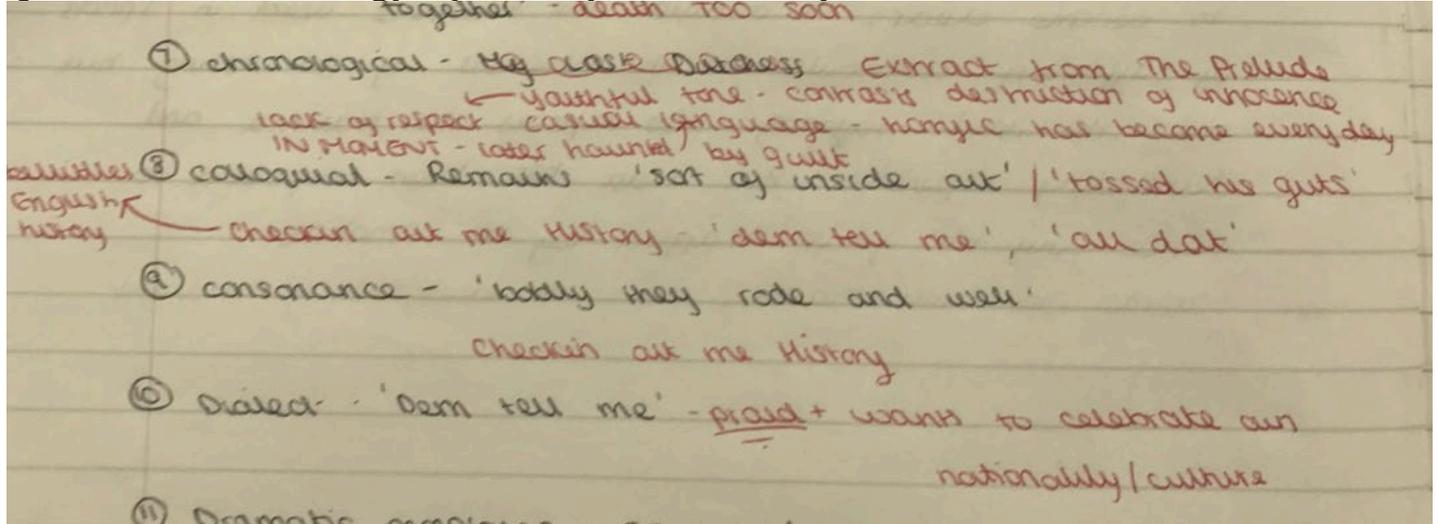
**ALL ENTRIES MUST BE GIVEN TO MRS TILLOTSON  
IN TECH 1 BY FRIDAY 20TH NOVEMBER**

# English Department

In English, Year 10 and Year 11 have been completing high-quality revision ahead of assessments and the upcoming mock examinations for Year 11.

We have been focusing on revising smarter and not harder by using revision techniques that are proven to be effective. There is, unfortunately, a common misconception that 'you can't revise for English'. Below are various examples of effective revision in English that can be used for both English Literature and Language assessment preparation. Does your child's English revision look like this?

## Quotation and terminology explosion by Jeanie Delaney



## Poetry Table Analysis by Eve Burrow

Poetry Revision for 'Remains' by Simon Armitage			
Writer's intention-link to context where necessary	Key Quotation	Analysis of method	Any other examples of evidence that are similar/different
Armitage wants to convey that war is a common occurrence for soldiers.	'On another occasion, we get sent out'	The adjective "another" suggests that its very common and that they frequently get sent out to jobs to fight. The inclusive pronoun "we" suggests that he is not alone and is sharing the experience with others. The verbs "get" and "sent" implies that they follow orders and commands.	" All of the same mind" Large number of people and that they are all trained exactly the same. Because they are trained all together they share similarities and might act robotic.
Armitage wants to convey the pain experienced by both the victim and the soldier.	'sort of inside out,/pain itself, the image of agony'	The noun "agony" could imply that both the soldier and the victim are feeling pain but both in different ways: - The victim is feeling pain physically as he has just been shot therefore he is wounded physically. - The soldier would feel agony mentally as has realised what harm he has caused to another persons life and he could possibly start to feel guilt.	" tosses his guts back into his body"
Armitage wants to convey how war can have a severe mental impact on individuals.	'Sleep, and he's probably armed, possibly not. Dream, and he's torn apart by a dozen rounds'	The imperative verbs 'Sleep' and 'Dream', reflect the soldier's desperation to be able to relax and escape the brutal memories of war. These words are both foregrounded, as they each start a new line, which also highlights their importance to the speaker. A good night's sleep is an essential part of our health and wellbeing. Without it, we struggle to function properly in the daytime. However, the comma and conjunction 'and' convey how the speaker's sleep is consistently and frustratingly disrupted by nightmares of his time in war.	'His blood-shadow stays on the street, and out on patrol/i walk right over it week after week.'  'the drink and the drugs won't flush him out'
Armitage wants to convey that the memories of war stay with you for a long time.	'he's here in my head when I close my eyes, dug in behind enemy lines'	The adjective "dug" indicates that its embedded and cemented into his head. It also indicates that they cant forget about it mentally and that the memory is always there no matter how hard he tries to forget about it.	" The drink and the drugs cant flush him out"
Armitage wants to make the readers aware that soldiers often feel guilty.	'his bloody life in my bloody hands.'	The repetition of "bloody" implies that there is a constant reminder of the shooting. The repetition is effective as it suggests that the memory is constantly repeating in his head and he is unable to escape it. The pronoun "my" suggests that he feels singled out and it was his responsibility that someone has died. This could be why its constantly playing on his mind as he feels like he has a weight on his shoulder.	"Probably armed, Possibly not" - Constant reminder that he might not have had a gun and therefore he shouldn't have shot him. This makes him feel guilty and that it was only his fault that the victim died.

Quotation Explosion by Amy Askham

Shows how Scrooge doesn't see it as a problem if the less fortunate were to die, as inferior and barely even human. Shows how the rich people in the Victorian era viewed the poor, and how the less fortunate were viewed as inferior and barely even human. The fact Scrooge describes them as a separate population "proves how the poor were seen as outsiders and were excluded from society, as if they were a whole different species. By describing them as 'surplus' it shows how Scrooge believes them to be unnecessary and unworthy to be in the planet.

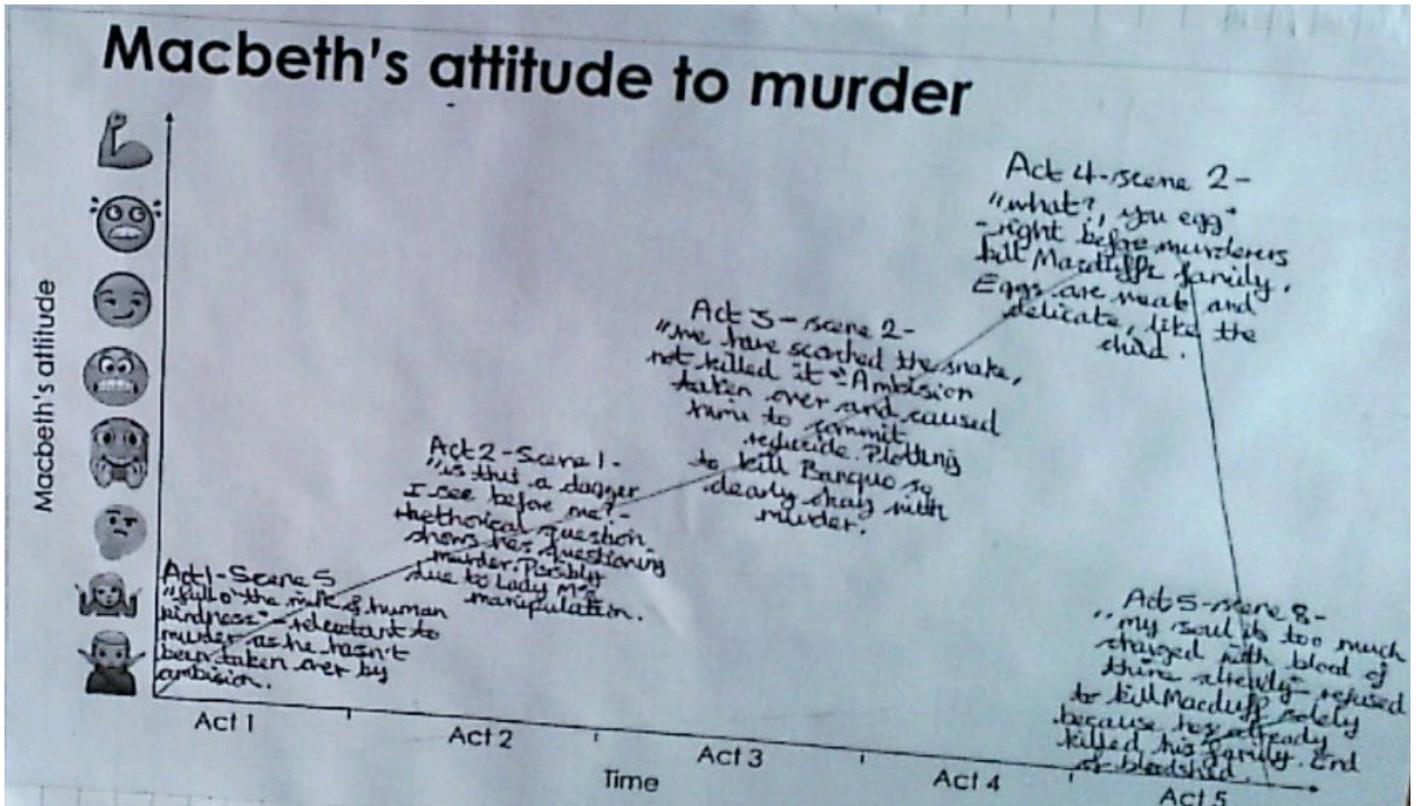
Although he is wealthy he still can't afford to make them merry, showing how he believes spending money on the poor is a wasted expense. It also proves how Scrooge is, in that even with his large amounts of money he still doesn't feel he can spend it. Links to how in the Victorian era, it was looked down upon to be poor and seen as embarrassing.

In the past, it was thought that by punishing the poor they may change their ways and become less "idle". Shows how they were viewed in society, as instead of being helped they were being punished. Are there no prisons? Think to how Scrooge refused to donate to charity, so he believed it was their own fault that anything bad in their lives is their own fault for not working hard enough. Also links to when Fred's wife is described as a cell.

"Yellow" indicates how the children were ill and unhygienic, contrasting with the typical healthy state of a typical child. "Ragged" shows how their clothing was torn and grayed and unwashed for, and how little effort has been made. This contrasts with Mrs Cratchit and her "twice-turned" clothing which she had tried to make look presentable. Shows they are lacking in their humanity. "Wolgal" shows how they are inhumane and how their money has been stolen by the swindlers of poverty, in that they may have seen/have to do things a typical child wouldn't dream of and as inferior in society, as the poor were in the Victorian era.

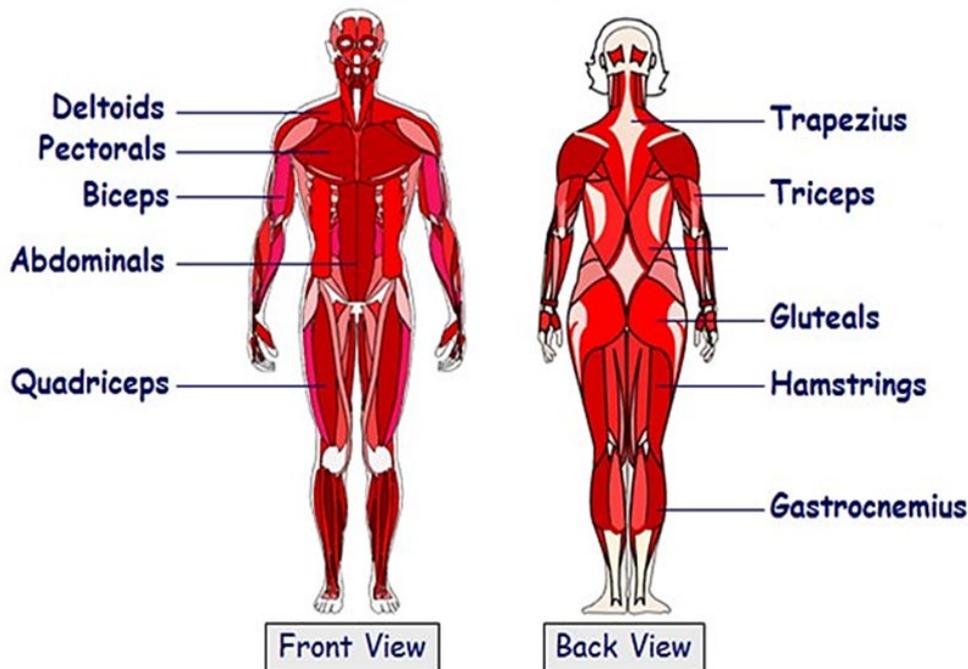
Shows how even though they are poor, they have more positive qualities than Scrooge, such as compassion and love. They acknowledge that there is more to life than money. Shows how "withered" shows how ill and decrepit Tim is, contrasting with the plump healthy boy of his age would have. Helps the reader pity Tim for his condition, and sympathize with Bob who withered the poor. Shows how "little hand in his" families living in poverty are unable to afford basic treatments that would save the life of the child. The Cratchits don't have that money, helping us sympathize and love for his recovery.

Character Development Graph by Katie Aldridge

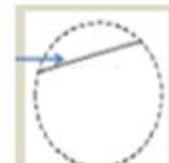


These are the major muscle groups in the body.

You need to be able to **identify their name** and **location in the body** (front/back of body).



1. A line which cuts a circle into two parts is a **chord**.  
A diameter is a special chord which cuts the circle in half.

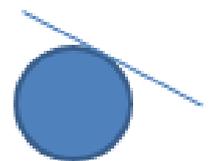


2. The chord cuts a circle into two **segments**.

3. An area of a circle enclosed by two radii and an arc is called a **sector**.

4. A fraction of the circumference of a circle is called an **arc**.

5. A line that touches circumference of the circle at a single point is called a **tangent**.

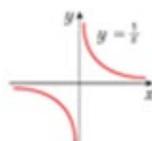


6. Percentage **Profit** =  $\frac{\text{Actual Profit}}{\text{Original amount}} \times 100$

7. Density =  $\frac{\text{Mass}}{\text{Volume}}$

8. Volume of a cylinder =  $\pi r^2 h$  where r is the radius and h is the height

9. A **reciprocal graph** looks like this



10. A **trapezium** is a quadrilateral with one pair of parallel sides and a **parallelogram** is a quadrilateral with two pairs of parallel sides.



## The IDL Literacy Intervention



The IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia/dyslexic traits but it has also proven successful for pupils with other learning difficulties such as dyspraxia, Meares-Irlen Syndrome, autism, English as an Additional Language or pupils who struggle with reading and spelling in general.

If you would like to know more about the programme and think it would be something your child would be interested in, please contact Mrs Gledhill or Mrs Hardman to find out more (before Friday, 20<sup>th</sup> November 2020).

Mrs Gledhill [gledhills@broughtonhigh.co.uk](mailto:gledhills@broughtonhigh.co.uk)  
Mrs Hardman [hardmanh@broughtonhigh.co.uk](mailto:hardmanh@broughtonhigh.co.uk)



You can also look online at the IDL website to find out more.

<https://idl-education.com/#/home>

## Do you want to be a Doctor, Vet or Dentist?

.... if so this is an incredible opportunity not to be missed.

The Queen Elizabeth Hospital has partnered with Medic Mentor, the UK's largest medical family, to provide **free** live virtual work experience to any pupil in the UK wanting to become a doctor, dentist or vet. This work experience programme is completely unique because unlike other virtual work experience programmes, it is **LIVE**, using high fidelity simulation in the best state-of-the-art-simulation centre in the country, at the QE Hospital in Birmingham. Follow 3 patients over a 6-month period as they go from diagnosis, to treatment and follow up, that is provided by real doctors and a multidisciplinary team. As a pupil, you will be able to ask any of the doctors questions about the cases you see. **It will be as if you are really there**, but from the comfort of your own home and without putting you at risk during the COVID pandemic.

There is a two part application process for this opportunity, all details can be found by following this link: <https://medicmentor.co.uk/university-hospitals-birmingham-trust-virtual-work-experience/>

The first session starts on Saturday 21<sup>st</sup> November; **registration closes on 16<sup>th</sup> November.**

You may not get a reply from the WEX/Admin team straight away, this is just due to the high number of applications.

These three careers are very competitive and this work experience will really help you stand out from the crowd.

If you get accepted on the programme, please keep us informed.

**Paula Askew**  
Careers Adviser



## Share IT! Food bank

**Share IT!** is a project which was set up in 2014 by four of the local churches, for the benefit primarily of people in the PR2 area (Ingol and Tanterton). One of main provisions is a Foodbank.

You may be struggling due to the current climate, recent loss of employment or any other emergency need. If so, you may want to access the Share IT! Foodbank.

If you wish to use the Foodbank we can issue you a voucher in school to refer you to Share IT! Foodbank

Please do not hesitate to contact Mrs Bamber ([bamberv@broughtonhigh.co.uk](mailto:bamberv@broughtonhigh.co.uk)) or Miss Cross ([cross@broughtonhigh.co.uk](mailto:cross@broughtonhigh.co.uk)) for further information.



 Environmental Consultant £22,000 to £60,000 Typical hours - 37 to 39 (a week)

You'll usually need a degree in environmental science, environmental studies or a related subject like:

biology / chemistry / geoscience / ecology / agricultural science

It's becoming more common for employers to ask for a postgraduate qualification, as well as some experience of working in an environmental setting.



0800 100 900

#AskNationalCareers

## Firefighter

 £22,000 - £42,000 41-43 hours per week (evenings, weekends and bank holidays)

You can apply directly to join the fire service. Each one sets its own entry requirements. Many ask for GCSEs at grades 9 to 4 (A\* to C) in English and maths, or equivalent qualifications. You may be able to start training on an operational firefighter advanced apprenticeship. You could take a Level 2 or 3 Diploma in Public Services before applying to the fire service, although this is not essential.



# The Antarctica Day Flags Initiative

- On 1<sup>st</sup> December every year, it is Antarctica Day.
- It is the day the Antarctic Treaty was signed.
- Every year, since 2015, the UKPN (UK Polar Network) have organised an outreach project – the **Antarctica Day Flags Initiative** – with the aim to spread the word about this success story for world-wide collaboration and to hope its message and values inspires future generations.
- The flags are then sent to UKPN, who pair flags from schools with researchers and station staff that are heading down to Antarctica for the Austral Summer (November-January).
- The flags are then transported all the way to Antarctica with these “flag bearers”, and proof of travel with a certificate and photographs of their journey will be sent to the schools upon the flag bearers’ return.
- Year 7 Geographers have designed a flag for Antarctica and in normal circumstances ALL of the flags would be sent to UKPN. However, COVID means each school can only send ONE.
- All pupils have worked exceptionally hard as you can see on the next page. Our overall winner is **Charlie Hewitt (7R)**. Charlie’s design has now been sent off to UKPN and is on its way to Antarctica. Once it has arrived we will receive a photograph of Charlie’s flag actually in Antarctica!
- Well done to Charlie and all Year 7 Geographers!

Mrs Wortley



Charlie Hewitt

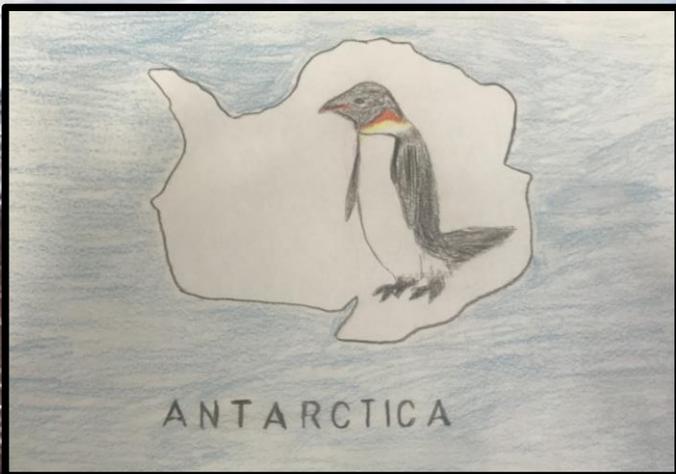
# The Antarctica Day Flags Initiative



Mollie Hale



Oliver Blackwell



Amber Fisher



Fred Hunter



Katie Parker

THANK YOU

I'M SORRY

PLEASE

EXCUSE ME

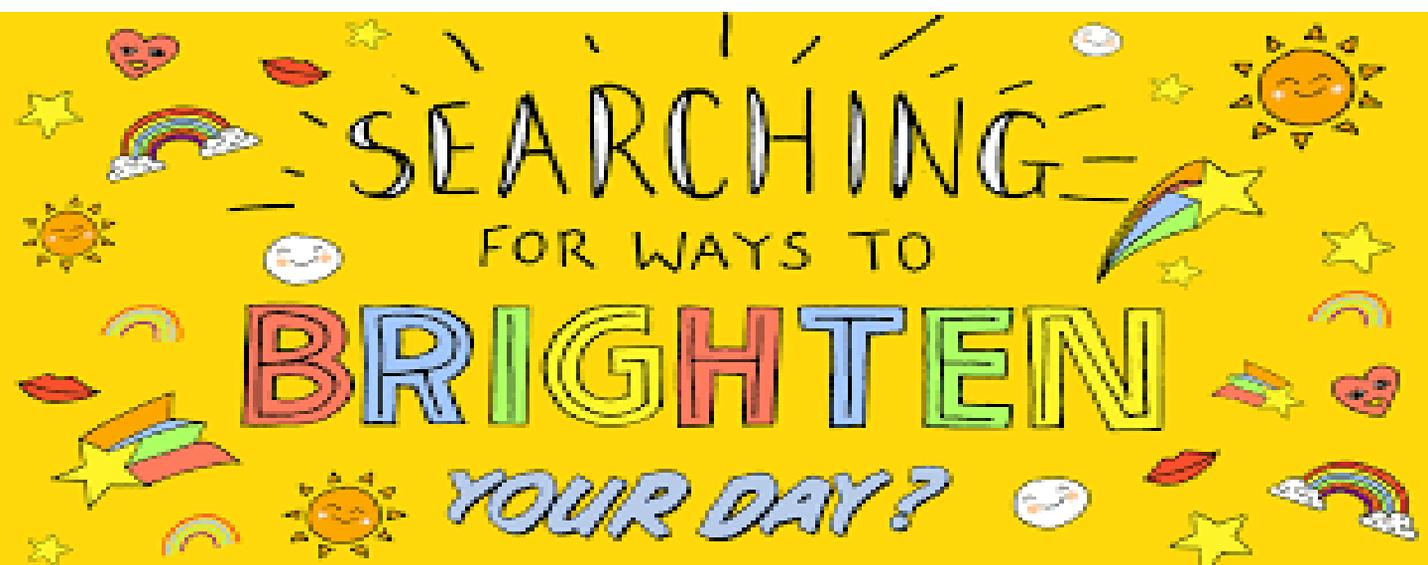
# Positive Vibes

School life is very different for both staff and pupils this academic year. Whilst the initial weeks of the school year has presented a number of challenges and obstacles, the pupils have been resolute, respectful and most of all **positive** of the changes. We would like to thank everyone for their hard work and co-operation.

**We are challenging pupils to be positive in all aspects of school life by encouraging polite, courteous, kind and thankful behaviours.**

*"It's so nice to be back in school again. It was hard to stay in a routine at home; it's just so refreshing to be able to walk around and be with people. Unfortunately, I have broken my arm, but everyone is so helpful. I'd like to thank Imogen Wren for carrying my bags for me."* **Zoe Cumpsty 8N**

*"It's great to be able to see teachers and ask them questions face to face. Even though I have been isolating recently, I have mostly managed to keep up. I would like to thank my friends Amber Hussein and Maliha Khalifa for keeping in touch with me whilst I was away."* **Sana Razzaq 8C**



# Learn these Key Maths Facts

## Foundation Tier

### Special words:

**sum**                    add the numbers together

**product**                multiply the numbers

**difference**            biggest take away the smallest

**estimate**              round the numbers first and give an approximate answer

**solve**                    work out the value of the letter

**correlation**          the relationship between 2 variables, can be positive, negative or no correlation. Draw a line of best fit if correlation is positive/negative.

**expand**                multiply out brackets  $2(x+3)=2x+6$

**factorise**              put brackets back in  $x^2-3x = x(x-3)$

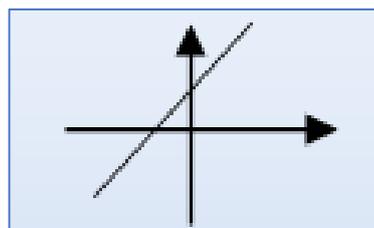
**tessellate**            fit shapes together with no gaps

# Learn these Key Maths Facts

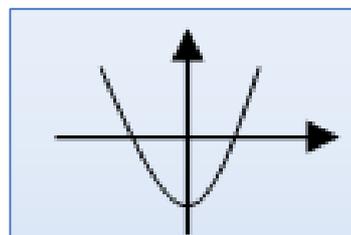
## Higher Tier

### Types of Graph:

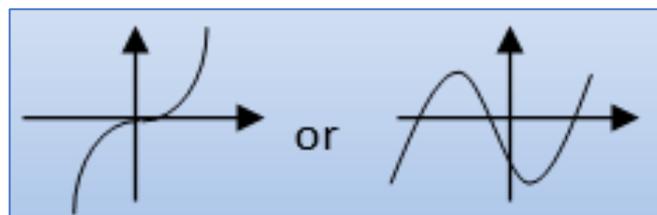
Linear ( $y=mx+c$ )



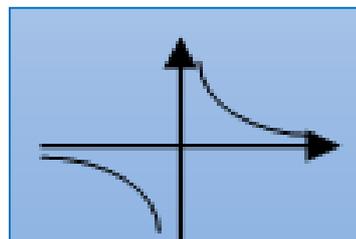
Quadratic (contains  $x^2$ )



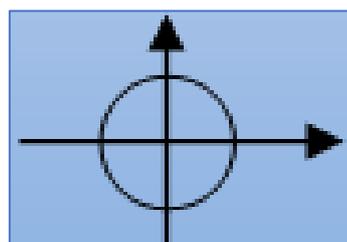
Cubic (contains  $x^3$ )



Reciprocal (Look for  $1/x$ )



Circle ( $x^2+y^2=r^2$ )



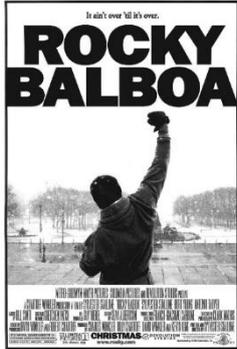
# What have we been learning about in Music so far this year?

## Year 7:

Practical music making in the current climate is challenging, but our Year 7 pupils have been especially resilient and have been exploring the fundamental building blocks or 'elements' of music – tempo, dynamics, rhythm, pitch, timbre and texture.



We have been taking part in whole class performances and composition tasks, using body percussion as well as ukulele, exploring the nature of each of the building blocks. Pupils have been practising identifying changes and differences in their usage.



An introduction to traditional music notation forms a crucial part of the course in Year 7 and this presents pupils with a method of understanding rhythm, pitch and note lengths. Some of our pupils have also started to learn to play the theme from 'Rocky' on the keyboards.

The aim is to get into the festive spirit soon by learning to play some Christmas pieces in class.



It has been particularly pleasing to see the number of Year 7 pupils signing up for instrumental lessons. It is not too late! If your son/daughter wishes to learn an instrument, they can sign up using the link below:

<http://bit.ly/broughtonperi>

## Year 8:

During this term, Year 8 pupils have been learning about either the 'Blues' or 'Film Music'. Those studying the 'Blues' have looked at the history of the slave trade and how music played an important role in the wellbeing of slaves as well as how blues music influences music of today. Pupils are now writing and performing their own 'Blues' songs using the BandPods on Guitar, Bass, Drums, Keyboard and Vocals.



Those studying 'Film Music' have been learning how music can influence emotions and reactions to film. We started by looking at how compositional features such as pedal notes and 'Mickey-Mousing' can be effective.

Pupils are now composing their own soundtracks to a scene from a Wallace and Gromit movie following composing a soundtrack to a spoken story.



# What have we been learning about in Music so far this year?

## Year 9:



Pupils in Year 9 have been studying the history behind Popular Music and, in particular, the importance of structure in music.

Pupils are currently remixing Dua Lipa's 2017 hit 'New Rules'. The aim is to create a unique version of the song using our Mixcraft software and original samples.

Year 9 pupils have also been learning to play the Bruno Mars song 'Uptown Funk' in rock bands. I have been surprised at how keen some of the boys in the groups have been to sing! Watch this space for the next Spandau Ballet!



## Year 10 and 11 GCSE Music:

Our GCSE pupils have made a great start to the year with the Year 11 pupils well on the way to completing their own compositions using our Sibelius software. They are also analysing both Haydn's 'The Clock' and The Beatles 'Sergeant Peppers' in preparation for the examination in the summer.

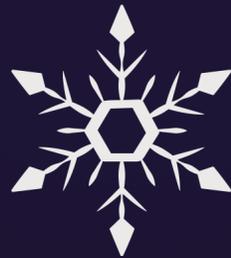
Year 10 pupils have started to look at Toto's 'Africa' which is a new set work for this year and have been learning to harmonise music into four parts.

### 4 Part Harmony - Megan Sloan





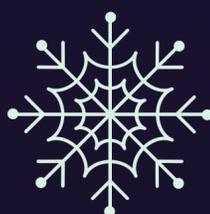
**BROUGHTON**  
Music Department



# VIRTUAL CHRISTMAS CONCERT

**SIGN UP TO TAKE PART!**

See the Music Department for more  
information



# Our apprentices are our future so we invest in theirs

We offer comprehensive, high-quality training with support from people passionate about nurturing talent and developing skills, paid-for top qualifications and hands-on experience in world-class projects and products.

Whether you are interested in engineering or business, we have a variety of exciting roles for you across a wide range of levels.

Could you be our next Avotar?

## BAE Systems Apprenticeships UK Virtual Career Open Events

To find out more about our existing apprenticeship opportunities, please register for one of the virtual career open events by selecting [here](#). Each Scheme has 4 dates to choose from.

### Dates of Event

• 16th Nov 2020 • 8th Dec 2020 • 27th Jan 2021 • 18th Feb 2021  
Level 3 Business Administrator & Level 3 Supply Chain Practitioner

• 17th Nov 2020 • 9th Dec 2020 • 28th Jan 2021 • 15th Feb 2021  
L3/L4 Technician & L3 Craft/ Level 3 Aircraft Maintenance

• 18th Nov 2020 • 10th Dec 2020 • 25th Jan 2021 • 16th Feb 2021  
Project Management Degree & Project Control Degree & Finance & CMI  
& Human Resources Higher Apprenticeship

• 19th Nov 2020 • 7th Dec 2020 • 26th Jan 2021 • 17th Feb 2021  
EDAS Software & EDAS Aerospace

### Time of Event

18.30 - 19.30

18.30 - 19.30

18.30 - 19.30

18.30 - 19.30

Please note, you must register a place in order to attend the Career Open Events. Our apprentice application window opens on the 1st November 2020 until the 28th February 2021. You can pre-register your interest and apply online at: [www.baesystems.com/apprenticeships](http://www.baesystems.com/apprenticeships)



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