

Dear Parents,

**Welcome back after the half term break.** I hope you have enjoyed yourselves going on various walks, strolls, rambles, saunters, jaunts and perambulations around the local area. We have all discovered footpaths, "... lived here twenty years and did not know ..." which has been interesting, but there is now not much more to discover!

Hopefully your sons/daughters will be refreshed and ready to re-engage with remote education following the break. All 'live' lessons will continue until the arrangements for a return to full time, 'normal' education are confirmed.

Throughout the half term **work has continued to improve aspects of the school environment.** New footpaths have been constructed to enhance movement around the school. A school this size always needs to be re-painted and new gates have been installed on to the all weather pitch to enable easier access when we assemble for a fire drill/evacuation.

Similar to all schools, we have been **allocated some universal catch-up funding from the government to support all our pupils to enable them to make accelerated progress** following the enforced closure because of the COVID pandemic. We shall make best use of the additional money by deploying evidence-based approaches which will have an impact and make a substantial difference to all pupils. As always, the cornerstone of high quality education at Broughton will be great lessons taught by well-qualified, enthusiastic and committed teachers. You can be guaranteed of this. However, we will supplement this with a number of approaches that will utilise the extra money. We will continue to be positive, optimistic and supportive of your sons/daughters. Together we will ensure they succeed and we will imbue in every child a sense of belief, optimism and enjoyment. With the right work ethic and support, everything and anything is possible. We are using the catch-up funding to:



- **Identify** those pupils who need specific catch-up support, whilst continuing to adapt teaching and learning (both in school and via remote learning as appropriate) to ensure that all pupils make appropriate progress irrespective of their 'return to school starting point'.
- **Adapt** Schemes of Work to take account of the need for specific catch-up activities, supporting this through regular assessment, ensuring that knowledge and concepts are frequently revisited throughout the year.
- **Support** all pupils through securing excellent teaching, developmental assessment and a supportive system provided by Progress Leaders and Tutors.

We have carefully considered all the areas that will benefit from **additional funding** and these are:

1. Employment of a specific **Pastoral Mentor**
2. Additional hours → **access to Counsellor**
3. Subscription to **online revision/learning materials (SENECA/Bedrock)**
4. **Catch-up Literacy** in Years 7, 8 and 9
5. Enhanced **Careers provision**
6. **Additional computers/IT resources** for staff/pupils
7. Wider strategies linked to **health and wellbeing**
8. **Online assessment materials** to judge progress/impact
9. **Targeted academic support** (1:1/small group)
10. Appointment of a **seconded Assistant Headteacher** to coordinate all of the above

### 1. **Pastoral Mentor**

Our existing Pastoral Mentor (Paul Wallace) will be retiring in March 2021 and our soon to be appointed replacement will have a specific role in supporting pupils who need to accelerate their progress and catch up as quickly as possible. S/he will be working alongside them in/out of lessons and maintaining regular communication with parents.

## 2. **Access to Counsellor**

We will extend the employment of our existing professional counsellor so she can support more individuals. Pupils will have been identified by Tutors/Progress Leaders/Parents if they are suffering from anxiety as a result of COVID lockdown. Our counsellor will provide support strategies within a supportive environment.

## 3. **Online Revision/Learning Materials**

We will extend and expand our subscription to online materials which will enable all our staff to deliver all elements of the planned curriculum. All pupils will have access to the premium version of SENECA Learning and Year 7 will have access to BEDROCK Learning.



## 4. **Catch-up Literacy in Years 7, 8 and 9**

We are concerned that a larger proportion of pupils have a reading age which is significantly below their chronological age. We will be investing/training additional staff to act as tutors in the 'thinking reading' scheme. This is a proven approach which accelerates reading ages. We shall buy additional reading/fiction books for every pupil in Years 7, 8 and 10 to encourage a love of reading and, hopefully, enhance vocabulary.

## 5. **Enhanced Careers Provision**

To motivate, encourage and guide more pupils, we shall employ our careers advisor for additional hours.

## 6. **Additional Computers/IT resources**

We shall provide additional computers/laptop for pupils to supplement the ones provided by the Government. We shall also purchase additional equipment (visualisers/screens/cameras) to enable teachers to deliver even better remote lessons. We have loaned 130 laptops to pupils during this latest lockdown.



## 7. **Health and Wellbeing**

Staff will be trained in new approaches associated with social and emotional learning. Activities and events will be frequently held throughout the term to bring fun and enjoyment into all aspects of school life. We may employ the services of creative, health/welfare professionals who can make pupils/staff feel better.

## 8. **Online Assessment Materials**

We shall purchase diagnostic online assessments which will help us to identify starting points, gaps in knowledge and understanding, as well as progress made when subsequent tests are taken. All the relevant data will be provided to relevant staff to assist with lesson planning and intervention/targeted support.

## 9. **Targeted Academic Support**

Existing part time staff may be deployed to provide specific support in the core subjects to pupils who have been identified as having fallen behind. We will employ private tutors to provide 1:1 support to help identified pupils to 'catch up'.

**National  
Tutoring  
Programme**



## 10. **Assistant Headteacher**

**Mr Bailey** has been appointed as an **Assistant Headteacher** to coordinate, implement and evaluate every aspect of our COVID Catch Up Premium Plan. As you know, he will be thorough, tenacious and determined to ensure that every pupil quickly recovers from their time away from school.



Reminder that it is the **virtual Year 7 Parents' Evening** on **Thursday 25<sup>th</sup> February** which I am especially looking forward to as I teach a Year 7 English class.

As always, if you need to contact me about any issue, however trivial, please do not hesitate to get in touch. My email address is [morrisc@broughtonhigh.co.uk](mailto:morrisc@broughtonhigh.co.uk).

**Chris Morris, Headteacher**

## Colourful, Creative Weaving from Recycled Materials

Some more fantastic weaves have been produced by Year 7 and Year 8 pupils over the last few weeks using recycled materials. There is so much colour; I love the finished products!



**Evie Bamber  
Olivia Keegan**



**Emma Greene**



**Sana Razzaq**



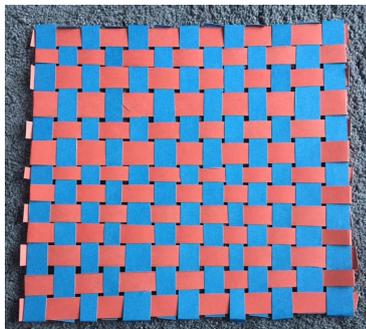
**Harry Bond**



**Isla Kenyon**



**Tushar Rana**



**Afiya Lakha**



**Ajay Singh**



**Jasmine Taylor-Ali**



**Zoe Cumpsty**



**Katie Leeming**



**Rohan Connolly**

Well done.  
**Mrs Tillotson**

# Fairtrade Fortnight

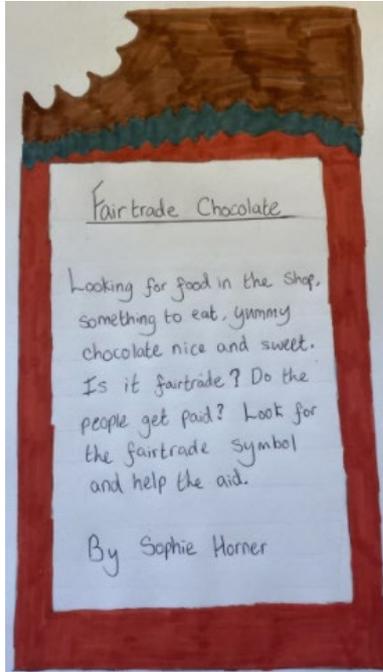
It is **Fairtrade Fortnight week beginning 22<sup>nd</sup> February**. In RE, Year 7 have been studying the impact of Fairtrade on cocoa farmers and considering why people may choose to buy Fairtrade products. The pupils wrote some outstanding poems and here are some of them for you to enjoy.

To find out more about Fairtrade Fortnight, click this link:

[Choose The World You Want Festival 2021 | Fairtrade Foundation](https://www.fairtrade.org.uk/choose-the-world-you-want-festival-2021)

**Mrs Hardman**

From the Ghanaian coco trees,  
To the shady banana leaves,  
The once white coco beans turn brown,  
In a bean plantation in a small Ghanaian town,  
As the beans are loaded onto a truck,  
The workers might get a bit more money with any luck.  
But as the payments are being given out,  
The once hopeful faces are filled with doubt,  
Despite the money there still isn't enough,  
Their lives will be hard and the work will be tough.]  
As they work they get thinner and thinner,  
Coming home to barely any dinner.  
But this is where Fairtrade gets rid of all this doubt,  
"We have more money" they say with a shout.  
For Fairtrade is fair and help them out,  
All they need to do was give them a shout.  
By **Ellie Pearce**



## Fairtrade Chocolate by Ava Richmond

- F- Fair pay for all!
  - A-Always up to helping others
  - H- Irresistible products
  - R- Righteousness all the way
  - T- Talking to others.
  - R- Realising there is good in the world.
  - A- Always working hard
  - D- Delicious chocolate for everyone.
  - E- Everyone can make a difference.
- C-Caring for those less fortunate  
H- Helping those in need.  
O- Over in other countries a difference is being made  
C- Chocolate should be for everyone  
O- Oh yum!  
L- Love is put into every single chocolate bar.  
A- Always happy to lend a hand  
T- Till the end we help those who don't get a fair pay  
E- Everyone can make a difference



## Fair Trade

Chocolate is a taken for granted treat,  
But making it is no mean feat,  
When you see how much the hard labour pays,  
You may go about changing your ways,  
So next time you buy some chocolate to enjoy,  
Think of every Fairtrade girl and boy,  
Think of how you are helping them in a little way,  
And how their lives are changing for the better every single day.  
By **Ethan Nagy**



## FAIRTRADE

by Ashfiya Lakha

Fair is being courteous,  
Considerate and kind.  
Fair is giving to others  
Knowing when to share.  
Its treating everyone equal  
And letting negativity lie.  
Fair is looking put for others,  
making everyone equally happy.  
Fair is choosing products that change people's lives.

## Fairtrade chocolate, by Olivia Rankin and Evie Lee

Fairtrade chocolate grows on trees, but climate change today disagrees.  
People working hard all day and night, smashing open coco beans using all their might.  
After being covered by banana leaves for 24hours, they are brown and dry and super sour.  
Getting put in bags ready for being shipped, they get put in the factory for being dipped.  
They get made with butter and milk ready to be made, after the work is done they get payed.  
Being made with Fairtrade products, the farmers get their equal share of what is theirs.  
A Fairtrade sticker getting put on the food, changes the farmers life and their mood.  
This is how Fairtrade chocolate is done, as you can tell this process is very fun.



## Fairtrade Rap

Fairtrade - we rap it out  
Here and now  
Here and now  
E for fairness in the world  
A for anyone in the world  
I for injustice we have to beat  
With this beat!  
R for respect- respect for the workers  
T for trade- fair and square  
R for rights- human rights  
A for aid - international aid  
D for discussion - international  
discussion  
E for everyone - everyone is equal

Fairtrade -you've heard our rap!  
Now get out there and rap it out!

**Matthew Burge**

Fair, towards the hard-working farmers  
A banana found in the depths of the jungle.  
In poverty – they lack remittance.  
Respecting the farmers work is what they do.  
Teach children to be fair too.  
Richer lives, they give to them.  
Around the world people work hard.  
Do you buy fair trade?  
Equality and justice for everyone!

By Elijah Cruz



## Fairtrade Chocolate

Flavours of chocolate in abundance  
A favourite snack or indulgence  
It's possible to enjoy and be supportive of others.  
Reaching out to people of other countries and communities  
Trading ethically with them  
Rewarding them for their skill and work  
Arm in arm we stand together.  
Developing countries paid a fair price.  
Establishing a shared goal to improve workers' lives.

**Annabel Ager**

## Fair trade poem

Fighting to provide for their families.  
Again, they plead for a higher price.  
In a world where they can't survive  
Reason enough for fair trade to provide.  
The Saviour of their lives  
Ready to sell at any price.  
And with extra money  
Dreams can come true.  
Each farmer will live well.  
Cacao can be harvested in tons  
Happily feeding people around the world  
Oh, chocolate is divine!  
Creamy and scrumptious an explosion of flavour  
Living and farming is now all worth it  
Also, health and education can now be accessed.  
Thinking about fair trade, it can change the world.  
Everyone can get their money's worth.

**Noah Abraham**

## Creative Challenges in Drama

The KS3 classes have been rising to various creative challenges in Drama, following on from online work on monologues. The Year 9 pupils will be sharing their work after the half term break, while the Year 7 and Year 8 pupils have already shared their work in live Teams lessons. Pupils showed their appreciation of their classmates' creativity by voting in different categories for the work submitted.

	7R	7B	8 JF
Best Overall	<b>Johnny Stanley</b>	<b>Thea Gleave</b>	<b>Mae Thompson</b>
Funniest	<b>Oliver Blackwell</b>	<b>Darcy Hawthorne</b>	<b>James Smith</b>
Most Professional	<b>Freddie Hunter Aakib Jamil</b>	<b>Tadiwa Chaparadza</b>	<b>Thomas Astley</b>
Most Detailed	<b>Matthew English</b>	<b>Aarush Kanwar</b>	<b>Emma Prescott</b>
Most Creative	<b>Amber Fisher</b>	<b>Katie Parker</b>	<b>Jessica Raddings</b>
Most effort	<b>Eva Hughes</b>	<b>Thomas Irwin Imogen Vickers</b>	

8 JD voted for the following pupils as deserving recognition:  
**Asha Al Alawi, Katie Mann, Antonio Iglesias-Leeming,  
 Grace Bott, Sana Razzaq and Tremaine Charles.**

Examples of responses to the task include:

### **Year 7 Task 3:**

#### **Creating Character and Lighting Challenge.**

Create your own character using household items. You then need to imagine who this character is. You can use a torch to add dramatic lighting for your final photograph.

#### **Charlie Davy-Pederson 7R**

'Adoy' – Yoda's evil twin brother



#### **Amber Fisher 7R**

'Eric' - evil rabbit Supervillain rabbit, planning to steal all of the Easter Bunny's eggs.



#### **Chloe Leeming 7R**

'Forktissimo the Great' and his evil marshmallow friends have a master plan to steal all of the food from the Five Star restaurants.



#### **Toby Townhill 7B**



7ED have been exploring nature poetry. The pupils then wrote their own nature poems using extended metaphors. They were tasked with comparing an animal to a specific kind of weather. There were lots of wonderfully creative submissions, showcasing writing techniques we have studied this half term.

Miss Lister

### The Lightning

The lightning is like a cobra,  
Slick yet deadly,  
She writhes through the sky,  
Striking when you least expect it,  
Her venomous tongue shoots out in a deathly fork,  
Waiting silently in the darkness,  
Targeting her prey,  
She rises preparing for a lethal attack.  
But in the spring months,  
When the horizon is at rest,  
With her body coiled up,  
She to can sleep,  
Until she wakes up again...



**Thea Gleave**

**Rhianna Jackson**



### Puppy Eyes

As the heavy flakes plummet from the sky,  
I stay inside, warm, cosy and dry,  
Those innocent howls begin to start,  
I know I am safe, deep in my heart.

Then as the race comes to a halt,  
He lays there innocent with no fault,  
As I pick him up he melts softly in my hand,  
I love him so much and the way that he stands.

He snuggles so softly to the ground,  
As he lays there quietly safe and sound,  
A pure white sheet sleeps as we play,  
In the thick fur blanket all night, all day.

**Ava Richmond**



### Peacock and the sunset.

Sunsets are like peacocks,

Filled with beauty.

Feathers of delight.

To the eyes full of light.

The colours of his feathers attracted eyes from across the city

As he flashes them in the sky of dreams

The sun slowly spreads its feathers,

Along the city skyline.

The colours of light,

arrive in style

Into the evening sky.

As the peacock sleeps,

The sun light dies down.

Leaving the dark sky

To make its final cry.

## Excellence in English

After reading *The Curious Incident of the Dog in the Night-Time*, 9ES have been exploring the advantages and disadvantages of therapy animals in schools and have produced some excellent speeches. Be warned - they are incredibly persuasive!

### Libby Church

The training of therapy animals isn't complicated at all and there are many different courses that they can take to become therapy animals. If we take a therapy dog as an example there are certain things that the dog has to have before it can qualify to become a therapy dog. These are:



1. They must have attained adulthood and be over 1 year old.
2. Some organisations would want the dog to have passed the AKC Canine Good Citizen test for obedience.
3. They all require a therapy-specific test if they don't have a CGC.
4. A dog who can't "leave it" on cue or interact with children will not succeed.

These are all very important steps in becoming a therapy dog.

All-in-all I think that a therapy animal would be a great idea for Broughton High School and would have many benefits in and out of the classroom.



### Phoebe Glynn

Today I will be expressing my views on getting a therapy animal for Broughton High School. Although there are disadvantages, I believe that the advantages outweigh them. The animal would stay with a teacher who would volunteer to give up their time to look after the animal. They would also bring the animal into school every day for the children. Personally, I think that a dog would be perfect for the job as they can be trained very easily to help people in need.

Advantages of the therapy animal are that they help to release endorphins to make people feel happier and better in themselves. As well as this, they help students to focus on their work just by being around them. This could be very useful for students that struggle with focusing on their work as they could get their work done leading to better grades. My final advantage is that they help calm people, so, if a pupil was ever getting worked up, they could help them calm down and carry on with the school day.



### Noah Cruz

What if you could have a therapy pet, here at Broughton? Over time I have noticed there has been some interest in getting a therapy dog for anyone who needs it. Not only are they a great companion to see around the school, but they are also scientifically proven to provide comfort and if stroked lowers the heart rate, almost like a calming effect. Now I know there is some concern around both the hygiene/allergies and safety that others may face when met with a therapy pet, but I assure you these problems can be resolved if the therapy pet is suited with the right owner and the pet itself is trained and certified. All these things could add up to a perfect therapy pet and more importantly a friend to all. I'm sure this will be a great addition to the staff and I'm sure it will help those needing it the most. We should be ensuring a great environment and the therapy pet will just be another thing to help us with that. I hope that you have taken this into great consideration, and I will be looking forward to a furry friend someday.

## Excellence in English

Why should Broughton high school look into getting a therapy animal?

Therapy animals have become known in schools for helping students to calm down and to focus during lesson time. They have actually proven very helpful and can form strong bonds with students. Interacting with therapy animals are said to help physical and mental issues. For example, these furry friends can help reduce blood pressure and improve overall cardiovascular health. Moreover, they can also cause you to release endorphins that produce a calming effect. Helping to reduce stress or overwhelm!

Although I am aware that with animals comes responsibility however it may become a learning stage for some people, and allows them to have that responsibility and freedom to take care of something. However, even though some may be afraid, allergic or concerned of having animals in the school, there are some breeds for example that benefit allergies. Such as, a cockapoo are great dogs for people with allergies as they are hypoallergenic. Also this specific breed of dog are great with other dogs and especially children. Which may be a great benefit for people struggling during school as a way to relax and reconnect.

Additionally, therapy rabbits are also great alternatives as they are very friendly towards humans and have an ease of socializing. These small-sized friends have clear nonverbal communication to easily convey what they like and don't like. Making care a lot more manageable and easier.

With the help from fundraising and student help I think it is a reasonable target to achieve as it is for great causes and in the future will have amazing benefits for not only the students but the school!



### Therapy Animals

**Madison Wignall**

**Mrs Armstrong**

## Broughton Strava Challenge!

Over the last week before half term, and the half term break, Broughton's Strava group have been taking on a challenge to collectively run from Broughton High School to the Houses of Parliament in London. This was a total distance of 377km!

During the first week the group covered a distance of 227km, so were on track to succeed the distance. Top of the leader board that week was **Olivia Rankin**, closely followed by **Rachel Mead** and **George Denye**. **Hannah Wilcock**, **Charlie Haigh** and **Katie Parker** were not far behind. The highest ranking member of staff was **Mr Peterson**.

Half term week saw an unprecedented surge in Broughton High Strava activity, not only did the group reach the 377km target, but managed to run back too! In half term week alone, the group hit 455km - amazing! Top of the leaderboard for week 2 was **George Denye**, followed by **Louisa Stanley**, **Rachel Mead** and **Evie Lawson**. The highest ranking member of staff was myself, followed by **Mr Peterson** and **Mrs Sweeney**.

A huge well done to every single pupil and member of staff who contributed to the overall total over the last couple of weeks. There have been some fantastic runs of varying times and distances, and it is great to see so many different pupils out running. We also have several members who are out cycling and walking regularly which is also great to see! Below are the names of all the runners who contributed:

**Callum Shaw, Evie Lawson, Nina Finley, George Denye, Rachel Mead, Zayn Ahmed, Hannah Wilcock, Louisa Stanley, Owen Price, Nikhil Patel, Charlie Haigh, Archie Macleod, Mr Lord, Charlie Jensen, Eleanor Prescott, Chloe Alty, Oliver Blackwell, Mr Peterson, Olivia Rankin, Evie Eastham, Mollie Hale, Bobby Shorrock, Jake Fishwick, Steven Shippies, Mrs Rukin, Joshua Dickinson, Ethan Nagy, Mr Hough, Elysia Ingham, Katie Parker, Charlotte Parkinson, Daniel Blackwell, Mrs Bishop, Mrs Sweeney, Emily Rankin, Ben Hollins, Katie Mann, Oliver Blackwell, Liam Weeks, Emma Jackson, Kirstie Jackson, Sam Jackson, Hannah Cumpsty, Harrison Jones Johnston, Thea Gleave.**

For details about how to access the group, please go to:  
<https://broughtonhigh.Fireflycloud.net/physical-education>

**This group is for Broughton High pupils and staff only.**

Once you have the Strava app, click on the 'Explore' icon, followed by 'Clubs' and type 'Broughton High School' next to the magnifying glass.

If you have any further questions, please email me ([rukinv@broughtonhigh.co.uk](mailto:rukinv@broughtonhigh.co.uk)).

**Mrs Rukin**

## Library News



February sees us marking **LGBT+ history month** in the UK. Representation is hugely important in books, both so readers are able to see themselves in stories and that others may be more informed to aid empathy and understanding. You will find a host of reading recommendations on the Book Trust website featuring LGBT+ characters and relationships. The LRC section of Firefly (Book Lists) also features a link to this site along with a list of some of books that can be found in the school library.

The Oak National Academy are making a **free e-book** available each week via their virtual library.

[Virtual School Library | Oak Academy \(thenational.academy\)](#)

Audible stories are also still making a selection of their e-books free to stream, for more details see: [Audible Stories: Free Audiobooks for Kids | Audible.com](#)

**WORLD BOOK DAY** is almost upon us so do have a look in this newsletter at the 'Caught Reading' competition and keep an eye out for next week's newsletter or the World Book Day tab in the LRC section of Firefly for more details of how else you can get involved.

If you need any book recommendations you will find plenty of information and links on Firefly: Resources-LRC-Learning Resource Centre or email me at [whitlocka@broughtonhigh.co.uk](mailto:whitlocka@broughtonhigh.co.uk).

Book reviews are also always welcome - if you have read a brilliant book then why not share the news? Cannot wait to see you all back in the library and in the meantime keep up with your reading and stay safe!

*'Great books help you understand and they help you to feel understood' John Green*

**Mrs Whitlock**

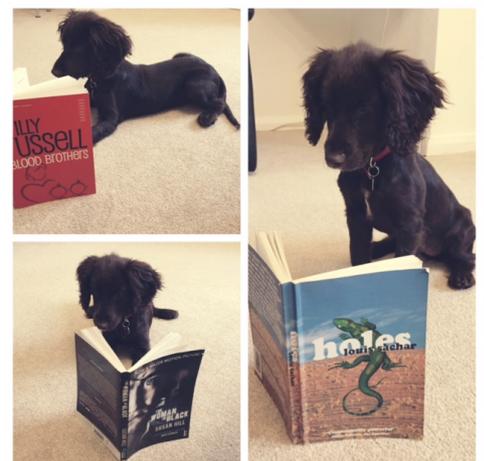
## Get Caught Reading Competition

Here at Broughton, we recognise the importance of reading for both academic achievement and emotional wellbeing. The research continues to show that reading leads to improved academic results and, importantly, a happier life.

To promote World Book Day this year, we are launching a 'Get Caught Reading' competition and the basic idea is, well, to get caught reading! We want you to submit a photograph of where you have been caught reading: the wackier and the more adventurous the better!

Now, we appreciate that lockdown restrictions may limit your creative flair this year, so we are broadening entries to include pet submissions. Here is some inspiration from Mrs Armstrong's dog, Willow, from when she was a puppy (we really do mean it when we say we recognise how important reading is for **all** – including pets!). There will be prizes for the winning entries!

Please send your entries to [whitlocka@broughtonhigh.co.uk](mailto:whitlocka@broughtonhigh.co.uk) by **Friday 5<sup>th</sup> March**.



# Year 8 Pizza Perfection

Pupils were asked to design and make a healthy Broughton-themed pizza. It looked like everyone enjoyed the task with some super examples below.

Well done Year 8. Keep cooking.

Mrs Newton

## Sam Judge



## Luca Homer

**Lightweight Vegan Pizza**  
By Luca Homer

1) Start off by getting a wholemeal wrap.  
2) Then spread tomato paste over it. This is one of your 5 day.  
3) Then get your choice of toppings. I have not used cheese making this vegan and low in salt and sat fat.  
4) Then add the toppings. The ones I have used are three of your 5 a day.  
5) Put in the oven for 7 mins at 200C fan.

6) Then package up and give to the customer!

## Niamh Loze-Doyle

I started with ready made dough as it was already in the freezer and we had no yeast.  
I now added tomato sauce, made from tomatoes, garlic, basil and pepper.  
Then added the toppings of pepper, chorizo and onion.  
The cooking time was 13 minutes. The pizza was delicious!

I put flour over the work surface so the dough wouldn't stick.

## Holly Jarratt



## Jasmine Hurst

**PIZZA**

**Ingredients**

- 2 x 200g cups of strong white bread flour or 400g plain flour
- 1 tsp of yeast
- 1 tsp of salt
- 1 tsp of olive oil

**Toppings:**

- Onion
- Pepper
- Mushrooms
- Olives
- Sweetcorn
- Low-fat cheese

**Packaging**

Alger bag  
cotton  
environment friendly  
recycling  
reusable  
return



# Year 8 Pizza Perfection

## Matilda Macleod

### My pizza Product

I made healthy Broughton pizza lunches. I think they turned out really well and they were so tasty too! I got the recipe off a baking book. On the pizza's there were the letters BHS all made by different healthy foods. The B was made out of peppers, the S made out of pineapple and the H made out of sweetcorn. Below this paragraph is pictures of major steps I took into making the pizza.



This is my finished product of the pizza



## Guy Jenkinson



## Jack Lawson

### Making my pizza!



## Zaina Alchaghouri

## Lana Bird

### Baking the pizza..

- I got out all the ingredients ready to start it all
- I stirred the cauliflower, chopped almonds, oregano and egg until it was like a dough texture
- I made sure I had the toppings ready to go on my pizza. Be careful with sharp knives, use a chopping board.
- I blended the cauliflower florets with chopped almonds, oregano and egg
- I placed the cauliflower crust on a tray and made a crust on the outside with shaping it.
- I put the cauliflower crust in the oven to part bake, ready to place my toppings after. Use an oven glove.
- I put the tomato sauce on first then all the toppings ready for it to bake. I made a Broughton High tree like the one on our logo with the spinach!



## Mrs Newton





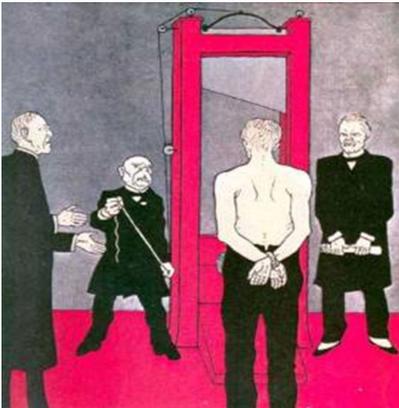
# Spotlight on Excellent Work in History

**Year 9** have produced some **excellent work** this half term. We have been studying the terms of peace at the end of the First World War.

For this particular task, pupils were analysing political cartoons about the Treaty of Versailles from a German perspective. We then shared good examples and pupils responded to feedback by improving their own work.

**Miss Klunder**

**Alicia Tomlinson**



**Source B.**

A cartoon published in German magazine *Simplicissimus*, 1919. The men around the guillotine represent the Allies, France, the USA, and Britain.

**Ayla Watts**

Lockdown work  
25<sup>th</sup> January

Title: What can sources tell us about the impact of the Treaty on Germany?

Your task: Complete the sentences to analyse the two sources below. We will discuss the first one together before you begin.

Source A. A cartoon titled "Clemenceau the vampire" from German newspaper *Kladderadtsch*, June 1919. It depicts Clemenceau on the left, who represents Germany. In the background are two bats, they represent Britain and the USA.

The source shows a vampire (representing Clemenceau of France) sucking the blood from a man (representing Germany) lying on a guillotine. This implies that Germany feels stripped of its pride and resources during the war and damage caused by the trenches to vast swathes of French land. German people probably felt that the Treaty was sucking the lifeblood out of their country. Clemenceau's terms were so punitive. For example the huge sum of £6.6bn in reparations that Germany could not afford.

Stripped of their pride and made their rights as we know they were not happy with the taking the blame of the war, which could be why they are shirtless in the cartoon.

Source B. A cartoon published in the German magazine *Simplicissimus*, 1919. The men around the guillotine represent the Allies, France, the USA and Britain.

of shirt (representing Germany) and Clemenceau of France holding the rope of the guillotine in a steady stance. I think the man on the left is Lloyd George of Britain who seems to just be going along with it and the hesitant man on the left I think is Wilson.

The source shows a man about to be executed by the guillotine with his hands tied and stripped of his shirt. This implies that Germany feels stripped of its pride and resources during the war and damage caused by the trenches to vast swathes of French land. German people probably felt that the Treaty was sucking the lifeblood out of their country. Clemenceau's terms were so punitive. For example the huge sum of £6.6bn in reparations that Germany could not afford.

Wilson, those all dressed in black funeral clothing and the floor and guillotine is blood red.

They are all wearing black which suggests that they all knew this was coming and agree with it to a degree. My knowledge supports this because we know that France felt the strongest to punish Germany and do as much as they could. Britain did agree but not as much as France, and the USA felt that asking damage which is why they are holding the guillotine. Germany should not be punished too badly because they were not the aggressor.

The source shows a man representing Germany who is surrounded by France, Britain and America. The man holding a piece of rope is France. I know it is France as they want more revenge after losing men and the previous war- the Franco Prussian war. The man holding some cylinder-shaped item in their hand is most likely Britain. My reasoning is that America joined the war late and did not have much revenge however, Britain had been in the war a while causing them to be angry. The man on the left face looks angry possibly representing Britain (Lloyd George) as well.

This implies that Germany was once again defenceless as it was three against one and one of them three had a large weapon. Germany's hands were tied up meaning there was no escape and they could do nothing. Metaphorically their clothes had been stripped from their back meaning 13% of their land had been stripped from them. The guillotine is a bright/vibrant red which stands out from the rest of the picture. Everything surrounding the guillotine is monochrome grey which draws attention to the weapon making it look angry as red can be an angry colour. In addition, the monochrome grey may also represent funeral colours as when you are at a funeral you wear black. Seen as Germany is metaphorically being put to death it could link to the black and grey funeral colours. The fact that the man is getting his head chopped off implies that Germany is getting part of its land taken by another country/countries.

My knowledge supports this because I know Germany was defenceless as the three countries metaphorically surrounding him are allied which means he is in danger. I know that after the war Germany became smaller as many of the once cities became separate. Germany had to pay 6.6 Billion to other countries which made them look and feel defenceless too. Moreover, in the treaty Germany did not have a choice they had to sign; they were basically being backed into a corner. As part of the treaty, Germany were only allowed 100,000 men in their army and 6 battleships. This means they went from an army over two million to 100,000 which makes it hard for them to protect themselves. Germany then had 6 Million German speaking people in other countries spread around the world.

**Frankie Fisher**

The source shows three men who are all the leaders of Britain, France and the UK waiting for a handcuffed man to enter a guillotine, the handcuffed man represents Germany.

This implies that Germany have been sentenced to the worst punishment possible and probably unfairly. The significance of the French leader, Clemenceau, holding the strap to release the guillotine may imply that the French were most responsible for the suffering of Germany.

My knowledge supports this because I know that France felt the most strongly about punishing Germany due to the significant losses during the war and damage caused by the trenches to vast swathes of French land. The allied countries are also there to witness the punishment of Germany which shows that they are effectively glad that they have been punished as a result of a long war that caused significant losses of men from their countries.

# Spotlight on Excellent Work in History

**Humaira Yasmin**

Explores message



Supported with knowledge

The source shows France, Britain and America stood round a guillotine. A helpless shirtless man who represents Germany that is about to die. Clemenceau the leader of France holds the strings of the guillotine whereas the others are stood there. One is holding a scroll.

This implies that Germans been tied up and can't do anything. He is stripped of his clothes which could represent how Germany has been deprived of everything and are now bare to the backbone. Clemenceau hold the string of the guillotine as he had the most anger and vengeance towards Germany. The scroll in the allies hands show how they had no say in anything that's been happening and all they can do is accept there fate. His hands our tied which mentions how their army has been taken to the point that they can't fight back.

My knowledge supports this because in the treaty that Germany had to sign, they took no part in any of the clauses. In the treaty the clauses had taken everything away from the Germans. In their army they were only allowed 100,000 men also in the navy they had only 6 battleships and 0 submarines. Germany was not even able to fight back. The reason the leader of France holds the strings of the guillotine is because they hated the Germans the most because of the franco-pruissan war. Germany was further stripped of 13% of their land which included the saars coal field that was need for machinery and electricity. As a result of this 6 million Germans were displaced from their homes.

**Hannah Smith**

Source B. A cartoon published in German magazine *Simplicissimus*, 1919. The men around the guillotine represent the Allies, France, the USA, and Britain.

The man heading into the guillotine is I think is supposed to be portraying Germany. He is half naked suggesting that he might have been beaten by the man portraying France he has a cane in his hand. The man with his arms open might be Woodrow Wilson because he looks like he is trying to stop Germany from getting killed. Like he did in the Paris Peace Conference. The man closest to the right is Britain, he has an angry look on his face suggesting he is meant to be portraying Britain. Because in the Paris Peace Conference with the other 2 men he, wanted Germany to get punished, but not as much as the French leader did. The man acting as Britain is holding a scroll. This might be the Treaty and is holding onto it in case Germany want to back out of getting killed but cannot as they have already signed the Treaty.

**Own Knowledge:** The three men in the Paris Peace Conference all had different views on what to do with Germany, France and Britain were close in what they wanted to do, but America wanted to commit to a peace treaty. It is portrayed in the picture.

Knowledge of the terms to explain Germany's position.

Germany was going to get a lot of luxury's taken off them and in essence it was the end of the world for them. They had to pay 6.6 billion to other countries, they were essentially in debt. Because they did not have near enough money to just give out like that. Germany was ruined and it would take a long time for them to build themselves back up.

**Charlie Scrase**

The source shows Clemenceau Executing a man which is symbolising Germany. And Clemenceau looks very angry in the picture, There is also two men in there who don't look too happy to be executing this man but are going with it anyway. The man who is being executed has nothing on him and he is shirtless sort of saying he now has nothing and they have no power in this situation but Clemenceau still looks eager,

This implies that Clemenceau hated Germany the most and wanted to vanquish them and take a lot of things from them. They hated Germany so much that they would supposedly "kill" them with a guillotine per say.

My knowledge supports this because France didn't even want Germany to have a big army or anything, Germany was limited to have 100,000 men and only 6 ships with no submarines what so ever, they really really wanted Germany to suffer for what they did to Frances land and agricultural areas.

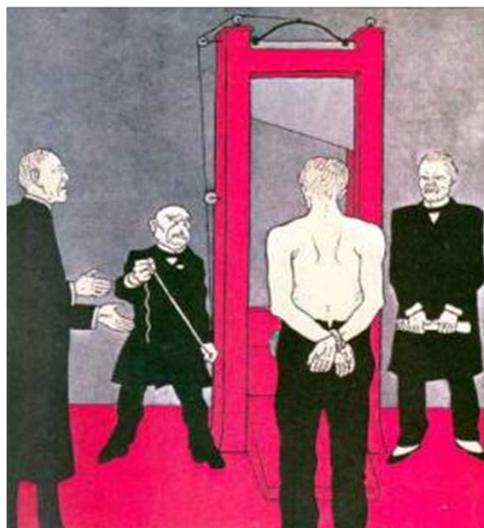
When you take a good look at Germany (shirtless man) you can see that he is tied up and is not fighting back and is just stood there, we know that he is just stood there and is not fighting back because we know that Germany had no say in the Treaty and that Britain and USA were reluctantly agreeing to it. When you see Germany with no Shirt this can be related to the fact that they have been stripped of all the things that they had lost for example they had lost some of their ships which was reduced to 6 and they had to drop to 100,000 men saying that "they had been striped" of what they had before.

## Spotlight on Excellent Work in History

Nicole Panchal

The source shows a man (whom I'm guessing is Clemenceau from France) holding a rope connected to the guillotine as another man, who is shirtless, representing Germany. In the background there are 2 men watching Germany as he walks towards the guillotine. The one on the left is Woodrow Wilson, from the USA. I know this is Woodrow Wilson because he is hesitantly like standing there and we know that the USA didn't want to punish Germany that harshly just in case they decided they wanted revenge in the future. I also know that the one on the right is William Lloyd George, from Britain because he seems to stand quite calmly as he is watching the man in front of the guillotine. Moreover, it seems like he is holding the treaty in his hand. In addition, it shows the man, that is facing the guillotine, having his hands tied like how Germany can't really do anything about it.

This implies that France is the one that is truly in control whilst both Britain and the USA were on the side watching as this all was going on. It also shows that Germany is quite defenceless due to the term 'BRAT' and that they cannot say anything in their own defence. Plus, it depicts that both allies are in full support of the treaty. This might also imply how Germany were feeling during this because you can't exactly execute a country. I think they were feeling trapped and that they couldn't have done anything to stop all of this going on. Plus, the image of the guillotine depicts how Germany is just following some orders that they don't want to do.



My knowledge supports this because we know that both allies weren't as punishing as France towards Germany. Plus, due to the mnemonic 'BRAT' it also meant that quite a lot of things were taken from Germany. Moreover, this Treaty also meant that Germany wouldn't have had a very good relationship with the other countries therefore, it would also reduce a lot of other things such as trade and allies. We also know that the US didn't want to punish Germany that harshly, just in case if they wanted revenge in the future, and neither did Britain, for their trading business. Plus, we are already aware that France wanted Germany to pay for the damage that was caused to their land during the war.

## Bake Off

The Year 9 pupils who are attending school asked if we could have a 'Bake Off' during the last week of term. I do not need to be asked twice to bake and, of course, sample the delights.

The pupils produced some amazing bakes which were enjoyed by the Year 9 pupils. Whilst there was no Paul Hollywood or Prue Leith to judge, we all agreed that each cake was delicious; after a busy five weeks in school the cakes certainly went down well.

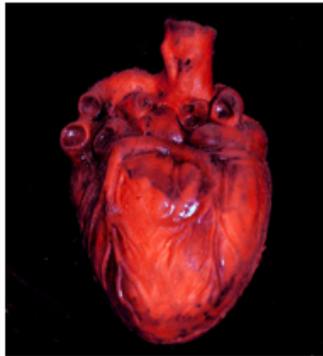
Cakes by:

**Charlie Howarth, Matthew Siggers, Elliot Palmer, Ewan Meacher and Mrs Bamber**



If any Year 9 are holding their own competitions amongst friends (virtually of course) I would really like to hear about them.

**Mrs Bamber**



A woman's heart beats significantly faster than a man's heart.



On average, your heart will beat around 115,000 times a day and pump around 2,000 gallons of blood around the body per day (that is over 9,000 litres of blood).

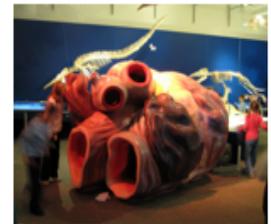
A healthy heart is usually the same size as an adult's fist.



Laughing is good for your heart- it can reduce your stress level and therefore help the heart. When you laugh endorphins (happy hormones) are released into the body.



Whales have the largest heart of any animal, whereas the fairy fly, which is a kind of wasp, has the smallest heart of any living creature.

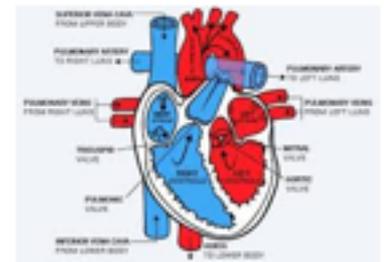


# My amazing heart

By Eleanor Hand

## The Facts

- Your heart pumps about 2,000 gallons of blood every day.
- The heart can continue beating even when it's disconnected from the body.
- Most heart attacks happen on a Monday.
- A woman's heart beats slightly faster than a man's heart.
- The beating sound of your heart is caused by the valves of the heart opening and closing.



## What The Different Parts in a Heart Do

The right atrium receives blood from the veins and pumps it to the right ventricle. The right ventricle receives blood from the right atrium and pumps it to the lungs, where it is loaded with oxygen. The left atrium receives oxygenated blood from the lungs and pumps it to the left ventricle.

## How Does the Heart Work?

The right side of your heart receives oxygen-poor blood from your veins and pumps it to your lungs, where it picks up oxygen and gets rid of carbon dioxide. The left side of your heart receives oxygen-rich blood from your lungs and pumps it through your arteries to the rest of your body.

Did You Know?

...that an average woman's heart is larger/bigger than an average man's

Designed by  
**Elizabeth Smyth**

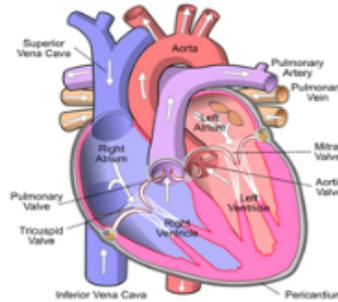
# THE HEART

AND JUST HOW AMAZING IT IS!

The average heart weighs around 300g and is about the size of your fist!

Your heart will beat about 115,000 times each day.

Your heart will pump around 2,000 gallons of blood around the body each day.



The heart is made up of chambers - the left atrium, right atrium, left ventricle, and right ventricle - and valves, which ensure blood keeps moving in the right direction

Your heart is located in your chest and is protected by your rib cage.

The heart is a muscular organ that pumps blood around the body as part of the circulatory or cardiovascular system. It pumps blood through blood vessels to almost 75 trillion cells to provide the body with oxygen and nutrients.

**Emily Woods**

## Best feature about the heart

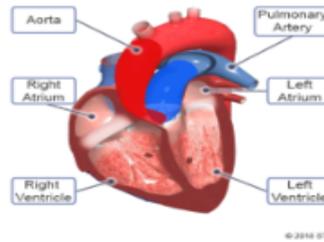
The heart pumps blood into the other body parts and if it didn't you couldn't do anything.

### Fun facts about the heart

- The average size of the heart is the size of an adults fist.
- Your heart will beat about 115,000 times each day.
- Your heart pumps about 2,000 gallons of blood a day.
- An electrical system controls the rhythm of your heart.

## Brain Or Heart?

Surprisingly, your body can function without a brain, but on the other hand you need your brain to move. But the heart is also very important and in my opinion more important than the brain. You would have less chance of surviving without a heart.



**James Ashworth-King**

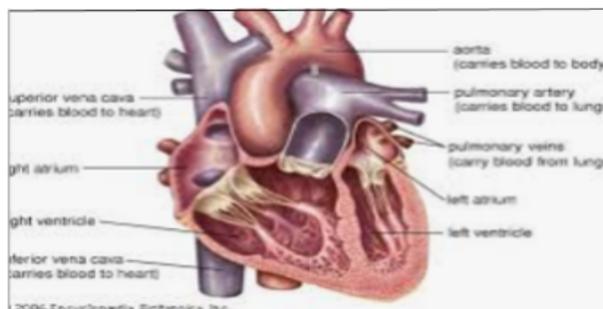
HE ♥ RT



This is a diagram of the heart. This shows six parts of the heart. Including the:

- Aorta
- Right Atrium
- Right ventricle
- Pulmonary Artery
- Left Atrium
- Left ventricle

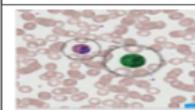
This picture shows where the heart is on your body.



The heart can continue beating even when it's disconnected from the body.



The heart is made of three layers of tissue.



A woman's heart rate is generally faster than a man's. Men average at about 70 beats per minute while women average at about 78 beats per minute.

In the case of extreme heart disease, called **cardiomyopathy**, rather than receiving a donor heart and removing yours, doctors can graft a new heart on to your own to help share the work. This is more commonly known as a **piggy-back heart**.

There are 3 billion **cardiac muscle cells** in the heart at all times.

# The Heart

Your heart pumps about 2,000 gallons of blood every day.  
The average heart is the size of a fist in an adult.  
Your heart will beat about 115,000 times each day.



The heart and lungs work together to make sure the body has the oxygen-rich blood it needs to function properly.

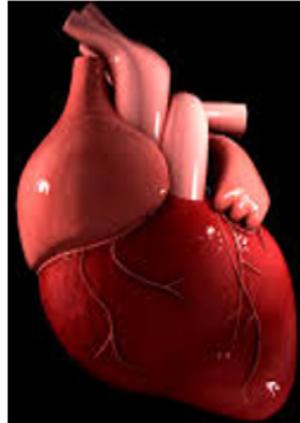
A poster of the heart

**James Smith, 8C**

**FACTS ABOUT THE HEART**

- The earliest known case of heart disease was identified in the remains of a 3,500-year-old Egyptian mummy.
- Whales have the largest heart of any mammal.
- The giraffe has a lopsided heart, with their left ventricle being thicker than the right. This is because the left side has to get blood up the giraffe's long neck to reach their brain.
- Most heart attacks happen on a Monday.
- The average heart is the size of a fist in an adult.
- Your heart will beat about 115,000 times each day.
- Your heart pumps about 2,000 gallons of blood every day.
- An electrical system controls the rhythm of your heart.

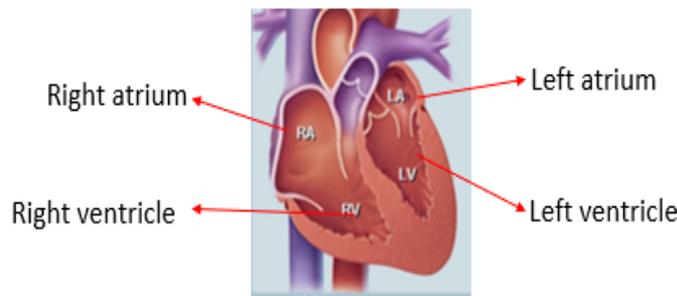
**The Amazing Heart**



Four chambers of the heart

Right chambers

Left Chambers



- Boosts your immune system. Laughing increases the illness-fighting cells in your body, meaning you're less likely to get sick or develop an infection. If you do become ill, your body is more equipped to respond.
- Decreases your risk of heart attacks. When you laugh, your heart rate increases, and you take many deep breaths. This means that more oxygenated blood is circulated through your body – improving your vascular function.

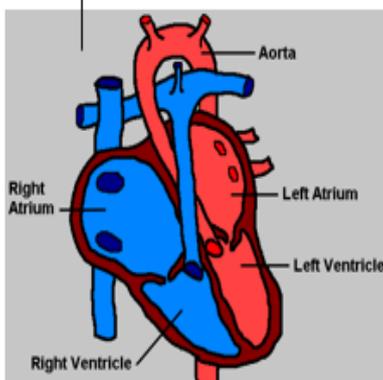
Designed by Moiz Juno

**Lockdown work**

**The Heart**

**Parts of the heart**

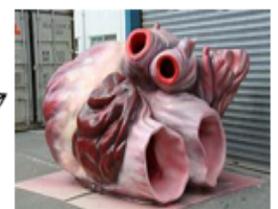
The heart has four different areas: the right atrium, the left atrium, the left ventricle and the right ventricle.



By William Ward

**Six facts about the heart**

- 1) A human body cannot survive without a heart, but the heart can survive without a human body.
- 2) A human heart beats around 100,000 times in a single day.
- 3) It pumps blood .
- 4) The heart pumps the blood and sends it to different tissues.
- 5) The average heart size is the size of your fist.
- 6) The whale has the largest heart of any mammal.





Amelia Lyon 7S



Julia Szczepinska 7H



Sophie Horner 7S



Zayn Ahmed 7H



Jasmine Taylor-Ali 7S

# Excellence in MFL

Year 7 French and German pupils have been showing off their linguistic and artistic skills by creating a personalized poster to showcase their free-time activities. Through this topic, pupils have been gradually expanding their command of a wide range of new vocabulary taught in reading, writing and speaking tasks and they have also been developing their grasp of how the syntax of the target language works.



Khrish Govinde 7H



Hannah Wilcock 7H



Tristan Mellor 7H



Finlay Jones 7H

In French we have been learning about many things such as families, animals, what we like to do and much more. French has been very fun over the past few weeks because we have done competitions and games to help us learn. I liked learning about the hobbies because of the games and competition so I learnt quickly.  
**Hannah Wilcock 7H**

In French we have been learning all about hobbies and I really enjoy learning French because we always have fun games to play to help us understand, games such as Blooket, where you can use revision cards and race your knowledge against your class mates. One last thing that I really like about in French is the pictures on powerpoint slides that really helps it stick.  
**Chloe Harwood 7H**

In class I like it when we do the quizzes, especially when we do boys vs girls! When we do the register, sir makes it fun by telling us to say something in German, example the first person in the register has to say number 1 in German. In class, when we do whiteboard work I like it because sometimes sir says first one to hold their board up, and I like it because I write a bit fast but other people beat me to it. Sir makes the lessons fun instead of just making us write.  
**Afiya Lakha 7S**

I like it when we do fun things in class instead of writing all the time. I like it how sir has chocolate that we can win because it makes people be more engaged with the work. I also like when we do singing because its funny. I like how sir gives us a variety of different things to do each lesson. Thanks Sir!  
**Sophie Horner 7S**



Harry Worthington 7R



Oliver Bunker 7C



Evie Eastham 7C



Isaac Allen 7C



Nina Finley 7B



Amber Fisher 7R



Matthew English 7R



Chloe Leeming 7R



Arush Kanwar 7B



May Ackley 7B

## Charlie Hewitt's flag has arrived in Antarctica!

### Charlie's flag arrives in Antarctica!

Back in October, Year 7 Geographers designed flags to represent Antarctica as part of the UK Polar Network's Antarctica Flag Project.

Charlie Hewitt's (7R) flag was chosen to represent Broughton and begin its long journey to Antarctica.

Over half term, I received an email which said that Charlie's flag had made it all the way to Observation Hill on Ross Island in Antarctica!

Well done Charlie!

Mrs Wortley



### ANTARCTICA DAY 2020

This certificate is awarded to: Broughton High School  
for designing inspirational flags "in the interests of all mankind."

**YOUR FLAG WAS CELEBRATED IN ANTARCTICA!**

Location Name: Observation Hill, Ross Island, Antarctica

Latitude: 77.8524° S

Longitude: 166.8921° E

Date: 31/01/2021

Researcher: Jonathan Hayden (US Antarctic researcher)

Signed: UKPN Antarctic Flags Team





We continue to award **ClassCharts** to recognise commitment, great work and achievement.

Since the previous newsletter, the following pupils have also accumulated 50 points plus since Christmas to be included in 'Top Points' list . Such commitment and effort is to be applauded.

### ClassCharts Congratulations

#### Year 7

**Aiysha Aslam 7C, Logan Atkinson 7B, Jack Burgess 7B, William Jones 7B, Orsian Kamal 7C, Casey Kyle 7B, Eesa Mohammad 7S, Emma Morgan 7N, Sean O'Regan 7H, Dhruti Patel 7N, Liam Pollard 7N, Addison Sandham 7N, Kamran Sayed-Jagirdar 7N, John Stables 7C, Harrison Stenhouse 7C, Toby Townhill 7B, Izyan Warraich 7B.**



#### Year 8

**James Ashworth-King 8C, Jack Bailey 8B, Jamie Baines 8S, Paige Blinkhorn 8R, Emelia Campbell 8N, Daniel Connell 8S, Sophie Cross 8N, Archie Davies 8S, Joshua Dawson 8C, Andrew Donaldson 8S, Hayden Jones-Johnstone 8R, Samuel Judge 8B, Anoosha Khan 8N, Oliver Law 8C, Luke Littlechild 8S, Isaac Mercer 8S, Poppy Murray 8R, Medhansh Nandwana 8H, Zayd Patel 8N, Lewis Rostron 8N, Thomas Sharkey 8R.**



#### Year 9

**Hassan Akram 9S, Lewis Boyle 9R, Tilly Bray 9N, Rebecca Hollins 9B, Evie Hough 9C, Ali Juno 9S, Anna Lenton 9R, Rio McKenzie-Worden 9B, Harley McLennan 9H, Daisy Murray 9S, Luke Nicholson 9H, Lewis Noye 9B, Holden Quigley 9N, William Redshaw 9R, Rayyan Vally 9N.**



#### Year 10

**Lily Ainsworth 10N, Ishtiaque Akbar 10R, McKenzie Baker 10H, Ghaleb Banihani 10N, Beth Barker 10N, Jacob Bott 10R, Tyrah-Leigh Charles 10C, Felix Coxon 10S, Alisha Dahya 10R, Isaac Deluce 10B, George Eastham 10B, Ben Gaskell 10C, Chloe Hamer 10N, George Harrison 10B, Rory Hastings 10C, Bobby Higham 10S, Ben Hollins 10B, Isaac Jones 10N, Lana Lisgo 10H, Michael Mann 10B, David Mercer 10R, Casey Olive 10C, Jack Pye 10B, Sarah Reid 10N, Kai Robinson 10R, Nico Robinson 10N, Chanecia Samuels 10B, William Sant 10N, Jacob Scott 10R, Charlie Sharkey 10N, Ben Squires 10H, Amaan Wadiwala 10N.**



#### Year 11

**Bethany Andrews 11N, Niamh Atwal-Weir 11H, Lydia Brook 11S, James Bush 11C, Patrick Dunphy 11N, Isabella Finley 11B, James Goodwill 11N, Archie Greaves 11R, Beth Hilton-Knott 11H, Emma Hurst 11R, Amy Jarratt 11C, Olivia Jones 11B, George Lowe 11H, Vinny McWilliam 11N, Uday Patel 11S, Zara Patel 11B, Jack Peri 11R, Tiana Raedermacher 11C, James Sapsford 11H, Simran Singh 11R, Alex Smithson 11S, Heather Swift 11R, Roshan Virdee 11H, Oliwia Wojtysiak 11C, Joshua Worsley 11S.**



# Train Driver



£20,000 - £60,000 per year



35-40 hours per week (Shift work)



You can apply to a train operating company and begin a train driver advanced apprenticeship. 5 GCSEs at grades 9 to 4 (A\* to C), including English and maths, for an advanced apprenticeship. You could start as a rail passenger assistant or train conductor, then apply for a trainee driver post. This is also a common way to become a London Underground driver.



📞 0800 100 900

🌐 [nationalcareers.service.gov.uk](http://nationalcareers.service.gov.uk)



NationalCareersService



@NationalCareers



National Careers Service

# Aerospace Engineering Technician



£20,000 - £35,000



Typical hours - 40 to 42 (a week)

You can do a foundation degree, higher national diploma in engineering or relevant level 3 course to get into this career. Relevant subjects include aeronautical engineering, mechanical engineering, electrical or electronics engineering or avionics.

You can train through an advanced engineering technician apprenticeship with an airline operator, airline manufacturer or service engineering company.



SR Blackbird-

An incredible example of aerospace design, it still holds the record for fastest time to fly across the Atlantic set in 1974 at 1 hour and 54 minutes!

0800 100 900

#AskNationalCareers

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Apprenticeship  
Fair- *must read for  
anyone who wants to  
be an apprentice.*

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North

# Career North

Your Career Starts Here

## February Careers News

"Find a job you love and you will never work a day in your

**Free Virtual Student Conference ran by the  
University of Oxford and Cambridge 15<sup>th</sup>-26<sup>th</sup>  
March 2021**

Are you in Year 12 studying for A Levels or equivalent qualifications. Then read the below as this conference could be perfect for you to learn about two of the highest achieving universities in the country.

The conference includes up-to-date information on applying to Oxford and Cambridge (including Student Experience)

A full timetable of talks and sessions will be available nearer the time

### How to book

Bookings for the Oxford and Cambridge Student Conferences 2021 will be different to previous year's. This year, we are asking teachers and students to book themselves on to the conference. Full information on how to book tickets can be found here: [Book now](#)

### Contact us

If you encounter any problems whilst trying to book please do not hesitate to contact the Student Conferences Team by [studentconferences@admin.com.ac.uk](mailto:studentconferences@admin.com.ac.uk)



### Quote of the day...

"Do or do not. There is no try." - Yoda

### University of Law bespoke workshops - Bookings now open for 2021

Are you a student in Year 11-13 who is interested in studying or pursuing a career in Law/Criminology/Policing/Business

Please email [undergrad@law.ac.uk](mailto:undergrad@law.ac.uk) for further details or enquiries

Virtual workshops include:

- The 7 Deadly Sins of Social Media
- Corporate Social Responsibility
- True Crime



Do you need any careers help or guidance?

Don't delay, book an appointment today!

Please contact your schools Career Adviser or your Form Tutor

**National Apprenticeship Week Showcase with The Sovini Group**  
**Zoom Event on 9 February 2021**  
**3.30pm - 4.30pm**



**Elevate EBP** are hosting an open event via Zoom with **The Sovini Group** to showcase their apprenticeships programme and offer.

The Sovini Group achieved 1st position as both the UK's Best Workplace and UK's Best Workplace for Women. The Sovini Group were also ranked as Europe's 3rd Best place to work.

The event is open to all students from across The Liverpool City Region from Year 11 and 6th Form, we want to invite you (and your parents/guardians if they can attend) to learn more about what opportunities are available to you.

*You will find out about The Sovini Group and the process involved in applying for our roles.*

*You will see the variety of*

*apprenticeships on offer across our organisation from Business Administration, Gas, Electrical, Ground Maintenance, Plastering, and much more • You will be given tips about applying for our apprenticeships and how to sell yourself •*

You can register your interest in any of our apprenticeships by adding yourself to our mailing list and start to build networks to plan for your future.

Join us for the hour to find out more and start thinking about your next steps.

**This is an open, live event via Zoom for students and their parents.**

Please register to attend by visiting **Eventbrite** by [clicking here](#) (Zoom link will be sent the d before)

**UCAS Apprenticeship Fair The Big Assembly 2021**

On 9th February, 10am-4pm, students, parents and teachers can join the [UCAS Virtual Apprenticeships Event](#) to discover apprenticeships. Speak with experts and access a range of interesting and exciting information.

On Tuesday 9th February at 11:10am, The Big Assembly will be live-streamed to thousands of students across the country.

Hear from a range of engaging apprentices in this fun and lively assembly. Find out more and register to attend [here](#).



## Sellafield Apprenticeship Schemes

These apprenticeships give you a large selection of job areas to chose from.

Whether you're at school, have just left school or aren't sure about your next steps, we have an apprenticeship scheme that could be suited to you.

Choose a Sellafield Ltd apprenticeship and you'll earn while you learn working for an organization with a proven track record in this field

We have apprenticeships available for both GCSE and A-Level students. More information on the apprenticeships we have

On a personal level, you'll study for debt-free degrees or other qualifications, have a great social

life and live in stunning surroundings - either on the edge of the Lake District or in attractive Cheshire within striking distance of the bright lights of Manchester and

Liverpool.

Whatever your skill set, career path or level of education, we are confident we have an Apprenticeship or Degree Apprenticeship for you.

Click on the following links to find out more about our diverse range of [Apprenticeship & Degree Apprenticeship schemes](#)

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The 50 Best Places to Work in 2021 have one thing in common: their employees say they feel supported and empowered to do their best work, even amid unprecedented challenges.

glassdoor



### More Exciting Apprenticeship Opportunities

Manchester Metropolitan University Introduction to Degree Apprenticeship Event for Parents and Students: [click here](#)

UCAS Discover Apprenticeships Event: [click here](#)



### EMPLOYEES' CHOICE AWARDS

Unlike other workplace awards, winners are determined based on feedback from those who know a company best – the employees.

Providing the highest quality independent Careers Education, Information, Advice and Guidance and is committed to excellence in Education Consultancy, Coaching and Training.

All associates working for Career North are professionally qualified and have extensive experience in their specialist field.



Some of the Career North team

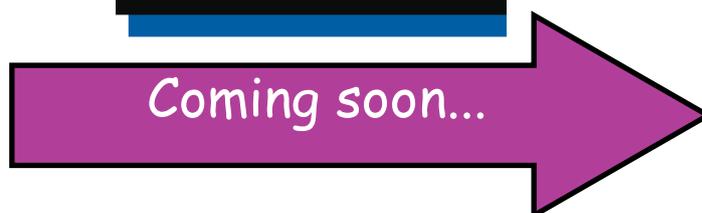
They work with integrity to the highest possible standards to ensure opportunities for young people are maximized.

### Find An Apprenticeship

Search and apply for an apprenticeship in England via the governments website.

We suggest that students sign up for alerts via this link below:

[www.findapprenticeship.service.gov.uk/apprenticeshipsearch](http://www.findapprenticeship.service.gov.uk/apprenticeshipsearch)



- ⇒ Career North Challenge Competition win a **£50** voucher (you have to be in it to win it).
- ⇒ Celebrate National Careers Week 1st–6th March.
- ⇒ Fantastic Degree Apprenticeship opportunities.
- ⇒ Your virtual work experience solutions