

Dear Parents,

Half term holiday next week and it has been quite eventful since September. We have managed to adapt to all the impositions required by COVID and we are still learning how best to keep everyone safe and provide a high quality education. Since the start of the year, seven pupils and one member of staff have tested positive for **COVID**. We all **need to be vigilant, avoid complacency** and constantly remind each other about how best we can operate within school to **minimise risk and reduce transmission**. These are our **'Top Ten' reminders** for all pupils.

1. Regular hand washing and appropriate use of hand sanitiser when entering classrooms is essential.
2. Masks must be worn at all times, apart from eating and in classrooms.
3. Always sit in the same seat in each classroom. This is essential when identifying 'close contacts'.
4. Keep your distance from others. Respect personal space.
5. Only two pupils in toilets at any one time.
6. We have the highest expectations of behaviour and participation in any remote learning activity.
7. Always bring in your own resources, including earphones, whiteboard, pen and glue stick.
8. Maximum eight sitting on picnic benches.
9. Sanitise your hands as you enter the dining room.
10. This is a time for cooperation, teamwork and togetherness.

Last week our **remote learning provision increased** as teachers began to use **Microsoft Teams** much more widely. As pupils have to self-isolate because of COVID, teachers will use a combination of **Teams and Firefly** to enable your child's education



Microsoft Teams



not to be too disrupted. If any pupil has to work at home because of COVID, they will be following their normal timetable of five lessons per day. Your son/daughter will be contacted by their subject teacher if they are to be invited to a 'Teams' lesson. If not, the work will be on Firefly.

I look forward to 'seeing' all **Year 7 parents at this Thursday's Parents' Evening with tutors**. We normally have 100% attendance and your support and participation is very much appreciated.



As always, if you wish to discuss any aspects of life here at Broughton do not hesitate to contact me. My email address is morrisc@broughtonhigh.co.uk.

Chris Morris, Headteacher

Important information - Summer 2021 Exam timetables and Results Day

As you may have seen, the [Department for Education \(DfE\) has announced](#) that GCSE exams will proceed next Summer. Teachers and pupils will be given more time to prepare for them, to help compensate for the disruption caused by the pandemic.

Most exams will take place three weeks later than usual. The summer exam series will start on 7 June and end on 2 July for almost all GCSEs. Please refer to these dates when booking any Summer holiday in 2021.

However, one GCSE English and one GCSE maths paper will be scheduled before the summer half term, to give pupils affected by COVID the best chance of being able to sit at least one paper in these two qualifications.

The Joint Council for Qualifications (JCQ) will shortly be consulting on a provisional version of the new exam timetable for summer 2021. There will also be adjustments to the timetable for Vocational and Technical Qualifications.

GCSE Results Day will be a little later than usual - on **Friday 27 August**.

English Department 'Star Work'

Miss Winter's Year 9 class was recently asked to write about how a family member was affected by war. Here are two of the best examples of what pupils wrote:

HomeWork

How did war affect my family

23rd September 2020

My step mums Grand Mother was a "Land Girl" and land girls were usually made to do hard labor. Land Girls did a wide range of jobs, including milking cows, lambing, managing poultry, ploughing, gathering crops, digging ditches, catching rats and carrying out farm maintenance work. Some 6,000 women worked in the Timber Corps, chopping down trees and running sawmills. This may have affected my great grand grandmother's life but unfortunately, I am not 100% sure what she did or how much she did. I'm sure she was very brave at the time I was told she was a strong lady (emotionally).

My dad's grand dad was a farmer at the time and at the time farming exports fell 30 to 40 percent below the average of the ten depression years that preceded the war. Grain exports, for example, fell 30 percent in one year between September 1939 and 1940. Luckily because my great grandfather was a farmer, so he didn't have to go to war. In terms of fighting my great grandfather was very lucky that he didn't have to be deployed.

That is pretty much all my family went through in WW2 I didn't manage to get many details because I only really manage to talk to my dad and step mum on the weekends.

Charlie Scrase

The End

Ryan Parker

War



My great-granddad, Bob Parker, was in the Royal Navy during world war 2. He was actually too young to join when he applied but he lied about his age and nobody checked so he was accepted. He could also not swim. During the war he visited many countries including South Africa, Gibraltar and Italy. Most of the time was spent patrolling the oceans looking for enemy ships and protectin troops that were landing on foreign beaches. He was lucky, his ships were never bombed by the enemy. One of the ships he was on was called HMS Raider. While he was stood on the deck one day the alarm went off right next to him. It was so loud it pergerated his right ear-drum. He was death in this ear for the rest of his life.

When he left the Navy he was given work as a delivery driver even though he had never had driving lessons but because he had driven vherals during the war this was allowed and he was given a licence. He stayed in touch with all the friends he made during that time and they often talked about the good times they had. He often gave talks to local groups about the war and he was also interviewed by the BSC about his experiences not long before he died

in 2016 age 91. He never talked about his friends who had been killed as I think this was too paingul for him. but he always marched on Remembrance Sunday, wearing his poppy and medals with pride, to show he had never gorgotten them.



Grandad Bob

This is such an amazing piece of work, Ryan! He would have been thrilled to know that in 2020 you would be writing about him. ☺ plus extra ☺ for all the care you have taken with presentation.

1. A noun is an **object, person, place or thing**.
2. A verb is a **doing word**.
3. An adjective **describes a noun**.
4. An adverb **describes an action** (verb).
5. A simile **compares one thing to another** using the word 'like' or 'as'.
6. A metaphor is a phrase which is **not to be taken literally**, where one thing is expressed as something else.
7. **Personification** is where a writer gives an inanimate object human-like qualities.
8. **Foreshadowing** is where the writer hints at something to come in the future.
9. Pathetic fallacy is where the writer describes the environment in such a way that it **creates a clear mood and atmosphere**.
10. **Dramatic irony** is where the audience / reader knows more than the characters.

1. In an **arithmetic sequence**, the terms increase (or decrease) by a fixed number called the *common difference*.
2. In a **geometric sequence** the terms increase (or decrease) by a *constant multiplier*.
3. A **formula** has an equals sign and letters to represent different quantities, e.g., $A = \pi r^2$
4. The letters in a formula are called **variables** as their values can vary.
5. A **time series** graph is a line graph with time plotted on the horizontal axis.
6. **Value Added tax (VAT)** is charged at 20% on most goods and services. Domestic fuel bills have a lower rate of 5% VAT.
7. In a right-angled triangle the longest side is called the **hypotenuse** and is opposite the right angle.
8. To find the **area of a trapezium**: add together the parallel sides, halve your answer then multiply by the perpendicular distance between the parallel sides.
9. The **volume of a prism** = area of the cross-section x length.
10. A **Bearing** is an angle measured from North in a clockwise direction and written using three digits, e.g. 007°

Heating and ventilation engineer



£18,000-£35,000



41-43 hours per week on average



You can take a college course to learn some of the skills needed in this job.
You'll usually need:

2 or more GCSEs at grades 9 to 3 (A* to D) for a level 2 course

4 or 5 GCSEs at grades 9 to 4 (A* to C) for a level 3 course

You can get into this job through an:

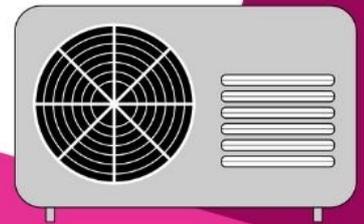
intermediate apprenticeship as a building services engineering installer

advanced apprenticeship as a building services engineering craftsperson



0800 100 900

#AskNationalCareers



Food manufacturing inspector



£15,500-£30,000



40-42 Hours per week on average



You could do a college course, like the Level 3 Diploma in Food and Drink Operations. This would teach you some of the skills and knowledge you need in this job.

You'll usually need:

4 or 5 GCSEs at grades 9 to 4 (A* to C) for a level 3 course

You can work towards this job by doing a food and drink process operator advanced apprenticeship.

Entry requirements

You'll usually need:

5 GCSEs at grades 9 to 4 (A* to C), usually including English and maths, for an advanced apprenticeship



0800 100 900

#AskNationalCareers



What have we been learning in Geography?

YEAR 8

Are glaciers nature's bulldozers?
What is causing climate change?
What is climate change?
How do these processes interact to create distinctive landforms?

Who eats whom- food web?
What are the threats to biomes?
Why are people leaving NE Brazil?
Where do people live in the Middle East?
What is the Middle East?
Is Qatar a suitable venue for the World Cup in 2022?

YEAR 7

Was the high death toll of Hurricane Katrina caused by poverty?
How do tropical storms form?
FIELDWORK: The school grounds has several different microclimates.
Why does it rain?
What is air pressure?
How do we know where we are- 4 figure & 6 figure grid references?
How do we know where we are- latitude & longitude?
What are the main features in the world?
What are the major features in the British Isles?
What is Geography?
What is a hot desert?
Is Dubai a sustainable city?
What is life like in the Brazilian favelas?
What is Brazil like?
How have plants and animals adapted to biomes?
How can we present geographical data?
How does latitude affect the distribution of biomes?
What is the difference between weather & climate?

welcome

"Geography is the subject which holds the key to our future." MICHAEL PALIN

Year 7- Map skills

Year 7 Geographers have been learning about how we can use maps to locate places and to find out other information such as height above sea level or population distribution.

What will I learn in this unit?

1. How do I use an *atlas*?
2. How can I locate places using *latitude and longitude*?
3. How can I show *distribution and density* on a map?
4. What is an *OS map*?
5. How can I locate places using *4 and 6 figure grid references*?
6. How can I *measure distance* on a map?
7. How can I show *height on a map*?



Rohan Connolly

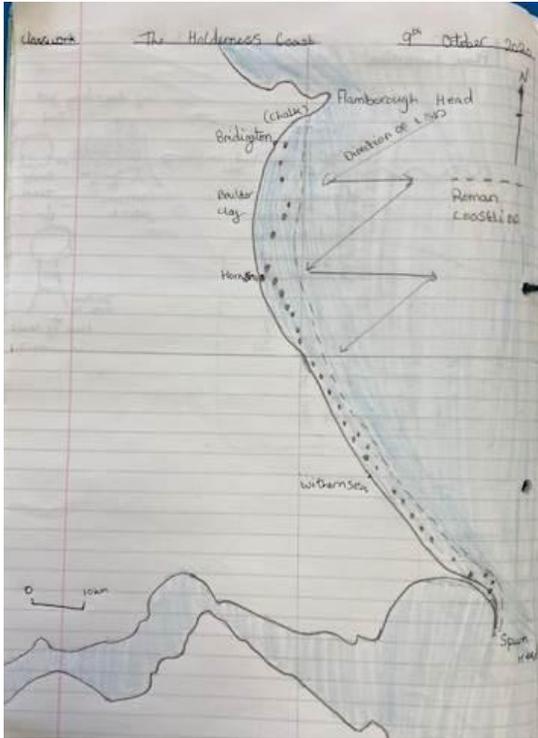


Isaac Allen

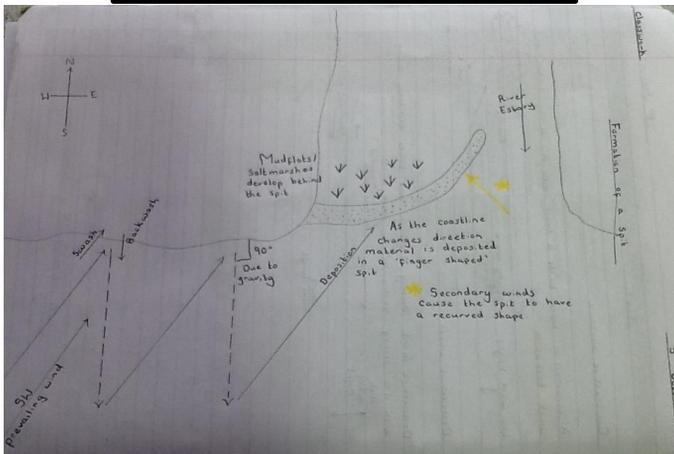
Year 8- How do waves shape the UK?

Year 8 Geographers have been learning about how processes at the coast shape our land. We have been using the Holderness Coast in Yorkshire as our case study.

Tushar Rana



Tiiana Grant



Phoebe Rowland

YEAR 8 COASTS- HOMEWORK 5 Our date: _____

Question	Answer
1. Using Figure 10, how long is the coastline between X (61120) and Y (617150)?	2.3 km 2.7 km 3.0 km 3.4 km
2. Using Figure 10, give the difference in height between the Standing Stones (614116) and the triangulation pillar at 626107.	205 m
3. Using Figure 10 and 11, in which direction was the photographer stood?	South West
4. Using Figure 10, describe the features in grid square 6016. (3)	There is a railway, beach, rocky build up sand
5. Using Figure 10, give the 6 figure grid reference for Blue Lake.	621121

KNOWLEDGE CHECK

Complete the paragraph using the words below
north east more resistant less resistant

The main lowland areas of the UK are in the east and the south.

The main upland areas in the UK are in the north and the west.

The uplands tend to be formed of more resistant rock.

Mark **9/10**

A map of the Holderness Coast showing grid squares 60, 61, 62, and 63. A photograph of the coastline is included, with a scale bar of 500m and a scale of 1:50,000.

What will I learn in this unit?



1. Where are the **main upland areas in the UK** and why are they where they are?



2. What makes our **landscape change**?



4. How can we **protect** our coastline?



3. How do **different waves** change our coastline?

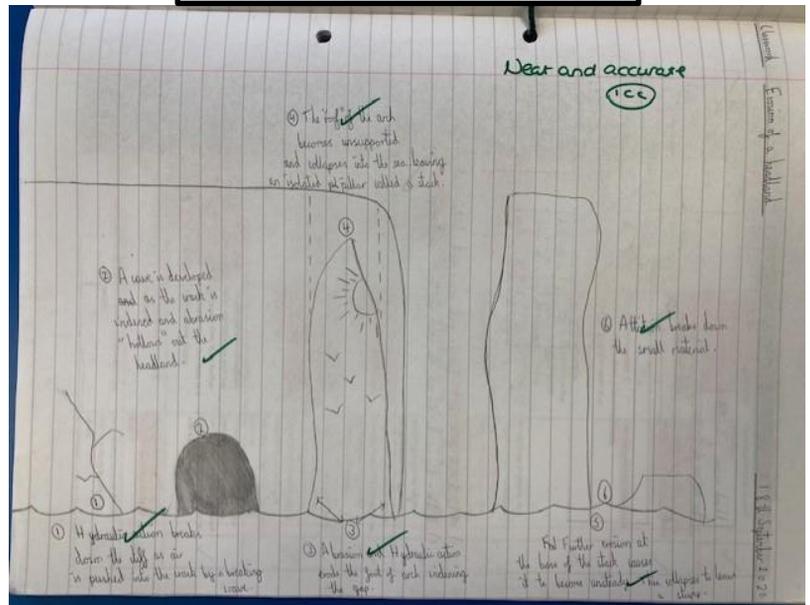


5. What is happening on the **Holderness Coast in Yorkshire**?



6. How would **you** protect the Holderness Coast?

Isla Kenyon



Year 9- China's population woes

Year 9 Geographers are learning about how and why population changes over time across the world. One particular focus has been China's attempts to control massive population growth with the China One Child Policy. One homework task has been to create an infographic on the mechanisms of the policy.

What will I learn in this unit?

1. Where is China?
2. Where do people live in China?
3. How and why did China attempt to control its population growth?
4. How successful was the China One Child Policy?
5. Was Malthus correct? Do we need war and famine to limit population growth?
6. How did Kerala in India attempt to control its population growth?

The infographic includes a map of China and a list of incentives such as 'LONGER LEAVE', 'BONUS FREE', 'EDUCATION BETTER', and 'CHILD CARE'. It also lists disincentives like 'GRANNY POLICE', 'MARRIAGE AGE', and 'MARRIAGE PLEDGE'. A central graphic shows a child with the text 'China One Child Policy'.

Jessica Anderson

The infographic includes a flowchart showing the policy's implementation, a map of China, and a central graphic of a child with the text 'China One Child Policy'. It also includes text explaining the policy's goals and its impact on the population.

Noah Cruz

The infographic includes a map of China, a list of incentives such as 'LONGER LEAVE', 'BONUS FREE', and 'EDUCATION BETTER'. It also lists disincentives like 'GRANNY POLICE', 'MARRIAGE AGE', and 'MARRIAGE PLEDGE'. A central graphic shows a child with the text 'China One Child Policy'.

Ayla Watts

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Libby Church

Year 10- Coastal landscapes in the UK

Year 10 Geographers are learning how the coast of the UK is constantly changing due to erosion and deposition. Pupils are also learning how the land at the coast can be protected through hard and soft engineering management strategies.

Coastal Erosion

Erosion - transport - deposition

Longshore Drift (L.S.D.)

Deposition

Coastal Landscapes in the UK

At Broughton - which TWO options do we study?

- Coasts
- Rivers

Rebecca Littlechild

past exam questions

Figure 12

SAMS 1

Using Figure 12 and your own knowledge, explain how different landforms may be created by the transport and deposition of sediment along the coast. (6 marks)

In figure 12, there are a number of landforms of deposition - there are 2 spits (bottom left) and a bar to the north. The SW spit has been created by longshore drift (L.S.D.) due to the SW wind. Swish and backwash will move the sediment along the coast in an easterly direction. There is a change in coastline (marked X on the map) and L.S.D. continues. A spit is formed - currently it is 2km long but this will grow in the future. It has a curved end due to secondary wind direction. Deposition may occur behind the spit in the form of mud flats and salt marshes. The bar to the north has been formed by L.S.D. and has grown across the bay probably due to the weak river allowing sediment to build up and across.

Chloe Hamer

Paper 1- Section C: Physical Landscapes in the UK

Coastal Landscapes in the UK Name: Oliver Travis

In this section, students are required to study UK physical landscapes and TWO from Coastal landscapes in the UK, River landscapes in the UK and Glacial landscapes in the UK.

At Broughton - which TWO options do we study?

- Coasts
- Rivers

3.1.3.1 UK physical landscapes

Key idea: The UK has a range of diverse landscapes.

Specification content: An overview of the location of major upland/lowland areas and river systems.

3.1.3.2 Coastal landscapes in the UK

Key idea: The coast is shaped by a number of physical processes.

Specification content: Wave types and characteristics. Coastal processes: denudation, weathering processes - mechanical, chemical, mass movement - sliding, slumping and rock falls, erosion - hydraulic power, abrasion and attrition, transportation - longshore drift, deposition - why sediment is deposited in coastal areas.

Key idea: Different management strategies can be used to protect coastlines from the effects of physical processes.

Specification content: The costs and benefits of the following management strategies: hard engineering - sea walls, rock armour, gabions and groynes, soft engineering - beach nourishment and replanting, dune regeneration, managed retreat - coastal realignment.

Oliver Travis

Paper 1- Section C: Physical Landscapes in the UK

Coastal Landscapes in the UK Name: Safwan Master

In this section, students are required to study UK physical landscapes and TWO from Coastal landscapes in the UK, River landscapes in the UK and Glacial landscapes in the UK.

At Broughton - which TWO options do we study?

- Coasts
- Rivers

3.1.3.1 UK physical landscapes

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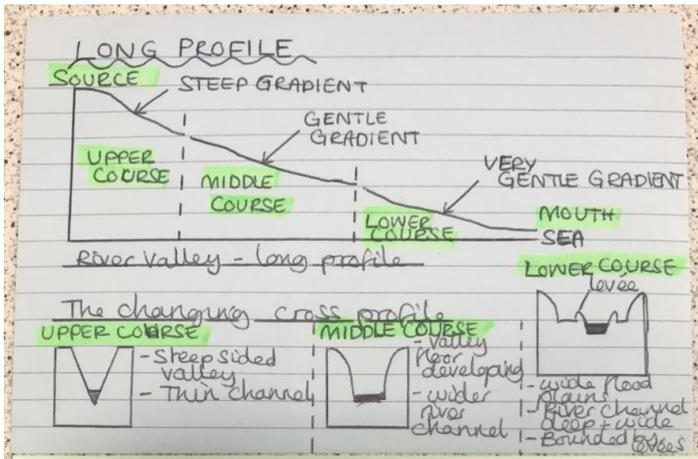
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Safwan Master

Year 11- River landscapes in the UK

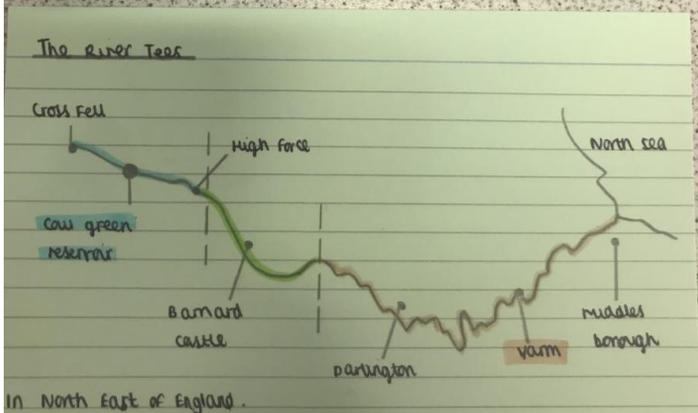
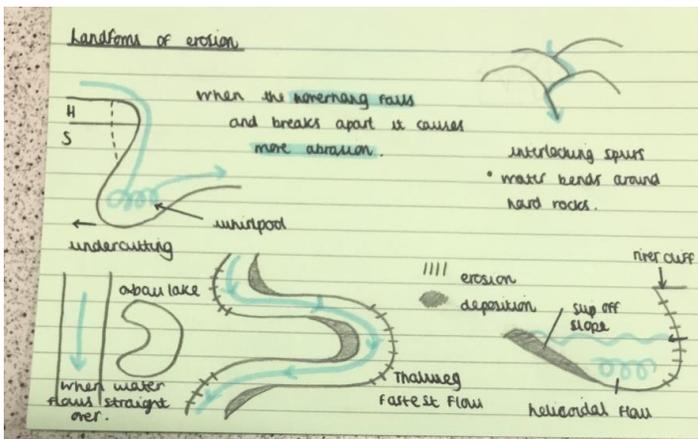
Year 11 Geographers are learning how the rivers change the land due to erosion and deposition. Pupils are also learning how flooding can be managed.



INTERLOCKING SPURS

- Upper course - more **VERTICAL EROSION**.
- River cuts down into valley.
- If there are areas of **hard rock** which are harder to erode, the river will bend around it.
- Creating **INTERLOCKING SPURS** - Link together like the teeth of a zip.

Katy Redmond



Connor McClelland

Paper 1- Section C: Physical landscapes in the UK
River Landscapes in the UK Name: Safa Patel

In this section, students are required to study UK physical landscapes and TWO from Coastal landscapes in the UK, River landscapes in the UK and Glacial landscapes in the UK.

At Broughton- which TWO options do we study?

- coasts
- rivers

3.1.3.3 River landscapes in the UK

The long profile and changing cross profile of a river and its valley. Fluvial processes: erosion - hydraulic action, abrasion, attrition, solution, vertical and lateral erosion; transportation - traction, saltation, suspension and solution; deposition - why rivers deposit sediment.

Distinctive fluvial landforms result from different physical processes.

Characteristics and formation of landforms resulting from erosion and deposition - meanders and oxbow lakes.

Characteristics and formation of landforms resulting from erosion and deposition - levees, flood plains and estuaries (at top of page).

An example of a river valley in the UK to identify its major landforms of erosion and deposition. **RIVER TEES**

How physical and human factors affect the flood risk - precipitation, geology, relief and land use.

The use of hydrographs to show the relationship between precipitation and discharge.

The costs and benefits of the following management strategies:

- hard engineering - dams and reservoirs, straightening, embankments, flood relief channels
- soft engineering - flood warnings and preparation, flood plain zoning, planting trees and river restoration.

An example of a food management scheme in the UK to show:

- why the scheme was required
- the management strategy
- the social, economic and environmental issues.

Meanders + oxbow lakes

- meanders are natural bends in the river.
- overdeepening of the neck occurs. In times of flood water flows straight across to form a...
- straighter channel and isolated meander becomes an **OX-BOW LAKE**.

CROSS SECTION

Diagram showing a river cross-section with labels for **river cliff**, **helical flow**, and **slip off slope**.

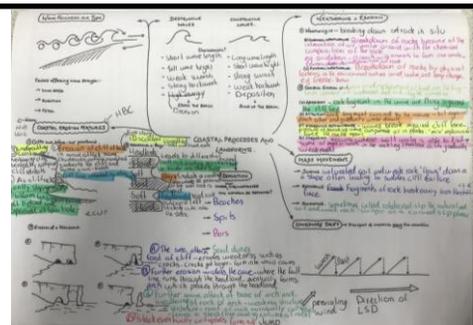
Safa Patel

Coastal Landscapes

Notes detailing coastal features and processes:

- Cliffed coastline**: steep cliffs, shingle beaches, long shingle drift, long shingle ridges, long shingle ridges, long shingle ridges.
- Shingle**: composed of pebbles and shells, formed by long shingle ridges, long shingle ridges, long shingle ridges.
- Holderness Coast**: soft cliffs, erosion, long shingle ridges, long shingle ridges, long shingle ridges.
- Holderness Coastline Example**: long shingle ridges, long shingle ridges, long shingle ridges.

Coastal landscapes revision notes by Jess Greaves



Weekly Spelling Challenge - Week 3

Parents vs Pupils

Learn the next ten spellings from the



SPELLING CHALLENGE

1. immediately
2. independent
3. maintenance
4. minute
5. necessary
6. neighbour
7. occasion
8. opposite
9. parallel
10. possession

Test yourself against your son/daughter.
Virtual bar of chocolate for the winner.
Four rounds, four weeks.

Who is the best speller in your family?

Send me the results (morrisc@broughtonhigh.co.uk).



Mr Morris

HIGH STANDARDS



FOCUS ON ... EQUIPMENT

As we approach half term it is inevitable that pupils have lost, misplaced or have equipment that has run out. Given the ongoing pandemic, it is **essential** that all pupils have the correct equipment in order to avoid cross contamination.

The half term break poses a perfect opportunity to check equipment and replenish missing items.

The list of essential equipment is below and must be brought to school every day.

Face mask 

Pencil case 

Scientific calculator 

2 x Ball point pens 

2 x Pencils 

1 Purple pen 

1 Red pen 

Whiteboard Pen 

Ruler 

Glue stick 

Eraser 

Pencil Sharpener 

Compass 

Protractor 

Note Book 

Reading Book 

Spelling Book 