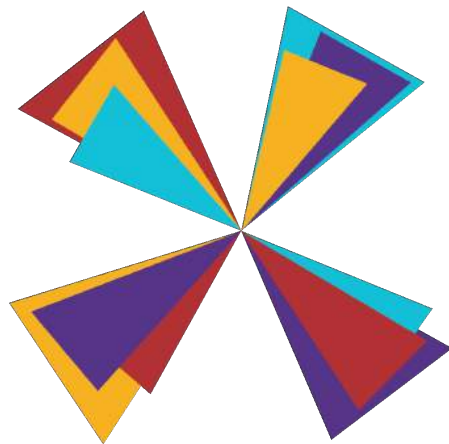


# TEAM BLATCH



Online Learning Bulletin

Friday 20th March 2020



# Online Learning Bulletin

Dear Team Blatch,

We wanted to take the opportunity to share with all members of our school community how incredibly proud we are of all our students for the maturity and determination to complete work that they have shown since they switched to online learning on Wednesday this week.

Their resilience in the face of their new reality of working from home and online has been phenomenal.

This bulletin brings together a small sample of the excellent work across the school that has been completed by students in the last few days to give you a flavour of exactly why we are so very proud of all our Blatch students.

A particular special mention must go to our Year 11 students whose desire to keep learning and completing their work in the face of the immediate cancellation of their exams has been exceptional. We will continue to do all we can to support you.

As you will see from the range of work and the feedback given our staff have been exceptional this week too, working tirelessly to support students cope with the new demands whilst learning new systems themselves. It has been a true team effort to ensure our students are able to continue to learn to the best of their abilities.

We have also been hugely grateful for the amazing level of support we have had from parent and carers this week, thank you, it is very much appreciated.

We hope you enjoy reading our sample of student work and we'll look forward to sharing more work with you next week.



## Art

Miss Bradley's year 10 class have been working on their Identity project. They were creating initial idea plans based on artists' work they studied in class and their own photographs. They are planning for a large scale final piece to make when they eventually return to school. Here is some of the excellent work they have completed at home.



**Maheer A**



**Harry G**



**Lola T**



Art



Millie M



Sasha R





# English

Mx Muggleton's year 9 class been annotating and analysing Maya Angelou's poem 'Still I Rise'. Here is some of their work!

## Still I Rise

You may write me down in history  
With your bitter, twisted lies,  
You may tread me in the very dirt

gives a sense that Angelou doesn't care about the reputation people might give her, or if they make her the one in the wrong side of history

But still, like dust, I'll rise

this implies that despite the repercussions, she won't be put down for fighting for what she believes in.

Does my sassiness upset you?

The rhetorical question suggests that she feels powerful opposed to their confusion. She doesn't understand why her attitude comes off as a surprise.

Why are you beset with gloom?

This simile compares her movement with the attitude of affluence. This suggests that she is extremely confident and sure of herself. It also gives the impression that, in contrast to the confidence she gives off, she is not rich and this contrast might frustrate people who want to keep her down.

'Cause I walk like I've got oil wells  
Pumping in my living room.

Just like moons and like suns,  
With the certainty of tides,  
Just like hopes springing high,  
Still I'll rise.

the use of the word 'certainty' implies that no matter what shall happen or what comes upon her, she will prevail. The metaphors with the forces of nature show her strength and determination

Did you want to see me broken?  
Bowed head and lowered eyes?

The rhetorical question creates a feeling that she has been hurt before and The connotation of 'bowed head' implies she has had to answer to others

Shoulders falling down like teardrops, and be submissive, thus hiding her ideas and feelings  
Weakened by my soulful cries?



## Leticia G

Angelou expresses self determination by diminishing the actions and their strength of those who have put her down. She refuses to stoop to their level and shifts the aim of the poem from them to her. She does this by saying, "You may kill me with your hatefulness, but still, like air, I'll rise." She uses violent verbs like 'kill' to show us the severity of their actions but nonetheless the end of the line belittles this, making it seem so insignificant. Furthermore, the comparison with air gives connotations of abundance, as there is so much air in the world. This leads us to believe that her actions are not difficult, and that anyone in the world can overcome these obstacles. The phrase 'I'll rise' is repeated throughout the poem, and this suggests that this is the point she wants people to carry with them. Despite the hardships described throughout the poem she is saying that people rise above the hate of others, instead of stooping to their level. This links to the violent verbs as all the violent verbs are not directed towards those who have wronged her, but herself instead. She does this to avoid directing insults at these people as she doesn't want to inspire hate - she wants to inspire overcoming hate. I think that she has done this because she wants to show how she has risen up against a racist, sexist society so that people in similar situations can be inspired to innovate and rise with her.

## Lucas B





# English

## How does Angelou express feelings of self determination in 'Still I Rise'?

Maya Angelou expresses self determination in her poem 'still i rise' by using a range of language techniques and varied structure throughout . One example is the metaphor 'i'm a black ocean' which shows how she is speaking on behalf of the black community and everyone nowadays and before her in history that haven't had the chance to be given a voice . The fact that she describes herself as an 'ocean' suggests all the coloured people coming together as one family. This links to her self determination as she is showing how great they can all be as one together if they believe. This is also shown in the poem when Angelou writes the contrasting lines and juxtaposes 'Leaving behind nights of terror and fear I rise Into a daybreak that's wondrously clear' as it tells us her positive attitude towards the future even though before she had had a bad time (shown by 'terror and fear'). These lines leave us with positive thoughts about the world becoming a better place as we move into the future because they are significantly and well placed at the end of this poem. Throughout the poem she uses repetition of the words that are also used in the title - 'i rise' and it creates a sense of uplifting due to its repetition. This is because we keep hearing it start to believe what she is saying more and more.

Authors name

Zoom in

Terminology

Link to question

analyse language/structure

Infer

Targets

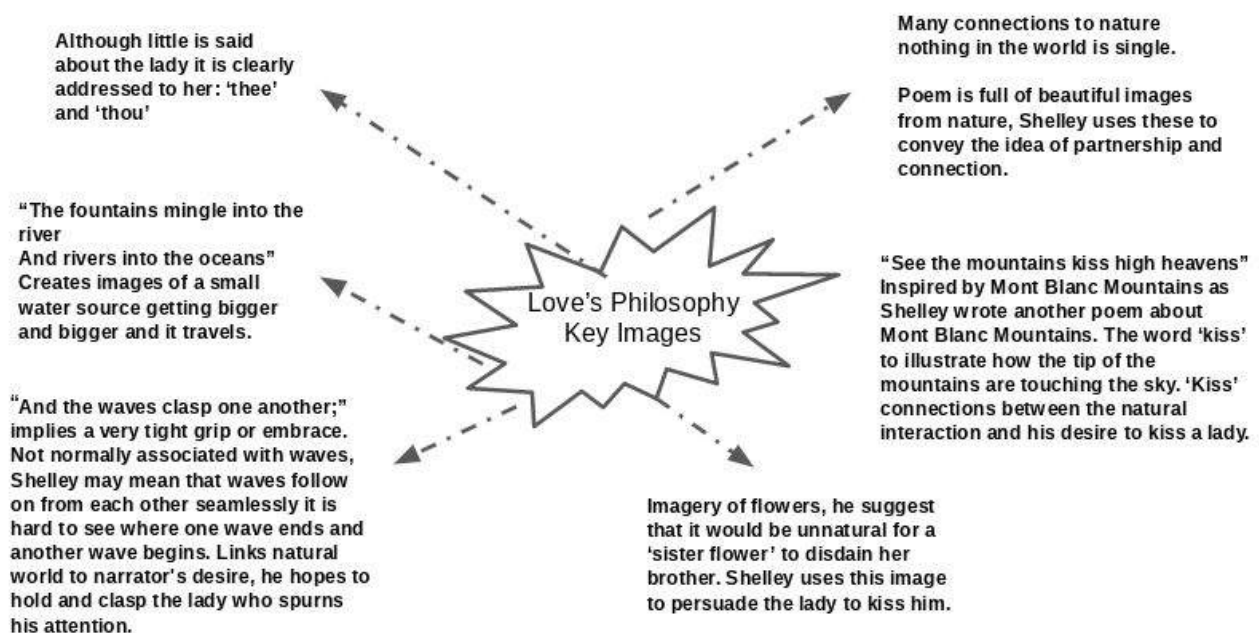
explore alternatives

add theme and context

write extended answers

## Matilda C

Meanwhile, Mr Breckenridge's year 10 students have been analysing Percy Shelley's 'Love's Philosophy' - see their excellent work below.



## Amelie P



## **How does Shelley present love in Love's philosophy? - Rebecca P**

Shelley explores the idea of love and connection through nature imagery in numerous ways. 'The sunlight clasps the earth and the moonbeams kiss the sea' gives us the impression that nature is always unified. The 'earth' implies images of the whole world and the moonbeams are so close to the sea that their lips are touching. The verb 'kiss' could have been chosen voluntarily to make a connection between this natural interaction and the speaker's own devotion to kiss the lady. The noun 'sea' was also mentioned in a previous line and links to the waves and the ocean 'and the waves clasp one another'. The verb 'clasp' highlights a very tight bond, grip or embrace which doesn't usually occur in waves. The author might be suggesting that the waves follow on from each other seamlessly as they do sometimes curl over each other to form shapes like clasping hands.

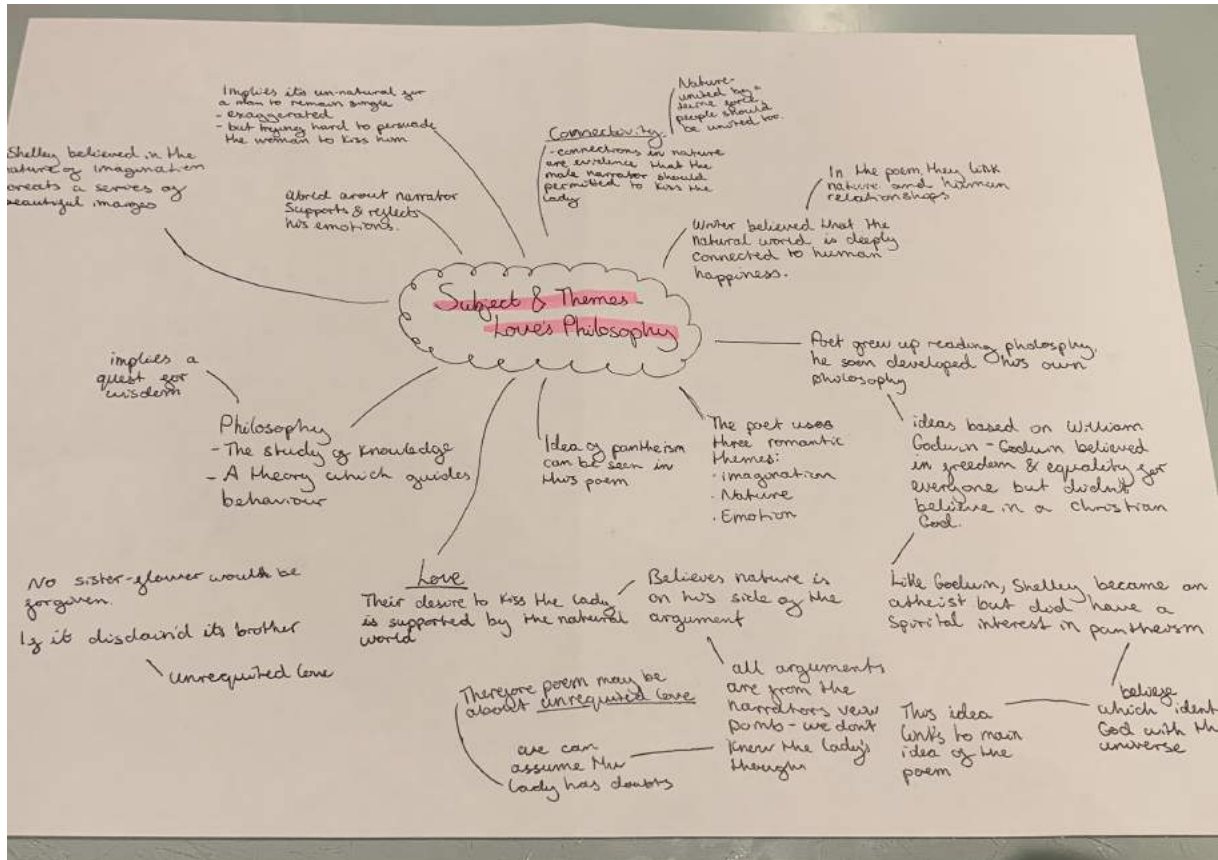
## **How does Shelley present love in Love's Philosophy? - Ruby W**

Love is presented throughout the poem as a key theme. Shelly writes about how the speaker feels towards somebody and presents his love for the person by using imagery of nature to show love. Shelly writes about the idea that all nature joins together and everything comes in a pair. The nature imagery 'no sister-flower would be forgiven. If it distain'd its brother;' emphasises the use of nature to present love. The verb 'forgiven' could be seen as a persuasive technique to try and get the person the speaker is in love with to kiss him. Repetition of the verb 'kiss' highlights that the speaker wants the person to kiss him. Also suggests that the speaker is having to try and persuade the person to kiss him showing that the love he has for the person could be unrequited love. At the end of each stanza Shelly ends it with a question, this tells the reader that the speaker is confused about how the person feels towards him and if they share the same feelings for each other. 'What are all these kisses worth.' again highlights the theme of love and shows that the speaker is in love with the person. The writer uses metaphors of nature 'kissing' to show how he feels and these images he creates are presented to the reader as beautiful. But by the end he is saying that all of this is not worth seeing if he cannot be kissed by the person he loves.





# English



## Matilda G

Miss Trickey's class have been working on The Tempest. Here's a great piece of work with an example of the kind of feedback our teachers have been providing.

1. Shakespeare uses effective metaphors to introduce the strength of Prospero's magic to the audience. This is shown in the quote, 'But that the sea... Dashes the fire out.' The phrase, 'Dashes the fire out' is interesting because the 'fire' is a metaphor for the lightning that is occurring due to Prospero's storm, and the strength of the sea - and therefore Prospero's magic - is so large that it is able to 'dash' out the lightning. The word 'dash' creates connotations in the audience's mind with aggressiveness - showing that Prospero's anger has played a big part in the power and rage of this storm. The fact that the tempest 'dashed' the fire out in an aggressive way tells us that Prospero's magic is so powerful that not only does he have the power to control nature - he can also manipulate the way it 'feels' and how it will act differently to certain people i.e the men on the ship. Prospero has created this tempest because he is angry at the people on the ship for abandoning him and his daughter on an island for 12 years and wants revenge. Therefore, the fact that the lethal power of the sea is enough to extinguish lightning shows how deep Prospero's anger is, and how the sea is just a reflection of the built up storm of anger and hate inside of him. This is effective because it immediately shows the audience the sheer power of Prospero's magic, and tells them that all his years on the island have made him a very angry and unforgiving person. As Shakespeare has established the danger of Prospero and his feelings towards some of the other characters quite early in the play, this foreshadows a future conflict between Prospero and the men on the ship. This leaves the audience hooked and anxious to see what Prospero does next and how the men on the ship may overcome Prospero's magic and therefore hate towards them.

Clear opening point.



Virginia Trickey  
15:45 Yesterday

Resolve

Consider: can you take this further - what type of word is 'dash'? What does it mean to 'dash' something? Does it create an aggressive mood, calm mood? What does this suggest further about the power of the storm?



Virginia Trickey  
15:44 Yesterday

Resolve

Excellent - Excellent - developed analysis



Virginia Trickey  
15:46 Yesterday

Resolve

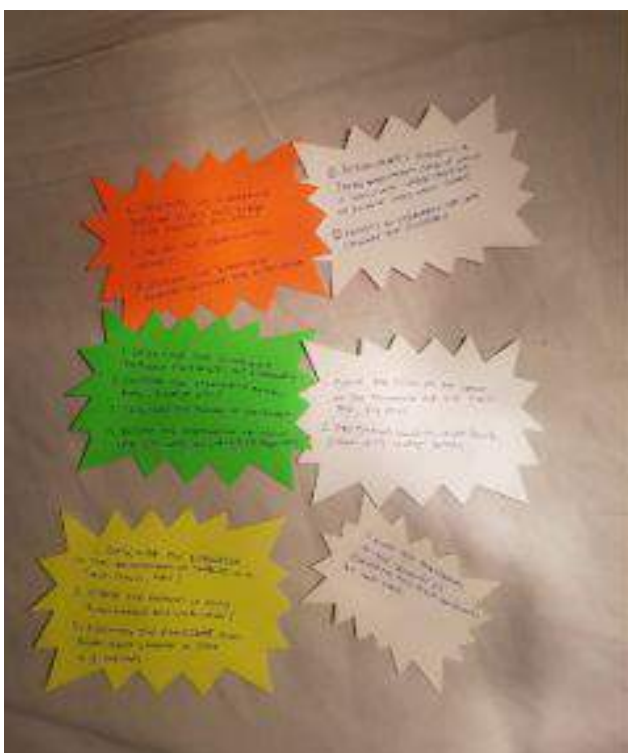
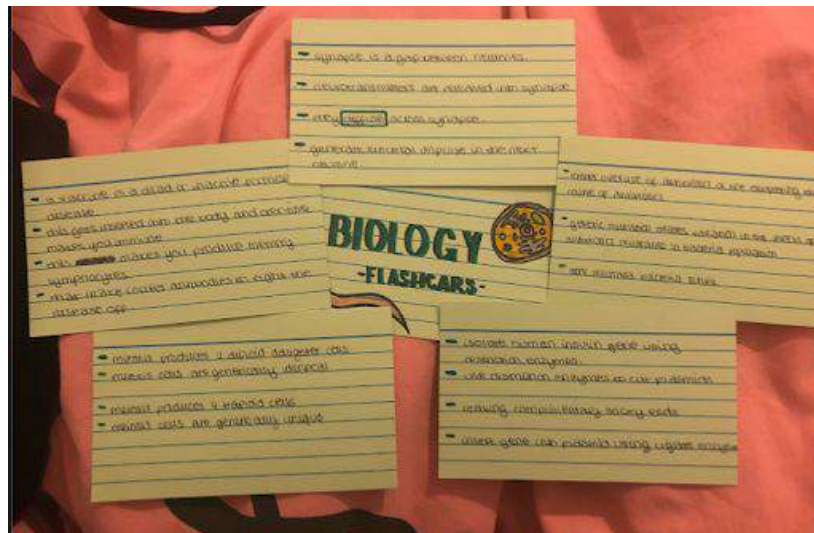
## Ashleigh D





# Science

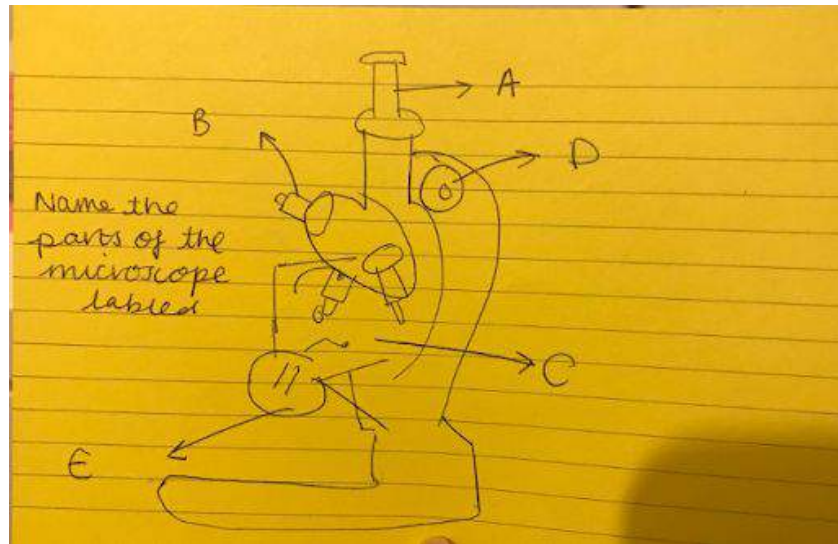
Mr Haque's year 10 and 11 classes have been busy producing flash cards in order to test themselves on the curriculum and aid their revision. Here are some great examples.



GREEN- BIOLOGY  
ORANGE- PHYSICS  
YELLOW- CHEMISTRY



# Science



- A → eyepiece
- B → objective lense
- C → stage
- D → coarse focus
- E → mirror

• why are viruses not considered living organisms? (2 marks)

• state the order of the Phylum (3 marks)

Kingdom: Animalia  
Phylum: Chordata  
Class: Mammalia  
Order: Carnivora  
Family: Felidae  
Genus: Felis  
Species: Felis catus

• describe Tony's structure (2 marks)

• what are the three types of tissue? (3 marks)

- epithelial tissue
- connective tissue
- muscle tissue

• what are the three types of tissue? (3 marks)

- epithelial tissue
- connective tissue
- muscle tissue

• what are the three types of tissue? (3 marks)

- epithelial tissue
- connective tissue
- muscle tissue





# History

Ryan A in year 7 completed some excellent work on William the Conqueror including a brilliant Point, Evidence, Explanation answer!

## William's Problems and Solutions

### Problem

William had no intention of learning to speak English. Instead he would only deal with people who spoke **French** or else they would be 'removed' from their job.

### Solution

William marched his army to Dover Castle and gave the Saxons a choice. He **offered to let them join his army** and in return he would not kill them. The Saxons agreed and cheered their new King.

### **What would you do differently?**

If I was William, I'd hire a translator who knows french and english and make english a second language. People wouldn't of have to talk french but had to use french vocabulary. I also wouldn't of killed them.



## P.E.E

P: Based on the evidence I have looked at I believe that William wasn't a good problem solver.

E: For example, he would kill people if they didn't join his army. It was basically grabbing someone from their own team and killing them. This would cause a lower population for the Anglo-Saxons. William would fire people from their jobs if they didn't speak French.

E: This shows us that William was selfish and wanted things his way. His only solution to fixing problems were to kill and fire people. He was also arrogant because he wanted to rule England when he had no knowledge of speaking English; he just wanted everything for himself.







In PSHE we have been asking students to think about their mental health in relation to the Coronavirus outbreak and consider steps they can take to ensure they are prepared. Here are some well-researched pieces of work on managing mental health.

## Coronavirus and Mental Health

1. In self isolation/quarantine it may be hard to connect with people if meeting up is not possible but 2 ways you can is by planning when to video chat and call people but you could also plan to watch films or read books and discuss them on your calls.
2. Exercising and keeping healthy could become quite hard but you don't need expensive equipment to stay on top of things. Two ways of doing this could be cleaning your home or dancing to music.
3. Being at home all day can become boring three ways you can spend your time is by having a clear out of your house/room and any possessions you do not want. In addition to this, you could write emails or letters for people you mean to catch up with or do any admin tasks you haven't got round to.
4. It is also easy to become lazy and stop challenging your mind when spending a long time at home two ways you can stretch yourself would be downloading audio books or ebooks for your local library or using other apps to learn new things such as languages.
5. If the thought of coronavirus or the news makes you anxious breathing exercises or things such as puzzles and games can be a good way to take your mind off things.

**Matilda W**



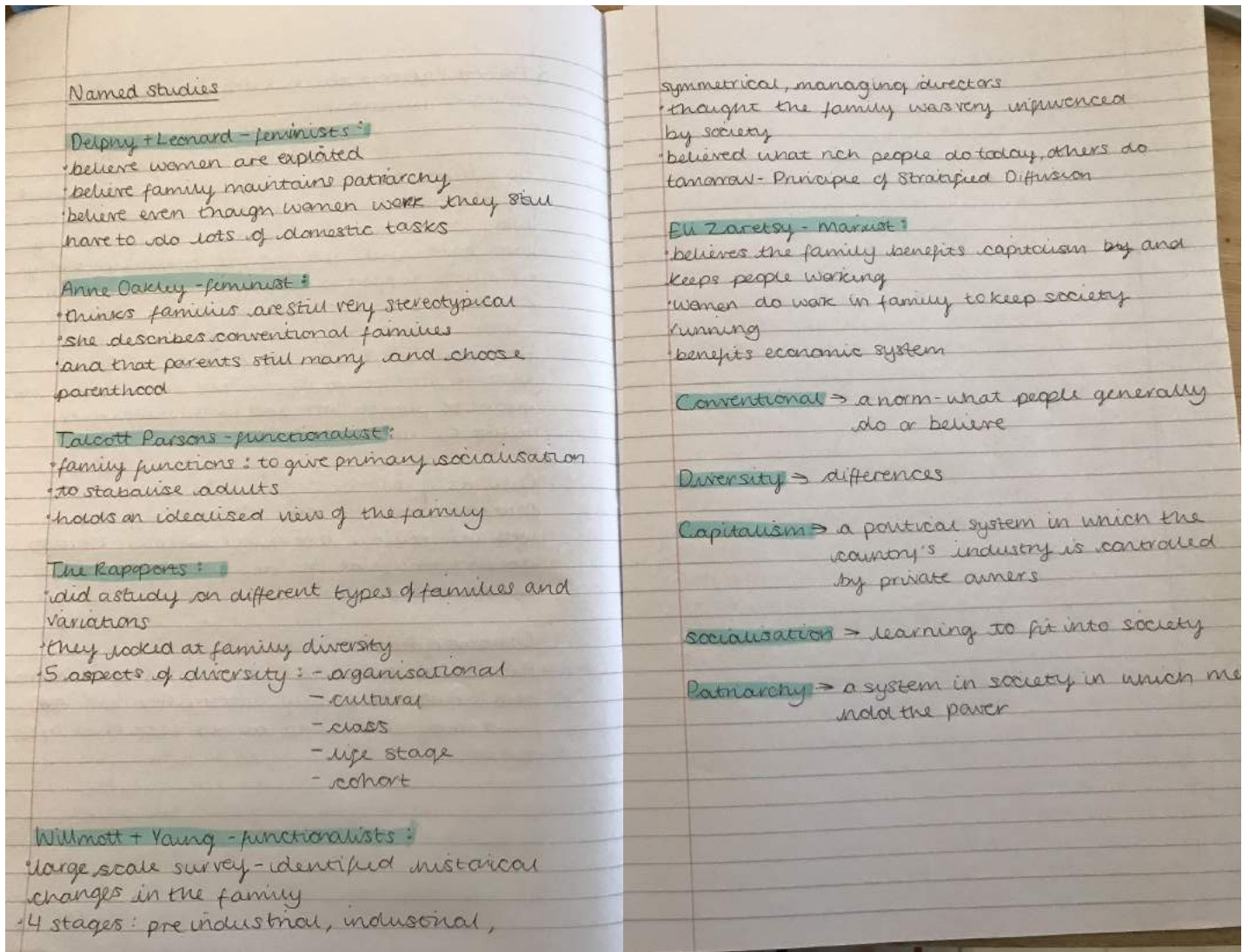
1. Connecting with people can seem more difficult when in quarantine or self-isolation. However, connecting with people digitally is very easy to do now and can help you get some well-needed social interaction. Another way to do this is to join a support group, such as Elefriends, run by Mind. This can be a great comfort, especially to those self-isolating, who want to hear from others in a similar situation.
2. Keeping active may also be difficult when you are constricted to your home. Gyms and other communal places like that are a bad idea in these times, and, without that, some people may find it difficult to find ways of exercising. However, simple things such as running up and down the stairs or dancing to some music, though you may not think it, can be very good for you and make you feel a lot better in self-isolation. Also, online workouts are always available in many different forms and levels of difficulty. These make exercise in self-isolation a much easier thing to keep up with.
3. There are many things to do to pass the time while staying safe in your house. Connecting with people, as I have already said, can keep stress levels down, be a comfort to you and whoever you must isolate with, and give you a sense of the outside world in your constricting home. Another way to spend your time is to work or study. While not as fun, it can give you a sense of normality in these strange times. Work and education is necessary for most people and should not be forfeited because of COVID-19. Another way to spend your time is to get creative in your own home. With no time constrictions, learning a new skill or getting on with some art could be a comfort and a fun activity.
4. To keep your mind stimulated, you could study, learn something new, set yourself challenges, or simply read or watch films. Keeping your brain active is important, so even training a pet or teaching someone something you know could be vital in self-isolation.
5. If you are experiencing flashbacks or panic attacks because of COVID-19, being in your own home may actually be helpful to you. Picking a designated space in your home and going there when you feel anxious or stressed out could be very helpful and a great comfort to you. The British Association of Counselling and Psychotherapy also offers more information for people feeling anxious.





# Sociology

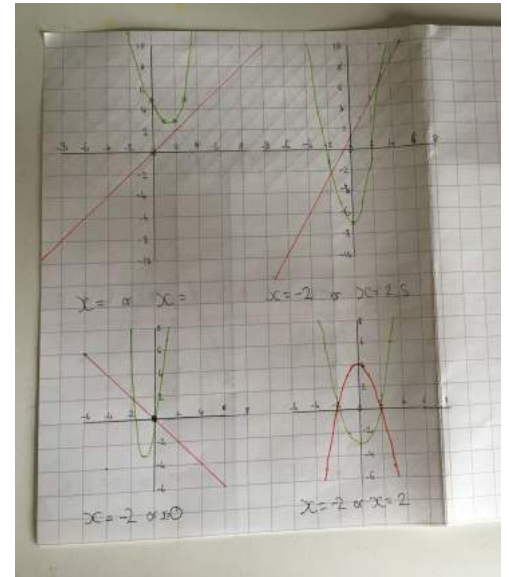
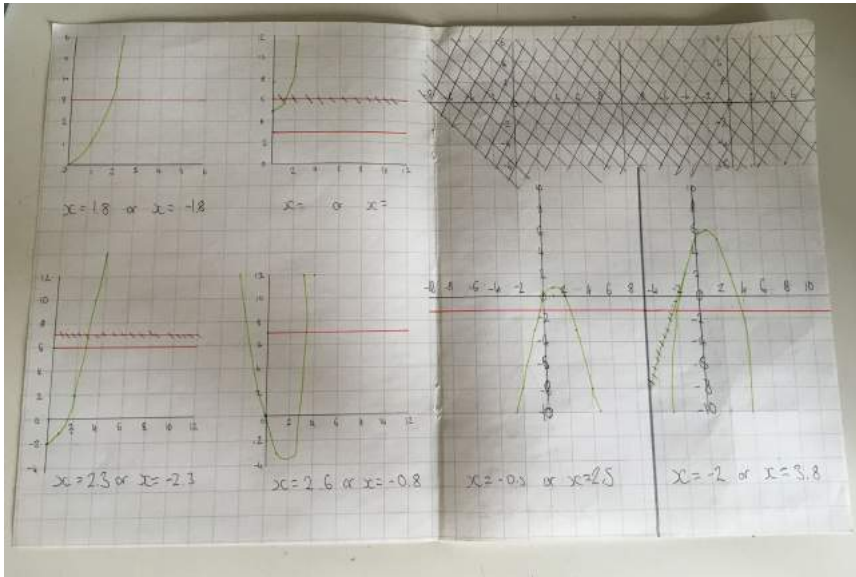
Here's a peak at a lovely year 10 sociology book from Mrs Crowcroft's class.





# Maths

Mr Bennison's classes have been working hard on a variety of topics including quadratic equations and ratio. Take a look at some of their work here!



24 pages  
14/1

## RATIO

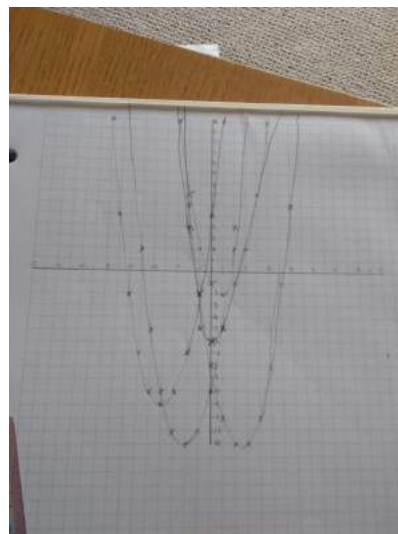
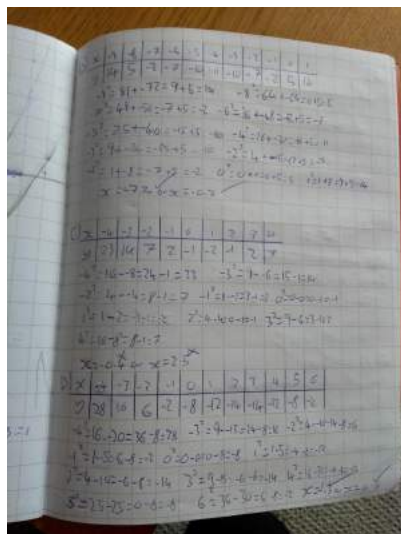
Handwritten work on ratios and proportions. The left page shows a list of ratios and proportions. The right page shows a list of ratios and proportions.

Left page ratios and proportions:

- 1. blue - green - yellow : 3 : 2 : 1
- 2. 20% of the beads are green
- 3. chocolate - strawberry - lemon : 6 : 2 : 3
- 4. the smallest number of cupcakes is 5 : 7 : 3 = 11
- 5. the ratio of birds to lizards to elephants is 7 : 4 : 2
- 6. white to black to grey = 9 : 6 : 4
- 7. circles - triangles - rectangles : 4 : 6 : 15
- 8. special - german : 11 : 16
- 9. 8 : 23 / 24 : 69

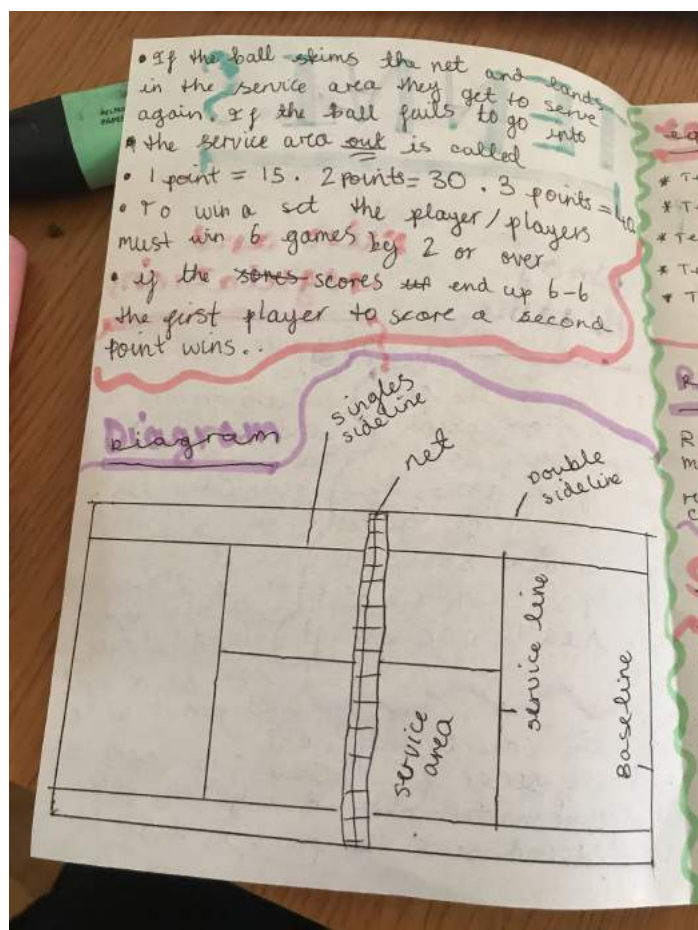
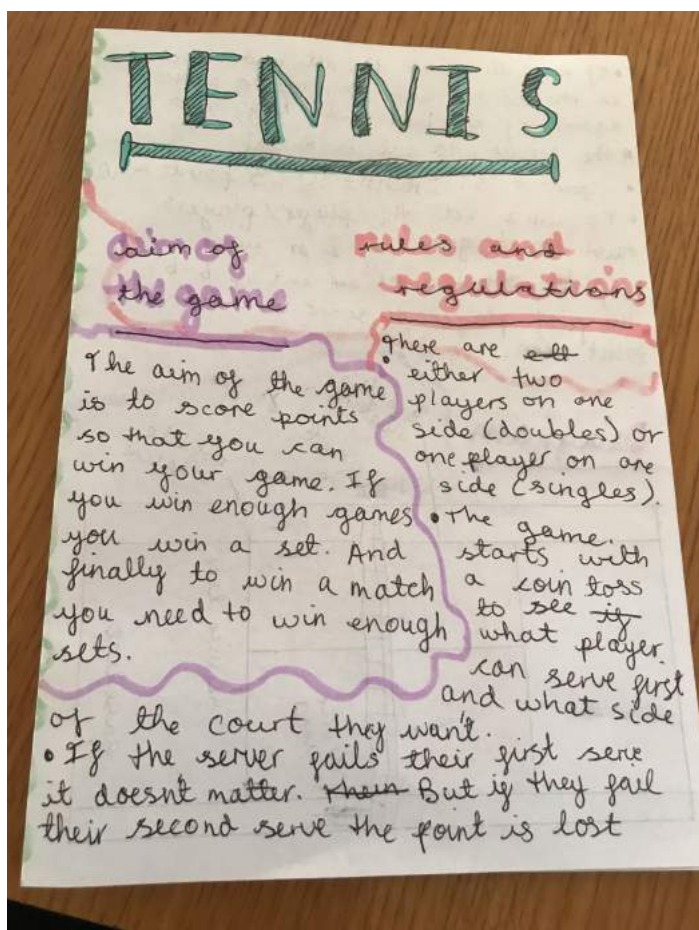
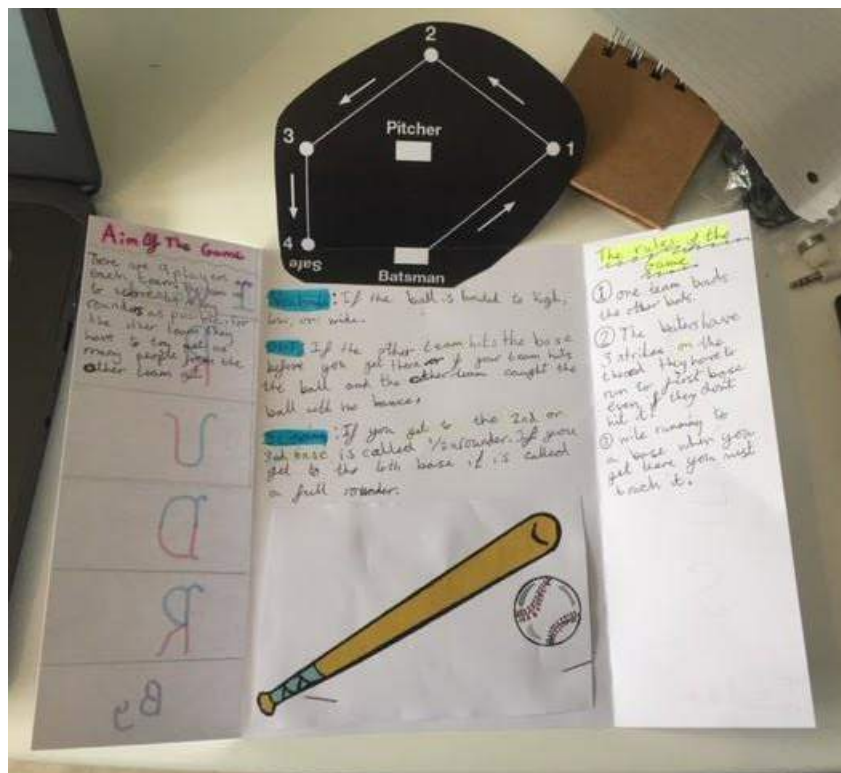
Right page ratios and proportions:

- 1. 45 women : 10 men : 30 boys : 45 girls
- 2. the difference is 50 - 150 = 100
- 3. 149





Here's something slightly different to our usual PE lessons!

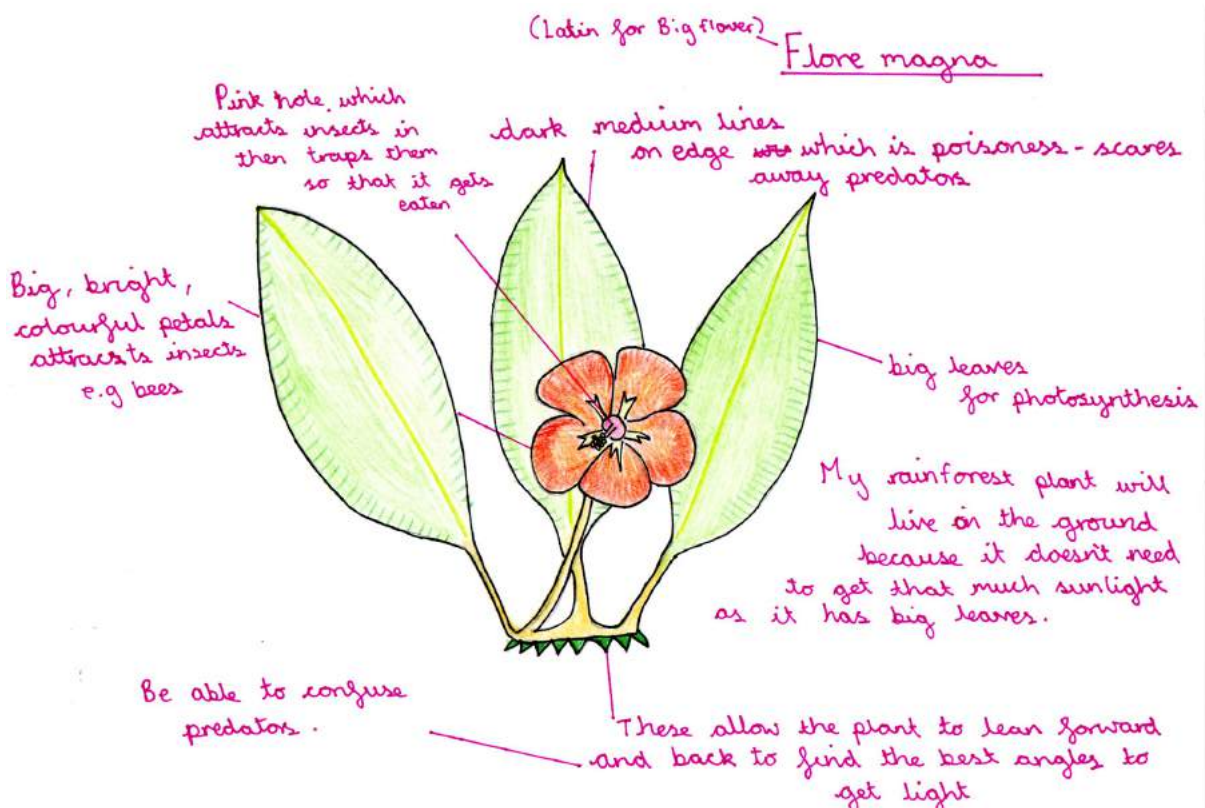
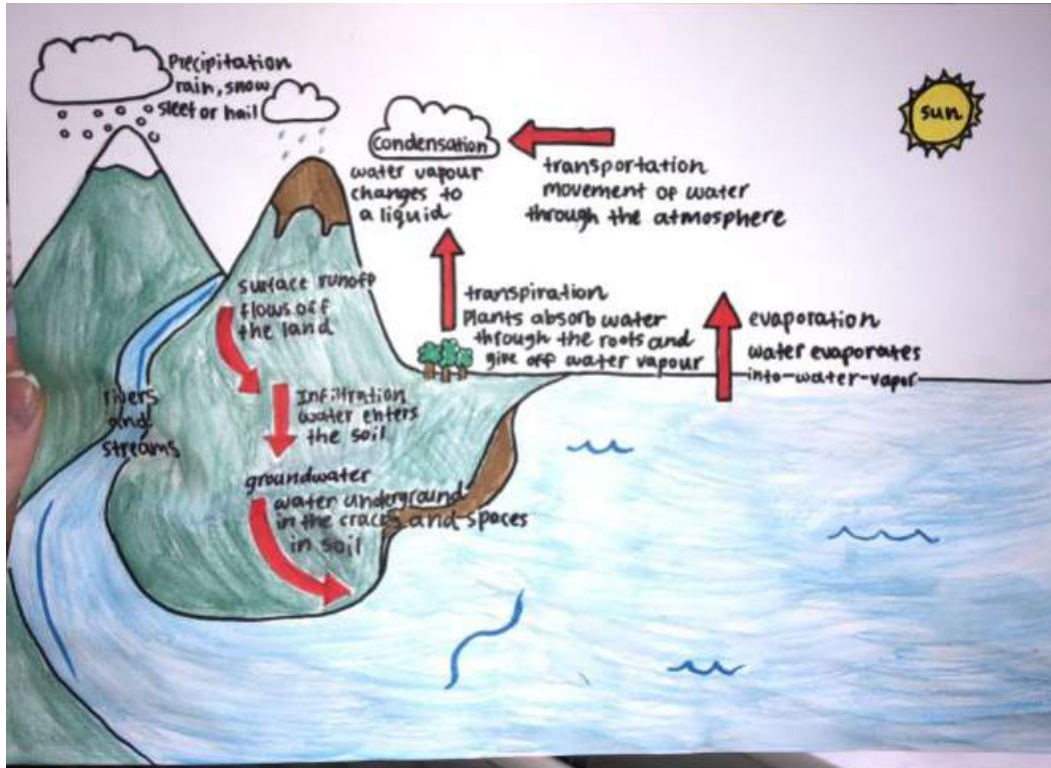




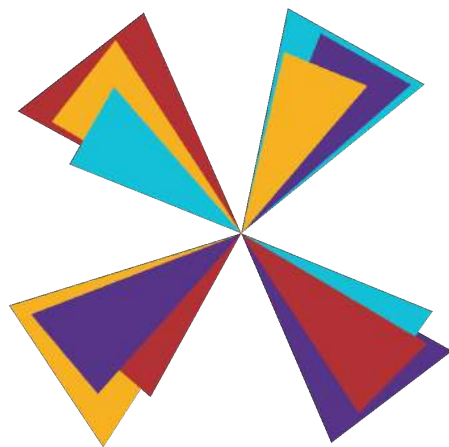


# Geography

And finally, Miss Harrington's students have been creating some amazing work this week. The first piece of work, by Eva B, demonstrates the Hydrological Cycle, and the second by Karina S is an excellent example of students designing their own rainforest plants.



Don't forget to share work, photos and  
tips with us on Twitter [@blatchmill](https://twitter.com/blatchmill)



#TeamBlatch