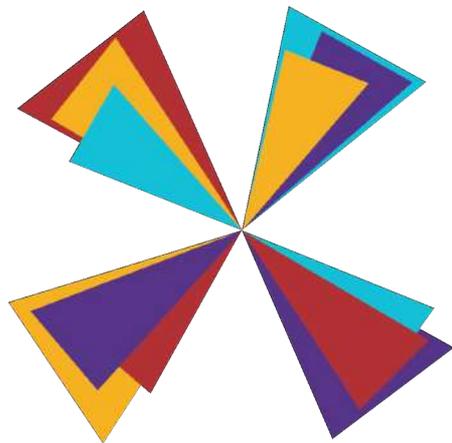


TEAM BLATCH



Online Learning Bulletin

5th March 2021



Online Learning Bulletin

Dear Team Blatch,

Welcome to our last bulletin of lockdown!

We have been so impressed by our students and their amazing work ethic throughout this lockdown and this final bulletin shows how well they have kept going to the end.

We can't wait to have all of our students back in school with us next week and to see them learning in their classrooms.

We hope you enjoy reading what we hope will be our last ever bulletin of online learning. Thank you to every member of our school community who has worked so hard to support our students through this lockdown.



Design

We were so proud to hear that one of our Year 8 students, Eva B, has won this week's Design Museum competition! The competition, open to all schools nationwide, asks students to design products that could be sold in the Design Museum gift shop. Congratulations on this amazing achievement, Eva!

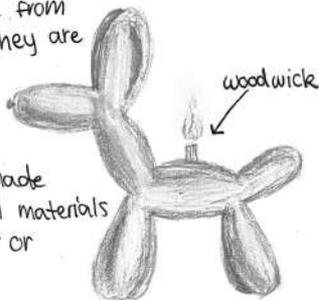
Take a look at Eva's winning entry below:

eco-friendly sculpture candles

candles are made from Paraffin.
Paraffin is made from fossil fuels but they are also bad for your health.

These eco friendly candles will be made from non-harmful materials such as beeswax or soy wax

Woodwick candles create a better living space as they don't introduce additional smoke to your home.



target user: 20-30

eco friendly candles are a great way to decorate your home whilst being mindful of the impact small things can have on the environment. These candles will come in many different famous art pieces, the balloon dog is one of many examples.



Off Screen Day

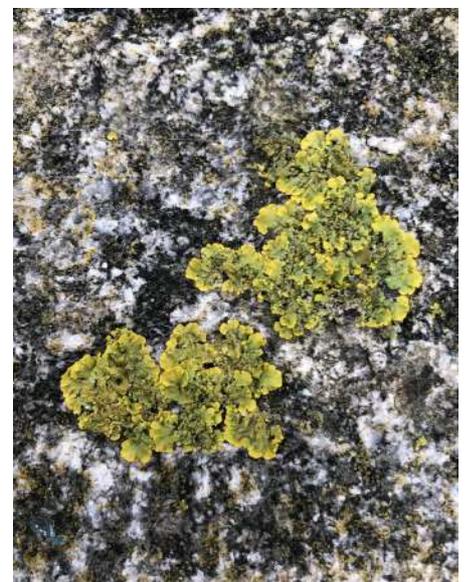
This week our students once again took part in some off screen activities. We were delighted to see their photos, including a few from wildlife walks - it looks like Spring is on its way!



Sarah A



Harry G



Ren D



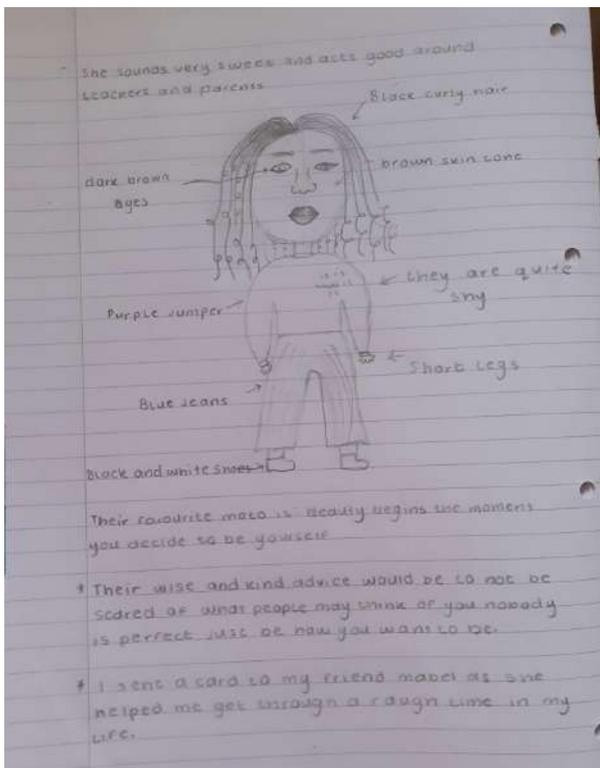
Off Screen Day



Oscar C



Liyla N



Emily N



Sam D



Maths

In Maths, Mr Colwill was really impressed by the following work on solving equations with algebraic fractions.

Ex. 10.1 to solve equations involving algebraic fractions

a. $\frac{x+3}{2} + \frac{x+1}{4} = 10 \rightarrow \frac{2x+6}{4} + \frac{x+1}{4} = 10$
 $\frac{3x+7}{4} = 10$
 $3x+7 = 40$
 $3x = 33 \quad x = 11$

b. $\frac{x+3}{10} + \frac{x-2}{5} = 2 \rightarrow \frac{x+3}{10} + \frac{2x-4}{10} = 2$
 $\frac{3x-1}{10} = 2$
 $3x-1 = 20$
 $3x = 21 \quad x = 7$

c. $\frac{2x-1}{9} + \frac{x+2}{3} = 0 \rightarrow \frac{2x-1}{9} + \frac{3x+6}{9} = 0$
 $\frac{5x+5}{9} = 0$
 $5x+5 = 0$
 $x = -1$

Kitty A

Questions

1. $\frac{x}{2} + \frac{2x}{3} = 7$
 $\frac{3x}{6} + \frac{4x}{6} = \frac{7x}{6} = 7$
 $7x = 42$
 $x = 6$

2. $\frac{x}{2} + \frac{2}{5} = \frac{8}{5}$
 $\frac{x}{2} + \frac{2}{5} - \frac{8}{5} = 0$
 $\frac{5x}{10} + \frac{4}{10} - \frac{34}{10} = 0$
 $\frac{5x+4-34}{10} = 0$
 $5x+4 = 34$
 $5x = 30$
 $x = 6$

3. $\frac{(2x-1)}{3} + \frac{(3x+1)}{4} = 7$
 $\frac{4(2x-1)}{12} + \frac{3(3x+1)}{12} = 7$
 $\frac{8x-4}{12} + \frac{9x+3}{12} = 7$
 $\frac{17x-1}{12} = 7$
 $17x-1 = 84$
 $17x = 85$
 $x = 5$

Lily D D

Also in Maths, Ms Hodgson was impressed by this Year 9 student's extension work. Ms Hodgson said: 'This solution by Isobel B makes it look easy - the sign of a clear solution! Very well done, Isobel'.

Mathland Election

Age 11 to 14

On Mathland TV a political commentator summed up an election result as follows.

"A Labour majority of 1729 last time has been turned into a Conservative majority of 1654 in this election and the conservative candidate has obtained 38% of the poll. Labour has taken second place. The Liberal Democrat has obtained only 14% of the poll and has been beaten into fourth place by the SNP candidate who has 50 more votes than the Liberal Democrat.

Given that there were just four candidates and that the figures quoted were exact find the number of votes polled for each candidate.

Extension

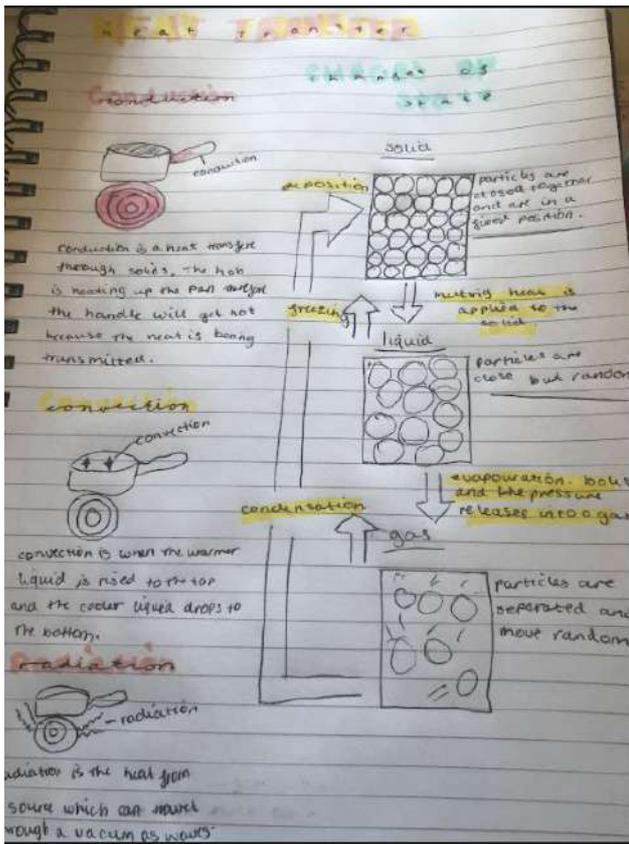
100% {
 Conservative = 38% = 15,238 votes
 Labour = 38% - 1654 = 13,584 votes
 Liberal Democrat = 14% = 5614 votes
 SNP = 14% + 50 = 5664 votes.

$38\% + 38\% - 1654 + 14\% + 50 + 14\% = 100\%$
 $104\% - 1604 = 100\%$, so 1% = 401



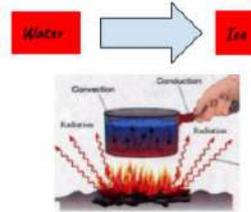
Science

In Year 8 Science, students have been studying heat transfer and were asked to make posters summarising conduction, convection and radiation. Here are some great examples!



Nyomi - 8D

This is an energy transfer diagram the red boxes are the energy stores and the arrows show us heat energy being transferred.



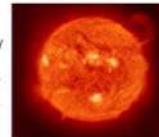
What happens when substances change state?
 Almost all substances can be solids liquids or gases, this means that must have to change to become a new state. When a substance is changing state it will not get any warmer or colder (this can be seen when the line levels off on a heating or cooling graph), but once the substance has changed state it can be heated or cooled.



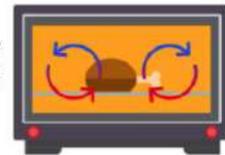
Conduction
 Conduction is when heat is transferred from one source to another via contact, some substances like metals are better at conductors than others.



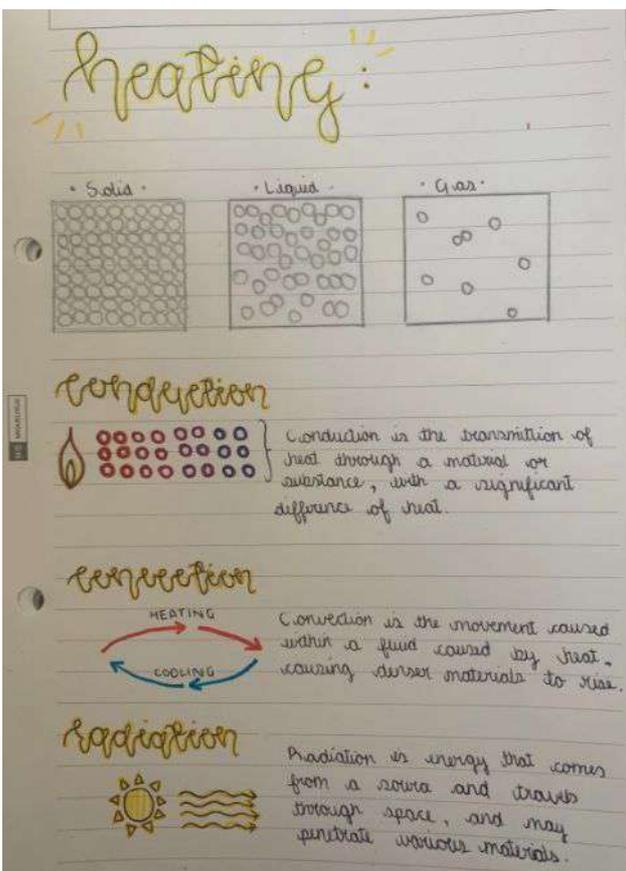
Radiation
 With radiation heat is transferred via infrared radiation. The difference between other forms of heat transfer and radiation is the that fact it doesn't need particles. This is how we get heat from the sun.



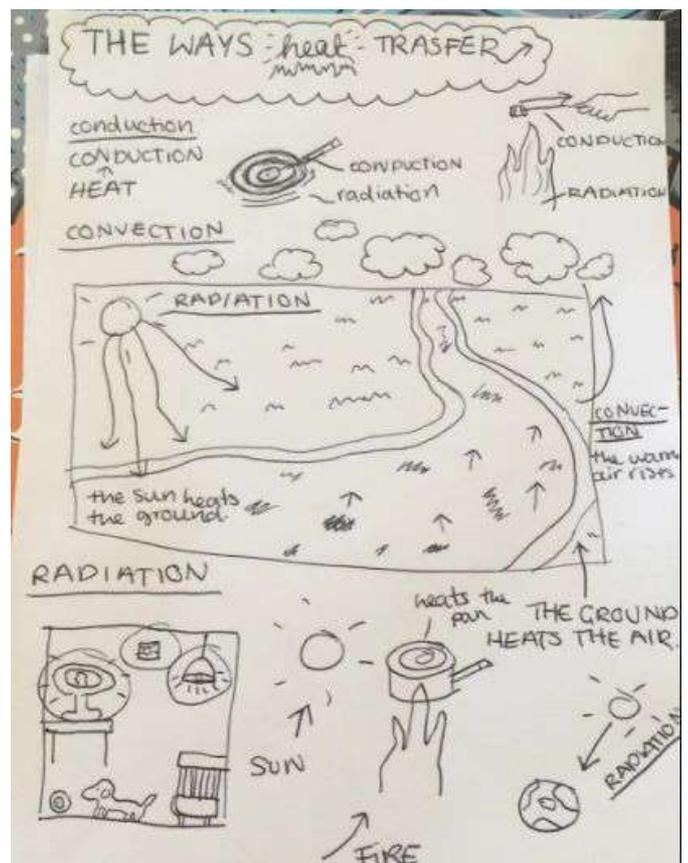
Convection
 Convection happens in liquids and gases, when particles is heated up and expands. This makes the particles rise. The action of the particles rising cools it down and they become more dense making them sink and the process starts all over again, this is called a convection current.



Jens - 8H



Gabrielle - 8D



May - 8D



Hope Stoner
Class BDD
1/3/2021

Science

1. Conduction.

Conduction, also known as thermal conduction is a transfer of solid heat energy through particles and physical touch. Good examples of conduction are touching the side of a pan and burning or holding an ice cube and it melting in your hand.

1. Convection: Liquid transfer.
2. Conduction: Solid transfer.
3. Radiation: Gas transfer.

2. Convection.

Convection is the transfer of heat energy through liquids. Convection is due to bulk movement which cannot take place in most solids!

3. Radiation.

Radiation is heat transfer through gas particles, when something like a radiator is heated by convection and then conduction it also produces radiation. The hot particles buzz off and hit cold gas air particles making them hot and heating the air in a room, making us hot/warmer!

Hope - 8D

Also in Year 8 Science, students have been learning all about the respiratory system. Here are some great pieces of work.

The CO_2 is diffusing from the capillary into the Alveoli ~~then~~ and out the lungs to leave the body.

The O_2 has been taken into the body, through the lungs and alveoli into the bloodstream.

Respiration insures that there is a low concentration of CO_2

Key note
Path of air as you breath in:

1. nose/mouth
2. pharynx
3. larynx
4. Trachea (wind pipe)
5. Bronchi
6. Bronchiole
7. Alveoli.

Same in reverse when breathing out

Key note Diffusion and gas exchange

Diffusion is the movement of particles from an area of high concentration to an area of low concentration

$\text{O}_2 + \text{Glucose} \rightarrow \text{Carbon dioxide} + \text{Water} + \text{Energy}$
Breath in eat breath out

- 1) blood is low in O_2 and high in CO_2
- 2) blood is low in CO_2 and high in O_2
- 3) air moves in and out of the alveoli
- 4) oxygen diffuses into blood
- 5) Carbon dioxide diffuses into Alveoli.

Josh - 8A



Climate Emergency Q&A

Danny, Isobel and Alfie (Year 11) recently attended a climate emergency Q&A with Caroline Lucas, Lloyd Russell-Moyle, Peter Kyle, and Samer Bageen. Ms Hamilton said: 'The event was a fantastic success and all three students were an absolute credit to the school'. Here is a write-up of the event, provided by Isobel.

Climate Emergency Q & A

Students were told to 'speak out and know your power' by Brighton Pavilion MP Caroline Lucas during an online conference to discuss the environment.

Over thirty pupils from secondary schools across the city were invited to join a Zoom call to discuss green issues with the city MPs and a councillor.

The conference on February 12 2021 aimed to discuss and discover young people's thoughts and attitudes towards climate change, the environment and how it may affect their future.

Peter Kyle MP for Hove and Portslade, Lloyd Russell-Moyle MP for Brighton, Kemptown and Brighton & Hove City Conservative Councillor Sameer Bageen were on the panel with Caroline Lucas MP which was organised by Community activist volunteers in partnership with Brighton & Hove Environmental Education and the city's Personal Health Social Education network.

Green Party MP Caroline Lucas told the group that young people have 'moral authority' and that it could be used to influence older generations. She told pupils to 'get involved' in green campaigns in schools and the community. She also recommended students lobby the government and pressure schools to change their behaviour.

Labour MP Peter Kyle said the government need to regulate and support innovation for environmental policies. He said the subject of climate change should be integrated fully into the curriculum. He also suggested the introduction of a Natural History GCSE.

Conservative Councillor Sameer Bageen said he believed there should be more responsibility placed on businesses to reduce carbon emissions.

Labour MP Lloyd Russell-Moyle said that the local community should take advantage of the environment we live in by consuming more local goods and produce.

The MPs also used the time to ask students their opinions. Caroline Lucas asked if the young people believed that the voting age should drop to 16 with the majority voting in favour. Sameer Bageen asked if young people would be interested in having less children, less meat or less foreign travel. The majority voted for less meat.

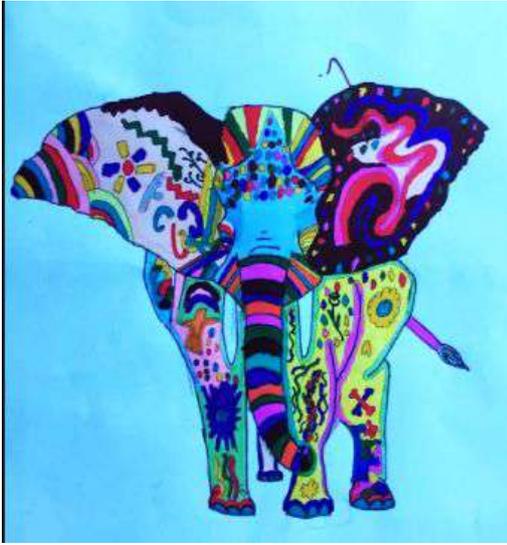
Peter Kyle asked what he should be focussing on as a representative in Parliament and the students chose laws to regulate environmental issues.

Lloyd Russell-Moyle asked what inspired the students to be more green and many said they were influenced by experience and their peers.



Art

In Art, Ms Baker's students have produced some excellent work. Take a look at their animal themed art below!



Jonah A



Daisy A



Eleanor M S



Eva Z-D



Fatima A



Alfie F



Zhen Zhong F



Art

In Year 9 Art, Miss Messent's students have been producing work in the style of Georgia O'Keeffe



Ry O



Freya J



Oscar H



Ava B-W



Ella W



Madeleine M



Jada S



English

In English, Year 9 have been writing adaptations of the Romeo and Juliet story this week. Here are a couple of excellent examples.

... She loved the rain. Why? Rain is an ambient noise, and that's what she was... just a background noise that no one really listened to. And she loved to read. It allowed her to feel someone else's emotions when she could no longer identify her own.

The thing that killed her the most was that just the sound of his voice, could make her forget every abysmal or vociferous thing he had ever said to her and gave her this overwhelming, crushing sense of serendipity.

She was easily conflicted because all that anybody had ever tried to do was tell her how to live her life. Nobody had the same answers; she couldn't understand when somebody was using her for their own benefit.

They were soulmates but they were both scared of the love that they had for each other.

He saw himself and realized he had become the very image he hated. Everything he never wanted to become. And then he became nothing at all. And that boy with a heart once so big, started breaking other hearts in hopes of healing his own. She could see the man he was becoming and she knew that she may have been the light to his darkness after all, but his darkness would always overtake the light she had to offer.

He saw her in the rain on the park bench, head hung in confusion. Handing him the dagger as tears rolled down her face, he dug into her heart knowing that the only happiness she could find was in any other world without him. Blood stained his beautiful skin, but in her eyes he only saw the person he broke down with him. He always told her 'see you on the other side', but he never thought she would get there before him. Only then he had realized he had forgotten the warmth of her hand and the paleness of her skin; that he missed her more than he could remember her.

It's shameful how at the end of the day the only thing that helped her, hurt her. Feeling tainted by the love there once was, getting trapped in her own mind. Hurt was all she felt to put it lightly. This tragic ending may not have been so tragic because in those few moments of life before death she realized even though it was her own story, she was the villain after all.

Beauty is in the eyes of the beholder, but sadly, the eye of the beholder is tainted by the hallucinations of reality itself.

Me? I'm just the narrator, living the life of the main character who doesn't even know I exist. I like to believe that I tried finding love but sometimes I wonder, maybe some people were designed to be alone.



Jeromeo prowled around the forbidden territory of Lord Catulet. Stealthy as a tiger about to pounce on prey he crept up on the luxurious garden of the Catulet house. He looked over his shoulder and saw her, the most gorgeous fluffy tabby he had ever seen. He wanted to go up to her but he knew something wasn't right. He held on for a second and then went, slowly making his way to the alluring tabby. He suddenly pulled away and retreated a few feet. He smelt of his territory! In an instant he vanished from the sacred palace of Lord and Lady Catulet. Later that same evening he came back. The Catulets were hosting a spectacular feast. After hours of torturous baths and rubbing on neutral smelling plants he was finally ready. He made his move. *"*clears throat**

"Meow" he began. "Hi" he said in a soothing voice.

"Hi" she said

"W- What's your name?" Jeromeo questioned

"Julie" she answered

"Well then Julie, it's nice to meet you." he spoke "I'm Jeromeo"

" Well then. Hi Jeromeo."

"You are,...", he paused " the most beautiful fluffy tabby I have ever seen in all the 80 cat years I have been alive!"

"Thanks" she softly responded

"I um,... I thought y- you were qu- quite fluffy as well!" she stuttered

"Th- thank you!" he reacted. He whispered under his breath "Jeez it is getting quite hot in here huh!"

"What was that?" the glamorous Julie said to the prestigious Jeromeo. They chatted for a while but unfortunately had to stop as the feast had ended. The nervous Jeromeo asked the eyeful Julie " H- hey, would you like to uhh, you know, m- meet up somewhere sometime?"

"Yes " she responded excitedly, " that would be great!"

So,... how's Monday for you?"

"Perfect, absolutely perfect!" she exclaimed.

So the wonderful Jeromeo scurried off into the distance, trying to get home in time before the well known Lord Tabbygue got mad.

The dreamy Julie asked herself "Jeromeo,... Jeromeo,... where have I heard that name before? Maybe in one of the shops in town? Or from a movie? I'm sure I've heard that name before!" she repeated "Jeromeo,... Jeromeo,... OH! I know it was from that family the... Tabby...gues." her voice dropped as her heart sank. " a Tabbygue!" "Why do you have to be a Tabbygue?!" she questioned "Why, why, why?!" she sobbed. "A Tabbygue! A Tabbygue."



English

Also in English, Ariane D wrote this excellent answer in response to the question: 'How does Priestley challenge existing hierarchies of class and gender in An Inspector Calls?'

Priestley explores the immorality of traditional class based systems in a very critical way, using the character of Eva Smith who is represented as the 'everywoman' figure. Priestley presents Eva as a mistreated young woman who is constantly being exploited by rich men, this is a very typical representation of Edwardian working class women and it highlights how despicable the class system was as it somewhat hides immorality.

However, Eva is also shown to be outspoken and headstrong when she tries to fight and strike for higher, fairer wages, this determination shows that she was challenging existing hierarchies. Towards the end of the play, Priestley explores Eva's representation as the 'everywoman' character in order to convey his key messages surrounding the importance of social responsibility. The surname 'Smith' is significant as Priestley uses it to communicate the idea that Eva represents the whole working class collectively.

Priestley also challenges existing hierarchies of gender using the character of Sheila and her relationship with Gerald. The state of this relationship is often represented using the prop of the engagement ring. At the beginning of the play Sheila's positive attitude towards the ring is significant 'is it the one you wanted me to have?' Sheila's dialogue accompanied by her excited tone reflects the typical attitude of Edwardian women, always looking for approval from men. However, as the play progresses, Sheila returns the ring to Gerald after hearing about his affair and deciding that his immoral actions deserve consequences. Towards the end of the play, Gerald offers the ring back to Sheila 'everything's alright now Sheila, what about this ring?' This exchange is significant as Sheila rejects his offer. The rejection of the ring shows the changing relationship between the character but also highlights that Sheila is beginning to challenge existing hierarchies.



English

Eloise S also completed some excellent work on 'An Inspector Calls', analysing the character of Sheila.

The play opens at Sheila's engagement party. Priestley presents Sheila Birling as a spoilt but content young woman who has been sheltered from much of the world by her parents aristocratic upbringing. This gives her a strong sense of naivety and a childlike innocence. In the initial stage directions, Priestley describes Sheila as 'very pleased with life and rather excited.' This hints at her privileged position in her society, as she appears to have nothing much to worry about.

Sheila displays a sense of defiance and reveals her opinionated nature from early on in the play. In Act 1, she challenges her father's dismissive, prejudicial tone when explaining why he sacked Eva Smith to the Inspector. She asserts in reference to the working class, 'they're not just cheap labour, they're people.' This redefining of 'labour' as 'people' by Sheila, hints at the rising generational difference between Sheila and her parents. Allegorically, it represents a new age that the Inspector is advocating for, where the Birling's unjust outlook is challenged and replaced with a more sensitive world view.

In Act 2, we really start to see a shift in Sheila's attitude's. Mr Birling suggests that hearing about the events of Eva Smith's death is far too upsetting for a young woman like Sheila to hear, but she staunchly defies this. This links to the play's purpose as a whole, to show people that patriarchal, capitalist views of society must be overridden. Sheila is challenging the patriarchal systems of her aristocratic family. Priestley illustrates that Sheila is the first character to recognise the power and purpose of Inspector Goole beyond just investigating Eva Smith's death. She implores her family to 'not try and build up a kind of wall between us and that girl. If you do, the Inspector will just break it down.' She realises he is there to break down the 'wall' between the classes and expose their prejudices. Priestley uses the 'wall' as a metaphor for the strict divisions between classes, the sheer amount of despicable inequality in society and the lack of social mobility. This further shows that she accepts her role in Eva's death but is willing to change and have empathy for working class people, showing a sense of maturity.

Priestley presents Sheila's changing character through the lens of the interesting power dynamic of her and Gerald's relationship. She mocks Gerald, berating him and using irony. She says you must have been her 'wonderful fairy prince,' when she learns of his affair with Eva Smith. Her strong desire to hear every detail of Gerald's affair, against her father's wishes, is an important moment in the play. She is not only undermining and challenging his patriarchal authority, but also shows she has developed and matured and no longer wishes to be the sheltered childlike character she was at the beginning. She is exposing Gerald's hypocrisy and showing a moral compass of her own. This is sense of changing power within their relationship is further illustrated through the symbolic gesture of Sheila giving back her engagement ring. Priestley presents her as a mature adult with agency and autonomy, a sizeable shift from the beginning of the play.

She is also highlighted as an honest and perceptive character in Act 2. She exposes Eric's drinking problem, something which his own parents seem to have overlooked.



English

In Mr Swannick's Year 8 class, students have been busy working on poetry. Here are some of their excellent odes...

Summer like spring.

O summer , summer, the breath of
affection,
How I love your dominance,
The affability over the glacial
piercings,
Your perfected resemblance between
warm and loving,
Your art of embodiment luxury,
and the weapon you possess,
The gleam of our lives.
You are the radiator of the energetic
waves,
You are the season that brings all the
praise,
My glimmer and shimmer,
You are the lavishness of my days.

Louis O

Ode to winter

O' winter, bitter queen of wisping fire smoke
and your younger brother autumn
whom you cover with a fired cloak
Marks your entrances with a bell chime
Black dog, it be your loyal pet
and follows us through snow
for months and months and months and yet
It ends and this we know.
For when your sister spring arrives
It helps us feel the benefit .

Great sorceress, of colours white
who covers land and water
you warrior, of greater might
along with which your daughter
she sings her songs of merriment
and fills her socks with coal
But starts too early and ends too quickly.

Wonderous cold who hids at night
and nibbles on toes
It beacons you to shake in fright
And puts rouge on your nose
It starts of nice then turns to ice
And then it starts to thaw.
But winter isn't over yet.

Caitlin B



English

An ode to a sunset

O! Like a black hole stealing all the light,
A resplendent view of a lustrous glow,
The embodiment of beauteous freedom.

A spirit of night and the essence of day,
Turning the wheel for moon to be
revealed,
A cratered, magnificent orb.

Thou supreme spectrum dazzles the
stars,
As they in turn awake, here and there,
Some sore across the atmosphere,
painting a glistening trail,
Others stay stone still to illuminate the
abyss.

The deep reds, and pale blues, and lively
orange,
Frame thou departure on a sublime
sumptuous canvas.
An ode to the sunset.

Amia S-P

Ode to the Simple Things

Ode to the rain, both raucous and reserved.
It's pitter patter against the pane.
The frigidness and chilliness,
Tart on my skin.
Life's remedy on days where it gets tougher.
Ode to the forces, holding firm and down.
Keeping me sheltered and at serenity.
Lifting Earth's weight by hauling it down.
A mountain resting on its shoulders.
Ode to the hot chocolate, soothing and still.
Slipping down my throat, a warm torrent.
Steam lifting to only withdraw.
But not be gone, for more will emerge.
Ode to the nurses, their hands clean.
They help just as much in the time of yearn.
Thy calming voice and cordial manner.
As the crucial person services the abundant
work.
Ode to the busker, strumming on the avenue.
Performing charm, a ballad of truth.
The coins ebbing into their case.
With a nod and a beam to the depositor.
Ode to the birds, chirping a song.
Their tweeting and twittering with no
affliction,
Stirring me, up to their rhymes of proclaims.
Ode to the simple.

Tess B



Ode to Autumn

O when do you come, O sun of the
morning?

The days are short-lived and time is
scarce,

As the leaves grow old and dive to the
grass.

Thou whose sumptuous reign is now
only dawning,

Despite the cold air and the trees'
endless yawning.

Thou, whose cooling essence does
come in the night,

As the ground is coated in your absolute
might.

Your angelic colours bloom,

Tranquil, in the resplendent light,

As your power becomes an imprisoning
bite.

Yet as glory is held upon your
all-powerful reign,

Winter's blue touch shall snatch it again.

Leila S

Ode to an orca

O majestic orca,

How you breach out of the dazzling water,

Like a playful kitten you chase each other,
whilst gliding elegantly through the sea,

Greatest friends, you're bonded like an iron
chain.

The Emperor of the oceans,

Thou stalk your prey with utmost intelligence,

Nothing is safe while you swim the seas, not
even a great white shark,

Intelligence is your key, working together
you're unstoppable.

Thou can be called a killer, but really you're a
gentle giant,

You are caring creatures, risking everything to
feed your family,

Thou will come close to beaching yourself
upon the shore,

Only to feed the pod and let another
generation live on.

Ruler of the water,

I hail you mighty Orca.

Ethan M



In PSHE, students have been looking at body image in a digital world. Here is some excellent work by Daniel C in Year 9.



WHAT DO WE MEAN BY BODY IMAGE?

BODY IMAGE IS A WAY THAT YOU SEE YOURSELF OR SOMEONE ELSE, IT IS USUALLY SEEN IN A NEGATIVE WAY, FOR EXAMPLE PEOPLE LOOK AT SOCIAL MEDIA AND SEE PEOPLE WHO THEY THINK HAVE A BETTER BODY IMAGE BUT IT IS ALL DOWN TO PERCEPTION OF THAT PERSON. YOUR BODY IMAGE CAN ALSO BE SEEN NEGATIVELY BY OTHER PEOPLE COMMENTING ON YOUR BODY IN A NEGATIVE WAY BUT IF THIS HAPPENS JUST TRY NOT TO LISTEN TO THEM.

SLIDE 5 BODY IMAGE RESPONSE

Add in a number after each question with 0 = not confident, 10 = extremely confident.

A. How confident are you about knowing the pressures relating to selfies?
6/10

B. How confident are you about knowing the pressures relating to body image?
8/10

C. How confident are you about knowing where to find support with body image?
9/10

WHAT MIGHT BE GOING THROUGH EACH CHARACTERS MIND

I THINK THAT SOME OF THE CHARACTERS IN THIS SCENE HAVE PUSHED IN TO AN EXTRA LEVEL, FOR EXAMPLE. JOKING AROUND IS FINE SO LONG AS IT DOESN'T AFFECT SOMEONE ELSE'S OPINION ON SOMEONE ELSE. ALSO, MOHAMMED MIGHT BE VERY SAD BECAUSE OF THESE HATEFUL MESSAGES BEING SPREAD ON HIS SELFIE, I THINK THAT JACK WILL BE VERY SAD FOR MOHAMMED AS HE HAS RESPECTED HIM FOR SO LONG

Why was the image changed?
The image on the billboard was changed because it didn't fit a specification on what people may like to see in this film. For example, they photoshopped her body features to make them bigger and also added a bit of a tan to her skin because they might have thought that it wasn't bold enough and didn't fit the thought of pirates of the caribbean.

What is a perfect body?
A perfect body can be seen in many different ways because a perfect body is a body that fits you best there shouldn't be any stereotypical views on how someone should look on 1 day and different on another, they should be what they feel comfortable as.





History

In History, Miss Thomson was so impressed her Year 7's Norman castles! Take a look at some of the creative castles below.



Nolah B



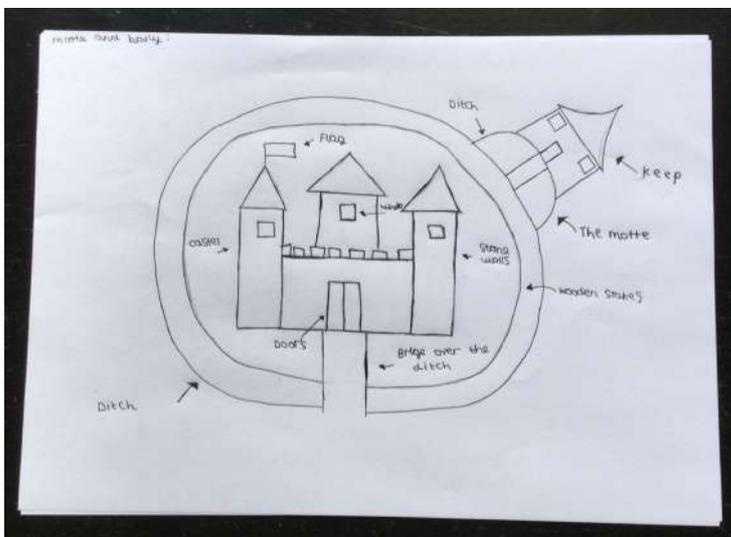
Thomas C



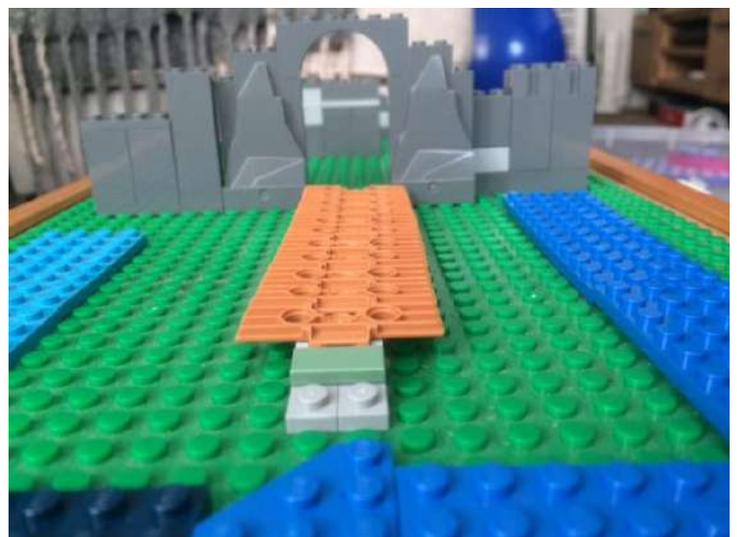
Ernie S G



Ottillie H

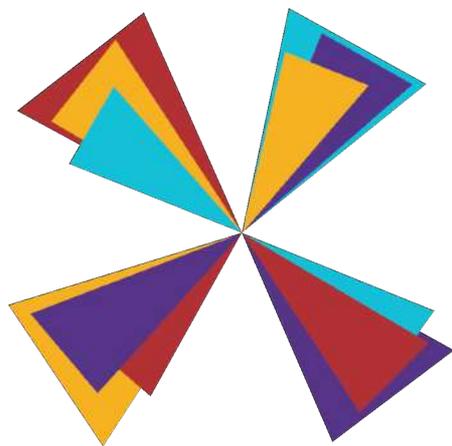


Adam B



Sophia H

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



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