

TEAM BLATCH



Online Learning Bulletin

8th January 2021



Online Learning Bulletin

Dear Team Blatch,

Happy New Year and welcome to our first bulletin of the year!

We are delighted to be able to once again showcase a sample of the fantastic work that our students have produced whilst studying at home.

It is wonderful to see the quality of what our students have achieved this week and to see how hard they've been working. This is testament to everyone in the Blatch community pulling together to support our students to continue their learning in ever more challenging circumstances - thank you!

We are incredibly proud of how well all our students have adapted to the new situation in which they find themselves and look forward to seeing more of their achievements over the coming weeks.

We hope you enjoy reading their work.



Music

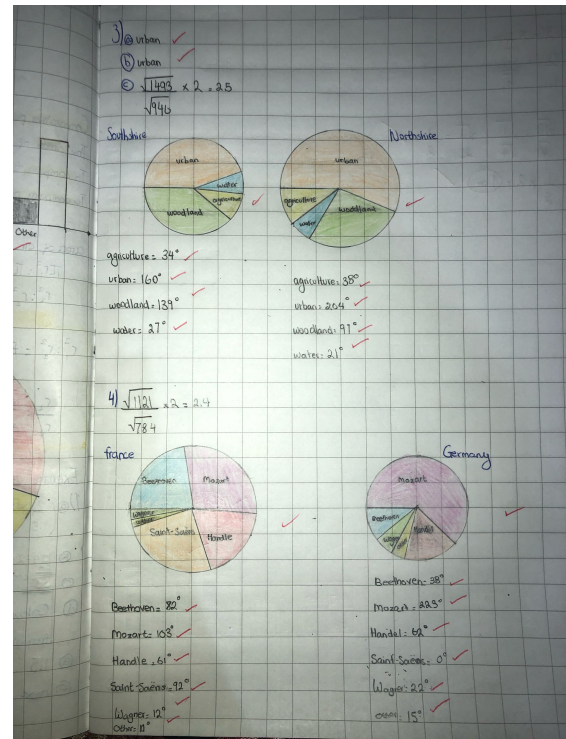
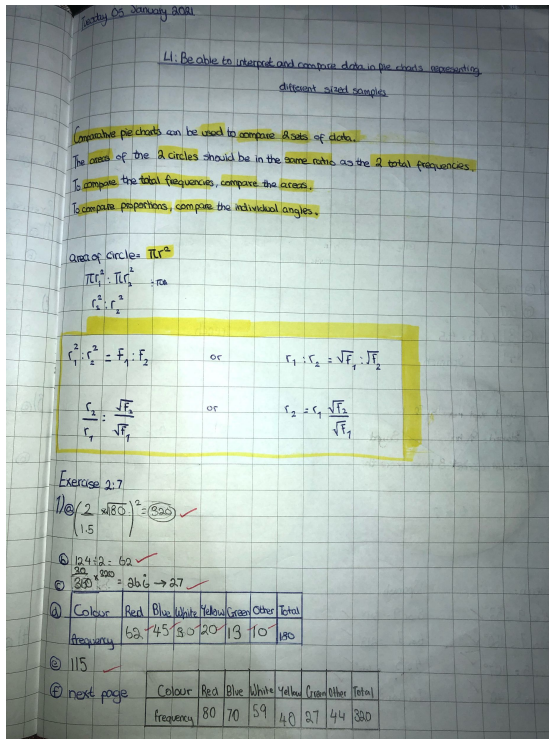
It's not too late to view our Virtual Winter Concert if you missed it last half term! We're so impressed by the skill of the students who volunteered to take part - well done all! Click below to view (students will need to log in to their Blatch Google account to access)





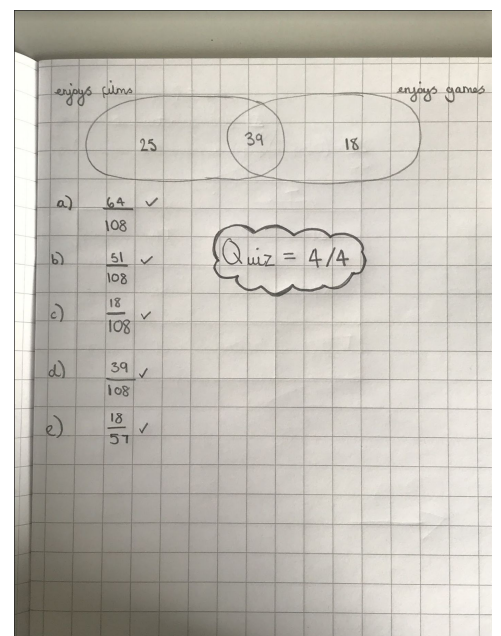
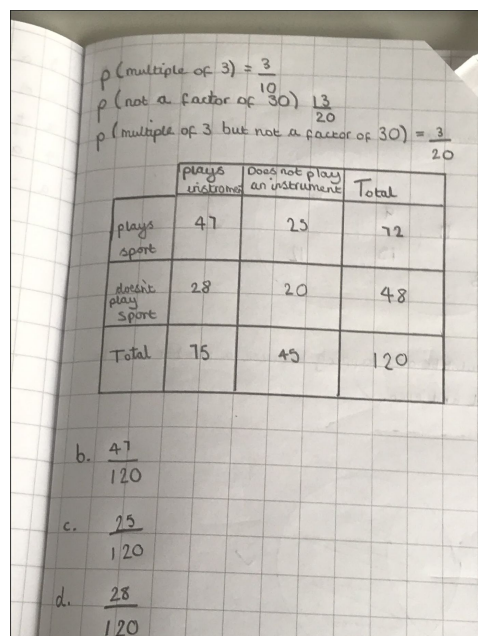
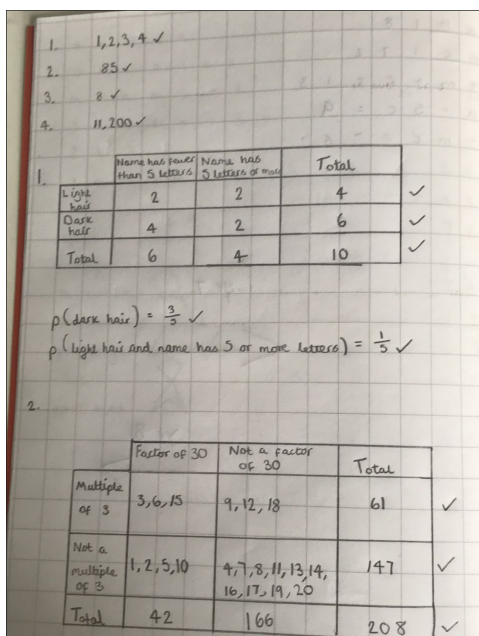
Statistics

In year 10 statistics, Mr Colwill was impressed by this excellent work by Avrosina M.



Maths

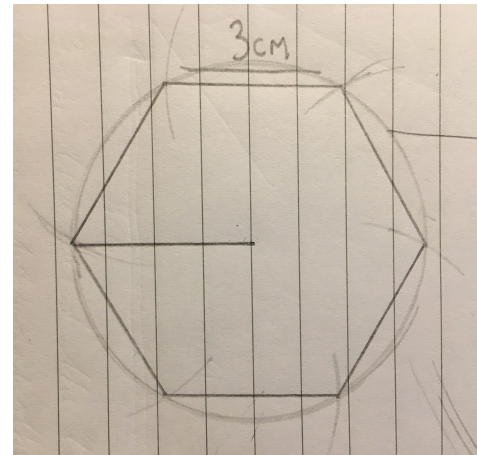
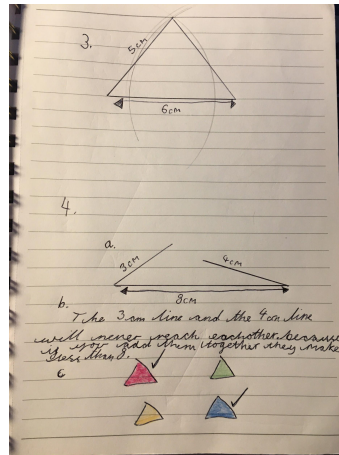
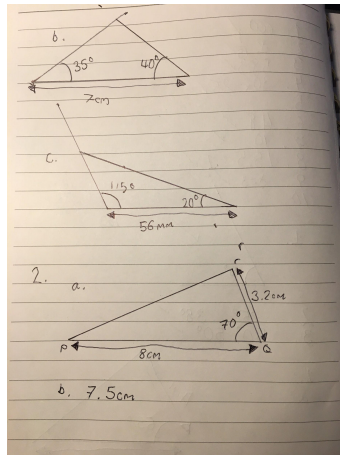
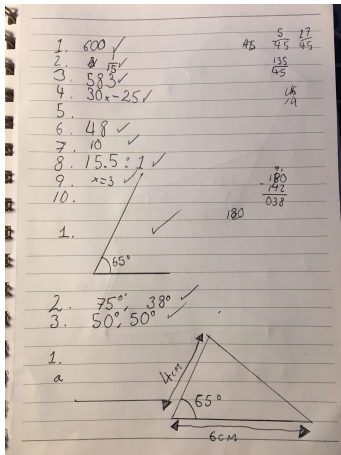
Meanwhile in Maths, Mrs Markham was really impressed with Isla P's brilliant work.





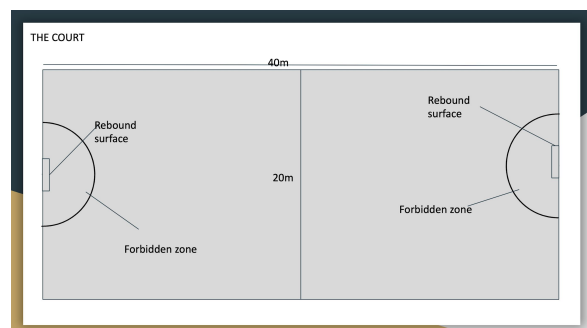
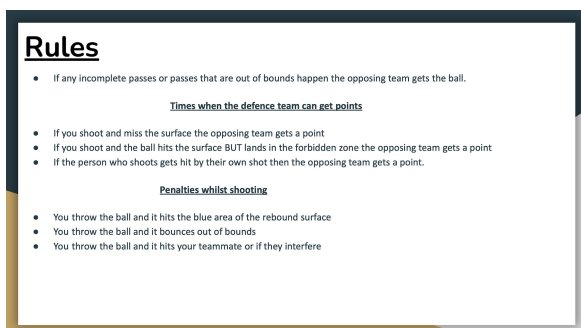
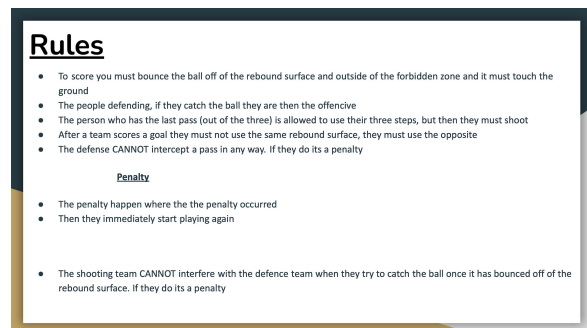
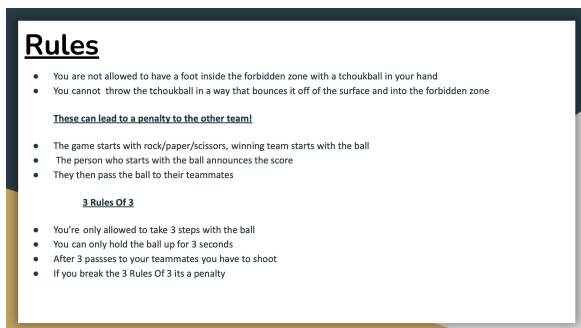
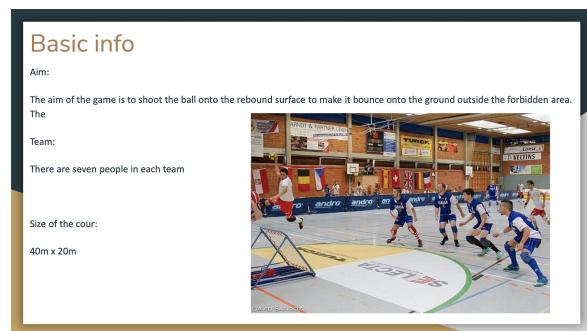
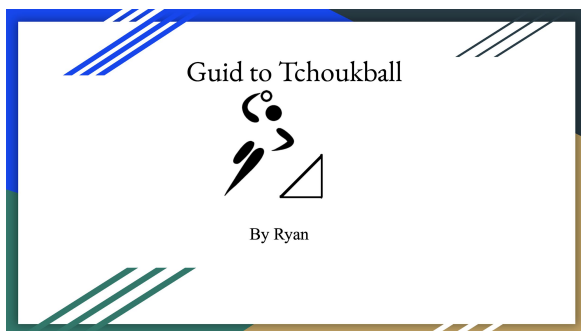
Maths

Also in Maths, Madeleine M in year 9 completed this excellent work on constructing triangles.



PE

In PE this week, students have been researching a variety of sports. Here's a couple of excellent examples!



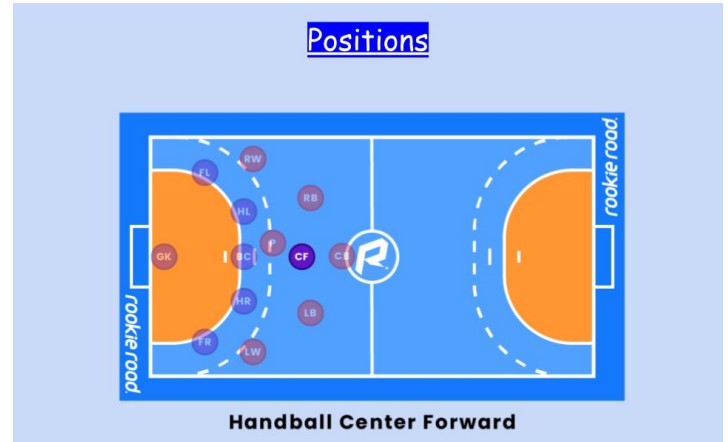
Ryan C



PE



Handball



What is handball?

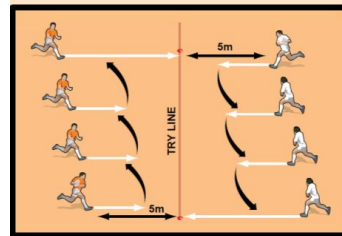
What is the of handball , whats the aim you could be asking?

It starts with seven players on each team compete by passing a ball with their hands, with the aim of throwing the ball into the other team's goal. Whoever scores more goals wins.

RULES:

- Outfield players can touch the ball with any part of their body that is above the knee.
- Once a player gets possession, they can pass, hold possession or shoot.
- If a player holds possession, they can dribble or take three steps for up to three seconds without dribbling.
- Only the goalkeeper is allowed to come into contact with the floor of the goal area.
- Goalkeepers are allowed out of the goal area but must not retain possession if they are outside the goal area.

Types of passes



Tips

- Pass with the right and left hand
- A good pass is one which finds a team mate
- The ball must be passed in front of a player, taking into account the player's speed
- The pass should be performed while moving
- Both short and long passes are useful

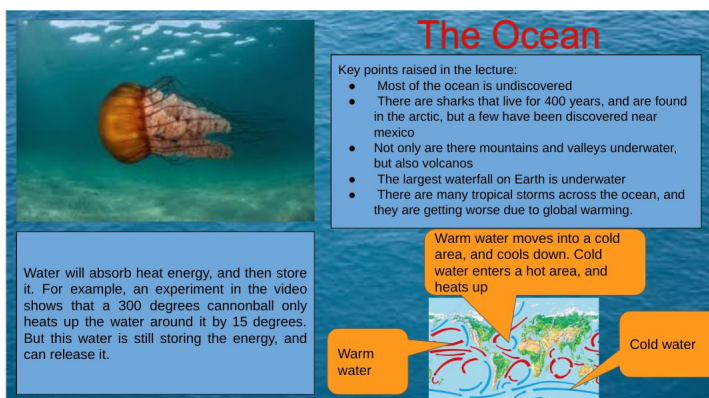
- 1 Weight is always on the front foot.
- 2 The ball is gripped using fingers and thumbs and never balanced in the palm.
- 3 The arm is raised, with the throwing elbow above shoulder level.
- 4 In levering the arm back to generate power don't forget to keep the height.
- 5 Throw, don't push, the ball into the path of another player

Melanie H-S

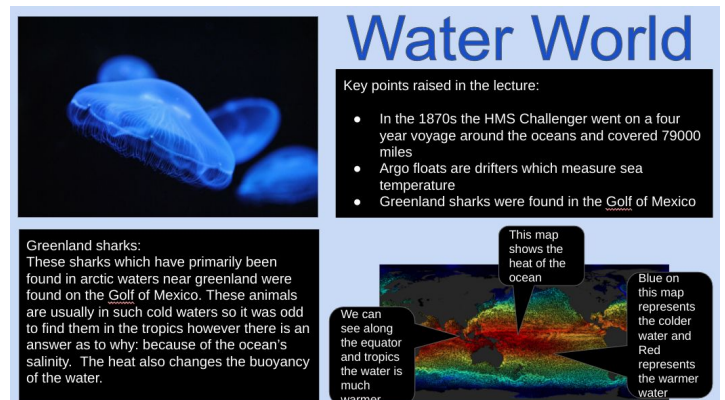


Science

Over the winter break, Mrs Hamilton's year 9 students were asked to watch a Christmas lecture by the Royal Institution and create a poster summarising what they learnt. Here are two brilliant examples!



Henry 9B



Olivia 9B

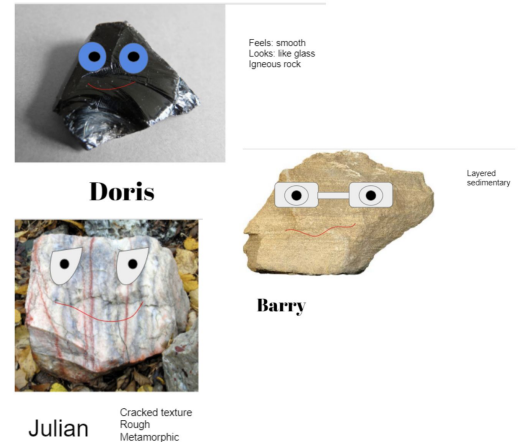


Science

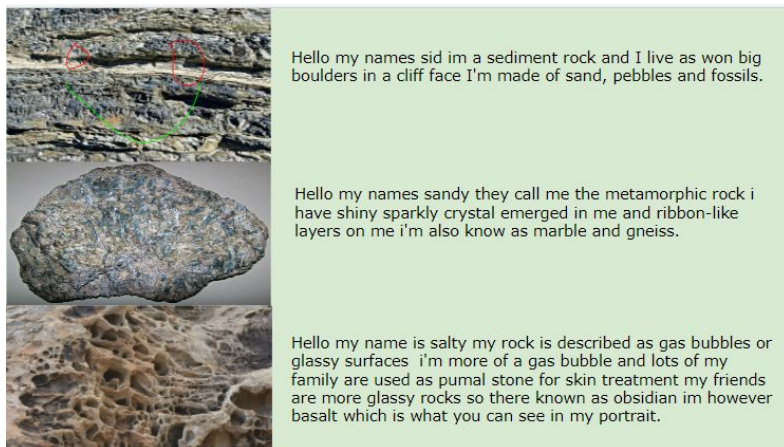
Meanwhile, in Mrs Cahill's year 8 class students have been studying different types of rocks. We love the imagination the below students have used when designing their pet rocks!



Charlie L



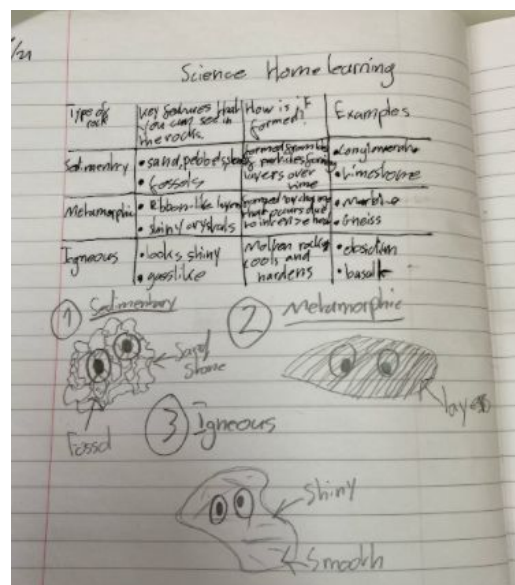
Luka B



Sollie R



Kye V



Cameron H



English

Miss Holland's year 7 group have been busy with some creative writing this week. Here are just two examples of their excellent work, writing as Pip from Great Expectations.

I saw Pip today for the first time in ages. He seemed different, he was well dressed but I could still see the same little boy who wished to be a blacksmith all those years ago. At first seemed nervous, like he was unsure if he should be seeing me, but after a while he warmed up to me.

Me and Pip spent our time together dancing and laughing and telling each other all the things we have done. And He really has changed a lot if what he said is true. But I feel like he is still not happy with how he is. Even though he is respected and treated like a gentleman.

It was nice to talk to someone other than miss Havisham. All she ever talks about is how I look, or how I act. And sometimes it gets quite boring. I never had any friends, apart from pip of course, but miss havisham sent him away.

Scarlett C

I saw Pip today for the first time in ages. He seemed different, muscular, stronger. I could still tell that he had the same discomfort as before, still inferior towards me and Miss Havisham. He seemed pleased to see me although a reaction of shyness occurred when we came up close. He attempted to talk with me without flinching. His eyes still pierced my face, as if a burning laser melting through a wall. Then I realised the same Old Common Labouring Boy hiding behind a pocket of wealth. I knew he wanted to see me but it was as if Prison Cell Wall was in the way, Bared at all angles. "Do you think different of him" questioned Miss Havisham "Not much" I replied back with a smug smile. "And you boy" she asked again "Not much either" he said. "Less coarse and common?" She questioned, playing with my hair. I laughed hysterically, and looked at the shoe in her hand, and laughed again. I still treated him as a boy still, but then I urged him on.

Finnan G



English

Meanwhile, in year 8 English, Ms Hall's class were asked to transform the ballad 'The Highwayman' into a narrative. All three students below have done this imaginatively and with lovely creative detail. Well done!

Over the moors I rode, over the moors to meet my love. The wind roared as a torrent among the trees, and the moon shone light from the cloudy seas. Over the moors I rode to meet my love. The inn was shrouded in darkness, each window shuttered and bolted, all but the one where my love waited for me. I whistled my tune and she came to me, my love Bess the landlord's daughter, but how was I to know love for her stemmed not only from me? I promised my return by the gold of light, and if not then the silver of the moon, but how was I to know love for her stemmed not only for me? I bid my farewells and bid her leave, but I would have held longer if I had known love for her stemmed not only from me. For Tim the ostler was the one, the one who took my love from me. For how was I to know that the redcoats came marching, marching from him for me? And how was I to know that they trapped my love with a musket by her side, my love for whom love not only stemmed from me? Over the moors I rode, over the moors to meet my love. The wind howled a warning from the trees and the moon refused to illuminate me to my lover's death, but how was I to know the redcoats waited for me? And with a crash an apparition appeared, bloodied and and scarred where my beloved Bess should be. And I reared and turned to the West, for how was I to know that she had sacrificed herself for me? But the West held no comfort, the West held no solace, for I now I knew that she had sacrificed herself for me. And I spurred my mount and charged to where the redcoats waited for me. I charged for now no love could stem from me. For me without Bess isn't me, and I charged so that either Heaven or Hell may reunite me. And so I lay dead in the highway, with a bunch of lace at my throat.

Arun W

I road across the moor, darkness upon the gusty trees. An old crusty inn came into view, standing out from the velvety opaque black of the surroundings.

I gently tapped the window that revealed the beautiful figure of Bess to me, the landlord's daughter. Little did I know the man who takes care of the horses - Tim - also appears to be in love with the black haired woman. Hearing the interaction, he felt a tad of jealousy sweep above him.

I said I would be back before morning and that's also what Tim overheard and told the soldiers about. The soldiers arrived - me, oblivious, and not knowing they planned to surprise-attack me.

However, most oddly, they made their way to Bess a sudden flow of agitation entering me.

Bess was somewhat tied to the foot of her bed - still seeing out of the window. I made out a rifle but before I could react her finger made a swift movement. Sacrificing herself, but leaving me atleast warned.

Later, I was also shot and travelled back up to heaven, back home and back to Bess.

Bea V



English

It was another lonely evening, the darkness was creeping in. I rode to the old inn door. That's when I saw her, the beauty of the landlord's daughter. Bess sat in her window, with her beautiful hair. I spoke out to her across the courtyard.

"One kiss, my bonny sweetheart, I'm after a prize tonight,
But I shall be back with the yellow gold before the morning light;
Yet, if they press me sharply, and harry me through the day,
Then look for me by moonlight,
 Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way."

I left. I didn't have time to return to her in the day. So I went and returned at darkness. But my one true love was dead. I was ambushed by soldiers. I went mad until in the end they managed to take the life from my body. At Least I was with my love in the afterlife. We are now together and will float hand in hand until the end of time. Nothing will ever bring me joy as much as the love of my life.

Amelia B

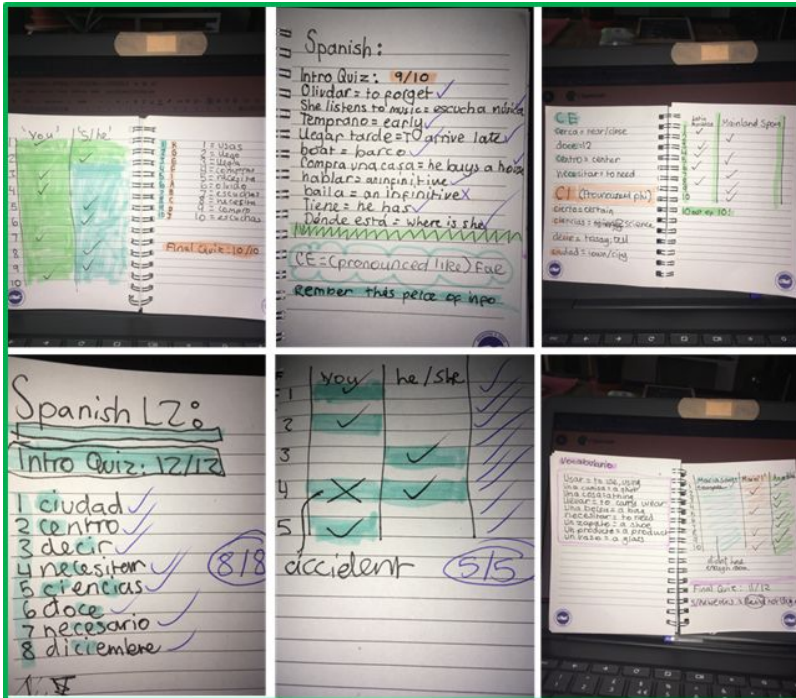
In year 9, students are currently studying Romeo and Juliet and this week they are focussing on the context and the prologue of the play. One of the tasks assigned was to write a Shakespearean-style prologue to the Lockdown. This is Aliyah C's excellent prologue:

Circa two thousand score, in dear Brighton, where we first tread,
An educational centre, a hub of boundless energy
Children blissfully unaware of what lieth ahead
As they mill'd around, heads fill'd with hopes and dreams.
A lesson of geographical features is filled with cheer,
As the youth inside receive the news of lockdown
"We return after the break of Good Friday", the educator insists
But they are soon to discover that this "holiday" is nothing to mock, now
A tale of foolishness and strife is this one that must not be miss'd
Come closer, dear reader, and together we shall listen and see
The tale of companions, sep'rated by illness and ignorant bliss
But brought ever closer by the wonders of technology
All the countless ways that these horrors could have been gone
And all the countless ways that our heroes have been transformed
Let us delve into the travesty of this plague going on for so long
And investigate the bizzarrities of this era not to be ignored.

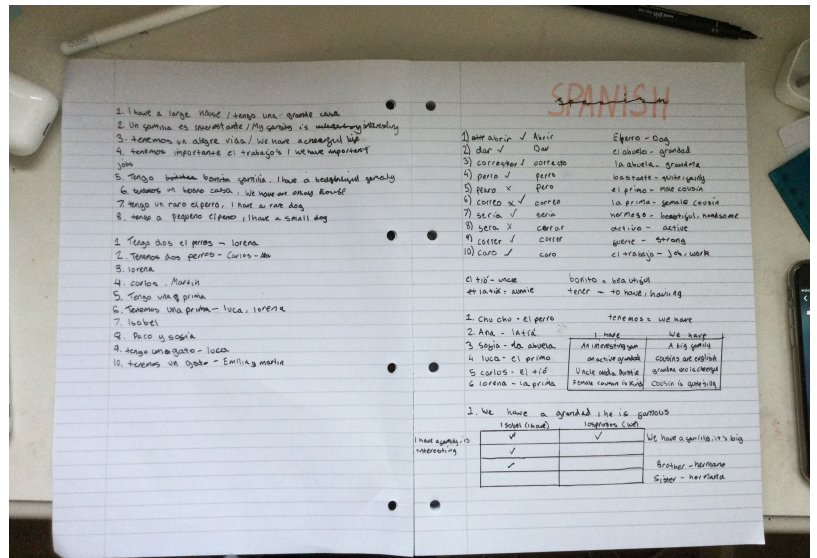


Spanish

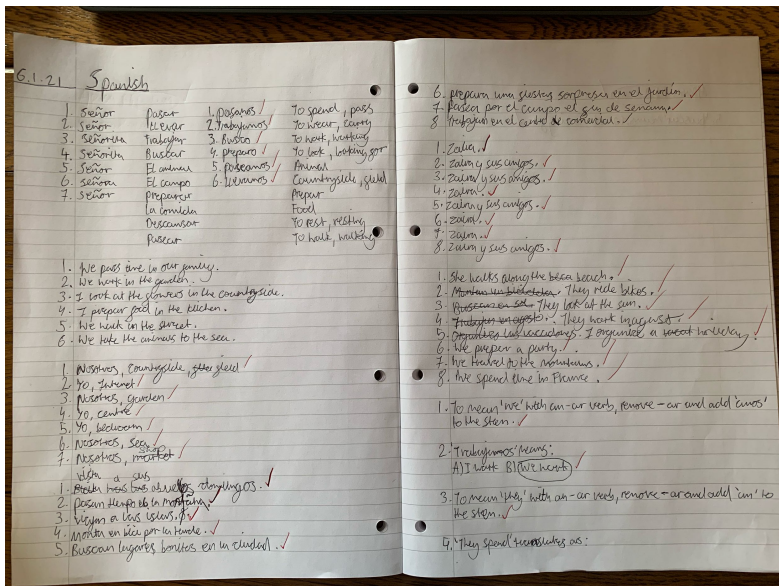
Mr Harris has been impressed by students across all of key stage 3 this week! Here are excellent examples of Spanish work from each year group.



Evey D - Y7



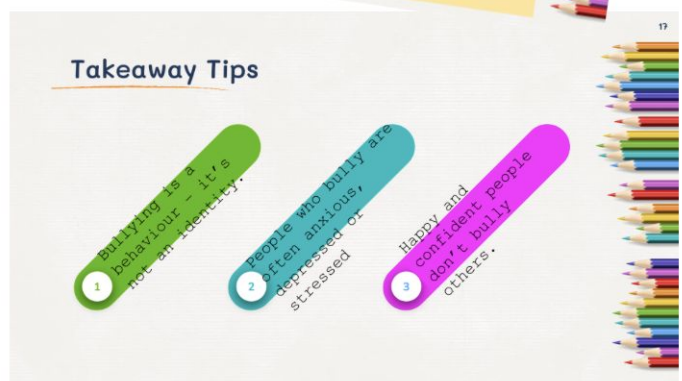
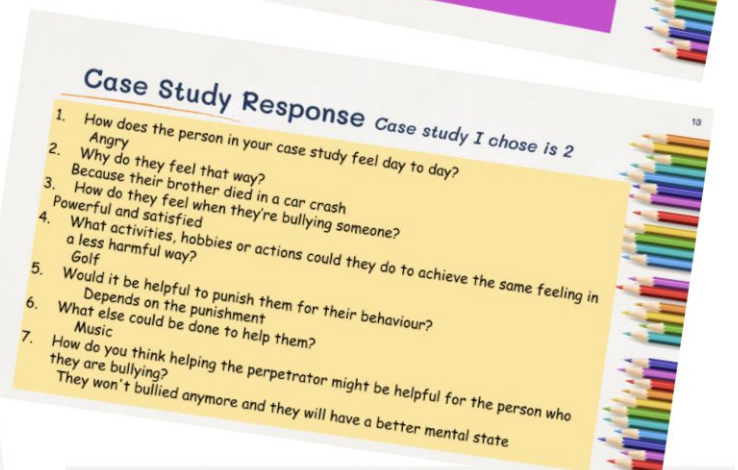
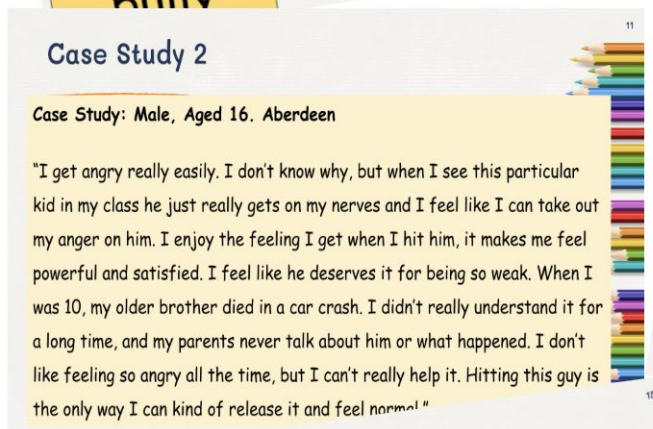
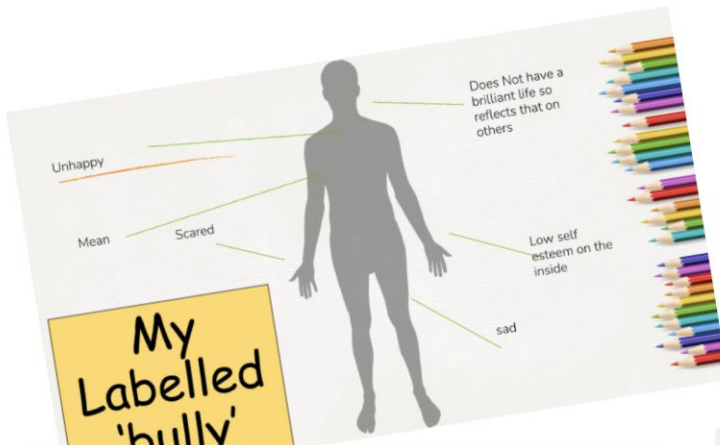
Ella J-C - Y8



Luca G - Y9



Ms Auld was impressed by year 7 student Alexander T's great work on anti-bullying awareness this week. Well done, Alexander!





Drama

Our year 7 students have been producing some super scary ghost stories this week! Read on if you dare...

Up for sale

A little cottage, always up for sale.

It is a stand alone home (still here today in Rustington) surrounded by trees with moss and damp bark. Once it was sold, then it wasn't. Various owners leave one after the other, day after day, week after week. It was always said that there is a ghost haunting and wandering around the cosy home. Rumours were told that the ghost was a man, an ordinary man. During the night, when you're sleeping, he comes and sits on the edge of your bed. Sitting there. Sitting there quietly. Sitting there quietly like a statue. You'll never know if he was friendly or not. But what we do know is that he lives in his cottage wandering around and every night he places himself gently on the end of the bed.

Watching and Waiting...

Based on a true story...

Harry G

The Girl

I walked across the road to the shops, music blaring loudly from my headphones. I look up to the house in front of me, and see a little girl, no more than 6 years old, standing in the window staring down at me. I quickly strode past, avoiding direct eye contact, however, I could still feel her glaring eyes on me.

Now safely inside the supermarket, I felt my shoulders drop as I started to calm down. I made my way to the bakery section, hoping to find my favourite doughnuts. All of a sudden, there she was again, holding a razor sharp knife...

I woke up in cold sweats, panting hard. That was when I realised it was all a dream and I was safely tucked up in my bed. Scared to go back to sleep, I got up to go to the bathroom. Now at the bathroom door, I rested my hand on the knob. And then, I heard a faint song, so I opened the door to see where it was coming from. I looked around the room, not hearing it again. I looked into the mirror, not seeing my deep blue eyes, or my long brown hair, but staring into the cold eyes of the girl standing inside of the mirror.

I darted down the stairs, calling for my parents. No reply. I searched all around the house, but not seeing them anywhere. I slowly turned around, only to find the girl looking right back at me, still holding the knife. And snap, I was dead, along with the rest of my family who the same little girl had killed...

Lexie P and Sophie R



Spooky Story

Once upon a time, there was a boy called James.

James was a popular boy in year six and he enjoyed school.

He had a wide variety of friends who he usually hung

Out with. unlike other kids his age he prefers the school rather than

His home and he used to dread coming home from school.

It all started when he moved house in to turtle shell manor

And both of his parents had to work late into the night to

Be able to afford the house.after they had settled in, James

Had had a Row with his parents because they had promised they

Would spend time with him on the weekend but they couldn't.

When they were out, James was going to look for secret places

Around the house when he noticed a little string on the ceiling

Right above his bed. It was too high to reach from the floor but luckily,

He could stand up on his bed to reach it.5 minutes later, he was exploring

The loft for anything cool.Out of nowhere he here'd something that sounded

Like breathing.he followed the noise to right at the corner of the room

Where he found an old book, he knew he shouldn't open it but curiosity

Won. As he opened the book a bright light beamed out of it hitting him

Squarely in the Face and everything went black.

The next afternoon his parents found him lying on the floor of his bedroom; he must have been
aSleep for hours, he thought to himself. His parents asked him if he was

Okay and he said he was fine, he didn't want to tell his parents just

In case they thought that he had made it up. That night he heard some

Bangs and bumps from the loft but he didn't dare go up there again.

Suddenly, he heard a whoosh and a smash and the sounds moved down

The stairs. Every step he took his heart beat 10 times by the time he got

Down the stairs the noises had stopped.as he turned around he saw the

Silhouette Of a figure standing a few feet away from him.

"Mum"he called out uncertainly and then the figure zoomed towards

Him as if it was floating.blackness all there was was blackness just like

Before, except he didn't wake up.



Design

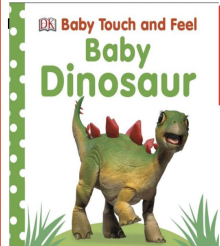
Year 7 student Daisy R completed some brilliant work in Design this week. Take a look at her work on museum gift shops below!

Design & Technology - The Design Museum Competition - January 2021. Lesson 2

On this slide add images of typical gifts sold in museum gift shops. Next to each, say WHAT the image is and WHO it will appeal to / who it is aimed to be sold at.

Name of the museum? The Natural History Museum

Images:



I think that this book is for kids 5 and under because it's a touch and feel baby book.



I know that this is for babies because it looks like it size 5-8 months.

Design & Technology - The Design Museum Competition - January 2021. Lesson 2

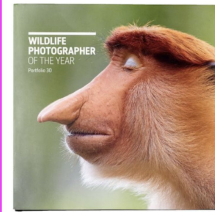
On this slide add images of typical gifts sold in museum gift shops. Next to each, say WHAT the image is and WHO it will appeal to / who it is aimed to be sold at. Select a different museum from the previous.

Name of the museum? The Natural History Museum

Images:



Bags are typically brought in shops not only to have to remind you of they day but also bags are used very regularly too carry stuff in and plastic bags and too appealing and most people like myself would prefer to have a nice not plastic bag from a memorable place i've been.



Another was clenders because most people have them too keep track of their stuff like work and clubs.

Design & Technology - The Design Museum Competition - January 2021. Lesson 2

On this slide add images of typical gifts sold in museum gift shops. Next to each, say WHAT the image is and WHO it will appeal to / who it is aimed to be sold at. Select a different museum from the previous.

Name of the museum? The Design Museum gift shop.

Images:



This top is most likely aimed for people who watch hey doggie so 6-10 years.

Design & Technology - The Design Museum Competition - January 2021. Lesson 2

On this slide add images of gifts WHICH COULD BE sold in museum gift shops but which aren't sold in them yet. Feel free to search online shopping sites, shop websites etc. to find a range of inventive ideas.

Name of the shop / website investigated?

Images:



Most companies are nowadays making things bigger because they think that bigger is better so it's quite likely that in the Natural History Museum they make a huge dinosaur teddy bigger than the actual kid buying it.

Again, for each image add notes saying what the artefact is and at whom it is aimed e.g. its target market.

Design & Technology - The Design Museum Competition - January 2021. Lesson 2

On this slide add images of gifts WHICH COULD BE sold in museum gift shops but which aren't sold in them yet. Feel free to search online shopping sites, shop websites etc. to find a range of inventive ideas.

Name of the shop / website investigated?

Images:



Most companies like to know what kids nowadays are wearing and may think to sell stuff That may interest the viewers and people who come to the shop

Again, for each image add notes saying what the artefact is and at whom it is aimed e.g. its target market.

Design & Technology - The Design Museum Competition - January 2021. Lesson 2

SUMMARY TASK. On this slide add notes describing:

- Which gifts and toys sold in museum gift shops you like the most, and why;

I would like a charm bracelet or book ever one i would always be able to keep unlike clothes which you will grow out of.

- The typical costs of gifts sold in museum gift shops;

The cheap plastic shops sell stuff for 5 pounds but the ones which sell real animal bones and objects like that would be more like 20 pounds

- The typical age range for whom the gifts are intended;

All ages

- Any gaps in the market (things which you think would sell well in museum gift shops);

Things i think would sell well are dinosaur models and bags.

Design & Technology - The Design Museum Competition - January 2021. Lesson 2

EXTENSION TASK: On this slide add images of ONE particular gift sold in a museum gift shop and describe the following:

- The name of the museum, shop or website where the product is sold;

Natural History Museum

- What the artefact is, what it does and what its appeal is;

A dino teddy

- At whom it is aimed and why you think it will appeal to this target market;

Young children who love teddies.

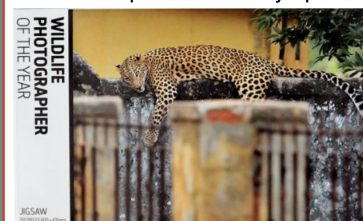
- The materials it is made from and why these materials are appropriate for the product;

Most likely the materials are cotton



Design & Technology - The Design Museum Competition - January 2021. Lesson 2

EXTENSION TASK: On this slide add images of the ONE particular gift sold in a museum gift shop described on the previous slide which you particularly like. Add notes to say why you like it.

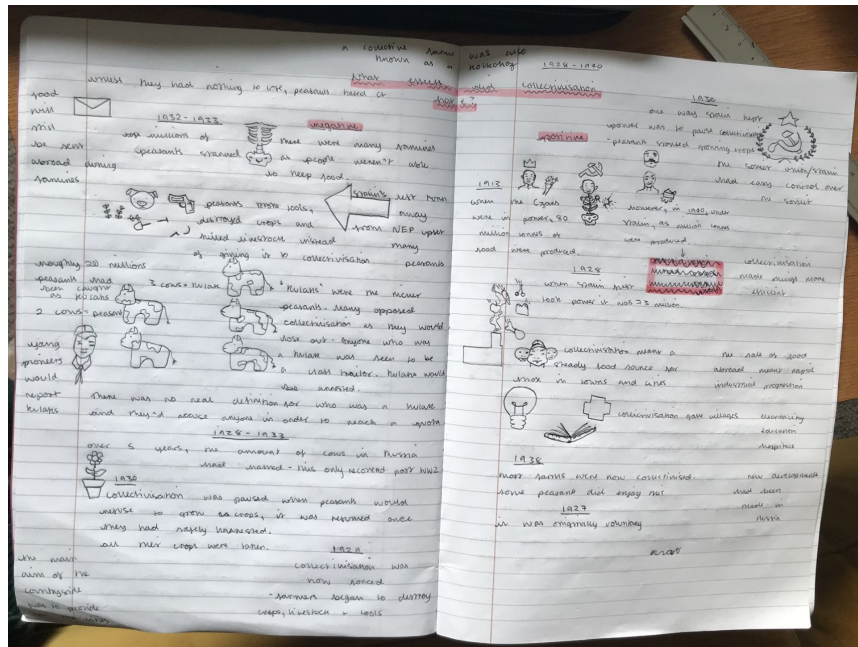


1. Natural history museum
2. It's a 750 piece puzzle
3. Children 10+ in my opinion because it looks like a very difficult puzzle
4. Paper and cardboard i presume



History

In year 11 History, students have been studying collectivisation in the Soviet Union. Here are some excellent examples of their hard work this week.



Laine D

Negatives

- During the very worst famines the USSR still sold a huge amount of food abroad. This was bad as it meant there was still a lot of deaths and the communists were doing nothing about it.
- Collectivisation did not support the 5 year plans as it was done to provide food for the workers in the towns and cities. This was bad as it did not support the 5 year plans this meant there was a slower rate of industrialisation.
- At first the food production was much less than previously. This was bad as it meant there was more starvation than before.
- As a result of collectivisation it meant that Stalin was able to control the peasants. This was bad for the peasants as it limited their freedom.
- Many peasants killed their animals and destroyed their crops and equipment rather than give them to the collective farms. In 1928 there were about 70 million cows on Russian farms, by 1933 this figure had dropped to 38 million. This was bad as it meant that the food production levels were lower as a result this led to more starvation.
- Stalin used the existence of kulaks to whip up fear and hysteria in the countryside. Many historians argue that there were very few actual kulaks left in the USSR by 1928. This was bad as it meant some peasants were able to lie about other people and they would be killed this led to more deaths.
- Between 1932-33 up to 20 million peasants starved to death all across the Soviet Union.

Positives

- In 1940 the collectivisation actually started to pay it started to produce more food than before. It was 95 million tons. This was a positive as it meant there was more food to eat and sell. This led to a decrease in deaths and an increase in profit from exported goods.
- During the very worst famines the USSR still sold a huge amount of food abroad. This was good for the USSR because they always had a steady income from exported goods. This also reinforced their trading status, which will help in the long run.
- Collectivisation did support rapid industrialisation (the 5 year plans). It provided a reliable supply of food for workers in the towns and cities. This was a positive because it meant that the workers were always well fed therefore producing high quality products.
- Collectivisation enabled Stalin to 'break' the peasants and bring them under much greater control. This was good for Stalin because it led to less rebellion and less opposition.
- By 1940 the USSR was very powerful. This was good as it built up their reputation with other countries and this created trading links between them. This allowed for more trading, which led to more money.
- In March 1930 Stalin halted collectivisation because he thought that the peasant farmers would refuse to grow any crops. The peasants thought they had 'won' and planted their crops. Once the food had been harvested collectivisation was re-started. This was good because it means that Stalin still has control over the peasants as he is able to manipulate them like that.

Negatives

- Thousands of peasants bitterly opposed collectivisation. They attacked communist party officials and rioted. This was bad for Stalin as it meant he was losing his control over the USSR and becoming less influential.
- By 1938 nearly every farm in the USSR had been collectivised. Some peasants were pleased but millions had been forced to join a kolkhoz against their will. This was bad as the peasants were being forced into roles they didn't want to do. Also if they continued to refuse it could lead to even more deaths.
- The historian, Robert Conquest, estimated that around 20 million peasants had been arrested, sent to gulags (prison camps), executed or starved to death. He said that the word 'kulak' was a 'vague, catch-all term, used to justify the all out assault on the peasants'. This was bad because it ended up in a lot of unnecessary deaths. This would have made Stalin very unpopular with the peasants.
- Most peasants thought that it was like daylight robbery. They took their food and then went away. This left many peasants with no food.
- The secret police roamed the countryside, arresting anyone who didn't comply to the collectivisation rules.
- Loss of expertise due to so much death.
- There were lots of animals dead. The number of horses fell from 36.1 million in 1928 to 21.0 million in 1941 and to 12.7 million in 1950. This was bad as it meant that there was even less livestock and this could lead to more starvation.
- They all worked for Stalin and there was very little independence. By 1940 approximately ninety-seven percent of all peasant households had been collectivized.

Positives

- Many collective farms had schools, hospitals and electric power. This was probably the best positive of collectivisation as it meant that there was more people becoming educated, less deaths as there was medical support and there was electric power this allowed for a wider range of technologies that improved living conditions dramatically.
- Thousands of peasants bitterly opposed collectivisation. They attacked communist party officials and rioted. This was good for the peasants as it shows that they still have some form of freedom in the state controlled country.
- Peasants were promised free seed and land if they contributed to the collectivisation. This was good for both peasants and Stalin because it meant the peasants got free food and Stalin still controlled all of the peasants.
- 1930s meat, milk and wheat were finally rising.
- Provides funds for the 5 years plan due to exported goods.
- Collectivisation reinforced Stalin's power throughout the countryside.

Sam B



History

Positives about collectivisation

- By 1940, Russian and Soviet grain production was at 95 million tonnes - highest since the Tsar was in power
- supported rapid collectivisation, which provided reliable food supply for workers in cities
- allowed the Soviet Union to become powerful - 1941
- many collective farms had schools, hospitals and electric power
- it allowed Stalin to 'break' peasants and bring them under greater control - good for Stalin
- during the worst famine the USSR still sold food abroad - allowed the economy to continue to grow helping the USSR in other ways
- Stalin used kulaks to whip up fear and hysteria in the countryside - allowed him to gain more control and power over peasants
- In March 1930 Stalin halted collectivisation to prevent riots and strikes - benefited Stalin and the peasants
- once food was again harvested, collectivisation was re-started - positive for Stalin
- by 1933 nearly all farms had been collectivised - Stalin's plan successful
- Grain production enabled exports to pay for technology throughout the 1930s
- with kulaks persecuted and an end in private farming, communist ideals were more present
- increase in industrial workers which would have benefited industrialisation
- improvement in peasant literacy

Negatives about collectivisation

- In 1932, only 69 million tonnes of grain were produced - lowest since the Tsar (1913)
- many peasants killed animals and crops rather than give them to collective farms - 1928 there were 70 million cows, by 1933 it dropped to 38 million
- between 1932-33 up to 20 million peasants starved to death across the Soviet Union
- peasants who opposed collectivisation attacked party officials and rioted
- Robert Conquest estimated 20 million peasants had been arrested, sent to gulags, executed or starved to death
- no definition of a 'kulak' so people randomly accused others of being kulaks so more and more were arrested and sent to gulags
- allowed Stalin to have greater control over peasants - meant peasants lost more freedom
- during the worst famine the USSR still traded food abroad - lost more food for peasants leading to greater starvation
- Stalin used kulaks to instill fear in peasants - historians argue there were few kulaks left after 1928
- millions of peasants were forced to join a kolkhoz against their free will
- after a short halt in 1930 peasants grew crops again only for Stalin to re-start collectivisation
- loss of kulaks meant loss of skilled workers
- civil war in countryside
- missed class kulaks

Sylvie W

Collectivisation

POSITIVE

collectivisation did support rapid industrialisation (the 5 year plans) it provided a reliable supply of food for workers in towns and cities

During the very worst famine the USSR still sold a huge amount of food abroad

By 1930 the Soviet Union had become a very powerful nation

Many collective farms had schools, hospitals and electric power

By 1933 nearly everyone in the USSR had been collectivised some peasants were pleased

In 1940 the Russian and Soviet grain production was 95 million tons this was their largest production

many people killed their animals and destroyed their crops and equipment rather than giving them to collective farms

there was no definition of what made someone a Kulak. Anyone could accuse someone of being a Kulak

Stalin used existence of Kulaks to whip up fear and hysteria in the countryside

in March 1930 Stalin halted collectivisation because he thought farmers would refuse to grow crops, peasants thought they had won and given their crops over the land had been harvested, collectivisation was restarted

Robert Conquest estimated that around 20 million peasants had been arrested, sent to gulags (prison camps), executed or starved to death. He said the word 'kulak' was a 'scapegoat' term used to justify the all out assault on the countryside

Thousands of peasants bitterly opposed collectivisation, they attacked communist party officials and rioted

Robbie M

WHAT EFFECT DID COLLECTIVISATION HAVE?

POSITIVES

- By 1940 the Soviet Union had become a very powerful nation
- This suggests collectivisation did make the Soviet Union more powerful
- Many collective farms had schools, hospitals and electric power
- This shows that some collective farms did have basic resources and support
- Some peasants were pleased about the collectivisation of farms
- Not all peasants opposed collectivisation
- Russia and Soviet grain production 1940 - 95 million tons
- collectivisation increased grain production
- collectivisation did not support rapid industrialisation (the 5 year plans) It provided a reliable supply of food for workers in towns and cities
- This is a positive for people living in urban areas but it may have come at the expense of the peasants working on the collective farms

NEGATIVES

- There was no definition of what made someone a Kulak. People often accused their neighbours of being kulaks. Children sometimes reported their parents. Pavlik Morozov said that his father had done business with the kulaks. His father was executed but Pavlik became a national hero. The young Russians sang celebratory songs about him.
- Putting the blame on the peasants
- During the worst famine, the USSR still sold 5-10 million people starved to death in Ukraine alone. Stalin was still prioritising selling food to foreign countries over his own people who were starving
- collectivisation enabled Stalin to 'break' the peasants and bring them under much greater control
- Many peasants were miserable as their rights had been taken from them
- Between 1932-33 up to 20 million peasants starved to death all across the Soviet Union. Staggeringly high numbers of people lost their lives due to starvation. There were reports of some people even turning to cannibalism

Eloise S



In ICT, our year 8 students have been working on their HTML skills. Take a look at some of their work below!

Lesson 3 - Part 1/Task 1 - Copy and paste a screenshot. Showing HyperLink.

```
<!DOCTYPE html>
<html>
<body>

<h1> The Wildlife Trusts </h1>
<h4> All about the Wildlife Trusts </h4>

<p> The Wildlife Trusts give many ideas how you can look after
wildlife simply just in your garden. The Wildlife Trusts have their
own magazine for both younger and older people.
The Wildlife Trusts isn't a new thing though, it has been around
since 1912 founded by Charles Rothschild and Ted Smith. </p>
<p> To found out more about the history of Wild Wildlife Trusts visit
the website below </p>
<p><a href="https://www.wildlifetrusts.org/about-us/our-history">
Wildlife Trust Our History

<p> And to find out more abouty the Wildlife Trusts visit the
website below </p>
<p><a href="https://www.wildlifetrusts.org/"> Wildlife Trusts website
```

The Wildlife Trusts

All about the Wildlife Trusts

The Wildlife Trusts give many ideas how you can look after wildlife simply just in your garden. The Wildlife Trusts have their own magazine for both younger and older people. The Wildlife Trusts isn't a new thing though, it has been around since 1912 founded by Charles Rothschild and Ted Smith.

To found out more about the history of Wild Wildlife Trusts visit the website below

[Wildlife Trust Our History](#)

[And to find out more abouty the Wildlife Trusts visit the website below](#)

[Wildlife Trusts website](#)

Lesson 3 - showing the use of a 'button' as a hyperlink in a webpage

```
<!DOCTYPE html>
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<p> The Wildlife Trusts give many ideas how you can look after
wildlife simply just in your garden. The Wildlife Trusts have their
own magazine for both younger and older people. <button><p><a
"https://www.wildlifetrusts.org/digital-magazine"> Magazine!</button>
</p></a>
The Wildlife Trusts isn't a new thing though, it has been around
since 1912 founded by Charles Rothschild and Ted Smith. </p>
<p> To found out more about the history of Wild Wildlife Trusts visit
the website below: </p>
<p><a href="https://www.wildlifetrusts.org/about-us/our-history">
Wildlife Trust Our History</p></a </Button>

<p> And to find out more abouty the Wildlife Trusts visit the
website below:</p>

<p><a href="https://www.wildlifetrusts.org/"> Wildlife Trusts website
</p></
```

The Wildlife Trusts

All about the Wildlife Trusts

The Wildlife Trusts give many ideas how you can look after wildlife simply just in your garden. The Wildlife Trusts have their own magazine for both younger and older people. Magazine!

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Ella M

```
<!DOCTYPE html>
<html>
<body>

<h1>Amazon</h1>

<h4> How it began </h4>

<p> Jeff Bezos founded Amazon in July 1994. It is based in seattle,
similar to other internet services such as Microsoft. In May 1997, the
organization went public. The company began selling music and videos in
1998, at which time it went international by acquiring online sellers
of books in United Kingdom and Germany. The following year, the
organization also began to sell video games, consumer electronics,
home-improvement items, software, games, and toys in addition to other
items, like it does today. <p>

<h4> And what now?</h4>

<p> Amazon is now a part of everyday life, especially in a pandemic.
Whatever you need is now available with just a few clicks, and thanks
to this popularity, Amazon is in the top 5 biggest companies and is the
largest Internet company by revenue in the world. The founder (Jeff
Bezos) currently earns $2,489 per second. He is predicted to be the
worlds first trillionaire by 2026. <p>

<h4> But there's a catch </h4>

<p> Although on the surface this seems like a perfect way to get your
```

How it began

Jeff Bezos founded Amazon in July 1994. It is based in seattle, similar to other internet services such as Microsoft. In May 1997, the organization went public. The company began selling music and videos in 1998, at which time it went international by acquiring online sellers of books in United Kingdom and Germany. The following year, the organization also began to sell video games, consumer electronics, home-improvement items, software, games, and toys in addition to other items, like it does today.

And what now?

Amazon is now a part of everyday life, especially in a pandemic. Whatever you need is now available with just a few clicks, and thanks to this popularity, Amazon is in the top 5 biggest companies and is the largest Internet company by revenue in the world. The founder (Jeff Bezos) currently earns \$2,489 per second. He is predicted to be the worlds first trillionaire by 2026.

But there's a catch

Although on the surface this seems like a perfect way to get your shopping done quickly and efficiently, once you dig a little bit deeper you realise it might not be all as good as it seems ethics wise. Amazon is regularly accused of unfair work conditions in its warehouse, avoiding taxes, releasing a huge amount of greenhouse gasses and invading users privacy. These are just some of the reasons you may want to avoid using Amazon unless it is completely necessary.

[Click here to go to the website!](#)

Annie M



Art

And finally a little something to brighten up our January! Miss Baker's Art students have created these beautiful colour wheels at home.



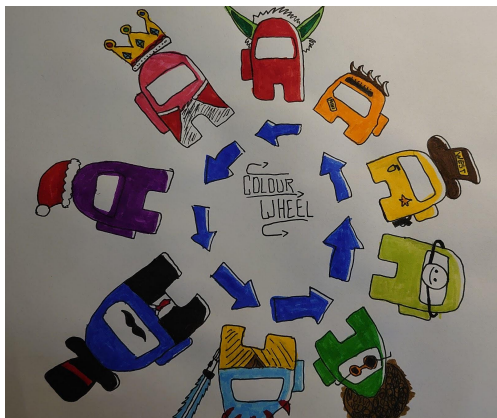
Jude W R



Martha J



Eleanor M S



Sonny C



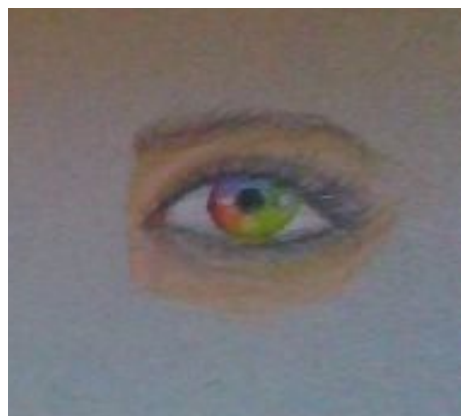
Hattie M



Nily V



Martha G



Ellie S C



Charlotte C

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



#TeamBlatch