

TEAM BLATCH



Online Learning Bulletin

15th January 2021



Online Learning Bulletin

Dear Team Blatch,

Welcome to our second bulletin of the term.

We have been so impressed by our students this week - they've been working brilliantly as you'll see from the standard of work included here.

Thank you so much to everyone in our community who are supporting us to keep our students learning every day - we're so proud of all of them.

We hope you enjoy reading and seeing their work.



Art

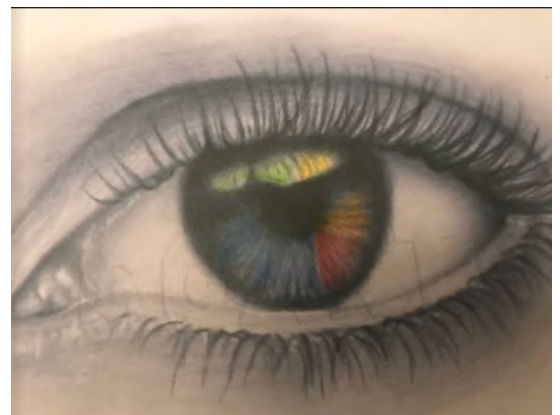
Miss Baker's classes have continued their work with the colour wheel this week. Take a look at some of their wonderful colour creations below!



Mila D



Harry M

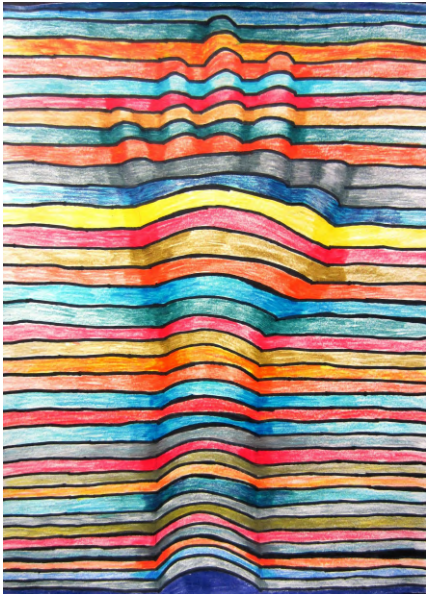


Andrew S



Art

Also in Art, students in Key Stage 3 have made a start to the Op Art project. This week they have been learning about the artist Bridget Riley and responding to her work.



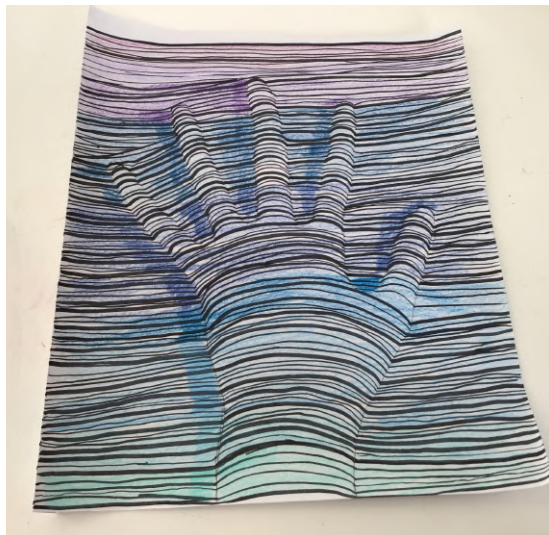
Sophia A



Violette P



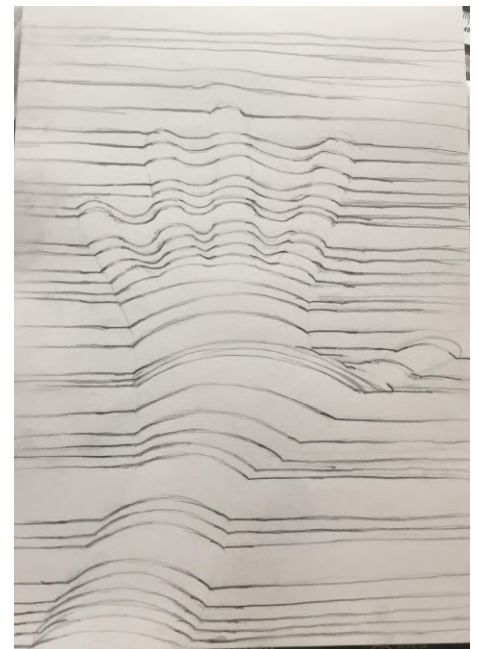
Iris D



Lilith C



Maisie M S



Ollie F B



James P

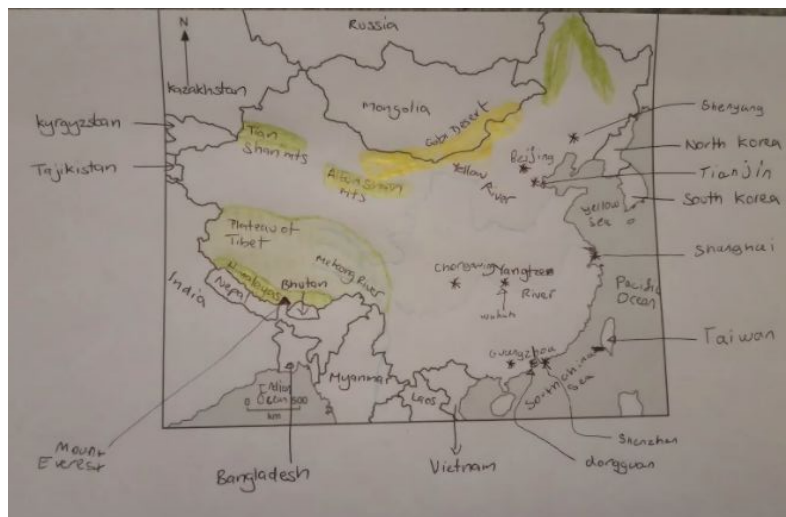


Geography

In year 8 geography this week, our students were being introduced to the geography of China. Below are some incredible maps drawn by our geographers:



Calvin C-R



Sam E



Toby M



Drama

Meanwhile, in year 7 Drama our students have been continuing with their ghost stories. Read some of the spookiest below!

Ghost Story

There was once a family, a mum, a dad and a ten year old son that lived in a small house at the edge of town, bordered by a large area of dark, ominous woods.

The boy was a quiet type and liked to wander by himself for hours alone in the woods. He was considered by his parents to be a bit of an introvert, as he rarely spoke about his feelings or had any real friends.

One evening he stayed in his room for hours on end, playing computer games. His pale face was illuminated in the otherwise gloomy room by the blue light that pierced the darkness.

The next day he was nowhere to be found. It was as if he had disappeared into thin air. His mother of course was scared sick, calling his name in the woods for hours frantically looking for him.

A search was organised by the local police, but nothing, not a trace of the boy was found.

Days went by and the family mourned their loss. Putting up posters and handing out flyers now seemed pointless as they slowly accepted that he was just gone.

Years went by and the family eventually packed up his room, and painted the walls a new shade of blue.

Ten years passed, and the neighbourhood appeared pretty much the same. The local shop had changed hands, and a few neighbours had got extensions and repainted their houses.

The small house at the edge of town, bordered by the large ominous woods, still stood there as it had ten years before. Living there still was the woman and her husband. Ten years older and both now accustomed to it being just the two of them.

Rumours begin to be spread in the local gossip, sightings of a shadowy figure lurking in the depths of the forest. The Mayor's daughter accounted for seeing a colourless spectre one afternoon and was so spooked she vowed never to walk in the woods again.

One cold April day a visitor knocked three times on the brown wooden door of the small house at the edge of town.

The woman opened the door slowly, being unsure who it might be. Her stomach sucked in on itself as she saw before her the visage of her child. Older, taller, hair bedraggled and dreadlocked, eyes empty and hollow. Black spherical shapes. The wife's mouth clutches at words that do not come. Her hands fumbled at the door handle as she begins to shake all over. The husband comes down the stairs and seeing the figure jumps backwards, stumbling to the floor, himself going a pale shade of shock and struggling not to soil himself.

The bedraggled, emaciated figure walked forward past the shocked woman, unable to speak. Through the hall, past the petrified man, his panicked mind struggling to make sense of the situation. Striding effortlessly across the kitchen and out into the back garden, the lanky form proceeded to dig at the earth with his bare hands. Like a wild animal it tore at the lawn, casting dirt and mud aside. The woman calls the police and manages to screech out her address. The dad rapidly approaches the phantom and tries to push him away but his hands just go through him, which tips him off balance. Falling into the hole and striking his head on something hard.

When the police arrived, there was no sign of the withered figure resembling the lost son, but in the hole along with the unconscious father was a skeleton of a ten year old boy.



Drama

Spooky Story

She was lying in bed. Her parents had gone out and she was all alone. She had been alone before but not at night.

She woke up. She had a nightmare and all she could hear was crazy laughing. She thought she could still hear it. She convinced herself she was imagining it and tried to go back to sleep.

She woke up again. It was 3 am, the witching hour. As she went to the kitchen to get a glass of the water, she tried to forget all the stories she had heard about the witching hour but they were all she could think about. Tales of ghost and monsters filled her head.

She went in the kitchen and got her drink. She was just starting to relax when she heard it again. The same crazy, hysterical laughing. The lights started flickering. The glass shattered. Everything went dark...

The door creaked open. She saw the faint outline of someone slowly walking towards her. The laughing was so loud it was all she could hear. The shadow reached out. Darkness.

Sometime later the girl's parents got back. They opened the kitchen door. There was a trail of blood leading towards a smashed window. On the wall in the same blood was a message...

YOU'RE NEXT

Lily and Sarah

Something Behind Me

It started on my way back home from work. A small feeling but a feeling all the same the feeling... that something was behind me....

The sun was still hidden amongst the black remains of the previous night. The streetlamps reflected off the wet pavement. I was checking my watch when an icy sensation slid down my spine. Despite the street being dark it seemed to still have space for more shadows. I tried to focus on something other than the darkness closing in around me. I tried listening to the noise my feet were making on the damp pavement; this was when I heard a faint tapping along the pavement behind me. Could they be... feet....?

I turned around and felt something orbit around me to be behind me again. That was when I realised that the air had suddenly become icy cold. I could barely see a foot in front of me thanks to the pitch black now engulfing even the streetlamps. The tapping sound began to get louder as if whatever was following was getting closer.

I noticed a passerby and I asked "is there something behind me?" they looked at me as if I was mad, however they did not reply. I decided to keep on walking. I couldn't help but glance over my shoulder. I saw the person I'd questioned stumbling away in a panic. I began to panic as well "could there really be something behind me?" the tapping sound grew louder as if in confirmation of my greatest fears.

I broke into a desperate attempt to escape whatever was pursuing me, to shake off the cold, to escape the dark, this was all to no avail. I almost tripped over in surprise when I realised a tiny slit of sunlight or moonlight made its way through the clouds. I noticed it reflected onto a window like a mirror. I couldn't help but check my reflection.

Oscar C



Maths

In Maths this week, our students have been studying angle facts. Here are a couple of excellent examples!

8.1.21
Lesson 3 - Angle Facts

Starter

1. 23 ✓
2. $8x + 4$ ✓
3. $y = 36$ ✓
4. 18 ✓
5. $7x + 2y$ ✓
6. 2400 ✓
7. $\frac{3}{5}$ ✓
8. 40 min ✓
9. 7 ✓
10. $\pounds 2.75$ ✓

Angles in Parallel Lines questions:

①

②

$a = \text{angle corresponding to angle } c = g$ ✓
 $b = \text{angle alternate to angle } d = f$ ✓
 $c = \text{angle corresponding to angle } h = d$ ✓
 $d = \text{angle vertically opposite to angle } a = c$ ✓
 $e = \text{angle alternate to angle } h = c$ ✓
 $f = \text{angle co-interior with angle } c = f$ ✓
 $g = \text{angle vertically opposite to angle } h = f$ ✓

$h = \text{angle co-interior with angle } e = d$ ✓
 $i = \text{angle corresponding to angle } a = f$ ✓
 $j = \text{angle vertically opposite to angle } g = e$ ✓

③

because both angles are corresponding to each other. ✓
 because the angles are alternate, so they are the same. ✓
 because the angles are vertically opposite each other. ✓
 because it's an interior angle which means they'd add to 180° . ✓

④

They are alternate angles, so they'll be equal to each other. ✓
 They correspond to each other. ✓

Lola M

Angle facts

Starter

- 1) 23 ✓ 2) $8x + 4$ ✓ 3) 36 ✓ 4) $48x + 5$ ✓ 5) $7x + 2y$ ✓ 6) 2400 ✓ 7) $\frac{3}{5}$ ✓ 8) 40 min ✓ 9) 7 ✓ 10) $\pounds 2.75$ ✓
- 1) 20° ✓ 2) 60° ✓ 3) 39° ✓ 4) 72° ✓ 5) 15° ✓ 6) 22° ✓ 7) 35° ✓ 8) 20° ✓ 9) 39.5° ✓ 10) 110° ✓ 11) 50° ✓ 12) 96° ✓ 13) 11° ✓ 14) 55° ✓ 15) 53° ✓ 16) 59° ✓ 17) 67° ✓ 18) 49° ✓ 19) 20° ✓ 20) 65° ✓ 21) 106° ✓ 22) 132° ✓ 23) 129° ✓ 24) 111° ✓ 25) 95° ✓ 26) 17° ✓ 27) 172° ✓
- 1) $a = 112^\circ$ ✓ 2) $b = 75^\circ$ ✓ 3) $c = 112^\circ$ ✓ 4) $d = 99^\circ$ ✓ 5) $e = 106^\circ$ ✓ 6) $f = 106^\circ$ ✓ 7) $g = 74^\circ$ ✓ 8) $h = 106^\circ$ ✓
- 1) $a = g$ ✓ 2) $b = f$ ✓ 3) $c = d$ ✓ 4) $e = h$ ✓ 5) $f = g$ ✓ 6) $h = a$ ✓ 7) $c = b$ ✓ 8) $d = f$ ✓ 9) $e = h$ ✓

Vertically opposite angles

Same on each side

Alternate angles (Z angles)

Same angle on each side

Corresponding angles (F angles)

Both same angle

Co-interior angles (Add to 180°) (U/C angle)

add up to 180°

Gracie R



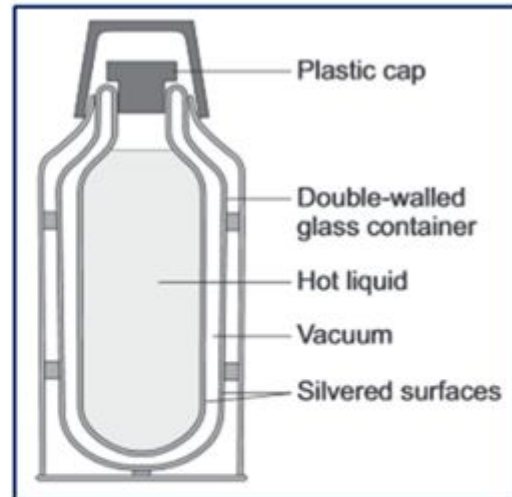
Science

In Science this week, our year 10 students completed some brilliant work explaining how a thermos limits heat loss. The examples below demonstrate an excellent use of scientific language.

Key Words:

Conductor | insulator | conduction | convection | radiation | evaporation | thermal energy | energy transfer | plastic | glass | vacuum | infrared | emitter |

Sentence Starter: The plastic cap helps keep the liquid warm because...



The best answers will:

- Describe how the plastic cap, glass container, vacuum and silvered surfaces all stop heat loss
- Explain how each part of the flask stops conduction, convection, radiation and evaporation

First of all, plastic cap does not do a very good job at conducting heat so it stops energy transfer by convection, also reduces evaporation and conduction. Same with Glass, it is poor at conducting so it stops energy transfer by that way. In a Vacuum both conduction and convection require a medium and particles so it stops energy transfer between the two walls by conduction and convection (vacuum stop energy transfer by convection/conduction). Silvered surfaces: infrared radiation is partially reflected back towards hot liquid, it also reduces or stops energy transfer by radiation(silvered surfaces are a poor way of emitting of infrared radiation).

Phillip M

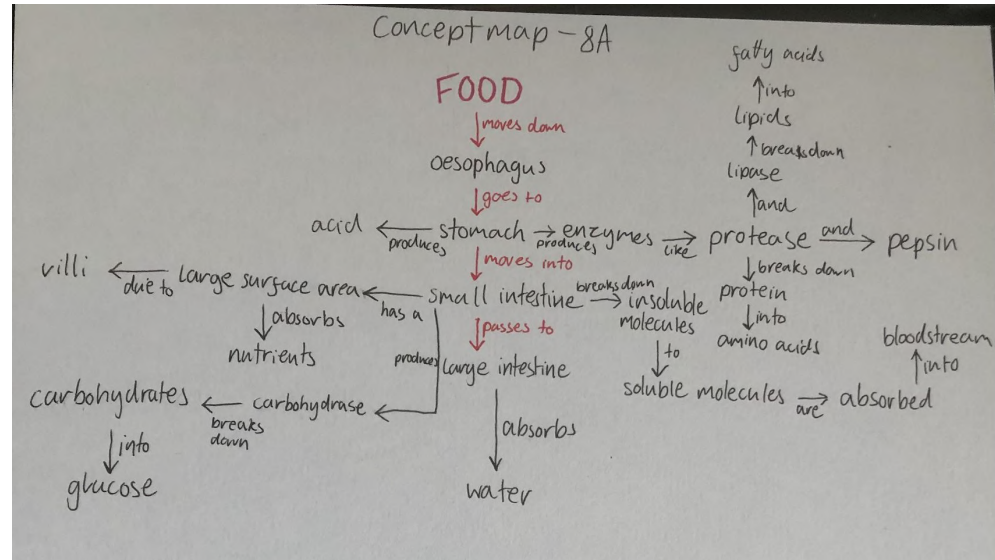
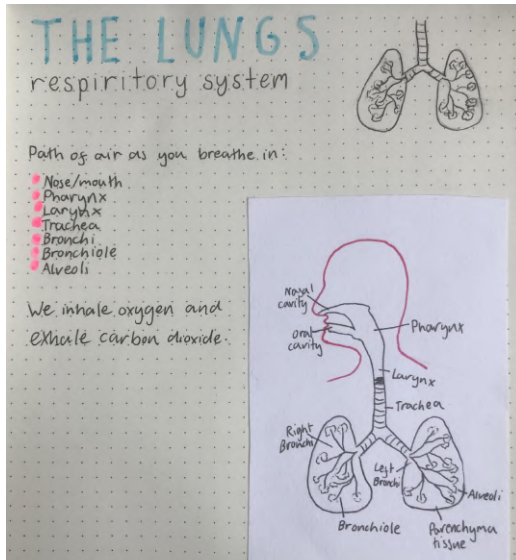
The plastic cap of the flask helps keep the liquid warm because it is a very good insulator. This means that the water will be less able to transfer its heat energy to its surroundings. The double walled glass container is also a good insulator. This is because glass is very good at insulating by itself but between the two walls of glass there is a vacuum. This means there will be no convection and will make it harder for conduction to happen. The silvered surfaces help reduce heat loss because the silver colour helps reflect infrared radiation meaning the heat will be emitted less.

Olina A

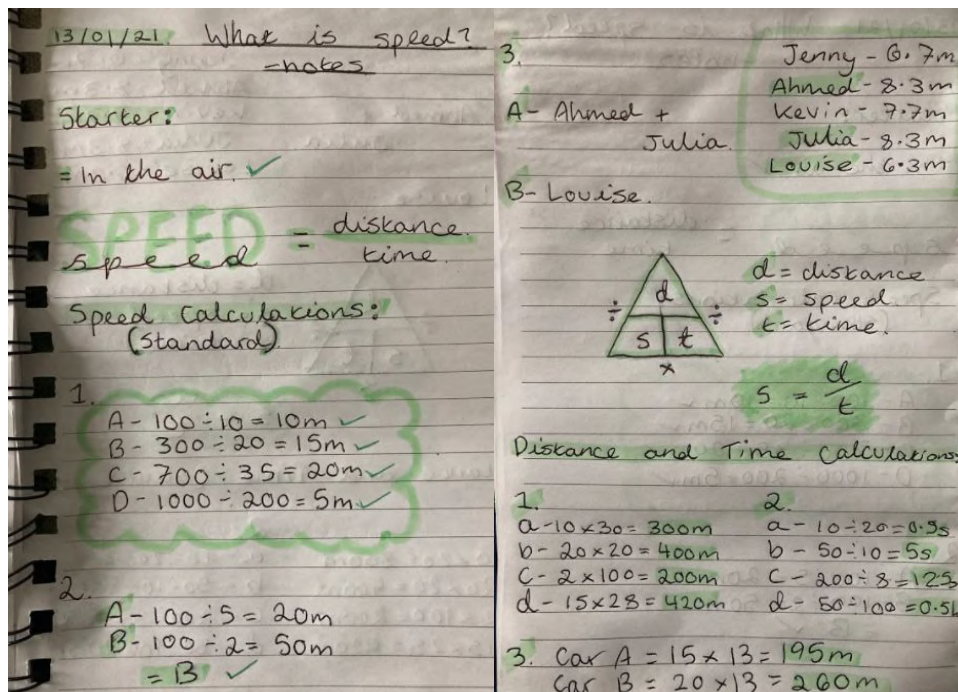


Science

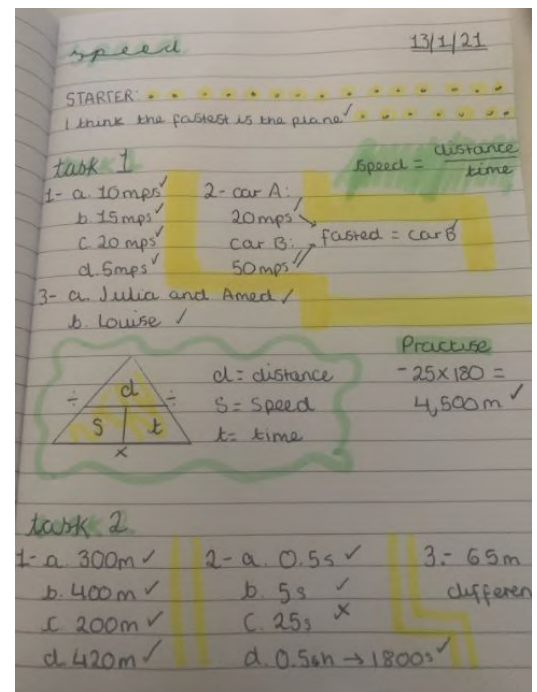
Also in Science, year 8 have been preparing for an upcoming assessment. Here's Iris' excellent revision!



As well as this, students in year 9 have been working on speed, distance and time calculations.



Minnie 9B



Isla 9B



English

In English this week, Miss Ewbank was really impressed by this piece of winter writing by Dominic B in year 10.

The icy air whistles around my ears, causing my skin to tingle and sting. Fingers and toes are numb, but it's a good feeling. Snug inside my many layers of clothes, nothing can spoil the overwhelming feeling of the magic that comes with the snow. The urge to make a snowball is all consuming and I have to restrain myself from lying down on the floor and making a snow angel. Every step I take leaves a fresh, crisp footprint in the snow, as if I am the only person to have ever been here. Snowflakes fall gently from the sky, tickling the end of my nose and tempting me to stick out my tongue and have a taste.

The branches of the trees bow with the heavy load they are carrying, bending towards the floor. It makes me think that if only they could shake themselves like a dog covered in water does; they would be free. Everything glistens, as if a fairy has sprinkled her dust over the entire world. Colours are brighter against the pure white blanket that spreads as far as the eye can see. The houses become works of art, with their beautiful undisturbed snowy roofs. Aerials and chimneys become sculptures, taking on new forms.

Children are jumping about and running around. They have the day off school and their excitement is clear. The older children confidently strut around aiming snowballs at anything that stands still long enough. Smaller children cower and scatter as they try to avoid the incoming missiles. Girls scream and hide as they are bombarded with wave after wave of relentless snowballs. There is one young boy who can't move. He is wrapped tight in so many clothes, that he can barely breathe. His scarf meets his hat leaving just a small slit for his eyes to warily peek out from. He can't bend his legs or arms as the padding in his all in one suit has frozen him like a starfish.

The air smells pure and fresh. Everything seems quieter, almost muffled. There is a sense of serenity in the atmosphere. Nobody attempts to try and drive their cars as the roads are too treacherous. This adds to the eeriness and quietness.

Snowmen creations appear on every corner. Lovingly made with cold, wet hands. There are; fat ones, thin ones, wobbly ones and tiny ones. But what always makes me sad is that it will all melt away, normality will resume. All that will be left is the grey, dirty slush and the memories of another rare day in the snow.



English

Also in English, our students had some excellent responses to their set texts this week. Mitzi in year 11 had a great response to the question 'Why does Scrooge change?', meanwhile Isobel B in year 9 offered some excellent insight into Romeo and Juliet.

I believe that the absolute reason that Scrooge changes is that he finally sees the great deal of mistakes he has made in his solitary and malicious life. He realises he must change for the fate of Tiny Tim and himself, he doesn't want to die alone and not loved for. The ghost of Christmas yet to come, who is described as a phantom visits Scrooge and points to the consequences of the treacherous life Scrooge lived. Plagued by guilt and sorrow, Scrooge promises to change his ways. This shows that the final and most petrifying presence and/or ghost in the novella leaves a great impact on Scrooge and applies a more progressive and kind nature onto Scrooge. One might suggest that Scrooge ultimately redeems himself and changes for the selfish hope of not being alone. However, in my opinion, Scrooge performs great acts of kindness in stave 5, some anonymously as to not get recognition for the selfless act. This shows an exceeding amount of change, change that cannot be titled as selfish and/or false.

Dickens wants his readers to realise that if the most "squeezing, wrenching, grasping, scraping, clutching, covetous old sinner" can indisputably change in a great, imposing way than anyone can. Dickens wanted the more fortunate people to value other members of society that are living in poverty and/or are poor. Dickens could empathise with the poor society and thus, he wanted his readers to sympathise with them, to register that it wasn't their fault. The powerful example of Scrooge that Dickens presents can provide proof that anyone, however deep they are into their horrendous ways, can change.

Mitzi S

The attitude of Juliet's parents towards her could be described as distanced but affectionate. This is shown when Lord Capulet says to Paris 'My will to her consent is but a part and, she agreed, within her scope of choice, lies my consent and fair according voice'. This shows that he thinks Juliet's opinion on the marriage is more important than his own, which was very unusual for the time. Furthermore, it shows that he will support his daughter with whatever choice she makes.

I think the difference between Juliet's relationship with her mother and Nurse is based on emotion. For example, Lady Capulet tells Nurse to 'call my daughter forth to me'. This portrays a formal relationship based on respect. In contrast, Nurse calls Juliet by nicknames, such as 'lamb' and 'ladybird'. This suggests a more comfortable relationship, as Juliet clearly talks to Nurse about more complex topics and shares her thoughts and feelings with her.

Romeo's feelings of love change throughout the act as he is shown a new side to it. This is because he thought he loved Rosaline ('At this same ancient feast of Capulet's, Sups the fair Rosaline, whom thou so loves), but as it is one-way love, Romeo ends up feeling lonely and depressed. Therefore, he associates love with pain and rejection. However, when he meets Juliet at the party, Romeo says 'To smooth that rough touch with a tender kiss'. He describes himself as 'rough' which indicates that Romeo is imperfect and Juliet is the opposite. This suggests true emotions as he believes he is not worthy.

Isobel B



English

Finally in English, Sam A in year 8 completed an excellent piece of work on The Lady of Shalott, written in first person from the perspective of the lady herself.

I woke and sighed. Another day, same old routine. Wake up, don't look out the window, eat, bathe. Don't look out the window. Put on clothes, make my tapestries, and did I mention... don't look out the window.

As I looked at the mirror, I saw the most amazing sight! The most handsome man I had ever seen. His armour so polished that the light reflected off almost blindingly. His muscles bulging through his chainmail. Without even thinking, I whipped my head around to see him. Not his reflection, but him.

I felt it instantly. A sharp tug behind my navel. I stumbled and somehow tangled myself in a golden thread. I looked behind me. No, no, no, no, no! It was cracked! My mirror was cracked! The curse was upon me. I had to meet him at least once, before I choked to the word - died.

I ran down the stairway, and into the town. I traded in my favourite two bracelets for a boat. I had to find him quickly! I was getting weaker by the minute. I had to get to him.

I began to sail down the river. The winds were strong enough to carry me, but not too strong to need to worry about capsizing. I was getting colder and weaker by the minute. I could see all the veins in my arm, count all my ribs. I had a day - maybe two at the most.

I sailed and sailed. I began to sing a slow mournful tune of love and sorrow, of pain and despair. I sang through that day, and the next. I had merely hours left and no sign of my one and only love. But wait, there he was on the end of the boat!

I moved to touch him, but my hand felt only cold air. Delirium. I was going mad and I was going to die. I lay down on the solid deck and tried to sing, but my mouth was painfully dry. I closed my eyes and as the darkness came pouring in, a weak voice in the back of my head weakly whispered, 'You have to find him.....'.



Music BTEC

Students in Music BTEC have been completing their Unit 2 project, 'Managing a Musical Product'. Here is some of their analysis on promotional posters.

Poster 1

Bad example poster



Too much useless information and not clear details of ticket prices, date and venue

Hard to find information about the show

To much going on seems messy with too much small text

Bright colours so very eye catching but writing doesn't stand out - hard to read - not ideal for people to read in a hurry (on way to work etc)

Poster 2



Writing too small makes it hard to read.

Red text stands out but doesn't mean anything to new audience

Too much text makes it seem boring and long

Colours are not very eye catching

Poster 3

From a distance this poster would look boring and not like that of a music festival

Title doesn't stand out

Text is long and hard to read



No vibrant colours makes it boring and not eye catching

Good use of contrasting colours but the text is too small

Boring background image doesn't draw attention

Poster 1

Good at getting people's attention. Very easy to read. Target audience: maybe people who are out and don't have time to read a lot of info

Very bright colours used to stand out against other posters

No information on ticket prices or where to buy them!



Big clear font for heading of band

Use of the Netherlands flag (where the concert is) to use bright colours again whilst also showing where it will be performed

Location very clear

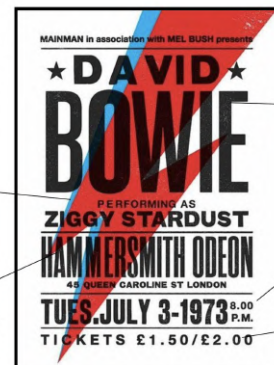
date

Poster 2

Reason for more detail is because this poster is much older. However the last poster is probably posted online as most promotion in the industry today is done online or through social media

Use of bright colours again to draw attention

More important information is larger so the reader sees these first and keeps reading



The centre of focus - artists name

More detail of exact time of show and place (time in the day etc.)

Unlike the last poster this one shows ticket prices

Poster 3

More important information (date and place) is in a bigger font with bright colours whilst the other information (artists, prices etc)

Tells audience what to expect and all the amazing acts

Date clear and in bright blue



Clear bold and bright title

Shape of Africa to represent and make clear charity goal

Less significant writing in smaller font



Music BTEC

Students in Music BTEC have been completing their Unit 2 project, 'Managing a Musical Product'. Here is some of their analysis on promotional posters.

Poster 1

Reviews are put at the top of the poster where the key information should be

Target demographic might be older due to lack of vibrancy displayed in poster

Poster is too minimalistic



All key information is displayed in small lettering and uninteresting font

Red microphone takes up half the poster leaving little space for key information

Microphone doesn't display to onlooker that the show is a variety show rather than a singing contest

Poster 2

Small text in uninteresting font.

Busy graphics distract from small writing



Interesting and captivating title.

Key dates not visible

Small text in same font. No difference between different times of information

Key information in small text at the bottom of page. Illegible from a distance

Poster 3

Majority of poster in black and white

Minimalistic design

Younger target audience due to use of coloured background and use of song lyric



Majority of the poster taken up by graphic

Key information at the bottom of the page in small, uninteresting font

Poster 1

Bright colours against a black background make the lettering stand out and create interest

All artists are displayed together in a variety of colours making them stand out and easy to read



Name of the festival is clearly displayed. All the important information is displayed together

Variety of colours and lettering appeals to a great range of age groups.

All charitable organisations are grouped together

Poster 2

Contrast between white page and black lettering makes information stand out

Use of the logo clearly promotes the cause of the concert.

Black and white colours targets the concert to a teenage and upwards demographic



Bold black lettering in the centre of the poster sends a clear message of the concert

Clearly displayed information for both places and artists

The picture adds interest to another wise quite plain poster

Poster 3

Clearly displayed information grouped

Graphics make poster more interesting and make up for the lack of colours

Use of multiple instruments as well as a microphone show that it is a variety show not a singing show



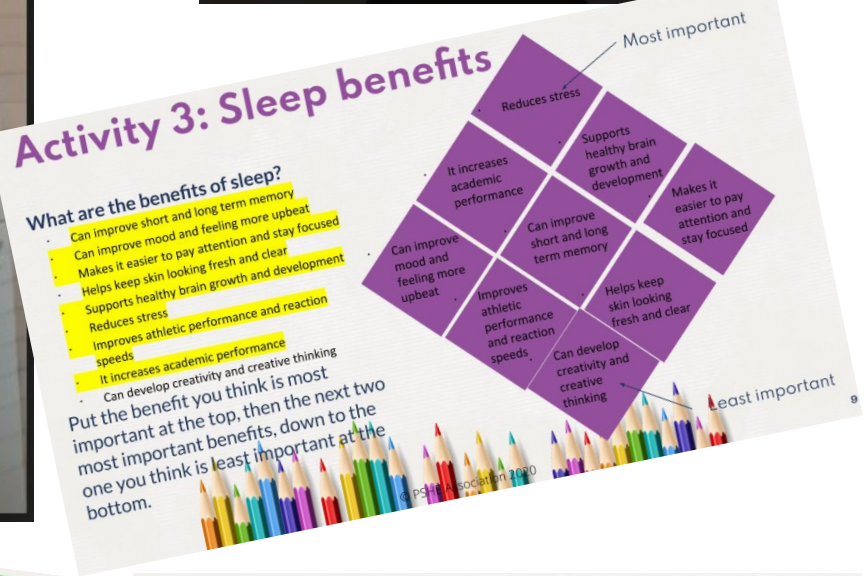
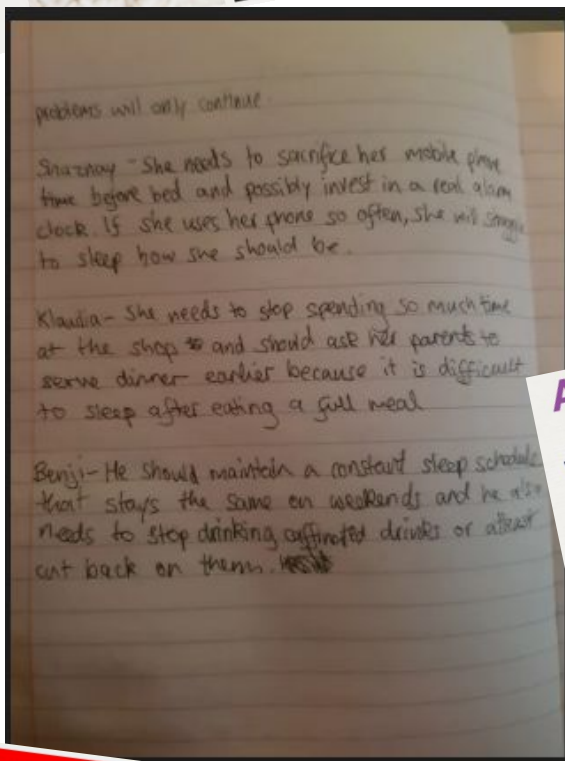
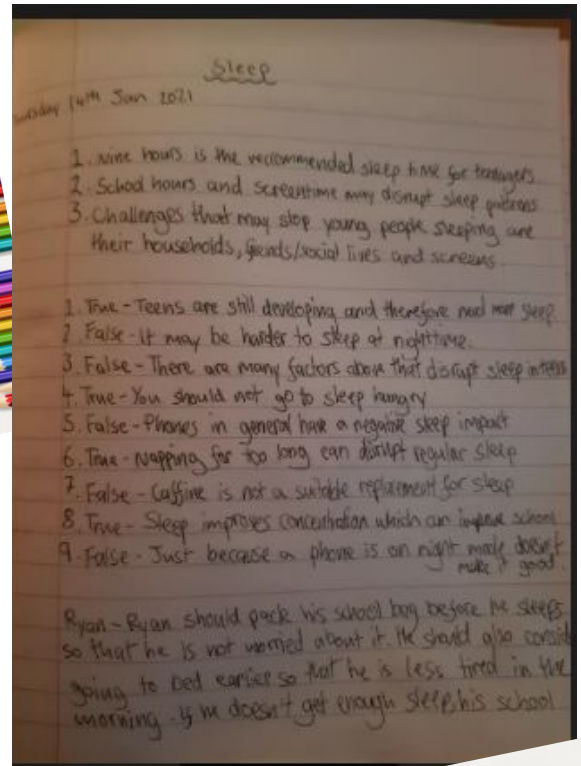
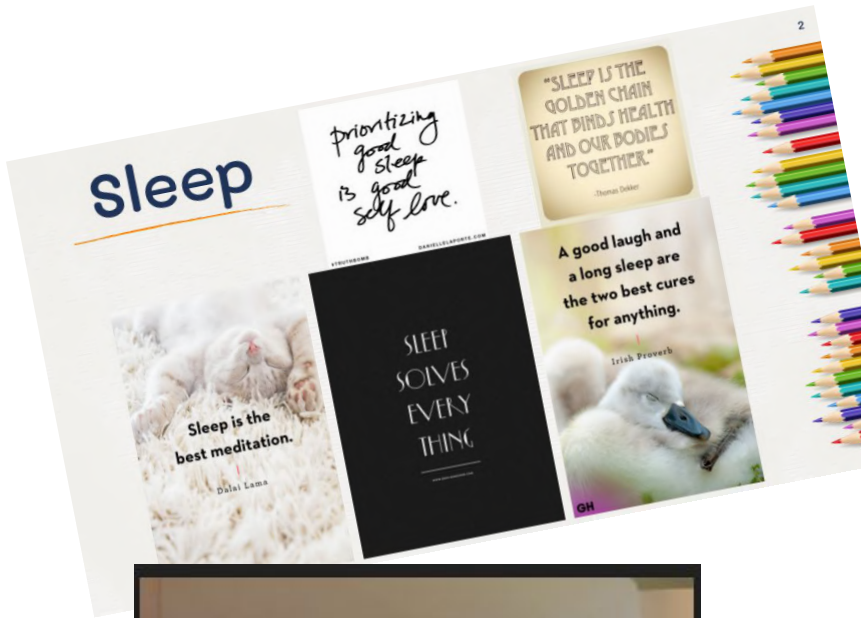
Different fonts and sizes of lettering distinguish information from each other

Contrast with the white paper and black lettering creates sharp and easy to read branding

Target demographic is universal



In PSHE, students have been looking at sleeping habits and what we can do to improve our sleep. Here is some excellent work by Amy C.



Quick Questions

1. Give an example of how we can manage lack of sleep

Lack of sleep can be managed by not using a mobile device before sleep.

2. Does caffeine make a difference to sleep?

Caffeine should not be consumed any time before sleep because it will make sleep considerably more difficult.

[NHS and Sleep](#)

[The Sleep Council](#)



Sociology

Our Sociology students have been busy carrying out Christmas research projects and have drawn some really insightful conclusions from their findings.

After my research, I found what I believe is the feelings that the British public have towards Christmas in 2020. I have found this data through a variety of methods including questionnaires, interviews and research.

The majority of people who celebrate Christmas do not celebrate Christmas religiously, and care more about spending time with family, food and presents. Family and presents were considered the most important aspects of Christmas and presents were what most people associated with Christmas. Most people were excited for Christmas and were happy for its arrival. All of this data shows us that Christmas is less about celebrating Jesus and more just a chance to celebrate in general so that they can enjoy themselves with others.

The next piece of research conducted sheds light on how Christmas is truly about and what ideas and messages the British public is shown. Christmas is shown to the British public as a time of forgiveness and togetherness, meaning we all have the space in our hearts to forgive and still enjoy ourselves over Christmas. This is reassuring to the people of Britain as it shows that no one is perfect, so if we accept each other for who we are Christmas can be enjoyable. People are also shown that we should be grateful for what we have during this festive period and use what we have to enjoy ourselves the most. This is an important message that tells people that they should focus on enjoying themselves over Christmas.

This piece of research discusses the different views towards Christmas across age groups. It seems that for younger people Christmas is mainly about enjoyment through spending time with loved ones and presents, as well as special activities that might happen that only happen during that time of year (for example, ice skating). However, older generations see Christmas as more of a time to travel and spend time with others. One of my older (60) interviewees said, 'I am much less interested in what I receive as a Christmas present these days' and I feel this perfectly reflects the point I'm trying to make as it shows that presents become much less of an enjoyment compared to spending time with that person. This shows us that younger generations see Christmas for the holiday itself while older generations see it as more of an excuse to spend time with others.

However, on a darker note, it is possible for people who are more isolated to find it very difficult to enjoy Christmas, especially because of all the societal pressures of needing to enjoy Christmas or you must be doing something wrong. This can cause distress in some people and make it extremely difficult to enjoy a holiday that is meant to be easy and light-hearted. Despite this being a minority, I feel it is important to mention that it is impossible for everyone to be happy on Christmas, and some people aren't going to enjoy it which is always going to happen.

I feel that overall, the British public sees Christmas in 2020 as a time for togetherness and gratitude. Whether that is over video calls, standing in front of someone's house or sharing presents over the garden fence, it's about being together, no matter how far apart.



Sociology

I think the general public value many things in Christmas and there are many aspects to it in their eyes. For example, 83.3% of my survey participants weren't religious, atheists, yet 100% said they celebrate it and put decorations up to include trees etc. Many people I'm sure are christian in the British general public (I don't have a statistic) but *my* statistics show that Christmas has turned into more than religion (for some) and more of an overall holiday. This is shown with schools taking time off because it's celebrated widely, even the non-religious ones.

Family and friends are a large part of Christmas some would even say it's what the holiday is all about. 60% of my survey participants said they'd want to spend Christmas with both family and friends. For example the Disney 2019 christmas ad shows this well, the advert is all about family and keeping the traditions within family whether they be religious or just personal to the relationships. The purpose of Disney's advert was to say that *they* are the traditions you could have in your family and they can keep going no matter that age or time. My participant for the Christmas memories questions said that their favourite childhood memory of Christmas was having a Christmas party, where many family and friends would be, all of this evidence shows that Christmas for many people is about coming together with the people we love.

Tradition is also a big part of Christmas; with answers of my survey saying they have traditions such as "visiting grandparents" and "playing board games". As well as religious traditions such as going to church you can have your own special traditions that are unique to your family. The picture I showed that represents Christmas to me was mainly representing family and friends but also tradition; the parade could be a yearly thing and evidently from the picture many people enjoyed it and came. For example, there used to be a "santa bus" that came round my neighbourhood every year on christmas eve (before I moved). However, Nick Hornby's quote from "About a Boy", "It struck him that how you spent Christmas was a message to the world about where you were in life." suggests that traditions change throughout life depending on your age the people around you or perhaps where you are in the world. Traditions are a big part of christmas whether they change or stay the same. But that's not to say that change is any worse or better.

Next, there are also concerns with people thinking Christmas is becoming too materialistic. With 80% of my survey participants saying they buy presents for BOTH their family and friends. For example, J.R.R. Tolkien's quote "If more of us valued food and cheer and song above hoarded gold, it would be a merrier world.", is about appreciating what we have already have, essentially if we stopped worrying about money, (people tend to be very money conscious around Christmas) and buying expensive gifts etc, everyone would be more merry and it would be raw and stripped back Christmas; joy, family friends; whatever your individual values for it are. Some companies think of Christmas as a money-making scheme which in some way is, referring to films and adverts etc, with all my participants having a favourite christmas movie. However, positively, people are defying these materialistic ways with 0 of my survey replies being "the presents or gifts" to my question "what do you love most about christmas?", with many appreciating family and food (however this still costs quite a lot depending on your household). Also 83.3% of survey participants said they prefer giving than receiving. I think the disney advert I analysed also shows that it's not all about the money and perhaps you don't have to always have new things; you can celebrate the old and traditions that have been in your family for years. Because that's what Christmas is about.

In conclusion, my research shows that the general public enjoy many aspects of Christmas including religion and its become a holiday for atheists, people enjoy the food, seeing family and friends. Tradition is a big factor also, (my research shows this) and with concerns of it becoming too materialistic christmas still remains a holiday of joy and is widely celebrated by the British public.



In PE, our students have continued with their work on researching the rules of a variety of sports. Here are a couple of excellent examples!

Handball, and all you need to know.

By Connor



What is the aim?

The aim of either team is to score the most goals possible and beat the opposing team.

In each team there are 14 players, 7 on the field at one time. This is 1 goalkeeper and 6 field players.

How do you score a goal?

By throwing the ball inside the net, the ball must 100% cross the goal line and the shooting player must not step into the goal 'crease' for it to count. The goal crease is a 6m long semi circle surrounding the goal and beyond that there is a free throw line nine meters from the goal.

The entire handball pitch is 40m by 20m.

A game is started with a throw off.

A player must not hold onto it for more than 3 seconds or take more than 3 steps. To avoid this a player can either pass the ball to a teammate or they can dribble the ball by bouncing the ball off the ground while moving. (like basketball).

No contact can be made between the teams and there is not pushing, hitting towards the opposing team as it is foul play.

Any form of foul play will result to a free throw for the opposing team.

The game lasts for a total of 60 minutes. If the game at the end of that time is at a draw, 2 sets of 5 minute overtimes are played to determine a winner. If the game is still tied by the end it becomes a penalty shootout.

A 7m throw is the same as a penalty where it is throw one on one against the goalkeeper from a close distance.



passing

Types of passes:

hip pass

High pass/overhead pass

From a bounce

Side pass

In midair/jump pass

Throw the ball sideways across your body towards your teammate.

Rotate the arm above your head above your body towards your teammate.

Throw the ball directly towards the ground so that it bounces from the ground into the arms of your teammate (hopefully)

Similar to the overhead pass in which you throw the ball from over your head towards your teammate but you do this action while in the air.

Look side on to you teammate as if you were to pass in front of you, but throw the ball sideways into the arms of your teammate who should be ready to catch



dribbling

The best way to dribble in handball is to practice your grip and keep your hand on top of the ball. Focus on pressing the ball towards the ground so the bounce is slower and more controllable rather than throwing the ball toward the ground at full speed. Keep the ball to your side so that while dribbling your chances of tripping over are lower. Keep your back straight so that you can see around the court and where incoming danger is.



Jump shooting

Jump shooting is one of (if not the) best shooting methods as it gives the attack an advantage over any defenders or possibly the goalkeeper. Focus in the goalkeeper or defenders if there is any blocking you from getting to the goal, jump into the air and throw the ball in a straight line towards the goal. To practice this, simply trying to throw the ball into the goal without any defenders, keep a goalkeeper as it will help you focus better in 1 on 1 situations and also get you prepared for a real game. Once you feel you have mastered that get some defenders and play with different difficulties of defending until you are ready for a real game. Wrong footing a defender can have a real impact when doing a jump shot as if they are prepared, they will do all in their power to block it. Whereas if you could trick the defender into believing you are going to pass, they would expect it and possibly let their guard down. Allowing an easy shot on goal



defending

Defending plays a huge role in playing handball. If a team has good attack but little defense, the odds would not be in their favour as it gives attackers free space to get goals. One very important aspect of defending is reducing as much space as possible, doing so will result in the attacking team dropping the ball or having a pass intercepted. Keep arms high in the air, block any incoming shots. Keep very little space between you and the attacker. MAKE SURE THERE IS SPACE, contact will result in a foul and the ball would be awarded to the opposing team. Hold tight on the wingers as they are close to goal and can make an easy shot. Timing is key, if you fail timing, your interception, you will be out of position and give the attackers a clear shot on goal.





PE

Tchoukball



By Amelia

Rules

- ★ There are two rebound surfaces that are used by both teams. These sit at either end of the court. Both teams can shoot and gain points from each goal.
- ★ The forbidden zone (semi circle around the shooting area.) You can't have your body in it if you are holding the ball. You also can't shoot and have the ball land in the forbidden zone. It gives away a point to the other team.
- ★ When the game begins the score must be stated before passing the ball to a teammate. This happens after every goal.
- ★ If a pass go out of court it goes to the other team.
- ★ They are 7 players on court for each team.

3 rules of 3

- ★ You are allowed 3 steps with the ball.
- ★ The ball can be held for 3 seconds.
- ★ If you pass the ball it can only be passed 3 times
- ★ After 3 pass you have to SHOOT the ball.
- ★ But you don't have to pass 3 times, you can pass once then shoot.
- ★ The first pass that starts the game is not included in the 3.

Objectives

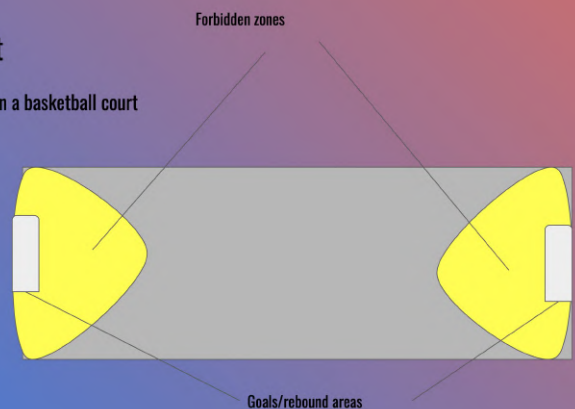
- ★ The team in possession after passing 3 times are going to have a shot at the rebound surface.
- ★ To make the shot count the ball has to come off the rebound surface and hit the floor but not in the forbidden area.
- ★ If you throw it and it misses the surface the point automatically goes to the other team.
- ★ If the person that shoots gets hit with their own ball it's a point to the other team.
- ★ The team defending can't intercept any of the other teams passes, if they do it's a penalty. A penalty is taken from the place it occurs.
- ★ The one thing they can do is try to catch the ball when it has hit the rebound surface. If they do there is no point given to the opposite team.
- ★ Once they have caught the ball they then are shooting.
- ★ They can shoot at that goal or try and get to the other one.
- ★ After a point is scored you can't score at the same point.

Penalties

- ★ They happen a lot.
- ★ They don't give teams points.
- ★ Penalties start from the place where it happened.
- ★ A penalty if the ball hits the blue part of the rebound surface.
- ★ If you hit the rebound surface and the ball bounces out of bounds that is a penalty.
- ★ If you throw the ball and hit a team mate it's a penalty.
- ★ If the rules of three are broken it's a penalty.

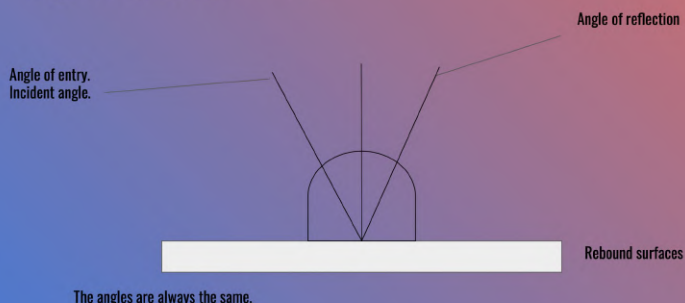
Court

Played in a basketball court



Angle of reflection

This is important to know because you can work out where a shot will rebound and catch it.



Defense

Tactics

- ★ Have players at different heights, this will increase your chances of catching the ball because no matter what height the ball reflects from. There is someone to catch it.
- ★ Circle the forbidden zone. It is most likely to rebound to you if you are stood near the forbidden zone.
- ★ Be prepared. A team mate might lose the ball after a catch. You need to be ready to jump in and catch that ball.

Attack

Tactics

- ★ Jump. Having height really helps, it puts the opposing team off.
- ★ Have an extra team mate. If your shot is caught the other team can shoot so you will need some support. So make sure there is more than one of you down at the rebound surfaces.
- ★ Don't just shoot from the same spot. If you aim for the same spot on the rebound surface all the time, the other team will get used to it and know how to stop you from scoring points. Switch it up it will make it harder to predict where the ball will land.



PE

Handball



-Scoring

A goal is scored when the ball is thrown into your opponent's goal. Players can only score when outside the goal crease. Defenders are also not allowed inside of the goal crease; if a defender stops a goal while inside of the goal crease the opposition is given a 7m throw which is the equivalent of a penalty in football.



-Dribbling

When a player receives the ball they can either pass it to a teammate, shoot or keep possession. If a player decides to keep possession, they are allowed to dribble similar to basketball or take three steps for up to three seconds. Also like basketball, a player cannot double dribble meaning that they can't pick up the ball after dribbling and then carry on to dribble.



-Jump shot

The run-up is similar to the standing shot, but the last step propels the player up and the shot is taken in the air. The jump power is given by the leg that pushes off the ground by springing off with your toes rather than a flat foot. During the middle of the jump, the upper body is turned towards the shooting arm, which is in a backward position and then the player throws the ball with the same motion as the standing shot.



-Shooting rules

- A player cannot take more than three steps while holding the ball
- The player cannot step into the goal crease while shooting

Rules

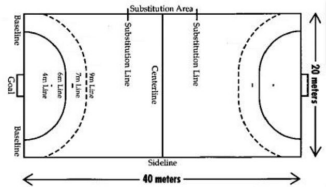
-Object of the game

The aim of handball is to score more points than the other team by the end of the game. Each game is 60 minutes long and consists of two 30 minute halves with a 15 minute interval in between halves.



-Pitch

A handball pitch is 40 metres long and 20 metres wide. There is a centre line, two sidelines, two baselines, and two 9, 7, 6, and 4 metre lines; there is a semi circle outside each goal called the goal crease which only the team's goalkeeper is allowed inside.



-Players

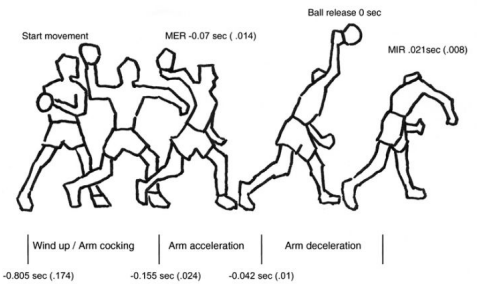
A standard handball match has 7 players on each side representing their team - 6 outfield players and 1 goalkeeper; each team is also allowed 7 substitutes which can be used unlimitedly without notifying the referee so long as they pass through the substitution area.



Shooting

-Standing shot

To get the power to both beat the defender and the keeper, the player holding the ball takes a three step run up. The first step is taken after receiving the ball, either from a teammate or after a dribble; the ball is held with both hands and brought



to the shooting shoulder (e.g if the player is right handed then they bring the ball to their right shoulder). Then the run-up begins and the arm holding the ball is brought back. The second step opens up the player into a throwing stance where the player's left shoulder and left hip are facing into the direction of the shot. The arm and hand holding the ball finish the throw movement during the last step by first letting the shoulder and elbow move forward and then almost whipping the rest of the arm forward to produce power.

Defending

-Technique

The aim of defending is to try to limit the opposition's attacking options or completely prevent them from scoring. You can do this by trying to stick as close to the attackers as possible in hopes that one of them will make a mistake and you can intercept the ball. If an attacking player does attempt to shoot however you can try and tap their shoulders or hips to prevent the shot from going in however, this may not work if the player attempts a jump shot. In that case then try to stick out an arm or a leg to try and block the player's shot.

-Defending Rules

- A defender cannot push an attacking players arm
- A defender cannot enter their own goal crease to prevent an attacker from scoring, doing so will result in the opposition getting a 4m throw
- A defender cannot knock the ball out of an attacker's hand
- A defender cannot hold (body or jersey) or push, run, jump into an opponent

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



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