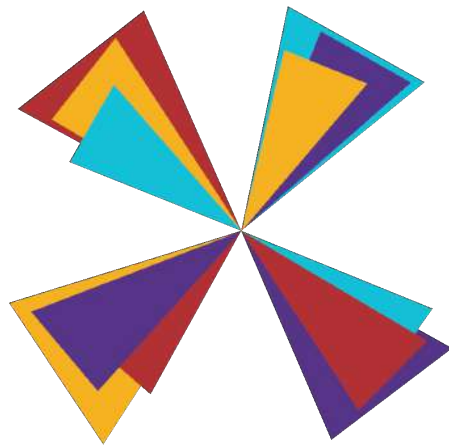


TEAM BLATCH



Online Learning Bulletin

Friday 15th May 2020



Online Learning Bulletin

Dear Team Blatch,

Welcome to our seventh online learning bulletin.

Our students have had another fantastic week of online learning and have produced a wonderful range of work across all their subjects.

It's been brilliant to see how many of our students are gaining achievement points for their hard work and effort too.

Our staff are working tirelessly to support students and we've been sharing good practice to increase the use of pre-recorded audio and video clips being used to support our students - using them for giving instructions, explanations and feedback.

Thank you again to everyone in our wider Blatch community - your support is invaluable to us.

We hope you enjoy reading this week's bulletin.



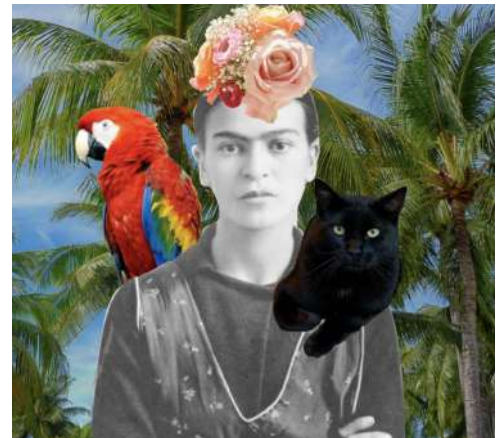
Art



Oscar W



Fatima A



Polly K



PSHE

This week our PSHE students have been completing online training on staying well during Covid-19. Well done to all of our students who have completed the course and earned their certificate.



creative
EDUCATION

CERTIFICATE OF COMPLETION

aseal a

Has Successfully Completed

YouCan: Stay Mentally Well During COVID19

On May 7 2020

TOM HESMONDHALGH

Company Director

KEVIN PIPER

Director of Education

Aseal A



FRIENDS

op 45 or school

Getting lost. If you get lost
just apologise. After a while
you will get use to
where you are going.
It's hard at first
but it gets
easier.

I have had doublets
since going to
Blatch.

Just do it
and you
will be
fine.

a lot easier.

bad in lessons isn't
primary. The work
of homework isn't that different
to primary. The amount
isn't that bad. The amount
of homework isn't that different
to primary.

work and you can't get in to
trouble. If you need
help just ask.

Your teacher will be fine. Do your
work and you can't get in to
trouble. If you need
help just ask.

Behaviour isn't a scary topic. If you do what
your teacher tells you you will be fine. Do your
work and you can't get in to
trouble. If you need
help just ask.

DEAF

LOST

So many new experiences waiting for you.

Exciting things await for you

Confidence is key to your next school career

Our school community will guide you along the way.

Never give up, always keep going.

Dive into all the experiences on offer.

Achieve much, work well

Read all the books in the RIC if you love books.

Yes, you can do this.





My letter to a year six

Dear year six,

Hello!

Welcome to the beginning of your secondary school journey. For you, this may seem monumental, or it could seem like no big deal. No matter how you see it, a lot is going to change, whether you like it or not. You're going to have a lot more freedom to grow and do what you enjoy, but with that comes responsibility. You can develop your personality and hobbies, make new friends, learn new things, mature and evolve as a person. I know it may sound daunting, but it happens slowly, and you're not alone. Everyone else will be going through the same and similar experiences to yours. There will always be someone to talk to who understands what you're going through. Remember that nobody will judge you for struggling.

You may go through phases of what you like, how you dress, your friends, your opinions, it's all normal! Phases help us find out who we are and what we enjoy, so embrace them and try something new! Never be afraid to stand out, because at the end of the day, the people who try to blend in miss out on so much.

The subjects will be more difficult, but that also means you can explore topics in greater depth and expand your knowledge. As long as you work hard and never give up, you won't fall behind. If you struggle, reach out to someone and consider your options for improving and thriving. You won't be good at everything, and that's okay. As long as you try your best with everything you do, and don't stop trying, because that's all you can do.

Many people will tell you that you're going to make friends for life, and you might do that, but try not to force anything. Choose your friends carefully, don't feel "trapped" in friendships. The people you surround yourself with influence

your life and how you feel on a daily basis so make sure they are affecting you positively.

Although you may feel sad to let your primary school go, there is a world of opportunities waiting for you, so get out there and have fun!

Sincerely,

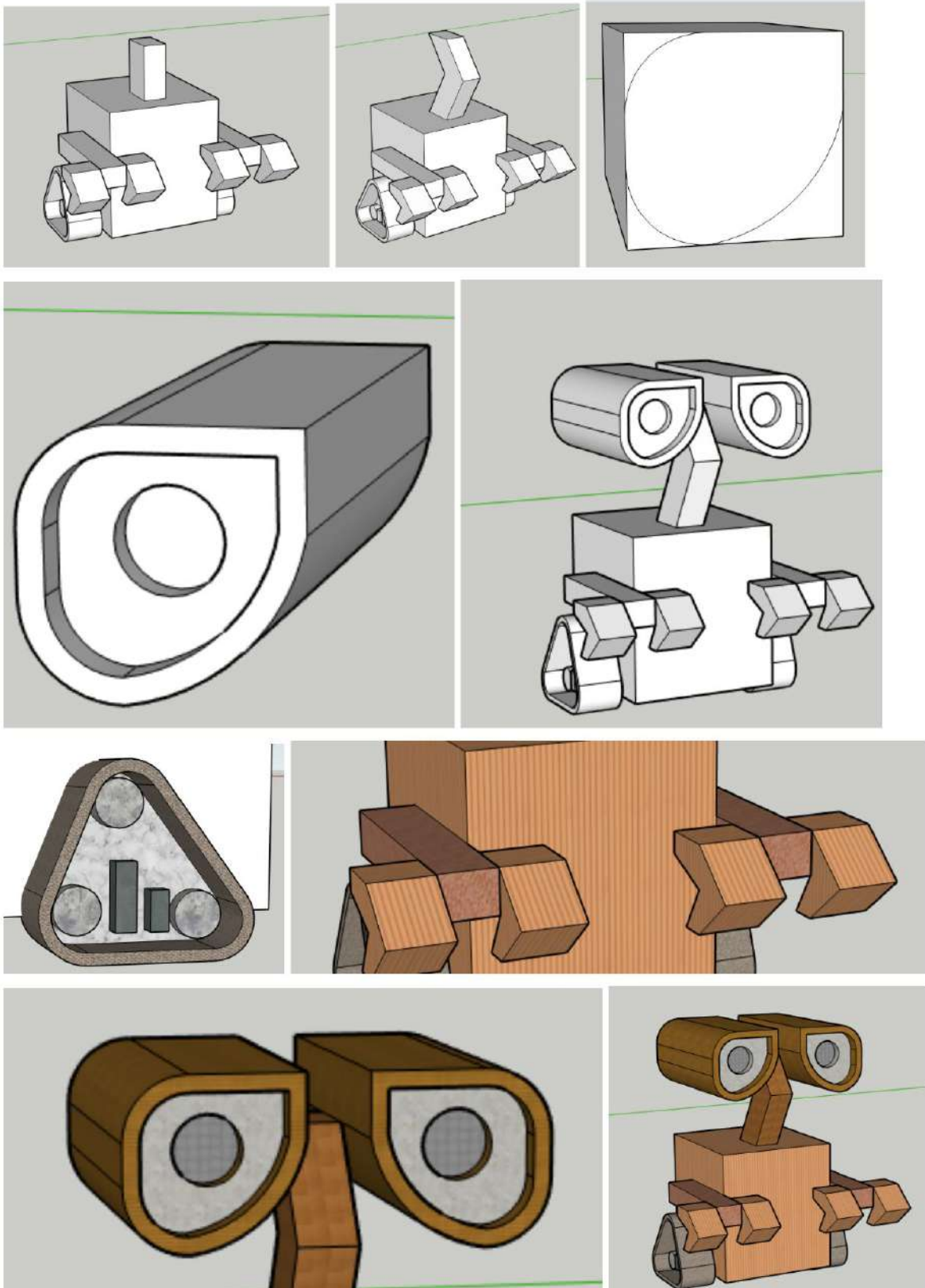
Iris



Design

Our Design students have been mastering 3D modelling design software SketchUp this week. Here's an excellent example of how our year 8 students have been using the software.

Sketchup Wall-E Part 2

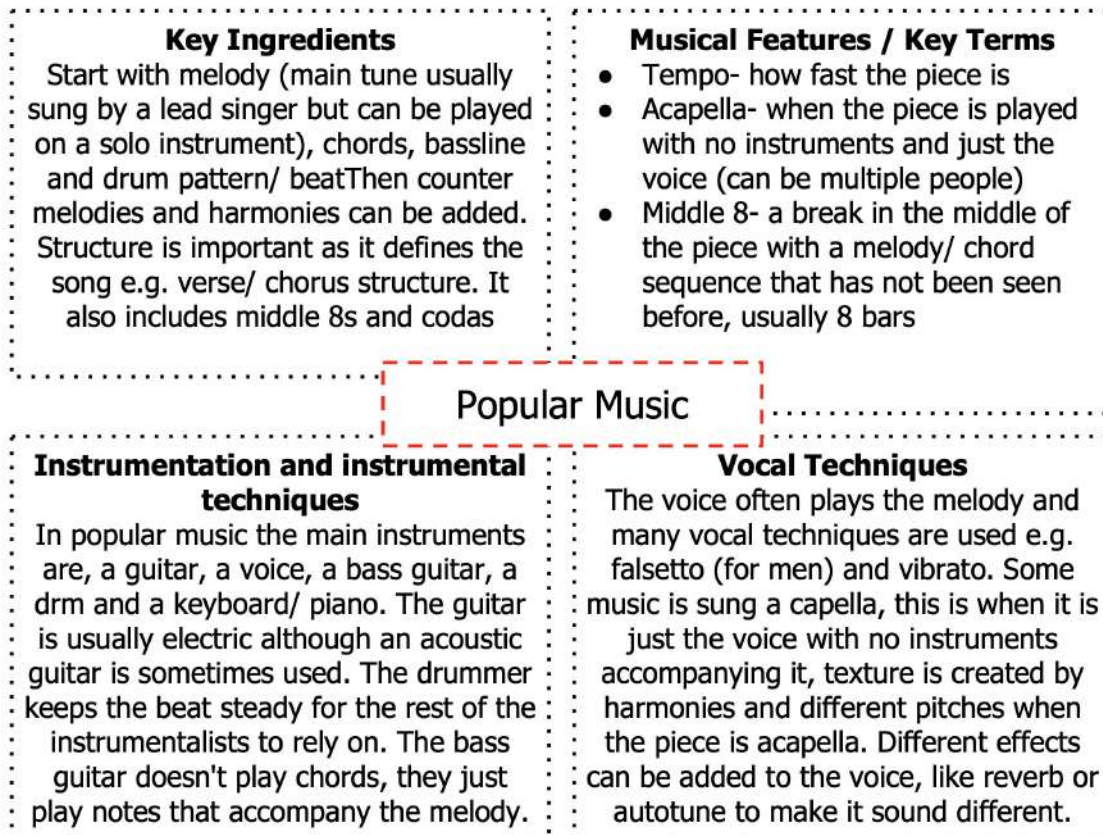


Constantinos F

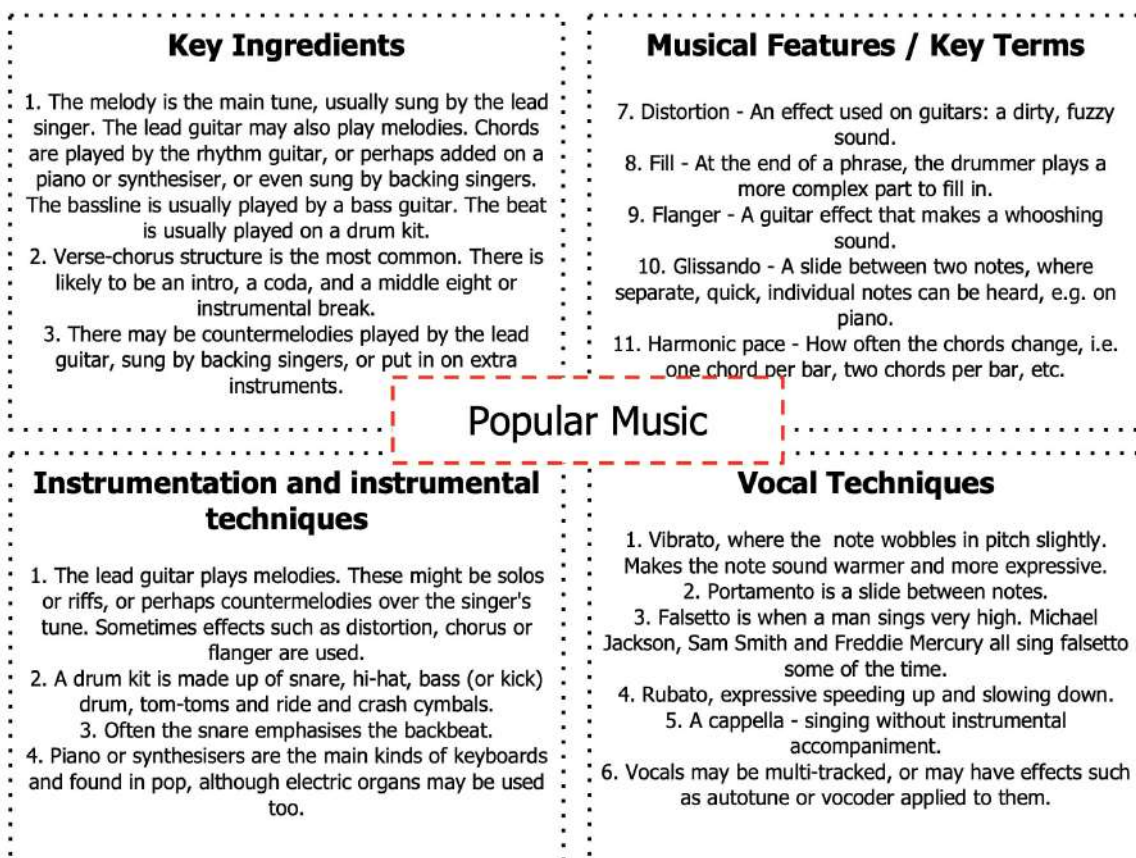


Music

Our GCSE Music students have been focussing on Pop Music this week. Here is some of the excellent research they've carried out.



Holly T



Will W



Dance

Our GCSE Dance students have been carrying out some excellent theoretical work from home this week. Here are some examples of their excellent costume and motif analysis.

Starter - Costume

Before we look at another section of the work, we are going to look at the costume. Using the following paragraph, highlight the **DESCRIPTION** (what the costume actually is) and the **CONTRIBUTION** (how it helps the audience understand the meaning). I've done the first two for you - write out if you can't highlight.

The costumes were selected for a number of reasons. The first was to **reflect the characters**, for example Lisa's character is very **vulnerable, fragile and conservative**, so we were looked for a **shirt** that was very **thin and delicate** which we **buttoned up** to the top to make it more **conservative**.
The second element was to make sure the costumes fitted within the setting so made sure we had a **colour pallet that fitted the environment**.
Thirdly we wanted to reflect the relationship; him being the **strong support** always **underneath** and her being **supported by him**. So his colours were **dark and earthy** whereas hers were much **lighter, linking her to the heavens**.

ACTIONS	SPACE
The female dancer used different parts of the males body to travel around, wrapping herself around him using lots of different turns but never looking at him. The male uses elevation and stillness to keep the female up and allow her to use his body to travel.	Although the setting is outdoors the dancers are on the same spot with the movement between the dancers being extremely close. There is a mixture of bold movements and small gestures.
DYNAMICS	RELATIONSHIPS
Within the dance we see sustained elevation as the male keeps the female from touching the floor. We see strong slow movements mixed with sudden abrupt. The female using the strength of the male whilst she lifts her leg in the air then to her dropping where he catches her in his arms.	The male takes the lead from the female as he reacts to her movements. Catching her as she moves around him. A sense of closeness and trust is built. The reaching out from the female then curling into the male. Using the males shoulders to show how he makes her important.



Frances D

Starter - Costume

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The second element was to make sure the costumes fitted within the setting so made sure we had a **colour pallet that fitted the environment**.
Thirdly we wanted to reflect the relationship; **him being the strong support** always underneath and her being supported by him. So his **colours were dark and earthy** whereas **hers were much lighter, linking her to the heavens**.

ACTIONS	SPACE
The women never touches the floor as the man is always lifting her. She uses gestures, she extends her leg upwards and uses reaches.	They stay on the spot but they turn and use different levels and face different directions.
DYNAMICS	RELATIONSHIPS
It maintains a slow pace and each movement flows.	The pair never lose contact and occasionally use lead and follow, the girl leads and the man just follows and supports.



Action	Space	Dynamics	Relationships
<ul style="list-style-type: none"> • travel • turn • elevation • gesture • stillness • use of different body parts • floor work • transfer of weight. 	<ul style="list-style-type: none"> • pathways • levels • directions • size of movement • spatial design. 	<ul style="list-style-type: none"> • fast/slow • sudden/sustained • acceleration/deceleration • strong/light • direct/indirect • flowing/abrupt. 	<ul style="list-style-type: none"> • lead and follow • mirroring • action and reaction • accumulation • complement and contrast • counterpoint • contact • formations

After watching the section, complete the grid or write out in sentences.

Remember to use the key words below to help you describe!!

Now that you have done this, complete the table.

DESCRIPTION	CONTRIBUTION
Thin shirt	Vulnerable and fragile character
Buttoned up	Shows being conservative
Lighter colours of costume	To link her to the heavens
Dark and Earthy colour pallet. Always being underneath.	Shows strength and support and being grounded.

Describing motif: The male dancer is standing on the ground with his feet together, both of his arms are outstretched apart up towards the sky. His head is also leaning back with his face looking up. He is holding up a female with each hand underneath each of her armpits. The female has her back towards him with her arms down by the side of her body. Her chin is down almost touching her chest, her legs are straight and together with her toes pointed towards the ground.

This tells part of the story by showing the males support of the female, it also shows trust being built that the male won't drop her. The female is sad as she has her head down but by the male lifting her up it shows she is important. As the female is facing away from the male it brings a sense of being unsure with the relationship and not being intimate as she isn't looking at him.

Now that you have done this, complete the table.

DESCRIPTION	CONTRIBUTION
Thin shirt	Vulnerable and fragile character
Light colours	Links her to the heavens.
Dark colours	Shows he is the base and support for her.

Motif description

The women holds the mans hand through her legs as he slowly and smoothly lowers her. Her body reaches away from him and she looks into the distance as if looking back at her past lover, however one of her hands is still reaching towards the man holding her, which suggests she is conflicted between her past and present love interests. After being lowered downwards slowly, she is dropped suddenly into a fast and sudden swinging motion, the man catches her arm to prevent her from falling and lifts her up again showing how he supports and saves her.



Art

Ms Tighe's year 7 class have been creating still life artwork based on the artist Fernand Leger. We love the use of colour in these pieces of work!

Extension:

- HE WAS A FORERUNNER OF POP ART
- HE LOVED THE CIRCUS
- THE WAR CHANGED HIS ART
- HE INVENTED TUBISM
- HE BELIEVED THAT ART IS FOR EVERYONE



Eva Z-D



Olivia F



Nily V



Erin F



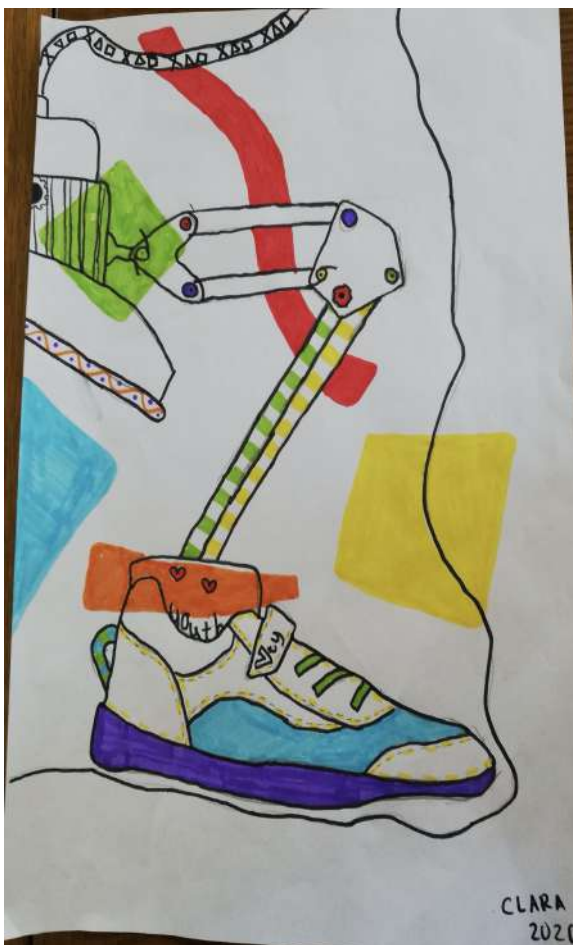
Art



Sam S F



Noah C



Clara P N

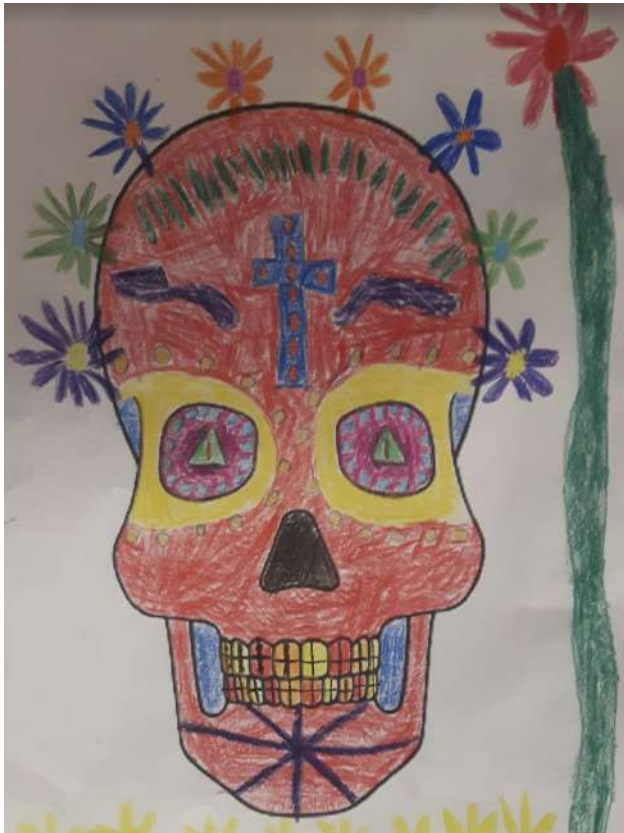


Marco K



Art

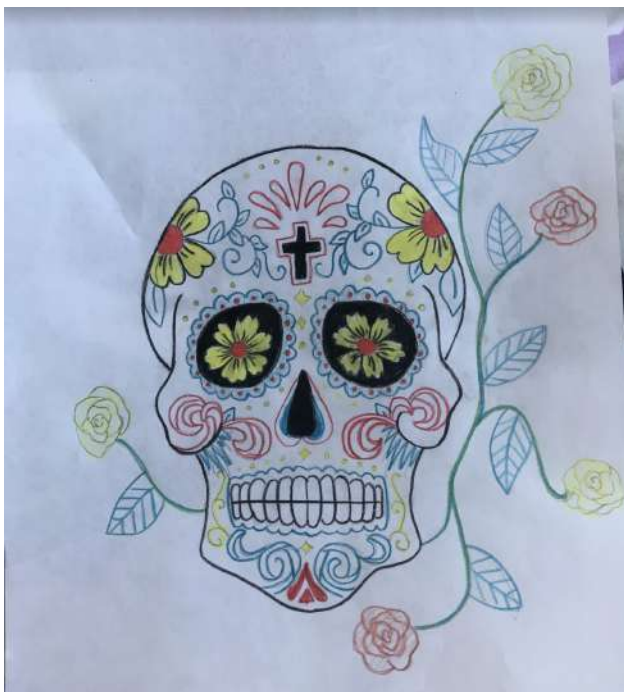
Meanwhile, Miss Messent's class have been working on Day of the Dead designs. Here is some of their great work.



Harrison C-T



Max B



Tilly R



Emily N



Geography

Year 9 student Amelia B completed some excellent work on development. Miss Harrington was so impressed with the work, she said 'I adored the way Amelia approached this. I think I am going to insist that all students approach this task in the same way. It really shows an in-depth and insightful analysis into this work.'

Task 1: Read the definitions of AC/EDC and LIDC below. You must describe what you think life is like for people in these countries, this could be a basic description or a short diary entry if you prefer.

Advanced countries (ACs) enjoy a very high standard of living in comparison to other countries. They have developed by modernising and industrialising through manufacturing industries, although nowadays these economies rely more on the service sector and research and development industries. The wealth generated over the years has been invested into healthcare and education, and as a result populations have a high life expectancy and are well-educated. Transport and communications infrastructure is highly developed, and democracy is often the basis of the political system. These countries are well-integrated in the global economy and are often the sites of world cities

Emerging and developing countries (EDCs) have a lower standard of living than ACs, but this is rapidly improving. These countries, whilst also being primary producers, are industrialising and generating wealth mainly through the mass production and export of consumer goods. Wage levels in these countries are steadily rising, and earnings are being invested into healthcare and education systems, transport and communications infrastructure, and the built environment. Urbanisation is occurring as people move to the cities to look for work.

Low-income developing countries (LIDCs) have such a low income - less than \$2,390 - they are eligible for the poverty reduction and growth trust (PRGT). This is an arm of the International Monetary Fund (IMF) that lends money to poor countries with an interest rate around 0.5%. These countries tend to be primary producers, but subsistence farming or a reliance on a low number of crops for export generates little income. This means that little can be invested into healthcare and education, infrastructure, and further economic development

AC	<p>A baby born in an AC would probably have fewer brothers and sisters and a good chance of surviving to become an adult. They would have access to Doctors and healthcare when needed and have access to free schooling nearby and have an option of university.</p> <p>When they grow up they will most likely find a good job in a town or city rather than working in the fields or manufacturing. They will live in a modern brick house, with an inside toilet and built in facilities such as running water. They will have a car or access to a good public transport network. They have a long life expectancy and will most likely have kids and become grandparents.</p>
EDC	<p>Probably born to poor parents, a baby in an EDC might have limited access to healthcare and education, but it would be better than an LIDC. Your housing and lifestyle would vary greatly depending on where you live and your income. It might be a modern flat or rundown, dilapidated housing like a shanty town. The majority of people in EDC's work in manufacturing in factories and make goods for consumers. With a rising economy there would be a lot of jobs going, but a big divide between the rich and the poor. Their life expectancy would be average, they would have fewer children than an LIDC. Pollution levels would be high due to factories and transport methods.</p>
LIDC	<p>A baby born in an LIDC might not have a good chance of survival and would be one of a big family due to that. They would live in very bad unhygienic conditions and would have very limited access to healthcare and education, which could only be reached on foot, if at all. Access to running water would be limited and if they were lucky there would be a community tap and toilet. They would live in a rural environment with traditional ways and methods of farming and herding. They would earn very very little and would have very bad housing. Their life expectancy would be low and they would be at risk from diseases and natural disasters.</p>



History

In their year 10 History lessons, students have been researching the battles of Gate Fulford and Stamford Bridge. Here is an excellent example of work by Madeleine K.

	The Battle of Gate Fulford	The Battle of Stamford Bridge
When did the battle take place?	20th September 1066	Afternoon Monday 25th September 1066
Who were the two sides in the battle? How large was each army? Who was in charge of each army?	<ul style="list-style-type: none"> -Harald Hardrada (King of Norway) along with Tostig Godwinson (Harold King of England's brother) -Hardrada and Tostig invaded with 300 ships and around 10,000 men -Earls Edwin and Morcar (brothers) were their opponents -Edwin and Morcar had an army of around 4500 men 	<ul style="list-style-type: none"> -Harald Godwinson, the King of England (only crowned a couple of months before) -Harald Hardrada, the King of Norway and one of the original claimants to the throne 'the thunderbolt of the north' along with Tostig Godwinson (brother of Harold Godwinson)
Information about the battle. What weapons and tactics did each side use? What were the events of the battle?	<ul style="list-style-type: none"> -Hardrada 'rampaged down the coast' -They then sailed down the river Oums heading towards the city of York -they disembarked, marching towards York and left 3,000 warriors to guard their fleet -Edwin and Morcar met Hardrada and Tostig in York -The battleground was a marshy area -it is thought that the English army created a shield wall along the north side of the beck (soldiers standing shoulder to shoulder with their shields overlapping) each man had protection from his own shield and the soldiers shield either side of him -Hardrada positioned Tostig with the east experienced soldiers along the southern side of the Beck -The river Oums was tidal -its is believed that Hardrada and his best fighting men were concealed from the Saxons by raised land -at around midday the water in the beck subsided and the battle began -The Saxons managed to push back Tostigs army -with the tide down, Hardrada moved his troops down over the back of the English army, trapping them in the beck -Hardrada used a sword, the weapon 	<ul style="list-style-type: none"> -as soon as King Harold heard of the invasion (the battle of gate Fulford), he had gathered an army and 'raced north at lightning speed' collecting more troops as he went -all kings and noblemen had trained professional soldiers 'huscarls' who protected them -huscarls were supported by Fyrds, recruited from every village in England and had to defend their local area -the king travelled just under 300k in only five days! - Hardrada and Tostig had set up camp at Stamford Bridge, celebrating their victory, so therefore had left their armour in their ships 25k away. They only had weapons shields and helmets -they were taken by surprise by the huge english army that marched towards them, however the river Derwent separated the two armies, with only a narrow bridge allowing access to the other side - according to the anglo saxon chronicles, only one, ferocious viking Berserker held back the whole of the English army from crossing the bridge until someone underneath the bridge thrust a spear between the lats and killed him -Hardrada sent three of his fastest riders to travel back to his fleet and get



History

	<p>of choice for the noble warriors of both the Vikings and the English, used for slashing rather than stabbing</p> <ul style="list-style-type: none"> -was a very highly decorated weapon with religious significance and would be passed down from father to son -Soldiers on both sides also knew how to use the fight foot day? Axe, it needed two hands to use and so the warrior would not have the protection of his shield and would need space -the large death toll was not just because of the weapons, as the Norwegians chased the English, soldiers would be hurled into the beck and marsh so the army would have some solid ground to walk on over the corpses 	<p>his reserved soldiers</p> <ul style="list-style-type: none"> -he then ordered his troops to make a defensive shield wall on top of the hill on the eastern side of the river -Harold's army also formed a shield wall and advanced up the hill -before the battle, King Harold tried to persuade Tostig to swap sides by offering to reinstate him as Earl, but Tostig wanted Hardrada to come to England as well and King Harold stated 'seven feet of land for a grave' and the battle again - the norwegians were hopelessly outnumbered -Hardrada advanced swinging weapons in both hands, with no shield or protective armour, he was struck in the throat by an arrow and killed. -Tostig was also slain - just as the last norwegians fled, the reinforcements from the ships arrived but they were too late - an account of the battle in the anglo saxon chronicle says that Hardrada's son Olaf survived the fighting and gave himself up to Harold but he let him return to Norway with all other survivors and promised loyalty and to never invade again - out of the original 300 norwegian ships, only 24 were needed to carry the survivors home.
Who won the battle?	Hardrada, Sunday September 24th York had surrendered to the Vikings	King Harold
What were the consequences of the battle?	<ul style="list-style-type: none"> -150 hostages were exchanged to secure their loyalty -Hardrada was due to receive hostages from the whole county (shire) and it was arranged that they'd be delivered at 'Stamford bridge' -Hardrada Tostig and their troops came unarmed to the area as to rest from their victory and to exchange the hostages but the English army were ready and prepared for a second battle- causing the Battle of Stamford Bridge 	<ul style="list-style-type: none"> - Just two days after King Harold's victory, William duke of Normandy invaded from the south, giving Harold little to no time to be able to meet William and be prepared for the battle, but his soldiers were also weak and tired from the previous battle and so their chances of victory were not strong. - large death toll of norweigan soldiers.



History

Our year 10 students also went on to practice answering exam questions based on the succession crisis of 1066. Here's an excellent example written by Paddy C.

'Explain why there was a disputed succession to the English throne when Edward the Confessor died'.
(12 marks)

You may use the following

in your answer:

- ☐ Harold Godwin
- ☐ Harald Hardrada's claim

One reason for the succession crisis in January 1066 was the fact that Edward died leaving no direct heir to the throne, meaning the witan would have to choose the king based on who they thought was best for the role. This resulted in William duke of Normandy, Harold Godwinson, Harald Hadrada and Edgar the Aetheling all having a reasonable claim to the throne, causing conflict between them and their supporters. Edward also supposedly promised both Harold Godwinson and William the throne causing yet more confusion and doubt as to how his successor would be chosen. Harold Godwinson was eventually chosen by the witan to succeed Edward as he was the richest man in England and had essentially been governing England on Edward's behalf for the last few years. This however, did not go uncontested by his rivals in Europe.

A second reason for the crisis was that Harold Godwinson (who was chosen by the witan to succeed Edward) had supposedly sworn to William that he would support his bid for the throne. This meant that after Harold's coronation William felt he had been betrayed and that the throne was rightfully his. However when Harold swore the oath to support William it was after serving alongside him in military campaigns and he may have felt that swearing this oath was his only chance to return home. Furthermore the evidence that Harold swore this oath comes from Norman sources so may not be reliable. William also claimed that Edward had promised him the throne. Whether Harold swore the oath against his will or not, and whether William had truly been promised the throne by Edward, William still saw these as suitable reasons to invade England with the backing of the pope (and therefore God) in 1066.

Another reason that Edward's death caused a crisis was that Harald Hadrada the King of Norway and formidable Viking warrior felt that he deserved the throne as his father had been promised the throne by Harthacnut (the King who ruled before Edward the Confessor). However Harald Hadrada had no real ties to Edward himself causing his claim to be disregarded by the witan. However this was not the end of Harold's attempt to seize power as he raised an army and invaded England in an effort to take the crown by force. But was defeated by Harold Godwinson at the battle of Stamford Bridge.



Drama

Yr 9 Drama students having been putting their theatrical skills to use in an alternative way this week with a 'Freeze Frame Challenge'. Students had to pick one of their favourite images from a film, and recreate it at home with objects from their house. Students came up with some really creative ideas that put a smile on Ms Field's face!



Freddie N - The Great Gatsby



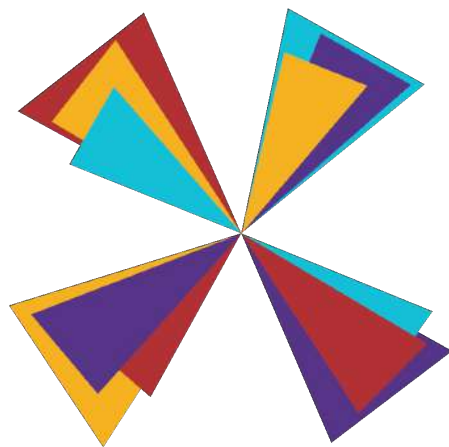
Holly C - The Breakfast Club



Issac B - The Blair Witch Project



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



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