

## Newsletter - February 2021

**"There are always flowers for those who wish to see them"**

*Henri Matisse*



### Message from Ms Phillips

As we begin a new half term we look forward to all of our pupils returning to school on Monday 8<sup>th</sup> March to again experience face to face learning. The last half term presented exciting challenges as we made the move to online learning following the partial closure of schools.

I must give a special thank you to our ICT Technician Team who have enabled us to teach so effectively online and reach out to our pupils at home, thereby continuing their learning. There have been many hurdles along the way, but the Team's endurance and resilience have resulted in a successful transition to new systems.

Thank you also to you, parents and carers, who have been working with children at home, supervising and supporting their education.

A number of Pastoral Staff have been carrying out home visits, ensuring the safety and wellbeing of our pupils and encouraging engagement and I am reassured that they have kept in touch with our children weekly, maintaining the year group family and celebrating achievements and successes.

Children are also supported in school and at home by our Counsellors who provide such a vital service across our community.

I would also take this opportunity to thank our Chaplaincy Team for their messages to parents and their continued prayers for our school community.

The SEND Team has supported the high number of pupils attending school and they work hard at encouraging those at home who, at times, struggle with their learning.

Curriculum and Subject Leaders have been required to respond to the demands of aligning their Curriculum with online learning. Teachers have met the demands of live teaching with a determination to provide our children with the best possible educational opportunities so that the gap will be minimised on their return to school.

A significant addition to the life of the school has been our Covid test centre. The centre tests up to 100 pupils and staff each day and I know that it has provided reassurance for staff, pupils and parents/carers. The school environment continues to be safe and welcoming and, as ever, our Premises and Cleaning Teams work with rigour to uphold the required high standards of health and hygiene. You will have received a letter from me informing you about the requirements around testing.

It has been uplifting to receive so many positive emails from our parents/carers, reflecting your appreciation of the value of live learning and the efforts that Woodchurch High School have gone to, ensuring structure even when children are not in the school building. We very much appreciate these messages and I ensure that they are shared with our staff.

We will continue to promote the message of Hope in the spirit of there being a tomorrow, and despite the many limitations placed on us, I trust that you will enjoy reading about the activities that have taken place since January.

I will write to you again the next few days regarding your child's return to school.

## Y9 Options

The online "Options Event" for Year 9 pupils was extremely successful.

Throughout the two days, teaching staff presented videos informing pupils of the Key Stage 4 subject content and assessment criteria.

Mr Canham and the Year 9 Pastoral Team, Mr Stead and Mr Emmitt, answered live questions and queries from parents and pupils as they watched the videos at home.

Interviews were carried out through Google Meet with Form tutors, Pastoral Staff, members of the SEND Team and Senior Leadership Team. The event was well organised and there was excellent participation and engagement with families. It was evident that pupils had read the information and benefited from watching the videos so that they were able to make informed choices.

## Year 7 "My Character Awards"

Each year at Woodchurch High School we promote our Vision and Values to each year group through our Character Education programmes. We launched the Year 7 'My Character Awards' in September with our new cohort of pupils and we have had a wonderful response from pupils and staff.

This term we have also encouraged our parents and carers to nominate their child(ren) or ward as we understand our Year 7 pupils have been demonstrating the Christian Values we promote here in school at home too. I would like to congratulate all pupils who have received a nomination from either their teachers or parents/carers so far. There have been over 300 nominations this year which indicates how well the year group has settled into our culture and ethos. A special mention for Jack Farrell in 7YW who has been nominated for 10 Character Awards already. Well done Jack.



It is even more important than ever that we demonstrate, through our actions, traits that will show our true character. As the bible teaches us 'Faith can move mountains' Matthew 17:20.

# Careers

The Careers team feel that it is important you are fully aware of the Work-Related Learning, Careers Education, Information, Advice and Guidance opportunities and support that are available to your child. There are extensive resources in the Careers Section on the school Gsite, the link for this can be found on the pupil intranet section of the school website.

It is important that they fully engage with the programme, as this will ensure they make informed decisions about their post-16 option choices and destination routes.

Our careers programme offers pupils the opportunity to:

- Have at least one Careers Guidance Interview, for any pupil in any year group. These are currently being done over the telephone, and can be requested by emailing Miss Quigley.
  - Attend virtual open evenings/events delivered by post 16 providers.
  - Weekly virtual assemblies delivered by a variety of post- 16 providers and employers for Year 10/ 11
  - Access to the careers education Gsite
- Access to KUDOS and SMART

Each week, a list of forthcoming events is circulated to year 11 forms and we would strongly recommend that your son / daughter consults this carefully.

Additionally, we would also strongly recommend pupils set up online accounts with KUDOS and START, which school has funded access for all Year pupils to this service. Again, full details can be found in the Pupil Planners, including setting up an account / login details, and attached to this email.

During a recent meeting with Careers Connect, we were pleased to be commended for our Careers programme and all the support we offer here at Woodchurch.

If you would like any more information about the Careers Programme, please do not hesitate to contact the Careers Coordinator, Miss L Quigley or Mr Bannon at school, we would be pleased to be of further assistance.

# Chaplaincy

We finished the last term with a fantastic Christmas Service for each year group. There were contributions from Rt. Reverend Mark Tanner, Bishop of Chester, Rev. Christine Broad, Vicar of Holy Cross Church Woodchurch, and Rev. Alec Ham, Associate Vicar of St Mary's Church Upton. Jessica Ellis pre-recorded some fantastic music for us, and we had readings by the Deputy Head Boy and Head Girl. It was a lovely end to the term, and got everybody ready for the Christmas break.

We started the new year on the theme of Hope. The common use of the word hope usually refers to things that are out of control and very subject to change; but the hope that's talked about in the Bible isn't tangled with uncertainty and potential loss or failure, it's certain and doesn't disappoint because it's grounded in God's love, and His good plans for us. God's plans for us give us hope because we can trust in Him, He made us all uniquely and wonderfully; He knows us better than anyone else in the world knows us, and because He loves us He has our best interests at heart. Christians believe God has a plan for a bright future for all of us, and it is in this that we can place an unshakable and immovable hope.



Throughout February we'll be thinking about the value of Service, how we can make ourselves available to serve one another, our communities, and the world around us. We'll take the example of Jesus, who is often referred to as a servant in the Bible, and who shows us what it's like to serve others, so that we can follow his example. Jesus teaches that by serving other people, we are actually serving God; He says that whenever we help feed a person who is hungry, give clothes to someone who needs them, visit someone in prison or welcome a stranger, it is as though we are feeding, clothing, visiting and welcoming God himself. Acts of service are rooted in love and compassion for others, and by aiming to serve one another as much as possible we work towards a community established in that love.

During the half term, we'll celebrate Shrove Tuesday (Pancake Day) and Ash Wednesday, which will be the start of Lent and the build-up to Easter. It's an exciting time. We don't know what it's going to look like this year, probably very different to the Lents and Easters of previous years... but we know what we'll be remembering and celebrating!



# ECAD

## Art Remote Learning Champions



**Charlie Volan**

Key Stage 3 have been using objects in their homes to create their own alphabet photography.

Even when we are stuck at home with no resources we can create some inventive and interesting work.



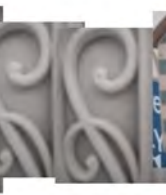
**Leo King**

Our KS3 Christian Values photography competition encouraged us to think about how we can incorporate these values into our lives while at home - with items and shapes around us.

**Adam Cavanagh - Wisdom**

**Jack Farrell- Hope**

**Amelia Fisher - Compassion**



# ECAD

The **Year 10 Textiles** group have been working on collage portraits from home and in school.

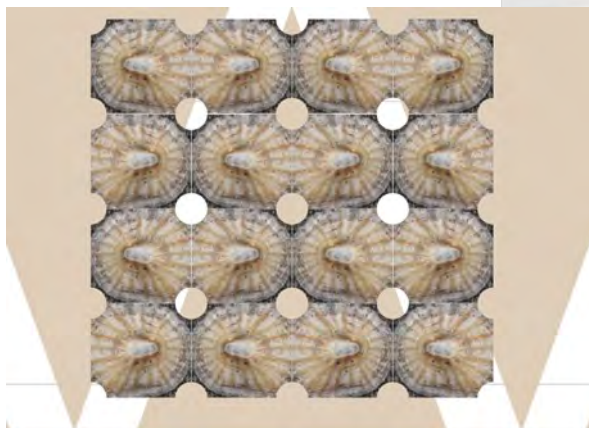
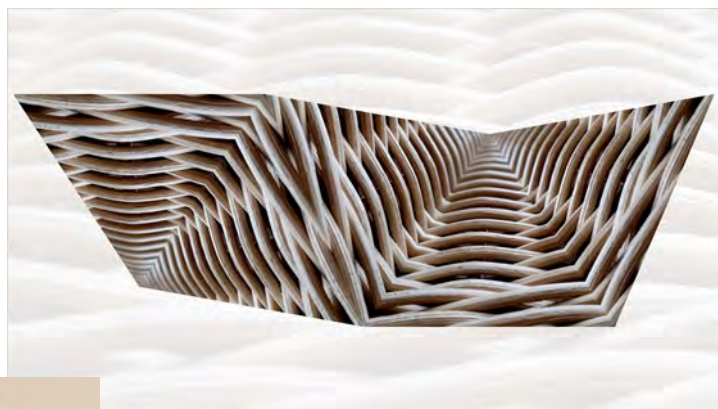


## Learning Champions

Lucy Beck and Nieve Ashman have been showing creativity and endurance while stepping out of their comfort zones in class to create beautiful and expressive examples of work.

## Year 10 Graphics

Joe Matthews and Hannah Martin have shown resilience at home by creating beautiful graphics work for their Portfolios.





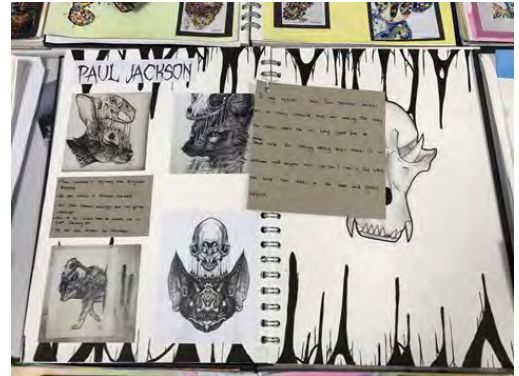
# ECAD

**Keira Betonio**



Mr Cartledge has selected Keira Betonio, Bethany Ormrod and Ellen Ashcroft for their fantastic online portfolio work, completing pages on artist research and pet portraits for GCSE Fine Art.

**Ellen Ashcroft**



**Bethany Ormrod**



Faye Hudson and Emily Simms have also been selected for their fantastic efforts in their online portfolios.



**Faye Hudson**

**Emily Simms**



# ECAD

During the lockdown, the Food Technology Department has been running a virtual cooking club to keep students busy whilst at home. Each Friday Mrs Dutfield sends out a recipe with instructions to bake something with 'store cupboard' ingredients. All students from all years can take part, they are then encouraged to present their finished products in a creative way as if it was for a magazine photo-shoot. When students return to school, there will be awards and prizes for regular participation and effort.

As you can see, the students have really excelled themselves with their effort and some of the parents have even joined in too! These pictures are from week 1 and the recipe was for 'Chocky Rocky Cakes'. They look delicious.

Well done to all the participants, it's great to see everyone baking at home and improving their skills. Remember to look out for the new recipes each Friday.

Food Technology





# English

## Year 7



Year 7 have been living life on the wild side this term in English! We have been exploring non-fiction texts within our theme of Nature and Environment and have enjoyed seeing so many pupils be passionate about our planet. Do we have the next Greta Thunberg in our midst?

We have explored the dangers of the ocean and how to keep it clean, as well as debated the conditions on farms and in zoos. We have also begun to discuss climate change and how to look after our planet, as well as

taken inspiration from the great man himself: David Attenborough. Exploring all of these topics has given Year 7 a wide view of the world and its environmental issues and how we can have an impact.

Through their engagement with this topic, pupils are learning to analyse how non-fiction writers can persuade their audiences and create a successful mood and atmosphere in their writing. They have also been learning how to compare non-fiction texts which will help them develop their reading skills and allow them to form their own views and opinions.

Through this scheme of work, they have also been exploring the wonderful world of newspapers, letters, speeches and reports and learning how writers can be creative, even when writing about real life events. They have been arming themselves with a number of persuasive writing techniques that will really benefit them, not only in school, but in their lives after Year 11 too. Well done for all your hard work this term Year 7!



Why not treat yourself to a David Attenborough documentary or two on Netflix or BBC iPlayer? There is a huge range of pieces which will fit right into your English studies this term!

# English

## Year 8

This half-term, Year 8 have moved onto a new theme, Love and Relationships, and have been discussing the Big Question: Sometimes it's not about who loves you most, it's who loves you best; what is love?

In this programme, Year 8 have been studying family relationships, including parent and child. They have been exploring this from a plethora of poets such as Seamus Heaney, Rosemary Norman and Gillian Clarke to name but a few. Some of these poets, pupils will see again when they study the poets from the Eduqas Anthology next year.

During their study of poetry, pupils have been considering what familial love is, and how people show this. We have also discussed the difficulties that come with relationships, and how ups and downs can be an integral part of all of our relationships.

Some pupils have also embraced writing their own poetry about someone they are close to, and we have some wonderful examples below.

Thank you to the below pupils for sharing their outstanding work:

### **Writing about the poem "Walking Away"**

*Jack Ince*

The poem "Walking Away" by Cecil Day-Lewis is about a Father and son relationship and is when the dad leaves his son alone in a football match. The poem "Walking Away" is about when a father lets his children move away from him and he is unsure about it but he knows that is the right thing to do. One of the themes in the poem is parental love, the father cares deeply for the son and knows that he has to let him grow up. This is very important to the father because he remembers every detail. The poem is organised into 4 stanzas of 5 lines each. It uses simple rhymes such as "away" "day" "play". The poem is written in first person, the father is talking to the son "you" and it makes the poem really intimate and emotional. The poet wants us to think about how we need to let people do their own thing so they can be better in life. The poem wants us to think about the themes of parental love, nature and separation. These themes run throughout the entire poem. The poet says "away", by using the technique of repetition it suggests that the father is very concerned about his son being away from him the poet writes "away" three times. The poet uses the technique of simile when he says "wrenched from its orbit like a satellite" This gives us the impression that what is happening is unusual and the father and Son's routine is being disrupted. The word "wrenched" tells us that it happened suddenly, it is a violent word and makes me think that it was an unpleasant experience for the father. The word "ordeal" shows that he has come across a lot of problems in his life and that it was not a nice thing for the father to go through.

# English

## **Mum**

*Oliver Harper*

Mum,  
Always cooking, cleaning, and doing what's best  
for everyone else.

Kind.  
Happy.  
Thoughtful.

The yellow ray of sunshine,  
beams off her.

And the sound of the sizzling pans, shows your love  
for me and my sisters.  
With your heart warming like the sun.  
And I,  
Stand there talking to you,  
looking with the deepest affection  
In pure honour  
To call you,

Mum  
My mum.

## **Mum**

*Bethany-Eve Davies*

Mum, you are always  
giving me hugs.  
The sofa when i'm with you,  
is my safe place.

Loving,  
gentle, and trustworthy.

You make me think of the colour pink,  
Because it is light and bubbly like you.  
When I have you in my mind,  
I think of calm, tweeting birds,  
And how much you make me feel loved.

And I am hugging too,  
thinking about all of the happy times  
that we have spent together.

You make me feel like the most special in the world.

Mum,  
Mine and my sister's mum only.



# English

## Year 9

Throughout this period of 'at home' learning, Year 9 have, quite appropriately, been looking at and learning about those less fortunate in our society.

Through their study of Robert Swindells' 'Stone Cold', Year 9 have been exploring the issue of homelessness. Through their analysis of this difficult and complex issue, Year 9 have been challenging the stereotypes and misconceptions many have about homeless people. Throughout this topic, Year 9 have been looking towards our Christian Values, in particular that of compassion and service, as a moral and critical guide.



Robert Swindells saw homelessness as a 'societal issue', which unfortunately, as Year 9 have found out through their independent research, still exists today.

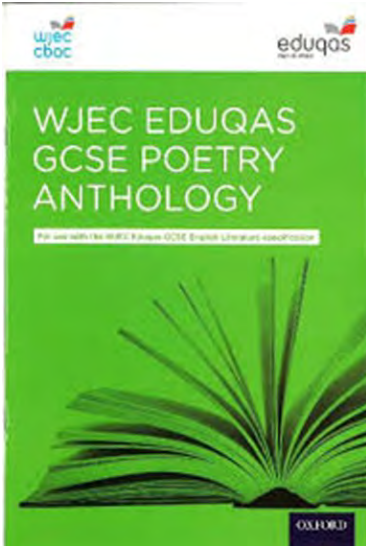
Coupled with the theme of homelessness, Year 9 have also been learning about the context of their new novel; the 1980s and 90s. Year 9 has been learning about the key events, figures and societal attitudes of this important era in our recent history.

Year 9 should also now be beginning to explore a variety of new writing techniques, such as dual narrative, and should be solidifying their understanding of both first and third person narration.

As their knowledge of the novel and its context grows, Year 9 will be learning to create an 'exploding essay', which will allow them to focus on key extracts from the novel, whilst also integrating their knowledge from the entirety of 'Stone Cold'. This style of essay writing will emulate their GCSE texts, 'A Christmas Carol' and 'An Inspector Calls' which pupils will be thinking about as they select their options

# English

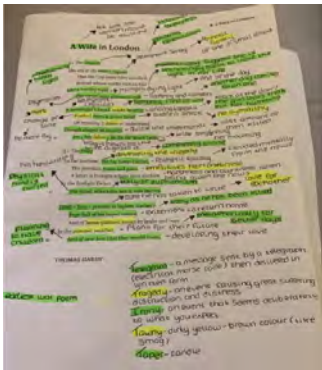
## Year 10



Year 10 have responded positively to remotely learning their latest topic of study which forms part of their literature component one: the Eduqas Poetry Anthology.

Over the last half-term, students have been exploring the vast collection of exciting poetry within the anthology, ranging from the era of Romanticism in the 18th and 19th centuries with poems such as 'London' by William Blake and 'The Prelude' by William Wordsworth to the post-war period of the 20th and 21st centuries with poems such as 'Valentine' by Carol Ann Duffy and 'Cozy Apologia' by Rita Dove. While navigating their way through the anthology, students have learnt about a multiplicity of themes such as; love, conflict, loss, grief and reflections of life and nature to name a few. They have also learnt the contextual knowledge of the poems and the history of the poetic eras, along with becoming experts at analysis!

Year 10 have also kept their studies of Macbeth ongoing, with Macbeth Mondays underway each week. Now that they have completed the play, students have been able to focus on the complexity of the characters and the various themes of conflict, love, ambition and betrayal in the play in greater depth in preparation for their GCSE examinations next summer.



Year 10 have found innovative new ways to learn during the last few weeks and have shown their resilience whilst online learning. The students have produced some excellent essays about the poems they have been learning about along with sharpening their skills on Shakespeare and have engaged well with their topics of study. Well done, Year 10!

Don't forget, it is never too early to start revising. Our new Google Site for English has everything you need, including online video lessons by staff at Woodchurch. Your teacher will also direct you to their own resources through Google Classroom. <https://sites.google.com/woodchurchhigh.com/english/ks4/english-literature/poetry-anthology?authuser=0>

Alternatively, please find the site this way: WHS home page > Pupil intranet > Subject Areas > English > KS4

# English

## Year 11

Year 11 returned to learning after the Christmas break under unusual circumstances: the majority are now learning from home and logging on to their lessons each day, there is uncertainty about how GCSEs will be graded, and many Year 11 pupils are concerned about their hard work being recognised. Despite all this, our pupils have continued to work hard by revising their knowledge, completing work set by their teachers and uploading their responses to Google Classroom to be marked. The whole English Department are so proud of how Year 11 are coping with these changes and uncertain times.

In addition to their regular lessons, Year 11 pupils are continuing with their MIMO lessons on Monday mornings which provides them with an extra opportunity to revise and learn more about the particular topic or text. So far this term, the English MIMO has been focused on 'Macbeth' so that Year 11 pupils can revise knowledge they may not have worked on since Year 9. It is important that pupils actively attend their MIMO sessions to make the most of this service and take this extra opportunity to learn.

Similarly, a large number of Year 11 pupils are still attending their Period 6 sessions each Tuesday at 3:15pm and therefore gaining further practice, revision and knowledge that others may miss out on. Although these are now accessed remotely, pupils continue to actively participate in their Period 6 sessions and have produced some brilliant work!

Although things remain uncertain around how GCSE grades will be awarded this year, it is essential that year 11 pupils continue to complete tasks set by teachers, continue to revise their knowledge and skills, and continue to upload work via email or Google Classroom to be used as evidence towards their GCSEs. To this end, pupils should be accessing revision materials online via websites such as BBC Bitesize and SparkNotes; pupils should also feel comfortable requesting revision materials from their teachers to further enhance their revision. We recommend pupils make use of the WHS Big 4 Independent Learning Techniques in their revision to ensure their time is used effectively to learn knowledge and skills needed for their GCSEs.

Don't forget, our new Google Site for English has everything you need, including online video lessons by staff at Woodchurch. Your teacher will also direct you to their own resources through Google Classroom.

<https://sites.google.com/woodchurchhigh.com/english/home>

Alternatively, please find the site this way: WHS home page > Pupil intranet > Subject Areas > English > KS4



The Christopher Salmon Foundation  
in partnership with  
Wirral Poetry Festival and Wirral Libraries  
announces

# The Christopher Salmon Poetry Competition 2021

## For poems on the theme of Friendship

For people in Wirral aged 19 years and under, in  
full-time education. Entry is Free

Prize of £100 for each of five age categories:

7 and under 8-11 11-13 14-16 16-19

Entry closes on 28 May 2021

For full details visit:

[www.wirral.gov.uk/libraries](http://www.wirral.gov.uk/libraries)

[wirralpoetryfestival.org.uk/christophersalmon](http://wirralpoetryfestival.org.uk/christophersalmon)

[www.chrissalmon.org.uk](http://www.chrissalmon.org.uk)



Supported using public funding by  
ARTS COUNCIL  
ENGLAND



# Drama

## Year 7

This half-term Year 7 have started learning all about Documentary Drama! They've been loving their online lessons looking at Fake News and have created some brilliant guides for pupils in their year group helping them to spot when things are less than truthful! Following this, Year 7 used all their knowledge of Fake News to write their own stories. Georgia Ball in 7XW created a really relevant article and our pupils used their detective skills to figure out whether it was real or fake!

## Covid19- A New Way to get your Taste Back!



On December 29th, 2020 an interesting new cure for Covid patients to get their taste back was found by Dr Martin Arrowsmith, a leading scientist at Arrowe Park Hospital on the Wirral.

## Year 8

This half-term Year 8 have been learning all about Mark Wheeler's Verbatim play, *Missing Dan Nolan*! The story is based on a real-life event from 2002 when fourteen-year-old Daniel Nolan went missing following a fishing trip with his friends. Pupils have been fascinated learning all about Dan's story and trying to figure out exactly what happened to him! They've written brilliant newspaper articles documenting the events and created posters to support in the search! Grace Colley in 8YN really impressed us with her detailed poster and Miss Smethurst's Year 8 group were outstanding in their reading of the script! They moved her massively with their performance! Well Done, Year 8!



## Staying Safe Online!

Don't upload or share anything you wouldn't want your parents, carers, teachers or future employers seeing. **Once you post something, you lose control of it, especially if someone else screenshots or shares it.** This could affect your future as some companies will do a background check on you with your social media therefore you should think before posting.

It's always **wise** not to post personal information as this could become a danger for you or even your loved ones. By sharing personal information such as; address, phone number, full name, school, age. Even if you are careful with what you post you should always pay attention to the backgrounds of your post as it could give private information to a stranger.

The most **malicious** thing on social media and being online are people who pretend to be someone there not. It's not hard to catfish someone and it is quite common and can lead to grooming and possibly more extreme situations which you should avoid at all costs **as it could possibly save your life or loved ones life.**

## Year 9

Year 9 have been working tirelessly on their study of Mark Wheeler's Verbatim play, *Game Over*, this half-term. They've been shocked by the horrors of Breck Bednar's experience and feel appalled by Lewis Daynes' behaviour! The play centres on how eighteen year old Lewis Daynes manipulated fourteen year old Breck via an online gaming platform. It follows the true story, which happened in 2014, and sadly sees the death of Breck at the hands of Lewis.

Pupils have responded with maturity, demonstrating our Christian Values of Compassion and Wisdom in their creation of Guides for young people to enable them to be safe online! Sarah Jones in 9XV created a brilliant piece of work, offering advice to her peers on online safety.



# Drama

## Year 10

Year 10 have continued to develop their knowledge of Dennis Kelly's *DNA* this half-term and our Associate Teachers, Miss Rimmer and Mr Adams have been incredibly impressed with their knowledge! Pupils have explored the play, centring around a group of teenagers, with maturity and curiosity and they were all super surprised by the twist at the end! Pupils are currently developing their knowledge of our Component 3 exam specification and working to answer questions based on this play, using their knowledge and understanding of Drama skills. We're really impressed with their effort and engagement so far. Keep it up, Year 10!



## Year 11

i) As the director, I would use the production element of props/stage furniture to bring the extract to life for my audience.

In the extract, I would have Sheila hold her engagement ring in her hand and fiddle with it to show she is contemplating her engagement to Gerald. It would be silver with a simple diamond in the middle, nothing too dramatic but it would look expensive. This would show that Gerald sees their relationship as plain and a safe bet instead of exciting and spontaneous.

I would have a chaise longue at the side of the stage for the performers to sit on. I would have Mrs Birling move Sheila to the chaise longue when she refuses to go upstairs. This would show that she wanted Sheila to at least be comfortable whilst being there, but also show that she wanted her to be separated from the rest of the interrogation.

I would have a dining table made of MDF wood, I would paint it dark to look like mahogany. I would choose MDF wood because it is easy to move and cheaper than buying mahogany wood. This would be in the style of the period. I would have all the Birlings sit around the table and the Inspector would stand, pacing around it one line of inquiry at a time. The table would be quite long, so many people can sit around it and there would be matching mahogany chairs to create a dark theme with the furniture.

their audience. Pupils have explored everything from performance skills, costume, lighting, set and sound, reflecting on how they can take the extract from page to stage.

Whilst all of our Year 11 pupils are completing outstanding work, Ella Natton in 11XN, deserves a special mention as she achieved full marks in a recent exam! Well Done, Ella!

Year 11 have been working tirelessly this half-term to consolidate their coursework! Both our BTEC and GCSE pupils have been putting all their efforts into their Component 1 reflections following really successful performances prior to the Christmas break!

We're really excited to see pupils replicate their practical performance successes in their written work and we're so proud of their efforts! Our GCSE cohort have also moved on to consider their Component 3 exam on J.B. Priestley's *An Inspector Calls*! Pupils have continued to develop their knowledge and understanding of the play, exploring key extracts and the way in which they can bring these extracts to life for



# Humanities



## Fun Geography tasks to do at home!

A big well done to all pupils who have shown endurance and resilience by engaging with their online learning during this time.

Getting outside is really important at this time here are some activities to try.

<http://www.bbc.co.uk/breathingplaces/schools/>

Or combine your history and Geography by seeing how people from your street contributed to the war effort. <https://astreetnearyou.org>

### Year 7

Year 7 are looking at volcanoes and have engaged well at home.

Here is a link to a new BBC documentary on volcanoes and why they are so important to life on our planet. <https://www.bbc.co.uk/programmes/p08xc2n5>

### Year 8

Year 8 are looking at the impact of war on countries' development. They have studied how the physical features such as deserts, mountains and rivers can affect armies.

### Year 9

Year 9 are looking at Russia. Engagement has been high and pupils have enjoyed learning interesting facts about the world's largest country such as a radioactive lake that will kill anybody who stands close to it within a hour! To recap what we have covered so far follow this link

<https://worldgeography.pressbooks.com/chapter/3-3/>

### Year 10

Year 10 are studying development and why some countries are richer than others. We have looked at problems with measuring development and if you wish to recap the work so far take a look at these online videos. <https://classroom.thenational.academy/units/understanding-development-a682>

Another great website that compares where you live with anywhere on Earth! From food to earnings, from Toys to toilets!

<https://www.gapminder.org/dollar-street><https://www.gapminder.org/dollar-street>

### Year 11

Year 11 have been revisiting Paper 1 knowledge in lessons, completing the Rivers unit. It is important that students continue to engage with online lessons so that we have accurate data to make a fair judgement on final GCSE grades. In period 6 we are completing the teaching of Paper 2 looking at food supply and the impacts of food insecurity.

# Humanities

We've been so impressed with the way our Historians have been engaging with online learning and embracing the wonders of technology!

We've been making the most of this opportunity to use online quizzes, plenty of videos and new ways for teachers to give feedback.

## **Year 7**

Year 7 continue to learn about the medieval period - they have at last discovered just why it was that William was able to win the Battle of Hastings in 1066, and have moved on to find out how much William changed England over the next two decades. He built castles, imposed taxes and even made people speak French!

True story - the first King of England after William I to speak English as a first language was Henry IV, who was crowned in 1399.

## **Year 8**

After a brief spell learning about the unfortunate plight of those accused of witchcraft in the 17th century, Year 8 are now investigating why the English Civil War broke out in 1642, a devastating war that killed a quarter of a million, damaged the lives of many more and ended in regicide.

True story - On the day of his execution in January 1649, Charles I wore two shirts to the scaffold because he didn't want to shiver from the cold lest people think he was afraid.

## **Year 9**

Why would anyone vote for Hitler? 13.4 million of them, to be precise, voted for him to become president of Germany in 1932. He lost, and he didn't become the leader until the next year, but he was a very popular man, despite his anti-semitism, ruthlessness and grating tones. Year 9 have been finding out why.

Here's a great film about Hitler's rise to power - [https://www.youtube.com/watch?v=yMVy8\\_98I-o&t=1347s](https://www.youtube.com/watch?v=yMVy8_98I-o&t=1347s)

## **Year 10**

Year 10 are also studying Nazi Germany at the moment as part of their GCSE course. They're currently focussing on life under Hitler - what were his expectations workers, women and newspapers? How did Hitler use terror to ensure compliance? The Year 10s are showing a great work ethic; there's plenty of independent learning and we've been really impressed with the way our students have been engaging with their learning.

There are a wealth of resources available from the National Oak Academy - <https://classroom.thenational.academy/units/weimar-and-nazi-germany-1919-1939-6b4e>

# Humanities

## Year 11

Year 11 continue to shine as they overcome the hurdles and plough on with their GCSE course. The current focus is political and cultural change in the USA from 1950 - 2000. They are learning about Elvis Presley, the Hippy and counterculture movements of the 1960s and 1970s, the Watergate Scandal and President Reagan's disastrous economic policies. Next they'll be investigating the key moments of the Cold War, such as the Cuban Missile Crisis and the Vietnam War. Keep it up Year 11!

Year 11s can access many resources to help with their studies on our History website - <https://sites.google.com/woodchurchhigh.com/history/home>





# Humanities

## Religious Studies

The RS team have been so impressed with the endurance, hope and thankfulness shown by our pupils during this time. We are enjoying all our online lessons with you but are really missing seeing you all in person! Keep on working hard, and remember to email us if you need us!

## Holocaust Memorial Day

This took place on Wednesday 27th January and was the 76th Holocaust Memorial day, marking 76 years since the liberation of Auschwitz-Birkenau, the largest Nazi death camp. Usually, we mark this day by taking some of our pupils to the Wirral Holocaust Memorial Service at the Floral Pavilion, where each year our pupils who have had the experience of visiting Krakow, Poland and going to Auschwitz, give a talk about their experiences and lessons they learnt during their visit. Unfortunately, this could not happen this year, so we decided to do something with our KS3 pupils during our online RS lessons to mark this really important day.

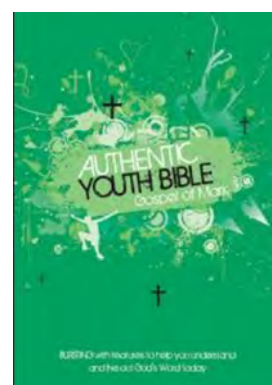


The theme for this year's memorial was "Be the Light in the Darkness" a particularly poignant and relevant theme with what we are currently facing in our world. During lessons we looked at survivor stories and spent lots of time discussing the reality of surviving such a horrific and traumatic experience. Our lessons ended with pupils creating their own 'flame' for a display on our Humanities corridor, co-ordinated by Miss Butters to mark Holocaust Memorial Day, on which pupils wrote messages of remembrance, hope, lessons that they have learnt and reasons why something like this can never happen again. We were blown away by pupil's responses, their thoughtfulness, maturity and compassion during these lessons.



## Year 7 and 8

Year 7 and 8 are currently studying The Life and Teachings of Jesus Learning Programme. Year 8 missed being taught this last year due to the enforced school closure, so are completing it this year instead. This is the first time we have studied Jesus through St Mark's Gospel. Our pupils are doing really well investigating who St Mark was and why he wrote his Gospel, as well as looking at the different things that Jesus did and taught.



# Humanities

## **Year 9**

Year 9 are currently completing the 'Evil and Suffering' Learning Programme, which asks the key question "How can a loving God allow evil in the world and allow people to suffer?". Pupils have been looking at key Christian responses as well as having the opportunity to discuss their own thoughts and opinions on this important topic.

## **GCSE**

Our KS4 pupils are moving onto the study of Judaism. This will be a brand new learning programme for our year 10 pupils and a revision programme for Year 11. There are a wealth of resources on our website to help and support pupils throughout their learning of Judaism, make sure you make use of them!

# MFL

The MFL department would like to say a big thank you to pupils studying French and Spanish. Pupils have shown outstanding endurance and commitment to their learning this term both in school and through online lessons. ¡Gracias! Merci!

## Year 11 Continuous Assessment

Year 11 pupils have shown great commitment to their learning and are handing in work via Google Classroom. As there will be no formal exams this Summer, the work that they submit will contribute as evidence towards their continuous assessment of their final grade. To support this at home, pupils should ensure they are continuing to attend their MFL lessons online or in school and demonstrate integrity and endurance with the work they produce.



One way Year 11 can challenge themselves at home would be by continuing to revise the 'Hub Phrases', 'Booster Verbs' and the key tenses. Revision materials such as 'Knowledge Organisers' are also available on the MFL Google Site.

Pupils can also use online websites such as DuoLingo, Memrise and Quizlet to revise vocabulary. Practice exam questions are also available on BBC Bitesize which has been updated, and any other support needed pupils should ask their MFL teacher. Revision guides are still available to order from the MFL staff base.





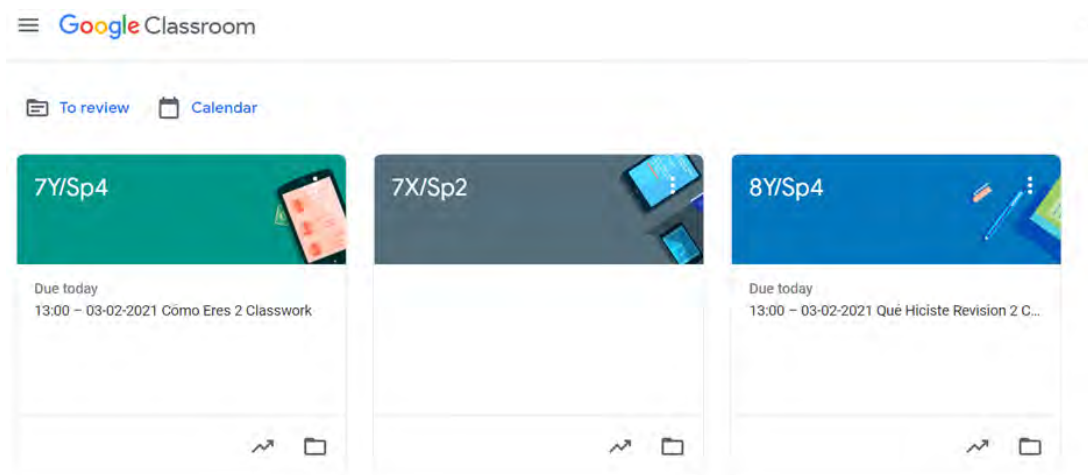
## Accessing Google Classroom

The MFL department are now using Google Classroom as the main hub for all online lessons. It is therefore important that every student with access to an online device knows how to access their lessons on Google Classroom. To do this, please follow the simple steps below:

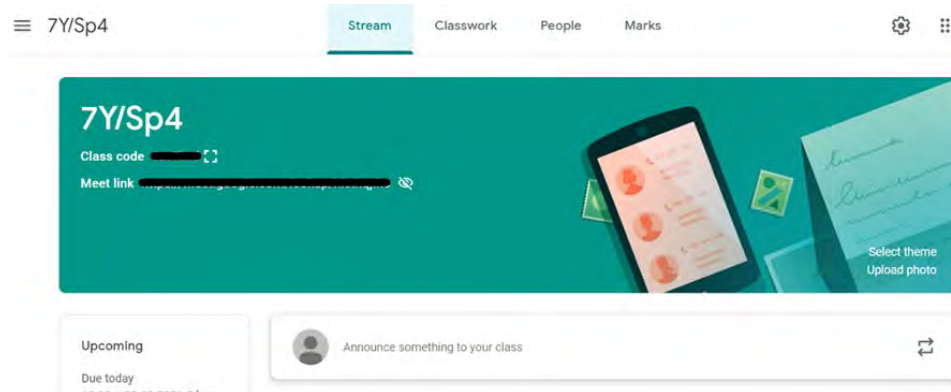
1. Make sure you are signed into Google using your **Woodchurch login** details.
2. Visit **classroom.google.com** or the Google Classroom app (found in the App Store or in your waffle on the Google home page)



3. When on Google Classroom, select the class you wish to view or join by double clicking. Your classes should look something like this:

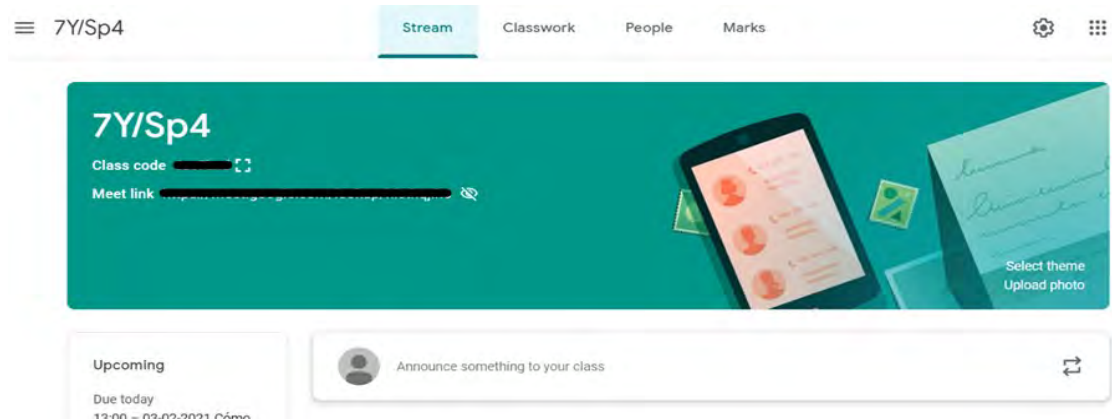


4. This will open your class page. To view announcements made by the teacher, click the 'Stream' tab at the top of the page:

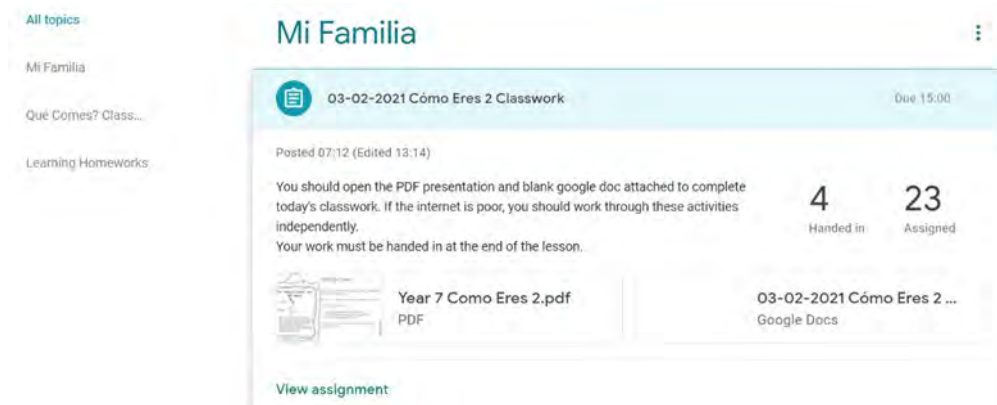


# MFL

- To access lesson resources such as pre-made Google Docs, lesson presentations or homework, visit the 'Classwork' tab at the top:



- This will take you to the Classwork page of the Classroom. Here you will find all of the assignments, homeworks, presentations and google docs.
- To access a specific assignment for a lesson, click on the assignment you want to look at and click 'view assignment'. You can then open the presentation and Google Docs to complete your work.



- Your class work should be completed on the Google Doc attached to the assignment each lesson unless told otherwise. Using the Google Doc created by the teacher allows the teacher to view your work as you do it and provide instant feedback!
- Your work should then be submitted at the end of the lesson or when the homework is due. This allows your teachers to check over and mark your work. You do this by clicking 'Hand in' on the Google Document.
- If working on paper, you should let your teacher know at the start of the lesson. To submit your work, at the end of the lesson, you should take a photo of your work and upload the photo to the google doc. This will allow the teacher to still check your work and give you feedback.

# MFL



## Home Learning and Revision

There are lots that parents and carers can do to support our pupils completing home learning for French and Spanish, using a range of online resources.

We would recommend:

- Visit our new Google Site for an expanding range of MFL resources, especially for GCSE revision.
- On our school's VLE you will find MFL resources for each year group. These include reading activities, translations and writing tasks.
  - Seneca is an online platform that is great for revising your language skills.



### Modern Languages Google Website

The MFL Google Site is now up and running and is a space where pupils can access a range of materials to support their studies. The site is continually being updated, so if pupils have any suggestions of what would be a useful addition, or some creative ideas, please

see Mr Bowman in MFL 6. Currently, pupils can access GCSE French revision materials, with GCSE Spanish and KS3 resources coming soon!

**If you feel that you would like to refresh your language skills in small chunks, you may want to try some of these suggested activities. Just 5-10 minutes a day of practicing language skills will make recalling vocabulary a lot easier!**

1. Download the free (and simple to use) language learning app **Duolingo**.
2. **BBC.co.uk/languages** - select '**Spanish**' in the '**Choose your language box**' then click on '**Mi Vida Loca**' to watch the 22 episodes of the interactive video drama.
3. **Quizlet.com** - search for **mflwoodchurch**. Scroll down the list of activities to find topic areas to revise. The 'gravity' game is particularly addictive.
4. **Teachvid.com** - sign up for a free account watch the language videos and try some of the interactive activities.
5. **bbc.co.uk/bitesize** – select secondary then KS3 or GCSE, Modern Foreign Languages then either French or Spanish. Quizzes, videos and interactive exercises on a range of topics, including all those at GCSE (we follow the **AQA specification**).
6. '**Easy Languages**' channel on YouTube – select either **Easy French** or **Easy Spanish**. Subtitles available in the foreign language and English. Good way to develop listening skills and build a wider range of vocabulary.
7. '**Comme une Française**' channel on YouTube – practise pronunciation, learn phrases on a wide range of topics and improve your knowledge of French culture.
8. '**Agencia ELE**' channel on YouTube – Spanish videos on a range of GCSE topics. Subtitles can be turned off and on through the settings button at the bottom of the video screen.
9. **1 jour 1 actu.com** – current affairs website aimed at young, native speakers of French.
10. **Lyricstraining.com** – no need to set up a free account. Practise listening skills by completing gap fill exercises on French or Spanish songs. (Start with 'Beginner' and 'Choice mode'.

# MFL

## Linguist of the Month

The following pupils have been nominated by their class teacher for 'Linguist of the Month' for excellent commitment to their studies this half term in French and Spanish. Thank you for your effort and endurance. Well done, and keep up the good work!

### Year 7

- ★ Sienna Atherton
- ★ Amelia Fisher
- ★ Grace Jones
- ★ Thomas Jones
- ★ Jack Keenan
- ★ Lily-Mae Martin
- ★ Elisabeth Platts
- ★ Jayden Riley

### Year 10

- ★ Alfie Chesters
- ★ Joshua Hughes
- ★ Phoebe O'Sullivan
- ★ Blessing Roberts
- ★ Nathan Roper
- ★ John Casey

### Year 8

- ★ Samantha Bennett
- ★ Gracie Cross
- ★ Ruby Dreelan
- ★ Ashton Gardiner
- ★ Lexi Hayes
- ★ Ellis Kinsey
- ★ Gabriel Nabong
- ★ Megan O'Connell
- ★ Finley Rutter

### Year 11

- ★ Jessica Ellis
- ★ Olivia Forrester
- ★ Samuel Goodall
- ★ Lauren Houghton
- ★ Adam Johnson
- ★ Matthew McDonald
- ★ Joseph McLachlan
- ★ Molly Phillips
- ★ James Roberts
- ★ Leah-Jo Sarsfield
- ★ Lucy Wharton

### Year 9

- ★ Olivia Arthur
- ★ Abbie Clarke
- ★ Emily Clayton
- ★ Freya Earl
- ★ Lucy Hayes
- ★ Aidan Maloney
- ★ Zac Pearson
- ★ Daniel Pritchard
- ★ Tirion Redgrift
- ★ Daisy Thompson
- ★ Fletcher Wallace
- ★ Will Wilson





# PE

During this lockdown period, the PE department has endeavoured to find innovative ways of engaging and inspiring pupils to remain physically active. Recently, we have started using the Strava app to encourage pupils to upload any walks, runs or cycles they have been on. We are delighted to have over 200 pupils as members of the Woodchurch PE club on Strava.

To join this club, pupils need to download Strava on a smartphone and search for 'Woodchurch PE' on the app. Once approved by a member of PE staff, pupils can upload all their activities and challenge themselves to complete the tasks set by PE staff. We look forward to seeing all your efforts!

In addition to this, we will shortly be launching our Woodchurch PE Instagram page to keep you posted with all things going in within the PE department. Search 'Woodchurch PE' on Instagram and get involved!



## Jack's Wushu Kung Success

Jack Caldicott is part of the Great Britain Wushu Kung team and has recently achieved his Second Duan Senior Level Award.

He recently competed in a worldwide online competition where he achieved a 4th place overall as well as 1st place for Double Traditional Weapon amongst a number of other awards.

Jack is due to represent Great Britain at the next European competition in Prague, Czech Republic.



# Science

## Future Food Festival

Year 9 pupils are taking part in the year's online "Future Food Festival" hosted by Farm Urban. Pupils are working through five festival sessions to find out all about local food production, by taking science fresh from the lab and finding ways to produce healthy, sustainable and low cost food.



As we know, rising food and energy prices, unhealthy and unsustainable lifestyles are big concerns for us in today's society. During the Food Festival we will explore how hi-tech urban farming in cities and local communities could be a key part of finding solutions to these problems we face.



Our challenge is to meet the Farm Urban team, find out more about the global food issues they are tackling and join them in their mission to reconnect people with their food.

Our Year 9 pupils will develop their own business ideas on how they could tackle food production and environmental issues. We are hoping to see some fantastic business models that consider creativity, customers, the community and carbon footprints.

Pupils will then be invited to take part in our 12 week Future Food Challenge to design, develop and produce their own aquaponics system.

In previous years pupils have had great fun taking part in this project and have had great success.



# Eco



We recently were awarded a grant from Eco Schools to develop our next environmental campaign upon the tremendous success of our entry for the Young Environmental Journalist Competition last year. The Eco Committee has continued to meet remotely during the enforced closure and our Year 7 members shared their ideas and enthusiasm with Lynn Struve, Eco Schools Manager. The meeting has generated tremendous positivity and the team are looking forward to meeting with Lynn in person to showcase the progression and engagement we aim to achieve during these challenging times.

Eco Schools are launching the all new Eco Schools At Home section on their website on February 3rd. This section will allow access to a variety of activities, projects resources and we will follow and engage with this programme as a School to ensure our pupils make the most of eco engagement whether they are in school or learning remotely from home.

# Forest School

As part of the Inclusion Quality Mark programme, a new target was to open and facilitate a Forest School. Forest School is a child-centred, inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and controlled risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Forest School has a developmental ethos shared by thousands of trained practitioners around the world, who are constantly developing their learning styles and skills to support new and imaginative learners. During these difficult times with COVID 19, we feel it is more important than ever to instil the importance of being outside and around nature for improved mental health.



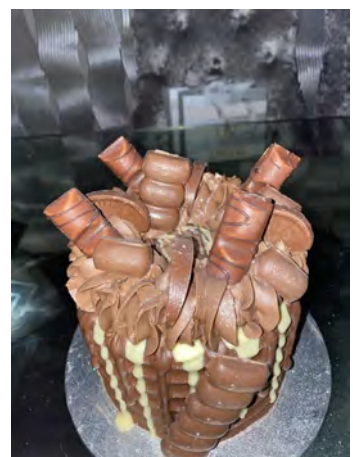
Several children with additional needs have taken lead roles in the project, and have taken ownership for the area. The children will use the area to learn, in a holistic manner, and then relate this back into topics that the children are studying in the classroom. Some will use the area for a sensory purpose others for mindfulness purposes. Others will do individual projects outside in the forest, learning and developing new practical skills, such as making shelters, compost makers, homemade bird feeders, fire making, learning general outdoor practical skills and other skills which can be multi-used.



The Forest School runs alongside our farm. This also gives our pupils the opportunity to learn about and feed some of the animals housed at our farm. During our sessions, we often try to feed a handful of these animals to create some companionship, this is a great way to reduce anxiety and stress, animals can also create a great source of comfort and motivation.

For children with disabilities of all kinds, animal therapy can be hugely beneficial and has previously made major changes to children's lives in many different ways such as and with the intention of supporting children through important social, emotional and physical developments.

This Christmas, we organised a Forest School cake sale. Ellis Campbell, in year 10, donated a deluxe chocolate cake and 50 of his famous cupcakes to the cause. Along with Ellis' help and the help of the Hospitality team we raised £170 for our Forest School and will be using this money to help fund a shelter and other projects.



A massive thanks to Ellis and the hospitality team for all of their hard work!



# Farm News

Even though it is still winter there are signs that spring is on its way on the farm. The wild birds have started to arrive and are busy looking for a nest ready for breeding. Some of the plants have started to sprout new buds and the Tete a Tetes that the Year 7 Farm Skills class planted back in October are now growing fast - ready pupils to sell in March when they will be in bloom.

Most of the Year 7 Farm Skills class have been continuing their lessons online from home. They have been learning topics such as how to farm cows, pigs and hens (as well as entering wildlife competitions) Maisie Godwin has also made a lifesize scarecrow for the farm, which we are looking forward to seeing!



Back in School Adam Avery and Ella Rose Mitchinson have been hard at work. The first two weeks back at school after Christmas our Farm Skills class was held in the Forest School, which is attached to the farm. Adam and Ella have litter picked, pruned trees and bushes as well as screened off fences using Christmas Tree branches. In the photo (left) you can see Ella is happy to lie back on a bed of leaves to cut back a hawthorn bush.

Ella and Adam have also decorated a wheelie bin to collect donations of out of date fruit and vegetables from the local community for the farm animals. This was part of an environmental lesson looking at ways of reducing food waste. The donation bin has been a great success and Adam and Ella have been busy sorting the food donations and learning which foods the farm animals can eat. A big thank you goes out to the Woodchurch community for your generous donations. Next week Adam and Ella will be making Robin nest boxes and learning about different types of bird nests.



# Diary Dates

Monday 15th February 2021  
Friday 19th February 2021

Half Term

Monday 22nd February 2021

All pupils return to school

**Friday 2nd April 2021**  
**Friday 16th April 2021**

**Easter Break\*\***

Monday 19th April 2021

All pupils return to school

\*\* Please remember the Easter Break dates are different to the Wirral dates this year