



A Community Newsletter

A Prayer for Our School

Dear Father,

Thank you for all those women and men who have given their talents to educating our young people. Through the challenges they encounter each day, lead them to an ever deeper appreciation of the sacred duty to which you have called them.

We give thanks for the invaluable work of all those who contribute to the efficient running of our school; support staff, kitchen staff, maintenance staff, governors and our chaplain. We thank them for their hard work and dedication and we pray that they may continue to work in support of our school.

Thank you for all those who lead our school. May they be people of integrity so that they can be witnesses as well as teachers. We pray that our school will continue to be a place where our young people can experience God's love in their lives.

Thank you for our whole school. Help us to pray without ceasing, to work without wavering and to give without grudging in order to ensure the future of Catholic education for all of our pupils.

We make this prayer through your Son, Jesus Christ, our teacher and our Lord,

Amen.

Dear Parents, Carers and Friends of the School

I hope you and your families are well. As we approach the end of term, I write to you with messages of thanks and good wishes.

I begin by congratulating our students on how well they have conducted themselves this term. Overwhelmingly, their work and behaviour has been first rate. I cannot commend them highly enough. We know that this positive attitude is due in great part to the encouragement they receive from parents and carers. I would like to thank you all, on behalf of the school, for your ongoing cooperation and support. I am sure you will also join with me in thanking all staff at the school for their continued efforts in working to support our young people, especially over the previous few months.

Unfortunately, we have seen students' attendance disrupted to some degree by positive cases and self-isolation. We have done all we can to minimise the numbers affected, and have worked hard to provide remote learning for all students affected by such absence. I appreciate that any such absences will have been most concerning for those students, who have examinations this summer. Please rest assured that staff have been prioritising these year groups. Both year groups have shown a positive attitude and have been making very pleasing progress. If students continue to work with the same positive attitude, complete the tasks required of them, and build in ongoing review and revision in good time, they can be confident of achieving the grades they deserve this summer.

As a local community and a global community we have been living through one of the most challenging times in most people's memories. Recent breakthroughs hopefully herald the dawning of better times in 2021. As a school community we pray this Christmas for all those involved in the forthcoming vaccination programme, and the ongoing care of those suffering from COVID. Unfortunately this Christmas, we have been unable to invite you into school, as we would normally do, to celebrate with us in prayer and celebration. However, students have been taking part in in-school preparation for Christmas during Advent, in their tutor groups and *year bubbles*. I wish them all a very Happy Christmas and a chance to rest and spend time with family. It remains for me to wish you all a very happy and peaceful Christmas and to send you my very best wishes for 2021.

Thank you for your ongoing support and cooperation during a difficult period. As a school, we keep you all in our prayers.

Yours faithfully

Mr D Juric
Head Teacher

The Brilliant Club

St Robert's is delighted to announce that we will be delivering the highly acclaimed Scholar's Programme run by the Brilliant Club from February 2021. The Scholars Programme is an academic programme run by 'The Brilliant Club', which aims to widen access for outstanding pupils in non-selective state schools to the United Kingdom's most selective universities.

The programme places university researchers (PhD Tutors) in schools, to give pupils the experience of university style learning. The PhD tutors teach university-style tutorials to groups of six pupils, based around extra-curricular topics designed to stretch and challenge pupils. Restrictions allowing, pupils will be invited to an official graduation ceremony at a leading university upon completion of their final assignment.

Participation in the programme has been shown to develop key university readiness skills, including critical thinking and metacognition with Scholars Programme graduates shown to be almost twice as likely to progress to highly-selective universities (UCAS evaluation, 2019). Over 800 schools already deliver the Scholar's Programme and The Brilliant Club work with 40 universities to deliver the course to over 1500 pupils nationwide. Within St Robert's the programme will be offered to students in Year 10 and Year 12 with the selected students beginning the course at in March.

Further information can be found here: <https://thebrilliantclub.org/the-scholars-programme/>



The Brilliant Club

Reward Raffle

Staff at St Robert's are continually looking for ways to highlight and showcase excellence from our students. This year we have launched Reward Raffles as a way to praise those students who consistently work hard in lessons and produce gold-standard work and homework.

Our last reward raffle ran for two week from the 12th-23rd October during which time senior staff dropped into lessons to issue raffle tickets to students who had demonstrated excellence within the lesson. During the two week period over 300 raffle tickets were given out which reflects the outstanding efforts of many of our students. Mr McHale drew the winners at the beginning of November and they won Amazon vouchers as their prize.

1st Prize - Christopher Collins - Year 8

2nd Prize - Harry Pearce - Year 10

3rd Prize - Oliver Bachelor - Year 8

The next raffle began on 7th December and will run into the new school year. This time the prize up for grabs are Just Eat vouchers so that the winning students can treat their families to their favourite take-away! Well done to everyone who has received raffle tickets so far. Keep working hard in your lessons for a chance to win.



Black History Month

Black History Month

October is **Black History Month in the UK**, an event that has been celebrated nationwide for **more than 30 years**. The month was originally founded to recognise the contributions that people of African and Caribbean backgrounds have made to the UK over many generations. Now, Black History Month has expanded to include the history of not just African and Caribbean people but black people in general. At St Robert's we believe in teaching about the history of all nations, races and societies all year round but in October we shine an extra light on the stories of extraordinary black individuals who have contributed to all aspects of our cultural, social and political development throughout history.

To mark Black History Month, our Year 8 students were given an optional extracurricular task of researching an extraordinary figure and creating a poster to represent their achievements. Students could choose anyone who they considered significant and their options included Maya Angelou, Billie Holiday, Mary Seacole and the often forgotten black soldiers from World War One and World War Two. The History department were overwhelmed by the number of students who chose to participate and the quality of the work which they produced. Students chose to represent many different people ranging from Jesse Owens, Olympic gold medallist to Michelle Obama and Chadwick Boseman. The work produced will be properly displayed in the Year 8 corridor and we congratulate everyone who took part.



Youth Sunday: Feast of Christ the King

National Youth Sunday took place on Sunday 22nd November. The celebration was a unique opportunity to celebrate the role and significance of young people in the Catholic Church in England and Wales today. Celebrated on the Feast of Christ the King, National Youth Sunday is an opportunity to *recognise* young people as a gift in the Church, *enable* the youth ministry and parish community to celebrate young people and *affirm* the contribution of young people in the Church and those who work with them.



This year the theme was **Together**. The COVID-19 pandemic has affected every part of life. The way we live, work, study, play and pray has all changed. The most significant change has been that we have not been able to do many of those things together, especially within our schools and parishes.



**National
Youth
Sunday**

Bringing People Together
Sunday 22nd November 2020

To come out of this crisis better than before, we have to do so together... We must do it together, all of us, in solidarity.

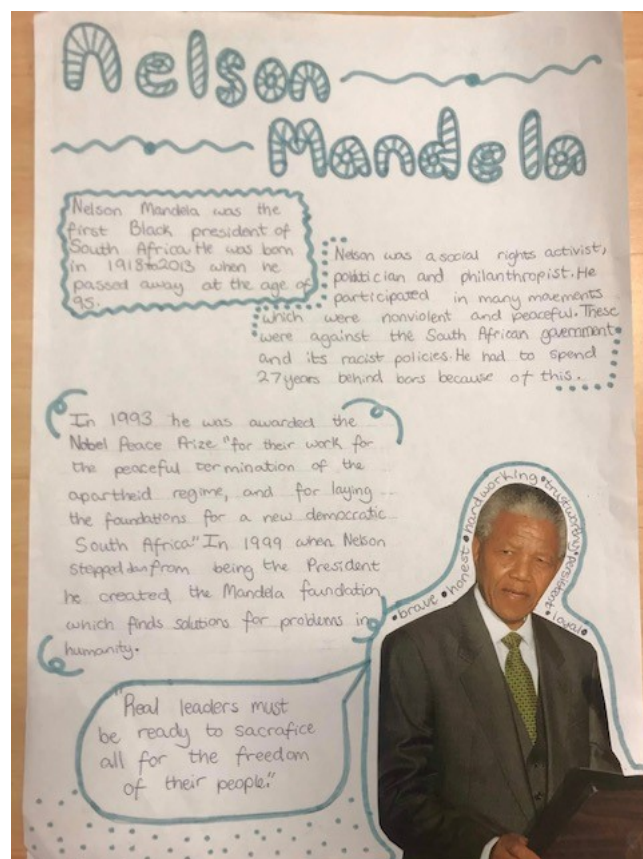
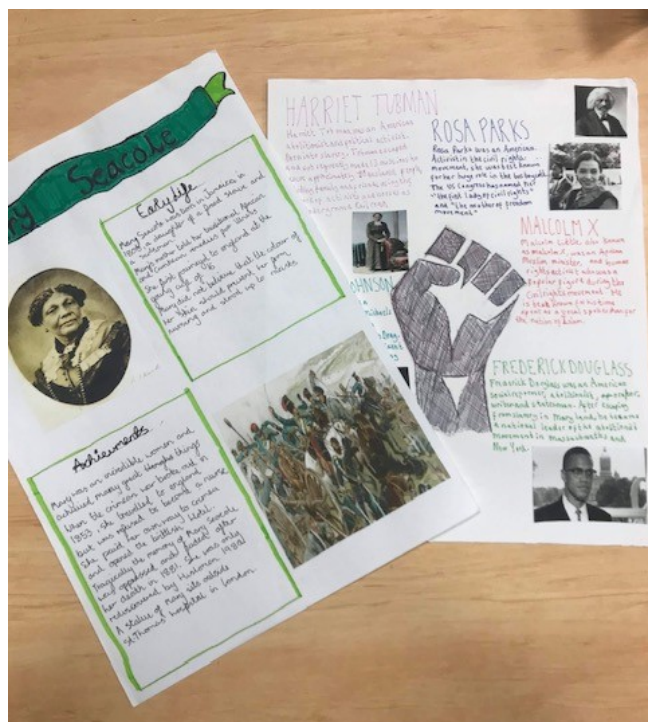
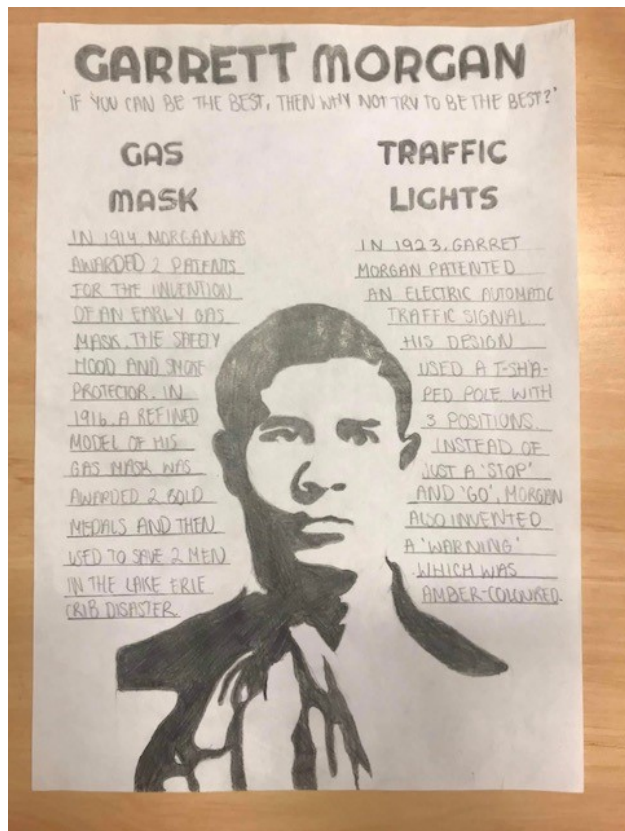
Pope Francis, September 2020

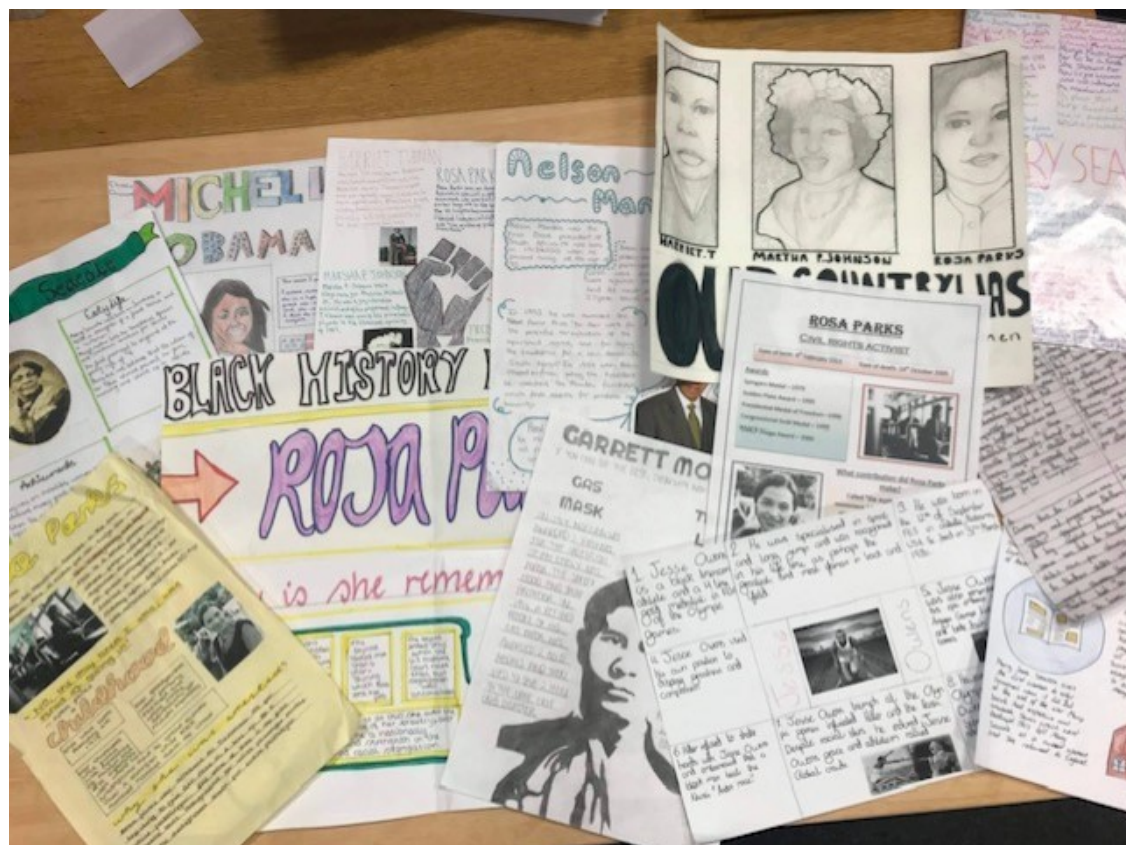
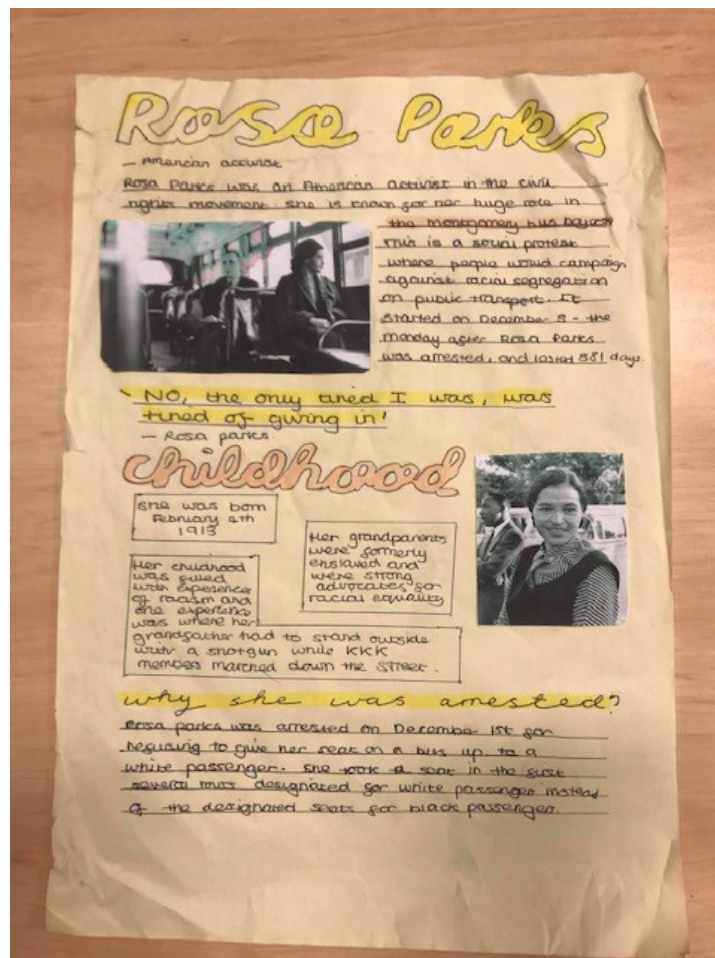
Inspired by the words of Pope Francis the St Robert's RE Department alongside our chaplain, set about a week's worth of work, prayer and reflection based on the theme of 'Together' and the life of Blessed Carlo Acutis. All pupils from Year 7-13 had the opportunity to find out about the life of this extraordinary young man who was made 'Blessed' by Pope Francis in October.

Each day of the week began with a reflection during form time which focused on scripture and how the young people of our school can answer the call to become digital apostles. RE lessons focused on the life of Carlo Acutis and pupils also looked at the steps required on the path to sainthood. The pupils were able to reflect upon the words of Cardinal Vincent Nichols who gave an insightful overview of Carlo's life and a challenge to our young people to become saints themselves inspired by 'Blessed Sacrament'. In a year where true collective worship has been difficult to achieve this week helped to reinforce the mission of the Church and the important role that our Catholic schools play in the formation of students both academically and spiritually.

Black History Month

Black History Month





Relationships, Sex and Health Education at St Robert's

From September 2020, all schools throughout England are required to produce a written policy following the guidance issued by the Department for Education on Relationships education, relationships and sex education (RSE) and health education (RSHE). Catholic schools are also required to deliver RSHE in accordance with the teaching of the Church. This approach is compatible with the guidance issued by the DfE.



St Robert of Newminster Catholic School and Sixth Form College are delighted to be working with Ten Ten Theatre productions to offer an insightful course that is inspired by Gospel message of living life to the fullest. **Ten Ten** is a family-run, Catholic organisation, which produces professional theatre and film productions, online educational resources, and community-based projects. The name 'Ten Ten' comes from the Scripture passage John 10:10, **"I have come that they may have life, life to the full."** Founded in 2007 by siblings Clare and Martin O'Brien, Ten Ten has become a trusted organisation, widely used by hundreds of Catholic

primary schools, secondary schools and parishes throughout the UK, delivering Relationship and Sex Education Resources to tens of thousands of children and young people every year through award-winning creative projects. For more information about "Life to the Full", Ten Ten's fully-resourced programme in RSHE, visit: www.tentenresources.co.uk

Parents have the prime responsibility in teaching their children how to build healthy, loving relationships, but our Catholic schools play a vital part in supporting parents. St Robert's has ensured that space is made in the curriculum for Relationship and Sex Education (RSE). The investment made by the school in this programme means that all our young people from Year 7-13 will have access to high quality, thought provoking, insightful, faithful and respectful RSHE.

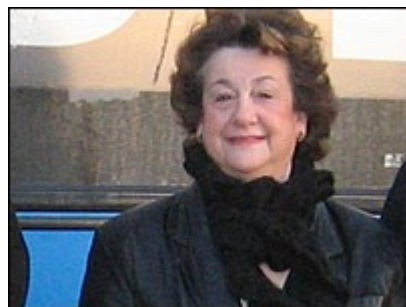
For further information regarding the school's approach to RSHE then please visit the school website where you can read the school policy that has been updated in line with the new statutory guidance.

One-Page Overview - LTTF Secondary

| | RE, PSHE or Tutor Time | | | | | | | Whole Year |
|------------------------|---|---|---|---|---|---|---|-------------------------------------|
| Sessions per programme | Session 1 50 minutes or 2 x 25-minutes or 2 x 50-minutes | Session 2 50 minutes or 2 x 25-minutes or 2 x 50-minutes | Session 3 50 minutes or 2 x 25-minutes or 2 x 50-minutes | Session 4 50 minutes or 2 x 25-minutes or 2 x 50-minutes | Session 5 50 minutes or 2 x 25-minutes or 2 x 50-minutes | Session 6 50 minutes or 2 x 25-minutes or 2 x 50-minutes | Session 7 50 minutes or 2 x 25-minutes or 2 x 50-minutes | Cinema Whole or half-year groups |
| Main Themes | All | Created and Loved by God | | | Created to Love Others | | Created to Live in Community | All |
| Sub-themes | Religious Understanding | Me, My Body, My Health | Emotional Well-Being | Life Cycles | Personal Relationships | Keeping Safe | Living in the Wider World | Cinema-in-Education |
| Year 7 | Who Am I? | Changing Bodies | Healthy Inside and Out | Where We Come From | Family & Friends | My Life on Screen | Living in the Wider World | Facts of Life |
| Year 8 | Created and Chosen | Appreciating Differences | Feelings | Before I Was Born | Tough Relationships | Think Before You Share | Wider World | The Trouble With Max |
| Year 9 | The Search for Love | Love People, Use Things | In Control of My Choices | Fertility & Contraception | Marriage | One Hundred Percent | Knowing My Rights and Responsibilities | Love, Honour, Cherish |
| Year 10 & 11* | Authentic Freedom | Self-Image | Values, Attitudes & Beliefs | Parenthood (Personal Relationships) | Pregnancy & Abortion (Life Cycles) | Abuse | Solidarity | Babies Y10 Truth & Lies Y11 |

Virtual Meeting with Deanna Van der Velde fom the Gosforth Reform Synagogue

The MFL department continued their strong links with the Jewish community in Newcastle despite Covid-19 restrictions. To broaden our pupils minds further about Jewish culture and beliefs as a result of our study of the set French text 'Un sac de billes' *A bag of marbles*, by Joseph Joffo we met up with Deanna Van der Velde fom the Gosforth Reform Synagogue on a Teams call on Monday 7th December in our lesson time.



We brainstormed the best questions to ask beforehand and in turn, the class was provided with an eye opening experience which was totally unique from last year's trip and visiting the synagogue in person. Deanna's in depth knowledge of her Jewish community in Gosforth, Newcastle as well as the novel itself, provided us with the extra background we

needed to appreciate the text more and write even better timed essays in class the following day! Both women inspire us so much and it was a real privilege to meet them again a year on from our first visit.

Happy Hanukkah from the Year 13 French class & Madame Bruce!



Hanukkah

Team St Roberts Football Scholarship

If you are a talented football player and wish to be part of a programme that can enhance your studies alongside an enjoyable and challenging sport programme, then the Team St Roberts Football Scholarship is for you. The scholarship, which is aimed at 6th form students, launched in September 2019, and is designed to provide talented student athletes with a wide range of experiences; with the aim of developing individual knowledge of the key playing principles of the modern game.



The Scholarship can be taken alongside A-Levels or one of our BTEC courses and presents gifted footballers the opportunity to train alongside UEFA qualified coaches and compete in a high-level games programme.

Before the postponement of the 2019-20 season, our squad was on-course to qualify for the latter stages of two cup competitions and were one victory away from becoming League winners. When our season finally begins in January 2021, we hope to have a similar level of success with our talented and committed group of players.

September 2021 will see the launch of our Female Scholarship, and with many talented Lionesses attending our School, we are excited to see what the future holds.

If you are interested in enrolling for our September 2021 Male or Female Football Scholarship, please email fastfeet@str.bwcet.com for further information.



6th Form Food Bank Collection

Our Catholic Community at St Robert's has once again shown support to our local foodbank. Tutor groups throughout the Sixth Form have been donating and collecting non-perishable food items throughout December and these have been kindly donated to the 'Sunderland Foodbank'. We are incredibly proud of the willingness and compassion shown by our students.



SUNDERLAND FOODBANK
HELPING LOCAL
PEOPLE IN CRISIS

NEWS



Mental Health & Well-Being

Connect: to promote healthy relationships

Connecting with our friends and family may become more difficult than we are used to. However, embrace modern technology and stay connected.

Connect with the people around you: your family, friends and neighbours. Talk about how you are feeling. Don't keep your worries and frustration to yourself.

Be active: to promote resilience and self-awareness

Being active is great for your physical health and fitness, and evidence shows that it can also improve your mental wellbeing. We think that the mind and body are separate. But what you do with your body can have a powerful effect on your mental wellbeing.

Being active doesn't mean you need to spend hours in the gym. Find physical activities closer to home (your garden/living room) that you enjoy and think about how to fit more of them into your daily life.

Keep Learning

Your teachers have provided you with plenty of opportunities to keep on learning during this interruption to school. The school website is a great starting point.

However, you can also see this as an opportunity to develop yourself in different ways other than simply through school. Perhaps you could read a book, learn an instrument or learn to cook

Give

Most people would agree that giving to others is a good thing. On top of this, it can also improve your mental wellbeing. Small acts of kindness towards other people can give you a sense of purpose. It can make you feel happier and more satisfied with life.

Giving can take lots of different forms, from small everyday acts to larger commitments. You could say thank you to someone, for something they've done for you. Phone a relative or friend who needs support or company. Support people in your local area with everyday jobs (**always follow government advice on social distancing**)

Be mindful

It can be easy to rush through the day without stopping to notice much. Paying more attention to the present moment – to your own thoughts and feelings, and to the world around you – can improve your mental wellbeing. Some people call this awareness "mindfulness". Mindfulness can help us enjoy life more and understand ourselves better. You can take steps to develop it in your own life.

Mental Health & Well-Being

NHS England have identified 5 steps that both young people and their parents can do to support their mental health and well-being. Trying these things could help you feel more positive and able to get the most out of the time when you are at home rather than school. It is really important that you pay attention to your well-being and the well-being of those around you. There are also a number of useful websites which provide support in this area:

www.kooth.com

This is a free, confidential, online mental health service for children and young people

<https://www.camhs-resources.co.uk/>

This site was created for young people, carers and professionals to pool together lots of helpful resources from across the internet that are available to help support your mental health and well-being.



Staff Well-Being

From Monday 30th November staff at St Robert's were encouraged to take part in an initiative called 'Well-being 5 a day'. The week was based around the five principles outlined by the NHS:

1. Connect
2. Notice
3. Learn
4. Exercise/Health
5. Give



Teachers that take care of their own well-being are in much stronger position to support our students. Some of the different actions that have taken place have included 'staff nominations' for those colleagues who have made a difference to another person's week, 'Advent Bubble Buddies' which was a take on secret Santa where staff took care of a colleague over the final two weeks of term and 'Washington to Bethlehem' which was an exercise initiative whereby staff record their daily steps over a two week period in the hope that collectively we could try and cover the distance between Washington and Bethlehem.

Academic News & Success

Queen's College, Oxford Translation Exchange has been running another series of their International Book Club, and Eleanora Pallo and Dominka Wituch studying A Level French in Year 12, met this term on Zoom to discuss the novel *Zéro* by Gine Cornelia Pedersen translated from the Norwegian. The translator, Rosie Hedger also made a guest appearance!

Congratulations

Félicitations to Year 11 French students: Joseph Marshall, Esther Walker, Connor Houghton, Dominic Bramley, Louis Robson, Ella Wilson, Lily Williams and Zoe Lawson in Year 11 who over the last five weeks have consistently achieved top marks for their Wednesday Period 1 weekly vocabulary tests. They are set 50 words a week so this is quite an achievement and they already feel that this hard work at home beforehand is paying off when they tackle unseen reading and listening examination questions.



Cultural Capital

Year 13 French students have furthered their knowledge of Jewish culture arising from the reading of their set text 'Un sac de billes' (Joseph Joffo) by having a virtual tour of Newcastle's largest synagogue, the United Hebrew Congregation with Deanna Van der Velde and taking part in a question and answer session. Essay marks have improved dramatically as a result, with special mention to James Drew who has made wonderful progress since and received a series of high marks for his critical analysis. Bravo James!



Alumni News

Congratulations to Daniel Pace, who left in 2016 who secured a First Class Honours degree in German from Trinity College, Cambridge and is now working for a German company in London before starting a degree in Medicine next academic year.

Heidi Allison also achieved a First Class Honours degree from Newcastle in Spanish and Portuguese and has started a teacher training course this year. Daniel and Heidi have regularly returned to the MFL dept and kept us updated on every stage of their degree courses. We have enjoyed hearing about where languages have taken them since their A Level studies here.



Message from Mr Clark

I would like to congratulate students on how well they have adapted to using MS Teams to access their remote learning. All students have access to Teams as it is part of our school Office 365 suite. Students will access Teams through their Office 365 email account. Instructions on how to access remote learning can be found in the Teams Learning Portal on the school website



<https://www.strobertofnewminster.co.uk/>.

Teams will be used by teachers to upload lessons and learning materials. Students will be able to contact their teachers directly, via Teams, and ask any questions that they may have. If students do have a question please encourage them to give as much detail as possible to the teacher. If a student is self-isolating due to Covid related issues they should follow their normal timetable. The vast majority of student work should be completed in exercise books unless the teacher requests it to be submitted via Teams. This way pupils will have a consistent and continuous level of work in their exercise books when they return to school. I would like to reassure you that the work that teachers will be uploading will replicate the work students would be doing normally in class. Students will be able to find the work in the “Files” and “Class Materials” section of their subject Team. There will also be instructions on each Team landing page directing the students to the work they should be completing.

Students will get notifications via their email account alerting them to any live lessons that they should attend remotely. Should there be live lessons scheduled for students it is vital that they attend and participate fully. It is imperative that students check their email and Team channel regularly. Students will be expected to complete all work set, meet deadlines and submit any work that requires feedback to their teachers.

Students have been excellent at accessing Teams so far and adapting to this new way of working.



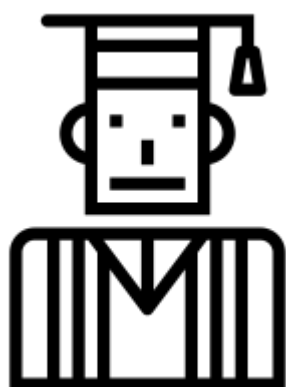
Preparing for the Future

Year 13 students have capped off a busy first term with their university applications. As the January deadline looms, over 120 applications have already been sent to UCAS. Students have chosen courses across the breadth of the nation from the most northerly university of Aberdeen, all the way down to the south coast of England. Some students are looking further afield with applications for universities in America and Europe.

UCAS

At the heart of connecting
people to higher education

As ever, our students are ambitious and varied in their choice of courses. As well as applications to the highly competitive courses of medicine, veterinary and education, students have applied to study Aerospace Engineering, Fashion Marketing and Korean.



A number of students that applied to Oxford and Cambridge have been invited to interview. Medicine students have their interviews in January. In the new way of working, these interviews are online. We wish all our students the very best of luck with their applications, and we thank the support of staff, parents and carers in assisting students.



Festive Fun

Sixth Form students finished the term with their traditional Christmas Jumper day. Every year the final day of the term sees students compete in the Christmas Quiz whilst wearing an amazing variety of Christmas jumpers. Some students had gone the extra mile and coordinated their jumpers.

Students eagerly looked forward to the fun day this year following an arduous first term. Sixth Form staff got into the spirit and sported a variety of Christmas attire that certainly competed with the students. The Christmas Quiz took on a new format this year with the delivery via Teams.

Tutor groups competed virtually across the college with the quizmaster, Mr Green, holed up in a secret bunker to avoid any possibility of bribery. Our grateful thanks to Mr Green for organising the new format, and to the tutors for managing the answers of their groups without cheating.

The Sixth Form common rooms were a little more relaxed this week as students enjoyed tea, coffee or hot chocolate before the start of their day. Sixth Form staff became servers as their skills of making the perfect hot chocolate were tested. Students were very generous and have raised £300 for charity.



Our new Year 7 Pupils





Our new Year 7

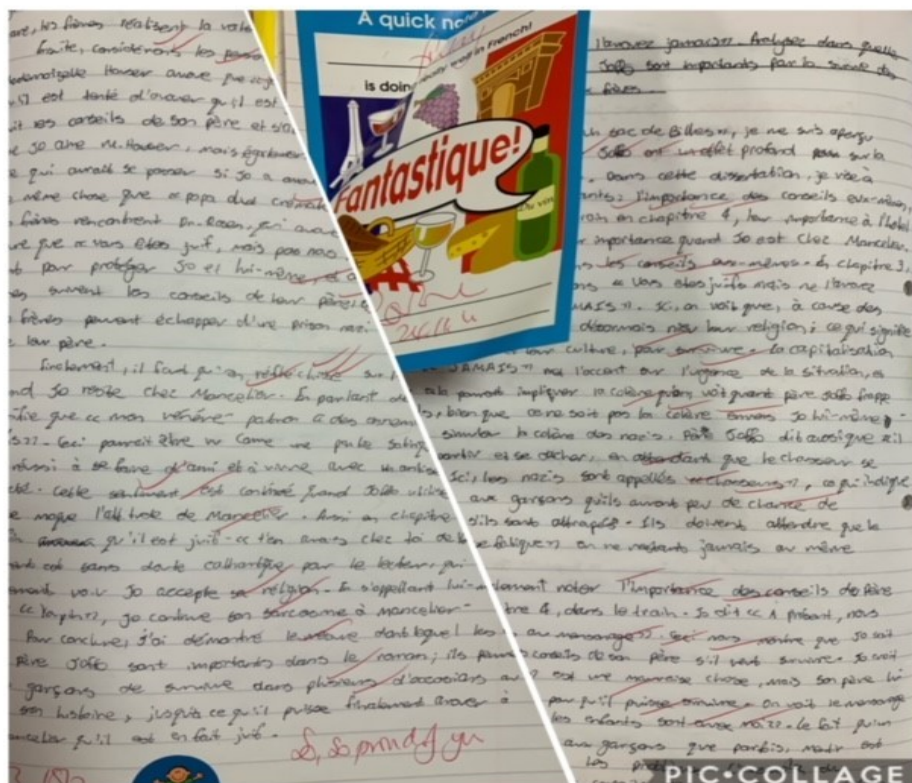


The Gold Standard

Despite the obvious difficulties that Covid-19 has caused the pupils in St Robert's have continued to produce exceptional work. The following pages give a taster of the work that has been completed in the various departments. We thank all the pupils for their tremendous effort and dedication. We look forward to welcoming all our pupils back in in the new year so they can showcase even more of their fantastic work.



Gold Standard MFL Work



GOLD STANDARD WORK

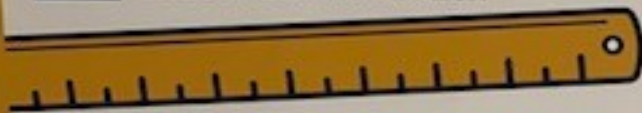
1 All of your work must be completed using neat and legible handwriting.



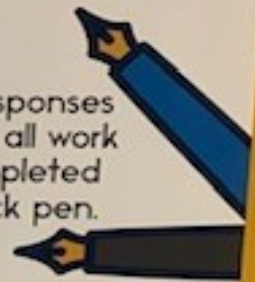
2 All responses to feedback must be completed in green, including literacy and numeracy corrections.



3 All dates and titles must be underlined with a ruler.



4 Except for responses to feedback, all work must be completed in blue or black pen.



5 No incomplete work or gaps in books-any missed work must be caught up as soon as possible.



6 Diagrams, tables and graphs must be completed in pencil and using a ruler.



7 All sheets must be stuck in your book neatly.



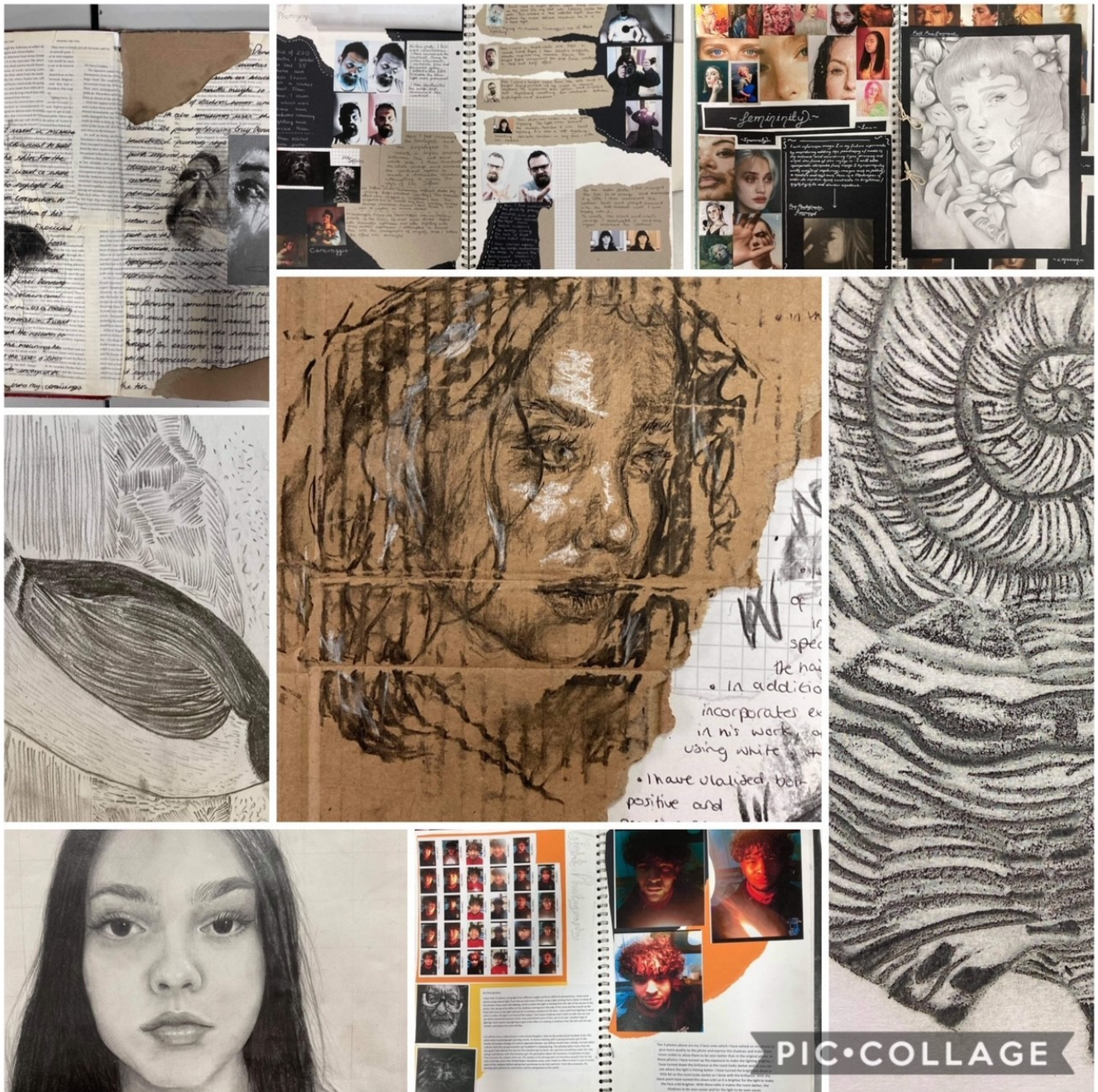
8 Take pride in your work-your book will be a key revision resource.



St Robert of Newminster Catholic
School and Sixth Form College



Gold Standard Art Work



Gold Standard Food Work

Food Safety - good habits you can use to keep your food safe. One in four people get sick from food. It's important to know how to keep your food safe.

Food Choice - what you eat. It's important to choose healthy foods. You should eat a variety of fruits and vegetables. You should also eat protein. You should also eat grains. You should also eat dairy. You should also eat healthy fats.

Factors Affecting Food Choice

| Religion / Beliefs | Allergies / Intolerances | Environment |
|---|--|---|
| Some people have religious beliefs that affect what they eat. For example, some people don't eat pork. Some people don't eat shellfish. Some people don't eat alcohol. Some people don't eat meat. Some people don't eat certain types of food. | Some people have allergies or intolerances to certain foods. For example, some people are allergic to peanuts. Some people are allergic to dairy. Some people are allergic to wheat. Some people are allergic to eggs. Some people are allergic to fish. Some people are allergic to shellfish. Some people are allergic to certain types of food. | People may avoid foods that are not available in their area. For example, some people live in areas where certain types of food are not grown. Some people live in areas where certain types of food are not sold. Some people live in areas where certain types of food are not eaten. |

Task 4: Design a poster to promote food safety! You should include information on temperatures, bacteria, cross contamination and anything else you would like to include.

Use a red chopping board for raw meat to avoid cross-contamination.

Wash your hands before you start cooking.

Bacteria needs 4 conditions to multiply: Moisture, Warmth, a Supply of food and Time.

Always wear an apron - It helps to protect clothes - It prevents bacteria transferring.

Bacteria can spread from food.

Food Safety - good habits you can use to keep your food safe. One in four people get sick from food. It's important to know how to keep your food safe.

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Seasonality - Better tasting!

More Nutritious, Cheaper, Supports local businesses, Fresher.

Small carbon footprint.

Asparagus, Broccoli, Cauliflower, Brussels Sprouts, Potatoes, Tomatoes.

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FOOD SAFETY

Bacteria can easily spread from one place to another such as food, surfaces or humans. When bacteria spreads from one place to another this is known as cross contamination. Example of cross-contamination: are mixing up different types of food.

Always wear an apron to keep the bacteria from transferring onto your clothes. It helps protect your clothes.

Make sure you use the correct chopping boards to stop cross contamination. To stop that, wash your hands before touching foods.

Reasons you should wash your hands: It stops bacteria transferring onto food. It also stops bacteria from raw meat contaminating other foods.

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FOOD SAFETY!

Food held in the fridge should be kept below 5°C. Food held in the freezer should be kept at -18°C.

DANGER ZONE! - Bacteria grows most quickly at a temperature of 5-60°C for over 2 hours. This is because in these temperatures it's easier for bacteria to multiply.

Wash Your Hands! - To prevent cross contamination, wash your hands after you touch raw meat and food.

Chopping - Use a clean chopping board. Use a different board for raw meat and food. Use a different board for cooked food.

Factors Affecting Food Choice

Vegetarian diet - meat, fish, and seafood. Includes: milk, eggs, and honey.

Low sugar diet - low sugar, low fat, and low calorie. Includes: fruits, vegetables, and whole grains.

Low salt diet - low salt, low fat, and low calorie. Includes: fruits, vegetables, and whole grains.

Low fat diet - low fat, low sugar, and low calorie. Includes: fruits, vegetables, and whole grains.

Low calorie diet - low calorie, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low protein diet - low protein, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low fiber diet - low fiber, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low cholesterol diet - low cholesterol, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low sodium diet - low sodium, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low potassium diet - low potassium, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low calcium diet - low calcium, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low iron diet - low iron, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low zinc diet - low zinc, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low magnesium diet - low magnesium, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low phosphorus diet - low phosphorus, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin A diet - low vitamin A, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin B diet - low vitamin B, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin C diet - low vitamin C, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin D diet - low vitamin D, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin E diet - low vitamin E, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin K diet - low vitamin K, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin A diet - low vitamin A, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin B diet - low vitamin B, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin C diet - low vitamin C, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin D diet - low vitamin D, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

Low vitamin E diet - low vitamin E, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

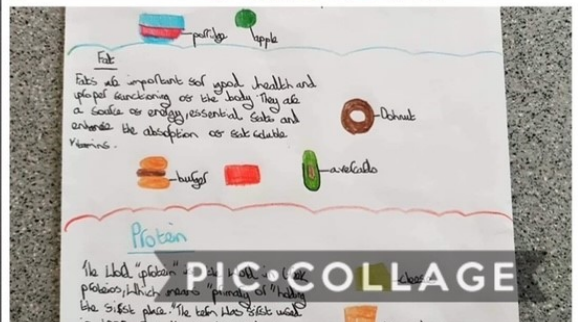
Low vitamin K diet - low vitamin K, low sugar, and low fat. Includes: fruits, vegetables, and whole grains.

PIC-COLLAGE

Gold Standard Food Work



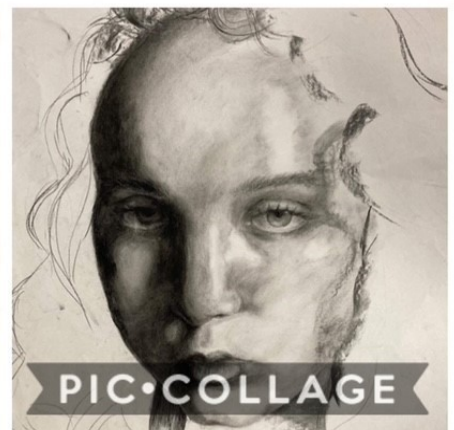
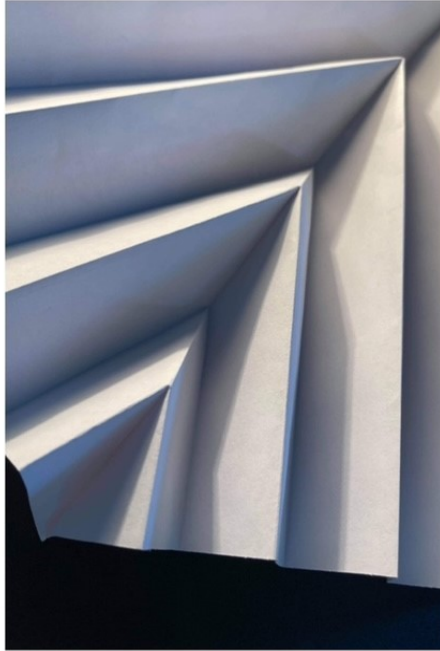
Gold Standard Food Work



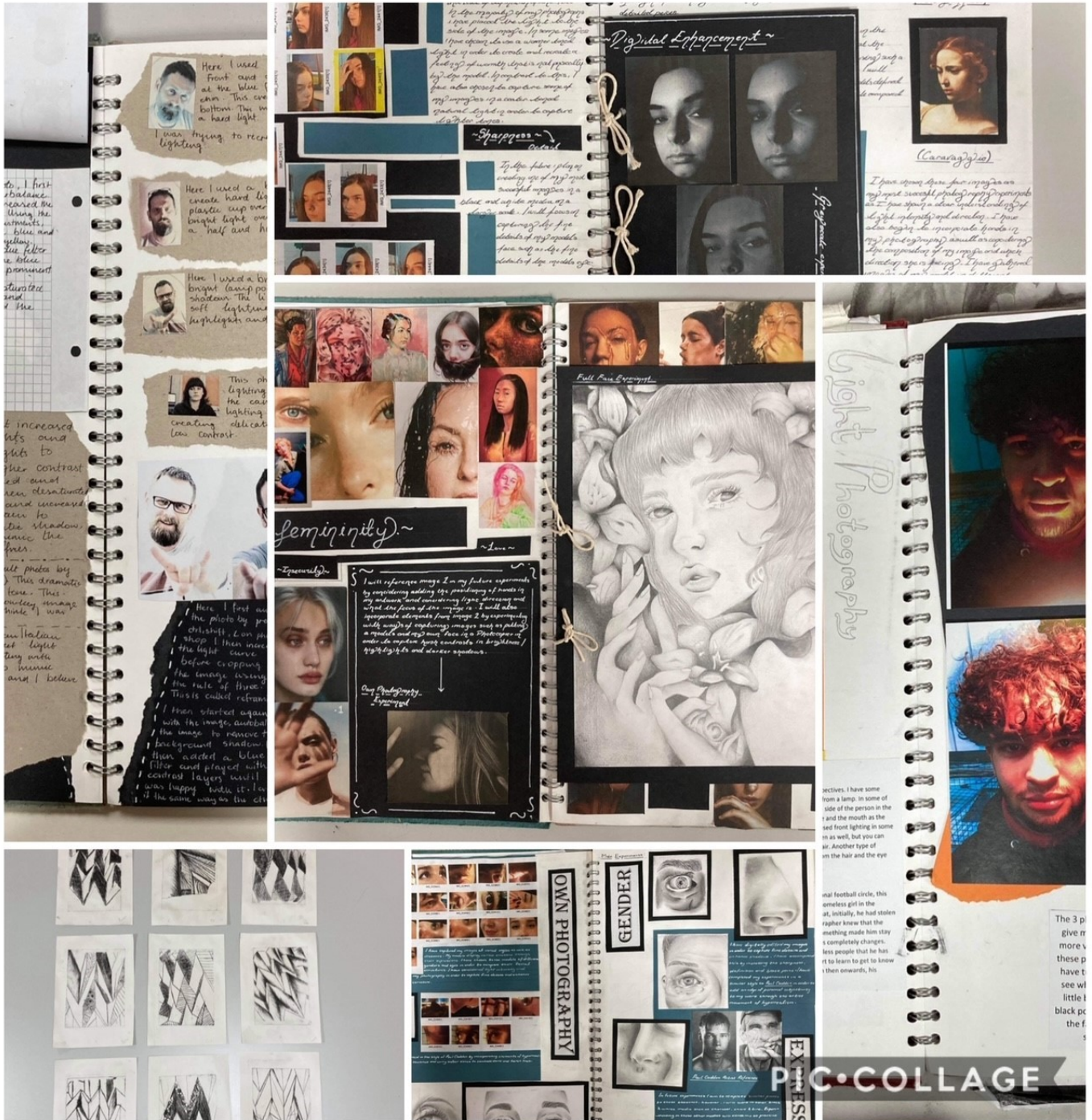
Gold Standard Art Work



Gold Standard Art Work



Gold Standard Art Work



Physics

REVISION

PRESSURE: force is measured in Newtons (N)
area is measured in cm^2 or m^2
pressure is measured in Pascals (Pa)
or N/cm^2 or N/m^2
 $\text{pressure} = \frac{\text{force}}{\text{area}}$

Atmospheric Pressure:

- lower temp \rightarrow less energy \rightarrow slower av speed \rightarrow less force/collisions \rightarrow lower pressure
- higher temp \rightarrow more energy \rightarrow higher av speed \rightarrow more force/collisions \rightarrow more pressure
- smaller val \rightarrow less space \rightarrow more collisions \rightarrow more pressure
- greater val \rightarrow more space \rightarrow less collisions \rightarrow less pressure
- more particles \rightarrow less space \rightarrow more collisions \rightarrow more pressure
- less particles \rightarrow more space \rightarrow less collisions \rightarrow less pressure

Upthrust:

A force which only happens in water. It's a reaction force which acts upwards to oppose the downward force of the objects weight.

upthrust \uparrow floating: upthrust = weight
"equalibrium"
weight \downarrow
upthrust \uparrow sinking: weight $>$ upthrust
weight \downarrow

DENSITY: mass is measured in Kg or g
volume is measured in m^3 or cm^3
density is measured in Kg/m^3 or g/cm^3
 $\text{density} = \frac{\text{mass}}{\text{volume}}$
 g/m^3 or g/cm^3 or Kg/cm^3

objects that are more dense than water will sink. And objects that are less than water or have an equivalent density will float. This is called the archimedes principle.

hydraulics:

hydraulics is where you use a liquid to work.
Pneumatics is where you use a gas. (liquid quicker)

force \downarrow 10 N
area = 10 cm^2
force = 40 N
area = 40 cm^2
pressure = 1 N/cm^2
(must be equal)

Levers: A lever is a long rigid beam with a pivot along its length.

force \downarrow load \uparrow
pivot Δ

MOMENT:

force: measured in N
distance: measured in m
moment = force \times distance
moment: measured in Nm

A turning force is called a moment.

0.4 m Δ 1.2 m
 $\downarrow = ?$ Moment needs to be equal
30 N \downarrow

$$\begin{aligned} F \times d &= F \times d \\ F \times d &= 30 \times 1.2 \\ F \times 0.4 &= 36 - \text{moment} \\ F &= 36 \div 0.4 \\ F &= 90 \text{ N} \end{aligned}$$

Example question.

Chemistry

REVISION

PH Scale: 2

1 2 3 4 5 6 7 8 9 10 11 12 13 14
strong acid weak acid neutral weak alkaline strong alkaline

how do you neutralise acids? by mixing it with a base (solution) with a pH 7 or close.
how do you neutralise alkalines (bee or wasp stings?) you would apply an acid substance like vinegar.

sulphuric acids produce sulphate salts
hydrochloric acids produce chloride salts
nitric acids produce nitrate salts

Acid + metal = salt + hydrogen

magnesium + hydrochloric acid = magnesium chloride + hydrogen

magnesium + sulphuric acid = magnesium sulphate + hydrogen

magnesium + nitric acid = magnesium nitrate + hydrogen

HCl = hydrochloric acid HNO₃ = nitric acid

H₂SO₄ = sulphuric acid

carbon dioxide is produced when reacting acids with carbonates

| | hydrochloric acid | nitric acid | sulphuric acid |
|-------------------|--------------------|-------------------|--------------------|
| sodium hydroxide | sodium chloride | sodium nitrate | sodium sulphate |
| magnesium oxide | magnesium chloride | magnesium nitrate | magnesium sulphate |
| potassium oxide | potassium chloride | potassium nitrate | potassium sulphate |
| calcium carbonate | calcium chloride | calcium nitrate | calcium sulphate |

how is acid rain produced? fossil fuels contain sulfur. when fossil fuels are burnt in factories or power stations, sulfur dioxide is given off. These gases are given off into the atmosphere and carried away by the wind, up into the clouds. These gases dissolve in rain water.

how is acid rain made? Acid rain is made up of sulphuric and nitric acid. Sulphuric acid is made when sulfur reacts with oxygen in the air to make sulfur trioxide. Nitric acid is made when nitrogen dioxide dissolves with water.

Hazard labels



corrosive
this can attack or dissolve many things



poisonous
this will cause damage if swallowed.



flammable
flammable materials or substances.

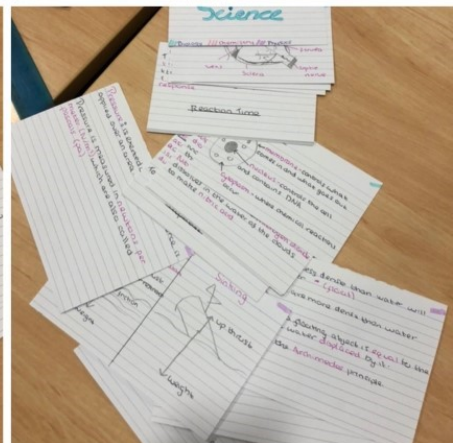
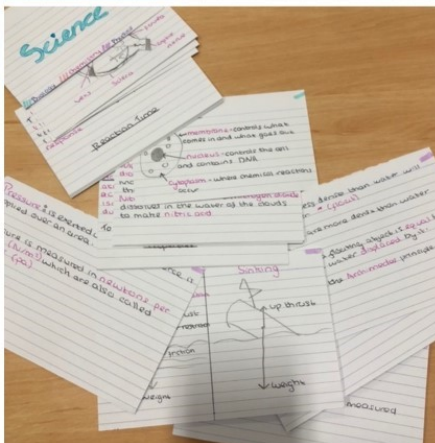
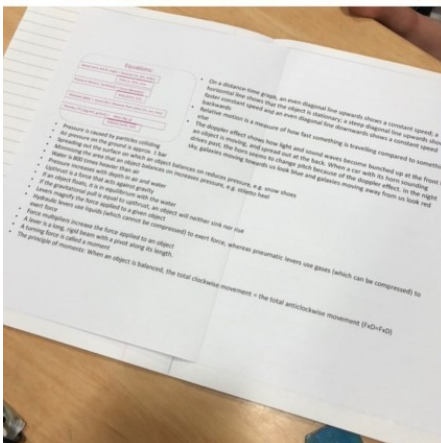
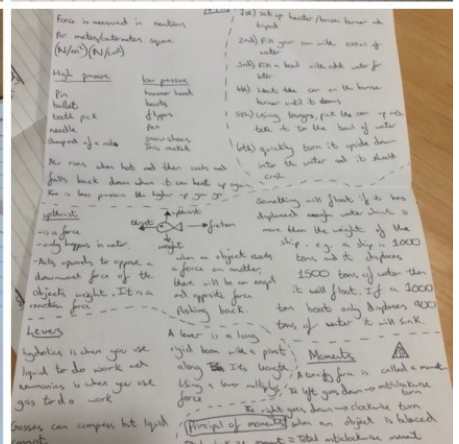
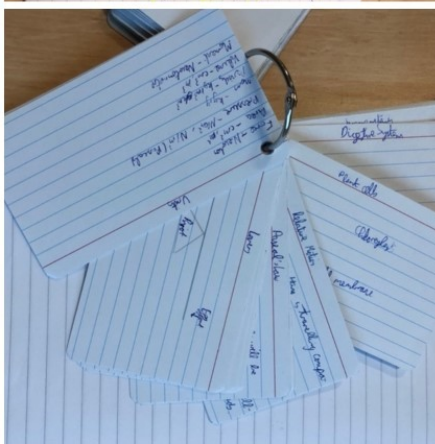
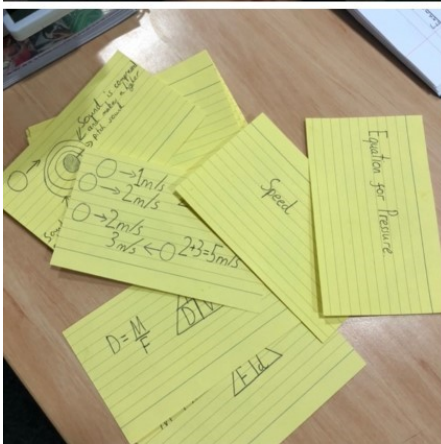
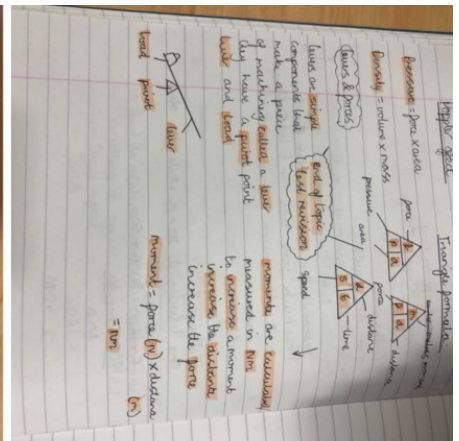
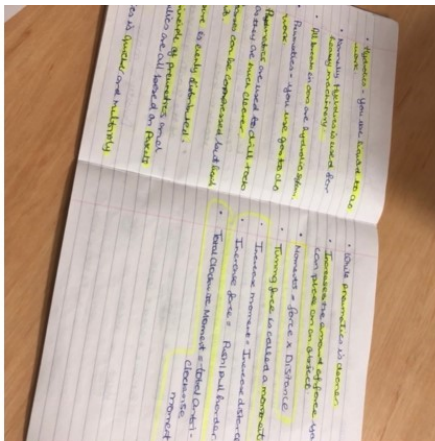
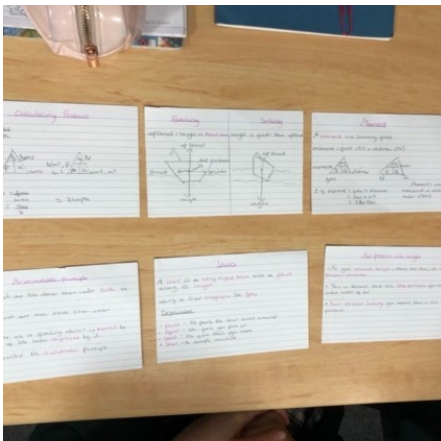


explosive
anything at risk of exploding.



harmful/irritant
can cause harm.

Gold Standard Science Work



Gold Standard Science Work

Revision
 specialised cells - when a cell, it's called differentiation

| Specialised cell | Function | Adaptation |
|------------------|---|--------------------------------------|
| Sperm | To get male DNA to female DNA | Streamlined, neck, long tail. |
| Nerve | To send electrical impulses around body | Long, contain mitochondria, energy |
| Muscle | To contract | A large surface area, absorb water |
| Root hair | To absorb water from the soil | Cells are long, pores allow cells to |
| Phloem | Transport substances around plant | hollow in centre, tubes joined. |
| Xylem | Transport water through plant | |

PLANT CELL

ANIMAL CELL

plant and animal cells have similarities and differences.

| | Animal | Plant |
|-------------------|--------|-------|
| Nucleus | ✓ | ✓ |
| Cytoplasm | ✓ | ✓ |
| Chloroplast | ✗ | ✓ |
| Cell membrane | ✓ | ✓ |
| Permanent vacuole | ✗ | ✓ |
| Mitochondrion | ✓ | ✓ |
| Ribosome | ✓ | ✓ |
| Cell wall | ✗ | ✓ |

*** Bacteria cells**

Bacteria cells do not have a true nucleus, single strand of DNA that floats in the cytoplasm. They contain plasmid.

Gold Standard

Chemistry REVISION

PH scale: 2

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strong acid weak acid neutral weak alkaline strong alkaline

how do you neutralise acids? by mixing it with a base (solution) with a pH 7 or close.
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- sulphuric acids produce sulphate salts
- hydrochloric acids produce chloride salts
- nitric acids produce nitrate salts

Acid + metal = salt + hydrogen

magnesium + hydrochloric acid = magnesium chloride + hydrogen
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magnesium + nitric acid = magnesium nitrate + hydrogen

HCl = hydrochloric acid HNO₃ = Nitric Acid
H₂SO₄ = sulphuric acid

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| | hydrochloric acid | nitric acid | sulphuric acid |
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| sodium hydroxide | sodium chloride | sodium nitrate | sodium sulphate |
| magnesium oxide | magnesium chloride | magnesium nitrate | magnesium sulphate |
| sodium oxide | potassium chloride | potassium nitrate | potassium sulphate |
| calcium carbonate | calcium chloride | calcium nitrate | calcium sulphate |

BIOLOGY Revision

Test: 13/11/20

nucleus: controls inside cell, contains genes.
Cytoplasm: where chemical reaction occurs
cell membrane: controls what enters and leaves cell.

Animal Cell

Plant cell

types: red blood cell, nerve cell, sperm cell, ciliated cell

vacuole: stores cell sap.
cell wall: protects cell made of cellulose
cytoplasts: contains chlorophyll, absorbs light during photosynthesis.
nucleus, cytoplasm, cell membrane

Example: palisade cell

Blood cells: found in blood vessels, carry oxygen around the body, no nucleus for more space.
Sperm cell: male reproductive system, carry signal/make baby, has long tail to travel further.
Palisade cell: found in leaf, traps light for photosynthesis, thick cell wall to trap light.

how do humans respond to their surroundings?
- receptor cells in the **eyes** detect sight
- receptor cells in the **nose** detect smell
- receptor cells in the **ears** detect sound

nerve

receptor: detect change
how do we
thermoregulate: where we sweat to cool our body down
blood vessels dilate and controls how of the skin.
the eye contains receptors sensitive and colour
light receptor mostly in the **eye (retina)** they are an

Physics REVISION

PRESSURE: force is measured in Newtons (N)
area is measured in m² or cm²
pressure is measured in Pascals (Pa) or N/cm² or N/m²

pressure = force / area

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lower temp → less energy → slower av. speed → less force/collisions → lower pressure.
higher temp → more energy → higher av. speed → more force/collisions → more pressure.
smaller val → less space → more collisions → more pressure.
greater val → more space → less collisions → less pressure.
more particles → less space → more collisions → more pressure.
less particles → more space → less collisions → less pressure.

Upthrust:
force which only happens in water. It's a reaction force which upwards to oppose the downward force of the objects weight.

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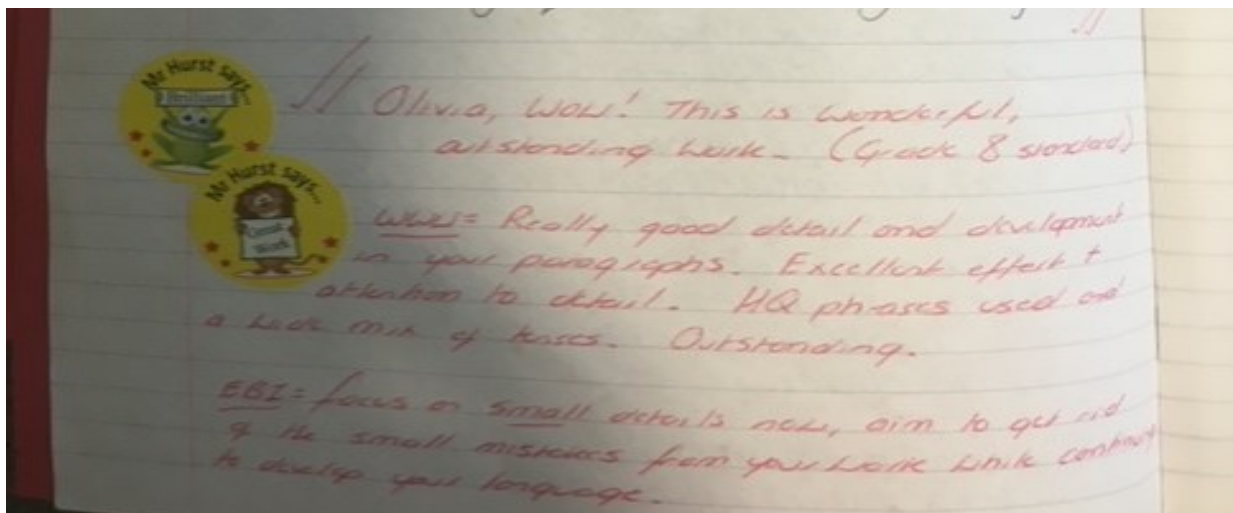
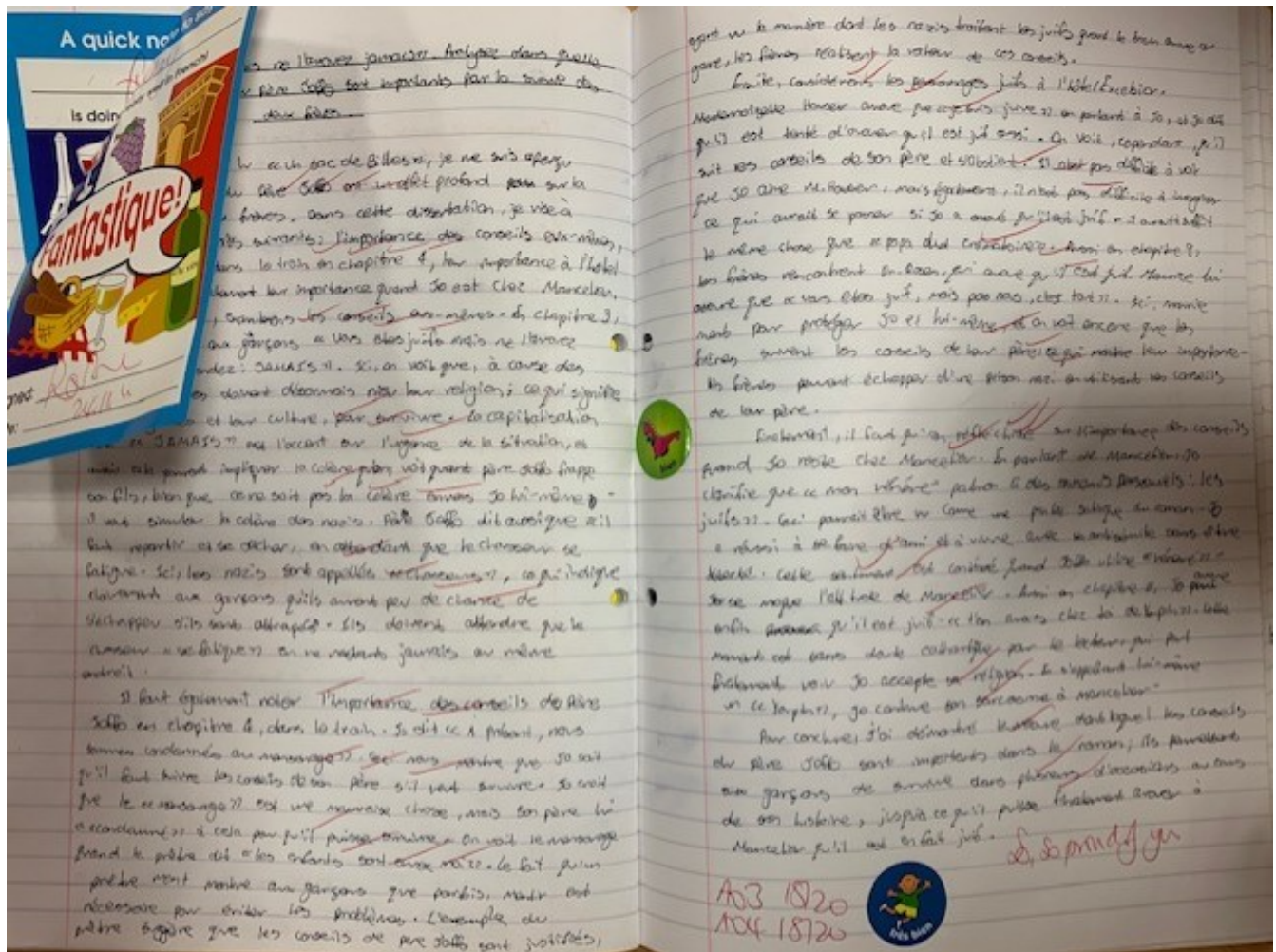
Levers: A lever is a long rigid beam with a pivot along its length.

MOMENT:
force: measured in N
distance: measured in m
moment: measured in NM
moment = force x distance

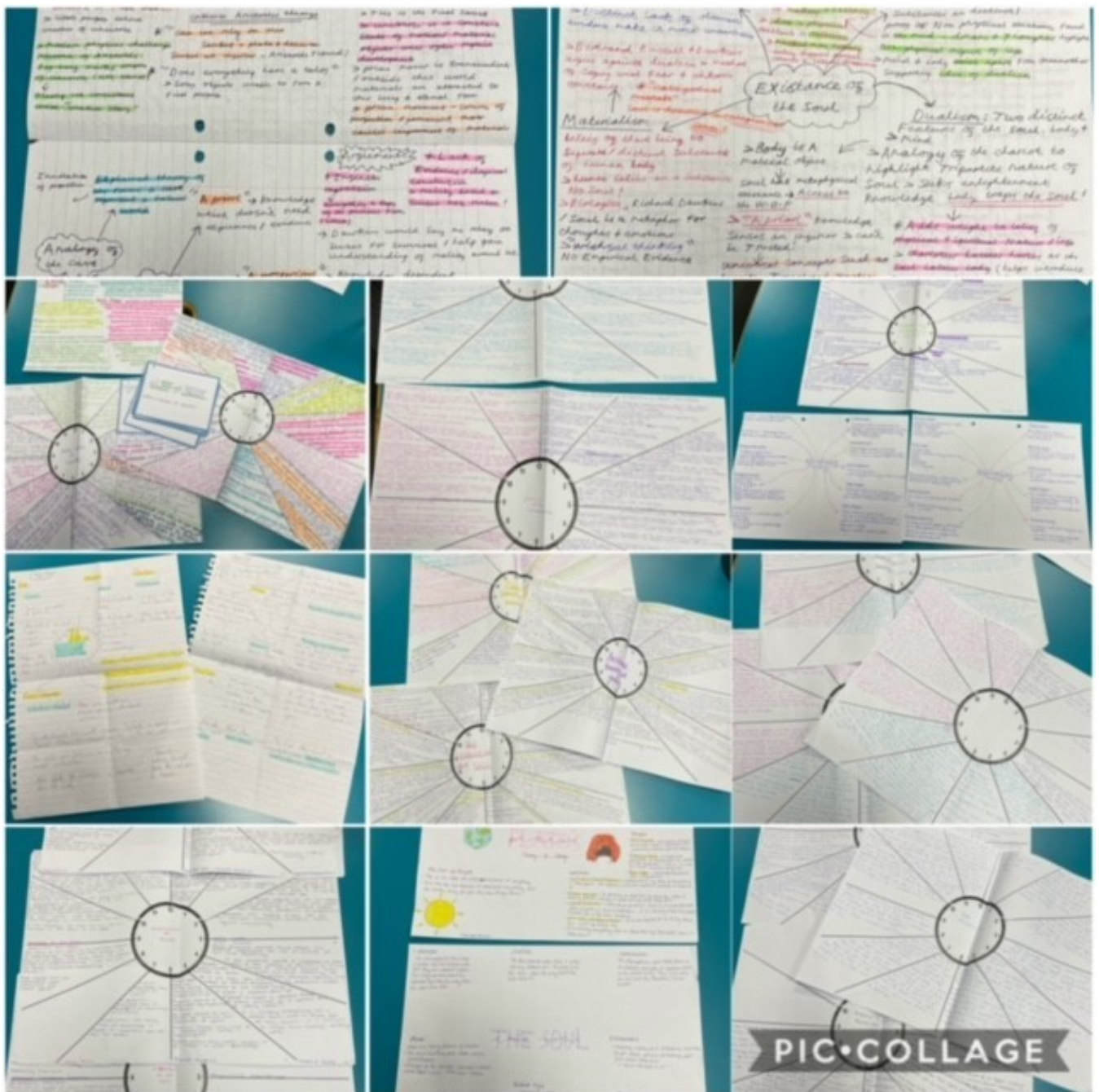
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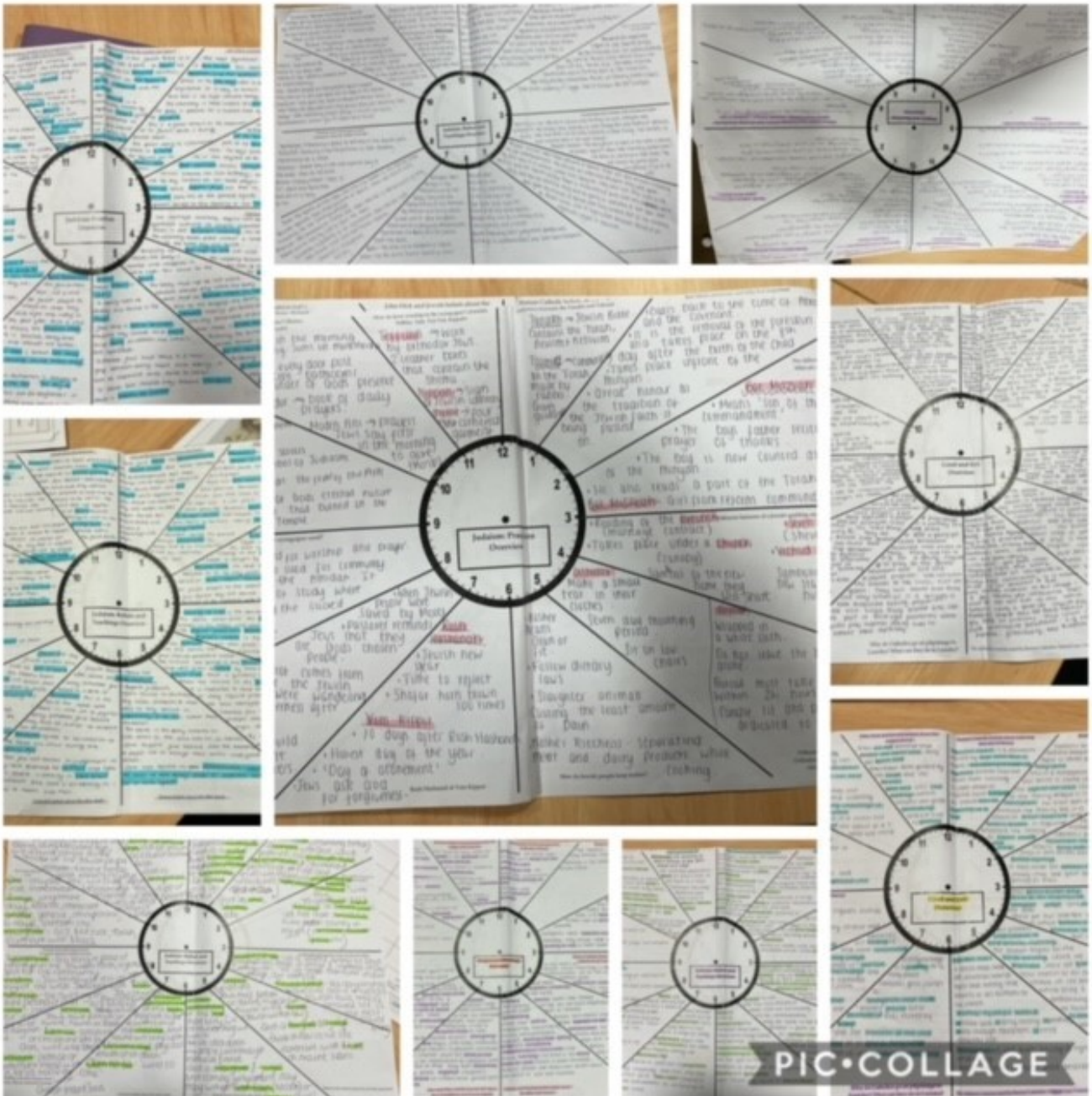
Gold Standard MFL Work



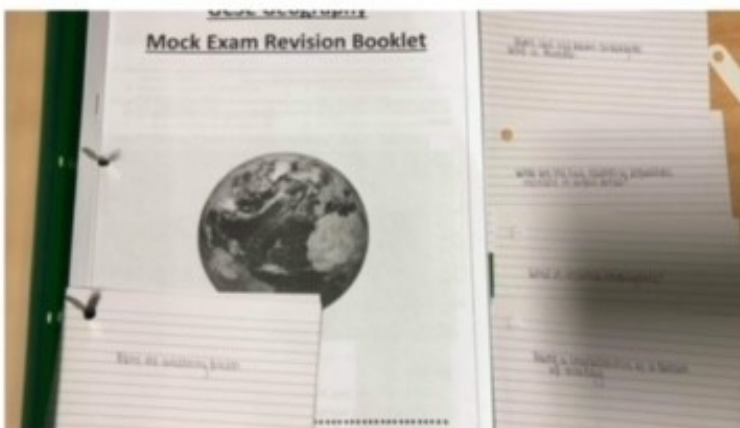
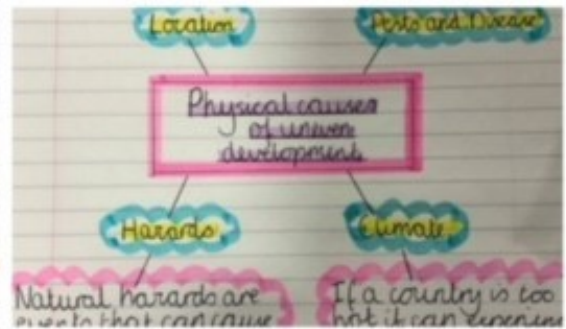
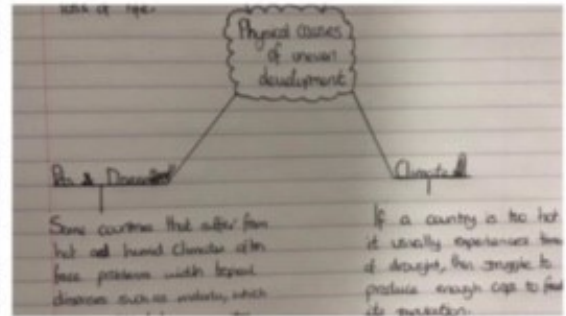
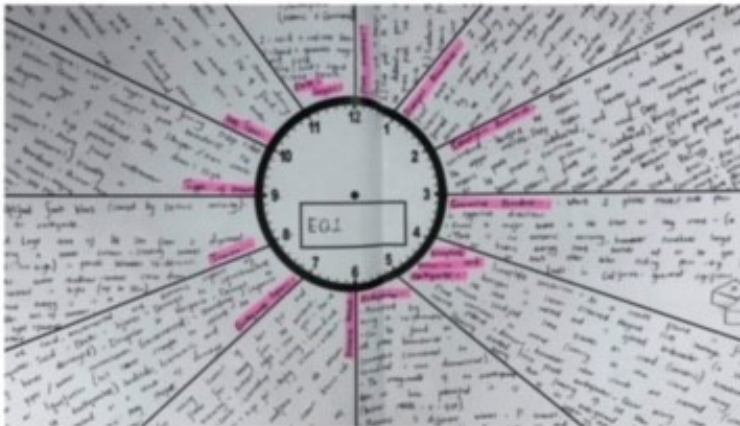
Gold Standard RE Work



Gold Standard RE Work

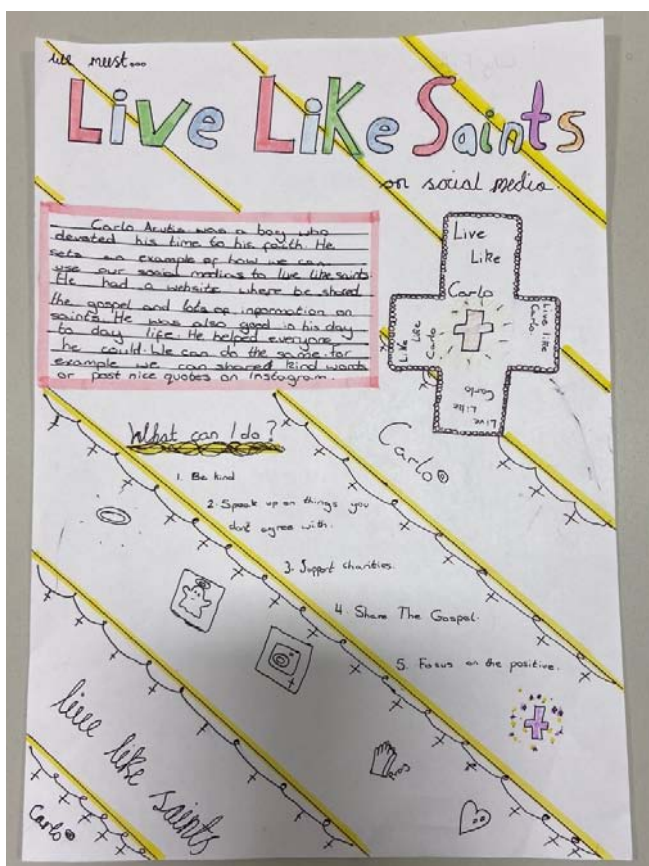
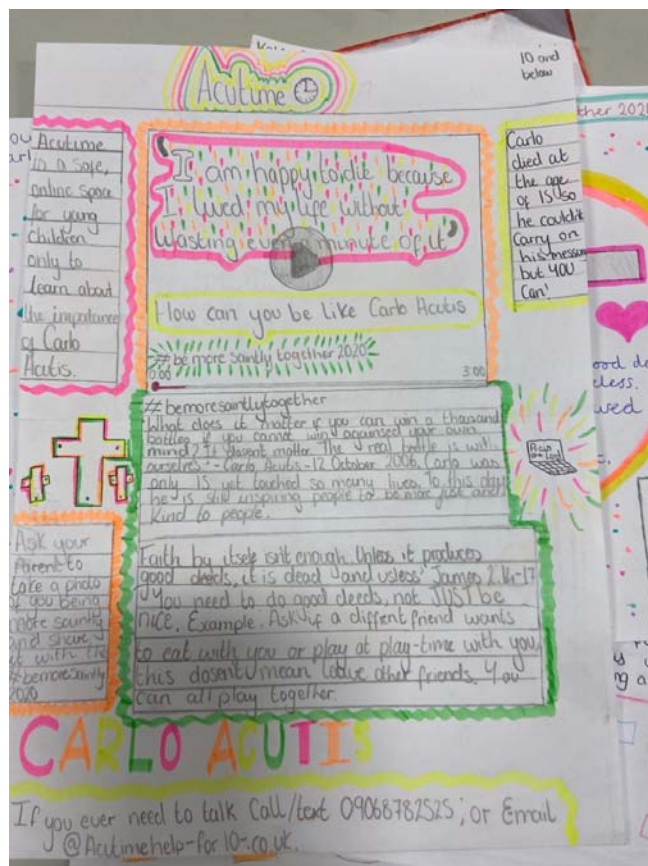


Gold Standard Geography Work



Youth Friday Competition

Congratulations to Grace Wilson and Rebecca Madden in Year 10. They will both receive a gift voucher for their excellent video inspired by life of Carlo Acutis.



Youth Friday Competition

Congratulations to Lily Fittes and Anna Lea Humphrey for the fantastic winning entries. These will be incorporated into the final design.



**Wishing all of you a Peaceful Christmas
And a happy new Year**