

## COLLINGWOOD STAFF RACING AGAINST HUNGER 2022

The Believe Succeed Runners are a group of not terribly talented athletes who have taken up running during the lockdowns of the past two years. In October we ran our first 10K race at the Eton Dorney rowing lake and on Sunday 13 March we completed our second in the beautiful Bushy Park in Richmond. These two runs have been largely to prove that we can do it without stopping, crying or vomiting and we are very proud of our achievements so far.



On Saturday 2 April, however, we will be running for other people. Our group has expanded further and we are working as a team (something the Collingwood staff are particularly good at!) in the 2022 Race Against Hunger in support of the Trussell Trust. The Trussell Trust is a charity who run over 1,200 food banks around the UK, helping people who are going hungry because they are unable to afford food for themselves and their families.

If you are able to support our fundraising, you can do so by following any of the links below and clicking on 'Donate'. Thank you.

[Dr Adams](#) , [Mrs Samuda](#) , [Mrs Oshilaja](#) , [Mrs Jones](#)

*Dr Adams - Science Department*

## YEAR 7 STUDENTS ATTEND DISTRICT ATHLETICS CHAMPIONSHIPS



Eve Holden 7G, Sophia Rushe 7H, Olivia Kendall 7B, Sophia Lally 7A, Finn Costello 7A, Sam Hogben 7A, Luca Halstead 7J, Oli Densley 7E, Freya Saunders 7G, Megan Turner 7G and Katie McBride 7H did the College proud on Thursday 17 March at the North West Surrey School Sport Partnership District Indoor Athletics Championships.

The team did a great job of agreeing roles and events and the support they showed each other was immense, particularly in the running events which were really demanding even for some of our best athletes.

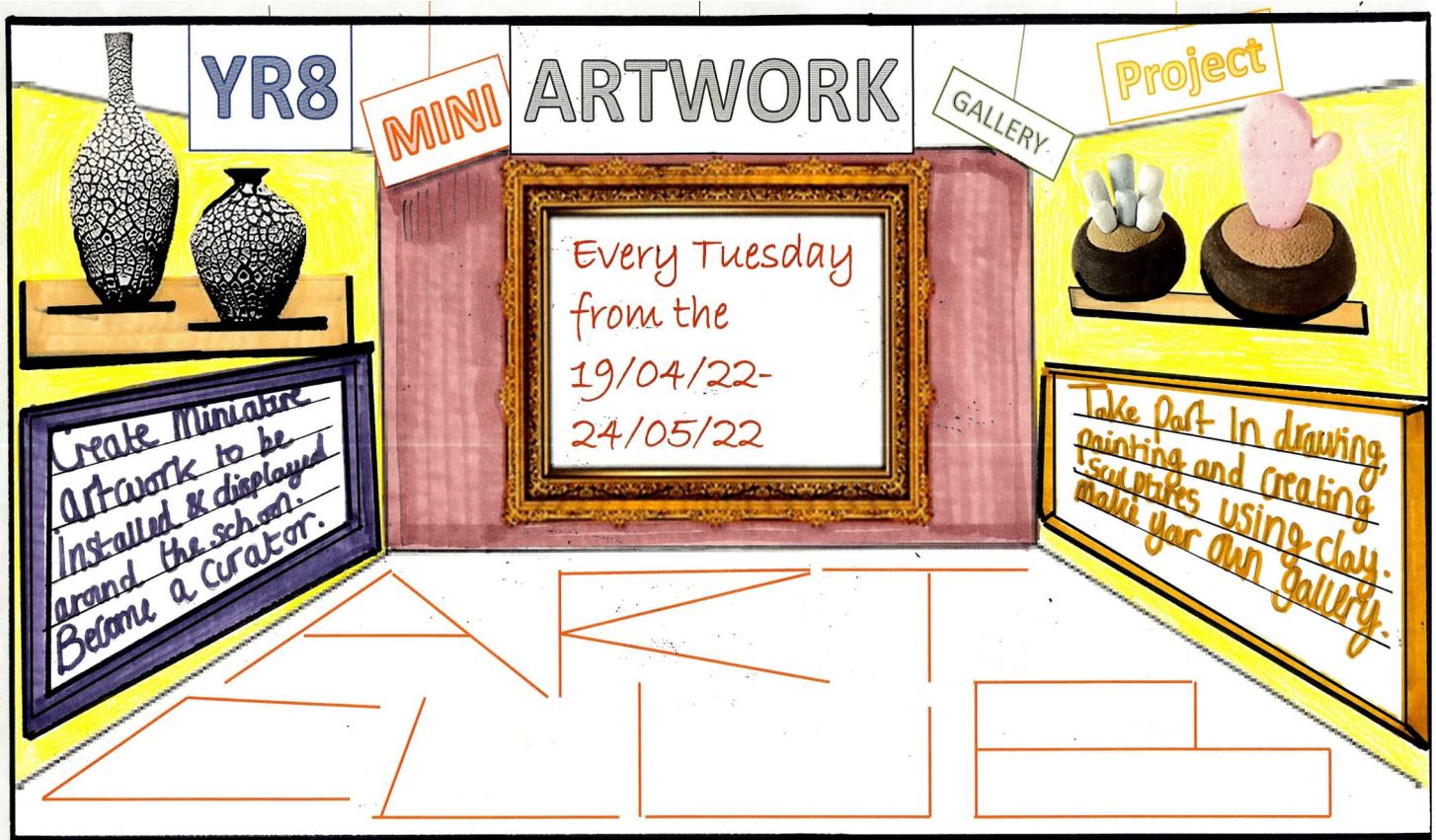
After 2 hours of hard work sadly the boys did not do quite as well as they would have hoped but we are delighted to tell you that the girls Placed 1st beating seven other schools in the district!

**Amazing result for our Year 7 PE students!**

*Mr Beer - Head of PE Department*

# DATES FOR YOUR DIARY - DON'T MISS OUT!

|  |   |
|--|---|
| <b>Wednesday 23 March:</b>                       | College Production, 5.30pm until 8.00pm (approx.),<br>Kingston Theatre  |
| <b>Thursday 24 March-<br/>Saturday 26 March:</b> | College Production, 7.30pm until 10.00pm (approx.),<br>Kingston Theatre |
| <b>Friday 25 March-<br/>Sunday 27 March:</b>     | Years 10 and 11 Silver DofE Practice Expedition, New Forest             |
| <b>Wednesday 30 March:</b>                       | Years 11, 12 and 13 Study Skills Day, Kingston Theatre                  |
| <b>Thursday 31 March:</b>                        | Academic Review Day (Virtual Appointments)<br>End of Term               |
| <b>Monday 4 April:</b>                           | Easter Power Up Day for Years 9-13                                      |
| <b>Tuesday 5 April:</b>                          | Easter Power Up Day for Years 9-13                                      |
| <b>Tuesday 19 April:</b>                         | Start of Term   |



# YEAR 7 GEOGRAPHERS RECEIVE A LETTER FROM ANTARCTICA



In Geography this term Year 7 students have been learning about glacial environments, including looking at Antarctica, which has a number of glaciers.



Mike is an electronics officer on board the Sir David Attenborough Research Vessel

We were very lucky to receive a letter from Mike, an electronics officer, who is currently on board the RRS Sir David Attenborough. It was posted in the Falklands Islands and in his letter he told us what it was like to be on the famous research vessel. He also gave us his location details so that we could locate the ship and follow the route that the ship had taken.

The students were very excited to spend some of their Geography lesson practicing their atlas skills and locating the places named in his letter. We were also able to use the webcams to see the current view from ships. They were also bursting with lots of questions, which Mike was willing to answer in a follow up email.

Below are answers to some of the questions that Year 7 students asked Mike:

## How long are the days in Antarctica?

*Length of day varies depending on where you are, here at Signy sunrise is at 05:54 and sunset is at 18:27 today, much like the UK. We are at about 60 degrees south, so similar to being just north of Scotland. However, when I wrote the letter we were below the Antarctic Circle and had almost 24 hours of daylight, with it just getting dull for a short period at night.*

## Have you seen any glaciers?

*Yes, lots of glaciers and that is where all the large icebergs come from. Here at Signy they can clearly see the Sunshine Glacier across the water on Coronation Island. The weather at Signy tends to be overcast and wet, yet the sun always seems to shine on this particular glacier and that is where it got its name from.*

## What has been your most memorable landmark on your voyage?

*I think that would most likely be the whaling stations on South Georgia (where we are headed to next). When I first came south in 1990 the buildings were still standing, but many have now fallen down and are more ruins. Also on South Georgia is the grave of Sir Ernest Shackleton, who you may have seen mentioned in the news recently following the discovery of his ship, Endurance, at the bottom of the sea. I will be visiting his grave whilst there.*

## Are any species a threat to you?

*On board the ship we have no threats. When ashore at some places we have to be careful around the seals. Fur seals are very keen to bite anyone passing and elephant seals, whilst a lot larger, are best avoided. We do always keep a minimum of 5 m from all wildlife, unless it happens to come closer to you, which is fine if it is a penguin. If a seal starts getting close, it is time to move on. What does not help is the fur seals like to hide in tussock grass and jump out at you!*

The Geography Department would like to thank Mike for taking the time to write to our students and to answer their follow-up questions. It certainly added the WOW factor to our glaciation unit!

Click [here](#) to find out more about the famous ship, RRS Sir David Attenborough.

If you have any links to people who work in the world of Geography, please get in touch as we would love to hear all about it.

*Mrs Jackson - Geography Department*

# 'RED CARPET' ROLLED OUT FOR STUDENTS' ACHIEVEMENTS

On Thursday 17 March students' achievements were celebrated at the half-termly 'Red Carpet' event. The Principal's special award is given for successes in various activities.

All the students received 25 praise points for this award. A full list of awardees can be viewed below.



|                |     |  |
|----------------|-----|--|
| Ella Terry     | 7A  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side.            |
| Sophia Lally   | 7A  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side.            |
| Olivia Kendall | 7B  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side.            |
| Maisie Graham  | 7B  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side.            |
| Amelie Hannah  | 7B  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side.            |
| Lucy Mallon    | 7C  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side.            |
| Lyla Thompson  | 7E  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side             |
| Lucie Haslett  | 7F  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side             |
| Lottie Kemp    | 7F  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side             |
| Elissa Quartey | 7G  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side             |
| Ida Cook       | 7G  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side             |
| Ruby Davies    | 7G  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side             |
| Keeleigh Tate  | 7H  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side             |
| Eden Jolly     | 7I  | being in the Year 7 Football Team - winning the Aldershot and District five a side and being joint winners at the Woking and District 6 a side             |
| Bethan Wood    | 8J  | being rated not only the highest of Collingwood junior debaters but one of the highest rated debaters in the Imperial College Schools Debating Competition |
| Luke Everett   | 10B | for his outstanding gymnastics performance at the nationals.   |
| Freddie Paul   | 10E | being a good samaritan by looking after a younger student on the bus that fainted. He brought him to Kingston reception and stayed with him                |
| Sophia Cross   | 10K | being an international street dance competitor   |
| Astha Shrestha | 11F | becoming a PiXL Edge Graduate  |

# THE WORD IS NOT ENOUGH



*"My time at The Word is Not Enough GCHQ experience was epic. I really enjoyed this opportunity as it was a great way for us to use our linguistic skills that we learn in class into a real-life situation.*  
**Amileah Elliott**

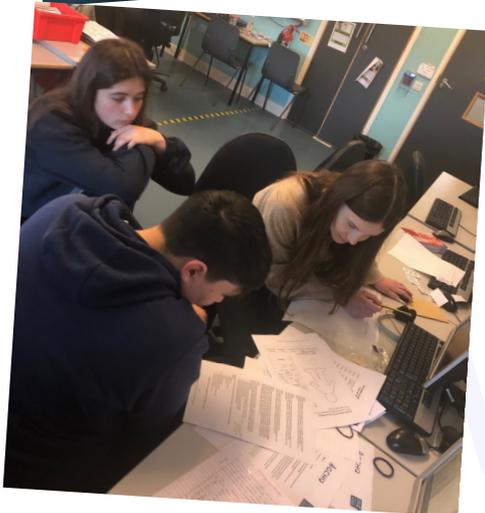
**On Friday 18 March a group of Years 9 and 10 linguists took part in an exciting event organised by Business Language Champions and GCHQ.**

The aim was to show how GCHQ's language analysts use their skills to not only translate but also decode and decipher important information to help the fight against crime and terror.



*"I think my favourite part of the experience was that we had healthy competition with groups in school as well as with two other schools. I really enjoyed the clues they gave us throughout the day which helped us solve our tasks throughout the morning that helped us investigate our "drug ring case".*  
**Amileah Elliott**

First of all students 'met' (only by voice) two of GCHQ's language analysts who described what their job entailed and introduced different methods of deciphering and encrypting messages. The different groups were then given their mission - to carry out a range of tasks which involved listening to key information in the target language, using their newly acquired Korean or Arabic knowledge to help decipher some messages, creating an identikit of the suspect (a drug lord named Vladimir) and a Zoom interview with GCHQ in the target language.



*"The event was fun and informative. I learned not only languages, but how to work together as a team and communicate to get the work completed. Also, I enjoyed the competition and was pleased to hear my group had won."*  
**Aleksander Slezak**

There was a great atmosphere and all the students worked hard to complete their mission successfully and we were delighted to hear that one of our teams came first overall! So well done to all who took part and particularly to Sam Wragg, Ryan de Ruijter, Tianna Clark and Aleksander Slezak, our winning team aptly named Section 007!

*"The event was good, I liked problem solving and working with other people."*  
**Tianna Clark**

*Ms Boudain - Head of Languages Department*

# LINKS TO VIDEOS FOR FAMILIES/CARERS WHO ARE SUPPORTING CYP WITH ADHD AND AUTISM

Please find below links to some really useful parent/carer videos for families/carers who are supporting CYP with ADHD and Autism sent from Surrey's Children and Young People's Mental Health Team:

1. Animations that have been made by a parent/carer charity in West Sussex in association with a small film company. Thanks to funding from West Sussex County Council, Reaching Families have designed a number of animations on various issues related to children with SEND. Views of their animations have been significantly greater than views of their factsheets and CYP/carer feedback is that they were much preferred.  
[Reaching Families Animations](#)
2. New animation series on YouTube from Oxfordshire Health Foundation Trust (second link is the series via YouTube)  
[How do I help? Animation series launched for parents and families of neurodiverse children and young people - Oxford Health NHS Foundation Trust](#)  
[A parents' guide to supporting children and young people: ADHD and autism - YouTube](#)

## SURREY COUNTY COUNCIL SAFER TRAVEL SURVEY

Dear Parent/Carer

Our school is assisting Surrey County Council's Safer Travel Team to undertake research with parents on students' types of travel to and from school. This follows the huge success that the previous survey had, with over 7000 parents and carers completing the survey.

*As a direct result the county council are considering additional investment in walking and cycling measures outside schools to make walking and cycling and scooting to school easier and safer.*

*Our Travel Demand Management project in 2020/21 saw the implementation of a Modeshift STARS School travel plan at 15 secondary schools across the county, providing them with a grant to implement a Bronze accredited travel plan. One of the main initiatives being developed because of this work is an Independent Cycling to School course. This involves route planning to use cycle tracks and Level 2 roads as much as possible, then looking at ways to deal with busier or more complex parts of the journey where necessary.*

The objective of the research is to develop a better understanding of the different types of travel, how frequently they're used, why that type is used.

Once the Safer Travel Team has collected and analysed this information provided by parents, their goal is to obtain a better understanding of journeys to school, so they can continue encouraging safer and more active travel to school for all children in Surrey.

Please could I ask that you review and complete the survey using the link below. The deadline for completion of the survey is **11.59pm on Friday 1 April 2022** and the survey should be completed for each child that attends our school. If you have another child which attends a separate primary school the link for this can be found [here](#).

[www.surreysays.co.uk/environment-and-infrastructure/secondary-school-travel-survey](http://www.surreysays.co.uk/environment-and-infrastructure/secondary-school-travel-survey)

Thank you for continuing to support our school to improve students' journeys to school.



# Library Newsletter



Books are a uniquely portable magic – Stephen King

## Reading Club News

We hope this summary of our Reading Club sessions will inspire some of you to choose other genres. These books are suitable for all years.



Faith, a Year 7 student, dedicated her session to Enid Blyton. Faith was able to bring to life a writer who has received so many awards during her lifetime. Revive and inspire other students to read or re-open the Famous five.

Rick Riordan, Percy Jackson series: Caleb designed some cardboard silhouettes and brought some homemade 'magic' potions (no we did not try them, although we dreamed of becoming a superhero for an hour!). Through his passion for the detective, he was able to transport us into a magic world. A few of our members discovered Rick Riordan's work.



Next week , we will tell you about Phillip Pullman and Charles Dickens.

Lauren Kate 21 March 1981, author of the Fallen series (series available in the library)

## Non-Fiction Section

It is fitting to promote Ref: 821, Poetry, which can be found on bookshelf number 5. We have an impressive collection of books dedicated to British, European and worldwide poetry.

## World Poetry Day

On Monday 21 March we celebrated Poetry. Students wrote their own poems, completed puzzles of poems and had access to other activities. These activities will continue for the rest of this week.



## Reminders

Can you please encourage your son/daughter to return any overdue library books/DVDs as soon as possible to avoid possible behaviour points. If you have any issues. please email: [s.blay@collingwood.surrey.sch.uk](mailto:s.blay@collingwood.surrey.sch.uk)

## For More Information

[s.blay@collingwood.surrey.sch.uk](mailto:s.blay@collingwood.surrey.sch.uk)  
[n.teissonniere@collingwood.surrey.sch.uk](mailto:n.teissonniere@collingwood.surrey.sch.uk)



## RUGBY NEWS ...

Over the course of the Spring term, our boys' Rugby teams have attended rugby tournaments for Years 7, 8 and 9. The boys have learnt to play in a competitive environment against other schools in Surrey.

We welcome anyone to join our rugby sessions after College on Thursdays at the Sports Hall until 4.15pm, beginners or experienced players. Well done to those involved over the course of the year.

### Year 7

Freddie Taylor  
Cole Kleboe  
Kyle Fletcher  
Alex Harris  
Jayden Anson  
Kayden Jessop  
Jake Grove  
Ollie Gunner  
Harry Holbrook  
Fin Fitzpatrick  
Fin Myler  
Ronnie Lacey  
Louis Kercher  
Oliver Draper  
Oli Densley  
Malachy McDonald  
Logan Spires

### Year 8

Connor O'Brien  
Dominic Shave  
Oscar Clay  
Josh Edge  
Reece Barnett  
Henry Robson  
Owen Bourne  
Harry Cutting  
Sam Porter  
Will Sinclair  
Max Collins  
Cam Lesser  
Tom Lampitt  
Owen Fitzpatrick  
Cavan Millham

### Year 9

Ollie Morris  
Tom McShane  
Aiden Hedges  
James Sanderson  
Rayhan Hossian  
Evan Taylor  
George Champion  
Isaac Hall



*Miss Robinson - PE Department*

## EXAM CERTIFICATES

Exam certificate postage payment is available on ParentPay. Please ensure payment is made as soon as possible to ensure your child receives their exam certificates for the Summer 2022 season. This is of particular importance for those students in Years 11 and 13 who are leaving the College.

To avoid certificates being lost in transit or left crumpled at the bottom of a school bag, we encourage payment to be made for Years 9 and 10 too.

For those that make payment for postage, exam certificates are usually despatched in December using Royal Mail's 'Signed For' service.

Certificates will be required by future employers and further education institutes. If you don't have your certificates when you need them in later life, the exam boards can provide a replacement statement of results but it is very costly.

*Collingwood Exams Team*

If your son/daughter (Years 9-13 students only) is interested in attending this Medical workshop run by Meducators UK (information below and on the next page), which is due to take place in July at a cost of £30, please contact Mrs Daniel - [p.daniel@collingwood.surrey.sch.uk](mailto:p.daniel@collingwood.surrey.sch.uk).



**Medical workshops to inspire the next generation of health professionals**  
*For Year 9 – 13 students who are interested in healthcare*  
*Backed by CEIAG & STEM Officers across the United Kingdom*



#### **Who are Meducators UK?**

Meducators UK are an education company that provides affordable interactive workshops towards students who are interested in studying Medicine, Dentistry, Veterinary, Physiotherapy, Nursing or any other healthcare course at University in the future.

We look to provide students with a first-hand experience of some of the basic skills and fundamental concepts taught to healthcare students in the early years of university.

#### **How are Meducators UK rated?**

Since 2018, Meducators UK has worked with over 3000 students throughout the United Kingdom with 99.7% rating their material as Excellent or Very Good.

Meducators UK is rated  
**Excellent**



★ Trustpilot

#### **What happens?**

Our workshops involve a series of activities delivered by doctors, dentists, veterinary surgeons and senior medical students.

During the workshop, students will rotate around multiple stations, each of which will teach a different skill and provide them with a taster of what life is like in the healthcare profession. This is an interactive workshop so students are encouraged to participate with the clinical skills and answer questions alongside filling in work booklets which will be provided prior to the commencement of the session.

The session lasts approximately 4 hours and is delivered in school premises.

#### **How much does it cost?**

Costs are £30.00 per student and free for students on Free School Meals/Widening Access programmes.



### **Vital signs**

This station involves familiarisation of the four main signs that are routinely monitored by all healthcare professionals: temperature, respiratory rate, pulse rate and blood pressure. It allows students the chance to practice these skills on each other using the provided equipment.

### **Reflexes**

This station examines reflexes, expanding on knowledge related to the 'Reflex Arc' of motor and sensory neurones. This is done clinically by eliciting 6 limb reflexes on a volunteer using a tendon hammer.



### **Heart auscultation**

Here, we listen to the four heart sounds using a stethoscope. Students will have the opportunity to understand the clinical relevance by listening and interpreting the various cardiac sounds on a live volunteer.

### **X-ray interpretation**

This station involves understanding the functions of the bones in the human skeletal system, such as: protection, haematopoiesis, mobility and mineralisation. This will also include looking at plain film radiographs for interpretation of bone fractures.



### **Medical ethics**

We explore the four principles of medical ethics in detail: autonomy, non-maleficence, beneficence and justice. Students will have the opportunity to discuss high profile cases in the media, related to medical ethics. Participants will also discuss the concepts of morals and rights in cases such as organ transplantation and the role/qualities of a doctor.

### **Doctor-patient relationship**

This station explores the doctor-patient relationship, with particular emphasis on ideas, concerns and expectations of different patient demographics in a general practice setting. This will be done through looking at several different medical scenarios and there will be discussion on how these should be approached.



If you would like further information, please visit our website: [www.meducators.co.uk](http://www.meducators.co.uk)  
Here you will find more information about our company and how to register for a workshop at your school.

For your safety and ours, please wear a mask when moving through the site/auditorium. We appreciate your co-operation.

## COLLINGWOOD PRODUCTIONS 2022

March 23 - 5.30pm

March 24, 25, 26 - 7.30pm

Kingston Theatre



Tickets available  
via ParentPay  
Students - £5  
Adults - £8

Book by  
**Quiara Alegria Hudes**

Music & Lyrics  
**Lin-Manuel Miranda**

Conceived by Lin-Manuel Miranda

# IN THE HEIGHTS

*A New Musical*

This amateur production of IN THE HEIGHTS is presented by arrangement with Concord Theatricals Ltd.  
[www.concordtheatricals.co.uk](http://www.concordtheatricals.co.uk)

# NEW PIXL EDGE WEB PAGE

As mentioned in the last newsletter, I would like to inform you that the new Collingwood PiXL Edge webpage is now live on the College website.

Please take a look and encourage your son/daughter to be part of the PiXL Edge community.

<https://www.collingwoodcollege.com/page/?title=PiXL+Edge&pid=811>

*Mrs Pari - PiXL Edge Lead*

## What is PiXL Edge?

**Welcome to the Edge**

The PiXL Edge is a framework for schools to develop and accredit in students those personal attributes essential for employability and life.

The scheme will focus on five key attributes:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

Students will qualify at three levels:  
Level 1: PiXL Apprentice  
Level 2: PiXL Graduate  
Level 3: PiXL Master

At each level there are a variety of approved activities that students can undertake for each of the key attributes, the number of activities that need to be completed varies depending on the level (1).

The activities are rated as level Apprentice, Graduate or Masters according to their duration, the size of the team involved and the number of people exposed to the activity (2).

| Key attribute    | Apprentice | Graduate | Masters |
|------------------|------------|----------|---------|
| Leadership       | 2          | 1        | 1       |
| Organisation     | 2          | 1        | 1       |
| Resilience       | 2          | 1        | 1       |
| Initiative       | 2          | 1        | 1       |
| Communication    | 2          | 1        | 1       |
| Any of the above | 0          | 3        | 0       |

|                 | Apprentice  | Graduate  | Masters   |
|-----------------|---|---|---|
| <b>Duration</b> | One day or less than one term (approximately = 15 hours equivalent) | At least one term but less than 1 academic year (approximately 15-50 hours equivalent)          | At least one academic year (approximately > 50 hours equivalent)                    |
| <b>Team</b>     | Between 1 and a classroom at school or in school hours              | At least 1 classroom and up to a year group at school OR Individual/Small teams of school hours | Over 1 year group and up to the whole school OR A small team external to the school |
| <b>Exposure</b> | Between 1 and 50 people   | Between 50 and 200 people   | Over 200 people, some of whom are external to the school                            |

## Year 11 REVISION TIMETABLE SCIENCE 2021-2022

**3.05-4.05PM EVERY TUESDAY Sixth Form Common Room**

| Date               | Biology                   | Chemistry           | Physics                   |
|--------------------|---------------------------|---------------------|---------------------------|
| 15 March week 1    |                           |                     | Electromagnetism          |
| 22 March week 2    | Enzyme and digestion      |                     |                           |
| 29 March week 1    |                           | Crude Oil           |                           |
| 1 April – 18 April |                           | <b>EASTER BREAK</b> |                           |
| 19 April week 2    | Blood and Heart           |                     |                           |
| 26 April week 1    | Organising an ecosystem   |                     |                           |
| 3 May week 2       |                           |                     | Light & Space TRIPLE ONLY |
| 10 May week 1      | Hormonal Control in human |                     |                           |

YouTube is a video-sharing social media platform that allows billions of people around the world to watch, share and upload their own videos with a vast range of content – including sport, entertainment, education and lots more. It's a superb space for people to consume content that they're interested in. As a result, this astronomically popular platform has had a huge social impact: influencing online culture on a global scale and creating new celebrities. In the guide, you'll find tips on a number of potential risks such as connecting with strangers, inappropriate content and high visibility.

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many apps that we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

# What Parents & Carers Need to Know about YOUTUBE

YouTube is a video-sharing social media platform that allows billions of people around the world to watch, share and upload their own videos with a vast range of content – including sport, entertainment, education and lots more. It's a superb space for people to consume content that they're interested in. As a result, this astronomically popular platform has had a huge social impact: influencing online culture on a global scale and creating new celebrities.

### INAPPROPRIATE CONTENT

YouTube is free and can be accessed via numerous devices, even without creating a YouTube account. Some content is flagged as 'age-restricted' (requiring the user to be logged into an account with a verified age of 18), but children can still view some mildly inappropriate material. This can include profanity and violence, which some young users may find upsetting.

### HIGH VISIBILITY

Content creators can also be put at risk – especially young ones who try to make their online presence as visible as possible. Creating and uploading content exposes children to potential harassment and toxicity from the comments section, along with the possibility of direct messaging from strangers. Videos posted publicly can be watched by anyone in the world.

### CONNECT WITH STRANGERS

YouTube is a social media platform which allows people to interact with other (usually unknown) users. Account holders can leave comments on any video they have access to, as well as messaging other users directly. Connecting with strangers online, of course, can potentially lead to children being exposed to adult language, to cyberbullying and even to encountering online predators.

### TRENDS AND CHALLENGES

YouTube is teeming with trends, challenges and memes that are fun to watch and join in with. Children often find these immensely entertaining and might want to try them out. Most challenges tend to be safe, but many others may harm children through either watching or copying. The painful 'salt and ice challenge', which can cause injuries very quickly, is just one of many such examples.

### SUGGESTED CONTENT

YouTube recommends videos related to what the user has previously watched on their account, aiming to provide content that will interest them. This is intended to be helpful but can also lead to binge-watching and the risk of screen addiction, especially if 'auto-play' is activated. Users without an account are shown popular videos from the last 24 hours, which might not always be suitable for children.

### SNEAKY SCAMMERS

Popular YouTube channels regularly have scammers posing as a well-known influencer in the comments section, attempting to lure users into clicking on their phishing links. Scammers impersonate YouTubers by adopting their names and profile images, and sometimes offer cash gifts or 'get rich quick' schemes. Children may not realise that these users are not who they claim to be.

## Advice for Parents & Carers

### APPLY RESTRICTED MODE

Restricted Mode is an optional setting that prevents YouTube from showing inappropriate content (such as drug and alcohol abuse, graphic violence and sexual situations) to underage viewers. To prevent your child from changing across age-inappropriate content on the platform, we would recommend enabling Restricted Mode on each device that your child uses to access YouTube.

### TRY GOOGLE FAMILY

Creating a Google Family account allows you to monitor what your child is watching, uploading and sharing with other users. It will also display their recently watched videos, searches and recommended videos. In general, a Google Family account gives you an oversight of how your child is using sites like YouTube and helps you ensure they are only accessing appropriate content.

### CHECK PRIVACY SETTINGS

YouTube gives users the option of uploading videos as 'private' or 'unlisted' – so they could be shared exclusively with family and friends, for example. Comments on videos can also be disabled and channels that your child is subscribed to can be hidden. If your child is only uploading videos that are protected as 'private', they are far less likely to receive direct messages from strangers.

### CHECK OTHER PLATFORMS

Influential content creators usually have other social media accounts which they encourage their fans to follow. Having an open discussion about this with your child makes it easier to find out how else they might be following a particular creator online. It also opens up avenues for you to check out that creator's other channels to see what type of content your child is being exposed to.

### MONITOR ENGAGEMENT

YouTube is the online viewing platform of choice for billions of people, many of them children. Younger children will watch different content to older ones, of course, and react to content differently. You may want to keep an eye on how your child interacts with content on YouTube – and, if applicable, with content creators – to understand the types of videos they are interested in.

### LIMIT SPENDING

Although YouTube is free, it does offer some in-app purchases: users can rent and buy TV shows and movies to watch, for example. If you're not comfortable with your child purchasing content online, limit their access to your bank cards and online payment methods. Many parents have discovered to their cost that a child happily devouring a paid-for series quickly leads to an unexpected bill!

### Meet Our Expert

Clare Godwin (a.k.a. Lunawolf) has worked as an editor and journalist in the gaming industry since 2015, providing websites with event coverage, reviews and gaming guides. She is the owner of Lunawolf Gaming and is currently working on various gaming-related projects including game development and writing non-fiction books.

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## Year 11 English Revision Sessions Spring Term 2022

| Date               | Session                                   | Teacher    |
|--------------------|---|------------|
| Wednesday 23 March | Language Paper 1<br>Q3                    | Mr Ballard |
| Wednesday 30 March | Drop in support for Language Papers<br>Q3 |            |



**I**   
**REVISION**

**Time: 3.10pm – 4.10pm**



**Michele Miller**  
**Motivational Speaker**  
**Schools Alliance for Excellence**



Revision Techniques  
Self-regulation  
Independent Learning  
Resilience

"An exciting opportunity for students to learn some valuable techniques in preparation for Summer exams"

**Study Skills Day**  
**Wednesday 30th March for Year 11 and 6th Form students only**

**Parental Workshop**  
**18.30 - 19.30pm via Zoom**  
**for Years 9, 10, 11 and 6th Form**



# YEAR 10 WORK EXPERIENCE

**Where will you go?**

**All placements must be submitted on Grofar by the 25 March 2022**

See letter dated 1 December 2021

### Maths After College Revision Topics 2021-22

(General Revision run every Monday in G9 with Mrs Vassallo)

| Date  | Topic                  | Foundation<br>Grade 1-4/5<br>Mrs Walker – G24      | Intermediate<br>Grade 4-6<br>Mrs Murphy – G26                    | Higher<br>Grade 7-9<br>Miss Taylor – G10                  |
|---|------------------------|--|--|---|
| <b>Autumn Term</b>                          |                        |  |  |   |
| 20 <sup>th</sup> September                  | Fractions              | 4 operations with fractions                        | 4 operations with Mixed Fractions                                | Algebraic Fractions                                       |
| 27 <sup>th</sup> September                  | Decimals               | FDP Conversion                                     | FDP Conversion (worded questions)                                | Recurring Decimals  |
| 4 <sup>th</sup> October                     | Percentages            | Percentages of amounts, increasing and decreasing  | Multipliers, reverse, compound                                   | Growth and Decay  |
| 11 <sup>th</sup> October                    | Compound Measure       | Speed Distance Time                                | Density Mass Volume  | Pressure and Density Problems                             |
| 18 <sup>th</sup> October                    | Types of Number        | Squares, square roots, cubes, primes, LCM, HCF     | Surds  | Rationalising the Denominator                             |
| <b>Half Term</b>                            |                        |  |  |   |
| 1 <sup>st</sup> November                    | Ratio & Proportion     | Using ratio and solving simple problems            | Best Buys, ratios in the form 1:n                                | Similar Shapes, Solving complex problems                  |
| 8 <sup>th</sup> November                    | Area                   | Area and perimeter of shapes                       | Volume and Surface Area  | Frustums  |
| 15 <sup>th</sup> November                   | Factorising & Solving  | Linear expressions and equations                   | Quadratics, Completing the square                                | Quadratic Formula, Completing the square where $a \neq 1$ |
| 22 <sup>nd</sup> November                   | Mocks                  | General Revision (Grade 1-4/5)                     | General Revision (Grade 4-6)                                     | General Revision (Grade 7-9)                              |
| <b>29<sup>th</sup> November - INSET DAY</b> |                        |  |  |   |
| 6 <sup>th</sup> December                    | Graphs                 | Linear Graphs ( $y = mx + c$ )                     | Parallel and Perpendicular Lines                                 | Quadratic Graphs  |
| 13 <sup>th</sup> December                   | Averages               | MMMR for Raw Data and Frequency Tables (ungrouped) | MMMR from Grouped data   | <i>Functions</i>  |
| <b>Christmas Holidays</b>                   |                        |  |  |   |
| <b>Spring Term</b>                          |                        |  |  |   |
| 10 <sup>th</sup> January                    | Indices                | Index notation and Index Laws                      | Calculations with Indices  | Zero, negative and fractional indices                     |
| 17 <sup>th</sup> January                    | Standard form          | Powers of 10 and Standard Form                     | Calculations with Standard Form                                  | Problems with Standard Form                               |
| 24 <sup>th</sup> January                    | Sequences              | Types of sequences and nth term (linear only)      | Nth term   | Nth term (linear and quadratic)                           |
| 31 <sup>st</sup> January                    | Transformations        | TERR   | Negative and fractional Enlargements                             | Graphical transformations                                 |
| 7 <sup>th</sup> February                    | Mocks                  | General Revision (Grade 1-4/5)                     | General Revision (Grade 4-6)                                     | General Revision (Grade 7-9)                              |
| <b>Half Term</b>                            |                        |  |  |   |
| <b>21<sup>st</sup> February - INSET Day</b> |                        |  |  |   |
| 28 <sup>th</sup> February                   | Trigonometry           | Pythagoras and SOHCAHTOA                           | 3D Pythagoras and Trigonometry                                   | Sine and Cosine   |
| 7 <sup>th</sup> March                       | Simultaneous equations | Solving simple simultaneous equations              | Real-life situations and finding the equation of a straight line | Simultaneous equations with quadratic equations           |
| 14 <sup>th</sup> March                      | Inequalities           | Solving simple inequalities                        | Solving inequalities   | Quadratic inequalities and Graphical inequalities         |
| 21 <sup>st</sup> March                      | Probability            | Venn Diagrams and Tree Diagrams                    | Non-conditional and Conditional events                           | Set Notation and Mutually Exclusive events                |
| 28 <sup>th</sup> March                      | Circles                | Circle area and circumference                      | Sector area and arc length                                       | Circle theorems   |
| <b>Easter Holidays</b>                      |                        |  |  |   |
| <b>Summer Term</b>                          |                        |  |  |   |
| 25 <sup>th</sup> April                      | Graphs                 | Pie Charts, Scatter Graphs and Stem and Leaf       | Cumulative Frequency and Histograms                              | Area under a curve  |
| <b>2<sup>nd</sup> May - Bank Holiday</b>    |                        |  |  |   |
| 9 <sup>th</sup> May                         | Vectors                | Bearings and simple vectors                        | Calculations with vectors and finding the resultant              | Proof (parallel/colinear lines, geometric proofs)         |
| 16 <sup>th</sup> May                        | Exams                  | Paper 1 Revision                                   | Paper 1 Revision   | Paper 1 Revision  |
| 23 <sup>rd</sup> May                        | Exams                  | Paper 2 Revision                                   | Paper 2 Revision   | Paper 2 Revision  |
| 30 <sup>th</sup> May                        | Exams                  | Paper 3 Revision                                   | Paper 3 revision   | Paper 3 revision  |