



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS

LETTER



“I liked the challenge of putting the structure in place to build my model.”

EMELIA— OUR HOPES & DREAMS CONTEST WINNER

Our Hopes and Dreams Competition offers pupils joining Year 7 the chance to demonstrate initiative and creativity, and they certainly seized the opportunity!

Head of Lower School Mr Worthington said, *“The standard of the competition was very high this year, with entries including artwork, posters and written pieces such as scripts for plays. Several pupils wrote about their future aspirations and Mrs Brady and I enjoyed the insight they gave us. It has been great to see our children getting involved and talking about their futures brightly.”*

Our winner of the competition this year was Emelia, who brought in a wonderful sculpture of the Leaning Tower of Pisa. Talking to Mrs Brady and Mr Worthington, Emelia said *“I enjoyed spending time on the competition. I liked the challenge of putting the structure in place to build my model.”*

Emelia’s model will be displayed in school and she has won an Amazon voucher for her efforts. Well done Emelia!



Pupils Look to Exciting Futures

We were delighted to welcome our pupils in Years 10 and 11 along with their parents to our first Careers Evening. An impressive range of guests including our valued partners BostonAir, Hull College, Bishop Burton College and the Armed Forces offered an insight into a wide range of the post-16 opportunities available. Mr Henderson, Mr Wilson and a number of current students were available to discuss life in Longcroft's Sixth Form.

Mr Coupe said, *"The evening was well-attended and feedback was extremely positive. The providers were extremely informative and we are grateful they were able to attend."*



He added, *"I am delighted with how well the evening went. It was great to see our pupils engaging with employers, colleges and universities, asking those all important questions about their future options and choices. I was particularly pleased that we were able to hold the event in person and to invite parents and pupils from both Year 10 and 11 to the event. The evening was buzzing with excitement from pupils and exhibitors, who commented on how impressed they were with our young people. The feedback we received from parents was extremely positive, many stating that their children found it really useful and informative. As a school we have also made some really important connections*

with employers and colleges in the local area that will continue to benefit our pupils in the coming years, so the whole evening was a great success. Over the next few months I will be working with Year 11 pupils to support them in making those all-important decisions about their future - with so much choice available to them, I'm so pleased that this event was a great success in giving them the information they needed to get started!"

Thank you to the following providers who, through their presence, enthusiasm and high quality advice contributed to such a successful event:

- East Yorkshire Sixth Form
- ER College
- Bishop Burton College
- LogOnMoveOn
- HETA Apprenticeships
- York St John University
- Hull College
- ASK Apprenticeships
- BostonAir
- The Army
- The Navy
- Willmott Dixon
- Car Supermarket
- The Wonder Training School

To further support our Upper School pupils in their decision making, Mr Coupe is leading a weekly drop-in session each Thursday at 3.15pm. This is an opportunity for pupils to discuss their future and for staff who know them to support with applications.





Executive Headteacher's Welcome



Parents may be aware that schools continue nationally to be impacted by COVID-19. We have, as you might expect, seen children test positive but with the support of parents undertaking regular lateral flow tests, we have kept our community safe. We are though seeing a number of colleagues who are needing to take PCR tests, upon contracting similar symptoms and although many have proved negative, we have unfortunately had a number of colleagues who have needed to isolate. I share this news to both reassure you that cases are being detected, but also to make you aware that we are experiencing disruption to teaching at this time still due to COVID-19 and are working hard to mitigate its impact upon our school community.

As the winter progresses and viruses as normal continue to transmit, alongside COVID-19, we would ask for your support and understanding. In testing as per the schedule to protect your own child but to keep other children, families and colleagues safe, to mitigate any further impact upon education. Symptoms within children and vaccinated adults do vary, so being cautious is wise. I know from my own children, we've had two consecutive weekends of taking a PCR test on a Friday and awaiting results on Saturday. All negative, but with coughs, temperatures and other symptoms, a ten-minute test is an inconvenience, but also being at home and not able to attend school for many days is worse I feel.

Last week we focused on presentation and this week I just wanted to ask our parents to consider organisation. The school diary is an essential tool for our children. Although I'm sure in a few years such methods of organisation will become electronic, for children the techniques used to help prioritise, sequence and action homework tasks does not come easily. I sometimes open planners to see a child really struggling – do I record the homework when it is set or due, how do I plan if it will take longer, when do I read through my books and highlight my notes? All questions that most, especially our children within Year 7 will be grappling with at this time. Tutors can really help in this process, but as parents helping children to prioritise is key in helping to manage workload now and later in life.

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Here are a few thoughts that might help:

Make a List:

If your child can manage the diary then wonderful, but for some flicking between pages and identifying which tasks are completed or not becomes confusing. A simple paper list or whiteboard is helpful. Every night add to the list – subject, task and due date, crossing out the job in the diary as you go. All of your tasks in one place and an easy discussion point for child and parent.

Don't Rush but Don't Dilly-Dally:

Setting time limits is key. Knowing how long something should take focuses the mind. Often, we will find ourselves bias towards specific subjects and some activities can take far longer than intended, although they have equal worth.

Handle Big Tasks First:

Leaving the big tasks to last is often a mistake. We can easily delude ourselves by racing through smaller homework's and reassure ourselves everything is progressing well, when in fact, we're ignoring the 'elephant in the room'. Bigger tasks will take more time for a reason and will often have greater worth, both educationally and later in our working lives. Helping your child to do these jobs first, allows them to better determine how long they need to invest in their homework.

One Thing at a Time:

In our technological world multitasking is the norm. Often though it can become a habit that stops our minds focusing on one particular challenge. If we start to distract ourselves because something is hard, less enjoyable or even tedious, then we're probably not investing the time that is needed – sometimes learning is fun, but it can also be hard-work.

20–20–20 Rule:

This relates to concentration and timing tasks. Often twenty minutes on and then a short break, helps us to refocus. Concentration spans do vary with a child's age, but being unrealistic with how long you can actually stay focused on a particular task, will lead to time being wasted or distractions taking over.

All of these techniques though are only successful when our children can with our support, reflect on their learning, organisation and adopt techniques that work for them. It is all part of the learning process and developing those skills for life (soft skills).

Do have a great weekend.

Mr J Britton

Executive Headteacher

Notice

We have received confirmation that the COVID-19 optional vaccination programme for children will take place on the following dates;

- 17th and 18th November

Please note, that the school is not overseeing or administering this programme. The NHS will use school facilities only and will communicate with parents prior to the programme commencing.



Head of School's Welcome



Hello everyone, it has been another busy week for the Longcroft community.

Building from the popularity of last week's Careers Fair, this week we held our first Year 11 Information Evening. It was a second opportunity

for parents to see our lovely new building - this time from a pupil's perspective, as they sat behind desks, all socially distanced, to hear from our subject specialists. Parents and Year 11s were supported to learn together about the curriculum structure and examination skills and content in the core subjects of Maths, English and Science. Our teachers offered tips on the best ways to make progress in these academic areas, as well as strategies to support skill development and revision. Parents and pupils left with lots of homework for the coming months in the lead up to the all-important GCSEs next summer. Thank you to staff who supported this first information event which was greatly appreciated by the parents who attended. There is a second event next week for the other half of the year group. Thank you also to parents and Y11s for the positive comments as you left - working together in this way, we hope we can all support our young people to achieve their very best next summer.

We are also currently planning to meet more of the community, with the Year 7 'Meet the Form Tutor' event next Wednesday. This will offer an opportunity for parents and carers to speak with their child's Tutor to share thoughts on their first weeks at our school and review each child's transition to secondary. We are all delighted to see how well our Year 7s have become a central part of our community, finding their way around speedily and settling into their learning and our routines so effectively. It is lovely to have Emilia on the front cover this week, showing the creative talents that led to her winning the Hopes and Dreams competition. Great work, Emilia!

I would also like to take this moment to congratulate every pupil and Sixth Form student who has earned Classcharts reward points since we returned in September. It is a pleasure to see that we have passed the 100,000 rewards mark this week - as you know, each point is earned by a good deed or an impressive piece of work, thinking or skill development. I look forward to seeing many more of these acts of Great Heart, Thought and Vision accumulate over the rest of this month, term and year. Well done everyone!

Have a good weekend,

Ms I Grant
Head of School

Reward Totals

So far this term our pupils have been awarded the following rewards for acting with Great Heart, Thought and Vision:



Acts of Great

HEART

10,395

THOUGHT

52,659

VISION

41,488

GRAND

TOTAL:

104,542



LOWER SCHOOL



Mr Worthington writes:

As a school, we take great care in making sure that our pupils get a holistic education, with plenty of enrichment

opportunities and a wide and diverse view of what the world can share with them.

Part of this has been discussing careers and vocations with the children. Every week in Lower School tutor sessions, there is a specific focus on careers in at least one session. We want our pupils to be knowledgeable in this area, so when they are thinking about the future they are making an informed decision.

To make sure pupils have a broad horizon, we discuss role models and historic figures that have shaped certain areas. I have had great pleasure discussing jobs that involve using Science, History and Geography, highlighting the links between Humanities and Earth Chemistry. One particular highlight has been discussing the prior understanding of our pupils and what they already know about the world.



Ben, in Year 7, has been reading about Mary Anning in his spare time. Anning was an important figure in the world of Fossil

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discovery and was world-renowned for her finds in the UK. In her amazing discoveries, she found an Ichthyosaur as well as a Plesiosaur and a Dimorphodon, really paving the way in terms of world geological sciences in the 19th Century. It was a great pleasure to hear about Ben's further reading and to hear him share his new-found knowledge with the rest of the class. That lesson, pupils enjoyed making casts of fossils and showing them off to each other.

As part of the careers focus, pupils then went on to discuss how Chemistry, Geography and History are all linked when we talk about the Rock Cycle. It was of huge interest to all the children to learn about the careers of Palaeontology, Geology and Archaeology and to discuss them further. There is a real focus on equipping our children for the future, and our children are very keen to discuss different careers and the options open to them.



Mr Coupe said "I'm really pleased to hear that our Careers Programme is making a difference to our pupils. One thing we're very keen on is ensuring that we build Careers education

in all years and right across the curriculum, so it's great that pupils in Years 7 and 8 are able to think at length about how their lessons relate to the world of work. This means that when they come to make meaningful choices about their future options, they will do so with a much better idea of where those choices will take them."

Take care,

Mr Worthington
Head of Lower School



UPPER
SCHOOL**Mr Colepio writes:****Upper School Careers Event**

Many thanks to all our Year 10 and 11 parents and pupils who made it in for the Careers Evening on Wednesday 29th September. It was wonderful to have parents back in school and to meet and greet you all – it's been too long!

Thanks to all our providers and it was so encouraging to see our Sixth Form stand so busy. In these uncertain times continuity with experienced and familiar staff who know you well and in small groups is a great attraction. Please do not hesitate to talk to any member of staff about our provision post – 16. From a personal perspective it is so rewarding building upon existing relationships and seeing pupils who I have known since Year 7 go onto University and, in more instances than I care to remember, actually become my colleagues later in life!

Year 11 Information Evening

We look forward to inviting parents and pupils into school again this week and next. Staff recognise the importance of this year to fill in any gaps in learning and have agreed to put on a session in English, Maths and Science for parents and pupils. By understanding the curriculum and exam requirements, it really allows parents to better support their child.

Summer Revision 2021

Yet again this week senior staff have been visiting form rooms and speaking to those pupils who have worked so hard over summer on their personalised action plans. We calculate that over a thousand hours of extra revision has taken place by our pupils. Brilliant and we will consider an appropriate "well done" reward in the coming weeks.

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Year 10 Work

Staff have been keen to send me some super work from our Year 10 pupils that I will share in the coming weeks. They have settled very well into their GCSE courses and the example below shows progress in French i.e. work done, feedback given in green pen and improvements made by the pupil in purple pen. I do like the conditional followed by infinitive at the end!

Thank you to everyone for what has been a brilliant week – so busy but so much wonderful progress made on so many fronts, the highlight of which has been getting to meet parents again.

Have a great weekend everyone.

Mr Colepio
Head of Upper School

15.9.21 Homework

Dans la famille, il y a une mère, un ^{beau} beau-père, deux sœurs et un beau-frère.

Le père est ^{très} très intéressant et assez amusant, mais la mère est casse-pieds, ^{parce que} parce qu'elle est séparée. Les sœurs ~~est~~ ^{sont} meilleures ~~amies~~ ^{amies} mais le frère est triste et assez ~~triste~~ ^{triste}. Mais les sœurs ~~est~~ ^{sont} ^{compréhensives} ^{pour} ^{son} le frère.*

Les enfants ~~disputent~~ ^{disputent} au sujet du travail à la maison ^{parce que} parce qu'ils ~~sont~~ ^{sont} paresseux.

*Le frère ne s'entend pas bien avec ses sœurs. Les parents ~~ont~~ ^{ont} ^{peu} beaucoup de responsabilités mais beaucoup de liberté.

WWW: outstanding level of language in this description

EB: can you write 3 sentences to describe yourself physically?

J'ai les yeux bleus ^{parce que} parce que mes parents ont les yeux bleus aussi.

Mes cheveux ~~est~~ ^{sont} pas bouclés et sont blonds.

Je suis assez grand ~~x~~ mais je voudrais être plus grand.



SIXTH FORM



Mr Henderson writes:

Year 12 and 13 students are straight back into learning this week and I have had the privilege of watching some really super lessons as part of my role as Head of Key Stage 5. Our students are clearly rising to the challenges of higher-level learning in their lessons but the study area is also a hive of activity. This is where students apply the skills and knowledge they are developing, with written work, research, planning, practical work and projects all on-going throughout the college day and often beyond.

Students in the 6th Form are really making the most of the quiet, purposeful atmosphere in the study area, not only to complete extended study and UCAS applications but to further their research and plan for the coming lessons using the independent study board which has all subjects on.

The focus and enthusiasm for learning I have seen in lessons this week shows how quickly GCSE pupils turn into A level students, with positive learning habits that shape their experience of Sixth Form, their results and future successes.

Senior Student Team member and Social Rep, Adam has also been busy this week, organising the Brownie Bake-Off, pitting students against staff. After a long deliberation, the judging panel of Tom, Tegan, Adam, Jordan and Mr Wilson awarded victory to Nell for the students. Here she is with the winners' trophy and next to her is Lucy, guarding the winning brownies.

Mr Henderson
Head of Sixth Form





SAFEGUARDING



Mr Rogers writes:

It's vital that parents are kept up to date with information from the school. A way of keeping up to date with a pupil's performance during a day is to access information on the ClassCharts app. The app shows live information. I encourage you to download the app to be able to access this data.



As well as being used to reward your child, staff in school can record areas where improvement is needed. We share this information with you so you can continue to support the school and your child's performance whilst they are in school.

At Longcroft we realise how important it is to value and reward our pupils for showing great heart, thought and vision. We recognise that the most effective rewards are verbal positive feedback to our learners. To acknowledge that praise, we launched the rewards shop so pupils could choose items which they most valued. The shop currently stocks a range of items from stationary to vouchers that can be spent online and on the high street.

I also encourage feedback from pupils to suggest items that they would like included as a choice. If your child has any ideas remind them to let their Care and Achievement Coordinator know.

To access the shop and place an order visit www.classcharts.com/student and log in to your pupil account. If you are having difficulties logging on, please speak to your Care and Achievement Co-ordinator.

Remember all new ideas welcome!

Mr Rogers
Deputy Headteacher
Head of Care and Achievement



INCLUSION

**Mrs Reilly writes:**

We have had such a busy start to this academic year. It is fantastic to once again be able to work across year groups and to see all of our pupils and students settling back into our inclusion rooms. They have an air of real purpose about them and their work ethic is evident, which is wonderful to see.

Our ANP termly reviews are once again underway. Your child's point of contact, one of our fantastic TAs, will check in with your child and have a discussion about how they've settled in to this academic year, what is working for them and where their current needs lie. We'll also be discussing their ambitions for adulthood and what their current strengths are. Teachers will contribute detailed feedback as to your child's progress in their subject area and then we'll be in touch to collect your views and communicate our next steps, in terms of provision.

This collaborative approach between pupil, parent and Longcroft informs the intervention offered and ensures provision for our SEN pupils is tailored to meet their emerging, and on-going, needs.

We are running the LEXIA programme in addition to providing reading improvement sessions, literacy and numeracy support tailored to those who require it, handwriting improvement sessions and supporting pupils with English as an additional language, among many more evidence-based interventions.

Homework club has begun in earnest with a multitude of pupils taking up the offer of support from our teaching assistants on a Tuesday, Wednesday and Thursday after school. Pupils can pop in for just a few minutes or stay until four o'clock - we're there to provide guidance, assistance and support if and when required.

Do remind pupils that lunch club is running each day in Rooms 36 and 37. SEND pupils can bring a packed lunch (along with a few friends) and join us for a range of activities that promote socialisation and fun alongside learning.

Please remember, we are contactable at sen@longcroft.eriding.net should you require any support or assistance for your child.

Mrs Reilly
Head of Inclusion



TEACHING & LEARNING

**Mr Taylor writes:**

In recent weeks pupils in Years 7 and 8 have taken STAR Assessments for the first time this academic year. These tests give us valuable insights into the progress of our pupils. The results are also in forming our Accelerated Reader programme.

STAR Assessments are short tests that provide teachers with learning data. STAR tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take).

Teachers analyse the data they get from STAR Assessments to learn what pupils already know and what they are ready to learn next, to monitor student growth, and to determine which students may need additional help. The assessments are heavily researched and scientifically proven to help teachers guide each child on his or her unique path to mastery.

We are using the results of the STAR Reader Tests to enrol our pupils onto the Accelerated Reader Programme. I have explained this programme in a previous issue. Hopefully you now have an understanding of what this entails but I thought it would be useful to outline some benefits. So why use it you may well ask? Some of the benefits to our pupils are listed below:

Goal setting

We can create personalized goals around comprehension, engaged reading time, and pupils' reading levels to keep them on the path to future success.

Choice and motivation

It helps to motivate pupils with tailored reading recommendations and endless choice. Accelerated Reader matches pupils with books and articles aligned to their unique interests and reading levels.

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How does Accelerated Reader work?

1. Choose

We encourage pupils to find something to read! Accelerated Reader has quizzes on more than 200,000 books, ensuring pupils never run out of choices.

2. Read

This is the best part! Pupils get to read a book of their choosing. Pupils can read in class, at home, or out and about in the community.

3. Quiz

Once they finish a book, pupils take a short quiz on what they've read. Each quiz is written to ensure pupils have read the entire book.

Hopefully the programme will have the desired effect with the improvements we hope it will make in the reading skills of our pupils.

Have a good weekend.

Mr Taylor

Head of Teaching and Practitioner Development

Outstanding Artwork

Our pupils and Sixth Form students have been working on some wonderful pieces of art, and many are enjoying working in our specialist facilities for the first time.

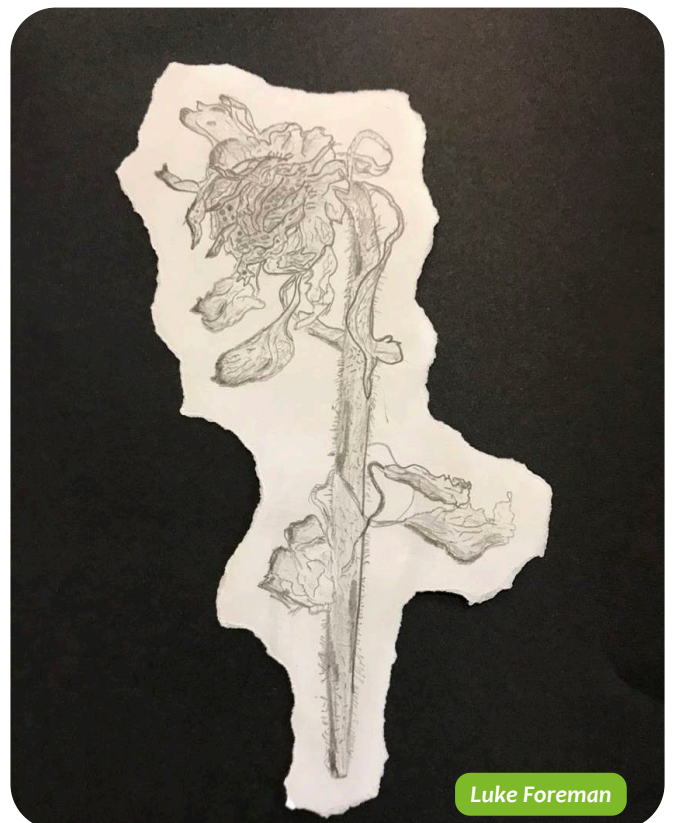
This week we feature examples of Year 10 pupils' observed "decaying sunflower" drawings.

Mrs Holmes described the pupils as "fabulous", and was full of praise for both the quality of their work and the effort they put into it.

Mr Baker said, "The intricate nature of these particular pieces is impressive. Pupils and Sixth Form students produce amazing work and it is always a pleasure to watch them working. I am sure readers will be impressed and we look forward to featuring much more artwork in forthcoming Newsletters."



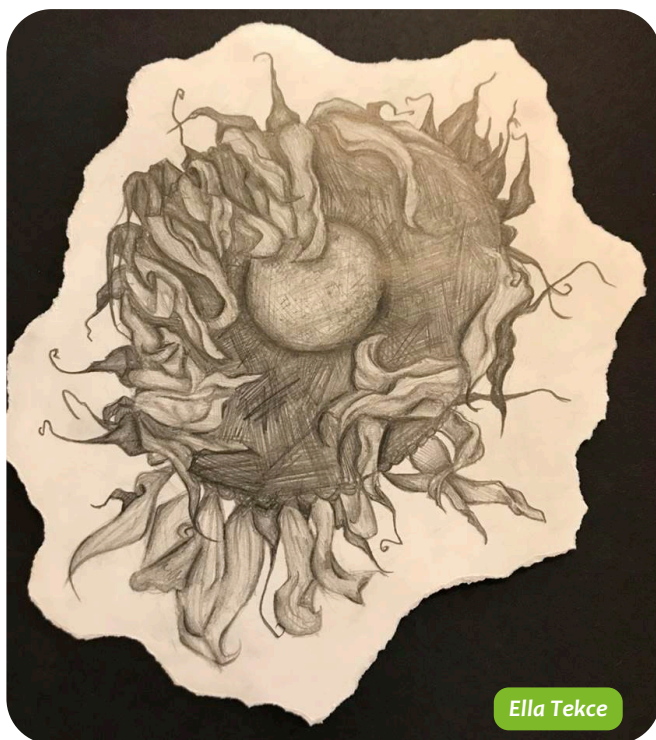
Jade Wells



Luke Foreman



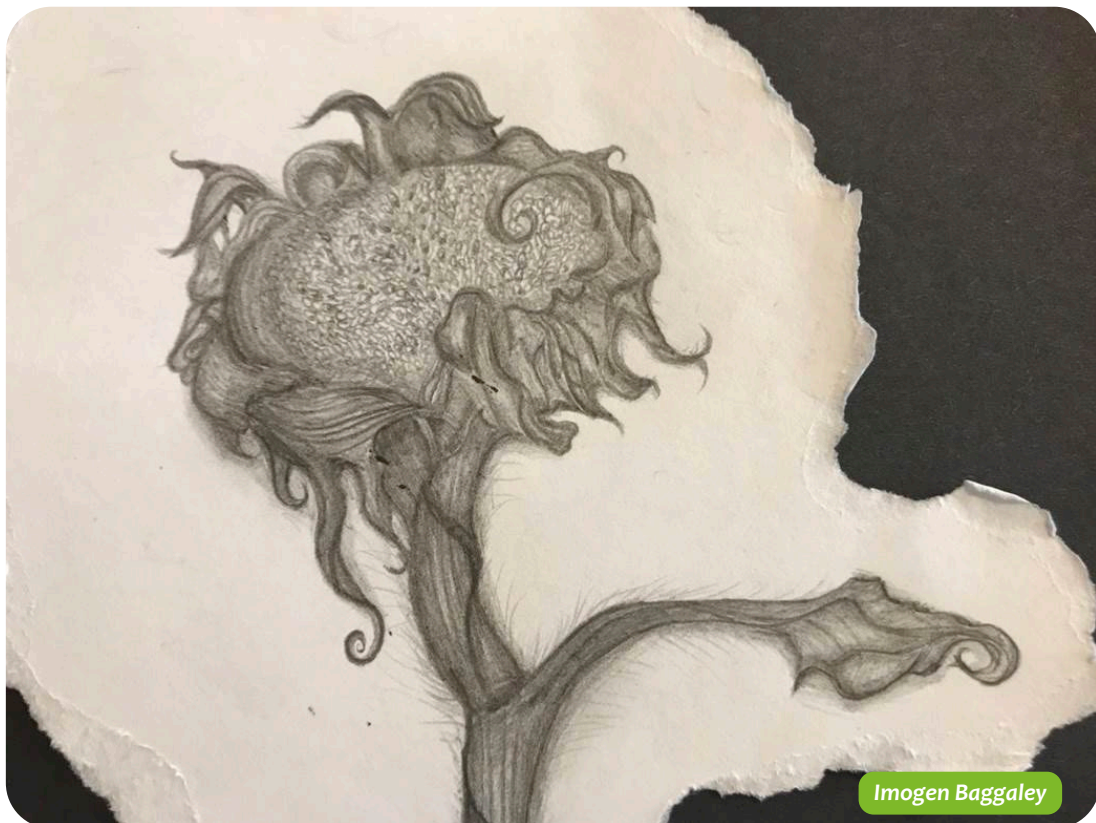
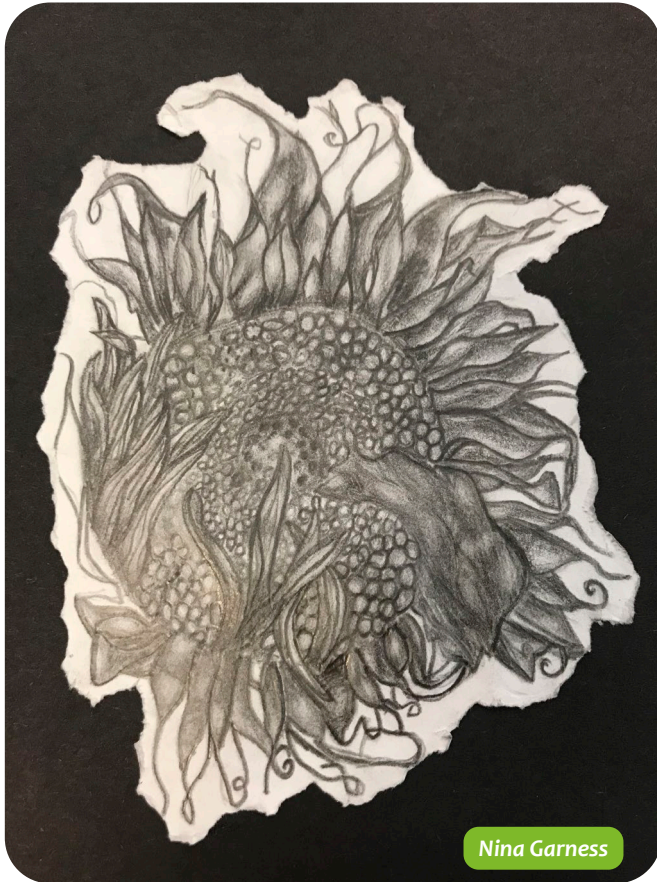
Ella Tekce



Ella Tekce



Layla Robinson





English Work

In English our Year 7 pupils are working on an introduction to narrative writing and the origins of literature. Mrs Smith was full of praise for the impressive start her pupils have made to their studies and we look forward to featuring their stories and other work in future weeks.

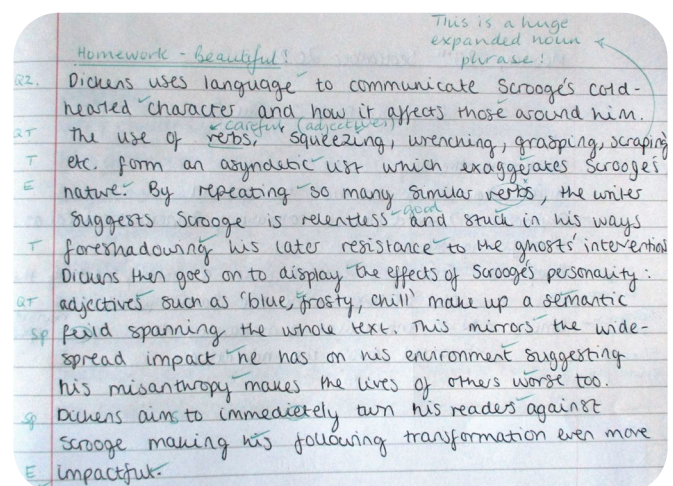
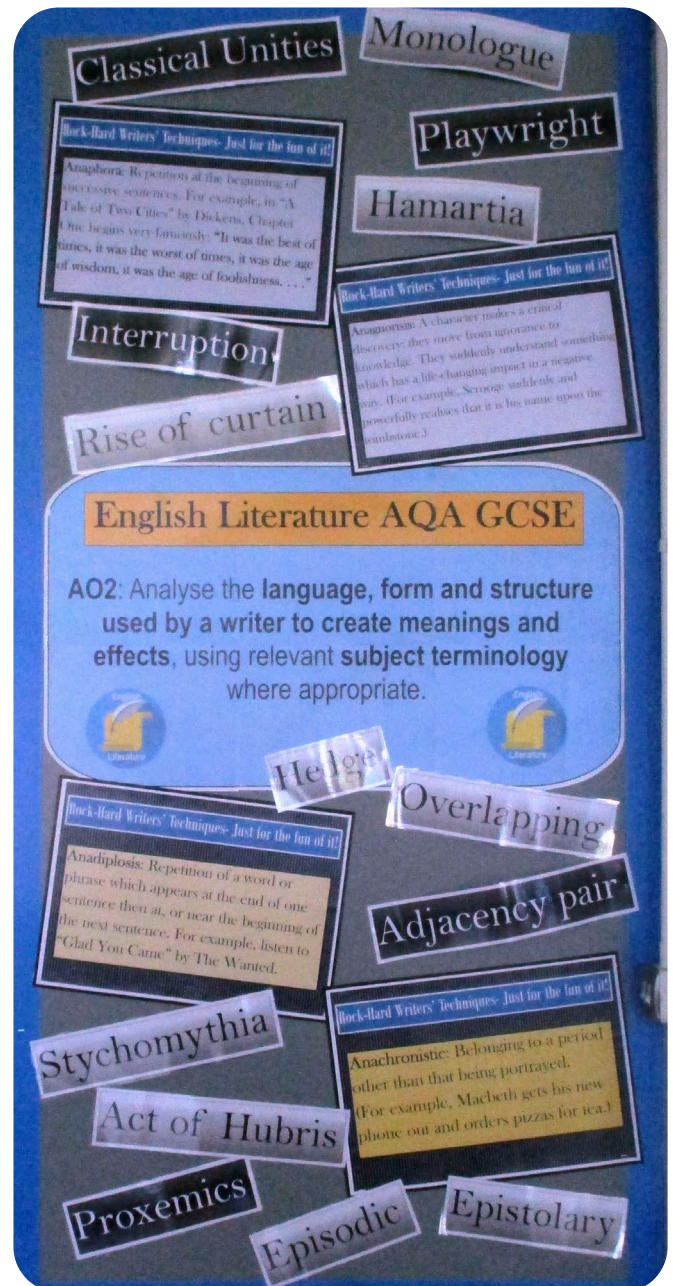
Year 8 pupils explore societal issues in Literature, through texts such as 'Of Mice and Men' and 'Merchant of Venice' as well as poetry. Topics include slavery and suffragism and pupils develop their ability to write with a viewpoint.

In Year 9 pupils study the Victorian poor, the character of Magwitch from Dickens' Great Expectations and non-fiction texts linked to poverty as well as poetry.

These units and more prepare pupils for their GCSE courses in English Language and English Literature, and A Levels in these subjects are popular.

Pupils and Sixth Form students enjoy some fantastic enrichment opportunities linked to their study of English. Year 13 student Tegan Blake-Barnard recently won a place on the prestigious Rathbones Folio Mentoring Scheme. Tegan is one of only six candidates selected nationally to be on the programme, which runs through the academic year, and is designed to foster creative writing skills in students who show exceptional promise. Adam Kerrison, who is also in Year 13, saw his first novel 'Operation Epithany: Part I The Connection' published earlier this year while thanks to our Librarian Ms Carvill's work with First Story several of our pupils and Sixth Form students can refer to themselves as published authors due to their work appearing in our Anthology.

We look forward to featuring more of our pupils' and Sixth Form students' impressive work and achievements in forthcoming weeks.





"how does the writer use language to describe Ebenezer Scrooge?"

Dickens uses a variety of literary techniques to introduce the primary character of his 1843 novella 'A Christmas Carol', such as metaphors, similes and list like formats to build an image of Scrooge.

Asyndetic is used to describe Scrooge which is seen in the quotation "squeezing, wrenching, grasping, scraping, covetous old sinner!". The repetition of Sp verbs in the asyndetic list emphasises Scrooge's selfishness and highlights to the reader how unpleasant and awful Scrooge really is. This creates a feeling of insensitivity from the reader towards Scrooge for his self-centred, egotistical, miserly personality. Excellent.

GCSE English language paper 1

CONTROLLED CONDITIONS

QUESTION FIVE:

gr The rattling bus that I found myself ^{sitting} sat on, late on a Tuesday night, was cold and dirty. I wanted nothing more than to be tucked up in my small but homely apartment in the centre of London. I walked on slowly and sat on the back row, far to the left. The exact seat my Dad would choose before he went to war two years ago. No one has heard from him since. It is rumoured that ^{treacherous} Dad got blown up in the treacherous war grounds of Afghanistan. I don't believe it. Dad's stronger than that.

GCSE English language paper 1

SOPHISTICATED VOCAB -

- ✓ → mystical → whimsical ✓
- ✓ → legendary
- ✓ → fantastical
- ✓ → forbidden/forbidding ✓
- ✓ → glowing
- ✓ → eerie - haunted - spectral ✓
- ✓ → peaceful - tranquil ✓
- ✓ → magical
- ✓ → luminous
- ✓ → illuminated
- ✓ → transient
- ✓ → angelic } celestial
- ✓ → heavenly }

"how does the writer use language to describe Ebenezer Scrooge?"

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T Next, Dickens uses a simile in the quotation "solitary as an oyster" in hope to highlight his hard exterior but can sometimes contain something beautiful on the interior, such as a...

Starter

The hero faced the monster
Rewrite in present tense.

The hero faces the monster

The hero faced the monster
Highlight the nouns in the sentence. Premodify both with adjectives.

The brave hero faced the fierce monster

Do

- 1) The semi colons are put every time there is a pause for when extra information is needed

Tuesday 28th September 2021

continuing "Oh my goodness what happened?!" Kayla walked upstairs my story and to her sister's horror she saw Kayla's face was covered in huge bruises. "Nothing, I fell over." Erin was not convinced. "She hurt you didn't she?" Kayla's started to flood with tears again, but she tried to hold them back, she needed to stay strong, for her sister's sake. "Come here!" Kayla gestured her arms out for a hug as Erin ^{fearfully} crept towards her. ~~and~~ and Kayla said almost in a whisper, "I would never let that woman hurt you I promise." Erin looked up as a tear slowly made its way down her cheek, Kayla tried her hardest to put a smile on her face, "I have to leave for a while alright but I'll be back for you I promise okay, I love you." Kayla couldn't fight it anymore, "Don't cry" Erin said as she put her hand on Kayla's cheek, "I love you too."



Geography Work

All Lower School pupils study Geography and the subject is a popular option at both GCSE and A Level.

Pupils in Year 7 are introduced to Geography – a new subject for many. They learn map skills including direction, scale, grid references and height before focusing on Earth – how Earth began, life on Earth, geological timescales, humans on Earth and the reasons Earth is changing.

In Year 8, pupils study earthquakes and volcanoes, Africa, glaciers and Russia before moving onto climate and climate change. Year 9 pupils are studying global development with a focus on India. During Year 9 they will study topics such as biomes and global trends in resource use including the theories of Malthus and Boserup.

Upper School pupils who choose to study GCSE Geography cover topics such as Hazardous Earth. This includes the study of the structure of the earth, the causes of earthquakes and volcanoes and the impacts of tectonic hazards. India is studied as an example of an emerging country, while pupils consider the challenges of an urbanising world including global trends in urbanisation, differences in urban economies, land use change in urban areas and processes of urban change such as counter-urbanisation and suburbanisation. Mr Bull, Miss Brown and Mr Davies all speak highly of the work their GCSE pupils are doing and Miss Brown described revision completed by members of her Year 10 class as "pretty amazing!"

A Level Geography students have been studying globalisation and the impact of global marketing and Mr Bull and Miss Brown are certainly impressed with their work and attitudes.

We look forward to featuring more of our pupils' and Sixth Form students' impressive Geography work as well as reporting on some exciting enrichment opportunities in forthcoming weeks.

Thursday 16th September 2021
How does rock type influence the physical landscape of the UK?

There are three main types of rock:

- Igneous
- Metamorphic
- Sedimentary

granite is a type of igneous rock as well as basalt which is what volcanoes spit out.

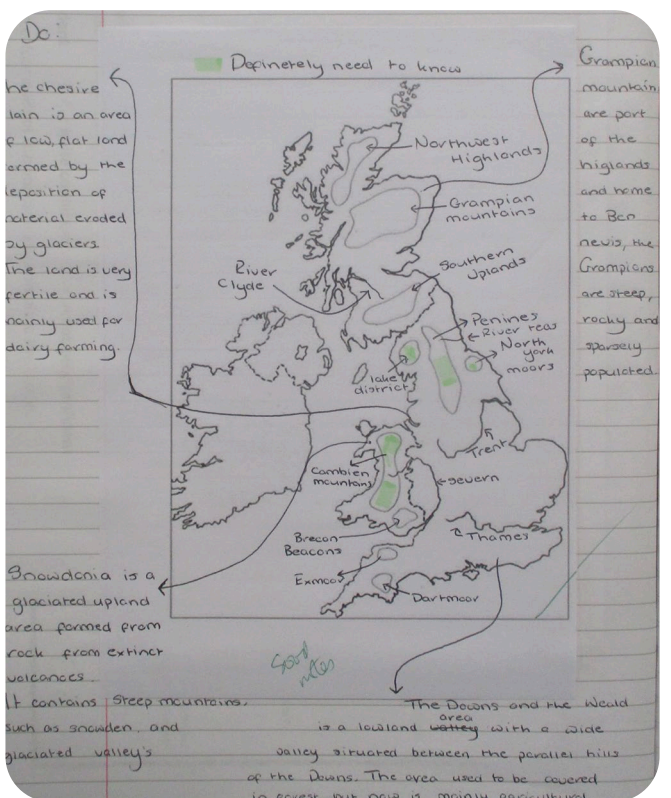
metamorphic rocks are formed by other types of rock that have altered.

Sedimentary rocks contain layers.
Chalk is an example of a sedimentary rock.

marble is an example of a metamorphic rock.

Igneous rocks - the earth's oldest rocks, formed from lavas and deep magmas. They were once molten, then cooled and crystallised. Most igneous rocks are resistant to erosion.

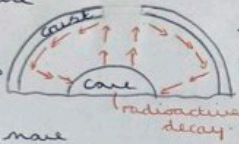
Sedimentary rocks - formed from sediments eroded and deposited by rivers, the sea, or on the seabed. Some are resistant (e.g. limestone) while others crumble easily (e.g. shale).





convection currents

1. Radioactive decay from the core and mantle generate lots of heat.
2. When lower parts of the asthenosphere heat up they become less dense and slowly rise.
3. As they move nearer to the top, they start to cool down, making them become more dense and begin to sink.
4. These circular motions of semi molten rocks are called convection currents.



Radio active decay
 heats up lower mantle
 magma rises
 makes friction on the crust
 cools down → becomes more dense
 sinks back into core again
 this causes tectonic plates to move.

HAZARDOUS EARTH TEST 1

Lithosphere
 the uppermost layer of the Earth. It's cool and brittle. It includes the very top of the mantle and the crust above.

Convergent Boundary:
 where two plates move towards each other.

- plates move towards each other, causing friction and pressure build-up.
- Deep ocean trenches
- Volcanoes
- Underwater mountain ranges

Conservative Boundary:
 where two plates slide past each other.

- plates create friction by travelling at different speeds and direction past each other.
- Earthquakes
- San Andreas Fault: Pacific/North America

Divergent Boundary:
 where two plates move apart.

- plates move apart due to convection currents.
- Ridges
- Undersea mountains
- Mid-Atlantic Ridge: North American/Eurasian

Structure of the Earth

Core
 • Inner core is solid.
 • Outer core is liquid.
 • Made of iron and nickel.
 • Dense.
 • Becomes less dense further out.
 • 6000°C

Mantle
 • Upper and lower.
 • Silicon based rocks.
 • Lower mantle is quite rigid.
 • Part molten at 2900km

Crust
 • 0-100km thick.
 • Solid.
 • Silicon based rocks.
 • Continental / Oceanic.
 • Divided into tectonic plates.

Evaluate the impacts Global marketing has had globalisation (4 marks)

Global marketing is advertising and selling products to a single global market. This could leave an impact on small/local businesses as there may be a loss of culture in an area or country. But it will also in create jobs as many will be working in offices to globalise the company or products.

There are many positive impacts on Global marketing such as, selling your products overseas increasing money to the company. This also means that companies can produce or manufacture products in low income countries or developing countries where labour will be cheaper.

As well as there being positives they also come with cons or negatives such as westernisation with western countries. For example Macdonalds locating in India. This could lead to their culture fading out and many local businesses to fall and loss of local food/cuisine.

The data shows that ^{most} countries north of the Tropic of Cancer would benefit from a 3°C increase as crop yields would increase; such as in Sweden and Norway. Countries in South Africa would face a decrease in crop yield up to -50% change in places like Egypt.

Similarly countries north of the Tropic of Cancer have lower percentages of people undernourished and countries in South Africa, which would have decreased yields ~~expose~~ have higher rates of undernourished people.

Countries like ~~esp~~ in Europe have a 5 times higher amount of undernourished people compared to South African countries that would be affected by 3°C temperature increase.

- Good manipulation of data throughout
- Good reference to place examples
- Try to link the two graphs together - is there a correlation between crop yields and undernourishment?



Memory Lane

This week we feature two Year 7 tutor groups from 1979/80.

Mr Usher is pictured with his tutor group



Back Row:

Nigel Banks, Andrew Hagyard, Nicholas Kelly, Gregory Douglas, Paul Curtis and Alick Stott.

Third Row:

Graham Chastney, Philip Rank, Garry Standish, Simon Anderson, John Bennett, Robert Littlefield, John Cameron and Dewi Winkle.

Second Row:

Kate Kershaw, Lisa Graham, Jane Sibert, Sarah Ankrett, Janette Forder, Sonia Bailey, Angela Pilkington, Claire Brusby, Sarah Brabiner and Joanne Garbutt.

Front Row:

Ann Buckle, Jacqueline Swaine, Lynn Galvin, Beverley Hudson, Mr Usher, Jayne Gunmell, Sally Beavis, Michelle Latham and Helen Charlton.



Mrs Packer is pictured with her tutor group.



Back Row:

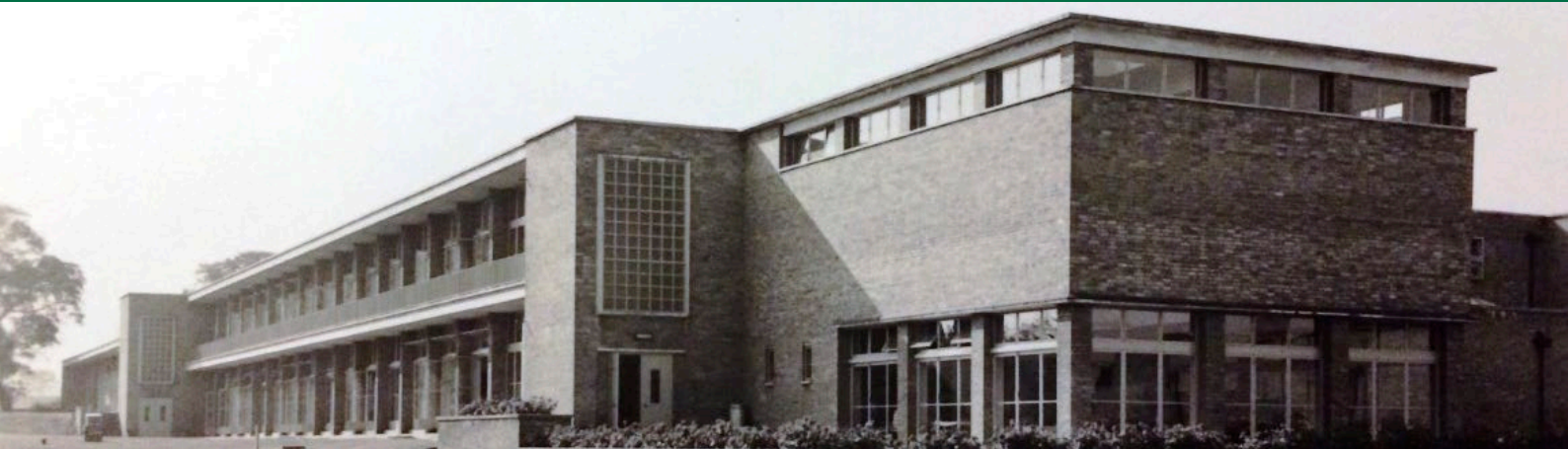
Andrew Woollock, Martin Young, Nicholas Cooke, Colin Chearman, Andrew Waudby, Kevin Hunter and Paul Carter.

Third Row:

Nicola Park, Darren Gillyon, Joanne Vokes, Richard Hardwick, Paula Turgoose, Ian Harrison, Paula Jones and Martin Day.

Front Row:

Louise Oxtoby, Diane Castledene, Suzanne Mackie, Wendy Simpson, Mrs Packer, Heather Noble, Denise McMullen, Gillian Hobson and Vicky Clayton.





LIBRARY NEWS

Celebrating Black History Month 2021

Black History Month, marked annually in October, is a time to both celebrate and remember. This year the theme is Proud to Be, and in the Library, you will find an extensive display of contemporary and classic fiction and non-fiction written by award-winning black writers, as well as a display relating to black history and the huge and often overlooked contributions black people have made to the UK and globally.

Celebrating black Britons is integral. People like the surgeon Lord Bernard Ribeiro, who pioneered the use of keyhole surgery and transformed patient experiences around the world; or the writer Malorie Blackman who was the first black children's laureate. These achievements aren't only of interest or relevance to black people. They belong to us all, whatever our ethnic makeup, and remind us how important it is to aim high and fulfil our own potential.

At Longcroft we welcome the opportunity to learn more and have planned a series of events during October. Our Year 8 pupils are currently reading Nic Stone's contemporary novel *Clean Getaway* in their form groups, a book that examines American race relations past and present. On Monday, a group of Year 8 pupils enjoyed a creative writing workshop in the Library devised by the poet Bridget Minamore, entitled *Inspiration*. Our budding writers explored their own identity and how stereotypes can condition and transform perceptions. They produced some marvellous work.

Bridget Minamore, writer, journalist, and critic

"Being a Black writer has not always been easy; at times I've felt like I've been spoken down to, at other times, like I've not been treated as well as I should or could be."



CONT. OVER >



On Thursday, National Poetry Day, we celebrated the work of remarkable poets, among them the outstanding poet, memoirist, and civil rights activist Maya Angelou.

Next week Yvonne Battle-Felton, novelist and associate lecturer at Lancaster University, will talk to Sixth Form English and History students about her historical debut novel *Remembered*, which relates to slavery in the 1840s.

We look forward to seeing pupils and students in the library and selecting books from our fabulous displays. Please encourage them.

If you are interested in learning more about black history visit the link below.

<https://www.blackhistorymonth.org.uk/>



Readathon Update

Well done to all our pupils and staff who participated in the summer library Readathon. We have raised over £500 so far to bring fabulous new books and storyteller visits to children in hospital. Thank you all so much.

I would especially like to thank two outstanding pupils, Mary Anderson in 9DIT and Sam Smedley in 8EDN. Both these pupils read tirelessly over the summer holidays to raise funds and are an absolute credit to their families and our school. Mary said she really enjoyed doing the Readathon:

"I loved doing the Readathon. It stopped me getting bored in the holidays. My family were really supportive and encouraged me, especially my Mum."

Mary and Sam are regular users of the library and both have excelled in their recent STAR Reading tests. They understand how key reading is and are passionate about books, as Mary said:

"I love reading. I get the chance to escape into a different world. Books help me to focus on other people's feelings and know how to help them. Reading really makes my writing better too because I have a much better vocabulary."

If you would still like to make a donation to our Readathon go to the site below and click on Sponsor a Pupil. Remember to put in the name of our school and postcode.

<https://readforgood.org/>



More Success for Year 11 Rugby Team



The Year 11 rugby team earned a close victory over a very committed Archbishop Thurston team last Thursday.

Both teams defended tremendously on a wet and windy night at Longcroft. Going against the wind and up the hill Longcroft were unable to convert a couple of chances into points and went in at half time 6–0 down. After the break Hayden Todd, who once again led the forwards, barged over from close range and Jack Charles added the extras to level the score at 6–6. Then amazing passing skills in the conditions saw the ball go from the left touchline to the right side where Nick Taylor scored in the corner. Archbishop hit back shortly afterwards making it 12–12 with 10 minutes remaining. Longcroft were the dominant team in the second half and again an excellent passing move finished with a great off load by Will Hutchinson led to Kaahi Koroma scorching in for a try in the corner to win the match 16–12.

Longcroft have now qualified to the knock out stages of the Yorkshire cup which should start after half term.

Mr Cassidy was delighted with the result, and praised the boys' approach in such difficult conditions.

Several of the boys took the time to inspire our younger pupils this week when they joined in the Year 7 and 8 pupils' training session. Mr Baker said, *"The Year 11 team are committed, talented players who enjoy considerable success – they are also outstanding role models who set a tremendous example for our younger players. The players who will make up our Year 7 and 8 team will undoubtedly have benefitted from training alongside the older boys, and one day they will be in the same position. Hopefully they can enjoy similar success."*

Netballers Return to Action

On Tuesday evening the Year 10/11 netball team travelled to South Hunsley School to take part in a netball tournament. The girls played exceptionally well and showed fantastic team spirit, allowing them to gain a victory over Hessle High School and only narrowly missing out on the win against Wolfreton School. Well done to the following pupils involved who represented the school so well:

Gabbie Caruso

Rubie Vickerman

Ellie Rawlings

Louisa Scanlan

Maddy Clappison

Amy Webster

Emma Coombe

Amelia Sadler



Football teams kick off their season

The football season is underway and a Year 7 and 8 team had their first fixture for at home against Headlands in the East Riding Cup. Unfortunately they were beaten by a strong Headlands team but showed great resilience to keep trying.

At the same time, a Year 9 and 10 team played Headlands on the 3G. It was 1-1 at full time and we eventually lost 5-4 in a nail-biting penalty shootout.

Both teams are looking forward to their first league fixture of the season at home against Cottingham.



Jevon Earns International Call Up

Congratulations to former pupil Jevon Mills of Hull City on his call up by the Republic of Ireland as their Under-19s face a double-header against Sweden in Marbella.

The team play on Friday 8th and Monday 11th October and Jevon joins established Hull City players Callum Elder (Australia), Josh Magennis (Northern Ireland) and Matt Smith (Wales) in taking a break from club football to play internationally this weekend.

We are delighted that Jevon's talent and commitment have been recognised and are sure he will both enjoy the opportunity and impress as he tests himself at this level.



Primary Sport returns to Longcroft

Longcroft has been hosting some primary school sport competitions in the last few weeks. It has been great to see pupils participating and enjoying inter school competition again.

Football competitions have taken place, a large school competition took place on 27th September, we had 6 teams attend the event and St Nicolas won the competition and now go through to represent the Beverley cluster in the next round of the competition at South Hunsley. On a very wet 4th October we had the small schools competition with 6 teams participating. Kelmarsh were the winners and now represent Beverley in the next round.



Cross country took place on a very wet and windy evening, but pupils showed great perseverance and worked hard in their races, we had over 130 pupils running on the evening. Cherry Burton won three of the team races and St Marys won the Year 3 and 4 Boy's race. Well done to all who participated.

As always, these events cannot take place without the Longcroft leaders who very kindly volunteer to help run and officiate at the events. They do an amazing job at each event, we are grateful for their community spirit.





Care and Achievement Co-ordinators

Our Care and Achievement Co-ordinators work with a specific year group to ensure the welfare and progress of pupils and are the first point of contact for parents.

They work to care and support children to achieve academically by establishing a positive learning environment by visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



Year 7

Mrs Brady

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kay.brady@longcroft.eriding.net

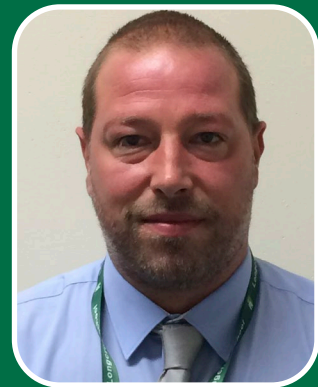


Year 8

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Year 9

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