



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



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Year 11 Celebrate Cup Final Success

*"This was a deserving and fitting way
to finish their rugby at Longcroft."*

Longcroft's Year 11 rugby team deservedly ended their years together with a victory in the Hull Schools' Cup when they defeated East Hull's Archbishop Sentamu Academy 28–20.

CONT. OVER >



Having reached the final of the Yorkshire Schools' Plate last month, injuries to several key players were a factor in their narrow defeat. This time the boys were not to be denied, managing to overcome the loss of players including inspirational Hull KR Scholarship captain Hayden Todd to lift the trophy.

The team got off to a great start when Alex Argent-Moss, who also plays for West Hull, scooted from dummy-half, broke through and drew the full-back to send captain Jack Charles over for his first of two tries. Jack, who captains both his school and Hull FC's Under 16 Scholarship team, kicked the goal to give Longcroft a 6–0 lead.

Archbishop Sentamu then scored from a high kick. After their opponents dropped the ball coming out of their own half, Jack Charles quickly picked up the loose ball to dart over for his second try which he again converted to give Longcroft a 12–4 lead.

Half-back Will Hutchinson, who also plays for Hull FC and Skirlaugh, delivered a fantastic pass to left centre Ben Shrimpton who raced over, taking the lead to 18–4 before

Archbishop Sentamu scored another try to make the half time score 18–8.

In the second half the impressive Argent-Moss put winger Fergus Barker in for an excellent try in the corner and Longcroft led 22–8. The opposition hit back again before Alex Argent-Moss scored his second try, darting over from close range. A last minute Archbishop Sentamu try saw the match finish 28–20 to Longcroft.

Proud coach Mr Cassidy, himself a former professional player with Hull FC who won Great Britain Under 24 international honours, said: "It was a great final and a much deserved win for Longcroft, with the platform laid by the forward pack with some excellent defence." He added, "The team have showed excellent commitment and dedication during their time at Longcroft, regularly training and playing after school and away in several cup competitions. This was a deserving and fitting way to finish their rugby at Longcroft before they go on to sit their final GCSE exams. Well done to all involved including the Year 10 boys who have stepped up magnificently."



Head of PE Mr Martin particularly praised the Year 10 players, pointing out the challenge of facing boys a year older which they met admirably. He is already looking forward to next year, when these boys such as Harrison Adams, Max Sawyers, Ben Shrimpton and Luke Foreman, who missed the final due to injury, will form the core of what we hope will be another successful team. He also invited potential kit sponsors to get in touch.

The team was: Jack Charles (captain); Alex Argent-Moss; Fergus Barker; Ben Shrimpton; Tom Rea; Kaahi Koroma; Will Hutchinson; Max Bayes; Harrison Glendinning; Max Sawyers; Harrison Adams; Will Turner; Charlie Brown; Matthew Bleasby and Nick Taylor.

Hayden Todd, Alfie Robinson and Luke Foreman were unable to play due to injury but have been key players in the team's success over the years.

The players thoroughly deserved their success and to finish on a high. Many of the boys also play for Beverley Braves and have grown up enjoying their rugby together. Charlie Brown said, "It's a pleasure to play with your mates every week."

Nick Taylor said, "It was a good opportunity and we did well. It was nice to win the trophy." Will Hutchinson, who earlier this season scored two tries for Hull FC in their Scholarship Derby victory over Hull KR, said: "It was a great way to finish



five years of playing for the school. It's something good to look back on and a great achievement."

While injury prevented Hayden Todd from taking his regular place in the forwards he reflected with pride on his years of sport at Longcroft: "It's a big honour—it's always nice to represent the school and win something. It's the perfect





way to end my school rugby career." Hayden will now continue his rugby with Hull KR, as will Tom Rea. Tom said, "It was an emotional experience for everyone involved—parents and players. I'm just happy we were able to bring some silverware to our school." Alex Argent-Moss is also a Scholarship player at Hull KR. He said, "It was really good—a nice way to finish Year 11. It's been good to play for the school. We have training and we're well-coached. I've enjoyed playing for Longcroft."

Kaahi Koroma joined Longcroft in Year 10. He said, "It was nice to be part of it. We were all together as a family and the team spirit was excellent."

Jack Charles captained the team and proudly lifted the trophy. He said, "It's been an honour to be given the privilege to

captain Longcroft School." He added, "Mr Cassidy's been great. He's helped me as a player and as a person and taught me lessons I'll remember for the rest of my life."

It has been a pleasure to see this group of boys represent Longcroft over the five years they have been pupils at our school. They have earned their success having worked hard and shown great commitment to both the school and each other. We are delighted to congratulate them and wish them all well as they hopefully continue to enjoy playing with their amateur clubs, Hull FC or Hull KR. They can look back with pride on their achievements with Longcroft and have undoubtedly written their names in the school's sporting history.

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

81,920

THOUGHT

342,678

VISION

329,825

GRAND

TOTAL:

754,423



Headteacher's Welcome



The future of Longcroft is a subject that has increasingly evoked a real sense of excitement in recent times and this week families will have received further information about a key next step in the school's journey, our proposed Academisation.

Over the last three years the school has made tremendous progress through its relationship with The Wolds Learning Partnership, and this has been recognised through external evaluation including by Ofsted and the Local Authority. As a relatively recent arrival, I am incredibly ambitious for Longcroft and our community, and building on the well-established foundations, am committed to moving the school on to a new level, ensuring the education we provide is truly exceptional.

There are many misconceptions around what becoming an Academy means and it is important that we elicit the views of all stakeholders affected by the proposed process, listen to any concerns and address any questions. To this end, I encourage you to read the information that has been circulated today and welcome your response and engagement with the consultation process. If for any reason you have not received the documentation then please do contact the school.

Yet again this week, our young people have brought us much to celebrate. Seeing our community come together to support our 'Reds for VEDS' day was just exceptional. Listening to assemblies and hearing first hand the story of a

student with such an incredibly challenging condition and what the school has meant to them over the last 7 years, was truly humbling and inspiring.

Whether in Year 7 Art, Year 8 Science or Year 10 PE, I have seen so many examples in lessons this week to explain how over 750,000 acts of Great Heart, Thought and Vision have now been recognised this year. Students have been focused, making positive and impressive contributions and supporting each other through their learning.

Year 11 have stepped in to the midst of examinations with maturity and conviction, and we are incredibly proud of their approach so far. The rugby team, despite all of their other pressures, represented the school with class and confidence in winning the Humberside Cup; a richly deserved achievement you can read more about in our headline article.

Have a great week.

Mr Perry
Headteacher



LOWER SCHOOL



Mr Worthington writes:

At Longcroft we are fully committed to knowing your child as an individual , providing them with a holistic education which prepares them for life beyond school and fosters a sense of wonder about the world and all that it has to offer. Part of our commitment extends to having a dedicated Care and Achievement Team associated with all year groups across the school. As featured in last week's article, Mrs Newsam is a prominent part of this team and works with Year 8 and Year 9; Mrs Brady is our Care and Achievement Coordinator for Year 7 and also works with children from local primary schools on the transition from Year 6 to Year 7. As part of Mrs Brady's wider role, she works as Deputy Safeguarding Lead for the school.

Our Care and Achievement Coordinators have specific pastoral training related to working with children and providing the appropriate support a young person might need to overcome any potential barriers to their learning and success in school. The team are available to support children before school, during break and lunchtime and also provide care after school. Our Care and Achievement Coordinators play a vital role in our community. Last week we highlighted Mental Awareness Week as part of our assemblies. It is a great pleasure to be able to present to our children, face-to-face, following a long period of conducting assemblies virtually. As part of these assemblies, we have highlighted the support in place in school should a child be experiencing any difficulty or struggling in any way, shape or form.

We also benefit from a strong partnership with local services and provide drop-in nurse sessions on a weekly basis, as well as counselling services. One of our programmes working with the local community featured in the Newsletter last week. I am pleased that we are able to share that our Run With It programme, in collaboration with Flemingate, is proving to be a great success. It has been a real opportunity for our pupils to have oversight of a behind-the-scenes look at the working world and being able to apply numeracy and literacy skills to real life contexts. As a school, we are grateful for the opportunity afforded by businesses in the local community and have enjoyed hearing about the children's experiences. Mrs Newsam and Mrs Fleming have accompanied the children. Mrs Newsam said, "The pupils have really enjoyed working and learning in a different environment. They have engaged with all the activities and it has been a pleasure to watch them using and improving their mathematical skills."

In addition, I am pleased to announce that our in school SMASH programme is now running, in collaboration with the support of experts in the field of Mental Health. SMASH is an acronym for Social Mediation and Self Help and is designed to equip pupils with additional tools to aid wellbeing.



I am really proud of the diverse range of support strategies we are able to offer in school to help our children thrive and flourish.

Having mentioned Mrs Brady's role in supporting pupils' transition into Year 7, it was fantastic to see so many Year 5 pupils taking part in the Quadkids athletics event at Longcroft last week. The event, led by Mrs Henderson, saw children thoroughly enjoying what for many will have been their first experience of Longcroft's wonderful sports facilities. We are proud to play our part in making these opportunities available to our community and hope to welcome many of those involved back to our school in Year 7.

It is also my pleasure to celebrate our Lower School pupils' achievements, both within and beyond school. Last weekend three Year 9 pupils, Lily, Samantha and Summer played for Hull FC in the Under 14 Girls' derby against rivals Hull KR. For the second time this season the girls were victorious. Lily was one of Hull FC's try scorers. She said: "It felt amazing to score. This was the second time I've played in a derby – I played last season but I was injured for the game earlier this season. Hull FC have won all three times."

Mr Worthington
Head of Lower School

Primary Quadkids Competition

On a beautiful sunny evening on Tuesday 10th May Longcroft hosted a Primary Schools' Quadkids competition. We had six teams participate, with almost fifty pupils enjoying an evening of athletics.

All pupils competed in all four athletics stations: running, sprinting, throwing and jumping. Individual points created a team score.

Cherry Burton won both age categories and now enter the virtual league to decide if they proceed through to the Humber Final at Costello.

Well done to all who took part and thank you to Longcroft Leaders and staff who assisted on the evening.



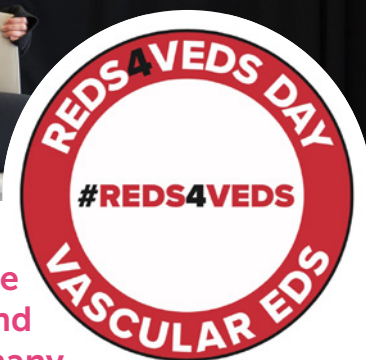


SIXTH FORM



Mr Henderson writes:

After last week's interview with former student Adam Froggatt, we move our focus on to our future students. Meeting a student and seeing them alive to the possibilities in their future, is one of many amazing experiences of a teacher. With so many Year 11 pupils becoming future students we have been phoning parents to see if any further questions have arisen since our Sixth Form evening.



We have been discussing how excited we are about working with them next year and about the opportunity to book a tour around our college after the exam period has ended. So far, the feedback from parents has been really encouraging with many parents telling us why joining our sixth form is so important to them and to their children. Parents have told us about the importance of knowing the teachers, having a familiar environment in which to study and our smaller class sizes. But they have also told us how excited their children are about beginning the next phase of their educational journey, and for many the visits to other countries that they will be making when we travel to the USA for our New York experience and to Italy for our skiing trip. It is of course not too late to consider joining us at Longcroft Sixth Form and we welcome families to get in touch any time if you'd like to have a conversation about our offer, or come and enjoy a tour of our school.

Also this week Mr Wilson joined Senior Student Leader Emily to deliver assemblies to pupils to promote our involvement in REDS4VEDS Day 2022. REDS4VEDS is a global campaign which takes place on the third Friday of May each year. The aim of the campaign is to help raise the profile of Vascular Ehlers-Danlos Syndrome (Vascular EDS), a rare life-limiting genetic disorder. The EYSF helped to raise awareness with a

series of activities throughout the day including:

- Staff versus Students Red Bake-off, judged by Christine from our Sixth Form Canteen, followed by an 'eat the entries' Bake Sale!
- East Yorkshire Sixth Form staff and students wearing red. Look out for us on your social media.
- Limited edition REDS4VEDS wristbands which were available to buy from our stall in the playground.

Year 13 students are now completing courses in preparation for final A Level and BTEC examinations. Congratulations to the Dance Level 3 BTEC group following the completion of their course. Mrs Maher was very impressed that even with the challenges and constraints of Covid-19 our dancers were able to be so successful. Well done to our A Level History students who have all handed in their NEA, which is a four-thousand-word essay. Mr Pearson was impressed by the standard this year.

Mr Henderson
Head of Sixth Form



SAFEGUARDING



Mr Rogers writes:

Now external exams are well underway, some pupils are already reflecting on how they have used their time over the last five years. Some conversations have taken place with pupils centred around their attendance.

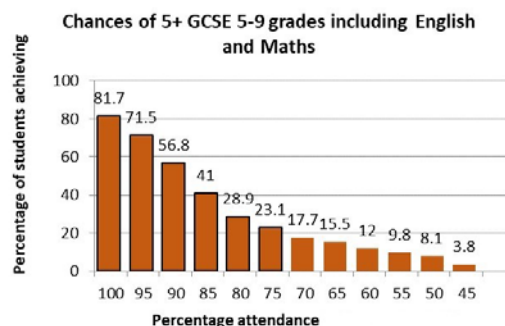
It is perhaps timely then to revisit the facts with regards to the impact of attendance on examination outcomes. Before Easter we rewarded all pupils who attended 100% of the time for the last two weeks with an Easter egg, and for the end of this half term we would like to replicate that celebration with a more apt seasonal treat. Pupils who attend 100% of the time in the last week of this half term will be given a frozen lolly. Just a little token of recognition!

We routinely monitor pupils with attendance of 95% or under (equivalent to ten missed school days over an academic year) as part of our established protocol. Nationally, 72% of pupils with attendance of 95% or over achieve 5 or more GCSE's at grades 9–4 including English and Maths, compared to only 57% at 90 or above. Below 90% success in exams diminishes even more rapidly and so it's vital that children are in school as much as possible to learn and succeed.

It can be tricky deciding whether to keep your child off school when they're unwell. At the end of this article we have some useful tips on how to assess whether your child is too unwell to be in school, please have a read and ensure that your child is in school whenever they are well enough to be. If your child becomes unwell at school a member of our team will be in touch and if necessary will arrange for them to come home. If you do keep your child at home, it's important to phone the school each morning to provide an update and confirm that they are not able to return. There are two registration sessions in a school day so if you can, send them in later in the day if your child appears to improve. Every session counts!

0 days off school in a year 0 lessons missed	100%	Perfect attendance
2 days off school in a year 10 lessons missed	99%	Excellent attendance
5 days off school in a year 25 lessons missed	97%	Good attendance
10 days off school in a year 50 lessons missed	95%	Slightly below average attendance
14 days off school in a year 70 lessons missed	93%	Poor attendance
20 days off school in a year 100 lessons missed	90%	Very poor attendance

WHY IS GOOD ATTENDANCE IMPORTANT?





Is my child 'too ill' for school?

There are clear government guidelines for schools that say when children should be kept off school and when they shouldn't. The below guidance is taken from the NHS website and includes information on common childhood illnesses.

Coughs and colds

It's fine to send your child to school with a minor cough or cold. But if they have a fever, keep them off school until the fever goes. Encourage your child to throw away any used tissues and to wash their hands regularly.

Sore throat

You can still send your child to school if they have a sore throat. But if they also have a fever, they should stay at home until it goes away.

Conjunctivitis

You don't need to keep your child away from school if they have conjunctivitis. Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

Head lice and nits

There's no need to keep your child off school if they have head lice. You should treat your child and send them into school.

Thank you for your support in helping to raise attendance, if you need support or advice relating to your child's access to school, please contact their Care and Achievement Co-ordinator.

Mr Rogers

Deputy Headteacher

Head of Care and Achievement





PSHE & CAREERS EDUCATION



Mr Coupe writes:

This week, I wanted to take a step back and consider the ways in which our PSHE programme help us to meet the wider aims of the school in preparing pupils for their future beyond the school.

Here at Longcroft, our Curriculum Statement forms the heart of our plan for teaching and learning. This statement reinforces the extent to which a good quality academic education forms the core of a wider process of developing pupils' understanding of the society and community that they live in. The statement informs planning across the curriculum, as all subjects play a role in developing this wider perspective amongst our pupils. In addition to these subjects, PSHE plays a major role in this process. As we approach the end of the first year of our new programme, it is certainly worth considering the different ways in which these two subjects help to do so.

Our Curriculum Statement explains how we develop the whole pupil through a focus on our Longcroft Values of Great Heart, Great Thought & Great Vision. Outlined below are these different elements, with a brief reflection on how PSHE contributes to each.

Great Heart

- *To promote a positive, safe and nurturing environment in which to learn together. Each member of our community is welcomed, understood and valued.*
- *To build an inclusive community founded on respect for and tolerance of others.*
- *To explore morality, humanity and ethics, promoting a commitment to kindness and the common good.*

CONT. OVER >



In PSHE, Year 7 look at what makes people unique, and distinctive. They reflect on their own values, British Values and Longcroft Values. Year 8 pupils study issues of equality and diversity, whilst Year 9 cover radicalisation and extremism in such a way as to prioritise the need for inclusion, respect and tolerance. Meanwhile, Year 10 pupils learn about the Equality Act 2010 and the protected characteristics that it covers, before looking at prejudice, discrimination and cultural invisibility.

Great Thought

- *To provide an enriching, engaging and challenging curriculum for all, expertly delivered through research informed, high-impact teaching and learning.*
- *To provide a thoughtfully designed learning process that is well sequenced, building effectively on prior learning, and that secures the knowledge platform required for academic success.*
- *To equip our young people with the knowledge, skills and competencies they will need to face life's challenges with confidence and perspective.*

In addition to other elements of careers education that pupils receive, all year groups have an element of PSHE teaching that relates directly to the world of work in order to develop their confidence and perspective. We also cover the importance of resilience and how we can cope with challenges. In particular, Year 8 pupils look at emotional wellbeing, considering different strategies for building resilience. This is touched on again in later years, such as in the autumn term of Year 11.

Great Vision

- *To foster opportunity and promote social mobility through a broad and ambitious curriculum that exposes pupils to a rich body of knowledge and experiences, building social and cultural capital.*
- *To provide a comprehensive personal development programme that encourages pupils to be aspirational and make well-informed decisions which will change their lives for the better.*
- *To support all our pupils and students to leave school as confident, articulate, well-qualified and responsible young adults who are eager to make a positive contribution to society.*

Our value of Great Vision relates to pupils developing that wider perspective. In PSHE, all pupils cover two citizenship units each year. Year 10 pupils directly consider how individuals can contribute to their communities, whilst in Year 9 pupils look at the concept of human rights and their impact on our world. Central to our PSHE programme is the importance of diversity, inclusion and tolerance. Understanding the broad and diverse nature of our society is vital for pupils to be able to go out into the wider world beyond Longcroft and to achieve their future potential. Clearly, the close and intertwined nature of our PSHE and Careers programmes means that PSHE is a key vehicle in promoting social mobility and aspiration for our pupils.

If you would like to read our Curriculum Statement in greater detail, it is available here: <https://www.longcroftschooll.co.uk/page/?title=Curriculum&pid=9>

Mr A Coupe
Head of PSHE and Careers Education



TEACHING & LEARNING



Mr Taylor writes:

Supporting a Stressed and Anxious Teenager During Exams

Around intense revision periods and exam times, it is inevitable that students will feel a certain degree of stress.

In some cases, students are unwilling to talk about the way they are feeling, how it is truly affecting them, or why they feel that way. For the most part they may not even realise that they are feeling a certain way.

Here are some symptoms to look out for if you think your child might be suffering:

- Sleep issues
- Difficulty concentrating (or revising)
- Negative behaviour changes, e.g increased anger
- Increased irritability

Rachel Dodge, an expert in well-being and the Psychology Subject Officer for GCSE exam board WJEC warns about other potential signs of stress:

"You might find that your child is behaving differently from usual. Signs could include lack of concentration, avoiding people, being more sensitive, changes in eating habits, changes in sleep patterns. Get to know your child's stress signs and try to take action when they appear."

Parental support is one of the most important factors in a child's success. You don't have to become a 'super parent' you just need to be supportive.

During this stressful time try to make home life as calm and pleasant as possible. It helps if other members of the household are aware that your child may be under pressure and that allowances should be made for this.

When a pupil shows any of these symptoms, it's important you work with them to help them. This Of course, you won't get total transparency straight away. Being forceful for an explanation is the last thing you want to do.

CONT. OVER >



A great place to start is a hug and the assurance that it is okay to not be okay...Once you've done this, you can help get to the bottom of what it is making them feel anxious.

Alter the routine

If you've noticed your teenager comes home and does one particularly unhelpful habit (e.g. turns on the TV without getting changed), prompt that they adjust the day by making one positive change (e.g. getting some comfy clean clothes on so they can relax).

If your child is on their phone between certain hours in the day, offer an alternative activity that they can do with you instead.

Natural lighting does wonders for your mood; make sure you allow as much light into your living spaces as possible.

Keep fresh fruit bowls regularly topped up with your teenager's favourite fruit, to limit the temptation to reach for sugary or processed foods.

There is a huge amount of advice available to support young people experiencing exam stress. If you have any concerns at any time, please don't hesitate to contact the school and we can signpost relevant points of access and work together with you to ensure your child is effectively supported.

Have a good week

Mr Taylor

Head of Teaching and Practitioner Development





IN FOCUS

GEOGRAPHY

This week we celebrate the work and progress of pupils in Geography.

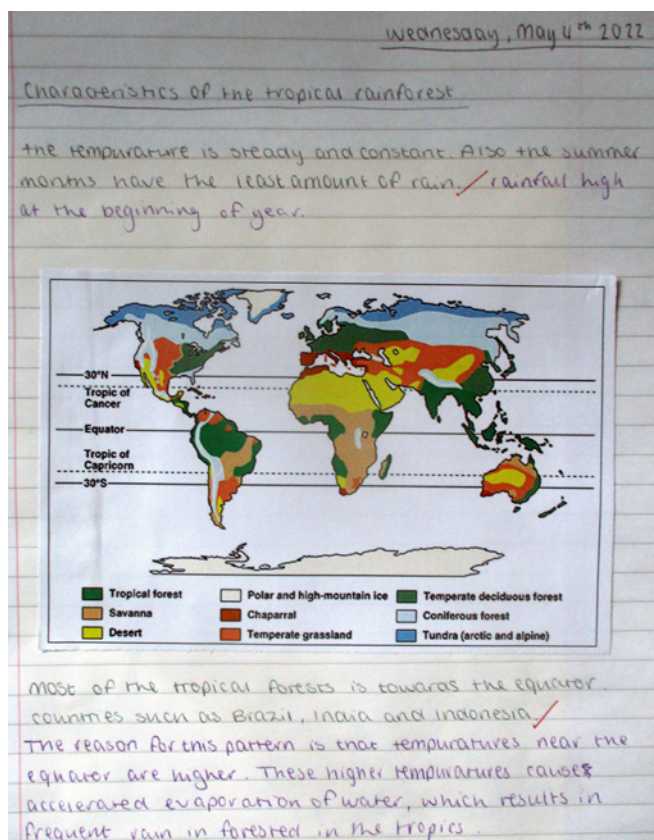
In Year 7, pupils have been studying the Water Cycle. They proved their knowledge using Walter the water droplet's big water cycle adventure! Ava explained how Walter evaporated to make clouds before falling as rain, running into a river and eventually returning to the ocean where he waited for the cycle to start again. Year 7 pupils have also been considering the skills and qualities that make a good geographer. Poppy noted the importance of understanding information and also the ability to find patterns and make links. Scarlett recognised that a geographer might need to explain what a map, graph, table of data or other source of information shows.

In Year 9, pupils are studying rainforests. Ella learned that a biome is a large scale ecosystem and that tropical rainforests are one example. She noted that other examples included grassland, desert and tundra. Olivia used a table on the Equatorial Climate to establish that March has the highest amount of precipitation while the average temperature was highest in September – a climate which encouraged plant growth. Carmel looked at threats to the tropical rainforest, writing: "Road building is the worst." She had noted a range of economic, social and environmental impacts of deforestation.

Year 7 pupils' work featured is from Ava Bryce, Poppy Cooper and Scarlett Wells. From Year 9 we feature work from Ella Booth, Olivia Langdon, Rachael Tozer, Ella Wilson, Carmel Woodall and Hannah Woodhouse. Miss Brown's 10C/04 Geographers have been producing impressive work since starting their GCSE course in September and a selection of their work is also shown here.



Huge claws allow sloths to hang upside down in the branches, while their fur grows away from their feet to help shed rain when upside down. Green algae growing in their fur helps camouflage them from predators.



CHALLENGES OF AN URBANISING WORLD

Key words

Sustainable development - the ability to provide for current generations without compromising the ability of future generations to meet their own needs.

Rural-urban migration - the population leaves the countryside to live in the city.

Top down development - A way of improving a country where decisions are made by governments.

Bottom up development - A way of improving a country where decisions are made by local people.

The problems of rapid growth of megacities

Housing shortages - the geography of the city means that space is limited leading to high population densities.

Poor employment conditions - people live in slum conditions because it means they get to work and not have to pay to travel. Pay is low because many people are willing to work.

Opportunities that are available in megacities

- lots of people employed in informal economy
- live in slums - create business



Thursday 5th May 2022

Paper 1 - question practice

Starter

Inadequate water supply
500 people = 1 toilet

It used to be colonised

It is in India

It has a deep water port

A lot of informal work

No health + safety laws

Mumbai Case Study

It has a lot of slums

Densely populated

The government is inefficient

The population is very high

Surrounded by water on 3 sides

Property developers are dodgy

Lots of traffic congestion

Dharavi

Monday 9th May

What makes a good geographer?

Understand your feelings
explain why you feel this way.

Global awareness
- explain what humans can do to reduce it.
- what humans are doing to the planet

research
- explain how the information is used
- any questions you want to find the answers to

7 skills to being a good geographer

Empathy
- listen to pupils and teachers.

Understanding information
- describe the pattern shown on a map, graph or others.
- explain what a map, graph, table or data-information sheet shows.

Communicate
- describe an example of how you explained something.

finding patterns and making links

GLACIATION

revision

- erosion - glaciers and ice wear away the landscape as they move.
Example of erosion are abrasion and plucking.
- terminal moraine - material deposited at the end of the glacier.
- abrasion - the plucked rocks and stones scrape/but off the glacier bed, as they are carried along.
- zone of accumulation - the area above the firn line where snowfall accumulates and exceeds the losses from ablation.
- medial moraine - material deposited in the middle of the glacier. It is caused by the lateral moraines of two glaciers when they meet.
- zone of ablation - the part of the glacier where summer melting exceeds winter accumulation.

Wednesday 11th May

The nutrient cycle of the tropical rainforest

Starter

big cats

- Strong legs so they can run faster
- some are camouflage
- big, strong teeth to catch / eat prey with
- strong claws

Nutrient Cycle Diagram

Key: The size of the arrow indicates the amount of flow.

- Nutrients in
- Nutrients out
- Nutrients transfer
- L Litter store
- B Biomass store
- S Soil store

As plants and animals die, their tissues fall into the litter store.
As living tissue decomposes, nutrients are transferred to the soil store.
Some nutrients are lost from litter by surface runoff. Plants take nutrients from the soil. This is very rapid in the TRF.
Soil loses nutrients by leaching.

Thursday 7th April 2022

Russia

starter:

- ① What is the population of Russia?
What is the most popular place for tourists in Russia?
How many languages are spoken approximately in Russia?
- ② Kazakhstan shares the longest border with Russia.
- ③ exclave - part of a country that's cut from the main part.
- ④ 1/5th of Russia is part of the arctic circle.

prove

A = Siberian children getting ready for a reindeer trek.
• see - reindeers and lots of children, • smell - snow, reindeers,
• hear - reindeers, • feel - reindeers,
• positive aspect.



Sloths

Their hair grows down because they hang upside down all day. Huge claws so they can hang upside down. They are so slow it gives green algae time to grow on their fur which helps them camouflage.

Drip tip leaves

Most rainforest plants have thick waxy leaves with drip tips: these shed water quickly to prevent leaves rotting.

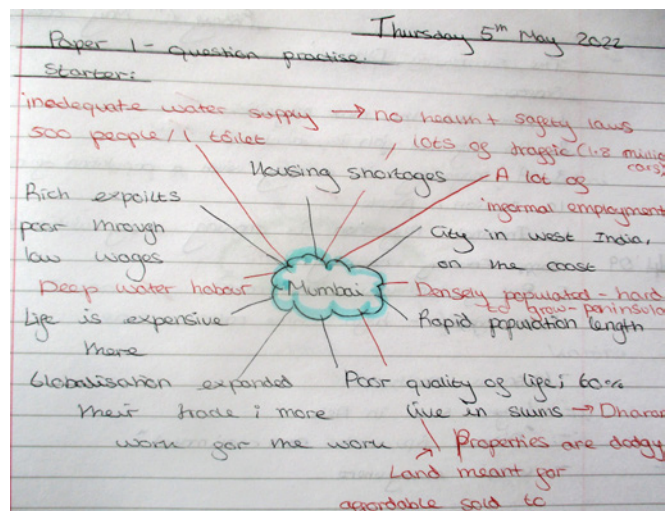


- Good case study information.
- You have highlighted the social impacts well, try to explain the impacts of these issues.
- Include evaluative language e.g. 'this is a significant social impact because...'

Level 2 - (4)

This is a significant social impact because it housing shortages means that people will become homeless and overcrowded.

A environmental impact is inadequate water supply and waste disposal which leads to the river being polluted. This is a significant environmental impact because *



Wednesday 11th May

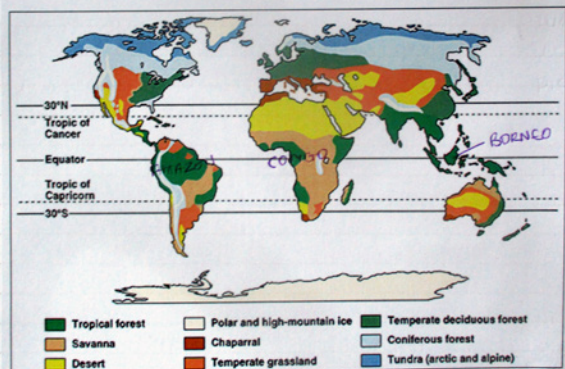
Characteristics of the tropical rainforest

Starter

On this graph you can see that March has the most rainfall throughout the year. You can also see that August has the least amount of rainfall in the whole year.

Highest rainfall at start of year, it decreases in summer.

Temperature remains consistent all year. It is hot, between 23-30 °C all year.

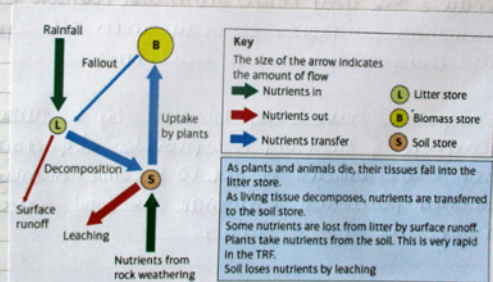


Wednesday 11th May

The Nutrient cycle of the tropical rainforest

Starter

Snakes have adapted to survive in the rainforest by being camouflage and being able to move quickly on the forest floor.



Tuesday 10th May

Characteristics of the Tropical rainforest

Starter

1) Biodiversity is so high in the rainforest because the climate is perfect to support lots of different plants and animals.

2) near the equator, tropic of cancer and tropic of capricorn.

Emergent layer - Hardwood, evergreen trees that have broken through the dense canopy layer below to reach the sunlight. Monkey's and birds live up here.

Canopy layer - The dense canopy layer is home to tree snakes, birds, tree frogs and other animals because there is so much food available.

Understorey layer - This layer contains young trees and those with large leaves, to capture sunlight; huge numbers of insects live in the understorey layer.

Forest floor - The darkness of the forest floor means shade loving plants with large leaves live here along with mammals like the jaguar.

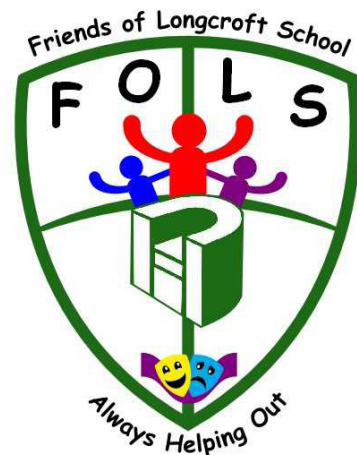
Wednesday, 11th May.

Complex Food Webs.

In the Rainforest, there is a huge amount of biomass due to rapid nutrient cycling and the equatorial climate. There are thousands of different species of plants and animals. Plants need specific conditions to grow and most animals, are quite selective about what they eat. This means there are complex food webs with animals eating certain plants and becoming prey of any other animals.



The Friends' Corner



Do you want to help but do not have the time?

fols@longcroft.eriding.net

Charity Reg No. 515674

We run a monthly cash draw, which costs £1 per month (paid annually). This is usually drawn on a quarterly basis, 50% of which goes into our funds for supporting our school, 50% of which is paid out in prize money to the winning number. The more that join, the bigger the prize money is.

Support the cash draw!

Cash Draw numbers can be purchased through the school Parentpay app, or can be purchased directly from FOLS, so you don't even need to be a parent! Members of staff, grandparents and our extended community can also join – just contact us at fols@longcroft.eriding.net for further information on how to pay.

Help us raise funds while you shop!



**Booking a holiday? Need to renew your insurance?
Planning a purchase or just ordering a takeaway?**

Copy the link below in to your address bar to join easyfundraising, and log in to do your normal shopping and raise funds for the Friends of Longcroft School. Thousands of retailers are signed up to donate when you go through their app.

<https://www.easyfundraising.org.uk/causes/friendsoflongcroft/>

Memory Lane

This week we feature two Year 7 tutor groups from 1998.

Our first picture features 7O.



Back row:

*Jamie Hickman; Mark Speakman; Alex Cavanagh; David Boynton;
Alex Topple and Michael O'Connell.*

Middle row:

*Edward Dawson; Sam Hagger; Stuart Pearce; George Kamara; Martin Chadwick;
Michael Claxton and Michael Gillett.*

Front row:

*Laura Simpkin; Lauren Fuller; Alexandra Lightoller; Samantha Young; Ellen Smith;
Zoe Mulvana; Carlie Paxton; Kay Tracey and Abbigail Gibbon.*

Our second picture features 7B who are pictured with their Form Tutor Mrs Lee.



Back row:

*Leigh Kerry; Adrian Thompson; Adam Nicholson; Sam Brackenbury;
David Young and Ben Haigh.*

Middle row:

*Mark Palmer; David Heap; Oliver Sexton; Jessica Poma; Rosalind Wallis;
Matthew Kimpton; Daniel Pashley and Danny Pardoe.*

Front row:

*Hannah Johnson; Chantelle Perry; Jenny Wood; Elizabeth Barritt; Rebecca Wilson;
Georgina Atkinson-Dell; Sara Jackson and Anna Spencer.*



Footballers' Success

As the football season ends we are delighted to celebrate the success of several current and former pupils.

Former pupil Jevon Mills, who made his first team debut for Hull City earlier this season, was presented with the Gordon Wells Memorial Trophy for the 2021/22 season.

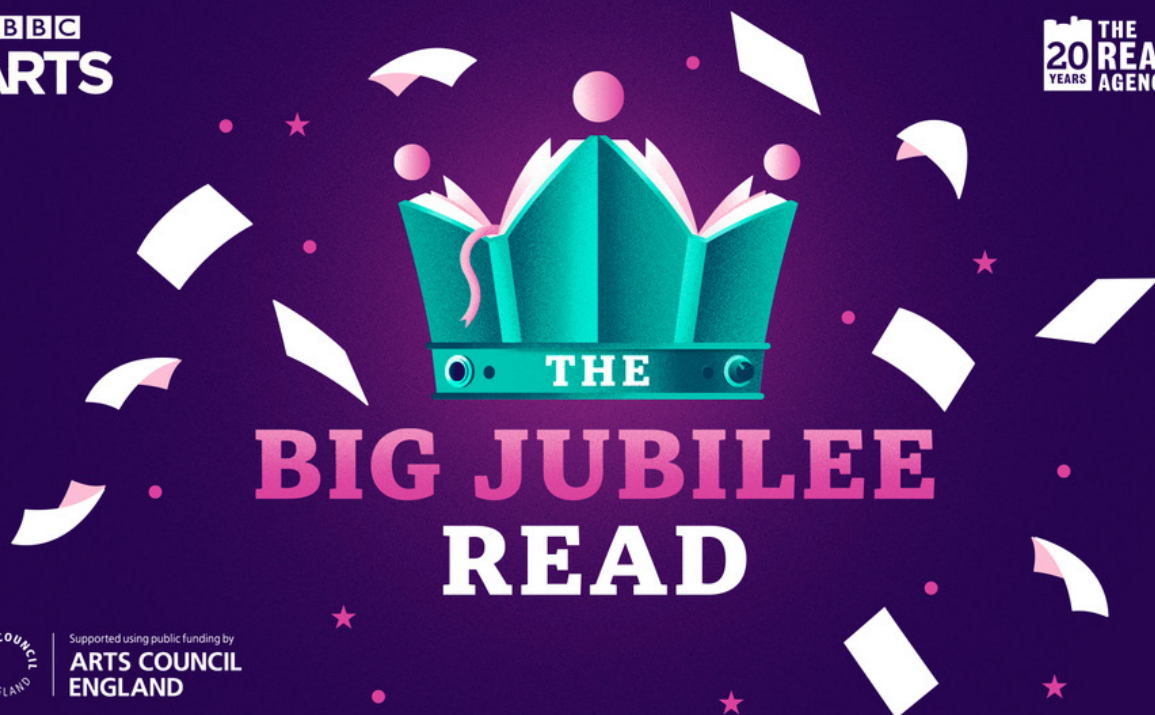
Year 11 pupil Louise Dealtry-Todd captained her County and cemented her place as a first team regular with Hull City Ladies.



Several other pupils have enjoyed success with their clubs including AFC Tickton and Cottingham Rangers and we are fortunate that so many volunteers give up their time to provide coaching and opportunities to play and improve.

Pupils playing with successful teams include Sienna Robinson, Tilly Midgley, Evie Addinall, Charlotte Hardy, Phoebe Mason, Elle Bradley, Alice Clark, Katie Wildey and Finlay Addinall.



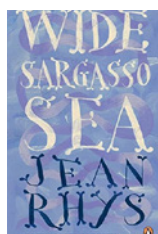


LIBRARY NEWS

To commemorate Queen Elizabeth II's Platinum Jubilee The Reading Agency and BBC Arts have created The Big Jubilee Read. It's a list of 70 fabulous books from across the Commonwealth, specially selected by librarians, booksellers, and literature experts and is based on readers' recommendations from 31 countries.

The list features 10 books for each of the seven decades the queen has served. It includes novels, poetry collections and Booker Prize winners published since 1952.

Below are some favourites from the list. Visit the library to find out more about all the amazing books selected.



Wide Sargasso Sea – Jean Rhys 1966 Dominica/Wales

This modern masterpiece is Jean Rhys's most famous and best-selling novel. Beautifully written, it forms a prequel to Charlotte Brontë's classic Jane Eyre, ingeniously putting Mr Rochester's mad wife in the attic centre stage; describing her life as a Creole heiress prior to her unhappy marriage to an English gentleman. The novel explores the power of patriarchal society, relationships, race, Caribbean history, and assimilation. It is popular with our Year 12 and 13s students.



Midnight's Children by Salman Rushdie 1981 England/India

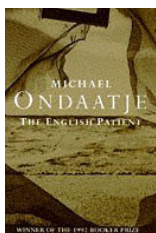
A fascinating family saga, full of twists and turns, and epic storytelling. Part fairy tale, and part political satire, Rushdie's masterpiece explores the means in which time and change can both shape and are shaped by the life of one individual.

CONT. OVER >



The Handmaid's Tale by Margaret Atwood 1985 Canada

The Handmaid's Tale is Atwood's most popular work. It has been filmed for both the large and small screen, and is regularly studied at A Level. Set in a near future New England, in a white supremacist, strongly patriarchal, totalitarian state and narrated by its central character, Offred, this dystopian novel is superbly written, frequently terrifying, and utterly convincing.



The English Patient by Michael Ondaatje 1992 Canada/Sri Lanka

Considered one of the few truly great post-war novels The English Patient is set in the final stages of WWII, in an abandoned villa where Hanna tends to her only remaining ward, a nameless burned man who lives upstairs. Damaged beyond recognition he is haunted by his memories of passion and love. An extraordinary novel.



Small Island by Andrea Levy 2004 England

This remarkable novel tells the story of Hortense Joseph, recently arrived in London from Jamaica and awaiting her husband's return from the Second World War. Shockingly, he is not greeted as the returning hero but finds his status as a black man in Britain to be second class.

The novel encapsulates the life of an immigrant in the 1940s, the extreme prejudice that existed, and how compassion and kindness can challenge the most insurmountable of barriers.

"Nineteen years on from the Big Read, the Queen's Platinum Jubilee feels like the perfect opportunity to foreground some of the greatest writing from across the Commonwealth in our Big Jubilee Read. The list of 70 books – ten for each decade of Elizabeth II's reign – is a real opportunity to discover stories from across continents and taking us through the decades, books that we might never have otherwise read, and reading authors whose work deserves a spotlight to be shone on it. It's a really exciting way to share the love of books with readers of all ages, and to give book groups and book borrowers a plethora of great titles to try, borrow, share and discuss."

Suzy Klein, Head of Arts and
Classical Music TV at the BBC



Care and Achievement Co-ordinators

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

They support children to achieve academically by establishing a positive learning environment, 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

07342 342858

kay.brady@longcroft.eriding.net



Years 8 and 9

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 10 and 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net