



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

Will Teece, Headteacher

Telephone: 0116 287 9921

Website: www.brookvalegroby.com

Welcome to the Easter 2021 HPA Newsletter

HPA Update

It has been an eventful term for everyone but this hasn't stopped staff or students from striving for those highest grades.

Now we are back on Campus there will be more chances too for super-curricular activities to support our students.

I would also like to take this opportunity to introduce you to Dina Gajjar who will be taking on the HPA co-ordinator role whilst I am on maternity leave.

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British Science Week at BGLC

The science department ran a 'Daily Home Experiment' for the 10 days between March 5th and March 14th with the aim to encourage students to conduct some of their own home experiments and increase awareness of STEM, whilst developing STEM skills. Students wishing to enter the competition had to film themselves conducting their home experiment and also had to research the science that was going on in their experiment, providing an explanation for what they saw happening.

Alongside this, the science department welcomed students back into our Science Labs with a bang - literally! All students in Key Stages 3 and 4 were able to experience fun and exciting demos at the beginning of every lesson during the first week back. The aim of this was to develop enthusiasm for science as well as to inspire and have a bit of fun! Students have had a tough time in science being largely unable to carry out practical work in the subject over the last year due to the pandemic; we hope that these demonstrations will remind them how truly engaging science is.

In addition, British Science Week activities were launched in form time. Students from Key Stages 3 and 4 were provided with articles from the news about current science discoveries of interest. In directed activity time the following day, students completed a quiz designed to determine how much they understood and recalled from these articles. We hoped to increase subject knowledge as well as a greater awareness of scientific discoveries, and a deeper understanding of some of the very varied job roles they might go into should they be interested in science as a career.

Health and Social Care is an option that students can choose for study at GCSE.

Students complete four pieces of coursework (internal assessment) and one exam. Here is a wonderful example of student coursework.

Students always apply their knowledge to case studies, and this work demonstrates the level of detail that students can go into.

Component 1 - Learning Aim A Human Lifespan Development

Understand human growth and development across the life stages and the factors that affect it

Assignment Title: **Understanding how life affects our growth and development**

For this assignment I have been asked to research a celebrity and talk about how what happens at their different life stages affected their growth and development throughout life

I have decided to base my assignment an Eminem and I will write about these three life stages that this person has been through or will go through, they are early childhood, adolescence and early adulthood I have chosen this person and these life stages because these stages affected his growth and development the most and these are when most of the events happened in his life.

Eminem (Marshall Bruce Mathers III) was born in Saint Joseph, Missouri in the United States on the 17 October 1972. He had an absent dad and a drug obsessive mother who nearly died during his 72 hour long labour. His mother was only 15 and wasn't hands on in his early life so therefore he struggled in school. Despite this, he found inspiration in music and he developed a love for the music industry, even though he struggled in school. At the end of his childhood he is now a successful rapper with 15 Grammy awards and has sold over 100 million albums worldwide.

Part 1
Life Stage 1: early childhood

Physical development: Eminem would have already been able to hold up his own head, sit up, crawl, walk and walk forwards, back and up and down the stairs. Eminem was a normal child but had no physical problems gross and fine motor skills that he couldn't adequately at the right age and would be able to hold objects without dropping them by the time he reached early childhood. By 4 he would be able to jump, throw and kick large balls and by 6/7 he would be able to ride a bike and skip. He was left handed and he learnt how to write at the age of 4 and a half which is an average age for a child to be able to write so he had no delay in his literacy. He wouldn't been able to balance along a line which would have been helpful towards him riding a bike the age of 8 he would have been able to involve himself in sports and games and have a level of coordination.

Intellectual development: Marshall struggled with learning but enjoyed English which later influence his love of rap in his pursued career. As a child Eminem was diagnosed with ADHD (attention deficit hyperactivity disorder) and was given medication to help with his disorder. At this age he should've started his education making him able to learn from tea and his peers making him more curious and inquisitive, he should have been able to work questions with support from apparatus and teachers and he'd also develop his independence He would be able to speak in full sentences by the age of five and broaden his vocabulary which would later help his rap career because for his lyrics would only make sense if his vocabulary was advanced enough to become meaningful lyrics that people can relate to. By the end of childhood he would be able to differentiate between

Emotional development: His mum would have been too addicted to drugs to pay attention to her son which would mean that his needs for love and affection would be neglected and needs for vital attachments wouldn't be fulfilled, this means he wouldn't be able to understand the affection that people give and receive. Because he didn't receive care and affection he would not be able to give it to other people making it harder for him to develop relations

others, isolating him from others. He would have had to learn how to become independent quicker than others as he would have had no family to attach himself to during his childhood.

Social development: Eminem wouldn't have formed strong relationships with his parents/guardians as they were very absent throughout his childhood. He may have struggled to make friends during school as he didn't know how to form bonds because of his neglect throughout childhood. He may have shied away from clubs because of his lack of friends which would lead to a greater isolation from other kids in school. His struggle in childhood would have just been a starting point for his life troubles as once friend groups have formed he'd join in with them. He may not have had as many temper tantrums as other kids as he would have had anyone there to complain to and even if he did, he might not have had anyone who would have listened or cared. His social skills would have struggled to form as he would have commented on his behavioral issues and told him that his actions were wrong.

Part 2

Physical factor 1: Appearance Eminem would have been bullied throughout school for his appearance. He would have been a loner in his community. With a young mother he would not have had any luxuries or a supply of the latest fashions. This would make him a target for more verbal abuse and he would slowly become more and more alert of the people around him who he had classes with and this would make him struggle in school and home life. As a young child this would have set off a cycle of him not knowing how to cope with due to him only being young, (emotional)

He may not have always been able to keep himself clean as he would have had no access to any of the necessary items he would have needed unless they were already accessible for him in his own household. No one would be there to tell him how to dress or what looked good or not and they wouldn't care about what he's wearing so he may have gone out not looking like what other kids his age would see as normal, his appearance would likely impact how others viewed him, especially at this age as its when many kids start to make their first friends which again links back into his major isolation at home and school. (social)

If Eminem did not have a desired appearance in childhood it may affect how he views himself and could lead to disorders such as anorexia and bulimia later in life that initially started in early childhood due to no fault of his own. These habits may stay for a lifetime making him a smaller, weaker child meaning he could have struggled with tasks that involved anything heavy or lifting an item. If he went through problems with an unbalanced diet he would have felt malnourished and tired all the time and it may have a knock on effect to his next life stage as his muscles will not develop as well due to the eating disorders and his most vital stage for the beginning of his growth may not be as effective due to his lack of vital nutrients. Also not getting enough nutrients could lead to illness and disease and make him sick for either short or long term issues. (Physical)

Eminem's focus would be on his appearance and how people are viewing him instead of his education which could easily cause a lack of concentration and distractions from his school work. His priorities would be misplaced as he would be more worried about negative comments on his appearance rather than his good grades and learning the basic educational structure he would need to then progress to then greater devices like learning all throughout every one of his life stages. If he starts to care more and more about his appearance, his mind will drift further and further away from his school life and his revision. Being distracted in class causes a chain of failed learning, confusion of basic skills and carelessness in work which could stay with him for life. His physical appearance could affect how people treat him which could lead to him missing out on learning opportunities. (Intellectual)

A.2P1 Explain how health and social care services meet the needs of in

Verna is 48 years old and lives on the second floor of a block of flats and must often use the stairs. She struggles with her mobility and also suffers from asthma and type two diabetes that she takes medication for as well as managing her diet.

One of the primary care services she may use could be Accident and Emergency if she was having a bad asthma attack causing struggles with her breathing and her initial form of medication (inhaler) wasn't working. They would help her by giving her stronger doses of medication than that of what she can take, they would ensure it's an breather, and if they can't solve any problems that do affect her, they would refer her to get sent home. She would be able to be cared for by qualified doctors and nurses, if she needs specialist services if required, however this is covered by the NHS.

Verna will be referred to a respiratory specialist who will help with her asthma and breathing problems. The specialists in these departments will have completed medical training and advanced training in lung conditions. They will help her understand the type of asthma she has and give her a better suited dose of her medication and tell her when to take it so she can deal with her condition. They will also help diagnose any other issues that may be causing her asthma to worsen so she can target that to make her breathing easier. With all this help they can provide her with a plan of when to take all her medication to make sure its most effective for her.

Verna will benefit from an Occupational Therapist as these will help her by providing equipment that will aid her in carrying out daily activities. The services provided by an Occupational Therapist will help her to get up the stairs by giving her a walking aid, this will help her especially when the lift is broken as she live on the second floor of a block of flats. The services they provide mean that Verna can have her living situation assessed meaning her needs will be specifically targeted without the need to travel to a hospital of care services. An OT could recommend many things such as walkers to help her mobility around the flat and wheelchairs for when she goes out to things such as appointments. It may also be useful for her to be recommended an aid for getting down the stairs as well as up them.

Here's some examples of Distinction work in Health and Social Care

Geography

This week Year 12 have been investigating examples of Water Deficit - causes and impacts. Here is an example of a detailed study →

Year 8s have been learning about tourism and have completed a decision making challenge. They needed to respond to different situations and choose the most appropriate sustainable method to protect the island of Phuket. Students really engaged with this and it promoted lots of discussion.

If you would like to have a go home here are the resources:

[Lesson slides](#)

[Worksheet](#)



Water Cycle: Water Deficit

The Tigris- Euphrates Basin:

Location and about:

- Located in Western Asia, the Tigris- Euphrates basin is part of the Tigris-Euphrates river system. Rivers Tigris and Euphrates are the two principal rivers of this system, along with a few other tributaries. Their sources are both in eastern Turkey, and they run through the uplands of Syria and Iraq before discharging into the Persian Gulf.
- Western Asia is an area of arid and semi-arid land and is very vulnerable to droughts, as it is mainly grasslands, deserts and mountains. However, northerly winds do bring moisture to the mountains.
- Many conflicts have arisen due to the demand for water by the countries surrounding these two rivers. This has put great stress on the drainage basin, as millions of people rely on it for their water supply.



Human causes of water deficit:

- Agricultural and irrigation use
 - Intensive irrigation in the areas has led to the destruction of soil quality because the rivers are slightly saline. This water is used on farmland, but after a few years, crop yields are lower, so they have to move production, damaging more land. Along with this, the reduced flow rates in Iraq due to Turkey's dam building have allowed salt water to move 150km inland from the Persian Gulf.
 - In Syria, agriculture accounts for 87% of water use, whilst domestic use is 9% and industrial use is 4%.
 - In Iraq, agriculture accounts for 92% of water use, whilst domestic use is 3% and industrial use is 5%.
- Hydropower
 - The river Tigris is used heavily for hydropower, which has led to the construction of many dams. Turkey has 350 dams that reduce the flow of water to Syria and Iraq, the Greater Anatolia Project (GAP) is another project of Turkey's, and includes the construction of 22 dams and 19 hydropower plants. This could result in a 40% reduction of the Euphrates' flow into Syria and an 80% reduction of flow into Iraq.
 - The rate of evaporation on the river has increased to 50% with the creation of large reservoirs and related irrigation areas behind a number of dams.
 - The main reason that Turkey is building so many dams is that its population grows by 1.6% annually, so they need to supply enough water and power to fuel the development needs of their growing population.

Welcome to Story, Source, Scholarship

History

KS3 History pupils have been given the opportunity to complete a series of *Story, Source, Scholarship* worksheets as part of their Knowledge Organiser Homework. The work sheets provide pupils with wider information around topics we have studied and develop higher level historical skills by analysing sources and interpretations.

[Year 7 - Life in Early Roman Britain](#)

[Year 8 - Suffrage Movement](#)

[Year 9 - Prohibition](#)

If you would like to explore these worksheets further they can access more through the following website: <https://storysourcescholarship.wordpress.com/>

How far did the 'Night of the Long Knives' give Hitler total power in Germany?		
Story	Source	Scholarship
<p>Create a title for each paragraph.</p> <p>The article below examines the causes, key events, and consequences of the Night of the Long Knives in 1934.</p> <p>Summarise each paragraph in 1 or 2 bullet points.</p>	<p>A This cartoon entitled "They salute with both hands now" was created by David Low in July 1934 and appeared in a British Newspaper.</p> <p>B Goebbels, diary entry, (1st July 1934) "Executions nearly finished. A few more are necessary. That is difficult but necessary...it is difficult but it is not however to be avoided. There must be peace for ten years. The Fuhrer suffers greatly. The death sentences are received with the greatest seriousness."</p> <p>C Time Magazine, 9th July 1934 "In the stamping out which followed, scores of Storm Troop leaders...were shot by firing squads or were left alone in prison with a revolver which they used to commit suicide. The Chancellor tried his hardest to make Rohm shoot himself, twice sent a pistol back with the defy 'If I am shot, Hitler will have to do it himself'. Rohm was shot in the back the next day."</p>	<p>Scholarship</p> <p>Historian Paul Maracin writing in his book "The Night of the Long Knives" in 2007 "Hitler became Chancellor on January 30th 1933, but it wasn't until the early morning hours of June 30th 1934 that he set into motion an operation that in a mere forty-eight hours made him absolute master of Germany. It was a scenario that rivalled anything concocted in Hollywood; intrigue, betrayal, scheming, brutality, nefarious (wicked) characters - and murder. But it wasn't fiction. It really happened. And as a result, the stage was set for World War One"</p> <p>Historian Peter Padfield writing in his book "Himmler" in 1991 "How many people were killed between 30 June and 4:00am on 2 July, when Hitler called off the killings, can never be precisely established. Hitler admitted to 76, but the real number is probably nearer 200 or 250. Bodies were found in fields and woods for weeks afterwards, and files of petitions from relatives of the missing remained active for months. What seems certain is that less than half of those killed were SA officers."</p>
<p>Task 1</p> <p>Read through the Story of the events of the Night of the Long Knives. For each paragraph, you need to create a 'title' on one side, and a short summary (two bullet points maximum) on the other.</p>	<p>Task 2</p> <p>Look at source A, B, and C. In your book, write a short description of the message of each source. Then answer the question "What do these sources tell you about the Night of the Long Knives?"</p>	<p>Task 3</p> <p>Read through Maracin and Padfield's scholarship about the Night of the Long Knives. Highlight what you think are the three most important sentences. In your book, answer the question "What do Historians believe was important about the Night of the Long Knives?"</p>

Religious Studies

Here is some written work completed by our students. This does include some personal ideas/opinions, and they have consented to me sharing their work:

https://docs.google.com/document/d/1NINKt286m8Lf4vQu3RWAjn1fx6bb7FPKvV5grnQ2y_4/edit?usp=sharing

Year 9 students completed an assessment with GCSE style exam questions worth 12 marks.

The [attached](#) is an example of 'the perfect answer' awarded 12 marks. It does contain personal opinions but is written beautifully.

**Exemplar
Work from
Y10**

We are currently learning about 'Religion, crime and punishment' in year 11 RS - Here are some very insightful answers.

Student A

a. Do you agree that prisoners should be treated with dignity in prison? Give your reasons

Prisoners should be treated with dignity in prison as they are still human, just because they have committed a crime does not mean they get stripped of rights and basic levels of respect; however I do believe that it depends on the crime, how much suffering they have caused, the situation in which the crime was committed and for what reasons. The amount of dignity shown towards a prisoner should depend on their actions and behaviour in prison and whether or not they are trying to change and make up for what they have done; if they have deep sorrow and regret about their crime then they should not be denied dignity.

b. Do you think that corporal punishment would reduce crime if it was introduced? Give your reasons

Despite corporal punishment being the most inhumane form of punishment I believe that if it was reintroduced then it would not make a noticeable difference in the levels of crime. There are always going to be punishments and there will always be crime no matter what the punishment is people will commit for their own reasons that can't be changed due to the threat of corporal punishment.

There used to be crime when corporal punishment was legal before, in countries where it is still legal there is still crime. Corporal punishment is legal in places because people believe it is needed to end crime but it is not working. In a world where violence is everywhere, we should not be trying to end violence with more violence as that will just spout and grow more violence and normalise it when really we need to be ending it.

Corporal punishment is not a punishment it is a crime so by introducing it no it will not reduce crime, in fact I believe that it would increase crime. If the law is teaching that violence is okay by using corporal punishment then it is more likely that people will start to solve their own individual disputes through violence therefore increasing violence. By showcasing violence we are normalising it so much to the point that we will know no other way to solve issues. Using a violent crime to try and end crime will never work.

Buddha and the swan

When Siddhartha was a young child a swan that had been shot down by his cousin fell at his feet. Rather than give up the swan and let it die at the hands of his cousin he refused and protected it so that he could care for it and nurse it back to health. He realised that animals, just like humans, do not want to die. This is significant, because this mindset is the complete opposite to the way he was raised to behave and think and is a similar teaching to that of the first Buddhist moral precept (do not kill).

Buddha and the ploughing festival

When Siddhartha was a child, he was taken to the ploughing festival. It was here, as he watched how hard the oxen pulling the plough worked, that he began to feel sad about the pain and suffering that all animals have to endure in their lives, despite being happy himself in his life of luxury. This was significant, because this was his first moment of meditation and enlightenment- he realised that nothing in life is perfect and everyone will suffer in their life. He understood this and realised he must work to overcome suffering.

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MyON and HPA students

We have recently launched Myon on campus and students now have access to over 2,000 fiction and nonfiction texts they can read on their computers or phones.

A lot of the texts on the platform are geared towards supporting less able readers, but there are a range of books available that are classics of World Literature and will be familiar to voracious readers, as well as those of us who love a film or TV version of a much-loved novel.

If students browse the Genres section called Classics, they can find over 150 texts - from The Iliad and the Odyssey to The War of the Worlds. Authors include some of Britain's most revered writers (Austen, Bronte, Dickens, Shakespeare) and also great writers from around the world (Hawthorne, Hugo, Kafka, Tolstoy).

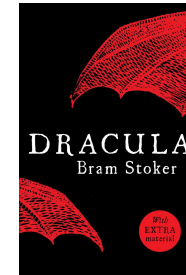
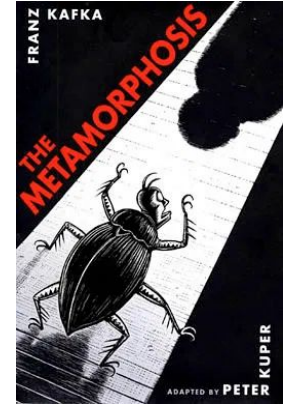


MyON and HPA students (continued)

This is the perfect opportunity for students to challenge themselves and hone their reading skills. As students move through a text, there is an easy access dictionary that gives definitions, as well as an audio guide to pronunciation. The sidebar also offers students the chance to check out footnotes for some texts or to make comments on virtual sticky notes.

This is a great opportunity for our students to dip into a range of more challenging novels to extend, refine and strengthen their reading skills. Comparing the recent treatment of a classic text with the original is just one way that students can broaden their wider reading and really make the most out of our new digital library.

If you have any questions about using Myon, please email Ms Lee at klee@brookvalegroby.com.



University of Oxford virtual talk for KS4

With university tours unable to run at the moment, we were very fortunate to secure a virtual session with the University of Oxford at the beginning of March for our HPA students in Y10 and Y11. The sessions covered applying to university and applying to the University of Oxford in particular.

The students were able to explore reasons why they might go onto Higher Education, as well as learn about what the University of Oxford could offer them. They were intrigued to learn about the collegiate system at Oxford and how Oxford differs from most other UK universities in this respect.

We hope that some of you will go onto consider the University of Oxford in the future, like so many of our past students.



BioLearn Challenge

We were really excited to launch a new super-curricular activity for Y9, 10 and 12 on our return to school.

This year's BioLearn Challenge asks students to consider how their school or community could become more sustainable through biomimicry; looking to nature to create solutions to human design challenges.

The students involved in the challenge will take part in regular in school sessions over the coming months to put forward their ideas and solutions before submitting them for entry into this national competition.



Oxford Online Maths club

Are you in Y12 or Y13 and studying maths?

The University of Oxford have recently launched an online maths club aimed at supporting students in KS5. This will be particularly valuable for all those that will sit the MAT or STEP papers prior to university.

The club meets every Thursday at 16:30 where they livestream one hour of maths problems, puzzles, mini-lectures and Q&A. All the previous episodes are available to watch online too via their website.

<https://www.maths.ox.ac.uk/node/37970>



Ways to support students at home

The
Economist

There are simple, yet effective ways to support at home.

- Discussion of current affairs - at dinner time/ when watching the news take the opportunity to discuss news articles and their opinion on the news item. Does the conversation naturally lead onto another topic that can be explored in greater depth? This type of discussion is something that will support the student when they get to their university/ job interviews and the ability to back up their ideas and explore them in detail are typical skills that well established universities look for in their candidates.
- Encouraging them to explore beyond the classroom. There are several online sources including TED talks as well as magazines that support school/ career choices but yet go beyond what is required by the curriculum. This thirst for knowledge and the ability to discuss it is critical for securing a place with more well established universities. Here are some more suggestions:

www.myheplus.co.uk run by the University of Cambridge

<https://explore.org/> run by the University of Oxford

<https://www.bmj.com/> for aspiring medics

