



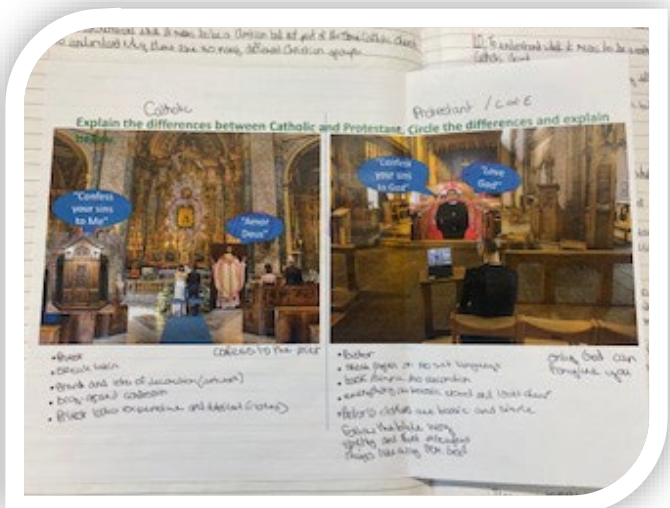
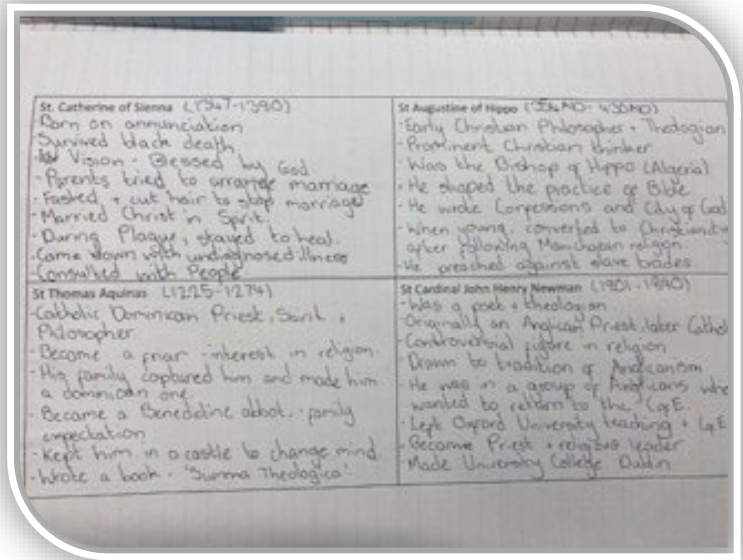
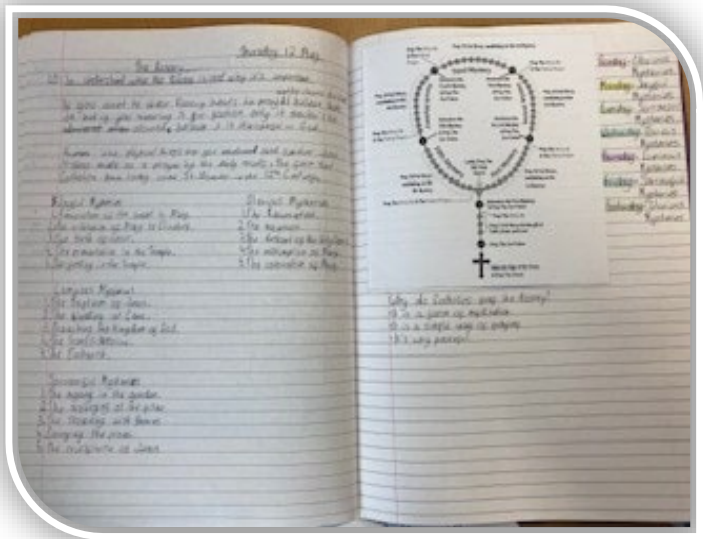
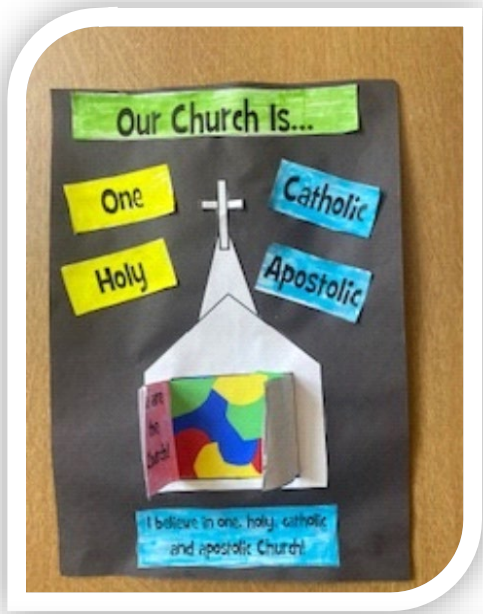
St Damian's Teaching and Learning Newsletter

July 2022

In this issue... Here is a little sample of some of the work that has been taking place this term at our school.

Religion – Year 7

Studying the composite - Worship. We have at the similarities between Catholic, Christian and Jewish worship, such as their place of worship the Synagogues and Churches. The pupils had an opportunity to design their own church. They were very creative with their designs, especially a 'love heart' shaped church. Prayer has also been a focus this term with pupils using the Month of May to study the Rosary in depth. The importance of Mass has been a studied and together with prayer and the nature of the Church in has allowed for a greater understanding of this foundation of Catholic worship.

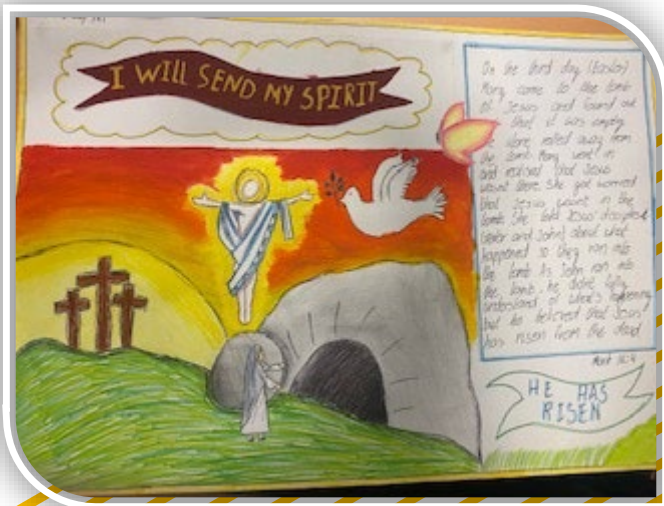


Religion – Year 8

We think the design of this newsletter is great as is! But, if you do not agree, you are able to make it yours by making a few minor design tweaks! Tips on updating specific features are available throughout this example text.

To change any of the text in this document, just click on the block of text you want to update! The formatting has already been programmed for ease of formatting.

You can easily change the overall colors of the template with just a few clicks. Go to the Design tab and click on Colors. From the list of colors, you can choose a different color scheme. As you hover over the different choices, you can see what the overall feel of the document will change with each different option.



HT5 Independent learning Project

Design an Easter banner to express Christian beliefs of The Easter story

Hand in your banner/poster to your RE teacher by 13th May 2022.

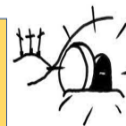
Your art work must express a Easter theme and include an Easter slogan

- | | | | |
|-------------------------------|--------------|-----------------------------------|---------------|
| • NEW LIFE | Easter theme | 1. CHRIST IS RISEN. | Easter slogan |
| • VICTORY OVER DEATH | | 2. THE LORD IS RISEN | |
| • THE EMPTY TOMB | | 3. EASTER BLESSINGS TO YOU | |
| • A NEW DAWN – SUNRISE | | 4. I WILL SEND MY SPIRIT | |
| • NEW BEGINNINGS | | 5. I AM ALWAYS WITH YOU | |
| • FREEDOM | | | |



Extra work – Write a paragraph explaining your design.

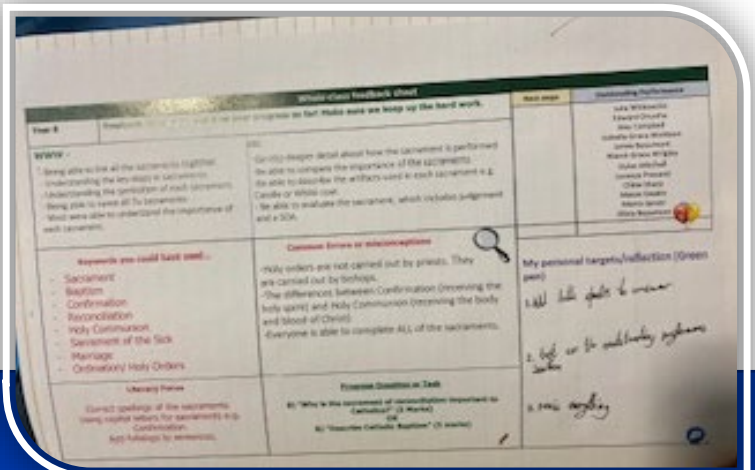
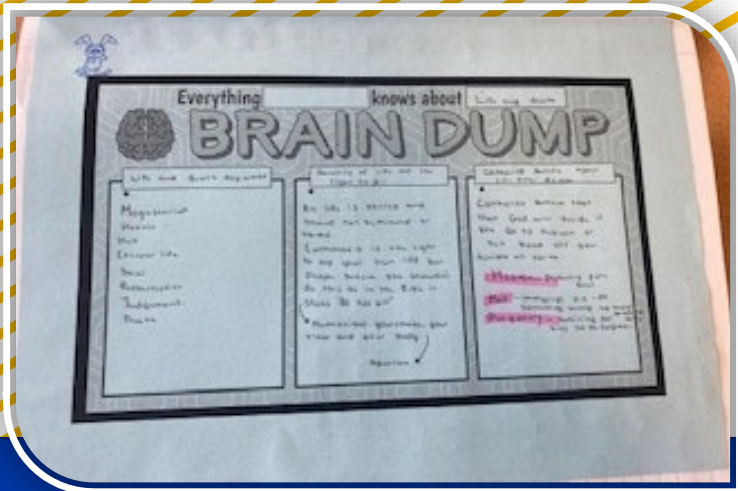
Your banner can be made of any material eg, paper, card, material



Read the Bible story Matthew 24:1-20 to help you with ideas



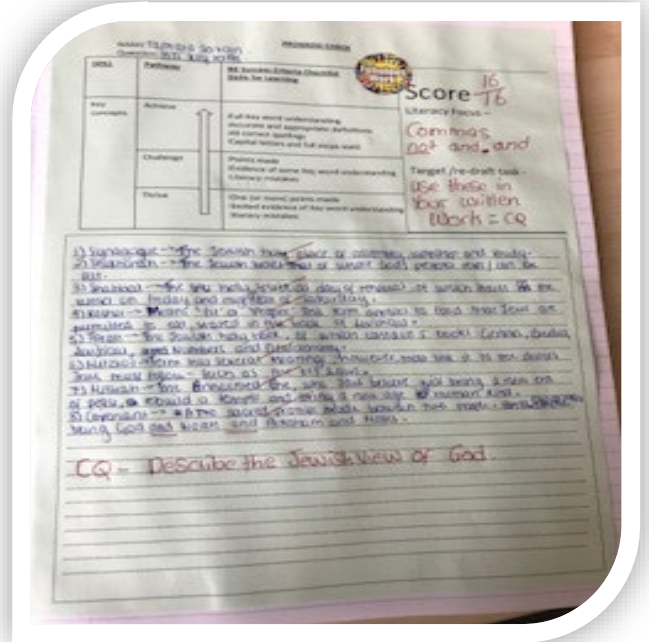
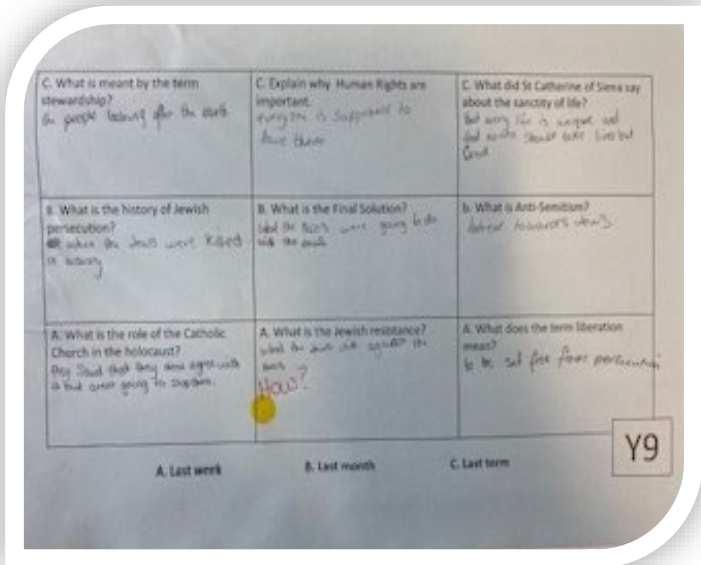
Easter Banners





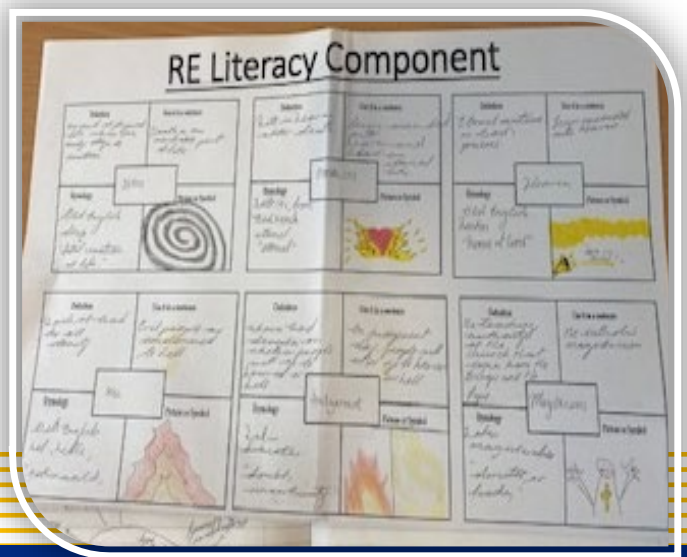
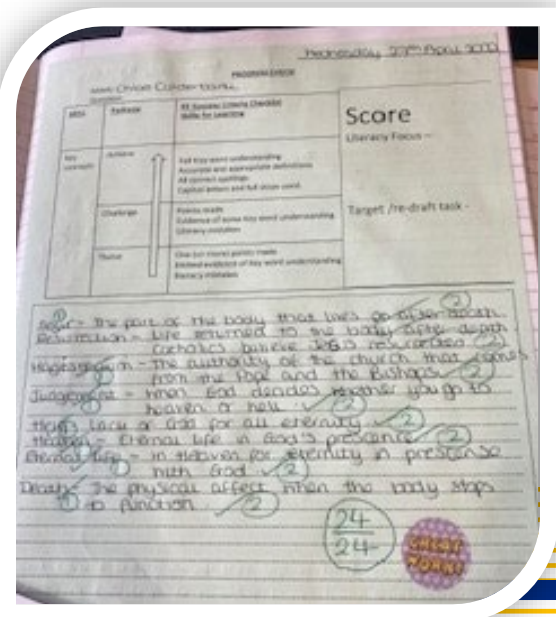
Religion – Year 9

Studying the composite - World Faith Judaism. We have introduced the key components of the World religion. During Half Term 4 pupils have studied the Holocaust and had many questions about the Jewish faith. During this half term and the next, pupils will have opportunity to learn about this ancient religion. Already we have seen a high level of engagement and many excellent results from the Y9 Progress checks.



Religion – Year 10

Studying the Composite Life and Death. Pupils are reflecting during this unit on the meaning of life and the purpose of death. Asking big questions about eschatology, life after death and who has the right to take life? Should Euthanasia be allowed, or should we accept suffering to become closer to God? Year 10 have been learning about the resurrection and Catholic beliefs in Heaven, Hell and Purgatory. They have also looked at alternative viewpoints such as those held by humanists and other faith groups. Questions have been asked about the authenticity of claims of Near-Death Experiences, reincarnation, and the immortality of the soul.



English

In English we have been using Dual Coding a lot to support Teaching and Learning. Dual coding is a method of teaching which utilises icons to facilitate the movement of information from working to long-term memory. In the English Faculty we use dual coding as a strategy to support students in the acquisition of vocabulary and to help develop their understanding of key ideas in texts. For example, in Key Stage 4 dual coding has been used to aid recall of plot points and quotations in A Christmas Carol. In Key Stage 3 we have used this method to introduce the concept of rhetoric and rhetorical devices. We have also considered the different conventions of comedy through our study of Much Ado About Nothing in Year 8.

	Wit (n.)	the ability to use words in a clever and humorous way
	Pun (n.)	a humorous use of a word or phrase that has several meanings or that sounds like another word <i>This is a well-known joke based on a pun: "What's black and white and red all over?" "A newspaper."</i>
	Banter (n.)	conversation that is funny and not serious
	Humour (n.)	the ability to find things <u>funny</u> <i>He's got a great sense of humour (= he is very able to see things as funny).</i>
	Antics (n.)	funny, silly, or strange behaviour But the rock star, whose stage antics used to include smashing guitars, is older and wiser now.
	Slapstick (n.)	a type of humorous acting in which the actors behave in a silly way, such as by throwing things, falling over

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Adjectives to describe Mr. Birling

Arrogant
Dismissive
Ambitious
Pompous
Selfish
Serious
Stubborn

ATTENTION

Adjectives to describe: Mr Birling

- Stubborn** - not changing one's attitude or position on something, esp. in spite of a good reason to do so. → reluctant to tell his story
- Arrogant** - having or revealing an exaggerated sense of one's own importance or abilities. → not showing respect to Inspector
- Dismissive** - feeling or showing that something is unworthy of consideration. → Towards Inspector and Eric
- Pompous** - affectedly grand, solemn, or self-important. → talking about himself and using his money & wealth
- Ambitious** - having or showing a strong desire and determination to succeed.

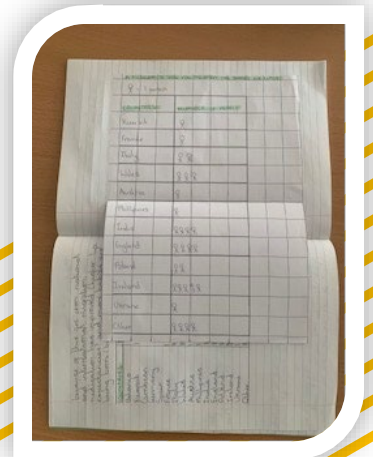
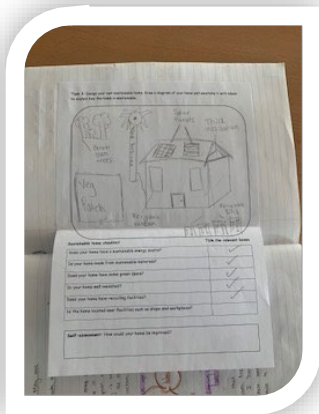
History

In History our fantastic students in year seven have been working on the Gunpowder Plot. Is everything we believe true? Was Fawkes Framed? Was it a coincidence he was found at the last minute? Students are asked to pool a wide range of evidence to form that key skill of Judgement! In year 8 we are just starting off on Mr McHugh's favourite subject of The Great War- why did it have to happen and of course this involves acting out the assassination scene! In year Nine students have looked at how Britain changed after World War Two and we use this man to help us-

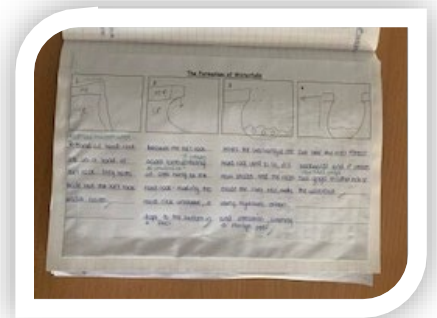
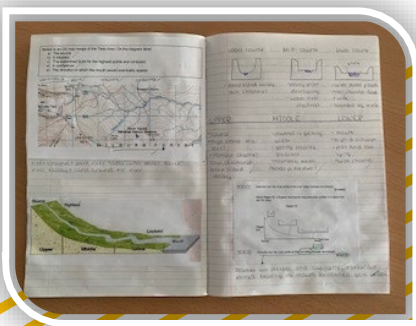


Geography

In Year 7, we are currently studying Manchester. Pupils are exploring significant historical events which have shaped their city, including: the Industrial Revolution, the IRA bombing, urban regeneration. As well as finding out how Manchester has been shaped by human processes such as migration and economic development. Here is an example of a geographical enquiry undertaken on how migration has shaped our class.



In Year 8, we are currently studying sustainability. Pupils have built on prior knowledge of the environment (as taught in Year 7) by exploring how to achieve a more sustainable future and the consequences of their actions. Pupils have designed their own sustainable homes (see example), explored a range of sustainable/unsustainable energy sources, and ways in which they can become a better global citizen (impact of fast fashion).



In Year 9, we are currently studying rivers and flooding. Pupils are exploring the interdependence of human and physical processes and how these can shape the river profile. Pupils have an understanding of how engineering can overcome natural events, such as flooding. Here is an example of a storyboard created to help pupils understand the formation of a waterfall.

In KS4, the Year 10s are currently studying UK Physical Landscapes (rivers and coasts). This builds on their prior learning back in KS3 (coasts in Year 8, rivers in Year 9). Pupils have an in-depth on the physical processes which cause different landforms which occur along the course of a river and along the coast. Pupils have studied named examples of a river and coastline to explore the demonstrate their understanding to real life examples.

Modern Foreign Languages

Year 9 French have completed a research project on Francophonie which allowed them to research the culture and different customs from a variety of French Speaking countries. Well done to Akshaya, Brooke, Mia, Maddie and Megan for their beautiful work on the Guyana Carnival.

Le carnaval De

Origins: Heavily influenced by Catholicism, Carnivals has its roots in Italian tradition.

What it celebrates:

- FOOD
- COSTUMES

FOOD

- traditional blaff, fish and prawns cooked in stock Creole style.
- Sharing meals is considered a major part of religious events, national holidays, and family gatherings.
- traditional food include roti, a thick fried bread accompanied with rice curries and sauces for dipping, chicken stew, fish filets flavored with lime and spices, and custard dishes for dessert.

COSTUMES

- no work is done at all
- Sunday: The Grand Parade
- Monday - Mamage Burlesque Men dress up as brides and women dress up as grooms
- Tuesday: Red Devil Day: Everyone wears red and black.
- Ash Wednesday: Dress Black or white only for the grand ceremony.

CELEBRATES:

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FOOD

GLOSSARY

- to celebrate - célébrer / fêter
- the parade - le défilé / la parade / le cortège
- the carnival - le carnaval
- ash Wednesday - Mercredi des Cendres

Year 8 Spanish have worked on producing posters describing themselves, their families and their pets. This gave them to opportunity to be creative with the vocabulary, grammar and structures we have seen not only in this topic, but also since September. Well done to Kitty, Diego and Sienna in particular for making very accurate and beautifully-presented posters!

COMO ERIS? COMO ES tu familia?

Mi familia

HOLA! Me llamo Kitty. Mi cumpleaños es el diez nueve de diciembre. Tengo trece años.

MY PERSONALITY - soy tímida, generosa, simpática y a veces rombo. Me gusta nadar por internet y me gusta jugar a los videojuegos. No me gusta nada cantar canciones.

MY PHYSICAL FEATURES

- Tengo el pelo castaño
- Tengo los ojos azules
- Tengo el pelo corto
- Tengo ojitos
- Tengo ojitos
- Tengo ojitos

IN MY FAMILY

- Tengo un hermano y cinco hermanas. Tengo mi madre se llama Debbie y mi padre se llama Gary.

COMO ES tu familia?

Mamá

Mi madre es alta y delgada. Tiene el pelo negro y largo. Tiene los ojos verdes y la piel blanca. Tiene un pelo castaño.

Papá

Tengo un hermano y cinco hermanas. Tengo mi madre se llama Debbie y mi padre se llama Gary.

Mi hermano

Mi hermano es muy alto y tiene el pelo negro y largo. Tiene los ojos verdes y la piel blanca. Tiene un pelo castaño.

Mi hermana

Tengo una hermana y cinco hermanas. Tengo mi madre se llama Debbie y mi padre se llama Gary.

MI hermana

Mi hermana es muy alta y tiene el pelo negro y largo. Tiene los ojos verdes y la piel blanca. Tiene un pelo castaño.

MI familia

Mi hermana

Mi hermana es muy alta y tiene el pelo negro y largo. Tiene los ojos verdes y la piel blanca. Tiene un pelo castaño.

DOG

Mi perro es muy bonito. Tiene el pelo negro y largo. Tiene los ojos verdes y la piel blanca. Tiene un pelo castaño.

Sister

Mi hermana es muy alta y tiene el pelo negro y largo. Tiene los ojos verdes y la piel blanca. Tiene un pelo castaño.

Science

In Science, Year 8 have recently been studying fluids in their physics topic. This has involved recalling knowledge from Year 7 on Particle Theory and using this to explain observations in greater depth. Pupils can now explain why objects sink or float in water, how pressure changes with depth of water, why surface area affects the speed at which things fall, and can use an equation to calculate density. Mrs Baynham's class used air pressure to implode cans, whilst pupils in 8X1 used their learning to write a newspaper article to mark 110 years since the sinking of the Titanic.


TITANIC EXHIBITION

As we all know the sinking of the Titanic was a very sad and sad story for us all. However, it is fascinating and very interesting scientific facts have been able to tell us why all this happened.

First of all we will explain why sinking first. As most you know water density is 1 g/cm^3 (most know most of you don't know that is 1 g/1 cm^3 which means that it just about doubled that is why over 90% is under the water.

Also the Titanic needed a structural shape as it was moving through the water very fast. When it was going fast the water resistance was pushing it back and it was our resistance because it had a streamlined shape it helped it pierce through the resistance and put the additional particles away. Also it shaped itself because of the shape of the bottom it displaced a lot of water so the upthrust was higher than the down force so it stayed afloat.

We all know that it was called "The Unsinkable Ship" but why? This is because it was made of pure hard steel which was said to be able to withstand everything.

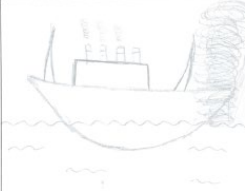


lot of damage. However, they were wrong. Since it had a streamlined shape it would go faster than any other ship of its size. The steel didn't help it stay upright. It it seemed again caused it to sink. At the ship it the water that pushed it down. It didn't pierce the water.

We want it Titanic been pressure is a down the pressure that you can breathe on make eyes

THE TITANIC

110 years ago the famous Titanic sunk. She was made out of steel and on her second outing she suddenly sunk due to crashing into an iceberg. The Titanic was one of the biggest ships of her time. It had 16 decks 46,000 tonnes, 887 feet long, 92 feet wide and 175 feet tall.



Everything in the deep ocean is under a great deal of pressure. At any depth in the ocean, the weight of the water above pushes on any object below it. With every foot an object descends into the ocean, more water is pushing down and against it, and more pressure is exerted upon that object (upthrust). Hence, we are unable to explore the floor of the ship without a submarine.

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Tragedy on the Titanic

Today marks the 110th of the sinking of the Titanic. Essentially, it was required to be on the water, the ship because everyone was amazed by it, as the ship was very large and was still able to sink. It was the most up to date ship at the time as it was able to go 30 miles per hour and the materials that it was made out of were the best for ships at the time. This tragedy event happened in 1912 when the Titanic crashed into an ice berg, broke in half and then it sank.

The Titanic sank so quickly because of its streamlined shape, which allowed it to travel through water more quickly. This is because the end of the ship was at a point, which allowed the ship to push water molecules past either side of the ship so it could glide through them instead of pushing them out of the way completely. It's streamlined shape helps the ship to reduce drag. Also, it had four funnels on the top of the ship - although only three of them worked as one was just for design - as they were engines so they could generate as much speed as possible. Also, it used oil as a lubricant, which would reduce drag and allow it to move through the water faster.

Ice bergs are able to float because ice is less dense than water. This is due to the fact that the hydrogen bonds in ice hold the particles further away from each other than they would be in water, so the particles would take up more space. This means that the weight of the ice berg in air would be equal to the force of the upthrust acting on it, so it would weigh nothing in water.

The Titanic sank so it is not easy to see through deep sea exploration without a submarine because it is at the bottom of the ocean so the pressure would crush you. Also, human beings need oxygen to breathe so they wouldn't be able to breathe in water.

PSHE

Year 7 have been studying topics related to hazards, including the harmful effects of alcohol and smoking on health and relationships. Pupils have discussed these issues maturely and are looking forward to learning about first aid, and fire, road and water safety.



Year 8 - In PSHE, Year 8 pupils have been learning about the positive and negative aspects of different types of government. Pupils have learnt that the United Kingdom is a democracy with a constitutional monarchy. Year 8 are now moving on to finding out about the aims and principles of the United Nations.



Creative Technologies

Pupils in year 8 are learning about food provenance - where their food comes from. Part of the unit involves learning about seasonality and so the pupils have been growing their own vegetables in the greenhouse and the raised beds. Pupils will eventually be able to taste the food they have grown, comparing it with produce from the supermarket. We are also separating out store-bought Basil plants which we will continue to grow and turn into pesto.



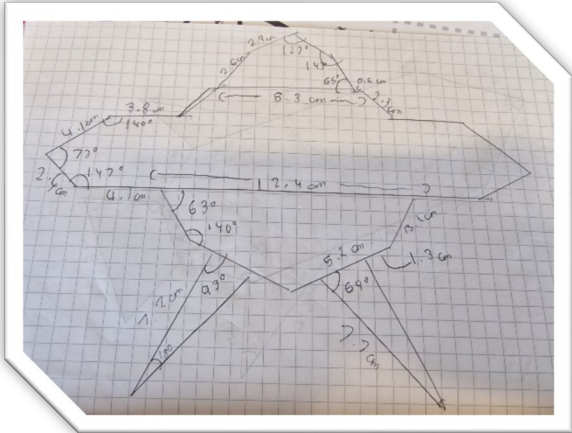
This display represents the collage work and artists' research task based on children's book illustrators. The pupils worked with collage materials to develop Eric Carle animal designs and investigated a number of other well-known illustrators such as Beatrix Potter and David McKee.



Mathematics.

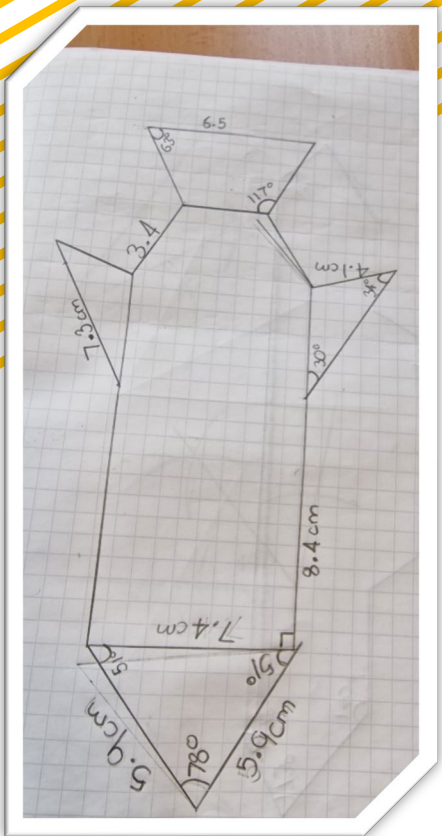
Pupils in year 7 are currently learning about angles. They have been looking at angle facts and exploring different rules such as alternate, corresponding and vertically opposite angles. Pupils have enjoyed tackling harder questions to work out missing values in angles in parallel lines. Pupils have also enjoyed using their knowledge of angles to create rockets and space ships. We have even had the opportunity to investigate interior angles in polygons.

In year 8 pupils have enjoyed looking at area. They have worked out areas of different shapes and enjoyed applying their knowledge to compound shapes.



Interior Angles (Level 6)

Name of shape	Number of sides	Number of triangles	Sum of interior angles
rectangle	4	2	360°
heptagon	7	5	900°
pentagon	5	3	540°
pentagon	5	3	540°
hexagon	6	4	720°
octagon	8	6	1080°
Trapezium	4	2	360°
Nonagon	9	7	1260°
Decagon	10	8	1440°

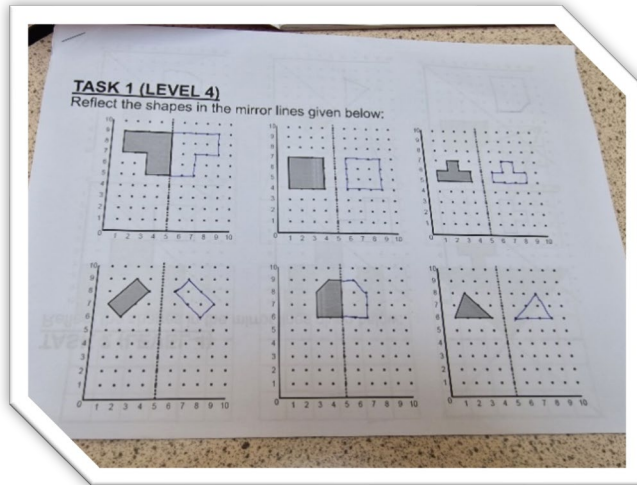
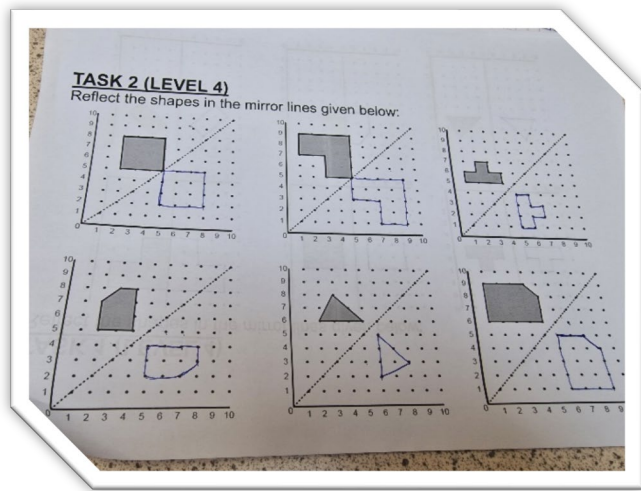


Angles in Polygons

Find the missing angles within these polygons

$5-2=3 \times 180 = 540 - 446 = 100$
 $4-2=2 \times 180 = 720 - 660 = 60$
 $180 = 360 - 116 = 60$
 $6-2=4 \times 180 = 720 - 445 = 275$
 $7-2=5 \times 180 = 900 - 765 = 135$
 $8-2=6 \times 180 = 1080 - 995 = 85$
 $9-2=7 \times 180 = 1260 - 1080 = 180$
 $10-2=8 \times 180 = 1440 - 1355 = 85$

Year 9 pupils are currently looking at transformations. Pupils are enjoying reflecting, enlarging, translating and rotating shapes.



All KS3 pupils have been doing a weekly skills check activity in lesson as part of our retrieval tasks. This has been extremely helpful in helping pupils revisit previous topic questions.