



Dinnington High School Newsletter

Head's Lines

I am hoping that this is the last edition of our lockdown newsletter. It has been an honour each week to showcase the work of our students supported by our staff. They have amazed us time and again. However, we are really looking forward to seeing them in September.

As I write this, it is early Friday morning on 17th July. In a few hours, I will be saying thank you to our incredible staff...not just our teachers and pastoral staff who you will have had contact with and who have done a tremendous job in such tricky circumstances; who have had to learn new skills from their kitchen tables while juggling their own families. But also the huge number of support staff who rarely get the glory but make sure the school runs as smoothly as possible:

- Site staff who have worked tirelessly to keep school safe and will spend the summer getting it ready for September.
- The cleaners who have never stopped disinfecting surfaces and keeping sanitiser and soap stocked up.
- The admin & cover supervisor team who have completed a huge amount of work such as sorting out the FSM vouchers, keeping the emails coming out, sending work out to those with no IT...the list goes on.
- Our exams and data team who had the tough task of finding their way through the maze of exam entries in these unusual circumstances.
- Our Engage staff who have worked with students with special needs and keyworker children in lockdown.

- Mrs Quigley our IT technician and the Trust IT technicians who have also helped out. Nothing has been too much trouble helping staff, students, parents, governors, trustees to stay in touch and learn to use new systems.
- Our attendance and safeguarding teams ensuring we account for every child and check everyone is safe.
- Our chef who has been catering single-handedly over these weeks of Y10 & Y12 in school.
- And our other support staff who have mucked in and helped however we have needed it—technicians, librarian and my very long suffering PA.
- I rarely say it publicly but I also want to pay tribute to my senior leadership team. They too have worked ridiculous long hours. Three of them stepped up immediately to be in school throughout lockdown so two of us who had to shield could and worked from home.

This year, I also have to pay tribute to the extended staff team I didn't know I had at the start of the year—our parents and carers. We fully appreciate all your support, hard work, frustration, pride, resilience and general mucking in so that our work remotely could translate into real work for your children.

I am unbelievably proud of everyone who together makes up Team Dinno. As you read this issue with something from every department, I hope you are as proud as I am.

Have a lovely summer. Ms Staples

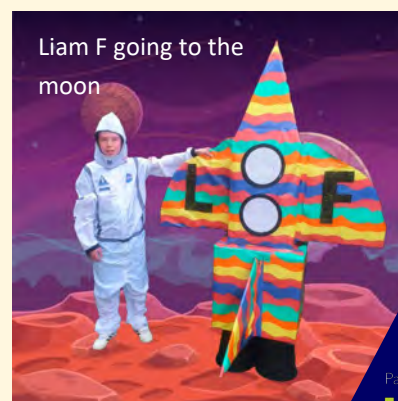
Some special lockdown memories



75th VE Day Celebrations



Mrs Senior's collection for hand-creams for NHS & careworkers



Liam F going to the moon

Top performers & rewards of the week

The last vouchers scraped from the bottom of Mr Grenham's safe

Publication Date

Mr Grenham was a little bit sad this week to think it was his final week of lockdown rewards. However, he was chuffed to bits that we could even give out some of them in our last week assemblies.

Caught been amazing: Charlotte M and Ellie C

Memrise: Lily B & Joshua W

Hegarty: Ethan SH & Charlie R

GCSE Pod: Cameron C

SMHW: Ryan P

Seneca: Jack H

AR PAC-man: Riley W

AR lucky dip: Will T, Owen H & Grace M

Sport & Life: Tilly D & Kacey C



Our final names drawn from the Golden Ticket barrel of brilliance are:

- ◇ Isabella G
- ◇ Summer N
- ◇ Harry F
- ◇ Grace D

Huge well done to all the hundreds of students who received golden tickets in lockdown. You have worked incredibly well to impress your teachers. Many of you have received multiple tickets over the weeks.

You are awesome!

Team Dinno stand down & relax!

The Dinnington Way: Kindness, Respect, Excellence

YEAR 6

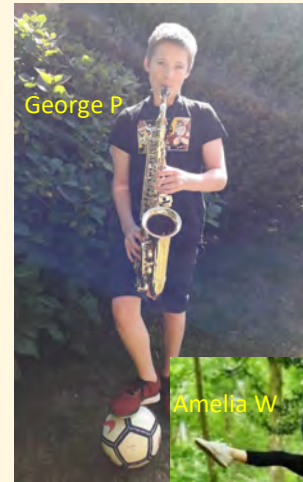
Moving Up Challenge Rewards

Year 6—almost Y7—have truly impressed their new year leaders Miss Neal and Mr Rhodes with all their efforts during our virtual transition. They are clearly going to be another amazing year group and we cannot wait to meet them in person. Their tutors are really looking forward to those special first two days in September when they can all get to know each other really well.

Miss N and Mr R struggled to pick the winners in all the challenge categories and begged to have more vouchers to give away but Mr Grenham's voucher safe is now completely empty.

So here are the category winners

What makes me happy



Kindness category

- * Emily for doing jobs for her gran
- * Toby for mowing the lawn
- * Logan making meals for the family
- * Melissa for making her mum breakfast

We are really proud of you all.

Letter to tutors

There were so many amazing ones, we had to put names into a hat.

The lucky voucher winners:

Oliver D, Finlay T, Thomas P & Summer.

Nominations from Y6 teachers

We have an incredible number of nominations—over 100. So the lucky voucher winners drawn from Mr Rhodes's hat:

Mia B, Charlie, Eben & Lily S





Leah H Y12 has been creating some amazing artwork inspired by the Artist Carl Beazley. Leah has been putting her work on Instagram and Beazley has commented! Well done Leah.



carlbeazleyart liked your post. 6m





carlbeazleyart liked your post. 6m





carlbeazleyart liked your post. 6m





carlbeazleyart liked your post. 6m





carlbeazleyart commented: This is brilliant!! 🙌 Thank you for doing some amazing studies! 🙌🙌 6m



Department Round-Up

Yet more new art work for our final issue. At the end of this issue, we have picked out some highlights from earlier issues that we loved.



Owen C Y7



Ellie B Y11



Rohan D Y10



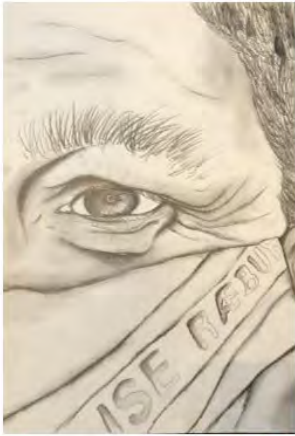
Hannah D Y8



Ellie W Y10



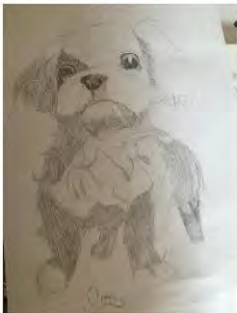
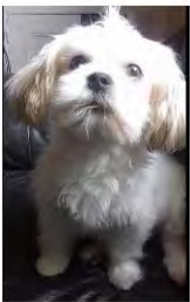
Eleanor K Y12



Robbie G Y7



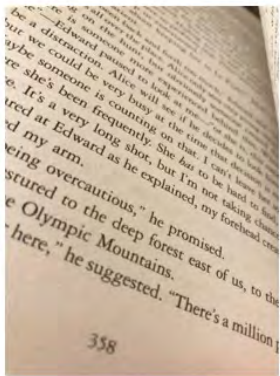
Imogen H Y7



Owen C Y7



Jessie H Y9





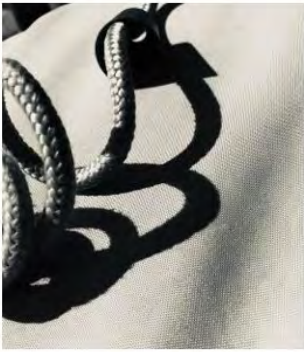
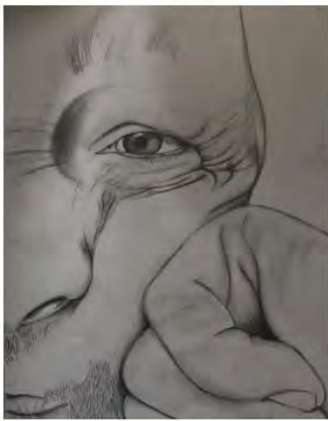
Niamh J Y9



Bethany R Y9



Eleanor K Y12



Erin S Y10



Joshua T Y7



Imogen H Y7

Hannah D Y8



Madison L Y7



Matilda F Y8



Computing & ICT

Year 9 & 10 students have been working on theory in preparation for their BTEC Digital I.T – Component 3 exam. The Know it all ninja educational platform has allowed for some healthy competition as students earn XP the more time spent logged in and scores achieved on end of topic quizzes. After all the hard work I am proud to reveal the top 5 performers for each year group.

LEADERBOARD		
10D/IT1 - BTEC Digital I.T		
1st	Emma S	1385 XP
=2nd	Jack H	1065 XP
=2nd	Joe M	1050 XP
=2nd	Harvey B	1050 XP
=2nd	Braydn G	1050 XP
3rd	Thomas M	600 XP
4th	Harry O'B	600 XP
5th	Nate P	335 XP

LEADERBOARD		
9D/IT1 BTEC Digital IT		
1st	Ryan C	1530 XP
=2nd	Kian W	1050 XP
=2nd	Louis B	1050 XP
=2nd	Harley K	1050 XP
3rd	Razvan-A S	720 XP
4th	Alfie R	605 XP
5th	Rio G	600 XP

Chocolate rewards await the top 5's when we return in September and a massive thank you and well done to all of those who have in lots of cases overcome a number of technical difficulties and really given this work a good crack – I commend you all.

Yr 7 & 8 Computing & ICT

Outstanding efforts from our year 7 & 8 students – so good in fact that some of the biggest names in the world of computing (past and present) have decided to reward some of our hardest working students.



"When I started Microsoft I had to show my technical excellence just like **Ethan S-H, Freya L J and Zahir R** – you guys have done an amazing job on the fundamentals of how computers work".



"As one of the first computer programmers I had to learn machine or binary code so know how hard it can be – I have seen **Luca D, Ben N and Tristan H** develop an excellent understanding in this area of computing".



"Communication is key! I've always said this as owner of Facebook – I've seen incredible communication skills shown by **Harry B, Finlay D and Ewen K** by e-mail and in live lessons"

High praise indeed and thoroughly deserved for all of your amazing efforts. Finally a huge thank you to all of you that have attempted the work you have been sent or joined live lessons – all your efforts are very much appreciated.

Mrs Whitam, our Head of Business and ICT is leaving us this summer to run her own business—seems she really does know what she is talking about. We are sorry to say goodbye but mega proud of her living what she's taught.



Department Round-Up



The annual SlamJam competition went virtual this year. So students from across several schools competed against each other and technology.

With little to no help from teachers, our wonderful students at Dinnington High School penned and performed their lockdown-inspired poems in two online 'battles' or heats in June and July.

The poets were clever, creative and confident and their poetry explored a range of subjects from the environment, politics and anecdotal experiences. From our original line up of 8 poets, 4 made it through to the SlamJam final on 2nd June – where they competed

live on Facebook and Youtube, in front of other schools, professional poets and the general public.

They showed such maturity and confidence and though we may not have brought home any prizes this year – it **certainly wasn't** for a lack of effort or excellence. All of our poets made me feel so **proud...until next year Team Dinno!**

Mrs Wilks

First round competitors:

Y7 - Charlie S and Grace B

Y9 – Will A, Lily B, Niamh J, Ella S

Y10 – Chrissy M

Finalists: Y9 – Will A, Lily, Niamh J, Ella S

Y10 – Chrissy M

We have also loved all the poems we have been able to publish over lockdown. Such creative and talented students.



And we couldn't have a final issue without #LiteratureinLockdown selfies.



Year 7

Jake S: completed a massive 124 tasks, and spent 23 hours working on Hegarty.

Grace M: winner of the "I spent more time on Hegarty than the teachers" award. 61 hours doing 5207 questions!

Madeleine C: an incredible 105 tasks and 2161 questions.

Amgad L: who proved that if you really do watch the instructional video you do better! Follow Amgad's lead.

Year 8

Riley B: completed an impressive 113 tasks, answering 1312 questions over 21 hours.

Roshan D: Y8 winner of the "I don't do wrong answers award". He got 100% on every question.

Luca D: Just behind Riley with 107 tasks and 1275 hours over 28 hours.

Year 9

Syam A: Y9 winner of the "What's a wrong answer award?" 129 tasks—100% right. (Highest task rate of all students.)

Lacey B: True ambassador for the art of watching the videos gets you good scores. 110 tasks, 8 hours of videos, 33 hours work.

Andreea N: Y9 student who just won't quit until she has got it right. She kept her class top of the report sheet each week.

Year 10

Harvey B: An incredible 109 tasks, 1057 questions, 26 hours.

Molly M: The Y10—"Why would I bother getting them wrong" award. 96 tasks—all 100% right!

Mollie G: Just behind Molly M with 95 tasks, hitting green 91 times!

Y11 into Y12

Shout out from Mrs Kelly to Archie A and Samir R for each doing 8 hours of work on bridging units.

How did we compare?

Compared to schools across the country that use Hegarty—1747 schools. We were:

27th for number of tasks set

17th for pieces of feedback given to students by staff—18,986 pieces of feedback—our maths team are awesome.

659 hours of videos watched

84% of students have engaged with Hegarty.

Top 20% for questions answered

Questions per pupil: top 13.4% nationally. That's our very own DHS students.

Our students & staff are awesome.

The Hegarty in Lockdown Mega Report

Mr Sinclair has crunched the data for all work since 23rd March!

Finally, the maths team want to say a huge thank you to Mr Kilby for all his hard work as he moves to our sister school, Brinsworth.

GEOGRAPHY

Our Geographers have been hard at work over the lockdown period. Look at some of these fab examples.

William A, Y12, Mr Pears

COASTAL LANDFORMS

→ Coastal landforms develop due to interconnected processes, influenced by either erosion or deposition.

CLIFFS AND SHORE PLATFORMS

Horizontally bedded strata: When destructive waves break frequently on steeply sloping coastlines, undercutting can occur between high and low tide, forming a wave cut notch.

Seaward-dipping strata: Undercutting weakens support for the strata (land) above it, which eventually collapses, producing a steep profile and cliff.

Landward-dipping strata: Similar to seaward-dipping strata, but the platform is closer to the cliff.

Low tidal range: Shows a wide platform and a low cliff.

High tidal range: Shows a narrower platform and a higher cliff.

→ Shore platforms are formed by erosion, and slight weathering.

→ Usually slope seawards at angles between 0° and 3° .

→ Develop best if tidal range is less than 4m. If it is higher erosion is spread over a wider area.

Cliff recession: Diagram showing the cliff moving landward over time.

Geography ~ 3.4.20

Two types of plate margins - constructive plate margin & destructive plate margin

- active** - a volcano that isn't erupting but might in the future
- dormant** - a volcano that is erupting now
- extinct** - a volcano that has stopped erupting and won't erupt again

pyroclastic flows - a current of hot gas and rock that flows downhill at high speeds

lahars - a volcanic landslide or mudflow, consisting of a mixture of volcanic debris, mud, rock and water

volcanic bombs - large blocks of hot rock thrown from a volcano

magma chamber - the molten rock underground

secondary vent - so may escape through of the volcano

Geography ~ 14.20 Earthquakes

Earthquakes occur at constructive plate boundaries, conservative plate boundaries, destructive plate margins

- Earthquakes occur due to the movement of tectonic plates
- Sometimes, because of friction, plates try to move and become stuck
- Pressure builds up because the plates are still trying to move. When the pressure is released, it sends out huge amounts of energy causing the Earth's surface to shake violently
- The point inside the Earth's crust where the earthquakes originates from is known as the focus
- The energy is released in seismic waves and they spread out from the focus
- The seismic waves are the most powerful at the epicentre. This is the point on the Earth's surface directly above the focus

Quiz -

1. constructive, conservative and destructive
2. the pressure by the movement of the tectonic plates
3. the epicentre
4. seismic waves

Lydia H, Y8, Mr Harrison

GLOBAL GOVERNANCE

possible short term effects of global governance on human rights

Short-term effects...

Benefits of intervention:

- Medical assistance and provision of medicines → NGOs such as Medicines Sans Frontières
- Provision of shelter, sanitation, food and water → NGOs such as ICRC, Oxfam, Save the Children
- Military protection preventing further casualties and providing protected areas to live and safety for aid workers → UN peacekeeping operations

Negative impact of military intervention:

- Damage to property and infrastructure
- Population displacement
- Further disrespect for human rights
- Civilian casualties
- Disruption of education
- Tensions can be fuelled over aid and conflict prolonged into longer term
- Military action and ensuing dependence on aid can undermine the local agricultural economy

provides hygiene kits, seeds and tools, vaccinations etc. become for people living through conflict and disasters → article 25: right to enough food, clothing, healthcare etc.

provides safe, clean water to help prevent diseases → right to a safe life

short-term benefits of a named NGO (Oxfam) with regards to human rights, interventions

- delivers life saving cubes after cyclones (water purification cubes) → right to a safe life
- helps farmers sell crops → right to help everyone develop their best ability through access to work

possible long term effects of global governance on human rights

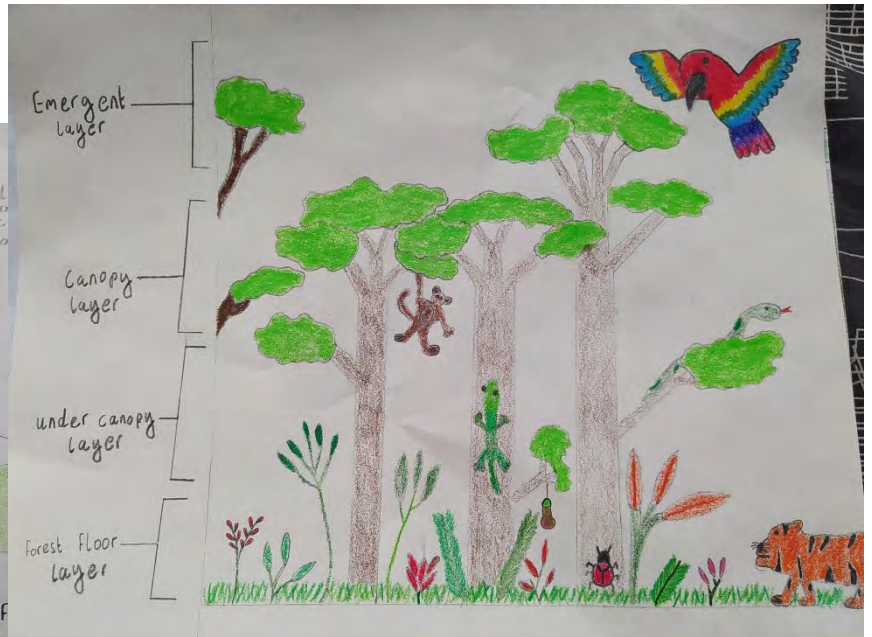
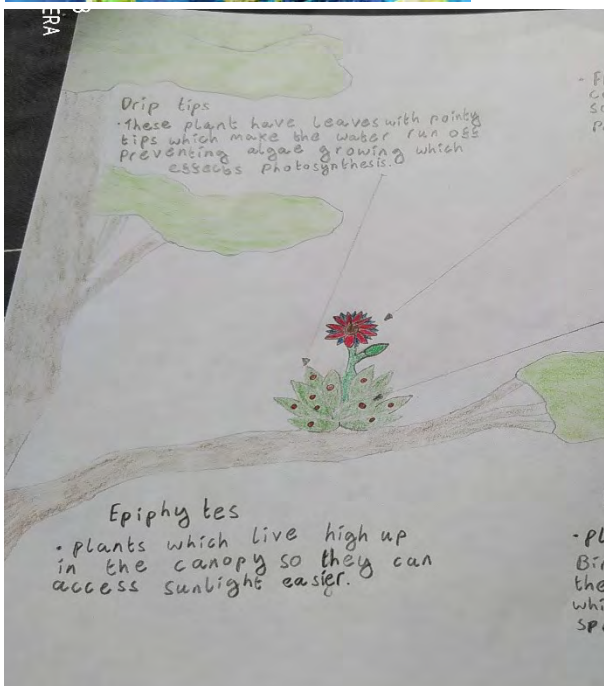
Long-term effects

Positive impact on development:

- improvement in health and life expectancy including IMR and MMR
- education equality, increased enrolment for girls and boys
- improved transport systems - physical access to services
- development of infrastructure networks
- internalisation of accepted social norms
- freedom from abuse of women and children
- democratic elections, government and political stability
- strengthened judicial system including new national laws and stronger rule of law
- employment opportunities and reduction of poverty
- development of local agricultural systems including skills training/education

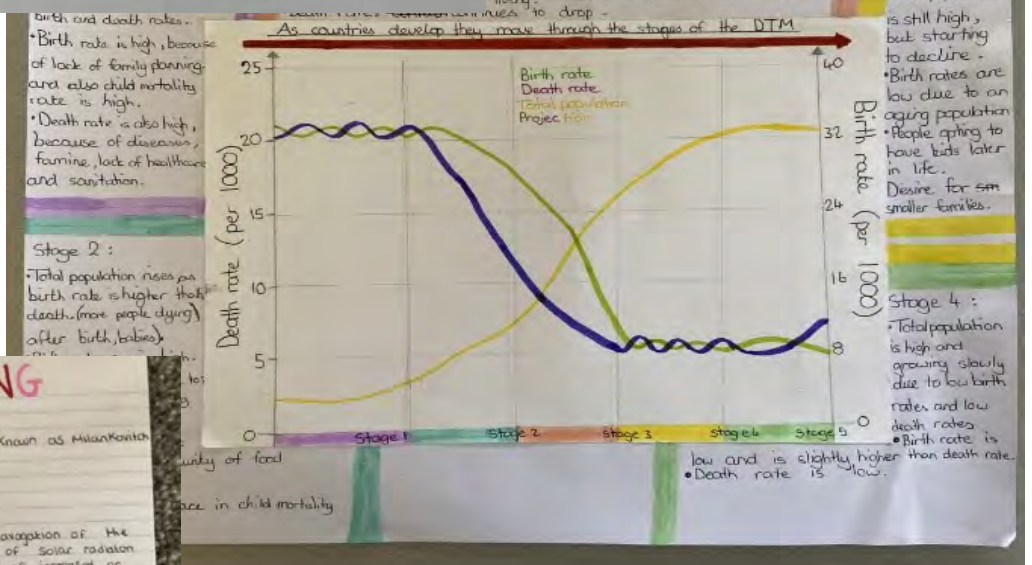
Bethan R, Y12 - Mr Pears



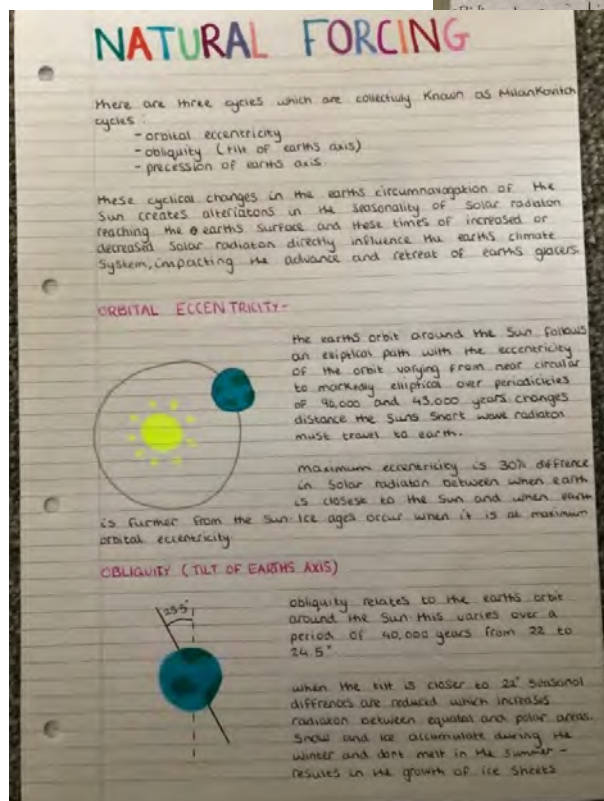


Plants grow fruit so birds or insects will eat them and poo the seeds, which is how the plants species doesn't go extinct.

Riley B, Y8, Mr Reynolds



Ellie C, Y12, Mr Pears



Madeleine C, Y7, Mr Reynolds

Woodless

Habitat: Rainforest floor under fallen trees.
Adaptations: Blends into wood with its moss covered head. A Woodless also has little wings to help it jump really high (because it is too heavy to fly). And has sticky hands and feet to help it climb up trees.
Dangerous features: Spits acid, its mushrooms produce seeds for it to plant when the trees get chopped down.

Predators: none.
Prey: insects.
Life span: they never die.
Food: berries, nuts, insects and fruit.



Matilda F, Y8 -Mr Reynolds



Department Round-Up

Mrs Jones has been really impressed with the Health and Social Care and the Childcare work students have been doing in lockdown.

Healthcare

We pushed her to name her star pupils in H&SC who have stood out repeatedly through this time for their hard work and effort.

In alphabetical order:

Year 9

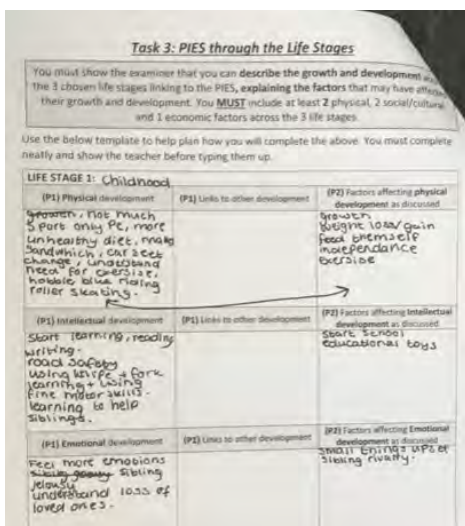
Mia B

Lily-Mae B

Freya C

Summer N

Lily-Mae's work on life stages.



Year 10

Mollie M who has worked so hard
she has written pages upon pages
and completed her coursework.

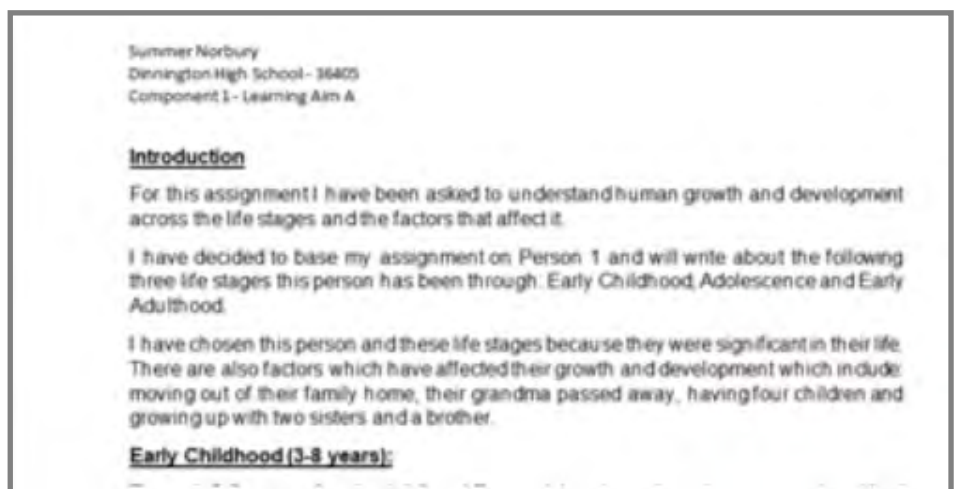
Millie M & Sophie W who have worked so hard week after week. Brilliant!

Childcare

Mollie G and Millie H have impressed Mrs Jones the most with their dedication and hard work throughout lockdown.



So far Summer N has done 8 pages of research into her chosen person for her coursework study. This is just the opening.



Morgan T, in Mrs Harrison's English class was inspired by reading 'A Christmas Carol' and created an alternative version of Christmas yet to come:

CRASH!! A great beam of light flooded the room, a barely visible figure was standing in the light. Billy was so surprised by this crash he found himself on the floor; he slowly got up to say "Who are you?"

All of a sudden the light vanished to present a tall man with no ears. He was wearing a big brown Stetson, as if he was a cowboy. He was dressed in a ragged t-shirt, with mucky trousers and he was covered in dusty sand. He was tall because he was sat on a skinny transparent horse that looked hungry. The ghost replied in a Texan accent,

"I am the ghost of Christmas Future."

"Why are you here for me?" whimpered Billy.

"Billy Ray Cyrus, if you don't change your ways, all shall look like me," commanded the ghost.

"You have until morning to change your music or else there will be severe consequences!" declared the ghost.



Department Round-Up

Some examples of the fantastic work that our historians have done during lockdown in-creasing their knowledge and under-standing of the past.



9.6.20

challenge

Picti - they had a kingdom in the East of Yorkshire. Brigantes - controlled the North of England. Iceni - they were a southern tribe got Norfolk and West Suffolk. Dumnoni - they did not use coins or have a king.

Task 1

1. The Celts spoke mostly Brittonic languages.
2. It was spoken in England, Wales and Scotland as well as offshore, in the islands, such as the Isle of Man, Orkney, Shetland, Hebrides, Isle of Wight and Shetland.
3. It is used by Wales, Scotland, Ireland, Brittany, Cornwall, Isle of Man.

Task 2

Celts believed in the otherworld. Otherworld is home to many gods and goddesses and a place of happiness where guests took place all the time. It was not known of a reward for being good on earth.

Based their dead in tombs and they put food and figures made of clay in the tombs.

They believed everyone had healing powers and they got gifts by the side of them for the gods.

their priests, druids and the druids were able for all religious rituals, because they were the people who could talk to gods. To help every living thing had a god within it.

he protected all of their crops. the Celts believe that Danu, birthed everything, beginning and is considered the mother of all gods. she loved the goddess of fertility and Celts believed all things grew including humans.

near Lough who was the god of light or the sun. make an offering to him.

gods were turned into stone? 1. Was the goddess of highness? 2. the goddess of Dagon? 3. considered the mother of all gods? 4. the living one who killed which caused the seasons to change? 5. who was the home of? 6. What was the otherworld? 7. What did the druids do with the tombs with? 8. What did the Celts think was the doorway to the otherworld? 9. Who were the only people that could talk to gods? 10. Where did the Celts believe everybody went to when they died?

Work on the Celts - Finlay D, Y7, Mr Brooke

Brigantes

These are the tribe which would have lived where we live today. The Brigantes were Celtic people who controlled the largest section of what would become Northern England. Their land was called Brigantia which today we call Yorkshire. Wincobank in Gulltown was built by the Brigantes.

Parisi

The Parisi tribe were the neighbours of the Brigantes. They had a Kingdom in the East of Yorkshire, around the Sea side of Flamborough. Although the Parisi were much less skillful warriors than the Brigantes they were much more culturally advanced.

Dumnoni

The Dumnoni were another southern tribe from around the area of Cornwall. Unlike many other Kingdoms the Dumnoni were not one Kingdom - they were many.

Iceni

The Iceni were southern and western Suffolk and eastern Cambridgeshire. They were a small tribe. They were famous by a rebellion against the Romans when they tried to take over Britain.

Grace B, Y7, Mr Towers

Task: Give key information you remember and have read in each box (remember to use the key words in the word bank)

Henry II (1133-1189)

He married Eleanor of Aquitaine. He made Thomas Becket the archbishop of Canterbury and had an argument which led to Thomas Becket's death.

King John (1166-1216)

He is the brother of Richard I. John most of the English land in France. He was forced to sign Magna Carta.

Edward I (1239-1307)

He was nicknamed the Hammer of the Scots. He died on his way to battle.

Edward II (1284-1327)

He was forced to relinquish the crown. He married Isabella of France.

Edward III, 1312-1377

He started the 100 years war with France. He defeated Roger Mortimer and became king. His famous battles were at Crecy and Poitiers.

Richard II (1367-1400)

He became king when he was 10. He was a weak king. He was overthrown by his cousin.

Ewan K, Y8, Mr Brooke

Tudor England: Key people

First Go

Henry Tudor	King of England from 1485-1509 and winner of the war of the Roses
Richard III	King of England from 1483-85 and the loser of the Battle of Bosworth. Uncle to the Princes in the Tower + Edward IV's brother
Edward IV	King of England, the brother of Richard III and the father of the Princes in the Tower
Margaret Beaufort	Henry VII's mother - through which he had a (tenuous) claim to the throne. Descendant of John of Gaunt.
John de la Pole	John de la Pole was a potential threat to Henry VII and his crown, Yorkist and conspirator with Perkin Warbeck who pretended to be the Duke of York
Lambert Simnel	Imposter who pretended to be the Earl of Warwick - Henry VII disproved this by poisoning the real Edward around London
Perkin Warbeck	Imposter who pretended to be the Duke of York and was harder to get rid of
Margaret of Burgundy	Duchess who funded de la Pole and Warbeck
Elizabeth of York	Elderly female in the House of York - Henry VII's wife. This was done to strengthen his claim.
Margaret Tudor	Daughter of Henry VII and Elizabeth married off to James IV of Scotland in a treaty - ancestor of James I of England + VI of Scotland.
King James	Margaret's husband

John O, Y11, Mr Towers



Hilter's rise

Summer N, Y9, Mr Towers

- 1) Blocklieters X Blockleiders
- 2) Chancellor /
- 3) Communists /
- 4) Depression /
- 5) Dictator /
- 6) Enabling laws /
- 7) Fuhr X Fuehrer
- 8) Galieters X Gauleiters
- 9) Hindenburg /
- 10) Night of the Long Knives /
- 11) Nationalists /
- 12) Nazis /
- 13) Protection of people and state /
- 14) Reichstag /
- 15) Rohem X Roehm
- 16) Socialists /
- 17) Trade Union /
- 18) Van der Lubbe /
- 19) Von Pappen X Von Papen

- 1) To get rid of any threat to the Nazi party, and take all the land from the rest of the world and have a full world of just full Aryan people.
- 2) Because Hitler put his views everywhere including, on radios, banners, parades, speeches and every possible chance to get his point across.
- 3) Those who spoke out against Hitler and his policies faced intimidation and threats from the Gestapo, or imprisonment and in some cases execution. These groups included White Rose, Reichsbanner, Edelweiss Pirates, Confessing Church, Kreisau Circle and the Swingkids.
- 4) He dissolved the Reichstag twice in 1932 and finally agreed to appoint Hitler Chancellor of Germany in January 1933. Hindenburg did this to satisfy Hitler's demands that he should play a part in Weimar government, for Hitler was the leader of the Nazi party, which had won a plurality in the November 1932 elections.
- 5) Firstly, Hitler used the Reichstag fire to his advantage in two ways; it gave him an opportunity to imprison many communist leaders, which stopped them campaigning during the election. And it allowed the Nazis to say that the country was in danger from the communists during its election campaign. Both these actions helped the Nazis to win more seats in the election. When the courts convinced Dutch Communist Van der Lubbe, but did not convict other Communist leaders, Hitler was furious and replaced the courts with the Nazi People's Courts. Although the General election did not give the Nazi majority that Hitler had hoped for in the Reichstag, it gave them enough seats to win the election.

Blockbusters Questions: Cruel Britannia

What 'A' was	He liberal party prime minister in the early 20th century.	Herbert Asquith
	the labour party prime minister after WW2	Clement Attlee
	Means to hate Jewish people.	Anti-Semitic
	to be rich	Affluent
What 'B'	He man who studied poverty in London in the late 19th century	Charles Booth
What 'E'	Given the right to vote	Enfranchise
What 'F'	where people would go to work	Factories
What 'J'	was a suspect for 8 murders in London	Jack the Ripper
The 'N'	was set up after WW2	NHS
What 'P'	to be poor	Poverty
What 'S'	to be owned by someone	Slavery
What 'T'	groups of people who trade goods	Trade Unions
What 'V'	the names to britains who lived during the reign of queen victoria	Victorians
What 'W'	a war that started in 1914-18	WW1
What 'W'	A war that lasted 1939-1945	WW2
What 'W'	a way for poor people to get money	Welfare state
What 'W'	where people have a job in a factory or 'good place'.	Working classes

Alfie A, Y8, Mr Brooke

Deysha P, Y10, Mr Brooke

History

End of the wartime Alliance Recall test.

- Describe the wartime Alliance.
The wartime Alliance was when the USSR and USA joined together to defeat Nazi Germany. Britain was led by Winston Churchill, the USSR was led by Stalin and the USA was led by FDR. After they fought together in the war at the end problems occurred. There were problems between Churchill and Stalin.
- Name the countries and their leader involved in the wartime Alliance.
The wartime Alliance consisted of Britain, Britain, the USSR who was led by Stalin and the USA who was led by FDR.
- How many men has Russia lost in WW2.
In WW2 Russia lost 20,000,000.
- What were Stalin's priorities at the end of the war.
At the end of the war Stalin's priority was to punish Germany for the damage they caused.
- Why did Churchill not trust Stalin.
Churchill didn't trust Stalin because he fought with Germany during the wartime Alliance.
- What were Churchill's priorities at the end of the war.
At the end of the war Churchill's priority was to punish Stalin and Nazi Germany.

- What was FDR's opinion on Russia?
FDR's opinion on Russia was that they were aggressive and his opinion on Britain was they were resourceful and aggressive.
- What had America created by the end of the war?
By the end of the war America had created the treaty of Versailles.
- Communism and Capitalism.
- Describe Communism.
Communism is when a country has the same amount across the country.
- Describe Capitalism.
Capitalism is when wealth isn't shared equally in a country.
- Yalta Agreement.
- When was the Yalta meeting?
The Yalta meeting was in 1945 on the 4th February.
- What was agreed upon at Yalta.
At the Yalta Agreement it was agreed upon that Poland would have freedom of speech.
- What were the areas of disagreements at Yalta.
The disagreements at Yalta were over Soviet policy and reparations fees.

De Potsdam Conference

Who were the leaders at the Potsdam conference? The leaders at the Potsdam conference were Stalin, Truman and Churchill.

15. What was Truman's approach towards the Soviets? How did this differ from FDR's?
Truman's approach towards the Soviets was aggressive, where as FDR was more calm and respectful.

16. What were the areas of disagreement at Potsdam? The areas of Potsdam disagreement was that Truman was unhappy with Stalin because he took over Poland.

Why did the alliance break down?

17. Give five reasons why the Alliance broke down (with supporting explanations).

So the first reason the Alliance broke down was because they didn't trust each other. We know this because Churchill was unsure of Stalin.

The second reason it broke down was they were unsure of each other's intentions (with the Warsaw Treaty).

The third reason is because the spread of communism was high.

The fourth reason is because Truman was aggressive towards Stalin.

The final reason is because they couldn't decide what they wanted to do with Germany.

★ Star students in lockdown ★

Brandon K has completed all 7 LIFE projects and the quality of his work has been outstanding!

Kacey C has produced a fantastic lockdown reflection and explained how she has made care packages for people during this time. Her kindness has blown us away!

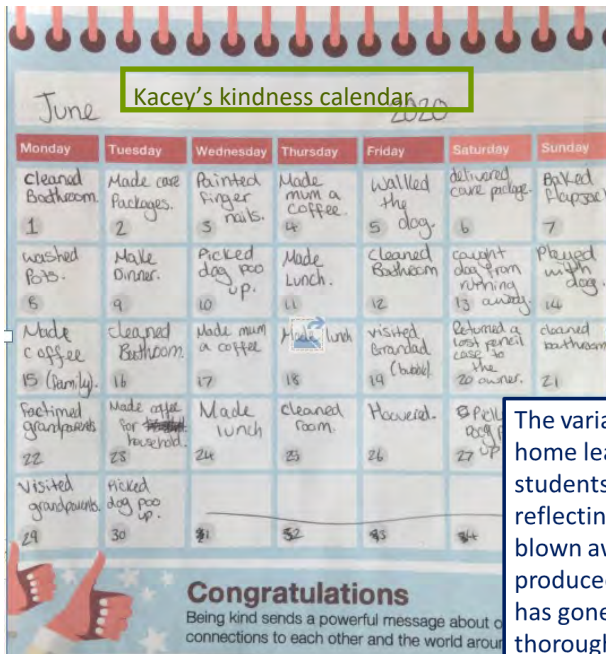
Lydia S has completed all LIFE projects and scored really highly on her first aid quizzes.

Safia M has produced some fantastic work during Lockdown and a particular highlight was her colourful and informative poster on Frida Kahlo. The colourful fonts and pictures really brightened up our day!

Tilly-Mae D has produced detailed work and creatively found ways to send her work in to staff.

George B has been organised and met all deadlines for the 7 LIFE projects. His work has been top quality- well done!

Harry B has been organised and met all deadlines for the 7 LIFE projects. His work has been top quality- well done!



A few of the highlights from a lockdown full of fantastic Life learning.

Editor's pic: all the Kindness Calendars inspiring us all to take care of each other.

We are always proud of how our students reflect and think about the world around them. The home learning projects in Life have allowed for learning new skills, new habits and a chance to reflect and make pledges for the future. I have been blown away by the depth and consideration of our super kind young people. I know if I ever need a kind act to ask Bailey sister. If I need some first aid to hunt out the Buxton boys and if I ever want to work through a difficult problem to find Tilly D or Summer N for some guidance. Oh and should I need exercise tips, Charlie S or Alfie A are in the know! Top work by so many; super proud of your efforts.

Miss Abdulkarim

The variation of topics within the home learning projects has enabled students to learn new skills whilst also reflecting on this time. I have been blown away with the quality of work produced and the time and care that has gone into the projects. We have thoroughly enjoyed reading the work that has been sent in and lots of it has been displayed in the school's weekly newsletter. The final project allowed students to reflect on their whole experience during lockdown. We would like to highlight some of our students who have continually created outstanding work during this time because it has demonstrated their commitment to our subject. Mrs Beardshall

A little bit of Safia's work

Learning for life

Frida Kahlo

Frida Kahlo was a Mexican painter known for her many portraits, self-portraits, and works inspired by the nature and artefacts of Mexico.

Inspired by the country's popular culture, she employed a naive folk-art style to explore questions of identity, postcolonialism, gender, class, and race in Mexican society.



She was born in 1907 on July 6th

She died in 1954 when she was only 47 years old.

Frida lived with her parents and six sisters she also had an imaginary friend called Frida.



Niamh J's take on Frida Kahlo's self portrait



MFL Competition Winners!

Brandon K.—Year 9 French

Bombe à Retardement

Dépêchez-vous. C'est le message que cette image tente de transmettre à la race humaine. Notre planète est détruite par les fumées de colère des usines et des machines que nous avons conçues au cours de notre vie et nous nous asseyons et laissons cela se produire. Les plantes que nous avons plantées ces dernières années meurent de souffrance. L'herbe qui était autrefois verte, devient sombre. Chaque seconde où nous nous asseyons et regardons ces horribles événements, chaque fois que nous alimentons les machines dans lesquelles nous détruisons notre terre, nous forçons simplement notre propre chaîne ... une chaîne de culpabilité et de haine qui restera avec nous pour toujours. Nous devons réfléchir à ce que nous faisons et à la manière dont ils nuiront aux générations futures. Nous avons déjà mis les pieds dans notre tombe, notre terre autrefois bien-aimée, nous devons éliminer le mal et sauver notre monde des méchants avant qu'il ne soit trop tard. Vous pouvez demander, qui sont les méchants de la terre? La réponse est que nous sommes les seuls méchants sur notre terre, tuons notre planète arbre par arbre, un pétale de fleur tombe chaque seconde. Donc, nous devons faire un changement, aussi longtemps que possible parce que notre terre est dans une minuterie, et la minuterie s'épuise, très rapidement. Nous avons sorti une bombe à retardement, alors arrêtons-la maintenant.



Sopihe K.—Year 9 Spanish

Cambio climático

Contaminación
los gases se liberan al aire
contaminando el agua
océanos llenos de plástico
vida marina asesinada todos los días

Arboles
creciente deforestación
bosques destruidos
cada día se cortan más árboles.
Más gases liberados

Hielo
el calentamiento global
hielo derretido
más animales que mueren
ecosistemas arruinados

Reloj de arena -
el tiempo se acaba
el futuro
países y continentes inundados
miles de animales extintos
desastres naturales extremos
nuestro planeta está destruido



Razvan S.—Year 9 Spanish

La verdad oculta

En la foto puedo ver
Un reloj de arena
Lo que significa la tierra
Que es maltratado

Una parte de la tierra
Está escondido y contaminado
Humanos que son malos
Y contaminas la tierra

Otra parte que es verde
Es hermosa y muy saludable
Pero es una cortina
Para ocultar los problemas
¿Qué humanos tienes?
Y eso invade la parte verde.

Samuel W.—Year 8 French

La tête en bas n'est pas drôle !!!! Pas d'herbe verte, le ciel est gris et plein de tristesse. Jour après jour, le sablier se remplit de poussière et perd sa vie.

Adieu au soleil brûlant, adieu aux beaux arbres, adieu aux beaux animaux, adieu à la belle nature. Petit à petit, tout disparaît.

Alors ne négligez plus notre planète !!! C'est la seule qu'on a.

"I really enjoyed doing all of the challenges with my family. It was great to see everyone getting involved. My favourite had to be the full day walk trying to spell #TeamDinno" *Mr Ebbs*



"The highlight of the Team Dinno Games was creating a group Tik Tok. It was great to see so many people getting involved in the games and their enthusiasm for the challenges." *Miss Crownshaw*

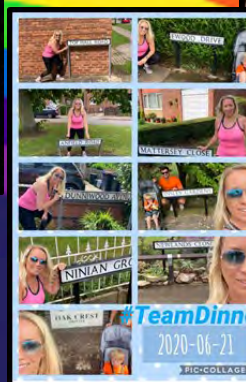
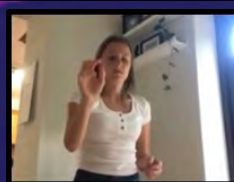
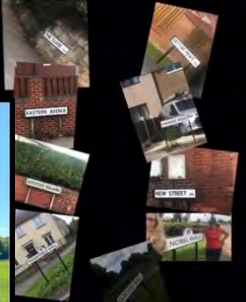
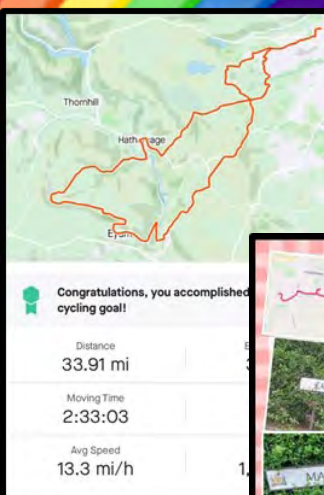
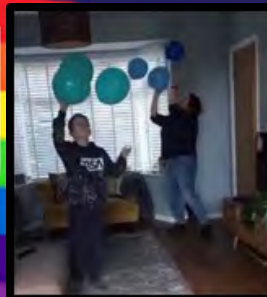
"Aside from me winning overall 😊, my highlights were: my A Level PE class totally bossing the competition and finishing in 4 of the top 5 pupil places and my little girl Molly learning to ride her big girl bike so she could complete Daddy's bike ride challenge!"

Mr Gardner

Highlights from the Team Dinno Games

"I really enjoyed both the build up to the games and the games themselves as my boys really got stuck in, helping making the 1min and the challenge videos and trying out the challenges. My favourite was Street Spelling which we did as a family bike ride but the boys loved the Tea Break one best- especially when it went in!" *Mrs Moody*

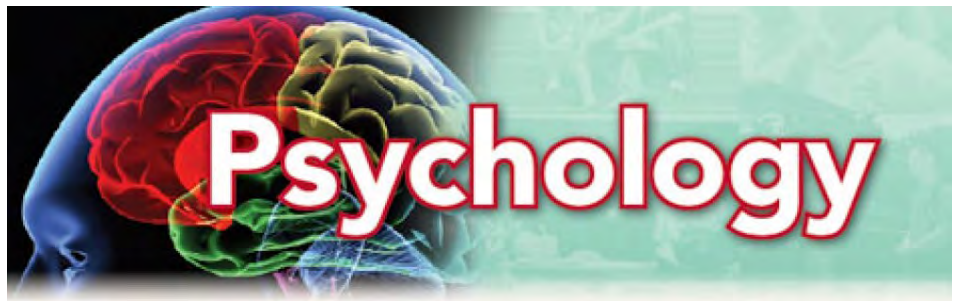
"I loved the PE team's effort to create a virtual sports day that was so inclusive for all; I enjoyed taking part in the challenges. My personal highlight was watching people do the challenges and seeing so many smiles in such a difficult time. It makes me proud to say I'm part of team Dinno!" *Mr Kay*



Team PE are saying thank you for all her hard work and farewell to Miss Crownshaw who is moving to work in the primary sector as a Y6 teacher. We wish her well.

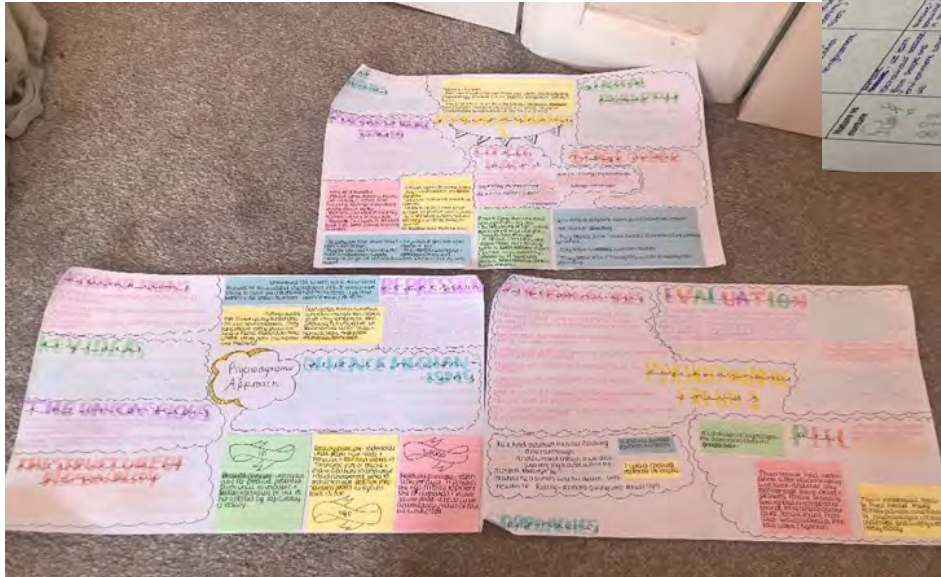
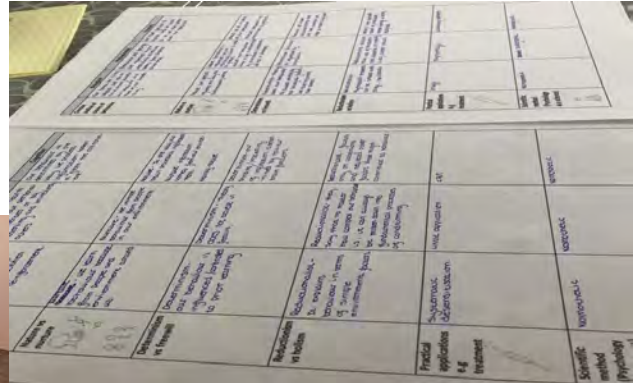
Department Round-Up

What a wonderful, hardworking, and motivated group of learners. Throughout lockdown they have stayed in contact with both Mr Price and Mrs Booker-Parkinson. We are super impressed with the amount of work completed. Remember, you can always stretch yourself by completing Future Learn courses too.



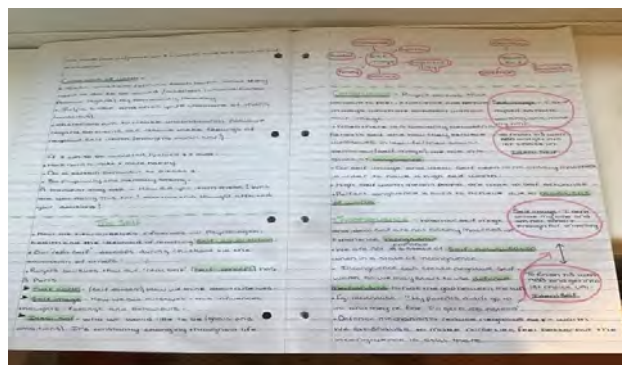
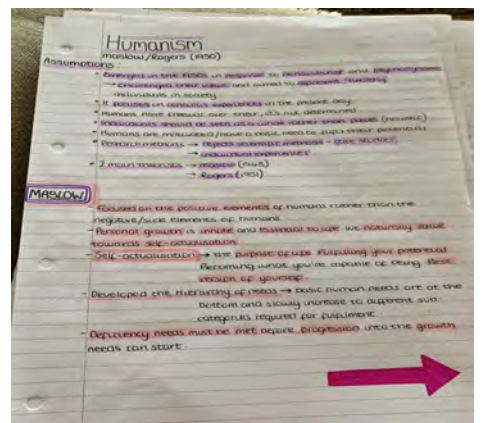
Here are some samples of some of their wonderful work!

Megan B's work on approaches



Sarah T's work on issues and debates in psychology.

Ellie H's work on the Humanist approach.

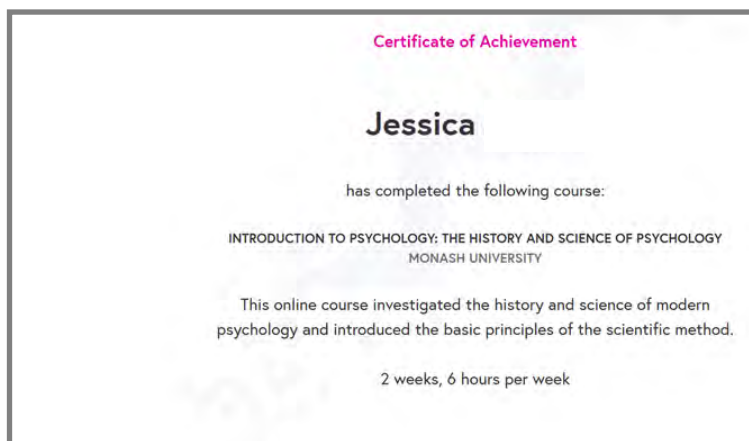


Natasha W's work on approaches in psychology.

The psychology team have also been very impressed with their budding Y11 psychologists who have been completing bridging work.

Jessica A has completed an introduction course.

Olivia L has taken time to do a criminology & profiling course.



Department Round-Up

A morning with Professor Brian Cox

Three very excited Dinnington students attended a Science Summer School hosted by Professor Brian Cox OBE last week. The virtual event on Zoom, included a presentation and Q&A session on black holes.

The students wrote the following responses to the experience:

Joe K (Y11):

The zoom call was great! It was impressive how the team managed to organise the event for so many people - around 300. Brian Cox started by explaining what a black hole was and followed on to tell us about the different theories around what they do and what they might lead to. During the Q&A he answered questions that were more about science as a whole such as his work at CERN and his opinions on future careers in STEM. It was interesting to learn more about black holes and the current theories of where they might lead to. Professor Brian Cox's advice and opinions on getting into STEM careers were also extremely invaluable

Kiera R (Y10):

He spoke a lot about how we know very little about the universe. Black holes are one of the many things we can't explain yet. There are lots of theories about the other side of them, like wormholes, but no one knows what's actually there or if there is anything at all! All we do know is that the event horizon is a one way door and things that go inside a black hole can't get back out because of the strong gravitational pull there. I think it's really interesting that there are so many unexplainable things in the universe.

Molly M (Y10):

First, he talked about how black holes form before talking about the event horizon. He described how if we burn a phone the data can be retrieved from the particles given off. However, if we were to destroy a phone in a black hole then the particles wouldn't be the same coming out. This is called a paradox and there are many possible answers to this: wormholes that just move the particles, the event horizons vaporising the information, or they just hold the information!

Some interesting questions in the Q+A were:

Q: What is the Higgs boson?

A: It gives mass to fundamental things and they are the reason why photons and electrons are different.



Q: Are we ever going to see a worm-hole?

A: Microscopic ones maybe, but we can't observe them directly.

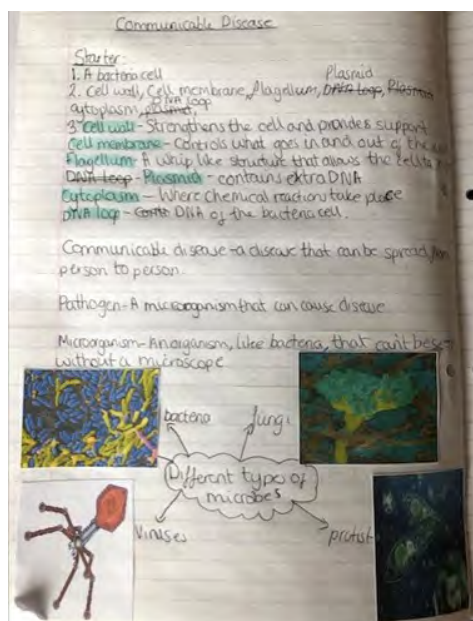


The Big Bang Fair-Online!

Students did not have to miss out on our usual science trip to the Big Bang Fair as this year it took place online!

The event, hosted by TV & Radio Science Presenter Greg Foot, included stories from the NHS frontline, Q&A sessions with inspiring scientists and engineers, as well as experiments they could try at home!

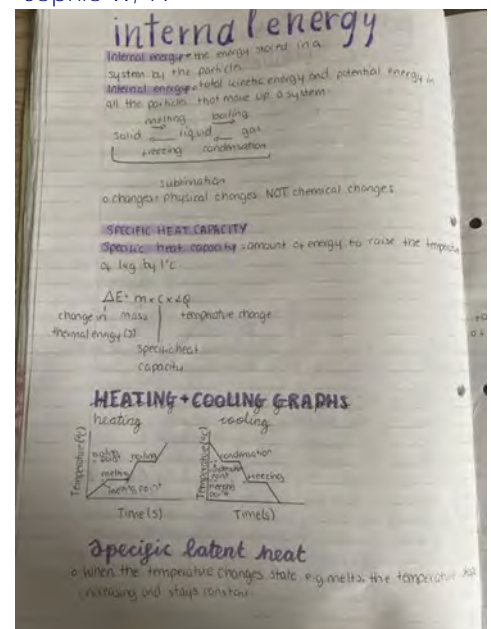
"That was fantastic! I attended workshops on the NHS Nightingale Hospitals, PPE 3D printing, making a social distancing lanyard, British Army STEM and 'keeping the water flowing'" (Logan D, Year 7)



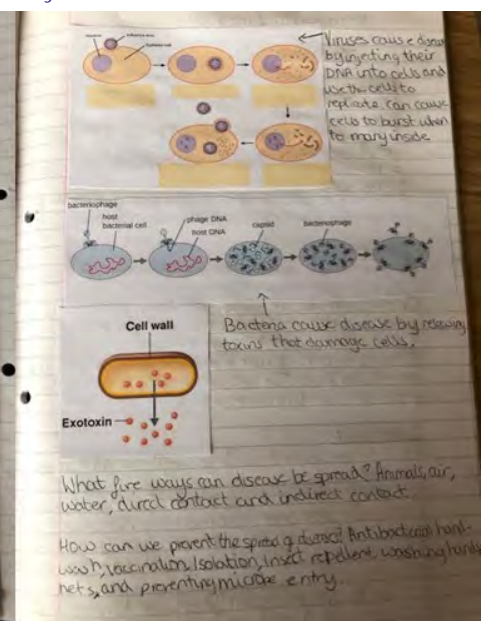
The science department have been blown away by students' hard work. Some have excelled using Seneca, others have made good use of GCSEPod. Some students have explored and done their own experiments using what they could find at home. Y11 A'Level scientists to be have been hard at work on bridging units, and some have even joined Y12 Live Lessons.

Dr Irvine picked out two of her sensational scientists below:

Sophie W, Y9

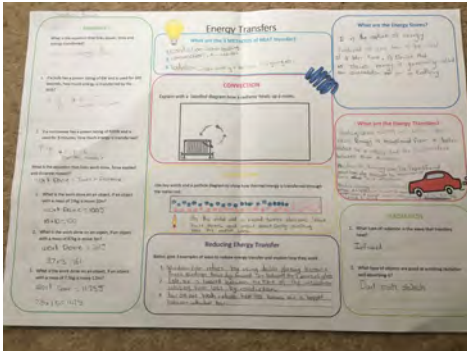


Lily W, Y10

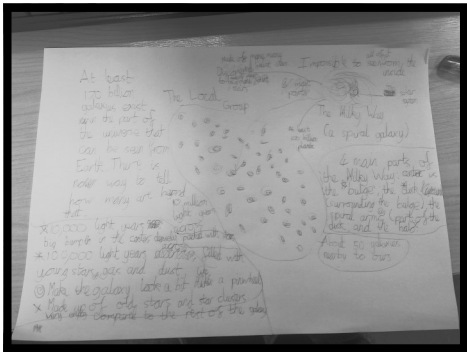


Department Round-Up

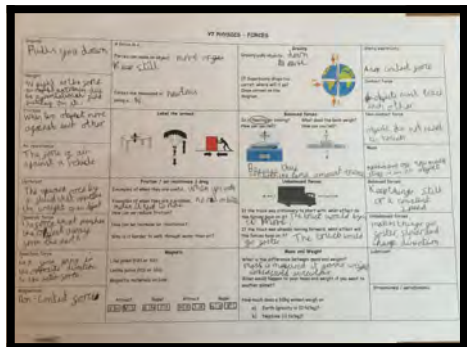
Mr Newbolt has been blown away by the hard work of Y7 students he has been working with through lockdown. Mr Newbolt leaves us at the end of this term; we thank him for all his hard work and wish him well.



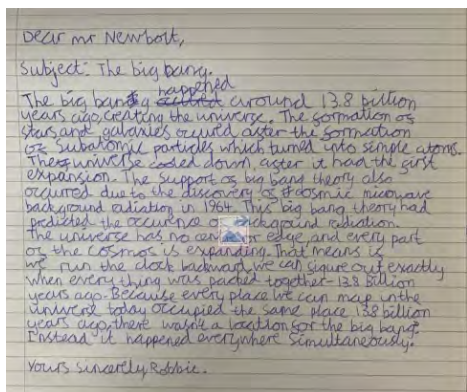
Amelia B



Connie S

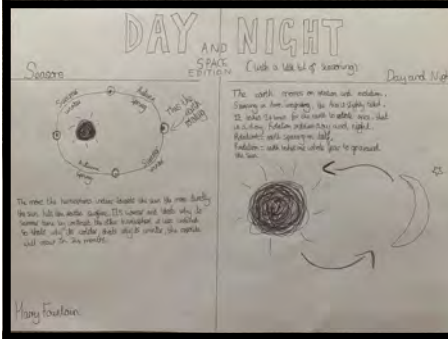


Ethan SH

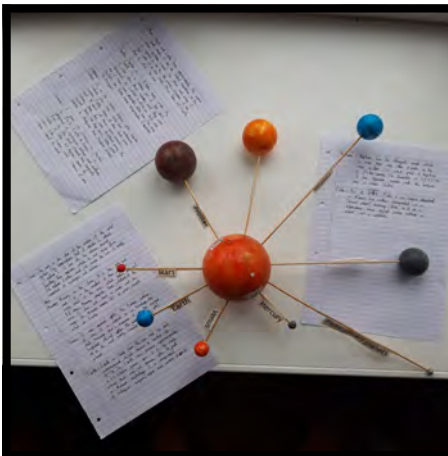


Robbie G

Henna M



Liam S



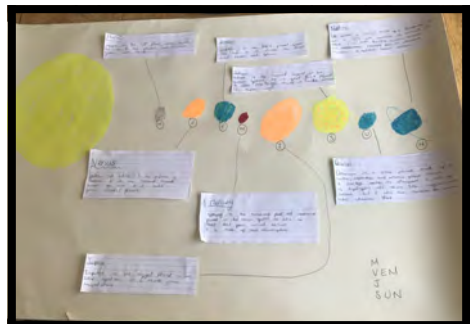
Jake S



Mr Gerrard also leaves our science department this summer. We thank him for his hard work and wish him well.



Madeleine C



Mitchell SK



Owen H

We had lots more work we wanted to share as Y7 have been incredibly impressive.

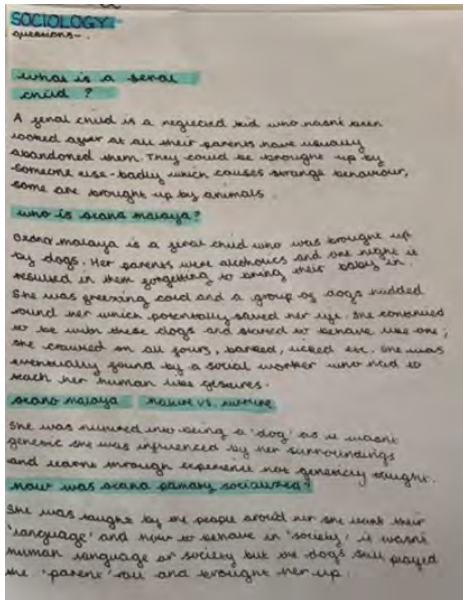
Well done to all students.

Department Round-Up

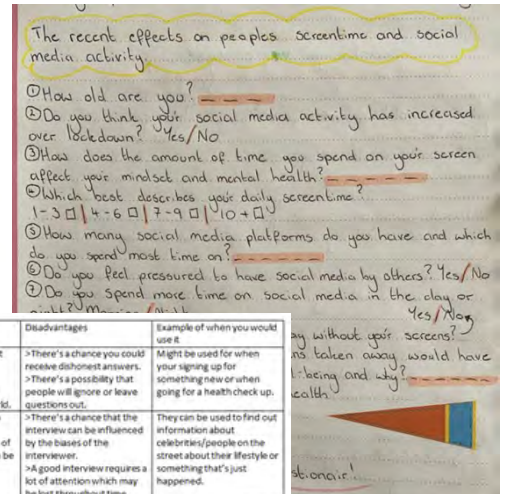
Year 8 Bridging Work

Year 8 Sociologists have been working hard in their transition work. They have recently been learning about feral child, Oxana Malaya who was brought up by dogs.

Daisy D has completed her work on Oxana.



Young children sometimes are expelled from their household into age groups, they have to work together to survive. The adults don't help them survive; they are left to help each other. There are 2 groups: the junior group and the senior group. The Junior Group have children of ages three to eight and the Senior Group have kids around the ages 8 to 13-14. No body actually knows if this is a tradition or if it's just something they do because of famine and saving food for themselves. The community is more isolated than integrated, with neighboring communities.



Luca D, Y8, has conducted some detailed and interesting research on the Ik Tribe. A mountainous tribe based in Uganda.

Year 9

Year 9 Sociologists have been learning about the processes of research and the different methods they can use to gain a wider understanding of society and human interactions.

To the right, Abigail S found about the different research methods.

Brandon K learned about different types of observation.

Research Method	Description	Advantages	Disadvantages	Example of when you would use it
Questionnaires	A questionnaire is a research method that asks a series of questions to gather information about a topic you're wanting answers on.	>There's a quick way to get results. >Allow you to gather information from a large audience around the world. >It's primary information that's been provided	>There's a chance you could receive dishonest answers. >There's a possibility that people will ignore or leave questions out.	Might be used for when you're signing up for something new or when going for a health check up.
Interviews	An interview is a structured conversation where someone asks a number of questions and the other provides answers.	>Any misunderstandings of questions or answers can be rectified easily.	>There's a chance that the interview can be influenced by the biases of the interviewer. >A good interview requires a lot of attention which may be lost throughout time.	They can be used to find out information about celebrities/people on the street about their lifestyle or something that's just happened.
Observations	Watching people actions and taking notes on how they act.	>provides direct information meaning the information is mainly reliable. >can see exactly what is being done.	>Time consuming >people may perform differently when being observed.	Could be useful at schools.
Official Statistics	Official statistics are quantitative data that is published by the government agencies or other public bodies.	>Cover large populations >A more representative sample	>Secondary information meaning it's not always reliable. >As it's from the government and not sociologists it doesn't cover every topic.	For government information
Longitudinal Study	Research that involves repeated observations of the same variables over short or long periods of time.	>changes in attitudes and opinions that can be tracked. >in depth results.	>time consuming >people could drop out if extended time is needed.	To study peoples developments

Elia S, Evie D & Evie R, Y9, collectively researched the impact of social media.

Observation Type	Description	Diagram/Image
Overt	This type of observation is where the person or people who are being researched know that they are being observed by the researcher, therefore they make their presence in the room known. A good way to remember what overt means is overt begins with the word 'O' and the word 'Overt means being 'O'pen to the people in the room about who they really are, also known as the researcher who is observing them. An example of overt observation would be when a headteacher of a school goes into a classroom and observes the students being taught, they may be observing how good the teacher teaches the children or how well behaved the students are in class.	
Covert	This type of observation is where the person or people who are being researched into do not know that they are being observed so the researcher does not allow the people that he/she are researching into to know that they are observing them. A good way to remember this type of observation technique is that covert begins with the letter 'C' and the word covert means to be 'C'losed off to everybody else about who you are and what you are doing there, they withheld information to the people they are researching. A good example of this is like that show 'Undercover Boss' where the boss of somewhere such as a restaurant or cinema go undercover as a customer to observe how well their staff do on a day to day basis however their staff do not know that this customer is their boss.	
Participant	When a researcher is a participant it means that they join in with the tasks or activities and just do whatever the people they are researching. The researcher would most likely be a participant when going into a covert observation so that they can ensure they don't look suspicious because if they join in they just blend with the crowd and nobody would even think twice about whether they were actually a researcher or not. An example of this would be if a researcher wanted to see how criminals act and behave when they aren't actually committing a crime. If the researcher found that the criminals swore and trash talked each other then the researcher would probably have to join in with doing that so that the criminals do not have any suspicions about who he/she actually is.	

Department Round-Up

Year 10

Year 10 Sociologists have started their Crime and Deviance topic and have been learning about class and crime, exploring 'who is more likely to commit a crime?'

Paris S has also used dual coding to simplify research conducted by Heidensohn's research into women and crime.

Research in Action! Heidensohn (1992)

Read through and highlight the main points in the research below:

Research in action

Frances Heidensohn (1992) argued from a feminist perspective that the culture of women's behaviour is conforming, they commit fewer crimes than men. She argues that this is because patriarchy society expects greater control over women and reduces their opportunities to offend, therefore making it more difficult for women to offend. Control in the home revolves around women's domestic role with its constant threat of punishment and discipline that imposes conformity on their time and movement and confines them to the house for long periods, reducing opportunities to offend. Women who try to reject this discipline risk not only their domestic position but also their safety through domestic violence. Men, as the main or sole breadwinners, have more financial power over their wives. Children are also closely monitored and controlled. They have more time in school, they have the home and they are monitored to conform more to domestic tasks. In public, women are controlled by the threat of male sexual violence and the idea that inappropriate behaviour may bring loss of reputation and shame upon the family.

Heidensohn and Russell Coddish show many violent attacks result from men's dissatisfaction with their wife's domestic role. They have exercised control through their financial power by forcing women to work, increasing their time in the home. Children are also subject to patriarchal control and are not free to go out without their parents. In the home, the men have the opportunity to engage in violent behaviour on the streets.

Summarise Heidensohn's research in your own words:

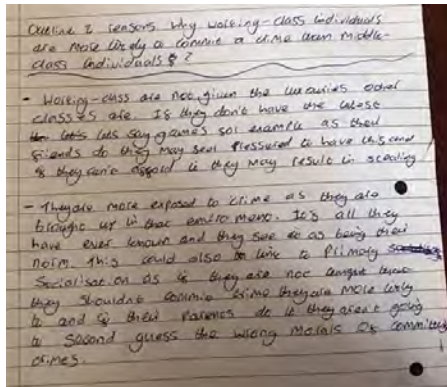
Her research shows how controlling the domestic home is and how men show women from there from what the want. Men force the women and children into the house and the women can't escape the house hold.

Supporting evidence (you will need to research this):

Draw an image to support your understanding:

Evaluation - what sociologists could you use to agree/disagree with Heidensohn's research?

Marley C completed an exam style question:



Year 12

Year 12 Sociologists have continued to work extremely hard at home. They have continued with their A Level topic of Theories and Methods.

Becky B and Carlie G have been carefully planning their 10-mark questions and then writing it up in full. Here is an extract.

Outline and explain 2 ways in which values might enter sociological research. (10 marks)

Plan:

Introduction:

- What are values?
- Some argue that they should be explained so people know what may have influenced these results. (Marxists, interactionists and feminists - committed sociology).

P - Their perspectives may influence the topic which they choose to study.	P - Their values can enter their research when they interpret their data.
E - Marxist - capitalism Feminism - oppression of women Functionalism - conservative values. GIVE EXAMPLES OF RESEARCH COMPLETED	E - Max Weber and the four stages.
E - Explain how the above evidence may lead values to enter research.	E - Explain the stages and how his theory shows that a researcher's values can influence their results.
EV - Modern positivists - Gouldner (1975).	EV - Myrdal (1969) - committed sociology
L - Overall, a researcher's values can enter their research based on the topic they choose to explore because this will be impacted by their interests and beliefs.	L - Overall, a researcher's values can enter their research through interpretation of data because they must use their knowledge, perspectives and opinions to conclude their findings and test their initial hypothesis.

A researcher's values are their interests, perspectives and opinions. Some argue that sociologists' values can influence the results of their research and can have a positive negative impact. As a result, some believe that their values should be shown in relation to their impact, this includes Marxists, feminists and interactionists who believe in 'committed sociology'. Below are two ways in which a sociologist's values can influence results they produce.

Firstly, their perspectives can change the topics they decide to study. Marxists may choose to explore the impact of capitalism and the exploitation of the lower classes.

- What is meant by the 'researcher's values'?
- Comparing society and the institutions to the human body
- Explain when it is seen as an 'objective' research
- Explain when it is seen as 'subjective' research
- The combination of the structural and social action approach: Structuralism takes a more objective position, while social action takes a more subjective position
- Identify two possible perspectives
- Explain these differences between Marxists and Functionalists
- Marxism sees society as an equal, whereas Functionalism sees society as unequal
- Marxists see society's institutions as supporting capitalism whereas Functionalists see institutions as working together to create harmony
- Functionalism has a positive view on society compared to Marxism, which sees society as corrupt
- Explain briefly, the differences between a structuralist and a social action perspective
- Social action theory looks at society by starting to look at the bottom and at individual's day-to-day routines and choices first. Whereas the structuralist perspective looks at society starting at the top first and looks at how society shapes individual's choices
- Outline two criticisms of a value-free sociologist
- Values are not the same for all groups and individuals, and why they may differ
- Values have been criticised (lack reliability)
- Identify two weaknesses of a value-free sociologist according to Marxists
- Explain how knowledge that sociologists are both functionalist and Marxist
- Parsons model is too simplistic, doesn't explain variation between different functionalist and committed sociologists
- Evaluate the view that Marxist perspectives are not useful for understanding society today

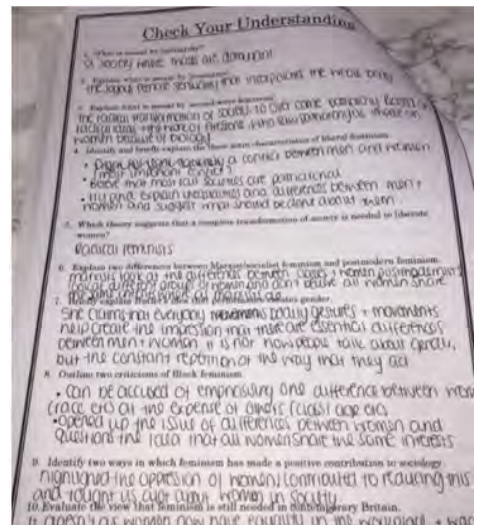
Point: values are important to guide a study	Point: values enter research when interpreting data
Evidence: Durkheim study on suicide was influenced by his own values	Evidence: if divorcees are more likely to commit suicide, does not demonstrate the truth of the value judgement that we should make divorce harder to obtain
Explain: values are essential as we must choose topics we feel are important	Explain: marxist and feminists both believe that making judgements is essential ('value free' making a value judgement to favour the status quo)
Link: sociologists are likely to choose a topic they are passionate about which is determined by their values	Link: sociologists must not hide behind the idea of 'objectivity' and instead should accept moral responsibility for their work

Some sociologists believe that whilst the presence of personal values in a sociological study is not ideal, it is near impossible to remain completely objective, they see sociology as being 'value-laden'. Max Weber found that whilst there should be a clear distinction between values and facts, values provide a useful role in society. For example, values can be considered essential in helping guide sociologists with what they decide to study, this is because we can only study aspects of reality that we regard as important based on our own values. Even Durkheim, who believed that sociology should remain scientific and objective, wanted to understand the reasons behind the suicide of his close friend and used this to shape his research. Whilst there are other factors that may influence topic choice (if the study is being funded by someone other than the sociologists, they may be influenced by the interests and values of the paymasters) sociologists are likely to choose a topic they are passionate about and has relevance and importance within society, which is determined by their values.



Y12 continued..

Becky H and Sarah T have been working hard to consolidate their learning by completing the 'Check Your Understanding' questions at the end of each topic.



Department Round-Up



ACTIVITY Create a graphic product

First of all, if you're going to make a graphic product for a film, you need to think about the kind of film it would feature in.

The genre of my film is: **Science fiction**

The time period my film is set in is: **the future**

The location for my film is: **The space**

Now carry out some research. For example, if your film is set in the 1800s – what did newspapers look like then? What materials were used in packaging? If your film is a sci-fi set on another planet, how would a restaurant menu look different to one from a fairy-tale?

Try creating a mood board to show **details** about your film. What will the **buildings** look like? What **clothes** will people wear? What will be the main **colours** used?

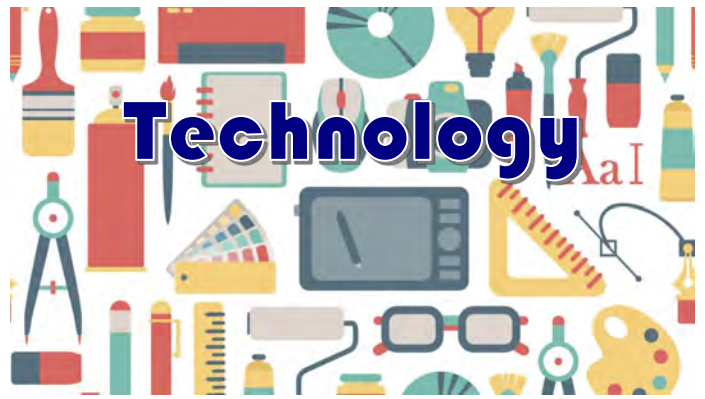
Now focus on one object which will fit within this world. Remember, Graphic Designers create products featuring lettering, symbols or illustrations. Some examples of graphic products in films include:

Currency (money) Newspapers & Magazines Books Posters
Menus Signs Product Packaging Games

Use the space on the next page of this worksheet to sketch out what your product will look like. Keep in mind the shape of your product, the colours you will use, and what any writing will look like. How do you think **BOLD WRITING LIKE THIS** differs from *writing like this*? Why might you choose one or the other?

Once you have sketched out what your product will look like, if you have arts and crafts materials around the house you can make your physical product! Use whatever materials you'd like – you could paint, use crayons, print something from your computer, even model from clay or plasticine.

the result was this



Technology

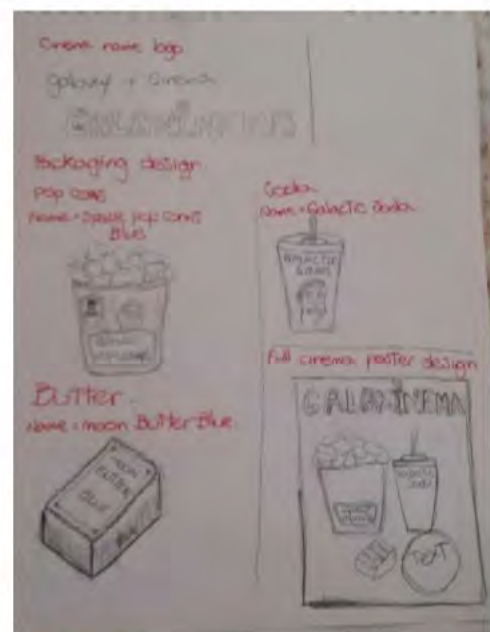
Mrs Russell's students have been working on graphic design projects. Students chose a film genre they liked and created designs for its release. It could be set designs, or marketing products.

Mrs Russell leaves us at the end of this term to become Head of Technology at a new school. We will miss her but we are also really proud of her promotion.

This is Cristian CGR's impressive work for Mrs R.



MY GRAPHIC PRODUCT DESIGN



my decision after creating the sketches was to present the poster design digitally creating it with design software



A collection of cat-themed party supplies is arranged on a light-colored wooden floor. The items include a cone-shaped decoration made of cardboard rolls with a white background and red stars, a small grey bag with a white cat face and the word 'Meow' written on it, a grey cup with a white ruffled rim, and several small brown chocolate chips scattered on the floor.



Owen C's fab bird feeder.



A black and white cat is sitting on a light-colored wooden floor. To the left of the cat is a radiator. In front of the cat are three crumpled cardboard boxes: one with pink stars, one with a cat face, and one with a scalloped edge. The cat is looking towards the left.



Art & Photography Journal



Matilda F Y8 with her creative flair of painting on jeans. Well done.

The art department has been blown away with all of the amazing work that has been produced over lockdown. We really do have a lot of very talented and creative students at Dinnington High School. Here are a few of our highlights from the past 12 weeks.



Owen C Y7 has completed Every homework task set. Well done



Claire G Y10, working really hard on her personal project, so imaginative.



Kayla B Y8
Creating scary portraiture work. Excellent shading skills



Riley B Y8 wonderful copy of a Picasso piece

Harley R Y9 has produced some great Work and kept in contact for advice. Brilliant work

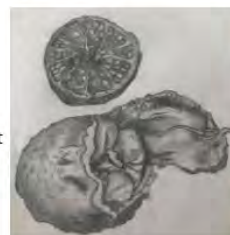


Crystal L Y7 great example of gridding



Will A Y9 Photography, the department really like the simplicity of this picture

Rebecca D Y8
The detail on this orange is excellent.



Erin W Y10
Psychedelic photography



Harry B Y7
Has worked So hard over lockdown on all the art projects



Niamh J Y9 has blown us away with her imagination over lockdown



Tom N Y10
has a natural eye for photography



Sienna K-A Y10 Stunning realistic portraiture



Erin S Y10
Abstract photography



CJ W y7



Imogen H Y7

Art & Photography Journal

Morgan T Y9 has been super busy completing all his critical studies work.



Isabelle B Y7



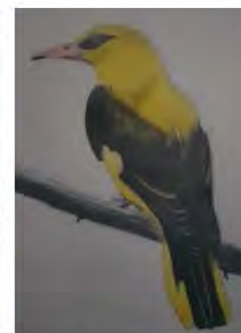
Lilly R Y7



Harry B Y7



Millie W Y12
Painting in lockdown, this isn't an easy thing to do.



Rohan D Y10
Great use of coloured pencils and blending



Chrissy M Y10 nature photography



Jessie H Y9 artwork has made everyone stare in amazement. Incredible talent Jessie.



William E Y 10 working hard on his personal project



Eleanor K Y12 has worked so hard over lockdown and shown great discipline and work ethic.

Robbie G Y7



And finally for art, some of the editor's top picks since 23rd March that appeared on other pages in the Newsletters



Josh T's flat lay photograph

Madison F's response to the killing of George Floyd



Jessie H's drawing of Lily-Mae Depp

Our students have brought us such joy through their art work. We have loved showing off their work. And thanks to the parents and siblings who joined in too.

AND FINALLY

Before we sign off for the summer



The lovely Mr Marshall

We had to share this fab picture from last year's Y11 prom with our beloved Mr Marshall, distracting us from the lovely Isla W, now Y12, Mr Bingham and Miss Swift. #BeMoreNigel

Later in the Autumn term we have some exciting plans about how we will raise money in Nigel's memory, and remember his kindness, spirit and passion for life as we will all endeavour to Be More Nigel.

We will never forget him. Nor we will forget just how many students, staff, parents, former students, former staff came and lined the streets of Dinnington on the day of his funeral. He had us all in his heart and he will forever be in our hearts. #AlwaysTeamDinno

Special Goodbyes and Thanks

We also bid a fond farewell to a few other members of staff. Mrs Khan, a member of our Engage team who worked closely with various students, is moving to a school nearer home as is Mrs Deakin, who works with students in our Independent Learning Zone. Mr Smith, our minibus driver also leaves this summer.

Thank you to Mrs Miller who has taught music for two years but remains with us in the exams team.

Magnificent Achievement

And we had to reshare the incredible efforts of Tobias, son of Ms Garbutt who works for our Trust and does some of her work at our school.

You have probably seen him on TV or social media. Aged 9, with cerebral palsy and autism, Tobias completed a marathon using his walker over 70 days in lockdown. Raising a colossal sum of money for his two favourite charities: Paces special school and Sheffield Children's Hospital. But he hasn't stopped there. He is now on his second marathon (Tobiathlon) using a race runner (a special piece of kit used by Paralympians with cerebral palsy to compete.)

At the point of writing, through Tobias Marathon Challenge Just Giving page, he has raised just over £132,500. Not bad for a lad the medics originally did not think would walk and struggled to do 50 metres on day one. #ChuffedToBits



Here he is completing the first half of his second marathon on Saturday 11th July.





The last page has to go to Niamh J's tribute to our key workers. This virus is not yet defeated; our lives are still limited by its power to spread. However, in lockdown we have seen some remarkable things: Our health workers risking their own lives for us. All manner of keyworkers going above and beyond. Captain Tom and his amazing fund raising. The care and kindness shown across our community by so many people including many of our students. As we look towards September, we still will not be back to normal but by keeping safe, we can get another step closer.

Have a wonderful summer from everyone at Dinnington High.

The Dinnington Way: Kindness, Respect, Excellence