



Issue No 21
25th March 2021

Important Dates

**Thursday 25th
March**

Lateral Flow test to be done at home

**Friday 26th
March**

School closes for Easter

Lateral Flow tests to be done at home :

Sunday 28th March
Thursday 1st April
Sunday 4th April
Thursday 8th April
Sunday 11th April

(see page 13
for more details)

Monday 12th April
School re-opens

**Wednesday 14th
April**
Year 8 Virtual
Parents' Evening

Email admin@millfield.lancs.sch.uk
Website: www.millfield.lancs.sch.uk
Twitter page @millfieldhighsc
#Be Exceptional #TeamMillfield



Millfield MESSENGER

Belvedere Road, Thornton Cleveleys FY5 5DG

Telephone 01253 865929



Dear Parents and Carers,

What an unusual yet successful 2021 first term it has been! Your children have been an absolute credit to you; they returned to school after two months of remote learning and settled back into the routines of school life quickly and without fuss. On our return, our Covid-testing team conducted over 1600 lateral flow tests in our adapted school hall; something I never thought I would see in a school and yet it went seamlessly. It has been wonderful to have the school fully back to life again: behaviour has been outstanding, and attendance has been an incredible 97%! This fantastic attendance figure highlights just how much our students enjoy school life.

We are exceptionally proud of our resilient Year 11s; despite being told they will not sit their GCSE examinations this year, they have returned to school determined to work hard and give it their all. Their maturity and resilience has not gone unnoticed by all their teachers. I met with the senior student team last week and they are busy making plans for their leavers' day, which we are going to make extra special this year, more details will follow.

I recently wrote a welcome letter to all our 175 new starters for September 2021, and I hope they enjoy this Easter issue of the Millfield Messenger, which is delivered to our local feeder primaries. In this issue you will be able to read about what our students are going to be enjoying studying next term at Team Millfield. If you would like to keep up to date with other events, please follow our school Twitter [@millfieldhighsc](https://twitter.com/millfieldhighsc).

Behind the scenes the senior team and I are making plans for our September opening; we are hoping and planning that we can return to 'normal' school. There are however some positive changes that we will look to keep in place which we think have been really successful this year. Again, as ever, I will communicate the plans with you as soon as they are ready.

Don't forget, Friday 26th March is non-uniform day; students taking part should bring a £1. All donations are going towards building a fantastic new community facility in the heart of Thornton, at St John's. On our last non-uniform day we raised nearly £800; so, with our students' help, we hope to make a significant contribution to this worthwhile and much-needed facility.

I wish all our families and our local community a happy Easter; I hope the weather is kind to us again this year and you can enjoy the sunshine with your families.

Best wishes,

N. Regan

Nicola Regan
Headteacher

Be Exceptional!



KEY STAGE 3

— WELCOME — BACK TO SCHOOL

What a wonderful sight it has been seeing students returning to school and once again learning in classrooms. We have relished welcoming students in through the gates on morning duty, speaking with students on break and lunch duty, and seeing them talking with and learning from each other in classrooms.

Over the last few weeks, we have been re-establishing old routines and introducing new ones to keep all members of our school community safe. I have been really pleased (and not at all surprised) to see students accepting these necessary measures, showing consideration of each other and school staff and demonstrating the resilience we have seen throughout the last year.



I can only imagine how pleased parents will have been to see their children return to full time education. I thank all of you for your support and patience during our return and for your exceptional support of our students throughout the period of home-learning.



Happy Easter

I wish you all a happy Easter and look forward to your return in April.

Mr. Byrne
Head of Key Stage 3

Make a Difference



KEY STAGE 4

Our Key Stage 4 students have had a fantastic return to school. We have been really impressed with the way that they have settled straight back in to classroom routines. They continue to show great resilience and determination to succeed. I sent home nearly 100 postcards last week, praising students' efforts in a variety of subjects.



Students who received a large number of postcards during remote learning were rewarded with bags of sweets last week and over 70 Key Stage 4 students, who performed particularly well during remote learning, were rewarded with a pizza lunch this week – always an enjoyable event!

Year 11 students are currently working hard on their revision and assessment tasks. In addition to this, the Senior Student Team is currently gathering student opinions on the activities we will enjoy during the Leavers' Day celebration.



We have had some fantastic ideas so far and the day promises to be a very enjoyable one.



Vacancies

Over the next half term we will be recruiting our Senior Student Team for 2021/22. Year 10 students have watched a video this week explaining the process of applying to become Head Boy, Head Girl, a deputy or senior prefect. This is a fantastic opportunity for aspiring students to hold a position of responsibility, represent the student body and contribute to the life of the school. It is also a position which makes candidates stand out on college, university and job applications. The first part of the process is to write a letter of application to Mrs. Regan. The deadline for this letter is **Wednesday 14th April**. Students should ask me if they want any additional information about this.

I would like to wish all Key Stage 4 students and their families a happy and safe Easter holiday and I look forward to welcoming them back for what I'm sure will be a happy and productive two months.

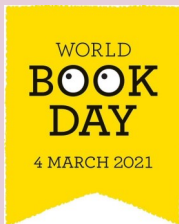
Miss. Gower
Head of Key Stage 4

Teaching & Learning Updates

English

What's Happening in English?

The English Department have very much enjoyed welcoming students back into the classroom and have been so impressed by how maturely students have settled into new routines.



World Book Day was a great way to celebrate reading and books at the start of this term and well done to our competition

winner from Mrs Bleakley's quiz and Mrs Black's 'shelfie' competition.

Now that we have returned to school, we are hoping that Year 9 will be able to continue with their judging of Lancashire Book of the Year. We'll keep you posted about which books students have particularly enjoyed (or not) so far.

Year 7 have started their study of Shakespeare's 'Much Ado About Nothing' this term – they have been learning about the characters, plot and theme of the play. Students will also be looking at poetry to complement Shakespeare; they will develop their ability to recognise poetic techniques and will write about the intended effect on the reader.

Year 8 have begun their study of Shakespeare's 'Macbeth' – considering the ideas and beliefs about witches in the Elizabethan era and looking at how they are presented in the text. After having looked at depictions of good and evil last half term, students will be moving on to look at gender and how this is portrayed in 'Macbeth' and a wide range of other texts.

Year 9 have looked at the murky world of Victorian and modern day criminals; they will now move on to developing their speaking and listening skills by preparing and delivering a presentation to the rest of their class. We'll be really interested to see which topics students choose to talk about. After that, students will move on to studying a modern play and having their first taste of a GCSE literature text. This will be either 'Blood Brothers' or 'An Inspector Calls'.

Key Stage 4 students have continued to learn and develop their knowledge of the GCSE literature. It's Shakespeare for Year 10 who have just started to consider the love, and indeed the hate, in 'Romeo and Juliet'. Year 11 continue to complete high-quality assessments and work towards their GCSE grades.

After the success of our creative writing competitions last term, the English team will be looking to run further competitions in the coming weeks. Keep any eye out for these in the Millfield Messenger and get involved.

Maths

Year 7 students will look at lines and angles building on their Key Stage 2 skills. They will be using rulers, protractors and other measuring equipment to construct and measure increasingly complex diagrams, using correct mathematical notation. Pie charts will also be studied to gain further practice at drawing and measuring angles. Geometric reasoning is another topic students will be studying, consolidating their knowledge of 2D shapes and identifying

properties of triangles, quadrilaterals and other polygons. Angle rules will also be introduced and used to form short chains of reasoning.

Year 8 students will look at angles in parallel lines and polygons. This is building on their previous knowledge of angle notation. We will start to explore constructions with rulers and pairs of compasses. Area of trapezia and circles in another topic we will be studying; this involves choosing and using the correct formula for the shape and recognising the shapes, properties and names.

Year 9 students will study enlargement and similarity along with ratio and proportion. This will develop their knowledge of transformations including enlargement. We will look at finding unknown sides in shapes, extending to triangle problems and trigonometry. In ratio and proportion, students will solve different types of ratio problems, making links with direct proportion and graphs. We will start to look at inverse proportion and graphs of inverse relationships.

Year 10 students started the term representing and solving inequalities. They moved on from this to represent inequalities on a graph. They have been measuring and constructing bearings, notating vectors and are finishing the half term calculating with ratio.

Year 11 have made a good return to the classroom and will spend time between now and May half term reviewing key topics from the GCSE mathematics course. Over the

Science



next 2 months, students will complete assessments in lessons to build evidence towards their GCSE grades. Students should make use of their revision guides and Hegarty maths to help prepare for the assessments.



It is important students continue with their revision, and to support this, all students have been set a practice paper to complete over Easter. Students have been provided with a revision list for this.

Students have recently completed their end of term assessments and their teachers have identified their areas for development. Based on results, students have been set independent tasks on Hegarty maths to improve their progress and current attainment. Students have until the end of the Easter break to complete this work.

'Remote Learning Catch Up'

Students who missed work during the remote learning period have been invited to attend after school intervention sessions. If this affects your child, you will have received an email with the timetable below.

If your child would like to attend the sessions to recap any topics, please email Mrs Hall via k.watkinson@millfield.lancs.sch.uk

Year 7 After Easter, students will be assessed on all the topics they have studied since September to assess their progress and ensure gaps are filled from work that may have been missed during lock-down. They will then continue to study 'The Particle Model', where they will cover the properties of solids, liquids and gases and the different processes involved with changes of state. They will then move on to study 'Forces', where they will cover work on the forces that are around us and how they affect us.

Topics students need to revise for assessments after Easter:

Cells, Tissues and Organs
Mixtures and Separation Techniques
Energy
Reproduction in Animals
Acids and Alkalis
Current of Electricity

Year 8 After Easter, students will be assessed on all work covered in science since the start of the year. This will allow teachers to close any gaps in the knowledge of students. After these assessments, students will continue to learn about metals and their uses and will then move onto energy transfers, where they will study how energy cannot be created or destroyed.

Topics students need to revise for assessments after Easter:

Food and Nutrition
Combustion
Fluids
Plants and Reproduction

Periodic Table
Earth and Space
Breathing and Respiration

Year 9 students had started studying about the key concepts in biology last half term; they worked really well during remote learning and when they returned to school. After Easter, students will complete assessments based on the topics they have studied since September. Once these are completed, students will move on to the first transition to GCSE chemistry topic, 'separating techniques', where they will study different methods of how to separate different types of mixtures. They may then also study about the different stores of energy and how they can be transferred.

Topics students need to revise for assessments after Easter:

Genetics and Evolution
Making Materials
Forces and Motion
Plant Growth
Reactivity
Force Fields and Electromagnetism

Year 10

On returning to the classroom, Year 10 have continued with the sequence of work covered as part of the remote learning. In biology, students have begun to study the structure and function of plants and will investigate the factors affecting photosynthesis. In chemistry (combined science) students are carrying out calculations involving chemical reaction and triple science students have been completing their electrolysis topic before moving onto investigating factors affecting the rate of reactions. Finally, in physics, (combined science) students have begun to explore the topic of radioactivity which has led to some fantastic discussions in class! The triple science students have begun to study the electricity topic, looking at how static electricity is generated, its uses and dangers, before moving onto investigating electrical circuits.

Topic	Date of Intervention	Staff Member Higher	Staff Member Foundation
Representing Inequalities Graphically	23-Mar	KHA	CMC
Solving Simultaneous Equations	13-Apr	LKY	NDA
Solving Simultaneous Equations (H - Quadratic)	20-Apr	HCL	NDA
Bearings	27-Apr	HCL	RBL
Working with Circles	04-May	LKY	CMC
Vectors	11-May	HCL	CMC

Year 11 have made a good return to the classroom and will spend time between now and May half term reviewing key topics from the combined science or triple science courses. Over the course of the next 2 months, students will complete assessments in lessons to build evidence towards GCSE grades. Students should make use of their revision guides to help prepare for the assessments. The assessments focus on key GCSE topics and will help to prepare students who wish to go on and study science-related courses after leaving Millfield. If students are looking for further advice on studying science-related courses next year at either sixth form or college, or perhaps even looking ahead to university or future careers, then students are encouraged to speak to their class teacher who will be able to offer further advice and support.

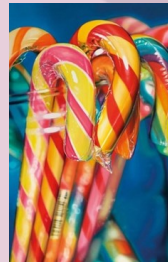


Following on from this, Year 7 will be looking at the world of Pop Art, focusing on Andy Warhol and Roy Lichtenstein.



Year 8 – Sweet Treats

Students have just finished working in their remote learning workbooks, drawing lots of creepy crawlies, whilst learning some vital basic skills for art. Working independently, with only demonstration videos and minimal art equipment, students have impressed us all.



After Easter, students will be starting a new topic – Sweet Treats – here they will be introduced to artists Sarah Graham and Peter Slade and experiment with lots of different media whilst creating mouth-watering food - related artworks.

Year 9 – Independent Project

Students have just finished working in their remote learning workbooks, drawing a variety of different birds and their features whilst learning some vital basic skills for art. Working independently, with only demonstration videos and minimal art equipment, students have impressed us all. After Easter, students will be starting an independent project that will allow them to work in a similar style to how they would in years 10 and 11. The topics they can choose from include: Natural



Forms, Urban Landscape or Portraiture. Within this project, students will create an artwork in response to their chosen theme.



Year 10 – GCSE Art & Design

Students in Year 10 have been working towards their final pieces for their independent research project. In this project, students have picked their own theme to explore and have produced artwork in response. Students have started to develop and refine their initial ideas and experiment with their chosen media. They have been working exceptionally hard often creating their own art resources from equipment they have at home. After Easter they will complete mini workshops, giving them the opportunity to explore sculpture, print and digital painting.



Year 11 – GCSE Art & Design

Students in Year 11 have been working hard on their final independent projects. They have been producing a range of artworks, developing ideas for their final pieces. We have seen some amazing examples of work so far, exploring a range of topics with a variety of outcomes: drawing, painting, embroidery, print and sculpture. One pupil has even been creative with household rubbish! After Easter, pupils will have just 5 weeks left to create a final artwork for this project, getting ready to hand in their personal portfolios ready for assessment.

Dance



Year 7 have been looking at Bollywood dance. All students have looked at key hand gestures used in Bollywood dance and have started to demonstrate these in their lessons. Students have also been looking at the key features of Bollywood dance, one of these being bright and colourful costumes. They have used their creativity and imagination by designing their own Bollywood costume; I was extremely impressed with their efforts and will be putting together a wall display from these! Next half term, we will be looking at musical theatre. Students will learn all about the key features of Musical Theatre; they will also learn about the importance of expressive skills whilst learning a class dance and choreographing their own group dance.



Year 8 have been looking at a new style of dance - capoeira. Students have looked at the history and origins of capoeira, developing their knowledge of Brazilian culture; they have also learnt four key movements from capoeira and have described their own motif using these. Students were able to write this motif down so I could see their choreographic ideas. Next half term, we will be looking at the key features of musical theatre, the importance of using a range of expressive skills to communicate choreographic intent and the thought process behind design ideas for certain musicals.

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Year 10 have continued to study section C of the written exam – Dance Anthology. The set work we have been analysing is *Infra*. Students are studying in detail, four production features (lighting, set/staging, aural setting and costume); they are becoming aware of why these choices were made and how these features contribute to the overall mood and stimuli of the work. Students have also looked at pedestrian movement and how this is used within *Infra*, they choreographed their own motif and we have put this into a class routine. Next half term, students will begin to analyse 'Within Her Eyes', developing their knowledge of how the production features contribute to the choreographic intent, mood and stimuli of the work.



Year 11 students have started to recap section C of the written exam. Students have re-visited two of the set works (Emancipation of Expressionism and Shadows) and have answered a range of exam style questions from the written exam. In addition, all students have continued to work on their choreography and have created a programme note to support their routine. Next half term, the students who have not started teaching their choreography will be given a small group to teach their dance idea to; this will be filmed towards the end of the half term.

Drama



Year 7 have enjoyed working on the Haunted Mansion topic this half term and will be learning about soap operas next half term.

Year 8 have enjoyed learning about soap operas this half term and will begin looking at 'Macbeth' next half term.

Year 9 have focused their learning on 'Macbeth' this half term and will enjoy studying 'Blood Brothers' next half term.

Year 10 have continued to work on exam questions based on the set text 'Blood Brothers'. They have also been exploring the play 'Cookies' which is about how cookies can be used to track our data usage. The play explores a wide variety of situations that teenagers of today may find themselves in online; our Year 10 students have explored these through a range of theory and practical tasks.

Year 11 have continued to work on exam questions based on the set text 'Blood Brothers'. They have also enjoyed working on their scripted performance where they have been learning and performing their monologues.

Next half term they will continue their exam preparation based on the set text 'Blood Brothers' and will perform their monologues.

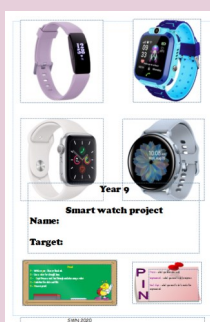
Design Technology

Year 7

This half term in design and Technology, Year 7 have been learning about technical drawing and innovative designs. This will help them be outstanding in their design work, ready for next year!

Years 8 and 9

Students have been looking at smart watches and new technologies to see how the two can merge. We have so far looked at existing products and are about to move onto designing our own smartwatch. We are hoping to start modelling them in the next few weeks!

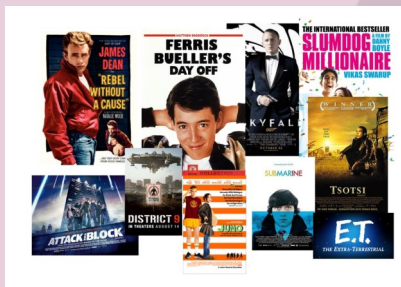


Year 10 are currently revisiting the topics covered over remote learning, completing a mini coursework task and having a practical skills lesson. It is going to be a very busy term for them!

Year 11 are completing revision and finalising design ideas for their final prototype. This has been a good half term at Millfield, allowing students to really push the boundaries of design.

Film & Media Studies

Our film and media students continue to work with interest and engagement on a number of topics. Year 10 film students are currently working on 'Juno' and the critical writing associated with the film whilst Year 11 film students are busy completing



revision and assessment tasks on all the set films.

Year 10 media students have completed their study of 'Fortnite' and will now move on to looking at music videos. We will look at the history and development of music videos before going on to study Bruno Mars' 'Uptown Funk', Katy Perry's 'Roar' and Duran Duran's 'Rio'. Year 11 media students are completing a number of revision and assessment tasks on all the set texts and will complete assessments after Easter.

Food Technology



All year groups have been provided with recipe booklets to cook at home under adult supervision.

Year 7 have produced some fabulous work on the Eatwell guide, studying information on eating a balanced diet and explaining how to eat a rainbow of fruit and vegetables on a daily basis. The students then studied different nutrients in the diet and have been presenting their work to the class over a number of lessons.

Year 8 students have been researching a number of different ingredients to find out about seasonality, how food has been reared/produced or grown, and exploring different recipe suggestions that their ingredient could be showcased in. The group have produced

Information, for example, strawberries, chicken, sweetcorn, eggs, flour and bread and have shared some amazing facts with the class. Did you know the average person eats 8 slices of bread per day?

Year 9 students have been focusing on dietary needs for different age groups and have been looking in detail at the nutrients needed to maintain a healthy diet at each age group. Teenagers unsurprisingly require the most amount of food to produce energy and for their rapid stage in growth. After the Easter holidays, the group will be looking into street food ideas.

Year 10 have been working on the topic of sugar: investigating different types of sugar, their chemical structures and learning about sugar substitutes. Students have regularly emailed images of practical work completed at home during lockdown to keep their skill set up to date. There has been a weekly after school practical lesson for small numbers of students (to ensure Covid safety), to focus on masterclass style work.

Geography



Year 7 will be continuing their learning on physical landscapes in the UK with a big focus on the Lake District.

Year 8 will be continuing their learning on challenges and opportunities in the UK, with a focus on water, waste, pollution, and energy.

Year 9 will be continuing their learning on Africa, focusing on landscapes, desert and Nigeria (Economy).

Year 10 will continue looking at global ecosystems.

Year 11 will be completing the work resources and revising learning from Years 9, 10 and 11.

Health And Social Care



Year 10 have been studying 'Coping with Life Events':

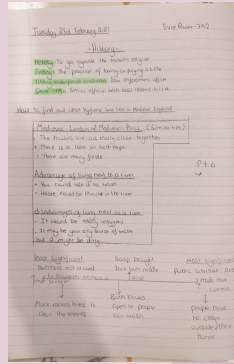
Expected life events such as:

- *Starting school
- *Leaving school
- *Moving house
- *Entering employment
- *Retirement
- *Marriage

Unexpected such as:

- *Accident/injury
- *Ill health
- *Unemployment
- *Imprisonment
- *Promotion

Year 11s - are writing their reports for their 1:1 role plays. They have been concentrating on the 7 care values that are vital when working in health and social care.



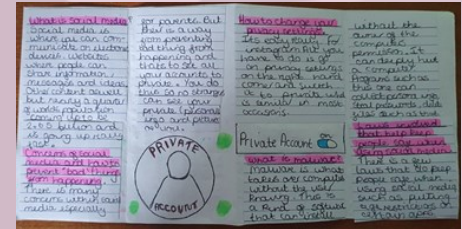
Here are some examples;



Year 8 are looking at change throughout the 17th century and have focused on the Civil War, Interregnum and Restoration. We have enjoyed the Horrible History song 'King of Bling'.

Year 9 are beginning to focus on the causes of World War 2 and have discussed Germany's discontent at the end of WW1.

GCSE students have been busy revising the Germany topic and learning about the rise of the far right during the 1930s. 10B enjoyed the Friday Tarsia Challenge the competition was fierce! We have been impressed by the efforts of all our historians during remote learning and it's lovely being back in the classroom teaching history again!



History



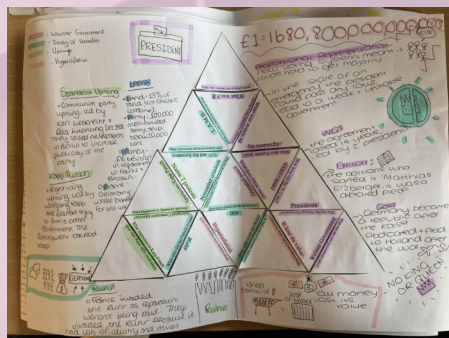
Year 7 are focusing on medieval religion and the importance of the crusades in helping develop our world today. We have had lots of star Year 7 students this term: Archie Bowater's medieval change assessment was superb and Evie Power's work has been brilliant during remote learning.

I.C.T. and Enterprise & Marketing



During the period of remote learning, Key Stage 3 students were exploring how to stay safe online. Year 7, 8 and 9 all looked at social media safety and how to prevent bad things from happening online such as trolls, phishing, identity theft and grooming. They learnt how to change their privacy settings on the most popular social media platforms, explored the different types of malware threats to our devices and how to resolve them and looked at the different laws covering the use of computers. At the end of the theory lessons, students were asked to create their own guide on "How to Stay Safe Online".

Year 10 enterprise and marketing looked at how to calculate "break even" and even created their own spreadsheets in Microsoft Excel to track profit and loss. Creative iMedia students continued working on the theory part of the course, covering file types, camera shots, camera angles, scripts and law. Year 11 enterprise and marketing looked at how to calculate "break even" and create breakeven graphs in Microsoft Excel, different types of business ownership and functional areas of a business. Creative iMedia continued working on their coursework task alongside theory topics on scripts, camera angles and shots and law.



Modern Foreign Language



Year 7 students have been back in the classroom for only two and a half weeks and have shown incredible progress with their pronunciation despite the two month lockdown. They continue to be taught the phonetic sounds of the language and this has really helped to boost their confidence ready for the rest of the school year.



Year 8 students have been learning how to talk about where they live and describe their home. Despite the shortened amount of time in the classroom, they have still managed to learn a considerable amount of vocabulary and have added more language expertise to their range of abilities.

Year 9

During lockdown and over the past few lessons, we have been learning to describe our priorities in life as well as our purchasing habits and many students have been achieving a level of language ability that we would expect from a GCSE student. After the Easter break, we will spend time continuing to look at the role of languages in careers. Research shows that there will be greater demand for people with language skills post-Brexit due to companies needing to negotiate directly with European customers in the target language. The UK will need linguists!

Year 10 are now learning about the topic of education and we have also been looking at

differences between French and UK schools in order to get a better idea of where we would prefer to go to school! We continue to look at ways to strengthen our ability in our use of higher level structures to help us sound more fluent.

For **Year 11**, it is all systems go in our aim to gather evidence for the final grades for all students in the summer and I am very proud of the mature and focused manner that the students have demonstrated in their approach to preparing for tasks.

Music



It's been lovely to be able to teach students their music lessons again and to welcome our brass, woodwind, strings, drums & guitar teachers back to school.

Year 7 students have studied different musical cultural heritages and have enjoyed looking back at musical styles like funk, soul and disco. Next half term, Year 7 will be learning all about music in TV adverts.

Year 8 have been extending their appraising skills through programme music, including Tchaikovsky's 'Nutcracker' and Saint-Seans' 'Carnival of the Animals'. Next half term, Year 8 will be focusing on film music.

Year 9 have been learning more about music in the media and how filming and gaming music rely of leitmotifs to represent characters! Next half term, Year 9 will be studying 20th century cultural music heritage.

Year 10 have been able to start to plan their music product for their unit 2 project and have some brilliant ideas for summer online school music events.

Year 11 are happy to be back in the music classroom where they're working on their solo performances!

P.E.



In P.E. we are looking to get the students used to playing sport again.

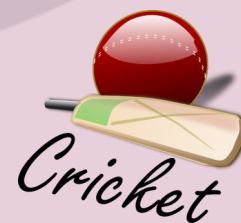
Students will follow a rotation of different sports. Lessons are planned to allow students to get back to playing sport. Individual skills will be highlighted and taught through game play.

The students will be taking part in the following sports:

- football
- netball
- badminton
- basketball

In the summer term we will move to more traditional summer sports:

- rounders
- athletics
- softball
- Cricket



P.S.H.E.



Last half term in PSHE, all students have used the time to improve their well-being and spend time away from the screen. Some students chose to read a book, others to take the dog for a walk. Many of the students shared pictures with the school which have been posted on Twitter.

Next half term **Year 7** will explore diversity, prejudice and bullying and being a better student. They will also investigate British Values.

Year 8 students will explore tolerance, extremism and tackling discrimination.

Students will also investigate ways of having a healthy lifestyle.

Year 9 students will begin to explore GCSE options, an extremely important time of the school year. Students will also investigate crime and Punishment and gang crime.

Year 10 students will investigate careers and the laws surrounding drugs.

Year 11 students will investigate British Values, human rights, along with promoting self-esteem, coping with stress, and taking responsibility for health choices.

This half term will also see the return of our themed super learning days. Between now and the Summer holidays, Year 7 to 10 students will have an RSE day; Year 9 and 10 students will be completing the Millfield first-aid course, and Year 7 to 9 students will also be looking to develop their resilience and consider future career options.

R.E.



Year 7 students have recently finished studying the religion of Islam and more specifically how the 5 pillars of Islam may unite the faith. It has been very pleasing to see those students who have previously looked at this topic in primary revisiting lots of interesting facts. This has allowed the class to move past theological elements of the unit and dive deeper into how the pillars may affect a Muslim in their life. Next term we will move on to the concept of sewa (service) in Sikhism.



Year 8 students have spent this term studying where true happiness may come from using a Buddhist perspective. Students have studied central Buddhist teaching and how these have guided Buddhists on a journey of self-reflection. Next term we will be studying Jesus and whether he was God on earth.



Year 9 students have spent this term studying religious expression. Students studied at how and why religious people express themselves in a variety of ways along with the impact this expression may have on their life. This has involved discussions about how people have still managed to express their faith even during the lockdown. Next term, we will be studying at whether evil and suffering make it impossible to believe in God.

Year 10 and 11: Year 10 students are studying what it means to be a humanist. This is a belief system on the rise in the UK. They will be studying their core values and their approach to life as non-religious belief becomes ever more popular in UK society. Currently, students have been studying the differences between atheism and agnosticism. Students have also had a conversation about the campaign by humanists 'if you are not religious, say so', along with the impact this may have on our country.

Year 11 students are going on to study how we should act. They have started by looking at their own moral values and how they should act in specific situation. Students will move on to learn how they should act towards others in our society by comparing the law, religious beliefs and their own viewpoints. They will finish the year looking at

how to act in modern day scenarios.

GCSE Students: Year 10

Students have studied religious attitudes around good and evil this term. This has involved conversations about capital punishment, forgiveness and beliefs about evil. Students have been working hard on their discussion style questions. I would also like to remind students to use the department website for any resources they need for the course. All revision material has been uploaded there, including the PEE paragraph booklet that will help students with structuring their exam answers.

GCSE Students: Year 11

Students have spent the time studying component 1. The whole course has now been revisited twice. Next term, students will be completing exam style tasks to show the improvement they have made since their mocks. All revision material and resources can be found on the department website and this will help students revise any final areas they are unsure of. When completing revision over Easter, students can still get in touch for advice using the 'contact the department' section of the website.





Year 10 students will be issued with a revision guide in class this week. The school have purchased these to support students with home-learning. In order to maximize progress, students will be set reading tasks to complete at home prior to their lessons. This is known as 'flipped learning' and is proven to support exceptional progress. Students will be expected to read the core content needed for the week and will be tested on this at the start of lessons. Lesson time will then be used to consolidate and apply this knowledge. Students will continue to study the Crime and Deviance unit in the Summer Term.

Year 11 students are working incredibly hard on their revision in class. We have kept the same format all year and will continue to follow this until students leave. The first lesson of the week is a revision lesson of a sub-topic. The second lesson is an exams skill lesson which ends with students completing a timed exam question. I would like to thank students for the remarkable resilience and motivation they continue to demonstrate in lessons. We are currently revising the social stratification unit.

Covid-19 Updates

The asymptomatic testing at Millfield was a huge success and was led like a military operation thanks to the hard work and dedication of the team led by Mrs Prescott. The team worked tirelessly for six days, administering over 2000 lateral flow tests, to ensure that all participating students effectively completed three onsite tests prior to all students receiving their home testing kits.

All asymptomatic testing is now completed at home twice per week for staff and students so that we can minimise the spread of the virus within our community. I would like to thank all our parents and students for their support.

Mr. B. Humphreys
Deputy Headteacher



Careers



Career sessions

24 th March	Year 7	Step into the NHS
25 th March	Year 9	Blackpool and the Fylde College
22 nd April	Year 9	Victrex
6 th May	Year 8	RAF
20 th May	Year 7	Army

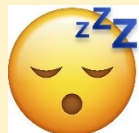
Millfield Careers Week—Week Commencing 26th April Barclays Life Skills programme

26th April	- Year 7
27th April	- Year 8
28th April	- Year 9
29th April	- Year 10

Teaching and Learning Tips

Congratulations to all our students who have shown exceptional motivation and resilience this term. They have developed new independent learning skills during remote learning and have settled back into school so well.

As we finish the Spring term, I would like to encourage students to think about their wellbeing and how this can have a positive impact on their learning. Over the Easter break students might like to follow these simple steps improve their wellbeing and boost their progress:



SLEEP – 8 hours of sleep (or more) will help you to excel in the classroom and stay alert while you study.



FOOD – Brain food comes in many forms, from nuts and seeds to vegetables. Avoid eating too many sugary foods. Eat broccoli for vitamin K and pumpkin seeds for zinc. Try to eat a variety of foods every day.



GET ACTIVE – Try to exercise every day. Regular physical activity boosts mental alertness and energy levels required to study effectively.



READ/ WATCH THE NEWS – Try to keep up with current events and gain the knowledge you need to apply what you learn in class to real life. Reading different news stories is also a great way to discover what truly interests you.



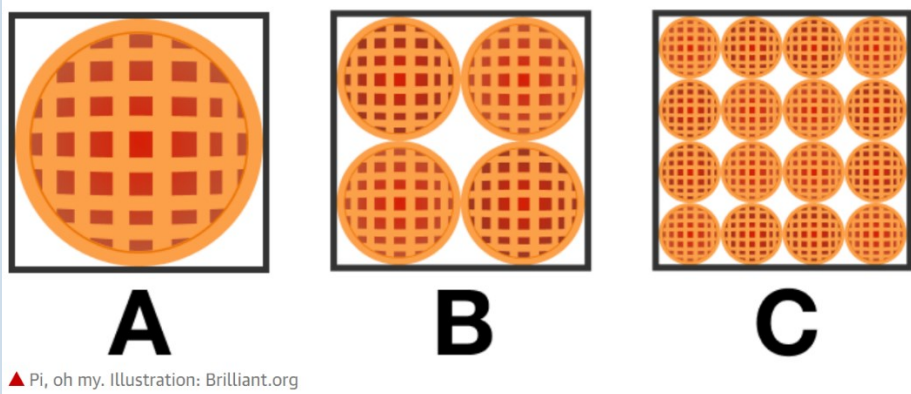
RELAX – When you are not in the classroom or studying, make sure you enjoy yourself. Get outside for a daily walk. Connect with family or friends (following Covid rules) and have fun. Enjoying life reduces stress and will leave you feeling refreshed and ready for the summer term.

After the Easter break, the teaching and learning tips will focus on effective ways to revise.

Mr. Humphrey's Maths Challenge

March 14 was a special day for the maths community as besides being the birthday of Albert Einstein it was also National Pi day. Pi, also known by the Greek letter " π ," is a constant value used in maths that represents the ratio of a circumference of a circle to its diameter, which to 2 decimal places is 3.14

In the following diagram there are three identical sized boxes all packed with pies. In boxes B and C you can assume that all the pies are the same size within the box. Which box contains the most pie?



Please email your solutions to: b.humphreys@millfield.lancs.sch.uk

There will be a prize for the solution with the clearest explanation, which will be published in the next edition of the Millfield Messenger.

HOT CHOCOLATE WITH THE HEADTEACHER

Year 7 - 12th March

- Claudia Greenwood
- Archie Bowater
- Evie Power
- Molly Mckiver
- Rihanna Atkins
- Autumn Arrandale

All of the students have been nominated by Mr. Armstrong for their excellent work in maths.

Be Exceptional!



HOT CHOCOLATE WITH THE HEADTEACHER

Year 8 - 19th March

- Olivia Clueit
- Kian Offord
- Dylan Young
- Jasmine Allen
- Beau Clarkson
- Melanie Cartwright

All of the students have been nominated by Mr. Cox for their excellent work in Science.

Be Exceptional!

REMEMBER

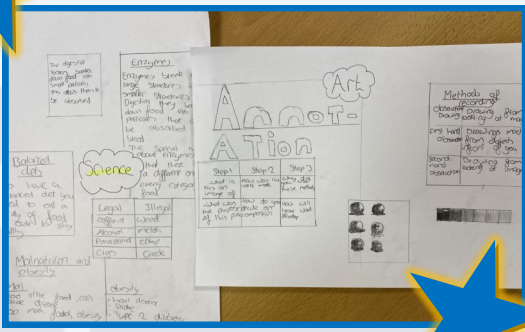
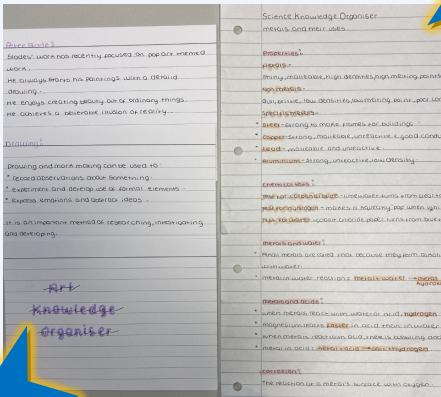
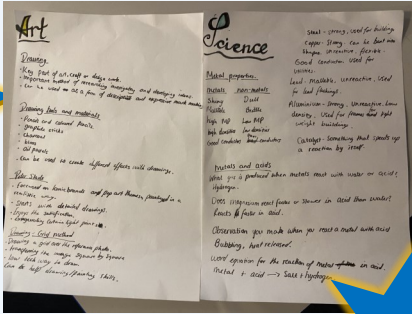
If your child tests positive on a Covid lateral flow test, or a PCR (laboratory) test over the Easter holidays, including the weekends, please notify the school on admin@millfield.lancs.sch.uk.

This email is monitored, and the school is required to conduct contact tracing over the holidays.

Thank you.

Excellent Knowledge Organisers

Olivia and Rosie in Year 8 and Charlie in Year 7 have produced some excellent knowledge organisers. Well done!



Author Darren Shan's World Book Day blog featured the recipes created by Y7 student Christopher Brooks for the World Book Day competition.



Birdsong



You may have noticed the sound of birds singing in the past few weeks. There are lots of different songs being sung amongst the trees and rooftops, but there is a way to find out who is singing. Stop for a moment and enjoy nature's concert, then try to pick out one of the songs. What does it sound like? Is it chirruping or chirping? How does the pitch change? Then go to the following link and see if you can identify which bird you can hear:

<https://www.rspb.org.uk/birds-and-wildlife/bird-songs/what-bird-is-that/>

Last spring I was able to identify wood pigeons, blackbirds, magpies, great tits, collared doves, coal tits, and wrens. See who you can hear and let us know on Twitter.

Grow Your Own

There is still time to plant your seeds indoors for the following:

- Globe artichokes
- Aubergines
- Broccoli
- Brussel sprouts
- Chillies
- Cucumber
- Peppers
- Tomatoes (those who will go into a cold greenhouse)



You can now sow the following seeds indoors:

- Celery
- Tomatoes (those that will eventually move outside)

You can now sow the following seeds outdoors:

- Beetroot
- Broad beans
- Summer cabbage
- Kale
- Leeks
- Onions
- Spring onions
- Parsnip
- Peas
- Radish
- Summer spinach
- Early turnips



If you have planted tomatoes in January for a warm greenhouse, you can now move them in.

You can also plant out your potatoes. Potato barrels are great for growing potatoes, but in the ground or a raised bed is fine. Just make sure they have plenty of space between them to guarantee a good-sized crop of large enough potatoes.

If you want any non-expert advice, feel free to email me at l.mccaffery@millfield.lancs.sch.uk



Pastoral and Wellbeing



Firstly, I want to say a big well done to our students who have settled back into school so well. It has been a very strange time but the effort, commitment and resilience everyone has shown has been remarkable!

Since we came back from remote learning, we have been focused on establishing good routines and rewarding those who worked so well whilst working from home. We have given over 100 students a Domino's pizza lunch for receiving top effort marks in every subject and a further 100 bags of goodies have gone to students who did something exceptional!



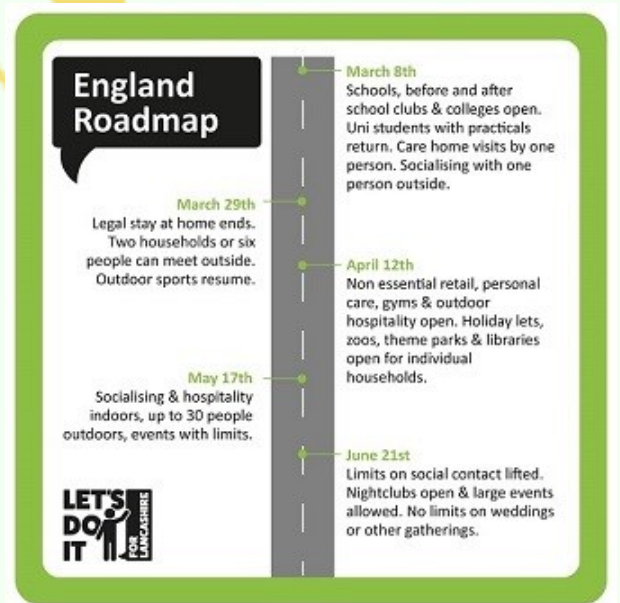
Due to the shop closures, we have been considerate when challenging students regarding uniform **but from the first day back after Easter**, we expect full uniform which includes no false nails, no false eye lashes and no tongue, lip or nose piercings!

On PE days, students should be in school branded PE kit or plain black items. The full uniform policy is on the school website.

I am sure you are all as excited as I am to start the Easter holidays which will give us all a chance to relax and recharge ourselves for the final term.

Stay safe!

Mr. Deaville
Assistant Headteacher
In charge of Behaviour and Safeguarding





**Millfield
Science & Performing
Arts College**

The logo is a shield-shaped crest. The top section contains the text 'Millfield Science & Performing Arts College'. The shield is divided into three quadrants: top-left shows a blue atom symbol, top-right shows a black and white windmill, and bottom shows a red stylized face with white eyes.

Creating Bright Futures

Be Exceptional!