



Issue  
No 24

28th May 2021

## Important Dates

**Friday 28th May**  
School Closes

**Monday 7th June**  
School re-opens  
Revision week—Year 10  
**Change to Finishing  
Times**

Year 7 - 2.40pm  
Year 8 - 2.50pm  
Year 9 - 2.45pm  
Year 10 - 2.55pm

**Thursday 10th June**  
RSE day—Year 7

**Monday 14th June**  
Test week—Year 10

**Wednesday 16th June**  
RSE day—Year 8

**Lateral Flow tests to  
be done at home:**  
Sunday 30th May  
Thursday 3rd June  
Sunday 6th June  
Thursday 10th June  
Sunday 13th June  
Thursday 17th June

### REMEMBER

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

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

Email [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk)  
Website: [www.millfield.lancs.sch.uk](http://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,

Thank you to all parents who have supported the school with the last-minute change of advice regarding face coverings.

I understand that they can be uncomfortable, but your children are really incredible in their resilience; they understand what a team effort it is to help protect everyone.

Please can I remind everyone to keep up the lateral flow testing twice a week; these are proving to pick up some asymptomatic positive cases, which helps to reduce transmission in our community. All test results, positive or negative, should be reported to the NHS, as detailed in the leaflet accompanying the tests. A reminder: if your child displays any Covid symptoms do not send them to school, even if their lateral flow test shows negative, instead book a PCR test as these are more accurate in picking up the virus. All household members should isolate until the results of the PCR test are confirmed. See the handy flowchart from Lancashire County Council later in this Messenger.

Our Year 11s have been exceptional; they have worked incredibly hard on their assessment folders. Our teachers, and indeed teachers across the country, must be commended for their dedication and hard work – the increased workload for them over the last two months has been incredible, and they have done a superb job in ensuring your children receive accurate grades in summer. We are looking forward to celebrating their life at Millfield with them at their leavers' day celebration on Friday 28<sup>th</sup> May, where there will be a BBQ; an ice cream van; balloons; sporting events; singing; speeches and final goodbyes. The team, which was led by our fabulous senior students, have worked hard in planning a perfect day for them all. After half term the Year 11s will come back into school for two weeks, to help them get prepared for the next step on their journey in September. They must remember to sign up for these lessons.

And finally, on Wednesday, Miss Gower and I interviewed our Year 10s who had applied to be our new Head Girl and Head Boy for September 2021. The application process was rigorous: writing a formal letter of application; presenting an assembly to the Year 7s and then a formal interview in my office. This year we received an unprecedented number of applications. Well done to all who applied; we were extremely impressed by their maturity, determination and reasons why they wanted to be our senior student leaders. I am proud to announce that our new Head Girl is Hannah Mullin and our new Head Boy is Kane Bittley. Our Deputy Head Girls and Boys are Lili-Mai Truelove, Kate Rawcliffe, Josh Briggs, Bradley Howarth-Maney and our Senior Prefects are Ethan Broddle, Leo Parsons, Halle Boal and Isabella Hill.

Have a lovely half term with your loved ones. Keep safe.

Best wishes,

*N. Regan*  
Nicola Regan  
Headteacher

## Be Exceptional!



# KEY STAGE 3

I hope this message finds you healthy and well. We are heading into the home stretch of the school year, and we're looking to finish strong, balancing hard work with celebrating our students' successes.

The changes this year have been challenging, but the students have shown their resilience and have lifted us up throughout the year. Their positivity and excitement for learning brightens our days, and we're grateful we're able to spend the time together.



This year has also required our teachers to adapt to many new ways of educating our students. This week, I would like to thank our teachers for all that they do with Teacher Appreciation Week. If you would like to send a message to your child's teacher, please send an email to:

[r.byrne@millfield.lancs.sch.uk](mailto:r.byrne@millfield.lancs.sch.uk).

Make sure the teacher's name is on the email, and I will ensure it is passed on to them. I know they would appreciate hearing from you.

Finally, walking around lessons over the past two weeks has been an absolute pleasure; pupils are engaged with their learning, and adhering to the policy of wearing face masks. There are definite signs of some normality returning, particularly with extracurricular PE activities resuming. We hope that September will see all year groups able to move around the school for all lessons – something Year 7 are particularly excited about.

Mr. Byrne  
Head of Key Stage 3



<b>Year 8</b>	<b>Revision Week</b> 21/06/2021	<b>Test Week</b> 28/06/2021
<b>Year 9</b>	<b>Revision Week</b> 14/06/21	<b>Test Week</b> 21/06/2021

*Make a Difference*



# KEY STAGE 4

The past two weeks have been exciting for Key Stage 4 students. On the 19<sup>th</sup> May we completed the appointment process for our senior student team. Ten students presented their ideas to an audience of teachers and about a hundred Year 7 students. In what can be a very nerve wracking process, they performed confidently with warmth, professionalism and compassion. They certainly engaged their audience! In the afternoon, the students were interviewed by Mrs Regan and me. We were so impressed with their confidence, their ideas and their insights into life at Millfield.



We appointed Hannah and Kane as Head Girl and Head Boy. They will be very ably supported by Deputies: Lilli-Mai, Kate, Josh and Bradley and Senior Prefects Halle, Isabella, Ethan and Leo.

This week we say goodbye to our wonderful Year 11 students with a morning of exciting activities, food and a celebration assembly. The fortitude and resilience they have shown, particularly over the last two years of disrupted school time, has been inspirational. They have worked so hard to overcome the difficulties presented to them and have grown into fantastic young men and women. We wish them all the very best in their next steps and will definitely miss them in school. We hope they have enjoyed their time at Millfield and that they carry all that they have learned here into what I'm sure will be bright futures. As the saying goes, "you can take the student out of Millfield but you can't take Millfield out of the student."

Miss Gower  
Head of Key Stage 4



Year 10	Revision Week	Test Week
	07/06/2021 (plus half term)	14/06/2021

Do you have one or more of the following **Covid 19** symptoms:

a **high** temperature

a new, continuous **cough**

loss or change to your sense of **smell** or **taste**

**Yes?** Isolate immediately and book a **PCR** test via the NHS

**No?** Take a rapid **LFD** test

Is the **PCR** test result positive?

Is the rapid **LFD** test result positive?

**Yes?**

Everyone who lives in your household must self-isolate from the day your symptoms started and the next 10 full days.

**No?**

You do not need to isolate

**Yes?**

You and your close contacts must self-isolate immediately and book a confirmatory PCR test via the NHS.

**No?**

You do not need to isolate

\*If you or your child have other new or unusual symptoms or if in doubt, you can still get a PCR test, however, you do not need to self-isolate unless the test result is positive.

When booking a PCR test online tick the box that says: *"My local council or health protection team has asked me to get a test, even though I do not have symptoms".*

For more information, visit:

[www.gov.uk/get coronavirus test](http://www.gov.uk/get-coronavirus-test)

Is the **PCR** test result positive?

**Yes?**

Everyone who lives in your household must self-isolate from the day your symptoms started and the next 10 full days.

**No?**

You do not need to isolate



*Be Exceptional*



Mrs Regan has had a lovely farewell buffet lunch with our exceptional Year 11 Senior Students. They have been amazing and we wish them all the very best in their futures.



# Teaching & Learning Updates

## English

This has been an incredibly busy half term and students have all continued to work hard and impress their teachers in English.

**Year 7** have continued in their study of Shakespeare's 'Much Ado About Nothing' this term; they have developed detailed knowledge of plot and character and have impressed with their understanding of Shakespeare's language. Students have also studied poetry linked to love and relationships and practised writing about poems in a formal way. Mrs Bleakley's class produced some exceptional examples. At the end of this half term, Year 7 put their revision strategies to good use as they sat a formal test in English. Year 7 teachers are very much looking forward to seeing some exceptional responses. After the half term break, Year 7 will be completing their study of 'Much Ado About Nothing' and learning about Shakespeare's world in a non-fiction unit on Elizabethan England. They will put their knowledge to use by creating an Elizabethan survival guide!

**Year 8** have continued to study Shakespeare's 'Macbeth' whilst also learning about how women have been depicted in literature over time. Students have enjoyed challenging gender stereotypes, and debating in their lessons. Next half term they will be completing their study of 'Macbeth' and learning all about the supernatural and how this theme is explored in a range of texts. Year 8 will also have the opportunity to sit a formal test in English and to practise their skills of revision.

Our **Year 9** students have planned, written and delivered formal speeches this half term,

their final piece contributing to their GCSE language course. Teachers have been hugely impressed by the maturity, thought and hard work that has gone into these speeches. Year 9 students have also begun their study of a modern play, either 'Blood Brothers' or 'An Inspector Calls'. They have all shown an excellent understanding so far, analysing the texts with clarity and enthusiasm. The study of this play will continue into next half term and students will complete a formal test, largely based on the play, in June.

**Year 10** have continued with their study of Shakespeare's 'Romeo and Juliet' this half term and will be bringing this study to a close over the next couple of weeks. Students will then revise some reading skills for language and improve their revision strategies in preparation for the Year 10 test which will be linked to 'A Christmas Carol,' 'Romeo and Juliet' and language reading skills.

Our **Year 11** students have continued to complete quality assessments in support of their GCSE grades. It has been a Herculean effort from all of them. They deserve a huge well done from the English department for their focus and commitment over the last few weeks.

## Maths

**Year 7** students will be studying the topics of developing number sense and probability. They will review and extend their mental strategies with a focus on using a known fact to find other facts. Strategies for simplifying complex calculations will also be explored. Fractions, decimals and

percentage equivalence will be revisited in the study of probability where students will also learn about sets, set notation and systematic listing strategies.

**Year 8** students will be studying data handling and measures of location. We will be building on knowledge from Year 6 and 7, with a particular focus on using charts to compare different distributions. We will also explore when graphs might be misleading, developing an awareness of pitfalls and difficulties of data collection. Students have previously learnt about the median and the mean; this topic will now focus on finding the mode. They will have the opportunity to compare distributions using averages and the range.

**Year 9** students will be studying the topics of probability and algebraic representation. We will be calculating the probabilities of single and combined events. Students will learn about at a variety of diagrams that support probability such as sample space diagrams, Venn diagrams and two-way tables. Students will examine the quadratic graph where they are encouraged to look at the symmetry of the curve and read off x/y values. They will also explore reciprocal and exponential graphs, with a focus on plotting curves accurately. Knowledge of straight line graphs will be extended by looking at inequalities graphical; these are also represented as number lines.

### **'Be a Star in Maths'**

Lots of our Year 10 students are working incredibly hard and to reward them we are running a 'Be a Star in Maths' initiative. Students will be awarded a gold star for exceptional work in class

or home learning, once a student has received 5 stars they will be issued a reward.

Our **Year 10** students started the term calculating probability from Venn diagrams and probability trees. They moved on from this to collecting and representing data. All students have been provided with a revision list in preparation for their upcoming assessments which are going to take place during the week commencing the 14<sup>th</sup> June. The extensive revision list can be found below:

Topic	Hegarty Clip/s
Tally charts and drawing bar charts	401 & 425
Multiplying decimals	42 & 43
Fractions and Percentage of amounts	77, 84 & 85
Order of Operations	24
Substitution of values	782
Finding next terms in patterns and sequences	196
Forming expressions	176
Square roots and Cubes of Numbers	99 - 101
Multiplication and Division of integers	42, 43, 48 & 50
Interpreting Scatter Graphs and using line of best fits	453 & 454
Area of compound shapes	555
Angles in triangles	487 & 486
Linking ratios and percentages	332 & 333
Expanding double brackets	162 & 163
Solving Equations with brackets	179 & 180
Draw Pie Charts	427 & 428
Upper and Lower Bounds	137 & 138
Measuring angles and labelling parts of circles	458
Working with money	747 & 748
Best Value for Money problems	764, 765 & 767
Median values for sets of data	409
Angles in Polygons and rotational symmetry for Polygons	561, 563 & 828
Product of Primes and Highest Common Factor	29, 30 & 32
Equations of Straight Line graphs	207
Designing suitable questionnaires	399 & 400
Working with powers – addition and powers of rules	105 & 107
Rounding to decimal places and significant figures	17 & 130
Two way tables	422, 423 & 424
Nth term for Linear sequences	198 & 919
Writing numbers in Standard form and into ordinary form	122 & 123
Calculating the mean from frequency tables	417 & 418
Finding angles in right angled triangles using Trigonometry	511 & 512

Year 11 have worked incredibly hard in their revision sessions and weekly assessments. They have been focussing on producing evidence that we will submit to the exam boards.

# Science

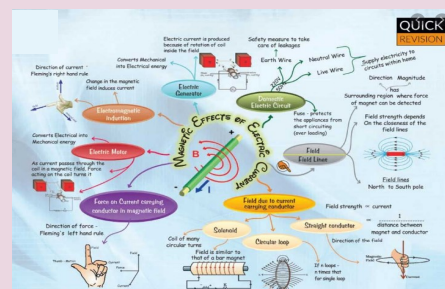


In **Year 7**, as we reach our final half term of the year, students will be completing the final modules for the year. They will be learning about 'Ecosystems', where they will study different habitats and how animals are adapted to their environment. They will also learn chemistry where students will be taught the difference between atoms, elements and compounds, and complete the year by Learning about 'Sound', where they will study how the ear works and how we can hear sounds .

**Year 8** will start their final half term studying 'Metals and their Uses'. They will learn about different types of metal and their properties, and also how they can react with different acids. They will study some physics where they will learn about different types of energy and how they can be transferred from one form to another. Year 8 students will be completing their end of year assessment in the week beginning 28<sup>th</sup> June where they will be tested on all the topics that they have been taught since September. They will have a revision week (week beginning 21<sup>st</sup> June) where students will be taught revision strategies and be given a list of topics that they will need to revise.

As **Year 9** students finish studying the first three topics from the GCSE syllabus, they will move on to next three topics in their final half term. They will cover one topic from biology, chemistry and physics. In biology, they will learn about cells in the body and what they control. In chemistry, students will learn how the periodic table was developed and the structure of the atom. Finally in physics, students will be taught about transverse and longitudinal waves. Year 9 will be completing their end of year assessment in the week beginning 21<sup>st</sup> June, where they will be tested on all of the topics that they have been taught

since September. They will have a revision week, in the week beginning 14<sup>th</sup> June, where students will be taught revision strategies and given a list of topics that they will need to revise.



**Year 10** triple scientists have been studying electrical circuits along with the uses and dangers of static electricity. In combined physics, students have studied the fascinating topic of radiation and have now moved onto further study forces and energy. In combined science, chemistry students have been studying electrolysis whereas the triple chemistry students have begun to study the evolution of our atmosphere, usually our Year 10 students would be investigating factors affecting the rate of reaction, however as there are plenty of practical investigations involved in this topic it has been put on hold until year 11. Finally, Year 10 biologists have been enjoying studying the methods the body uses to regulate factors such as temperature and blood glucose.

**Year 11** students across combined and triple science have been revising and completing assessments in the topics covered over the duration of the course. It is perhaps not the end to Year 11 that would have been expected when students started nearly 5 years ago however they have coped well with the challenges posed over the past year and the science department would like to wish them all the best for the future.

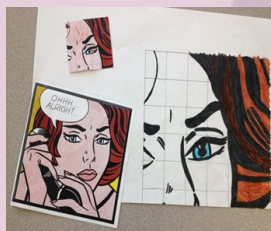
# Art



**Year 7** are currently studying and creating art work based on the style of Pop Art. Over a number of lessons, different artists in this genre are being explored. Students have been encouraged to create mood boards based on an individual artist's style. The Pop Art movement will continue to be discovered through remaining lessons this year. Students' assessment pieces will be based on designing a Pop Art styled shoe.

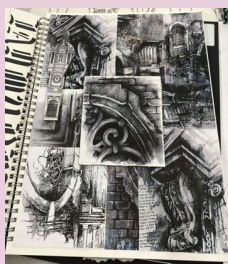


reference image. They have been using a range of different types of portraits and exploring genres of art including expressionism, cubism and photorealism.



## Year 10 – GCSE Art & Design

Students in Year 10 have been creating their final pieces for their independent research project. In this project students have picked their own theme to explore and produced artwork in response.



They have been working exceptionally hard and we already have some fantastic projects. After the May half term, 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 and making good progress on 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 student has been exploring the application of paint by using a pendulum.

## Year 8 – Sweet Treats



Students have started work within a new topic – 'Sweet Treats'. They have been exploring the typography and fonts of their favourite chocolate bars. Students have been developing basic skills by experimenting with different media and replacing the brand name with their own names. They have used their observation skills and knowledge of colour theory to match the reference. Students have produced some fantastic examples so far and will be developing these artworks to create larger scale designs after half term.

## Year 9 – Grid Drawing and Portraits

Students were due to start a new independent project this term, but to help with preparations for GCSE, they have been exploring techniques that enable them to become more confident artists. Students have just started learning about the grid method of drawing which enables them to create more accurate drawings of a

been studying expressive skills and how they enhance a musical theatre performance. In practical, students have been taught a class routine to 'Matilda – Revolting Children'. They have also started working in small groups to choreograph their own routine, ensuring the choreographic intent is clear. Next half term, students will continue to develop their knowledge of expressive skills by studying routines from 'Just Dance'. Students will be working as a class and in small groups which will allow them to continue to develop their teamwork skills.

**Year 9** have been studying musical theatre. All students have looked at key characteristics of musical theatre and why these are important. Students have also been studying expressive skills and how they enhance a musical theatre performance. In practical, students have been taught a class routine to 'Aladdin – Arabian Nights'. They have also started working in small groups to choreograph their own routine, ensuring the choreographic intent is clear. Next half term, students will be looking at how dance can be educational by deciding on a topic they want to create awareness on. Students will look at how this message can be delivered through their routine.

**Year 10** have continued to study section C of the written exam – dance anthology. The set work we have been analysing is 'A Linha Curva'. 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 choreographed their own Brazilian style motif and taught this to the class to make a class routine. Next half term, students will begin to analyse

# Dance



**Year 7** and **Year 8** have been studying musical theatre. All students have learned about the key characteristics of musical theatre and why these are important. Students have also

'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 been consolidating their knowledge of section A and section C of the written exam. Students have re-visited another two of the set works ('Infra' and 'Within Her Eyes') and have answered a range of exam style questions from the written exam. In addition, all students have now performed their choreography and have created a programme note to support their routine.

## Design Technology

**Year 7** are learning about aero-dynamics and kite creation, and creating pop-up cards.

**Years 8 and 9** are learning about the 6Rs, sustainability, and how products can be redesigned to be more sustainable. Working in this way is a fantastic lead into GCSE NEA (Non-Examined Assessment), which is worth 50% of the final grade, giving pupils who wish to take the subject forward a clear idea of expectations.

**Year 10** are currently learning how to design products for their mini NEA, ready to start prototyping.

**Year 11** have been working extremely hard completing their final assessments. This half term has been one full of new concepts and investigation.

## Film & Media Studies

**Year 10** Media students have been studying music videos from Katy Perry, Bruno Mars and Duran Duran and have produced some fantastic analyses of all of them. The introduction to the 1980s, in relation to Duran Duran, was certainly

interesting as they learned about technology, fashion and culture of the time! After half term, students will complete an assessment of 'Luther', 'The Sweeney' and 'Music Video' and then go on to begin their coursework – the creation of a piece of media from start to finish.



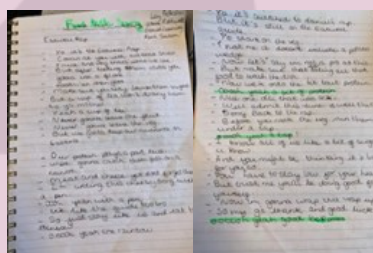
**Year 10** Film students have been studying 'Attack the Block', focusing particularly on the aesthetics of the film. Students can now write confidently about the importance of location, costume, characters and aliens in the creation of aesthetic in science fiction films.

After half term, they will sit an assessment on 'Rebel Without a Cause' and 'Ferris Bueller's Day Off' before going on to begin their coursework – the creation of a two to three minute sequence from a genre film.

## Food



**Year 7** students are consolidating their learning by devising group presentations on healthy eating or the importance of eating a wide range of fruit and vegetables. This will be then followed with studying ethical and environmental considerations such as food miles, seasonality of products and packaging requirements. Here is an example of a song created by Year 7 students based on the Eatwell Guide using Rick Astley's 'Never Going to Give you Up' as the melody:



**Year 8** students are working collaboratively on becoming the next 'PizzApprentice' in a group activity task. The students have to design logos, pizza ideas, packaging, food menus (including costing) and then present their pitch to 'Lord Sugar', trying to beat the competition in their form. Here are a few examples completed during the last Summer term rotation:



**Year 9** rotation will focus on students investigating different nutrients and dietary needs. This information will then be used to develop a mini enterprise task based on a 'street food' theme. Students will have the opportunity to complete some sensory analysis work on different styles of street foods.



**Year 10** GCSE students are studying alternative diets and good health, which includes reviewing the current guidelines for a healthy diet-nutritional needs throughout life, food choice and diet related medical conditions. They will be completing a formal assessment based on the content they have studied so far and also a practical assessment based on a design task. All information, support and guidance will be given to them before these exams and will also be available on Talaxy. It would be beneficial if students were able to practise their chosen dishes for their practical exam over half term.



## Geography

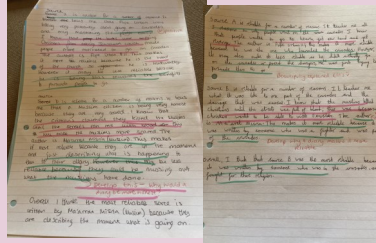


**Year 7** will be studying weather in the UK with a big focus on the microclimate of Millfield. All students have now completed their assessments.

**Year 8** will be studying our physical world, focusing on earthquakes and volcanoes. Their test week is the week beginning the 28<sup>th</sup> June.

**Year 9** will be studying our world cities, focusing on life in Dharavi and sustainable cities. Their test week is the week beginning the 21<sup>st</sup> June.

**Year 10** will be studying cold environments and will have their end of year exam soon in which they will complete a previous physical paper 1. Their exam week is the week beginning the 14<sup>th</sup> June.



**Year 8** have enjoyed learning about power and protest throughout time. We have covered the Spartacus slave revolt in Ancient Rome and rebellions against Henry VIII so far. Students will also study the Haitian Revolution and Suffragettes.

**Year 9 and 10** have studied life in Nazi Germany. All classes have enjoyed learning about indoctrination and how people were affected by Nazi rule.

**Year 11** have worked relentlessly on their assessments to ensure they get the grade they deserve. We are going to watch the new Mary Queen of Scots film this week as a celebration of 3 years of hard work. We wish them the best of luck in the future!

## Health And Social Care



**Year 10** will be continuing studying the topic of health and social care -services and barriers. Students have already researched different services surrounding our local area. Now they we will be focusing on the barriers to these services, including physical, emotional and financial barriers. Assessment 3 will take place in week 2 of half term.

## History



**Year 7** have developed their understanding of the importance of religion by focusing on the crusades. Last week classes sat a crusades assessment and I was so impressed with the quality of answers in 7B1 as they analysed sources and applied their own knowledge.

## I.C.T. and Enterprise & Marketing



**Key Stage 3** students have been studying what computers are. They identified computer input, processes and outputs as well as looking at how the CPU and RAM work together in the Von Neumann Architecture. They studied system and application software and even came up with their own App designs. The creativity shown in this task was phenomenal!

**Year 10 Enterprise and Marketing** have now completed the first assessed piece of work R065 which counts towards 25% of their final grade. They have studied how business ownership changes from business to business and what the different functional areas of business do.

**Year 10 Creative iMedia** have now completed the first assessed piece of work also R087 which counts towards 25% of their final grade.

## Modern Foreign Language



Over the summer, and leading up to the end of term, the MFL department is introducing a prize scheme which focuses on the "10 minutes a day" learning principle. Students in Key Stage 3 are being encouraged to spend 10 minutes a day learning, revising and reviewing the vocabulary covered in lessons in order to improve their overall scores in reading, listening and writing tasks. Each year group has the chance to win three prizes in the following categories:

- ◆ Overall best-performing student
- ◆ Most improved student
- ◆ The "having a go" student (regular participation in lessons)

There will also be runners-up prizes. We strongly believe in the principle of expanding vocabulary knowledge as a means of increasing fluency and competence in foreign languages. In short, the more words you can remember, the more fluent you will become. Psychologists believe that the human brain can store 9 pieces of new information on a good day and 5 on a day when we are feeling more tired. We therefore encourage students to aim for 7 to 9 words or phrases during each 10 minute session. For more information or tips, please talk to your French teacher. Bonne chance!



## Music



**Year 7** students have studied TV adverts, and have enjoyed practical composition tasks and carrying out group work. Next half term, they will be doing a group singing project.

**Year 8** have been extending their appraising skills through film music, and are now able to identify film music techniques like mickey mousing and leitmotifs. Next half term they will be studying world music.

**Year 9** have been studying rap and they've managed to compose their own raps about their own lives, political and social issues, and overcoming problems! Next half term they will be preparing for a final showcase.

**Year 10** have started to promote their music product for the Unit 2 project and have received lots of brilliant video auditions from younger students who are keen to be taking part in their summer shows. Next half term they will be continuing with their BTEC Unit 2 work and will be running their virtual events.

**Year 11** have made me very proud; they have practised, prepared and video-recorded their performances for Unit 5. They've shown such resilience and maturity towards all of their work.

Our students have been continuing with their instrumental music lessons in brass, woodwind, strings, drums and guitar and they are making great progress.

## P.E.



This half term we have been pleased with students' effort and engagement in PE lessons. Next half term in PE lessons we will be focusing on summer sports.

Students will be participating in sports including softball, rounders and athletics. Fingers crossed we can have a sports day this year (dependent on restrictions being lifted!). Extra-curricular will continue with Year 8 and 9 on a Tuesday and Year 7 on a Wednesday. We have been impressed with the attendance and commitment of the students but it would be great to see a few more faces! We have had over 80 Year 7 students on a Wednesday night which is fantastic! Well done to all those students involved.

## P.S.H.E.



**Year 7** have been looking at finance and making ethical financial decisions. They have also had an introduction to careers: challenging career stereotypes and raising aspirations. This has been a great success with students, really lifting their aspirations and developing an understanding of their financial decisions. Next half term, students will continue to explore the world of finance and careers options.

**Year 8** have been evaluating financial decisions. They have also looked at ways to develop their positive mental health. This has been a great success with students discussing the consequences of their actions and how they can support themselves in adversity. Next half term, students will continue to evaluate their financial decisions and also look at what a positive role model is.

**Year 9** have investigated managing conflict at home and tackling discrimination. They have also explored British Values. This has been a great success with students discussing what they believe is a right and what they believe should be a responsibility to make sure everyone is allowed to have their own rights.

Next half term, students will continue to investigate managing conflict at home, tackling discrimination and also assess the risks of drug and alcohol abuse.

**Year 10** have explored British issues. They have also investigated the financial world and what to expect from the world of work. This has been a great success with students discussing current issues which affect them and developed students' knowledge of finances. Next half term, students will continue to explore British issues and the risks of gambling.

**Year 11** have developed their understanding of British values and human rights. They have also been promoting self-esteem, coping with stress and taking responsibility for their health choices. It has been a pleasure teaching the whole of year 11 and the PSHE team wish them all the very best in the future.

## Careers and First Aid

It has also been an exciting time in PSHE for our super learning days and virtual interactions with employers. We have had an exceptional RSE day for Year 9, First aid training for Year 9 and a resilience day for Year 7 which was delivered jointly with the NHS. We have had many virtual interactions with employees such as Victrex, the RAF, Barclays, and the army. This next half term will see us have a RSE day with Year 7, 8 and 10, a Year 9 Resilience day and finally first aid training for Year 10.



## R.E.



**Year 7** students have been studying the religion of Sikhism this term and studying what makes a good neighbour. They have been working on their skills of writing within the subject of RE. Students have spent time in lesson building up their knowledge and skills to produce an extended writing piece. The effort that has gone into these has been fantastic in terms of the amount written and the detail of specific religious information. The end of the term has finished with revision activities to help students with their assessment week. Next term students will move on to study whether religion makes the world a fairer place.

**Year 8** students have spent this term studying whether Jesus is seen as a man or an all powerful God. This has been centred around the teachings of Jesus, Biblical writings about Him and also other historical text to understand the true nature of Jesus. Students have enjoyed playing the role of detective to decipher clues and get to the bottom of ancient philosophical debates. Next term students will be studying the concept of dharma and why it is important within the Hindu religion.

**Year 9** students have spent this term studying the problem of evil in our world. They have been introduced to the events of the holocaust. This started with a conversation about how we would define the holocaust before studying the ethical issues it presents. Students have looked at what makes a perpetrator and studying those who rescued people during the events. They will be continuing this into the final term due to the impact it still has for people in our world today.

**Year 10** students have just

finished their study of humanist beliefs. This has been an interesting study for students as it is a belief system that is based on the rise within the UK. It has been important for them to understand that belief does not have to come from religion and develop a wider understanding of what is central to them in their life. Students will be moving on to look at the topic of the holocaust in the final term.

**Year 11** students have spent their final lessons in RE studying world issues. These ranged from the rise of black lives matter to issues surrounding gender. It has been a great opportunity for students to look at the wider world they are a part of. It is the department's hope that these debates and conversations will help students make sense and prove useful in their journey through life.

### GCSE RE

**Year 10** students have finished the units for this year's study; we are now revisiting the topic of Islam, ensuring that any misconceptions are addressed. Students have been spending time using the revision guides to further enhance their knowledge of the topic. We are revisiting numerous strategies to help students with their exam techniques. These will be built upon towards the end of the year when students will use this to complete an end of unit test. This will provide a us with a good foundation for next year.

**Year 11** students have worked hard to complete their final assessments that will be used for evidence towards their final grade. I wanted to take this opportunity to wish them good luck for the challenges that may lie ahead.

## Sociology



**Year 10** students are coming to the end of the 'Crime and Deviance' topic. In class, we are preparing for test week by focusing on exam skills and the application of sociological theories. After the half term break, students will learn some high-impact revision strategies to help the key content stick!

All students have a revision guide at home and should be reviewing the content in preparation for test week.

**Year 11**, we are so proud of the resilience and hard work shown by all of our students this term. They have approached their final assessments with maturity, grace and determination. Well done to a superb group of students. We wish the very best for you as you embark on your next step.

*Make a Difference*



## HOT CHOCOLATE WITH THE HEADTEACHER

Year 9

- Louis Halsall
- Erin Atkins
- Lara Southern
- Cameron Dixon
- Georgia Jackson
- Angel Rowe

All of the students have been nominated by Mrs. Jackson for their excellent work in Technology.

Be Exceptional!

## REMINDER ABOUT FACE COVERINGS

Wear one for EVERYONE

THEY MUST BE WORN DURING ALL LESSONS



Year 9 students received their reports last Friday and all now know their learner scores for the summer term. I have had some wonderful conversations with students about these scores. It was

great to tell a parent that her daughter was the best learner of Year 9 – mum was so pleased and proud of how hard she works!

Postcards were sent home to 37 students who had a learner score of 80 or more. Fantastic work!

Mr. Humphreys—Deputy Headteacher



# Teaching and Learning Tips

Welcome to the teaching and learning tips for summer term. This term we will focus on techniques to improve memory recall and suggest strategies to support effective revision. This is to support our students as they prepare for their upcoming test weeks.

Key Stage 3 students have a revision and test week this term and Year 10 students should be developing good study habits to learn and remember more in preparation for their final examinations or assessments.

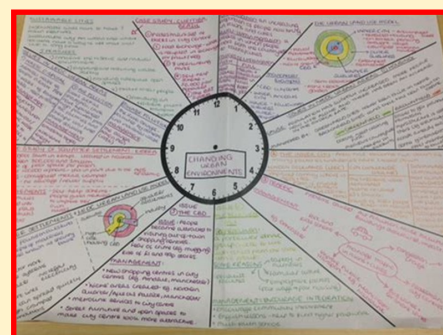
## Revision strategy 3: Revision clocks

### Why are revision clocks useful?

Revision clocks are a great way to organise your revision time. Planning your time is a great way to stay focused, organised and maximise your revision. A blank template can be found on the school website under the *Pupils* tab.

### How to create a revision clock:

1. Read through your notes and then put them away.
2. Allocate sections of the clock to different topics or subtopics.
3. Give yourself a set amount of time to write down everything you can remember.
4. Check your notes to see how accurate you were or what you missed.
5. Revisit your notes to recap this information.

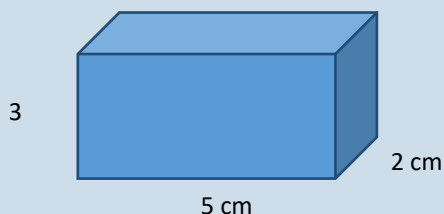


## Mr. Humphrey's Maths Challenge

### Minimum Surface Area

To be more environmentally friendly, the products we buy should have the minimum amount of packaging. Surprisingly, containers with the same volume can have different surface areas as shown in the diagrams below:

CUBOID A



VOLUME

$$3 \times 5 \times 2 = 30 \text{ cm}^3$$

SURFACE AREA

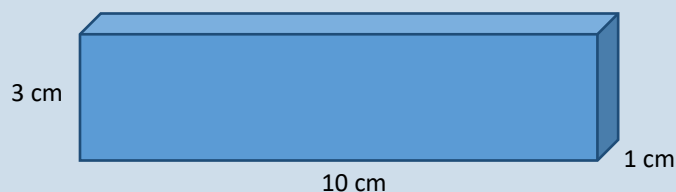
$$\text{Area of Top} = 2 \times 5 = 10 \text{ cm}^2$$

$$\text{Area of Front} = 3 \times 5 = 15 \text{ cm}^2$$

$$\text{Area of Right Hand Side} = 2 \times 3 = 6 \text{ cm}^2$$

Since opposite sides of the cuboid are the same size, they will have the same area. For this cuboid the total surface area would be  $2 \times (10 + 15 + 6) = 62 \text{ cm}^2$

CUBOID B



VOLUME

$$3 \times 10 \times 1 = 30 \text{ cm}^3$$

SURFACE AREA

$$\text{Area of Top} = 10 \times 1 = 10 \text{ cm}^2$$

$$\text{Area of Front} = 3 \times 10 = 30 \text{ cm}^2$$

$$\text{Area of Right Hand Side} = 1 \times 3 = 3 \text{ cm}^2$$

Since opposite sides of the cuboid are the same size, they will have the same area. For this cuboid the total surface area would be  $2 \times (10 + 30 + 3) = 86 \text{ cm}^2$

### CHALLENGE

Find the lowest surface area for a cuboid that has a volume of  $150 \text{ cm}^3$  using whole number dimensions. Can you get the surface area lower if you use decimal numbers? What do you notice about your answer to part 2?



### HOT CHOCOLATE WITH THE HEADTEACHER

Year 10

- Ethan Broddle
- Caro Clamp
- Sharon Clarke
- Cordelia Gaunt-Nelson
- Bradley Howarth-Maney
- Lucy Lee
- Eleanor Linacre

All of the students have been nominated by Miss Norman for their excellent work in Food Preparation

Be Exceptional!

Success for All





## Why not Refill and Reduce?

In this issue I want to focus on reducing plastic around the house again. Refilling containers is becoming much easier now that pressure is being put on large retailers to reduce plastic packaging, and there are plenty of small retailers who also offer a refill service.



In our house we currently get refills from a small local shop, and we also have soluble tablets delivered for cleaning products, however some larger stores are beginning to set up refill stations. Every time we refill these containers, we are saving on plastic bags, boxes, and bottles, some of which would not be recyclable and would end up in landfill for hundreds of years.

Our refilled groceries include the following (if you aren't ready to try shampoo and soap bars yet, you can get hair and body care products refilled too):

- teas
- flour
- cereal
- snacks
- sweets
- washing up liquid
- kitchen, glass, and bathroom cleaner (these are soluble tablets delivered in cardboard packaging)
- deodorant (the applicator is plastic, but the refills come in cardboard)



You can also refill your containers at supermarket counters and smaller food retailers. We reuse our takeaway tubs to fill up on delicatessen counter items, such as cheeses, snacks, and meats. Plastic cheese packaging is very rarely recyclable, and only the main part of meat packaging can go in the recycle box (the film lid is not recyclable).

Refilling can take time to get used to, especially at the supermarket (when we first started, we would often arrive at the supermarket having forgotten our tubs), but remember when we all started trying to remember our own grocery bags? It is probably second nature now, and taking tubs will become that too, so don't give up. Why not give it a try and see how much you can reduce your single use plastic waste. With the bin collections now happening less often, now is a great time to give this a go. Our household can only fill the plastic bin halfway every 4 weeks, and most of that is metal tins.

If you would like any more information on this, or you have any other plastic free tips, feel free to email me at [lmccaffery@millfield.lancs.sch.uk](mailto:lmccaffery@millfield.lancs.sch.uk)

Feel free to share your plastic free journey with us on Twitter too. It would be great to hear how you are doing and to share ideas with the community.

Mrs. McCaffery

## Excellent Knowledge Organisers

Well done to Mrs Winterson's form, 7A2!  
Consistently fantastic revision resources.





# Pastoral and Wellbeing



Sometimes it can feel that schools are simply about grades, grades and more grades, and I know from spending weeks marking and moderating English work, why this can be the case. Millfield is about so much more than that though and I am delighted to share with you some extracts from our most recent audit from the Lancashire Safeguarding Officer after she spent a day with us earlier this month:

- ◆ *The school site is very well maintained and the environment is very calm.*
- ◆ *Needs are identified through the strong relationships that exist between established staff and children and families at Millfield.*
- ◆ *School has good knowledge of local agencies and Lancashire Continuum of Need with this being visible to refer to with Threshold Guidance in the Lead DSL's office.*
- ◆ *There is a very thorough attendance first day absence process in place including phone calls and home visits which are followed up with police support where concerns exist. The school have significantly improved their attendance figures over the last 2 years with numbers of persistent absence and general absence decreasing.*
- ◆ *I met with pupils to gain their voice on their experiences of Millfield. These children had no prior notice of my visit to ensure honest opinions. All children were unanimous in their high regard for Millfield and their experience. Out of 10 they rated it between 8 and 9 and stated it was safe and 'adults were there not to have a go at you, but to help you'.*
- ◆ *Children talked about learning through the assemblies delivered by the Student Support Manager and how these really made them think about difficult topics and how they 'learnt a lot' from these assemblies.*
- ◆ *Children described being issued with relevant contact details for staff and agencies to support them with any worries or concerns during lockdown and out of school hours. They also stated they knew this information was available on the school website.*
- ◆ *The children discussed bullying and that they didn't have any concerns nor had witnessed / known of any incidents. They were confident in knowing they should report bullying if it happened.*

What a brilliant report to end the half term with!

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: the top-left contains a blue atom symbol, the bottom-left contains a red stylized face, and the right half contains a black and white windmill.

*Creating Bright Futures*

*Be Exceptional!*