

Issue No 04
9th October
2025



24 October

School Closes for
Half Term

3 November

School Reopens
Chemistry Week

5 November

Year 9
Progress Evening
3.15pm - 6.15pm

7 November

Coffee & Wellbeing
morning 9am-11am

10 November

NYC Meeting

10 - 13 November

MFL mocks

12 November

Year 11 GCSE
Certificate & Awards
Evening

13 - 14 November

Year 11 GCSE Mock
exams

17 November

Inset day - School
Closed

18 November

BBC Bitesize Careers
Event P1 - P4

Year 7 Mega Day -
B&FC

18 - 28 November

Year 11 GCSE Mock
Exams



Millfield MESSENGER

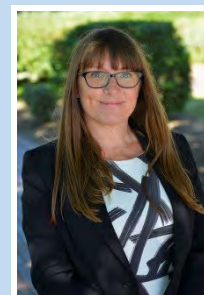
Belvedere Road, Thornton Cleveleys, FY5 5DG

Telephone 01253 865929

Dear Parents and Carers,

It's been a fantastic first half term at Millfield, and I am so proud of our students for their enthusiasm, creativity, and commitment.

We were absolutely delighted to welcome hundreds of local families to our recent Open Evening. The event was a fantastic opportunity for prospective students and their families to explore our vibrant school community, meet our dedicated staff, and experience first-hand the energy and enthusiasm that makes Millfield so special. From science experiments, musical performances, to sports demonstrations and classroom showcases, every corner of the school was buzzing with activity. Visitors were able to see the breadth of opportunities available at Millfield and hear directly from our students about their experiences. What made the evening truly exceptional was the incredible support from our own students; hundreds of them volunteered their time to act as tour guides, subject ambassadors, performers, speakers, and helpers throughout the evening. Their pride in our school shone through in every interaction, and their enthusiasm was infectious. The praise they received was incredible – what an outstanding team we are!



We proudly celebrated Black History Month, with students engaging in a range of activities that honoured the achievements, culture, and contributions of individuals throughout history. From assemblies to classroom discussions and creative projects, it was a powerful reminder of the importance of diversity and inclusion. In the spirit of global awareness, we also marked the European Day of Languages, where students explored different cultures, languages, and traditions from across the continent. The school was alive with language-themed quizzes and even a few culinary treats!

To support World Mental Health Day, our school community came together to Wear Yellow for Young Minds, raising awareness and showing solidarity for young people's mental health. The sea of yellow across the school was a bright and hopeful symbol of our commitment to wellbeing.

Meanwhile, our Duke of Edinburgh students successfully completed their expedition, demonstrating resilience, teamwork, and determination. A huge thank you goes to the dedicated staff team who supported them every step of the way; your guidance and encouragement made it all possible.

And finally, the stage is set for the exciting show... Millfield's Got Talent! Auditions have now taken place, and we've been blown away by the incredible range of talent on display. We can't wait to see the finalists shine in the upcoming show.

The school's only official social media account is on X. We now have over 2000 followers and would love our families to follow us: [@millfieldhighsc](https://twitter.com/millfieldhighsc). On X you can keep up to date with what our students are learning and enjoying in school.

Yours faithfully

Mrs Nicola Regan - Headteacher





We Celebrate Success!



After many chess games, we have our winner! The winner is... Sam Reynolds in R2. The runners up are Xander (S3), Mason in (R4) and Alexander (S1). Well done to all who participated!

Has your child done something out of school that merits celebrating? Won a competition? Taken part in a show? Performed an act of kindness that deserves a mention? Helped in their community?

If you feel your child has achieved or done something to celebrate, please email their Head of House and let us know! Include a picture if you can and you may feature in our next edition of 'We Celebrate Success!'

Rhinos - S.Wier@millfield.lancs.sch.uk
 Sharks - A.Simpson@millfield.lancs.sch.uk
 Hawks - C.McOmish@millfield.lancs.sch.uk
 Bears - E.Covill@millfield.lancs.sch.uk

RHINOS Exceptional Achievement

Huge congratulations to Florence!

She completed the incredible 5-mile Memory Glow Walk along Blackpool Prom on Friday evening in loving memory of her nanny.

Walking from Tower Headlands to Red Bank Road and back, Florence showed amazing dedication and heart. We are so proud!







House Leaderboard

 <p>676 House Points</p>	 <p>834 House Points</p>	 <p>818 House Points</p>	 <p>709 House Points</p>
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The competition is heating up! After all your hard work so far this half term, the update is in... Hawks are soaring into first place! Every point counts — from achievements to competitions. Keep showing your house pride, supporting your teams, and earning those points!





Personal Development at Millfield: Career Focus: Planning for Post-16 Success



This week, our ongoing careers programme delivered crucial information to our Year 11 cohort as they look ahead to their further education and career pathways.

We were delighted to welcome a guest speaker from Rossall School, alongside a former student, who delivered an insightful presentation on the variety of further education routes and scholarship opportunities available after Year 11. This session provided clarity on the benefits of different pathways, including Sixth Form, college, and apprenticeships, and encouraged our students to think ambitiously about their next steps.

Year 11 students are now at a critical stage in securing their place for the next academic year. They should be actively applying to Sixth Forms, colleges, and for apprenticeships now. The best way to make an informed decision is to visit institutions in person.

Blackpool and the Fylde College **Saturday 8 November 2025 | 10.30am - 2pm**

For Blackpool School of Arts courses: University Centre - Palatine Building | Park Road, Blackpool, FY1 4ES
For everything else: Bispham Campus | Ashfield Road, Bispham, Blackpool, FY2 0HB

Tuesday 18 November 2025 | 4.30pm - 7pm | Adult Learners & Degree-level | Bispham & UC

Wednesday 4 March 2026 | 4.30pm - 7pm | Everyone

Saturday 13 June 2026 | 10.30am - 2pm | Everyone

Looking for a career at sea? Our Maritime Open Events are held separately at Fleetwood Nautical Campus.

Thursday 27 November 2025 | 1.30pm - 5.30pm

Saturday 7 February 2026 | 10.30am - 2.30pm

Thursday 16 July 2026 | 1.30pm - 5pm

[Open Days and Events | B&FC](#) - Use this link for more dates and details

Blackpool Sixth form College

Year 11 - Course Discussion Evening

Tuesday 4 November 2025 | All day

Year 11 - Course Discussion Evening 2 - For applicants from November to this point

Tuesday 2 December 2025 | All day

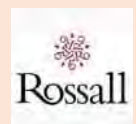
Use these links for more dates and details on some of our local colleges and sixth forms

[Events and News | Blackpool Sixth Form](#)

[YEAR 10 & 11 OPEN EVENT - Preston College](#)

[Whole School Open Day — Rossall School | Independent Boarding School in Lancashire](#)

[Open Mornings and Events | Myerscough College](#)



Please check the respective college websites for the most up-to-date information on open day events, including times and how to book your attendance.



Personal Development at Millfield: Career Focus: Planning for Post-16 Success



Resources for Students and Parents

To further support your post-16 planning, please visit the Careers Section on the Millfield Science and Performing Arts College website. There is a dedicated section with resources and information for both parents and students.

We also highly recommend the Career Pilot website:

Career Pilot Link: www.careerpilot.org.uk

Career Pilot is a free, comprehensive online tool that helps young people plan their future study and work. It provides impartial information and advice on:

- Different post-16 options (A-Levels, Apprenticeships, Vocational Qualifications).
- Career sectors and job profiles.
- Building a personal profile of skills and choices.

Crucially, Career Pilot includes a dedicated Parent Zone with answers to frequently asked questions, advice, and useful links to help you support your young person as they navigate these important choices.

Please also check out our school website and the dedicated careers section. There is a student and a parent section with links to further education providers.





EQUALITY

Noun:
the state of being equal, especially in status, rights, or opportunities

Show Racism the Red Card was established in January 1996, thanks in part to a donation by then Newcastle United goalkeeper Shaka Hislop.

In 1990s Newcastle, Shaka was at a petrol station near St James' Park when he was confronted with a group of young people shouting racist abuse at him. After one of the group realised that they had been shouting at Shaka Hislop, the Newcastle United football player, they came over to ask for an autograph.



It was from this experience that Shaka realised he could harness his influence as a professional player to make a difference. Coupled with the power of 'the beautiful game' and his status as a role model, Shaka thought education could be an effective strategy in challenging racism in society.

This year Show Racism the Red Card are encouraging people to wear red on Friday 17th October to show their support.

About Show Racism the Red Card

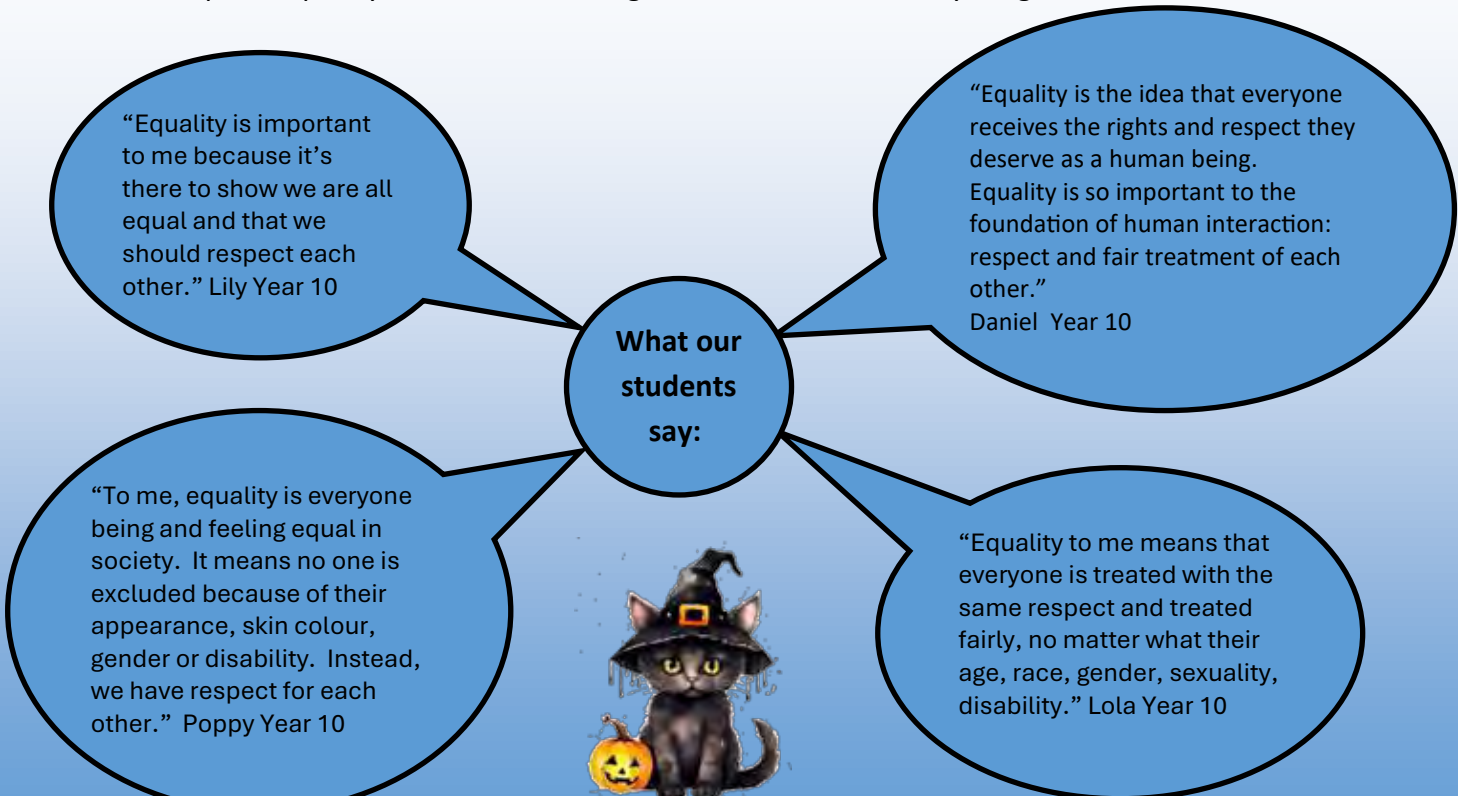
Show Racism the Red Card (SRtRC) is the UK's leading anti-racism educational charity. Established in 1996, the organisation uses the influence of professional footballers and athletes to challenge racism through education.



The charity runs workshops, training sessions, and educational programmes in schools and workplaces, giving young people the tools and confidence to recognise and confront racism. Each year, SRtRC reaches tens of thousands of students, encouraging open conversations about equality, respect, and identity.

By combining education and sport, SRtRC continues to inspire young people to take a stand against racism and build a fairer, more inclusive society.

Our Wear Something Red Day was a statement of unity, awareness, and hope. Together, we are helping to ensure that respect, equality, and understanding are at the heart of everything we do.



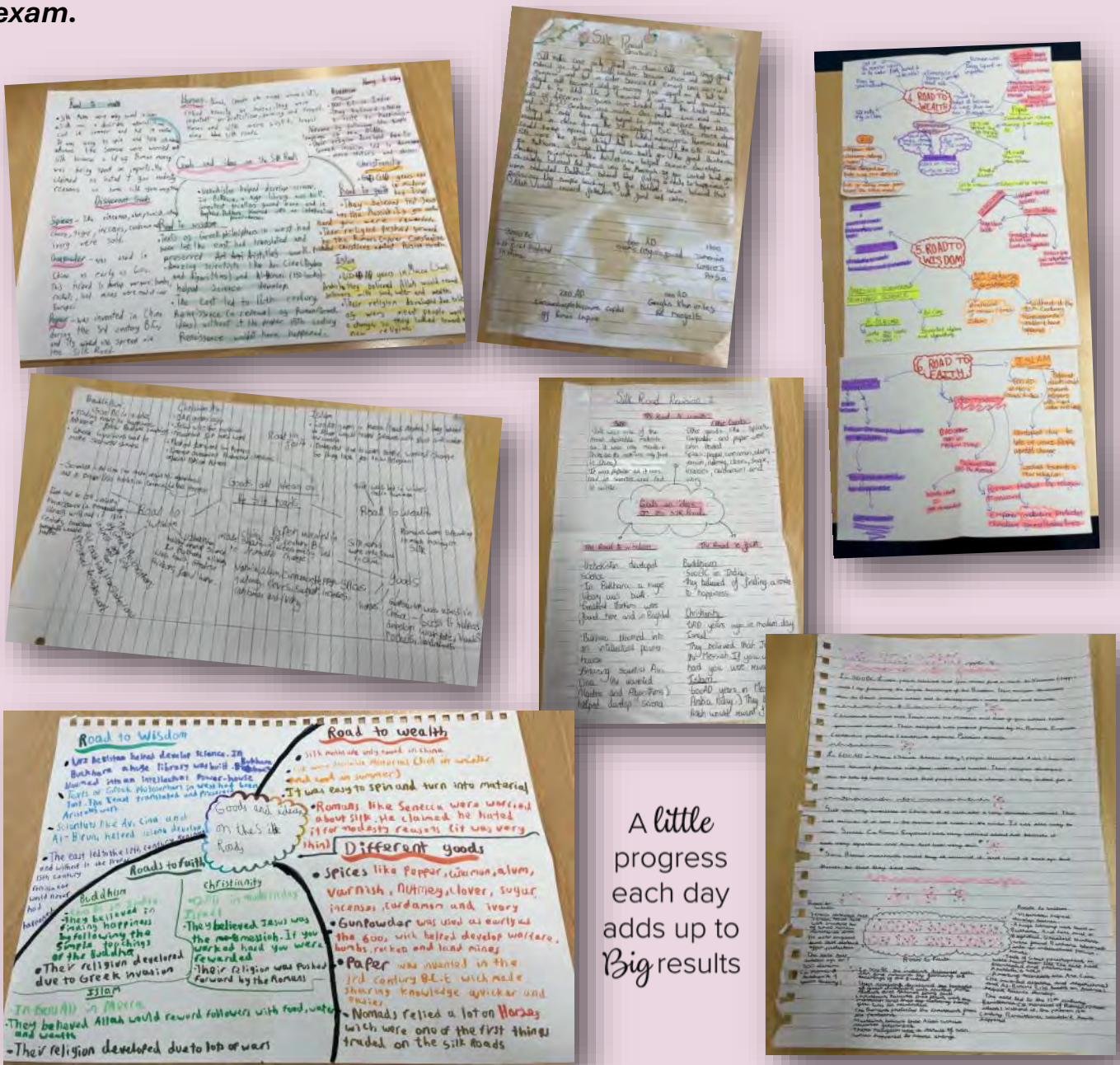


Homework is not just about grades; it's about learning.

learning@home

In order to support your child with their home learning, please regularly log into Synergy to monitor the tasks that have been set and remind your child to complete them. The home learning policy can be viewed on our school website; this explains how much home learning your child should be set each week and the types of tasks they could be set.

Congratulations go to students in HISTORY who have produced outstanding examples of creative home learning, in which they have focused on creating revision resources based around the topic of the 'silk roads' for their History exam.



A little progress each day adds up to Big results





Make a Difference in Education: Apply to become a Co-opted School Governor

Are you passionate about education? Do you want to help shape the future of our school?

We are looking for enthusiastic and committed individuals to join our governing board as co-opted school governors. In this vital voluntary role, you'll work alongside senior leaders to support the school, helping to ensure that every child gets the best possible education.



What does a school governor do?

- Supports the Headteacher and leadership team in setting the school's vision and strategic direction.
- Holds the school to account for educational outcomes and student wellbeing.
- Oversees financial performance and ensures money is well spent.
- Champions inclusion, equity, and excellence for all students.

What's in it for you?

Becoming a governor is a fantastic way to give back to your community while gaining valuable skills and experience, including:

- Strategic planning and decision-making.
- Budget and data analysis.
- Leadership and teamwork.
- Insight into educational policy and strategic school development.

No previous experience in education is needed - just your time, your curiosity, and your willingness to learn.

Join us and be part of something meaningful. Help shape the future. Help shape our school. For further information, informal discussion or an application form, please contact:

dmountford@millfield.lancs.sch.uk

REVISION TECHNIQUES

Revising with others

- Revision does not have to be done alone. Some of the most successful students in recent years have worked with other people to revise.
- One activity is to use each revision session to make up tests and quizzes for each other.
- Pick a topic, spend 10-12 minutes making up questions on it and then test each other.
- You could be physically together (as in you are in the same room - any closer and you are enjoying revision far too much) but you could send the questions and answers to each other by email, or on Facebook or MSN or by text.

Many other students in this school and across the country are revising right now. You are not alone!





Personal Development at Millfield: Fieldwork and Future Planning



Geographical Investigations in Liverpool

Our Year 11 Geography students recently embarked on a highly successful field trip to the vibrant city of Liverpool.

This essential fieldwork experience was designed to immerse students in the complexities of human geography and provide vital, first-hand data collection opportunities to support their GCSE Geography coursework.



“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela





Unlock Your Child's Potential: Making Home Learning Work Wonders

As parents, we are our children's first and most enduring educators. While the school day provides a structured learning environment, the time spent at home offers a valuable extension of that education. Often referred to as homework, now home learning, this period, when approached thoughtfully, can be a powerful tool in solidifying classroom learning and fostering deeper understanding. In fact, research from the Education Endowment Foundation (EEF) suggests that well-designed home learning can contribute to an impressive five months or more of additional learning progress over the course of a year. This isn't just about busywork; it's about strategically embedding knowledge into your child's long-term memory.

The key to unlocking this potential lies in understanding how home learning can mirror and complement effective teaching principles. Just as educators carefully plan their lessons, a degree of structure at home can be beneficial. While rigidly adhering to the National Curriculum isn't a requirement for all forms of home learning, whether it's supplementary tasks from school or a more comprehensive approach, the principles of good teaching remain the same. This involves planning and organisation: creating a consistent, yet flexible, timetable that allows for focused work, breaks, and a variety of subjects. It also means ensuring your child has the resources they need, from textbooks to online tools, readily available.

The way we approach teaching methods at home is crucial. Just as engaging classroom activities make learning stick, home learning shouldn't be a passive exercise. Encourage interaction through discussions about what they've learned, incorporating real-world examples, or even turning concepts into games. Help them build on prior knowledge by linking new information to what they already understand. Most importantly, provide regular and constructive feedback, celebrating effort and guiding them through challenges. Remember, you have the unique opportunity to tailor your "teaching style" to your child's individual strengths and weaknesses, experimenting with different approaches until you find what truly resonates.

Creating a supportive learning environment is paramount. This means establishing a quiet, organised space free from distractions where your child can focus. Show genuine interest in their work, ask questions, and encourage open communication about their learning journey. Don't hesitate to seek support from school resources, online communities, or other parents – you're not alone in this. Being mindful of your child's individual needs – their learning style, pace, and any specific challenges – will allow you to tailor home learning to be truly effective.

Finally, assessment and evaluation at home can be a valuable tool. This doesn't necessarily mean formal tests, but rather regular opportunities to check understanding. Encourage critical thinking and the application of knowledge, rather than just rote memorisation. Use a variety of methods – discussing concepts, reviewing notes, or even having them explain a topic back to you. Remember, the goal is to ensure they truly understand the material, embedding it in their long-term memory for future application.

By embracing the principles of effective teaching and learning within the context of home learning, parents can play a vital role in unlocking their child's full potential. It's not about replicating the school day at home, but rather about creating a supportive and engaging environment that reinforces learning and helps knowledge take root, contributing significantly to their academic growth and future success – those valuable months of extra learning identified by the EEF.

By embracing these innovative approaches, we are creating a learning environment that is both stimulating and effective. We believe that by equipping our students with the skills and knowledge they need to succeed, we are preparing them for a bright future.

Millfield is dedicated to providing a high-quality education that inspires and empowers our students

Teacher Magazine: <https://www.edweek.org/teaching-learning>



We're proud of the exceptional learning environment we've created at our school. By working together, we can empower our students to become lifelong learners and future leaders.








CURRICULUM UPDATES

AUTUMN 2025





YEAR 7

7	This term we have been learning to ...	This term we have been learning to ...
ENGLISH	<ul style="list-style-type: none"> understand the key ingredients of a 'story'. retrieve information effectively from a piece of text. make predictions about what might happen next in stories. 	<ul style="list-style-type: none"> understand what people and relationships are like in an autobiography, 'Chinese Cinderella'. recognise how bias and perspective can affect our view of people. retrieve information and make inferences when reading.
MATHS	<ul style="list-style-type: none"> manipulate place value of integers and decimals. use inequality symbols. calculate using negative numbers. 	<ul style="list-style-type: none"> calculate error intervals. write numbers in standard form. manipulate averages and range.
SCIENCE 	<ul style="list-style-type: none"> work safely and scientifically within a laboratory. describe cells, tissues and organs and how they interact in whole organisms. explain how particles behave in different states of matter. 	<ul style="list-style-type: none"> describe how energy is stored and transferred. explain how reproduction occurs in various organisms. describe the relationship between atoms, elements and compounds.
GEOGRAPHY	<ul style="list-style-type: none"> use and interpret photographs. label and annotate maps of Great Britain, UK and British Isles. describe how landscapes are made up. 	<ul style="list-style-type: none"> use a compass. describe the processes of weathering, erosion, transportation and deposition. use and interpret maps to show an understanding of the physical landscapes.
HISTORY	<ul style="list-style-type: none"> describe the Silk Road. analyse interpretations of historians work on the Silk Road. analyse the significance of the Silk Road using 'GREAT' vocabulary. 	<ul style="list-style-type: none"> describe how England developed during the Anglo-Saxon period. analyse change under each ruler. analyse historians' interpretations in this period.
SPANISH 	<ul style="list-style-type: none"> introduce oneself and say how we feel. concentrate on words containing the phonics a, e, and o. fully understand how to use the verb 'Estar' and conjugate it in the present indicative tense in the singular forms. 	<ul style="list-style-type: none"> fully understand the verb 'Estar' and conjugate it in the present indicative tense in the singular AND plural forms. say what someone is like at the moment and in general. say what people have using the verb 'Tener'.
FRENCH	<ul style="list-style-type: none"> introduce oneself and understand the rules of the class using the imperative. use French greetings. concentrate on words containing the phonics a and i. fully understand how to use the verb être and conjugate it in the present tense. understand the SFC (silent final consonant.) describe people using adjectives such as petit (e) and grand(e). 	<ul style="list-style-type: none"> use regular adjectival agreements (as a compliment to verbs only). use question words. use questions formed by raised intonation. add connectives such as mais, quelquefois and et. concentrate on words containing the phonics a, l, eu and e.

7	This term we have been learning to...	This term we have been learning to ...
RE 	<ul style="list-style-type: none"> describe the different Abrahamic faiths. describe the Dharmic faiths. spot the differences and similarities between faith groups in belief and practice. 	<ul style="list-style-type: none"> understand the concept of happiness within religion. connect non-religious belief with the concept of happiness.
TECHNOLOGY   	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> use research analysis to plan a project. understand the importance of design briefs. and how they focus on design concepts. to use tools and equipment. <p>FOOD</p> <ul style="list-style-type: none"> explore how the food room is set up. understand health and safety in a food room. wash up correctly. understand the bridge and claw technique. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> use research analysis to plan a project. understand the importance of design briefs. and how they focus on design concepts. to use tools and equipment. <p>TEXTILES</p> <ul style="list-style-type: none"> explore a contextual brief. generate design ideas. develop hand embroidery skills. 	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> use basic techniques to manufacture a product. understand and apply basic finishing techniques. evaluate a final product. <p>FOOD</p> <ul style="list-style-type: none"> learn how to weigh and measure accurately. describe the uses of fruit in different recipes. become confident in how to use the different parts of the cooker. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> use basic techniques to manufacture a product. understand and apply basic finishing techniques. evaluate a final product. <p>TEXTILES</p> <ul style="list-style-type: none"> evaluate whether the final product meets the brief, needs and wants of the user. suggest improvements and modifications for the product. apply hand embroidery skills during the manufacturing process.
PE 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> badminton - focusing on the shots and rules associated with playing singles and doubles. rugby - focusing on passing and tackling. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> netball core skills - focusing on passing and receiving, footwork, dodging and marking. Pupils will play in adapted games and begin to understand the rules when playing a full court match. 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> football - focusing on skills and tactics within a game situation. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> gymnastics core skills - focussing on basic rolls, travel, balance, twists and turns. Students will use their core skills to develop sequences. football core skills - focusing on passing and receiving, dribbling, basic attack and defensive tactics in small sided and adapted games.

Remember!

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	This term we have been learning to...	This term we have been learning to ...
COMPUTER SCIENCE	<ul style="list-style-type: none"> explore how to use the school computers safely and login successfully to synergy. identify the key skills needed when using software such as word and PowerPoint. explore the importance of making judgments about the information we find online; identifying what is meant by biased, reliable, up to date, accurate information. 	<ul style="list-style-type: none"> explore the importance of online safety, identifying the risks and the preventions. identify key laws used to help protect people and data. 
ART	<ul style="list-style-type: none"> develop observational drawing skills. focus on presentation of artwork in sketchbooks. explore the formal elements in Art, including line, tone, texture, space, form, value, and pattern. 	<ul style="list-style-type: none"> understand and put into practise colour theory. develop painting skills by improving blending techniques.
PERFORMING ARTS	<ul style="list-style-type: none"> understand how theatre has developed throughout history. recognise the style and technique of Greek, Shakespearian, Commedia and Melodramatic theatre. understand the different stage styles. 	<ul style="list-style-type: none"> understand the horror genre. explore using physical theatre style and body as a prop. master a range of performance techniques such as still image and soundscapes. 
MUSIC 	<ul style="list-style-type: none"> compose and perform a short rhythm. identify and describe the musical elements. listen to and appraise 10 musical pieces. 	<ul style="list-style-type: none"> identify and apply musical notation. listen to and appraise melodic structure. perform using the keyboard/vocals with the correct technique.

KS3 October to December Half Term House Competitions





Department	Competition	Year Group	Details	Staff Contact	Date
Geography		All	Think you know your countries, mountains, and rivers? Put your geography knowledge to the test in our Top Trumps Competition!	Miss Covill	Wednesday lunchtime on the 12 th November.
English 	Judging a book by its cover	All	Reimagine the cover of your favourite book! You'll design both the front and back covers , including an eye-catching title design, the author's name and new blurb on the back (written by you!) that sums up the story in an exciting way.	Miss Cross	Hand this into Miss Cross by the 21 st November.
Performing Arts	Millfield Got Talent	All	Show off your talent in the 2025 Millfield Got Talent. Speak to your Head of House and Mr Mitchell to get involved,	Mr Mitchell and HoHs.	This will take place on Thursday 27 th November.
Food 	Decorate an Xmas design on a biscuit	All	Can you decorate an Xmas themed biscuit? There is 20 spaces, 5 per house. It is a first come first service basis - you need to contact your head of house ASAP.	Miss Norman	This will be on Tuesday 2 nd December after school.
Head of House 	It's starting to look a lot like Christmas	All	Christmas door decorating competition linked to key themes - Form Tutors to help organise. This year's theme is Christmas Films.	Head of House	Door needs to be completed by 13 th December for judging on the 15 th by Mr Grayston.
Head of House	Christmas Jumper Competition	All	 Which teacher has the best Christmas jumper?	All teachers	Judging will take place on Thursday 11 th December by Mrs Regan.
Heads of Houses and Pastoral Development	Christmas Appeal	All	As a form, collect the greatest number of items for our Millfield Community. Items include toiletries, clothing, dry food and goods.	Heads of Houses	These need to be collected by 6 th December.

YEAR 8


8	This term we have been learning to...	This term we will be learning to...
ENGLISH 	<ul style="list-style-type: none"> analyse how freedom is portrayed in different non-fiction texts. write a lively guide. manipulate opinions in our writing to make them seem more factual. 	<ul style="list-style-type: none"> make inferences about 'Animal Farm'. explore themes and motifs. write analytically.
 MATHS	<ul style="list-style-type: none"> simplify ratio. divide into ratio. solve problems involving ratio. 	<ul style="list-style-type: none"> convert between currencies. draw and interpret scale diagrams. solve problems involving direct proportion.
SCIENCE 	<ul style="list-style-type: none"> explore how forces affect objects. explore how ecosystems are affected by human activity. 	<ul style="list-style-type: none"> identify the uses and dangers of acids and alkalis. explain how sound is generated and detected. use nutritional information to describe the importance of a balanced diet.
GEOGRAPHY	<ul style="list-style-type: none"> describe the physical processes that take place at each tectonic plate boundary. evaluate the effects and impacts of an earthquake. use, interpret and describe ground photos. 	<ul style="list-style-type: none"> identify the location of Russia. describe what Russia is like. use, interpret and describe ground photos.
HISTORY	<ul style="list-style-type: none"> explain key reigns in the War of Roses. describe events in Henry VIII's reign. analyse how Henry VII changed England using change vocabulary. 	<ul style="list-style-type: none"> describe how religion changed throughout the Tudor period. analyse the significance of each Tudor monarch. evaluate the significance of the Tudors and reach a judgement.
 SPANISH	<ul style="list-style-type: none"> introduce ourselves in more detail and recap on last year. recap on the full paradigm of the verbs ser, estar and tener. consolidate the use of the verb singular forms of the verb hacer. use question words and learn to raise your voice to ask a question. use correctly the verbs ser and estar in new contexts. understand the phonics ga, go, gu and j, ge and gi. understand the culture of the Day of the Dead in Spanish speaking countries 	<ul style="list-style-type: none"> use - ar verbs such as buscar and preparar and how one conjugates them in the present tense. reuse the phonics a and i. develop using the first person plural (-amos) understand more prototypical verbs such as trabajar, descansar and mirar. describe places in town. understand extended reading texts and translation. <div data-bbox="916 1653 1513 1800" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The Day of the Dead, known in Spanish as <i>Día de los Muertos</i>, is a holiday that celebrates life and honors the dead through traditions, food, decorations, and activities intended to sustain the connections between the living and the dead.</p> </div>



8	This term we have been learning to...	This term we will be learning to...
FRENCH	<ul style="list-style-type: none"> introduce ourselves in more detail and recap on last year. recall the full paradigm of être and avoir. reuse the plural forms of irregular verbs. say what people do using the plural form of the verb faire. understand liaison sounds after t and s. 	<ul style="list-style-type: none"> use intonation to ask questions. use possessive adjectives. say what someone likes to do using the verb aimer and infinitives. understand numbers 13-60 say what sports one does using the verb faire.
 RE	<ul style="list-style-type: none"> describe religious sources of authority. describe the role the conscience plays in guiding people through life. explain Jesus' teachings about how we should act. 	<ul style="list-style-type: none"> evaluate the role of sources of authority on our lives. describe what charities do to support our local area. describe why it is important to help others.
PERFORMING ARTS	<ul style="list-style-type: none"> understand devising and how to use a stimulus. work sensitively to create a devised performance around the chosen stimulus. input a range of dramatic devices to enhance performance. 	<ul style="list-style-type: none"> understand and explore the style of Verbatim Theatre using the tragedy of the Titanic as a stimulus. use real life quotes within a performance. perform group devised scenes and a monologue.
MUSIC 	<ul style="list-style-type: none"> identify the different parts of the ukulele. describe the different ukulele playing techniques. develop an understanding of chords. 	<ul style="list-style-type: none"> understand the features of slavery and blues music. develop knowledge of the slave trade. perform 12 bar blues pieces within groups.
TECHNOLOGY	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> use research analysis and specifications to plan a project. understand the importance of design briefs and how they focus on design concepts leading to concept sketches. understand intermediate tools and equipment. <p>FOOD</p> <ul style="list-style-type: none"> review health and safety issues. to understand how to do the rubbing in technique. investigate how raising agents work in different types of baked food items. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> use research analysis and specifications to plan a project. understand the importance of design briefs and how they focus on design concepts leading to concept sketches. understand intermediate tools and equipment. 	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem. understand and apply finishing techniques. evaluate and modify a final product. <p>FOOD</p> <ul style="list-style-type: none"> explore animal welfare issues. understand the issue of food miles. consider how to reduce the carbon footprint. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> use intermediate techniques to manufacture a product including the use of mathematics to solve a design related problem. understand and apply finishing techniques. evaluate and modify a final product.



Halloween is celebrated every year on October 31st. It began as an ancient Celtic festival called Samhain, marking the end of the harvest and the start of winter. People believed that on this night, the boundary between the living and the dead became blurred, so they wore costumes to scare away spirits. Today, Halloween is a fun celebration where children dress up as ghosts, witches, and monsters. They go trick-or-treating, knocking on doors to collect sweets. Many people also carve pumpkins into jack-o'-lanterns, decorate their homes, and watch scary movies. It's a night full of fun, frights, and creativity.

8	This term we have been learning to...	This term we will be learning to...
ART	<ul style="list-style-type: none"> develop observational drawing skills. develop research and presentation skills when creating artist research pages. experiment with a range of media which reflects an artist, designer or crafts person. <p>TEXTILES</p> <ul style="list-style-type: none"> analyse existing products. use decoration and enhancement techniques. use fabric construction methods. 	<ul style="list-style-type: none"> create Zentangle research which will inspire design ideas. develop design ideas when creating patterns from secondary source. create a final design- bringing all skills together /research/drawing skills/ experimenting with media/zentangle patterns. <p>TEXTILES</p> <ul style="list-style-type: none"> apply decoration and enhancement techniques during the manufacturing process. quality assure and control of construction methods. write a final evaluation - are there any modifications or improvements that could be made?
PE 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> Football – focusing on skills and tactics within a game situation. Rugby - focusing on passing and tackling. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> netball - focusing on recalling and refining core skills developed in Year 7 ensures passing and receiving and footwork is accurate. Basic attacking and defensive strategies and full court games. 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> OAA orienteering- focussing on developing knowledge and understanding of navigational skills, map reading and different events. indoor athletics- maximal performance in running and field events. Health related fitness and fitness testing <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> indoor athletics- maximal performance in running and field events. Health related fitness and fitness testing. OAA orienteering- focussing on developing knowledge and understanding of navigational skills, map reading and different events.
COMPUTER SCIENCE	<ul style="list-style-type: none"> discuss online safety strategies and plan a quiz to assess another student's knowledge. develop an understanding of how changes in technology affect safety, including ways to protect online privacy and identity, and how to report a range of concerns. create a multimedia presentation to consolidate knowledge of online safety issues. 	<ul style="list-style-type: none"> recap key programming tools such as selection, variables, user input and concatenation. create their own game to plan, create, test and evaluate. create characters using pixel art.




SCHOOL SYNERGY
 Doing the right thing...Making a difference!

Remember!

In order to support your child with their home learning, please regularly log into Synergy to monitor the tasks that have been set and remind your child to complete them. The home learning policy can be viewed on our school website; this explains how much home learning your child should be set each week and the types of tasks they could be set.

If you require any further information about our home- learning or how to register for Synergy, please contact the school.

YEAR 9






	This term we have been learning to...	Next term we will be learning to...
ENGLISH	<ul style="list-style-type: none"> • make inferences about characters (their relationships and motivations). • control writing by selecting formal vocabulary and developing sentence structures for academic writing. • write a formal letter. 	<ul style="list-style-type: none"> • recognise the features of dystopian stories. • write a narrative. • draft and edit our writing.
 MATHS	<ul style="list-style-type: none"> • plot linear equations graphically. • find the gradient of a line. • identify the y-intercept of a linear equation. 	<ul style="list-style-type: none"> • collect like terms and simplify expressions. • solve one and two step equations. • solve inequalities.
SCIENCE	<ul style="list-style-type: none"> • investigate the properties of metals and their reactions with various substances. • use energy transfers and describe how they occur in everyday processes. 	<ul style="list-style-type: none"> • explain photosynthesis and reproduction in humans. • describe the stages of the rock cycle. • describe the importance and uses of light.
GEOGRAPHY	<ul style="list-style-type: none"> • use, interpret and complete diagrams, line graphs about climate change. • explain the evidence to suggest climate change. • explain the human causes of climate change. 	<ul style="list-style-type: none"> • use globes, maps and atlas knowledge to locate Countries within Africa. • use and interpret different maps to identify the landscapes in Africa.
HISTORY	<ul style="list-style-type: none"> • explain why Benin experienced a Golden Age. • explain key features of the Mali Empire under Mansa Musa. • analyse the significance of the pre-colonial African Kingdom of Benin and Mali. 	<ul style="list-style-type: none"> • describe Tudor trading companies. • explain how the Jamestown settlement was established. • analyse how settlement developed in America.
 FRENCH	<ul style="list-style-type: none"> • consolidate knowledge from the previous two years of French. • recap construction rules for numbers. • consolidate knowledge of avoir, être and adjective agreement rules. • use the pronoun 'on' with impersonal meaning. 	<ul style="list-style-type: none"> • consolidate knowledge of possessive adjectives. • understand how to conjugate verbs in the past tense. • talk about how people celebrate things.
SPANISH	<ul style="list-style-type: none"> • recap on the full paradigm of the verbs ser, estar and tener. • consolidate the use of the verb hacer. • consolidate the use of the present tense. • use the preterite tense to describe events that have happened in the past. • recap the phonics that we have been learning for the past two years. • understand the culture of the Day of the Dead in Spanish speaking countries. 	<ul style="list-style-type: none"> • compare past experiences using the preterite tense. • consolidate and recap how to use the verbs 'ser' and 'estar'. • compare what we do relating to the news and media. • describe what people do at home. • understand extended reading texts and translation.


“

“He was a lonely ghost uttering a truth that nobody would ever hear. But so long as he uttered it, in some obscure way the continuity was not broken. It was not by making yourself heard but by staying sane that you carried on the human heritage. He thought of the telescreen with its never-sleeping ear. They could spy upon you night and day, but if you kept your sanity, you still had the power to say that two and two made four. They could not stop you from believing it. That was their real victory — over the mind.”

”

George Orwell - 1984

	This term we have been learning to...	Next term we will be learning to...
 <p>RE</p>	<ul style="list-style-type: none"> describe what the death penalty is. understand the use of the death penalty in the USA and how it affects those who are placed on death row. explain how the death penalty works as a deterrent to criminal behaviour. 	<ul style="list-style-type: none"> evaluate the role of the death penalty in UK law in the future and our opinions surrounding its re-legislation. consider the next step after death for religious and non-religious people. understand religious beliefs on life after death.
<p>PERFORMING ARTS</p>	<ul style="list-style-type: none"> analyse a set stimulus to create clear choreographic intent. embed use of set to communicate choreographic intent. embed use of expressive skills to communicate choreographic intent. develop knowledge on physical skills. 	<ul style="list-style-type: none"> analyse a set stimulus to create clear choreographic intent. embed use of set to communicate choreographic intent. embed use of expressive skills to communicate choreographic intent. develop knowledge on physical skills.
 <p>MUSIC</p>	<ul style="list-style-type: none"> identify film genres and atmospheres. understand how music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. understand how film music can change the viewer's interpretation of a scene. 	<ul style="list-style-type: none"> understand how timing is a crucial factor in the composition and performance of music for film. understand how film music can change the viewer's interpretation of a scene. create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect
 <p>TECHNOLOGY</p>	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> disseminate and analyse information to plan a project from printed form. understand the importance of tolerances and fulcrums in design. develop an understanding of power tools and equipment. <p>FOOD</p> <ul style="list-style-type: none"> consider the 4Cs. describe the conditions needed for food poisoning bacteria reproduce. learn how to make shortcrust pastry. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> disseminate and analyse information to plan a project from printed form. understand the importance of tolerances and fulcrums in design. develop an understanding of power tools and equipment. 	<p>TRADITIONAL TECHNOLOGIES</p> <ul style="list-style-type: none"> use advanced techniques to manufacture a product, including the use of power tools. understand and apply advanced jointing and finishing techniques. evaluate a final product - including modifications and manufacturing techniques. <p>FOOD</p> <ul style="list-style-type: none"> use higher risk ingredients when cooking. create a blended sauce successfully. understand how to make a perfect Swiss roll. <p>NEW TECHNOLOGIES</p> <ul style="list-style-type: none"> use advanced techniques to manufacture a product, including the use of power tools. understand and apply advanced jointing and finishing techniques. evaluate a final product - including modifications and manufacturing techniques.
<p>ART & TEXTILES</p> 	<p>ART</p> <ul style="list-style-type: none"> research and analyse how the artist Ruth Allen creates her artwork. develop continuous line drawings like the artist Ruth Allen. create photoshoots of iconic buildings/ sculptures in the local area. <p>TEXTILES</p> <ul style="list-style-type: none"> develop design ideas. understand printing and dyeing processes. investigate fabric construction methods. 	<p>ART</p> <ul style="list-style-type: none"> experiment and explore a range of media which includes water colour, biro, fine liner, oil pastel and pencil. <p>TEXTILES</p> <ul style="list-style-type: none"> test and evaluate by referring back to manufacturing specifications. apply printing or dyeing techniques to final product during manufacturing process. quality assure and assess the control of construction methods.

9	This term we have been learning to...	Next term we will be learning to...
<p>PE</p> 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • rugby - focusing on passing and tackling. • football – focusing on skills and tactics within a game situation. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • netball - focusing on self-development, leading warmups and drills. Develop advance skills and tactics in full side games. Students to become competent in a range of positions on court. 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • football - focusing on skills and tactics within a game situation. • badminton – focusing on refining and developing core skills learnt in Year 8. To develop tactical awareness in singles and double to outwit. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • OAA activity- orienteering. Focusing on map reading skills, navigation and different types of orienteering events. • Health related fitness- focusing on fitness testing, different training methods and components of fitness.
<p>COMPUTER SCIENCE</p>	<ul style="list-style-type: none"> • explore the concepts of what a customer is and how we can learn about their needs through market research. • explore revenue, costs and profit including completing financial calculations. • create a product design using the market research findings. 	<ul style="list-style-type: none"> • develop an understanding of the concept of encryption and the Caesar cipher. • build on their Python programming language from Year 8 and learn how to use iteration IF statements and ASCII. • create a Python “Secret message” program using encryption.








Christmas Hamper

This year, we're running a Christmas Appeal to support our Millfield Community during the festive season and we need your help! We're collecting: toiletries, clothing, dry food, tins & chocolate boxes. All donations in by 6th December.

Every item makes a difference!

YEAR 10

10	This term we have been learning to...	Next term we will be learning to...
ENGLISH	<ul style="list-style-type: none"> refer to context when writing about a contemporary play. analyse language in a literature text. write an engaging narrative. 	<ul style="list-style-type: none"> respond to an exam question for literature. respond to the reading questions in an English language paper. edit, redraft, and improve our narratives.
MATHS	<ul style="list-style-type: none"> enlarge shapes by a given scale factor. find missing angles around parallel lines. evaluate conditions in which triangles are congruent. 	<ul style="list-style-type: none"> identify the different sides of right-angled triangles. use trigonometry ratios to find missing lengths of right-angled triangles. use trigonometry ratios to find missing angles of right-angled triangles.
 SCIENCE	<ul style="list-style-type: none"> correctly use a microscope to observe different types of cells. investigate different ways of separating mixtures. discover energy transfers from different objects and calculate how efficient appliances are. 	<ul style="list-style-type: none"> describe how cells divide and how they can become specialised. discover the structure of the atom and calculate the amount of sub-atomic particles within different atoms. investigate how waves behave and how they can be used.
DID YOU KNOW	<p>The microscope was invented around 1590 by Dutch spectacle makers Hans and Zacharias Janssen, who created the first compound microscope. Their device used multiple lenses to magnify small objects, marking the beginning of microscopic science. Later, Galileo Galilei improved the design and built his own version. In the 17th century, Antonie van Leeuwenhoek developed powerful single-lens microscopes, allowing him to observe bacteria and protozoa, revolutionizing biology and leading to the study of microorganisms.</p>	
GEOGRAPHY	<ul style="list-style-type: none"> draw diagrams and write annotations about plate margins. find evidence from photographs. find out where earthquakes and volcanoes happen and link to their location using maps. 	<ul style="list-style-type: none"> use annotated diagrams to understand global atmospheric circulation. describe the distribution of tropical storms. use a flow chart to understand the formation of a tropical storm.
HISTORY	<ul style="list-style-type: none"> understand the weaknesses of the political system in Germany after WW1. analyse sources on the challenges Weimar Germany faced. evaluate interpretations put forward by historians. 	<ul style="list-style-type: none"> understand why Germany experienced a golden age under Stresemann. analyse sources put forward by the early Nazi Party. evaluate interpretations put forward by historians.
 FRENCH	<ul style="list-style-type: none"> recap key phonics and grammar from Year 9 as a platform for the GCSE course. use the present tense with regular and irregular verbs. discuss technology, looking at phones and the internet. discuss our free time. 	<ul style="list-style-type: none"> talk about TV and cinema. form questions using inversion. use the near future tense to respond to invitations. use the perfect tense to describe events from last weekend. correctly pronounce the similar sounds of é, er and ez.
Hola! SPANISH	<ul style="list-style-type: none"> recap key grammar and phonics from previous year's learning. talk about Spanish-speaking sports stars. talk about life online and using vocabulary related to technology. 	<ul style="list-style-type: none"> talk about sports and free time activities. plan activities and arrange to go out in the target language. use the preterite tense to describe events from the previous weekend.
RE	<ul style="list-style-type: none"> describe Christian beliefs about God. explain what Christians can learn from the creation story. evaluate the importance of Jesus for Christians. 	<ul style="list-style-type: none"> understand the issue of crime in the UK. explain religious views on crime and punishment. explain the importance of the aims of punishment in the UK prison system.

10	This term we have been learning to...	Next term we will be learning to...
MUSIC 	<ul style="list-style-type: none"> Develop composing techniques using music technology. perform to a brief. develop theoretical music knowledge and understanding. 	<ul style="list-style-type: none"> develop theoretical music knowledge and understanding. develop compositional skills. develop performance skills. 
FOOD PREPARATION & NUTRITION	<ul style="list-style-type: none"> develop knife skills when chopping vegetables. create an apple swan. investigate the nutritional benefits of eating a wide variety of fruit and vegetables. 	<ul style="list-style-type: none"> explore the functional properties of cereal products. use different carbohydrates in recipes. understand how nutritional deficiencies in the diet can occur.
 DESIGN AND TECHNOLOGY	<ul style="list-style-type: none"> understand how new and emerging technologies have affected the world around us. understand how energy is generated and the environmental impact of generating and using it. understand how technological advances are creating new materials. 	<ul style="list-style-type: none"> understand how a systems approach to designing can help with planning a project. understand how mechanical devices work. understand what material properties are and how they affect material choices.
ART	<ul style="list-style-type: none"> independently research and explore new project which follows the theme of the beach. create a photoshoot which focuses on patterns from the beach e.g. sand ripples, driftwood, shells, pebbles, water. 	<ul style="list-style-type: none"> develop drawing skills using objects collected from the beach. experiment with a range of media when drawing e.g. inks, fine liner, pencil, pencil crayon, biro or charcoal.
MEDIA	<ul style="list-style-type: none"> analyse media language. discuss how representations are created and analyse their effects. apply audience theory to media texts. 	<ul style="list-style-type: none"> develop understanding of context in adverts. analyse media language used in print adverts. use our knowledge and understanding to create our own advert.
CREATIVE MEDIA	<ul style="list-style-type: none"> look at the media industry and the different job roles within the media industry. explore the differences between traditional media and new media. discuss how purpose and audience can affect the design of a product. 	<ul style="list-style-type: none"> interpret client requirements for a client brief. create mind maps, mood boards and visualisation diagrams. develop basic Photoshop skills.
COMPUTER SCIENCE	<ul style="list-style-type: none"> identify different user interfaces. explore the purpose of different pre-production methods for design. understand the purpose of the Internet of Everything 	<ul style="list-style-type: none"> how to use appropriate planning methods to develop a spreadsheet. how to use formulas in a spreadsheet how to successfully meet criteria for the spreadsheet coursework task.

WORK EXPERIENCE



Year 10 Work Experience 2024

The dates for the Work Experience will be
16th March – 27th March 2026

MOCK INTERVIEW DAY

Wednesday 14th January 2026

In preparation of work experience we will be hosting mock interviews.

Important Date!

Friday 5th December 2025
 Final deadline for all completed Self-Placement forms (green)

December 2025 / January 2026
 Students will be issued with a pin number to go online and make their selections if a self-placement has not been completed






Wednesday 14th January 2026
 Mock Interview Day


During February 2026
 Placement form to be issued to students to go for interview and obtain employers signature

Work Experience
 16th March 2026 – 27th March 2026

10	This term we have been learning to...	Next term we will be learning to...
CORE PE	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • football – focusing on self-development of leading small groups for their warmups and skill development. • basketball – focussing on core and advanced skills in isolation. Developing a love for sport and develop communication through game play. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • netball- focusing on benefits of participating in activities/ sport. Pupils to develop personal qualities, for example communication, teamwork, resilience through match play. • badminton- focusing on benefits of participating in activities/ sport. Students are to develop personal qualities, for example communication, teamwork and resilience through game play. 	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • handball- focusing on developing sporting values through game play, for example team spirit and tolerance and respect. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> • health related fitness- develop their understanding of components of fitness, testing methods and training types. Students will also experience aerobic exercise, and flexibility sessions.
OCR SPORT	<ul style="list-style-type: none"> • develop our understand of the different outdoor and adventurous activity provision both regionally and nationally. • understand the skills required/ safety implications when participating in gorge walking and rock climbing. • evaluate their personal performance in rock climbing and gorge walking. 	<ul style="list-style-type: none"> • develop their knowledge and planning of an outdoor activity. • produce a comprehensive risk assessment for an outdoor activity. • develop our understanding of the different clothing, equipment and technology associated with the 3 approved activities.
ENTERPRISE AND MARKETING	<ul style="list-style-type: none"> • introduction to the first internally assessed unit of work. • conduct three tools to collect market research. • analyse the findings of market research to make informed decisions about product designs. 	<ul style="list-style-type: none"> • create a customer profile using market segmentation techniques. • plan, sketch and evaluate initial design ideas. • create a design mix to identify the aesthetics, cost and function of the product.
TRAVEL & TOURISM	<ul style="list-style-type: none"> • identify and understand the major components of the UK travel and tourism industry. • understand the ownership and aims of travel and tourism organisations and how they work together. • understand the positive and negative influences of different factors on global travel and tourism. 	<ul style="list-style-type: none"> • understand that travel and tourism organisations and destinations are influenced by many factors, many of which are beyond their control. • understand the different types of organisations that might respond to these influencing factors, naming key organisations involved in global travel and tourism and the ways in which these organisations respond. • understand that technology designed to be used by customers is known as consumer technology and explore the advantages and disadvantages of consumer technologies.
CHILD DEVELOPMENT	<ul style="list-style-type: none"> • understand the aspects of holistic development. • understand how to measure growth and development. 	<ul style="list-style-type: none"> • develop understanding of factors that influence the child's development. • introduce care routines to support a child.
HEALTH AND SOCIAL CARE	<ul style="list-style-type: none"> • understand life stage 'Infancy' (0-2 years). • explain holistic development (PIES). • identify patterns of development. 	<ul style="list-style-type: none"> • understand life stage 'Early Childhood' (3-8 years). • explain holistic development (PIES). • identify patterns of development.

YEAR 11

11	This term we have been learning to.....	Next term we will be learning to.....
 ENGLISH	<ul style="list-style-type: none"> embed evidence when analysing a text. develop single word analysis. understand how to adapt our writing for different writing types. write an engaging narrative. comment on the plot/themes and characters in Romeo & Juliet and Macbeth. 	<ul style="list-style-type: none"> adapt our writing for different audiences. improve the way we start our literature essays by writing thesis statements. improve the way we respond to the comparison question on Component 2 – language.
 MATHS	<ul style="list-style-type: none"> plot linear equations graphically. find the equation of a straight line from a graph. plot non-linear equations graphically. 	<ul style="list-style-type: none"> construct distance/time graphs. estimate the area under a curve. construct and interpret conversion graphs.
 SCIENCE	<ul style="list-style-type: none"> review and develop key concepts and use microscopes and identify different cells by looking at their components. develop skills in key concepts of chemistry. review key calculations and construct electrical circuits and calculate resistance in circuits. 	<ul style="list-style-type: none"> investigate photosynthesis and what factors affect it. develop practical skills and calculate rates of reaction. investigate magnetic fields and calculate power.
 GEOGRAPHY	<ul style="list-style-type: none"> understand the coastal processes and the distinctive landforms that result from the processes of erosion, deposition and transportation. explain how management strategies can be used to protect coastal landscapes. use and interpret photographs and data. 	<ul style="list-style-type: none"> understand the characteristics and interdependence of biotic and abiotic components in ecosystems, including tropical rainforests and hot deserts. explain how deforestation in the Amazon rainforest and desertification in hot deserts are caused and managed. use climate graphs, maps, and data to interpret the distribution and characteristics of global biomes.
HISTORY	<ul style="list-style-type: none"> describe punishments in each time period. apply knowledge of punishment to source questions. outline how punishments have changed from the Medieval to Modern period. 	<ul style="list-style-type: none"> analyse the impact of the Wall Street Crash on America. describe suburbia. analyse the role of America in WW2.
 FRENCH	<ul style="list-style-type: none"> talk about what you normally do on holiday. talk about travel and modes of transport in France. talk about a dream holiday. develop the use of past, present, and future tenses. prepare of the mock speaking exam. 	<ul style="list-style-type: none"> talk about the environment. talk about environmental problems and weather. use the present, perfect, imperfect and near future tenses together. discuss school environmental projects. prepare for the mock speaking exam.
SPANISH	<ul style="list-style-type: none"> talk about school and school subjects. describe how we would change our school. use different tenses together to describe school experiences. 	<ul style="list-style-type: none"> talk about where we live. understand Spanish-speaking cities from across the world. use the present subjunctive with “cuando”. describe shopping preferences. prepare for the mock speaking exam.
ETHICS	<ul style="list-style-type: none"> understand philosophy and where it started. identify metaphysical and epistemological philosophy. 	<ul style="list-style-type: none"> understand the role of value theory in the world around us and our own understanding of happiness. explore if we control our own values or if external influences control us.

11	This term we have been learning to.....	Next term we will be learning to.....
GCSE RELIGIOUS STUDIES	<ul style="list-style-type: none"> describe different Christian practices. explain liturgical and informal worship in church. evaluate the role of evangelical worship on the future of Church worship in the UK. 	<ul style="list-style-type: none"> describe human rights and their importance in society. understand the issues of racism, sexism and Islamophobia has on those living in the UK. explore the concept and dangers of censorship.
DRAMA	<ul style="list-style-type: none"> understand and analyse the context of Blood Brothers. explore and analyse the roles of theatre makers within the production of Blood Brothers. develop ability to effectively answer short and extended written exam questions for the set play exam section. 	<ul style="list-style-type: none"> continue written exam study. understand the context of a selected script. explore two scenes within a play, focusing on dramatic performance skills. communicate a script effectively, using various acting skills to engage the audience and sustain their interest throughout a performance.
MUSIC	<ul style="list-style-type: none"> complete a reflective journal. prepare for unit 1 performance. develop performance techniques and practices. 	<ul style="list-style-type: none"> give final performance on chosen instrument to an audience. evaluate the effectiveness of a unit 1 performance.
FOOD PREPARATION & NUTRITION	<ul style="list-style-type: none"> investigate the working characteristics and functional and chemical properties of a range of raising agents used when making cakes for the GCSE NEA 1 set task. create a hypothesis to explore the set task. plan how to set up a food experiment for the set task. 	<ul style="list-style-type: none"> analyse the results of the experiment for the GCSE NEA1 set task. write a conclusion to explain if the hypothesis was correct. explain the scientific principles investigated during the experimental work.
DESIGN AND TECHNOLOGY	<ul style="list-style-type: none"> create initial ideas for a project and develop them successfully. to model successfully and plan a making process. to make a successful product using the correct skills, tools, and equipment. 	<ul style="list-style-type: none"> apply a successful finish to a product. evaluate a product against a specification. evaluate a product using client and personal opinions.
ART	<ul style="list-style-type: none"> independently research and explore a new project following either 'People, Places or Belongings' as a theme OR develop further work to the beach theme. <p>The new project is used as a practice for the ESA starting in January.</p>	<ul style="list-style-type: none"> experiment with a range of media when drawing, painting, printing or creating 3D work. develop ideas based on research, observations and work produced in the previous term. create a personal outcome for the project.
HEALTH & SOCIAL CARE	<ul style="list-style-type: none"> revisit the health and social care services. explore barriers to accessing the services. understand the skills, attributes and values required for care. 	<ul style="list-style-type: none"> complete their Pearson Set Assignment for November. recall factors that impact health and wellbeing. understand physiological indicators of health.
CHILDCARE & DEVELOPMENT	<ul style="list-style-type: none"> revisit all content areas 1-9. understand what is expected during NEA. prepare for an assessment. 	<ul style="list-style-type: none"> create a portfolio of evidence to each assessment task. recall and apply knowledge to all content areas 1-9. be able to effectively demonstrate vocational skills.

11	This term we have been learning to.....	Next term we will be learning to.....
OCR SPORT	<ul style="list-style-type: none"> complete unit R185 task 3 and 4. follow a lesson plan. teach a session. evaluate. 	<ul style="list-style-type: none"> study R184- focusing on the contemporary issues in sport. understand user groups. understand the barriers affecting the participation in sport for each user group. identify solutions to barriers so that each user group can access sport.
CORE PE	<p>Boys' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> football – focusing on self-development of leading small groups for their warmups and skill development. badminton- focusing on the shots and rules associated with playing singles and doubles. <p>Girls' PE - develop the skills and understanding of:</p> <ul style="list-style-type: none"> netball - focusing on self-development of leading small groups for their warmups and skill development badminton- focusing on the shots and rules associated with playing singles and doubles. 	<p>Boys' PE develop the skills and understanding of:</p> <ul style="list-style-type: none"> handball- focusing on developing sporting values through game play, for example team spirit and tolerance and respect. <p>Girls' PE- develop the skills and understanding of:</p> <ul style="list-style-type: none"> health related fitness- develop their understanding of components of fitness, testing and training methods, aerobic exercise and flexibility.
COMPUTER SCIENCE	<ul style="list-style-type: none"> complete the unit on computational thinking, focusing on compilers and translators. understand how IDEs work. take a detailed look at assembly language and machine code. 	<ul style="list-style-type: none"> re-visit CPU from Year 10 and build on previous knowledge. How do registers work? re-visit the software unit from Year 10 and go deeper into 'Utility' software and their uses.
ENTERPRISE & MARKETING	<ul style="list-style-type: none"> continue working on the R069 internally assessed unit. consider what makes a good presentation. create a presentation to pitch the business idea. 	<ul style="list-style-type: none"> practice the pitch to gather feedback from peers. practice and refine the pitch and improve presentation skills. present the final presentation for assessment.
TRAVEL & TOURISM	<ul style="list-style-type: none"> recap how organisations identify customer needs and travel and tourism trends. recap how the needs and preferences of travel and tourism customers are met. complete Pearson Set Assignment 2 - complete task 1A- consider the different market research methods that could be used by an organisation to identify customer needs. complete task 1B- consider the different market research methods that could be used by an organisation to identify travel and tourism trends and suggest new products and services to meet these trends. 	<ul style="list-style-type: none"> complete Pearson Set Assignment 2-task 2- consider how different types of travel and tourism organisations can meet the specific needs of customers. complete task 3A - develop a travel plan to meet the needs of given customer needs and preferences. complete task 3b- create an additional information document to provide to given customers.
CREATIVE MEDIA	<ul style="list-style-type: none"> work on the internally assessed unit of work. create a product for a given client brief. create a video for a given client brief 	<ul style="list-style-type: none"> work on the internally assessed unit of work. create a product for a given client brief. create a video for a given client brief
MEDIA	<ul style="list-style-type: none"> explore audience and industry issues relating to magazines and The Archers. explore media language and representation in magazines. practise exam skills. 	<ul style="list-style-type: none"> revise previously studied topics. complete NEA using various computer software. practise exam skills.



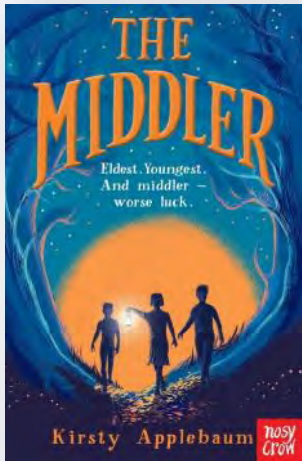
“The Middler”
by Kirsty Applebaum

“Codename Bananas”
By David Walliams

The first of this edition’s recommended library books is **The Middler** by **Kirsty Applebaum**.

“I was special. I was a hero. I lost the best friend I ever had.”

In the town of Fennis Wick, there are two rules: eldests go to military camp when they turn 14, and you don’t talk to wanderers: they’re dirty, dangerous and deceitful, or so Maggie’s been told.



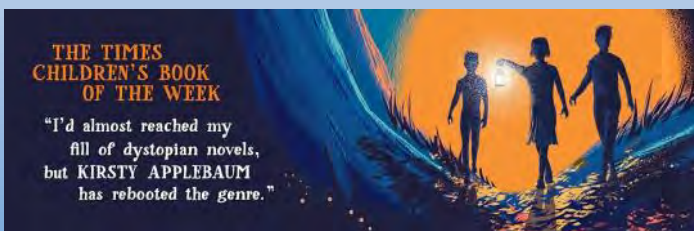
Maggie is a middler – a middle child – and she’s sick of it. Eldest children get all the good stuff: the parties, the prizes and the praise, while middle children grow up in the eldests’ shadows.

Maggie desperately wants a taste of being an eldest. So when she meets a wanderer, she reckons that if she can catch them that will make her a hero and people will finally listen to her. But Fennis Wick is hiding a

terrible secret and everything Maggie thought she understood about the world is about to come crashing down.

Maggie’s just a middler, though, so who’s going to listen when she tries to tell the truth?

This is a wonderfully conceived and slickly executed dystopian novel set in a seemingly idyllic town, but with an undercurrent of secrets to send a shiver down the spine. Maggie is a boiling pot of adolescent emotions, whose jealousy of the eldests leads her to make some challenging choices which have far reaching consequences.



The second recommended library book is **'Code Name Bananas'** by **David Walliams**.

Go back in time with No. 1 bestselling author **David Walliams** for a whizz-bang epic adventure of action, laughter and secret plots – and the extraordinary friendship between a little boy and a huge gorilla that just might save the day...

1940. Britain is at war with Nazi Germany.

Eleven-year-old Eric spends his days at the place that makes him most happy: London Zoo. And there’s one animal in particular he loves: Gertrude the gorilla.

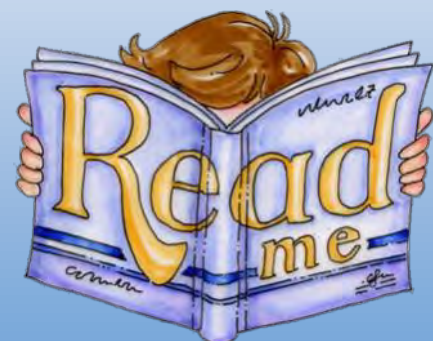
With bombs falling all over London, Eric must rescue Gertrude.

Together with his Uncle Sid, a keeper at the zoo, the three go on the run. But while hiding out at the seaside they uncover a top-secret Nazi plot...

Join David Walliams on this action-packed, laugh-out-loud adventure for all the family!



Reading Age 9 years and older



Reading Age 9 - 12 years





eco club

Autumn Garden Project



The Eco Club has been hard at work again this term, keeping our school grounds clean, green, and full of life!

Out in the garden, we turned our attention to the **school pond area**, which had become hidden behind tall weeds. After a big effort to clear the overgrown plants, the pond is now visible again – and already attracting more birds, insects, and frogs! Keeping the pond open and tidy means we can use it more for learning about wildlife and habitats.

Next, we'll be planning some **winter-friendly projects**, including making recycled bird feeders and planting spring bulbs to brighten up the garden in the new year.

The Eco Club is proud to help protect our local environment and inspire others to do the same. A huge thank you to everyone who's joined in so far – together we're making a real difference!

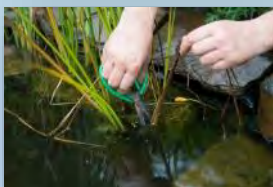
Creating a pond is one of the best things you can do for garden wildlife and it makes an attractive garden feature.

Like everything, it needs careful management. This isn't only to maintain the good looks of your pond but also to ensure it continues working as a habitat - if left alone it would gradually fill up with sludge and disappear. Autumn is the best time to care for your pond as juvenile amphibians will have left, while adult insects will be hibernating.

Don't forget to cater for pollinators with your pond, too.

Here are four essential steps to keeping your pond healthy in autumn.

- Remove rotting leaves, from pond plants and surrounding plants, with a net as they give off noxious chemicals when they decay.
- Rake out excess vegetation. Wildlife needs aquatic plants for shelter, but too many will choke the pond.
- Cut off and remove fading leaves and flowers that will fall into the pond and decompose, polluting the water.
- Remove blanketweed and duckweed. Wildlife may shelter here, so leave it at the side of the pond for a few days while creatures escape.



It's a good idea at this time of year to take stock of how much surrounding and overhanging plants have grown. If they're starting to shade out your pond too much, consider thinning them out or cutting them back to allow your pond plants to get plenty of sunlight.





HOT CHOCOLATE WITH THE HEAD

Amy Cortinas	7 R1 CHY
Annabella Moses-Williams	7 R2 ARD
Ruby Wright	7 B1 ADW
Alex Hindle	7 R2 ARD
Zaki Djerbi	7 H1 CPN
Saampavi Sivakesavan	7 B2 GBL

The above students have been nominated by Mrs Crook for their excellent work in MFL.

HOT CHOCOLATE WITH THE HEAD

Charlotte Collins	10 A ESN
Lotus Diep	10 B CCR
Courtney-Leigh Flackett	10 B CCR
William Scott	10 B CCR
Alex Szyper	10 A ESN
Emma Chieffo	10 D JCF
Theo Johnston	10 B CCR

The above students have been nominated by Miss Gower for their excellent work in Media



Join Brian House and Blue Skies for their Festive Family Charity Event – The Elf Run!

We are sharing the details of the upcoming annual charity Family Christmas event – The Elf Run, which will take place on Saturday 23rd November at Anchorsholme Park. The charities have asked if we could promote this with our students

The Elf Run is a family-friendly fundraiser where participants dress up in festive attire and take part in a 5K run, walk, or jog to raise money for the Blue Skies Hospitals Fund – our local NHS charity. It's a wonderful way to get into the Christmas spirit, enjoy some fun family exercise, and support an excellent local cause.

It would be great if anyone is able to attend. Here is the QR code to sign up.





Exploring, Building, Discovering!

It's been an exciting term for STEM at Millfield, and we are thrilled to share some of the amazing work that students have been involved in.

In **Science Club**, students have been getting hands-on with real lab techniques as they explored **titration reactions**. This engaging experiment helped them understand how we can identify the exact point where neutralisation occurs in acid-base reactions — a key part of chemistry that's also great fun to do in the lab!

Our incredible **STEM Ambassadors** played a vital role in this year's **Open Evening**, where they confidently shared their passion for science, technology, engineering and maths with prospective students and their families. They showcased some of the fantastic projects we've been working on, helping visitors experience the creativity and excitement STEM has to offer. A special mention goes to our Ambassadors for the amazing support they gave to our **Year 7s**, guiding them throughout the evening and helping them feel part of the team.

Meanwhile, our **Minecraft STEM team** have taken on the challenge of designing and building life-size models of both **humans and plants** in the game. These virtual models include **accurately scaled and labelled organs and tissues**, demonstrating a deep understanding of **body systems and biological processes**. From exploring **animal adaptations** to simulating the structure and function of **organs**, students are using Minecraft to bring biology to life in a creative, visual, and highly collaborative way.

At Millfield, we believe STEM should be an exciting journey of exploration and discovery. We're proud of our students' curiosity, teamwork and innovation — and we can't wait to see where their STEM adventures take them next.

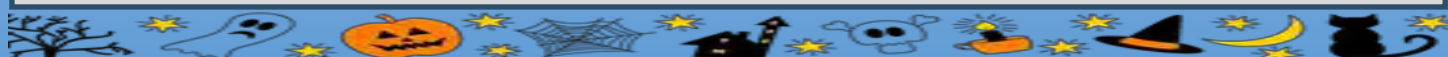
Mrs A McRoberts
Head of STEM

In Year 7 Science, students have been learning about pressure in gasses.
[#TeamMillfield](#)
[#BeExceptional](#)



STEM stands for Science, Technology, Engineering, and Mathematics.

It represents a multidisciplinary approach to education and careers that fosters critical thinking, problem-solving, and innovation. STEM fields drive advancements in medicine, computing, environmental sustainability, and infrastructure, playing a vital role in shaping the modern world. Encouraging STEM education helps prepare students for high-demand careers and empowers them to tackle global challenges. Diversity and inclusion in STEM are also essential to ensure a wide range of perspectives and solutions. As technology continues to evolve, STEM remains crucial to economic growth, scientific discovery, and the improvement of daily life around the globe.





KS3 October to December Half Term House Competitions



Department	Competition	Year Group	Details	Staff Contact	Date
Geography	TOP TRUMPS	All	Think you know your countries, mountains, and rivers? Put your geography knowledge to the test in our Top Trumps Competition!	Miss Covill	Wednesday lunchtime on the 12 th November.
English	Judging a book by its cover	All	Reimagine the cover of your favourite book! You'll design both the front and back covers , including an eye-catching title design, the author's name and new blurb on the back (written by you!) that sums up the story in an exciting way.	Miss Cross	Hand this into Miss Cross by the 21 st November.
Performing Arts	Millfield Got Talent	All	Show off your talent in the 2025 Millfield Got Talent. Speak to your Head of House and Mr Mitchell to get involved,	Mr Mitchell and HoHs.	This will take place on Thursday 27 th November.
Food	Decorate an Xmas design on a biscuit	All	Can you decorate an Xmas themed biscuit? There is 20 spaces, 5 per house. It is a first come first service basis - you need to contact your head of house ASAP.	Miss Norman	This will be on Tuesday 2 nd December after school.
Head of House	It's starting to look a lot like Christmas	All	Christmas door decorating competition linked to key themes - Form Tutors to help organise. This year's theme is Christmas Films.	Head of House	Door needs to be completed by 13 th December for judging on the 15 th by Mr Grayston.
Head of House	Christmas Jumper Competition	All	Which teacher has the best Christmas jumper?	All teachers	Judging will take place on Thursday 11 th December by Mrs Regan.
Heads of Houses and Pastoral Development	Christmas Appeal	All	As a form, collect the greatest number of items for our Millfield Community. Items include toiletries, clothing, dry food and goods.	Heads of Houses	These need to be collected by 6 th December.

KS4 October to December Half Term House Competitions



Department	Competition	Year Group	Details	Staff Contact	Date
Performing Arts	Millfield Got Talent	All	Show off your talent in the 2025 Millfield Got Talent. Speak to your Head of House and Mr Mitchell to get involved,	Mr Mitchell and HoHs.	This will take place on Thursday 27 th November.
Head of House	It's starting to look a lot like Christmas	All	Christmas door decorating competition linked to key themes - Form Tutors to help organise. This year's theme is Christmas Films.	Head of House	Door needs to be completed by 12 th December for judging on the 15 th by Mr Grayston.
Head of House	Christmas Jumper Competition	All	Which teacher has the best Christmas jumper?	All teachers	Judging will take place on Thursday 11 th December by Mrs Regan.
Maths	Trig Exact values	All	Students to learn trig exact values and complete a google form quiz	Mrs McOmish	These need to be completed by Friday 19 th December.
Science	Quiz Time	All	A multiple-choice quiz based across the 3 sciences that they have covered in that time.	Miss Latham	These need to be completed by Friday 19 th December.
English	Blooket Challenge	All	Who will come at the top of the leaderboard?	Miss Southern	These need to be completed by Friday 19 th December.





SCIENCE

Clubs

DISCOVER. EXPERIMENT. CREATE.

SCIENCE CLUB

WEDNESDAY 3 – 4pm

STEM & SCIENCE CLUB

WEDNESDAY
3-4
MRS MCROBERTS
B6
ALL YEARS

Catalyst Club

FRIDAY
LUNCHTIME
MR HUTCHINSON
B7
ALL YEARS

LEGO THERAPY

WEDNESDAY
A27
MISS CARBON
3PM – 4PM
ALL YEARS

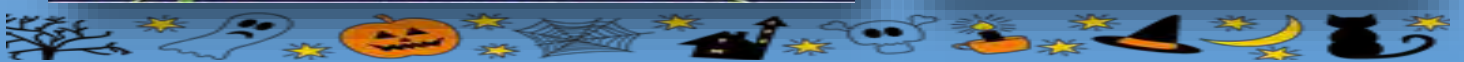
JOIN THE ECO CLUB

WEDNESDAYS AFTER SCHOOL
IN ROOM D2

CHEMISTRY CLUB

BEYOND MILLFIELD

WEDNESDAY
3-4
MR HUTCHINSON
B7
KS4



Extra Curricular Clubs

Extracurricular Activities

Please remember to check out the extracurricular activities here at Millfield. The link can be found under the 'Students' tab on the school website.

The new schedule will be available when the school re-opens for the summer term, with a great selection of activities to choose from!

[V2-Extra-Curricular-Activities-Autumn-Term-](#)

ART CLUB

WEDNESDAY
3-4
MRS RILEY
A23
ALL YEARS

TEXTILES CLUB

TUESDAY
3-4
MISS SIMPSON
A21
YEARS 7.8 & 9



MONDAY LUNCHTIMES
ALL YEARS

HISTORY CLUB

THE CLUB WILL
ALTERNATE BETWEEN
HISTORICAL FILMS AND
TOPICAL HISTORIC EVENTS

EVERY TUESDAY
2:50PM UNTIL 3:50PM
IN A32
YEARS 9, 10 & 11

CLUBS IN MFL

MONDAY: LANGUAGE
AMBASSADOR CLUB (B3)
TUESDAY: ITALIAN CLUB (B1)
WEDNESDAY: EURO CLUB (B3)
THURSDAY: SPANISH CLUB
(B1) / LATIN CLUB(B4)
FRIDAY: MANDARIN CLUB (B1)

FOOTBALL

WEDNESDAY - YEARS 7 & 8
THURSDAY - YEARS 9 & 10

3-4
MR DOXEY
FIELD / ASTRO

KS3 DANCE CLUB

MONDAY LUNCHTIME

1.20PM - 1.45PM

JAZZ, LYRICAL, COMMERCIAL,
MUSICAL THEATRE

Creating Children's STORIES

THURSDAY
LUNCH TIME
MISS CROSS
J6
ALL YEARS





Instrumental Lessons

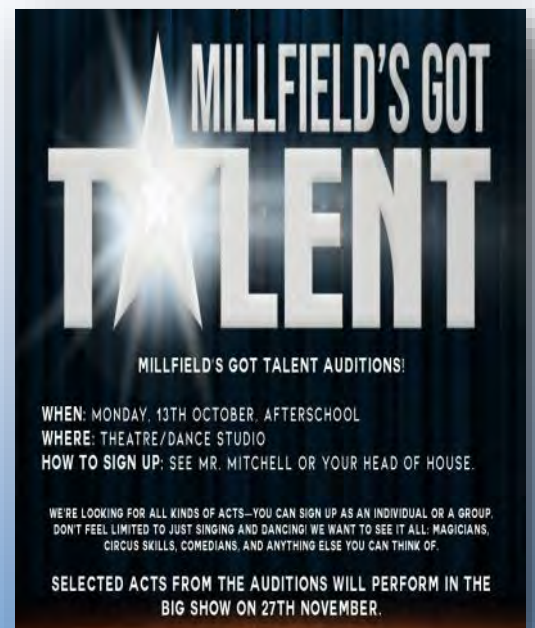
We're delighted to share that our offer of **free instrumental lessons for Year 7 students** this half term has been met with great enthusiasm! Pupils have eagerly taken up the chance to explore a wide variety of instruments — from guitar and keyboard to flute and violin — discovering new talents and interests along the way.

The Benefits of Learning an Instrument

Learning to play an instrument provides a wealth of lifelong benefits, including:

- **Self-Expression:** A creative outlet for personal emotions and ideas.
- **Cultural Awareness:** Insight into diverse musical traditions and historical contexts.
- **Responsibility:** Builds discipline through regular practice and care for the instrument.
- **Literacy and Comprehension:** Strengthens reading skills through understanding musical notation.
- **Mathematical Thinking:** Develops pattern recognition and rhythmic awareness.
- **Coordination:** Enhances fine motor skills and hand-eye coordination.
- **Perseverance:** Nurtures resilience and a sense of achievement through progress.
- **Memory:** Boosts cognitive function through memorisation and recall.
- **Listening:** Sharpens auditory focus and musical appreciation.
- **Social Skills:** Promotes teamwork and collaboration through ensemble playing.

If you would like your child to take up a musical instrument, please contact p.mitchell@millfield.lancs.sch.uk for more information.



'Millfield's Got Talent' will take place Thursday 27th November 2025 - more details to come!





Disney

HIGH SCHOOL MUSICAL JR.

Rehearsals are in full swing for our upcoming production! Students are showing incredible dedication and energy as they prepare for what promises to be a fantastic performance. We're excited to announce that the show will run from

10th–12th February

Save the dates and get ready to be amazed!

Be Exceptional



Fireworks, The Law and You



Fireworks can only be purchased from registered sellers for private use between:

15th October - 10th November
26th December - 31st December
3 days before Diwali or Chinese New Year

It is illegal to sell fireworks or sparklers to anyone under 18

It is illegal for anyone under 18 to possess fireworks in public

If you are caught with fireworks in public you could be given an on the spot fine of £80

It is an offence to set off fireworks between 11pm and 7am

It is also an offence to obstruct emergency workers

If you are caught committing any of these offences you could be given an on the spot fine or be taken to court where you can be given a heavier fine or prison sentence.



THINK ABOUT IT.

Firework Code



Lancashire Fire
and Rescue Service

Always supervise young children

Light sparklers one at a time

Keep pets indoors

Keep them in a closed box

Follow all instructions carefully

Stand well back

DO's

&

Don'ts

Never return to a lit firework

Don't give sparklers to under 5's

Don't set fireworks off after 11pm

Never put them in your pocket

Never throw them

For more information visit:

www.lancsfireandrescue.org.uk/bonfires-and-fireworks.aspx

