

Issue No 4
23rd October
2026

Important Dates



Millfield MESSENGER

Belvedere Road, Thornton Cleveleys, FY5 5DG

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Dear Parents and Carers

What a busy and successful half term it has been. The weeks have flown by, and it has been wonderful to see so many students embracing the opportunities available to them both inside and outside the classroom. One of the highlights of the term was welcoming hundreds of local families to our Open Evening. It was a pleasure to showcase our school and introduce prospective students and their families to life at Millfield. The positive feedback from visitors about our happy, successful and welcoming school was overwhelming, and I would like to thank our students and staff who represented the school so brilliantly throughout the evening.



We were also delighted to see such a high number of parents and carers at our recent Year 11 Progress Evening, with 93% attendance! Thank you for the support you continue to provide as your child prepares for their mock examinations and begins making important decisions about their future pathways. The strong partnership between home and school plays a vital role in ensuring that students achieve their full potential, and it was encouraging to see so many families taking the opportunity to discuss progress, targets and next steps with staff.

A huge well done to former Millfield student, Kian Forsyth, who recently received Coastal Radio's Local Hero Award in recognition of his work promoting LGBTQ+, diversity and inclusion. We are incredibly proud of Kian and all that he has achieved since leaving Millfield. He is a wonderful example of the positive impact that young people can have within their communities.

This half term, Team Millfield also proudly showed racism the red card. Students and staff wore red to support the campaign and to reinforce our commitment to equality, respect and inclusion. At Millfield, we are proud of the tolerant and respectful community we have built together, and events such as these provide important opportunities to celebrate our shared values and promote understanding and kindness.

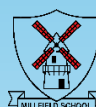
Our Millfield Moments programme continues to provide memorable experiences for students. This week, all Year 7 students have been exploring the wonders of White Scar Caves, thanks to the Geography Department. The visit provides an exciting opportunity to bring classroom learning to life while developing students' understanding of the natural environment. Meanwhile, our Year 9 students attended a performance of the Royal Shakespeare Company's *Julius Caesar* as part of the First Encounters Programme. This engaging introduction to Shakespeare deepened their understanding of language, character and performance, while helping to build confidence as they begin to look ahead to their GCSE studies.

Thank you, as always, for your continued support throughout what has been another fantastic half term. I wish all our students, families and staff a happy, restful and well-deserved break, and I look forward to welcoming everyone back for the second half of the autumn term.

You can keep up to date with everything happening at Millfield by following us on X @millfieldhighsc

N. Regan

Mrs N. Regan
Headteacher



Friday 23rd October
School closes for half
term week.
**Monday 2nd
November**
School reopens.
RSE Sessions - All Years
Wed 4th November
Careers Fair - All Years
Fri 6th November
Coffee and Wellbeing
Morning
Mon 9th - Fri 13th
Chemistry Week
Mon 9th - Thurs 12th
MFL Mocks
Tues 10th November
CPSHE P1
Wed 11th November
Remembrance Day -
Cadets in uniform
Music Concert with St
John's Church 7PM
Fri 13th November
Flu Vaccinations
Mon 16th November
School Closed for Inset
Day
**17th - 30th
November**
Year 11 GCSE Mock
Exams
Wed 18th November
Certificate Evening
Thurs 19th November
International
Men's Day

BONFIRE NIGHT

FIRE SAFETY

Great fun. Keep it safe.

Bonfire Night is a fantastic time to get together, but it can be dangerous if we're not careful. Follow these fire safety tips to keep yourself and others safe.

Enjoy the fireworks, not the accidents.

KEEP A SAFE DISTANCE



Stay well back from the bonfire, fireworks and burning debris. Heat, sparks and flying embers can be dangerous, even from a distance.

FOLLOW THE RULES



Only go to organised events and follow instructions from adults and event organisers. Never light your own bonfire or fireworks.

BE CAREFUL WITH FIREWORKS



Never pick up or mess with fireworks. Keep them in a safe place, and only use them if you're trained and it's legal to do so.

DRESS FOR SAFETY



Wear warm clothes, including a coat, gloves and a hat. It helps protect you from the cold and reduces the risk of burns.

LOOK AFTER YOUR FRIENDS



Stay together, look out for each other and don't leave friends on their own, especially if they've had to drink or are feeling unwell.

KNOW WHAT TO DO IN AN EMERGENCY



If there's a fire, someone is hurt or you see dangerous behaviour, call 999. It could save a life.

STAY SAFE ★ HAVE FUN ★ LOOK OUT FOR EACH OTHER

EQUALITY

Noun:

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

'Show Racism the Red Card' Day

Students and staff of Millfield took part in Show Racism the Red Card Day on Friday 16th October, joining schools and organisations across the UK in raising awareness of the importance of equality, inclusion and respect for all.

Show Racism the Red Card is the UK's leading anti-racism educational charity. The campaign uses the power of sport, particularly football, to help educate young people about the harmful effects of racism and to promote positive attitudes towards diversity.

To show our support, students and staff wore red and took part in a hunt to find red cards hidden around the building. The day provided an important opportunity for everyone to reflect on how we can create a welcoming and inclusive environment where all people are valued and respected.

By taking part in Show Racism the Red Card Day, our school demonstrated its commitment to standing against racism and promoting kindness, understanding and equality. We are proud to have joined thousands of people across the country in sending a clear message: racism has no place in our school or our society.





@ **Millfield**

TAKING FLIGHT, EXPLORING SPACE AND CELEBRATING LIFE!

It has been a busy and exciting few weeks for STEAM at Millfield, with students getting involved in practical challenges, lunchtime events and activities celebrating the world around us. From investigating the flight of a paper aeroplane to taking a closer look inside a heart, there have been plenty of opportunities to ask questions, explore ideas and discover something new.

Taking flight in STEAM Club

In STEAM Club, students have been designing and making different styles of paper aeroplane, investigating which can travel the furthest, fly the highest and move the fastest. Although the materials are simple, the challenge brings together science, engineering, creativity and mathematical thinking.

Students have been considering how the shape, size and folds of their aeroplanes might affect their flight. Does a design built for distance also perform well for height? How much difference does the way an aeroplane is launched make? These questions encourage students to look closely at their results and think about how they could improve their designs.

The challenge is also an opportunity to explore what makes a fair test. Comparing aeroplanes means thinking carefully about the conditions in which they are flown, taking measurements and checking whether a successful flight can be repeated. It is a lovely example of how an everyday object can inspire scientific thinking, teamwork and problem-solving.

Looking beyond Earth during Space Week

Our Space Week celebrations gave students the opportunity to turn their attention to the universe beyond our planet. Students joined us for lunchtime Movie Club, coming together to enjoy space-themed films and share an interest in space exploration.

Space is a fantastic starting point for curiosity, raising questions about distant worlds, the challenges of space travel and what we might discover in the future. It also brings together many areas of STEAM: scientists investigate the universe, engineers develop spacecraft, mathematicians calculate journeys, and creative thinkers help imagine what could come next.

It was lovely to offer students a chance to enjoy this fascinating topic together beyond their usual lessons.

Celebrating the A–Z of Biology

Biology Week has brought the focus back to life on Earth, with students celebrating the variety of the living world through our A–Z of Biology theme. Poster competitions and quizzes have encouraged students to put their knowledge to the test, discover unusual facts and communicate their ideas creatively.

Our poster competition gives students the chance to show just how much biology includes. From the smallest cells to entire ecosystems, there is no shortage of inspiration! Combining scientific knowledge with imaginative design is a great way for students to share their interests and help others learn something new.

Students have also enjoyed watching David Attenborough, exploring the natural world and the remarkable ways living things survive. These programmes provide a wonderful starting point for thinking about habitats, adaptations and the importance of protecting biodiversity.

Heart dissections have offered a different perspective, allowing students to take a closer look at the structures inside this vital organ. Seeing these features first-hand helps connect classroom diagrams with the real thing and encourages questions about how our bodies work.

Alongside the activities, students have been discovering the many careers linked to biology. Healthcare, veterinary science, conservation, biotechnology and scientific research are just some of the areas in which an interest in living things can lead to future opportunities. Exploring these links helps students see how the knowledge they develop in school can be used to improve lives and understand our changing world.

Curiosity at the heart of STEAM

As Head of STEAM, it has been lovely to see students getting involved, sharing ideas and being willing to try something new. These experiences help students recognise the connections between subjects and develop confidence in asking questions, testing solutions and learning from their results.

Thank you to all the students who have taken part, and to the staff who have supported the activities and generously given their time. Their enthusiasm and support make these opportunities possible, and we look forward to sharing more of our STEAM adventures in the next Millfield Messenger!

Join Mrs McRoberts and Mrs Alden on **Wednesdays, 3:00–3:45 pm in B6**. There is plenty more to investigate, discover and create!



Science



Technology



Engineering



Art



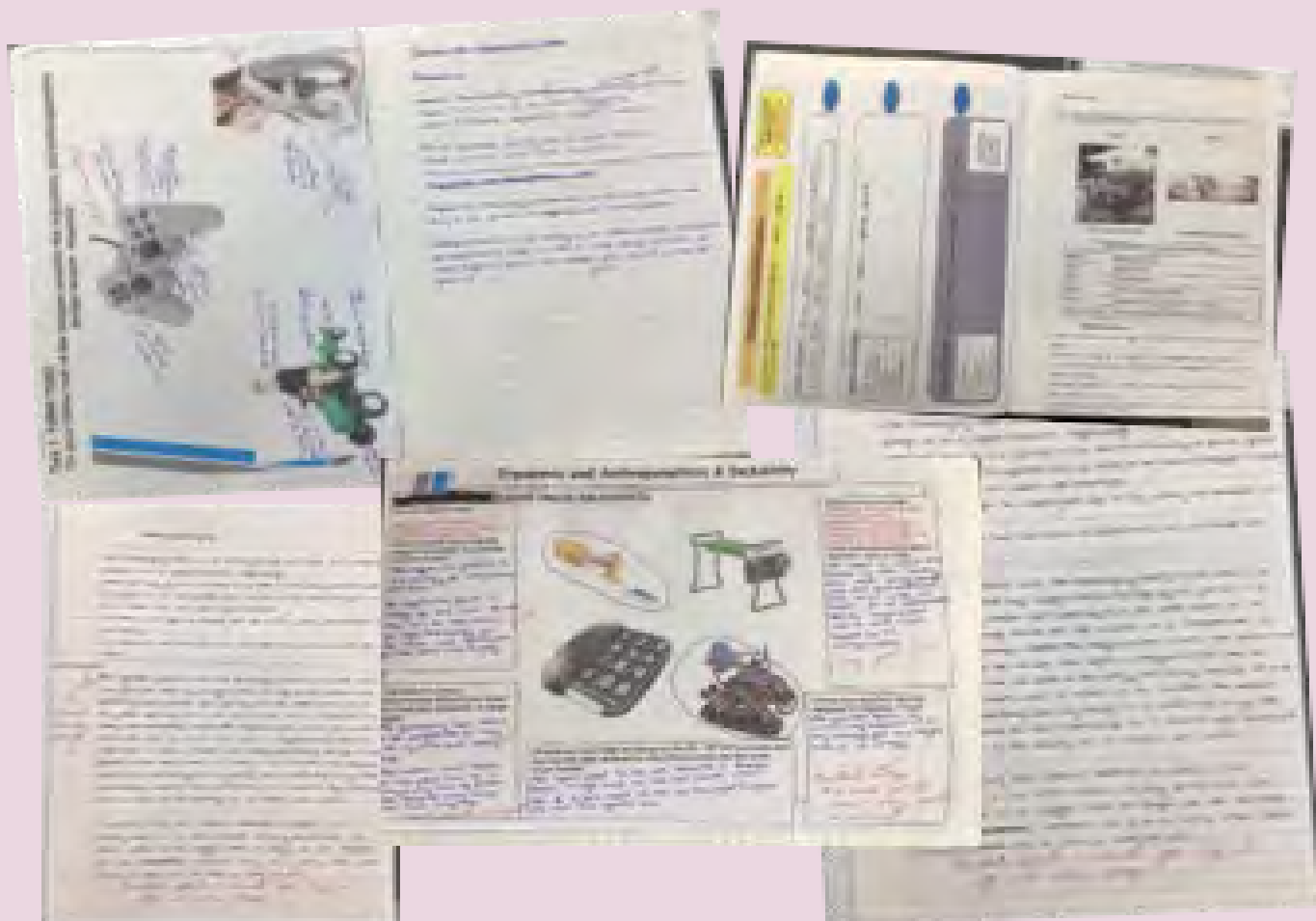
Mathematics

STEAM learning refers to an educational approach that integrates Science, Technology, Engineering, Arts, and Mathematics. This interdisciplinary approach aims to foster creativity and critical thinking by allowing students to explore and solve problems across these fields. STEAM education encourages collaboration, innovation, and the development of essential skills such as problem-solving, communication, and design thinking, preparing students for the challenges of the modern world.

CONGRATULATIONS!

learning@home

Students in **Design Technology** have produced outstanding examples of home learning by developing their understanding of design principles in relation to ergonomics and anthropometrics, as well as deepening their understanding of GCSE level questions.



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

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 timetable 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.

Remember!

HOME LEARNING SUPPORT SESSIONS

These sessions are designed to provide extra assistance with homework, revision, and coursework completion, helping students to stay on track and succeed.

After-school sessions are held on
Monday & Tuesday from 2:50 PM to 4:00 PM in Room A28

Additionally, students can access support during lunchtime at the following locations:

Key Stage 3 students: Room A28

Key Stage 4 revision: Room A14

Coursework progression: Room G9

We encourage all students to take advantage of these opportunities to receive support and guidance to succeed.



It has been an absolute pleasure to see how much the children have thrived in their lessons over the first half term. I have thoroughly enjoyed getting into lessons every day and seeing first-hand the enthusiasm, curiosity and confidence with which our students approach their learning. It is particularly rewarding to hear children confidently explaining not only what they have been learning, but why they are learning it. This demonstrates the depth of their understanding and the importance they place on making meaningful connections in their learning.



It has certainly been a busy and exciting half term, with so much learning taking place beyond the traditional classroom. From exciting experiments in the quad and English lessons in the library to a number of trips that have brought learning to life and extended experiences far beyond the school gates, our students have embraced every opportunity to learn in new and engaging ways.

It was also wonderful to showcase the fantastic learning taking place across the school during our hugely successful Opening Evening. We are incredibly proud of what our students have achieved and the enthusiasm they demonstrate in sharing their experiences with others.

We are already looking forward to taking things a step further next half term with our first ever Year 7 Sharing Assembly. Many of our Year 7 students will be welcoming parents and carers into school for an immersive experience in which they will take the lead, guiding visitors through interactive activities, games and quizzes to showcase everything they have learned since joining Team Millfield. It promises to be a fantastic opportunity for our students to celebrate their progress, share their knowledge and demonstrate just how much they have grown in confidence since the start of the year.

I hope everyone has a wonderful and restful half term break. Thank you for your continued support, and I look forward to seeing everyone back in school for another exciting half term of learning!

Miss Morton, Assistant Headteacher: Teaching and Learning



In this Year 8 RE lesson, students explored religious authority. They considered how sacred texts, religious leaders, traditions and personal experiences can influence decisions about right and wrong. [#TeamMillfield](#)



 Tickets can be purchased using the QR code.

Millfield's Got Talent 2026 – What an Audition!

Millfield's Got Talent auditions took place on Monday 13th October, and what an incredible display of talent we witnessed! From fantastic singers and musicians to energetic dancers, our students certainly pulled out all the stops. Some performances even earned the coveted Golden Buzzer!

The excitement is building for this year's Millfield's Got Talent Final on Thursday 26th November 2026! Students will soon discover who has successfully made it through the auditions and secured a place in the final.



Vocal Masterclass – Millfield Choir Hits the High Notes!

On Wednesday 14th October, we were delighted to welcome Kaytie Harding, Lancashire Sings Vocal Animateur, to Millfield for an inspiring vocal masterclass with our 40-strong choir!

Kaytie put our talented singers through their paces, quickly getting them singing in three-part harmony and filling the theatre with an incredible sound! She was particularly impressed by the students' ability to hold their pitch confidently while singing different vocal parts.

We are delighted that Kaytie will be returning on 2nd November for another exciting session before our choir joins students from across Lancashire for Lancashire Sings on Friday 20th November.

Well done to all our fantastic singers – what a brilliant sound!

Concert for Nepal An Evening of Music and Hope

Join us on Wednesday 11th November at 7.00pm as our talented Millfield Choir and soloists perform alongside St John's Choir for a special evening of music in aid of the Nepal Recovery Fund.

Venue: St John's Parish Church, Little Thornton, FY5 5JE.

Admission is FREE, with donations warmly welcomed to support communities affected by the devastating disaster in Nepal.

Come.along?enjoy.some.wonderful.music.and.
help.make.a.difference*

ST JOHN'S PARISH CHURCH
LITTLE THORNTON
PRESENTS

A CONCERT FOR NEPAL



MILLFIELD SCHOOL & ST JOHN'S CHOIR

**WEDNESDAY 11TH NOVEMBER
7:00 PM**

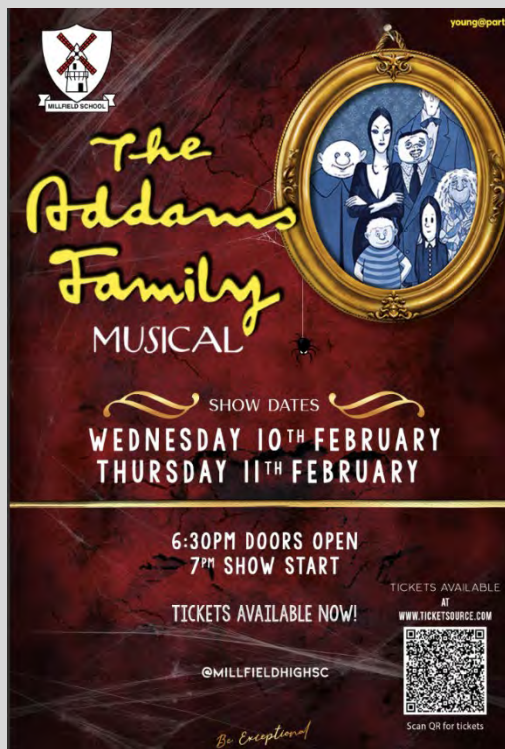
ST JOHN'S PARISH CHURCH, LITTLE THORNTON
STANAH ROAD · FY5 5JE

ADMISSION FREE
DONATIONS: NEPAL RECOVERY FUND

Millfield School Song – A Fantastic Premiere! 🎵

Our talented Year 7 students proudly premiered the **new Millfield School Song** at this year's Open Evening! Performing to a packed audience of prospective students and their families, our young singers created a wonderful, welcoming atmosphere and showcased the fantastic musical talent here at Millfield.





The Addams Family – School Musical

Auditions for our next school musical, *The Addams Family*, were a fantastic success, with over 50 students auditioning for roles! We are delighted by the enthusiasm and talent shown by our students. Rehearsals are now underway as we work towards bringing this exciting production to the stage in February.

LCC Road Safety Performance

All Year 7 and Year 8 students watched an engaging road safety performance delivered by LCC. The performance highlighted the importance of road safety awareness, encouraging students to think carefully about their choices and behaviour when travelling.

Royal Shakespeare Company – Julius Caesar

Our Year 9 students had the opportunity to experience Shakespeare brought to life through a live performance of the Royal Shakespeare Company's *Julius Caesar*. This valuable experience supported students' wider learning and deepened their understanding of the text, benefiting both their English studies and their Performing Arts education.



Wyre & Fylde Dance Festival

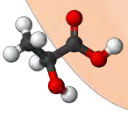
We were thrilled to see such a fantastic turnout for our Wyre & Fylde Dance Festival auditions! Students demonstrated their enthusiasm, commitment and passion for dance as they competed for a place in this year's performance. We are looking forward to showcasing their hard work at the iconic Tower Ballroom on Tuesday 10 November. Good luck to everyone involved!



CURRICULUM UPDATES

AUTUMN 2026

YEAR 7

7	This term we have been learning to ...	Next term we will be learning to...
ENGLISH	- understand what happens in some myths and legends. - write about our local area. - retrieve information from texts.	- 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	- manipulate place value of integers and decimals. - use inequality symbols. - calculate using negative numbers.	- calculate error intervals. - write numbers in standard form. - manipulate averages and range.
SCIENCE 	- 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.	- describe how energy is stored and transferred. - explain how reproduction occurs in various organisms. - describe the relationship between atoms, elements and compounds.
GEOGRAPHY	- use and interpret photographs. - label and annotate maps of Great Britain, UK and British Isles. - describe how landscapes are made up.	- 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	- describe the Silk Road. - analyse interpretations of historians work on the Silk Road. - analyse the significance of the Silk Road using 'GREAT' vocabulary.	- describe how England developed during the Anglo-Saxon period. - analyse change under each ruler. - analyse historians' interpretations in this period.
SPANISH 	- 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.	- 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	- 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).	- 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...	Next term we will be learning to...
RE 	- describe the different Abrahamic faiths. - describe the Dharmic faiths. - spot the differences and similarities between faith groups in belief and practice.	- understand the concept of happiness within religion. - connect non-religious belief with the concept of happiness.
TECHNOLOGY   	TRADITIONAL TECHNOLOGIES - 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. FOOD - explore how the food room is set up. - understand health and safety in a food room. - understand the bridge and claw technique. NEW TECHNOLOGIES - 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.	TRADITIONAL TECHNOLOGIES - use basic techniques to manufacture a product. - understand and apply basic finishing techniques. - evaluate a final product. FOOD - 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. NEW TECHNOLOGIES - use basic techniques to manufacture a product. - understand and apply basic finishing techniques. - evaluate a final product.
PE 	Boys' PE - develop the skills and understanding of: - badminton - focusing on core skills to outwit an opponent. - rugby - focusing on passing and tackling, with delivery by Fylde Rugby Club. Girls' PE - develop the skills and understanding of: - netball core skills - focusing on passing and receiving, footwork, dodging and marking. Students will play in adapted games and begin to understand the rules when playing a full court match.	Boys' PE - develop the skills and understanding of: - rugby - focusing on passing and tackling, with delivery by Fylde Rugby Club. - netball core skills - focusing on passing and receiving, footwork, dodging and marking. Students will play in adapted games and begin to understand the rules when playing a full court match. Girls' PE - develop the skills and understanding of: - badminton- developing core skills to outwit an opponent. - fitness- developing knowledge of different methods of fitness training and testing.



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7	This term we have been learning to...	Next term we will be learning to...
COMPUTER SCIENCE	• 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.	• explore the importance of online safety, identifying the risks and the preventions. • identify key laws used to help protect people and data. 
ART	Landscapes and elements • 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.	• understand and put into practise colour theory. • develop painting skills by improving blending techniques.
PERFORMING ARTS 	History of Theatre • understand how theatre has developed throughout history. • understand style and technique of Greek, Shakespearian, Commedia and Melodramatic theatre. • understand different stage styles. Darkwood Manor • understand the Horror genre • explore using physical theatre style and body as prop • master a range of performance techniques such as still image and soundscapes. Musical Theatre ▪ perform in a Musical Theatre style. ▪ embed choreographic devices and relationships into performance. ▪ apply characterisation skills to portray a believable character. 	History of Theatre • understand how theatre has developed throughout history. • understand style and technique of Greek, Shakespearian, Commedia and Melodramatic theatre. • understand different stage styles. Darkwood Manor • understand the Horror genre • explore using physical theatre style and body as prop • master a range of performance techniques such as still image and soundscapes. Musical Theatre • perform in a Musical Theatre style. • embed choreographic devices and relationships into performance. • apply characterisation skills to portray a believable character.
MUSIC	• compose and perform a short rhythm. • identify and describe the musical elements. • listen to and appraise ten musical pieces.	• identify and apply musical notation. • listen to and appraise melodic structure. • perform using the keyboard/vocals with the correct technique.



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.

YEAR 8

8	This term we have been learning to...	Next term we will be learning to...
ENGLISH 	- 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.	- make inferences about 'Animal Farm'. - explore themes and motifs. - write analytically.
 MATHS	- simplify ratio. - divide into ratio. - solve problems involving ratio.	- convert between currencies. - draw and interpret scale diagrams. - solve problems involving direct proportion.
SCIENCE 	- identify the uses and dangers of acids and alkalis and how these substances can be identified with indicators. - explain how sound is generated and detected. - use nutritional information to describe the importance of a balanced diet.	- identify the differences between complete and incomplete combustion. - understanding the behaviour of fluids. - compare the features of unicellular organisms.
GEOGRAPHY	- 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.	- identify the location of Russia. - describe what Russia is like. - use, interpret and describe ground photos.
HISTORY	- explain key reigns in the War of Roses. - describe events in Henry VIII's reign. - analyse how Henry VII changed England using change vocabulary.	- 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	- 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	- 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 prototypal verbs such as trabajar, descansar and mirar. - describe places in town. - understand extended reading texts and translation. 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.



8	This term we have been learning to...	Next term we will be learning to...
FRENCH	- 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.	- 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	- describe religious sources of authority. - describe the role the conscience plays in guiding people through life. - explain Jesus' teachings about how we should act.	- evaluate the role of sources of authority on our lives. - describe what charities do to support our local area.
PERFORMING ARTS	Titanic - understand the style and techniques of Verbatim Theatre. - explore working non-naturalistically to communicate real-life events and experiences. - use dramatic devices to create an engaging and sensitive performance. Devising from a stimulus - understand the devising process and how to develop ideas from a stimulus. - work sensitively and collaboratively to create a devised performance. - apply a range of dramatic devices to develop and enhance performance. Musical theatre - perform in a Musical Theatre style. - embed choreographic devices and relationships into performance. - apply characterisation skills to portray a believable character.	Titanic - understand the style and techniques of Verbatim Theatre. - explore working non-naturalistically to communicate real-life events and experiences. - use dramatic devices to create an engaging and sensitive performance. Devising from a stimulus - understand the devising process and how to develop ideas from a stimulus. - work sensitively and collaboratively to create a devised performance. - apply a range of dramatic devices to develop and enhance performance. Musical theatre - perform in a Musical Theatre style. - embed choreographic devices and relationships into performance. - apply characterisation skills to portray a believable character.
MUSIC	- identify the different parts of the ukulele. - describe the different ukulele playing techniques. - develop an understanding of chords.	- understand the features of slavery and blues music. - develop knowledge of the slave trade. - perform 12 bar blues pieces within groups.
TECHNOLOGY	TRADITIONAL TECHNOLOGIES - 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. FOOD - review health and safety issues. - understand how to do the rubbing in technique. - investigate how raising agents work in different types of baked food items. NEW TECHNOLOGIES - 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.	TRADITIONAL TECHNOLOGIES - 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. FOOD - explore animal welfare issues. - understand the issue of food miles. - consider how to reduce the carbon footprint. NEW TECHNOLOGIES - 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.

8	This term we have been learning to...	Next term we will be learning to...
ART	Woodland Wonders • 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.	• 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.
PE 	Boys' PE - develop the skills and understanding of: • rugby - focusing on passing and tackling. • badminton – developing core skills and knowledge of rules and regulations in single match play. Girls' PE - develop the skills and understanding of: • 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.	Boys' PE - develop the skills and understanding of: • rugby - focusing on passing and tackling. • 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. Girls' PE - develop the skills and understanding of: • badminton- developing core skills and knowledge of rules and regulations in single match play. • fitness- developing knowledge of different method of fitness training and testing.
COMPUTER SCIENCE	• develop an understanding of network hardware and how they work. • know that networks can have multiple layouts.	• recap key programming tools such as selection, variables, user input and concatenation. • create their own game to plan, create, test, and evaluate.

IMPORTANT
DATE



The deadline for secondary
[#SchoolAdmissions](#)
is nearly here -
Saturday 31 October
2026.

**SCHOOL
ADMISSIONS
SECONDARY
2027**

#LCCSchoolAdmissions

If your child is due to start secondary school in September 2027, now is the time to apply for their school place. Don't leave it until the last minute. Apply online today: <https://orlo.uk/N1PY7>
[#LCCSchoolAdmissions](#)

YEAR 9

	This term we have been learning to...	Next term we will be learning to...
ENGLISH	- 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.	- recognise the features of dystopian stories. - write a narrative. - draft and edit our writing.
 MATHS	- plot linear equations graphically. - find the gradient of a line. - identify the y-intercept of a linear equation.	- collect like terms and simplify expressions. - solve one and two step equations. - solve inequalities.
SCIENCE	- explain photosynthesis and reproduction in humans. - describe the stages of the rock cycle. - describe the importance and uses of light.	- explain inheritance and the theory of evolution. - use the reactivity series to understand how materials are extracted. - investigate Hooke's Law.
GEOGRAPHY	- use, interpret and complete diagrams, line graphs about climate change. - explain the evidence to suggest climate change. - explain the human causes of climate change.	- use globes, maps and atlas knowledge to locate Countries within Africa. - use and interpret different maps to identify the landscapes in Africa.
HISTORY	- describe the Mughal Empire in India. - explain how the British Empire established colonial rule in India. - explain the process of colonisation using vocabulary related to historical change.	- explain how the First World War began. - describe the experiences of soldiers during the First World War. - describe how the First World War changed medicine, technology and society. - explain these developments using vocabulary related to historical change.
 FRENCH	- consolidate knowledge from the previous two years of French. - consolidate knowledge of il y a and the use of the negative. - use the passé composé tense with regular past participles.	- consolidate knowledge of using the passé composé tense with regular past participles. - use irregular past participles in the past tense. - understand some key verbs that take être in the past tense. - use new vocabulary to compare past experiences to present. - write a well-structured paragraph using more than one tense.
SPANISH	- 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.	- 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...
 RE	- 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.	- 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.
PERFORMING ARTS	Docudrama – Mark Wheeler texts - understand the style and conventions of docudrama. - explore Mark Wheeler’s techniques to communicate real-life events and issues. - develop characterisation and interpret scripted scenes effectively. Theatre in education – epic theatre - understand the purpose and style of Theatre in Education and Epic Theatre. - understand and demonstrate Brechtian techniques to enhance audience understanding and engagement. - use performance techniques to communicate key messages and encourage audience reflection. Musical theatre – The Greatest Showman - understand and perform in a Musical Theatre style. - perform a musical theatre number and an extract from The Greatest Showman. - apply characterisation, vocal skills and movement to create an engaging performance.	Docudrama – Mark Wheeler texts - understand the style and conventions of docudrama. - explore Mark Wheeler’s techniques to communicate real-life events and issues. - develop characterisation and interpret scripted scenes effectively. Theatre in education – epic theatre - understand the purpose and style of Theatre in Education and Epic Theatre. - understand and demonstrate Brechtian techniques to enhance audience understanding and engagement. - use performance techniques to communicate key messages and encourage audience reflection. Musical theatre – The Greatest Showman - understand and perform in a Musical Theatre style. - perform a musical theatre number and an extract from The Greatest Showman. - apply characterisation, vocal skills and movement to create an engaging performance.
 MUSIC	- 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.	- 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
 TECHNOLOGY	TRADITIONAL TECHNOLOGIES - 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. FOOD - consider the 4Cs. - describe the conditions needed for food poisoning bacteria reproduce. - learn how to make shortcrust pastry. NEW TECHNOLOGIES - 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.	TRADITIONAL TECHNOLOGIES - 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. FOOD - use higher risk ingredients when cooking. - create a blended sauce successfully. - understand how to make a perfect Swiss roll. NEW TECHNOLOGIES - 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.

9	This term we have been learning to...	Next term we will be learning to...
ART	- investigate how festivals inspire artists, designers and crafts people. - develop drawing skills and how to apply a variety of media. - develop research and presentation skills by creating Day of the Dead themed research page.	experiment and explore a range of media which includes water colour, biro, fine liner, oil pastel and pencil.
PE	Boys' PE - develop the skills and understanding of: - rugby - focusing on passing and tackling. - badminton – focusing on refining and developing core skills learnt in year 8. To develop tactical awareness in singles and double to outwit. Girls' PE - develop the skills and understanding of: - 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.	Boys' PE - develop the skills and understanding of: - rugby - focusing on passing and tackling. - netball - focusing on self-development leading warmups and drills. Develop advance skills and tactics in full side games. Pupils to become competent in a range of positions on court. Girls' PE - develop the skills and understanding of: - badminton – focusing on refining and developing core skills learnt in Year 8. To develop tactical awareness in singles and double to outwit. - Dance - develop coordination, balance and control through increasingly complex movement sequences. They explore contrasting dynamics, levels, pathways and formations, using choreographic devices such as unison, canon and repetition.
COMPUTER SCIENCE	- explore different sectors in the media industry. - explore pre-production planning documentation used in the production of media.	- develop an understanding of how to use basic photoshop tools to manipulate images. - develop an understanding of how to meet client requirements for a media product.



On the last day of this term, Year 9 students will watch the [@TheRSC](https://www.rsc.org.uk/)'s Julius Caesar as part of the First Encounters programme. This is an engaging introduction to Shakespeare that will deepen understanding of language, characters, themes and performance, while building confidence for GCSE English.

YEAR 10

10	This term we have been learning to...	Next term we will be learning to...
ENGLISH	- refer to context when writing about a contemporary play. - analyse language in a literature text. - Respond to the reading questions in an English language paper. - write transactional texts.	- respond to an exam question for literature. - respond to the reading questions in an English language paper. - edit, redraft, and improve our narratives.
MATHS	- enlarge shapes by a given scale factor. - find missing angles around parallel lines. - evaluate conditions in which triangles are congruent.	- 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	- 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.	- 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 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.		
GEOGRAPHY	- 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.	- 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	- 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.	- understand why Germany experienced a golden age under Stresemann. - analyse sources put forward by the early Nazi Party. - evaluate interpretations put forward by historians.
Hola! SPANISH	- 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.	- 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	- describe Christian beliefs about God. - explain what Christians can learn from the creation story. - evaluate the importance of Jesus for Christians.	- 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 	- develop composing techniques using music technology. - perform to a brief. - develop theoretical music knowledge and understanding.	- develop theoretical music knowledge and understanding. - develop compositional skills. - develop performance skills. 
FOOD PREPARATION & NUTRITION	- develop knife skills when chopping vegetables. - create an apple swan. - investigate the nutritional benefits of eating a wide variety of fruit and vegetables.	- explore the functional properties of cereal products. - use different carbohydrates in recipes. - understand how nutritional deficiencies in the diet can occur.
 DESIGN & TECHNOLOGY	- 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.	- 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	- independently research and explore new project which follows the theme of "Places and Location". - develop presentation skills in sketchbooks. - research artists, designers and craftspeople to support their understanding and development of skill.	- develop drawing skills; perspective drawing, image manipulation such as weaving and printing processes such as etching - experiment with a range of media when drawing e.g. inks, fineliner, pencil, pencil crayon, biro, charcoal
MEDIA	- analyse media language. - discuss how representations are created and analyse their effects. - apply audience theory to media texts.	- develop understanding of context in adverts. - analyse media language used in print adverts. - use our knowledge and understanding to create our own advert.
CREATIVE iMEDIA	- 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.	- interpret client requirements for a client brief. - create mind maps, mood boards and visualisation diagrams. - develop basic Photoshop skills.
COMPUTER SCIENCE	- identify different user interfaces. - explore the purpose of different pre-production methods for design. - understand the purpose of the Internet of Everything	- 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.



FURTHER DETAILS WILL BE AVAILABLE THIS MONTH, WHICH WILL BE DISPLAYED ON THE EXAMINATION BOARDS.

DRESS SMARTLY IN APPROPRIATE DAY/INTERVIEW WEAR OR SCHOOL UNIFORM. NO JEANS

Be Exceptional

YEAR 10 WORK EXPERIENCE



Mock Interview Day | 2027

WEDNESDAY
13TH
JANUARY 2027

WITH STAFF FROM
VICTREX,
HSBC,
VIRGIN MONEY,
BLACKPOOL & THE FYLDE COLLEGE,
BLACKPOOL 6TH FORM COLLEGE



10	This term we have been learning to...	Next term we will be learning to...
CORE PE	Boys' PE - develop the skills and understanding of: - football – focusing on self-development of leading small groups for their warmups and skill development. - badminton- focusing on benefits of participating in activities/ sport. Students are to develop personal qualities, for example communication, teamwork and resilience through game play. Girls' PE - develop the skills and understanding of: - netball- focusing on benefits of participating in activities/ sport. Pupils to develop personal qualities, for example communication, teamwork, resilience through match play.	Boys' PE - develop the skills and understanding of: - handball- focusing on developing sporting values through game play, for example team spirit and tolerance and respect. Girls' PE - develop the skills and understanding of: - health related fitness- develop their understanding of components of fitness, testing methods and training types. Students will also experience aerobic exercise, and flexibility sessions. - badminton- focusing on benefits of participating in activities/ sport. Students are to develop personal qualities, for example communication, teamwork and resilience through game play.
OCR SPORT	- 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.	- 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 three approved activities.
ENTERPRISE & MARKETING	- 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.	- 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	- 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.	- 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	- understand the aspects of holistic development. - understand how to measure growth and development.	- develop understanding of factors that influence the child's development. - introduce care routines to support a child.
HEALTH & SOCIAL CARE	- understand life stage 'Infancy' (0-2 years). - explain holistic development (PIES). - identify patterns of development.	- 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	- 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.	- 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 reading questions on paper one and two for English language.
MATHS	- plot linear equations graphically. - find the equation of a straight line from a graph. - plot non-linear equations graphically.	- construct distance/time graphs. - estimate the area under a curve. - construct and interpret conversion graphs.
SCIENCE	- 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.	- investigate photosynthesis and what factors affect it. - develop practical skills and calculate rates of reaction. - investigate magnetic fields and calculate power.
GEOGRAPHY	- 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.	- 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	- describe punishments in each time period. - apply knowledge of punishment to source questions. - outline how punishments have changed from the Medieval to Modern period.	- analyse the impact of the Wall Street Crash on America. - describe suburbia. - analyse the role of America in WW2.
FRENCH	- 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 for the mock speaking exam.	- 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	- talk about school and school subjects. - describe how we would change our school. - use different tenses together to describe school experiences.	- 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	- understand philosophy and where it started. - identify metaphysical and epistemological philosophy.	- 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	- 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.	- 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.
FOOD PREPARATION & NUTRITION	- 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.	- 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	- 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.	- apply a successful finish to a product. - evaluate a product against a specification. - evaluate a product using client and personal opinions.
ART	- independently research and explore a new project following either 'People, Places or Belongings' as a title. - OR - develop further work to the 'Beach Theme'. The new project is used as a practice for the ESA starting in January, as it has the same timescale.	- 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 (10 hour mock exam - w/b 30/11/26).
HEALTH & SOCIAL CARE	- revisit the health and social care services. - explore barriers to accessing the services. - understand the skills, attributes and values required for care.	- complete their Pearson Set Assignment for November. - recall factors that impact health and wellbeing. - understand physiological indicators of health.
CHILDCARE & DEVELOPMENT	- revisit all content areas 1-9. - understand what is expected during NEA. - prepare for an assessment.	- complete their Pearson Set Assignment for November. - recall stages and types of play. - understand how the key worker can promote play activities.

THE HISTORY OF BONFIRE NIGHT

From a failed plot to a national tradition

Bonfire Night is a uniquely British tradition, remembered each year on 5 November. It marks the failed Gunpowder Plot of 1605, but it has grown into a night of fireworks, bonfires and community celebrations.

1605

The Gunpowder Plot

A group of Catholic conspirators, led by Guy Fawkes, tried to blow up the Houses of Parliament in London and kill King James I. They were caught before the plot could happen. Fawkes was arrested, tortured and executed.

1606

The first celebrations

To mark the king's survival, King James I ordered that 5 November should be a day of thanksgiving. People lit bonfires, rang church bells and held fireworks displays. This began the tradition of Bonfire Night, also known as Guy Fawkes Night.

17th-19th centuries

A growing tradition

Over the centuries, the celebrations became more popular. People built larger bonfires, made effigies of Guy Fawkes and enjoyed fireworks, food and entertainment, with a mix of celebration and anti-Catholic sentiment.

20th century

Changing times

In the 20th century, Bonfire Night became more of a family event, with organised displays and fewer political messages. The focus shifted to fireworks, food and fun, although some people still burn effigies of Guy Fawkes.

Today

A lasting tradition

Today, Bonfire Night is celebrated across the UK on 5 November. It's a time for fireworks, bonfires, food and community spirit. While the original reason was political, it has now become a much-loved part of British culture and history.

KEY FACTS

- 5 November** – Bonfire Night is always celebrated on 5 November.
- Guy Fawkes** – He was a Catholic soldier who helped plan the plot, but was caught.
- The Houses of Parliament** – The plot was to blow up the Houses of Parliament in London.
- Fireworks** – They became a key part of the celebrations, and are still central today.

DID YOU KNOW?

- Guy Fawkes was tortured before he was executed, but he never revealed the names of his co-conspirators.
- The Houses of Parliament was not actually destroyed – the plot was foiled before the gunpowder could be lit.
- Bonfire Night is still celebrated in parts of the world, including Canada, Australia and New Zealand.

SAME FIRE. DIFFERENT REASONS. STILL A NIGHT TO REMEMBER.

A Guy Fawkes effigy being burned at a Bonfire Night celebration (modern day).

11	This term we have been learning to.....	Next term we will be learning to.....
OCR SPORT	- complete unit R185 task 3 and 4. - follow a lesson plan. - teach a session. - evaluate.	- 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	Boys' PE - develop the skills and understanding of: - 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. Girls' PE - develop the skills and understanding of: - netball - focusing on self-development of leading small groups for their warmups and skill development	Boys' PE develop the skills and understanding of: - handball- focusing on developing sporting values through game play, for example team spirit and tolerance and respect. Girls' PE- develop the skills and understanding of: - health related fitness- develop their understanding of components of fitness, testing and training methods, aerobic exercise and flexibility. Students will also experience aerobic exercise, and flexibility sessions. - badminton- focusing on the shots and rules associated with playing singles and doubles.
COMPUTER SCIENCE	- develop coursework. - finalise evaluation. - develop exam skills.	- develop exam technique. - revisit computer hardware purposes. - identify different computing laws. - link learning to given scenarios.
ENTERPRISE & MARKETING	- prepare for the exam through practice exam style questions. - consider what makes a good presentation. - create a presentation to pitch the business idea.	- 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	- 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.	- 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	- work on the internally assessed unit of work. - create a product for a given client brief. - create a video for a given client brief	- 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	- explore audience and industry issues relating to magazines and The Archers. - explore media language and representation in magazines. - practise exam skills.	- revise previously studied topics. - complete NEA using various computer software. - practise exam skills.



PERFORMING ARTS

What's On 2026 - 2027

MUSIC | DANCE | DRAMA | PERFORMANCE

MONTH	EVENT	DATE
SEPTEMBER	 Illumin8 dance workshop	14 September 2026
	 LCC Car Safety – Theatre in Education performance	17 September 2026
OCTOBER	 Open Evening	8 October 2026
NOVEMBER	 Wyre and Fylde Dance Festival	10 November 2026
	 St Johns Concert	11 November 2026
	 Lancashire Sings Choir Trip	20 November 2026
	 Millfield's Got Talent	26 November 2026
	 Certificate Evening	18 November 2026
	 Thornton Lights Switch On	30 November 2026
DECEMBER	 Poulton Lights Switch	4 December 2026
	 Carol Service – Thornton Methodist Church	14 – 16 December 2026
	 School Musical	10 – 11 February 2027
FEBRUARY	 Primary – Musical matinee	9 February 2027
	 Wyre and Fylde Dance Competition	8 February 2027
	 National Youth Orchestra – Blackpool Tower	23 February 2027
MARCH	 Celebration of Music	1 March 2027
MAY	 Music and PA trip	19 – 20 May 2027
JUNE	 Poulton Gala	5 June 2027
	 Thornton Gala	12 June 2027
	 Presentation Evening	29 June 2027
JULY	 Summer Sounds Music Concert	7 July 2027

Creating Bright Futures

We Celebrate Success!

House Leaderboard



2013
House
Points



2058
House
Points



2473
House
Points



2086
House
Points

Rhinos are storming ahead but Sharks are hot their heels. It is a close fought race for 2nd place.



Huge well done to our former student Kian Forsyth for winning Coastal Radio's Local Hero Award for his work for LGBTQ+, diversity and inclusion.

We're so proud of you Kian.

We are proud to receive yet another national award for **#TeamMillfield's** attendance in the last academic year, placing our students' attendance in the top 25% of all schools.



National School Attendance Award

2025/26 Academic Year



Millfield Science & Performing Arts College

Top 25% of all FFT Secondary Schools in England

As we say 'If you love school, you attend school!'

BEARS

EXCEPTIONAL ACHIEVEMENT

Be Exceptional

Huge congratulations to Alfie Bain on this fantastic Exceptional Achievement! 🏆 🐻

Taking part in his first fishing competition after years of dedication to the sport is a brilliant accomplishment. It is wonderful to see Alfie's passion for fishing being recognised through his sponsorship with Capture Specialist Baits, and his enthusiasm for encouraging other young anglers is truly inspiring. We are incredibly proud of Alfie and delighted to celebrate his achievement with a house point.

Well done, Alfie! 💙 🐻 🍷



Millfield
School



Well done to this week's star students, nominated by their teachers for their outstanding work!



SHARKS

EXCEPTIONAL ACHIEVEMENT



Huge congratulations to Charlotte on this incredible Exceptional Achievement! In the school holidays, the Fylde and Lancashire Youth Football League selected Charlotte as the winner of their Young Volunteer of the Year 25/26 award. Charlotte is a junior football coach for Layton Junior Football Club, coaching an Under 13s team and now also running a weekly development session for mixed ages. She has now been asked to formally become a Junior Football Coach for the club. Well done Charlotte!



HOT CHOCOLATE WITH THE HEAD

Kourtney Pout	10 F CMC
Isaac Baugh	10 B CBI
Evie Abram	10 B CBI
Lucie Millar	10 D HMO
Emmanuel Oyinloye	10 C JCF
Sophie Cudlip	10 B CBI
Millie Barton	10 D HMO

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



Eco Club



Eco Club News – October Update

October has been another busy month for Eco Club, with students continuing to develop our outdoor spaces and getting involved in activities that raise awareness of the environment, wildlife and sustainability. With several important biology and environmental awareness days taking place this month, there are plenty of opportunities to celebrate the natural world.

Continuing Our Herb Garden Project

Work is progressing on our new herb garden, with Eco Club members continuing to prepare our large raised bed ready for autumn planting. Students have been clearing the area, preparing the soil and planning which herbs will be best suited to the colder months. Once completed, the herb garden will provide a fantastic opportunity to learn about plant growth, biodiversity and the importance of creating habitats for pollinators.

Celebrating Biology and the Natural World

October is an exciting month for science and nature, with several important awareness days encouraging us to think about the environment and the living world around us.

- **Biology Week – 12th–16th October:** Organised by the Royal Society of Biology, this annual celebration highlights the fascinating world of biology and its importance in everyday life.
- **World Food Day – 16th October:** An opportunity to explore sustainable food production, reducing food waste and the importance of growing our own food.
- **International Day of Climate Action – 24th October:** A reminder of the importance of tackling climate change and making environmentally responsible choices.

These events provide opportunities for our Eco Warriors to share their knowledge, encourage others to get involved and promote environmental awareness across the school.

Why the International Day of Climate Action Matters

Climate change is one of the defining challenges of our time, and the science is unambiguous. The day takes its name from 350 parts per million, the concentration of carbon dioxide in the atmosphere that scientists regard as the safe boundary for a liveable planet. Atmospheric carbon dioxide has now passed 420 parts per million, well above that threshold, and continues to rise. Rising concentrations are linked to more frequent heatwaves,



floods, droughts and storms, threatening food supplies, water security and millions of livelihoods. The International Day of Climate Action matters because it turns concern into visible, coordinated action, showing decision makers that ordinary people expect serious progress. If you care about protecting nature, you may also want to mark [World Rainforest Day](#), which highlights the role forests play in absorbing carbon.



Count Your Carbon Programme

Following our recent sign-up to the *Count Your Carbon* programme, we are beginning to explore how we can measure our school's environmental impact. Eco Club members will help collect and collate information about different aspects of school life, allowing us to identify where improvements can be made.

This project will give students valuable experience in analysing real-world data while helping us work towards reducing our school's carbon footprint.

Why Count Your Carbon?

Count Your Carbon was created in response to the urgent climate challenges we face, with a clear mission: to help educational settings reduce their carbon emissions by 50% by 2030. Aligned with the Department for Education's Sustainability and Climate Change Strategy - which calls for all schools to appoint a dedicated Sustainability Lead and to have a Climate Action Plan - Count Your Carbon offers tools and guidance to help educational settings meet these expectations and drive meaningful change across the sector.

Five Easy Ways to Reduce Your Carbon Footprint

Walk, Cycle or Scoot: Instead of travelling short distances by car, try walking, cycling or using a scooter. This reduces pollution and helps keep the air clean.

Turn Off Lights and Electronics: When you leave a room, switch off the lights. Turn off televisions, computers and game consoles when they are not being used. Saving electricity helps reduce greenhouse gas emissions.

Reduce, Reuse, Recycle: Think before throwing things away. Reuse bags, bottles and containers where possible, and recycle paper, plastic, glass and cans. This helps reduce waste and saves resources.

Save Water: Take shorter showers and turn off the tap when brushing your teeth. Treating and pumping water uses energy, so using less water helps the environment.

Waste Less Food: Only take what you can eat and save leftovers for another meal. When food is thrown away, it often ends up in landfill sites where it produces harmful gases.

FIREWORK SAFETY FOR PETS

Bonfire Night can be exciting for people, but it can be a frightening experience for pets. Fireworks are very loud, unpredictable and produce bright flashes of light. Animals have much more sensitive hearing than humans, so the bangs and whistles can cause stress, fear and panic.

To keep pets safe, owners should make sure they are indoors before fireworks begin. Dogs should be walked earlier in the day when it is still light and quiet. Cats should be encouraged to come inside before dark, and doors, windows and cat flaps should be kept closed to stop them running away if they become frightened.

Creating a calm environment can help pets feel secure. Curtains can be closed to block out flashing lights, and the television or radio can be turned on to mask the sound of fireworks. Pets should have access to a comfortable hiding place, such as a bed, crate or favourite corner of a room, where they can feel safe. Owners should never force an animal to come out of hiding if it is nervous.

Small pets such as rabbits, guinea pigs and hamsters also need protection. Their hutches should be covered with thick blankets and moved to a sheltered area if possible. Fresh food, water and bedding should be checked before fireworks start.

Pet owners should make sure their animals are microchipped and that contact details are up to date in case a frightened pet escapes. Identification tags on collars can also help lost pets be returned home quickly.

It is important not to take pets to firework displays. Even well-behaved animals can panic when exposed to sudden loud noises. Instead, they should remain in a familiar environment where they feel secure.

By planning ahead and understanding how fireworks affect animals, pet owners can help ensure their pets stay safe, calm and comfortable throughout Bonfire Night. This allows everyone, including our furry friends, to enjoy the celebrations as safely as possible.



Our Year 7 Geographers swapped the classroom for the great outdoors as they headed to White Scar Caves and Ingleton for a fantastic day of geographical discovery!

Students ventured underground to see the impressive stalactites and stalagmites they had been learning about in lessons. They even remembered that stalactites hang *tight* to the ceiling, while stalagmites *might* reach the top!

Back above ground, our budding geographers explored Ingleton village, putting their fieldwork skills to the test by completing field sketches, environmental quality surveys and land-use counts.

It was a brilliant opportunity to bring classroom learning to life, develop geographical skills and enjoy some fresh Yorkshire air!

A fantastic day was had by all, proving once again that Geography really does rock!



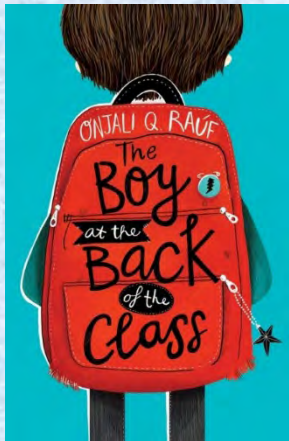
RECOMMENDED READS

"The Boy at the Back of the Class"

Week A's Library Book of the Week is "The Boy at the Back of the Class" by Onjali Q. Rauf.

'There used to be an empty chair at the back of my class, but now a new boy called Ahmet is sitting in it. He's a refugee who's run away from a War. A real one. With bombs and fires and bullies that hurt people. And the more I find out about him, the more I want to help ...

That's where my best friends Josie, Michael and Tom come in. Because you see, together we've come up with a plan...'



On a perfectly ordinary school day, something extraordinary happens: a boy with pale skin, lion eyes and a tattered red rucksack walks in. Unable to speak English and seated at the back of the class, Ahmet 'the refugee kid' becomes the perfect target for bullies and rumours alike.

But Ahmet has also captured the attention and empathy of a fellow classmate, who will do anything to help him find his family. Even if that involves a plan - or five, and the Queen herself!

Told with heart and humour, The Boy at the Back of the Class is a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense.

With beautiful illustrations by Pippa Curnick

This book is suitable for ages 10 years and over.

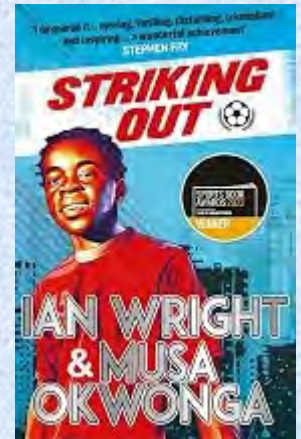
"Striking Out"

Week B's Library Book of the Week is "Striking Out" by Ian Wright and Musa Okwonga.

Thirteen-year-old Jerome Jackson dreams of becoming a world-class footballer.

But with a difficult home life, Jerome can't see how he'll ever make this dream come true ... until he meets a mentor figure who can hopefully put him on the right track.

"The best strikers aren't the most skilful ones. They are the ones who never give up."



- Perfect for fans of real-life drama
- Readers will love Ian Wright's cameo role in the story
- With phenomenal cover art from Benjamin Wachenje.

"This engaging and uplifting novel, which celebrates friendship and community, is based on Ian Wright's own childhood experiences and will appeal to any aspiring sportsperson." **Booktrust**

"An inspiring story that encourages you to dream big and overcome life's challenges." **Trent Alexander-Arnold**

Ian Wright is one of the UK's all-time leading goal scorers. He's lifted the Premier League title, The FA Cup, the European Cup Winners' Cup and won the Premier League golden boot.

Musa Okwonga is an author, poet, journalist and musician; he is a co-host of the Stadio football podcast.

This book is suitable for ages 9 years and over.

Spotlight on SEND

BE INCLUSIVE

Not just kind –
be aware.

You never
know what
someone is
carrying.

A smile can
make a big
difference.



People's needs aren't always visible...



**Mental health
needs**

e.g. anxiety,
stress, low mood



**Hidden
disabilities**

e.g. autism,
ADHD, dyslexia



Physical needs

e.g. mobility,
chronic conditions,
pain



**Social or
family challenges**

e.g. home life,
care responsibilities,
feeling isolated



**Cultural or
personal needs**

e.g. language,
faith, identity,
sensory needs



Look beyond the obvious.
Be kind. Be curious. Be inclusive.

What Parents & Educators Need to Know about DEEPFAKES

WHAT ARE THE RISKS?

A deepfake is a piece of artificial intelligence (AI) trickery designed to make you believe that a person has said or done something they haven't. AI models are able to use audio, video and photos of a subject to produce misleading mimics. Initially unsophisticated and easy to spot, deepfakes are improving every day. And with the spread of user-friendly AI, it's easier than ever for children to make their own, or be the unsuspecting target of them.

A BULLYING RISK

AI has got easier to use and more widespread, making it a "gift" to bullies. Children can generate fake audio of peers saying damaging things, or pictures of them doing something embarrassing. More disturbingly, Metro recently highlighted cases where fake sexualised images of teens are spread through social media. Mainstream apps don't allow this usage, but with AI becoming widespread, easy-to-use sites without guardrails keep emerging for darker uses.

FAKE FAMILY SCAMS

With a few seconds of audio — from an Instagram reel or TikTok — scammers can clone a person's voice. They can then use this to scam relatives with phone calls asking for money or assistance. This is a widespread tactic for scammers, with the FBI reporting 22,000 such cases in 2025, defrauding victims out of \$893 million that year alone.

FAKED CELEBRITY ENDORSEMENTS

With the technology getting easier to use and public figures having lots of clips for training, celebrities are a frequent target. According to McAfee, the most deep faked celebrities are Taylor Swift, Scarlett Johansson, Jenna Ortega, Sydney Sweeney and Sabrina Carpenter, and their AI dopelgangers are usually pushing scams. Even YouTuber MrBeast has been deepfaked by scammers on TikTok. It can be used for propaganda too, making politicians appear to do or say things to improve or harm their reputation.

EXTORTION RISK

You might not be the one being tricked by a deepfake — you could also be the star of it. Blackmail videos are as old as film itself, but with deepfake technology you don't have to have done anything wrong to be a target. A deepfake video showing a person in an uncompromising position could make the victim pay up, even when the content never happened.

Advice for Parents & Educators

KEEP PROFILES PRIVATE

To make a convincing deepfake, you need a supply of images, audio or video of the subject. That means that most non-celebrity victims are targeted via social media where there's a ready-made repository of media to train a deepfake from. Most social media companies have privacy settings to prevent unauthorised access. Enable these to keep strangers and bullies away.

KNOW WHAT TO LOOK FOR

While deepfakes are getting harder to spot, there are still telltale signs to look out for. Deepfake creation can leave blurry edges and flickering textures, especially around hair and teeth. It can also look too sleek, with models often trained on professional video. Make sure the mouth shapes match the spoken words, too. As for audio, listen out for mispronounced phrases and a slightly unusual, robotic rhythm of speech.

USE RESEARCH AND COMMON SENSE

Even perfect deep fakes rely on trust, so think critically. If it's someone you know claiming to need help, then ask them to prove they're who they say they are with an inside joke. For public figures, try Googling the person along with a bit of the contentious speech in quotation marks. Also question why you're seeing the video. If it's a paid promotion, then ask yourself who's paying and why. If someone is sharing the clip, do they dislike the target?

TALK TO YOUR CHILDREN

As well as emphasising the need for privacy and to not trust everything they see online, it's important to ensure children realise why deepfakes are problematic in the first place. With deepfake technology getting more accessible and easy to use, children can start using the technology to make deepfakes of schoolmates, teachers or other adults. Ensure they're aware of the serious trouble the technology can cause, and the ethical problems of manipulating someone's image without consent.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of The Guardian, The Telegraph, The i, Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



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