

HaileyburyTurnford

AMBITION • PRIDE • SUCCESS

Year 9 Student Bulletin Vol. 2 DATE 11th February 2021

A MESSAGE FROM MISS KAPOSÍ

Hi Year 9,

Well done for all your hard work this half term. I have been so impressed with the way you have adapted to online learning and am really proud of the work you have produced. The effort you are putting into your home learning is obvious and this newsletter shows just some of your brilliant work!

Make sure you take some time to relax this half term and stay safe. I am looking forward to seeing you all again soon!

– Miss Kaposi 😊

A Message from Mr Megaw:

Dear Year 9,

You have experienced another turbulent half term due to the impact of COVID-19. What has impressed me is the way in which the majority of you have handled the situation. You have not fled, nor buried your head, you have faced the situation head on and are succeeding. The daily and weekly reports of triumph from teachers is evidence of that. You have adapted to the online learning like ducklings learning to swim for the first time. Yes we have all had set backs, IT failures, and home life situations that we have had to overcome, some of you more than others. Yet you still manage to perform and, in many cases, thrive. Very well done!

We do not know how long this will go on for, we do not know the long term impact of home learning. However, I do know that you have the skills, determination, dedication and resilience to face whatever the future holds. So, maintain your efforts, as it is you that will benefit from these in the long run.

Enjoy your half term break, but please maintain a level head and look after yourself and your loved ones.

All the best,

Mr Megaw

A Message from Ms Bracknall:

Hello Year 9,

Congratulations on making it through another half term and what a half term it has been! You have worked incredibly hard and faced all of the challenges that have arisen with great maturity. I am so proud of all of the effort that you have put into home learning; you really are amazing each and every one of you!

Enjoy your break, have fun, stay away from the news and I really hope that you will all be back at HT very, very soon.

Stay safe,
Ms Bracknall.

Top Achievers This Half Term

Forename	Surname	Form	Achievement Points 4 th Jan – 5 th Feb
Teigan	Parker	9Sh	194
Andrew	Cartwright	9Be	177
Amelie	Marendaz	9Sh	175
Daniel	Mughal	9Sh	171
Kaitlyn	White	9Au	163
Huseyin	Tosun	9Au	161
Lilly	Richardson	9Au	153
Thomas	Verrell-Holmes	9Tu	144
Aden	Samuels	9Sh	142
Sam	Winders	9Be	141

Spring term form time house competition points update – Year 9

1 st	2 nd	3 rd	4 th	5 th
Turing	Shackleton	Austen	Pankhurst	Bevan
61	56	44	20	0

Spring update House Points – Year 9:

1 st	2 nd	3 rd	4 th	5 th
Shackleton	Austen	Bevan	Turing	Pankhurst
8701	7405	7288	6562	5851

How have we found online learning?

Since lockdown I have had a lot of stress, I have felt that because online lessons have been hard and I don't think I get as much help as I need because personally I learn face to face but I have had all the teachers support me such as Miss E Kaposi, Miss E Bracknall and Mr E Macaulay. They have helped me by keeping me going and making me keep logged in and up to scratch. I personally want to go back to school so I can get more help and I feel like life will be back to normal. I want to see friends and teachers again. – **Teddy Stephanou**

Year 9 Special Mentions

Maddison Kirkman is really engaged in online learning. She is also really fun and so polite! - **Science**

Raphael Francis for always engaging in **RS Teams** and giving great answers

Lily Nixon has been really impressive in **computing**.

Megan Cantwell for completing all class tasks on Hegarty Maths and producing excellent individual work and notes on the lesson. - **Maths**

Daniel Wade
Danny Penfold
Harrison Gibbons
Reece Selby

They are fantastic in **Drama** – we are looking at script work (Arson About) and they read out the extracts every lesson. Which is really brave doing this remotely. Without them, it would be me doing all the characters!

The following girls deserve a mention for their engagement with **PE** this half term. Between them, they have contributed well to online lessons, completed work and taken part in practical challenges, as well as doing extra practical activities in their own time too. Very impressed!

Gracie Green
Megan Cantwell
Lily Clayton
Jemima Hartley
Reem Amagour
Remy Matthews
Amelie Marendaz
Ayomide Kolawole
Millie Cook
Melissa Mcirvine

Remy Matthews, Danny Penfold, Reece Selby have all been exceptional in **Science**. Responses have been great from them and they are clearly working very hard during the lessons.

Andrew Cartwright- polite, hard worker and always challenging himself

Madalina Zavadovschi- Participation in the lessons, challenging herself and politeness

- **Spanish**

Students working exceptionally hard and submitting work during online learning in **Maths**
Amelie Marendaz
Madalina Zavadovschi
Remy Mathews
Daniel Wade
Emmanuel Sintim

Dylan Collins, Riza Dogan and Kaitlyn White have been amazing with their work on Standard Form.

- **Maths**

Elijah Boadi, For displaying a wonderful passion and historical understanding of the Civil Rights Movement. Well done!

Reece Selby, For always being engaged in the lessons and ready to contribute ideas and answer to the discussions. Well done!

Huseyin Tosun, For having a wonderful attitude to the Civil Rights topic and producing outstanding pieces of written work. Well Done!

Lilly Richardson, For persevering, producing great pieces of work about the Civil Rights Movement and always ready to contribute to discussions or questions asked. Well Done!

- History

Consistent hard work in **Geography**, regularly contributing to lessons and producing some fantastic work.

Andrew Cartwright

Matteo Stefan

Mia Parker

Ege Goztas

Raphael Francis

Chloe Courtney-Burrows

Josh Colfer

Huseyin Tosun

Sam Winders

Melissa McIrvine

Raphael Francis

Askin Sac

Megan Cantwell

For good participation in **History** lessons

Huseyin Tosun and **Danny Penfold**, absolutely amazing contributions, always willing to help out the class and myself when we have had technical blips and volunteer to share their work (putting it up for "peer assessment"). Fantastic efforts and attitude all round.

- **English**

Vince Mistretta - Excellent engagement with lessons and high quality of work handed in.

- **English**

Form Tutor Awards

9 Austen: Huseyin Tosun, for his consistent dedication and focus in all his remote learning lessons. He is engaged and helpful in assisting both teachers and his fellow students in overcoming any hurdles or questions, thus working really well in a team with his positive contributions.

9 Pankhurst: Jemima Hartley For excellent participation in discussions and active contributions in the class.

9 Bevan: Andrew Cartwright For always contributing in the discussions even when it seems no one else is. For always giving 100% in everything you do! Well Done!

9 Turing: Ege Goztas: He is always a keen contributor, sharing his views and opinions with the class. He even serenaded us last week on a traditional Turkish instrument he's been learning to play since last November!

9 Shackleton: Remy Matthews, for actively taking part in all form times by contributing answers and ideas in the online chat.

The Scholars Programme

From October a group of 12 Year 9 students were enrolled on a programme, run by The Scholars Programme, aimed at extending and developing their academic skills and knowledge of university life. The course title was: 'No health without mental health: Why public mental health matters' and focused on what we mean by mental health; key features of mental health issues; designing and testing mental health interventions and qualitative and quantitative methods to assess their effectiveness. All the materials used were of university standard and the final assignment, which was to devise their own mental health intervention, was again at undergraduate level.

The twelve students were fantastically engaged and the tutor, Emma Soneson, a PhD student at Cambridge University praised their knowledge, understanding and commitment to the course. All the students who attended all sessions passed the course with high grades and two students gained firsts, which was an incredible achievement.

As a Year 9 team we would like to congratulate all these students for their participation and dedication to their studies. Well done to:

Mia Parker

Emmanuel Pius

Madalina Zavadovschi

Daniel Wade

Thomas Verrell-Holmes

Amelie Marendaz

Alfie Verrier

Billy Fairclough

Remy Matthews

Olivia Hau

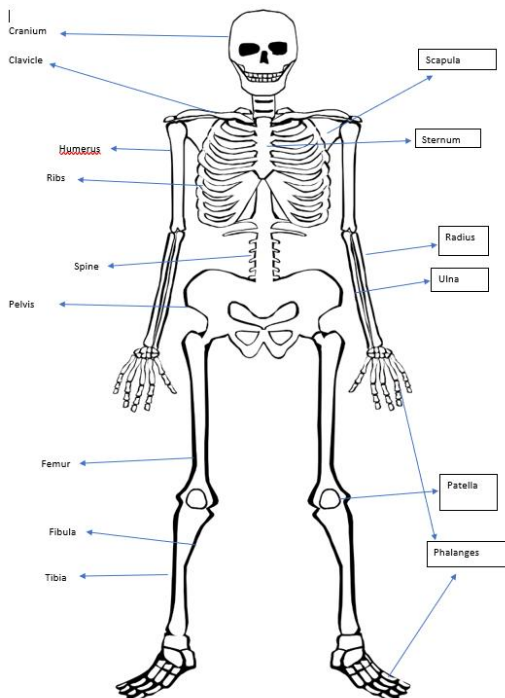
Reece Craber

Year 9 Work, Wall of Fame

Huseyin Tosun, Megan Cantwell and Daniel Wade – Food Technology



Aden Samuels - PE



Andrew Cartwright and Madalina Zavadovschi - Geography

Case study: Urban areas
Name: London-Capital city of England and it has a population of 8.982 million
Location: London

Why is this landscape distinctive? London is distinctive because of all its famous buildings and how they were designed and how much water the Thames provides

Map:

What are the key characteristics of this landscape?

- Densely populated
- Lots of history
- Tourist attractions

What physical processes act on this landscape?

- Waves
- Salinity
- Tidal range
- Erosion
- Transportation

How do humans use this landscape?

- To view the Scenery
- To walks
- To develop houses

What challenges does this landscape face?

- Flooding
- Overpopulation
- Climate change
- Deforestation

How might this landscape need managing?

- By building more houses/flats so that they can accommodate for the homeless people
- Managing sea levels in the Thames
- More transport links
- Making more low emission zones

Image to show why this landscape is distinctive:

Haileybury Turnford
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Case study: Urban areas
Name: Rio de Janeiro
Location: Brazil/South America/coastal/south east coast/1255 square miles

Why is this landscape distinctive? That it has one of the 7 wonders of the world

Map:

What are the key characteristics of this landscape?

- Densely populated
- Loads of beaches
- Skyscrapers
- Vibrant colours

What physical processes act on this landscape?

- Coastal erosion
- Hydraulic action/attrition
- Longshore drift

How do humans use this landscape?

- Tourism
- Work
- Holidays
- residential

What challenges does this landscape face?

- Mass Population
- Climate change
- Deforestation
- illness

How might this landscape need managing?

- Adding more green space
- Support for the poorer people from charity or the government
- Adding groynes to stop longshore drift destroying the coast

Image to show why this landscape is distinctive:

Haileybury Turnford
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Case study: Urban Landscape
Name: London
Location: London
"Big Ben, London Eye, Trafalgar Square, British Museum"

Why is this landscape distinctive? London is distinctive because of its history and culture and its famous tourist attractions such as...

Map:

What are the key characteristics of this landscape?

- highly populated
- history
- unique architecture
- remarkable landmarks
- mostly clean
- shopping centres and businesses
- transport links
- restaurants and shops

What physical processes act on this landscape?

- deforestation
- visual and noise pollution/soil pollution
- carbon emissions
- pollution
- sea levels rising
- temperature rising
- result of climate change

How do humans use this landscape?

- tourism
- work
- travelling
- photography
- every year about 30 million tourists visit London

What challenges does this landscape face?

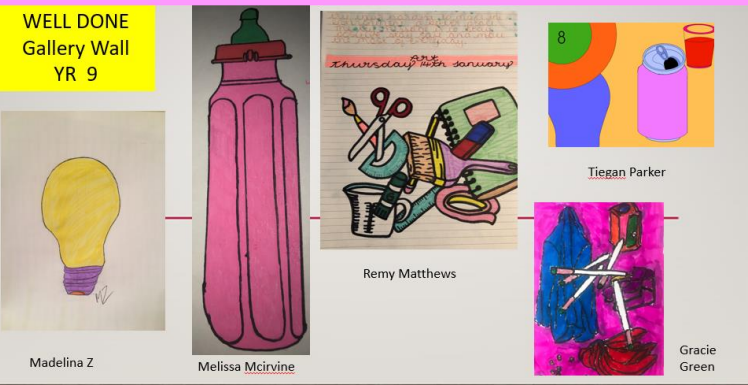
- homelessness as prices increases more people can't afford renting
- unemployment
- sea levels rising
- pollution and carbon emissions are toxic for people

How might this landscape need managing?

- building more accommodation for homeless people that is more affordable
- more job opportunities
- more sustainability
- controlling sea levels rising preventing floods

Image to show why this landscape is distinctive:

Madelina Zavadowschi, Melissa McIrvine, Remy Matthews, Teigan Parker, Gracie Green, Daniel Mughal, Amelie Marendez - Art



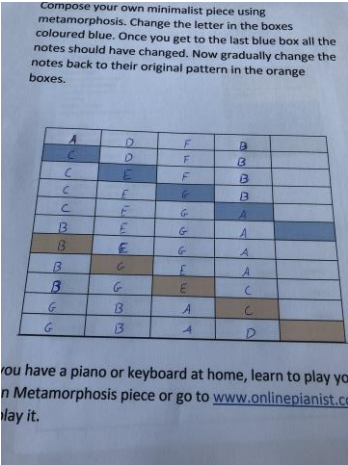
Henry Atkinson, Taylor Roberts and Gracie Green - Music

G	B	D	F
A	B	D	F
A	C	D	F
A	C	E	F
A	C	E	G
A	C	E	G
G	C	E	G
G	B	E	G
G	B	D	G
G	B	D	F
G	B	D	F

Listening Activity - Steve Reich - Electric Counterpoint

Answer the following questions as you listen to the music:

- This is performed by one guitarist, using technology.
How could this have been done?
recording parts ahead of time.
- What is happening to the layers of sound in the first section (roughly the first two minutes)?
building up
- How are the melodies heard from 2.00 minutes related to each other?
they're short and like singular
- What happens to the previous material from around 4.30 minutes?
they all start playing at the same time



9Pa - RS

Checking Progress

'It is acceptable to take part in wars if they are 'holy' wars.'
Write out how one of the religious figures below would respond to this statement.

Easy

Medium

Hard - What is 'Just War'?

Learning objectives:
☐ Is abortion right or wrong?
☐ What is the religious view on abortion?

Meeting chat

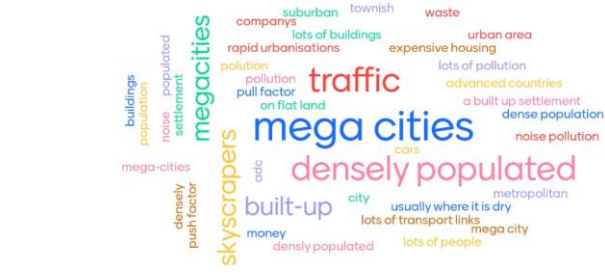
MistrettaV010208 (9Pa) 9:41 AM
As a Christian war has rules so war can bring peace but try to lower the damage of innocents

Mabbett010107 (9Pa) 9:41 AM
Muslim "If your religion is being attacked you should have the right to take part and defend your religion"

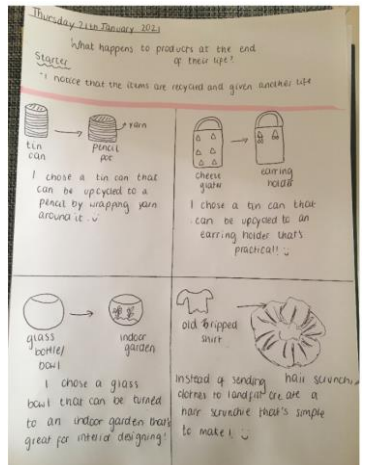
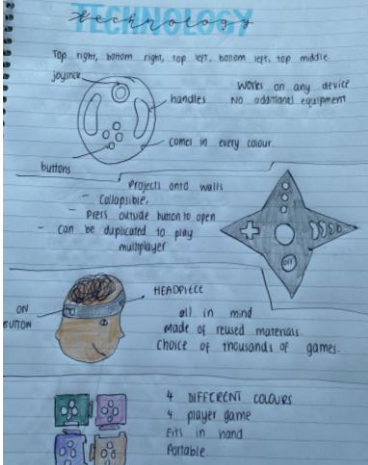
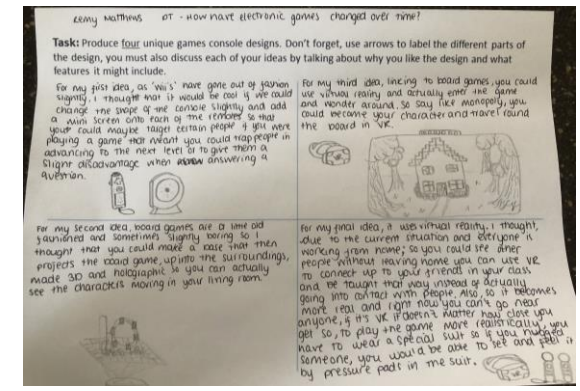
Hartley010175 (9Pa) 9:41 AM
christian- you shouldn't hurt anyone and only go to war if necessary

9Be - Geography

Urban areas



Remy Matthews, Amelie Marendaz and Madalina Zavadowschi - Technology



Georgia Khakipour, Andrew Cartwright, Kay Dosunmu, Henry Atkinson. Chloe Courtney-Burrows, Megan Cantwell, Jemima Hartley, Ella Key - Drama

ANTI-BULLYING POSTER

It's a bully, not a buddy!

There are children at all ages who are being hurt at school and at home. We can prevent a child from being bullied by teaching them to stand up for themselves. We can also prevent a child from bullying others by teaching them to be kind and respectful. We can also prevent a child from being bullied by teaching them to be kind and respectful. We can also prevent a child from being bullied by teaching them to be kind and respectful.

STOP BULLYING NOW

STAND UP - SPEAK OUT

YOU'RE NOT ALONE!

Andrew

Great work!

STOP BULLYING!

Bullying affects many people personally and it is a crime. It can cause mental health problems and physical health problems. There is no point of bullying someone to feel better as it is deliberately hurtful.

STOP BULLYING

There is no point of bullying someone to feel better as it is deliberately hurtful.

Georgia

STOP BULLYING!

Bullying affects many people personally and it is a crime. It can cause mental health problems and physical health problems. There is no point of bullying someone to feel better as it is deliberately hurtful.

STOP BULLYING

There is no point of bullying someone to feel better as it is deliberately hurtful.

Kay

STOP BULLYING

There is no point of bullying someone to feel better as it is deliberately hurtful.

Henry

STOP BULLYING!

Bullying affects many people personally and it is a crime. It can cause mental health problems and physical health problems. There is no point of bullying someone to feel better as it is deliberately hurtful.

STOP BULLYING

There is no point of bullying someone to feel better as it is deliberately hurtful.

STOP BULLYING

There is no point of bullying someone to feel better as it is deliberately hurtful.

Learning objectives:

□ How can we use a given stimulus to create an engaging story?



BULLYING!!!
 Bullying is when someone is mean to another person.
 Bullying can be:
 - Physical (hitting, kicking, pushing)
 - Verbal (name calling, teasing, talking badly)
 - Social (spreading rumors, leaving someone out)

Chloe

Great work!



Bullying
 Bullying is when someone is mean to another person.
 Types of bullying:
 - Physical
 - Verbal
 - Social

Megan C



Jemima



Ella K



Learning objectives:

- ❑ How can we use a given stimulus to create an engaging story?




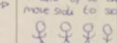



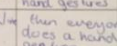
Raphael Francis, Teigan
Parker and Vince Mistretta -
Dance

Some like it Hip-Hop sequence



1. Groove to the right
2. Knee lift to the left
3. Arm and leg swing facing left
4. Knee lift to the right
5. Right leg out to the right
6. Swing both arms like a plane
7. Shimmy.
8. Pose.



Some like it Hip Hop sequence			
<p>Everyone high knees in a circle</p> 	<p>↑ ↑ ↑ ↑ ↑</p> <p>go in line and jump then do slide jumps</p> 	<p>then do the worm in a line</p> 	<p>then they do a trolley rolling across stand up to the other side to see</p> 
<p>Keyword = Place</p> <p>then spin</p> 	<p>Keyword = Jump</p> <p>jumps into a still image</p> 	<p>Keyword = Levels</p> <p>flips into air</p> 	<p>Keyword = Hand exercises</p> <p>then everyone does a hand game</p> 
<p>Keyword = Lines</p>	<p>Keyword = Stillness</p>	<p>Keyword = dynamics</p>	<p>Keyword = Stillness</p>

Huseyin Tosun - History

Tuesday 12th January 2021

Was Abraham Lincoln a 'Great Emancipator' or a manipulator of African Americans?

Keywords:

- A) - Emancipation
- Slavery
B) - Civil Rights

The southern states believed slavery shouldn't be abolished and they had reasons as to why, some being: they hated the government telling them what to do, they saw slavery as cheap work for their farms so they could invest in other things and Southern used the Bible and tried to prove that God supported slavery as well as believing massively that whites were highly superior to black people. Their main reason was that they could save money by forcing innocent black people to work on their farms and use the Bible as an excuse.

A) Freeing from slavery
B) Everyone has the same rights to their live their life

The Northern states wanted slavery abolished as they had many more factories than huge farms so they wanted mostly paid workers not slaves. The Northern States exclaimed how their opinion on slavery was that it's violent as black people were abused and slavery was also against their beliefs.

American Civil War

When Lincoln became President, the southern states decided to try and leave the USA and create their own country the - Confederate States of America. This led to a civil war.

Megan Cantwell - Maths

1) $1 \text{ m}^2 = 10000 \text{ mm}^2$
 $1 \text{ m} = 1000 \text{ mm}$
 $1 \text{ m} \times 1 \text{ m} = 1 \text{ m}^2$
 $1000 \text{ mm} \times 1000 \text{ mm} = 1000000 \text{ mm}^2$
 $1 \text{ m} = 1000000 \text{ mm}^2$
 $?: 1 \text{ m}^2$
 $1 \text{ m}^2 = 1000000 : 1000000$

2) $0.001 \text{ km}^2 = \text{cm}^2$
 $1 \text{ km} = 100000 \text{ cm}$
 $1 \text{ km} \times 1 \text{ km} = 1 \text{ km}^2$
 $100000 \text{ cm} \times 100000 \text{ cm} = 10000000000 \text{ cm}^2$
 $1 \text{ km} = 1 \times 10^8$
 $?: 0.001$
 $0.001 = 1 \times 10^9 : 100,000$

3) $50 \text{ m} \cdot \text{mm}^2 = \text{m}^3$
 $1 \text{ m} = 1000 \text{ mm}$
 $1 \text{ m} \times 1 \text{ m} = 1 \text{ m}^2$
 $1000 \text{ mm} \times 1000 \text{ mm} = 1000000 \text{ mm}^2$
 $1 \text{ m} = 1000000 \text{ mm}^2$
 $?: 50 : 1000,000$
 $50,000,000 : 1,000,000 = 50 \text{ m}^3$

4) $673,000,000 \text{ cm}^3 = \text{km}^3$
 $1 \text{ km} = 100000 \text{ cm}$
 $1 \text{ km} \times 1 \text{ km} = 1 \text{ km}^2$
 $100000 \text{ cm} \times 100000 \text{ cm} = 10000000000 \text{ cm}^2$
 $1 \text{ km} = 10000000000 \text{ cm}^2$
 $?: 673,000$
 $673,000 : 10000000000 = 0.00673$

Connor McGreevy – Maths

$x = 5$ $y = 8$
 $x = y^2$ $k = 80$
 14
 $1. \quad y = 5$
 $T = 4 \quad y = 6.5$
 $\frac{y}{T} = \frac{6.5}{4} = 1.625 \text{ k}$
 $\Rightarrow 9 \times 1.625 \text{ k} \times T$
 $= 14.625$
 $9 = 14.625$
 $\Rightarrow P = \frac{K}{m}$
 $P = 18$
 $\frac{c88}{16} = 18$
19/01/2021
irregular polygons
 $120 + 135 = 255$
 195