



the bbg bulletin



BBG France Resilience Camp Returns

#TheRodillianWay



The Covid 19 pandemic affected our way of working for so long and we had to make many changes to our usual school trips. One of our most missed trips is our resilience camp France, having not taken since 2019.

We will report in full when our second group return in two weeks' time but thought you may like a sneak preview of some of the activities we did.

All students took part in a high ropes course, with a 250-metre zip wire through the beautiful southern French forest and mountains. We paddled the Ardeche, swam in rapids and took in the incredible scenery. Students enjoyed swimming in the breathtaking Lac de Villefort in the Cevennes National Park and endured a pretty gruelling bike ride to Barjac, where we also enjoyed a traditional French market, and practised our French.

We finished the week by enjoying the most scrumptious ice cream in Vallon and watching the sunset over the Ardeche.

More information to follow after group 2 return!





BBG France

Resilience Camp Returns

#TheRodillianWay





BBG France

Resilience Camp Returns

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Until we meet again, Pathfinders – Happy Trails!

With the exception of those students sitting Food, Further Maths and Polish – the 16th of June marked the end of the exam season for the BBG Pathfinders.

We have been so impressed with the focus and commitment that they have shown – not just during the exam season but also in the five turbulent years they have spent at BBG.

It has been an honour and a privilege to work with such brilliant young people, we very much look forward to celebrating successes with them as they move on from our hallowed halls!





GCSE RESULTS DAY



SAVE THE DATE

**THURSDAY
AUGUST 24th**

9:00 to 10:30 AM

See you then!

STUDENT ACHIEVEMENTS



Abbie Wilkinson from 9.3 braved the sweltering heat at the weekend to take a 3.5hr exam to grade for her black belt in Karate. Due to her fantastic effort and hours of study, she was awarded a 1st Dan Black belt! Well done Abbie!

Obtaining the first black belt (1st dan), which generally takes between 3 and 5 years of assiduous training 3 to 4 times a week, indicates that the candidate is a trained student. He/she will have acquired the fundamental bases of the art.



Last week Korben Halstead from Year 7 went to Norfolk on the annual Scouts Summer Camp. As you can see on the pictures they had a great time, they visited London, did plenty of water activities and a trip to Cromer Beach to go crabbing (but unfortunately didn't find any!)



STUDENT ACHIEVEMENTS



The last week in June marks the birthday of our late MP, Jo Cox, and it is celebrated each year with a Big Get Together and the Run For Jo at Oakwell Hall. This year the usual BBG team took part in the 6.5km cross country run in sweltering temperatures. A fabulous team of Year 7 girls then completed the 2.5km Fun Run For Jo with Miss Sanderson.

Well done to Katie-Leigh, Georgia, Marlie, Frankie, Summer and Kara—we're really proud of your efforts for a great cause!





West Yorkshire
Fire & Rescue Service

Do you know that anything below 15°C is defined as cold water and can seriously affect your breathing and movement, so the risk is significant most of the year.

If you get into difficulty in the water:



- **Take a minute.** The initial effects of cold water pass in the less than a minute so don't try and swim straight away
- **Relax and float** on your back to catch your breath. Try to get hold of something that will help you float
- **Keep calm** then call for help or swim to safety if you're able

If you see someone
in difficulty in the water
call 999 ask for FIRE

#BeWaterAware
westyorksfire.gov.uk

The Art of Miss Morris

"Eileen reading the paper (on orange)" was featured in the Pastel Society Art Exhibition at Mall Galleries last week, and I had a chance to interview our Design Technician, Miss Morris, on how she felt about it, and her opinions on art as a whole. Here are some questions I asked, followed by their answers!

What's your main style, when painting? - Expressive realist; this piece is typical, being a portrait, full-figure. I studied a friend of mine, who I got to pose for me in her own home as part of a portrait project I was doing. I used pastels, mainly, as a way of composing the study.



What motivates you with your artwork? - I try to make everything better than the last thing I did, to improve; you can, of course, be satisfied with your work, but you can't really achieve perfection – but you should still strive to better yourself, and that's what I do.

What was the art exhibition like? - It was a great opportunity to connect - I had loads of supportive colleagues, and other artists part in the exhibition. I attended the private show, too, and I was pleased with how all the paintings looked, and enjoyed speaking with the other artists. And of course, because of the exhibition, I get to be here for this interview!

And have you done this kind of thing before? - Yes; I have; and also when I used to live in London as a student, and at my art college.

Do you have any other hobbies? - I'm learning to play the guitar, and enjoy listening to music – I like soul and rock music – and I'm also a lover of nature and gardening.

I can imagine there are some difficulties when it comes to artwork - what do you think the main challenge was, for you? - Of course, like everyone, I didn't show the drawings that didn't work, or that failed. With drawing, that's what it's all about. I enjoyed painting this one, though.



Reporter:
Dexter Hughes



When were you first interested in artwork, and which artists did you like, or like now? - I always enjoyed painting and drawing, and looking at paintings and drawings –

images, too. I was first interested in comics and cartoons, like Disney cartoons and the *Beano* magazines. At school, I enjoyed looking at David Hockney's portraits, but before that I was interested in the renaissance era, and artists like Michaelangelo and Leonardo da Vinci. At my art college – Blackpool and the Fylde; people modelled for us, and my art tutor was Brian Spooner, and we painted many things, from still-life images to collages – I liked Degas, and became more interested in impressionism, as well as all the other art movements in history. I still like portraits of the human figure.



Contextual Curriculum

Year 8

The Year 8 Contextual Curriculum has allowed our students to develop their knowledge about Geography, History, RS and Media within the context of real-world events, starting with the topical issue of Conflict and Power. Our students are growing up in a **world riddled with conflict** and where voter apathy affects how effective our democracy can be. We have looked in detail at these **issues**. Answering questions such as **Why** and how do conflicts occur? **Why** should our young people value their right to vote?



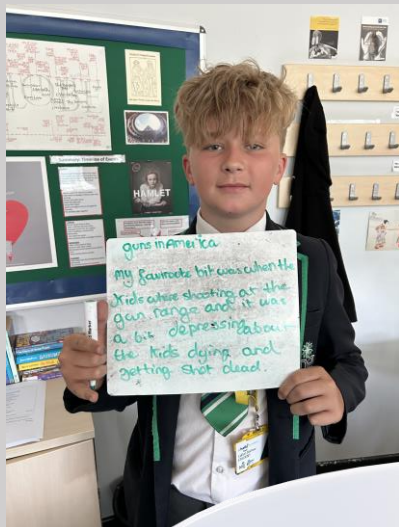
The Burning Planet

The post-Covid economic problems in the UK – and energy prices in particular - have combined with **growing awareness** of the impact of climate change to produce a **challenging time** for young people. How has this come about and **how** is being dealt with around the world? During this topic students looked at the natural causes of climate change and the human causes. They also looked at the vast impacts it is having on different areas around the world.



Migration

The United Kingdom is a **diverse nation** and yet our learners come across **issues** of race and nationality that they **struggle** to understand. So, how has migration **shaped** the UK? What can we **celebrate** about it? What issues does it cause in the UK and in the wider world? Students most recently have been looking at the various causes of migration, from climate change refugees in Pakistan to Tokyoites choosing to move due to overcrowding.



This year class 8Q4 have studied:

- The Monkey's Paw
- Blood Brothers
- The Bone Sparrow
- Sherlock Holmes
- War Poetry
- Macbeth
- Gothic literature
- Refugee Crisis
- Debates

Rebecca: "I really liked 'The Bone Sparrow' because I learnt so much about refugees and why they are forced to move."

Erin, Jack, Leo and Oliver: We enjoyed Blood Brothers the most because it taught us what the difference between 2023 and how it used to be. We also enjoyed watching the film. It shows the pain some people had to go through and the rules you had to follow.

Sienna: 'The Bone Sparrow' was about refugee families that were brought to refugee camps, I found it really interesting about the camps where they lived.

Year 9 – The Truman Show projects!

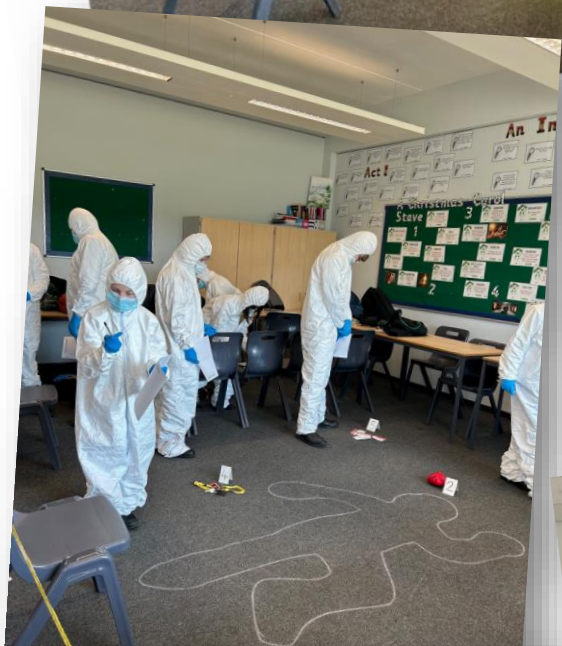
Q4 have been designing their own futuristic Truman show sequels and presenting these to the class!





You Retweeted
@BBGEnglish · 5h
There's been a murder! Who killed Dave Green? 8P4 investigate.
@BBGAcademy

Year 8 have been working on a Detective writing project this half term and to complete the scheme 8P4 became their very own investigators.
Students used their detective skills to find out who murdered Dave Green. Using a range of clues that had been left students successfully identified the culprit.
Great end to the Year!





Class of 2023

Despite our Year 11 cohort questioning their decision to take Geography after discovering it means staying in school for an additional two hours instead of leaving with the Historians after the Physics exam, we could not be prouder of our Geographers. We have absolutely loved teaching you for the past two years. You have brought humour, enthusiasm (most of the time) and non-stop geographical genius-ness to each and every lesson. We know your hard work will pay off on results day. A massive good luck for the future to our Class of 2023!

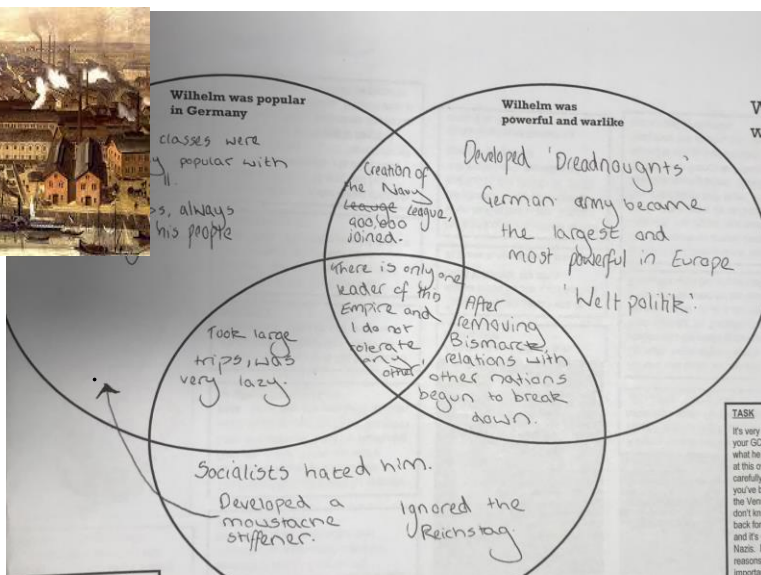




HISTORY

Year 10 History Update

Year 10 have completed a 'specification short-cut' by returning to the beginning of their Germany 1890-1945 depth study. They began GCSE History with an investigation into the impact of the First World War from 1914. Students have now returned to the time period before this, the Second Reich, in order to understand how life changed in Germany under Kaiser Wilhelm II while also considering the impact of his policies on international relations. This will lead them to their forthcoming study of WWI which begins with its causes. Students should now be preparing for their History end of year assessments which will take place in the week beginning 3/7/23.



TASK
It's very possible that you will see questions about Wilhelm on your GCSE paper and you need to know about his personality, what he did and how he was seen in Germany. We'll be looking at this over the next few lessons but to get you started, please carefully cut out the information and sources on the sheet you've been given. Try to place them on an appropriate part of the Venn diagram. You'll be coming across some terms you don't know so look carefully at those. Many Germans looked back fondly at the time of the Kaiser after the First World War and it's one of the reasons why some people voted for the Nazis. Many historians also see Wilhelm as one of the main reasons why Europe went to war in 1914. So this isn't just important now, it's relevant to quite a lot of the Paper 1 course. *Mark's always seen fondness in class. Kaiser fan!*

Y11 Interim Assessment Topic List Week Commencing Monday 3/7/23

Germany Q1, Q2, Q3 & Q6

Part one: Germany and the growth of democracy

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929); economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

Part two: Germany and the Depression

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

Part three: The experiences of Germans under the Nazis

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

Medicine Q1, Q2 & Q4

Part one: Medicine stands still

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor, training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

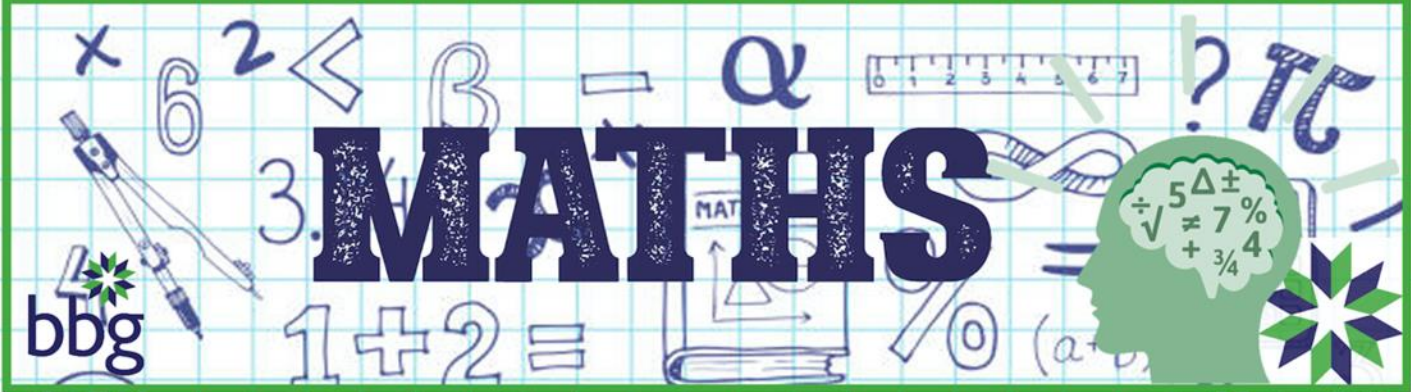
- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

Part four: Modern medicine

- Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
- Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.



Last week these students moved up an XP level on Sparx.

Well done and keep up the hard work.

Proud to be a

Sparx Maths School

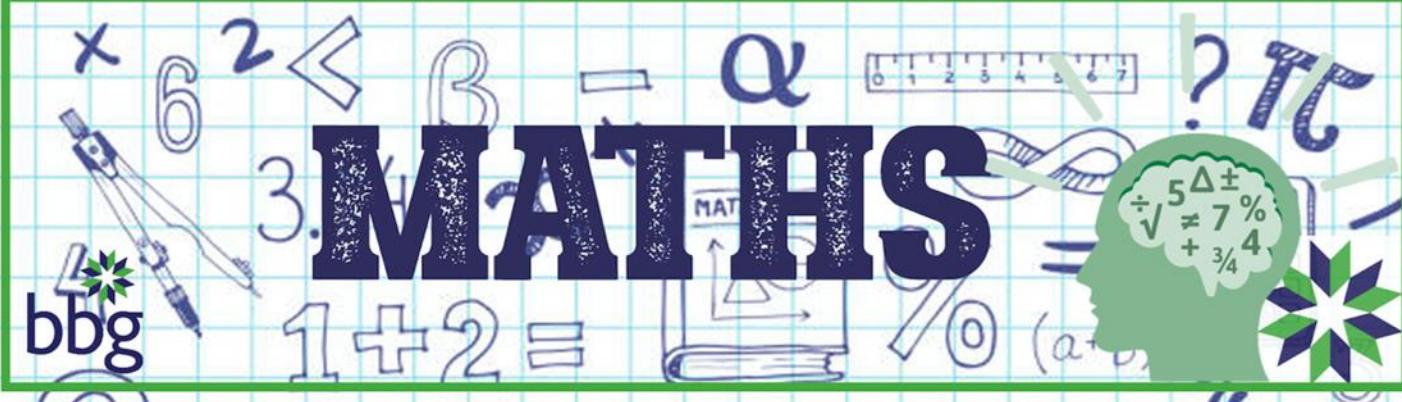
Sparx Superstars

This week on Sparx these students have moved up an XP level.

Well done & keep up the hard work.

Student Name	XP Level
Eliza Stevens	3
Matthew Mitchell-Hood	3
Bradley Giles	2
Izzy Dawson	2
Pheobe Mortimer	2
Jayden Taylor	2
Megan Bates	2
Annie-Lea Green	1
Lewis Kilner	1
Arabella Coubrough	1
Finn Dunne	1
Luke Naylor	1
Edward Baldwin	1
Tabitha Smith	1
Ruby Coomber	1
Marissa Tokarczyk-Cliffe	1
Frasier Burmo	1
Cooper Crick	1
Eluisa Hannam	1
Joshua Dalby	1
Louie Sykes	1
Remi Trott	1
William Nicholson	1
Lewis King	1
George Sayer	1

Student Name	XP Level
Lexie Pennington Hunter	2
Poppy Watts	2
Ethan Barnes	2
Lily Metcalfe	2
Dexter Hughes	2
Jess Hill	2
Jacob Shuttleworth	2
Olivia Dunne	2
Ethan Williams	1
Declan Preston	1
Evie Blackwood-Howgate	1
Bella Stephenson	1
Logan Thorpe	1
William Eklid	1
Emilia Stockhill	1
Lilleigh Wright	1
Daisy Watts	1
Alasdair Robinson	1
Jensen Arnold	1
Grace Auty	1



After the June holiday there will be some end of year exams for the following year groups on the following dates:

New Year 11 - EOY 10 exam on 28th & 29th June

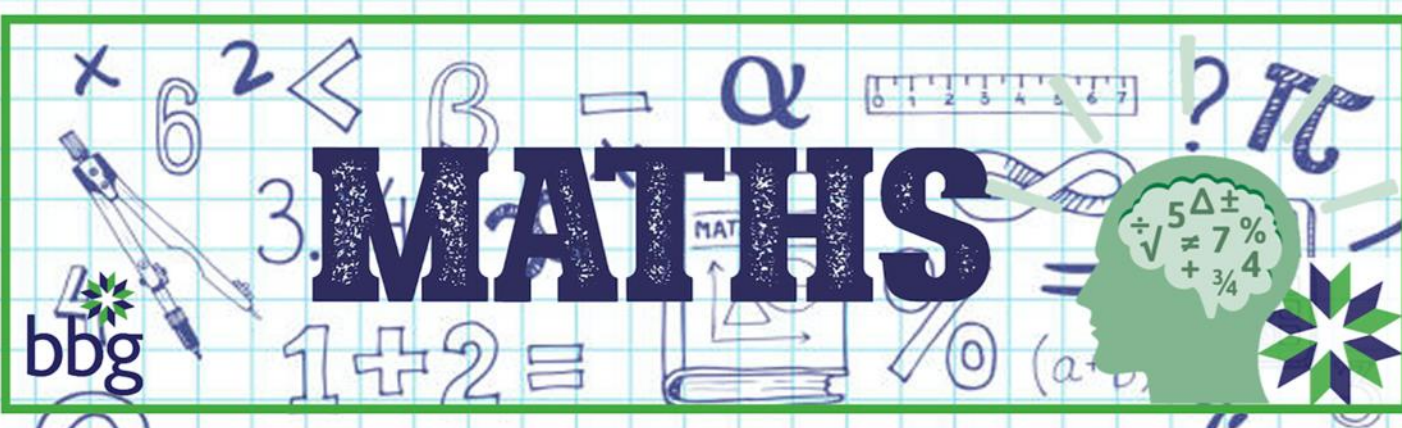
New year 8 – EOY 7 exam on 29th June

New year 9 – EOY 8 exam on 3rd July.

The Summer Term topics and Sparx codes are here for revision purposes are included in this bulletin.

New year 9

Summer Block 1	Angles in parallel lines and polygons	Sparx
	REVIEW STEP - Understand basic angle rules and notation	
	Investigate angles between parallel lines and the transversal	
	Identify and calculate with alternate and corresponding angles	M606
	Identify and calculate with co-interior, alternate and corresponding angles	M606
	Solve complex problems with parallel line angles	M606
	Construct triangles and special quadrilaterals	M565
	Identify and calculate with sides and angles in special quadrilaterals.	M276, M618
	H - Understand and use the properties of diagonals of quadrilaterals	M276
	Understand and use the sum of exterior angles of any polygon	M653
	Understand and use the sum of interior angles of any polygon	M653
	Calculate missing interior angles in regular polygons	M653
	H - Prove simple geometric facts	M351
	H - Construct an angle bisector	M232
	H - Construct a perpendicular bisector of a line segment	M239
Summer Block 2	Area of trapezia and circles	Sparx
	Calculate the area of a trapezium	M705
	Calculate the perimeter and area of compound shapes (1)	M690
	Calculate the circumference of a circle (this wasn't its own small step but added in)	M169
	Investigate the area of a circle	M231
	Calculate the area of a circle and parts of a circle without a calculator	M231
	Calculate the area of a circle and parts of a circle with a calculator	M231
	Calculate the perimeter and area of compound shapes (2)	M231



New year 9

Summer Block 3	Line symmetry and reflection	Sparx
	Recognise line symmetry	
	Reflect a shape in a horizontal or vertical line 1 (shapes touching the line)	M290
	Reflect a shape in a horizontal or vertical line 2 (shapes not touching the line)	M290
	Reflect a shape in a diagonal line 1 (shapes touching the line)	M523
	Reflect a shape in a diagonal line 2 (shapes not touching the line)	M290
Summer Block 4	The Data Handling Cycle	Sparx
	Set up a statistical enquiry	U322, U162
	Design and criticise questionnaires	M493
	Draw and interpret multiple bar charts	M460, M738
	Draw and interpret pie charts	M574, M165
	Draw and interpret line graphs	M140, M183
	Choose the most appropriate diagram for a given set of data	
	Represent and interpret grouped quantitative data	M945, U312
	Find and interpret the range	M328
	Compare distributions using charts	
	Identify misleading graphs	
Summer Block 5	Measures of Location	Sparx
	Understand and use the mean, median and mode	M841
	Choose the most appropriate average	M440
	H - Find the mean from an ungrouped frequency table	M287
	H - Find the mean from a grouped frequency table	M440
	Identify outliers	
	Compare distributions using averages and the range	U717



New year 8

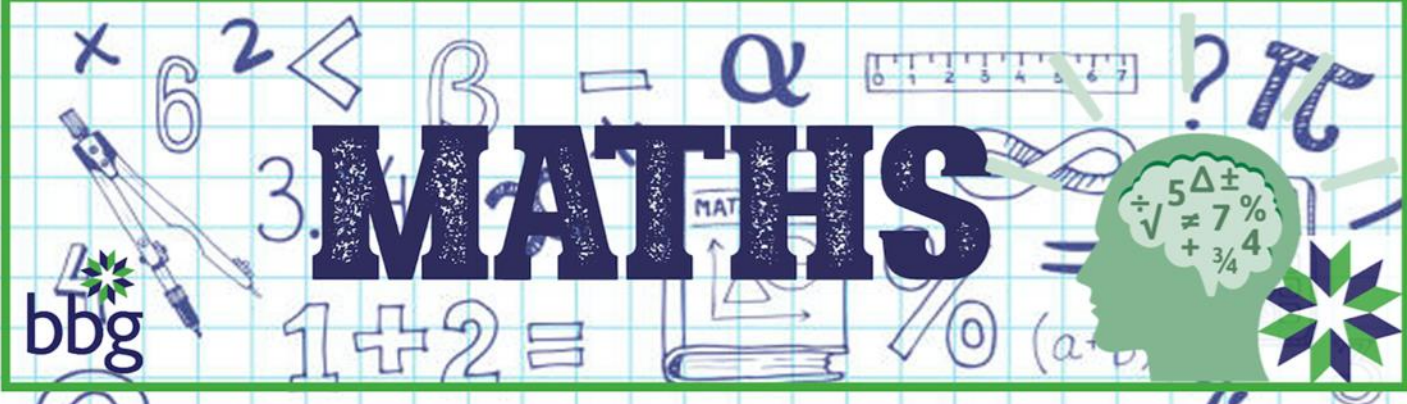
Summer Block 1

Constructing, Measuring and Using Geometric Notation	Sparx
Understand and use letter and labelling conventions including those for geometric figures	
Draw and measure line segments including geometric figures	
Understand angles as a measure of turn	M541
Classify angles	M502
Measure angles up to 180 degrees. Draw angles up to 180 degrees.	M780
Draw and measure angles between 180 and 360 degrees	M331
Identify parallel and perpendicular lines.	M814
Recognise types of triangle	M276
Identify polygons up to decagons.	M276
Recognise types of quadrilaterals	M276, M618
Construct triangles using SSS	M565
Construct triangles using SSS, SAS and ASA	M565
Construct more complex polygons	M196
Interpret simple pie charts using proportion	M165
Interpret pie charts using a protractor	M165
Draw pie charts	M574

Summer Block 2

Developing Geometric Reasoning	Sparx
Understand and use the sum of angles at a point	M818
Understand and use the sum of angles on a straight line	M818
Understand and use the equality of vertically opposite angles	M163
Know and apply the sum of angles in a triangle	M351
Know and apply the sum of angles in a quadrilateral	M679
Solve angle problems using properties of triangles and quadrilaterals	M319
Solve complex angle problems	M351
H - Find and use the angle sum of any polygon	M653
H - Investigate angles in parallel lines	
H - Understand and use parallel line angle rules	M606
H - Use known facts to obtain simple proofs	M84

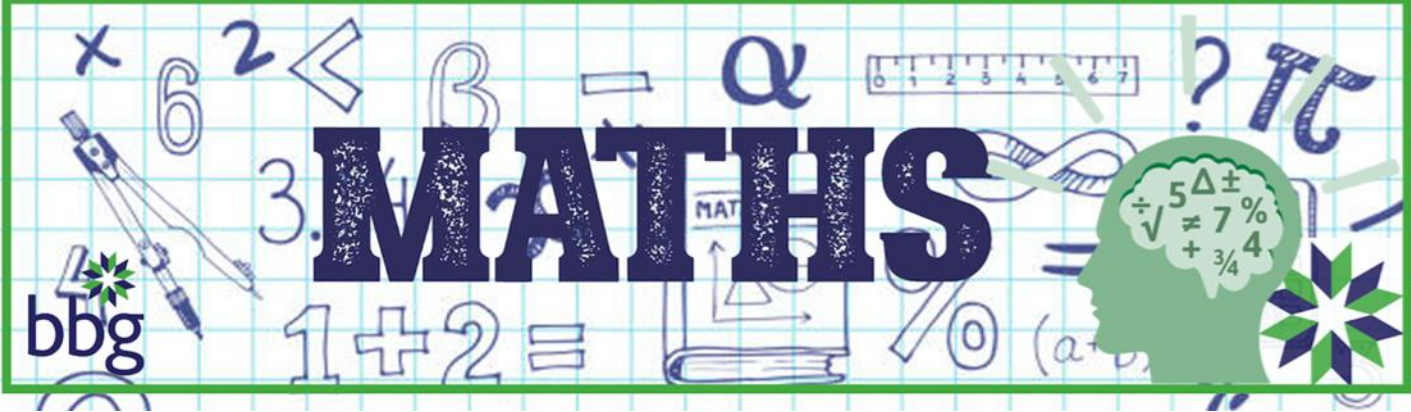




New year 8

Summer Block 3	Developing Number Sense	Sparx
	Know and use mental addition and subtraction strategies for integers	
	Know and use mental multiplication and division strategies for integers	M952
	Know and use mental strategies for decimals	
	Know and use mental strategies for fractions	
	Use factors to simplify calculations	
	Use estimation as a method for checking mental calculations	
	Use known number facts to derive other facts	M911
	Use known algebraic facts to derive other facts	
Summer Block 4	Sets and Probability	Sparx
	Identify and represent sets	X426
	Interpret and create Venn diagrams	E645
	Understand and use the intersection of sets	E645
	Understand and use the union of sets	E645
	H - Understand and use the complement of sets	E645
	Know and use the vocabulary of probability	M655
	Generate sample spaces for single events	M941
	Calculate the probability of a single event	M938
Summer Block 5	Prime Numbers and Proof	Sparx
	Find and use multiples	M227
	Identify factors of numbers and expressions	M823
	Recognise and identify prime numbers	M322
	Recognise square and triangular numbers	M981
	Find common factors of a set of numbers including the HCF	M698
	Find common multiples of a set of numbers including the LCM	M227
	Write a number as a product of its prime factors	M108
	H - Use a Venn diagram to calculate the HCF and LCM	M365
	Make and test conjectures	
	Use counterexamples to disprove a conjecture	



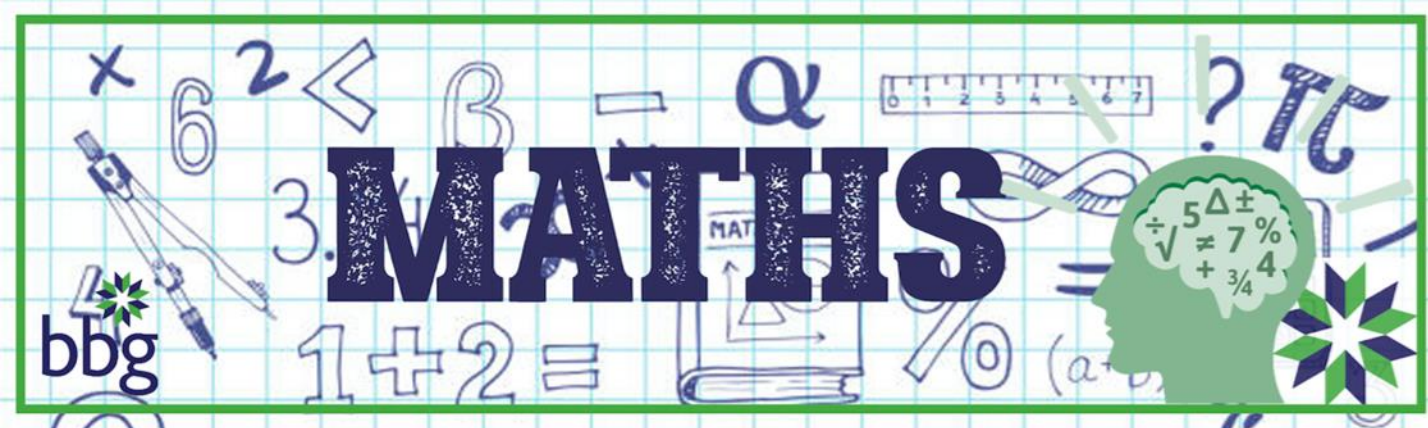


New year 11

Collecting, representing & interpreting data			Sparx
	F	H	
Summer block 1	Understanding populations and samples		U162
		H - Construct a stratified sample	U162
	Primary and secondary data		u332
	Construct and interpret frequency tables and frequency polygons		u840 u981
	Review - Construct and interpret two-way tables		u981
	Construct and interpret line and bar charts (including composite bar charts)		u363 u557
	Review - Construct and interpret pie charts		u172 u508
	Criticise charts and graphs		
		H - Construct histograms	u983 u185
		H - Interpret histograms	u814, u267
	Review - Find and interpret averages from a list		u456 u260
	Review - Find and interpret averages from a table		u569
	Review - Construct and interpret time series graphs		
	Construct and interpret stem-and-leaf diagrams		u200 u909
		H - Construct and interpret cumulative frequency diagrams	
		H - Use cumulative frequency diagrams to find measures	u642 u182 u507
		H - Construct and interpret box plots	
		Compare distributions using charts and measures	
		H - Compare distributions using complex charts and measures	u879 u837
	Review - Construct and interpret scatter graphs		
	Review - Draw and use a line of best fit		
	Understand extrapolation		u128 u199

Non-calculator methods			Sparx
	F	H	
Summer Block 2	Review - Mental/written methods of integer/decimal addition and subtraction		
	Review - Mental/written methods of integer/decimal multiplication and division		u736 u793
	Review - The four rules of fraction arithmetic		
	Exact answers		u627
		H - Rational and irrational numbers (convert recurring decimals here)	u689
	H - Understand and use surds		u338
		H - Calculate with surds	u872
	Review - Rounding to decimal places and significant figures		
	Review - Estimating answers to calculations		u225
	Understand and use limits of accuracy		
		H - Upper and lower bounds	u587
	Use number sense		u796
	Solve financial maths problems		
	Break down and solve multi-step problems		u993





New year 11

Types of number			Sparx
Summer block 3	F	H	
	Review - Understand the difference between factors and multiples		u211
	Review - Understand primes and express a number as a product of its prime factors		u739
	Review - Find the HCF and LCM of a set of numbers		u751 u529
	Describe and continue arithmetic and geometric sequences		u958
	Explore other sequences	H - Describe and continue sequences involving surds	u680
	Review - Find the rule for the nth term of a linear sequence		u978
			H - Find the rule for the nth term of quadratic sequence
			u206
Indices and Roots			Sparx
Summer block 4	F	H	
	Review - Square and cube numbers		u235 u299
	Calculate higher powers and roots		u851
	Review - Powers of ten and standard form		u662
	Review - The addition and subtraction rules for indices		u662
	Understand and use the power zero and negative indices		u662
	Work with powers of powers		
		H - Understand and use fractional indices	u985 u772
	Review - Calculate with numbers in standard form		u260 u294 u53
	Manipulating Expressions		
	Simplify algebraic expressions (R)		u824 u437
	Use identities		
		Add and subtract simple algebraic fractions (H)	
		Add and subtract complex algebraic fractions (H)	u685
		Multiply and divide simple algebraic fractions (H)	u824 u457
		Multiply and divide complex algebraic fractions (H)	u824 u457
	Form and solve equations and inequalities with fractions		u505
		Solve equations with algebraic fractions (H)	u457 u685
	Represent numbers algebraically		u582
	Algebraic arguments and proof		u582





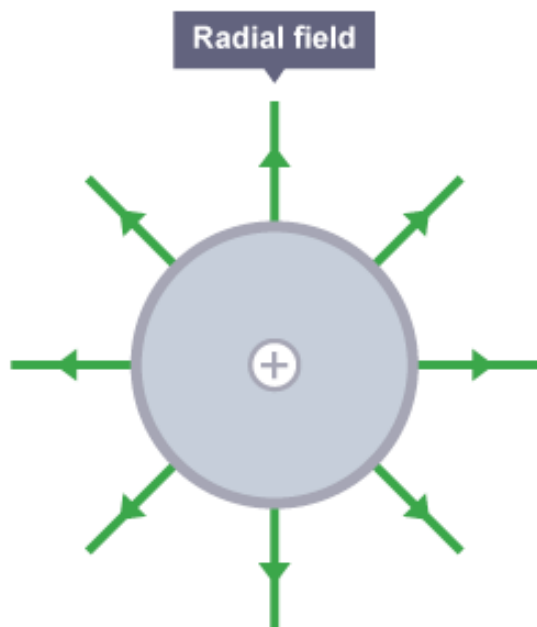
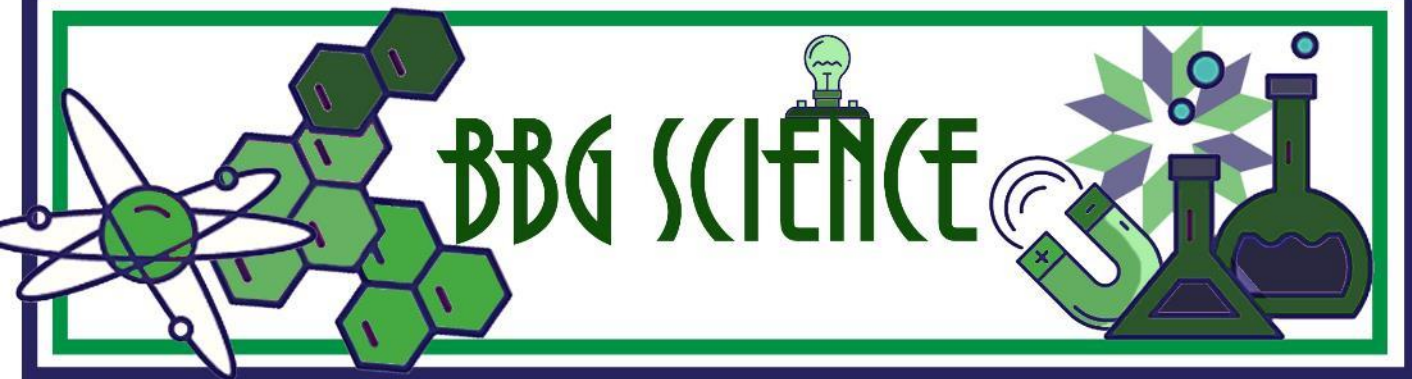
A couple of maths jokes.
Happy holiday!

Real Madrid

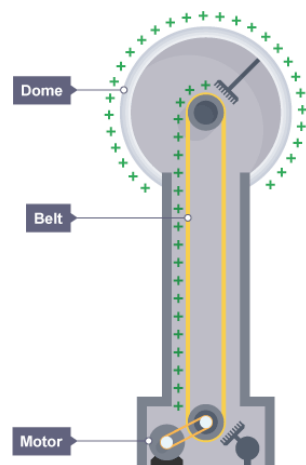


Imaginary Madrid





Students have been having a hair-raising time in science this week in science learning about static electricity. A **Van de Graaff generator** removes electrons to produce a positive charge on its dome. A person does not have to touch the dome to start feeling the effects, as static electricity is a **non-contact force**. This force will act on any charged particle in the electric field around the dome.



A person insulated from the ground and touching the dome of the Van de Graaff generator will also lose electrons and become positively charged. The same will happen to each of their hairs. Since the person, their head and each of their hair follicles are all positively charged, the hairs will repel from the head and from every other strand causing them to stick out in all directions.



Elsewhere in science Mr Elcock had challenged his Year 7 class to get creative. Students had to create a mini project that spotlighted one way in which humans were negatively impacting the environment. Mr Elcock was blown away by their efforts as he saw models, essays, poems, slide shows and pieces of art.



GOMERSAL ART CLUB



Creative fun for kids

SUMMER ART SESSIONS

Clay Sculptures, Printmaking, Drawing & Painting & much more..

Up to 9 YRS - 8th, 9th, 15th, 16th Aug - 10am-3pm

**** NEW ART CLASS ****

10 to 14 YR OLDS - 10th & 17th Aug- 10am-3pm

£25 per person per session or £22 for multiple bookings*

New creative art project every session

Qualified Teacher
Professional Artist
DBS Checked
First Aid Trained

TO BOOK go to;
bookwhen.com/gomersalartclub

Questions to:

Message/WhatsApp: 07739045339

E-mail: sallyhalldesign@yahoo.com

LOCATION; Black Paw Martial Arts, Unit 1B, 231 Spen Lane, Gomersal, BD19 4PN



*Summer
registration
now
OPEN!*

* **MULTIPLE BOOKINGS** - more than one session booked per child,
or siblings booked onto one session

BBG Year



STARS OF THE WEEK

This week celebrating our France Week 1 Superstars!



Daisy Todd

For determination,
bravery, resilience,
kindness and
enthusiasm

Megan Gallacher

For progress,
intuition, initiative,
support and
kindness

Samuel Cunningham

For being the most
helpful human on
the planet! Sam
made life easier for
everyone!

CONGRATULATIONS
TO YOU ALL!



CERTIFICATES AWARDED TO



Amelia Birkenshaw

Amelia is mature, polite and well-mannered. She has had an outstanding year at BBG and we look forward to what the future holds for her. Outstanding work this year Amelia, well done.



Ava Heddon

Ava is a polite, kind and selfless young lady. She continued to make great progress around school, and we are so pleased to say she is a part of Year 8. She has had an outstanding year, well done Ava.



Oakley Powles

Outstanding contribution to BBG. Oakley has not just had a brilliant week he has had a great year. We have seen him make progress inside and outside the classroom. He is a polite and well-rounded young man that we are proud to have in Year 8.

YEAR 9



STARS OF THE WEEK



KOREY WHITEHEAD

Fantastic young man and a great member of the tutor group



LUCAS MURRAY

Consistently doing the right thing. The most polite and caring member of the form. Amassed plenty of stamps and zero comments! Well done!



ELLIE WATSON

Quietly awesome, and always does the right thing.



CERYS BARSON

For setting the example of a model student to all throughout Year 9

MISS BLACKBURN'S STARS OF THE WEEK YEAR 10

More focused on his
learning this term
in English

GABRIEL CAIN



Always giving her
most in every
single task in
English

ELLIE SPAVEN



ANGELIQUE ALI

**ALWAYS WORKING HARD
LESSONS, AND BEING A
WONDERFUL, POLITE MEMBER
OF YEAR 10**

Really engaged and
providing insightful
comments in
English

For being a
pleasant and
helpful member of
Year 10

EMILY WOODROW



OLLY FARRAR



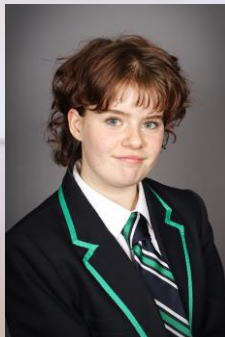
For always having a
great attitude in
school and
representing school
brilliantly in
extracurricular
activities

Great effort levels in all
lessons this term

EVAN McMILLAN



HANNAH DODGE



WELL!
Done!

C+K



An invitation to our
Get Inspired Events 2023

Thursday 5 October

The John Smith's Stadium Stadium Way, Huddersfield, HD1 6PG

Wednesday 11 October

Dewsbury Town Hall Wakefield Old Road, Dewsbury, WF12 8DG

4.30 -

7.30pm

GET INSPIRED

a careers event for Year 11 students and their parents/carers

Thursday 5 October 2023

4.30 - 7.30pm

at The John Smith's Stadium

Stadium Way | Huddersfield | HD1 6PG



No ticket required,
just turn up

MyDirections.co.uk/events

Scan QR code for more info. We also have
events in Dewsbury and Halifax



Come along and talk to employers, training providers,
school sixth forms, colleges, universities and C+K Carers advisers



- Construction • Dental Nursing • Engineering • Hairdressing & Barbering • Healthcare
- Motor vehicle • Pharmacy • Plumbing & Electrical • Professional Services

Apprenticeship Recruitment Fair

Are you interested in starting an apprenticeship?

Come along to Bradford College's recruitment fair and speak to local employers who are actively recruiting about their apprenticeship vacancies!

Did you know there is no age limit on who can complete an apprenticeship?

Speak to our experts on the day!

- **Friday 30th June 2023**
- **12.00pm – 5.00pm**
- **Bradford City Football Stadium (McCall Suite), Valley Parade, BD8 7DY**

For further information please contact our team on: 01274 728316 or email: apprenticeships@bradfordcollege.ac.uk



**APPRENTICESHIP
PROVIDER
OF THE YEAR**



THOUGHT OF THE FORTNIGHT

Beginning 30 May 2023

*"It was a rebellion, it was an uprising,
it was a civil rights disobedience,
it wasn't no damn riot." -Storme DeLarverie*



FORTNIGHTLY EVENTS

World No Tobacco Day
International Children's Day
Volunteers' Week
Cancer Survivors Day
World Environment Day

EVENTS HAPPENING THIS MONTH

Pride Month
Tourette's Awareness Month
SANDS Awareness Month

Discussion points

What is the difference between a riot and an uprising/civil rights disobedience do you think?

Have you heard of the Stonewall riots? - think about: where the Stonewall Inn was, why was it famous, who went there.

Watch this video [How the Stonewall Riots Sparked a Movement](#) Can it answer some of those questions?

The Stonewall riots were seen as being a pivotal moment in LGBTQI+ rights both in America and the rest of the world.

Stonewall is now one of the largest charities in Europe striving for equal rights for members of the LGBTQI+ community, why do you think people are treated differently based on their sexuality? Should it matter who a person chooses to fall in love with.

Around the world people are still persecuted and fighting for equality based on sexuality and gender identity [LGBT Rights Are Human Rights - YouTube](#)

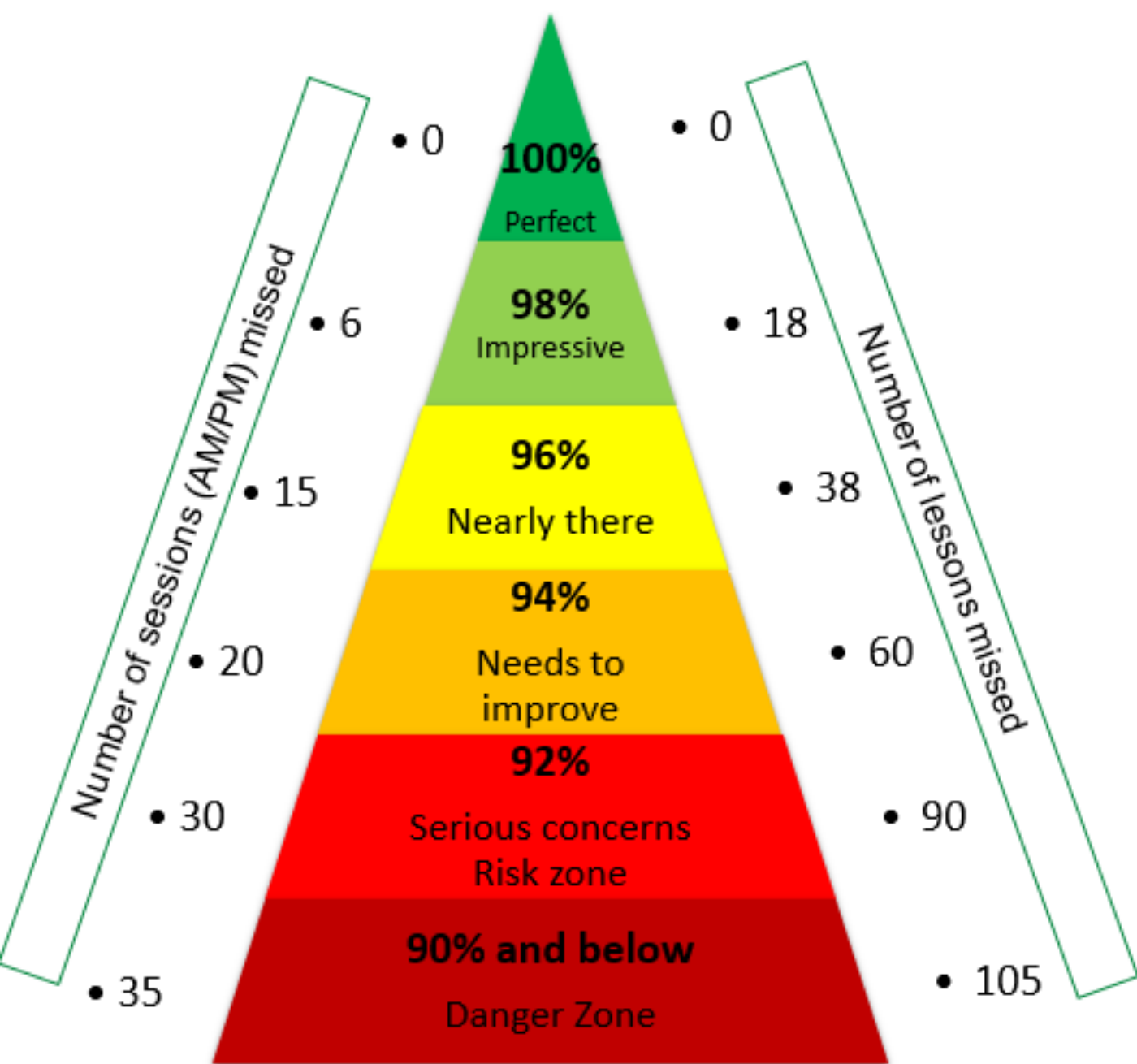
Pride Month is a celebration and awareness of those still fighting to be heard for who they are and who they love.



TWEETS of the WEEK



Attendance Matters



Maximise your potential – attend everyday

Students across the Rodillian Multi Academy Trust at this level of attendance have historically achieved

Significantly above national average progress

Above national average progress

National average progress

Below national average progress

Significantly below national average progress

Very significantly below national average progress

BBG ACADEMY PRELOVED UNIFORM SHOP

**Available to all students
Fully washed and ironed
Please contact reception**

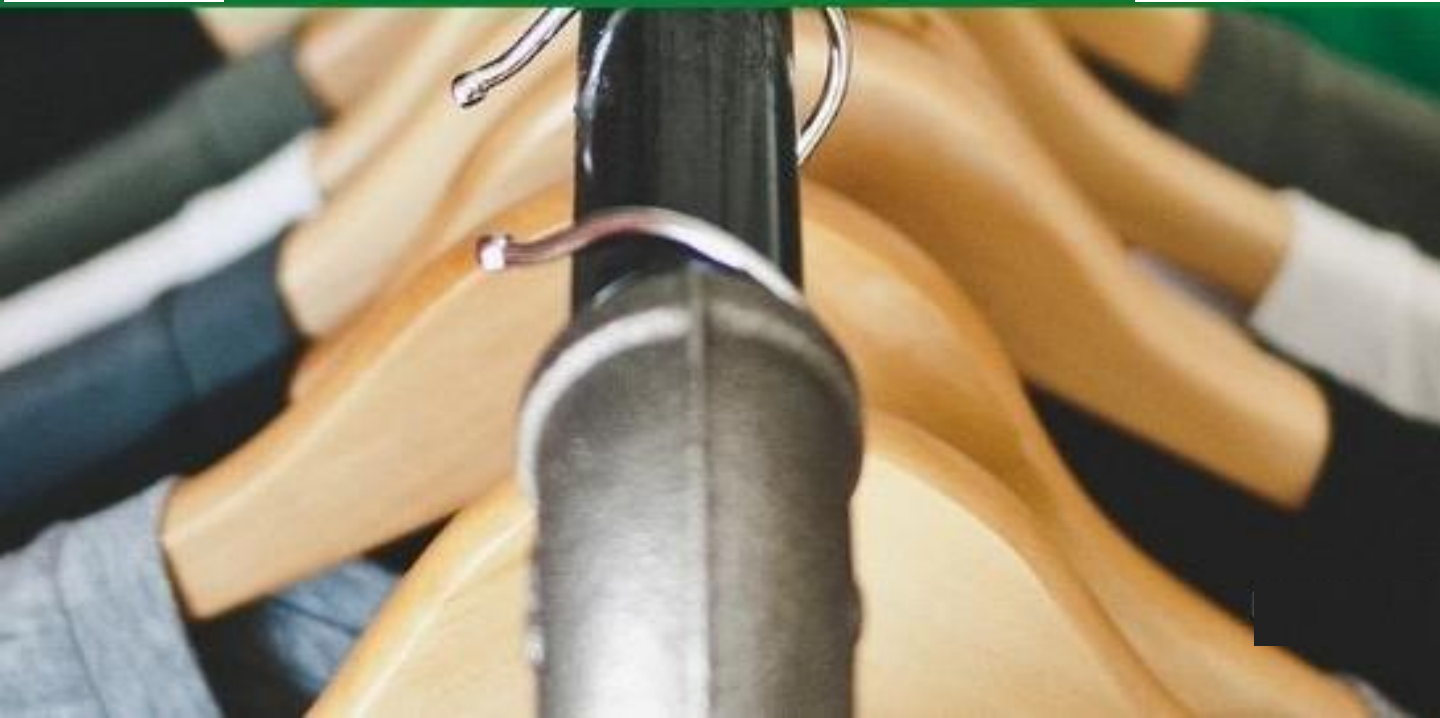
Options:


Get new (used) items

Swap for a larger/smaller size


Donate old uniform

Please email: uniform@bbgacademy.com





My mates
have fallen out with
me.



I'm stressed
about exams.



Things are
tough.

We are here to listen.

Whatever your worry, tell someone if you want to talk.
We have trained staff who are here to listen. Email
them directly at:

Tellsomeone@bbgacademy.com

#TEAMBBG





**National
Online
Safety**

**Download your Free
Online Safety App for
Parents & Carers**



Be #OnlineSafetySavvy

Keep up with the latest apps games and tech your children are using, with the worlds most comprehensive online safety app for parents.

On the National Online Safety app you'll find:

- ✓ Hundreds of online safety guides on the topics you need to know about - from screen addiction, fake news and trolling to hacking, social media influencers and sexting;
- ✓ An online safety training course for parents - developed by our experts and delivered by online safety ambassador Mylene Klass;
- ✓ A user-friendly interface with increased functionality - find exactly what you need, when you need it;
- ✓ The option to get notifications to your phone as soon as new content becomes available - so you can stay up-to-date with the latest online crazes (and risks);
- ✓ An in-app voting system so you can help determine the subjects you'd like us to cover in future;
- ✓ The facility to personalise your content by favouriting key resources.

Download the free app today



Scan to download on
Apple App Store



Scan to download on
Google Play Store

or search for 'National Online Safety' in the store



www.nationalonlinesafety.com
Twitter: @nationalonlinesafety

Call: 0800 368 8061
Facebook: /nationalonlinesafety

Email: hello@nationalonlinesafety.com
Instagram: @nationalonlinesafety



TOO MUCH TECH TIME?

GUESS WHAT... IT'S IMPACTING YOUR SLEEP. WANT TO KNOW WHY?

JOIN THE CONVERSATION
TEENSLEEPHUB.ORG.UK

#TEENSLEPMATTERS



POWERED BY



**National
Online
Safety**

**Free online safety
resources and training
for parents**

Create an account to sign up online resources, weekly guides and free training at <http://nationalonlinesafety.com/enrol/bbg-academy> and complete your details. Once you're set up you'll be able to set 'parent/carer' as your user type.



**Presented by
Mylene Klass**



**Teen
Sleep
Hub**

WELCOME

HOW TO IMPROVE THE SLEEP OF YOUR STUDENTS

In Autumn last year, we launched our new Teen Sleep Hub, as part of our Teen Sleep Matters campaign, and it has been an amazing success so far with so many of you getting involved in sharing the information we supplied. We have also had lots of support from the Mental Health Foundation and Royal Society for Public Health.

Covid-19 continues to impact on the health and wellbeing of young people, in particular around their sleep and mental health. Even with the return to school, we are still living in uncertain times and young people are still suffering with isolation, learning at home with bubble closures, out-of-school activities suspended and routines being altered dramatically, it has been, and remains, extremely challenging.

Since we last made contact we have been working hard to continue to push this campaign and we have now launched a Live Chat service on our **Teen Sleep Hub**. This facility is available on Tuesday and Thursdays from 6-8pm so young people can chat about any issues they are having with their sleep with one of our trained sleep practitioners. Please do direct your students to this and even inform parents of this service.

In this second pack you will find

- A selection of NEW posters promoting the Live Chat that can be emailed out to students and parents and, when normally resumes, can be printed and put up in classrooms, toilet facilities and other communal areas
- Social media graphics that you can use on your social channels and website to direct students and parents to the Teen Sleep Hub

As a reminder, the Teen Sleep Hub is a hive of information around sleep aimed at teens (not their parents) and includes a downloadable eBook and a series of top tips videos. We were supported on this project by our amazing Youth Advisory Panel, made up of young people aged between 13 and 19, across the country. It has been a great success so far with over **17,000 downloads of the eBook**, proving that young people want the knowledge to help them improve their sleep.

Thank you for your support. Please do get in touch if you have any questions or would like to know more.

Lisa Artis

Lisa Artis
Deputy CEO
The Sleep Charity

Kate Lodge, Woodfield Park, Tidwell Road, Bally, Dorchester DN4 8DN
info@thesleepcharity.org.uk | thesleepcharity.org.uk | +44 (0) 1302 751 405
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What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

WHAT ARE THE RISKS?

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the 'AI friend' or chatbot, as children eagerly experiment with these new found computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to other successful platforms soon.

CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.

LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitive to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which apps they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.

TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.

Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large secondary school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it's essential that we become more aware of the risks around technology, as well as the benefits.



NOS National Online Safety
#WakeUpWednesday



SPORTS STAR OF THE WEEK



Hanifa Alade

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



Sienna Kilner

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



Lily Pailing

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



Mary Turpin

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



SPORTS STAR OF THE WEEK



**Imogen
Atkinson**

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



Hannah Porter

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



Jessie Brown

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



Annie Bancroft

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



SPORTS STAR OF THE WEEK



Alfie Bates

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



James Hirst

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



Isaac Graham

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



Theo Dufton

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



SPORTS STAR OF THE WEEK



Jake Howard

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



Isaac Dale

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



Freddy Renolds

Freddy has made great progress this week in softball. He was the leader on his team and contributed to both the fielding and batting sides of the game. Well done Freddy..



Tom Brown

For fantastic performances in the Spen Valley athletics competition and representing the school brilliantly.



SPORTS STAR OF THE WEEK



Lucas Stead

For always being positive and trying his best in PE



Blake Hutton

For always giving 100% in PE



Sebastian Prescott

Seb has made outstanding progress in PE recently. This is because of his positive, "can do" attitude. Fantastic Seb, keep up the great work.



Ethan Williams

Coming 1st in the shot put during the Kirklees athletics meet.

EXTRA CURRICULAR TIMETABLE SPRING TERM 2023

MONDAY

Times	Club/Activity	Year Group	Teacher	Venue
2.30-3.30	Netball	Years 7-11	All PE colleagues	Changing room meet
2.30-3.30	Basketball	Years 7 - 8		
2.30-3.30	KS3 Performing Arts	Years 7 - 9	Miss Roumelioti	Drama Room G29
2.30 - 3.30	Art Club (Drawing)	Years 7 - 9	Mr Laycock	F6
2.30 - 3.30	Design Club	Years 7-19	Mrs Gill	Workshop
2.30 - 3.30	Chess Club	Years 7 - 8	Mrs. Luffman	Heart Space
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30 - 4.30	Year 10 Study Group	Year 10	Mrs Sullivan	F9
2.30 - 3.30	Books into Film	Years 7-11	Mrs Fitzsimons	F55 (starts 19.09.22)
2.30-3.30	Library	Years 7-11	Mr Smith	LRC
2.30-3.30	Prep	Years 11	Rotation	F15

TUESDAY

2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30-3.30	Baking club *	Year 7	Mrs. Denwood (Catering Manager)	Booked students only
2.30 - 3.30	Library	Years 7 - 11	Mr Smith	LRC
2.30-3.30	Prep	Year 11	Rotation	F15

WEDNESDAY

2.30-3.30	Rugby	Year 8		
2.30-3.30	Table Tennis	Years 7 - 11		
2.30-3.30	Cricket	Years 7-10		
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30 - 3.30	Maths Puzzles	Years 7 - 8	Miss Headley	G14
2.30 - 3.30	Creative Writing	Years 7-10	Mr Young/Mr Alam	G45
2.30 - 3.30	Film Club (Hist/Geog)	Years 7-9	Mr Moulds/Mr Myerson	F16
2.30-3.30	E-Sports	Year 10 (Invite Only)	Mr. Suggitt	F13
2.30 - 3.30	Library	Years 7-11	Mr Smith	LRC
2.30-3.30	Prep	Year 11	Rotation	F15

THURSDAY

2.30-3.30	Girls Rugby	Years 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	Rugby	Years 7		
2.30-3.30	Basketball	Years 9 - 11		
2.30-3.30	BBG Press	Years 7-9	Mr. Smith	LRC
2.30 - 3.30	Library	Years 7-11	Mr Smith	LRC
2.30 - 3.30	'Step Up to Post 16' theoretical approaches to Literature.	Year 11	Mrs Voyce	G46
2.30-3.30	Science Club *	Years 7 - 8	Science Colleagues	F34
2.30 - 3.30	Art Club (3D)	Years 7-9	Mr Laycock	Workshop
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30 - 3.30	Fashion and Textiles	Years 7-9	Miss Dixon	G7
2.30-3.30	Prep	Year 11	Rotation	F15

FRIDAY

2.30-3.30	Rounders	Year 7-9	PE colleagues	Changing room meet
2.30-3.30	Athletics	Years 7 - 11		
2.30-3.30	Choir	Years 7 - 11	Miss Sanderson	Drama Room G29
2.30-3.30	Board Games	Years 7-9	Mrs Shahid	G19
2.30-3.30	Homework club	Years 7 - 11	Mrs. Morland	F13
2.30-3.30	Library	Years 7-11	Mrs Luffman	LRC
2.30-3.30	Prep	Year 11	Rotation	F15