



the bbg bulletin

BBG SPORT SPECTACULAR

This week has seen the first three of our festivals of sport at BBG, and what an amazing few days we have had. The sun was shining, the atmosphere was electric, and student participation has been fantastic. Firstly each form team took part in round robin tournaments in netball, football and rounders. Each student also took part in a throwing event, either javelin, discuss or shotput. This was followed by high jump and track events, with some amazing individual performances and a couple of new records set.

There will be a full report on the events in next week's Bulletin, but winners so far are forms 8.3, 9.6 and 10.6. Well done to everyone who took part- we're proud of each and every one of you!



Prom 2022 class of



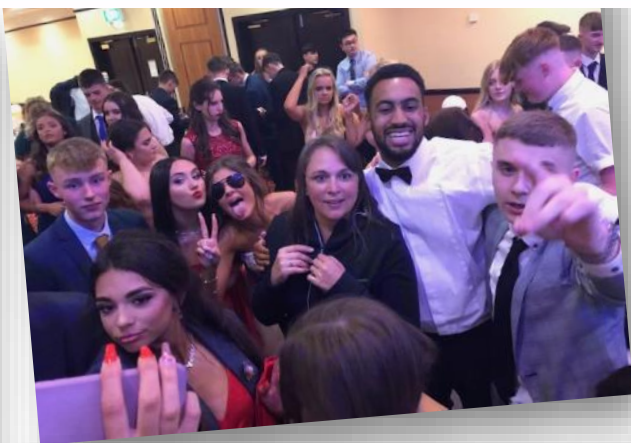
Prom 2022 class of



Prom 2022 class of



Prom 2022 class of



2023 LEAVERS



The mocks have begun!

Today, students sat the Maths and their first exam in either History or Geography, and they were absolutely a credit to themselves.

We were impressed with how they all entered the exam hall this morning – very focused and with determination. Their behaviour was impeccable, and we were pleased with how they approached each question in both examinations. Here's hoping this diligence pays off!

	Monday 04/07/2022	Tuesday 05/07/2022	Wednesday 06/07/2022	Thursday 07/07/2022	Friday 08/07/2022
P1					Maths (Non-Calc)
P2					1.30
P3					
P4					
P5					
P6					Maths (Calc 1) 1.00

	Monday 11/07/2022	Tuesday 12/07/2022	Wednesday 13/07/2022	Thursday 14/07/2022	Friday 15/07/2022
P1	French Listening/Reading Foundation - 0.35/0.45 Higher - 0.45/1.00	Science (Chemistry) Separate - 1.45 Trilogy - 1.15	Science (Physics) Separate - 1.45 Trilogy - 1.15	English Literature 1.30	Maths (Calc 2) 1.30
P2					
P3					
P4					
P5	English Language 1.00	Maths (Calc 1) 1.30	French Writing Foundation - 1.00 Higher - 1.15	Humanities 1.00	
P6					

2023 Leavers: Please be sure to check your emails, where you will find links not only to your bespoke timetable, but to your seat assignment, JCQ Regulations, information for candidates, and our expectations for students during the mock examination process.



VIRTUAL PERSONAL TUTORING



KEY STAGE 4

Students studying for a Grade 4 or 5

SUBJECT	DAY	TIME
ENGLISH	MONDAY	15:30 – 17:00
SCIENCE	TUESDAY	15:30 – 17:00
MATHS	WEDNESDAY	15:30 – 17:00

Students studying for a Grade 5 to 7

SUBJECT	DAY	TIME
SCIENCE	WEDNESDAY	19:00 – 20:30
ENGLISH	THURSDAY	17:15 – 18:45
MATHS	SUNDAY	14:00 – 15:30

Students studying for a Grade 7 to 9

SUBJECT	DAY	TIME
MATHS	TUESDAY	17:15 – 18:45
ENGLISH	FRIDAY	17:15 – 18:45
SCIENCE	FRIDAY	19:00 – 20:30

KEY STAGE 3

SUBJECT	DAY	TIME
SCIENCE	MONDAY	5:45 – 6:45PM
MATHS	WEDNESDAY	5:05 – 6:05PM
ENGLISH	THURSDAY	6:50 – 7:50PM

Sports Day

Ready for the jump? Dexter gets into position. Set? He begins the run-up. Go! He leaps majestically through the air, hits the bar and is disqualified.

In sports, you must accept failure as much as you revel in your victory – I did both when, following my disqualification from the high jump, which I had to cope with, Hannah Porter brought 9.7, our form, to a glorious win!

With 1920 points, form 9.6 came in first place, followed by 9.3 in second, with 1800 points.

The best part about sports day, however, was that everyone had fun! I've made clear that my attempt at high jump didn't go too well, but I still enjoyed it while it lasted. The races were fast and intense, the tug of war was 'brutal', according to Cerys, who was part of the winning team, and everything else was brilliant!

Over to you, Cerys. Tell me about what it was like being on the winning team!

"It felt amazing! Our form tried their very best, and it felt great to win. We were unbeatable in netball and football and only lost one match in rounders. Our form is like one big family, always there to support each other and cheer one another on. Well done to all the members of 9.6!"

Well done to the following people: Hannah Porter for coming first in high jump, Imogen Atkinson for winning the 800m run for the girls and Cole Moran for the boys, Isaac Graham for his victory in the 200m sprint, every other winner and Dexter Hughes for trying his best.



Reporter:
Dexter
Hughes






The students below have particularly impressed their teachers with their work in design subjects this week. Some fantastic progress and incredibly positive attitudes. Well done!



Portrait of a girl with brown hair and glasses, wearing a school uniform with a green tie. The word 'TEXTILES' is written vertically in yellow on the right side of the portrait.

ELUISA HANNAM
YEAR 10



Portrait of a boy with short brown hair, wearing a school uniform with a green tie. The word 'DESIGN' is written in yellow above the portrait.

OLIVER GALL
YEAR 10



Portrait of a girl with long brown hair, wearing a school uniform with a green tie. The word 'TEXTILES' is written vertically in yellow on the right side of the portrait.

EMILY ENGLISH
YEAR 11



Portrait of a boy with short brown hair, wearing a school uniform with a green tie. The word 'DESIGN' is written in yellow above the portrait.

OLIVER DORSEY
YEAR 11



Year 6 made these lovely paper monsters this week when they visited for transition. Students demonstrated their skills and dexterity as well as showing us their creativity. It gave staff a really good idea of what to expect and plan for next term. We really enjoyed meeting them all and are looking forward to getting started properly after the summer!





Don't be fooled! You CAN revise for English – and Mrs Brack will show you how!

English teachers are familiar with the lament that 'English' can't be revised for – as if there was some ineffable force field that means the information needed to do well on the English exams is impossible to predict.

This can't be further from the truth!

You need to think about **how to build memory** – not just of texts for English Literature – but also of references and ideas, fairy tales, fables, biblical allusions and cultural references that may help you to respond to texts for English Language.

DO!	
✓	Use a VARIETY of revision techniques!
✓	Use LOW-STAKES QUIZZING to build memory
✓	PLAN your revision to allow for SPACED PRACTICE & INTERLEAVING

DO NOT!	
✓	Re-read notes without DOING anything with them
✓	HIGHLIGHT texts to try to build memory. You will remember WHERE you highlighted, but not WHAT
✓	LEAVE your revision to the LAST MINUTE!

The things that students SHOULDN'T do are the three most common mistakes that students make! Often, these mistakes are made because they are UNAWARE of how to revise, and don't know what to do.

After the week you've had, with your revision workshops and Revision Showcase last night, not one of you has that excuse now!

Spotlight on: CHUNKING INFORMATION: Use this when preparing information to revise in ENGLISH LITERATURE.

The Process

1. Break down larger amounts of information into smaller units.
2. Identify similarities or patterns.
3. Organise the information.
4. Group information into manageable units.

Use HEADINGS and TITLES for different sections

Use TABLES to summarise LARGE AMOUNTS of DATA

Use BULLET POINTS to summarise and CLARIFY IMPORTANT POINTS

Combine quick ILLUSTRATIONS with TEXT to create VISUAL ASSOCIATIONS

Are you ready?

FOCUS

Chunking requires YOUR attention on the learning

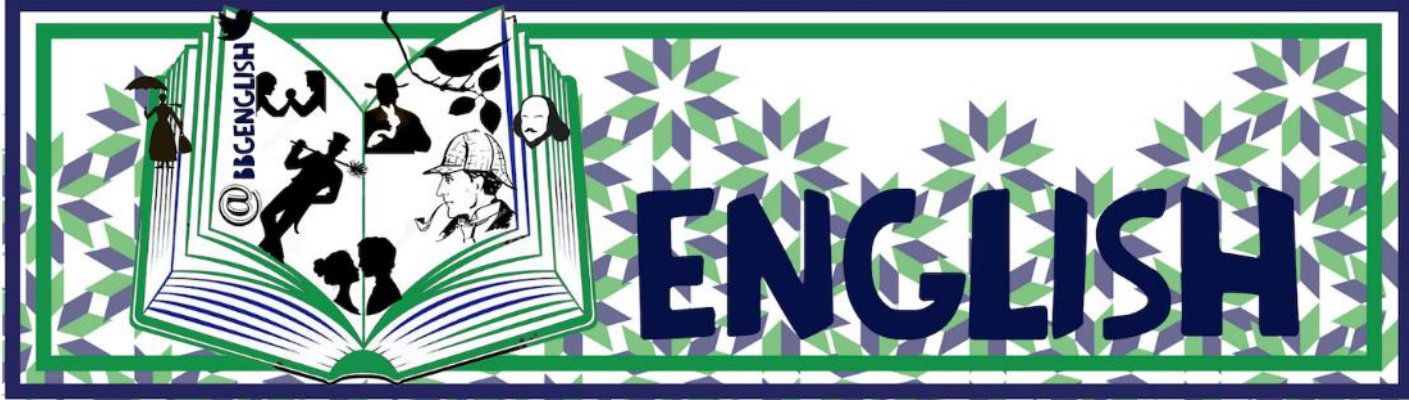
UNDERSTANDING

You need to fully understand information before chunking material

CONTEXT

You need to go beyond understanding the initial problem or concept and seeing when, where and how to apply it

Form Patterns. Develop your tactics. Make connections.



Key Stage 3 – Reading for Pleasure

We know from talking to many of our parents that often the biggest challenge is not simply getting their child to read at home, but to enjoy reading too! That's why new Year 8 and Year 9 are all completing a 'Reading for Pleasure' unit this half term. Learning will be focused around a modern novel selected carefully to be engaging and poignant for today's students. "Reading for pleasure" is something that we do of our own free will and get satisfaction from which means that it motivates our students and develops their resilience.

What are the Benefits?

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation; and
- A greater insight into human nature and decision-making

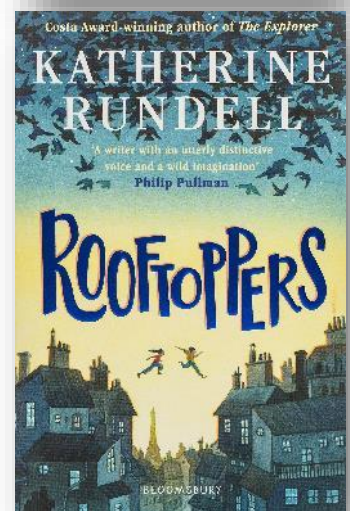
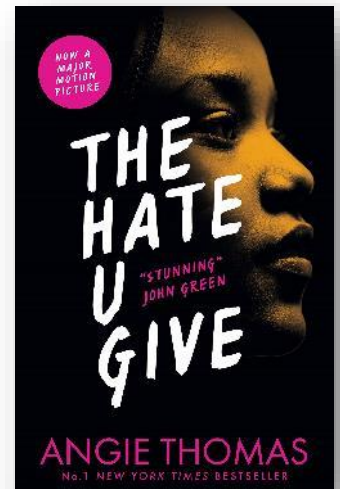
Student Feedback!

"I like reading in class because I can really concentrate on the book"

"I like that we can listen to the book as well as read"

"I am enjoying it. I think it helps with my reading skills"

"I think the book is interesting because it's something different to what I usually read"



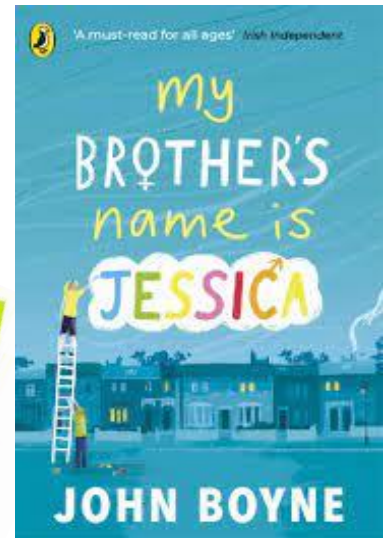


"I find the book interesting because not a lot of books cover these themes"

"Reading this book is a little bit like learning about history"

"I enjoy it when we all get a turn to read"

"Reading in class is fun, I don't mind reading out loud or listening to another person"



One of our Year 8 classes are reading Room 13. To show their understanding of this thrilling novel, they have created postcards.

The images on these postcards have been carefully selected as they took inspiration from the book and images of Whitby. Year 8 enjoyed this task as they were given the opportunity to get creative!



BBG BOOKCASE



Read your way to success

Year 7

1	Watership Down	Richard Adam	26	Cue for Treason	Geoffrey Trease
2	The Goldfish Boy	Lisa Thompson	27	The Adventures of Huckleberry Finn	Mark Twain
3	The Island at the End of Everything	Kiran Milwood Hargrave	28	Blitzcat	Robert Westall
4	The Solves of Willoughby Chase	Joan Aiken	29	The Swore in the Stone	T H White
5	Peter Pan	J M Barrie	30	Raptor	Paul Zindel
6	The Dark is Rising	Susan Cooper	31	The Hunger Games	Suzanne Collins
7	Wolf	Gillian Cross	32	Pig Heart Boy	Malorie Blackman
8	The Seeing Stone	Kevin Crossley-Holland	33	Framed	Frank Cottrell Boyce
9	Boy	Roald Dahl	34	The Graveyard Book	Neil Gaiman
10	The Diary of a Young Girl	Anne Frank	35	The Garbage King	Elizabeth Laird
11	The Wiredstone of Brisingamen	Alan Garner	36	Wonder	R J Palacio
12	Minders	Diana Hendry	37	The Book Thief	Marcus Zusak
13	A Wrinkle in Time	Madeleine L'Engle	38	Percy Jackson and the Lightning Thief	Rick Riordan
14	Across the Barricades	Joan Lingard	39	The Bo of Delights	John Masefield
15	Tug of War	Catherine Forde	40	The Call of the Wild	Jack London
16	War Horse	Michael Morpurgo	41	Private Peaceful	Michael Morpurgo
17	Stone Cold	Robert Swindells	42	Holes	Louis Sachar
18	Northern Lights	Phillip Pullman	43	Twelve Minutes to Midnight	Christopher Edge
19	The Subtle Knife	Phillip Pullman	44	A Rag, A Bone and a Hank of Hair	Nichola Fisk
20	The Amber Spyglass	Phillip Pullman	45	The Girl of Ink and Stars	Kiran Millwood Hargrave
21	The Indian in the Cupboard Trilogy	Lynne Reid Banks	46	Eren	Simon P Clark
22	Black Beauty	Anna Sewell	47	The Railway Children	E Nesbit
23	The Eagle of the Ninth	Rosemary Sutcliffe	48	Abomination	Robert Swindells
24	The Cay	Theodore Taylor	49	Carrie's War	Nina Bawden
25	The Secret Diary of Adrian Mole	Sue Townsend	50	The Hobbit	J R Tolkien

BBG BOOKCASE



Read your way to success

1	Madame Doubtfire	Anne Fine	26	The Plague Dogs	Richard Adams
2	Welcome to Nowhere	Elizabeth Laird	27	The Dam Busters	Paul Brickhill
3	The Outsiders	S.E. Hinton	28	The Giver	Lois Lowry
4	Animal Farm	George Orwell	29	Bridge to Terabithia	Katherine Paterson
5	Chinese Cinderella	Adeline Yen Mah	30	Tightrope	Gillian Cross
6	The Coral Island	R.M Ballantyne	31	I'm the King of the Castle	Susan Hill
7	Coram Boy	Jamila Gavin	32	The Woman in Black	Susan Hill
8	The Curious Incident of the Dog in the Night-time	Mark Haddon	33	The Secret Garden	Frances Hodgson Burnett
9	The Day of the Triffids	John Wyndham	34	Unbearable	Paul Jennings
10	Flambards	K.M. Peyton	35	Treasure Island	R.L. Stevenson
11	The Flame Trees of Thika	Elspheth Huxley	36	The Haunting	Margaret Mahy
12	Goggle Eyes	Anne Fine	37	Z for Zachariah	Robert O'Brien
13	The Hitchhiker's Guide to the Galaxy	Douglas Adams	38	Shadowmancer	G.P. Taylor
14	Small Steps	Louis Sachar	39	Monster of Men	Patrick Ness
15	The Hound of the Baskervilles	Arthur Conan Doyle	40	Maladapted	Richard Kurti
16	How I Live Now	Meg Rosoff	41	Hatchet	Gary Paulsen
17	I am David	Anne Holm	42	The Twilight Saga	Stephanie Meyer
18	Joby	Stand Bastow	43	Collected Poems	Philip Larkin
19	Journey to the River Sea	Eva Ibbotson	44	Watership Down	Richard Adams
20	A Kestrel for a Knave	Barry Hines	45	The Goldfish Boy	Lisa Thompson
21	Looking for JJ	Anne Cassidy	46	The Island at the End of Everything	Kiran Millwood Hargrave
22	Lord of the Flies	William Golding	47	The Wolves of Willoughby Chase	Joan Aiken
23	Nineteen Eighty-Four	George Orwell	48	Peter Pan	JM Barrie
24	Of Mice and Men	John Steinbeck	49	The Dark is Rising	Susan Cooper
25	The Tulip Touch	Anne Fine	50	Wolf	Gillian cross

[illegible]

Read your way to success

The BBG Bookcase for Year 9 highlights texts that we think will be both challenging *and* enjoyable for students to read. Go ahead – lose yourself in one of these classics today!

- Monsters of Men – Patrick Ness
 - Maladapted – Richard Kurti
 - Are you there God? It's me, Margaret – Judy Blume
 - Hatchet – Gary Paulsen
 - Boy Proof – Cecil Castellucci
 - The Twilight Saga – Stephanie Meyer
 - The Amnesia Clinic – James Scudamore
 - Brave New World – Brighton Rock
 - Catch 22 – Joseph Heller
 - The Catcher in the Rye – J.D. Salinger
 - Collected Poems – Philip Larkin
 - The Count of Monte Cristo – Alexandre Dumas
 - Dracula – Bram Stoker
 - Empire of the Sun – J.G. Ballard
 - Noah Can't Even – Simon James Green
 - Frankenstein – Mary Shelley
 - I, Claudius – Robert Graves
 - The Mosquito Coast – Paul Theroux
 - Shakespeare: The World as a Stage – Bill Bryson
 - The Old Man and the Sea – Ernest Hemingway
 - One Day in the Life of Ivan Denisovich – Alexander Solzhenitsyn
 - One Flew Over the Cuckoo's Nest – Ken Kesey
 - Paddy Clarke Ha, Ha, Ha – Roddy Doyle
 - Remains of the Day – Kazuo Ishiguro
 - Scoop – Evelyn Waugh
 - To Kill a Mockingbird – Harper Lee
 - Burning Secret - Stefan Zweig
 - The Curious Incident of the Dog in the Night-time – Mark Haddon
 - The Day of the Triffids – John Wyndham
 - Flambards – K.M. Peyton
 - The Flame Trees of Thika – Elspeth Huxley
 - The Hound of the Baskervilles – Arthur Conan Doyle
 - How I Live Now – Meg Rosoff
 - I am David – Anne Holm
 - Joby – Stand Bastow
 - Journey to the River Sea – Eva Ibbotson
 - A Kestrel for a Knave – Barry Hines
 - Looking for JJ – Anne Cassidy
 - Lord of the Flies – William Golding
 - Nineteen Eighty-Four – George Orwell
 - Of Mice and Men – John Steinbeck
 - Treasure Island – R.L. Stevenson
 - The Haunting – Margaret Mahy
 - Z for Zachariah – Robert O'Brien
 - Shadowmancer – G.P. Taylor
 - The Fault in Our Stars – John Green
 - Every Day – David Levithan
 - Never Let me Go – Kazuo Ishiguro
 - Atonement – Ian McEwan
 - The Road – Cormac McCarthy



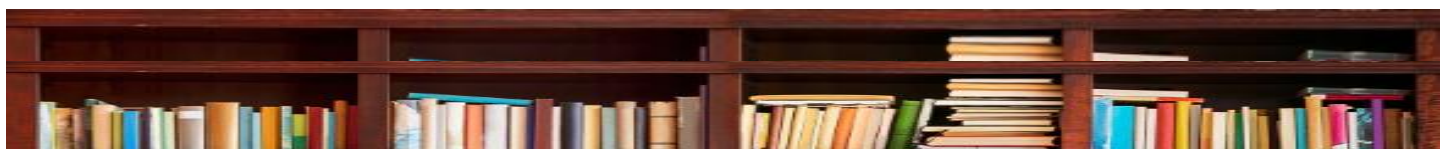
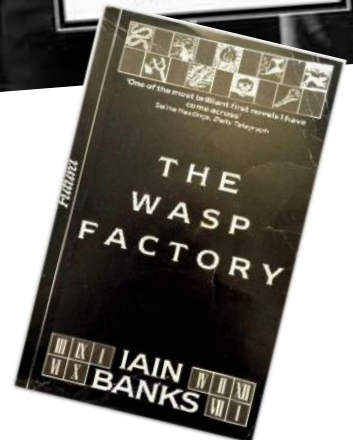
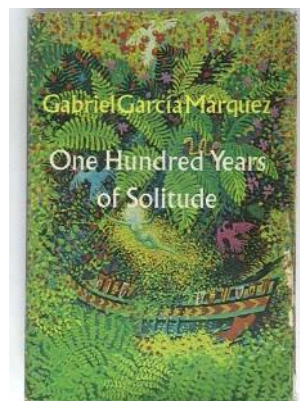
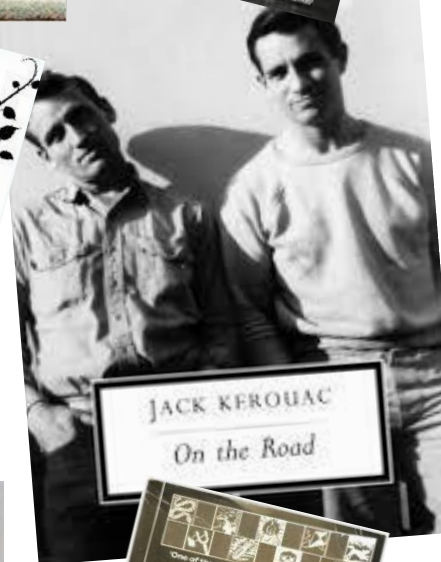
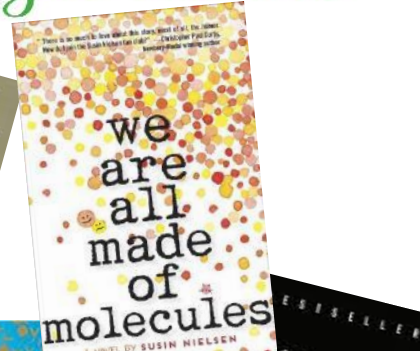
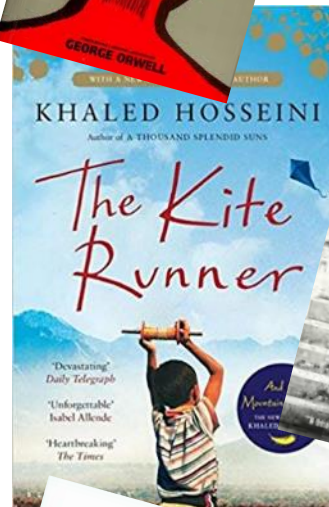
BBG BOOKCASE



Year 10

Read your way to success

We Are All Made of Molecules – Susan Nielsen
13 minutes: A novel – Sarah Pinborough
Paper Butterflies – Lisa Heathfield
Every Day – David Levithan
Rose Sees Red – Cecil Castellucci
A Separate Peace – John Knowles
Never Let Me Go – Kazuo Ishiguro
American Gods – Neil Gaiman
Wuthering Heights – Emily Bronte
Great Expectations – Charles Dickens
Rebecca – Daphne Du Maurier
A Study in Scarlet – Arthur Conan Doyle
A Sign of Four – Arthur Conan Doyle
The Grapes of Wrath – John Steinbeck
Atonement – Ian McEwan
Do Androids Dream of Electric Sheep – Philip K Dick
Long Walk to Freedom – Nelson Mandela
The Wasp Factory – Iain Banks
The Road – Cormac McCarthy
All Quiet on the Western Front – Erich Maria Remarque
Tinker, Tailor, Soldier, Spy – John le Carre
I Capture the Castle – Dodie Smith
Cider With Rosie – Laurie Lee
Nineteen Eighty-Four – George Orwell
Hitler's Willing Executioners – Daniel Goldhagen
The Fellowship of the Ring – J.R.R. Tolkien
Gulliver's Travels – Jonathan Swift
Schindler's Ark – Thomas Keneally
Oranges are not the Only Fruit – Jeanette Winterson
Midnight's Children – Salman Rushdie
The Time Machine – H.G. Wells
The Kite Runner – Khaled Hosseini
Game of Thrones – George R.R. Martin
Birdsong – Sebastian Faulkes
On the Road – Jack Kerouac
The Three Musketeers – Alexandre Dumas
The Name of the Rose – Umberto Eco
The Trial – Franz Kafka
The Hound of the Baskervilles – Arthur Conan Doyle
The Moonstone – Wilkie Collins
War of the Worlds – H.G. Wells
David Copperfield – Charles Dickens
Robinson Crusoe – Daniel Defoe
Pride and Prejudice – Jane Austen
Carrie – Stephen King
The Last Lecture – Randy Pausch
A Short History of Nearly Everything – Bill Bryson
Cosmos – Carl Sagan
One Hundred Years of Solitude – Gabriel Garcia Marquez
East of Eden – John Steinbeck



BBG BOOKCASE



Read your way to success

Year 11

Research clearly demonstrates that the more the more a student reads and the increasing variety of texts a student reads, the more successful they are likely to be in all their subject areas. Through Years 10 and 11 we are going to continue to encourage you to read as widely as possible. We are also going to teach you different ways to respond to a book.

This list is not intended to prevent you choosing your own reading material, but rather to introduce you to a range of books that have been celebrated and enjoyed by people of your age over the years; they will also enhance your understanding of some of the core texts that we will be studying.

- | | |
|---|--|
| 1. 1984 – George Orwell | 26. Jonathan Strange and Mr Norrell – Susanna Clarke |
| 2. A Farewell to Arms – Ernest Hemingway | 27. Jane Eyre – Charlotte Bronte |
| 3. Adventures of Sherlock Holmes – Arthur Conan Doyle | 28. Junk – Melvin Burgess |
| 4. The Aeneid – Virgil | 29. Life of Pi – Yann Martel |
| 5. Anita and Me – Meera Syal | 30. Lord of the Flies – William Golding |
| 6. Atonement – Ian McEwan | 31. Noughts and Crosses – Malorie Blackman |
| 7. Beowulf – trans. Seamus Heany | 32. Notes on a Scandal – Zoe Heller |
| 8. Birdsong – Sebastian Faulks | 33. Notes from a Small Island – Bill Bryson |
| 9. The Book Thief – Markus Zusak | 34. Of Mice and Men – John Steinbeck |
| 10. Brighton Rock – Graham Greene | 35. The Picture of Dorian Grey – Oscar Wilde |
| 11. Catch 22 – Joseph Heller | 36. Rebecca – Daphne Du Maurier |
| 12. The Catcher in the Rye – J.D. Salinger | 37. Refugee Boy – Benjamin Zephania |
| 13. The Color Purple – Alice Walker | 38. The Road – Cormac McCarthy |
| 14. The Curious Incident of the Dog in the Night-time – Mark Haddon | 39. Shadow of the Wind – Carlos Ruiz Zafón |
| 15. David Copperfield – Charles Dickens | 40. The Shining – Stephen King |
| 16. The Da Vinci Code – Dan Brown | 41. The Strange Case of Dr Jekyll and Mr Hyde – Robert Lewis Stevenson |
| 17. Dracula – Bram Stoker | 42. To Kill a Mockingbird – Harper Lee |
| 18. Enigma – Robert Harris | 43. Touching the Void – Joe Simpson |
| 19. Fever Pitch – Nick Hornby | 44. The Turn of the Screw – Henry James |
| 20. Fight Club – Chuck Palahniuk | 45. Ulysses – James Joyce |
| 21. Frankenstein – Mary Shelley | 46. The War of the Worlds – H.G. Wells |
| 22. Girlfriend in a Coma – Douglas Coupland | 47. The Wasp Factory – Ian Banks |
| 23. The Great Gatsby – F.Scott Fitzgerald | 48. White Teeth – Zadie Smith |
| 24. Hitch Hiker's Guide to the Galaxy – Douglas Adams | 49. Woman in Black – Susan Hill |
| 25. The Illiad – Homer | 50. The Woman in White – Wilkie Collins |

Any Shakespeare play or collection of sonnets

Poetry [Rudyard Kipling, William Blake, Dylan Thomas, Seamus Heaney, Sylvia Plath, Robert Frost, Carol Ann Duffy, Christina Rossetti, Robert Browning, Simon Armitage, Grace Nichols, John Betjeman, Ted Hughes, Gillian Clarke]





Year 8

As part of our contextual curriculum, Geography students have been gaining an understanding about the cause of conflicts around the world and the different scales this may be. For example, students considered how resources can be a source of conflict as seen with the conflict over the Caspian Sea between Russia, Azerbaijan, Iran, Turkmenistan and Kazakhstan. We have been really impressed with the engagement shown by the year 8s and look forward to discovering more about power and conflict around the world within this topic.



Year 9

Focusing on both the human and physical geography of Brazil, year 9 have been investigating why people choose to live in the coastal lowlands, for example the strong trading links and the good climate/fertile soil for growing crops. Following this, students have been gaining an understanding about the economic inequalities in Brazil and the different living conditions that develop as a result of this.



Year 10

Within the Living World topic, we are beginning to focus on our first major biome... the Malaysian Rainforest. Students have considered the climate of the rainforest and how this leads to a biodiversity as well as the different characteristics and adaptations of the vegetation. Following this, we will be learning about the opportunities and challenges of deforestation for Malaysia, using and developing our knowledge from previous years to understand impacts.



Year 11

This week our Year 11s have been focusing on coastal landforms made through both erosion and deposition.

Students have been introduced to lots of new key terms which they are starting to incorporate into their work. Well done Year 11, keep it up.

We wish students the best of luck for next week with their mock exams!

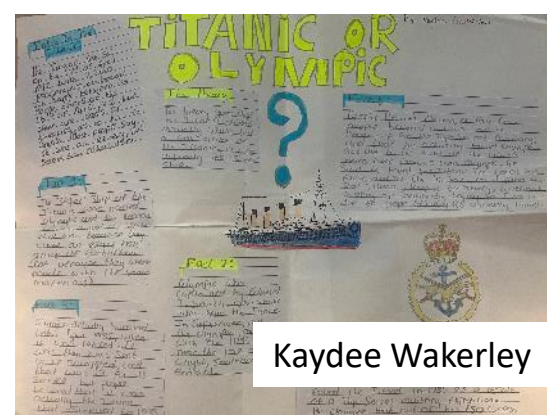




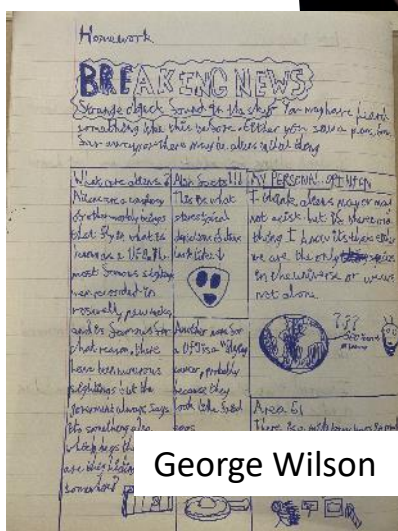
Year 9 – conspiracy theories

In order to develop both source evaluation and interpretation skills, Year 9 students have begun their first topic of the Year 'Conspiracy Theories'. Following an introductory lesson that presented the view that the world is flat, students drew links with Year 8 History and Holocaust denial. They will soon be introduced to Conspiracy Carl, who believes that Aliens crash landed at Roswell and the Moon landings were fake.

Mrs Sullivan has been really impressed with her new History groups especially George Wilson, Tyler George Halstead and Kaydee Wakerley who have produced the fantastic work pictured below. It has been really interesting hearing the views of students about Conspiracy theories. A selection of opinions are listed below. In History we are trying to get students to look at both sides of an argument and then form their own judgements.



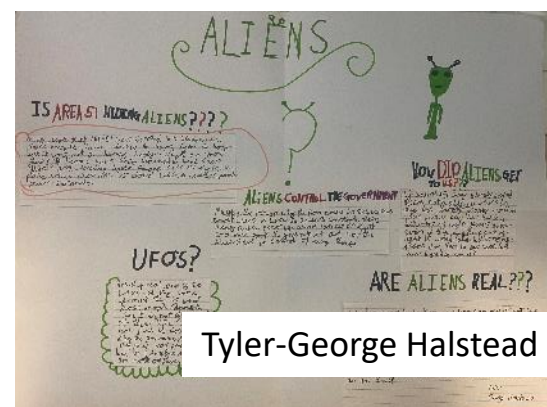
Kaydee Wakerley



George Wilson

I'm not sure what to believe as there are so many different opinions that you can't say everyone is right or everyone is wrong. I'm not sure you can say that Aliens did come to Roswell in 1947!

Brandon Newby



Tyler-George Halstead

I think some are real but most are fake. There is always a truth in the story I just think it gets exaggerated and then becomes Fake News. I think moon landings is interesting as I can see how in the 1960s people may have believed it was fake but the fact that they brought rocks back from the Moon convinces me they did go there and didn't film it in a studio.

Kaydee Wakerley

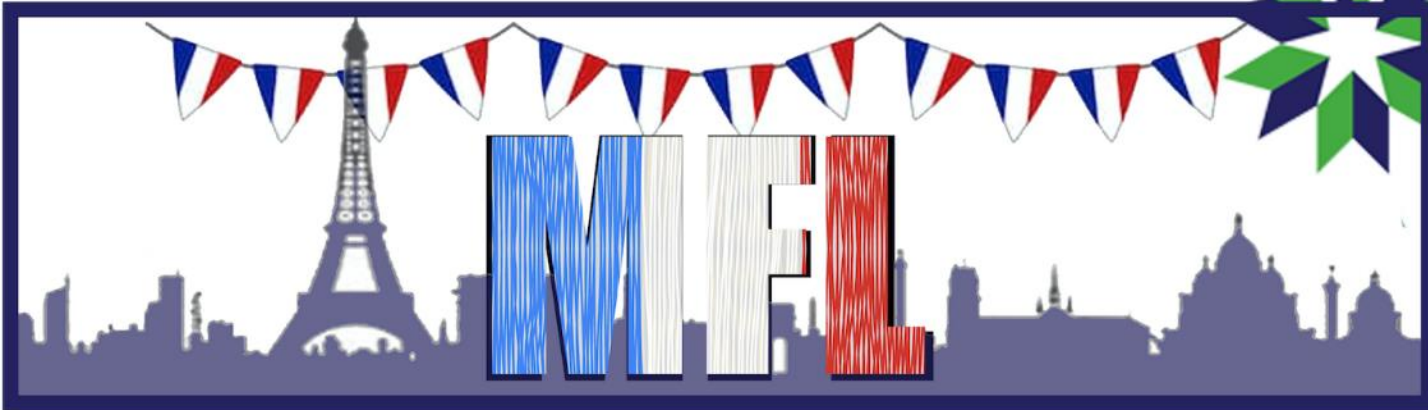


I think the Titanic is an interesting conspiracy as it says that the identical but older sister-ship Olympic was actually sunk not the Titanic. This was because of an insurance scam and the two vessels were secretly switched prior to the voyage.

Henry Miles

I believe most of the theories are fake , people just want to nitpick the smallest details and then try and make the evidence fit in with what they want to believe, eg fake moon landing

Daniel Ewart



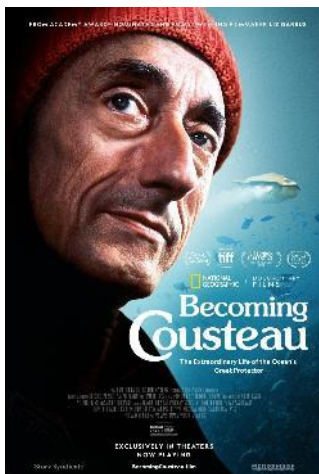
LET'S TALK ABOUT THE UNDERWATER DAVID ATTENBOROUGH!!

Jacques-Yves Cousteau, (11 June 1910-25 June 1997) was a French naval officer, divemaster, oceanographer, filmmaker and author who co-invented the first open-circuit SCUBA set and made the first underwater documentaries.

Cousteau wrote a series of books about his undersea explorations, most famously [*The Silent World: A Story of Undersea Discovery and Adventure*](#) (1953). He was a member of the Académie Française. He adapted his book into an underwater documentary called *The Silent World*, which won the 1956 Palme d'Or at the Cannes Film Festival. It remained the only documentary to win the Palme d'Or until it was awarded to *Fahrenheit 9/11* in 2004.

Five things Jacques Cousteau and Sir David Attenborough have in common are:-

1. Their long careers as explorers and naturalists – Cousteau in the oceans and Attenborough on land and water.
2. Due to their intense curiosity to go further and see more of nature's wonders they helped advance photography and exploration techniques.
3. They both featured in popular long running television series, influencing millions.
4. They both became passionate environmental advocates in later life.
5. Both made animated addresses at international climate conferences. Cousteau addressed the 1st climate conference thirty years ago in Rio de Janeiro the Earth Summit, 1992 . Nearly thirty years later Attenborough addressed COP26 in 2021 in Glasgow at the age of 95.



This film examines the epic life of Jacques, the ocean explorer who spanned the globe with a misfit crew of divers and filmmakers, under the lifelong creed, "Il faut aller voir"—"We must go and see for ourselves".

The Frenchman who first sounded the alarm to save the oceans was born with a dream to fly, but a car accident grounded his aviation career, and he found rehabilitation and inspiration through free-diving in the South of France. His desire to go deeper and further led him to inventions that would forever change the way we see and know the undersea world, co-inventing the "aqualung" and revolutionising underwater cinematography. At the start, the oil industry backed his explorations, paving the way for ocean exploitation. Later the television industry made him an international star. His trailblazing underwater cinematography and high sea adventures aboard the Calypso introduced generations around the world to the wonders of the seas but, when Cousteau started to see with his own eyes the destruction and degradation of the oceans, he sounded the alarm. But was it too late?



TABLEAU D'HONNEUR

Head of MFL - Mme Djokovic:

- Connie Voyce (Y8) and Gracie Revell (Y8) - for helping with administrative tasks
- Leighton Tracey (Y8) and Dougal Trotter (Y8) - for making a good start to Year 8 French, showing knowledge and confidence



Teacher: Mrs Clough

- Emily Hainsworth (Y10) - for improved focus and understanding of tenses
- Sienna Kilner (Y9) - for good understanding, enthusiasm and participation in class



Teacher: Ms Jones

- Charlie Turpin (Y8) - you have really impressed me, well done!
- Angelique Ali (Y10) and Lucy Dodsworth (Y10) - for winning the translation race



'With hard work and effort, you can achieve anything.'

Antoine Griezmann (French footballer)



Bravo!

Performing Arts

In drama lessons, Year 8 students have been working with scripts for the first time. We started with an example of a very simple script, in which two characters meet each other, say hello and ask how the other is feeling. Simple? Well, there are so many ways that the basic lines could be interpreted, and so many questions that we could ask. For example, do the characters know each other? Do they like each other? What is the reason they are communicating? We often call this "motivation", and students were asked to perform the scene in three different ways, each set in a different place and with a different motivation.

We had some excellent work from Heather Millaird and Lydia Palmer-Williams in this task.

We then moved on to a slightly longer script, with a much more interesting storyline. The two characters were sharing a secret... one of them had accidentally killed their grandma's cat six years ago.

We don't know who the characters are, how they know each other, or why the conversation is taking place, so it is the actor's job to create these aspects.

The students were asked to create a short improvised introduction to set the scene for the audience and give them as much information as possible in a creative way. We have had some great suggestions for location, including sleepovers, hiding in the woods, at the hairdressers... you name it, Year 8 students seem keen to share their secret cat-murdering histories there!

Grandma's Cat Objectives:

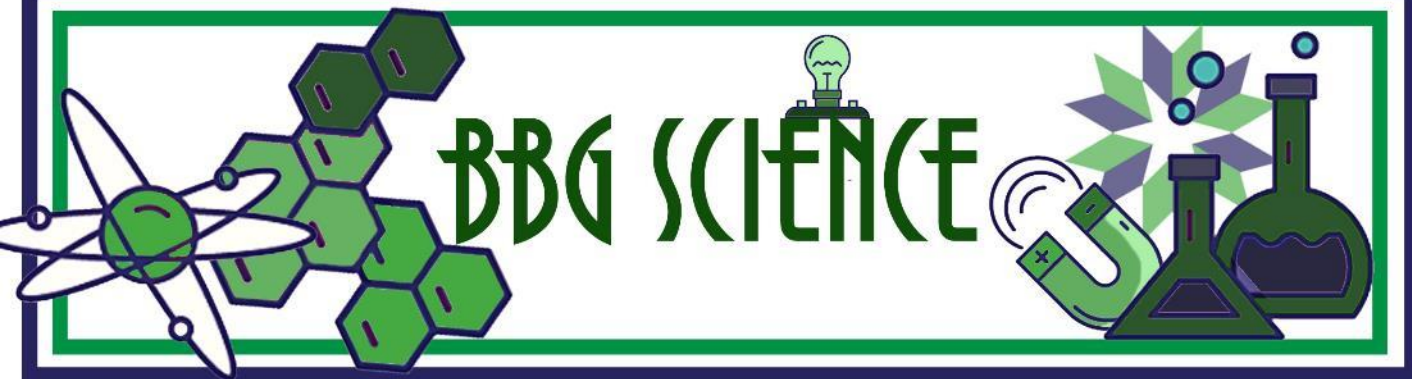
- To be able to set the scene, by improvising an introduction which provides the audience with information about time and place
- To perform expressively, using facial expressions, character in the voice, movement and interest
- To learn lines off by heart

Script: Grandma's Cat

A	Bet you want to know a secret don't you?
B	Go on...
A	I poisoned my grandma's cat
B	You did what???
A	I didn't mean to. I was only young. It happened six years ago when I was staying at her house in York.
B	And?
A	Grandma told me to feed the big ginger thing. That cat was enormous!
B	So...
A	I knew the cat food was in gran's cupboard. I put the food into Tom's bowl, and then I noticed some white powder. I didn't realise the powder was rat poisoning.
B	Can't you read or something???
A	No, not then. Anyway, I sprinkled the powder on top of the food. I thought I was doing the cat a favour. The powder looked like the stuff you sprinkle on cup cakes. Then I thought Gran might be angry so I mixed it all in.
B	So what happened?
A	The cat died. I've felt guilty ever since. Gran still misses that big ginger cat. She's never had another cat since.
B	You were young... it wasn't your fault.
A	You're the first person I've ever told.
B	Well I have a secret. It's more terrible than yours. You won't like me when I've finished telling you. My secret is so bad, so wicked that you'll never think of me as the same person ever again.
A	Go on then... tell me!

Great work this week from Ben Davis, Heather Millaird, Chloe Dransfield, Betsy Nichols, Charlie Turpin and Lydia Palmer-Williams



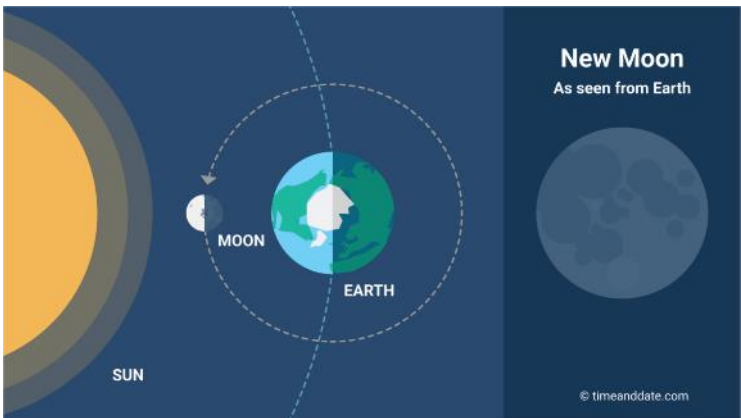


This week Year 8 have been looking at the different phases of the moon. They even made some models.

The moon itself doesn't emit any light like the sun. What we see when we see the moon is sunlight reflected off the moon.

The phase of the moon is how much of the moon appears to us on Earth to be lit up by the sun. Half of the moon is always lit up by the sun, except during an eclipse, but we only see a portion that's lit up. This is the phase of the moon.

Around once per month, every 29.53 days to be exact, the phases of the moon make a complete cycle. As the moon circles the Earth, we can only see a portion of the lit up side. When we can see 100% of the lit up side, this is a full moon. When we can't see any of the lit up side, this is called a dark moon or new moon.



The phases of the moon starting with the New Moon are:

- New Moon
- Waxing Crescent
- First Quarter
- Waxing Gibbous
- Full
- Waning Gibbous
- Third Quarter
- Waning Crescent
- Dark Moon



The Moon as seen from Earth

TWEETS of the WEEK



BBG Academy @BBGAcademy · 55m
These three are taking their sun protection very seriously!



Fiona Dixon @MissFDNartDT · 23h
When a new student makes you a spare Spike 🥰🥰@BBGAcademy



BBG Academy @BBGAcademy · Jul 2
The Prom 2022 photo gallery has landed and the photos are stunning. Class of 2022 I have emailed you a link - don't forget to check them out. #TeamBBG #Galaxy



BBG Academy PE @BBGAcademyPE · 16h
Great atmosphere at year 9 sports day. Loving @MrAndrePE's playlist #TeamBBG @BBGAcademy



Miss Hayes @Miss_Hayes_Eng · 3h
Year 9 are just starting out on their T.H.U.G project...this is looking like an excellent display in the making! #thehateugive #THUG @BBGAcademy @bbgenglish



0:10 191 views

What Parents & Carers Need to Know about ESPORTS

British Esports describes 'esports' as "competitive gaming, human-v-human, usually with a spectator element to it". In recent years, the esports industry has grown significantly – and is expected to reach an overall worth of \$1.2 billion, with around 30 million monthly viewers, by the end of 2022. This rapid evolution has presented even more opportunities – but, of course, opportunities usually come with a risk. Here, we've highlighted some of the potential hazards within the esports arena and suggested ways to help young people stay safe so they can make the most of this exciting space.

WHAT ARE THE RISKS?

MICROTRANSACTIONS

Microtransactions are in-game purchases that unlock new features or give players special abilities, characters or content. These can cost anything from 99p to £99 (and sometimes more!). The topic of microtransactions in gaming is heavily scrutinised – with cosmetics, pay-to-win features and loot boxes all being a source of contention for gamers and governing bodies in recent years.

MENTAL HEALTH

Studies show that esports competitors face the same level of mental health issues as athletes from traditional sports, along with some specific additional demands. Like mainstream professional sport, esports is an incredibly tough industry – requiring countless hours of practice. Competing at the highest level can lead to pressures such as handling setbacks, stressful situations and facing criticism.

INAPPROPRIATE CONTENT & BEHAVIOUR

Only 22% of gamers globally are aged between 10 and 20 – meaning the majority are adults, who might not always act or talk in a way that's appropriate for children. Like traditional sport, esports has many athletes and 'personalities' to look up to. However, it's important that your child stays aware of how influenced they are by the people they follow, and whether the athlete is age appropriate.

TROLLS & TOXICITY

An internet troll is someone who tries to offend people and cause trouble by posting derogatory comments. Toxicity, as in the real world, refers to negative behaviours like harassment, verbal abuse and inappropriate conduct, which all impact on wellbeing. Trolls and toxicity are an issue within esports, perhaps due to its pressurised, extremely competitive and high-stakes nature.

POSSIBLE EXPLOITATION

The revenue in esports is potentially vast. Organisations often look to professionals and content creators to help grow their brand, in exchange for the organisation's backing, a salary, and marketing and sponsorship benefits. However, the industry is still in its infancy – and so is its regulation. In some countries, esports isn't regulated at all, so things can get sticky if players don't know what they're doing or who they're working with.

PHYSICAL EFFECTS

The common perception of esports involves a sedentary lifestyle, an unhealthy diet and very little physical activity – which has obvious health implications. It's certainly true that players sit at their desk for hours, looking into bright screens and not getting regular exercise. Some professional esports players have nutritionists, personal trainers and dieticians specifically to protect their health.

Advice for Parents & Carers

ENCOURAGE BALANCE

Dedicating oneself intensely to any activity – including esports – can be harmful, both mentally and physically. Make sure your child's gaming routine is balanced with exercise, regular breaks, healthy food and plenty of water. If your child spends long hours gaming, using a chair with the proper supports and taking the time to practise good posture will help protect their lower back, neck and wrists.

UNDERSTAND GAMING

Chat to your child about the games they play; ask to watch or even take part to get an idea of how appropriate they are. This will give you an awareness of the phrases esports players and content creators use, helping you understand young gamers' slang. If you find some of the games unsuitable, talk to your child about why. You can also explore age-specific settings on apps like YouTube and Twitch.

GET EXPERT HELP

If your child does start on the road to becoming a professional, get in touch with an esports-specific agency who are experienced in industry terminology and loopholes. Do due diligence on any team or organisation offering your child a contract: a key point is how long your child would be contracted to them – the esports industry changes quickly, so there might be better and more secure offers out there.

BLOCK TOXIC USERS

Monitoring in-game chats, or disabling them altogether (either through the console or in the game itself), is a comprehensive way to avoid negative experiences and reduce the risk of toxic messaging. Your child also has options to block messages from particular players and only interact with their friends; this can also help to prevent them from encountering the blocked users in future games.

Meet Our Expert

Nathan David is an experienced gamer, teacher and athlete. He is Course Leader for the BTEC Esports programme at Salisbury Sixth Form College. Nathan has more than 10 years' experience working in schools and colleges, and holds a Masters degree in Sport Psychology.



National
Online
Safety®

#WakeUpWednesday

It has been an absolute joy to welcome our new Year 7 students to BBG for their transition events over the last two weeks. They have already impressed us with their resilience, desire to learn, friendliness and behaviour so far. The Class of 2027 are going to be amazing!!





CERTIFICATES AWARDED TO



Mia Wilby

An excellent attitude towards school and volunteered for extra sports day activities to support her form!



Jamie Worsnop

A truly resilient and lovely student - a superstar in lessons and around school.



Grace Charlton-Brown

Amazing in lessons - such a hard-working student. Well done!

YEAR 9



STARS OF THE WEEK



Brandon Newby

For starting Year 9 in the right mindset and wanting to improve further. Super proud.



Joshua Dalby

For having all his equipment, getting everything right, being polite and a pleasure to have in the form.



Elissa Kilburn

A willing participant and team player in sports day preparations.



Sienna Kilner

For starting the day with a positive attitude every morning, having all equipment out and willing to hand out/collect any resources required. Fantastic to have in form.



MRS SULLIVAN'S

STAR OF THE WEEK



LEAH DIXON

Positive attitude and effort in Sports leaders



RUBY HAIGH

Showing initiative in Sports leaders



ZOE WATSON

Making great contributions in Sports leadership

ALFIE SMITH-PROSSER



Great start to GCSE courses especially in History



SHELBY FREEMAN

Excellent mindset and interaction during in Sports Leaders



LUCAS DAWSON

Great timekeeping during Year 6 PE event



JENSEN COOK

showing great resilience in lessons



SCARLETT COUBROUGH

Fantastic leadership in Sports Leader event



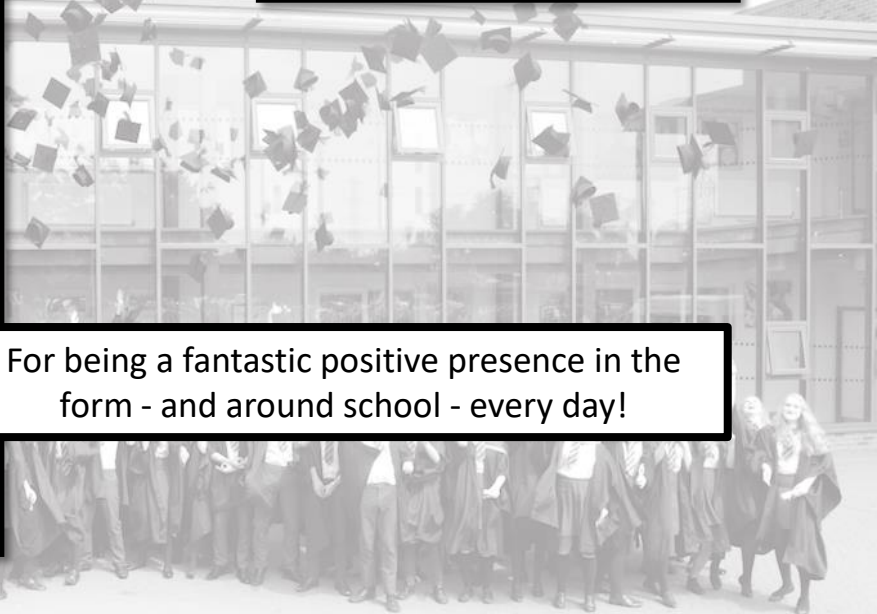
STARS OF THE WEEK

JEMIMA EKLID AND ALEX WALKER

For being a thoughtful and kind person every morning!



For being a fantastic positive presence in the form - and around school - every day!



Travel & Tourism



Jadann Shaw
Focused on research for
coursework



Adam McAllister
For continued hard work in
travel and tourism



Isobel Smith
Excellent resilience and
great progress



Jack Jones
For continued hard work in
travel and tourism



Laura Kosarewicz
Excellent resilience and
great progress



Iyran Walker
For completing his
destination appeal task



Adam Ajmal
For his resilience with his
Year 10 tasks



Evie Bullers
For completing his
destination appeal task

BBG SUPPORT

We want you to feel there is always someone to talk to.

We will always listen to you.



New email alert

Tellsomeone@bbgacademy.com



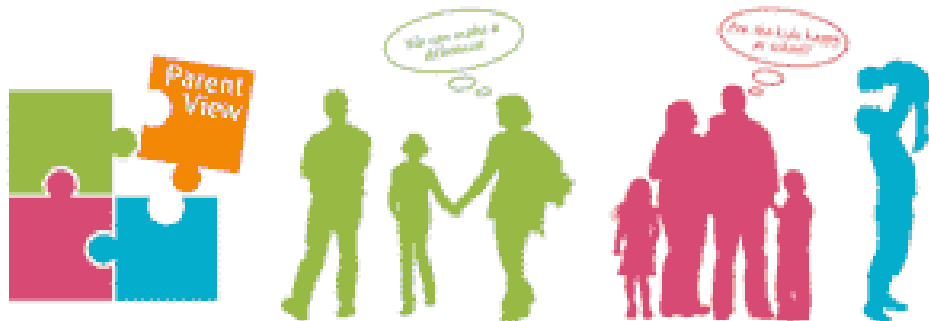
don't let hate win

A confidential 24-hour support service for
young people under 18 experiencing or
witnessing a Hate Crime

Call: 0808 801 0576

Text: 07717 989025

For other ways to contact us visit:
callhateout.org



Introduction

Ofsted Parent View is an online survey that allows parents to give their views about their child's school. Parents can complete the survey at any time. By 'parents', we mean any person with parental responsibility for a child at the school.

Ofsted Parent View is also the main mechanism for parents to give their views to inspectors at the time of a school inspection.

You can access the survey directly from the [Ofsted Parent View site](https://parentview.ofsted.gov.uk/) or from the homepage of [Ofsted website](https://www.ofsted.gov.uk/).

Schools can encourage parents to use Ofsted Parent View to give the views on a school either during an inspection or at any other time of the year.

<https://parentview.ofsted.gov.uk/>

Ofsted Parent View questions

My child is happy at this school	My child feels safe at this school
The school makes sure its students are well behaved	My child has been bullied and the school dealt with the bullying quickly and effectively
The school makes me aware of what my child will learn during the year	When I have raised concerns with the school they have been dealt with properly
Does your child have special educational needs and/or disabilities (SEND)?	The school has high expectations for my child
My child does well at this school	The school lets me know how my child is doing
There is a good range of subjects available to my child at this school	My child can take part in clubs and activities at this school
The school supports my child's wider personal development	I would recommend this school to another parent (yes or no)



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.

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or search for 'National Online Safety' in the store



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.



www.nationalonlinesafety.com Call: 0800 368 8061 Email: helo@nationalonlinesafety.com
Twitter: @nationalonlinesafety Facebook: /nationalonlinesafety Instagram: @nationalonlinesafety



TOO MUCH TECH TIME?

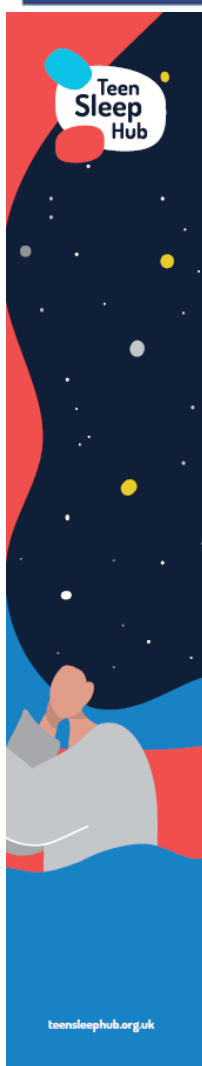
GUESS WHAT...
IT'S IMPACTING
YOUR SLEEP. WANT
TO KNOW WHY?

JOIN THE CONVERSATION
TEENSLEEPHUB.ORG.UK

#TEENSLEPMATTERS



POWERED BY



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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Get Inspired Event 2022

a careers event for Year 11
students and parents/carers

Thursday 13 October 2022

4.00 - 7.30pm

at **Dewsbury Town Hall**

Wakefield Old Road, Dewsbury, WF12 8DG

Scan the code
to book your
tickets on
Eventbrite



GetInspired2022_Dewsbury.eventbrite.co.uk

Join us!



Talk to employers, training providers, school sixth forms,
colleges, universities and C+K Careers advisers

Our Sponsors



For further info email: events@ckcareers.org.uk

MyDirections.co.uk



ACTIVE BODY ACTIVE MIND



Year 7 Athletics Trip

On Thursday 30 June, the Year 7 Athletics Team competed at Spenborough Track against other schools in Kirklees.

There were some fantastic performances throughout the day, and a real spirit of teamwork from the BBG squad.

We managed to secure some top three finishes within the heats, with Neve Whittaker securing 2nd in the 300m, Maisy Austin securing 3rd in the 300m, Lilleigh Wright securing 3rd in the 200m, Josh Hinchliffe securing 3rd in the 200m, Josh Ward securing 3rd in 300m, Olly Burnett securing 1st in 800m and Miles Sharp securing 1st for 1,500m.

Regardless of position, all students tried their best in all the events, and we were proud of their resilience when they were taking part in their activity. We can't wait to see how they progress next year.





NETBALL



BIRKENSHAW BELLS NETBALL CLUB RECRUITING PLAYERS

IN YEAR 9 FROM SEPTEMBER 2022

If you are interested in playing competitive Netball, Birkenshaw Bells are recruiting players for the 22/23 season training Tuesdays and competing in Division 1 of the West Yorkshire Junior League

IN YEAR 7 FROM SEPTEMBER 2022

If you are interested in playing competitive Netball, Birkenshaw Bells are recruiting players for the 22/23 season training Thursdays and competing in the West Yorkshire Junior League

Email now for more details

BIRKENSHAWBELLS@OUTLOOK.COM





SPORTS STAR OF THE WEEK



Ava Heddon

Always trying 100%



Will Pennington

Great start to PE pre -
Option



Pheobe Mortimer

Fantastic answers in
pre-option PE



Owen Sutherland

Good effort in fitness
tests



SPORTS STAR OF THE WEEK



Lola Ward

Being helpful to others



Abbie Wilkinson

Always being kind.



Oliver Henstock

Amazing attitude
towards athletics this
week.



Ben Davis

Great attitude towards
athletics.



SPORTS STAR OF THE WEEK



Seb Bartocha

Great effort in Javelin



Gabriel Boselli

Good progress in Discus



Leo Margison

Great throw in Javelin



Trev Fewster

Great resilience in 800m

**EXTRA CURRICULAR TIMETABLE
SUMMER TERM**

MONDAY

Times	Club/Activity	Year Group	Teacher	Venue
2.30-3.30	Netball	Year 8-11	All PE colleagues	Changing room meet
2.30-3.30	Badminton	Year 7		
2.30-3.30	KS3 Book Club	Years 7 - 9	Mrs. Fitzsimons	G55 (Twice per half term starting 20 th September)
2.30-3.30	KS3 Performing Arts	Year 7 - 9	Miss Sanderson/Miss Roumelioti	Drama Room G29
2.30 - 3.30	Art Club	Years 7 - 11	Mrs. Gill	Workshop
2.30 - 3.30	Chess Club	Years 7 - 8	Mrs. Luffman	Heart Space
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15

TUESDAY

2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Baking club	Year 7	Mrs. Denwood (Catering Manager)	Main school kitchen
2.30-3.30	Boxing Club	Girls	Training Cave	Gym
2.30-3.30	Prep	Year 11	Rotation	F15

WEDNESDAY

7:15-8:00	Netball Strength and Conditioning	Year 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	Cricket	Year 9 - 10		
2.30-3.30	Girls Rugby	Year 7 - 11		
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Computer Club	Years 7 - 8	Mr. Suggitt	F13
2.30-3.30	Prep	Year 11	Rotation	F15

THURSDAY

2.30-3.30	Athletics	Year 7 - 11	All PE colleagues	Changing room meet
2.30-3.30	BBG Press	Years 7- 9	Mr. Smith	F13
2.30-3.30	Students for Social Change (SFSC)	Years 10-11	Miss Cracknell	G50
2.30-3.30	Science Club	Years 7 - 8	Science Colleagues	F34
2.30-3.30	French Speaking	Year 10 - 11	Mme Djokovic	G47
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15

FRIDAY

2.30-3.30	Rounders	Year 7	PE colleagues	Changing room meet
2.30-3.30	Cricket	Year 7-8		
2.30-3.30	Basketball	Year 7-11		
2.30-3.30	Choir	Years 7 - 11	Miss Sanderson/Miss Roumelioti	Drama Room G29
2.30-3.30	Homework club	Year 7 - 11	Mrs. Morland	F13
2.30-3.30	Prep	Year 11	Rotation	F15
2.30-3.30	Boxing Club	Boys Year 7 - 11	Training Cave	Gym

* Please note there are number restrictions in these activities due to risk assessment/facility. Students will be placed on a rota if maximum numbers are exceeded.

* If students wish to attend more than one on the same day, they should inform the teachers and rotate alternate weeks.

* Further activities will be added throughout the term