



# the bbg bulletin

## BBG DOES WIMBLEDON

WITH SOME OF OUR QUIETLY AWESOME STUDENTS

Traditional values of discipline and respect are an essential part of our ethos at BBG Academy, as we believe these are essential for creating a safe, harmonious and nurturing environment for both staff and students alike.

Central to our Positive Discipline policy is praise and we take great pleasure in ensuring all students are praised every day. In addition to that we are delighted to be able to offer a number of additional rewards along the way. This week we were lucky enough to receive a small number of tickets for Wimbledon.

On many people's bucket list, Wimbledon is steeped in English history and a real sight to see. Five of our 'quietly awesome' students were lucky enough to be randomly selected to attend on Tuesday of this week.

Tyler, Ben, Declan, Emily, Sophie, Amber and Kaden had a fabulous day watching some top-class tennis on Court 1.





# 2022 *class of*



More photos and a full write up next week!



# 2023 LEAVERS



Every year, after the GCSEs finish, we move up to new year groups, new starts, and a re-focus to start the preparations for GCSEs for the next year group.

Our 2023 Leavers are thick in the middle of preparing for their first round of mock examinations, which will begin next Friday and continue on for a week. You might be thinking – but my goodness, GCSEs are a whole year away! Surely they can have a bit of a break!

Believe me when I tell you – there is method to our madness! By doing the mock exams now, we start to set the scene for next year and allow students a small taste of what is to come. We also ensure that the idea of revision is already at the front of their minds, even before year 11 begins in earnest. Finally, this set of mocks allows us to set in place our intervention programme for September, and we know exactly what support students will need when we return!



**KEEP CALM  
THE  
MOCK EXAMS  
ARE  
COMING!**

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

	Monday	Tuesday	Wednesday	Thursday	Friday
	11/07/2022	12/07/2022	13/07/2022	14/07/2022	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



# STUDENT ACHIEVEMENTS



We are delighted to let you know that Isla and Adam Boocock's YKC Flyball team the 'Northern Young Guns' have again, for the second year, qualified for Crufts 2023, this time with a 1st place. Adam will be box-loading this time and Isla will be handling Connie again. Isla will also be running Connie to try qualify in October for the adult team. We definitely want to go and watch in person this year so watch this space.



## Roswell... and conspiracies

Since their start, the government has twisted our minds to make us believe what they want us to believe... or have they?

Your initial thought when you hear the phrase 'conspiracy theory' might be one of a man with a tinfoil hat on his head (for radiation resistance, obviously!) creating the most outlandish theories known to man. You might be right thinking that Boris Johnson is a lizard in disguise, or that the moon landing was staged in a Hollywood basement – they're as ubiquitous as they are hard to believe. There's one which I find more believable than any other, however – aliens in Roswell, a theory so widely known and believed that the city has found its way into many alien films and is even (sort of) the name of a level in Martian extra-terrestrial simulator game 'Destroy All Humans'.

In 1947, the US Army announced that they'd recovered a 'Flying Disc' from a ranch near Roswell. 70 years later, the area has become a research centre (Area 51) and has a flying saucer-inspired McDonalds. But behind all the UFO mania lies a very uneasy truth. Many people claimed to have been witnesses to the sighting of a UFO. Farmers have claimed cattle have gone missing, only for them to be found with their brains removed. A 5-year-old boy even claimed he saw one whilst looking out his window. But the question is... Are aliens real?

Dexter and I believe in aliens, but not the green monsters we see in movies, but another form of life. In our Universe there are 100 billion galaxies, meaning within those galaxies there must be another race of species somewhere out there. Are we so egotistical that we believe we are at the centre of the universe? There's a reason 8 planets are in our solar system – surely, we aren't the only form of life. Until we have the technology to explore far enough into space, then the alien conspiracy will remain unanswered. Spooky...



**Reporter:**  
**Cerys Barson**



**Reporter:**  
**Dexter Hughes**





## Why is inclusion in schools important?

**Mr Smith:** I think it's vital to not only celebrate diversity but to educate people from homogenous backgrounds about diversity or there is the risk of not embracing diversity. It is important to support students dealing with mental health issues that might be struggling with identity. When I was at school, Section 28 was enforced by the Government; this meant it was illegal to talk about being gay in a positive way at all in schools. This was extremely damaging for children's self-esteem. Fortunately, we've come a long way, but there still is a lot of work to be done!

**Mrs Bettney:** Diversity is important as it's what makes society a harmonious world.

**Miss Cracknell:** I think that it is good to see students so happy and comfortable with who they are at such a young age. This makes me hopeful and excited for the future. However, I truly believe that those things about you are only part of who you are, so labels can be restrictive and damaging. In the future, I would like to see, and can begin to see through our students, celebration, pride and advocacy, not just for who you are but for who your friends and peers are as well.

I left school in 2007, when there was massive stigma and stereotypes around gender and sexuality. For example, I used to have short hair, wear football shorts, and didn't have a boyfriend, which was perceived as odd or strange, and led to a lot of name-calling. I believe that if exposure and representation were the same as it is now, or there was the same support as there is now, it would have helped me feel more comfortable, happy and confident.





# BBG ACADEMY SFSC

STUDENTS FOR SOCIAL CHANGE



**BBG Year 11 Students:** Because when people find a safe space, they are more willing to commit themselves to learning and have big ambitions. Otherwise, people can feel outcast in the school environment and distance themselves from people, school and opportunities.



**Miss Sanderson:** It is important that our school society reflects the wider society in which we live so that students can learn to live with people who are different to them.

**Mrs Grace:** Diversity is important because it's essential to have representation of everyone, and to celebrate differences. It is also important to ensure that everyone has a safe space to be themselves, without fear of discrimination.



**BBG Year 8 Students:** It's important for minorities because this is a mostly white school, and some people discriminate other members of society so it's important to teach ignorant people about the struggles that minorities face.



**Mr McAulay:** I believe diversity is important in schools and society in general. As a Leeds United supporter, I am pleased to see how things have improved in recent years, but also understand there is still lots of work to be done to ensure all people are able to enjoy the game.

As a maths teacher, I am inspired by the work of Alan Turing, who was one of the most important people during World War 2, but sadly he was not able to be himself due the beliefs and opinions of society at the time. This is extremely sad as his intelligence and work was a contributing factor in a major world event which saved many lives.

In many ways maths represents diversity very well, as when we are looking for a solution to a problem it is important to understand that we can achieve this in various ways, and these are all perfectly valid. Just like life, we all are very different but all equally important.

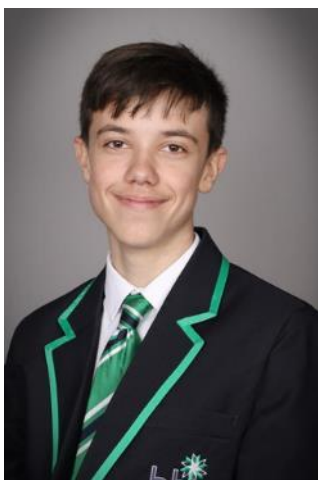




YEAR 10 AND 11 Design Students have made an excellent start to their courses in **Textiles and 3D Design**. They have been looking at the work of illustrator, Linzie Hunter, as inspiration for a stop motion film character. Students have to produce more than one project for their NEA (coursework) and have wasted no time in demonstrating their skills and enthusiasm. As this work is 'live' we cannot share it with you but here is the teacher's example.



Year 10 Textiles Star of the Week  
Maja Kacprzak



Year 10 Design Star of the Week  
Ben England



Year 11 Textiles Star of the Week  
Jemima Eklid



Year 11 Design Star of the Week  
Alfie Chalmers





YEAR 6 transition students learned about the work of Mr Doodle and created their own group work showing their hopes and fears for their new beginnings here at BBG as well as showing a little bit about themselves. We really enjoyed meeting them!







# COMPUTER SCIENCE

CSUK:ReviseCS

Free Resources Dashboard Enrolment Key Sign Up Legal Logout Cart / £0.00

Welcome to Computer Science UK's

## ReviseCS

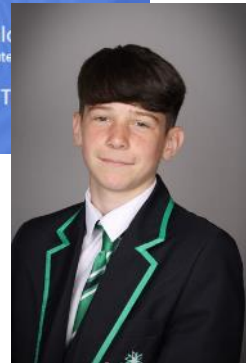
Everything you need for GCSE success!

Over 1,250,000 File Downloads  
(Precisely 1258113 downloads to date)

Join over 10,000 Students & Teachers

Student Sign Up Teacher Sign Up

The new Year 10 GCSE Computer Science Group have started the course, and have been introduced to ReviseComputerScience, a GCSE Computer Science learning package. This will be an invaluable resource for them.



Within each course, topics and subtopics are delivered via 'Revision Zones' and within each zone there are 'Revision Steps'. The new students have settled in really well, particularly Kizzie Walton and Charlie Hoare.

The Year 11 Cambridge National Creative iMedia group have just started the year long course, and are researching the purposes of digital graphic products. We are very impressed with their attitude and effort so far, especially new students Gemma Davies-Carr, Hannah Peace and Niall Sykes.







# ENGLISH

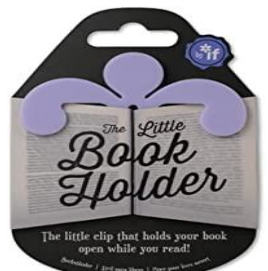
This half term in KS4 English: Yr10 students are crafting written speeches on topics of their choice and preparing for their Spoken Language Endorsement. Students are awarded a Distinction, Merit or Pass when they complete their GCSE English Language. This is followed by a crafted piece of creative writing and a short story extract in preparation for Paper 1 English Language studies in the Autumn. Yr11 are in the final week of Mock preparation. Students will sit English Language Paper 1 Section A Reading and Literature papers on Anthology Power and Conflict Poetry and Unseen Poetry. They will also record and submit their Spoken Language Endorsement.



New Yr8 and Yr9 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.



Quick! The library is fully open Monday and Tuesday before returning to its temporary home in G55. Don't forget to pick up your reward card the next time you pop in!



Students named this week have not only completed the expected lessons over the past two weeks (including half term!), but have gone above and beyond by completing extra - well done, we are very proud of you.



First name	Last name	Total lessons
Savana	Bailey-Chamberlain	18
Cerys	Barson	6
Rebecca	Docherty	6
Lily	Evans	6
Ethan	Harris	6
Drew	Longbottom	7
Megan	Shaw	6
Matthew	Shields	6
Evie	Smales	11
Ajani	Sodeyi	7
Esther	Thornton	6



# BBG BOOKCASE



**Year 7**

*Read your way to success*

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



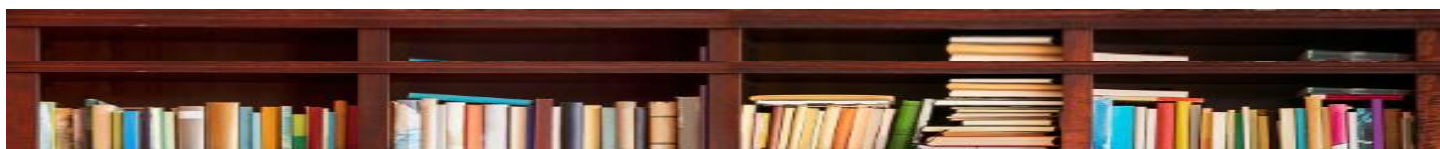
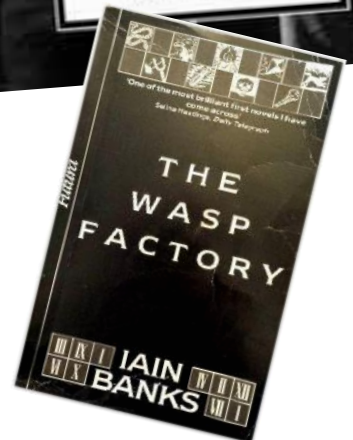
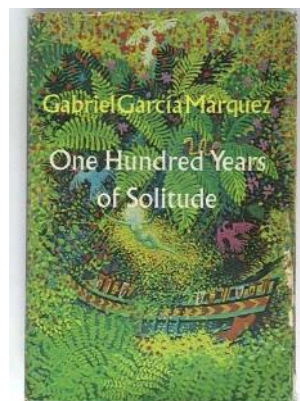
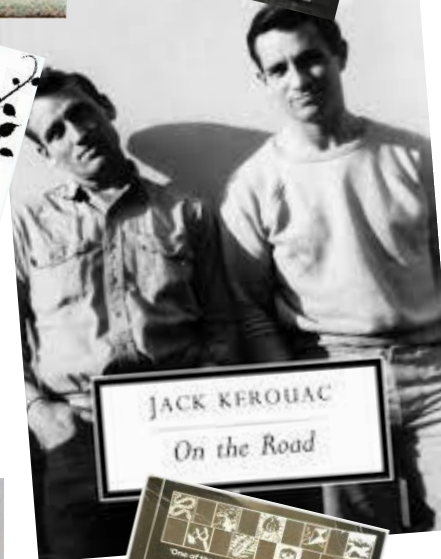
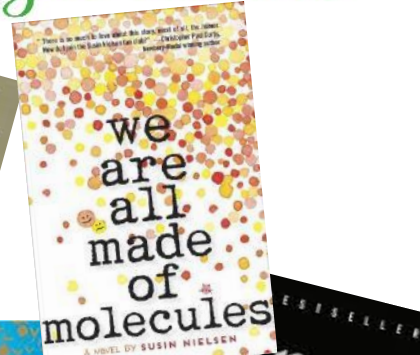
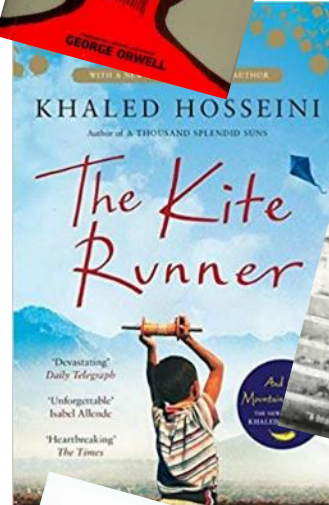
# BBG BOOKCASE



## 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 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 Heaney                                   | 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

Year 8 have made a positive start to their new Contextualised Curriculum. This is where they will study a range of over arching themes between History, Geography, RS and Media throughout the year. In Geography we are starting off with Conflict and Power. Students now have a good understanding of what conflict is, and what it looks like around the world.



## Year 9

Students have started their new topic, exploring Brazil. Within this topic students will learn lots about the human and physical Geography of Brazil!



## Year 10

Year 10 have started their GCSE course showing great effort! The first topic is The Living World, in which they will be exploring the rainforest and desert! Well done on such an impressive start to the course!



## Year 11

Our Year 11 students have hit the road running this week! Continuing their studies of the coasts, ready for the fieldtrip which will hopefully be happening in September. Students have their Paper One mock exam a week today, in which they will be questioned on Natural Hazards and the Living World!





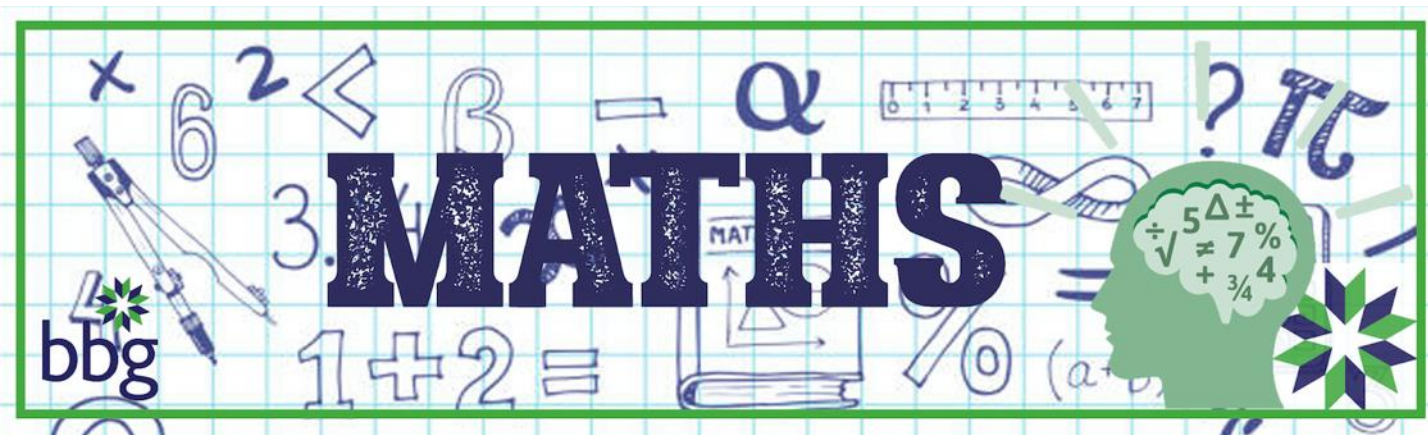



**Year 9 History: Conspiracy Theories**

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.







Year 7			Year 8			Year 9		
Oscar	Hills	283	Dexter	Hughes	210	Rosemary	Warrington	360
Harrison	Grainger	229	Sean	Harrison-Dalby	168	Charlie	Orr	288
Finley	Stockhill	210	Dexter	Farmer	153	Hannah	Norrington	270
Matthew	Addison	205	Imogen	Atkinson	149	Sebastian	Bartocha	268
Chloe	Rhodes	199	Cody	Earnshaw	143	Darcey	Arnold	254
Eva	Lau	191	Darcie	Burgham	143	Blake	Hutton	250
Declan	Hammond	167	Samuel	Tempest	142	Matilda	Finn	237
Elliot	Gardner	166	Charlie	Blackwood-Howgate	139	Lucy	Rogerson	231
Caelan-Kole	Cadamarteri	159	Olivia	Adgie	134	Izzy	Dawson	218
Betsy	Nichols	154	Callum	Hubbard	126	Maddison	Goldthorpe	202
Year 10			Year 11			 <p><b>Hegarty Heroes</b> Here are the students that completed the most tasks correctly in May 2022. Well done &amp; keep up the hard work!</p> 		
Lauren	Dalton	244	Jay	Sheard	291			
Oliver	Dorsey	225	Eve	Szwarc	233			
Dylan	Grimshaw	172	Niamh	Walsh	226			
Daniel	Hirst	169	Thomas	Whitaker	216			
Sam	Revell	163	Liam	Wood	192			
Ellis	Pearson	157	Thomas	Swain	174			
Isaac	Weston	153	Olivia	Rowley	150			
Adam	Cameron-Hackett	152	Ethan	Wilby	146			
Clark	Blockley	148	Chloe	Blamires	136			
Aaron	Opacic	148	Brock	Howarth	135			

$$\text{Sun in cloud} + \text{Rainbow} + \text{Sun in cloud} = 35$$

$$\text{Moon} + \text{Sun in cloud} \times \text{Sun in cloud} = 92$$

$$\text{Moon} + \text{Rainbow} + \text{Rainbow} = 42$$

$$\text{Moon} + \text{Sun in cloud} \times \text{Rainbow} = ?$$

Here is a puzzle. If you know the answer & would like to win a prize, please answer on this link:

<https://tinyurl.com/56eaym59>

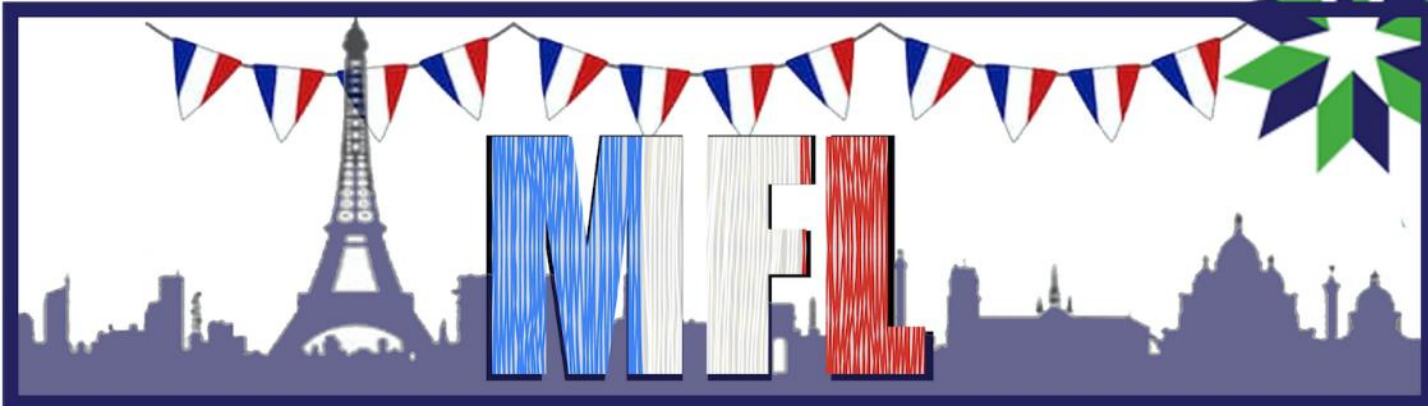
Good luck!

Closing date Tuesday 28<sup>th</sup> June 2022.

#### Calculators

If you are thinking of buying a new calculator for the new school year, please make sure it's a Casio FX-83GTX





[#FetedelaMusique](#) [#WorldMusicDay](#)



## HISTORY OF THE FÊTE DE LA MUSIQUE

In October 1981 Jack Lang, Minister of Culture, appoints Maurice Fleuret as director of music and dance. Fleuret lays the foundations of a new concept: *"Music will be everywhere!"* He starts a revolution in the field of music by bringing together all music – without a hierarchy of gender or origin.



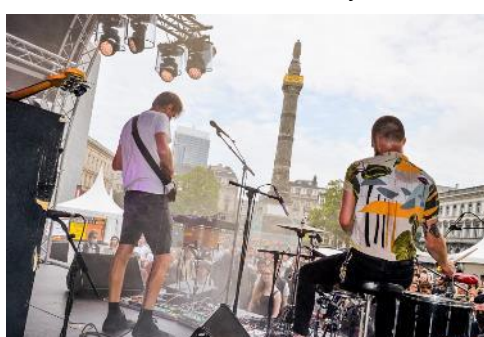
In 1982 a major survey on the cultural practices of the French is conducted by the Ministry of Culture. It reveals that five million people, including 50% of young people, play a musical instrument, whereas the musical events organised previously concerned only a minority of French people. As a result, Lang and Fleuret deduce that a great landscape of musical practice in France remains to be discovered. So, they imagine a great popular demonstration that allows all musicians to express themselves and make themselves known.

Thus, **the first Fête de la Musique is scheduled to launch on June 21, 1982**, the symbolic day of the summer solstice.

The Festival would be free, open to all music and to all French people. The preparations take place in haste. Posters are printed. The Ministry of Culture has no idea whether the call will be heard. The results exceed all expectations. Thousands of initiatives take place throughout France. Musicians set up on streets, squares, kiosks, courtyards, gardens, train stations, and squares, and thousands of people wander the street until late in a happy atmosphere.

*"There was a need for an event that valued the place of music in individual and collective life... This is why the Ministry of Culture had the idea of organising a Music Festival in 1982. A non-directive party that brings together all the French for whom music matters. Party! Make music!"* said Fleuret.

The Fête de la Musique begins to be exported in 1985, on the occasion of the European Year of Music, and develops into *La Fête Européenne de la Musique*, open to all new partners wishing to join. In less than ten years the Fête de la Musique takes off in 85 countries on five continents. In 2017, more than 120 countries around the world participate in the Music Festival. It enters prisons, enriches the lives of the sick and hospital staff, brings schools closer to music, establishes links and exchanges between the city and its peripheries, and it values the work of an individual, a group, an association or an entire community.







# TABLEAU D'HONNEUR

## Head of MFL - Mme Djokovic:

Summer Virr and Freddie Davis  
(Year 9) - for making a good start to  
Year 9 French, showing knowledge  
and confidence



## Teacher: Mrs Clough

Jack Dawson (Year 10) - for making  
a good first impression in terms of  
class participation  
Charlie Blackwood-Howgate (Year  
9) - for making a good first  
impression in terms of class  
participation



## Teacher: Mrs Santry

Bella Kerr and Harry Smart-Raine  
(Year 9) - making an impressive  
start to Year 9 French, showing  
knowledge and enthusiasm



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

**Antoine Griezmann (French  
footballer)**

**Bravo!**

# Performing Arts

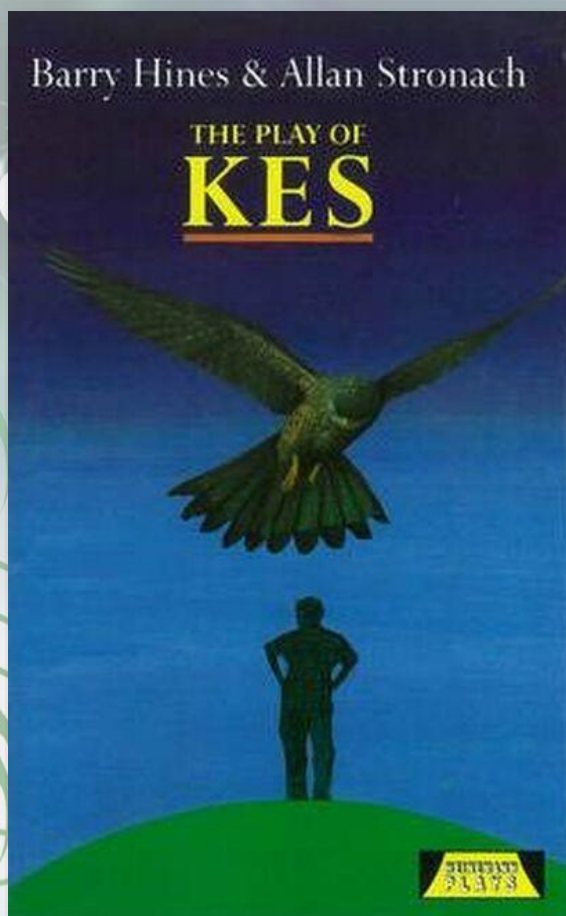


I'm sure many of you have seen the film *Kes*, based on the 1968 novel *A Kestrel For A Knave* by Barry Hines. The film is set in the coalfields around Barnsley, and tells the story of Billy Casper, a teenage boy, a bit of a loner, who captures and trains a wild kestrel. The film was a huge hit in the 1970s, and stirs up a lot of memories amongst the working class of that generation, and many will tell you that the film is reminiscent of their experiences of school PE lessons.

Year 9 Performing Arts students have begun studying the play version of *Kes* as their first performance project this year. They watched sections of the film's opening to help them to understand its context, and have read through the first few scenes. They have then started to work on staging the very opening scene, which features Billy and his elder brother Jud waking up to their alarm clock. Jud is going to work in the coal mine, and Billy is running late for his paper round. It is a difficult scene to stage, as the actors have to think about how to make it interesting for the audience to watch. There is the temptation to have Billy lying down for most of the first part of the scene, but then of course the audience would not see all of the action. The lesson here is to keep things moving, keep Billy visible and still to show the volatile relationship between the brothers.



There have been some fantastic displays of performance skill on show this week, and lots of students have made a fantastic first impression. Special mention has to be made of George Taylor and Bailey Kay, who really started to develop the characters of Billy and Jud, and Freddie Davis and Oliver Mungovin, who responded incredibly well to feedback and made quick improvements to their work after performing to the class. I am really looking forward to what this class achieve over the coming year- they have fantastic potential!





# Resilience

Students in Resilience have been working on 'Pixl Edge' and have been trying to certificate in the Apprentice Level qualification.

To be successful, students needed to complete 10 activities, two per 'LORIC' attribute. LORIC stands for leadership, organisation, resilience, initiative and communication.

When completing this level, students had to plan for how they were going to be successful in each 'LORIC' attribute. After an initial plan, they then completed varying tasks and had to reflect on how each activity improved each LORIC attribute.

**Congratulations** to the following students, who managed to achieve the Apprentice Level Award. Great work!



Elliot Gardner



Ben Lee



Finley Stockhill



Nicholas Cass



Max Watts



Connor Britton



Faith Calvert

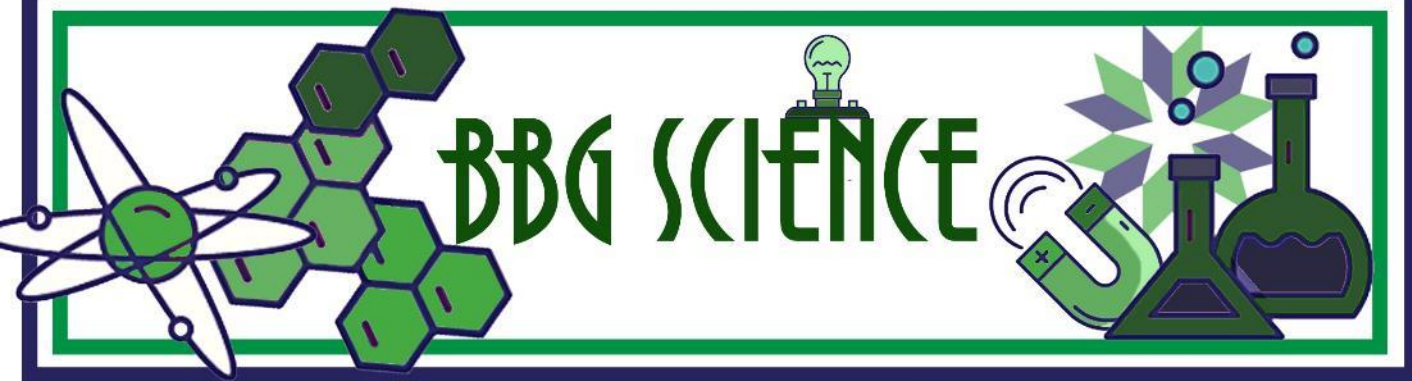


Tom Ewart



The PLEdge  
ix



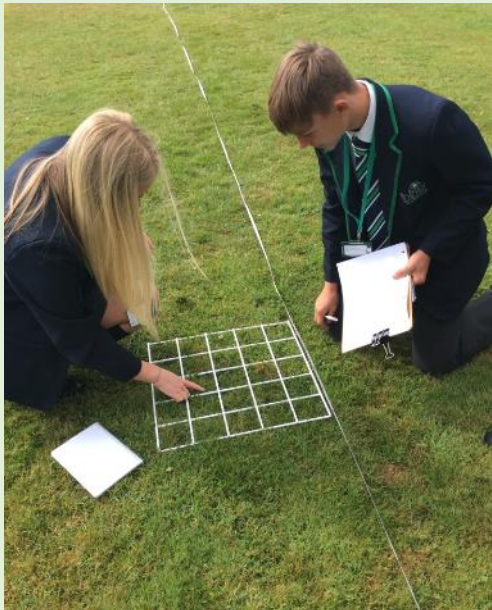


# **What's stomata with you?!**

Year 11 investigated the factors that affect water loss from leaves. Transpiration is the scientific word for water loss from leaves and it happens through tiny holes called stomata. We covered some of the leaf surfaces with vaseline to block these pores and then looked at the change in mass due to water loss. We used a hair drier to simulate a windy dry day and calculated percentage water lost as the leaves were different masses to begin.



Year 10 estimated the population of white clover on the field by doing a sampling technique with quadrats. We then went on to use a line transect to investigate the distribution of the plant and how it is affected by factors such as light and water availability due to proximity to trees.







**Leeds Sixth Form College Cultural Day #whatchangedtheworld**

On Tuesday 28<sup>th</sup> June, 10 students from Y11 went to an event at Leeds Sixth Form College to experience new topics and look at events that were changing the world.

The students who attended were Sophie Barrow, Phoebe Strang, Phebe Firth, Robyn Wood-Brown, Elle Knowles, Evie Foulds, Hannah Rathmell, Megan Williams, Layla-Rae Sykes and Ella O'Brien

Our students focussed on Forensic Science, Pharmacy Science and Forensic Psychology.

The Forensic Science lesson looked at how DNA, TLC (Thin Layer Chromatography) and Fire Analysis are now routinely used by experts to help in Police investigations and prosecutions. In Pharmacy Science the study was focussed on how Harry Potter and Chemistry have changed the world. In Forensic Psychology students drew up their own offender profiles and looked at the unreliability of Eye Witnesses.

**Victim 1:  
Deceased  
Female  
19 years old**

Found on 15th January 1985 near a railway station in Hackney, London.

Evidence suggested she had been attacked.

Pockets filled with stones.

Hands tied together.

Condition of body suggests it has been in the canal for some days.

**Victim 2:  
Deceased  
Female  
15 years old**

Found on 17th April 1986 in Surrey woods near a train station.

Marks on body.

**Victim 3:  
Deceased  
Female**

Found in a field in 1984 and is covered in mud and blood.

Body badly decomposed.

Evidence of assault.

Faint imprint of a ring found on body.

**Forensic Notes**

Create a profile of the possible murderer from the clues provided.

Sex/Gender:

Age:

Occupation/Job:

Family:

Status:

CRIME SCENE DO NOT ENTER

CRIME SCENE DO NOT ENTER

All students said they had a fabulous time and found it very interesting.



# Travel & Tourism

Great research skills and writing style



**Bradley John**

Focus on research for coursework



**Daisy-May Hallam**

Putting in time and effort at home to catch up on coursework



**Josh Parker**

Completing all his assignments and progressing to the merit task



**Cameron Burston**

Independent research



**Jack Jones**

Great research skills and writing style.



**Subhaan Rehman**

For excellent use of class time, enthusiasm and independent work on their world city coursework






**(l-r) Isobel Smith, Laura Losarewicz, Polly Wragg, Nicola Leadbeatter**



# TWEETS of the WEEK




BBG Academy PE @BBGAcademyPE · Jun 26

What a fab afternoon watching so many talented BBG dancers in their show   



Kate Farmer @KateFar77 · Jun 26

So proud of Dexter for completing the final section of the Bronze stage of his Junior Rookie Lifeguard course. Let's smash Silver  @BBGAcademy



BBG Academy @BBGAcademy · Jun 28

Proud to present Josh with his official #TeamBBG #RunForJo TShirt this morning. Already excited about next year's event! He is inspiring others to sign up!



Jack Laycock @LaycockArt · Jun 28

Year 9 Art creating some fantastic texture inspired sketchbook pages this morning, in preparation for their Natural Form Project @BBGAcademy






Toni McMillan @ToniLMcM · Jun 26

Super proud of @EvanMcM\_08 for getting a gold in light contact boxing and silver in light contact kickboxing today at the IBKO British open Championships today. Well done to team LMA @BBGAcademy @BBGAcademyPE @MrsSullivanBBG1 @Michael55978196

[Show this thread](#)



BBG Academy PE @BBGAcademyPE · 13h

Fab performances from our Year 7 athletics teams this afternoon, well done everyone   





## CERTIFICATES AWARDED TO



### **Connor Britton**

Communicating  
confidently and well  
with form tutors



### **Junior Alton**

Settling down well into  
new form



### **Ava Heddon**

Well equipped and ready  
to learn



# YEAR 9



# STARS OF THE WEEK



## Abbie Wilkinson

For having a fantastic start to the new term, listening to instructions first time round and completing any task with a positive attitude. Abbie has been kind and polite and is a pleasure to have in form



## ROSIE MILLWARD

For seamlessly becoming a fantastic new addition to our form. Rosie has moved into 8.2 this year and has become a valued member of the form even in this short space of time. Well done Rosie, keep up the good work



## DARCIE BURGHAM

For starting the term positively, having equipment and uniform correct. She is polite and gets everything right



MRS SULLIVAN'S

# STAR OF THE WEEK



**JESSICA BROWN**

Always putting in a 100% effort



**MAX BURNETT**

Excellent contributions in History



**DANNY DYAS**

Fantastic art work

**ABI MAKIN**



Showing great resilience ,  
initiative and being a  
wonderful baker



**MARISSA TOKARCZYK-  
CLIFFE**

Positive mindset and effort



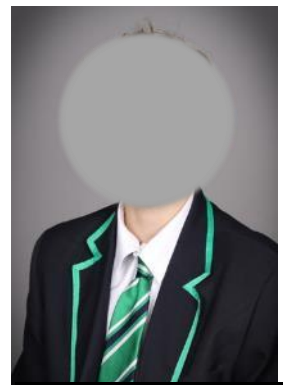
**LAURA PARKER**

Always showing resilience and  
working hard



**DAISY DUGGAN**

100% commitment and effort  
in all subjects



**ELLIS DIXON**

Showing initiative and effort  
on the first day of term





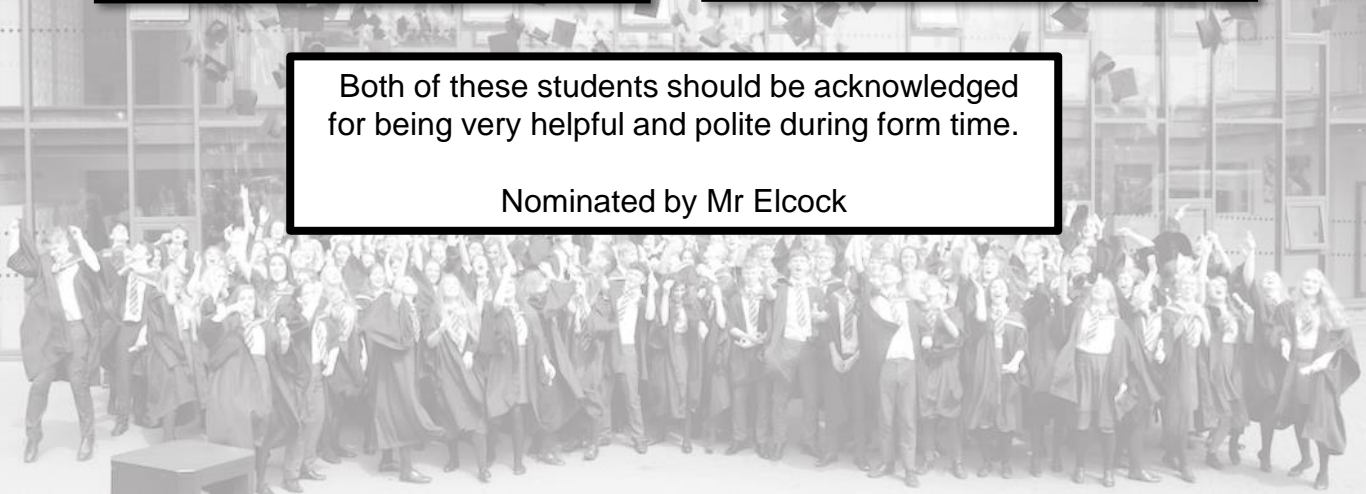
# **STARS OF THE WEEK**

THOMAS HOLLAND AND PHEBE FIRTH



Both of these students should be acknowledged for being very helpful and polite during form time.

Nominated by Mr Elcock



# 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](mailto:Tellsomeone@bbgacademy.com)





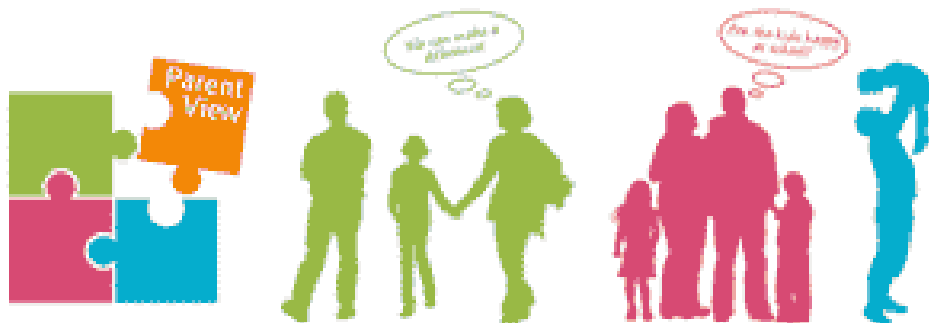
# don't let hate win

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](https://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)





**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  
Copyright © 2021 The Sleep Charity. All rights reserved.

The Sleep Charity, a charitable incorporated organisation registered with the Charity Commission under registration number 1155055.



# What Parents & Carers Need to Know about THE METAVERSE

AGE RATING

Varies per metaverse platform

## WHAT ARE THE RISKS?

### UNSAFE AREAS

Many metaverse platforms feature little to no moderation. This is due to the decentralised nature of the metaverse - as there is no one company overseeing the platform, users can create and build with freedom. This can be a minefield for younger users as adult material or sensitive topics can feature on a parcel of land seen by everyone.

### VOICE COMMUNICATION

The freedom found within creation is also found in communication. Most metaverses use proximity VOIP communication (Voice Over Internet Protocol) and users can approach any other user to start a conversation. It is necessary for avatars to be quite close to another in order to talk and once they are, anything can be said. While a chat box can be moderated, voice chat cannot.

### ANONYMITY

As with almost every other form of online interactions, anonymity features heavily within the metaverse. The concept for the metaverse is to live any type of life digitally. This could mean that 'bad actors' (those with malicious intent) can take advantage of others with ease. Reporting and monitoring these users is becoming easier on the more popular platforms, but others struggle to police these situations.

'Metaverse' is a relatively new term to many, however the concept has been around for some time. Videogames, for example, use many aspects of the metaverse; avatars, digital currency, mini-games, and open communication. A metaverse can also take many forms; Fortnite can be seen as a metaverse, as is Roblox. Put simply, a metaverse is an online environment where people interact, play games and express themselves. Away from traditional videogames, there are newer and more 'dedicated' metaverses such as Decentraland, The Sandbox and Somnium Space which are akin to Second Life.

### VIRTUAL REALITY

Not all metaverse platforms are VR enabled, in fact less than 10% feature VR interactivity. However, it's always worth monitoring the amount of time younger users spend in virtual reality. A VR metaverse differs greatly to VR gaming in user interaction. Approaching each other in a VR metaverse attempts to represent 'reality' and can result in a greater impact if experiences are negative.

### PSYCHOLOGICAL IMPACT

Whether in virtual reality or not, interactions and experiences in the metaverse can often carry more weight because they mimic 'real life'. Oftentimes, due to the freedom in avatar creation, younger users may open themselves up to bullying, prejudice or an unrealistic idea of reality. For instance, female-orientated avatars may find themselves targeted by bullies or inappropriate users.

## Advice for Parents & Carers

### TRY IT OUT FIRST

This may sound like an obvious tip, but by entering the metaverse and exploring on your own, you'll be able to see what your child might. You can explore the busier areas and even the quiet sections to see what users are building or advertising. You'll also learn first-hand how users communicate with each other. Many metaverse platforms will feature an entry area which showcases the busiest areas. Check them all out and see what's happening.

### CREATE AN AVATAR TOGETHER

If you decide on allowing your child into the metaverse, set up their initial avatar together. This way you can ensure the avatar is age-appropriate and keeps their identity private. You can also advise on aspects which may result in attracting bullies or unwanted attention. It will also allow you to see which avatar items cost money, and talk to your child about in-game spending.

### LEARN ABOUT NFTS, WALLETS AND CRYPTO

With the metaverse comes Web3 technologies such as NFTs, cryptocurrency and wallets in which to store them. If you have a crypto wallet, do not connect it to your child's metaverse. One simple click could result in loss of cryptocurrency. If you are unsure what these technologies are, try to research them as these terms will appear in the metaverse.

### START WITH THE FAMILIAR

There are already metaverse experiences with children in mind; explain to your child what a metaverse is and have them recognise similarities between those and games like Roblox, Fortnite and Minecraft. Unfortunately, there is no 'child safe' metaverse option as yet, though Epic Games and LEGO are currently developing a family safe metaverse.

## Meet Our Expert

Daniel Upcombe is a father to two girls, aged 14 and 12. Before Dan began his Web3 metaverse journey, he worked as a videogame journalist and author for a decade; reviewing games, talking to creators and writing about videogame trends. Dan has also written fifteen guide books about Fortnite, Minecraft, Roblox, Apex Legends and Valorant for HarperCollins and Bonnier Books.



National Online Safety®

#WakeUpWednesday





# SPORTS STAR OF THE WEEK



**Ajani Sodeyi**

Fantastic attitude and behaviour in PE. Ajani made great progress in his first year 8 lessons when learning fielding skills in cricket



**Lennon Morris**

Fantastic fielding skills on display in PE. Lennon could demonstrate skills and explain the process to the group showing a brilliant level of understanding.



**Hudson Rowan**

Amazing commitment to GCSE PE already!



**Dylan Oldfield**

Great engagement and start with GCSE PE



# SPORTS STAR OF THE WEEK



**Rosie Cowan**

Fantastic support for others in Javelin



**Harry Mollet**

Great effort and progress in athletics this week whilst learning discus



**Olivia Baker**

A great start to GCSE PE with some great contributions in the classroom and making good progress



**Thomas Blamires**

Excellent all-round work in cricket





# Physical Education

## RUGBY LEAGUE CHAMPIONS!!

On Wednesday 15th June Birstall Victoria U14's were crowned the Heavy Woollen champions after taking on Shaw Cross Sharks at the Batley Bulldogs stadium. The final score was Birstall Victoria 30-16 Shaw Cross Sharks. The BBG pupils involved were Caleb Rhodes, Jack Pickles, Will Wilkinson, Coby Doyle and Olly Gall. Well done boys, a great achievement.



## FOOTBALL CHAMPIONS!!

Leo Margison, William Pennington, Joshua Dalby and Alex Rogers are league champions with their junior football team this year. Drighlington Juniors under 13s A team, won the Garforth Junior football league division 3. Their record for the season was: Played 16, won 14, drew 1 and lost 1. They also made it to the Heavy Woollen final- The Secker Cup final, at Ossett United against White Rose All-Stars but unfortunately lost. A great team achievement this year.



**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 <sup>th</sup> 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