

WHAT'S THE LATEST FROM ST BEDE'S?

Summer is here!

A sad goodbye...

Creative Writing Champion!

The Archdiocese of Liverpool and Pearson Publishing collaborated on a short story writing competition for International Literacy Day 2019 to encourage children to be creative and embrace the power and joy of story writing. It was called 'Twist on a Tale' which invited students to write a modern day fairytale which at once celebrates and innovates this much-loved genre.

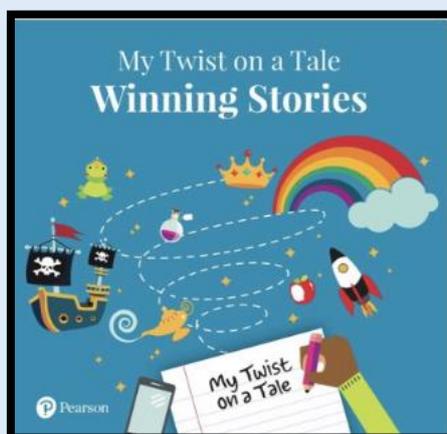
Over 3000 entries were received but there could only be 3 winners...

We were delighted to hear then that Finn Glover in Year 7 had been chosen as a winner! His piece, entitled 'Twisted Story', will be published by Pearson in hardback format along with the two other winners. He has also won books for our school library which is fantastic!

You can read Finn's story by clicking on this link to the ebook version here:

https://drive.google.com/drive/folders/1aNpyhcxVwiSV0Jt21v2NS0kHu9iDB_tt

Finn said, "I was shaking when I found out, I couldn't wait to tell my family!". His English teacher, Miss Ferries, said, "Finn's imagination and way with words became clear to me as soon as I started teaching him back in September. This is an excellent success for him and for our whole school. Well done!"



Amber strikes gold

Congratulations to Amber Wells for achieving the Chief Scout Gold Award during lockdown. What a fantastic achievement during a difficult time and - alongside her artwork - what a productive time! Amber is a very talented member of our community.



Lockdown sport

West Lancashire School Sports Partnership have been running a variety of virtual competitions during lockdown and a number of our pupils have entered these and have been very successful.

We had some amazing entries in the gymnastics competition. The girls produced very strong and complex routines and they all finished with top final positions. Faith Barker, Erin Barker, Bethany McCluskey, Olivia Bell and Lily Copeland are all pictured performing their routines.



We also had success in the Photography competition. Entrants had to capture an image of a friend or family member performing a sports skill. The results were as follows:

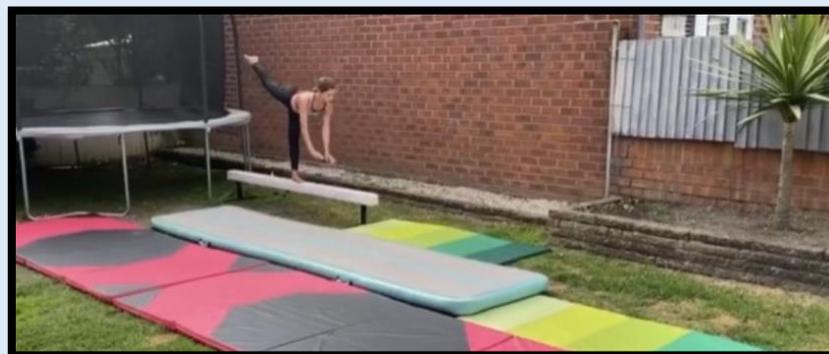
1st place: Rebecca Moss (Yr 9) & Matthew Moss (Yr 7). They created and captured the word DANCE whilst on a trampoline. Not an easy task and very tiring!!



2nd place: Rose Jackson(Yr 7)



The photo below is called "Soaring" and it includes determination, self-belief and passion.



A Pentathlon challenge was also set a couple of weeks ago. This competition was split into 5 categories and pupils had to perform:

- Short sprints
- Long jump
- Vertical jump
- Speed bounce
- Target throw

Results:

- Year 7 boys winner - James Trigwell
- Year 7 girls winner - Rose Jackson
- Year 9 boys winner - Will Jackson



Wellbeing in the garden

Away from the business of teaching students online and providing and marking work during lock-down, some teachers have taken to their gardens to keep a happy balance in work/life balance. Ms Harris has collated some pictures of the work our staff have been doing outdoors.



Making Music at St Bede's

One of the most encouraging phenomena we have seen in response to social distancing laws are the innovative ways that people have started to bond with each other, particularly musically.

Lockdown has seen opera singers belt out arias from their balconies and families recreate entire musicals in their living rooms.

Pop stars like Chris Martin and Gary Barlow have set up intimate jamming sessions while Radiohead is streaming one of its concerts for free every week until lockdown ends.

The music has not stopped but it is a little bit harder to make it.

It proves that even in the most trying of circumstances, the music will play on....

It definitely did at St. Bede's!!!!

Pupils and staff definitely helped to keep music alive.

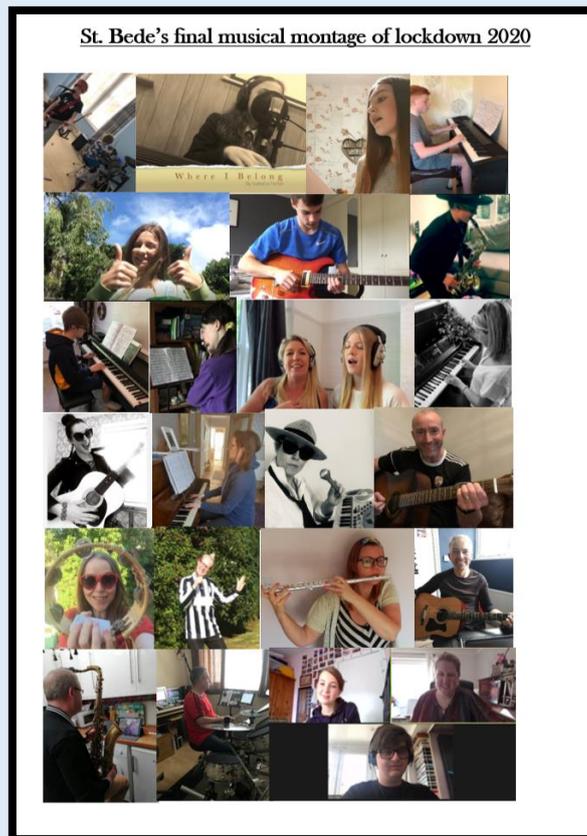
We had lockdown playlists, videos of live performances, pupil compositions, cup playing, chair drumming, Tik Toks, family singing, iMovie videos, beatboxing, song-writing and rapping to name a few. I wish I could share all the amazing videos I received over lockdown but here are a few pictures instead.

One thing I certainly can share with you is our Chamber Choir recording of 'I Stand Amazed' sung by our wonderful Chamber Choir. We are all missing choir rehearsals and performances so much and have no idea when safe singing in large groups is going to be allowed.

That doesn't stop music at St. Bede's though. Please have a listen to our beautiful song that instils our school values of Faith, Hope and Love.

<https://www.youtube.com/watch?v=T3JZNmdR4oI>





A message from our wonderful peripatetic music teachers

peripatetic / ,pɛrɪpə'tetɪk/

noun 1. a person who travels from place to place, especially a teacher who works in more than one school or college.

As our fantastic peri music teachers start their fifteenth and final week of online lessons, they are really pleased to know that they will be joining us back in school for lessons in September! We have measured out all the teaching spaces and planned who is going where to keep everyone safe and we know it's going to be an exciting time finally getting to sing and play in person again.

If you have been learning the guitar or doing extra singing during lockdown and you think you might like to start lessons, just email Mrs McMurray (a.mcmurray@sbchs.co.uk) or Sarah (s.monteith@sbchs.co.uk) and let them know and they will add you to the timetable for September. And if you are just starting at St Bede's in year seven, then don't hesitate to email and ask for more information or put your name down for lessons.

So, from Sarah, Mark, Shaun and Paul- thank you for all your hard work this term, and we will see you in real life in September!



‘Bearers of hope in this world’ - From our Chaplain, Jacinta

There is a remarkable group of pupils at St. Bede’s whose compassionate and energetic service to others has established them as exceptional role models. Where they see the need for charity, justice and an opportunity to be witnesses to their faith, they act, with an unflinching determination and fervour.

Whilst each pupil is unique, there is no doubt that they all share a range of truly inspiring and beautiful characteristics, characteristics which ensure each and every charitable act they embark upon, will be a success. They all have a generous spirit. All are concerned, caring, reflective, and curious. They care deeply about the world around them and they stand out from the crowd, proud to do their own thing and believe their own beliefs. After a conversation with them, one cannot fail to walk away exhilarated and full of hope.

- Will Marston
- Faith Barker
- Hannah Dykes
- Noah Marston Yim
- Sean Harnett
- Madeline Irlam
- Phoebe Shone
- Harriet Shepherd
- Evie Maher
- Ethan Kumarajee
- Rose Jackson
- Erin Barker
- Niamh Trigwell
- Amber Wells
- James Charters
- Erin Barker
- Sophie Orledge

To you, our school says thank you. The way you represent yourselves, your school and your faith is truly inspiring. Although the formal award ceremony acknowledging your charitable work was cancelled this year, we will ensure that as a school your achievements will be recognised. We will keep you in our prayers, in thanksgiving and in intercession, acknowledging the challenges and opportunities we all face in today's world. Indeed, putting our faith into action has never been so important.

Never forget that you are never alone in the task of making the world the better place. It is the Lord's work. If you commend all your efforts to him, he will guide you and sustain you every second, every minute, every day.

Reflection- Moving forward

I've been reading Horrible Histories with Patrick: the 'Groovy Greeks'. They invented the yo-yo, the second oldest toy; the oldest is the doll. Yes, it's the acquisition of random facts like this on an irregular basis, that might give you an insight into how 'successful' home learning has been in the Brown house.

Obviously, the Ancient Greeks gave us more than the yo-yo. The Greeks had a beautiful way of looking at time which seems particularly pertinent in our current situation as we talk about moving forward in September.

The Greeks believed that every situation and event could be divided up into three significant moments. They believed in every situation there was the moment of 'Krisis', a time of crisis, confusion and perhaps anxiety. I'm sure we would all agree we have been in the midst of 'Krisis'. There was also the moment of 'Epiphany', when something was revealed in luminous clarity, perhaps a moment of realisation, a truth about the way we live. Finally, the Greeks believed in a moment of 'Kairos', this was the propitious moment. This was the moment of promise, opportunity and possibility, the hope of life opening up in abundant kindness, because of what had gone before.

These past weeks we have been talking about how we might move forward. With the Grace of God, perhaps we might recognise that the world and our future isn't decided by the event, but rather how we react to it, whether we grasp our moment of Kairos and act on it. So rather than seeing the last few months as time lost or wholly destructive, perhaps we might see the opportunities for transformation and possibilities of renewal which have emerged. As Charlie Mackesy says, "One of our greatest freedoms is how we react to things." If we collude with anxiety it becomes our companion but if we embrace the possibilities for transformation, healing and kindness they become the future we choose to shape.

We cannot fail to be fortified in moving forward when we remember God's promise;

"Be strong. Be brave. Be fearless. You are never alone." Joshua 1:9

The following poem was written by our key worker pupils last week. I think its beauty lies in the fact they have embraced their positive experiences and they recognise their moment of Kairos.

No Wasted Time

A time which blended light and dark, joys and grief.

A time slower, but never wasted.

A time which created more time.

More time to say thank you.

More time to do less but think more, reflect more, pray more.

More time to get to know the real you.

More time to stop being the pretend you.

More time to care and show kindness.

More time to try more, learn more.

More time to make new friends.

More time to spend on the field, hear more, play more, hide more.

More time to grow.

More time to judge what's important and know what we want and don't want.

A time more light than dark, slower, but never wasted.

By Key Worker Pupils

Laudato Si Garden

It may be in its infancy, but we are delighted to announce that we have started to sow the seeds of our school Laudato Si Garden. Under the watchful eye and skilful green fingers of Mr Holt (Ormskirk's answer to Alan Titchmarsh) our key worker pupils have been busily planting with a view to establishing our own school garden. We look forward to something beautiful and restorative emerging from the past few months.

Boost your English this summer

Miss Letki has produced this great resource for students to develop their English skills over the summer. It can be used by KS3 and KS4 and is suitable for all abilities.

Great work by Miss Letki and we hope you hope you find this Boost Mat useful!

English Boost – Summer 2020		Choose tasks to keep on top of your English skills over the summer break. A little bit each week will make a big difference.																							
<p>Watch a film and write a review on it.</p> <p>Include:</p> <ul style="list-style-type: none"> A brief summary of the film (no spoilers!) Who is in it? Clear opinions about what was good/bad about it Recommendations about who might like it 	<p>Write a description of a funfair using at least three of your senses.</p> 	<p>Write a blog entry on what you have learned from the Covid lockdown.</p> <p>Think about:</p> <ul style="list-style-type: none"> School work Feelings Relationships with family Relationships with friends What we have previously taken for granted How we have changed 	<p>Write a story about a time you were embarrassed by your family.</p> 	<p>For each word below, think of 5 more effective alternatives.</p> <p>If you're stuck, use a thesaurus.</p> <ul style="list-style-type: none"> Said Cold Shouted Windy Sad Happy Dark Shiny 	<p>Write a poem about celebrating people's differences.</p> 																				
<p>Choose a text that you have studied this year (or a book you have read at home) and pretend that you are making a film of it.</p> <ul style="list-style-type: none"> Who would play each character and why? Where would it be set? When would it be set? What would you leave out from the story and why? What would you change and why? 	<p>Write a travel guide to your favourite holiday destination.</p> <p>Include:</p> <ul style="list-style-type: none"> Where it is Weather History of the area Attractions and good places to visit – why? <p>You might want to include</p> <ul style="list-style-type: none"> Photographs Maps Interesting facts 	<p>How many words can you make from the letters in this grid?</p> <p>Make your own grids and compete with members of your family</p> <table border="1" data-bbox="593 613 794 792"> <tr><td>A</td><td>P</td><td>D</td><td>A</td></tr> <tr><td>E</td><td>K</td><td>V</td><td>G</td></tr> <tr><td>I</td><td>H</td><td>T</td><td>O</td></tr> <tr><td>M</td><td>U</td><td>L</td><td>T</td></tr> <tr><td>P</td><td>S</td><td>E</td><td>N</td></tr> </table>	A	P	D	A	E	K	V	G	I	H	T	O	M	U	L	T	P	S	E	N	<p>Design your own chocolate bar and choose two of the following:</p> <p>Write a script for a TV advert</p> <p>Create a poster advert using persuasive techniques</p> <p>Write a speech that you would deliver to Cadbury's persuading them to launch your chocolate. Why is it so good? How do you know that people will like it? How much will it cost to make? Who is it aimed at? Where will it be sold? How is it different to others on the market?</p>	<p>Write a magazine article aimed at 11-16 year olds on how to make the best of the summer holidays.</p> <p>Think about:</p> <ul style="list-style-type: none"> What might teenagers be thinking of doing all summer? <p>What <i>could</i> they be doing?</p> <ul style="list-style-type: none"> Activities – indoors and outdoors? Volunteering? Catching up with school work? Learning a new skill? Travelling to new places in the UK or abroad? <p>Consider the limitations we're experiencing at the moment.</p>	<p>Conduct an English audit.</p> <p>Think about your work this year.</p> <ul style="list-style-type: none"> What have you enjoyed? What haven't you liked? What do you think you are good at? What do you struggle with? What do you think you could do to work on the skills you struggle with? Set yourself three targets for next year.
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E	K	V	G																						
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M	U	L	T																						
P	S	E	N																						

Incredible Art

Our St Bede's artists have not let the lockdown stop their creativity. They have been painting, drawing and creating consistently. Here is just some of their work.

Year 7 – Jungle animals, plants and feathers:



Flynn Sinclair

Harry Copeland

Madeleine Willson

James Trigwell



Erin-Rose Barker



Nile Sheeran

Matthew Moss

Brayden Bailey



Rose Jackson

Year 8 – African Masks, The weeping woman and feathers



Amber Wells



Rachel Monk



Amelia Knock



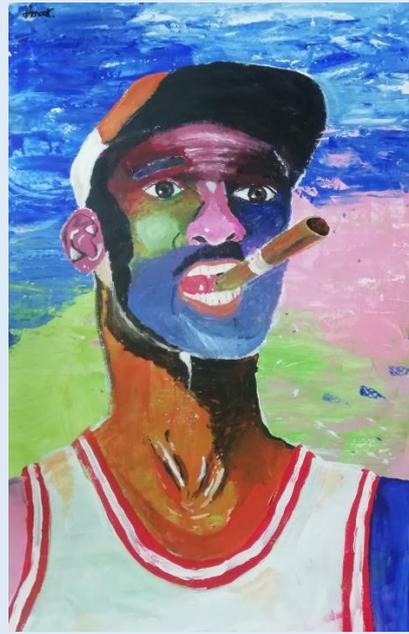
Shane Parry



Amelia Knock



Amber Wells



Amelia Knock



Amy Martin



Simon Parker



Ethan Hendstock



Alex Kershaw

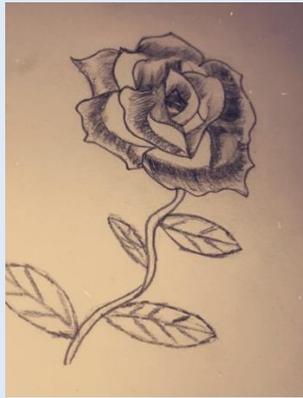


Olivia Bell

Year 9 - Natural Forms and Feathers



Alex Sheeran



Sally Abraham



Isobel Turnbull



Phoebe Shone



Isobel Turnbull



Alex Sheeran

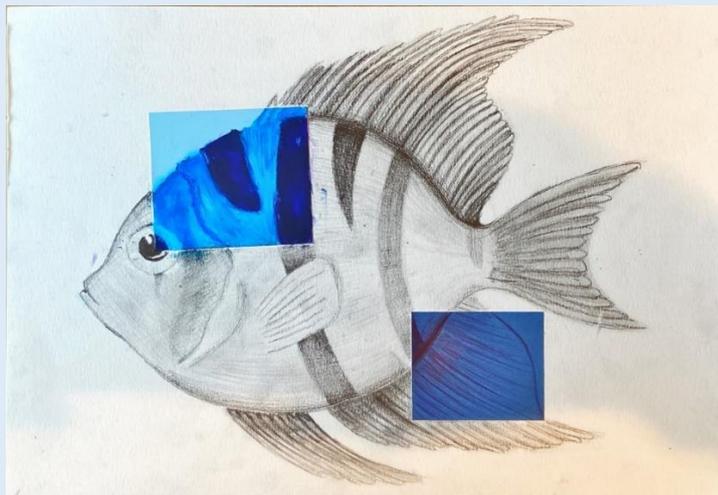


Alex Sheeran

Year 10 – Unit 1 Exam Prep



Lucie Deakin



Evie Jackson



Lucie Deakin

Hannah in Year 7 took part in a Frida Kahlo Webinar. She learnt about the artist and then created a portrait of Frida using acrylic. She has done a remarkable job. Hannah even inspired me to have a go with my family.



Hannah McCann

For similar Art Webinars suitable for children take a look at Art Enthusiasts London, Artreach Studios and London Drawing Group. All feature famous artist such as Picasso, Matisse, Damien Hirst, Paul Klee, Magritte, Chagall and many more.

The Tate has a number of art activities suitable for all ages <https://www.tate.org.uk/art/create-artist>. A favourite of ours is the spin art. This weekend we are going to try out painting to music like Kandinsky <https://www.tate.org.uk/art/artworks/kandinsky-cossacks-n04948/how-paint-kandinsky>. Or perhaps you'd like to learn how to weave <https://www.tate.org.uk/kids/make/cut-paste/learn-weave>.

Recommended reading



What's been going in the kitchen?

Food Technology - July Blog

Food practicals at home

Pupils have been encouraged to keep up with their practical skills at home. Here are some examples of what has been going on in lockdown recently, amongst KS3 and KS4 pupils.

Sophie Orledge has made a cake recently for Father's Day. It is a sticky toffee sponge with caramel buttercream and caramel sauce. It has three cake layers together with buttercream + some cake crumbs around the bottom of the cake. Added to it is a caramel drip around the edges of the cake:



Sophie has also made some cheesy bread too:



Hannah McCann has made carrot cakes and has a great action shot of her icing them. She has chosen cream cheese icing and the nozzle she has chosen adds definition to the icing:



Ruby O'Brien has made this beautiful cake for her dad's birthday:



Rose Jackson has designed two dishes, sweet and savoury, which could form a 2-course meal. Her sketches are a good way of planning how you think your dish may look. Here is her sweet dish which is strawberry cheesecake and her strawberries look lovely and juicy.



Oliver Harrison has produced a clear recipe for how to make quesadillas and included his picture.

How to make Cheese Quesadillas

- Step 1- Grate the cheddar cheese.
- Step 2- Sprinkle the grated cheese over one of the flour tortillas.
- Step 3- Put the other tortilla on top
- Step 4- Melt butter in a pan to medium/low heat. Then put the quesadillas on the cooked butter
- Step 5- Cook the Quesadillas for several minutes moving them around the pan.
- Step 6- Cut an apple up into pieces and serves as a side



Leah Jones has made some cookies:



Libby Birchall has made a batch of fairy cakes:



Gritty Curriculum Activities

Each week, pupils have been given a range of practical activities that will give them a challenge, as this is something that they may not usually do. Here are some culinary delights that have been made during lockdown.

Harry Gell has made 2 sets of cakes that would be suitable for a summer fayre (as ours was due to be this half term) and for the gritty task, made and presented them to his neighbours. He has made chocolate muffins and coconut muffins with Greek yogurt and pineapple:



Tyler Ramsay has made a family meal for at lunchtime, halloumi on a bed of salad with chilli sauce:



Ruby Benson has made fruit muffins and has also made them for her neighbour:



Ellie-May Matthew has made a tomato and cheese omelette for her family lunchtime meal. Here it is in progress:



Summer Fayre

We should have been celebrating our school summer fayre this term. With this in mind, pupils have been asked to design and make a food product that could be served at the fayre. Here are some examples.

Iris Fearon has made fruit muffins:



Harry Copeland has made afternoon tea for his parents to enjoy:



Michael Cloherty has made chicken kebabs; here are his before and after pictures:



Finn Glover has made jammy biscuits:



Zach Norbury has made his first ever batch of brownies, suitable for his stall:



Take – away Project

This covered 3 elements of DT: Graphics by designing a net for a food holder, Textiles by designing a surprise item for children and Food by making their meal deal.

Oliver Harrison has been busy making his textile puppets for this surprise item for children:



Thomas Pereira has made his colourful packaging design. He has included food options that would provide a variety of nutrients and a Rubik's cube which would keep the mind active:



Biscuit Project

Pupils have researched existing biscuits and carried out a product analysis. Now at the baking stage, here are some pupil examples.

Hannah Dykes has made gluten and dairy free biscuits:



Kirsten Scotland has made chocolate chip Nutella cookies for her project:



Afternoon Tea

In school during this part of the term, we would have enjoyed our afternoon tea celebration with local residents invited. Here are some of our pupils' home celebrations.

Harry Gell made this for him and his sister to enjoy:



Grace Kelly has made profiteroles, biscuits and key lime pie – all would be suitable to serve at this event:



Aimee Coy has made a carrot cake with cream cheese topping, with the hot drink included too:



Finn Glover has designed what his table setting would look like:



Zach Norbury has made afternoon tea for his family and grandparents to enjoy. He has included sweet and savoury items:



Leah Jones has made chocolate chip cookies suitable for her afternoon tea:



Harry Copeland has made a toasty for his afternoon tea – here is his evaluation, with tips on how this can be produced for different groups:

Ham and cheese toasty

Today I had a ham and cheese toasty so here are the senses I felt when eating this amazing type of sandwich.

It looked very tasty and with the orange / brown and crunchy texture it looked even more satisfying.

It smelt very nice. I could smell the cheese and toasted bread. It was one of the best smells ever!

It tasted delicious! With the cheese softly melting on my tongue and the bread and ham crunching together was a great taste!

The texture has very soft and crunchy with a bit of hard texture on the crust. It was great!



To make this for a toddler you can cut it up into smaller slices and heat the bread for shorter time.

To make this for a vegetarian you could switch the ham to vegan ham and remove the cheese.

For a slimming diet, you can remove ham and replace cheese. You can also add wholegrain bread instead.

Sophie Orledge has made an afternoon tea for her parents. She has made her own bread for the sandwiches and a variety of strawberry cakes:



Food Technology Theory

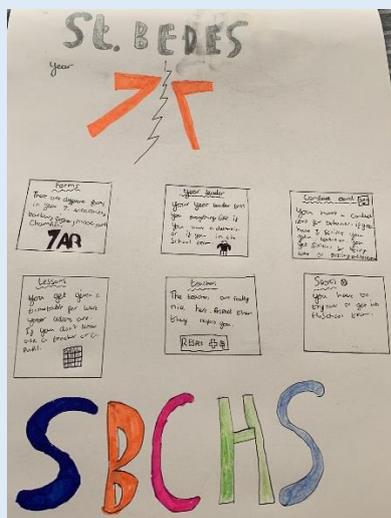
Pupils have also been given the chance to show their knowledge and understanding of Food Technology by carrying out various activities.

Martha Harford has made this poster, highlighting food safety. When handling ice, always make sure your hands are clean. A temperature probe needs to be used in the centre of food, held in place for 2 minutes with a core temperature of 72°:



We are getting ready for our new school year and looking forward to meeting our new cohort of year 7s. Here are some posters to help with the settling in period:

Jorge Smith



Eleanor Kervin has presented some information on the key nutrients we look during KS3. Have a go at including some of the food examples in your weekly diet:

5 Main Nutrients:

- Protein
 - Carbohydrates
 - Fats
 - Vitamins
 - Minerals
- We need protein because it helps with the growth and maintenance of our body tissues. Foods that are rich in protein are: peanut butter, chickpea, and lobster.
 - We need carbohydrates because it helps maintain blood glucose in our body while we exercise. Foods that are rich in carbohydrates are: coconut, rhubarb, and raspberry.
 - We need fats because it helps give our body energy and it supports our cell growth. Foods that are rich in fats are; eggs, oatmeal, and olives.
 - We need vitamins because they are necessary for our normal growth and function of our body. Foods that are rich in vitamins are; potatoes, bananas, and red meat.
 - Our body needs minerals for many different reasons, an example is that we need the calcium in minerals to help our teeth and bones. Foods that are rich in minerals are: soybean, lentils, and pumpkin seeds.

Oliver Harrison has produced an evaluation for his lunchtime meal. He has also included how this can be made suitable for other groups:

Meal: Ham wrap

It had 2 slices of ham tucked into a thin line of buttered, flour tortilla that was rolled up into a ham wrap. It smelt like ham wrap enclosed into thin strips of flour.

The taste was very nice and the ham with the butter stuck inside the in the actual tortilla wraps. The texture of the Tortilla had very small wholemeal pieces making up a lovely abstract pattern.

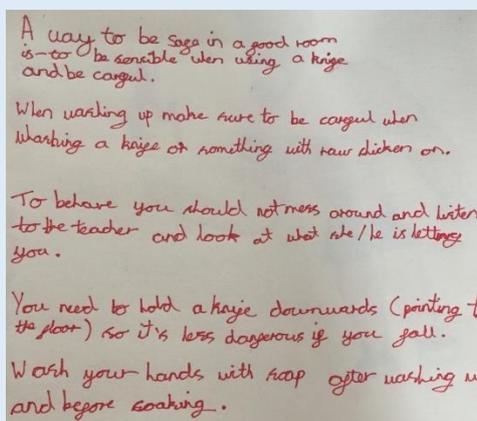
Adjustments

To fit a child- Make a smaller wrap, which is better for a toddler to handle and fill with either tuna/sweetcorn which is easier on the body system of the child.

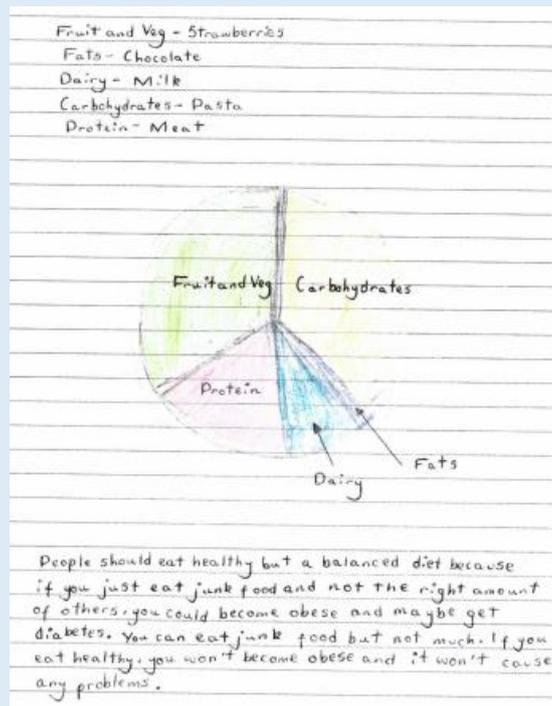
Vegetarian- I would change the ham filling of the wrap to something the vegetarians can eat (i.e. Cheese salad or maybe some Quorn products on the wrap).

Someone who is on a slimming diet- I would change the contents of the wrap to not have as much fat and unhealthy attributes as it could affect the diet of the person (i.e. chicken salad wrap depending on the type of diet). Depending on the diet – weight watchers or slimming world have their own wraps and fillings.

Brayden Swift has produced a poster with how to be safe when using knives in a food practical situation:



Michael Cloherty has produced a poster with information for the eatwell guide:



Where are we with Geography?

We are so proud of the fantastic effort from so many of our students in lockdown. Well done from Mrs Reynolds, Mrs Clare and Mrs Turpin!

Here are just a few examples of recent work:

YEAR 7 WORK ON FLOODING

How does a river flood?
Task 2: Add the labels to the correct box below.

Put the following labels into the correct boxes to show how a river floods.

- River level rises
- Water quickly reaches river
- River floods
- Water runs over surface
- Heavy rain falls
- Rain soaks into ground

Flooding in Boscastle, August 2004.

1 - Timeline of events	Causes of the flood 2 - Physical Human	Effects of the flood	Responses to the flood
<p>16 August 2004</p> <p>12pm – torrential rain began</p> <p>3pm - River banks burst</p> <p>4pm – Visitor centre was cut off by rising water and two families were trapped. 2/3 of the building was destroyed by a falling tree.</p> <p>4.45pm – 1st of 7 search helicopters were sent out.</p> <p>5.30pm – The trapped families were winched to safety.</p> <p>8pm - Water began to go back</p>	<p>History of flooding in the area.</p> <p>Lack of flood protection</p> <p>Storm held over Boscastle and didn't move on.</p> <p>Lots of rain in the days before and Bodman Moor was already saturated.</p> <p>Trees and debris blocking the river</p> <p>Boscastle at the bottom of a steep valley.</p> <p>Valency river is only small and can't hold much water so river banks burst</p> <p>Unpredictable storm</p> <p>Old drainage systems in the village</p>	<p>Loss of homes</p> <p>Upset to people's lives</p> <p>Environmental impact –</p> <p>Destroyed trees, river, wildlife homes, water pollution from oil and fuel in cars – it will go into the sea.</p> <p>Financial impact –</p> <p>Loss of workplaces, people losing homes, loss of tourism</p>	<p>Helicopters were scrambled.</p> <p>Environmental Agency carried out a major project to increase flood protection systems.</p> <p>Met Office looked at ways of predicting rainfall.</p> <p>The village got a new drainage system.</p> <p>The river channel was made deeper and wider.</p>

3. Explain why you think nobody died in this flooding event.

The reporter said that nobody died because of good fortune and luck and not because of planning.

Responses to flooding.

My flood survival kit!

Small, transportable water for family.

Nobody can last at least 24 hours without a source of water. It's vital we have this stuff, for our sanity, and mostly our health

Contained food.

Foods like meat could go mouldy and off very easily nowadays. If we have canned food, perfectly stored in a can or container, it should be edible and still, vital.

Flashlight & batteries.

If you are wandering around in the mist and dark, it would be hard to see, wouldn't it? If you have a flashlight, it would make it easier and could warn you of nearby danger. Extra batteries could be packed as a precaution.

Small amount of cash and coins

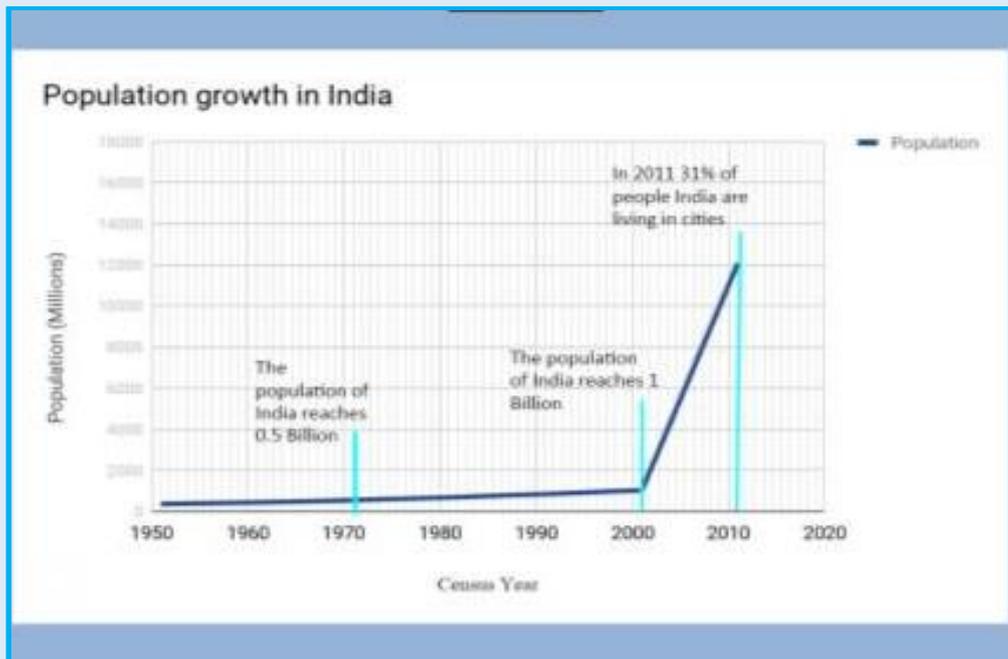
Banks would most likely be cut off by the increasing flood levels rising, so any spare pennies could become vital. Even small amounts could be crucial to your survival.

Medical supplies

A family member with existing health conditions who needs medication daily is a serious matter. They could get seriously ill or/and even die without their medication. Also, if anyone has an accident, this could be very handy.

Policies (passport, will, birth certificate.)

In some scenarios, if you have to flee into a different region where they require ID, these could make it a whole lot easier. Many places require personal ID, such as your passport or birth certificate.

YEAR 8 WORK ON INDIAIncredible India

The Taj Mahal is very sacred to India; people are inspired by India's beautiful scenery. India can lure people back to it with its wonders and scenery; food is very important in their culture. India has ELEPHANTS! India has something for everyone. India has massive beaches and temples; they have colourful markets and amazing scenery.

Similarities between the UK and India.

Both the UK and India have places of worship for people.

Both have beaches and forests.

Both have lovely scenery and value food.

Differences between the UK and India.

India is warm and sunny and the UK, usually, is cold and wet.

India has more exotic animals that aren't the UK's exotic pigeons.

India has massive temples of worship, but the UK just really has churches and cathedrals.

India is a lot more colourful than the UK ☺

India's geography

- 1) Mawsynram is very wet because the warm moist winds of the northward-moving air from the Bay of Bengal during the monsoon, which cover an extensive area but are forced to converge into the narrower zone over the Khasi Hills, so it concentrating their moisture.
- 2) The location of Mumbai is at the south west of India, right on the edge of the country. Mumbai is right next to the sea, so it has very good beaches.
- 3) Kangchenjunga more to the North East side of India, the Ganges River runs through the middle of the country.
- 4) India has a very mixed climate because of the Monsoon winds, it is based on distinct season and season of reversal of monsoon winds. This happens due to the differential heating of land and water bodies and pressure situations.

The Impacts of Tourism in Kerala

Below is a typical itinerary for a holiday tour of Kerala in India. Read the information on you have been given to discover the impacts of tourism on each of the places. Add the impacts in the spaces below and then classify these impacts.

1) After arriving at the hotel in Cochin, you book into an international hotel. A large amount of the money made from tourists staying in this hotel goes to HIC's, so it doesn't help the economy of India at all. ECONOMICAL
2) You visit the tea plantations at the hill station of Munnar. Locals are being evicted from their homes so tourists can see the wildlife. The locals have nowhere to go and can't afford a new house, so they are left to the streets. Also, the animals aren't being treated respectfully, some tourists throw rubbish and plastic bottles at goats which, if consumed, can be deadly to the goats. SOCIAL/ENVIRONMENTAL
3) Three nights at Thekkady to go trekking in Periyar Wildlife Sanctuary. People sometimes hunt and sell animals from the sanctuary, if people continue to do this then eventually there won't be any animals left there and some may even be extinct as a result of hunting! ENVIRONMENTAL
4) You spend 2 nights cruising the backwaters of Kumarakom on a luxury houseboat. The contamination in the water results in fish dying or fishermen selling fish that will have a taste of pollution when eating. It has tastes of kerosene which is combustible hydrocarbon liquid which is derived from petroleum. It is widely used as a fuel in aviation as well as households. This will result in people not buying the fish and that will cause the fishing industry to lose lots of money. SOCIAL/ENVIRONMENTAL
5) You spend Two days relaxing at Kovalam Beach There won't be any relaxing as the beach is covered in rubbish and plastic and the sea is contaminated with pollution! This might mean tourists won't want to come to places like this and India will lose lots of money. ENVIRONMENTAL/ECONOMICAL

1) Which activity would create the worst possible impact? Explain why.
The worst activity would be the houseboat. This would be because it is polluting the water and the fish, meaning it is dangerous for people to eat the fish. This then results in people selling the fish to lose money as no one is buying it. This is the worst as it is environmental social and economic as it is polluting the environment (and the fish) losing people money (economical) and affecting the people of the town.

2) What benefits do you think tourism brings to Kerala?
It brings lots of money to the town as tourists will be spending money to do local activities and buying local produce (food).

YEAR 9 WORK ON STONEHENGE

Do you think the tunnel should be constructed beneath Stonehenge?

I strongly agree with the construction of the Stonehenge tunnel scheme.

I believe that the tunnel should be built due to the overwhelming amount of reasons such as economic growth, improving the connection between the south east and south west, unlocking economic development, transforming journey times what can take sixty minutes could take seven or eight minutes and making the journey safer by reducing the number of accidents. The tunnel could help hundreds of commuters by giving them a safer quicker route to work.

Environmentally the tunnel improves on many aspects such as reinstating a rural landscape, allowing wildlife to move freely above the tunnel and finally creating chalk grassland to enhance biodiversity. The tunnel makes it easier to reach and explore the world heritage site (Stonehenge) by linking footpaths with new byways. The tunnel scheme would also improve the community by improving connections for cyclists, walkers and joggers also returning Winterbourne Stoke to its previous peaceful existence.

There are some people who believe that the cost is too much, but I believe that the benefits such as easy access, shorter routes outweigh the cost. As the infrastructure for the tunnel is being built this could affect the wildlife but this is a short term affect in the long-term animals their habitats will return as I mentioned in paragraph one. There would be a short term social affect on traffic as the tunnel is being built, during this time there would be a number of diversions and traffic routes and a possible increase in traffic accidents many people will say that this is a reason for the tunnel not to be built.

In conclusion I strongly agree with the tunnel being built due to the staggering amount of benefits. These benefits include helping the environment, providing help for the community and even adding that little bit of cultural heritage back into the area.

WWW – EXCELLENT DETAILED POINTS AND GROUPS WHO AGREE MENTIONED
8/9 PLUS 2/3 (SP+G) 10/12

☺

EBI – WHO ARE THE GROUPS WHO DISAGREE?

Do you think that the tunnel should be constructed beneath Stonehenge?

I feel strongly that the tunnel should be built for a number of reasons. Firstly, building the tunnel opens the road to Devon, Cornwall and Dorset for tourism and trade. By doing this will boost the local economy as traders can work with outlets in the southwest of England. Visitors can get to Stone Henge easier and happier as there would not be as much traffic as there used to be. So, this will be economically good for the area as it will increase tourism and money into the local Economy.

Secondly, by building this tunnel will ease the congestions that are in the towns surrounding the local area. This will help businesses that solely use transportation, like farmers or takeaways. Also, because these companies can operate better there would be a positive change in the local economy which would benefit everyone.

Thirdly, with a government investment it would make it cheap and easy to use and maintain therefore it would save money for the local economy and will give it a boost. Also, with the investment from the Government it can help the road get less congested around the area.

Finally, the tunnel mitigates the visual impact of the road as it is hidden from view so it's not as much of an eye sore for the people who have gone to visit it. Therefore, it can bring more people to Stone Henge and make it more money so they could possibly build better facilities.

But there are not just all positives for building the tunnel there are negatives there are reasons for this are. Firstly, lots of historical sites would be disturbed and lost forever. This would upset the druids because they could possibly be burying up the religious grounds of their possible ancestors.

Some tourists might not like it because impulse tourist who would want to go in the car and see it would not be able to because they have to go under a tunnel so they won't be able to see it. Also, environmentalists will not like it because they are a new road across the beautiful English Countryside.

In conclusion I think that it is worth investing in the road scheme because it would boost the local economy, it would free up the roads and opens the south east for holiday destinations. But they must do it, so they don't upset the druids, don't make it an eyesore and they can't make it too big so the British Heritage would lose their status.

WWW – EXCELLENT DETAIL AND GOOD USE OF KEY TERMS

8/9 PLUS 2/3, 10/12 😊

EBI – Have you ever been to Stonehenge? Is it somewhere you would like to go? Why?

Laudato Si garden takes shape







A summer blessing from Jacinta

May you walk with God
this summer
in whatever you do
wherever you go.

Walking with God means
walking with honesty
and with courage,
walking with love
and respect
with concern for the feelings of others.

May you talk to God
this summer,
every day and
in every situation.

Talking with God means
praying words of praise
for the beauty of creation,
saying prayers of thanks
for friends and good times,
and asking for God's help
in all your decisions.

May you feel God's peace and love, every day.

Amen

Let us know your news!

If you are involved in any exciting activities over the summer or you have stories of St Bede's from years gone by please contact school and we can celebrate this in our fortnightly blog. Also if you have a relative or friend who you would like our school community to pray for let us know via admin@sbchs.co.uk.

God bless,

Mr P Denton, Headteacher