



Castle View Academy

The best in everyone™

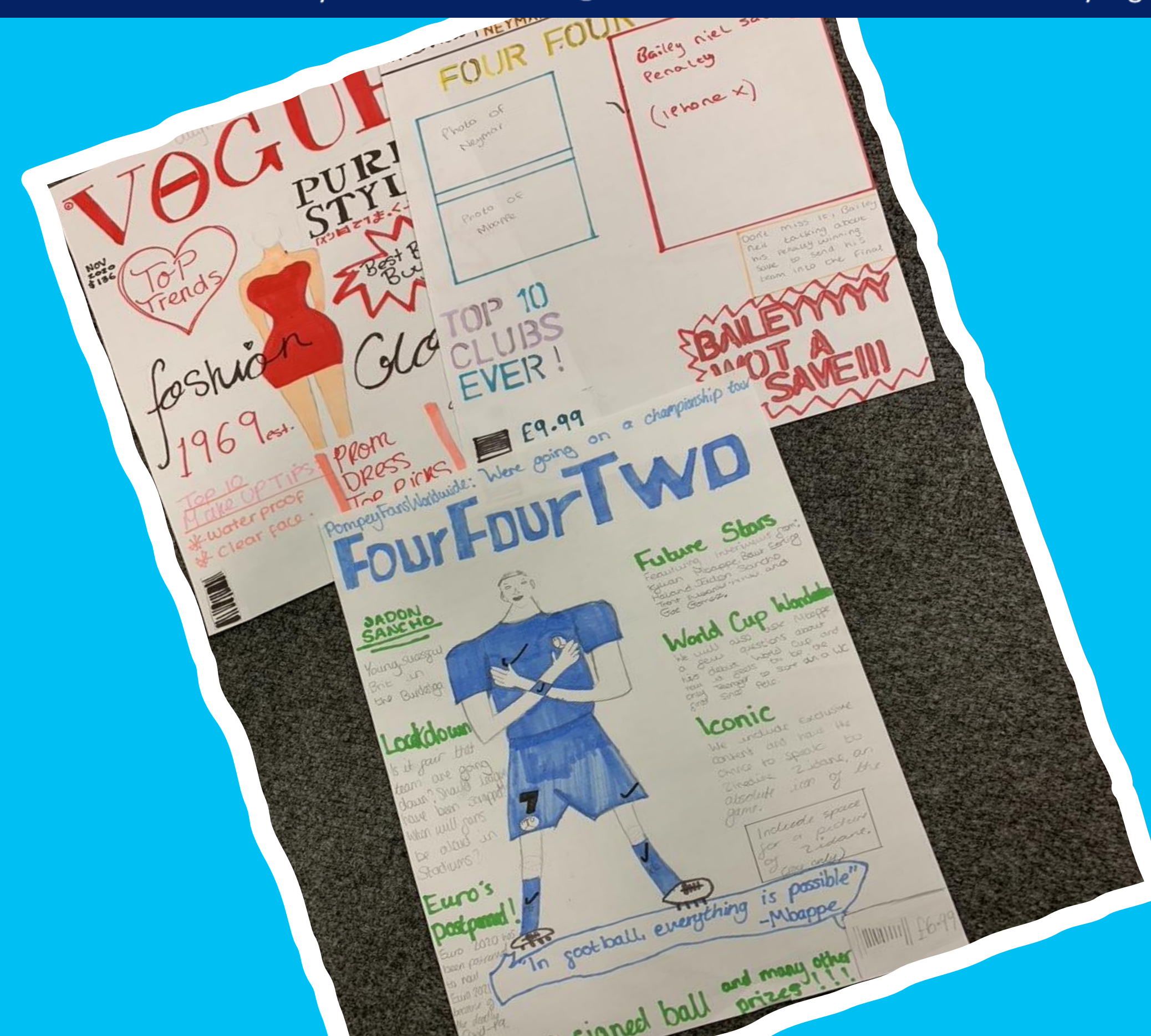
Part of United Learning

3rd July 2020 - Edition: 11

The Weekly Roundup

#Determination #Ambition #Kindness

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Back in face to face lessons, the Year 10's get time in the PC suite working on different projects that teachers have uploaded to the Microsoft Teams folders that the academy has used all through lockdown. Projects include History, Drama, Music and Catering. A number of Year 10's are continuing to make progress on their Btec Media Production coursework by researching and planning for the magazine industry. Here's a selection from Stanley S, Rafferty L and Lily M.

DANCE

DRAMA

STUDENT OF THE MONTH

YEAR 9 DANCER OF THE MONTH

June 2020 - Faith W

Faith has been working hard throughout lockdown to ensure that all of her dance work is completed. She has shown excellent presentation skills and has been trying all of the practical tasks as well as the theory ones. Keep it up, Faith!

Miss Nutland

CVPROUD

YEAR 10 DANCER OF THE MONTH

June 2020 - Marnie W

Marnie has completed every single dance lesson since Lockdown began and has done so with tremendous effort and enthusiasm. She has submitted excellent video evidence that will count towards her GCSE as well as detailed written work. Keep up the excellent effort, Marnie.

Miss Nutland

CVPROUD

YEAR 8 ACTOR OF THE MONTH

Mark H

For excellent attempt at creating character from an image

Mrs Reed-Birks

CVPROUD

YEAR 9 ACTOR OF THE MONTH

Harry R

for completing work with effort and precision

Mrs Reed-Birks

CVPROUD

YEAR 10 ACTOR OF THE MONTH

Rosie W

For being proactive with tasks and creatively responding to them

Mrs Reed-Birks

CVPROUD



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ART STUDENT OF THE MONTH

YEAR 8 ARTIST OF THE MONTH

Triniti B

For completing every homework set with increasing skill and precision.

Mrs Beck



CVPROUD

YEAR 9 ARTIST OF THE MONTH

Connor W

For completing set home learning and developing his own interests by creating fabulous drawings and design work of his own.

Mrs Beck



CVPROUD

YEAR 10 ARTIST OF THE MONTH

Chantelle C

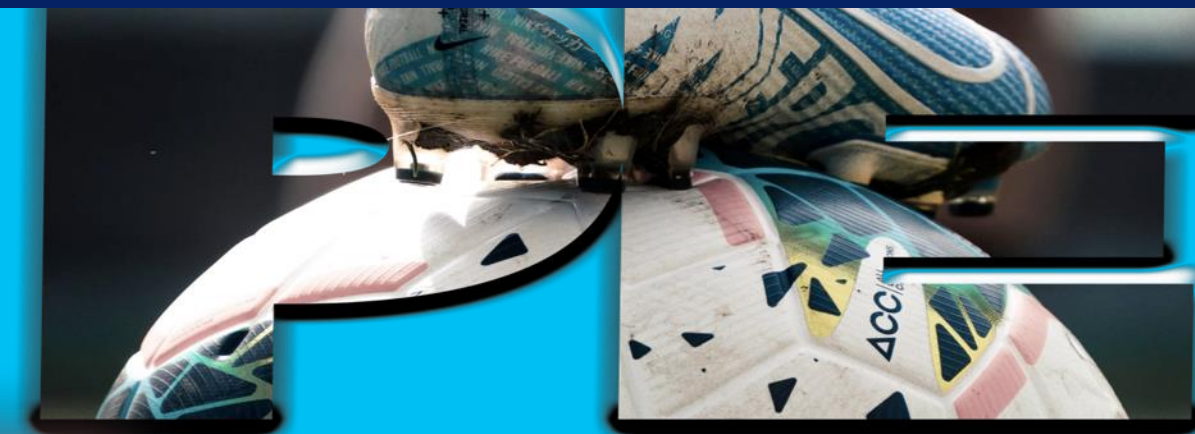
For completing every task set and engaging fully in the home learning experience.

Mrs Beck



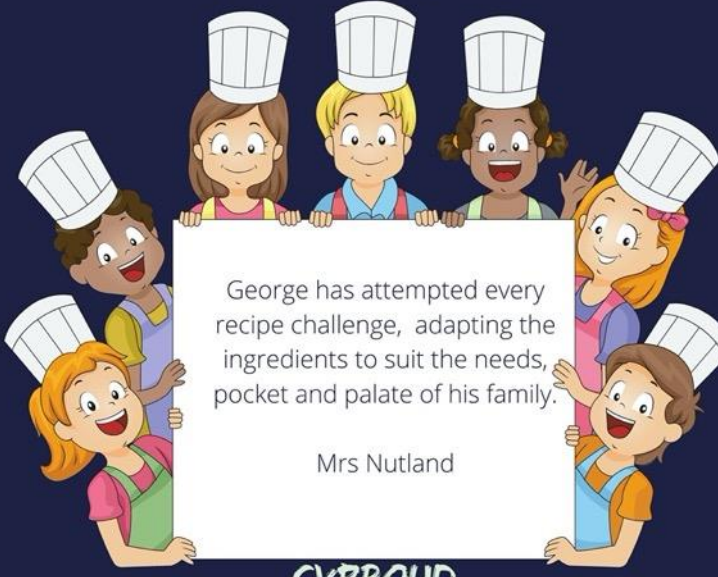
CVPROUD

Catering



STUDENT OF THE MONTH

YEAR 7
CHEF OF THE MONTH

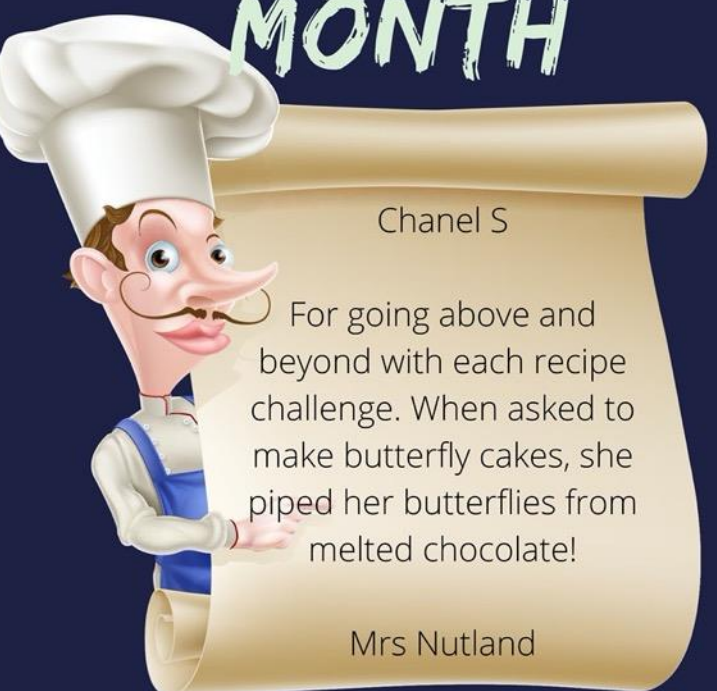


George has attempted every recipe challenge, adapting the ingredients to suit the needs, pocket and palate of his family.

Mrs Nutland

CVPROUD

YEAR 9
CHEF OF THE MONTH



Chanel S

For going above and beyond with each recipe challenge. When asked to make butterfly cakes, she piped her butterflies from melted chocolate!

Mrs Nutland

CVPROUD

YEAR 10
CHEF OF THE MONTH



Chelsey H

For completing every lesson to a high standard and engaging fully in the home learning experience

Mrs Nutland

CVPROUD

#CVProud



SPORTSWOMAN OF THE MONTH

Katie B

For completing her home learning to a very high standard and always communicating when checking her understanding.

Miss Towler

#CVProud



SPORTSMAN OF THE MONTH

Kieron J

For always completing and sending in his work for Sport Science.

Miss Towler

#CVProud



SPORTSWOMAN OF THE MONTH

Evie B

Evie has been committed to doing her PE challenges and also practicing her football skills in the garden after she completes her school work for the day.

Miss Towler

MUSIC

YEAR 7 MUSICIAN OF THE MONTH

Jake D

For constantly producing excellent music work whilst in Lockdown

Mr Waldren

CVPROUD

YEAR 9 MUSICIAN OF THE MONTH

Jack H

For the relentless music work he has been producing throughout Lockdown

Mr Waldren

CVPROUD

YEAR 8 MUSICIAN OF THE MONTH

Darcy C

For the outstanding Radio work she has produced whilst in Lockdown

Mr Waldren

CVPROUD

YEAR 10 MUSICIAN OF THE MONTH

Harvey N

For doing your best with the work set and communicating when things were not working or were difficult.

Mr Waldren

CVPROUD

MEDIA

STUDENT OF THE MONTH

MEDIA STUDENT OF THE MONTH

Shay T

For working diligently and creatively to make excellent media productions that promote and market her band wonderfully.

Mr Beck

CVPROUD

Connor W's ticket and first part of his and Shay T's evaluation for year 9 creating and marketing project.

Write your answers in full sentences please and expand on your answers. 1 word answers will not be enough to get your point across.

- What were you asked to do for this terms work?
We were asked to create a band for our genre of choice and we had to advertise the band by making a CD, tour poster and tour ticket for the band.
- What was the name of your band and do you think this reflected the genre of the band?
The name of my band was INF INIGHT and it reflected the theme as all the songs were to do with the theme of space and night time.
- What was the genre of your band and how did you represent the genre to their fans?
The genre of my band was pop. I showed this to their fans by the logo and the poster.
- What were the name of your band members and what was their role in the band?
The lead singer was called James Pluto, the guitarist was called Fred Neeran, the bass player was called Melvin Armadillo (or Melvin A for short) and finally the drummer is called Bingo Sun.

- What were some of the bands likes and dislikes in life?
A few of the bands likes were: speaking to fans, ginger biscuits, dancing on stage, sunglasses, shopping, getting new specs, mango's and clean towels.
Some of the bands dislikes were: bad hair days, eggs, bagels, sun-bathing, wasps, gerbils, armadillo's, animals with webbed feet.

What were you asked to do for this terms work?

This term we were asked to create a band and make the CD cover along with a poster and some other things to do with the band.

What was the name of your band and do you think this reflected the genre of the band?

The name of my band was Tarantula which I think reflects the genre rock because its dark and I imagine the music to be heavy and just very rock and roll.

What was the genre of your band and how did you represent the genre to their fans?

The genre was rock, and I represented it was dark colours and the song choices and the name, everything was very just what I would have imagined my band if I created one in real life.

What were the name of your band members and what was their role in the band?

All the band members where:

Michel Zommer he was the Singer,
Zak Milliton-Sharf he is the Guitarist,

Ashley light who is the drummer,

Josh Anderdes who was the bass player in the band.

What were some of the bands likes and dislikes in life?

Some things the band members liked were piercings, tigers, Rock music and meat. As well some dislikes were tattoos, tiktok and water.





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Professional Studies Weekly Challenges

#CVPROSTUDIES MEDIA CHALLENGE 3

Write a short scene from Eastenders or Coronation Street that features your soap family in it. It could be an argument in the Queen Vic, or A party in a house that is illegal because of lockdown restrictions and the police come to break the party up.

Use your imagination and the best ones will go into the Weekly Round Up.

MUSIC

Drama Challenge

How many tongue twisters can you master? (Make sure you pronounce clearly and go as fast as you can)

- SHE SELLS SEA SHELLS ON THE SEA SHORE
- RED LORRY YELLOW LORRY
- How much wood would a woodchuck chuck if a woodchuck could chuck wood?
- Peter Piper picked a peck of pickled peppers.
How many pickled peppers did Peter Piper pick?



DRAMA

#CVPROSTUDIES

MUSIC CHALLENGE 4

For this week, I would like you to try and send me a short video clip or an audio clip of you playing an instrument or singing a song!

Email your challenge to dwaldren@castlevewacademy.org.uk or send them in to the Professional Studies Facebook page

#PSMusicChallenge

VEGAN BANANA BREAD

Ingredients:

- 3 ripe (black) bananas
- 75ml vegetable oil
- 100g brown sugar
- 225g plain flour
- 3 tbsps baking powder
- 3 tbsps cinnamon or mixed spice
- 50g mixed dried fruit or nuts (optional)

Heat oven to 200C/180C fan/gas 6. Mash 3 large black peeled bananas with a fork, then mix well with 75g vegetable or sunflower oil and 100g brown sugar. Add 225g plain flour, 3 heaped tsp baking powder and 3 tsp cinnamon or mixed spice, and combine well. Add 50g dried fruit or nuts, if using. Bake in an oiled, lined 2lb loaf tin for 20 minutes. Check and cover with foil if the cake is browning. Bake for another 20 minutes, or until a skewer comes out clean. Allow to cool a little before slicing. It's delicious freshly baked, but develops a lovely gooey quality the day after.



let's get creative!

Choose **1 activity per week** to complete. These are split into different categories, some practical, some written, some creative etc. You have the **CHOICE** of what you would like to do but must provide evidence that you have completed a task in the following ways-

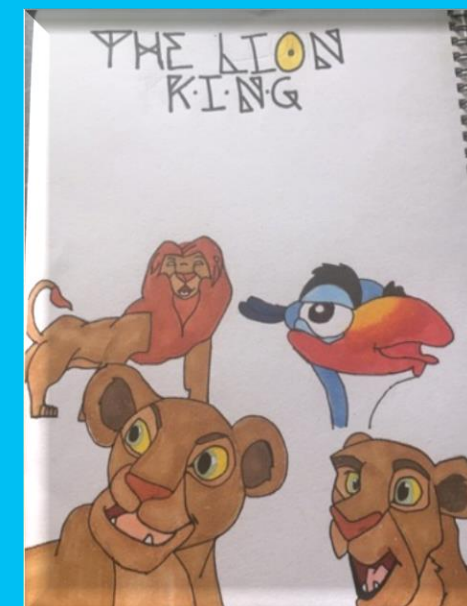
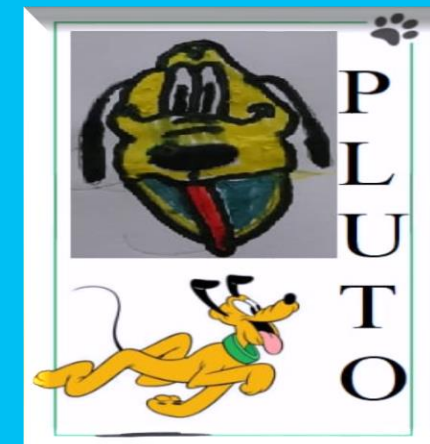
Practical task- Email a video clip of you completing the task in Dance kit or other appropriate dance wear. To Miss Nutland. You can also tweet it tagging @CVAProStudies or post on the CVProStudies Facebook page

Written task- Hand write or type in any way you wish and either email as a document or take a photograph of the written task and email to Miss Nutland

Creative task- Present however you like draw it, write it out or make it and either email, tweet or post on Facebook

SOCIAL DISTANCING BINGO

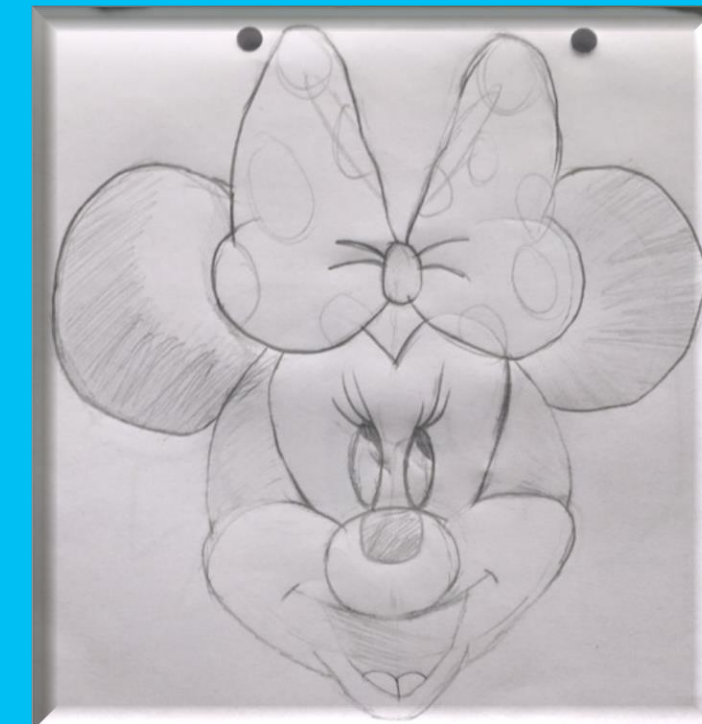
<p>Learn a dance routine from Hairspray on Broadway!</p> <p>https://www.youtube.com/watch?v=FTZgSy7HKAw</p>	<p>Write an article for "The Dancing Times" based on the choreographer MATTHEW BOURNE. Include lots of detail about his work and his methods.</p>	<p>Imagine that the floor is clear glass or plastic and covered in sand with an audience sat below looking up. Can you create a short sequence of movement that would be interesting seen from below.</p>
<p>Draw a floor plan of your house featuring all the rooms and corridors. create a routine based on an imaginary trip around your house and the things that you would do in each room for example brushing your teeth in the bathroom or cooking in the kitchen. Add different gestures and travelling movements to create your piece.</p>	<p>Try to learn an Afrobeats dance routine</p> <p>https://www.youtube.com/watch?v=Q_Slhxp3tU</p>	<p>Research the roles of Dancer, Choreographer and Costume designer. Find out what each of them does when working on a production and what skills they need.</p>
<p>Start a "Dance Ideas" book. Fill it with pictures of your favourite lifts, ideas for dance routines and pieces of music that inspire you.</p>	<p>Design a costume for a piece of dance entitled "The Circus of Horrors"</p>	<p>Learn a lyrical dance routine</p> <p>https://www.youtube.com/watch?v=Qm44DZCqwY</p>



ART CHALLENGE

For this challenge you will need..... A pencil, paper, colour pencils or paint depending on what you have at home.

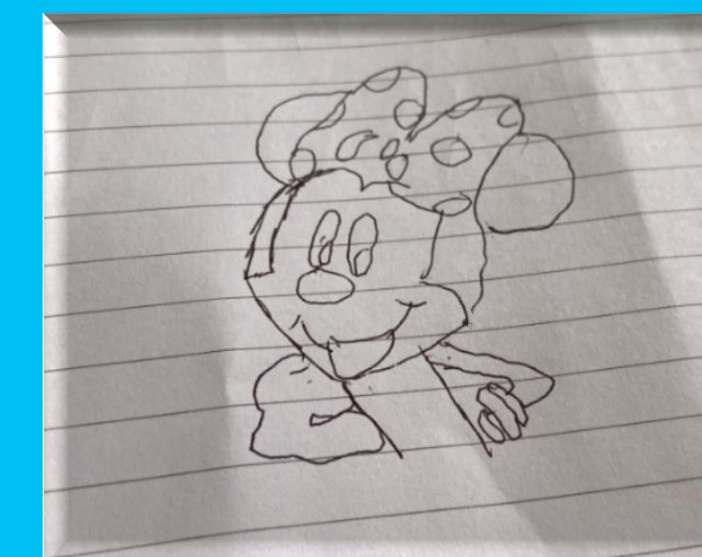
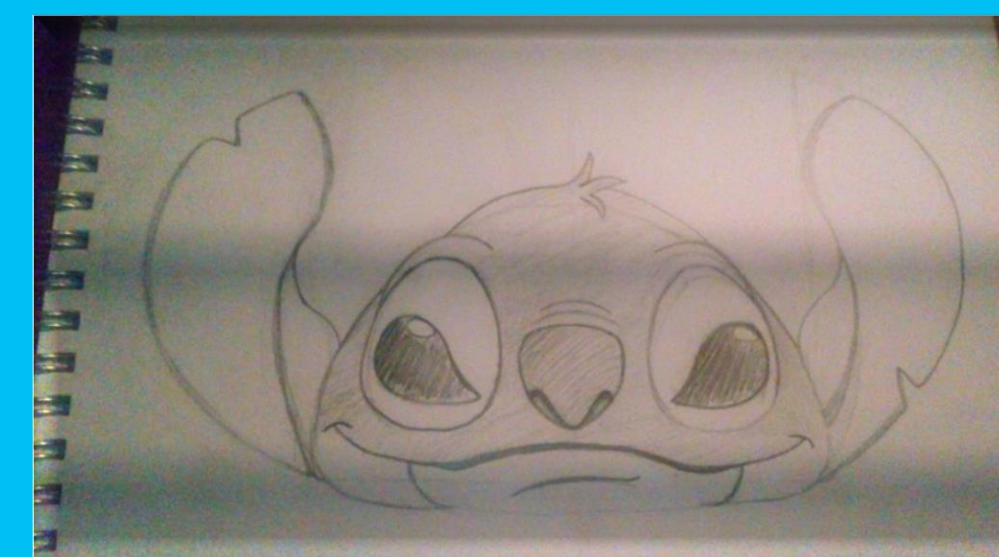
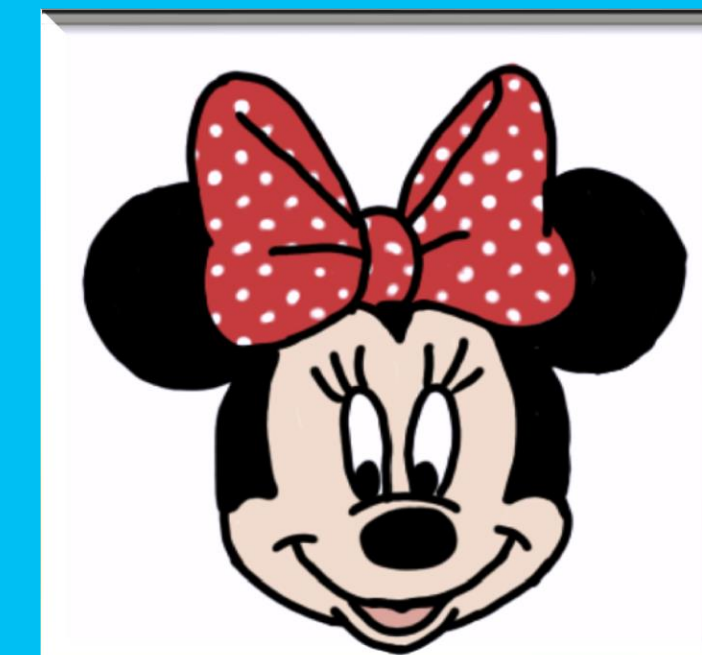
This week create a tree silhouette painting or drawing for the art challenge.. Submit pictures of your creations by emailing Mrs Beck. eliza.beck@castleviewacademy.org.uk



DEEP SPACE SPARKLE

Deep Space Sparkle have created tree silhouette painting. Enter the link info below to see the step by step instructions.

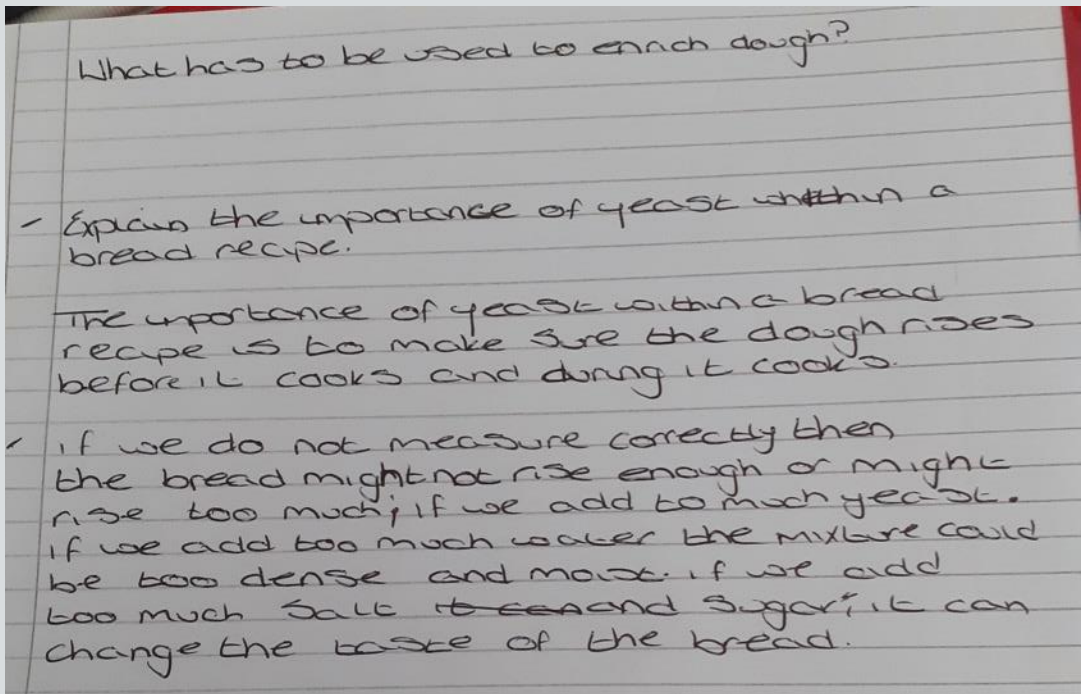
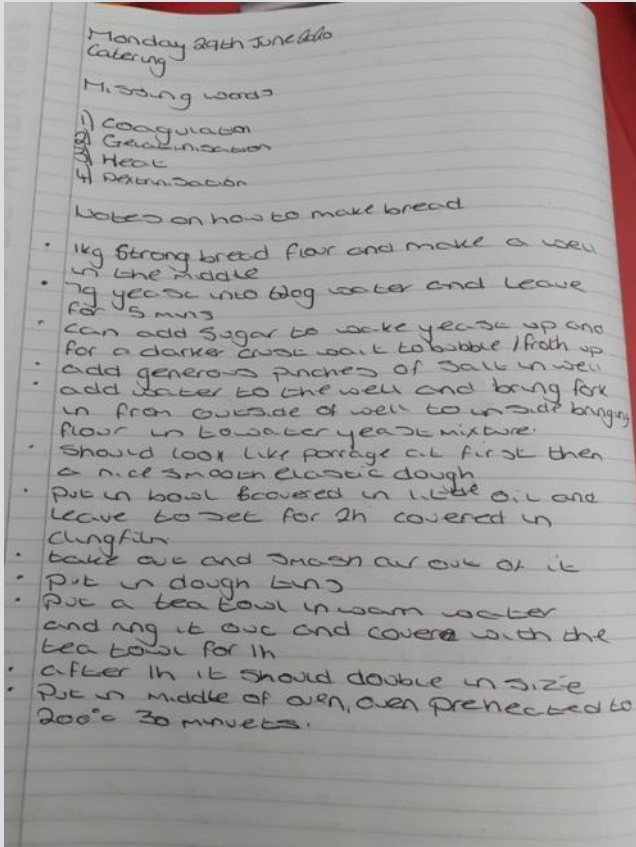
<https://www.deepspacesparkle.com/winter-tree-silhouette-art-project>



Remember to email pictures of your work to your teachers, we love to see what you have been producing!

Students really enjoyed the Disney Art Challenge. We had a record for work submission within 30 minutes of setting this home learning a student emailed a beautiful drawing!

Catering



GRACE P YEAR 9



SWEET AND STICKY CHICKEN
NOODLES. GRACE P (YEAR 9)

CHLOE B YEAR 10

Wednesday 1st July 2020
Lockdown Lesson 4 – Bread for Beginners
Bread is a staple food in the UK.
When baking bread, the dough goes through a number of reactions to heat, during the making and baking process.
Coagulation occurs when heat causes the protein within the flour to set.
Dextrinisation occurs when the starch is mixed with water to form a suspension, and with Heat, the starch granules absorb moisture and swell up.
Gelatinisation occurs when the starches are exposed to dry heat, causing the colour to change to a golden brown.
What do each of the ingredients actually do?
Flour:

- Provides bulk or body to the bread as the main ingredient,
- Alters the taste depending on the type of flour used,
- Absorbs water to make dough.
- Contains a strong protein content to stop the dough collapsing.
- Provides starchy carbohydrate and is fortified with vitamins and minerals.

BY JOSHUA R-S
YEAR 9

BREAD FOR BEGINNERS

- Water:
- Liquids help to create the right conditions for the yeast to grow. Liquids hydrate the flour, helping the gluten formation
 - Liquids need to be warmed to the right temperature (37 degrees C) to encourage the yeast to grow
 - When the dough is baked, water turns to steam to assist with the rise
 - Liquids provide the dough with a structure as it is used to bind all the dry ingredients together.

- Yeast:
- This is the main raising agent – a living organism; when it has the right conditions for growth, it respires and produces carbon dioxide
 - The ideal conditions for growth are:
 - Warmth- Ideally 37°C
 - Moisture- added to dry ingredients
 - Food – mixed with sugar to feed the yeast
 - Time - for the yeast to ferment

- Sugar:
- Structure - helps with the gluten formation
 - Taste – a small amount of salt improves the flavour of the bread
 - Beware! Too much will stop the yeast from fermenting

AMY J YEAR 10

Tuesday 30th June 2020
Fats and oils
Do Now:
There are many different fats and oils available to the **consumer**. The general rule is that fats, for example **butter**, are at a solid room **temperature**. Oils, for example, **olive oil** are **liquid** at room temperature. A small number of fats from **plant** sources are naturally semi – solid at room temperature. Fats are solid and come mostly from **animal sources**, whereas oils are mainly **liquid** and come from plant sources.
Butter:

- Butter is made from churning cream and it is high in saturated fat and cholesterol.
- Clarified butter is produced by melting regular butter over a low heat and skimming off the milk solids that would be let on top.
- Butter is one of the most popular cooking fats as it provides a rich flavour. However, it has a low smoking point which means it will burn easily if used for sauteing or frying.
- Butter is also used as a topping for breads and can be melted into cooked vegetables to enhance flavour.
- It can also be added to a number of sauces to provide richness.
- Butter is a main ingredient in baked goods, such as bread, rolls, cakes and pastries.
- Butter is perishable so it must be stored in the refrigerator.
- It should be tightly wrapped because it will absorb strong odours and flavours very easily.

Olive oil:
Olive oil has been a staple of the Mediterranean diet for thousands of years and is growing in popularity in other parts of the world. Its versatility as a cooking oil makes it popular and it has the ability to enhance the flavour of many foods. It is used as a condiment, in the same way we use salt and vinegar, and has proven health benefits.

Sunflower oil is extracted from sunflower seeds. It has a light yellow colour and a mild flavour. It is used as a base for salad dressings and can be combined with other ingredients to alter its flavour. It is used for cooking because like most other refined oils, it has a high smoke point. It is low in saturated fat and cholesterol.

Other types of fat include:
Ghee – Clarified butter used in Indian cuisine.

Suet – a solid white fat found around the kidneys of cows and sheep.

Vegetable oil – a refined oil that has very little taste or smell, used in frying and baking.

Rapeseed oil – cheap to produce and an excellent ingredient for salad dressings as it contains a high level of omega 3 fatty acids.

Monday 29th June 2020
Fats and oils
Do now
There are many different fats and oils available to the consumer. A rule is that fats for example butter are solid at room temperature. Oils for example olive oil and liquid at room temperature a small number of fats from plant source and naturally semi roomed temperature fats are solid and mostly come from animal sources while oils are liquid and come from plant sources.
Butter
Butter is made from churning cream at its high in saturated fat and high cholesterol. Clarified butter is produced by melting regular butter over a low heat and skimming off the milk solids that would be left on top butter is one of the most used cooking fats as it provides a rich flavour however it has a low smoking point which meant it will burn easily if used for saucing or frying. Butter is also used as a topping for bread and rolls it can be melted into cooking vegetables to enhance flavour it can also be added to several sauces to supply richness. Butter is the main ingredient in baked goods such as bread rolls pastries and cakes. Butter is perishable so it must be stored in the refrigerator it must be tightly wrapped because it will absorb strong odours and flavours.

Lard
Lard comes from pig's fat that has been made and clarified to produce a firm and evenly textured product with little flavour. Lard that is unprocessed has a soft greasy texture and a strong flavour it is softer than butter and has a white colour. It has become less popular over the years as it gives your health problems and obesity.
Olive oil
Olive oil has been a staple of the Mediterranean diet for thousands of years and is growing in popularity in other parts of the world its veracity as a cooking oil makes it popular and has the ability to enhance the flavour of many foods it is also used as a condiment in the same way we use salt and vinegar and has proven health benefits.
Sunflower oil
Sunflower oil is subtracted from sunflower seeds it has a light-yellow colour and has mild flavour it is used as a base for salad dressings and can be combined with other ingredients to alter its flavourings.

Mental Health and Well Being

AFFIRMATIONS

Do you have an inner critic telling you you're not good enough or that any task you are going to start you will fail? Then maybe the art of positive affirmations is for you. Many people swear by 'affirmations, to help counteract a negative inner monologue and train their brain to think more positively.

Basically affirmations comprise a pre-planned phrase you say to yourself several times a day, ideally in front of a mirror and represents a belief you would like to hold about yourself. The unconscious brain learns through repetition, so the idea is that after a while the phrases will be absorbed into our unconscious belief systems, at which point they will have sunk 'in' and will counteract any destructive and self-limiting beliefs.

Here are some easy starters you could practice with

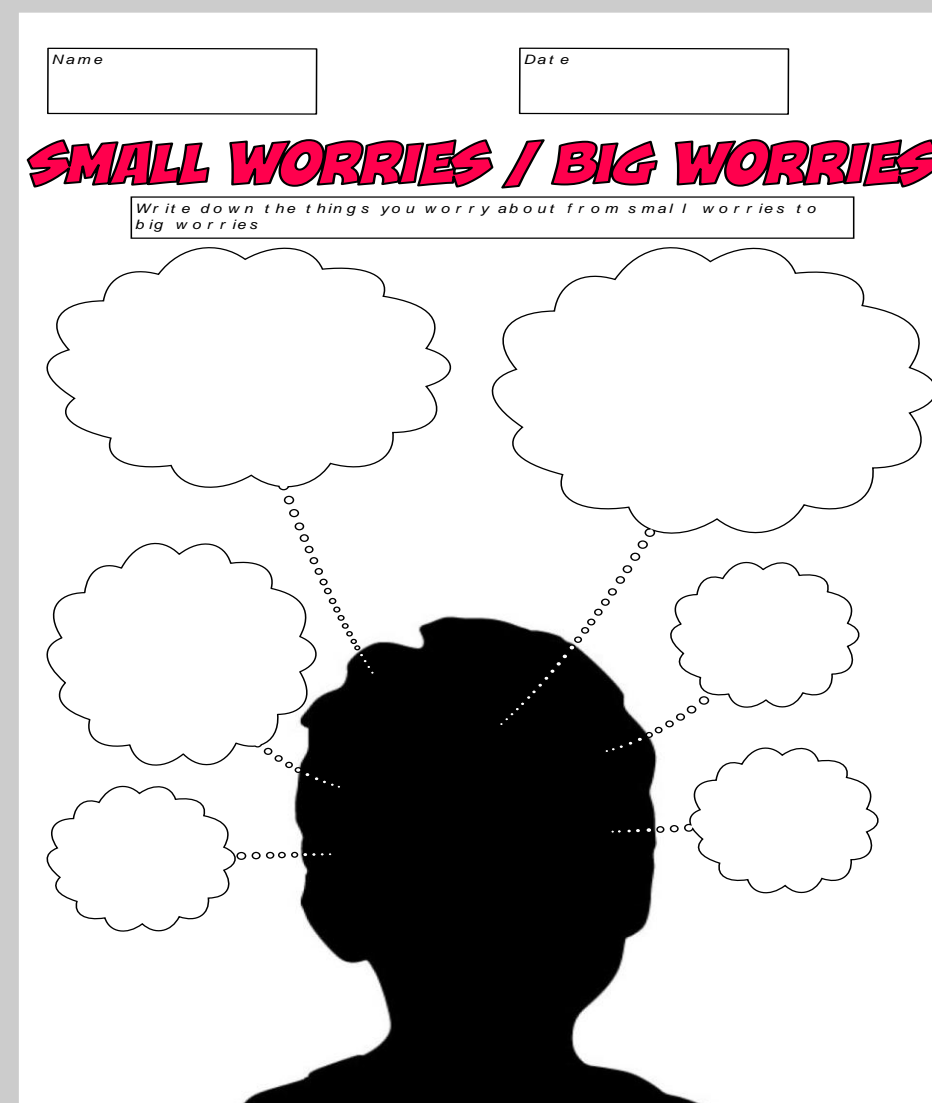
I am
good
enough

I deserve
just as much
as the next
person

I am
alright

Everything is
going to be
ok

I am going to be
the best version
of myself today



Writing down your worries and putting them into big worries or small worries is a great way to categorize what your problems are.



Mental health focus

Thinking errors 5, M and M's.

Magnifying or minimising thoughts is when the mind will focus on the negative impacts of your actions and completely ignore any positive impact you might have made.

So
let's say you have sent
a wrong email to the wrong
person. Now you start to panic,
in your head have been called
into the bosses office, you've been
sacked, you now can't pay your
bills and your going to lose your
home is what your
hear.

This can also be known as catastrophizing when we let negative thoughts spiral out of control. Stop these thoughts by focussing on your breath and regulate your breathing.



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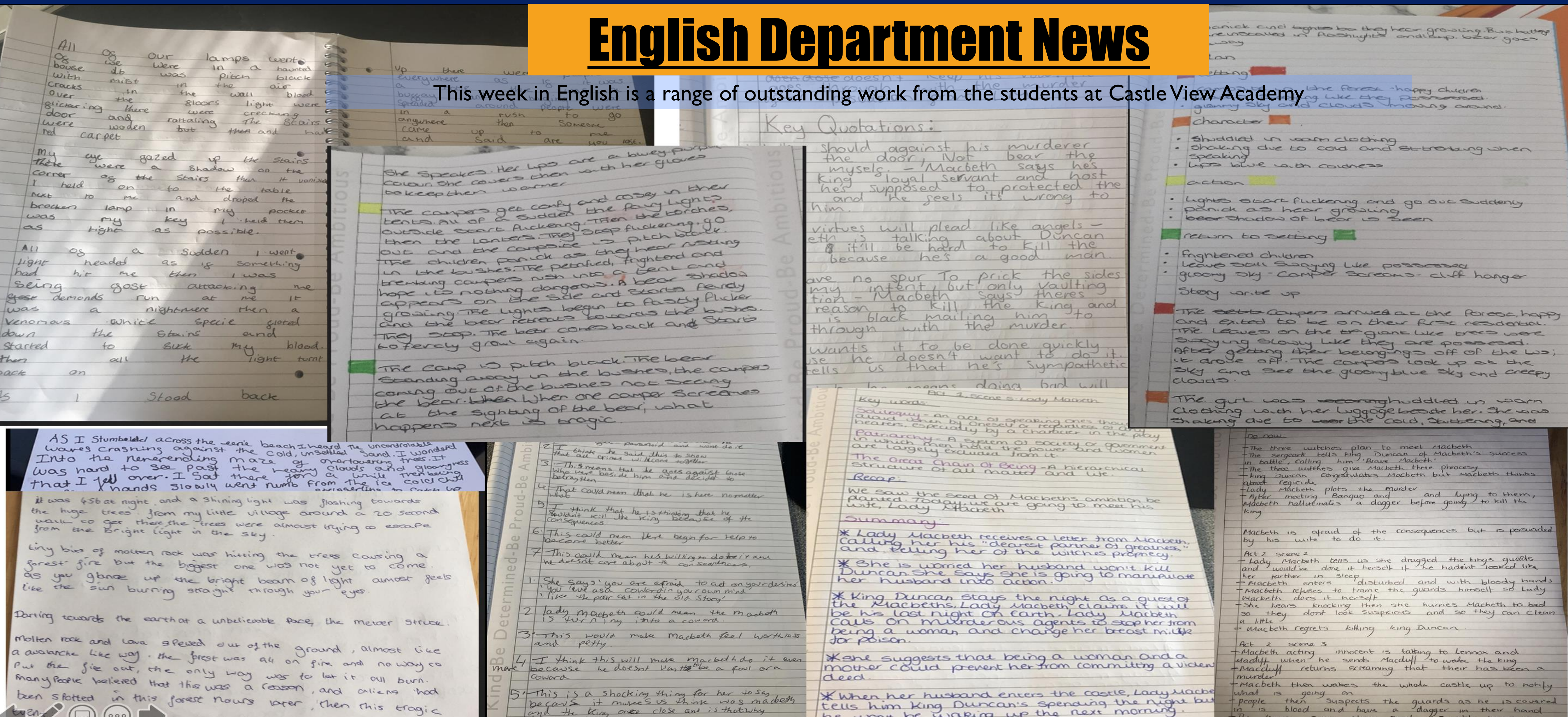
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English Department News

This week in English is a range of outstanding work from the students at Castle View Academy





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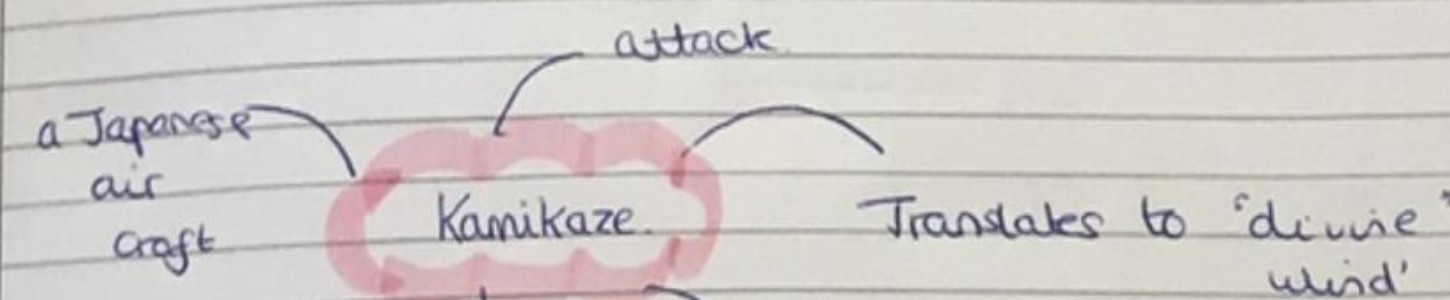
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However in the poem ozymandias the writer conveys that nature is more powerful because it has destroyed ~~power~~ a statue that had power. We know this because the quotation 'nothing ~~and~~ besides remains round the decay of that colossal wreck'. This means that nature has decayed the powerful statue and has only left the legs still standing in the desert. The word that is important is 'decay' because it conveys that nature is powerful enough to destroy things. The writer may have used these words to show how powerful nature can be.

power of government ideas can last a lifetime. The speaker convey's this by saying 'he must have wondered which had ~~the~~ been the better way to die.' It is like the soldier feels that even though he didn't die in a battle he lost his life because power had controlled his life. The word 'wondered' tell us that he thought about this for a long time ~~he~~ ^{because} he may have known it was going to happen. However, in Ozymandias Shelley ~~argues~~ ^{describes} that power fades over time. Shelley argues that the power of Ozymandias has faded over time and that power doesn't last forever. The speaker implies this by saying 'Nothing beside remains round that decay of that colossal wreck'. It is like there is nothing left of Ozymandias' empire. The quote 'nothing beside remains' tells us that power has completely vanished.

In Kamikaze and Ozymandias they both convey the idea of power of authority. In Kamikaze, Garland argues ~~that~~ authority has the power to influence people's thoughts. On his journey he says 'A shaven head full of powerful incantations and enough fuel for a one way history.' It is like the ~~poet~~ speaker wants to have more people think about nature. The description of a 'shaven head' implies the description of the character. Also the phrase 'Full of powerful incantations' uses a metaphor for the ideas ~~has~~ authority put into his head. The idea of 'powerful incantations' ~~is~~ conveys that power takes over us. Similarly, in Ozymandias, Shelley conveys the idea of power of authority is stronger than man. On his way to on the journey he says 'My name is Ozymandias, king of kings.'

- The writing of this poem was promoted by the horrific events of 9/11 where terrorists attacks were carried out by al-Qaeda on four US buildings including the twin towers.
- However in 2006, Tsuneo Watanabe, editor-in-chief of large Japanese newspaper questioned whether this was true.
- These missions were sold to the Japanese people at the height of Honour and sacrifice for your family, country and emperor.
- They were hailed as heroes and military commanders claimed that they had an excess of volunteers willing to sacrifice their life for the cause.
- Garland then looked into the experience of Japanese kamikaze ~~pilots~~ pilots.



- Checking out the History
- Dialect - a particular form of language of a sector / group of region
- Born in 1949 in what was then British Siam aged now as Britian
- he has a strong Caribbean accent
- he learnt most of his english words from
- Checking out the history
- history never did revisiting his past
- Checking is more sure about what happened

The poem suggests the colonial ^{colon}
 system deliberately blinded ~~them~~
 people to their own history and

making a deliberate suicidal crash on an enemy target.

With quotation ^{to} best evidence that the
difficulties are ^{now} faith and growth.
the answer = electricity had something to say
about desert roads. Idea of "thought" was put
in a small building to a large family.

2) Scott is ^{now} a mountain that best evidences
Bragg's honor and virtue.


Answer = there has to now king. Can you
earn it, all. AS with woman promised.



Root word: *medi* Meaning: *middle*

Words containing the root 'micro'

- **median:** the middle value in an ordered set of values
- **mediocre:** in the middle in terms of quality; average
- **medieval:** relating to the middle ages

CHALLENGE 
How many words
can you think of
that include the
root 'medi'?

Can you explain
the word's
meaning using
the word
'middle' in your
definition?



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SCIENTIFIC SCIENCE NEWS



SCIENCE STARS - STUDENTS WHO HAVE PUT AN ASTRONOMICAL EFFORT INTO THEIR
HOME LEARNING ACTIVITIES!
WELL DONE AND KEEP UP THE HARD WORK!

Did You Know?

Even though **peanut** has the word "**nut**" in the name, it's not really a **nut** at all. It's actually a legume. Legumes are edible seeds enclosed in pods, and are in the same family as beans, lentils, and peas.



Year 7: Ayesha J, Jacob R, George B, Shannon A, Dixie W and Evie L

Year 8: Maisie H, Grace C, Zara A, Dylan J, Dylan N and Tia W

Year 9: Jack H, Michael D, Ben E, Tom E, Amy G, Chanel S and Daisie T



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Year 10

Remember to sign up to the Seneca Learning online classroom as soon as possible. The link you need is

<https://app.senecalearning.com/dashboard/join-class/tah0h1wxed>

To support you with your transition into Year 11, there will be weekly revision assignments to go alongside your usual online science lessons.



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Above and Beyond

HISTORY

mined - Be Proud - Be Ambitious

The Deutsche Arbeitsfront replaced trade unions since the Nazis had abolished them due to their support on Communist. The reason had to be removed, it ran several schemes. The DAF provided the needs of workers. The DAF set out the rights of workers in the best place. Maximum length of the working week and minimum pay levels. Overall, the role of the DAF was to control both employer and employees. The aim to ensure that business would not put the best interests of business owners or workers, but the best interests of the state.

Leaving Trade Unions meant that German workers became angry due to what had happened a couple years earlier with the Wall Street Crash. The Nazis set up another organisation in 1933 to improve the standard of living of workers. The purpose of the DAF was to make benefits of work more enjoyable. Making work more enjoyable meant that people would be more intent in their jobs. The Nazis in women created by the Wall Street Crash led to an increase in productivity and loyalty to Hitler. It encouraged people to be more loyal to Hitler. Hitler felt loyal women could win impressive jobs. By 1936, there were 35 million members of the DAF.

There were many factors which contributed to unemployment falling from 9.8 million in 1933, to 0.3 million by 1939. The Nazis installed 'Verble' and 'Verble' jobs. Such jobs include the RAD. The RAD was a Verble garden that purpose was to create jobs for other people. Unemployed men were employed in low wage jobs such as building Autobahns, Coastal Walls, and draining Marshes. The foundations of this were laid by the Weimar Republic, but the Nazis developed this into the RAD, which was compulsory for six months by 1935. By the end of the 30s 7,000 km of Autobahns were built. This clearly contributed to the growth of the rest of the German economy using this road. Moreover it contributed to demand for the VW car, again supporting further employment. Overall the RAD led to a rise in low wage jobs, but they were arguably unsustainable in the long term. Secondly, in continuation of the Treaty of Versailles, the Nazis re-armed Germany in 1933. 35 billion marks were spent on armaments. By 1939, this was 26 billion. This led to employment in manufacturing increasing. Employment in aircraft manufacturing rose from 4,000 in '33 to 72,000 in '35.

Workers benefited from several different schemes introduced by Hitler in the 1930s.

One of these would be the setup of the DAF. The DAF abolished trade unions due to them being communist against Hitler. It was set up in 1933 when Hitler came to power. They protected citizens' rights of the week, their pay level and increased their loyalty towards the Nazi party. This allowed Hitler to take control of these people, but he also had the ability to punish those who didn't follow it, which made more people follow him. The DAF had several schemes to gain loyalty but to increase Germany's standard of living at the same time. By raising the work time by 6 hours, it increased the overall standard of living.

Next would be the SDA. This aimed to improve conditions by reducing noise in workplaces. On the other hand, the KDF was also set up and it aimed to increase productivity by making workers more happy in Germany. For example, it provided low-cost/free activities like some 21,000 more theatre shows and holidays as a reward. This led to Germans being more happy and content towards Nazi and Hitler.

The DAF controlled the wages. This led to a 20% increase in income. This led to some people being better off and some worse.

Be Proud - Be Ambitious

There were many important factors which which contributed to unemployment falling from 9.8 million in 1933 to 0.3 million by 1939.

Grassly the Nazis enacted 'Verble' factors like the RAD which was the national labour service. They introduced autobahns (autobahns) this led to an increase in employment because the amount of roads that were available for example: Coastal walls, and draining marshes. It was mainly the Nazis which contributed to the Autobahns. By the end of 1930's 7,000 km of autobahns were built. Furthermore, Nazis introduced the new Volkswagen Car to citizens. From this new car also decreased unemployment for the country. Supplying more jobs. The RAD led to a rise in low wage jobs. Next,

Abolished trade unions because they supported communists. The DAF was created in 1933 when Hitler came to power. The DAF supported Germany. The DAF protected rights of workers e.g. Length of week, min pay level. But workers couldn't negotiate pay levels, working week increased by 6 hrs, and they had the power to punish those who slowed production. This meant more Germans didn't blow down due to the punishment. The KDF of strength through joy was set up to increase productivity. planned sporting events, holidays. They also got the VW car, they got 5 marks a week but the money went into rearmament.

Wednesday 15th July 2020
History 2
What is hospitality?
Hospitality: the friendly and generous reception and entertainment of guests, visitors, or strangers.
Medieval hospitals: caring for the sick.
Care for the sick: Did not care for the sick. It was one and prepay for burial often rejected.
A good place to be dead.
Keep clean had linen replaced regularly.
The Home
A map of sick people were cared for at home.
It was expected that women cared for their relatives when needed.
They were expected to give various plants for healing properties to prepare medical remedies.

type	Method	uses
Cutting a vein	Cut a vein with a sharp instrument	To balance the 4 humours
Leeches	They would suck blood out of patients	For people whose age of condition made cutting the vein dangerous
Cupping	Skin pierced until it bled then covered by a heated cup to create a vacuum drawing blood out.	Increase blood flow from infected area

Notes

- religious treatments like spells and prayers. Fasting, pilgrimage. Paying for a special mass to be said.
- King had special healing powers
- Astrology, used to prescribe treatments
- They would try to balance the 4 humours through bleeding and purging. Sometimes they die through how much blood is lost.
- Purging would be done through vomiting.
- Enemas or clyster were used. A mix of water and herbs, oil, wheat would be put in a pig's bladder then pumped into the patient's anus

Great in-depth analysis from Molly C, year 10

TALLULAH S, YEAR 10

Jake H year 8
History on ancient medicine practices

GRACE C'S
HISTORY
WORK, YR 8

Well Done

Enquiry: How did policing Victorian Britain change?
How was Victorian Britain policed before 1829?

Key Words:
Thief-takers – Tracked down criminals and claimed rewards, before a police force existed.
Peelers – police officers were nicknames this, after the Home Secretary Robert Peel because he set up the first Police Force in 1829.

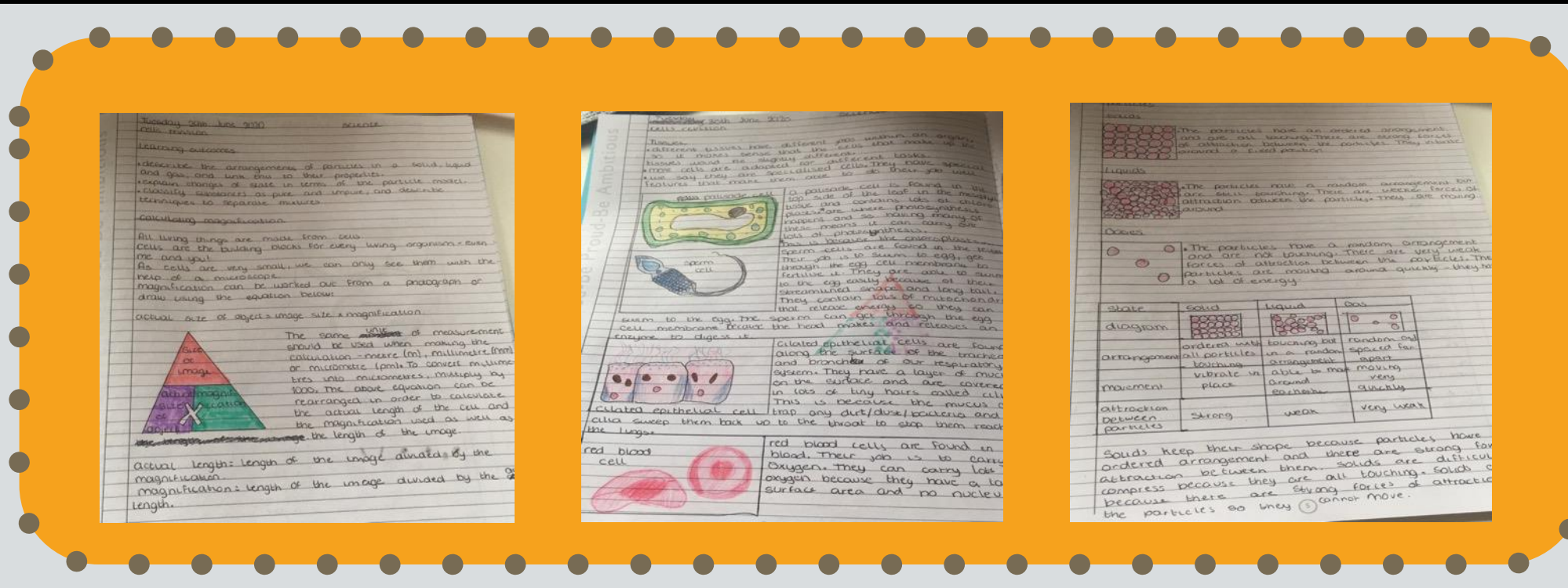
Crime and policing	Typical crimes	How they were policed – methods used	Problems/limitations and strengths
Pre-1750	Poaching, trespassing, Pickpocketing.	Keeping peace, prevent crimes and poaching. If caught whipped and tortured.	No weapon, no uniform, had to do on top of a different day job as they don't get paid.

The differences between the 'petty constables and watchmen' and the new Metropolitan force of 1829 was that Metropolitan police had a uniform, whereas the constables didn't. The new police were able to read and write, but the constable couldn't. Constables tracked down thief's and got rewards, but on the other hand new police earned £1 a week – less than a skilled worker.

Above and Beyond

Top 10 Hegarty Maths

Student	Year	Points
Harvey N	10	4.4
Ashton S	10	3.5
Jordan S	8	3.2
Billy O	10	2.9
Libby S	10	2.8
Blossom L	10	2.7
Connor R	10	2.4
Jay B	10	2.2
Lorraine W	8	2.2
Lenny Q	7	2.1



TILLY- MAY R YR 7 SCIENCE REVISION

If you need to get in touch with someone from the school, please use the following email addresses:

HOY 7 – clare.sitch@castleviewacademy.org.uk
 HOY 8 - naila.choudhry@castleviewacademy.org.uk
 HOY 9 – jennie.cole@castleviewacademy.org.uk
 HOY 10 - laurence.holden@castleviewacademy.org.uk

Student Welfare
 Mrs Griffiths - samantha.griffiths@castleviewacademy.org.uk

If you need to contact the school in an emergency, please contact Mrs Gajdus on arlene.gajdus@castleviewacademy.org.uk or 07745791678

Don't forget to follow us on our Facebook & Twitter pages using @CastleviewUL

Take care and stay safe!

My Tutor Programme

We had some great feedback from the tutors and below are some of the highlights.

Chloe - English Literature
 Great contribution to the lesson - Chloe has a great understanding of the Industrial revolution and how children were treated. She showed great engagement when asked about authorial intent and the novel's themes.

Eloise M - English Literature
 She did really well. She didn't know a few of the literary techniques we looked at it. E.g. she knew what a simile was, but not a metaphor. By the end of the session she was able to give examples of both, as well as dramatic irony, imagery, alliteration and more.

Tallulah S - Science
 Tallulah did very well in attempting all of the questions in a logical manner. She did mention she had forgotten a lot since lockdown had started (understandably), but with encouragement she ended up reaching the correct answer for most questions. She did well today as a first lesson, and I am glad we have started to find out what she is good at and what needs improvement.

YEAR 7

Dear all,
Thank you to parents for their continued support of home learning. Last week we saw another significant improvement for Year 7 and I am really proud of the year group and how far they have come.

From parent contact this week it is evident that a number of students are completing work but not always submitting it. I have asked staff to make it really clear to students what needs to be submitted at the end of each lesson but if you are in any doubt take a photo of their work and attach it to an email, this can be sent to the classroom teacher or their tutor. We don't want their efforts to go unnoticed.

Next week I will be presenting my first 'virtual assembly' to the year group and would love as many students and parents as possible to sign in. Please look out for the link that will be emailed out to students and placed on Show my Homework.

There are only two weeks of this academic year to go, so please make them count!

Have a great week.

Clare Sith - Head of Year

STARS OF THE WEEK

Shannon A

Evie B

Jemma C

Jake D

Cody F

Beau M

Jayden P

Charlie S

Kyla T

Dixie W

Isabel W

Keep going.

No matter what you do, no matter how many times you screw up and think to yourself "there's no point to carry on", no matter how many people tell you that you can't do it - keep going. Don't quit.

Don't quit, because a month from now you will be that much closer to your goal than you are now. Yesterday you said tomorrow. Make today count.

♥
be the
best
version
OF YOU

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emma.helyer@castleviewacademy.org.uk - Tutor

Message from Miss Choudhry

We are nearly at the end of this academic year. We only have two school weeks left. While I want us to look forward to the school holidays, I want to be confident that the break will be well earned. To achieve this, it is important that you use these last few school days to make the most of the lessons your teachers are preparing for you. To ensure this happens, it is vital that you are checking your lessons on Show my Homework, completing the work and submitting this to your teachers. If you are not sure how to submit work, email pictures to your subject teachers or your tutors to pass on for you.

To track this, at the end of every week I will be asking your teachers to rate your work as below:

§ 1 means students are completing all work to a good standard;

§ 2 at least 50% of the work has been submitted;

§ 3 means less than 50% of the work has been completed and sent to teachers';

§ 4 means the students have completed no work at all. These students are of great concern as on their return, they will find catching up on the work very difficult.

Ideally, we want to rank all students at a 1 or a 2 so that you are in the best possible situation for when you return to school. Your tutors will be calling home and urging you to complete work to the best standard, prioritising Maths, English and Science.

If you have not been completing work, now is the time to reflect and make a decision to improve. You have many resources at your disposal and you must use these. Students who have been working at a 2 or below will be invited to have a 1-2-1 meeting with your tutor to ensure that you know what you can do over the last two weeks to improve.

Every week, I will be collating this information and entering all students who receive 1s overall into a prize draw for a reward. **YOU MUST BE A 1 TO BE ELIGIBLE FOR THIS REWARD.**

I will be holding a live assembly on Monday to announce the winner of this week's reward.

As always, I believe that by showing our ambition, determination and pride, Year 8 can continue to be the best.

STARS OF THE WEEK

#CVDetermination –

Jordan S

#CVAmbition –

Nicole K

#CVPride –

Grace C

**We are year 8! We Can! We Will!
We Must!**

Head of Year Challenge

HOY Challenge

During the summer holidays, I like to relax with a good book and some good music in the garden. I am looking for your recommendations. What would be your ideal holiday read and your ideal song to listen to on a sunny Summer's day?

Send your recommendations to naila.choudhry@castleviewacademy.org.uk

keep going!



all your hard work will pay off in the end.



Dear Year 9

I hope you and your families are remaining well and that you had an enjoyable break. It is strange to think that this is your last half term as Year 9s!

I hope that those of you that were struggling with motivation before half term have found your mojos and feel refreshed and ready to reengage with your learning for these remaining weeks. We all appreciate how difficult it is to keep self-motivated but I'm asking all of you to really dig deep, submit work of your highest possible standard to your teachers and be the best prepared for Year 10 that you can be given the circumstances. Let's remind your teachers of what a fabulous cohort you are! As ever your work can be accessed via the following link:

It is interesting to discover the hidden talents of the Year 9 students and Team – I wonder what else we will find out before the end of term?! There seems to be an abundance of talent in Year 9 with lots of good work being shared in the weekly round up. Next we there will be a live assembly which I expect you to watch – more details to follow early next week. The 1:1 meetings with tutors will also continue this week so make sure you are organised and attend your meeting.

As lockdown restrictions begin to ease a little, please remain responsible and keep following the guidance on social distancing. For those of you who are experiencing especially difficult times at the moment, you are in our thoughts and we are here for support. Be safe, be motivated, be kind!

Take care.

Ms Cole
Head of Year 9

Wellbeing Task 5

Events that happen in our lives can leave us feeling stressed, overwhelmed, anxious or confused. It is important to look after our wellbeing, particularly in times that give us these feelings. There are many things we can do to look after our wellbeing such as- being grateful, expecting good things to happen, setting new goals, being mindful, helping others, and being kind.

This week's focus is on **resilience**. Resilience means knowing how to cope when we experience setbacks, or when things go wrong. Having resilience is important, as it enables us to maintain balance in our lives when we are experiencing stressful and difficult situations.

Day 1	Think of a time when something didn't go the way you wanted it to. Explain how you felt at the time, what you learnt from the experience, and how you feel about the experience now.	For this task you will need a pen and paper.
Day 2	List 5 skills that a resilient person might show How many of these skills do you have? When have you shown them?	For this task you will need a pen and paper
Day 3	Think of something that you would like to improve on. This could be a subject, a skill, a sport etc. Ask yourself why you would like to improve on this. Why is it important to you? What steps could you take to make sure that you improve?	For this task you will need a pen and paper
Day 4	Think of an activity that you can do when you get stressed- for example, read, colour, make something etc. Put this idea on a sticky note or poster and put it somewhere you can see it. Read it when you feel stressed and complete your activity.	For this task you will need a sticky note or paper and a pen.
Day 5	Design a poster with a positive quote and put it somewhere in your home where everyone can see it.	For this task you will need paper, pens and a good imagination!



REMEMBER....

Don't forget to send in or hand in your work by Thursday 9 July to make sure you are given the correct rating!

• ALWAYS •
BELIEVE THAT
SOMETHING
Wonderful
IS ABOUT
TO HAPPEN