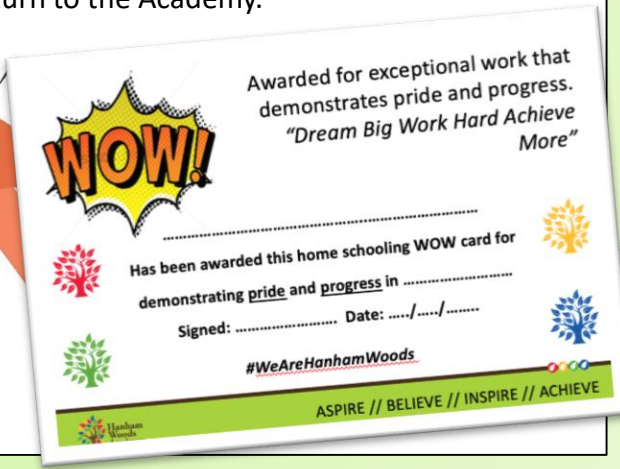


# #WeAreHanhamWoods

A big round of applause to you all for continuing to further your learning at home by accessing the work that your teachers are setting for you. In the last seven days we have awarded **134** 'wows' for outstanding work that you have submitted to your lass teachers. Keep up the hard work, this week your teachers will be setting some end of term quizzes to test your learning and help us to support you effectively when you return to the Academy.



**Pastoral Support – Head of House Hotline**



Available Daily 11-12.30pm

**Conham** and **Hencliff:** 07591 980963  
**Bickley** and **Cleeve:** 07599 938080



The number one enquiry we have had recently is from students who are still finding it difficult to submit work on SMHW. If this affects you then please do have a look at this handy guide on how to do it. Remember you must be signed into your own SMHW account to submit work. <https://help.teamsatchel.com/en/articles/2912000-submitting-my-work-online>  
 Thank you so far for all that you are doing each and every day! As ever, please keep in touch and stay safe. We continue to look forward to seeing your daily work and rewarding your success.

To extend your learning further follow these useful links to the CLF blog and online learning platform Seneca.

Seneca Learning - <https://senecalearning.com/en-GB/>

CLF Online Learning Portal - <https://learn.clf.uk/>





We continue to follow our new distance learning timetable this week. This timetable offers a manageable structure with the release of two-three daily lessons and with greater teacher input through verbal explanations and instructions.

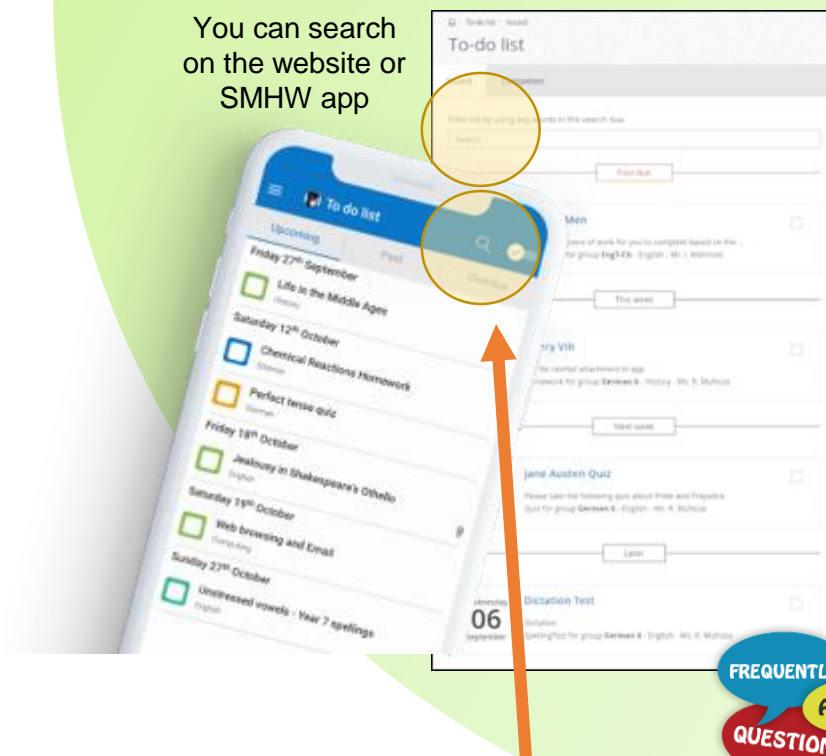
## Timetables – Week Beginning 13<sup>th</sup> July 2020

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Tasks
Year 7	English	Maths	English	Maths	Science	DT & Art Projects Core PE Reading
	History	Science	Music	French/ Spanish	PRE	
Year 8	English	Maths	English	Maths	Science	DT & Art Projects Core PE Reading
	Geography	Science	Drama	ICT	PSHE	
Year 9	Maths	English	Maths	Science	English	DT Art Photography GCSE PE BTEC Sport Core PE Reading
	Science	History	Geography	PSHE	French/ Spanish	
	Music	Sociology	Drama	HSC	Computer Science/ Creative Digital Media	

### Key Points

- **Subject sessions** are now supported by further teacher instruction/explanation and resources are available for 48 hours.
- \*For further academic support, an **online Q&A forum** is available for each subject session timetabled. To access this, email your question(s) to the member of staff listed here at the time advertised above. For questions on flexible weekly tasks, e-mailing in the afternoon is preferred where possible.
- **Weekly tasks** continue in creative and practical subjects with individual deadlines.

You can search on the website or SMHW app



### Struggling to find the right lesson?

Search for the subject you have on the timetable that day. This will show the tasks you need for that session.



### What is a masterclass?

A chance to explore subjects on a deeper level, engage in deliberate practice and academic debate. Click on the links to access the short tutorials/practice guides. They can be completed in your own time throughout the week. If you have any questions, please ask you subject staff for advice.



### Creative Writing

<https://www.loom.com/share/97577db14eb146a0b25bd9be1be51ffb>

Listen as Mrs Jardine shares how to create great characters in your writing



### Year 9 Science

<https://www.loom.com/share/f9a9a247e4154774b63f3ebb47fd4969>

Cardiovascular disease is explained in this masterclass by Miss Skyrme.

**LE PRÉSENT**

Let's look at the present tense of verbs ending with -er

example: REGARDER

je regard  
tu regard  
il/elle regard  
nous regard  
vous regard  
ils/elles regard

### Year 8 French

<https://www.loom.com/share/472702648dfc4e29a55b59c147d46e8c>

The basics of the French language – Tenses!



### Year 8 Spanish

<https://www.loom.com/share/9c80436e185d49638a53ff8bfe22597c>

The basics of the Spanish language – Tenses!



### Year 9 BTEC Sport

Mr Arnold talks through Weight Training in this informative and practical based session.

<https://www.loom.com/share/ce7777af7118410e9045130985263301>

## Did you miss any of these masterclasses last week? Check them out below:

- Year 9 Art – Observational Drawing  
<https://www.loom.com/share/6b0d18bbb46d48e08f0ee21706b4912d>
- Geography – Climate Change – Where are we?  
<https://www.loom.com/share/4348a932492740c696b3ce8bf85e68a7>
- PRE – Buddhism – Do we exist?  
<https://www.loom.com/share/6a6f349a84514db6974abaa7f51c4961>
- History – Why is Edward Colston such a divisive figure?  
<https://www.loom.com/share/da19a39235e34b77965c872f8ee3d1ee>
- English – Why do we study Shakespeare?  
<https://www.youtube.com/watch?v=JjyZMTVUp&feature=youtu.be>



Once again we were spoilt for choice when it came to showcasing your outstanding work. Well done to the students featured and also well done to the other 127 of you who receive a WOW award last week.

## Ellie Baldock year 7

<p>What four things will shylock do with a Christian?</p> <ol style="list-style-type: none"> <li>1. "I will buy with you, sell with you, talk with you, walk with you and so following."</li> </ol> <p>What three things will he not do with a Christian?</p> <ol style="list-style-type: none"> <li>1. "but I will not eat with you, drink with you, nor pray with you."</li> </ol> <p>Find two reasons why shylock hates Antonio.</p> <ol style="list-style-type: none"> <li>1. He is Christian and in low simplicity.</li> </ol> <p>Antonio says he never lends nor borrows money. Why is he making an exception this time?</p> <ol style="list-style-type: none"> <li>1. In the play it says "yet to supply the ripe wants of my friend, I'll break a custom." I think that this means that he is not having the money for himself but is giving it to a friend in need.</li> </ol> <p>List the insults Antonio has thrown at shylock.</p> <ol style="list-style-type: none"> <li>1. Misbeliever, cut-throat dog</li> </ol>	<p>What else has Antonio done to insult shylock?</p> <ol style="list-style-type: none"> <li>1. Spit upon his Jewish gabardine.</li> </ol> <p>Explain, in your own words, what shylock offers Antonio. Do you believe him and why?</p> <ol style="list-style-type: none"> <li>1. I think that shylock offers to become friends with Antonio and to forget the past and what he has done to him. However, I don't really believe that he is being honest because he could just be saying that to get him back for things he's done before.</li> </ol> <p>Explain, in your own words, what is the bond that is suggested by shylock in exchange for the loan? Why might he say this?</p> <ol style="list-style-type: none"> <li>1. Shylock says that he will be friends with Antonio and forget the past. He could just be saying this to stab Antonio in the back.</li> </ol> <p>Why does Antonio accept this bond?</p> <ol style="list-style-type: none"> <li>1. He thinks he will earn more if he accepts it</li> </ol> <p>What does this dash suggest that Antonio does to shylock?</p>
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## Tilly Webb year 9

Monday 29th June 2020 English The Merchant of Venice Shylock's character

**Task One**

- Shylock (Jewish moneylender)
- Antonio (Venetian merchant)
- Bassanio (Antonio's friend)
- Portia (wealthy heiress)
- Balthazar (Portia in disguise)
- Gratiano (Bassanio's close friend)
- Nerissa (Portia's waiting gentlewoman)
- Jessica (Shylock's daughter)

**Task Two**

1. Shylock holds a grudge against Antonio.
2. Antonio borrows money for Bassanio.
3. Bassanio needs money to marry Portia.
4. Portia disguises herself as a lawyer (Balthazar).
5. Gratiano is Bassanio's close friend.
6. Gratiano names Nerissa.
7. Nerissa is Portia's waiting gentlewoman.
8. Nerissa has strong common sense and judgement.
9. Jessica falls in love with Lorenzo.

**Task Three**

- Shylock is a Jew.

**Task Four**

The attitudes towards Jews in the 1600s was very prejudiced, as many people thought that Jews became rich out of other people's debt. In reality, moneylending was one of the very few money making options open to them. Also Edward I expelled all Jews from England in 1290 and they were not officially allowed back in until 1655 (after Shakespeare's death). Moreover, many Christians believed that Jews were responsible for the death of Jesus, because were one nation of the time showing that in conclusion, Jews have suffered many harsh persecutions (starting 1500 years ago) and attitudes towards them during the 1600s were really negative and unfair ones.

\* Archetype - very typical of a certain kind of person or thing (recurring as a symbol or motif in literature, art or mythology)

## Emily Budd year 9

Drake circumnavigated the world because he wanted to get revenge on Spain. In 1568 Drake was attacked by the Spanish at San Juan de Ulua in Mexico while on a trans-Atlantic expedition. The attack resulted in the loss of 4 ships and over 200 sailors. This gave Drake a reason to take revenge on the Spanish, and he did this by attacking Spanish colonies on his circumnavigation of the world.

Another reason why Drake circumnavigated the world was to attack Spain and its colonies. Anglo-Spanish relations had been declining in the years leading up to the voyage. This meant that Drake had a good opportunity to attack the wealthy Spanish colonies in the Pacific and bring back Spanish wealth bringing back wealth was important to Drake as he had to satisfy his investors and make a profit.

Making a profit was another reason why Drake circumnavigated the world. His journeys were seen as very profitable by many rich Elizabethans including Elizabeth herself. This meant it was very easy for Drake to secure investors for his circumnavigation but also for him to make a profit himself thanks to the large amounts of Spanish gold, silver and other treasures he was able to steal. Elizabethans were always looking for new ways to make money and Drake's circumnavigation was very much motivated by this act.

## Julius Caesar 2 of 3

Key points in the plot of Julius Caesar:

- . The plan to assassinate Caesar
- . The death of Julius and the assassins
- . The take over from Octavian and Mark Antony

Questions:

- 1) 'It is the bright day that brings forth the ladder'
- 2) 'And, to speak truth of Caesar, I have not known when his affections swayed more than this reason'
- 3) Brutus compare Caesar to a serpent. Because once a serpent lays its egg it will become dangerous
- 4) Shakespeare uses soliloquy to show Brutus's feelings
- 5) Brutus come to a conclusion that Caesar must be killed



## Jack Moore year 7





## Louie Parker year 7

### ENGLISH

Cassius begins the plot to kill Caesar.  
 He then persuades Brutus to join him.  
 They stab Caesar to death.  
 At the end of the play Brutus and Caesar kill themselves.  
 "It is the bright day that brings forth the adder."  
 "And, to speak truth of Caesar, have not known when his affections swayed."  
 Brutus compares Caesar to a serpent because he said once a serpent has hatched it can become dangerous.  
 Shakespeare uses soliloquies to show how Brutus is feeling, he would not share these thoughts if there was anyone about.  
 Brutus comes to the conclusion that Caesar must be killed.



## Jack Thornell year 8

*Working out*

1. 

128	64	32	16	8	4	2	1
0	0	0	0	0	1	0	1

 The 8 bit binary number for 5 is 0000101.

2. 

128	64	32	16	8	4	2	1
1	1	1	1	1	0	1	0

 The number 250 in binary is 11111010

3. 
$$\begin{array}{r} 1100 \\ + 0010 \\ \hline 1110 \end{array}$$

4. 
$$\begin{array}{r} 10100100 \\ + 01001010 \\ \hline 11101110 \end{array}$$

5. 
$$\begin{array}{r} 00111111 \\ + 00001111 \\ \hline 01001110 \\ \text{xxxxx} \end{array}$$

6. 
$$\begin{array}{r} 10010000 \\ + 01011001 \\ \hline 11101001 \\ \text{ } \end{array}$$

7. 
$$\begin{array}{r} 00001111 \\ + 00000101 \\ \hline 00010100 \\ \text{ } \end{array}$$

8. a. 
$$\frac{3+2}{0011+0010} = \frac{5}{0101}$$

b. 
$$\frac{8+9=17}{1000+1001=1001} \text{ overflow}$$

c. 
$$\frac{5+2=7}{0101+0010=0111}$$

d. 
$$\frac{7+11=18}{0111+1011=0010} \text{ overflow}$$



## Leo Arrowsmith year 9

### Drama Review Post It

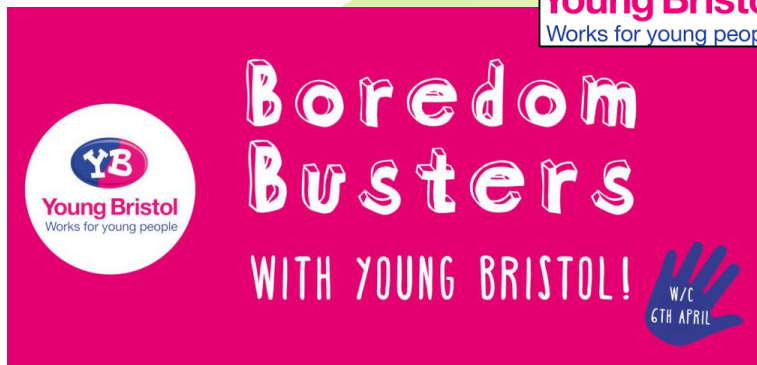
Post it is about a man called Elroy and a woman called Claire who meet at a bus stop and start to discuss about Elroy's mother would was so nice that she could compliment anyone. They then go around town sticking post it notes on people which have compliments on them. Elroy at the start of the film is sad and upset. He shows this to us by speaking in a quiet voice and sighing a lot. The man who sits in the middle of the bench is angry when Elroy compliments his moustache. He shows this by screwing up the post it note and throwing it away. He also raises his eyebrows and scowls at Elroy with his forehead creased. At the start of the film, the actors are not very close to one another and don't really show positive emotions or gestures to one another like smiling. This shows they are not very close. By the end of the film, they stand close to each other and they smile and laugh together. They also have more direct eye contact This shows their relationship has matured and they are now closer as friends. I think the characters were successful in showing a wide range of emotions in the play. For instance, at the start of the play, Elroy was distant, he talked quietly, he made no eye contact with others and he shared his dislike in complimenting people. By the end of the play he was smiling, making direct eye contact with others, touching people and being close to people. I think this change shows a good use of variety and range of emotions.



Many of you will be ready for a well earned rest and some time with family and friends. However we know that for some of you staying busy helps to give your wellbeing a boost. With this in mind check out 'Young Bristol' a local charity who have lots of 'Boredom Busters' to keep you productive and engaged beyond the Academy curriculum.

Young Bristol's mission is to be an outstanding provider of high-quality community-based youth services and innovative programmes that positively and sustainably impact the lives of young people.

'Boredom Busters' are daily videos that we will be sharing across [Facebook](#), [Twitter](#), [Instagram](#) and [YouTube channels](#), providing opportunities for young people and their families to break up their day and try something new, fun and inspiring.



Sign Up to our Virtual Youth Club Starting W/C 13th April!

<http://youngbristol.com/boredom-busters/>

**Getting Ready for Post 16**  
Get on-line for our Taster Day on Monday 13th July 2020...

**P16 CABOT LEARNING FEDERATION**

**Get a taste of P16!**

<https://www.clfpost16.org/> Follow us: @CLFPost16 clfpost16

Look out for the Post 16 taster day on Monday 13<sup>th</sup> July via the Teams application. For more information please follow the link below – this includes a detailed guide to using Teams for those new to the app.

<https://www.satchelone.com/notice-board/events/191133?backPath=month&occurrenceDate=2020-07-13>





## CREATIVE YOUTH NETWORK.

<https://www.creativeyouthnetwork.org.uk/>

If you feel that your wellbeing needs a lift or if you just want to keep learning there are some excellent local organisations to connect with.

## FIVE WAYS TO WELLBEING

- Give**: Your time, your words, your presence
- BE ACTIVE**: DO WHAT YOU CAN, ENJOY WHAT YOU DO, MOVE YOUR MOOD
- KEEP LEARNING**: EMBRACE NEW EXPERIENCES, SEE OPPORTUNITIES, SURPRISE YOURSELF
- CONNECT**: TALK & LISTEN, BE THERE, FEEL CONNECTED
- TAKE NOTICE**: REMEMBER THE SIMPLE THINGS THAT GIVE YOU JOY

INTRODUCE THESE SIMPLE STRATEGIES INTO YOUR LIFE AND YOU WILL FEEL THE BENEFITS.

Mental Health Foundation  
mauri tū, mauri ora



### Next Steps Course

Don't know what the future holds? Finding it hard to decide on your GCSEs? Maybe you've finished school and you're confused by the options you have available. Learn about what your next options are and how to get there, and by completing this course you'll get a Life Skills Accreditation.

For young people aged 14-19  
Every Tuesday, 2-3pm  
Starting on 30th June  
*This is an online course in small groups on Zoom*



### Wellbeing Chat

Struggling with your mental health? Talk to a wellbeing practitioner through online chat.

Every Monday, from 3pm-5pm  
Every Thursday, from 7:30-8:30pm  
*On Facebook and Instagram*



### Make your own sketchbook

Take these 10 easy steps with Emily, to make your own Lockdown Sketchbook! Don't have what you need? Not to worry! We're sending 20 young people packs with the materials for this activity.

[https://www.otrbristol.org.uk/?gclid=EAlaIQobChMI3pjK3sPH6gIVjevtCh3pxA2BEAAYASAAEgJOHvD\\_BwE](https://www.otrbristol.org.uk/?gclid=EAlaIQobChMI3pjK3sPH6gIVjevtCh3pxA2BEAAYASAAEgJOHvD_BwE)

## GOT A PROBLEM? NEED ADVICE?

**FEELING LOW** [WWW.KOOTH.COM](http://WWW.KOOTH.COM)

Self harm  
RELATIONSHIPS  
BULLYING  
Eating disorder  
Being abused  
Sexuality; gay, lesbian or just confused

Award-winning counselling services for young people

KOOTH.COM is a FREE, ANONYMOUS, CONFIDENTIAL website where young people can go for help.

- > Drop-in chats
- > Booked 1:1 sessions
- > Themed message forums and lots more

87% of our users prefer online counselling so visit [www.kooth.com](http://www.kooth.com)

**KOOTH.COM**  
FREE ONLINE SUPPORT FOR YOUNG PEOPLE

<https://koothwork.com/workplace-mental-health-calculator/>

**OTR HUB**

FIND OUT ABOUT OTR  
LEARN ABOUT MENTAL HEALTH  
SIGN UP TO OUR SERVICES  
HAVE A CHAT  
GET SUPPORT  
JOIN WORKSHOPS  
TEA & BISCUITS

MONDAYS 4-7PM  
SATURDAYS 10AM-1PM  
WEDNESDAYS 3.30-5.30PM

8-10 WEST STREET  
OLD MARKET  
BRISTOL  
BS2 0BH

WESTCOTT STUDIO  
THE KINGSWOOD ESTATE  
BRITANNIA ROAD  
BRISTOL  
BS15 8DB

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## Resilience Journal

Resilience [noun] the capacity to recover quickly from difficulties; toughness.

### Resilience Journal

This is a weekly resilience practice to take you through from now until September.

Each week there is a combination of set activities and a new resilience task to complete. It should never take more than 30 minutes.

There is also a blank word template if you want to use it to complete your journal on. You do not have to complete the whole PowerPoint at once, download it and return to it weekly, right where you left off.

<https://www.satchelone.com/notice-board/events/190538?backPath=month&occurrenceDate=2020-07-14>

**Resilience Journal: Structure**

- Date:
- Feelings:
- Grateful today:
- How I have shown resilience this week:
- This week's Resilience Task:

**Resilience Task- Week Eight**

Reflect on your resilience over the past 8 weeks.  
How would you rate each week?  
What journey has your resilience been on?  
Why are you stronger now than ever before?

Draw, describe, doodle, explain