

THE HAMBLE SCHOOL

NEWSLETTER – ISSUE 6: 31ST JANUARY 2022

This month we have included curriculum updates from a number of subjects. In the recent survey many parents/ carers felt that it would be helpful to have more information on what students are learning about in lessons – we hope you find this useful.

There are only three school weeks until the next Mock Exams and we know Year 11 students are working so hard with work in lessons, intervention and their own revision at home. Here are a few reminders from the Head of Year 11 – Mrs Emmett-Callaghan:

Don't forget to use the 'Revision' section of our School website: www.thehambleschool.co.uk/revision. Here you will find some really helpful links to websites and resources to support you with exam preparations, including how to create a revision timetable and top tips on 'How to Revise'. You will also find a link to our own downloadable 'Yr11 Revision' Booklet. If you would prefer to have a hard copy, please do get in touch.

Remember that your tutors, subject teachers, Mrs Griffiths (Assistant Head of Year) and myself are all here to support with any revision concerns, so do get in touch if you feel that you need us – HOY11@thehambleschool.co.uk

Good Luck to all of you!

DATES FOR FEBRUARY 2022

w/b 31 January

Year 9 Progress Reports emailed home

w/b 31 January

Year 8 Landmark Assessment Week

w/b 14 February

Year 8 Progress Reports emailed home

w/b 14 February

End of term Celebration Assemblies

Monday 21 February – Friday 25 February

Half term holiday

Monday 28 February

Year 11 Mock Exams start

CLASS CHARTS

From 28 February we will be using Class Charts to notify parents/ carers and students of all rewards, behaviour incidents and detentions.

This is in addition to the homework, remote education and attendance features already used. If you need help with accessing Class Charts via the app or web version, please email homelearning@thehambleschool.co.uk



SHARE YOUR STORIES

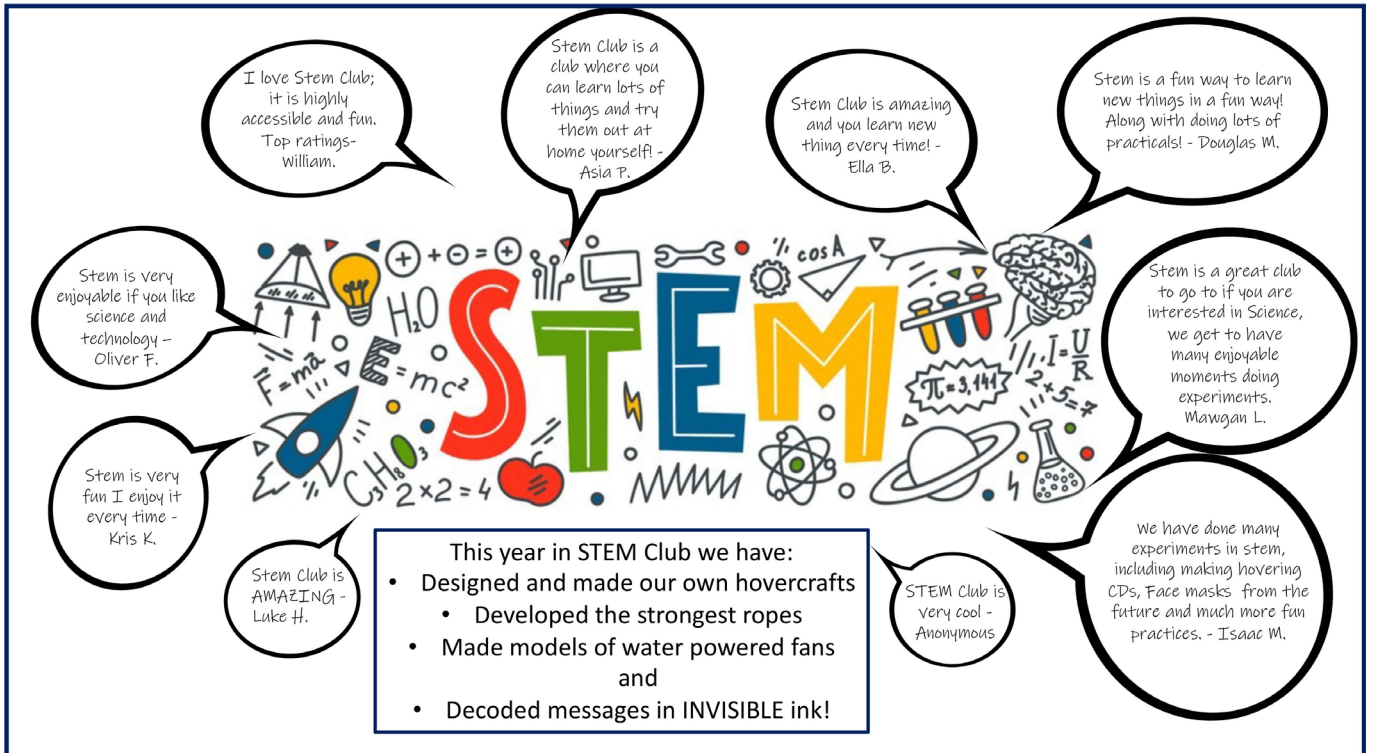
We love to feature achievements outside of school in our newsletter. It is really important to celebrate success and share news with the community. Please email communication@thehambleschool.co.uk if you would like to share any stories.

YEAR 11 SCIENCE FIELDWORK

Year 11 are currently studying the Ecology topic in Science. Miss Niblock's 11A1 class were out in the scientific field last week estimating the population of Plantain Weed on the Beijing field!



WHAT'S HAPPENING IN STEM CLUB?



The Spring Term Recommended Reads are available here:
www.thehambleschool.co.uk/library/recommended-reads/

SAILING ACHIEVEMENT

Well done to our students in the RYA Regional Training Squads: Thomas R (Year 10) and Freddie C (Year 9) in the RS Feva squad and Ruby Callaghan (Year 7) in Optimist squad. We are so pleased to hear about your successes.



THOMAS JACOBS THROUGH TO SOUTHERN INTER COUNTIES CHAMPIONSHIPS

Thomas competed at the District Inter Schools Cross Country event on Saturday 22 January. The top 16 earned a Hampshire vest and went through to represent Hampshire in the South East Inter School Cross County Championships. This was Thomas's first race of the season due to injury. His patience, resilience and training was rewarded with a well-earned 7th place! The Southern Inter Counties will be held on 5 February 2022. **Well done, Thomas – we are really proud of you.**



We love to feature achievements outside of school in our newsletter. It is really important to celebrate success and share news with the community. Please email communication@thehambleschool.co.uk if you would like to share any stories.

The finalist's photographs
will be on display at the
New Forest Heritage
Centre gallery!



The Rotary Club of Ringwood

Photography Competition 2022

New Beginnings



Open to students,
parents and staff from all
18 schools across Dorset,
Hampshire and Wiltshire.

For rules: Please visit the Ringwood School website.

All entries to: photocompetition@ringwood.hants.sch.uk

Deadline: Wednesday 23rd February 2022.



Competition rules: www.ringwood.hants.sch.uk/academic-curriculum/rotary-club-of-ringwood-interschool-photographic-competition-2022-rules

RE CURRICULUM UPDATE

Below is a short summary of what students are currently learning in Religious Education.

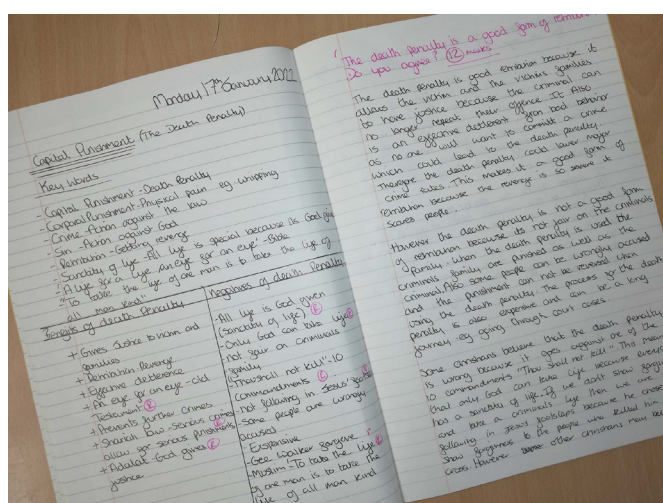
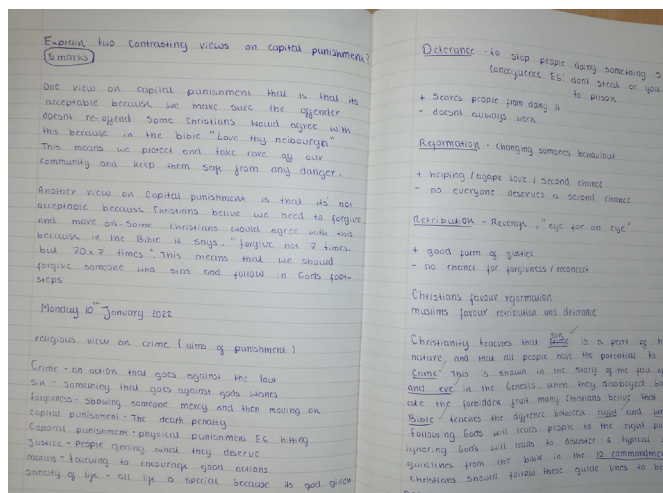
YEAR 11 students are working hard on GCSE revision and exam preparation. We are looking forward to a visit from a local 'Street Pastor' and the Head of RE at Barton Peveril.

YEAR 10 have started their new unit 'Christian Beliefs'. The students have focusing on the life and times of Jesus.

YEAR 9 have started looking at 'Human Rights and Social Justice'. We have already focussed on the concepts of prejudice, discrimination and stereotypes and have begun to link these keywords to real life inspirational individuals such as Martin Luther King and Oscar Romero.

YEAR 8 have begun a new unit looking at 'Animal Rights' and different religious views on animals. Students have so far found this really interesting, with excellent questions being discussed such as 'Is it ever okay to experiment on animals?' and 'Is it morally okay to eat meat?' It would be fantastic if you are able to discuss this with your son/daughter at home.

YEAR 7 will finish their Christianity topic this half term, after this they will move on to their 2nd religion, Islam.



YEAR 11 MATHS: TEST FOR SUCCESS

The Maths Department are really proud of Year 11, who have begun 2022 by preparing for their final Maths exams in a very positive way.

Our students regularly ask us for opportunities to practice Maths exam papers. Some students are aiming to get used to the exam format to reduce anxiety in the summer exams, some students need practice at tackling more challenging exam-style questions; many students approach their teachers asking for suggestions of topics to target as a part of their independent revision programme at home.

Parents/ carers of Year 11 students past and present will be aware that from January every year, The Hamble School gives Year 11 the opportunity to complete a full exam paper per fortnight during lesson time. Within a week of sitting each paper, students receive feedback and targeted teaching in class focusing on the main areas for development. Students are also given a list of three topics to focus on in their independent revision.

We are excited to see our Year 11 students' progress and confidence in Maths continue to develop in the coming months. We would encourage all parents/ carers of Year 11 to regularly ask your child how the recent exam went and what their top three topics for independent study are this fortnight.

Well done, Year 11, for a great start to your Maths exam preparation in 2022!



Teaching - a career for the future.

As most teachers will tell you, there's no such thing as a 'typical' day at work. That's because no two days are the same – you are unlikely ever to lack variety. Teaching is a career that offers great benefits and opportunities to use a wide range of skills and to inspire young people in the subjects you love.

It only takes a short time for trainee teachers to have an awareness of the challenges and rewards of teaching as a career and, between them start to shape the lives of thousands of our local youngsters.

Under the expert supervision of their school mentors and the SCITT team, trainees are learning how to plan and teach, how to assess learning, adapt for the needs of the children, manage behaviours for maximum progress and research for their Masters level study.

Of course teaching is more than sharing a passion for the subjects you love, many trainees are also indulging in hobbies and interests as part of their course by getting involved in after-school clubs, trips and sport.

You may remember a truly inspirational teacher from school who made a real difference to your life. You may know someone who you think will be that truly brilliant teacher. If you do, put them in touch with us. The Wildern Partnership SCITT (School Centred Initial Teacher Training) offers local outstanding Primary and Secondary Masters level programmes.

If you are interested in becoming a teacher, or would just like to find out more about life as a teacher, then please visit the SCITT website: www.wildernpartnership.co.uk



www.wildernpartnership.co.uk



Wildern Partnership SCITT



[wildernpartnershipscitt](https://www.instagram.com/wildernpartnershipscitt)



@WPSCITT

Train to Teach with us



The Wildern Partnership SCITT offers an established, outstanding teacher training programme working in partnership with local schools, colleges and universities.

We offer school-based, high quality, cross-phase teacher training which is adapted to your individual needs.

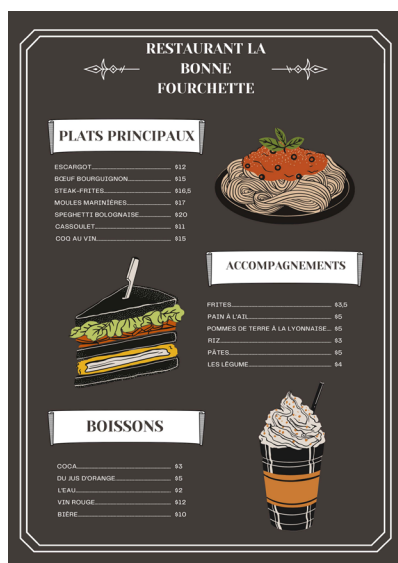
The full-time, one year programme in both primary and secondary commences in September. Successful completion of your training with us will result in Qualified Teacher Status (QTS), along with a Postgraduate Certificate of Education (PGCE) at Masters level.

www.wildernpartnership.co.uk

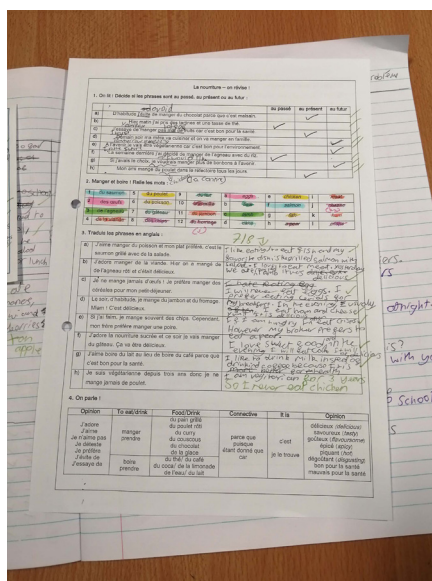
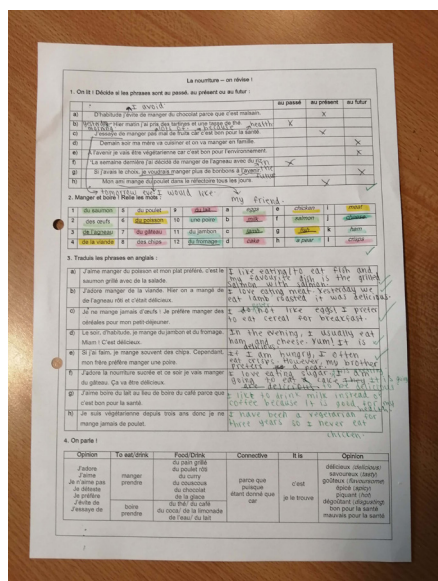


MFL DEPARTMENT UPDATE

Year 10 French students have recently been busy learning about French cuisine and how to order at a French restaurant. They have created some beautiful menus for 'Restaurant la Bonne Fourchette'. Take a look and see what you would like to order – bon appétit!



Year 9 French students have been working hard looking at the formation of past, present and future tenses – they have produced excellent quality classwork as shown in these examples from Acacia-Lei J, Milly M and Victoria H.



Acacia-Lei J has been busy building a 3D puzzle of the Eiffel tower – très bien!



DUOLINGO WINNERS

Congratulation to the Duolingo winners who have achieved the highest score out of their year group for the Autumn Term:

- Year 7 – Milan B
- Year 8 – Austin A
- Year 9 – Tammy D
- Year 10 – Alicja B
- Year 11 – Emily C



duolingo

MFL FACTOR

Congratulations to the winners of the MFL Factor – 7B/Fr1!

The class performed a brilliant rendition of 'Père Noël arrive ce soir' and have won a French-themed breakfast party – bravo la classe!

THE MFL FACTOR

YEAR 7

CHRISTMAS EDITION

Create a music video with your class singing along to a French or Spanish Christmas song.

You will practice at the end of each lesson and then record your music video and submit by **8th December**.

1st Prize: French or Spanish themed breakfast party in the final week of term.

2nd Prize: Edible treats for the class.



Judged by our independent music assessors:

The Magical Ms Holden and the Marvelous Ms Stratford

Spanish songs

1. Blanca Navidad - https://www.youtube.com/watch?v=17_xZbl-yTo
2. Los peces en el río - <https://www.youtube.com/watch?v=9w8HNsAtHAY>
3. Mi burrito sabanero - <https://www.youtube.com/watch?v=IjAwRaON8h0>
4. Noche de paz - <https://www.youtube.com/watch?v=C0YImrwlypo>
5. Arre borriquito - <https://www.youtube.com/watch?v=qXPqDV2Zsq8>
6. Marimorena - <https://www.youtube.com/watch?v=TA7nKwG9Ujg>
7. Navidad, Navidad - <https://www.youtube.com/watch?v=cqab6q40Vjw>

French songs

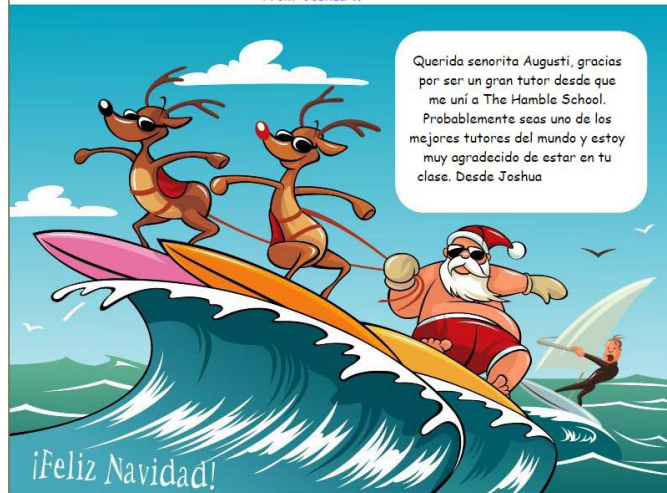
1. Vive le vent d'hiver - <https://www.youtube.com/watch?v=V-PD5iz7qdE>
2. Mon beau sapin - <https://www.youtube.com/watch?v=N5jDIspik18>
3. Une perdrix dans un poirier - <https://www.youtube.com/watch?v=gAik833YAKY>
4. Père Noël arrive ce soir - <https://www.youtube.com/watch?v=0ecwFT-9V88>
5. Petit Papa Noël - https://www.youtube.com/watch?v=sGLIXYeiCz_4
6. Douce Nuit - <https://www.youtube.com/watch?v=pu55DXQTz0I>

MFL – ONLINE CHRISTMAS CARDS

To: Miss E Agusti
From: Emily W



To: Elvira Agusti
From: Joshua W



To: Miss Agusti
From: Ben m



To: Miss Agusti
From: Annabelle L



KEY STAGE 3 GEOGRAPHY CURRICULUM UPDATE

YEAR 7 – This term students have been studying our coastline and learning about the processes and landforms that waves create. We will shortly be moving on to think about how we manage erosion along our coastlines and students will be applying their learning to make decisions about this.

YEAR 8 –Students have almost finished our topic on earthquakes and volcanoes and recently were able to look at an example of 'Geography in the News' with the eruption of Tonga's volcano. Year 8 will be completing their Landmark Assessment shortly.

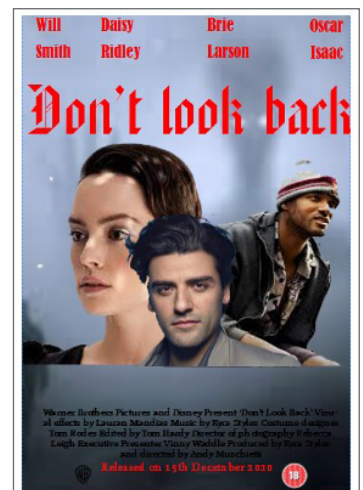


YEAR 9 – Students have been continuing with the topic of glacial landscapes this half term, which has been appropriate for our cold weather! We are about to move on to think about the issues caused by climate change in cold environments and the global and local impacts of these.

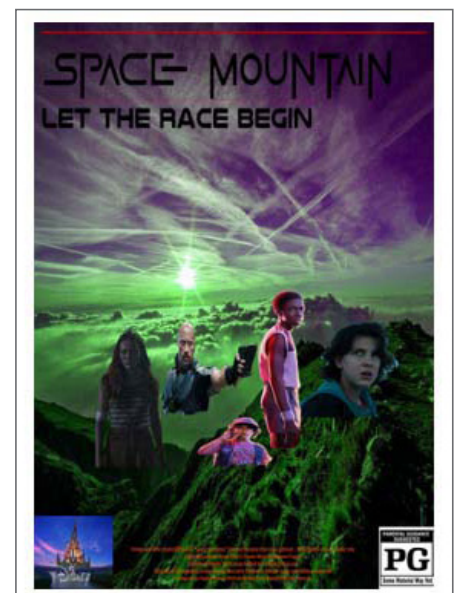
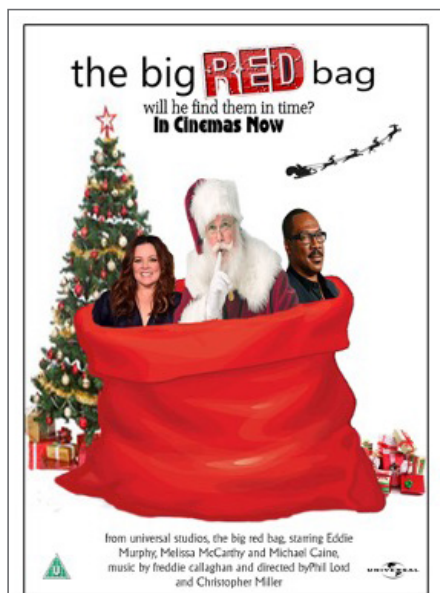
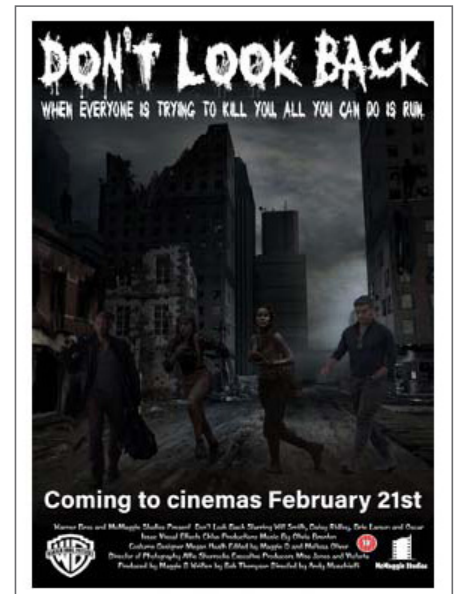
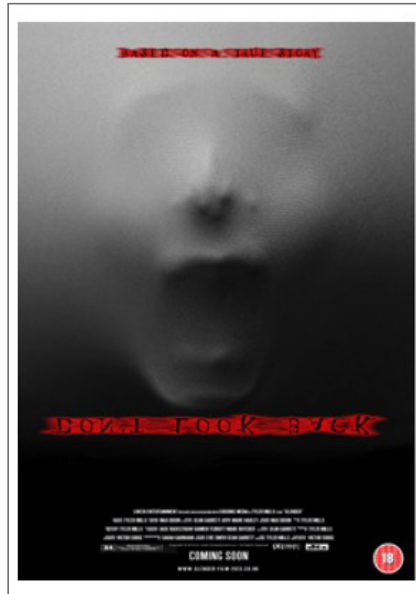
YEAR 9 MEDIA STUDIES FILM POSTERS

Last term Year 9 Media Studies students did an excellent job learning key theories which included genre, semiotics and representation theory. Once students understood those theories, they applied their knowledge and understanding by creating film posters. Take a look at some of the fantastic work carried out by our Year 9 students.

See the next page for more students work...



FANTASTIC FILM POSTERS



What Parents & Carers Need to Know about

SNAPCHAT

AGE RESTRICTION
13+

Snapchat is a photo- and video-sharing app which also allows users to chat with friends via text or audio. Users can share images and videos with specific friends, or through a 'story' (documenting the previous 24 hours) visible to their entire friend list. Snapchat usage rose during the pandemic, with many young people utilising it to connect with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, rivaling platforms such as TikTok and Instagram.

CONNECTING WITH STRANGERS

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapchat's links with apps such as Wink and Hoop have increased this possibility. Accepting a request means that children are then disclosing personal information through the Story, SnapMap and Spotlight features. This could allow predators to gain their trust for sinister purposes.

EXCESSIVE USE

There are many features that are attractive to users and keep them excited about the app. Snap streaks encourage users to send snaps daily. Spotlight Challenges give users the chance to obtain money and online fame, and the Spotlight feature's scroll of videos makes it easy for children to spend hours watching content.

INAPPROPRIATE CONTENT

Some videos and posts on Snapchat are not suitable for children. The hashtags used to group content are determined by the poster, so an innocent search term could still yield age-inappropriate results. The app's Discover function lets users swipe through snippets of news stories and trending articles that often include adult content. There is currently no way to turn off this feature.

SEXTING

Sexting continues to be a risk associated with Snapchat. The app's 'disappearing messages' feature makes it easy for young people (teens in particular) to share explicit images on impulse. While these pictures do disappear – and the sender is notified if it has been screenshot first – users have found alternative methods to save images, such as taking pictures with a separate device.

DAMAGE TO CONFIDENCE

Snapchat's filters and lenses are a popular way for users to enhance their 'selfie game'. Although many are designed to entertain or amuse, the 'beauty' filters on photos can set unrealistic body image expectations and create feelings of inadequacy. Comparing themselves unfavourably against other Snapchat users could threaten a child's confidence or sense of self-worth.

VISIBLE LOCATION

My Places lets users check in and search for popular spots nearby – such as restaurants, parks or shopping centres – and recommend them to their friends. The potential issue with a young person consistently checking into locations on Snapchat is that it allows other users in their friends list (even people they have only ever met online) to see where they currently are and where they regularly go.

Advice for Parents & Carers

TURN OFF QUICK ADD

The Quick Add function helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this feature could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

CHOOSE GOOD CONNECTIONS

Snapchat has recently announced that it is rolling out a new safety feature: users will receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users they rarely communicate with, to maintain their online safety and privacy.

TALK ABOUT SEXTING

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it is important to talk openly and non-judgementally about sexting. Discuss the legal implications of sending, receiving or sharing explicit images, as well as the possible emotional impact. Emphasise that your child should never feel pressured into sexting – and that if they receive unwanted explicit images, they should tell a trusted adult straight away.

CHAT ABOUT CONTENT

Talk to your child about what is and isn't wise to share on Snapchat (e.g. don't post explicit images or videos, or display identifiable details like their school uniform). Remind them that once something is online, the creator loses control over where it might end up – and who with. Additionally, Snapchat's 'Spotlight' feature has a #challenge like TikTok's: it's vital that your child understands the potentially harmful consequences of taking part in these challenges.

KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Your child can send Snaps directly to friends, but Stories are visible to everyone they have added, unless they change the settings. If they use SnapMaps, their location is visible unless 'Ghost Mode' is enabled (again via settings). It's prudent to emphasise the importance of not adding people they don't know in real life. This is particularly important with the addition of My Places, which allows other Snapchatters to see the places your child regularly visits and checks in: strangers, bullies and groomers could use this information to engage in conversation and arrange to meet in person.

BE READY TO BLOCK AND REPORT

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending explicit images to them, your child can select the three dots on that person's profile and choose report or block. There are options to state why they are reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



National Online Safety

#WakeUpWednesday

Sources: Status of Mind Social media and young people's mental health; Life in Use - Children's Commissioners Report (<https://support.snapchat.com/en-US/help/privacy/privacy-center>); <https://www.independent.co.uk>; <https://nationalonline.com/voice/snapchat-status-snap-maps/teenage-hub-safety-commissioners> (2019); Young People and Sexting - Attitudes and Behaviours Research Findings from the United Kingdom, New Zealand and Australia.



www.nationalonlinesafety.com



@natonlinesafety



/NationalOnlineSafety



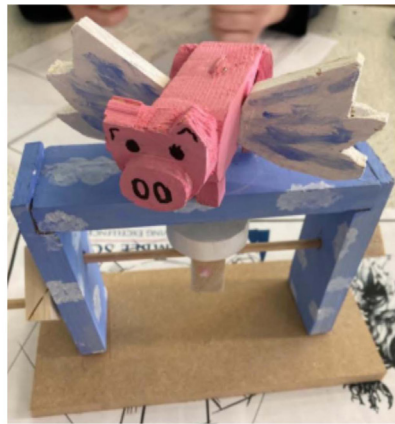
@nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 03.11.2021

For more information, visit: nationalonlinesafety.com/guides/snapchat-2021

TECHNOLOGY UPDATE

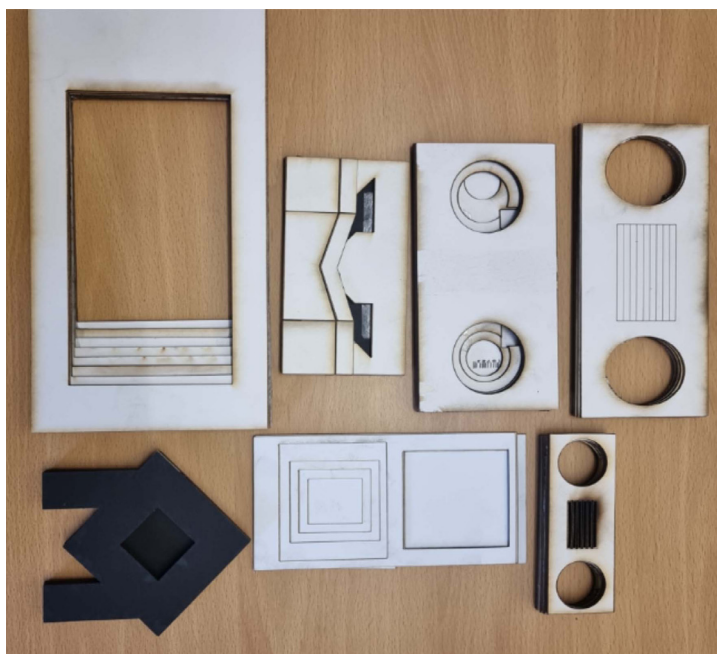
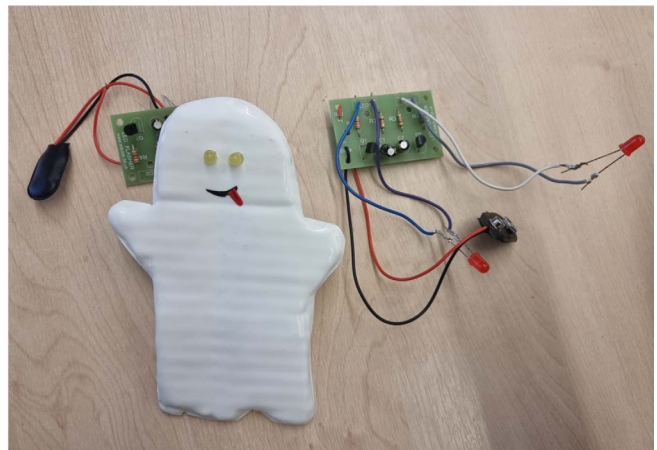
YEAR 9 have just finished their mechanical toys. They have learnt about mechanisms and how CAM alter movement. Some fantastic, creative outcomes produced, well done!



YEAR 7 completed Indian block printing in the last rotation by creating their own designs by carving lino.

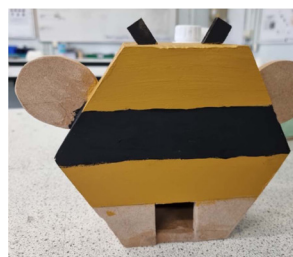


YEAR 7 have been working hard on learning electronics, how to solder and how to vacuum form thermoplastics.



◀ **Year 10** Engineering students have been completing their component 1B project and modelling their own mobile phone amplifiers before they make their real ones. Showing their developments and improvements after testing.

▼ **Year 10** have been working on a mock NEA and they have been production prototypes on safe and comfortable homes.

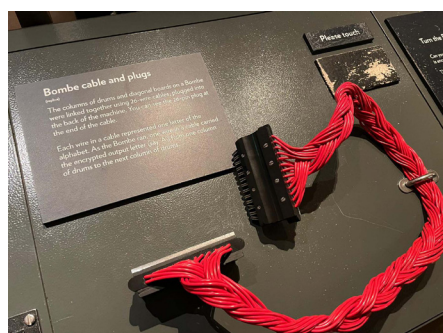
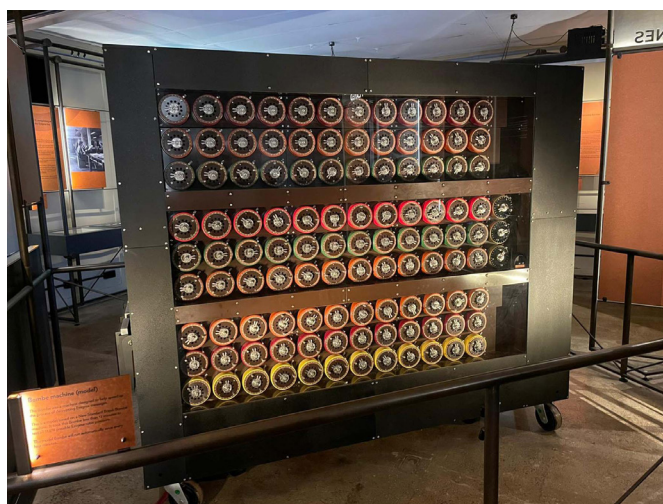
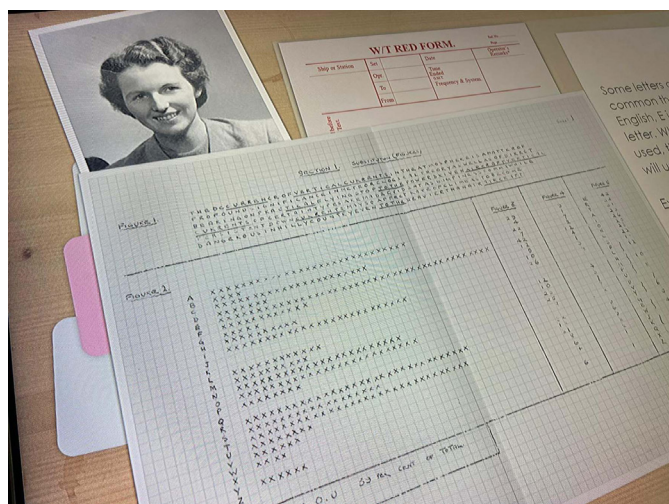
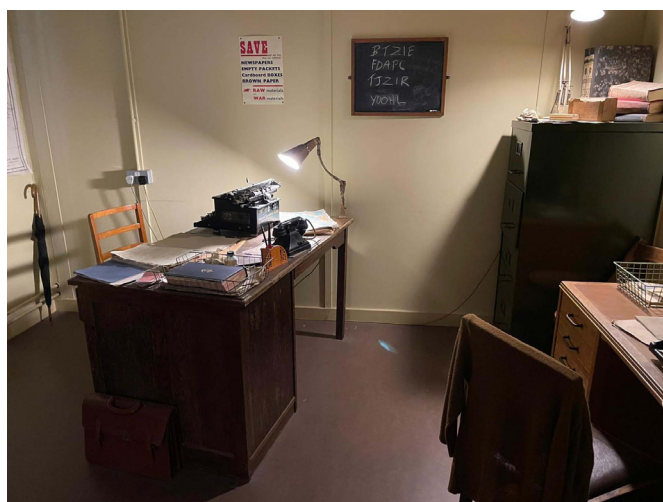


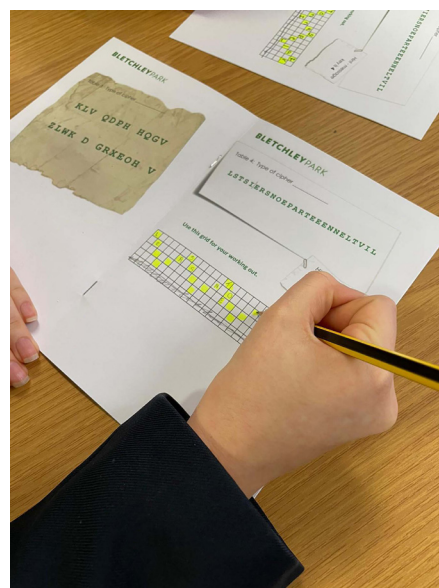
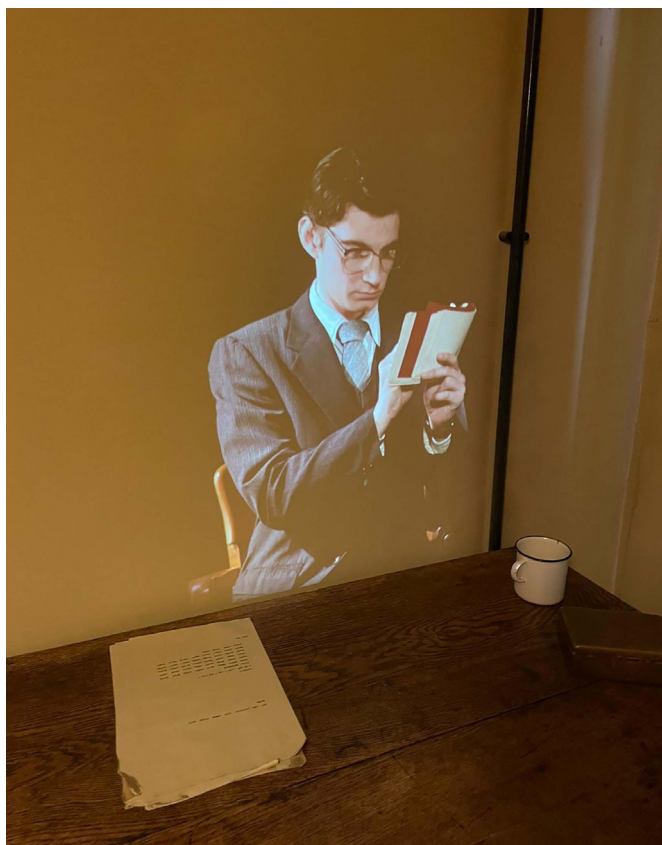
YEAR 8 COMPUTER SCIENCE TRIP TO BLETCHLEY PARK

On Tuesday 11 January the Computer Science Department took 60 Year 8 students to Bletchley Park. This was to support a scheme of learning that students had studied on encryption and code breaking.

Students had the opportunity to see the exhibits including a rebuilt working Bombe machine and a reconstruction of Alan Turing's office. Students had a guided tour where they learnt about the recruitment process and life for the code breakers at Bletchley during WW2. Students then took part in a code breaking workshop where they had the opportunity to practice some code breaking techniques and also see a fully working Enigma machine encode a message.

Our students had a fantastic day and were excellent representatives for the school.





TOP REWARD POINTS

Congratulations to the following students who have achieved the most reward points in January 2022:

YEAR 7

Maddison T (7-7)
Daisy A (7-7)
Megan F (7-9)
Theo P (7-4)
Milan B (7-9)

YEAR 8

Becky J (8-8)
Scarlett W (8-8)
Sean W (8-2)
Nate M (8-2)
Ella-Rose D (8-5)

YEAR 9

Victor K-W (9-3)
Thomas B (9-3)
Acacia-Lei J (9-3)
Alex R (9-6)
David Y (9-5)

YEAR 10

Sophie I (10-1)
Michalina Z (10-8)
William M (10-8)
Evelyn H (10-7)
Laura T (10-4)

YEAR 11

Cody W (11-3)
Arlen W (11-2)
Emily J (11-3)
Thomas H (11-2)
Noah G (11-3)