

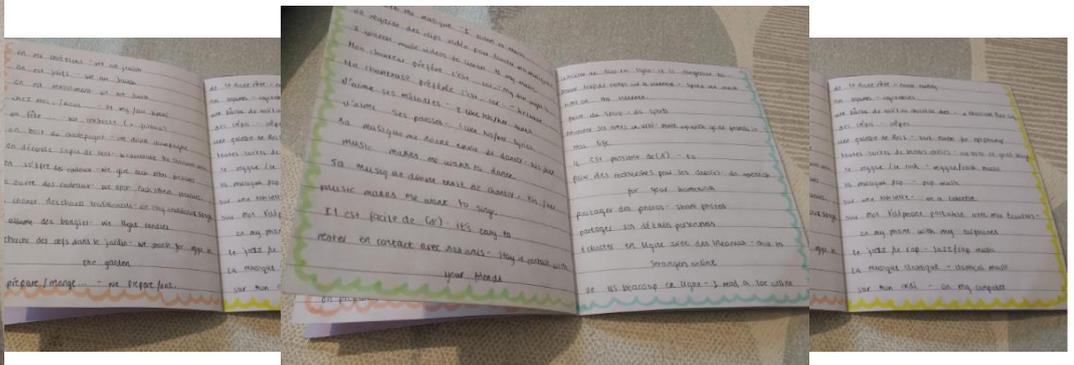
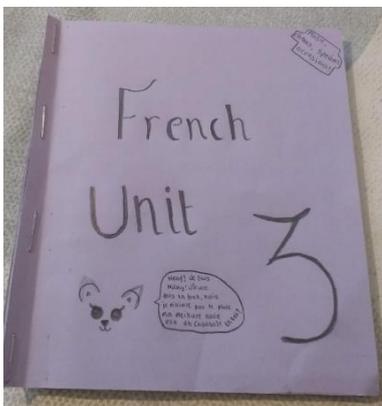
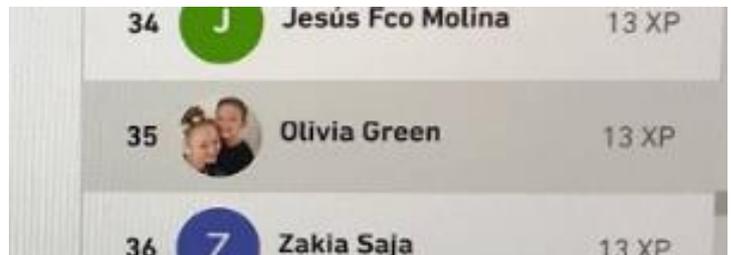
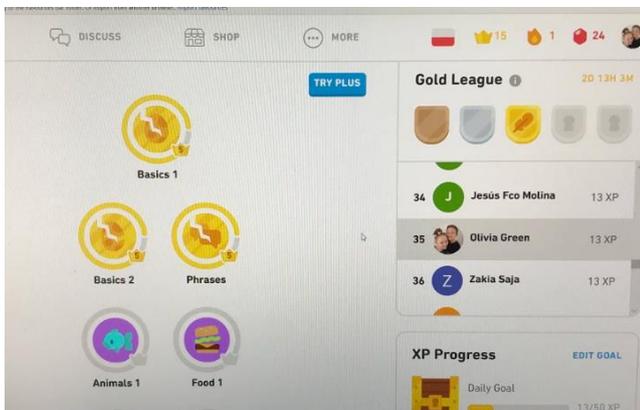
**Droylsden Academy is a good school**

**IN THE NEWS THIS WEEK**

**The Excel Learning Hub**

As you will be aware from previous editions of Newsflash, the Academy Excel Learning Hub challenges some of our particularly able students to take part in additional learning that will stretch them academically. There has been a fantastic response to the challenges that students have been set and we hope that they have enjoyed the activities they have taken part in, the learning and research they have undertaken and in preparing the reports they have written.

Congratulations this week to **Olivia Green** (Year 9), who has accessed the 'Duolingo' website to learn Polish, and **Diya Mistry** (Year 9) who has prepared a Revision Guide for French. Both students will receive Pride Points and will be presented with their 'Infinite Learning Badges' by Mrs Lloyd, who coordinates the Hub, when the Academy re-opens and they return to school.



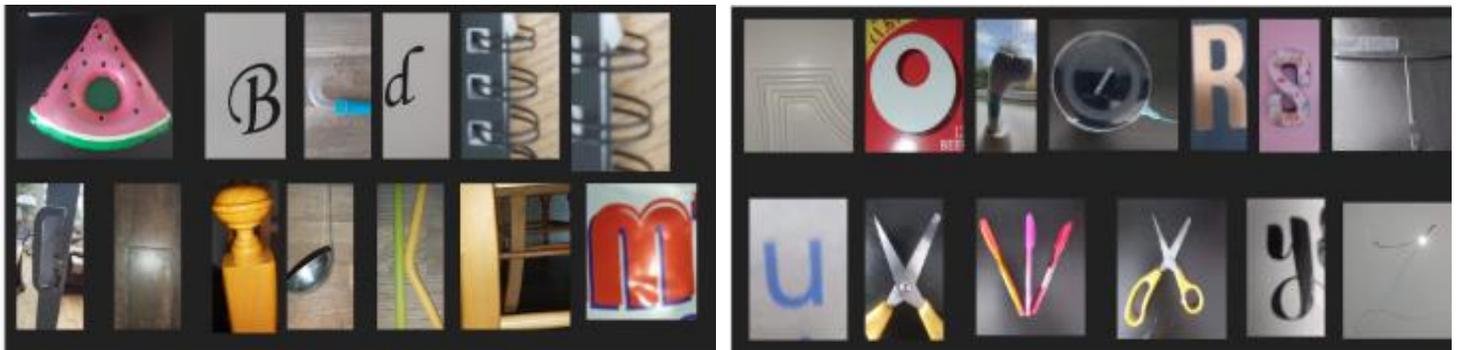
**Great learning through politeness, honesty and hard work**



## Photography

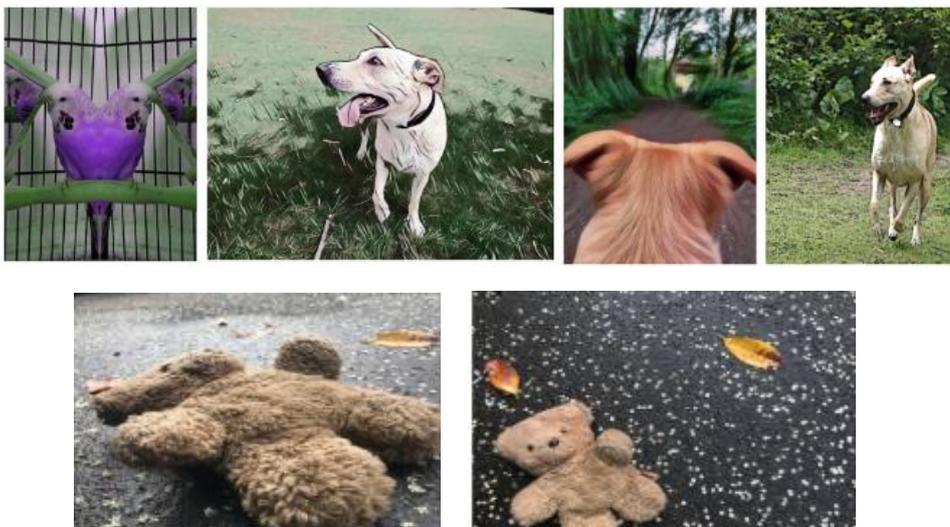
The following photographs have been submitted for inclusion in Newsflash by Miss Hickman. All the photos are taken from the portfolio of work for her Year 9 and Year 10 GCSE Photography students.

This wonderfully original 'photo-alphabet' was created by **Olivia Loftus**.

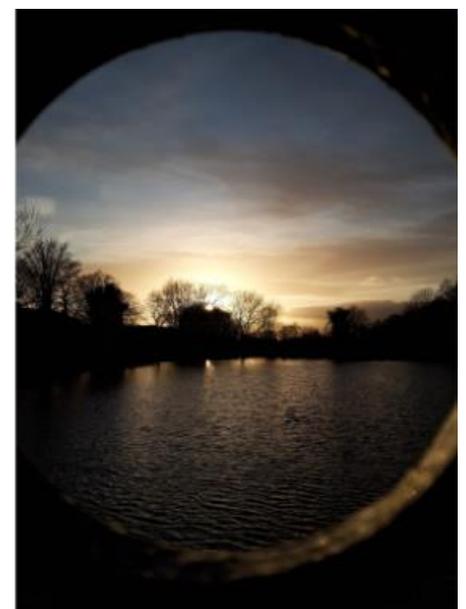


The striking set of photos above were taken by **Stephanie Pacheco**.

The 'Edits' below were created from photographs taken by **Lukas Hall**.



**Holly McGuire** took the photos of Ted to represent neglect. She chose a wet day to add impact to the photo and the dark and dull monochrome background of the road to contrast with the subject.



**Wing Leong** has used the natural lighting at sunset to great effect in this photo.

**Great learning through politeness, honesty and hard work**

## History

Miss Naylor submitted this excellent and emotive diary entry from **Nikola Brzozowska** (Year 9) who was asked to write a diary entry on the 'Ghettoisation' that took place in Nazi occupied territory. Miss Naylor commented that the work has everything that a creative piece of writing should have including rhetorical questions, emotion, empathy and, most importantly, lots of facts too. Miss Naylor thoroughly enjoyed reading it. Excerpts from Nikola's work can be found below.

*'8th October 1939,*

*Dear Diary,*

*A week ago I heard the worst possible news ever. It all began one morning when I woke up and an SS Nazi soldier came into our house. When I saw him I felt my spine tingle with fear. I didn't hear much of what he was saying, but I did hear the word 'Deportation' and my fear grew. When he left I stormed into the living room and my parents said, 'Guys, we have to move house... today'. My sister started to cry and my brother looked extremely upset. I felt scared, I haven't been outside since my parents said that I had to leave school. A couple of hours later, when we were ready to leave, my diary and I got on the train. The train ride was very long and boring. I didn't know where we were going and a weird feeling told me that neither did my parents. I remember stepping out of the train when we arrived and looking around me. The place seemed very welcoming, green trees everywhere, lots of shops, even the houses looked nice, my fear turned into happiness and excitement. Just as I was about to go in the direction of the nice houses, my mum pulled me towards her, and I suddenly noticed we were not going in that direction, we were going in the 'bad' direction, the direction which made me sick. We were going towards a gate. I didn't notice at first but inside the gate there were also houses, poorly built, old derelict houses. I didn't want to go but my mum kept telling me to behave. I wanted to go home, even if the life there was difficult. I didn't like this place. I wanted to go home. Our new house was poorly built and there was no clean water or sewage system. There was also no food, and sometimes my mum had to let me go beyond the big barrier that was keeping us all in to steal food for the family to eat from the 'outside world'. My life went from being really bad, to being even worse. Sure, in my old house I didn't have many friends and I was really scared and worried all the time, but at least I had good living conditions, at least I wasn't worried about not being able to eat. Why did we have to move here?*

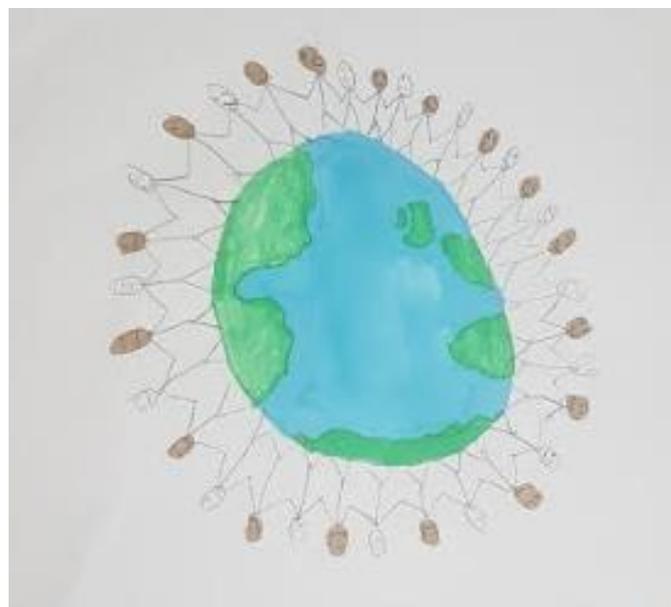
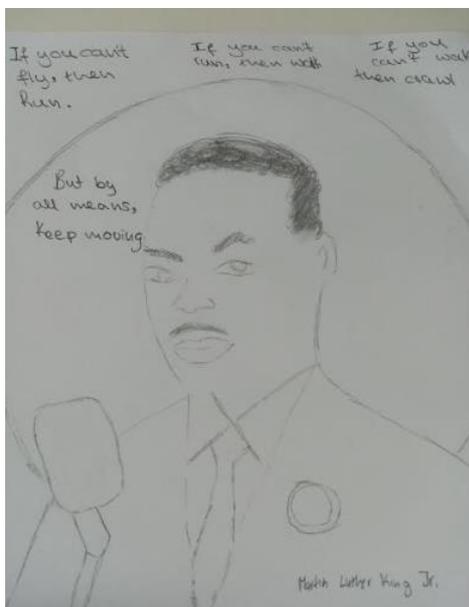


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*I am really scared that we will stay here forever and I will never have my freedom or happiness again. I am also very upset, I want to go home, and I want it to be happy like it was before. I want my life back. This is the worst place I have ever been in. I can feel myself dying slowly, mentally and physically. My family are working in a fur workshop. This allows us to get some money and spend it on food or water that's actually clean. My family are also very tired, all of them. I am very worried for the future, first the horrible laws, now this, what's the next thing that awaits us? Our lives are getting harsher and harsher, what's next? I am scared that this is just like a 'waiting room' for the next horrible thing that will happen to us.'*

**Nikola Brzowska**

Year 8 students have been designing Civil Rights posters to go with the work they are currently covering on the Civil Rights Movement in America. The posters below were drawn by **Janke Badjie Sane** and **Alexander Hulme**.



The following two excellent source analyses were completed by **Bilal Sanni** and **Michael Boateng-Junior** (Year 10) who are covering the GCSE History Unit about Medicine and Medieval England.

*'In this source, I can infer that the King has given orders "to cause the human's faeces and other filth lying in the streets.....to be removed with all speed.....and to cause the city to be cleaned.....so that no greater cause of mortality may arise from such smells" implying that the King has realised there is a link. From my own knowledge, I know that in the Middle Ages they didn't believe that they could get ill with bad smells and I also know that Medieval towns were very unhealthy places to live. A Lot of people lived close together, this meant that disease spread quickly, and there were no sewers and no rules for getting rid of waste. This meant that most people got rid of waste by dumping it into rivers and streams contaminating the water. Others would simply throw their waste, including human waste, into the streets. When towns and cities did have cesspits (pits for the disposal of sewage), they were often built close to water pipes and not maintained particularly well. This would often result in the cesspit leaking into the water system.'*

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In addition to this, butchers would often leave the remains of the slaughtered animals in the streets. Towns were usually so dirty that travellers often said you could smell them before you could see them. Some councils did try to clean up towns, although they were not clear about the effect this would have on public health. This is why I can infer that the King now realises that people can get ill from bad smells which is why he gave these orders.'

**Bilal Sanni**

'In source G I can see a movement to making sure people and towns are becoming cleaner which was the complete antithesis to Medieval England. This is useful because, from my own knowledge, I know that, in Medieval England, they were immensely dirty and weren't concerned about their cleanliness because they looked up to God thinking he is the one that gave them the cure to diseases (the Doctrine of Signatures), such as the 'eyebright' used for eye diseases. They also believed he caused the diseases of sinners who had sinned as it was seen as a sort of punishment. They didn't see the relevance of cleaning and neither did the Councils. However, Coventry was an exception as their Council had designed waste disposal locations, they made efforts to be clean and orderly. Further on, the mayor would make sure every man cleaned the street in front of their house every Sunday.'

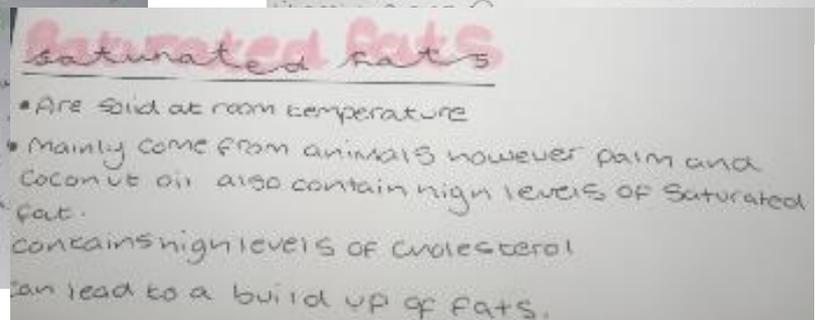
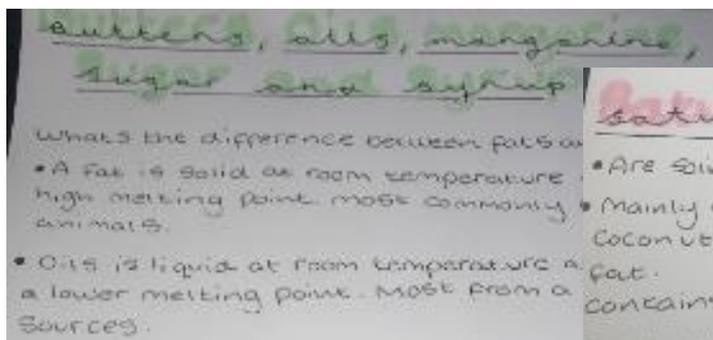
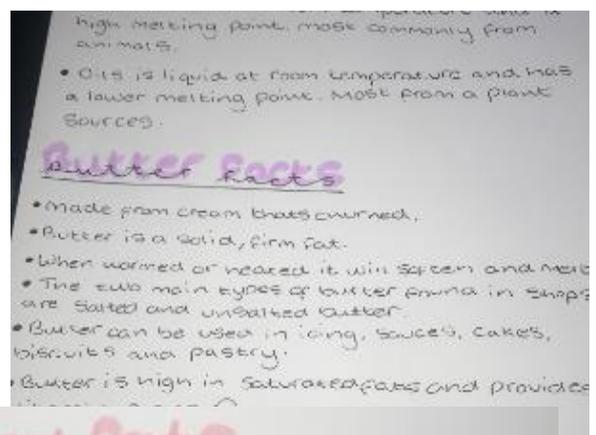
**Michael Boateng-Junior**



## Food and Nutrition

Whilst students studying GCSE Food and Nutrition have been busy in the kitchen over 'Lockdown', they have also continued to study their theory work too.

This excellent research on fats and oils was completed by **Rhiann Dyke** (Year 10).



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**Art**

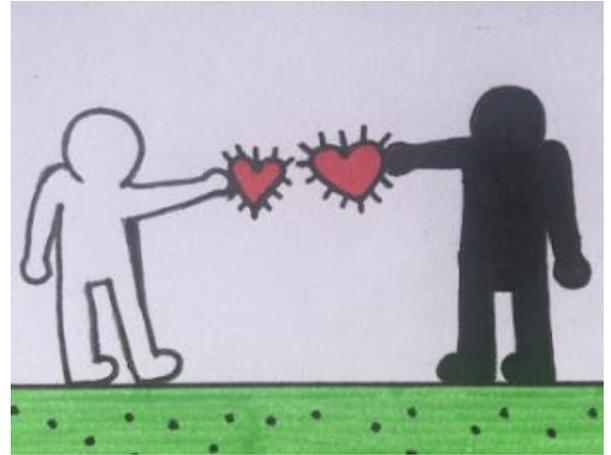
This Year 7 and 8 Artwork was inspired by Keith Haring and Mr Doodle!



**Harri Fleet**



**Isabelle Saw**



**Ebony Lang**



**Thomas Cronshaw**



**Emma Thomas**



**Lucy Thomas**



**Amy McGuire**



**Janke Badjie Sane**

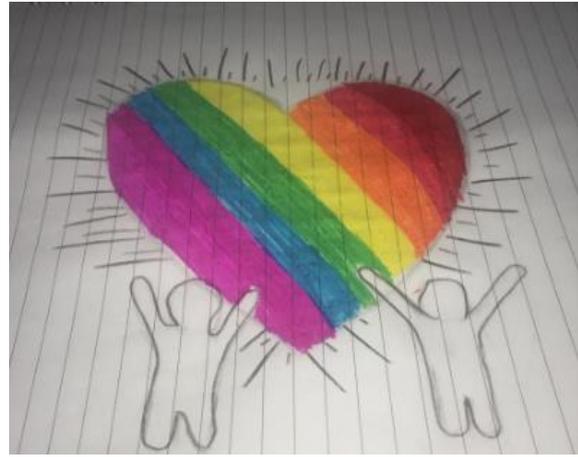


**Tallulah Connolly**

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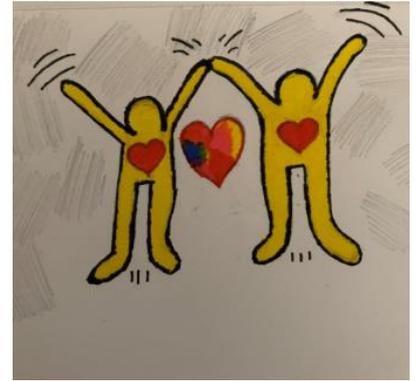
Olivia Brennan



Keira Walker



Daniel Mason



Gift Givens

**Science**



Miss Wictome has submitted two wonderful videos, entitled 'Science with Rory', created and filmed by Rory Hand (Year 8)! The screenshots below show Rory conducting two experiments, the first on solubility and diffusion and the second on miscible and immiscible liquids. They are brilliant Rory!



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## GCSE COUNTDOWN

Year 10, there are only 33 school weeks until your first GCSE examinations.

Whilst it is important that students across all year groups complete and stay up to date with their online classwork, it is particularly so for Year 10. Students in Year 10 are just over 12 months away from their GCSE examinations and we are working relentlessly to minimise the impact of this situation on their future success. It is absolutely vital that they are working every day, completing and submitting the work on Google Classrooms, so that their teachers can review and respond. If this is not possible, for whatever reason, please let us know so that we can help.

**Remember, Year 11 is a busy year and your teachers will not have time to go back over the work that they are setting you now because you have chosen not to do it. If you do not do this work now, you will miss it and you will fall behind. You must stay in control, complete work set and ask for help if you are stuck.**



## MATHS STUDENT OF THE WEEK

Congratulations to **Harry Belfield, Ellie Lucas, Riley Dunn-Noble and Josh Quinn** from Year 7 and **Abbie Voss, Maddison Brierley and Sayieda-Junaid Talukdar** from Year 10 who have all been nominated as Maths Student of the Week.

Harry has been nominated by Miss Morton for his excellent work on his last Maths assessment. Well done Harry and keep it up!

Ellie Lucas has been nominated by Miss Kennedy for her hard work and resilience, Ellie is managing her time at home well and completing her work to a high standard.

Riley Dunn-Noble and Josh Quinn have both been nominated by Miss Barratt as they have both worked consistently hard, ensuring that their work is in on time every day. Both students have also shown resilience in attempting everything that they have been set even if it has been a difficult topic. Keep it up Riley and Josh!

Abi Voss and Maddison Brierley have both been nominated by Mrs Egan as they are both working extremely hard, producing some excellent work and meeting all their deadlines. Keep up the hard work Abi and Maddison, this will really help in your preparation for your Mathematics GCSE exam.

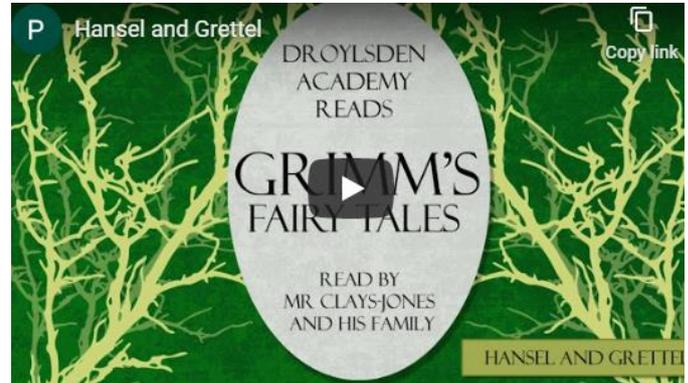
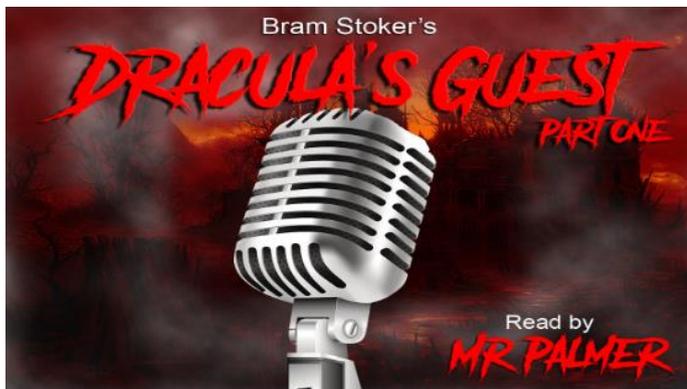
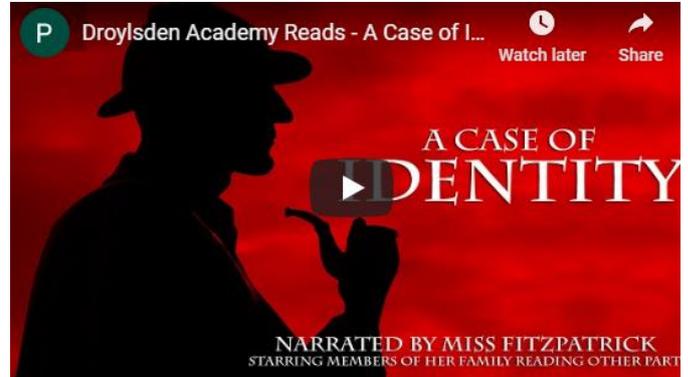
Sayieda-Junaid Talukdar has been nominated by Mr Tiley as she is completing all work to an extremely high standard and participating in all House activities and events. Sayieda always takes part in the daily functional Maths tasks and ensures that she achieves 100% in all of her assessed tasks.

**Great learning through politeness, honesty and hard work**

## DROYLSDEN ACADEMY READS.....

Use the link below and your English teachers will read to you from a selection of books! Some of the titles and narrators can be found below.

<http://www.droylsdenacademy.com/draculas-guest--part-1/483059.html>



## THE FAMILY MATHS CHALLENGE

The diagram below shows a trapezium ABCD.

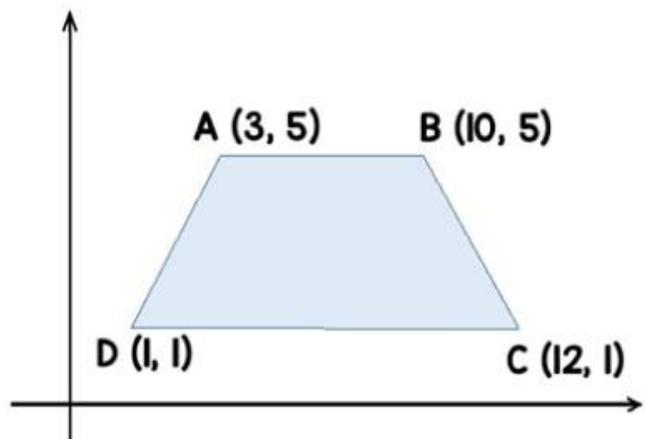
The co-ordinates of the four vertices are shown.

Work out the area of the trapezium.

Answers and 'working out' to Mrs Egan at:

[c.egan@droylsdenacademy.com](mailto:c.egan@droylsdenacademy.com)

Good luck!



Great learning through politeness, honesty and hard work



Although staff are not able to physically send 'Well Done' postcards home through the post at the moment, a number of them have nominated students to receive virtual postcards via Newsflash as detailed below.

Student(s)	Subject and Teacher
Zarah Islam (Year 10)	Mr Wilson (Religious Studies)
<i>I thoroughly enjoy reading your work each week Zarah. Your responses to GCSE evaluation questions are getting better and better and the most recent work you have submitted shows excellent understanding of the arguments surrounding life's big questions, including life after death and the problem of evil and suffering. Well done! Keep up this level of effort.</i>	

Student(s)	Subject and Teacher
Izzy Phillips (Year 10)	Mr Wilson (Religious Studies)
<i>Your responses are becoming increasingly more sophisticated Izzy. It is clear that you are working hard and I look forward each week to reading your work. Your answers over recent weeks show a very good understanding of how Christians and Muslims might respond to various moral issues. Keep it up, I'm really proud of you!</i>	

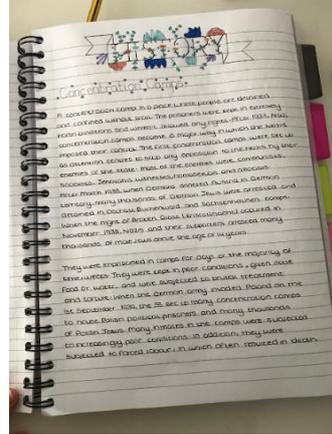
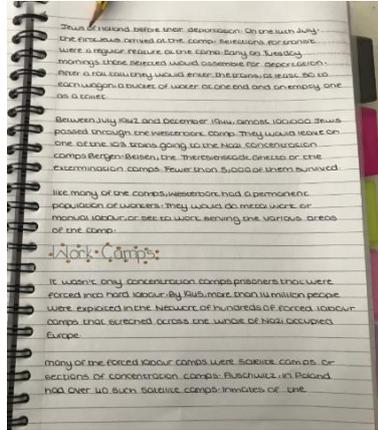
Student(s)	Subject and Teacher
Muskan Khan (Year 10)	Miss Naylor (History)
<i>Muskan you always give 100% in History, even when you find the topic difficult. Well done, you are a resilient learner, keep this up!</i>	

Student(s)	Subject and Teacher
Jess Fulton (Year 9)	Mrs McCallum (History)
<i>The work you have produced over the last few weeks shows your confidence in analysing sources is improving Jess. You have written some excellent accounts of life in Germany in the 1930s using the sources and interpretations to help you. I know this is a task you don't particularly enjoy so thank you for your perseverance and hard work with it!</i>	

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Student(s)	Subject and Teacher
Olivia Green (Year 9)	Miss Naylor (History)

*Olivia, you have been working incredibly hard in History and I was really impressed by the seven page document you produced on the different camps used by the Nazis. Your work is very detailed, and from reading it, it is clear to see your passion for the subject. Well done Olivia.*



Student(s)	Subject and Teacher
Nancy Armoh (Year 10)	Mrs McCallum (History)

*This week you have produced a great piece of source analysis which shows brilliant understanding of the work you have learnt during virtual learning. Your work showed an excellent understanding of Medieval Medicine. Thank you for your hard work.*

Student(s)	Subject and Teacher
Priscilla Anyangbe, Gift Givens, Eve Walker-Sheriff and Lucy Thomas (Year 7)	Mrs Abel (English)

*For consistently excellent effort and quality of work. Well done on becoming such dedicated and motivated learners.*

Student(s)	Subject and Teacher
Antony Shi, Alfie McGhee, Befo Gudeta and Charlotte Morris (Year 7)	Mrs Abel (English)

*For excellent independence in completing lessons remotely.*

Student(s)	Subject and Teacher
Olivia Brereton, Elliot Davey, Ben Evans, Sayieda Talukdar, Paige Tomlinson and Emily Tonge (Year 10)	Mrs Abel (English)

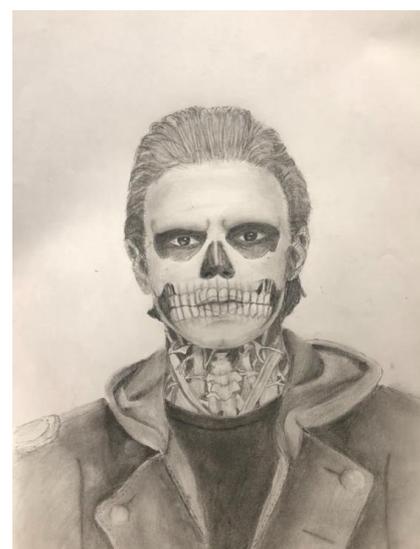
*For excellent standards of work, consistently handed in on time.*

**Great learning through politeness, honesty and hard work**

Student(s)	Subject and Teacher
Nafeesa Hussain (Year 10)	Mr Lees (Health & Social Care)
<i>Nafeesa, you have been working extremely hard on your Health and Social Care work, submitting brilliantly detailed pieces of work on a consistent basis. Well Done Nafeesa!</i>	

Student(s)	Subject and Teacher
Jayden Craven (Year 10)	Mr Lees (Health & Social Care)
<i>Jayden, you have been completing some excellent Health and Social Care work independently through this period of home learning. Well Done Jayden.</i>	

Student(s)	Subject and Teacher
Deonne O'Connor (Year 9)	Mrs Noel (Art)
<i>For creating an additional piece of work that beautifully demonstrates successful use of tonal shading in pencil.</i>	



Student(s)	Subject and Teacher
Starline Asamoah (Year 8)	Mrs Jackson (English)
<i>For an excellent effort with your T3 assessment Starline, well done!</i>	

Student(s)	Subject and Teacher
Janke Badjie Sane (Year 8)	Mrs Jackson
<i>For an excellent effort with your T3 assessment Janke and some further quality responses to feedback well done!</i>	

Student(s)	Subject and Teacher
Paige Tomlinson (Year 10)	Mr Lees (Health & Social Care)
<i>Paige, you have been consistently completing and submitting excellent Health and Social Care work. You have shown excellent determination to complete all of your work so far and are making great strides with your extended writing, Well done Paige!</i>	

Student(s)	Subject and Teacher
Katie Carter-Harrison (Year 9)	Mrs Bugler (History)
<i>Well done Katie for your fantastic diary entries this week. You explored historical knowledge as well as adding thoughts and feelings to produce a very accurate account. Well done!</i>	

Student(s)	Subject and Teacher
Karen Manuwa James (Year 9)	Mrs Bugler (History)
<i>Well done for always producing excellent History work Karen! You are a great Historian and it is so good to see you working so hard at home. I thought this week's diary entry about the discrimination Jewish people faced in the 1930s was really realistic.</i>	

**Great learning through politeness, honesty and hard work**

Student(s)	Subject and Teacher
Amanda Selby (Year 9)	Mrs Bugler (History)
<i>Amanda, over the course of virtual school, you have produced some excellent History work. It is so good to see you working so hard at home and I always enjoy marking your work. This week was no exception, your diary entry was so realistic!</i>	

Student(s)	Subject and Teacher
Callum Turner (Year 8)	Mrs Jackson (English)
<i>You have made a superb effort with his T3 assessment and so far Callum and have achieved the highest mark in the class. I am so pleased with the progress that you are making and your persistent endeavour. Well done!</i>	

Student(s)	Subject and Teacher
Simon Oboh (Year 7)	Miss Hudson (English)
<i>You have produced some fantastic work in English this week and are working harder and harder each day. You have written an especially good diary entry demonstrating empathy with the character in the short story 'The Monkey's Paw.' Keep up the hard work!</i>	

Student(s)	Subject and Teacher
Tyler Manderson (Year 8)	Miss Hudson (English)
<i>You have been working harder on your English work in the last few weeks Tyler. You have been submitting more work and to an improving standard which is definitely going to benefit you when we finally return to school. Well done Tyler and keep it up!</i>	

Student(s)	Subject and Teacher
Amanda Selby (Year 9)	Miss Hudson (English)
<i>Amanda, you are making me proud every day, submitting every piece of English work I set on time and to a good standard. Fantastic effort Amanda.</i>	

Student(s)	Subject and Teacher
Hollie McGuire (Year 10)	Mrs Bugler (History)
<i>Your history work is outstanding Hollie! Every week you produce extremely detailed work and the level of effort and understanding is fantastic. It is so good to see you working so hard. I look forward to getting back into the classroom and hearing all your answers for myself!! Well done Hollie.</i>	



Great learning through politeness, honesty and hard work

<b>Student(s)</b>	<b>Subject and Teacher</b>
Misbah Khalil (Year 10)	Mrs Bugler (History)
<i>Misbah, the progress you are making during this time is excellent. You are spending time on your work and growing in confidence with every piece. I enjoy reading your work every week. Thank you for being so hard-working and resilient!</i>	

<b>Student(s)</b>	<b>Subject and Teacher</b>
Ben Evans (Year 10)	Mrs Bugler (History)
<i>Ben, you have a great understanding of History! It is great to mark your work every week and see the detail you put in. Keep it up!</i>	

<b>Student(s)</b>	<b>Subject and Teacher</b>
Sayieda Talukdar (Year 10)	Mrs Bugler (History)
<i>Sayieda you are a wonderful Historian! The knowledge and understanding you have of our current topic is excellent. Every week I look forward to reading your answers. Thank you for working so hard every week!</i>	

<b>Student(s)</b>	<b>Subject and Teacher</b>
Hannah Thomas (Year 9)	Miss Sanderson (P.E.)
<i>For producing some wonderful answers in your GCSE PE work, completing all assignments on time, and really thinking carefully about your answers, well done!</i>	

<b>Student(s)</b>	<b>Subject and Teacher</b>
Kate O'Donnell (Year 9)	Miss Sanderson (P.E.)
<i>For completing the weekly fitness challenge and finally topping the leader board!</i>	

<b>Student(s)</b>	<b>Subject and Teacher</b>
Chloe Lucas (Year 10)	Mr Rick (GCSE Sport)
<i>It is evident that you are working very hard at home. You have displayed a real ability to meet deadlines and continuously produce theory work of the highest quality. Keep up the hard work, Chloe!</i>	



**Great learning through politeness, honesty and hard work**

Student(s)	Subject and Teacher
Molly Legg (Year 10)	Mr Rick (Health & Social Care)
<i>You are consistently producing work of the highest standard Molly. You ensure all work is submitted on time and have responded positively to any feedback ensuring that you use it to develop your work further. You have just submitted a key piece of work which looks fantastic and I really look forward to marking it. Well done Molly!</i>	

Student(s)	Subject and Teacher
Lucy, Emma and Hannah Thomas (Years 7, 8 and 9)	Mr Rick (P.E.)
<i>Thank you for helping out with the Year 7 transition video providing an insight into what P.E. at Droylsden Academy is like. All three of you did a fantastic job. Well done and thank you!</i>	

### DROYLSDEN'S GOT VIRTUAL TALENT!



**DROYLSDEN'S GOT  
VIRTUAL  
TALENT**

Entries to [aburgess@droylsdenacademy.com](mailto:aburgess@droylsdenacademy.com)  
by Friday 26th June  
(video up to 1 minute long of any talent)

Finalists to be shown on [@damusicdept](https://www.instagram.com/damusicdept)  
for our 4 Judges

Winner receives an exciting prize!  
Winner receives house points for their house!

More information from Mrs Burgess on the link here!



[https://youtu.be/qe3FT\\_bfZPI](https://youtu.be/qe3FT_bfZPI)



Great learning through politeness, honesty and hard work

### Hay Book Festival at Home: Schools programme

The Hay Book Festival may have been cancelled this year but they have prepared a special schools programme with sessions by fabulous authors including Cressida Cowell, Patrice Lawrence, Muhammad Khan and Konnie Huq. Just click on the session you are interested in and watch on Hay Player.

<https://www.hayfestival.com/c-247-programme-for-schools.aspx?genrefilterid=51>



### Britannia Covid 19 ebook

The internet and social media are full of misleading coronavirus content. Our free eBook supports schools, parents and carers to help children understand COVID chat and the importance of knowing the difference between what is fake news and what is real news. The eBook contains guidance on talking to children about the coronavirus, and tips for teaching them to find the facts. You'll also find a ready-to-deliver 'fake news' lesson with discussion points, activities, a worksheet and advice on how to differentiate between reliability of sources.

Follow this link to register for your free e-book

[https://r1.dotdigital-pages.com/p/25N2-H1J/tackling-coronavirus?dm\\_i=6EDS,1KPB,Z0RO2,5VDX](https://r1.dotdigital-pages.com/p/25N2-H1J/tackling-coronavirus?dm_i=6EDS,1KPB,Z0RO2,5VDX)

### Royal Armouries, Leeds - Virtual Tudor Field of Cloth of Gold Exhibition

In June 1520, Henry VIII of England and Francis I of France met for a diplomatic and sporting event of unprecedented scale and ambition. The Field of Cloth of Gold was one of the greatest and most conspicuous displays of wealth, pageantry and culture that Europe had ever seen. The Royal Armouries in Leeds were gearing up to celebrate the 500th anniversary of this prestigious historical event with a fabulous exhibition and jousting tournament over the May Bank Holiday. However, due to the current circumstances, they have moved the exhibition online. To view this wonderful exhibition and the other fabulous resources at the Royal Armouries, follow the link:

<https://royalarmouries.org/tudor-power-glory/>



### How to use naturalreaders.com

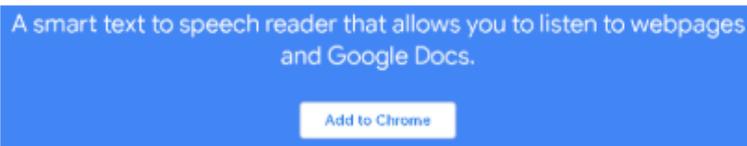
Sometimes you are asked to read things that are challenging for you and sometimes you would like to read something but find it difficult or overwhelming. We don't want you to give in and not read when this is the case. So...



This is a short guide to help you use an online tool to assist you with any online reading such as texts that are shared with you in Google Classroom, websites, e-books and e-magazines.

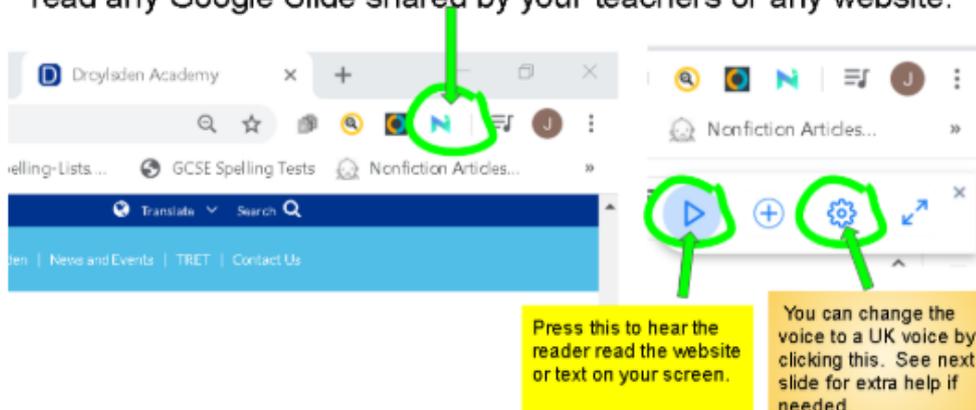
First, watch this video <https://youtu.be/L3hpuTWj2uw>

1. Click on this link to install it on your Google Drive  
<https://chrome.google.com/webstore/detail/natural-reader-text-to-sp/kohfgcgbkjodfcfkcackpagifgbcmmimk?hl=en>
2. Scroll to the bottom of the page to this.



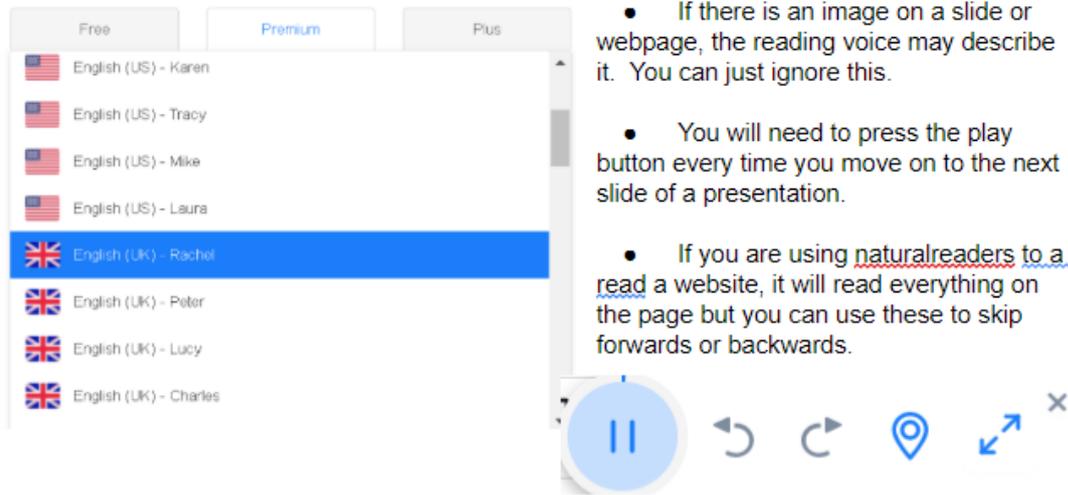
3. Click 'Add to Chrome'.

In the top right hand corner, click on this icon whenever you want natural readers to read text for you. You can use it to read any Google Slide shared by your teachers or any website.



Like this...

Speaker



The screenshot shows a text-to-speech application interface. At the top, there are three tabs: 'Free', 'Premium', and 'Plus'. Below the tabs is a list of voices, each with a small flag icon and a name. The voices listed are: English (US) - Karen, English (US) - Tracy, English (US) - Mike, English (US) - Laura, English (UK) - Rachel (highlighted in blue), English (UK) - Peter, English (UK) - Lucy, and English (UK) - Charles. Below the list is a playback control bar with a large play/pause button, a back button, a forward button, a location pin icon, and a close button (X).

- If there is an image on a slide or webpage, the reading voice may describe it. You can just ignore this.
- You will need to press the play button every time you move on to the next slide of a presentation.
- If you are using [naturalreaders](#) to a read a website, it will read everything on the page but you can use these to skip forwards or backwards.



- Contact Mrs Jackson if you need any help with this.

Great learning through politeness, honesty and hard work