



Learning in Work More Than Just Apprenticeships?

Firstly, welcome back after hopefully a restful half-term!

This article is in response to questions that we have received from students during the last ACE day and its focus on apprenticeships.

Several of our students asked: 'Are apprenticeships the only way I can work and get qualifications?'. A thoughtful question that shows how deeply our students are thinking about their futures, and it raises an interesting point to consider. Do apprenticeships offer different approaches and why not work and do the qualification independently?

In an apprenticeship you normally follow the rule of 80% on the job training and 20% focused learning. Now that learning can be in college, but it can be delivered by other providers. This is why you will see apprenticeships for the same thing can offer different qualifications. Such as NVQs, BTECs, City and Guilds and more. All of these are valid qualifications and importantly, the cost of doing them is covered by your employer and have mentors in place to help you meet challenges and stay on track.

Now you can do all these courses if you were employed, the difference is that you would have to cover the cost if you are not doing an apprenticeship. Normally, an employer would not cover the cost and even if they do, the expectation is that you will do the qualification around your work. This means that you would have to fit studying around your job and must manage it independently, which can be challenging.

It is important to say that in any job they will have training and development opportunities that are funded and led by the employer. This normally focuses on specific needs of the business such as health and safety training or training to use a particular piece of equipment. These will also be part of an apprenticeship.

For our students we recommend apprenticeships as the best approach as they are organised and have a supporting framework, making the transition easier and more manageable. Alongside there is a range of legislation that is in place to protect apprentices.

If you have any questions, please contact school or email edward.cramphorn@sheffieldsprings.org



Bedrock Leaderboard



WC 8th February 2021



Year 7

★ Milka H	7c2	15 lessons
★ Shahad B	7a3	13 lessons
★ Abdul Raheem O	7c1	8 lessons
★ Adedunni A	7a2	6 lessons
★ Eleanor W	7a2	6 lessons
★ Leo B	7b2	6 lessons
★ Ella B	7a1	5 lessons
★ Moustafa A	7a2	5 lessons
★ Lillie B	7b1	5 lessons
★ Freya H-D	7a2	4 lessons

Year 8

★ Joshua W	8b1	13 lessons
★ Harry H	8a2	5 lessons
★ Najma H	8a2	4 lessons

Year 9

★ Lucy W	9a1	4 lessons
★ Cosmina E	9b2	4 lessons
★ Adeola A	9a3	3 lessons
★ D'Arcy-Mai H	9b3	3 lessons

Subject Updates

Maths

Hegarty Maths	
Top 3 learners in each year group!	
Student	Year Group
Nell T	8
Steven P	8
Joshua W	8
Lacey-May D	9
Manyon K	9
Saron T	9
Louie M	10
Harry W	10
Emma -Andrea N	10
Libby E	11
Dominika L	11
Terri-Leigh HF	11

Hegarty Maths		
Top 5 learners who have completed the most hours this term!		
Student	Year Group	Total Hours of Learning
Manzal A	11	101
Joshua W	8	21.6
Callum H	11	20.6
Jamie C	9	9.7
Najma H	8	8.6

SPARX		
Top 5 learners this week!		
Student	Year Group	Total XP (Last 7 days)
Maisie H	7	3943
Lillie B	7	1622
Summer F	7	1527
Paschal A	7	1522
Declan L	7	1507



If your child has any problems logging in or any issues with their online homework, please ensure they **contact their teacher on MS teams** or if you have any queries please see <https://www.sheffieldsprings-academy.org/parents/maths-homework>

History and RE through Hollywood - Fact or Fiction?

Great films!
Thought-provoking debate!
No previous knowledge necessary
All years welcome!
Find the link on your **History & RE Teams Page** every Monday!
3.30pm Every Tuesday



Every Tuesday @ 3.30pm
See the link sent every week in your Year History & RE Teams page.

This Term's Film Starts 2nd March: Kingdom of Heaven

Grieving his wife's sudden death, village blacksmith Balian, joined by his estranged father, travels to **Jerusalem** during the **Crusades of the 12th century**, where he finds his purpose in becoming the defender of the city and its people.



Subject Updates

History & RE

KS 3 - Year 7

HT4 – Medieval Kings

<https://www.bbc.co.uk/bitesize/topics/zfphvcw>

KS 3 – Year 8

HT4 – Slave Trade

<https://www.bbc.co.uk/bitesize/topics/z2qj6sg/resources/1>

KS 3 – Year 9

HT4 – The Holocaust

<https://www.bbc.co.uk/bitesize/guides/zkfk7ty/revision/1>

<https://www.bbc.co.uk/bitesize/articles/zt6xwnb>

KS 4 – Y10/11

HT 4 – SENECA – Superpower Relations and the Cold War

<https://app.senecalearning.com/classroom/course/4cb62f70-25d5-11e8-997c-45e9415ece8c/section/8a08bb90-25d5-11e8-997c-45e9415ece8c/session>

RELIGIOUS EDUCATION

KS 3

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

Shout Outs

- Y7 - Milka H, Kieron W, Leo B, Emmanuel A, Bailey C, Taniesha N, Ruth D, Raschal A and Safa A for wonderful engagement in History and RE
- Y8 - For super engagement and contributions to discussions as well as OneNote work Daisy L, Harrison H, Ruby A, and Reece S
- Y9 – For Excellent contributions on Q&A and contributing to online discussions, OneNote and submitted work – Mayon K, Gisele K, Samuel A, Katie B, Annabel B, Sea P, Skye C Omer O, Jamie C, Amber H and Itunoluwa L.

KS 3 History and RE ★ of the Week – Mayon K Y9 whose contributions in Q&A discussion related to ‘Atheism and Suffering’ in RE was Outstanding!!

- Y10 - For constant engagement in lessons and completing work online Mahjabeen J, Esra A, with special shout outs for Katie G and Harvey F for some outstanding work on OneNote
- Y11 – Consistent engagement online and submitted work. Kevin A has stood out this week amongst his peers. Well done Kevin!!

History & RE Shout Outs

A warm welcome back to all to History and RE. There are some new topics being introduced across the Department this term. Hyperlinks to websites where pupils can access additional information have been updated for this new term. On return to school pupils will pick up directly from the last online lesson so it is important to keep engaged for to all online learning in the meantime. There have been some brilliant contributions recently - Some examples of these have been included in this newsletter.

Pupil Work



Esther G (picture 1), Tyler C (picture 2), Sea P (picture 3) Y9 and Billy M (picture 4) Y7—all created beautiful zentangle hands with some imaginative and intricate patterns.

Do Now

1. For a cleared mind, to speak to God and to have good luck.
2. Nun and Priest.

Almost all in Europe were Christians. Religion and faith gave comfort and meaning to people. The Christian Catholic Church the largest and most powerful organisation (group) in Europe. As a result, the Christian church has religious leaders called Cardinals, Archbishops, Bishops and Priests. The most important person was the Pope, who lived in Rome. Doom paintings that graphically showed people what awaited them in both Heaven and Hell. Monasteries-located in the countryside-provided a basic hospital, school and accommodation for travellers and local people. Christianity was at war with Islam for a large part of this period in History-Called the Crusades-for control over the 'Holy Land' and in particular the city of Jerusalem. However, religion and faith were also a source of celebration and happiness. Faith brought communities (groups of people) together. The local church was at the centre of the community. It gave them events or celebrations throughout the year-'Holy Days' from which today we get the word 'holiday'.

1. True
2. False
3. False
4. True
5. True
6. False
7. True

Religion-1000-1500AD



L11 – What was the Glorious Revolution?

Thursday, February 11, 2021 9:40 AM

DO NOW:

1. Lord Protector
2. Charles II

KEYWORDS:

1. Glorious – To describe something happy or beautiful.
2. Revolution – A large, sudden and important change in the condition of a country or society.

CLASS NOTES

Charles II has become King of England in 1660 at the invitation of Parliament. He would listen and follow the will of Parliament as well as be a Protestant Christian. Charles II died without an heir in 1685, the crown went to his brother James II.

- James II was an obvious Catholic and refused to be Protestant.
- He believed – like his father – in the Divine Right of Kings and disliked Parliament's attempts to control his power
- Instead of another war – Parliament sought to 'replace' James II with his sister and her husband – William of Orange (Holland).
- Parliament invited William and Mary to launch an invasion.
- James II – with no army to defend himself – fled (ran away) to France.

1. 1685
2. Catholic
3. Met in secret in London and wrote a letter to William of Orange asking to be king.
4. Fled to France
5. A small circle of wealthy landowners

In 1660, Charles II returned to England. Charles II was allowed to return under the condition he wouldn't close Parliament and that he would be full-on Christian Protestant. It was also important that he wouldn't rule like his father – Charles I. However, when Charles II died, he had no heir, hence his brother James II took the throne. James did not hide that he was Christian Catholic and that he believed in the Divine Right of Kings like his father Charles I. As a result, Parliament invited James' little sister and her husband William of Orange (Holland) to invade England whilst James had no army to defend himself. As a consequence, James fled to France. This was later called the Glorious Revolution.

Taniesna N—Y7—great notes in RE

Ella P—Y8— excellent written task on King Charles II

Pupil Work

L1 HT4 Pyramid of Hate

28 January 2021 22:35

Big Question

- What was the Holocaust?

Keywords:

- Anti-Semitism
- Final Solution
- Ghetto

Do Now

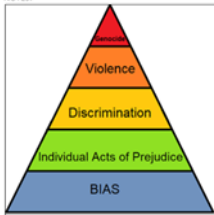
- Anti-Semitism = Prejudice against Jewish people
- Ghetto - Part of the city, especially a slum area, occupied by a minority group or groups
- Auschwitz - One of the biggest Nazi extermination camps where an estimated 1.1 million people were killed
- Concentration camp - A place in which large numbers of people are deliberately imprisoned, sometimes to do forced labour or to be executed
- The "Final Solution" - The Nazi idea of murdering all European Jews. The policy resulted in the murder of 6 million Jews in concentration camps between 1941 and 1945

DO NOW



- Not only Jews were killed or executed during the Holocaust such as Communists, Gypsies, Homosexuals, Disabled people, The mentally ill, amongst others

NOTES:



- Bias - Making jokes, stereotyping
- Individual Acts of Prejudice - Bullying, setting apart
- Discrimination - Economic, Employment, Education, Housing
- Violence - Assault, murder, rape
- Genocide - The act to systematically destroy a race of people

In your own words sum up what the pyramid of hate demonstrates to you. **Listen to what I suggest then you do!**

I believe that the pyramid of hate demonstrates that Human behaviour can change to genocide

I know this because... Of what happened in Germany with Hitler in charge

I also believe that I believe that the pyramid of hate demonstrates that It is a cycle of hate that can be broken

L10: What was the Berlin Blockade?

Monday, February 08, 2021 9:35 AM

KEYWORDS:

- Bizonia/Trizonia
- Blockade
- Air corridor

Containment means to stop the spread of economic or political influence.

Expansionism means to spread economic or political influence

Blockade, stopping goods or people entering a particular area

Flashpoint, a place or time where tension flares up

DO NOW:

COMINFORM was a way to control the USSR satellite states from taking medical aid from the western allies also it's a way to control the government of that state it was like FBI and CIA.

COMECON was a plan put in from the USSR to make its economy planned and made all its Soviet states use only Russia /USSR made goods and provides money to its states

How many zones was Germany divided into in 1945?

Germany was divided into 4 parts

Who controlled the Eastern zone of Germany?

It was controlled by the Soviet Union and the west was controlled by the western allies.

In which part of Germany is Berlin?

It's in the east but it was the capital so it was split into parts but the Soviets put a blockade up so the western allies couldn't drive in supplies so the allies started flying in supplies to the part of the capital what was controlled by the western allies.

The creation of Trizonia led to the Berlin blockade because the creation of Trizonia angered the Soviets. Trizonia was created in March 1948 after the US, Britain, and France met in London, without the Soviets to discuss the future of Germany. This meant that Stalin felt left out and threatened about this and made him come up with the plan the Berlin blockade.

1. What were Bizonia and Trizonia?

Bizphia/Trizonia - the name from the joined up two zones (Bizonia) and three zones (Trizonia)

2. How did the Deutschmark cause the Berlin blockade?

US, France and UK made a currency called the Deutschmark and Stalin took this as a threat to single out him and the USSR so Stalin created a currency for Stalin part of Germany this made Stalin angry but with that anger Stalin came up with a blockade to stop all goods coming into Berlin for the western allies because Stalin thought if he did this the western allies would give up and Germany would fall under the USSR and Russia.

3. What did Stalin do on 24th March 1948?

Stalin made the Berlin blockade also the western allies came up with flying supplies into Berlin.

4. How did the Western Allies respond to Stalin's actions?

The allies were struggling to get supplies into the western part of Germany and people was starving so President Harry S. Truman's came up with air lifting supplies into the capital of Germany every 30 seconds a plane landed or left Berlin the airlift was so successful that this lasted 11 months and then Stalin lifted the blockade after this the USSR looked like an aggressor and the west looked like the peaceful people.

Challenge question: How did the Berlin blockade and the Airlift affect Cold War tension?

This helped the western allies as it made them look peaceful compared to the USSR what made them look like an aggressive country also later that month Germany was fully split into 2 countries east Germany and west Germany, west Germany capital was moved away from Berlin this lasted 40 years

Amber H—Y9— showing progress in green, well done!

Harvey F—Y10— improving his work, well done!

Lesson 17 Why did the Cold war Intensify between 1950-1958 - Summary

23 February 2021 12:23

Key Words:

- Asia
- Space Race
- Hungarian Uprising

Big Question - Why did the Cold War intensify between 1950-1958?

Title: Summary

Space Race - Definition: the race between the US and the USSR to get a man/ satellite into space

DO NOW

- August 1949
- 1950-1953

Cause 1 Notes

China became communist -> Shows how extreme both the US and the USSR went to defend/ try and remove communism.
Treaty of Friendship -> Caused tensions to rise even more between the US and Russia
The Korean War -> caused huge divisions between North and South Korea -> Intensified the Cold War

- I do

Events in Asia caused the Cold War to intensify because... I DO

Events in Asia caused the Cold War to intensify because they showed the extremes to which both superpowers would go to protect or prevent Communism and made divisions more entrenched.

Cause 2 - Notes

Hydrogen Bombs Developed
Sputnik I (1) and Sputnik II (2)
ICBMs
All caused increased Cold War tensions, divided the US even further than they were from the USSR and increased weapons threat and competition between the US and USSR.

We do

The arms race and the space race caused the Cold War to intensify because... We DO!

The arms race and the space race caused the Cold War to intensify because the superpowers now had more powerful and destructive weapons so appeared more threatening and they made the USA and the USSR become more competitive



Kevin A—Y11— excellent notes and work towards extended writing, well done!

Head of Year - Home Learning Shout-outs!!

Y7

Ambition—Lillie B—she has printed out additional resources to help with her school work as well as attending 100% of her lessons

Y8

- **Excellence**—Ella P—for brilliant feedback from teachers
- **Pride**—Whitney W—for constant engagement with teachers during lessons
- **Ambition** — Amelie D—for seeking help when needed and showing determination with her studies

Y9

- **Excellence, Pride, Ambition** — Shannon R, Jamie C, James B, Lucy W, Caitlan T and Amber H. These Y9 students have been nominated as star of the week by their form tutors for a fantastic start back after half term. This is amazing and shows their dedication and commitment to online learning. They are true models for this year group. Well done! Caitlan and James are also in the top 3 students for their work on Lexia too, so double well done to you two!

Y10

- **Excellence** — Moses, Kenny, Katie G, Fayodami and Ceedra for their online input in both work handed in and engagement on Q&A. - Mr Saville
- **Excellence** — Kaisha E— logging onto lessons this week! Miss Towers
- **Pride** — Louie M - outstanding and sustained effort in all science lessons, attempting all the tasks and usually getting everything right. Well done and keep it up! Mr Church
- **Pride** — Fayodami, Kenny, Jessica A, Moses O, and Harvey F for engagement and submission of BTEC sport
- **Ambition**— Tiffany, Chantalle, Evie, Emma, Maria—Always on it, Mrs Durham
- **Ambition**— Katie G, Kaisha E, Ceedra for their continued efforts in H&SC Mr Newton

Y11

- **Excellence** — Kiana R - For her fantastic engagement in English Language this week
- **Excellence** — Emily SL- For her fantastic engagement in English Language this week
- **Excellence, Pride, Ambition** — Well done to the following students who have had 100% attendance Mon-Wed this first week back. Fantastic effort, keep it up!

Haseeb R, Liliane A, Soheil k, Iram A, Aminat O, Bethany T, Karl B, Kieran H, Meer T, Paige H, Crystal G, Bradley F, Chloe W, Hamda H, Hayley D, Maksymilian A, Manzal A, Naome B, Steele M, Abraham A, Aimee M, Bailey S, Charlotte R, Ethan F, Harvey N, Kevonay C, Mary-Karin VDC, Max H, Ruby G, Samantha F, Abdul L, Aiazan Q, Ali S, Declan OD, Jacob G, Thomas L

Photography Competition

Each week we are running a staff and student photography competition - students will win a £10 Love to Shop voucher and be entered into the overall prize draw (1st, 2nd and 3rd place available) with prizes available for each one!

We have had some amazing entries this week, our running theme is 'THIS IS SHEFFIELD' - focussing on what make this city brilliant. The aim is for students to be able to get their daily exercise and find beauty in the local area too.

Photos need to be taken by our students themselves, and can then be emailed to me at Victoria.Hall@sheffieldsprings.org to enter the competition.

Winning photographs will be shared on twitter and on our website, and a selection of entries (winning or not!) will be shared in the newsletter each week. The winners each week will be printed onto canvas for a photography gallery when we all return fully to school to celebrate the talent we have.

Do join in! You don't need a camera - your phone will be just as good!

Here are this week's winners!

#PhotoComp

Winners this week are these two fabulous images - Woodland Wander from Aisha S (Y8) and Winter Sun from Moses O (Y10).

Well done!!!!



And the staff winner is Ms Robertson with Painted Skies.



Our last competition runs until Friday 5th March! Good luck everyone!

Mrs Hall