

HOULTON SPRING NEWS 2023



HOULTON
SCHOOL



Welcome from the Principal

Dear Houlton Family,

Welcome to our Spring half-term newsletter, which I write as the sun is shining over our campus - a welcome reminder that the days are extending, the world is renewing and the cheery daffodils are now just £1 at the checkout in M&S!

Pupils have continued to impress and inspire me this term with their resilience, enthusiasm and motivation for all things Houlton School. This issue is packed with celebrations of our work, with the whole school community living up to our core pillars of innovation, aspiration and excellence.

I had the pleasure of attending the packed Friends of Houlton quiz last Friday, an opportunity for parents, carers and the community to come together for fish, chips and a drink or two whilst challenging the grey matter and raising funds for our

school. Thank you so much to all who attended and to the winning team for donating their prize back into the pot - we are truly grateful.

It has been a long half-term, so I hope pupils enjoy a well-earned break. Stay safe, look out for each other, and with World Book Day approaching I'm currently enjoying 'High Season in Nice' by Robert Kanigel - what will you be reading over half-term?

Principal Michael McCulley



A Brilliant Trip to Hertford College

Earlier this term Ms Lancini, Miss Etheridge and Miss Divver took 28 Year 8 pupils on a trip to Hertford College, part of the University of Oxford. This was the launch event for Houlton School's first cohort of pupils to take part in The Brilliant Club's Scholars' Programme.

When we arrived at Hertford College, we were given a presentation to find out more about the Scholars' Programme, which are short courses run by PhD tutors on a topic that is supra-curricular; activities that will extend and deepen pupils' knowledge of our curriculum.

We then had a session on study skills to support pupils with the assignment that they will produce at the end of the programme, for which they will receive a university-style grade.

It was wonderful to see pupils grow in confidence and to recognise that the study

skills being promoted by the Brilliant Club are very similar to those encouraged by Houlton School, such as using visual prompts, critical thinking skills and reducing information into manageable units.

After a busy morning, we were lucky enough to be able to eat our lunch in the main dining hall of Hertford College, which was very grand and reminded many of us of Hogwarts!

Later in the afternoon, we spilt into two groups and were given tours of the campus by current undergraduates. It was fascinating to see the campus chapel and hear about the campus pet cat and jellyfish, as well the library that even spreads under the grass in the middle of the 'OB quad' - the grass surrounded by the oldest buildings on the campus.

In our final session, we discovered more about studying at university and what life as an undergraduate offers young people. We completed some fun quizzes, such as identifying buildings of famous universities and deciding which degree courses were real or imaginary. There were some definite surprises here!

Whilst walking back to the bus stop outside the Ashmolean Museum, we briefly visited The Bodleian Library. This is the second largest library in Britain and is one of only

three libraries in the UK that has a copy of every book published over the last 150 years. The grandness of this building and what it contains was moving for many of the pupils.

For many of us, though, the highlight was to walk over Oxford's famous 'Bridge of Sighs' and hear about the plethora of movies that have been filmed in this location, most recently one entitled 'Wonka' that is due to be released in December 2023.

Next steps

All the pupils learned so much about undergraduate life and the opportunities a university route could offer them. It was both rewarding and inspiring that some pupils, who had never even considered studying A-levels before, began to believe that university was the right future path for them.

Being a part of The Brilliant Club's Scholars' Programme is an exciting new venture for Houlton School, which we will also be introducing to Year 7s in the Summer Term. It will help us to continue to raise our pupils' aspirations and engage their growth mindset during this academic year and beyond.

**By Ms Angela Lancini
Assistant Principal**

LGBTQI+ History Month

This February we've marked LGBTQI+ History Month.

Pupils in Pride Club have been busy making Pride Pins to show their support and celebrate difference.

By Miss Annie Diver
Year 8 Pupil
Experience Leader



Sparx Update

Houlton School pupils have been recognised for their hard work on Sparx during the first term of this year.

We're pleased to confirm that Houlton School has been awarded Gold by Sparx for our pupils having the highest average XP. This places us in the top five schools in the country using Sparx. A huge congratulations to all of our pupils!

Following the implementation of Sparx in September, our pupils have been showcasing their independent learning as well as challenging each other to look at new areas of maths.

Currently the leaders in each college are as follows:

Year 7

- Sinead** (7A) Level 11
- Niamh** (7D) Level 3
- Kieran** (7M) Level 3
- Kayla Louise** (7O) Level 1
- Waseem** (7S) Level 25
- Erin** (7W) Level 11

Year 8

- Sohana** (8A) Level 25
- Claudia** (8D) Level 9
- Luca** (8M) Level 8
- Tommy** (8O) Level 2
- Joel** (8S) Level 7
- Callum** (8W) Level 11

We have hit the 1,000,00 XP point target before Easter!

The ranking for each college now stands as follows:



1st Shakespeare
1,151,618 XP



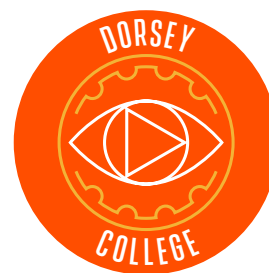
2nd Armstrong
1,028,106 XP



3rd Morse
807,957 XP



4th Winton
702,283 XP



5th Dorsey
570,748 XP



6th Obama
453,602 XP

We will be awarding the top pupil in each class a prize in the last week of term to celebrate the effort they have put in – we will share this information with you via the Maths Department Twitter @HoultonMaths

By Miss Jasmine Etheridge
Head of Faculty: Mathematics and Numeracy

Methane Rockets!

“Are we doing a practical today, sir?”

This is a question I get asked on a daily basis. Sometimes the answer is yes, sometimes it's no, sometimes the answer is that I will be showing you a demonstration today.

One of my favourite demonstrations to show our pupils is the methane rocket which demonstrates complete combustion of methane. Whilst this demonstration is visually and audibly dramatic, it is also the perfect opportunity to practically show and teach complete and incomplete combustion

and to then lead on to balancing equations. The latter is often a topic that pupils in KS4 struggle to complete, but our pupils have shown extraordinary determination and resilience which allowed them to access the topic.

Put simply, pupils need to look at a chemical reaction and change the number of molecules that are reacting so that there are the same number and types of atom before and after the reaction. This is conceptually challenging, but with the use of a nifty computer simulation, is made much easier.

I urge Year 8 parents and carers to access the following website and quiz your child:

https://phet.colorado.edu/sims/html/balancing-chemical-equations/latest/balancing-chemical-equations_en.html

Through this task, pupils came to realise that methane will only fully combust if it has twice the amount of oxygen to methane. This was the recipe that we added to our methane rockets, which is why the explosion was so dramatic and launched the rocket all the way across the room!

By Mr Aaron Griffin
Head of Faculty: Science and Computer Science

Computer Science

Computer systems exist everywhere! In today's modern world we can't walk down a street without a computer system being close by.

This term Year 7 and 8 have developed their understanding of what makes a computer system tick.

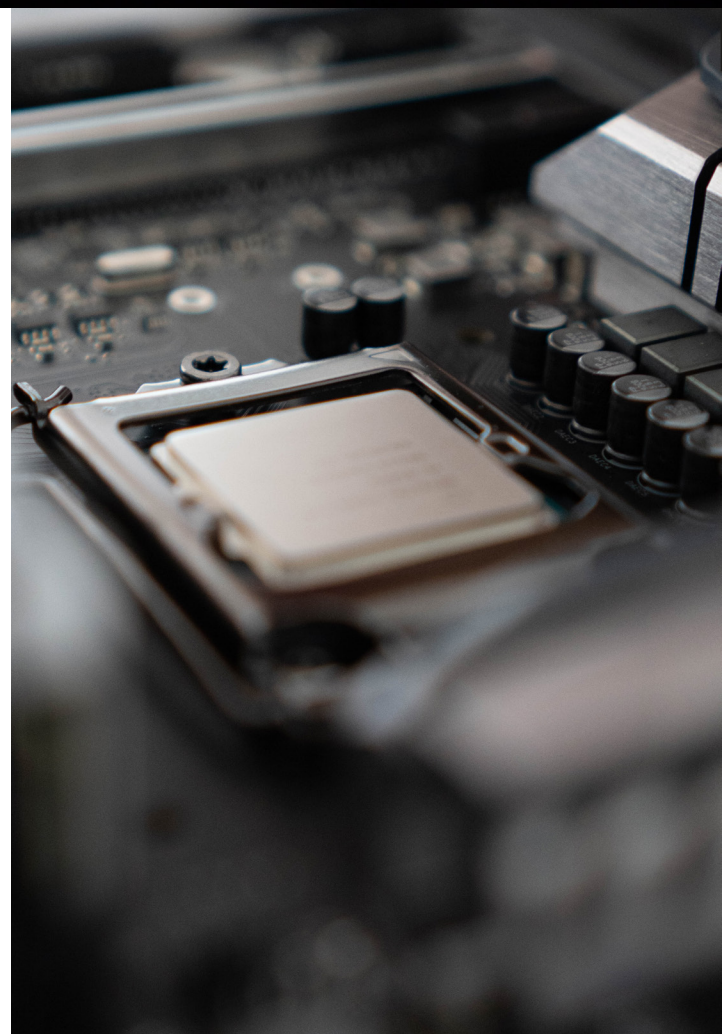
Year 8 have looked at the different parts that make up a Central Processing Unit (CPU), which has involved looking at the Fetch Decode Execute cycle, with pupils enjoying carrying out a physical in-world representation of this process. Most were shocked to discover that this process is carried out billions of times per second within a computer system.

Recently all of Year 8 have moved on to developing skills they learnt in Year 7 with additional skills in Microsoft Excel, which will lead into a budgeting project to help them understand how to use technology to keep track of future finances.

Year 7 focused on how data is passed into and out of the computer, developing a keen understanding of input and output devices and learning the key differences between them. Pupils have then been using key input devices to start working in Microsoft Excel, to enter data and carry out standard calculations and formulas.

Next term our Computer Scientists start to learn the language of Binary, and how this code makes up everything a computer understands and does.

By Mr Cresswell-Peters
Subject Team Leader: Computer Science



World Book Day event

Since Christmas, in Year 7, we have been exploring poetry from other cultures. We have explored Benjamin Zephaniah's life and his works looking at areas such as discrimination, inequality and social justice. Year 7 now have a fantastic opportunity to explore a culture of their choice: completing independent research before writing a letter as an ancestor to future generations within their chosen culture.

We are very excited to inform you of the upcoming plans for World Book Day which will be celebrated on Wednesday 1st March. Year 7 will be taken off timetable for the day to participate in a series of activities celebrating the power of literature!

In addition, we will be hosting a very special visitor: author Ele Fountain! Ms Fountain will be giving a talk to the whole year group about her book, 'Boy 87,' which they

studied in their English lessons last term. She will then be running two creative writing workshops, which 60 of our pupils will have the opportunity to attend. These pupils will be selected based upon the dedication and effort that they put into their homework; the more time spent upon Bedrock the greater chance that they will be chosen to participate.

This half-term, Year 8 have dived deep into the work of Ancient Rome studying Shakespeare's famous play Julius Caesar. They have had the chance to act out a summary of the play as well as doing some closer analysis of significant moments. They have also begun looking at newspapers and their transforming role in society, as well as the impact that the internet is having on this form. Following on from this, pupils are going to have the opportunity to create their own newspaper articles, looking specifically at

bias and representation based on the target audience.

For World Book Day this year, Year 8 will spend a day off timetable on Wednesday 1st March to explore the hidden world of Crypto books: solving puzzles, breaking codes and escaping virtual escape rooms! Following this, they will have the opportunity to create their very own Crypto book, identifying ways to create fascinating puzzles which will then be available to borrow from the library.

Finally, from Monday 10th March for one week, the English Department will be hosting a book fair for pupils to explore books that are available and make purchases. Further information will be sent out and parents will be able to order books in advance!

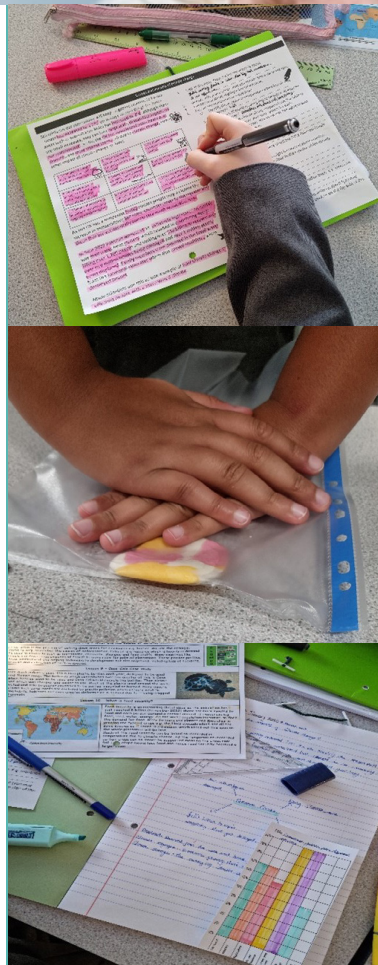
By Ms Shelley Parkin
Teacher of English



Geography

How do humans impact our world?

In geography this term, Year 7 pupils have been exploring the big question: how do humans impact our world? To this end, pupils have been investigating the enhanced greenhouse effect, their carbon footprint and exploring the June 2022 Pakistan floods. This has been delivered through our literacy aim of "reading for meaning," a digestible and comprehension-based way of looking at text to help students retain information and better understand what they are reading. Pupils have produced excellent pieces of work!



Houlton's very own glaciologists!

Year 8 pupils have been exploring how glaciers impact our world, from glacial landforms to tourist attractions. We started the topic by exploring the rock cycle in a unique way, with starburst sweets. Pupils heated, applied pressure, and melted the sweets to show the rock cycle. In the following lessons pupils have explored UK geology and topography and have identified links between rock structure and land height/shape.

By Mr Chris Youmans
Subject Team Leader: Geography

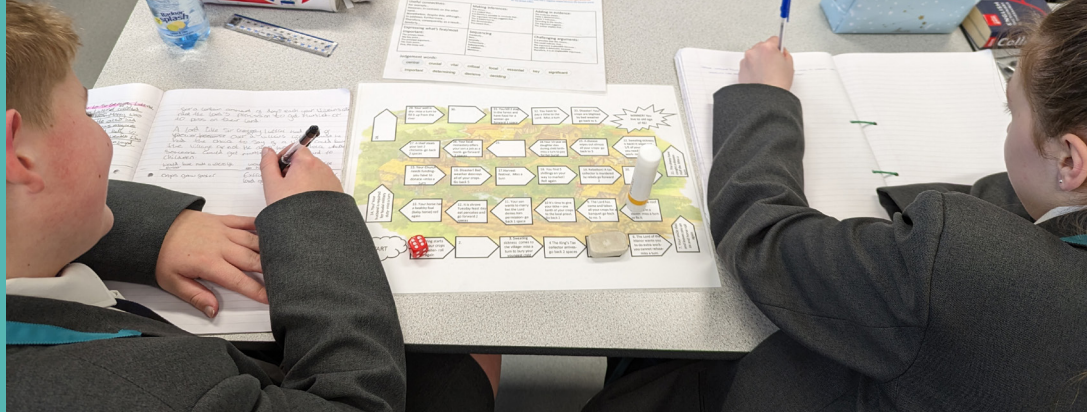
History

Life in a Medieval village

Year 7 pupils have been exploring life for villeins in the Medieval village of Irnham through playing a game of survival.

At each turn, they were faced with different eventualities to show how hard it was to make it to the grand old age of 46! The pupils displayed a great understanding of how hard a villein's life would have been and how outside influences, such as the weather, would have had a detrimental impact on their chances of survival.

Elsewhere, 7A constructed a human feudal system with Miss Buckenham, showing how a few individuals were able to control England during the Medieval period. This interactive display enabled pupils to explore the different roles people had in Medieval society and how power was held in the hands of a few Normans at the top of society.



The Empire of Benin

Year 8 pupils have been exploring the Empire of Benin and discovering their exciting culture before 1600.

This has included looking at the Benin Bronzes, a series of artworks made by the Bronze Guild to showcase the Oba's power and authority. The Benin Bronzes are a controversial issue today, with many of them residing in the British Museum in London despite the demand of the Nigerian government for their return.

Our study coincided with the Horniman Museum in London deciding to repatriate the Benin Bronzes in their possession. 8W grappled with this issue, delivering presentations giving their own opinions on whether the artworks should be returned to Nigeria. To find out more about this issue, please visit: <https://www.bbc.co.uk/news/topics/c18yykkr67kt>

Religious Studies

Marking Holocaust Memorial Day

Pupils across Year 7 and 8 received a special lesson during the week of Holocaust Memorial Day.

This term, we have been studying Judaism and what impact the faith has on its followers' everyday lives.

This included exploring the impact the Holocaust had on a person's faith, focusing on the novel 'After the War', which tells the story of the Jewish children evacuated to the Lake District following the liberation of the concentration camps in 1945. Pupils also learnt about the life of Yossi, a young boy who experienced terror in the Warsaw Ghetto and the long term impact this had on his belief in God. If you want to find out more about Holocaust Memorial Day, please visit: <https://www.hmd.org.uk/>

By Mr Jamie Abbott
Head of Faculty: Humanities
(History and Religious Studies)



Music Department News

It has been such a busy and exciting time since joining the Houlton family, and we continue to build and progress the Music Department, expanding our instrumental offers and working towards our big show in May. Thank you to all who supported the Carol Service before Christmas, it was a lovely event to be part of (if not a little bit chilly to be performing outside).

Letter from Warwickshire Music Service:

Orchestral Experience Day

As a music service, we are constantly looking to improve and expand the opportunities that we have available for our new and improving musicians.

On Wednesday March 15th 2023, we have hired Benn Hall in Rugby town centre in order to provide a day of musical experiences for our young musicians in the area.

As part of this we would love to invite students taking individual and shared orchestral instrument lessons, who are beginner/improving players (almost Grade 1 up to and including Grade 3 standard) to join us for an 'orchestral experience' session from 1pm – 3.20pm. This will be led by one of our experienced Band Directors and give a taster of what it is like to play in an ensemble with other like-minded young people. There will be two 45-minute sessions with a 15-minute break between the two (please feel free to bring your own drink and snack) with the aim of filming a 'work in progress' performance just before 3pm.

Parents are welcome to arrive for 3pm to see what we have managed to create in our afternoon together. There will also be Warwickshire Music staff on hand to answer parent questions about our free ensemble offers, should they have enjoyed their session.

If you would like to be considered for this opportunity please contact Mr Hunter directly.

Instrumental Lessons

Instrumental lessons continue to prove popular and the numbers continue to grow. We have welcomed two new tutors to our team this term, Mr Smith and Mr Giligan. Both are experienced and engaging tutors, so it has been brilliant to welcome them to Houlton, allowing us to expand our provision across Guitar, Bass, Ukulele and Brass.

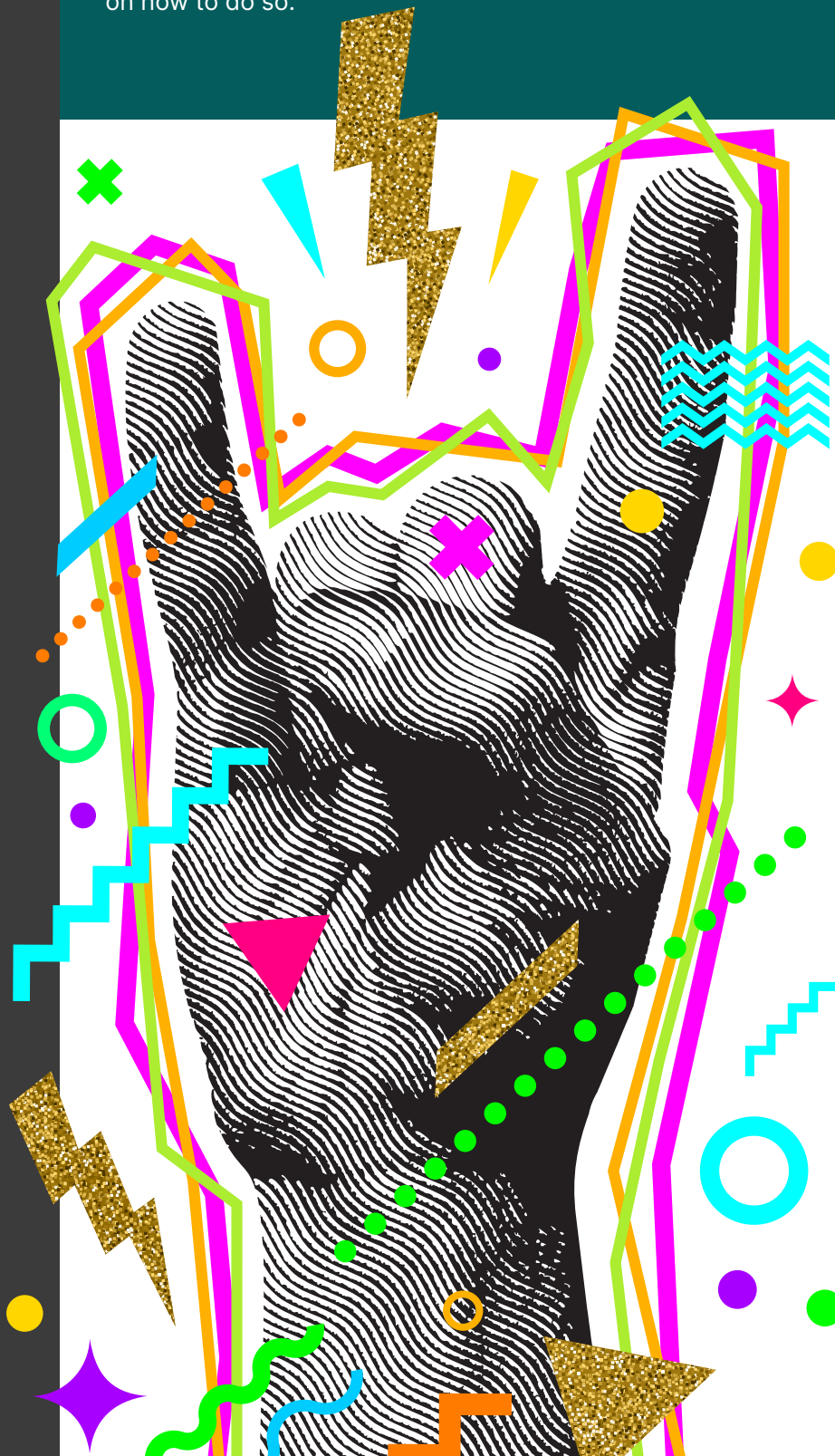
If you would like your child to take part in instrumental lessons, you can sign up via the Warwickshire Music Service website. You will find an email in your inbox with instructions on how to do so.

School Of Rock

Preparations for School of Rock are well underway with the Backstage Crew and Cast working so hard to bring the show to life. I am so excited by what I have seen so far and I know we are going to deliver a knockout show.

Dates for the show will be announced in February and tickets will be available through Parent Pay. Keep a look out in your email inbox for more information and a chance to win a set of free tickets through our School of Rock Raffle.

**By Mr James Hunter
Subject Team Leader:
Music**



Embedding a love of reading in the Creative Department

When I was at school, many years ago, I was never a huge fan of the library and was often found anywhere else but sitting reading a book.

It wasn't until I read some seminal texts that directly informed my own art practice that my love for reading took hold.

Books such as Purity and Danger by Mary Douglas and the Philosophy of Andy Warhol were slotted into my sketchbook, and I would delve into them when needing inspiration.


I recognise that reading for some can be a challenge and as such, the challenge of embedding a love for reading within the Creative Department has been a topic of

much debate and interest over the course of the last year. With support from our English Department, we have embedded several strategies that promote the importance of developing literacy skills, and at the same time, maintaining the intrinsic value of creativity.

'Read & Reflect' tasks now form a significant part of the creative output of the department and our pupils have enjoyed the manageable chunks of text which directly relate the learning that takes place in the classroom. I have seen a significant level of engagement in the processing of new vocabulary and contextual understanding of new texts.

Our subject-specific libraries are growing daily and you will see pupils reading or looking through books in each lesson.

By Mr Russell Hill
Subject Team Leader: Creative



Read & Reflect


CREATIVE Department

Dedicated disciplinary reading in Art & Design

Read

George Shaw

It is not that Shaw has poisoned a once-pure landscape tradition: rather his paintings modernise the myths that artists have always imagined in the woods. Death too haunts the forests of our imagination




The most deathly scene of all is The Heart of the Wood, a painting of an apparently remote forest clearing, where a few beer cans litter the ground like corpses. The silence and the shadows do the rest. The woodland where Shaw found inspiration for these works is not a deep forest at all but a scrappy bit of nature next to the Midlands estate where he grew up.

Reflect

Clarify these words. You can describe, draw or define each word.

- Corpses
- Modernise
- Scrappy
- Myths



Read & Reflect

CREATIVE Department

Dedicated disciplinary reading in Art & Design

Read

Richard Long

Considered one of the most influential artists of his generation, Richard Long's works have extended the possibilities of sculpture beyond traditional materials and methods. Central to Long's work is the activity of walking. Since the mid-1960s he has taken countless walks throughout the world, in such places as the Sahara Desert, Australia, Iceland and near his home in Bristol, United Kingdom. The walks bring together physical endurance and principles of order, action and idea. From these walks emerge the idea and material for his works. Long's sculptures commonly take the form of geometric shapes—circles, lines, ellipses, and spirals – and are often composed of minerals native either to their location or to the British countryside Long has traveled by foot. He similarly sources mud and earth from his expeditions for use in performative paintings done on canvas or directly onto the wall.

Reflect

Clarify these words. You can describe, draw or define each word.

- Influential
- Endurance
- Composed
- Performative

How multicultural is Houlton?

Year 8 chefs are halfway through their rotation, in which they are consolidating the knowledge and skills they have learnt from Year 7 as they move towards progressing to Chef De Partie status.

Our home of Houlton is fast becoming a place enriched with different cultures, just like our school population. Introducing pupils to the importance of designing food for specific needs has been challenging and yet, for our pupils, it seems as though they have been in the kitchen for years.

We have visited the culinary outputs of Mexico with some delicious burritos, Spain, with a Spanish frittata and we will soon be exploring what India has to offer during a spice masterclass.



What skills does a Commis Chef need?

Our Year 7 chefs are embarking on the journey towards Commis Chef status! Exploring all that Food Preparation & Nutrition has to offer, from eating well to the importance of seasonality and food provenance.

Starting their rotation with an introduction to fundamental kitchen health and safety, they have all demonstrated exceptional knowledge and professionalism.

Every pupil will be working towards the completion of their Learning Audit, which details all the knowledge and skills required to qualify as a Commis Chef, supporting their progression to Chef De Partie in Year 8. Building this knowledge will form the foundation for the next three years and I have already been witness to some excellent work from each college.

Year 7
Kitchen Porter

Year 7/8
Commis Chef

Year 8/9
Chef De Partie

GCSE
Head Chef

Year 7
Kitchen Porter

Year 7/8
Commis Chef

Big Question Learning Audit NAME: _____ COLLEGE: _____

What Skills Does a Commis Chef Need?

List 5 pieces of knowledge you have gained during this Big Question:

Can you describe the skills that a commis chef needs?

Health & Safety

The 4 C's	
Cleaning	Cooking, Chilling, Cross-contamination

Skills & Techniques

Slice and Dice	Dice: Cut into small, even size blocks Slice: Cut into small & even sized slithers
Knife Skills	Bridge and claw hold.
Blending / Mashing	Smoothing a liquid with no lumps
Boiling & Simmering	Cooking in deep water. Boiling: rolling bubbles. Simmering: small popping bubbles
Whisking	Beating or stirring a food to add air.
Frying	Oil based cooking. Oil must be hot to avoid sticking.

Nutrition

Eat Well Guide	Visual tool showing how much of each food group should be eaten for a balanced diet
Food Groups	Starchy Carbs, fruit & veg, dairy & alternatives, meat, fish, oils & fats
Carbohydrates	Group of compounds including starch, sugar + fibre that provide energy
Proteins	Animal or vegetable/plant. Made up of amino acids. For growth and repair.
Fats & oils	Animal or vegetable. Solid or liquid.
Vitamins	Assist with the processes in the body. Fat soluble and water soluble.
Minerals	Assist in the functions of the body. Examples: Calcium, iron, potassium

WC / GD / CBB / NI - Score yourself!

	Start	Mid	End
Washing up			
Cleaning & drying			
Knife Skills			
Measuring & Weighing			
Time keeping			
Professionalism			

Evaluations

Sensory	Measure and interpret the different sensory characteristics of food.
Consistent	Producing the same product using the same method to achieve the same results.
Improvements	Suggestions of actions needed to produce better outcomes.

Food Labelling

Labelling	Name, ingredients, allergens, storage, & dates, origin, maker, nutrition, volume
Packaging	Know the difference: Per portion or serving, Per product, Per 100g, Traffic Lights.
Budgeting	Plan & stick to a list. Substitute brands. Be aware of marketing tricks.

Seasonality & Provenance

Food Miles	The distance food products travel from source to your plate.
Seasonality	Food grown in cycles and harvested at their most ripe.

Equipment

- Paring Knife
- Utility Knife
- Saucepan
- Frying Pan
- Spatula

Vocabulary

- Preparation
- Conservens
- Provenance
- Nutrition
- Lifestyle
- Carbohydrates
- Protein
- Vitamins
- Minerals

How Emotive Are Landscapes?

“George Shaw’s paintings of the dilapidated, nondescript landscapes of our inner cities and edge lands demonstrate a ‘sense of our time [that] is ... acute and troubled”

Adrian Searle, Art Critic.

Year 8 artists have been working closely with the work of George Shaw, the Turner Prize winning artist who hails from Coventry.

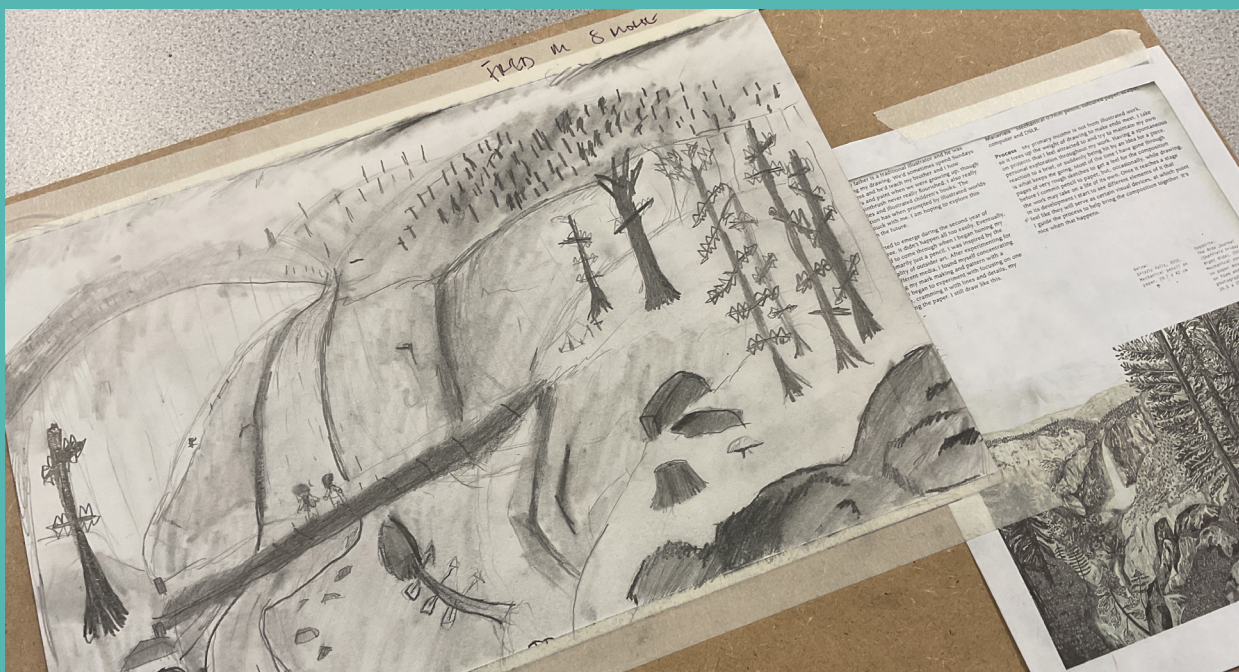
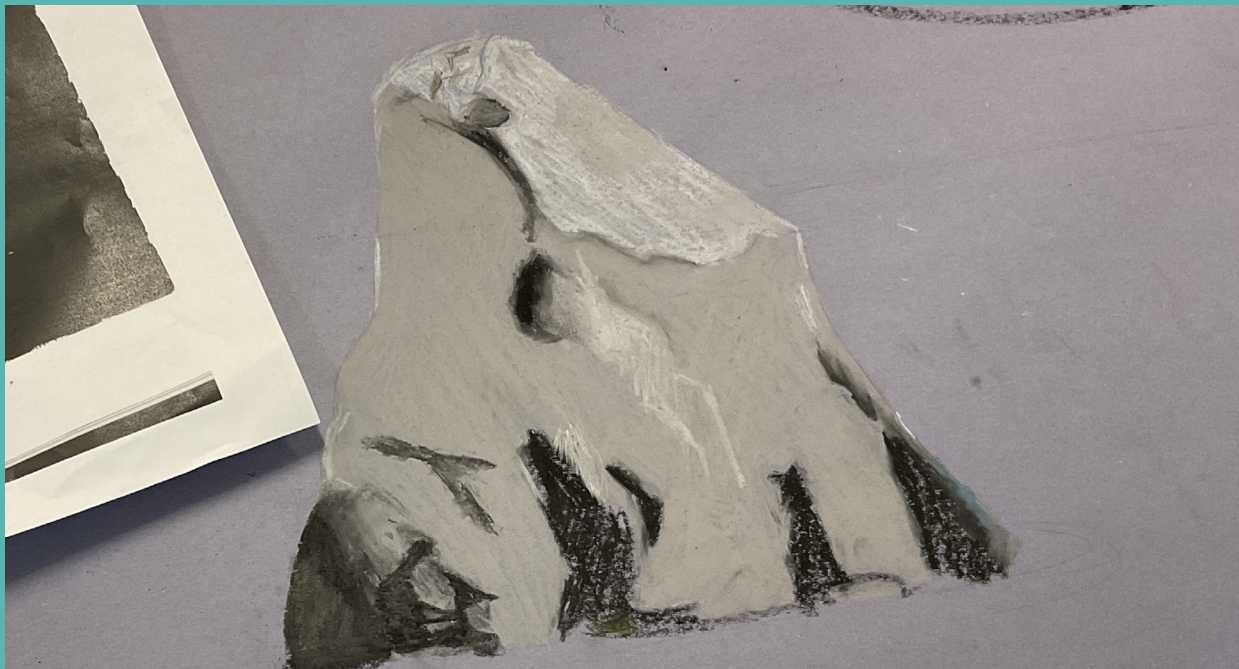
Analysing George Shaw’s stark, bleak and vacant paintings which depict the environment of Tile Hill, his childhood stomping ground, has opened up a heated debate about the world we live in and the impact our environment has on our attitudes, lifestyles and perceptions of modern day Britain.

Using observational images of our home town, Year 8 have experimented with different mediums to depict mood & atmosphere. L.S Lowry has also played a significant role in their experiments, with his industrial scenes of northern England.

In order for each artist to develop a sense of ownership over their own artistic output, all pupils have been asked to tackle several challenges. These challenges have meant that at any one time, 30 artists are working simultaneously on different projects and artworks. It is a wonderful sight to see.

Each challenge is carefully and thoughtfully designed to improve metacognitive growth and self-regulated learning, with the ‘World Class’ challenge being the most ambitious of them all. I am pleased to say that 100% of our pupils have now begun to tackle this challenge.

By Mr Russell Hill
Subject Team Leader: Creative



Select one or more task to complete over the course of the next two lessons.

World Class

Select a medium of your choice. Using your ink & water drawings as inspiration, create a imagined landscape that responds to the following quote: “Landscapes record the impact we have on the land and our environments” You will need to write the quote down.

Good

Using your ink & water landscape, make a photocopy and use another medium to further enhance the mood of your drawing. You can select from watercolour, charcoal or pastels.

Could Be Better

Annotate your ink & pen drawing, identifying TWO key improvements. Now make these improvements. You may wish to re-draw it or photocopy it before making these changes.

Explore & Experiment

Record & Present Ideas

Final Response

Big Question: How Emotive Are Landscapes?

How to become a World-Class Artist

As our artists move closer to selecting their GCSE options, it is critical that they are aware of what it means to be a 'World Class Artist' and as such, they are equipped with the necessary tools to achieve this.

Visual prompts are strategically placed throughout the Art Studio to guide pupils through the process of improving their work with extension tasks and challenges taking centre stage.

I have highlighted some work below that is fast becoming 'World Class'.

By Mr Russell Hill
Subject Team Leader: Creative



ART & DESIGN

BE BOLD, BE BRAVE, BE
BRILLIANT

World Class Progression



Annotate your work

- What went well?
- Improvements?
- Your thoughts?

Creative
Presentation

Link to an artist or maker

- How does it respond to the work of another artist or maker?

Research your
artist link

Take it further

- Make improvements
- Use a different medium
- Did it work? Why?
- Why not?

Add a title

Modern Languages

This term, members of our Languages and Culture Club put together 'Languages Talks' a newsletter written by Ellie, Anya, Roshni, Emil, Sohana, Mikey, Brandon and Gabi.

The newsletter features information about

what pupils have enjoyed learning this term, including designing an outfit for fashion week, learning about the time and taking part in fun lesson games.

Members of the Languages and Culture Club have also tried their hands at baking and cooking delicious food, watching film excerpts in French and Spanish, and learning about different cultures.

Here are just some of the highlights of what pupils are looking forward to learning next:

"I am excited to cook food in our lessons and learn more about different cultures" Roshni

"I'm looking forward to possibly doing storylines in French and Spanish" Emily

"I am most excited for the French trip in July as it will be a great experience for those who have never been to a foreign country before and it will be interesting to learn about French culture and how they live their life" Ellie

By Mr Matthieu Raffy
Subject Team Leader: Modern Languages

Forest School Club

Forest school club are now halfway through term two.

It has been wonderful to see them all learning new skills and having fun.

We have had sessions on camouflage skills and fire lighting, knot tying and wide games.

We are looking forward to venturing out of the school later this term to look at animal tracks, different species of trees and we are sure there will be a few more opportunities for s'mores, as that has definitely been the most popular activity so far.

By Mrs Sophie Cunliffe
Year 7 Pupil Experience Leader



PE and Dance

Year 7 and 8 have both been focusing on Badminton in their curriculum lessons for the first part of this half term.

Year 7 and 8 have both been focusing on Badminton in their curriculum lessons for the first part of this half term.

Our big questions have been focused on outwitting opponents (Year 7) and prioritising components of fitness for racket players (Year 8). We have also been running a co-curricular Badminton club on a Thursday after school for those pupils who wish to enhance their skills further and compete against pupils from different year groups and colleges.

As we move through the term pupils will be moving on to netball for Year 8 and gymnastics for Year 7.

Co-curricular:

Our co-curricular timetable has been filled with lots of variety so far this half term through continuing our Wednesday rugby sessions with Northampton Saints, our lunchtime handball club, volleyball and badminton after school, alongside Year 7 netball.

Our pupils also had an excellent opportunity to take part in an American football co-curricular club as a one off session run by qualified coaches from Rugby Rhinos.



As part of the assessment in PE, pupils undertake a knowledge checker for each sport they complete. **Please see below some of our excellent answers to our big questions from pupils this term:**

'To be an effective sports performer you would need to work well in a team. This is important because if you work together then it's more likely you'll win the game. If they didn't have this the performer would be too busy fighting with their team to actually try and win. Communication is also what makes a effective sports performer because to pass you need to be able to communicate to know where the ball is going.

If you didn't communicate its likely the opposite team will take the ball and your team would then have to communicate so you know which players to block. To be an effective sports player you need to have motivation. To have motivation you want to be better than yourself and the opposite team and try hard to win the game.

If you didn't have motivation, then you'll give up on the game and your team very quickly and that also isn't good teamwork as you're letting down your team. You also need to understand the game and your role in it because you are able to play more effectively by telling people where to go and knowing where you go so you don't go to the wrong area on the court.'

(Scarlett 7W – Netball)

'I think rules and regulations are important because they make the match fair and safe. Without them, the match will be unfair causing more disagreement and will be a waste of time. The fairness of the match is important in sports because they make everyone feel equally treated and cause less arguments.

Without it, people wouldn't watch or play sports as much as it won't be fair. For example, a bias football referee is unfair however, a fair referee wouldn't like a team more. I think safety is important in sports because it protects people from getting injured. Without it, there will be many injuries occurring which can cause harm to people. This links to equipment as it is very important to wear equipment for your own safety.

For example, in ice hockey, they wear helmets and shin pads to protect themselves from the putt if it hits them. Consistency is important because it links on to being fair, as consistency is when you repeat the same for all the matches in the same sport which is fair for everyone. Without this, everyone will be in disagreement for being treated differently.'

(Rhea 8A – Handball)

'The Rules and Regulations in Handball are so important in sport as it is not fair on the other team if they allow the other team to take 4 steps with the ball and the other only 3. This makes the game unfair. If this rule wasn't in place it was cause tension and unfairness. A regulation of sports is not to wear earrings as they could get caught on someone's clothing or even get ripped out.

If this regulation wasn't in place it would be an unsafe environment and not safe to play in. In handball you must use the same size ball. If you don't this can be prejudice and wrong. It would make the game unfair. With consistency if you always stick to the rule it's consistently following the rules if you don't always follow the rules you aren't always consistent.'

(Orlaith 8D – Handball)

By Miss Abbie Hartfield
Subject Team Leader: Physical Education

In other news...

Housing Minister visits Houlton School

In January we welcomed Housing Minister, The Rt Hon Lucy Frazer QC MP (now Culture Secretary), for a tour of our school as part of a visit to the wider Houlton housing development.

The development is widely viewed as an exemplary approach to building new communities, combining thoughtful town planning with nature, housing and civic amenities to create a thriving community – so it was fantastic to show off our wonderful school at the heart of this.

Principal McCulley said: "We are incredibly proud of our unique building and facilities that provide such an inspiring place for our pupils to learn. Being an integral part of what makes Houlton so special is a privilege and we look forward to welcoming more visitors wishing to learn more about our world class school."





HOULTON
SCHOOL

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