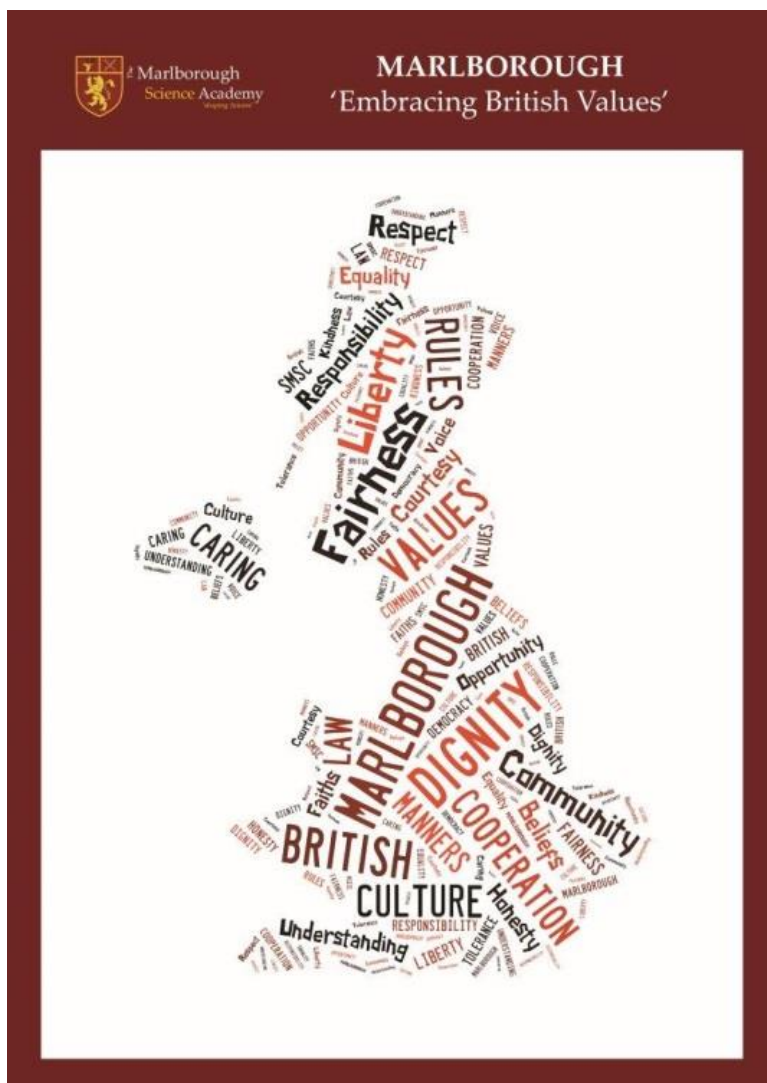


Reflection Theme Booklet

2017/18



2nd Half Summer Term

Name: _____

Form: _____

Presentation of Work Guidelines for Students

Purpose

We have written these procedures to allow your work to be the best it can be.

Written Presentation of Work

- **All written work should be in blue or black pen (unless told otherwise by your teacher).** Your work should be completed with care and attention to detail at all times.
- Begin each piece of work with:
 - The **learning objective(s)** for the lesson
 - The **date, underlined with a ruler**
 - The **title** of work, if used, **underlined with a ruler**
- When answering questions, the numbers of your answers should be on the left hand side of the page.
- Work should be written in full sentences wherever possible.
- Diagrams and graphs should be drawn neatly with a **sharp pencil**. Use a **ruler** for all axes and straight lines.
- Only write the essential information asked by your teacher on the cover of your books or in your textbook. There should be **no graffiti or doodling** on any of your pages.
- Your book should have a plastic cover on it.
- Make sure that **Home Learning** instructions are recorded.
- Work that falls below the agreed standard of presentation may require you to redo it.
- Always take notice of any comments written by your teacher when your book is returned after being marked. Do not forget to do any requested corrections. Respond to your teacher's feedback in **green pen**.
- Proof read your work to reduce errors. Corrections should be made by neatly crossing through and inserting the correction. (An asterisk and a note at the bottom of the page may be used if the correction will not fit in the space available).
- Work sheets and additional pieces of paper should be stuck into your books and labelled.



Volunteering - what can I do?

British Values - Individual Liberty

Being a volunteer is great if you have some spare time.

There are many worthy charities and organisations to choose from. Some people help collect money for the Red Cross or Amnesty International. Others collect for charities that help animals such as the WWF. Sometimes you may even volunteer to help out at your school, sport club, choir, church or youth group. Whatever you volunteer for it is a noble deed to spend some of your time to help others and each other.

Why be a volunteer?

There are many excellent reasons why people choose to volunteer; to help others, to learn new skills and to gain self-esteem are just a few examples. List below 4 other reasons why people might choose to volunteer:

1.
.....
2.
.....
3.
.....
4.
.....

Write down your ideas about problems or needs you have observed. Addressing one of these needs could become a volunteer project.

Things that need to be done around school:

1.
.....
.....
2.
.....
.....

Things that need to be done in our community:

1.
.....
.....
2.
.....
.....

Week commencing 4th June 2018

Fear of the unknown is one potential barrier to stop people from becoming volunteers. For each potential barrier below suggest a solution to the problem.

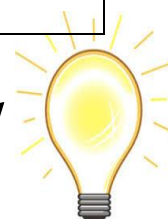


Barrier	Solution
Lack of knowledge about the organisation	
Lack of experience of volunteering	
Previous negative experience(s) of volunteering	
Fear of over commitment	
Not wanting to work on your own	

Number Puzzle - Sudoku

- Each row must contain the numbers 1 to 9
- Each column must contain the numbers 1 to 9
- Each small square must contain the numbers 1 to 9
- Fill in the missing numbers to complete the quiz

Get thinking!



	2	8	6	4	7	1	9	3
9	4	1	8				5	6
6		7	5	9	1	2	8	
2	8				9	3	1	7
7	5	3	2	1		6		9
				6			2	
8		5			6		3	
3	6	4	1	8	5	9	7	
1				7		8	6	

Word of the week: *Idiosyncrasy* - noun - peculiarity, oddity, quirk, characteristic unique to a person

Word of the week contributed by Kaylei Callaghan Year 8

Create a sentence here using the word of the week:

.....

Week commencing 11th June 2018

Individual Liberty

British Values

Individual liberty suggests the free exercise of rights generally seen as outside Government control.



In school we promote the importance of individual liberty through such things as:

- The increasing liberty given to students as they move up through the years.
- Post 16 students allowed to leave the site at certain times
- The choice of extra-curricular activities and clubs
- Students encouraged to voice views in lessons in a formative manner
- Students offered choices regarding academic pathways
- Elements of choice in the school canteen

Every individual has the right to privacy in some areas of their lives, but sharing other pieces of information can benefit society as a whole. This can help with security, taxation, welfare provision, and more. But where does the balance lie?

The Protection of Freedoms Act 2012

In May 2010 the government announced the introduction of legislation that would 'restore freedoms and civil liberties through the abolition of identity cards and unnecessary laws'. The purpose of the legislation was to help safeguard civil liberties and reduce the burden of government intrusion into the lives of individuals. The bill included items such as making it a requirement for schools to ask for consent from parents before taking fingerprints from students and introducing a statutory code of practice with regards to how CCTV is used.

Look at the questions on the next page. Think about which pieces of information about your lives you feel should be personal and which should be shared, in the context of the Protection of Freedoms Act 2012. For each question state:

1. Which pieces of information do you think authorities such as government departments or the police might need to have and why?
2. How will sharing that information help to run the country?
3. Which pieces of information do you feel should remain personal, and why?

Word of the week: *Tintinnabulation* - noun - a ringing or tinkling sound, especially of bells

Word of the week contributed by Louis Depeza, Year 9

Week commencing 11th June 2018

When were you born?	What is your gender?
Are you married?	What is your race/ethnicity?
Where do you live?	What is your DNA code?
Which countries do you travel to?	What does your fingerprint look like?
What is your income?	What route do you take to school?
What shops do you buy your clothes from?	What do you do at weekends?
What do you wear?	Have you ever taken part in a protest?
How much do you weigh?	Do you consider yourself to have a disability?
What internet sites do you look at?	What is in your bag/pockets?



Word Search

Can you find in the word search the British Values related words listed at the bottom of the page?

O G Z Y X G L P B K X I U T Y I B S D Z H Y K U
R G M J T M G T M K S N X J D M U E D W C B B V
S X H O C H T Z S J M W F N J D S I B A O T X C
P X O X F Q F R A O G S L Y P M X W R L J W O T
Q G D D M U T U A L R E S P E C T C I Y G M Y C
U O U G C F L H Z Z M W P C T C O L T X M D D U
Q F V G U W U P V M H P W O K M S R Q U O D R P
K P S I B H I O L U Q W G T E E E S N U A N V S
F G V C W F R E E D O M C D T B C I P X T K Q Y
F H F U Z O V O D V Y U F U I O T O E E B D M W
B H D E L Q M O L L J W F L T Y F U H G A M A D
N R T D I I I P B W B V D D B R O Q W S O L R I
D W D I J R N S K Y O K J V G K J X I U F Y T T
N X M B A I T F N W A T E E D X P U J O N J B R
B Z V C C F W O L M N L C V A R H V E B U Q K A
P J N P B C I C V J Y N K J I Y Z L Y H R U M Z
D X K W H Z T T G Q A N H D T Y U E G V X U A Z
Z N M P F K A B L R C N E I V R I W Z T O K F Z
R U E E D X D D E U Q Q S P K C U V P T P T E U
D H W I U A L L N Q M R K V T R O T L V L M E F
I L P Y W V O J R N E Q T N E M A I L R A P N M
V Z B P U T V N I V Y O C F V W D F M P D D A R
S D M P R Z B S I D N U A K C Z C P J M C O T O
C U F L L L M D O F O P K P B J Y C L I J G P O

liberty

multi-faith

parliament

tolerance

mutual respect

rule of law

democracy

community

diversity

freedom

pride

vote

Create a sentence here using the word of the week:

.....

.....

What happens when people do not have liberty?

British Values - Individual Liberty



The Universal Declaration of Human Rights was set up to protect people. In the UK they are included as part of our laws, but not all countries do this!

Below are the articles of the Human Rights bill. Shade the boxes in using 3 different colours to show what they represent under the following headings (some might come under more than one so the box can be stripy!);

Protection

Standard of living

Equality

Right to Work and to Join Trade Unions	Freedom from State or Personal Interference in Human Rights	Right to Rest and Leisure	Right to an Education	Right to Social Security
Right to Marriage and Family	Freedom from Interference with Correspondence	Freedom from Discrimination	Right to a Nationality and the Freedom to Change It	Right to be Considered Innocent until Proven Guilty
Right to a Social Order that allows this Document	Right to Own Property	Right to Asylum in other Countries from Persecution	Right to Free Movement in and out of the Country	Right of Peaceful Assembly and Association
Right to Participate in Free Elections	Freedom of Belief and Religion	Freedom of Opinion and Information	Community Duties Essential to Free and Full Development	Right to Participate in the Cultural Life of Community
Freedom from Torture and Degrading Treatment	Right to Life, Liberty, Personal Security	Right to Equality	Freedom from Slavery	Right to Adequate Living Standard
Freedom from Arbitrary Arrest and Exile	Right to Remedy by Competent Tribunal	Right to Equality before the Law	Right to Recognition as a Person before the Law	Right to Fair Public Hearing

Week commencing 18th June 2018

Below are the statements that make up the European Convention on Human Rights:

Right to life	Right to a fair trial	Right to express your views and opinions	Right to enjoy your belongings
Right not to be tortured or treated in a way which is cruel or intimidating	Right not to be punished for something if your action wasn't against the law when you did it	Right to get together with people in a peaceful way and join a trade union	Right to an education
Right not to be required to do forced labour and not to be treated as a slave	Right to respect for private and family life, your home, letters, emails and phone calls	Right to marry and have a family	Right to vote in elections once you reach the voting age
Right to liberty (freedom) and security (protection)	Right to have your own thoughts, beliefs and religion	Right not to be treated unfairly in the enjoyment of your rights because of your age, race, religion, sex, disability or any other status	Right not to be sentenced to death for any crime

Put a circle around the four rights that you think are the most important, numbering them 1 - 4 with 1 being the most important.

Why did you choose these rights?

.....

.....

.....

How would these rights benefit your life?

.....

.....

.....

Word of the week: *Halcyon - adjective - peaceful and happy*

Word of the week contributed by Emily Smith, Year 9

Get thinking!



Word Puzzle

Name each of the phrases below starting from left to right. The numbers below tell you how many letters are in each word in the phrase.

<p>1.</p> <p style="text-align: center;">LUN CH</p>	<p>2.</p> <p style="text-align: center;">pains pains pains pains</p>	<p>3.</p> <p style="text-align: center;">Sight ♥ Sight Sight</p>
<p style="text-align: center;">(5, 5)</p>	<p style="text-align: center;">(7, 5)</p>	<p style="text-align: center;">(4, 2, 5, 5)</p>
<p>4.</p> <p style="text-align: center;">o v a t i o n</p>	<p>5.</p> <p style="text-align: center;">L a u n d e r</p>	<p>6.</p> <p style="text-align: center;">funny funny words words words words</p>
<p style="text-align: center;">(8, 7)</p>	<p style="text-align: center;">(4, 4, 4)</p>	<p style="text-align: center;">(2, 5, 3, 5)</p>
<p>7.</p> <p style="text-align: center;">theleader let'splay</p>	<p>8.</p> <p style="text-align: center;">ArcticArcticArcticArcticArcticArcticArcticArctic</p>	<p>9.</p> <p style="text-align: center;">ON me</p>
<p style="text-align: center;">(4, 4, 6, 3, 6)</p>	<p style="text-align: center;">(5, 6)</p>	<p style="text-align: center;">(4, 2, 2)</p>
	<p>10.</p> <p style="text-align: center;">h h a a i r r s s</p>	
	<p style="text-align: center;">(10)</p>	

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Create a sentence here using the word of the week:

.....

.....

Why do people become refugees?

British Values - Individual Liberty

A refugee is someone who has been forced to flee his or her country because of persecution, war, violence or a natural disaster. Refugees are defined and protected in international law, and must not be expelled or returned to situations where their life and freedom are at risk.

War has historically created the most refugees, both directly and indirectly. Another cause of people having to flee their country is hunger. It is estimated that 20 million people in four North African and Middle Eastern Countries are facing extreme drought and as a result many of them are being forced to flee from their homelands in search of stable food sources.


Below is an example of a situation in which you would be forced to make some difficult decisions.

A new future - desert island choices!

You have been cruising around the Caribbean enjoying all the luxuries of a top class cruise liner. Last night, a bad storm left your ship in pieces and your group are the only remaining survivors. You are in a small lifeboat, but there is very little room and you are only just managing to keep the water out. The boat has a few essentials in it but you only have one small rucksack to pack things in. You have to decide which items to put in the rucksack to take with you. However, you can't take them all with you



What will help you to survive once you reach the desert island? You can carry nine of the items listed and you have five minutes to decide. Justify the reasons why you should choose some and not others. Your priorities should be Safety, Water, Shelter, and Food. In that order!

<p>Tent</p> 	<p>Flares</p> 	<p>Beans</p> 	<p>Toothbrush</p> 
<p>Torch</p> 	<p>Whistle</p> 	<p>Matches</p> 	<p>Set of Keys</p> 

Rope 	Penknife 	Mirror 	Saucepan 
Hooks 	Water Carrier 	Sleeping Bag 	Magazine 
First Aid Kit 	Pen 	Mobile Phone 	Tin Cup 

Write your chosen items below and give a reason for choosing each item next to it:

Chosen Item	Reason
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	



Literacy - Word Puzzles

Word of the week: Diligent - adjective - hard working, conscientious, done with care and effort

Word of the week contributed by Amelia Prentice, Year 9

Puzzle 1: What am I?

1 am a 6 letter word (1-2-3-4-5-6)

Letters 6-5-2 spell out a drink: ___ ___ ___

Letters 4-5-2-3 spell out a fruit: ___ ___ ___ ___

Letters 1-2-6 spell out a pet: ___ ___ ___

Letters 3-2-6 spell out a pest*: ___ ___ ___

(*which often gets eaten by 1-2-6!)

Work out the answers to the questions above and then fill out the grid below to find the word!

1.	2.	3.	4.	5.	6.
----	----	----	----	----	----

Puzzle 2: Odd One Out

Which of the following words does not belong in the list, and why?

- Reappear
- Caucasus
- Inefficiencies
- Signings
- Arraigning
- Intestines
- Appeases

The odd word out is.....
 because.....

Puzzle 3: Hidden Pairs

Inside each set of words is a pair of smaller words. By putting and between them you will be able to make a familiar phrase. The first one has been done for you, can you find the rest?

- 1. Optimum / Skeddadle: Mum and Dad 5. Delivery / Clearness:
- 2. Flawless / Bordering: 6. Tragicomedy / Pentagon:
- 3. Surprised / Mushiness: 7. Pineapples / Disappears:
- 4. Delicate / Dogmatic: 8. Showering / Intellectual:

Create a sentence here using the word of the week:

Week commencing 2nd July 2018



Art Week

British Values - Trust

The arts are a crucial ingredient in the making of the United Kingdom's creative life and huge numbers of creative professionals can trace the igniting of their passion for the arts back to their days at school. The arts develop the broader dimensions of the human being – mind, body and soul. They can help to express the inexpressible and make sense of things that otherwise do not seem to.

There are lots of different ways in which you can take part in the arts at school on top of the excellent opportunities offered through your lessons. You could join a club and there are lots to choose from: choir, school orchestra, graphics club, sewing club, drama club, dance club and art club to name a few. You could audition for a role in the annual school production or take part in Battle of the Bands to try and get a place on the stage at Mfest! If you prefer to be behind the scenes you could volunteer to help with the staging/make up for the school play or try your hand at creating a piece to go in The Mo. The list is endless.

Below is a painting by Audrey Flack called *Wheel of Fortune*, can you spot the 11 differences in between the two paintings (circle the differences in the right hand picture when you find them)?



Week commencing 2nd July 2018



Below is a painting by Edgar Degas called La classe de danse (The dancing class), can you spot the 10 differences in between these two paintings (circle the differences in the right hand picture when you find them)?



Art does not just happen on canvases though. Banksy is a famous, but anonymous, street artist who produces pieces of work which pop up in public places, such as on the walls of buildings. A lot of his work is done a particular style which people can easily recognise. In his early career he was heavily influenced by a French graffiti artist called Blek le Rat, who inspired him both politically and through his use of stencils. Banksy adopted this visual style for himself and he continues to use a lot of stencils in his work which allows him to create his paintings in a short amount of time and also helps him to remain anonymous.



This piece of a girl letting go of a heart shaped balloon is one of Banksy's most famous artworks. In 2017 it was voted the nation's favourite artwork.



Word of the week: *Perseverance* - noun - if you persevere you keep trying to do something and do not give up

Word of the week contributed by Amy Narramore, Year 9

Neatly colour this Banksy image, Stop and Search



Create a sentence here using the word of the week:

.....
.....



Who can I trust?

British Values - Trust

The Cambridge English Dictionary definition of trust (v) is: 'to believe something is good and honest and will not harm you, or that something is safe and reliable'. As a noun, it is defined as "the belief that you can trust someone or something'.

Read through the messages below and then answer the questions on the next page; can you trust what you see online?

Thinking critically about what you see online

1

Recent T.J

Can't believe no one commented on your post, do they not get how important this is! Just so you know I'm with you!

Who is this? Cheers though!

Type a message...

2

Recent T.J

I'm Jessie from Birmingham, I also get really mad about how no one else cares about animal rights! You should read this [article about animal testing](#)

I get so mad that my friends don't even care. OMG I just read that article it's so shocking, those monsters!

Type a message...

3

Recent T.J

It makes me so cross too, I really think people should do something about it!

It's disgusting, I wish there was something I could do!

Type a message...

4

Recent T.J

A bunch of us are going to a protest outside an animal testing lab this weekend, you interested? I can add you to our whatsapp group, what's your number?

Yeh definitely my number is....



1. Would you trust this person?

.....
.....

2. What are they asking for?

.....
.....

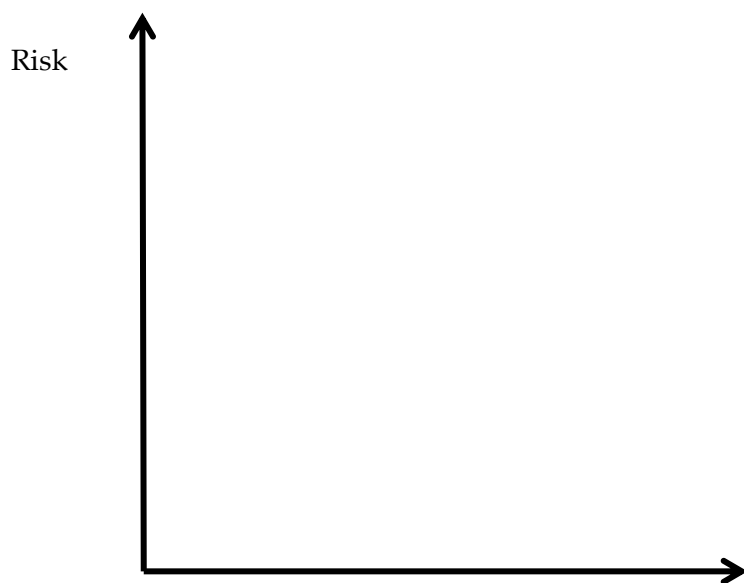
3. Could the messages be read in a different way?

.....
.....

4. Is there any potential risk?

.....
.....

Use the graph below to plot the level of risk (how risky you think the situation is) against the level of harm that it could cause. This harm could be physical, emotional, psychological or reputational. Are all risky situations going to result in harm?



Risk vs. Harm



5. Why did the person start the conversation in the first place?

.....
.....

6. Is there a clear motive?

.....
.....

7. Is there a potential risk?

.....
.....

Thinking Skills

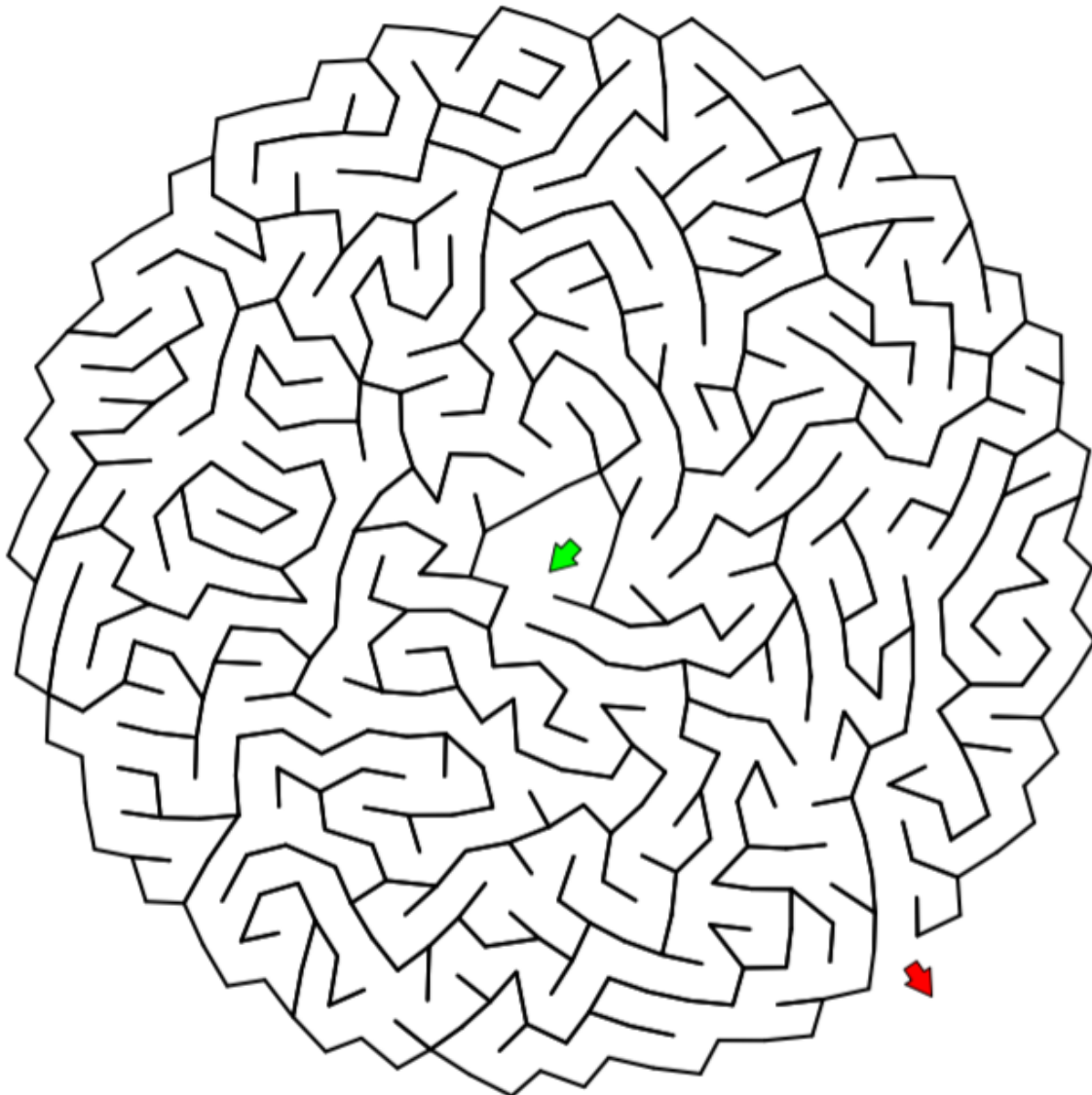
Get thinking!



Word of the week: *Lackadaisical* - adjective - lazy and careless in a dreamy way

Word of the week contributed by Laura Marcy, Year 9

Starting in the centre, can you find your way out of the maze?



Create a sentence here using the word of the week:

.....

.....

Reflecting on the Year

British Values - Trust



It is nearly the end of the school year so now is a good time to reflect back on this year's learning, celebrate what has gone well and reflect on what we could do even better if. How can you make super you even better?

1. What did you do or learn this year that you think you will remember for the rest of your life?

.....
.....
.....

2. What did you accomplish this year that you are proud of?

.....
.....
.....

3. What was the nicest thing someone in your class did for you this year?

.....
.....
.....

4. What was the most challenging part of this year for you?

.....
.....
.....

5. What was your favourite subject this year? Why?

.....
.....
.....

6. Write down three things you did this year to help your classmates:

.....
.....
.....

7. Write down something that was hard for you at the start of the year but is easy now:

.....
.....
.....

Week commencing 16th July 2018



8. In what area of your learning do you feel you made your biggest improvements?

.....
.....
.....

9. Of the books you read this year, which was your favourite? Why?

.....
.....
.....

10. What was the best piece of writing that you did this year? Why do you think it was your best?

.....
.....
.....

11. What person at school has made the biggest impact in your life this year? Why?

.....
.....
.....

12. Write down three adjectives that best describe this school year?

.....
.....
.....

13. Knowing what you know now, if you could write a letter to yourself that would travel back in time so that you would receive it at the start of the school year, what advice would you give your younger self?

[A large, empty rounded rectangular box for writing the answer to question 13.]



Thinking Skills

End of Term Quiz!

Word of the week: *Affinity* - noun - close connection or liking, close resemblance, chemical attraction

Word of the week contributed by Lewis Andrews, Year 9

Geography: Write down a country whose name is:

1. Three letters long.....
2. Four letters long.....
3. Five letters long.....
4. Six letters long.....

PE:

1. In rugby union, how many points are scored for a drop goal?
2. What name is given to the referee of a tennis match?
3. In which martial art is a competitor more likely to be thrown over the shoulder?
a) Kung Fu b) Karate c) Judo

Science:

1. In NASA, what does the S stand for?
a) Science b) Scientific c) Space
2. Unlike most other fish, sharks have no:
a) bones b) gills c) teeth
3. An android is any robot that:
a) has more than one basic function
b) has the ability to make decisions and formulate plans
c) is built by other robots
d) looks and acts like a human

Music

1. In musical notes, which is longer:
a) a crotchet b) a semibreve
2. In 'The Simpsons' what instrument does Lisa Simpson play?
3. What name is given to the lowest male vocal range?
4. Finish these song lyrics to find the title of the song: 'And I'm marching on to the beat I drum, I'm not scared to be seen, I make no apologies'

Solve this riddle: A farmer returns from the market where he has bought a goat, a cabbage and a wolf! On the way home he must cross a river. His boat is small and won't fit more than one of his purchases. He cannot leave the goat alone with the cabbage (because the goat would eat it), nor can he leave the goat alone with the wolf (because the wolf might eat the goat!). How can the farmer get everything on the other side?

.....
.....
.....

Create a sentence here using the word of the week:

.....
.....

Democracy

As students at Marlborough you have many opportunities for your voices to be heard. We have a school parliament which meets regularly to discuss issues raised from form reps. Our school parliament is able to genuinely effect change within the school. Two Parliament members for each year group are voted in by their class.

Our Heads of school run for election and are voted for by you as students.

Through learning counts and surveys you are able to have a strong voice within the school

The Rule of Law

The importance of laws, whether they be those that support learning, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. You are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Within school, you are actively encouraged to make choices, knowing that you are in a safe and supportive environment. As a school we educate and provide boundaries for you to make choices safely, through provision of a safe environment and empowering education. You are encouraged to know, understand and exercise your rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHCEE lessons and days. Whether it is through choice of learning challenge, participation in extra-curricular clubs or any of the many other opportunities available you are given the freedom to make choices.

Mutual Respect

Mutual respect is at the heart of our values. You know that behaviours have an effect on your own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our Philosophy and Ethics and PSHCEE lessons reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. You visit places of worship that are important to different faiths.