



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS LETTER



Recognition for Footballers!

"On behalf of The Football Association and Barclays, I would like to thank you for making a difference in young people's lives by providing equal access to girls' football at your school." –**Baroness Sue Campbell DBE**

We are celebrating after receiving the prestigious Equal Access School Award from the Football Association and Barclays, rewarding Longcroft's exceptional commitment to providing equal opportunities for girls in football.

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The award recognises schools that actively share the FA and Barclays Girls' Football School Partnerships' mission to ensure all girls have equal access to football within the curriculum and through extracurricular activities.

Longcroft also holds the Platinum School Games Mark, which recognises our wider commitment to excellent sporting opportunities.

In a letter accompanying the award, Baroness Sue Campbell DBE, Women's Football Director at the FA, praised our school. "The Football Association and our partner, Barclays, are committed to providing equal access and opportunities to girls - this is only achievable through the hard work of people like yourself. I would like to thank you for making a difference in young people's lives by providing equal access to girls' football at your school."



In 2022 the England women's football team was crowned European Champions. The Lionesses lobbied their government to ensure all girls could dream of one day being a Lioness by having the opportunity to play at school.

In addition to the Lionesses, Longcroft's pupils can draw inspiration from current Newcastle United player Sophie Haywood. Sophie, who left Longcroft in 2013, plays in the Barclays Championship and previously played for Sheffield United and in the Premier League for Aston Villa.

Mrs Henderson said, "This award reflects the dedication and passion of every member of our team who works hard to make football accessible and enjoyable for all our girls."

Lilli, who is in Year 7, said: "I really like the sport and I wanted to do something I was inspired by. I watch Liverpool Women and my favourite player while she played for them was Missy Bo Kearns." Central midfielder Kearns, who captains the England under-23 team, now plays for Aston Villa.

Angel Sanderson, School Sports Partnership Development Manager, said: "A huge congratulations on your FA Equal Access Award. Only two secondary schools across the partnership area were awarded this. Thank you for your continued support with our programme."

Isla, who is in Year 7, has been playing football for two years and also plays for Beverley Town. She said: "Football gives me something special. It's my comfort." Year 11 pupil Emily has shown great commitment to football at Longcroft as a player and referee. She said: "I started playing football in primary school and then I joined AFC Tickton. The award means a lot. Not many girls used to play football, but now it's a big thing across the world - that shows women's football has developed."

Head of PE Mr Nicholls said: "My colleagues and I work hard to create opportunities for young people to enjoy participating in sport. I am impressed by the tremendous extra-curricular offer at Longcroft and girls' football is a significant aspect of this. Congratulations to everyone involved in earning this prestigious recognition."



Headteacher's Welcome

It was with great pride this week that we received a letter from Baroness Sue Campbell DBE, the FA Women's Football Director, presenting us with a national award which recognises the opportunities provided at Longcroft for girls' football.

The Equal Access Award recognises the strength of opportunity available to both girls and boys within the school and acknowledges the quality of the curriculum and extra-curricular experience for all. This award is a credit to our committed staff who work hard to ensure that opportunities for our children exist both to learn and develop new skills within lessons, but also to compete within school, as well as locally and nationally. A huge well done to our PE team with a particular note to Mrs Henderson. This accolade follows Longcroft achieving and sustaining Gold Award status from the School Sports Partnership for the first time in recent years, reflecting the wider positive impact the school currently demonstrates in promoting healthy lifestyles and providing the highest quality physical education offer for our children.

At Longcroft School and Sixth Form we are committed to a holistic approach to education; one which involves a distinct focus on the whole child and preparing them to become well-rounded and confident adults, who are ready to embrace new opportunities, develop strong and positive relationships and contribute productively to their community and society. Participating in PE and Sport can be an excellent way to promote pupil development in all of these areas and we have record numbers of young people now engaging in our extensive offer.

We unapologetically make academic excellence a focus for our young people in school and our curriculum is the starting point for ensuring that carefully considered knowledge and skills are acquired across a range of disciplines and domains. However, it is also critical that pupil and student experiences are augmented through opportunities to experiment, explore and apply their learning in the classroom and beyond. In this week's Newsletter you will see a sixth form student's experience of a recent medical programme at a central London

hospital, sporting achievements and national awards, research projects in Science as well as the launch of our 'Science Live' trip to the annual conference in Sheffield, more opportunities to get involved in national writing competitions with our literacy team and great examples of work in Geography as younger pupils became travel consultants promoting UK destinations.

As our understanding of cognitive science improves, the profound and widespread benefits of participation in clubs, groups and activities on physical and mental health have become increasingly clear. Lunchtime and the end of the school day are often highlights in my day to be around the school and amongst our pupils and students. Whether it is talking about their enrichment experiences or witnessing them in action, it is great to gain a sense of the impact getting involved has. This week I've enjoyed rehearsals for this year's production in full swing and some fabulous performances from our sports teams alongside Dungeons and Dragons, chess club, our First Story project and many others, as well as a raft of academic interventions and support. The levels of engagement and genuine joy from the many pupils and students involved are simply fabulous.

Whatever a young person's interests, there is something for them to explore and I encourage you to promote participation at home at every opportunity. It is also important to note that we always welcome new suggestions and our class and year representatives provide a great platform to feed ideas through to our school council, senior leadership team and governors.

Enjoy reading about some of the fabulous things our pupils and students have been up to this week.

Mr D Perry
Headteacher



Reward Totals

So far this term our pupils have been awarded the following rewards for acting with Great Heart, Thought and Vision:



Acts of Great

HEART

54,128

THOUGHT

226,913

VISION

216,436

GRAND

TOTAL:

497,477



Miles For Smiles

We're raising money for Health Stars.

Every penny you raise will allow our staff to enhance healthcare experiences and outcomes for thousands of young people and their families across Hull and East Yorkshire.

What: 7 mile sponsored walk visiting various primary and secondary schools on the route.

When: Friday 7 February 2025,
09:15-13:00.

Where: Beverley, East Yorkshire.



*Help reach
our target!*

connect.humber.nhs.uk/mymhst
@mymhst @healthstars





LOWER SCHOOL



Mr Worthington writes:

We have high standards at Longcroft School and expect pupils to show each other respect, always wear their uniform correctly and try their best. We want all of our pupils to do well and we are supportive in helping children to achieve their potential. We have high expectations and encourage a positive “can do” mindset towards learning in all our pupils. We create positive learning experiences which develop our pupils’ resilience in the face of a challenge and carefully scaffold learning so that all pupils make good progress.

This week, I have spent time in various different lessons across all year groups in Key Stage 3. Our teachers plan enjoyable lessons to include challenging content, to encourage wonder and discovery in each subject.

Mathematics is a subject that is essential for everyday life and understanding of our world. A common theme across our curriculum is that we establish and reinforce consistent high expectations in each lesson. A particular highlight for me this week has been seeing how the Year 8 and 9 pupils have continued to develop their algebraic skills. In our Mathematics lessons, we provide an environment where pupils can learn and become confident users of the subject and its applications. It is one that enables our pupils to develop a deep and lasting understanding of procedures and concepts so that their chances of success are maximised. I was very impressed at the willingness of the pupils to share their successes with me in the subject, and all were keen to demonstrate their new skills acquired at a higher level.

Mathematics is much more than just numbers and equations—it’s a powerful tool that helps us understand the world around us. From calculating the cost of something you want to buy to designing video games, maths is everywhere! Studying mathematics improves your problem-solving skills, helping you think logically and to approach challenges in a structured way. Whether you are working on a school project, deciding the best way to save money, or even planning a trip, mathematics plays a role in making decisions that are accurate and well thought out.



Mathematics is also essential for future career opportunities. Professions in science, technology, engineering, and mathematics (STEM) fields all rely on strong maths skills.

Part of Year 8 Science involves research and independent study into areas of Biology, Chemistry and Physics. Being able to conduct independent research is important; it can develop inquisitiveness by providing opportunities for long term research and other work. Also, it can provide children opportunities to explore their interests deeper and make important decisions about how and where they will direct their focus. In particular, our Year 8 classes have enjoyed researching about the Periodic Table. For their learning, the children have looked into the history of one element in particular detail.



In all of the above examples, what impressed me the most was how the pupils reacted to high expectations and challenge in their lessons. As ever, our school has felt focused, calm and purposeful and our children are enjoying their learning.

So next time you find yourself grappling with an algebra problem or puzzling over a geometry question, remember: it's not just about the answer—it's about developing the skills you need for success in school and beyond!

Mr Worthington
Head of Lower School



NETBALL Camp

21ST FEBRUARY 2025

BISHOP BURTON COLLEGE

10AM-3PM

£25 PER CHILD

EMAIL SIMPLYNETBALL24@GMAIL.COM TO BOOK



NETBALL Academy

**THE PROCESS OF
SUPPORTING PLAYER DEVELOPMENT**

TERM 2

STARTING TUESDAY 7TH JANUARY 2025

INTRODUCTION TO NETBALL 5:00-6:00PM

INTERMEDIATE 5:45-6:45PM

ADVANCED 6:30-8:00PM

BOOKINGS NOW OPEN

simplynetball24@gmail.com



Congratulations to our Lower School pupils on the number of ClassCharts rewards they are receiving each week. The pupils who earned the most rewards last week are listed below.



Year 7

Shams Ranjous
Sham Ranjous
Stanley Parks
Evelyn Rumford
Oscar Jowsey
Isabella Da Silva
Olivia Watson
Lottie Johnston
Sebastian Tomlin
Caleb Harrison

Year 8

Sam Cowell
Elliott Pierce
Olivia Radley
Ben Muralee
Elias Chapman
Amalie Wade
George Hogg
Jake Redmond
Owen Harper
Oscar Purchon

Year 9

Reagan De Kock
Evie Sugdon
Neve Meagher
Lydia Chapman
Jaydon Botha
Jonathan Allingham
Olivia Lax
Ruby Rogers
Brenton McKie
Luke Hiles

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving ClassCharts rewards for Great Vision to every pupil with 100% attendance the previous week. These pupils are then entered into a draw and the winner receives a £5 Amazon voucher.

Last week's winners were:

Year 7: Olivia Watson

Year 8: Ryan Russell

Year 9: Daniel Kemp

UPPER
SCHOOL**Mr Henderson writes:**

Please note: The Year 11 Exam Preparation and Revision Evening for the mock subjects is Thursday the 30th January from 6-8pm. Please see the letter sent and the link to book your place.

GCSE Science Live!

I am delighted that Miss Rushby is again organising a trip to Sheffield for our pupils to enjoy GCSE Science Live!

GCSE Science Live! is a great opportunity to see and hear from five of Britain's top scientists, all working at the cutting edge of their specialisms. The day will also include two sessions by a chief examiner which will be invaluable in preparing pupils for their GCSE examinations in Science.

The trip is brilliant, particularly for those looking to study science subjects at a higher level or those with a keen interest in science.

If you would like your child to attend the event on Wednesday 5th March at Sheffield City Hall, the places are now live on ParentPay!

The scientists for this year's trip include:

Professor Jim Al-Khalili – Space Physicist

Professor Giles Yeo – Neuroendocrinologist

Dr Tim Gabriel – Chemist working with nanomaterials

Dr Hannah Critchlow – Neuroscientist

Dr Anna Ploszajski – Materials chemist

For more information about the trip including times and expectations please ask your child to see and collect a letter from Miss Rushby in B6.



Support and Intervention

Success over the coming months, as with all stages of education, will remain reliant on the pupil, parents and the school staff working together. We must maintain a shared focus on ensuring pupils are well supported both in school and at home to achieve the best possible outcomes.

One of the largest contributing factors to GCSE success is attendance, and we will continue to provide regular updates and information, both directly and through our weekly Newsletter which aims to promote being in school as often as possible and ideally all of the time.

When in school, we have a comprehensive and targeted focus on our Year 11 pupils, both inside our classrooms and through a suite of wider interventions and support. We recognise that all pupils require a clear understanding of their strengths and areas of focus and they will currently be receiving the latest round of individualised feedback from their teachers. This is a great time for family discussions and with their teachers during meetings over the coming weeks and don't hesitate to get in touch at any time with Mr Thomson and Mrs Ellis if you have any queries or require any support.

Our current support and intervention programmes are designed to be directly responsive to the latest assessment data and include:

- » Form time intervention for Core / EBacc subjects;
- » Period 6 and lunchtime revision / intervention.
- » Half term revision sessions for the mocks – details to be sent to parents and pupils.
- » GCSEPod / Seneca – Online and on demand platforms for pupils to access at home;
- » Revision resources shop / library, every lunchtime in A7/A8;
- » Revision Conference at Hull University – details to follow soon;
- » Revision Packs and Guidance provided for every pupil;
- » Targeted small group tutoring programme for core subjects with our specialist tutor team.

All pupils will have a meeting commencing 27th January to discuss academic progress and the run up to exams. It is always fantastic seeing how motivated the pupils are to do well and how focused on their future courses they are.



Rewards and Motivation

To motivate pupils to attend and work to their potential we will again be introducing the Prom Passport. This has been introduced to the pupils, with the aim of motivating them to give themselves the best opportunities to succeed and then celebrate with all their peers.

And lastly, if you or your child has any concerns over the forthcoming months that may affect their learning and revision, please do contact the Year 11 Care and Achievement Coordinator – Mrs Ellis

Period 6 / Lunchtime Revision – Spring Half Term 1

| Tuesday | Wednesday | Thursday |
|--|-------------------------------------|---------------------------------|
| 3.10 – Geography Mr Davies and Mr Haworth | 12.30 – Maths Mrs Low | 12:30 – Spanish Mrs Shepherd |
| 3.10 – Art Mrs Holmes | 3.10 – Food Technology Ms George | 3.15 – English Miss Steele |
| | 3.10 – French Mrs Barry | |
| | 3.10 – Science Mr Henderson | |

Mr Henderson
Head of Upper School





Congratulations to our Lower School pupils on the number of ClassCharts rewards they are receiving each week. The pupils who earned the most rewards last week are listed below.



Year 10

Sam Al Budri
Tommy Watts
Ben Smedley
Dylan Noble
Thomas Wells
Murphy Barker
Ellie Eaton
Aiden Clayton
Emily Gillett
Sadie Colclough

Year 11

Oliver Sysum
Poppy Robinson
Daniel Parkinson
Luke Hancock
Harry Lee
Rebecca Lewin
Toby Robertson
Rachel Harris
Aneena Seby
Matthew Harris

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving ClassCharts rewards for Great Vision to every pupil with 100% attendance the previous week. These pupils are then entered into a draw and the winner receives a £5 Amazon voucher.

Last week's winner was:

Year 10: Ava Moore

Year 11: Oskar Voitov

CAREER OF THE WEEK: Radiographer

What does a radiographer do?

Diagnostic radiographers take images of the insides of patients' bodies to diagnose injury or disease.

Therapeutic radiographers specialise in the planning, administration and aftercare of radiotherapy treatment for patients, most of whom have cancer.



Both look after people who are unwell or in pain and may be anxious or uncertain about what is going to happen. They use their wide range of skills and training to deliver a sensitive, patient-focused healthcare service in imaging and radiotherapy.

Radiographers use high-tech, expensive equipment and are an important part of a large medical team. Most radiographers in the UK are employed by the NHS, although there are also opportunities in private hospitals and clinics.

What can I expect to earn as a radiographer?

Jobs in the NHS are usually covered by the [Agenda for Change \(AfC\)](#) pay rates. As a newly qualified radiographer your starting salary is likely to be £29,970 (Band 5), rising to £36,483. As an experienced radiographer you can earn between £37,338 and £44,962 (Band 6). Typical salaries for advanced practice and management roles are between £46,148 and £60,504 (Bands 7 to 8a). Consultants can earn between £105,385 and £121,271 (Band 9).

What subjects should I study to become a radiographer?

You'll need 5 GCSE's (grades A-C) including English language, maths and science, plus two or three A levels, including physics, chemistry or biology.

How can I start my career as a radiographer?

You can start as a radiography assistant and work your way up to assistant practitioner. Your employer may then give you the opportunity to work and study part-time for a degree and a professional qualification to become a radiographer.

You may be able to do a diagnostic or therapeutic radiographer degree apprenticeship. This typically takes 36 months to complete and involves a mixture of learning in the workplace and academic study at an approved university.

You can study an approved degree or postgraduate qualification, which will allow you to register with the [Health and Care Professions Council](#), something you will need to do to be able to work. If you are already a health professional or a graduate with a relevant first degree, you may be able to take a fast-track postgraduate qualification over 2 years.

You could receive at least £5,000 a year from the [NHS Learning Support Fund](#) (<https://www.nhsbsa.nhs.uk/nhs-learning-support-fund-lsf>) to help fund your studies while at university, which you do not have to repay. Radiography is a shortage specialism, which means you will receive an additional £1,000 a year as well, which you also do not need to repay.

You can also train as a radiographer in the Army, Royal Navy or Royal Airforce.

To research local education and training opportunities that could lead to a career as a radiographer, visit our partner website www.logonmoveon.co.uk

Useful websites to find out more about a career as a radiographer:

The College of Radiographers, Radiography Careers <https://www.collegeofradiographers.ac.uk/education/careers>

A career in radiography [https://www.collegeofradiographers.ac.uk/education/a-career-in-radiography-\(1\)](https://www.collegeofradiographers.ac.uk/education/a-career-in-radiography-(1))

The Society of Radiographers <https://www.sor.org/>

NHS Careers: Diagnostic Radiographer <https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/roles-allied-health-professions/roles-allied-health-professions/diagnostic-radiographer>

NHS Careers: Therapeutic Radiographer <https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/roles-allied-health-professions/roles-allied-health-professions/therapeutic-radiographer>

National Careers Service <https://nationalcareers.service.gov.uk/job-profiles/radiographer>

Find an approved radiography course <https://www.hcpc-uk.org/education/approved-programmes/>



You can find us at



www.skillshullandeastyorkshire.co.uk



Mr Chapman writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

This week I am delighted to feature Year 12 student Megan who recently spent time in London at Kings College Hospital enjoying a unique opportunity to see how medical and surgical doctors cover on-call shifts in a busy hospital.

What was the programme called?

It was called The On Call Doctor for a Day Experience.

How did you hear about it?

The website was suggested to me and I decided to have a look, then made the decision of doing a full work experience day in London. It was actually suggested to me by you so thanks!

Why did you apply?

I applied due to the main fact that the majority of doctors and surgeons experience on-call, which means they are available to provide any patient care. This experience taught me how doctors have to decide what scenario is most important, then they have to stick with that decision, prioritising certain situations.

How did you apply?

I applied via the Pre-med Projects website, where I found this work experience.

How many students were there?

About 40, then we were split into two groups of 20.





Where was it held?

London Kings College.

How long did it last for?

It lasted from around 10 am to about 5pm.

What did you do?

The course was split into two, on call surgery and on call for doctors. First, I went to on call surgery; here we did a little about diagnosing patients. Then, we did a mini on call experience, they called up random students and they were presented with a patient who was experiencing certain symptoms. It was our job to write down key facts such as birth date and any symptoms. Then as a group after hearing three patients during the course, we had to prioritise the patients. We also learnt how to apply an NG tube, we used stethoscopes, looking for areas where the heart is most clearly heard. We even talked about work experience and applying to medical school.

The next half of the day was doctors on call; we considered another three patients and prioritised them, we even interviewed one who was claiming to have chest pains, and other symptoms of a heart attack. Then, I learnt how to take blood, taking some from a fake arm. After that, we learnt how to verify death, doing it on a mannequin that's actually used in medical school. They talk, breathe, make noises, blink and can even move. Thankfully, when I was there it wasn't on.

How did it change or add to your thinking about careers?

It definitely helped me realise that I would like to be a specialist doctor. It also showed me that being a surgeon isn't for me due to the stress of performing surgery.

Overall, it was a great experience and also showed me the long shifts doctors face working in hospitals!

Thank you to Megan for this insight into what was undoubtedly a fascinating, invaluable day!

Mr Chapman
Head of Sixth Form





Once again, a huge congratulations to our latest Golden Buzzer winners!

Sam Al-Budri 10DPE
AnnMariya Binoy 8CMT
Harvey Bleasby 9PDV
George Buckle 7EDN
Charlotte Burnett 10JHL
Amy Charge 7ESH
Sadie Colclough 10DPE

Honey Denton 11PDR
Kiera Graham 8ACR
Owen Harper 8ACR
Lottie Johnston 7JDY
Harriet Lugg 7GRU
Darcie Polson 10ARU
Jake Redmond 8ACR

Poppy Robinson 11PDR
Nylah Salcombe 7GRU
Isaac Savage 8CMT
Mathilda Smith 11SWL
Evie Sugdon 9SGE
Oliver Sysum 11RLO



What Parents & Carers Need to Know about LOOT BOXES

Marketed as increasing a player's enjoyment of a game, loot boxes are usually purchased or given as rewards. When opened, they unlock items for use in the game, such as better weapons or new characters to play as. Loot boxes feature in many games and are therefore available to various age groups. They have often been criticised for emulating gambling: the odds of unlocking certain items can seem astronomical, while the money being spent is often high compared to the potential reward. It's imperative that trusted adults understand the risks that loot boxes can pose.

WHAT ARE THE RISKS?

MOUNTING COSTS

Loot boxes can be bought with in-game currency or earned as rewards for completing tasks – but many of them are paid for with real money. Prices vary from game to game, and purchases can stack up quickly. It's easy for children to overspend on loot boxes, especially if they really want the item on offer – a recent study found that 31% of young gamers were unaware loot boxes actually had a cost at all.

POTENTIAL ADDICTION

The sense of anticipation, and the feeling of joy when unearthing a rare or badly wanted item, can make opening loot boxes very addictive. As the boxes give out semi-random items which vary in usefulness or rarity, players often end up striving for the less common items – as well as chasing the 'buzz' of finding one. Loot boxes can be compared to scratch cards, delivering similar highs and lows.

NORMALISING GAMBLING

Because loot boxes cost money for the chance – but no guarantee – of scooping a big reward, it's easy to see the link to gambling. Players spend a set amount of money, with no idea of what they'll get in return once the loot box is open: it could be the best item in the game, or the worst. Many games are beginning to phase out loot boxes completely to avoid breaking local gambling laws.

ADVANCED SCAMS

Most games don't let players trade the items they get in loot boxes, but a few titles do allow exchanges with other players. This could lead to young gamers being tricked or harassed into trading items they paid for or won fairly. Rare items from some games can be quite valuable and are bought and sold on the 'grey market', using external sites – leaving children vulnerable to being scammed.

Advice for Parents & Carers

CONSIDER THE ODDS

It's a smart move to check the odds on the items in the loot boxes, to see how hard it is to find a particular reward. Show your child and explain to them whether it's likely (or not) that they'll find the item they want inside the box. Of course, there's a sizeable element of chance – but if an item says it's likely to drop once out of every 10,000 boxes, it's wise to adjust your child's expectations.



RESTRICT SPENDING

Even if you're happy for your child to purchase loot boxes, it's safest to restrict how much they can spend. Options include adding a temporary payment method, or making sure they ask permission first. If a credit or debit card is linked to the gaming account, excited young players could soon run up an eye-watering bill. Ensure your child recognises how much each box costs and understands that they're using real money.



USE PARENTAL CONTROLS

Most video gaming consoles, as well as the individual games, allow parents and carers to place purchasing restrictions on the child's account. This is an effective way to avoid overspending or prevent children from buying any loot boxes in the first place. Not all games offer this feature, so it's best to investigate your options on each new game before your child starts playing it.



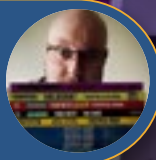
DISCUSS THE RISKS

Be open with your child about how much loot boxes (and individual item purchases) cost and how the system works, in terms of probability. If a child realises it's unlikely they'll get that rare reward, they may prefer to spend their money on a guaranteed item – like a skin in the online store – instead of gambling on a loot box. Outline how other people might try to exploit online trading systems to steal their valuable items.



Meet Our Expert

Daniel Lipscombe is a writer specialising in technology, video gaming, virtual reality and Web3. He has also written 15 guidebooks for children, covering games such as Fortnite, Apex Legends, Valorant, Roblox and Minecraft. With work published by the likes of PC Gamer, Kotaku, Pocket Gamer and VG247, he has reviewed more than 50 games and products over the past year.



**National
Online
Safety**

#WakeUpWednesday



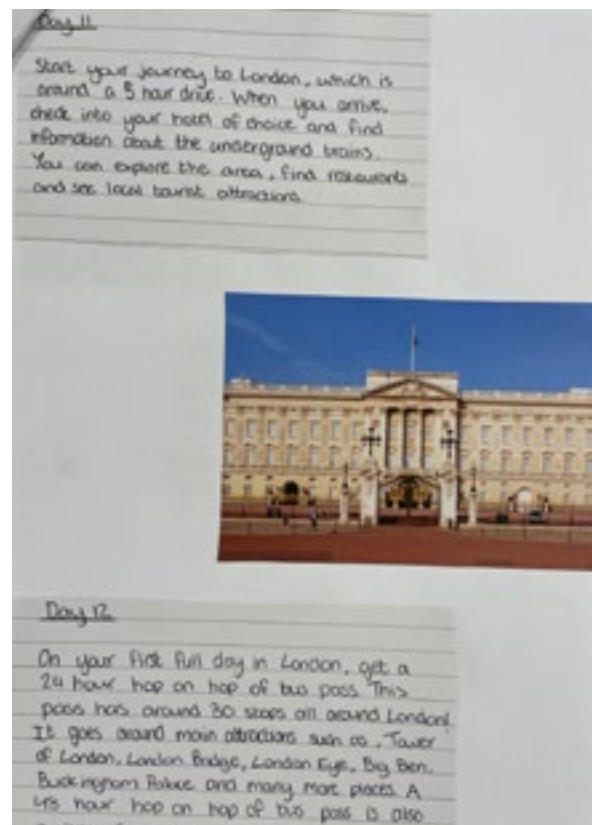
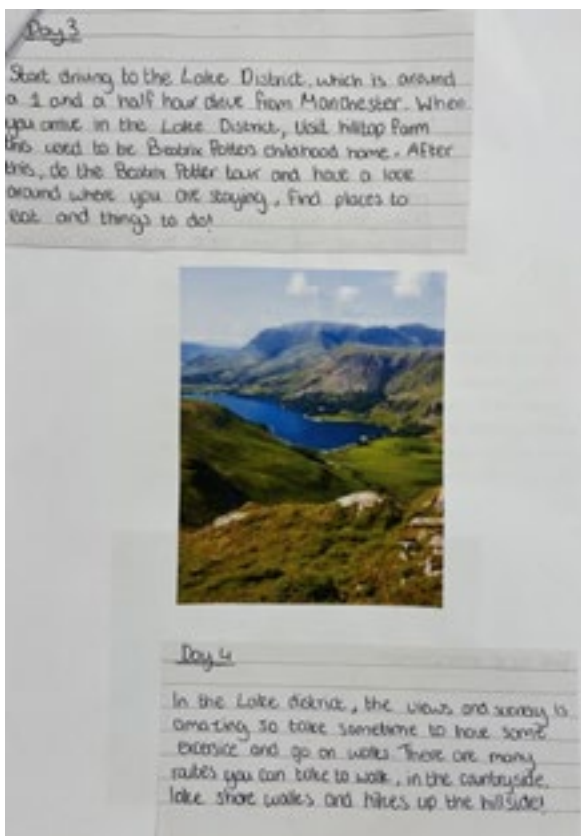
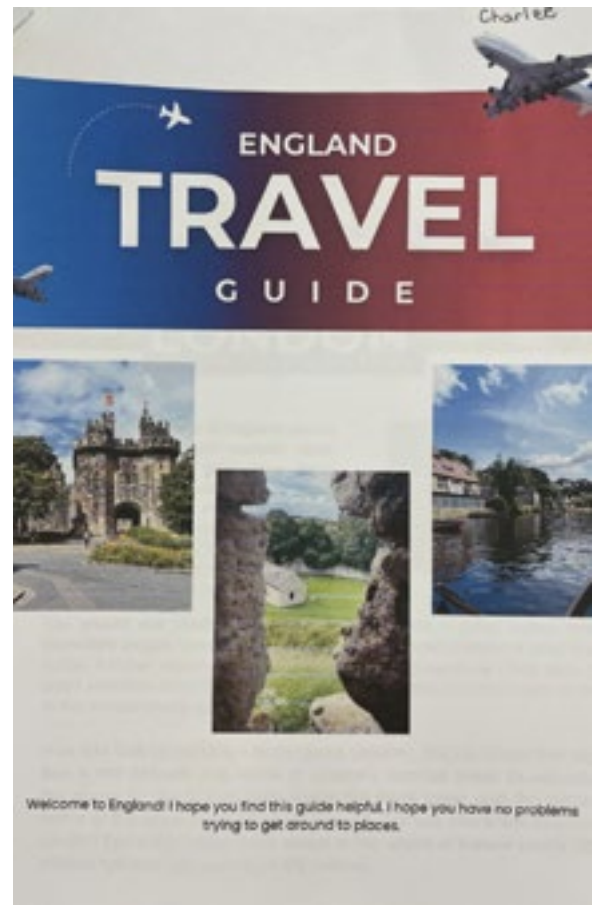
IN FOCUS GEOGRAPHY

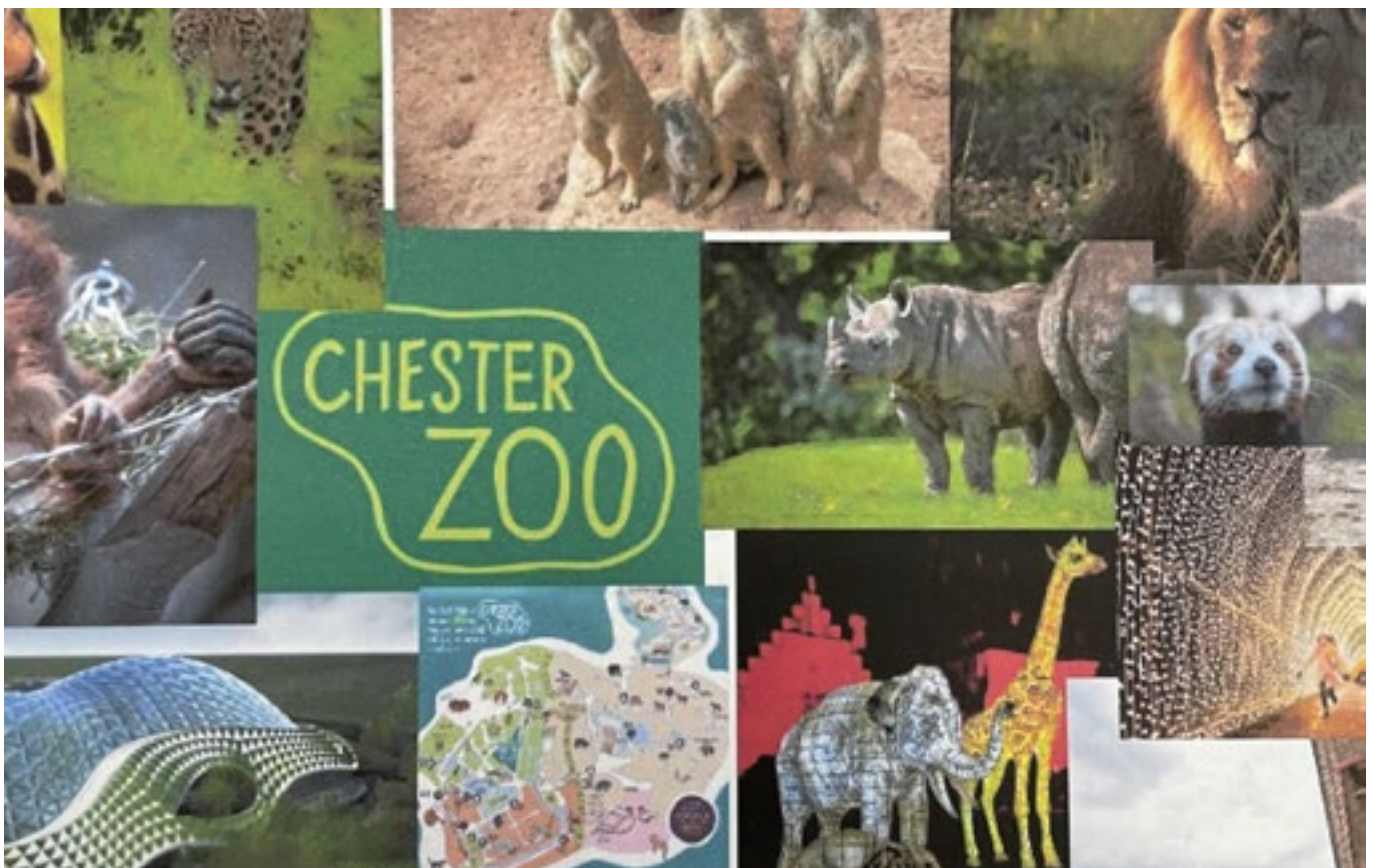
This week we feature Year 7 pupils' work in Geography. Having studied an introduction to geography in the Autumn Term which covered places and basic skills, this term pupils are learning about the UK. Topics include:

- What is the UK like?
- What is our weather like?
- What is our climate like?
- Who are we?
- The UK at work

Mr Henderson was delighted with pupils in Mrs Powell's tutor group who were asked to produce travel guides.









LAKE DISTRICT

The Lake District is a piece of land and also a national park in Cumbria northwest England. It is a famous vacation harbour. The Lake District is known for its glacial ribbon lakes, its awesome view mountains, at least 40,476 people live within these boundaries. The Lake District is really good with its tourism.



You should go to the lake district because you get nice scenery walks and a good view of all the mountains you can also find some wildlife and find out about the history and culture so please if you have some spare time come have a look at the best scenery known as The Lake District.

Now lets take a look at some fun facts about The Lake District that i bet you didn't know. This is a bit of a weird fact but did you know that pencils were invented in the lake district and that they were first discovered in the 1550s. did you also know that the tallest and deepest collection of water in England are the lake Windermere is over 11 miles tall and wastewater is nearly 80 metres deep ? .



Travel Guide to the UK by Emma



London is the capital city of England. It has lots of things to do and places to see. For example, you can ride the London Eye, visit Big Ben, the Houses of Parliament and Buckingham palace. Maybe even visit the Natural History Museum, London bridge and lots more. If you want to go shopping, there is lots of places to go all over the city. Depending on the weather you can go to Trafalgar Square or Hyde Park. Even the Tower of London and Tower Bridge and the British museum.

Reasons to visit London:

World-class theatres and shows

Something to see and do around every corner

Remarkable history



LIVERPOOL

Liverpool is one of many of the large cities in England and has lots of places to go and see. For example you can go to the Albert Dock and the Maritime Museum. If you like football you maybe would like to visit Anfield, the stadium for Liverpool football team one of the two teams in this city. The other team is Everton and their ground is Goodison Park. If you like to go shopping this is the perfect place for you. Liverpool One is the perfect place to go with a different shop around every corner you turn.

Reasons to visit Liverpool:

Music

Football

Architecture



Blackpool is not too far away from Liverpool but there is still lots of places to see and go. At night sometimes you can go to Blackpool tower and see all the lights switch or see some shows in the tower. There is also Blackpool pleasure beach. There is also Stanley park, Sea Life and The Grand Theatre. If you like going to the beach on of the best ones is The Golden Mile. There is a large theme park in Blackpool so if you like scary rides, this just might be for you.

Reasons to visit Blackpool

Blackpool Pleasure Beach

Blackpool Tower



The Lake District is full of countryside and lots of quiet and peaceful places to go see. Some of these places are Airedale Waterfall, Windermere, Scafell Pike and Keswick. On Lake Windermere you can take a boat out and get a very nice view.

Reasons to visit the Lake District

Scenery

Wildlife

Activities



Memory Lane

This week we return to 1969/70 and feature two
Second Year, or Year 8, tutor groups.

Our first picture is of 2BS and the second shows 2BN with Mr Wynn.





Intra-School Sport – Dodgeball

Last term pupils competed in the Dodgeball Intra-school Sport competition. These competitions give all pupils, not only those who represent Longcroft against other schools, the opportunity to compete in matches beyond their PE lessons.

Mrs Henderson said: "The pupils thoroughly enjoy the dodgeball competition and show a great level of sportsmanship when playing through honesty and team play. Well done to all the teams."

Dodgeball – Girls

| | RED | YELLOW | BLUE | GREEN |
|---------|------|--------|------|-------|
| Year 7 | 1st= | 1st= | 4th | 3rd |
| Year 8 | 2nd | 4th | 3rd | 1st |
| Year 9 | 1st | 4th | 2nd | 3rd |
| Year 10 | 3rd | 2nd | 4th | 1st |

Dodgeball – Boys

| | RED | YELLOW | BLUE | GREEN |
|---------|-----|--------|------|-------|
| Year 7 | 3rd | 1st | 4th | 2nd |
| Year 8 | 3rd | 2nd | 4th | 1st |
| Year 9 | 3rd | 1st | 2nd | 4th |
| Year 10 | 3rd | 2nd | 4th | 1st |

ENTRY £15* • AN EVENING OF OLYMPIC STYLE AMATEUR BOXING • DOORS OPEN AT 6PM

£15 ADULT
TICKET

22ND FEBRUARY

**7:00
PM**



Track & Fitness **BOXING SHOW**

BEVERLEY LEISURE CENTRE, HU17 0LT

TRACK ABC INVITES YOU TO A NIGHT OF OLYMPIC STYLE AMATEUR BOXING

*GENERAL ADMISSION £15 ADULT - £10 JUNIORS - UNDER 6 FREE | £200 FOR TABLE (BOOKED IN ADVANCE)

BEVERLEY LEISURE CENTRE, HU17 0LT



LIBRARY NEWS



Ms Carvill writes:

Colliderfest Announces Writing the Future Competition 2025

Colliderfest, Hull's new science festival, opens in March 2025 (13th-16th) and promises to be a spectacular celebration of science and the arts. Educational events with schools led by leading scientists and industry experts, weekend science and arts-based activities, shows for visitors, interactive exhibits, live performances, and light installations gracing Hull city centre are among the exciting events planned by Hull Museums and Hull City Council.

The exhibition organisers have also teamed up with the Creative Writing Department at the University of Hull to run the Colliderfest's Writing the Future series and launch a creative writing competition.

Dr Ed Hurst, who visited Longcroft last year and was very popular with our pupils, will be making a return visit and conducting workshops with some of our gifted young writers, based around the competition.

This year, the theme is **Living Underwater**. Pupils and students across all year groups are invited to create an imaginative piece of prose exploring what the future might look like. Inspirations might be scientific advancement, an environmental crisis, or hopes for what tomorrow might bring.

Science fiction is at its best when it takes a crazy concept and applies it to real world issues.
—**Germain Lussier**,
writer and journalist



The competition is in three categories: age 6-11, age 11-16, and age 16-18 and the word count is 500-1000 words for Longcroft pupils and students, and up to 500 words if you have a younger child at primary school living in the Humber area.

The deadline for submissions is 28th February 2025 – they should be sent to writingthefuture@hull.ac.uk. All entries should be formatted as prose and are limited to one entry per writer. Library staff and teachers can submit group submissions for an entire cohort; so please ask your children to bring their entry to the library or teacher if they prefer.

Colliderfest promises to inspire, educate, and entertain and foster a lifelong interest in science and broaden participation in STEM education.

We can't wait for our pupils to create some brilliant examples of unique futuristic writing with Ed. We look forward to his visiting soon.

Telling a story in a futuristic world gives you this freedom
to explore things that bother you in contemporary times
—Suzanne Collins, author and television writer



Care and Achievement Co-ordinators

Our Care and Achievement Co-ordinators work with specific year groups to ensure the welfare and progress of pupils and are the first point of contact for parents.

They support children to achieve academically by establishing a positive learning environment, visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



Year 7

Miss Fox

07342 342858

vicky.fox@longcroft.eriding.net



Year 8

Mrs Thwaites

07444 847881

gemma.thwaites@longcroft.eriding.net



Years 9 and 10

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 11

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net