

June 2020



NEWS

newsletter@birchwoodhigh.org.uk

Welcome to the new Sixth Form Leadership Team

On 11 June Mr Torrance, Mr Clift and the Sixth Form Leadership team hosted this year's round of presentations and interviews for the new sixth form leadership team 2020/21.

All the students taking part led some interesting, personal and well researched presentations that demonstrated what a fantastic bunch of students they are.

They were then put through their paces in the interview phase and what was lovely to hear, and was a common theme that came through, was their awareness of how students may be affected by Covid19 and they as a group of students want to address and support the Birchwood Community, when we return to school.

I have to say that all students that applied could have been placed in any of the positions and it took quite some time to make the final decisions. Those that were not successful, will soon be announced as Senior Prefects and will be responsible for driving specific areas within the Sixth Form and School Leadership pathway.

Congratulations to the new Sixth Form Leadership team, who I am sure will work well together and look to continue the excellent work that previous teams have done before them!

Head Boy - Finlay Clark (top right)
Head Girl - Freya Keen (second from top)
Deputy Head Boy - Daniel Fielding (third from top)
Deputy Head Girl - Megan Leith (second from bottom)
Head Prefect - Laura-May Diffey (bottom right)

A huge thank you to Liam, Jasmine, Jonathan, Sophie and Olivia for all their hard work over the last year, they have been excellent. Particularly since the start of school closure, where they have worked behind the scenes to make today possible.

Mr Torrance, Head of Sixth Form



HEADLINES

Dear Parents / Carers

I hope you enjoy reading our second 'lockdown' Newsletter which is full of fantastic student work, it's really uplifting in the current circumstances. The named students and the examples of excellent work are really the tip of the iceberg, I know that teachers have been so impressed with the general quality of work being done at home.

I had the great privilege of meeting the new Sixth Form Leadership team last week who were meeting last year's team for an official hand over meeting, socially distancing of course. It reminded me of the great strength we have at Birchwood in terms of student leadership.

The plans for the rest of this term and August are covered in my letter to parents (see page 6) we are aiming to give opportunities to all our students to come into school before the end of term to see their form tutor or subject teacher, an expectation well beyond the Government's pledge to bring Year 10 and 12 into school. We will continue to set homework online and expand online lessons as well as look after Key Worker and SEND students in school.

On a wider note, I am sure that you are all aware of the Black Lives Matter movement, highlighting the issues around overt and covert racism in the UK and across the World. The Headteachers of all the local secondary schools (BSET) stand in solidarity with the black community and those fighting racial inequality. We recognise that it is our role to provide leadership in this area, and we are all fortunate in having students and alumni who will always challenge us to do more. It is the aim of all schools to work to ensure that all staff and students feel valued and are able to contribute positively in all areas of school life. To this end, we have published two accounts, one by Mrs de Graaf, an English teacher at Birchwood. The other by Lukas Ruediger, a Year 12 student, to illustrate how staff and students feel about this issue. Ofsted gave Birchwood an outstanding judgement for personal development and student welfare and it is important that we continue to focus on equality and fairness across our diverse school community. We are also reviewing our curriculum content to ensure that we cover the history of the British Empire and its role in slavery and racism so that our students are made more aware of these key issues in our past.

Thank you for your continued support . I am particularly aware that many parents have found themselves giving up time to be 'lay' teachers, helping their son or daughter with English, Maths, Science, and the whole array of other subjects. I hope this has been an enjoyable experience and one which reminds you that learning is actually very beneficial to ones wellbeing.

Dr Chris Ingate
Principal

Black Lives Matter

In recent weeks where events from America have touched and shaken us to our core, we have been challenged to respond in our own ways. Some have felt called to protest on the streets, others have taken to social media whilst others have reached out to members of the Black and ethnic groups. Others have remained silent!

I have been touched by the support which many of my friends and colleagues have shown me, purely from the point of view that discrimination of any form is wrong. I felt this support from my colleagues who responded to a message which I sent recently. I am very lucky to work at Birchwood School where diversity and inclusion is fully supported.

This is a topic which is close to my heart not least because I have family in the US. That's not to say that racism is America's problem. It isn't as it exists here in different and subtle ways. The best thing we can do is 'not to stay silent' and I have been encouraged by the number of white people who are prepared to stand side by side with the black people to condemn this abhorrent practice. I do believe that the way forward is to openly discuss the issue, inform and educate others.

For my part, I plan to lead assemblies when school reopens and hopefully this will open up frank discussions about how we can fight this scourge from our society.

Mrs de Graaf

A Teacher's Life during Lockdown

Since the coronavirus restrictions began in March, like most schools, Birchwood High School has been open for the children of key workers and the most vulnerable. My colleagues and I are using technology to help teach all of our students with home learning remotely. Teachers have also prepared and posted non-IT based lessons to our students to make sure that they are not missing out. Without a doubt, these are uncertain and challenging times, but the incredible teamwork and emotional support from friends, family and parents keeps us teachers going. It has been incredibly satisfying knowing that we are able to continue making a difference to the lives of our students.

Prior to the Coronavirus Virus epidemic, I would ordinarily arrive at school at 7:30am. I'd kick the day off by going to the school café for a complimentary tea or coffee; planning my lessons and preparing any resources needed, then attending the morning staff briefing or assembly depending on what day of the week it was.

Being a teacher always allows you to make a real difference and have a real impact on your students, but I have felt a great sense of purpose during these extraordinary circumstances, and that is motivation within itself. Nowadays the kitchen table is my desk. I'll have my laptop open first thing in the morning, so that I can support and respond to questions that my students might have. It must be very challenging for teachers who have young children as they would be supporting their own children as well as doing their job. Teachers are generally resilient and this has shown we are very quick to adapt to new ways of working.

I think that the crisis has made both students and staff stronger as a group of people. We are all there for each other and support each other. I have been encouraged by the heartfelt messages of support and "thank you" from students, parents and the wider community – it has created stronger bonds and helped keep me motivated.

I do miss my colleagues and my students, the daily interactions we would normally have. I have found it challenging not having that human contact, however technology has kept us connected as a school community. We have grown tighter and have found new ways of keeping in touch. This is something for us to continue to build on in the future.

Some of the technologies we have been using are completely alien to me and it took me a while to learn to love Zoom, Teams and Skype calls. Dr Ingate has been sending a weekly message to all staff. Not only has this been informative, it has kept us connected as a whole school community.

Mrs de Graaf



On Racism in Birchwood

Imagine that you're British. You hold a British passport. You were born in Britain. You have lived in Britain all your life. You speak perfect English. You feel British, and that's what you tell people. I would suppose this represents the majority of people reading this, and it represents me too.

But where are you really from?

This was named as *the Question* by Afua Hirsch in her book, *Brit(ish)*. I would suppose the majority of people reading this have never been asked it. Yet I, despite also being British, also being born and also having lived all my life in Britain, have.

The Question is an assumption, often well meaning, but is still an expression of your exclusion, a polite way of telling you that you're 'not one of us'. Of course, there is nothing wrong with being interested, and wanting to know more about someone and their heritage, but asking such questions is very different to being asked *the question*.

It would be completely untrue to suggest that I have never experienced racism here at Birchwood, but I feel lucky that most of it has only been this, a most conservative form of racism. I know that for many people, it is much worse.

To me, this still shows how an ignorance of British culture and history outside one's own race and heritage exists, especially in our overwhelmingly white, conservative area. The education system, in my view, must take responsibility for this.

I worry that if we do not teach race issues, avoid explaining the story of minorities in Britain, and promote 'British values' to an extent that they turn into a culture of 'British exceptionalism', this ignorance will turn into something more dangerous, and we will be exposed to the same racist views that led Britain to colonialism.

I hope that this will never happen. It is a relief that our school acknowledges this, and that its teachers are open to, and share, these views. I believe progress is being made, for example in History, where we need to be especially aware of these issues.

Before the slave trade vast civilisations across the African continent existed, with their own economic and political systems. It was the Moors of North Africa, who, through their invasion of what is now Spain, brought to Europe the medicine, chemistry, astronomy, mathematics and philosophy of the old world, and helped create the base of knowledge that Europe required for its Renaissance and expansion. The view that has often developed that black history and culture originated in slavery is clearly wrong, and dangerous. By teaching world history pre-colonisation, we can combat this.

Finally, in our ethnically homogenous, white-dominated area, it is very easy for people of colour to feel isolated. This is not a result of any lack of any particular ethnic community here, but rather a result of a refusal by existing communities to fully accept those that look different; *the Question* is still asked. To those who, like me, have become aware or felt this, I would give the simple advice that we are not alone and that things will change. Beyond our area there are people who represent and speak about issues affecting people of colour. Even in Bishop's Stortford we have a growing number of activist groups calling for change, and in my experience, there are a growing number of people who are open to it too. I already feel things have changed for the better in education in the last six years since I joined Birchwood, and I believe that education will continue to improve. I hope society will too.

We have some way to go as a society before racism is extinguished and we will all play an important part in this. However, I believe it is education that will play the most vital role. Education of ourselves, and through the education system. If we get it right, we will live in a more positive and open society. If we get it wrong, #blacklivesmatter will continue to be an issue for many more years than necessary.

Recommended Resources

There are countless good collections of important petitions to sign online, which often come with educational resources and articles, which can easily be found with a quick google search for 'BLM Resources UK' or similar. From a historical perspective, the work of David Olusoga is excellent and is accessible through his regular opinion columns for The Guardian newspaper.

Similarly, Miranda Kaufmann's book *Black Tudors* is an eye-opener.

As social commentary, the aforementioned *Brit(ish)* by Afua Hirsch or books such as *Why I am no longer talking to white people about race* by Reni Eddo-Lodge are good.

Fiction books for younger people include *The Hate U Give*, particularly apt for the current situation in the USA. The Booker-Prize winning *Girl, Woman, Other* by Bernadine Evaristo is to be recommended too.

Lukas Ruediger, Year 12

Dear Parents / Carers

I hope you and your families are well.

Since my last update a week ago, a lot has happened. The Government have announced that they would like to see all students back in school by September. Further advice to schools will be published within the next two weeks and I will update you once I am apprised of this.

At Birchwood, we have been working hard to ensure that all students will have the opportunity to come into school for a 1:1 before the end of term – details are scheduled below. The DfE have requested that schools focus on Year 10 and 12, but we feel that aiming to see all students will be of benefit prior to the Autumn Term commencing. We have already completed 1:1 sessions for Year 10 and Year 12 which have proven to be very successful, with over 80% attendance.

We have also gathered feedback on what is working and what needs to be improved. For example, we learnt that SMHW and virtual lessons on 'Teams' is working well but seeing subject teachers for 1:1 mentoring would be useful. Therefore, we have put on 4 days' worth of Year 10 intervention this week and next, bookable on-line by students. We learnt that some Year 12 students are struggling to find somewhere to study at home, so we have responded by opening the library on Mondays and Tuesdays to give them a study space and internet access. In addition, we learnt that some students are getting a little behind with homework, so we have introduced two **catch-up days** where no extra homework or lessons will be set. Those students on top of their work can enjoy a three-day weekend and those who are behind can have the day to catch up.

Timescale and events

Date	Event	Detail
Mon 22 June		
Tue 23 June		
Weds 24 June		
Thurs 25 June	Year 10 1:1	1:1 opportunity to see English / Maths / Science teachers – bookable on-line
Fri 26 June	Year 10 1:1 Catch Up Day	
Mon 29 June		
Tue 30 June		
Weds 1 July		
Thurs 2 July	Year 10 1:1	1:1 opportunity to see Option subject teachers – bookable on-line
Fri 3 July	Year 10 1:1	
Mon 6 July	Year 9 1:1	General Academic Review meeting with Form Tutors
Tue 7 July	Year 9 1:1 Year 12 Virtual Induction Day	Further information for Year 11 applying for Sixth Form place
Weds 8 July	Year 7 1:1	General Academic Review meeting with Form Tutors
Thurs 9 July	Year 7 1:1	
Fri 10 July	Catch Up Day	
Mon 13 July		
Tue 14 July	Year 6/7 1:1 2-7pm	1:1 meetings with new tutors and tours of school
Weds 15 July	Year 8 1:1	General Academic Review meeting with Form Tutors
Thurs 16 July	Year 8 1:1	
Fri 17 July		End of term
Wed 19 August	GCSE Download	
Thurs 20 August	GCSE Results	Post 16 / Sixth Form confirmation

As stated, once I am clear about plans for September and arrangements as specified by the DfE, I will write to inform you. I know that our staff are desperate to get things back to normal and ensure that all our students receive a great education. However, we have to abide by the health and safety restrictions currently imposed.

Finally, thank you for all your help and support at home – parents I have spoken to have said that they have felt like they have 'gone back to school' helping their son/daughter with their homework. One father told me that his maths had certainly improved!

Take care and keep safe

Yours sincerely

Dr Chris Ingate

Principal

English

Commendations to the following students for their hard work and commitment to learning:

Miss Burgess would like to nominate the following students for outstanding work in their English lessons:

Year 7
Masab Asia
Rebecca Bedwell
Charlie Booker
Daisy Bentley
Mark Catton
Josh Coubrough
Emily Hyams
Dalton Oglesby
Amber Tubb
Lewis Williams

Year 9
Grace Attfield
Eve Bailey
Annabelle Baker
George Berry
Seb Clark
Morgan Clarke
Harry Clarke
Phoebe Corner
Emily Oliver
Ella Parkes
Isabelle Ramsey
Toby Rolfe
Molly Smith
Aime Smith
Daisy Standen
Lucy Robinson

Year 10
Reece Beeson
Liam Sears
Nikola Stefanov

Miss Lava would like to nominate:

Molly Sue Wedgbrow Year 8 and Adam Tyler Year 10.

Miss Biotter would like to nominate:

Tain Richards-Farr, Caleb O'Neill, Emily Reed, Skye Roberts Year 10.

Mr Reilly would like to nominate:

Ellie Gibson Year 10, for her hard work.

Miss Livermore would like to nominate:

Chloe McCreary Year 9, for her hard work.

Mrs de Graaf would like to nominate the following students for their hard work:

Year 7
Maddison Spencer
Evie May Thornwill
Gabriella Charles
Luca Silva
Justin Bonini
Rosie Thorpe
Lewis Richards
Daniil Pellizzoni
Katy Brealey

Year 8
Dillon Browne
Daniel Howe
Eliza Sedgbeer
Kiearan van de Noort
Naomi Fuller
Jasmine White
Sophie Springham
Naeema Khan
Maggie Kellard
Aidan Lucas

Year 10
Cameron Vernon
Abbie Pinnington
Quin Seifert
Millie Law
Charlotte Cross
Noah Harwood
Chloe Elliott
Eryk Fraczek
Joe Hanna
Ella Morley
Jamie Harper
Jamie Spencer
Joshua Ballisat
Scarlett Ellis
Sharjeel Asim

PLC

Commendations to the following students for their hard work and commitment to learning:

IDEAS FOR MY COUNTRY

- I was inspired by Star Wars planets to create my country
- North - an ice planet
- Central - a city on a mountain
- South - a desert planet
- East - a forest planet
- West - a water planet

ECOSYSTEM IN THE MOUNTAINS

- There are a few animals with thick fur coats in the mountains
- There are birds nesting in the mountains

ABOUT MY PROJECT

What I did: I created a country called BONDOMIA. I used my imagination to create a country with different parts. I used my knowledge of geography to create a country with different parts. I used my knowledge of history to create a country with different parts. I used my knowledge of science to create a country with different parts. I used my knowledge of art to create a country with different parts. I used my knowledge of music to create a country with different parts. I used my knowledge of sports to create a country with different parts. I used my knowledge of technology to create a country with different parts. I used my knowledge of food to create a country with different parts. I used my knowledge of clothing to create a country with different parts. I used my knowledge of transport to create a country with different parts. I used my knowledge of communication to create a country with different parts. I used my knowledge of government to create a country with different parts. I used my knowledge of law to create a country with different parts. I used my knowledge of religion to create a country with different parts. I used my knowledge of culture to create a country with different parts. I used my knowledge of language to create a country with different parts. I used my knowledge of money to create a country with different parts. I used my knowledge of health to create a country with different parts. I used my knowledge of education to create a country with different parts. I used my knowledge of entertainment to create a country with different parts. I used my knowledge of science to create a country with different parts. I used my knowledge of art to create a country with different parts. I used my knowledge of music to create a country with different parts. I used my knowledge of sports to create a country with different parts. I used my knowledge of technology to create a country with different parts. I used my knowledge of food to create a country with different parts. I used my knowledge of clothing to create a country with different parts. I used my knowledge of transport to create a country with different parts. I used my knowledge of communication to create a country with different parts. I used my knowledge of government to create a country with different parts. I used my knowledge of law to create a country with different parts. I used my knowledge of religion to create a country with different parts. I used my knowledge of culture to create a country with different parts. I used my knowledge of language to create a country with different parts. I used my knowledge of money to create a country with different parts. I used my knowledge of health to create a country with different parts. I used my knowledge of education to create a country with different parts. I used my knowledge of entertainment to create a country with different parts.

HISTORY OF BONDOMIA

- What happened in BONDOMIA

DESIGN MY OWN COUNTRY

Alex Bond | Geography | YARE | May 2020

NAMING MY COUNTRY

- I decided to name my country BONDOMIA
- The flag of BONDOMIA looks like this.

POPULATION

- There are 20 million people in my country
- 18 million people live in the huge cities
- 2 million live in villages in the desert and jungle
- They speak lots of different languages
- They use land speeders and flying ships to move around

GEOGRAPHIC FEATURES

Types of terrain:

- Jungle
- Desert
- Mountains
- Rivers, lakes and seas

Climate:

- Hot and dry in the desert
- Hot and wet in the jungle
- Cold and snowy in the mountains

Inhabitants:

- Mostly living in the cities
- Some small villages in the jungle and desert

Volcanoes / earthquakes:

- Not on a fault line
- No volcanoes or earthquakes

CUSTOMS AND TRADITIONS

- There are lots of festivals in the villages
- The people living in the jungle villages like to have parties with fire, singing and dancing
- The people in the city celebrate the arrival of the internet on the same date every year

ECOSYSTEM IN THE JUNGLE

- The jungle has lots of wildlife including birds, snakes and insects
- The trees in the jungle are very tall with thick trunks
- The jungle is very green because there is a lot of rain

GOVERNMENT OF BONDOMIA

- The country used to be ruled just by Sir Alex of Bond
- In 2000, King Alex, the founder's great grandson, founded a new parliament
- People are elected to the Senate from each part of the country
- The Senate makes the decisions but it is very slow to decide on things

ECOSYSTEM IN THE DESERT

- The desert has a few animals and some insects and snakes
- There are no trees or bushes, just sand dunes
- There is no water in the desert

ECONOMY OF BONDOMIA

- The country makes most things in the big cities, like the clothes
- The city makes more and more things as the city grows
- In the jungle, they grow coffee, rubber and fruit
- Nothing grows in the desert or mountains
- They catch fish in the ocean and sell it to the cities
- The money is called the Bond and there are 1000 Bonds to the pound

ECOSYSTEM IN THE SEAS AND RIVERS

- There are many marine animals and fish living in the sea
- There are some big fish in the rivers as well

TOURISM IN BONDOMIA

- The people who live in the city like to visit the small jungle villages, go to the seaside or go skiing in the mountains
- Most people who visit BONDOMIA visit the big cities because there is more to do there, like cafes
- Roads are not very good in the mountains and jungles
- The desert is too hot to visit

Alex Bond, Year 7

CALLING ALL BUDDING PHOTOGRAPHERS

MINDFULNESS MATTERS, TAKE TIME TO APPRECIATE WHAT'S AROUND YOU.

We would love for students to take some pictures of flowers and wildlife for the Birchwood Newsletter next month. Take time to appreciate the nature around you. With **mindful photography**, you can use your camera/phone as a tool to learn to be present. You'll notice more of the beauty that's all around you for example light, shadows, and patterns.

Reaching Out
The Woods
Something Yellow
The Circle of Life
Something that Swims
Lots of Things

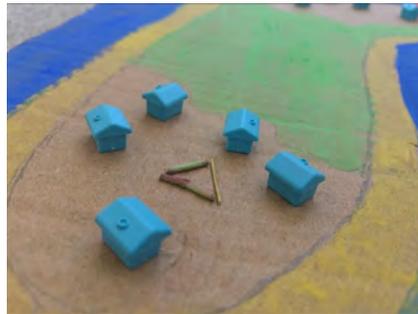
Please send your photos to: Mrs Pressland, cpressland@birchwoodhigh.org.uk

Humanities

Geography and History

Commendations to the following students for their hard work and commitment to learning:

Aaron Steven entry 'Design your own Country' task for Geography.



Aaralandia

- We eat normal food, we have shops.
- We have a river going through the capital city and a lake near the volcano.
- We have never had an earthquake.
- We do have a volcano (The Lava Bowl).
- There are no mountains but one volcano, the land is flat.
- North of Aaralandia is Iceland, south is Ireland, east is Norway, west is North America and south east is United Kingdom.
- The weather is:

Temperature	
Spring	15 degrees (Rains about 8 times a month)
Summer	24 degrees (Rains about 6 times a month)
Autumn	17 degrees (Rains about 9 times a month)
Winter	10 degrees (Rains about 12 times a month)



Ben Nightingale made his Jules Rimet trophy as part of his History project on 'How did England win the 1966 World Cup?'

Jessica Rogers entry for "Design your own Country"

Introduction

The country of Harenae is found in the Sinnoy Ocean. It is an island and, therefore, does not share borders with any other country. It forms part of the Haratius Islands, a group of tropical islands which, although being some distance apart from each other, share similar climates, ecosystems, wildlife and ways of life. The country's flag is green and yellow, which signifies the two main terrains on the island: sandy beaches and lush rainforest. In the centre of the flag is the Whelter Beetle, a species which is only found on this island (for further information see the section on plant and animal life).

Food and Culture

The islanders have a heavy reliance on fishing, though there is also a plentiful supply of fruits and pulses; these two groups form the main diet for the island. Red meat is rarely eaten on the island as the farming of animals to be killed is rare. The meat that is sold often comes from the other Haratius Islands. There is a trading system in place which was formed hundreds of years ago. As previously mentioned the Whelter Beetle, which appears on the country's flag and is native to the island, is eaten as a delicacy. It is also one of the main exports to the other islands. There is no clear religion on the island, though there is a belief system which has a similarity to Buddhism.

There are two main areas of the country. These are the mountainous rainforest area and the sandy plains and beaches nearer to the edge of the island. There is also small area to the south-west which has an area of black sand. This was formed from the erosion of black volcanic rock.



Physical features of Harenae

The country of Harenae is a volcanic island. The island is situated near the boundaries of two tectonic plates and was formed 50 million years ago from regular volcanic eruptions. The two plates would pull apart and lava would erupt to form a ridge. This ridge would eventually build up so that it rose above the surface of the ocean forming the island. The other countries in the Haratius Islands were formed in the same way.

The highest point of the island is 673 metres. This is found in the mountainous, rainforest area of the island. There are three rivers on the island, The Haren, The Canop, and The Sebo, all of which have their sources in the high ground of the rainforest area.



Humanities

Geography and RS

Miss Diver would like to nominate the following students for outstanding work on 'Design your own Country' project:

Year 7
Samantha Utley
Year 8
Freddie Grassi
Matthew Reader
Molly Range
Jessica Rogers
Aidan Lucas
Harrison Pickard
Ben Nightingale
Kieran van de Noort

Miss Waring would like to nominate the following students for doing fantastic work consistently over the last few weeks:

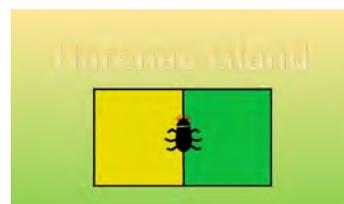
Year 10
Ellie Gibson
Millie Law
Frances Mackinlay
Scarlett Gray
Aisha Alim
Dilly Onyeka
Isla Thompson
Year 12
Molly Barret
Emma Oakes
Abigail Scott
Ollie Markham

Mrs Franklin would like to nominate the following students for hard work:

Year 7
Chloe Allmark
Alex Bond
William Byers
Sophia Coles
Chloe Gibson
Francesca Hartley
Lewis Hayes
Tallulah Hunt
Abigail Jones
Harry M
Thomas Noble
Amelia Pain
George Port
Lewis Randall
Isabelle Sones
Charlie Booker
Harry James
Ruby Mathura
Mehmet Turner
Lewis Williams
Daniel Wilson
Abby Kruller-Robson
Louis Browning
Charlie Howe

Zoe Lloyd-Rossi
Lily-May Markey
Sophie Smith
Freya Spittal
Year 8
Lucy Monks
Ellie Richards
Joshua Williams
Miguel Perez Iranzo
Dominik Franczyk
Year 9
Annabelle Baker
Tom Cowler
Nathan Dack
Harry Davies-Rooney
Oliver Fach
Mackenzie Lewin
Grace Limrick
Abigail Read
Lucy Robinson
Toby Rolfe
Max Southwell
Maddie Jennings

Year 10
Amelia Barton
Patrick Bowyer
Connor Braddy
Joe Bright
Miles Clayden
John Cornwall
Scarlett Ellis
Eryk Fraczek
Rubie Goodvin
Isobel Gordon
Paige Gunner
George Linsell
Miles Ovenden
Lauren Robinson
Ava Salisbury
Oliver Shellard
Joe Stacey-Edwards
Andra Stoica
Isla Thomson
Adam Tyler
Kara Watson
Sam Winder



Plant and animal life

The country is an amazing habitat for herbivores as there are a wide variety of trees, plants, berries and nuts for them to eat. As the country is found in the tropics it has a greater quantity of wildlife and is extremely bio-diverse due to it's hot and wet climate.

Some of the animals that live on the island are:

Sloths: There are lots of sloths here because the number of trees provide a natural protection from any predators and it's safer for sloths to remain motionless and camouflaged. They spend the majority of their time up in the canopy, coming down only one time per week to relieve themselves. The island also allows them to be close to the water because even though they are slow crawlers, they are really good swimmers.

Toucans (and other tropical birds): Birds like toucans love to live in warm regions with lots of rainfall. There are also few predators on the island which makes it the perfect habitat for them and lots of the other animals that live there.

Monkeys: All the monkeys that live there are arboreal which means they live in the trees. The monkeys have unusually long tails which have adapted to wrap around objects and swing from the branches of the trees, freeing up their hands and legs to snatch food from the people that live there.

Frogs: The hot weather means that the frogs are more active, because amphibians rely on external sources of heat.

Beetles: Beetles like to live in the dark, moist places under rocks and logs. The beetles on the island have adapted to the hot weather by dropping their body temperatures and their metabolic rate, entering an almost dormant state (they are ectothermic). There is one particular beetle that lives there which is native to the island; it is called the Whelther Beetle. This beetle is characterised by its metallic appearance and large red fan-like feelers. It is a delicacy in the island's cuisine and hold such importance that it appears on the country's flag.



The humid tropical climate creates thick vegetation across the majority of Harenae. The top layer (canopy) contains trees that grow as high as 60 metres in height. Thick vines grow into the canopy.

The next layer has smaller trees, vines, palms, orchids and ferns. The top layer blocks much of the sunlight so these plants are able to grow with very little light.

The floor of the rainforest has very few plants because there is even less light. Even so, this is still one of the most diverse plant ecosystems on the planet.

Population

It is estimated that the island's first settlers arrived around 1000AD. The population of Harenae now stands at 1,392,954, which is approximately 1/5 of the full population of all the Harenatic islands combined.

The capital city of Harenae is Cantano, which is located to the South East of the island. There are two other cities on Harenae; Scoda and Chapen. The main form of transport is by boat or car, though there is a basic rail system which runs between the three cities.

The main occupation of Harenaticers is either agriculture, manufacturing or construction. In recent years there has been a rise in tourism which has created a large amount of jobs. However the tourist industry has been restricted due to environmental impact.

Jessica Rogers

Humanities - History

Mrs Feather Levey would like to congratulate the following students on their outstanding work:

Year 7

Samantha Utley - great booklet on Henry VIII and the break with Rome.

Thomase Howe – fantastic booklet about Henry VIII and the break from Rome, with plenty of extra little details, beautifully organised and presented.

Olivia Smith – fab detail and explanation in Henry VIII work.

George Culley – excellent explanations given for why Henry VIII broke with Rome, with great use of evidence.

Ryan Ellis - super booklet about Henry VIII and the break from Rome, with plenty of additional detail.

Hugo Williams - great detail and explanation in Henry VIII work.

Year 8

Finley Tritton - work on the way children were affected in WWII was very thorough and beautifully presented.

Morgan Moralee - impressive work explaining how the Allies won WWII.

Louisa Halkyard - excellent work on life in the Blitz!

Year 12 Politics

The whole group! They've been amazing at attending to and participating fully in live online lessons and completing work independently. Despite the difficulties, they have continued to maintain a great sense of humour while keeping an eye on, and an interest in, the political shenanigans. They really deserve a huge pat on the back, I am so impressed with them.

Elwood Brown

Harry Jarvis

Kristina Kase

Kate Laurens

Megan Leith

Paige Roberts

Oscar Russell

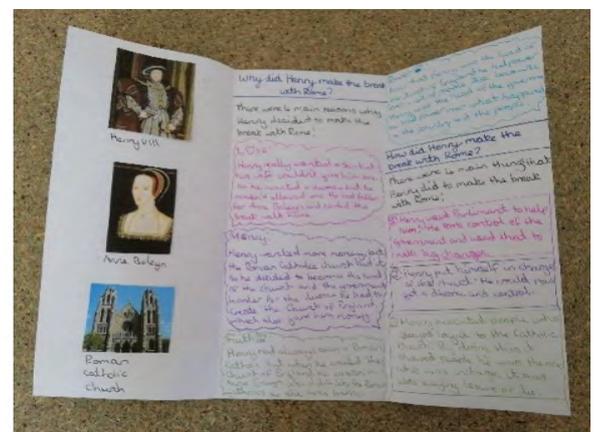
Calla Thomson

Kayleigh Wheaver

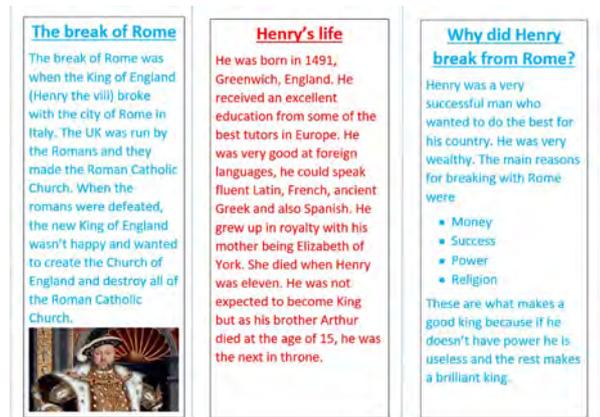
The National Archives are running a summer film-making project - From Outbreak to Archive. This summer they are taking the film-making online, challenging you to contribute from home! Have a click on the link that follows if this interests you - it could be your big break!! https://www.nationalarchives.gov.uk/education/students/archive-experiences/from-outbreak-to-archive/?utm_source=Facebook&utm_medium=social&utm_campaign=SocialSignIn



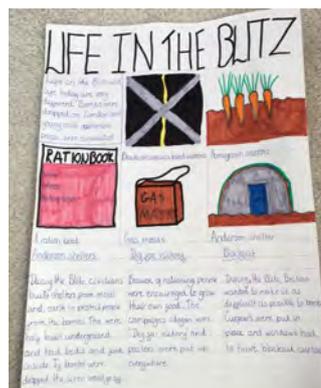
Thomase Howe



Samantha Utley



Ryan Ellis



Louisa Halkyard

Humanities - History

First Aid new guidance for CPR

The British Heart Foundation have just shared new CPR teaching guidance advising hands only CPR.

At Birchwood we have been delivering First Aid and CPR Training to students for several years (Year 8's and 9's were both due to have CPR training sessions this term) so we wanted to share this new guidance with you. It is a simple lesson, hopefully one that won't ever be needed, but if it is needed, it could be the most important lesson you've ever had.

5 simple steps to safer CPR



Step 1:
Shake and shout for help.



Step 2:
Call 999 and ask somebody to fetch a defibrillator. The person who answers your call should be able to advise where the nearest one might be. Early use of a defibrillator significantly increases the person's chances of survival and does not increase risk of infection.



Step 3:
Do not put your face close to theirs. Use a towel or a piece of clothing and lay it over their mouth and nose.



Step 4:
Give chest compressions.



Step 5:
Continue until an ambulance arrives.

Mr Morton would like to nominate the following students for their continued hard work over the last month:

Year 8

Daniil Pellizzoni
Lucy Monks
Jack Gaulton
Daniel Howe
Jayda Lloyd Warren
Kieran Mok
Ben Nunn
Callum Peacock
Aaron Shaw
Lucy Sherwood

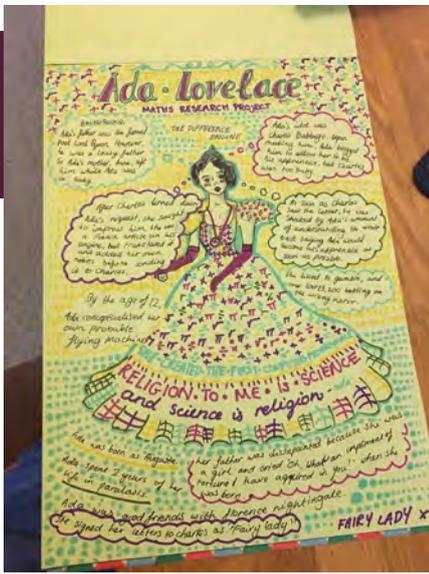
Year 9

Stanley Forbes
Chloe McCreary
Charlotte Mottram
Jessica Newton
Emily Oliver
Henry Pain
Isabelle Ramsay
Oliver Simons
Aime Smith
Holly Thompson

Year 10

Josh Ballisat
Ellie Gibson
Lottie Kempster-Bell

Maths



Abby Kruller-Robson researched Ada Lovelace



Samantha Utle researched Alan Turing

Famous Mathematicians research by Mr Summers' class. Mr Summers would like to congratulate the students who submitted this excellent work. Now on display in D11.



Isaac Newton

- He was born on 4th January 1643 at Woolsthorpe Manor house
- He died 31st March 1727 in Kensington, aged 84 years old
- He was a mathematician, physicist, astronomer, theologian and author
- He was known as one of the most influential scientists of all time
- Other important people in his life were Albert Einstein (Theory of Relativity), Aristotle (Greek Philosopher) and Galileo (Astronomy)

Lewis Hayes researched Isaac Newton

His Early Life



- Born 23rd of June 1912
- His parents were, Julius Mathison Turing & Ethel Sara Turing & he had an older brother called John
- His family were upper-middle-class
- Until 1926 him and his brother were fostered in various English homes
- He attended St Michaels School from age 6, where his teachers recognised his talent and genius
- He then attended Hazlehurst Preparatory School
- At age 13, he attended Sherborne School, where his genius in science and maths was not appreciated due to his lack of interest in the classics. The school thought he would fail his exams.

Harry Gowlett researched Alan Turing



Her life

Maryam was born in 1977 on the third of May. She grew up in the capital city of Iran, Tehran. During her childhood years, she spent a lot of time with her father who worked as an electrical engineer. With time, she picked up a lot of knowledge in the science field. On seeing her excellent capabilities in the science field, her father enrolled her in the Tehran Farzaneh School. It was an institution which strived to develop the talents of children whose skills were impeccable. She went ahead to pursue an undergraduate degree in Math at the Sharif University of Technology.

William Hammond researched Mary Mirzakhani

Early Life




- Ada was the only child of Annabella Millbanke and the well-known writer and philanderer Lord Byron. The pair were married in January 1815 and Ada was born in December of that year in London. For Lord Byron the marriage was one of convenience because he wanted Ada's mother's large inheritance. He was not a good husband and Ada's mother left him when she was five weeks old.
- Just a few months after Ada's parents' separation, Lord Byron left England meaning that Ada never saw her father again. He died in Greece when Ada was just 8 years old. Her mother wanted Ada to study mathematics because Annabella was a very capable mathematician and wanted her daughter to be just like her and not follow in her father's footsteps. These subjects were not standard for women that lived in that period of time.

William Byers researched Ada Lovelace



Euphemia Haynes

Research Project
Zoe Lloyd-Rossi Maths 7y1

- Martha Euphemia Lofton Haynes was an American mathematician and educator.
- She was the first African-American to gain a PhD in mathematics, from the Catholic University of America in 1943.

Zoe Lloyd-Rossi researched Euphemia Haynes

Isaac Newton

The man who discovered gravity

Isaac Newton was a genius with dark secrets.

Isaac Newton changed the way we understand the Universe. Deeply admired in his own lifetime, he discovered the laws of gravity and motion and invented calculus. He helped to shape our rational world view.

But Newton's story is also one of a monstrous ego who believed that he alone was able to understand God's creation. His private life was far from rational - consumed by petty jealousies, bitter rivalries and a ruthless quest for reputation.

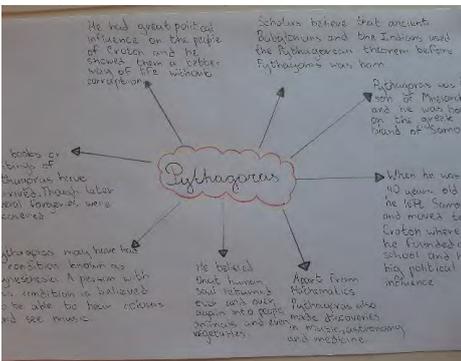
BORN: 25 December 1642

- Newton was born prematurely on Christmas morning, in Woolsthorpe, Lincolnshire. He was a tiny baby, given little chance of survival.
- The country he was born into was chaotic and turbulent. England was being torn apart by civil war. Plague was an ever-present threat. Many believed the end of the world was imminent. But the hamlet of Woolsthorpe was a quiet community, little touched by either war or plague, which respected Puritan values of sobriety, simple worship and hard work.
- In 1661 Newton enrolled at Trinity College, Cambridge. Here he found a father figure who set him on the road to important discoveries.
- Isaac Barrow, Cambridge's first professor of mathematics, steered Newton away from the standard undergraduate texts and towards the big unsolved mathematical problems of the day, such as calculus - a way of describing how things change. Calculus would later be crucial for explaining the universe in mathematical terms. Newton also hunted out new works by men such as Descartes, who argued that the Universe was governed by mechanical laws.
- Isaac Newton became famous for his work on gravity and his three laws of motion. He was also well known for his work on light and colour, and what is now called calculus (a branch of mathematics).

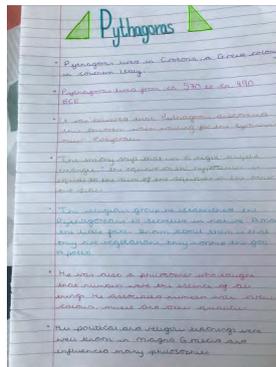
Luke Attfield researched Isaac Newton

Maths

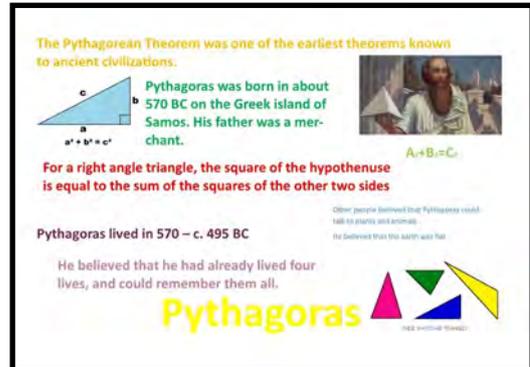
Miss Bull would like to congratulate the following Year 8 students on their outstanding work;



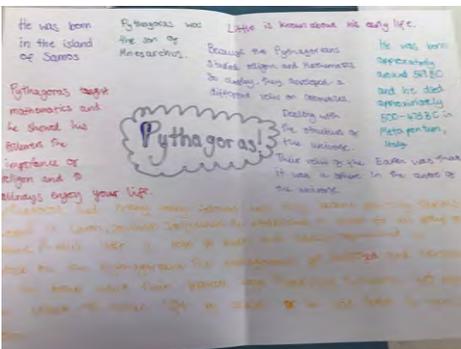
Daniil Pellizzoni



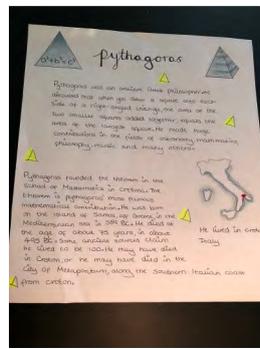
Grace Ramsden



Maggie Kellard



Rosie Thorpe



Jessica Rogers

Mr Ainge

Would like to congratulate the following students for doing regular, super work and effort.

Year 7: Callum Dargue, Poppy Rolfe, Georgia Cope, Lewis Randall, Lily Shillito.

Year 8: Daniel Baines, Daniel Howe, Naeema Khan, Harrison Pickard, Matthew Reader, Aidan Lucas, Jamie Paramo, Finley Tritton.

Year 9: Maddie Gilbank, Abigail Read, Ruby Waller, Poppy Young.

Miss Parkyn would like to nominate the following students for outstanding maths this month:

Year 8 - Kiera Picton, Abigail Sear, Abdoul Balde Diallo

Year 10 - Alex Berry, Sam Cooper, Scarlett Ellis, Noah Horwood, Olivier Shellard, Toby Stanley, Maisie Taylor, Cameron Vernon, Eliseya Gaydarova, Rubie Goodvin, Scarlett Gray, Todd Kitteridge, Olivia Nineberg, Nyah Warner, Olivia Wach, Samuel Winder

Miss White would like to nominate the following students for outstanding maths this month:

Year 7 - Rebecca Bedwell, Teddy Dore, Ethan Ford, Amy Lenihan, Lily Booker, Adam Carter, Charles Cook, Vin Cardoso, Mia-Rae Pekris, Amber Tubb, Aimee Suttle

Year 9 - Alfie Camp, Seb Fegan, Mackenzie Lewin, Emily McNie, Alex Reeder, Grace Atfield, Alice Bonato, Tom Cowler, Jack Pillinger, Molly Smith, Katrina Zune

Year 10 - Ryan Brealey, Josh Hiscoke, Tain Richards-Farr, Tegan Smith, Kieran Walden

And for outstanding work in Year 9 Statistics:

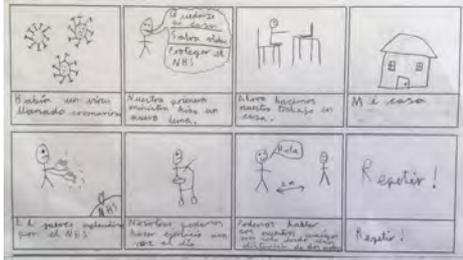
Maddie Gilbank, Lauren Gore, Ethan Lawler, Jack Morris, Harriet Nineberg

Dr Allen would like to nominate the following students for their hardwork:

Alex Bond, Oliver Clifford-Banks, Isaac Devereux, Harry M, Alfie Pichel, William Warren

MFL

Commendations to the following students for their hard work and commitment to learning:

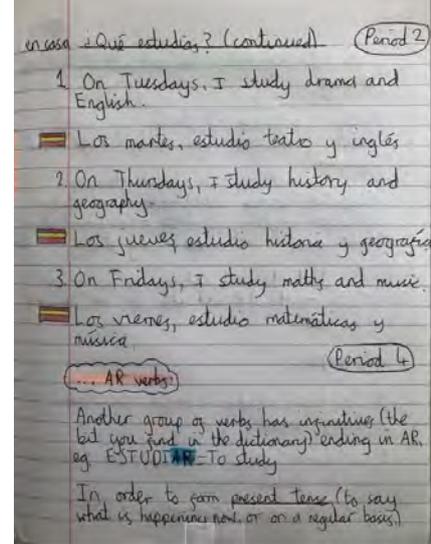


Luca Silva, Year 7 made this poster for his recent Scouts project.

Mrs Fowell, would like to congratulate him! ¡Excelente, Luca! ¡Muy buen trabajo!



Lily Booker



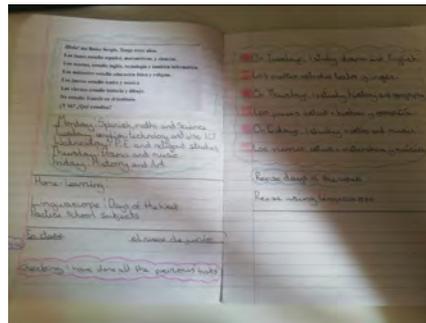
William Byers

Ça m'est égal = I don't mind 🍷
 Ça a l'air nul! = That seems rubbish!
 Bof, je n'ai pas envie = I don't feel like it.
 Ça ne me dit rien = It doesn't do it for me. [Practise this as best you can]

Les Excuses = Excuses
 Désolé/e, je ne peux pas parce que je dois... = Sorry, I can't because I have to...
 laver la voiture = wash the car 🚗
 faire le ménage = do the housework 🧹
 faire mes devoirs = do my homework 📚
 ranger ma chambre = tidy my bedroom 🛏
 faire les courses avec maman = do the food shopping with mum 🛒
 rester à la maison = stay at home 🏠
 aller chez ma grand-mère = go to my grand-mother's 🍪
 faire du babysitting = do babysitting 👶
 m'occuper de mon petit frère = look after my little brother 👦
 laver les cheveux = wash my hair 🧴

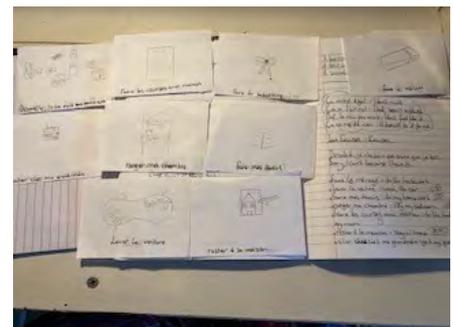
Excellent home learning from Katie Brealey.

Mrs Fowell, would like to congratulate her! ¡Excelente, Katie! ¡Muy buen trabajo!



Excellent home learning from Samantha Utley

Mrs Fowell, would like to congratulate her! ¡Excelente, Samantha! ¡Muy buen trabajo!



Evie James



Hartley Anne Langley



MFL

Miss Roderick would like to nominate the following students for their **continued truly outstanding efforts with keeping up with all deadlines and completing work to the highest of standards every single time, including thorough vocabulary learning.**

French

Millie Evans 7DLA
Anna Baros 7CSO
Poppy Barton 7CSO
Ella Bryant 7JBD
Harry Gilbank 7CSO
Harry Gowlett 7CSO
Emily Hyams 7CCO
Amy Lenihan 7CSO
Ruby Mathura 7CCO
Charlie Rowelle 7DLA
Jessica Taylor 7DLA
Abby Kruller-Robson 7CCO
Dillon Browne 8LTT
Grace Ramsden 8TT
Anya Seifert 8ARD
Naomi Fuller-Lewis 8MCN
Rosie May 8MC
Joe Pettit 8EJS
Jessica Rogers 8EJS
Eliza Sedgbeer 8MCN
Jamie Sibley 8EJS
Rosie Thorpe 8ARD
Thomas Wildman-King 8ARD

Spanish

Aidan Lucas 8JDY
Daniel Baines 8DSS
Ethan Collier 8JDY
George Geddes 8JDY
Daniel Howe 8DSS
Naeema Khan 8DSS
Jamie Paramo 8GSH
Harrison Pickard 8JDY
Matthew Reader 8DSS
Findlay Smith 8GSH
Kieran Van De Noort 8SWE
Evie-Mae Evans 9LRN
Maddie Day 9CLE
Joseph Haslam 9LRN
Jessica Hobday 9CLE
Abigail Read 9AFN
Holly Thompson 9CLE
Kaley Walsom 9HPN
Alistair Coomes 10RNN
Keira Durham 10IDR

Scarlett Ellis 10SCD
Ellie Gibson 10IDR
Isobel Gordon 10IDR
Isabella Grassi 10RNN
Bethany Hobbs 10MGN
Matthew Morris-Prieto 10MGN
Miles Ovenden 10RNN
Ava Salisbury 10SCD
Quin Seifert 10SCD
Isabel Smith 10MLY
Jessica Smith 10IDR
Adam Tyler 10MLY
Yasmin Vessey 10IDR
Megan Leith 12EDH
Emily Port 12LJN
Lukas Ruediger 12EDH
Calla Thomson 12EDH
Myriam Román Mejido 12LJN

Super Tutor..... Mrs Madsen

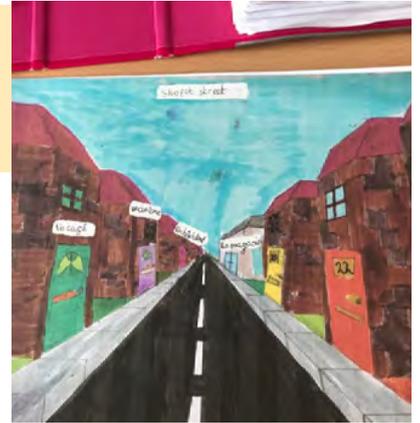
I would also like to nominate Mrs Madsen for being such a brilliant form tutor. She has been running 45 minute sessions every morning with her tutees, in addition to running live quizzes and planning for her classes. She has been doing news round with them, they have had an opportunity to talk about how they're doing, any help they need with tasks and talking to their peers about them with her guidance.

Miss Roderick, Head of MFL

MFL

Miss Roderick set her students a task which was to bring together all of their recently learnt vocab on rooms, furniture and prepositions to create either a haunted house (*Ma maison hantée*) or ideal house (*Ma maison idéale*), accompanying it with a description in French, its English translation and a sketch to go with it.

Well done to all the students who took part. Here are some of the entries below:



Mrs Madsen would like to congratulate Aimee Suttle for this picture. Year 7's had to 'Create a town' and then describe where places were using prepositions they had learnt.



Ma maison hantée *travis jones*
 Dans ma maison hantée il y a des fantômes et esprits effrayants! Devant mon jardin il y a un chat noir, les murs sont peints en un blanc. Entre l'herbe est un jardin coloré. Dans ma maison il y a un chien qui s'appelle Max. Ma chambre est à côté de ma salle de bain et l'esthétique! Ma maison hantée est en train de tomber et les fenêtres sont cassées. Sous ma maison il y a les rats. Aussi mes parents ont des plantes très étranges.
 In my haunted house there is scary ghosts and spirits! In my garden there is a black cat, a well and a toad. Behind the green is a colorful path. In my house there is my dog and my cat. My cat is next to my bathroom. My haunted house is falling down and my windows are broken. Under my house there are rats. Also my parents have some weird plants!!!

Poppy Barton



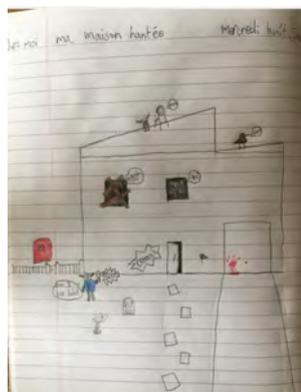
Mrs Madsen would like to congratulate Year 10's who were set a challenge, as part of their 'Holiday to Paris'. They had to recreate a picture outside the Louvre! Chloe Noel is pictured above.



Ma maison idéale
 Dans ma maison idéale il y a une piscine à côté d'un jacuzzi bleu. Une cuisine avec un grand réfrigérateur-congélateur avec machine à glaçons et un plan de travail en marbre. Il y a une chambre pour mes chiens. J'ai aussi un canapé violet, beaucoup de portes violettes, un lit en bois à côté d'une grande armoire noire. J'ai deux Labradors au chocolat (Coco et Mokka), 1 Shih tzu (Scraps) et un hamster (Misty).
 In my dream house there is a pool house next to a blue jacuzzi, a kitchen including a large fridge freezer with an ice maker and a marble worktop. There is a bedroom for my dogs I also have a purple sofa, many purple doors, a wooden bed next to a tall, black wardrobe. I have two Chocolate Labradors (Coco and Mokka), 1 Shih tzu (Scraps) and a hamster (Misty).

Millie Evans

There are 7 rooms. There is a garage, a bath, 2 bedrooms, a porch and a cellar. In 1 of the bedrooms there is a dead body, a killer clown, blood, a white wall, a broken bed, a boarded off window, a bloody door, a table with some organs on it, a broken chair (from when it was thrown at someone).
 Il y a sept chambres. Il y a un garage, une salle de bain, deux chambres, un porche et une cave. Dans une des chambres il y a un cadavre, un clown tueur, du sang, un lit qui aurait été propre, une fenêtre fermée, une porte sanglante, une table avec des organes dessus et une chaise cassée (à partir de quand il a été jeté sur quelqu'un).



Harry Gowlett

Dans la maison hantée il y a un salon sombre avec un vieux fauteuil déformé et une lampe en bois pourvu qui bricole. Et en haut des escaliers bruyants il y a une pièce peinte de toile d'araignée, une tête d'animal posée à l'envers sur le mur et des boules en verre contenant de légers félins. À côté de cette pièce il y a une chambre avec un lit tout humide.
 In the haunted house there is a dark living room with an old, ripped up armchair and a lamp, wooden creaking stairs. Up the noisy stairs there is a dusty moose head on the wall and glass jars containing strange felices. Next to that room there is a bedroom with a wet mouldy bed.



Ruby Mathura

Dans ma maison idéale il y a une maison de piscine à côté d'un jacuzzi bleu. Une cuisine avec un grand réfrigérateur-congélateur avec machine à glaçons et un plan de travail en marbre. Il y a une chambre pour mes chiens. J'ai aussi un canapé violet, beaucoup de portes violettes, un lit en bois à côté d'une grande armoire noire. J'ai deux Labradors au chocolat (Coco et Mokka), 1 Shih tzu (Scraps) et un hamster (Misty).
 In my dream house there is a pool house next to a blue jacuzzi, a kitchen including a large fridge freezer with an ice maker and a marble worktop. There is a bedroom for my dogs I also have a purple sofa, many purple doors, a wooden bed next to a tall, black wardrobe. I have two Chocolate Labradors (Coco and Mokka), 1 Shih tzu (Scraps) and a hamster (Misty).



Emily Hyams

Abby Kruller-Robson



MFL - Quiz Corner May/June

MFL King and Queen of Quizzing for Mrs Madsen
John Cornwall and Olivia Nineberg in Year 10

Year 9 goes to Artur Carrondo and Emily McNie

Year 8 goes to Aidan Hancock and Grace Drinkwater, Oliver Foster and Keira Picton

Year 7 goes to Toby Foy and Aimee Suttle

Miss Roderick's live quizzing Top 3 from each class (most games won since last count)

French:

Year 7

1st - Ella Bryant 7JBD

2nd - Millie Evans 7DLA

3rd - Emily Hyams 7CCO

A very impressive 24/32 students from this class have taken part at some point during May/June.

Year 8

1st - Jamie Sibley 8EJS

2nd - Tom Wildman-King 8ARD

3rd - Dillon Browne 8LTT

A fantastic 20/25 students from this class have taken part at some point during May/June.

Spanish:

Year 8

1st - Aidan Lucas 8JDY & Harrison Pickard 8JDY

2nd - Daniel Howe 8DSS & George Geddes 8JDY

3rd - Matthew Reader 8DSS & Lucy Sherwood 8DSS

17/31 have quizzed enthusiastically at some point during May/June, and as you can see, lots of competition at the top.

Year 9

1st - Abigail Read 9AFN

2nd - Holly Thompson 9CLE

3rd - Joseph Haslam 9LRN

10/28 from this class have taken part since the beginning of lockdown but the top three have shown impressive commitment throughout!

Year 10

1st - Ben Mapp 10IDR

2nd - Quin Seifert 10SCD

3rd - Jessica Smith 10MLY

13/25 students have quizzed regularly and with enthusiasm during May/June and several of them haven't missed a single session since the very beginning of lockdown - impressive commitment!

Year 12

1st - Megan Leith 12EDH

2nd - Calla Thomson 12EDH, Emily Port 12LJN and Myriam Román Mejido 12LJN

Mrs Mangin-Griffiths would like to nominate the following students for continuous great work, very thorough book work, quizzes and any type of work:

Year 8

Luke Attfield, Sharmila Begum, Teddy Dore

Year 9

Constant great work: Jennifer De Melo, Tom Cowler and Charlie Harvey

Great catching up: Cairo Butler

Year 10

Great effort: Kara Watson, Tabitha Gray, Joel Mutter

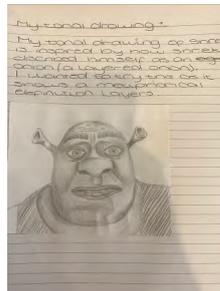
Great effort including on vocab learning on Quizlet: Chloe Elliott, Louisa Coulson and Ranna Abidia

Still following timetable and submitting homework on time: Olivier Shellard

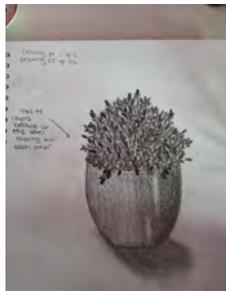
Art



Harriet Nineberg



Summer Maton



Olivia Trautner



Grace Attfield



Lottie Kempster-Bell



Isabel Deeks



Jade Salem Tedj



Jake Devlin

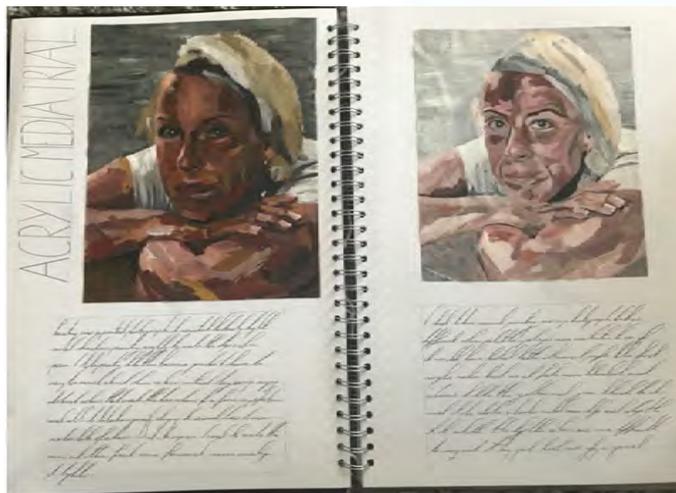


Sam Pegram



Artist transcription of a piece by street artist Sonny.
By Jodie Beverley

Jodie Beverley



Emma Oakes



Ethan Kirkpatrick



Milena Gohra

Birchwood's Virtual Summer Art Exhibition 2020



Have you been getting creative during lockdown?
Share your work with the Birchwood Community
on the school website and in the Birchwood News.
Open entry to students, parents, friends, staff and birchwood's wider community.

Birchwood High School's Virtual Summer Art Exhibition 2020

What you need to do:

1. Photograph your work in good lighting
2. Title your work
3. Send the photograph of your work with:
The Title,
Artist name,
Media/technique used to create it.
Remember any creative media can be
exhibited i.e. Textiles, printing, photography, painting,
drawing or sculpture.

Send it to: dmorrison@birchwoodhigh.org.uk

Closing date for entries is Monday 6 July 2020
Condition of entry you must be happy for your
name to be displayed on the school website.
If you are a student under the age of 18.
We also need your parental consent.

Title: Portrait of Iris Apfel
Artist: Diane Morrison
Media: Inktense blocks



Dance Challenges

Miss Adams would like to nominate the following students for Excellent Dance class work.

The following Year 9 students have performed some beautiful GCSE solo work;

Eve Bailey
 Jess Hobday
 Jorja Ross
 Ami Shad
 Megan Palman
 Ella Parkes
 Kat Zune

The following Year 10 students have worked extremely hard on their Dance theory work;

Maja Adamczyk
 Carly Banks
 Florence Bird
 Louisa Coulson
 Amelia Dean
 Amelia Darke
 Molly Gordon
 Ruby Westbrook
 Charlotte Hummersone



HOT HOUSE DANCE COMPANY VIRTUAL WORKSHOP

At this time of year the Dance department usually welcome Hot House Dance Company into school to deliver a technique workshop to GCSE students. This year the students participated in a virtual class by the company.

The workshop was absolutely fantastic and focused on building strength, balance and expressive skills. Miss Adams was so proud of all the students that took part and said it was so great to see their passion and enjoyment for Dance continuing through these difficult times.

Well done all - keep dancing!
 Miss Adams

Young Choreographer of the Year

Every year the Dance department run their 'Young Choreographer of the Year' competition. The competition was designed three years ago to give the budding dancers of Birchwood a chance to be creative and produce a powerful piece of Dance in response to a given theme. Although this year was slightly different nothing stopped the dancers going ahead and producing a virtual competition!

This year the theme was 'Once Upon a Time' and the students really thought outside of the box and came up with a range of brilliant ideas. They danced about twisted fairy tales that had not such happy endings, fantasy worlds that looked into the future, Once Upon a Time when Social Media didn't rule the World' and even a story titled 'Once Upon a Time... in Lockdown!'

There were lots of brilliant entries and the judges found it extremely hard to make a decision on the winners. However, they eventually crowned Florence Bird (Year 10) the senior winner and Molly Anderson (Year 8) the junior winner. Congratulations to both of these students who will have their names engraved on the trophies!

Miss Adams would like to say a huge well done to all of the students that took part, the finalists and of course the winners. They have all received certificates and valuable feedback from our judges.

What a lovely event this was - keep dancing everyone!

Miss Adams

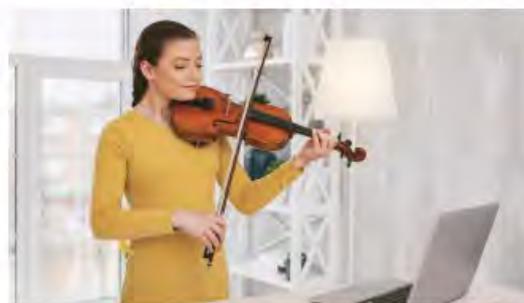


Music and Drama

Hertfordshire Music Service is going **ONLINE!**

Register now at
www.hertsmusicservice.org.uk

**Online music lessons for over
16,000 young musicians and access
to online music resources for all
Hertfordshire school pupils!**



Hertfordshire Music Service are pleased to announce that we will be offering **online music lessons** in the Summer Term so that existing pupils can continue their instrumental and vocal lessons with their HMS teacher at home.

The development of a **brand new partnership** with MusicTutors.co.uk, an **online learning platform** specifically designed for delivering music lessons, will mean pupils continue to receive **excellent music tuition** whilst restrictions remain in place due to COVID-19 and beyond.

Online music lessons with Hertfordshire Music Service will provide **ongoing stability** and regular access for students to continue to **develop their skills** and **musical ability**. They are a great way to create some relaxation time, have considerable benefits for **well-being** and **provide a focus for students** with a weekly activity to work towards and practice.

**YOUTH
MUSIC**



Supported using public funding by
**ARTS COUNCIL
ENGLAND**



Mrs Hassani
would like to nominate the following
students for their hard work this month:

Patrick Bowyer Year 10

Aime Smith Year 9

Molly Barrett Year 12

All for completing online learning with **AMAZING** effort!

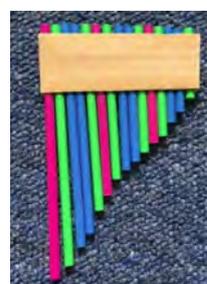
Miss Adams
would like to nominate the following student for outstanding work in Drama;
Sophie Springham Year 8

Mrs Goddard
Year 8 had been set a project to create a radio play in Drama. They had to write a script, find sound effects and then record using different vocals for different characters as well as narrate. I had three fabulous entries which deserve recognition.

Congratulations to the following students:

Eliza Sedgbeer with the Three Billy Goats Gruff.

Anya Seifert with Little Red Riding Hood and Katie Brealey with the Three Little Pigs.



Inspirational Instruments!

Well done to everyone who entered our Instrument Making Competition and making music at home (sorry parents!)

We have been so impressed with the variety and imagination. Molly Range won with her junk flute.

Mr Grogan, Head of Music



PE

KEEPING SAFELY APART BUT STILL TOGETHER.

How do we remain as a club, when we need to stay apart?

Bishop's Stortford Running Club is a club that thrives all the time but especially now, when we can't meet up to run, train and socialise.

Firstly we had a virtual club photo when we all ran in our club vests and submitted photos, which were made into a collage. Then we had a virtual relay race where we all imagined that we were taking and handing a baton over to our teammates. When the video was edited, the Benny Hill theme tune music was added in. Then we did a virtual relay race. We submitted our estimated 5k times, and then we were organised into teams of four so that each team's cumulative 5K times were the same.

On race weekend, we had to run for half an hour to see which team could run the furthest. We had to plan our own routes and decide when the weather was going to be best. Everyone ran hard and we were really proud of ourselves. I found running hard for half an hour on my own because we weren't racing against each other; we were just racing against the clock for our team. 132 people took part in the virtual relay, with runners running in Luxemburg, Australia and Matlock. My team captain lives in Melbourne.

The event was a smashing success with the winning team running 16 miles. All the runners together ran a total of over 500 miles. The next event is The Tour de Stortford, another virtual race which is in a couple of weeks time.

Harry M, BBC Reporter

Healthy foods to eat during lockdown



Top 5 healthy snacks to eat!

*recipes included

Here are those tasty snack's recipes

Flapjack

Ingredients:

- 250g jumbo porridge oats
- 125g butter
- 125g light brown sugar
- 2-3 tbsp golden syrup

Method:

- Heat the oven to 200C/180C fan/gas 6
- Put 250g jumbo porridge oats, 125g butter, 125g light brown sugar and 2-3 tbsp golden syrup in a food processor and pulse until mixed, but be careful not to overmix otherwise the oats may lose their texture.
- Lightly grease a 20x20cm baking tin with butter and spoon in the mixture. Press into the corners with the back of a spoon so the mixture is flat and score into 12 squares.
- Bake for around 15 minutes until golden brown.

Banana Bread

Ingredients:

- 140g butter, softened, plus extra for the tin
- 140g caster sugar
- 2 large eggs, beaten
- 140g self-raising flour
- 1 tsp baking powder
- 2 bananas, mashed

Method:

- Heat oven to 180C/160C fan/ gas 4
- Butter a 2lb loaf tin and line the base and sides with baking parchment

- Cream 140g softened butter and 140g caster sugar until light and fluffy, then slowly add 2 beaten large eggs with a little of the 140g flour.
- Fold in the remaining flour, 1 tsp baking powder and 2 mashed bananas.
- Pour into the tin and bake for about 30 mins until a skewer comes out clean.
- Cool in the tin for 10 mins, then remove to a wire rack.

Bara Brith

Ingredients:

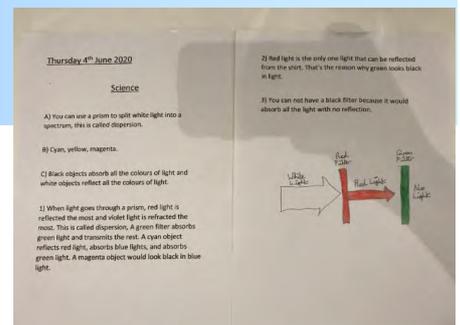
- 450g dried mixed fruit
- 250g brown sugar
- 300ml warm black tea
- 2 tsp mixed spice
- 450g self-raising flour
- 1 free range egg, beaten

Method:

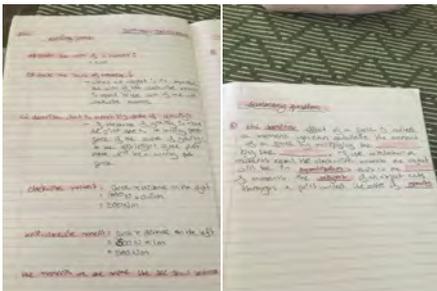
- In a large bowl soak the fruit in strained tea and leave overnight.
- Next day preheat the oven to 170C/325F/gas 3. Line a 900g loaf tin with baking parchment.
- Mix the remaining ingredients into the fruit mixture and beat well.
- Pour the mixture into the loaf tin and bake in the oven for 1 ½ hours or until a skewer inserted comes out clean.

Mr Barrett would like to thank Maddie Gilbank for these healthy recipes.

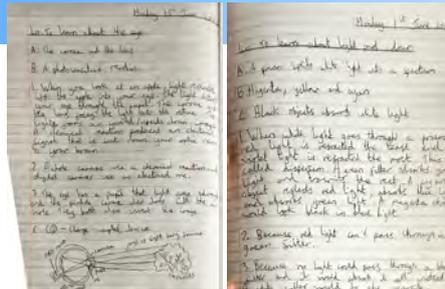
Science



Archie Smith



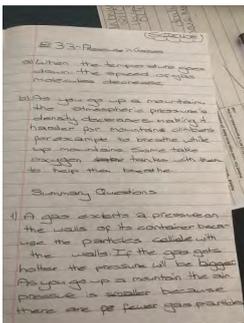
Molly Sue Wedgbrow



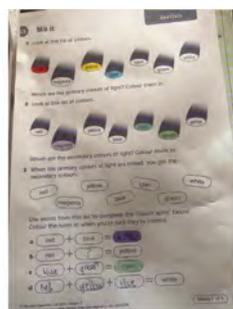
Katie Leslie

Mr Cusumano would like to nominate the following students for their outstanding work some of their work is pictured above.

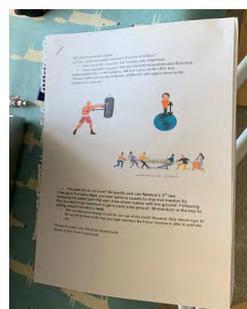
Year 7	Archie Smith
Luca Silva	Year 8
Molly Sue Wedgbrow	Luiza Pike
Saffron Bennie	Angus Mackinlay
Katie Leslie,	Matthew Wilson
Hannah Cook	Harrison Pickard
Evie-May Thornewill	



Saffron Bennie



Evie-May Thornewill



Hannah Cook

Mrs Homer would like to nominate:

Sam Pegrum and Luke Silvester for their research on the changes to the peppered moth population during the industrial revolution.

Miss LaLonge would like to nominate the following students for their outstanding work;

Rebecca Bedwell - Always does her work the same day, hasn't missed a single Science task.

Eve Bailey - Always getting work done to a great standard.

Lauren Gore - Answers are above and beyond the task.

Mr Edwards would like to nominate the following students for outstanding work:

Year 7

Riyaad Alim
Lily Booker
Ella Bryant
Adam Carter
Charles Cook
Teyla Crick
Elvy Cross
Ted Joiner
Edward Petts
Olivier Rochester
Aaron Stevens

Year 9

Sam Dean
Mackenzie Lewin
Louie Ebbles

Year 10

Ranna Abidia
Joshua Ballisat

Amelia Barton
William Brister
Samuel Cooper
Stephen Ficken
Samuel Fuller-Lewis
Tabitha Gray
Paige Gunner
Noah Horwood
Frances Mackinlay
Benjamin Mellors
Carmen Murariu
Sophie Rudge
Ava Salisbury
Quin Seifert
Maisie Taylor
Deri Alabi
Miles Clayden
Alistair Coomes
John Cornwall
William Drewery
Ellie Gibson

Rubie Goodvin
Isobel Gordon
Ellie Henderson
Ben Mapp
Matthew Morris-Prieto
Miles Ovenden
Isabel Smith
Yasmin Vessey
Olivia Wach
Nyah Warner
Ruby Westbrook

Year 10 Combined Science

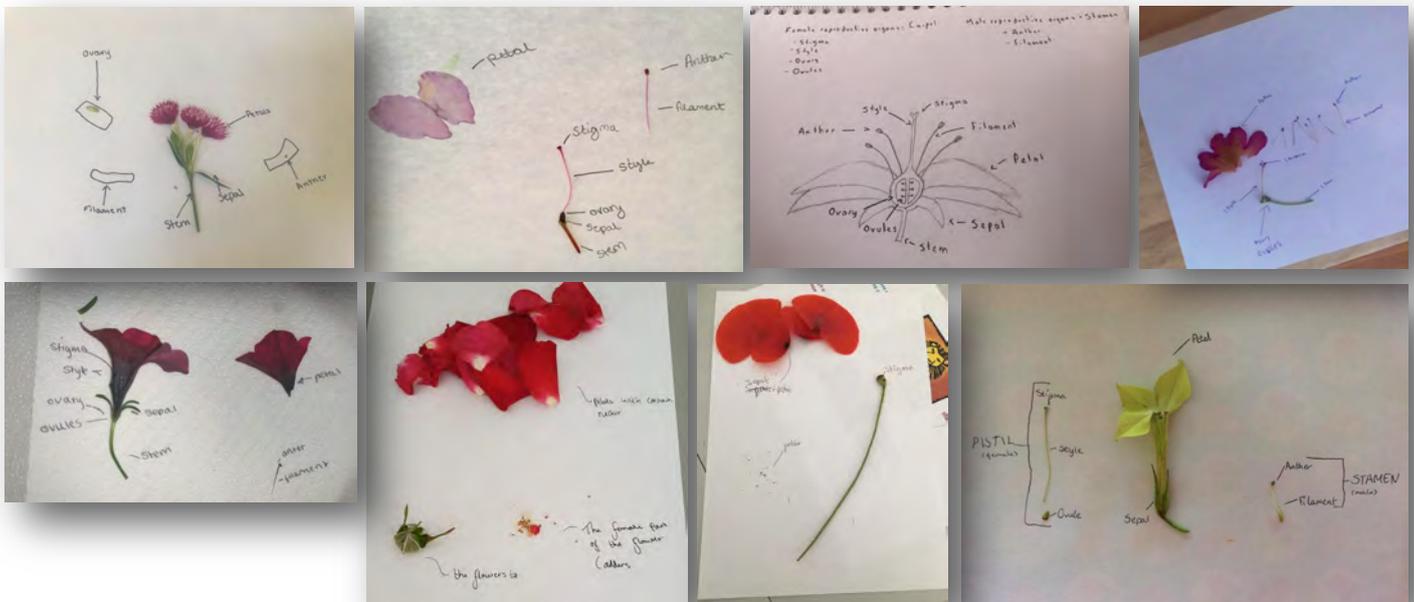
Patrick Bowyer
Amelia Dean
Eliseya Gaydarova
Lois Harper
Tegan Smith
Samuel Winder

Science

Mr William-Powlett asked his Year 7 class to use objects to represent the scale of a sperm and an egg. They are not to scale, but they are very impressive for the use of the imagination in the objects used.



Mr William-Powlett said "I am so proud of my Year 7's who have taken the time to look closely at the structure of a flower. This is a task anyone can do. It is a nice challenge to find the male and female parts and try to find the ovules that will one day become seeds."



Mr William-Powlett would like to also nominate these students for their outstanding work:

Louis Browning
Lily-May Markey
Zoe Lloyd-Rossi
William Warren

“As we are getting used to a new way of online teaching and learning, I have been delighted with the progress and determination of our students”. Mrs Pressland.

The following students in Year 8 are receiving an accolade, because they have engaged extremely well with online learning and the submission of science assignments:

Callum Campbell
Lewis Crowther
Layla Ellis
Maggie Kellard

Jayda Lloyd-Warren
Hannah Nicholls
Ben Nunn
Lexie Taylor

Joe Evans
Jack Gaulton
Louisa Halkyard
Sophie Cousins

The following students in Year 9 are receiving an accolade, because they have engaged extremely well with online learning and the submission of science assignments:

Amber Mayer
Eve Bailey
Ethan Kirkpatrick
Ben Gill
Bradley Monks
Alfie Wood
Cairo Butler
Jake Devlin
James Howard
Imogen Thorpe
Courtney Sparkes
Evan Williams
Kyle Perkes
Paige Squires

Kaley Walsom
Gracie-Mae Blaney
Oliver Simons
Tom Cowler
Scarlet Dillon
Nathan Poole
Daisy Standen
Matthew Winder
Katrina Zune
Artur Carrondo
Nathan Dack
Vincent Doyle
Cameron Donohoe
Henry Pain

Stanley Forbes
Jaiya McCormick
Jack Cherwinski
Harvey Clifford-Banks
Poppy Braulik
Adriana Andriusaityte

The following students in Year 10 are receiving an accolade, because they have engaged extremely well with online learning and the submission of science assignments:

Connor Braddy
Ben Trueman
Adam Tyler
Isabel Deeks-Mcgrath
Amelia Darke

Olivia Nineberg
Jamie Gaulton
Max Harlow
Nathan Leete
Sophie Tidiman

Paige Calder
Joe Stacey-Edwards



An outstanding piece of work from Ethan Kirkpatrick. Ethan has included symptoms and methods of prevention of the disease Malaria.

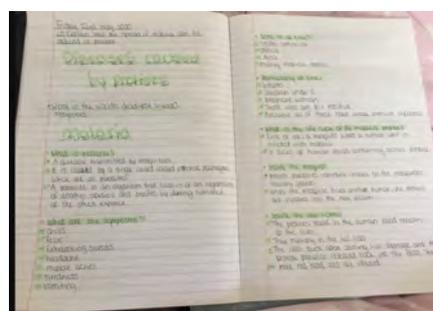


Imogen Thorpe has produced this fact file about Malaria, complete with a map of most affected areas.



Jake Devlin produced this eye catching poster which helps to highlight the key ways to prevent the spread of Malaria.

An excellent fact file about Malaria by Paige Squires in Year 9. Paige has included symptoms, risk factors and methods of prevention.



Mrs Birand nominated the following students for outstanding work;
Harry M
Cate Feather Levey
Chloe Gibson
Abigail Jones

Dr Rodionova would like to nominate the following students for their hard work this month:

Year 8

William Beaumont
Lucy Monks
Ben Nightingale
Joe Pettitt
Grace Ramsden
Molly Range
Jessica Rogers
Jessica Smith
Rosie Thorpe
Jasmine White
Oakley White
Oliver Wilding
Dillon Browne
Eva Hall
Will Hallwood
Aidan Hancock
Elizabeth Jackson
Luke Silvestre
Evie Whitfield
Libby Taylor
Katie Brealey
Callum Hynes
Harrison Schaad
Max Jones
Jack King

Year 9

Courtney Sparks
Evan Williams
Kyle Perkins
Paige Squires
Imogen Thorpe

Bradley Monks
Ben Gill
Jack Chervinski
Jake Delvin
Grace Atfield
Annabelle Baker
George Berry
Phoebe Corner
Joao Porto Ducca Da Silva
Harry Clark
Harrison Davies-Rooney
Lily Golder
Jessica Newton
Maddie Jennings
Ethan Lawler
Chloe McCreary
Harriet Nineberg
Emily Oliver
Ella Parkes
Emma Robinson
Lucy Robinson
Willow Robson
Toby Rolfe
Harry Shillam
Aime Smith
Molly Smith
Adriana Andriusaityte
Cairo Butler
Harvey Clifford-Banks
Kaley Walsom
Alfie Wood

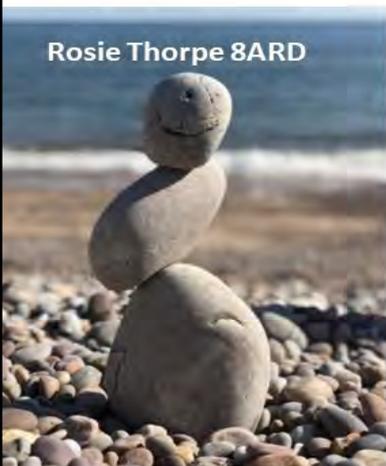
Year 10

Carly Banks
Reece Beneson
Daniel Alfieri
Scarlett Ellis
Harry Johnson
Alfie Cornell
William Rose
Ben Sampford
Liam Sears
Ranna Abidia
Joshua Ballisat
Amelia Barton
Stephen Ficken
Harry Ford
Samuel Cooper
Samuel Fuller-Lewis
Paige Gunner
Noah Horwood
Frances Mackinlay
Rebecca Milne
Lucy Morris
Archie Rees
Ava Salisbury
Quinn Seifert
Maisy Taylor

**Year 8 Science and Nature
Photography Competition**

The Science department are pleased to show the winning photographs of our Year 8 photography competition. Entrants were challenged with the task of photographing an eye catching image with the only rule that it had to be of a science or nature theme. I am sure that you will agree that these photographs reflect the natural world very well. Well done to our students.

Rosie Thorpe 8ARD



Jessica Smith, 8LTT



Harrison Pickard, 8JDY



Matthew Reader, DSS



Recycle Challenge!



The Earth is our only source of resources, and these are limited. As the population keeps growing, recycling becomes more important.

To add a little fun to being at home, Mrs Pressland is running a Year 7 competition to repurpose a plastic milk or juice carton. This will help students to think more about plastic recycling. Designs will be displayed in the Birchwood News and on the schools' Facebook and Twitter pages.

Here are some examples, but you can make yours as fun and eye catching as possible.



Email pictures of your entries by 10th July to Mrs Pressland
cpressland@birchwoodhigh.org.uk

Mr Briscoe would like to nominate the following students for excellent work 100% submission over the past half term:

Year 9
Sebastian Fegan
Charlie Harvey
Alexia Popa

Year 10
Deri Alabi
Miles Clayden
Alistair Coomes
John Cornwall
Ellie Gibson
Rubie Goodvin
Ben Mapp
Matthew Morris-Prieto
Isabel Smith

Jessica Smith
Olivia Wach
Nyah Warner
Ruby Westbrook
Ranna Abidia
Joshua Ballisat
Amelia Barton
Samuel Cooper
Samuel Fuller-Lewis
Tabitha Gray
Noah Horwood
Frances Mackinlay
Benjamin Mellors
Ava Salisbury
Quinn Seifert

Maisie Taylor
Isla Thomson
Florence Bird
Louisa Coulson
Joshua Crosby
Charlotte Cross
Chloe Elliot
Eryk Fraczek
Lottie Kempster-Bell
Chloe Noel
Anya Pike
Cameron Vernon

Science

Science Miss Trout

Year 8

Great effort in all assigned science tasks including at home practical to determine speed of moving objects.
Riley Dredge
Jamie Sibley
Hannah Nichols
Samuel Freeman
Liv Donaldson
Stanley Long

Year 9

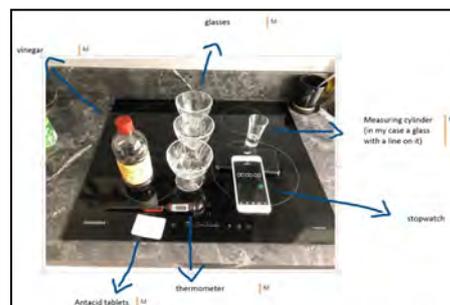
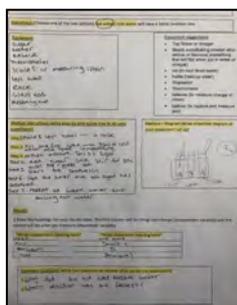
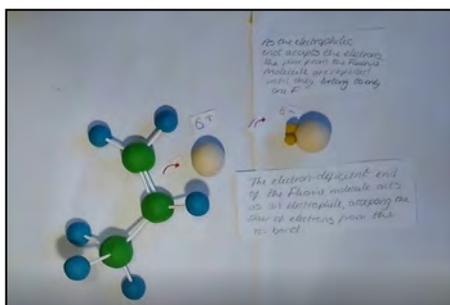
Amazing effort in a difficult unit Chemical Calculations.
Sebastian Fegan
Elsie Devereux
Jack Eley
Annabelle Baker
Chloe McCreary
Isabelle Ramsay
George Berry
Jessica Newton
Lucy Robinson

Year 10

For fantastic at home practical work for the topic "Rates of chemical reactions".
Oliver Crowley
John Cornwall
Matthew Morris-Prieto
Finlay Gregory
Abbie Pinnington
Andra Stoica
Deri Alabi

Year 12 Chemistry

Fantastic work overall including impressive powerpoint presentations on Biofuels and creating 3-D models to demonstrate reaction mechanisms.
Freya Keen
Emily Robson
Jodie Southwell



Supporting the PSFA during Covid-19

Even though the PSFA are unable to hold any events in light of the Coronavirus outbreak, you can still support us by contributing to the Birchwood Future Foundation and taking part in the Birchwood Bonus Ball. Over the coming months, the PSFA will be looking into fundraising virtually, so if you have any ideas please do let us know.

To make a donation to the Birchwood Futures Foundation, please find details on the Birchwood PSFA page of the school website. We are using Virgin Money Giving to collect donations for the BFF fund. As a registered charity this is the easiest way for us to claim Gift Aid, which means that if you are a UK tax payer you are able to boost your donation by 25p for every £1 you donate. Donations of any value are voluntary and collectively will make a huge difference for the School.

Birchwood Bonus Ball

The Birchwood Bonus Ball is a raffle style club, with up to 5 numbers available to purchase per person, per subscription period. If you would like to take part by purchasing one or more numbers, please email birchwoodpsfa@gmail.com confirming your name and contact telephone details. Full terms and conditions of the Birchwood Bonus Ball Club can be found on the PSFA page of the school's website.

Careers



Striving for Excellence in Careers

At Birchwood we are making good progress in our drive to meet the [8 Gatsby Benchmarks](#) and to achieve the Quality in Careers Standard as a measure of our excellence in careers.

Helping students to figure out what they want to do in their future is really important to us; making the links between school subjects and opportunities in the work place can play a key role in this decision making process.

I am really excited that Mrs Pressland has volunteered to champion careers in STEM and it is really interesting to see where her passion for science has taken her. I hope you enjoy reading Mrs Pressland's 'Teacher Feature' as much as I did.

Mrs Crimes, Careers Leader

STEM CAREERS

At Birchwood we understand the importance of embedding careers into the curriculum. In science we support students to develop their career aspirations. Often STEM (science, technology, engineering and maths) topics can be perceived to be difficult. One of our aims, alongside teaching is to show young people that there are great careers to be had with STEM qualifications. We endeavour to not only motivate students to take STEM subjects but to also persevere with them. Showing young people examples of careers is therefore an important part of good teaching.

By engaging students, we can give them a reason for learning STEM subjects. We can demonstrate how STEM can lead to a rich and rewarding career. As part of this mission we are able to show you '**your teachers back in the day**'. Starting with my career as a scientist and why it led me to want to teach.

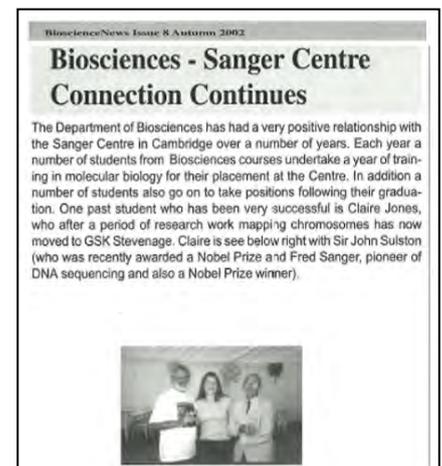
Having been fascinated with science from a young age, I completed A levels in Biology and Chemistry along with English Literature. At university I studied a degree in Molecular Biology, and from university I became a Research Scientist at the Sanger Centre in Cambridge, forming part of the international group that mapped the Human Genome. The Human Genome Project was successful in providing a complete and accurate sequence of the three billion DNA base pairs that make up the 23 pairs of chromosomes within the nucleus of **all** our cells, the blueprint for human life. I was quite excited when student reporters from the University of Hertfordshire interviewed me for their Bioscience News in 2002. Here I am pictured with two giants of genomics; Sir John Sulston and Frederick Sanger, both Nobel Prize winners. After three years of developing my practical skills and science knowledge, I moved to a large pharmaceutical company, GlaxoSmithKline (GSK) where I enjoyed the benefits, expertise and training that a global company has to offer. Here I continued to work as a scientist, building up experience, expertise and transferable skills that would lead me into my current teaching career. It is important that I use the word career, for I am only just at the beginning of my long journey in this my chosen profession. After many years of science research, I felt the desire to give something back to our community. I wanted to teach the next generation of scientists. As such, I completed the graduate teaching programme (GTP) to become a secondary school science teacher. I am now in my tenth year of science teaching; I am passionate about my role here at Birchwood.

In September 2019 I graduated with a Masters degree in Leading Teaching and Learning. I now hold the positions of KS3 Science Coordinator and Acting Second in Faculty.

At Birchwood we would like to work closely with employers and local STEM businesses to further embed careers learning into the curriculum. This year we were fortunate enough to secure a place for our students to attend the **Big Bang Fair**, a national **STEM** competition, with regional events taking place all over the country. Students got the opportunity to visit an exhibition space filled with interactive stands from local companies, colleges and universities to be inspired in STEM careers. Our students excitedly demonstrated their project work, and communicated the science with excellence. So much so that we returned as KS3 winners of the **Most Creative and Innovative STEM Project**, and KS3 winners of the **Allinson's prize for Best Overall STEM Project**.

We are looking for parents and carers who have links to STEM companies that wish to encourage their employees to establish links with education. This would be a great opportunity to get involved. This can include project based learning in the classroom and the invitation of guest speakers. Please contact us if you have any inspiring STEM ideas.

Mrs Pressland, cpressland@birchwoodhigh.org.uk



World Environment Day

5 June

According to ABB Formula E Instagram page, London has seen a 35% reduction in polluting nitrogen dioxide (NO₂) levels since lockdown began in March. NO₂- or nitrogen dioxide- is one of a group of highly reactive gases known as oxides of nitrogen or nitrogen oxides. NO₂ forms from emissions from cars, trucks and buses, power plants, and off-road equipment.

Some World Environment Day facts:

- Humanity has altered 75% of the Earth's ice-free surface.
- Since 1990, 420 million hectares of forest, equal to three times the size of South Africa, have been lost.
- Nearly one million species face extinction, while the illegal wildlife trade is the fourth largest illegal trade crime in the world.
- CO₂ levels in the atmosphere hit an all-time high in early May 2020.
- In April, the World Meteorological Organisation said temperatures have increased 1.1 above pre-industrial levels (any period of time before the start of the industrial revolution, 1780-1840)
- Around half of global GDP depends on nature.
- Our oceans and forests sustain billions of people and provide green jobs – 86 million green jobs from forests alone.
- Four billion people rely primarily on natural medicines.
- Natural climate solutions – such as afforestation and using greenery to cool our cities and buildings – can provide around one-third of the emissions reductions needed to meet the goals of the Paris Agreement.
- Six countries in the region are considered megadiverse: Brazil, Colombia, Ecuador, Mexico, Peru and Venezuela.
- The economic value of terrestrial nature's contributions to people in the Americas is estimated at USD 24.3 trillion per year.
- The world's top biodiversity body, IPBES, estimates that restoring degraded lands in Latin American and the Caribbean could bring \$23 billion in economic benefits in the next 50 years.
- Colombia adopted national strategies on the circular economy, electric mobility and low-carbon development.
- The National Council to Combat Deforestation and other Environmental Crimes, established in 2019, reported a reduction of about 50% in some of the deforestation hotspots during the last quarter of 2019.
- At the World Economic Forum in January, President Duque announced Colombia's target to plant 180 million trees by August 2022.
- In Latin America and the Caribbean, 24% of the land is designated as protected, as opposed to the global average of 15.2%.
- Despite the fact that greenhouse gas emissions may dip this year because of lockdowns, lockdowns are not a silver lining for the environment. They have, however, shown that nature can still flourish, from penguins in Cape Town to kangaroos in Adelaide.

World Environment Day, celebrated 5 June, is a day upon which, for over forty years, people the world over have advocated and acted for a healthy environment. While most years have seen beach clean-ups, mass tree-plantings and marches, this year posed the first virtual WED.

From online webinars to virtual quizzes and even tours of people's gardens, the official World Environment Day website has logged over 1,850 events, India having the most logged, with over 800 events.

But we should be aware of the environment, not just on one day, but on all of the days. We as humans are responsible for much of the damage to the climate and its species, and 5 June is there only to highlight how we need to come together and continue to take steps to make eco-friendly choices each and every day.

Interesting links: https://www.derby.ac.uk/about/environment/estate-management/?utm_source=university+of+derby&utm_medium=email&utm_content=UG20-world-environment-day-UK&utm_campaign=ug+recruit+brand&dm_i=1K2C,6VSPO,1C3GE,RMV3E,1
<https://www.worldenvironmentday.global/>

By Niamh Payne and Eloise Churchman, Year 12 BBC reporters

Technology



Holly Bliss

Reece Beeson



Joe Bright

Callum Cooper

Zara Borg



Hannah Cook

Deri ALabi

Bethany Randall

William Rose



Teddy Dore, Year 7

Mark Catton, Year 7

Technology

Toby Rolfe, Year 9



Ruby Walker, Year 9



Tom Cowler, Year 9



Oliver Fach, Year 9



Seb Fegan, Year 9

For outstanding written and practical work



Alfie Camp,
Year 9



Mackenzie Lewin for
outstanding written work
Year 9

