



Updates for the parents and community of The South Wolds Academy and Sixth Form



## KEY DATES

### Dance Festival 2024

By Ms Drewett

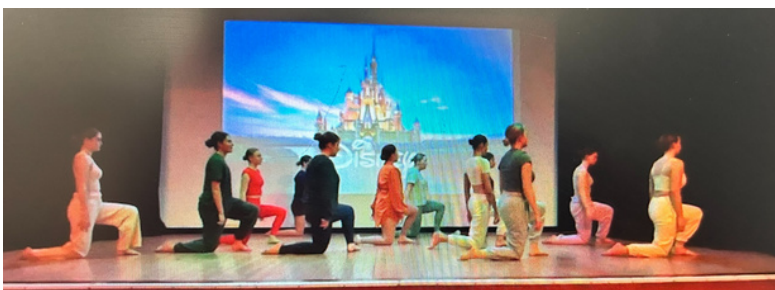
Our annual Dance Festival took place just before the Easter holidays and demonstrated the talent and dedication of many of our students.

Commencing in September, over 60 students gave up their time at lunchtime, in lessons and after school to perfect more than 24 routines.

Our 2 evening shows were a complete sell out and the audience had nothing but high praise for everyone involved. We also performed a morning show to our feeder primary schools. The young students loved it and even got involved with some dancing towards the end.

Miss Drewett is incredibly proud of all the students who performed and has huge thanks to the staff who supported this event as well. Especially Miss Giugno who not only helped with the dance but also tie dyed t-shirts, adjusted dresses and generally was our costume hero!

- 11th June - Year 10 Parent's Evening
- 17th June to 20th June - Diversity Week
- 21st June - Inset Day
- 28th June - Sixth Form Prom
- 3rd July - Year 11 Prom
- 4th & 5th July - Year 6 Intake Days
- 11th July - Summer Evening Music Concert
- 18th July - Year 7 - 10 Awards Evening
- 23rd July - Musical Showcase
- 25th July - Whole School Sports Day
- 26th July - Last day of term and school finishes at 12:30pm



# Rushcliffe Youth Summit

By Ms Crawford



We are proud of our students who took part in the inaugural Rushcliffe Youth Summit on 16th April 2024. The event was held in the Council Chamber at Rushcliffe Arena in West Bridgford and provided the opportunity for students to share their ideas on what matters to young people and discuss those issues with local politicians and representatives from other public sector organisations. The Rushcliffe Youth Forum operates at a local level and as such focuses on changes that can be made in the community or within schools to improve the lives of young people in Rushcliffe. It is also a non-partisan organisation in line with the governance arrangements for the British Youth Council. Actions arising from the discussions will provide the focus for the Rushcliffe Youth Forum moving forward. The Summit was an opportunity to ensure its work is in line with the concerns of young people locally.

We took students from year 7 to year 11 for the event and were so proud of them and enjoyed listening to their speeches and ideas. This was followed by a workshop style discussion facilitated by Council officers and politicians where students could ask any burning questions they had. Here is some feedback from two of our speakers:

"Presenting in front of the governors and the Rushcliffe Council was definitely nerve-racking but was an amazing experience. Standing in front of a crowd and speaking publicly has always been a fear of mine, however everybody there was kind and supportive. You could feel the passion and excitement through the room, it was fantastic! Every speech was full of purpose and meaning, which everybody there seemed to acknowledge. We got breaks and drinks in between and got to hear from important figures in the community, which was very inspiring and definitely motivated a lot of people there." - Hari K

"At the Rushcliffe Youth Forum, many people came together from across the entire school to talk about and raise awareness for many issues affecting the youth of today in the Rushcliffe borough area. It was a very informative and interesting event as it brought a lot of attention to a range of issues that might not have been brought to light had it not been for the gathering. I would recommend it for anyone in the future as it was great to meet people in the council and local government and gain more awareness about things happening in the local area."- Alicia H

"On Monday 15th April I joined in the Rushcliffe Youth Summit. I wanted to raise the issues that people leading meat free diets have in schools, the need for increased education on healthy eating whilst following this diet, and the importance of access to a hot meat-free meal in schools. I was very nervous about speaking however everyone was really friendly, so I had nothing to worry about in the end. I feel like everyone listened really well to my ideas and I hope that raising awareness may lead to positive change. Overall I had an amazing time and it was a really informative experience for me that I was very glad I did." - Tom C-B

This was a really exciting event and we are so proud of our students who participated. If you would like to be involved in future opportunities similar to this one, please look out for further details.

# Alumni Spotlight: Abi Dring

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By Mr Manning

We are thrilled to share some exciting news about one of our former pupils, Abi Dring, who was a most excellent student during her time at our school and a wonderful singer, musician and performer. She has continued to pursue her passion for drama and music with unwavering dedication and talent.

This August, Abi will be gracing the stage at the prestigious Nottingham Playhouse, performing in the highly anticipated production of *The Trials*. This event promises to be a compelling showcase of her exceptional abilities on stage.

Abi was a wonderful student, and will no doubt be remembered for her talent in the arts. Her performances in school productions and concerts were always a highlight, so I'm sure it's no surprise to those who knew her that she is now making a name for herself in the world of drama and music.

We are incredibly proud of Abi's achievements and are delighted to see her fulfilling her ambitions. Her journey is an inspiration to all our current students, demonstrating the power of dedication, hard work, and passion.

We wish Abi the very best of luck as she takes the stage this summer. We hope many of you will have the opportunity to see her perform at Nottingham Playhouse. Let's show our support for Abi and celebrate her success.

Congratulations, Abi! We can't wait to see what the future holds for you.

Event Details:

- What: *The Trials*
- Where: Nottingham Playhouse
- When: August 14th-16th 2024

For more information about the event and to book tickets please click the Nottingham Playhouse picture or use the QR Code below.

**NOTTINGHAM  
PLAYHOUSE**



# Year 7 Girls Football

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By Mr Shaw

Our run in the National Cup unfortunately came to an end at the semi-final stage. Following an outstanding performance and result in the quarter-finals against Archbishop Temple School from Preston where we won a tough game 3-0, we headed up to the North-East for the semi-finals. Here we faced St Joseph's RC Academy from Newcastle. After a long journey we knew we would face an extremely tough test, against a school team that trained before and after school and also an extra 10 hours a week instead of some lessons, and so it proved. A battling first half display saw us concede a long shot just before half time. We were still in a very tight game and knew that we just needed to continue to work hard and try to create some chances to get back into the game. It wasn't to be and we sadly conceded an early goal in the second half which took away all our energy. The team continued to battle hard but we conceded again 10 minutes before the end and this is how the game ended. Losing 3-0 to a very strong side, but ultimately getting into the last 4 schools in the country from a total of 231 schools that enter the competition. An almighty achievement to be extremely proud of for a small village school in Nottinghamshire.

However, we have got one more chance of a trophy! The team have continued their earlier season success and reached the final of the South Notts Cup. The final is due to be played at the end of May at West Bridgford Colts. They were victorious in the quarter-final against Carlton Le Willows 5-0 and then went on to beat Arnold Hill 6-0 in the semi-finals. It provides a great opportunity to finish Year 7 with some silverware.

Hopefully in the next edition of the newsletter I will be able to update you with a cup winning team photo!

## “I'm a Scientist”

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By Mrs Rowe

On Thursday 28th March, Year 10 GCSE Computer Science students took part in an online chat experience with 5 computer scientists using the “I'm a Scientist Get Me Out Of Here” website.

Students were able to ask questions about the computer scientists' jobs and career paths.



“In our computer science class, we had the opportunity to talk to real computer scientists in the “I'm a scientist” online chat. The whole class would agree that it was a nice opportunity to ask questions regarding how one can develop a computer science-based career, the qualifications needed and how to balance work and personal life and more. This brought great insight to some students who were considering to pursue a computer science-based career.” **Yasmin D & Rebecca K Y10**

“This online chat definitely helped some of us figure out if computer science is the whole “dream career” thing or not. Like, is it all hacking and crazy robots, or is there more to it? Now we have a much clearer picture, thanks to these real-world computer scientists!” **Bilal M Y10**

# Reading Updates

By Ms Haywood

## Reading at Home

Please can you continue to set time aside to read with your child each week as it makes such a difference to not only their progress at school, but also their mental health. Recent research by The Book Trust has found that 'Children who read are more likely to be happier, healthier, and experience better mental wellbeing and self-esteem', as well as suggesting that children need 'reading influencers' who model active reading habits outside of school. So why not spend some time reading alongside your child and showing them that reading is a habit that is beneficial well into adulthood.

More information about this research can be found on their website by clicking on the picture for the Book Trust or using the QR Code.



## The Day.com

Reading around subjects is an excellent study habit to get into, especially for those students hoping to go on to do A Levels or university, as it enables students to understand the wider, real world, implications of a subject or topic, as well as highlighting important current affairs. To support this, all students should now be getting regular reading homework set from a range of subject areas. These will primarily be set via Theday.com, so please make sure your child knows how to access our account via the link on the homepage.

## Tier 2 and 3 Vocabulary

Students' knowledge and understanding of a range of vocabulary is essential to academic success in every subject and is something we are keen to develop with all of our students. Vocabulary can generally be divided into the following three 'tiers':

- Tier 1 – high frequency in spoken language (table, slowly, write, horrible)
- Tier 2 – high frequency in written texts (gregarious, beneficial, required, maintain)
- Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)

Source: [Closing the language gap: Building vocabulary – David Didau \(learningspy.co.uk\)](#)

Most of the texts that young people come across on a daily basis will have a high number of Tier 2 words that they may not already be familiar with, meaning that large parts of their reading may not be accessible to them, even if they are a fluent reader. As a school, we are taking steps to address this by asking teachers to routinely define new vocabulary as part of everyday classroom practice, as well as encouraging students to feel more able to ask what a word means. If your child encounters a word at home they don't recognise (through reading, conversation, or watching TV/films) then please use this as a learning opportunity and look up the word together in a dictionary or online. You never know, you might even learn something yourself!

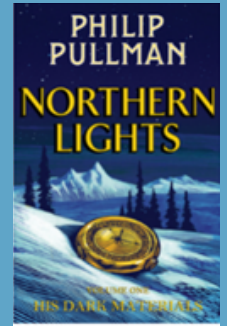
# Geography Reading Recommendations

By Mr Inufusa

Here are my top 3 books linked to topics students have been learning about in KS3, KS4 and KS5 geography lessons over the last term.

## Northern Lights by Philip Pullman

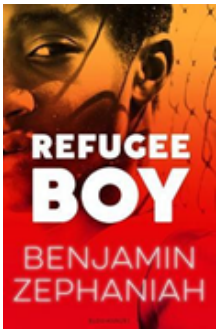
In this fiction novel, Lyra's intrepid journey takes her through the icy polar regions, including the stunning landscapes of Svalbard. Here, amidst towering glaciers and perilous ice fields, the presence of polar bears adds both awe and danger. As Lyra navigates this frozen realm in search of kidnapped friends, she encounters not only the harsh elements but also the enchantment of Svalbard's mystical secrets. The Arctic becomes a canvas where magic intertwines with the natural world, shaping Lyra's quest for truth and identity.



**Link to Geography at SWA: KS3 – Fantastic Places, Icy World. KS4 – Natural Hazards.**

Did you see the Northern Lights (Aurora Borealis) that covered the skies over the UK on Friday 10th May? They are caused by the CMEs (coronal mass ejections) released from the sun throwing out atoms with electric charges, called charged particles out into space. The lights appear when these charged particles hit gases in the Earth's atmosphere. If you managed to take any photos, send it to team Geography. We would love to see your photos and share it with the rest of the school.

## Refugee Boy by Benjamin Zephaniah

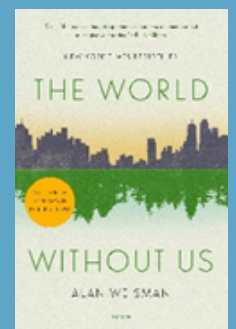


The story follows Alem's escape from conflict in Ethiopia and Eritrea to seek safety in London. Amidst bureaucratic hurdles and prejudice, Alem's story reflects the struggles of refugees globally. His journey illustrates how geopolitical conflicts impact individuals, emphasizing the universal quest for safety and belonging in a world marked by displacement and adversity.

**Link to Geography at SWA: KS3 – Africa, GCSE – The Changing Economic World, A level – Global Systems and Global Governance, Changing Places.**

## The World Without Us by Alan Weisman

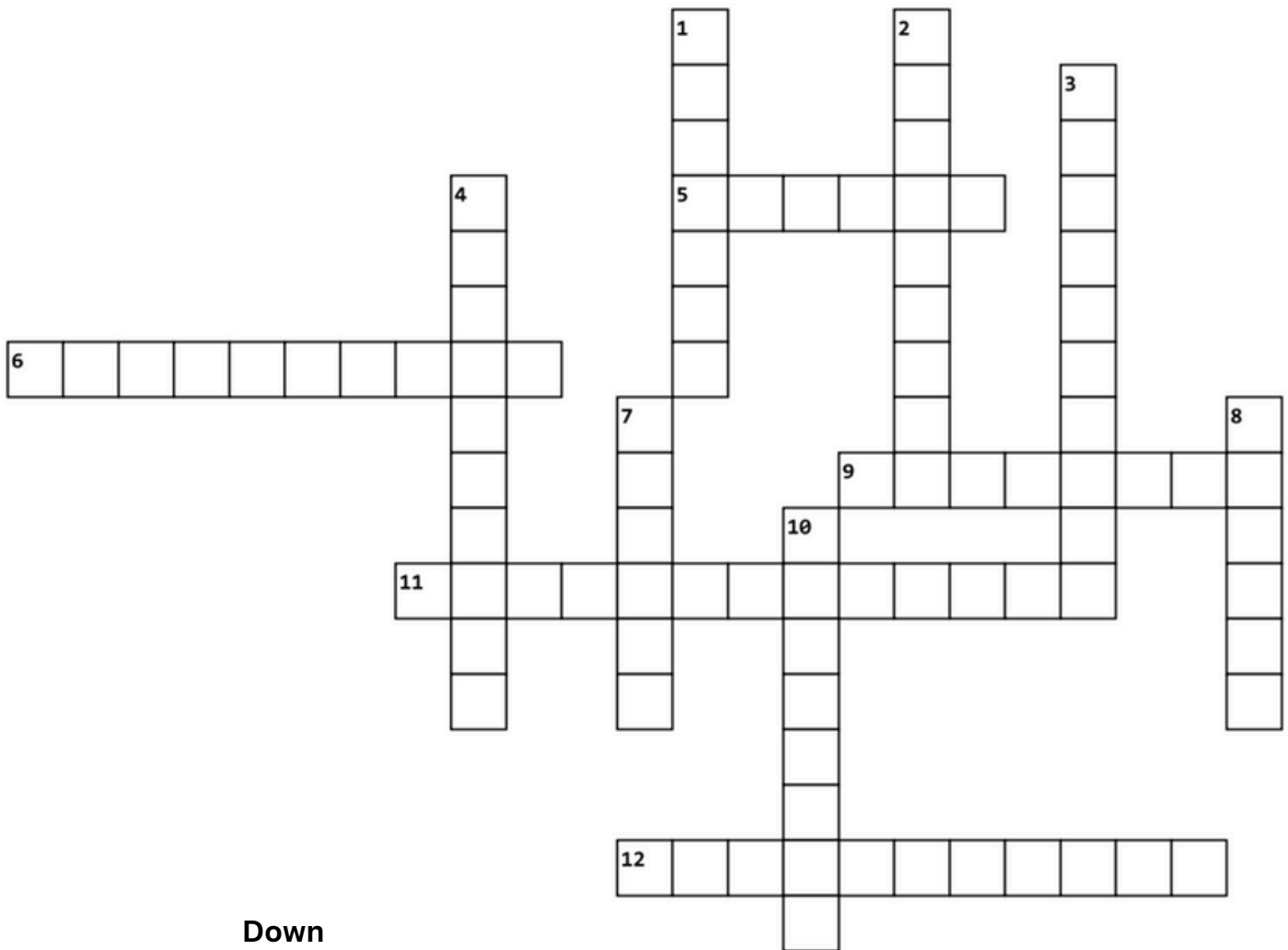
This book imagines a planet devoid of human presence, exploring how nature would reclaim and reshape our world if humanity suddenly disappeared. Through vivid descriptions and scientific insights, Weisman paints a compelling portrait of a post-human Earth, where abandoned cities crumble and ecosystems flourish. This thought-provoking exploration delves into the intricate relationships between humans and the environment, offering both a warning and a glimpse into a possible future shaped by our actions.



**Link to Geography at SWA: GCSE – Urban Issues and Challenges, A level – Population and the Environment.**

# Geography Reading Recommendations

By Mr Inufusa



## Down

1. Diplomatic offices of foreign countries, which play a role in Alem's journey.
2. The site of the nuclear disaster in Ukraine, which serves as an example of how nature can reclaim human-made structures.
3. Changes in living thing over time to be able to suit the environment e.g Polar bears blend in with the snow.
4. Various natural habitats and ecosystems around the world are discussed, including forests, oceans, and grasslands.
7. Deep, narrow inlets of the sea, often surrounded by steep cliffs, common in glaciated landscapes.
8. The legal process by which individuals like Alem seek protection and refuge in a foreign country.
10. A country in the Horn of Africa, from which the protagonist of 'Refugee Boy', Alem, originates.

## Across

5. The Northern Lights themselves, which play a significant role in the novel's imagery and symbolism.
6. Frozen ground found in polar regions
9. A massive rivers of ice that carve through the landscape.
11. Cutting down of trees.
12. The movement of individuals into a country of which they are not natives, a central theme in Refugee Boy.

Answers can be found on Page 17

# April and May High Flyers

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## Ioannis K (Year 10) PE

For significant improvement in behaviour and attitude over the last term. Well done, Ioannis - keep up the good work! **Mr Levack**

## Ruby E (Year 10) PE

For her excellent work and attitude in PE GCSE lessons this year. Well done Ruby, keep it up! **Mr Levack**

## Oliver L (Year 10) PE

For your outstanding attitude and work ethic in GCSE PE this year. Your mock result reflected your hard work. Congratulations and keep it up! **Mr Levack**

## Daniel T (Year 9) EP

For his deep thinking and exceptional answers in EP - keep up the good work! **Miss Nieslony**

## Joseph B (Year 10) Science

For the solid effort he always put in science lessons and never ever complaining about anything. **Ms Buczek**

## Salvador M (Year 7) PD

An amazing contribution to the politics lesson in PD. Watch out people, Salvador's a politician in the making! **Miss Gale**

## Oliver M (Year 8) English

Always works hard and gives 100% in English lessons and is dedicated to reading regularly outside of lessons. Well done, Oliver!. **Mrs Hudson**

## Imogen G (Year 7) English

Imogen always works hard in English lessons and makes some outstanding verbal contributions every lesson. Well done, Imogen! **Mrs Hudson**

## Sophie C (Year 9) English

Sophie always works hard and applies herself in English lessons. She also makes excellent contributions to discussions. **Mrs Hudson**

## Adib R (Year 11) English

Adib's contributions to discussion in English lessons are frequent and outstanding. **Mrs Hudson**

## Rebecca D & Kitra Y (Year 7) English

For their outstanding attitudes, behaviour and effort in English lessons. Well done, both! **Mrs Hudson**

## Evie B (Year 10) French

Amazing effort with the French past tenses and working hard to use them all accurately. Well done, Evie - super proud! **Miss Crawford**

## Isabelle S (Year 10) French

Putting in lots of efforts in French to make great progress and working really hard in the lessons. Well done, Isabelle - super proud! **Miss Crawford**



# April and May High Flyers

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## Phillip J (Year 8) French

Phillip works hard and puts 100% effort into every task that is asked of him - he embraces our three school values and it is a pleasure to teach him. [Miss Crawford](#)

## Evan H (Year 11) French

For working so hard towards the French speaking exam. I am incredibly proud of him! [Miss Crawford](#)

## Hannah K (Year 11) French

Outstanding revision work in French. For staying calm under pressure and pushing herself to achieve her full potential! [Miss Crawford](#)

## Katy P (Year 11) French

Working so hard on her speaking exam and putting a huge amount of effort into revision. Well done, Katy! [Miss Crawford](#)

## Jamie C (Year 8) English

For her application to tasks, enthusiasm and positivity in English lessons! [Mrs Hudson](#)

## Charlie H (Year 8) English

Charlie always works hard in English lessons and he is always positive, enthusiastic, polite and helpful. [Mrs Hudson](#)

## Phillip J (Year 8) English

Phillip is such a hard-working, conscientious student and it's a pleasure to be his English teacher. [Mrs Hudson](#)

## Oliver M (Year 8) English

Oliver's positive attitude and application to tasks this term is admirable. [Mrs Hudson](#)

## Elizabeth S (Year 8) English

Elizabeth always works hard in English lessons and it's a pleasure to be her English teacher. [Mrs Hudson](#)

## Libby T (Year 8) English

Libby always works hard in English lessons and her reading skills and contributions to discussions are outstanding.. [Mrs Hudson](#)

## Robert B (Year 7) English

Robert applies himself fully to tasks every English lessons and his contributions to discussions are excellent. [Mrs Hudson](#)

## Sam S (Year 9) English

Sam works hard consistently in English and demonstrates that he is keen to meet his potential and beyond! [Mrs Hudson](#)

## Evie M (Year 8) English

Evie dedicates herself to tasks whole-heartedly every English lesson - well done, Evie! [Mrs Hudson](#)

## Keira S (Year 8) Maths

Keira consistently works hard in every maths lesson and makes a real effort to contribute throughout lessons. Well done, Keira!. [Mrs Woodcock](#)

## Ojas P (Year 9) Maths

For his great contributions and enthusiasm in maths lessons and his consistent hardwork. Well done, Ojas! Keep it up!. [Mrs Woodcock](#)



# April and May High Flyers

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## **Billy-Scott L (Year 9) Maths**

He always comes in with a positive attitude, works hard and makes great contributions in lessons. A pleasure to teach. Well done, Billy-Scott! **Mrs Woodcock**

## **Morgan B (Year 9) Spanish**

For making a positive impression in his first few Spanish lessons. Having not done any Spanish for a couple of years, Morgan has fit in very quickly! **Mr Hallam**

## **Oliver R, Alice K & Maddie C (Year 11) French**

For smashing the French speaking exam - well done! **Mr Hallam**

## **Freya M, Hector C, Angus T, Alvaro B-R, Matthew H, Matthew S, Isabelle P, Erin P, Violet, M and Ben H (Year 8) History**

For some amazing Empire assessments in History - well done! I really enjoyed reading them! **Mrs Shirra**

## **Spencer H-H, Violet M, Jorja T & Olivia T (Year 10) History**

Amazing effort with all your Elizabeth assessments. Your answers were detailed and well explained. Well done! **Mrs Shirra**

## **Bethany M (Year 7) History**

Excellent effort and score in the Medieval Power test. Well done, Bethany! Your hard work has paid off! **Mrs Shirra**

## **Molly C (Year 7) English**

Molly always works hard in English lessons and her verbal communications are frequent and fantastic! She is always polite, helpful and kind. **Mrs Hudson**

## **Emilia S (Year 11) Spanish**

Great final push for the Spanish speaking exam. Well done! **Mr Roberts**

## **Sophie C (Year 9) Spanish**

Always making an effort and doing well in Spanish. **Mr Roberts**

## **Osian B (Year 11) Spanish**

Really good Spanish speaking test.. **Mr Roberts**

## **Gracie M (Year 11) Spanish**

Absolutely top quality Spanish speaking test! **Mr Robert**

## **Jacob E, Charlotte G, Emma H, Konstantinos K, Isabelle M, Lauren S, Daniel C, Eva D, Aayan K, Harry O, Ollie W (Year 7) History**

Excellent effort and scores in the Medieval Power test. Well done, all! **Mrs Shirra**



# STEM Day: Wind Turbine Challenge

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By Mrs Rowe

On Thursday 28th March, 60 students from years 8 and 9 took part in a Wind Turbine Challenge ran by The Smallpiece Trust and sponsored by the GHD Foundation. Students worked in teams to design and construct a wind turbine to produce the greatest amount of electricity. They produced a gearing system, designed and constructed turbine blades to maximise output and created a tower to carry the turbine. The event was facilitated by two specialists from the Smallpiece Trust and 3 engineers from the GHD Foundation, who helped students with their wind turbine designs and models, and answered questions about engineering careers. The winning team were Naomi H, Florence D-S, Isabel D, Isabelle W, Matilda W, Tamara G in Year 8.

“I learnt a lot about engineering like it is not just about engines and making new mechanisms, it is a way to solve global problems like water pollution and global warming.” Ojas P Y10

“It was a very interesting and fun experience and I learnt so much about engineering, building, and working as a team in the best way possible.” Naomi H Y8

“I really enjoyed participating in the STEM day as I got to bond with friends and learn how important teamwork is to help you achieve your goal. I had never done anything like this before so to be taught by the experts and to make a wind turbine hands on was a real privilege. I am proud of my team for winning the competition.” Florence D-S Y8

“A great experience, I would recommend.” Eddie C Y8

“This engineering task made me feel a passion for engineering, I would love to do this again.” Harry H Y8

“It was lots of fun working together with my friends to create our interpretation of a wind turbine. After a few challenges along the way, me and my team where proud to have held the prize of first place.” Isabel D Y8

“The STEM day allowed me to experience new activities such as building a windmill and was overall a great time” Curtis P Y9

“We learnt about lots of different careers you can do using STEM, which was really cool.” Kiki F Y9



# STEM Day: Wind Turbine Challenge continued

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## By Mrs Rowe

“I thought the stem day was a helpful learning experience and I loved challenging myself to build a workable wind turbine to produce electricity. Even though we didn't win, I enjoyed being there and learning more about engineering” Olivia D Y9

“I thought that the STEM day was a really interesting experience because I got to learn about engineering from professionals and I could apply my skills to make a project of my own.” Ella S Y9

“I thought that STEM day was really interesting because we learnt loads of thing about engineering. For example, the different types of engineering you can do.” Sophie C Y9

We were also gifted two summer school placements at Warwick University from the Smallpiece Trust and GHD Foundation – Mrs Angus selected Ben W Y8 and Kitty D Y9 from student entries. We look forward to hearing about their engineering experience in the Autumn issue of the newsletter.

“It was amazing to see how ambitious, innovative and create the students were in the design and build of their wind turbines. Their final presentations were also imaginative and engaging” Mr Barrell

Thank you Mr Barrell and Mrs Knight who supported students during the day.

## Maths Challenge success!

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### By Miss Williams

We are thrilled to announce the outstanding achievements of our students in the recent Maths Challenge. Congratulations to all who participated for showcasing their mathematical prowess! A special round of applause goes to those who received awards. The top 50% of participants nationally were honoured with bronze, silver, and gold certificates in the ratio 3:2:1. In the intermediate challenge, our Year 9, 10, and 11 students excelled with remarkable results: 5 gold, 18 silver, and 48 bronze awards.

Similarly, our Year 7 and 8 students showcased their mathematical talents in the junior Maths Challenge, securing an impressive 9 gold, 13 silver, and 37 bronze awards. An extra special well done to Kenji S who did incredibly well and qualified for a further round of the intermediate challenge and got a silver award.

Good Luck to Isaac S, Matthew S, Eddie C, Samuel L, William B and Daniel C who have all qualified for later rounds of the junior maths challenge which will be later on in the year.

We are immensely proud to have such talented mathematicians at South Wolds.

# Top Link Festival 2024

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**By Ms Drewett**

Our annual Toplink Festival took place on the Wednesday 7th May. We invited students from years 3 and 4 from our feeder primaries to come along and enjoy a morning of sport. This event is run by our Sport Leaders from year 12 as part of their assessment. What a wonderful morning it was! We had tennis keepie uppie, speedbounce, bean bag toss, standing broad jump, hurdles, relays and many more. With over 220 pupils it was a lively event, and the sports leaders were exceptional! Everyone had a fantastic time.

## Say No to Hate Project

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**By Mr Barton**

Year 9 have been working alongside the National Holocaust Centre as part of the governments Prevent agenda. This aims to support students identify the signs of radicalisation and extremism. The project will help students to be aware of the dangers and how to protect themselves and those around them.

Phase One of the project was an hour-long assembly led by Beth from the National Holocaust Centre. This linked to the Year 9 history curriculum and helped students to understand the steps that led to the Holocaust. The assembly finished by looking at how the Holocaust shouldn't be seen as an isolated event. It covered examples of hate on online platforms and made reference to more recent genocides such as that in Rwanda. This enabled the students to understand the issues still faced in modern society.

Phase Two was a trip to a conference at the National Holocaust Centre alongside students from a range of other schools in Nottinghamshire. There were 8 spaces available and students had to apply with letters of interest outlining what taking part would mean to them. The quality of these letters was exceptional and choosing 8 students to become Ambassadors for South Wolds was one of the hardest tasks I've had as a teacher.

The conference itself was split into 2 sections. In the morning session the Conference focused on addressing and equipping students with the knowledge to understand when radicalisation or extremism might be occurring and how to address it safely through effective reporting. The students will now use this knowledge to become Ambassadors within South Wolds sharing the work done alongside the other schools.

The afternoon session was led by Dr Martin Stern. He spoke about his experiences as a Holocaust survivor and then led a Q&A session with the students. It was an incredibly powerful session. Although harrowing in places it had a key focus on acts of kindness and the difference they make to people. The level of maturity and conduct of all those involved was exemplary. The students were a real credit to themselves and the school.

I look forward to working alongside the Ambassador's as they share their knowledge with all students across the school.

# Auschwitz: A Student's Reflection

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By Jasmine G & Olivia H (Year 12)

Last month, both of us alongside two other students from the South Wolds sixth form, were given the incredible opportunity by the programme called 'The Holocaust Educational Trust' to travel to Poland for the day and visit one of Oświęcim's pre-war Jewish sites and take a tour of Auschwitz - Birkenau museum and memorial. This experience has been very eye opening for both of us yet while the trip was obviously very upsetting and in some aspects horrifying to be in a place where the acts of genocide took place, we do feel that it has also allowed us to greatly expand our knowledge of the Holocaust. Ultimately we wish to share our knowledge and allow others to understand the contemporary relevance of such a significant part of history in our society today.

Upon reflection, the trip has highlighted to both of us our prior lack of knowledge and ignorance of what actually happened within the death and concentration camps during the Holocaust. We were educated on the six death camps that existed within Poland in the Second World War. The main purpose of these camps were to murder the Jews and other minority groups that were persecuted, however two of the death camps : Majdanek and Auschwitz- Birkenau also functioned as work camps for manual labour. On the trip, we were able to visit Auschwitz one and Birkenau. Auschwitz one was the original camp that was built to hold prisoners. When we visited, we were able to see many of the photos in Auschwitz one of the prisoners. The part of the museum that really impacted both of us was the room with the photos of the children and the children's possessions and clothes in displays. It was just horrifying to think of how many of these innocent children had their lives taken from them. Although we were able to see many photos, we also learnt that only certain groups of prisoners had their photos taken and those who were destined to die on arrival, for example elderly people, were not registered or photographed at all. Additionally, within Auschwitz one we were taken around by a tour guide who walked us through the gas chambers, it really made us realise the mass scale of murder and destruction of not only people's lives but culture, race and religion that occurred within the fenced premises. We then visited the site of Birkenau. This was built as a sub camp and originally held prisoners of war however, later developed to be the main extermination centre. We both agree that Birkenau has had the most lasting impression upon us simply due to the vast size of the camp. We think this explicitly allowed us to see and visualise the mass scale of murder and genocide that happened here. There are no exact figures of who died at Auschwitz-Birkenau though it is estimated to be around 1.1 million lives lost. The part of the trip that also impacted us both significantly was the Book of names. This is a room in Auschwitz One where there are thousands of pages dedicated to naming each Jew who lost their life in the Holocaust. It was simply terrifying for us to witness on paper the vast amount of life lost in this period. As we walked through this room we were allowed to open the book of names, educating ourselves on some of the individuals lost in the Holocaust. It was devastating to see the names written and it also feels impossible to comprehend how each name is an individual with a history, a family and a story. We have learnt the utter importance of remembering the individuals and humanising the people who lost their lives so their stories are never forgotten.

# Auschwitz: A Student's Reflection continued

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By Jasmine G & Olivia H (Year 12)

Within the trip, we were told a number of many inspiring stories of those who were victims to the holocaust. However, one story that really stuck out to the both of us was the story of the survivor Janine Webber who we were lucky enough to speak to over a zoom call. We listened to her first hand account of her incredible story of her bravery. Janine was born in Lwów in Poland in 1932. It remained under soviet rule until 1941 when Germany invaded the USSR. Persecution of the jews began immediately and thousands of people were murdered within weeks of the invasion. Janine and her family had to leave their apartment into an area on the edge of the city. They were allocated a very small room for their whole family to live in. As well as the appalling living conditions they were all living in constant fear of German raids. Due to the fear of these raids her parents built a hiding place under a wardrobe. However, this was only large enough to protect Janine, her brother and mother. Sadly, Janine's father was shot in a raid and she never saw her grandmother again. Eventually, they were forced into the Ghetto and soon after arriving her mother fell ill with typhus and died aged 29 in front of Janine's eyes. Her uncle found a Polish farmer willing to hide Janine and her aunt. However her aunt was forced to run away so Janine was left with only her brother. After this, her uncle found another farming family willing to look after Janine and her brother but an SS officer ended up being called and Janine watched as her brother was shot. Janine found work as a shepherdess but the Polish family she was living with found out her jewish identity and fearing for their own safety bought her a train ticket to return to Lwów. Janine's aunt had given her the name and address of a Polish man called Edek who she could contact in case of an emergency. She contacted him and he hid her in an attic of a building. In the attic here she was reunited with her aunt, an uncle and 12 other Jews. As it became increasingly more dangerous the group was moved to an underground bunker where they stayed for over a year. However, as you can imagine, the conditions in the cramped bunker were so poor that her aunt arranged for Janine to obtain false papers. Janine was then sent to a convent in Krakow from where she was taken with three girls to live with a priest. She finally moved to live with an elderly couple and worked as a maid until Krakow was liberated. After the war her aunt returned for her, she was placed in a children's home. However, fearing antisemitism in Poland they left for Paris. Finally, in 1956 Janine came to the UK. She met and married her husband, had two sons and two grandsons. She still lives in London. Speaking to Janine was so inspiring as she was so open and willing to share her experiences with us and even though they were such devastating memories from her life, she spoke about them with such positivity and courage. We both think her story also highlights how so many other people were affected by the Holocaust in such horrible ways, not just those within the concentration camps.

In conclusion, we feel as though this project and experience has allowed us to increase our knowledge and understanding of the Holocaust period while simultaneously raising awareness that all those involved within the Holocaust had their own identity which forces us to humanise history. Finally, we would like to emphasise the importance of continuing to learn about the Holocaust by spreading our knowledge from our visit to Auschwitz. It is vital that we challenge ongoing antisemitism and fight oppression of minority groups to prevent something like the Holocaust from ever happening again.

# Ethics & Philosophy Film Recommendations

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By Mr Baines

## Dune Part Two (12A)

Paul Atreides unites with Chani and the Fremen while seeking revenge against the conspirators who destroyed his family. Facing a choice between the love of his life and the fate of the universe, he must prevent a terrible future only he can foresee. Lots of intense music and cool giant worms.



### Philosophy and Ethics reference:

The film centres around the issues on family and discovering who we really are. It is also the typical good v. evil and trying to find the right balance in the world. A lot also seems reference religious context with talks of a 'Messiah' and 'the one'.

Links to KS5 with Jesus Christ and the Messiah. Also references KS3 where we discuss morality and what goodness is to each of us.

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## Challengers (15)



Tashi, a tennis player turned coach, has transformed her husband from a mediocre player into a world-famous grand slam champion. To jolt him out of his losing streak, she makes him play a challenger event -- close to the lowest level of tournament on the pro tour. Tensions soon run high when he finds himself standing across the net from the once-promising, now burnt-out Patrick, his former best friend and Tashi's former boyfriend.

### Philosophy and Ethics reference:

Challengers brings in the issues we face with emotional ties and what we should do when faced with an internal struggle that brings up the past. A lot of references to making mistakes and finding what our true passion is.

Links to KS5 where we look into Sexual Ethics and Gender Roles, looking at what society is like and it's understanding of how friendships and relationships work.

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## Mean Girls (12A)

Cady Heron is a hit with the Plastics, an A-list girl clique at her new school. But everything changes when she makes the mistake of falling for Aaron Samuels, the ex-boyfriend of alpha Plastic Regina George. A re-do musical of the early 2000s hit, it gives an insight into what high school life is really like- kinda.



### Philosophy and Ethics reference:

The movie is effectively a debate on right and wrong- what should you do to seek revenge? And how do we know what the right thing to do really is? Plenty of ethical dilemmas to decide how you'd go about being popular in school.

Links to KS3 where we have a topic on Introducing Morality, as well as KS4 with relationships and families.

# Ethics & Philosophy: A Year 7's Essay

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## By Mr Lloyd & Alexander (Year 7)

I have been really proud of the knowledge, balance and maturity Year 7 have demonstrated. They've just been dealing with the issue of what it means to be British and how experiences of living in our country today might vary depending on the different worldviews that people hold. Well done to all Year 7s who completed their essays and especially Alexander whose sentiments in his conclusion I think we can all really appreciate.

“The population of Britain is diverse and people belong to many different religions and worldviews. For example, Christianity (the believers of Jesus) they believe they were sent by God to save humankind from sin. Britain also consists of Judaism the believers of the covenant (agreement) that was made between the one true G-D, the Jews and Buddhism the followers of Siddhartha Gautama.

There are the British values which include tolerance, the ability or willingness to tolerate (put up with) the existence of opinions or behaviour that one dislikes or disagrees with and democracy a system which allows all people to have some say in how their country is governed.

However, the issue with tolerance can be tricky because tolerance helps us live together and respect each other's differences. But we shouldn't tolerate intolerance because that defeats the point of tolerance e.g., we can't tolerate sexism or racism because weirdly our tolerance of these things would make intolerance.

A Christian is someone who believes Christianity actually developed from the religion Judaism. Christians believe in one God but say God has three parts, the Trinity. The Christian prophecy says that one day Jesus will return to Earth and will judge people.

A Muslim is someone who believes in monotheism (belief in one single God). The Arabic word for God is Allah. Prophets- human messengers that are given revelations from Allah.

Examples include:

- Adam
- Moses
- Abraham
- Jesus
- Muhammad

When the Prophet Muhammad died, there was a disagreement about who should lead the religion. This disagreement led to the split of Islam into Sunni and Shia Muslims.

Muslims may feel that the key parts of Muslim identity are being part of the Ummah (worldwide Muslim community). For many Muslims being a Muslim is about what you do and how you live your life. The five pillars of Islam are an important part of what a Muslim does (the five pillars of Islam are Shahada, Salah, Zakat, Sawm and Hajj).

However, there are challenges of being Muslim in 21st century Britain, for example, Ramadan can take place during the summer/ exams (this can be very challenging) and Islamophobia a word that refers to people who have an irrational fear or hatred of Islam. Examples of this are discrimination, Islamophobia and stereo typing.

# Ethics & Philosophy: A Year 7's Essay continued

By Mr Lloyd & Alexander (Year 7)

A Jew is someone who believes in a G-D who is eternal (has always existed and always will). Jews believe they should love G-D with all their heart, mind and strength. The Shema prayer teaches them this. They also believe that G-D is one, has no form, created the world, is eternal and is still actively involved in world affairs.

Jews may feel that the key parts of Jewish identity are calling themselves "The Chosen People" and this creates a sense of belonging. Young boys aged eight are circumcised during the Brit Milah ceremony. This makes them part of the community. However, there are some challenges with being Jewish in 21st century Britain because British Jews can be blamed for the actions of the Israeli government and how they treat the Palestinians – antisemitism!

British Jews are still living with the memories of the Holocaust.

The Sabbath is the day of rest from Friday evening to Saturday evening. This can be challenging when looking for a job.

A Humanist is someone who believes that all people have valuable potential but they also reject the idea or belief in a super natural being such as God. They also reject all forms of racism and prejudice and believe in respecting and protecting everyone's human rights, including the right of freedom of religion and belief.

Humanists may feel that the key parts of humanist identity are basic principles such as "The Golden Rule" - treat others as you would like to be treated (this is a rule in many other religions too). Humanists would expect themselves and others to live by this principle. They also expect to have to think about the consequences of their actions, for others as well as themselves.

However, there are challenges being Humanist in 21st Century Britain. They are being criticised for being too focussed on good and ignoring evil in human beings.

The religions I discussed above have each influenced Britain in different ways. For example, Christians have shown us to always be good because one day God will come to judge us. Muslims also show us that it is about how you live your life which is quite similar to Christians. Humanists show us that everyone should be treated equally.

To me being British means being diverse. Being and loving whoever you want. Showing off your differences and feeling safe and respected enough to do so."

## Geography Crossword Answers

By Mr Inufusa

### Down

1. Embassy
2. Chernobyl
3. Adaptation
4. Ecosystems
5. Fjords
6. Asylum
7. Ethiopia

### Across

1. Aurora
2. Permafrost
3. Glaciers
4. Deforestation
5. Immigration



### **What work/assignments/ tasks need completing this week?**

I will need to meet with the director, cinematographer and art director to plan where cameras will go, how we will light the space best for the performance and what dressing the stage and location needs. I'll then relay all this information and pitch it back to the client (in this case a record label).

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### **What are the challenges in your course/job role?**

Some challenges are making a great shoot work for the budget, hiring big teams and long edit processes are costly so it's important we're realistic when agreeing a job and don't have to compromise the creative - which is the most important thing, making a great film.

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### **How did you get this job/onto this course? (previous jobs, qualifications needed)**

I studied film practice at London South Bank University, but a huge step was working as a runner on music video sets. From there I was able to get lots of experience and was eventually offered a production manager role. I then stepped up into producing on a freelance basis, and was promoted to a producer and now work full time in house at a live music and documentary company. University was a great place to make creative friends and experiment, using the universities equipment, but getting real life experience cemented myself in the industry.

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### **What advice do you have for students either generally or to do with following your example?**

When I was at school and sixth form I took part in a lot of extra curricular activities, which really opened my eyes to what I enjoyed and carried that same mentality into university and eventually work. Don't be afraid to try something out, you may not enjoy it but it's better to take risks and potentially find yourself in something you love.

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