



SMITHDON HIGH SCHOOL

HUNSTANTON



Newsletter

Issue: 4 | October 2020

STRENGTH

-

INTEGRITY

-

EXCELLENCE

Welcome

from Mr J Hirst, Headteacher, and Mrs A Gibbins, Head of School

This half term has flown by so quickly since starting back after our particularly long time away from school. It has been so reassuring how well all our students, both those more established and those new to us, have quickly settled into the routines of the school day. Students are respectful of The Covid restrictions and are cleaning down their spaces, washing hands and now wearing face coverings between lessons and on entry and exit to the school. We would like to thank everyone for their support on this and helping to keep everybody safe.

Lessons continue to be calm and purposeful and students have achieved so much in their learning. As we write, Achievement Points issued this half term are approaching 20,000 and many of you will have received a new Smithdon image postcard through the door at home. A different design will be launched on our return after half term!

This newsletter is continuing from the one established during lockdown and is full of the learning, experiences and achievements of our students and your children., despite the limitations put onus during the pandemic; see how Mrs Dibble, our new Food Technology teacher, has helped the students create a number of culinary delights, whilst the Art department has now started to decorate our walls with new creative pieces. Meanwhile, our Twitter feed keeps everybody up to date on other areas of school life, such as the Sports Clubs, Science experiments, Maths and English lessons, and much more. Do follow us on Twitter!

You may also have been aware of plenty of press coverage over the summer regarding our fantastic refurbishment. This has had a wonderful impact on the school, enabling students and teachers to work in the most modern and comfortable environment – and over the half-term holiday there will be some further improvements taking place on the school site.

This half-term, it has been a pleasure to host so many Year 6 parents coming to tour the school. They have been able to see our students working hard and enjoying themselves in these new classrooms and spaces; truly experiencing Smithdon at its best. If anyone would like to have a look around the school, particularly if you are a parent who used to attend Smithdon, do have a look at the Virtual Tour on the website. This interactive piece of technology allows you to walk through the school as if you are actually here, and there is also the opportunity to 'meet' some of our students and teachers, virtually, whilst you are looking around.

Please enjoy reading this newsletter as much as we have enjoyed taking the time to create it. Have a wonderful half term break, keep safe and we look forward to everybody returning on 2 November 2020.

#somethingshappeningatsmithdon

Congratulations to our new Head Girl and Head Boy: Eleanor and Jack-Harry.

Here they are with Springwood's Mr Warner-Lynn.

Read Willow's interview with Eleanor in this Newsletter and look out for Jack-Harry's interview in the next edition.



Former teachers are remembered as Smithdon High School opens re-developed buildings. Mrs J Pendall, wife of former teacher Eddie Pendall, opens the newly-refurbished Pendall Building with Jack-Harry and Eleanor.

James Wild MP and Mr Hirst try out the new, Interactive Virtual Tour of Smithdon High School. This is a remote and safe way of touring the school. Please visit the school website to take a look.

www.smithdonhigh.org.uk



*Follow us on Twitter for daily updates and photos
of what's happening @Smithdon_High*



Q&A

With Eleanor, our new Head Girl

by Willow



What gave you the ambition to be Head Girl?

Ellie: I was very ambitious to become Head Girl. This was mainly because of the amazing opportunity it would be to make a difference to the school and other students.

Is there anything in particular you are planning to change within the school?

Ellie: I am planning to improve the school in many different areas, not change it as such. I would like to do this by participating in many different activities that will further our school with things such as improving our connections with the community and local primary schools.

What was the factor about yourself that made Mr Knott decide that you would be a great Head Girl?

Ellie: I was selected because I am hard-working dynamic, and inspirational to other students and have a good personality.

What are you most looking forward to in this role?

Ellie: I am most looking forward to being involved as part of the Smithdon student body. This includes helping the school improve and getting to work with a range of different students and teachers.

What was your reaction or thoughts when you were told that you got the role?

Ellie: I was excited at what a fabulous opportunity it is but I was also very eager to begin my role and the duties it brings.

What are your plans for Further Education when you leave Smithdon?

Ellie: I am hoping to go to Springwood Sixth Form to study Biology and Chemistry, as I would like to then study at the Children's University to become a paediatrician. It is a dream I have had since I was eight years old!

Mr Corder.....

“History Teacher Extraordinaire”



Why do you like history?

I find the subject absolutely fascinating. Working out why things happened, why people did things, what mistakes people made and what can we learn from the things that they did.

Which period in time would you like to go back and visit and why?

If I was to only visit one time it would be during the Middle Ages, looking at how people lived, the simple life that they had and I would like to understand the worries of their everyday life. If I had to live in a different time I would love to live during the 1960s, when society was changing. There had been enough development to make life comfortable, such as electricity and running water, but plenty of music, sport and happiness as well as people having the free time to enjoy it.

Who is your favourite King or Queen from the past?

I don't know about favourite king or queen but I am really interested in the story of Edward II who ruled during the 1300s. He was overthrown as king by supporters of his son. There are so many different stories about his death that range from being murdered by his son to being tortured by his mother to the degree that his screams could be heard from miles around. We will never know the truth but there are some really interesting theories.

Do you think history has important lessons that we can learn from?

There are massive lessons that can be learnt from history. Outside my classroom there is a quote by George Santayana, a Spanish philosopher that says “Those that do not remember their past are condemned to repeat it”. He is absolutely right: history gives us the ability to judge what we are doing today and make sure we don't make the same mistakes we have done in the past.

Name the most influential British historical person:

For me, certainly, the most influential person on the lives of young people has to be Tim Berners Lee. He is currently a professor at Oxford University and he invented what was known at the time as the World Wide Web. I don't think that even he would have guessed how his invention of the internet would change the world.

Do you like how history has shaped the modern world?

On the whole, yes! Life even in these most difficult times is so much better than what many people have suffered in the past. But the biggest thing I would like to see learnt from the past is that when people and countries communicate well and are nice to each other the world is a lot better place.

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(Whilst
socially
distancing)

by

Grace
(Year 8)

The English Department

It is a truth universally acknowledged that...

"20% of 15 year olds do not attain a level of reading that allows them to participate effectively in life." – Organisation for Economic Cooperation and Development.

This does not mean that they cannot read but that they lack the skills required to decode and understand the implications of what they are reading.

It is not surprising, therefore, that we take reading very seriously at Smithdon. The library is an integral part of the English department and all classes in Years 7 to 9 are encouraged to read regularly.

Usually students would have regular and free access to the library but, as you can imagine (like most things in 2020) this has had to change.

Currently we are working very hard to try to get the library open, whilst keeping it a safe environment. Next term we will gradually open the library up for English lessons; it will look slightly different in there so as to adhere to Covid safety restrictions, but we have lots of exciting new books just waiting for the students to borrow and enjoy them! Hopefully, library lessons will return very soon, with a greater focus on reading for pleasure than ever before.

Students in Years 8 & 9 will be familiar with the format of these and the need to keep up with Accelerated Reader while for the Year 7s it will hopefully be the beginning of an exciting adventure.

However, students need to be reading as much as possible outside of lessons and that's where we need a little bit of help.

Encouragement from home is as important for motivation as encouragement from teachers, if not even more so. If you're not sure why, consider this: regular readers have the potential to access 4 million words per year, compared to 64,000 for non-readers.

Think of how all that vocabulary will come in handy in the future! Not only is reading a big part of English lessons, it should also be a big part of every student's life in general.

Hopefully, it won't be too much longer before we can say the library is open! Because reading is **fun**damental.

Miss Cowles

ENGLISH CURRICULUM BOOKS:

We read set texts because they help to exemplify a particular concept.

The Heads of English across the Trust work together to design a curriculum which exceeds the National Curriculum criteria.

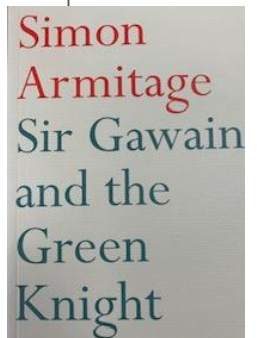
We endeavor to include a range of texts that are literary canon as well as contemporary.

This term the students will be reading the following texts:

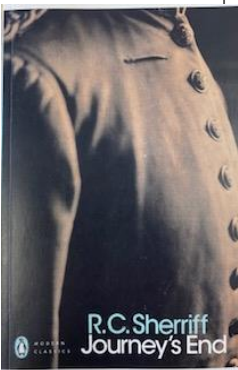
Year 7: Sir Gawain and the Green Knight {Gawain poet}
translated by Simon Armitage

This text, translated by the Poet Laureate Simon Armitage, allows us to explore a particular historical context and its impact on the themes and characters a writer includes in their story.

A King Arthur tale filled with chivalry and heroic actions. Written in stanzas, Sir Gawain of King Arthur's round table accepts a challenge from the Green Knight.

The image shows the front cover of the book 'Sir Gawain and the Green Knight' by Simon Armitage. The title is written in a large, stylized font, with 'Simon Armitage' at the top and 'Sir Gawain and the Green Knight' below it. The background is a light, textured grey.

Year 8: Journey's End {R C Sherriff}

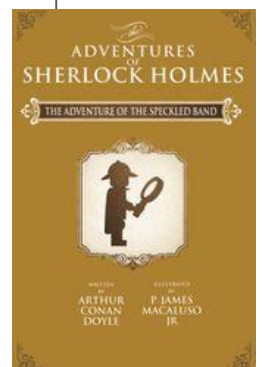


This play allows us to explore a work written by someone who has a particularly keen perspective. The author, R C Sherriff, was a war veteran and wrote the play based on his own experiences of WW1. He was frustrated by the way those who were not at the frontline struggled to comprehend what it was really like. In Journey's End, he creates an authentic view of life in the trenches. Set in France in WW1, we are presented with the nature of life during the war and the repetitive daily actions of eating, sleeping, drinking tea and taking orders whilst staying alive in the trenches.

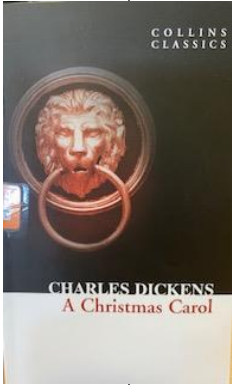
Year 9: Sherlock Holmes and the Adventures of the Speckled Band {Sir Arthur Conan Doyle}

This short story allows us to explore a popular genre - crime fiction - more deeply and to notice how the structure contributes to the language meaning and contributes to characterisation.

Sherlock is a popular and well-loved character, and the Speckled Band doesn't fall short of detective work, clues, mystery and red herrings, as is typical of a Sherlock novel.



Year 10: A Christmas Carol {Charles Dickens}



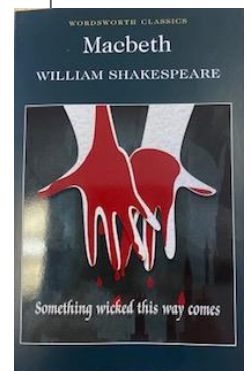
This novel fulfils the 19th Century text requirement of GCSE English Literature and it allows us to explore how Dickens advocates for more humane treatment of the poor and a society which values spiritual growth over material wealth.

This has been a well-loved story for nearly 200 years and the message is as relevant today as it was in 1843. Scrooge, the protagonist of the story, goes on a ghostly journey through his past, present and future life. This classic Christmas story about redemption, hope, family and love will endure for generations to come.

Year 11: Macbeth {William Shakespeare}

This play fulfils the Shakespeare requirement of GCSE English Literature and it allows us to explore how Shakespeare examines the destructive power of unchecked ambition.

Macbeth is a well-known Shakespeare play, adapted into many forms including films and stage performances. As with all of Shakespeare's work, Macbeth is jam-packed full of themes, including ambition, good versus evil, supernatural forces, loyalty and guilt.



Pen of the Week is awarded to deserving Year 11 students that English teachers have nominated for this prestigious accolade. It is presented by Mr Hirst in class so that their peers can clap and celebrate in their success.

Our most recent Pen of the Week winners were:

Chloe, Ella, Mia, Ethan and Toby.

Well done guys, who will win the next Pen of the Week?



KS3 POETRY

In celebration of National Poetry Day, KS3 have written their own poems based on the theme of VISION.

This is an ideal theme to provide an abundance of scope for imagery and the use of adjectives. The students enjoyed letting their imaginations run wild! We hope you enjoy reading this selection of poems as much as we did...

The Beast...

The wind blew chunks off the rock, it groaned and cracked and fell apart.

Crumbling onto the white ash below and falling onto the shell of a great beast, disturbing many critters, creatures and creepy crawlies nesting inside of it.

The gale, determined to defeat the beast, began hurling stone after stone after stone into the monster's eyes, poking and prodding at them, causing them to water onto nearby shrubbery.

The many mushrooms and pale weeds this water fell upon, bloomed into life and they grew ever larger inside the dank crevices of the rocks.

The boulders they bloomed upon groaned and cracked under the gale's might, and fell upon the shell of a **great beast...**

Mylo (Year 9)

Beautiful and sweet

Interesting breeds

Robins come out at Christmas

Dodos are extinct

Snow owls are amazing creatures

Poppy (Year 8)

As I walk along the beach

The sand beneath my feet

I'm on a cloud, I float away

Sitting on the cloud

Watching the golden waffle rise over the sea, it's as comforting as my mother's arms, I fall asleep.

I wake up with cotton candy all wrapped around, blocking the sun.

I fall asleep,

I slowly fall to the ground, the sand beneath my feet,

I remember,

I am alive.

Jade (Year 8)

Mysterious forest

Green grass glistening,

Tall trees towering,

Bushes rattling mysteriously.

Just a deer, only a deer.

Fish swimming in a lake nearby,

Jumping, swimming, that's all I'm hearing

Quiet, so quiet

No one to hear me scream.

Lee (Year 9)

YEAR 7 POETRY

As part of their current unit, Year 7 have been exploring the use of context within a variety of texts, including Praise Poetry.

Originating in Africa, Praise Poetry uses landscape imagery and metaphors to teach young people about their tribe and ancestors, the qualities they bring and why they are loved.

To conclude their studies of this form, students wrote their own Praise Poem for a person of their choice.

Praise poem for my Father

When Chris K was born, the buildings stood tall and
the March winds held their breath.

He comes from a long line of clever-minds
and sick-healers.

He walks with forget-me-nots in his eyes
and the sea in his heart.

He finds joy in the whack of a ball and the stomp of
a boot, the waft of spices
and the calmness of tea leaves.

He is protection and logic and is motivation when
you are lazy.

He is safety and love and all the colours
of the ocean.

He is Chris K.

Isabel

When Seb was born the lights
Flickered and the cars stopped.

His dreams run mindless.

He comes from a long line of
mind trainers and food distributors.

His dreams run mindless.

He finds entertainment in gaming
and outside, climbing trees.

His dreams run mindless. He is Seb.

His dreams run mindless.

Seb

When Phoebe was born...

The sand whispered "Hurray".

The tide came in to see.

Her heart beats strong.

She comes from a long line of window-shutters and

Floor-Moppers.

She stumbles with a smile on her face and large
chocolate button eyes.

Her heart beats strong.

She enjoys playing with friends online and offline.

She sits in the kitchen eating all the snacks.

Her heart beats strong.

She finds light in the dark night.

She is the moon among the stars.

She is Phoebe.

Phoebe

Safe Place

As the water slowly walks across their scales,
gently glides through the soft waters,
making its way to its safe place.

Moving slowly as the sun shines above, while
the water moves with it.

When it meets up with its school, as they
make their way to familiar surroundings,
weaving through the rock piles.

And in the distance there's its safe place.

Hope

When Francesca K was born, the sand
dunes whistled "Congratulations".

The bold seas held their breath.

Her heart beats strong.

She comes from a long line of hotel-workers
and builders.

She walks in with a smile across her face and
the sun sparkling in her eyes.

Her heart beats strong.

She is swimming and climbing, but a sharp
word if you disobey her. She is a sun and a
moon and all the space between her.

She is Francesca.

Her heart beats strong.

Francesca

My Family's Sweetheart

When Trinity was born, the shops all opened for her and the
church bells rang for her.

She comes from a long line of car healers and car movers.

She does back walkovers, with a big smile on her face.

She finds joy in her family's come-togethers and the chairs
and sofas are as comfy as could be.

Trinity

When Leo was born, the desolate fields of
Norfolk congratulated them, as his
heartstrings were brought to life, like a guitar.

He comes from a long line of Property-Owners
and Technology- Typers.

And always walks with a smile on his face.

Leo

Our lovely library will be gradually opened up again after the half term break, beginning with fortnightly library lessons. We are working hard to put in safety measures and we look forward to seeing you back in there soon!



That Asian Kid {Savita Kalhan} 14+

Moral dilemmas abound and a beautifully written villainess. This book explores 'casual racism' that is felt by the victim but not obviously seen by others.

We have many new titles in the library waiting to be read; eye-opening and insightful fiction about diversity, LGBTQ, freedom, mental health and the feminist revolution.

We do take requests for new books, so if you have seen a book or series that you are interested in, please speak to Miss Taylor.



Thunderhead {Neil Shusterman} 14+

This is the second book in the Scythe Series. A dystopian tale, that takes place in a seemingly perfect world. But all is not what it seems.



Colour me in {Lydia Ruffles} 14+

A heart breaking novel with themes that deal with grief, mental illness and friendship. Emotional and engaging, the imagery is beautiful.



Child I {Steve Tisane} 11+

This is the story of 5 children surviving in a refugee camp. It explores how they cope with their lonely, harrowing lives. A beautiful, sad story told from a child's eyes.



All the Invisible things {Orlagh Collins} 14+

A coming of age book set in Britain. This is a refreshing story, with a female LGBTQ character, finding her identity.

When I think of all the books still left for me to read, I am certain of further happiness – Jules Renard

In April 2019, Renaissance awarded Smithdon High School the coveted title of Champion School.

“Your school has been identified as a very positive user of Accelerated Reader and we would like to work together with you in order to make your school a beacon school within your Local Authority, as an example of best practice. I would like to make your school a Champion School!”

We were very proud to receive this title as we had worked very hard to use Accelerated Reader with our students to establish a reading culture within the school.

We continually evaluate how we implement the programme to ensure all students indulge themselves in reading. We seek opportunities for competition and rewards for classes and individuals. We have had tea parties, ice cream trips, shopping vouchers, cinema tickets, certificates and brand new books as prizes, to name a few.

The students can aim to gain the prestigious title of ‘Word Millionaire’ once they have read a million words, which are calculated by the success of their book quizzes. Our Millionaires are awarded Millionaire badges and certificates and again are offered rewards and a ‘Millionaire Day’ at the end of the Academic Year.

We encourage students to read widely from the general genres of non-fiction and fiction. We have used ‘Genre Pie Chart’ Reading Journals that encourage the students to read specific types of text, such as historical, dystopian, spoof, Sci-Fi, non-fiction, graphic novels. Once they have read a book from each slice of the pie, they are entered into a Prize Draw, with prizes changing from year to year.

We are very lucky to have this student-driven, teacher-guided programme funded for us by Cambridge University, with whom we have close connections. All of Year 7 and 8 have this resource available to help them stay focused on their reading, comprehension and growth. Immediate feedback after taking their book quiz means that the student and teacher can together assess which level of book would be perfect for them; we want the books the students read to be interesting and fun yet challenging: books that push the comfort zones of the high ability readers or that can engage the students that need a little more help. The library is full of a wide range of books that are on the AR Programme, in all levels, including English Literature, Dyslexia Friendly, Bestsellers, Topical and Visual Literacy.

We order new titles regularly after researching what would be relevant and appropriate for our students. We do welcome book requests and ideas from students and will consider all requests.

STAR Assessment

We begin with a computer-adaptive test, which measures reading and literacy skills using 34 multiple choice questions. Each testing experience is unique because the test continually adjusts based on each answer given, homing in on the student's current level of achievement and progress.

STAR tests are taken in September, January, April and July. This means we can see where progress is being made throughout the year or where we need to focus more and use intervention measures.

The test result generates data that gives us important information, such as the student's Reading Age and the ZPD range; which the students use to choose their books. All books have a sticker on the spine to make it easy for the students to see the level of that book. We encourage the students to begin at the lower end of their level and work their way up through the levels consistently, as long as their Book Quiz results are showing progress.

Book Quiz

After the book is read and the student is confident that they have understood the text, they take a 'Book Quiz'. This is again a multiple choice quiz, which could have 5, 10 or 20 questions depending on the level and length of the book. It is based around comprehension and understanding, rather than it being a memory test, which is why the quizzes should be taken within 24 hours of the book being finished, where possible.

Scores are given immediately and there is also a chance to rate the book. There are different ways the data is presented to the student and teacher in report form: words read, % of correct answers and points earned. The data is broken down into termly and yearly figures, so there is plenty of data that we can use to analyse the results and therefore have a conversation with the student about their enjoyment, understanding or struggles with that particular book. This is then helpful when considering the next book choice, genre, level and length.

Case Study

*Shane has been using Accelerated Reader for two years and in that time has read and quizzed **137** books! He has also increased his reading age by **3** years!*

"I enjoyed reading the Treehouse Series, they are really funny! I am now reading all of David Walliams' books. I enjoy taking the quizzes and am really happy and proud when I get good scores"

*For more information on **Accelerated Reader** please visit:*

www.renlearn.co.uk/parent-resources/

The Reading Rangers Programme

The Reading Rangers Programme began in 2017 after we decided that we wanted to utilise our amazing readers in **Year 7**, whilst creating a close and lasting connection with our local Primary Schools and future students.



Every year we choose 40 students from **Year 7** who have performed excellently in the Accelerated Reader Programme. Along with top reading skills, we look for maturity, good behaviour and a good attitude to learning.

The students chosen are prepared by attending training sessions in which they learn how to log information into a reading journal, how to use phonics with the less able readers and then they role play, so that they can practise their dialogue and communication skills.

We try to group the Rangers in a way that they can go back to their previous school, which they get very excited about! They really enjoy seeing their teachers and the classrooms they used to learn in.

Adorned with Reading Rangers badges and looking smart in their uniforms, we take groups of 10 to visit the **Year 5** students in Hunstanton, Heacham, Snettisham and Dersingham Primaries.

The visits are weekly for an hour each time and we do this for 4 weeks at a time. This means the Rangers listen and guide reading for up to 200 **Year 5s** in a week.



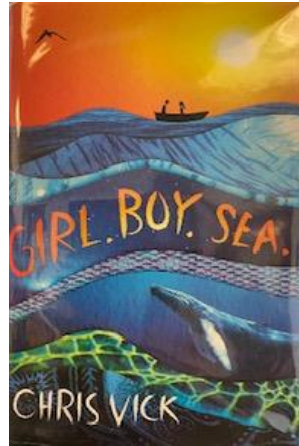
During the first visit, the Rangers are buddied with their Year 5 students; we provide the reading journals, reward stickers, bookmarks and certificates for the Year 5s. They are also presented with a book each, as a gift from their Ranger, at the end of the 4 weeks.

This has been a successful programme and we hope to continue with it as soon as it safe to do so.



★★★★★★★★★★

Girl. Boy. Sea (Chris Vick) 11+



A beautiful and poetic story about friendship, love & survival. Two different people from different backgrounds are thrown together in extraordinary, scary and life threatening circumstances. They traverse an ocean, language & culture to find each other, whilst adrift and lost and clinging onto life.

It didn't win the Carnegie Prize but it won a place on my bookshelf.

Miss Taylor

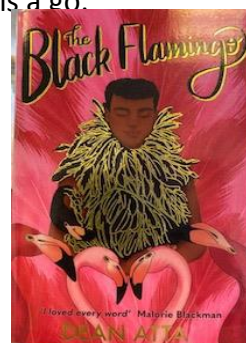
★★★★★★★★★★

The Black Flamingo {Dean Atta} 14+

Although I love poetry and used to read a lot of it as a child, as an adult the only contact I have with poems is when I teach them. I had certainly not read a whole story presented as a poem although I was aware such a thing existed. For me there was no appeal and I was reluctant to give Black Flamingo a try. Because the themes it covers are so important to me, however, I overcame my prejudice against poem novels and decided to give it a try. I loved it.

The narrative flowed beautifully, a combination of Atta's verse writing style and his characterisation. I found myself totally absorbed into Michael's story, rooting for him when he took chances, wanting to protect him when he faced prejudice and rejoicing with him when...well, you'll have to read it yourself!

Not only is this an important book because it deals with aspects of race, gender, sexuality and identity that are so relevant today. It is also a beautiful story told in a beautiful manner. I highly recommend that everyone should give this a go.



Miss Cowles

Recommended

WHITEOUT

by Gabriel Dylan

For Charlie, a school trip is the perfect escape from his unhappy home life, until a storm blows in and the resort town is cut off from the rest of the world. Trapped on the mountain, the students wait for the blizzards to pass. But the local people have left them alone; they know what is coming in the cold and the dark.

"Spooky and Scary; this book had me intrigued from page 1. If you want to read a YA horror story then this is the one for you!" – Miss Drewery



by Tom Hoyle

Thirteen is a mixture of both mystery and crime. Adam is a thirteen-year-old boy in great danger, but doesn't realise quite how serious it is until he meets people out to get him because of his age and the particular day he was born. The book can get your heart rate raised, your brain working and most of all your thoughts all going against each other.

I hope you choose to read it and enjoy it as much as I did –

Gracie – Year 9

Podcasts...

The Socially Awkward - Spotify
Stuff You Missed in History Class – iHeartRadio
TED Talks – Spotify/Apple Podcasts
Harry Potter and the Sacred Text –
www.harrypottersacredtext.com

The Duke of Edinburgh's Award



As we entered the DofE expedition season, sadly we had to face being told to close the school. From a DofE perspective we thought that this would mean that the Bronze and Silver Award participants would no longer be able to continue with their awards. However, this was not the case and the participants carried on with their sections and have completed them fantastically well!

Behind the scenes we have been working hard. Across the Trust we have had meetings with the Organisers and created ways in which participants could still continue their Physical, Volunteer and Skills sections. Having worked with parents and students, the response to get these sections completed has been outstanding.

– Ms Moat

BRONZE AWARD (Year 10)

...have completed all 3 sections!

Amelia, Maria, Theo, Thomas, Erin, Harrison, George, Oliver, Adam, Caitlin, Sydney, Daniel, Rory, Tia, Bradley, Joel, Ben, Sascha, Libby, James, Miranda, Layla, Hayden, Daisy, Oliver and Alfred – with others almost there!

As well as taking part in the award, Year 10 also completed their First Aid certificate, yet another amazing achievement!

SILVER AWARD (Year 11)

Hugo, Chloe, Emma-Jade, Fred, Ewan, Isla, Freya, Hannah, Lily and Ella – with others almost there!

YEAR 9 UPDATE:

We launched the new Bronze Award in the summer for Year 8 into 9, which we are now ready to begin. Look out for emails regarding the required information.

I would like to say a massive **WELL DONE** to those that have completed their 3 sections in Years 10 & 11 – keep calm and carry on!

And a big “Thank You” to the parents who have supported their child in completing these – without you, they wouldn’t have been able to...

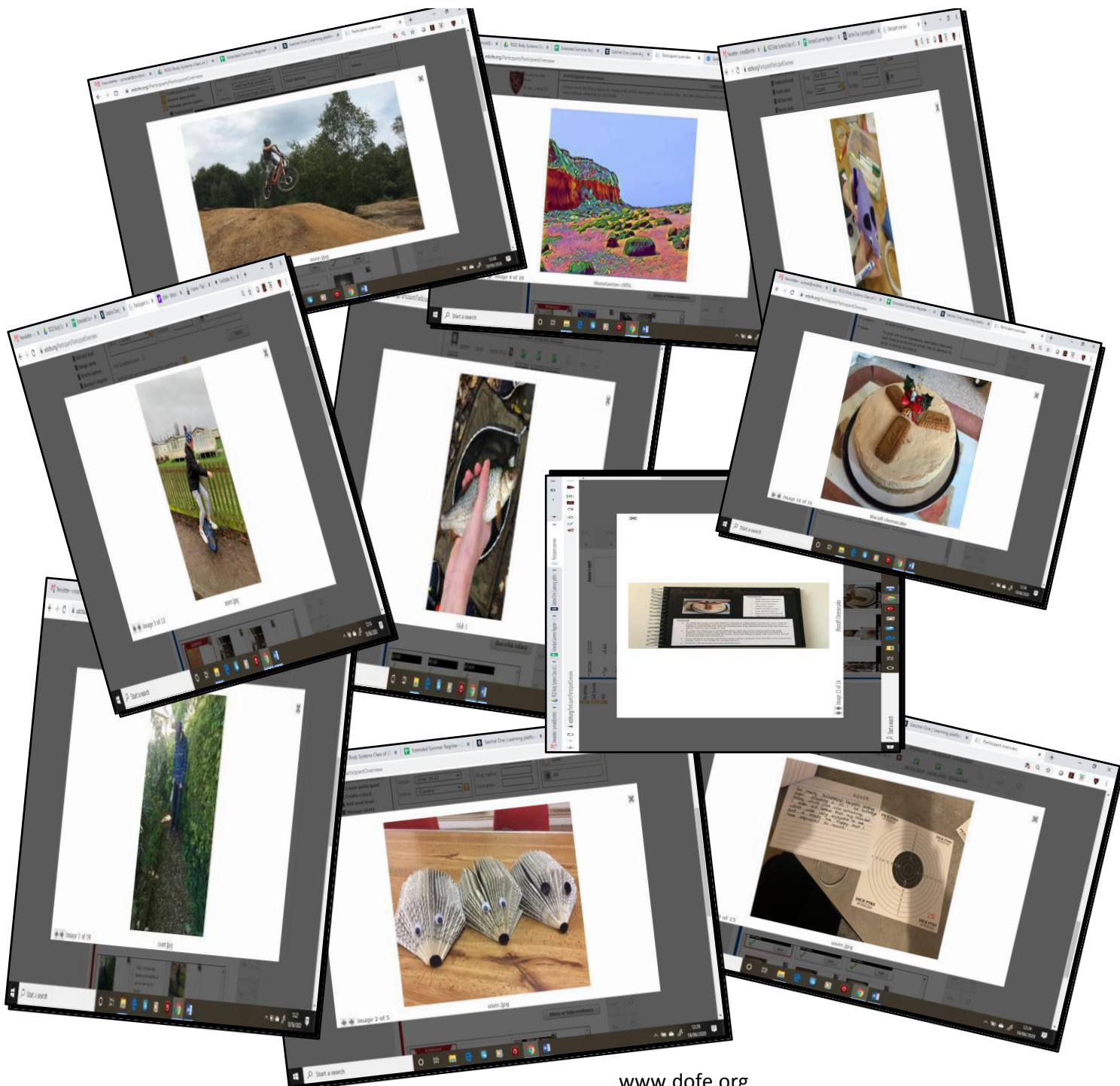
Ms Moat

www.smithdonhigh.org.uk/page/?title=Duke+of+Edinburgh+Award&pid=56

The DofE participants have produced some fantastic work during Lockdown. They have been cooking and baking delicious meals and cakes. Posters for animal sanctuaries have been designed and produced. Beautiful pictures have been drawn and painted. PE with Joe has kept them fit and moving every day and some developed skills such as using weed burners whilst gardening. BMX and unicycle skills have been improved upon and book hedgehogs and fabric mice have been crafted.

The range of skills used and learnt has been wide and varied which is the ethos of DofE.

All certificates are being distributed with badges for students to wear proudly.



DofE Expedition in Suffolk

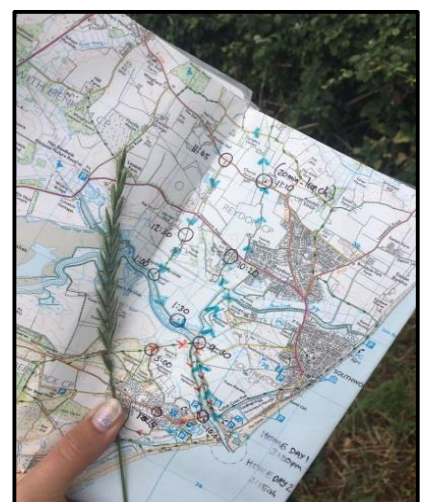
In 2019, 34 students in Year 9 began their journey with the Duke of Edinburgh enterprise. Their first meet up began with two days of discussion and practice at school to talk through the expedition. Day One was a discussion about what to expect, what they would be doing and what they needed to do to prepare for the expedition. They were put into their groups of 5 or 6 and then, together, practised putting up the tents they would be sleeping in. They also put together the Trangias (the cooking equipment) they would need to cook their meals on.

Day two practice comprised of being in their groups and together planning their walking routes using the DofE website and maps.

In May 2019, the students did their Bronze assessment practice, walking from Hunstanton or Docking to Castle Rising. They walked 12Km per day for two days, camping for one night at Pinewoods Campsite, Dersingham.

Then in July 2019, the students travelled to Southwold, Suffolk, to camp for two nights. Again, they impressively and independently walked 12Km per day for two days, carrying their own equipment on their backs.

They cooked their meals on the Trangias independently in their groups and also completed their First Aid at Work qualification.





I'm fundraising for The Duke of Edinburgh's Award...

For more than six decades, the DofE has empowered young people to develop skills for work and life, to become more confident and resilient, to make new friends and give back to others. The DofE was set up to support young people as nations rebuilt and reinvented themselves in the decade after the Second World War.

Now, the world is about to do the same again following the coronavirus pandemic. The charity has predicted a £5 million deficit this year as a result of Covid-19 so I'm taking on the virtual DofE Adventure to transform the prospects of the COVID generation and support the DofE at a crucial time. With hundreds of thousands of young people doing their DofE across the UK, the charity has a critical role to play in this crisis and beyond; to be there for young people who need it most when they need us most. There has never been a more important time to support young people in the UK.



Ms Wright being supported by her English Department Team: Miss McKay, Mrs Carlton and Miss Cowles.

"During the summer holidays, Ms Moat emailed regarding the challenge. Over the years, her work with DofE has been transformational for so many of the students we serve. As life changed most drastically for students, I felt this would be a good opportunity to be an advocate of DofE. All co-curricular activities are important for students, they give young people the added motivation to attend school and achieve. Some walks blessed me with relentless pelting rain. Many days included multiple walks or a walk and a run. When we returned to school the challenge intensified but I maximised the path between my classroom door and desk, it became a runway!"

Three of our amazing teachers have walked hundreds of kilometres for the virtual DofE. They walked as far as they could during August and September to raise money for the DofE. Two of them, Ms Wright and Mrs Hernandez, came in the top 15 nationally for the distance they covered.

Ms Wright covered an impressive 805Km to take the fifth spot nationally. Mrs Hernandez walked 350Km and Ms Moat completed 259Km. Their effort saw the team in fourth place on the national leader board with 1,414Km. Together they raised a total of £829 for the awards scheme to help support schools take part.

The DofE scheme at Smithdon is led by Ms Moat who said she was “really impressed” with the efforts of her two colleagues. “They did brilliantly and to make the top five is really impressive.”

Ms Moat is a holder of a Gold award and is an ambassador for the East of England. “Covid-19 has destroyed all the plans for the students this year and they have had to complete it online. We are just launching it this year with Bronze for Year 9 and we have two groups currently working for their Silver Award.”



Ms Moat, Ms Wright and Mrs Hernandez: Our Smithdon DofE champions! We are so proud of them.

Our PE teacher Mrs Hernandez has been involved with the DofE awards since her school days and she also has a Gold award. “I felt that I should lead by example. I have had so much fun over the years being involved in the scheme. I want the students at Smithdon to have the opportunity to get on the DofE ladder and see how far they can push themselves. This is why raising money for this scheme is so important”.



Fred Says...

My Journey on the Duke of Edinburgh...

In my view the Duke of Edinburgh is a great thing to achieve because it gives you many skills that will set you up for the rest of your life. It improves your self-confidence and broadens you as a person.

My journey on the Duke of Edinburgh started September 2018 when I went into School one night and listened to Ms Moat talking about the benefits of the Duke of Edinburgh. I remember thinking this is something I might quite like to do. Ms Moat encouraged me to achieve my aims and goals.

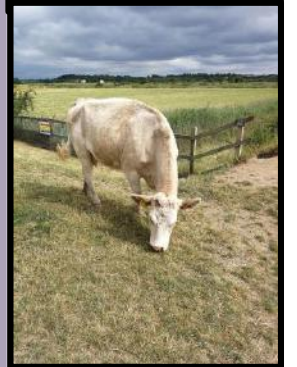
The Duke of Edinburgh gave me the opportunity to do things I had not done before such as sailing where I achieved my RYA 1 and RYA 2 certificates. In addition, I trained at Knights Hill gym and swam 1 mile and cycled for an accumulated 150 km at home on my exercise bike.

As well as this I completed hikes. The first one was from Smithdon High School to Castle Rising and the second one was in Suffolk where I hiked for 2 days and camped out overnight in a tent. The skills I learnt from this were cooking on a camping stove and the joys of being outdoors. I learnt team skills: we encouraged each other within the group and navigation skills and map reading.

I see gaining my Silver as a great achievement. As a result of this I have joined Brancaster Staithe Sailing Club where over the summer I have sailed and paddle boarded on the North Norfolk Coast. Cycling on my exercise bike continues to be a passion of mine and further to this I now cycle on a tandem at the weekends.

I feel grateful I was given this opportunity by Ms Moat, her colleagues and the School. Having achieved the Silver Award, I now feel inspired to progress to achieving my Duke of Edinburgh Gold award.

Dictated by Fred and typed by his Father.





Camps International

KENYA Impact Expedition



Next year will be the first time that Smithdon High School, in conjunction with both Marshland and St Clement's High Schools, will travel to Kenya with Camps International.

We currently have ten Year 10s and 11s who that are fundraising in order to go to Kenya. This is an incredible opportunity to travel to Kenya to support local communities. The project assists the community by doing things such as:

- Building classrooms and desks to provide a safe and comfortable place to learn
- Digging elephant watering holes to help them survive the dry season
- Goat de-worming
- Installing fresh water tanks at schools and in villages so that the local villagers can have access to clean, safe water
- Maintenance in the Rhino sanctuary – Rhinos are hugely endangered and poaching is rife in East Africa
- Making ethical elephant deterrents to protect the local crops, therefore increasing crop production so the villagers have enough to eat
- Planting food trees for Orangutans
- Assisting with sea turtle conservation
- Making beautiful elephant dung paper art that can be sold

Camps International was started in 2008 in order to raise the funds needed to support a huge range of projects within local communities. The first camp was established on the Kenyan Coast, but they now have more than 20 camps throughout Africa, Asia and the Americas.



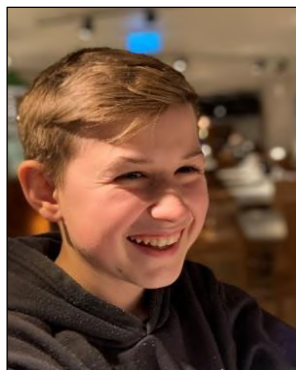
This beautiful elephant sculpture was created out of elephant snares that were removed by the project in Kenya.



SPOTLIGHT

On

THEO



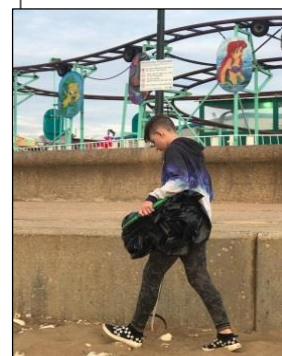
Theo, one of our Year 10 students, has been tirelessly fundraising so that he can participate in this great adventure to Kenya next year.

Theo has the great challenge of raising £4000! This is the amount that is needed by each student to be able to participate.

His efforts have included volunteering in the local community; completing regular beach cleans and delivering essential food parcels to the vulnerable over lockdown. His latest challenge is to walk the Peddars Way over 2 days; that's an incredible 80Km in less than 48 hours!

If you would like to sponsor Theo;
please visit his Go Fund Me page:

[gf.me/u/xi4ad8](https://www.gofundme.com/u/xi4ad8)



[#dosomethingamazing](#)

[#campseffect](#)

www.campsinternational.com





The conservation projects have helped:

Protect **100,000** hectares of wilderness.

Provide homes for more than **60** of the poorest families.

Established at least **1.1 million** extra trees for re-forestation.

Vaccinated and treated more than **20,000** livestock to improve animal welfare.

FUNDRAISING

The money raised through the fundraising pays for the student's flights, accommodation, insurance, equipment and vaccinations, as well as supporting the charity.

The locally employed kitchen teams provide 3 delicious meals a day. There is unlimited fresh, clean drinking water.

There are clean toilets and private washing facilities.

Accommodation ranges from traditional thatched buildings and longhouses to a simple dome tent.

HIGHLIGHTS

1. Climbing one of the impressive mountains.
2. Big Game Safari – you'll see lions, elephants, and giraffes; to name a few!
3. Playing football with the local children.
4. Diving into the Indian Ocean after a fulfilling and dusty day of project work.


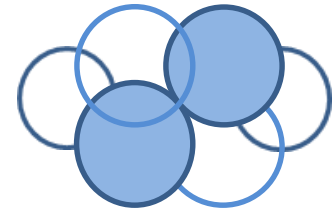
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[#campseffect](#)

www.campsinternational.com



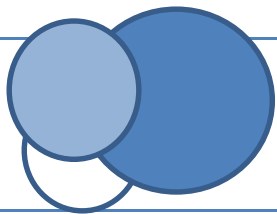
Health and Social Care Corner



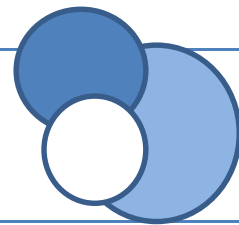
Last year **Health and Social** went from strength to strength and we are looking to continue to do so. **Health and Social care** is a subject that is picked in year 9 as a GCSE. It is designed to teach students about the health, social care and early years settings. To support students' learning, we are always trying to find new and innovative ways and ideas to meet the needs of the vocational element of the subject.

Last year students had the following opportunities:

- Each student on the course completed their Emergency First Aid at Work qualification with RCR Services www.rcr-services.co.uk
- From the Queen Elizabeth II Hospital, King's Lynn, we had Clare (an Operations Department Practitioner) who demonstrated how to scrub up and how to intubate someone and breathe for them.
- The hospital's Patient Experience and Public Involvement Lead, Emma, presented a session about how we communicate and how it is important in the hospital environment www.qehkl.nhs.uk
- Heaucate from UEA spoke to students about Mental Health and its importance. www.uea.ac.uk
- Sarah, from Flat Friends, presented to students what consultation in a health care setting should be like based on her experiences from having Breast Cancer and reconstructive surgery. www.flatfriends.org.uk
- Gill and her guide dog talked to us about how Guide Dogs are important and how they are trained www.guidedogs.org.uk
- Lily spoke to students explaining how they help adults across West Norfolk www.asklily.org.uk/kb5/westnorfolk/cd/home.page
- Lucy from Careline Community Services spoke to us about how technology can be used to help people that need care and support but still have independence at home www.westnorfolk.gov.uk/info/20168/lily_careline_and_care_and_repair/233/careline
- Jennifer, from Home Instead Senior Care in Kings Lynn, did a presentation about how to work with people with Dementia and the problems they face.



Health and Social Care Corner



Year 10 students have used these opportunities to think about the course, what they have learnt and achieved, and how it could possibly help their future education and careers:

Chloe

"I took Health and Social Care because I would like to become a midwife in the future or enter the nursing profession. Taking Health and Social Care has given me more understanding of this career path. The course has given me the opportunity to do my First Aid course and has given me a step in the right direction to becoming a nurse/midwife."

Joby

"When I leave school I want to be an Architect or Doctor's assistant. I took Health and Social care because of the opportunities such as taking a First Aid course. It will also help support me when writing my CV."

Caitlin

"The reason I took Health and Social Care is so I get a wide range of knowledge of how to use First Aid properly and how to communicate with those who find it difficult to do so. Doing Health and Social Care has influenced me in many ways: I have become more confident and more helpful with a range of people. Through my years of school, I have helped many people who find it difficult to concentrate and understand. This is why as an option I am looking into child support and helping children with learning disabilities. To do this job you need to be dedicated to helping students because those with learning difficulties take in information slower, so you need to be there to make sure they understand the work etc and not get frustrated if they ask for extra support."

Jess

"The reason why I chose Health and Social Care is because I want to help people who see the world differently. My brother has autism and I want to help people like him in the future. Health and Social Care skills have helped me look into my career choices, it has helped me understand different people and how to help them and how to speak to them non-verbally, verbally or in a specialist way. As a career I would like to be a social worker or a special educational needs teacher. I would like to help people like my brother and teach others how to help those that need the support."



ART @ SMITHDON

Curriculum: Term 1

Year 7: The students have been 'Learning To See' – by using the pencil to create different tones.

Year 8: Colour Wheel: Looking at colours and their relationships with each other and also tonal blending through the colour pencil.

Year 9: Illustrative Art: Looking at the Artist, Lucy McLaughlan and automatic drawing using the fine liner.

Year 10: Project 1 Coursework: Structures; An independent project using a range of artists, images and media.

Year 11: Project 2 Coursework: An independent project using a range of artists, images and media. The students choose one of seven titles.

Year 11:

These pictures are an example of the two-hour tonal drawing, which will count towards their coursework grade. They have been using their skills to show the Tonal Value Range; which is the range from light to dark of an object, including the strongest darks and lights and all the variations of grey in between. This shows the depth and contrast of an image and how it creates form.



Emma-Jade



Eleanor



Blake



Sophie

DESIGN

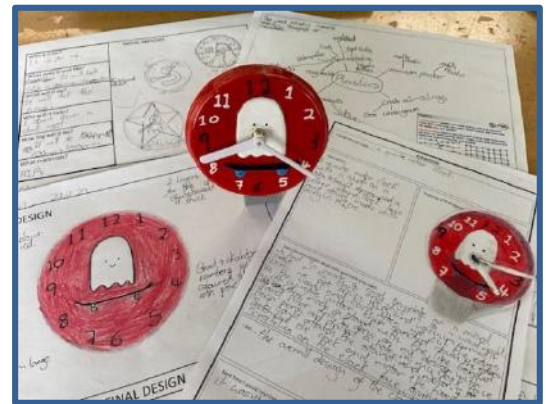
Technology

DT is a blend of learning theory and then being able to put it into practical scenarios. Students learn about how products are designed and manufactured whilst gaining practical skills to enable them to work with different materials, such as card, paper, wood, metal and plastic, to be able to produce high-quality project pieces.

Year 8 are learning about plastics and polymers and are currently making clocks! They are learning how to form plastic in different ways but the clocks are made using a Vacuum Forming Machine, which heats sheet plastic and then shapes it over a wooden mould by sucking all the air out and forcing the plastic to form around the mould.



Lily-Jean carefully using her mould on the Vacuum Forming Machine.



Shannon's finished clock along with her initial plan and design.





Zak carefully using the Lathe, whilst wearing protective goggles.

Year 9 have been making Educational toys this term, using materials such as wood and metal.

First they research ideas and designs, which then help them to plan their own design. They then use machines such as the Lathe to put their plan into materialisation. Once finished they make an evaluation on how the finished product has turned out: has it gone to plan? What would they have done differently?



Shane using the Lathe to make the wheels for his toy design.

Year 10 are learning about mechanisms and motion. They are currently making mechanical toys.

They have to measure, mark out and then cut the squares of plywood, drill a hole in each piece and then make as many circular cams as they need for their design.



Finn, Ruya and Ellis are using the Hegner Saw: it is used to cut intricate curves in wood, metal and other materials. The fineness of the blade allows it to cut more delicately than a power jigsaw.

Erin is using the Lathe to cut perfect circles.

Oliver and Michael are using the Pillar Drill which is a free standing machine that uses a motor to rotate the drill bit at different speeds. It is used to cut holes in wood and metal.



Welcome to Food and Nutrition

Year 7 and 11 recently made some delicious desserts!

Try out the recipes for yourself; perfect for chilly autumnal days or even Christmas!

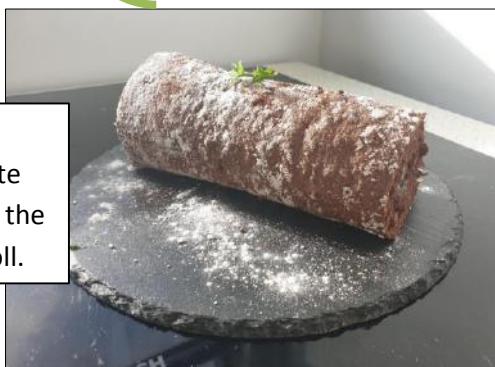
Swiss Roll – Year 11

Ingredients

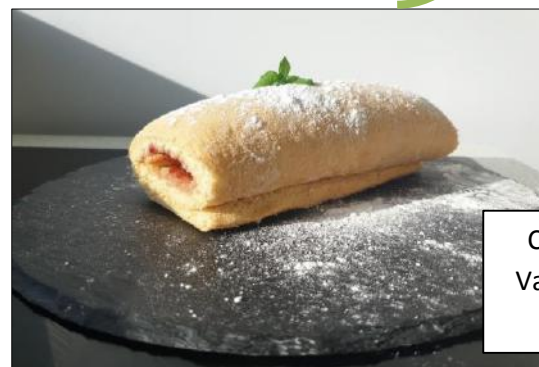
3 eggs
75g caster sugar
75g flour (plain or self-raising)
Jam or lemon curd
Caster sugar

Method

1. Preheat oven to 200°C/Gas 6.
1. Line a Swiss roll tin with baking parchment.
2. Break eggs into a clean mixing bowl. Add sugar and whisk well until thick, creamy and very pale in colour and has double in size (about 5-7 minutes with electric whisk).
3. Use a spoon and lightly fold flour into the mixture. Be careful not to knock any air out.
4. Pour mixture into large baking tray. Spread evenly.
5. Bake for 7–8 minutes until cake is firm and springy in the centre and shrinks slightly away from the side of the tin.
6. Whilst Swiss roll is in oven, sprinkle sugar onto a piece of parchment.
7. Remove Swiss roll from tin and turn out onto parchment. Carefully remove parchment and trim edges with a palette knife.
8. Spread quickly with the jam.
9. Score the edge of the sponge with a palette knife then roll it from this end, using the paper to help you.
10. Put in chiller to cool, resting on the seam.



Jess's
chocolate
version of the
Swiss Roll.



Cameron's
Vanilla Swiss
Roll.

Fruit and Sultana Crumble – Year 7

Ingredients

100g plain flour
50g butter or margarine
50g oats
25g sugar
1 Tin of fruit (e.g. pears)
50g sultanas

Equipment

Sieve, mixing bowl, mixing spoon, chopping board, knife, ovenproof dish, baking tray.

Method

1. Turn oven on and set to 180C
2. Use tin opener to open tin of fruit, empty tin into ovenproof dish.
3. Rub in the butter or margarine into the flour until it resembles breadcrumbs.
4. Stir in the oats and sugar.
5. Sprinkle the crumble topping over the fruit.
6. Cook in the oven for 20 mins or until the crumble topping is golden brown

Top tips

- Be creative and experiment with other fruits, such as blackberries, apricots, raspberries, peaches, nectarines or plums.
- Try mixing different fruits, e.g. pear and plum.

Skills

Using the oven

Rubbing in

Combining

Sophie, Ethan and Niamh all worked very hard on their crumbles, after learning about the nutritional value of different types of fruit and vegetables.



PE Department NEWS

	Tuesday	Wednesday	Thursday	Friday
Netball	Year 7 and Year 8 EHE – Gym EVERY WEEK	Year9 and Year10 EHE – Gym EVERY WEEK		
Running Club				Year 11 MKn – GYM EVERY WEEK
Football <i>W/B 28th September</i>	Year 7 and Year 8 DWa and JTi Sports Hall	Year9 and Year10 DWa and JTi Sports Hall	Year 11 DWa – Sports Hall	
Football <i>W/B 5th October</i>	Year 7 and Year 8 DWa and JTi Sports Hall	Year 11 DWa – Sports Hall	Year9 and Year10 DWa and JTi Sports Hall	
Football <i>W/B 12th October</i>	Year 7 and Year 8 DWa and JTi Sports Hall	Year 11 DWa – Sports Hall	Year9 and Year10 DWa and JTi Sports Hall	
Football <i>W/B 19th October</i>	Year 7 and Year 8 DWa and JTi Sports Hall	Year9 and Year10 DWa and JTi Sports Hall	Year 11 DWa – Sports Hall	

Sports Co-Curricular has begun in a Covid-Safe Environment.
Please see the **Timetable** for clubs and activities available.

The PE teachers have worked hard to structure their lessons around Covid19. They have been closely following the **National Governing Body** guidelines for each sport: tennis, athletics and rounders - the non-contact sports that allows for social distancing.

Equipment is cleaned thoroughly after each use.

-Mr Ward-

Fixtures are not able to happen at the moment but **House Sports** are coming soon!

Next Term we are moving onto netball, football, hockey and 'Adventurous Activities', which develop students' team work, problem-solving, co-operation and communication skills. They involve the use of some equipment and resources and they will take place outside using adapted versions of games to follow Governing Body Guidelines.

CLASSSPORTS

STARS

We celebrate our students' sporting achievements by awarding a student from each class 'Sports Star of the Month'. Along with the prestigious title they are awarded with a postcard sent home.

Our 'Sports personality of the month' is awarded to a student who has achieved something great in sporting context either within or outside of school.

This month's winner is: **Paige R!** She has been selected to play for the Norfolk U16 badminton team after performing very well at recent trials. Well Done, Paige!

Year 7:

Jaden: Fantastic times for the 100m and 200m sprint; great attitude in tennis.

Isabel: A motivated athlete, she ran the fastest 1500m from both girls' groups.

Alfie: A great attitude in PE in every lesson, he is especially working hard in athletics.

Keira: Ran the fastest 1500m in her class and is working well in tennis.

Year 8:

Ryan: Great attitude in PE in every lesson. Works hard, takes on board advice and has shown great progress.

Hannah: Fantastic attitude in all PE lessons. She loves sharing her PE knowledge and supports her peers.

George: Fantastic at sport and ran the fastest 1500m of the class.

Thomas: Great attitude in all PE lessons, working well in tennis.

Teddi: Positive attitude, furthest javelin throws in her class and 2nd fastest 100m sprint result.

Beau: Positive attitude and always trying to improve her technique.

Year 9:

Kian: Great attitude in all lessons. Good results in all athletics events he has participated in.

Chloe: Ran one of the fastest 100m sprints in her class and always has a great attitude to learning.

Brandon: Works hard in every lesson in every sport. He is motivated to improve his abilities at all times.

Yasmin: Always has a good attitude to learning and ran the fastest 100m. Always has perfect kit.

Edward: Ran the fastest time in 1500m and worked really hard to run the whole distance.

Year 10:

Joel: Fantastic times in his 100m and 200m sprint race during his athletics lessons.

Oliver: Fantastic attitude in all PE lessons.

Abi: Always the first to get changed for PE. One of the furthest javelin throws in the class. Has a positive attitude.

Alfred: Shows good sports leadership by helping to organise the group and coaching them on how score in tennis.

Year 11:

Sonny: A fantastic display in the high jump along with great times in the sprint races.

Isla: Ran the fastest 100m sprint in her class. She always has an upbeat attitude and is happy to support her peers.

Zerrin: Shows great sportsmanship.

Bobby: Really enthusiastic and demonstrates good sports leadership by managing the teams in tennis.

SPOTLIGHT...

The **Year 11** Football Team

Our Year 11 Football Team has been one of the most successful and consistent teams over the past few years. They are a very talented group of footballers, with a great team spirit and motivation to work hard for each other. As you can see from the team photo, we have a large squad of players to pick from; all very capable of performing at a high standard. In particular, great performances have been put in recently from Sonny, Jack, Alex and Ethan. They have been well led by Co-Captains, Sonny and Jack.

Last year the team won most of their games, losing only one which was very close!

The squad have been preparing and developing their skills for upcoming GCSE PE moderations and preparing for their final appearances as a team for the school in Year 11 tournaments that will hopefully take place later on in this Academic year.

We look forward to their final games for Smithdon!

– Mr Ward





Smithdon High School will be taking part in the Virtual **Norfolk School Games** online competitions with **Years 7-9** taking part in the Autumn Term. These will include competitions in Athletics, Dance and Cross Country with entries being sent in from all schools in Norfolk to compare our successes!

Rather than focusing on individual sporting abilities, classes will work together and be rewarded for achieving their best overall score. We are looking forward to seeing their efforts. It will also count towards our [#housesport](#) competition.

Which House will come out on top?

School Games Values

During each of the competitions pupils are challenged to demonstrate the School Games values;

- **Determination** – *Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!*
- **Passion** – *Giving it 100 percent. Putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it.*
- **Respect** – *Respect for the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Respect every day, for every sport and everyone.*
- **Honesty** – *Honesty with others and with yourself. Having the courage to do the right thing and what you know is right. Let the best person win, not the best cheat.*
- **Self-Belief** – *You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.*
- **Teamwork** – *Treating everybody equally, supporting each other and working together to achieve at your very best level. Celebrate each other's successes and be a positive team player.*



MUSIC MATTERS

We have Peripatetic Music lessons on offer this year, for small groups or 1-to-1 tuition.

The lessons are subsidised by the Trust to keep the costs down but Learner Support Funding is available for those students that meet the criteria to give all students access to the lessons. Please apply by picking up a letter from Miss Miller who is our music teacher or contact the school office.

Lessons available Drums, Brass, Woodwind, Voice, Piano, Strings, Guitar and Bass.

Year 7 have started their Brass lessons this term.

Florence has already begun learning to play the trombone and will shortly be starting to learn the saxophone! This is the first time that she has had music lessons and is enjoying them immensely.

Please contact Miss Miller if you would like further information on the BRASS programme:

a.miller@smithdonhigh.org.uk



Key Dates:

Year 11 Parents'
evening –
details coming
soon

22nd October:
Break up for
Half Term

23rd October:
Inset Day

2nd November:
Back to school

24th November:
Year 7 Flu
Vaccinations

Get in touch:

Smithdon High School

Downs Road

Hunstanton

PE36 5HY

T: 01485 534541

E: office@smithdonhigh.org.uk

W: www.smithdonhigh.org.uk

Twitter: @Smithdon_High

Enjoy your Half Term break.

**We shall see you back in school on the 2nd
November!**

Thank you for taking the time to read our Newsletter.

*If you would like to be involved or contribute in any way,
please contact: m.taylor@smithdonhigh.org.uk*

Work hard, be kind and smile!

Strength – Integrity – Excellence