



# SMITHDON HIGH SCHOOL

## HUNSTANTON



### Newsletter

**Issue: 5     |     December 2020**

**STRENGTH     -     INTEGRITY     -     EXCELLENCE**

# Welcome

Dear Parents and Guardians,

Welcome to this fifth edition of our newsletter, which showcases some of the great work and activities our students have been involved in over the past half term. The artwork and cooking stand out particularly well. Take your time to have a look at Jasmine's comic book which was runner up in the Festival of Literature for Young People. Our students have also been involved in the Stemm Club and the Cambridge University Insight Discover programme. They have raised money for MacMillan Cancer Support and made donations to the local food bank. There is still time to get involved in the Garden Design competition; and music, sport and the arts continue to thrive here at Smithdon. Students commemorated Armistice Day and we are now about to celebrate Christmas, both in school and spreading some Christmas cheer with our *Classroom to Care Home* initiative. Covid has had an impact and we have had to change our plans from time to time, but it has certainly not stopped us in moving forward and continuing to make the best of every opportunity presented to us.

I think it is also time to say a “thank you”: our site team and cleaners have been working relentlessly this year to keep the school clean and well maintained. We have had many upgrades over the course of this year and over the Christmas period there will be no let up. New lights and carpets in the Drama studio will improve the space, as well as new carpets on the stairs leading to Science. More new furniture will be arriving for the classrooms and the Library will become a truly flexible learning space as we add a new full computer suite. Santa may be delivering these presents, but it is the site team who put the batteries in, so a big thank you to them.

Teaching and support staff also deserve praise, as the school has been able to operate pretty much as normal, despite the pandemic, which is in no small part to their professionalism and dedication to our school. Finally, our students, who have just got on with it and accepted the challenges they have been faced with and, so, have continued to thrive.

2020 has certainly been an eventful year, let's now look forward to 2021. Smithdon High School hopes you all have a very Happy Christmas, a merry New Year and a well-deserved rest!

Season's Greetings

J Hirst



A big Thank you to **Thaxters Garden Centre**, Dersingham  
for donating the beautiful Christmas tree for our Hall.



The Year 7 students had great fun decorating it!





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## *#somethingshappeningatsmithdon*

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The Hunstanton Mayor, Tony Bishopp, visited Smithdon to see our newly-renovated Pendall building and to also see the extensive work the school has undergone over the past year, bringing it into the 21<sup>st</sup> Century.



Sam, Zerrin and Chloe looking smart in their Army Cadet uniforms on Remembrance Day. We paid our respects on 11<sup>th</sup> November to those fallen in WW1 and all wars since then.

The Year 7s laid the wreaths and we had a whole school, virtual assembly.

*“When you go home, tell them of us and say,  
For your tomorrow, we gave our today”*

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*Follow us on Twitter for daily updates and photos  
of what’s happening @Smithdon\_High*

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# "Q&A"

Introducing Smithdon's

Head Boy

## Jack-Harry



Interviewed by: Willow



### **What motivated you to be Head Boy?**

I was really excited about this opportunity and thought it would be good to have this experience.

My auntie was Head Girl at Smithdon about 20 years ago and so my family were really encouraging and supportive to keep up the family tradition.

### **Who inspires you and why?**

My grandad is a big inspiration to me. He grew up living in a bus, but was determined to improve his life. He worked hard and persevered and now owns a big family business and the biggest house on his street!

His work ethic and strength are inspiring and motivating to all that know him.

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

Mr Knott described me as charismatic! He thinks that I inspire people to speak and also listen. He also likes that I know what I want to achieve in life.

### **With the current Covid restrictions in place within the School, do you feel a responsibility to enforce them to keep everyone safe?**

I feel like most of the students are sensible enough to follow the new rules that are set in place, but if students are doing something against the restrictions, I do feel like I can remind them and I have found myself pointing some things out to some students.

### **Have your friends been supportive of you in the role of Head Boy?**

My friends are all behind my choice and they have said they are proud of me. Also, it can be another thing to joke about (not in a bad way) but that's just friends having harmless fun.

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

I have applied for Springwood Sixth Form and College and I am hoping to do either Art or Music. I play the drums and I can often be heard playing them around the school!

I am in a band that has evolved over the years, currently it is called The Suspended, but that will probably change soon!

# Mr Duncan.....

## Geography Teacher and Geologist.



For this edition of the Newsletter, I decided to interview a teacher who was new to the school.

Welcome to Smithdon High, Mr Duncan!

by Grace – Year 8

### What aspect of the World first attracted you to Geography?

The world is a very strange and wonderful place. I have always been fascinated with processes and how things work, so Geography was an obvious choice for me! Understanding how the earth works, how people work and how both can interact (for better or worse) is so incredible and is what initially attracted me to Geography.

### What is your favourite type of rock or mineral and why?

As a geologist this is a horrible question! My favourite rocks are those that tell a story of a huge event like a flood or a volcanic eruption, often sedimentary rocks. Not only do they tell a story, but they are made of so many different parts and beautiful crystals that may not otherwise be together.

### Do you think coastal areas such as Hunstanton are more at risk of climate change?

Climate change is going to change everything about the world around us. The way CO<sub>2</sub> works means that things are going to get warmer and a lot less uncertain in the years to come. Coastal areas are more vulnerable in some regards due to rising sea levels and increasing storm frequency. However, they also have unique opportunities such as tourism. The future will be all about adapting and being creative in solving the issues climate change poses.

### What type of extreme weather do you think is the most amazing and the most destructive?

Hurricanes are incredible in their scale, destructive power and processes; however the most amazing type of weather is volcanic lightning. Look it up, because it is far better to see it for yourself!

Do you think we should be more pro-active when it comes to the depletion of our natural resources?

Throughout History, resources have been more and less plentiful. The main control over the amount of resources we have access to is our creativity and technology. What we need to be pro-active about is the environmental impact of what resources we use.

Have you travelled anywhere in the world to study Earth?

Yes! I have travelled to Greece, Spain, Wales and Germany and have learnt so much about the world because of it! As soon as we can all travel again, I cannot stress how important it is to get out of where you live and see the rest of the world.

Do you think Covid-19 and the subsequent Lockdowns will have a lasting impact on the environment?

I think they will have a huge impact on the environment but not because of the reduced CO<sub>2</sub> emissions: Covid-19 has highlighted the strengths and weaknesses of our political and economic systems across the globe and many people are demanding change. This is our opportunity to change the world in a way that can benefit not just people today, but the generations that follow. If we choose to change and demand change, then we can have a lasting impact on the environment.



Mr Duncan has accumulated a rock collection from around the world. The smooth rocks are from the coastal regions such as Devon, and the jagged stones are from the only desert in Europe – Desierto de Tabernas, which is in Southern Spain.

See if you can spot... flint, volcanic ash rock and gypsum, slate and sandstone. Can you tell which ones are from the beaches?

<https://spaceplace.nasa.gov/hurricanes/en/> - learn some interesting facts about hurricanes.

<https://blog.education.nationalgeographic.org/> - For all things Geography-related

<https://www.bbc.co.uk/bitesize/guides/zgb9kqt/revision/3> - To learn about different types of rocks.

<https://www.livescience.com/54443-how-volcanic-lightning-works.html> - For more information on Volcanic Lightning.

<https://www.kidsagainstplastic.co.uk/learning-about-climate-change/> - Resources to keep informed on climate change.





**Volcanic Lightning** - when the power of a volcano combines with the dramatic might of lightning, the display is spectacular.

Volcanic lightning is an electrical discharge caused by volcanic eruption, rather than from an ordinary thunderstorm.



A **Hurricane** is a tropical cyclone. They are extremely dangerous, the most violent storms on Earth and can cause major damage because of storm surge, wind damage and flooding.

Only tropical cyclones that form over the Atlantic Ocean or Eastern Pacific Ocean are called Hurricanes.



**Sedimentary Rocks** are formed on or near the Earth's surface rather than deep within the Earth. Erosion and weathering include the effects of wind and rain, which slowly break down large rocks into smaller ones.

Erosion and weathering transform boulders and even mountains into sediments, such as sand or mud.

This is an example of a sedimentary rock which is composed of many, smaller rocks.



**Climate Change** threatens coastal areas, which are already stressed by human activity, pollution, invasive species and storms. Rising sea levels are likely to have a severe impact on the UK by 2080, increasing coastal erosion. The UK has many eroding coastlines, the total length of which has recently been estimated to be over 3000 km.



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# English Department

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## ENGLISH CURRICULUM BOOKS

This term Year 7 are reading: **Sir Gawain and the Green Knight (Gawain Poet)**

**Translated by Simon Armitage**

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This epic poem, which is made up of 101 stanzas, was translated by the Poet Laureate Simon Armitage. It allows us to explore a particular historical context and its impact on the themes and characters a writer includes in their story. This text has great detail, describing medieval life and the concept of chivalry and knightly virtue.

During a New Year's Eve celebration in King Arthur's Court, everyone is feasting and joyful, when a stranger *"a mountain of a man...a hulk of a human from head to hips.... entirely emerald green"* enters the hall on a *"steed of pure green stock"*. He has a game in mind: a challenge... *"if a person here present, within these premises, is big or bold or red-blooded enough to strike me one stroke and be struck in return, I shall give him as a gift this gigantic cleaver and the axe shall be his to handle how he likes."*

Arthur is slow to respond, so Gawain, his nephew, takes up the challenge, *"I stake my claim. This moment must be mine."*

What follows is a tale of bravery, temptation, moral struggles, disguises and adventure – with a plot twist at the end!

Is the Green Knight a villain, a benefactor or a mentor?

Can Gawain's cowardice and cheating be understood and forgiven?

Does Gawain learn the lessons of honour and honesty?

## ***How are the teachers working with this text with their students?***

Miss Brindley's class are reading the text as a play with certain students reading the different character parts and then the rest of the class take turns to read the narration. They are really enjoying this fun story!

The students also designed their own coat of arms, deciding on their own Heraldic animals, symbols and colours.



Ryan chose a bear as he believes in protecting his family and friends, and the camel for perseverance.



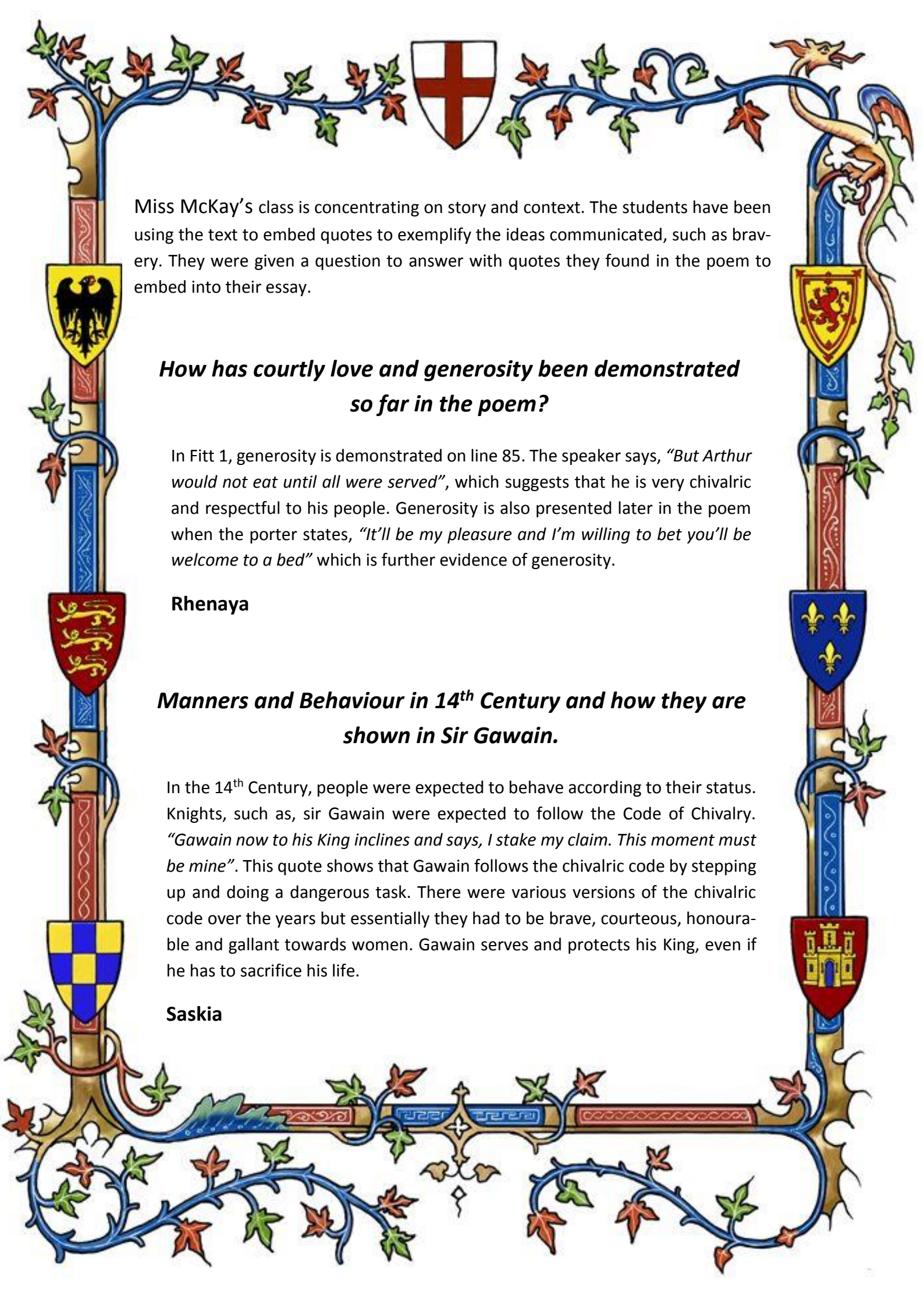
Hope used sun for glory, moon for serenity and stars for nobility. The dragon is the defender of treasure and the flaming heart is for passion.



Trinity chose a unicorn for strength, a heart for sincerity and a flaming heart for passion. The purple background stands for justice.



Bethany's design includes a snake for ambition and a star for nobility. Black represents constancy.



Miss McKay's class is concentrating on story and context. The students have been using the text to embed quotes to exemplify the ideas communicated, such as bravery. They were given a question to answer with quotes they found in the poem to embed into their essay.

***How has courtly love and generosity been demonstrated so far in the poem?***

In Fitt 1, generosity is demonstrated on line 85. The speaker says, *"But Arthur would not eat until all were served"*, which suggests that he is very chivalric and respectful to his people. Generosity is also presented later in the poem when the porter states, *"It'll be my pleasure and I'm willing to bet you'll be welcome to a bed"* which is further evidence of generosity.

**Rhenaya**

***Manners and Behaviour in 14<sup>th</sup> Century and how they are shown in Sir Gawain.***

In the 14<sup>th</sup> Century, people were expected to behave according to their status. Knights, such as, sir Gawain were expected to follow the Code of Chivalry. *"Gawain now to his King inclines and says, I stake my claim. This moment must be mine"*. This quote shows that Gawain follows the chivalric code by stepping up and doing a dangerous task. There were various versions of the chivalric code over the years but essentially they had to be brave, courteous, honourable and gallant towards women. Gawain serves and protects his King, even if he has to sacrifice his life.

**Saskia**





We have safely reopened the library for KS3 library lessons, following Covid Safety Guidelines. The students are so happy to be back, choosing their books and engaging with their reading!

The seating arrangements are different to normal – but fingers crossed next year, we can have some lovely new soft seating and dust off the bean bags for comfy reading!

*Accelerated Reader* STAR tests are complete for Year 7 and Year 8, and new challenges and rewards will be put in place for the start of 2021 to encourage participation in the Accelerated Reader programme and to promote some healthy competition between classes.

### Library Reminders:

Please bring back your library books in the condition that you found them. Let's look after our lovely resources.

Choose books that are right for you – not too easy but not too difficult – use your ZPD range and your recent Quiz scores to make an informed choice. Ask for advice if you need it.

Quiz your books as soon as you can – but only after you have read the whole book and understood it.

Make requests! Seen a book or series in a shop or online that you are interested in? Let Miss Taylor know!

Sanitise your hands at the entrance and exit doors. Please clean your tables and chairs before you leave.

Library lessons are for quiet, individual reading time. Enjoy!

*Reading gives us some place to go when we have to stay where we are.*

*Mason Cooley*

As you may know, Smithdon has been using Accelerated Reader for a few years now, with much success. This programme has a special feature called **Renaissance Home Connect** which the students can access outside of school from any computer with an Internet connection. Home Connect is fun and easy to use. It allows the teachers to share information about the students' progress in Accelerated Reader.

To log in to **Renaissance Home Connect**:

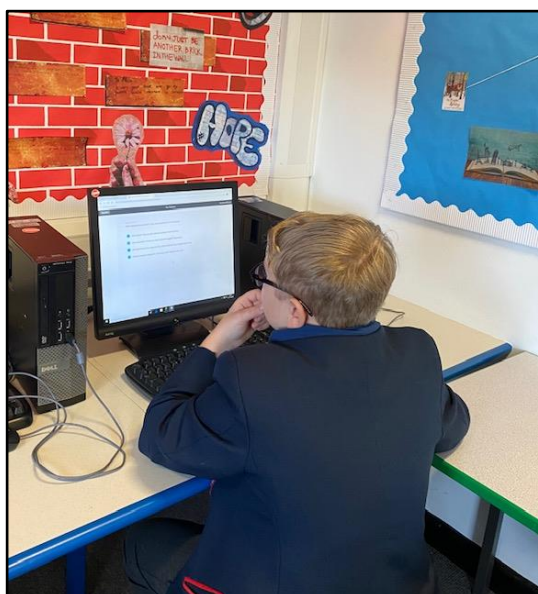
Website: <https://Ukhosted82.renlearn.co.uk/1893211/HomeConnect>

User Name: First letter of the students first name and the first four of their surname (the students all know their log in details)

Password: abc

If you would like to receive emails showing the students quiz or test results, click the email Setup link in Renaissance Home Connect and follow the directions. To be sure these emails reach your inbox, add:

[homeconnectautodelivery@renlearnrp.com](mailto:homeconnectautodelivery@renlearnrp.com) to your address book.

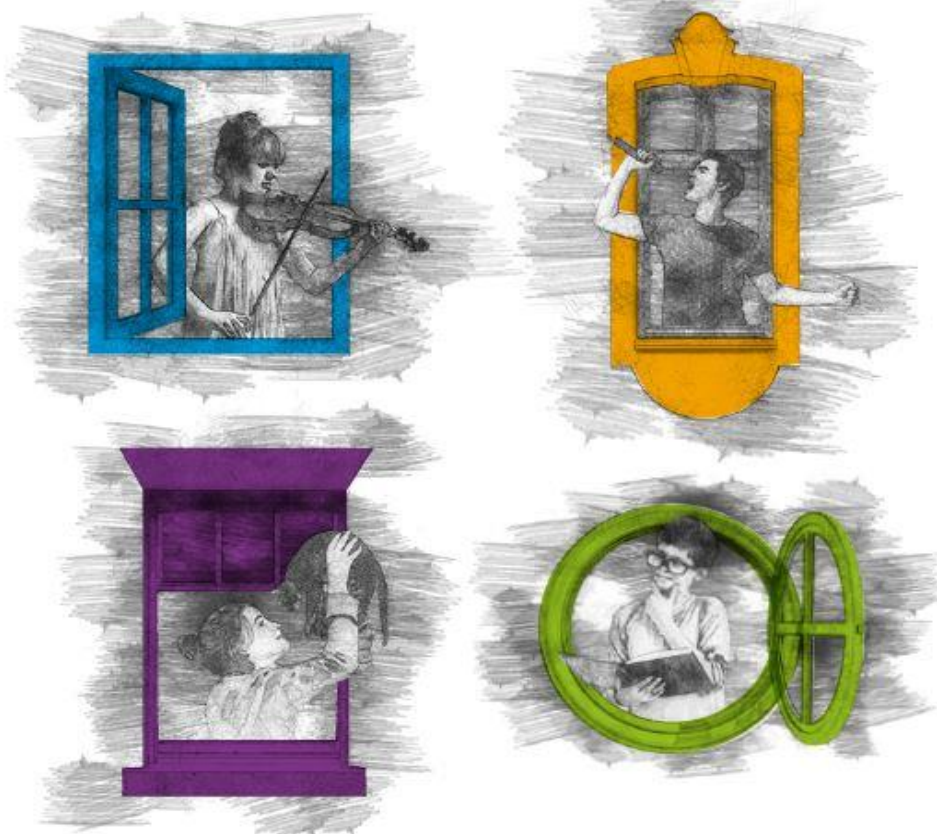


Mattie – Year 7, concentrating on his AR book quiz.

We are up and running with AR after a gradual process, with Year 7 already understanding what the expectations are and practising the AR procedures. We have had lots of 100% scores, which is encouraging, and we are planning to introduce brand new challenges and rewards for the new year!

# THE LOCKDOWN DIARIES

## *Story Collection*



**UEA**  
University of East Anglia

**FLY**  
FESTIVAL OF LITERATURE  
FOR YOUNG PEOPLE

Sadly, like many of our favourite events this year, FLY was unable to go ahead as planned. Despite it being an unusual and challenging time for us all, students in East Anglia demonstrated their resilience and creativity in light of a global crisis and came together to spread messages of hope and positivity!

The Lockdown Diaries is an inspiring collection of words, poems and short stories written by local students during summer 2020, in response to the COVID19 pandemic. It is a reflection of their thoughts, feelings and observations during an extraordinary time, and explores life in lockdown in Norfolk through the eyes of its young people.

Every year we encourage our students in all years to write short stories or poetry to send in to the Fly competition. In previous years, we have even had first place winners.

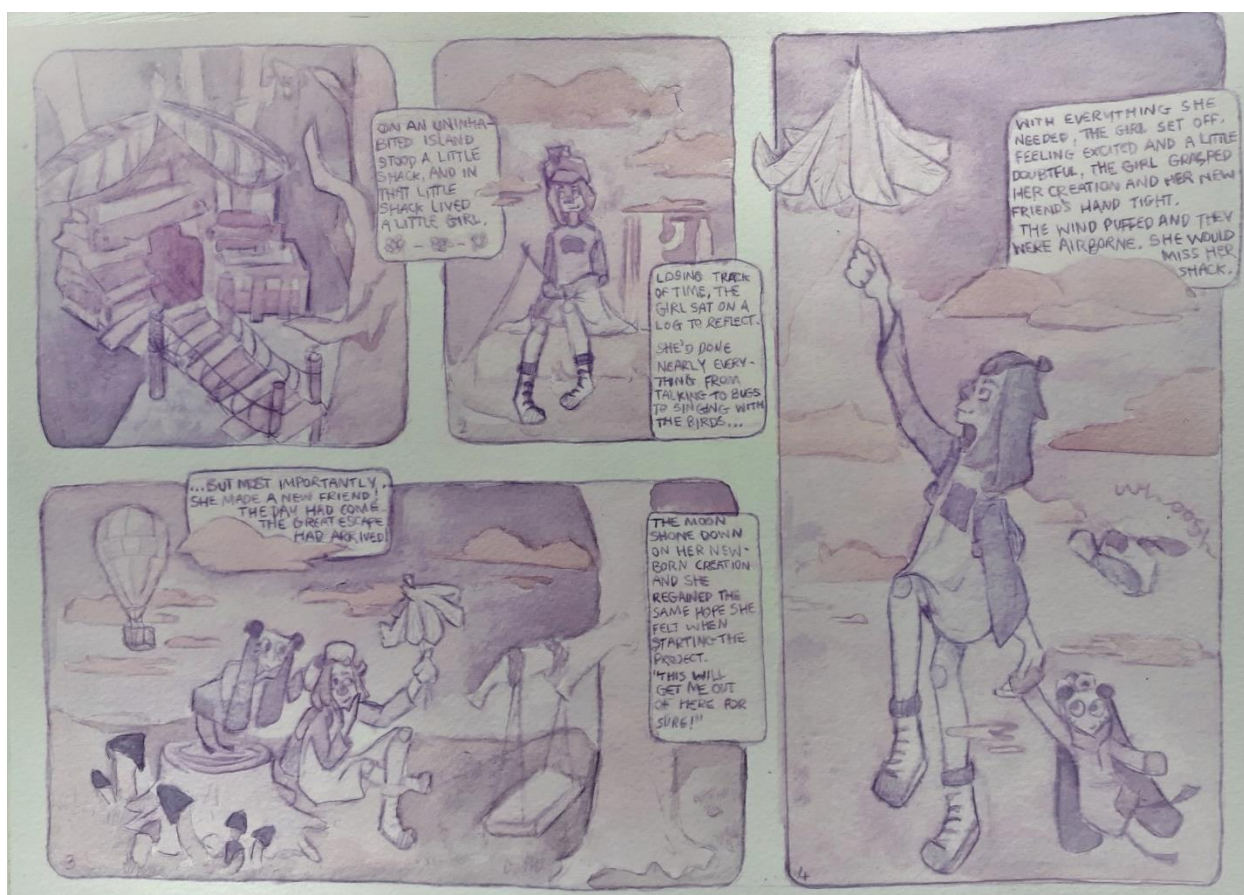
This year was a different process, and our students were set the competition at home for schoolwork during the Spring lockdown. Their teachers then entered the work to FLY. We had 6 students that had their work published on the FLY website.





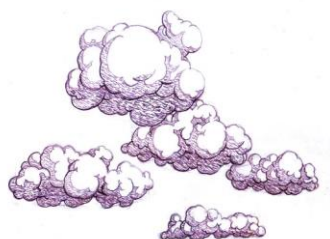
Jasmine, Year 10, won the Runner Up prize!

Jasmine used her artistic skills and creativity to produce this beautiful comic strip. Her story of isolation, friendship and hope is inspiring and impressive.



Haiku are poems of ancient Japanese origin, using a syllable rule. They are known for their ability to paint a vivid picture in just a few words.

Jasmine wrote a 19-syllable Haiku inspired by Lockdown:



**The world becomes a circus**

**Everyone wordless**

**Should we be panicking yet?**



**Acrostic Poems** are formed by using the first letter of each line to spell out a word message or the alphabet.



# LOCKDOWN

**L**ife flipped upside down

**O**verwhelming to all

**C**ountries panicking

**K**ey workers doing all they can

**D**edicated to the job they love

**O**nly we can explain

**W**alks keeping us sane

**N**ever forget the NHS

Gracie – Year 10

**L**ife's at a temporary stop right now

**O**ur key workers fight, making us proud

**C**hildren bored, home from school

**K**indness is shown to me and you

**D**reams are vivid and weird but

**O**ur mother nature's speedily recovering!

**W**hen will lockdown end? We may ask.

**N**obody knows, only time will tell.

Lyndsey – Year 10

**L**ockdown is all around

**O**verall, we are bound

**C**arers being crowned

**K**ind hearts being found

**D**octors and nurses leading the way

**O**ur health and safety protected when we stay

**W**hen at last, we are free

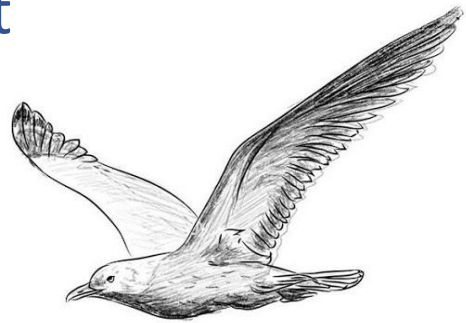
**N**ormal life will have changed for me

Amelia – Year 10

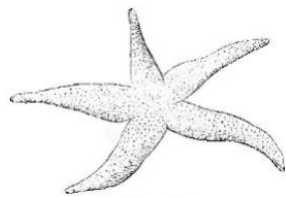


Proverbs are also known as sayings and are usually commonly used expressions that illustrate a specific point. They also traditionally express a truth or piece of advice.

## PROVERBS giving important advice or guidance on COVID-19



What sets us apart is what holds us closer together.



Ffion – Year 8

We're all in this together but two metres apart.

Erin – Year 8





## An observation of nature during Lockdown in 50 words or less.

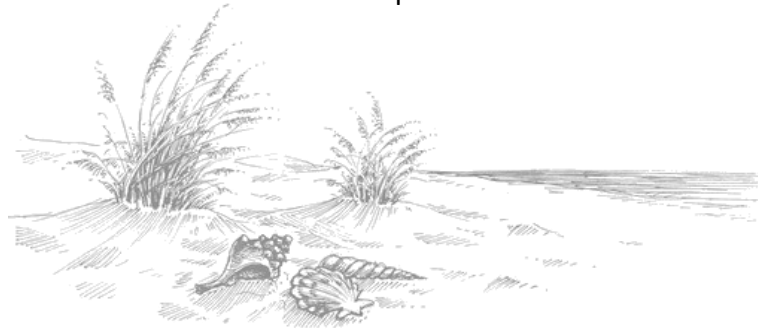


A large stunning red kite glides through the sky in hope to spot some prey down below. He spots something. He swoops down majestically and in one flick of his beak, he isn't hungry anymore. Something flutters in the trees and off he goes again, into the woods.

**Isabelle - Year 8**

During the evening as the sun sets, I can see the beach un-littered. The sea is luminous and crystal blue. It's silent and still, all you can hear are the waves, the birds and all the nature around us. Until now we didn't realise how much we impact the world.

**Erin - Year 8**



Useful websites for young adults and children's wellbeing:

[www.healthforteens.co.uk](http://www.healthforteens.co.uk)

[www.nhs.uk/oneyou/every-mind-matters/youth-mental-health](http://www.nhs.uk/oneyou/every-mind-matters/youth-mental-health)

[www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx](http://www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/supporting-your-teens-wellbeing-during-coronavirus](http://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/supporting-your-teens-wellbeing-during-coronavirus)

[www.nurtureuk.org](http://www.nurtureuk.org)

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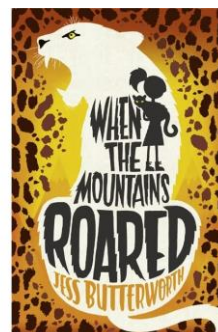
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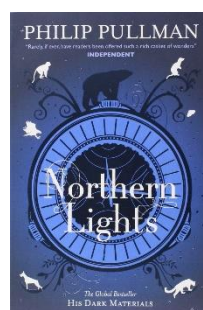
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I really liked the book **When the Mountains Roared** by Jess Butterworth. It is about saving animals which I feel is an important message for everyone to consider. Animals are beautiful and we must take care of them. I love the adventures that this book took me on!

**Megan May – Year 7**



Earlier this year, I finished reading the book **Northern Lights** by Philip Pullman. To summarise the main storyline: Lyra goes on an adventure to find the truth about herself and the world. It is set in a mythical version of our world where the people's daemons embody their soul. Along the way, she encounters armoured bears, witches and the threatening Oblation board. She does this in order to save her best friend, Roger. Although this book took a while to get started, I really enjoyed it and my favourite part was when Lyra learns the shocking news about her family. I would recommend this story to everyone. I would give it 5 stars and I hope you read it and enjoy it as much as I did.



***Euphemia- Year 7***

I have found the **Divergent Series** by Veronica Roth to be an exciting trio of books. The parts I found to be really good were: Tris betraying her faction of origin to try and become a whole new person; also the fact that both her parents got killed so that she could move on with her life and then, shockingly, her own brother trying to kill her! The most interesting part though was the fact that she risked her own life to save her friends many times over. I strongly recommend this series to anyone that enjoys adventure or dystopian themes stories.

***Jessica – Year 8***



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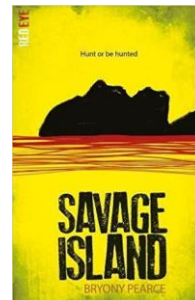
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A quintet of teenagers enters a competition against 10 rivalling teams for the chance to win £1million each. As they aspire to win the prize, whether it be for health, education or even magazines, the team obviously agree to the competition. Through their skills of navigation, puzzle solving and co-ordination, they feel they have a fair chance of winning. But as the game progresses and the group collect the geocaches, they begin to realise the other teams will do whatever it takes to win. No matter the cost.

Personally, I loved the book. I thought it was amazing the way the author managed to make me feel pure emotions for each character. I was in shock with every single plot twist. The detail was impeccable, I felt I could actually see the characters in my mind from the way they had been described. One of my favourite parts of the book was definitely the relationship between the brothers. The way they despised each other but were always there for each other when needed. This story reminded me of *The Hunger Games*, with the alliances between them all. The book was quite gory, which I thought was great! It was also mysterious. I would definitely recommend this book, especially if you have read any of the other books in the Red Eye Series, which is a series of horror Books aimed at teenagers, which are amazing with their plot twist endings!

**Kira - Year 8**



The book **Misery** is about an author named Paul Sheldon who had created a book series about a young woman named Misery Chastain. On his way back home his car crashes in the snow. Coincidentally, his number one fan, Annie Wilkes finds his car and saves him. Annie takes him back to her house, which is isolated and far away from any human interaction.

She helps him recover whilst also reading the draft of his final Misery book. But she isn't happy with the explicit language used throughout; she also finds out that Paul kills off Misery. Paul realises that Annie is going to keep him there forever.

Personally, I found that Misery is the best book that King has ever written and I would love a sequel to it! I really enjoyed the intense parts of the novel and even though one part was extremely gory, it's amazing!

**Emily Clay – Year 8**





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Anyone who was in my class last year will have heard me raving about these new books I had discovered on Twitter. The first one called *The House with Chicken Legs* by Sophie Anderson, was quickly followed by *The Girl Who Speaks Bear* (by the same author) and I think people got equally sick of me trying to get them to read it in the library. If you still haven't read these books yet, give them a chance next time you go to the library!

Yanka lives with her grandmother in a small village and she has always stood out from the other children. She has been told stories of the magic all around her all her life. What she doesn't realise is how much the magic is actually a part of her life and her history. She sets off on a journey, meeting many creatures and characters on the way (including a house with chicken legs!!) to discover who she is and what happened to her family. There is danger, excitement and adventure at every step! When she returns to her village, more drama unfolds and Yanka has to use what she has learned out in the wilderness to save the people she loves most.

I have never read a story like this before, and I love the roots in Russian folk tales retold through the strength and love of this young girl trying to figure out who she is. There are some surprises along the way, and some tough choices for this amazing character to make, as well as some friendships that will stand against whatever problems come their way.

Still not convinced? What more could you ask for than adventure, friendship, finding truths and being able to rely on the support of family and friends?

**Mrs Carlton – English teacher**



*What book would you recommend as your best read of 2020?*

Miss Cowles, like Mrs Carlton, reads as often as she can and has made the most of gained time in 2020 to read even more than usual. See our next newsletter to find out her 'Top 5 Books of 2020' – but we would like to hear from you: email Miss Taylor with your reviews of your "Best Read of 2020", by the end of January to [m.taylor@smithdonhigh.org.uk](mailto:m.taylor@smithdonhigh.org.uk)

# R e c o m m e n d e d

Need your spirits lifted? Download some great [#shelfhelp](#) eBook titles for free via @OverDriveLibs or @LibbyApp

<https://norfolk.overdrive.com/collection/1073991>

Recommended by young people and health professionals alike.

Also use the Libby App for great Fiction also available on Audio!

## Podcasts...

*Ask the Geographer:* Keep your GCSE case studies up to date with the latest geographical research – Royal Geographical Society: iTunes and SoundCloud

*Breathing Space Podcast #1 – Autumn Awareness:* Take some time to relax and unwind – YouTube

*Part-Time Genius:* Join the geniuses to ask questions about ridiculous topics! And discover some smart stuff along the way – IheartRadio

*Good job, BRAIN!:* Take your learning beyond the classroom, book and the internet. Facts, quizzes, offbeat news and trivia - iTunes, SoundCloud, Stitcher

## WEBSITES FOR BOOKS AND READING:

[WWW.LITERACYTRUST.ORG.UK](http://WWW.LITERACYTRUST.ORG.UK)

[WWW.WORLDBOOKDAY.COM](http://WWW.WORLDBOOKDAY.COM)

[WWW.GOODREADS.COM/SHELF/SHOW/FREE-ONLINE](http://WWW.GOODREADS.COM/SHELF/SHOW/FREE-ONLINE)

[WWW.BOOKTRUST.ORG.UK](http://WWW.BOOKTRUST.ORG.UK)

[WWW.WIZARDINGWORLD.COM](http://WWW.WIZARDINGWORLD.COM)

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[WWW.BL.UK/LEARNING/FAMILIES-AND-COMMUNITY-GROUPS](http://WWW.BL.UK/LEARNING/FAMILIES-AND-COMMUNITY-GROUPS)

[WWW.READFORGOOD.ORG](http://WWW.READFORGOOD.ORG)

# *Christmas Gift Ideas for Book Lovers*

## ***Hamnet – Maggie O’Farrell***

The story of the short life of Hamnet Shakespeare, the bard’s only son.

## ***The Ballad of Songbirds and Snakes – Suzanne Collins***

Return to the world of *The Hunger Games*; this prequel follows the story of the young Coriolanus Snow and his District 12 tribute.

## ***Serpentine – Philip Pullman***

Go on another adventurous journey with Lyra and Pan from His Dark Materials.

## ***The Christmas Star – Eva Ibbotson***

A collection of wonderful festive stories from this bestselling author, with a beautiful front cover and illustrations.

## ***Find your voice – Angie Thomas***

Award-winning Angie Thomas brings this guided journal full of inspirational quotes, story ideas and plenty of blank pages to find and write your own words.

## ***The Ickabog – JK Rowling***

A fabulous fairy-tale adorned with illustrations; this fable has scary monsters and resourceful children.

## ***A Secret of Birds and Bone – Kiran Millwood Hargrave***

An evocative Italian novel filled with talking crows and underground passage-ways, set during the onset of the plague.

## ***The Miracle on Ebenezer Street – Catherine Doyle***

Three festive ghosts visit a grieving boy in this contemporary reimagined story of *A Christmas Carol*, written with tenderness and heart.

## ***Letters from Father Christmas – J.R.R Tolkien***

Wonderful tales of life at the North Pole. This is a beautiful collection of letters that Tolkien’s children would receive every December from Father Christmas, with coloured drawings and sketches.

## ***A poem for every winter day – Allie Esiri***

A collection of seasonal verse, featuring snowy classics from Thomas Hardy, Robert Burns Edgar Allen Poe and more modern verse from Jackie Kay and Benjamin Zephaniah.



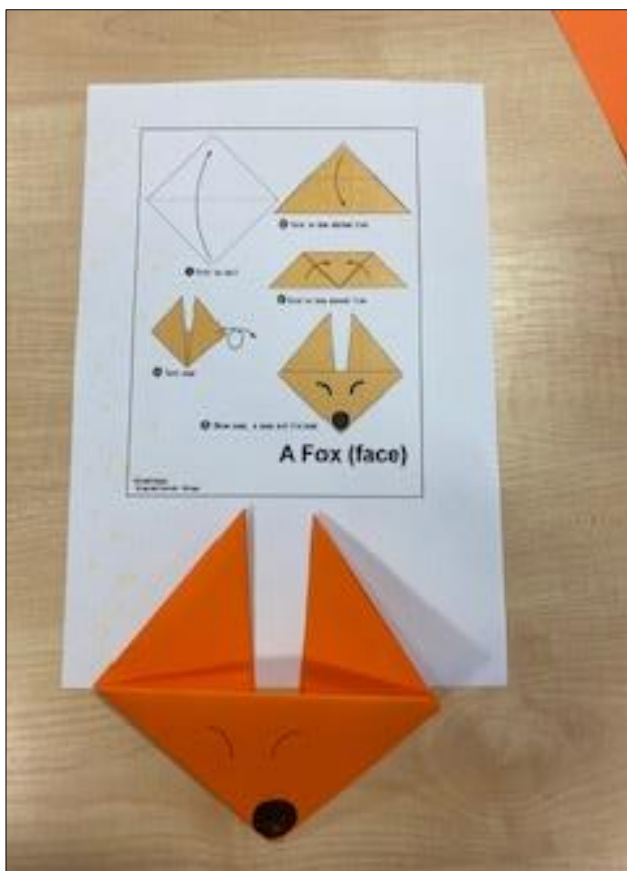


ASDAN is an awarding organisation whose curriculum programmes and qualifications help young people develop knowledge and skills for learning, work and life.

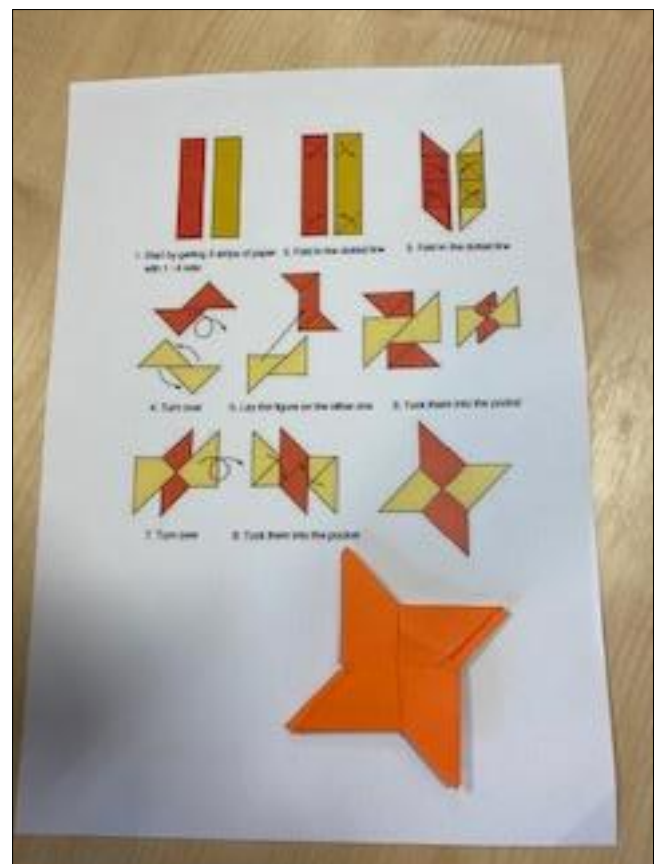
Smithdon offers ASDAN'S Personal Development Plan Programme to students in Years 9 through to 11. The students work their way through their workbook to build up credits and present an organised portfolio of their work to achieve Bronze, Silver or Gold. This programme offers the developing, recording and certification for a wide range of the student's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges.

The programme is also linked to nationally recognised qualifications.


Year 11 have been working hard to complete as many modules as they can, despite restrictions placed upon certain activities. We have tried to make the work as varied and interesting as possible, such as origami, writing and performing raps, and holding charity coffee mornings. The students can also include work they do in Food and Nutrition, PE, Design and Technology, English and Science towards their certification.



Thomas began his origami journey with a simple but very cute fox. It's always rewarding trying new things and learning new skills.



Amelia was very determined to construct a star and, after trying different sizes and lots of measuring, she was successful and very proud of herself!



**Sam** in Year 11, decided to write a Rap inspired by  
this year's events for the

## Expressive Arts Module of ASDAN

Don't you just want it to be Christmas like last year?

But now we deal'n wit Covid19

This year is like no other

This year is so depress'n

Especially when you see kid's n adults sleeping on the streets

Wit' no food n drink

Wearing the same clothes everyday

With no tooth paste n brush

Christmas is a time to see ya family and

Singing Christmas songs

And decorations around the house

Even the Christmas tree

But this year no one can

And it's all

Because of lockdown

Peoples mental health is so bad

And it's all

Cause they have had no one to talk to

Shops n pubs close n all around us

Cause of Lockdown

This has been the worst year ever

Let's just hope that

Next is gonna be better

And we could go to the new normal

And I hope all you guys are keeping well

And it all goes well



As part of the Communication Module, the ASDAN students decided to arrange and host a Macmillan Coffee Morning. We realised that it had to be slightly smaller than we would have liked due to the Covid-restrictions that are in place, but the students made the most of it!

Charlotte, Sam, Amelia and Thomas formally invited Miss Drewery, Miss Stewart and Miss Taylor to the library where they had set up tea, orange juice, fruit, biscuits and chocolate croissants. Charlotte even made her first cup of tea! Sam was super impressed with the chocolate croissants and, if I am not mistaken, had more than one or two!



*Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.*

*Albert Einstein*





# SPOTLIGHT

## On

# THEO



Since the last Newsletter, I have completed my sponsored walk and I want to say an enormous 'Thank You' to those people who have sponsored me so far. The Peddars Way was a real challenge but I feel a great sense of achievement.

This is how I got on...

### Day 1: Sunday 25<sup>th</sup> October

I set off at 8:00am from Knettishall Heath, just south east of Thetford. The weather was amazing with blue skies and bright sunshine. Within 4km of the start I came across a sign that warned the path may be flooded. Initially, large muddy puddles greeted me which left my feet soggy. Then as I turned onto a boardwalk, next to the River Thet; the water had risen to ankle and then knee deep! The generosity of people kept me going as several donations came in during these early hours of the walk.



After crossing the A11 – a scary moment - I headed always North to the village of Stonebridge. At around 17km, after having dried out, I stopped for lunch at Thompson Water – a beautiful spot. After a lunch of pasta, I set off for the second half of the day heading towards Little Cressingham, passing a large MOD area. On the approach to North Pickenham the map indicated a ford had to be crossed. It seemed ok because there was a bridge, but this led to a flooded field with no way around it.

Day 1 ended like it started with wet feet to the knee! Still, I knew that I was nearly half-way on the outskirts of Swaffham.

## Day 2: Monday 26<sup>th</sup> October



With shaky legs I started to head towards Castle Acre knowing I had around 40km still to cover. The roads towards Castle Acre were not that interesting but the day was bright and sunny. As I approached the village, a sign warned of deep water – I thought that for the second day I was going to have soggy feet, fortunately there was a bridge and wet feet were avoided. The Priory was a welcome and majestic sight in the morning sunshine.

Leaving Castle Acre, I headed north – knowing that the next village would be many kilometres away at Ringstead. The rest of the way was dead straight but peppered with interesting things to see including the 3,500-year-old burial grounds on Harpley Common and pig farms a plenty!

A thunderstorm welcomed me near Fring and I sheltered in a wood with a welcome cup of tea.

As I skirted the village of Sedgeford I got my first sight of the sea which was the most encouraging view. I arrived at Ringstead more quickly than I thought I would, as dusk approached.



The final 2km were completed in the dark and I was delighted to see my sister and mum waiting for me. I had done it, 77km in 2 days!

As I recovered the day after, I totalled up the amount that I had raised and was amazed to find that my total was in excess of £1200. I am mind-boggled by the generosity of everyone and can't quite believe that I have managed to now get within £820 of my total of £4000.

I want to thank not only those that donated but also the shops in Hunstanton that displayed my poster, particularly The Norfolk Deli that shared it on their social media pages. An extra special thank you to Kemps fruit and veg shop that continue to support me. Plus, thanks to Smithdon High School who have given me the opportunity and have supported my efforts. I want to also thank Elliot Whiting (a teacher at Gaywood Primary), my Aunty Jude and Uncle Paul who met me and walked with me for different sections.

# The Future

I have still got £880 to raise but this now seems very possible.

I have other sponsored event ideas for next year including a 5km unicycle ride (something I learnt to do during lockdown).

I will continue to clean the beach as I feel it is important to continue to put something back into my community ahead of helping communities abroad.

If you have any community projects that you would like me to get involved in to help others, let me know by email - [012904@smithdonhigh.org.uk](mailto:012904@smithdonhigh.org.uk).

If you would like to donate, then please check out my GoFundMe page to support me.

This is my link...

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

Also, if you see me on the beach then give me a wave!

Thanks in advance.

Theophilus Bazeley-Smith



#dosomethingamazing

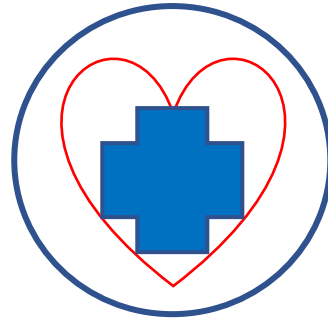
#campseffect

[www.campsinternational.com](http://www.campsinternational.com)





# Health and Social Care



Jessica, Bethan and Caitlin interviewed Lauren, a professional in an Early Years setting as part of their Health and Social Course.

“In Health and Social Care you get opportunities to learn how to communicate with people who find it difficult to communicate and respond. We have also had the opportunity to complete a First Aid Course. We have had visitors come in to talk to us about communication and how technology has adapted to help individuals.

One of our latest opportunities was to have a meeting and ask questions to a professional in our chosen career path. We could ask questions and get a better understanding of the profession.

During the meeting, myself, Bethan and Jess took it in turns to ask questions” – Caitlin.



Jessica, Bethan and Caitlin interviewing an Early Years Professional, via Zoom.

“I studied at Smithdon High School, my favourite subjects being Child Development, BTEC PE, and Catering. After achieving the grades needed, including maths and English, I went on to The College of West Anglia to study Level 3 Early Years Educator. The course included two placement days within a school or nursery each week.

I currently work at Ingoldisthorpe Primary School in the preschool, and I run weekly toddler groups. I am also studying an Early Years Foundation degree at University Centre in Kings Lynn.”

- Lauren

## What is the most rewarding part of your job?

The most rewarding part of the job is that the children treat you as a role model, for example, if my hair is down, they will do the same or if I have my nails painted in a certain colour then they will have the same colour on their nails the next day. Another rewarding part is that when I tell them how to answer a question or when I have done some work on the board, they will copy that down and do it themselves independently.

What is the best part of working with children?

Being a positive role model and seeing them achieve their goals, it is very rewarding and makes my job feel worthwhile.

Why did you choose to work in a school?

I wanted to try to help children and support them through their learning and help them on their school journey. I enjoy watching them grow up and improve on their work. I initially completed work experience in a school as I wanted to be a teacher and I loved the experience. I was then asked if I wanted to work at the school because I had done so well and worked well with the children; they could see that I was committed.

What job would you be doing if you hadn't decided to work in a school?

I think I would be sports coaching as I would still want to help people. I was influenced and inspired in the school I attended by the PE teachers, so that would be something else I would love to do.

Do you have any aspirations to progress in your teaching career?

I am currently a Teaching Assistant and I work at the school a few days of the week and then go to college to do my courses, which are Maths and English. The plan is to then begin Teacher Training and eventually become a teacher.

How have the children been after going back to school after Lockdown?

The children have been fine; it took a little while to get used to. The parents are not allowed to come into the school at the moment so there were a few tears at first, but the children have now learned that it is for everyone's safety.

# ART @ SMITHDON

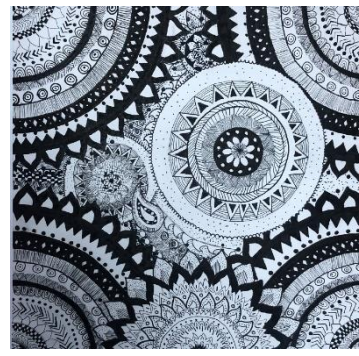
## Year 9:

Our Year 9 students have made a start on their **Illustrative Art** project. Within this project, students learn about contemporary artists such as Lucy McLauchlan and learn about the use of monochromatic colour schemes. This particular piece of work was an 'Automatic Drawing' – students used photographs for inspiration to help them with their ideas to produce their own monotone drawing or different patterns/elements that came to mind whilst drawing.

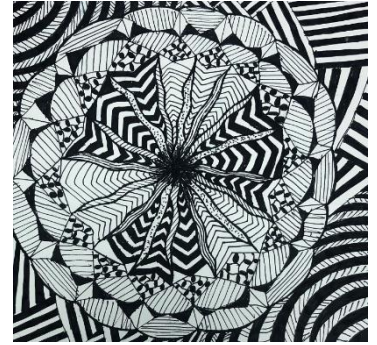




Casey-Leigh



Viktorija



Autumn

Chloe

**Miss Tooze, our Art teacher, is really getting  
into the festive spirit!**

**Her classroom is super festive and cosy!**





# DESIGN Technology

**Year 8** have completed making their clocks!

They have learnt how to form plastic in different ways and the clocks were 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.



Dominic's idea was inspired by his Dad's model train set using a shield as the clock face and a train silhouette to complete the design.



Lola's cheery paw print is a simple but effective design and is constructed precisely to give a high calibre finished product.



Shannon's individual design of a ghostly apparition on a skateboard is humorous and fun whilst also being practical and

**Year 10** are learning about mechanisms and motion. They have completed their mechanical toys to a high standard.

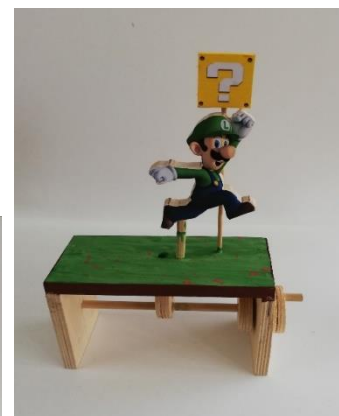
They have to measure, mark out and then cut the squares of plywood, drill a hole in each piece and then make as many circular cams as they need for their design.



Ellis based his toy design on the Minecraft game.



Callum's inspiration was a STAR WARS TIE fighter.



Ben designed a Super Mario toy using the Luigi character.

Freddie's design is Space inspired, using models of the Earth and the Moon with a galaxy-esque background.

# Food and Nutrition



**Year 8** have been learning about cross contamination and how to avoid it, including how to organise the fridge in order to keep food safe from bacteria. As well as food safety, Year 8 have been learning about Protein and the alternative to fish and meat and also how to create a high-protein meal.

During their latest practical lesson, they made Fish Goujons!



Grace prepping the ingredients.



Ellakha used avocado to make her fingers!

A great alternative for a vegan option.



Grace made little fish bites and Tay made longer pieces into beautifully golden fish fingers!





**Smithdon's Year 11 Cooking Club** took part in the Ready Steady Cook Challenge. The students had to make a meal with the ingredients that were revealed to them!

They were learning a vital skill to help them towards their practical NEA. The presentation and quality of these dishes was incredible! There was a varied use of the ingredients, ranging from chicken curry to chicken goujons and chips.



These are some of the ingredients that the students were provided with to make their meal. They all had the same items at their disposal, but they had to use all they have learnt to come up with their own recipe, in their own individual way.

Sam preparing his vegetables safely using his knife skills, to use in his curry.







# PE Department NEWS

## House Sports @ Smithdon

This term has seen students compete in the first house sport competitions of the year. All students represent one of our 4 sports house which are named after British sporting heroes – Sir Mo Farrah, Sir Steve Redgrave, Bobby Moore and Jessica Ennis-Hill. This term has seen competitions held in Football and Netball.

Farrah House have taken an early lead; however it is all still to play for as we go into the second round of competition!

Year	Farrah	Redgrave	Ennis-Hill	Moore
7	85	115	120	85
8	105	115	95	105
9	140	115	70	80
10	40	25	40	45
11	40	30	20	15
Total Points	410	400	345	330
Position	1st	2nd	3rd	4th



# Year 7 PE



This month we are focussing on our Year 7 students and what they have been doing in PE since September. All students have settled in fantastically well to life in the PE department at Smithdon.

In their lessons this term Year 7s have participated in the traditional sports of Netball, Athletics, Tennis and Football. They have shown great attitude and their skills have developed at a rapid pace. While Covid-19 has prevented some sports from being delivered in the usual way, it has been an opportunity for our Year 7 students to experience an adapted PE curriculum. Students have been able to take part in Outdoor Adventurous Activities and Lacrosse lessons which have been thoroughly enjoyed by the students. OAA has seen students develop their teamwork, problem solving orientation and communication skills in a wide range of different challenges.



Our Year 7s have also been making the most of our co-curricular opportunities in the PE department. The Year 7 football training has been very well attended after school most weeks, with the students working hard on their skills and we are hopeful for some fixtures to take place as we move into 2021.

Our Year 7 indoor football sessions during lunchtimes have also been highly popular, with Mr Tilley now organising a mini league for all those attending!



Students have been given a taste of the highly skilful game of Lacrosse – a first for many of our students. Mr Tilley has brought his level of expertise to teach the students in Year 7 the basic skills needed to enjoy this fantastic game.



# Smithdons

## *Sports Stars*

Year	Student	Explanation
Year 7	Taylor	Fantastic attitude in PE, lunchtime and after-school clubs. He is always enthusiastic to learn.
	Euphemia	Super positive and motivational in every lesson.
Year 8	Jaden	Brilliant effort and demonstration of sportsmanship and teamwork in football.
	Mia	Fantastic effort and participation in every lesson.
Year 9	Finley	Fantastic improvement this year, showing a really great attitude in every lesson.
	Connie	Tremendous effort and participation in every lesson.
Year 10	Dan	Brilliant effort and demonstration of leadership skills in the leadership course.
	Caitlin	Great leadership skills and motivation in every lesson.
Year 11	Charlie	Excellent motivation and dedication to improve his football GCSE PE assessment.
	Alana	Super effort and engagement in every lesson, inspires the team to get involved.



# Sports Leadership @Smithdon

This half term, students in Year 10 have been undertaking a Sports Leadership programme during their PE lessons. The leadership programme has been developed to enrich students' leadership qualities as well as developing skills that can be used in their future careers. During the course, students developed their teamwork, communication and organisational skills through a series of activities and challenges. The programme culminated in the students leading a sporting session to their peers.

The skills developed in the programme will be put to good use later on this year as the Year 10 students will plan, organise and deliver an Olympic Games-themed Sports festival to over 400 Year 3 and 4 students from our local primary schools. From the high quality sessions we have already seen, it is sure to be a Gold Medal success!



**Sports Leadership Award**  
**Unit 1 – Developing leadership skills**

STRENGTH – INTEGRITY – EXCELLENCE

West Norfolk  
Academy Trust



# Sports Person(s) of the Month...

Jake and Connal have both signed 2-year contracts for their respective age groups for the Peterborough United Academy. This is a testament to their hard work and determination. Both students train in Peterborough, two nights every week and have matches all over the country at weekends.

Very well done to both boys!



Jake – Year 10



Connal – Year 8





The Performing Arts Department have been doing a Virtual Christmas Advent. Each school day in December they have released a video of a musical performance, a reading or dance on Twitter that all year groups' students have learnt, practised and performed. This has been in lieu of a Christmas concert this year, as a way to try to promote the school in the community as well as linking to the local Food bank, as we remind people to consider donating this festive season. It has been a wonderful opportunity to showcase a variety of students' skills.

Year 7 learned *We Wish You a Merry Christmas* in sign language and then performed it.

We have covered an array of music: from *Jesu Joy of Man's Desiring* on piano to a reading from Dr Seuss' *The Grinch*. The Year 7 Brass Quintet performed jingle bells and Year 10 read the poem, *Help Wanted*.

To watch the performances please visit: [Smithdonhigh.org.uk](https://smithdonhigh.org.uk) for the link to our twitter page or go straight to Twitter: [smithdon\\_high](https://twitter.com/smithdon_high)



The Music Department are delighted to have added 15 brand new keyboards to their already extensive collection of instruments!



Florence is learning to play the trombone in the Year 7 Brass Programme. For further information, please contact: [a.miller@smithdonhigh.org.uk](mailto:a.miller@smithdonhigh.org.uk)





# The Brilliant Club

*The Brilliant Club is an award-winning university access charity that works across the UK and that we have been a part of at Smithdon for over 7 years now.*

*The Brilliant Club exists to increase the number of pupils from under-represented backgrounds progressing to highly selective universities, because in the UK today there is an entrenched link between a student's background and their access to higher education.*

## **The Scholars Programme:**

This programme provides students, aged 9-17, from mainstream schools the opportunity to work with a PhD researcher to experience university-style learning. It helps them to develop the skills, knowledge and confidence to secure a place at a highly-selective university. The students are supported to make an informed choice at 18 but also to ensure they develop the skills needed to excel in their next phase of education.

It is structured around seven tutorials with a PhD tutor that visits the school weekly. The students receive a course handbook to support them through the programme. The students also have access to a virtual learning environment to get support from their tutor.

All students complete a challenging final assignment pitched one key stage above their current level. Tutors provide one-to-one feedback in tutorials 6 and 7. Assignments are marked and moderated with university gradings. A detailed impact report is provided at the end of the programme outlining students' progress against university readiness competencies. The report also showcases pupil premium impact and progress against the Gatsby benchmarks (a framework of 8 guidelines that define the careers provision in secondary schools).

A graduation trip to Cambridge university is also usually provided to celebrate the students' achievements on the programme and to also learn more about university life. Unfortunately, this year was different and the visits to the University could not go ahead.

We usually have 2 groups with up to 6 students in each. They work towards completing a challenging final assignment, which is marked and moderated using university grades. Each placement lasts 8 weeks, in Autumn, Spring and Summer terms. They begin in Year 7 and complete the programme in Year 9.

Elizabeth, Gracie, Edward, Alesha, Viktorjia, Caitlin, Olivia and George (Year 9) have been involved in The Brilliant Club since Year 7. The topic they have been studying since September is called 'Disease Detectives'. Their PhD tutor, Nathan Hughes came into school weekly to deliver the tutorials, which pushes beyond the normal curriculum. The students had to investigate and discover how diseases spread and how they can be controlled and prevented. They each had assignments to complete and then present to the group.

# What did the students think of the Year 9 programme?



## Caitlin...

Brilliant Club is an amazing opportunity offered to a select number of students. I was one of those few pupils offered to do it in the current Year 9 group. I think of it as a once in a lifetime experience, which I will always be thankful to have done. It has enlightened me about university life, as well as the tough curriculum that they have to follow. I have taken part for 3 years now, including during the Covid pandemic. I have felt completely protected during these sessions and I have learnt so many new things. They have pushed me out of my comfort zone and helped me develop into the student that I am now.

All the students were split into two smaller groups and shared a mentor. We would do work similar to lectures. Our mentor would provide us with information and advice that we would use in order to produce a piece of work at home. The work we did was varied from comprehensive to essays to website reliability to presentations and so on. It was challenging but interesting. I had a lot of fun and it has made me determined to produce better work moving forward. I have learnt so much information, which has been useful for lots of different things. We even did bibliographies in the final essay.

If I were asked to do it again, I would agree without a doubt. I have no regrets about taking on the opportunity, I felt completely comfortable the whole way through and I have developed an understating of lots more topics. I feel more confident and prepared for any upcoming task thrown at me. I am very thankful to my mentors and teachers who have supported the whole journey and helped me when needed.



Gracie answering Edward's questions at the end of her presentation on reducing the spread of disease.



Viktorjia presenting her final assignment on anti-biotics. The students worked hard on their presentations, they were then asked questions by the other students and then given feedback from their tutor.



## Gracie...

The Brilliant Club has given me the confidence to know that not only can I work in a group, but I can do perfectly fine on my own. It has challenged me to delve deeper into using my knowledge and understanding of professional writing to reach the best outcome for myself. We have written essays from 300 words to 1500 words and not once did I give up and think that I couldn't achieve it. In the whole programme I have never felt like I had to do it alone, as help is always there, even for the silliest questions. It has been an amazing experience and one that I will cherish for the rest of my life.

For my presentation, I did it on the topic of "How can we reduce the spread of disease?". In the presentation I talked about intervention and what it is and what type of interventions can be used to stop the spread of different diseases! I also touched on the downsides including antibiotic resistance and how they can put a stop to intervention.

## Elizabeth...

The Brilliant Club is the final part of the Cambridge University Project which began in Year 7. Overall it has been an amazing opportunity but this project is the most interesting one we have done yet; it is all about diseases (this was picked last year but it is a bit ironic due to today's circumstances!). Each week our mentor comes in and teaches the groups about a different aspect of disease. I would never have believed it if someone had told me there were so many different things to learn about diseases!

Something I will gain from this experience is an ability to write an essay that will improve my chances of getting a better grade in exams, as throughout the project your mentors advise you on different techniques to use.

You have to put in the work but, if you do, then you will get a lot more out of the project than others might. If you get the opportunity to do this, then please consider it.

## Edward...

The Brilliant Club provided me with the opportunity to work with a PHD researcher to experience university style learning. Working in a small group, our tutor, Nathan Hughes, guided us through our tutorials. Our particular subject was infectious agents and the diseases they cause, learning about prevention and treatment. As well as becoming informed about a number of diseases and hopefully improving my science knowledge along the way, I learnt about the key skills needed to make a group discussion effective. As individuals we put our ideas forward and listened to and respected other members' opinions; we have now improved our persuasive argument skills. I have learnt how to produce precise notes, how to recognise if a source of information is reliable and trustworthy and how to construct a good essay.

Our final challenging assignment was to be a Disease Detective working for WHO, investigating a malaria outbreak. I had to write a report designing a strategy to help prevent the outbreak spreading. I have finished my report and am looking forward to receiving my final result which is marked and moderated using university grades. The course has been informative, very interesting and at times, challenging, but has been a really worthwhile experience.





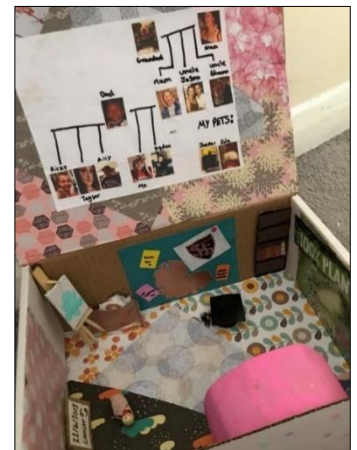
# Insight Discover

**Insight Discover** is a programme that students follow from Year 7 through to 8 and aims to develop key academic skills. In addition, the programme introduces students to university and the options which are available to them in the future. Insight Discover is a collaborative programme with **The Brilliant Club** and, in the final part of Insight Discover, the students take part in The Brilliant Clubs Scholars programme.

10 students in Year 8 have been taking part in the programme, which is also run in partnership with the Cambridge University, ever since they joined the school in Year 7.

The students have completed a project called 'All About Me'. It involved them thinking about their interests and skills. With the support of their mentor, they wrote an autobiographical piece of work and created a shoebox exhibition about themselves.

The students have worked incredibly hard on them and so we would like to share their final projects...



Tiger-Lily, Evie, Ellahka, Eris and Donovan's completed shoeboxes that are filled with items and pictures that relate to them.





Fred, a Silver DofE Award participant, shares his thoughts with us on doing his DofE with a Difference during the coronavirus pandemic:

“I felt ok during lockdown because I had school work and the DofE to keep me going. Doing my DofE helped me to stay focused and mentally sharp. I’ve been blind since birth and I tailored my skills activity to improving my independent living, such as cooking and making hot drinks for myself. Cycling for my physical activity has also helped me feel better about myself and improve my fitness.

I feel more pressure now to do well in GCSE exams next year; I continue to work hard but it’s not easy catching up. However, I always make sure I find time to for non-academic activities as I believe personal development is equally as important as exam results. It shows a desire to achieve things outside of the curriculum and I’d like to see schools and employers embrace it more.”



Take a look at [DofE With A Difference](#) for ideas and advice on how you can keep doing your DofE during the coronavirus outbreak.

And don’t forget – if you’ve completed your Physical, Skills and Volunteering sections but can’t do your expedition right now, we’ve introduced The 2020 DofE Certificate of Achievement to formally recognise your achievements at this extraordinary time.



## Smithdon Garden Design Competition

We would like your help to design and transform this space (in the Smithson Building (A Block) quad near the canteen) into a beautiful and productive garden, with a pond/water feature where we can grow plants and encourage lots of wildlife. It will be used by students during science lessons when studying plant biology, the environment and sustainability, in food technology when learning about where our food comes from and how it is grown and as a source of ingredients. If you are interested in entering the garden design competition, please email Mrs Soper: [v.soper@smithdonhigh.org.uk](mailto:v.soper@smithdonhigh.org.uk) for further details and a template. The closing date for entries is **Friday 29<sup>th</sup> January 2021.**



Well done to those in Year 7 last year who planted these prize-winning Solana seed potatoes back in March 2020!

### **Skin Finish & Quality – Best Quality**

3<sup>rd</sup> place for good skin finish and quality, small amount of common scab.

We won a £20 voucher to go towards our garden project!





## The Youth STEMM Bronze Award



To extend our students' Science studies, we are offering Year 9 students the opportunity to take part in the Youth STEMM Award.

The Youth STEMM Award (YSA) provides a focused framework for school students to further their passion, knowledge and skills in STEMM (Science, Technology, Engineering, Math's and Medicine). The core aims of the Award are to **inspire** the next generation of STEMM professionals, to **engage** multiple sectors through a shared responsibility, creating a connected approach to building future capacity, to provide a framework that allows young people to **develop** their own personalised paths and understand their potential is limitless and finally to **shape** the way we think about engagement and outreach so it tackles disadvantage, inequality and prejudice. For more information visit <http://ysawards.co.uk/>

If you are in Year 9 and interested in signing up for the Youth STEMM Award please email Mrs Soper, [v.soper@smithdonhigh.org.uk](mailto:v.soper@smithdonhigh.org.uk)

### YSA Personal Statement

(Written by a student who completed the Silver Award)

Ever since the age of around 10 I've been interested in Technology. At the start, I took the STEMM award solely for the Technology element, however one year on my outlook is completely different.

The activity that really changed things for me was a project a few students and I undertook: Fruit Batteries.

This project made me realise my talent for organising and producing an experiment, and presenting the results to people, in order to help them further their understanding.

One valuable skill I learned was the ability to explain concepts to people of a lower ability than myself. For example, my classmate and I had to explain electrostatic charges to students in KS2 during British Science Week. We visited five primary schools during the week and throughout the week our explanations were getting more and more cohesive and simple to understand. The YSA has been invaluable in my development as both a STEMM enthusiast, and a young person as a whole.

In October some of our Year 9 students started the Plastic Free Schools project.

A CHANGE-MAKING PUPIL-LED EDUCATION PROGRAMME.



This ground-breaking programme equips and empowers young activists with the tools to create positive, lasting environmental change. Here students search for plastic litter to analyse back in the science lab.





Smithdon High School are proud to support the local Food Bank which is supported by the Trussell Trust, a charity that has been helping people in need for over 20 years.

The students and staff at Smithdon have used a Reverse Advent Calendar for four weeks to donate the most essential items. Along with Mr Hirst, the Headteacher, Eleanor and Jack-Harry took the boxes along to St Edmund's Church Hall, where they hold their food banks on Mondays and Thursdays.

Last year we got to look around the operations of the Food Bank, meet some of the volunteers and see what good work they are doing for the community.

If you would like to donate online, please visit: <https://hunstantondistrict.foodbank.org.uk/>

Otherwise, Hunstanton Sainsbury's and Barclays Bank have boxes for donations of food and other essential items. Their needs do change so please look on the website to see what is urgently needed.



The mountain of essential items the school collectively donated.

Thank you to the parents, students and staff for your generosity.

If you wish to support any other local charities this Christmas:

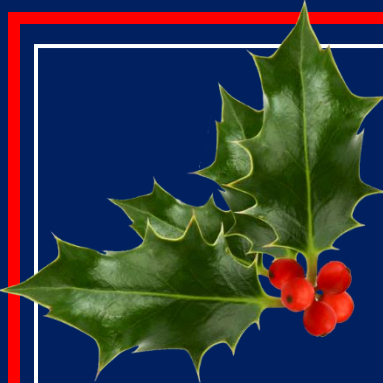
**Hunstanton Mayors Christmas Donation Appeal** – Give someone a smile by donating a gift. A gofundme page has also been set up to help families in need in the community. <https://uk.gofundme.com/f/mayors-christmas-appeal>

**Donate an old Christmas tree** – [clerk@hunstantontowncouncil.gov.uk](mailto:clerk@hunstantontowncouncil.gov.uk) / 01485 532402

**Toy Appeal 2020** - <https://www.radiowestnorfolk.co.uk/toy-appeal-2020/> to find out where the drop off points are.

**Santa's little Heacham Helpers** – Facebook Page – to donate essential items and gifts for local families in need.





Get in touch:  
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Twitter: @Smithdon\_High

Have a very Merry Christmas!

Enjoy your break and we will see you all in  
2021!

Thank you for taking the time to read our Newsletter.

If you would like to be involved, submit any work or produce any content,  
please contact: [m.taylor@smithdonhigh.org.uk](mailto:m.taylor@smithdonhigh.org.uk)

Work hard, be kind and smile!

STRENGTH – INTEGRITY – EXCELLENCE