



SMITHDON HIGH SCHOOL

HUNSTANTON



Photo Credit: Jack, Year 11. Winner of the Geography Competition.

Newsletter

Issue: 7 | March 2021

STRENGTH - INTEGRITY - EXCELLENCE

Welcome

Dear Parents and Guardians,

Students back in school, vaccinations rolling out, testing completed in school, home test kits sent out and the sun finally making a reappearance after what seemed to be a very long and dark winter. Things are finally looking up! Spring is upon us and Summer just around the corner.

Our newsletter continues to grow and reflect this positivity and the many great things our students are getting involved in: the photographs from the Geography competition are well worth a look, as is a read of Chloe's thoughts on the UK Maths Challenge that a number of our students took part in. Don't forget to get involved in the History Department's Decorate an Easter Egg as your favourite historical character' competition!

The school has marked World Book Day, International Women's Day and, most recently, Comic Relief Day. Along with regular contributors, such as Fred and the Duke of Edinburgh Award Scheme, there is a bounty of department news and achievements. This is truly another bumper issue, full of all that Smithdon and its students do best, which I am sure you will enjoy!

Mr Hirst

Ada Lovelace and the first computer

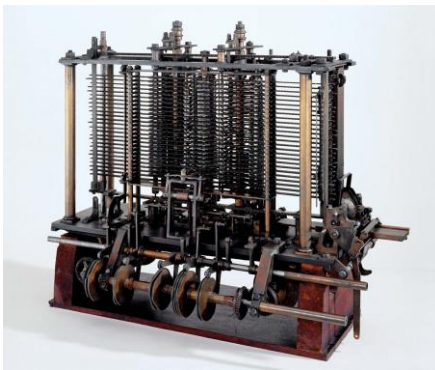
In the last newsletter, I wrote a short article about mountains and the importance of asking the correct question. The point made about mountains, can also be made about waterfalls...

Asked about the biggest, most people would mention Niagara Falls in North America, or maybe Victoria Falls in Africa. Some may mention the Angel Falls in Venezuela, which are the world's highest, falling an impressive 1 km. In terms of volume of water, the Guairá Falls on the Brazil Paraguay border beat all of these with 13000 cubic metres.

However, the biggest waterfall in the world can actually be found just off the coast of Greenland. The water falls an incredible 3.5 km, at a flow rate of 5 million cubic metres per second: 400 times greater than the Guairá Falls. Many have not heard of it, because it has only recently been discovered and it is a submarine waterfall - it is under the ocean and so we cannot see it.



Guairá Falls Brazil – Paraguay Border



The first computer - The Analytical Machine

It can be surprising that something so big has only just been discovered, when some things that we expect to be modern have actually been around for quite some time. Charles Babbage was born in 1791, but is known for inventing the first computer, the *Difference Engine*, which was the world's first mechanical calculator, built in the 1820s. This was followed up with his first proper computer, The *Analytical Engine*, in 1837. It is impressive that the idea of such a machine was even thought about in the early Victorian period, let alone built!

However, behind every great man, is usually an even greater woman. Ada Lovelace was the daughter of Lord Byron, the poet. She was an accomplished mathematician, which again was an amazing achievement at that time, as most women were not educated to that standard. Her significant achievement was to read through Babbage's very long notes! In them she spotted something that even Babbage had not recognised. His machine could not only be used as a *calculator*, but could also swap numbers for other symbols, like musical notes or letters of the alphabet, and so could *compute*. Ada Lovelace came up with the idea of the first computer over 150 years ago. She also wrote the very first computer programme!



Ada Lovelace

Ada Lovelace is why the computer programme language used by the US military in the Pentagon is called Ada, named after her. **International Women's Day** was earlier this month, so it is worth reflecting on the achievements of the many women who have positively contributed, and continue to our daily lives, often in hidden but surprising ways.

Another perspective on brilliant female mathematicians and "computers" is the film **Hidden Figures**, set in NASA in the 1960s. A true story of female pioneers who also had another set of demons to fight – it is well worth a watch. Mr Hirst

Alumni

Interview with Lucy Henry by Mr Chapman

Photograph courtesy of Ian Burt Photography

Lucy left Smithdon High School in the summer of 2019 after five successful years at Smithdon High School where she achieved five GCSEs at Grade 9, three at Grade 8 and two at Grade 7. I was delighted to have the opportunity to interview Lucy, who is currently studying for her A levels at Springwood High School Sixth Form. She has recently received an offer to study Biology at Oxford University.

What are your memories of Smithdon High School?

I thoroughly enjoyed my five years at Smithdon High School. The school is a friendly community, with teaching staff who care about the students they work with. They were always more than happy to help by answering questions and providing extra resources. Trips were available: I remember Science, History and Geography trips and an end-of-Year 11 trip to Alton Towers.

What are you studying at Springwood High School Sixth Form?

A levels in Maths, Biology and Chemistry which support each other well. When studying A levels, it is important that you carry out ongoing revision and ensure that you work independently to review the subject taught to you each week. Recently we have been taught online, which went well.

Congratulations on your well-deserved success in gaining an offer from Oxford University. What was the process of application like?

The Sixth Form University Support Programme ensured that I knew how to apply. My tutors worked with me so that I had an excellent personal statement as part of my UCAS application. It is important that you draft and re-draft your statement several times. I was interviewed online for a place on the Biology degree course at Keeble College at Oxford University. I have visited Oxford and looking forward to the start of the course. Sometimes Oxbridge candidates (applicants to Oxford and Cambridge Universities) must do an entrance exam; this was not the case with this course. I have received an offer based on my A levels which is A*AA. In terms of a future career, I am keeping my options open, but I think that I might consider research into different diseases.

What advice would you give to students at Smithdon High School?

Take all the opportunities available to you. Make sure you develop good working relationships with the staff who teach you. Try your absolute best and never give up. If you are in Year 10 it is never too early to start revising. Try different revision methods to find one that suits you. I created flash cards for topics and used the excellent video-based GCSEPod resource to revise and it worked.

Thank you for taking the time to speak to me, on behalf of Smithdon High School, I would like to wish you every success with both your A levels and your future career.



Are you a former student of Smithdon High School?

Mr Chapman and Ms Bazeley-Smith would love to hear from you through our Alumni page on the school website

<https://www.smithdon.norfolk.sch.uk/alumni>





La Journée Mondiale du Livre

It was World Book Day on March 4, so the Modern Foreign Languages department joined in with '**Où est Charlie?**'



In our French lessons, classes had to work out who the character was from a description: plenty of people were able to guess it was Wally, but of course in France this famous character is known as **Charlie!**

Then, they had to find Charlie in a number of typical pictures – but they didn't just have to find him, they had to describe where he was and what he was doing too.



Picture description is an important skill in MFL and these ones had an added element of fun – **c'était très amusant!** One Charlie in the school went to his next lesson announcing, "They've found me!"

Bravo! to everyone who found him in all four pictures and were able to describe everything correctly.

Well done to the following students who represented Smithdon High School in the WNAT Virtual MFL Quizzes this term.

YEAR 7 – Isabel, Angel and Charlotte.

YEAR 8 – Adele, Lily, Sophie, James.

YEAR 9 (French) – Chloe.

YEAR 9 (German) – Chloe, Gracie.



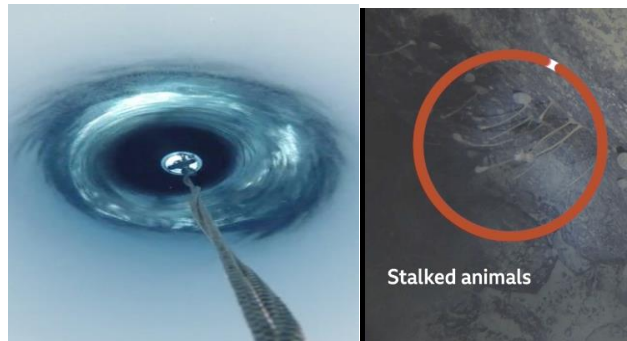
MARCH 2021

SCIENCE IN THE NEWS

DURING BRITISH SCIENCE WEEK THERE HAVE BEEN LOTS OF FASCINATING SCIENCE NEWS STORIES, HERE ARE JUST A FEW...



CAPTION: Tracks in the Mars Dust (Image: NASA)



CAPTION: Researchers drilled 900m down through the ice expecting to find mud but found life instead. (Images: BBC/British Antarctic Survey)

MARS ROVER TAKES ITS FIRST DRIVE

The US space agency's Perseverance rover has wiggled its wheels and undertaken its first Martian drive.

It didn't move far - just 6.5m (21ft) in total. But Nasa's deputy project scientist Katie Stack Morgan said it was a significant moment.

"While the rover is still doing a lot of engineering checkouts, the minute the rover begins to move we can consider ourselves explorers on the surface of Mars," she told BBC News.



CAPTION: A tanker appears to hover high above the surface of the sea off the Cornish coast. Photograph: David Morris/Apex

Life under Antarctic ice 'shouldn't be there'

Researchers were amazed to discover small creatures living in the dark, freezing water.

Researchers at the Antarctic Research Centre lowered a camera down a deep hole they had drilled through 900m of the Antarctic ice shelf, hoping to collect mud samples from the seabed.

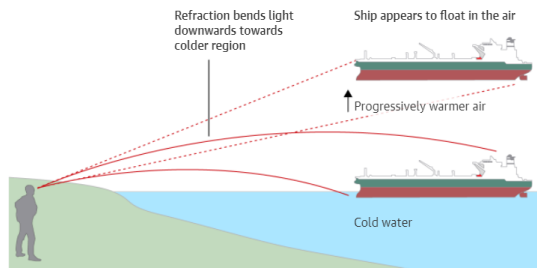
They lowered the camera through the ice, and a further 500m through sea, only to hit a rock instead of the mud they were looking for. But the video footage revealed that the rock was home to a community of small animals far from the open sea – stalked animals and sponges. This is very unusual, as this habitat is a place that shouldn't be able to sustain a community of filter – feeding animals. As it's 260km

producing food for these animals; any food is washed in by currents. Marine biologists hope to collect samples from the rock, although this may prove tricky! They are currently exploring suitable methods, whether using small underwater robots or shrinking equipment to fit down the narrow boreholes.



Walker 'stunned' to see ship hovering high above the sea off Cornwall

Warm air over cold water can produce a 'superior' mirage



Guardian graphic. Source: HyperPhysics, Georgia State University. Note: vertical scale exaggerated

THE CHANGES IN AIR TEMPERATURE CAUSES REFRACTION OF LIGHT

The effect is an example of an optical illusion known as a superior mirage. Such illusions are reasonably common in the Arctic but can also happen in UK winters when the atmospheric conditions are right, though they are very rare.

The illusion is caused by a meteorological phenomenon called a temperature inversion. Normally, the air temperature drops with increasing altitude, making mountaintops colder than the foothills. But in a temperature inversion, warm air sits on top of a band of colder air, playing havoc with our visual perception. The inversion in Cornwall was caused by chilly air lying over the relatively cold sea with warmer air above.

Because cold air is denser than warm air, it has a higher refractive index. In the case of the "hovering ship", this means light rays coming from the ship are bent downwards as it passes through the colder air, to observers on the shoreline. This makes the ship appear in a higher position than it really is – in this instance, above the sea surface.

"Superior mirages occur because of the weather condition known as a temperature inversion, where cold air lies close to the sea with warmer air above it," said David Braine, a BBC meteorologist. "Since cold air is denser than warm air, it bends light towards the eyes of someone standing on the ground or on the coast, changing how a distant object appears."

More familiar optical illusions are the "inferior mirages" that give rise to apparent oases in the desert and puddles on hot summer roads. These mirages happen when cooler air sits on a layer of hot air, directly above a road, for example. When sunlight coming down from the sky approaches the air near the hot surface, it is bent back upwards to the observer's eye, making the sky appear to be reflected on the road.

ECOLOGY

THE SEA INTRUDER CAUSING HAVOC IN TASMANIA

Locals hope removing an invasive non-native starfish can help save an iconic Australian species.



The Northern Pacific Seastar is not native to the Tasmanian waters; it arrived in the 1980s stuck to the bottom of Japanese boats.

As it can regrow from small parts of itself, it is very difficult to get rid of, it even eats itself when it runs out of food.

The sea star outcompetes all other invertebrates in the spaces it likes. It reproduces incredibly quickly, with one individual releasing 20million eggs. There is no natural predator to reduce the numbers, making it impossible to eradicate. Previous attempts to remove it from the River Derwent have failed. Scientists are now asking for volunteer divers to assist in the removal effort, where the Seastars will be physically removed and then disposed of into compost.

The removal effort is focused on an area of the river populated by the Spotted Hand fish - a critically endangered "walking fish" only found in the River Derwent. The Seastar eats plants used by the Handfish to lay eggs.



March was a busy month for us in Science as we celebrated

British Science Week.

(5th March -14th March)

Science Department News

Congratulations and well done to everyone who took part in our British Science Week Competitions. It was fantastic to see all your kitchen lab experiments and the persuasive essays championing your favourite British invention.



Amazing Prizes Won!

The theme for British Science week this year was British Innovation – So we asked pupils to write about the British invention they felt had had the biggest impact on our lives.

Huge Congratulations to the winners of our Science essay writing competition – Chloe, Harvey and Oliver.

Extract from winning essay: - Charles Babbage's Difference Engine by Chloe.

"Not many things would have been able to advance at the rate they have without a computer for example medicines and vaccines. This is because most new medicines are designed on a computer and countries work together on these with their communications through a computer. More recently, computers have been the source of all interactions from education to texting a friend. Without Babbage's invention would we have had all of this now?"

No one can say how advanced technology will be in the future as it is advancing all of the time! From a modern day car radio to your smart phone, at the foundation of all this is the computer. Also, occupations are in demand that are associated with the computer. This is because not only is it efficient but it is also the new era. After all, many things that were done on paper you can now do on a computer. Does this mean we could save the planet through the use of a computer?"

Congratulations to our runners up - Ella, Evie, Saskia and Amy.

To celebrate British Innovation, we compiled;

Smithdons' Science Department's Favourite British Inventions;

1. Vaccines
2. Friction match
3. Thermos flask
4. Hovercraft
5. Wind up radio
6. Power loom
7. Electric clock
8. Chocolate bar
9. Telescope
10. Carbonated water

Which is your favourite British Invention?

Mars Perseverance Update

We're still watching the Mars Perseverance Rover as it explores the Red Planet.

NASA's Mars Perseverance rover acquired the image on the left using its Left Mastcam-Z camera. Mastcam-Z is a pair of cameras located high on the rover's mast.

The rover is collecting rock samples which will be collected and brought back to Earth in the massive Earth Return Orbiter, which is as large as an aeroplane. This rocket will rendezvous with and capture the cache of rock samples orbiting the planet and then return to Earth, hopefully in 2031.



Health and Social Care Corner



Interviewing a Professional in a Health Care Setting...



Caitlin, Abi and Chloe (Year 10 students) interviewed Emma and Adrian, who work at the Queen Elizabeth Hospital. Emma and Adrian told us about their careers:

Adrian Debney – Lead for Professional Development said:

From commencing my nurse training in 1987, I have enjoyed a varied and exciting career – beginning as a staff nurse in acute medicine, to specialising in end-of-life care, stroke, isolation, gastroenterology and rehabilitation. I also spent ten years as a ward manager for various services and was a clinical project manager, before specialising in clinical education.

Part of my role is to deliver clinical skills, leadership and development programmes for our new and established staff. However, I also use my role to promote the hospital as a wonderful career opportunity for people in our community. Working with our patient experience manager, I talk with young people at schools, such as Smithdon, to encourage them to think about developing their future and fulfilling their potential as part of our amazing hospital family.

The beauty of the NHS is that ordinary people can do extraordinary things, so it is wonderful to be able to talk with the students and to encourage them to think about making a difference as part of our Trust.

Emma Harrison - Patient Experience and Public Involvement Lead for The Queen Elizabeth Hospital King's Lynn said:

I have been working with Smithdon High School for a few years to develop our relationship as a provider of care and also a potential future employer. The hospital has been supported by Smithdon students to voice feedback from our younger patients, which was played out over Hospital Radio. This led to an invitation for a number of students to visit the hospital and to tell us what they would like to see improved at the hospital to support our younger patients, such as themselves, in relation to their whole experience. I have also been lucky enough to speak to the students on the Health and Social Care Course about communication and how this can be impaired or improved in a healthcare setting.

Caitlin wrote some notes about the interview:

We had the chance to interview a professional at a hospital on an online call due to Covid19, I got to ask them a couple of questions. I took part on an online call because I would like to work in a hospital when I am older and I thought it would be a good experience for me.

Do the hospitals get many patients that don't speak that much English or struggle to speak English if they do not have an interpreter?

Yes, they do get some people and they sometimes do have interpreters at appointments but sometimes the nurses around the different wards speak other languages so they sometimes help out as an interpreter. If an interpreter is at an appointment and they have to give bad news, they have to be supported by the nurses and doctors to help comfort the person/patient. They do not allow partners to translate for their partner because they could be lying about what happened for example bruises and a broken arm, this is called domestic violence.

Do they still have an interpreter during the current situation (Covid19)?

Yes, they do still allow interpreters but mainly online. But as I said in the previous question most nurses and doctors speak more than one language so they can easily translate what they are saying. They could also do this online tactic if someone was rushed into A&E and does not speak much English or does not know much English the interpreter could do online to save the interpreter travelling to the hospital, since it could be life threatening situation.





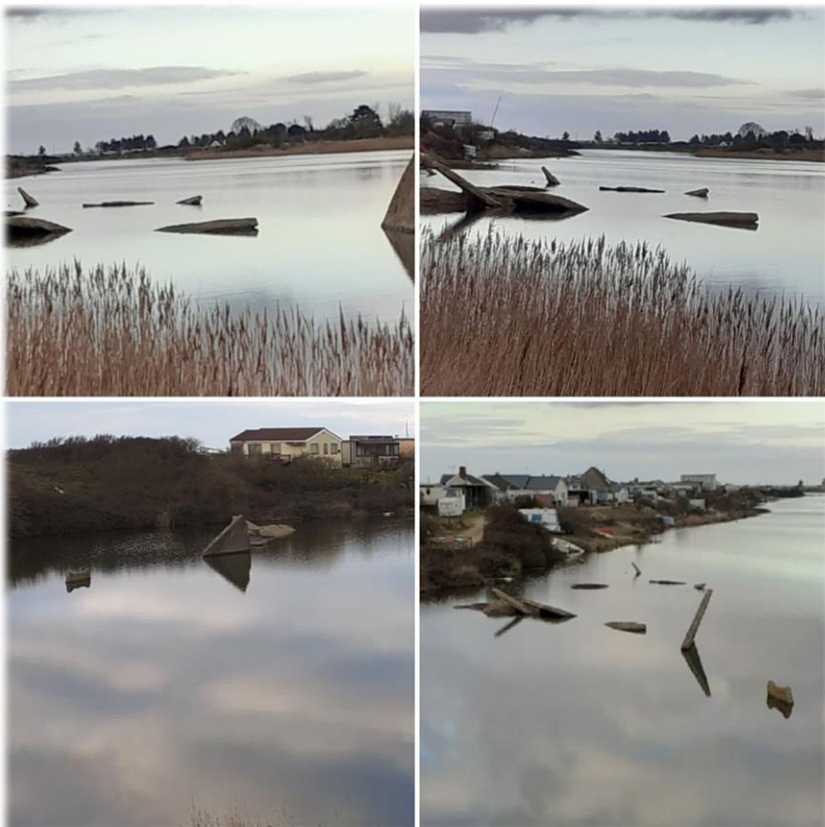
Competition Results

Report by Mr Duncan and Mr Haymes

(Competition Judges)

A massive thank you to everyone who took part in our competition! Students were asked to photograph an interesting geographical feature on their daily lockdown walk and explain why it was an interesting feature. We were amazed by the large number of entries. We hope that it has shown students that Geography is all around us and plays an important role in everyday life.

Congratulations to everyone who submitted an entry. However, there can only be one winner (per year group). So, drum roll please.... The winners are...



Year 7: Ella - We particularly liked how you showed the power of nature in your photo and had clearly researched the impacts this had.

Year 8: Adele - Great photo of a very current issue. You explained what was happening and the impact it has on us as humans.



Year 9: Chloe - Wow! A stunning photo, you discuss the physical processes that are present well. You clearly show your understanding of this environment.



Year 10: Arnold - Again a very current issue, you have demonstrated your understanding from your lessons to explain what is happening.



Year 11: Jack - Amazing photo, with an excellent understanding of the environment.

The most impressive thing about our winners is that their understanding did not come from a Google search but their own knowledge, showing a fantastic positive attitude to learning.

Congratulations to our winners, and to everyone who entered!



World Book Day

by Ms Wright, Head of English



World Book Day fell on Thursday, 4th March 2021: a few days before our much anticipated return to school. Marking this occasion remotely was a first, but we did it in style. Maybe you've heard of the phrase 'Go big or go home'. Well, since most of us were already home, we felt like our only option was to go big.

In the week leading up to World Book Day, we introduced the Reading Den competition. We challenged students to create a book themed reading den and submit a picture of themselves reading there - certainly a perk of learning at home! Students from Years 7, 8 and 9 entered the competition, showing off their creativity and love of literature. This competition proved that our students are imaginative and resourceful. We saw dens built with traditional items such as furniture and blankets but we also saw dens fabricated with cardboard boxes and ornamented with plants. We couldn't choose just one winner, much like we can't choose just one favourite book. Have a look at some of the entries we've received.



Macey's cute dog enjoying the fabulous reading den.



Isabelle reading Charlie and the Chocolate Factory.



Mackenzie reading The Graveyard Book...next to a gravestone!



Emmies' den was inspired by The Christmasaurus by Tom Fletcher – very creative!



Perhaps the most entertaining aspect of World Book Day was the Smithdon Masked Reader Quiz. Eight teachers donned masks and read from well-known books. Students guessed the teacher, book and author. Mrs Gibbins' mask proved to be the best at obscuring her identity as only a handful of students guessed her identity correctly whilst Ms Bazeley-Smith's choice of text was the most difficult for students to guess. Here are some of our Masked Readers, revealed:



Mr Ward read from
The Gruffalo by Julia
Donaldson.



Mrs Robinson read from
The Lion, the Witch and
the Wardrobe by C.S.
Lewis.



Mrs Gibbins read from
The Witches by Roald
Dahl.



Ms Bazeley-Smith read
from The Borrowers by
Mary Norton.

Thank you to all our Masked Readers and students who made this a memorable event!

Did you see him? He was wearing a knowing smile, a red and white striped top and hat and round, thick rimmed glasses. Who am I talking about? Wally! (Here's some trivia - he's also known as 'Waldo' in North America and 'Charlie' in France.) Teachers across all departments hid a Wally in their lessons on World Book Day to encourage conversations about reading.

The fun didn't end on World Book Day: oh no, the celebration continued. Teachers from across the Trust entered the 'Where's Wally Fun Run' to raise money for the National Literacy Trust. Donning the Wally cap, glasses and t-shirt, we covered a number of kilometres in style to help support the literacy of disadvantaged children.



Smithdon Library

With the onset of Remote Learning in January, and only a limited amount of students attending school, we took the opportunity to give the school library a makeover. This included a computer suite which was integrated into the space, which can accommodate a whole class. The rest of the library is also being transformed, with walls being painted and some new lighting being installed in the coming weeks. The vision for the library is to be a multi-purpose space with a private study area, as well as a class study area, whilst still retaining its main purpose of being a fantastic place to choose books and have library lessons. New fiction books have been placed onto the shelves and we look forward to hearing the students' suggestions for new books in the coming months.



The Library computer suite has been upgraded with brand new screens and keyboards.

The Carnegie Medal Awards 2021 are fast approaching, and this year there are some fantastic books that have been nominated for a prize. We have the whole Longlist in the library on display, with some free book marks from Amnesty International. The shortlist has been revealed and we are looking forward to the students reading the books and perhaps guessing who will be this year's winner!

"if, by reading. we are enabled to step, for one moment, into another person's shoes, to get right under their skin, then that is already a great achievement."

- Archbishop Desmond Tutu.



We will be resuming library lessons after the Easter break, we will begin with the Accelerated Reader STAR tests which will give the students their new ZPD range so that they can appropriately choose the right books for them: enjoyable yet challenging books that will hopefully improve their reading skills and build their confidence in reading and literacy.

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Five Feet Apart

By Rachael Lippincott



Five Feet Apart is a fictional novel that was first published in 2018. It follows a hospital stay from two characters' perspectives (Stella Grant and Will Newman) who both like to be in control of their lives. However, with having cystic fibrosis this can be hard: long hospital stays, deteriorating lungs and having a 6 feet radius from anyone like them, are just a few things out of control!

With Stella being near the top of the transplant list, the least she can do to jeopardize receiving the transplant is staying six feet apart from all other CF patients! With doing this she makes room for one exception – Will.

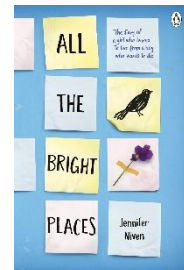
Will is exactly who Stella needs to stay away from! If Will even breathes on Stella she could die! Is staying six feet apart a punishment they wish to rebel?

I really enjoyed this book as there were many events that kept you on the edge of your seat! I would recommend this book to anyone who likes romance novels. *Five Feet Apart* has a powerful moral that you should live your life to the fullest, as you don't know what's going to happen tomorrow!

Chloe – Year 9

All the Bright Places

By Jennifer Niven



All the Bright Places is a book showing that even the brightest of things can be found in the darkest of times.

Theodore Finch is in the worst place you could ever think of, mentally. He is struggling to find the colour in a world which is so monochrome.

Violet Markey is still recovering from a car crash which happened a year ago, which caused her sister to die. With both hurting in different ways, they form an unlikely bond, and Finch helps Violet to get better, whilst he progressively gets worse, even after she showed him the colour in the world. I hope you enjoy this book as much as I did. It can be very hard-hitting but it is so important to realise that not everyone sees things in the way that you see them.

Gracie – Year 9

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February half-term afforded me with the opportunity to catch up with some reading. Now, some people of my advanced age might say that reading YA fiction is a guilty pleasure, but I do not feel guilty at all about burying my nose into stories designed for the youth.

I started with 'To All the Boys I've Loved Before' by Jenny Han. I'll admit that based on the title, this is not a first choice library loan. But I read the blurb and thought it might hold my interest. It did - I indulged in the trilogy.

The series focuses on Lara-Jean Covey (rhymes with love), a sixteen-year-old with an old soul. At sixteen, she's been in love five times - and for each of these loves, she penned an eloquent break up letter. The interesting thing about these letters is that she never intended for them to be read. Her little sister posts them to the recipients and this leads to an adorable (and PG) romance with high school heart throb, Peter Kavinsky.

After finishing each book, I watched the corresponding film on Netflix. I'm not saying this because I'm an English teacher, but the books are better than the films. Sure, watch the films - but be sure to read the books first.

Since I enjoyed the work of Jenny Han so much, I also read the trilogy beginning with 'The Summer I Turned Pretty.' It features Isabel 'Belly' Conklin and her relationships with Conrad and Jeremy - twin brothers she loves for different reasons. The series also focuses on fall outs with friends and families. The trilogy left me longing for summer: a hot beach, cool sea, cold drink and thick book in my hands!

The 'To All the Boys I've Loved Before' trilogy is available in our library as is 'Again, Again' by e. lockhart (like e.e. cummings, this writer is opposed to capital letters - you have to know the rules to break the rules). Adelaide, the protagonist, is sixteen and she attends the boarding school where her father works. Having recently suffered a broken heart, Adelaide must piece herself back together whilst improving her academic efforts. When the font changes, is Adelaide playing out scenarios in her head, or is this scenario occurring in an alternate universe? I enjoyed this novel not just for the allure of a brand new book but because it includes real life issues: addiction, broken relationships (and hearts) and anxiety.

Ms Wright – Head of English



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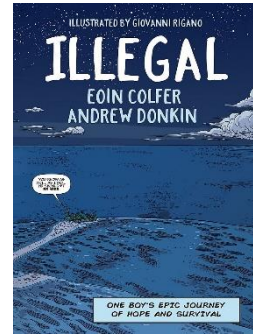
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Illegal

By Eoin Colfer and Andrew Donkin



Illegal is about an immigrant, Ebo, from Nigeria travelling across the country. It is a graphic novel, which are my favourite types of books, I really liked the art style in this book.

It was an interesting book, unlike any I had ever read before. It was exciting reading about the protagonists walking through the desert and then surviving the Mediterranean Sea.

My favourite character was Razak. The main characters met him in Agadez. He was my favourite character because he was interesting, he was vague about himself which made him mysterious.

The characters felt real and it was intriguing to learn that it was actually based on a true story

It was cool to find out what happens next, I don't try to guess what happens next, I just read it to find out and don't try to guess.

When all odds were against Ebo he found his brother in such a big city!

It didn't make me sad or unhappy but it was gut wrenching and it kept me wanting to turn the page. It didn't make me cry or laugh I just thought it was interesting.

I didn't like the part of the story when Razak died, it wasn't a cliff-hanger or that I didn't care about the main character or too scary, it was just balanced.

So did I like it? Yes!

Was it good? Yes!!

My overall thoughts about the book was that it made me sick to think this stuff is actually going on, but it was a cool to read and I think I would recommend it to everybody.

Zeb – Year 8

Podcasts...

Radiolab: Scientific concepts are broken down to make them accessible. With outer space mysteries and the reasons behind why the 2-meter distance stops the spread of germs, there are plenty of bizarre and interesting facts to keep the least scientific brain intrigued!
wnycstudios.org/podcasts/radiolab/podcasts

Sci Fri: a great podcast for science lovers. It focuses on current events and the scientific concepts that are in the news.
wnycstudios.org/podcasts/science-friday/segments

The Moth: a great listen for anyone that is interested in pursuing careers in writing or storytelling.
themoth.org/podcast

The breakfast club: tackling pop culture and political madness especially blow us relating to race and diversity. Good stuff for teens and parents determined to stay 'woke' and keep learning.
iheart.com/podcast/the-breakfast-club-24992238/

The *Norfolk County Council Library and Information Service* has a great app on which you can download eBooks for free!

To join the library, just visit Norfolk.gov.uk and follow the links. An adult does have to sign up the under 18s.

The Spydus app then gives you access to library services and you are then able to manage your membership online, anytime.

WEBSITES FOR BOOKS AND READING:

WWW.LITERACYTRUST.ORG.UK

WWW.WORLDBOOKDAY.COM

WWW.GOODREADS.COM/SHELF/SHOW/FREE-ONLINE

WWW.BOOKTRUST.ORG.UK

WWW.READFORGOOD.ORG

Pen of the Week

"The Immortal Instrument"



Celebrating Year 11

By Ms Wright, Head of English

Every week or so, English teachers nominate a Year 11 student who is deserving of 'Pen of the Week'. The competition is fierce, with students in each English class vying for the coveted prize. Writing is carefully crafted and students pore over their work, eager to submit a piece that will 'wow' the judges!

Shortly before Christmas, 'Pen of the Week' rebranded itself to the 'Immortal Instrument', proving once more that words are powerful. Those who wield the Immortal Instrument understand the immense influence of ink: words are permanent and poignant.

Oh, and just to be clear - there is no sharing of pens, Covid or not!

This half-term's deserving winners were:

Mrs France	Ms Cowles	Miss McKay	Ms Wright	Mrs Carlton
Tibby Blake Eleanor	Erin Adam Jess	Ethan Maddy Noah	Poppie-May Fred Brennan	Ross Sam



History Department

Easter Challenge - Be a Good Egg!



This year the humanities department would like you to decorate an egg to show us who you think is the most important person or the most interesting person in History!

Your egg will need to be self-supporting (stands up itself); include an explanation of who they are and why you think they're interesting/important. Even better, if they come with props to show who they are! **(Your egg should be on a base no bigger than 15cms by 15cms)**

We are looking for the good eggs from history-so no dictators or people that have been accused of crimes!!

The competition will be judged on the following criteria:

- Decoration
- Explanation of importance and why you selected them (150 words max)
- Individuality – have you made an egg which shows good research and is someone who isn't well known?

<https://www.wikihow.com/Blow-Out-Eggs> - go to this weblink for help with how to blow out eggs.

Bring your creations into the History department on the first day after the Easter Holidays!

There will be a prize for the winner!



United Kingdom Mathematics Trust (UKMT)
Intermediate Mathematical Challenge (IMC) Online



Every year, Smithdon students from across both Key Stages are selected to enter the UKMT (United Kingdom Mathematics Trust) Maths Challenges.

At the beginning of February this year, fourteen of our students (five students from Year 10 and nine students from Year 9) were selected to participate (online) in this year's UKMT Intermediate Mathematical Challenge.

"The Intermediate Mathematical Challenge is a 60-minute, multiple choice competition aimed at students across the UK.

It encourages mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems.

The problems are designed to make students think. Most are accessible, yet still challenge those with experience". (UKMT)

The thresholds for certificates this year were:

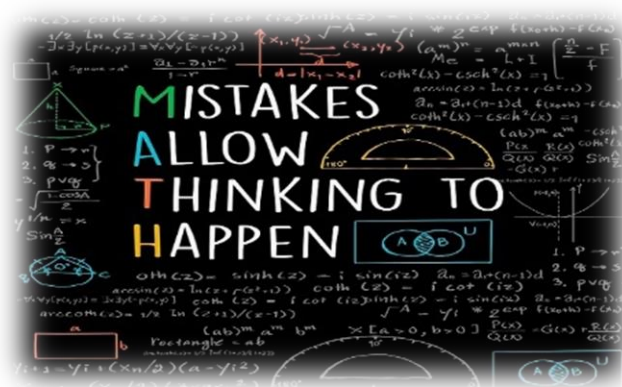
86+ - Gold

68+ - Silver

55+ - Bronze

I am pleased to announce that we achieved four Bronze awards and one Silver award. Many congratulations to:

- Callum B, Chloe M, Jake R and Amelia G for each receiving a Bronze award
- Callum B for achieving the Best in Year 9 award
- Daniel C for achieving a Silver award, as well as for the awards of Best in Year 10 and the Best in School.



*A huge well done to all of those that took part and congratulations to those that received a certificate.
We're very proud of you all!*



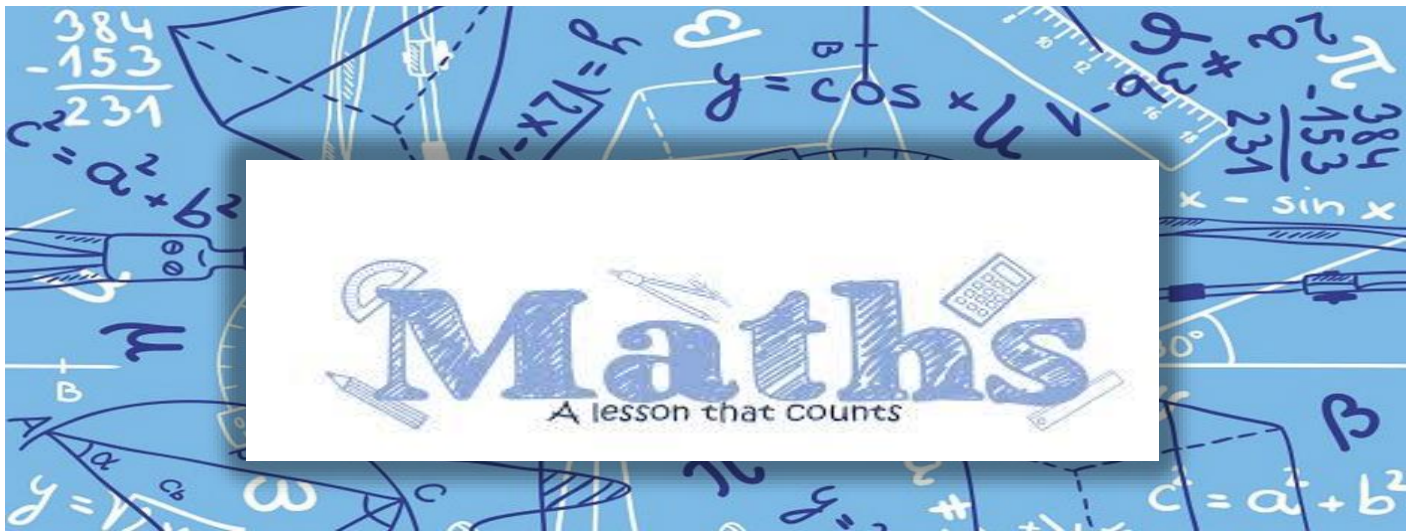
To find out a bit more what the maths challenge offers our students, please read the following article written by Chloe, one of our Year 9 students who took part in this year's challenge:

"Maths was always a subject I doubted myself in, especially with arithmetic and fractions. It wasn't until I moved up to Smithdon High School that I realised I could do maths, it was just time and practice that I needed. Since Year 7, I have grown more confident in all areas of maths (that we have covered so far) and to do this I have had to push myself outside of my comfort-zone – attempting the more challenging questions!

Recently, I was given the opportunity to represent Smithdon in the UK Intermediate Mathematical Challenge and by far I have found this to be the hardest challenge yet – but it still wasn't an impossible one. We were given 60 minutes to answer 25 multiple choice questions based on problem-solving – the questions were designed to get progressively harder as the paper went on and you lost points as a penalty if you got answers wrong. As we were forbidden to use a calculator, squared paper, or any type of measuring instruments, this showed me just some of the things we can do with just our minds, a pen and a blank piece of paper. I am looking forward to receiving the solutions in order to help develop my skills even further.

I always knew there was more to maths than putting numbers and symbols into a calculator. I am curious to where exactly maths can take me, and I am now considering mathematics as a future career path!"

Chloe M – Year 9



Did you test your knowledge on 'A little bit of maths every day'?

Here are the answers to the equations – how many did you get right?

JANUARY... A LITTLE BIT OF MATHS EVERY DAY						JustMaths
What is $4,713 - 824$? 3889	Calculate $\frac{63}{100} - \frac{57}{100} + \frac{6}{100}$	What is ? $\frac{4}{7} \div \frac{1}{7}$	What is 35% of 250? 87.5	What's the missing number? $2593 - 500 = 2,093$	At the start of December, Santa had 54 670 184 toys. During December, 67 816 more toy cars were made and Santa delivered 54 727 011 toys to children. How many toys does he have left? 11, 781	
Work out 0.3×0.8 0.24	Mel says that a cuboid has the same number of vertices as faces. Is Mel correct? Yes Vertices = 8 Faces = 6	Put these numbers in size order (smallest first) $1.00 \quad 1.6 \quad 0.6 \quad 0.0078$ 0.0078, 0.6, 1.6, 1.00	Calculate $581 + 7$ 588	Round 82 766 to the nearest 10 82,770	Simplify $\frac{18}{45} \times \frac{5}{15} \times \frac{2}{5}$	
Work out 167×4 668	What is $12 + 0.25$? 12.25	Tazmin planted some seeds. For every 5 seeds Tazmin planted, only 4 seeds grew. Altogether, 24 seeds grew. How many seeds did Tazmin plant? 30	What is $0.04 + 100$? 100.04	Rob buys a pack of 12 stickers for £10.28. Mike buys 12 single stickers for 99p each. How much more does Mike pay than Rob? £1.60		
Calculate 30×40 1200	Calculate $25 + (36 \div 6)$ 31	What number is 10 times greater than 804? 8040	What is 15% of 500? 75	Round 98 743 to the nearest 1000 99,000	What is? $\frac{3}{7}$ of 35 15	What is 28.76×1000 ? 28760
How many cm in 3.35 metres? 335cm	Write 17% as a fraction $\frac{17}{100}$	Calculate $120\,000 \div 100$ 1200	REMEMBER: The best way to revise maths is to "do Maths"!			

CAN ANYONE SPOT THE INCORRECT ANSWER??

JANUARY... A LITTLE BIT OF MATHS EVERY DAY

JustMaths

Calculate $3\frac{3}{7} - \frac{3}{5}$ $2\frac{24}{35}$	Factorise: $4xy^2 + 2x^2y + 8xy$ $2xy(2y + x + 4)$	Solve $\frac{2x + 6}{4} = 5$ $x = 7$	Solve $3x + 5 > x + 17$ $x > 6$	Work out 125% of £420 £525	A garage has 50 cars for sale. 16 of the cars have air conditioning and ABS brakes. 32 of the cars have air conditioning. 18 of the cars have ABS brakes. Work out how many of the cars do not have air conditioning or ABS brakes. 16
Write down the ratio 400grams:1.2kilograms in its simplest form $\frac{10}{3}$	The density of zinc is 7 g/cm ³ . Calculate the mass of a cube of zinc with side length 0.5m. 1750kg	The price of a washing machine is reduced by 17.5% if the reduced price is £204 what was the original price? £240	Calculate $1\frac{2}{7} + 0.25$ $1\frac{15}{28}$	What is the area of a circle with a diameter of 15 cm? $A = 176.71 \text{ cm}^2$	The product of three numbers is 312. Two of the numbers are 3 and 13. What is the third number? 8
The length, L, cm, of a line is measured as 10 cm correct to the nearest centimetre. What is the error interval? $9.5 \leq L < 10.5$	Write 94 as a product of its prime factors. 2×47	Expand $3x(2x - x)$ $3x^2$	What information must be given to describe a notation? angle, direction and centre of rotation	What is the value of y when $x = -3$ in $y = x^2 + x - 4$? -2	Christian saves 10p and 20p coins. He has three times as many 10p coins as 20p coins. He has a total of £17. How many 10p coins does he have? 102
Maden and Vince share some money in the ratio 2:5. What fraction of the total does Vince have? $\frac{5}{7}$	Write 164×10^5 in standard form 1.64×10^8	Make t the subject of: $s = 1 - 2t$ $t = \frac{1-s}{2}$	List the prime numbers between 30 and 50 31, 37, 41, 43, 47	What is the sum of 4th prime number and the 5th cube number? 132	A circle has a radius of 8 cm, what is its circumference? $C = 16\pi \text{ cm}$
The area of a rectangle is 100cm ² . The length of the rectangle is 4 times its width. Work out the width of the rectangle. width 5cm	2 4 2 8 15 6 Mel says the range is 4. Is Mel correct? No, it is 8 - 1 = 7	REMEMBER: The best way to revise maths is to "do Maths"!			

Nice Work Great Job Well Done

Have a go at this month's Maths Challenge!

The answers will be in the next edition.

MARCH ... A LITTLE BIT OF MATHS EVERY DAY



JustMaths

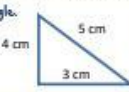
1 What is the value of the 6 in the number 1063?	2 Five "things" weigh a total of 4 kilograms. Four of the "things" weight 600 grams each. What is the weight of the other "thing"?	3 Write in its simplest form $\frac{28}{70}$	4 What is ? $\frac{2}{7} \div 2$	5 What is 40% of 20?	6 Whats the missing number? _____ - 520 = 3,546
7 Calculate 21.8×1000	8 Work out 25×15	9 What is exactly halfway between 0.1 and 0.6?	10 A piece of wire is 260 cm long. Julia cuts two 55 cm lengths off the wire. She then cuts the rest of the wire into as many 60 cm lengths as possible. Work out how many 60 cm lengths of wire Julia cuts.	11 Calculate $96 \times 1\frac{1}{2}$	12 Work out $0.25 + 0.4$
13 Write 0.27 as a percentage.	14 What is the lowest common multiple of 8 and 15?	15 Round 7.67 to one decimal place	16 Calculate $10 + 7 \times 2$	17 Hannah has twice as many cousins as Dawn. Dawn has twice as many cousins as Emma. Emma has 4 cousins. How many cousins does Hannah have?	18 How many minutes in one and a quarter hours?
19 Write the first 6 prime numbers.	20 Write down two numbers that are odd, a factor of 36 and a multiple of 3.	21 What is $0.165 + 100?$	22 Calculate 17×5	23 Write down an example to show that the following is not correct: The factors of an even number are always even.	
25 List all the factors of 24	26 How many minutes between 15:25 and 17:10?	27 Write 8675 to the nearest 1000	REMEMBER: The best way to revise maths is to "do Maths"!		

Number Skills

www.justmaths.co.uk

MARCH ... A LITTLE BIT OF MATHS EVERY DAY

JustMaths

1 Convert the below fraction to a % $\frac{3}{8}$	2 The hypotenuse of a right-angled triangle is 13 cm long. One of the other sides is 5 cm. How long is the third side?	3 I have 6 red pens, 4 blue pens and 3 green pens. What fraction of the pens are green?	4 What is the value of: $(-3)^2$	5 Without a calculator work out $£2.37 \times 12$	6 Without a calculator $\frac{3}{5} \times 420$	7 Whats the smallest even number that can be used with the following digits? 5 4 8 3
8 How many numbers less than 100 can you list that are "one less than a square number"?	9 Simplify $2x^2 + 2x^2$ $m \times m \times m + p + p$	10 Estimate $\frac{8.6 \times \sqrt{64.99}}{4.34 \times 4.1}$	11 True or False? 22 is a factor of 11	12 The dimensions of a fish tank are 50 cm by 32 cm by 20 cm. The tank is three quarters full with water. How much water is in the tank?	13 A sequence of numbers is given as 2 7 12 17 22 Find the nth term of the sequence. Explain how you know 876 is not in the sequence.	14
15 Write ffff in standard form	16 Write £16 : 80p : £2.40 in its simplest form	17 How many faces does a square based pyramid have?	18 Calculate: $\frac{3}{4} \div \frac{4}{5}$	19 Calculate the area of the triangle. 	20 A sequence of numbers is given as 2 7 12 17 22 Find the nth term of the sequence. Explain how you know 876 is not in the sequence.	21
22 Write down the value of 32°?	23 Solve $5x - 2 > 6 + 3x$	24 Calculate: $1\frac{3}{8} \times 2\frac{2}{5}$	25 What is the value of n? $5^x \times 5^4 = 5^8$	26 Al, Bob and Cuth share some money in the ratio 1:3:5. If Bob received £75 how much did they share?	27 $\frac{3}{5}$ of a number is 45. What is $\frac{1}{3}$ of the number?	28
29 A circle with a diameter of 10cm is split into quarters. Calculate the area of one quarter?	30 Write 32×10^6 in standard form	31 What number is halfway between -4 and 11?	REMEMBER: The best way to revise maths is to "do Maths"!			

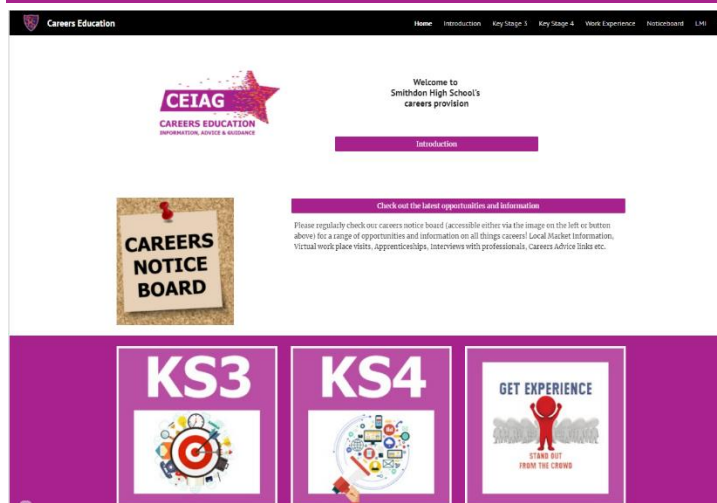
Crossword (H and F)

www.justmaths.co.uk



- Questions about careers?
- Undecided on plans for your future?
- Wanting more information on which subjects are best to study for roles in different industries?
- Want ways to investigate further using your Unifrog account?

Check out our updated careers website
sites.google.com/smithdonhigh.org.uk/careers/home



Check out our careers website either through the school website at

www.smithdonhigh.org.uk

or directly sites.google.com/smithdonhigh.org.uk/careers/home

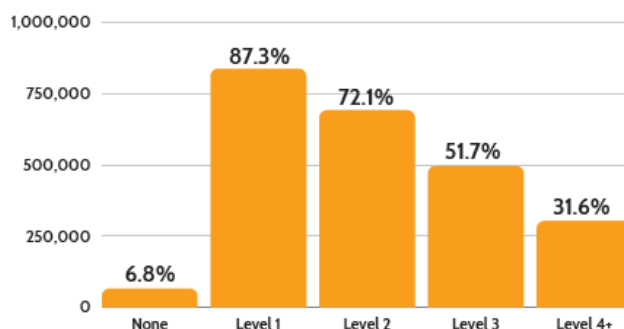
Now with a live careers notice board giving opportunities and information on a range of all things careers and higher education!

Growth Sectors

- Construction & Manufacturing
- Energy
- Digital, Creative & IT
- Wholesale and Retail
- Health and Social Care

Qualification levels

690,600 people have at least a level 2 qualification such as GCSEs or an NVQ.



LMI obtained from the ONS and Gov.uk. Information covers Great Yarmouth, Norwich, Lowestoft, Kings Lynn, Bury St Edmunds, Wells-Next-the-Sea, Cambridge, Ipswich, Haverhill, Stanstead, Felixstowe and Harwich

Employment

UK - 76.4%

LMI - 78.2%

Unemployment

UK - 3.9%

LMI - 3.1%

16-64 year old population = 976,900
 Total population = 1,662,200

Self-Employment

10.6%

124,000 people in the region are self-employed

Most jobs

- Wholesale & Retail - 116,000 (17.1%)
- Health & Social Care - 94,000 (13.8%)
- Manufacturing - 65,000 (9.6%)
- Administration - 62,000 (9.1%)
- Education - 59,000 (8.7%)

Contact your Careers Lead: Ms S Fairweather if you have any questions

s.fairweather@smithdonhigh.org.uk

ART @ SMITHDON

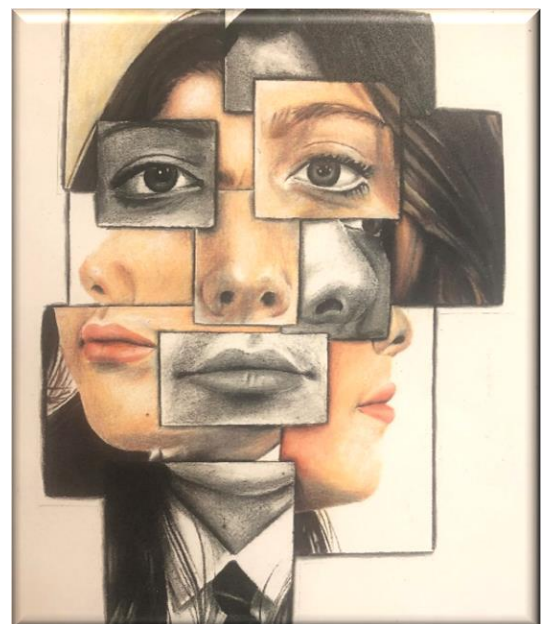
The **Year 10** students all had the same starting point title of 'Structure', how they then chose to develop their project was entirely up to them: they could link their own work to the theme 'Structure' in any way. They were able to go down different routes, such as 'Organic structures', 'Architectural structures', 'Human structures'. and then look at different artists/sources and responded to those using their own ideas with any media they wished.

The finished results were impressive and varied, with some stunning work produced!



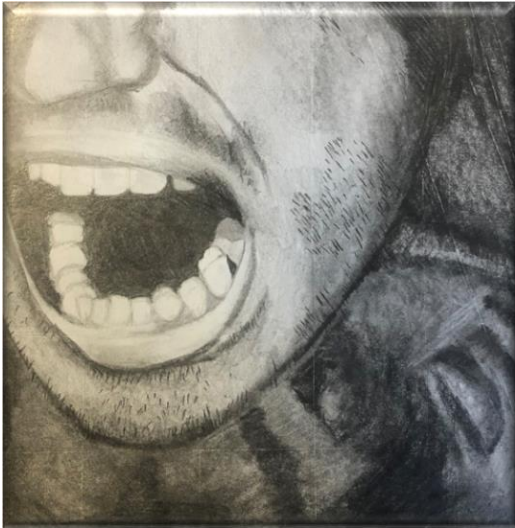
Nathan's drawing of a house is detailed and precise – look at the shading in the brick work!

Lucy decided to draw parts of a face and then put them together – abstract yet realistic too...



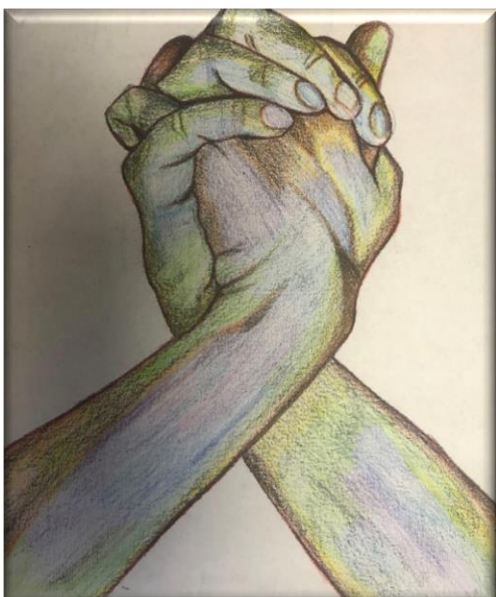
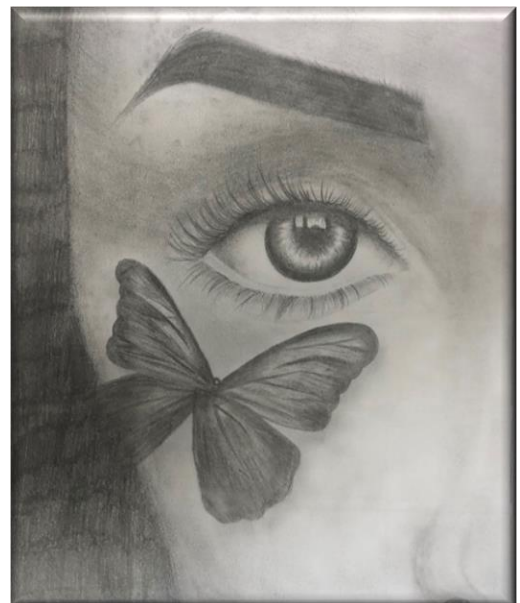
The beautiful bee in Tiah's drawing is amazingly detailed – all the separate hairs and the big eyes make this a very lovable insect.

Our **Year 11** students have been working on a past exam paper, which had seven different titles to choose from; 'In the News', 'Light and Dark', 'Human Figure', 'Materials', 'Connections', 'Telling Stories' and 'In a Different Way'. They then responded to that in any way they felt inspired to. The completed work is at such a high standard, you can see the effort and thought that has gone in to every piece. Well done, Year 11!



Emily chose the title 'Human Figure' and, as you can see, her work with shading and tone is superb.

'Telling Stories' was the title chosen by Morgan. The contrasting is amazing and the reflection in the eye is so impressive, also eyelash envy!



Elise worked with the title 'In The News'. This drawing gives a real feeling of human solidarity and interaction: a celebration of each other's differences but feeling that we are one human force supporting each other.



In February, during lockdown, the PE department set the Race to Tokyo challenge for all year groups during their PE lessons.

This summer sees the rearranged 2020 Olympic Games take place in Tokyo. The Olympic Stadium in Tokyo is 9399km away from our school.

The PE department challenged the whole school to complete the 9399km distance in their PE lessons. This could be through any form of physical activity – running, walking or cycling.

The results table shows the number of Kilometers each year group achieved. All contributed to a whopping total of 13,472km covered during the month of February.

Special mention to the following pupils for completing large distances:

Year 7 – Isabel 413km, Seb 200km, Mckenzie 180km

Year 8 – Tom 112km, Tegan 108km, Lily 173km, Mia 176km,

Year 9 – Oliver 132km, Tommy 120km, Caitlin 96km, Imogen 110km,

Year 10 – Layla 106km, Tom 80km,

Year 11 – Bernie 200km, Charlie 285km, Joel 208km, Jack 180km, Chloe 127km, Ellie 138km, Alana 162km, Freya 152km, Josh 215km



Year Group	Total
7	2979
8	3941
9	2832
10	1242
11	2477
Final Total	13472

PE CO-CURRICULAR



CLUBS COMING IN THE SUMMER TERM



Cricket



Athletics



Rounders



Tennis



Golf



During the third national lockdown, the National Youth Theatre gave many youngsters between the ages of 11-18 the opportunity to take part in bitesize workshops that help with developing performance skills and building confidence in what has been a tricky time for all. The Drama Department made sure that all students were aware of this amazing opportunity via Google Classroom and many students signed up to take part. The spaces were limited but Chloë in Year 9, was one of the lucky ones to take part in the activities. Below she describes below the process of the workshops and what she learnt from the experience.

For drama we were given the opportunity to take part in a National Youth Theatre (NYT) workshop. It was a course that was over 3 days (2 hours each day) via Zoom because of Covid-19 and the national lockdown.

Going into the course I was a bit nervous as I was doing it with people I didn't know! However, once it started, I could feel myself becoming more and more confident!

Every session started off with a check in: we said our names, our pronouns and had to answer a question, one of which was if you could be a sandwich, which would you be? My answer was a ham and cheese sandwich because it's basic!

Following on from this there were a range of activities, from being Mario to being partnered with someone you had never met before; from being in the middle of the Saharan desert, to being on the moon (very random I know)!

The main focus of the workshop was improvisation: we were put into partners in a breakout room. The activity consisted of person 'A' saying a totally random morning routine but there was a twist: person 'B' had to interrupt them at convenient times adding in either of the two phrases: 'make it worse' or 'no you didn't'. These were just a few of the various activities that we completed!

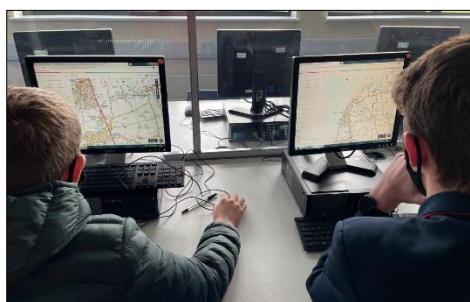
Although drama isn't usually 'my subject' I'm glad I took up this opportunity for many reasons: such as being able to participate in the practical side of the subject, becoming more confident and actually seeing faces during a national lockdown! One thing that I will take away from this opportunity is that drama isn't as scary as it seems and to always give it my best shot!

My final question is to you - what sandwich would you be and why?

Chloe



DofE training kicked off on our return to school with participants and staff doing some training from the Year 11 Silver Award, Year 10 Silver Award and Year 9 Bronze Award. They all began to plan routes ready for when expeditions can start and recapped how to use pacing and compass skills.



Participants have also been adding their evidence to the DofE account for their Skill, Volunteer and Physical sections.

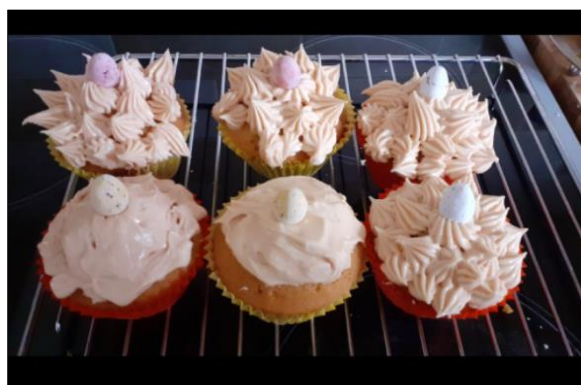
Year 9 Bronze Updates:

Caitlin has been learning about diseases such as Measles and Malaria and how the WHO controls outbreaks.

Chloe completed her Red January tasks for her Physical and has been learning all about German as her Skill.

Louise has joined Dementia Friends and been writing to elderly people as part of her volunteer work and, as her skill has been cooking, baking some fantastic food!

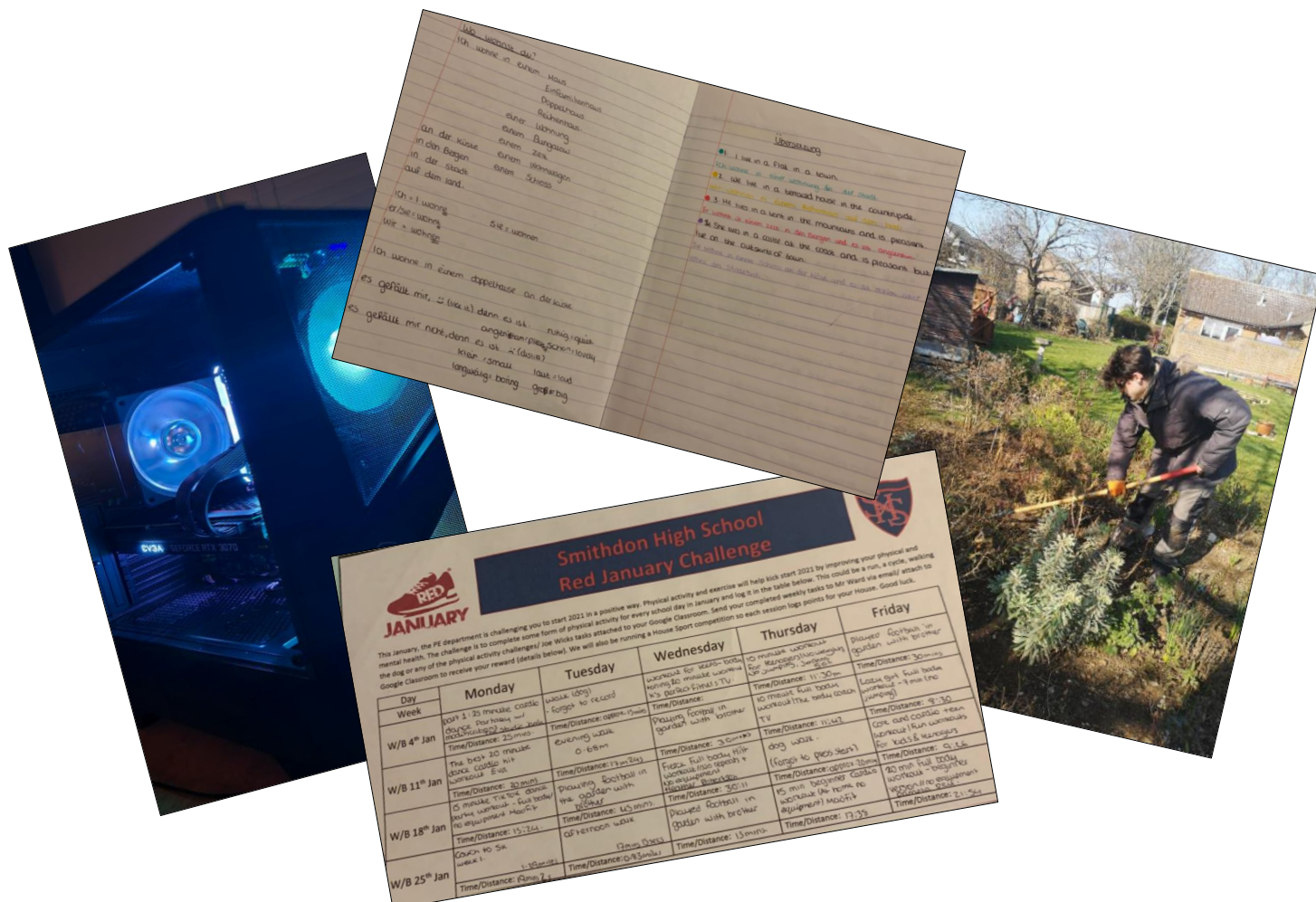
Jordana has been volunteering by doing some gardening for people each week and completing a first aid course online for her Skill.



Theophilus has been doing regular litter picks at the beach for his volunteer work and developing his circus skills, like juggling, for his skill.



Erin has been developing her fitness through jogging in her local area. Oliver has been building his own computer for his skill section. Thomas has been doing gardening as his volunteer section and has also recently been interviewed by the DofE magazine about how the Award has helped and impacted on him: so we will look out for this on the website and in the magazines.





With the return to school we have been making active use of our instruments, starting with Year 7s creating their own movement based on Holst's piece, 'The Planets'. Our Year 8s have been learning how to play music from a selection of musicals. The Year 9s have been exploring the music of the Caribbean and have been looking at the unique rhythms of Salsa music. The return to school is also great for our GCSE students who have been able to get back to working on their coursework, which includes developing their skills as soloists and band members.

Throughout this month students have had the exciting opportunity to participate in the West Norfolk's Got Virtual Talent Show where they could submit videos of themselves showing off their many talents, with the potential winning prize of an Amazon gift card and the chance to be judged by Gillian Taylforth (Kathy Beale in EastEnders) and Kim Taylforth (Hollyoaks).

We are so excited to be getting back to school music. The pandemic has proven a difficult time for subjects like music where we are so dependent on the equipment that we have in our classroom, especially our new set of keyboards!



We will be starting up our peripatetic music lessons again after the Easter Holidays, so if you have an interest in starting to learn an instrument please see Miss Miller in the Music room to pick up a letter so we can get you started right away! The school can help with the funding of the lessons – please ask if you are interested.



Red Nose Day Joke Competition

This year it never felt more important to have some fun and raise money to support people living incredibly tough lives. We need the power of funny to turn laughs into lasting change. Thank you for joining us in raising £95.50 in support of all the fantastic work carried out by Comic Relief by holding our very own Smithdon Joke competition.

The first round saw a joke selected from each year group which were then told by our resident comedians, and Head Boy and Head Girl, Jack-Harry and Eleanor in whole school assembly, with 7RDI a tough live audience in the hall.



YEAR 7 – Best joke from Aiden:

Q: Why don't scientists trusts atoms?

A: Because they make everything up!

YEAR 8 – Best joke from Logan:

There were three packets of crisps strolling down a road, when a taxi driver pulled over and asked “wanna lift?” The three packets of crisps responded “no thanks, we’re walkers”!



YEAR 9 – Best joke from Connie:

Q: What did Kermit the Frog say at Jim Henson's funeral?

A: Nothing!



**The overall winning joke
was by Theo in Year 10:**

YEAR 10 – Best joke from Theo:

"Did you hear about the actor who fell through some
floorboards?"

"He was going through a stage!"



Mr Hirst's Joke...



A horse walked into a bar and the barman said,
"why the long face?"

Fred Says...

My journey through ASDAN!



I have achieved Bronze, Silver and Gold ASDAN awards, working towards them in Years 9 and 10.

I managed to fit these awards around my school work fairly easily. A lot of the stuff I had to complete was also heavily linked with the activities I had to do for my Duke of Edinburgh award, such as the voluntary work section – working and interacting with other volunteers and working as a team – and also the Skills section; cooking and developing life skills.

My participation in the Rotary Club Young Chef competition encouraged my cookery skills and taught me how to cook healthily on a limited budget.

Anything you take part in or complete outside of school can go towards ASDAN.

Some of the sections of ASDAN can be great fun. For example, my stint in a police van, placed under arrest (handcuffs are definitely not something you want to wear for any length of time, if it can be avoided!), fingerprinted and being questioned was brilliant! I spent a day in the Police Station, engaging with the officers. They are quite jolly people really! I also spent a day in the Magistrates court, listening to cases, talking to the Magistrate and the court officials.

This really sparked my interest, and made me think about law or the Police as a potential career.

Part of the award is to take part in leisure activities and I felt that bowling was an area that I could do with more practice in, so I had fun practising my skills. The great thing is that ultimately, whilst having fun and learning skills outside of school and schoolwork, ASDAN is recognised as an alternative to GCSE qualifications and helps to developing your own personal skills. I would thoroughly recommend this programme, especially if you want to offer more than just GCSE results.



For the Community Section, Fred had to research an organisation that carries out relief work overseas. Fred chose ShelterBox, which provides the essentials to families to begin rebuilding their lives after a natural disaster or conflict. The box contains items such as tents, lights, tools and materials. We were lucky enough to have a visit from Charlie, who volunteered for ShelterBox and brought an example of one for us to look at. Luckily the box was empty when Fred walked around with it on his back!

When we went bowling, we walked from school to Bowlers at Hunstanton Pier. I had to sign and put on a pair of bowling shoes. We tried out a lot of different bowling balls to find which was suitable for me. We began our first game and took it in turns. I got a strike but the machine broke and we lost our scores. At the end of game one, Miss Drewery won. We then began the second game and Miss Drewery got a strike, but I still won! I really enjoyed it, it was funny and I became very competitive - Fred



At the police station, I met with Officer Greef. I was told about how bodycams work and also went in the room where the confiscated items are held. After that, we went to the prison van. We drove around with the sirens on – the sirens have 3 different pitches as people tend to block out the sounds when they hear them. I was also locked in the back of the van where the prisoners are kept.

I visited the interview room that has a tape recorder and a computer. People are interviewed in King's Lynn but are sent to Saddlebow as it has new holding areas: King's Lynn station is very old and doesn't hold people now.

We went upstairs and met more people doing different jobs, including investigating fraud. There were also officers preparing for the Sandringham Flower Show. They showed me the handcuffs and then put them on me – they were very uncomfortable as they were heavy and made it hard to move around.

They also showed me a stinger that was used for drivers failing to stop and a Taser which was shaped like a gun with pins attached to wires.





Get in touch:

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Follow us on [Twitter](#) for daily updates and photos of what's happening
[@smithdon_high](#)

[#somethingshappeningatsmithdon](#)

We hope that you have a restful Easter break and we
look forward to seeing you in the new term.

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

Work hard, be kind and smile!

STRENGTH – INTEGRITY – EXCELLENCE