

Extraordinary Examples of Lockdown Excellence



Hopefully you enjoyed seeing our first bulletin. It was so hard to choose out of all of the amazing work but we tried our best.

Welcome to our second bulletin showing off some of the excellent work produced by our students. Staff at Fulston feel very strongly that your hard work needs to be acknowledged in some way so please read and enjoy.

But.....don't feel disheartened if your work doesn't get published. We are proud of each and every one of you for the hard work you have been doing at home during this challenging time. You are wonderful students and we are proud to have you within our Fulston Family.

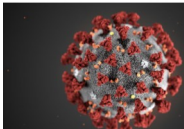
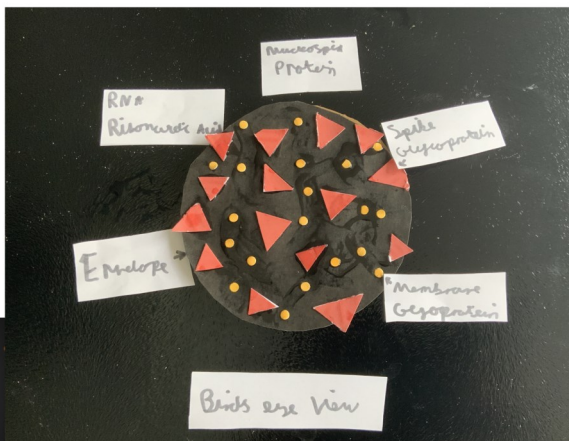
Issue 2

So let's kick off this bulletin
by introducing some
Science work...

a slice of



Coronavirus model covid 19
A simple model which is 3D which conveys the basic characteristic and look
Made out of recycled cardboard and paper
By Harrison Goldsmith



Science Monday 8th June
Watch and Learn
Dr Chris and David - Viruses

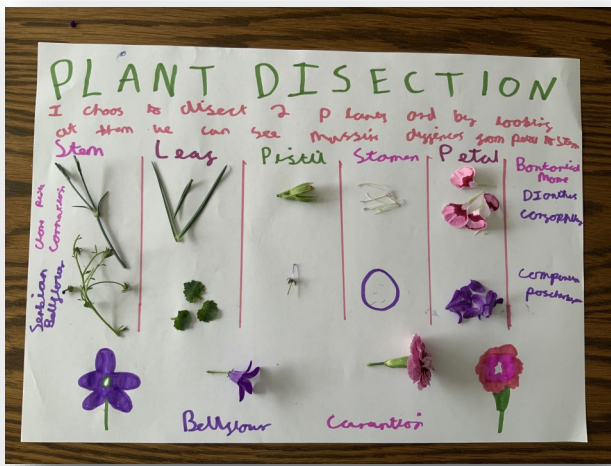
- 1 Viruses are not living without a host they are just packets of chemicals
- 2 Viruses are not dead they can reproduce and can evolve
- 3 Viruses come from the latin word for poison - because sounds like from
- 4 Viruses can infect anything even things like bacteria
- 5 Some viruses seek for DNA in cells
- 6 Phones can also be infected by viruses
(Not all things are getting the virus)

6 things I learnt from the show

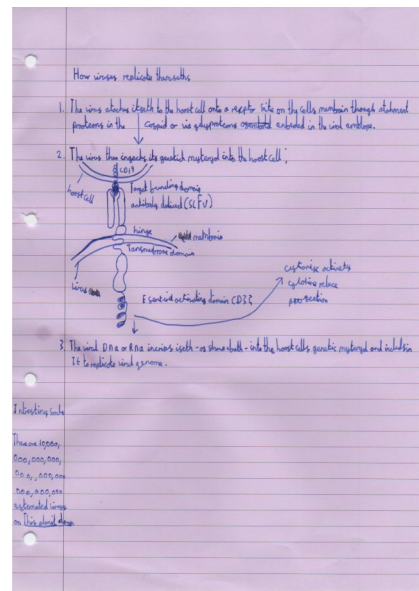
Covid 19 - The scientific term for the virus
Outbreak - a spread of something - Covid 19
Recovery - Many people have recovered
Originally from China - Virus started in a chicken wet food market
NHS - working to help stop the virus
An Isolation - A solitary way of living to stop contact
Vaccine - The virus runs no from vaccine yet
Insight - Much information is still yet to be found
Risk - Risk of Infection From others
United - People are coming together to help
Social Distancing - Prevents the Risk of Spread



Harrison Goldsmith Year 7



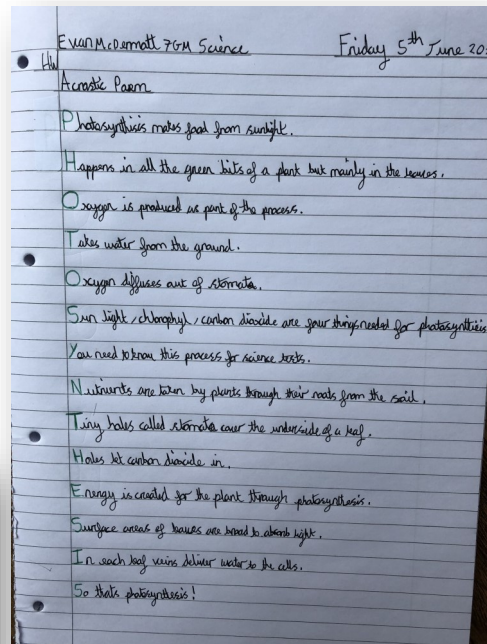
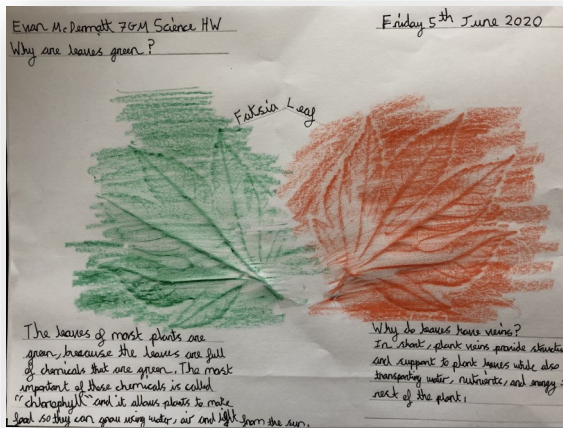
Harrison Goldsmith Year 8



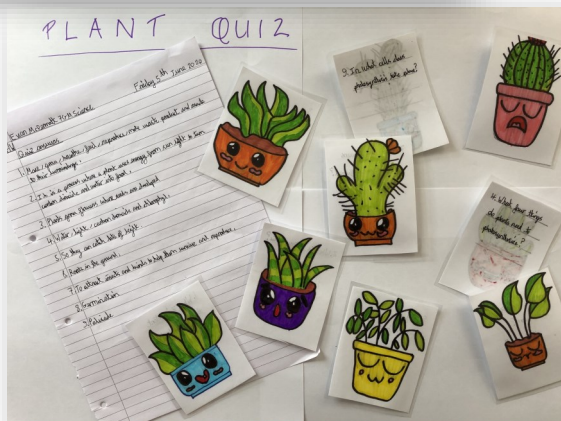
Luke Gibson Year 8

HYLAEOSAURUS	PTERODACTYLUS	BRACHIOSAURUS
Herbivore	Carnivore	Herbivore
Habitat: Europe	Habitat: North America & Europe	Habitat: North America
Strong playing protects it from attack.	Feeds on meat and insects.	One of the largest, heaviest animals to have lived on earth.
Intelligence: 1/5 Length (m): 6 Aggression: 1/5 Weight (kg): 1,000 Lived (millions of years ago): 136	Intelligence: 3/5 Length (m): 0.5 Aggression: 2/5 Weight (kg): 5 Lived (millions of years ago): 147	Intelligence: 1/5 Length (m): 23 Aggression: 1/5 Weight (kg): 80,000 Lived (millions of years ago): 156

Isaac Pellatt Year 7



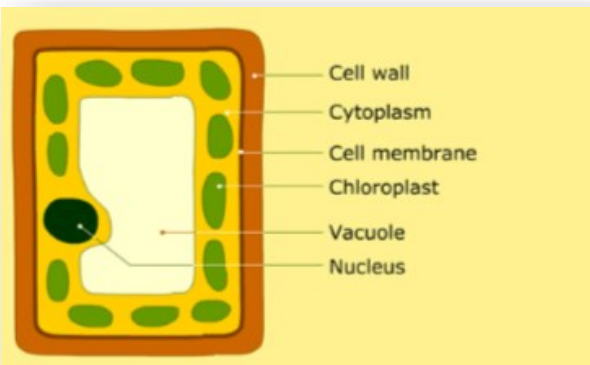
Evan McDermott Year 7



Photosynthesis by Aiden Pankhurst Year 7

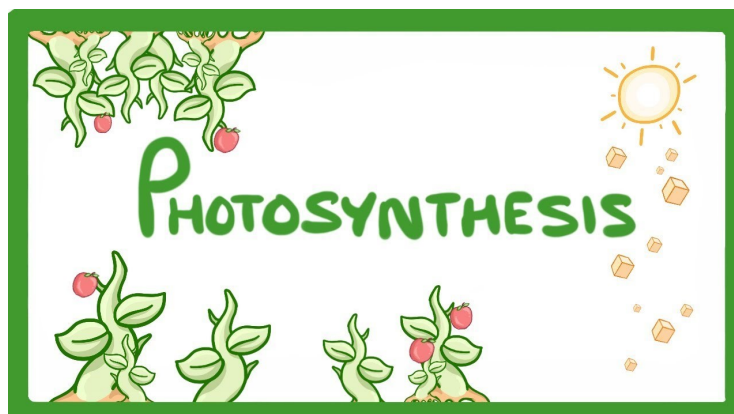
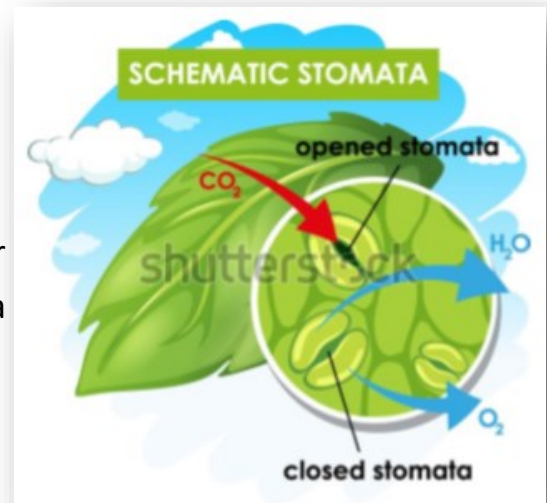
1. What is photosynthesis? This is the chemical reaction explaining photosynthesis $6 \text{CO}_2(\text{g}) + 6 \text{H}_2\text{O} + \text{photons} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6(\text{aq}) + 6 \text{O}_2(\text{g})$ (carbon dioxide + water + light energy \rightarrow glucose + oxygen) It is when green plants convert sunlight into nutrients oxygen and glucose the the pigment chlorophyl gives the plant the ability to have photosynthesis. And this is where the energy is absorbed. The reaction is endothermic meaning it takes up heat from the sun.

2. Where does it occur?



Photosynthesis occurs In the chloroplast which can be found in the leaf cells. There are also other parts of the plant cell that work with the chloroplast to make photosynthesis possible. These are shown in the picture on the left.

3. How does it happen? It happens through diffusion which is where gasses spread from a more concentrated area to a less concentrated area (an example would be when you fill a balloon with lots of air and you release it from the concentrated area for it to diffuse) The gas exchange occurs in the Stomata (pores in the leaves) which open and close to allow the intake of carbon dioxide and the release of oxygen that we breathe 23,040 times a day. The water for the photosynthesis process enters via the root system. It reaches the lease due to the osmosis which is when water goes through a semi



Ciara Turk Year 12

Group 7 Elements

Electronegativity
Decreases down the group. Electronegativity is a measure of the attraction of an atom for the pair of electrons within a covalent bond. Halogens are all highly electronegative. Larger atoms attract electrons less than smaller ones. As their outer electrons are further from the nucleus and are more shielded, so they have more outer electrons. As well as this, the atomic radius increases resulting in less nuclear attraction.

Boiling Points
Increases down the group. Due to the increasing strength of the Van Der Waals as the number of electrons increase. As well as the relative mass of the molecules increase.

Reactivity
The outer p sub-shell has 5 electrons (7 outer shell electrons) it remains to

Halogen	Formula	Colour	Physical State
Fluorine	F ₂	Pale Yellow	Gas
Chlorine	Cl ₂	Green	Gas
Bromine	Br ₂	Red Brown	Liquid
Iodine	I ₂	Grey	Solid

Shows that as you go down the group the density increases (find the reactivity decreases)

Oxidising Power
Halogens are the most reactive non-metals and among oxidising agents. Become less reactive and therefore less oxidising down the group. When halogens react they gain an electron. This can be seen through displacement reactions with the halide ions. Reactivity of the halogens decrease as you go down and a more reactive halogen will displace a less reactive halogen when they remove an electron they become negatively charged halide ions.

Physical Properties of Period 3 Elements

Graphs showing trends in melting point and first ionisation energy across period 3.

Melting Point
Graph showing melting point (K) vs element (Na, Mg, Al, Si, P, S, Cl, Ar). Melting point increases from Na to Si, then drops sharply for P and S, and remains low for Cl and Ar.

First Ionisation Energy
Graph showing first ionisation energy (kJ/mol) vs element (Na, Mg, Al, Si, P, S, Cl, Ar). Ionisation energy generally increases across the period, with a notable dip between Mg and Al, and between P and S.

Going across period 3
The number of protons in the nucleus increases resulting in the nuclear charge increasing. This is because there are more electrons, but the increase in shielding is negligible, so the force of attraction between the nucleus and the electrons increases. So the atomic radius decreases.

The first IE drops between Mg and Al before increasing again. The first IE drops between P and S before increasing again. There are more protons in each nucleus so the nuclear charge increases, therefore the force of attraction between the nucleus and outer electron is increased, and there is a negligible increase in shielding because each successive electron enters the same energy level. So more energy is needed to remove the outer electron.

Physical Chemistry

- Atomic Structure
- Amount of Substance
- Bonding
- Energetics
- Kinetics
- Equilibria
- Redox

Robert Boyle proposed that there were some substances that could not be simpler. These were the chemical elements.

John Dalton suggested that elements were composed of indivisible atoms. All atoms of a particular element had the same mass and atoms of different elements had different masses. Atoms could not be broken down. He thought that atoms were the fundamental unit of matter and were indivisible.

Dalton's model of the atom
Atoms of one element
Atoms of another element

Rutherford's model of the atom
Most of the alpha particles pass through the empty space.
A few alpha particles are deflected very strongly by the nucleus.

Atomic Structure

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Mass Spectrometry

During acceleration, is the detection plate negatively/positively charged?
Why in acceleration are all molecules accelerated?
What is the most important peak on the mass spectrum?
On the spectrum produced by the spectrometer:
1) The x-axis shows
2) The y-axis shows
What does the AMU take into account?
Isotopic mass can be determined from the y/x-axis.
Isotopic abundance can be viewed along the y/x-axis.
What does electropray rip off?
What does electron impact kinetic off?
What is the calculation for RAM?

Rutherford's model of the atom
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Atoms of one element
Atoms of another element

Mass Spectrometry

Negatively
to all have the same kinetic energy
Molecular ion peak
Mass/charge ratio
% abundance
All of an atom's isotopes and their relative abundances
x-axis
y-axis
Protons
Electrons
RAM = $\frac{\text{isotope abundance} \times \text{isotope mass number}}{\text{isotope abundance}}$

Rutherford's model of the atom
Most of the alpha particles pass through the empty space.
A few alpha particles are deflected very strongly by the nucleus.

Relative Mass Questions

1) Find the relative atomic mass:
a) Rubidium = 85.5 ✓
b) Mercury = 200.6 ✓
c) Zinc = 65.4 ✓

2) Find the relative molecular mass:
a) NH₃ = 17 ✓
b) CO₂ = 44 ✓
c) C₃H₈O₂N₂ = 112 ✓

3) Relative formula mass:
a) CaCl₂ = 111 ✓
b) MgSO₄ = 120 ✓
c) NaOH = 40 ✓

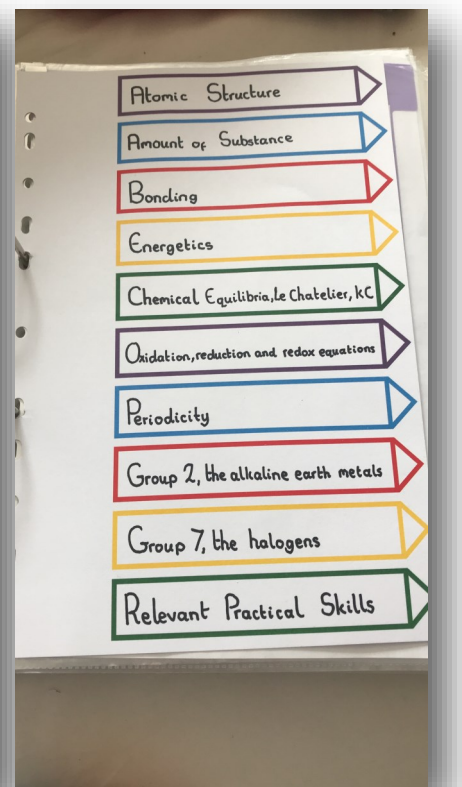
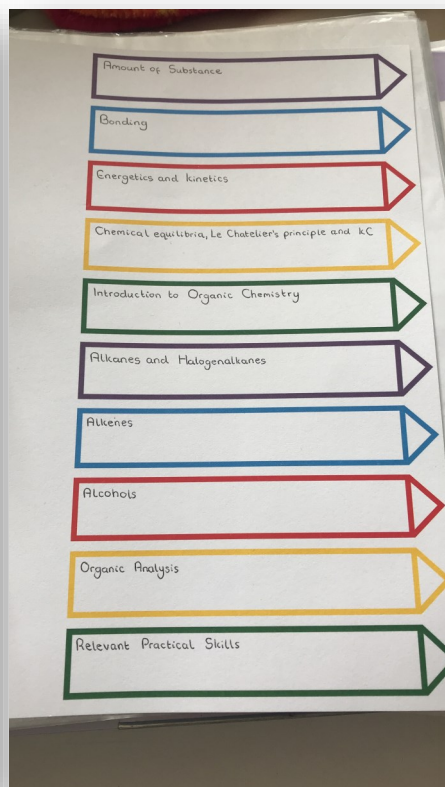
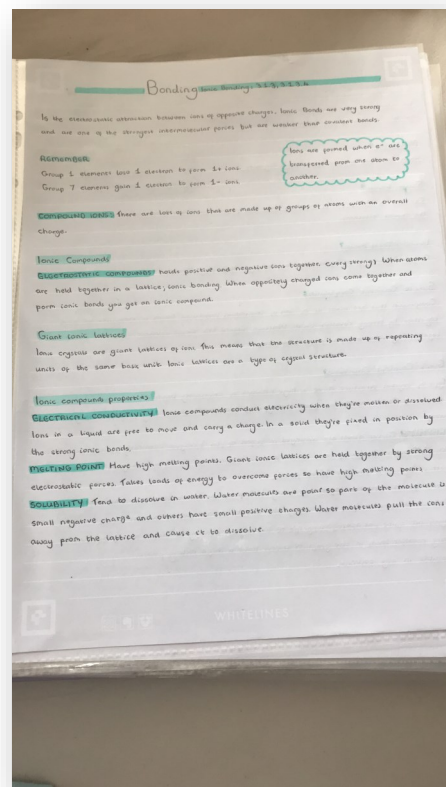
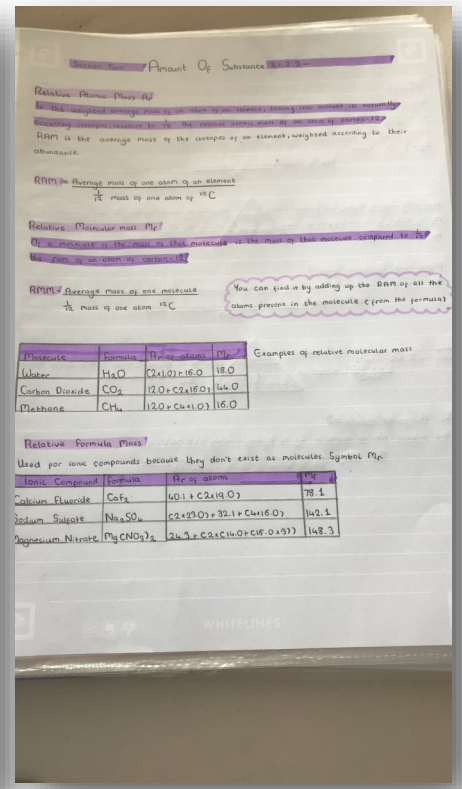
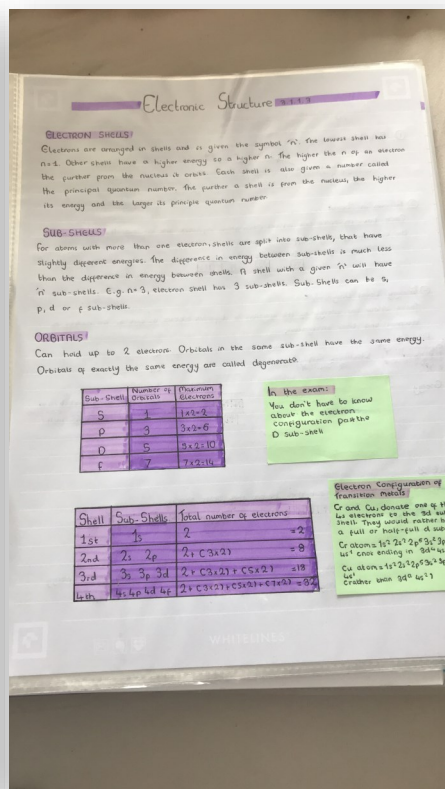
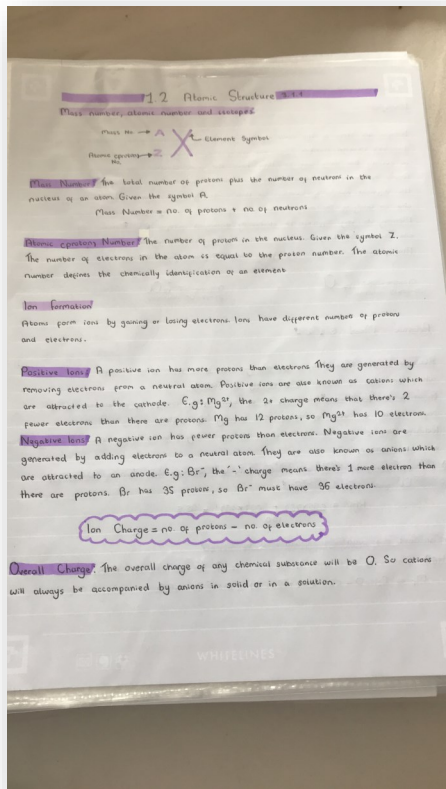
4) A sample of boron is 0.1% ¹⁰B, 26.5% ¹¹B, 1.3% ¹²B, 30.7% ¹³B and 28.4% ¹⁴B. Calculate the R.F.M. by:
$$\frac{(0.001 \times 10) + (0.265 \times 11) + (0.013 \times 12) + (0.307 \times 13) + (0.284 \times 14)}{100}$$

183.891 ✓

5) A sample of iron is 51.5% ⁵⁴Fe, 11.2% ⁵⁶Fe, 17.1% ⁵⁷Fe, 17.4% ⁵⁸Fe and 2.8% ⁶⁰Fe. Calculate the R.F.M. by:
$$\frac{(0.515 \times 54) + (0.112 \times 56) + (0.171 \times 57) + (0.174 \times 58) + (0.028 \times 60)}{100}$$

55.84 ✓

Continued.....



Ciara, you have done an absolutely awesome job, producing some very valuable revision materials, and consolidating your learning from this year. It shows a tremendous amount of effort, and I am sure that you would have benefited significantly from this, and it will help you massively when we return to school. I am super proud of what you have been doing, especially in such strange circumstances and without the support of your friends and teachers. You are a star, and you should feel proud of yourself .too. Mrs Walsh.

Kirsty Genfi—Year 12

Group 7 questions

Describe and explain how the following properties of the halogens change as you descend group VII (try to use equations where you can)

Electronegativity

Electronegativity is the ability of an atom to attract electrons in a covalent bond. Atomic radius increases as you go down the group so the attractive force between the nucleus and the bonding electrons decreases. Additionally, electron shielding increases as you go down the group which also decreases the attraction between the nucleus and the bonding electrons. This means that electronegativity decreases as you down the group 7.

Boiling point

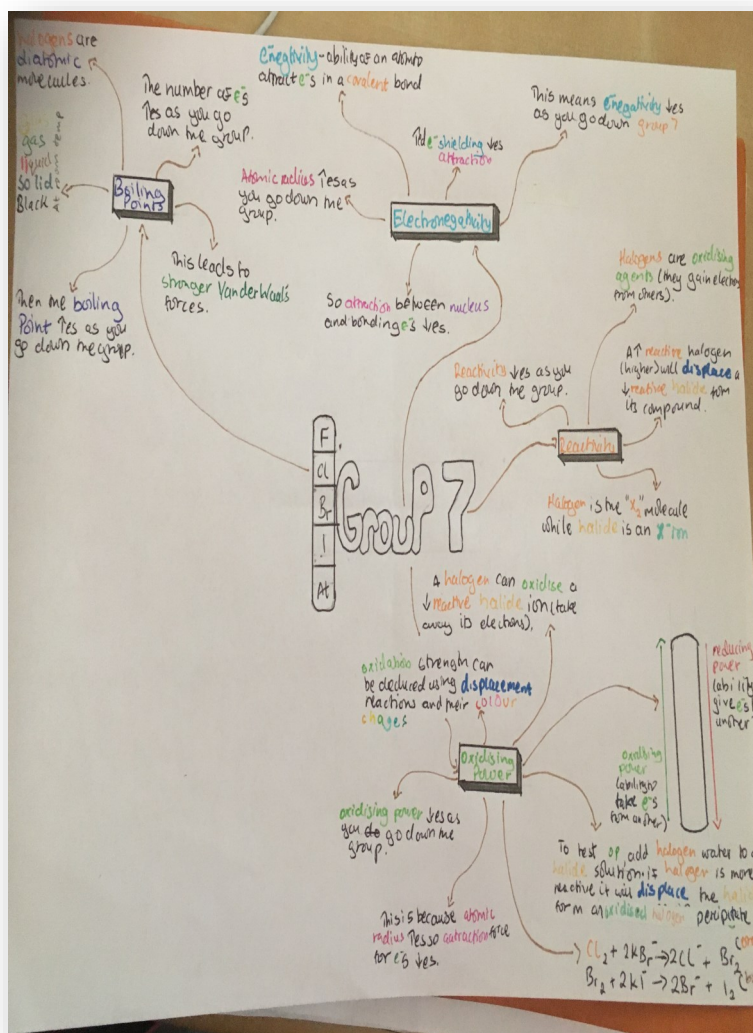
The number of electrons increases as you go down the group as the atoms get bigger with more energy levels. This leads to more van der Waal's forces which need more energy to overcome. This then means that the boiling point increases as you go down the group.

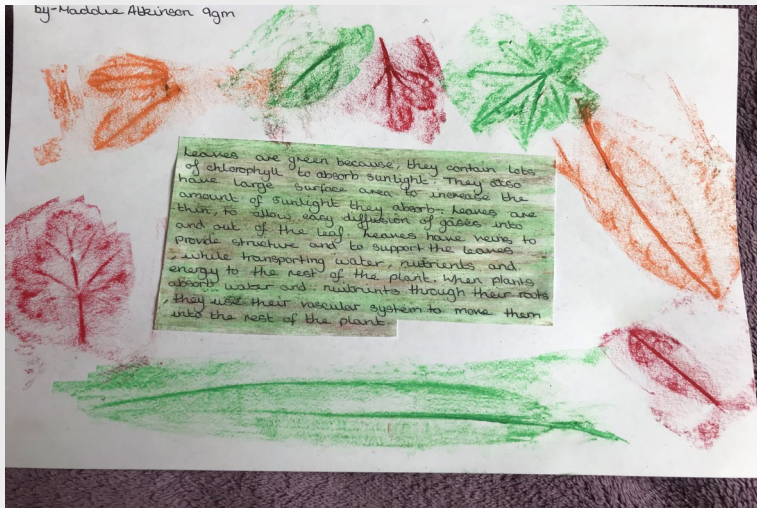
Reactivity

Halogens are oxidising agents (they take electrons from other atoms). Reactivity decreases as you go down the group. This is because as atomic radius increases attraction between electrons and the nucleus decreases so it's harder for the atom's nucleus to attract electrons from other atoms as you go down the group.

Oxidising power

A halogen with a higher oxidation power will displace a less reactive halide from its compound. To test oxidising power, add halogen water to a halide solution. If the halogen has a higher oxidation power it will displace the halide to form a halogen precipitate that causes a colour change. As atomic radius increases the attraction force between the nucleus and other electrons. This means that oxidising power decreases as you go down the group.



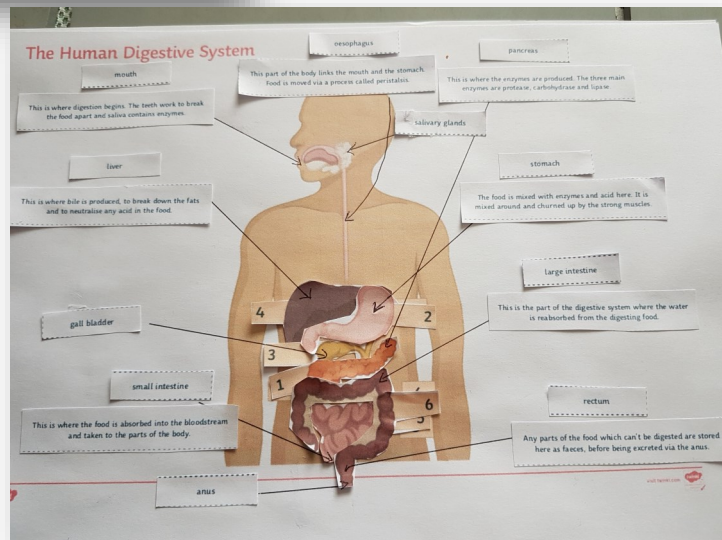


Maddie Atkinson

Year 9

Lewis Chambers

Year 9



Christopher Ward

Year 9

Task 2 Formulae and equations

Rewrite the following equations as balanced symbol equations.

- sodium carbonate + hydrochloric acid → sodium chloride + carbon dioxide + water

$$\text{Na}_2\text{CO}_3 + \text{HCl} \rightarrow \text{NaCl} + \text{CO}_2 + \text{H}_2\text{O}$$
- sodium hydroxide + sulfuric acid → sodium sulfate + water

$$\text{HCl} + \text{NaOH} + \text{H}_2\text{SO}_4 \rightarrow \text{Na}_2\text{SO}_4 + \text{H}_2\text{O}$$
- calcium carbonate + hydrochloric acid → calcium chloride + carbon dioxide + water

$$\text{CaCO}_3 + \text{HCl} \rightarrow \text{CaCl}_2 + \text{CO}_2 + \text{H}_2\text{O}$$
- sodium + oxygen → sodium oxide

$$4\text{Na} + \text{O}_2 \rightarrow 2\text{Na}_2\text{O}$$

Task 3

Write balanced symbol equations from the following descriptions. Each reactant and product should have a state symbol.

- Solid calcium carbonate reacts with a dilute solution of hydrochloric acid to give a solution of calcium chloride and carbon dioxide gas. Water is also formed.

$$\text{CaCO}_3(\text{s}) + 2\text{HCl}(\text{aq}) \rightarrow \text{CaCl}_2(\text{aq}) + \text{CO}_2(\text{g}) + \text{H}_2\text{O}(\text{l})$$
- Zinc metal reacts with copper(II) sulfate solution to give solid copper and a solution of zinc sulfate.

$$\text{Zn}(\text{s}) + \text{CuSO}_4(\text{aq}) \rightarrow \text{Cu}(\text{s}) + \text{ZnSO}_4(\text{aq})$$
- Magnesium reacts with dilute sulfuric acid to give magnesium sulfate solution and hydrogen.

$$\text{Mg}(\text{s}) + \text{H}_2\text{SO}_4(\text{aq}) \rightarrow \text{MgSO}_4(\text{aq}) + \text{H}_2(\text{g})$$
- Magnesium reacts if heated in steam to produce white solid magnesium oxide and hydrogen.

$$\text{Mg}(\text{s}) + \text{H}_2\text{O}(\text{l}) \rightarrow \text{MgO}(\text{s}) + \text{H}_2(\text{g})$$

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Task 1 Formulae and equations

Balance the following equations.

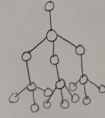
- $2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$
- $2\text{Al} + \text{Cr}_2\text{O}_3 \rightarrow \text{Al}_2\text{O}_3 + 2\text{Cr}$
- $\text{Fe}_2\text{O}_3 + 3\text{CO} \rightarrow 2\text{Fe} + 3\text{CO}_2$
- $2\text{NaHCO}_3 + \text{H}_2\text{SO}_4 \rightarrow \text{Na}_2\text{SO}_4 + 2\text{CO}_2 + 2\text{H}_2\text{O}$
- $\text{C}_2\text{H}_6 + \text{O}_2 \rightarrow 2\text{CO}_2 + 3\text{H}_2\text{O}$
- $\text{Fe} + 2\text{HCl} \rightarrow \text{FeCl}_2 + \text{H}_2$
- $\text{Zn} + \text{H}_2\text{SO}_4 \rightarrow \text{ZnSO}_4 + \text{H}_2$ *all ready balanced*
- $\text{Fe}_2\text{O}_3 + 3\text{H}_2 \rightarrow 2\text{Fe} + 3\text{H}_2\text{O}$
- $\text{Ca} + 2\text{H}_2\text{O} \rightarrow \text{Ca(OH)}_2 + \text{H}_2$
- $\text{CH}_4 + 2\text{O}_2 \rightarrow \text{CO}_2 + 2\text{H}_2\text{O}$

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Covalent Structures

Diamond

- solid
- 4027°C melting point
- 4830°C boiling point.
- Does not conduct electricity.
- Strong covalent bonds.
- Each atom is joined to four other atoms.
- Regular tetrahedral network.

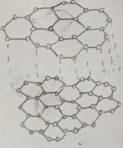


◦ solid

- Most stable form of carbon.
- 3600°C melting point
- High boiling point.

Graphite

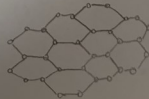
- Can conduct electricity.
- Strong covalent bonds.
- Each atom joined by three other atoms.
- Hexagonal arrangement.
- Layers



Graphene

- Allotrope of carbon
- Single layers of atoms in a two dimensional hexagonal lattice.

- melting point is 3652°C
- boiling point is 4200°C.
- Each atom is joined by three other atoms.



Keira Hotham Year 10

Comment from teacher:

Kiera has completed every single piece of Chemistry work that Mrs Walsh has set, showing a great deal of effort. She always listens to extra advice and asks for help when needed.

I think she shows an example of excellent work

HW

Monday 8th June 2020
Atoms Questions:

- 1a. The centre of the atom is the nucleus. ✓
 The two types of particle in the centre of the atom are the proton and the neutron. ✓
 James Chadwick proved the existence of the ~~proton~~ neutron. ✓
 Niels Bohr suggested particles orbit the centre of the atom. This type of particle is the ~~electron~~ electron. ✓
 The two types of particle with the same mass are the neutron and the proton. ✓

1b. $A_r = \frac{\text{Total mass of atoms}}{\text{total number of atoms}} = 70 \times 30 = 2100$ (?)

1c. Copper

1d. ?

2a. ~~relative~~ atomic mass: ✓

2a.ii. Proton ✓

2b. (there's no diagram).

2b.ii. They are both ~~not~~ good conductors of electricity. ✓

2b.iii. The reactivity increases going down group 1 as it is easier, the outer electron to be lost. This is due to the number of shells increasing, meaning the outer electron ~~is~~ gets further away from the nucleus, causing the force of attraction to be weaker.

On the other hand, in group 7, the reactivity decreases as you go down the group as it is harder to gain an electron. To complete a full outer shell, group 7 elements must gain 1 electron, however as the force of attraction ~~is~~ weaker down the group, this makes it harder to react. ✓

3a. 3a-c (no diagram shown).

3d. Mass number is the amount of protons + neutrons in the atom.

3e. Between 69.5 and 70.0. ✓

3f. Chadwick proved the existence of the neutron which meant that he could prove the existence of ~~less~~ isotopes as elements with different masses (but with the same ~~in~~ number of protons) were present.

Joshua Vanns Year 10 completes all the work set, and achieved 25/26 for some exam questions Mrs Walsh set him. We have no photo's of work but definitely thought he was worth a mention. Well done Joshua.

Amber Beasley Year 10 also completes all the work set by Mrs Szczesnowska on a weekly basis and is an example of a hardworking student who is trying to do her best despite the difficulties currently faced. She should be very proud of herself.

George Ward Year 9



Corona virus acrostic poem

Leon Taylor—Year 9

Care for the elderly

Only go out if necessary

Read the news about social distancing

Offer to take medicine to unaffected people

Never make physical contact with other people

A rainbow always cheers people up

Visitors have to wait outside to talk

I beg that you all stay 2 meters *or more* apart

Remember that it will go back to normal

Ug it's so boring though

Stay safe; protect the NHS, save lives.



HISTORY

My museum

Aiden Pankhurst— Year 7

My museum would be about evolution

First thing you would see when you walk in would be wax sculptures of humans and describing our intelligence and how are human body works. Now there would be a choice. You could take a right and go into the cafe for a snack and cup of coffee or tea. Or you could take a left and say hi to some creepy crawl's, take a peak into space and learn about plants and rocks.

If you decided to continue forward however there would a section talking about and apes. And then the museum would carry on down until we reach bacteria. So the museum would be like going back in time as you started on humans worked back in evolution an ended up at bacteria.

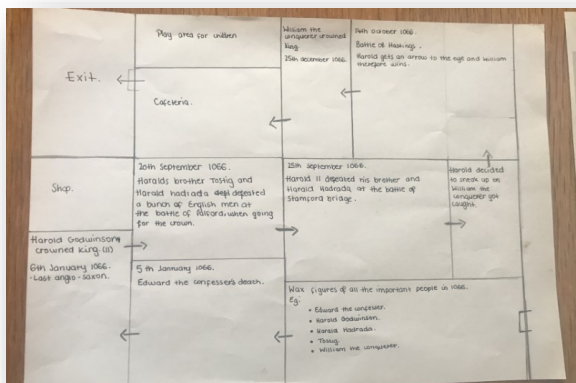
In the reptile section there would need to be very warm as the reptiles intake sun light and convert it to energy. There for the glass would need to steam proof if people would like to have a look at the reptiles. In the fish/marine life area there would be a room where it would the walls would literally be glass and fish could swim around you.

There could be a movie theatre like room in which a video would play explaining evolution.

When you leave at every exit there will be a gift shop. Therefore when you want to leave you are forced to walk through a gift shop causing your children (if you have any) to go "can I have this please"

Ella Hudson—Year 9

James Fletcher—Year 8



Aimee Kent— Year 9

Museum – Task 1

Military and war museums

These museums specialized in military histories. Usually organized from a point of view of a one nation and conflicts in which that country has taken part. They collect and present weapons, uniforms, decorations, war technology and other objects.

I visited the “Museum of the Battle of Normandy” whilst on holiday in France in 2017. The reason we visited was a family we were with, their eldest son was wanting to join the army and he dragged us round. At first I wasn't keen on going as it was a very rainy day, however it was very enjoyable and we learnt quite a bit and discussed our research the rest of the evening.

Memorial Museum of the Battle of Normandy (Inside the Battle of Normandy 7 June to 29 August 1944)



The Museum opened in 1981, is only kilometers from the D-Day beaches, which displays the key phases of the fighting and the day by day advances of the forces involved.

After a general description of D-Day, the military operations are described one by one, illustrated by display cases focusing on the Allied and German soldiers and their equipment (guns, vehicles, uniforms etc).

The objects and materials displayed through out the museum have been chosen to show examples of the most typical items used by the different combatants during the battle.

What do I remember ?

I remember seeing all the uniforms, tanks, diaries. There were different scenes set up which looked very real, and were remotely controlled that you could push buttons and things would change. We looked at how they communicated with each other. You could climb in some of the tanks, which made me feel claustrophobic.

What activities could you do ?

It was a small museum but with lots of detail, didn't take us long to get round, however they did do guided tours for a more details explanation of the items.

We then spent the rest of the day visiting “The Bayeux Tapestry”



20th + 22nd May 2020

How far were divisions amongst the crusaders the main reason for the failure of the Second Crusade?

There is much debate among historians to whether the divisions amongst the crusaders was the most important reason for the failure of the second crusade. In this essay, I will be discussing the factors involved in the failure of the second crusade, and ultimately deciding which is most important. Personally, I disagree with the statement as I think that poor leadership was the most important reason for the failure, as many other factors such as poor aims were as a result of poor leadership.

Divisions amongst the crusaders in my view is a minor reason for the failure of the second crusade, as some would argue it heavily distracted the crusaders of the most important aim of the crusade, which was the recapture the lost lands. For example, national rivals inside the crusader armies caused too much distraction from the aim of the crusade and dominated heavily, weakening the armies moral and determination for the end goal. This was a big issue as moral was a key part in the success of any army, as we have seen in previous campaigns such as the first crusade and at the same time, Nur ed Dins army. If the crusaders struggled to work together, it would have been even harder to defeat a united Muslim army. In addition to this, Louis fell out with Raymond of Antioch over a great scandal, it was rumoured that Raymond had had an affair with Louis' wife. This further weakened the crusader army as if the leaders were in feud, this would weaken the army and damage the mindset of the leaders. Furthermore, divisions of the army were also an important factor in the failure of the second crusade. Louis and Conrad decided to travel separately through Asia Minor, this stretched resources and greatly weakened armies weaker and more vulnerable to attack, this was clear at the defeats of Dorylaeum and Mount Cadmus. Along the way, they lost formation and were exposed, and this was even harder to recover from as the armies were scattered at different locations. Divisions amongst the crusaders was a somewhat important reason why the crusaders failed, however I do not think it was the most important reason why the crusaders lost. Lack of strong leadership is the overlying factor here, as it includes the poor decisions such as dividing the army and not being able to control the rivalry, and more factors, divisions of amongst the crusaders is only one factor included in poor leadership, therefore, divisions amongst the crusaders is a minor reason for the failure of the second crusade and not the most important factor.

Some may argue, and I agree, that the lack of poor leadership was the most important reason for the failure of the second crusade. Louis was not a natural leader and had very little experience in these types of campaign. Together with Conrad, they were not fit to lead an army on a campaign as great as a crusade. This becomes clear throughout the second crusade as he makes poor decisions and lacks in strong aims. For example, the decision to attack Damascus. This was a clear lack of communication with the locals in Acre and a huge lack of judgement. They failed to take the city and then moved position to the other side of the city. This was a huge mistake, exhausting the troops and meant travelling further, with lack of equipment and resources such as water. They then decided to call off the attack, not even facing Nur ed Dins army. Furthermore, because of the poor leadership, with this came a lack of clear aims. For example, Louis determination to expand his Kingdom in retaking Edessa. This was not right. The first crusades success depended on the faith of the people to God, it became clear that the crusaders were not going for God, but for their own glory. This is a huge difference in motivation, as someone's faith is much stronger than their personal gain of riches and resources. In addition to these poor aims, the spreading of resources and travelling separately was another error of misjudgement, as mentioned earlier in the essay, this heavily weakened the crusaders and stretched resources. Inside the armies there were rivalries and they were allowed to dominate, and the troops could not be controlled, weakening the spirit and teamwork of the army. Poor leadership was also a key factor in the start of the crusade. Pope Eugenius and Bernard were not military experienced, they had over ambitious goals and aims and planned the crusade too hastily.

CONTINUED.....

This affected the rest of the crusade, as were ruled over by men who had little knowledge of the campaign ahead of them. Therefore, I think that poor leadership was the most important reason for the failure of the second crusade, it meant poor tactics and decisions were allowed to take place, and ultimately ended in the decision to abandon the campaign at Damascus.

Some may think that Muslim unity was the most important reason for the failure of the crusaders. This may be because the Muslims, unlike the crusaders, were now united. They had very strong able leaders. For example, Zengi and his son Nur ed Din united northern Syria. This was a huge factor in the strength of the Muslims. They now had moral and determination, they had seen their lands be lost already to the first crusaders, and with the chance to defeat and rule the holy lands, they were not going to stop until they had done this. In addition to this, the united Muslims were powerful, this was proven in the overtaking of Edessa which triggered the call for the second crusade, they were confident in their power and were not afraid to use it. This links to the idea of Jihad, which was triggered by Nur ed Din, the idea of the fight against your enemies, this further increased the moral of the Muslims. Furthermore, Nur ed Din had a powerful army, and was ready to defend against the crusaders. Muslim unity is clearly a very important factor, one that I think is more important than the divisions amongst the crusaders, as the divisions is only a minor factor within a bigger factor of lack of strong leadership. Therefore, I think that Muslim unity is an important factor, but not the most important factor for the failure of the second crusade.



We have also received a couple of excellent Powerpoint Presentations which can be seen here: Well done to **Isaac Pellett & Jess French, both Year 7**

Isaac WW2 History Project <https://www.fulstonmanor.kent.sch.uk/page/?title=Isaac+Pellatt+%2D+Mobile+Phone+Design&pid=1584>

Jess Greek project <https://www.fulstonmanor.kent.sch.uk/page/?title=Jess+French+%2D+My+Greek+Exhibition&pid=1599>



Ella Gilbert Year 8



Haylee Brown Year 8

Francesca Browning Year 8

We thought you'd all like to see Frankie's work, she's done a modernised script for Macbeth! This is amazing!!!

Macbeth: Look over there Banquo, Witches!

Banquo: We should avoid them they might mean trouble!

Macbeth: Don't be silly, what are witches going to do...

Banquo: I don't know, it could be a trap and don't blame me when....

Macbeth: when what? Ugh never mind come on....

Witch 1: Hello dears, we mean no harm.

Witch 2: Promise

Witch 3: Yes, all of us promise

Witch 2: We offer you the future, predictions if I must say!!

Macbeth: Go on!

Banquo: Yes, go on, what he said!!

Witch 1: Macbeth love would you like a chocolate cookie before we start?

Macbeth: No thank you!

Banquo: Yes please?

Macbeth: Banquo!

Banquo: What? it is chocolate....

Macbeth: Go on.

Witch 3: Macbeth you will become Thane of Cawdor and then king of Scotland, and Banquo's descendants will become kings.

Banquo: Macbeth, you can't be serious, these witches, the predictions, don't let your hopes up!

Witch 123: Don't judge our powers.

NEXT SCENE

King Duncan: Oh, I have been looking everywhere for you, I have been thinking for a hot second for your bravery you deserve to be to be....

Macbeth: Thane of Cawdor!

King Duncan: How did you know?

Macbeth: long story we will laugh about when I'm king of Scotland!!

King Duncan: What!? Oh, never mind ha-ha!

CONTINUED.....

NEXT SCENE

Macbeth: I better tell wife, I bet she will be buzzing for the news!

Messenger: Hello mate I mean sir are you ready to send the message? I mean it is my job, my job that I don't get paid enough for! (muttered underneath his breathe).

Macbeth: Yes, sorry, Of course! Run along.

NEXT SCENE

Messenger: King Duncan is on his way madam!!

Lady Macbeth: Oh, he is going to be in for a treat, ha-ha!

Messenger: Of I go then, see you later

NEXT SCENE

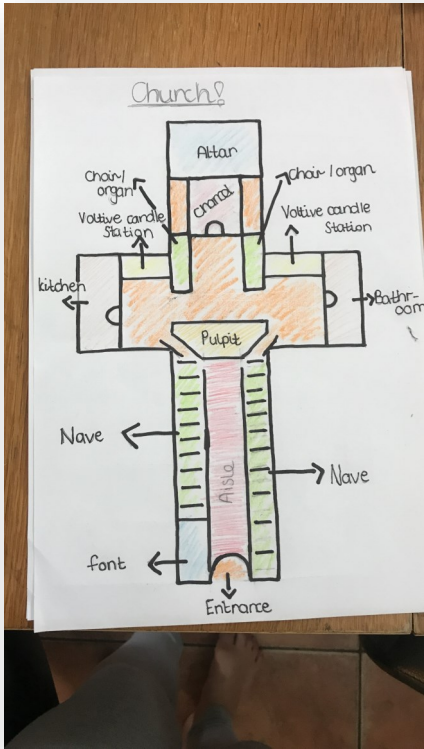
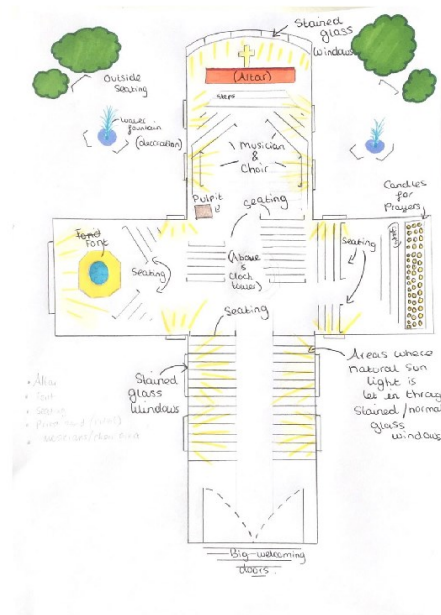
Lady Macbeth: OH SPIRITS, EVIL SPIRITS KILL HM, KILL HIM AND LEAVE NO TRACE!

Lady Macbeth: little does he know, little does he know Mm.....

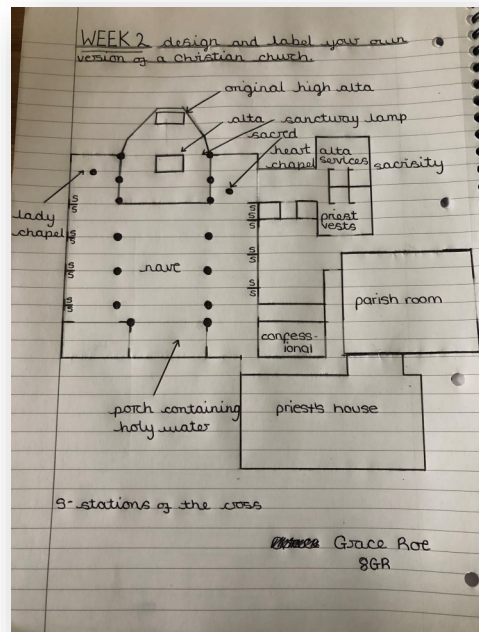




Faith Harris – Year 8



Ella Hudson –Year 9



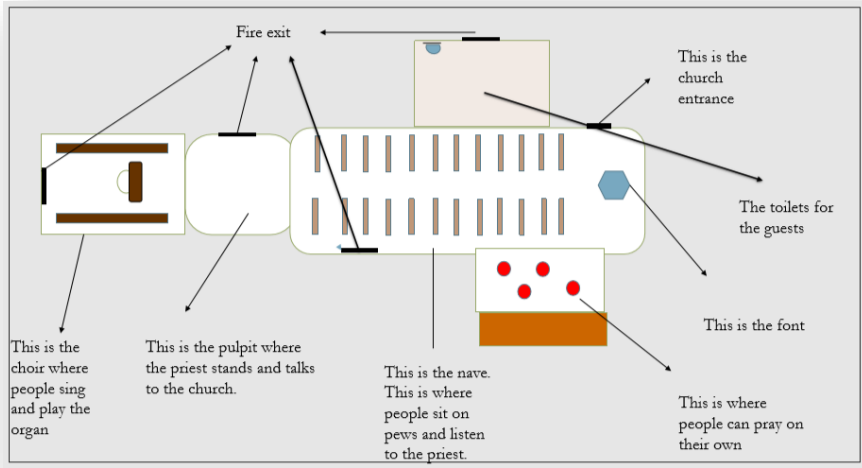
Grace Roe –Year 8

Lauren Maher 10A

Muhammad

1. In 610 CE, Muhammad experienced something which changed his life. An angel, Jibril (Gabriel) appeared to him with a message from God. This message to Muhammad for the next 20 years of his life. The further revelations combined together to form the Quran.
2. The main message Muhammad started preaching was the message he was receiving from God.
3. In 622 CE Muhammad fled to Madinah with his followers to escape persecution from the leaders of Mecca as they were aged.
4. The importance of Muhammad to Muslims is that he was the founder of Islam and the Muslim world. He also established with the Quran.
5. The importance of Imamate for Shi'a Muslims is that all spiritual descendants of the prophet of Muhammad. Shi'a Muslims also believe that Imam protects the religion and helps guide Muslims along the right path.

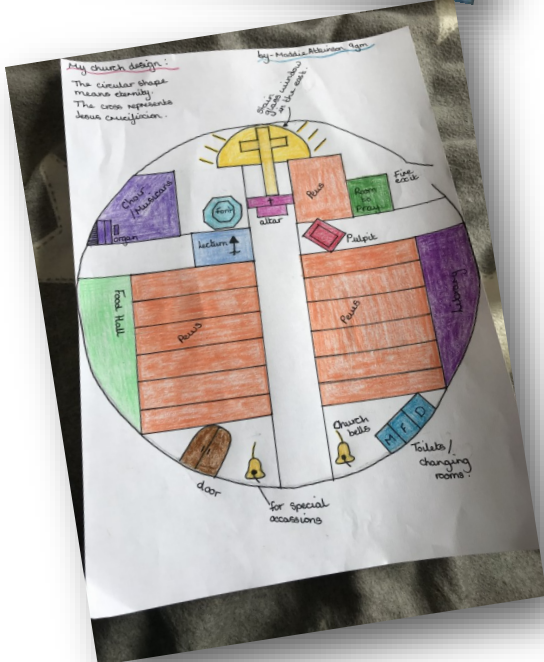
Lauren Maher –Year 10



Jess French—Year 7

Are we destroying God's good Earth?
 It is up to us as humans to keep the Earth the way god wants it to be. Climate change all depends on how selfish we have become. Massive factories in the middle of fields destroying nature and cars driving around the world not caring how much damage they are really doing. God can't do much more, he has made the Earth and the world to turn out and it's your choice how you want longer.

**Koby
 Setterfield
 Year 7**



Madeline Atkinson—Year 9

Muhammad and the Imamate

activities:

In the 610ce Muhammad something changed his life. The angel Gabriel came to him with a message from God, this was the first of many. They combined together to create the Quran, Muslims' most important holy book.

The main message that Muhammad started preaching was there is only one God.

Muhammad died persecution with his followers to Meccah in 622ce. The Hijrah event marks the beginning of the Umrah. Muhammad believed before this experience which has been recorded in the Quran.

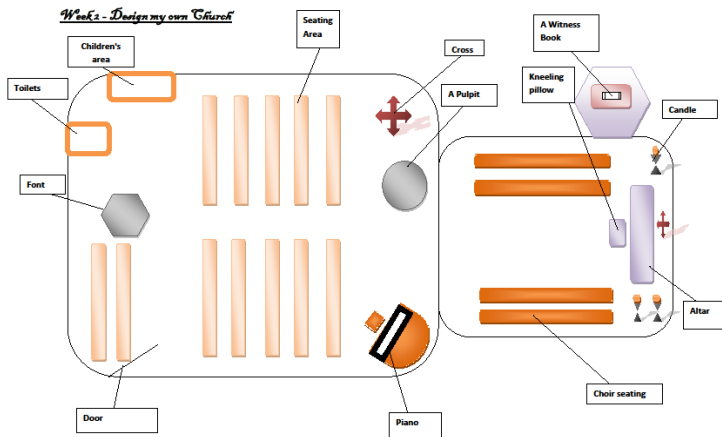
Muslims split in two groups: Sunni and Shi'a.

Shi'a believe Muhammad named his cousin and son-in-law as his successor, that leadership should follow the family.

Olivia Porter—Year 10

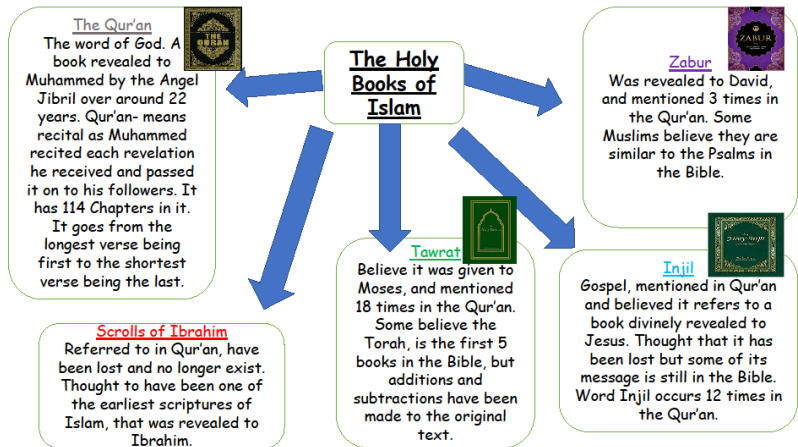
Lewis Mannering-Green

Year 8



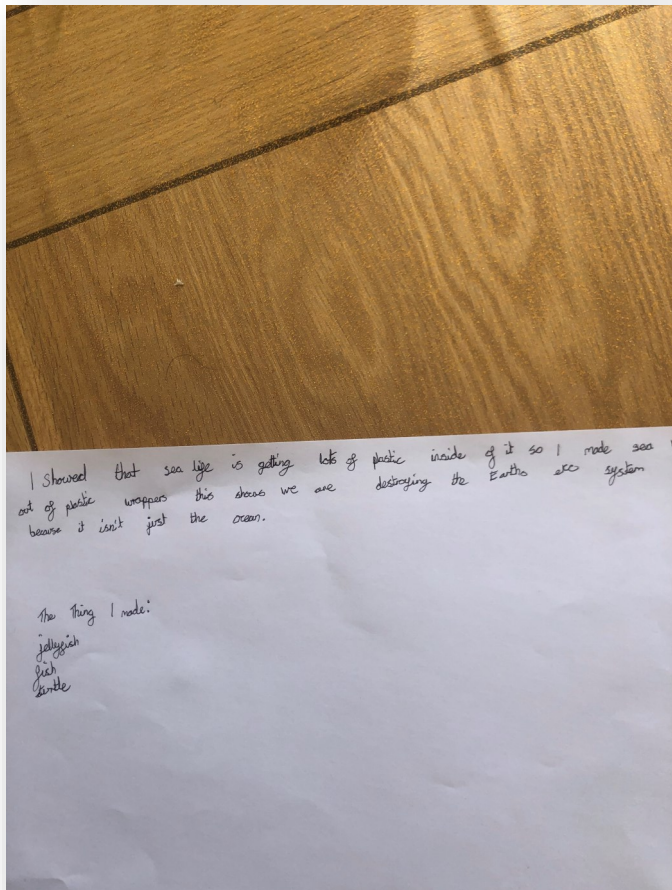
Rebecca Hutchinson

Year 10



Thomas MacKay

Year 7



God's Good Earth



◆ By Mahir Chowdhury

Are We Spoiling God's Earth?

There are two sides to this question, one side is yes, the other is no. Yes, we are spoiling God's Earth because not only big corporations but us as well we take all the resources for granted. Like all the wood in the world in becoming finite as well as all the ores in the world. The world used to have clean blue skies but now in some places like Beijing have smog in their skies because of all the smoke produced in factories. Also, businesses take materials for granted because some companies mass produce products that eventually never get sold leading to all those materials becoming obsolete. Since the industrial revolution we have been burning fossil fuels which increases the number of greenhouse gasses in the atmosphere. These greenhouse gasses are CO₂, methane and nitrous oxide which is causing global warming to take place. We have been doing this since the industrial revolution which was over 100 years ago that's how long we have been contributing to global warming which contributes to the ice caps melting lowering the water temperature, making fish and other aquatic animals either migrate or die. If destroy anymore of the earth it will have an even bigger domino effect than what I just stated. In the Bible Psalms 24:1 it says that "The earth remains the Lord's and does not belong to its human inhabitants." And Leviticus 25:23 states, "The land must not be sold permanently, because the land is mine and you are but aliens and my tenants." This shows we need to respect and care the earth God has given us and not take all the materials for granted.

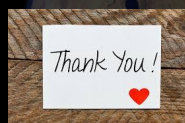
Are We Spoiling God's Earth? p12

On the other hand, God had given dominion over everything on the earth. So, all we are doing is using the power God gave us in full effect and God gave us the earth to do whatever we wanted with it he gave us enough materials to survive. Also, even though some materials are becoming finite most of those are renewable resources like wood, charities such as team trees had planted another 20 million trees. Some say that this is what God wanted he wanted us to start to run out of materials and see how we can come together and fix the situation. A famous philosopher once said, "It is our collective and individual responsibility to preserve and tend to the world in which we all live." Some people theorise that it means we should use the earth, but we should help it at the same time by doing things like planting trees quicker than we cut them down. In Psalm 89:11 it says, "The heavens are Yours; the earth also is Yours; The world and all it contains, You have founded them." This shows that we had founded everything in the earth and it is ours so we should do what we want with the earth but we still should respect it because if we loose everything in the earth it is our fault and God will not help because it is our earth now not his anymore.

Can We Save The Earth In Time?

Climate change right now is going at an extremely fast pace faster than ever. Right now we may not be able to stop it before its too late but if we all as a community takes steps and actions to stop climate change then we could slow down its pace and be able to catch up with it and beat it. There is a small possibility that we can save the earth in time but for that to happen we need to come together and fight it. The ways we can do this is by smokers can try to reduce or eradicate the amount of time they smoke. Also, factories need to stop using fossil fuels which are destroying the earth and need to start using environmentally efficient fuels like solar power, wind, waterpower and biofuels. These alternatives may slow down production in factories that mass produce products but that's just the small step we need to take to slow down climate change and to save the earth from ourselves. Also, we can use recyclable materials such as recyclable plastic because plastic is one of the main factors toward climate change because they take hundreds of years to decompose leaving beaches of plastic so if we use recyclable plastic in everything like bottles we can melt the bottles and reuse them to create other things making it so we do not have to make as much plastic and we don't have to slowly destroy the planet by buying a water bottle we can instead save it.

Thank You For Watching This PowerPoint.



Hopefully you learnt more about how we can save this planet and how we should respect God and the earth he has given us.



English Department

The English department presented the 'Life is good' competition over the May half term. It was a way to inspire positivity through showing what is good in life and spread the power of optimism. Students were asked to come up with something that proves life is still good, even in lockdown. Entries included poems, speeches, word art, vlogs, animation and stories. Prizes were Amazon vouchers—1st £20, 2nd £10, 3rd £5

The winners for Key Stage 3 were:

1st Luke Gibson - vlog

2nd Harrison Goldsmith – stop motion video

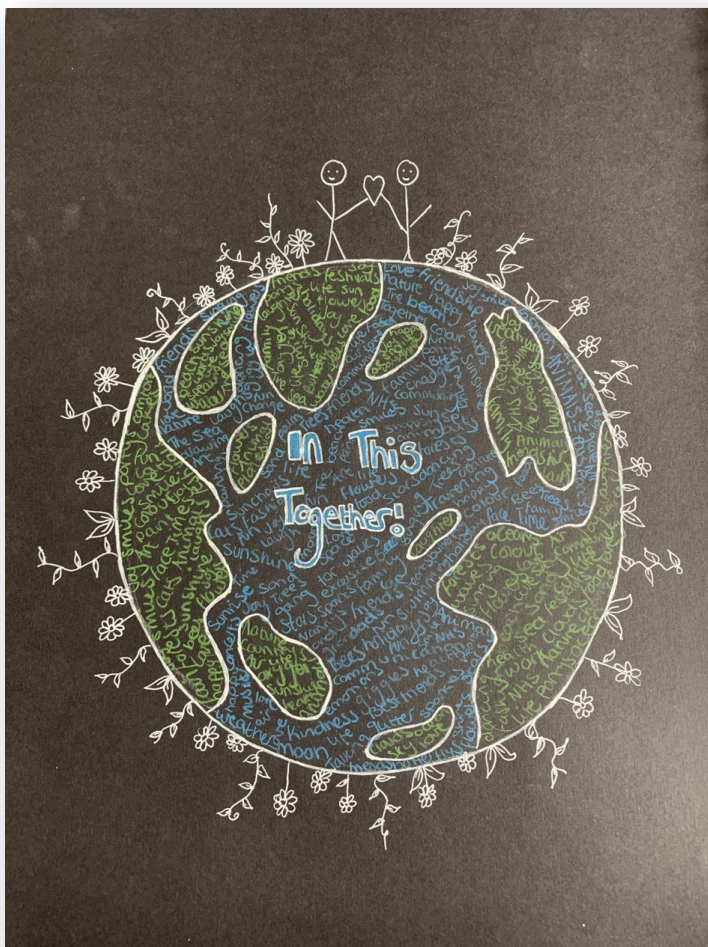
3rd Danny Hilden - poem

Key stage 4 winners:

1st Beth Stuart – word art

2nd Charlotte Saunders –non-fiction with photos

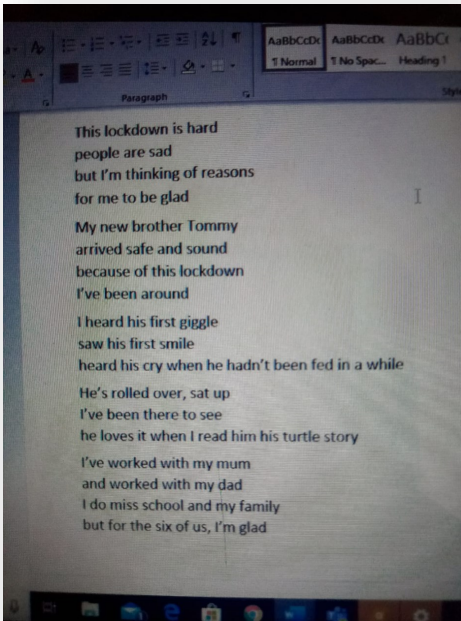
3rd Jessica Beaney - poem



Beth Stuart

“This is a word drawing, every word inside the globe is linked to nature or other things that make me happy. It shows, one positive of this situation is the improvement to the environment”.

Danny Hilden



Jessica Beaney

This poem was influenced by my time in quarantine as quarantine has really allowed me to view life differently. It's a poem called mars and is about living your life to the fullest and asking yourself if you could do something or go on an adventure that would change your life completely would you take the risk and do it ?

Mars:

*What if you could get to mars as easy as driving to a different country
What if you could drive for a few miles
And live a world of endless possibilities with freedom and a life like no other
With people who were like no others
It would be the best years of our lives*

*What if all it took was a bridge
Would you take the leap to build it
Or would you sit in your room
On your phone
Waiting for someone to do it for you*

*We have so much at our finger tips
That we never try something new
But what if we could get to mars as easy as driving a car
Across a bridge
Would you take the risk ?*

Harrison Goldsmith

The reason is why i choose to do a stop motion video is that it make me happy and other people happy because this is what the task is all about spreading positivity .

I also think that it cheers people up and a bit creative and unique. It's also suitable for all ages as young children can understand and the elderly too .

I combined 2 ideas presentation and video as its more fun than just a presentation .

It's important right now to stay happy and i think this makes people a bit happier as you wouldn't normally see 2 lego figures directing a presentation i also think its easy to enjoy - Harrison

<https://www.fulstonmanor.kent.sch.uk/page/?title=Harrison+Goldsmith+%2D+Life+is+Good&pid=1601&action=saved>

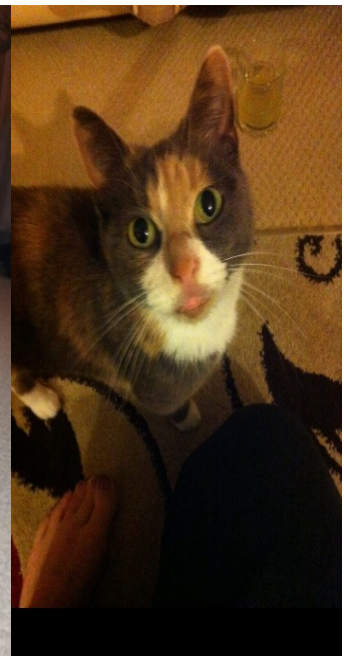
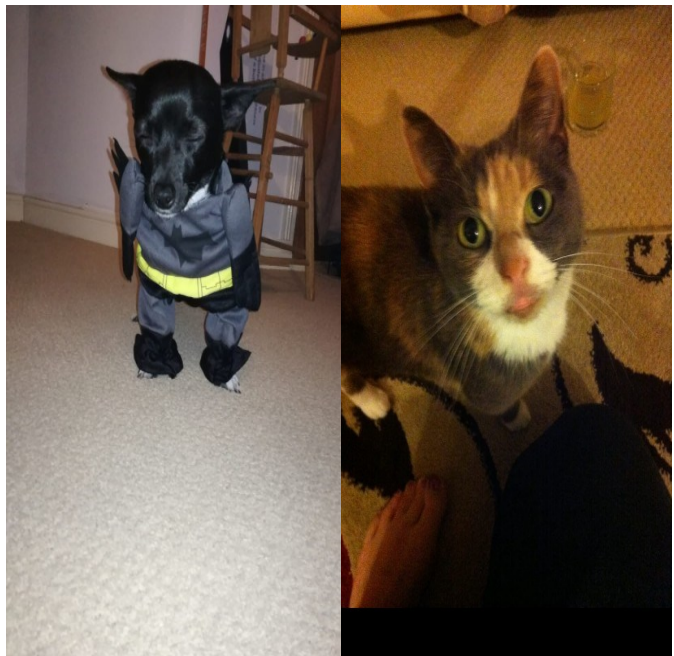
Luke Gibson

I decided to do a vlog for what is good about life right now because you can directly see what I've been doing in a visual way. I also enjoy presenting so I had fun making the vlog as well.

I am excited to show you what I've been up to during lockdown and how it has been a good experience for me and not all negative. I am lucky because I have been able to continue doing my sport and I have even found alternative ways to cycle during lockdown which I can use in the future.

Here is the link:

<https://www.youtube.com/watch?v=SskVMRget84&feature=youtu.be>



Despite not living a normal life right now, you can find a way to have fun at home and get distracted. My distraction is being with my pets and family

Continued.....

Charlotte Saunders

...It's simple on Friday 3rd April at 20:30 we all go out to our gardens with a torch any you can find and shine it up to the sky and take 2 minutes to remember those people who have lost their lives, and those fighting this terrible virus.

Please share this amongst groups, friends and family! I would be most grateful for everyone's support in this!



Recently on Social Media, people instead of posting makeup pics or nail tutorials, people are encouraging others to respect the NHS and I think that is such a lovely thing to do as they are risking their lives for us.

A Trapped Poem

The summer sunlight illuminates the girl in the mask's window, trickling down the curtains of velvet like golden syrup. The girl with the mask over her salmon pink lips and baby button nose, so badly wants to rip the mask off and dart down the hill towards her school that she adores every single day but she knows the moment she steps one foot out the oak door, the virus of the world will ripple through her like a wave. The girl slowly steps back, sighs and lets out a little whisper.

"Life is still good."

And now for the excellent English subject work submitted...

Aiden Pankhurst—Year 7

Your own mythical hero

A. My hero would be a dwarf from Scandinavia, his name you may ask? Svenson

He loves the idea of steam punk, building and inventing. He carries a magic hammer that can grow into a war hammer and shrink into a normal hammer he would normally use for inventing. His magic weapon can also turn into any tool he may ever need while inventing. His power grows on the night of midsummer (summer solstice)

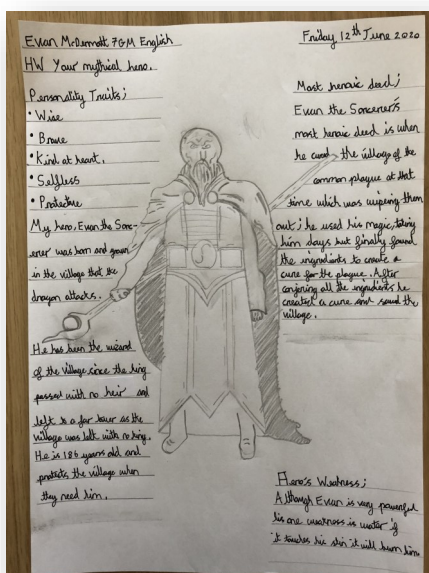
Once there was a battle of much blood and gore. His machines charged forward with him in the front lines. You could hear the clanging and clashing of swords from the next town over. In the end it was him versus the other side's captain. It was eerily quiet as only they stood and looked each other in the eye with much hatred. Svenson attacked first not out of strategy out of rage. His dwarf magic kicked in as soon as he jumped. Svenson grew and grew and grew until he was as tall as 2 men. With one mighty blow with his hammer he struck down his foe. But in the process, lost his arm. Of course he made a new one. Or should I really say a claw. With this new addition to him it was constantly making lava inside. After it had built up enough he could spew at people burning them and turning them to a pile of nothing but flesh and ash.

B. His heroic deed would have to be a robot he built for a crying little girl. She explained to him that she had just lost her beloved pet dog to heaven. He immediately set to work and built a robotic dog that he would surprise her with next day. The next day he went to the house but someone had already been there and said that the family had moved out and were on the road as we speak to a new house far from here. Without hesitation he set out to go find her. Once he finally arrived before her he gifted her with dog and she was overjoyed. 15 years later she came to him with the same robot dog and asked if she could work him as an inventor.

And legend has it that they

are still working together to build more fantastic inventions unable to age. Because of dwarf magic.

C. His only weakness is seeing somebody upset that he can't help. He a very generous soul and will stop at nothing to help someone in need. This sometimes gets in the way of his inventing which could one day save the world from evil.



Evan McDermott—Year 7

1) Dangers in the arctic:

- Sub-zero temperatures
- Wild, dangerous animals
- Lack of essential resources
- Health risks (hypothermia and frost bite)

2) Diary entry:

Dear Diary,

Today has been a struggle for me. I've trekked through deep, heavy snow all day and night to still be stuck in the middle of an icy horizon. There is nothing around me other than blankets of white and a few intimidating ice bergs in the distance, if I squint hard enough. So far I have been lucky enough to not encounter any animals, however I have no faith that it will continue that way. I haven't seen a single plant or any form of life for miles, I'm beginning to feel very alone, soon my insanity will scream for breakthrough.

When I first stepped foot off the cargo ship I was transported on by, I had a positive mindset that I would meet people on the way and be welcomed into warm, happy homes where I could stay for periods at a time. I arrived in the arctic 1 week ago now and I have not met a single soul, or animal for that matter. I have just been walking non stop till the pain in my feet has gone. My feet are numb from the piercing coldness of the snow beneath me. My trek has brought me to where I am now, still in the middle of no where but somehow still somewhere.

Currently I am inside a small, cramped tent I brought with me but a thin wall of material will not protect me from the fear of the unknown. Tomorrow morning, I have a plan to collect any materials I manage to find, I'm hoping for some wood if that's possible. I'm going to carve weapons for my own protection although I do have one already. I thought to bring with me a tranquilliser. Any animal with a thick coat of fur I will need as I will make the fur into a coat for the sake of my warmth and safety. The tranquilliser will simply put the animal to sleep while I take the fur and will release it again unharmed, however this does come with precautions. I am willing to go to any length to stay safe, I need to get home and I need to stay alive....

-Aimée

3) Word Changes

- gone – **disappeared**
- fear of the unknown – **the dangers lurking ahead**
- struggle - **challenge**

Anthony Stone—Year 7

Write a plan for your own dragon legend by answering the following questions:

Where does your legend take place and how is the dragon involved?

My legend takes place deep in the forest where angry villagers have tracked down Bob the dragon hidden in a dark cave. Scared villagers are looking for Bob because they believe that he was the one who had attacked and killed some of innocent villagers, deep in the darkness of the night before.

Who is the hero of your legend and what do they do?

Bob is scared by the villagers and tries to defend himself by breathing and freezing the mouth of the cave. Creating a thick barrier of ice around the front of his cave to protect himself. The hero of our legend is a young boy from the village called Eric. He races to the cave to stop the angry villagers from killing Bob the Dragon, as he had seen who had actually attacked and killed the villagers as he had been out foraging for food and water. He had proof that it was not the dragon but men from the rival village who were trying to scare them into leaving! Unbeknown to them Eric and Bob had tried to defend the village from anymore harm. Eric bravely and gallantly put himself in front of Bob whilst telling the angry crowd what had actually happened the night before. He had proof of what had happened as one of the rival villagers had ripped a part of his clothing after it had caught on part of a tree, the piece of clothing had the paint markings of the other village, thus proving Bob's innocence.

Bob the Dragon had only been trying to protect and defend the local villagers from certain death. Once the truth had been told the angry villagers returned to their village to rebuild what had been damaged by their rivals and left the dragon alone knowing that they would be safe as long as Bob was left alone and lived.

How is the hero of your legend rewarded?

Legend has it that Eric who had protected Bob became his life long friend and even flew on Bob trying to protect other villages from evil. To this day no one knows what happened to Bob and Eric or proved that they died! Could they still be out there waiting to help the desperate and afraid???

Myths and Legends are often retold because there is a message within the story. What is the message within the story. What is the message, purpose or lesson in your dragon legend?

I think the message in my legend is always make sure you know your facts and think before you act. If you are true and honest then others will be to you.

The lesson of my legend is always be kind and thoughtful to others.

Leo Helene Year 9– Survival Stories

These next few tasks will take you on a journey of great peril and hardship but ultimately hope and survival as you read several nonfiction accounts from this century and the last. You will also be putting your own creativity to the test.

Task 4 – Surviving the Arctic

Imagine you are stranded in the Arctic after an expedition has taken a turn for the worse. What dangers might you face? For example: sub-zero temperatures...

polar bears

frost bite

freezing to death

running out of food and water

blizzards

keeping warm

surviving

It is your first night surviving in the Arctic. You have managed to find shelter but need to stay awake and alert in case wild animals attack. To help pass the time, you decide to capture your experience so far in your diary. Write your diary entry! You could include:

Description of your surroundings

The events that lead up to you being stranded

Your plans for survival

Dear Diary,

It's white everywhere. There are dangerous animals near. I can hear them roaring with hunger. I have found somewhere to shelter but it is still unbearably cold. Although it is scary the white snow and ice sparkle in the late sun and I find that quite calming and beautiful. The abandoned tent is bare but at least I am not outside to face the blizzards which come and go. I have wrapped up warm and curled into a ball to save energy and to try and keep warm.

My husky was pulling my sleigh following the other explorers and decided to bolt from the line and dragged me and my equipment away from everybody else. I can only hope and pray they are looking for me and don't give up. I have no idea where I am or how I am going to find everybody else.

I plan to stay inside and stay quiet so I don't attract attention from hungry polar bears, searching for food. I need to add lots of layers so I don't get cold and frost bite takes my fingers, toes or nose. I may venture out to see if there is anything I can burn to make a fire. I must not get wet as it is so cold I will never dry and that will surely bring death.

I have supplies of food and water but they were just for the journey to camp. I will have to ration what I have so I don't starve to death or become dehydrated. I may have to melt some snow over a fire if I am able to make one. I will have to ration food to one piece a day and only if I really need it. Calories should be higher here but I will only have enough to survive for a few days and there is no way to grow anything. I may be able to make a fishing rod and try and catch some fish but I then risk the cold and I am not sure this is the best idea.

The blizzards are the thing I fear the most. They are strong, icy, cold and harsh on everything. I am not sure how many blizzards I could survive. I cling to the hope they're coming to find me.

Read back through your work. Choose three words or phrases to improve/upgrade.

I could improve my work by adding shorter, punchy sentences to add impact.

Describe the feelings more to add effect.

I could describe the equipment I am left with so the reader knows how I might survive.

Leon Taylor Year 9 Survival Stories

These next few tasks will take you on a journey of great peril and hardship but ultimately hope and survival as you read several nonfiction accounts from this century and the last. You will also be putting your own creativity to the test.

Task 1 – Newspaper Report

How many different features of a newspaper report can you remember? For example: headline, facts... Columns, Date, Title, Header, Footer, Region

Choose one of the following scenarios (or feel free to make up your own!) and plan your own newspaper survival story. Plan the details using What? Where? When? Why? How?

Safety measures fail in encounter with a dangerous predator...

June 2021 London zoo #6

Who when where what how;

The zoo Martials opened the cage roof to feed the most popular attraction. They tentatively poked the Taser prod at the foliage to try to get *it* to move. Nothing. They prodded harder, nope. They started to sweat. “What happened?” and “where is it?” floated around for a while. They couldn’t find the one thing that kept their business alive. It was a very tense moment. If they couldn’t find it, they would have to evacuate the whole town. There was a rustle, a zap and an eruption of screeching and shouting and bashing. The Martials slammed the cage shut and ran off. But later found the cage empty and unlocked.

Interview from martial;

“I was selected to feed him, so I was given the Taser prod and the food. I’m not too scared to feed that kind of animal so I was the closest to the cage, unfortunately. When I caught his mid right leg, he got *very* mad and started to screech and cry out. We ran away in fear of getting eaten by it, and in the rush, I forgot to lock the cage again. Great. He is quite fast compared to his species that are usually quite slow. What happened to the families of the people nearby is un-imaginable.”

Interview from public after attack;

“I was looking at the birds in the cage across from the Martials, and I backed away while they were doing their thing to give them space. I think I was the first to react to what happened next. When I ran away, I ran in the wrong direction, as I had never been to that zoo before, and got stuck in a dead end. Climbed on a railing to get away from that *thing*. I passed out and woke up in hospital. They said I had stayed on the rail, luckily, and didn’t get too harmed. I got a few scratches and bruises but mostly in one piece.

What zoo owner will do next;

After an event like this, lots of things will be put in place, one of which will be a remote-feeding-device that dispenses food into the cage without any human interaction. Another thing will be an automatic lock, for some unknown reason, we didn’t have them before. Although we had them before the lunar apocalypse in July and the nuclear winter of last year, causing us to be set back a few years.

The animals that we keep in this zoo are very rare and rather expensive, as new DNA tweaking has created new and exciting exhibits!

CONTINUED

Catastrophic failure at brand new zoo!

June 2021

London zoo

The zoo Martials opened the cage roof to feed the most popular attraction. They tentatively poked the Taser prod at the foliage to try to get *it* to move. Nothing. They prodded harder, nope. They started to sweat. "What happened?" and "where is it?" floated around for a while. They couldn't find the one thing that kept their business alive. It was a very tense moment. If they couldn't find it, they would have to evacuate the whole town. There was a rustle, a zap and an eruption of screeching and shouting and bashing.

The Martials slammed the cage shut and ran off. But later found the cage empty and unlocked.

What a Martial has to say:

"I was selected to feed him, so I was given the Taser prod and the food. I'm not too scared to feed that kind of animal so I was the closest to the cage, unfortunately. When I caught his mid right leg, he got very mad and started to screech and cry out. We ran away in fear of getting eaten

by it, and in the rush, I forgot to lock the cage again. Great. He is quite fast compared to his species that are usually quite slow. What happened to the families of the people nearby is un-imaginable."

Dominic Jermey, Current manager of London Zoo says:

After an event like this, lots of things will be put in place, one of which will be a remote-feeding-device that dispenses food into the cage without any human interaction. Another thing will be an automatic lock, for some unknown reason, we didn't have them before. Although we had them before the lunar apocalypse in July and the nuclear winter of last year, causing us to be set back a few years.

The animals that we keep in this zoo are very rare and rather expensive, as new DNA tweaking has created new and exciting exhibits!



Orlando Benamar Year 8

Dream Asylum. Two words that I had to learn are polar opposites, never to be woven into the same phrase. My experiences there left me feeling more lucky than a tower block saved from demolition and turned into a museum.

Waking up in a cold sweat, having seen more horrifying visuals than any sane earthly being could ever possibly imagine became something of a nightly appointment for me. However, the solution was there. Creeping up slowly on me like a stalking cat hunting a mouse, the realisation of this brilliant idea smacked me round the head one day while I was pitying my helpless nocturnal situation.



I could sell my nightmare! Kaboom, my despair exploded into a flurry of joy. Looking up the place (called the Dream Asylum) in the yellow pages, I found not a bright colour advert as I had expected, but a rather cryptic address, furtively peering out at me from in between an ad for Kleenex and an ad for Cambodian silk ties. *Dream Asylum, 666 Enigma Crescent*, it quietly proclaimed. *Come to make your dreams come true... cash in your mitts!* That didn't sound bad. Striding into my Ford Escort, I followed my tattered road map to the address.

My first thought was to force myself to ignore the eerie bluish glow surrounding the squatting grey concrete warehouse. I walked on thinking that looks can be deceiving. My Guardian Angel flitted into my head, showing the advert in my mind's eye and reminding me this statement could be true of it, too.

I waved him off. Money clouded my sight as I ascended the sloping schist-brick path. I took hold of the stained brass knocker and gulped a breath of air. A resonating, empty boom sounded as I struck the door with the knocker. It opened. It stood open. Nothing stirred. I put a foot forward.

Silence.

And then peril. The blue glow suddenly became tangible, stretching out a disturbing tentacle and wrapping me in its icy embrace.

My memory stopped then. All I know is that a passer by saw my trouble and ran to rescue me. Once another human had observed the secret of the building, it became powerless. I was saved from spiritual death. Never will I enter the surly grey warehouse with its evil, **poisonous blue glow** again. Remember, no matter how bad you have it, it can always get worse.

Be wise.

Dream Asylum. Don't do it, reader.

The End

Rebecca Hutchinson—Year 10

Lesson 7-Writing a diary

Last lesson you were looking at an extract from a diary written by Captain Scott, in which he records his thoughts and feelings during an expedition to the South Pole. Today you are going to consider the structure of his diary and use this as inspiration for your own.

Task 1

Re-read the 'Extract from Scott's diary'-**pages 17 and 18 in the reading booklet.**

Summarise what he focuses on for each of the three days in the extract - February 2nd 1911, Saturday, March 25th 1911, and Sunday, March 17th 1912.

I used the same summary from last lesson as, it is the dates.

Scott on the 2nd of February 1911 was writing about the land and conditions the mountain was in, describing the tents and sounds he could hear from the wind, and everything he could see and hear. On Saturday March 25th 1911, he was writing about what had happened that day and how the temperature has been quite warm, but now it is starting to turn colder again so, he is getting worried about how far they may make it. Sunday the 17th of March 1912, Scott is, feeling sad as his friend Titus Oates was very ill but he kept pushing him onto make it a few more miles as he wanted to be left in his sleeping bag, they thought he would pass over night but he didn't, and so then he went out into the blizzard in the morning and was not seen again, so they spent 2 hours mourning his death before they proceeded on, now trying to stay cheerful even though they all know that they are very close to bad frostbite, and so are trying to enjoy there last days.

Task 2

Choose either a real or imagined experience to focus on in your diary extract. A few ideas for inspiration:

An exciting holiday/expedition that you have been on.

Life in Lockdown.

Before, during and after Lockdown (you will need to use your imagination for the final part of that one!)

A new experience.

I have decided to write 3 Entries about before, during and after lockdown.



Continued.....

February 13th 2020.

Every class I have gone to today I get one person in my class asking the teacher that we have, if they think the school will shut down. Which I don't think will actually happen as Boris Johnson will never agree to as he knows education is important especially to my year and year 11's. So even if school does shut, I will probably still have to go in.

But, if it does shut, I wonder what it would be like, would I get no work and just have time to chill out and do anything I want, no that's probably not going to happen. Or maybe, I will just be bored all day everyday wishing to go back to school, no that's not true either I don't like school, the only reason I go is to see my friends and get an education to pursue my dream job. Which at the moment I don't really know what it is, but I think I'm trying to focus on being a photographer for now. After I got out of school, I felt like the word corona and virus were being plunged into my head as at lunch and break and every class it was talked about, I just want this virus to go away so there is something else to talk about.

May 8th 2020.

So, I have been forgetting to keep writing but, now I have time to as we are in lockdown as all schools have been shutdown by Boris. Well they have been shut for a while now since march so I am very far behind. But, life at home is definitely better then school as even though it's been 2 months almost since I have seen my friends I have been getting my school work done in the mornings, because yes I am still getting set work, and just chilling out and doing my own things in the afternoon. I have started working out in the afternoon, doing workouts from YouTube, I have been trying to learn how to play my Ukulele again as I can't really remember and hanging out with my sister. As, she has been really upset about school closing as she is going college next year and so misses her friends as she had to say goodbye to them earlier then she thought. And she won't be able to go back to school as A-levels were cancelled. But, that's why I have been spending more time with her doing things so she isn't all sad and depressed and grumpy all day. But anyway, I am also quite upset as I have to spend my 15th birthday which is in 3 weeks in lockdown, so I won't be able to see my friends or family unless they drop things off which they probably will. But I still have my mum and sister to spend it with, as my mum should have the day off from work then as my mum is still working everyday except weekends as her work is busy. But I'm sure it will be fine and I'm sure this virus will blow over soon, I'm just hoping my grandparents don't catch it.

July 28th 2020.

So, I haven't written again since May which is bad but its hard to keep track of days, but lockdown was lifted yesterday. So, I headed out to Bluewater today to go on a shopping spree with all the money I got from birthday, but I had to wear a face mask and wash my hands every time I got into a different shop, and still social distance. So, its still quite bad but at least I can go out as I was getting very bored of staying inside. Oh, and then after that I went out to go see my friends who I hadn't seen properly in a long time, and so we met up at the park and all really gave a big group hug as we all were fine and lockdown is lifted anyway. We then ate food that we brought with us on a picnic blanket and just chatted and had a catch up on things and how crazy this year has been. But it's also been a sad year as my Great Grandma who is 94 caught corona last month and died(this is not true she is still alive), and it was very sad as she had lived alone most of her life because my great Grandpa died a few years ago, but she was still very fit and healthy for a woman her age. But I love you Great Grandma and I hope you are happy in heaven looking down on me and our family.



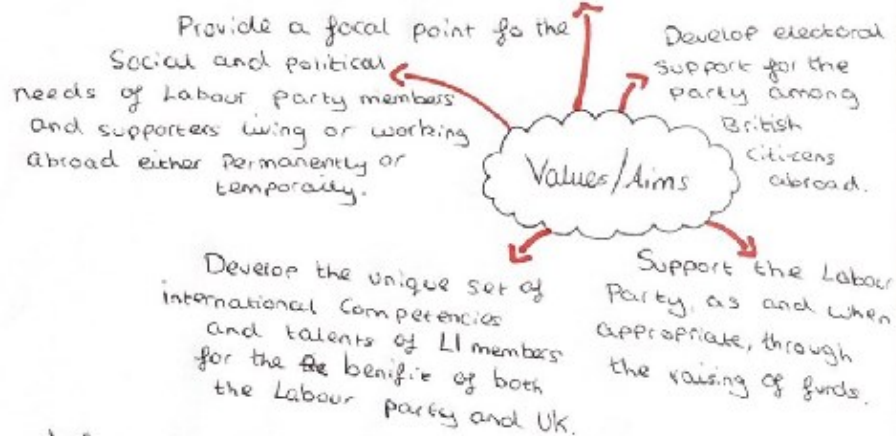
Faith Harris Year 8

Labour

Who is the Current Labour leader?

= Keir Starmer

Work with sister parties in different countries where these share the aims, values and objectives of the ^{UK} Labour party.



What are some policies the Labour Party introduced?

- Build 200,000 homes a year by 2020.
- Make work pay by expanding free childcare for 3 & 4 year olds to 25 hours a week for working parents.
- Cut taxes for 24,000,000 working people by introducing a lower 10% starting tax rate.
- Get young people and the long-term unemployed back to work.



Media Representations

Toby McGinn, Year 12

Analyse two ways in which disabled groups are represented in the media (10 marks)

One way in which disabled groups are represented in the media is in a highly positive, encouraging way. For example, the Paralympics. The Paralympics is an international multi-sport events involving athletes with a range of disabilities that are held every four years. The games include those from over 100 different countries and highlight the extraordinary achievement of disabled people in sporting events. The games are broadcast across the world, with people watching all over showing the medias heavy involvement in providing equality to the representation of disabled groups. Another similar example would be the Invictus Games, which is a multi-sporting event created by Prince Harry, for wounded or injured army veterans. These examples would fit in well with the postmodernist view of media representation of disabled groups, as there is more positive views and representation growing, as disabled have greater platforms to speak about the topic. Therefore, disabled groups are represented positively.

In contrast, media representation of disabled groups can be seen as negative as they represent the disabled differently from the able-bodied. For example, having separate shows like 'The Undateables' could be seen as exploiting disabled groups for entertainment, and could be deemed offensive. Some may say that disabled groups are still not equally represented as they are on different shows, and a more positive way of representation would be to have them on the same show as able-bodied groups. This would be supported by a 1992 study by Barnes concluding that there are stereotypes within the media and society of disabled groups being *interesting* to watch. Therefore, some may say that disabled groups are represented in a negative light as not equally with the able-bodied.

'Outline and explain two effects of how the race riots and killing of George Floyd in the US are being portrayed in the media around the world' (10 marks)

One way that the race riots and killing of George Floyd are being portrayed in the media is with positive effects. For example, the media have shown the world the unjust killing of George Floyd and spread awareness of police brutality in America. This is clearly a positive effect as it has led many people to spread the message that this is not justified and not okay. This in turn should lead to less of these things happening as there is so much support for this to stop. Therefore, the events in the U.S. have provided positive effects on the media, spreading awareness.

In contrast, many believe that the medias representation of the race riots has led aspects of the media to not present the full picture of the protests. For example, some may think that the media are ignoring the victims of the looting and violent protests in America, such as the many deaths and damage to business they have caused, and only talking about the protests themselves. This could be seen as negative as some may think the media are only focusing on the events and not the outcomes, which some may think the media is justifying the violent protests. Therefore, some may think the effects of the race riots have led the media to be bias in not showing the full picture.

The Sociology of Media Representations

Examination style questions

Imogen Taylor (Year 12)

1] Outline and explain two ways in which media representations of social groups have become more positive than they were originally. [10 marks]

One way in which disability has become more positive than it was originally is through changing perceptions, the media plays an important role in presenting disability in a way that could dispel negative stereotypes and promote the rights and dignity of people with disabilities. Key thinkers of this are Philo and Bryant [2011] who compare tabloid media coverage of disability from 2010-2011 to 2004-2005. They found that there was an increase in the reporting of disability, from this we can see that representations of disability are now more positive than they were originally as the media would give people more awareness of disability and improving others understanding of it, pluralists believe that media representations of the disabled portray the reality of everyday conditions of the disabled and their carers this further gives people more awareness of disability allowing them to speak more positively about it. For example; the Paralympics represents those who are disabled as empowering and successful despite having a disability they are still able to participate in activities that an able-bodied individual would give an overall aspirational image of the disabled.

Another way media representation of social groups have become more positive than they were originally is through sexuality. Originally sexuality in the media was not accepted, heterosexuality was predominantly pushed as the norm as more heterosexual couples were shown in tv shows and films for example in the Twilight saga films the main characters are heterosexual and there are not any homosexual characters or members of LGBT presented. A key thinker of this is Bachelor et al found that heterosexuality dominates the media, they found that in news stories when heterosexual characters are used in the media about a storyline of anxiety compared with homosexuality lesbianism was completely invisible to the media making it more likely to be accepted or rejected by society as society is unsure about it. Now in new news stories there are parades and festivals surrounding homosexuality positively promoting a indifference of sexuality as there are no parades or festivals surrounding heterosexuality an example of a homosexuality parade is Gay Pride parade, this is a parade to promote it as the norm whereas heterosexuality does not have a parade to promote it as normal. Now LGBT communities use the media to announce and exercise their rights making them respected and giving an overall positive representation of sexuality.

2] Analyse two representations of how social classes are displayed in the media. [10 marks]

One representation of how social classes are displayed in the media is through upper class in which is portrayed positively in the media and associated with wealth. Some examples of upper-class individuals are the Royal Family and the Kardashians. These public figures are presented very frequently in the media and as powerful individuals due to their wealth so others look up to them and people are more likely to believe everything they do or say. A successful celebrity in the media is Tom Holland who is presented positively and praised for his success. These examples try and portray how an upper-class individual is universally fortunate as they are recognised for being wealthy and this ultimately makes them more successful and powerful than for their life choices or quality's. Whereas an individual of working class cannot be recognised for their money as they are deprived but they are recognised for their quality's or life choices. A key thinker of this are pluralists who believe that representations of classes reflect the reality of capitalist society- society is made up of rich and successful groups and very poor groups. They believe the media is not being stereotypical but on just reporting on how society really is.

Another representation of how social classes are displayed in the media is through working class in which individuals are portrayed as being deprived. They are also associated with poverty as well as drugs, alcohol and educational failures. The media does not present this social class positively unlike the upper class, some examples of tv shows associated with the working class are benefits street and the Jeremy Kyle show. The media does not try to create sympathy toward this class and challenge these stereotypes in the news, instead this social class is shown as entertainment through tv shows like the Jeremy Kyle show. However, this portrayal of the working class can be sympathised by some individuals as they raise awareness of the poverty that some of these individuals from this class experience. The Marxist representation of working class in the media is that working class is presented as being poor due to the individuals own life choices and it is persevered as self-inflicted. This counteracts sympathy towards this class as people will not want to feel sorry for someone that has purposely deprived themselves of things.

INFORMATION TECHNOLOGY

DESKTOP PUBLISHING: MENU PROJECT



Create a dining menu for a themed restaurant, for example a golf theme, football theme, fashion theme. For example, for a football themed restaurant, you could have 'The Goalie Burger'.

You should devise a menu with a choice of at least three dishes in each of the following categories: starters, sandwiches, burgers, main meals, side dishes and desserts.

Be creative with the descriptions e.g. 'Half pound hamburger loaded with tomato, pickles, onions, and our special green sauce. Served with tasty curly fries.'



Your menu will be marked based on originality, creativity, and accuracy.

✓	Requirement	Points Possible	Points Awarded
	Name of restaurant included	10	
	Appropriate images	10	
	Menu divided into sections e.g. starters, desserts	10	
	Appropriate theme chosen	10	
	Dishes have names relevant to theme	10	
	Descriptions provided for dishes	10	
	Layout is attractive	10	
	Good use of colours	10	
	Appropriate fonts chosen	10	
	Overall professional appearance	10	
	TOTAL	100	

Comments:

Name: Sophie George Class: 7D



Sophie George— Year 7

Shoe Stop

Starters

Dough Ball Bites - served with garlic butter

Ballet Breadsticks - served with hummus, taramasalata and guacamole


Root of the Day - Soup of the Day

Sandwiches

The BLY Runner - Maple Cured Bacon, gem lettuce and beefsteak tomatoes. Served with Crisps

Chicken Club Shoes - A Chicken club packed with roast chicken, crispy bacon and a leafy salad. Served with Crisps

The Crocs monsieur - A Croque monsieur, a hot ham and cheese sandwich. Served with Crisps



Burgers

Slider Burger - Quarter pounder with cheese, pickles, burger sauce, tomato

Fried Chicken Clog Burger - A fried chicken breast with iceberg lettuce, homemade mayonnaise and tomato.

Velenki Vegetarian Burger - Vegetarian Burger with a spicy chilli jam, rocket and mushroom

Main Meals

Laces and sauce - Spaghetti Bolognese

Italian Flip Flaps - Pizza, with a selection of toppings: Cheese, pepperoni, sausage, mushroom, sweetcorn, ham, peppers.

Cowboy Steak - Steak, mashed potato, creamed spinach and peppercorn sauce.

High Heeled Risotto - Wild Mushroom Risotto

Athletic California Shoe - California quinoa and avocado salad.

Side Dishes

Garlic Bread Brogues

Wedge Shoes - Potato Wedges


The Rainbow Skates - Rainbow coleslaw

Desserts

Chesecake Climbing boots - Lemon Cheesecake served with fresh whipped cream

The Chocolate Loafers - Chocolate fudge cake with Vanilla ice cream

Golf Shoes - A trio of gelato, Vanilla, chocolate and pistachio



Rosie Wells—Year 7

Dine with DISNEY MENU

PLEASE ASK FOR DRINKS MENU

DINE WITH DISNEY OFFERS YOU THE FOLLOWING:

- Starters!
- Sandwiches!
- Burgers!
- Main Meals!
- Desserts!

DINE WITH DISNEY
 Dragon road
 Happy Town
 DIS N3Y
 01291 430924
 www.dinewithdisney.com
 Dinewithdisney@gmail.com




Holly Watson—Year 7

Starters

Tangled Tomatoes - grilled tomatoes with a seasoning of pepper and fresh herbs.

Cinderella's Circles - rounds of cucumber on a stick, packed with tuna, ham or cheese.

Goofy's Garlic - crunchy french baguette topped with melted garlic and herb butter.

Sandwiches

Tianna's Tuna - Tuna and cucumber in lettuce, soft, white, brown or figer bread with a sprinkling of sweetcorn and sliced tomatoes.

Queens Quick Bite - crusty coronation chicken baguette served with juicy tomatoes and mixed salad.

Auroras Applewood Surprise - royal roll filled with smoky applewood cheese with crispy lettuce and coleslaw.

Burgers

Belles Beastly burgers - a half pound burger in a bun loaded with onions, cooked tomatoes and lettuce.

Charming's Cheese Burger - a meaty burger filled with onions, topped with a slice of creamy cheddar cheese, with some grilled and seasoned tomatoes. Served with crispy, curly fries.

Captain Hooks Chicken Burger - a triple cheese burger with melted red jalapeno cheese in the middle, with a seeded roll. Served with curly fries or crunchy onion rings.

Main Meals

Princess Platter - chicken nuggets, cocktail sausages, warm sausage rolls, smoky crispy bacon and crispy fries.

Mary Poppins's Meatballs - a round circle, filled with meat and onion. Served with a tomato sauce and spaghetti.



Tinker Bells Taco's - a crunchy shell, filled with mince and some peppers. Served with a salad of fresh lettuce, tomatoes and cucumber.

Desserts

Alice's Apple Pie - a hard pastry crust with juicy caramelized apple with a squirt of whipped cream.

Christopher's Chocolate Cake - a light and fluffy chocolate sponge cake, with a gooey chocolate icing.

Bambi's Biscuit - two chocolate chip cookies with a spoon full of chocolate/vanilla/banana/strawberry ice cream. On top of the top biscuit is a squirt of cream, drizzled with chocolate/strawberry sauce.

Aimee Kent —Year 9

Aimee Kent 9E - 09.06.2020

Check Out No	No of people in que	Time per person (mins)	Total Time for till to be empty	Waiting time for last person to start being served
1	6	2	12	10
2	4	2	8	6
3	3	2	6	4
4	4	2	8	6
5	4	2	8	6
6	3	2	6	4
7	5	2	10	8
8	6	2	12	10
9	5	2	10	8
10	4	2	8	6
11	6	2	12	10
Total	50		100	78

Owner:
 Calculation =
 No of people in que x 2 mins

Owner:
 calculation =
 No of people in que minus 1 (last person) x 2 mins
 this gives the last person a total of minutes they will wait until being served.

You could take some tills away and add self checkouts instead.

Samuel Newman—Year 8

Fake news:

There are many accounts of fake news and there are even fake news sites.

There has been much consideration about making such websites completely illegal. So here are some fake news stories that are rather intriguing.

The mother of all fake news stories must be *New York Times* reporter Walter Duranty helping Stalin's Russia conceal the Holodomor from the world. Duranty helped the communists cover up one of the worst crimes against humanity ever perpetrated, the forced starvation of over 1.5 million people in Ukraine between 1932 and 1933.

But then there are others that are not quite as large as the one shown previously, seeing as it is called by the article as "The mother of all fake news stories", but that would not make the others less impressive than they already are.

Not many people realize that one of the most celebrated movies of the Seventies was based on a fake news story. The script for *Saturday Night Fever* was supposedly a fictionalized account of a real disco dancer's life and times, but the author of the 1976 *New York* magazine story that launched the movie, Nik Cohn, eventually admitted he made it all up. Cohn claims that he did see someone similar to the character John Travolta made famous at a disco in New York, but when he was unable to track the man down for an interview, he "conjured up the story" and "presented it as fact." Given how popular the movie and disco culture became, this has to be counted as one of the most influential fake news stories.

But then there is also the fake news manufactured by *Washington Post* reporter Janet Cooke received a Pulitzer Prize, but unlike Duranty's, it was revoked after her deception was uncovered. In a meticulous 2016 account of Cooke's story, Mike Sager at the Columbia Journalism Review dubbed her "the fabulist who changed journalism," and made a compelling case for her 1980 story about "Jimmy's World" as one of the first examples of "viral" journalism. The *Post* wanted a superstar young black female journalist, and Cooke delivered with a searing story about an 8-year-old heroin addict in Washington, D.C. named Jimmy, a "precious little boy" who had "needle marks freckling the baby-smooth skin of his thin, brown arms." The story was so widely repeated, so influential, that Mayor Marion Barry's administration began scouring the city to rescue Jimmy from his hideous guardians. They couldn't find the boy because he didn't exist. Cooke made the whole thing up. (When city officials asked Cooke to tell them where they could find Jimmy, she refused, and the *Washington Post* invoked her First Amendment right to protect her sources.)

In 1993, NBC News delivered a historic public apology for staging the test crash of a General Motors pickup truck for the *Dateline NBC* program. The reporters wanted to demonstrate that gas could leak from the truck's fuel tank and cause a dangerous fire after a crash, so they rigged it with explosives. "We deeply regret we included the inappropriate demonstration in our 'Dateline' report. We apologize to our viewers and to General Motors. We have also concluded that unscientific demonstrations should have no place in hard news stories at NBC. That's our new policy," the statement declared, leading viewers with some unresolved questions about why it wasn't their old policy, too. *Dateline NBC* was far from the only example of dubious product-safety reporting. It wasn't even the first time a vehicle was rigged to explode for a major network consumer report. The fifth and final one I'm going to talk about is George Zimmerman's edited 911 call.

The media was very interested in keeping the George Zimmerman – Trayvon Martin story hot, fresh, and outrageous, eagerly stirring a bubbling pot of racial paranoia for political and ratings reasons. A great deal of the early reporting about the Trayvon Martin shooting could be classified as "fake news." Who can forget the widely circulated images of Martin as a baby-faced child, even though reporters knew that wasn't what he looked like at the time of his death?

The nadir of fake news in the Zimmerman-Martin story was reached when NBC News deliberately, maliciously edited a recording of the call Zimmerman placed to 911 on the night of the February 2012 shooting, to make it sound as if Zimmerman was obsessed with Martin's race. NBC reporters even tried to convince viewers Zimmerman used a racial epithet.

So, basically, fake news is almost as constant as real news in truth, and that people are more likely to be misled by fake news than (supposedly) real news.



THE SUPERMARKET QUEUE		
AISLE NUMBER	NUMBER OF CUSTOMERS QUEUEING	TOTAL QUEUEING TIME FOR NEXT CUSTOMER (MINS)
1	6	12
2	7	14
3	0	0
4	13	26
5	6	12
6	4	8
7	5	10
8	2	4
9	1	2
10	4	8
11	2	4
	50	100

limit number of people at each till (max 8)
 sent customers to shorter queues
 people with baskets can go to specific tills that work faster.

Leon Taylor—Year 9

Florence Martel—Year 9

checkout no.	no. people queuing	time spent waiting	queue length 1m pp	total of minutes queuing	in hours
1	4	2	4	8	0.1
2	9	6	9	54	0.9
3	3	12	3	36	0.6
4	3	20	3	60	1.0
5	23	9	23	207	3.5
6	5	1	5	5	0.1

separate queues for cards only and separate queue for small no. of items will reduce queue lengths

Computing work from home: Fake News

Jessie Masters—Year 8

I have read a report on the BBC about some twitter tweets containing 'misleading information about covid 19'. These tweets have been labelled as fake news and warning messages have been sent out. President Donald Trump has to be subject to these rules when he suggested injecting disinfectant to help protect against coronavirus.

How fake news has impacted individuals and businesses:

Fake news can have disastrous impacts on businesses and individuals because if people were to listen to Donald Trump's tweets it could be incredibly dangerous to people's health. Businesses could rapidly run out of disinfectant as well if these tweets weren't labelled as fake news. This kind of information is dangerous because it can lead people to believing the wrong facts that aren't true.

Problems I foresee arising from fake news:

Some problems that I think could arise from fake news are worldwide arguments about fake news and what is true and what isn't. People's health can also be affected if fake news isn't taken down and people aren't notified, otherwise they could believe this news and follow the 'advice' that could badly impact their health.

Ways I think could help stop the spread of fake news:

I think to stop the spread of fake news; the following steps should be done: 1. The news needs to be identified and checked to make sure its fake, 2. The news needs to be spread as fake and to not be followed, 3. The government need to put policies on the spread of fake news.



Eleora Bankson—Year 7

This is Goku from the dragon ball series, he is the main character, but he is not the strongest.

I like goku because he is a very good person but originally, he was bad until he hit his head when he was young and became one of the guardians of earth.

Goku is my favourite character because he gets stronger every time he fights and his air changes colour depending on the power form, he's in. his normal hair is black but it is able to change to yellow, blue, red and grey

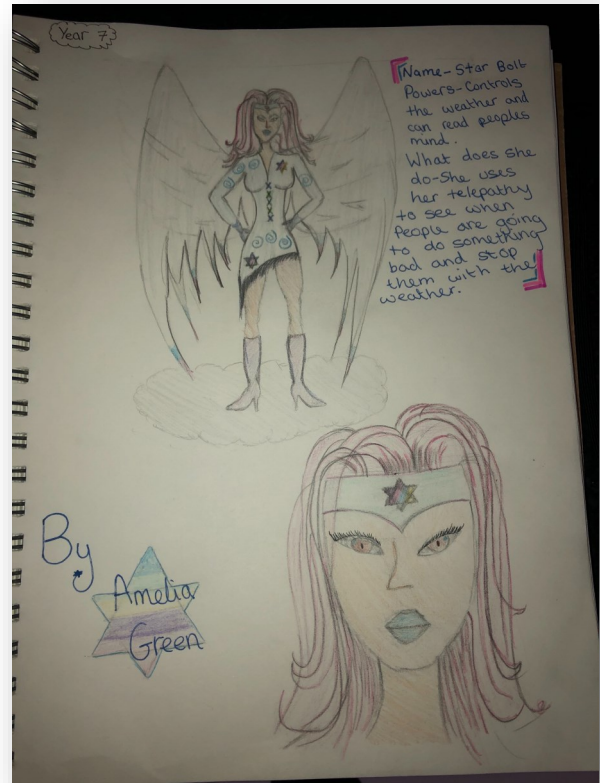
I think I should win because this character shows that everyone can change to become good, also he gets so strong because he is the most hardworking person in the series

My brother drew the outline and I coloured him in.

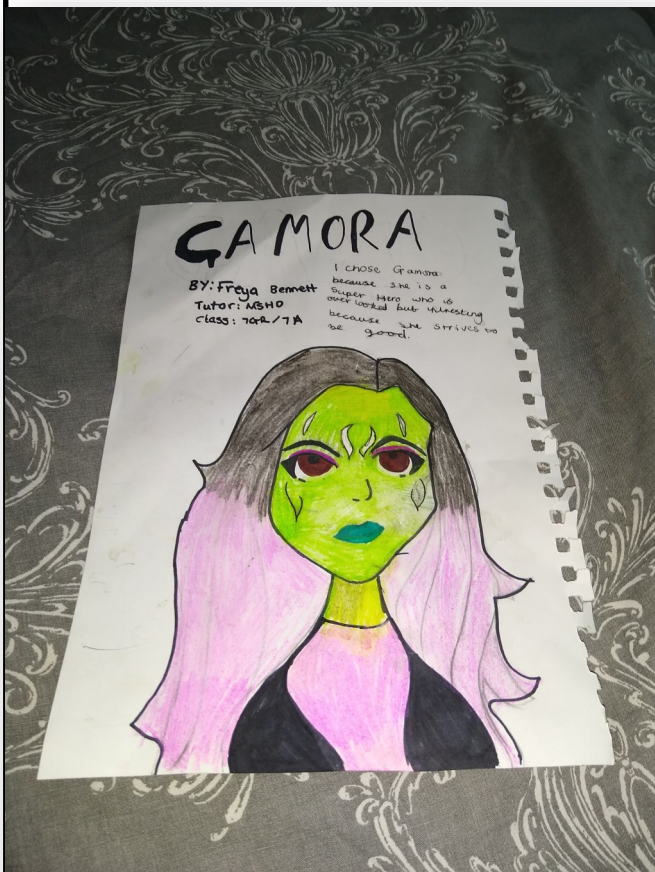
Tyler Young —Year 7



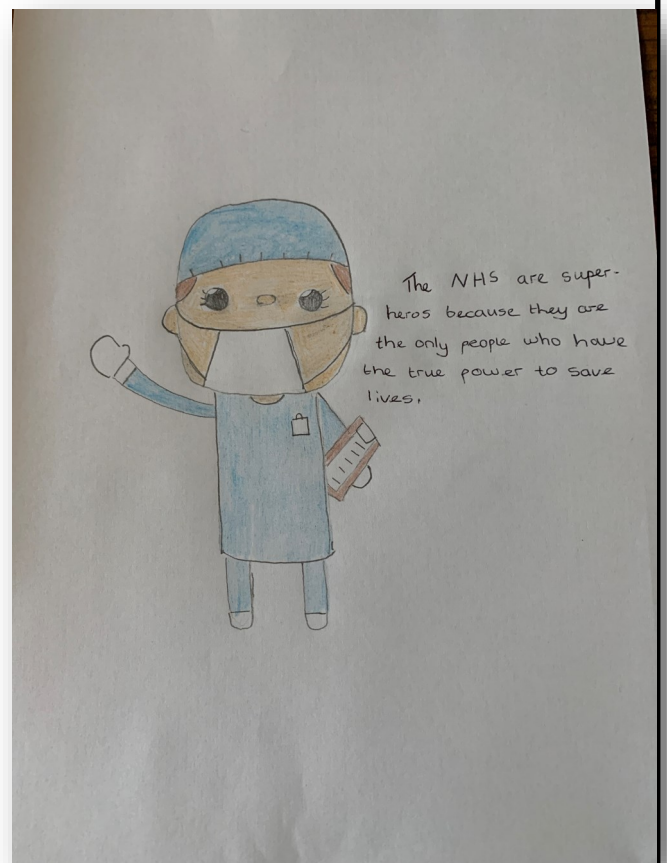
Amelia Green —Year 7



Freya Bennett —Year 7



Harriett Phillips —Year 7



Finlay Atkinson—Year 7

In my opinion Iron man (Tony Stark) is the best superhero because, he is very powerful and that's all down to himself. From the uses of his extreme intelligence to his confidence he has become a robotic human. His intellectual and methodical ways have made him the most powerful superhero. If we had an Iron man of our own, it would be Eon Musk - the inventor of Tesla- a highly intelligent man, with many super cars and the robotic skills. So if I had to pick any superhero to be, it would be Iron man, not just for his super cars but for man he has work extremely hard to become.



Jacob Lawal —Year 7

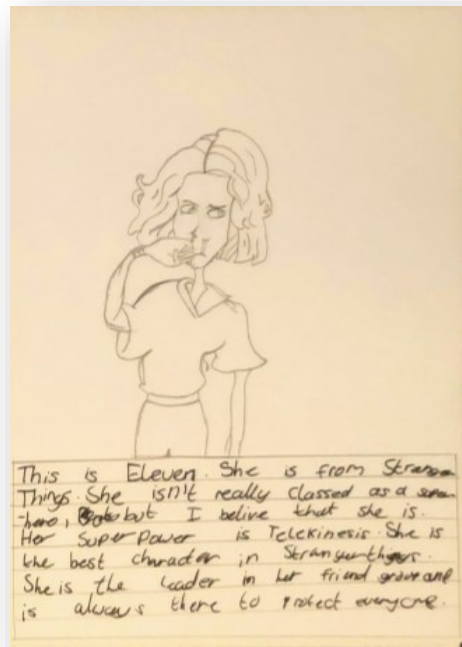
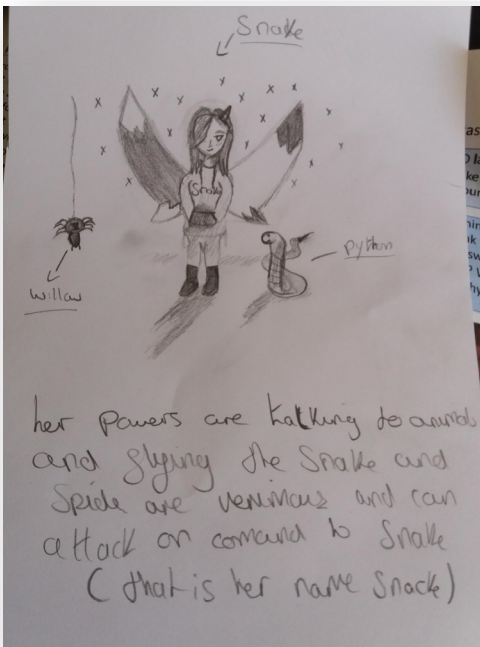




**Kerry
Sapsed
Year 7**

Lauren Hadlow— Year 7

Mae Wetherall— Year 7

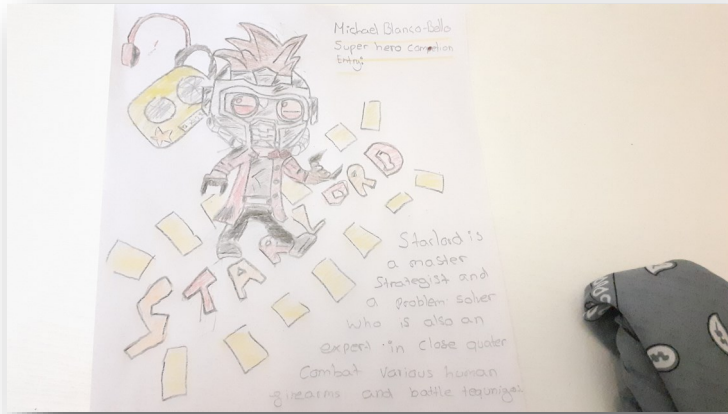


Dark Fire

Zachary Webb— Year 7

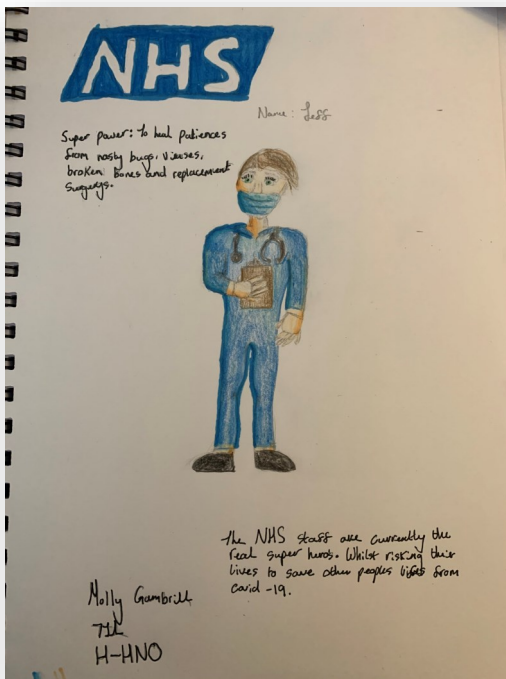


Dark Fire transforms from a normal boy into a superhero called 'Dark Fire' when he senses trouble around him or nearby. He gets his name from his flame throwing abilities. He can basically levitate while shooting fire lasers from his palms. He can also use his flame throwers to create a portal for others to escape while he fights the enemies. His armour is pure metal which can withstand bullets and much more. He has x-ray vision/thermal eyes, these piercing blue eyes let him see/sense the enemies hiding very clearly. So if you was in a bad situation, would you choose Dark Fire?



Michael Blanco Bello
Year 7

Molly Gambrill - Year 7



Jack Kent - Year 8



Mia Forster - Year 8

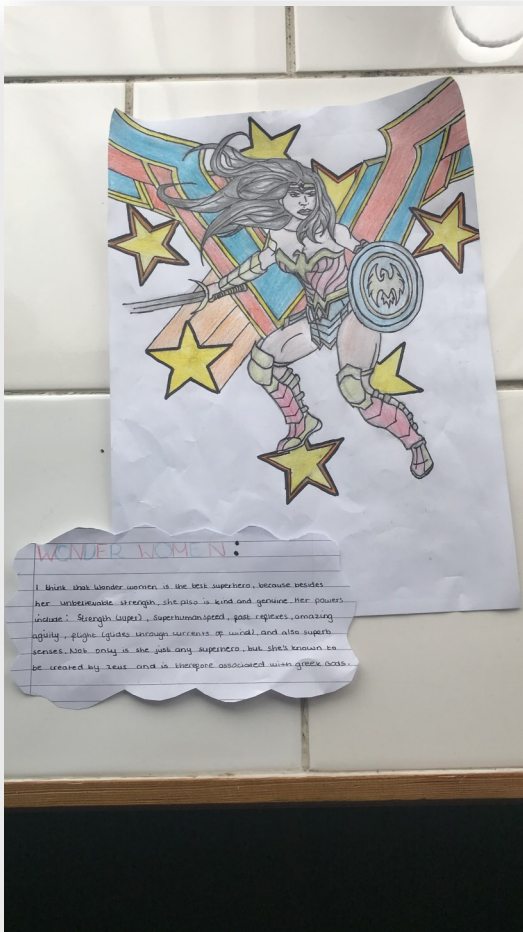
Shannon Harkins—Year 8



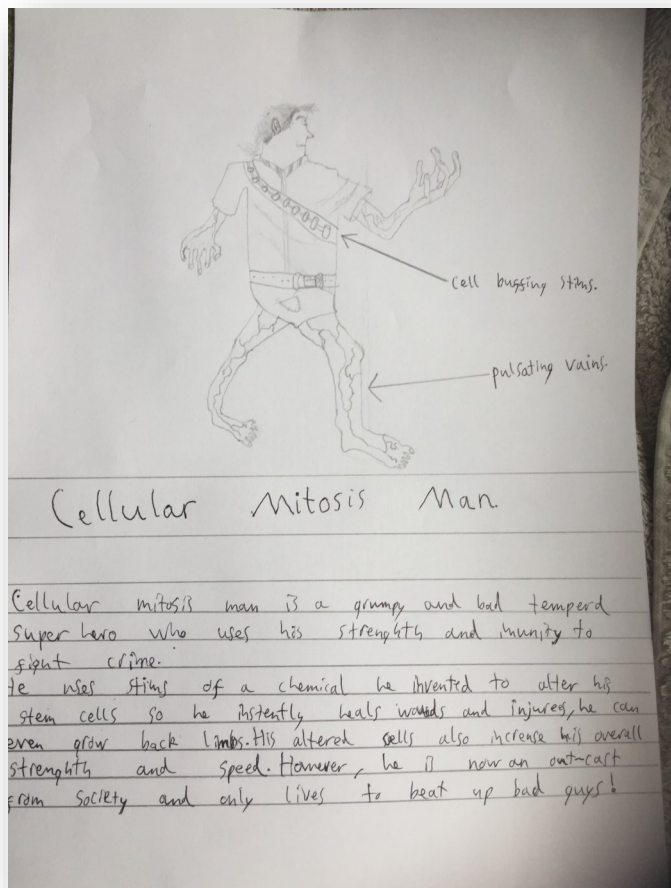
Aimee Moultrie —Year 9



Ella Hudson —Year 9



Christopher Ward —Year 9



Cellular Mitosis Man

Cellular mitosis man is a grumpy and bad tempered Super hero who uses his strengths and immunity to fight crime. He uses stings of a chemical he invented to alter his stem cells so he instantly heals wounds and injuries, he can even grow back limbs. His altered cells also increase his overall strength and speed. However, he is now an out-cast from society and only lives to beat up bad guys!

Summer Long—Year 10



Well done to everyone who took part. Winners have been notified.



Evan McDermott Year 7



Henry Hearn – Year 7



Evie Hills – Year 7



Evie Kuschel— Year 8

Laurel Upson – Year 7



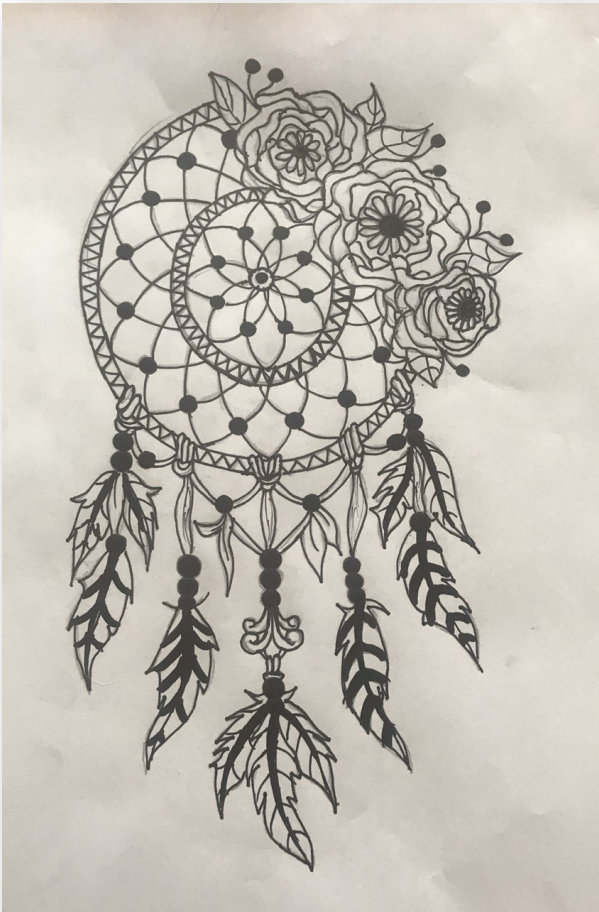
Harrison Goldsmith

Year 8

Aimee Kent Year 9



Ella Hudson – Year 9



Holly Dodd – Year 9





Evan McDermott Year 7



Henry Hearn – Year 7



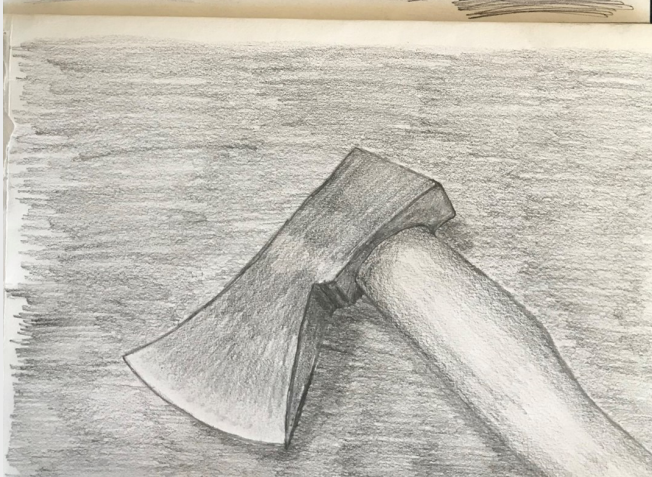
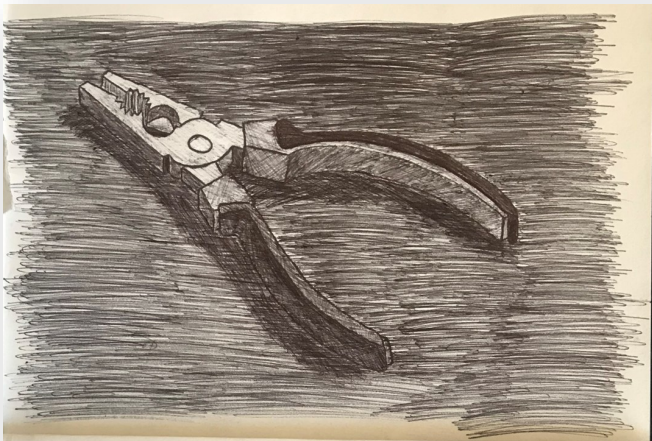
Evie Hills – Year 7



Lucy Marazetti Year 10



Millie Beaney – Year 10



Ty Gilbert – Year 10

Erin Hughes Year 11



Mia Nyberg – Year

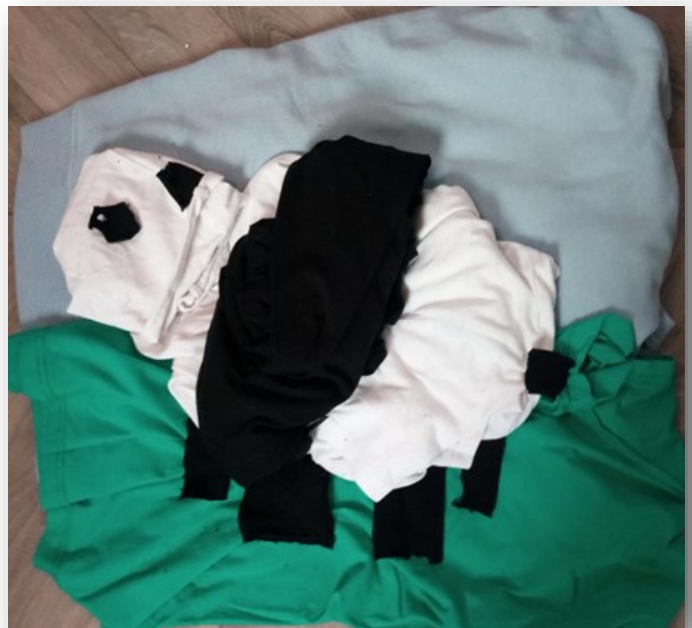


Textiles

Harriette Phillips Year 7



Olivia Robinson – Year 7



Daisy Conway – Year 7



Grace Manston – Year 7



Finn Hollingworth – Year 7



Ryan Pearson – Year 7

**Millie Chantler-Harris
Year 7**





**Archie Saunders Young
Year 7**

Henry Pegg – Year 7



Charlotte Morgan – Year 8



Ava Brookes – Year 8





Marcus Duplock

Year 8

Caitlin Lupton—Year 8



Maddison Epps-Gates

Year 8