

St Martin-in-the-Fields High School for Girls

A Church of England Academy
Service Compassion Justice Perseverance



SIMPLY THE BEST!



**HOME
LEARNING**
at St Martin's

ISSUE ELEVEN
02.07.2020

INTRODUCTION

Welcome to Issue 11 of our St Martin's Home Learning bulletin, Simply the Best! This bulletin is a showcase of students learning and a celebration of their maturity and continued determination to focus on their education.

The bulletin brings together a small example of excellent learning for all to see and celebrate. We want to take this opportunity to share with all members of our school community how proud we are of our students' learning.

During school closure, we will be producing regular bulletins. So students, if an example of your learning is not in this edition, there will be plenty more opportunities for you to contribute.

We hope you enjoy reading this issue and we look forward to sharing a new Simply the Best Bulletin at the end of every week.

"The motto of the school Caritate et Disciplina -With Love and Learning, is driven by all staff in a common endeavour to improve pupils' life chances" (Ofsted). We are witnessing this commitment first hand as we all pull together during these unprecedented times.

Beverley Stanislaus
Headteacher



ART

Year 10 students have been working in school and completing a range of GCSE coursework tasks; from observational drawing, printing and painting, that have been based on the theme of human identity and self identity. Each task required learning a range of new skills and having to adapt and experience using a range of different art mediums; from using graphite pencils, printing & drawing inks, oil pastels and acrylic paints. The work shown is a showcase of exemplar works from those students who have been successfully working and completing work in school during the lockdown period.

Anna, Year 10



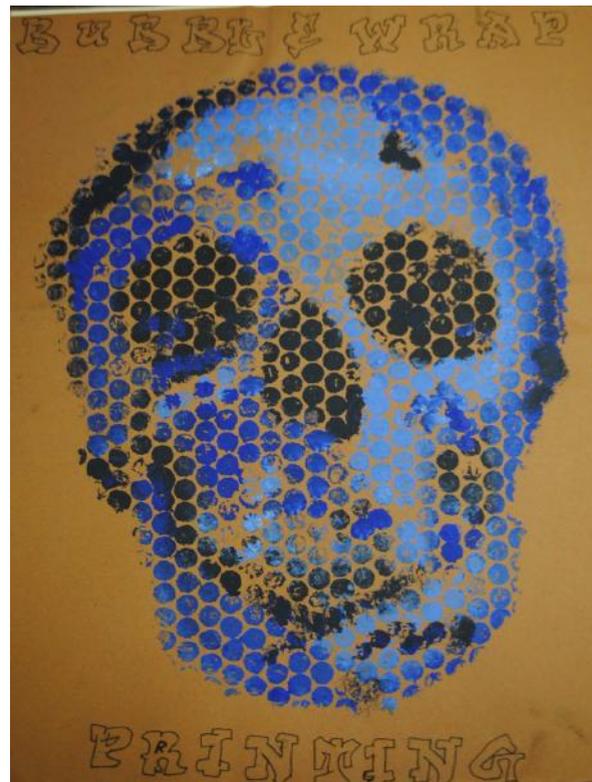
Audrey Year 10



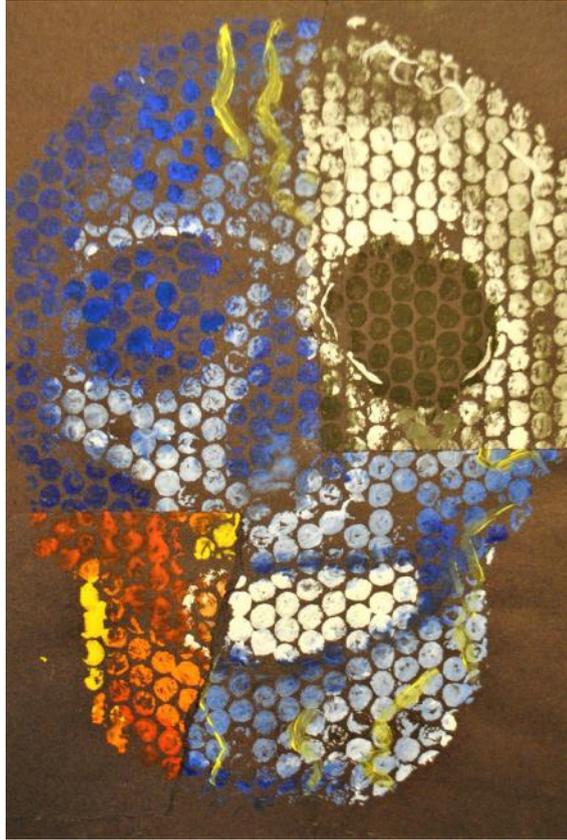
Eilaf Year 10



Emily Year 10



Joyce Year 10



Kader Year 10



DRAMA

Zayra Year 8

The roles and responsibilities of a set designer

As a set, production or stage designer, your work will begin at the start of the production planning process, and end on the opening night or when filming begins. You'll create the design ideas and sometimes delegate the practical work to others. In this job you're likely to:

- **Study scripts and discuss ideas with the director**
- **Create effective designs with the available budget.**



Salary information

Pay rates vary, depending on:

- **where you work**
- **the size of company or organisation you work for**
- **the demand for the job.**

Starting salaries for set designers might be between £15,000 and £20,000 a year.

However, most set designers work freelance. They charge a fee, which varies depending on the work and their reputation.

The latest guidelines from ITC (Independent Theatre Council) and Equity recommend the following for 2019/20:

- Design fee: £2,646.50
- Weekly fee for building set and other duties: £518.50.



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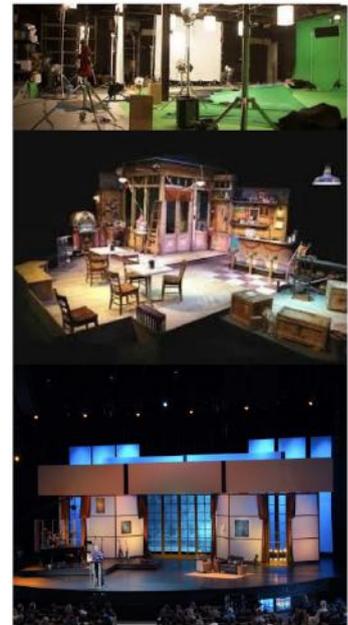
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ENGLISH

Windrush Anniversary task

Year 7 and 8 students were asked to imagine they were a child of the Windrush and then write a letter home capturing their first impressions on arrival in London.

Aude Year 8



Dear family,

The streets are full of people, white people especially. The streets do unfortunately look better than back home and Nana said I came here to get a better life eventually. There are much more shops lined up on the streets. It's actually incredible but it feels weird not being at home. I don't feel welcome or as if I'm in the right place right now.

London has many big buses like we read about in school. They are all red and have numbers at the very top. I remember one called Camden Town 59 or Croydon. They go through different places but they have all of those places written on the bus too .

One big difference from home is the schools here in the Caribbean we have more open green spaces. Also their way and

system of teaching is very different. There are also uniforms. I know we wear uniforms back home but some schools also don't, unlike in London where everyone wears uniforms from head down to toes. It is cold so I do understand why they would be closed up like this all the time.

I don't even want to get started on the weather. It is a huge difference. It is extremely cold, ice cold, freezing cold. My lips are also cold. I'm so shocked there are days where it can be hot but it's nowhere near how it is in the Caribbean. Here we still have to wear coats even when the sun is out. We came here in dresses thinking everything was gonna be fine but it's not something I'm used to but I will get over it .



Year 9 and 10 students were asked to imagine they are the young woman in the photo newly arrived in England and then describe their travels and first experiences of arriving in this country.

Salem Year 10



The sun faded away, replaced by grey clouds as the ship came to a halt. The harsh waves beat against the metal, causing it to violently rock back and forth. The stench of sweat and vomit twisted together, fresh air no longer being an option as people crammed together.

The journey was long and tiresome, spent watching the clouds change colour and listening to the torturous cries of babies. Packed like sardines, I waited as others pushed past me in an attempt to get off the ship sooner. Anxiety and excitement bubbling within me as I got closer and closer to the exit.

The Motherland. Our final destination that would grant us our wishes and most importantly help us achieve our dreams. The brisk air pinching at my skin being a new sensation, completely different from the glaring sun in Jamaica. Tilbury docks was filled to the brim, everyone rushing past towards their new life. I wanted to become a nurse and I thought back to my parents in Jamaica waving as the ship began to depart. Their encouraging words were enough for me to buy a ticket and move to the country everyone seemed to love so much. My eagerness grew as each second passed as I picked up the pace. Swerving through the crowd I began to think of what's next

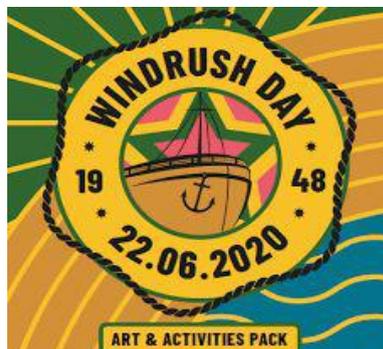
Serena Year 10

I've never seen the sun like this in Jamaica. Back home, the sun shines - she shines so bright that you can't help but think that's how it is for everyone. On this wide, wide Earth, the sun must glow the same way it glows in Jamaica. It must, or... Or what? How does an English person feel, how must an English person know that the world cares for them, if not by the sun telling them that they are seen by somebody, *something*. Here, the sun is lazy. It is almost - almost boring. Like it is not trying.

We are all like mackerel in a tin, filled to the brim with bags and shining brown faces looking at the same sun and the cloud filled sky, and thinking that somehow that same sky looks over the homes we've left. I think of the cloying heat and the salted water of the place I've always known. The sweat that sticks to your skin like a baby grasping a finger, sucking it between its aching teeth. My heart aches for Mama. My soul aches for that sun; for that clear water and salt and to take those trees into my arms one last time, to pull them between my teeth and not let go as if I were a baby.

But I am not any such thing. I am a woman, a woman in England. A woman with hopes and dreams, a woman whose aspirations are like mackerel caught in a tin as well. Dreaming is futile if I find a husband, soon enough. I could have enough children to fill a hall, to fill that empty space that Mama left and the ache that pulses softly when I think of my bed. Maybe I could be a nanny- bring joy and gapped-smiles to children, or maybe a secretary. Maybe, maybe, maybe. This is the most she's dared to think about something more than looking out at the endless sea, smelling endless fish and cleaning endless mess.

Maybe, maybe, maybe. The possibilities for me are endless. The choices for me are endless.



HISTORY

This is part of an assessment the Year 10 pupils did after studying a unit on how William the Conqueror gained control of England after the Battle of Hastings.

Aliya Year 10

According to historian David Howarth in his book 1066 the Year of the Conquest, 'It took William five years of ruthless oppression to bring the country under his power.' How far do you agree with this view? [20 marks]

I agree to an extent that it took William 'five years of ruthless oppression' to bring the country under his power and control. William's methods to gain full control of England were quite ruthless in most cases, however, whether oppression and brutality was the only way in achieving this outcome is constantly argued upon and may be exaggerated in some cases for instance in the rebellion of Exeter in 1068, most people overlook the fact that the King attempted to negotiate with the rebels, giving them clear chance to leave unharmed. **Lovely start.**

Exeter is clearly an example of William's attempt to act on fairness instead of the usual impulse to kill all those in his path, but because of their failure to conform, he was forced to confront them in a siege to which they eventually surrendered. Even so, allowing them to keep their treasures and pardon them of their crimes before returning vows of loyalty. He also used castles to scare the English into submission rather than fighting and attempted to respect their traditions. Some of the earliest of his tactics were also negotiations with the Anglo-Saxon Earls of Mercia and Northumbria, Edwin and Morcar to keep their lands because they had not fought against William at Hastings as long as they accepted William's authority as king and as their feudal lord and swore an oath of loyalty. **Good focus on William's less ruthless tactics.**

However, there were numerous occasions in which William fought against rebels that he saw as threats to his crown and refused to accept him as the leader of their country in the most ruthless manner. Some of these included battles in York, Exeter, Ely, Herefordshire and the Harrying of the North. In the Harrying of the North, in the North East of England to be exact, from 1069 to 1070, he had ordered villages to be destroyed and people to be killed. In this process, most people who survived had starved to death at the King's hands. Not only had the population reduced by 75% but the land was salted to prevent crop growth in the future. He had caused pain and death in his own country and evidently had used violence as the main use to gain control of the country, forcing his people to submit to his every wish, which arguably overrides any small acts of kindness that he had shown at other times. **Excellent evaluation. Here it is also worth pointing out that William treated everyone the same, even those that were not involved in any way with the rebellions.**

Additionally, in the siege of Ely, the king sent ships to block supplies and to cut off access from the east of the Fens while using brute force against his people. He even recruited a local witch and built a high wooden tower from which she could curse the rebels across the marshes and after the monks had betrayed the rebels and the English had surrendered, leaders were imprisoned while others had their hands cut off or eyes gouged out in the most horrific of events.

In conclusion, it would seem evident that William tried to use less ruthless methods at first in many situations and resorted to negotiation instead, but as the threat from the rebels and invaders grew he became more ruthless to protect his authority, so it doesn't seem to have been 5 years of ruthless oppression although William did become ruthless and applied brutal force when it was necessary to maintain his power.

WWW: Very good answer and well argued from both sides of the question.

EBI: In this question when evaluating, bring in something about the way he had won the Battle of Hastings to add some contextual knowledge to the argument and explain why he had to be ruthless to get the country under control. You also need 1 more example for the not ruthless argument.

17/20

HUMANITIES

Year 7 students have been looking at the history of Brixton. This week's focus was on the significance of music in Brixton's past. Victoria chose to research the Brixton Academy.

Victoria Year 7

The making of Brixton Academy

In 1929, Thomas Somerford and E.A. Stone (two architects) designed Brixton Academy. At the time, however, it was known as The Astoria and was a cinema/ theatre. Some of its attributes (such as its domed entrance porch and prominent proscenium arch) still remain in its current design. After 43 years, The Astoria finally closed in 1972, when it then became a rock venue and discotheque. Given the name the 'Sundown Centre', it was operated by the Rank Organisation, a British Entertainment and Film Company though, it only lasted four months



The end of the Sundown Centre

In May 1974, planning permission to demolish the building was pursued. Plans were made to turn it into a motor showroom and petrol station. These plans were ultimately dropped as it was listed as a Grade II building (legally protected from demolition). After that, it became an equipment store for the Rank Organisation but, the Rank faced financial issues and resulted in ceasing the product.

After some re-modelling by Sean Treacy, the building opened once again as a music venue named The Fair Deal in 1981. Throughout the year, it had picked up multiple names such as UB40 and The Clash though, inevitably, it shut down in 1982 due to debts. Because of the building's past, it was said to be a failure as a rock venue. Despite its bad reputation, Simon Parkes saw potential in the building, believing it could become not only a good music venue, but the epicentre of Brixton culture.

The beginning of Brixton Academy

Parkes had brought the almost abandoned venue for just **£1** only in 1983 and reopened it as the Brixton Academy. It was thought that it was nearly impossible that so much success could be worth £1. Out of all the derelict buildings in the area, Parkes had just discovered the diamond in the rough. Due to the building being so run-down, Parkes had needed to invest money in the renovation to restore it to mint-condition.

After being told countless of times by criticsizers he would never find a band to play at the Academy, he decided to allow reggae gigs to build up the reputation. Because of this decision, it attracted many rock bands and music artists like Madonna.



Diana Ross

Diana chose Brixton Academy as a place to perform a new single live. She surprised thousands of fans when they had arrived to see another band. She secretly entered the building through the back door wearing a belted, leopard skin mini dress. She performed her single 'Workin' Overtime'.

Earlier, she had contacted the spokesman, stating she wanted to perform at the venue during her visit to London.

MANDARIN

Julieth Year 7

Dragon Boat Festival

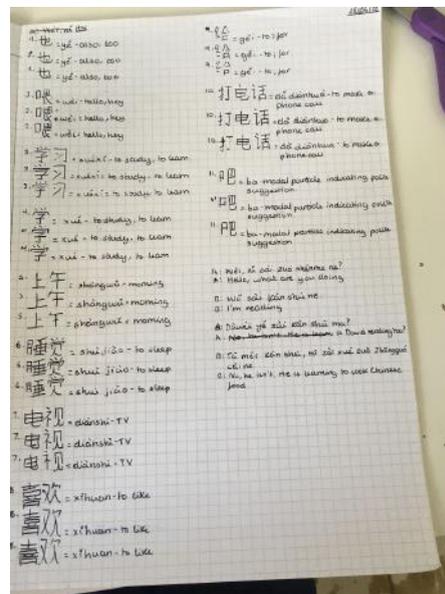
Also known as Double Fifth Festival, Dragon Boat Festival (Duanwuje 端午節) is a holiday that involves racing Dragon Boats, drinking realgar wine and eating sticky rice dumplings known as zongzi (粽子). However, there is a lot more to this holiday than most people realize.

The festival's origins date back to southern China more than 2,000 years ago and come from the tale of the death of celebrated poet and minister Qu Yuan (屈原). Exiled from the state of Chu for supposed treason, Qu committed suicide by drowning himself in the Miluo River. Locals rushed out in boats to try and save him, dropping sticky rice into the water to keep the fish from eating his body – hence the modern-day traditions of eating zongzi and racing Dragon Boats.

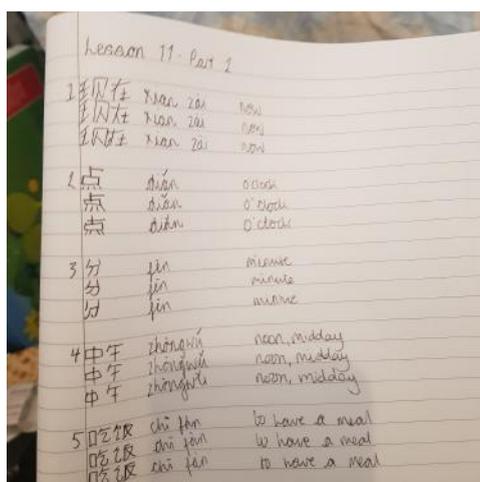
What there is in the festival:

- DRAGON BOAT RACES
- EATING ZONGZI
- EGG BALANCING
- WARDING OFF DISEASE AND EVIL SPIRITS

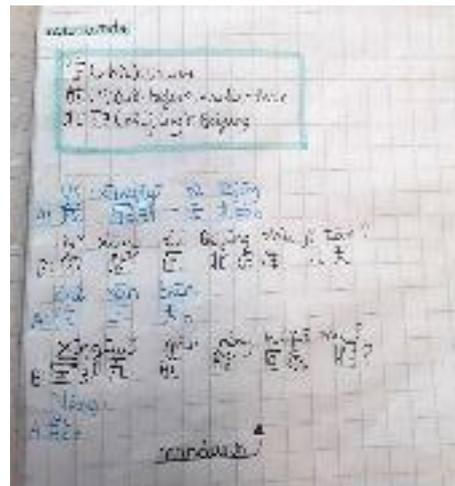
Namuun Year 8



Jade Year 7

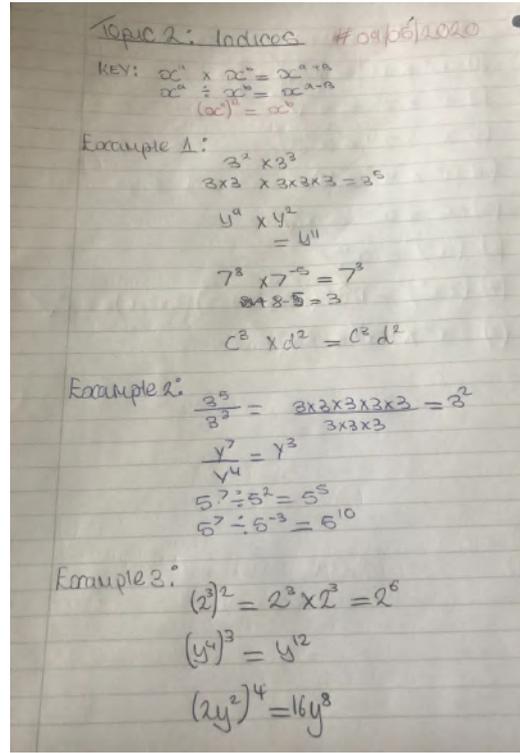
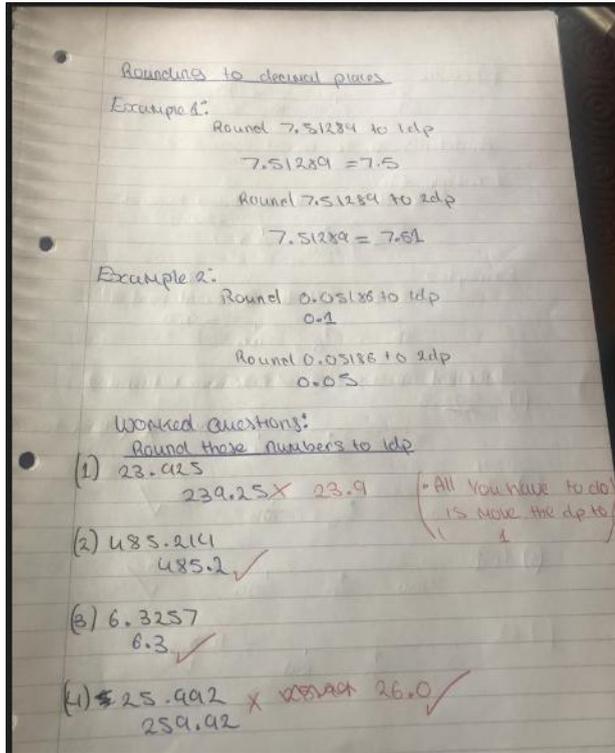


Robyn Year 7



MATHEMATICS

Tasmine Year 10



MUSIC

Y9 have been designing their own music festival and one of their tasks was to design a logo that could go on all their promotions and merchandise. Here are three of the best!

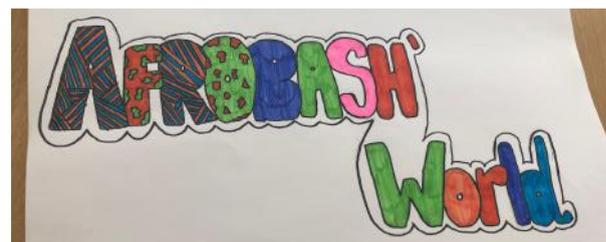
Shani Year 9



Ebunoluwa Year 9



Krystall Year 9



SCIENCE

Sara Year 8

Genes, DNA and Chromosomes

10.4.1 - Genes and Chromosomes

1- DNA is a genetic material stored in the nuclei of every cell and carries all the information needed to make an organism.

2- A chromosome is a long strand of DNA.

3- Every cell has a nucleus in the DNA that holds information to produce a characteristic.

4- That would be all chromosomes.

5- Genetic material in the body is stored in the nucleus of a cell. DNA is the name of the chemical that carries the instructions needed to make an organism.

6- Chromosomes are made of DNA strands. The sections of DNA that hold the information for a characteristic are called genes.

7- Some nuclei (prokaryotes) have cell.

8- If the genetic material is in the DNA it can affect the organism like as well.

9- It is a bundle of DNA strands. One from our mother and the other from our father.

Genes, chromosomes, DNA, nucleus, cell

I need to improve on organizing the details better.

I now understand better how our body system works for the characteristics.

A, C, G, T

Gene

Here goes the chemical bases.

Chromosome

DNA is a double helix

A=adenine, T=thymine, C=cytosine and G=guanine.

Firdaws Year 9

10.4.1 Energy and environment

Summary questions:

1. What are the advantages of photosynthesis?

2. How do plants use the energy from photosynthesis?

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Amirah Year 7

DON'T CALL ME "REFUGEE"

My life, my destiny has been so painful,
so don't call me "refugee".

My heart aches, my eyes cry, I beg of you,
please don't call me "refugee".

It feels like I don't even exist in the world,
as if I'm a migrant bird far away from my land,
Turning back to look at my village. I beg of you,
please don't call me "refugee".

Oh, the things I've seen during these painful years.

The most beautiful days I've seen in my land,
I've dreamed of our house. I beg of you,
please don't call me "refugee".

The reason why I write all of these sad things,
is that living in a meaningless life is like hell.

What I really want to say I, I beg of you,
please don't call me "refugee".