



Message from the Head

It's Friday again and time to celebrate all the work that's been completed during the week. This edition is even bigger than last week. Well done to everyone.

We know the Prime Minister's announcement this week, stating that schools will not open until at least Monday 8 March is not what we hoped for. We want to see students back in school, as we know learning from home can never replicate being in school with staff and friends.

During the next few weeks, it will be important for all of us to work together to support learning as well as emotional, social and physical well-being. The regular welfare checks, keeping in touch via the weekly Ramsey@Home, attendance at assemblies and tutor times, well-being challenges and attendance to lessons, all contribute to a sense of 'normality'.

This week we want to focus on engagement in lessons. Everyone staring at a blank screen with lots of photographs is not the easiest way to promote discussion and interaction. Please switch on the camera if possible. Hopefully, this will make the lessons more productive.

Lesson attendance is good but there are still some students who could be better. But punctuality is also important. Unfortunately, some students are attending but joining late. This causes significant disruption to the lessons and interrupts the learning. Please log in at the start of the lesson.

There is plenty of information on the school website to support learning from home. If you need more help Essex LA have organised free sessions to support parents understand using Teams for remote learning. Please see further details below:

Is your child using Teams for remote learning? Are you frozen in fear about helping them as Microsoft Teams for Education is alien to you, and your child? Do you feel like it is just too scary to even try and get your device ready for them to use? Come to 2, two hour sessions where we will help answer any questions and give you a guided explore around TEAMS and any questions you or your child have. The first session will be offered online through ZOOM, just one click and you will be on, and the 2nd session we will get you online onto TEAMS, so you can experience what your children will access for their learning. This will open up doors for your children to learn, whilst remote learning is in place as well as help you to access online support that may be holding you back as a parent.

What have you got to lose?
Give it a go!

Booking: <http://bit.ly/trainingonteam4Feb>
and <http://bit.ly/trainingonteam11Feb>



Remember we are here to help you. If you need advice and support let us know.

Thought for the week:

"You are stronger than you know, braver than you believe, and smarter than you think you are!"

Stay safe and best wishes

Mr James

first intuition
where people flourish

Apprenticeships
National Apprenticeship Week
8 to 14 February 2021

NATIONAL APPRENTICESHIP WEEK 2021

WHAT'S ON?

#AskAnEmployer Forum

Ask speakers from industry and practice questions.

Have the opportunity to ask questions about the employment process and what to expect once enrolled as an apprentice.

9th February 4 - 5pm

[REGISTER NOW](#)

#AskAnApprentice Forum

Ask apprentices currently studying at First Intuition questions.

Have the opportunity to ask questions about the qualifications, juggling work duties and tasks, or applying for a role.

10th February 12 - 1pm

[REGISTER NOW](#)

Apprentice Instagram Takeover

See what it is like to be an apprentice for a day.

Join our finance apprentices Katie Scott and Danny Sutton as they take over our Instagram stories for a day.

10th February 9am - 5pm

Follow us on
[@firstintuition_cambridge](#)
[@firstintuition_chelmsford](#)

Graduation Day Bonus Podcast

What is life like once you have finished an apprenticeship?

Special guests Sara Rand, FI apprentice alumni, and Becca Faye, AAT Apprentice of the Year will join the First Intuition Podcast.

Released on 11th February

Podcast available on
Spotify
Apple Podcast

House Competition Results

For the last 2 week staff and students have been answering general knowledge questions. Below are the top 3 in each year group, as well as the points earned by each house, staff and students combined.

This weeks quiz, based on family fortunes, is open to staff and students until 5th Feb.

Aspiration students	61
Diversity Student	71
Endeavour Student	58
Aspiration Staff	16
Diversity Staff	18
Endeavour Staff	15

Running total points:

Diversity – 89

Aspiration 77

Endeavour – 73

Top points scorers in each year group:

Staff:

Ms Williams	25
Mrs Blunkell	25
Mrs Keen	24
Mrs Berkane	24
Mrs Tyler	24

Year 7:

Jaime B	24	Aspiration
James W	23	Endeavour
Harrison T	22	Endeavour
Alfie M	22	Aspiration
Scarlett K	22	Aspiration
Logan O	22	Aspiration

Year 8:

Chloe S	24	Diversity
Callum R	23	Diversity
Samuel P	22	Aspiration

House Competition Results Continued

Year 9:

Gemma W	25	Aspiration
Lilly-Mae C	25	Diversity
Tetti H	24	Aspiration
Thomas W	24	Aspiration
Grace F	24	Endeavour
Katie R	24	Diversity

Year 10:

Angel D	23	Diversity
Mikayal W	21	Endeavour
Scarlet C	20	Endeavour

Year 11:

Jasmin H	25	Endeavour
Jack T-H	24	Diversity
Oliver C	22	Diversity
Layla C-S	21	Endeavour

Well done all, Mr Newman

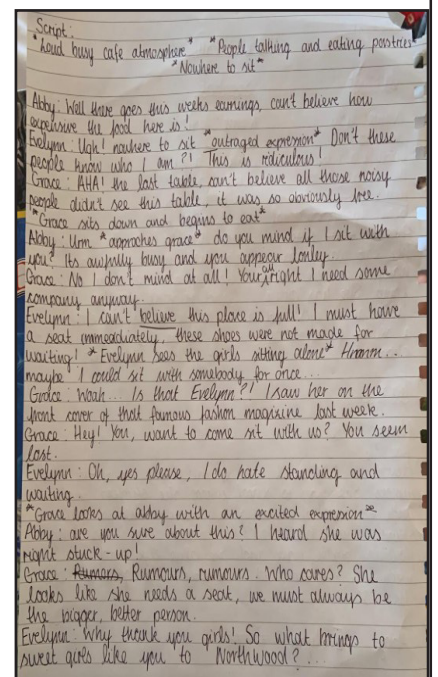
Awesome Drama!

Year 7 are currently working on Northwood Hall, a dramatic piece about several people staying in an abandoned mansion overnight with the hopes of winning £1000! 7B have been working hard on their scripts, introducing 3 characters and how they all meet to discuss their knowledge of the infamous Northwood Hall. Scarlett K and her team have written this fantastic introduction to their script, with stage directions added in as well!



As well as this Millie S-H has found the whole theme so interesting that she is going above and beyond and has decided to write her own novel version of her group's script – we look forward to reading it Millie!

Miss Hilton



Magnifique français

Year 7 have been learning how to describe their dream towns in French and made beautiful revision posters. Mrs Brett



Ma ville s'appelle Northwood

Dans ma ville il y a un hôpital et un café.

Dans ma ville il n'y a gare et tabac.



J'adore le musée parce que c'est historique.

Je préfère des Galerie d'art parce que c'est interessant.

Je n'aime pas la poste parce que c'est petit.

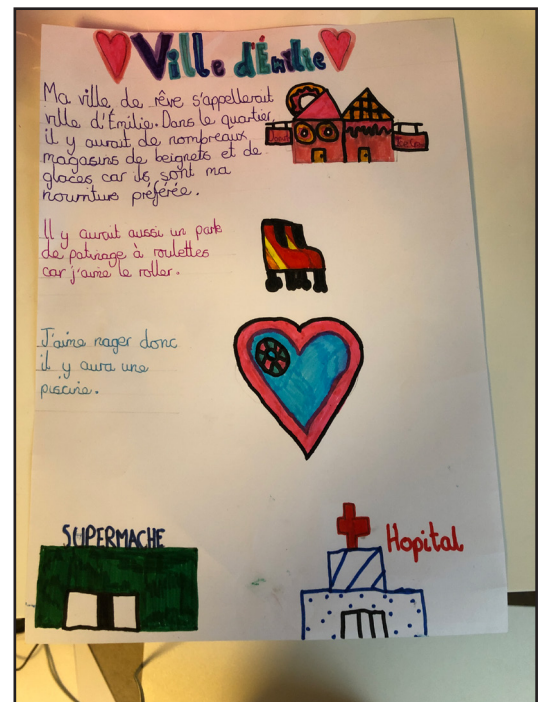
Je detest banque parce que c'est ennuyeux.



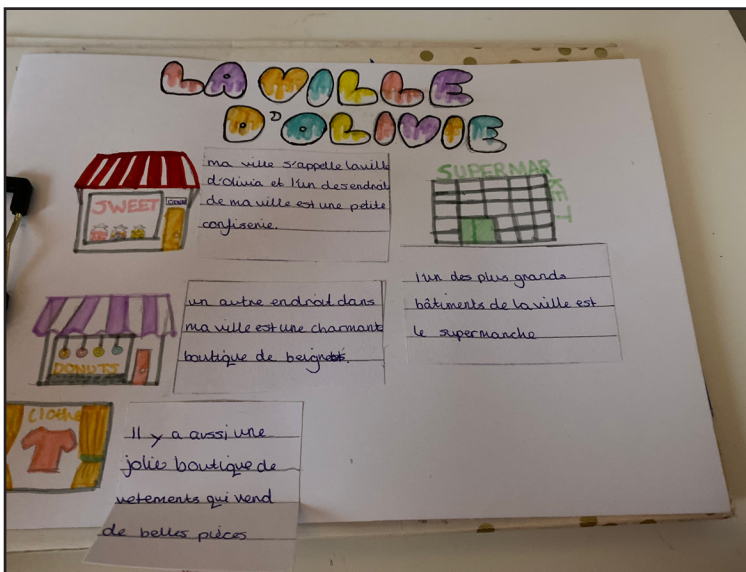
Chloe B (Yr7)



Elijah K (Yr 7)



Emilia S (Yr 7)



Olivia M (Yr 7)



Impressive Geography

GCSE Geographers have been impressing Miss Hilton this week with their work on exam questions. Year 10 are relatively new to this way of writing and have tackled a 9 mark evaluation question; Year 11 have had lots of practise of this now and are becoming naturals at structuring questions and picking the key information to include, especially in shorter 4 mark questions, where quality over quantity is key. Special shout outs to Jamie H and Courtney S in 10D, Charlotte N and Tom L in 11A, and Sophie S and Ewan H in 11C for these brilliant examples! (The colour coding is where students have self-assessed and constructively criticised their own work to ensure they are covering all assessment objectives needed to achieve top marks, well done!)



Rivers in total have three courses: the upper, middle and lower course, in these courses both the channel and gradient all differ. At the beginning of a river near the source the river is in its upper course, the upper course of a river is steep and very narrow, this course has a sharp v shaped channel with steep sides and a shallow channel, this means that vertical erosion usually occurs here because of the fast speed of the water flowing down. However in the middle course the river is gently sloped and has a wide deep channel, this means that the gradient isn't too steep or gentle so the erosion that occurs here is lateral erosion, which means river landforms like meanders are mostly found in this course. Finally the lower course is very flat and has a very gentle gradient and again very wide and deep channel, this again means that the erosion is again lateral, this course of the river is found towards the mouth of the river into the sea.

Charlotte N, (Yr 11)

The shape of a river valley changes downstream in several ways, firstly its water performs vertical erosion as well as hydraulic action, abrasion and attrition. Vertical erosion means that the riverbed is eroded and forms a V shaped Valley such as the River Tee. As the river continues the channel becomes deeper and wider in the middle course, although vertical erosion keeps eroding the riverbed.

Then the shape changes again at the lower course as the river is at the widest and deepest stage, but the river has low energy levels and deposition takes place changing the shape slightly.

Ewan H, (Yr 11)

Typhoon Haiyan, a category 5 typhoon, struck the Philippines on 8th November 2013 at 4.40am. The tropical storm formed in the northwest Pacific Ocean. It is one of the most powerful typhoons to affect the Philippines. Wind speeds of 314 kilometres per hour (195 miles per hour) were recorded. 6300 people were killed.

For all tropical storms, there are going to be many ways the people respond, some of the responses are immediate and some are longer-term, and they vary in how useful they were. In the case of Typhoon Haiyan, I partially think the immediate responses were better.

I think the two of the most important immediate responses are to rescue trapped people that are unable to escape buildings due to flooding or buildings collapsing because the most crucial part is to save as many lives as possible. The second being recovering dead bodies, although this is no use to the evacuees if the bodies get infected there could be many dangerous diseases spread throughout the islands by doing this it will keep people from other islands safe from spreading diseases too (In Philippines).

However, I also think that the long-term responses are also very important for all tropical storms are important for example finding shelter for people whose houses have been destroyed so they can have somewhere safe to stay although it is not the most essential response people need places to live.

Another reason immediate responses are better and more essential is because they could be put into life threatening conditions if they don't get food water and other resources to survive. If they do not get these resources there could be violence and aggression fighting over food and water in Typhoon Haiyan's circumstances it led to looting in local food stores.

Overall, I think that immediate responses are essential and will save the most lives in case of any extreme hurricane typhoon or cyclone.

Jamie H, (Yr 10)

When the river is flowing in the upper course from the source, they valley is deep and V-shaped since the most common type of erosion is vertical, making the valley steep and the water flowing fast.

In the middle course, the valley is broad and shallow on one side of the river since the most common type of erosion is horizontal erosion which erodes the beds of the river, making box lakes and meanders in the river. The river has a different steepness because deposition happens in the low friction part of the river.

Finally, in the lower course the river is straighter than the middle course and is shallow and broad where it meets the sea/ ocean. It is shallow because deposition is the most common type of transportation since the river has lost energy over the journey, so it drops the small bits of sediment carried from the source since they have eroded down from their original size.

Sophie S, (Yr 11)

Both immediate and long-term responses are very helpful when it comes to the aftermath of a tropical storm. For instance, Typhoon Haiyan in 2013 in the Philippines, the immediate responses were more effective.

One reason Typhoon Haiyan's immediate responses were more effective is because there was temporary (typhoon safe) shelters for all the people who lived close to the impacted area and who were now made homeless which means these people will be safe instead of having to live/sleep on the streets which leads to less people dying or suffering alone. Therefore, showing that Typhoon Haiyan's immediate responses were more effective.

Another reason Typhoon Haiyan's immediate response were more effective is because people were warned before the typhoon -if they were in an area which they think was going to be heavily impacted- to evacuate which means thousands of lives were saved as they left before the storm impacted and destroyed the area they were living in which leads to less deaths/ injured people or missing people. Therefore, showing that Typhoon Haiyan's immediate responses were more effective.

On the other hand, Typhoon Haiyan's long-term responses were also effective is because building regulations were improved when homes and buildings were re-built which means all the buildings would now be safe and stronger to defend against tropical storms impacts which leads to less buildings having to be re-built in the future (saving money and time). Therefore, showing Typhoon Haiyan's long-term responses were effective.

In conclusion, Typhoon Haiyan's immediate responses were more effective than the long-term responses because the immediate responses saved many people's lives which means there was a lot of aid (shelter, food, drink and medical attention) that was provided which leads to the people who were affected given everything to help them during the aftermath Therefore proving Typhoon Haiyan's immediate responses were more effective.

Courtney S, (Yr 10)

Rivers travel through different paths at different speeds, towards the upper course of the river towards the source, the water flow is very slow, the depth of the trench that the water is trickling through is very shallow, narrow path, which slowly starts to widen the further the river travels away from the source, towards the middle course the river would be a relatively deep, the water would be a lot faster flowing than before, during this section of the river, meanders and oxbow lakes are introduced, meanders are formed where the river erodes laterally, from the right side to the left to form large bends, also known as meanders, due to the process of friction, erosion and deposition, the river will slowly start to morph its path into going into a straight line, after a period of time, a new path would have been formed and this would leave a curved lake on the side, known as an oxbow lake.

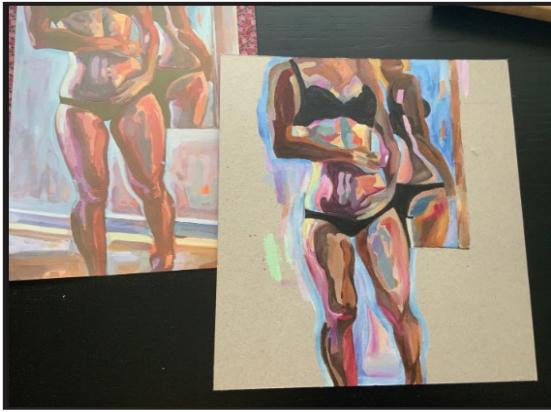
WWW – used geographic terminology.

EBI – try to finish off the answer in time frame.

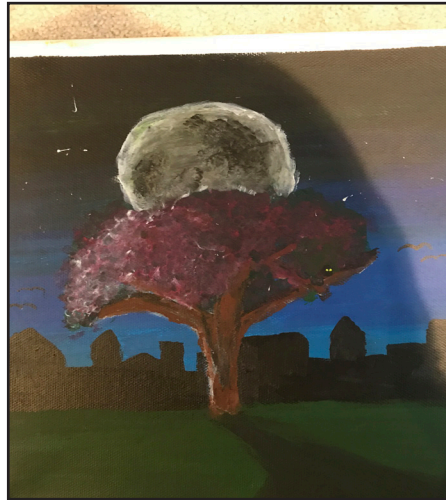
Tom L, (Yr 11)



★ The Art of Being Brilliant ★



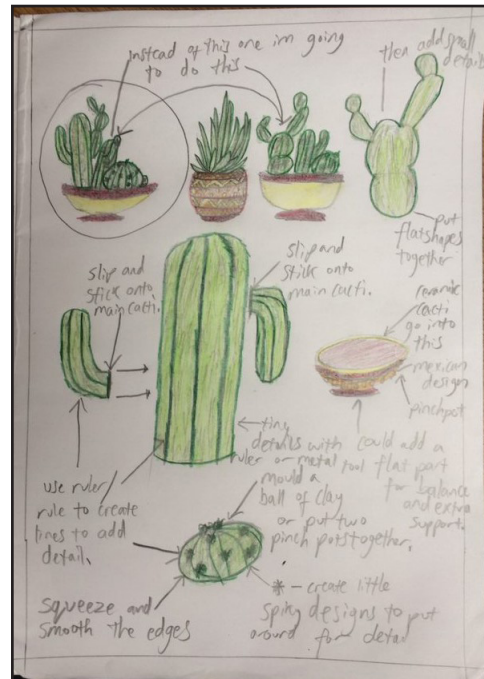
Tallulah May K (Yr 10)



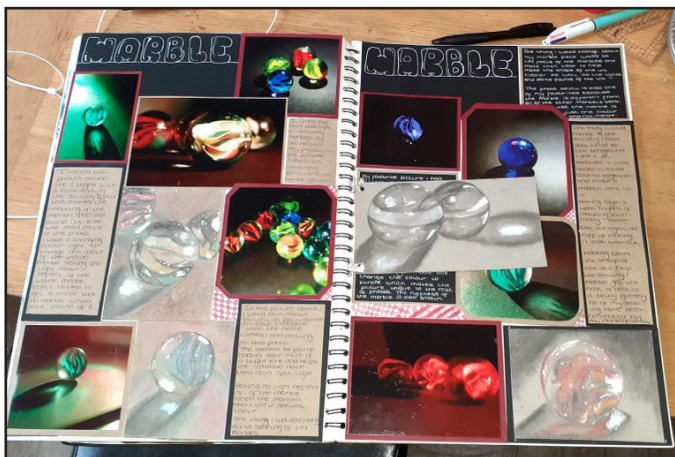
Eddie N (Yr 9)



Rosie R (Yr 10)



Edward M (Yr 9)



Jess H (Yr 10)



★ The Art of Being Brilliant ★

Awesome Artwork

James T (Year 8) has been working on his dinosaur artwork in his spare time.

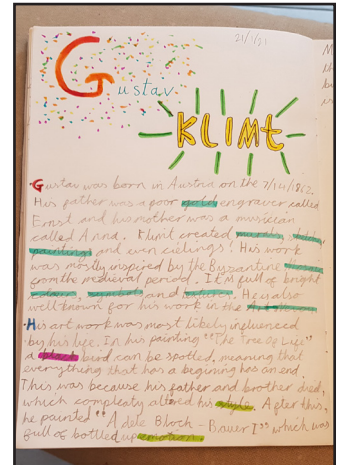
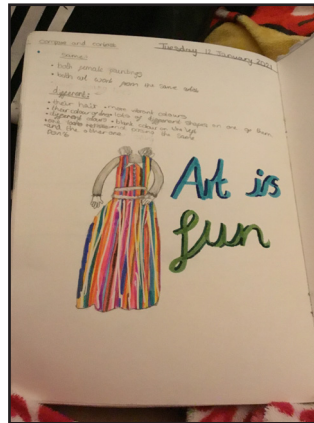
'Art is fun' drawing is by Brooke M (Year 7). Brooke has created a very creative and colourful drawing of an artist's work.

'Gustav Klimt' page is by Jaime B (Year 7) Jaime has created a beautiful artist study page with a very creative presentation.

'Grid optical illusion' is by Daisy F (Year 8) Daisy has created an excellent 3D optical illusion from her art lesson this week.

'Game controller' is by Edward M (Year 9) Edward has created a very realistic tonal drawing of an everyday object from this project, well done!

I would also like to say a big well done to all my lovely classes, you have all been working so hard! - Miss Anthony.



Photography Challenge Entries

Here are some of our best entries for the Art Photography Challenge... so far! This week we particularly liked Nate's detailed and abstract photograph of tree bark and Calum's reflective and symmetrical entry.

Well done all. Please keep the photos coming in!

Mrs Gerrard and Mrs Tyler

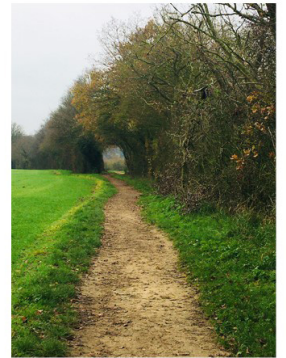
Nate P 8E2



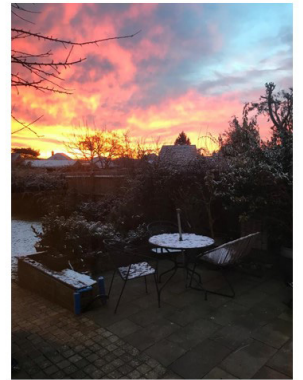
Callum R 8D1



Tetti H 9A1



Samuel P 8A1



Chloe S 8D2



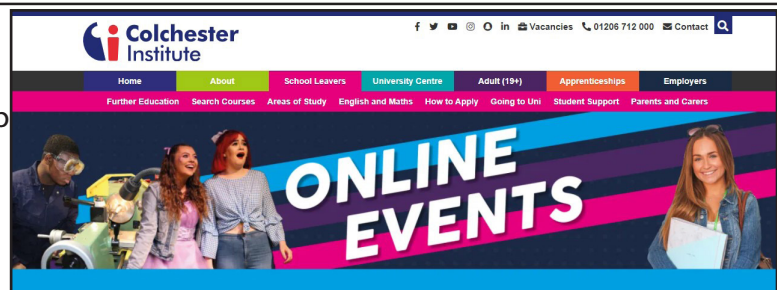
Colchester Institute

We are delighted to announce that our Apprenticeship Virtual Evening on Tuesday 2nd February 2021 has both 5pm and 6pm slots currently available. At both sessions, guests will be able to choose which subject areas they speak with and we will ensure that every department is represented by industry professionals.

Both sessions will be introduced by Amanda Drew, our Director of Apprenticeships, who will talk briefly regarding the many exciting opportunities available for skills and career development.

After this informative talk, attendees will have the opportunity to speak directly with our tutors to glean more information on various pathways and even hear directly from apprentices who will be able to explain from their perspective, what life as an apprentice is really like.

Please follow the link to book: https://www.colchester.ac.uk/events/?mc_cid=bd5e93ba29&mc_eid=e7616ca87a



English Star Students



All of 8Y1 did great work creating "surviving in a rainforest" leaflets, this is just a selection. Well done folks!

Holli D8Y1

8Y1 Survival Leaflets

Freya D 8Y1

Eden G 8Y1

Izzy T 8Y1

Ruby R 8Y1

Henry S 8Y1

Ella J 8Y1

Libby B 8Y1

7Y1 worked hard and produced some powerful protest poems and songs – all on a range of subjects. Well done 7Y1.

Year 7 Protest Poems

Evie P 7Y1

Jaime B 7Y1

Lucas S 7Y1

Amber R 7Y1

Climate change Won't win

DON'T throw your cups on the floor

DON'T Because the grounds gathering more

DON'T throw plastic in the bin

Because if you recycle climate change won't win

Or otherwise think of THE LAST sunset

THE LAST extinction

THE LAST breath the world ever takes.

STOP cutting trees down

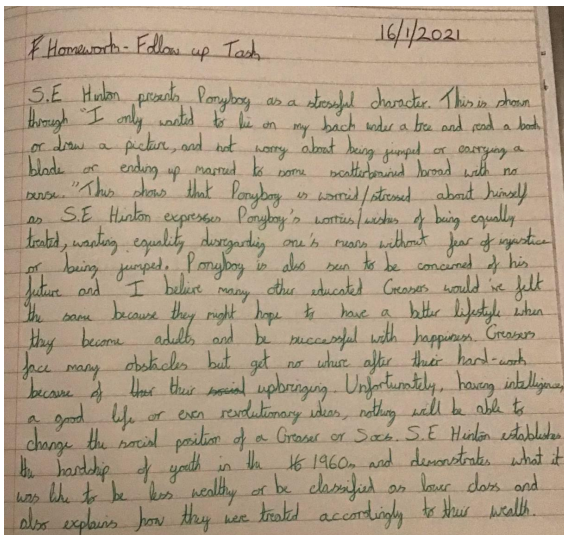
Don't waste the world around

Because if you don't climate change won't win.

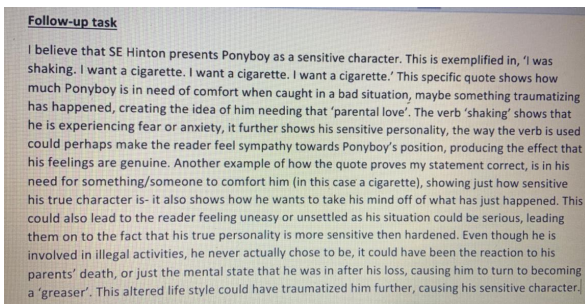
English Star Students

7X1 completed SEED paragraphs as a follow-up task last week.

Lilia H-T created a lovely paragraph that was very detailed:



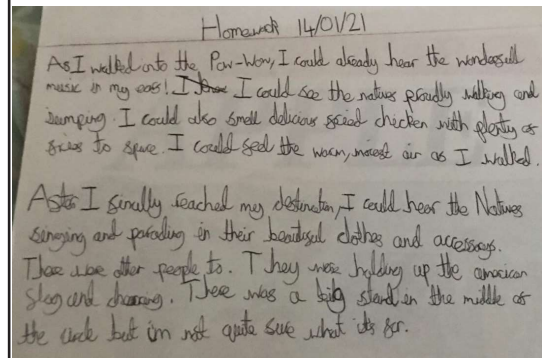
Secondly, Scarlett K. astonished me with her paragraph:



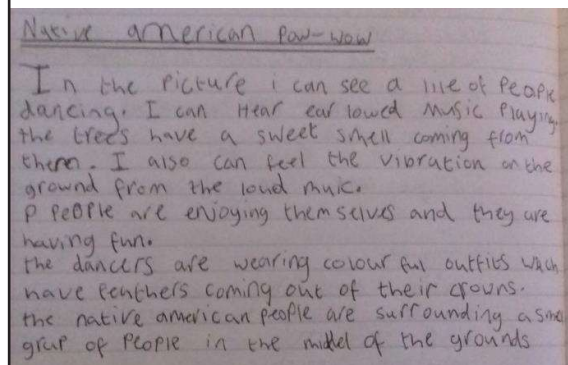
I also wanted to give a special mention to Chay G, Tomi F, Ruby J, Milana T, Isabella W and Logan O who have all engaged in every part of every lesson. Well done!

Next is 7Y3 who completed some description (that linked with 'The Pow-Wow Drum') for homework.

Christian M's description used a lot of senses to make you feel like you were part of the photo:



Then Roxy L captured the joyful spirit in the picture and poem:



Other special mentions for the class go to Nathan G and Olivia W for constantly contributing and working hard.

Special Mentions in my other classes:

For my 8X3 I wanted to applaud Skyla W, Izaak G-A, Alfie L and Lilly H for working hard and always giving interesting and thoughtful answers.

In 8Y2 I would like to say well done to Rosie-May G, Noah S, Oliver D, Kady E, Luca B and Harry W for always being involved.

9Y2's well done(s) go to Natalie P, Kirsty J-L, Cameron C, Morgan N and Rosie P for the hard work that I can see they are doing.

Lastly, in 10E6, well done to Leo C, Tobie B, Billie S, Rosie R, Jimmy S and Mikayal W, as they freely give their opinions and are thinking carefully about their work.

Miss Sparks

Wonderful Textiles Work



Daisy J, Year 8, has been beavering away working on her interpretation of a dress from the Enchanted film for months. She was gifted a vintage Singer sewing machine and she has never used a manual sewing machine before so we feel that what she has achieved using this is even more incredible! Mrs Gerrard



Izzy T, Year 8, has finished her brilliant patchwork cushion. Mrs Gerrard

Art for Charity

Oliver D, Yr 8, has been creating some amazing drawings outside of school of people's pets and selling them, giving all the money to Great Ormond Street, who have looked after his younger brother Charlie.

This is one of the drawings he has created for me.

This is the just giving page which has more information on: <https://www.justgiving.com/fundraising/teamcharliedgosh> Miss Riches



There are some new BTEC courses offered at Key Stage 4: Health & Social Care and Construction in the Build Environment. During tutor time, students will be given further information about these courses to help them make an informed decision. Microsoft Teams invitations will be sent to the students.

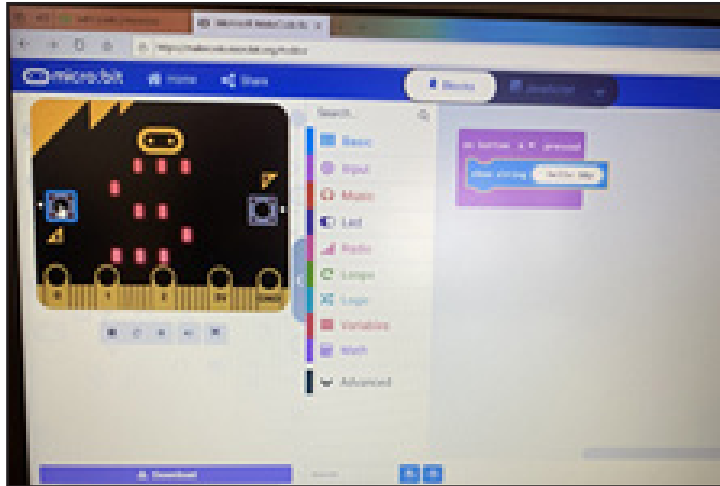
- Health & Social Care (Miss Linsdell) Aspiration (01/02/2021), Diversity (04/02/2021), Endeavour (08/02/2021), All groups for further questions (11/02/2021)
- Construction (Miss Jarvinen) Diversity (01/02/2021), Endeavour (04/02/2021), Aspiration (08/02/2021), All groups for further questions (11/02/2021)

Computer Science Stars

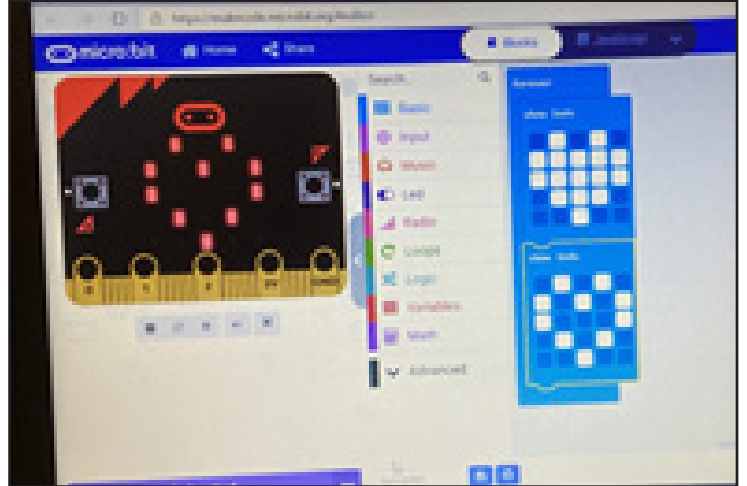
Year 7s have been starting their new unit in Micro:bits (coding) over the last couple of lessons.

The work and effort that ALL the students have been putting into these lessons has been nothing less than AMAZING! so well done to everyone!.....keep working hard and trying your best!

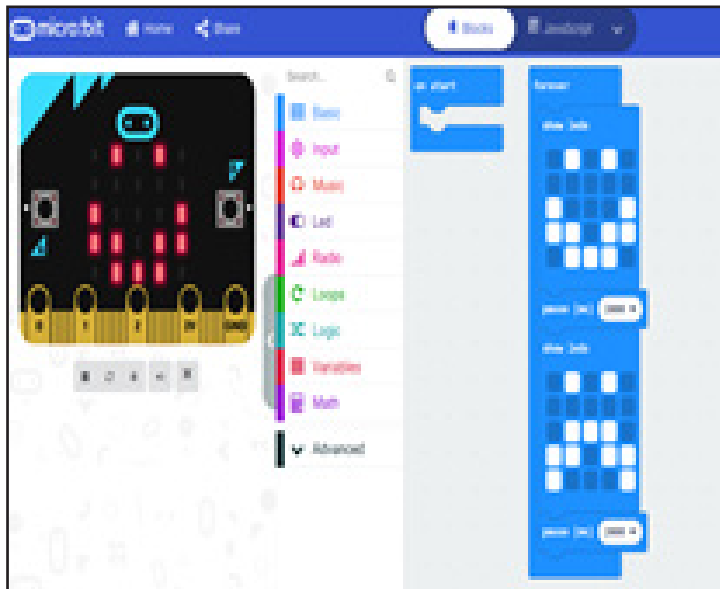
Here is a sample of some of the excellent work that has been produced by Sky C 7M1/Cs - 7D2, Madi K 7M3/Cs – 7D1, Daisy T-D 7M3/Cs – 7E2 and Christian M – 7L1/Cs – 7A1



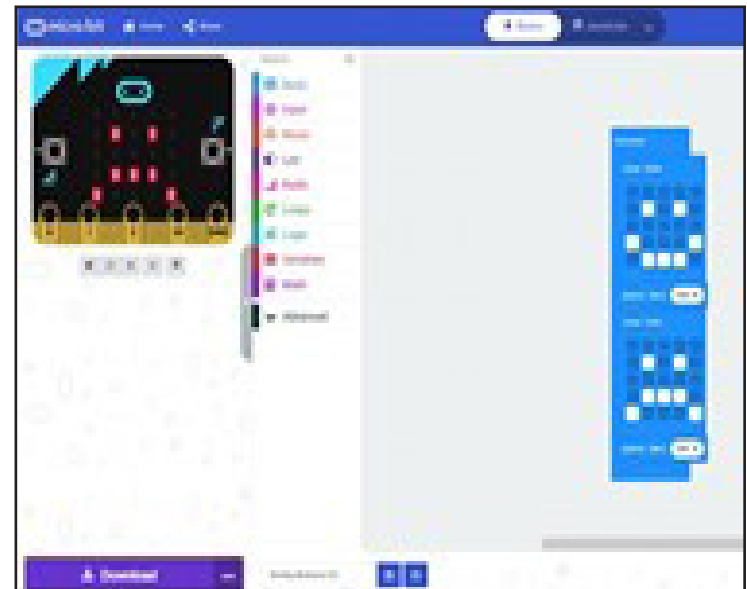
Sky C (Yr 7)



Madi K (Yr 7)



Daisy T-D (Yr 7)



Christian M (Yr 7)

Stay safe everyone!

Mr Collins

Family Life

For helpful tips and advice in lockdown and beyond head over to <https://www.familylives.org.uk/>

Mrs Sterland



**family
lives**

We build better family lives together

Big Shout Out from Miss Scott

Well done 8M3 for their consistent hard work in the chat and in the assessment to Peter, James, Noah and Olivia M-H.

Great work in 9H1 from Holly VB, Darcy, Rosie, Tom, Erin, Grace, Katie and Sofia. Thank you.

Top grade assessments in Year 10 from 10A- Lily-Rose, Angel, Kiana, Rosie, Jacob, Eleanor, Grace, Caitlin and Evie W. From 10B- Scarlet, Daisy, Rosie, Ella M, Yakup, Martine, Chloe, Holly and Ella S. Next time we have an assessment I will feedback on all of those who beat or matched their target grades. Keep working hard.

8B drama my thanks to Eneja and Dom for volunteering to read- Shows bravery and determination.

To Mrs Neale for her contributions and her costume of Skellig / Jesus!

7M2- Well done to Alfie B, Owen, Adam, Chloe J, Mason and Jodie for their assessments.

Here are some examples of excellent work produced from 9H1.

Miss Scott



<p>4 Hitler was able to remove the threat of the communist so his power increased and opponents were killed.</p>	<p>6 The Nazis used the SA and the police to apply pressure to the political opponents. SA Nazis opponents were killed. This then increased the vote to 44% making as they became the Reichstag had 44% of votes.</p>	<p>7 Hitler wanted for power. He didn't want the necessity of maintaining the communist were removed. Hitler wanted to protect himself. The social democrats voted all against Hitler. 44% of votes.</p>	<p>8 Trade union leaders were removed. The DAF was made when all trade unions merged and was run by the Nazis. Hindenburg is president.</p>	<p>9 All political parties were banned and the future of the Nazis was increased. Hitler could no longer be voted out now.</p>	<p>10 Hitler was worried about the growing SA power as they wanted to take over. He did. He now has complete control. The SA leaders were all then shot dead. Nobody can now stop Hitler as he is a dictator.</p>	<p>11 with no Hindenburg dead. Hitler had the power to make himself the president which he did. He now has complete control. The SA leaders were all then shot dead. Nobody can now stop Hitler as he is a dictator.</p>
27th February 1933 Event: Reichstag Fire	5th March 1933 Event:	24th March 1933 Event:	2nd May 1933 Event:	July 1933 Event:	29th-30th June 1934 Event:	August 1934 Event:

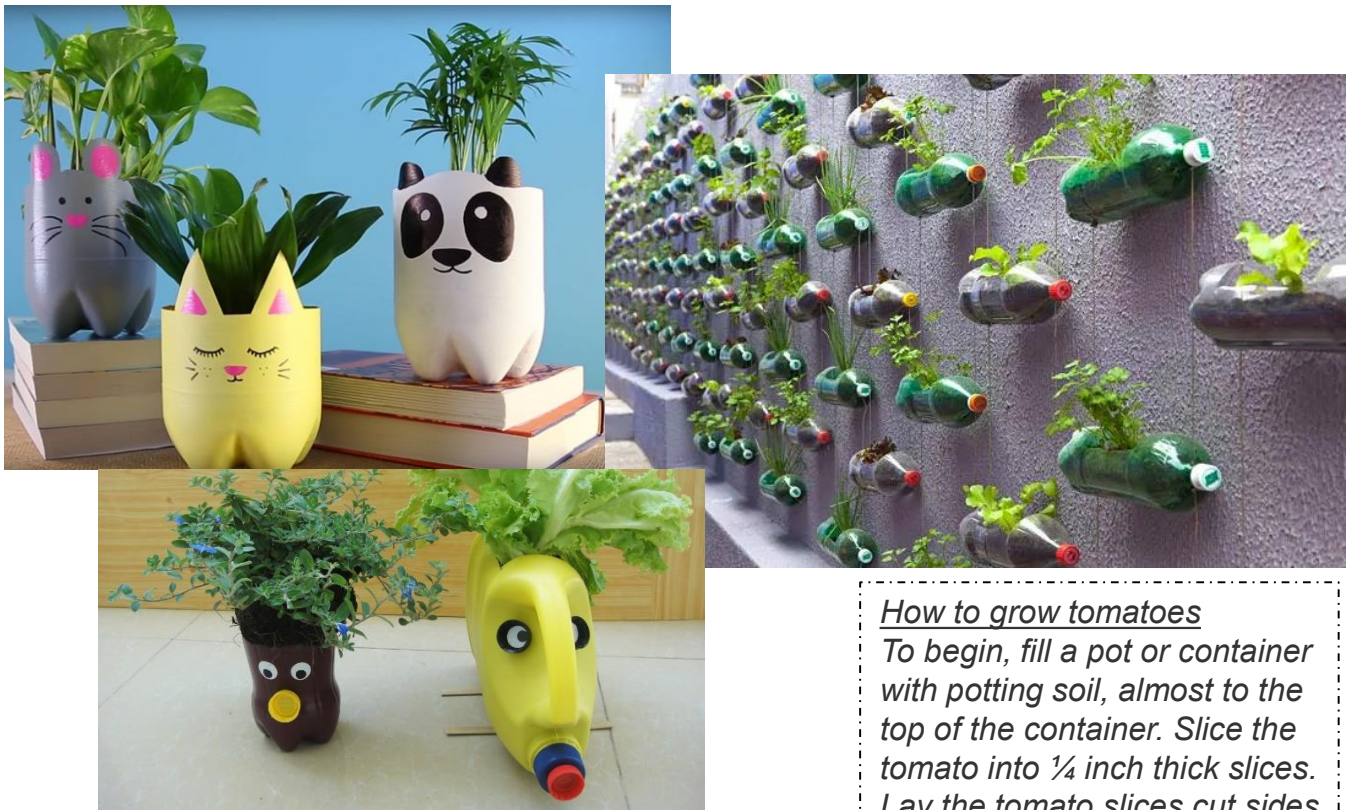
<p>How did Hitler consolidate his power in 18 months?</p>	<p>Hitler was able to remove the communist threat and get increased powers to arrest opponents.</p>	<p>Nazis used police and SA to pressure their opponents. More than 50 opponents were arrested and secured 44% of the vote.</p>	<p>Trade union offices were taken over and all trade unions were merged and made into the DAF controlled by Nazis.</p>	<p>Hitler introduced a new law that banned all political parties. The Social Democratic party and Communist Party had already been banned. This meant the Nazis now had no opponents.</p>	<p>Hitler was worried about the growing power of the SA who wanted to take over the army. The SA because they used the violence on the night of the long knives SA leaders were shot dead and so was Rohm, when he refused to commit suicide.</p>	<p>With Hindenburg dead, Hitler had the power to make himself president which he did. He was now the undisputed leader of Germany.</p>	<p>Hitler became Supreme Commander of the army and the army took an oath of loyalty to him. He now has complete power.</p>
27th Feb 1933 Reichstag Fire	5th March 1933 New election	24th March 1933 The enabling law	2nd May 1933 Trade Union	July 1933 all parties banned	29th-30th June 1934 Night of the long knives	2nd August 1934 Death of Hindenburg	August 1934 Army Oath

<p>Hitler forced the Reichstag to give up their power and give it to him. The Nazis got their best election result with 44% of the vote.</p>	<p>The German Labour Front (DAF) took over from all trade unions, and it was run by the Nazis.</p>	<p>Hitler made it that the Nazis were the only political party in Germany and by banning all the others. This was the only party people could vote for.</p>	<p>Hitler was betraying everyone. He was turning on his closest friends and his only leader sure to be of Germany.</p>	<p>Hitler became Supreme Commander of the army and so he was the army President and the only leader sure to be of Germany.</p>	<p>Hitler was killing up his political opponents in the way.</p>		
27th Feb 1933 Reichstag Fire	5th March 1933 New Election	24th March 1933 The Enabling Law	2nd May 1933 Trade Union Taken Over	July 1933 All Political Parties Banned	29th-30th June 1934 Night of the Long Knives	2nd August 1934 Death of Hindenburg	August 1934 Army Oath

<p>Hitler was able to remove the communist threat and get increased powers to arrest opponents.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>
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<p>Hitler was able to remove the communist threat and get increased powers to arrest opponents.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>	<p>The SA were killed. They broadcasted an anti-communist message. This helped Nazis get 44% majority.</p>
27th February 1933	5th March 1933	24th March 1933	2nd May 1933	July 1933	29th-30th June 1934	2nd August 1934

Technology challenge - Planter



How to grow tomatoes

To begin, fill a pot or container with potting soil, almost to the top of the container. Slice the tomato into ¼ inch thick slices. Lay the tomato slices cut sides down in a circle around the pot, and lightly cover them with more potting soil. Don't put too many slices in.

Now its time to get creative!

Not everyone can come up with ideas easily – That is where YouTube and Google become useful!

Things to consider;

- Is the material waterproof?
- Can you hold soil and water in it?
- Can it be decorated?
- What plant are you going to grow? (simple step to grow tomatoes have been given to you)

Submit your work via email to Miss Jarvinen or Miss Smith. Have a look in your recycling you may have items such as the following:



Plastic bottles	Good for holding soil and waterproof, good shape for rockets, minions etc.
cans	Good for holding soil and water, good for small pots.
tins	Good for holding soil and water medium sized pots
cardboard	Good for decorating the outsides with shapes and features.

Wellbeing and Mindfulness



Hi All,

Week three of the wellbeing and mindfulness has gone well. We have been focusing on reflecting on how we feel and being in the present moment.

The two activities this week were:

Write some things that you are looking forward to when isolation is over.

Write down 10 things that make you happy.

It has been good to see so many of you being able to list so many things you are looking forward to once lockdown is over the common themes being seeing friends, family, being able to see people without having to social distances and being able to hug loved ones. With the lists of things that make you happy it was so nice to see so many of you listing being outside, being active, camping, journalling as well as gaming and social media. My favourite one though must be the very selfless act of making other people happy.

These activities will be set on Monday through SMHW for you to complete during Monday and Thursday form time however feel free to reflect on the two tasks throughout the whole week.

The two tasks for next week will be the following:

Isolation Wellbeing & mindfulness				
Week four				
Monday	Tuesday	Wednesday	Thursday	Friday
Go out for a walk on your own or with a family member and acknowledge the little things			Get active for 20-30minutes doing something you enjoy.	

Miss Hibble



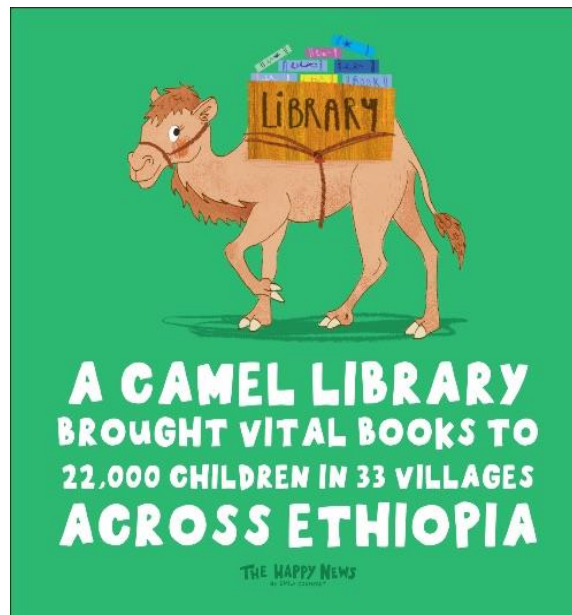


THE RAMSEY ACADEMY LIBRARY



**DON'T FORGET THAT READING IS GOOD FOR YOU,
IT STIMULATES YOUR IMAGINATION BY TAKING YOU TO WONDERFUL PLACES
AND INTRODUCING YOU TO WONDERFUL CHARACTERS.**

With all that's going on at the moment, let's have some 'Good News' for a change ...



The Covid-19 pandemic has changed the way people live all around the world, and in some countries has seriously impacted the ability of children to access education. One solution comes in the form of a 'camel library' run by Save The Children, which aims to tackle the problem of children being absent from school for long periods of time.

The mobile library brings vital books to 22,000 children in 33 villages across Ethiopia, spending two and a half days at each site, in which time the camels rest, eat and have examinations for illness, carried out by their herders. Mahadiya, a 13 year old whose village is being visited weekly by the camel library, told Save The Children: "When schools were closed I was very sad. However, the camel library continued to come to our village and supplied us with storybooks. I feel very happy and I am now able to borrow and take the storybook that I would like to read". Courtesy of The Happy News, Emily Coxhead

**Keep reading guys and check out the links on Reading Cloud
from Mrs Burrage and Mrs Heath.**



[ramsey_library](#)

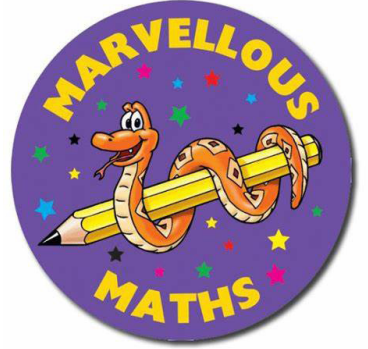


library@ramseyacademy.com



Mathematics Marvels

Well done to Hattie B and Vinnie V in 7X4 who are returning some fabulous work every lesson. Well done to Phebe T, Lilly H, Aaron O, Lyla W and Olivia M H in 8X4 who never miss a lesson and are producing great work! Well done to Preston B, Leo C, Sienna I and Hannah S in 10M5 for consistently putting that extra effort into all their work! Well done to Katie May B, William C, Bence H, Esme K, Reece S, Lily S and Becky W in 11M2 for showing brilliant commitment!



Mrs Groves

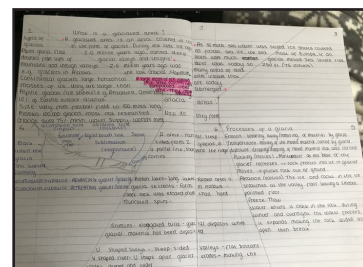
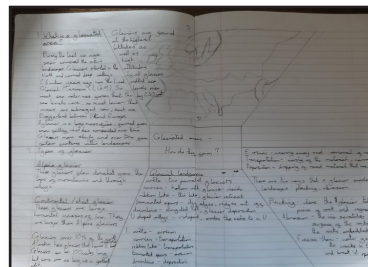
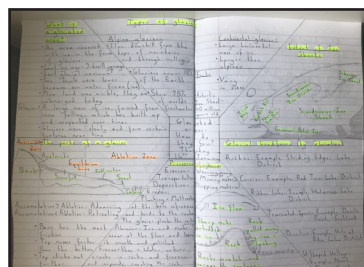
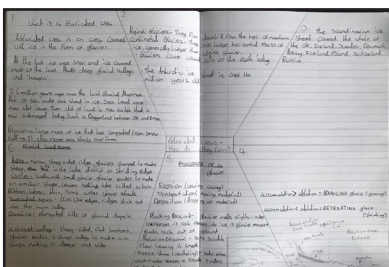
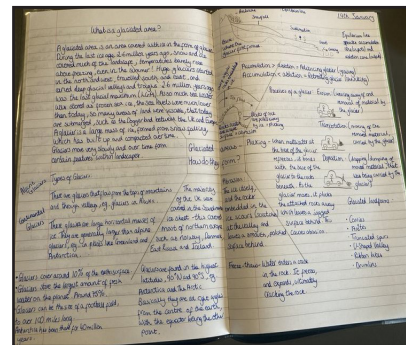
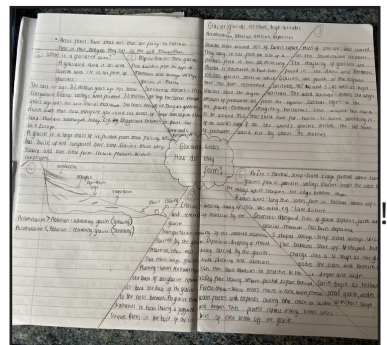
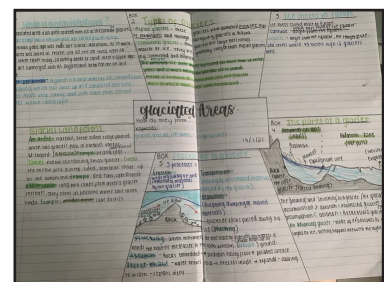
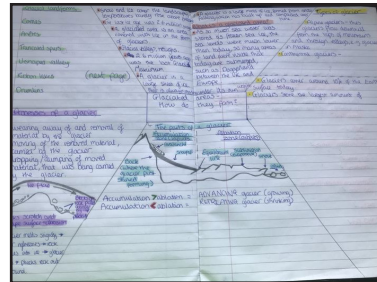
Mrs Berkane would like to say a massive well done to Mikayal.W (Year 10) for his amazing effort and engagement in our live maths lessons. Well done.

Lesson	Score	Time	Assessment completed
548 - Cuboids (1)	100%	0.44x 12mins	0 0/0 12:09 Wed 27th Jan 21
570 - Prisms (1)	100%	0.85x 10mins	0 0/0 11:54 Wed 27th Jan 21
554 - Rectangles	100%	0.00x 10mins	0 0/0 15:49 Fri 22nd Jan 21
558 - Trapezium	100%	1.12x 8mins	0 0/0 18:00 Fri 22nd Jan 21
557 - Triangles (1)	100%	0.00x 10mins	0 0/1 15:16 Fri 22nd Jan 21
405 - Mass (1)	100%	0.10x 3mins	0 0/1 12:39 Sat 16th Jan 21
404 - Mode	100%	0.00x 17mins	0 1/1 12:18 Sat 16th Jan 21
409 - Median	100%	0.99x 35mins	0 1/1 12:05 Sat 16th Jan 21



Great Geography

9H1 – Wow! Miss Hilton wanted to showcase some examples of the fantastic work on glaciation that the class have been doing over the past few lessons, but when she saw the quality of the work, she couldn't just pick one or two to share! The whole class have been working extremely hard, but special thanks and well done to the following students who volunteered to share their whole information spread: Alex L, Gemma W, Grace R, Henry S, Katie R, Miles M-B, Tom W and Paige A. All of you have completed high quality work, showing just how much pride you take in your learning – I am so proud! These are definitely clear examples of 'What a good one looks like' Miss Hilton



Geography, Great Work!

I want to say a big well done to all of 8H1 for their work on glocalisation, especially Libby B who created her own company!

Also to Dom P in 8H2 for another amazing glocalisation creation!

Also a massive well done to Sam P in 7H1 for some amazing work about Australasia.

Miss Ellis



Amazing Historians

This week Year 7 have been deepening their knowledge of the crusades. Year 8 have been exploring the experiences of migrants and gold miners in mid-19th century America. Year 9 have been looking at how Hitler became a dictator. Year 10 have been investigating the succession crisis of 1066 and Year 11 have focused on the changes at Hedingham Castle between the Tudor and Georgian eras.

A big well done to the following-

Year 7 Evie P and Isabella W who have produced assessments packed with knowledge and second order concepts.

Year 8- Well done to Oliver D, Rosie-May G, Kady E and Luca B for playing such an active role in lessons.

Year 9- Well done to Amelie P for attaining full marks in her assessment it was sheer perfection!

Year 10- Well done to Jess H for her fantastic grade 9 assessment on Anglo-Saxon England

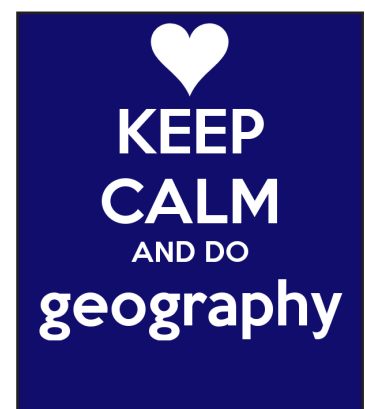
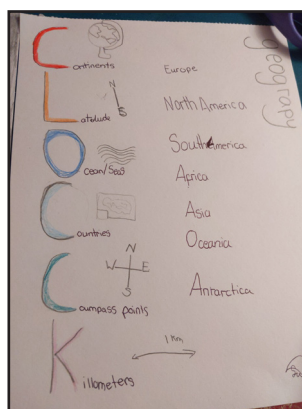
Year 11- Well done to Adam P and Lyncoln S for displaying strong knowledge in lessons.

Mrs Perrins



Geography, just for fun!

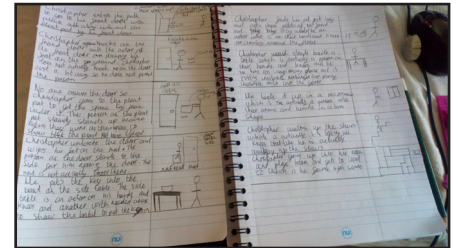
Sonoma S (7M3) has taken some of her free time to complete some geography themed drawings, including one which showcases a key acronym we use in geography! Well done Sonoma, we love your creativity and super memory of skills we've learnt! Miss Hilton





DRAMA STARS OF THE STAGE!

From character development to script ideas and from directorial ideas to descriptive scene-setting, Years 7, 8 and 9 have produced some excellent work so far! Here's just a tiny snapshot of work from Ruby Mc E, Alfie B, Olivia L, Roxy L, Angelica H and Isabella L all Year 7. Kayla N and Henry S in Year 8. Rhys J, Jay C, Albie O, Hannah J and Katie E in Year 9. Great work! Mrs Barnes



Hannah J Yr 9

"How would my character react?"
She would react with raised shoulders and her head down so she wouldn't be noticed. Silently moving around.

"How would my character speak and use their voice?"
She uses most of questions, but only when necessary. She keeps her thoughts to herself but monologues her questions and thought process.

"What is my character's main objective?"
My character's main objective is to find out the truth about her father's disappearance but with the alarm and noises to win.

Isabella L Yr 7

"What is my character's name and age?"
Alfie B - short name - 15 years old

"What is my character's appearance?"
Alfie B - short name - 15 years old

"What is my character's personality?"
Alfie B - short name - 15 years old

"What is my character's background?"
Alfie B - short name - 15 years old

"What is my character's motivation?"
Alfie B - short name - 15 years old

"What is my character's goal?"
Alfie B - short name - 15 years old

"What is my character's conflict?"
Alfie B - short name - 15 years old

"What is my character's resolution?"
Alfie B - short name - 15 years old

Alfie B Yr 7

"What is my character's name and age?"
Ruby McE - 15 years old

"What is my character's appearance?"
Ruby McE - 15 years old

"What is my character's personality?"
Ruby McE - 15 years old

"What is my character's background?"
Ruby McE - 15 years old

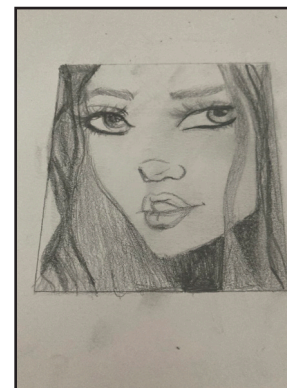
"What is my character's motivation?"
Ruby McE - 15 years old

"What is my character's goal?"
Ruby McE - 15 years old

"What is my character's conflict?"
Ruby McE - 15 years old

"What is my character's resolution?"
Ruby McE - 15 years old

Ruby McE Yr 7



Angelica H Yr 9

"What is my character's name and age?"
Albie O - 15 years old

"What is my character's appearance?"
Albie O - 15 years old

"What is my character's personality?"
Albie O - 15 years old

"What is my character's background?"
Albie O - 15 years old

"What is my character's motivation?"
Albie O - 15 years old

"What is my character's goal?"
Albie O - 15 years old

"What is my character's conflict?"
Albie O - 15 years old

"What is my character's resolution?"
Albie O - 15 years old

Albie O, Yr 9

Character Profile
The year IMAGINATION and RESEARCH to create details about your character:

What is my character's name and age? Ruby - 15 years old

What does my character look like? Ruby is a short 15-year-old girl with blonde hair and brown eyes. As Ruby likes to explore, Ruby often wears a small green hat and a red top.

Where do they live? When does my character live? Ruby lives in a small village where everyone knows everybody which is surrounded by large green fields. Ruby lives in the time of 2021 (present).

What is their family like? Ruby's family are very kind who like to laugh a lot and go on adventures.

What does my character do for school? Ruby is a smart secondary school student who is in Year 11 who is hoping to go to college soon.

Who does my character love? Ruby loves to spend time with her friends that she sees when she was younger.

What is the most important thing that has happened to my character in the past year? The most important thing that has happened to Ruby in the past year is that a member of her family has died which that person was her dad, Ruby's grandpa.

What are some of my character's hopes and fears? Ruby hopes that along her adventures, that she will be able to see or meet with the dead family member but she fears that she will never happen to see them again. Ruby also has a small fear of being spoken to as she doesn't like the number of ages and how fast they can run.

What is my character's situation in the play/story? Ruby's situation is that she has a strong belief in ghosts and when she learnt the news of her family member's death, she used that to want to see or contact the dead family member which her family think she is silly and make jokes at her but Ruby would like to prove them wrong.

How would my character move? Ruby would move slowly and carefully as she will examine the areas around her when exploring. If there is a sudden noise or something happens which may frighten Ruby, she will move slightly quicker but try and figure out what the noise was.

How would my character speak and use their voice? Sometimes Ruby will use a soft voice but she will use a loud, strong and expressive voice when she is shouting. Ruby will also speak around when she is slightly frightened.

What is my character's main objective? The character's main objective is to see contact her dead family member and prove to her family that ghosts are real as her family think she is just joking.

Roxy L Yr 7



Olivia L Yr 7

Mini: just watch. Wait and watch. Look! Look!

Narration: a pale bird rose from a corner and flew silently around the room.

Narration: then another came wheeling once around the room its wings beating within inches of their faces before it too settled before the window.

Narration: Michael didn't breathe

Narration: mina gripped his hand

Narration: they watched the birds

Narration: the way their claws gripped the window frame

Narration: the way their broad round faces turned to each other.

Narration: then they went flying. Flying silently out into the red dusk.

Michael: Duh!

Mini: tanny owls! Sometimes they will attack intruders. But they knew you were with me. That's the nest. Don't go near. There are chicks in there. They will defend them to the death. Come on. Quack!

For when Michael should owl they both should point at them as then it makes it more obvious where the owl are, and it will make them look more enthusiastic.

When the narration says Michael didn't breathe Michael and mina should both look at each other really scared because then it will make it more intense.

When the narration says they watched the birds they should both turn around in a circle, so it makes them look like they are following the birds with their head and eyes.

When narration says then they went flying. Flying silently out into the red dusk. They should both take a step back and look up to the sky with their mouths open so they look so surprised and happy.

When the narration says mina gripped his hand, they should both look down to their hands and then back up at what is in front of them as to say that Michael is really scared.

Kayla N Yr 8

List of sounds:

Traffic

Birds singing

Breeze in the trees

Heartbeat

Cheeping chicks.

Henry S Yr 8

"What is my character's name and age?"
Katie E - 15 years old

"What is my character's appearance?"
Katie E - 15 years old

"What is my character's personality?"
Katie E - 15 years old

"What is my character's background?"
Katie E - 15 years old

"What is my character's motivation?"
Katie E - 15 years old

"What is my character's goal?"
Katie E - 15 years old

"What is my character's conflict?"
Katie E - 15 years old

"What is my character's resolution?"
Katie E - 15 years old

Katie E Yr 9

Ideas from PDF

Francis Assembly - They are a theatre company who started small and grew throughout 25 years. They focus on teamwork and improvement. They use many unique techniques and tell stories from a unique perspective.

The Francis Method - A complex play or set of tasks is broken down into individual building blocks. This can make even the smallest things into huge progress. It also gives everyone a starting point and an achievable goal.

The Snake Scene - Instead of just telling the audience that Christopher wanted to go to space, the audience are brought into Christopher's imagination and shown how he feels, all his anxiety drifting away.

Push Hands - A way to practice and learn communication through touch, one person must lead the other around the room while only using their right hand (which is on top of the other person's right hand) to communicate where to go.

Backs and Ledges - A group of people are lifting one person. They are either backs, or ledges, who help the person up by lifting one of their legs for example. This method can usually reduce the group down to just 2 people.

The Finished Lift - Eventually, the person being lifted will be able to run and jump into position, their weight and momentum being taken by the group, making it appear as the actor flying around the room with the group holding them down to earth.

Christopher's Perspective - Everything has to be shown through Christopher's eyes and thoughts. The actors are constantly thinking about what he would focus on in this situation, what he likes and what he would avoid. This makes scenes look very different from reality and very effective. It also allows lots of creativity into the play.

Luggage - There is a scene where Christopher is balancing on top of some luggage in more and more of it is removed by its owners. This became a fun game where Christopher has to avoid falling off of the luggage, represented by boxes, while it gets taken from under him. This also just the situation into a puzzle that Christopher himself understood and could solve.

Jay C, Yr 9

"What is my character's name and age?"
Rhys J - 15 years old

"What is my character's appearance?"
Rhys J - 15 years old

"What is my character's personality?"
Rhys J - 15 years old

"What is my character's background?"
Rhys J - 15 years old

"What is my character's motivation?"
Rhys J - 15 years old

"What is my character's goal?"
Rhys J - 15 years old

"What is my character's conflict?"
Rhys J - 15 years old

"What is my character's resolution?"
Rhys J - 15 years old

Rhys J Yr 9

Health and Social Care

This week, Year 10 students have been continuing with their work on relationship changes, looking at marriage, divorce, bereavement and parenthood in a sensible and mature manner. They have also started work on different life circumstances, such as moving to a new house, starting school, exclusion from school, redundancy, imprisonment and retirement. This has enabled them to be introduced to new job opportunities, including that of a probation officer and educational psychologist.



For homework, the students have produced a range of different reports about people who have been through significant physical events and how this has affected their lives. Well done to Jess H, Maisy C, Jimi K, Chloe S, Ella S, Ruby B, Ellie C, Katie H, Sienna I, Rosie H, Gracie H, Georgina M, Beth S, Cordelia D, Rebecca W and Niamh T who have all produced interesting pieces of work. A special mention also to Jemima T who consistently attends lessons and is always the first one to complete and hand in any work.

In Year 11, students have been focusing on answering exam questions and looking at how to make improvements to their answers by adding more detail and being more specific, amongst other exam techniques. Well done to Will P, Katie B, Harrison D, Finley D, Charlotte C, Paige G, Millie S, Alivia S, Kiara C, Evie A-H and Esme K who have gone above and beyond in their desire to make improvements to their work.

Year 9 students There will be presentations during tutor time over the next two weeks to introduce you to the Health and Social Care course. Invites have already been sent out on Teams. It would be great if everyone could attend so that they can make informed options choices! The date for these sessions are as follows: Aspiration – Monday 1st February, Diversity – Thursday 4th February, Endeavour – Monday 8th February. There were will also be a drop-in session on Thursday 11th February for any student who has questions for either staff or Year Ten students currently on the course. Miss Linsdell

CATASTROPHIC CRASH AT ONE OF THE UK'S BIGGEST THUNDER PARKS!

5 left with life changing injuries!!!!!!

On the 2nd June 2015, the smaller rollercoaster at Alton Towers in Staffordshire suffered its most serious emergency carriage whilst carrying the full capacity of people. Fortunately, nobody died in the crash, however this fails to compensate the 5 who were seriously injured, one of which was 20 year old Leah Washington who had to have one of her legs amputated along with her friend Vicky Balthazar to the bar of the ride penetrating right down past the bones in her arms. Leah felt much anger at the crowd who avoidly stand around eager to get the best photo for the press. She is still struggling to justify what has happened as it has been too much of a loss to be considered as just.

Physical: Leah is left without a leg making simple mobility tasks extremely hard for her. Whatever she does, she has to use crutches, which makes everyday tasks a challenge and a chore. For example, making a drink would be an immense struggle as she has to get to make her way to the kitchen on crutches and then once she gets to the kitchen, she has to find a strategy to make the drink without dropping her crutches which would make her fall over. As time has gone on, Leah has acquired a bionic leg which has made these tasks much easier and given her more opportunities to attempt physical tasks. Despite this, there will still be many physical barriers for Leah, such as it will be a massive struggle to play sports at a high level in the main leagues as her bionic leg is not as strong as a real one and it will still take a lot of adjusting and the gaining of new techniques before she can live as near to normally again.

Intellectual: When Leah didn't have a leg, or even now with a bionic leg, her job opportunities may be more limited. Firstly, companies may discriminate against her because she has a fake leg and they (wrongly) think she won't be as capable of working as someone who has a real leg. Secondly, before her bionic leg she would have found it near to impossible to do a very physical job as she still had to manoeuvre crutches everywhere. Another way her intellectual development would have been affected is that she was doing a university course at the time of her horrific accident. Due to having to spend a lot of time in hospital, she would have missed out on a lot of the course. Leah stated that she had always dreamed of being a teacher and was in the process of pursuing her dreams; after all the stress she went through she decided to withdraw from the course and do something less intense and demanding. This shows Leah's intellectual development will also be affected because there will be many jobs she may find too tough and highly pressured to carry out.

Bethany Hamilton

Bethany surfered during from a young age and by the age of 6 she was already competing professionally. Her surfing abilities were immense and a rare talent to have so young. Her talent began to grow as did her passion for surfing.

Tragically on October 31st 2003 Bethany was attacked by a 14 foot shark. The incident happened while on an early morning surfing trip with her family and friends. She was relaxing on her surfboard admiring the turtles below her with her left arm dangling in the ocean however she was unaware of the terror that was actually circling her below. The event all unfolded so quickly that Bethany had no choice to escape. Her arm was severed just below her shoulder by a Tiger Shark. She was helped back to shore by her family friends but by the time she reached the hospital she had already lost 60% of her blood and had gone into hypovolemic shock.

Coincidentally Bethany's father was at the hospital that very same morning as he was expected to have knee surgery however he gave up his place for his daughter to have his surgery. The surgery went well and Bethany stayed in hospital for a week and had an extremely speedy recovery. She told the media that when she was bitten she didn't feel very much as she lost so much blood she eventually felt numb. She also said "I think I figured out that, that if I panicked, then things wouldn't go as good as if I was calm. I was praying to God to rescue me and help me. And then, I had this one pretty funny thought, I think, I was thinking, I wonder if I'm going to lose my gonads!" The shark was caught and killed on that very same day by a group of fishermen. Despite the trauma within a month of the accident Bethany was back out riding the waves. After the accident Hamilton continued to rise up the ranks within her surfing career and even had an exhibition in the California surf museum where you can read about the attack.

one the very things that she was missing and the surf board that she was using, you can even see the bite marks of the shark! Since the accident Bethany's won many awards for her bravery and major comeback into the surfing community and even made her way onto the surfing hall of fame. She made a film about her life called "Soul surfer" which turned her story from a shark attack victim to inspiration and she also featured in the film "Dogpound tale 2". Despite rising through the ranks of fame she also contemplated her faith and deciding that she was committed to following God. She ended up making a documentary about the accident called "Heart of a soul surfer" in which she talked about her relationship with God. She also talked about having such a close bond with her family due to their joint love of God and surfing. She now has a family of her own and is a teacher for her son how to surf. Despite all her trauma, Hamilton became an inspirational speaker and advocate for helping children with disabilities.

Katie Piper

Katie Piper was born on the 12 October 1983 in Andover, Hampshire. She was an aspiring model and presenter before being attacked and studied beauty therapy at college. However, in March 2008, she was attacked with acid by her ex-boyfriend causing dramatic damage to her face and blindness in one of her eyes. She then underwent surgery to restore her face and vision. Both of her attackers were given life sentences in prison. These are pictures of her both before and after her acid attack.

She has now had a lot of well-deserved surgery to help boost her confidence and she really helps show everyone that you can't trust anyone anymore, no matter what Katie had burns all over her face which she had for a very long time. This really affected her life as she had PTSD (which she did go therapy for) and she was very scared of people in general. She had over 400 operations and she kept her therapists updated along the way.

This event affected Katie socially as she did not really want to be seen for a while. However, because she was already a model, she did then start vlogging and having interviews about her traumatic event. Unfortunately, she received a lot of hate online due to her changed look which made her extremely self-conscious about the way she looked, and they really dragged her down even though her life was hard enough at this point. This event also affected her physically. She says that during the time she was on Strictly Come Dancing she really struggled doing most things. Katie has since founded The Katie Piper Foundation charity, which helps burn victims like herself. She now writes books on her life and how it has changed her forever.

Health and Social - Physical Events

Rudy Tomjanovich is a former professional basketball player and 'hall of fame coach'. He is now the Minnesota Timberwolves (NBA) consultant coach. He was born on the 24th November 1948 and played from 1970-1981 for the Houston Rockets. He was involved in a big argument on the court in 1977 with former Washington from the LA Lakers. The game was Houston Rockets VS LA Lakers.

How it happened:

Tomjanovich wanted to attempt to help his teammate when his teammate was in trouble and was involved in the fight with Washington, but Rudy was the one who got hit instead.

Rudy and Washington had had a physical fight on the court. Washington had thrown the first punch, but it was aimed at Rudy but at Rudy's teammate. The punch that landed on Rudy had made Rudy lose consciousness on the court. This also led to the left side of his face being distorted. He later regained consciousness and he had to ask someone what had happened, he knew that he had a broken nose but nothing else. Later he would find out from the doctors that he had more than just a broken nose and that he might not survive.

On the night, 8th December 1977, he found out that he suffered from a fractured skull, broken jaw, broken nose, other facial injuries, and leakage of the spinal fluid when he was punched by former Washington.

He had massive swelling all around the left side of his face. When the swelling had gone down, he was taken to have surgery to reconstruct his face and to try to make it look like his normal face again because of the amount of damage that was done to his face.

Tomjanovich took a long time to recover but he eventually recovered and played for three more seasons before he retired in 1981. Although the injury happened a long time ago, he still suffers from sinus headaches as an after-effect of the punch.

Emotionally, he felt abandoned in the aftermath of the punch, he felt lonely and had fresh threats from him which had a big impact on his mental health.

Socially, after the fight Tomjanovich was only known as "the guy who got hit" so he wanted to make his name to the known again and so he became the consultant coach for the Timberwolves.

Physically, he says that he is a little out of shape because he cannot go to the gym without having pain or having a headache.

Holly S, (Yr 10)

Ella S, (Yr 10)

Ellie C, (Yr 10)

Jess H (Yr 10)

Physical events task

The Smiler 2015 rollercoaster crash

On June 21st in 2015, a car on the famous rollercoaster The Smiler crashed into a testing car that was stationary. No one was killed, however some riders suffered grievous injuries, most notably Leah Washington.

Leah Washington was on the ride with her date Joe Pugh when the crash happened. The car ploughed into the testing car, severely injuring Leah's leg.

Leah's leg was amputated due to the severity of her injuries. In an article, she said that this affected her mentally as she was afraid of losing her boyfriend Leo, as she believed that he may not want to date someone with only one leg.

Numerous riders at Alton Towers, the theme park where The Smiler is located, were closed after the crash in order to make sure that all of them were safe. It was found out that it had been caused by human error, and Merlin Attractions Operations Ltd was sued for the cost of £5 million.

Leah now has a state-of-the-art prosthetic leg. However, this is not cheap and can cost hundreds of thousands of pounds to maintain. Despite this, the amputation will affect her in many ways for the rest of her life. She will still mostly have to attend physiotherapy, and she might still experience emotional distress when thinking about the accident.

Leah is still around online and is active on her Twitter and Instagram. She also has a blog, mainly focused on her physiotherapy and exercise. She is also still in a relationship with Joe Pugh, and there are multiple pictures of them together in recent years. It seems that Leah Washington has managed to overcome her amputation and continue living life despite what happened to her five years ago on The Smiler.

Component 1 Learning aim B LIFE EVENTS

MOVING

Manchester Bombing Swimsuit report

The person that I have researched was caught up in the Manchester bombing attack where the artist Ariana Grande had been putting a concert on for everyone to have the time of their lives but unfortunately the event took a turn for the worst towards the end of the night, when a bomb had been placed in a room in the foyer which killed many and injured a lot of people. This had been the area where many people were waiting for their friends/family members to give them a ride home. According to many reports this night had been the most tragic causing many people's lives to be drastically changed.

One survivor from the attack, was left with more than twenty wounds over his body, which he described as "it was like being shot at point-blank range twenty-two times". Although he survived the attack, he was still left with life changing injuries. During the attack straps from the bomb had severed his spine and the doctors told him that he would be in a wheelchair for life.

The injuries that he had been left with had affected him in a negative way going forward, as he had been left paralysed from the waist down which meant that he could no longer do everyday life tasks. However, after receiving brain-training treatment in Australia, he was able to regain some movements in his legs. This was a more positive turn for him as it was like a miracle to his life as his spinal consultant was very shocked as he had said to the survivor, "he shouldn't be able to do that. He knew that his road to recovery was going to take some time but, he had told reporters, "Within the first day I had regained my balance to the point where I could even lift my leg up to put my shoe on". He therefore knew straightaway that this was going to be amazing and had high hopes that one day he could go back to being himself before he had been part of the tragic night.

During the night of the attack, he remembered, thinking "you're almost saying goodbye to people in your head but I was determined to stay alive just to make sure I got Eve (his daughter) out". He then also added "To wake up a few weeks later and be alive, of course, I'm going to smile and of course I'm not going to waste any time". This made him determined to never give up hope.

This would affect the survivor physically as he is paralysed which stopped him from being able to do everyday life skills.

Based on this event and the survivor's story, this wouldn't really affect him intellectually as such, but due to the events this may cause a loss in self-confidence possibly when speaking to people as it could bring back flashbacks.

This could affect him emotionally, and his mental wellbeing due to the night that he had been involved in as it possibly may have left some kind of scarred image of a flashback of the night.

Due to his injuries, this could affect his social life as it could stop him from socialising with his friends and going to family events and it could hold him back from going to more music events as he would probably always have the worry of wondering "what if I'm caught up in another tragic night like this one again" in the back of his mind.

Jimi K, (Yr 10)

Maisy C (Yr 10)

Chloe S (Yr 10)

Big Shout Out from Humanities!

Mrs Holdsworth's star groups and students

8H2 History – have been amazing since the start of lockdown

7M1 Geography – have also been a pleasure to teach with lots of interest in the current topic of Australasia.

Also, special recognition to Elias, Nate, Dom, Isabelle and Callum from 8H2 who have been consistently engaged in our live lessons.

Top quiz scores this week 10/10

- Lilly F
- Dom P
- Alfie H
- Angelica H
- Isabella L
- Grace G



Miss Pearce and Mr Buttle's Star Students

Miss Pearce and Mr Buttle would like to nominate the following students for their hard work and great participation:

- *Charlie T 7M4 Geography
- *Joshua B 7M4 Geography
- *Amber R 7C PSHE
- *Alfie B 7C PSHE
- *Seb T 8M2 History
- *Izaak G-A 8M2 History
- *Grace F- 8H1 History
- *Will B- 8M2 History
- *Jessica W- 9L1 History



Well done to you all!



NWESSP

North West Essex
School Sport Partnership

VIRTUAL SCHOOL GAMES

School Games Virtual Challenges

Challenge: 2.5 km or 5 km Run Time Trial

When: Monday 1st February – Sunday 7th February

Run 2.5 km or 5 km in the fastest time possible

The winners will be:

- Fastest for each year group
- School which travelled the furthest

Send your results to spatching@ramseyacademy.com

before Monday 8th Feb including:

Name:

School:

Gender:

Year Group:

Distance ran:

Time Achieved:

Evidence of run time (screenshot/picture): apps for recording running activity: MapMyRun, Strava, Runtastic, Gamin



Good Luck!

Share via twitter @NWEssexSSP

Duke of Edinburgh Award - Cooking Skills



Rosie M



Mollie M



Mollie M



Mollie M



Natalie P



Rosie M



Hannah J

I have been assessing cooking skills for DOE every week. Great to see the students engaging and building their cooking skills.

Mrs Bushell

Focus on the Future Life after Lockdown

At Ramsey Academy we are fortunate to have careers adviser, Mrs Eaves to help students to plan their path forward. She is available to respond to emails and arrange phone call careers advice every Wednesday. Please contact her on leaves@ramseyacademy.com.

Students can also meet with me for advice and queries during form time on days when there is no assembly. Please contact me at: abarnes@ramseyacademy.com



Star Cooks of the Week



Rosie P, Erin S, Kitty O'B and Jessica W Year 9 have been busy bread making @home. Excellent effort girls Well done you are my

Star Cooks of the Week Mrs Bushell



Rosie B, Year 9 Plain bread



Kitty O'B Year 9 Seeded bread



Jessica W, Year 9 Plain bread



Erin S, Year 9 Wholemeal bread



Erin S, Year 9 Flatbread



Erin S, Year 9 Flatbread