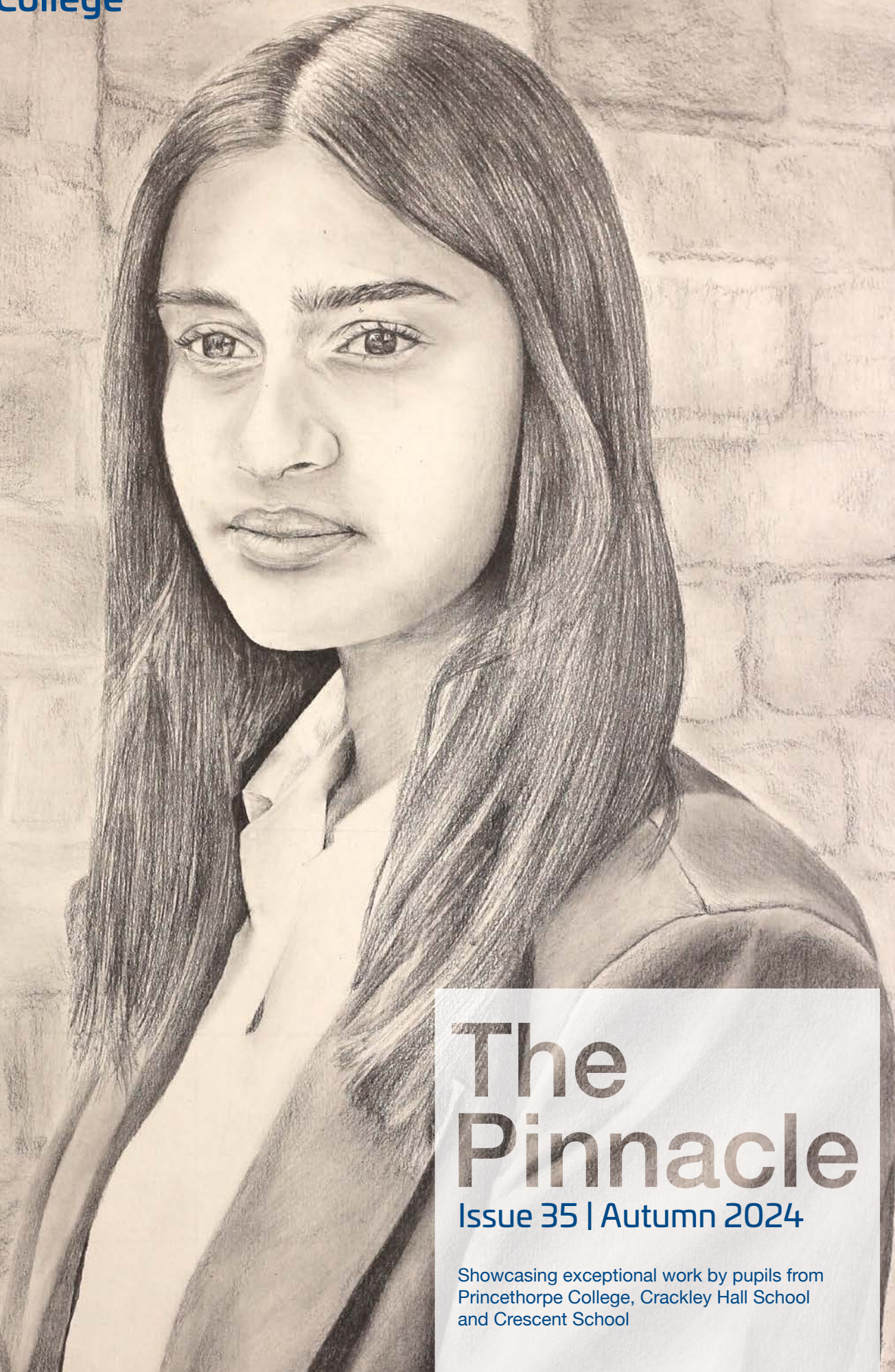




**Princethorpe
College**



The Pinnacle

Issue 35 | Autumn 2024

Showcasing exceptional work by pupils from
Princethorpe College, Crackley Hall School
and Crescent School



Welcome

ISSUE 35 – AUTUMN 2024

As a new school year begins, we look back over some of outstanding work achieved by our pupils over the Lent and Trinity Terms of the last academic year.

In these pages, you will find a celebration of our pupils' outstanding efforts, both in class and beyond the classroom, as members of our many co-curricular clubs and in competitions, both local and national. In this edition, we honour the impressive accomplishments of those who have earned full da Vinci awards as well as those who have received Mastery and Creative da Vincis and celebrate the dedication and hard-work that have gone into each piece.

While it has not been possible to showcase every piece of work, we hope this magazine serves as a testament to the exceptional talent and enthusiasm that thrives within our community. Every da Vinci award, no matter the category, represents a significant milestone in our pupils' academic and personal development, and we extend our heartfelt congratulations to all recipients.



The beautiful front cover artwork is a self portrait in pencil by Lower Sixth Former Amaanya Bose. This was her GCSE People and Places piece, which gained her first place in the U16 Drawing Class in the ISA Regional Art Competition.

As always, it is truly a privilege to witness the diverse range of talents across the Princethorpe Foundation. From innovative projects to artistic masterpieces, each contribution adds a unique thread to the rich tapestry of our school life.

We thank you for being part of this vibrant community and for making The Princethorpe Foundation a place where excellence and creativity flourish.

Julia Lindsay – Challenge Curriculum Coordinator
Joanna Evans – Language for Learning Lead
Sarah Duran – Digital Learning Leader

Hi

We're Megan and Seb,
we are delighted to be the
new Heads of School.

We are really enjoying our new positions and our first term of service has gone really well. We have been having bi-weekly prefect meetings and the whole prefect team has started to bond. We have all sorts of ideas, from our new Orange Day, which is a charity event to raise awareness for disabilities, led by our Deputy Head, Ruby Clark. We also enjoyed helping to run the Politics Mock Election, a whole school event replicating a real General Election. These extra co-curricular events help bring the school community together, enhancing the Princethorpe ethos further. Continuing into the next school year, we want to continue our three big aims of being more integrated with the lower school, relatable to help the Princethorpe community and being approachable to everyone. We're excited for next year when we can continue our role and bring our ideas to life!



HISTORY/DRAMA/MUSIC | SIXTH FORM

HAMILTON

On Tuesday 23 April, the History Department invited both Drama and Music A-level students to the Victoria Palace Theatre to see the West End's Hamilton, a performance both enthralling and educational which was sure to impress anybody in the audience.

The atmosphere was electric from the outset, thanks to the sung-through rap style and beautiful melodies which emitted from the large sunken orchestra pit. The composite partial realist set immediately immersed us into 18th century New York.

The choreography was outstanding with some brilliant slow-mow cinematic effects.

The historical accuracy was also achieved through the use of costumes, a diverse range of both military and high-status designs with a neutral colour pallet with pops of vibrancy.

The singers' exceptional range and tone along with their immense passion made 'Say No to This' our favourite sequence from the entire show.

BY ROBYN SHAW AND FELIX BATTY

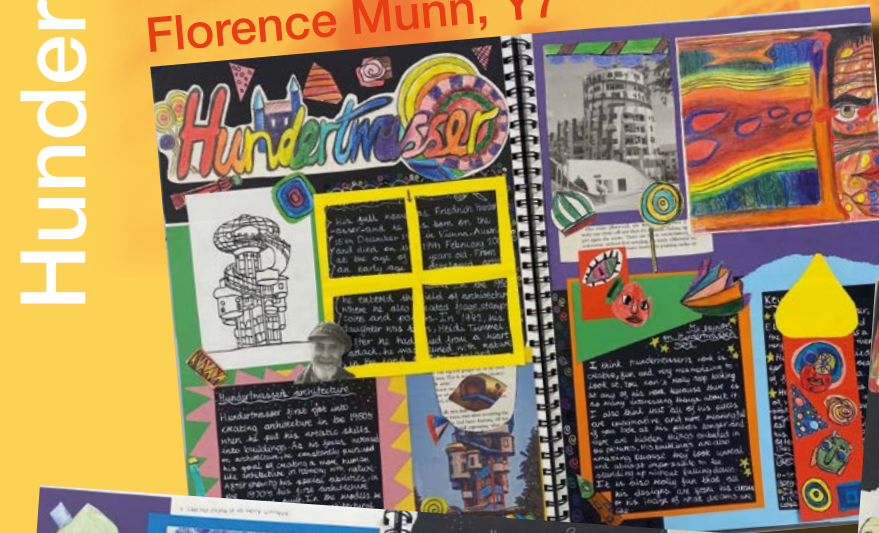


Artist in Focus: Friedensreich Hundertwasser

Year 7 pupils have embarked on a visual research project on the Austrian artist, Friedensreich Hundertwasser.

These examples have excelled in their presentation, really reflecting the vibrant and energetic nature of the artist's work. The in-depth understanding of the artist's style is displayed through their own high quality pencil crayon studies that demonstrate thoughtful and skilful responses.

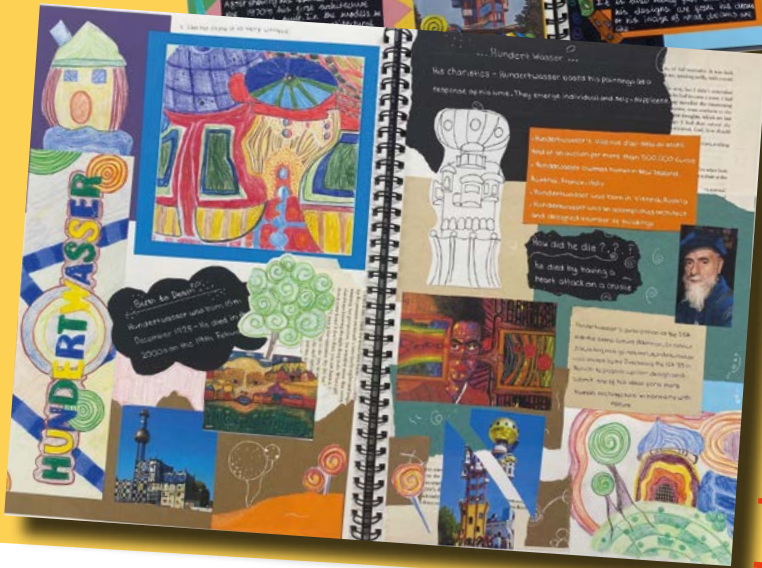
Florence Munn, Y7



Emmeline Millward-Boyton, Y7



Isabella Messenger, Y7



Engineering in Action

Finlay Ross has designed and manufactured a carabiner in DT Lunch Club. For this project he used the centre lathe to turn aluminium for the screw and locking mechanism.

He performed thread cutting using a die and holder to produce the female thread. He also used the forging hearth and anvil to hand forge the body of the carabiner from mild steel.

Finlay has shown great skills, knowledge, research skills and commitment to make this complex engineering product.



Rationale

Initially, we were inspired by the poem Leisure by William Henry Davies and the quote: "We are such stuff that dreams are made of", from The Tempest. These stimuli made us question our life and ask ourselves if we as humankind are making the most of it? Specifically, the quote from Leisure reading, 'We have no time to stand and stare', stood out, as we began questioning the fleeting nature of time. We questioned whether humans disregard life's worth and live it waste-fully. Then we began thinking of old age and how those closer to death feel. We highlighted the sanctity of life and felt that a key message for our piece would be to assert a human gratitude for it. Due to regarding the theme of 'life' so much, we began to consider the opposing, 'death'. Something about death alongside society was prominent and therefore, we questioned why the topic of death is 'taboo' in today's world, whilst being the most common fact of life.

Dramatic Influences

We felt passionately about the themes of time, life and death and so pursued relative research. Firstly, we looked at art, specifically Salvador Dali's piece, 'Melting Watches'. Here, we were *visually* shocked into acknowledging the reality of time and how it slips away unknowingly. Being humans ourselves, we resonated with the fear of mortality. We wondered why it is that many of us fear our time ending and melting away like the images in the piece. The images looked like they were being pulled by something uncontrollable. We thought that this displayed the nature of death well, being a process that is inevitable and necessary; something that we shouldn't fear. Therefore, we began forming the message promoting the acceptance of death in our piece.

We knew that life is something humans value tremendously and wanted to investigate why. I researched the poem 'On Living' by Nazim Hikmet. I was inspired by the poem's assertion that living a life by not 'standing and staring' gives man freedom, whatever the harsh conditions. Hikmet used the repetition of "Life is no laughing matter", projecting to me the seriousness of life.



Death is no laughing matter

By Emily Slinger

This is Emily Slinger's NEA Theatre Studies working notebook. Emily, Robyn and Felix created an original piece of theatre Memento Mori that explored the ubiquity and inevitability of death. This piece of work charts their research and creative process. This is an outstanding piece of work by Emily.

national youth theatre success!



After seeing numerous productions by the National Theatre and feeling greatly inspired by their famous alumni and incredible storytelling, I challenged myself to turn in a self-tape application for the National Youth Theatre.

I recorded two self-tapes of slightly contrasting characters/themes, submitting them as a late entry. Shortly, I received a response inviting me to a video audition and interview, which I rehearsed for and attended soon after. I met a NYT director and discussed myself, my monologues and how I worked through my acting and intentions through my performance. A month later, my audition was successful, and I was invited to attend the National Youth Theatre Summer Course, where I will receive prestigious acting training and the finalisation of my NYT membership. I am so grateful for this opportunity and ecstatic to be training with NYT this summer, as well as ready to uptake the numerous opportunities that come alongside such as agent shows and representation, classes, industry talks, and auditions for professional shows in London with the National Theatre.

BY EMILY SLINGER, L6

ED FOSTER
HEIGHT ADJUSTING
DESK

Ed is now reading Product Design at Loughborough University. He took inspiration from minimalist design to produce a desk which could fold away for ease of transportation and, once assembled, be height-adjusted by the user.



OSCAR PAGE
LOG HOLDER

Oscar designed and manufactured a device for holding logs securely when they are being cut. Oscar, who is now reading Engineering, fused metal fabrication with 3D printing to realise his innovative solution.



DT | SIXTH FORM

Product Design

Last years A-level designers identified and solved a wide range of real problems for real clients.

The client or user was at the centre of the design process and helped the students to design and manufacture a range of complex and high-quality products.

JOE GLOVER
OUTDOOR ITEMS AND
FOOTWEAR STORE

Joe worked closely with his client to produce a bespoke item of furniture which will store outdoor items and footwear. The product was designed to match the clients interior design of their property.



GUY SCHOFIELD
DESK

Guy took inspiration from Scandinavian design to produce a sleek item of furniture. Guy has gone on to read Automotive Engineering at Coventry University.



MARCUS CRITCHLEY
GUN STORAGE

Marcus designed and manufactured a storage device for guns. The guns were secured on a rotating table inside a locked cabinet.



HENRY WALKER
MOBILE STORAGE
CHEST

Henry designed a mobile storage chest for tools and workshop equipment. The device can also be used as a workbench and seat.



TOM WINDLEY



FREDDIE HADLEY



NOAH PEPPER



BERTIE CRITCHLEY



ERNIE WILLIAMS



JACK STERN



Creative writing

Pupils in Year 9 studied the art of writing an editorial article, looking particularly at some of the writing of Caitlin Moran. They were then asked to write their own articles, in the style of Moran, on the topic “important lessons I learned at school”.

The life-threatening danger of swinging on the back legs of a chair.

Every school has its own rendition in which swinging on a chair has resulted in someone knocking on death’s door; whether it was a teacher tragically falling victim to the nefarious legs while passing by, or a student putting too much faith in the treacherous force of gravity holding them – temporarily – upright.

I, myself, have heard many interpretations of this matter in my time. My friend’s Spanish teacher ended up with two broken fingers and a broken thumb (the thumb, or *digitus primus manus*, is actually not medically categorised as a finger) and her friend’s friend’s tutor wound up with a shattered window and an amputated knee cap. However, I am one of the few bodies that has witnessed the affair with my very own eyes.

Before I start, I feel the need to address that balancing on the rear two chair legs is an art in itself – finding the perfect angle in which you’re able to let go of the table and hover precariously in the air is not as easy as one might imagine.

To set the scene: This story took place when I was eight years of age, fresh into Year Three. We were in Maths, learning column addition and subtraction. The boy sat opposite me was named Zachary Austen and was infamous for his fascination with books; licking them, to be precise.

For this reason, he was better known as ‘Lickary’ - or ‘Licky’ for short – and for the authenticity of the story, that’s what I’ll call him.

Licky was sat to my right and we were having a debate over which juice is better: orange or apple. Licky was arguing rather pointlessly in favour of orange juice – which is incorrect, by the way. Nonetheless, I had already categorised his opinion as pointless, because if one enjoys the taste of books, then who’s to say they are a valid judge of fruit juices?

by Jessica Eddleston

“Yes, Alice, of course.”

“Yes, Alice, of course,” Ida confirmed. Ida was a glamorous young woman, dressed in a ruffled dress and a large, pale hat. She was a rather large lady, however the tight-fitting corset gave the illusion that, in fact, she was not. The expression on her face was always pleasant, whatever her opinions of other people. As a result, she was very well liked and popular amongst the society of her hometown: London. In contrast, Alice was a cynical, pessimistic woman. Her facial features were striking, and her outfit choices always bold. She had silky yet textured and long but layered hair down to just above her hip, however, almost always wore it in a tight, slick bun. Despite being quite controversial amidst the company she socialised in; Ida was always by her side. And with this, Alice felt unstoppable. She felt that with her best friend always at her shoulder she could overcome any obstacle thrown at her. After all, that is what best friends are for.

The young women were deep in conversation about the latest fashion, with Alice refusing to believe that the Edwardian boots were growing in popularity once again. Regardless of this, they were having a wonderful time: the distant happy chatter and aroma of heart-warming, mighty meals being served just inside filled the atmosphere with joy and excitement for the journey ahead.

Ida ran her hands down the balustrade and could feel the fresh touch of newly sanded pine wood combined with the whisper of the wind in her hair. This gave Ida comfort; her eyes, which were as rich in colour as the ocean, lit up.

The two ladies linked arms and were soon inside, surrounded by the vivacious colour scheme of the dinner hall. Ida couldn’t help but grin, her dimples on show. They sat down in the cream, velvet chairs, sinking into the material and immediately feeling as if they were back at home. The dinner consisted of light canapés that were followed with hearty dishes. The scent was extraordinary.

Pupils in Year 9 were challenged to write a short story, set at a moment of historical significance, which did not reveal its true nature until the end of the narrative. They spent a number of weeks researching, planning, writing and editing their narratives.

by Rosa Davis



**CLICK HERE
TO READ MORE**

Leavers' Essay Competitions

The students in the Upper Sixth were invited to take part in two leavers' essay competitions. The first was a travel writing essay in which students were asked to write about their travel plans for either the summer between school and university or for a gap year.

The second essay was focussed on school ethos and posed the question: "What does being a Princethorpean mean to you?". The prize for each essay was a cheque for £100. Congratulations to Lauren Bach who won the travel essay competition and to Oliver Llewellyn who won the ethos prize.

BY LAUREN BACH, U6

The Travel Award

I'm not entirely sure where to begin, so I thought I'd start by introducing myself. My name is Lauren, and I am a third world culture kid. This phrase simply means that I have been exposed to a variety of cultures. It probably started with my parents, as they have lived in quite a few places; they were both born and raised in England but had a passion to travel. So that's what they did. They got engaged in Italy, my two older brothers were born in Annecy, France, they then moved to America, Michigan, Detroit (where I was born) just to move back to Lyon, France and finally return to England. Quite the trip! No one in my family really questions why my brothers and I want to leave England as soon as possible when they find out where we've lived. As for third world culture kids, we're raised at home in one culture while our school and outside life is in a completely different culture and the fusion of those two cultures creates the third culture, the blended one that's specific and personal to just us.

It's always funny explaining to people that French was my first language and that my teachers spoke only French, my doctor was French and yes, we did drive on the right... I'll always call France my home, which is why it's the first place on my list to go to. Cue my French godfather in this story who runs the Chamonix area ski resort. Chamonix is where I first learnt to ski and it's where I am going during my GAP year to work a ski season. Fresh snow, crisp mountain mornings and the smell of croissants in the air, I honestly don't know anything that beats that. My plan over the winter has many layers to it: I want to get my colloquial French back, I want to ski, I want to catch up with all my old friends, but most of all, I just want to go back to what feels like home, the French lifestyle.

Having said that, I am currently studying Maths, Biology, Psychology and Spanish all for very good reasons. For me, travelling around the world, finding new ways to save and protect endangered animals is all I could wish for. But in order to do that, I need a degree and languages to communicate with the people I am going to encounter. After my GAP year, I'm going to university to study Biology and Psychology with a sandwich year abroad, of course. My heart is truly set on the University that has the most amazing outposts available: America, Australia, Greece and Thailand, just to name a few (this is where my American passport could come in handy ... as there's nothing more time consuming than visa paperwork!)

However, I won't be waiting till winter to start my travels - Belize is up first. I have been a part of the Scouting Organization for the last 10 years and as a current Networker, my troop and I are going to Belize this July. There was only one problem: two grand was not an easy number to raise as an eighteen-year-old. For the last two years I have worked weekends at the Sailing Club at Draycote Water in order to raise the funds and "by George, she's got it!" is a figure of speech my parents used when I told them I could finally cover all of it by myself. Through the Scouting, I've been in contact with local Belizean Networkers and they've told us all about Belize: the coral reef, crystal clear waters, incredible Mayan temple ruins, midnight snorkelling and flamboyant festivals - Belize has it all. We just have to do it all in 14 days!

I'm not going to be smug in the slightest when I look back at the August weather forecast for the UK and see that it's still 14 degrees and raining!

BY OLIVER LLEWELLYN, U6

What does being a Princethorpean mean to you?

Princethorpe to me means a spirit of community and togetherness. I joined the school at the beginning of Year 10 in the height of Covid, after having lived in India for 4 years previously - it was the most dramatic change of scene I could have asked for. Unsurprisingly, this level of change meant I was incredibly nervous when beginning my first day in 2020, since I was being plunged headfirst into a totally new environment with unfamiliar faces. Despite this, I felt at home almost instantly, and had settled in comfortably with a large group of lifelong friends before the week had ended. I believe that the most significant factor towards this smooth transition of mine is Princethorpe's sense of community and family, as I have never once felt alone in facing any issue over the course of my time here. This warmth is Princethorpe's most valuable quality in my eyes, which in turn inspired me to give back to the school and become a Physics Subject Ambassador as I began the Lower Sixth. This allowed me the joy of performing engaging science demonstrations to younger prospective students alongside representing my subject in all fields, providing me with the privilege to spark that infernal curiosity in the next generation's scientists, engineering and inventors.

Moreover, Princethorpe has educated me on the importance of charity, especially via giving me the opportunity to participate in the 24/7 challenge to raise money for Mary's Meals. As a result of the support provided through such events, I believe one of the central aspects of being a Princethorpean is learning to help others, no matter the occasion. This could be in the form of fundraisers, or simply assisting the younger years generate their love for learning and personal betterment as mentioned previously.

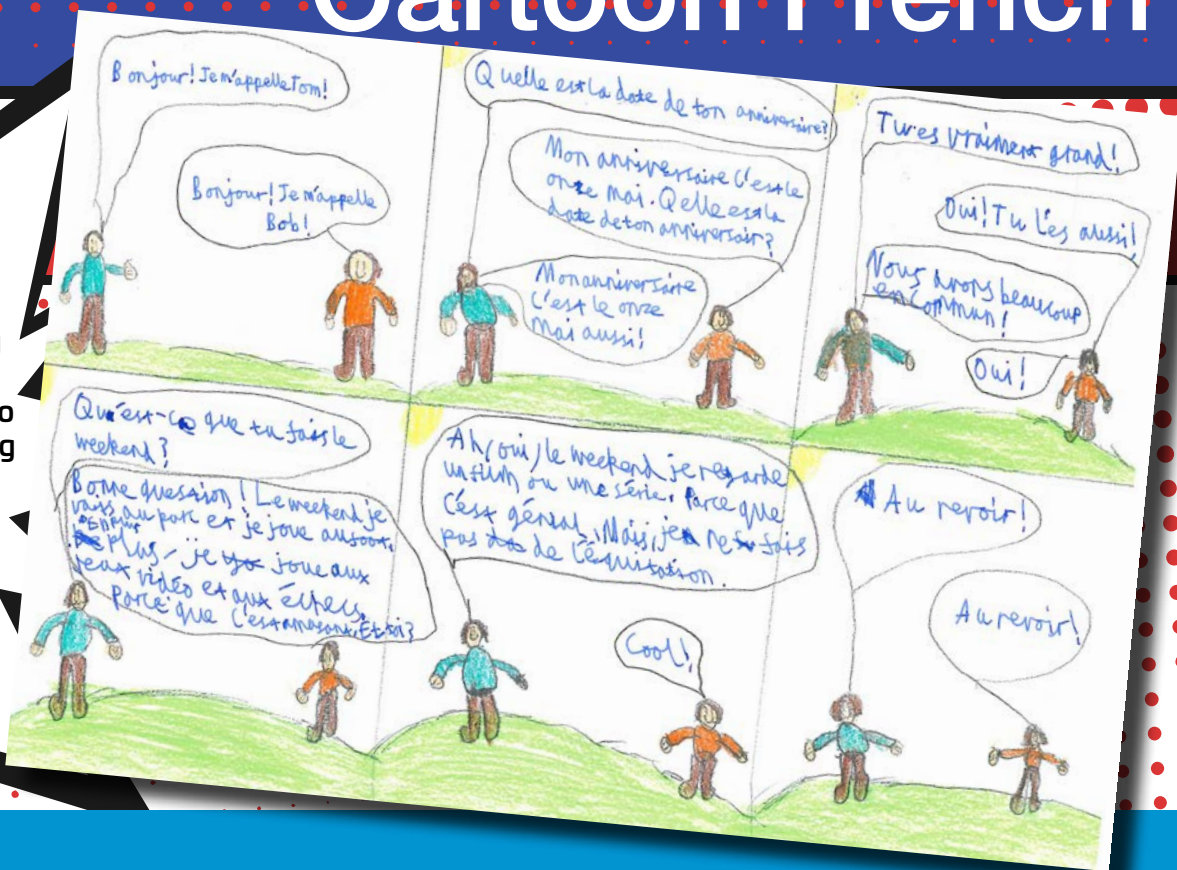
Additionally, being a Princethorpean means always striving to do your best, regardless of the task at hand. This quality would be near impossible without the guidance supplied by the school systems and the wonderful teachers and staff all throughout the year. Princethorpe encourages you to be your best self, no matter whether your interest is to develop your sports skills, your academic prowess, your unique talents, or your care for the planet. Each of these aspects and more are what constitute a Princethorpean such as myself, therefore they are all treated with the upmost importance in the school for each pupil. In this way, the Princethorpe community simultaneously look after one another in all walks of school life.

The longer I have spent being a Princethorpean, the closer I have felt connected to and valued by the school. This trend is especially true when reflecting on my Sixth Form years, as my number of subjects dropped dramatically and the focus I dedicated to each area of study increased tenfold. Nothing is more exciting in a classroom than when neither the teacher nor the class can solve a certain problem individually, and instead join forces to tackle it together on the whiteboard.



CLICK HERE TO READ MORE

Charles has created a French cartoon using the vocabulary covered in class, but also extending his work using wordreference.com. Well done Charles, this is very impressive!



Pupils were asked to create a video showing outfits they (or their family members) wear according to the weather.

Mme Galano was very impressed by the quality of language, video editing and obvious effort from the pupils (and often their family members). Well done to all, this was most certainly an amazing homework to mark.

La Météo



CHARLES PACKE

KATHERINE LEE

ALEX AINSWORTH

HARRY RATCHEFORD

ISAAC FOWLE

GEORGE KNOTT

ARTHUR REID

LAUREN DENT

As a Tourist:

KRISHAN PATEL

ERIN MOYNIHAN

ISAAC FRITH

ERIK WINDHAM

Erik Windham

MARTHA COBURN

CLÉMENCE CÉRÈNE


BOHDAN NICHOLL

Stop the front page!

BY BOHDAN NICHOLL, Y8

DOUBLE ARABER
29.06.1914

Monday, June 29th
The assassination of Archduke Franz Ferdinand in Sarajevo on 28th June 1914 was the spark that ignited the First World War. The assassin, Gavrilo Princip, was a member of a Serbian nationalist group called the Black Hand. He was motivated by a desire to see Serbia become an independent nation, free from the control of the Austro-Hungarian Empire. His actions were part of a larger plan to overthrow the empire and create a Balkan Federation. The assassination led to a series of diplomatic crises, culminating in Austria-Hungary declaring war on Serbia on 28th July 1914. This, in turn, led to the outbreak of the First World War on 28th July 1914.



Year 8 have been learning about the long- and short-term causes of WW1. We've had some fantastic newspaper front pages created focusing on the Assassination of Franz Ferdinand.

BY JASMINE STAVELEY, Y8

GERMANY DECLARES WAR: ALL EUROPE IS IN ARMS

THE WAR HAS STARTED BUT WHY?

THE TORONTO DAILY STAR: AUSTRIA FORMALLY DECLARES WAR

THE DAILY MIRROR: GREAT BRITAIN DECLARES WAR ON GERMANY

DECLARATION OF WAR BY GREAT BRITAIN AFTER UNLAWFUL ACTS BY GERMANY AGAINST HER NEUTRALITY

BY OLIVIA BURLEY, Y8




The New York Times

What was a lovely day turned into Hell for All.
Archduke Franz Ferdinand and his wife (who was carrying his child) were shot dead when the driver made a wrong turn and they ran into Gavrilo Princip, a 19 year old suffering with tuberculosis. He then proceeded to shoot them at Point Blanc range.

Two attacks in a day
Does this mean war?
Killed in second attempt
No War?
Serbian Plot
Emperor is Stricken

Heir To Austria's Throne Shot Dead By Assassin Bullets.

At 10:45 on yesterday Archduke Franz Ferdinand and his wife Sophie (who was carrying a child) were shot dead by 19 year old Gavrilo Princip, a member of a Serbian terrorist group called the Black Hand Gang. After further investigation we are led to believe that the leader of the Black Hand Gang is called Gung and supplied the gang with weapons from Serbia. He has questioned Serbia but still no response.

Did the Trojan War Happen?

Year 8 Latin pupils were set an extension project to explore Heinrich Schliemann's excavations at the site he believed to be the ancient city of Troy. Isaac's essay merited a full da Vinci due to his sophisticated written style and use of a range of sources. Well done Isaac, this is fantastic; a brilliant overall answer to the question posed.



BY ISAAC FOWLE

This essay explores the topic of whether the Trojan War happened. I argue that the Trojan War did not occur, as the supposed layer of 'Homer's Troy' in Hissarlik does not show sufficient evidence of warfare on a 10-year scale. Also, as a result of his enthusiasm to find a Troy that matched Homer's, some of Heinrich Schliemann's findings have been found to be inaccurate. However, it must be acknowledged that Hittite tablets do indicate tension (and possible warfare) between the Greeks and the Turks.

Before beginning the discussion, the definition of the term 'The Trojan War' must be stated: 'A war fought by the Greeks against the Trojans to avenge the abduction of Helen from her Greek husband Menelaus by Paris, son of the Trojan king. It lasted ten years and ended in the sack of Troy' (Collins English Dictionary, 2024).

To begin the argument, an obvious, yet key reason to why the War did not occur is the involvement of Gods in Homer's 'The Iliad'. As written in the Iliad, Paris was promised the most beautiful woman by Aphrodite, God of Love, after Paris took part in a dispute of the Gods. Helen, wife of Menelaus subsequently fell in love with Paris and went with him to Troy. This event sparked warfare between the two regions, with the Greeks seeking to avenge their loss of Helen. (Homer, 7th century BC). This order of events is impossible, due to the Gods in the story simply being myths. Therefore, the war could not have begun in this way. An alternative explanation is that Paris merely kidnapped Helen, starting the war. However, a more likely cause for the war was the wealth, strategic geographic location and prosperity of Troy, which may have been looked upon with envy by the Greeks. However, there is a lack of evidence to support these claims.

 **CLICK HERE TO READ MORE**

Close up on the effects of smoking

Year 8s have been learning about the respiratory system and the effects of smoking on the lungs and gas exchange. They produced informative posters and leaflets demonstrating the effects of smoking on the different parts of the respiratory system. Their work also demonstrates mastery of the diseases that affect the respiratory system.

BUY AT YOUR OWN RISK

There is an endless list of illnesses caused by smoking, and it kills so many people - 76,000 people in the UK die from smoking per year (source: NHS website). Below are just a few of the many consequences of smoking.

Smokers cough - The smoke produced from smoking is harmful as it is hot, and damages the little hairs called cilia in the lungs that move mucus to help clear out the lungs. Without these hairs, smokers develop smokers cough to move the mucus out.

Respirator - your bronchi become inflamed, and this affects your breathing, as you can hear in the image.

Asthma - this can either come about from birth or by smoking. It leaves you with swollen airways filled with mucus, which causes shortness of breath, chest pain and wheezing.

Emphysema - a smaller long-term condition which comes about because of damage to the lungs. It makes it very difficult to breathe, and smokers have to rely on an oxygen tank. It is brought about only by damage to the lungs and it is most commonly caused by smoking.

Risks from Smoking - This is a more extensive list of the diseases that smoking causes.

Tar - this covers the interior of the lungs of smokers over time, which causes lots of diseases and effect gas exchange.

Nicotine - a chemical which triggers the brains mesolimbic (or reward) system. It makes cigarettes addictive, which makes it harder to quit smoking.

Carbon monoxide - This affects your red blood cells, and limits the amount of oxygen they can pick up and carry around the body - the haemoglobin within the cells picks up this gas instead.

Tar - this covers the interior of the lungs of smokers over time, which causes lots of diseases and effect gas exchange.

Smoking doesn't just affect smokers themselves, but those around them as well. Passive smoking can take a toll of people when they inhale a lot with related diseases as well.

Smoking during pregnancy could potentially kill the baby in some way. The toxins in cigarettes enter the bloodstream of the mother, and subsequently affect the baby.

Vaping is only a slightly better alternative to smoking. It doesn't produce tar or carbon monoxide, but it still contains other chemicals that aren't great for the body. It also still contains nicotine, and is addictive just like smoking.

Why is Smoking dangerous?

What is inside a cigarette?

Tar - this clogs the lungs and makes colds, bronchitis and lung disease.

Carbon Monoxide - This reduces the amount of oxygen carried to the cells in your body.

Nicotine - This is a highly addictive drug that enters your brain and body when a person smokes. It is a stimulant drug that speeds up the messages traveling between the brain and body.

STROKES - Strokes are currently the second most common cause of death world wide. Heavy smokers have a 2-4 times greater risk.

HEART DISEASE - A heart attack happens when the blood supply to the heart muscles is cut off.

EMPHYSEMA - The damage caused by emphysema cannot be repaired. A person with emphysema has permanently damaged lungs.

SMOKING

why is smoking dangerous?

What's inside a cigarette?

NICOTINE AND TAR

Nicotine makes smoking addictive!

Emphysema is caused by smoking, among other things. It happens when a part of the body loses blood supply, turning black & eventually falling off. This usually happens to fingers & toes.

Tumor caused by cancer chemicals cause cells to multiply and get out of control.

Alveoli are damaged by Emphysema, making it hard to breathe.

Alveoli that are healthy.

Conducts are smaller & see from outside.

Alveoli - these are small sacs in the lungs where oxygen and carbon dioxide are exchanged.

Trachea - the windpipe, which carries air into and out of the lungs.

Bronchi - the airways that branch out from the trachea to the lungs.

Lungs - the organs in the chest that take in oxygen and get rid of carbon dioxide.

Diaphragm - a muscle at the bottom of the chest that helps with breathing.

Science in Stanzas A STEAM Poem

By Jess Reynolds

ENGLISH/SCIENCE | YEAR 7

In the realm where knowledge and creativity collide,
A symphony of ideas, innovation as our guide.
Behold the boundless world of STEAM, so vast,
Where science and art intertwine, a fusion unsurpassed.

Within the laboratories, where discoveries are made,
Curiosity's flame, a spark that will not fade.
From microscopic wonders to celestial spheres,
Science reveals the secrets, erasing all our fears.

But let us not forget the power of artistic expression,
A language that transcends, evoking deep emotion.
In the hands of creators, art takes its flight,
A canvas of imagination, a beacon of pure light.

Hundertwasser, a master of his craft,
With vibrant colors and shapes that make us gasp.
His buildings, like dreams from another dimension,
A visual symphony, an architectural invention.

Together, science and art intertwine,
Creating a tapestry of ideas so divine.
In this harmonious blend, we find,
Innovation and beauty, forever entwined.

So let us celebrate the fusion of STEAM,
A realm where big ideas and dreams redeem.
For in this convergence, we shall rise,
To new heights of knowledge, under boundless skies.

In the realm of STEAM, where dreams ascend,
Science and art, forever intertwined, they blend.
Let us explore, create, and comprehend,
The wonders of the universe, without end.



Jess Reynolds wrote this poem in response to the advertisement of the Science Poetry Writing Competition. We wish her luck in the competition.

[CLICK HERE](#)

www.thebrilliantpoetry.com/criteria

Solving Rubik's Cubes

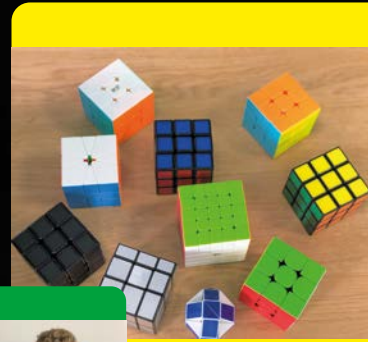
In the Maths Department we run a lunchtime club that spends Michaelmas Term on card tricks, Lent on solving Rubik's cubes and Trinity on playing strategic card games.

This year we have had a number of students make excellent progress at solving cubes! This year we have had seven students successfully progress to fully solving a 3x3x3 Rubik's cube:

- Jack Evans**
- Drew Owens Gibbs**
- Austin Newbold**
- Bohdan Nicholl**
- Charles Packe**
- Gwenan Roberts**
- Evelyn Waterworth**

Additionally, some of our students have solved more complex variations including the Mirror Cube, Void Cube, Twist Cube and the 4x4x4. Beyond the seven students listed here, some simply enjoy learning patterns, partially solving the puzzles and joining in our warm social gathering for lunchtimes.

BY ALEF ROSENBAUM



Poetry of Love!

A Gift From Me

Not a red rose or a box of chocolates.
 I give you the sun.
 A scorching hot sphere, its brightness invading your heart.
 It promises change like the leafless winter to the blooming of spring.
 Here.
 If you stare too long it will obscure you with tears, such as the blindless of love.
 I am trying to be truthful.
 I give you the sun.
 Too much it will burn, too little you shall crave it. Yet, its fierce kiss on your skin could leave a permanent mark.
 Take it.
 This ball of brightness is vital to survival and will crackle in your ear, following you, just like the trace of love.

BY LEANI DU TOIT AND DARCEY SUTTON, Y7

Year 7 were challenged to write their own versions of the poem 'Valentine' by Carol Ann Duffy, in which she gives the unusual gift of an onion as a Valentine's present to a partner and uses it as an extended metaphor to describe her "truthful" depiction of love.

Valentine

Not a red rose or a satin heart.

I give you a sugar cube.
 It is a cube of joy shaped to perfection.

It promises prosperity
 Like the hope for a good future.

Here.
 Its smell will linger,
 Like a lover.

It will make you crave more
 An energetic display.

I am trying to be truthful.
 Not expensive jewellery or a card of the smallest kind.

I give you a sugar cube.
 Its touch will stay in your heart and mind,
 Soothing and sweet.
 As we try,
 For as long as we try.

Take it.
 But take too much, and your love will run dry,
 So they say.
 Perceptive.
 Deep down inside, it will start to fizz,
 As it dissolves in the mistakes we made.

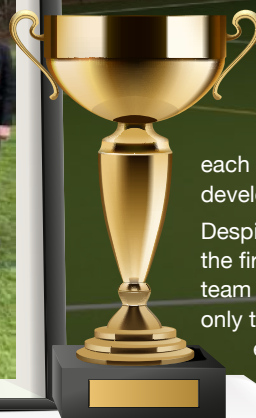
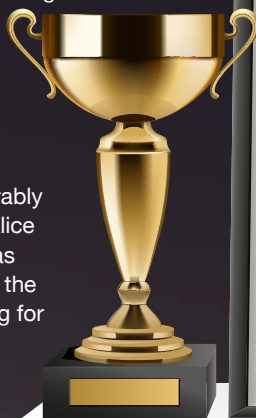
BY ELOISE BURCHILL AND EVIE GIBSON, Y7

Teams of the Season

Each term the Games Department awards a special prize to the 'Team of the Season'. Well done to the Girls 1st Team Hockey and the Boys U15 Rugby Team for being the winners.

Girls' Team of the Season

The Girls' 1st' Hockey Team have had another outstanding season. They have competed in friendly fixtures and various cup competitions, winning an exceptionally high percentage of their games. They were runners up in the English Hockey School Championship, losing on the last play of the game to Trent College. Also narrowly defeated (19-18 on penalty strokes) in the quarter final of the ISA Cup to Malvern College, the girls have had a season of which they can be extremely proud. Led admirably by Upper Sixth students Sophie Gray, Alice Whittaker and Jess Evans, the squad has grown, developed and improved across the season. The Year 11 students competing for the first time at 1st team level have stepped up and worked incredibly hard while the Lower Sixth have maintained very high standards and led by example. Strong wins against Ratcliffe, Leicester Grammar and Kimbolton have solidified the strength of the group and their discipline and hard work have been fantastic. Their commitment and dedication to training is also testament to their character and they have been a delight to coach.



The U15 Rugby Team rightfully earned the title of 'Boys Team of the Season' marking a season filled with numerous victories. This team showcased their abilities through impressive performances. Their gameplay, characterized by swift ball movement, strategic formation, intensity, and momentum, often left their opponents struggling to keep up.

Over the course of the year, they significantly improved their offensive strategies and grasped the essential aspects of defence. They had a successful season, winning 11 matches, notably against

King's Grantham, Haberdashers' Abraham Derby, and Loughborough Grammar. They drew one match and lost one regular season fixture, reflecting a commendable season performance. Moreover, each player showed remarkable individual development.

Despite an initial loss to Solihull School in the first round of the NatWest Vase, the team made an extraordinary comeback, only to lose in the semi-finals to the eventual winner, Reading Blue Coat, with a close score of 12-17 in the NatWest Bowl. This loss, particularly because

the team had gained momentum and positivity in the second half, was

a missed opportunity as they were on the verge of reaching the final.

Nevertheless, the season was a period of immense learning and development, and all those involved in the U15 Boys' Rugby season should take pride in their achievements.

Boys' Team of the Season

Eggciting History Competition

Students were invited to decorate a hard-boiled egg to represent a key historical figure or event - we've had some fantastic entries and some 'eggcellent' winners!



Joint 2nd Place

Egghart - Bebe Hesketh - Reynolds and Winston Churchill - Eloise Burchill



3rd Place

Little Boy - Atomic Bomb - Isaac Frith

1st Place

Divorce, Be-egged, Died - Adelaide and Jemima Teeton



Photography Club

Charlie Miller, Y10



Jo Kowal, Y7



Jo Kowal, Y7



Elwin Williams, Y9



Jo Kowal, Y7

Art Scholars Competition

With Spring in the air, Year 7, 8, 9 and 10 Art scholars were given the task of responding to the phrase: 'Here comes the Sun'!

They were then given guidance by Lower Sixth scholars in the subsequent weeks before handing the work in to Mr Hubball. Mr Du Toit judged the work and was impressed by the colourfulness and the variety of outcomes.

Judging he said "it's a tough call to make! I like all of them!!" However, competitions have to have winners.

1ST PLACE

Florence Munn, Y7



HIGHLY COMMENDED

Mabel Chapman, Y8



2ND PLACE

Bella Davies Y7



Liana Fairlie, Y8



Bella Ward, Y10



Lila McClelland, Y10



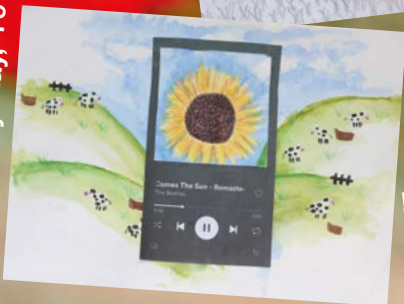
Rosie Russell, Y7



Gigi Shepperson, Y9



Issy Kay, Y9



Rosie Russell, Y7



Issy Messenger, Y7



Mimi Legge, Y8





HISTORY COMPETITION | ALL YEARS

Women's History Month

March saw the annual celebration of Women's History Month. We challenged students to write a poem or create a piece of music or art inspired by a woman from history. We had some fantastic entries including these two insightful and poignant poems about Rosa Parks and the bus boycotts of the 1950s.

by Lauren Dent, Y8

One Word

When I was very young,
I rode a bus
And everybody on the bus looked tired
Then this one woman came on,
Stooped over,
Exhaustion radiated from her.
She sat down and closed her eyes
The dark city streets went slowly by,
The bus quickly filled up
And then a man marched on
The bus driver called out more seats were
needed
The black people were expected to move
And they would I knew

But it never seemed fair
The black people stood
Too tired to fight it
But this woman stayed seated
The bus driver shouted again
This was uncharted territory
The white man must always be obeyed
He walked through the bus,
Speaking angrily to the woman.
She opened her eyes and they were full
of fire.
She was asked again to move
No, was her answer
That "No" changed History
One word

Nobody dared to breathe
The bus driver said he would have her
arrested
Her only reply was :
"You may do that"
Suddenly, she didn't look stooped over or
finished
Bullied into place
And beaten down
Her eyes looked bright and wild
She walked with purpose
That day,
I watched Rosa Parks
Change the whole world,
With One Word.

Rosa Parks: Boycott

Tired. On the bus
Almost home
A shadow falls
Over me. Cold
I look up. Grimace
There he is

An officer
Brows furrowed
Looking down
DemEANING
"Get up!" he yells
"Make way for the white!"

"No!" I cry
"I have as much right"
"As any white man"
"I won't move!"
"Get up!" he yells
"You're under arrest!"

Dragged to prison
Treated like a criminal
Thrown behind bars
No dignity, no chivalry
No respect
Thrown behind bars

I get home
Blood boiling
Sat at the table
Raymond looks over
Gives me a smile
My mind goes bright

Next day
Trudging through the rain
Sit at the bus stop
Bus comes
Shake my head
Bus comes, I say no

Soon, others join me
United in anger
Against the whites
Against the government
We have as much right
As any white man

Day after day, we boycott
Treat us fairly
Or no money for you
You've taken the last straw
We've had enough
We have as much right as you

One day, they give in
They give us the rights
That we so rightly deserve
Our boycott worked!
We have our victory;
We have our rights
Like any white man.

by Dami Ajagunna, Y8

GEOGRAPHY | YEAR 10

Year 10 GCSE Geographers went on a walk from the College to the River Leam. The three mile walk in uniform and wellies involved analysing river features such as meander bends, river cliffs, slip off slopes, levees and floodplains as well as considering river erosion and transport processes.

We also managed to spot some hard engineering flood management techniques used in the village. A fantastic morning that was thoroughly enjoyed by the students who got to see in action all the concepts we have been covering in class.



CHEMISTRY | SIXTH FORM

Student Success in the RSC Chemistry Olympiad

Designed to challenge and inspire, the UK Chemistry Olympiad is a national chemistry competition run by the Royal Society of Chemistry.

Hosted annually, it is aimed at students in the Sixth Form and offers a unique opportunity for Chemistry students to develop their thinking and problem-solving skills and test their existing knowledge of Chemistry in situations from the real-world.

The results of this year's competition have been received and all the Upper Sixth students who took part in the 2024 Chemistry Olympiad were awarded certificates. Congratulations to Joseph Newborough, Rahul Samra, Amy Hogg, Carys Nicolle, Radley Evans, Lola Ashley, and Guy Dawkins. A special mention to Joseph who received a Silver certificate. The students faced tough national competition and we congratulate them all on their excellent results.

