

SEPTEMBER 2022 - ISSUE 2

inside



KATHERINE WARRINGTON SCHOOL



READY • RESPECTFUL • RESPONSIBLE



Welcome to KWS



KWS IS NOW ESTABLISHED as a new secondary school; the building is completed, the classrooms occupied and the ethos embedded. Now we focus on every child fulfilling their potential. The central provision is through our classroom education, inspiring students and harnessing their curiosity. Lessons are structured to move through review; connect; activate; demonstrate and consolidate. Our curriculum is broad and balanced, embracing the Arts, Sciences, Humanities, Languages, Sport and more. We recognise and reward effort, ensuring that it is not just the highest achievers who get recognition but also those who strive and demonstrate tenacity to overcome the 'desirable difficulty' of challenging work. It is a curriculum that provides all our students, regardless of ability, gender, ethnicity or social background with the knowledge and skills to thrive in a changing world.

OUR CURRICULUM extends far beyond the traditional classroom walls as we put an emphasis on student character development. This manifests itself in our clubs, our Period 7 and our community involvement, all now nicely back on track after the disruption of Covid. The range of opportunities for students to express themselves and develop their interests is vast and these experiences will create memories that will last them a lifetime; our production of Bugsy Malone had 150 students participating; our first year of Duke of Edinburgh had 100+ Year 9 students participating. **CLUBS** Our range of lunchtime and after school clubs, from Art Leaders and advanced Maths, to volleyball and yoga, see the majority of our student population taking part. **PERIOD 7** We offer Period 7 where students select options from each one of three categories: Mind, Body and Soul. These options are all offered by a phenomenally talented staff who want to engage students with their own enthusiasm for a range of activities from Arabic, board games, crochet, dodgeball and exploring careers, to warhammer and virtual reality creative writing. Just a bewildering array of new experiences to behold. **TECHNOLOGY** Then there is the use of technology, using chromebooks and our virtual library on a daily basis. **LANGUAGES** At KWS we embrace languages that will help students in the future, such as Mandarin and Spanish. We also offer additional languages as clubs or after school, including Italian, French and Latin. Having had the opportunity to welcome some students and staff from the Ukraine, I expect we will be offering Ukrainian and Russian before long.

MEASURING SUCCESS What measures do you use to gauge the success of a school? The obvious ones include an improvement in knowledge, in learning, in understanding. But perhaps these do not tell the full story. What of excellence on the sports field, exceptional performances in music and drama, awards for English



“At KWS smiles mean a lot and we strive to go that extra mile to support, inspire and stretch students. In addition, the smiles of the staff are of great importance to us... A kind, supportive, respectful and fun place to learn and work.”

compositions and high achievements in national maths challenges? Our students have achieved these and more.

KIND, SUPPORTIVE, RESPECTFUL, FUN You can select numerous criteria to include in the judgement of a school but underpinning them all should be a wish for children to be happy, so smiles become the real currency. At KWS smiles mean a lot and we strive to go that extra mile to support, inspire and stretch students. In addition, the smiles of the staff are of great importance to us. We have created a happy workplace where wellbeing is front and centre. A kind, supportive, respectful and fun place to learn and work.

I believe that you will get a measure of all these things as you turn the pages to the second edition of Inside KWS.

TONY SMITH, HEADTEACHER

Editor's Note



Welcome to the second Edition of Inside KWS. What an exciting year it has been with endless opportunities for our students, events and great successes. This edition will surely unfold the unravelled world of the most unforgettable and precious moments of the school.

Dedicated. Smart. Fearless. Strong. Those are just a few words that describe some of the Katherine Warrington students you will meet in the pages of this edition. A full academic year in school, and our students have worked incredibly hard to achieve their goals. We recognise, appreciate and applaud the fantastic skills our students possess, and we are proud to share this success with the Harpenden community.

It gives me great pleasure to ensure that this magazine has successfully accomplished its objective. The reflection of the students' creativity and achievements is the epitome of the magazine. I take the opportunity to thank my team, Miss McCormick and Mrs Ferris, for their hard work and dedication, and all the contributors including the KWS staff and students.

We hope you enjoy the 2nd edition of the KWS magazine. We look forward to welcoming our new cohort in September and watching our students continue to flourish.

See you in the next academic year with a new bank of timeless memories!

MRS HASSAN, DEPUTY HEAD OF ENGLISH

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KWS Community

Here are our top social media posts from throughout the year.
For the latest news, you can visit or follow us on:

f @KatherineWaringtonSchool @kwschoolharpenden @KWSHarpenden kwschool.co.uk



CLIMATE CHANGE MARCH
On Monday 25th March, a group of 15 students from our Eco-Committee attended the Climate Change March in Harpenden. The aim was to raise awareness about this important issue. It was great to see our young people passionately take to the streets to help the national effort to reduce carbon emissions.



FUTURE HEROES TRIP
On Friday 29th April, some of our Year 9 students with an interest in a career in health and/or social care attended the 'Future Heroes Expo' in Hatfield. Students chose which sectors to visit and presentations to attend according to their own career aspirations. Most students even got to experience life with Dementia or life with Autism on the 'Experience buses'.



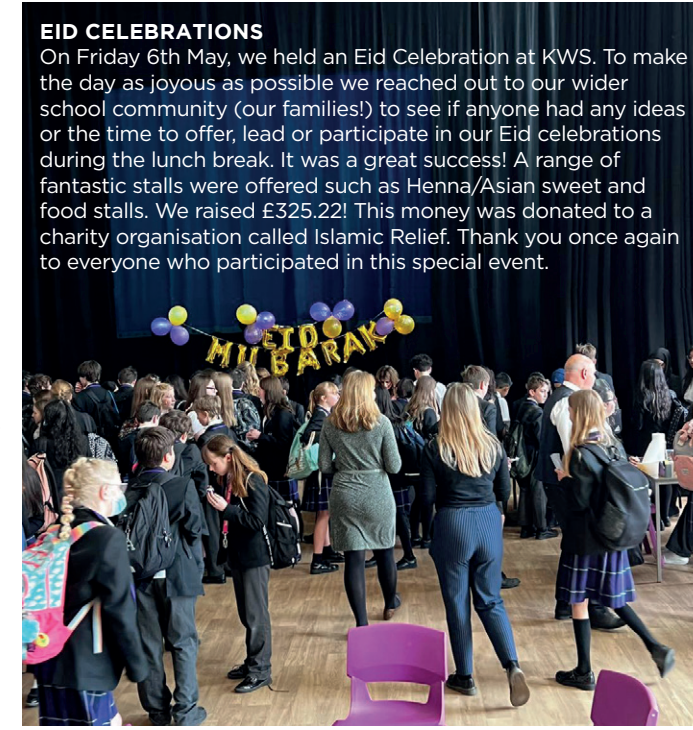
ROMEO & JULIET - ANTHONY GLENN PERFORMANCE
On Friday 22nd April, we were lucky enough to welcome Anthony Glenn back. He came to visit Year 8 this time to perform 'Romeo & Juliet'. The Year 8s really enjoyed getting involved with the performance and put on a good show.



MENTAL HEALTH AWARENESS WEEK
During Mental Health Awareness week, we boosted everyone's spirits and created a board for people to spread positive messages, kind words or something that helps them when they are struggling in the hope of helping someone else. It was great to see so many notes on the colourful board.



CHICKS
This year in Small Animal Studies Period 7, we were given the opportunity again to hatch some chicks and successfully hatched 3 little chicks. They were based in the SEN office but came down to reception as we felt it was a lovely idea for students to be able to see and interact with them. Many students visited at break and lunch times to hold the chicks and enjoyed spending time with them. It was lovely to see all the students so excited.



EID CELEBRATIONS
On Friday 6th May, we held an Eid Celebration at KWS. To make the day as joyous as possible we reached out to our wider school community (our families!) to see if anyone had any ideas or the time to offer, lead or participate in our Eid celebrations during the lunch break. It was a great success! A range of fantastic stalls were offered such as Henna/Asian sweet and food stalls. We raised £325.22! This money was donated to a charity organisation called Islamic Relief. Thank you once again to everyone who participated in this special event.



RAMADAN COLLABORATION
To celebrate Ramadan, our students took part in a colouring activity. The pieces looked absolutely beautiful! Well done to everyone that took part.



RUGBY WITH THE SARACENS
A few of our Year 7 boys took part in a Saracens Pathway Programme and successfully beat the opposing team. They won all 3 games they played! What a success.



WINTER SHOWCASE
The curtain has come down on two truly magnificent performances of 'A Night in the West End' from our talented young performers. With songs, dances and scenes from some of the West End's favourites: Blood Brothers, Matilda, School of Rock, Six the Musical, 9 to 5 just to name a few! It was lovely to see our students work together, support each other and revel in being creative and expressive!

For Performing Arts, Buggy Malone was another popular social media news story. Please see our Performing Arts section on pages 6 - 9 for more!



STAFF TREAT ON #THANKATEACHERDAY
We had the privilege of having a staff meal cooked by the Herts Catering team. The food was amazing and the evening was lovely. A big thank you to Sam and the rest of the team for such an amazing night.

CHRISTMAS JOKE COMPETITION

Thank you to all parents/carers/ households and staff who entered some outstanding jokes into the Christmas Joke Competition, it was a challenge to whittle it down.

HERE ARE THE STUDENTS' TOP 10:

Why are Christmas trees so bad at knitting? **They're always dropping their needles.**

I threw a boomerang a few years ago. **I now live in constant fear.**

What do you call an old snowman? **Water**

What do you call a caveman's fart? **A blast from the past.**

A gingerbread man went to the doctor complaining of a sore knee. **The doctor said "Have you tried icing it?"**

A bear walks into a bar and says, "Give me a whiskey..... and a cola." "Why the big pause?" asks the bartender. **The bear shrugged. "I'm not sure. I was born with them."**

Singing in the shower is fun until you get soap in your mouth. **Then it's a soap opera.**

I'm about to enter the KWS tightest hat competition. **Just hope I can pull it off.**

Why can't Cinderella play football? **Because she is always running away from the ball!!**

AFTER SOME GREAT DELIBERATION, THE KWS WINNING JOKE WAS...

We got our son a fridge for his birthday. **We can't wait to see his face light up when he opens it.** - Franklin



FIRST ALL SCHOOL PHOTOGRAPH
On the last day before the summer half term break, we had the opportunity to have our first whole school photo, as well as individual photos for all students. It was great to see all the students together looking smart and excited for their pictures.

DUKE OF EDINBURGH
All teams successfully completed an expedition, setting up camp and dealing with torrential rain! Staff were very proud of all students involved.



HEATWAVE ICECREAMS
The Senior Leadership Team treated all students and staff to a free ice cream during the heatwave at the end of the summer term!



WHITBY TRIP
Year 8's had a great trip to Whitby! There were many photo opportunities in the historic surroundings.



ESSA WATER CENTRE
Year 9 had a lot of fun at ESSA Water Centre. New skills were learned and great teamwork was shown by all students.

A Word from Our Head Students



Jaydene

JAYDENE G, HEAD STUDENT

What is the main responsibility of being a head girl? The main responsibility of being a Head Girl is to be a role model for other students within the school and to embody the ability to inspire others; to be the voice of KWS. Ready, Respectful and Responsible. I work hard to ensure these three values are embedded in our everyday lives. I take responsibility upon myself to encourage others to follow these values.

Do you think having Head Students benefits the other students? I believe that having head students benefits the other students positively at Katherine Warrington. We work closely with our school council members and we are able to communicate ideas, tips and advice from the student community through meetings with staff. As head students, we are the friendly faces around school available to any students who may want to ask questions, put forward a few suggestions or even just want a little guidance. We are the voice for KWS students.

How has this year gone for you? This academic year has been fantastic so far! It has gone extremely fast. I have made the most of it by being involved in several activities within school and I can't wait for new experiences to come. I am looking forward to entering a new chapter - Year 10. It will be challenging but I am ready to achieve the very best for my GCSEs.

"The favourite part of my role as Head Girl is the sense of happiness you receive knowing that you're contributing towards the school community. It's given me an opportunity to learn a multitude of new skills that I will ultimately value for the rest of my life, and it's been extremely rewarding to be able to see our school grow."



HARRY

HARRY H, DEPUTY HEAD STUDENT

What is your main responsibility of being a Deputy Head Student? As a Deputy Head Student, my main responsibility involves setting excellent standards for the rest of the school in terms of appearance, conduct, attitude work and involvement in school activities. More importantly, being a voice for the KWS students. As a team, we pass on ideas and concerns to the SLT (Senior Leadership Team), and

find ways to ensure we all have a positive experience at KWS. My favourite part of my role as a Deputy Head Student is the endless opportunities offered i.e. organising events/trips.

How has this academic year gone for you? This academic year has been my first full year at KWS without any Covid related interruptions. It has gone extremely fast; and at the time of writing this, we're all preparing for our end of year exams as we get nearer to GCSEs. I've had lots of great memories this year and I look forward to creating more. I've enjoyed being part of the school production of 'Bugsy Malone,' and had a great time at various school concerts - not to mention the theatre trips into London! I'm excited for Year 10. I can't wait to get stuck into all of my GCSE courses, I love a challenge. Overall, Year 9 has been my best year yet. It can only get better.

INGRID S, DEPUTY HEAD STUDENT

What is your main responsibility of being a Deputy Head Student?

As a Deputy Head student, I work closely with the Student Council. We come together as a team and

talk about different topics and concerns going on in the school. We listen to what the students have to say and report back to the Heads of Year. The favourite part of my role is initiating and directing student activities, sharing student ideas/interests.

How has this year gone for you? This academic year has gone by quickly. So many exciting things have gone on like productions, school trips and many more. Year 9 has come to an end and a new chapter begins for us all! We are both nervous and excited for our GCSEs but we look forward to reaching our goals and achieving great success together. **Bring on the challenge!**



Ingrid

Thank you to Jaydene, Harry and Ingrid for leading their fellow students so well and congratulations to the newly elected head students starting in September 2022. They are: **Becky D** and **Harry H**. The new Deputy Head Students are: **Jacob T**, **Jasleen N** and **Tristan H**.

The KWS House System

Our house system consists of six houses, one for each form per year group. The house names were chosen in 2019 by students, explained below. Each house was allocated a category of which to choose an inspiring figure from. Blue - Sports, Yellow - Explorers, Orange - Arts, Purple - Activists, Green - Medicine, Red - STEM. Each academic year the House Cup is awarded to the House that has collated the most house points. These are made up of points for recognitions, attendance, representing the school externally, points in the weekly quiz and for winning points in inter-house competitions.



ALI

Ryan M: *'We chose to name our house after Muhammad Ali because he was a very brave man who persevered and wasn't afraid to show his beliefs.'*

Muhammad Ali was one of the greatest boxers in history with an impressive 56-win record. He was also the first fighter to win the world heavyweight championship on three separate occasions. Not only was Ali a boxing champion, winning "Sportsman of the Century" in 1999, but also a champion of people speaking out against injustice and racial inequality. Ali was also known for his social message in refusing induction into the U.S. Army during the Vietnam War; playing a large part in jumpstarting the 1960's Anti-war Movement.



ARMSTRONG

Harry H: *'Neil Armstrong, demonstrated bravery in a totally unknown and new environment. He has many values and qualities that Armstrong house would also like to possess which is why we named our house after him.'*

Neil Armstrong was an American Astronaut, military pilot and educator. As a Purdue University graduate in aeronautical engineering, he became a naval aviator in the U.S Navy and even saw action in the Korean War. On the 20th July 1969, Armstrong made history as the first man to walk on the moon and was awarded the presidential medal of Freedom by President Richard Nixon. As an engineer and outstanding pilot, Armstrong executed the extremely dangerous job of landing on the moon.



FRANKLIN

Jacob T: *'We chose Aretha Franklin because not only was she an amazing artist, she was someone who persevered to overcome adversities with hard work, good character.'*

Aretha Franklin is the most charted female artist in history. She was an American singer, songwriter, pianist and civil rights activist. With a plethora of hit songs such as 'Respect' and 'Freeway of Love', Franklin became known as the Queen of Soul as well as receiving numerous honours and awards throughout her career. Alongside her successful music career, Franklin became an integral part of the civil rights movement, using both her voice and her platform to advocate for racial equality.



KELLER

Michael S: *'We chose Helen Keller as our inspirational person because she pushed through hard times and she showed resilience.'*

Hellen Keller was an American educator that overcame the adversity of being blind and deaf to become one of the 20th century's leading humanitarians, as well as co-founder of the ACLU. She was the first deaf-blind person to earn a Bachelor of Arts degree. Keller went on to become a world-famous speaker and author. She is remembered as an advocate for people with disabilities as well as tackling other social and political issues including women's suffrage, pacifism, birth control and socialism.

**HOUSE CUP WINNERS
21/22 with 25,502 points!**



NIGHTINGALE

Freddie C: *'We chose Florence Nightingale because, like her, we believe in kindness and equality in how everybody is treated.'*

Florence Nightingale was a nurse and writer who came to prominence while serving as a manager and trainer of nurses in the Crimean war. Florence and a team of nurses improved the unsanitary conditions at a British base hospital, greatly reducing the death count. From this, she laid the foundation for professional nursing and became an icon of Victorian culture as 'The Lady with the Lamp' because of making rounds of the wounded soldiers at night.

**SPORTS DAY WINNERS
with 1071 points!**



TESLA

Jaydene G: *'We chose Tesla as our house name because he played an important role in inventing electricity that we all use today, making him an inspiration to many.'*

Nikola Tesla was an inventor, engineer and futurist who is best known for his invention of alternating-current (AC) electricity and the discovery of the rotating magnetic field. Tesla patented the Tesla coil, which laid the foundation for wireless technologies and built a wireless-controlled boat, one of the first-ever exhibited. Tesla built the foundation of the power system that provides electricity to our homes and buildings even today. He also pioneered the field of radio communication and was granted more than 100 patents for his inventions.

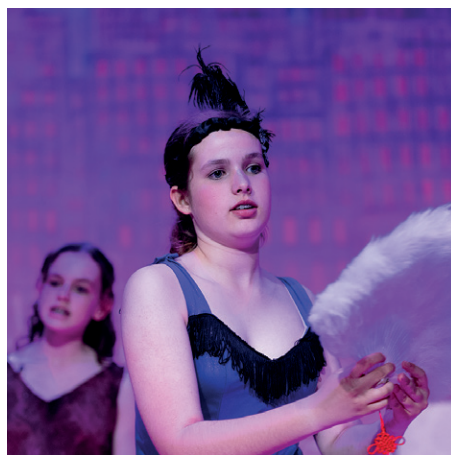


PERFORMING ARTS

The 2021-22 academic year has been the year when the singers, actors and musicians of Katherine Warrington School were allowed to share their talents once again with each other and with parents away from the shadow of Covid.



“It was great working with other year groups... We were all keen to make sure we delivered an amazing performance together. As a team, we worked really hard and supported each other a lot.”



BUGSY MALONE

Check out what our students have to say about their 'Bugsy Malone' experience!

Hey there! This is Sapphira R. I was one of the dance captains of the Bugsy Malone dance troupe. The Bugsy dance troupe rehearsals were super fun and chaotic at times! Nevertheless, I really enjoyed it. It was great working with other year groups. I was the only Year 9 student in the troupe but we all got along really well. We were all keen to make sure we delivered an amazing performance together. As a team, we worked really hard and supported each other a lot.

PERFORMING ARTS



“Bugsy has now become one of the most enjoyable things I have ever done. At times it felt a bit stressful but overall it was fantastic! I felt incredibly lucky to have been given the opportunity to be a part of Katherine Warrington’s first production”



Hello, I’m Jacob T. I am a GCSE drama student who has been involved in the winter showcase, and was lucky to be cast as one of the lead roles in Bugsy Malone. The whole experience was amazing.

The planning and preparation was challenging but so enjoyable at the same time. At first, we all felt a little overwhelmed! Soon after, rehearsals were the absolute norm for us. The main hall and the drama

rooms became our second home. We had entered the world of Bugsy. We were all keen to deliver an outstanding performance so we worked hard everyday.

As time went by, we learnt our lines, worked on different scenes and memorised songs/dances. There were so many aspects to the show - it was pretty amazing! Lighting, props, costumes, stage/set, music. It was great seeing it all come together.

Bugsy has now become one of the most enjoyable things I have ever done. At times it felt a bit stressful but overall it was fantastic! I felt incredibly lucky to have been given the opportunity to be a part of Katherine Warrington’s first production. We put in relentless efforts to make sure everything was perfect. A massive shoutout to everyone who was involved including the stage management team, teachers, photographers. It was a brilliant show! Bring on the next production. →



PERFORMING ARTS



LOOKING TO THE FUTURE

This year we have an even more ambitious programme in Performing Arts. 2022-23 will see the launch of our Masterclass Programme in Music, Dance, and Drama with a range of professionals and companies coming to work with our students on site here at Katherine Warrington School.

Our curriculum offer in school continues to develop with two new innovations: the launch of the Performing Arts Level 2 pathway for our Year 9 students and the introduction of Dance to the Performing Arts Curriculum in Year 7 and 8.

We will also be running our London based masterclass and performance series for Years 7 - 10 including the launch of our new

four day Performing Arts residential in London which will be incredible - 4 days, 4 shows, 4 workshops as well as time to take in some of the other cultural highlights that London has to offer.

There will also be many opportunities for our students to perform in school, at our many showcases, concerts and our next school musical which will be "Shrek"!

We look forward to seeing you all throughout the year!

The Performing Arts Team
Mr Bullock, Mr Church & Miss Patterson



"There will also be many opportunities for our students to perform in school, at our many showcases, concerts and our next school musical which will be "Shrek"!"



Eco-Committee News

The Eco-Committee have been busy working to gain the Green Flag Award among many other achievements. Well done to all involved!

BY MR INMAN, HEAD OF GEOGRAPHY

THIS YEAR, THE ECO-COMMITTEE has been working towards the prestigious Green Flag Award. This is awarded to only the most eco-conscious schools, with rigorous criteria to surpass which prove our green credentials. The student-led committee has worked tirelessly on numerous campaigns over the year to help us gain this much-respected award and **we are proud to say we have been awarded the Green Flag Award!**

Our Eco-Committee has written some "best bits" (hopefully without the bloopers) to share with you our most interesting campaigns.

CLIMATE CHANGE AWARENESS WEEK IN NOVEMBER

Mabel and Syan reflect on Climate Change Awareness Week:

We decided that we wanted to organise a week in honour of COP-26, a conference run by the UN which unites countries to decide on actions against climate change. The special meeting took place in Glasgow from the 31st Oct - 13th Nov. We created our own KWS COP-26 for the school so that we could spread awareness of climate change. Here are a couple of our activities we included in the week:

- Every Friday, KWS forms would participate in a weekly quiz competing with other forms in the year group. The Eco-Committee delivered an eco-quiz to raise awareness of issues affecting our planet.
- We also included a fun game of Bingo to encourage environmentally friendly behaviour. We made sure that our lessons were on the theme of climate change. For example, in Science we learnt about the greenhouse gases surrounding the Earth and in Geography we learnt about endangered animals and countries at the frontline of global warming.
- We also hosted a debate with different year groups on the statement 'schools have a duty to encourage their students to strike for climate change'. This was interesting!

We received amazing responses from students and staff. We are proud of the work we put towards our COP-26 week. **Mabel & Syan**



ECO-GARDEN DEVELOPMENT

As well as these major campaigns, Mrs Jacquinot has led the development of the eco-garden with a dedicated group of green-fingered volunteers. A huge amount of work has gone into developing plots around the school site and harvests have included rhubarb, strawberries and leeks (photos shown). We have also had sessions planting trees in the hillside meadow on the way to the football pitches, to enhance the biodiversity of the area, and measuring the invertebrate soil biodiversity as part of the "What's under your feet" campaign, which was lots of fun! It's been fantastic seeing students' passion grow over the last year, as well as learning about new environmental issues which we can have an impact on in our school locality. We hope that next year we can make some of these campaigns an annual occurrence, whilst also introducing new initiatives based on the interests of the students.



HARPENDEN SCHOOLS CLIMATE CHANGE MARCH

Isabella reflects on the success of the Harpenden schools Climate Change march.

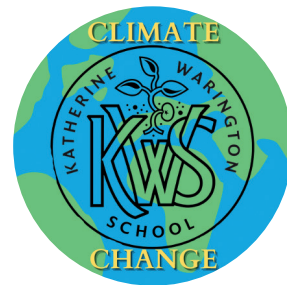
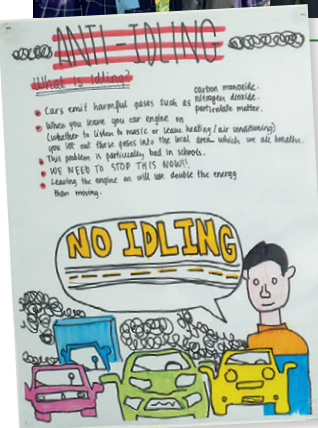
To raise awareness about Climate Change, KWS and some of the schools in the local area marched down Harpenden Common to protest. We chanted things like "HONK IF YOU HATE CLIMATE CHANGE!" Lots of people were filming us and some even got involved and supported us. It was a great event, I enjoyed it because it's nice to know that I am making a positive difference and raising awareness. **Isabella**

RAISING AWARENESS OF LOCAL AIR POLLUTION

Hrithik and Sam explain how we raised awareness of local air pollution in the school. This included completing an assembly to different year groups, and creating personalised digital media with the help of the charity Living Streets.

This year the Eco-Committee raised awareness of the causes of pollution. We mentioned several points like cars, mass extinction and how interdependent our ecosystem is.

We also made posters and leaflets to stop people idling (keeping their engines on while the car is not in motion). **Hrithik & Sam**



Art and D&T

The KWS Arts leaders, represented by students from all year groups, worked hard to promote the Arts

BY MISS H ROBINSON, HEAD OF ART

THE KWS ARTS LEADERS ARE A GROUP OF PASSIONATE ARTISTS from across all year groups that have worked hard to promote the Arts across the school through painting the scenery for our recent rendition of Bugsy Malone to creating clay coral sculptures as part of COP26 events back in October. They were then tasked with the job of designing and creating a mural for Sauncey Wood primary school that encompassed both aspects of nature and their students' journey through the school. Students gave up many lunchtimes to draw and paint the mural ready for its installation in Sauncey Wood's new outdoor classroom. The Year 9 leaders represented the group at an unveiling event in July where the mural was greatly received by students, teachers and parents. Students represented the school with pride and felt a sense of achievement in the beautiful work that they created.



Some outstanding coil built pots from Year 9 students and a selection of colourful, patterned clay tiles based on the work of Hundertwasser from Year 7 students



Science

KWS students were able to experience British Science Week and participated in Zoology and Ranger School

BY THE KWS SCIENCE DEPARTMENT



WE FINALLY HAD A BRITISH SCIENCE WEEK AT KWS that did not land in lockdown! The Science department was very busy planning a hugely enjoyable and informative week for everyone involved. Some classes joined in with the UK Space Agency for Mars Day whilst others launched their own mini rockets. The mysterious, microscopic extremophile creatures called Tardigrades were examined and balloon propelled cars designed. Building geodesic domes and our interactive careers in science sessions were other activities on offer. Outside of the science lessons we had our inaugural science joke competition and opened the Science Hub for documentaries during lunchtime. Mrs Creamer led our assemblies on scientists as 'risk takers' whilst we put a twist on regular P7 activities.

Science week was absolutely jam-packed and we look forward to it being even bigger and better next year...

(If you feel that you'd be able to contribute an activity or talk to Science Week 2023, please do contact Mrs Creamer on s.creamer@kwschool.co.uk)

But don't take our word for it, Jayden A (Y8) has been talking about his experience over British Science Week.7

"During Science Week we had some really cool Science lessons jam-packed with exciting experiments. We created rockets, looked through VR goggles and saw Mars! We had a great opportunity to look at careers in Science. It was an amazing experience, not only for myself but for other students in my year group. We are looking forward to the next Science Week." Jayden A, Year 8

SCIENCE THEMED PERIOD 7 ACTIVITIES

This year we have offered a number of Science themed Period 7 activities - namely Zoology and Ranger School (offered to Year 7).

Ranger School saw students introduced to the resident sheep at KWS and discover how livestock is used to manage grassland habitats. The group also put their scientific knowledge to good use when creating compasses as part of the navigation topic. Tree identification, knot tying, chainsaw demonstrations and a What.3.Words scavenger hunt around the KWS courtyard rounded off Ranger School. What.3.Words is a system that breaks the globe into 3mx3m squares, each with a unique 3 word reference. Emergency services are increasingly using What.3.Words to more accurately locate people in danger.

Zoology P7 saw students explore the major classes of the animal kingdom each week. Dissecting owl pellets and identifying the bones of the owls' prey along with designing animals to survive in extreme environments were particular highlights. KWS is fortunate to be situated in such wonderful surroundings that we just had to include some nature based Period 7s!

Mathematics

This academic year, many talented KWS mathematicians took part in a variety of Maths challenges, virtually and nationally

BY THE KWS MATHS DEPARTMENT

THIS YEAR, OVER 100 KWS MATHEMATICIANS have taken part in a variety of Maths challenges run by the UK Mathematics Trust (UKMT). A selection of Year 7 and 8 students took part in the 25th anniversary challenge, an online Mathematical challenge comprising all of the best Junior (Year 7&8) UKMT Challenge questions from the last 25 years. We also had over 30 Year 7 & 8's take part in this year's Junior Mathematical Challenge with 27 students either achieving Bronze/Silver/Gold awards and four students going through to the next national round. Our final competition of the year was for our Year 9 students who took part in the Intermediate (Year 9&10) Mathematical Challenge. Over 50 Year 9's took part and 23 students achieved either a Bronze/Silver/Gold award which is fantastic as this challenge was open to Year 10's as well. Six of these students got through to the next national round and got to compete against some of the best mathematicians across the country.

Students said that the challenges:

"were interesting and difficult"

Freddie C, Year 9

"pushed them to think logically and use their maths skills"

Becky D, Year 9

"allowed me to enjoy looking at maths differently"

Maanasee N, Year 9

"allowed me to take part in something bigger than just our school"

Ruairi A, Year 9

We are very proud of all of our students who took part in these exceptionally difficult challenges which really stretch their mathematical thinking and we are very pleased with every single student's awards - we look forward to some more UKMT challenges next year.



AS A SCHOOL IN HERTFORDSHIRE, we are lucky to be a part of the Herts for Learning community, which includes the opportunity to compete in the Annual Herts for Learning Maths Challenges.

This year we entered two teams to the Year 7 competition on 8th March and two teams to the Year 8 competition on 26th April. During each of these virtual competitions, students worked collaboratively to best answer tricky questions in the rounds: General Maths Knowledge, Memory Round and Estimation Round. Well done to the Year 7 and 8 students who took part: Mia K, Arabella D, Henry G, Bertie R, Conor M, Reuben K, Imogen D, Lucy W, John D, Lucas C, Anwitha M, Lina B, Dylan T, Ollie T, Jessica H and Hannah W. We are very proud of you all!

With each year group having 70+ teams competing, after the heats were finished and scores were finalised, we were informed that one of the KWS teams from Year 7 had been successful in reaching the final of the competition. Even though the other teams did not place high enough to reach the final, they competed to a very high level.

On Wednesday 4th May we had the great honour of taking the Year 7 team to compete in the Herts for Learning Maths Challenge Final in Stevenage. Huge congratulations to Mia K, Arabella D, Bertie R & Henry G who competed brilliantly, showing excellent team work and mathematics skills, achieving a very commendable 6th Place. **That's 6th out of the 72 schools that competed across Hertfordshire in the heats and the 16 who qualified for the final - amazing work!**

In the words of Mia K: ***"The Maths challenge was so fun yet also very nerve racking! My favourite part was probably the memory round as it included so many fun sections we had to remember. It was quite tense at some points when the answers were being read out as you got to see what you did right and what you messed up on. We found some of the questions more fun than others. For example, we were asked to make 8 different parts with an area of 2cm². It was interesting to see what shapes could be made just with such a small space! I was very proud when we achieved 6th place. It was an event to remember! We created wonderful memories."***



Physical Education

Returning to external fixtures, KWS students showed plenty of sporting potential and ability and had many successes

BY MR ALEXANDER, HEAD OF PE AND YEAR 9

THIS ACADEMIC YEAR HAS REPRESENTED A GREAT OPPORTUNITY for us to restore external fixtures against other schools after an absence over the last couple of years due to COVID. With us being a new school, it has been a fantastic chance to compete against other schools and put our name out there as a school with plenty of sporting potential. Throughout the year we have had a range of different competitive sports events in rugby, netball, gymnastics, football, basketball, cricket and athletics.

RUGBY Starting with rugby, all year groups made progress throughout the season and experienced success at different times. After a tough start to the season for all year groups, some stand out team performances included Year 7 winning a district tournament, Year 8 scoring a dramatic last gasp try to draw against another local school and the Year 9s having a couple of convincing wins, as well as more than holding their own against a very well-established rugby school in the area. Year 7 were a particularly successful side, with many of the boys having never played rugby before they joined us, but went from strength to strength and showed a real collective team effort in each game. A number of boys from all three year groups were selected to attend the Saracens Pathway Programme training sessions. Well done to all involved, however, particular praise to Nathan T in Year 9 and Will R in Year 7 for being real leaders in terms of performance and responsibility within their respective year groups.

NETBALL We saw a number of netball fixtures take place during the autumn term, led by Miss Moxham. All year

groups had positive performances throughout the season in friendlies and we look forward to the potential of joining the district leagues next year. Stand out performances across the year groups included Matilde F in Year 7, Belle W in Year 8 and Poppy B in Year 9. Miss Moxham also led on gymnastics too and took a squad to St Albans High School for a competition. Within this, we had three Year 7 students achieve the following: Uzair C won two 1st places in two different categories, and has been training with the Team GB squad. Lexi F came 2nd in her category and Nissi M came 1st and 3rd in her respective events.

FOOTBALL In the spring term, football dominated the fixture list, for both boys and girls. The stand out team performance of the season would have to go to the Year 8 girls football team for winning the district tournament held at Samuel Ryder. The quality of the football played by the girls within this tournament was excellent and this is definitely something we look to grow moving forward. Within that, Isobel J led the team fantastically, scoring a number of important goals and being a calm presence in possession. Moreover, Emily B applied herself fully towards the cause, being a hardworking midfielder player, and then also Alice T and Lucy W from Year 7 shone playing up a year, with Lucy scoring an outstanding goal in the semi-final. The Year 9 boys team also had a promising season, playing a good brand of football, showing great focus and discipline in their commitment to training and improving as the season went on. There were plenty of individual performances that warrant mention but Jordan C led the team well as captain, Joe L was a menace to opposing full backs with his direct and skillful dribbling and Jamie D and



Fin B for their tireless efforts for the team, while also showing good quality.

ATHLETICS Finally, the summer term brought about the athletics season. Athletics is always a very challenging sport, due to the individuality of it. At Katherine Warrington, we put the main focus in athletics on students beating their own personal bests in competition. A number of students consistently improved on previous times and/or distances in track and field events which is very pleasing. The athletics season concluded with the District All Day Championships at Woodside Stadium in Watford. The whole squad from Year 7-9 were a credit to the school and gave everything on a day of sweltering heat. Isla McD and Ollie T made fantastic attempts at the hurdles with limited experience of such an event before this. Belle W showed great commitment by representing the Year 9 squad, despite being in Year 8. On the day, we also experienced some medal successes: silver medals for Olivia W in the Year 7 javelin, Jessica H in the Year 8 high jump, Nathan T in the Year 9 triple jump and then bronze medals for Oscar C in the Year 7 javelin and George P in the Year 9 1500m.

As the school continues to grow, we hope the sporting potential and love of sport within KWS will continue to do so too. This year has marked the foundations of that and we aim to be bigger and better next year with the right mentality and commitment. Well done to everyone who has represented a school sports team this year.





Mind

Virtual Reality
Creative Writing
Typing Club
Media Studies
Architecture
History Club
3D Printing
Ultimate Questions
Crime Scene Investigations (CSI)

Rockets
Orienteering
Production technology
Latin
Logic Puzzles
Spheros
Web Animation
Ranger School
Set Design & Construction
Oracy & Debate
Survival Skills
First Aid
Exploring Careers
Spanish Media
Social Studies
Chess

Body

Yoga
Rugby
Running
Basketball
Aerobics
Hockey
Dodgeball
Gymnastics
Table tennis
Rounders

Tennis
Football
Just Dance
Volleyball
Netball
Bootcamp
Dance Musicals
Gaelic Football
Athletics

Soul

Origami
Reading
Relaxing Crafts
Meditation
Team Building
Warhammer
Ceramics
Documentaries
Knitting
Photoshop
Spanish Films

Acting for Screen
Cooking
Drama
Book Club
Manga Drawing
Rock painting
Chinese Calligraphy
Comedy Wellbeing
Board Games
3D Printing
Poi
Politics
Musical theatre
Mindful colouring
Gardening
Classic Movies

PERIOD 7 Super Curriculum For All

Our students benefit from regularly participating in extracurricular activities. They will have experienced up to 44 different activities by the end of Year 10!

BY ZOE COOMBER, ASSISTANT HEADTEACHER WITH RESPONSIBILITY FOR SUPER CURRICULUM

WHY HAVE PERIOD 7? Why not just run clubs at lunch and after school like most other schools? Research has shown that students who regularly participate in extracurricular activities reap benefits including higher self-confidence, increased school attendance and achieving better academically and a decrease behavioural problems. Disadvantaged families can have both financial and logistical barriers that prevent children attending activities after or outside of school.

To know that ALL of our students participate in at least three extra curricular activities a week in Year 7, 8 and 9 - to bring in student choice so early on - to widen their horizons allows them to develop interests beyond the classroom and start to develop more skills for life - well why wouldn't we? By the time our students' finish Year 10 they will have experienced up to 44 different activities!

When asked what we could improve during Period 7, the overwhelming majority said "Nothing!" In fact some students asked if we could do it for longer than half an hour or on Thursday and Friday too. Other ideas included students running P7 options, which we will bring in from Year 10 onwards, and having a "wider range of activities" which we are always working on.

When we asked students what they like about Period 7, their responses included:

"You get to do things that you might not do otherwise"

"The different options we get to choose from are fun and interesting"

"I like how you can learn new skills and that you can do lessons that you didn't pick for GCSEs"

"It's a very fun, interactive and sociable way to end the day."

WHAT IS PERIOD 7? WHAT DO OUR STUDENTS GET TO DO?
For Years 7 to 9 our Period 7 is grouped into three distinct categories: Mind, Body and Soul. The word clouds above outline choices students have been able to select from to date.

In Year 10 students have two elective choices, picking from any of the Mind, Body and Soul categories. They also take part once a week in a 'Community and Study skills' unit which covers three key areas: a community project, study skills and careers preparation - including CV writing and interview skills.

HOW DOES IT WORK, HOW DO STUDENTS SELECT?
Students select their Mind, Body and Soul elective choices twice a year (in September and January). The lists are sent to students and their parents/carers to review before students select their choices working with their form tutor. The choices are then used to allocate them into two blocks of Period 7 that are 8/9 weeks long.

We encourage all our staff to contribute to Period 7, for example our Deputy Head offers meditation, our canteen team provides Cooking For Life sessions and our Receptionist is a dab hand at crochet. The logistics of taking all our students' choices and allocating them to classes for Period 7 is a major logistical feat, but one we consider well worth it for the opportunities it provides our students.

WHEN DOES PERIOD 7 RUN?
Period 7 runs from 3pm until 3.30pm on Monday, Tuesday, Wednesday and Thursday. There are 4 option blocks throughout the year:
Block 1) Mid Sept to End Nov
Block 2) Early Dec through to Feb Half term
Block 3) Feb Half term to end Apr
Block 4) Early May through to end July, with breaks for revision and activities weeks
 In Years 7, 8, 9 & 10 students also have one period 7 session a week of Independent Study.



Careers at KWS

As Careers Lead, my aim is for students to believe that “Nothing is impossible” where their future career paths are concerned

BY MISS PHILLIPS, CAREERS LEAD

AT KWS, WE ENSURE THAT OUR STUDENTS ARE EQUIPPED adequately with knowledge of a wide range of careers from different sectors. We strive to equip our young people with the transferable soft skills that are required by employers across all industries and use form activities, PSHE lessons, P7 activities, trips and visiting guest speakers to develop these skills. See below for what one of our students had to say about Careers at KWS! ↘



“Deciding on a career path can be hard. It can sometimes feel like there are so many choices and so little time to make those important decisions. I’m thankful for the opportunities KWS has provided us in order to help us decide where we want to go in the future. Whether it be assemblies, useful websites, or virtual meetings discussing specific careers paths, so much has been offered to support us in our next steps. I’m glad to say that I have been able to participate in many of these opportunities.

KWS held a Careers Month in which a wide range of activities took place. To start our Careers Education journey, we attended multiple talks from a range of professionals, including a Pilot, Nurse and Business Leader, who talked about their professions. We were also able to attend separate live meetings such as an Architect talk, Aviation and Aerospace online event where we were given some industry context and learnt about different jobs within the sector. We found it really beneficial as it provided us with an insight as to how people in different professions find their jobs as well as being able to ask them questions. In addition, staff have been putting posters on their classroom/office doors which outline their previous careers and skills. I must say, I never knew Mr Lawrence had wine tasting qualifications! These posters have been very useful as it allows us to see the paths that people take to get to where they are now.

To support us further with exploring different career choices, we were introduced to an extremely useful tool called Unifrog. This platform allows us to search for jobs based on what we are interested in as well as being able to look at related jobs and important factors such as working hours, availability and salary. In addition, we also took part in free HOP (Hertfordshire Opportunity Portal) webinars where local people talk about their careers in specific professions.

Overall, the opportunities KWS (and Miss Phillips!) have provided relating to careers has been brilliant and is something we are very grateful for. I look forward to seeing what careers we all end up in!” Becky D, Year 9



Toastmasters International

We promote strong literacy skills like reading and writing but also strong oracy skills which can have a big impact on a young person’s life chances

BY MRS AIKMAN, ASSISTANT HEAD TEACHER AND HEAD OF ENGLISH

At Katherine Warrington School, we aim to promote and develop strong literacy skills amongst the whole school community. Often the skills we prioritise are reading and writing. These are incredibly important and make up a significant part of our KS3 curriculum in English. However, we never want to forget the impact strong skills of oracy can have on a young person’s life chances.

Toastmasters International is a non-profit educational organisation that teaches public speaking and leadership skills through a worldwide network of clubs. The organisation’s membership exceeds 300,000 in more than 15,800 clubs in 149 countries. Since 1924, Toastmasters International has helped people from diverse backgrounds become more confident speakers, communicators, and leaders.

Mrs Aikman has had the pleasure of working with this organisation in the past and they are passionate about the work they do with young people. They have agreed to continue to support a select group of students at Katherine Warrington School with their public speaking skills.

Here is what one of our students had to say about Toastmasters at KWS! ↗

“Toastmasters was a six week project that helped me to improve my speaking skills. Every week, we would write and present speeches. These sessions were really beneficial as it helped us to become more confident speakers, communicators and leaders. I learnt how to keep the speaker engaged by keeping my points clean and concise, and using different techniques to ensure the delivery of my words were powerful and engaging.

I strongly believe that this course is useful, we have developed various skills to support our reading, writing and oracy. I have taken away skills that I will definitely use in the future such as interviews. I would highly recommend Toastmasters to others!” Tendai M

Library News

The KWS library is a great place for students to read and study with many popular new books and also a place to celebrate national and global events

BY MISS RAHMAN, LIBRARIAN

THE LIBRARY AT KWS has gone through huge changes in the past year. From an overhaul of layout and furniture to stocking our shelves with the best new books for students, we are working hard to make the library a space for students to read, study and relax.

In an effort to encourage reading for pleasure, we regularly update our stock with titles requested by students, and have gradually increased our collection of Graphic Novels, which seems to be a firm favourite across all years. There is also a set reading challenge for each year. Students track their reading, with an aim of ten books a year, and are rewarded with house points, recognitions, and of course, chocolate!

We also love a good celebration! From World Book Day to Eid to Shakespeare's Birthday - there's always something going on at KWS Library. Here are some of the highlights from the last year.

If you'd like to hear more about what's going on at KWS library, give us a follow on our social media! [Instagram/twitter](#) - @KWSLibrary



LIBRARY WALL ART

Our stunning new book spine wall is now up! A fantastic welcome to the library, filled with some of our students' favourite books.

WORLD BOOK DAY CELEBRATIONS

We celebrated World Book Day 2022 with a week of book-ish activities during lunch and break. The finale was a team book quiz which featured photoshopped covers, emoji book descriptions and other questions asked by various children's authors via video.



BOOK-ISH MAGAZINE We also regularly produce a magazine summing up the fun we've had each term, alongside student book reviews, and interviews with children's authors. There are links for past issues on the school website in the library section.

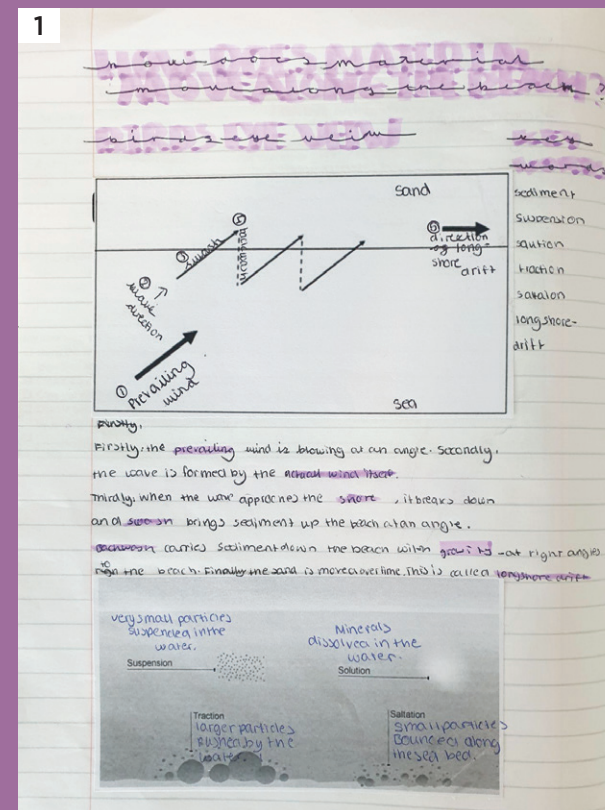
PRIDE The library overflowed with colour during Pride Month. We always strive to make sure every student feels accepted and welcome at the library. Our decorations included this informative board and some book recommendations for those wanting to read about specific identities.



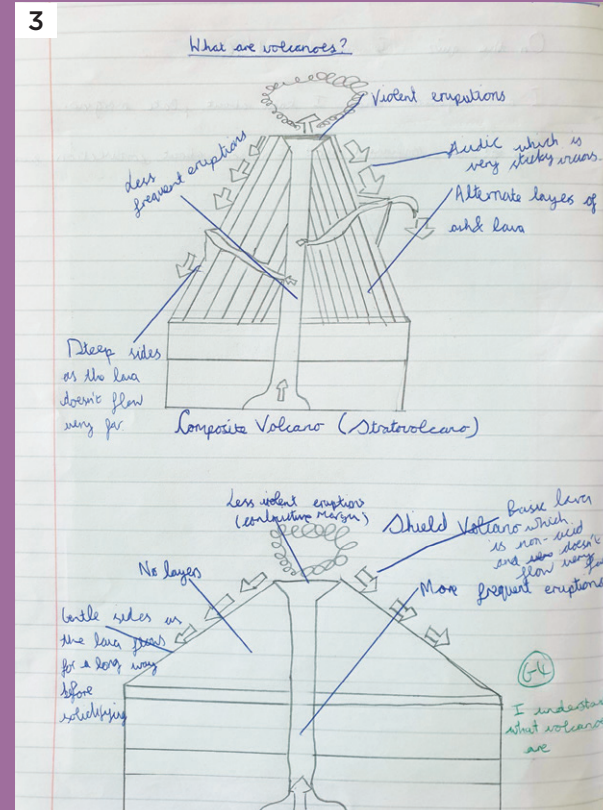
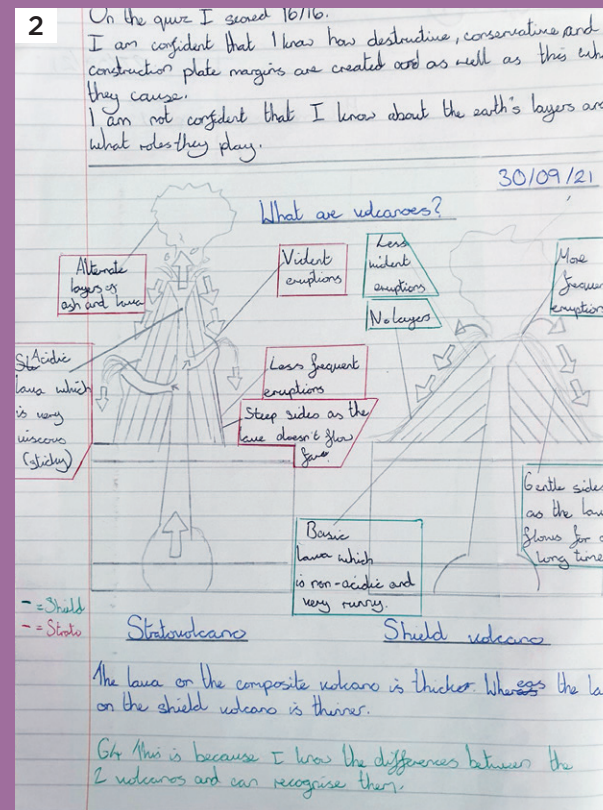
WALL OF FAME

Some examples of outstanding work from our talented students (often seen on our purple display boards around the school!)

GEOGRAPHY



- Ruqayya A, Year 7** has explained clearly how longshore drift works with an associated diagram. Being able to explain geographical processes is one of the most important skills that a geographer needs.
- Oliver S, Year 8** has drawn two detailed sketches of the different volcano types (Composite and Shield). He has correctly identified key features, and annotated them.
- This is an annotated field sketch of a glacial trough. **Ingrid S, Year 9** has correctly identified glacial features, and explained how they are formed.



MATHS

19th May

QUADRILATERALS

Prior learning check

1. name ab and cd, and ij
2. BC, FE and GF. Then, AG and CD because they have the same lines
3. isosceles triangle

rectangle and squares ~
 - two pairs of parallel sides
 - two pairs of equal sides
 - all corners are 90° (right angles)

parallelogram ~
 - two pairs of parallel lines
 - two pairs of equal opposite angles

trapezium ~
 - one pair of parallel sides

rhombus ~
 - two pairs of parallel sides
 - two pairs of equal opposite angles
 - all sides are equal

kite ~
 - two pairs of adjacent equal sides
 - one pair of equal opposite angles

1. Shapes. Anastasia H, Year 7

2. Pythagoras Theory. Fatima A, Year 9

3. Angles. Lucas C, Year 8

FINDING SIDES (HYP AND SHORTER)

25th March 2022

RIGHT ANGLED TRIANGLE?

Pythagoras theorem: $a^2 + b^2 = c^2$

1. $40^2 + 60^2 = 1600 + 3600 = 5200$
 $80^2 = 6400$
 No
2. $60^2 + 45^2 = 3600 + 2025 = 5625$
 $85^2 = 7225$
 No
3. $72^2 + 91^2 = 5184 + 8281 = 13465$
 $123^2 = 15129$
 No
4. $54^2 + 10^2 = 2916 + 100 = 3016$
 $58^2 = 3364$
 No
5. $5^2 + 12^2 = 25 + 144 = 169$
 $13^2 = 169$
 Yes
6. $68^2 + 5^2 = 4624 + 25 = 4649$
 $70^2 = 4900$
 No
7. $540^2 + 18^2 = 291600 + 324 = 291924$
 $542^2 = 293764$
 No

At I am confident in Right angled triangles.

24.5.22

Angles

Alternate angles are equal ✓
 168 hours ✓
 False 8×10^3 ✓
 5 ✓

Alternate vertically opposite corresponding
 45:35
 20:35

co-interior angles sum to 180°
 45:35

a x d x alternate
 b x alternate e ✓
 c ✓ f x corresponding

No because the co-interior angles don't add to 180° ✓
 Because 2 as the lines are only 2° off being parallel ✓

a = 79 because co-interior angles sum to 180° ✓
 b = 69 because co-interior angles sum to 180° ✓

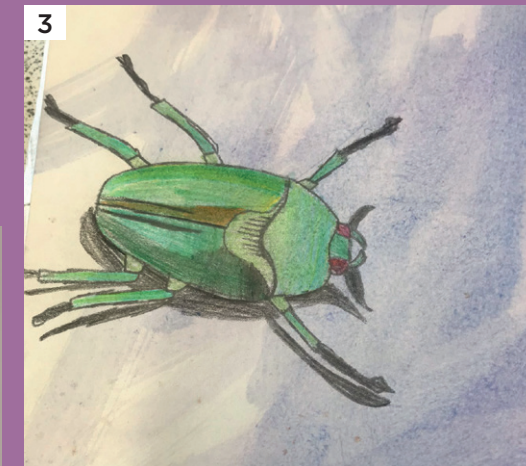
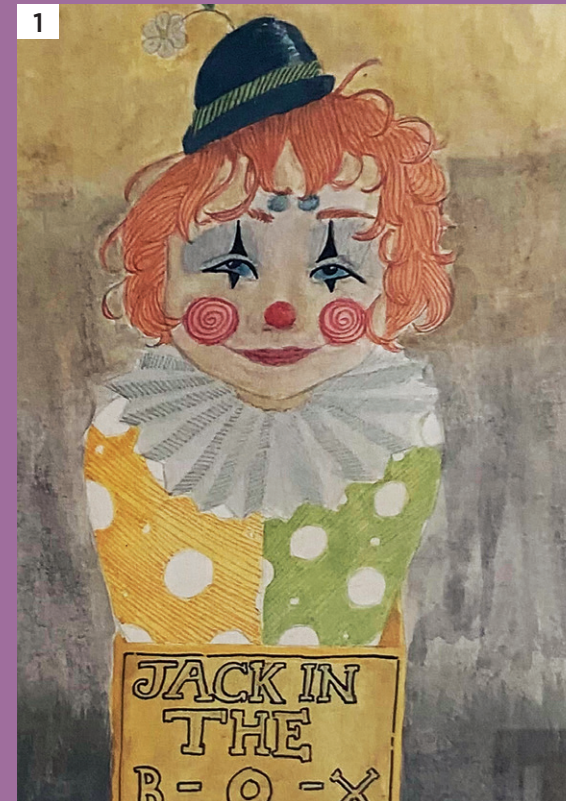
c = 116.8 because co-interior angles sum to 180° ✓
 d = 107 because co-interior angles sum to 180° ✓

$7x + 20 = 167$
 $3x + 10 = 46$

$7x + 20 = 167$
 $3x + 10 = 46$

At I understand this

ART AND DESIGN & TECHNOLOGY



1. Art by Neomi Y, Year 9

2. Year 8 composition influenced by Pop and Abstract art

3. Year 7 getting creepy with the crawlies - looking at colour, form and tone as part of their elements of art project

4. Year 9 arts, culture and society project from one group exploring fashion design using found and repurposed fabrics. Quinlan I, Hannah T, Tiffany P and Oliver L.

BUSINESS STUDIES



Sam H, Ethan W and Chris W won the Year 9 Business Ice Cream Challenge with Buona Bontà. They designed their own brand based on market research that they conducted and gave a presentation about how they would market it and what made it unique. This was judged by Mr. Smith out of four other finalists and they won a tub of heroes as their prize.

SCIENCE



1. Solar System model. **Thomas R, Year 8**

2. Plant Cell model. **Ethan A, Year 7**

3. Sounds/Hearing/Absorption - Book Work **Freya F, Year 9**

4. Mitosis - Book Work. **Andrea C, Year 9**

PLANT CELL PROJECT

- Nucleolus
- Nucleus
- Cytoplasm
- Vacuole
- Mitochondrion
- Endoplasmic Reticulum
- Amphoplast
- golgi Apparatus
- peroxisome
- chloroplast
- cell Membrane
- cell Wall

Monday 25th April 2022

Sound and hearing

- at 1.5 km an 4 km
- from 0-10 mins
- from 20-30 minutes
- gradient is steeper / less steep
- a person waiting

sound is oscillations given off by an object.
sound travels fastest in solids because the particles are closest together.

order of ear parts:

- outer ear (Pinna)
- auditory canal
- ear drum
- bones (ossicles)
- cochlea
- auditory nerve

- helps to trap sound waves into ear.
- sound travels through
- ear drums vibrate
- bones amplify vibrations
- electrical impulses are generated
- sends impulses to the brain.

Thursday 21st April 2022

REFLECTION, TRANSMISSION + ABSORPTION

measuring - speed = distance / time
distance from sound to the wall = 100m
time taken for echo to return (coverage) = 0.73s
Speed = distance / time = 200 / 0.73 = 343.73 m/s
(actual speed is 330 m/s)

total distance = 200 because it must be...

Sonar uses reflected sound waves to locate underwater targets.

x-rays - use the absorption of x-ray waves
A person lies on a piece of photographic film and the x-rays are shone on them for a very short time. Where the x-rays are transmitted the film goes black, where the x-rays are absorbed the film stays clear.

Ultrasound uses the reflection of very high frequency sound waves. The waves enter the womb and then bounce off the developing baby (which is more dense than the surrounding liquid).

Mitosis

Recall

- There are 46 chromosomes, 23 from mother 23 from father. There is up to 2000 genes in one chromosome.
- Strand of DNA that contains characteristics and inheritance.
- Cells divide to multiply to repair, replace, grow, reproduce.

Cell cycle

- Mitosis occurs during growth and to repair or replace damaged cells.

Stage 1:

- Cell grows, growing stage.
- Duplicates DNA so there are 2 copies.

Stage 2:

- Mitosis - sets of chromosomes pulled apart.

Stage 3:

- Form 2 identical daughter cells

- 23 pairs (46 overall)
- gene → chromosome → nucleus → cell
- cell enlargement happens so that the cells can divide into 2 equal parts and then each cell has the nucleus so the two cells become daughter cells, which are identical to each other.

HISTORY

Tuesday 10th May 2022

What was it like to live during WWI?

- Zepplin - dropped bombs over Britain, involving citizens with
- Life in the trenches
- Women working in ammunition factory for the war
- Farming (indigenous) first time
- Formal photo of soldiers

13/05/2022

How did people's lives change during WWI?

Women's lives changed during World War One because once the men left to fight, the women had no other choice but to take over their jobs. Jobs that had previously been done by men included working in farming, ammunition production, various factories, etc. as well as taking care of children. The women who were sent to work in factories became known as 'Canary Girls'. This was because of the exposure to the TNT shells they worked with, which was toxic, and caused their skin to turn an orange-yellow colour, like the feathers of a canary. The women would also purposefully put the chemicals in their hair, as many women wanted to have blonde hair. These chemicals ended up killing many women during the war. Another job women would do was work on farms.

Great detail

They provided the ration with fresh fruit and vegetables, and became especially important after February in 1916, when U-boats began to sink the merchant ships carrying all food supplies. Women working other jobs also helped, with at least 260,000 women helping to grow allotments, until rationing was introduced in early 1918. This led to women having the right to vote in 1918 due to their role in the war effort. This was a step in the progression of women's rights. After the war, women's employment also increased, as it was realised that they had the capability to work equally as well as men. Therefore, women's lives changed in the war due to an increase of employment and a progression in women's rights.

x In the long term

Grade	What went well	Action for improvement
Fundamental	You have made basic statements about life in WWI. You may have explained why their lives changed.	Answer the following, rationing meant that people lives changed because... Look at your book and add 2 precise facts. Include a second reason.
Care	You have explained two reasons why people lives changed and included some precise facts.	Include a second reason. Add another precise fact.
Higher	You have explained two reasons why people lives changed in detail supported with lots of precise facts.	Explain why do you think people call this a new era? Give reasons why?
Target for improvement	1. Read through your work again and check spelling, punctuation and grammar. 2. See my red pen comments and complete them. 3. Stick in worksheets. 4. Fill out green feedback sheet.	

Effort 4 Well done so many precise facts.

Year 7, History, end of year assessment

Explain the most important cause for Henry VIII's break from Rome.

("significant" means "important")

Choose one of the following: Love, Power, Money, Religion. (include at least two reasons why)

Power was the most important cause for Henry's break from Rome. The main reason for this is the fact that Henry wanted a son. This is because Henry desperately needed an heir to carry on the Tudor name. Henry had been married to Catherine for many years, but she had only produced a daughter. Mary. If he started a new church and broke from Rome, he could marry someone else younger. This means that they could give birth to a son as Catherine was too old. If Henry had an heir he would have power over the country even after his death. Secondly, Henry wanted his country to be more loyal to him. The loyalty in England was split between Henry and the Pope. If he broke from Rome HE could become head of the Church. therefore, Henry would have ultimate power over both church and country. As well as this, breaking from Rome would give Henry more money to fund wars. In the Dissolution of the Monasteries, Henry sold and closed down 376 monasteries as well as the land they were on. Also, he noticed that the Church had a lot of the land and taxed the people to give 10% of their income. If Henry broke from the Church, he could own the land and get those taxes. The money would fund wars and the wars would get Henry more land which he could rent out to gain more money and followers. This would ensure Henry had enough money to pay off the debt he was in and gain popularity he had lost.

5/5

To conclude, the most important cause for Henry's break from Rome is Power, because Henry wanted a son to carry on his legacy, ultimate power over Church and country and money to fund wars and gain land.

- Mia T, Year 8** has completed this assessed question about how women's lives changed during WWI, obtaining Higher. She supported her ideas with evidence, and explained two main reasons.
- Rebecca M, Year 7** wrote a fantastic answer about the reason that Henry VIII broke from Rome. She has backed up her argument and developed her thinking. Well done!

Analytical Piece - Interpretation of 'FIRST FROST' by Andrei Voznesensky

Q: In 'First Frost' how does the poet present the feelings towards love?

A: In 'First Frost' the poet uses metaphors and a semantic field to present feelings of sympathetic love as well as the heartbreak love can cause.

In the poem, the poet uses the expression 'her face stained by tears and smeared with lipstick.' to present the heartbreak and misery that love has caused this young girl and suggests that the damage done will remain with the girl and be hard to remove. The reader can infer that the girl has experienced trauma and has been exposed to hurt as a result of love and implies that the poem's narrator feels that she needs support, love and comfort. The poet uses sibilance to present the harsh reality of what the girl has gone through and suggests that the effects have been damaging. This idea is also reflected through the poet's use of colour imagery at other points in the poem. The nouns 'lipstick' and 'telephone booth' are often associated with the colour red. The use of colour imagery of red is used to depict the theme of love that is presented through the poem. However, red is also used to symbolise danger and trauma which could suggest that love is dangerous and can lead to pain.

Furthermore, throughout the poem, the poet uses a semantic field of coldness through the repeated use of words like 'frost', 'ice' and 'winter'. This use of pathetic fallacy shows the cold weather reflecting the coldness and sadness in her heart. By using a wintery setting repeatedly and throughout the poem the poet can juxtapose the cold with themes of love and possibly imply that feelings of heartbreak will always dominate any feelings of love in the end. The use of the metaphors, colour imagery, sibilance and semantic field make the reader feel sympathetic for the girl as she experiences her first heartbreak. It could also make the reader feel more cautious about the power of love and the devastating effects that everyone will inevitably face.

In the poem 'First Frost' the poet also uses a range of structural techniques to present themes of attachment and separation. For example, enjambment is used in the lines, 'she has to beat her way back alone down the icy street.' The use of enjambment shows how easy it is to get emotionally attached to something which can then lead to trauma or heartbreak. The poet has chosen to write the poem in one quatrain followed by four couplets. This is used to show the storyline of the girl as she is exposed to heartbreak. The poet decides to start the poem with a quatrain, which is straightforward and predictable, reflecting the innocent and inviting appeal of love which is often misleading. By following this with four, more stuttering couplets he can suggest that love will always end in separation. The poet uses a larger number of couplets to suggest that the impact and

consequences are always a great deal more significant than the short, initial feelings of satisfaction. The use of these structural techniques could be used to make the reader think twice about their approach to love and this creates a certain empathy for the girl.

Finally, in 'First Frost' the poet uses near rhyme to present the appeal of love, yet it's inevitable outcomes. For example, the poet uses near rhyme through words such as 'fingers' and 'ears' as well as 'losses' and 'phrases'. The elements of rhyme can be enticing, but by only using near rhyme it can imply that this appetising feeling is misleading and will only inevitably create more problems or feelings of grief. In addition the near rhyme scheme isn't a constant rhyme and this could present the unreliability of love and the possible danger of it, once more making the reader feel sympathy for the girl in the poem.

Therefore, in the poem 'First Frost', the poet uses sibilance, colour imagery, a semantic field of cold, couplets and near rhyme to all build to present the misleading nature of love and the inevitable suffering that can come from it. The poet shows that a first love will always end in a "First Frost".

Ben W, Year 9



Creative Writing Piece

AN ODE TO MY CULTURE

*My three cultures, which do I belong to?
I feel so out of place, I was born and
raised in England but I'm South African
and Zimbabwean through blood.
I'm in a place which caused the downfall
of both of my countries, that robbed
them of their riches, stripped them of
their pride.*

*Now my countries are struggling, my
family back home are barely surviving
and I'm in the country that caused their
suffering.*

*How can I feel proud and privileged to
live in this 'wonderful' and 'equal' country
when it's neither of those things?*

Nissi M, Year 7

Creative Writing Piece - BROWN & GREEN

It wasn't the screaming that woke me up or the sound of the engine as it exploded into flames - it wasn't the sound of my classmates running, yelling, calling for me that made me stir in the slightest. It was the sound of my head throbbing, a pulsing, consuming wave that finally awoke me from my slumber - or rather, unconsciousness. I jolted back into reality, and my green eye opened - quickly followed by my brown one. I have a condition called Heterochromia, where each of my eyes are different colours. My mum has it too. It's a little genetic quirk in our family which has always made me feel important and unique. However, it was these green and brown eyes that saw the setting that lay in front of me. The coach I was in was laid on its side - the air smelt of scorched rubber, smoke and fuel, and a metallic taste of blood hung in my mouth. I was sitting in a chair that had been violently snapped out of place, and it had fallen on the window of my coach. Since the bus was sideways, a couple of the chairs, including mine, had plummeted towards the windows which had now become the floor of the vehicle. I forced myself to stay alert and that's when I heard the screams. I saw my classmates, teachers, and friends covered in blood, trapped - or worse. Almost like helpless pieces of clothing in a washing machine, we had been thrown around and about, being bruised and hurt. The coach itself was lying by the side of a road, wheels still spinning. It was then I remembered just where we were.

My entire year had been taken on a Geography trip to western Iceland. It was -6 degrees, and we were thirty miles from the nearest city. The bus must have crashed, sending a group of fourteen year old students hurtling down the side of a hill. It was a miracle nobody had died - yet. I shot a glance around me, wondering what to do - I could already see a teacher trying, in vain, to quiet my screaming and howling classmates. I stared at the bus driver but I couldn't see any signs of life. Another teacher was crouched rather unceremoniously beneath two seats which formed a sort of arch, and she was talking hurriedly on the phone to what was probably the Icelandic emergency services. They would take a while to arrive though. My surroundings were mountains, waterfalls, and acre and acre of grassland in the freezing cold wind. It was barren.

It was then I heard a dull scraping noise coming from above me where the door of the upturned coach was. A huge chunk of metal was being prised open, and I could see three figures crouched on what was now the top of the bus. The screaming around me intensified as my friends started to notice the would-be intruders. After what felt like an eternity, the door was prised open, and a pale face framed by blonde hair gazed down at the quaking group of students. Another face appeared, this one with light skin and curly black hair that was being teased by the wind. It was then that I noticed the gun; one of the intruders was brandishing the weapon as if to strike fear into the hearts of helpless students. He wore a snarl, and began to speak in perfect English.

"This isn't your land. You have no right to be here." His deep voice reverberated off the walls of the coach. "You didn't leave, although surely you should know not to come to these parts." It was then that my teacher decided to speak.

"Please, we don't mean any harm and we don't want to hurt anyone. We appear to have crashed, and we just want to be on our way. Our students are hurt-" he said, motioning to a group

of bleeding teenagers huddled next to a sobbing teacher. "The firemen will clear up all of this damage, and we promise not to disturb you again." I wore a bewildered expression, for I didn't know who this gun-brandishing maniac was, and I didn't know why we weren't allowed here.

"It's too late," said the man with the black hair. "You have taken our peace, and so we must take something from you." I watched passively as the coach driver offered his phone and watch, tripping over his words as he did so. However, the man declined. It was at that moment that I gazed at him, the one brandishing the gun - and I noticed something about him. His eyes seemed off. On closer inspection it appeared that one eye was green, and the other was brown - A little bit too much like me. As I was gazing at his eyes, he gazed back and his expression changed. I'm good at reading people, and by the subtle way his jawline loosened when he saw me, I knew that whatever was coming next wasn't going to be good.

"I want him - the one with the same eyes as me." I watched as everyone turned to face me - awaiting what I'd do next. The teachers looked mortified, but surprisingly, nobody spoke. It was then I noticed the man with the blonde hair was pointing his gun at my best friend, Andrew. The man spoke again.

"Come, now and we let him live. Refuse, and you will both be killed." I breathed slowly for it may be my last. I then stood up, as best I could considering I was in the wreckage of a school bus, and gazed up at them, meeting their eyes. Their guns were still trained on everybody else which probably explained why my teachers were being quiet.

"What do you want?" I asked, my voice trembling as I dared to speak. I was met with a simple answer.

"You, brother." It was then I felt hands grab my arms, and hoist me towards the ceiling where the door of the upturned bus now was. I heard my friends call for me, and screams from my teachers, but as I turned to look at the life I was being dragged away from, something pricked my right arm and the world went dark.

I woke up in a concrete room. Damp and mould clung to the walls, and a single bar-covered window at the top of one of the walls let in the only light. It was absolutely freezing. The room was empty, aside from the small mat that I had been placed on. I didn't know where I was, what time it was or even what day it was. I gazed down at myself, and noticed that my outfit had been changed. I wore a sweatshirt, and trousers, but one half of my sweatshirt was green, and the other half was brown. My trousers were the same colours as my sweatshirt which weirdly coincided with one eye that was green, and the other one which was brown. In the distance, I could hear footsteps approaching the iron door that was opposite me, inside the concrete. I mentally prepared myself for whatever abuse my abductors were going to throw towards me. I needed to get out. With a huge groan, the metal door opened. I scrambled to the back of the concrete shoebox room, pressing my entire body against the wall. The door slammed against the concrete, and the wall trembled. I stared. A figure met my gaze, her silhouette suggesting she was a woman. I breathed, and tried to get ready for what I was about to endure. I shut my eyes, awaiting what was likely death. It never came.

Harry H, Year 9

Wrap Bar Launch

This year has seen the successful launch of the wrap bar concept at KWS allowing pupils to build their own fusion lunch adding fresh innovation to the lunch service. Students get to make all the choice when it comes to service, we use different bread products so that our customers can customise their lunch from start to finish. We offer two different wraps like a tortilla, mezzaluna or Khobez bread, pupils then add their choice of flavoured chicken or falafel. We offer flavoured rice, salad, and sauces as part of the concept, so pupils really do get to create their own lunch. The served counter has increased the pupil's interaction during the lunch period and encouraged pupils to try new flavours from around the world.

"This is amazing, I love the tortilla with Piri Piri chicken and paprika rice. We tried Chilli sauce and garlic mayo. It tingled but tasted fantastic" Pupil review



Theos Food service launch day tasters for pupils to try the new concept.



Launch of Generation Juice at Katherine Warrington April 2022

KWS Sustainability

More forward with key targets and timelines

In April 2022 we launched Generation Juice onsite to remove plastic from our service counters. Pupils purchase a token at the till point and then use the machine to choose one of six flavours. The Generation Juice machines are School compliant and offer great tasting variety.

At Katherine Warrington we have set key timelines to remove single use items from the service opting for a reusable service, where pupils are responsible for returning their containers and recycling their waste. Our first phase saw the introduction of silver dishes for noodles and curries and long boat shaped platters for Burgers and Chicken choice items. In January 2022 we had removed 33% of our single use items.

From September we will be introducing two more reusable containers to our service for Pasta and Jacket potatoes and for our wrap bar. As part of this phase, we will be sending out a short video explaining the reduce, re-use & recycle principles. September 2022 will see our service hit our 77% reusable target.

The trend of meat free Mondays and meatless meals has fast grown across the UK and is supported by millions of people in over forty countries.

Last year saw World Environment day set out the 'generation restoration' encouraging the youth of the world to act against climate change. Pupils across Hertfordshire swapped their daily choice for Vegan/ Vegetarian options knowing that trying something new would help the world change.

HCL aims to support sustainability by introducing Green Points to our secondary sector. The reward system will launch in September giving pupils information about sustainability and allowing them the choice over the meals they have.

HCL wants to encourage pupils to make sustainable choices with their meals by offering green points on items that are sustainable, like vegetarian meals, fresh fruits and vegetables served with main meals. The green points will be awarded through the till system on items purchased with a green point logo.



Katherine Warrington Association of Friends

BY THE KATHERINE WARRINGTON ASSOCIATION OF FRIENDS (Kwaf)



THE KWAF WAS FORMED IN SEPTEMBER 2019, alongside the first student intake. We work together to:

- Fundraise for the school through social events and other activities
- Promote and build strengthened links between school and home
- Encourage other parents and carers to become involved with the school community

The funds we raise help to provide new facilities and resources which cannot be catered for in the existing school budget.

Our committee includes the following:

- The President: Headteacher of the School **Mr Tony Smith**
- Chairperson: **Ellie Renshaw**
- Vice Chairperson: **Natasha Murphy**
- Treasurer: **Adam Badi**
- Secretary: **Michelle Quinn**
- Events Coordinator: **Joanna Day**

2021/2022 Events

Our third year of KWAF is complete; and what a year it has been. We have:

- hosted our first festive wreath workshops
- presented our first comedy night
- held our first Spring Fayre
- run a very successful raffle
- welcomed the new Year 7 students with a disco
- held non-uniform days
- supported the KWS open day
- continued with the Founders' Wall

All of this means we have met our overall target of raising £10,000 for new KWS Gym Equipment.

2022/23 EVENTS

We are already planning the calendar for next year. It's going to be another year of firsts; we are very excited to be hosting our first KWAF @ KWS FIREWORKS NIGHT!!

Please add the following to your diaries:

- 17 September KWS OPEN DAY supported by KWAF
- 28 September KWAF AGM WITH PRE-MEETING DRINKS
- 13 October COMEDY NIGHT
- 4 November FIREWORKS
- TBC FESTIVE WREATH WORKSHOPS
- TBC FESTIVE RAFFLE
- TBC YEAR 7 DISCO

Watch this space for our 2022/23 Fundraising Target

Get Involved

We are always looking for volunteers and support in our fundraising activities. You can get involved in the following ways:

- Follow KWAF on Facebook for latest events and information <https://www.facebook.com/groups/kwafkws/>
- Sign-up for Gift Aid and use Amazon Smile
- Attend our events and support our fundraisers
- Sign up when we ask for volunteers - this can be as little or as much as you like!
- Attend our KWAF meetings (dates are published on the school website)

Contact us - KWAF@kwschool.co.uk

Recruitment opportunities www.hcl.co.uk

Join us on Saturday 17th September for our open day.

COMING SOON STUDENT SURVEY. WHAT NEXT?



