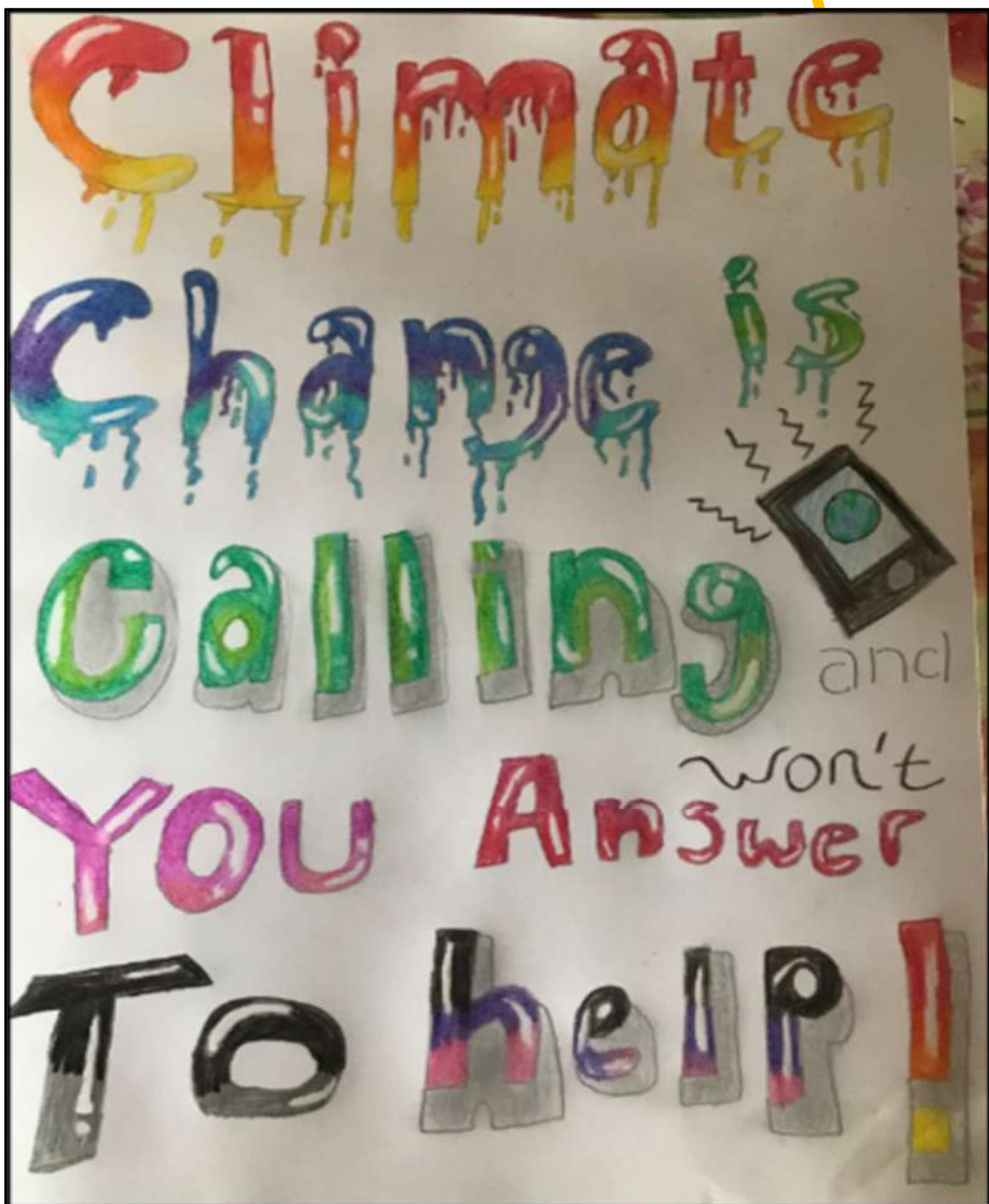


# Greensheet

SUMMER 2020 LOCKDOWN EDITION

plus



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## Headteachers' Message

Dear Parents, Carers and Students,

For a change this week, we have decided to share with you some of the wonderful creative work done by our students during lockdown. Whilst our gates may have been closed, our minds were certainly not. If you would like to see more of the girls' work, you can access these via the Greensheet tab on the website. You can also see there the work staff did to support other key workers in the health sector.

We have had a lovely calm week with beautiful weather. Thank you for ensuring that your daughters had sunhats (if deemed necessary). They have enjoyed the sunshine in the grounds and spent time renewing old friendships and making new ones.

I am pleased to tell you that the portacabins have now been handed over to the school. Next week, we will move all the classroom furniture back in and complete the electrics and deep clean. This means that from September 28th girls in Years 8 and 9 will end their part time timetables and return full time to school. They (and staff) have shown amazing resilience and fortitude whilst working both on site in lessons and at home via remote live teaching. Thank you all for your forbearance-also families who made special arrangements for these three weeks.

We wish all members of our Jewish community who celebrated Rosh Hashanah at the weekend a good new year.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Meryl Davies', with a stylized, wavy line extending from the end.

Meryl Davies  
Headteacher

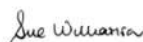
Dear Ms Davies

Congratulations again to everyone at your school on your success in this year's SSAT Educational Outcomes Awards.

## **SSAT Educational Outcomes Award 2019 for exceptional student progress**

Awarded to  
**Walthamstow School for Girls**

In recognition of achieving well above average student progress in  
the 2019 end of KS4 exams



**Sue Williamson**  
Chief Executive

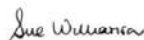
**ssat** the schools, students  
and teachers network



## **SSAT Educational Outcomes Award 2019 for exceptional student attainment**

Awarded to  
**Walthamstow School for Girls**

In recognition of being in the top 10% of non-selective schools  
nationally for student attainment in the 2019 end of KS4 exams



**Sue Williamson**  
Chief Executive

**ssat** the schools, students  
and teachers network



## PE News Ramadan Workout

During lockdown *Malaika* and *Shakira* made a Ramadan homework workout video, which was picked up by the Women in Sport Charity. Well done again *Malaika* and *Shakira*!

Please see the links below:

[https://twitter.com/Womeninsport\\_uk](https://twitter.com/Womeninsport_uk)

<https://www.youtube.com/watch?v=g2TeUr073oU>



Ms Warren  
P.E. Faculty

## Naomi Ackie visits Walthamstow School for Girls

Naomi Ackie, former student and actor, known for her roles in Star Wars: *The Rise of Skywalker* and *Macbeth* visited Walthamstow School for Girls in March for a project in collaboration with Digital Spy Magazine.

During her visit Naomi took part in a photoshoot around the school grounds and filmed an interview with her former mathematics teacher, Mr Straker.

Naomi then went on to join a Science lesson led by Ms Brunas, which explored several Star Wars related science experiments, before holding a Q&A with students in the class.



*Naomi with Mr Straker*



*Naomi with Ms Brunas and students*

In addition to this, Naomi met several steel pan students and her former steel pan teacher, Mr Murphy, as she listened to them practice during lunch. Naomi also met two of her former teachers who are now retired and ended the day by speaking to current Headteacher, Meryl Davies and Deputy Headteacher, Sally Kennedy.

*Naomi playing the steel pans as a student*



Meryl Davies, Headteacher commented:

*"It was delightful to meet Naomi who came across as extremely genuine and excited about being back in her former school. She reminisced with her former drama teacher, Ms Cassford, as well as Mr Straker, her mathematics teacher. We are extremely proud to count Naomi amongst our alumnae and wish her every success with her acting career".*

To see the full interview please follow these links:

<https://twitter.com/walthamstowsfg>

<https://www.digitalspy.com/movies/a31699200/star-wars-naomi-ackie-on-school-days-and-spin-offs/>



*The Headteacher, Ms Davies  
with Naomi*

*Naomi as Jennah in the latest  
Star Wars movie.*





## Faculty News

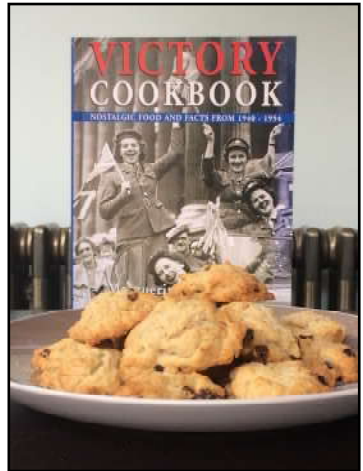
### Humanities Students Celebrate VE Day

In May, KS3 Humanities students were provided with a variety of tasks that they could complete to celebrate the 75th anniversary of Victory in Europe Day. These activities ranged from watching videos and carrying out research related to the event, to designing their own bunting or baking a VE day themed cake!

There were some fantastic efforts by students across the year groups and a selection of pictures can be seen below:



Zahra, Year 7



Billie, Year 7



Selin, Year 7



Anna, Year 8

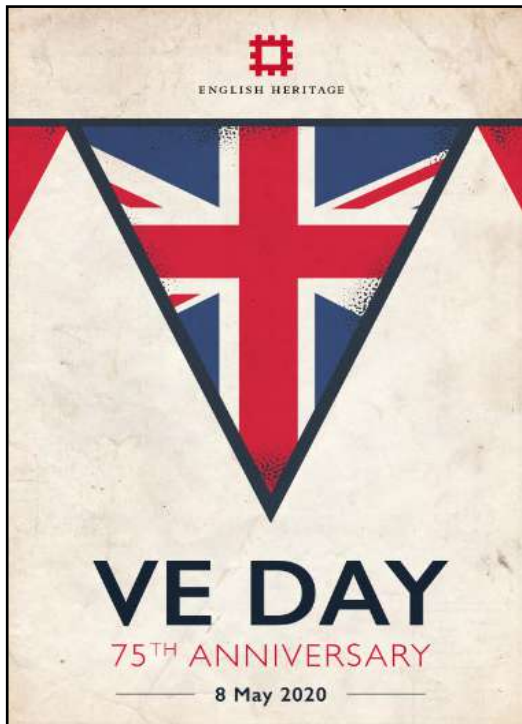




Che'nye, Year 8



Amna, Year 8



Mr Sterlini  
Humanities Faculty

## Modern Languages News

### French and Spanish Black Lives Matter Projects

Students have shown their support to our black community and designed some powerful banners in French and Spanish.

Ms Desbenoit  
Diversity Coordinator

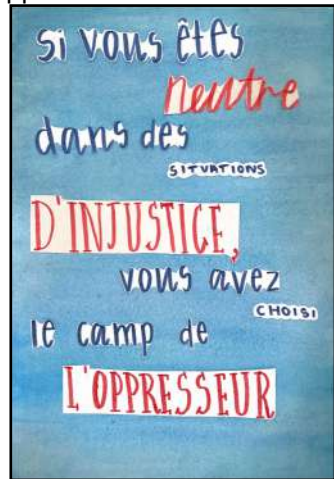
*Roisin 8H*

"I see you, I hear you, I'm with you"



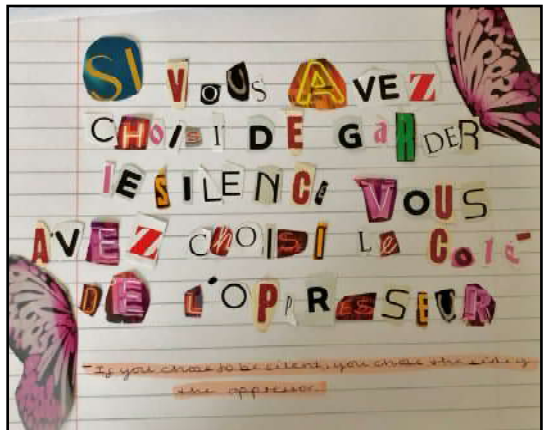
*Maya 8H*

"If you are neutral in situations of injustice, you have chosen the side of the oppressor"



*Anna 10S*

"If you have chosen to keep silent, you have chosen the side of the oppressor"



## Spanish Banners

*Mominah 10G*

"There is only one race in the world,  
the human race"



*Hajrah10C*

Say their names  
"I can't breath"



*Omelda 10C*

"Respect life  
or expect resistance"



## Art Black Lives Matter Projects

Here is a selection of art created by students in Year 9. Students were asked to create a portrait of a person of colour who inspires them. We have been very impressed with the standard of work being completed by all classes. Well done!

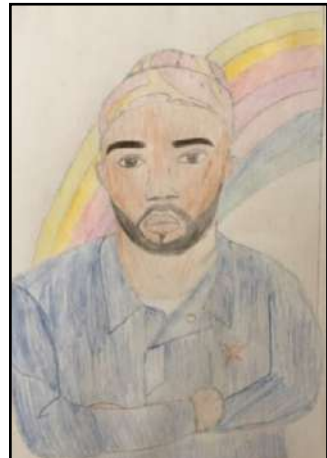


A portrait of Human Rights Activist Angela Davis , who was charged with murder and for her alleged part in trying to help George Lester Jackson escape during his trial, which ended with him, the judge and the two other convicts dead. After her charges came up, she went into hiding and was on the FBI's most wanted list until 1972 when they were dropped after her case drew international attention.

*Martha 9C*



*Fatimah 9C*



*Freda 9C*  
Portrait of Frank Ocean

Year 7 and 8  
Lockdown Artwork



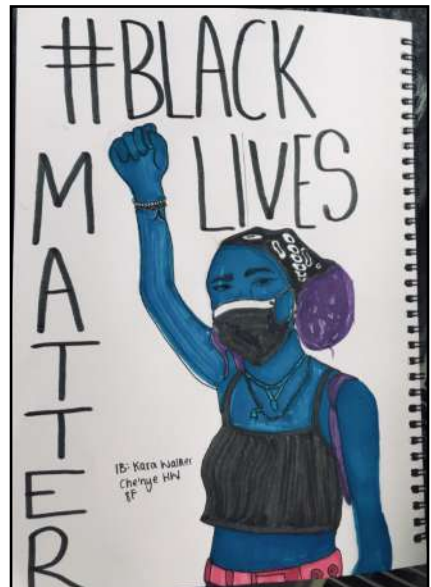
*Kacey 7S*  
Artwork in the style of Sonia Boyce



*Klea 7F*



*Miray 7F*



*Che'Nye 8F*

Portrait inspired by Kehinde Wiley



## Lockdown Art Studies

During lockdown, I was very impressed with the creativity of our students and the quality of their work.

Here is a collection of art from a range of year groups which show students responding to the tasks 'View from my Window' and 'Dress Up as a Famous Artist or Work of Art'.



*Safa, Year 9 as Frida Kahlo*



*Ruby-Tuesday, Year 7  
as Frida Kahlo*



*Sadie, Year 9*

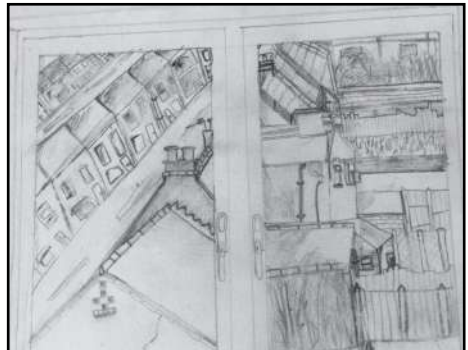




*Lara, Year 7 as Frida Kahlo*



*Emira, Year 10 digital*



*Lily, Year 8  
View from my window*

Well done to everyone in all classes and year groups for creating such exciting submissions.

The ADT department has been happy to see such a lovely range of work.

Ms Wills  
Head of Art

## Piece of Cake Baking Challenge



During lockdown, I set students a small challenge of selecting and making a recipe from one of our free online books. Below are some excellent examples of our students' talents:

"I made chocolate owl cupcakes with my sister this morning for the Piece of Cake Challenge. My owls are sitting on a chocolate cake tree with mint leaves as decoration. They tasted very nice!"

*Sienna 7G*



A selection of bakes from *Leela 7G*, who is already a great fan of cooking but has had much more time to enjoy her hobby during lockdown.





*Betty 8G*  
Cheese and Mouse Cake



*Maisie 7F*  
Rollercoaster Creation



Mrs R Jolliffe English/EAL Teacher  
and Mrs O Kelly Learning Resource Centre.

## EARTH DAY – WEDNESDAY 22<sup>ND</sup> APRIL 2020

Iris Zaganjori 11G

“Fight today for a BETTER tomorrow”

- Each year on April 22, millions of people celebrate this important day to protect the planet.
- In order to raise awareness on key topics such as pollution (something introduced into the environment that's dirty and has a harmful effect) and deforestation (the action of clearing wide areas of trees).
- People involve themselves in activities such as picking up litter or planting trees so that everyone can live in a much healthier and cleaner atmosphere.



### BUT HOW CAN YOU HELP???

- Plant trees: They absorb carbon dioxide and release oxygen so that you can breathe, unfortunately approximately 15 billion trees are cut down each year globally.
- Turn off your lights: Most electricity comes from fossil fuels (coal, oil or natural gas) which contributes to climate change (significant changes in global temp, precipitation, wind patters and other measures of climate that occur over several decades).
- Spread awareness: Most of you teenagers have social media which is a great way to connect to your friends and family to share some tips and advice.
- Limit your water usage: Clean water is in fact quite scarce, with less than 1% of water on Earth that can be used by humans. Try turning off your tap when you brush your teeth or take shorter showers next time.
- Dump plastic: Drink from a refillable water bottle or place your lunch inside a reusable container. Over eight million tons of plastic pollution ends up in the ocean EACH YEAR!!!

- Alabama, USA: Children involve themselves in planting a butterfly garden at the Graham Creek Nature Preserve
- Hungary: Bicyclists ride across Elisabeth Bridge across the River Danube in Budapest.
- United Arab Emirates: Students use pedal power to make smoothies in Dubai meaning there's no need to rely on electricity for everything.
- Barbados: The island has created many establishments such as Carlisle Bay and Folkestone Marine Park to preserve the habitats of the island's marine life.
- Tahiti: Have practiced safe ecotourism and launched multiple sustainability and preservation initiatives, locations such as La Meridien Bora Bora preserves the local wildlife and fauna.

(photos sourced from Google & information from National Geographic)





## Humanities World Oceans Day

On Monday 8<sup>th</sup> June people from around our blue planet celebrated World Oceans Day by honouring the ocean which connects us all.

The focus for World Oceans Day 2020 was to promote the “30x30” initiative, which calls on world leaders to protect 30% of our blue planet by 2030. It is hoped that by safeguarding at least 30% of our ocean through a network of highly protected areas, we can help ensure a healthy home for all. If you are interested in finding out more about this event you can follow this link:

<https://worldoceansday.org/>

The Humanities Faculty set students in Years 7 and 8 a variety of tasks for their weekly remote learning. Students watched documentaries, researched endangered species, wrote poems and produced artwork. Some even decided to bake an ocean themed cake. Some excellent examples can be seen below.



By Alice 7W



By Sena 8F

## World Ocean Day Poem

You see on our earth,  
There is something called the ocean,  
Been there since the very first birth,  
Always in constant motion,  
Never given enough love,  
We have polluted our greatest need,  
But when push comes to shove,  
We must all do our good deed,  
And help without a second thought,  
All families will come together,  
To be finally taught,  
That leave a friend in need, never,  
Polluted as it has been made,  
We have made our way to the top of the list,  
It has every right to feel betrayed,  
The truth which we can no longer twist,  
It is out in the open, released,  
Cannot hide behind lies,  
Humans have turned into monstrous beasts,  
You can almost hear its cries,  
But the ocean is a beautiful place,  
And we must love it all,  
Yes, all the human race,  
Every creature big or small,  
You see on our earth,  
There is something called the  
ocean,  
Been there since the very first  
birth,  
Always in constant motion.

By *Renee 7F*



Mr Sterlini  
Head of Humanities  
Specialist Leader of Education



**English Faculty**  
**Lockdown Poems 2020**

**Escaping Lockdown Poem - Year 7**

Every second, every day, just counting the minutes,  
Can't see friends at school, outdoors is off-limits.  
Things are boring, so very boring, annoying and lame,  
I'll just escape the boredom by playing a game.  
I'll paint and I'll draw, make homemade banana bread.  
I'll spin and I'll jump, balance books on my head.  
I'll sing and dance, belt out let it go.  
I'll scream and I'll shout, use a broom to limbo.  
I'll stomp and I'll stamp, win 100 games of cards,  
I'll skip and I'll leap, design original lockdown land postcards.  
I'll run and I'll jog, blast the Octonauts theme song on stereos,  
I'll plant and I'll bake, eat 5 packets of Oreos.  
I'll craft and I'll design, watch TikToks of cute dogs,  
I'll sew and I'll knit, make pom-pom that look like hedgehogs.  
I'll sketch and I'll play, protest for black rights,  
I'll learn and I'll clean, use tin foil to dress up as knights.  
Lockdown may be hard, filled with annoyance, frustration,  
But the walls of my home don't limit my imagination.

*Kacey 7S*

## A Selection of Poems - Year 8

In 2020 I lost  
Hugs from my friends  
Handshakes to greet them  
A school and visiting grandparents

In 2020 I discovered  
A fear of a sneeze  
A fright of a cough  
And discomfort of stranger nearby me.

In 2020 I found  
Queues at the shops  
Shortages of food  
And people's ability to stockpile

In 2020 in felt  
Comfort of my home  
Closeness of my family  
Being enabled to carry on

In 2020 I wish  
To feel safe and forget  
To delete all this time  
But we can't. There were many we've lost."

*Gabriele 8G.*

Quarantine is confusing  
And by that I mean good and bad  
It Gives me loads of free time  
Which makes it slightly less sad  
I wanna meet all my friends  
Do what we always do  
But right now things are limited and there's nothing we can do  
Every day I hear bad news on social media  
How racism is getting worse and worse  
And the world isn't getting better  
I say quarantine is cursed  
But others love it  
Protests are happening  
And I'm imagining  
What it would be like with no pandemic  
Would It go back to being aesthetic?  
Or would there still be despair  
For now covids still happening  
Lives are being affected 8.06 million have gone  
This wasn't expected  
Doctors are trying to help  
Which even puts them at risk  
Everyone is painting rainbows  
To thank those that cured the sick  
Luckily covids fading away  
And things are going 'normal'  
I was hoping things would go back by May  
But at that time it was awful  
2020 will be the year we'll never forget  
With the virus outbreak  
That surrounded the web.

*Meda 8G*

It's been a while now  
since it started  
I don't know what to expect  
Or what to know about

I'm glad everything is slowly coming back to normality  
Although it doesn't feel like it

It's been a while now  
Since I've hung out with my friends  
Are they ok?  
How are they doing?

I'm glad everything is slowly coming back to normality  
Although it doesn't feel like it

It's been a while now  
Since I've gone on holiday  
Will it feel the same way when I do?  
Are people still going to act like this?

I'm glad everything is slowly coming back to normality  
Although it doesn't feel like it

*Maya 8C*

Oh dear 2020  
I have no fear  
You are a strange year  
Filled with questions  
You are unexpected  
You are a surprise  
But I still love you  
You have taught us things we never knew  
But why have you taken so many lives?  
Oh dear 2020  
Will next year be the same?"

*Rania 8F*

## Humanities News



In July, Humanities students across Years 7 and 8 completed remote learning assignments related to London Climate Action Week. The aim of this event was to bring climate experts and communities together to educate people on the topic, and to discuss the steps that we can take both individually and collectively to try and cut our carbon emissions and manage this situation.

Climate change is a topic we know many of our students feel a strong connection to, with members of our community being involved in a number of youth climate activist groups both outside and in school, with the launch of the WSFG Green Group in September 2019. As such, we felt it was particularly appropriate to focus on this important theme. Below is a selection of some of the best work our students have submitted so far:

Mr Sterlini  
Head of Humanities  
Specialist Leader of Education



Sena  
Year 8



Dear Donald Trump,

*I am very stunned at your behaviour towards the serious issue regarding climate change. Do you realise what your selfish attitude could lead to?*

*This is an extremely serious matter and your actions are especially concerning. The whole of America is depending on you to change your ways and help save the world before it's too late. Most of the world has already accepted the dangerous problem and has started dealing with it.*

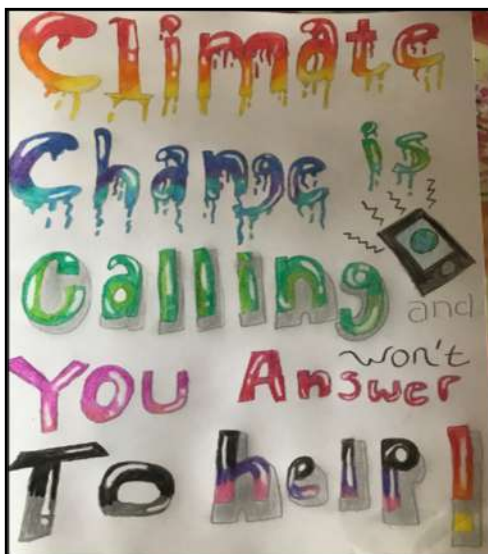
*Your stubborn manner is destroying the Earth even more than it ever was. We are simply asking for you to help in the struggle of attempting to protect the only home we know of. Everybody has made mistakes but you of all people have continuously made the same wrongs after wrongs. Little do you know what we call home will soon be ruined if we do not act right now.*

*You, as the president of the U.S.A, must be a leading example to all the citizens of America and direct them to the correct actions to take. If you decide to decline our offers to help you with getting America to fight the with rest of us and if you*

*continue with your difficult ways then you will be one of the main causes of the world dying. Listen to us or face much worse consequences in the future.*

Yours sincerely,  
Renee, Year 7

Amna  
Year 8





## Climate Change Poem

The land is in a constant state of birth,  
Giving life to all who live on Earth.  
Our carelessness and fears  
Have taken a toll over the years.

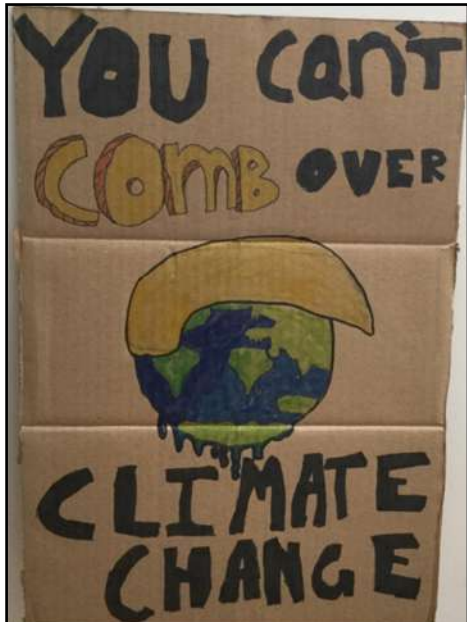
Broken bottles and charred pieces of glass,  
Wadded up newspapers tossed on the grass,  
Pouring of concrete and tearing out trees.  
This is the environment that surrounds me?

Can Earth be Earth when all its trees are gone,  
And sudsy waters have become unfit,  
And poisoned life no longer greets the dawn  
With raucous sounds that death has caused to quit?

Mankind! Long before your birth,  
alluring was the beauty of Mother Earth.  
She bore living things of all kinds...plants and insects, animals and birds.  
All, an exotic reflection of her biodiversity.

*Aisha, Year 7*

*Lilly  
Year 8*



## **Food Preparation and Nutrition News**

### **The Universal Language of Food**

The purpose of this task was to show how food can bring us together and to share diverse ways of cooking and eating. Students in all year groups were asked to create a poster showing the universal language of food.

Well done to all the students who participated. Please see some examples of work submitted by students in Years 8 and 9 on the following pages.

Mrs Rahman  
Food Preparation and Nutrition  
ADT Faculty



## The Universal Language of Food

Food is something that we all need in order to survive, without it we would be dead but it isn't just for our survival. Food can be used to bring people together and embrace our differences.



Food is something that we all understand and even though some people may not be able to cook and some people may not even be able to taste it is universal.



There are so many places and cultures on Earth that it is hard to look at them all and learn about each one but food can be a simple way to grasp an understanding of people's lives, where they come from and what they do. It is an exciting way to bond with people and enjoy yourself.

*Lilly 8S*



## Year 9

Cooking as a family or with friends brings us together because we can share our culture and heritage through food and give each other nourishment. Food is also a great vehicle for sharing culture with people from different backgrounds.

Food is an important part of culture. It also operates as an expression of cultural identity.

It shows others a different side to places that are not liked or presented as a bad image. By sharing food from different cultures you can experience new things and understand others more.

Ellie 9G



*Happy World Food Day*



Food can symbolize our culture and shows others our roots. No matter how far away you are from home, food can make you feel like you are surrounded by your own culture. Recipes have passed down through generation and they should be shared with other parts of the world. There are so many different cultures in the world and they are often represented by the food you eat. We should have an annual celebration of different cultures where we share food from our culture with different cultures.

### The Universal Language of Food



Everyone eats no matter where you are from so food can be something that binds us altogether. There are so many different foods and it is good to have variety. People from other countries bring their food here and to other places. It's like they're bringing a piece of their culture with them when they travel. This is a way of preserving their culture. Eating food can be an occasion for sharing and enjoying it. Sharing food is like sharing the joy that comes from food. Katherine 9S

### Ada College Digital Careers Workshop

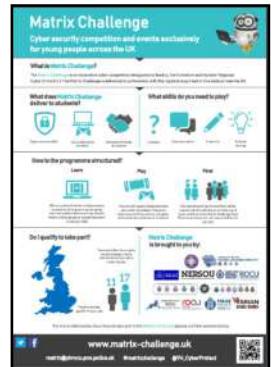
A group of Year 9 students had the opportunity to take part in a digital careers workshop organised by Ada College. The workshop was run by Jonathan Mella who supported the students to complete career based activities using an application created in partnership with Deloitte. The workshop involved working through a series of puzzles on the newly developed application which:

- Demonstrated the breadth of careers available in digital industries
- Highlighted the skills needed for a career in technology (e.g. logic, problem-solving)
- Introduced technical concepts related to digital careers, such as algorithms and ciphers
- Stimulated debates around digital ethics (e.g. data personalisation)



## The Matrix Challenge Talk by PC Dave Cale

PC Dave Cale who works in the Cyber Crime Unit visited the school to give all Year 8 and 9 students a talk on different types of cybercrime. The talk was aimed at providing information on the crimes that take place using technology and the internet such as hacking, unauthorised access and DDos attacks. The Year 8 and 9 students were also informed of the consequences of committed crime using the internet and how it could potentially impact young people's futures. The talk also provided information to support those students who wanted to take part in The Matrix Challenge, a cyber security competition designed exclusively for young people across the UK. It was a great opportunity for our students to find out about not just the dangers of being a victim of cybercrime but also to realise that if anyone was interested in a future in the computing field and had relevant skills, then they could use it in a positive way, and think of working in this industry to prevent cybercrime.



## Oxford Computing Challenge 2020

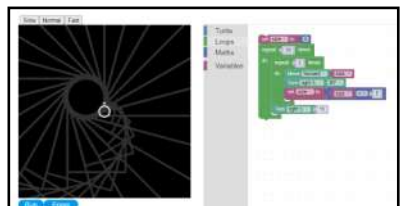
Last term 15 Year 9 students took part in the Oxford Computing Challenge. The following students all scored in the top 10% nationally when they completed the Bebras Computing Challenge in the Autumn term.

*Ramisa, Maegan 9W, Alba, Yngie 9H, Demmy, Rehana, Lily, Frances, Melis 9C, Anam, Katy, Minnie, Han Ying 9S, Sadie, Seriyah 9F.*

This was a huge achievement in itself, but the students then had the opportunity to take part in Oxford Computing Challenge. The challenge took place at school and all participants were fully focused for the hour trying their best to solve as many of the challenges that were given to them on screen. The results for this challenge arrived a few weeks later. All the students were commended for their resilience in taking part in the challenge and have received a certificate of participation.



A special congratulations to *Yngie 9H* and *Katie 9S* who have both achieved a Merit Award for scoring in the top 50% nationally in this challenge. We are very proud of all the participants of this challenge as they have shown great skill in logical and computational thinking.





### KS3 Lockdown Learning

All students in Years 7,8 and 9 have had the opportunity to complete courses on the the iDEA (The Inspiring Digital Enterprise Award) website to earn badges towards a Bronze Award, which is an industry-wide recognised qualification. Students are encouraged to continue working on the online courses and earn points to achieve the Bronze Award. There is also an opportunity to work towards a Silver Award qualification. Students have created their own accounts and can continue to login and earn more badges in their own time: [www.idea.org.uk](http://www.idea.org.uk)



### Summer Coding Challenge

Students were invited to learn or improve thier coding skills?

Here are some websites we recommend that have free coding courses:

<https://www.codecademy.com/>

<https://scratch.mit.edu/>

<https://code.org/>

<https://microbit.org/code/>

<https://www.tynker.com/>

<https://www.amazonfutureengineer.co.uk/free-virtual-coding-programmes>



It would be great if you could learn or improve your skills in **Python**, as this is the programing language we use in computing lessons in Year 9 and at KS4.

Ms Shafiq  
ICT Faculty

## International Partnerships Education for All



A few weeks ago (Greensheet Lockdown Issue 6), we published an article about Education for All, the charity Ms Davies visited in Morocco that works to support girls from remote communities gain access to a secondary education. WSfG has been working to further develop our links with EfA and we will resume our fundraising plans once we see a return to a more normal school life.

If you would like to learn more about the charity and its work, please visit its website:

<https://efamorocco.org/>.



As part of their remote learning, Humanities students in Years 7 and 8 were set a task linked to the charity and its aims and activities. A selection of our students' work, along with some of their own questions about

life in the Atlas Mountains, was sent to the organisation.

Below is a message from Mike McHugo, one of the founding trustees, along with a selection of comments from our students.

Mr Sterlini  
Head of Humanities  
Specialist Leader of Education



*Dear Students*

*Firstly, thank you so much for your interesting and thought-provoking questions. When we started EfA in 2007, we had no idea that in a little over 10 years we would have 6 boarding houses with almost 250 girls living in them during the week in order to be able to go to school. In addition, approximately 90 girls are studying for their degrees in universities in Marrakech and Casablanca. I do hope that my answers go some way to giving you more detailed information about who we are and what our mission and purpose is. I, and all at EfA, wish you well and stay safe.*  
*Best wishes*  
*Mike McHugo*

## Students' comments:

*"I found the work we were given looking at Education for All and the work it's doing in Morocco incredibly impacting and enlightening. Not only did the passion for learning, resilience, and dedication of the young girls inspire me, but the dedication of those around them and how they're determined to give these young girls all the opportunities they deserve, was very motivating. Over all, It really taught me all the things I take for granted. I take things for granted everyday and I don't even spare them a second thought. It never crosses my mind that other people have to, and do, fight with everything they have to get an education, whilst me and my family have always known I was going to go to school. It never even crosses my mind that people don't have the choices I do— going into higher education and going to university is something I can choose to do. By taking it for granted and throwing away the opportunities we get by doing nothing, by not listening in class and not using up everything we get, seems, in retrospect, quite selfish."*

Cleo, Year 8

*"I have learnt that education is a right. It should be free to indulge in, it should be free to find resources and it should be free to find support; but in some places that is not the case. Finding out about people being denied their education because of their gender or because of their background really made me realise how lucky I am to be going to school every day and learning something valuable to take away with me. To broaden your horizons you must first expand your mind so I believe the right to free education is the most important of all; it gives people a brighter future to look forward too."*

Eliza, Year 7

*It is said by Kwame Nkrumah, the first president of Ghana, that if you educate a boy, you educate an individual, but if you educate a girl, you educate a nation. I am of the view that, every child should be educated, including girls all over the world. What I feel about the Morocco project is that it is an excellent way for girls to build up their lives and prove that girls can do amazing things! Education, in general, broadens a person's mental framework to make concrete decisions. No child should be left out in education.*

Faith Year 7

## Next steps

As already mentioned, we are hoping to continue developing the link we have established with EfA and the school they work with. Along with their responses, some of the students from Morocco have sent us some of their own questions which we will be working with our students to respond to. We are also exploring the possibility of using our newly developed remote learning skills to set up some sort of live session between our own students and the ones in Morocco.

We look forward to our continued work with EFA and will keep you posted on future developments.

## **“Here is the Earth – Don’t spend it all at once” Competition**

Back in January the Humanities faculty ran a competition, inviting students to submit a piece of creative work to raise awareness of environmental issues. The idea was the brainchild of one of our former alumni Dawn Smith, who approached the school offering to sponsor the award and make this competition possible.

Having received nearly 80 entries, we had originally planned to announce the winners shortly before Easter. However, this had to be put on hold due to the developing situation with COVID19 and the national lockdown.

Fortunately, we are delighted to announce that we are now in a position to publicise the final results:

In third place with her thoughtful poem entitled “I am dying, can’t you see?” was *Isla 8S*.

The second place entry was actually an anonymous piece of artwork, a copy of which can be seen below. If you are the artist, then please make yourself known to Mr Sterlini to arrange for your prize and certificate.

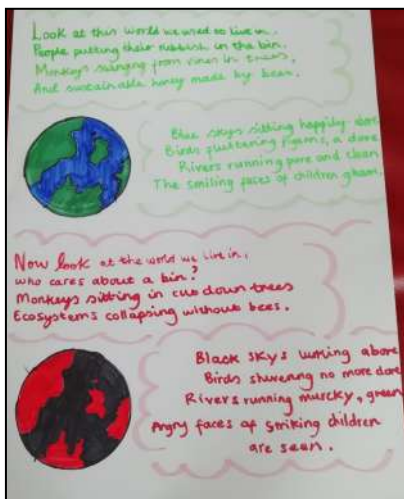
The overall winner however was *Evie 8F* for her illustrated poem “Look at this World.”  
**2<sup>nd</sup> place, Anonymous**



**3<sup>rd</sup> place, Isla 8S**



The winning students receive gift certificates of £10, £15 and £30 respectively, with *Evie* our overall winner also being awarded a trophy.



### **1<sup>st</sup> place, Evie 8F**

The trophy itself is a special commission made of ancient driftwood and metal from recycled coffee tins. It was created by West Sussex artist Claire Perry and will be displayed in school to be awarded annually to the winner of future competitions. Keep an eye out for details of the 2020-21 competition next year.

Dawn was incredibly impressed by the overall standard of the entries and has also awarded a number of highly commended certificates to celebrate some of the other fantastic offerings

which didn't quite make the top three places. There are plans in place for a virtual exhibition of the three winning entries, along with a selection of some of the other best submissions. Details relating to this will be published at a later date once plans have been finalised.

Dawn has also written a short piece briefly outlining why she originally wanted to run the competition and her experience as its patron for in its inaugural year.

### ***A message from Dawn Smith who founded and sponsored the competition:***

Selection criteria

*The number of entries and the inventive, broad interpretation of the topic is inspiring.*

*With a total number of seventy-seven pieces of work, ranging from oil painting and sculpture to small and interesting sketches, it has been an extremely rewarding, but difficult, task to select prize winners.*

*Whilst staying at home, due to the current pandemic and so having more time to spare than usual, I looked through my souvenirs box.*

*I found my old Walthamstow High School English homework book! I do remember how disheartening it felt to put my feelings into a creation, only to be marked down for handwriting or*



*The trophy created by West Sussex artist Claire Perry is made of recycled materials.*

*misspelled words. The times have changed (it was a VERY long time ago that I was a pupil) and so I have used the following criteria to help with my selection.*

*Firstly the entry must be original, then, of course relevant to the competition title. It should have effective impact and finally, express or evoke emotion.*

*I am pleased to say that all of the pieces were relevant to the topic. I am very proud that the young women in my old school are so intelligently engaged with the issues of Climate Chaos and Environmental Destruction.*

*You are the future.*

### **A Brief Note about Me**

*May I introduce myself?*

*I was raised in the East End of London - the same as you all - surrounded by traffic and concrete. I was lucky that my parents took me to visit the Wiltshire countryside for holidays to visit an auntie. There I could paddle in streams and see bats flying in the evenings. Later we had a small holiday hut amongst fields in Essex where my father showed me bird's nests and grass snakes.*

*I have always since had empathy for all living things.*

*I do hope that you enjoyed taking part in this competition.*

*Every single entry had merit and gave me joy.*

*Well done school!*

### **Further reading on this topic:**

*'The Book of Gutsy Women' by Hillary and Chelsea Clinton.  
Published by Simon and Schuster, chapter three, 'Earth Defenders,' page 95.*

### **Other inspiration:**

*For further female inspiration watch "#WildMorningswithChris -Episode 55" on YouTube: <https://youtu.be/E0-kbaZ3Avs>*

Mr Sterlini,  
Head of Humanities,  
Specialist Leader of Education







## Music For Youth (MFY) Elevate Festival



Music For Youth (MFY) received over 200 UK-wide submissions to be considered for inclusion in the Elevate Festival - the Youtube Digital Showcase.

Of the sixty nine chosen for broadcast, only three groups are featured twice. WSFG is the only comprehensive school in that select few, and the only one having single-year-group bands.

Year 11 steel band plays during Episode 2

Click play, and move the playing head to the timing of 15:13. We finish at 16:43.

Mr Murphy  
Steel Pan Teacher

<https://www.youtube.com/watch?v=mVaZIDQyTV8>



## Srebrenica Memorial Week 5th July to 12th July 2020



Fifty years after the world said “Never Again” to the horrors of the Holocaust, genocide took place on European soil. On July 11<sup>th</sup> 1995, three years into the Bosnian civil war, Bosnian-Serb militants entered and took control of the town of Srebrenica in eastern Bosnia. The town was supposed to be a demilitarised safe zone, protected by the United Nations, where Muslims who had been forced out of their homes elsewhere in Bosnia could find sanctuary from the Bosnian Serb onslaught.

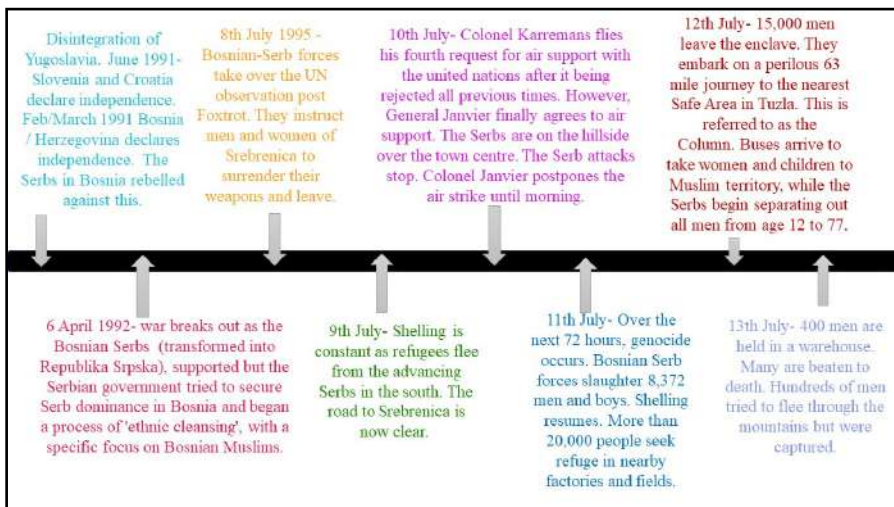
However, under the leadership of their commander Ratko Mladić, the militants separated around 8000 Muslim men and boys from the women who had sought shelter in the area, led them into fields and warehouses in the surrounding villages, and massacred them over the course of three days. It was the worst single atrocity in Europe since the end of World War II, with most of the perpetrators having since been charged with war crimes for their horrific programme of ‘ethnic cleansing.’

The 11<sup>th</sup> July 2020 marked the 25<sup>th</sup> anniversary of the Srebrenica genocide. This year, commemorations focused on the theme ‘Every Action Matters;’ a particularly relevant message for us today with so much discrimination and hatred seemingly dominating our media. The lesson from Srebrenica is that no society is invulnerable to prejudice and intolerance. We must all remain vigilant against these forces, and take positive action to build stronger, more resilient communities.

We were recently contacted by the charity ‘Remembering Srebrenica,’ who work to educate people about this event, commemorating the memory of those who lost their lives and promoting the lessons which can be learnt from the survivors. Their aim is to promote a society which stands up to hatred and intolerance within our communities, a sentiment which very much echoes that of our school.

The charity has developed a range of educational resources for students which the Humanities faculty adapted and used as the basis for last weeks KS3 remote learning assignments. Our students have produced some fantastic work, a selection of which can be seen below. If you are interested in finding out more about the events of Srebrenica or the work being done by the charity ‘remembering Srebrenica’ you can click on the link below which will take you to their website:

<http://www.srebrenica.org.uk/>



*Ella, Year 8*

### **Srebrenica Poem:**

There was only one route  
 Out  
 The crashing of hatred struck down on everyone  
 Had we done anything?  
 No, there was nothing we had done wrong  
 Discrimination, the continuation  
 It slithered through time  
 Biting and fighting its way through their minds  
 Fear, fear was all we now had  
 When it was over, we were all glad  
 The mass destruction  
 Our lives were now in reconstruction  
 The pain, the torture  
 It traumatized us with scars  
 How could we stay happy? How could we shine like the stars?  
 Perhaps now,  
 Perhaps now we are safe  
 And the scars from trauma would soon go away  
 The scars would soon go away

*Zahra, Year 8*

# NEWSPAPER

## TERRIBLE THINGS HAPPENED HERE. WE MUST NEVER FORGET



### A Survivors Account: By: Nedžad Avdić

We were tortured and dying for a drop of water. Before execution, we were forced to take off our clothes. One of soldiers tied our hands in the back. At that moment I, a 17-year-old boy, realised it was the end. I was trying to hide on the lorry behind the men wishing to live a few more seconds. The others did the same. Finally, I had to jump out. We were told to find a place and lined up, five by five.

I thought that I would die fast without suffering. Thinking that my mum would never know where I finished they began to shoot us in our backs. I did not know whether I lost consciousness, but I lay on my stomach bleeding and trembling. I was shot in my stomach and right arm. The shooting continued and I watched the lines of people falling down.

I could hear and feel bullets hitting all around me. Shortly after that I was wounded heavily in my left foot. The men were dying around me; I could hear their death-rattles.

I was dying too in terrible pain and had no strength to call them to kill me. I said to myself: "Oh my God, why don't I die?" The pain was unbearable.

It was midnight and the lorry moved away. Trying to raise my head I noticed a man who was moving. I asked him: "Are you alive?" He answered: "Yes, come to untie me." We succeeded in untying one another and avoiding the next lorry arriving.

After days of suffering, wandering through the woods, hiding in the streams, sleeping in the grave-yards, crawling with my terrible pain we managed to reach the territory under Bosnian government control. My father, uncle and relatives who sought shelter at the Dutch base in Potocari did not survive. The men who saved me lives today far away from Bosnia. I returned to Srebrenica in 2007.



Memorial site in Potocari.

## What lead up to this?

Today marks the 25<sup>th</sup> anniversary of what the UN describes as "The worst crime that has happened on European soil since World War II". In 1995, just a few short years after the world said "Never Again" to the crimes of the Holocaust, 8,372 Muslim Bosnian men and boys (aged 12-77) were massacred in what was a clear act of genocide.

The UN declared the village Srebrenica a safe zone for Bosnian Muslims. It was guarded by Dutch peacekeepers. After this, on 8th of July, the Bosnian-Serb army had taken over the UN observation post Foxtrot. This was the beginning of the taking over of Srebrenica.

The next day, the Bosnian-Serbs took some of the Dutch peacekeepers hostage. They would later use them to demand a stop to the air support. On the 10th July, the Dutch Colonel had requested air support three times before his request was finally approved.

On 11<sup>th</sup> July, 20,000 refugees fled to the Potočari base. Soon after this, at around 23:00, General Mladic (from the Bosnian-Serbs) demands that all of the weapons be surrendered to him in exchange for safety.

Just half an hour later, 15,000 men escaped and tried to reach the next Muslim territory, Tuzla, which was a perilous 63 miles away. This group of people are referred to as the column.

Later that day, the General Mladic assured the people that help would come. He also said that the women and children will go first. Over the course of the next 30 hours, 23,000 women and children were deported while the men (aged 12-77) were taken to a warehouse for "questioning".

### **Srebrenica Memorial Week Poem**

It wasn't a crime; it was a genocide.  
Yet it somehow camouflaged before your eyes,  
Imagine their excruciatingly painful to hear cries,  
Now remember all these lies.  
Why isn't this a part of general knowledge?  
People should know about this before going to college,  
Why does it feel like no one really cares?  
I wonder if it is because they still have some fears.  
People come and go, some leave and impact on the future,  
Infect cuts do not need a suture.  
After killing over 8000, I wonder if their hunger is satisfied?  
Taking away their priceless lives and then tr to misguide.  
They killed all within the age range of 12 and 77,  
All innocent and scared, hopefully they go to heaven.  
They tried to separate and silence them, but that only made them louder,  
Those who killed the others were equally bad as the one in control – the bounder.  
It is something that should be remembered,  
They tried their hardest to make us dismembered,  
They forced women to leave,  
But this only helped us to perceive.  
The victim's blood coagulates as they were harmed  
So why are we just getting alarmed?  
They hurt all the oppressed,  
And any that survived were left regressed.

*Enaya 8C*

APRIL

1992

A BLUE BOOK  
LIKE THE SKY

DREAMS OF HAPPY  
CHILDHOOD WERE REPLACED  
BY DAYS WHERE I WAS  
GROWING UP TOO FAST



"QUEST TO  
SURVIVE"

~~NO ROOM LEFT  
TO PLAY OR SMILE~~

UNICEF