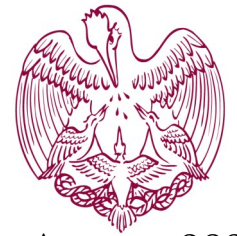


# The Fountain

Sawston Village College's Termly Magazine



Autumn 2020  
Issue 64

Sawston  
is  
**90**  
1930-2020



The Prince of Wales (right) arrives at Sawston Village College for the official opening on 30 October 1930.

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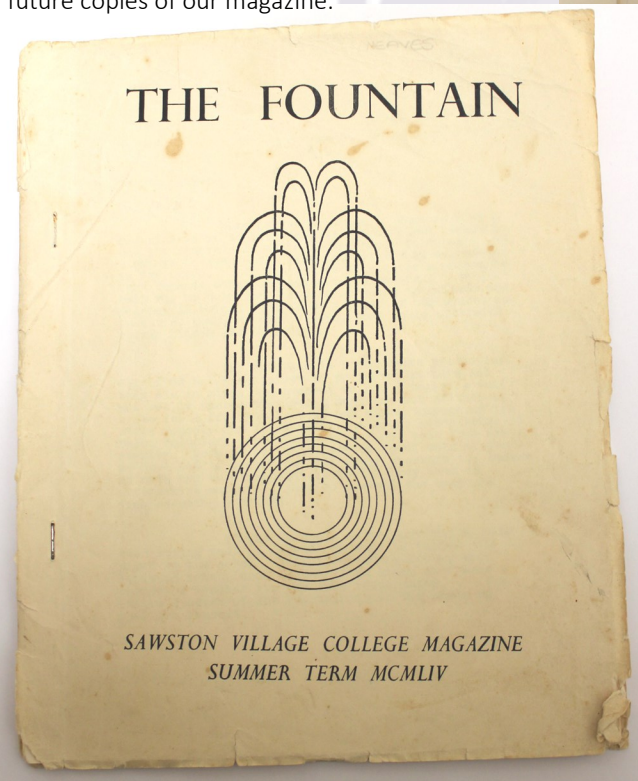


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## From the Archives

The arrival of our 90th anniversary this year meant we had cause to visit the College archives as we were interested in learning about our school's early days. You can imagine our delight when, among the many papers and photographs in the archive, we uncovered some copies of the Fountain magazine, including the first ever edition from 1954. Like this magazine, the early magazine appears to have been produced by pupils for pupils and so we thought it would be interesting for us to include here the magazine cover, the introduction and the explanation as to how the school magazine got its name. We were particularly taken with the fountain graphic on the front cover and may try to include this, as well as some content from earlier editions, in future copies of our magazine.



THE FOUNTAIN

No.1. Summer 1954

To the Reader:

Here is The Fountain. What sort of a magazine is it to be? We have all at times turned to see the fountain in the college court. It directs and displays to everyone's view the water that was hidden in the pipes. In doing this it creates a spectacle that demands attention and gives pleasure. In just this way we hope The Fountain is going to collect and display in print, from as many parts of our school as possible, news, stories, poems, that would otherwise remain hidden and forgotten.

The Fountain is a composite production. All of us who have joined in producing it have had this aim in mind: to present to you a magazine that was really representative, a magazine not written by a few for a few, but by boys and girls throughout the whole school. The first issue has by no means achieved this. Voluntary contributions have not come from every quarter. Some of our contributors (good ones at that) we have had to search out and apply pressure to; others we have had to disappoint, although they gave in interesting material, just to prevent the magazine from becoming onesided.

If The Fountain is to continue to play each spring that it depends on must be tapped and piped to the jets; each flourishing hobby, each exciting match, each well-written story must have a chance of finding its way into these pages. The future success of The Fountain is in the hands of you, its readers.

When we had asked you to suggest a title for your school magazine at least two dozen possible names were put forward. As the list grew we had some difficulty choosing between them but when the name of THE FOUNTAIN was suggested by Jean Rivett of 4A we knew at once that this was the most fitting title of all. We offer our thanks to Jean and hope that the name she has given us will continue to be known for a long time to come.

# Welcome



What motivates us to make things happen and achieve? Positive factors can motivate us either intrinsically or extrinsically: encouragement, team work, role models, and, even, tangible rewards. There are usually barriers and challenges to almost all that we set out to do, but with the right motivation and support they can usually be overcome.

It was Vladimir Lenin who said, 'there are decades where nothing happens, and there are weeks where decades happen'. We may well look back at the last forty as one such period. However, through determination and resilience, with pupils and staff working together, remarkable things can happen. Consider this Chinese proverb: 'the person who says it cannot be done should not interrupt the person doing it.' The scientists at AstraZeneca and Pfizer presumably subscribe to this. In our own small way, so too do our pupils, many of whom have contributed to this edition or taken part in activities throughout the term. Nelson Mandela's words, which can be seen on all our House posters, remind us each day that 'it always seems impossible until it's done.'

We can all find motivation and inspiration in these pages.

**Mr Russell, Principal**



## Welcome from the Pupil Senate Heads and Deputies

**Lexi and George write:**

Hi, we're Lexi and George and we are the new Heads of Senate. In this time of uncertainty we want to stress the importance of unity throughout the College and ensure that every pupil has a voice. Although we cannot interact as normal across the year groups, we hope that we can still reach out and offer support when needed. One of our key ambitions this year is to continue to reduce the school's carbon footprint and plastic consumption, as part of our effort to work on global issues. We look forward to implementing many other ideas and taking action to make a long-lasting, positive impact on the school. We will work closely with both teachers and pupils in order to create the perfect environment for learning and growth. The Senate has some exciting ideas, and we hope to see you getting involved to make this academic year a great one.

**Thomas and Francesca write:**

Hi, we're Thomas and Francesca, 2020's Deputy Heads of Senate. We hope that, despite the unfortunate circumstances of Covid19, we can still make Sawston a great place to be and learn in for all. We will work alongside the Heads, Lexi and George, to help create the Fountain magazine - which you are now reading, and to co-ordinate school events with the Co-Chairs of Forums. Although the forums won't be on *as usual*, they'll still be working hard to give you new and exciting projects, with the opportunity for pupils also to have a say. After all, we are the Senate - here to turn your ideas into reality.



# Update from the Senate Forums



In Amnesty Forum we hope to spend the year raising awareness of the work of the Amnesty charity in tackling human rights issues. Already so far we put together a week-long educational programme for Black History Month in October. We hope to have an Amnesty fundraiser in the Spring Term - we would love to know what campaigns you would like to support, so look out for a Google Form in the New Year! **Anna and Rosie**



In the International Forum we hope to introduce a pen pal system with schools from a variety of countries. We are also aiming to look at experiences of Covid19 around the world and reflect on our position within it, analysing the question 'Are we really all in this together?'. Next term we are looking into working with Amnesty Forum to put on a fair to raise money for Amnesty International. **Sophie and Jasmine**



Hi, we're the new Co-Chairs of Ethos Forum. Our role is to uphold school values, organise fundraising for various events and support both local and national charities. We know this year has been - *unusual*, to say the least, but we'd still like to put a big focus on helping those less fortunate than ourselves, especially in the run up to Christmas. You already know about 'Sawston Gives': your donations are important and really **can** make a difference - so thank you. Look out for more fundraising opportunities in the New Year - but it's not just up to us. We'd love to hear your suggestions too! **Maddy and Jess**



We are the new Co-Chairs of the Eco and Animal Forum for this year. We are really excited to start new projects and work out ways that we, as a school, can help prevent issues like Climate Change. We are currently working on ways of reducing plastic use within school, especially cutting down and hopefully removing completely single-use plastics. We can't wait to represent the Eco Forum this year. **Ayla and Izzy**



Historically, this Forum has been a positive force for diversity, mental health and LGBTQ+ rights and gender expression. This year in Wellbeing, we are looking to continue all of the above, with an increased focus on exploring the impact of the Covid19 crisis on mental health, and how to deal with this in a positive way. Moreover, our focus this year will also be on helping SEN pupils and ensuring that they have a voice across the school, so look out for more information on this soon! **Kinsha and Leah**



In the Arts Forum we love to encourage the endless possibilities in the Arts. We discuss many aspects, such as theatre, cinema, literature, music, dance, etc. During this strange time across the globe it has been a very difficult time for us all, and it has deeply affected the Arts community. The main focus of the Arts Forum this year is unity. We would like to bring people together to celebrate the Arts and appreciate what a significant difference they make to all our lives. We would love people to come along and get involved in supporting the Arts and continuing the wonderful creativity we have at SVC. **Toby, Phoebe and Hollie**



We are Ella, Noorsath and Oscar and we are your new Sports Captains. This year as Sports Captains, our main aim is to encourage more pupils to participate in new sports challenges: we are aware of how stressful the past year with Covid19 has been, and we hope to bring pupils back a bit of fun! So far we have encouraged pupils and teachers alike to participate in our Christmas Active Advent - which has been successful, thanks to the wonderful staff - and we hope to continue to create exciting opportunities throughout this year. **Oscar, Ella and Noorsath**

## Religious Education Young Ambassadors (REYAs)

Hello! We are a group of Year 9s who form the Religious Education Young Ambassadors (REYAs) here at school. We want to create a safe inclusive environment, where people can acknowledge and understand other people's cultures without causing offence or the fear of being judged. We will begin doing this by sending out questionnaires asking what changes we can make to the

school, and bringing awareness of different religions, races, cultures and sexualities. We will also use these questionnaires to find out how happy people are at school, especially cultural minorities, and to learn about any issues that might need addressing. Of course, our possible actions are greatly limited by the Covid19 pandemic, but we hope to still be able to meet our goals.

We invite anyone who is interested in finding out about our current projects to get in touch. You can do this through the RE and Ethics department.

**Maya Chambers, Year 9**

## Staff in the Spotlight



### Miss Gelder, Deputy Principal

**When you were younger, what did you want to be when you grew up?**

I always wanted to be a doctor until I carried out some work experience in a hospital and realised I didn't have the stomach for it!

**What are your main hobbies or interests?**

I love reading, walking and travelling (when that was allowed). There are still a lot of places on my list to visit; hopefully Istanbul will be my next trip.

**What's your most embarrassing moment?**

I have had a few rather undignified capsizes into the Ardèche river over the years. I'm sure the pupils I was with thought it was wonderful.

**What's your favourite part of your job?**

I genuinely enjoy having a chat with pupils when I'm outside on duty. There's never a dull moment in this job. I also always look forward to my GCSE physics lessons, particularly when I get to teach astrophysics. It's hard not to find space interesting and I love the sense of curiosity it inspires in all of us.

**If you didn't have your current job, what would you like to be doing?**

Something practical with problem solving elements. I rather like the idea of being an engineer or electrician; no plans to re-train at present though!

## Travel to Paris in MFL

While we may not be able to travel much at the moment, in Languages this does not stop us from finding out about foreign countries! This half term, Year 8 French have been completing a module on travelling to Paris and finding out about the main landmarks. Below, **Elena Webb** and **Tilly Gruby** have shared what they have learnt.

What can you do in Paris? \*

On peut - You can

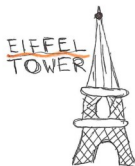


- visiter les monuments - visit the monuments
- faire des magasins - to go shopping
- faire du bateau-mouche - to go on a boat trip
- visiter les musées - to visit museums
- on ne peut pas - you can not
- faire du tour segway - to go on a segway tour
- manger au restaurant - to eat at the restaurant

Paris, c'est bien et intéressant:

Paris, it is good and interesting.

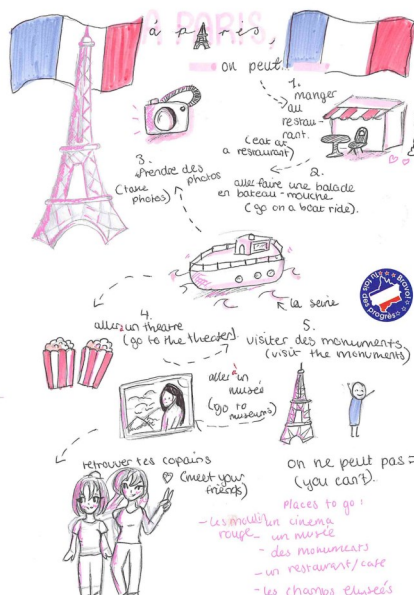
On peut visiter les monuments comme la Tour Eiffel.



Paris est le meilleur endroit à visiter - Paris is the best place to visit



Poster by Tilly Gruby



Poster by Elena Webb

## Inescapably quarter-Finn

My mum tells me that she struggled to choose a good Finnish name that translates easily into English, and even harder to find one that my dad would like too. After much deliberation, they came up with Olli. Why Finnish? My mum is half-Finnish, and determined to keep something of that Nordic heritage going through my life, as it has hers, albeit in a more diluted form. My grandmother, with her strong, resonant accent and Scandinavian ways, has been a big part of our lives as my brother and I have grown up. She has managed to slip in a few Finnish words, along with plenty of old Finnish wisdom and good food. We have also listened to stories of her being swept up by her mother, frantically escaping from their Lake Ladoga home as the Russians invaded and took Karelia for themselves in the Second World War. She is the link to our Finnish world, educating us about all, past and present. She tells us about her brother, Kalle, a general in the army, who bravely guarded the eastern border against relentless threat during the Cold War years. She tells also about her great-grandfather, the travelling doctor, battling against diseases in remote villages in the Victorian era.

Every three years, ever since I was born, we have spent some time in Finland in the summer. We fly to Tampere or Helsinki in the south, and wind our way up, driving past lakes and forests, to the north-west where we have a small family summer house. My grandmother remembers endless summers of work and fun here, starting in 1951 when she was 10, when the buildings were completed by her father, an excellent carpenter and engineer. My mother and aunt will inherit this little piece of Finland, and my brother and I, together with our four cousins, will share this place in due course. It's reassuring to know that we will all have something to come back to over the years, reminding us all that we are, inescapably, quarter-Finns.

The house is hidden down a dusty track near Olhava, a village that lies buried in the forest, between Oulu and Kemi. Lapland is a couple of hours up the road. This place is wonderfully remote, and it's not hard to understand why Finns are the happiest nation on earth, when most people are so close to untainted nature. We have a dense swathe of trees to one side, who share the undulating terrain with huge moss-covered granite rocks. On the other side is the snaking river, along which a short

Lake Inari



boat ride takes you out to the sea - the Gulf of Bothnia - with Sweden on the other side. My great-grandfather was also a keen fisherman. At the height of summer the daylight never ends; the sun just dips very slightly and glows an intense orange, bathing the landscape in a strange unearthly light. A night-time walk up the river rewards you with the most incredible reflections on the water. It is as if it's on fire, glowing and shimmering as it winds and loops.

In northern Finland, in midwinter the sun does not make an appearance at all. It is as if all those late summer nights have worn it out and now it's sleeping it off. After listening, spellbound, to stories about my mother's trips to Finland as a child to spend Christmas with grandparents, aunts and uncles, and all that amazing snow, we were not disappointed when we saw it for ourselves for the first time, a few years ago. We ventured to the most north-easterly part of Lapland, to the shores of Lake Inari, in deepest, darkest February. The moment I stepped off the plane I felt the magic of crisp, pristine, white wilderness. From the ethereal rippling northern lights to the soft patter of feet and muted whoosh of the sledge as yelping huskies race across the white blanketed lake, this is such a primeval pleasure and something that I must, and will, revisit. Despite my largely British upbringing, there is that one quarter of me that lurks beneath, silently pulling me north-eastwards, reminding me of fresh-picked berries from the Arctic Circle, and making me feel at home on long, sunset-lit summer evenings and dark, crisp, sparkling winter nights.

**Olli Hinman, Year 11**

## Arts Award

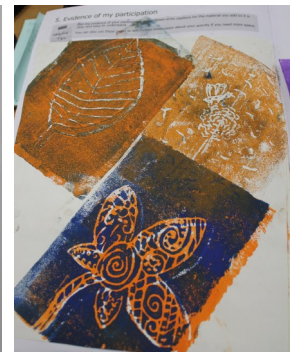
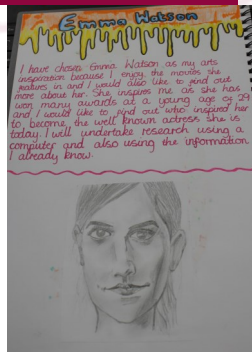
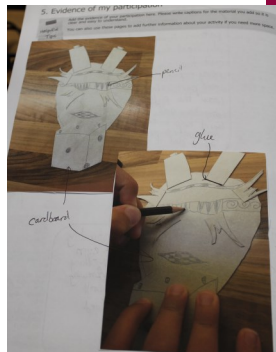
I completed the Bronze Arts Award and so this term I have started working on my Silver Award. I really enjoyed working on the Bronze Award in Year 7 because I had a lot of independence to do what I wanted and I got involved in lots of different things! As part of the Award I got to watch a concert in the Henry Morris Hall, teach my mum how to play a bit of guitar and learn more about my idol (Emma Watson). There are four parts to the Bronze Award: Part A, where you take part in an arts activity; Part B, where you watch a concert or show to do with the arts, or go to an art exhibition; Part C, where you research and write about an arts inspiration; and finally Part D, where you get to share your arts skills, whether that may be teaching someone to play an instrument or teaching somebody to paint - it is your choice! For each section you have to write a little bit, show some evidence and write some top tips for someone else. I would really recommend taking part as it is so much fun, and it is something you can do alone or with friends. For the Silver Arts Award you begin by setting yourself an arts challenge and I have decided to research and try to create a piece of art in the style of work by Aboriginal artists.

Isobel Smit, Year 8



Isobel was recently one of the 154 pupils who gained their Bronze Arts Award.

Below: Pupils produced high quality work for their Awards.



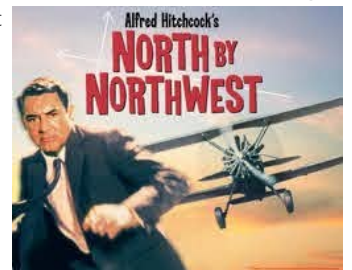
## North by Northwest

At the end of September, William Thomas was delighted to hear that a review he had written during lockdown had won an Into Film Review of the Week competition. Here is his winning review:

North by Northwest was directed by Alfred Hitchcock, and was released in November 1959. The film follows the story of Roger Thornhill (played by Cary Grant), on his endeavours to escape the police - despite being an innocent man. Wrongly accused of murder, his adventures take him from the United Nations to the mere countryside. Pursued by plane, train and car, the chase ends atop Mount Rushmore; where one small slip could lead to a deadly fall. Considering when the film was released in 1959, the graphics were excellent. It was of a good quality image and the lighting worked well. However, it was clear that some special effects had to be used in post-

production to create certain scenes. One problem that I encountered whilst watching the film was the audio; although it was to a good quality, the volume was to a very low standard - meaning that the volume had to be majorly turned up so as to make anything audible. Altogether, the Rom-Com structure made for an entertaining and exciting watch, despite some problems with the sound. Considering my personal opinion and the fact it was nominated for many Academy awards (such as best screenplay and best editing), I would recommend watching this film, and I am certainly interested in watching other Alfred Hitchcock films.

William Thomas, Year 10



# Year 7 Christmas Cake Design Challenge

Taking their idea from the BBC Good Food magazine and using this as a starting point, the DT department decided to set a festive challenge related to work that Year 7 pupils had been doing in class. Pupils were given three lessons to respond to the task of designing a Christmas cake.

Their designs had to:

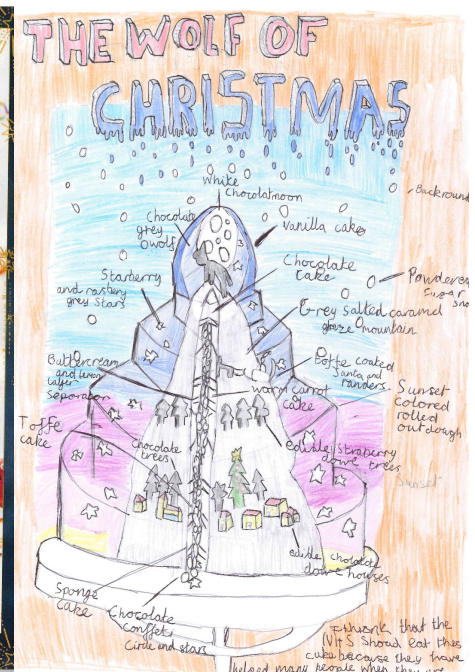
- follow the theme of 'sparkly stars'.
- be a cake with icing.
- use imagination (No use of TV/ film/book characters).
- be hand-drawn on an A4 page.

The department chose three winners and several runners-up and all of these entries, 20 in total, were then entered into the actual BBC Good Food Christmas Cake competition. You can imagine the delight when the cake designed by **Mia Diaz-David** was chosen as one they particularly liked and featured in the magazine. You can see below the pages from the magazine where Mia's cake was featured and, next to this, the design which Mia submitted.

**Mia says:** 'When I found out the BBC Good Food magazine liked my design I was very surprised! I was happy that it was chosen to be in the top 8 out of 500+ entries. My dad said, "I had to spend £10 to see this!" (He bought the wrong magazine at first!)



The standard of entries was very high and so choosing the winners proved a challenge!





Below are the winning designs chosen by the DT department in the school competition.

## Congratulations to the winners



1st: Anna Bright



2nd: Emma Russell



3rd: Hannah Pulford

## and runners-up:

Chloe Smith, Mia Diaz-David, Imogen Butler-Bird, Scarlett Wilkinson, Sophie Facerova, Caitlin Wylde, Emily Green, Hayley Webb, Jeo Joji, Bryony O'Connell, Shan Malik, Isaac Green, Annie Sainson, Izzy Young, Anu Schoenfelder, Emily Yau and Ned Jones.

**Anna (First place) says:** 'I chose my design because I was inspired by a song we used to sing in primary school. It was called *'Reach for the Stars'* and it was all about following our hopes and dreams, so my stars and people on my cake show that if we follow our hopes, we will be able to get through Covid19 and succeed in many other things.'

**Emma (Second place) says:** 'I have loved baking ever since I was let loose in the kitchen and always liked designing the cakes I made, even if in the end they didn't turn out like I wanted!'

I based my entry on all things Christmas; everything I could think of squished into one cake. Every flavour; cinnamon, redcurrant, chocolate orange. It all went into this cake design.'

**Hannah (Third place) says:** 'My cake design is based around a gnarled, silver tree in front of a midnight sky. I was inspired by a book I read when I was young, called *The Faraway Tree*, by Enid Blyton. I really enjoyed the sense of mystery in the book and this is why I decided to have stars growing out of the branches of the tree in my cake design.'

See page 15 and the back cover for some more of the stunning designs pupils submitted.

# Sawston is 90

Every pupil in the College received a commemorative booklet to mark the school's 90th anniversary in October. While the booklet highlighted the College's significant history, it also left space for pupils to reflect on their own time at this school to date. Below, we have shared some of the reflections recorded by pupils in **Class 9S1**.

**Reflection 1:** I remember my first day at Sawston so vividly, walking down the main entrance and being greeted by my friends. We were by Fountain Court, waiting to be shown our mentor groups, when I thought to myself how green and even the grass looked. How it brightened up the anxious yet excited atmosphere emanating from all the others around me. The loud chatter contrasting with the stillness and solidity of the surrounding buildings made me smile. Everything was chaotic and calm all at once.

At first, the sheer size of the site was intimidating, exaggerating the rush from class to class, but, over the next few weeks, this made me feel responsible and gave me more time to enjoy the site, as well as my friends' company.

One of my favourite things about the College is the library. That may be because I am self-confessed bookworm. The variety of books available made me just want to live there, or at least run after our last lesson before lunch to get the comfiest seat.

**Reflection 2:** Sawston Village College is a living, breathing thing. It's a jigsaw, and a patchwork puzzle of people and memories. Sawston isn't just a College - it's the melodies of Junior Choir. It's the bell clanging home time at the end of the day. It's the rustling of the dry leaves in the trees by Fountain Court. It's an unpredictable, ever-changing rhythm.

If I'm still here in 90 years, I'll look back with pride at the person this school has made me. When you're at Sawston Village College, you're not just you. You're part of a community.

Maybe when I'm as old as 90, I won't remember every name, face and lesson. But I will remember how the College makes me feel: like I belong.

**Reflection 3:** There is a silence like no other here. When the classes settle to work, a peaceful silence descends. The only sounds that are present are the scratching of pens, the quietest of whispers and the almost inaudible humming of electronics. Occasionally, the calls of birds drift through the open window, and maybe a door slams, far down the echo-y hall. Even the quiet vibrations of a far-off train weave into the silence, and you can almost hear the rays of

the low winter sun. The whispers will pass, but the silence will remain, at least for now. A train sounds its horn in the distance, and a short burst of giggles dies down to a talk as the silence flees, but perhaps that it cannot last is what makes the silence beautiful. This is the silence of dedication, something ever-present at Sawston Village College.

**Reflection 4:** One of the very first memories I have of Sawston Village College was when I got to see snow at our school for the first time. It covered every inch of Sawston, from the huge field to the Spicer Wing. I remember chucking snowballs at my friends, and falling over in the snow as one hit my freezing face. I remember the little snowman we built. Of course, it didn't last long, but it was hilarious at the time. And, I remember how pretty the school looked. It looked tranquil with feather-like snowflakes drifting through the sky. I'd always seen the school in a very boring way, but somehow the school changed that day. The next day, the snow had cleared. However, Sawston seemed different. I viewed it in a whole new way, like there was a new lens on the school. It reminded me that although things can seem one way at first, they can always change, and that day, I saw the true beauty of Sawston Village College come alive.

**Reflection 5:** Sawston Village College is history. Memories surround me wherever I go. That time I laughed with my friends in the library, or when I tripped on the stairs in the Edinburgh Wing, or last year, when I performed in Drama, and the nerve-wracking exams in the Sports Hall. The memories that I have created here stick with me every day, as I am reminded of them through the site. And I hope to have many more memorable moments as I continue my education at this magnificent school.



Both young and old turned out for the opening of Sawston Village College on 30 October 1930.

**Reflection 6:** Sawston Village College is a place where choice is valued and opportunity is plentiful. It is a place where the responsible are given responsibility, and you are encouraged to follow your dreams.

Sawston Village College is a community built around trust and friendship. It is a community where pupils and teachers alike can belong. It is a community made up of pupils working together like grains of sand on a beautiful sunlit beach, ready to be washed away into the big wide world. Ready to face their fears, with new-found friends there to help at every step of the way.

**Reflection 7:** When I think of my secondary school experience (so far), I think of split second moments. That pride in your heart when you finally learn something in Maths. That nervous excitement when you're about to perform in Drama. The intrigue when you're about to do a Science practical. The thumping of your heart before you get back your test results. The disbelief at what you find out about the world in History and Geography. That moment when you sigh after finishing an English essay and you secretly smile to yourself. The happiness in your heart when you make a new friend. The contentment and competitiveness you experience doing PE. The relief that it's time to rest and go home. And most of all... the joy that you'll return for another day.

**Reflection 8:**

Trees scattered among the site,  
Welcoming the nature and communities nearby.  
My first day was quite a delight!  
The Fountain Court pristine and peaceful,  
Whereas the Edinburgh Wing beside it, packed full of people.  
Children creating memories, waiting eagerly to learn.  
Pythagoras! Just at the thought of it, our stomachs churn.  
'We won't need this in real life,' they whine...  
But we'll look back on the memories we made in that class from  
time to time.  
Some chatter loud in groups, others wander alone,  
These students may take different routes but those memories  
stay close, like home,  
Leaving for Sixth Form when our time here is done.  
But then enter some Year 7s – their adventure just begun.  
Upon my time here, I've experienced lots of emotions  
Like in my first Science lesson, I thought we'd be making potions.  
Towards my Drama performance, I gave lots of devotion.  
Little snippets of memories flood back as I look at my old  
creations.

Right: The Prince of Wales planted a tree at the opening. You can see Henry Morris in his gown behind the tree.

## Further pupil reflections...

In Year 9, I had the opportunity to be on the girls' hockey team. During our hockey season, we didn't lose a single game or get a ball shot in our goal. We were one of the 12 successful schools who were invited to the finals. Despite how stressful it was, we were determined to do our best. Even through the rain, we didn't give up and our determination gave us the self-esteem to win. In the end, Sawston Village College were the winners of the trophy.

**Aimee Waldman, Year 11**

The defining memory for me is the time when I first came to Sawston Village College and I didn't know anything about the school and I had no one to hang around with because it was my first day. I didn't know anyone. But just one month later, I was a member of the College and having the best time in school. I had made new friends and was learning with great teachers who were helping me with my English, even though it was hard to learn more than three languages!

**Moustafa Karkouz, Year 10**

## A Poem for Sawston Village College

Sawston Village College has a remarkable history.  
It has been around since 1930 and it's no mystery,  
People from this school have fought for us in the war,  
So let's always respect those people who fought for our rights and  
many more.  
But Sawston is not just a school for me,  
Sawston is an inspirational community.  
Sawston is the place I really admire,  
Here is one word to describe it and it is *Aspire*.  
Sawston Village College is the place for you and me,  
So let's make us part of this great history.

**Grace Ormerod, Year 7**



# Remembrance Day

Leading up to Remembrance Day this year, History teacher Mr Reed gave an assembly series, focusing on the significance of the poppy, and telling the story of John (Jack) Samuel, a local man who lost his life in WWI (see opposite) as well as relating the stories of some of the local men commemorated on the school's WWII memorial.

On Remembrance Day everyone in school observed a two-minute silence. Principal Mr Russell laid wreaths on behalf of the school, and Year 11 pupil **Toby Fitzgerald** played the Last Post.



# 'Birdsong' - the school's memorial to WWI



Above: The school's memorial to WWII



Above: The school's 'Birdsong' memorial

would be formed of the names of all the local people who had died in this conflict. For this, pupils decided to use first names only, personalising the commemoration by addressing those who had lost their lives as they might have been addressed by their families. Each name appears only once on the trunk and branches of the tree so, for example, where the name William might occur 6 or 7 times on local war memorials, it is found once on this sculpture and, in this way, becomes representative of all the Williams who died. At the top of the tree there is a bird, giving the sculpture its name, 'Birdsong'. This, again, looks to regeneration and also references the reports from soldiers of the time of hearing birdsong above the noise of battle.



To mark Remembrance Day, Principal Mr Russell laid a wreath at the Birdsong memorial.

In the school we have two war memorials. The first, outside reception, is dedicated to men who lost their lives in WWII, while the other, called 'Birdsong', is in the Principal's Garden off the main drive. This second, more recent, memorial was unveiled in 2015 and is in the form of a tree sculpture. It was designed by pupils in school at that time, working with former pupil and artist Neil Jones in a project supported by our local Arts Society.

Pupils involved in the design of the sculpture were influenced by a visit to the *Truth and Memory* exhibition of First World War art at the Imperial War Museum in London. They were struck by the Paul Nash paintings of stark barren trees and the desolation and dehumanisation of war that they conveyed. This set them thinking about basing their sculpture on a tree, informed by the Paul Nash work they had seen.

However, they also wanted their tree to suggest hope by having regenerative leaves beginning to sprout at the top. Also, the trunk

As part of Mr Reed's assembly series leading up to Remembrance Day, he focused on the impact of WWI on Sawston and he told us the story of local man John (Jack) Samuel. We found this story very moving and so decided to share it again here.

## How did the First World War impact Sawston?

At the end of the First World War, Sawston wanted to create a lasting memorial to the people of the village who had been killed on active service, but it was expensive to do, it was, therefore, suggested that the old medieval village cross might be suitable for this purpose and so, in 1919, it was altered to become the village war memorial.

Sawston's war memorial lists the names of 43 Sawston men who fought and died in the First World War. The words of Travis Teversham, who fought in this war and wrote afterwards of the friends he had lost, give us an insight into the impact this had on Sawston: *"I don't think the village ever really got over the loss of these men. They were the village's best. We just expected them to come marching down the High Street but they never did. Such a waste. Men who could have built up their businesses, had families and improved the local community. A terrible waste."*



Pte. J. Samuel, Sawston (R.F.C.), died after being invalided home.



John (Jack) Samuel, from Sawston, served as an observer within a 'Kite Balloon' section of the Royal Flying Corps. Balloons were typically used for observation, but it was a dangerous job.

The observation balloons were a favourite target of planes that attacked from overhead. They were often called sausages and those who took on the role of observer, one of the riskiest roles during the First World War, were often referred to as "balloonatics" by their comrades.

Whilst observing the battlefield at a place called Vimy Ridge in France, John (Jack) Samuel's balloon was fired on by the enemy. He was seriously injured and invalided home in April 1917 suffering

An artillery spotting balloon similar to the ones John (Jack) Samuel would have used in the Kite Balloon section.

from severe shock. Sadly, he died in Ipswich Hospital, so it was decided that his body should be returned home to Sawston for burial. His coffin was borne to the grave by wounded soldiers from the Voluntary Aid Detachment (VAD) Hospital in Whittlesford.

Many large houses

were used as Convalescent Hospitals at this time, to provide care for soldiers wounded during the war. These VAD hospitals were staffed by Red Cross nurses from their local communities, so the nurses at Whittlesford VAD Hospital would have come from Whittlesford and surrounding villages. These nurses often worked full-time, but did not receive any pay for their work as it was all done on a voluntary basis.

John (Jack) Samuel is the only soldier named on Sawston's war memorial to have been buried in Sawston.

Today, it is common practice for the bodies of soldiers killed overseas to be returned home for burial. However, during the First World War, this was not the case. The fallen were simply buried close to where they fell. This means that the graves of those commemorated on Sawston's war memorial are located within military graveyards at numerous sites across the world.

On the 11<sup>th</sup> hour of the 11<sup>th</sup> day of the 11<sup>th</sup> month in 1918, an armistice (peace agreement) was signed, that ended the fighting of the First World War. This year marked the 102<sup>nd</sup> anniversary of that event and gave us an opportunity to remember those, like John (Jack) Samuel and the other 42 soldiers listed on Sawston's war memorial, who were killed serving in the First World War.

*Lest We Forget*



The Sawston War Memorial



The grave of Air Mechanic 2<sup>nd</sup> Class, John (Jack) Samuel, buried in Sawston Cemetery, Cambridgeshire in the North West part, Grave 497.

# An Ominous Shadow

"If you encountered some kind of intruder, what would you do?" asked the woman.

"I'm not sure. What should I do?" I replied.

"You know, I don't care whether or not you have experience, because I'm retiring and you are going to step in."

"But,..." I protested.

"Bye!" She walked off triumphantly and kicked out through the door marked exit.

I looked at the surroundings I was left in, because what else could I do? There was only one laptop there, with a screen so blurry I couldn't even see what was on it. And the rest of the room was covered with wires. It seemed cosy, homely even. It was going to be many hours until my shift was over, and so I got myself a cup of tea from the vending machine and looked at the piles of complaint letters and fines. They really needed to sort this paper mess out. And they also needed to get with the times. There were only faint ceiling lights to help them see, and there was no clock.

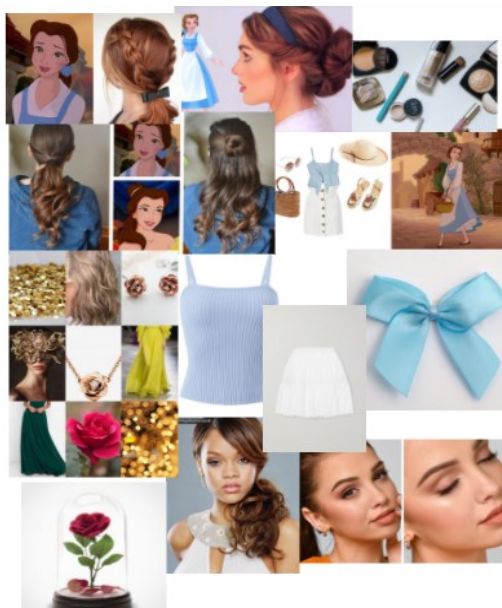
I had been struggling to find a job because I had failed my exams and I'm lazy. My parents hadn't wanted me in the house so I had been living at my mate's place.

I wandered around to see what was happening. Nothing was happening, but they had put the creepiest sculpture right next to the door, and it cast an ominous shadow. And the door sign was seriously odd. It read 'Security Guard's Office'. I didn't know why they had

called it that, but it worked for me. It would be about another six hours until I could leave, but that was only a blind guess because there were no clocks. Only one thing could have given me a break right now and that was sleep.

So, I've now found a way to get the laptop to work. But it shows a hazy figure... which seems to move every second and then ...it's gone! And that ominous shadow I was talking about earlier... well... let's just say that's also now gone, and I think it may now be behind me. How do I know? Well, because I can feel something on my shoulders. I'm not convinced it's the 'statue', but it's a good guess - and now it's even stroking my shoulders. When the grip hardens, I turn around. My head lowers in the chair... and I jump with no hesitation and I run for it...

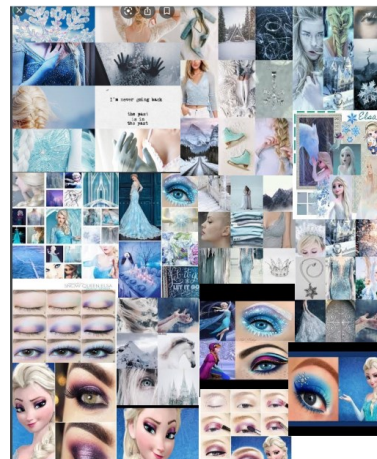
William Murlis, Year 9



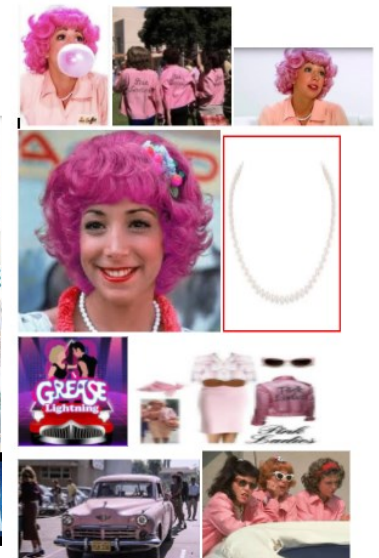
## Year 11 Hairdressing

A selection of mood boards from the Year 11 hairdressers, preparing for their competition after the Christmas break.

We look forward to reporting on the competition in our next magazine. Good luck everyone!



Grease lighting moodboard



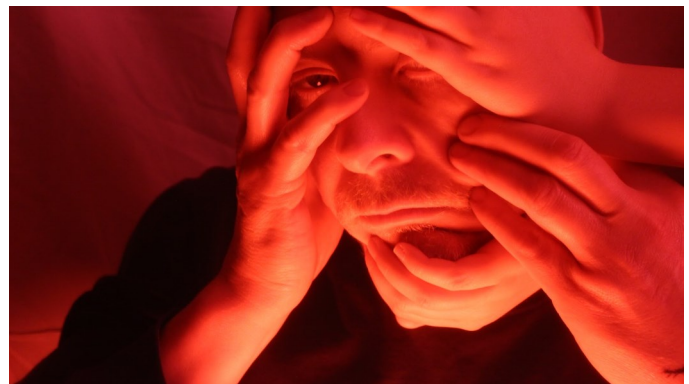


# Year 11 Creative iMedia Photography - Hand Gestures

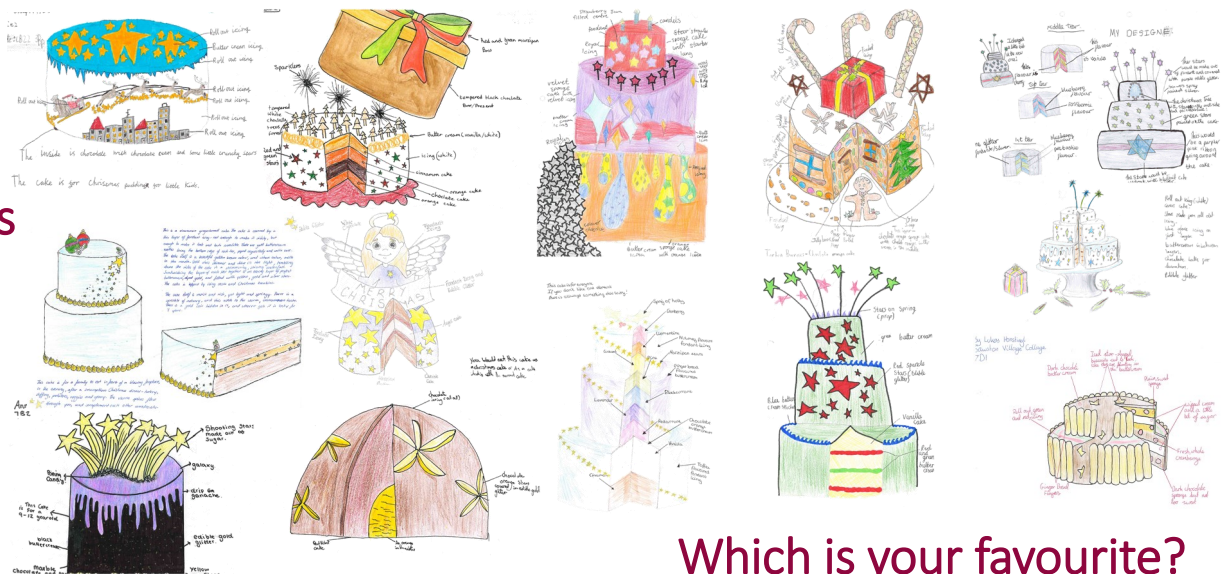
For my photoshoot I have chosen to explore hand gestures and how they are used when people are feeling different emotions, for example sadness, excitement, anger, pain and happiness.

In my photos I have included other parts of the person's body, like their face, to emphasise the emotion I am intending to portray. I also tried different coloured filters to emphasise emotions, for example, blue hues for sadness and warm colours for happiness.

Audrey Norton , Year 11



## More Year 7 Cake Designs



Which is your favourite?

# Peppermint creams

Have you ever dined on the delectable, Christmassy treat - peppermint creams? No one quite knows where these mouth-watering delicacies originated from, and just like sugar candy canes, they are associated with Christmas. They have fame in most children's cook books and are easy and simple to make.

## Ingredients:

250g icing sugar



1 egg white (crack the egg and separate the white from the yolk)



2 tsp peppermint essence

Chocolate - optional

## Equipment:

Big mixing bowl

Baking parchment / Grease proof paper.

Big mixing spoon - preferably tough, or it might get bent due to the tough mixture.

The mints were ready to battle, but as the enemy came, all they did was run and shout "where are the re-enforce-mints?"

So next time you sit down with a cuppa and a peppermint cream, remember how you made it, and pass the new skill on to other people. This perfectionary confectionary is a delectable treat worthy of the gods. Surely that's why we eat it?

**Hungry?**

**Mouth watering?**

**Taste buds twitching?**

**Wait no longer because it's baking time!**

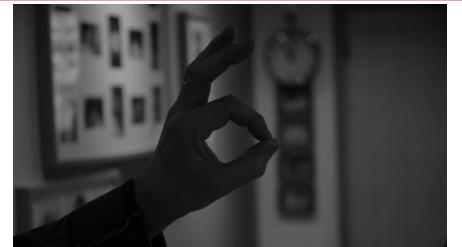
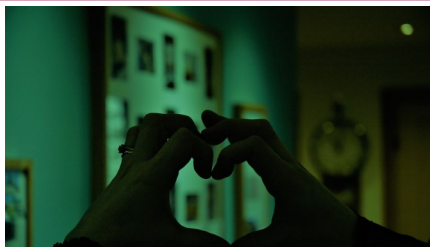
**Make sure an adult knows what you're doing.**

- 1) Place the bowl in front of you and weigh the icing sugar.
- 2) Sieve the icing sugar into the mixing bowl and add some of the egg white before pouring in the peppermint essence .
- 3) Mix well and add more egg white until the mixture forms a white, sticky almost-dough. (You may not need all the egg white.)
- 4) Once mixed, taste the mixture and add more peppermint essence to match your preference.
- 5) Mix the added peppermint essence in if needed and place in the fridge for half an hour to firm.
- 6) After being retrieved from the fridge, roll the mixture into golf ball-sized balls and squish with your thumb to flatten.
- 7) You may shape the balls if you desire (but you do not have to) and place in the fridge for 3 to 4 hours.
- 8) While the mixture is in the fridge, melt the chocolate (if you desire).
- 9) If you wish, dip the peppermint creams into melted chocolate and return to the fridge to harden the chocolate.
- 10) And there you have it. A delicious batch of peppermint creams.

## Blue Peter Badge Achievement

During the summer holidays I posted a submission to Blue Peter containing a recipe for peppermint creams and on the 25 November, I received a Blue Peter badge.

**Samuel Lewes, Year 7**



Work on the theme of Hand Gestures for the Photography Unit of the Creative iMedia course by Thomas Abbott, Year 11



# Staff in the Spotlight



**Miss Jackson,  
Head of  
History**

**When you were younger, what did you want to be when you grew up?**

I wanted to be a vet, but realised that it wasn't for me after fainting in a dissection experiment in Biology at school.

**What are your main hobbies or interests?**

I am a history fanatic (obviously!) so I like historical fiction in particular and listening to podcasts on a historical theme (I really like 99% Invisible and recently have got into You're Dead to Me!). My absolute favourite thing to do is travelling, and I love walking in spectacular scenery. My favourite highlight, apart from hiking in Iceland, was when I went to the Midwest of the US and did a bit of historical re-enactment of the Journey West by driving a horse and wagon across the plains of America. It was amazing!

**What's your most embarrassing moment?**

I have had so many as I'm \*really\* clumsy. I once walked into my sixth form class to say hello and walked into the door frame. I cut my forehead on the corner of the frame and blood started dripping out! I still have the scar... When I was at school I fell off the stage into an audience member's lap. There is video footage of that somewhere...

**What's your favourite part of your job?**

When someone tells me they really enjoy History or it is one of their favourite subjects, it is such a good feeling as it means my/the History department's passion has made a difference to someone. I also really love it when our History pupils do really well: I enjoy marking work where someone has shown real improvement and I really enjoy results day when you see people with lots of happy faces.

**If you didn't have your current job, what would you like to be doing?**

I really genuinely can't imagine doing another job, but it would have to be working in museum or archives so I'd still get to work with/talk about History all day.



**Mr Gunn,  
Premises Manager**

**When you were younger, what did you want to be when you grew up?**

As a child growing up in the 1960s, spaceflight, space exploration and the Apollo missions had a big influence on my childhood; because of this I always wanted to be an astronaut or work for NASA. Today we take it for granted when satellites and rockets are launched and people

are sent to the ISS, etc., but in the 60s this was all new and it always made the headlines. If I couldn't be an astronaut, then I wanted to be a professional footballer; but alas, neither came to fruition.

**What are your main hobbies or interests?**

I've played a lot of football and cricket over the years, though not so much now due to family commitments. So, I now watch more than I play; plus I am not getting any younger. My main interests now are aviation, archaeology and history. I also like to listen to progressive rock music.

**What's your most embarrassing moment?**

Whilst working for Tesco home delivery out of Bar Hill a few years back, I forgot to check that I had secured the side doors after a delivery. As I turned right on to a main road, the freezer door swung open and the contents of that compartment exited the van at high speed. Fortunately it was a Sunday night and the roads were quiet, so I had time to stop, pick everything up and return it to its rightful green tray.

**What's your favourite part of your job?**

I like the variety of the work, whether it be dealing with staff or issues around the school, ordering parts and services, or liaising with contractors. All of my working life has been spent in the service industry, either as an IT field service engineer or a field service manager, so to me everyone is a customer and should be treated with politeness and respect. In the short time that I have been here I have found the staff and pupils to be very welcoming and I look forward to contributing to the success of the school and providing a secure and safe environment for the staff and pupils to work in.

**If you didn't have your current job, what would you like to be doing?**

I would like to work on a farm in the middle of the countryside and appreciate life without all the technology that surrounds us today.

# Making Roulade in Year 10

Year 10 pupils recently enjoyed learning how to make a chocolate roulade. Below they share their experiences of this.



For my milestone I made a chocolate roulade. We made this by creating a foam with eggs and sugar, which we had been learning about in class. I enjoyed this as I feel it helped me to expand my practical skills. We also had to whisk the cream and roll the roulade, which was filled with cream and fruit. To decorate the roulade, I piped the remaining cream on top, placed the fruit on top and then the chocolate runouts.

**Ella Bacon**

In GCSE food preparation and nutrition we made a chocolate roulade. In previous lessons we had been learning about foams and we practised this in the milestone by whisking the eggs and sugar. I enjoyed this activity because I had never done it before and it was an interesting way of learning new techniques. I was proud of what I produced, the sponge was nice and rich, and the strawberries complemented the chocolate.

**Owen Barton**

I really enjoyed making a chocolate roulade for my cooking milestone. Decorating it was fun and I learned many new skills to make it look more professional.

**Rosa Dann**

I have really enjoyed my food lessons and, in particular, making chocolate roulade, which my family really enjoyed.

**Flossie Bannister**

I enjoyed making my chocolate roulade because it was fun to decorate, and my family really enjoyed it. I was very proud of how it turned out, and it tasted really nice.

**Ava Midgley**

I really enjoyed making my chocolate roulade because we got to demonstrate lots of skills and show how much we have been improving in cooking. I am enjoying taking Food GCSE as it helps us to see our potential and we feel proud of making something nice. It has inspired me to try my hardest, and I really love making the food.

**Molly Clarke**

I really enjoyed making chocolate roulade as it was fun putting on the extra topping to make it look professional. Then, when I took it home, my family really enjoyed it.

**Joshua Pang**

I enjoyed making chocolate roulade because the techniques were fun to learn and I feel that I could go on to make many more in the future.

**Katherine Hunt**

I thoroughly enjoyed making my chocolate roulade. It was a challenge, but mine turned out beautifully.

**Maddie Collins**

I enjoyed making my chocolate roulade. It was an experience that I'll never forget and I'll definitely make it again in the future. It was a very delicious dish!

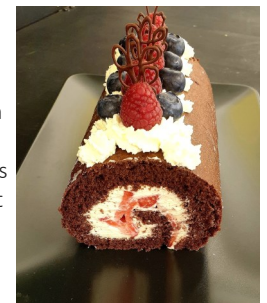
**Lucia Duncan**

I really like cooking because my teacher makes it really enjoyable. I really enjoyed making my chocolate roulade and seeing how it turned out with fruit in a good swirl.

**Ellie Clark**

I enjoyed making chocolate roulade because it was such fun and we used different techniques to make the perfect fluffy roll. It tasted delicious, and the chocolate richness was wonderful.

**Freddie Keeler**



Chocolate richness

## Devised Performances in Drama

Over the last two weeks, Year 11 Drama pupils have been filming their devised performances, a significant part of our Drama GCSE qualification. This would not have been possible without the help of our tech team, who worked with us to create lighting schemes and provide music or ambience for our performances. With Ms Morgan to film our performances, it was, though intimidating, a fun and rewarding experience.

The journey to filming the devised performances has not been an easy one. After losing four months of precious rehearsal time, many were left feeling disheartened and unmotivated. The prospect of having to catch up alongside all our other subjects and, for some of us, reframe our performance to follow the new guidelines for Covid19 safety was not comforting either. At times the struggle between revision for Mock exams, homework and rehearsal felt like a lost cause and much of our work wasted labour. But the adrenaline soon came rushing as the exam dates grew closer and the last minute rush for perfection was dawning on us all.

Looking back, I can say my memories of the devised performance are bittersweet. Whilst its amazing to have seen all our efforts come together in the final performance, I regret not being able to perform to a live audience; not being able to share our hard work with those outside the Drama department has been quite disappointing. But all that aside, filming the pieces has been a really refreshing and fulfilling experience and I can't wait to see what everyone in the Drama department will bring to the next round of performances!

Amélie Mason, Year 11



Pupils perform in their devised piece.

## Fantastic Places

Year 7s have been researching fantastic places in Geography and share some of their chosen spots with you here.

### SYDNEY OPERA HOUSE ~ AUSTRALIA

The Sydney Opera House is located at Bennelong point, Sydney NSW 2000, Australia. The Sydney Opera House is so famous due to its unparalleled design and construction; its exceptional engineering achievements and technological innovation. Also, its position as a world-famous icon of architecture.

#### Facts:

- Jorn Utzon built the Sydney Opera House
- The opera house was built on 20 October 1973
- It took 14 years to build the masterpiece
- It's 65m tall, it weighs 161,000 tonnes; is 120 metres wide
- 16 workers died building the Opera House, 0 of those 6 deaths, two resulted from falling.



Lio Hill, Year 7

books and folk-tales are an important part of Icelandic culture

It was the last place on earth to have Humans settled on it

Over 60% of the lands population live in the Reykjavik

Reykjavik

Copyright Mike Lowery, Pinterest

Iceland is the most eco friendly place on earth, with almost all of its energy being sustainable

Ice land was discovered by Vikings from Norway, accidentally, less than 1,000 years ago.

so things are pretty hot here that are volcanic really heated

Of two, can stand by positioned on top

Elspeth Dwyer, Year 7

# German Colour Poems from Year 8

## Wunderschöne Farbengedichte

Year 8 pupils wrote colour poems after just over a half term of learning German. Here we have printed the poems created by (clockwise) **Chloe Williams, Reuben Belcher Soame, Neysa O'Brien** and **Maisie Richardson**. Well done! We think they are great.

### On The Battlefield

On the battlefield,  
As stallions charged by,  
An arrow pierced my shield,  
And I heard a cry.

Down in a trench,  
We hid from the enemy,  
I felt a strong wrench,  
On my wrist which clutched my weaponry.

A man had fell,  
Right beside me,  
When a shell,  
Exploded an ash tree.

I couldn't bear it,  
I did not want to fight,  
So with my lantern lit,  
I fled into the night.

About a week later,  
I had arrived home,  
Back to my family,  
So I was not alone.

**Anna Bright, Year 7**

**Was ist blau?**  
Der Himmel ist blau und  
eine Blaubeere ist blau!  
Ich mag blau!

**Was ist violett?**  
Eine Pflaume ist violett.  
Ich mag violett!

**Was ist orange?**  
Eine Karotte ist orange.  
Eine Orange ist orange!  
Ich mag orange!

**Was ist schwarz?**  
Tinte ist schwarz!  
Ich mag schwarz!

**Was ist gelb?**  
Die Sonne ist gelb.  
Eine Zitrone ist gelb.  
Ich mag gelb!

**Was ist grün?**  
Ein Blatt ist grün.  
Das Gras ist grün.  
Ich mag grün!

Reuben Belcher Soame

### Farbengedicht

**Grün, grün, grün,**  
Was ist grün?  
Die Natur ist grün!  
Das Gras ist grün!

**Rot, rot, rot,**  
Was ist rot?  
Das Feuer ist rot!  
Das Blut ist rot!

**Gelb, gelb, gelb,**  
Was ist gelb?  
Die Sonne ist gelb!  
Das Sand ist gelb!

**Orange, orange, orange,**  
Was ist orange?  
Eine Orange ist orange!  
Ein Sommerurlaub ist orange!

**Braun, braun, braun,**  
Was ist braun?  
Die Theke ist braun!  
Ein Handtuch ist braun!

**Schwarz, schwarz, schwarz,**  
Was ist schwarz?  
Die Kuhle ist schwarz!  
Ein Schwarzeisenberg ist schwarz!

Was ist deine Lieblingsfarbe?

SCHÖNE ...  
Farben

**Grün ist ruhig wie ein Blatt in einem Baum.**

**Gelb ist wie die Krone einer Königin. Gelb ist wie Lebkuchen und eine Kasse.**

**Blau ist wie eine Jeans wie der Himmel über mir.**

**Orange wie Kirschen und halbes Meer wie vom Meer.**

**Rot wie eine Rose wie ein Herz.**

**Lila ist wie Lavendel, Lila ist die Bluse, lila ist wie ein Schmetterling.**

Was sind alle Farben?  
Alle Farben sind ein Regenbogen,  
Schön und frei.

Neysa O'Brien

--- Farbengedicht ---

**Rot, rot, rot**  
Ein Lippenstift ist rot  
Und ich habe einen roten Lippenstift

**Grün, grün, grün**  
Eine Limette ist grün  
Und ich habe eine grüne Limette

**Gelb, gelb, gelb**  
Was ist gelb?  
Eine Zitrone ist gelb  
Und ich habe eine gelbe Zitrone

**Weiß, weiß, weiß**  
Eine Wolke ist weiß  
Und ich habe eine weiße Wolke

**Blau, blau, blau**  
Ein Himmel ist blau  
Und ich habe einen blauen Himmel

**Schwarz, schwarz, schwarz**  
Was ist schwarz?  
Eine Nacht ist schwarz  
Und ich habe eine schwarze Nacht



## Open Evening 2020

This year was a bit different than normal and due to the restrictions we could not hold our usual Open Evening for Year 6s and their parents. Instead, we held a virtual event so that they could have a feel for what the College is like, even if it wasn't face to face. It was really important to do the most we could to help these Years 6s see what life is like at Sawston Village College and whether it is the place for them. We made various videos explaining different aspects of the College and I gave the view from a pupil. I talked about lots of things like extra-curricular clubs and trips, which gave an all rounded experience of what the College is like, even if they were behind a computer screen. I really wanted them to know how much of a community we have here at Sawston and how caring everybody is, because when I was moving up that really came across in the Open Evening.

**Rosie Christelow, Year 11**

## More Fantastic Places

### Frenchman's Cove

My fantastic place that I have chosen is Frenchman's Cove, which is a picturesque bay with a beautiful, white-sand beach surrounded by lush tropical vegetation. It is located near the town of Port Antonio on Jamaica's northeastern shore and is home to Frenchman's Cove Resort, previously known as Frenchman's Cove



Hotel, which is considered to be the world's first all-inclusive hotel with a history indicating its role in Jamaica's tourism industry. When I visited Frenchman's Cove, I

found its beautiful beach, lush greenery and stunning cliff views to be a breath-taking experience.

The hotel was popular with guests including Queen Elizabeth and The Beatles in the 1960s and considered to be one of the most expensive hotels at the time at \$1,000 per week. Although the hotel is in need of some renovation these days, Frenchman's Cove beach is nevertheless one of the best on the island even when compared with the beautiful Seven Mile Beach on the other side of the island at Negril. The vegetated rocky cliffs on both sides of the sea entrance, along with the soft white sand, the clear turquoise waters and the surrounding tropical greenery, make this beach a special place with a unique, tranquil atmosphere.



The films 'Lord of the Flies' and 'Knight and Day' were filmed on the beach, showcasing both the beauty and wildness of the area.

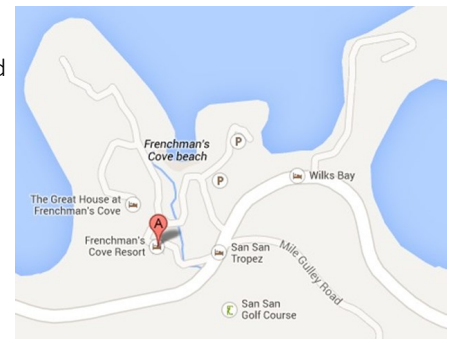
### Frenchman's Cove History

Frenchman's Cove is named after an old folk tale that describes an explosive

battle with canon fire and swashbucklers between the British and the French near the Cove. It is said the British defeated the French, and wounded soldiers sought refuge in the cove, hence its historical name, Frenchman's Cove.

Developed in the 1960s, Frenchman's Cove once set the benchmark for the best of the Caribbean while protected from the public eye. The private villas and The Great House on the estate used to welcome royalty, rock stars and actors. Set above the gentle swells of the Caribbean Sea amidst expansive parkland and lush tropical growth, Frenchman's Cove remains a popular getaway over 50 years later.

**Oscar Nelson, Year 7**



## The Sports Forum's Active Advent

As Sports Forum, our main aim is to spread a bit of excitement around the College after an unprecedented and extremely challenging year for both staff and pupils.

We decided to set up a scheme called Active Advent; we asked teachers to dress up in Christmas attire and complete sports challenges. Every morning during form time, pupils could then open the door on the bulletin and complete the task they found behind!

It would not have been possible without the contribution of the wonderful teachers who were willing to sacrifice a bit of their dignity, and for that we are so thankful. We are also grateful for the incredible enthusiasm and participation of so many pupils as they did the Macarena or squats at 8.30 am in the morning!

There were some standout performances from our teachers: Miss Harvey and Miss Anderson for two and a half minutes of squats; Miss Jackson with a fitness routine; Ms Russ and Mrs Meikle with the flexibility challenge; and, of course, Mrs Wombwell, Miss Gregg and Mr Hunt with the Christmas 'Just Dance'!

It was due to this that so many pupils had a wonderful start to their day, with giggles and aching muscles, so thank you to everyone - and Merry Christmas!

Follow PE events on Twitter at [@SawstonVCPE](https://twitter.com/SawstonVCPE) and on Instagram.

## Natural Forms in Art

Year 11 pupils have worked hard on their ceramic projects. From the title 'Natural Forms', pupils have developed their own ideas, and filled the Art department with bugs, seed pods and myriad other forms.



Work by Audrey Norton



Work by Amy Gilbert



Work by Maddie Martin



Work by Leah Benjafeld



We are extremely excited to have reopened and to be able to offer a wide variety of activities and sports to the local community. The safety of our customers and staff is paramount, and we have therefore introduced procedures for each activity to ensure everyone remains safe while enjoying their particular interest.

All sessions must be pre-booked by calling our Reception Team on 01223 712555. Please check our website and social media pages for regular updates.

**Mr Wilson, Assistant Manager**  
Sawston Sports Centre



Fitness Suite / Swimming Pool / Astro / Badminton / Squash / Table Tennis / Tennis  
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# Renewable Energy

With electric car ownership growing exponentially and railways being electrified across the country, technology becoming a greatly more important part of our lives and many more new uses for electricity, we will collectively need to produce significantly more of it than we have ever had to, and in ways that do not escalate the greenhouse effect and ruin our climate. Constructing machines which achieve this are known as renewable energy resources, and they are often less efficient than our current fossil-fuel oriented industry with a lot lower energy density. The only way to navigate around this in-built problem is to build lots of them.

One of the biggest sources of renewable energy is the use of solar panels. A solar panel is made of lots of solar cells, which have two main components: a positive semiconductor and a negative semiconductor. You do not need to know a lot about what these are, but the negative semiconductor has extra electrons and the positive one has extra holes - spaces which electrons can fill. When a photon of light hits the negative semiconductor, it can knock an electron out of its hole. The electron and the hole can move around, but the electric field at the junction between the semiconductors means the path of least resistance is not straight to the hole, but to the edge and round through a wire. This means there is a flow of electrons down the wire, which can do electrical work.



Constructing a solar panel is a difficult process, not easily replicable at home. However, it is still a very good idea to buy solar panels to put on your roof, as it will decrease mains power consumption, and if you over-produce, you can export your power to the National Grid for a bit of money. You win, whatever you do.

Another common type of renewable energy is wind power, generated in wind turbines.

You probably know that if you apply current to a motor, you can turn it into movement, but you might not know that you can actually spin some motors (called dynamos) to convert the motion back into electricity.

This is the principle for wind power -

convert motion into electricity. To turn the linear motion of the wind into the rotary motion required, the turbine uses angled

sails to make the wind push it round. The optimum number is three because, while two work, there is space for another, although four sails are too heavy for the power they produce.

To make a turbine at home you will need to start with a dynamo. To see if you have one, attach an ammeter to the ends of a motor and spin it. If you get a reading, the motor is producing electricity from your motion and it will work with motion from the wind. You will then need a rigid, lightweight and waterproof material, which unfortunately only really leads to plastic. The only practical way to do this is using a 3D printer, not a common amenity in many houses. But with no obvious way around this problem aside from using someone else's, we can pretty safely assume you will need to use one. Construct three long flat planes to use as sails, a post for the turbine to stand and rotate on and a tailfin to angle the turbine into the wind, along with some housing for the dynamo. Place the pole in a high position such as on top of your house and attach the top to the housing for a bearing. The easiest way to find a ball bearing is to disassemble a fidget spinner and take the metal disc part out of the middle. Attach the dynamo housing to the inner part of the bearing and put the tailfin on the back, assuming the motor axle is at the front. Position the sails on the end of the motor, 120° around from each other and roughly 22° perpendicular to the axle. Finally plug the output (or input) of the dynamo to a micro-USB adapter and use the turbine to charge a power pack, which you can then use to charge a mobile phone.

There are many other types of renewable energy, such as hydroelectric dams, wave-powered buoys and even pressure pads which take energy from people walking down a street. However, these work much better on a large industrial scale and are not replicable at home.

I hope this article inspires the use of domestic renewable energy resources, as they will need to become more widely used if we are ever going to combat this ongoing climate emergency.



**Charlie Clapp, Year 9**



Well done to the Year 7 pupils who entered the Christmas Cake Design Challenge!

# Sawston Village College in the Community

Sawston Village College is delighted to run an Adult Education programme, Sawston Sports Centre and Sawston Cinema for the community. These initiatives have been affected by Covid19 restrictions, so please do check current updates.



## Sawston Adult Education

Please check [www.sawstonadulted.org](http://www.sawstonadulted.org) for up to date information. You can also email [community@sawstonvc.org](mailto:community@sawstonvc.org)



## Sawston Sports Centre

Please check [www.sawstonsports.com](http://www.sawstonsports.com) for up to date information. You can also email [mwilson@sawstonvc.org](mailto:mwilson@sawstonvc.org) and follow Facebook: <https://www.facebook.com/SawstonSportsCentre> and Twitter: <https://twitter.com/SawstonSports>.



## Sawston Cinema

Please check [www.sawstoncinema.org.uk](http://www.sawstoncinema.org.uk) for up to date information. You can also email [cinema@sawstonvc.org](mailto:cinema@sawstonvc.org).