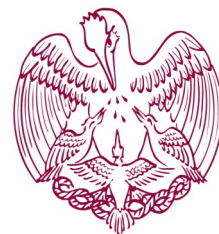


The Fountain

Sawston Village College's Termly Magazine



Spring 2021
Issue 65



Year 10 and 11 pupils are pleased to be back, baking and demonstrating great piping skills.

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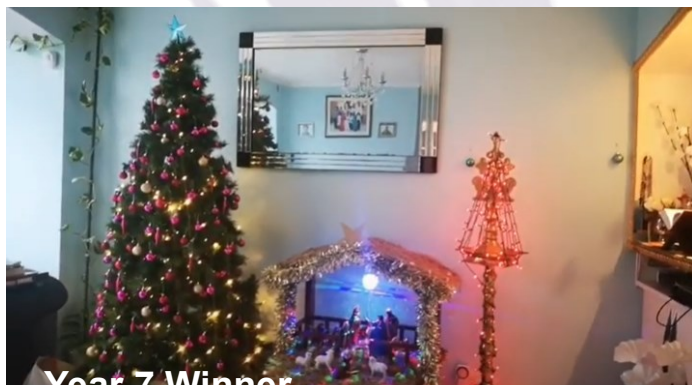
Unlocking Potential | Creating Opportunities | Achieving Excellence



Festive Photo Competition

We know Christmas is over but we did not want to miss the chance to share the winning entries to our Festive Photo Competition, which gave pupils and teachers the simple but enjoyable opportunity to share images of their Christmas trees and decorations with the school. Photography provided the perfect vehicle to allow year groups and the College community to reconnect. Well done to all who took part!

Phoebe Meikle, Year 11 , on behalf of the Arts Forum



**Year 7 Winner
Jeo Joji**



**Winning Teacher
Mrs Finch**



**Year 8 Winner
Izzy Whitton**



**Year 9 Winner
Archie Meikle**



**Year 10 Winner
Maya Roberts**



**Year 11 Winner
Amelie Wright**

Welcome



This term's edition of the Fountain reflects the passionate and powerful voices of the young. In these pages, we can read of the myriad causes and issues that resonate with the younger generation and that should be important to us all.

In these pages, we learn lessons from the past by those who experienced the greatest horrors and we draw inspiration from those who made our freedom possible. In Phoebe's letter to the BBC, in the imagination of the Pride Club, in the Year 9 infographic posters on Syria, we are reminded of the importance of a broad and balanced curriculum that enables pupils to be curious, to challenge and to find their voice.

Giving young people opportunities to express themselves through art, drama, music, writing and design, is not only empowering and affirming but also crucial if we are not only to learn lessons from the past but also to plant the seeds of change. In our young people, we have a strong, collective voice that gives promise to a better tomorrow.

Mr Russell, Principal

Welcome from the Pupil Senate Heads and Deputies

As the Heads and Deputy Heads of the Senate, we would like to welcome you all back to school. It has been great to see so many of you happy to be with your friends once again and motivated to get back to your in-school learning. I hope that, as a school, we will find some normality in this new routine and that everyone will be able to fully embrace the changes.

Every member of staff has been brilliant in helping us transition back to school, and I am so thankful to have been welcomed back so warmly into such a safe environment. We are also fortunate that, despite the 4,700 Lateral Flow tests conducted in school, we have not had a single positive result. This is a great sign that we are on the right track and hopefully more of our usual final term activities will be able to return shortly.

Until then, the days are getting longer, the weather is getting better, we are able to meet up with friends and there is much to look forward to.

Lexi Small, Senate Head, on behalf of the Senate Heads and Deputies



**George Mack
Senate Head**

**Thomas Warrington
Senate Deputy**

**Francesca Stevenson
Senate Deputy**

**Lexi Small
Senate Head**

ART & MIND

Exploring how
the arts help
people's health
and wellbeing

arts
forum
+
wellbeing
forum

An online exhibition of artwork by pupils at Sawston Village College

March - April 2021

Organised by the Arts Forum and Wellbeing Forum

Art Exhibition by the Arts and Wellbeing Forums

The benefits of arts engagement to wellbeing are well documented and so, during the most recent lockdown, we decided to come up with a project that would encourage arts participation and could be done at home, with the hope of this impacting positively on wellbeing. The result was 'Art & Mind', an online art exhibition, due to launch shortly. It has been pleasing to have so many pupils involved in our project - creating artworks, designing posters and composing music.

Toby Fitzgerald, Phoebe Meikle and Hollie Barr, Year 11 Arts Forum Chairs



By Vaishnavi Badiger, Year 7



By Samuel Caroe, Year 8



By Neve Roberts, Year 7

We asked pupils studying Creative iMedia to design logos and posters for our exhibition. Above and to the left are a selection of the designs we received. We would like to thank all the pupils who contributed designs for supporting our project in this way.

We were delighted by the response to our project. We received over 60 entries for the exhibition from across all year groups. To the right you can see some of the fantastic entries we received.

arts
forum
+
wellbeing
forum

<3rt & mind

♥rt & Mind

♥RT &
MIND



Pride

Club presents

Hey everyone! Pride Club in this strange year has been a welcome relief from school and has given us a chance to discuss many fantastic and controversial topics, specifically inclusion of LGBTQIA+ people in the media! With many awesome contributions and ideas, we naturally evolved into creating our own characters and the representation we would like to see. Leon and I, as leaders of the Club, would love to see more people joining Pride in the future and hearing many different views on the vast topic of the LGBTQIA+.

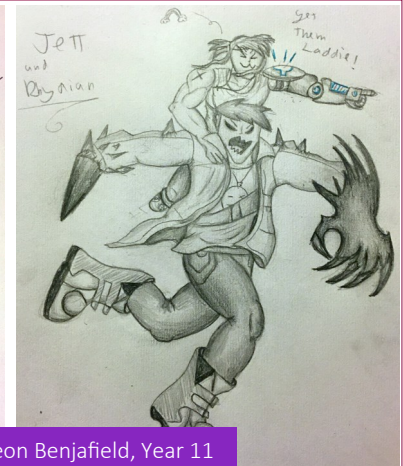
Kinsha Dave, Year 11

Hi, I am Leah/Leon and I'm one of the Pride Presidents. I was inspired to draw an LGBTQ+ gauntlet after watching a few YouTubers request random things being drawn, and the artist drawing it in their style and portrayal. When we were showing each other our original characters (or OCs, as most people say), the creativity of the club members just inspired me to take on this challenge to draw everyone's character in my own portrayal. As a result of seven days of drawing these were my results and I am very happy! It was such fun to either have creative freedom or to experiment with dynamic poses, and I would love to thank our members for their contribution and allowing me to have this chance to draw their characters in my style. Definitely considering doing this again soon!

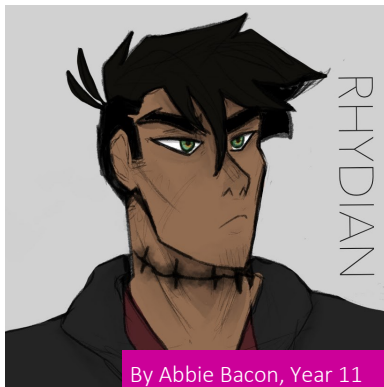
Leon Benjafield, Year 11



By Leon Benjafield, Year 11



By Leon Benjafield, Year 11



By Abbie Bacon, Year 11



By Ryan Flint, Year 9



By Kate Jarrett, Year 7



By Leon Benjafield, Year 11



Evita Quijano, Year 7

SDGs: SAVE THE EARTH

Hey YOU! Yeah, you - read me! I promise you I'm worth reading, I'm gonna tell you about how you can practically save the world, even if you're LAZY like me!

But first, let me tell you about this. It stands for Sustainable Development Goals. In total there are 17 of them, from gender equality to no poverty! Goal 13 is very important as the planet gets warmer, the more extreme the disasters are.

CLIMATE ACTION

REDUCED INEQUALITY

Inequality is a huge issue among society (e.g. Asian-American hate crimes have increased 190% since COVID) and there should be rules or consequences so that this doesn't happen anymore.

PEACE + JUSTICE

This is goal 16, which covers the systemic racism in certain countries, human rights, child abuse and more. It is important that you educate yourself on this so that you do not make the same mistakes.

Gender equality

It is important for us to learn about equality among genders so that we do not treat each other the same.

ERO HUNGER

This is Goal 2. It's important that food sources are available to everyone. Millions of people around the world have died of hunger.

CLEAN WATER

Clean water and sanitation is important for everything on this planet because it is a basic necessity for everything living on this planet.

Vaishnavi Badiger, Year 7

SUSTAINABLE DEVELOPMENT

WHAT IS SUSTAINABLE DEVELOPMENT?

Sustainable development is often an over-used word, but goes to the heart of tackling a great number of inter-related global issues such as poverty, inequality, hunger & environmental degradation. In theory, development that is sustainable and not damaging the planet is very possible.

WHAT ARE THE 17 SUSTAINABLE GOALS?

- no poverty
- Zero hunger
- Good health + wellbeing
- Production
- Life on land
- Quality Education
- Gender Equality
- Clean water
- Clean energy
- Climate
- Peace
- Decent Work
- Industry
- reduced inequalities
- Communities
- Life below water
- Partnerships.

16 SUSTAINABLE ACTIONS YOU CAN DO

AIR DRY

Let your hair dry naturally instead of using a machine.

COMPOST

Composting food scraps can reduce climate + recycle nutrients.

BATH

Take short showers. Bathubs require gallons of water.

MATCHES

Don't require any petroleum, unlike plastic gas filled lighters.

FOOD

If u have a fruit or snack you don't want don't throw, give to someone.

MEDIA

If u see something about women's rights or climate change share it.

Sustainable Development

Year 7 pupils have just started a new topic called 'Spoiling our Space'. As part of this topic pupils have been learning about sustainable development and the Sustainable Development Goals. The 17 Sustainable Development Goals (see back cover) are an urgent call for action by all countries - developed and developing - to end poverty and other deprivations. This includes improving health and education, reducing inequality, and spurring economic growth - all while tackling climate change and working to preserve our oceans and forests. The aim is to achieve the goals by 2030. Pupils were asked to produce posters persuading young people (ages 11-16) to become more aware of living sustainably and to take part in more sustainable actions. We received some great posters! Have a think about how you can live more sustainably!

Alba Garman, Year 7

Sustainable development?

Sustainable development is developments that meet the needs of the present without compromising the ability of future generations to meet their own needs.

Be More Sustainable!

1. Share, don't just like. If you see an interesting post about climate change or women's rights share it with more people so they can see it too.
2. Use cardboard matches, not plastic lighters!
3. Eat less or no meat and fish.
4. Bike, walk or use public transport.
5. Shop for second-hand clothes. You can find great clothes there really cheap. They wouldn't sell it if it was new good.
6. Recycle, Reuse, Reduse. Upcycle! Recycling comes up a lot. Why do you think that is? Because it is so important.
7. Donate/Charities always appreciate donations. Do a bake sale or sponsored run!

It is important to live sustainably to support the planet. Humans have already destroyed making the extinct or endangered. Most of which we probably didn't even know about. We should do our bit to help to make up for what we have caused. Some people mean about a sustainable talk to the shops. Well, lots of people have 60 walk miles to get a better kind than some companies do.

Daisy Prior, Year 7

Living sustainably

DON'T LET THE WORLD THINK YOU'RE THIN!

Recycle your litter, try not to use plastic and try to use cardboard and try to use metal straws as much as you possibly can. That will help the world a whole lot more.

Try not to just throw your old clothes away or clothes that don't fit you! Try and turn them into something else that will be useful to you or donate them to a charity (they will be really happy and be so thankful.)

EAT HEALTHY BY GROWING YOUR OWN FRUIT AND VEGETABLES. NO NEED FOR DAMAGING PLASTIC PACKAGING!

Use sustainable energy where possible! Energy from wind and solar farms is cleaner and less harmful to the environment than fossil fuels.

Kate Jarrett, Year 7

Sustainable Development

<https://www.wind.org.uk/infocentre>
<https://www.greenmatch.co.uk/blog/how-to-live-more-eco-friendly>

Climate action

Sustainable Development means economic development without harming nature. It means not depleting natural resources.

One of the SDGs is 'Zero Hunger'. Food Banks at Supermarkets are helping to make more food available for people in poverty who can't afford to feed.

You can still boost your economy without harming the planet!

Gender Equality

The natural world is so important, so big. But it's getting smaller. Please help.

Quality Education

If we don't change, then Nature will die out, eventually. We need to help Nature, and people in poverty.

Some people - no, a lot of poor families need our help. We need to help.

A link to a website on Sustainable Development that has more on this page.

Clean water and Sanitation

Life below water

No poverty

Staff in the Spotlight - No. 1



Mr Barnett, Science Teacher

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

When I was younger I really struggled to work out what I wanted to be when I grew up. I loved biology at school and toyed with becoming a vet, but I was also attracted by the excitement and money available from working with computers. Computers won out for a while until I realised that money is much less important than doing something you love.

What are your main hobbies or interests?

Cycling. Along with my daughters, I am obsessed with anything bicycle related, particularly when it involves races. In normal times we spend most of our weekends somewhere in Europe racing bicycles. When I'm not cycling I sometimes find time to pick up a camera and tinker with photography (I used to have a job photographing portraits).

What's your most embarrassing moment?

Cycling. I don't always manage to keep my bicycle pointing the right way up and have had some spectacular crashes, including one during a national race that gave me my 15 seconds of fame as the television cameras showed me running across the finish line carrying my broken bicycle over my shoulder.

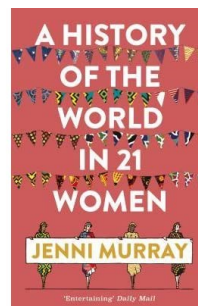
What's your favourite part of your job?

Cycling. I love that I get to cycle to and from school. But seriously, the favourite part of my job is getting to know the pupils and helping them to get the most from my lessons. Showing someone how amazing science is and how it affects all of us is fantastic.

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

Cycling. I also love travelling and have spent time cycling through South East Asia, so cycling around the world would be amazing. Not quickly, but taking my time. You get to see so much more from a bicycle compared to travelling in a car or a bus. Maybe that is what I want to do when I grow up.

Book Review



A History of the World in 21 Women by Jenni Murray is a non-fiction, biographical book that explores how trail-blazing women revolutionised the world - and made the modern-day society we live in today. It includes figures such as the warmongering Joan of

Arc, who led the 1429 French army to a portentous victory in Orleans. All the women in this book challenged the male-dominated world of their time and achieved - from victory at battle, to presidency.

I became particularly intrigued with the Anna Politkovskaya account, (not being biased, being called Anna myself) because of her fighting back against Putin and his, as she said, repeat of the communist sovereignty. She died trying to liberate Russia. This shows in the Alexei Navalny case and the 2018 presidential election, where the public had to choose between Vladimir Putin and... Vladimir Putin. And we all know how it ended. She left a long-lasting effect on me.

The only thing I did not like about the book was that there were not enough women featured. There are so many women who challenge the world to this day. There could have been thousands of pages, if not millions, in the book.

'I give this book a rating of 5 stars.'

I recommend this book to fans of history, and women's rights. I also recommend this to all ages because everyone should know how these women should be remembered for their impact on the world today. I give this book a rating of 5 stars.

Anna Sargeant, Year 8

Holocaust Memorial Day 2021

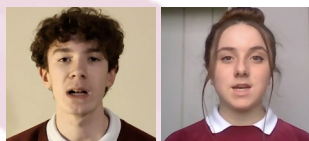
27 January is Holocaust Memorial Day. This day commemorates the Holocaust, Nazi Persecution and the subsequent genocides in Cambodia, Rwanda, Bosnia and Darfur - as well as present-day situations around the world and closer to home.

Each year the Holocaust Memorial Day Trust chooses a theme for the commemoration. The theme chosen for 2021 was:

'Be the light in the darkness'.

Over the past few years Sawston Village College has marked Holocaust Memorial Day by welcoming Professor Tom Lawson into school. Professor Lawson is a former pupil, now Professor of History at Northumbria University and specialist in Holocaust Studies.

As we were unable to invite Professor Lawson to join us this year, we invited pupils to read poems aloud - about the Holocaust, persecution and survival. Some of these poems had been written by victims. Pupils recorded themselves reading these poems and these readings were compiled into a short film, which you can watch here: <https://vimeo.com/505039679>.



Pupils recorded themselves reading poems. One of these poems was by Avram Shaufeld, a survivor of Auschwitz and Buchenwald concentration camps. He died in 2017.

Do not ask by Avram Shaufeld

Do not ask

How did you survive?

Because this is a question that causes me pain
And brings back memories...

I know you mean well and are sympathetic
And would like me to talk to your youth group
Or your son who is writing a paper on the Holocaust
And I could help him with the subject which is part of his exams.
You add with a smile, that no amount of reading is the same
As talking to a survivor.

From your eager expression I can guess
What you expect me to tell him.

About our bravery and how our faith in God
helped us to survive.

I lie and say I am too busy
that I have other commitments
and quickly take my leave and turn away
So that you cannot see the hurt in my eyes
Do not ask me why...



Holocaust Memorial Day 2021:
Be the light in the darkness



Directly above and below: Professor Lawson at Sawston Village College for Holocaust Memorial Day in 2020.



For further information about the Holocaust, go to:
<https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/the-holocaust/>

Fabric for Tailoring School in Sierra Leone



The DT department was delighted to donate more than half a cubic metre of fabric and other resources to the Adonkia Tailoring Training School in Sierra Leone. The charity 'Friends of Freetown' collected and shipped the fabric.



Fabric and resources bound for Sierra Leone

Adonkia Tailoring Training School

Thank you for your donation!

The tailoring training school has been set up in the impoverished village of Adonkia.

In the Krio, *Adonkia* means *I don't care*. Our partners, UK charity ECM, strive to show the community that they *do* care and have set up various initiatives to help local people to gain skills and set up small businesses.

Friends of Freetown
Selling sewing and fabric to Sierra Leone
www.friendsoffreetown.org.uk
UK Charity Number: 1165635

Staff in the Spotlight - No. 2

**Mrs Minett,
Head of Health and
Social Care**



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

I always wanted to work with people, so being a social worker was something that appealed. I also fancied being a dancer, but anyone who has witnessed my decided lack of rhythm would know that was always a non-starter!

What are your main hobbies or interests?

You would think after cooking all day at school, that the kitchen would be the last place you'd find me at home. But I find it very relaxing cooking for family and friends and trying out new recipes. I also like walking, especially at the seaside – as long as there is somewhere nice to eat at the end! Swimming in the sea is also something I really enjoy.

What was your most embarrassing moment?

I have had lots of embarrassing moments, especially as I am quite accident prone. Possibly one of the worst was when I found myself going around a busy ice skating rink in the wrong direction. I am not really safe on skates and so, when I found myself falling, I grabbed hold of the nearest thing to hand only to find myself hanging on to a strange man's trousers!

What's your favourite part of your job?

I love my job and I particularly enjoy seeing pupils mastering new skills in food lessons. It is great to see someone produce something that they are proud of and that they want to take home and share with their family. I also get a buzz when a pupil moves on to a career connected to my subjects. Over the years, this has happened with many pupils from my health and social care course: a large number have moved on to train for a career in nursing and a wide range of roles in the social care sector.

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

When I retire, I would love to travel to see lots of interesting places (pandemic permitting). I have an old friend in Australia whom I would dearly like to visit. If I was to start another career, it would definitely have to involve cooking; working in a tea shop has always appealed. Running a bed and breakfast at the seaside is also something else that I have often considered. Failing that, I'll be happy to put my feet up and read a good book!



Artwork by
Philina Clare,
Year 7

Fairy Tale Parodies - Part 1

My Rhyming Tale

Suppose you know this fairy tale,
The wolf that comes with claws and nails.
A young little girl in a red large cloak,
Sent on a mission when her mother awoke.
"Take some bread to your grandmother, dear."
She says, rubbing the edge of her ear.
"But that's through the woods!" little Red cries,
"There could be bears, wolves, evil spies!"
"Don't fret, don't worry, there's a simple solution!
Follow the path, away from man's pollution."
And with that, the mother handed over a dollar,
She smartened up little Red's collar.
Go on, off with you, be back by nine!
And on that note, Little Red left on the clock's chime.

You see, this is a remix version,
Some kind of almost-inversion
Things in this are different! Nothing will be the same.
And little Red ran to the store to claim:
Loaves and baguettes and butter and bread,
Juicy fruits to keep her fed,
Tasty tarts and exquisite meat,
Cookies, cocoa, things that are sweet.
She gave the dollar to the till-lady,
"Not enough," she said, her face looking shady.
The till-lady nodded, and took the paper sheet.
"Who you tryna feed? What you gonna eat?"
"Feeding my grandmother!" the till-lady couldn't see,
Little Red preparing to flee!

She grabbed the bag, away she ran.
Steering to the forest - she had a plan.
Looped into the forest, she climbed a tree
Almost dropping her flavoured brie.
After a while, she was good to go,
She leaped off the weeping willow.
Emptied the food into her bag,
She ran across the basket, her feet they drag.
By a patch of flowers she thought suddenly -
"By lord, grandmother would love these!"
She steered off a path, and out of nowhere,
What was that? Was it a bear?
A large fluffy wolf appeared in front,

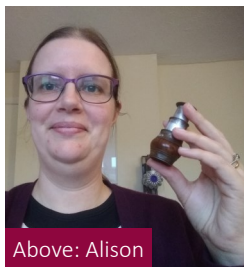
Year 7s have been honing their creative writing skills with some excellent parodies in Drama. With limited access to practical work, they forged ahead with writing contemporary, satirical and sometimes "gory" twists and turns. Pupils were encouraged to collaborate online where possible and submitted fantastic performances for radio. Here and on pages 11, 14 and 19 you will get just a taste of what the brilliant young actors and writers created. Bravo Year 7!

"Off the path, a see, young one?"
"Excuse me, Mr Wolf, can I pass by?
I need to get some flowers." The wolf gives a sigh.

"Who are you with?" the wolf glanced around.
Little red held up her chin, her foot advanced.
"Mr, I have to get to my grandmothers and back before nine,
Back before my mother's clock will chime.
If you don't mind, I'll be on my way.
Good day, Mr Wolf, an amazing day."
Off she skipped, *My Meal! Thought Wolf,*
This is like a game of golf!
How must I feed my offspring?
Suddenly, he got an idea, the light bulb went **bing**.
And back with little Red, she was almost there!
A few meters ahead, through the thick air.
The wolf used this as a cover, and slipped away,
Little Red sat on a stump at bay.
When the fog had passed,
(it disappeared like some wind came-a-blast!)

The door was ajar, so she peeped inside,
She saw a sickly figure, it smelt like something died.
"Grandmother?" Red asked, boldly walking in.
"Ahh, dear! Let's talk - you begin."
And you know what happens next - the jaws and eyes.
An eaten grandmother, then a child after some cries.
A wood-chopper chopping, a-heard these screams
Grabbed his axe and ran, the dirt behind him streams.
He broke into the house, cut open the creature,
Freed the poor girls, acted like some kind of preacher.
And somewhere, in the woods, some children lie,
Tiny wolf pups, sitting starved by
The large brown trees
Under the leaves
The humans were safe
But the pups were hungry and waif...

Caitlin Wylde, Year 7



Above: Alison Giles from the Whipple Museum



www.whipplemuseum.cam.ac.uk

Project with the Whipple Museum

Sawston Village College is delighted to partner with the University of Cambridge Whipple History of Science Museum in a project which enables pupils to engage with the Museum's historic collection and to take part in inspirational Science lessons. Over the last few weeks, pupils from Compass House and the Student Centre have joined live online lessons delivered by staff at the Whipple Museum. During school closure, boxes of equipment were delivered to pupils' homes to facilitate practical lessons. Parents commented that the lessons were "really good and lots of fun".

Year 8 pupils have looked at light and shadows, space (including brand new footage of solar flares) and measuring, while Year 11 sessions have been based on pupil suggestions - including 'Inherited Disease', 'Female Scientists' and the 'Science of Superpowers'. Enthusiasm for

the lessons continues to run high, and this week's lesson will feature the Scientist who constructed the periodic table out of cake...

The lessons offered by the Whipple Museum have proved to be very adaptable to the frequent change of setup due to Covid-19. We have been able to arrange 1-1 online lessons for pupils interested in particular topics, small group sessions (both in school and online - and sometimes mixed) and bespoke opportunities for our Alternative Provision pupils. Most pupils are now accessing their lessons from school; albeit sometimes from multiple locations!

Perhaps the greatest testament to the value of the project came when a member of staff was politely asked to "stop talking please so that I can observe closely like the museum taught me". We are very much looking forward to a continued partnership with the museum and would like to extend our thanks to the excellent teachers in the Education Department.

Mrs Brookman, Alternative Provision Teacher



Equipment for practical lessons



Twitter: @WhippleMuseum

Parodies Part 1 contd: The Sorry Tale of the Three Pigs and the Wolves (Extract)

One day in the deep dark woods,
stood three vegetarian wolves with stylish hoods.
They were a very happy bunch,
and had grown to like to munch,
on saffron and caviar,
given to them by their rich mama.
But this fateful day they were very hungry,
and wanted to try something slightly crunchy,
and they knew that the pigs who lived nearby,
made a wonderful spinach and ricotta pie.
So off they set in their glamorous cloaks,
ready to cram pie into their throats,
but the pigs who could see them fast approaching,

thought that they would soon be getting a roasting.
"Oh no!" cried one "the fire will soon be crackling,
and then on us those hairy wolves will be snacking!"
"Snackings not a word!" the eldest said,
"and if we're clever we'll have *their* heads."

So very quickly the pigs prepared,
all the traps they'd need to ensnare
the wolves who they thought were rather evil,
but actually were a little bit feeble.
When the wolves had knocked on the door,
the pigs had placed traps on the floor,
so when the first wolf had stepped right in,
she was quickly caught and dumped in a bin...

...This is the end of the tale of woe,
and as Darwin said it just goes to show,
don't interfere with evolution,
Wolves aren't part of the veggie revolution.

Joseph Morris, Year 7

Below: the art work
submitted to the Art &
Mind exhibition by
Coline Moreau, Year 7



Crepes with a chocolate heart

A RECIPE BY JULIA SARGEANT

Pupils made pancakes in lockdown. Here, Julia Sargeant shares her great grandma's pancake recipe from the 1950s. Try it! You'll make a delicious treat.

ingredients/ utensils

- 200g plain flour
- 100g water
- 200g milk
- 1 egg
- pinch of salt
- Topping of your choice
- sprinkles
- whisk (preferably electric)
- ladle
- optional: two spatulas
- a pan



directions

- Make the wet and dry mix and mix it together using a whisk (with help from an adult) until it is smooth.
- Turn the hob on 6-8 degrees and get a medium sized pan.
- Add a small amount of butter on the pan so that the pancake doesn't stick.
- Using a ladle, do one scoop of the mixture and pour it in the pan. Then, when all the mixture cooks on the top side of the pancake (should look golden) you can flip it or try to flip it with two spatulas. After the pancakes cool, add a chocolate heart using spread and sprinkles.

Pancakes with heart...



Made by Charlie Kisielowski-Collins, Year 10



Made by Piper Boyce, Year 10



Made by Julia Sargeant, Year 8

Staff in the Spotlight - No. 3



Mrs Ellis, Office Manager

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

I wanted to be a children's holiday rep, mainly due to having had such a good time as a child with them and of course the sunshine. I soon realised that I was not cut out to be a performer though.

What are your main hobbies or interests?

During lockdown I have been learning to bake, which has had its highs and lows, including exploding jam doughnuts. I enjoy keeping active, mainly through weight lifting and yoga at the moment and hope to start swimming again, once sports centres can reopen.

What's your most embarrassing moment?

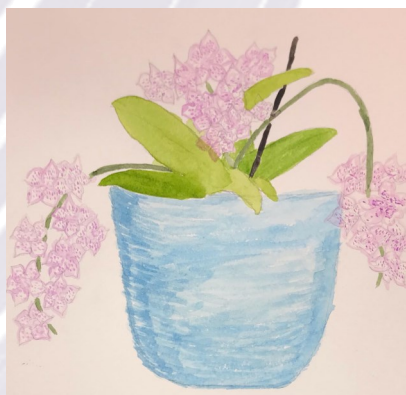
I was at a conference some years ago and, around an hour into the day, another attendee tripped and spilt an entire glass of blackcurrant juice over my mostly-white dress. I had to spend the whole day explaining my new look to colleagues and clients.

What's your favourite part of your job?

Without a doubt, it has to be the people. I feel very lucky to work with such a kind and helpful bunch of people who are all willing to help each other and go the extra mile.

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

I really enjoy roles that involve a lot of organisation so I think it would have to be event planning for parties, conferences, etc.



Art in lockdown

I painted these with my watercolours. The top picture shows an orchid, while the bottom picture is a robin. I hope you like them.

Emily McCunn, Year 9



Photograph by
Millie Hunt, Year 7

Fairy Tale Parodies - Part 2

Cinderella (Extract)

Cinderella was an average girl;
who thought she was “*destined for glory*”,
The only problem seemed to be; her sisters,
named Dumb and Boring.
One night she lay, still and sleeping,
locked up in her room and weeping,
Meanwhile, downstairs
her stepsisters started their primping and their preening.
“Cindy, get down here! The postman’s come!”
Her step-mother started to yell,
Just as she got down the stairs, she heard the ringing of a bell,
A letter slid through the letterbox, golden writing glistened,
Lady Tremaine read out the message
and Dumb and Boring listened:
“An invite to a nightclub! The **Prince’s** one in town!”,
“We’re going to need dresses, some really **rad, cool** gowns!”
Cindy got her pins and needles, starting straight away,
Boring’s dress was finished first. Dumb said “Meh, it’s ok.”
Dumb then tried on her party gown; it simply wouldn’t fit
Boring started laughing, making her sides split.
Cindy wouldn’t redo the dress, she was busy on her own,
“You’re not going to the nightclub!” Cindy’s mouth shaped an O,
“Call the carriage! Get him here, we need a car **right now**”,
Later, what pulled up in the drive was a black and white old cow!
Cinders giggled, Tremaine turned red; “It’ll have to do!”
They all got on, the sisters said, “**Come on**, take us to
The Hickory Dickory Dock, the coolest club in town,
I simply cannot wait to show the prince my frilly gown!”

Sitting at home, Cindy sighed, then a blinding light appeared
Standing in front of her was, a fat man with a beard!
“Hairy Godfather, where have you been!” Cinderella cried,
“I’ve been on holiday; in Beijing! My darling pumpkin pie!”
“I need a dress! I need it **quick!** I want my dress **right now!**”
“You’ve got a dress, a carriage too;
now where’s that **blessed** cow?”
Daisy came plodding round the corner,
her mouth stuffed full of grass.
“That’s your cow?” Godfather screamed,
“for a mammoth, she could pass!”
They attached Daisy to the cart, Cindy hopped right on.
Her silky sludge-brown dress did glisten; nothing could go wrong!
“Cinderella, remember, dear, be back before your curfew!”
The cart sped off into the distance, Godfather spluttered “phew!”



Illustration for a Cinderella Parody
by Elena Webb, Year 8

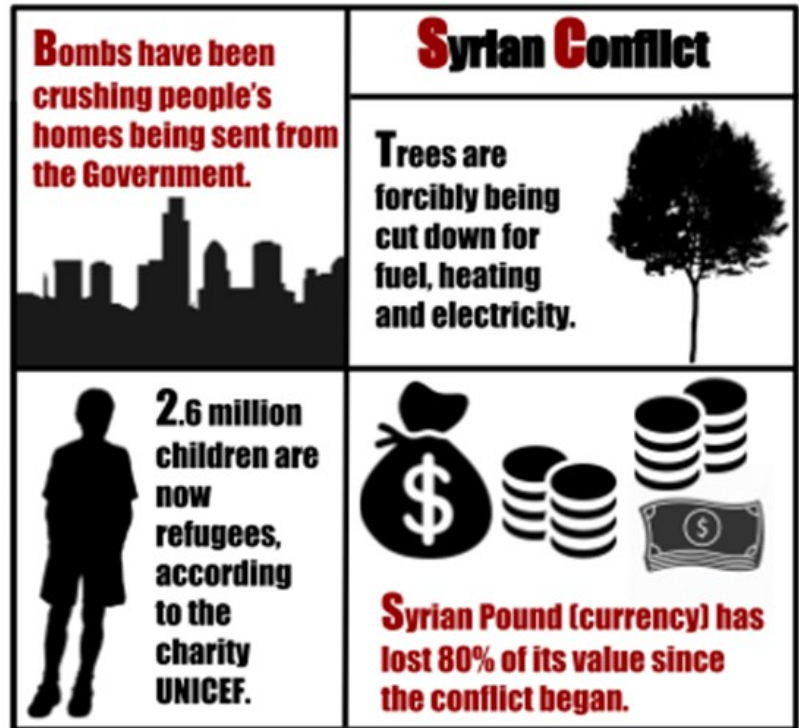
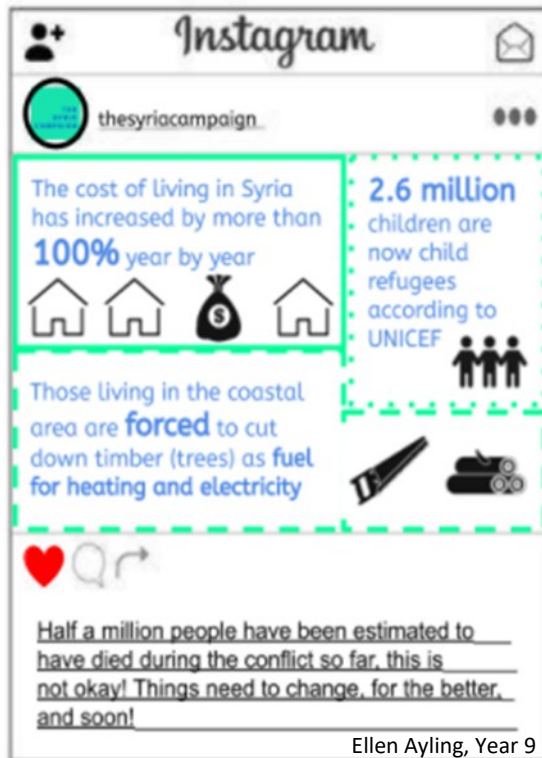
Creative iMedia Photography

In Creative iMedia pupils are currently
focusing on photographing food.



These photographs are **Year 11** pupil **Noorsath Chowdhury**'s interpretation of the brief.

The Syrian Conflict



Elena Podgorski, Year 9

THE SYRIAN CONFLICT CRISIS

more than
2 million
children are out of school

Syrian

70% of the population are without access to adequate drinking water

Syrian Pound has lost
80% of its value since the beginning of the conflict

31% of housing units have been damaged or destroyed

1 in 3 people are unable to meet their food needs, leading to starvation

50% of hospitals have been partially or completely destroyed

Olivia Lancaster, Year 9

Infographic Posters

Year 9 pupils recently created infographic posters to show the impacts of the Syrian Conflict, as part of their Conflict unit.

It is the 10th anniversary of the start of the conflict this year, and the posters highlighted the significant impacts that the conflict has had on the Syrian people and country.

Year 9s on Women's Suffrage

- setting the record straight

Year 9 pupils recently responded to a BBC video, which can be seen here: <https://www.bbc.co.uk/news/av/uk-politics-42954444>. The video tells the story of the women's suffrage movement but pupils felt the piece was rather one-sided and so wanted to set the record straight.

Phoebe Williams says: In History we were learning about the women's suffrage campaign and for the milestone, we critiqued a video made by the BBC about women's suffrage and what the suffragettes did for us. I was inspired to do some extra research on Princess Singh because it is important for feminism to be intersectional and I wanted to talk about some women's suffrage campaigners who were not just white middle class women.

Dear BBC,

The story you have provided is too simple because it shows the Suffragettes (WSPU) from a very liberal, white, working class perspective which ignores the perspective of women of colour and working class women, and glosses over many more problematic aspects of the suffragette movement.

One way your story is too simplified is that you have only mentioned the impacts of middle class women (the Pankhursts and Emily Davison). This is too oversimplified as it ignores the struggle of working class women. While there were many middle and upper class women in the WSPU - for example, the women previously mentioned - there were also tens of thousands of working class women involved in women's suffrage. Annie Kenney and Mary Gawthorpe are possibly the two most famous accounts of the working class's involvement in women's suffrage - they were survivors of child labour who later became activists. Annie attended rallies campaigning for votes for women, was arrested multiple times, and even campaigned for votes for women in different countries like France and America. *One Hand Tied Behind Us*, Jill Liddington and Jill Norris's book, demonstrates how the northern mill workers and other working class women, such as Selina Cooper, contributed for many years through determined political effort to gain the vote. To improve your account, you should mention the role of working class women in the suffrage movement and the social and political impacts of the role they played for women today - without working women's struggle for full voting equality, we would almost definitely not have the voting rights we have in the UK today.

Another way that your story is too oversimplified is your focus on the Suffragettes as the main cause of women's right to vote. This utterly

ignores groups like the Suffragists (NUWSS), who, some claim, had an equally if not more important role. Unlike the Suffragettes, the Suffragists believed in more constitutional, peaceful campaigning. They campaigned peacefully, and legally, using leaflets, posters, calendars, petitions, and public meetings. And by 1914 the NUWSS had grown to approximately 54,000 members - by leaving this out of your story you are ignoring the biggest women's suffrage organisation. One way you could improve this is by talking about how the Suffragists managed to get eight in every 13 MPs (400/650) to support women's suffrage in parliament - a huge feat. Historian George Dangerfield went as far as to claim that, in fact, the Suffragettes were extremely damaging for the campaign to get women the vote, and women gained the right to vote due to the Suffragists and despite the Suffragettes. (However, how much weight you should give to his opinion is debatable as he only used one piece of evidence - this evidence being Sylvia Pankhurst's account of the women's suffrage movement - to come to his conclusion and thus his account is slightly limited.)

Your focus on white women in the women's suffrage movement also simplifies the story. You neglect the black and Asian women who campaigned for the vote. One famous example you could have included was Princess Sophia Duleep Singh - an active member of the Women's Social and Political Union. She spoke at rallies, and in 1911 she boycotted the census as the Suffragettes had asked, and wrote across her census form: *"No Vote, No Census. As women do not count they refuse to be counted, & I have a conscientious objection to filling up this form"*. Even after the 1918 law was passed, she continued to fight for the advancement of women's rights and in particular women of colour. However, Sophia was not the only woman of colour in the women's suffrage movement. Lolita Roy, Bhagwati Bhola Nauth and Sushama Sen are other women of colour in the women's suffrage movement. Men campaigned too. These include Donald Adolphus Brown - a man of Caribbean heritage who campaigned for women to have the right to vote and Dadabhai Naoroji - the UK's first ethnic minority MP who was fully supportive of women's suffrage. It is important to mention these women and men as the video is supposed to be about what the Suffragettes did for us specifically - and it is important for working class women, and women of colour, to see themselves in history and what people like them have done for the world, and not just white, middle class women.

Phoebe Williams, Year 9



Women's Suffrage - further reflections

Lucy adds:

The video also contained a distinct lack of information in so far as it contains no mention or recognition of those outside of the WSPU and even the NUWSS, as there were many people who campaigned for and fought for women's suffrage, such as the Men's League for Women's Suffrage, who were completely overlooked within the story presented in the video. This is overly simplistic as it presents the idea of all men at the time being in favour of restricting women's rights and disallowing them the right and option to vote. It also fails to mention or acknowledge the various other women's suffrage organisations, such as the WFL or the CUWFA who, while not as notable as the WSPU or NUWSS, had large memberships and would still have helped to campaign for women's rights and suffrage. Evidence of these organisations having had notoriety and a following can be seen for certain from the census records of the time, which can tell us the stories of individuals, such as Nina Boyle who was a key speaker of the WFL and worked as a journalist. However, because the video's focus was solely upon the WSPU and its leaders, many

pioneering women, and indeed men and children, have been completely brushed over and left out from the fight for women's rights, despite their supporting women's suffrage campaigns, or indeed campaigning themselves. Because of this, I believe the video needed to include more stories of individuals outside of the Suffragettes and include mention of other notable groups and campaigners at the time in order to be able to tell the full and unbiased story of how women achieved the right to vote.

Lucy Graham, Year 9



More Focus on Food in Creative iMedia

Photographs by Year 11 pupils as listed below.



Elena Hughes



Elena Hughes



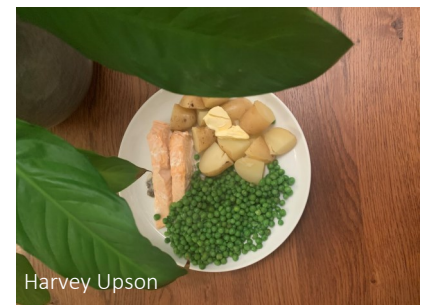
Amelie Wright



Thomas Abbott



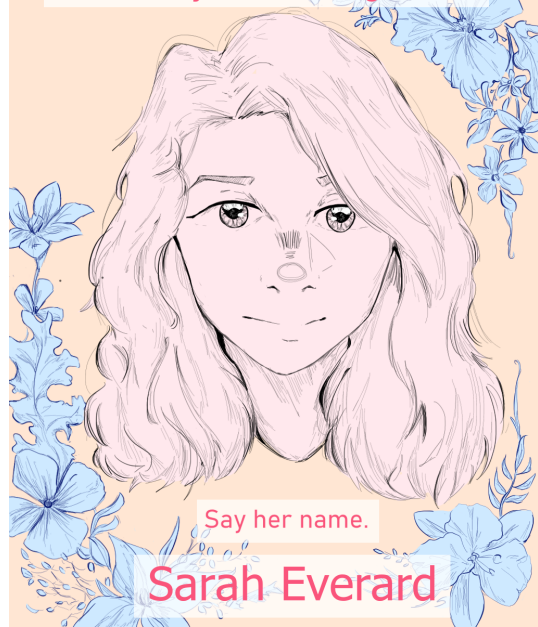
Doriana Doneva



Harvey Upson

Remembering Sarah Everard

She was just walking home.



I have drawn Sarah Everard because I think her case is astonishing and that I should do something in her memory.

Sara-Sophie Mansat Bhattacharyya, Year 9

Sarah Everard was kidnapped and murdered. She was walking home from a friend's house.

Lemon Meringue Cupcakes

I love being back in Food and Nutrition as we made lemon meringue cupcakes. It was fun to finally cook and be back in the food room. I enjoyed piping the meringue and being in the right environment. It was good to be up and cooking with a glossy meringue cupcake in front of me. They were very spongy, light and soft. My dad said, "It was the best cupcake you've ever made."

Noah Searle, Year 10

I enjoyed making lemon meringue cupcakes because we used many different skills like whisking, piping, folding, making the cake and using the lemon curd filling. The cupcakes were very fluffy and airy with, a delicious lemon filling. They were topped with a glossy meringue that was perfectly crisp outside and chewy inside.

Jasmine Farrow, Year 10

Our recent bake, lemon meringue cakes tasted sweet and light. This is the first time I have made them and I shall definitely make them again sometime in the future.

Charlotte Young, Year 10



See front cover for more photographs.



Above: Photograph by Creative iMedia pupil
Maddy Wilkinson, Year 11

Fairy Tale Parodies

- Part 3

Hansel and Gretel

I suppose you believe you know this tale,
But the gore is of a larger scale.

The innocent babes you know so well,
Could easily belong in hell.

For when their parents threw them out,
Young Gretel, she let out a shout.

"No money! Hah, that won't fool me,
Those people are rich as can be!"

So when the children dropped their trail,
They had, to no avail,
Planned to return to their house.

No, Gretel, that wicked louse,

Knew a kind old lady that,
Although she owned a queer hat,
Lived in a house of gingerbread.

So Gretel through the woods she led,

Poor Hansel, who, through quakes of fear
Said "Gretel must you take me here?"

But that disgusting pig only snorted,
Her ugly face all contorted.

At last, into a dell they flew,
And Hansel gasped "So it is true!
About the lady that you said,
Lived in a house of gingerbread."

Yes, ahead of them they saw,
A sight no-one had seen before.
A house of biscuits, icing, sweets,
Tasty cookies, delicious treats.

It was any child's dream,
And Gretel's eyes began to gleam.
She strode up to the chocolate door,
Hansel cowering more and more.

Gretel shouted "Let me in!"
While sticking out her pointy chin.
Then slowly the doors creaked open,
By now Hansel was stiff and frozen.

To his pleased surprise, no doubt,

A lovely lady bounded out.
Her voice was as smooth as runny honey,
Her appearance bright and sunny,

Smelling of lovely baked goods,
She told the infants-from-the-woods,
"Why stand upon my front stair,
Come in from the cold night air!"

This lady was ever so kind,
She didn't even seem to mind,
When the children found her stash,
Of seemingly never ending cash.

But that night, to Hansel's horror,
Gretel gave him an impossible order.
He was to steal the dirty money,
Which he found rather unfunny,

But, then, what was he meant to do?
So, though the witch had no clue,
He stole her gold, every last bit,
And Gretel managed to emit,

A word of thanks, which was quite rare,
Although she really didn't care.
And yet once more she took,
Hansel through the dark wood.

They walked until night turned to day,
When at last they found the way,
To a city, quite nearby,
Where Gretel chose to buy,

A house, with hundreds of floors,
And dresses, while she ignores,
Hansel's clothes in need of repair,
Instead she goes to get her hair,

A very short and sharp chop,
At a respectable looking shop.
The horrid girl decided to,
Spread a rumour, maybe two,

About the kindly old witch,
That had made her so very rich.
She did this to get more fame,
And that's how this story became,

The one everyone knows today,
The one that you possibly may,

Have known since you were little,
But I did say this one was more brittle...

Mara Roberts and Emily Green, Year 7



Like a Russian doll

Like a Russian doll,
I am painted,
I am brave,
Beautiful,
Confident.

Like a Russian doll,
I am opened,
I am lonely,
Vulnerable,
Lost.

Like a Russian doll,
I have buried,
All my pain,
Anger,
Fear.

Like a Russian doll,
I have lost,
The only part that
matters,
Wonders,
Loves.

Like a Russian doll,
I have hidden,
Me.

Hannah Pulford, Year 7



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. However, these initiatives have been affected by COVID-19 restrictions and are currently closed. Please check the relevant website for current updates.



**Sawston
Adult
Education**



Sawston Adult Education

Please check www.sawstonadulted.org for up to date information.
You can also email community@sawstonvc.org.

Sawston Sports Centre

Please check www.sawstonsports.com for up to date information. You can also email 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 for up to date information.
You can also email cinema@sawstonvc.org.

Sustainable Development Goals

See the work done by Year 7 pupils on sustainable development on page 6.

