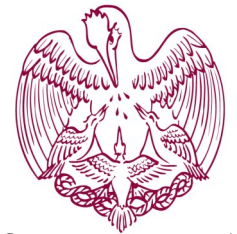


The Fountain

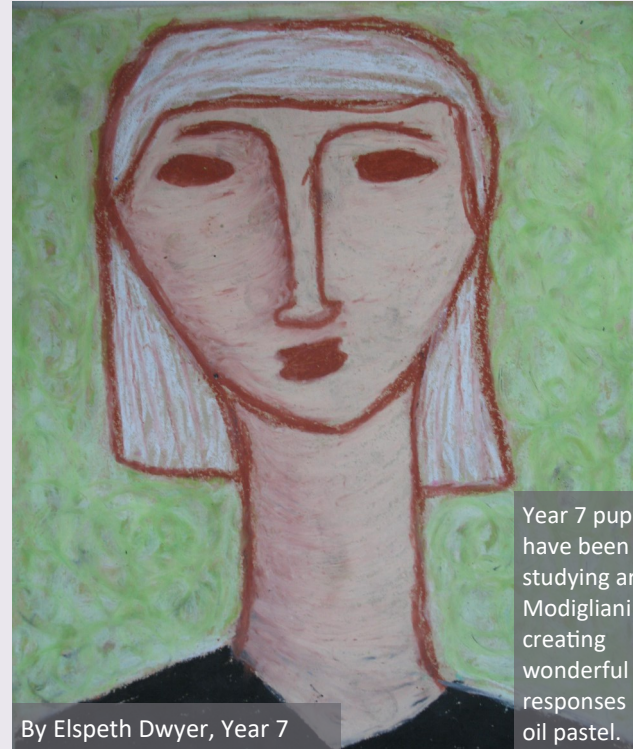
Sawston Village College's Termly Magazine



Summer 2021
Issue 66



By Alex Westwick, Year 7



By Elspeth Dwyer, Year 7

Year 7 pupils have been studying artist Modigliani and creating wonderful responses in oil pastel.

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Introducing our new pupil editor of The Fountain

I am Nina, and I am the new Pupil Editor of The Fountain magazine. In this role, I will work with Ms Morgan to collect contributions from pupils and teachers and to prepare the magazine for publication each term.

As this is a new role, I am very excited to be the first to do this. Through the magazine I am looking forward to sharing with both pupils and our wider Sawston community the very broad range of activities which take place across our school, and the amazing things that the pupils get up to.

In the coming year, I will also be finding out what you, as pupils, would like to see featured in the Fountain.

This is the first Fountain that I have worked on, and I very much hope that you enjoy it.

Nina Davis, Year 10, Pupil Editor, The Fountain

Dick Whittington - A Review

Due to coronavirus this year, sadly no theatre performances have been able to go ahead as usual with a full audience and therefore I haven't physically been to one for a long time.

However, this didn't stop me; I virtually attended many musical theatre shows and operas through live streams and donated to help keep small theatres that aren't so well known stay open during this horrendous time. One of my favourite events that I watched was Dick Whittington.

I very much enjoyed the pantomime. The detail in not only the backgrounds but the costumes and props made the performance come together and seem very realistic. Each

actor stayed in their character without breaking out of it for the whole performance. It was not only exciting to watch, but it was funny and unpredictable, which added more tension to the atmosphere. The performance was very inclusive and so suitable for many different ages. However, due to COVID-19 only a restricted number of people were able to sit in the theatre, which is why it was live streamed on television.

The only improvement I'd say is for the sound quality to be a bit sharper and clearer, but I think that mainly had to do with the few people in the audience laughing/talking. I would definitely recommend watching musicals/pantomimes through live streams on YouTube.

Katerina Ktistakis, Year 8

Welcome



Twelve yards is not a great distance. Most of us could walk it, Olympians can nearly jump it. Yet, when the pressure is on, it takes enormous courage to kick a ball across it. The three young England football players who stepped up in the Euros 2020 final were professionals. Highly trained, highly talented professionals who no doubt practised that very moment over and over at St George's Park. They have probably imagined and dreamt of that moment since the first day they kicked a ball as young boys. They have sacrificed so much to reach the very top and should be lauded for their efforts rather than condemned for their misses. They will take strength from this experience and prove their critics wrong.

It is from their bravery, their strength of character and their discipline that we can all draw inspiration. All pupils who have contributed to this magazine, all pupils who push themselves forward, all pupils who try, all pupils who get involved in the life of the College and their community, all pupils who take up a challenge, all pupils who are chasing their dreams, were represented on the pitch by those three lions. Twelve yards may not be a great distance but it can take a lifetime to travel across it. The joy is in the journey.

'Success is not final, failure is not fatal: it is the courage to continue that counts.'
(Winston Churchill)

Mr Russell, Principal

Welcome from the Pupil Senate Heads and Deputies

Welcome to the summer term edition of the Fountain magazine, our first issue as the new Heads and Deputies of the Pupil Senate. We are Keli and Tyler (Heads), and Jenny and Oliver (Deputies).

As the Heads and Deputies of the Senate, we see our main responsibility as representing you, the pupils of Sawston Village College. We want to try to give a voice to pupils by tackling issues that they feel are important.

We may sometimes speak publicly at pupil assemblies or to parents. We may sometimes represent the school at events, or simply act as a go-between for pupils and senior members of staff.

In the next year, we hope to get pupils more involved in the life of the school and make Sawston Village College an even stronger community. So if you see us around the College, make sure you say hello, and make sure too to get involved with the forums. Remember, we're all here to help you.

Keli and Tyler, Senate Heads and Oliver and Jenny, Senate Deputies

Oliver Moss
Senate Deputy

Jenny Leggate
Senate Deputy



Keli Darkwa
Senate Head

Tyler Wright
Senate Head

Update from the Senate Forums



We are Sunchi and Harun, and we are the co-chairs of the Amnesty Forum. In the Amnesty Forum, we focus on allowing Sawston pupils to feel heard, and try to make a difference within our school. By raising awareness and working alongside charities, we, in the words of Amnesty International, "work to protect people wherever justice, freedom, truth and dignity are denied", for people over the globe by doing as much as we can to educate our own community. In the upcoming year, we plan to continue the work on raising money for the Syria Project, as well as directing our attention to education for women and young girls in developing countries.



We are Owen and Charlotte and are co-chairs of the Sports Forum. Our aims are to allow people to have a say in what sports they want to see within our school, whether that is through clubs, or being able to take part in sports done outside school, within school. We will also be looking at fundraising opportunities for the PE department through bake sales, pupil vs staff matches and different sports that can take place within school. We are currently working on the Olympics Week, which will be taking place from 14 July and where all pupils will have the opportunity to take part in two sporting events of their choice.



We are Molly and Josh, the co-chairs of the International Forum. We aim to raise awareness of current international issues, both at home and abroad. This year, as a Forum, we hope to deal with the issue of stereotyping certain minority groups. We will seek to do this by educating pupils about different cultures and by holding events where differences are celebrated.



We are Eliza, Phoebe and Nathan and we are the co-chairs of the Animal and Eco Forum. We aim to help create a sustainable and biodiverse environment for people to learn and escape to. We hope to explore the mental health benefits of spending time with nature and help to educate pupils on ways to improve both the school's environment and the environment around us.



We are Eira, Oren, and William, and we are the co-chairs of the Arts Forum. As the Arts Forum we want to enrich people's views of the arts, and develop people's understanding of what the arts encompass. Over the next year, we plan to launch new activities involving the arts, such as clubs and an Arts Week, as well as widen the variety of activities that we offer.



We are Charlie and Tiana and we are the co-chairs of the Ethos Forum. As a Forum, we come up with ideas and events to help the school raise funds. Whether this is non-uniform days, sponsored walks or bake sales, we want to help the school raise money for charities and other causes. We plan to expand the range of charities that the school can donate to, allowing pupils to vote for a cause that interests them. This way, we can get everyone involved and, at the same time, make pupils aware of issues in the local and wider community, and give them the opportunity to participate in contributing towards helping these.



We are Daniel and Noah, co-chairs of the Wellbeing Forum. The key principles of the Wellbeing Forum are to support and protect everyone's mental wellbeing, as well as their identity. We have already covered Diversity Week, which helped to educate many pupils in the school, and so was very successful. Starting next year, we plan to have more clubs, with all years, such as Pride Club. We also already have plans for ADHD and Dyslexia Awareness month in October.



Outdoor Concert

We had a wonderful time at the outdoor concert on Friday, 9 July. There were appearances by many groups including: Madrigals, Wind Band, Jazz Band, Samba and many others. It was a fantastic event, and all the performers persevered and played even through the chaotic weather. This was the first live performance we could do this year, and everyone enjoyed it immensely! Thank you to all our performers and to everyone who made this wonderful event possible.

**Oren Pilowsky-Bankirer,
Year 10**



The audience enjoyed performances from the various music groups in school.



Pupils enjoyed Food Tech in Year 9

For many Year 9 pupils this is their last term of technology lessons at Sawston Village College. When choosing their option subjects they may have opted not to continue to study Food or Design and Technology. In a recent Food lesson pupils were asked to give their opinions about what they had gained from studying this subject. Here are some of their comments:

My Food tech experience in Sawston has helped me with the cooking skills that I will rely upon throughout my life. Today in DT I really enjoyed making biscuits independently. I made these biscuits within 20 minutes, giving me a proud sense of achievement in my efficiency. **Year 9 pupil**

I have really enjoyed doing Food Tech in Year 9. It is always fun, and the food is delicious. I think it is very important for people to learn at least the basics of cooking because it is a good life skill. I also think it is important to learn about eating a balanced diet so that we are healthy and fit. **Phoebe Riordan , Year 9**

Over the course of the term, I have thoroughly enjoyed the cooking lessons. Mrs Shaw was a lovely teacher, and we were given the amazing opportunity to make a varied range of foods independently, from chocolate pots to sausage rolls. I believe that eating the food that you cooked yourself always tastes better.

Sara- Sophie, Mansat-Bhattacharyya , Year 9,

In DT in Year 9, I have loved doing practicals. One of my favourite practicals was making sausage rolls. My family and I really enjoyed them. Using the skills we learned in lessons, it was possible for me to make them again at home. Now, from what I've learnt from my Food lessons, I'm able to make a lot of my own food at home. **Grace Arnold, Year 9**

Food lessons are always fun and delicious. I would recommend it as a GCSE subject.

Beren Spiess, Year 9



Portraiture

All KS3 year groups have been looking at portraiture this term and have completed some fantastic work. Year 8s have been looking at how they convey 'inner' attributes, while Year 9s have fused human/machine to create fantasy art pieces.

Work by (left to right) Chloe MacDonald, Year 9, Sara-Sophie Mansat-Bhattacharyya, Year 9 and Ava Henry, Year 8.



Staff in the Spotlight - No. 1



Dr Richards, Cover Manager and Office Administrator

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

I remember, at different times, wanting to be a police officer, a doctor, a dentist and physiotherapist. The common theme was working with/helping people. I actually originally applied to study physiotherapy at university, but ended up following a whole different path into a neuroscience and biochemistry degree, and then into a neuroscience PhD and research for quite a few years.

What are your main hobbies or interests?

I love tennis and I play several times a week at a local club. Even through the winter! Over the last two years I have spent a lot of time gardening. I have a big garden that was quite unloved for a number of years. I've worked really hard to transform it, and have lots of future plans too. I find gardening gives me time to think and/or clear my thoughts. The results are visually pleasing and it is also lovely to see the seasons change, and to know that if something doesn't work quite as I'd hoped, next year there will be an opportunity to try a different approach.

What's your most embarrassing moment?

I manage to embarrass myself on a low level basis pretty regularly! Nothing too awful, but I have a tendency to say odd little things that are going through my head, when I don't realise that I am doing so. I'm also pretty clumsy. Thankfully I don't mind laughing at myself!

What's your favourite part of your job?

I love the school working environment. I really enjoy working with young people, parents and staff, and the Sawston Village College community really is special. I enjoy the rhythm of the school year - the same events and tasks come round at the same time each year, but with the opportunity of re-assessing whether you can improve on the way that they went. My role has changed a little in the past few months, and I am enjoying learning about and becoming more confident in my new areas of work.

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

The reception team are always telling me that I should be a detective, because I'm brilliant at solving the little mysteries that crop up in reception, and I have an amazing memory for names and faces. I think I'd love it. As long as I still had time for tennis and gardening in between cases.

Design a Stamp Competition

I was given the opportunity to enter the national 'Design a Stamp' competition. This competition was all about celebrating 'Lockdown Heroes' (Captain Tom, NHS workers, Teachers, etc). I had to design my own stamp which showed an image representing a hero (or in my case 'heroes') of lockdown. My design depicted an ambulance travelling over the top of a rainbow. I chose to do this because rainbows became symbolic of hope during lockdown and the ambulance was to represent the NHS and their huge significance to the national response to COVID-19. It was actually very difficult to design something meaningful that could be clearly seen on something as small as a postage stamp! The winner is yet to be revealed!

Francesca Walls, Year 7



Stamp designs clockwise from top right by:

Francesca Walls, Year 7 (Ambulance travelling on a rainbow design)

Phoebe Silk, Year 8 (Grandma design)

Coline Moreau, Year 7 (Well done design)

Ben Lane, Year 8 (NHS worker with mask design)

Ettolle Martin, Year 7 (Key workers design)



FXP Game Jam Success

Over the past six weeks, the three of us (Josh Jarin, Henry Jena, and Richard Hovsepyan) have taken part in the annual FXP Game Jam - a competition where you create a game based on a theme. This year, we were challenged to make a game with the theme "Prime". Our game was inspired by the Prime Meridian, the line bisecting the Eastern and Western hemispheres. In the game, this line allows the player to switch the world from the past and present. They must use this mechanic to solve puzzles. We came in first place for the secondary school category. We mostly worked on the game in sessions after school, as well as in our own time. We all worked on the game's concept together, but we split making the game between us with one dedicated programmer, one artist and one sound designer. Time management was sometimes a challenge due to the Year 10 mock exams but we were able to strike a good balance between revision and working on the game.

Overall, this was a very rewarding experience, seeing our ideas become a playable game. In the future, we would like to develop our submission into a full game, with even more

mechanics and levels. Fleshing out the story is also something we want to do. We made the game in the GameMaker Studio. If you are interested in making games, look out for GameMaker club, which will hopefully be restarting next year.

Henry Jena, Joshua Jarin and Richard Hovsepyan, Year 10
(shown left to right the photograph below)



Anglian Learning Writing Prize

Congratulations to the pupils whose work was shortlisted for inclusion in the Anglian Learning Writing Prize Anthology 2021, which was published recently. Below we have included two entries from Year 8 pupils, one of which was chosen as the Winner in the Poetry category. This is printed together with the judge's comments.

Poetry Category Winner

"This poem does what the very best poetry can do, condensing personal emotion into images that have a timeless and universal quality."

The Summer of 2016

By Isobel Whitton, Year 8

When you were here it felt like the summer of 2016
When we went camping near the sea
When we awoke to the sound of the sea crashing in
It felt like the summer of 2016
When I woke beside you and mum
When we strolled through the towns and bought ice cream
When we stayed up all night telling stories with torches
It felt like the summer of 2016
When you first taught me how to surf
When I first got crashed by the sea
When I went on a scary rollercoaster
It felt like the summer of 2016
I miss the feeling of you being here
Of you seeing me on my first day of 'big school'
Or when we sat on the beach and watched the gulls go by
It felt like the summer of 2016
And now sometimes I think about you
And my heart just breaks again
And now tomorrow starts without you
Again and again and again
I know how much you loved me
And how you didn't want to go
But I will never forget the feeling of 2016

Shortlisted Entry

Beauty Of The Forest

By Sophie Abell, Year 8

Gracefully I soar
Towards faraway lands
As though the world can be held
In the palm of my hand
Over oceans I glide
In the peaceful moonlight
I am one with the tide
As I fly in the night

If only I was freed from my chains in the ground
I am trapped in the earth all year round
Thorns are my swords
And leaves are my shields
I spread colour and love
Through meadows and fields

My creaking branches bend and break
I patiently watch
As the forest awakes
Alone everyday
I sway in the breeze
My only companions
The insects and bees

From Old to New

Despite the COVID restrictions this year and the lockdown from January to March, Year 10 pupils have still been able to participate in practical work for GCSE Design Technology.

In order to build their practical skills up before starting Year 11 coursework, DT pupils in Year 10 were able to create a box, using castle joints or dovetail joints. Some pupils took up the challenge/opportunity to reuse the old pitch pine from the Marven Centre floor, which was redone earlier this year after having been in place since the building's opening in 1932. With splinters and nails, this sometimes proved a challenge, however the results were well worth it. Beeswax or Linseed oil were used to bring out the grain of the wood and add aesthetic qualities to the boxes, and hinges or push-fit lids to add functionality. Below are some of the final products made by Year 10 pupils.

Tiana Izuogu, Year 10





Above shortlisted cover design by Ciara Smithet, Year 9, for the Anglian Learning Writing Prize Anthology 2021, and, below, a shortlisted entry in the Fiction category.

Glowing Chalk

By William Murlis, Year 9

There is a man who drives along a road that hasn't been used for a long time. He picks up hitchhikers along this road. He doesn't travel alone. He has his wife alongside him on the

desert road. They pick up hitchhikers out of a sense of kindness; it gives them purpose. The light is starting to fade. No hitchhikers tonight. He and his wife are the only life to be seen here. He keeps driving for several more miles, neither of them keen to return home yet.

The world feels empty to him in these hours. Suddenly out of nowhere a trail of white glowing dust somehow starts to blow across the middle of the road. It makes no sense to him, nor can his wife explain this unusual occurrence. They are irrationally scared of this unusual glowing dust.

Yet on they drive; the glowing dust still trails on with no direct source or link to help with the growing mystery. But the man is intrigued and drawn inexplicably to find out where it is coming from, and what this glowing dust is. Hours and miles seem to slip past, seemingly without meaning to the man now as he drives on, following the glow ahead in the darkness. His wife is confused, aware they are lost and drifting in the darkness.

The old man now seems obsessed by one objective — to find the source of this glowing dust. But his wife has had enough of this horrible experience so, in desperation, she opens the door while the car is still moving and begs her husband to stop and let her go. And so he does. She gets out of the car and starts walking back in the direction they have just come from, in the hope of finding her way back home. He drives on, almost oblivious to her now, the woman distraught by his actions. She bends to inspect the dust, hoping to find answers to her husband's behaviour but, when she gets close enough to the ground, she finds the glowing dust isn't dust — she rubs it against her fingers, pinching it. It is actually chalk.

The man is now edging closer to the source. He can feel it, a warmth like the sun. The man sees for himself the source of the glowing chalk. It is a huge glowing orb that has crash landed. The markings of a small burnt crater can be seen under the glowing orb. The man steps out of the car. He feels a strange sense of relief now that he seems to know he isn't going home tonight. The orb needs him, and there is no way back now.

Staff in the Spotlight - No. 2



Miss Armby
Head of Science

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

When I was five, I wanted to be a dustman in a pink limousine according to my Mum. Once at secondary school, I discovered drama and would have loved to have been an actor. In sixth form, I wanted to be a lawyer. Once I began my degree, my main interest was primate conservation so I wanted to work with orphaned orangutans in Borneo. A bit of a mix!

What are your main hobbies or interests?

I used to teach salsa dancing and captain the university team, but I am too tired for all the late nights nowadays! Apart from being a Mum of two young boys, which is a hobby in itself, I enjoy crochet and macrame. I am not very good at sitting around doing nothing, so I like to learn new things in the evenings when my little boys are in bed! I'm a big football fan too (Arsenal), so I absolutely loved watching the Euros recently.

What's your most embarrassing moment?

Tough question as I'm really clumsy! One of my most embarrassing moments was probably having to do some promotion on the Royal Mile during the Edinburgh Fringe

Festival for a musical I was in whilst dressed as a cow, complete with udders.

What's your favourite part of your job?

The fact that every single day is different. There is never a dull moment working with young people and I really enjoy those moments in lessons when a pupil suddenly 'gets it' for the first time.

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

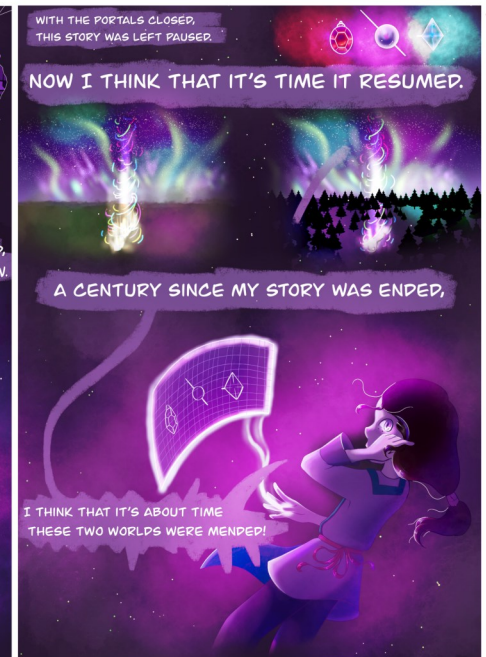
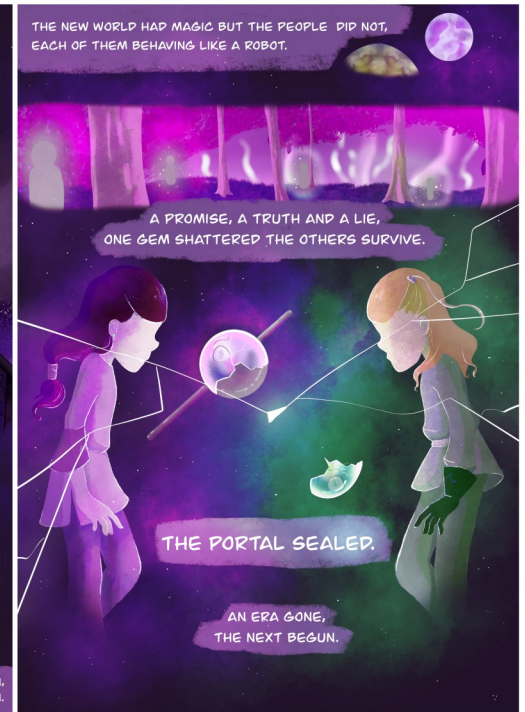
In all honesty, I can't really imagine being anything but a teacher now. Before I trained as a teacher, I had a career in London as a business consultant, but it wasn't for me. I'm much happier now and that is very important. Maybe I'd be teaching another subject though... Perhaps Drama!

Prologue to a Work in Progress

By Orla Dwyer, Year 9

Well done to Orla Dwyer whose work was shortlisted in the cartoon and comic strip category of the Anglian Learning Writing Prize.

We can't wait to read the finished story.



Year 10 Maths Competition

During class, I had the chance to participate in an inter-school quiz in a group of four. We had to work together as a team to solve difficult problems, and there was a bonus question that would give the team an extra point. Each team had one or two computers to answer the questions, and so we could all see and access the quiz. I was the person in my group who was responsible for the bonus question, which I worked out quite quickly, and got correct. The questions began relatively straightforward, but got increasingly harder as the questions went on. I felt this opportunity gave me a chance to get out of my comfort zone and do something different from a typical maths lesson. It was really fun to push ourselves and be competitive! I hope to get the opportunity to participate in more inter-school quizzes and competitions in the future!

Isabelle Halliday, Year 10

The Dumb Waiter

On Thursday 8 July, a live production of *The Dumb Waiter* by Harold Pinter was streamed in the Marven Centre from London's Old Vic Theatre for GCSE Drama pupils.

The play was as funny as it was confusing and also slightly unsettling, with a very ambiguous and unsolved ending that left me intrigued and trying to decipher it. I thoroughly enjoyed it



and I think seeing the play will help me in the future in my Drama GCSE to write a section C response, as there was plenty to write about in terms of outstanding acting.

Eira Sheridan, Year 10

Friends of Freetown

In addition to teaching at Sawston Village College, I am also proud to be part of the team that runs Friends of Freetown (www.friendsoffreetown.org.uk), a small charity supporting grassroots projects in Sierra Leone. For the past ten years, we have sustained long distance friendships with our trusted partners in this small, West African country. Thanks to Whatsapp, email, video and photos, we can keep in close contact with the schools, orphanage, clinic and apprenticeship centre that we support. Often, we are the link between people who have resources to offer and those who need them. Last month, we were thrilled to receive an amazing donation of equipment from the Science department at Sawston Village College which is now on its way to the Kate McGrath School for Girls in Bo City.

The Kate McGrath School for Girls has an excellent academic track record in most subjects but its students (the majority from extremely impoverished backgrounds and many orphaned in the 2014 Ebola epidemic) have historically struggled to make good progress in Science due to a lack of practical equipment. Senesi Fawundu, Chair of Governors, dreams of being able to offer "realistic and inquiry oriented

science curricula that engage students and inspire them to continue their studies of Science". Some time ago, we were able to send a small quantity of equipment and to fund the furnishing of the new "Friendship" laboratories (named in celebration of our cross continental relationship). Thanks to

Sawston Village College's generosity, the cargo ship Grande Tema has on board thirteen large boxes of fabulous equipment which should arrive at the school in time for the new academic year - and be instrumental in enabling the girls to excel. Thank you to everyone who contributed to this gift.

**Mrs Brookman
Alternative Provision
Teacher**



Below are a further two entries that were shortlisted in the Anglian Learning Writing Prize competition. All pupils across the Trust schools who had their work shortlisted were given their own personal copy of the published anthology.

Fey Bell Was What We Called Her

By Izzie Thomas, Year 7

You would only ever see her at night, a shadow of a girl, dancing along the rooftops and melting into the darkness. It was enticing the way she leapt across the crumbling stone walls and battered stone archways like an acrobat. A little golden bell hung around her neck that would glint in the moonlight and sparkle on starry nights. She was enchanting. However, once you left our city, your memories of her would begin to fade, and the idea that she was just an illusion cast by the flickering lanterns that adorned shop windows would steadily creep into your head. She was definitely real, as real as the moon in the sky. However, no one knew anything about her. No one even knew what she properly looked like, for no one had ever got close enough to see her. The stories that surrounded her were nothing more than myths, for some people say she has been here for thousands of years, but that's not possible, right? It was as if she were a ghost.

The night was hot, too hot. I lay sprawled in an awkward fashion across my bed. I ran a clammy hand through my hair and closed my eyes, listening to the crickets chirping outside my bedroom window. In the end I gave up. I slipped out of bed, the floorboards creaking gently as I crept across the room and into the hallway. I stopped outside my grandma's bedroom. The door was open a crack, and moonlight spilled into the room casting eerie shadows onto the bare walls. I could hear her breathing, short and shallow. She had not been well lately, and age had already taken its toll. I had heard mum talking about her in the kitchen. I couldn't make out any actual words but the tone of her voice gave it all away. Mum was hardly ever

serious. I shook off the thought of it, and looked back into grandma's room one last time. Something moved. I stood stock still. *There it was again.* A shadow. It was ever so slowly creeping through the room, towards the sleeping shape of grandma. I wanted to run but I was frozen in fear to the spot. I wanted to scream and shout, but no sound came out of my mouth. The silence was deafening. I stood there for what felt like hours, too scared to move a muscle. In the end, my curiosity got the better of me, and I took a short, shaky breath. I reached a trembling hand towards the door, and it swung slowly open. I stifled a scream. There, crouched over grandma was a figure swathed in black. Hazelnut brown hair cascaded down her back and over her shoulders. Around her neck was a tiny golden bell that glinted in the moonlight. Suddenly, her head snapped up and her piercing green eyes met mine, just for a second, before everything went black.

The Fall

By Shan Ahmad Malik, Year 7

The snowflake fell,
Its exuberant structure glinting gently,
Catching the pale, muffled sunlight
Gliding downwards
From the hue-less, cold clouds,
Seeking refuge, attempting to
Retain its priceless beauty.
The breeze rocked it back and forth,
Knocking it into others, forcing
Them to tangle — mingle — together.
Down the flake fell,
Ever-seeking unfindable refuge
'Til it touched its final ground.

Microclimates Fieldwork in Year 8

Year 8s have been carrying out microclimates fieldwork on the school grounds. The microclimate project data collection consisted of a few steps. For example, firstly we used anemometers to measure temperatures and wind speeds around the school and recorded the direction we were facing with a compass. This was to find proof of microclimates around the school, in response to the hypothesis: There are no microclimates at Sawston Village College. Next, we would record our data in graphs and compare it to the normal/average conditions around Sawston at this time, therefore comparing whether there were any large differences between conditions and so being able to respond to the hypothesis.

Libby Hull, Year 8



¿Qué te gusta leer?

How good is your Spanish?

Year 10 pupils recently had to write a blog article on reading, and we think they did very well.



Deberes

En mi opinión leer es un placer y soy un ratón de biblioteca. Me chifla leer las poesías y las novelas de acción. Si tuviera más tiempo me gustaría leer más pero no tengo mucho tiempo libre así que leer de vez en cuando. Me motiva leer porque es emocionante leer una novela entera y es la mejor para descansar. También es un pasatiempo productivo. Es muy importante leer ya que los libros son un buen tema de conversación y ^{they are} ^{more} ^{plual} buenos para la memoria. Además leer ^{mejora} tu vocabulario y lenguaje. Leer es la mejor para aprender!

Suelo leer en papel puesto que me gusta leer un libro de verdad sin embargo leer en formato digital te permite llevar contigo miles de libros. Por un lado, mientras que leer en formato digital depende de la energía eléctrica, normalmente leer en la red cuesta mucho menos. También los libros digitales protegen el planeta y no ocupan espacio. Los libros electrónicos son fáciles de transportar. Sin embargo una desventaja es no hay numeración de páginas. Mi hermana le gusta leer los e-books porque son más ecológicos y a mi hermana le encanta los animales. Por otro lado leer en papel te permite leer horas y horas y escribir anotaciones. Leer en papel no cansa la vista pero cuesta mucho más. Mi madre prefiere leer libros en papel ya que le gusta pasar las páginas a mano sin embargo mi padre

le cuesta motivarme así que usa una aplicación en su móvil. En resumen prefiero leer en papel porque me gusta una tradición pero me gustaría leer mucho en la red ya que e-books son más baratos y ecológicos.

Jenny Leggate, Year 10

Mis Deberes para 05.05.21

¿Qué te gusta leer? ¿Por qué?

Me encanta leer. Soy el mayor ratón de biblioteca! Mis cosas favoritas leer son las novelas de ficción, y los periódicos, porque puedes descubrir otros mundos: realidad, y ficción.

¿Por qué es importante leer?

En mi opinión, hay miles de razones leer. Sin embargo, las más importantes son estas:

- Para imaginar
 - Para aprender - Incrementa el vocabulario, mejora la ortografía. (spelling)
 - Para explorar el mundo
 - Fortalece la salud mental :)
- Además, es un modo bonito para pasar el tiempo - muy tranquilo, mientras que emocionante también

¿Prefieres leer en formato digital o en papel? ¿Por qué?

Yo personalmente prefiero leer en papel, porque me gusta tocar las páginas. Es personal. Hay numeración de páginas, y por lo tanto es fácil para leer. Una desventaja de libros en formato digital es que cansa la vista, y depende de la energía eléctrica. Tienes que recargar a menudo. Por otro lado, leer en formato digital protege el planeta, mientras que te permite llevar contigo miles de libros no ocupan espacio. En resumen, estoy enamorada todavía con tener ^{my} ^{propio} ^{libro} - Un libro de verdad. ^{Como} sin embargo, a mi hermana le gusta libros en formato digital, ^{pero} ^{ellos} ^{están} ^{cuestan} mucho menos.

Freya Martin, Year 10

Below is another entry which was shortlisted in the Poetry category of the Anglian Learning Writing Prize 2021.

Awullia

By Emma Jane Russell, Year 7

When people look up to the stars,
They imagine a faraway place,
Where pollution is not
spoiling their space.

Out there over the boundaries,
Humans can see a sign,
A glimpse of a planet
no different from mine.

This planet — its name is Awullia,
It's 3,000 light years away,
So we see it as it was,
3,000 years ago this day,

When children ran happily, laughing,
And their parents lay under their sun,
But the voices of fate were casting,
Horrible destinies for each one.

Like us they found oils and plastic,
But they called it a different name,
How delighted they were when they
found out,
They could use it to store the harvests
when they came.

They used it and used it and used it,
Until their resources ran thin.
No oil left on the planet,

And an economic outlook dim.
The plastic however was different,
It would not disintegrate.
They tried to fix their mistake,
But for them it was too late.

The strings of life were cut,
All life on the planet was gone,
But we would never know this
until 3,000 years on.

Does this sound familiar?
Have you heard it before?
Is this the destiny of our planet?
If we continue our war path forever
more?

Our forests and woods are felling,
Our animals losing their lives,
Will we end up destroying,
Everything for which we strive?

Has our destiny been decided?
Or is it not too late,
To save our planet,
From the same fate?

Awullia, well that is fantasy,
Earth, well that is not,
But who says stories can't tell us,
What many have forgot.

Humans are not immortal,
We do not live for all time,
So maybe we should leave our planet
better,
For those next in line.

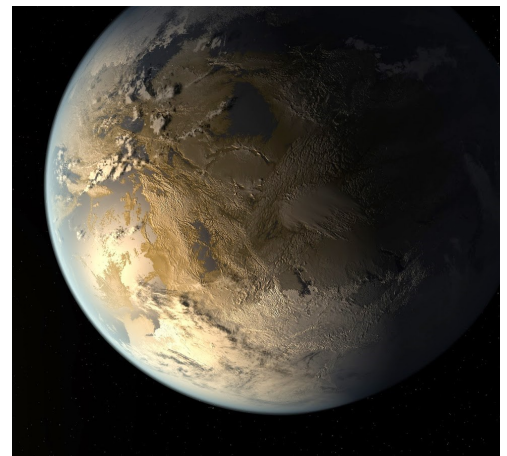
Our planet is our responsibility,
And I can't say we're doing well,
Death and destruction everywhere,
This story is not a good one to tell.

Do you care for our future?
For those who are yet to live?
Is it right to give them,
What we have to give?

Or should we give them better,
A planet of which to be proud,
A planet so they can live happily,
Surely that's allowed?

Though we may not have started this,
We can certainly give it an end,
To make our planet better,
For those whose lives are just round the
bend.

Heed my words and warning,
Remember what you have forgot,
Awullia, well that is fantasy,
Earth, well that is not.



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. Please check the relevant website for current updates.



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.

Device stands in Year 8 DT

Well done to Year 8 pupils who have been busy making fantastic device stands.
You can enjoy some of their creative efforts below.

