



# ST HELENA SCHOOL

Aspire Believe

Celebrating Our Students' Work

ISSUE 5 MAY 2020

# Achieve



## Extra-Curricular Challenge Joshua and Cameron Longland-Smith

Year 7 have been challenged to send in their Extra-Curricular activities. The first to appear is this spectacular Rainbow Cake, created in real team spirit by Joshua, Cameron and their mum and sent in by Joshua. It looks spectacular, light and fluffy and psychedelic too. A taste sensation boys (and Mum) - well done!



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## Remembering Our Heroes Past and Present Amelia Hare

With so many things to be grateful for, St Helena students have been tasked with using the now very well known theme of the rainbow in a 'Bake-Off' challenge. Amelia has taken the challenge and shown great initiative and creativity in combining the rainbow colours to honour all our 'key workers' together with the commemoration of the 75th VE Day anniversary. Well done Amelia!



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## VE Day project Lexi Talbot

Lexi has created a beautiful VE Day project to commemorate this very important historical day. Well done Lexi!



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## Spanish Armada Research Xindy Chen

**Xindy researched ahead of time and created this excellent presentation. Keep up the fabulous work Xindy!**



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Alex Costello How was the Spanish Armada Defeated?

**Reason 1** – One reason for the defeat of the Spanish Armada was the fact they lost 50 ships in a storm off the coast of Ireland.

Evidence of this is The Spanish were constantly bombarded by strong winds and storms which gave Sir Francis Drake an advantage. Philip II blamed the weather declaring "I sent you to war with men not with winds and waves".

This caused the defeat of the Spanish Armada because in addition to leaving their troops behind, they lost fifty ships, and many crewmen who starved to death or drowned, leaving them vulnerable. Only 67 ships returned to Spain.

**Reason 2** – Another reason for the defeat for Spanish Armada's defeat was the fact the English ships were smaller and quicker compared to the bulky, clumsy and slow Spanish Galleons.

Evidence of this is that the quicker English ships could fire from further away while the Spanish ships were unable to fire back as quickly. More evidence is the fact the Spanish were only stronger when in their famous "Crescent Formation", but when they broke off this formation they were left vulnerable as the English could shoot them faster than they could escape.

**Reason 3** – The last reason for the downfall of the armada was the fact the English were prepared for them.

Evidence of this is the fact the English placed warning beacons after the Spanish Armada was spotted nearby, alerting Sir Francis Drake and his fleet of their presence. This gave the English an advantage as they had the element of surprise on their side.

This contributed to the defeat of the once indomitable fleet as the English knew of their presence while the Spanish were unaware they had been discovered.

## Spanish Armada Extended Writing Alex Costello

Alex wrote three excellent PEE paragraphs to explain why the Spanish Armada was defeated. Well done Alex!



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## Lesson School Closure Work: Week 8: Anglo-Normans

### Instructions:

- You can either edit this document to record your answers, print it and write your answers or make notes on it or in your exercise book.
- Make sure you log onto Google Classroom and click "Hand in work" even if you have written your work on paper so we know you have completed it.

Title: **How useful were Motte and Bailey Castles?**

### Check your knowledge from previous work:

- On what border were the Marcher Earldoms?  
The English/Welsh border.
- What day was William the Conqueror crowned King of England?  
25 December 1066
- Who did William rely on and reward to help him maintain control.  
Henry of France helped him as well as everyone who supported him in the Battle of Hastings.



(Check your answers at the bottom of the page)

### Watch and make notes on this video:

<https://www.youtube.com/watch?v=yxANUa0XHkA>

- A Motte and Bailey is a typical type of fortress/castle built by the Normans as a means to keep in control of England and Ireland.
- They are built in a distinctive design and hundreds were built in an effort to maintain control.
- The castles could be built very quickly- sometimes in under 10 days!
- They have a height advantage making it easier to view attackers and harder to attack.
- It was cheap to build a network of these castles- easier to take over a country
- They were made of wood, which rotted and burnt easily.
- Over 1000 were built during the Norman period and they helped to control conquered territory.
- William the conqueror even had portable castles brought to him in Hastings which is displayed in the Domesday Book.
- Eventually, wood was replaced by strong stone and gatehouses and defences were increased.
- Windsor castle is an example of a Motte and Bailey still used today.



### Write down between 5-10 keywords with definitions about Motte and Bailey castles.

- Motte: A man made hill that could be constructed fast in a couple of days. It provided a height advantage and was harder to attack.
- Bailey: The lower level used for living and working in.
- Keep: The strongest and most protected part of the castle. It is used as the last line of defence.
- Palisade: A wooden fence used as extra protection.
- Moat/ditch: It was sometimes built around the Motte and Bailey and made it harder to attack. Sometimes the soil was used to build the moat.
- Drawbridge: Set up to protect the entrance. It was usually drawn up on a chain or rope- providing emergency protection.



### Using the videos and information you have read answer these questions:

- What are Motte and Bailey Castles?  
Motte and Bailey castles were used during the Norman period when William the Conqueror was in for defence and attacking advantages. They consisted of a Motte, a Bailey, a keep, a palisade, a drawbridge and a moat. They were cheap and effective.

## Motte and Bailey Castles Molly Watson

Molly has been consistently producing excellent work. She has written good 4 mark exam answers. Well done and keep up the great work!



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Artists work above

## Composite Photograph in the style of Antonio Mora By Freya Bruns year 10

This is a photomontage (composite digital image) in the style of the artist Antonio Mora. Freya has been learning to use her SLR camera and switch off auto to take this high key lighting portrait for the image. She then logged into her school Photoshop account to edit and merge the portrait combining the the bridge with the portrait. I am really pleased Freya has continued to use Photoshop at home and create such an imaginative image.



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Photography  
Week Eight

Sasha Levin

Critical Analysis for Sasha Levin



"In this photograph, Sasha Levin has used a tunnel to produce a vertical line of symmetry. He has also used the infrastructure of the tunnel to make a line of perspective; which is effective as it creates a sense of order and story towards the viewer. Also the lights running down the centre continue to reinforce this idea. The person in the centre of the photo shows a sense of form and structure. There is some green colouring in the distance of the background, giving the impression of looking down the lens of the camera - producing another optical illusion."



"In this photograph, Sasha Levin has captured an image of another tunnel. However on one side there is a person, disrupting the symmetry in the photo. His artistic intention of using red shows a contrast with the dull grey of the rest of the image. The lights further reiterate the form and line of symmetry down the centre of the photo. The general blue-grey colour of the buildings in the image suggest form so the photographer could be saying that conformity and being the same is boring."



"In this photograph, Sasha Levin has incorporated an escalator to create the line of symmetry. However, on each side of the escalator, the people are facing different ways to show how nothing is perfect, and potentially nothing is exactly symmetrical. The escalator in the centre of the photograph produces the line of perspective; making the photograph evoke regularity. The worm's eye view makes the viewer seem small, insignificant and unknown in everyone else's lives. I think Levin is implicitly making the point that nothing is the same and everyone is different."

## Sasha Levin Image analysis Olivia Macey

Olivia has been working consistently hard on all the weekly photography tasks. I have been so impressed with the time and effort she has put into staying on top of her coursework.

This is a detailed description and analysis of three different photographs by the artist Sasha Levin. Olivia has explained clearly how the images link to the theme 'Order and disorder. She has made excellent comments on the composition and perspective techniques by the photographer. Olivia has explained her understanding of symmetry in photography and how the artist has used it to create a sense of order and conformity.

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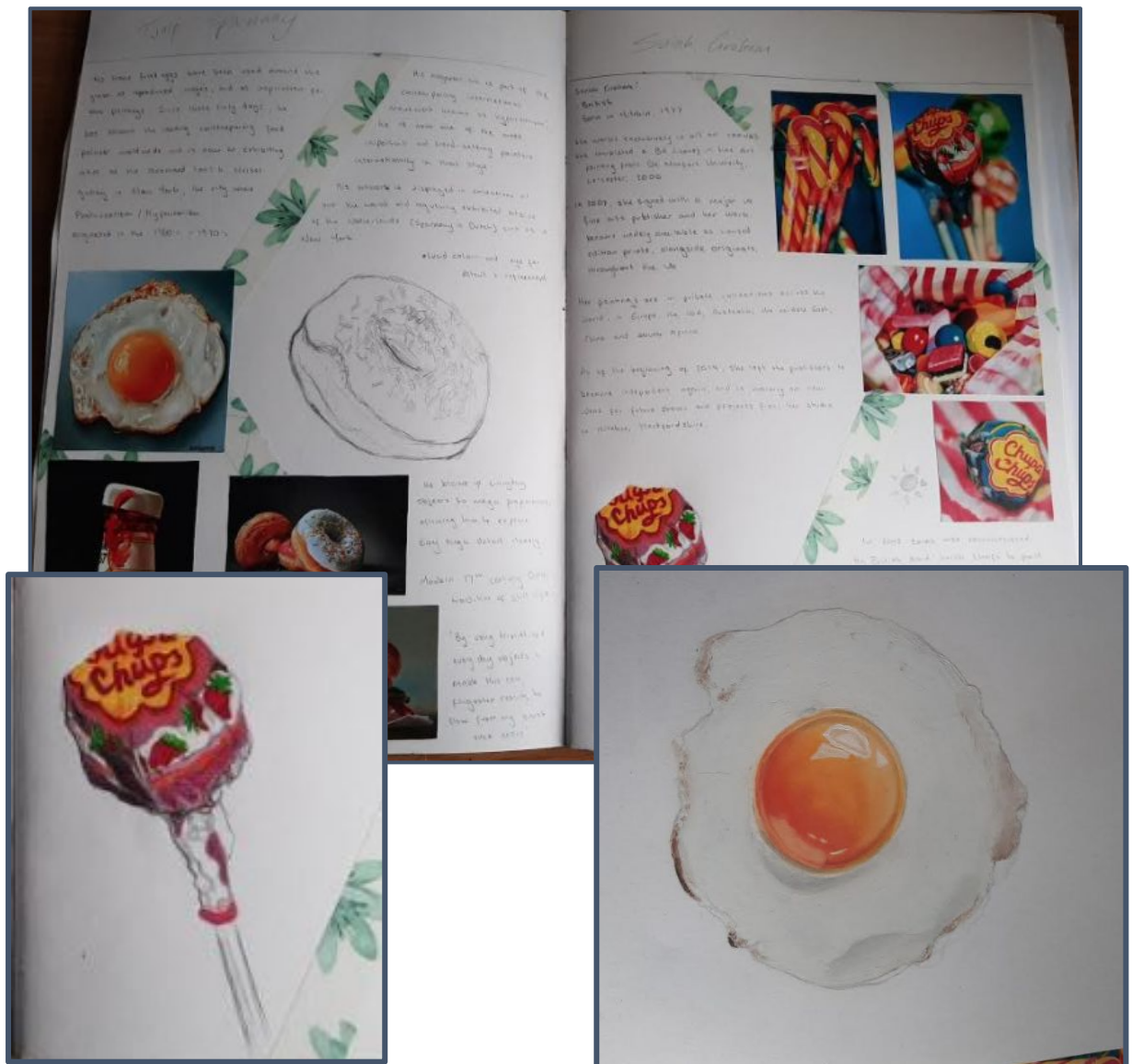
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## Tjalf Sparnaay: AO1 Research and development pages Evelyn Moye

Evelyn has continued to work on her year 10 Art coursework from home. Evelyn has completed the artist's research pages in detail and completed some beautiful intricate paintings in the artist's hyper realistic style. The painting skill she has developed is highly confident and she has challenged herself to paint in this hyper realistic style. She has done well to follow tutorials from home and refine her painting skill. I was so impressed with how real the fried egg looked!

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## Week 3 – Volcanic Eruptions

Wednesday 6<sup>th</sup> May 2020

### Check your knowledge:

- 1) What magnitude was the Christchurch earthquake in 2011?  
- 6.3
- 2) Why did Mr Davies and his wife have to move out of their house in Christchurch?  
- The living conditions were too dangerous (leaks, cracks, problems with the electric and asbestos)
- 3) How many insurance claims for private properties had been settled five years on according to Insurance Council New Zealand?  
- 9/10
- 4) What does "Red-zoned" mean?  
- The earthquake caused so much damage that houses will probably never be built there again
- 5) Which historic building was badly damaged?  
- The cathedral

### Notes from video – BBC Documentary, Iceland Erupts:

Eyjafjallajökull is a volcano in Iceland that started erupting on the 14<sup>th</sup> of April 2010.

The volcano that erupted 1000 miles away from the UK still has major effects on us – all flights going in and out of the UK were cancelled because of the volcanic ash cloud.

The volcanic eruption happened in April 2010 and scientist's research shows that there could be more to come in the upcoming 21<sup>st</sup> century.

Iceland has 15 active volcanoes and there has been on average a volcanic eruption every 5 years.

The volcanic eruption from 1783 caused a very unique landscape of a lumpy mass covered plane. The largest lava flow on the planet! This was caused by a fissure eruption.

Fissure eruption - A fissure vent, also known as a volcanic fissure, eruption fissure or simply a fissure, is a linear volcanic vent through which lava erupts, usually without any explosive activity. The vent is often a few metres wide and may be many kilometres long.

The lava wasn't just the main problem in the 1783 eruption, clouds of sulphur dioxide and fluorine poisoned the water and contaminated food for people and animals. Famine swept across Iceland as many crops and farms were wiped out. 25% of the population died due to hunger and there was barely any sunlight for months. 10,000 people died due to this eruption. After the 1783 eruption, a huge cloud of sulphur dioxide engulfed the whole of Europe. Around 300,000 deaths were caused by the sulphur gas in England and Paris alone.

### Exam style question

"The eruption of the Iceland volcano only affected European countries. To what extent do you agree with this statement?"

On the 14<sup>th</sup> of April 2010 the volcanic eruption of Eyjafjallajökull (located in the Eastern Volcanic Zone of Iceland) caused a mass amount of damage not just to Iceland but many other countries too. I disagree with the statement above because even though the eruption caused heavy damage to the whole of Europe, countries outside of Europe were also affected.

As this volcano erupted it released lots of lava like most volcanoes however this was not the biggest problem that this eruption caused. Due to the volcano being in Iceland (a place of very cold climate) the ice and mixed with the lava, creates steam which splits the lava up into tiny pieces called ash. This ash was being pumped out of the volcano for around a month. The wind brought the huge clouds of ash over to Europe, destroying the air quality and making it very hard to see. This bad air quality and low visibility made it very dangerous for flights to happen all over Europe so practically all flights coming in and out of Europe were cancelled. The Air Transport Association estimates that airlines in Europe were collectively losing around £130m everyday that the airlines were shut. While most airline companies were in a state of distress, the Eurostar had a huge demand for passengers since the eruption happened (50,000 extra passengers, an increase by nearly a third). Travel industries in Europe (especially in Greece) as their economy relies heavily on tourists who arrive by air.

Even though the volcanic clouds caused lots of economic damage to Europe, it also had impacts on countries outside of Europe. For example, Kenya's economy was said to lose around \$3.8m as a result of the flight cancellations as they make lots of money from exporting crop produce and flowers to European countries. Due to these cancellations most of those crops went to waste. Most of European countries are HICs so the volcano eruption didn't have huge effects on their economy however to a LIC/NEE like Kenya, not being able to send produce to Europe could cause a few major problems in their economy. Furthermore, Kenya is not the only NEE country that would be exporting goods to European countries so many more would've been affected.

To conclude, the 2010 eruption of Eyjafjallajökull not only affected European countries but also countries outside of Europe e.g. Kenya and many more.

## Volcanic Eruptions Abigail Man

Abigail always puts a lot of effort into her Geography work. Her notes are well structured and she recognises the importance of including facts by writing them in a different colour. Abigail has also written an excellent answer to a 9 mark GCSE question, where she has included her own opinion and justified it with case study facts.

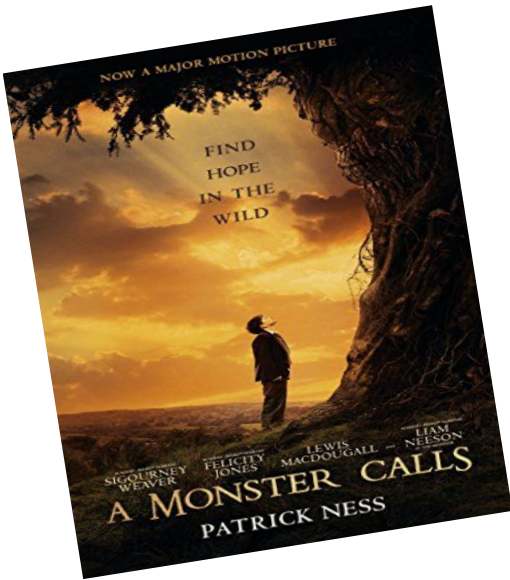


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## What does “Her face as serious as a sermon” mean?

A sermon is a religious speech, so “As serious as a sermon” could suggest that the teacher is very sensible and strict and is always following the rules. She is profoundly serious because she is a headteacher, so to the children she has to seem like she doesn’t want any nonsense and won’t excuse any bad behaviour.

## Research and find out as much as you can about Yew trees.

One of the world's oldest wooden artifacts is made from yew: a spearhead found in Essex, UK, dated at 450,000 years old. Yew wood is extremely hard-wearing and was used in the Middle Ages to make the traditional English longbow: a weapon that helped the English win famous battles against the French, such as Agincourt in 1415. More recently a chemical found in yew, called taxol, has been found to have anti-cancer effects. They have since been synthesised and are now being used in the treatment of breast, ovarian and lung cancers.

## **A Monster Calls Melis Mustafa**

Melis read ‘A Monster Calls’ and answered every single question posted on Class Charts. Her answers, as you can see here, were thoughtful and showed an insightful understanding of the text. Well done Melis!



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