



Achieve

Colchester siege success

Following the success of the siege of Colchester after 11 gruelling weeks of starving citizens and warring factions, the parliament has emerged on top. I am reporting live on the scene outside the gates of Colchester town. This just in, cavalier captains sir Charles Lucas and his junior captain are about to be executed by firing squad. Depending on whose side you were on, then this event could hit you hard in either direction. Here with me we have a citizen of Colchester ready to explain his views on the event. "I feel that, as I am supporting parliament, this is a great outcome, as parliament now will have more power". That was one person's views, now let's go and see the preparations for the execution about to take place. Let's get the view of one executioner: "I feel that this execution is unjust and think I will find it hard to fire my

Siege of Colchester Live News Report Cameron Longland-Smith

Cameron's live news report is really well-written and looks at different perspectives. Cameron always works hard and submits his work promptly. Well done Cameron!



Share a piece of work you are proud of with your class teacher or via
email: teachingandlearning@sthsch.com



[@StHelenaSchool](https://twitter.com/StHelenaSchool)



[@sthelenaschoolcolchester](https://www.facebook.com/sthelenaschoolcolchester)



[@sthelenasch](https://www.instagram.com/sthelenasch)



Achieve



Click on the picture to watch a video about Jack's game.

Jack Taylor's Game

Jack Taylor has created a fully working game for his sister's birthday. He has created sprites (characters) using skills he learnt in ICT and has created controls to move them (using his computer science skills). This is a fantastic example of how different subject skills can be combined to create a working product. Jack has also added a "behind the scenes", which details some of the skills and techniques he used in creating the game.



Share a piece of work you are proud of with your class teacher or via email: teachingandlearning@sthsch.com



@StHelenaSchool



@sthenaschoolcolchester



@sthenasch



Achieve



Black Lives Matter Protest - Castle Park Sun 7 June Abigail Mann - Year 10 Photography

Abigail attended the Black Lives Matter protest in Castle Park and took photographs to support and document the movement. Her important photographs capture the mood and powerful messages of the protest whilst supporting the fight against racial injustice.

Miss Mayne

Share a piece of work you are proud of with your class teacher or via email: teachingandlearning@sthsch.com



@StHelenaSchool

@sthenaschoolcolchester

@sthenasch



Aspire Believe

Celebrating Our Students' Work

ISSUE 8, JUNE 2020

Achieve



China

- Ingredients commonly used:**
- Rice, soy sauce, sesame oil, and various vegetables like broccoli, cauliflower, carrots, mushrooms, bok choy, and green onions.
- Ingredients found in China:**
- Soy, wheat, and rice.
- Culinary inspiration:**
- The Chinese have a long history of food preparation and it is still being discovered. Chinese people are very creative and use a variety of ingredients to create their dishes. The Chinese love to eat and they love to share their food with others. It is a great way to learn about the world and the people who live there.

Thailand

- Ingredients commonly used:**
- Curry, pork, chicken, seafood, vegetables, rice, herbs, lime, chili, and fish.
- Ingredients found in Thailand:**
- Coconut, chili, garlic, rice, and fish.
- Culinary inspiration:**
- Thailand is a great place to eat and they love to share their food with others. The Thai people are very creative and use a variety of ingredients to create their dishes. They love to eat and they love to share their food with others.



Asian Foods



Spain

- Ingredients commonly used:**
- Olive oil, garlic, paprika, green onions, tomatoes, cheese, and wine.
- Ingredients found in Spain:**
- Paprika, green onions, garlic, cheese, and wine.
- Culinary inspiration:**
- They have a rich history of food preparation and it is still being discovered. Spanish people are very creative and use a variety of ingredients to create their dishes. They love to eat and they love to share their food with others.



European Foods



Italy

- Ingredients commonly used:**
- Olive oil, tomato, garlic, mushrooms, onions, and cheese.
- Ingredients found in Italy:**
- Olive oil, tomato, garlic, mushrooms, onions, and cheese.
- Culinary inspiration:**
- Italy has a rich history of food preparation and it is still being discovered. Italian people are very creative and use a variety of ingredients to create their dishes. They love to eat and they love to share their food with others.



Great Britain

- Ingredients commonly used:**
- Potatoes, beef, pork, and eggs.
- Ingredients found in Britain:**
- Potatoes, beef, pork, and eggs.
- Culinary inspiration:**
- British people are very creative and use a variety of ingredients to create their dishes. They love to eat and they love to share their food with others.



India

- Ingredients commonly used:**
- Curry, rice, lentils, and vegetables.
- Ingredients found in India:**
- Curry, rice, lentils, and vegetables.
- Culinary inspiration:**
- India has a rich history of food preparation and it is still being discovered. Indian people are very creative and use a variety of ingredients to create their dishes. They love to eat and they love to share their food with others.

Investigating British and International Cuisines: Provenance Amelie Hearn

Amelie has developed a clear vision for this piece of work by choosing two continents to compare and contrast. She has identified key facts that she wanted to research for each, that will then support further work in the future. Amelie has researched about the country, food related traditions, ingredients and cuisine.

A very well researched piece of work, presented in a creative and concise way which was a pleasure to read. Well done Amelie!



Share a piece of work you are proud of with your class teacher or via email: teachingandlearning@sthsch.com



@StHelenaSchool

@sthelenaschoolcolchester

@sthelenasch



Achieve



The civil war begins



Royalists and parliamentarians begin their battle

Colchester's state

AMELIA HARRINGTON 30/08/1648

The civil war has begun! The royalists and parliamentarians have started their battle for the future leader. Why? you may ask, it is said that the three main reasons for the start of this war are king Charles needing more money, religion and puritans and Catholics. King

Its all over for one side

AMELIA HARRINGTON 09/06/20

Both sides arrived in Colchester on the 12th of June 1648. However, one of them got there hours before the other one so they had time to prepare and set up. Although they got

Siege of Colchester Newspaper Article Amelia Harrington

Amelia has written an excellent newspaper article about the Siege of Colchester using different perspectives. Well done Amelia!



Share a piece of work you are proud of with your class teacher or via email: teachingandlearning@sthsch.com



@StHelenaSchool



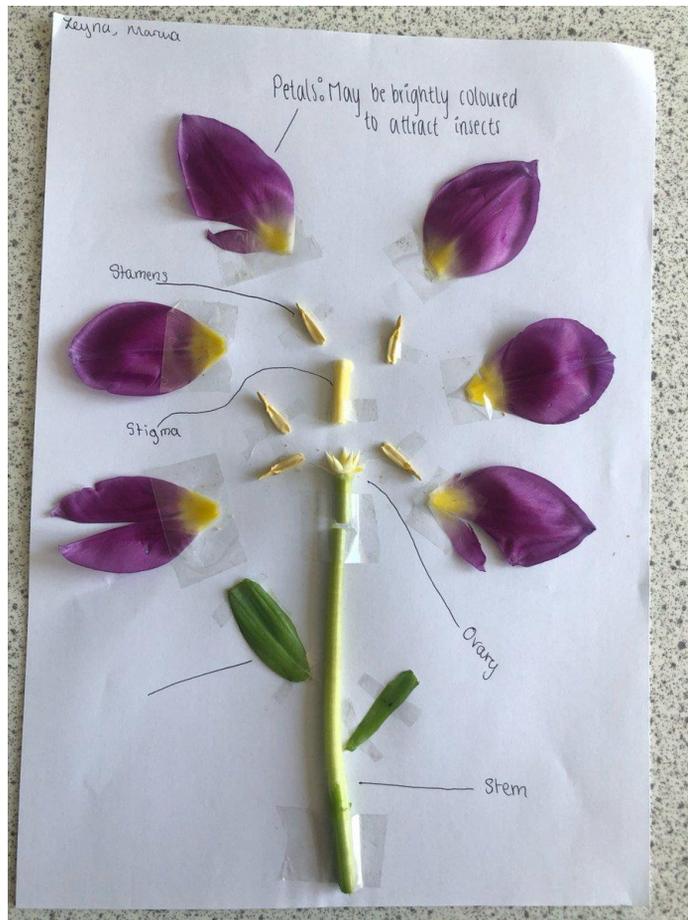
@sthenaschoolcolchester



@sthenasch



Achieve



Reproduction in Flowering Plants Cameron Longland-Smith

As part of the work for year 7, Cameron went above and beyond what was expected by doing a flower dissection. This piece of work shows that Cameron is able to identify and label the different structures of a flower. Well done Cameron!



Share a piece of work you are proud of with your class teacher or via email: teachingandlearning@sthsch.com



@StHelenaSchool

@sthenaschoolcolchester

@sthenasch



Achieve

The colour was bright,
Unlike the night,
The birds no longer sang,
As sleep time began,
The stars danced in the sky,
Looking down at I,

The world was so still,
Nobody could kill,
This moment at ease,
Oh I was so pleased,
If only life was like this forever,
Like my painting,
So beautifully put together.



Poem on Van Gogh's Starry Night Kia-May Astphall Year 7 Art

As part of the Van Gogh landscape project, Kia completed an extension task to describe the Artwork 'Starry night' by Van Gogh. I was impressed that she completed an extra task and described the mood and atmosphere of the scene beautifully in her poem.

Miss Mayne



Share a piece of work you are proud of with your class teacher or via
email: teachingandlearning@sthsch.com



@StHelenaSchool

@sthenaschoolcolchester

@sthenasch



Achieve

In your opinion, is the Red Room a ghost story?

No, I think that the Red Room isn't a ghost story, because it is a story of fear, and the fear of the unknown made people believe there was something lurking in the darkness - a black fear, and the fact that there was nothing there. But, from the narrator's perspective, we are led to believe that it is a ghost story from the way the old people are described, their odd manner, and the eerie and sinister atmosphere created in the Red Room, and how the narrator dealt with the darkness and soon discovered that his greatest fear, and everyone's greatest fear, was fear itself. Therefore, it isn't a ghost story because there weren't any ghosts in it at all.

Why does it create a sense of fear?

The writer uses something creeping towards you and that is unidentifiable to create a sense of fear when the narrator describes the darkness as it 'crept in upon me'. The word 'crept' gives the sense of fear of something gradually closing in on you that you can't fight, and is concealing itself from you. Coupled with this, 'upon' makes me think of something rising and towering above you, because it has the power and control over you as it creeps towards you and you are helpless. When the narrator says 'me' it personifies the shadows because they aren't just closing in because the candles are going out, it is purposefully creeping in on only the narrator, with an intention to swallow them in darkness. This creates a sense of fear because you cannot fight the force that is slowly closing in on you, and the darkness is impalpable, so you can't touch or feel it, and we are naturally scared of things we can't explain.

The Red Room Lily Horgan

Lily has produced some perceptive observations throughout her lessons on this topic. She has taken time to consider the text, the language and the way that the reader is expected to feel as part of her response. She considers carefully the narrator's perspective and why they may be reacting in a certain way. Well done Lily!



Share a piece of work you are proud of with your class teacher or via
email: teachingandlearning@sthsch.com



@StHelenaSchool



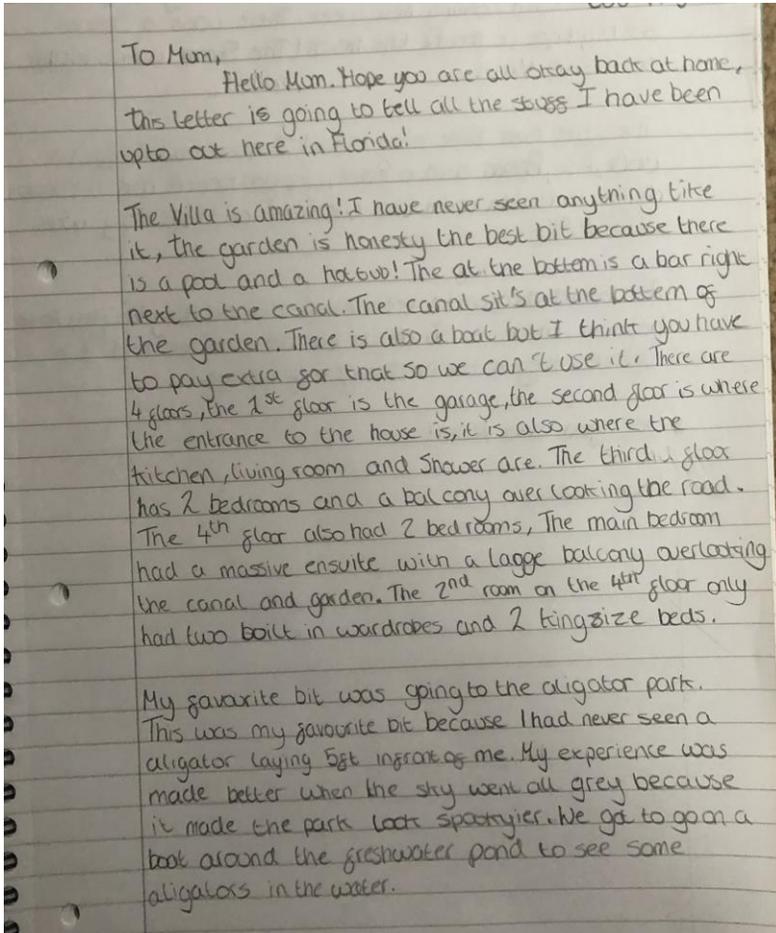
@sthenaschoolcolchester



@sthenasch



Achieve



Letters and Postcards Luca Achinelli

Luca produced six sides of A4 writing on this particular week's work. The final piece was this lovely letter home, of which the first half is pictured above. All the work was presented to this outstanding level.
Very well done Luca!



Share a piece of work you are proud of with your class teacher or via email: teachingandlearning@sthsch.com



@StHelenaSchool



@sthenaschoolcolchester



@sthenasch



Achieve

My highlighted lines:

' At every footstep breaks a brittle pane'

Why- I feel like it is showing how fragile the nature around the setting is and how easy it is for one thing to cause something to completely fall apart.

What- I think they are suggesting that the people aren't properly caring about the wildlife around them or that the things at the setting are very hard looking but not on the inside and that they will break easily so you need to be more careful.

What- they have used imagery. (Brittle.)

'Lurk in under gluey, glass like fishbowls'

Why- I think it shows that there is more under the surface if you look. Like it says 'lurk in under' which makes me believe that even though it is 'gluey, glass' that there is something lurking underneath, right in front of you.

What- In my opinion I think they are suggesting that there is more than meets the eye to this place. There are some things hidden that you just need to look a little bit harder to fully see.

What- I think they have used imagery 'gluey, glass' and a simile 'like fishbowls'.

I think the second stanza is about destruction and sadness because of the words like this 'breaks', 'Dead', 'shoot'. When it says 'shoot their ghostly friends' It makes me think that their friends are dead and they are pushing the part of them that cares away and pushing the sadness of their loss away. It just seems really sad to me. 'Dead boughs take root in ponds' I feel like that's the sadness being pushed into a fresh pond like the sadness is travelling and spreading because people keep pushing it away.

I think the third stanza is about how the sadness from the second stanza has spread too far. When it says 'poor fish' maybe that's because it has been affected by the sadness? 'Hangs daggers' makes me think that's the sadness as the daggers stabbing everyone and infecting them with sadness that will spread and spread. 'Long war grown warmer' makes me think it's been happening for a long time and the war was growing warmer (better) when someone has taken the sadness and instead of spreading it to others taking it on by him/her/it's/themselves. The last line 'The sun will strike him dead and strip his armour' makes me think the sadness has taken over and he dies but the sadness dies with him. Then everyone starts to feel happier because somebody dealt with it instead of passing it on and making others have to suffer.

Hard Frost Poetry Analysis Kia-May Astphall

Kia-May has made a really good start to the poetry unit with the first task looking at, 'Hard Frost'. She has carefully considered meaning and language and started to look beyond the obvious beginning to explain why she makes the observations that she does.

Well done Kia-May!

Share a piece of work you are proud of with your class teacher or via
email: teachingandlearning@sthsch.com



@StHelenaSchool



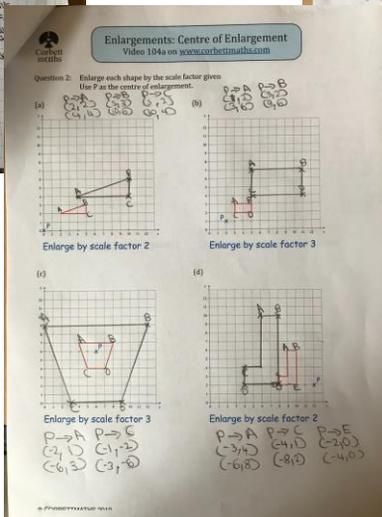
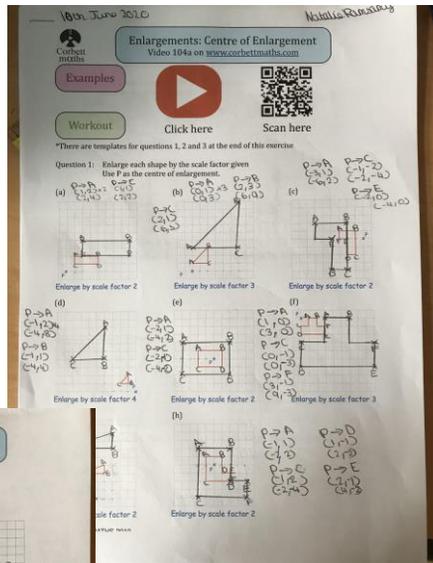
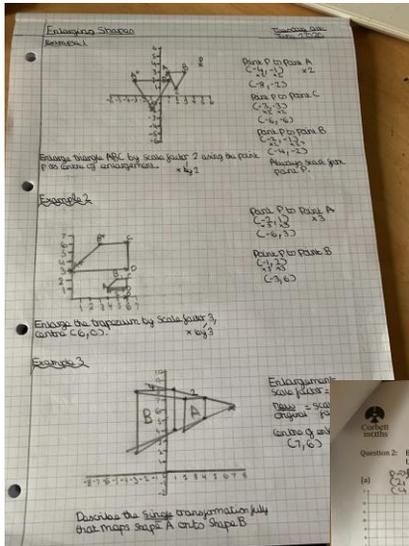
@sthenaschoolcolchester



@sthenasch



Achieve



Using Centres of Enlargement
Natalie Ramsamy

Well done Natalie. You have made very clear notes to ensure understanding before attempting the task and have shown your method alongside every diagram. This would be an examiner's delight to mark.

Great work!



Share a piece of work you are proud of with your class teacher or via email: teachingandlearning@sthsch.com



@StHelenaSchool

@sthelenaschoolcolchester

@sthelenasch