

Year 7 Newsletter

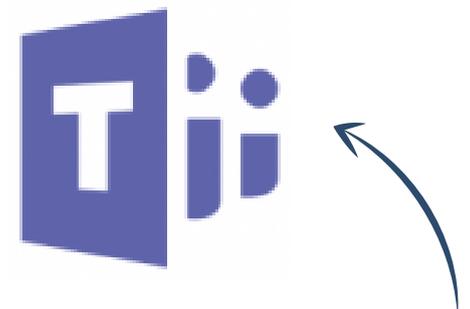


Message from Mrs
Read- Head of Year 7

Some examples of
excellent work!



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Wellbeing at
KSCS



Microsoft Teams Guidance

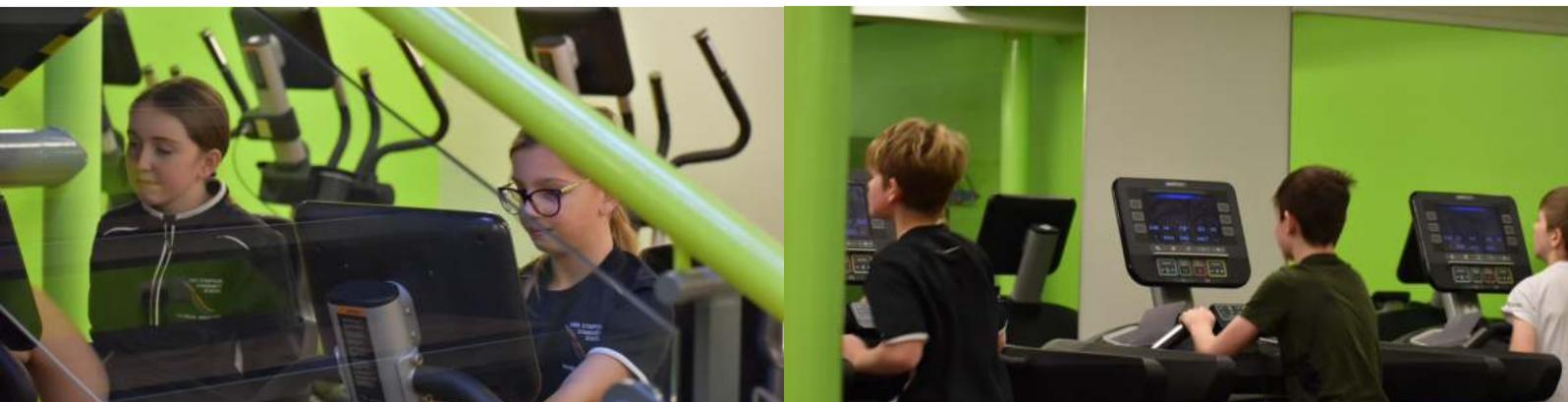
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**KEN STIMPSON
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Aspire for Excellence and Integrity to gain Success

Principal: Mr B. Erwin | Chair of Governors: Mr T. French



Dear all Year 7 parents and students,

Returning in January to remote learning was not expected and has been difficult for all of us. The Year 7's have adapted extremely well. Engagement levels from the year group are extremely high and the work being produced is excellent. Well done to those involved.

If you need any help, please do not hesitate to contact your child's tutor or me to see if we can help.

I want to thank all parents and carers for their support with home learning it really has made a difference.

I hope to see you all again soon.

Mrs Read
Head of Year



“

I am thrilled and overwhelmed by the amount of students who are logging onto Microsoft Teams and by the students who are currently working hard in School.

”

-Mrs Purdy



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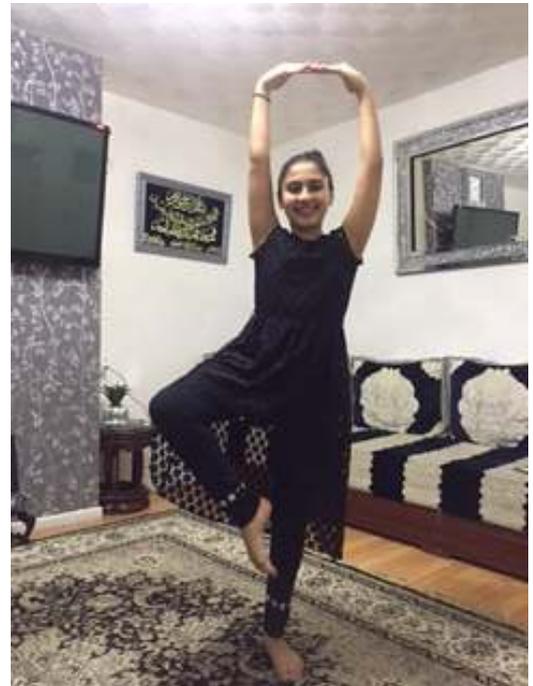
Chi Ling Chu
Year 7 English Work



Lily Sherwood



Keep an eye out on our social pages for weekly 'Home Learning Hero Vidoes!' and your emails for Home Learning Hero E-Cards.



Nidal Saqre
Yr7 Dance

Message from the English team

We are all extremely impressed with your efforts so far – keep it up!

As we move through uncertain times, the English department has been blown away by the level of enthusiasm, commitment and conscientiousness displayed by Year 7 whilst online learning. A huge thank you to those who have been consistently engaging in their live lessons and the tasks set – the English team have thoroughly enjoyed getting to know our new groups and the Year 7 students have adapted beautifully to this change!



-Chi Ling Chu



-Emilija Gumuliauskaite

To the right are just a couple of examples of the wonderful mood boards we received from students in the first week back to introduce themselves to their new teachers:

Examples of excellent work!

This term we have kickstarted with two fantastic topics: 'Gothic Fiction' and 'Non-Fiction: Reading and Writing'. So far, Year 7 have been learning about the conventions of Gothic Horror and have commenced reading the wonderfully mysterious and spine-chilling tale, *The Woman in Black*. Many students have relayed their enjoyment of this topic and the teachers are delighting in its suspense too! See the next few pages for some examples of work produced so far!

These examples demonstrate the remarkable efforts displayed by Year 7 in their online lessons so far. The English department could not be more impressed at the determination of our students in the face of adversity! We look forward to sharing more fabulous examples of student work as the weeks go on.

- Miss R Curtis
English Teacher (KS3 Coordinator)

Task:
Create the opening to a Gothic Horror story.

Nightmare



Here I was. Standing, staring. I felt the bitter hand stroking my cheek. The thin body increasing its strength. The scales digging into my skin. Eyes glowing. Blood dripping. All my love... All my happiness... Gone. Like blowing out the littlest flame on a blood-red candle. It danced so joyfully and with one single drop it fell into nothingness. I heard screams in my head. I saw what I should not. The screams in my head fell, a child's voice started to sing in a horrid sneer. Red were her teeth, her once white dress was muddy and torn in pieces. I fell to my knees shaking in horror. What I saw was never forgotten. Death. And only death.

When I woke up and saw myself in the mirror, the cuts were there! It was the summer holidays, so I did not have to go to school like this. But how will I show myself to Mum. I did not have a Dad; he once went to the graveyard and never came back. That happened when I was born and ever since the scar on my eyebrow appeared, I had those nightmares. I had to go and hide somewhere. The only thing that I could think of was the graveyard. Barely anyone goes there. Everyone thinks it's haunted. I looked at the time 02:22. That is good no one will see me. I thought.

(Credit: Poster and Gothic Story Opening by Blanka Demkiewicz)

Examples of excellent work!

Lost

As I stood bewildered in this unknown, archaic graveyard, the lightning crackles and the wind howls ferociously. The indigo sky swallows the light whole, leaving nothing but darkness. A shrill cry echoed in the mist. Could it be her?...

I dashed rapidly to the cry in the wind. Suddenly, I tripped and fell over a gravestone that read my name. I screamed in shock, horror and disbelief. I sat puzzled. Why was my name on that old, dirty gravestone?

I had to keep going. Nothing was going to stop me. I ran tirelessly until I couldn't run anymore. There was a gloomy, dilapidated mansion. I could only do one thing. Go inside...

(Credit: Gothic Story Opening by Jack Lawrence)

Unknown

It was May 7th on a stormy night. All I could smell was the bitterness of the midnight air. Darkness was consuming the remote town. The sound of petty crime and sirens roamed free. The ominous streetlamp glowed dim like a cracked chandelier across the road. The thunder was like a gun shot that grew louder each time. Life merely visited this town; it was just death. Every attempt for air felt as if you could only taste ashes.

(Credit: Gothic Story Opening by Denzel Umealo-Wells)

Examples of excellent work!

TASK: Write a letter from Arthur Kipps' perspective to his partner in London telling her about the peculiar superstitions of the villagers in Crythin Gifford.

Dear Stella,

I am writing to you to tell you about this horrid place. I was right about this village; it is infected with rumours of ghosts and superstitions. The whole place has a make-belief atmosphere. Children run around being manipulated into thinking ghosts roam the place, it disgusts me. However, maybe the adults could use some common sense. I wish I could come home to my beloved fiancé, but this is my job. This place is tense and the people here are peculiar. Every minute I wish I could just come home. These people are different, they think and believe vampires and ghosts will haunt them.

If these country people were in London things would be vastly different. After I have documented Mrs. Drablow's files I will come home and rest and finally hear the end of these dark mutterings from grown men gossiping about zombies.

Yours truly,
Arthur Kipps

(Credit: 'Letter to Stella' by Denzel Umealo-Wells)

To my dearest Stella,

I remember telling you before I departed that, while those of the countryside are vastly uneducated and generally regarded as simple, I would put those views aside and complete the job politely and respectfully. Unfortunately, I have been forced to abandon this sentiment, as every time I speak to one of the villagers all that spews from their mouth is disgusting, superstitious drivel.

Mrs Drablow apparently is some kind of taboo subject, and the reactions of the locals whenever I mention her is suspicious at best and downright unsettling at worst. Mr Daily, a fellow I encountered on the train ride, asked me if I was bound for the funeral, and when I replied appropriately, he said, "You'll be about the only one who is." At the time, I saw it as strange phrasing, but other interactions, from both the wealthy and the working class.

The owner of the hotel I am taking lodge at was alarmed and even wary, saying he 'knew of' the woman instead of knowing her, as if he was trying to avoid being associated with Mrs Drablow. A local farmer (who's word I admittedly took with a pinch of salt) told me that no one would have anything to do with her land, despite the profit they would most likely come across. It baffles me, love, how one lady and her surrounding estate has frightened an entire area into overexaggerated rumours and overzealous religion. I could never imagine us in that environment, and I am counting down the days until I can safely exit it, no matter how despicable that may come off as.

I miss you greatly, even more so because of my current predicament, and I can't wait to be by your side once again. I hope you long for my presence as much as I long for yours, and that I enter your dreams as you dance in mine.

From your ever-loving Arthur

(Credit: 'Letter to Stella' by Head Girl: Charlotte Pennell)

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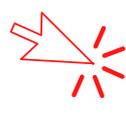
Needtotalk@kscs.org.uk

At KSCS we know this is a really difficult time and students may feel they need to talk to someone about their wellbeing. Please contact us by email on Needtotalk@kscs.org.uk with a brief outline of how we can help (please make sure your parents/carers are aware) and someone will be in touch. Also please check out specialist support services available to all students on our website.

“
It's okay to ask for help. We all need it sometimes.
”

 [CLICK HERE](#) to access our Wellbeing page.

 [CLICK HERE](#) to access our Facebook page.

 [CLICK HERE](#) for more information on specialist support services.



All students have access to the Thrive app which offers a range of mindfulness and relaxation activities to promote mental well-being.

How do I access the App?

- 1 Just visit thrive.uk.com/signup
- 2 Enter your school email address and a secure password
- 3 Enter the coupon/access code: KSYP19



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Microsoft Teams Guidance and Remote Learning expectations



Check Microsoft Teams/School email account regularly for work, instructions and any updates.

Complete work in the format requested.

Maintain the same standards and care over your work as you would inside of school.

Meet assignment deadlines, set through Teams, unless alternative arrangements are made with your teachers.

Each students timetable includes **two 1 hour breaks** with one being a 'Virtual Tutor Time' per week (tutors are still available everyday if support is needed)

[CLICK HERE](#) to download your Student Guide



A reminder that we expect students to follow their normal school timetable during this period of remote learning and to access their class Teams at the scheduled times to take part in lessons. If for whatever reason you are unable to do this, please contact your form tutor/head of year who will be able to offer help and advice.