



effort achieves

Dates for your Diary:

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Mon 4th Jan:
Start of Term (Week 1)

Mon 4th Jan - Fri 15th Jan:
Year 13 Mock Exams

Wed 13th Jan:
Year 8 Options Evening

Thu 21st Jan:
Year 11 Mock Results Day

Mon 25th Jan - Fri 29th Jan:
Year 8 Exams

Wed 27th Jan:
Year 11, Parents'/Carers'
Evening

Fri 29th Jan:
Sixth Form Application
Deadline



Hazelwick School Newsletter

December 2020

Headlines

Ms A Fearon, Headteacher

Welcome to this final edition of our school newsletter for 2020. I would like to start by wishing all students, parents and carers a joyful safe and healthy holiday season and a very happy and peaceful New Year.

The final weeks of term have been immensely busy and productive. Year 11 students have sat their mock examinations and there has been a range of extra-curricular activities involving many of our students.

During December, activities included Sixth Form Festive Friday which was enormous fun while raising money for charity.

Throughout these weeks, we have ensured that the quality of teaching has remained high, enabling our students to learn in lessons right through to the end of term.



We say goodbye to Mr Smith from the Science Department. We thank Mr Smith for his contribution to our school during his time with us, and wish him luck and happiness in his new venture.

We look forward to seeing all our students on Monday 4th January (week 1) for the start of the Spring Term.

All good wishes



News, Events & Activities...

Open House Sleep Out - Megan Howe

On Friday 20th November, Megan Howe (8MVN) participated in the Open House Sleep Out at Home. Megan was only given a sleeping bag, a pillow and a blanket for the night and slept in her dad's cabin in the garden, with no heating.

Megan's original target was £250, but she absolutely smashed this raising £530 in total.

Then on Saturday Megan put together the poster attached to thank everyone who donated.

Megan is always thinking of others and trying to make a difference.

Very well done Megan!

Heads of Year 8



The Year 13 Discussion Group

The purpose of the Year 13 Discussion Group is not only to facilitate discussion about moral issues and current affairs but also to enable those who enjoy debate to exchange ideas and concepts at a high cognitive level.



We discuss a broad range of topics, some of which I suggest and others which the students propose. So far this year we have discussed issues such as: 'does being born into a particular family, community or religion mean that you should take on specific responsibilities or duties in your life?'; 'does a government have a right to impose restrictions on an individual's freedom in order to benefit society as a whole?'; 'to what extent has Donald Trump's focus on redefining masculinity had a positive impact on his popularity amongst working class males?'; and "should the COVID-19 vaccine be compulsory for all?" It is quite an eclectic mix!

The Year 13 Discussion Group is always one of the highlights of my week as the students demonstrate such a high level of academic thought and analysis, and also a great respect for others' views. These 'leaders of tomorrow' are very impressive!

Ms Gratton



News, Events & Activities...

Food Technology

The Year 7 students have been learning how to use knives safely by using the bridge and claw hold to prepare their crudités.

YEAR 7 CRUDITÉS



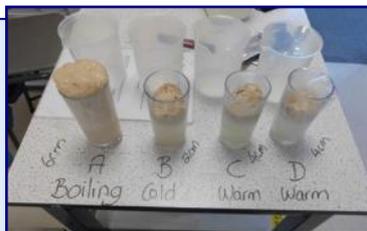
YEAR 8 CHEESE SCONES

The Year 8 students have been busy making cheese scones learning the rubbing in method.



YEAR 9

Our Year 9 Food Preparation & Nutrition students have been learning all about bread and over the last few weeks have done some lovely experiments and taste testing of different breads made in class. Below is the yeast experiment they completed, showing how yeast ferments and produces CO₂ to help bread rise. Also below are the lovely breads made in class, using different types of flour, to test the different tastes and textures.





Food Technology Continued...

YEAR 10 CHEESECAKES



APPLE SWANS

Our Year 11's have been showcasing their high technical skills in preparation for their Non-Exam Assessment (NEA)

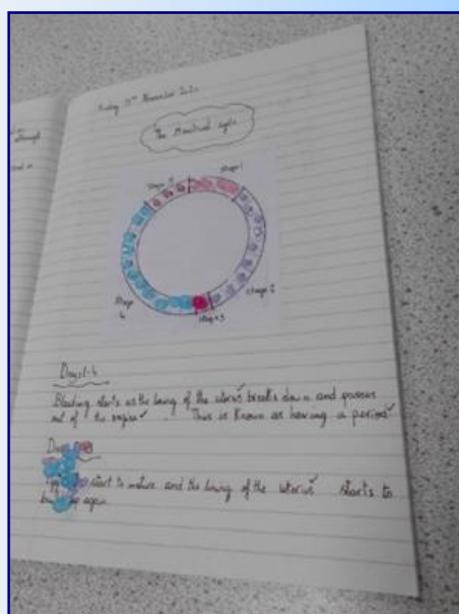
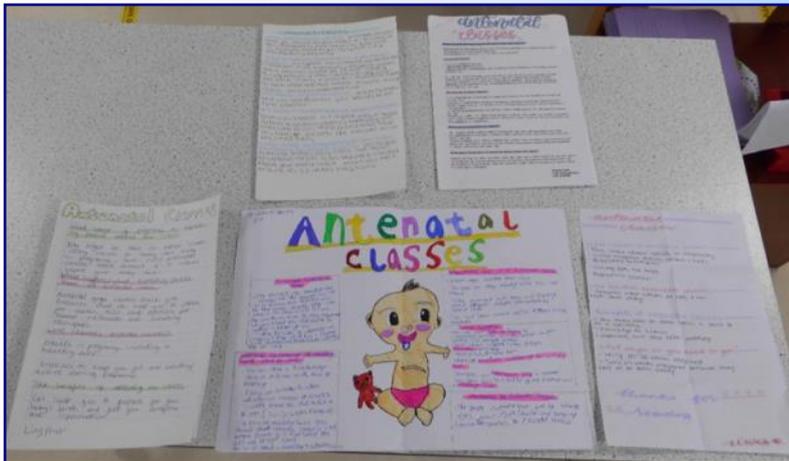




News, Events & Activities...

Child Development

In Child Development the students have been making bracelets to signify the stages of the menstrual cycle and learning about antenatal classes.





News, Events & Activities...

Dine in Geography Discussion for December

The Geography department has created a regular feature for the newsletter - 'Dine in Geography Discussion.' The aim is to create a geographical discussion around the dinner table between students and parents/carers, based on significant and topical issues. This month's discussion question is 'Will Covid kill globalisation?'

Any feedback to the Geography department would be appreciated and any suggestions for future discussion topics would also be gladly received!



Menu

Appetizer

Please watch this 15 minute video clip
<https://www.youtube.com/watch?v=KJhlo6DtJlk>

Will Covid kill globalisation? The Economist

Starter

What is globalisation?

Main

What are the arguments for and against Covid killing globalisation?

Side

Are these arguments social, economic or environmental?

Dessert

To what extent do you agree that Covid will kill globalisation?

If you're still hungry for more discussion - will the impacts be worse in Low Income Countries or High Income Countries? Why?

Ms. Frampton & Mr Salmon



News, Events & Activities...

Learning Outcome 3: Be able to analyse an existing product through disassembly

The first step was to strip the power supply from the circuit board. The power supply was the easiest part to remove as it was the only component that was not soldered to the board. The power supply was removed and the circuit board was left with the power supply removed.

Assembly Methods: Some assembly methods that made it easier were the components that were already soldered to the board. The components that were not soldered to the board were removed using a soldering iron. The components that were not soldered to the board were removed using a soldering iron.

Production Methods: The production method used for the power supply was a press process. The power supply was made using a press process. The power supply was made using a press process.

Disassembly Methods: The disassembly method used for the power supply was a press process. The power supply was made using a press process. The power supply was made using a press process.

Materials: There were a range of materials in this as there were some components on the circuit board. The materials that were used were plastic, metal and solderable materials. The materials that were used were plastic, metal and solderable materials.

Manufacture Considerations: There were not many manufacture considerations because this product was not designed to be repaired and replaced with.

Learning Outcome 2: Be able to research existing products

For the disassembly of a product, I chose to disassemble the Secure Pigit 500 which is a gas and electricity metre for the home.

There were 3 main groups that I put the parts in to: there was the outer casing and housing, there was the internal circuit board components and there was the screen assembly section.

The first group of products that I took apart was the outer casing and housing. This is mainly because it is the easiest. The parts in this were the back cover, the bezel and the replacement back cover. These parts were made of polycarbonate and perspex. This is because they are easy to work with and they are not too expensive. The casing is to make out of these would have been.

The second group of parts that I have disassembled were the internal circuit board parts. These parts included the circuit board and the wires. These parts were made of PCB, metal and copper. The PCB was made of FR4. The wires were made of copper. These parts required simple assembly methods. These parts were made of PCB, metal and copper. These parts required simple assembly methods.

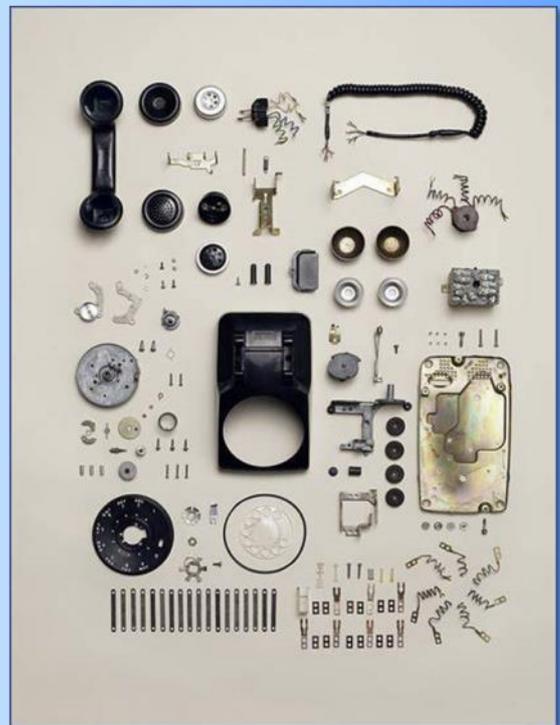
The third group of parts that I have disassembled were the screen parts. These parts included the plastic housing, the transparent layer under the screen and the LCD screen. The main material used for these parts was polycarbonate plastic and back cover. These parts were made of polycarbonate plastic and back cover. These parts were made of polycarbonate plastic and back cover.

Links to R105 (Red circle)
Analysis of the product through disassembly (Yellow circle)
Tools and equipment used effectively (Blue circle)

Year 10 Engineering Design

The students have been analysing existing electrical products. They have disassembled each product and evaluated the manufacturing process, assembly methods and components used.

Students are working hard to understand the impact commercial products have on the environment and help to minimise their carbon footprint!



Product Disassembly Display Example



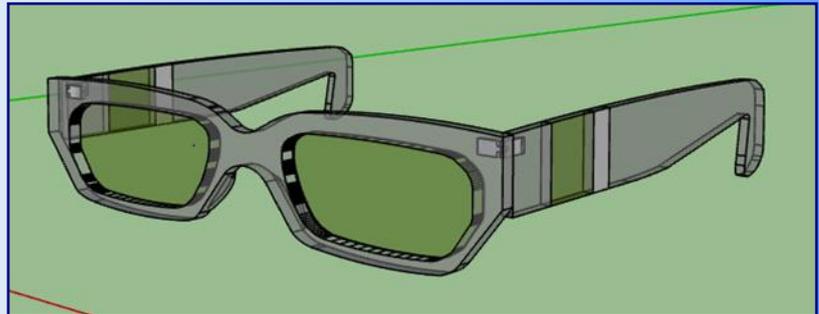
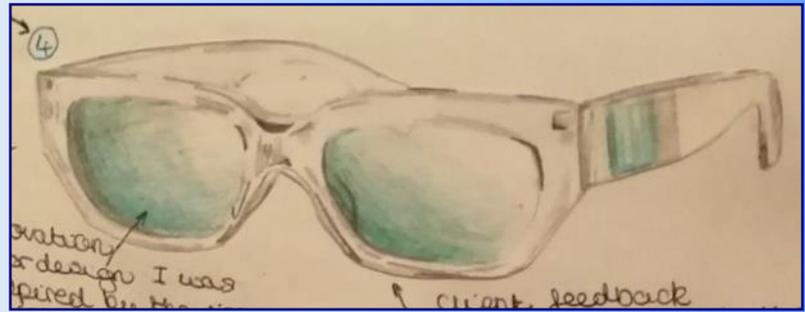


News, Events & Activities...

Year 11 Design & Technology

Students have been creating CAD models to develop their initial concepts using SpaceClaim and Google Sketch-Up with varying outcomes.

Students have been developing their skills on both pieces of CAD software to enhance the visual communication of their design ideas.

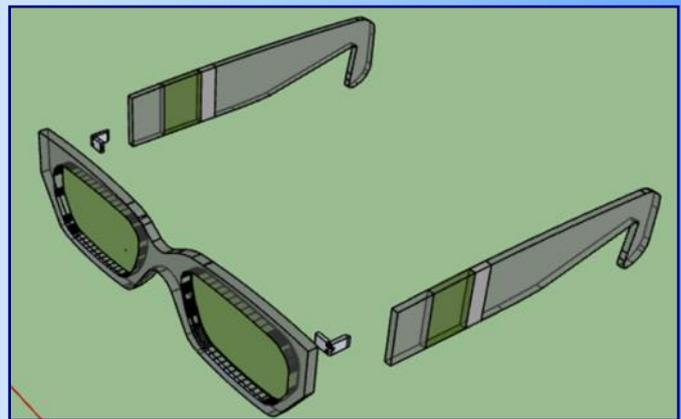


GCSE & NEA DT Coursework **Idea 2 - CAD Model** Hazelwick School By Yuvraj Dev 65203

This design was created using Google Sketchup, which is a type of CAD programme that helped me get the angles I needed.

The inspiration for this design was The Shard, in London. The hollow holes help to distribute light even though they are not present on the building.

Spec Point	Passed? Y or N	Comment	RED/AMBER/GREEN
Aesthetics	Y	This specification point has been met because the majority of my design is a teal that fades into blue. This makes my design more appealing due to its bright look.	Green
Functionality	Y	My design makes use of 1 light bulb in the middle of the interior and is reinforced by support pieces. The holes on the walls add to the look and therefore allows light to point everywhere.	Green
Client Feedback	Y/N	The design lights up quite well and has been scaled down so that it can be placed on someone's desk. However my customer still feels the chunky base will take up too much space.	Amber
Safety	Y/N	This product uses a plug and socket to power so therefore there shouldn't be any problems. However if there is a power cut then there could be some problems.	Amber
Innovation	Y/N	This design takes its design from The Shard. Although the holes aren't part of the innovation, the general shape of this design resembles the shape of the building.	Amber



GCSE NEA DT Coursework **Sketch Modelling** Hazelwick School AS203 By Yuvraj Dev

EVALUATION: This model was simple to make with the correct equipment from school and modeling tape. My original planned shape of my design did not have to be altered, other than making it a bit smaller to generate a more compact base and not too heavy to sit on the desk. This would make the product significantly more comfortable for the user to move it around as it will not be too big because I needed a hole in the middle that when modeling it, you can't get a good grip around the shape and the edges would dig into your hand. So rounding the corners would increase the ergonomics aspect while also being aesthetically pleasing.

EVALUATION: This model was the most difficult to make. Due to its curved shape and light corners, there had to be a lot of support to hold it together. The shape was changed to look more rounded as well as the square hole in the middle to make it a bit more like a 'U' shape. The product is a simple aesthetic, whether the customer would prefer to display it on their desk or not. However, my client is pleased with the overall design and functionality.

EVALUATION: This was the easiest model to make, due to the fact that I used regular cardboard. This would make the design the easiest to manufacture. It also has a geometric shape. My client believed that it was the best aesthetically possible, since it was represented on my sketch pages that it should resemble the design of the final product which it doesn't. However, my client is pleased with the overall design and functionality.

SUMMARY: I am going to choose my Memphis design for my product as it is my client's favourite out of the 2 other designs. The main 2 reasons for this choice are the manufacture and how clean and simple the design and functionality is. The simple shapes and lack of exterior components means that manufacture is not too costly and the skateboard lamp is very easy to use, therefore making it the best out of my final 3 designs for disaster relief.

spec	Pass? Yes or no	Comments on product	Red, amber or green
size	yes	The size of this product is about 25 cm by 3 cm on the correct size to fit onto a small coffee table, also it is the correct size for all phones to fit.	Green
cost	yes	my client didn't want to spend more than £20 as the design's want to spend lots on it. The price of the product is a perfect match for its characteristics.	Green
safety	yes	The product safety is good as it won't fall over and it's a smooth finish not to scratch the phone but the corners are not rounded as it could give someone a small cut if they brush over them quickly.	Amber
aesthetics	yes	This product will appeal to most teenagers as of the bright colours and the odd shape. Also my client wanted the product to have bold colours and a place to hold your products.	Green
materials	yes	The materials used for this product is a bamboo wood that is safe for the environment and won't give off pollution when made.	Green
function	no	The function of this product was to hold my client's phone, air pods and watch but on this product it wouldn't all be good to have two shelves as well as a watch holder.	Amber

Maryam Moghul **AQA Design & Technology NEA** 65203

Initial Design **CAD Model Ideas** **Client Feedback**

Evaluation:

With the help of the design handbook, I have been able to gain a lot of ideas for my product. From all the ideas I have chosen a design that I think is the best. I have been able to use the design handbook to help me with my design. I have been able to use the design handbook to help me with my design. I have been able to use the design handbook to help me with my design.

Spec Point	Passed? Y or N	Comment	RED/AMBER/GREEN
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GCSE DT NEA Hazelwick School 65203 George Milthorpe

Model and CAD Design **Sketch Models and Explanation** **Client Feedback as Star Diagram**

Explanation [of model]

This was the hardest model to manufacture because of the angles the client had to be precise and as well as this, the CAD didn't take into account the width of the material therefore making measurement difficult. The many little components makes it more difficult to manufacture.

The model is made out of 3mm plywood and joined using wood glue. However, if I was to be able to come apart, glue cannot be used.

This was the easiest model to manufacture as it only needed attaching cylinders to the base flat surfaces. However, making the model round out that the cylinders will have to be wider than the angle of the cylinder so they will be able to hold them and pins its because otherwise they would not be thick enough and therefore using more glue to hold and hold the weight that it has to be able to hold.

The model is made out of 3mm plywood with a dowel column. Wood glue was used to ensure that the dowel pins were not going to come off, however glue cannot be used if I want it to be able to come apart.

This model was hard to manufacture due to the angles having to be attached separately to the surface at right angles. This design made it more difficult when designing products, the width of the material needs to be accounted for because otherwise making the model is more difficult or measurement will be off by the width of the material. In this case by 3mm.

The model is made out of 3mm plywood and joined together using wood glue.

Summary: All my designs have very different strengths and weaknesses therefore trying to find a way to enhance the weaknesses to improve the manufacturing process while still retaining a suitable amount of design.



News, Events & Activities...



Make Your Mark 2020

Hazelwick students have been taking part in the Make Your Mark vote again this year as part of the UK Parliament Week activities run at the school during November. The Make Your Mark vote is a nationwide youth consultation which takes place every year giving 11 to 18 year olds the opportunity to vote on a number of issues that are important to young people. It is the largest youth consultation in the country and in recent years between 800,000 and 1 million young people around the country have taken part in the vote each year.

Members of the UK Youth Parliament decide on the topics for young people to vote on and they meet in the Houses of Commons to debate these issues.

Hazelwick students were introduced to the topics during assemblies and then form tutors ran the vote with their students. This year the topics were split into two categories, UK issues and local issues. Each student was allowed one vote for UK issues and one vote for local issues and the results are as follows:

UK Issues

1. Support Our Mental Health - 166
2. Free University - 631
3. Tackle Child Poverty - 94
4. Stop Plastic Pollution - 133
5. Increase Racial Awareness in the Curriculum - 101
6. Take Action on the Climate Emergency - 99
7. Votes at 16 - 80
8. Tackle Discrimination and Hate Crime in the UK - 75
9. Include Young People in the Plan for Covid-19 Recovery - 42
10. Protect Human Rights - 61



Make Your Mark Continued...



Local Issues

1. Access to training and jobs - 170
2. Young people's voice should be heard in creating local services - 55
3. Leisure and culture - 39
4. End the health postcode lottery - 62
5. Improve places to go, and things to do for young people - 80
6. Access to technology and broadband for learning - 164
7. Childhood obesity and food poverty - 138
8. Homelessness - 364
9. Domestic Violence - 314
10. Transport - 66

For UK issues, Hazelwick students voted overwhelmingly for free university and for local issues, homelessness. These votes will now be counted with the votes from around the country and the nationwide results will be announced soon. The UK Youth Parliament will then be campaigning on these winning issues to try to bring about change for young people around the country.

Well done to Hazelwick students for taking part in this democratic process.

And a special thank you to all the staff who helped make this event a success.

Mr Harman



House News...

Autumn Term House Charity Week

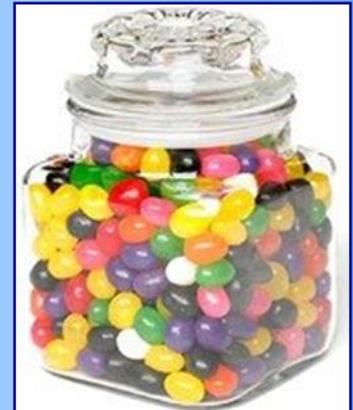
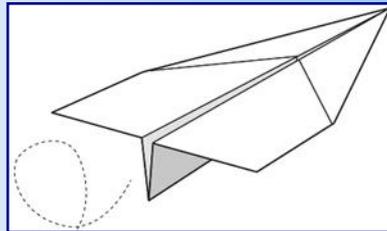
A number of fun activities took place over Charity week to raise money for the six house charities...

Sixth formers had great fun sending candy canes to their friends. Year 7 and 8 got stuck into some Victorian games and had a go at some tongue twisters and matching up to the heights of some teachers. Both activities were quite challenging. The paper aeroplane competition was a flying success with Year 8. All the year groups had great fun guessing 'how many sweets were in the jar' – with the total being 131 and the winner guessing a very close 128!



BITTER BUTTER

Betty bought a bar of butter, but the butter Betty bought was bitter, so Betty beat a bit of butter to make the bitter butter better.



All money raised (total pending) will be split between the six house charities...

We are Macmillan Cancer Support · WaterAid · Giving Back Crawley · Young Minds - Fighting for Young People's Mental Health · Save the Children · Cancer Research UK

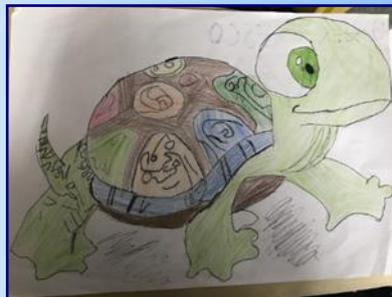
Thank you to everyone who supported the House Charity Week events and donated.

Best Things on Paper Competition

There were some fantastic entries for the 'Best Things On Paper' competition. Miss Stokes and Miss Pearson were so impressed that it took them over an hour to judge! They decided to choose an overall winner and then a winner in each category. Here are some of the fantastic winning entries!



Best portrait & overall winner:
Inika Singh Mondal 8KSI



Best cartoon:
Dexter Brown 7SCO

Best art:
Kiki Chen 8SBR





House News Continued...

December House Points Table	
The current winner is ...	
	
Seacole House 28,564 points	2nd Place – Winton 27,899 points
	
	3rd Place – Duleep Singh 26,989 points
	
	4th Place – Equiano 25,154 points
	
	5th Place – Fry 25,020 points
	
	6th Place – Turing 20,217 points

Keep an eye out for the upcoming results for the Haiku competition, Tell a Twitter Story and Fact Finder competition!

Stay tuned next month for more details about forthcoming House events in the new year and look out for messages in your form group notices!

Miss Davis
Head of Duleep Singh House

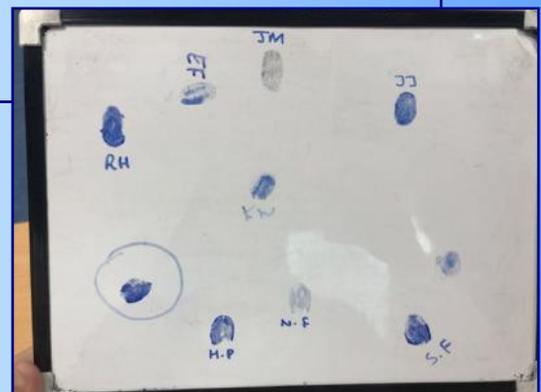
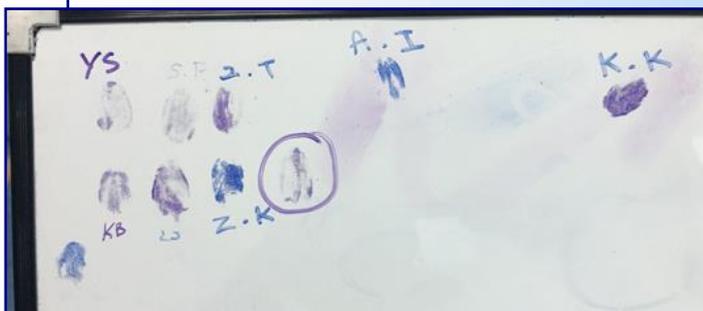
Year 13 Criminal Psychology

We are studying how reliable fingerprints are as a method for catching criminals as part of the topic Criminal Psychology.

Students selected a 'forensic scientist' from each team to leave the room and stand away. They then had to nominate a criminal from each team. Each person had their fingerprint stamped with a whiteboard pen onto the whiteboard, and the criminal stamped their fingerprint twice.

The print was then circled for ease of matching. Students were able to use this as an opportunity to test their understanding of the topic and to see the real challenges of a forensic scientist.

Miss Stapleton





Careers Café...

In this section of the newsletter, we bring students, parents and carers information on careers and the world of work.

Monthly Key Skills Focus

Each month this year, we will focus on a different employability skill. These are the skills that you need for the world of work – and they are pretty important for life as well! By developing employability skills, you will improve your chances of getting a job and thriving in your career. There are lots of different ways to develop them – including in lessons or extracurricular activities at school, in a Saturday or holiday job, doing projects in your own time or work experience.

This Month's Skill: Reliability

Employers need people they can trust and rely on to run a great business. As well as being great at your job, your employers will want you to turn up on time, be there when you are needed, and do what's expected of you (and more!).

You could talk about your school attendance record, your commitment to any clubs or societies you are part of, or how your homework is always completed on time and to the highest standard.



Children's Top Dream Job Revealed (and it might surprise you)

One in five children have changed their mind about the job they want to do when they grow up and unsurprisingly, this year has played a big part in their new dream career.

Topping the list of jobs that kids aged five to 15-years-old now want to do when they are older is ... doctor. The poll of 1,000 parents and their children, carried out by Explore Learning, found other top picks included artist, YouTuber and teacher.

Focused on children's evolving career hopes, the survey also found a heart-warming 79% believe they can be anything they want to be.

When asked why they had reconsidered their future career, over one in ten said it was because they now want a job that will help them make the world a better place.

Others said they changed their minds after getting better at an existing skill or meeting someone who did their dream job in real life.



Careers Café Continued...

Here's the top 10 list of dream careers among children who changed their mind about their future jobs during lockdown ...

1. Doctor
2. Artist
3. YouTuber
4. Dancer
5. Teacher
6. Archaeologist
7. Athlete
8. Dentist
9. Footballer
10. TV presenter

Research was conducted by Opinium in September 2020 on behalf of Explore Learning.

Nuffield Research Placements

Nuffield Research Placements are engaging, real-life research projects, where Year 12 or equivalent students have the opportunity to make a meaningful contribution towards the work of a host organisation.

They are a fantastic opportunity for students to apply skills and knowledge learned at school and work alongside researchers and industry professionals to:

- Develop subject understanding alongside research and quantitative skills to expand career prospects
- Learn more about higher education and different career paths
- Enhance UCAS personal statements and applications to university
- Apply for a Gold CREST Award or the Big Bang Competition



Students can find out more and start the application process below. Please check your eligibility using the eligibility tool to begin your application.

<https://www.stem.org.uk/nuffield-research-placements>

Careers Café Continued...

Missed one of the Crawley College Virtual Open Events?

Don't worry if you missed the virtual open events, you can re-watch them here:

<https://www.crawley.ac.uk/study-courses/open>

These include a Principal's welcome from Vicki Illingworth, a course Q&A from the Chief Executive Shelagh Legrave, sessions on supporting you through your studies, apprenticeships and T Levels. They also held subject specific courses with live Q&A's which you can re-watch.

Amazing Apprenticeships December Parents' & Carers' Pack

In the December issue we look at volunteering, Post-16 SEND options, T Level subjects coming soon, apprenticeship award winners, Traineeships FAQs, Job coach support and more!



Employers Recruiting Online in Sussex in the Last 3 Months



Highlight on the Agri-tech Sector

The UK Agri-tech sector contributes £14.3 billion to the UK economy and employs around 500,000 people, with companies and researchers continuously developing pioneering 'smart farming' technologies.

<https://cropscience.bayer.co.uk/blog/articles/2019/10/farming-facts/>

The job of a farmer has changed dramatically from a manual labouring job to that of an engineer as technology enables the production of harvest automation, autonomous tractors, seeding and weeding and drone, which includes robotics and 3D printing to name but a few innovations.



Careers Café Continued...

The sector is also vital in decreasing the environmental carbon footprint and more frequently now provides renewable energy in the form of solar and wind power as well as biomass. Indirect jobs are also generated through other sectors of the UK economy such as manufacturing, transport, construction and professional services.

There are many opportunities for fascinating careers within the industry. See the National Careers 'explore careers' section of the website:

<https://nationalcareers.service.gov.uk/search-results?searchTerm=farming> or visit: <https://www.fwi.co.uk/farm-life/a-z-of-careers-in-agriculture>

There are around 141,170 Crop and Animal Production companies in the UK of which 23,040 or over 16% are located in South East and South West.

Some useful websites are listed here

- Agricultural and farming jobs <https://www.agrifj.co.uk/>
- Farmers Weekly - <https://jobs.fwi.co.uk/>
- Jobs in Agriculture - <https://careers.jobsinagriculture.com/>
- NFU - <https://nfuonline.livevacancies.co.uk/#/>
- 4 XtraHands - <https://www.4xtrahands.com/>
- Lantra - <https://www.lantra.co.uk/>





Read On!

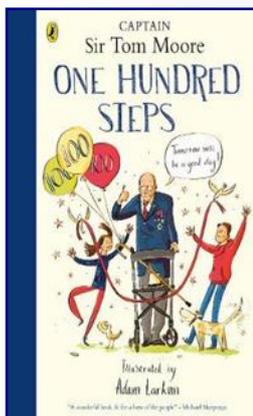
For this month's article, I thought I would highlight some titles that would make perfect Christmas gifts. It is also that time of year when the 'books of the year' lists are compiled so I have included some links to different lists as they often make excellent reading recommendations. As I know many people enjoy reading ghost stories over the Christmas holidays, I have featured some collections for you try or revisit.



The Danger Gang by Tom Fletcher

Celebrity author Tom Fletcher's new title is a fantasy adventure story which has an engaging central character. Franky moves to a new town where unusual things begin to happen when a strange storm changes the children. Franky and his new friends form the 'Danger Gang', which must get to the bottom of the mystery!

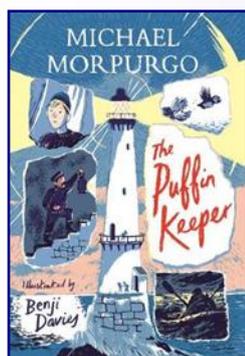
AR LEVEL: 5.5



One Hundred Steps by Captain Sir Tom Moore

On the face of it, this picture book is a mini-biography about the life of Captain Sir Tom Moore but it is much more than that! This is a story about hope, courage and the importance of never giving up. Adam Larkum's colourful illustrations add to the book's appeal.

AR LEVEL: 5.0



The Puffin Keeper by Michael Morpurgo

Published in November, this is a perfect gift book about the importance and life-changing power of friendships. This historical story has a nostalgic feel to it and the illustrations by Benji Davies complement the story perfectly. The story is set on Puffin Island where the lighthouse keeper Benjamin Postlethwaite rescues a boy from a sinking ship. This would make a perfect 'read it together' book as I think adults will also enjoy the charm of Morpurgo's storytelling.

This book has yet to be added to the Accelerated Reader scheme.



Read On Continued....

Books of the Year 2020

There are many 'books of the year' lists compiled at this time of year, from newspapers, broadcasters, booksellers and magazines. My list of choice is The Guardian, as they subdivide their books into different genres for both fiction and non-fiction. They also include their top books for children and teenagers.

<https://www.theguardian.com/books/series/best-books-of-2020>

So that you can compare and contrast, the writers of the Financial Times and their critics have drawn up their top reads for the year and they have also subdivided titles into categories.

<https://www.ft.com/booksof2020>

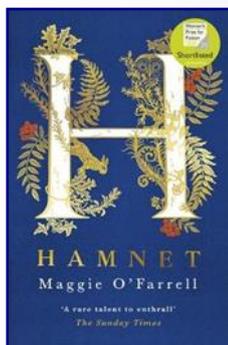
If you are looking for some variety, as some titles feature in multiple lists, the critics of the New York Times usually offer something a little different.

<https://www.nytimes.com/2020/12/02/books/times-critics-top-books-of-2020.html>

Waterstones has recently announced their winner for 2020 and this link also includes the shortlisted titles.

<https://www.waterstones.com/category/cultural-highlights/book-awards/the-waterstones-book-of-the-year>

My books of 2020



Hamnet by Maggie O'Farrell

This adult historical novel has already won two awards and may well collect more. The book is inspired by the son of William Shakespeare and is set in the summer of 1596. Hamnet's twin sister is taken seriously ill and his parents are not at home. What will Hamnet do? A very simple story premise this may be but there is a magical something about O'Farrell's writing style that makes this an unexpected page-turner!

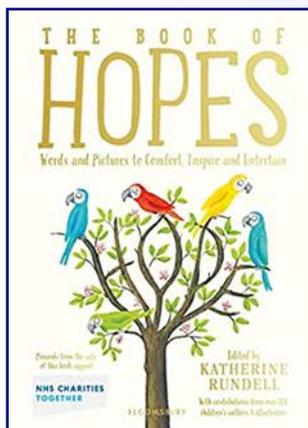


A Promised Land by Barack Obama

My non-fiction choice is Barack Obama's first volume of presidential memoirs and I was struck by just how deeply personal they are. The reader 'follows' Obama from his earliest political endeavours to becoming president. I really enjoyed the detail about the inner-workings of the White House and Oval Office. I also found his thoughts about the power and limitations of the role fascinating. This title has featured on several 'lists of the year'.



Read On Continued...



The Book of Hopes edited by Katherine Rundell

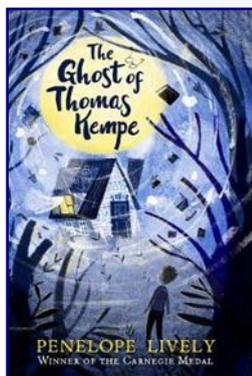
I have selected this book as my children's book of the year as hope is the central theme. The author Katherine Rundell emailed her favourite children's authors and illustrators with the challenge that would make the children reading the stories 'feel like possibility-ists: something that would make them laugh or wonder or snort or smile'. This new edition contains one hundred and thirty three contributions from Lauren Child, Anthony Horowitz, Catherine Johnson, Michael Morpurgo, Onjali Q, Rauf, Axel Scheffler and Jacqueline Wilson. There are short stories, poems, pictures and essays, something for every reader! This book sums up 2020 for me, the importance of hope.



Ghost Stories

I think my love of reading ghost stories at this time of year stems from my father reading 'A Christmas Carol' by Charles Dickens in the weeks leading up to Christmas. The Guardian newspaper listed their top ghost stories in 2019 and there are some excellent recommendations, including Michelle Paver's 'Dark Matter', 'The Turn of the Screw' by Henry James and 'The Woman in Black' by Susan Hill. Please click on the link below for a synopsis of each title.

<https://www.theguardian.com/books/2019/aug/28/top-10-ghost-stories>

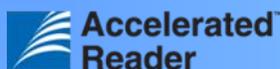


The Ghost of Thomas Kempe by Penelope Lively

Not included on the list was 'The Ghost of Thomas Kempe', another childhood favourite of mine. This book won the Carnegie Medal in 1973 and has stayed in print year on year, a testament to the author's skill as a writer and our love of haunted house stories. James and his family have moved into an old, remote cottage and James is blamed when doors are slammed and bottles smashed. His parents do not believe in ghosts but James knows that the ghost of Thomas Kempe is very real.



Accelerated Reader..



RENAISSANCE
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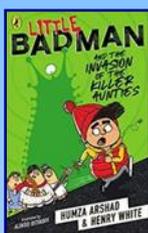
Millionaire Readers

This month has seen a new Year 7 millionaire reader.

Well done and congratulations to Camden Maskell (7KBO).
Excellent reading this term!



Virtual Author Visit



At the end of November, some of our Year 8 students enjoyed a “virtual” author visit from Humza Arshad, the author of The Little Badman series of books. Humza told the students about his inspiration behind his books and about the main character, who is based on the memories of his own childhood and family life. The students also took part in an illustration challenge; they were shown how to draw the Little Badman character.



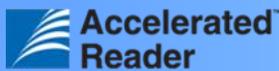
Hazelwick Reading Ambassadors

Congratulations to our new Year 8 Reading Ambassadors, who were appointed this half-term. Mr Chalmers and Mrs Hampton joined us in the library to congratulate the students and present them with their Reading Ambassador badges.

Well done to; Haseeb Shah, William Bourne, Afrasayab Ahmad, Jayom Shukla, Kushal Nutakki, Leah Lindsey, Tommie Hampton and Kevin Williamson.



Accelerated Reader..



RENAISSANCE
Champion School



The Reading Ambassadors are a group of students throughout the school who are involved in the promoting of reading. The ambassadors will be on hand to assist other students by recommending books, helping in the library and giving reading advice. This is an important and exciting role and we are sure that the new Reading Ambassadors are going to be brilliant advocates for reading at Hazelwick.



Raffle Winners



All of the Year 7 and 8 students have had the opportunity to be entered into the reading raffle this term. The students were required to gain 3 stamps on their AR bingo cards (by quizzing on books and passing at 90-100%) to then have a ticket put into the draw.

The lucky winners drawn at random by members of class 81/rglc to win an amazon voucher are:

Charlotte Bedwell 7JPL
Afia Hassan 7EJE
Alexia Potcovuta 8SAN
Dylan Roberts 8CBY

If you would like any further information about the accelerated reader scheme, please e-mail me directly.
Egray@hazelwick.org.uk

Have a very Merry Christmas!



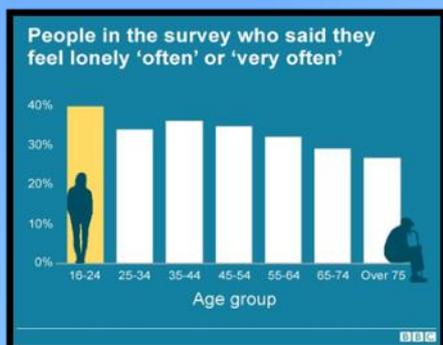
Mrs E Gray
Accelerated Reader Mentor



Spotlight on Safeguarding...

For your information this month, via the Newsletter, we are raising awareness of the issue of loneliness in young people.

Feeling lonely is a problem that is commonly associated with the elderly due to the isolation that they can face. However the feeling of loneliness can be a particular problem for young people as well. Research by the Office for National Statistics (ONS) has found that young people between the ages of 16 to 24 were either “often” or



“always” lonely. This has been exacerbated by the coronavirus pandemic and, during lockdown, younger people were more likely to experience loneliness compared to older people. For younger age groups, the feeling of loneliness can occur when they start secondary school and, according to an ONS report, this affects fourteen per cent of British children. Richard Crellin of the Children’s Society has stated that “the idea of (children) being alone or isolated is challenging” as “they are often constantly surrounded by other children.” However, these children are not “connecting” with others and “not having good relationships with them.” There are multiple reasons as to why a child may be lonely such as they could have moved schools, they struggle to make friends, they could have been bullied or suffered a bereavement in

the family. In terms of seeking support, some young people may not seek support due to the perception that there is a stigma with being lonely. The ONS report found that “children are embarrassed to admit to loneliness, perceiving it as a possible ‘failing.’”

In view of this, making that first step in combating loneliness can be particularly difficult. Mental health charity, YoungMinds encourage young people to seek support by saying that “admitting to yourself that you are struggling does not mean you are weak; it is a huge step in the right direction.” When a young person is ready to find support, there are a range of services out there to help. Childline offers support via an online counsellor, plus there are message boards where young people can post anonymously and get support from other young people going through similar experiences. There is also an online coping kit which sets different activities to help with their mood. The British Red Cross offers support for both young people and parents/carers on their website which includes videos, podcasts and advice on how to make meaningful connections with others and how to start a conversation about loneliness. Another useful source of help for young people is The Mix, which is a website for the under 25s. It offers a range of support such as a 1-2-1 chat service and a crisis messenger, which is a free text message service which is available 24/7 to those young people who need to talk to someone immediately due to the suffering they are going through and they will be connected to a trained volunteer.



Where to get support:

- **British Red Cross** - <https://www.redcross.org.uk/get-help/get-help-with-loneliness/tackling-loneliness-in-young-people###>
- **Childline** - <https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/loneliness-isolation/>
- **The Mix** - <https://www.themix.org.uk/sex-and-relationships/friendship/im-lonely-4526.html>
- **YoungMinds** - <https://youngminds.org.uk/find-help/feelings-and-symptoms/loneliness/>



News, Events & Activities...

Hidden Disabilities in a Pandemic

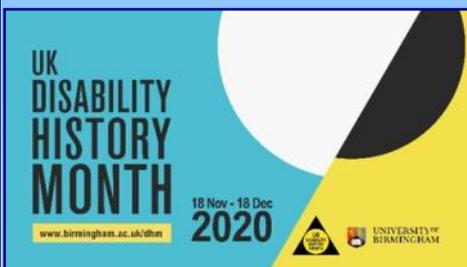


This month, Hazelwick Equalities Society is celebrating Disability History Month UK.

Amy Hill explains why it is especially important, in the current climate, not to assume that all disabilities are visible.

Not all disabilities are visible - some are hidden and not immediately obvious, such as learning difficulties, mental health, as well as mobility, speech, visual or hearing impairments. Living with a hidden disability can make daily life more demanding for many people, but it can be difficult for others to identify, acknowledge or understand the challenges we face.

When the world faced a pandemic and countries were put under lockdown, there was an almost instantaneous cancellation of support services, such as physiotherapy and support groups and networks. Whilst this was necessary in some cases, the corresponding restrictions regarding meeting people and access to exercise led to a deterioration in people's mental and physical conditions, over and above what was felt by the general population. The situation improved during the second lockdown, when the majority of support services were enabled to stay open in a Covid secure environment, but it still isn't back to the level of help and support given before the pandemic.



Please be considerate of other people as not everyone with a disability will be able to wear a face covering and you may not know the full extent of the challenges that they face simply by looking at them.

Amy Hill - I2LBO

Homework & Revision Clubs

Year 7- Monday to Thursday in the Library

Year 8 - Monday to Thursday in Room 104

Year 9 - Monday to Thursday in Room 52

Year 10 - Monday and Tuesday only in Room T10

Year 11 - Wednesday and Thursday only in Room 102

Students can revise or complete homework on computers with support available from a Learning Support Assistant.

Booking is not necessary though students need to arrive by 3.15pm. For further details, please ring Mrs Checkland on the school number (extension 2268).