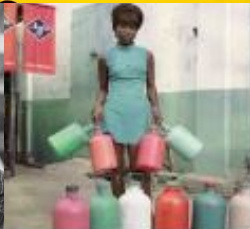


BGS BUZZ

BLACK LIVES MATTER

Summer edition!

BLACK LIVES MATTER



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Summer magazine - Editor's message

We hope that you enjoy our summer magazine; we've worked really hard to keep it going (despite the novel coronavirus outbreak!). As we take our tentative first steps towards the 'new normal', we want to reflect on the strength of our school community and show that not even a pandemic can stop the fantastic work of staff and pupils across the school!

- *The BGS Buzzers*



Magazine Team:

Charlotte Allen, Alex Offen, Brenda Major, Sam Gee, Francesca Handscombe, Alex Saward, Eliza Rai, Daniel Ngenegbo, Sarah Jahncke, Jamie Mayne, Yingfei Chen, Sheyla Jaramillo, Megan Cane.

Co ordinator:

Ms Contini

Headteacher's Message

Welcome to the summer edition of the BGS magazine!

It seems like only a couple of weeks ago that I was writing my welcome to the Easter edition, struggling to find the words. During the months of lockdown, we have all re-learned the importance of good communication, as we have found new ways of keeping in touch with family, friends and colleagues. 'Zoom' has become a household name and, of course, has drifted to become a verb as well. We have adopted a whole new vocabulary in school beyond self-isolation, social distancing and PPE - we have 'bubbles' and CAGs (Centre Assessed Grades) too. But as I reflect on our weekly newsletters and this end-of-term, indeed end-of-year magazine, I think how important it has been to communicate and stay in touch during this pandemic. It can sometimes be difficult on social media and in emails to judge the tone of a communication and it is easy to both offend and be offended - we must choose our words carefully. So, I delight in the richness of communication demonstrated in this magazine, in the skill and creativity involved, and I thank Miss Contini and her team for editing such an impressive publication.

All our students will have had challenges this spring and summer but I feel especially for our Year 11 and Year 13 cohorts as they leave us with mixed feelings, having had their last day of school back in March with none of the usual opportunities for celebration and farewells. Whatever your feelings about the situation you find yourselves in, you have been a credit to BGS and should take your examination results forward with pride. Year 11 are joining external students in our virtual induction programme and we look forward to welcoming you back in September. Year 13 - good luck and work hard as you follow your aspirations and ambitions. Come back to tell us your success stories - perhaps in a future magazine!

We have three staff leaving us at the end of the year. Mr Boggan joined us at short notice last year to teach Economics; we are grateful to him for sharing his experience with so many of you in the short time he has been with us. Mr Martin-Lopez has taught MFL with us for six years; he is admired and respected by his students and is going to be missed by us all as he settles abroad with his new family. Mrs Everett, loved by students of Japanese now for 14 years, is exploring new challenges in Thailand. She has inspired us all by her commitment and enthusiasm not just for the Japanese language but the culture, organising numerous trips to experience Japan first hand. On your behalf, I thank them for their service to the school and their work in developing hundreds of pupils over the years.

One of the results of the pandemic that it has been most difficult to accept was the cancellation of all of our community events with which the summer term is crammed. I would like to pay tribute to all those staff and students who have helped to create virtual events instead, including the Sixth Form Induction programme, the new Year 7 Induction programme, the weekly music soirees, and of course, the newsletters that I have already mentioned, which have contained so much information and so many ideas to help us cope with isolation.

It was frustrating that we were not able to discuss and debate with our students face to face in school, the issues highlighted by *Black Lives Matter* following the shocking murder of George Floyd on 25th May. But I was moved by the articulate and powerful responses that many of our students both past and present, as well as parents and teachers, expressed to me in emails and letters. All these responses expressed a determination to make the world a better place, through permanent change, starting with our shared context, our school life. I am delighted to have a strong team of staff, working with students and with me to ensure that real change is made. The most tangible outcomes already achieved are changes to our curriculum, particularly at KS3.

This summer has been like no other before it and, I sincerely hope, no other after it will be like it. I feel privileged in my role and I am deeply grateful for the commitment of our staff to navigate through this period of uncertainty, always with the welfare and progress of our students as their priority. I would also like to take this opportunity to thank the parents and carers of our students for their support, for helping to take on the mantle of teachers, often in challenging circumstances of their own. Together, we have done so much more than simply survive difficult times. I am proud of what we have achieved and I feel confident that we are in a strong position to get right back on track when we return fully in September.

Finally, I would like to wish staff, students and their families a relaxing and enjoyable summer holiday, perhaps a little different to your usual holiday plans. I look forward to welcoming our students back in September, ready and determined to take our next steps together.

Mr Elphick



Bexley Grammar School

Lockdown Memories

As a community, we are going through a uniquely challenging time. We look back in our lessons at what shaped our world, decisions that were made to rebuild after catastrophic events and what we can learn from history.

There is a real need for us to record how the virus paused our lives and how we faced this most challenging experience.

For each of us it will have brought many different perspectives. Maybe your attention has been drawn to the government's response. Perhaps you have family members who work for the NHS or are key workers elsewhere. Maybe you have been captured by the Black Lives Matter protests, or you were disappointed that you couldn't attend a PRIDE celebration this year.

As a school we are proud to celebrate our diversity, in all its forms. So, if you have a first language other than English it would be wonderful to have pieces submitted reflecting your home language and/or culture.

Year 7s and 8s - please feel free to submit a piece from your 'English Keepsake' task - and of course you can add to it if need be.

Everyone has the right and the opportunity to record their view of the enforced lockdown: this is yours!

You can submit your work on various media:

[Vocaroo voice message](#)

[Video](#)

Visual art

Written format (article/poem/diary etc.)

A range of submissions will be displayed around school, in the school magazine or on our website! There will, however, be a central Keepsake Box where all submissions will be stored for prosperity, which is why it is open to **students, parents and teaching and non-teaching staff**.

Please submit your work to Mrs Coller at Coller_b@bexelygs.co.uk

Or hand it in to the staff room (A box will be placed just inside the door, please knock and wait.)

The deadline for submissions is 5th September 2020

BGS gets social!



Senior Prefects: [@seniorprefects_bgs](#)

Follow our Senior Prefect account to find out all the latest updates and fantastic goings-on in the school!



BGS Afro-Caribbean Society: [@bgs_acs](#) and [@BGS_ACS](#)

Follow to see all of the amazing work that our ACS carries out- *"Providing a voice for the unheard"*



BGS Environmental Action Group: [@bgs_environmentalactiongroup](#)

Environmental Action Group of Bexley Grammar- helping our school lead the way. All years welcome!



BGS Anti-Bullying Ambassador: [@_bgsaba](#)

If you have any queries or concerns, the Year 10 Anti-Bullying Ambassadors can answer them for you!



BGS Horticultural Society: [@bgshorticulturalsociety](#)

Follow for all of the updates from our allotments!



BGS Music Department: [@BexleyGSMusic](#)

The official account of the Bexley Grammar School Music Dept. Follow us for info on rehearsals, concerts, shows, and wider listening ideas



A decorative border consisting of a double-line frame with corner accents. Each corner features a small grid-like pattern of intersecting lines.

Current affairs & issues

A Movement, Not A Moment.

The Black Lives Matter Movement, both in the UK and the USA, has been described by many people as a civil movement advocating for those who cannot speak up and for those who are pushed down. The Movement aims to shed light on institutional racism, prejudices against black people and the police brutality that is apparent throughout several countries - it forces people to see the violent, brutal truth that black people still face just to argue their equality in the world.

While there has been a huge influx of petitions, videos incriminating police officers, facts and statistics about systemic racism, people often stop sharing and spreading this information due to the belief that the Black Lives Matter Movement has died down.

This is simply not the case.

Until every person is treated fairly - until the biases against certain races, (particularly minorities), are disclosed and spoken about and until people recognise their privilege and use it to better the quality of life for underrepresented and underprivileged communities, the movement cannot simply “die down”.

Oftentimes you have people referring to this movement as a Moment - insinuating that the fight for equal rights has often been won and people are only angry because of a small issue that has then been treated. This is also inherently false when you consider that the Black Lives Matter Movement has always been embedded in Black-British and African-American culture. First, it fought for the abolishment of slavery, which then morphed into the fight for basic human civil rights (the right to proper education, the right to vote etc) - this then turned into the Black Power Movement and lastly, the Black Lives Matter Movement. This Movement has been fought by black people and their allies throughout our history- yet it is concealed in history as a whole.

Just because this current movement has stopped getting traction in the media and the government, it does not mean that the issues it fights for have been solved or been given attention - the media is not fully transparent and unbiased so continue to educate yourself on these topics and strive for full equality.

Chloe Adebisi

Vice President of Afro-Caribbean Society

Black Lives Matter Student Voice

If you are an existing student and would like to express your interest in being part of the discussion process, please fill in this [form](#)!

The logo features the words "BLACK LIVES MATTER" in a bold, white, sans-serif font, centered on a black rectangular background. Below the text are three horizontal yellow lines of varying lengths, creating a stylized underline effect.

BLACK LIVES MATTER

Black feminist writers and activists you should know about

When it comes to the feminist movement, the third wave of feminism (that is defined to have started in the beginning of the 90s), started acknowledging the different needs that different groups of women had according to social, cultural and economic contexts. However, although in the past the feminist movement recognised that factors such as race and financial situation put some women in a position of having greater privileges than others, activists that fight for the rights of minority groups are still on many occasions silenced and their achievements are still not as celebrated as they should be. That is why, given the context of Black Lives Matter protests and the urgent need that society has to get informed about the extent of racial prejudice and discrimination, in this article you will find a selection of black feminist activists and writers that will help you increase your knowledge on these topics through a feminist perspective.

Olive Morris

In November 1969, when she was just 17-years-old, Olive Morris was caught up in an accident of police brutality. From Jamaica and living in Brixton, in that year Morris stepped in against police officers who stopped the car in which Clement Gomwalk, a Nigerian diplomat, was in and were arresting him under the accusation that the car in which he was driving had been stolen by him. When Gomwalk protested against his arrest, the police officers became forceful. Morris, who was witnessing the situation, intervened in favour of the diplomat and she was handcuffed and detained, and also became a victim of the violence of the police officers. She is quoted as saying on that occasion “Each time I tried to talk or raise my head I was slapped in the face”. After that event she became a member of the British Black Panthers, and she founded the Brixton Black Women’s Group, a collective of feminist black women and one of the first networks for black women in Britain. She died in 1979 at the age of 27, however last June 26th Google Doodle celebrated her memory by honouring her fight against police brutality and systemic racism, that continues to impact community activism in England and around the world.



Bernardine Evaristo

Winner of the Booker Prize in 2019, Bernardine Evaristo is a British fiction writer that has published a total of eight books. Her latest novel, “Girl, Woman, Other” topped the paperback fiction chart in the UK during the week in which the BLM protests erupted, making her the first woman of colour to achieve such a thing. The story follows the lives and struggles of twelve different characters, most of them being women, black and British. It is described as a “love song to modern Britain and black womanhood”.



Angela Davis

Today an American black feminist, political activist and academic, Angela Davis grew up in segregated Birmingham, Alabama, where she saw many of her friends and neighbours die due to the explosion of bombs planted by Ku Klux Klan members. She became known in 1971 for the charges that connected her to an armed courtroom takeover in 1970 that left her friend Jonathan Jackson, two inmates and a judge dead in Marin County. Responding officers had shot these four people. But investigators accused Davis when they traced a gun used in the takeover to her. Because of that, she joined the FBI most-wanted criminals list and, when captured, President Nixon at the time congratulated the FBI on the “capture of the dangerous terrorist Angela Davis”. After being acquitted of all charges in 1972, Davis became a very important voice in the civil rights movements and wrote several books, with “Women, Race and Class” and “Women, Culture and Politics” being considered crucial books to understanding the women’s liberation movement and systemic racism in America.



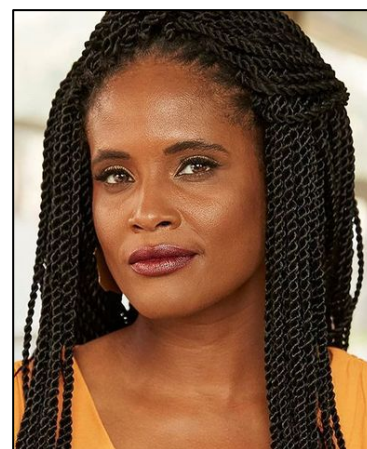
Chimamanda Ngozi Adichie

Born in 1977, Chimamanda is a Nigerian author who writes both fiction and nonfiction books.

Amongst the books that she wrote, is “Americanah”, a fictional story about a Nigerian girl who moves to America and is forced to face what it means to be a black woman for the first time; and “Why we should all be feminists”, a book-length essay that talks about the how feminism may be defined in the 21st century. Plus, she has become known for her profoundly interesting Ted Talks, one of them being “The Danger of a Single Story”, in which she discusses what happens when groups of people are reduced to a single narrative, for example when Africans are generalized as being “pitiable poor, starving victims with flies on their faces”.

Djamila Ribeiro

Born in 1980, Djamila Ribeiro is a Brazilian black feminist, journalist and philosopher. In 2020, she was appointed by the French government as a “personality of tomorrow”, a program that aims to celebrate scholars from Latin American countries for their impact on current society and their innovative thinking. In her books, “Who’s afraid of Black feminism?” and “A little anti-racist handbook”, Djamila discusses society’s silencing of black feminist activists and the importance of the existence of an intersectional feminist movement, by analysing the Latin-American feminist and black movements and how they differ from those in America and Europe.



How can I educate myself on the topic of racism and on the experiences of Black people?

One of the most important issues that has been highlighted through the recent Black Lives Matter protests and the surrounding coverage, is that informing ourselves about the issue of racial prejudice is so very, very important. With this in mind, we have compiled a list of suggested resources that are really useful tools not only for learning about the issue of racism, but also how to talk about it and have the conversations that clearly aren't happening often enough. It is by no means exhaustive, but should provide a good starting point.

Books:

- The link attached is a fantastic list of books, compiled by Jennifer Lake (Year 12) and various students and members of staff across departments: find it [here](#).

Films & Documentaries:

- **'13th' (Netflix, 15)**- a poignant documentary about racial inequality in America and its prison system.
- **'Dear White People' (Netflix series, 15- also a film with the same name)**- follows a group of students who attend a majority-white Ivy League college and their experiences of topics like misguided activism and cultural bias.
- **'Fruitvale Station' (Film, 15)**- an incredibly poignant film that depicts the experiences of the last day of Oscar Grant's life and the events leading up to his death, at the hands of BART Police Officers.
- **'Explained: the racial wealth gap' (Netflix, 15)**- a discussion on how centuries of inequality and housing discrimination has led to a racial wealth gap across the globe.
- **'The death and life of Marsha P. Johnson' (Netflix Documentary, 15)**- a re-examination of the 1992 death of transgender activist Marsha P. Johnson, who was found floating in the Hudson River. Originally classed as a suicide, many in the local community think that it was murder.
- **"When they See Us" (Netflix, 15)**- Five teens from Harlem become trapped in a nightmare when they're falsely accused of a brutal attack in Central Park. Based on the true story.
- **"Empire" (Jeremy Paxman BBC series , available on youtube)**- Jeremy Paxman traces the story of the British Empire.
- **"Racism, a history" (BBC and available on youtube)**- a detailed look at how racism affects everyday lives
- **"Windrush Generation: The scandal that shook Britain explained and debated" (channel 4 and available on youtube)**- Gathering those directly affected, whose lives have been ruined, together with leading politicians, campaigners and thinkers, to ask: What does it say about us? This Britain? ▶



Podcasts & Other:

- [Have you heard George's podcast? \(available on BBC Sounds\)](#) - an experimental podcast delivered in various forms including poetry, history, music and news.
- [About Race](#) - Eddo-Lodge looks at the recent history that has led to today's political landscape and features key voices of anti-racism activism.
- Check out our [wakelet!](#)
- ['The Unwanted'](#) (David Olusoga) BBC2 Saturday at 8:15pm - how the Windrush Scandal and the 'hostile environment' for Black-British immigrants has been 70 years in the making. (Explore more of David Olusoga with his documentaries found at: [Black and British: A Forgotten History - Next on](#))
- ['Sitting in Limbo'](#) on BBC iPlayer - a drama inspired by the Windrush Scandal.

Youtube Videos Focused on Racism Within the UK:

- [Akala on Racism Against Blacks in the U.K.](#) (9 mins) - covers topics such as growing up biracial, the differences between US and UK police brutality, and the changing Black British community.
- [Racism 'remains entrenched' in Britain, major report finds](#) (2 mins)
- [British slave owners in the 1830's | Britain's Forgotten Slave Owners](#) (4 mins) - David Olusoga investigates British slave ownership, those who profited, and the compensation given (up until 2015) to slave owners after slavery was abolished across the British Empire in 1834.
- [How wealthy slave owners entered British aristocracy](#) (5 mins)
- [Decolonising the Curriculum Kaleke Kolawole, 2020](#) (51 mins) - Kaleke Kolawole (guest speaker at BGS last June) explores how we are taught only "incomplete stories" and reverence for "dead white men", and how we therefore should go about decolonising the British curriculum. (Also on IGTV)

Samantha Hayes-Holgate, Joshua Azubike, Jenni Lake and Charlotte Allen,
Year 12 ●

Being Black at BGS

You mentally prepare yourself to hear “Can I call you...?” or “Do you have a nickname?” because no one can say your name right.

You wonder if you’ll have any black teachers, usually, you don’t.

You’ve come to terms with being 1 out of 6,5,4,3, even 2 black people in your class.

Sometimes you are the only black person in your class.

As soon as the word slavery leaves your teacher’s mouth, you can already feel the apologetic stares burrowing through your skull while you watch endless videos where people who look like you are tortured.

You want to tell them that slavery is not the only thing black people had, That we had ancient civilizations and kings and queens and that the richest person who ever lived was black, that African empires rivalled Rome and our kings and queens sat on gold, rubies and topaz.

But you don’t know any of that. You aren’t taught about it.

You know all about the Slave Triangle and plantations, all about the Civil Rights Movement and Martin Luther King,

You watch Selma and The Butler,

But it all stops there.

You laugh when teachers confuse you for another black person, but really you know that you don’t look alike.

You say nothing when people bring up “The N-Word Argument” because you know they all say it anyway so it won’t matter what you say.

You don’t want to be the Angry Black Person.

You read Of Mice and Men in English, and your teacher somehow manages to convince everyone that it’s “just a word”, yet anytime anyone says it, they look at you with a wary look in their eyes. You leave the classroom embarrassed.

You don’t want to be the Angry Black Person.

You go to your first party, and people shout it in your face. You laugh awkwardly, but no one notices - I mean, it’s just in a song right? Wrong. But you don’t want to be the Angry Black Person.

So you keep quiet, you don’t argue when it comes to race or anything else that directly concerns you because you know people won’t listen.

- *Anonymous*



The Victims of the Pandemic's Limbo

Surviving as Black & LGBT+ Refugees



Being a refugee

At the end of 2019, approximately 79.5 million people saw themselves forced to displace their homes by becoming refugees. This incredibly high figure represents how persecution, war and/or violence has affected the life of millions of people and obligated them to flee their country due to their race, religion, nationality, political opinion or membership in a particular social group and due to these reasons, they abandon their home country permanently. Although the life story of each refugee is different, all must undergo dangerous journeys with ambiguous tomorrows.

No person should fear their safety at their home for who they are or who they love. However, in the recent decades the number of LGBTI+ refugees and asylum-seekers has significantly increased as they are persecuted in their home countries and unfortunately, the situation of the victims of hostile and violent societies has only worsened as a result of the Coronavirus outbreak, leaving them to feel more abandoned and isolated in their search for peace and a home.

Life In A Limbo

On top of the difficulties faced when escaping their own home country, the majority of refugees become displaced for two decades of their lives as they live in refugee camps.

Refugee camps are facilities which assist refugees with immediate protection and although they are not meant to be sustainable for long periods of time, many displaced people are forced to endure these living circumstances for years with the hope of obtaining a better life than the past they have tried to escape. These camps have become a haven for each refugee as they are based on an emergency operation response team which aims to: provide security by being placed a safe distance from the border, provide access to water supplies, healthy and comfortable living conditions and access to big vehicles and lifesaving supplies.

However, only 60% of refugees are able to access such refugee camps and therefore, obtain no support on their journey to search their new home. These figures have only worsened during the last months due to the pandemic as a result of COVID-19, as more than 3,000 refugees in Africa and 10,000 worldwide have had their resettlement halted temporarily by the pandemic, according to the International Organization for Migration.

Being an LGBT Refugee

Over 32 African nations have varying laws criminalising homosexuality, with only Kenya as a regional haven. It has become the only East African nation where discriminated people have the possibility of seeking asylum and be registered as a refugee based on their LGBT status. However, there still is great discrimination against the LGBT community as there still are laws punishing homosexuality for up to 14 years in prison.

A gay refugee, Martin Okello, recently discussed his life journey with Fox and the struggles he was forced to confront due to his sexual orientation.

He is a 29 year old former journalist who had maintained his sexual orientation secret and even worked as an educator for the LGBT community in Kawangware. However, months later his decision to not deny his true self resulted in him being violently attacked by a homophobic group and left for dead in an impoverished neighbourhood of Kawangware. Once, he was even exorted by a male worker who outed him as homosexual. Then, he fled from his native Uganda to Kenya in search for protection and asylum under the U. N. Refugee Agency after finding the House of Nature, where he registered as a refugee.

But as he was awaiting his last review to be resettled in the United States where he hoped to create a new home in which he could be accepted by who he truly is, he saw himself forced to wait for longer due to the Coronavirus pandemic.

Celebrating Pride Day & Month

LGBT refugees do not only confront horrific journeys towards Europe, but also face huge hardships after their arrival to such countries as they do not obtain support from the diaspora migrant community and the immigration system and hence are forced to return to their secretive lifestyle and hide their sexual orientations in the country they dreamed to have liberty and with no trusted friends.

It is important to remember everyday the significance of helping those who need it the most by supporting their integration into the new society they would like to call home. Therefore, we should use each 28th of June to not only celebrate the advancements of the LGBT community, but also to remember how we must continue fighting for equality against all the injustices occurring in our world.

- Sheyla Jaramillo, Year 12





Highlights from the BBC documentary by David Olusoga.

"If one of us is not free then none of us are free" The rise and fall of the Victorian Moral Mission

The Great Victorian Moral Mission meant ending slavery not only in Britain, but across the world. Throughout the 19th century the idea of being British was assimilated with being against slavery, however, in reality, this was not always the case.

The West Africa Squadron

The West Africa squadron was established to suppress the slave trade. They were British soldiers who hunted down slave ships and freed s on board. However, as the story often goes, they were under-resourced and plagued by corruption. That being said, around 6% of slave ships were intercepted. Unfortunately, not all freed slaves were guaranteed liberation, but those who did went to Freetown, Sierra Leone. Between 1808 and 1860 over 150,000 slaves were liberated. In the 1850s the West Africa Squadron landed forces in Africa where they began to attack bases of European forces. What started off as a mission of freedom was slowly becoming the origins of colonisation.

Sarah Forbes

Sarah Forbes Bonetta, a child of only 6, arrived in Britain and was presented to Queen Victoria. The Queen, delighted by her presence, agreed to become Sarah's protector, paying for her education which was undertaken by missionaries. In the eyes of some, Sarah's life was a rather patronising social experiment: the child was used to demonstrate how, under British guidance, an african could be 'civilised' (a buzzword of the Victorian era).

By the time Sarah was an adult, she had taken place in Victorian high society and married a fellow black man, James Davis. The pair of them became the poster children of the Great Victorian moral mission. Between them, they had three children, the first of whom was named after Queen Victoria and became one of her godchildren.





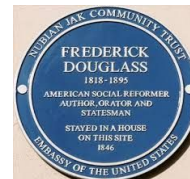
Highlights from the BBC documentary by David Olusoga.

Frederick Douglass

The main focus of the Victorian moral mission was America. Speakers captivated ignorant Britons who were shocked by stories from their life under slavery in USA.

Frederick Douglass arrived in Britain 1845 after having just published his autobiography. In a sellout tour of Britain and Ireland, thousands flocked together to see him speak. In fact, so many people in Dundee wanted to hear him speak that he had to give 4 different lectures. When people saw him he was no different than anyone else in the room, compelling sympathy and understanding for those in southern states.

Douglass and other speaks helped to promote the heart of the message of the Victorian moral mission: slavery was a moral issue, not just a political issue. Therefore the issues surrounding slavery went beyond borders. Slavery was a global moral crisis.



Uncle Tom's Cabin

In 1856, Queen Victoria found herself captivated, like many of her subjects, by the author of a new book. To explore this interest, a secret rendezvous between Queen Victoria and the author of the new book was organised. She was fascinated by Harriet Beecher Stowe, the author of one of the bestselling books of the Victorian age (only selling less copies than the Bible!) The novel itself followed slaves in the deep south of America. In *Uncle Tom's Cabin* a group of slaves from Kentucky have their lives upturned as some of them are sold on or even are able to escape their fate. However, despite the seeming support for the plight of enslaved Africans, the meeting was kept secret as not to be seen as intervention in slavery in USA.

Nowadays the book has been criticised for having 'hate written all over it'. The novel was a crude, simple, strike is against slavery not against racism, white supremacy or the other issues that befell enslaved Africans. Many Britons were therefore smug at the fact they no longer had slavery. There are parallels between this and the issues of the Black Lives Matter campaigns in the UK today: just because black people are not being shot dead on the street like they are in the USA does not mean racism does not exist here. It is extremely scary to think how little we have progressed since the Victorian age.



Highlights from the BBC documentary by David Olusoga.

The Great Contradiction

Mississippi, USA, one of the richest places in the world, built on backs of enslaved Africans. In the 1840s and 50s it was the center of globalised industry: cotton made up almost half of American exports, much of which was produced in Mississippi. Cotton and slaves were shipped down the Mississippi river by paddle steamer to be sold in markets of places like New Orleans. The vast majority of cotton went to mills and factories of Britain, fuelling the industrial revolution. The US cotton was spun and woven into cloth in factories in Britain and nearly 1.2 million people were employed in cotton mills. For each direct employee 3, more people were supported by their wages - the great contradiction in the Victorian moral mission. Victoria was up to her neck in American slavery, despite condemning it. Around 4 million people, to some degree, were reliant on cotton. Unlike common history might have it, the industrial revolution and black history were not separate. The great blindspot of the Victorian moral mission: Britain was making fortune from the cotton grown by enslaved africans.

The Cotton Famine

In 1861 slave owning Southern states went to war with those in the North who were against slavery. The Northern government established a blockade on the southern cotton trade bring cotton to an abrupt halt. Social and economic disaster took grip: Lancaster entered into a cotton famine and, by the end 1862, nearly half a million people were in receipt of some form of charity. The British government were officially neutral in civil war but many people supported confederate states and the idea of slavery, nowhere more so than in Liverpool who had grown rich as slave trading port. Following abolition, Liverpool docks swapped human cargo for cotton, with 85% of all cotton landed in those docks.

Rochdale was one of the towns worst hit by the cotton famine, forcing people to travel town to town looking for work. In the face of this poverty, however, thousands of workers stood in solidarity with slaves in the US, understanding how their crisis was less than theirs. The response to the crisis was to start public work, involving the construction of new roads.





Highlights from the BBC documentary by David Olusoga.

The Morant Bay Rebellion

The cotton famine undermined the moral mission but another crisis had been growing in Jamaica. The sugar islands of the British West Indies began to go into decline with the increase in competition from other producers. Selfishly, many planters left back to Britain leaving former slaves with no work and no land. On top of that, Jamaica suffered one of the worst droughts for a long time. People were desperate.

The spark that ignited the flame took place in the small town of Morant Bay. Beginning with a case in a court house over the conviction of a man who had been farming in an abandoned estate and ending in mass violence. While the case was ongoing a group of over 500 gathered before the courthouse. Local militia (who were white men) also gathered. People began to throw stones from the crowd and the militia attacked. Shortly after the crowd then burned the building down. The militia killed 7 people and 18 further were killed by the crowd. Shortly after the violence subsided; Morant Bay was a small town in an insignificant part of the empire. However, on the order of the governor of Jamaica, the army unleashed the militia which swarmed into the region killing hundreds of innocent Jamaicans, even executing some of them. This was a brutal act of vengeance even by low standards of the 1800s. After Morant Bay old ideas about black savagery were revived, given potency by pseudo scientific ideas about race. For many Jamaicans today, this experience is still extremely raw.



Image believed to be of Paul Bogle, leader of the Morant Bay Rebellion.



Highlights from the BBC documentary by David Olusoga.

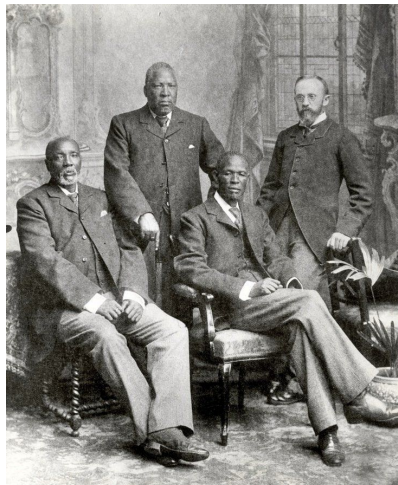
“He was lynched and there’s no getting away from that. That story needs to be told and that degree of racism needs to be confronted.” The violent rejection of the idea that you could be black and British

In the Victorian era, multiracial Britain had seemed impossible. However, today we are living that impossibility. Despite where we are now, and not discounting the problems the black British still have to face, the mid 1900s were fraught with violence and hatred.

King Khama III

Cecil Rhodes was sent to Africa by his father in 1870 as a young man. By the time he was 30 years old he was premier of the Cape Colony and one of the richest men in the world. His British superiority meant he wanted to fulfill what he saw as his destiny. Rhodes had visions of Africa being crossed without ever having to leave British colony: from Cairo to South Africa Rhodes wanted to build a train track, and the colonial office were ready to support his goal.

However, this meant winning over King Khama III, the leader of Bechuanaland. Khama saw this as the onset of widespread colonisation and decided to tackle the problem at its heart. Khama demanded an audience with the Queen in order to win her over, and the hearts of her followers. Being denied this upon arrival in England, he embarked upon the second half of his plan to win over Britons. Khama wanted to outmanoeuvre Rhodes by directly approaching the public. He was successful in this and managed to undermine public misconceptions and prejudices which were used to justify colonisation. Khama and his delegation were invited to an audience at the colonial office. He was granted protection from Rhodes.



Kings Khama III, Bathoen I, and Sebele I on their mission in Britain.



Highlights from the BBC documentary by David Olusoga.

As more Africans made Britain their home the limits of racial intolerance would be exposed. There has been a black community in Liverpool since 1700s, largely due to the shipping industry and slave trade. WWI labour shortages swelled black pop to 5000 strong by the end of war. However, racial tensions arose, threatening the existence of community. Every Black man seen was followed by a large and very hostile crowd. There was a recent discovery of black people writing letters to the mayor which is now bringing the history back to life. The mayor, concerned with the welfare of his black constituents, wrote to the colonial office saying that the city was on the brink of violence. On the 5th June 1919 this violence erupted: a fight broke out in a pub between black and scandinavian sailors. When police arrived, they only arrested black men, at which point a several hundred strong mob gathered outside. There had been a Bermuda sailor boarding in a local house who had tried escaping but quickly, and fatally, spotted. Chased by police and the seething mob, Charles Wooten fled to the Queen's dock. 2000 white people were there and it unclear whether Wooten was swept or pushed into water by the crowd. What is not unclear is the disturbing chant 'let him drown'.

Following these events, three days of rioting ensued against the black community. Almost one century later and another crowd gathered at the Queens dock to remember Charles Wooten and the victims of the violence that followed. In the aftermath of war similar outbreaks of violence occurred in other big cities in the UK bringing underlying racism onto streets of Britain.



The 'Acceptable face of Blackness'

Born in Grenada and performing in Paris and New York, Leslie Hutchinson, better known as Hutch, shot to fame in London, taking the exclusive cabaret scene by storm. Charming, black and bisexual, part of his appeal air of exotic mystery; he was most in demand of the aristocratic elite, playing private parties and getting with the 'in' crowd. He was a star but could never escape racism. In Liverpool, Hutch was forced to go in the back door and wasn't even allowed to stay in the hotel he was playing in. Caught between desire and rejection, Hutch was forced to lead a double life. Eventually, this double life caught up with him. Since the 1930s Hutch had been having an affair with Edwina Mountbatten, a close friend of the royal family. The papers, finding out about his wanted the top scoop but wrongly named Paul Robeson as her lover.





Highlights from the BBC documentary by David Olusoga.

320th Barrage Balloon Battalion

During WWII Britain was to be confronted with realities of a truly racial society. By 1944 over 1mil US soldiers had landed on British. The 320th Barrage Balloon Battalion arrived in Wales. Shockingly to Britons, a segregated US sent a segregated army to Britain, also bringing with them racial violence: white GIs routinely attacked black allied soldiers. Wartime Britain was getting to see close up what a racially segregated society was really like. Across the nation there was a resounding response with the welcoming of black soldiers into hearts and homes of Britons. Just as soon as they had arrived, in June of 1944 the black GIs were gone to play their part in the liberation of Europe but not without leaving a lasting legacy. Many mixed race children now found themselves the product of their American father's time in the country. In many communities the secret history of 'brown babies' is only now being uncovered, but thankfully is no longer something to be ashamed of. The black GIs offered a glimpse of what a post-colonial Britain might look like.

"I am Black British and that will do"

The aftermath of war soon made that a reality. Across Africa it gave impotence to independence movements. Many Caribbeans felt bonds to Britain, after fighting for them, even stronger and were now arriving home. The arrival of the Empire Windrush in June 1948 came to symbolise the founding moment of black British history. Introduced in 1948, the 'open door policy' offered citizens of the Empire the right to settle in the UK. This kind of mass migration was not what the policy makers had in mind; they had thought of Australians, Canadian and white people from the Empire. No one imagined black people would make use of rights to enter the United Kingdom. Many people from the Commonwealth wanted to come to Britain and post-war austerity Britain needed the money. No one considered them British.

After coming from the Caribbean, what they saw in England shocked them. The houses and the poverty were not what they had seen from the education they had been offered in Jamaica. The women, who were nurses, were at times denied their British identity. However, powerfully, they do not regret their choice at all. Britain gave them what they didn't have but they had to work extremely hard for it. When asked what they identify as, one woman said "I am black British and that will do".





Highlights from the BBC documentary by David Olusoga.

The violent rejection of the idea that you could be black and British

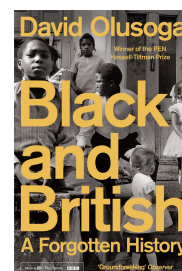
Violence was a part of the lives of black Britons. Under attack from police, skinheads, National Front, violence was not an uncommon offence: day in day out there was some kind of hurt. Discrimination was widespread. The systematic harassment by police brought all of these threats to a head and, by the 1980s, inner city areas saw uprisings. These uprisings pursued no special privileges, just simply equality - something that is still demanded today. Britain was haunted by its colonial past. A generation who had worked hard to make the nation a home for their children themselves had been failed by the imperial mother country.

30 years on and black people still face many disadvantages. However, one barrier that confronted the Windrush generation that we have now overcome is that few people question the idea of being Black and British.

Alexandra Saward



For more information on the history of Black people in Britain, please read David Olusoga's "Black and British: a Forgotten History" or watch the [BBC series on iplayer](#).



ON ENVIRONMENTAL AND RACIAL JUSTICE

In this day and age, it is easy to identify the overwhelming numbers of problems in our society. Unfortunately, it seems that the movement towards equity and justice (not only for individuals of varying minorities and disadvantaged groups but also for the very environment which we all live in) simply functions as a painfully inefficient system, whereby individual issues are focused on at a time until another takes over, leaving the former unresolved until its next turn.

It can be argued that our biggest problem as a society is the inability to recognise the otherwise clear connections between these issues as opposed to the strenuous efforts put into tackling them one-by-one. As stated by Van Jones, the co-founder of several nonprofit organizations, including the Dream Corps, “Environmental justice is the movement to ensure that no community suffers disproportionate environmental burden or goes without enjoying fair environmental benefits”. In this sense, it is imperative to acknowledge the interdependence of environmental justice with racial justice.

Firstly, whilst it is inarguable that the effects of environmental degradation is having - and will continue to have - a serious impact on every single being on this planet, this burden is far from evenly spread. This is clearly demonstrated by the concept of environmental racism, which is a term used to describe environmental injustice that occurs within a racialised context both in practice and policy. The simple fact is that we cannot achieve environmental justice without racial justice. As the global North has sacrificed the planet on the altar of the myth of endless economic growth, so too has the global North sacrificed the lives of black people, indigenous people, and other people of colour on that same altar.

As Asad Rehman, executive director of anti-poverty charity War on Want says, colonialism and the climate crisis are products of the same broken thinking - that there are some human lives that matter more than others.

Whether it's the British Empire [stealing](#) \$45 trillion from India, the [ongoing water crisis](#) in the largely black community of Flint, Michigan in the richest country on Earth, the ignoring of the plight of Pacific island states or the people of Bangladesh, or choosing to locate a polluting factory in an impoverished community of colour, environmental and colonial racism rears its ugly head in many forms.

The voices of people of colour, indigenous groups, and the global South must be central in the response to climate breakdown: important as renewables are, we cannot simply slap a solar panel on centuries of a broken ideology and call it job done.

At the BGS Environmental Action Group, we are committed to putting anti-racism at the heart of all we do. If humanity is to succeed in tackling the climate and nature emergencies and building an environmentally just world, the world must act upon and take as a universal truth: Black Lives Matter.

- Azeezat Hassan and Sam Gee on behalf the BGS Environmental Action Group

A very different VE Day

2020 has been an altogether different year. From wildfires to global pandemics, it could have come straight from the mind of a crazy scientist. Despite the circumstances however, the year 2020 marks 75 years since Nazi surrender and people across the country came together to celebrate the sacrifices of those before them!

VE Day, standing for Victory in Europe, was first celebrated in 1945 following a radio announcement of the end of World War II in Europe. Many people took to the streets laughing, singing and rejoicing at the fact that some of the darkest years were thankfully behind them. Outside of Buckingham Palace, people flocked dressed in red, white and blue in order to celebrate this momentous news. In countries around the world, the USA, Australia, the Soviet Union and more, people rejoiced at the news of freedom in Europe from an authoritarian regime and the final beginning of freedom as we know it today.

This year, however, the scenes were not quite the same. Social distancing and government guidelines meant that people could no longer celebrate together. That did not mean that the veterans were not commemorated: there was a two minute silence at 11am on the 8th May to pay respect to those living and no longer with us, as well as many houses decorated with bunting. Streets came together dressed in the colours of the flag to have, at the restriction of two meters, a party under the sunshine.



It is important to remember that VE is a global celebration of the liberation of evil rather than simply a British tradition. In these times, we should feel even more connected with the world around us, aware that we are united by the suffering, but also by hope: the hope that this will soon be over, the hope of health and the hope of safety. Much of the feelings we are experiencing now will be the same as those who lived during the second world war: anxiety, nervousness and worry. The virus, albeit not a conventional opponent, is indeed something we all fear but we must remember that what each one of us is doing is helping to fight it off.

'Never give up, never despair'. The Queen provided Britons with an inspiring speech, reminding us of how much those before us have gone through and how we should aspire to use this in the future. In this tough time especially, when people are really struggling, we should appreciate how those before us have dealt with such heartache and what we can learn from them. The message of perseverance is ever more prevalent in the current climate and, as the light at the end of the tunnel begins to shine, we must remember that one day, hopefully soon, our very own freedom celebrations will commence.

International Nurses Day

Every year, on the 12th of May, countries across the globe celebrate those who have entered the nursing profession and the remarkable work that they do. Celebrated since 1965, it falls on the birthday of Florence Nightingale, and this year it marked the 200th anniversary of her birth- usually a cause for mass celebration, the world found different ways this year to appreciate the work of the nursing community throughout the pandemic. Recognition included wearing ribbons and lighting candles- the UK Parliament was lit up and many took part at home, by lighting a candle in their window to show their support. Guys and St. Thomas' hospital lit their building up too and held an awards evening to celebrate the recipients of the Nightingale Nurses Award.

The work of nurses like Florence Nightingale, Mary Seacole, Mabel Staupers and Christiane Reimann has been documented in history, and we hear more and more of these brave and [inspirational tales](#) from nurses in the present day. When we look back in history, it is important that we see not only the work of Florence Nightingale, but also the many other nurses that pioneered treatments and changed the nature of care itself. And in years to come, we will look back and feel proud of how student nurses, having just qualified (or in their final year), were called upon to work during the pandemic and they did in streams- retired nurses did the same, putting on the scrubs that they thought they had hung up for good.

This year in particular, it feels very important to recognize and appreciate the work of those who put their lives on the line, often working long, unsociable hours to help those in need and keep our NHS running. Stories of nurses who have to live in isolation, so that they don't risk spreading the infection to their loved ones, highlights their dedication and is another reason why this international day was so important.

- *Charlotte Allen, Year 12* ●





These are the hands

These are the hands
That touch us first
Feel your head
Find the pulse
And make your bed.

These are the hands
That tap your back
Test the skin
Hold your arm
Wheel the bin

Change the bulb
Fix the drip
Pour the jug
Replace your hip.

These are the hands
That fill the bath
Mop the floor

Flick the switch
Soothe the sore

Burn the swabs
Give us a jab
Throw out sharps
Design the lab.

And these are the hands
That stop the leaks
Empty the pan
Wipe the pipes
Carry the can

Clamp the veins
Make the cast
Log the dose
And touch us last.

Michael Rosen

As Children's Poet Laureate, Michael Rosen was commissioned to write this poem to celebrate the 60th anniversary of the NHS in 2008. It is reproduced here by kind permission of the author.

Poems for...one world

<https://poemsforthewall.org>



John Lewis Partnership



Poems for...the wall is a Hyphen project. "Hyphen-21" is a company registered in Cardiff no.2925831. Registered Charity no.1040077.

Alex Offen's Philosophical Investigations: **What can we learn from lockdown?**

Happiness is, by its very definition, a desirable thing for all individuals. Due to its essential subjective nature, we all have our own understanding of what happiness means. In the current climate, it is not a difficult task to understand why happiness may be scarce among individuals; unless you are an extreme introvert, the pressure to stay inside can have a severe impact on your mood and wellbeing. With the cascading news of reopenings and softening of lockdown measures, this impact is sure to be mitigated, however there is still a variety of lessons we can learn from our experiences in quarantine.

The imposing, yet absolutely necessary for public health, measures for lockdown in reaction to the COVID-19 pandemic yield fascinating philosophical lessons that we can all use for our everyday lives—even after more businesses open up and public gatherings are allowed. When we look at the different problems and barriers that we had to face, an important thing to note is that these problems exist outside of our own volition. In other words, we could not have controlled the situation that we had found ourselves in. This leads us to the ancient philosophical idea of Stoicism.

What is Stoicism, and what relevance does this ancient Greek idea have to the present day? To answer these questions, we must first understand what Stoicism is *not*. In ancient philosophy, two schools of thought were dominant before the conception of Stoicism, Epicureanism and Cynicism. The former emphasised a hedonistic way of life (pleasure being the ultimate good), while the latter emphasised asceticism (the deliberate lack of desire being the ultimate good). Stoicism, however, is the philosophy that prioritises individual virtue in the face of an indifferent world. When there are events which are beyond an individual's control, Stoics would argue that it is irrational to have a negative reaction. You cannot control the situation, but you can control your reaction. Why then would one ever have a negative reaction to situations beyond one's control?

Of course, there are many circumstances where it would be unreasonable to expect yourself not to react negatively. Stoicism, however, does not have to be taken as an absolute and unchanging principle. Conversely, the notions behind the ancient philosophy can be used as simply a guiding principle for our lives. If we remember at the peak of the quarantine, certain important aspects of our lives were deprived from us; we had no control over this, so to be upset would be irrational as it would imply something can be done by an individual to change one's situation. As well as this, the measures being in place for the benefit of public health is something that most people would not want to see removed anyway.

Everybody has a philosophy of life, whether we know it or not. It is the fundamental force which motivates us to do the things that we do. In our current society, this is usually a form of hedonism, insofar as personal pleasure is seen as the greatest good. Although this is not necessarily incorrect, it does not give us any practical plan on how to reach happiness. Stoicism, on the other hand, tells us that we should not try and control the uncontrollable, but use our rationality as much as possible—to get as much joy out of every situation that we possibly can. If we adopt this mantra, it will undoubtedly allow us to make the most out of moments which seem the bleakest.



Black Lives Matter movement and the responses from sports stars

While there certainly has been a lot of discussion between people about the Black Lives Matter movement and the issues that it has highlighted, it seems that there is really a spark of hope.

Within the premier league, players refuse to drop the badge of Black Lives Matter. This is truly a spectacular moment within the history of the Black Lives Movement, because it shows that more people are finally coming together to support each other. In the USA, there were similar displays of solidarity. For example, football stars Julie Ertz and Casey Short shared an emotional moment as they both kneel down on the grass during the national anthem, in order to support BLM.

However, more action should be taken in order for the full power of the movement to really take effect. It's important that we keep spreading awareness of the BLM movement.

For more information on how to help the movement grow, visit the site <https://blacklivesmatter.com/>

Daniel Ngenegbo, year 12 ●



A decorative border consisting of a double-line frame with corner accents. Each corner features a stylized crosshair or grid pattern formed by multiple overlapping lines.

Anti-racist **Project**

Anti-Racist Project: A collaboration between the History and FBCS departments.

In order to promote anti-racist education and to increase visibility of the contributions of black people to history and culture, the History and FBCS department have teamed up and set all year 7s and 8s the following task:

To show our solidarity against injustices faced by black people globally, we ASK EDUCATORS to set work which allows students to reflect on and demonstrate how they want the world they LIVE and LEARN in, to be anti-racist.

ask your students to:

paint

research

write

read

compose

create

record

Parents and Guardians, your support is needed so that all work researched is age appropriate. Let's start having some of these conversations even if they are difficult ones!

Choose a task below to help you reflect and demonstrate how you want the world you LIVE and LEARN in to be anti-racist.

'It's not enough to be non-racist, we must be anti-racist'
Angela Davis

#EDUCATIONSPEAKSOUT

<p>Research into Black inventors.</p> <p>Write a newspaper article detailing your findings.</p>	<p>Find spoken word poetry by Black British poets. For example: George the Poet, Caleb Femi.</p> <p>Record your own spoken word piece inspired by their work.</p>	<p>Find out about Black jazz, blues and classical composers and musicians.</p> <p>Compose a musical piece inspired by their sound.</p>
<p>Find poetry by Black writers. For example Grace Nichols, Benjamin Zephaniah.</p> <p>Write your own poetry inspired by their works.</p>	<p>Research into the amazing contributions that Black British people make to our society daily.</p> <p>Record your own news segment detailing your findings.</p>	<p>Read an extract or a book by British Children Authors. For example: Malorie Blackman or Sharna Jackson.</p> <p>Draw your own illustrations of the main characters.</p>
<p>Research into Black British visual artists. For example Sonia Boyce or Frank Bowling.</p> <p>Create an art piece inspired by their work.</p>	<p>Research into Black British Children Authors. For example: Malorie Blackman or Sharna Jackson.</p> <p>Write an opening of your own short story.</p>	<p>Find a Black British photographer. For example: Raphael Albert or James Barnor.</p> <p>Create a picture collage or gallery of their photographs.</p>

Our students have composed music, short stories, poetry, created art and photo collages, and reported on remarkable historical figures and inventors who are hardly known to the general public but who deserve so much recognition and celebration. A massive well done goes to all of them, and we hope they will continue to be inspired to get educated even further and to commit themselves to be actively anti-racist.

It has been an absolute pleasure to see how much students have genuinely engaged with and enjoyed this task, and going through all the entries we as teachers have also learned so much more about black inventors, photographers and artists.

It is a real shame you won't be able to see all of the submissions, but here is a sample of some of the best we received - we hope you enjoy!

- Ms Contini and Miss Fuwa.



The Bright Black Inventors

- Chris Fernandes, 7NSS ●

Incredible Inventors



I chose to research black inventors and do a newspaper article on it, because it is an important and interesting subject. These inventors have shown that it does not matter who we are, because we can all succeed if we try. Without these marvellous inventions, our day to day life might be very different. In addition, these black inventors did not receive much credit for inventions that are used every day. Imagine our lives without light bulbs! It will also inspire the next generation to be who they want to be and be proud of who they are.

Have you ever woken up, turned on the light and driven to school? Yes! Well then you will be surprised to know all of these inventions were created by black inventors.

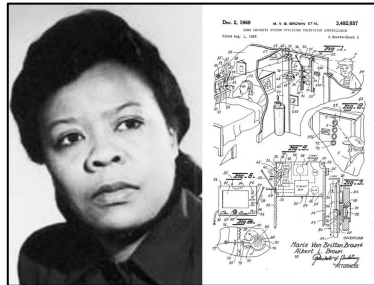
Lewis Latimer was a black inventor who assisted Thomas Edison in developing the light bulb. He invented the carbon filament, an essential part of the light bulb. It conducts the heat to create light.

He was born in September 1818 in Massachusetts, USA. His wife and he were slaves to The Gray of Virginia. But in 1842, they ran away to Boston. A movement against slavery started in Boston and the people raised \$400 to give to the Gray of Virginia. He later joined the Navy, where his talent for drawing was recognized by many.

He also supported Alexander Graham Bell in the creation of the telephone. Latimer designed the telephone. It is because of him that the iconic telephone looks the way it is.



Marie Van Brittan Brown was born in Queens, New York, in October 1922. She lived in the same house for her whole life. Both of her parents were African-American and she was very proud of it. Marie worked as a nurse and married Albert Brown, who helped her with her invention of a home security system.



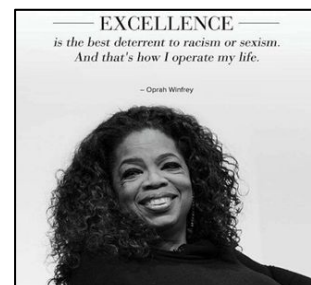
One of the most iconic black Inventors was Garrett Morgan. He invented the three positioned traffic lights. These lights are still widely used today, all over the world.

Garrett Morgan was born in Kentucky in March 1877. He was a slave until he was fourteen and began looking for a job in Ohio as a handyman. Next he moved to Cleveland, as a sew-machine repairman. He opened up his own business and it was a massive success. He became an affluent person. With the amount of money he had, he managed to open up his own newspaper which became one of the most influential black newspapers in the nation.

One day, he witnessed a major crash between two cars. The cause of the crash was the fact that there were only two signals on a traffic light- **Stop and Go**. This caused drivers to abruptly stop, which caused accidents. Thus, the T-shaped traffic light was invented. The new yellow light gave drivers an amount of time to get ready to stop or go...



In conclusion, many of our everyday inventions were created by black people. It shows that we are all equal and without them, we would not have these items to use in our daily lives (like light bulbs and security systems). **This is why Black Lives Matter.**



Black Inventors And Their Contributions That Changed Our World



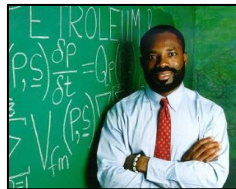
Many of the world's most influential inventors have black roots, but not all people know about it. Let's take a look at some most famous black inventors, and the contributions they have made to science, industry and human life.

Dr. Shirley Ann Jackson is an American physicist, known for many inventions within telecommunications. Her research enabled the invention of the portable fax, the tone telephone, solar cells, fibre optic cables, and the technology behind caller ID and call waiting.



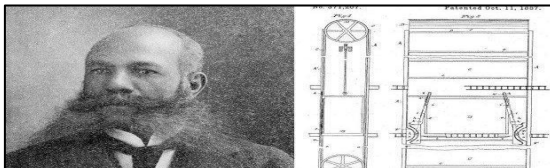
Patricia Bath was an ophthalmologist and in 1981 she invented a laser tool that has helped to restore sight to many people worldwide. The tool is used during eye surgery to correct cataracts.

William Pasi Sachiti was born in Harare, Zimbabwe, but moved to the UK when he was 16 years old. He studied artificial intelligence and robotics and founded the Academy of Robotics, a vehicle manufacturing company, to develop 'Kar-go' - a driverless car that can deliver multiple packages by using a combination of advanced robotics and driverless vehicle technology.



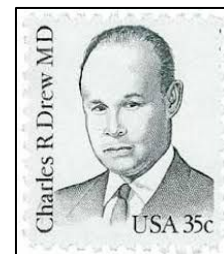
Philip Emeagwali became one of the greatest computer pioneers of our time. Some call him the "Bill Gates of Africa." In 1989 he used 65,000 processes to invent the world's first supercomputer, which is able to perform 3.1 billion calculations per second. His computers are currently being used to forecast the weather and predict the effects of global warming.

Frederick McKinley Jones took a patent for the roof-mounted cooling system that's used to refrigerate goods on trucks during extended transportation in the mid-1930s.



In 1887, **Alexander Miles** took out a patent for a mechanism that automatically opens and closes elevator shaft doors and his designs are largely reflected in elevators used today.

Charles Drew was a physician, surgeon and medical researcher who worked in the field of blood research. In World War II, he played a major role in developing the first large-scale blood banks and blood plasma programs. Dr Dew oversaw the running of the "Blood for Britain" programme. He also invented the bloodmobiles (the refrigerated trucks that safely transport stored blood to the required location).



Gladys West was an African American Mathematician who worked alongside fellow engineers at the naval support facilities. West's work contributed to the developments of the GPS (global positioning system). GPS technology is used across every industry from finding humans to animals and social media.



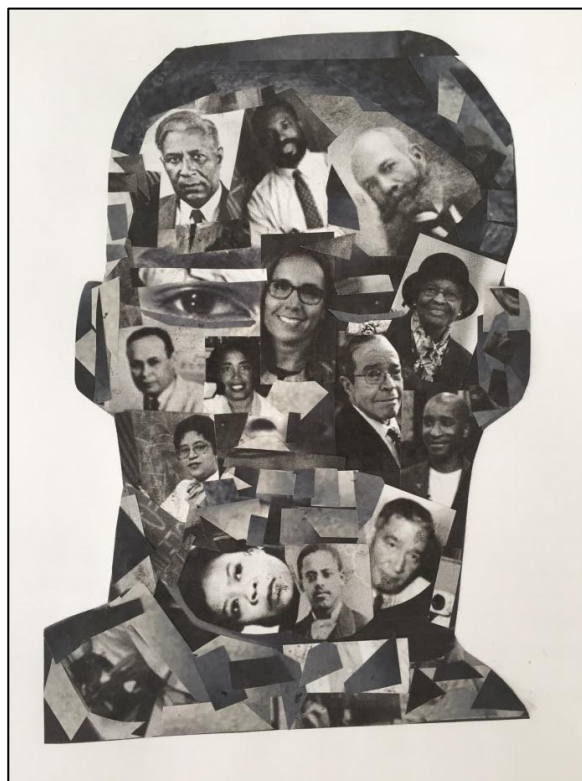
Lisa Gelobter is a computer scientist and technologist. She has worked on several pioneering internet technologies and created products that have been used by millions of people, including Shockwave (a technology that formed the beginning of web animation) and the ascent of online video.

Jesse Ernest Wilkins is one of America's most important contemporary mathematicians. He's published papers in mathematics, optics, and nuclear engineering. His greatest contribution was the development of mathematical models to explain gamma radiation and his work on developing a shielding against gamma radiation.



In this article, I looked at some black inventors and scientists, whose contributions range from practical everyday devices to scientific discoveries in physics, biology, math, computer science and medicine. Black scientists and inventors have made our lives safer, more comfortable and more profitable. Their amazing inventions have really changed our world for the better.

- *Anna Tyukova, 7MGG*



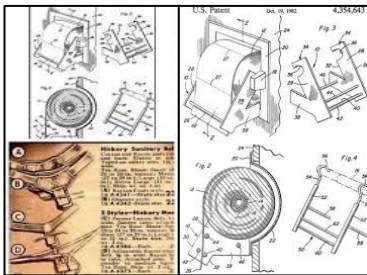
Mary Beatrice Davidson Kenner

Inventor of the sanitary belt

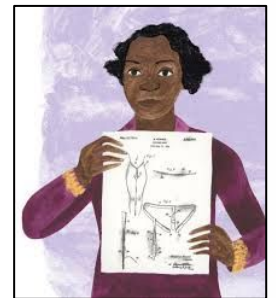
Mary Kenner, born in North Carolina, created a revolutionary invention which was the start of something extraordinary! She had created a sanitary belt with an inbuilt, moisture-proof napkin pocket. She had gone through the whole process, when companies showed no interest with her invention. Kenner never made any money off of the sanitary belt, because her patent expired and became public domain, allowing it to be manufactured freely. As a result of this many people do not know who she is and she is not given enough credit for her invention. With this in mind...



Between 1956 and 1987, she received five total patents (a patent is a form of intellectual property that gives its owner the legal right to exclude others from making, using, or selling an invention for a limited period of years- in exchange for publishing and enabling public disclosure of the invention.) So she got some credit for creating the sanitary belt and people were starting to recognize her! She shared the patent on the toilet tissue holder with her sister, Mildred Davidson- she comes from a long family of inventors. It was a long time before the advent of disposable pads, so women were still using cloth pads and rags during their period. Kenner proposed an adjustable belt with an inbuilt, moisture-proof napkin pocket, making it less likely that menstrual blood could leak and stain clothes. Even today, there are modified (and more improved) versions of what she first created. This was the first stepping stone into providing more comfort for woman and using this was so much more hygienic the rags!



During the 1950s, there was a lot of racism directed at people of colour and, as a result of this, many people did not believe in her. She could not afford to go to school and was forced to drop out when she was struggling to pay for it. "One day I was contacted by a company that expressed an interest in marketing my idea. I was so jubilant," she said. "I saw houses, cars, and everything about to come my way." A company representative drove to Kenner's house in Washington to meet with their prospective client. "Sorry to say, when they found out I was black, their interest dropped. The representative went back to New York and informed me the company was no longer interested."



Despite this, her idea lead to an incredible invention and many people have improved upon what she first created, to what we have now. So many people do not realise how important and life-saving these things are!

As an inventor, not many people know about her and all of her achievements. So many people in the world use sanitary pads and if you ask someone "Who do you think thought of the idea of pads?", not many people will know the answer! As a woman, I take these things for granted.

However, if you think about that people used to use rags and cloths, that does not sound very hygienic and healthy to me. The most upsetting thing for me, is that she was not listened to and many people rejected her business offer because of the colour of her skin! She upgraded the woman's health system to another level and she nearly got none of the credit- she deserves so much more attention.



- Harleen Jandu - year 8

Madam C.J. Walker

America's first female self-made millionaire and hair care entrepreneur.

Childhood:

C.J Walker was born on a cotton plantation to her recently freed parents, Owen and Minerva in 1867. Tragically she was left orphaned at age 7. In 1877, they moved to Vicksburg, Mississippi where she picked cotton and did household work. Wishing to get away from the harsh treatment of her brother in law, she married Moses Mcwilliams.

Marriage and Hair Care products:

On June 6, Sarah gave birth to her child A'Leila. Sarah and A'Leila moved to St Louis after her husband Moses died. She got a job as a washerwoman for 1 dollar 50 cents a day. In the 1890's she developed a scalp disorder, meaning she lost most of her hair. She began to experiment with home remedies and store bought products.

Success and Charity work:

Sarah's Husband, Charles J Walker, helped her promote her new hair care for African American women. In 1908, Walker opened a factory and a beauty school. By 1910, the C.J. Walker company had grossed the modern day equivalent of over a Million dollars! She donated the largest amount of money by an African American to the Indianapolis YMCA. She died in 1919 and her products are still available in Sephora.

Why I chose C.J. Walker:

I chose Madam C.J. Walker because she created a business from scratch that has lasted over one-hundred years and that has helped African American people with their hair. She also provided jobs to people that went to her beauty schools. She was the first female self-made millionaire and was involved in many charity initiatives, such as building homes for the elderly.

- *Joshua Chesterton, year 7.*

Watch the series
"Self-made" on Netflix,
based on the life of
Madam C J Walker!



Is Your Hair Short?
Breaking Off, Thin, or Falling Out?

Have you Tetter, Eczema? Does your Scalp Itch? Have you more than a normal amount of Dandruff? If so, write for MME. C. J. WALKER'S WONDERFUL HAIR GROWER, which positively cures all Scalp Diseases, stops the Hair from Falling Out and starts it at once to Growing. These remedies are manufactured only by

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If in New York call at Our College for personal treatments and instructions in the care of the scalp and hair. All communications out of the vicinity of New York, address mail to Mme. C. J. Walker, 640 N. West St., Indianapolis, Ind.

A six weeks trial treatment sent to any address by mail for \$1.75. Make all Money Orders payable to Mme. C. J. Walker. Send stamp for reply. AGENTS WANTED. Write for terms.

MADAM C. J. WALKER
President of the Madam C. J. Walker Mfg. Co. and the Lella College, 640 North West Street, Indianapolis, Ind.

If in New York, call at the Lella College, 108 W. 136th Street, for personal instructions for care of the scalp and hair; otherwise address all communications to Mme. C. J. Walker, 640 N. West St., Indianapolis, Ind.

Postage on goods ordered from the New York office. Nov-1-2000.



Who owns this Land?

*Inspired by Benjamin Zephaniah's
'Nature's Politics'*

Who owns this land?
Is it me, is it you, is it then?
Is it she, is it he or is it us?
For once this land was free
It didn't belong to he, she, you or me.
The land was once a gift
Now it is just a possession
With access able only to those on the shortlist
But we are all VIPs so we need a repossession.
So return it to all the people
For all the world to share
And we can be joined in unity.
Because who owns this land?
It is neither I or you but WE

- *By Michael Ato, Year 8*

Miles Apart

*In honour of Benjamin
Zephaniah's poetry, I wrote
this poem*

I once was a planet as shared as the
galaxy can be,
With land and water the two spirits of
earth and sea.
Dwarves with tall people 5 foot 7,
Like Pluto and Jupiter and Saturn
together,
All sharing a place on this beautiful
earth with no burden.
As happy as a place could be.
Every race was working together,
Helping each other from natural
causes and death from weather.
Shame we still rely on each other,
Just don't see the bigger picture,
Every bit counting from bin men to
engineers.
We are now as far apart,
As the stars are now distant,
All keeping everything within a small
group of 2,3, or 4.

- *Arthur Chikovsky, Year 8*

What was coming

The slow gentle hum of the car engine vibrates under my seat as I stare out the car window, at the condensation forming droplets and sliding down the glass. I turn to my brother Tobi as he's dancing to the afrobeats blaring in the car, a gigantic smile plastered on his face as he lip syncs the lyrics.

"Hey, can you turn the heater"

"Do it yourself, I'm driving" Tobi replied even though he was paying more attention to the song than the road.

"Fine," I said frustrated because I didn't even know how his car worked.

As the song played I heard a different tune, it sounded weird and disjointed from the joyful drums and bass of the song. Then I realised it wasn't the song. It was sirens.

I turned to Tobi to warn him but it was too late the police car was already behind us, we knew what was coming.

I held my breath as the officer banged on our window, we knew what was coming.

Tobi quickly turned off the music and the car was filled with a scary silence, so heavy it pressed down on my lungs and squeezed my heart because I knew what was coming.

I stared down at my ebony skin, my weapon or what they thought was a weapon. That's all that was needed. One look at me and I was already who they needed me to be.

- *Samuel Raji, Year 8*

Do something

There are innocent people being murdered,
But you still choose to do nothing,
Stop saying there is nothing to do,
Whilst there are people dying.

Just because we are not the same,
Do you think it is alright,
To sit back and watch,
Whilst people are taking others sights.

What have they done to offend you,
What have they done to hurt you,
What have they done to you to kill,
Them inside and out

Why are you sitting down,
And pretending it's all fine,
Wake up from your dream,
Because in reality,
People are taking the world's shine.

- *Rajashvi Hamal, Year 7*

Poem

Change is yours
There are no flaws
People will forget
But not just yet
My mission in life
Without causing a strife
Is not to survive
But to thrive

- *Ruby-may Karl, year 7.*



Creative Writing Task

- *Ruby-may Karl, 7MEM*

It's the 29th May in Los Angeles. I am a black man striding alongside a white man, my friend. People with cardboard signs surround us, all walking in the same direction. As I walk, my gaze changes from person to person, sign to sign, most of them reading things like 'BLACK LIVES MATTER', 'NO LIVES MATTER UNTIL ALL LIVES MATTER', 'DEFUND THE POLICE'. My grip tightens around the sign I am holding as we all approach a line of police. They've been waiting for us, they knew we would come here. While the large group of people walk calmly and peacefully towards the line of armed men, a few distinct voices rise up above the resounding noise of people talking and shouting. It sounds like a call and response type thing. My friend nudges my arm, gesturing for us to get closer and hear what they are saying. We manage to push through the crowd, dodging signs and people. The sound of people talking dies down as we get closer to the hail. We are now close enough to hear what they are saying.

"No justice!" one voice is vociferating.

"No peace!" around fifty voices reply, a stentorian chorus.

"No justice!"

"No peace!"



The chanting is gradually getting louder as more and more people amalgamate. My friend and I have ceased driving ourselves through the crowd and are now walking in the same direction again, (towards the police). We have now started chanting with the multitude of people, and more are still joining in. The phrase accentuates. Hopefully the police will get the message.

31st May 2020 23:47

I can't sleep. I've been to a couple more protests and for the most part they've been peaceful. But something's changed, the police have started to throw tear gas at us. A wave of perturbation is suddenly overwhelming me as I write. I've been trying to rid the persistent fear for a few hours now but it just won't budge. This incessant trepidation looms over me, it's inexorable. I don't understand racism, why should there be conflict between people just because of the colour or tone of their skin? My friend and I are going to protest again. I fear for tomorrow, will I be in danger?

32nd May 2020 12:03

We arrived at the protests a few minutes ago, they seem to be peaceful for now. We have once again joined the march and are heading towards another line of armed police. My younger sister wanted to come today, but I wouldn't allow her. I told her that I didn't know what would happen and that it could be dangerous. After all, you never know what could happen. The large mass of people are stopping, we have reached the police (who block us from passing). Suddenly, out of nowhere, groups of people scatter and start sprinting the opposite way. I am petrified, but we have to make a difference somehow, so I keep walking forwards. Fear eats away at me as I near the front of the gargantuan group, what am I getting myself into? I continue to edge towards the police as more and more people begin to sprint in the opposite direction. Now it hits me, I now realise why everyone is running, and so I turn to sprint. I can feel something hit my foot and fall to the ground. It was hard, solid. A cloud of smoke is rising from the ground, climbing up my ankles. Tear gas. I immediately cover my mouth and nose, fixed on not breathing it in. Someone is coughing a few paces behind me, I dread to turn around but I do. A girl (with the same skin tone as mine) is struggling in the smoke, coughing and hacking, trying to get it out of her system. It fails. She falls to the ground with a thud. I want to turn around and help, but I will only endanger myself and possibly others.

32nd May 2020 22:58

I received a phone call earlier. It was my mother. The girl I saw fall earlier was the one person I told not to go. I can't even begin to describe how distraught I am. No lives matter until all lives matter.

Vanley Burke's Stimulating Artwork

Elijah Crawford 7VJA



I chose the black British photographer and artist Vanley Burke because he is often referred to as the 'Godfather of Black British Photography' and we have a few things in common! Vanley lives in Birmingham where I used to live and he was born in the parish of St Thomas, Jamaica where my grandfather grew up.

Vanley uses photography to document the lives of black communities and the black experience. His most influencing work is rooted in: freedom of death, religion and crowds which inspired me and made me sympathise with people who encountered racism.

FRANK BOWLING

ANTI RACIST PRESENTATION AND ARTWORK BY LOU ANNORUMMO, YEAR 7

Richard Sheridan Franklin Bowling (or Frank Bowling), is a Guyana born British painter, born on the 26th of February, 1934. His paintings relate to Abstract Expressionism, Colour Field painting and Lyrical Abstraction. In 1950, at the age of 19, he moved to England to complete his education. Bowling's paintings have been shown in numerous exhibitions in Europe, the UK and US. His work can also be seen in the permanent collections of the Metropolitan Museum of Art and Museum of Modern Art in NYC, as well as the Tate Gallery in London. Bowling was frustrated at being pigeonholed as a Caribbean artist; as he said in a 2012 Guardian interview with Laura Barnett: "It seemed that everyone was expecting me to paint some kind of protest art out of postcolonial discussion." He said that for a while, he fell for it and painted a piece called "Matrice of Patrice Lumumba", the 1st Prime Minister of the Republic of the Congo. His most famous piece is probably "Big Bird", a piece which won the Grand Prize for Contemporary arts at the First World Festival of Negro Arts.



Sonia Boyce

Born: 1962, London

Age: 58 Years

Period: Performance art

Education: Stourbridge College, Sutton Coldfield College

Sonia Boyce is a British Afro-Caribbean artist living and working in London. She is a Professor of Black Art and Design at University of the Arts in London.

I was inspired to do this piece, because I like art and her pictures include vivid colours. The picture I was inspired by is called 'I'm with her too'. It has lots of arrows pointing outwards with lots of solid colours in the gaps. I like her artworks because I think they convey a message to people. I think this painting says that Sonia is with everyone else, because the arrows point outwards to everyone around it.



- Gen Chin,
Year 7

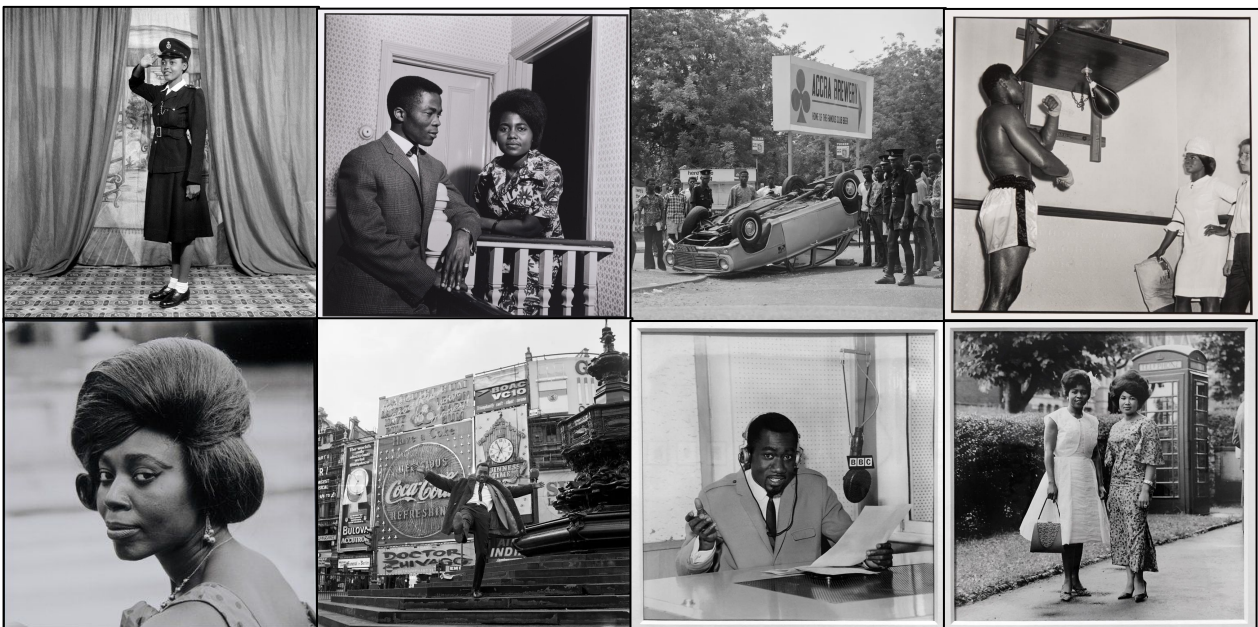


James Barnor

James Barnor is a Ghanaian photographer. He was born on the 6th of June 1929 in Accra (in Ghana). Since the 1990s, he has been based in London. His career spanned six decades- however, for a large amount of that time, his work was not widely known. He is 91 now. He took pictures of other humans - mostly women. He was the first photographer to work on Ghana's Daily Graphic newspaper. He helped put the first black women on the covers of British magazines. He was the first person to bring colour photography processing to Ghana.



I have chosen to do this topic about a black photographer, because I do not know much about photography- therefore I thought that this would be a good opportunity to learn more about the art of taking pictures. Also, I thought James Barnor was a good choice because he had many great achievements (including being the first person to ever bring colour photography processing to Ghana and helping to put the first black women on the covers of British magazines). As well as this, I thought that some of his photos were quite interesting- for example a lot of them show us what London looked like about 50 years ago.



Jennie Baptiste

Jenny Baptiste takes photographs for music videos, for people including Nas, Jay Z, Biggie, Estelle and Cheryl Cole. Her photography is inspired by music and youth culture- she also takes photographs for companies including Nike, Virgin Airways, Levi's and Sony Music.



Date photograph was taken: 2001

I really like this photograph because she is expressing Black British identities incorporated with fashion and style. The colour used throughout makes the picture feel more connected and the almost rebellious, different outfit makes her stand out.



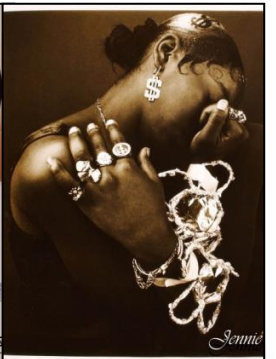
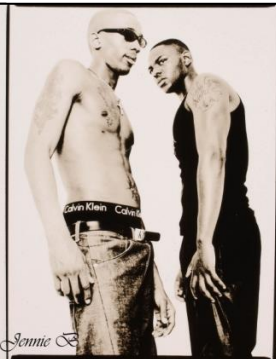
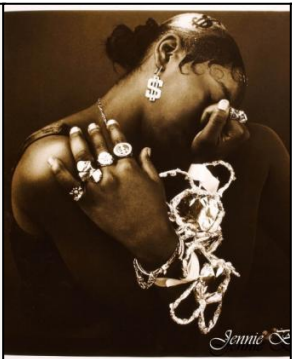
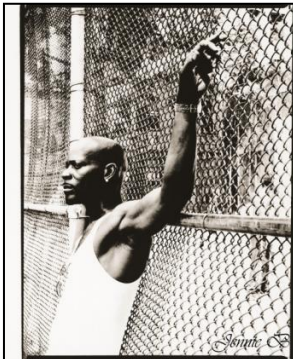
Date photograph was taken: 2001

This photograph makes me think of being overpowered, by force or pressure, into doing something you don't want to do. The lines across his face make me think of something taking over him and that he can't get rid of it.

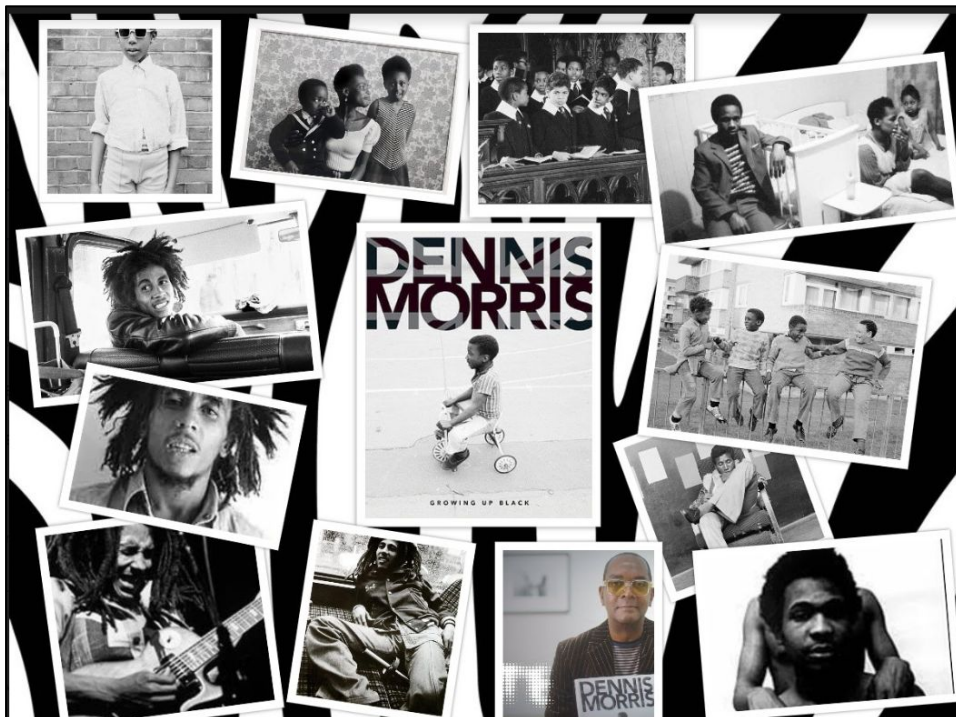


Date photograph was taken: ?

I also really like this photo, as the woman is very powerful and dominating which is expressing the fight for equality. The focus in this picture is on her fists which add to the idea of a fight or challenge.



- Megan Butler, year 8.

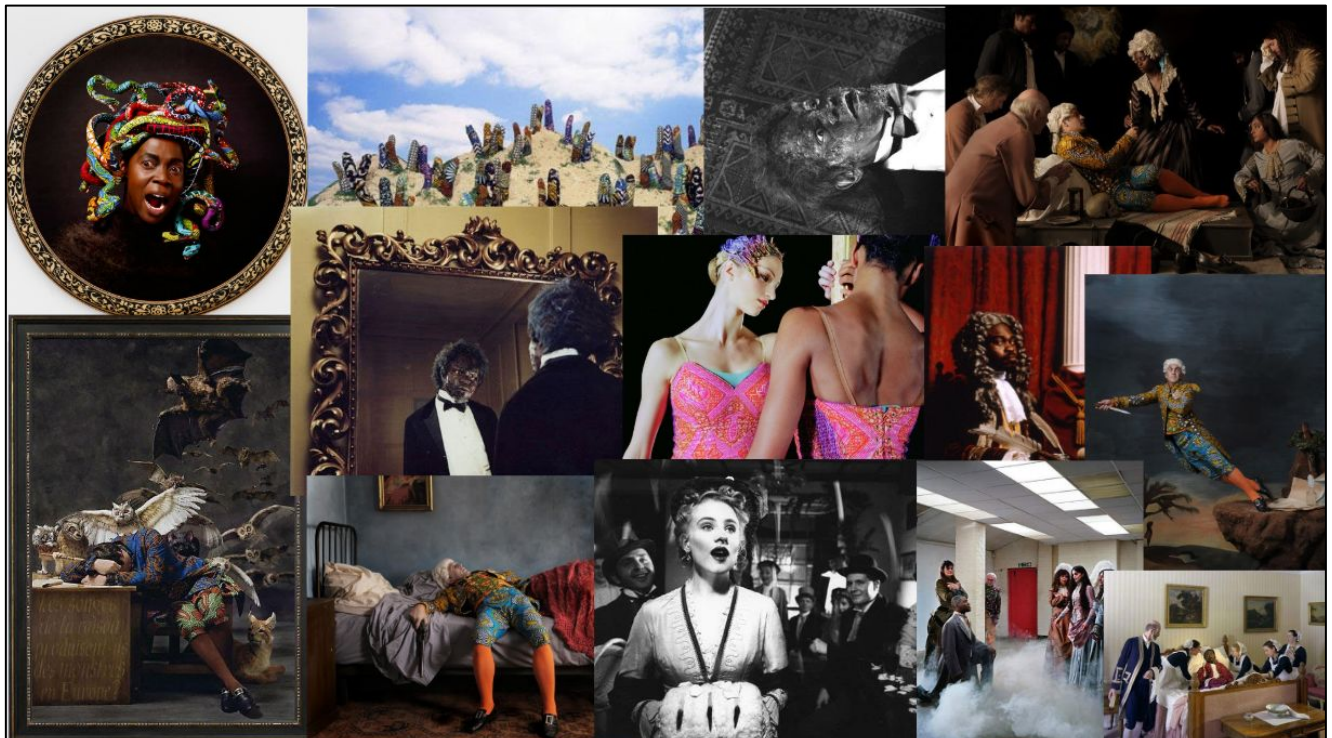


Dennis Morris is a Black British photographer.

As a teenager, he bunked off school and waited for Bob Marley as he was a fan of his music. He went on to become the photographer on his tours. Those photos of Bob Marley are now iconic. Photographs of the life, diversity, vibrancy and multiculturalism in Hackney in the 60s and 70s have been collected by Dennis Morris in a book 'Growing up black'.

My picture collage has been inspired by the way these images portray the sense of belonging and pride within the black Hackney community in that time, as well as the music legend Bob Marley.

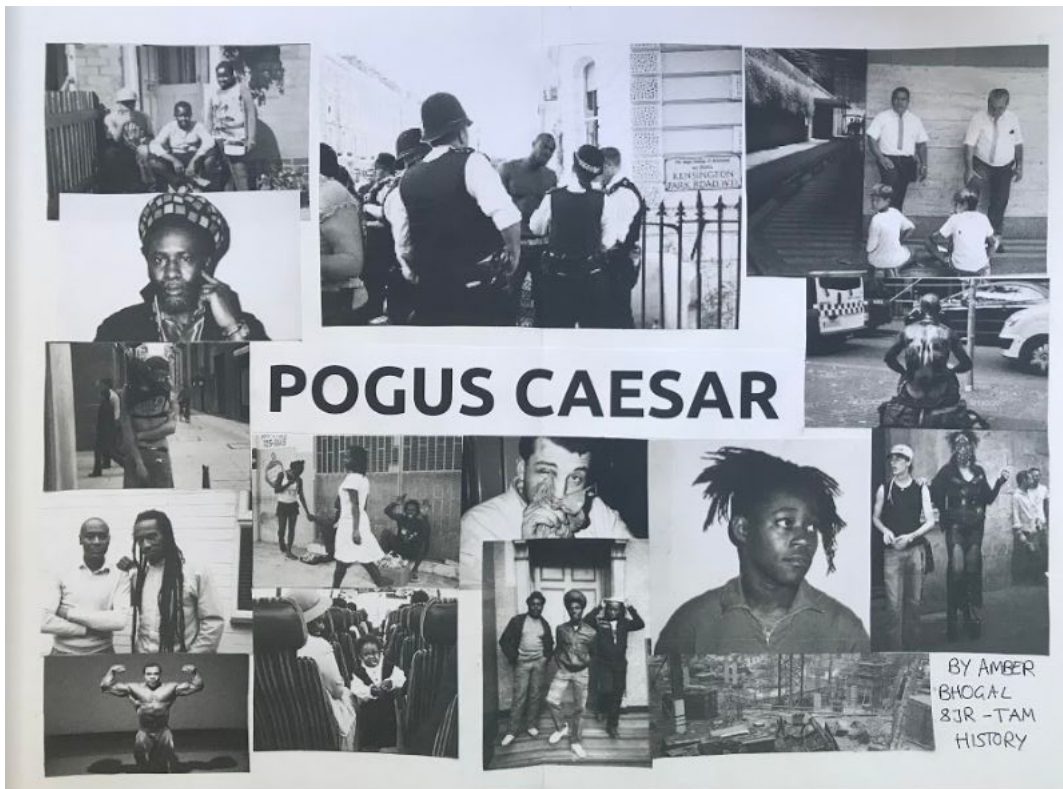
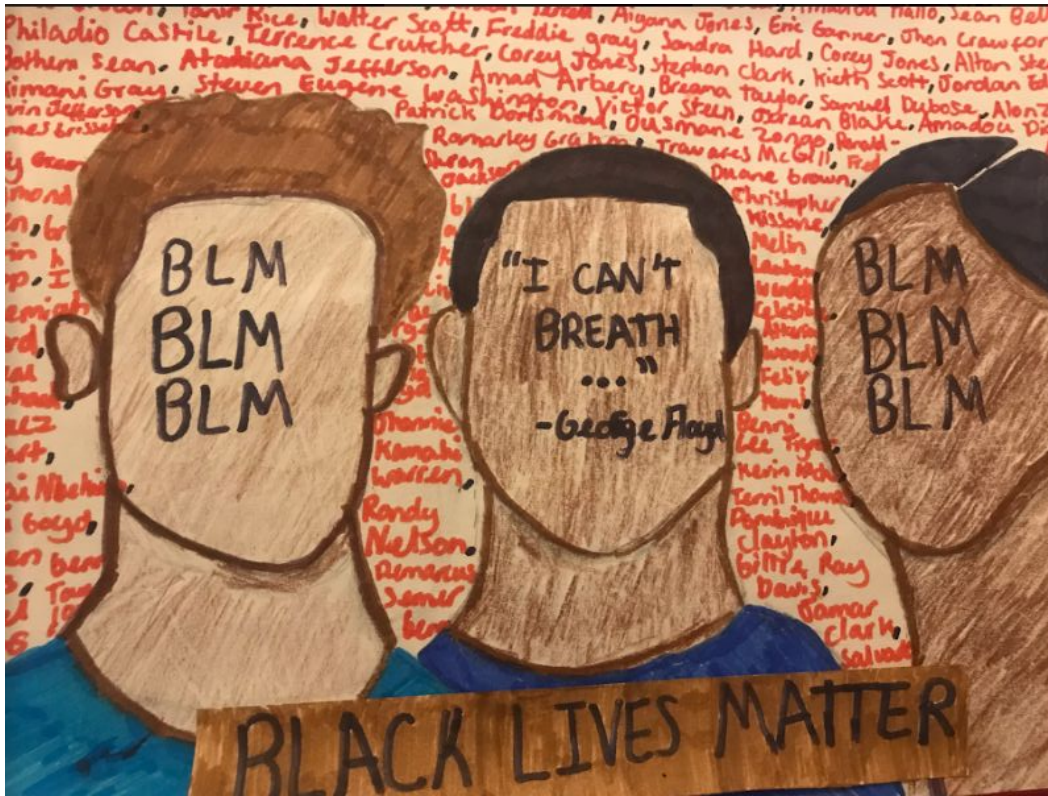
- Alex Anastasov, year 7



I chose **Yinka Shonibare** as the artist that I was going to focus on, because his art style is very unique. He seems to create whatever comes to mind and that inspires me because a lot of photography is sunsets and nature, whereas Yinka makes photography that is reminiscent of the past as well as things that don't exist. He also inspires me because he is empowering a very small minority; the black disabled community. He proves to people that physical disability can't stop him doing what he loves most. He shows people that if you love doing something, nothing can stop you from doing it if you try.

- Jack Cotton, Year 7

BLM-inspired artwork by Emma Murati, in year 8. The background contains the names of black people killed by police brutality.



I chose to create a collage of a Black, British photographer because of 2 reasons. The first reason is that I love photography and it would be a good project to do so I can get better at it. The second reason is that all photographers capture something that other people don't. For example, if a black person gets arrested because of their skin colour, no one will actually know if it is true or not without proof. Photographers can show you that proof but also show you the meaning behind it. Amber Bhogal, year 8.

Some of our wonderful students have composed and performed some pieces inspired by black musicians and genres such as blues and jazz.
Click on the thumbnails to watch their performances!



I have chosen to compose a piece of music in the style of jazz and blues and I have called it **BLM Blues** which can also stand for, British Lockdown Melody Blues. I enjoy playing music and I found out that there are hardly any set pieces of music in the ABRSM music grades that have been composed by Black or BAME musicians. This led me to do some research about Black jazz, blues and classical composers and musicians. Firstly, I looked at British History in relation to Black classical composers and found very few, the two main ones are **Charles Ignatius Sancho** in the 1700s and **Samuel Coleridge Taylor** in the late 1800s and early 1900s. Created at the end of the 19th century, blues music is a style of music that is heavily influenced by African American history. The original blues music evolved and grew into jazz from the 1920s. The majority of blues musicians had descendants from Africa who were transported to America in the slave trade. Jazz is a fusion of African and European music. I listened to a lot of jazz and blues and dixieland music before I composed BLM Blues!

Zara Warren, Year 7

William Grant Still (1895-1978) was an African-American classical music composer and taught himself clarinet, saxophone, oboe, viola, cello and double bass, while also taking formal violin lessons. Over his career, Still composed over 150 pieces, which included things like symphonies, operas, solo vocal works, etc. Still broke racial barriers and earned many “firsts” in the genre of classical music. He was also the first African American to conduct a major symphony orchestra in the US, and is a leading figure to lots of other people out there to his commitment and effort to be the best he could possibly be, therefore he is a good example to use in the project.

I have composed a music piece on the piano similar to some of the more serious parts in his songs.

Rex Morgan, Year 8.



In my composed piece, like most of jazz and baroque music, I played two melodies at once: one on the right hand and one on the left hand (polyphonic). I also added a lot of sudden notes to make more of an exciting theme to the viewers. Finally, I added a smooth finish at the end like Classical and Jazz music.

Black musicians ceased to be ashamed of their culture with the civil rights movement and became proud of jazz music. Jazz music has also been a force for racial unification, respect, and social movement. Jazz is a music that can shape my character by giving courage, preparing to improvise, and listen. I like Jazz because it has all the elements that other music has: it has a melody, a harmony to make the notes that make the melody sound fuller, and a rhythm, which is the heartbeat of the song.

Stephan Hristov, year 8.



Have a listen to the following jazz pieces by clicking on the students' names:

[James Orchard, Year 8.](#)

I started making the song on GarageBand during Lockdown (before the work was set) because I had some spare time and I like making music. Although, I finished it and made some changes to it once the work came out. It is my own original song and it consists of: drums, electric piano and piano chord sequence and a piano solo. It probably took 3-4 hours overall but because I enjoyed making the song, it didn't feel like that long!

This relates to it being an anti-racism project because I took inspiration from different black composers. Some of these composers include: **Oscar Peterson, Thelonious Monk and Hank Jones**. I used the same key notes as they used.

Oscar Peterson



Thelonious Monk

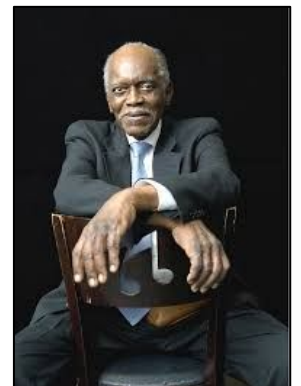
[Otto Carmona, Year 7.](#)

I used a software called GarageBand to make the composition, first I made a drum beat - I play the drums and I'm quite good at making those. I quantised the beat, made it swing and sped it up. I started with the baseline, then added different instruments, like the oboe. I've always wanted to make something like that, I was used to making different pieces of music and I was always interested in something that was in swing because I'd always imagined it was quite hard to do. With the jazz I composed, it wasn't like anything I'd done before, it was experimental. For inspiration, I listened to the soundtrack of the movie **Whiplash** and liked a lot of off-beat notes.

Charles Ignatius Sancho

Samuel Coleridge Taylor

Hank Jones



Why not research the lives and works of these amazing composers?

Black Lives Matter

- Christopher Achebe, Year 7

This piece was created, to show my understanding of 'Why racism should be abolished and how citizens are trying to stop it.'

Background:

Many citizens all over the world have taken their stand and said "Enough's enough," as just a few weeks ago an African American citizen (named George Floyd) passed away, after a Minnesota police officer knelt on his neck for 9 minutes. This was an example of police brutality, showing that a Black citizen's skin is a weapon to the racist. Many Black people, as well as the people I will be showing you, have been racially mocked due to their skin colour, and have been targets of discrimination.

The Black Lives Matter organization has had many celebrity donations, they are positive and determined to help African Americans and Black people of other ethnicities to get their voice.

The Weeknd, a well-known singer, donated \$500,000 for anti-racism organizations, to show how he feels about the treatment of Black people around the world.

John Cena is known for his professional wrestling and acting career. He generously donated \$1 million to the organization, saying "Change is never easy because it takes us admitting that our efforts and methods may be flawed to a point of severe distortion. Be brave and open-minded in these moments. Welcome ideas and limit excuses. Change is uncomfortable but can yield much more joy for all in the long run."

Famous Victims:

- Tbjzl has stated that he has been racially mocked and compared to a monkey by people passing by.
- Sebastian Kole is an African singer, who has faced racist experiences due to the colour of his skin. At the age of around thirteen, he was accused of stealing a TV when he was just helping a friend carry it.
- Jason George (a famous actor and singer) stated "I first realised I was Black" when he was called a n****r after he tackled a white player when playing football.

Why should racism be abolished?

For millions around the world, George Floyd was the final straw and many state he was the catalyst for us to make a change. Parents don't want to let this inhumane treatment continue in their children's lifetime, so they are making a productive and meaningful stand for what is equitable. Protest are a good way to show that racism will go unnoticed, as voices begin to amplify this.

Why I made my project?

The reason I created my project, was to show, firstly, the effect of what racism has on people- both physically and mentally, depending on the mindset of the victim. A strong-minded and ambitious person will have a positive idea of bringing change to the world. An example of this is a leader in a silent protest, trying to embed a message in their community. A sensitive person will take it more personally and feel more self-conscious about themselves and their skin colour. I also created this project to explain the effect on people who aren't victims, but are considerate and understanding enough to do the best they can to help. Seek the opportunity to make a change and better millions of people's lives.

#BLACKLIVESMATTER

Check out this
podcast: [Stuff You
Missed in History
Class](#)

Extra-curricular
and department
news

Year 7 Over Lockdown

Well what can we say? What a wild time to start your secondary school career!

The enforced lockdown and remote learning that have taken place was probably not the Year 7 that you were planning. However, let me take this chance to say how fantastically well you have all done. I started our first ever assembly back in September telling you how our motto this year was resilience. We knew that things would be trying at times in secondary school but even in a term and a half you have clearly shown how far you have strived to stick to this motto.

I have been delighted to see all the work that you have been completing at home. I was making a list and couldn't believe how much had been completed. Giant art sculptures like Sam Holt's man-sized flip flop or Malou Wagner Poedenphant's "Being Trapped"; competing in virtual sports challenges against other schools; other year groups and of course the other houses; work on adaptations like Edward Gearing's rhino (my favourite animal) or creating cells for your Science Diploma; creative photographs for house photography like Seth Hemmise's array of yellow for Kirkman or Elizabeth Smirnova's orange flower for Wellman; creating reassuring videos in order to support a community project run by Charlton Athletic Community Trust; a virtual fieldwork week with Geography; Rohan Ragu's version of "Lean on Me" and Anis Houmani and Hari Rehal who made it to the last 5000 entries in the BBC's 500 word short story competition to name just a few!

I have also had lots of questions about the Key Stage 3 Diploma. Please, do not worry about it. I will be publishing a revised version of it when we are back in September. Nobody will be at a disadvantage of what they can achieve due to the lockdown and remote learning.

I have thoroughly enjoyed welcoming you all back into school for a Friday session. It was great to see you all talking to each other and playing on the field and the noise at break time was a sound that all the staff had actually begun to miss! I hope that you all got something from those days.

I would also like to extend a big thank you to Miss Aspill who ensured a smooth transition for you over the start of term and to Mrs Spencer who has taken over duties as the year groups Senior Academic Mentor. She has also been asking staff to keep nominating pupils who have been consistently producing high quality work. I am delighted to say that over half of the year group were put forward and were entered into our prize draw. I conducted the draw myself this weekend and would like to congratulate the following pupils who will each be receiving an Waterstones voucher.

- **Matilda Jackson 7JEA**
- **Jack Cotton 7MCA**
- **Aleksandra Valchonova 7MGG**
- **Jiveen Velayudan 7VJA**
- **Oluwademilade Samuel-Onette 7VJA**

Needless to say after such a long time away from school I know that you will be keen for things to return to normality in September and I will be eagerly awaiting your return to tackle Year 8 together. In the meantime, I hope that you have a restful Summer break and return refreshed and eager to continue our journey through school together.

Best wishes to you all,
Mr Skinner

WELL DONE EVERYONE!

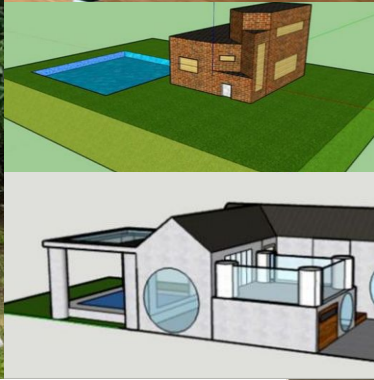
What an incredible effort!

113 RUNNERS

414KM TOTAL



Year Totals	BGS	CSGS
Year 7: 99k		
Year 8: 84k		
Year 9: 68k		
Year 10: 83k		
Year 11: 20k		
Year 12: 60k		
Total Distance	414km	250km
Total Runners	113	62
Avg Per Runner	3.67km	4.03km



KS3 Diploma - Year 8

The Spring Term of 2019 saw the current Year 8 pupils embark on the start of their KS3 Diploma. Few could have known quite how challenging the next 18 months would become.

The KS3 Diploma involves each pupil completing three main categories: CAS (Creativity, Action & Service), Pastoral and Academic. Each of these components is graded Pass, Merit or Distinction in order to give an overall result for the KS3 Diploma.

The KS3 Diploma is hard work. 14 subjects each set a specific task/project. The academic demands allow the pupils to get used to hitting submission deadlines and managing their time effectively. It is excellent preparation for KS4 and the IB at KS5. The KS3 Diploma really does work on all aspects of their life. It challenges pupils to get involved and make the most of the opportunities available to them. Examples of this include cooking for their family, taking part in the school show, playing for the basketball team, or entering in the House photography competition. It is evident that encouraging pupils to try new things has a great impact on their general health and wellbeing. I am hopeful that this positive mentality continues through Year 9 and beyond! *Further details about the KS3 Diploma can be found on the [BGS website](#).*

I would like to take this opportunity to congratulate the Year 8 pupils on their wonderful achievements. I have thoroughly enjoyed working with them this year and learning about their amazing talents. A highlight for me was reviewing the individual CAS Projects, I was astonished by the range of activities carried out and the skills on show in Art and Music as well as other areas. I am so excited to see what careers these naturally gifted pupils end up pursuing. It is also inspirational to see some of the superb work that they do to contribute to their local communities. The ability to support those around us has never been more important than in recent months.

As the CAS Projects were submitted I found myself incredibly envious of the level of creativity on show. We had scrapbooks, video interviews, video diaries, Google Slide presentations, songs and many more. All pupils should be very proud! The overall grade awarded to each Year 8 pupil for the KS3 Diploma, along with a certificate, will be presented to them during the Autumn Term of Year 9 at the KS3 Celebration Evening.

I hope that you have a well deserved and restful summer!

Mr Mackle ●



Year 8: First Give



In the autumn and spring term, Year 8 took part in 'First Give', a national secondary school programme focused on social action. Each form picked a social issue they believed was in need of attention and support and then devised creative ways to raise awareness and funds for a charity dedicated to that need. The year group covered many important issues faced in society today, including mental health, homelessness, knife crime and suicide.

It was inspiring to watch the forms unite and organise expressive and inventive ways of raising awareness. Students took part in silent protests, ran art competitions for primary schools, visited workshops, ran assemblies, knocked on doors in their community, organised a murder mystery, ran bake sales, hosted a disco, wrote songs and performed them, wrote to their MP and performed their own plays, the list truly does go on and on.

The final part of the First Give programme was centered around the all important 'Presentation Evening' whereby the winners had a chance to win £1000 to donate to their partner charity. Those of you who attended may remember the buzzing and almost tense atmosphere of the evening. We were entertained by each form who used all methods of persuasion to impress and inform the judges of their fantastic work. It was incredibly hard to judge, especially after numerous video montages, rap shows and inspiring speeches. However, someone had to win. 8ML and their work for The Bridge Charity ultimately secured the cheque, the crown and a huge cheer from the audience (confirming our decision).

There is no doubt that the students learnt a valuable lesson from this programme, I saw clear evidence of empathy, kindness and passion for people less fortunate than themselves. I really believe the opportunity to take part in First Give was a momentous occasion for our students and I hope they are as proud of themselves as I am of them.

Miss Scott
Senior Academic Mentor Year 8



Jack Petchey Awards



Thank you to everyone who sent in their nominations for the three remaining Jack Petchey awards for this term. Reading all the wonderful reasons for why our students should be considered for the awards was an uplifting and very positive experience during these unusual times. It is a shame that only one person per award could be announced as the winner; Mr Elphick struggled to make the final decisions for each of these awards from so many worthy nominations.

Here are the names of the nominees by month:

April 2020 - Year 12: Samuel Gee, Kylie Li, Samantha Hayes-Holgate

May 2020 - Year 9: Lily Hewitt, Shakeel Majeed, Natsuki Dell

June 2020 - Key stage 3 (Years 7 & 8): Gracie Gosling, Henry Bush, Davina Gordynska, Alisha Ahmad, Matilda Jackson, Joseph Mutti, Ebube Chukwujekwu, Arvin Zare.

Samantha Hayes-holgate, Year 12

Samantha Hayes-Holgate was nominated by several of her peers for the Year 12 Jack Petchey award for her efforts in raising awareness for the Black Lives Matter movement recently. Samantha has helped voice the thoughts of the Year 12 cohort and liaised with Mr Elphick on elements such as the curriculum, pastoral care and future improvements to the school through the lens of BAME students. Her contributions to the Black Lives Matter editions of the School Newsletter were insightful and deeply researched, and her commitment to allyship is incredibly admirable.

Shakeel Majeed, Year 9

Shakeel Majeed from 9ERR was nominated for the Jack Petchey award because 'during the quarantine, he's helped the house by running chess tournaments, but he's also just been genuinely helpful to people during the quarantine by checking up on people and such'. He is a very proactive young man and is clearly very thoughtful regarding his friends.

Gracie Gosling, Year 7

Gracie was nominated by several of her peers for many reasons:

'Gracie is such a kind and supportive friend, she stands up for herself, and still does things that she can enjoy, and tries to help anyone in anyway possible, whether they are teachers or students.'

'Gracie has helped me come out of my shell and has helped me get through lockdown. If it wasn't for her I wouldn't have made as many friends as I have.'

'Despite all of her challenges Gracie has always got a big smile on her face. She helps others in the class and is always looking out for other people and aware of how they are feeling.'

Congratulations to all of our winners!

Each of them will receive their winner's certificate and a pin badge when we return to school in September. They will also receive £250 to be spent in school on something that will benefit either their year group or a specific subject/department.

Congratulations again to Samantha, Shakeel and Gracie - please start thinking about how you would like to spend your money and if you have some ideas already please let me know.

You can also fill this survey in, to have your voices heard! [Looking to the Future: The Jack Petchey COVID-19 Youth Survey](#)

Mrs Snelling
House Leader & Jack Petchey Coordinator

It's Sir Jack's 95th birthday this weekend on July 19th!



Japanese Star Festival

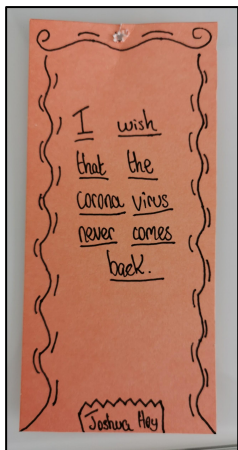
On the seventh day of the seventh month Japan celebrates a special festival known as Tanabata (meaning "Evening of the 7th"). Inspired by the Chinese Qixi Festival, Tanabata became popular in Japan during the Heian Period (794–1192). Two lovers, Hikoboshi, a humble cow herder and Orihime, the daughter of the Sky King, were separated by the Milky Way and only allowed to meet once a year on 7th July. The story of the two lovers' annual reunion has captured the imagination of lovers for centuries. The characters in the story represent two stars, Vega and Altar. Hence Tanabata is also known as the Star Festival. Google also celebrates Tanabata on Doodle every year and this Tanabata Doodle is only visible in Japan.



On this day people write their wishes on colourful strips of paper known as Tanzaku and hang their Tanzaku on the branches of bamboo trees in the hope they will come true.

As many of us have been reflecting on our hopes for the future during the lockdown, BGS Japanese students decided to write their wishes on colorful Tanzaku at home instead of hanging Tanzaku together in our Japanese classroom.

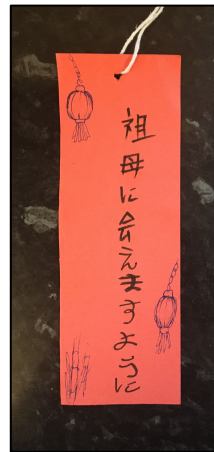
Here I would like to share some of our students' beautiful wishes with you.



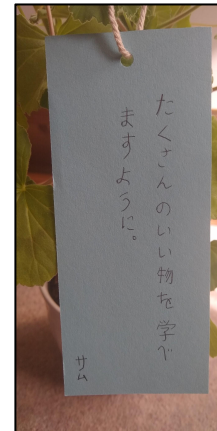
Josh Hoy, year 8



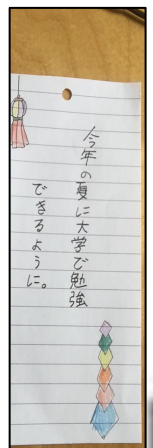
Year 9
Madeleine Hosier
"I would like to go to Japan!"



Year 10
Max Armstrong-Mouline
"I wish I could meet my grandmother soon."



Left- Year 11
Sam Wilson
"I wish I could learn a lot of good things."



Right - Year 12
Danny Phan.
"I wish I could study at University this summer."

It has been difficult for many of us to cope with this unprecedented situation and it is understandable for us to become anxious at times. However these wishes of BGS students make us smile and give us hope for the future. Mrs Everett ●

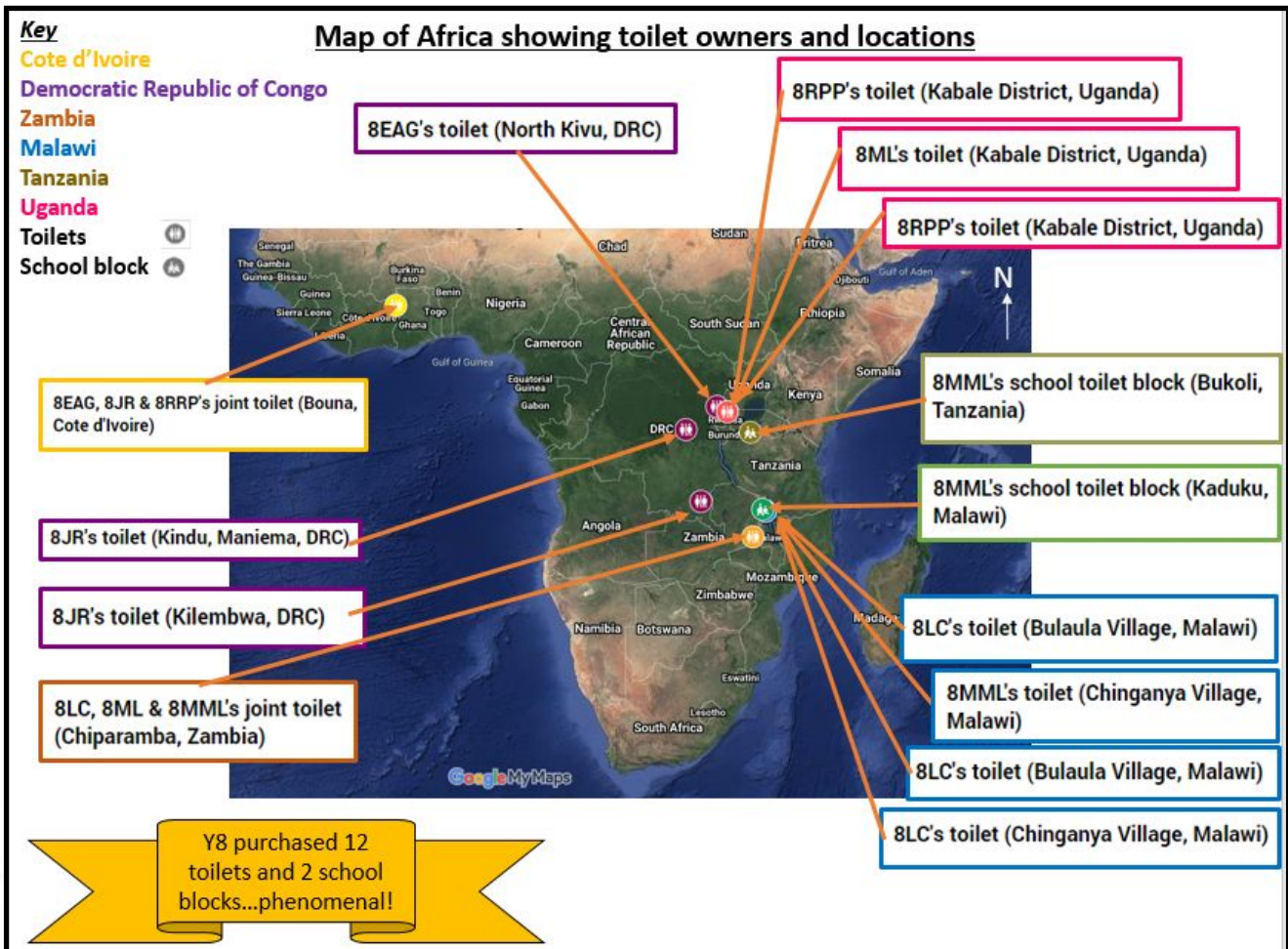
GEOGRAPHY

The toilets have arrived!



Back in February, our Year 8 cohort raised a phenomenal £1,237.50 to help flush away poverty! The toilets have been purchased, constructed and we have now received our toilet twinning certificates which will be hung in the school corridors as both a celebration and reminder of the difference that each student has made. This gift of over £1200 will help some of the world's poorest people to have basic essentials in life such as a toilet, clean water and hygiene education.

As you can see from the map below, Year 8 brought 12 latrines and purchased 2 school blocks. You can see exactly where each form's toilets are on the map below (be mindful to look at the key!)



WINNER

The first Top Bob award goes to Sam Gee, Year 12.

Sam has set up the schools Environmental group this year and has engaged with students and staff at BGS to meet, discuss and plan action to improve awareness of the environment. In addition, he ran in the BGS elections as the Green candidate and inspired students to vote Green and eventually WIN the election. Congratulations Sam, we are hugely impressed with your compassion, drive and impact.

Congratulations!

Sam Gee, Year 12



Year 7 & 8 Science

The year 7 and 8 students were tasked with following a menu of fantastic scientific activities, that ranged from making models of sediments, creating models of specialised cells, creating a model of an animal within its natural habitat and even making a model of a volcano!

Below are some of the top-scoring volcanoes that were submitted- it's clear to see just how much hard work was put into these models (just look at the detail in the settings!)

SCIENCE MENU	Each week YOU select a task from the following options: Option 1: Extra Hot / Mild AND Hot Option 2: Extra hot	The Diploma Task is compulsory You must attempt at least one Extra Hot task.
Extra Hot	Cellular Science: Diploma Use recyclable materials to create a model of a specialised cell. Use the internet, YouTube and other tasks to support.	Adaptation: Model Design a model of an animal within its natural habitat. Include: Predator (s) Prey (s) Plant (s) Hint: Use the 'and not' tasks of food chains/food webs to help.
Hot	Specialised cells Create a poster on the specialised cells described below. Include: • Functions • Specialised features Source: www.bbc.com/1/health/2016/06/160606_specialised_cells	Food chains Design the food chains for 2 of your chosen organisms (from www.bbc.com/1/health/2016/06/160606_specialised_cells) Include: Food chain
Mild/ Medium	Science Create a poster for the following parts of cells. Include: Cytoplasm	Adaptation: Model Use household materials to create a model of the animal you have studied. Include the adaptations.
Extra Mild	Cells and Animal Cells In your book draw a labelled diagram of a typical plant and animal cell. Label: Main types of cells	Food Webs Design a food web for 3 of your chosen animals (from www.bbc.com/1/health/2016/06/160606_specialised_cells) Include: Food web
	Animals take over the city 2: 24 Create a poster for the 2 chosen animals. Include descriptions of: Adaptations Natural habitat Predator (s) Prey (s) Prey (s)	Virtual Zoo Watch the videos of at least 2 animals on www.bbc.com/1/health/2016/06/160606_specialised_cells or www.bbc.com/1/health/2016/06/160606_specialised_cells
	Animals take over the city 2: 24 Create a poster for the 2 chosen animals. Include descriptions of: Adaptations Natural habitat Predator (s) Prey (s)	Wordsearch Create a word puzzle. Include: Adaptation
	Animals take over the city 2: 24 Create a poster for the 2 chosen animals. Include descriptions of: Adaptations Natural habitat Predator (s) Prey (s)	Adaptation • Watch the video. • List and describe the adaptations of a camel. Video: www.bbc.com/1/health/2016/06/160606_specialised_cells

EXPRESS TAKEAWAY HOMEWORK	Geology Starters	Geology Main courses
Authentic science, independent learning and reflective cuisine	A spicy selection of research focused starters to wet your appetite!	Find the matching main to finish off your meal.
	Types of Rocks Starter Watch this video on types of rocks and make a few notes in your book.	Types of Rocks Main Create a fact file of the three rock types, including how they are formed and some examples.
Welcome to BGS's Express Takeaway home learning menu, delivering fresh, hot and delicious home learning tasks straight to your doorstep!	Rock Cycle Starter Watch this video on the rock cycle and make a few notes in your book.	Rock Cycle Main Option 1 Create a poster of the rock cycle, labelling each step with information.
How to order	Definitions Starter Find the glossary at the bottom of this page on BGS: Bitesize and pick six key words.	Definitions Main Create a crossword for your keywords. Just write the definitions as the clues.
<ul style="list-style-type: none">Pick one starter and one main each week.Be careful some need to go together.You can only try each dish once.	Weathering Starter Read through the three pages on weathering .	Weathering Main Create a poster or model showing as many types of weathering as you can.
	Rock Top Trumps Pick your favourite rock and make a top trumps card of their features.	Rock Cycle Main Option 2 Create a cartoon strip or diary entries describing one rock as it goes through the rock cycle.
	Sediments Model Use cereal, granules, breadcrumbs and anything else you can find to make layers of sedimentary rocks in a glass jar or any other appropriate vessel. Criteria: Sedimentary rock	Exploding Volcano Make a model of a volcano that really explodes. Criteria: Volcano



Success in the Chemistry Olympiad:

Congratulations to the students who took part in the Chemistry Olympiad. We had been working together in fun and challenging sessions on Friday evenings all year, and all of the group that took the exam received a medal. It has been a great pleasure to work with this group, and to see them flourish as young Chemists. Given a set of mini whiteboards, they are a group who can work together to solve almost any problem thrown at them!

Mr Sethi, Science Department

On 26th June, some of our year 12 students took part in the Lower Sixth Cambridge Chemistry Challenge! Congratulations to Charlotte Allen, Sam Gee, Damilola Hassan, Katherine Henderson, Natacha Loisona and Ella Warren for taking part this year.

Mrs Moore, KS5 Chemistry Coordinator

Intermediate British Biology Olympiad

Year 12 Biology students are invited to participate in the Intermediate British Biology Olympiad Competition in early June. The Intermediate Biology Olympiad is an online competition that tests students' biology knowledge. It is a great way to acknowledge their abilities and interest in the subject. The competition consists of a one-hour multiple choice paper to be taken online. Students can participate from home with a parent or guardian acting as an invigilator. It's free to take part and students can sign up via the notice on their Biology Google Classrooms. I hope we have lots of Year 12s giving it a go.



UPDATE: Well done to the Year 12 students who participated in the recent Intermediate Biology Olympiad. As ever it was a challenging competition, which tested their knowledge beyond the scope of the syllabus. A particular mention should go to Sam Gee, who received a Gold Award- a great achievement!

Mrs Earl, Science Department

Senior Science Society:

Not even a lockdown can stop our Senior Science Society meetings! Using virtual meetings, we were able to conduct a discussion and debate about 'Bad Science' by Ben Goldacre where we started with a broad discussion about the book as a whole and then took specific chapters to look at them individually, discussing the ethics behind some of the chapter titles and what we thought the media's responsibility was in regards to science. The next book we have decided to study is 'A brief history of time' by Stephen Hawking (stay tuned for some amazing society updates coming soon...)

'I think Bad Science highlights the fact that companies often exploit people's ignorance or reluctance to check alleged scientific fact, as they assume that the science is too complex to understand and therefore people accept whatever is presented. Bad science is used to entice and mislead consumers for profit. I think these people are stupid yet here we are' Cristian Ng, Year 12

Amongst our book club meetings and STEM discussions, some of our members have come together to create our very first virtual lecture series!

The first topic discussed is 'Microelectronics and Diabetes', where we explore the use of artificial intelligence (AI) in health. The link to the presentation can be found [here](#) (present on your device, audio should play automatically). Make sure you stay tuned for more!



I'm an Engineer Stay at Home:

This is an online activity where school students connect with real engineers. You sign up for a time slot and students and engineers join a chat room. There is a moderator to keep conversations flowing and students can ask the engineers all about their work.

Engineers are encouraged to take part by a weekly £500 prize to the engineer voted by students as the best at explaining their work. But also you can tell they really enjoy inspiring and encouraging the next generation.

7VJA were my guinea pigs and we had a brilliant discussion with 7 engineers from a huge range of specialties. One engineer made 3D printed bones and was designing a way to have antibiotics embedded in their structure. Another worked with hospitals to develop equipment for the treatment of foot and ankle injuries. A third worked with robotics as part of her PhD and another helped courts decide who was at fault in road traffic accidents. This was in addition to what you might expect engineers to be more involved with such as designing buildings, bridges and roads. It was great fun and I think we all learnt a lot about the different careers out there. I think we were all surprised by how medical a lot of their jobs were.



Following that success I am rolling out a few more chats for different age groups from next week. It is pot luck which engineers turn up and there are over 30 different professionals involved in the experience so I am looking forward to seeing what their amazing jobs are!

Ms Lusted, STEM Coordinator

Science Suggests!

	KS3	KS4	KS5
Videos/Programmes	Royal Institution Christmas Lectures 19 Great Science Podcasts You Can Listen To With Kids	Watch Science Videos The 16 Best Science Podcasts of 2020	BBC Four - Pain, Pus and Poison: The Search for Modern Medicines. Pain Horizon - 2020: 9. Coronavirus Special - Part 1
Books	'The Hitchhiker's Guide to the Galaxy', Douglas Adams (Science Fiction)	Bad Science , Ben Goldacre	'A Brief History of Time', Stephen Hawking 'Six Easy Pieces', Richard Feynman
Activities	Virtual tour of the Science Museum	MOOC.org	Improving Food Production - Online Course Projects

MEDICINE

In lockdown our Medicine Society has been as busy as ever, completing a whole host of amazing activities and online events to boost our applications and general experience!

BMSM and GP Observe virtual work experience platforms:

I completed the [BSMS Virtual Work Experience](#) and [Observe GP](#). They enabled me to gain an interesting insight into Medicine in such a difficult time to get work experience.

- *Asmiga Vijayakumar, Year 12*

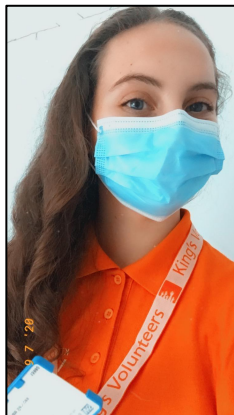


Volunteering at King's College Hospital:

Two year 12 students have written about their experiences of volunteering at King's College Hospital during the pandemic:

"I have worked at the 'Staff Wellbeing Centre' and have been able to see, first-hand, the impact of the virus on those working on the frontline"

"I've been working at the 'Facemask Hub' during the pandemic, which has been a fantastic experience as I get to see how the hospital (and healthcare system as a whole) has changed during this difficult time- it's so great to see the unbroken, NHS spirit in action!"



We Are Medics:

I've joined the ['We Are Medics'](#) book club, every two weeks they set a book (this week it was *Being Mortal* by Atul Gawande) and you send in a reflection on what it has taught you about medicine/what you have learnt. They give you a certificate after each reflection and then they (medical students and professors from Brighton & Sussex Medical School) discuss the book too. They also run a Journal Club which I am taking part in- it's really useful for looking and appraising journals. Their [June Medical Applicants Challenge](#) is also a really interesting activity, including how to do guided reflection!



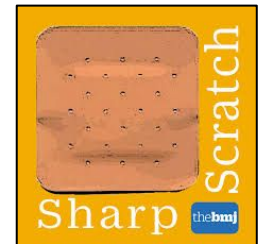
Book Club Entry:

"The book struck a chord with me in particular, because I have spent a lot of time volunteering with elderly people on a local hospital ward (as well as personal experience from family), and I can see quite clearly, the issues that Gewande describes playing out in real life. The struggle for independence that he describes reminds me of many conversations had on the ward on a day to day basis- elderly patients who come into hospital have to make difficult decisions about where they want to go, after they are discharged. The story of Alice Hobson had a particularly big impact on me, in terms of reflection, because it is not too dissimilar to what happened to some elderly members of my family- the idea that "all privacy and control were gone" is in stark contrast to the independent life that Alice used to live, at home. I think that my main 'take-away' from the book is how vital it is to discuss end-of-life care and not to shy away from it, to try and prolong it or to ignore it. If we thought about Gawande's recommendations for more spiritual and open care, maybe the process of dying could be easier to accept and more people might get the experience of a 'good death!'"

- Charlotte Allen, Year 12

Our lockdown activities:

- ★ "I have been doing a first aid course and the science of medicine course on FutureLearn, as well as writing volunteer messages for King's College Hospital"
- ★ "I've been following the 'Doctors of Today' and 'Premedicus' webinar series, where they explore different parts of the application process and the realities of working in the NHS"
- ★ "I was already volunteering at King's College Hospital; however, I think they are still open and accepting volunteers!"
- ★ "I started listening to a surgery podcast called 'Behind the Knife' and have also been doing a 'Food as Medicine' and the 'Science of Medicines' course on FutureLearn."
- ★ "I have been listening to the BMJ Sharp scratch"
- ★ "I adopted a grandparent! ([link here](#))"



Opt-in system for Organ Donation:

One very interesting event that we have been looking at over the past few weeks is the introduction of an opt-out organ donor system. Named 'Max and Keira's law', it came into effect in England on the 20th May, 2020 and means that all adults are considered to be organ donors unless they have refused via the refusal form or are in one of the exclusion groups (family wishes and faith will still be respected). It is a potential 'hot-topic' for interviews so we have been reading up about the changes, read our arguments below:

"It is a fantastic change, as there are too many people on waiting lists across the country- 408 people died last year, whilst awaiting an organ donation. Many people just don't feel comfortable having the conversation about organ donation, so don't sign up- this change gives hope to many."

"Forcing people to sign the register may deter people from organ donation, only 40% (The Guardian, 2020) of adults have signed up. Due to cultural and religious beliefs, some people may not want to donate their organs and it is important to respect their wishes and autonomy"

Summer Soirees to keep us going!

Throughout the last half term, students from the Music Department have been entertaining us every Thursday at 6pm with a virtual concert, premiered live on YouTube.

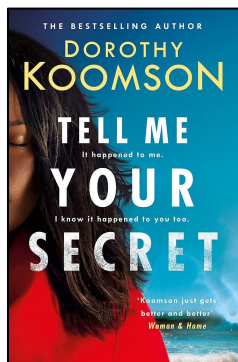
Students have recorded themselves at home and sent in videos of their performances, which the Music Department put together with their ace video-editing skills (oscar-worthy!). We have been thoroughly entertained by all the performances, from Nathan Singleton performing on the piano, to our special Musical-themed and Jazz Evening soirees. Some of our students also had a go at video editing, and one of the stand out performances has got to go to Rhys Tonks, Y11, for his rendition of 'Tears in Heaven' where he plays all the parts himself. Francis Montanari-Brown, Y7, also consistently contributed to the soirees on his saxophone.

We hope that these have kept you all entertained, and we look forward to presenting our last soiree on Thursday 16 July at 6.00pm on YouTube. Follow the Music Department on Twitter and Instagram (@bexleygsmusic) for details of how to access our soirees.



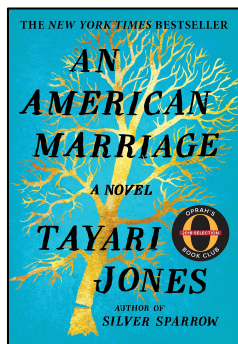
Recommended Reads - what our English teachers have been reading and loving!

With everything going on right now and all of us not being in school with our teachers and fellow students having class discussions one of the best ways we can bring this sense of normality to our lives is discussing what we've been up to...and, no surprise, the English Department have been reading. Here's a list of a wide variety of books that they want to recommend to us, from crime to autobiographies, there's something for everyone.



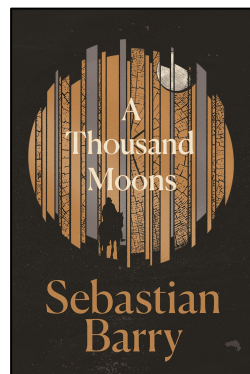
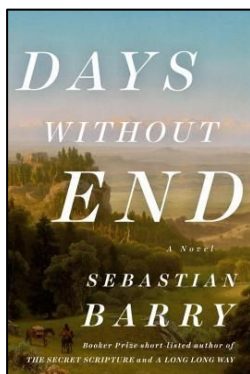
Mrs Coller recommends 'Tell Me Your Secret' by Dorothy Koomson

'I had the pleasure of meeting Dorothy Koomson at Bexley's Literary Event held in March - just before the lockdown. She was such a lively, personable speaker and explained that this was her first thriller, having written fifteen 'family dramas' before. 'Tell Me Your Secret' is a definite 'page turner'. It's a psychological thriller that follows D.I. Jody Foster as she tries to catch a murderer before he kills again. This plot driven story also follows protagonist Pieter who not only holds a secret but possibly the key to solving who the murderer is. The twists and turns throughout kept me engaged right to the end - in a genre that I would not ordinarily go for!



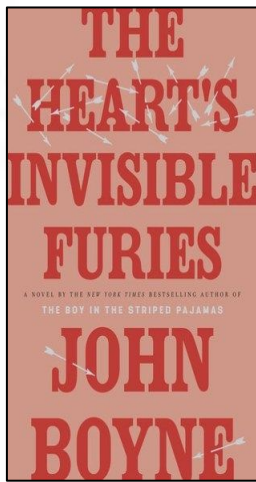
Mrs Underwood recommends 'An American Marriage' by Tayari Jones.

'It follows young black newlyweds, Roy and Celestial, who are settling into their new life together when he is accused of a crime she knows he didn't commit. With Roy sentenced to twelve years in prison, Celestial is unmoored and seeks comfort from a childhood friend. This novel is a beautifully written story about commitment and loyalty against the backdrop of racial bias in American society.'



Mr Morris recommends "Days Without End" and "A Thousand Moons", both by Sebastian Barry.

'The author is best known for writing novels and plays set in his native Ireland; in these two books he explores the lives of Irish emigrants to the American frontier in the 19th Century. These are spellbinding books, with an original take on the Wild West, including a gay relationship, cross-dressing, traditional gunslinging and wonderful evocations of the sheer brutality of the weather and landscape. The two main characters adopt a Native American girl, and I guarantee your heart will be in your mouth as their lives unfold over the course of these two amazing novels.'

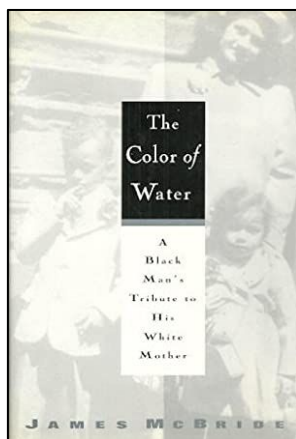


Ms Aspill recommends 'The Heart's Invisible Furies' by John Boyne

'I am currently reading and enjoying 'The Heart's Invisible Furies' by John Boyne.'

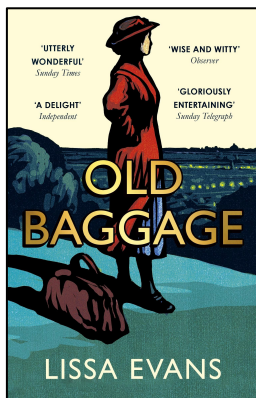
The blurb reads: Cyril Avery is not a *real* Avery or at least that's what his adoptive parents tell him. And he never will be. But if he isn't a real Avery, then who is he? Born out of wedlock to a teenage girl cast out from her rural Irish community and adopted by a well-to-do if eccentric Dublin couple via the intervention of a hunchbacked Redemptorist nun, Cyril is adrift in the world, anchored only tenuously by his heartfelt friendship with the infinitely more glamorous and dangerous Julian Woodbead. At the mercy of fortune and coincidence, he will spend a lifetime coming to know himself and where he came from – and over his three score years and ten, will struggle to discover an identity, a home, a country and much more.

In this, Boyne's most transcendent work to date, we are shown the story of Ireland from the 1940s to today through the eyes of one ordinary man. *The Heart's Invisible Furies* is a novel to make you laugh and cry while reminding us all of the redemptive power of the human spirit.



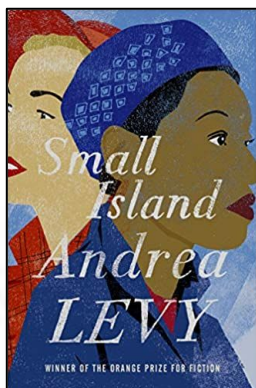
Mrs Quinton recommends 'Little Fires Everywhere' by Celeste Ng

'A gripping domestic drama that starts at the end and leaves you questioning how the characters arrived at this point. At points it raises some uncomfortable ethical questions that force you to choose which side of the fence you are on. At points I felt some of the characters were two-dimensional but I wonder whether that was a deliberate ploy by Ng to highlight how superficial their lives are. It has recently been made into a TV adaption which I am looking forward to watching as I have heard that Ng helped produce it and they have explored the theme of racial inequality more deeply. Also, Celeste Ng has written a series of short stories that I am adding to my Amazon wish list!'



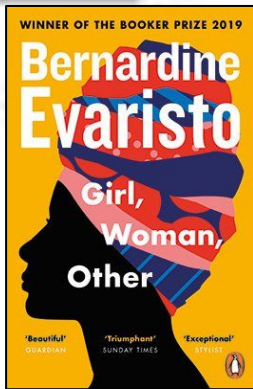
Mr Griffin recommends 'Old Baggage' by Lissa Evans

'This is an engrossing, funny and touching story of the lives of two elderly Suffragettes. They might no longer not have the vigour and recklessness of youth on their side, but they are as passionate and driven in support of their cause as ever. The central character is inspired to begin a fun yet educative 'Girls Club', open to girls and young women of all backgrounds, on Hampstead Heath, in direct rivalry with an equivalent club, based on alarmingly fascistic and nationalistic grounds. It is a story about friendship, class, ambition and responsibility, with a pleasing amount of powerful political thought subtly weaved into the storyline.'



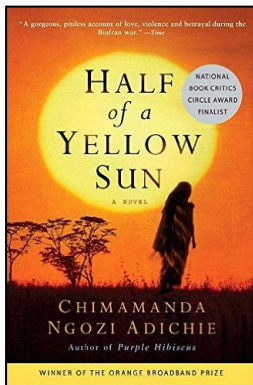
Miss Gabriel recommends 'Small Island' by Andrea Levy

'It focuses on the interwoven lives of Hortense and Gilbert who have travelled from Jamaica to Britain in 1948 with great expectations and their Landlady Queenie, who is the daughter of a Lancashire pig farmer. The voices and viewpoints of the different characters unfold in parallel throughout the novel showing the effects of migration on the community at this time.'



Ms Hanington recommends 'Girl, Woman, Other' by Bernardine Evaristo

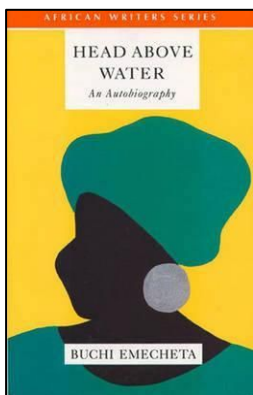
'My recommended summer read is 'Girl, Woman, Other' by Bernardine Evaristo, who I recently learned grew up near us in Woolwich and went to school in Eltham. Maybe this explains the book's appeal to me as Evaristo vividly portrays the multicultural London so familiar to me and creates an array of characters, mostly black women, whose lives intersect with one another. Through each of their stories and back stories we travel through Britain's past and its attitudes to race and gender to the present, which invites the possibility for change. As in life, in the novel we warm greatly to some characters, feeling the pain of their struggles and willing them towards a happy ending, whilst other characters challenge us to think differently. This really is a novel of our time and a great read for a sunny afternoon!'



Mrs Dawson recommends 'Half of a Yellow Sun' by Chimamanda Ngozi Adichie

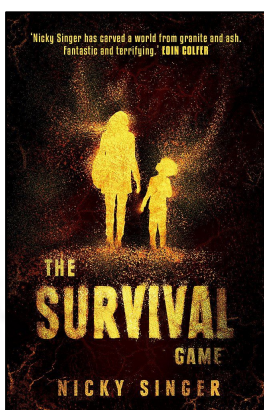
'This epic novel explores the lives of three characters who all have very different experiences of the Nigerian civil war. Against the backdrop of the senseless violence of the war, Ngozi Adichie manages to explore the individual human experience of the characters involved in a way which transcends the reader's context. This is both moving and thought provoking and has stayed with me for years. Take the time over the Summer holiday to experience this masterpiece.'

Age rating: Year 11 +



Ms Adeaga recommends 'Head Above Water' by Buchi Emecheta

I started reading Buchi Emecheta's autobiography 'Head Above Water', whilst working full time and studying for a Masters! I thought I had a really hard challenge, until reading about the many barriers Emecheta had to overcome in order to keep her 'head above water'. Originally written just over 30 years ago, she charts her life as a divorced single mother, with five children, living in a new country. Amongst working multiple jobs to keep herself afloat, she manages to pursue her dream of becoming an acclaimed writer and even completes a degree 'on the side'! All of these achievements are no small feat, especially being in the UK during a time that was increasingly racially hostile towards black people. It was hard not to connect with her story as she grappled with racism and discrimination with such determination and hope. As someone of Nigerian origin, she straddles the lines between Nigerian customs and traditions and assimilation into her new British homeland; a struggle many people from the diaspora will share even up until today. Overall, this is an overwhelmingly inspiring, yet challenging read and at times, a tear-jerker. Proceed with tissues at the ready and be prepared to believe that you can overcome any adversity once finished this book!



Mrs Carey recommends 'The Survival Game' by Nicky Singer

This was by far the best YA book that I read last year, and one that has stayed with me, especially when reading the many news articles about climate change and the disastrous impact we have on the environment and those living in areas at risk of flooding and drought. It is a compelling story set in the near-future, where global warming has made the area around the equator uninhabitable. This has caused mass migration, where thousands of people are vying with each other to get through closed borders, to find a safe space to live. In this new world a young girl called Mhairi is trying to return to her grandmother in Scotland, but most people she meets would rather steal from her than help her. Months travelling unaccompanied has made her tough and resilient, but when she meets a small, mute boy she realises she is no longer alone, but with responsibility for another person comes greater danger. The book is fast-paced and gripping, and I would recommend that you borrow the book from the Library whenever you get a chance (shameless plug).

CULTURE CLUB

Culture club has been a little different this term- we have been watching groundbreaking drama and reliving old-classics all from the comfort of our own homes! Here are some of the highlights of the term:

30/04/20 This week we are recommending this brilliant production of *It's True, It's True, It's True* by Breach Theatre Company which we saw with a group of Year 12 students at the wonderful New Diorama Theatre last year. We were all transfixed from start to finish. This award winning play is a gripping dramatisation of a 1612 rape trial in Renaissance Rome, acted by three versatile female actors who provide a window to the past, whilst raising questions about the present. The story tells of how "When Agostino Tassi, the pope's favourite artist, was accused of raping 15-year-old Gentileschi, the ensuing seven-month case was widely publicised. *It's True, It's True, It's True* interweaves jaw-dropping court transcripts with history, myth, contemporary insight and moments of satire to ask: how much has really changed? Filled with ire and using modern language, the devised show shines a spotlight on a remarkable woman who went on to triumph through her art." One of the arguments of the play is that her paintings are often autobiographical in their depiction of strong female characters: see them on the National Gallery website, particularly "Susanna and the Elders" and "Judith beheading Holofernes":

If you have watched and enjoyed any of the Culture Club Corner recommendations, or any other culture in quarantine that you'd like to recommend, why not write a short review for the newsletter. This would be a great addition to a creativity CAS project! Please share your reviews at hanington_1@bexleygs.co.uk



14/07/20 This week we are recommending *The Barber Shop Chronicles*. Following two sell-out runs at the National Theatre, a world tour, and a hugely successful summer residency at London's Roundhouse, the acclaimed *Barber Shop Chronicles* is a heart-warming, hilarious and insightful play that leaps from a barber shop in Peckham to Johannesburg, Harare, Kampala, Lagos and Accra over the course of a single day. For generations, African men have gathered in barber shops. Sometimes they have haircuts, sometimes they listen, more often than not they talk. Barber shops are confession boxes, political platforms, preacher-pulpits and football pitches... places to go for unofficial advice, and to keep in touch with the world.



“Small Island at the National Theatre”

Gilbert Bligh is confused. It's the Second World War, and he signed up for the RAF on the understanding that he would serve as a pilot overseas. But instead he is serving as a driver in the north of England. "You are overseas, aren't you?" sneers his sergeant. This question – of how great the distance between Jamaica and Britain was and is – lies at the heart of *Small Island*. It's also one of the reasons that the National Theatre couldn't have picked a better show to stream this week. The play follows four main characters as they navigate racism in a post world war two Britain. Hortense and Gilbert married in Jamaica with the aim of getting to England to create a better life in the 'mother country'. They have very little in common and only wish to create a better future for themselves, representing the Windrush generation. Queenie and Bernard also married for convenience, however after the war, Bernard has not returned leaving Queenie on her own to cope with his ill father. Queenie takes on lodgers in the house, some of the tenants include Hortense and Gilbert.

The play discusses themes of racism and what it means to be British, but one of the most shocking things is how, as a 21st century audience, it is not difficult to notice similarities between the events of this play set 70 years ago and events in the news. Following the death of George Floyd, the Black Lives Matter movement has been monumental: people taking to the streets to protest, a global conversation is being had about systemic racism and social media has seen an overwhelming rise in BLM awareness being spread.

Both Levy's novel and play demonstrate how far we have come but still how far we have to go, and I would urge others to read or watch the play. I have attached some links below for useful websites you can read should you wish to learn more about the BLM movement.

<https://blacklivesmatter.com>

<https://www.adl.org/racism>

Francesca Handscombe ●



A decorative border consisting of a double-line frame with corner accents. Each corner features a small grid-like pattern of intersecting lines.

Leaving **teachers**

Mrs Everett

I've worked at BGS for 13 years. It seems like it was only yesterday when I started. Originally I was appointed as an unqualified teacher and in 2008 school kindly gave me an opportunity to obtain a teacher qualification. It has been a pleasure to work for this friendly but educationally highly achieving school. Actually I have never felt reluctant to go to school. On the contrary I find it exciting and stimulating to work with our students, which is just like treasure hunting for me. Every day I encounter a lot of moments like a diamond. I feel very fortunate and privileged to be able to teach the language and the culture of the country of my origin and be a part of our students' young lives. Sadly I am leaving BGS but the time I worked for BGS is honestly the happiest and most precious part of my life.

I am going to work for Harrow International School Bangkok in Thailand, which is much nearer to Japan. My mother is quite old and lives alone in Japan so hopefully I can go back to Japan more often. I am going to teach GCSE and A Level Japanese there. I will teach smaller groups than now and of course my students will be mostly Thai nationals who are very different from British students. It is going to be a challenge for me but I look forward to this challenge. However of course I will miss my students and colleagues at BGS greatly.

Thank you so very much for supporting me all these years. I have been very lucky to be able to work with such wonderful students and colleagues here at BGS.
Mrs Everett



We wish you all the best in your new adventure in Thailand, Mrs Everett! Thank you for all that you have brought to BGS, you will be missed!

Mr Martin Lopez

Mr Lopez, we also wish you all the best in your new life in Italy! We will miss your kind, calm and lovely demeanour. In bocca al lupo!



Dear all, I just want to thank you all for these six fantastic years I spent with you. I will always be proud of having been part of this team and I will always be grateful for all I learned during my period at BGS. Every single student I have the luck to meet during my career here was a fantastic individual and a great person with a brilliant potential. They are a real treasure, please carry on doing such fantastic work taking care of them! You are the best team I had the pleasure to work with! You deserve the best!
Mr Martin Lopez

We are also saying goodbye and thank you to **Mr Boggan** in Economics! :)



We hope you enjoyed this edition of the BGS Buzz- it definitely wasn't how we expected it to be, when we started working on our first edition back in September! But equally, it shows how our school community came together to keep the BGS spirit alive (even when we weren't physically together) and to have difficult, but necessary conversations about changes that we need to make to be more inclusive. We'd like wish you a very happy (socially distanced) summer, and leave you with the amazing words of Maya Angelou...(click [here](#) to watch her perform the poem!)

Still I Rise

by Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.

I rise
I rise
I rise.

