

# NEWSLETTER



[www.bexleygs.co.uk](http://www.bexleygs.co.uk)

22<sup>nd</sup> October 2020

Our annual homework in Year 9 is taking place with students making, baking and creating anything that links to our unit of work on "dangerous places". In this unit of work students have studied the structure of the earth, plate boundaries, volcanoes and much. Each year we are impressed and delighted with the work that students complete and, of course, enjoy tasting some of their baked creations.

James Orchard made a crackle cake to show the plate boundaries and presented it with a labelled map. This is a first and I loved the accurate location that James had added with icing! Well done James, delicious too!

Josiah Baulch had made a conservative plate margin out of marble cake; he had even topped this with trees and cars to show the idea that the plates slide past each other in different directions. I loved this and was really impressed that Josiah has baked and iced his cake by himself!! Alexandra Munteanu, Made a 3D model of the structure of earth, with labels for each section.

Keiran Burns made a poster to display the 4 different types of plate margins.

Sophie Pooley up-cycled her science volcano from remote home learning which we thought was super clever! Sophie added labels to show the Structure of a composite volcano. Both Ashton Seagar & Max Johnson baked yummy cakes. Max's cake showed the idea of continental drift while Ashton made a lemon drizzle cake and then decorated it to look like the plate margins.

Each year our Year 9 Geographers amaze us with their efforts and creativity. Good luck to those Year 9 that are having a go at this over the half term.



## GEOGRAPHY MAKE, BAKE & CREATE



# Black History Month

While black history is celebrated year round, Black History Month is marked annually. Black History is British History and we are committed to recognising this in our curriculum. It recognises and values the inspirational individuals and events that have shaped the black generation. During Black History Month, we remember and celebrate the important people from the past and also those who contribute to and help our society today.

While the UK celebrates Black History Month in October, across the pond where it originated commemorations take place throughout February. After visiting America in the 1970s, Ghanaian-born Akyaaba Addai Sebo, a special projects officer at the Greater London Council, founded the UK's version of Black History Month in 1987. Traditionally, October is when African chiefs and leaders would gather to settle their differences, so Akyaaba chose this month to reconnect with African roots.

The month of October is Black History Month in the UK, and teachers at Bexley Grammar School have planned a series of lessons and activities to take place in October designed to explore this area of the curriculum. A special thank you to Miss Fuwa, Miss Contini, Heads of Departments and the Afro-Caribbean Society for all of their hard work.

Topics covered and activities include:

- ◆ Introduction to Black History Month and discussions, including; Why is Black History Month important? What would you like to know about Black British history? What changes would you like to see to the curriculum?
- ◆ Exploring the history of Black migrants in England during the Tudor times (Year 7)
- ◆ The origins of Notting Hill Carnival and African Civilisation (Year 8)
- ◆ The significance of Stormzy headlining Glastonbury Festival in 2019 and the British Black Panther Movement (Year 9)
- ◆ Exploring the idea of appropriation and appreciation (Year 10)
- ◆ Exploring the legacy of Stephen Lawrence (Year 11)
- ◆ The Bristol Bus Boycott (Sixth Form)

Following on from the recent Black Lives Matter newsletter, below is a link to a useful document which has resources, activities and tips to support families. [Parents Guide to Black Lives Matter. pdf](#)

Bexley Council is also providing a competition to celebrate Black History Month. Below is a link providing further details: [Bexley School Competition](#)

**Mrs Moore**

**BLACK  
HISTORY MONTH  
2020**



# The Winter Solstice *Dongzhi* Festival 冬至

## A brief history of the winter solstice festival in China

Over 2000 years ago, the ancient Chinese scholars observed the changing patterns in our natural world, climates, the turning of seasons and *astronomy*. They divided the year into 24 solar terms. The Winter Solstice is a festival to mark the shortest day of the year. It is the 22<sup>nd</sup> of the 24 solar terms. It was also the first to be created. It was concluded 2500 years ago that this day was the shortest with the most hours of darkness. It is usually between the 20<sup>th</sup> and 23<sup>rd</sup> of December and this year it is on the 21<sup>st</sup>. It is believed that it first became a solar term/festival in Xi'an 西安. It is now celebrated in preparation for the spring festival.



汤圆 *tang yuan* (Glutinous Rice Balls)

### **Elkins Rebecca, Year 9**

What are the important customs in this festival?

Northerners and Southerners in China would eat two different things. The Northerners would eat dumplings, because of a doctor (Zhang Zhongjing) who used dumpling soup to cure frostbitten ears in winter. Southerners would eat glutinous rice balls or food naturally coloured black because it is believed



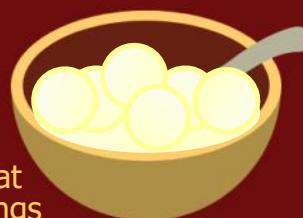
饺子 *jiao zi* (making a dumpling)

that their *Yin* 阴 (negative energy) declines at that time, so they eat black things associated with *Yang* 阳 to gather up positive energy.

### **Paul Despabiladeras, Year 8**

From the activities: making a dumpling/ paper-cut for window decoration/ eating Glutinous Rice Balls; which one was your favourite and why?

I enjoyed making the dumplings, because it was fun to compare the Chinese method of making a dumpling to other traditional methods from other cultures. During the lesson, when Mrs Lu initially told us that we were going to make dumplings, I was quite surprised at the video she showed us had used meat filling. However, in the lesson, Mrs Lu brought special crafting materials to substitute the meat filling, which I thought was extremely creative and was a great way for us to experience the culture of making dumplings





with the dumpling flour wrappers.

***Nazar Androshchuk, Year 10***

My favourite activity was the paper cutting as it was fun to create the ox out of paper and then be able to see the resemblance to a real ox. I am really pleased with how my ox turned out as I wasn't expecting it to be as good as it was. It really was fun to do and it reminded me of when I used to make paper snowflakes when I was younger and made me realise that the festival isn't that different from things that I celebrate such as Christmas.

***Elkins Rebecca, Year 9***



冬至

My favourite activity was the tasting of the glutinous rice balls as it was an actual representation of what and how the food tasted, plus I was hungry. It was even more fascinating to see what the glutinous rice balls were like in real life as I had only seen them in the textbooks, but had never tasted it before. This made this activity even more enjoyable and memorable for me.

***Maximilian Bartkevych, Year 11***

What are the similarities and differences between the Winter solstice festival and Christmas?

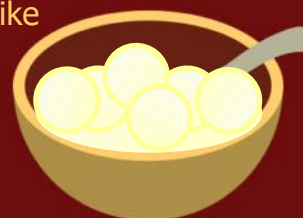
Both Christmas and the winter solstice 冬至 *Dongzhi* Festival happens only once a year. But instead of giving wrapped presents to one another on Christmas, you share dumplings and colourful pieces of arts with each other. Also, Christmas came to be with Jesus being born and the winter solstice 冬至 *Dongzhi* Festival came to be with Zhang Zhongjing, a Chinese doctor.

***Ong Yu Qi, Year 8***

What is the relationship between learning about a culture and a language?

The relationship between learning about a culture and a language is that the language is reflected in the culture showing how Chinese people talk to each other, how they respect each other and what they believe and celebrate. For example, each Chinese character looks like something in the real world, whether it is a tree or a river, a house or even a person, so each Chinese character represents something.

***Marufv Behzod, Year 8***





If you learn a language, you should learn the culture as well as you may pick up some colloquial phrases that you can't learn just from a textbook. In addition, learning a culture is good because you can understand the language as in Chinese nearly every character has a meaning and the words and phrases both have a specific meaning which you wouldn't understand just by learning in a classroom.

***Yin Mark, Year 11***

Before the lesson did you already know about the winter solstice 冬至 *Dongzhi* Festival and if so how did you know about it?

Before the lesson I didn't know about the Winter solstice 冬至 *Dongzhi* Festival because I only knew about the other major ones such as the Moon Festival and Lunar New Year. However, after learning about the Winter Solstice Festival today I now have a better understanding of it so I can teach my friends and also family.

***Lawrence Yuen, Year 9***

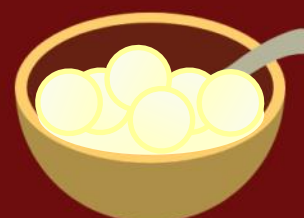
Before the lesson I did not know anything about this festival I figured out what it was about and why people celebrated it. This festival is very important.

***Basika Rai, Year 8***

冬至



窗花 *chuang hua* (paper-cut for window decoration) the year of OX in 2021





# Year 9 House STEM competition

Are you creative? A problem solver? Someone who can think outside the box and work in a team?

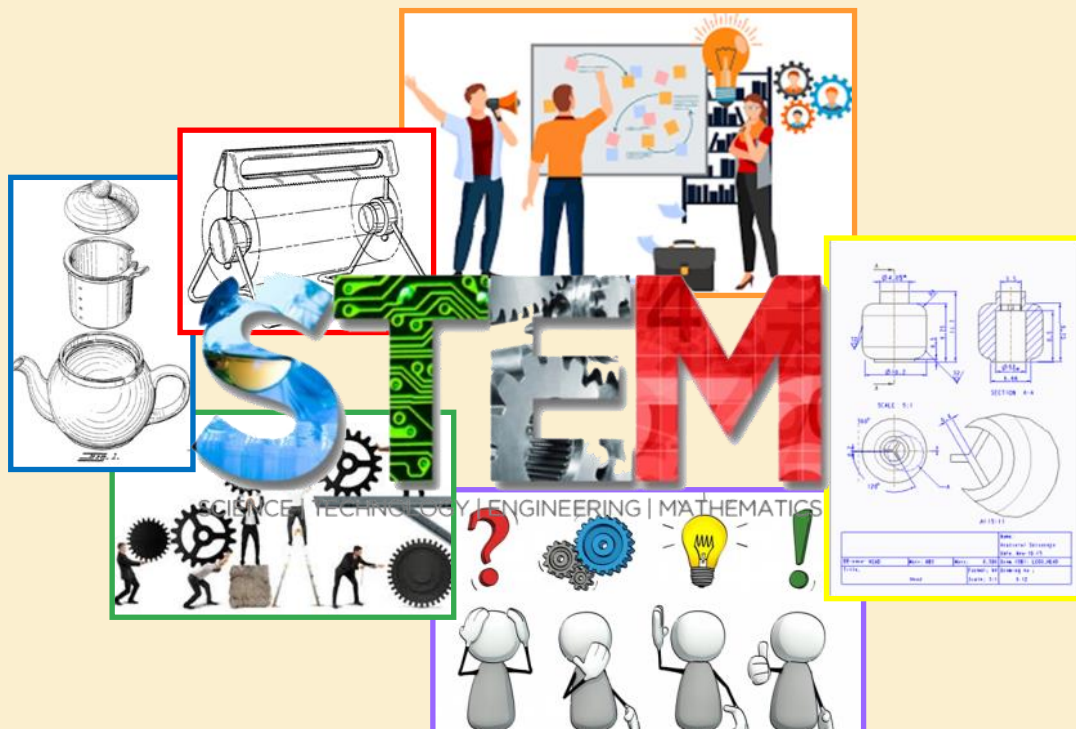
## The Challenge

- In a team of three you will be given a few problems to choose from.
- You pick a problem and design a device to solve that problem.
- You make a poster and maybe a prototype of your design.
- Your team presents their design and model to the judges.
- The winning team gets glory and admiration... oh and house points!!

## The Details

- Teams of three (make sure you have a mix of boys and girls).
- Meeting in **M16 on a Monday lunchtime** (you can bring lunch) for four weeks.
- Three sessions to design and create and one session to present.
- **Starts Monday 9<sup>th</sup> November.**
- Finishes Monday 30<sup>th</sup> November.

***Ms Lusted, STEM Coordinator***





William Shakespeare's

# MACBETH

A Virtual Performance for YEAR 9 performers only

**PLEASE ATTEND 'YEAR 9 DRAMA CLUB',  
MONDAY 9TH NOVEMBER 3.30-4.30,  
DRAMA THEATRE**



Year 11

The Revision Booklet has been distributed electronically this week to parents/carers and students in Year 11. The booklet is also on the school website and can be viewed by clicking on the link [here](#).

# Bexley Grammar School



**Year 11**  
**Preparing for Revision**  
**2020 – 2021**



# Google for Education

Following some enquiries this term, I have produced this brief guide to some of the computer and phone programs that are used within Bexley Grammar School. This is not an exhaustive guide, but provides an overview of the most commonly used programs.

**Mr Martin**  
**Year 7 Director of Studies**

Bexley Grammar School uses Google Suite for Education which provides tools and services for students and staff, such as email, docs, slides and sheets. Furthermore, Google Suite for Education offers the use of Google Classroom, which is a password protected forum for setting homework assignments and communicating between staff and students.

For more information on Google Suite for Education, please see [here](#).

For information on how to use Google Drive to help your child save their school work, please see [here](#).

For information on Google Classroom please see [here](#).

Students are encouraged to familiarise themselves with Google Docs, Slides and Sheets which can all be accessed using Google Chrome as the primary Internet browser. Alternatively, if you want to, these can be downloaded to your device (iPad, Android tablet, phone) and used to complete homework assignments where necessary. Any document can be viewed without downloading these programs, but you will only be able to edit by downloading into Microsoft Office or copying the information into another document. Homework can also be submitted to Google Classroom using Microsoft Office programs, simply by attaching the document. If your child has done their homework in their book, this can be handed in, or photos uploaded to the Classroom if requested by their teacher.

Staff may ask students to use their mobile phones to support their learning in certain lessons. This is not a requirement and students can "buddy up" to ensure that they are involved in the lesson effectively. Additionally, students will be supported in other ways if they cannot access a mobile device at that particular time. Whilst we encourage students to limit their time on mobile phones through the school day, we also strongly encourage the positive use of mobile technology and attempt to integrate that through lessons in school. Our full mobile phone policy can be found [here](#).



## Safeguarding Notice

Dear Parents/ Carers,

I have taken the article below from a leading safeguarding consultant named Andrew Hall. If your child cycles to school, please take the time to discuss the article with them.

Best wishes,

**Mr H. Gilmore**  
**Deputy Head & Designated Safeguarding Lead**

### Pupil Safety and Dark Nights

Next Saturday night we will be setting the clocks back an hour and summer time ends. Road traffic collisions increase by 20% in the fortnight after the time change. Sadly, some of those collisions will involve child pedestrians and cyclists. Children under-16 are one of the most vulnerable groups of road users.

Government statistics (2015) show that 58% of children who die or are seriously injured in a road collision are involved in incidents between 3 and 7pm. From next Sunday, much of those will happen in darkness.

Whilst younger children are at risk, the data shows that 11 - 15 year olds are actually at more at risk from accidents that kill or result in serious injury.

The resources below will help remind children, especially teenagers, about road safety and safe cycling.

Teaching Road Safety: A Guide for Parents

**<https://www.rospa.com/media/documents/road-safety/teaching-road-safety-a-guide-for-parents.pdf>**

Safety First – Cycling at Night

**<https://www.cycletraining.co.uk/cycle-training-and-cycle-safety/safety-first-cycling-at-night/>**





## News items you may have missed

### Bikeability Level 3—Advanced Cyclist Training

Bexley Council is offering FREE Level 3 Cycle Training during the half term holiday for students, to enable them to do so more safely.

Places are limited so parents who are interested should apply as soon as possible. If you would like your child to participate please click on the link [here](#) to download the consent form. Completed forms should be sent to: [roadsafetyeducation@bexley.gov.uk](mailto:roadsafetyeducation@bexley.gov.uk).

Bexley Council will contact parents directly to arrange a suitable time for your child to take part.

***Mrs Gradley, School Council/ Charities Coordinator***



## Cycle to School



### **FREE Half term holiday training course for Bexley's secondary students**

**Thinking of riding your bike to and from school?  
SIGN UP FOR LEVEL 3 ADVANCED TRAINING**

- **One to one training**
- **Route planning (normally to and from school)**
- **Dates available throughout the holidays**

Bikeability Level 3 is advanced training for students who are already experienced /competent Level 2 cyclists.

The course takes place over a 2 hour session and is designed to prepare you to cycle longer/more complex journeys (including routes to school). Training takes place on busier main roads and covers advanced skills such as filtering, hazard perception/management, multi-lane roads, roundabouts etc.

***You must have your own (roadworthy) bicycle and an approved cyclist safety helmet (not full faced).***

**Contact the  
Road Safety Team  
to book your place**

*Road Safety Team  
Civic Offices  
2, Watling Street  
Bexleyheath  
DA6 7AT  
Kent DA15 7JH*

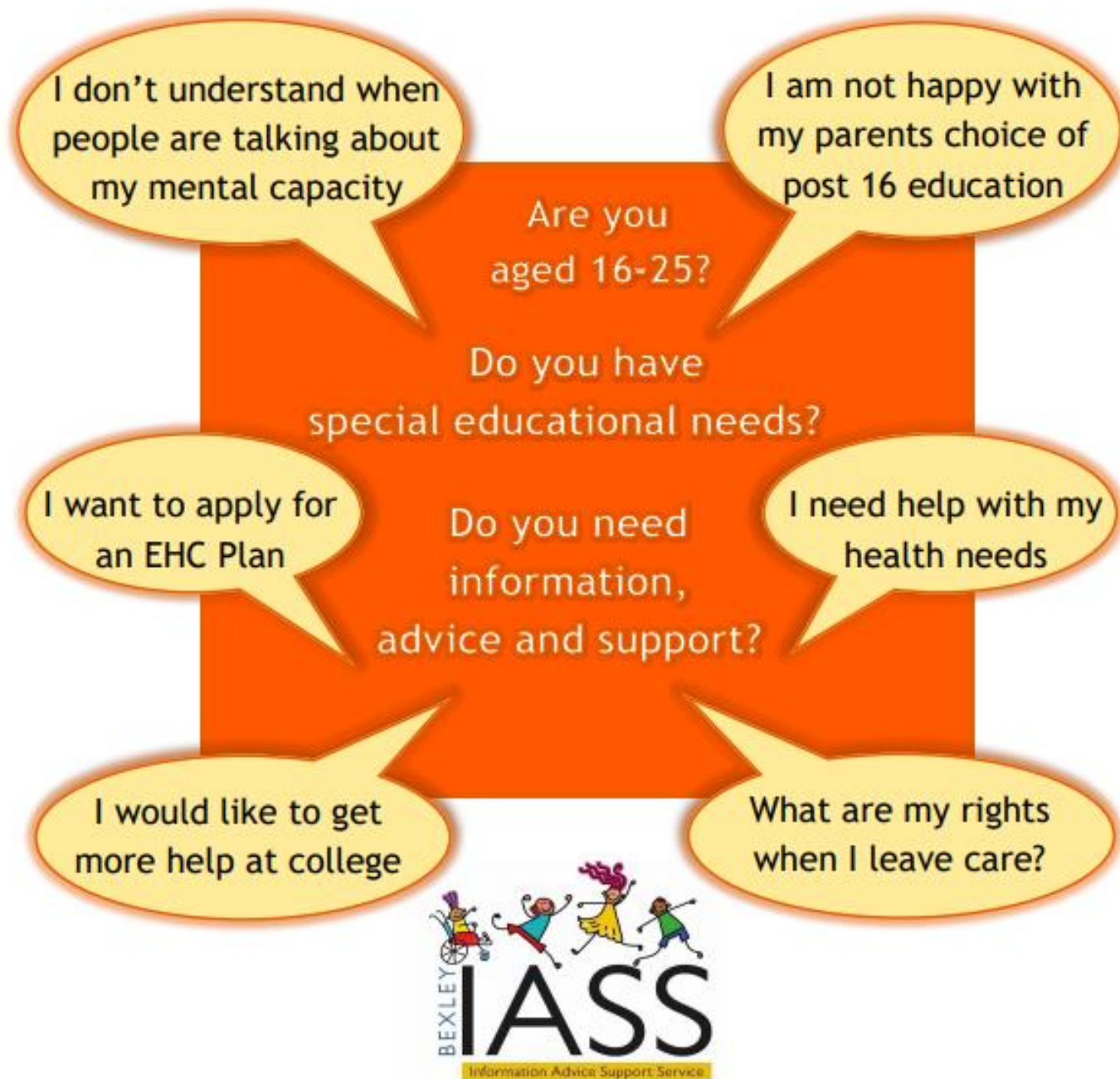
TEL: 020 0345 5753

EMAIL:

[roadsafetyeducation@bexley.gov.uk](mailto:roadsafetyeducation@bexley.gov.uk)



**LONDON BOROUGH OF  
BEXLEY**



We are an independent service providing impartial and confidential information, advice and support to children and young people aged up to 25 years with Special Educational Needs and/or Disabilities (SEND) and their parents and carers

Bexley Information, Advice and Support Service (IASS)

Tel: 020 3045 5976

Email: [bexleyiass@bexley.gov.uk](mailto:bexleyiass@bexley.gov.uk)

Website: [www.bexleyiass.co.uk](http://www.bexleyiass.co.uk)



# Bexley Independent, Advice and Support service ( IASS )



**Information, Advice, and Support you can get**

## What Should Happen?



**Are you aged 25 and Under?**

**Are you disabled or do you have special educational needs?**

Special educational needs are when you need extra support to learn things.



**The law says that you can get information, advice and support.**



**You can come to us if you want some help with getting the right kind of:**

**Support at School, College or Training**

**Health Services**

**Care and Support**



Most people who are **16 years old or more** and have finished **Year 11** can make their own decisions about their school or support.

If you would like a parent or carer to help then that is OK. It is up to you.

If you are **under 16 years old**, then we will need to talk to your parents or carers before we make any decisions.



Our service is **impartial**. This means we will not tell you what to do. We will not take sides.

We will give you the information and support you need to make your own choices.



Our service is **confidential**. That means our meetings will be private. We will only tell people what we talk about if **you say it is ok**. We also need to tell someone if we think you are in danger of being hurt.

## Contact us

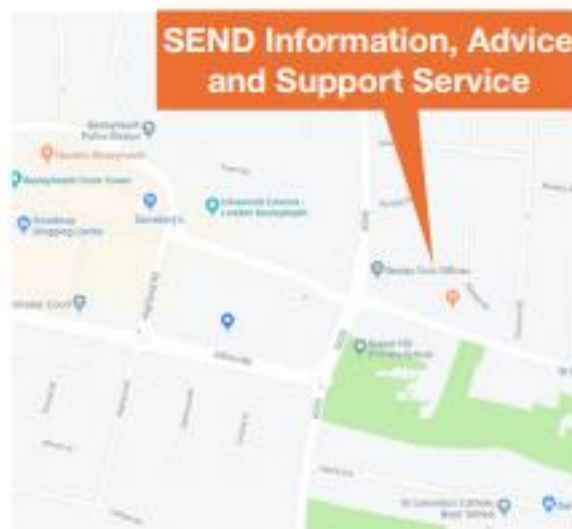
### **SEND Information, Advice and Support Service**

London Borough of Bexley  
Civic Offices  
2 Watling Street  
Bexleyheath  
DA6 7AT

Tel: 020 3045 5976

Email: [bexleyiass@bexley.gov.uk](mailto:bexleyiass@bexley.gov.uk)

Website: [www.bexleyiass.co.uk](http://www.bexleyiass.co.uk)



The information, advice and support BEXLEY IASS offer is impartial and FREE. We will not pass your information on to anyone without your permission.



# Do you have a child who needs extra support?

Get independent and confidential information advice and support around issues relating to special educational needs and disabilities for parents, carers, children and young people aged 0-25.





## How can IASS help you?

We offer a range of support and advice for parents and carers who have children and young people with special educational needs and disabilities (SEND) including:

- Advice about SEN support in schools
- Information and advice about education, health and care plans (EHCP)
- Support with transition between stages of education
- Help you prepare for meetings
- Help and support with exclusions
- Support and advice about transport
- Provide advice about education law relating to special educational needs and disabilities
- Help with appeals to the Special Educational Needs and Disability Tribunal

## Contact us

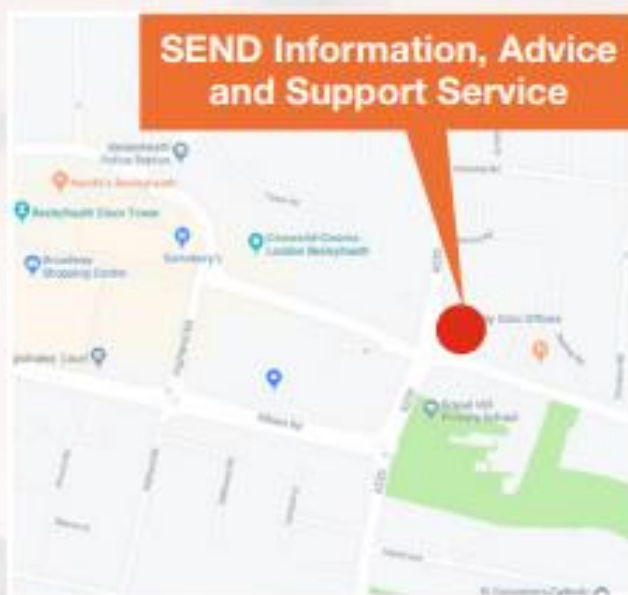
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## Report Lost Property

The lost property reporting system is up and running for items which have been mislaid in school since the beginning of this term. If your child has lost an item since the beginning of September please click on the link [here](#) to report it.

Please help us to help you by putting your child's name in all their belongings so that we can return them to their owners.

Thank you for your cooperation.

***Reception Team***

## Forthcoming events/ Important dates for your diary

### October

Thursday 22<sup>nd</sup> ~ last full school day before Half Term

Friday 23<sup>rd</sup> October to Monday 2<sup>nd</sup> November HALF TERM

(school closed to students ~ please note that the Friday before & the Monday after the usual half term week are also part of the holiday)

### November

Tuesday 3<sup>rd</sup> ~ Week A

Tuesday 3<sup>rd</sup> ~ First school day following Half Term (all students return to school)

**Monday 9<sup>th</sup> ~ Friday 13<sup>th</sup> - GCSE Mock Examinations**