

The background of the top half of the page features a large, stylized crest of Oxford University. It is a circular emblem with a dark blue outer ring containing the word 'OXFORD' in white capital letters. Inside the ring, there is a shield with a golden crown on top and a book. The shield is divided into sections with various symbols, including a cross and a lion. The entire crest is set against a bright yellow background.

Oxford University Virtual Open Day

On Saturday, three BGS English students (Jacob, Sasha and I) were up extremely early at 11 o'clock, ready to attend a virtual open day offered by Oxford University's English department.

It began, as many of these events do, with a short but useful introduction to English at Oxford, from which we came away with newfound knowledge of the course there, as well as a feel for how we would be taught, and some of the extra opportunities we would be able to take advantage of. One of these was their incredible library, renowned for its historic literary treasures like the letters of Percy Shelley. Then came the main event: two separate lectures from lecturers at the Oxford colleges.

The first was a unique approach to the study of Shakespeare, which focused not on the great writer himself, but his readers. We know how influential Shakespeare is now, but what about the England which existed centuries ago as he wrote? How prevalent and revered was he then? Using satirical pictures, hand-annotated notebooks and a publishing company selling their product with dubious marketing techniques 400 years ago, Shakespeare's effect on the literary world was shown to be as important as it is today, with his works being widely studied and interpreted.

After this dip into Elizabethan England, we jumped forward to the Victorian era, and to two of its famous writers, Arthur Conan Doyle and Oscar Wilde, and again looked deeper into how they were received by their audiences. The Sherlock Holmes novel *The Sign of Four* and Wilde's *The Picture of Dorian Gray* were both released at the same

NEWS LETTER



11th March 2021

www.bexleygs.co.uk

time (in the same magazine even) to the same Victorian society, but while Doyle's was met with widespread acclaim, Wilde's caused outright anger. Why did novels which both explored realism provoke such different reactions? Although many disliked the homoeroticism of *The Picture of Dorian Gray*, the question went far deeper morally. While one novel used detail quite obviously to create the classic detective feeling of mystery, the other subverted this to create an almost disturbing feeling of moral detachment in the midst of shocking events.

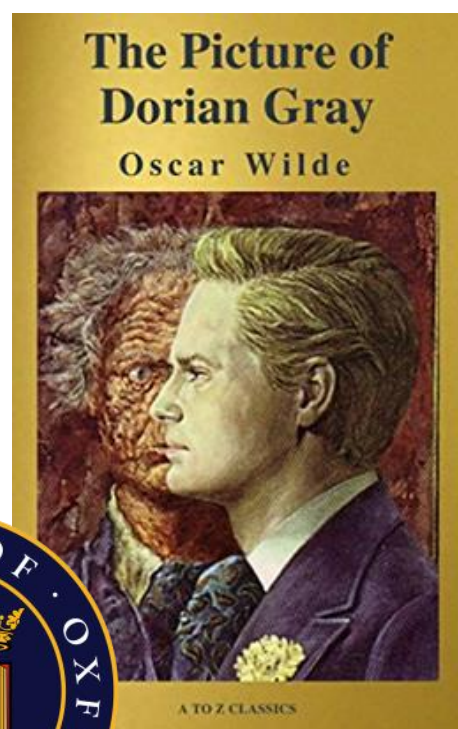
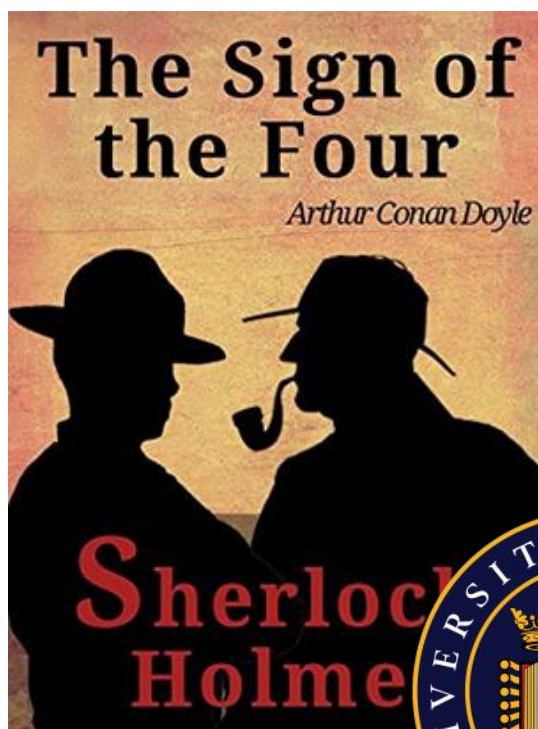
The lunch break was meant to be an hour, but the lecturers were caught up with so many questions that the discussions carried on right through, the pair struggling to keep up with a hundred attendees who had just sat through two thought-provoking talks.

After this was a quick introduction to the application process to Oxford University. This definitely reduced my worries at applying, with the aspects much clearer than before.

Finally there came a short Q&A with English students at Oxford, where we learnt some top-tips for interviews and got a flavour for the university, and we were nicely surprised to see an ex-BGS familiar face, Kate Leadbetter, answering some of the questions.

Overall, it was an incredibly insightful experience. Thanks to Ms Stoddard for the opportunity.

Lucas Zurdo, Year 12





Former BGS Student on Channel 4s Countdown

A former Bexley Grammar School pupil achieved TV stardom last week when he appeared as a contestant on Channel Four's Countdown with Rachel Riley.

Jake Perry, 18, from Sidcup, applied to go on the show and was delighted when the producers contacted him to do an audition over the phone. They rang him back a few weeks later and told him he qualified to be a contestant and invited him to travel up to Media City in Manchester for a recording.

Jake, who left BGS last August, appeared on the pre-recorded show last Friday, but faced tough competition from another teenager who was a maths whizz and was beaten despite making a late comeback by winning the Countdown Conundrum puzzle at the end of the show. Jake said: "At the start of last year, my mum suggested I apply for the show as we are both fans. In November I did an audition straight after work and I found out at the start of 2021 that I was going on the programme.

We arranged for me and my mum to go up on 25th January to Salford Quays in Manchester. They put us up in a Holiday Inn which is right next to Media City. Everyone at Countdown was really friendly, but because of lockdown there was no real studio audience. My mum was allowed to watch though. They showed me onto the set straight away. The host Colin Murray is very friendly and funny and put me at ease by cracking jokes. He was taking the mickey a bit because we went to the wrong Holiday Inn that was used by the presenters and I nearly pinched Colin the host's hotel suite. Our hotel was a smaller Holiday Inn opposite, which wasn't nearly as flash. Colin said he wouldn't have been too happy if we had taken his room and eaten his bowl of fruit before he arrived!"

"During the recording there are lots of stops and starts because the presenters make a few





errors like when Colin said I and the other contestant who was 17 had a combined age of 33 and we said it was actually 35. The director said 'Cut' and edited out Colin's maths error - he looked a bit embarrassed and Rachel Riley laughed at him".

"The lad I was up against was a maths genius and he ended up getting a score of 93 and I only got 48 points. I scored most of my points in the last round or two. I thought I did quite well, but he beat me on most of the rounds. I managed to save face at the end by beating him on the Countdown Conundrum. I took a gamble on some of the words as I was well behind, but Susie Dent said my words 'mashier' and 'bisoned' didn't exist in the Oxford English Dictionary. Colin said he liked 'mashier' even though I had made it up. I felt at that point it was worth taking a risk to get a longer word, but it is quite a lot of pressure on TV and you only have 30 seconds to make the longest words from the jumbled up letters".

"I got a cool goodie bag at the end with a Countdown pen, mug and clock which I am really proud to have as you cannot buy these things. I really enjoyed taking part, but it is a lot harder in the studio under the lights than in your own living room."

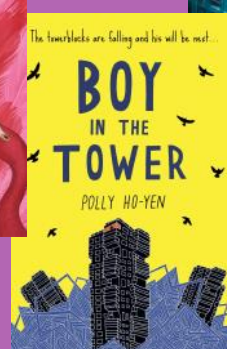
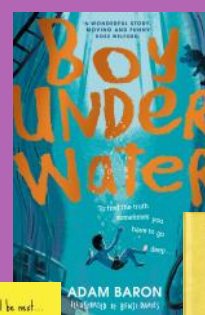
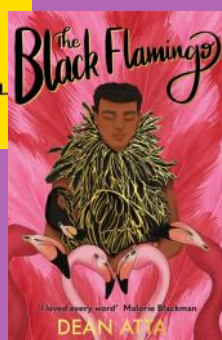
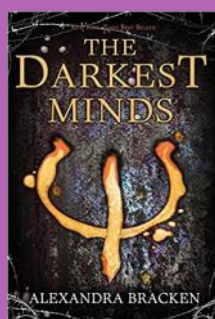


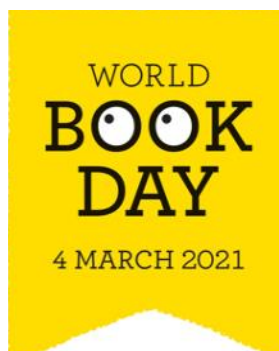
Online Book Group

This term I was able to run an online book group on Monday afternoons, in which we read books that were suggested by students. These included *Once* by Morris Gleitzman, *The Black Flamingo* by Dean Atta, *Time Travelling with a Hamster* by Ross Welford, *Little Bit* by Alex Wheatle, *The Boy in the Tower* by Polly Ho-Hen, *The Darkest Minds* by Alexandra Bracken and *Boy Under Water* by Adam Baron. It was great to read such a varied selection, and each book sparked lively debates over characters and plots, my favourite of which was about whether or not we would travel in time to save humanity, or just to eat tacos. It was the highlight of my week to be able to discuss these books with the students and I have now purchased copies for the library if others would like to read them.



Mrs Carey, Librarian





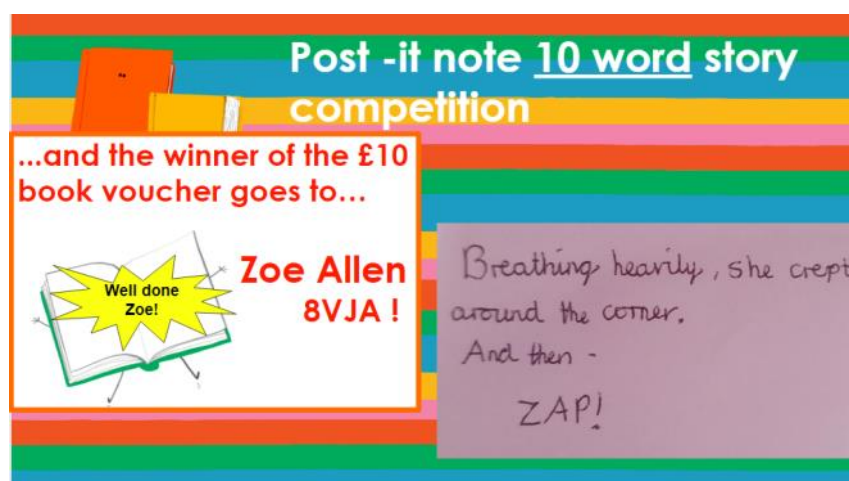
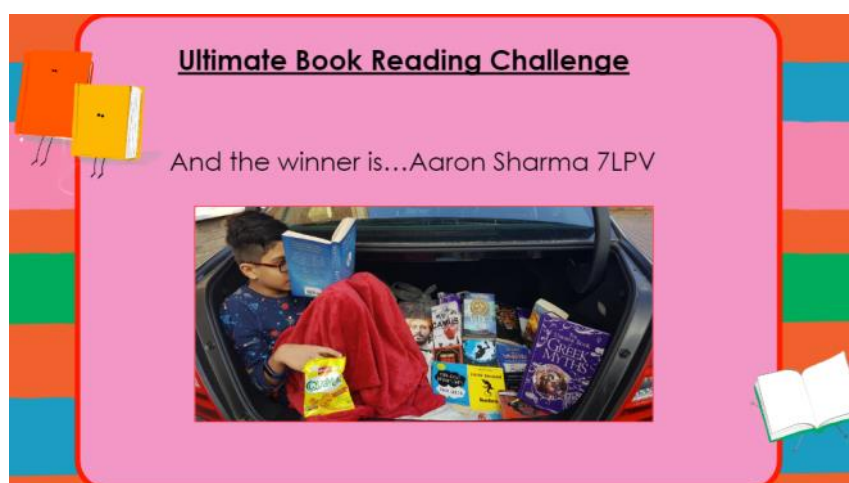
World Book Day 2021

It's been a very busy week in the Library and English Department this past week! There were a series of events and competitions to celebrate World Book Day on Thursday 4th March. In addition, we celebrated International Women's Day on Monday 8th March.

Please take a look at the [attached slides](#) for a few of the highlights from World Book Day. Well done to everyone who took part in any (or all) of the events - a few of the competition runners up have been included in too. Please check out their entries. A special congratulations goes to our winners of the World Book Day competitions: Aaron Sharma 7LPV and Zoe Allen 8VJA. They each have won a £10 book voucher!

Below are their winning entries.

Ms Adeaga, English Department



For International Women's Day, please look out for a themed English lesson this week. Well done to Emily Falegan, our English Prefect.



International Women's Day is celebrated on the 8th March. On that day, we celebrate the social, economic, cultural and political achievements that women have accumulated for decades. March 8th is a significant day for women as it reminds us of how everything began. Women's Day started as a labour movement. In 1908, 15,000 women marched through New York City demanding shorter working hours, better pay and the right to vote. The Socialist Party of America declared the first National Woman's Day in 1909.

A few students were asked "What does International Women's Day mean to you?" and these were the responses:

"International Women's Day is not just about embodying the empowerment that being a woman creates. It is a day that brings a sense of proudness and joy in the realisation that women have come so far and will continue to do so. The day highlights our accomplishments no matter their race or sexuality or beliefs." - **Jada Asraf-Clarke, 12CSL**

"International Women's Day is a time for reflection of the past to see how far we have come since then. Additionally, it is a day of appreciation for women, and a day to make ourselves known to struggles that women have had to face since they had no rights. However, there is still a lot that needs to be changed in regards to the gender gap, and equality in several countries around the world" - **Oluwatofunmi Onakoya, 12CSL**

"International Women's Day is important for recognising the women in our society, and our world, and their value, which is often disregarded. It's also quite sad because it highlights where we have failed to account for women and how we have to constantly remind ourselves to accommodate them. Its significance is twofold. On the one hand, it shows how we haven't given enough thought to women, yet on the other hand, through acknowledging this, we are on the way to securing women's rights and equality." - **Joy Hui, 12JMB**

“

Feminism isn't about making women strong. Women are already strong. It's about changing the way the world **perceives** that **strength**.

✕

G.D. ANDERSON

”

“

There is no **limit** to what we, as women, can accomplish.

✕

MICHELLE OBAMA

”

“

I do not wish women to have power over men; but over **themselves**.

✕

MARY SHELLEY

”

Black writers and their books for you to have on your reading list:

- *I Know Why The Caged Bird Sings* by Maya Angelou
- *Noughts & Crosses* by Malorie Blackman
- *The Master's Tools Will Never Dismantle the Master's House* by Audre Lorde
- *The Color Purple* by Alice Walker
- *Swing Time* by Zadie Smith
- *Americanah* by Chimamanda Ngozi Adichie
- *Sister Outsider* by Audre Lorde

Emily Falegan, English Prefect



5-14 March British Science Week 2021

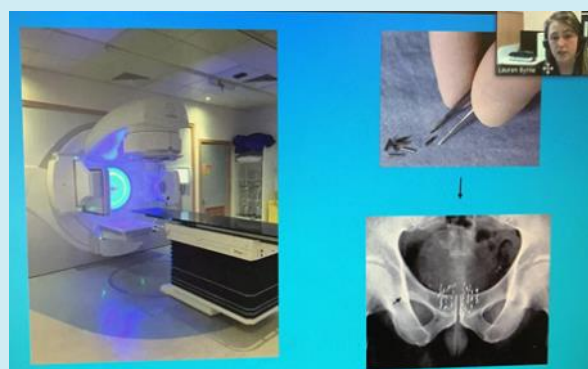


British Science Week is here! I can't believe it is a whole year since the last one, when we were just starting to hear of schools shutting across Europe and wondering if we would do that too. So much has happened since then!

Despite the phased return to school clashing with our Science Week plans the students have still been getting stuck in with a range of activities over the last couple of weeks.

Years 9 - 13

A schedule of inspiring STEM talks with ambassadors in a wide range of fields has taken place. Robotics and AI as well as Physics in Medicine were options for Years 9 and 10 to attend, while Years 11 - 13 joined a panel discussion on 'Pathways into STEM'. Year 12 also took part in a live chat through 'I'm an Engineer Get me Out of Here'. Students were able to chat directly with real chemical engineers who could give them invaluable insight into a career in that field. It was fantastic to see so many take part and hear from the inspiring speakers.



The Zoom live about Physics in Medicine was very eye opening because it really portrayed that there isn't just one aspect to medicine such as what substances to put into a medicine which is more chemical, but that there is so much more like the machines that are needed and how there are so many more aspects such as radiation. They exemplified how many interesting aspects there are too. When we think about medicine it is just the generic journey of going to a doctor, getting prescribed something, going to the pharmacy and getting the medicine, but actually they informed us that there is so much more like the use of radiation which was told by Lauren Bryne. She told us about how radiation is used in x-rays, but also how there are these pills that contain radiation which someone can take that kills cancer internally.

However, one thing that really stood out to us was the inspirational story Jamie Mewburn-Crook gave us. Jamie is a nuclear metrologist; accurately measuring radioactive material to make sure nuclear medicine and power plants are safe. He began working at the National



Physical Laboratory at the age of 16. Some of his work includes antiviral materials for use in the pandemic, creating CE certified PPE for NHS staff as well as winning Apprentice of the year for his work in 3D printing for cancer research. Jamie is dyslexic which led him to struggle at school. He shared stories with us and informed us on how in Secondary school he would always understand what he learnt, but never did well in the tests. This was quite a wake-up call to most people because usually whenever someone doesn't achieve the score they want on a test they may start to feel scared because they start to think that they will never get anywhere in the future and no future employers will want them. However, Jamie depicted to us how that is not the case and he conveyed to us how you should always be resilient and not to give up. Don't let the fact that if you have some learning disabilities or you are not the brightest in some subjects stop you from dreaming big.

Gunit Kaur and Agshana Jegatheesan, Year 9

There was a pathways to a STEM webinar that some students attended and it was really great. There were 4 really interesting different career worlds including someone who had pursued a career in finance management, a mechanical engineer, someone with an engineering degree who pursued a technology career with Sky and an engineer who worked with the Navy working on aeroplanes and currently working on investigating crashes. It was a really useful experience and they gave us some insight into the flexibility of STEM careers and how you can manage your career to fit your dreams and capabilities even as they change, most of the volunteers spoke of ways in which they had been challenged and succeeded or how they had been able to adapt themselves and their situations using the many skills they've acquired. Overall it gave me more confidence in my aspirations as they showed how STEM careers aren't linear and that they allow you many opportunities.



Lauren Dempsey, Year 12

Years 7 and 8 Science Week Activities

All lower school students are invited to take part by completing home experiments with things you would normally find in the home. This has been organised by our Science Prefects and here is Emilio to explain more:

Hi Everyone,

Science Week is here! This week, you and your family or friends can see just how amazing science can be. You don't have to be in the school lab to do science, it can be done at home with everyday equipment and with your family!

Below is one video out of hundreds that shows you how to do easy experiments from home, and I promise you will be amazed. Have fun everyone and see just how cool science is!

[Here is the video we recommend.](#)

Emilio Mendoza, Year 12

Science Book Awards

The Royal Society is running a Young Person's Science Book Prize. There will be a Virtual Book Awards held live on YouTube with the possibility of joining in a Q&A session with the authors at the end. Unfortunately, as we are now back in school we will not be able to watch the awards live, but it will be available to watch afterwards. The Royal Society has its own YouTube channel which can be found [here](#).

Even if we can't join the live Q&A session we have still been promoting the reading list and I have been incredibly impressed by the enthusiasm of Year 7 students and a number of them



have read all the books on the list! Here is a short synopsis of each by Scientist in Training **Millie Laming** (7REL)

Gut Garden by Katie Brosnan

This book is very detailed and gives a great insight into the wonderful world of the microbiomes living in your body and their jobs in the body. It is very fun and there are facts that are surprising and cool- great read!

Cats react to science facts by Izzi Howell

This book is great for anyone who loves both cats and science. It is very unique and unlike most books in the way of its surprising facts and meow factor! Amazing read and covers almost all areas of science.

How to win a Nobel Prize by Barry Marshall

This book has great ideas for experiments you can do and is based on a real girl asking the author real questions. The time travel that unfolds is very insightful and tells you about old Nobel Prize winners and how they won them, giving you advice and explaining their theories. Such a good book, really recommend it!

Emmy in the key of code

This story goes through the feelings that any new child at a new school experiences, especially in the building of new friendships and starting a new club. The story is poetry-styled and is heart-warming as Emmy learns the key behind code. This book is great for anyone who loves computing or wants to read some great poetry.

Astrophysics for young people in a hurry by Neil DeGrasse Tyson

This book explores the physics behind outer space and the big bang that started off the universe, among other things. It is very detailed in its explanation and yet also broken down into bite size bits for young scientists. The photos and detailed fact boxes also help explain what Neil is describing. Neil is a great scientist and helps the complex mysteries of outer space to be explained to the newest generation of scientists.

Year 8 took part in a virtual Marine Engineering workshop last week. It was really interesting and made for a different home learning experience!

Ms Lusted, STEM Coordinator



A Mindful Moment

Supporting a friend with their mental health

When a friend opens up to you about how they are feeling, or tells you about something they are struggling with, you might find the conversation tough and it can feel difficult to know what to say. This reaction is normal. It shows you care for that person and want to help them - it's part of our nature to want to support others and this is something you should be proud of. However sometimes, when we are supporting our friends we can take on a lot of stress. You might feel like it's your responsibility alone to help them. But there are ways you can help your friend, and find people who can support you too so that you don't feel overwhelmed and under pressure. Remember, it's not all on you.



Follow this [link](#) to a video to find out more.

How to respond when a friend opens up to you

If a friend has shared how they are feeling, it might be the first time they have spoken to someone about their mental health and they may struggle to put their thoughts into words. They might not go into lots of detail and say something like 'I'm finding things hard right now' or 'actually, I'm not fine'. Or they might share things they are struggling with at home, school, university or work.

Listen

Listen carefully when someone opens up to you about how they are feeling. Try to let them share without interrupting or judging them, or making any assumptions. This can help make your friend feel more comfortable. You can show you are listening by nodding, or repeating what they say to show you have understood.

If they are finding it overwhelming, you can suggest they write it down in a text or on a piece of paper. That way, they can take their time in thinking about what they are trying to say, without worrying about how it might come across in conversation, or worrying about getting emotional in front of you.



Reassure them

Often, when someone has opened up about how they are feeling, they might immediately feel worried that they've said the wrong thing or shared too much. The first way you could respond to them is to reassure them that they have done the right thing by speaking about it. You could say, 'I'm really glad you told me this', or 'it might have felt difficult but it's good that you spoke to me about it.'

"It's absolutely fine not to know what to say and to just sit with the person or just generally reassure them that you're there."

Let them know their feelings are valid

No matter what they are struggling with, their experiences are valid and it can be helpful to remind your friend of this. You could say something like 'it's okay to feel like that' or, 'what you're going through sounds really tough'. Sometimes when you are struggling with your mental health, it can feel very lonely. By letting them know how they feel is valid, you are letting them know that they are not alone.

Actions can speak louder than words

Sometimes all it can take to let your friend know that you are there for them is a hug, a cup of tea or just taking the time to sit with them. It doesn't have to be a big gesture, you being there lets them know that you care.

After someone has shared with you how they are feeling, they might be worried that you won't want to spend time with them. Simple gestures can remind them that you are still their friend, and you can still do the things you used to do together.

Remember, it's not all on you

It's understandable if after your friend has shared something with you that you want to fix it or do what you can to help. But remember, it's not all on you, and it is not your responsibility alone to help them. You have done so much by being someone your friend can open up to, and there are lots of other people and places you can go for further help.

A Mindful Moment



“ Just having somebody who hears and understands and accommodates for what I want in the moment – that’s so helpful.”

More information on supporting friends is available from [Young Minds](#).



And don't forget that your wellbeing is also important

Have you taken on the BGS wellbeing challenge? It's never too late to start.

Each week, try and complete the relevant actions on the right to prioritise either sleep, activity or healthy eating. There's also a gratitude journal on the left to fill in each day to work on developing your positive thinking.



a mindful moment



Fill this column in before going to sleep each day	Try to complete all actions during the week (every day if possible)
GRATITUDE JOURNAL: POSITIVE INFLUENCE Write down three things that you are thankful for today:	Week 1: Sleeping Well <i>Try and tick off these actions every day this week.</i> <ul style="list-style-type: none"> <input type="checkbox"/> Phone & computer off two hours before bed <input type="checkbox"/> No caffeine / fizzy / energy drinks after lunch <input type="checkbox"/> Make your room as dark as possible <input type="checkbox"/> Fill in your gratitude journal before going to sleep
GRATITUDE JOURNAL: CONFIDENCE Write down one thing that you achieved today: <i>Extra: What strength does this show?</i>	Week 2: Physical Activity <i>Try and tick off these actions every day this week.</i> <ul style="list-style-type: none"> <input type="checkbox"/> Be active for a minimum of 20 minutes each day <input type="checkbox"/> Be active at the same time as the day before <input type="checkbox"/> Go outside at least once a day
GRATITUDE JOURNAL: RESILIENCE Did you find anything challenging today? If so, how could you respond differently next time?	Week 3: Eating Well <i>Try and tick off these actions every day this week.</i> <ul style="list-style-type: none"> <input type="checkbox"/> Eat something for breakfast every day <input type="checkbox"/> Eat five portions of fruit and vegetables <input type="checkbox"/> Drink 6-8 glasses of water during the day
	Week 4: Bringing it all together <i>Try and complete all the actions from the three sections each day.</i>

a mindful moment



Safeguarding and e-Safety Notice

Dear parents / carers,
As schools move away from remote learning online safety issues still continue to arise. A good source of information is the <https://www.onlinesafetyuk.com/> website, which has articles and advice on numerous issues.

Take care,

Mr H.J. Gilmore
Deputy Head and Designated Safeguarding Lead



PE News

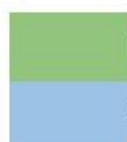
We are delighted to be able to restart extra-curricular sport from next week. To give everyone opportunities to participate the timetable is not the same every week so please read carefully when sessions are taking place. Summer activities will start in earnest after the Easter holiday.

Mr Lines, Head of PE



Bexley Grammar School Extra-Curricular Sports Timetable - 15th Mar-2nd Apr

	Monday 15th Mar	Tuesday 16th Mar	Wednesday 17th Mar	Thursday 18th Mar	Friday 19th Mar
AM 7:45-8:15	Year 10 Football	Year 9 Netball	Year 10 Basketball		
PM 15:30-16:30	Year 13 Basketball	Year 12 Badminton Year 7 Netball	Year 12 Volleyball	Year 10 Football Year 8 Girls Basketball	Year 8 Volleyball
	Monday 22nd Mar	Tuesday 23rd Mar	Wednesday 24th Mar	Thursday 25th Mar	Friday 26th Mar
AM 7:45-8:15	Year 10 Football	Year 9 Indoor Football			
PM 15:30-16:30	Year 13 Basketball	Year 7 Cricket Year 8 Netball	Year 12 Badminton	Year 11 Football Year 10 Girls Basketball	Year 8 Volleyball
	Monday 29th Mar	Tuesday 30th Mar	Wednesday 31st Mar	Thursday 1st Apr	Friday 2nd Apr
AM 7:45-8:15	Year 10 Football	Year 9 Netball	Year 10 Basketball		Good Friday - Easter Holiday
PM 15:30-16:30	Year 9 Football Year 13 Basketball	Year 8 Cricket - Hard Ball Year 7 Netball	Year 7 Cricket	Year 11 Football Year 9 Girls Basketball	



Field

Sports Hall



Netball Courts



STAR STUDENTS OF THE WEEK



Star Students

Well done! The following students have reached 50 Merits.

ACR

Jude Chance

Hana Ostrowski

Emily Sirco

Daniel Malik

R&L

Ruby Unsworth

Aditya Vedamuthu

Maxim Taflaj

Macie Richardson

Jade Mensa-Bonsu

Louis Luckman

Kaden John

LPV

Jonah Blair-Hicks

Mohammad Islam

Angela Luong

Anagha Pai

Zahra Selfi

Aaron Sharma

PDH

Liam Bennett

Lewis Bryan

Berad Musou

Eloise Newton

Lenny Sault

Prachi Thapa

Henry Underhill

KJP

Theo Jeffrey

Ritadyumna Jinka

Usman Kayani

Ella Tyler





CPB

*Jonathan Balogun
Jabril Dahir
Alice Colaiacomo
Reason Paudyal
Zack Walker*



AJW

*Claudia Baker
Lydia Ciurca
Oliver Coakley
Jerzy Danilczuk*

Congratulations! The following students have reached 100 Merits.

*Mr Martin,
Director of Studies, Year 7*



ACR

*Braiden Dolan
Nimisha Chongbang
Eva Hewitt
Aashraya Karki
Dexter Matthews
Lewis Hills
Aydan Vekeria*

AJW

*Pauline Meltser
Louis Spicer*

PDH

Arian Laing

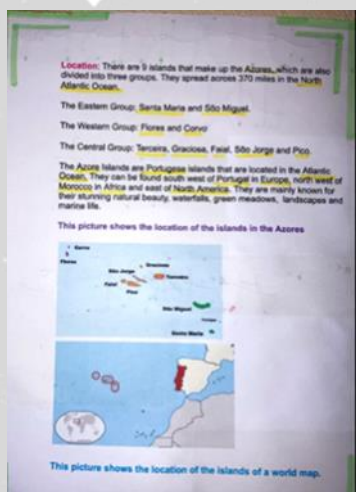
KJP

Lucas Schreiner



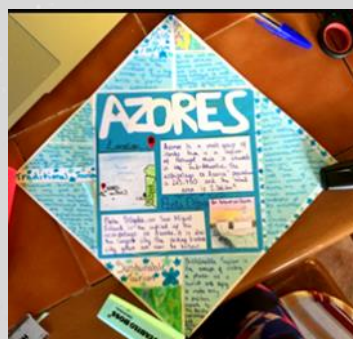
Geography Star Students

This week sees a celebration of the recent assessment that the Year 7 have completed on **Ecotourism**. Students could complete either a leaflet or newspaper article about one of three destinations, these included the Galapagos Islands, Costa Rica and The Azores. Geography students have yet again impressed the department with the effort and creativity that has gone into this work. It has been very challenging to pick just one from each class that blew us away, but we have so here are our top 7 pieces of work from Year 7.



7LPV

Zahra Selfi produced a very detailed and well-presented leaflet on The Azores, this sample page so the quality of her work. All key ideas were underlined throughout and she included images and juicy facts. A fabulous piece of work.



7PDH

Kate Rooney designed a very clever fold-out leaflet, this showed the thought that had gone into the presentation. This was also very detailed and covered all the success criteria of the assessment. An impressive piece of work.



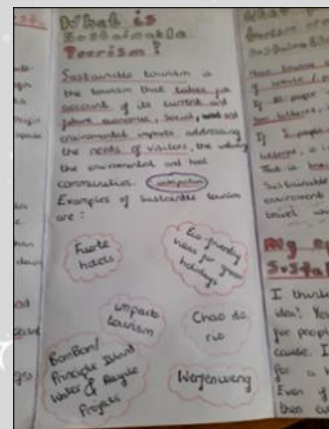
7REL

Finlay Steininger produced a very sleek and swish leaflet on ecotourism in Costa Rica. I thought this leaflet would not look out of place in a tourist information centre owing to its clean and clear design, as well as its informative nature. Well done!



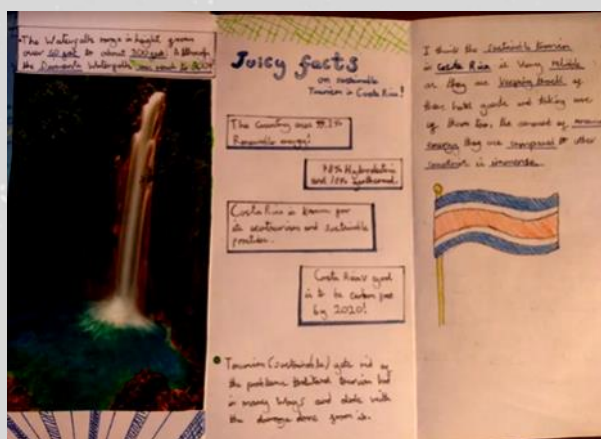
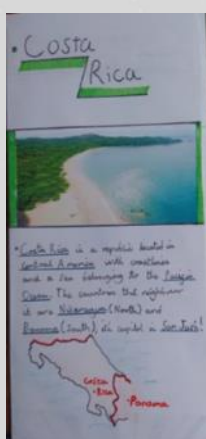
7ACR

Lewis Hills used his own experiences from a holiday in Costa Rica to produce a highlight informative leaflet on ecotourism there. In particular I liked the use of sources and specific locations where ecotourism takes place.



7KJP

Eva Wang created a detailed write up of Ecotourism in Costa Rica. Her independent research was excellent and she shows high level subject knowledge and understanding as well as an empathy that Ecotourism is sustainable both for local people and the environment. Well Done Eva and all of 7KJP.



7AJW

Lydia Ciurca created a very detailed and beautifully designed leaflet on ecotourism in Costa Rica. The presentation is very neat, attractive and carefully laid out; there is evidence of extensive independent research and the accurate hand drawn details such as the map of Costa Rica demonstrate the amount of effort invested. Well done, Lydia!



What is sustainable tourism?
Sustainable tourism is where the country does not get over-taken by tourism. The Galapagos is very smart as they only let one or two boats in the same day to keep the animals safe. They have limits to every side on how many humans are allowed in to protect the animals.



Sustainable tourism addresses the problems as only a few will see at a time and only a few people who are foreign will be in the Galapagos. This helps the marvellous creatures in the Galapagos to live long and also to live happy.



7CPB

Tom Mercer has drawn some fabulous animals that people can see when they visit The Galapagos Islands. He has also written with clear detail to explain how sustainable tourism helps to protect the wildlife of these islands. Well done Tom an impressive and creative leaflet.

STAR STUDENTS OF THE WEEK

Geography News



Quick Brain Teaser

Can you work out the rivers from these clues?

Email **Mrs Belton-Owen** with your answers, merits on offer or if you get them all right: **A SEAL OF APPROVAL!**

Well done to those students that took part last week.

- 1) What % of energy does the UK get from renewables?
- 2) Name the key greenhouse gas that is emitted by burning fossil fuels to make energy.
- 3) **True** or **False**: Australia has the world's biggest solar farm.
- 4) **True** or **False**: Used coffee pods can now be made into clothing, such as T.shirts!
- 5) Which country has the biggest wind farm in the world?

BONUS: Which country's nuclear power station was destroyed in 2011 and by what?





News items you may have missed

SUMMER TERM ONLINE

Python Coding Club



BOOK HERE: WWW.CODEKIDS.ORG.UK/BOOK

USE CODE BGSPA AT CHECKOUT TO GET 10% OFF*

Enrollment funds donated to BGSPA



*This offer expires on the 31st of March



BGS PA

Thank you parents!

With your help, BGS PA are
pleased to have approved funding
for the following:

£897 for science (3 digital waterbaths)

£800 for PE (2 exercise bikes)

£455 for SEN (software for helping to
diagnose dyslexia)

£400 for DT (start up costs for a
skateboard club)

We appreciate your support!