



the pinnacles

**ISSUE 22
JUNE 2017**

Showcasing exceptional
work by pupils from
Princethorpe College,
Crackley Hall School and
Crescent School.



WELCOME TO ISSUE 22

Having read Angela Duckworth's inspiring book *Grit*, I'd like to share with you a summary of her case study on Tom Seaver...

Tom Seaver was a famous American baseball player. His life goal was to pitch the best he possibly could and this gave meaning and structure to his everyday life. We can learn from him:

'Pitching... determines what I eat, when I go to bed, what I do when I'm awake. It determines how I spend my life when I'm not pitching. If it means I have to come to Florida and can't get tanned because I might get a burn that would keep me from throwing for a few days, then I never go shirtless in the sun... If it means I have to remind myself to pet dogs with my left hand or throw logs on the fire with my left hand, then I do that, too. If it means in winter I eat cottage cheese instead of chocolate chip cookies in order to keep my weight down, then I eat cottage cheese... Pitching is what makes me happy. I've devoted my life to it. I've made up my mind what I want to do. I'm happy when I pitch well so I only do things that help me be happy.'

Research shows that being successful in life actually has very little to do with talent. Rather, what matters is never giving up. People who are highly successful have a fierce determination, which expresses itself in two ways. First, they are extremely resilient and hardworking. Second, they have a deep sense of purpose and direction. If we are to learn from this, if we want to achieve our potential, we need a sense of purpose, a clear, well-defined life philosophy. Think of it like a compass that gives direction and meaning to all the choices you make on a daily basis.

Think of yourself like Tom Seaver.

When you are passionate about something, when you care deeply about one ultimate goal, all the small, everyday choices you make point in this direction. What you practise, how you practise, when you practise... they all have a sense of purpose and they are small steps which will eventually come together to produce excellence.

Perhaps the students who have made it into this magazine have that sense of direction. They are certainly determined and hard-working individuals and we aim to celebrate that. It is the hard work and creativity of Year 11 Art student Alys McWilliams that has come together to produce the excellent front cover this issue.

Well done Alys.

She's not the only one. There are pages and pages of excellent work in this issue from across an expanding Foundation. It's always a pleasure and a privilege to bring everything together in one place and to see the thoughtful work you have all been doing.

Well done everyone.

Thanks go to: staff at Princethorpe College; staff at Crackley Hall School (ably co-ordinated by Cat Hardwick); staff at The Crescent (ably co-ordinated by Sarah Lowe); Marketing Team Melanie Butler, Hattie Brember and Lauren Whitfield; and Debbie at Dam Design.

Letter from the Editor

See you next issue!

Helen Pascoe-Williams



EDITOR & CO-ORDINATOR OF THE DA VINCI PROGRAM



COVER BY ALYS McWILLIAMS

Essence



Courage is key



One hundred pupils and parents attended our most recent spring da Vinci lecture on innovation and entrepreneurship delivered by guest speaker Matt Isaacs.

As one of the founding partners, Matt Isaacs helped shape digital agency Essence into the company it is today. The agency manages just under \$1bn in digital media, is 650 people strong and has offices in Chicago, Delhi, London, New York, San Francisco, Seattle, Singapore, Sydney and Tokyo. Current clients include Google, HP and Financial Times. Prior to its sale to WPP in November 2015, Essence was the world's largest independent buyer of digital media. In 2012 it topped The Sunday Times Fast Track leagues for both the fastest growing technology company in the UK and also the fastest in terms of international sales growth. Matt served as the agency's Managing Partner and then Chief Executive until mid 2014 and is now Chairman. His presentation focussed on innovation and entrepreneurship, not just in business but as an approach to life...

Creativity, courage and commitment: these are Matt Isaacs' principle ingredients for achieving success. And of those, courage, he said, is the most important. Being brave and pushing yourself outside of your comfort zone.

Year 7 da Vinci student, Freya Mills, commented: 'He told us about how he started out from scratch with his business partners and the risks they took. He told us about how the company grew and what challenges and problems the company had overcome to develop into an international business with different offices all over the world. The lecture taught me how difficult it can be to establish your own business but also that anyone can be an entrepreneur if they have the courage and are prepared to take some risks. The lecture was really interesting, Matt was very inspiring and I have thought about what he said and his experiences a lot since the lecture.'

"He told us about how the company grew and what challenges and problems the company had overcome."



Freya Mills, Y7

Thank you for the inspiration Matt!

AWARD-WINNING STUDENTS

Two talented young writers from Princethorpe College have won prizes in Rugby School's annual Rupert Brooke Creative Writing Competition; a competition launched in 1987 to celebrate the centenary of the birth of Rupert Brooke, the Rugby-born poet who died in the First World War.

Inspired by *Great Expectations* but about a Nazi war criminal, Year 11 Mollie Dibb entered her original writing iGCSE coursework entitled 'Redemption' and won 2nd prize in the senior age group. Mollie is no stranger to such honours, having achieved third prize last year in the same competition.

Redemption

Heart Failure. That's what finally finished him off. The solicitor, Mr Oldham, hands me an envelope. His instantly recognizable scrawl fills me with revulsion. Twenty years have passed since I last made contact with my father. Twenty years seems a long time but the memory is still sharp of how he humiliated me when I begged him for help. Gently I feel for the contents. A single photograph spills on to the table.

What do I see?

What do I remember?

The manor...

A slanted, peeling iron gate marked the opening to the overgrown wilderness which once upon a time might have been named a garden. Shrouded in a thick mist were slouched crumbling gargoyles, pointed ivy and stunted willows. Among the decapitated vegetation lay the remains of gravestones; their inscriptions long since eroded.

As the last feeble rays of the winter sun set, the murky outline of a house came into view. This house was Deliria Manor. This was my destination.

Upon entering my attention was immediately drawn to a series of grotesque carvings surrounding a grand fire place, depicting midwinter monsters and dragon slayers. The old house whispers skeptical greetings through the rasping floorboards. Above the mantel were nailed typical grime coated muskets and blunderbusses, trophies of bygone killings.



By Mollie Dibb, Y11



Newcomer to the scene, Madoc Williams, also won second place in the junior category. The Year 7 student wrote a mystery-suspense piece about finding an unexplained document. The judges praised his work for being 'lively, clever, and well written'.

Princethorpe College Head of English, Mr Chris Kerrigan, was thrilled with the news. "To have repeated success in a competition that I know attracts many, many entries from all local schools is wonderful." The two, who have each won cash prizes, were invited to receive their honours at Rugby School earlier this term.

The Document

Shivering, I press up against the old oak door of the bricked-up house, waiting to dart off into the shadows beyond... As I wait, I hear the distant sounds of crazed voices – the killers' crazed voices – searching through the dead man's pockets. I can feel the tension rising in my frantic body as I begin to wonder what on earth they're looking for. I listen in closer. They sound stressed but they cannot find anything in the dead man's pockets. My knees tremble and my lungs tense with an enormous gulp of damp air. I realise what they're looking for and I know, I am in possession of something valuable, something to literally die for...

I have to make a move. I put one foot onto the cold alleyway when I hear yet another set of footsteps. Quickly, swiftly, quietly, I hop back into the shadows. A man walks past. His sinister, gentle voice is talking to the evil killers. Suddenly I notice a change in his tone of voice. He is angry. The killers seem scared, scared into an ocean of blood-curdling, dreadful darkness...

Just under ten minutes have gone by now and I have to make a move. The voices of men in the shadows have gone and instead have been replaced with the squeaky voices of dirty rats. Once more I reveal myself from my shadowy hiding place, the cold alleyway biting at my toes like a frostbite from hell. Cautiously, I turn around to make sure nobody is watching and scurry off into the darkness beyond. Suddenly, I stop, and think back to when I looked behind me and realise there was something very peculiar about the window...A movement? A flicker of light? A vague sound in the miserable void of silence?



Madoc Williams, Y7



PROJECTS UPDATE

Well done to students from Years 8, 9 and the Upper Sixth for completing your Project qualifications. It's not easy to sustain an independent project alongside your curriculum studies. As I said in my opening letter, excellence is a product of hard work and a clear and passionate sense of direction. This is why you have succeeded. I salute you all.

This year, Year 8 scholar Mary Lomas undertook a Level 1 Foundation Project to design and build an augmented reality sandbox. No mean feat I can tell you.

Nine da Vinci students from Year 9 undertook the Level 2 Higher Project. Charlotte Fitzpatrick, Hannah Bryer, Prajeet Prabakaran, Mia Sweeney, Grace McGrory, Holly Kennedy, Sophie Cheshire, Lauren Mason and James Gallagher have been meeting every Tuesday after school for the taught element of the qualification. Their project topics included an investigation into the impact of social media upon children, writing a ten-minute play, composing an original piece of music and evaluating whether the British government is doing enough to help refugees. All very important pursuits.

Four Sixth Formers completed their Level 3 Extended Projects. Congratulations to Alistair Robinson, James Thompson, Amy Cook and Gwyneth James. Their investigatory work spanned Artificial Intelligence, the British Navy, Astrophysics and mental health. An eclectic mix for sure. Well done everyone.

I look forward to seeing what this year's Lower Sixth students discover as they progress through the year. From September 2017 everyone in the Sixth Form will undertake a Project qualification. This will replace General Studies on the time table. We look forward to helping our students learn the art of project management. Remember, with passion, a sense of direction and hard work you will achieve your potential.

May I take this opportunity to thank the staff who mentor the Project qualifications. Special thanks to Dr People and Dr Rimmington, we are grateful for all the support you have given to the students you have mentored over the years.

Thank you.

Y8 Mary Lomas

Y9 Charlotte Fitzpatrick

Hannah Bryer

Prajeet Prabakaran

Mia Sweeney

Grace McGrory

Holly Kennedy

Sophie Cheshire

Lauren Mason

James Gallagher



U6 James Thompson

Amy Cook

Gwyneth James

Alistair Robinson

CHINA IN A BOX



Ms Baker's Year 9 Geography students were challenged with researching iconic aspects of China to extend and enhance their current country study. With the title 'China in a Box' students demonstrated excellent research skills, originality and initiative and above all creativity. Within the classroom, they were also able to explain the context of their work to their peers. A number of students achieved da Vinci awards and some of the most notable pieces of work are included here.



Jess Reardon - The Great Wall of China.

Harrison Graham, Y9

Harrison Graham - a combination of iconic Chinese landmarks and features; Terra Cotta warriors, the Great Wall and pergolas.



Matthew Wills - The Great Wall of China and contextual history.

Matthew Wills, Y9



Alex Goodfellow - Tiandu (Celestial Capital) Peak.

Alex Goodfellow, Y9



Will Crowfoot, Y9



Tom and Will Crowfoot - a combination of landmarks including the Birds Nest Stadium, Giant Pandas and the Great Wall of China.

Tom Crowfoot, Y9



Jess Reardon, Y9



Georgie Clarke - The Great Wall of China.

Georgie Clarke, Y9



IGGY

MEMORIES OF THE SHARD

Lauren Mason, Y9



Holly Kennedy, Y9



Earlier this year, IGGY (Warwick University's *International Gateway for Gifted Youth*) held a competition to write a short story, of no more than 2,500 words, on the theme of "memories". The competition was open to creative 13-18 year-olds all over the world.

Budding writers, Lauren Mason and Holly Kennedy, made the long list and were invited to attend the Awards Ceremony at The Shard in London. Fourteen-year-old Lauren says, 'My story didn't make the final shortlist of six, but IGGY invited members to read the shortlisted stories and to vote for their favourite. All of those people were put into a draw and five were selected to go to the awards ceremony. Holly and I were two of those five! We wondered if they picked us because we are very active on the IGGY debates and I have been on a committee to help IGGY make improvements. They know us quite well now'.

Year 9 writer Holly Kennedy recounts, 'Having made our way to London, we were directed to Warwick University's space on the 17th floor of the iconic building in order to meet IGGY staff and fellow IGGY members and their families. The Awards Ceremony was friendly and celebrated the fantastic achievements of all the finalists, whose stories covered topics about death and regrets, dementia and memory catchers, amongst others. This was followed by a reception where we then had the opportunity to spend more time getting to know some of the IGGY moderators and members we had been interacting with online for the past six months; it was lovely to be able to put faces to names.

It was an incredible day out and I got a lot out of the opportunity to visit the Shard and be a part of the Awards Ceremony, it has encouraged me to build on my writing skills, 'up my game' and submit another entry next year!

Princethorpe College rewards top da Vinci performers aged 13+ with free membership to IGGY, so work hard and you too could be part of this fabulous organisation.



“The heart and stomach of a king”

History teacher Mr Bucknall has put forward two lovely pieces of work on the Spanish Armada by Year 8 students Anthony Convey and Lucy Gribben. Inspired by their new knowledge, the pair devised in-depth newspaper reports on the events. Here they are...

The Spanish armada

It was July 22nd 1588 when 130 warships left Spain, they were known as the Spanish Armada and this is where it all began...



King Philip II of Spain had a thrilling 3-step plan. He wanted to gather a huge Armada of 130 ships in Spain under the command of the Duke of Medina Sidonia, sail to the Netherlands to pick up the Spanish army, led by the Duke of Parma, and then finally invade England. Was this going to work?

It was on this day that The Armada was spotted by a fast sailing boat heading for England, and this is how the news that the Spanish were coming to invade them got to England so quickly...so what actually happened?

1. The 130 Spanish ships set sail, formed in a crescent shape as this was harder for the English to attack.
2. Then, from out of the blue the Spanish ships were sighted by the English and beacons were lit along the English coast to warn people that an invasion might occur. However, the English Navy left Plymouth in order to try and chase the Spaniards for a week but they were unsuccessful and weren't able to sink a single Spanish ship.
3. The Armada stopped in Calais on Friday 6th August and waited for a few fellow Spanish soldiers to join them, but they were held back! This allowed the English to send burning ships across to the Spanish ships.
4. Sir Francis Drake filled eight old ships with straw, gunpowder, tar and barrels of pig fat and then set them alight. This was the weapon that the Spanish feared the most - fire ships.
5. The Armada panicked and left the port in ones and twos, all over the North Sea.
6. Next, the English ships attacked the Spanish fleet again at Gravelines in the Netherlands, meaning that the Spanish weren't able to pick up their remaining soldiers!
7. The Spaniards fled. They sailed north around Scotland. Unfortunately, they immediately hit bad weather on their way south and lots of the ships were wrecked off the dangerous Scottish and Irish coasts. Some soldiers tried to come inland, but they were killed.
8. Nearly every Spanish ship was damaged. The sailors starved because their food rotted and injured men died when their wounds became infected. As the ships sank, some sailors managed to stagger ashore, only to be attacked by the Scots and Irish.
9. Finally, less than half the Armada returned to Spain.



Key
Leaving Lisbon
Sailing in crescent formation
Site of battle of Gravelines
Return to Route back followed by English ships
Ships destroyed

Image of the route taken by The Spanish Armada.



Lucy Gribben, Y8

THE SPANISH ARMADA

Reporter - Anthony Convey

The Statistics

The English fleet of 130 ships was led by Sir Francis Drake and Lord Howard. The Spanish Armada of 130 ships was led by the Duke of Medina Sidonia. The English and Spanish had an equal amount of ships. The Spanish have bigger ships than the English but the English ships are faster and have superior gunpowder. The English have 20kg cannon balls made to break holes in the Spanish ships to hopefully sink them. They also have 8kg cannon balls, these cannon balls are designed to hit the Spanish soldiers.



The Battle

131 warships left Spain in July 1588 on a mission to conquer England. The Armada was spotted by a fast sailing English boat which would arrive at England before the Spanish fleet would. This meant the English would be prepared for an invasion. The Spanish ships were spotted in Cornwall on 29th of July. Beacons were lit as a warning of a possible invasion along the English coast. English ships set off from Plymouth, in pursuit up the channel chasing the Spanish Armada.



Lit beacon along the English coast



Sir Francis Drake

September 1588



Anthony Convey, Y8

THE BLOOD TREE

Mrs Baker was impressed by the sophistication of this ballad written by Year 7 student Eleanor Page. Eleanor came second in our ballad competition.

The Blood Tree

Gnarled, crooked and old
Boughs full of wounded souls
Blood-soaked wood, leaves filled
with screams
The murdering tree, so I'm told

Up there with the mountain dew
Speckled with frost and ice
There stood the blood tree,
The sapling that had life in a vice

The spiked boughs
The throats slit
The blood drank
The body hit

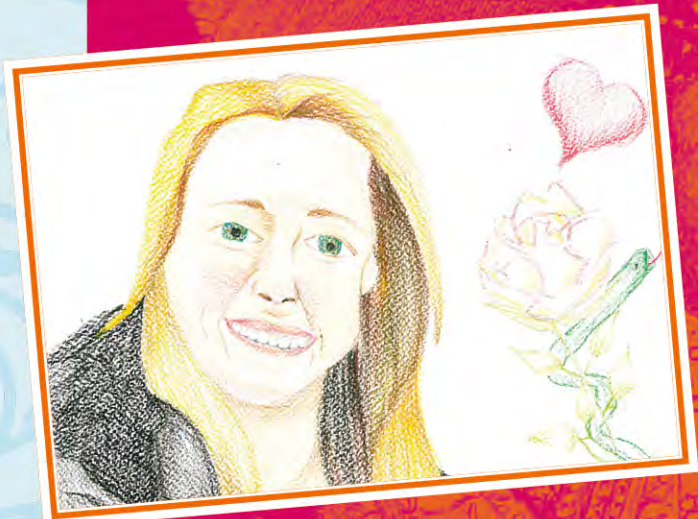


Read more...

With each victim that it took
With each crimson droplet taken
The blood tree blackened
And off a leaf was shaken



Eleanor Page, Y7



LOVING WISE AND YOUNG

For her History homework, Year 8 History student, Caitlin Mason, was asked to use Elizabethan symbolism to add a message to a portrait. Caitlin has drawn a fantastic picture and added a heart to show the person is loving, a snake to show they are wise, and a rose to show that they are young.



Caitlin Mason, Y8

BUGSY MALONE

Princethorpe's annual production certainly didn't disappoint as hit musical Buggy Malone burst onto our stage in an explosion of silly string. It was the younger students who got their chance to shine as the cast was dominated by Years 7-9 and yet talent was still in abundant supply. Directed by Mrs Newborough and rising talent Jack Hills, the performance blended the music, the comedy and the poignant moments with ease, forming a top quality piece.

Set in prohibition America, we see Buggy Malone (Bowen Kent) as an out of work boxing promoter who meets aspiring actress Blousey Brown (Elsa Isaacs) and tries to help her achieve her dreams. Both young actors showed skill and prowess in their development of their respective characters and had a great dynamic as a pair. The sheer amount of lines both had to learn is another reason to credit them as they also had to remember to deliver these in a New York accent.

Overall, the production was entertaining, heart-warming and hilariously funny, everything we had expected from the evening and more. This young cast have quite obviously got a bright future ahead of them and I can't wait to see what they'll have in store next year as I'm sure it will be just as fresh and exciting.



By Ciara Hancox, Y10



Erin Dunn-Morgan, I6

Perfectly Synchronised

Imagine running for up to five minutes while performing acrobatics, holding your breath, looking graceful, and having to keep in time to the music. This is what Lower Sixth student Erin Dunn-Morgan does in her spare time. It's called synchronised swimming and it's an incredibly strenuous and skillful sport. In fact, a test on all the Olympic sports before the London 2012 Olympic Games found synchro swimmers ranked second to long distance runners in aerobic capacity! We caught up with Erin to give us the low down...

On 5 December I competed with the Rugby Synchronised Swimming Club at the ASA National Synchronised Swimming competition. Although we have other competitions throughout the year, all of our training leads to this competition. I train three days a week and have been part of the club for around four years. This year had been difficult for my team, as we had struggled at other competitions. However because it is a team sport, we always have to encourage and support each other.

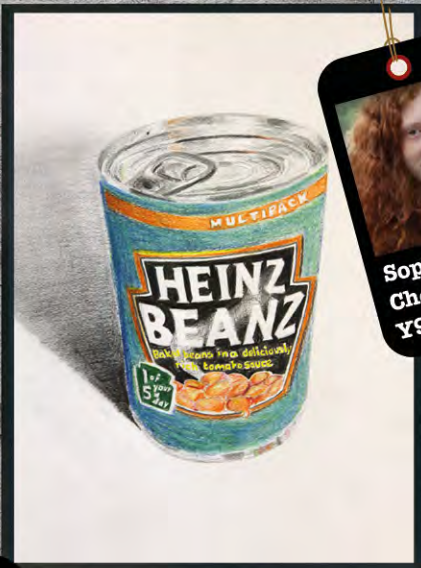


Before the competition everyone trains meticulously to make sure our routines are as good as they can be. Synchro is about presentation, execution and is extremely physically demanding. Alongside training in the pool, we have land training to develop our flexibility and strength and to practise our routine. Even though we were really nervous at the Nationals, we finished a respectable 8th place out of 16 teams that competed in our section.

Synchronised swimming is a sport that isn't really recognised like other sports, but it has helped me develop skills that are so useful, and I hope more people join their local club and get involved.

HUBBALL'S HIGHLIGHTS

Here are a few of our Head of Art's pick of the term. Sophie Cheshire produces consistently excellent artwork. As only a Year 9 student, she is definitely one to watch in the future. Charlotte Lister's piece is very difficult to execute but she has pulled it off wonderfully well. Adam Smith's piece is one of a series and will be on display in this year's Summer Art, Photography and Design Show. Absolutely exquisite work. Well done all three.



Sophie Cheshire, Y9



Charlotte Lister, Y9



Adam Smith, I6

SLAVE TRADE

This term, Year 8 History students were asked to research what life was like for slaves on plantations in the Americas during the Slave Trade. This was one section of their History topic and was the only self-taught part. Some students made booklets, powerpoints and essays. Mrs Darwood-Bredin was especially impressed by the creative way in which Harpreet Birdi, Oscar Blunsom-Washbrook and Carys Burchill chose to present their findings. Here are images of their visually engaging work.

Slaves
Life on American Plantations
By Harpreet Birdi

Work on land
The slaves were not given any money and had to work on the plantation for long hours every day. They were not allowed to leave the plantation and were punished if they did. They were also not allowed to marry and had to live in small huts on the plantation.

Living conditions
The slaves lived in small huts on the plantation. They were not allowed to leave the plantation and were punished if they did. They were also not allowed to marry and had to live in small huts on the plantation.



LIFE ON THE PLANTATIONS

LIFE ON THE PLANTATIONS
By Oscar Blunsom-Washbrook

Work on land
The slaves were not given any money and had to work on the plantation for long hours every day. They were not allowed to leave the plantation and were punished if they did. They were also not allowed to marry and had to live in small huts on the plantation.

Living conditions
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Punishments
The slaves were punished if they did not work hard enough. They were whipped and had to work longer hours. They were also not allowed to leave the plantation and were punished if they did.



Great English work



Having studied a range of fiction texts exploring revenge and perfect crimes, James Walker wrote this response to 'Lamb to the Slaughter' by Roald Dahl. His teacher, Mrs Baker, was very impressed with James' creativity. Well done James!



Amelie Friess wrote this response in the Year 7 writing exam. Executed in only 35 minutes, Amelie is definitely one to watch!

Revenge

In a remote fishing village in County Galway, two boys from neighbouring families, enjoyed an idyllic childhood. They were great friends and went through their school career together. Patrick O'Brien and Connor Murray were the sons of fishermen. They were as much at home out at sea, as they were on land. Patrick grew up to inherit his uncle's boat yard, building fishing trawlers. Connor however was simply a humble fisherman who braved the wild Atlantic every day to fish for mackerel and seabass.

One wild, stormy night, tired and wet Connor found his friend Patrick working late at his boat yard. Patrick was excited and bragged to his friend that he was about to patent a prototype for a fast solar powered fishing boat that would make his fortune. He showed Connor the plans and having carelessly popped them back in the drawer, invited Connor to his house for a late night drink. He would trust Connor with his life.

The two friends downed a bottle of whisky together, as Patrick got more and more drunk the secrets spilled out like oily fish from a bucket. Patrick did not notice that Connor was drinking only apple juice. Half way through the second bottle Patrick lay drunk on the floor. Connor locked the house, removed the keys and drove back to the boat yard where he found the plans, rolled them up and secreted them in an old oil skin bag. Taking the tapes out of the CCTV cameras he set light to them with a match. In anger he poured petrol on the flames and escaped with the secret plans. The old boat yard was burnt to ash.

Face to Face

Hiss, clunk. The door had opened. After spending what I thought was days in this white, windowless room, the door had opened again. It had all started when I woke up a few days ago. I wasn't in my bedroom, I was here. Alone. Scared. I had tried to regulate my sleeping patterns, I had tried to control what was happening, but I couldn't. I was trapped. For days I was like a defenceless hostage. Yet now, the door had opened.

My first instinct was to lunge for it, to run, but I had no idea what was on the other side. I crawled back into the corner.

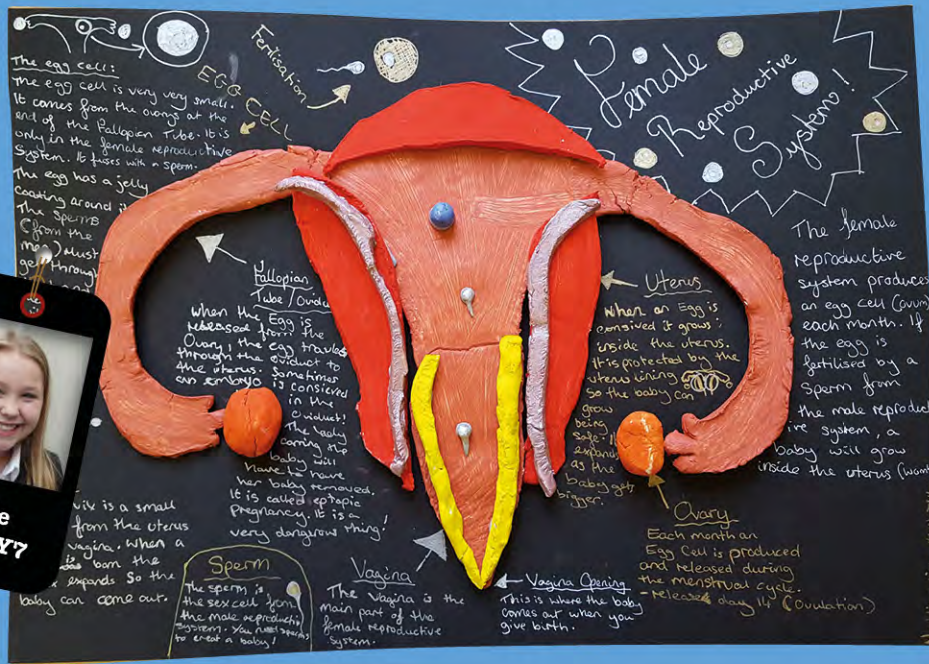
Clack, clack, clack, clack. A tapping disturbed my thoughts. It seemed to be getting closer. Painfully, I sat there, waiting. Clack, clack, clack, clack. The door was a wild predator, I felt like I was the prey, waiting for it to pounce. The hairs on my skin bristled and stood on end. Clack, clack, clack, clack. Silence. It was only then I realised my eyes were screwed shut. I opened them.

I wish I hadn't. Before me stood the most hideous creature I'd ever seen. It was tall and thin, with large dark eyes that pierced you with their glare. Its head was round, with a flat face apart from a triangular point in the middle. It only seemed to have fur on its head, but tightly pulled against the scalp, with a contraption that looked like to paws made out of shiny plastic. It stood up with only two feet that seemed to have two long pieces of smooth material growing out of them, which made it taller. It had a strange hairless body, and was only wearing a piece of white fur, (but less fluffy). It began to walk to towards me, its features becoming more vividly grotesque with each step.



THE MIRACLE OF LIFE

As part of the Year 7 science unit on reproductive systems, students were asked to make a model of either the male or female reproductive systems. This project by Maddie Wilde was awarded a da Vinci merit for her amazing detail. **Great work Maddie!**



Seeing in Colour

Mrs Smith's Year 8 students were set the following task in Science:

Benjamin is an actor playing the role of Joseph in 'Joseph and his Amazing Technicoloured Dreamcoat.' The coat he wears is quite spectacular, with many different different colours of fabric within it.

The lighting manager does not want all the colours to be revealed all at once as this is to be the big show stopper at the end of the song. Using your understanding of how we see coloured objects, describe how the lighting manager, using coloured lighting can reveal the coloured parts of his coat in this order:



The lighting manager has only got red, green and blue spotlights. He wants all the other parts of the coat to appear black apart from at the end.

Here are Daniel Hatfield's and Harpreet Birdi's deserving responses.

ROUTES INTO LANGUAGES



Routes into Languages West Midlands and the Goethe-Institut invited pupils from all across the region to attend a German Cultural Event at Aston University in Birmingham on Wednesday 25 January 2017 and lucky group of Princethorpe GCSE German students were lucky enough to send.

The afternoon featured native German speakers who delivered language and culture workshops and mini-lectures to small groups of pupils. They then designed their own posters and presented what they had learned to an audience of about 100 pupils and their teachers at the end of the event (all in German!). A representative from the Goethe-Institut was in attendance to judge the winning group.

Jack Neal comments, 'This memorable day provided insight into German culture and the rich language of the nation and its neighbouring countries. It helped to build confidence, team building and communication skills. It was a successful day and highly enjoyable for all Princethorpe students involved'.

Top picture: Participants from left to right: Lauren Mason, Charlotte Fitzpatrick, Maddie Glasspool, Grace McGrory, Mia Sweeney, Alex Rejali, Prajeet Prabakaran and Jack Neale, (front: Jesus Fuster and Hugo Petry)

Bottom picture: Our five proud winners: Hugo Petry, Prajeet Prabakaran, Mia Sweeney, Jack Neale and Alex Rejali.



Daniel Hatfield 8XM

To show the red part of the Coat turn on the Red because it reflects it.

To show the yellow part on the Coat turn on the Red and green lights, as that is reflected when a white light is shone onto it.

To show the blue part of the coat turn on the blue light or if you...

Specific Coat

Daniel Hatfield, Y8

Harpreet Birdi 8XM

Seeing in Colour

The secondary colours (made by other colours)

The primary colours (make other colours)

Red + Green = Yellow

Red + Blue = Magenta

Green + Blue = Cyan

Red + Green + Blue = White

Red + Green + Blue = Black

Harpreet Birdi, Y8

Amplifying Old and New

Earlier this term, Year 8 Design Technology students were set the task of investigating an area of design inspiration (design movements, vintage radios, 1980's tech) and to use this to inspire the casing design for an amplifier for their mobile phones; the opportunity to mix the old with the new!

Stanley Brooklebank, Theopane Dufour and Pablo Scopes were presented a da Vinci award for the manufacture of their products and supporting design work. As well as performing at the highest level in the module, these students worked independently outside of the lessons. Theo used CAD and the 3D printer to grab 1st prize in the recent 3D printed Christmas decoration competition. Stanley is part of the College's FTC robotics team, which have just competed in the FTC European regional finals in Eindhoven in the Netherlands in May. Pablo is part of one of VEQ IQ Robotics teams hoping to represent the College for the second year running at the national finals to be held at the Big Bang at the NEC later this term.

Fabulous work boys! We look forward to hearing about how you get on.



Theopane Dufour, Y8



Stanley Brooklebank, Y8



Pablo Scopes, Y8

DRESS A GIRL AROUND THE WORLD

Dress a Girl Around the World is a campaign which dreams of a world in which every girl has at least one new dress. Bringing dignity to women around the world since 2006, they want girls to know that they are worthy of respect, and that they are loved by God.

Here at Princethorpe College, Year 10 textile students have designed and made girls' dresses to help realise this dream and will be sending them off with the help of their teachers Mrs Sellars and Mrs Sharpe. What a fabulous project. Well done everyone.

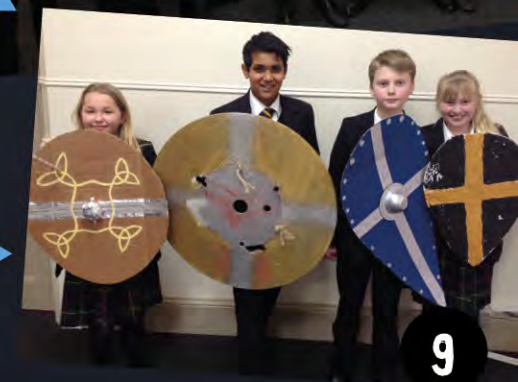


Breaking Barriers

Year 7 History lessons are never anything other than exciting. This term students were asked to make Saxon shields so that they could recreate the Battle of Hastings of 1066. The formation of a Shield Wall was an important tactic used by the Saxon Army to defend their position. It was incredibly difficult to break down with methods of warfare at the time. In making the shields, the students got to see how strong the Shield Wall could be and how difficult it would be to break down. As a result, this helped them to understand the tactics used by William the Conqueror to break down the Shield Wall and win the Battle of Hastings. Here are a few hand-picked favourites from their teacher Mr Bucknall.



Left to right: Dylan Boote, William Butler, Eleanor Page, Eve Farquharson, Jasmin Rose and Charlotte Paybody.



Left to right: Madeleine Wilde, Vishnu Kalia, Edward Moon and Freya Mills.



The first day back after a half-term can sometimes be a struggle but this lucky Foundation pupils swapped Monday's lessons for a mission-critical 'Rendezvous with a Comet' challenge to save planet Earth at the National Space Centre, Leicester on Monday 27 February.

Relishing the opportunity to demonstrate their problem solving skills, pupils were briefed by Space Centre Commanders Will and Charlie before coordinating their efforts to build and launch the probe that would save the Data Officers as well as being part of the Isolation, Medical and Remote Teams. During the Year 6, 7 and 8 pupils to test their ability to work under pressure. They had to communicate effectively, plot accurate coordinates, swap data, test chemicals, identify gases and colour spectrums. Phew!

A particularly memorable moment was when the voice of Princethorpe pupil Izzy Dardis could be heard communicating the test results of leaves, when all around everyone else was in a panic at being just one minute away from total annihilation of the Earth and in desperate need of the coordinates to launch the probe and save our planet!

After a heroes' welcome, the teams returned to Mission Control safely. Da Vinci Co-ordinator and Scholars' Mentor, Mrs Pascoe-Williams said, "This was an excellent day. Although the fifth time that we have taken pupils to the Space Centre, it was the first time together with pupils from Princethorpe, Crackley and Crescent and the atmosphere was fantastic. As ever, I was astounded by the boundless enthusiasm of our astronauts' capacity for high-level cross-curricula learning. Accompanying members of staff, Mr Cowlishaw, Mr Harris and Mrs Lowe were extremely impressed by how industriously every student worked from start to finish; everyone was totally engaged at all times.'

Year 7 student Keira MacRae commented, 'We were expecting a day trekking around a museum; little did we know we would be going on a journey into space! We worked as a team and were ultimately successful in saving our planet. We had a fabulous day!'

The mission-critical trip ended with a film in the 3D planetarium and that all-important visit to the gift shop to purchase some souvenirs to remind everyone of their journey into space.



Foundation Pupils First Cross-School Space Mission



Overall this trip might change my ambition for the future. I think I might be going to the space centre pretty soon!

NIRMAY PATEL

Whenever someone asks me "how was the trip?" in one simple word I answer them with "AMAZING!". As soon as we arrived there was a space rocket that sounded like it was about to actually take off! (But it didn't.)

ALEX ASHTON

I enjoyed the whole journey but my favourite part was the astronauts doing a dance at the end of the film! Thanks to Mrs Lowe and the Princethorpe Foundation for organising the trip.

ED THOMAS

What all of us were actually working towards, was launching a probe and knocking an incoming comet, which was going to hit the Earth, off course. We were successful!

I thoroughly enjoyed the trip and would recommend going there. It's an experience that I'm not likely to forget!

KRUPA PATEL

My favourite part was the mission to stop the comet hitting the earth, especially when I was in the rocket, although I really enjoyed the whole day.

EMMA SARKIES

ELITE SPORTS PROGRAMME

Earlier this year 19 of our Elite Sports Programme pupils headed north to Loughborough University for an opportunity to see first-hand the technology and training available to Loughborough students (and their sporting heroes!).

Ranked as one of the UK's top universities for its teaching, facilities and student satisfaction, Loughborough is also renowned worldwide for its sporting prowess. Our Elite Sports pupils' visit kicked off with an introduction to the variety of sports on offer and the levels at which budding-athletes could compete.

L6 student Izzy Powell commented, "The introduction set us up perfectly for the campus tour. We got to visit the gym and see where athletes such as Mo Farah do their own fitness testing in labs which are specifically adapted with different heat and altitude conditions. Moving on to the gymnastics centre, we were let loose on the spring bound floor, which was great fun! A little reluctantly, we left here and headed out to the Swimming Centre, taking in the Rugby and Hockey pitches and finished our tour at the Netball Centre. Here we caught the England Netball Team finishing a training session so that was a good end to our morning."

After lunch, the group was split into two, one undergoing a simple (yet at points painful!) fitness testing and the other experiencing a taster of what a degree such as Sports Psychology might entail. Both groups had the opportunity to learn and experience what GB athletes, and students alike, can do at Loughborough.

Izzy concluded, "Although many of our group didn't have university choices at the forefront of their minds, the day in itself was a great experience!"



LOUGHBOROUGH
SPORT



INNOVATION DEVELOPMENT



Last year, Key Stage 3 students Lauren Mason, Caitlin McBride, Caitlin Conmy and Ben Scares successfully applied to the Junior Academy (of The New York Academy of

Sciences) and, since September, have taken part in a variety of challenging STEM projects.

The Junior Academy is an elite group of problem solvers made up of talented students, STEM experts, and companies around the world dedicated to designing innovative solutions to global challenges. Each year, they invite top performing high school students aged 13–18 to join. Successful applicants gain lifelong access to exclusive educational opportunities, STEM mentors, and a remarkable global STEM network through *Launchpad*, a virtual collaboration platform. Students develop advanced research, innovation, and collaboration skills with best-in-class learning resources and leverage these skills to compete in 70-day challenges sponsored by industry-leading companies.

Applications for the Junior Academy are now open for 2017 (deadline 30 June 2017). The program is completely free. If you are aged 13-18, passionate about STEM and think you have what it takes, check out the web page for more information: <http://thejunioracademy.org>



WARM-WEATHER ANYONE? YES PLEASE!

I have been a member of Rugby and Northampton Athletics Club for four years. This Easter I was lucky enough to be invited to go to Portugal for a warm-weather training camp.

I was one of 16 athletes accompanied by four coaches to go to the Alfamar Beach and Sport Resort at Albufeira, and as the name suggests the sports facilities were amazing. On site there was a full size running track, an indoor heated pool and an outdoor cold pool (used for torture after hard training sessions), a jacuzzi and sauna, masses of clay tennis courts, an astro and grass football pitch, along with a custom-built sand trail run. The hotel was on the beach which was also used for running sessions. There was a separate throws area.

Also at the Sports Resort were athletics clubs from Russia, Hungary, Kenya, Holland, Sweden, Germany and Iceland, and tennis players from France and the rest of Europe, mainly adults, but some incredible young kids.

Each day we had two training sessions, each lasting just over two hours, and all in 25 degrees of heat!

Overall I had a great week and would thoroughly recommend the experience to anyone else who is given the opportunity.



2017 BERLIN



GREG BOWLER, L6, C6CK, DAY 1:

Upon our arrival in Berlin, we were greeted by sunny skies and warm air, a far cry from the cold damp air of home left behind. From the airport, it was a short train journey into Berlin, after which we arrived at a station a short walk from our hostel. Located in Kreuzberg, our accommodation was situated in the culture-hub of the city. The early flight had meant we would get the most out of the day, and after depositing our bags there, we ventured back out...

ELLA FRIESS, L6, C6PH, DAY 2:

We were lucky enough to visit some incredibly interesting museums while we were in Germany: one being the Stasi Museum. Back when the wall divided West and East Germany, the East was under very heavy control and observation by their government. The Stasi secretly observed the citizens of East Germany to make sure they all stayed in line and didn't try to rebel. The museum itself was housed within the old Stasi headquarters and we got to see all the equipment they used and how it was organised...

WILL STONE, L6, C6CK, DAY 3:

We stopped for lunch at a stall in Prenzlauer Berg for a famous Berlin Currywurst, which promisingly did not disappoint. At lunch, we had all worked out the surprise that Frau Großer had arranged for us, as we were eating right beside it. The surprise was a bike tour throughout Berlin explaining the history of the Berlin Wall and visiting sites where world-changing events occurred; some of the information, which of course was all in German, would not commonly be found anywhere. We were lucky that our tour guide, Basti, revealed some of Berlin's best-kept secrets...

ALEX DARKES, ASSISTANT HEAD:

In my thirty-eight years at Princethorpe, I can't remember a nicer school trip: superb organisation with a fascinating itinerary prepared by Frau Großer, coupled with spending four days with some of the nicest people on the planet! It was really uplifting to see everyone being interested, engaging and practising their German. And the highlight for me was definitely the bike tour – all in German – which challenged both my language skills and my fitness!"



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