

The Coulsdon Chronicle

'Excellence through rigour, resilience and passion'

Editor's Thoughts: Keira Grierson

Over the last few months, the Coulsdon Chronicle has been very excited to oversee busy Academy life and exciting new events.

I am pleased to say we are finally up and running!

One on one interviews with teachers, extra celebratory events (like the European Day of Languages), bake off and an insight into school outings and activities are only a few articles you can read about here.

We hope you enjoy this edition of our school's newspaper and hope to keep you up to date with events at the Academy, within the UK and worldwide!



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The Coulsdon Chronicle

'Excellence through rigour, resilience and passion'

By Daisy Simms

OUR COMEBACK FROM COVID

A new beginning

A few months ago it was all over. Nine million children in England put on their uniforms, which most of them had not worn since December 2020, and headed back to school. Nine million mothers or fathers will heave a sigh of relief at no longer having their Zoom calls interrupted by having to help their children with work or attempting to home-school. Nearly 500,000 teachers will close the laptops (on which they have been communicating with students on Zoom, Teams and google classroom, etc) and prepare to meet their students again.

How do you think we did settling back in to learning?

Ms Green says- "I think that we should all be really proud of ourselves... as a whole school we did amazing!"

Many students said that they found home learning really difficult as they were used to a routine. A year 8 student said- "It's great to be back and we caught up on a lot of learning; it was a very smooth transition."

On a whole, everyone has come back with a great mindset and is thriving!

In a way, its not over

Coronavirus has disrupted education largely by stopping it in its tracks for two extended periods. That break has given all of us — teachers, parents, carers and students— space to wonder if getting back to normal should really be the goal, or whether there's some improved version of normality that we should be aiming for instead.

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By Lydia Stark

Year 9 - Residential Trip

On the morning of the 30th of September, many year nines grabbed their bags and suitcases and headed off for an exciting residential trip. This trip consisted of 5 main activities and took place on the 30th to the 1st of October! The activities included were trapeze, Jacob's ladder, giant swing, zip wire and archery. I have asked a year nine student to inform me about what happened on this trip.

Pupils arrived from between 6:00 to 6:45 where unfortunately the coaches came slightly late but when they eventually arrived (which wouldn't have been long) the ride to the destination took about 2 hours. When year nine arrived, they were given time to settle into their rooms and prepare for their first activity. After this, the pupils would be separated into groups of about 12, these would be the groups they did the activities with.

Zip wire ~

In this next activity, students made their way up a tower and then, once equipped with harnesses and a helmet, held onto a rope and were either allowed to jump off, step off or be pushed off the tower and zip wire across to a pylon. There would be no platform on the other side though so the student would just gradually lose momentum and then would be let down from the zip wire when in the centre of it.

Archery ~

In this activity, pupils were taught how to hold bows, fire arrows and retrieve arrows from a target. The way they were taught how to retrieve arrows was to put your hand next to the target and holding on the arrow with it between your middle and ring finger and then with your other hand, pull it out. This ensures safety when retrieving an arrow. After this they were tested on what they had learnt by firing arrows at a target. They were taught how to hold the bow correctly by pulling back on the string as far as they could with three fingers. The arrow was attached to the string so that they didn't have to hold it



Giant Swing ~

The giant swing was one of the most fun activities according to year nine students! Pupils would be strapped to a metal bar (this would be the 'swing') with their harnesses which they would be wearing around their waist and hips and around their chest. The rest of their team members would hoist them up by pulling on a rope attached to the swing. When high enough, you would pull on a red string behind you and that would enable the swing. The first members of the team wouldn't be told about this at first though and when told to pull the string, not knowing what happen, they did and where scared when they swooped down very suddenly!

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Jacob's ladder ~

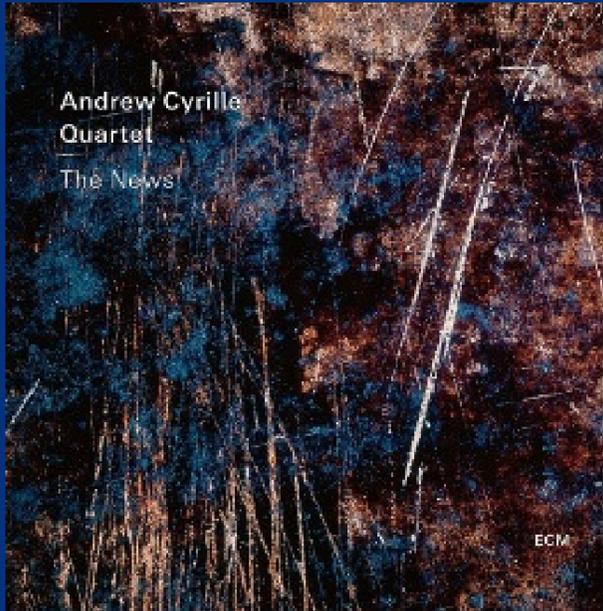
Two tall poles would stand with a long, horizontal bar at the top, connecting those two to make it into an arch. Vertical ropes hung down from the top where large logs lay across them, in a ladder formation. As you got closer to the top, the logs would be spaced further apart. As a student would climb these, other members of their group would pull ropes that were connected to the climbing pupils harness and this would get rid of the slack in the rope. This would ensure that the student was safe when climbing. Once at the top, you would jump off and because of the tightened ropes, you would fall safely!



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By Nicolas Deeks



Andrew Cyrille Quartet – The News Review

I'm going to go ahead and assume that a vast majority of you reading are not large fans of jazz music, and to be fair, I'm not either for the most part. However, when I saw the glowing reviews that this new album was getting, I was somewhat intrigued. So, I gave it a listen, and I was pleasantly surprised as to how the quartet utilised their own instruments and each other's to create such a soundscape.

The News is composed of 8 tracks over 53 minutes, all of which are over 5 minutes long and one of which ("Leaving East of Java") is nearly 9 minutes long. The quartet itself is composed of Cyrille himself on drums, Bill Frisell on guitar, David Virelles on piano & synth, and Ben Street on double bass.

The album begins with "Mountain", a range of sprawling sounds that come together to form what can be described as a hopeful and reflective opener, almost like someone standing at the top of a mountain and marvelling at how far they have come.

Following this is "Leaving East of Java", a mostly downbeat and mellow piece with some brief sparks of energy tucked inside certain parts of its 9-minute runtime. Tracks 3 and 4, "Go Happy Lucky" and "The News" respectively, are quite at odds with one another: the former has more of a contained and controlled yet jolly feel, while the latter is like the first track in its sprawling nature; in fact, it's even more uncontrolled than its predecessor.

"Incienso", the following track, is more of a subdued song, with a simple rhythm accompanied by spread out piano chords and strings.

"Baby", track 6 of the album, gives off (to me, at least) the feeling of floating in a faraway tranquil place, and "Dance of the Nuances", while despondent in tone, is somehow able to feel like a completely fluid piece of music.

The final track, "With You in Mind", begins with a minute-long spoken section from Cyrille, before launching into a romantic track to end off the album.

While its runtime of 53 minutes may seem too long for such an album, I believe it's absolutely worth the time with such rich and beautiful musical quality across all its 8 tracks.

Score: 8.9/10

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By Archie Prescott

School Affairs: European Day of Languages – Archie Prescott (Year 7)

Every year in September, European Day of Languages takes place. This day is designed to celebrate over 20 different languages that are spoken across the European continent.

European Day of Languages at Oasis this year, was an interactive day of fun! You could eat cake, take part in a massive game of Kahoot and read in a different language! Read on below to find out the details of this spectacular event...

THE EUROPEAN BAKE OFF

The European Bake off was a battle for who would win top cake! Students from all years across the Academy submitted entries which were either decorated to represent different European countries or were tasty examples of traditional national foods. The competition was tight with excellent cakes which represented the multicultural school and family that Oasis is. The winner for KS3 was Hannah Garwood in Year 7 and the KS4 winner was Emma Sheehan in Year 10. An honourable mention also goes to Alfie Ward and Jamie Jesson-Harris. The Coulsdon Chronicle congratulates both these worthy winners and all those who entered.

This outstanding event raised £153.50 for good causes. Well done to all who took part.



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THE GRAND KAHOOT

At lunchtime on Thursday 23rd September the Agora was a hive of activity as 95 players took part in The Grand Kahoot hosted by Mrs Maddocks and Mrs McDermott. This event was an intense quiz which tested players' knowledge of European languages with varied questions ranging from those about French and Spanish to questions on the Czech Republic and Poland to name a few! At the halfway point, Daisy Turner in Year 8 was taking the lead, but Callum Thompson in Year 10 Raced to victory at the final hurdle. Well done to all who took part.

READING COMPETITION

Every year group was challenged by the Languages team to learn to read a set poem or piece of text in a foreign language (French, Spanish or German). The competition took place the week of the 27th September, with students performing and reading their pieces in front of Ms Maddocks, Ms Salvador, Ms Rivaldi and Ms McGeekie. Winners for KS3 included: Preet Thethi and Leah Dereji. Additionally, other winners were: Gabriela Propov and Daisy Turner (German).

Aylena Jaiswara took 2nd place, and Harry McLean took 3rd place in the KS3 Competitions.

For KS4, all of the contestants were in Year 11. In first place we have Kaya McAlpin. In 2nd place we have Upasna Patel, and lastly we have Christina Kosse-Ochom. A great time was had by all!

We don't know about you, but The Coulsdon Chronicle is certainly looking forward to celebrating the next European Day of Languages in 2022!

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By Alfie Kingett

What is Bullying?

Bullying is when a person seeks to harm intimidate or dishearten someone. This is usually done by a person in a position of power or authority. Bullying in the modern world can be seen in school, in workplaces and even as far as day to day life. Bullying is always a negative experience, however if dealt with correctly, a person may come out stronger than they were before and also find strengths they didn't know they already had. Roughly three million people are bullied at school. This number is tremendously large and is at a steady increase by the millions a day. The worst part about these figures is that bullying is technically illegal in the U.K, however a lot of reports of bullying are either not taken seriously, or are not reported, making the attempt to tackle this crime very difficult.

Different Forms Of Bullying

Bullying has many different forms and can be done in a multitude of ways. The two most common forms of bullying are cyber bullying and physical bullying. Physical bullying can be broken down into many different forms of bullying... these include: physical, verbal, sexual, prejudicial and relentless aggression. Each form of bullying has its own effects however some may have relations to another form for instance physical bullying may link into sexual or prejudicial bullying. A lot of these forms of bullying speak for themselves with physical meaning someone is getting physically hurt while verbal is where comments inflict damage mentally. Many people will not have heard of relentless aggression. Relentless aggression is very sneaky and insidious. This type of bullying goes unnoticed quite a lot of the time. This form of bullying is the emotional manipulation of a victim's mind and usually happens in friendship groups with one person being teased, insulted, ignored, excluded or threatened. This form of bullying can be a mix of all the types of physical bullying and nearly always leads to a victim having mental and physical scarring. Many bullies that commit this almost always do it to ostracise a victim from a group and break their self-confidence by sabotaging the victims social status to boost their own.

Effects Of Bullying

The effects of bullying all vary on what form is used, physical bullying will leave more physical scars while verbal may leave more mental scarring: it all depends on a number of variables. These variables being the bully, the victim, the victim's instincts, (fight or flight) good Samaritans and followers. These are all important and play huge roles in the effects of bullying cases. Cases which are stopped early can lead to less physical/mental scarring however if left untreated, can lead to depression, anxiety PTSD and in worst cases suicide. These are all horrible and can leave lasting effects on families. Another effect of bullying, is that it can influence people's behaviour. Sociologist Peter Woods confirmed this theory when he looked at a report from Dannemora prison. The warden refused to let a prisoner out for a specific purpose due to him believing that the prisoner was too dangerous and was a 'monster'. The prisoner, hearing this, began acting more like a monster, therefore this evidence backs the previous point that if a person is influenced by someone or something, they can become the image portrayed. To simplify this there is the quote, "if a person defines a situation as real they become real in their consequences".

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How We Can Tell If Someone Is Being Bullied?

We can tell if someone is being bullied by a drastic change in behaviour. The victim may become quiet, more anxious and withdrawn, have physical marks or display certain body language. A lot of these are very difficult to see as a victim may wear a façade around people so you will have to look at their body language. Additionally, pay attention to their voice. If their voice changes and becomes fearful and anxious, then something could be wrong. Lend a supportive ear and take note of any changes in a person’s behaviour, attitudes and interests.

How We Can Deal With Bullying?

Bullying can be dealt with in a number of different ways, however senior figures all recommend that a responsible adult be told immediately. This allows clubs, schools and other adults to be aware of the situation and attempt to deal with it in an organised way. If out of fear you do not want to tell an adult, then tell a close friend. That friend should report it to an adult and who will be able to deal with the situation. If the victim is feeling brave enough, they should try to distance themselves from the bully and report the bullying themselves. Equally, help can be found at the NSPCC website, the National Bullying Helpline and Childline.

The Aftermath Of Bullying

The aftermath of bullying can be a rocky road. It all depends on the severity of the bullying and how long it went on for. People who are bullied for a small amount of time statistically recover better than those who have been bullied for a long period of time. People may require a lot of support to get back on their feet with many people who have been bullied seeking therapists and psychologists, while others move straight on. We as people need to be aware of this due to it happening in our society every day. This becomes more evident in this statement “Society is a dialectic phenomenon in that it is a human product and nothing but a human product that continuously acts back upon its producer. Society is a product of man, it has no activity and consciousness there can be no society apart from man.” This quote explains to us that society is of our own creation and we constantly influence how it acts. We want society to improve for the better and not the worse so we need to stop bullying to then stop the corruption of our society. To do this we need to tackle all bullying cases as you would an abuse claim. In this form, the cases are dealt with quicker, people begin to learn consequences of their actions and society as a whole can benefit.



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By Theo Winkley

TEACHER INTERVIEW : MR CALVO

• **What was the first thing you ever designed and made?**

The first product that I ever designed and made was a cheeseboard, when I was in Year 8. At the time my parents loved eating cheese and biscuits and as a surprise I spoke to my teacher and asked them if I could make a cheeseboard in the lunchtime club.

• **Why did you become a teacher?**

At secondary school I have always loved sharing my skills with the other students especially when I had a making skill that could help them out with the projects that they were making. When I went to a Year 10 parents evening the Head of Design Technology suggested to my parents the idea that I should become a teacher and from that day the seed was sewn.

• **What is the best bit about being a resistant materials teacher?**

I love seeing the students coming into the workshops and having a great lesson where they work safely and succeed in what they are creating. This year has just been fantastic to see my KS4 groups producing outstanding work of amazing quality. The highlight so far is now seeing our KS3 students back in the workshops and learning about workshop safety developing their skills with hand and power tools.

• **If you weren't a resistant materials teacher what subject would you teach?**

In the school over the last 32 years I have had the pleasure of teaching a wide range of subjects ranging from Maths, Geography, History, Art, Photography, Food Tech and Business Studies. I have had the opportunity to work with some amazing teams of teachers and to be honest they have all been great as it has given me the opportunity to learn new topics and information which I can be able to share with the students.

• **What's your favourite part of your subject to teach?**

I love teaching all aspects of Design Technology, but my passion has to be when I am working in the workshops with timber. I love the creativity of working with the material and have often been seen having a good smell of the timber, especially after sanding it on the belt sander.

• **What do you do to relax outside of school?**

Outside school I love working in the garden and I use every opportunity to be outside in the fresh air. I love taking the dogs and family out for walks especially just after it has snowed.

• **Do you design things at home as a hobby as well as teaching it in school?**

I love building products at home especially objects for the garden like benches and garden furniture.

• **Have you had any past jobs related to the subject you teach now?**

Given the time that I have worked at the academy I have only had one place of work. While I was studying at college, I had an amazing job working in a men's clothing shop along the Kings Road in Chelsea, London, where I suppose I developed by passion for smart clothing. I had the amazing opportunity to meet some incredible people from all around the world.

• **Is there anything in the past a student has made you wish you could take home?**

There are many products that I often think that would look fantastic in the garden but what I love to see is when a student says to me "Sir, would it be possible for me to take my work home?" For me, this is one of the best rewards that I can have as a teacher and that is to see that a student, so proud of what they have made, would love to show it to their family and to display it at home.

• **What do you think the school should invest in next in your department?**

Over the last few years, we have increased our usage of laser cutting and 3D printing technology. This is an area that is constantly changing and developing and to support this we would like to see a review of the ICT design packages that we are using.

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By Hannah Garwood

PM STATES THAT ALL THE UK'S ELECTRICITY WILL COME FROM CLEAN SOURCES BY 2035

On the 5th of October 2021, Boris Johnson said to reporters in Manchester, that he had set a goal for changing the way the UK gets its electricity. He announced, "the target could be achieved through advances in wind power and other renewable sources." This change to renewable energy is one of the government's efforts to cut carbon emissions to 78% by the year 2035.

But, some Green Groups say that the UK is behind schedule if they want to successfully accomplish this extravagant target.

Johnson's commitment came ahead of the COP26 conference (the conference of the parties) – a global United Nations summit in Glasgow.

When he spoke to reporters, the Prime Minister stated that, "We can get to complete clean energy production by 2035."

He went on to say, "We can do for our entire energy production by 2035 what we're doing with internal combustion engine vehicles by 2030," in a reference to a ban being put in place to stop people selling petrol and diesel powered cars.

The PM's move to reduce the UK's energy dependence, will stop the need of shipped energy from overseas.

Can UK Meet The 2035 Target?

In declaring an end to fossil fuel electricity, Boris Johnson follows the advice of his Climate Change Committee. They say that it is important to reduce emissions to almost zero across the economy by the year 2050. Attaining the 2035 goal, is not an easy task as there is limited money available.

Offshore winds are thought to be a major renewable source.



A recent analysis revealed that the UK's renewables' growth is at its slowest since the year 2010.

Earlier in 2021, the National grid said that Great Britain's electricity system had been the greenest it had ever been on Easter Bank Holiday Monday. The sunny and windy weather on this day led to a surge in renewable sources with low carbon energy sources making up 80% of Britain.

However, despite the increased use of renewable energy sources, some environmental groups have warned that the government will not be able to do enough to meet its climate goals.

Last month, the Green Alliance stated, "that unless the net-zero strategy met the scale of the challenge... the UK will be headed into Glasgow with little to show by way of progress on cutting its emissions in this crucial decade."

The 'Think Tank', which is a group of people with specialist knowledge on climate change, encouraged the government to reduce the use of high carbon materials such as steel and cement; to stop airport expansion and produce a strategy to insulate houses.

The 'Think Tank' also praised the Department for Transport, saying it was half way to meeting its target, largely because of plans to electrify vehicles.

Whilst the government are still working on ways to change the UK to clean sources, there will be a lot to do to be ready by the year 2035.

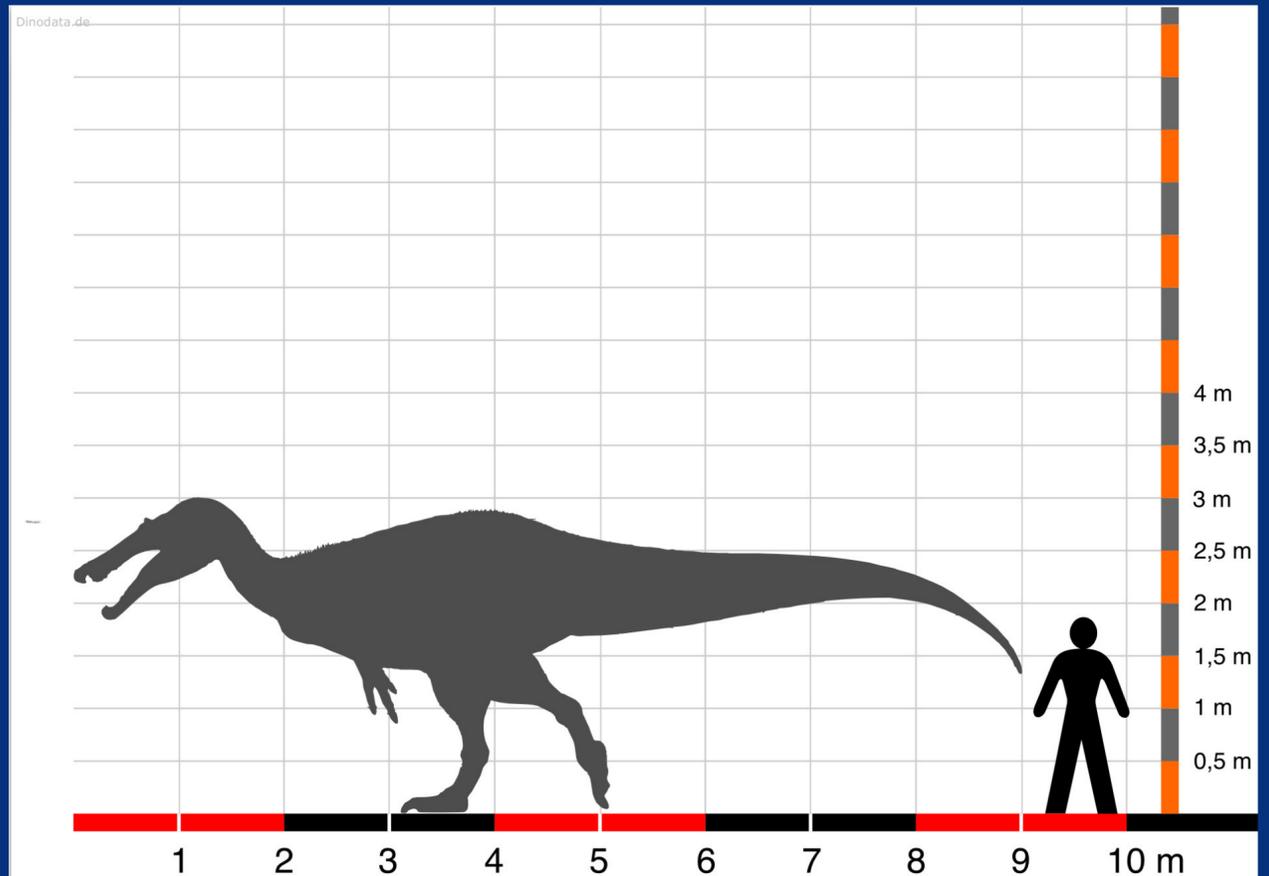
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By Rufus Warne

DINO DISCOVERY!

Two new dinosaurs were found near Brightstone, Isle of Wight, with around 50 bones that had been appearing over several years. These dinosaurs are believed to have roamed England in the Cretaceous period around 125 million years ago.



Palaeontologists have finally been able to unearth fossils of two new carnivorous dinosaurs named the "Ceratosuchops inferodios", translating to "horned crocodile-faced hell heron". Nick-named the "hell heron", after the fact that their hunting pattern is similar to a more fearsome version of the bird known as a heron, they are also referred to as "Riparvenator milnerae", translating to "Milner's riverbank hunter" in honour of the labour of the late British palaeontologist Angela Milner. Belonging to the spinosaurid family, they are believed to be 9 meters tall (29ft) and around two meters taller than the Tyrannosaurus Rex and 1 meter long (3ft).

The discovery shows insights into how the Spinosauridae family of dinosaurs made a transition from land dwelling to semi-aquatic predators. The Spinosauridae bones were the first of its kind found since 1983.