

## UAH Students Bake at Home

UAH Students have been busy baking from home during the National Lock down.

Here are some pictures from the students of their amazing final products.



**Andrew Sullivan (Y11) -  
Bacon Beef Burgers & Cottage Pie**



**Brooke Sallabanks (Y11)**

**Chocolate Gateaux**

**Jasmin Hughes (Y10)**

**Dauphinoise Potatoes**



**Libby Furnell  
(Y9)**

**Chocolate  
Brownies**

**Samuel von  
Haartman  
(Y11)**

**Pavlova**



## 3D Pancake Challenge

**Mrs Mason has set her Year 9 students a pancake challenge for this weeks VLE lesson.**

One of the students, Alessia Santucci, has created this masterpiece.

Mrs Mason is blown away by the effort in which Alessia has made with her 3D Taco pancakes. She has creatively coloured her pancakes and cut and shaped them into individual pieces to make them look just like a real Taco!

Well done Alessia!



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Well done to **all** UAH students for working extremely hard this term.

Each subject department has nominated one person who they think have worked exceptionally well via home learning. Each of the students nominated will receive 5 house points.

## French

Mrs Nunhuck's 8b/Fr2 Class

*"Well done to my 8b/Fr2 class who have worked extremely hard this term"*

## JOINERY

Joe Rous – Year 10

*"Joe makes an excellent effort in engaging with MST lessons and always completes his work to a very high standard"* – Mr Elsom

## History

Ellouise Gregory – Year 7

*"Ellouise is consistently enthusiastic about history lessons and she is always working exceedingly hard"*

Miss Marsters

## Child Care

Elise Brown – Year 12

*"Elise shows outstanding dedication to her work and goes above and beyond by independently carrying out her own research to ensure her assignments are completed to a high standard"* – Mrs Bacon

## IT

Jess Stancer – Year 8

*"Jess has shown an excellent commitment and enthusiasm towards her IT studies. She continually comments in the MST lessons and shares her ideas with the rest of the group"* – Mr Porter

## SCIENCE

Elizabeth Morris-Sampson – Year 9

*"Elizabeth is a passionate scientist that cares about her chemistry and goes above and beyond to ensure her understanding of the topics"* – Mrs Pattinson

## Art

Hollie Crunkhorn – Year 12

*"Hollie continuously works hard and ensures that she is up to date with all deadlines"* – Mr Ruskin

## Politics

Benjamin Harcourt-Sharpe – Year 12

*"Benjamin has been a consistently engaged participant in the class throughout all online learning. Well done!"* – Mr Sandison

## PLUMBING

Level 2: Luis Hammocks

*"Luis continuously puts effort into his learning and engagement with his online lessons. He always completes work to a high standard to develop his plumbing knowledge"* – Mr Howard

## French

Mia Wilson – Year 9

*"Mia has continuously produced work of a very high standard and has participated well in all live lessons. Her class notes have also been of a very high quality"* – Mrs Nunhuck

## Textiles

George Mastin – Year 7

*"George is very enthusiastic about textiles and he always completes his own independent research over and above set tasks. George has an excellent work ethic"* – Miss Dowell

## Sociology

Emma Dawes – Year 13

*"Emma has engaged really well with all online lessons, and she has been really on the ball with submitting her work early and taking on board any feedback to help her to improve her work"* – Mr Sandison

## PE

Core PE  
Chloe Biggadike – Year 7

*"Chloe has completed all home workout tasks set out on the Lesson board and is completing her own fitness challenge, which includes walking 6km in under an hour! – A tremendous effort, well done Chloe!"*  
– Mr Wilson

## Drama

Florence Southon – Year 9

*"Florence is always hardworking during drama lessons, and she always adds lots of interesting comments and ideas"* – Miss Graper

## GRAPHICS

Kyra Clover-Dawson – Year 8

*"Kyra provides an excellent quality of work being sent in for assessment on a weekly basis and always makes good contributions to MST lessons"* – Miss Hallam



## Maths

Callum Fenwick – Year 8

*"Callum completes all his maths work to a very high standard with excellent presentation – well done Callum!" – Mr Williams*

## PE

GCSE PE  
Neive Corry – Year 11

*"Neive has had excellent attendance for GCSE MST Lessons and has contribute well both verbally and through the chat function whilst doing some brilliant work." – Mr Wilson*

## Music

Charlotte Almey – Year 8

*"Charlotte is always keen in lessons and answers lots of questions too! She has been doing a lot of practice of her Ukulele and always attends Y8 Music Club on a Tuesday Lunch, via MST" – Miss Graper*

## Hair & Beauty

Megan Gratton - Year 10

*"Megan has engaged 100% on our MST lesson each week and participates in all activities whilst encouraging others in the group who are less confident." – Mrs Matthews-Bedford*

## Food

Gracie Mae Elgie – Year 10

*"Gracie Mae has completed all written work to an excellent standard and is submitted promptly after each lesson. The practical skills she has demonstrated at home have been outstanding and it has been brilliant to see" – Mrs Murphy*

## PLUMBING

Level 1: Oliver Baxter

*"Oliver has attended all online lessons, producing work to a very good standard. Oliver is always engaged in his learning, bringing life into the sessions, whilst showing a positive attitude towards learning, despite the current barriers" – Mr Brighton*

## MOTOR VEHICLE

Alex Moskalenko & Marko Kamenarski – Year 9

*"Both Alex & Marko always complete their work to a high standard and are consistently participating in their MST lessons. Well done to you both!" – Mr Goodale*

## Health &

## Social Care

Jade Bailey – Year 11

*"Jade works very hard on all tasks set and actively engages in all MST lessons. Jade is a very good student" – Mrs Eccott*

## Law

Patty Kokocha – Year 13

*"Patty is always hard working, conscientious and dedicated" – Miss Allen*

## SPANISH

George Beba – Year 11

*"Well done to George for attending all lessons and completing all of his work to a very high standard" – Mrs Nunhuck*

## Hospitality & Catering

Jay Waldron – Year 11

*"Jay has consistently logged onto MST lessons weekly, and continues to email work to Mrs Mason. Alongside this, he has practiced dishes for his practical exam at home and sent in images of his work, which look delicious! He is working so hard in the current situation and should be proud of his efforts" – Mrs Mason*

## Geography

Holly Matthews – Year 9

*"Holly has attended every Geography lesson so far and has made contribution to these lessons. Her work is always sent in for marking and she is always trying her best" – Miss Hunt*

## BUSINESS

Natasha Hanson – Year 12

*"Natasha has been fully engaged and participated in all MST lessons – well done Natasha" – Business Team*

## SCIENCE

Charles Ingham – Year 13 Biology

*"Charles has shown a brilliant work ethic and attitude attending all MST lessons" – Mrs Pattinson*

## English

Daniel Clark – Year 9

*"Daniel attends all MST lessons and has submitted all of the work to me including work from the VLE, he takes part verbally in every lesson, leads the group in reading aloud in MST lessons and is always willing to take a role/answer or try to answer a question" – Dr Milne*

## ELECTRICAL

Joshua Parker – Year 9

*"Joshua is always the first to submit his work to me and it is always to an outstanding standard too" – Mr Andrews*

## Meet the Teacher

Question	Response
Name	Mrs Rate
What is your place of birth?	Manchester
What is your job role/title in school?	English Teacher
What are your hobbies and interests outside of school?	Reading detective novels, swimming and going for long walks on the beach.
What GCSE subjects did you do at school?	English Language, English Literature, Mathematics, Physics, Chemistry, Geography, History, French and German.
Who was your most inspirational teacher at school and why?	My A-Level Geography teacher, Mrs Briers. She really brought the subject to life and was always very supportive.
Describe yourself in 3 words	Optimistic, friendly and loyal.
What is your favourite memory from when you were at school?	Going on a school trip to France when I was in Y7. It was a brilliant experience!
Who would you like to meet from history and why?	Amelia Earhart because it would be great to talk to her about her amazing accomplishments in aviation.
What is your favourite country you have travelled to and why?	Ibiza. Sitting at Café Del Mar watching the sun go down is an unforgettable experience.
What advice would you give to your younger self?	If you want to do something then just go for it.
What is your ambition?	To win the lottery (I can but dream!)

## UAH Remembrance Day

**University Academy Holbeach held a number of events to commemorate Remembrance Day on 11th November.**

Pupils who attend cadets were invited to attend school in their cadet uniform and, during the two minutes silence, they gathered to stand to attention at the entrance to the school. They were joined by a member of the Royal British Legion, Mr Alan Sheppard, who had contacted the school to ask if he could help raise the profile of Remembrance with our pupils.

A PowerPoint presentation was designed to show pupils about the history and importance of the Poppy Appeal and the whole school took part in the 2 minutes silence. At the start of this, Year 12 pupil, Pawel Nieweglowski, performed an incredibly moving rendition of The Last Post on cornet and this was later followed by Reveille. This was all streamed to the whole school, including some of the pupils who were at home, but accessing lessons through Microsoft Teams.

Members of the Year 10 choir (socially distanced) also recorded a song with the theme of remembrance and this was played to Mr Sheppard. Miss Paige, the principal, was accompanied by two Year 11 pupils in cadet uniform, to lay a wreath at the town's war memorial. We are hopeful that the link between the Royal British Legion and the school will continue and we are hoping to plan something bigger for next year.

Jessica Burrows and Shannon Genovese went to the cenotaph with Miss Paige to lay a poppy wreath.



**Cadets: Year 11:** Myles Wicks, George Freeman **Year 10:** Emily Jamieson, Wayne Pereira, Lex Caley, Emma Daly **Year 9:** Finlay Coleman, Noah Parr & Kiera McKimm  
**Choir:** Gracie Mae Elgie, Olivia Rowell, Chloe Hibbert, Sadie Groom  
**Musician:** Pawel Nieweglowski



## Bringing Shakespeare into the classroom at UAH

**Key Stage 3 pupils have been studying Shakespeare in their English lessons last term.**

Year 7 have been studying the play 'Much Ado About Nothing' and Year 8 'Macbeth'. As part of this term's learning, Year 7 and 8 have had Shakespeare performed live into their classrooms courtesy of The Globe Players.

Year 7 watched 'The Play's The Thing', which was an introduction into Shakespeare and featured short performances from a range of his plays such as 'A Midsummer Night's Dream,' 'Twelfth Night' and 'Romeo and Juliet'.

Year 8 were provided with a performance of 'Macbeth' in order to complement their studies of this Shakespearean tragedy.

*"Whilst we can't have visitors into school at the minute, it was great to be able to bring Shakespeare into the classroom via these live shows" - Mrs Rate,*



UAH would like to thank David Smith from DLS Engineering Ltd of Lutton Marsh, Spalding, for providing us with engineering materials to enhance the learning of our engineering students. Hopefully the next generation of Engineering students!

## Christmas with Performing Arts



Above: Year 10 Choir: Immi Cooper, Rhianna Stock and Isabelle Rudman

**Last term, UAH Students took part in a series of productions and events to celebrate Christmas and get into the festive spirit.**

Year 7 students had a virtual Christingle service in which they completed various activities related to Christingle, learning about it and the charity, *The Children's Society*, listened to music performed by the Year 7 ensembles and took time to think about others with the visual aid of a class Christingle! Each tutor group was based in their classroom, with the musicians streaming from the school hall.

The Performing Arts Department spent 4 days rehearsing and filming performances for the Virtual Christmas Concert, which is available to watch now on the school website. All music pieces performed had a festive theme and the ensembles included Ukulele Orchestras, Boomwhacker groups, Djembe drumming, Snare Drum Corp, a chamber ensemble and various choirs.

The pupils worked exceedingly well and produced some outstanding performances, despite having to cope with social distancing and all of the ensembles being in bubbles.

It is great to think that friends and relatives from around the globe can this year have enjoyed a bit of the UAH festive season.

Year 9 and 10 GCSE Drama classes were treated to an online performance of *A Christmas Carol*, starting Andrew Lincoln, from The Old Vic Theatre in London. It was a mesmerising production, which really exploited the virtual nature of the performances.

Year 9 Drama students also rehearsed and performed a short Christmas play, which involved them all playing infant school and children getting ready for a performance of the Nativity.

### Get in Touch...

Do you have anything to add to our Newsletter? Do you know of a student who has helped the community?

Let us know via email:  
[newsletter@uah.org.uk](mailto:newsletter@uah.org.uk)

## English in Action

**Year 12 English Literature A-Level Students write about an event in which they have recently taken part in.**

In A-Level English Literature, we are currently studying 'Aspects of Tragedy' through a wide range of texts from the genre, including William Shakespeare's *Othello*, Arthur Miller's *Death of a Salesman* and Thomas Hardy's *Tess of the d'Urbervilles*. On Monday 23<sup>rd</sup> November, as part of our studies, Mrs Seymour and Mrs Payne very kindly allowed Year 12 and Year 13 Literature students to participate in a live seminar hosted by Crowdcast in which analysts, authors, professors and directors of tragedy provided their views and ideas on the subject. They have each provided us with a new perspective on the genre and, with their advice on how to approach exam-style questions, have enhanced our understanding of tragedy conventions within the course, making our experience studying English Literature at A-Level all the more interesting and enjoyable.

The first lecture was given by Professor Simon Avery from the University of Westminster, who explained where key concepts and conventions of tragedy originated and how they have developed over time. He also applied these concepts to some of the texts we are studying. We were able to learn more about the concepts developed by philosophers like Aristotle, including the tragic protagonist, their fatal flaws, and how their eventual deaths contribute to the drama. Additionally, we also participated in a discussion hosted by actor and director Nick Hutchinson, who provided us with an actor's perspective on the tragic genre. Hutchinson's ideas have enhanced our understanding of how different audiences would have responded to them, which is a crucial aspect of our course. Both discussions were of great help to our understanding of tragedy and we will take what both lecturers have said into consideration as we continue our studies in the subject.

Context is another fundamental part of our English course. Lecturer Neil Bowen took us through the contexts and social settings of some of the texts we are studying. He spoke about how, in particular, the female characters were hindered by their society's views on women, race and status within each text. He also provided his views on texts that are not included in our course such as F. Scott Fitzgerald's *The Great Gatsby*, which has given us a wider understanding of the contexts of different time periods. We found Bowen's lecture both interesting and insightful, and we are grateful that he has given us a different perspective on historical social contexts, which has enhanced our understanding of the course overall. An outstandingly useful seminar-the examination session-was led by host Jennifer Webb, who gave us helpful advice on how to approach exam questions. From time management to language usage, Jenny provided us with advice on the skills necessary to obtain higher grades, and bring out the best in our ability. We were reminded of the need to plan, to judiciously select and use quotations, to concentrate on the question we are given and to also consider the audience's views on the events in a text. The critical points that Jenny suggested will remain with us as we continue to further analyse texts, providing us with a stronger and more confident approach as we near our exams.

Altogether, this was an amazing experience put together by the English department and the Crowdcast team, and we are extremely grateful for the effort they have put in to organising the event. Although it would have been a pleasure to have experienced this in person, under the circumstances of the coronavirus pandemic, the day was structured and delivered very well. Each speaker gave their input on different topics including the conventions of tragedy, poetry in tragedy, tragedy throughout the ages and the plays from the actors' points of view. These topics have increased our understanding of tragedy and will be of tremendous help to us in our A-Level studies. This was a fantastic, motivational experience and we would recommend this to anyone who gets the chance to participate next year.

**Written by Mikey Baxter, Lydia Depear, Alicia French and Jasmin Slator**

## Careers at UAH

### CALLING ALL FORMER STUDENTS

If you're a former student of University Academy Holbeach and George Farmer Language and Technology College, we want to hear from you!

Your experiences since leaving could help to motivate and inspire our current students to feel more confident in making decisions about their future. We'd love you to join our alumni network and stay connected with the school.

We've partnered with the national education charity **Future First**, who specialise in helping schools like ours to stay connected with their former students.

You can choose how and when you help – perhaps you can act as a career and education role model, provide work experience, become a mentor in person or online, or help with donations, fundraising or even apply to become a governor.

It doesn't matter when you left us, whether you're in further education or employment, whether you still live nearby or have moved further away, there are still ways you can help.

*"I'm delighted we will now be working with Future First and South Holland District Council to develop a thriving alumni network. The confidence, learning and support former pupils can bring to current students will be invaluable and will make the transition from school to higher education or work so much easier."*

**Sheila Page, Principal**

In order to sign up, just follow this link and fill in the online form – we promise it will only take a couple of minutes.

<https://networks.futurefirst.org.uk/signup/universityholbeach>



## Schools Poetry Competition

Lincoln University has launched a new poetry competition to inspire children and young people to use their imagination and get creative.

Dame Carol Ann Duffy is helping to launch the Schools Poetry Competition after hosting a talk and poetry reading for over 500 children nationally.

Budding poets from the UK and around the world are invited to submit their poems to the competition on the theme of the Covid-19 pandemic. Poets are encouraged to freely express their interpretations and experiences of the pandemic and lockdown.

Submitted poems can take any format: sonnet, haiku, couplet, or free verse. They can be narrative or epic and of any length although the maximum number of words permitted is 500 (not including the title).

Prizes: Signed Dame Carol Ann Duffy book and a £100 Amazon voucher.

Poets are encouraged to submit their entries by email to [competitions@lincoln.ac.uk](mailto:competitions@lincoln.ac.uk).

The competition is now open and will close on **Monday 1 March 2021**.

### Year 7 & 8 Students Book Buzz

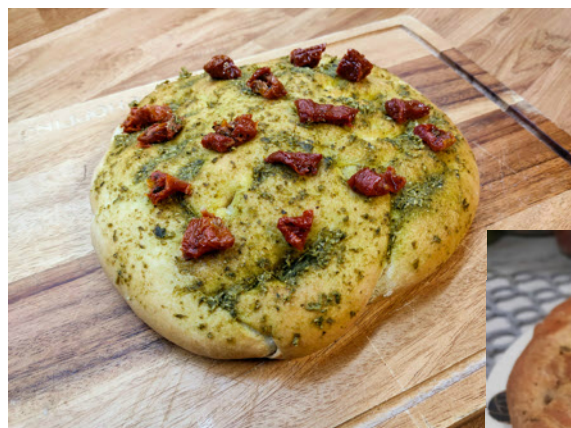


Year 7 & 8 Students received their free books via the Book Buzz Scheme.

Above (Year 7) Left to right: *Reuben Pack, Daniel Barlow, Amelia Wagner-Pearce, Maddi Towell, Logan Peacher and Chloe Wright.*



## UAH Students bake Focaccia Bread



Year 9 Hospitality & Catering students have been working extremely hard and have made some delicious looking dishes from home, including focaccia bread.

Above are some examples of the hard work students have been creating from home.

## Tin of Beans Challenge

### Information Part 1 of Challenge:

Locked down students across the country have been showing off their creative talents with some highly inventive entries to a special fine dining competition.

This competition is being run as a fun way to challenge students' creative skills whilst using only basic ingredients that are easily accessible to all students at this time.

### THE RESULTS!



### NOW IT'S UAH'S TURN!

Using a tin of beans and two slices of toast, consider how you could use them in a dish and present the food in a creative, appetising and appealing way (think how a posh restaurant would use them).

Email your creation to: [clare.murphy@uah.org.uk](mailto:clare.murphy@uah.org.uk)

Don't like beans? Choose a tin of spaghetti.

SAVE YOUR TIN! Please keep your empty tin. Wash it out and dry it. You will need it part 2 which will be in the next issue of the UAH Newsletter.

## Rotary Shoebox Scheme

*"Spreading a Little Happiness"*

**UAH Students supported the Rotary Shoebox Appeal back in December 2020.**

Year 7 Students filled a total of 49 shoe boxes filled with gifts suitable for a range of different aged children from babies to teenagers. These boxes were distributed to families in Moldova, Romania and Ukraine.

*"In a year that has been filled with so much negativity, Year 7 students were keen to spread a little happiness this winter and end this year on a hugely positive note"* - **Vice Principal, Miss Allen**



Image:  
<https://www.rotaryshoebox.org/>



## Meet the Year 8 Team

### Mr Jesson: Year 8 Learning Co-ordinator

"I am Mr Jesson, the Learning Co-ordinator (Boss) of Year 8! I joined UAH way back in September 2004 as a PE Teacher when it was George Farmer Technology College. After a year I became a Learning Co-ordinator for Key Stage 4. This is my first year as a Learning Co-ordinator in Key Stage 3 and am happy with the change and the team that I work with – we complement each other well in a number of ways.

I am married with two children – Dawn, my wife works as a Primary School Teacher and Callum (14) and Zara (12) go to The Deepings School. As a family we love all sports – Zara especially gym and dance and Callum football, cricket and now golf. Callum was once a mascot for Manchester United for the FA Cup Final. My favourite sports are golf, football and skiing. As a family we also love travelling and camping in France"

### Mrs Hogan: Year 8 Assistant Learning Co-ordinator

"I'm Mrs Hogan and I am one of the Assistant Learning coordinators, but I also teach many of you for History. I have been teaching for 14 years and I think it's the best job in the world! You can usually find me in the Year 8 office with Mrs Rush and Mr Jesson. Outside of school I have two girls who are 3 and 9 and they keep me very busy! When I get some time to myself (not very often) then I love to do Judo, I have a brown belt"

### Mrs Rush: Year 8 Assistant Learning Co-ordinator

"I'm Mrs Rush, I am Assistant Learning-Coordinator for Year 8 and I've been teaching PE at the Academy for the past 9 years. I enjoy being part of the Year 8 team and you can find me in the year 8 office (with a cup of tea in hand) if you want a chat! My 1 year-old daughter occupies my time outside of school, we like reading books, dancing, going for walks together and watching Thomas the Tank Engine. I enjoy playing netball and watching the football- I'm always happy if Scunthorpe United get a win"

## A message from the Year 8 Team

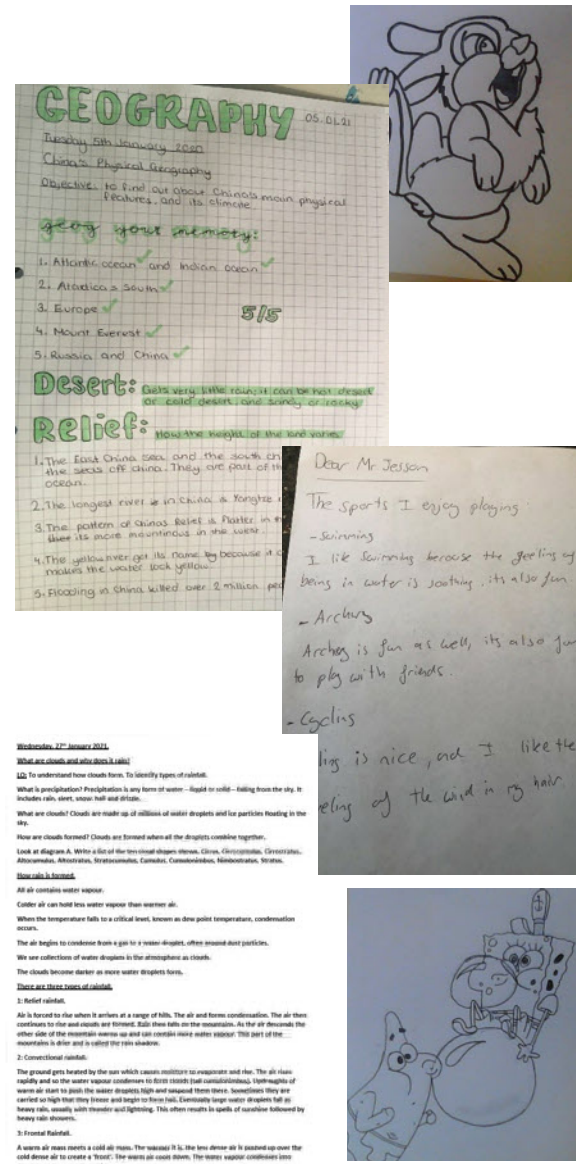
"I would just like to say a massive well done to the Year 8 pupils who have been engaging in their lessons during this remote learning period. It has been a difficult time for all and is a very surreal situation. Not only has this academic year taken its toll on some of the pupils, but Year 8 were also impacted on last year when they started their education at a secondary level. We have been making regular contact with parents, carers and guardians during this time offering support where we can. Should you require further support please do get in touch. The recent introduction of the Tuesday and Thursday tutor period will hopefully help pupils to interact with their peers and members of staff. We have been pleased with the attendance of these and I would personally like to thank my team of tutors for their contributions.

Mrs Rush, Mrs Hogan and myself have been pleased to see the evidence of work sent in by many pupils. You can see a snapshot of just a few pieces of work that has been completed at home, including work from Geography, Food, PE, English, French and Science to name a few. It is hoped that pupils will continue to send in evidence of their work.

Whilst accessing work on the VLE and taking part in MST live lessons is important, I do need to emphasise the need of pupils to get active. Sat in front of a screen all day can be challenging, so following government guidelines, pupils can meet with one person for some exercise once a day. So arrange to meet a friend or go for a walk as a family to get some fresh air during your lunch hour or at the end of the school day. It has been nice to see the dark nights gradually draw out! As a family, with my wife and children, we have been exercising following different people on Instagram (TrainWright; PMac-Fitness; ZeroGravity Pilates), playing family games on a weekend or attempting to get out of an Online Locked Room.

Finally, we cannot wait to see you all back in school – keep working hard, but more importantly stay safe.

**The Year 8 Team"**



# Year 8 Students Discuss Home Learning



"Hi, I am Jess, a year 8 student from UAH, and I am here to talk to you about home learning. Not only has 2021 been a disappointing change to education which has made us face many challenges along the way. To speak on behalf of the other students, we have been given the challenge of remote learning.

I know peers have many perspectives and feelings towards education in general and online learning, but I really love school in general at home or in school. I love to learn and develop new skills. School is my happy place, where is yours? Yet, I can tell you, I haven't found it a piece of cake. I have struggled at times with internet issues and not being in a classroom situation.

Although, if you needed a break, I would recommend reading a book. I love to read, you can escape the real world in a fantasy that uncover itself as you turn the page. I would suggest reading the Harry Potter series (for an adventure) and When Stars Are Scattered (for reality of two boys that live on a Kenyan refugee camp. Also, you could try; sewing, writing, netball and art. I love all of these hobbies and I find them very fun!

Although, I believe you can persevere through this, remember, your friends are only a call or a text away. Always think positively, amongst other things, and have a great mind set and you become more motivated. Also, try your hardest because it will pay off! Most importantly, have fun and smile.

Thank you for reading, have a lovely rest of your day" – Jess Stancer, 8H

"I have found remote learning difficult because it is harder to understand when you are not with a teacher. I have managed fine with the work, but it isn't the same as being at school. I have really enjoyed science and IT! I have also learnt that I can motivate and organise myself better than I thought. When I am not learning, I like to watch YouTube and play on games. I have also started playing space crusaders with my dad and my brother.

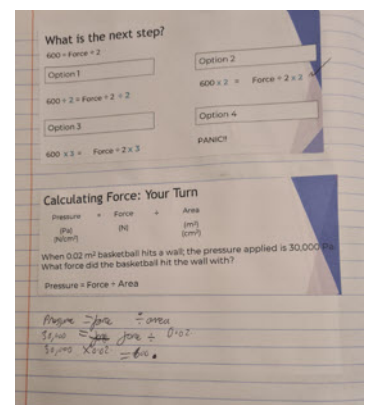
I have missed my friends the most, but I do ring them to keep in touch! I would say to other students, don't give up! It's almost half term!!" – Jack Atkinson, 8D

"I have found online lessons quite interesting because it is like a new way of working. Sometimes, I prefer online learning as I have no interruptions, but I do also like being at school too as you get to socialise with your friends and teachers, which I miss in a classroom.

It hasn't been too bad for me as I go to key worker school, so I get to interact with some of the teachers and students. Being at school during the pandemic has made me go out of my comfort zone and talk to people who I wouldn't normally talk to. Through the pandemic, I have learnt new ways to do art, like resin and Indian ink art. I have also tried to improve my French by spending 20 minutes a week on an app called Duolingo, which I recommend as it is quite a fun activity if you are bored at home" – Jasmine Lyon, 8E

"I have found remote learning tough as it has been hard to engage in the learning at the start of the year, but after a week or so, I have found it much easier compared to at the beginning. To take my mind off the stress of school, I like to watch movies, play video games or even do some baking! The thing which I have missed the most is hanging out with my friends, even if it was for the 20 minute break as that would give me enough time to recharge and get ready for my next lesson.

If I had to give one piece of advice to someone struggling with online lessons, it would be to get away from all distractions as your house is riddled with them! From your phone to your TV, to your pet or your annoying sibling, put yourself in a room with no distractions, get a cup of tea and just get your lessons over with!" – Harry Fiddler, 8G





# Half Term Activities

## UAH Random Acts of Kindness week

Monday February 15 <sup>th</sup>	Friday February 20 <sup>th</sup>
Tuesday February 16 <sup>th</sup>	Saturday February 21 <sup>st</sup>
Wednesday February 17 <sup>th</sup>	Sunday February 22 <sup>nd</sup>
Thursday February 18 <sup>th</sup>	Review your weeks good deeds

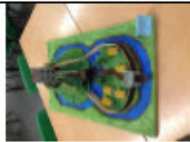
Half Term Challenge: is to carry out, at least ONE Random Act of Kindness, each day. This is a tutor group competition, good luck !!

- Hold a door open when someone in your house is carrying something or 'just because'.
- Offer to make someone a drink.
- Wash-up or load/empty the dishwasher.
- Spend some quality time with your pet (if you have one).
- Give someone a compliment.
- Say good night to people and smile before you go to bed.
- Tidy up an area or room of the house, without being asked to.
- Help your younger brother or sister with their homework.
- Help someone else with their jobs around the house.
- Organise your clothes you no longer wear and bag them up ready to donate to charity.
- Check on an elderly neighbour.
- Check up on someone who you don't normally speak to.
- Be kind to someone who may be feeling sad.
- Hug a member of your household.
- Call a relative or friend and ask how they are.
- Spend some time with your sibling and play a game together.
- With parents' permission, write a letter for an older person who is isolated, shielding.
- Bake something yummy for your household.

**Bonus: Complete the rest of the month carrying out daily acts of kindness ☺**

**Some ideas of random acts of kindness – make sure you check with a parent, that you are allowed to do some of them, please.**

If you have the materials make a model of something historical. It could be what you have studied in class or from a period of history that interests you. It could be a place, building, artefact, person, item of clothing, anything!



A variant on making a model – if you have the ingredients make an accurate historical model out of food. Here is a chocolate cake WW1 trench.



We are living through historic times. In the 1660's Samuel Pepys kept a diary which has become very famous. Try keeping your own diary recording life in your home, online school and the news.



Create a document from history. It could be an actual document you recreate or make up a letter, diary or poster in the style of a famous historical character. Get busy with a damp tea bag and age the page (before writing on it).



Design and make a historical board game and then play it with your family. It could be Spanish Armada Snakes and Ladders or Henry VIII and his 6 Wives. Cluedo, anything you want based on history. It could even be a different game, what about Kings and Queens skittles or a game of historical bingo?

When you go on your allotted daily exercise with an adult look for the history around you and make a historical trail. Look for buildings and objects from different historical periods such as churches, old telephone boxes or post boxes with GR on the front (what does that mean?). You can produce a written guide, a map, poster or leaflet. Try to give some information about each feature.



This might sound a bit gruesome, but whilst you are out with an adult on your daily exercise pop into a graveyard. Take time to look at the information on the stones and set yourself a challenge; find a birth/death from every decade in a century, find the oldest grave, do the grave stones most ornate? Are there any soldiers or war graves, maybe a war memorial? Record what you find.



## Here are 14 historical activities that will help you cut down on your screen time. Get creative whilst learning.

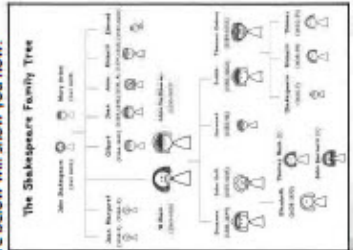
### DITCH THE SCREEN

These activities have been designed to get you away from your screens. Choose which ones you would like to do. Some may give you a website for instructions, but when you get started you can put the screen to one side. Make sure you share your creations with your history teacher so that we can marvel at your talent!



A really important way of finding out about the past is through oral history – that means talking to people and interviewing them. Why not interview one of your parents or grandparents about their life. Many of them will have fascinating stories to tell. Make sure you stay social distanced and use the phone to interview family members outside of your house. Write up your findings as a family history or a giant timeline of events in your family. Make sure you share with a parent what you intend to do.

Many people enjoy tracing their family tree. Why not research your family tree BY TALKING to members of your family. Check with your parents and follow social distancing. It is great to chat to grandparents on the phone about your family tree. Record your findings, the picture below will show you how.



Spend the day as a character from history. Research the character, preferably by reading a book. Try to dress, walk, talk and act like this character for the day. Challenge your family to guess who you are. (Remember: choose a positive person, somebody who was a good example and whose behaviour made other people feel good – No Hitler!!)

Recreate the tastes and smells of the past by doing some historical cooking. Make sure you've checked with an adult first. Here are some links to recipes on the web, the WW2 recipes use fewer ingredients, ideal when we make less trips to the super market!

<https://the1940sexperiment.com/100-war-time-recipes/>

<http://cookit.20th.org/history-cookbook/> (scroll down the page for the recipes and instructions)

There are few things as absorbing as a good book. Why not write a story set in the past, a good piece of historical fiction. Not only can you blend literary creativity and historical knowledge, but we can submit your stories into the Historical Association's Historical Fiction competition. There are categories for each year group.

<https://www.history.org.uk/for-mary/categories/530/news/345>  
1/Write your own historical fiction competition-2021

Or, write a play, poetry or music with a historical theme.



Take your cooking one step further, invite the rest of the house and have a themed banquet or historical dinner party! You could make food from one period of history or travel through time with different courses. Why not dress the part or persuade the guests in your bubble to be dressed and behave like famous historical characters.

Follow this link for ideas:

[https://downloads.bbc.co.uk/history/handsonhistory/HOH\\_Feasting\\_activities.pdf](https://downloads.bbc.co.uk/history/handsonhistory/HOH_Feasting_activities.pdf)



Historical Art - Historians find out so much about the past through art. Why not create your own painting or drawing. You choose your favourite medium, then the topic from history you would like portray.



# Lock down Art Work

Here are just a few examples of some outstanding art work which have been completed by pupils from all year groups.

Well done!

