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*Good News*  
for  
**THE LINK**  
*Newsletter for the pupils, parents and staff of*  
*St Michael's Catholic College*  
*Issue 173 - 15<sup>th</sup> June 2020*

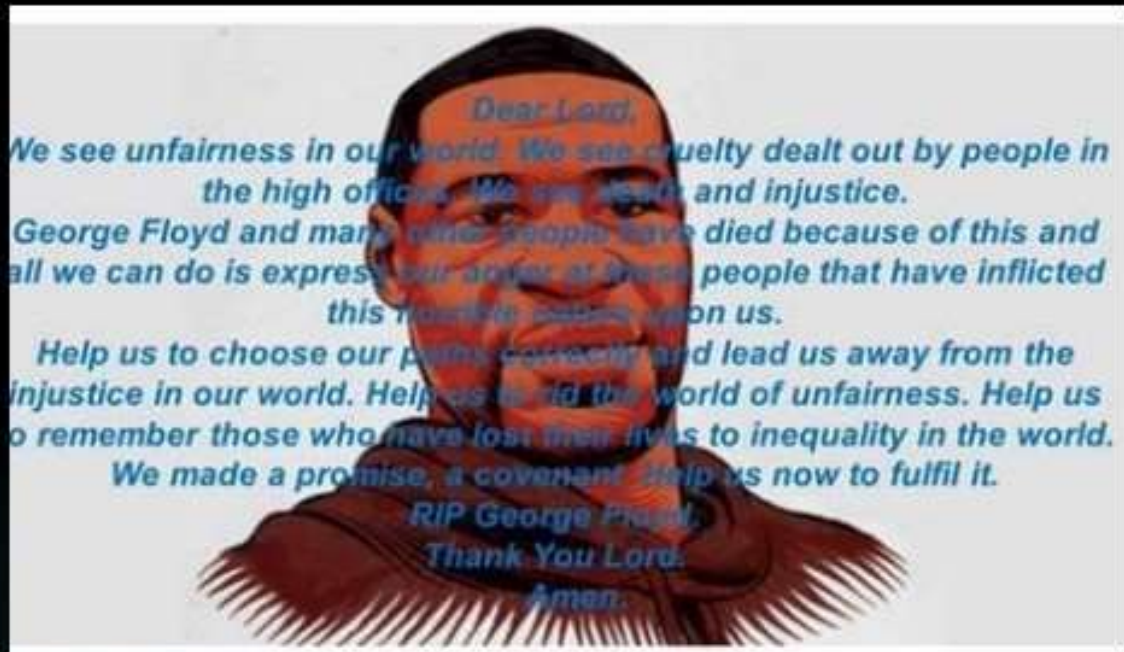
## George Floyd, Black Lives Matter and Promoting Equality for All

Following the tragic passing of George Floyd and the actions that have been driven by this e.g. Black Lives Matter protests it is essential that students and staff have an opportunity to reflect on these events, what impact they are having and what further actions the college can take to support and promote equality for all. At St Michael's we stand against systemic racism, discrimination and hate as we know that we serve a God of love, mercy and justice.

Students and staff have been invited to take part in a survey to give their feedback, express their personal thoughts and have their ideas heard. All students have also been given an opportunity to take part in a more creative reflection activity in conjunction with Black Lives Matter #Education Speaks Out activities taking place in schools across the country. In addition, students in Year 10 and above were invited to participate in a recent online Black Lives Matter Youth Voice event organised by The Southwark Local Authority Young Advisors. We ask parents to encourage their children to take part in the survey and to complete one of the #education speaks out tasks. Feedback from the survey will be used to inform the next steps we will take as a community to promote equality for all and students will have opportunities for further learning and discussion about antiracism, justice and peace, Black Lives Matters, unconscious bias etc, in CPHSE, RE, History and Geography lessons, assemblies and in many other areas of the college curriculum in the autumn term and throughout the year.

Ms Corcoran

Principal



Remember to take part in our survey as well  
<https://forms.gle/E6uhc2eDG9arDmy76>  
Include your name, year and house with your entries and  
email them to [contact@stmichaelscollege.org.uk](mailto:contact@stmichaelscollege.org.uk)

We look forward to hearing from lots of you!!!



As part of Education Speaks out, we would like to invite you to reflect on what has gone on in our community and around the world so far and give a personal response on this and how you want the world and our community to be.

It can be in any form – from a video or a story, to a review of a book or research around the background of a related topic. It can be anything.

House points will be available for:  
The house that has the greatest participation and the best entries





## ANTI-RACIST EDUCATION

"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela

TUESDAY 9TH JUNE 2020 #EDUCATIONSPEAKSOUT

To show our solidarity against injustices faced by black people globally, we ASK EDUCATORS to set work which allows students to reflect on and demonstrate how they want the world they LIVE and LEARN in, to be anti-racist.

### ask your students to:



paint



research



write

read



compose

create



record

Parents and Guardians, your support is needed so that all work researched is age appropriate. Let's start having some of these conversations even if they are difficult ones!

# BLACK LIVES MATTER YOUTH VOICE EVENT

ONLINE INTERACTIVE DISCUSSION

WEDNESDAY 10TH JUNE - 4PM-5.30PM

BLACK  
LIVES  
MATTER



EACH ONE OF  
US CAN  
MAKE A  
DIFFERENCE.  
TOGETHER  
WE MAKE  
CHANGE.

WITH GUEST SPEAKERS...

METROPOLITAN POLICE BOROUGH  
COMMANDER COLIN WINGROVE

COUNCILLOR EVELYN AKOTO CABINET  
MEMBER FOR COMMUNITY SAFETY &  
PUBLIC HEALTH

COUNCILLOR JASMINE ALI CABINET  
MEMBER FOR CHILDREN, SCHOOLS &  
ADULT CARE

COUNCILLOR JOHNSON SITU CABINET  
MEMBER FOR GROWTH, DEVELOPMENT  
& PLANNING

TO REGISTER PLEASE CONTACT...  
YOUNGADVISORS@SOUTHWARK.GOV.UK  
OR CALL 07523 943819



## Wider College Reopening

The wider opening of the college to Year 10 and 12 students has started very successfully on 15<sup>th</sup> June, and it is wonderful to welcome more students onsite.

They all adapted quickly to the new safety measures in place and settled in to the structure of the day. It is clear to see just how important it is that Year 10 and Year 12s were given this opportunity to both interact with teachers and each other. Students seemed to particularly enjoy the wellbeing activities and for many of the Year 10 students it was their first experience of exercise for quite some time! Thanks to all those involved in making the wider opening of the college possible.

Ms Corcoran  
Principal







### Trip to tapas bar

The evening of the 5th March 2020 was very eventful. The Year 12 Spanish students had the opportunity to go to 'Bar Tozino', a Tapas restaurant, to spend quality time not only with each other, but with the Spanish MFL teachers ... only speaking in Spanish! It was quite an intimidating thought to do so as some students, like myself, were unsure if we would be able to hold a proper conversation for the whole evening. However, we all persevered and tried our best to have inputs in discussions and talking with the staff in the restaurant. I have to say though, the food served was amazing! We ordered a variety of tapas which was so authentic and appetising that it makes me want to go back again.

Overall, I would definitely say that it was a very enjoyable experience! I knew more Spanish than I thought and so it gave me more confidence when communicating and understanding what others were saying. (Plus I got to also eat delicious food that I never tried before). The trip has made me feel more assured and determined to work harder in lessons.

– Alexandra V, Year 12





# Health and Wellbeing

Although we are not at school the mental health ambassadors have created some amazing posters and have been discussing their mental health during the lockdown with a focus on self care and what it means.



# Health and Wellbeing



## Mental Health

Being kind is extremely important: it helps to have a positive mindset and it can enlighten your day.

It is important that you are kind to yourself and the many ways you can do this is by letting yourself go and by thinking positive.

If you're healthy, you and your body will feel healthy and this means you will be fit and you can love yourself for who you are.

It is good to be different and being different makes you more special.

George S. Year 8



# Health and Wellbeing



## Mental Awareness during the Pandemic

MENTAL HEALTH IS VERY IMPORTANT TO CARE FOR ESPECIALLY DURING THESE TIMES OF PANIC AND UNCERTAINTY

STRESSED?  
DEPRESSED? ANXIOUS?



THIS CAN BE A STRESSFUL TIME FOR EVERYONE



- TAKE A BREAK FROM SCHOOL WORK AND TRY TO DO SOMETHING YOU ENJOY
- TAKE A BREAK FROM SOCIAL MEDIA AND SPEND TIME WITH YOUR FAMILY OR TAKE TIME FOR YOURSELF AND MEDITATE

Remember there is always someone to talk to :)





# Health and Wellbeing

**IT'S OK TO FEEL:**

**SAD**  
**SCARED**  
**ASHAMED**  
**LONELY**  
**FRUSTRATED**  
**ANGRY**  
**UPSET**  
**ENVIIOUS**  
**JEALOUS**  
**WORRIED**  
**GUILTY**  
**INSECURE**



**EVERYBODY FEELS THAT WAY SOMETIMES.  
WE DON'T LIKE IT, BUT IT DOESN'T MAKE US WEAK. IT MAKES US**

Edem Bobie W, Year 8



It's World Mental Health Day!

**BE KIND TO YOUR MIND**

Take time and look after your mental health

Mackalia G  
Year 10



**Students nominated by their teachers for  
producing  
outstanding work**



# History

Here is some excellent research and analysis from two students  
in Year 11.

This was extension work completed after the completion of  
their course.



# History with Mr Magnoff

Work by Lauren S.-Year 11

## Source Analysis

### The Afghan Wars

1. In the source we can see a representation of Russia riding a ghost horse, attempting to attack Britain in a nightmare, or more specifically the British press. Lord Salisbury watches over them as they sleep, who was Prime Minister Disraeli's Secretary of State for India. Russia's threat is a reference to the fear that the East India Company and the British felt, thinking that Russia would invade India through Afghanistan. This was the main cause for the First Afghan War, as Britain thought that their leader was pro-Russian and needed them to be a buffer state to Soviet Russia to prevent them from taking away India, one of their most successful colonies and a strong source of income for Britain. The British Empire heavily relied on its control over India, and so they needed to keep it in British rule. The fact that Russia is depicted as a nightmare refers to Salisbury's statement that it is 'madness to go to war for an idea' but 'more unsatisfactory' for a 'nightmare', warning the British that it is not a good idea to start war.



This source is from the British 'Punch Magazine', and this particular illustration was published in 1877, just before the start of the second Anglo-Afghan War. This ended in a loss for the British, with the British envoy in Kabul being assassinated and 14,500 men, women and children being massacred. This makes sense in the context of the cartoon, as Salisbury is warning the British to not go to war. The source is a cartoon from a magazine, meaning that it is likely that the threat of Russia to the British is probably exaggerated so it is not an accurate representation, especially as it is a British magazine. However, the magazine also tells us the British zeitgeist, which could be useful to a historian studying the Afghan Wars. It also tells us the importance of the Empire to Britain

and what extent they will go to protect it. Overall this source could be extremely useful to a historian studying the Afghan Wars.

2. This source explores ideas about the British and Russian desire to have control over Afghanistan, as we can see that Tsar Alexander II of Russia and John Bull disguised as an Indian Prince on their stomach trying to catch the goat, representing Afghanistan. This cartoon represents the situation before the first Anglo-Afghan War, where both Russia and Britain wanted to take partial control of Afghanistan and gain the support of its leader, Emir Dost Mohamed. Russia wanted it because they had wanted to invade India, and going through Afghanistan was the safest and easiest option to invade. Britain wanted Afghanistan to prevent this invasion as they needed India for access to Asia and Asian goods such as spices and salt petre. Britain could not risk Russia invading and needed to keep it as a buffer state. The cartoon is based on Prime Minister Disraeli's attempt to defuse the situation by saying there was room for both Britain and Russia in Asia, which did not work as there were three wars over Afghanistan after this.



This source is from the British 'Punch' magazine, which was an extremely popular magazine in the 19th century, so from this we know that this cartoon was aimed at the general population of Britain at this time. The year it was published was 1878, the year of the start of the second Afghan War. The competition would have been exaggerated to make Britain appear stronger in this type of conflict, so this brings the reliability of the source down, however as it was aimed to please the general public, it shows historians the zeitgeist of the time which could help them to see Britain's perspective in the Afghan War. It also shows British attitudes to maintaining their empire and to what extent they will go to in order to protect it. In conclusion, this source is very useful to a historian studying the Afghan Wars.

3. This source is about the First and Second Afghan War, particularly focusing on the start of the second one. In the cartoon we can see a lion, which represents Britain and a bear that represents Russia, both sneaking up on Afghanistan. The British strategy in this war was known as the 'Great Game', and was, similarly to the first Anglo-Afghan War, focused on keeping Russian influence out of Afghanistan which was susceptible to becoming Russia's stepping stone to India. When the Russians sent an envoy to Afghanistan in July 1878, the British were alarmed and demanded that Sher Ali accept a British diplomatic mission. The Afghans refused this and so the British government decided to launch a war towards the end of 1878. The source clearly captures this as we can see that both Russia and Britain are fighting over Afghanistan and it is trying to tell us that the influence they have is more or less equal.



This source was published in 1878 in the British 'Punch' Magazine. This means that it is intended to be viewed by the British society at the time of the start of the Second Afghan War. The public would be aware of the British actions in Afghanistan and this makes the source unreliable as we know it would have been exaggerated as it came from a magazine. Additionally, this source is made in Britain so it would inevitably favor their tactics and role in the war, causing it to be exaggerated even further. However, this source could be used as a reliable piece of evidence as it was made to appease the British public and therefore displays the zeitgeist of the time, which could be helpful to a historian studying this conflict. This source also teaches historians about British attitudes to their empire and how valuable India was to them, as they were willing to go to



# History with Mr Magnoff

Work by Lauren S.-Year 11

extreme measures to prevent Russia from taking it from them. Therefore overall, this source is useful to a historian studying the Anglo-Afghan Wars.

- This source is about Britain's involvement in Egypt and the control they desired over the Suez Canal. In the illustration we can see Prime Minister Disraeli holding the 'key' to India, named the 'Suez Canal', and an Egyptian Sphinx winking at him, suggesting that they both know the benefits of the deal that has just taken place. This cartoon is specifically referenced to when the Khedive of Egypt bankrupted the country in 1875 with £100 million pounds of debt, he decided to raise money for the country by selling his shares of the Suez Canal, which was a 44% stake. He sold it to Britain for £4 million, making the British the largest shareholder of the Canal. This was beneficial to Britain as the Suez Canal was a way for them to access India without having to go all the way around the Cape of Good Hope, which cost the British much more in fuel and wasted lots of time. This is why in the cartoon the Suez Canal is depicted as the key to India as being the main shareholder allowed them direct access.



This cartoon was published in 1875 in the 'Punch' magazine, which was aimed at the British public. Perhaps Britain is trying to show off the deal with Egypt that they managed to acquire about the Suez Canal,

showing off the control that they now have over India and the Canal, making access to the other parts of the Empire much easier. It is reliable as it shows us the zeitgeist of Britain - they were at their prime and managed to gain control over areas of India and Africa. However, as it is a cartoon, it will be exaggerated, making it unreliable as Britain is made out to be much more powerful and stronger than it actually is. Additionally, this image makes it seem like the relationship between Egypt and Britain is civil and respected when in reality it was deteriorating. It is useful as it teaches historians about the value of the Suez Canal and how important it was that Britain had quick access to India. Overall, this source is useful to historians studying the Suez Canal and Egypt.

- This source is about the selling of Egypt's shares of the Suez Canal to Britain and their reactions to it. In the source we can see John Bull, a personification of Britain taking up the whole width of the Suez Canal, blocking the entry of any other countries such as France, Russia or Italy. This is in reference to Britain striking a deal with Egypt when it reached bankruptcy in 1875, and managed to benefit themselves by buying 177,000 shares of the Suez Canal. This was beneficial to Britain as it meant that they owned the largest majority of the Canal, which they needed control of in order to access India to transport spices and Indian goods back to England without having to go all the way around the Cape of Good Hope, which was a significantly longer journey. Although it cost lots of money for Britain, it meant that they had a significant amount of control for themselves, which is why the cartoon shows John Bull blocking the way for any other countries.



This illustration is from 'Le Grelot', which is a French satirical newspaper. This is useful to historians studying the British involvement in Egyptian affairs, as this source is from a French perspective so we can see the other country's opinions on what the British did; we can gain an outsider perspective. However, this source may be exaggerated as France would have also wanted more shares of the Suez Canal, so it is possible that Britain could be made out to be worse than they actually are. However, countries such as Russia are depicted in the same position as France, despite them being enemies at this point in time, which makes the source accurate as we can see how Britain's greed affected other countries as well. This source teaches us about the value of the Suez Canal and India to Britain, so it is useful to historians. Overall, this source is reliable enough to a historian studying Britain and Egypt.

- This source is an illustration about Britain and France's response in reaction to Italy's attempt to reclaim areas of the Suez Canal. In the source we John Bull, the personification of Britain, dressed as a sailor and a French sailor grappling and pinning down a crocodile, which represents Egypt. This is in reference to the events that took place during September 1881, when the Egyptian minister of

war led a military coup in protest of the amount of control the French and British had over the Suez Canal, and of Egyptian affairs in general. 50 Europeans were killed in riots in the city, and so an ultimatum was sent to the Egyptians - disarm or be bombarded. Arabi refused to comply and so Alexandria was fleet shelled. In the cartoon, Egypt is made out to be the aggressor, being depicted as a vicious crocodile, and Britain and France are detaining it as a last resort.



This source was published in the Punch Magazine in June 1882, the same time that the 50 Europeans were killed in the city, but before the city was shelled by the British Navy. This makes it reliable as it was accurate to the time, so we know that this source was aimed at the British society during the times that there was conflict in Egypt, and this is important as if the source was published in the years after the attack, the British view and perspective could have changed over time, therefore this source is useful to a historian studying this crisis. However, as this source was published in a magazine, it was made to please the public, therefore it is likely that it has been exaggerated. This source teaches us about the importance of the Suez Canal to Britain and the British empire, so overall this source would be beneficial to a historian studying the conflict in Egypt.

# History with Mr Magnoff

Work by Nina H.-Year 11

## The Afghan Wars



This source is critical of the British for going to war with Afghan over an idea. The British were persistent with their attacks on Afghanistan as they feared the ever-expanding Russian empire and they wanted Afghanistan as a buffer state between Russia and the British India. In the source, the threat from Russia is shown as a nightmare, attacking the British press. Lord Salisbury is watching them, telling the British to 'not make such horrible noise' as it's only a nightmare. The 'horrible noise' is reference to the wars the British initiated. This statement made by Salisbury shows how British India were against using Afghanistan as a buffer state and that it was believed to be madness to go to war over an idea/ nightmare. The British launched a series of attacks on the Afghan people. The first Afghan war started in April 1839 when a British army marched into the city of Kandahar. The reason for this invasion was that the Afghan leader was seen as pro-Russian. As a result, Kabul was overrun and the British installed a new pro-British puppet ruler, Shah Shuja. Later the British envoy in Kabul, the entire British diplomatic mission and 14,500 British were massacred. The British then retaliated with another invasion and the Dust Muhammed Khan was restored to power. Ultimately, the British fear of

the Russian empire led to the deaths of many British in Afghanistan and the whole invasion could be seen as unnecessary.

The source is reliable as it was published by a trusted publisher, Punch, and made by Tenniel who is also reliable. Therefore, we can assume the validity of the source. The source also accurately depicts the British reasoning behind the attacks on Afghanistan. The British did fear Russia and this was ultimately the reason for the Afghan wars. Limitations of the source include the fact that it was made long after the first Afghan war so the events depicted in the source may have been altered far from the truth. It was also made to sell in newspapers so it may be exaggerated. This, however, means that it reflects the opinions of the British public, showing their distaste towards the actions of the British in Afghanistan. This shows that some people in Britain didn't believe in social darwinism as they didn't think it was right to attack another country and it also shows that as they feared Russia, they didn't believe themselves to be superior. It shows that they were against dehumanization militarization.



"How events changed last night!"  
"Behold the Ameer has been treated like a spoiled child!" - Lord  
Salisbury, in the Debate on the Afghan War  
John Tenniel, Punch, 27 December 1879

This source is in favor of the British and their actions on Afghanistan. It depicts Sher Ali as a spoil child, about to get beaten by Britannia. The Russian Bear amongst his toy soldiers is a reference to how he allowed Russia's General Stolyetov into Kabul, while he wouldn't allow Lytton's envoy to enter Afghanistan. This upset the British and led to them demanding an apology. However, when no response was received, British troops invaded Afghanistan, marking the start of the second Afghan war. Sher Ali's actions had angered the British so ultimately, he brought what had happened next upon himself. Sher Ali fled the country and died in early exile in 1879. As the child in the source is shown to be shying away from Britain, it shows how Sher Ali was cowardly and deserved what had happened as he refused to fight back and left his people. Britain is depicted as strong and powerful in the source. This is a reference to how they were able to bring devastation to Afghanistan and the fact that the ultimately won.





# History with Mr Magnoff

Work by Nina H.-Year 11

The source is reliable as it's published by a reliable source, Punch, and it was written in 1878, close to the time of the second Afghan war. This gives the source credibility. However, the source is unreliable as it's exaggerated to sell in newspapers. This also means that it reflects public opinion. People in Britain viewed Sher Ali as weak and they supported the actions of the British against him. The British also were willing to do what had to be done to ensure that their empire was protected. This is shown in the source as they were willing to take Afghanistan to act as a buffer state between Russia and British India. The British were also in favor of social darwinism as they viewed themselves as powerful and in the right to be taking over areas. They also supported dehumanization militarization due to these beliefs.



**By H. Bennett**  
Illustration of a British soldier standing over a defeated Afghan man, symbolizing British victory in the Second Afghan War. The soldier is holding a banner that says 'KANDAHAR' and is surrounded by other British soldiers. The Afghan man is being led away by a British soldier. The cartoon is signed 'By H. Bennett'.

This source is in favor of the British annexing the city of Kandahar in Afghanistan. The source depicts Britain as powerful and worthy of holding possession of this city. Britain is shown as a lion which represents the country's pride and power. However, Gladstone is shown as powerless and weak. This is in reference to the fact that Gladstone had always been against the war and Britain's other imperialist adventures. He ordered the withdrawal of British troops from Afghanistan. However, as he is shown as weak in comparison to the British garrison put in place, the source is against his ideas.

The source supports the British victory of the Battle of Kandahar in the second Afghan war. British troops were under siege in Kandahar, however, Major General Sir Frederick Roberts relieved the siege. Roberts and his 10,000 men from Kabul also managed to defeat Ayub Khan at the Battle of Kandahar despite an artillery bombardment. As a result, Afghanistan came under British influence.

This source is reliable as it was published by a trusted publisher (Judy) and it was made in the same year as the Battle of Kandahar. This gives the source credibility. The audience would have been the British public who would have known the details of the event so this also makes the source reliable. However, the person who made this source wouldn't have been directly involved in the event so the details they give may not be accurate. The motive behind the source also would have been to sell in newspapers so it reflects British opinion which may not be accurate to the actual details of the event. However, it tells us the British zeitgeist of the time. The source also tells us that the British took pride in their empire and were willing to protect it no matter the cost. They also believed in social darwinism and the use of dehumanization militarization.

## Sudan and Egypt



**Made in Egypt?**  
John Tenniel, Punch, 17 December 1875

This source by John Tenniel depicts Disraeli holding the key to India after gaining multiple shares of the Suez-Canal. The Suez Canal would help speed up trade routes to India and British shipping made up 80% of the traffic on the canal. At first, Britain's involvement in the area increased in 1875 when the Khedive Ismail Pasha sold his shares in an attempt to rescue Egypt's failing economy. The next Khedive of Egypt later bankrupted his country and decided to raise money by selling his remaining 177,000 shares of the Suez Canal. He sold them to Britain for £4 million. This made Britain the biggest shareholder in the company with virtual control over the canal. This strategic move marked the beginning of imperial Britain's control over Egypt. The Suez Canal allowed Britain more control over India, which helped boost the British economy. It also put Britain on the path to gain control over Egypt. The message of the source is that the Suez Canal was needed for Britain to gain Egypt and control on India.

This source is reliable as it was published by a trusted source (Punch) and it was made close to the time of the event. It was made in 1875, the same year Britain bought the shares so the source must be accurate as details wouldn't have been forgotten and they would be fresh in people's minds. The source was also made by a Briton which gives it more credibility than if it was made by someone from a country not involved in the events. The audience the source was aimed at also would have known key details relating to the events that occurred so the source must be accurate. However, the source is limited as it's exaggerated to sell in newspapers and to appeal to the public. However, this means that it reflects the zeitgeist at the time so we can learn about the British public of the time. The British at the time supported the idea of empire, wanting their British empire to be powerful and big. They also viewed Britain as powerful. They would have believed in social darwinism and their right to dominate weaker countries.



**Hold On!**  
The key to India is in the hands of the British - the Khedive of Egypt has sold his shares to the British.



# History with Mr Magnoff

Work by Nina H.-Year 11

This source depicts Britain's and France's attempts to restore order in Egypt. Their attempts are shown to be futile and the source is against their attempts to gain control. As Egypt is depicted as a crocodile, it's shown to be powerful in comparison to Britain and France as Egypt retaliated when they tried to restore order. In September 1881, the Egyptian minister of war led a military coup against the Khedive. This was because Egypt was under Turkish rule which allowed Britain to gain as much control as it did over the Suez Canal. This war was also in protest of French and British control of the Suez Canal and Egypt's finances. The minister of war also fortified the northern coastal port of Alexandria and 50 Europeans were killed in the riots he started. This led to Admiral Sir Beauchamp Seymour insisting Arabi to disarm or he would bombard them. When Arabi refused to comply, a Royal Navy Fleet shelled Alexandria in 'self-defense'. The source is reference to these events that occurred as the only way Britain and France managed to gain control was by using force. Egypt also tried to fight back.


The source is reliable as it was published by a trusted source (Punch) and was made in the same year that the events occurred (1882). This means the source is accurate as everyone in Britain would be aware of the events occurring in Egypt. The source was also made by a British person who would've been aware of the events occurring as they have produced many cartoons for newspapers. However, the source may be unreliable as its main purpose was to sell in newspapers, meaning it would have to appeal to the British public. This means it could be exaggerated or inaccurately portray what happened. However, this means that it would reflect the zeitgeist at the time so we can learn how the British people felt about Britain's presence in Egypt. We can learn that people don't believe in social darwinism as Egypt is shown to be powerful and on a higher level than Britain and France. The public were also against the use of dehumanization militarization as they didn't agree with what the British were doing in Egypt and their use of force to gain control.

# History with Ms Brissaud

Work by Melany L. E.-Year 8 about female migrants living in England in the period 1330 -1550.


## FEMALE MIGRANTS

All about her  
Her full name is Margaret Tyndale she was born the 4<sup>th</sup> of September 1468 in Scotland with a Scot nationality. She decided to leave Scotland and go to Nottingham once she got to Nottingham she found a place of residence in Nottinghamshire. Her taxation status was non-householder, she had a husband which was involved in the tax business.




## FEMALE MIGRANTS

All about her  
Her full name is Isabelle Douche woman read as (Douchwoman) she was born the 12<sup>th</sup> of October 1442. Her nationality is Dutch and came to England to work but we don't know her actual occupation we are trying to find it still. Her Taxation status is a householder. Her current place of residence is Castle Baynard ward in London.



## BLAUNCHE

All about her  
Her full name is Blanche Irish woman she was born the 28<sup>th</sup> May 1440, her nationality is Irish but went to England as a migrant, when in England she was living in Newington, Brixton hundred, Surrey, sadly her occupation was not as great due to her being a slave and her taxation status was not very good as well she was a non-householder. She also didn't marry but stayed on her own.





# Mathematics with Ms Roshier

Year 8

Solving Equations



YEAR 8  
Feedback on Solving Equations

1  $5x + 2 = 7x - 4$   
 $5x - 7x = -4 - 2$   
 $-2x = -6$   
 $x = 3$  ✓

2  $5x - 9 = 2x + 3$   
 $5x - 2x = 3 + 9$   
 $3x = 12$   
 $x = 4$  ✓

3  $6x - 9 = 2x + 7$   
 $6x - 2x = 7 + 9$   
 $4x = 16$   
 $x = 4$  ✓

4  $5x + 4 = 4x + 2$   
 $5x - 4x = 2 - 4$   
 $x = -2$  ✓

5  $4x + 9 = 2x - 1$   
 $4x - 2x = -1 - 9$   
 $2x = -10$   
 $x = -5$  ✓

6  $5x + 5 = 2x + 2$   
 $5x - 2x = 2 - 5$   
 $3x = -3$   
 $x = -1$  ✓

Remember when using the Balancing Method you do the inverse so you are subtracting 4x not 4 from both sides of the equation.

Excellent work by Elijah C

7  $2x + 9 = 5x + 4$   
 $2x - 5x = 4 - 9$   
 $-3x = -5$   
 $x = \frac{5}{3}$  ✓

8  $3x + 2 = 7x - 1$   
 $3x - 7x = -1 - 2$   
 $-4x = -3$   
 $x = \frac{3}{4}$  ✓

9  $5x + 6 = 2x + 7$   
 $5x - 2x = 7 - 6$   
 $3x = 1$   
 $x = \frac{1}{3}$  ✓

10  $4x - 3 = 6x + 2$   
 $4x - 6x = 2 + 3$   
 $-2x = 5$   
 $x = -\frac{5}{2}$  ✓

11  $6x + 7 = 3x - 6$   
 $6x - 3x = -6 - 7$   
 $3x = -13$   
 $x = -\frac{13}{3}$  ✓

12  $5x + 5 = 3x + 16$   
 $5x - 3x = 16 - 5$   
 $2x = 11$   
 $x = \frac{11}{2}$  ✓

Excellent work by Elijah C

Hegarty Maths  
 Date: 1.06.2020  
 Video: 1.84 - Solve equations with letters x and both sides 1

Keywords:  
 Equation  
 Solve  
 Inverse Operation  
 Add  
 Subtract  
 Multiply  
 Divide  
 Expression  
 variable  
 Coefficient

Example 1:  
 $4x + 3 = 2x + 16$   
 $4x - 2x = 16 - 3$   
 $2x = 13$   
 $x = \frac{13}{2}$

Example 2:  
 $4x + 3 = 5x + 16$   
 $5x - 4x = 3 - 16$   
 $x = -13$

Quiz Answers/working:  
 1.  $6x - 9 = 2x + 7$   
 $6x - 2x = 7 + 9$   
 $4x = 16$   
 $x = 4$  ✓

2.  $4x - 8 = 3x - 8$   
 $4x - 3x = -8 + 8$   
 $x = 0$  ✓

By Julianne C



Handwritten solutions for linear equations on grid paper:

6.  $4x + 19 = 2x - 1$   
 $-2x \quad -2x$   
 $2x + 19 = -1$   
 $-19 \quad -19$   
 $\frac{2x}{2} = \frac{-20}{2}$   
 $x = -10$  ✓

6.  $4x + 4 = 2x - 6$   
 $-2x \quad -2x$   
 $2x + 4 = -6$   
 $-4 \quad -4$   
 $\frac{2x}{2} = \frac{-10}{2}$   
 $x = -5$  ✓

7.  $4x - 4 = 3x - 1$   
 $-4x \quad -4x$   
 $2x - 4 = -1$   
 $+4 \quad +4$   
 $\frac{2x}{2} = \frac{3}{2}$   
 $x = +1.5$  ✓

8.  $7x - 7 = 9x - 1$   
 $-7x \quad -7x$   
 $5x - 7 = -1$   
 $+7 \quad +7$   
 $\frac{5x}{5} = \frac{6}{5}$   
 $x = 6/5$  ✓

9.  $7x - 6 = 3x - 3$   
 $-3x \quad -3x$   
 $4x - 6 = -3$   
 $+6 \quad +6$   
 $\frac{4x}{4} = \frac{3}{4}$   
 $x = 3/4$  ✓

10.  $7x + 8 = 4x + 4$   
 $-4x \quad -4x$   
 $3x + 8 = 4$   
 $-8 \quad -8$   
 $\frac{3x}{3} = \frac{-4}{3}$   
 $x = -4/3$  ✓

11.  $6x + 7 = 3x - 6$   
 $-3x \quad -3x$   
 $3x + 7 = -6$   
 $-7 \quad -7$   
 $\frac{3x}{3} = \frac{-13}{3}$   
 $x = -13/3$  ✓

12.  $5x + 18 = 3x + 4$   
 $-3x \quad -3x$   
 $2x + 18 = 4$   
 $-18 \quad -18$   
 $\frac{2x}{2} = \frac{-14}{2}$   
 $x = -7$  ✓

100% = 100% ✓

By  
Angie C

Handwritten solutions for linear equations on grid paper:

4.  $5x + 8 = 2x + 2$   
 $-2x \quad -2x$   
 $3x + 8 = 2$   
 $-8 \quad -8$   
 $\frac{3x}{3} = \frac{-6}{3}$   
 $x = -2$  ✓

5.  $3x + 5 = 12$   
 $-5 \quad -5$   
 $3x = 7$   
 $\frac{3x}{3} = \frac{7}{3}$   
 $x = 7/3$  ✓

6.  $3x - 1 = 2$   
 $+1 \quad +1$   
 $3x = 3$   
 $\frac{3x}{3} = \frac{3}{3}$   
 $x = 1$  ✓

7.  $6x - 1 = 4x + 9$   
 $-4x \quad -4x$   
 $2x - 1 = 9$   
 $+1 \quad +1$   
 $2x = 10$   
 $\frac{2x}{2} = \frac{10}{2}$   
 $x = 5$  ✓

8.  $7x - 1 = 3x + 2$   
 $-3x \quad -3x$   
 $4x - 1 = 2$   
 $+1 \quad +1$   
 $4x = 3$   
 $\frac{4x}{4} = \frac{3}{4}$   
 $x = 3/4$  ✓

9.  $7x - 1 = 3x + 2$   
 $-3x \quad -3x$   
 $4x - 1 = 2$   
 $+1 \quad +1$   
 $4x = 3$   
 $\frac{4x}{4} = \frac{3}{4}$   
 $x = 3/4$  ✓

10.  $6x + 9 = 3x + 16$   
 $-3x \quad -3x$   
 $3x + 9 = 16$   
 $-9 \quad -9$   
 $\frac{3x}{3} = \frac{7}{3}$   
 $x = 7/3$  ✓

11.  $4x - 3 = 6x + 2$   
 $-4x \quad -4x$   
 $-3 = 2x + 2$   
 $-2 \quad -2$   
 $-5 = 2x$   
 $\frac{-5}{2} = \frac{2x}{2}$   
 $x = -5/2$  ✓

12.  $6x - 3 = 6x + 2$   
 $-6x \quad -6x$   
 $-3 = 2$   
 $-2 \quad -2$   
 $-5 = 0$   
 $\frac{-5}{0} = \frac{0}{0}$   
 $x = 0$  ✓

By  
Juvienia M

Handwritten solutions for linear equations on grid paper:

hearty maths  
 solving equations with or of both sides

By Paris A

QUIZ

3.  $9x - 2 = 3x + 4$   
 $-3x \quad -3x$   
 $6x - 2 = 4$   
 $+2 \quad +2$   
 $6x = 6$   
 $\frac{6x}{6} = \frac{6}{6}$   
 $x = 1$  ✓

4.  $6x + 8 = 5x - 7$   
 $-5x \quad -5x$   
 $x + 8 = -7$   
 $-8 \quad -8$   
 $x = -15$  ✓

5.  $3x - 2 = 2x - 4$   
 $-2x \quad -2x$   
 $x - 2 = -4$   
 $+2 \quad +2$   
 $x = -2$  ✓

6.  $4x + 4 = 2x - 6$   
 $-2x \quad -2x$   
 $2x + 4 = -6$   
 $-4 \quad -4$   
 $2x = -10$   
 $\frac{2x}{2} = \frac{-10}{2}$   
 $x = -5$  ✓

7.  $6x - 8 = 4x - 6$   
 $-4x \quad -4x$   
 $2x - 8 = -6$   
 $+8 \quad +8$   
 $2x = 2$   
 $\frac{2x}{2} = \frac{2}{2}$   
 $x = 1$  ✓

8.  $7x - 6 = 2x - 9$   
 $-2x \quad -2x$   
 $5x - 6 = -9$   
 $+6 \quad +6$   
 $5x = -3$   
 $\frac{5x}{5} = \frac{-3}{5}$   
 $x = -3/5$  ✓

9.  $7x - 7 = 2x - 1$   
 $-2x \quad -2x$   
 $5x - 7 = -1$   
 $+7 \quad +7$   
 $5x = 6$   
 $\frac{5x}{5} = \frac{6}{5}$   
 $x = 6/5$  ✓

10.  $6x + 12 = 3x + 4$   
 $-3x \quad -3x$   
 $3x + 12 = 4$   
 $-12 \quad -12$   
 $3x = -8$   
 $\frac{3x}{3} = \frac{-8}{3}$   
 $x = -8/3$  ✓

11.  $3x - 2 = 6x + 5$   
 $-3x \quad -3x$   
 $-2 = 3x + 5$   
 $-5 \quad -5$   
 $-7 = 3x$   
 $\frac{-7}{3} = \frac{3x}{3}$   
 $x = -7/3$  ✓

12.  $6x + 8 = 3x + 6$   
 $-3x \quad -3x$   
 $3x + 8 = 6$   
 $-8 \quad -8$   
 $3x = -2$   
 $\frac{3x}{3} = \frac{-2}{3}$   
 $x = -2/3$  ✓



# Year 8 Substitutions



**YEAR 8  
Feedback on Substitution**

5. If  $x=5$  evaluate the following expression:  
 $x^2 = 25$  ✓  $3x^2 = 75$  ✓  $(3x)^2 = 225$  ✓

6. If  $x=5$  evaluate the following expression:  
 $(x+2)^2 = 36$  ✓

7. If  $x=10$  evaluate the following expression:  
 $(x+5)^2 = 625$  ✓

8. If  $x=11$  and  $y=4$  evaluate the following expression:  
 $x^2 + y = 125$  ✓

9. If  $x=4$  and  $y=5$  evaluate the following expression:  
 $(xy)^2 = 400$  ✓  $xy^2 = 100$  ✓  $x^2y = 80$  ✓

10. If  $x=6$  and  $y=4$  evaluate the following expression:  
 $3x^2 + 2xy = 156$   
 $3 \times 6^2 + 2 \times 6 \times 4$   
 $= 3 \times 36 + 48$   
 $= 108 + 48$   
 $= 156$

Excellent EFFORT by  
Elijah C

11. If  $x=4$  and  $y=5$   
 $3x^2 + 2xy + y^2 = 139$  ✓

12. If  $x=7$  and  $y=4$   
 $2x^2 + (3xy)^2 = 98 + 7056 = 7154$

13. If  $x=5$  and  $y=12$   
 $\sqrt{x^2 + y^2} = 13$   
 $\sqrt{5^2 + 12^2}$   
 $= \sqrt{25 + 144}$   
 $= \sqrt{169}$   
 $= 13$

1. If  $x=2$  evaluate the following expression:  
 $x^2 = 4$  ✓  $3x^2 = 12$  ✓  $(3x)^2 = 36$  ✓

2. If  $x=3$  evaluate the following expression:  
 $(x+2)^2 = 25$  ✓

3. If  $x=10$  evaluate the following expression:  
 $(x+5)^2 = 225$  ✓

4. If  $x=11$  and  $y=4$  evaluate the following expression:  
 $x^2 + y = 125$  ✓

5. If  $x=4$  and  $y=5$  evaluate the following expression:  
 $(xy)^2 = 400$  ✓  $xy^2 = 100$  ✓  $x^2y = 80$  ✓

6. If  $x=6$  and  $y=4$  evaluate the following expression:  
 $3x^2 + 2xy = 156$   
 $3 \times 6^2 + 2 \times 6 \times 4$   
 $= 3 \times 36 + 48$   
 $= 108 + 48$   
 $= 156$

7. If  $x=7$  and  $y=4$  evaluate the following expression:  
 $2x^2 + (3xy)^2 = 98 + 7056 = 7154$

8. If  $x=5$  and  $y=12$  evaluate the following expression:  
 $\sqrt{x^2 + y^2} = 13$   
 $\sqrt{5^2 + 12^2}$   
 $= \sqrt{25 + 144}$   
 $= \sqrt{169}$   
 $= 13$

Excellent EFFORT by  
Angie C

11. If  $x=10$  and  $y=4$ , evaluate the following expression:  $3x^2 + 3xy + y^2$   
 $(3)(10^2) + (3)(10)(4) + (4^2) =$   
 $(3)(100) + (3)(10)(4) + (16)$   
 $300 + 120 + 16 = 436$  ✓

12. If  $x=12$  and  $y=4$ , evaluate the following expression:  $2x^2 + (3xy)^2$   
 $(2)(12^2) + (3(12 \times 4))^2 = 2 \times 144 + (144)^2$   
 $= 288 + 20,736$   
 $(2)(144) + (3)(12)^2 = 288 + 1296 = 1584$   
 $288 + 1296 = 1584$

13. If  $x=8$  and  $y=6$ , evaluate the following expression:  $\sqrt{x^2 + y^2}$   
 $\sqrt{64 + 36} = 10 = 10$  ✓

85% 11/15





4.04.20

## hearty maths

Substitution

# Examples

- $c = 9, \sqrt{c} = \sqrt{9} = 3$
- $c = 9, c^2 = 9^2 = 81$
- $c = 9, 100 - c^2 = 100 - 9^2 = 100 - 81 = 19$

$x = 3$	$x = 9, y = 4$
1. $4x^2$	2. $3x^2 + 2xy$
$4(3^2)$	$3(3^2) + 2 \times 3 \times 4$
$4(9) = 36$	$3(9) + 24$
	$27 + 24 = 51$

# QUIZ

1. $c = 7, c^2 = 7 \times 7 = 49$ ✓	5. $x = 11, x^2 = 11 \times 11 = 121$ ✓
2. $c = 4, \sqrt{c} = \sqrt{4} = 2$ ✓	6. $x = 12, (x+1)^2 = 11 \times 11 = 121$ ✓
3. $c = 10, c^2 - 3 = 100 - 3 = 97$ ✓	7. $x = 2, (2x+5)^2 = 13 \times 13 = 169$ ✓
4. $c = 6, 100 - c^2 = 100 - 36 = 64$ ✓	

8.  $x = 8, y = 4$

$x^2 + y$   
 $(8 \times 8) + 4$   
 $64 + 4 = 68$  ✓

9.  $x = 8, y = 4$

$(xy)^2 = 1024$ ✓	$xy^2 = 128$ ✓	$x^2y = 256$ ✓
$8 \times 4 = 32$	$x(y^2) = 8(4^2)$	$8 \times 8 \times 4$
$32^2 = 1024$	$x(y^2) = 8 \times 16 = 128$	$8 \times 8 \times 4 = 256$
$32$	$16$	$8 \times 8 = 64$
$-32$	$-8$	$4$
$64$	$128$	$256$
$1024$		

10.  $x = 12, y = 4$

$3x^2 + 2xy = 528$  ✓

$3(12^2) + 2 \times 12 \times 4$   
 $3(144) + 96$   
 $432 + 96 = 528$

11.  $x = 9, y = 4$

$3x^2 + 3xy + y^2 = 367$  ✓

$3(9^2) + 3 \times 9 \times 4 + 16$   
 $243 + 108 + 16 = 367$

12.  $x = 3, y = 4$

$xy^2 = 48$  ✓

$(3)(4^2)$   
 $(3)(16) = 48$

13.  $x = 3, y = 4$

$2x^2 + (3xy)^2 = 1314$  ✓

$2(3^2) + (3 \times 3 \times 4)^2$   
 $2(9) + 36^2$   
 $18 + 36^2$   
 $18 + 1296 = 1314$

Excellent EFFORT  
by  
Paris A



# Year 10 Equations



Year 10  
Feedback on Solving Equations



Solve for  $x$   
 $4(2-3x) + 1 = 2x + 2 - 5(1-4x)$   
 Step 1: Expand brackets  
 $8 - 4x + 1 = 2x + 2 - 5 + 20x$   
 Step 2: Collect like terms  
 $9 - 4x = 22x - 3$   
 Step 3: Solve for  $x$   
 $9 - 4x = 22x - 3$   
 $+4x \quad +4x$   
 $9 = 26x - 3$   
 $+3 \quad +3$   
 $12 = 26x - 26$   
 $+26 \quad +26$   
 $\therefore x = \frac{12}{26} = \frac{6}{13}$

Example: (See Jack's work)  
 $\frac{2x-7}{x} = \frac{9x-2}{3} + 7$   
 Multiply both sides by 7  
 $3(2x-7) = 7(9x-2) + 49$   
 Multiply both sides by 3  
 $9(2x-7) = 21(9x-2) + 147$   
 $18x - 63 = 189x - 42 + 147$   
 $-18x \quad -18x$   
 $-63 = 171x - 105$   
 $+105 \quad +105$   
 $42 = 171x$   
 $\therefore x = \frac{42}{171} = \frac{14}{57}$

Example: (See Natalie's work)  
 $3(x+2) = (5x-7)$   
 $3x + 6 = 5x - 7$   
 $-3x \quad -3x$   
 $6 = 2x - 7$   
 $+7 \quad +7$   
 $13 = 2x + 2$   
 $\therefore x = \frac{11}{2}$

Master solving equations with  $x$  on both sides

Examples

1)  $\frac{7x-9}{2} = 3x-16$   
 $7x-9 = 6x-32$   
 $7x-9 = 6x-32$   
 $-6x \quad -6x$   
 $x-9 = -32$   
 $+9 \quad +9$   
 $x = -23$

2)  $\frac{6x-9}{2} = \frac{3x-16}{2}$   
 $6x-9 = 3x-16$   
 $6x-9 = 3x-16$   
 $-3x \quad -3x$   
 $3x-9 = -16$   
 $+9 \quad +9$   
 $3x = -7$   
 $\therefore x = -\frac{7}{3}$

3)  $\frac{9-6x}{2} = 3x-16$   
 $9-6x = 6x-32$   
 $9-6x = 6x-32$   
 $+6x \quad +6x$   
 $9 = 12x - 32$   
 $+32 \quad +32$   
 $41 = 12x$   
 $\therefore x = \frac{41}{12}$

Question

1)  $\frac{3x+5}{2} = \frac{9x+1}{3}$   
 $3(3x+5) = 2(9x+1)$   
 $9x + 15 = 18x + 2$   
 $-9x \quad -9x$   
 $15 = 9x + 2$   
 $-2 \quad -2$   
 $13 = 9x$   
 $\therefore x = \frac{13}{9}$

2)  $\frac{6x+3}{8} = 3x+9$   
 $6x+3 = 24x+72$   
 $6x+3 = 24x+72$   
 $-6x \quad -6x$   
 $3 = 18x+72$   
 $-72 \quad -72$   
 $-69 = 18x$   
 $\therefore x = -\frac{23}{6}$

3)  $\frac{8x-8}{3} = 2x-1$   
 $8x-8 = 6x-3$   
 $8x-8 = 6x-3$   
 $-6x \quad -6x$   
 $2x-8 = -3$   
 $+8 \quad +8$   
 $2x = 5$   
 $\therefore x = \frac{5}{2}$

By: Jack W

Good Selection of examples from the video to help with completing the QUIZ questions.

Show each of these manipulations separately. See my example.

Workings clearly shown at each step to solve the equation for  $x$

4)  $6x+5 = \frac{7x-6}{2}$   
 $12x+10 = 7x-6$   
 $12x+10 = 7x-6$   
 $-7x \quad -7x$   
 $5x+10 = -6$   
 $-10 \quad -10$   
 $5x = -16$   
 $\therefore x = -\frac{16}{5}$

5)  $3x+1 = \frac{9x-2}{2}$   
 $6x+2 = 9x-2$   
 $6x+2 = 9x-2$   
 $-6x \quad -6x$   
 $2 = 3x-2$   
 $+2 \quad +2$   
 $4 = 3x$   
 $\therefore x = \frac{4}{3}$

6)  $8x-1 = \frac{3x+5}{2}$   
 $16x-2 = 3x+5$   
 $16x-2 = 3x+5$   
 $-3x \quad -3x$   
 $13x-2 = 5$   
 $+2 \quad +2$   
 $13x = 7$   
 $\therefore x = \frac{7}{13}$

7)  $\frac{2x+9}{6} = \frac{7x-5}{6}$   
 $2x+9 = 7x-5$   
 $2x+9 = 7x-5$   
 $-2x \quad -2x$   
 $9 = 5x-5$   
 $+5 \quad +5$   
 $14 = 5x$   
 $\therefore x = \frac{14}{5}$

8)  $\frac{6x+7}{3} = \frac{9x+3}{7}$   
 $7(6x+7) = 3(9x+3)$   
 $42x+49 = 27x+9$   
 $42x+49 = 27x+9$   
 $-27x \quad -27x$   
 $15x+49 = 9$   
 $-49 \quad -49$   
 $15x = -40$   
 $\therefore x = -\frac{40}{15} = -\frac{8}{3}$

9)  $\frac{2x-7}{7} = \frac{9x-2}{3}$   
 $3(2x-7) = 7(9x-2)$   
 $6x-21 = 63x-14$   
 $6x-21 = 63x-14$   
 $-6x \quad -6x$   
 $-21 = 57x-14$   
 $+14 \quad +14$   
 $-7 = 57x$   
 $\therefore x = -\frac{7}{57}$

10)  $\frac{1-5x}{4} = 2x+3$   
 $1-5x = 8x+12$   
 $1-5x = 8x+12$   
 $-8x \quad -8x$   
 $-11 = 13x$   
 $\therefore x = -\frac{11}{13}$

11)  $\frac{4-5x}{3} = 2x-5$   
 $4-5x = 6x-15$   
 $4-5x = 6x-15$   
 $+5x \quad +5x$   
 $4 = 11x-15$   
 $+15 \quad +15$   
 $19 = 11x$   
 $\therefore x = \frac{19}{11}$





# **Year 10**

# **Changing the**

# **subject**





# Arts

## Romero Crosses

The Romero Crosses displayed here were produced by Year 9 pupils. They were created using a traditional style from El Salvador, rediscovered by artist Fernando Llorca. He was commissioned to create the Romero Cross in St George's Cathedral, Southwark which houses relics of Blessed Oscar Romero.

The images on the Cross represent the life of Jesus, the Trinity, and the people.

Every Romero Cross is unique, made by hand by people in La Palma, El Salvador. There are many other examples of Romero Crosses. In each you can see Christ at the centre, surrounded by the communities important to those who have made each Cross.













# Chaplain's Corner Reflections

On 14th June we celebrated Corpus Christi, the official day was observed on the 11th June 2020.

This celebration is in honour of the Eucharist. The name "Corpus Christi" is a Latin phrase that refers to the body of Christ.

This event commemorates the Last Supper on the day before Jesus' crucifixion, as described in the New Testament.

## **Genesis 14:18-20**

Then Melchizedek King of Salem brought out bread and wine. He was priest of God Most High, and he blessed Abram, saying,

"Blessed be Abram by God Most High,  
Creator of heaven and earth.  
And praise be to God Most High,  
who delivered your enemies into your hand."

Then Abram gave him a tenth of everything.

## Prayer for the Week

Oh Lord Jesus Christ,  
we come before You today, we thank You for the gift of Your  
Holy Body and Blood through which we get strengthened  
body, soul and mind.

We solemnly pledge that we will offer You our undivided love  
and also service to our brothers and sisters as it is Your Holy  
will.

We pray this in the Name of the Father, and the Son and the  
Holy Spirit.  
Amen.



# Chaplain's Corner Reflections

## Some thoughts on the scripture:

Because we are thinking about the Most Holy Body and Blood of our Lord today, our first reading helps us understand better that when Jesus took up bread and wine at the Last Supper, He was acting as a Priest. Melchizedek is a mysterious character who appears only once in Scripture—the first man identified as “a priest of God Most High.” We see that his priestly work was to bless Abram (after he waged a successful battle to liberate his nephew, Lot, from captivity) and to bless God Most High. He is a true mediator between God and man. We see, too, that he brought as his priestly offering “bread and wine.” So important was this historical event for the Jews that when Moses built the Tabernacle in the wilderness (later to be the pattern of the Temple in Jerusalem), God directed him to place bread and wine on a table outside the Holy of Holies (the only spot on earth where God and man met, once a year, on the Day of Atonement). A meal in God’s presence thus became an integral part of the communion of God and man (see also Ex 24:9-11).

Possible response: Lord Jesus, thank You for the priests You have given to Your Church, who still offer bread and wine in praise and sacrifice.

<https://www.youtube.com/watch?v=91hHw1YPqxE>

Communion (feat. Steffany Gretzinger and Brandon Lake from Bethel Music) –  
Maverick City | TRIBL





# Noticeboard

## IS YOUR CHILD STILL ENTITLED TO FREE SCHOOL MEALS?

Have your circumstances changed since the beginning of the COVID-19 outbreak? If so, your child may be entitled to free school meals.

Please note however, if you receive Working Tax Credit it is not necessary to apply as you **WILL NOT BE ELIGIBLE.**

Please send the following information to [contact@stmichaelscollege.org.uk](mailto:contact@stmichaelscollege.org.uk) if you believe your child could now be entitled to Free School Meals.

Your Child's Name (list all children if you have more than one attending St Michael's)

Parent's Name

Parent's National Insurance Number

Parent's Date of Birth

Free School Meals is an ideal way to ensure your son/daughter receives a good hot meal at lunchtime especially during the colder Winter months while at school. Coupled with the considerable savings that can be made, especially in today's economic climate.

**While the school is closed during the COVID-19 outbreak you would receive vouchers (£15 per child per week) by email that can be redeemed in local supermarkets – this will continue during the summer holidays of 2020.**

Do not miss out on this opportunity to save money and ensure your child has a substantial free school lunch.

### Safeguarding

**Important Notice from the Safeguarding Officer –  
there is a copy of our Safeguarding Policy on the College Website.  
A hard copy of this is available in the College Office.**

### **Contacting the College –**

**Direct parents access to college via email  
[contact@stmichaelscollege.org.uk](mailto:contact@stmichaelscollege.org.uk)  
For absence please phone: 0207 237 6432  
EXTN. 730**