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**Good News**  
*for*  
**THE LINK**  
*Newsletter for the pupils, parents and staff of*  
**St Michael's Catholic College**  
*Issue 175 - 15<sup>th</sup> July 2020*

### **A Message from The Principal**

We have finally arrived at the end of summer term, the first in St Michael's history to be mostly run remotely. It has been wonderful to welcome back Year 10 and Year 12 students over the past few weeks, who have enjoyed this experience and managed to handle our new health and safety procedures brilliantly.

This is not the end of term we had envisaged at the start of the year filled with the usual rites of passage and house trips. However, Leaders of Learning and SLT have worked hard to put together celebration assembly videos for year groups, so that prize winners can be announced and excellent effort and achievement can be rewarded. We will also be awarding our first "Salesian Values" prizes to students in each House who have role modelled Salesian values throughout the year and awarding the first Sr Ann Hoskinson cup for sporting achievement in adversity.

Thank you to our students for demonstrating their commitment to their education by actively participating in remote learning and to the Salesian ethos of St Michael's through regular engagement in House competitions and the virtual sports day. Thank you also to parents and carers for supporting your children through the challenge of remote learning since March, your support has been much appreciated.

We look forward even more than usual to welcoming all year groups back in September. We also wish those students in Year 11 and 13 who will be leaving us well and we thank them for their fantastic contribution to our college community. We hope they will continue to demonstrate RUAH through their words and deeds as they make your way in the world.

May the Lord bless you and your families and keep you safe and well during the summer break.

Best wishes

Ms Corcoran

Principal



# History

**Year 7** - Students were tasked to create a medieval village and explain what each building revealed about the nature of life in England during the Middle Ages.

**Year 8** – Students were tasked to create a stall for the Great Exhibition of 1851. Students were challenged to both explain the significance of the objects chosen as well as what they reveal about the nature of life in 19th Century Britain.

**Year 9** – Students were tasked to create a design brief for a graphic novel about The Peterloo Massacre 1819, explaining how the story would vary according to narrative perspective. Students were further challenged to create a design brief for a graphic novel detailing the BLM protests in Minnesota 2020.

Here are some examples of the students' work: Village Models accompanied by extracts of the students' research.

A big congratulations to them all for the *GOOD* work completed!

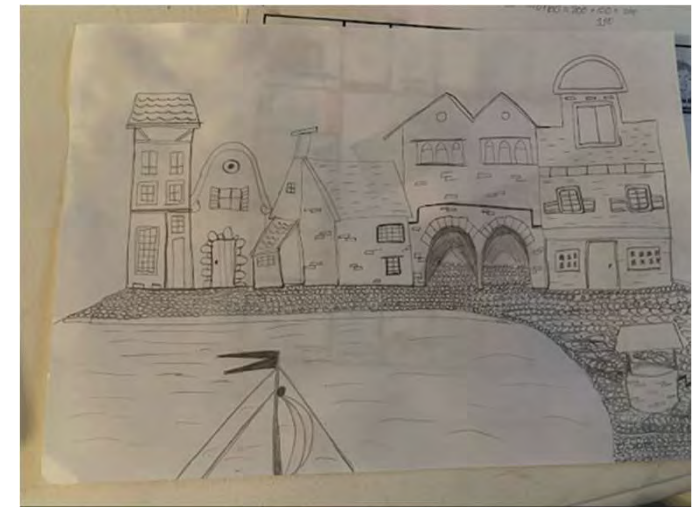
# Year 7



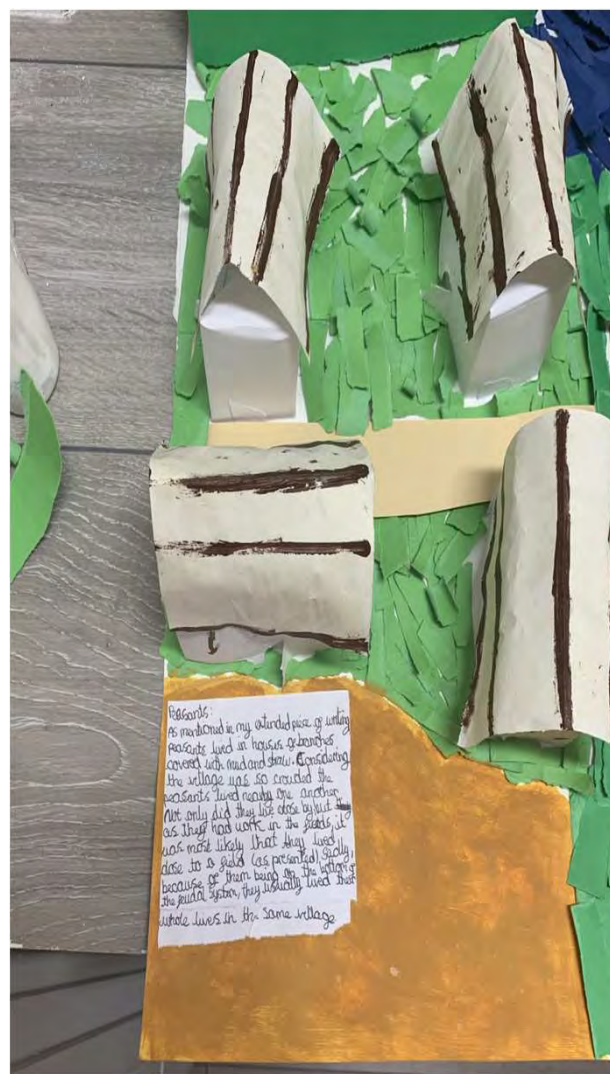
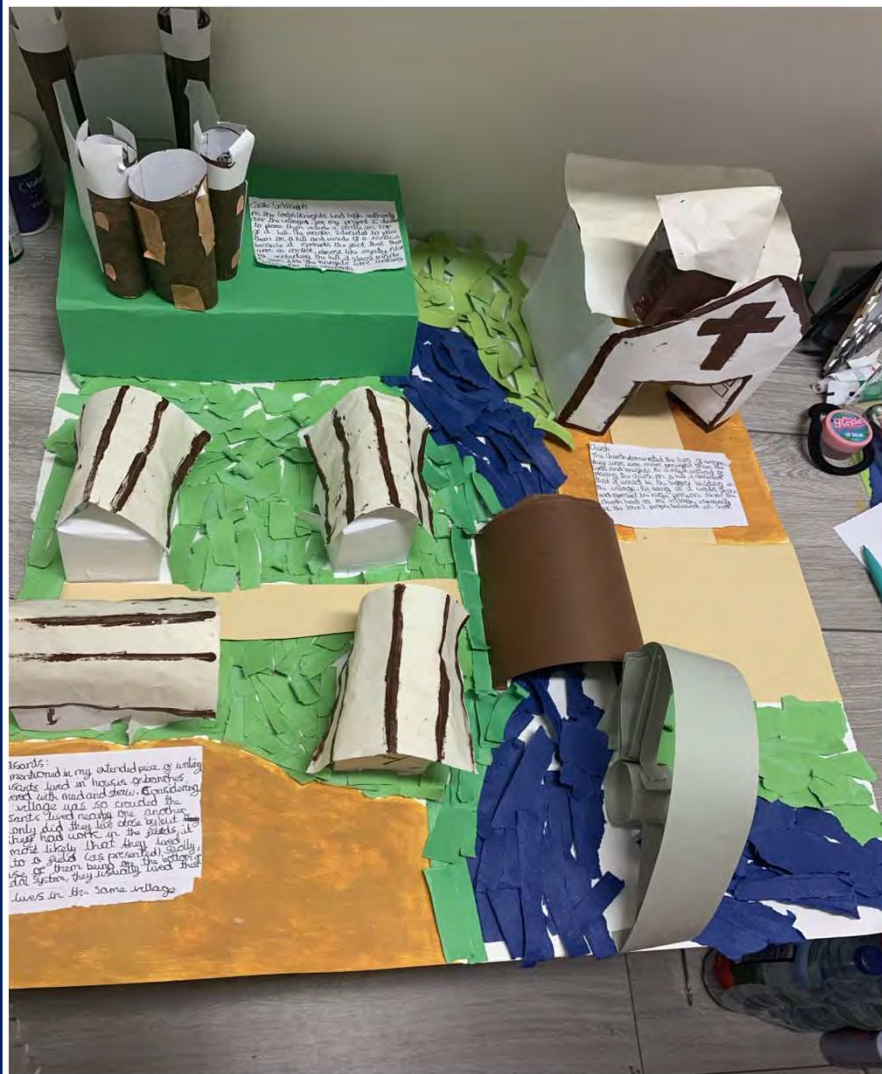
Ainhoa O.A



Michael D



Tori J

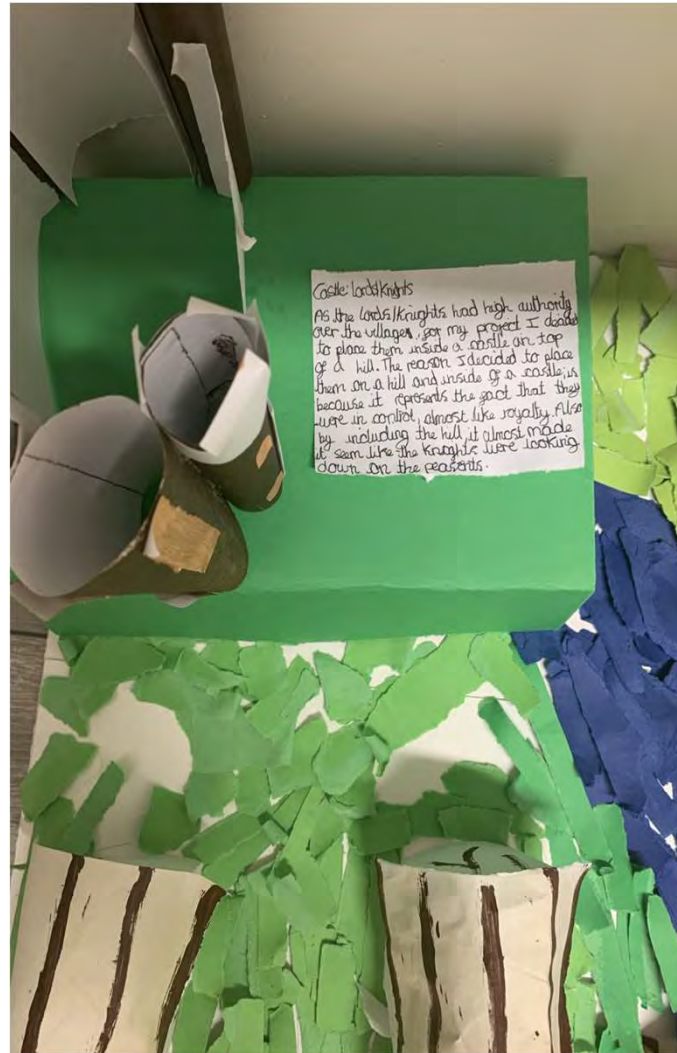
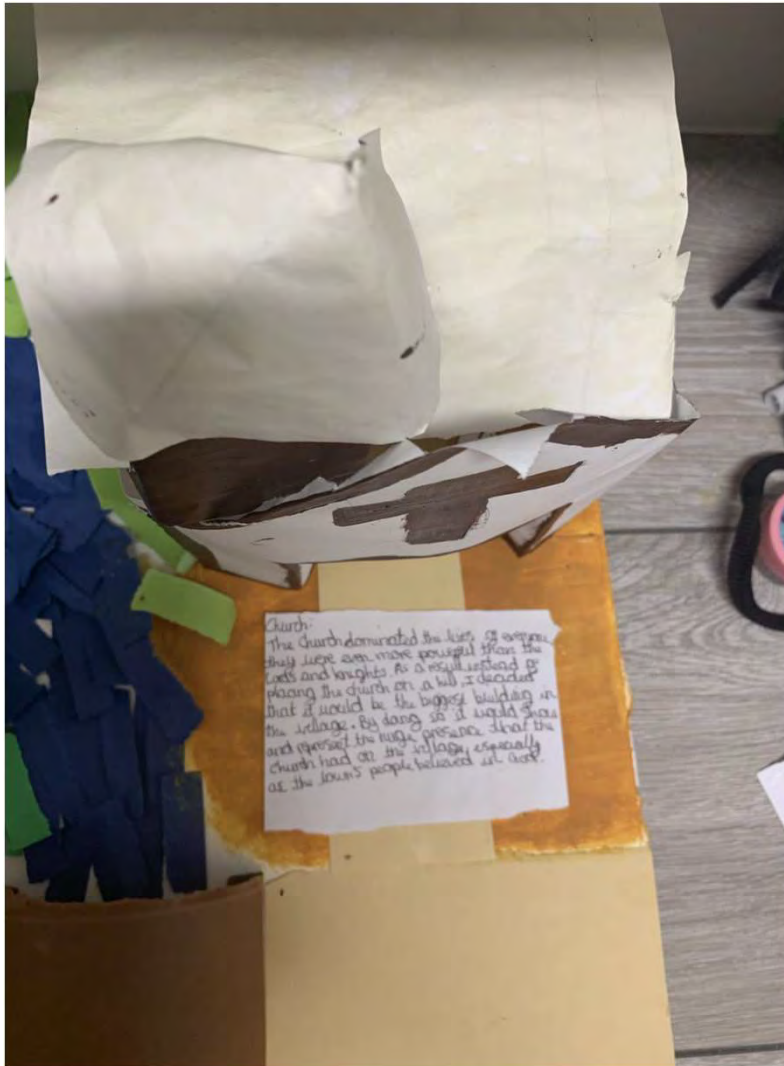


## Life in the Medieval Village by Diana A.R.

In our recent lessons, we have been discussing life in medieval times and how people thought differently in the past, by researching the feudal system. Feudalism was a combination of legal, economic, military and cultural customs that flourished in Medieval Europe between the 9th and 15th centuries. For example, a peasant or worker known as a vassal received a piece of land in return for serving a lord or king, especially during times of war.

Considering that peasants were on the bottom of the feudal system, in my project I decided to place the castle on a slightly taller hill and the peasants on the bottom, to show who was in control of the village and the obedience the peasants had to show because they had so little power.

It wasn't only the castle that had a high place in the feudal system, but so did the Church, as a result, I decided to make the Church a slightly larger building since the peasants and the towns-people all believed in God and the kings had to make them assume that they also believed.



Most people who were born as peasants lived, worked and died in the same village, this was the regular life of a peasant. Correspondingly, Peasants lived in towns on the lord's manor/castle. Houses were constructed of stone or branches covered with mud and straw. The roofs were thatched and there were generally two rooms in a home. Most of the peasants were farmers, but some were tradesmen, such as millers or tavern owners. The farmers leased their land and also paid taxes to the lord and the king. Most farmers were not free, but rather were serfs. The daily life of a woman was difficult compared to men. Women were expected to take care of their children, help their peasant husbands with their daily chores as well as attending to provisions and the cooking of daily meals and other duties customarily undertaken by women. [...] **Diana A.R.**



## Village APP

By Elisha F.O



My village model shows that in the middle Ages peasants had lived in the worst conditions because their houses were poorly built, all the houses were so small and only a family of three or four could all fit inside it. There was only one or two mattresses stuffed with straw, wool, hair, rags and feathers, which could be rolled up and tidied away during the day, whilst the poorest people slept simply on just straw or hay. Additionally, peasant's homes were constructed of stone or of branches covered with mud and straw and generally there were just two rooms in the house. The rooms had dirt floors and a few furnishings in the common room such as stool, tables, chairs and chests and their roofs were thatched. There would also be no light such as candles which meant that during the night they couldn't see anything and would have to go to sleep. The jobs of peasants were to yield food, fuel, wool and other resources. Peasantry was also divided to two parts where, one group of peasants were legally tied to the land they worked but both were obliged to grow their own food and to labour for the landowner. However, they all did farm-related jobs, such as ploughing, sowing, reaping, or threshing. The farmers leased their land and also paid taxes to the lord and to the King. They were required to stay with the land and had to work several days for the lord of the manor. However, peasant's woman's jobs were different because they had to help their peasants husbands with their daily chores as well as attending to provisions and the cooking of daily meals and other daily duties customarily undertaken by women. Different Ethnic minorities like Jews were different from the rest of society in medieval England because they followed a different religion, spoke a different language and looked unlike everybody else. Jews in different countries like York were attacked because they had not been paying their debts and the hatred was driven by money rather than race and not much people respected Jews because of their religion/culture.



I have made a physical model of my Medieval village towards my final assessed piece of work this term for History. I have included in my Medieval village some peasants homes, a water wheel, a tavern/pub used for entertainment, a building for keeping law and order, a lords/knights house with stables, hospital and church. I choose these things as they represent a typical Medieval village.

Peasants had a horrible life. Life was hard. They worked long hours every day just to ensure that their family had a roof over their head and food to eat. If your parents were peasants, you probably would be a peasant as well. They had low earning Jobs as farmers, bakers, millers or shoe makers, therefore they earned minimum wage. Their life was hard, they used tools instead of help from animals like an Ox ploughing field. Peasants lived in cruck houses. These had a wooden frame which was plastered with wattle and daub. This was a mixture of mud, straw and manure. Peasants lived in towns on the lord's manor. There were generally two rooms in the home.

Women held the positions of wife, mother, peasant and nun, as well as some important leadership roles.

Life for ethnic minorities was difficult and because they were different they were known as the outcast so they were treated differently. By that I mean they were pushed around.

Knights fought for their lords who in turn fought for their king. The king might take on a task as a favor for another king or in obedience to the Pope. A knight would typically give 40 days of service each year to his liege lord. knights were given grants of conquered land which quickly put them on the road to wealth. They might also receive gifts of money or other precious things. However, some knights weren't paid at all.

Castles were expensive. Poorer knights might live in a castle owned by their lord or in a nearby manor house. By living this way, they would be ready to go to war or protect their lord's lands at a moment's notice.

Knights relied on peasants for their livelihood. While knights in stories devoted their time to noble quests and adventures, in practice knights spent most of their time acting as landlords. But some knights had horses so they had stables as I have shown in my model. [...] *by Jan U.*



## By Irati and Julia

### End of Year Summer Assessment 2020

#### Life in a Medieval Village

##### How did people think indifferently he passed?

Our Medieval Village is called Crownfield and extends around 12 km<sup>2</sup>. This specific village has been designed around the river considering the fights between lords that owned the castles. The buildings are based on the typical buildings that you would find in the Middle Ages or Dark Ages as some scholars have defined this era ("The Dark Ages: Definition, History & Timeline." Study.com, 7 September 2015, study.com/academy/lesson/the-dark-ages-definition-history-timeline.html) in the fifteen hundred.

The village is a manor and the Woodland and fields that were worked communally are all around the centre of the village in the outskirts after the river as the examples shown



below.



Our village has a hospital, play tent, mill, blacksmith and the villain huts representation.

The village belonged to a lord who had several other manors and visited the village in the summer months as it was peaceful and had only 110 villains, serfs, freeman and peasants, who worked on their lands as



The villages used to gather at the centre of the town like the one we have created. They used to gather to either play games, drink, play skittles which is like modern bowling and tell stories. Furthermore, Christian church holidays were celebrated with rituals followed by food. Some actors would visit the town and play dramas.

They used to do jousting which a sport played to determine the strongest and most powerful in the village, knights would have to use lances to try and knock their opponent off of his horse and in doing so the winner would be determined.

The jesters were the court fools. They were professional clowns for kings and noblemen (today they can be compared to circus clowns). Jestors were often sent to entertain the king when he was angry or not feeling well.

Football was a popular sport which could be played by anyone due to the way it was made- a medieval football was made from leather and a pig's bladder until the early 1860s. However, in 1349 it was banned by King Edward III because of his worry that it was distracting people from practising archery.

Minstrels and troubadours were travelling musicians. Minstrels sang of legends and troubadours sang of love. They travelled from city to city. During the Crusades, the musicians would travel with the Crusaders to the Holy Land and sing of chivalry and romance. Some also sang of faraway lands they saw on their journeys or of historical events. (<https://middle-ages-england.weebly.com/entertainment.html#:~:text=Some%20common%20games%20and%20sports,military%20service%20for%20the%20King.>)

Bear baiting was a very popular sport in the medieval era, regardless of the cruelty shown towards the animals, this sport attracted everyone from the servants to the kings. A bear was chained to stakes in a large arena from its neck or legs, to prevent escape and injuries or casualties to the audience several hunting dogs were led into the arena to torture and injure the bears.

The sports which were played during this era showed the ruthlessness and the lack of care towards animals by society in the middle ages. Animals were often blamed for human illnesses which therefore led to mistreatment shown towards them.



The placement and design of the village were specially built upon the medieval culture, which influenced the way people were treated and the amount of dominate power and rights given to each role in the feudal system.

The structure of feudalism was based on the pyramid system whereby the king was at the top, followed by other groups such as Lords who swore loyalty to the king and were given land and protection by the ones above the pyramid. Lastly, at the bottom, were the villains or peasants.

See below the how the different hierarchy levels would be arranged in the Feudalism:



Feudalism existed even before the Norman Conquest and the organisation was very structured. The lands were granted by the Witan who was the highest council to the Earls and Barons. The administration of the land was managed by the Earl who used to ensure that laws were enforced by the full right provided to govern in his own accord. At times, they would be quite brutal towards the villains.

The law and order broke down and the Earls and Barons lived in fortified castles due to the robberies in the surrounding lands with the aim to enrich themselves. This was in the time of the 'Anarchy of Feudalism' that cascaded from France at the beginning of the 1100s. In regards to this behaviour, the Church brought the 'Truce of God' which prohibited any sort of fighting from Thursday evening to Monday morning.

This aggravating situation changed in 1066 when William the Conqueror became King of England. He expropriated all the Saxon lords and shared them among the Norman Lords who fought with him to conquer England and his own family. The land remained in the King's possession, and the shared land tenant was called 'tenants-in-chief' who had to pay rent to the king in return for the services. Although if the services were not provided the tenant would need to return the land.





## By Irati and Julia

On the other hand, in the early medieval ages, the nobles would have a separate house from the animal and the grain shed. The houses would be at least two-bedroom houses with a sleeping area, a heat source. (Caleb Reeve, 2017. Medieval housing: Rich versus poor. <https://prezi.com/urpewbmw7asf/medieval-housing-rich-vs-poor/#:~:text=During%20the%20Medieval%20Ages%2C%20those,and%20poor%20peasants%20are%20compared.>)

The daily life of the medieval peasant women was even harder than their husband's as they had to help the husband on their daily jobs as well as doing their chores such as cooking, looking after the garden, animals, cleaning and the children. They would also have a spinning wheel to make wool from their sheep and weave clothing or blankets for the cold weather.

Due to the hardship of women in the middle age, I have found out that Lindsay Townsend wrote in 16<sup>th</sup> February 2011 the story of a lady called Mary about 'An Ordinary Day In: The Life of a Medieval Peasant Woman'. The story is about how skilful a medieval woman had to be to fulfil her daily chores. She wrote a book called the 'A Knight's enchantment' as a result of her findings. (Lindsay Townsend, 2011). An Ordinary Day In: The Life of a Medieval Peasant Woman.

<http://unusualhistoricals.blogspot.com/2011/02/ordinary-day-in-life-of-medieval.html>.

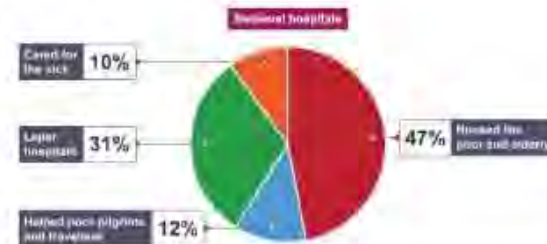
The villages used to gather at the centre of the town like the one we have created. They used to gather to either play games, drink, play skittles which is like modern bowling or and tell stories. Furthermore, Christian church holidays were celebrated with rituals followed by food. Some actors would visit the town and play dramas. (About history. What Did Peasants do for Entertainment in the Middle Ages?

<https://about-history.com/what-did-peasants-do-for-entertainment-in-the-middle-ages/>.



In the middle ages, there was the first time when the minority such as Jewish and other religious followers spoke another language.

The Jewish people reached the UK after the Norman invasion in 1066 and were protected by the Kings as they could take advantage of the Church not allowing Christian lending money



As you can see the pie chart above mentioned that only 10% of the hospitals were hospitals like the ones we know today. 12% of them provided more hospitality to the pilgrims for resting and recuperating from their journeys. Finally, the most common hospitals were almshouses which were actually for the elderly and weak that needed basic nursing, not medical treatment. (Bitesize. Developments in patient care). (<https://www.bbc.co.uk/bitesize/guides/z27nqhv/revision/1#?text=The%20Church%20played%20a%20major%20role%20in%20providing%20hospital%20care.&text=There%20were%20about%201%2C200%20places%20describing%20themselves%20as%20hospitals>)

Regrettably, dirt and filth were the facts among all the classes due to the open sewers and acknowledgement of hygiene and the source of infectious disease and plagues.

In the 11th hundreds, the animals used to roam in the streets, the rubbish and human faeces used to be thrown everywhere so the rats, falcons and mice used to idle around it.

The water used to be collected from the river or ponds which were very close to the toilets that people used to use.

Despite the sewage system improved 200 years later, the Black Death reached the UK and killed half of the population in England between 1348 and 1350. (Ellen Castelow. Disease in the Middle Ages.

<https://www.historic-uk.com/HistoryUK/HistoryofEngland/Disease-in-Medieval-England/15> Some historian believes that within the Black Death, they had two different plagues called the Bubonic plague carried in the bloodstream of the rats and the Pneumonic plague which was passed on by breathing.

The dirt of this times generated diseases which resulted in the creation of the theory called 'Miasma theory' and prevailed for many more centuries. The miasma was considered to be the poisonous vapours that contained rotten particles. It was recognised by its disgusting



The church was the most building in the middle ages because it was the home of the religious leaders. The church earned its power and control after the fall of the Roman Empire. The church's dominant power ruled the land and everyone on it, meaning every peasant had to give up a portion of their weekly work to labour on church land for free. To make matters worse they had to pay 10% of their earnings to the Church through a tax known as the tithe. As many peasants were not able to receive the coin they paid the tithe in grains which were stored in the barns. It was known that if the tithe was not paid or if not good enough produce was laboured they would be cut off from heaven.



# Year 8



Melanie L.E.

**Braille**

Braille is a tactile writing system used by people who are visually impaired. It was made by Louis Braille, who was blinded from age of three. He invented the system in 1824 while being a student in Paris. Louis did this because it was necessary for him and his schoolmates. It is made by writing with embossed paper. It is read by moving the hand from left to right along the line. Braille is very important because it opens opportunities to literary, intellectual freedom and equal opportunity with people with a disability. However, the disadvantages of Braille is that it's expensive to produce, the spelling requires special alternative braille of the way it is made. It can also cause nervous problems to handle. This shows that Victorian attitudes weren't really appreciated people with disabilities were not to be ignored and they were being used.

**Tactile Brauch**

The Tactile Brauch is an optic watch made in 1850 to 1850 AD. It was said to be found in Ireland in 1850 and has the size of 6.7 cm. Back then, the watch was very popular in the watch and exhibited internationally. In 1850, it was displayed nationally in the national exhibition of Ireland. The Tactile Brauch has been named as 'Ireland Great piece of jewelry'. It has been said to represent the achievement by the early medicine with metal watches. The Tactile Brauch is made from silver, gold, glass etc. It is very rare as anyone who had the opportunity to be able to be able to be rich and special. This watch to be in the great exhibition was it's very valuable to the owners and could be very useful information to farmers.

**The Great Exhibition 1851**


The Great Exhibition 1851 was the first time that the world had seen a diamond. It was the largest diamond in the world, weighing around 212g. It is part of the British crown jewels with around 2,400 diamonds. The magnificence of the diamond and its value symbolized the highest power the empire had. It was also said that whoever owns the diamond basically owned the world as it was worth around 400 million. However, the disadvantages of this diamond was known as a curse for its holder; what it causes. It had been said that originated from India's goddess errors and it was previously owned by emperor of Delhi and afterward by. It was very important because it had been said as the most colorful, beautiful and valuable diamonds. It has passed through the hands of royal princess, royal

Courtney O.



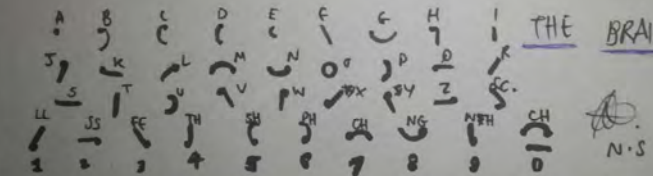
By Nicole H.C

### THE KOH-I-NOOR



- THE KOH-I-NOOR IS A JEWEL THAT NOW IS DISPLAYED IN THE TOWER OF LONDON AND BELONGS TO THE QUEEN (CROWN JEWELS).
- PEOPLE BELIEVED, AND STILL DO, THAT THE JEWEL IS INDEED CURSED AND THAT IT IS CURSED BECAUSE IT IS APPARENTLY LINKED WITH A MYSTERIOUS MURDER THAT HAPPENED AGES AGO.
- NORMAL POOR PEOPLE WERE AMAZED AT HOW MUCH IT COST AND THEY ADMIRER AT THE BEAUTY OF IT.
- THIS JEWEL WAS ORIGINALLY FROM INDIA, ONE DAY THE YOUNG PRINCE OF INDIA WAS SENT ON A MISSION TO PRESENT THIS JEWEL TO THE QUEEN OF VICTORIA HERSELF, AND FROM THEN IT WAS KEPT IN A CAGE.

### THE BRAILLE



- THIS WAS WRITING ONLY BLIND PEOPLE COULD FEEL (A WRITING SYSTEM FOR BLIND PEOPLE)
- HOW IT WORKS? WELL THE BRAILLE IS WHEN A BLIND PERSON TOUCHES AND READS (IN WHICH NON A DOTS) AS DOTS WHILE EACH REPRESENT A LETTER IN THE ALPHABET. IT CAN ALSO HAVE PUNCTUATION MARKS AND LETTER GROUPING. BRAILLE IS READ BY MOVING THE HAND FROM LEFT TO RIGHT ON EACH LINE.
- IT TELLS US THAT IN THAT TIME SOME PEOPLE ACTUALLY CARED FOR THE DISABLED AND PROVIDED THINGS FOR THEM.
- IT ALSO TELLS US THAT PEOPLE WHO SOME PEOPLE WERE ACTUALLY EDUCATED AND WERE ABLE TO READ AND WRITE.



# Year 9

By Lucy G.S.

**"Peterloo: (My Graphic Novel)"**  
**DESIGN BRIEF**

Perspective: One of the magistrates

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**My front cover: instructions to artist:**  
The front cover is to be a clear image from a window of the event unfolding, and as the sun glistered onto it, a male can be seen faintly in the reflection. Core of the magistrates).

**Roadmap of the rest of the novel (max 15 pages):**  
 p. 2 View from Parliament, focus on the view of Hunt.  
 p. 3 360° view of crowd then pan to perspective of a crowd member.  
 p. 4 Birdseye view of the crowd that show the anger of the protesters face.  
 p. 5 Focus on a group of soldiers shouting at protesters and on a magistrate's face.  
 p. 6 Focus on Hunt's face becoming more and more angry.  
 p. 7 Zoom in on the face of a soldier scared/holding matter.  
 p. 8 Zoom out on Hunt's ordering soldiers to fight.  
 p. 9 Show the crowd becoming restless and some running away.  
 p. 10 Focus on the reflection of a blade of a sword.  
 p. 11 In the reflection show a distraught face of a man.  
 p. 12 Birdseye view of people running and getting injured.  
 p. 13 Zoom into the blood and used clothes on the grass.  
 p. 14 In each frame, zoom further out of the earlier side away.  
 p. 15

**First page: storyboard**

The crowd was growing larger. More people come!

Hunt tries to calm the crowd.

the noise should be louder soldiers coming.

**Final page: storyboard**

**What 3 word review would I hope to get and why?**  
 I would want to have the words: raw, memorable and chaotic because it highlights the deeper meaning behind the images and the realism of it.

**"Peterloo: (My Graphic Novel)"**  
**DESIGN BRIEF**

Perspective: BLM protesters

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**My front cover: instructions to artist:**  
The front cover must be a large painting of George Floyd surrounded by the impact his death made. Such as the many raised initials that have spoken up and the massive groups of people being formed.

**Roadmap of the rest of the novel (max 15 pages):**  
 p. 2 Birdseye of the destruction and chaos on the streets.  
 p. 3 view of a protestor marching / zoom into the protester's expressions.  
 p. 4 perspective of a group of protesters watching the police.  
 p. 5 view of a white man making love to a black man.  
 p. 6 show multiple people allowing themselves to get arrested.  
 p. 7 zoom into a tear gas can being thrown.  
 p. 8 set a close up of the signs and banners.  
 p. 9 God's eye view of the millions of protesters.  
 p. 10 Close up of a bullets being fired.  
 p. 11 focus on a family walking past being protected by crowd.  
 p. 12 pan to multiple different news reports on tv/magazines.  
 p. 13 In the last few frames show the impacts of this whole entire movement.  
 p. 14  
 p. 15

**First page: storyboard**

George Floyd  
Alonso Smith  
India nager

Say Their Names  
Breonna Taylor  
Michael Brown  
Ama Coxley

MINNESOTA  
POLICE  
DEPARTMENT

LIBERTY  
OR  
JUSTICE

"I can't breathe" "I felt no name"

BLACK LIVES MATTER

**Final page: storyboard**

NEW YORK: \$ \$ \$  
Police defended \$ \$ \$ \$

L. Angeles: # # #  
Health care funded

Thousands of petitions signed!

BLM = Global Rallies cry #BLM

**What 3 word review would I hope to get and why?**  
 I would want: heartwarming, historical and empowering to fully show the impact this has on millions of people and the changes made.



I chose the images I used because they emphasized the effect an event as powerful, can have. This is especially seen in the last set of images where the crowd fades away leaving one man left, this specific idea seemed appropriate because it portrays the loneliness one can feel even if they are surrounded by thousands of people and how the actions used that day resulted in many injuries and deaths, that alone can trigger absurd amounts of fear and mental isolation. By focusing on the emotions of the crowd, it gives the reader an idea of what may have been growing through their heads at the time and how lacking power is frightening.

### Task 10 part B

When historians write about the past, they continue to question themselves and receive reliable opinions, essentially this helps piece things together. By getting the perspective of everyone and listening to all sides of the story, it enables them to recognise similarities and differences between them which quickens the process of coming to a conclusion. It helps them explain different interpretations of history because the sources that they have been given are varied and not from one person or group of people, this allows them to see historical events from the perspective of various people.

My list has not changed since the start mostly because this specific event has proved that there are so many different sides to a story and historians have to consider them all to complete the “puzzle”

I chose the images I did for the Black Lives Matter movement because it shows the power we can obtain from coming together as a community and the changes we have made including justice for those who have died and mercy for all black lives lost to police force. I also chose these specific images and messages because they reflect the passion the world has for topics such as this one and how we won't settle for injustice, which has been seen over the course of months by the protests, petitions and influencers. *Lucy G.S.*



# By Keziah B.

## "Peterloo: (My Graphic Novel)" DESIGN BRIEF

Perspective:

Orator Hunt

### My front cover: instructions to artist:



- I want a picture of Hunt looking out a window
- But because it is from his perspective I want a reflection in the window showing what he is looking at
- I want the reflection showing the destruction
- He needs to look like he feels guilty because they are out to get him and causing destruction because of it
- He also needs to look angry because of what they are doing
- He needs to look formal so it is clear he is the leader

### First page: storyboard

It will be like a flashback so Hunt will start off looking out the window ready to be arrested but then he will go into a flashback on how he got in that position. So it will go to the start of the day before anyone has even started making their way to the peaceful protest. Hunt is very happy and confident on what the outcome is going to be. And he is very sure what kind of protest he wants it to be. He wants it to be a family friendly atmosphere, everyone is invited. But he also wants the objective to be clear, he wants everyone to know why they are protesting and to understand it is important without coming off as threatening.

### Final page: storyboard

The final page will end with everyone running away and the streets of Peterloo almost being deserted while the soldiers are charging at him then he will come back from the flashback and we will see him looking into the distance with the reflection in the window again.

### Roadmap of the rest of the novel (max 15 pages):

p. 2: people start to get ready with their families and friends so they can start making their way. Everyone happy.

P.3: we see babies, children, men and women making their way in a large crowd towards the place of the event.

P.4: Hunt giving a speech at the event that he is happy that everyone has made it, but also reminding everyone of the goal of the peaceful protest.

p. 5: everyone enjoying themselves and more people coming to join.

p. 6: soldiers start to approach in the distance, and there is a sense of unease

p. 7: all of a sudden there is corruption and people are panicking but not everyone knows what's going on

p. 8: all of a sudden there is a scream and everyone is trying to escape but the soldiers are not letting them.

p. 9: hunt is aware of the commotion and trying to stop the fight but he is not being heard. He is unaware that they want him.

p. 10: the soldiers start to draw their weapons and there is violence.

p. 11: civilians are trying to protect their loved ones

p. 12: hunt is running away trying to seek refuge in a house so he can figure out what is going on and how it started.

p. 13: hunt then looks out the window and realises it him, they are targeting him

What 3 word review would I hope to get and why?

Commotion, mystery, tragedy

## "Minnesota: (My Graphic Novel)" DESIGN BRIEF

Perspective:

Black lives matter protestors

### My front cover: instructions to artist:



- A sign saying "liberty or justice till I can't breathe"
- Outside metal railings
- People standing on top of them holding up the black lives matter fist sign
- In the background there should be fire and destruction.

### First page: storyboard

Explaining what happened with George Floyd and people's reaction towards it. The day when George Floyd was arrested and the policeman rested his knee on the neck of George Floyd while the victim stated he could not breathe. This needs to be recalled by a hurt and angry protesters trying to get justice for the death.

### Final page: storyboard

We need to skip to the peaceful protests in different countries all over the world supporting the cause showing different meaningful signs.

### Roadmap of the rest of the novel (max 15 pages):

p. 2: we should show the riots going on about how justice is not being served.

P.3: then information about the different black people that have been killed due to police brutality. And telling their stories

P.4: showing celebrities response to these tragic deaths and how they are trying to help the cause.

p. 5: showing charities supporting the cause

p. 6: showing social media reaction by young teenagers as well as adults

p. 7: showing bad comments from people like Donald Trump and showing the responses to that

p. 8: showing some of the justice that has been served with some of the police being charged

p. 9: showing some of the response from family members and friends of victims

p. 10: writing about some of the history of racism and how more people are noticing it now.

What 3 word review would I hope to get and why?

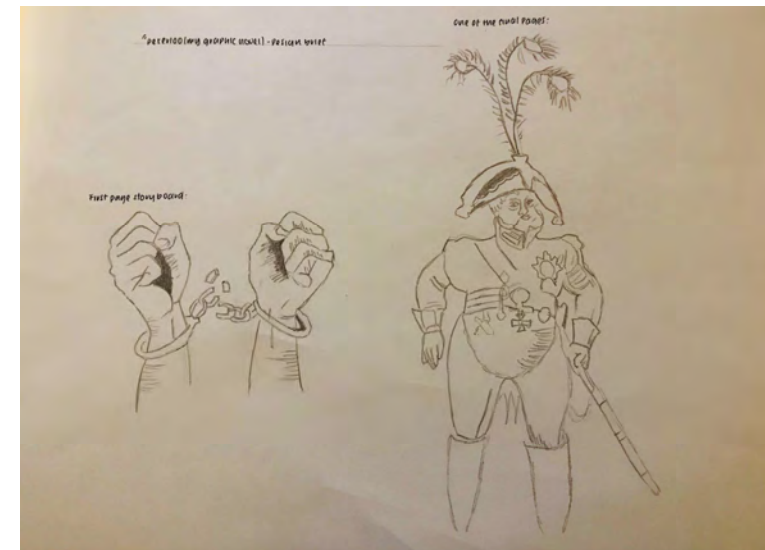
Black lives matter

### ***Task 10- Part A***

Perspective: Narrate the story from the perspective of a female reformer who was on the platform with hunt.

***By Rocio T.T.***

I have decided to use this perspective as I believe that I am able to illustrate clearly what is happening, I decided to draw this image for the beginning as it is depicting the meaning and demands of the protestants, which were to be free, have a voice and demand the reform of parliamentary representation. The first image shows how the people will not stay silent and will break free for their voices to be heard. In one of the final images I have focused on try to give the best description of one of the Police forces that had acted violently against the innocent people, I wanted to demonstrate to everyone and leave them with an image of how they looked like and how much weapons they had on. I have used this as one of the final images so that when people finish the storyboard they can remember these police who used brutal force against the protestants. I will narrate from the perspective of a female reformer as I am able to describe what is happening from both sides(good view of everything).





### ***Task 10-Part B***

Write a detailed paragraph in answer to the question below:

What decisions do historians make when they write about the past? How does this help to explain different interpretations of History? Why is it more complicated than just identifying “bias”?

Historians tend to use acts gathered from primary sources of evidence and then shape them so that their audience can understand and make sense of them. This process whereby the historian makes sense of the past which is called an interpretation. They look for causes and effects that help to explain how and why events happened-the same thought as task 01. However many interpretations differ because they are written for different audiences. Historians select information and when they write they can distort information to make their arguments stronger. They also change their views when they discover new evidence. When historians teach interpretations it is good for them to use examples of interpretations which show issues about which people had really strong views and use as many different forms of the term interpretation. They must offer a good range of contrasting views on a topic of what people thought in the past. Overall, History is about interpreting the past: it is a ‘spin’ on historical facts. Through interpretation, historians say what they believe the past means.



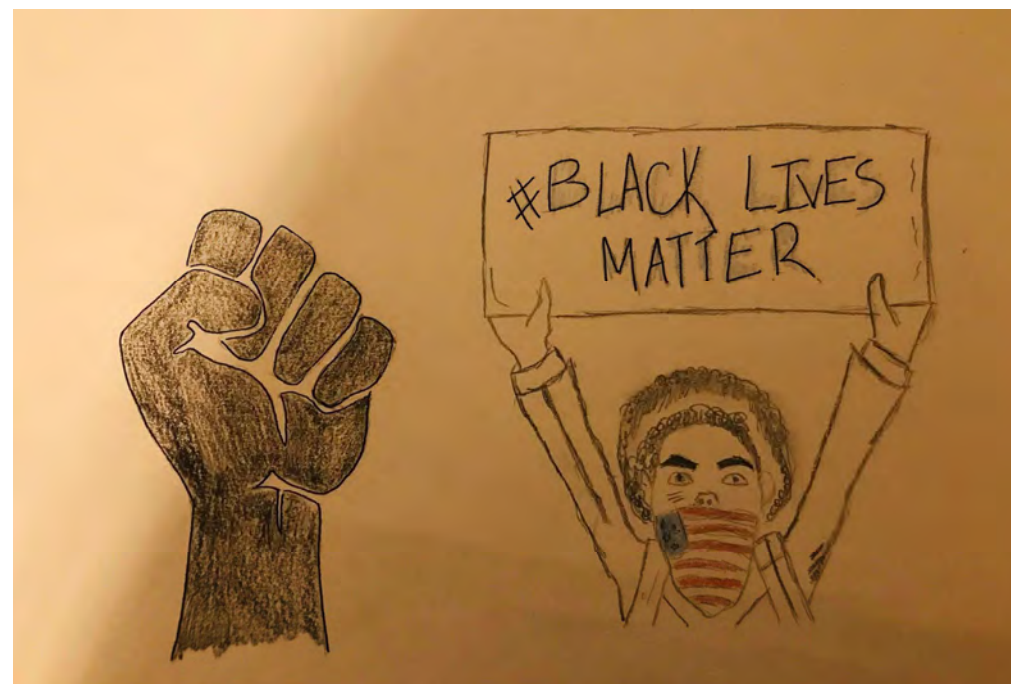


### *Task 10-Part C*

Perspective: Narrate the story from the perspective of Black lives Matters protestors in Minnesota

I have decided to use this perspective as us audience get to see how the protestors feel, and their expressions, we also get to understand what they want. I have decided to start and finalize with an image to illustrate that Black Lives Matter so that the audience reading the cartoon can start and finish with the whole intention and message of the cartoon as it is extremely important they understand. If I use the perspective of a protestor then we can get to see everyone's facial expressions and what they are feeling at each moment. I have focused on what the important message of the cartoon and what its true purpose is as we must get people to understand that no one must be judged by their colour of skin or anything like it.

*Rocio T.T*



### *Task 10 – Part A*

You wish to make your own graphic novel about Peterloo.  
Put together a design brief (see next slide) to plan the novel.

*By Maria N.*



The following pictures that I have illustrated present the images and thoughts through a witness perspective who is not involved in the Peterloo protests but is able to view everything as they are looking down at the scene. My first page presents a peaceful day, where the sun, sky and nature is calm and peaceful. The person looking over is waking up bright in the morning to appreciate nature's gift. Whereas, on my last page, it presents the perspective of witnessing the brutal and violence that was involved in a matter of minutes. People left in serious injury whilst the grass is inked with blood. The face presents deep shock and disgust at the scenery - this is used to emphasize how this beautiful morning turned into a horror-like story.



### ***Task 10: Part B***

Write a detailed paragraph in answer to the question below:

What decisions does a historian make when they write about the past?

How does this help to explain different interpretations of History?

Why is it more complicated than just identifying “bias”?

A historian has the fascinating job of studying and interpreting the past. When people need detailed, nuanced information about the past, they go to historians to get the facts. These individuals write history books about all kinds of topics, times, people, and places. Historians use facts gathered from primary sources of evidence and then shape them so that their audience can understand and make sense of them. This process whereby the historian makes sense of the past is called an interpretation. It is more complicated than just identifying “bias” because nowadays, the world is slowly but surely changing where most people have a voice, this changes perspectives within a story and would therefore be considered ‘complicated’ in finding a point from a particular view to agree on.

Compare your thoughts now to the beginning of the enquiry in Task 1:

Has your list changed since we began? If yes, in what ways?

Yes, but ever so slightly. This is because the information that has been collected has been outdated therefore, there could be a subtle change in the story as the event occurred on 16 August 1819 and not too earlier before.



### *Task 10 – Part C*

Inspired by Peterloo, you wish to make your own graphic novel about the Minnesota protests 2020. Read this article and watch the news report first: <https://www.bbc.co.uk/news/world-us-canada-52844192>

Put together a design brief (see next slide) to plan the novel. Write a detailed paragraph explaining why you have chosen the images in your design brief, telling the story from the point of view of one of the people above. Include the terms Perspective/Focus/Scene & Summary



Black Lives Matter is an organized movement advocating for non-violent civil disobedience in protest against incidents of police brutality against African-American people. I personally believe Police Brutality against minorities and racism has always existed throughout History, however because of the horrific action and cause of death of George Floyd, it was the push that made people have enough and decide to raise their voices. Police brutality or police violence is legally defined as a civil rights violation where officers exercise undue or excessive force against a subject. This includes, but is not limited to, physical or verbal harassment, physical or mental injury, property damage, and death. In the first page, I presented an illustration of the police trying to stop the ‘chaos’ though this ‘chaos’ was to prove racism amongst the broken system. In the last page, it presents the police using weapons such as rubber bullets, tear gas and violence to physically hurt the protesters. Many young children were also present during the protest and were in threat of great danger.



English  
with  
Miss D Yon

Congratulations to  
**Jermica (Year 7)**  
for having made the  
first round of  
500 words in the  
“*Black Lives Matter*”  
Competition





She was sitting in the back seat - reaching for her work bag but I guess they didn't see that. They saw a black woman.

She must've been in her early twenties, her dad was driving her and her daughter to an apartment viewing. The little girl must've been about seven years old. But everyone loved Mya - with her tight, umber coils and syrup skin. And after Raven was born even more people loved her more. Don't get me wrong, she had always been 'perfect', making a little difference to everyone, whenever she could. It was just like a light that had been shining on her was constantly becoming brighter. Mya started to do charity work, donate blood and get her grades up. All for her little girl, so she could be the best mommy possible.

That morning, she woke up at 6 AM, went to check on her neighbour's dog then came back to get her daughter ready. Raven was crying because she didn't want to get up; but in return she was planted with tender kisses for encouragement. It was the day she could finally sign her lease and Mya just wanted to get it perfect. So there they were, running into the car - Mya hadn't gotten a chance to put her face on so decided to do it in the car. 'Dad!' she sang, 'Let's get this show on the road please.' Classic Mya, kind even on a busy Monday morning. Anyways, the little group of three had almost arrived when sirens began to echo. You see, Mya couldn't hear them because her headphones were on and Raven was asleep. Her father pulled over and an officer came and asked for ID. He gave it over, at this point the car had stopped moving and Mya was starting to catch on so asked her dad what was going on. Of course, she didn't take her headphones off though. The officer returned and must've been pretty 'upset' because he was giving degrading looks and asking unnecessary questions. Eventually, Mya's dad asked him why they had been pulled over and he refused to answer. Coincidentally, Mya had just dropped her open lipstick and her daughter was awake. So she leant down and I don't know what that officer thought but he shot a bullet straight at her.

So you see I witnessed my mother die in the most brutal way - in an act of racism. That's what pushed me to come out and speak up. You see race is nought but the shade of your skin. My mother didn't see race, she saw love for everybody who felt a love for all humans alike. That cop hasn't been arrested - twenty years later and now we're seeing news articles. Showing the brutal effects of actions like his. As if it's only started now, and it hasn't. The final thing I am going to say is this: Should all lives matter if Black lives don't?

-Jermica , Year 7



# Maths with Mrs Rochier

## Maths Project Week Save a Baby Kangaroo

Ms Roshier would like to thank the following student for their contribution –

Paris A

George S

Emma P

Chloe A

Julianne C

Angie M

Juvienia M

Matteo O

Karolina V

and

Aaron G





# Maths Project Week Save a Baby Kangaroo

By  
BowlandMaths.org.uk

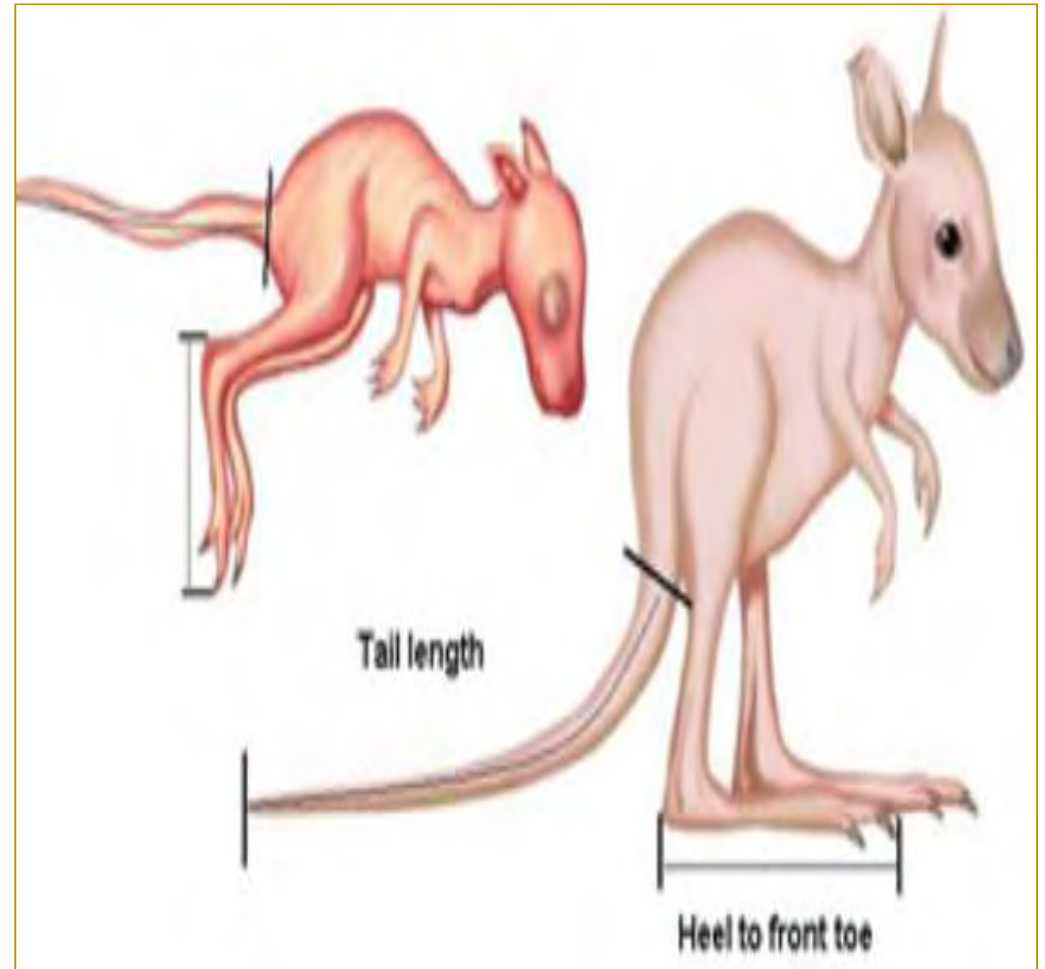
Bowland Maths Classroom Projects aims to make maths engaging and relevant with a focus on developing thinking, reasoning and problem-solving skills. This project places students in a real-life scenario in which an attempt is made to save a young orphaned kangaroo.

The mathematical content includes number and algebra (size of number, accurate calculation, measurement and units); geometry and measures (length and weight of joey); number (recall and use of number facts); statistics (handling and manipulating data in order to find a result).





This is Levi and he was a 5-month-old orphaned joey cared for by the author of the project and his daughter, Emily



Students measured the tail length and foot length of their individual joey. These measurements along with the graphs to help decide the age and species of their orphaned joey.



## Using Maths to measure and bake Kangaroo Cookies





## Maths in Saving a Baby Kangaroo

ANIMAL	BIRTH WEIGHT (grams)	ADULT WEIGHT (kilograms)	ADULT WEIGHT (grams)	BIRTH WEIGHT AS PERCENTAGE OF ADULT WEIGHT  $\frac{\text{Birth weight (g)} \times 100}{\text{Adult weight (g)}}$
DOG (corgi)	284	9	$9 \times 1000 = 9000$	$284 / 9000 \times 100 = 3.15\%$
CAT	100	4.5	4,500	2.2%
HORSE	50,000	550	550,000	9.09%
MOUSE	1	0.040	40	2.5%
KANGAROO (a marsupial)	3	70	70,000	0.04%
KOALA (a marsupial)	5	13	13,000	0.03%
FOX	100	8	8,000	1.9%
ELEPHANT	100,000	6000	6,000,000	2.5%
HUMAN	3,000	62	62,000	4.83%

2. Animal	Birth weight (g)	Adult weight (kg)	Adult weight (g)	Birth weight as % of adult weight
Cat	100	4.5	4,500	$100/4,500 \times 100 = 2.2\%$ (rounded)
Horse	50,000	550	550,000	$50,000/550,000 \times 100 = 9.1\%$ (rounded)
Mouse	1	0.040	40	$1/40 \times 100 = 2.5\%$
Kangaroo (a marsupial)	3	70	70,000	$3/70,000 \times 100 = 0.004\%$ (rounded)
Koala (a marsupial)	5	13	13,000	$5/13,000 \times 100 = 0.04\%$ (rounded)
Fox	152	8	8000	1.9%
Elephant	100,000	4,000	4 million	2.5%



## Maths in Saving a Baby Kangaroo

Table 1.1

Animal	Birth weight (grams)	Adult weight (kg)	Adult weight (g)	Birth weight as percentage of Adult weight
Dog	284	9	9 x 1000 = 9000	$284 / 9000 \times 100 = 3.1\%$
Cat	100	4.5	4,500	2.2%
horse	50,000	550	550,000	9%
mouse	1	0.040	40	2.5%
Kangaroo	3	70	70,000	0.004%
koala	5	13	13,000	0.38%
fox	152	8	8,000	1.9%
elephant	100,000	?	?	2.5%
human	3,000	62	62,000	4.8%

animal	birth weight (grams)	adult weight (kg)	adult weight (grams)	birth weight as percentage of adult weight
Dog	284	9	9 x 1000	$284 \times 9000 \times 10 = 2.57\%$
cat	100	4.5	4500	2.222%
horse	50000	550	550000	9.0909%
mouse	1	0.040	40	2.5%
Kangaroo	3	70	70000	0.00428%
Koala	5	13	13000	0.03846%
Fox	152	8	8000	1.9%
elephant	100000	?	?	2.5
Human	3402	62	62000	5.48709%



# Maths in Saving a Baby Kangaroo

## JOEY

If you were to ever find an abandoned or injured joey somewhere and you needed to feed it you would first need to find out its age. The way you would do that is you would need to check its weight, its tail length and its feet length.

The way that you would know how much to feed a baby joey is by its age. If its anywhere from 0-110 days you feed it 8 times a day from 110-160 days you feed it 6 times a day from 160-200 days you feed it 5 times a day and then 200-300 days you feed it 4 times a day.

Most wallabies begin to gain independence at around 8-9 months, and all joeys are born at normally 12cm and weigh about 60grams.

Baby wallabies usually open their eyes, stand up and begin getting fur at around five to six months. Wallabies are generally known for living solitary lives.

## How to Save a Joey

SAVE A SWAMP WALLABY

did you know that Swamp Wallabies are a herbivore?

It is important to know the age of the Wallaby. Then we can figure out how much food he/she needs he can find their age from their body proportions.

### how old is the joey?

### how much powdered milk?

Age (days)	No. feedings per day	grams per feeding	Volume
40 to 50	8	1.4	10
55	8	1.75	12.5
60	8	2.1	15
65	8	2.3	16.5

Depending on the age, the amount of milk needed will vary.

### HOW TO MEASURE THE JOEY

With this you will be able to accurately find the measurements of the joey & its age.

The joey is just 12cm long and weighs 60 grams

Please help

Can you please help the baby kangaroo

## Save the Kangaroo

The mother died by a truck leaving a baby kangaroo

The kangaroo has no mum

she has a live joey in her pouch

Please help

WILL YOU HELP SAVE THE KANGAROO

## RESCUING A JOEY

After a female kangaroo gives birth to a joey, the new born joey climbs its mother's body to get to the pouch where it is safe. The joey weighs approximately 0.8g and is the size of a jellybean!

Before you can determine a feeding program for the joey, you need to:

- work out its age and species.

The steps involved to determine a feeding program will be:

1. Measure the joey's height, tail and foot length
2. check all species and predict your joey's age base on its measurements
3. Decide upon species and age based on which species provides the closest three predictions of age.
4. Use the feeding table for the correct species to determine a feeding plan for the joey.

### Facts about Grey Kangaroos:

- found in eastern part of Australia
- they belong to a small group called macropods
- They have hind legs that are larger than their forelimbs.
- their hands are very powerful.

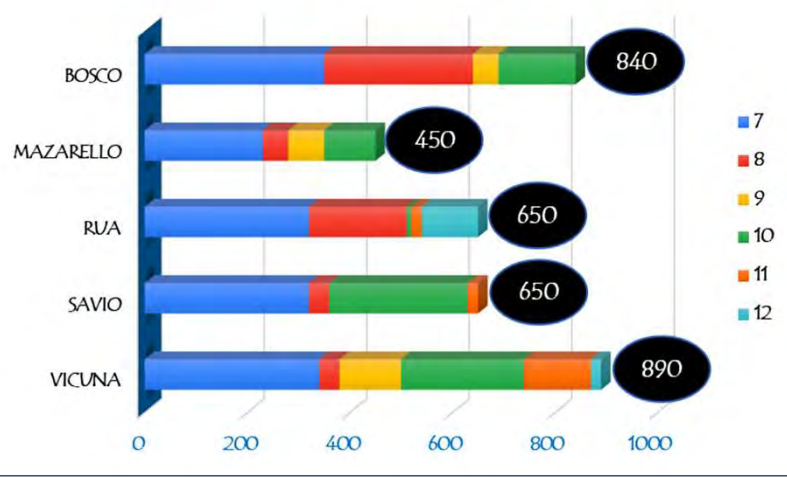


# Final Maths Challenge Results

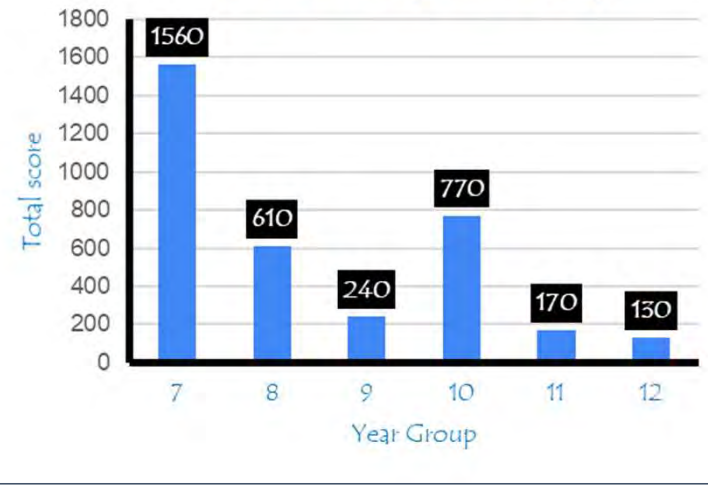
**VICUNA has won the St Michael's Maths Challenge**  
 Best participation yet with 107 entries,  
 including 9 staff and 2 departments

Many thanks to the support of Mrs Timms (Y7), Mr Toledo (Y7), Ms Yon (7), Mr Lewis (10) and Mr Parker (Y11)

Total Scores by House

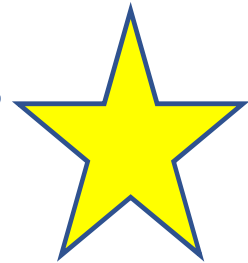


Total Scores by Year Group





# Final Maths Challenge Results



- Best participation yet with 107 entries, including 9 staff
- Best participating House: Bosco
  - Best participating Year: Year 7
  - Top scoring Year: Year 7
  - Highest scoring House: Vicuna

Top Scores			
MAZARELLO	Miss	Hayden	Y7
VICUNA	Mrs	Baudry	Y7
BOSCO	Caspar	Glemser	Y8
BOSCO	Sia	Musa	Y10
MAZARELLO	Mary	Moses	Y10
SAVIO	Sean	Ellis	Y10
SAVIO	Simon	Woldu	Y10
VICUNA	Lauren	Stewart	Y11
RVA	Jacqueline	Tigsi	Y12
MFL Department (Ms Banks)			
PSYCHOLOGY Department (Mrs Cook)			



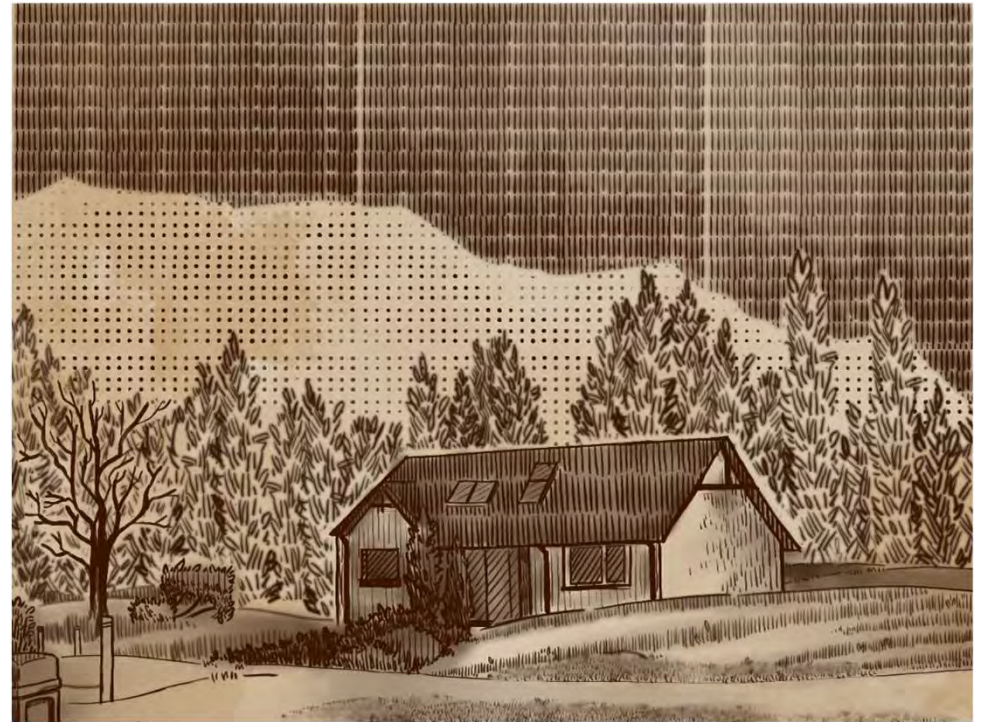
Art  
Art

*Landscapes*





By Jada B.



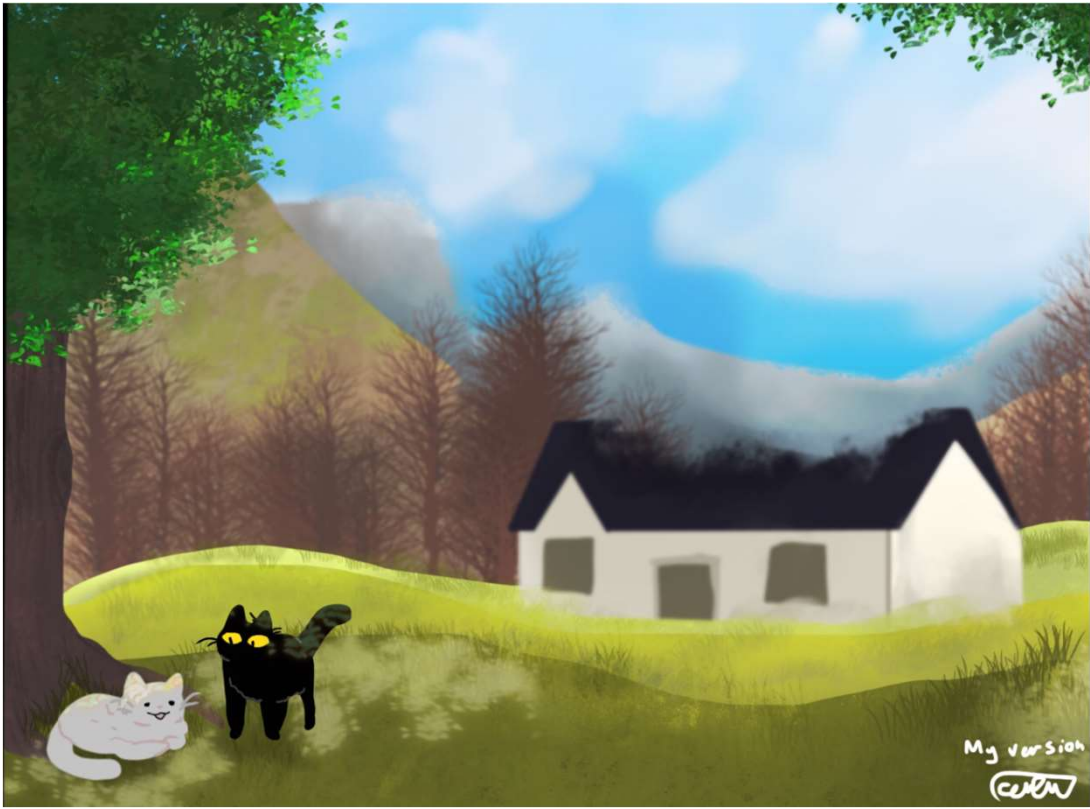
By Mika C.



By Matthew L.



By Maria N.



By Ayla S.



By Maisie R.



By Samuel D.



By Aaron G. M.



By Flavio N.



By Regina R.



By Robert S.



By Paige J.



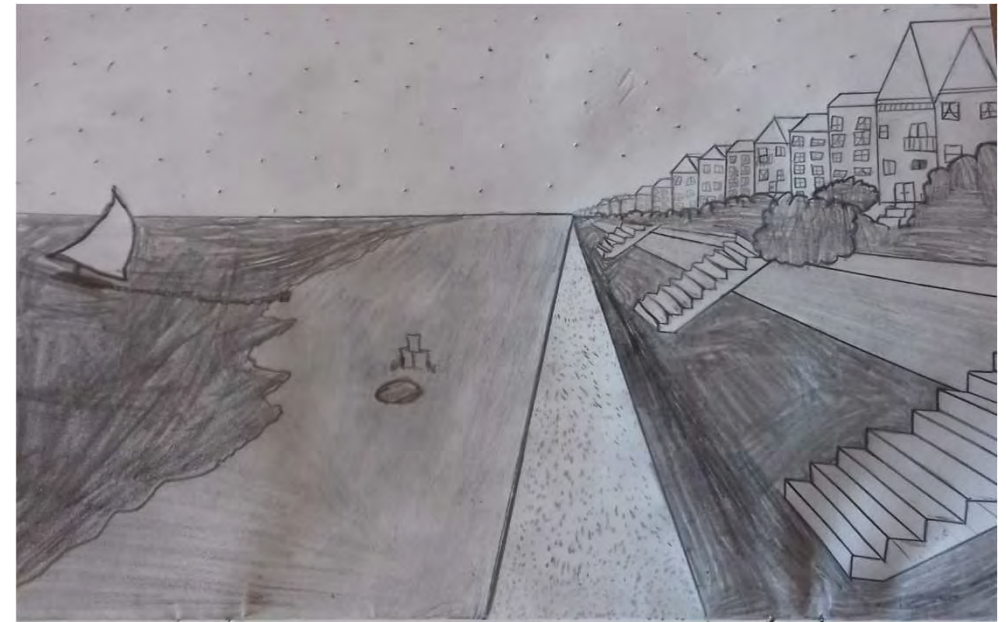
By Dylan S.



By Nancie M.



By Maria N.

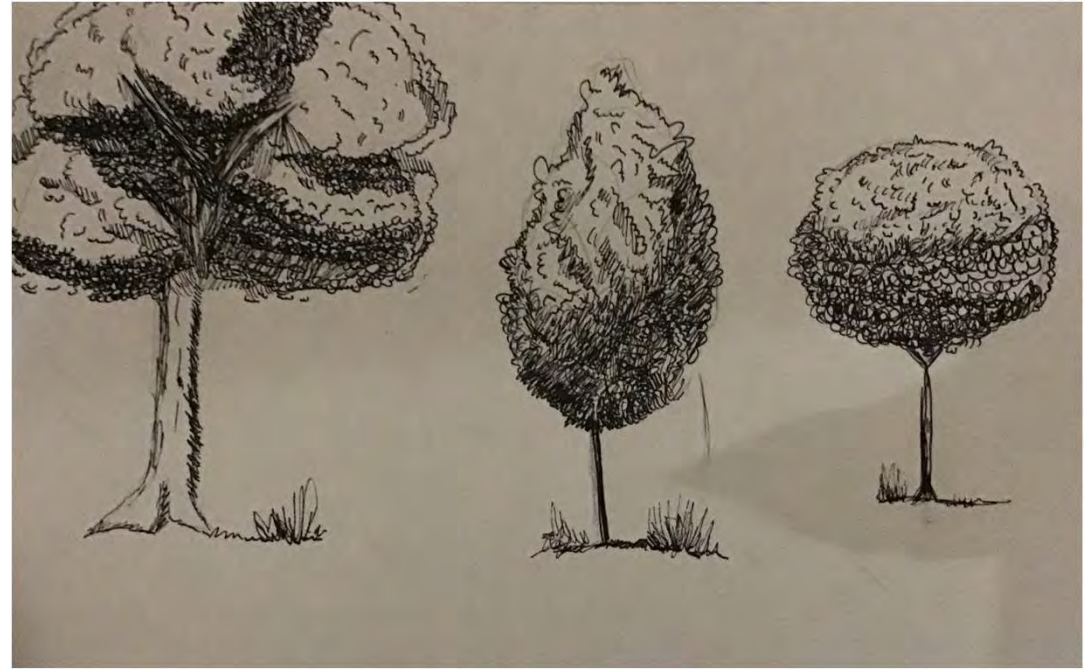


By Antonia M.





By Holly O.



By Regina R.



By Regina R.



8th June - 4th July @THEISLYG



# PE

## LEADERBOARD TOP 10

Position	Borough	Points
1	Camden	412
2	Bromley	410
3	Merton	363
4	Croydon	362
5	Barnet	361
6	Wandsworth	360
7	Enfield	349
8	Ealing	323
9	Barking and Dagenham	321
10	Southwark	317



See the full leaderboard online:  
[WWW.LONDONYOUTHGAMES.ORG/VIRTUAL-GAMES](http://WWW.LONDONYOUTHGAMES.ORG/VIRTUAL-GAMES)

## St Michael's Scores

Within the PE dept we set all the KS3 children a task of joining in the **LONDON YOUTH GAMES 'Virtual Games'** a few weeks ago.

The children had to do 3 challenges each week from their homes over the past 4 weeks and we as St Michael's competed for Southwark.

After 4 weeks 'we' (Southwark) came **10<sup>th</sup> out of all the 33 boroughs** who entered.

We had some great entries from our students, completing netball shooting challenges, dance challenges and sit out challenges.

\*Irati A. (year 7BC) Achieved 5/5 in netball and 21 burpees in a minute.

\*Elisha F. O. (7RU) Completing her burpees challenge from home (see picture)

\*Julia P. S. (7BC) completed 22 sit outs in a minute

\*Monica N. (7VI) completed 22 sits outs in 1 minute

\*Emmratu B. (7VI) completed 21 sit outs in a Minute

\*Tasyana I. (7 MA) completed 23 sits outs in 1 minute

\*Eryk S. (7S) Did 106 crossover dribbles in 1 minute.



# Sports Day Results

**Congratulations to Bosco House for winning the Virtual Sports Day 2020!**

A massive thank you for Tom for setting up and organising the google classroom and to the PE department for going through the entries!

Thanks to everyone who has participated in the events and who encouraged pupils to get involved – the students clearly have engaged during this difficult time.

*Mr S Kelly*

# Event 1 - Mascot

Mascot/Poster	15	30	16	8	6
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1st

2nd

3rd





## Event 4 – 5KM Walk

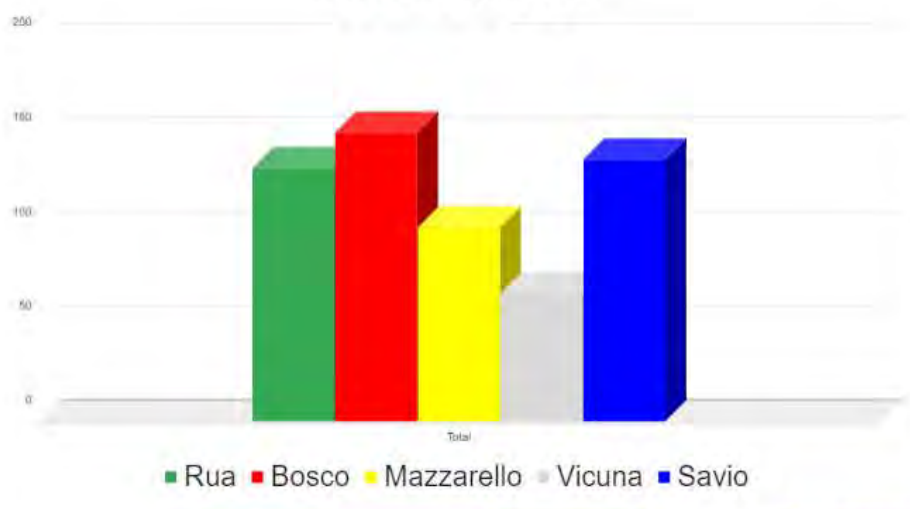
	Rua	Bosco	Mazzarello	Vicuna	Savio
Total	6	14	9	9	10
Number of Entries	6	14	9	9	10



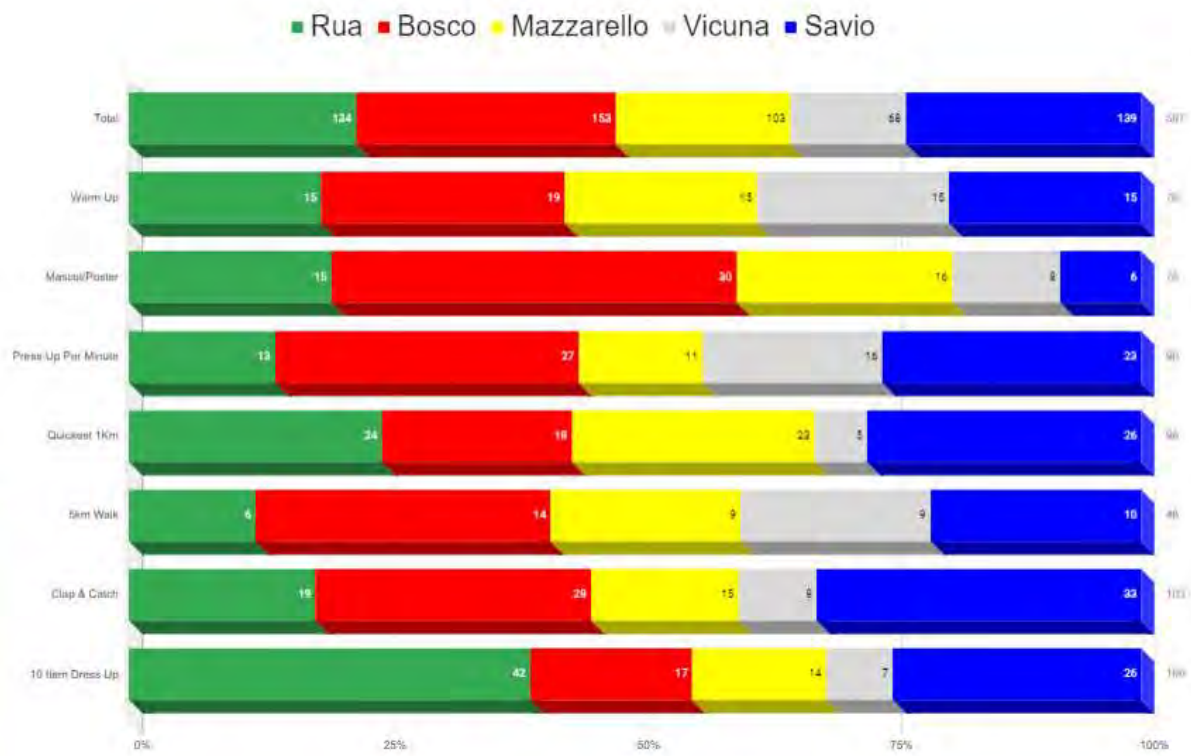
# Final Results!

**BOSCO WIN VIRTUAL SPORTS DAY 2020!!!**

**Overall Scores**



**Scores By Events**



	Rua	Bosco	Mazzarello	Vicuna	Savio
Total	134	153	103	68	139
Warm Up	15	19	15	15	15
Mascot/Poster	15	30	16	8	6
Press-Up Per Minute	13	27	11	16	23
Quickest 1Km	24	18	23	5	26
5km Walk	6	14	9	9	10
Clap & Catch	19	28	15	8	33
10 Item Dress Up	42	17	14	7	26



## Chaplain's Corner Reflections

We have reached the final week of the summer term and I must say how strange it feels to end the term in this way. Not only are we breaking off for the holidays, but we are also saying goodbye to some beloved teaching staff, year 13 and year 11's. I hope to see you all tune into our online assemblies and live streamed mass this week.

### Revelation 22:21

“The grace of the Lord Jesus be with all. Amen.”

### Some thoughts on the scripture:

In the last passage in the Bible, the Apostle John writes that “the grace of the Lord Jesus be with” them all and to “let the one who hears say, “Come.” And let the one who is thirsty come; let the one who desires take the water of life without price” (Rev 22:17). Today, God is still offering this message of hope for all who will humble themselves and come before Him and receive Him as Saviour and as Lord. If not, they will see the Lord in all His glory but there won't be time to repent anymore (Rev 20:12-15).







### Prayer for the week

"The Lord bless you  
and keep you;  
The Lord make His face  
shine upon you,  
And be gracious to you;  
The Lord lift up His  
countenance upon you,  
And give you peace."

### 10. Loving Kindness

The only proper responses to this presence living within you and in those around you are gratitude and loving kindness. Gratitude opens you up to receive a family Spirit moving in all people and in creation. Loving kindness becomes the outward sign of the respect for this sacred presence living at the heart of all people. Loving kindness builds bridges between people; it breaks through the isolation of individuals and builds community. Loving kindness heals the hurts that give rise to anger and injustice. Loving kindness will test your faith and self-discipline in dealing with others. The Gospel also invites you to love your neighbour as yourself, and so it is also important that loving kindness is turned inwards into a balanced gentleness with yourself. You cannot give what you have not got and so your own life needs to be rooted in a loving kindness to yourself as well as to other people.



# 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**  
**For absence please phone: 0207 237 6432**  
**EXTN. 730**