

St Michael's Catholic College

Llewellyn Street
London SE16 4UN

Tel: 020 7237 6432

www.stmichaelscollege.org.uk
contact@stmichaelscollege.org.uk

THE LINK

A fortnightly Newsletter for the pupils, parents and staff of St Michael's Catholic College

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Summer Enrichment Activities



Since the exams, the college has been making up for any opportunities for enrichment that were lost while we were on lockdown. These activities have culminated in an extravaganza of enrichment for this last week of college—we hope that you enjoy looking at the pictures and reading about some of the things that our students have been able to enjoy.

In June we participated in the online Arts Festival #EduArtsFest showcasing our students' artistic achievements on Twitter using the hashtag #EduArtsFest.

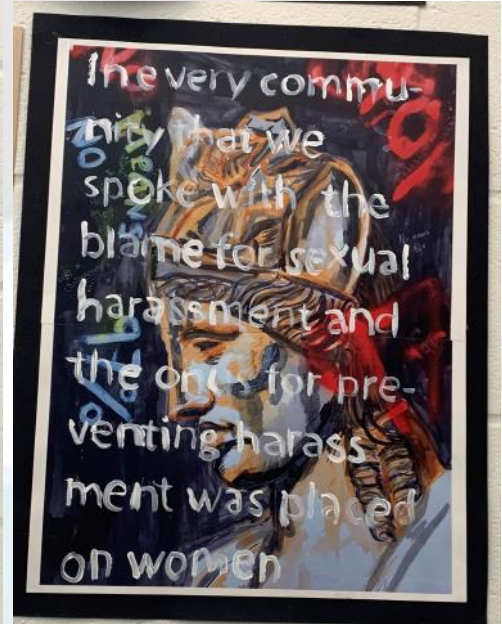
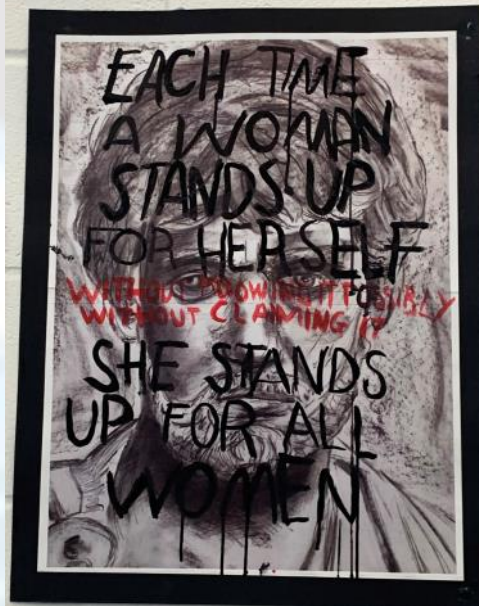
The Festival of School and College Arts was a joint initiative between ASCL and the Association of Colleges (AoC), Confederation of School Trusts (CST), the Independent Schools Council (ISC), National Association of Head Teachers (NAHT), the NASUWT teachers' union, National Education Union (NEU), the National Governance Association (NGA), and the Sixth Form Colleges Association (SFCA). The festival was also supported by the Cultural Learning Alliance which

champions a right to arts and culture for every child. If you have not had the opportunity to see our contributions, I do recommend looking at our Twitter account @StMichaels_SE16.

If you and your family would like more ideas about what you could do over the summer holiday to continue this learning then please use the link below

<https://www.stmichaelscollege.org.uk/summer-enrichment-activities/>

Ms. Faherty - Vice Principal



History Lecture Articles



Dr King Lecture

On Monday the 5th of July, the Year 12 A level History students received the privilege of attending a private lecture from Art Historian and novelist Dr Ross King to support us with our coursework. Via Zoom he taught a lecture on 18th Century art during the French Revolution. Referring to Jean-Simeon Chardin, King explored the revolution in art during the 18th Century where there was a shift in what should be painted and why. The Royal Academy of Painting and Sculpture centralized control over the arts, and the painting encouraged was that of historical, religious or mythological subjects. King spoke about how Chardin revolutionised what it meant to create good successful art by “depicting the domestic life of the bourgeoisie”. Chardin did not paint great heroic scenes like Jacques-Louis David before him, instead he painted ordinary people doing everyday things.

I really enjoyed the lecture by Dr Ross King and will definitely be incorporating his study of Chardin into my analysis of the Enlightenment in my coursework. What I found particularly interesting was how Chardin’s portrayal of the aspirational Third Estate (bourgeoisie) contributed to the changing socio- economic structure, culminating in the crumbling of the ancien regime. By portraying the everyday experiences of ordinary people - Chardin is able to encapsulate Enlightenment ideas of the “natural” man- not tainted by the forces of elite society. Ultimately, this demonstrates how the new ideas in art challenged belief in the social hierarchy, and it was a great privilege that one of the world’s leading experts in Art History was able to speak to us on this. **De-Winton P., Year 12**

Professor Doyle Lecture

On Tuesday 6th July Professor Emeritus Doyle of Bristol University attended a zoom call to explain some of the causes of the French Revolution to aid us in our coursework. Doyle gave us an entirely new viewpoint and helped explain some key mistakes of previous historians. Being the leading historian in the world on the French Revolution, his work is widely respected among the historical community. Meeting such a famous historian was an academic experience like no other. We talked about History in a more profound way than ever before but the key historical principles of creating a hypothesis and testing it with evidence is exactly the same as we have learned at St Michael’s ever since Year 7. This is inspiring as it means that we are all capable of getting to his level. This gave me a deeper understanding of the curriculum and how important it is all the way up from Year 7. When we learned about the “Mystery of the Skeletons” in Year 7, we learned to question what we previously believed to be fact, just as Doyle did to the historians before him and just as we should do to the historians of today. **Alfie Garvin, Year 12**



Walking Tours

As part of the Art and Enrichment Week, Our College has organised a series of Walking tours. Here are some shots taken on the day.



Year 12 Geography Field Trip to King's Cross

Before WW2, King's Cross was an important transport centre for exporting and importing goods in the UK. Since then, King's Cross has undergone a huge transformation as it has now become an area with high-speed channel tunnel rail links, apartment blocks and offices, and is home to the world's biggest corporations such as Google and YouTube.

King's Cross was chosen for data collection as it is a perfect example of an area in London, located between the boroughs of Islington and Camden, that has undergone regeneration. Discovering King's Cross, allowed us to apply our knowledge of 'Changing Places', from the human geography course, for data collection. This data collection is important for our NEA (Non-Examined Assessment).

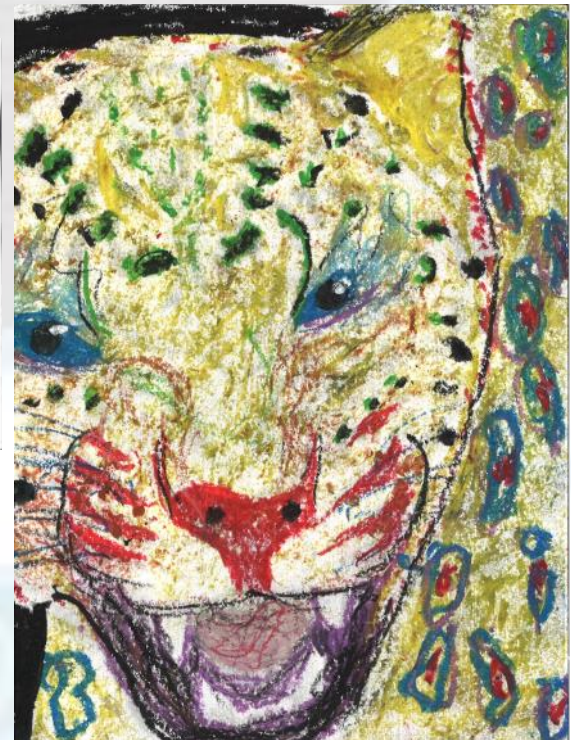


During the day, we walked from King's Cross to Caledonian Road to compare the areas. Although close in proximity, the areas are yet vastly different. In groups of three or more, we tried out different data collections such as Environmental Quality Surveys, pedestrian counts, photography and completed land use maps, which we can use for our NEAs as a source of evidence. Moreover, we applied different types of sampling (stratified, systematic) within the data collection. Lastly, we ended the day planning our main question for our NEA and three sub-questions which relate to Changing Places. This is fundamental in order to produce a high-quality NEA.

G. Lima Chuncho (Year 12)

Endangered & Extinct

Animals have been a source of inspiration for many artists. From art about rural life and growth, to myths and legends, animals are used in art in many different ways. Art can help us explore our relationship to wildlife and can help us think about how we care for them and the environment. In this project Year 8 pupils have looked at animals that are endangered and on the verge of becoming extinct. They have produced work to raise awareness and had the opportunity to develop ideas through various artistic processes.



Pride Filming



On the 30th of June, Year 12 had the opportunity to watch 'Pride', a movie about the struggle of gays and lesbians in the 1980s, and how they found support within the mining community who were also oppressed under the rule of Margaret Thatcher. The film provided a wonderful insight into how far society has progressed in less than 50 years in terms of acceptance of all sexualities and backgrounds. Students also had the privilege of meeting Mike Jackson, co-founder of the LGSM (Lesbians and Gays Support the Miners), participating in a relaxed Q&A session, in which we were told first-person experiences of homophobia in the mid 1900s, and how he was able to overcome this. For someone who had experienced so many



hardships, Mike Jackson was a pleasure to converse with and had a positive outlook on the entire experience, which was inspiring to see. Events like these are the reason why society has been able to change its mindset, and so I cannot thank Mr. Mullik enough for organising this and I hope that in the future, similar opportunities will be offered to younger students, building a welcoming and respectful community at St Michael's that can be passed down to younger generations. **Lauren S (12A)**

Review of Flock Together Birdwatching Walk



This week, we went on a birdwatching walk with Nadeem from Flock Together. I was slightly skeptical when I heard we were going because birdwatching was an activity I had never done before. However, as the walk progressed I was pleasantly surprised and by the end I was very happy that I'd participated.

Our walk started at the riverside and ended at Southwark Park; I spotted birds I'd never noticed such as a ring necked parakeet. Who would've thought there were so many birds other than pigeons in the local area? Almost all of us had a pair of binoculars and for me this was nostalgic as I had a pair when I was little. It is safe to say that we all highly enjoyed the experience.



Nadeem was an exceptional guide; he was very nice to us and kept us engaged. At one point, we took a break and he gave us the chance to share an achievement or more broadly, anything we wanted to get off our chests. This was refreshing.

The two most memorable moments, other than spotting the birds, was how Nadeem said that, for example, in school we are always working towards an end moment, being told what to do for a specific outcome, but getting out into nature we are free from the stress and pressure. We can simply enjoy the moment and we only need our two legs. Secondly, the objective of Flock Together being to welcome POC (People of Colour) into more activities is something I support. Activities like birdwatching are enriching and everyone should feel like they can participate irrespective of their race. Perhaps I myself was skeptical at first, as mentioned, because I didn't feel like birdwatching was an activity I'd fit into as a black person. However, after the fun experience, in the future, I would definitely go on a birdwatching walk again. **By Elmina K**

Mental health Awareness Week



Last week was Mental Health Awareness Week in our college. Pupils showed amazing talents, whether through dancing, playing an instrument, singing or sports skills. Films about resilience and understanding feelings were shown and our Mental Health Ambassadors also did a virtual assembly about maintaining positive mental health.

An amazing week which helped us raise money for the mental Health Charity 'Mind'. **Ms L. Chabaud. School Nurse.**



Sports Day



Chaplain's Corner

This will be my last message to you all.

It has been amazing sharing in the word and having a moment to reflect on building our relationship with Christ.

I pray that in moving forward you will take a moment each week in reflection to prayer or re fill yourself in the word.

Matthew 10:34-11:1

The Word of God

Jesus said, 'Do not think that I have come to bring peace to the earth; I have not come to bring peace, but a sword. For I have come to set a man against his father, and a daughter against her mother, and a daughter-in-law against her mother-in-law; and one's foes will be members of one's own household.

Whoever loves father or mother more than me is not worthy of me; and whoever loves son or daughter more than me is not worthy of me; and whoever does not take up the cross and follow me is not worthy of me. Those who find their life will lose it, and those who lose their life for my sake will find it.

'Whoever welcomes you welcomes me, and whoever welcomes me welcomes the one who sent me. Whoever welcomes a prophet in the name of a prophet will receive a prophet's reward; and whoever welcomes a righteous person in the name of a righteous person will receive the reward of the righteous; and whoever gives even a cup of cold water to one of these little ones in the name of a disciple—truly I tell you, none of these will lose their reward.'

Now when Jesus had finished instructing his twelve disciples, he went on from there to teach and proclaim his message in their cities.

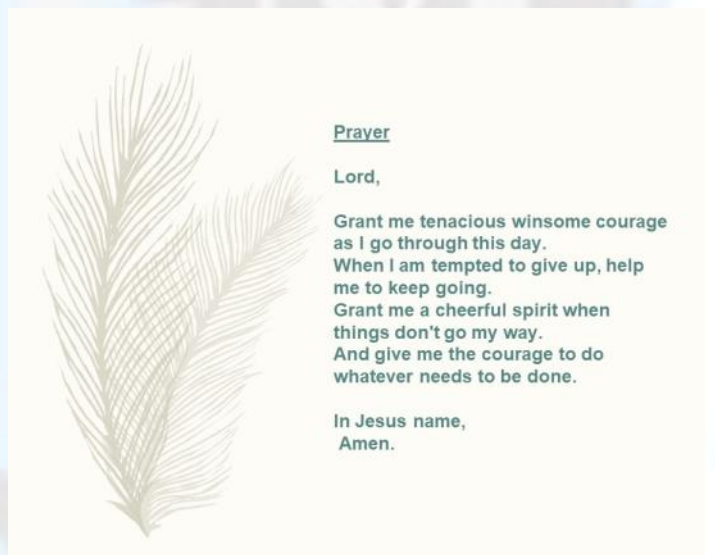
Some thoughts and reflection on scripture:

- The words of Jesus will be a scandal, a stumbling block, to us if we try to understand them on their own. As we keep our eyes on Jesus and see the fullness of his sacred heart, his personality and vision, we understand how he is inviting us to take good care. Help me now, Jesus, to receive your word that saves me and not focus on what might trip me up.
- A sense of gratitude and appreciation for friends and families is a blessing; I take time to reflect on the blessing I am to them and ask for the strength I need to let God work fully in me; I ask for wisdom to know when to speak and how best to witness in their presence.
- These hard words of Jesus can only be understood in the light of our life experience, the times we had to face the dramatic choices Jesus speaks of. We know there are moments when stark choices need to be made to ensure we can still call ourselves disciples of Jesus, moments when we wield the sword of division or separation.
- Do I want to save my life or to lose it? Am I ready to lose it, or do I cling on for fear of losing it? This is perhaps the basic condition for discipleship, and no moralistic or perfect obedience to any law or system of rules can replace it. I ask insistently for the grace of real interior freedom and for courage to be true to myself and to my calling.

With every blessing

Miss X.Hagan

Head of Chaplaincy and Second in Charge RE



Prayer

Lord,

Grant me tenacious winsome courage
as I go through this day.
When I am tempted to give up, help
me to keep going.
Grant me a cheerful spirit when
things don't go my way.
And give me the courage to do
whatever needs to be done.

In Jesus name,
Amen.

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. 708

