



LIONHEART


*Hello
Summer*





Welcome

FROM THE HEADTEACHER

It is one of the very few downsides at King Richard School that we periodically have to say goodbye to so many of our students. As MOD Schools shrink with the drawdown of Germany, this makes us even more unique in educational circles. Over the summer holidays, 2 Royal Anglian will return to the UK as will many other students from Ay Nik, Dhekelia Support Unit and Nicosia, to begin new adventures. The school community will look very different in September. I hope this edition of the Lionheart highlights how King Richard School has offered opportunities to our students right up until the end of their time here. Only this week I have been able to see the students on boat trips, working on school

murals, upcycling in textiles, creative writing, kayaking and 'crossfitting' (if that is a verb!). I also had the pleasure of sampling the products of the sixth form 'come dine with me' experience. This term has been so frenetic that it led me at one point to consider, along with staff, how we can perhaps not do so much over the final half-term! There have been days when I have felt like I was in a whirlwind and I know teachers, and I am sure that students felt the same. The number of things the school and students have been involved with is reflected in this edition, and I am sure you will enjoy reading about the sporting, academic, creative and life skill events that really make KRS the wonderful place that I fervently believe it is.



One of the things we pride ourselves on as a school is our work around transition for students coming to KRS from DPS, Ay Nik and beyond. Work with our primaries has been increased this year and has included enrichment projects in areas such as, literacy, computing, geography and food and textiles. This enrichment is increasingly seen as a critical factor in students' learning and this helps us provide the culture capital that is so important for our students to have a rich sense of the places they live in. This has also been reflected in joint work within the community. It has been a pleasure to work with 2 Royal Anglian and to celebrate events such as the Battalion's commemoration of Talavera Day. Our own celebrations of this were launched memorably by a fantastic assembly delivered by officers and soldiers of the Battalion. Assemblies by the local community are becoming a significant part of the school calendar and it was great to have Padre Matt Coles speak about Freedom on the 4th of July and an army careers based assembly by Lt Jack Wright and 2Lt Fin Allen.





This community work will be something we hope to continue with when 1PWRR become the Resident Infantry Battalion at Dhekelia during the middle of August.

For such a small school as KRS, our extra-curricular clubs are in good number and are always well attended. I recall going around the school at 2.30pm recently and it was like the school day had not ended. I thank the staff for creating such opportunities. Sporting chances have been high in number and range with Stand-up Paddle-Boarding being offered amongst the more traditional options of trampolining, netball and swimming.

Equally, other cultural options are explored and I am a big fan of the Carnegie Readers group that encourages our young people to engage with most challenging and current literature for students in the KRS age range.



As I write this foreword, we have just had the return of our students who have been to Berlin as part of the Humanities/Modern Foreign Languages educational visit. This is such a fantastic opportunity for our young people and really serves to deepen their understanding of the subjects they learn in school. This was one of two international residential visits that went out this term and followed the Geography GCSE visit to a sun-baked Pembrokeshire!

I began this foreword by commenting on the changing nature of the school cohort and this is not just limited to the students. This term we have welcomed Mrs Sturgess to the team. She is the first specialist Spanish teacher at King Richard School in 60 years! You will be able to read more about 'Liz' in this newsletter. She is proving to be an excellent recruit and we look forward to her first academic year with us. On a less happy note, we will also lose some valuable members of staff over the summer.

Kerry Warren has completely transformed the school meals provision during her two year tenure in 'King Richie's' food bar and we wish her all the best on her return to the UK. We will also say a temporary good-bye to Jamie Purdie, who has been granted a one year sabbatical to undertake a Master's Degree at Cambridge University. We look forward to his return, but are confident that the department is in good hands under the leadership of Miss Field.

A final note on staffing is that after many years of long service, the voice of KRS is retiring. When anyone calls KRS, the likely first person they hear is Maria Apostolou. Without exception, she is always efficient and friendly, and I know I will miss the support she has offered me over the years. I wish her all the best in her retirement, and I am sure that she will find many wonderful things to keep herself busy.

So, all that is left is to say; enjoy this edition of the KRS newsletter and have a fantastic summer. I wish all the families leaving the KRS community all the best for the future and whether it is in the UK, the Middle East or other pastures to keep KRS in your thoughts. You are always welcome to visit us if you find yourselves in Cyprus. For everyone remaining in Cyprus, we look forward to start of the new academic year, starting on the 4th September.

Have a great summer!!





King Richard School is always forward thinking and outward looking in our relentless push to ensure that the students at the school receive the very best provision possible. As part of the School Improvement Plan we put 'Challenge for all and especially the most able' as one of our three school priorities. To help us do this we undertook to work toward the National Association of Able Children in Education (NACE) framework to achieve the coveted NACE Challenge Award. Achieving this award is a very clear benchmark that challenge for pupils in the school is consistent, positive and of the highest standard.



I was identified as the Most Able Coordinator and began working on identification of our Most Able cohort and extended the AQA project delivery to the younger students. I worked with all staff to develop training which allowed me to audit the provision for our Most Able students across all departments. Individual departments also considered where we were strong and where we could further develop. This audit was conducted in line with the NACE Challenge framework.

This information was then used when the Senior Leadership team met with Heads of Departments to plan to make our provision as good as possible. This preceded a visit by NACE in November to consider whether we were in line to go for the award this academic year. It was good for me to be part of this meeting and listen to the Headteacher articulate his knowledge of the whole school to the NACE representative. This allowed me to know where I needed to be when we had the assessment proper in June.

We continued to hone our provision (and will continue to do so) until June. Some of the suggestions were more successful than others and we found out what worked best in our context and focused on these areas.

The process was proving rigorous and testing and at times I felt that the challenge to myself was proving difficult. June soon came around and on 17th June we welcomed Elaine Ricks-Neale from NACE for our assessment day. I expected a rigorous day and I was not disappointed. The day started with an interview with parents and governors and then I joined Elaine observing 5 lessons over 2 hours. She was noticeably impressed and spoke to the Headteacher about how our school had 'a lot to shout about'. This was far from the end and further interviews were conducted with teachers and students prior to a work scrutiny of students' books. Finally, the Senior Leadership Team and I met with Elaine to receive our overall feedback. It was great to find out that we had achieved the NACE Challenge Award; further verification of the great provision the students at KRS receive. In addition to this we received some valuable feedback on areas for development and I know these will be incorporated into next year's School Improvement Plan.

I have been proud to be part of the process and learned a great deal about the school and myself in the process.

Article by: Mr Hill





Carnegie Challenge 2019

What is it?

The Carnegie medal is a British book awards named after a Scottish philanthropist called Andrew Carnegie. It celebrates many books for young adults and children by forming a shortlist of books (8) and then the Chartered Institute of Library and Information Professionals (CILIP) decide the winners with judges. Authors include Sally Nicholls, Sophie Anderson and Kwame Alexander.

The books:



What did we do?

KRS hosted a book group in the library every Thursday in second break where we sat and read our books, talked about them and had a snack too.

Why does KRS do it?

We do it for many reasons such as it brings us all together through books and reading is also a very useful thing which we highly encourage so this is perfect for us all. Overall, the Carnegie medal is a great thing this school does and thank you to all the teachers and students for joining in too.

Winner 2019:
The Poet X,
Elizabeth Acevedo



Article by: Sadie Downham





Summer 2019 Maths Newsletter

This term the Maths department have been fortunate enough to have a former KRS student and undergraduate from the University of West England, Charlie Telford, join us in order to get experience of teaching prior to her PGCE course.

Charlie is currently studying for a degree in Mathematics and Statistics and is considering becoming a Maths Teacher. She has been a great help within the department over the last half term and kindly “volunteered” to our contribution of this Newsletter!

...and here it is...

“I joined King Richard School at the start of year 7 and after my GCSE’s I went on to take mathematics at A level alongside further mathematics at AS level. I secured a place to study Mathematics and Statistics at a University in Bristol where I have just finished my second year. I have always loved maths, but it was definitely my experience at KRS that made me decide to pursue it as a future career.

Leaving Cyprus and going to university in the UK has been a steep learning curve; you honestly don’t realise how lucky you are to have such small classes and close bonds with the other students and teachers here until you become one of a hundred people in your class compared to one of a hundred in the whole school! I decided to come back to KRS for my placement in the maths department as I wanted to see if teaching is the career path that I want to follow. It has been a great experience so far. I have been able to meet most of the teachers that taught me, and I am beginning to see school life from their perspective rather than that of a student!

KRS is an outstanding school and I am so grateful to everyone that supported me as a student and to those who are continuing to support me now.”





Puzzle for all... created by Charlie Telford.
Good luck!!

$$\text{chocolate chip} + \text{cookie} + \text{cookie} = 26$$

$$\text{cookie} + \text{cookie} + \text{cookie} = 36$$

$$\text{cookie} - \text{donut} = 6$$

$$\text{donut} + \text{cookie} \times \text{chocolate chip} = ?$$

Answer can be found on the KS3 Federated
Trampolining page.





SPORTS DAY APRIL 2019

Our Annual Sports Day between the Federation of St John's and King Richard Schools was held on Friday 5th April. It was the first time that the Federated event had taken place at King Richard School. It is always a fantastic opportunity for staff and students from both schools and all year groups to come together in their Houses (Apollo and Poseidon) to support and represent their House in friendly competition.

Sports day is always one of the best days of the school year, not only because of the sporting competitions, but also because it is a time for students and staff to spend time together outside the confines of the school, sharing in the fun and supporting their House. It is great that in our small communities we can support and get to know students from all year groups from both schools in the federation.

There were many successes during the day, with a number of school records being broken. Medals were presented to students who finished in 1st, 2nd and 3rd positions for every event. The scores between Apollo and Poseidon were close throughout the whole meeting. The relays would determine the final result and in the end Apollo were pipped at the post by a well-deserved Poseidon House. Well done to all competitors!





Y10 GCSE PE Climbing

As part of the GCSE PE practical curriculum, we are fortunate to provide our GCSE PE students with the opportunity to experience climbing. As well as offering a brilliant experience, the activity provides another option towards accomplishing part of the practical element of the course.

The students vastly improved their knowledge, understanding and performance of climbing throughout the course. Climbing always proves to be a well-received, worthwhile and beneficial activity.





Teechers

King Richard School had their second School play called Teechers.

Teechers was set in a school back in the day (1980s) and how UK schools used to be. The 1980s gave us an excuse to have a killer soundtrack to the show. Lots of students took part from Year 7 all the way up to Year 13.

After school we would all come back from two to four, every Tuesday and Wednesday for rehearsals. It was hot and stressful for Miss Field but we all worked together in everything that needed to be done – as a team! We used many physical theatre techniques to bring the story to life: this meant a simple set and props and using ourselves and our

movements as the most important focus on the stage. The shows were amazing! The first night we were all nervous as it's the first time we have ever done it and we were all worried about remembering our lines. Yes we did mess up some lines and cue's but everyone went along with it. The second show was much better and when Jay Steel was Mr Basford his face came off which made it much funnier! I know that everyone in it enjoyed the laughs and giggles back stage and we loved the whole thing. A big thank you is needed to Miss Field for getting all of us involved with it again. Another big thank for Dylan and Matt working the sound and lights: without them the show couldn't have gone on. I wish I was here next year to be a part of Miss Field's new show. I thought it would be hard to beat last year's Midsummer Night's Dream but Teechers was just as brilliant – very different, but great to be a part of.

Article by: Cordy Parnham Jones

Treading the boards

As a part of the cast, the play was fun and enjoyable. It brought students from different year groups together, and we made friends. The rehearsals were about two hours long and we used the time we weren't on stage to learn lines with each other and go over certain scenes. After the play had finished, we felt as though we had created something that had come together really well. During the productions, we would stay backstage and talk, until we heard our cue line. We each had to develop our communication and team work skills for the play to work well, so we had lots of fun. Backstage was quite messy, but it was organised. Most of the cast had more than one character to play, and, for a couple of the characters we had specific costume that we would share. 'Mr Basford' was a strong character, who was played by a few different people. To become 'Mr Basford' we would put on a big brown blazer, with a pair of comic glasses, and then, all of a sudden, you were 'Mr Basford'. When not on stage, we would be in one of the offices behind the stage, talking with the friends we had made; it was sort of like our own little community. Before the play started we would play music and mess around. We played little games, one of which involved a lot of improvising. We set the scene, for example, a classroom, with one person being the teacher and the others being the students. You had to create a funny scene by improvising; it was quite amusing. Once after the final performance, we had a party in the drama room. It was great because we all hung out and played games like musical chairs, with music from the 80s, when the play was set. We all had pizza and drinks, which was devoured quite quickly! We all had lots of fun together, but were glad that we could rest in our beds after a long week.

Article by: Alex Walker





Teechers – A Review

Entering the school play, there was an excited vibe about the air, from families and friends of the starring students. As I entered, I was warmly welcomed by the sound of two talented students, Courtney Duncan, who sang, and Jay Steel, who played the guitar. We sat down for the start of the production; many were chatting and eager for the production to begin. The atmosphere was exhilarating. The play started with an engaging choreography, with students dancing and messing about as all school students do. The production flowed perfectly, credit to Erin Maddams, Jordan Minto and Flo Remzi who played many roles in the production and made me feel as though I was in 'Teechers'! I, along with many, had high hopes for this year's school production due to the last, A Midsummer Night's Dream, being amazing. However, 'Teechers' blew me out of my seat as I watched! Not only was the acting of the students incredible, the lighting and music added an extra layer of interest and enabled the show to flow effortlessly. I also caught on to how well the actors

performed having few props. They created many settings such as classrooms, the staffroom, behind the gym and a complete school, the 'posh' St George's, with just three chairs. The choice of costume worked well as it engaged the multi-rolling. The actors could easily change character with the putting-on of a jacket or glasses. An interval occurred, in which was a pleasant wait for the second part of the play to begin. Some of the actors came and spoke to parents and friends and water bottles and ice-pops were sold. The entertainment from the musical students continued.

My favourite scene in the play was the disco scene. For me, it was very humorous and engaged the audience, as well as involving most of the cast. The music and lighting was wild and the scene reminded me of school discos I used to go to. I enjoyed the production and thank all actors, students and teachers who partook, as it was a very entertaining and an exiting night!

Article by: Cameron Duncan





Festival of Sport - June 2019

On Friday June 14th, the Summer of Sport Festival took place at St. John's School. The Festival was a Federated House event where KS3 students from St John's School and King Richard School took part in a mixed team competition.

Students were given the opportunity to choose their preferred sport from a choice of Rounders, Water Polo, Ultimate Frisbee, Basketball or Trampolining.



The Festival was a great success, exhibiting a multitude of talented students across the various sports. In addition, the students adopted and displayed many of the key areas outlined in our Core Values of Learning, Leadership and Excellence.

Although the competition was a close call, overall victory was awarded to Poseidon House. Apollo beat Poseidon in two events, but Poseidon were victors over Apollo in three events.

Congratulations Poseidon!





Stand Up Paddle Boarding

On Wednesday 12th June, 18 KS3 students took part in a Stand Up Paddle Boarding (SUP) session at Mackenzie Beach, Larnaca. Many of the students had experienced the activity before, however, a number of them were trying SUP for the very first time and were soon in the deep water paddling with confidence.

Stand Up Paddle Boarding (SUP) is a sport originating in Hawaii as an off-shoot of surfing. It involves standing on a long board whilst using the long paddle to glide along the sea.

All the students were able to accomplish this and had a wonderful time on the Mediterranean Sea. Their behaviour, effort and attitude were impeccable throughout. The instructor was very impressed and relayed how fantastic the students were. Brilliant!





Students make a splash towards success in Geography!

Y8 visited the Troodos mountain range to find a river still flowing in Cyprus in June! The rivers ephemeral nature usually stops us from doing this but after the wet winter we had, it meant Y8 could visit the river in the sun and the water was warm enough to enjoy!



The trip is part of their end of year assessment where the students collect primary data about the river and compare it to the Bradshaw model. This is a GCSE skill and challenges them to really act and think like geographers – whilst having fun!

Students really enjoyed the day and applied a lot of their classroom learning. “That bank is where there is less energy and it deposits sediment”

and “this must be the top of the middle course as the sediment is still quite big and not all rounded”

Most importantly it allowed life-long learning memories to be made in a beautiful part of our world.

What students said about the day:

“Trips are great: we actually see the specific things we have been learning about...”

“I love to see for myself, it makes what we learnt more real”

“I have never been up to Troodos before; the reservoir was amazing – so big”

“I loved getting in the water – it was so fun”



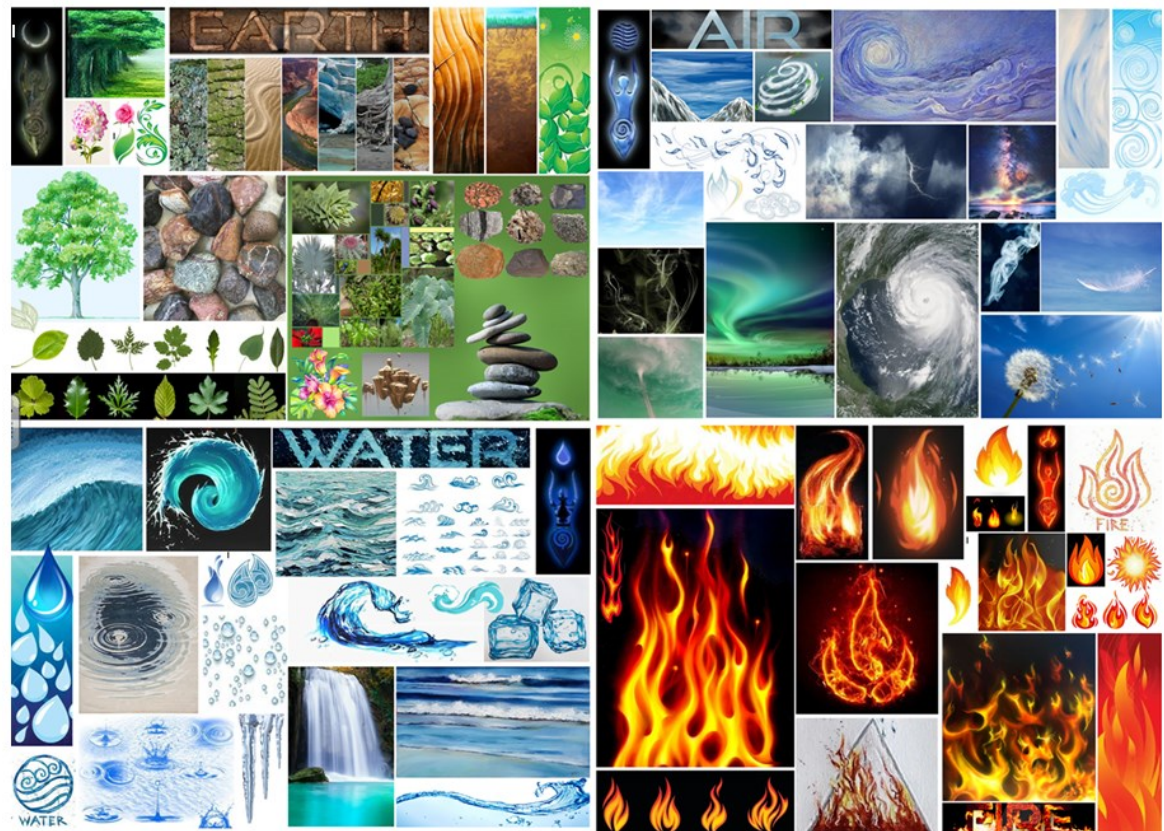


Primary Art Enrichment – Textiles Design Needle Felting

King Richard, Dhekelia and
Ay Nik, primary schools Art
Enrichment Day on Friday
the 14th June 2019.



Students from Y7 down to
Year 2 took part in the full
day workshop at King
Richard school Annexe.
The day was led by Mrs
Andrew and Ms Smith.
Students were given the
theme 'The Elements' as a
starting point, they used
Mood boards, created by
the Y10 Textiles students,
and were shown the work
of a variety of Textile Art-
ists before being shown
the creative process of
needle felting, the day re-
sulted in some amazing
samples, were the students
were inspired by one of the
elements.





During June our intrepid Year 10 GCSE Geography students embarked on an epic journey to south Wales! They spent five days completing a range of fieldwork tasks which will help them prepare for their Paper 2 GCSE examination next summer. Fieldwork included; beach profiles, river measurements, bipolar environmental surveys and even transport counts! Here is a summary from Flo Remzi who took part in the trip: 'If I asked a handful of people to do a mind map of a year 10 geography trip we would have things such as; some pretty amazing views, a week long sleepover, some (very) messy rooms, a lot of lols, oh and some field work! We all enjoyed playing in the rivers and having new experiences. There were also very long bus journeys! We all made new friends as well!

And that's exactly what the trip was... but as well as all of that it was a very educational trip, full of lots of new firsts, lovely scenery, some amazing equipment we were able to use for the first time, and lots of new facts learned. Plus we got domino's and a Chinese takeaway!





The Everest Files

On a seemingly ordinary sunny spring/summer morning, a queue of KS3s lined (not so quietly) outside Mr Purdie's room. When they were let inside, there stood a dark haired man. "Hello" he said in a relatively cheerful voice "I'm Matt Dickinson." Matt was an Everest explorer and a well-known author. He talked about his time walking up Everest with intriguing photos. One of the many photos that caught my attention was green boots. An unidentified corpse, frozen in time. Believed to be Indian climber Tsewang Paljor, the body died in 1996 and is 27,900ft above sea level. But, green boots has become quite a celebrity, sharing a cave with David Sharp, a mountaineer who's death caused a lot of controversy in 2006. Another interesting yet unfortunate fact was about the native Himalayan's work carrying tents and gear weighing from a small child to a grown man or even still above, and yet the explorers barely lifting anything. Despite the hazardous and underpaid work, Nepali fight for work earning less than \$8 per day.

After, we did some writing. First, we wrote what we would bring to Everest to remind us of home and why. I wrote the Hunger Games films as I would miss the pain and suffering of watching Rue's death, the cruel honesty of Johanna Mason and the victory of the blonde baker winning the dark hunter. Another example I can remember was by a St John's student about peperoni pizza. About the sound of the motorbike riding up to your house making your stomach rumble, about the mouth-watering doorbell ring and the warm pressure of the cardboard on your palms. He also showed us a video about a man walking down from Everest with a guitar and a harmonica. Matt later learned it was the man's sixth time trekking the iconic landmark.

We read our work aloud and Matt spoke about plot and reasons characters do things. For example, Katniss saving her sister in the Hunger Games, why? Because she cared for her and didn't want her to die. "This is one of the most important parts of the story," the explorer claimed "when I was writing my story, I knew my character would trek up Everest but I needed a reason why. One day I was lucky enough to be in a Himalayan town and meet a Nepali boy. He was about your age," he pointed at the Y8s, "and he was betrothed to a girl, but the problem was, he didn't want to marry her. Unfortunately, the cost to undo the betrothal was equivalent to 10 maybe \$12,000. Hearing this story made me realise my why for my character. Over long periods I studied the thought until it grew into my story.

"The conclusion? Well, I decided my character was betrothed to a girl he also didn't want to marry and to raise the fund to undo the engagement and to marry his girlfriend instead whom he'd much prefer, he climbed Mount Everest." Holding a lack white board pen, Matt walked over to the not-so-clean white board and wrote five underlined letters.

Walls

"What does this word make you think?" he curiously asked us as multiple hands raised. With an ugly squeaky noise exiting the pen, he split the board in half writing non-fiction and fiction. Underneath non-fiction he wrote words like trump and Mexico, Palestine and Israel also Nicotia Green Line. Under 'fiction' was written zoo, prison asylum etc. then we were told to write a story plot based on those ideas. Matt will return to KRS in October when we will then write them as stories.

I enjoyed it because we learnt new writing skills and fact about Everest including that 1 out of every 100 persons that climb Everest die and 1 out of 50 die on K2. Also that his friend is trying to climb the 8 tallest mountains in less than a year.

Thank you Matt Dickinson for visiting our school!

By Betty Downham Y7





Berlin trip - 9th-13th July

We decided to visit Berlin as it forms the basis of the History curriculum at Key Stage 3 and 4 and is at the epicentre of the last 100 years of History. It is also one of the most vibrant, colourful and cultured cities in Europe.

Day one:

Today we had an eventful day and especially for me.

The day was fuelled with excitement, as we passed by on a bike tour, monument by monument, building by building. We saw things such as the Alexanderplatz, a Soviet War Memorial (Tiergarten), der Reichstag and the Brandenburg Gate.

Our tour guide taught us history about the places. At der Reichstag we learnt a lot. First and foremost, we learnt that the Nazis, supposedly, destroyed der Reichstag, to blame the Communists in Germany as they were seen as a threat. This secured power to the Nazis, instead of a continuous competition with the communists. Since then, it has only been rebuilt recently after 60 years of being rubble from WW2. Secondly, the Soviet's had several tanks outside and shot at the building with no hesitation. This was because it was the final holding point for the Nazis. Thirdly and finally, there was picture of soviet soldiers holding the USSR flag up on der Reichstag, which had to be retaken the next day as the guy holding the flag had stolen about 17 watches from dead people and was wearing them all.

There was a lot more information about the places in which we went to and Germany, even though being a young country has so much history to behold and find.

Later on, we went to the DDR Museum. This taught us about the life and government of Deutsche Demokratische Republik (DDR), or more commonly known as East Germany. East German people had strict rules on clothing, they we're not allowed to brands, especially western brands and were all equal in pay, no matter how important the job. Although, that was a brief explanation of their life, you can learn a lot more by either visiting the DDR Museum one day or by doing self research.

That was a long briefing on the day, which was good to learn about and I recommend it to anyone who wishes to understand more about the history of Germany.

Article by: Jamie Taft



Day two:

We woke up and had a lovely continental breakfast at the Hotel Arrival. After breakfast we got on the train and travelled to the Sachsenhausen Concentration Camp on the outskirts of Berlin. While walking around the camp, we followed the map provided and listened to handheld audio speakers, in English. We learnt all about the lifestyle in the camp and how people suffered during their incarceration. Once we had finished our tour of Sachsenhausen, we practised our German skills whilst ordering lunch. After our short lunch break, we headed back to central Berlin to visit the Stasi Museum. At the Stasi Museum, we learnt about Stasi and their role after World War 2. Stasi was formed in 1950 as the ministry for state security and were used as a secret service, up until their downfall in 1990. After our tour of the museum, we travelled back to our hotel by train where we had dinner and our entertainment for the evening was a talent show.





Day three:

On day three we headed out of the hotel at around 09:00 and got the train to Alexander Platz as most of us were desperate to do some shopping in Primark. After spending all of our money we got the train and headed to the Spy Museum.

Here we were introduced to the start of an era of spying and the methods which were used. A few peculiar ones included a camera placed in the side door of a car which took pictures using a camera aided by ultra-violet lights. This was used by the Soviet Union throughout the Cold War in order to gain information on, not just suspects but, the population as a whole. Another instance of Russian spy techniques during the Cold War included the use of secret spies. The male spies were kitted out with cameras in their ties and pens whilst the females had cameras in their lipsticks which could take pictures from 70cm away. One instance of this being successful included when a female Russian spy worked for an influential Western man for 15 years without being discovered. With the Spy Museum being so interactive with a laser quest yet still having the choice to watch interviews with people directly involved with the spies really enabled this stop to be aimed at everyone as it was enjoyable yet still educational. After lunch, we headed to the Reichstag where we were given a tour around the German Parliament. Here we learnt that the writing on the building translates to 'for the German folk' and that latter on another artist dedicated a courtyard to 'the population' to prevent further divides in their country. Moreover, due to the burning of the building in World War 2, the building has been rebuilt. Yet, there is still some original pieces on the wall. The most amazing ones had Russian writing on. This was written during the Cold War when the Red Army took over the building and once they had secured the building, they wrote messages on the walls using charcoal. When these walls were discovered years later, many people wanted to destroy the walls but it was decided to keep these walls on display as it shows an important part of Germany history which built them into the people they are today.



Overall thoughts on the trip:

My time in Berlin was one of the best experiences I've ever had. We had a lovely, yet interesting bike ride through the city. It gave me a chance to see the difference between the East and West of Berlin - the old communist living blocks are still being lived in today.

Travelling on the public transport was an adventure. We met some lovely people from all around the world. Also, we got the opportunity to visit different museums, such as the Espionage Museum where we learnt about spies and technology used during the Cold War, and the Stasi Museum which showed us how neighbours used to spy on each other. My favourite part was doing the laser maze in the Espionage Museum; ya boi did it in 23 seconds.

Moreover, we visited the Sachsenhausen concentration camp; this gave me time to reflect on the catastrophic events in the past, so they never re-occur.

Overall this trip really opened my mind about the history of the city, and I would love to visit again when I am older.

Article by: Molly Jobson & Erin Maddams





Netball UK Visiting Schools

On Thursday 11th April KRS competed against Leventhorpe School at Netball. Two matches took place involving the Senior Girls and the U14 Girls. Leventhorpe School tour the island every two years so we have had the pleasure of playing them previously. It is always a wonderful experience for our students to play against UK schools as opportunities in Cyprus are a little less available. It was a great event; all the girls enjoyed the occasion and did KRS proud.



On Thursday 23rd May we also had the opportunity to play with another visiting UK school, Nottingham Girls High. The standard of their Netball was very high and it was a real eye opening experience for our students to witness players of this level of performance. The U15 players were County or District champions in their own right. The KRS girls played their hearts out against one of their U14 teams, making the very most out of the encounter. Although the girls were up against it, they endeavoured to play to the best of their ability. Well done ladies on your excellent attitude and performance!





KS3 Federated Trampolining



The KS3 federated Trampolining House Competition took place at SJS on Wednesday 15th May. Individuals from Y7, Y8 and Y9 took part against each other in their Houses, Apollo and Poseidon. There were some fantastic sequences displaying both basic and advanced skills. The event was very aesthetically pleasing; students relaying good height, extension and body tension. Individual 1st, 2nd and 3rd places were awarded to each Year group as an additional accomplishment. However, the House taking overall victory was 'Apollo'. Well done to all competitors!

Maths Answer = 26 TIP (Check the number of chips on the cookies).
Each cookie with 5 choc chips= 12 / Each choc chip= 2 / Plain cookie= 2 /
Large choc chip has same value as small choc chip / Donut = 6
Therefore, bottom row is6 +10 x 2 don't forget BIDMAS





Interview with Mrs Sturgess

Olé, Olé, Olé!

Having arrived on the island in the middle of the night from Germany, I wasn't really sure what to expect from Dhekelia and was understandably hesitant about starting as the new Spanish Teacher at King Richard School. How would I be welcomed by the staff and students? What would my new classroom look like? Will I find my way around the site and manage my new timetable? "Tranquila" I said to myself "no hay problema".

As I arrived, I was greeted by the SLT Team at the school entrance, their warm smiles made me feel very welcome - a nice start to the day. I arrived at the staffroom to hear lots of chatter and laughter and thought to myself - this really looks like a happy place to work. Staff went out of their way to say hello and let me know help was at hand if needed. Having listened to the day's news and plans, I had only one group left to face, the scariest of them all.....the students! As I watched them arriving on the buses smiling and chatting about the day ahead, I realised they too seemed very happy to be here. Now coming to the end of term, five weeks in, I can honestly say my first impressions of King Richard School were accurate. The



staff continues to be friendly and supportive; the students are studious with a great sense of humour - which is as important as learning really should be fun. I have already been part of so many fascinating learning experiences including the assemblies on plastic, the meaning of life and what freedom means and of course the fantastic school play. Already I feel part of the King Richard family and can only say I am looking forward very much to working with your school and community in September

gracias a todos!

Mrs Sturgess





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