

# THE LIONHEART

2020



*Merry Christmas*



EXCELLENCE • LEARNING • LEADERSHIP  
KING RICHARD  
SCHOOL

# Welcome

## FROM THE HEADTEACHER



The issues around the end of last year meant that our termly copy of the Lionheart did not fall on the digital carpet in July 2020. This was a first but the efforts of staff in getting all students back and the unusual nature of school business meant that all hands were on deck providing a safe area for all members of the school community. We continue to develop a

system that provides this in a workable environment.

From my own point of view the academic year begins with the end of the last one. The event that provides this the A-Level and GCSE results days, which this August were provided by the Centre Assessed Grades, after a semi-revolt by UK students and a governmental U-turn. It was so pleasing that despite this national upheaval our own students all achieved the results they deserved and importantly all went on to their first-choice destinations. This was a very pleasing end to a difficult academic year and gave us all a real filip to start the new year.

One of the first challenges was to incorporate the positives of remote learning into our normal practice and this is something that we have done both out of choice and at times necessity. Teaching has undoubtedly change over recent months and packages such as Zoom, Teams, Google Classroom have very much become part of the teachers vernacular. As much as the year has been a test, these will be things that will further enhance the provision for our students in the coming years.

This copy of the Lionheart will be indicative in so many ways of school life. The articles will be much more based on life in the classroom due to the restrictions meaning that school visits must fulfil the criteria of being critical to the qualification being studied. Despite that we will continue to try to be innovative and programmes such as MediMUN will continue in a remote form.

We will continue to look for ways to work remotely and this week will see the first interview conducted at KRS, for the position vacated in September by Craig Balmer. I think we have developed a system which will ensure that we get the right candidate and whilst nothing will ever replace the value of the face-to-face interaction there will be aspects of the remote interview that I am sure we will continue when more traditional methods can be pursued.

One of the benefits has also been the number of visitors who have been to KRS. There was a time early in the term where CBF had been in KRS enough times to warrant a ticket to the Staff Christmas Meal (if restrictions had allowed one)! In addition to this we have welcomed Commander Medical Sonia Phythian, the Senior Medical Office Station and also Joint Service Health Unit. All have been complimentary about our work and whilst we don't do things for the plaudits, I will not deny that they are pleasing when they come along.

Making sure the school's facilities are as good as possible has been something that I have kept high on the priority list. The new 'Blue Yard' was completed prior to the end of last academic year and this term we have had a new flooring fitted in the School Hall. Over the next term the bike shed cover should have been fitted and we should also have a fully completed, fully functioning, state of the art Drama Studio.

On reflection, I think it has been a term where, despite the myriad challenges, we have been able to move forward in so many ways. For that I am grateful to all in the school community and beyond.

Finally it was Coldplay who sang that 'nobody said it was easy'. I think this would be very apt for 2020 as a whole. No-one in living memory will remember a year like this one and it serves as a timely reminder to value what we have and make the best of the opportunities that present themselves. With that in mind, have a fantastic Christmas and I hope you all get all the things on your list to Santa!

## Mr Chris Thomas - Assistant Headteacher

I can't believe I have been at KRS for nearly 10 years. They do say time flies when you are having fun.

I started my teaching career as a PE teacher in Bristol before moving to London to work for Arsenal FC. This sounds like a dream job, however maybe not so if you are a Tottenham Hotspur fan like me! There were many perks to the job including travelling to Paris for the 2006 Champions League final, presenting on Match of the Day and sharing the stage on Arsene Wenger at a Community Q & A event.

After 2 years at Arsenal, I then worked as a PE teacher and Head of Year for 5 years in an Inner London Secondary school before making the exciting move to Cyprus to become Head of Physical Education at KRS. Since then, I have had several roles within the school which have allowed me to develop as a leader.

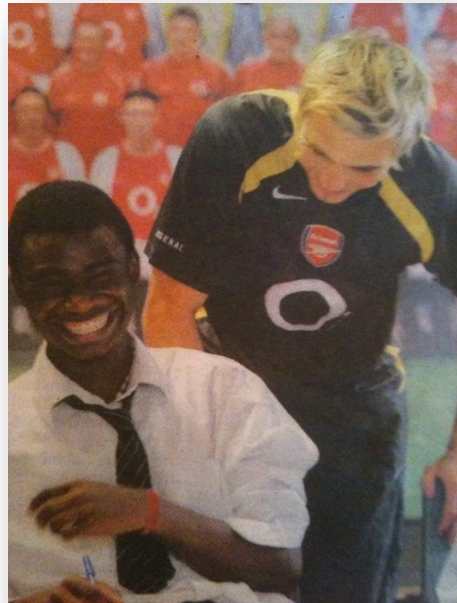
In June I was appointed Assistant Headteacher with the responsibility of SEN, Safeguarding and pastoral support. I believe that every student should be given every opportunity to succeed and thrive at KRS regardless of how long they spend at the school. This is achieved by promoting a caring and happy environment, I hope I play a small part in this.

Over the past 3 1/2 years, I have been completing a Masters in SEND, I am excited to implement this knowledge to improve provision for all SEN students. I fully believe in lifelong learning (you are never too old to learn)!

Outside of school life, I enjoy watching Tottenham play football, keeping fit and travelling as much as I can with my young family.

What I most enjoy about working at KRS is the community spirit that runs through the school and the brilliant, hard-working students that I get to engage with every single day.

I hope you all have a wonderful Christmas.



# Hispanic Heritage Month

## 15<sup>th</sup> September to 15<sup>th</sup> October

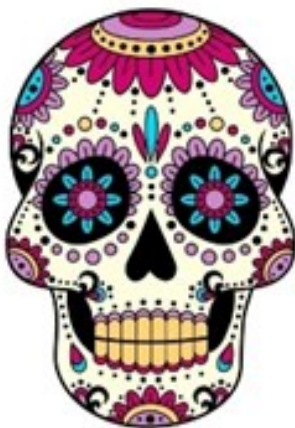
All students participated in learning activities to celebrate Hispanic Heritage month centred around extending their knowledge of the wider Hispanic world.

Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America. Students researched famous Hispanic poets, artists, politicians, singers and sports stars, entwining their cultural knowledge alongside their foreign language learning. Cross-curricular activities included learning South American countries and capitals, describing paintings from South American artists in Spanish and trying some South American Zumba!

### Día de los Muertos - Day of the Dead

Again this year, students participated in a host of activities to celebrate the festival of Day of the Dead. Students studied the history of the festival and investigated the cultural significance of the celebration. Aside from the joint competition with the English Department which was a fantastic success, here are some of the other activities students enjoyed;

### Creating “calaveras” = decorative skulls



In the spirit of the Mexican tradition, students were able to design their own Calavera and write a description in Spanish of someone real or imagined to encapsulate the vocabulary required to represent a whole person effectively. The activity was differentiated through the detail required or the tense in which the description was represented. Older

students researched famous South American people in order to extend their cultural awareness.

### Study of Coco – the film

A Disney film based on “Día de los Muertos” Day of the Dead. Depending on year group pupils are; retrieving familiar vocabulary for revision, tackling reading comprehensions with familiar vocabulary in unfamiliar situations, increasing cultural awareness.



### KS2 Primary Links

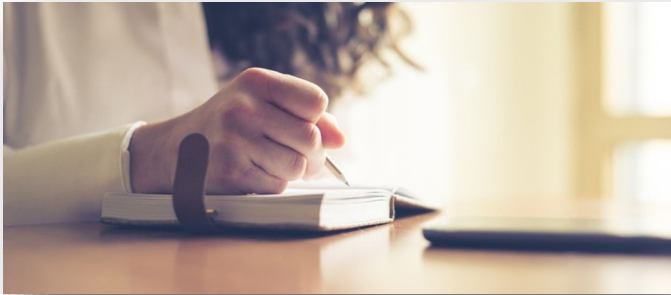
As part of the developing link with Key Stage 2 languages, Year 10 students have now been assigned as language learning coaches to Years 3 to 6. This term, the focus has been on teaching KS2 pupils at Dhekelia Primary School some basic Spanish vocabulary, a Christmas song in Spanish and how to write a Christmas card. The Year 10 students have encapsulated our Core Values of Leadership and Learning with enthusiasm and exuberance and the results this week from the primary school are causing excited anticipation from King Richard School.

Year 9 students have also participated by providing learning mats for the KS2 students to use which has been a highly successful method to ensure all learning is created by our student for KS2 pupils.



We are enjoying developing this link for the benefit of all students.

## Year 8 Writing for Wellbeing , SMSC



Recognising that our school year had been difficult for many reasons, we explored the idea of reviewing our feelings in this simple but powerful letter-writing exercise, to support reflection and understanding. Writing a letter encourages you to take a step back from your experience and create some perspective. This creation of perspective provides you with an opportunity to reflect on lessons that one may be able to take forward from your experience. This type of letter writing helps students process strong emotions, and bring aspects of their experience into greater awareness. This is helpful as the process allows us to explore our thoughts and feelings in a safe, respectful environment, preparing us for next steps and new beginnings as we move forward. Students had freedom to express themselves in their own way with prompts and suggestions to support and we discovered the art of putting our deepest emotion on paper as a way of seeking closure, saying goodbye, or searching for acceptance in your journey.



Dear 2020,

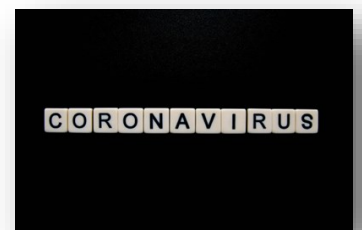
You made me feel so **angry**, **upset** and **lonely**. Are you trying to upset everyone? Do you realise how you are making us all feel? I really wish that you can redeem yourself, you were meant to be THE year for everyone. The year of fresh starts and new beginnings. I miss being able to socialise freely and meet my family and friends. You



brought us Corona and have stopped all of that. And yet I'm thankful for the lessons you taught me, of life and death and how we all have you and need to have responsibilities. I have learned that things happen and we have to adapt to them. Sometimes I think about the start of the year and expectations I had. It's kind of my fault and I got my hopes up and put a lot of pressure on you. I'm sorry for that and maybe now you know you might make it up in time for Christmas? Now you're leaving I feel sorry for you, not a lot of people really liked you and I don't think you deserve that. You were a bit harsh, and brought a lot of bad things to the world, but once again we were the ones that wanted you to be amazing. 2020 I thank you for teaching me valuable lessons and keeping my family safe. I will forever be grateful and remember you for that. After writing this letter, I am making a conscious choice to be prepared for whatever the future may bring.

Goodbye,

A Year 8 Student



Hello 2021!

I hope you will be able to fill 2020's shoes. They're quite big, I don't know if you've heard about everything it has done. Anyway, this is about you now, and we all welcome you. We know not to get our hopes up now however I hope you're a bit kinder than 2020. I cannot wait to meet you!

See you soon,

A Year 8 Student

# Music Department

## What's going on in KS3 Music?

Year 9 have been exploring a personalised pathway which allows them to choose an area of music that they enjoy, be it composing, performing or using music technology. The idea behind this is to put students in charge of their own learning and by doing so motivate students to develop musical skills and confidence that they could use to take forward into year 10 should they wish to.

Year 8 have been investigating music for film. They have been learning how music is used by filmmakers to manipulate the viewer's emotions. They have been composing their own music to go with a selection of film clips with the intention of altering the original emotion of the scene. Some fun was had turning Mary Poppins into a horror genre.

Year 7 have been 'thrown into the deep end' which is an approach to teaching by an innovative Musical Futures organisation that focuses on informal learning. This reflects the way that many popular musicians learn to play and perform. Year 7 have been performing as a class and in bands, using a variety of instruments and have already produced some excellent performances.



# Humanities Heroes



Having successfully won the 'Humanities Hero Challenge' six KRS students had the opportunity to conduct an interview, via zoom, with our Secretary of State for Defence, Ben Wallace. They presented the Defence Secretary with a wide variety of probing questions dealing with topics such as cyber terrorism and climate change in addition to discussing Mr Wallace's enjoyment of serving in Cyprus.

Student summaries of their interview with the Defence Secretary

Liliana (Y8)

Today six of us at KRS interviewed the secretary of defence, Ben Wallace.

We asked him various questions about his life and job as an MP. one of the questions being "what do you think is the world's biggest problem other than Covid 19?" to which he replied with "climate change. Unless we reverse the emissions, we are releasing into the atmosphere the consequences will lead to conflict"

Over all, I found the meeting very interesting and was glad he was able to take time out of his very busy life to speak with us.

Kaitlyn (Y8)

Today we interviewed Ben Wallace, the Secretary of Defence in England. He answered six questions we asked him. He gave us advice on things like how to prevent cyber-attacks as well as sharing his thoughts on what he thinks is the biggest world issue. Ben Wallace was once a cyber security member and he said to stop cyber-attacks we need to:

Make sure we have good cyber hygiene e.g., updating out devices

Change passwords regularly (every other month)

Be careful of suspicious emails or texts by double checking who it is sent by.

Faye (Y8)

Today we interviewed Ben Wallace, The Secretary of Defence. He answered our six questions. He told us how he coped with the pressure of making big decisions that could potentially affect England, he said that he learnt most of this from being in the army and that most things are not as bad as they seem you need thick skin, he also said that he has a whole team to help with all these decisions.

# Humanities Heroes



Macey (Y7)

Today we had the joy of interviewing the Secretary of State for Defence Ben Wallace. We asked him a range of questions and he gave really detailed answers.

1. What was the best part of being in the army and did you enjoy your time in Cyprus? - He loved his time in the army and loved working and helping his colleagues. He would love to revisit Cyprus.

2. What made you want to become a MP? - Ben Wallace wanted to become a MP because he could contribute to society and doesn't have to always have to be successful. He also said that if everyone would contribute to society, it would be a lot better for his job. He also loves people and politics is mainly about the word of people!

3. How do you cope with the pressure of making decisions that affect the country? - He always said nothing is as bad as it seems. Pressure always pays off if your time is well spent.

My overall feedback is he is a lovely man and he always loves to contribute to society and he loves his job very much because he is very passionate about his job.

Emilie (Y7)

Today we had the privilege of interviewing the Secretary of State for Defence, Ben Wallace.

We asked him an interesting range of questions and got some great answers.

Ben Wallace loves to contribute to society, which is what made him want to become an MP. The best part of being in the army, he told us, were the people. He said that the world's biggest problem (apart from Covid) is Climate Change. As Climate Change gets worse, it could lead to conflicts and wars. To the question "Would you ever like to be Prime Minister?" We got a definite "No!". Ben Wallace was a ski instructor, and would love to go back to that.

Ben Wallace is a very nice and down to earth man, and we all really enjoyed speaking to him.

Jasmine (Y7)

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# STAYING SAFE IN SCIENCE

The science department have decided to put a range of precautions in place to ensure students still learn and progress, while also staying safe and secure from the threat covid-19 poses. This is a new school experience for all of us – teachers, staff and children – but we are standing up to the challenge and not letting a global pandemic get in our way! Below are just some of the actions we have taken.

We have a lot of windows lining the room in our science labs, and they are all thrown open in the morning to allow fresh air to fill the room. We also keep all the doors open, allowing a steady breeze to flow throughout the day. We have carefully laid out new desks in each lab to ensure learners maintain a safe distance while sitting and completing their work.



We have set up perspex screens around each teacher's desks. This means that information can be written on the white board, input can be provided to the children and learning activities set while keeping everyone in the room safe at the same time. Work is marked after 72 hours, to give any potential lingering covid droplets time to dissipate before being handled.

All equipment is put in quarantine after use, so that different bubbles of children are not sharing apparatus until a safe amount of time has elapsed. This is carefully monitored by our lab technician and goes through a thorough decontamination process. We also have a hand sanitising station which pupils use before and after they enter the room.



## Y10 GCSE PE Climbing 2020

As part of the GCSE PE practical curriculum, we are fortunate to be able to provide our Y10 GCSE PE students with the opportunity to experience climbing at the Lion's Gym outdoor facility. As well as offering a fantastic experience the activity provides another viable option towards accomplishing the practical element of the course.

Due to the positive attitude and effort of the students, they vastly improved their knowledge, understanding and performance of climbing throughout the course. This activity always proves to be a well-received, worthwhile and beneficial activity.



Y10 students 'limbo-ing' up for their climbing session. Extraordinary co-ordination!

Students demonstrating their knowledge of the climbing and belaying techniques developed during the course.

Well done to all the lads...you were a credit to the school! **#community**



## Sixth Form Charity Appeal 2020

This year KRS chose a local charity to aid by putting a donations basket in the school reception for all staff, teacher, and students to leave donations. The charity we have chosen is close to home, unlike those that it's aiding. They are a charity dedicated to helping immigrants and refugees they have come to Cyprus to seek help a better life but instead find themselves in a sticky situation. They are left with no home or shelter. All these people will suffer greatly this winter if we do not help.

We are very proud to announce that our donations box has been a huge success! With the basket overflowing and donation scattered around, we are excited to take these to the Caritas Charity, based in Larnaca and Nicosia. We hope that by introducing this charity to the school we will be able to do more fundraising events, but also to encourage our community to be their best selves and go to the charity to see why they are so desperately in need of our help. We want to provide this charity with as much aid as possible through not only this school year but also the next. Thank you to everyone who donated. Below is the link to the Caritas website, people take a look and see what other ways we as a school or you and your family can help those in need this Christmas!



## Creative Arts

### FACE IT

I want to share with you, two self-portrait paintings by GCSE art students, Alex & Will, both in Year 11. We started this task by exploring portrait paintings by a number of artists, both past and present. The students studied their techniques and went on to develop a number of ideas, through investigations, demonstrating critical understanding of sources. The brief was to complete a self-portrait using oil paints on canvas. Oil paints can be a difficult medium to master, however, I think you will agree that they have both done brilliantly!



Mike Westall  
Head of Creative Arts

## Dia de los Muertos: Day of the Dead

The English, MFL and SMSC/RE departments came together to offer a creative fiesta of opportunity: The Day of the Dead. The festival comes from Mexico, descended from the Christian All Souls' Day, designed to honour and commemorate loved ones and friends who have passed on. As you probably know, the festival has gone global thanks, in part, to films such as James Bond (Spectre). We had a huge number of entries: at least two thirds of the school became involved. It was quite an open field creatively: some students submitted traditional calaveras, others poetry, others sculpture. Whilst some entries dwelt on the ghoulish nature of Halloween – and we were suitably scared – most offered tender, imaginative ruminations on death and remembrance. We had a socially-distanced prize-ceremony in the school park to ensure everyone could attend. Leila Strickland's prize winning poem is published here in its entirety.

### **Dia de los Muertos: Day of the Dead.**

Death's cold hand pulls back the veil between the living and the cold, cruel afterlife,

And briefly feels the warmth of the sun dance upon his face.

He looks on at all the spirits, happy and content within their family's presence.

And he feels the cold stab of jealousy.

For Death has no family.

Just a job.

An endless task with no reward or end in sight.

A life deprived of any love or warmth.

Just a being without a heart.

For Death will never know love.

He will never know the warm embrace of a loving family.

Never sit down at a dining table with smiling faces to greet him.

For Death will never know love.

He cannot feel pity as he takes the lives of...

A loving father.

A hard-working mother.

A caring daughter.

A depended-upon son.

He will never feel guilt or remorse

For Death has no family.

So, feel pity for Death.

Remember him on this day.

Day of the Dead.

For Death has no family.

And he will never, ever know love...

Leila

## Antarctica Day Flag Competition – From the Classroom to Antarctica

Antarctica is a fascinating continent and one of the most unique places on our planet. This year, all year 7 students participated in an international competition to design a flag for the unique continent of Antarctica. The aim of the competition is to increase student's global awareness of international cooperation and the importance of Antarctica to the world.

Congratulations to our five winners (Ty, Erin, David, Ashleigh and Maddie) who each received a goody bag full of Geography related prizes. Special mention for Ty whose design was chosen as our overall winner. Ty's flag design (pictured) has been turned into a digital image and has been sent to Gateway Antarctica in Christchurch, New Zealand. His flag will then travel to Antarctica hitching a ride with researchers to be displayed and photographed in Antarctica! Well done to everyone who took part in this unique competition.

### Facts about Antarctica!

- Antarctica is one of earth's 7 continents located in the southern ocean.
- It is largely covered by ice and the animals' home is in the ocean.
- The 1959 Antarctic Treaty applies to the Antarctic continent and the surrounding Southern Ocean to 60 degrees South Latitude, ~ 10% of earth.
- All territorial claims to Antarctica were set aside by the Antarctic Treaty.
- Antarctica does not have a flag as it is not owned by a single country.
- There are research stations representing many nations around the continent.
- Scientists study global climate and the marine ecosystem, working together in teams they share information, and communicate their findings globally.
- Penguins, whales, seals, fish, scallops, and krill live there and are part of the Antarctic Marine Ecosystem



## Turtle Experience!

In September Year 12 and Year 13 students were invited to support the work of the WSBA Turtle Watch Team. This was an incredible experience where students helped excavate turtle nests helping to record data of hatchlings.

Two turtle species - the Green Turtle (*Chelonia mydas*) and the Loggerhead Turtle (*Caretta Caretta*) - breed regularly on the island's beaches. Exploitation of turtles in the Mediterranean, from the 1920s to the 1970s, has decimated turtle populations. Tens of thousands of turtles, mainly green turtles, were shipped from the north-eastern Mediterranean, to Egypt, where there was a market for them, and to Europe where there was great demand for turtle soup. The intensive use of beaches, for tourism and recreational purposes, is now threatening turtles in the Mediterranean by depriving them of their nesting grounds. Many turtles also drown or are killed when caught in fishermen's nets or on long lines. Turtles and especially the Green turtles are, as a result, on the verge of extinction in the Mediterranean. It is tentatively estimated that the current annual nesting population of turtles is about 500 female Green turtles and about 3,000-5,000 Loggerheads. Both Green and Loggerhead turtles have been declared, by the World Conservation Union (IUCN), as Endangered. The work of all groups in Cyprus in relation to protecting these wonderful marine animals includes:

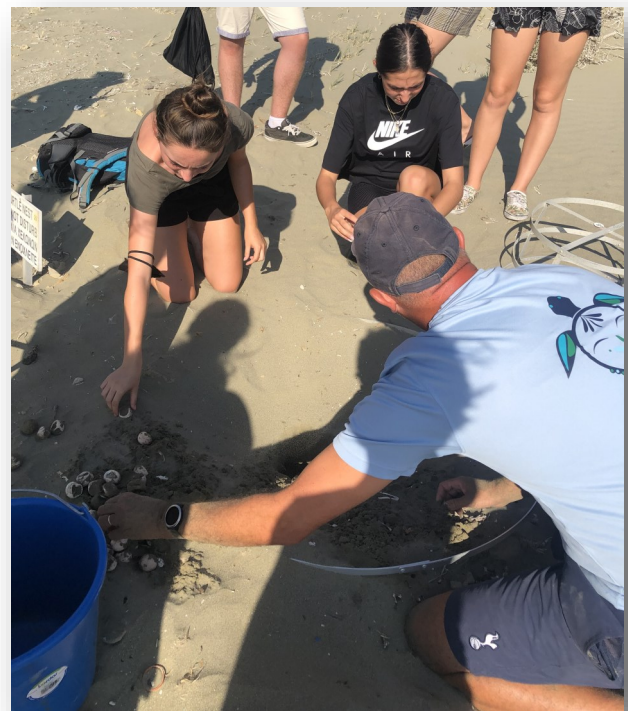
- Protecting and managing turtle nesting beaches
- Protecting eggs and hatchlings from predation and human activities
- Protecting adult turtles
- Monitoring the turtle population and nesting activity in Cyprus
- Raising public awareness in turtle conservation



In the WSBA beaches are monitored nightly during the nesting season. When a fresh turtle track is located, the team follows hoping to identify a newly laid nest of eggs. The nest is then covered with an anti-predator wire mesh cage which protects against attacks by dogs and foxes. The actual species of turtle which has laid the nest can be identified by the shape of tracks in the sand or by observing the actual turtles and looking at the pattern of their shell. Later in the year, from late July onwards, hatching is monitored – two days after the first hatchlings have emerged, the nest is excavated to release any hatchlings that may have been trapped in the sand.

The aim is for turtle populations to thrive once more in the waters surrounding Cyprus and we were very honoured to be part of the conservation programme this year. We are sure you will agree that turtles are wonderful animals and we would like to thank Ken Winslade from the WSBA Turtle Watch team for giving us this opportunity.

### King Richard School Sixth Form Team



# KRS Maths - Xmas Challenge

Every Christmas the Maths Department challenge KS3 students to a series of Maths challenges and this year is no different.

There will be prizes for the winners in each year group, so please encourage your children to get involved.

Just so you don't all feel left out, we thought a "Parent Challenge" would be in order!

Please email your answers to [steve.devine@modschoools.org](mailto:steve.devine@modschoools.org) and you'll get a mention on our FB page if you've done well!!

**\*Challenge!!!!**

KRS  
Maths Department



Christmas Puzzles  
And  
Activities



## Solve This!



How Old is Santa Claus?

While you are visiting Santa Claus, he gives you a riddle to find out how old he is. He says, "I started work when I was 15. I spent 1/4 of my working life in a factory, then 1/5 of my working life in an office, and 1/3 of my working life as a school caretaker. For the last 13 years I've been working as Santa Claus. How old am I?"

Easy

### Merry Christmas :)

Can you solve this math puzzle?

$$\text{Elf} + \text{Elf} + \text{Elf} = 6$$

$$\text{Elf} + \text{Tree} = 13$$

$$\text{Tree} - \text{Gift} = 4$$

$$\text{Elf} + \text{Tree} + \text{Gift} = ?$$

Difficult

$$\text{Ice Cream} + \text{Ice Cream} + \text{Ice Cream} = 30$$

$$\text{Ice Cream} + \text{Chocolate} \times \text{Ice Cream} = 380$$

$$\text{Chocolate} \times \text{Ice Cream} + \text{Ice Cream} = 266$$

$$\text{Chocolate} + \text{Ice Cream} \times \text{Ice Cream} = ?$$



## The man behind the green door



It's been just over 5 years since I started working in KRS and the wider ESBA area but it's been 25 years since I began my working journey into the realm of 1s and 0s and it was MANY more years before that when I was given my first PC as a Christmas present, things have certainly changed, most of you will probably be reading this on a smart phone which will be FAR more powerful than my first PC.

My life and career have been varied to say the least about 16 years ago my better half and I decided we wanted to shake things up a bit and we decided to move to Cyprus, after about 5 years a friend/colleague from the UK tracked me down via Facebook and said "I have an opportunity for you" and to cut a long story short I spent the next 8 years travelling the world going to places that many people won't get the opportunity to see and meet hundreds of interesting people from all walks of life.



Whilst all this was going on we started a charity called the Freedom Dolls Initiative helping victims of human trafficking and women who have been abused in Cyprus, this was a very busy but rewarding time, we have now stepped back and given the charity to a couple who we worked closely with.



And now I am about to embark on a new journey as I have applied for and got a promotion which is a little scary and exciting at the same time and involves a lot more responsibility but that is a good thing.

The reason for telling you all this is, life can take you to some very unexpected places and this year is a prime example of that in January none of us thought we would be walking around wearing masks trying to stay 2 meters away from everyone else my best advice is to embrace the change and roll with it, who knows where you will end up, hopefully right where you want to be.

Life isn't easy but it's worth figuring out and remember you might want oranges to make orange juice but sometimes life gives you lemons, so make lemonade instead.

Work hard, stay safe and have a great Christmas and new year.

## Gcse Pod



# JUST LAUNCHED

An exciting new  
e-learning platform  
to help with your GCSEs

Helping your grades soar!  
Log on now @ [www.GCSEPod.com](http://www.GCSEPod.com)



KRS are really excited to have GCSE Pod now accessible for all of our students. This is a great tool for staff, students and parents to use to help support student progress towards their successful GCSE's. Year 11 have used this very well since we launched in November with the over 850 pods watched and then used to support revision. One Year 11 student has alone watched over 100 pod clips and his results have seemed to rise accordingly!

Here are a few tips and information on how you as parents can help your child in their use of GCSE Pod.

Mr Burvill  
Assistant Head – Attainment & progress  
[George.Burvill@modschools.org](mailto:George.Burvill@modschools.org)



**gcsepod**  
education on demand

# Why use GCSEPod?

## What is it?

- One **website**, **3 apps** and over **6000 Pods**.
- Content produced specifically for mobile **devices**, **tablets** and **PCs**.
- Designed to squeeze exactly the right knowledge needed for **exam success** into short **3-5 minute chunks**.
- Helps with **learning**, **homework** and **revision**.

## It will help your child get organised

Your child can create personal playlists to listen to in the run-up to an exam, to help with homework or on the go to help consolidate learning.

The viewing history feature enables your child to return to Pods they found useful. There's also a 'Favourites' playlist, which enables them to easily return to Pods on areas they may be finding difficult.

Premade exam specific playlists, available in the 'My Courses' area are neatly organised meaning your child can manage revision quickly and easily whilst prioritising their time.



## It's convenient and effective

The Pods can be downloaded on any device so your child can watch them **online or offline**. Wherever they go, GCSEPod goes with them. It's like they're carrying an **entire world of knowledge and revision in their pocket**.

An **expert reads and explains everything** clearly and precisely with all the right **facts, quotes, keyword and annotated diagrams** on screen.

Your child won't need to use GCSEPod for long before they feel the impact. **Consistent use in just 10 minute chunks is proven to support achievement right up to a grade 9.**

## It can be as discreet (or loud) as they want

Your child can listen to Pods anywhere and everywhere and because it looks like they're listening to music, no one needs to know they're actually swotting up.

Your child may want to show off just how much work they've been doing or even recommend a Pod to a friend, to do this, they can use the social networking links on the site to connect with others.

# HOW TO SUPPORT YOUR CHILD USING GCSEPOD



## What is GCSEPod?

GCSEPod is an award-winning expert in subject knowledge. We provide 3-5 minute bursts of audio-visual, teacher written learning which can help to reinforce and consolidate key GCSE topics covered in lessons. Experts read and explain everything clearly including all the right facts, quotes, keywords, dates and diagrams on screen.

## Tips and Tricks

### Watch online or offline

Ask your child to download Pods to their mobile device so they can learn on the go!

### Favourites

Challenge your child to 'favourite' 10 Pods on topics they find difficult.

Watch the Pods together and use one of our other suggested learning techniques to help simplify what it is they're struggling

### Personalised Playlists

Use the My Playlists area to create bespoke playlists.

Having personalised playlists means your child has fast access to Pods that will help fill knowledge gaps.

### Support Homework

GCSEPod isn't just for revision, it's to help expand your child's subject knowledge.

If your child is struggling with a piece of homework, you can search for the topic on GCSEPod and use the Pods as an additional resource.

### Memory Cards

Watch Pods together and then write down key facts, dates, diagrams and quotes.

Test their knowledge to see how much they remember.

### Check & Challenge

Use our unique Check & Challenge feature to challenge your child to win at least 10 diamonds for each C&C they complete.

See if they can beat their previous score each time!

## How does your child access GCSEPod?

If your child has already activated their account, they simply need to log in with the username and password they've created.

If your child has not yet activated their GCSEPod account, simply follow these simple steps!

1. Go to GCSEPod.com and click 'LOG IN'
2. Click 'NEW HERE? GET STARTED!'
3. Select 'Student'
4. Follow the onscreen instructions to create a username and password

## KNOWLEDGE ROUND-UP

Test your child on their Pod knowledge with some of these general questions



### GENERAL QUESTIONS

1. What did you learn from watching the Pod?
2. What will you remember?
3. Tell me 3 key words you have learned from the Pod.
4. Tell me everything you know on the topic.
5. How confident do you feel on the subject?
6. Do you think you need to learn more on that subject?
7. What part of the Pod interested you the most?
8. What was your favourite part of the Pod?
9. Teach me what you've learned
10. Where you surprised by what you've learned?
11. What was your least favourite part?

#### TIP

Print out this page, take it everywhere you go and ask questions when you're in the supermarket, in the car, cooking dinner...

#### TIP

Think of some specific questions on other subjects, like photosynthesis, algebra or WWII

### ENGLISH LITERATURE QUESTIONS

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| <ol style="list-style-type: none"> <li>1. What's the book/play about?</li> <li>2. Can you give me a plot overview?</li> <li>3. Where is the book/play set?</li> <li>4. How does the setting reflect the book?</li> <li>5. Who are the main characters in the book/play?</li> </ol> | <ol style="list-style-type: none"> <li>6. What genre is the book?</li> <li>7. Do you know any important quotes?</li> <li>8. What is the structure of the book?</li> <li>9. What are the book/plays themes?</li> <li>10. Does the story interest you? Why?</li> </ol> |
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### CHARACTER QUESTIONS

1. Who are the main three characters of the play/book?
2. What are their relationship with each other?
3. Which social class do they belong to?
4. Do the main characters change by the end of the book/play? How?
5. If you had the chance to talk and ask each character a question - what would you ask them and why?

## Your school has the School Jotter app! Check it out!

### Why should I download the app?

This innovative app keeps parents engaged by sending all the essential information straight to your phone. You will have access to regularly updated information:



#### News

Keep up to date with the very latest items

#### Calendar

Term dates, important events and parents evenings

#### Newsletter

Get newsletters from your school instantly

#### Galleries

Access photos shared by school

#### Notices

Push notifications for urgent messages and reminders

#### Contacts

See who to contact and how

#### Maps

List of useful locations of sports events or school trips

### Everything in one app!

### How do I download the app?

#### Android users

Go to Google Play, search for **School Jotter** or scan the QR code.



#### iOS users

Go to App Store and search for **School Jotter** or scan the QR code.

