

THE LIONHEART

Summer Edition

2021



EXCELLENCE • LEARNING • LEADERSHIP

KING RICHARD
SCHOOL



Goodbye to KRS and Cyprus

On a grey, chilly morning in 1986, my wife and I nervously boarded a Cyprus-bound plane at RAF Brize Norton.

As the journey progressed, we looked out of the window at the patchwork of shapes and colours below and wondered if we had made the right decision in leaving London to start a new adventure in Cyprus. Thirty-five years later, I guess the answer is yes!

I hadn't even seen King Richard School when I left the UK, and we had no idea where we would be living. My wife had given up a good job in the city, and I had been teaching at a large, successful school in North London. For both of us, it was a massive gamble. Walking into KRS was something of a shock. Everything here was on a much smaller scale than I was used to: I would be the school's only art teacher. Very soon, however, I settled into life at KRS, and established myself in a role that was to last for many years.

Our two wonderful children were born during our time in Cyprus, and both went through the education system here. They both live in the UK now, but they speak fondly of Cyprus and call the island home. As a family, we have been very happy here.

Over the years, I have seen many changes around the island and at KRS: the arrival and departure of countless members of staff; the tenure of six different headteachers; the advent of numerous developments in secondary education; more Ofsted inspections than I can remember. And, of course, I have had the privilege of working with thousands of students, teaching my subject every day and helping young people to appreciate art and be involved in the creative process. It is always a special joy when former KRS students contact or visit me to tell me how they are doing: moments like that make me glad I became a teacher, and are the reason I have stayed in the profession for so long.

But now it's time for me to move on. As I revisit the emotions I felt at the start of this adventure all those years ago, I can only hope that we are as lucky and happy in the future as we have been during our time at KRS and in Cyprus.

Take care and stay safe.

Mike Westall





Welcome

FROM THE HEADTEACHER



I was given the opportunity to reflect on the year past recently whilst at the CBF Narrative competition. This wasn't due to a period of quiet contemplation but due to the powerful words written by one of our Year 8 students about the impact of the pandemic. So many words have entered and

exited our vernacular over the past 18 months; I feel we will look back on this period as a time of almost inverted reality. We all have COVID experiences that we will carry with us forever and I think that now it is all our jobs to take the positive aspects of what we have learned into developing our normality. I am very hopeful that this will make for an even better place come the Academic Year 2021-22.

It was an honour to ask Mike Westall to write the first article in this edition of the Lionheart. Mike has been a stalwart of KRS for 35 years. Like Blackpool rock if Mike was cut across the middle I think would read 'King Richard School' on the inside! KRS is as much a part of him as he is of us. I would like to thank him for his service and wish him and his family all the best for his retirement as he re-locates to the Northwest of the UK. Mike isn't the only member of staff off to pastures new. Our Head of English, Jamie Purdie will already be in Berlin as this lands in your Inbox. He has been pivotal in moving The English Department forward during his 6 years stay and I am sure he will be as successful in his new challenge. He starts work in Berlin in early August and we wish him all the best.

Rachel Charles KRS career leading on food provision has been short but memorable. Her Rotis have been the talk of the town and the introduction of Chicken and Chips Friday has added a new dimension to both student and staff food choices going into the weekend. Finally, we will say goodbye to Kim Cox. She has been PA to the Headteacher since before I became Headteacher and has been an absolute rock in allowing me to get on with the job of leading the school. I can't thank her enough for all she has done for the school in her usual unassuming manner and wish her all the best as she re-locates to Shropshire. I can only be jealous of whoever will be her next employer.

Whilst that covers recruitment out, we have made replacements and many of them will be joining us in September. Kim will be replaced by Alison Green. Shelley Simpson has already arrived from Shaghai to teach D+T – more from Shelley on the final page of this newsletter. Rachel Charles will be replaced by Latifah Forde, Hannah Field will replace Jamie as Head of English with Lisa Smith becoming a permanent member of the team. Finally, Mike will be replaced by John Branton in the role of Art and D+T. John will join us in early September from the British School Moscow. The only missing piece of the jigsaw is the Teacher of Computing. We will have made an appointment in this subject prior to this edition going out.





Whilst COVID did impact on many areas of school e.g., freedoms in the classroom, at breaks, a one-way system around school and masks; we managed to continue to provide an exciting, rich, and broad curriculum for our students. I am sure you will see evidence this as read this newsletter. The students have enjoyed returning to practical lessons in D+T and then science, fund-raising for charities, re-launching the Student Shadow Leadership Team, educational visits outside school and finishing off the term with an activities week. All this has been managed whilst keeping COVID cases and resultant isolations to a very bare minimum. For this I am grateful to Joint Service Health Unit (JSU), all those who helped with testing and of course staff and students.

As happens at KRS biannually, we will say goodbye to a great many of our school community this summer as I PWRR return to UK. To all those who are leaving I would like to thank you for your support over the last two years. It has been fantastic to have your children at school and I wish you all the best whether you are returning to Woolwich, elsewhere in the UK, or the Rest of the world.

For those who are remaining at KRS I have recently spoken to Lt Col Graham Goodey (Commanding Officer 1 Royal Anglian). He is taking over as Chair of the School Governance Committee (SGC). He has a good knowledge of education and the teaching profession, and I am sure he will be an asset to school.

Any interested parents should watch this space should you wish to consider joining the SGC. I am sure the new Chair will be recruiting on his arrival.

On that note I will leave you to enjoy The Lionheart and your summer wherever you spend it. Stay safe, have a fun and relaxing break. I wish you all the best if you are leaving Cyprus and I look forward to seeing those again who are staying.





UKMT Maths Challenge 2021

Once again, our most talented Maths students from Year 7 & Y8 were entered for the United Kingdom Mathematics Trust Maths Challenge Junior Challenge this year.

The UKMT Challenge is open to all British schools across the globe and is widely recognised as one of the toughest competitions available to Maths students in Secondary schools. Here are a few of the questions (answers underneath) to give you an idea of the difficulty....

Well done to all of the students who entered, as there were many excellent results throughout both year groups.

Congratulations once again to all who entered and a special congratulations to the budding mathematicians who achieved certificates.

Maths Department



3. Among the children in a certain family, each child has at least one brother and at least one sister. What is the *smallest* possible number of children in the family?

A 2 B 3 C 4 D 5 E 6

0643



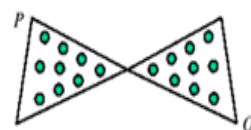
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3. C There must be at least two boys and two girls in the family. If, for example, there was exactly one boy, then that child would not have a brother. The same argument applies to girls.



4. A ladybird has landed at point P on Sam's bow-tie. If it travels only along the edges of the bow-tie, but cannot travel along any edge more than once, how many different ways are there for it to get from P to Q ?

A 1 B 2 C 3 D 4 E 5



0444



©UKMT

4. D Every allowable route must pass through the centre point of the bow tie. There are two routes from P to the centre point, and for each of these there are two routes from the centre point to Q . So the total number of different routes $= 2 \times 2 = 4$.





Music

Year 7 started with a bang with some Taiko drumming. Taiko originated in Japan and is characterised by Ki—energy, Kata—movements, Attitude, and Musical Technique.



Year 8 students performing as a band and learning the skills of listening, timing, dynamics and cooperation as well as playing an instrument!



Year 8 Students finding ways around isolation to complete their podcast project





Phew! What a scorcher!



The PE curriculum ended with 'business as usual' at the Dhekelia Pool. Always a winner, with its fantastic location and professional staff, the Pool proved to be a perfect end to a challenging year. This coincided perfectly with the heat wave, providing the students with a little deserved respite from the intense heat.

The students displayed oodles of effort and enthusiasm during their swimming lessons, resulting in lots of progress and development in their technique and performance.

The KS4 students also had the opportunity to try some water polo, which they thoroughly enjoyed. The photo below shows the GCSE PE group benefitting from the excellent facility.

Well done to all students and thank you Dhekelia Pool!





The Big Poetry Project

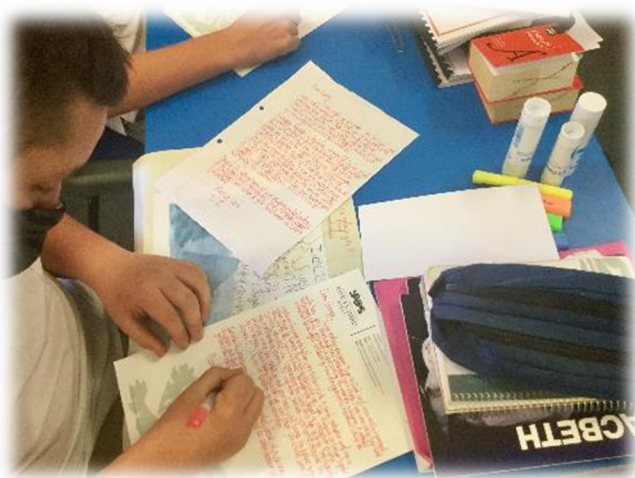
This year has had a particularly lyrical focus for me, as I have been working with various classes and colleagues from MoD Schools all over the world on poetry writing techniques. This work is now culminating in an anthology of MoD Schools pupils' poetry, which we anticipate will be published in early 2022.

It all started in December, when Year 9 took part in a series of poetry writing workshops. Eager to share their learning, Year 9 made a selection of how-to-videos to help Year 6 students at Dhekelia Primary School create some captivating compositions of their own. This pupil coaching model proved fruitful and soon Year 10 students at King Richard School were mentoring Year 4 pupils at Ayios Nikolaos Primary School, helping them to perfect their avalanche poems.

Primary colleagues reported that, not only were their classes delighted to receive praise and encouragement from older children, but they saw their students' confidence and enthusiasm for creative writing grow. This was particularly evident among those who usually struggle with English.

Meanwhile, my Year 9 and Year 10 poetry mentors were enjoying perfecting their diplomacy and leadership skills, refining their abilities to offer constructive feedback, as well as developing their own knowledge of poetic techniques. One student confided that, "I wasn't as embarrassed talking to a Year 4 because I felt like I was in charge – so I could just focus on being expert!" and her classmate added that "After looking at my girl's poem with all the sibilance, that was the first thing I spotted in Wilfred Owen's 'Exposure' today. It was good practice!"

Focusing on younger students' work also allowed pupils to reflect on their own, and had a positive effect on raising standards. One Year 9 student put it succinctly when he gasped, "This is Y6? I need to up my game!"



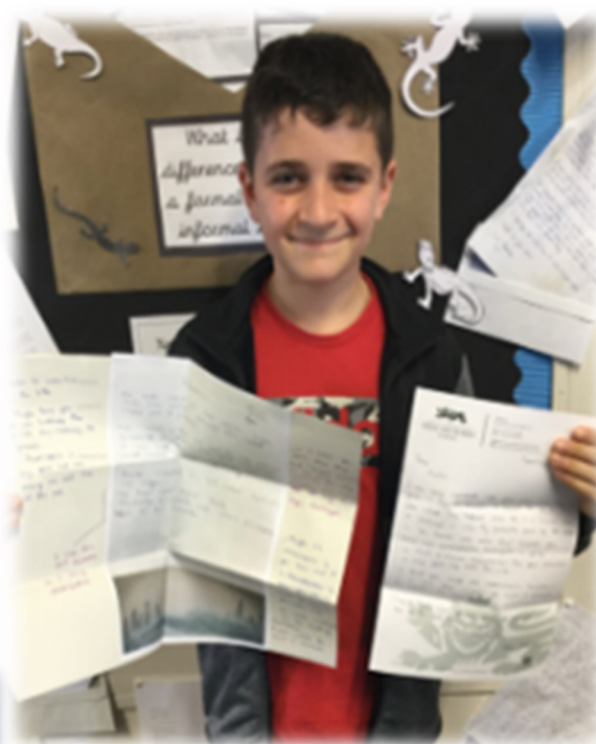


The Big Poetry Project

With CBF's creative writing competition focussing on poetry this year, I was asked if I could share some of the resources and techniques I had begun to garner with colleagues. Starting with an island-wide workshop on poetry writing techniques, teachers from foundation years right up to those who teach A-Level students took part. After delivering the course to teachers at Ayios Nikolaos and Episkopi Primary Schools, I began to think about how we might reach our wider MoD Schools family. The pandemic has forced us online to a greater extent, however a positive repercussion is that any training I designed for Cyprus schools could easily be delivered to those in the Falklands and Brunei.



In June, I delivered my first poetry writing session to teachers in MoD Schools in the rest of the world, and another will follow at the beginning of September 2021. With all this beautiful poetry being written by our students all over the world, I want to find a way to celebrate this flourish of creativity in what has been such a challenging year. To bring together the work of our MoD Schools community, we are now compiling an anthology of poems, with the generous help of military publishing, which we hope will feature verses and illustrations from students of every school in the MoD Schools family. We hope the anthology will be published in early 2022, so watch this space!





Food Technology and Textiles

Since the start of the Year there has been a continual aroma of freshly cooked treats coming from the annexe. KS3 pupils have followed schemes of work for a Cultural Café and Cypriot Cuisine. During their lessons, children have prepared, cooked and sampled food including fresh pasta, Orzo Salad, Cypriot Pizza, Pitta Bread, Tzatziki, Yoghurt and Honey cakes, muffins, Viennese fingers to name just a few.

Our GCSE students have consistently cooked at a high level, pushing themselves to attempt high skill dishes including tiered cakes and gateaux, sushi, cheesecakes, pastries, noodle based dishes, curries, lasagnes, burgers and a wide range of fresh breads!

When they haven't been baking, pupils have had the opportunity to develop their textile skills, creating, making and evaluating a vast array of products including; upcycled jeans, cushions, bags, crisp packets, face masks, hair bands, dream catchers, blankets, corsets, weaves, skirts and dresses.



Well Done to all the pupils for their hard work this year!

Mrs Jones and Mrs Marshall





Year 7 Antarctica Competition

“It is in the interest of all mankind that Antarctica shall continue to be used forever for peaceful purposes and shall not become the scene or object of international discord.”

The Antarctic Treaty

On 1 December 1959, 12 countries signed the Antarctic Treaty – an international agreement to designate Antarctica as a continent of peace and cooperation.

Sixty years on, the Antarctic Treaty has expanded to include 54 countries and continues to shine as a rare beacon of international cooperation. The Treaty governs much of the politics, activities and responsibilities within the Antarctic continent and waters south of 60 degrees latitude. For example, all scientific observations should be made freely available to all researchers, no military bases or weapons testing are allowed, and the dumping or burning of any rubbish is prohibited.

To celebrate this milestone of peace in our civilisation, the anniversary of the Treaty is recognised each year.

The 1 December is celebrated globally and this year students from Year 7 had the opportunity to work on an outreach project led by Polar Network UK.

The concept of the project was simple: students were asked to create a flag for Antarctica (as it is without an official flag) which they believe symbolises this continent. We had a fantastic array of entries and it was incredibly difficult to select an overall winner! Due to Covid-19 we could only select one winning entrant which would be then sent to the Polar Network team.

Many congratulations to Ty who was selected as our winner! Despite Covid-19, lockdowns and adverse weather our winning flag from the Year 7 Antarctica flag made it all the way to Antarctica! Here is Ty's winning flag held aloft by BAS Marine Biologist Nadia Frontier who is completing research on Lagoon Island, Antarctica.





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SCIENCE DEPARTMENT



EXCELLENCE • LEADERSHIP • LEARNING





KRS International Film Festival

Year 9 students have enjoyed a number of international films in their MFL lessons. They watched 'Les Choristes' to help improve their French listening and watched 'The 33' to learn about the plight of the 33 miners who were trapped underground in a mine in Chile in 2010. 'Das Wunder von Bern' was a favourite for the football fans amongst us. Students then chose their favourite film and wrote about their favourite characters in French and Spanish.

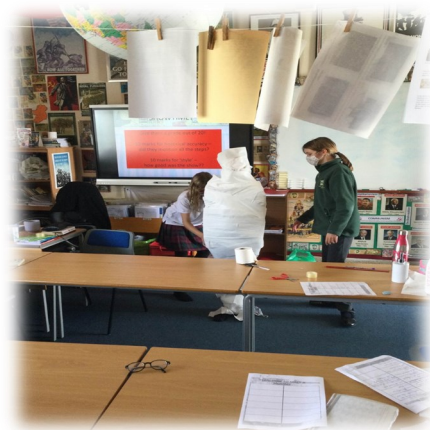




History Club

Mia

History Club is for year 7s, and around about 12 y7s participate. In history club, we get the chance to look at interesting topics that we usually don't cover, taught in a more interactive way than in lessons. A lot of what we do usually includes running around the school, like when we re-enacted pirate scenes, or searched the school for gunpowder (as we were learning about the Gunpowder Plot). We do learn, but we're a lot less aware of it, as we have fun at the same time. I do History Club because I'm interested to learn about new topics (and enjoy dressing up as Blackbeard). History Club is taken by Mr Hill in the History classroom on a Wednesday week B, 2:00-3:00, if you're interested in joining.



We do a range of activities. In the past we have done a treasure hunt around the school, Roleplay, drawing and more. It's really fun because we're learning but still having fun. I enjoy it because we do a range of activities and they are always fun. I also like it because everyone is fun there. Usually it starts in the History classroom and we have it every Wednesday week B. This is really helpful as we have History last period on Wednesday's week B. I really hope history club continues because it's lots of fun. I do it because I enjoy it and it feels like I have learnt stuff but it feels worthwhile.

By Jasmine

History Club

History Club is a fun after school activity which happens every two weeks on a Wednesday, 2pm – 3pm. We meet in the History classroom at 2pm and take part in great activities until 3pm.

We do many fun activities such as:

- Wrapping each other up as Mummies (Egyptians)
- Role Play (Pirates)
- Paper Aeroplane Race (Amelia Earhart & Charles Lindbergh)
- Scavenger Hunts (Evolution)

These are just a few examples of the awesome things we have done!

I go to History Club because it is an opportunity to learn about subjects that we might not otherwise get to cover and because we do it with a fun and interactive approach.





MFL

Cultural Capital – cinco de mayo

This term, students had the opportunity to research and learn more about the celebration “cinco de mayo”. Cinco de Mayo, or the fifth of May, is a holiday that celebrates the date of the Mexican army’s May 5, 1862 victory over France at the Battle of Puebla during the Franco-Mexican War. The day, which fell on Wednesday, May 5 in 2021, is also known as Battle of Puebla Day. While it is a relatively minor holiday in Mexico, in the United States, Cinco de Mayo has evolved into a commemoration of Mexican culture and heritage, particularly in areas with large Mexican-American populations. Students at KRS had the opportunity to present their findings as a PowerPoint, video clip or live speech.

Cultural Capital - ¡Descubre España!

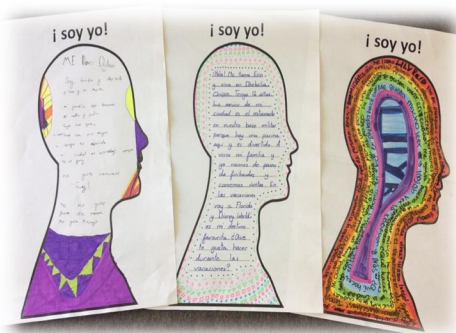
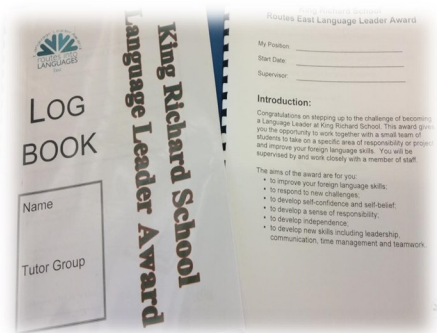
During the Autumn term, MFL students researched the wider speaking Hispanic and Francophone countries whereas this term there was a key learning focus on France and Spain. Students had the opportunity to research and display their findings regarding the culture, traditions, music, food and much more relating to the countries of the languages they are learning.

GCSE ¡En el aire libre!

GCSE students of Spanish took the opportunity of wider outside learning to practise their GCSE skills. Students are learning to describe a photograph as part of their exam skills for the GCSE writing paper. This term, they took their learning outdoors to describe what they can actually see and discuss how this can be developed to a higher level. As a development of bringing the classroom outdoors, Year 10 studied the environment and created a presentation on the concerns of young people and what can be done to improve matters for future generations.

¡Soy yo! – Bringing learning together

Year 7 and 8 students of Spanish had the opportunity to express themselves creatively with an alternative style of writing assessment this term. Students were asked to create and develop their own version on “A sense of self” to recall and intertwine their learning strands and topics through the year. The results were not only appealing to look at, but also displayed writing at a higher level showing promise for our future MFL candidates at GCSE.

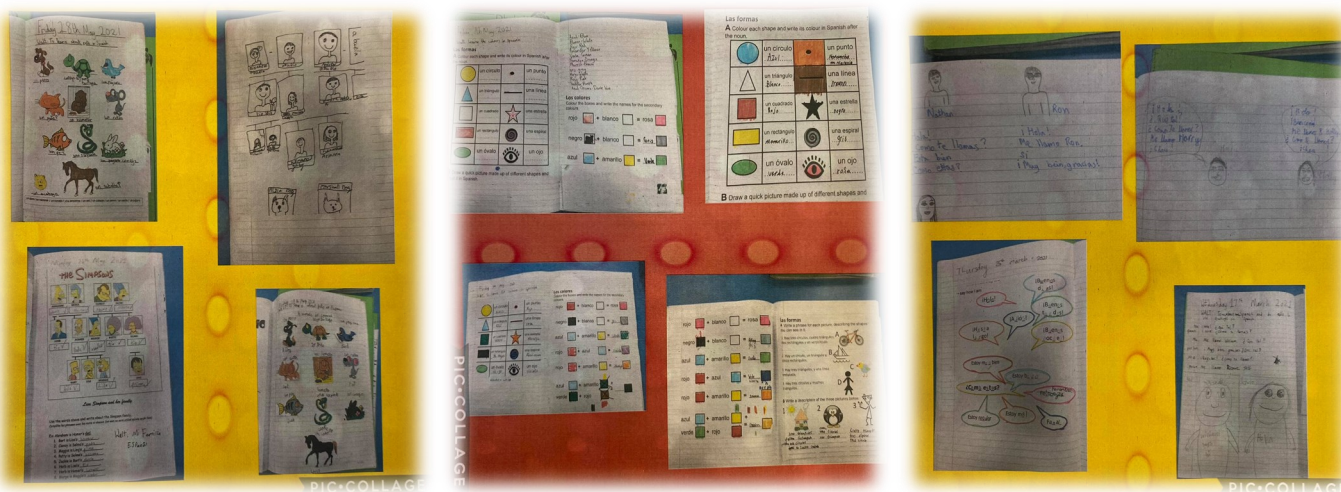




Primary School Links with Languages



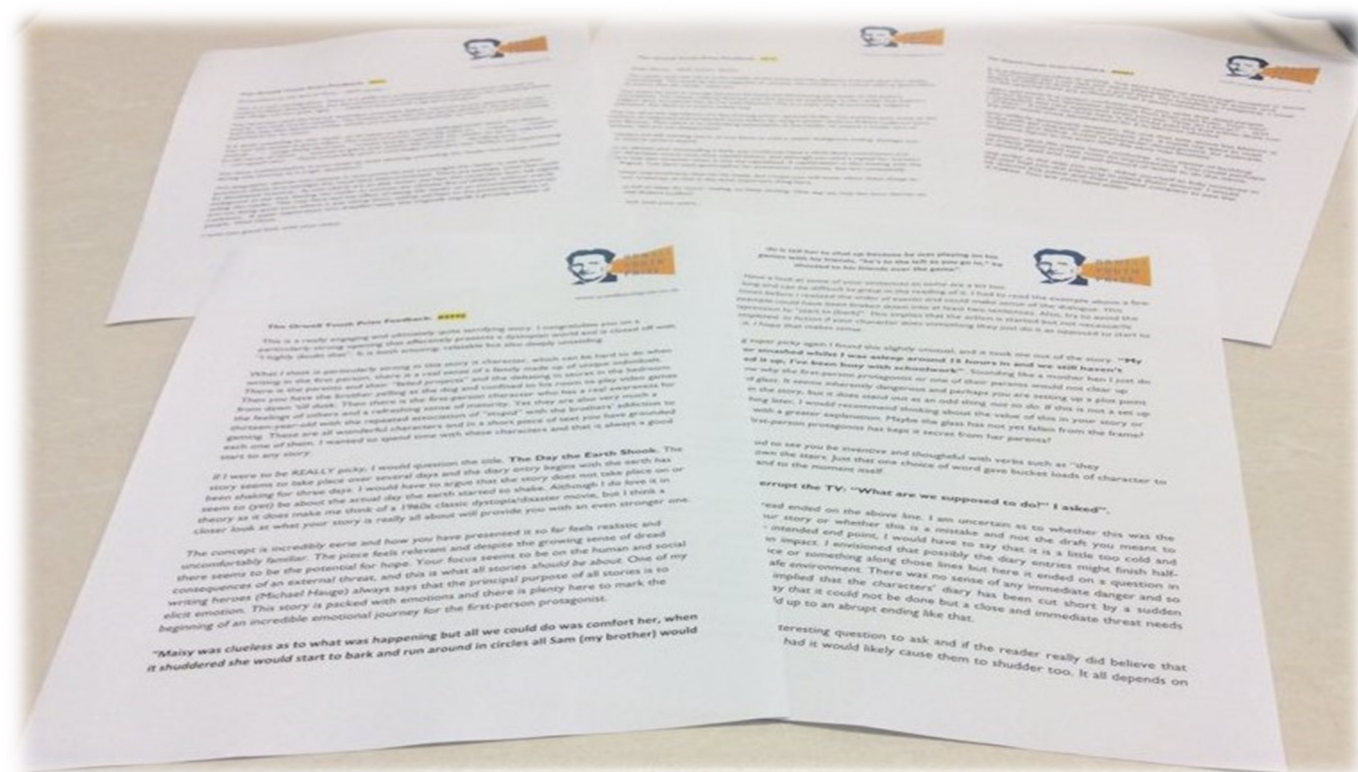
The links with KRS and DPS for primary language learning at KS2 continues to develop and grow from strength to strength. KS2 pupils now learn a variety of vocabulary with increased cultural awareness throughout the year in Spanish, French and Greek. The project this year has been a great success building foundations on which we can develop together. The project has also included Year 10 Spanish students who are working towards a separate qualification with the “Language Leader Award” and their contribution towards the project, despite the current restrictions, has been greatly appreciated.





George Orwell Writing Competition

This term, Year 7 and 8 students of English had the opportunity to use their skills in creative writing on a national platform for the Orwell Youth Prize which is run annually by The George Orwell Foundation. Students spent time researching the background and writing of George Orwell, considered the elements of successful short stories and different styles of writing. Using this alongside their own ideas, they created and developed a short story and had to answer a key question in 100 characters; “If you could make one positive change to society that would lead to the biggest increase in your happiness, what would it be and why?”. The theme for this year’s competition is “A New Direction, Starting Small”. Students had the opportunity to create a draft and submit this to an Editor selected by The George Orwell Foundation who replied to them personally with some key advice about their writing and their story. This was a fantastic opportunity for students to improve their writing skills with a purpose.



Dragon's Den - Designing a product

This term Year 7 students had the opportunity to work collaboratively to design and create a new product of their choice in the style of Dragon's Den. Students studied the format of the programme and completed some market research on what makes a magazine or television advert successful. Equipped with this information, they designed and developed a magazine advert for their product, created a slogan and filmed a television advert for their product.

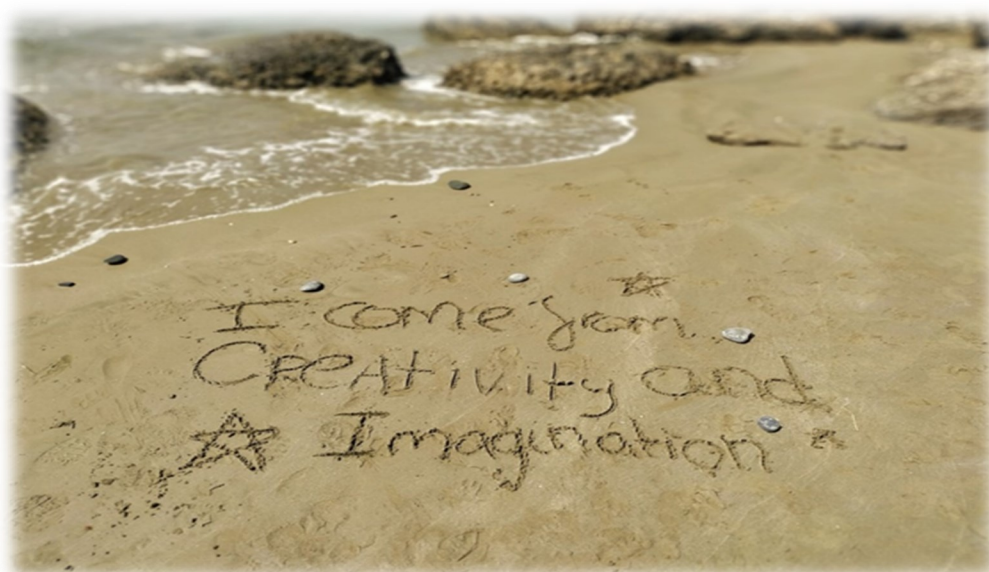




BEACH WRITING WORKSHOP



Mrs Downham's English Year 8 class were moved by the poetry of Dean Atta's Black Flamingo, named after the appearance of such a creature at Larnaca Salt Lake. So we took the opportunity to hold a writing workshop on the beach! We celebrated our achievements this term by creating new work by the crashing on the waves before sharing our work aloud. Inspired again, we created interesting and thoughtful texts on and in the sand: some stunning and beautiful pieces to be cherished.





Careers Programme



A big thank you to Flt Lt Martyn Hooker and his crew who visited KRS as a part of KRS's Careers Programme. Not only did the students get to see their helicopter and some of the kit it carries, but they also had an opportunity to discuss career options within the RAF and investigate entrance routes into the different roles and the different locations around the world that such a career might take them to. This was a fantastic learning opportunity.





Welcome Miss Simpson

I grew up in a small town called Rochdale in North Manchester. After leaving school I studied fashion and went on to study textile technology at university. I started teacher training in 2012 at Manchester Metropolitan University, specialising in design and technology. I am experienced teaching across all disciplines of design and technology, including food and nutrition which is probably my favourite area.

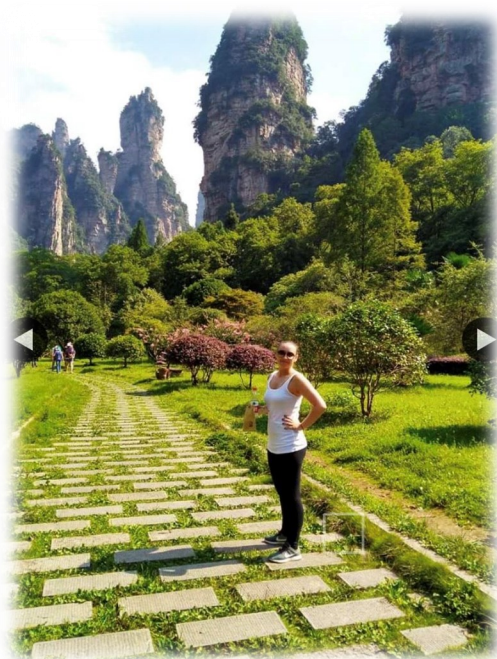
My teaching career began in 2013 at an academy in Bradford where I taught the young Manchester United player, Mason Greenwood when he was in year 8! In 2015, I moved to teach at the school I attended when I was at high school. It was strange to walk around the building from a different perspective and even stranger to work alongside my food and DT teachers who had taught me nearly

20 years before. I must have been a good student as they didn't remember me, although they did remember my brother!

In 2018, I decided to leave the UK and moved to China. This was a challenge for me as I'd never travelled outside of Europe before. I taught at an international school in Shanghai which was attended by students from all over the world.



Some of students were fluent in 5 different languages. The IB design and technology students I taught have gone on to study in areas of architecture, aeronautical engineering and product design. I also taught at a bilingual school in Shanghai which catered for local Chinese children who were fluent in both Mandarin and English. I tried really hard to learn Mandarin whilst in China but words can be spoken with very subtle differences to the tone which makes it extremely difficult.





China is a very interesting country and provided lots of opportunities to travel both within China and in Asia. A highlight was visiting the floating mountains of Zhangjiajie which inspired the world of Pandora in the film Avatar. I also did a 10 mile hike along the Great Wall of China which was an amazing experience but not the best idea to do it in the 40-degree heat of July. It is the most difficult thing I've ever done; it is an hour hike up through a mountainous forest just to get onto the wall and the wall itself is very steep and unstable in places. Whilst in Asia, I have also travelled to Japan, South Korea, Thailand and Malaysia. My favourite place was Tokyo.

After 3 years in Asia and the restrictions to travel brought about by Covid, I decided it was time to return to Europe to be closer to my family. My little boy, Koa was born in February this year so it has been a very busy time, moving from Shanghai back to the UK and then from the UK to Cyprus with a newborn baby. Koa attends Dhekelia Early Years whilst I'm at work. It is taking him a while to get used to the Cyprus heat but I'm really excited for life that he is going to have here. It has always been my dream to live in Greece or Cyprus so when I was offered the job at KRS I was delighted. I'm looking forward to teaching at a smaller school with a real sense of community and feel very proud that I will be teaching the children of the men and women who serve our country.

