

THE LIONHEART



CONFIDENCE • EQUITY • CURIOSITY

KING RICHARD
SCHOOL



Summer Edition 2023

Welcome

FROM THE HEADTEACHER



Dear Students, Parents, and Staff,

As another remarkable year draws to a close, it is with great pleasure and a touch of nostalgia that I reflect on the outstanding achievements and unforgettable moments we have shared together at King Richard School. The 2022-2023 academic year has been a true testament to the resilience, dedication, and unwavering spirit of our entire school community.

At King Richard School, our core values of confidence, equity, and curiosity have guided us throughout this journey. We believe that confidence is the key to unlocking our full potential. It is through nurturing self-assurance that our students have embraced challenges, taken risks, and reached new heights of personal and academic success. Their unwavering confidence has been a beacon of inspiration to all who have had the privilege of witnessing their achievements.

Equity has been the cornerstone of our inclusive community. We firmly believe that every student deserves equal opportunities to thrive and grow, regardless of their background or circumstances. Our commitment to equity has ensured that every student feels valued, respected, and empowered. Together, we have celebrated diversity, promoted understanding, and created a supportive environment where everyone can flourish.

Curiosity has been the driving force behind our collective quest for knowledge. At King Richard School, we foster a culture of intellectual curiosity

that encourages our students to question, explore, and think critically. Their thirst for knowledge has been a catalyst for innovative thinking, creative problem-solving, and a lifelong love of learning.

The exceptional dedication of our staff members deserves special recognition. Their unwavering commitment to our core values has created a nurturing and inspiring environment where confidence, equity, and curiosity flourish. They have gone above and beyond, ensuring that each student receives the support, guidance, and encouragement they need to become confident learners, compassionate individuals, and responsible global citizens.

Our accomplishments this year have been extensive and varied, and I am sure you will enjoy reading about some of them in this edition of The Lionheart. We have witnessed exceptional academic achievements, remarkable artistic endeavours, and outstanding performances in sports and extracurricular activities. Our students' confidence has propelled them to excel in their chosen fields, while their equity-mindedness has fostered a sense of unity and collaboration. And through their innate curiosity, they have explored new ideas, pushed boundaries, and expanded their horizons.

Furthermore, our school community has continued to champion the values of inclusivity, diversity, and compassion. We have celebrated our differences, promoted understanding, and fostered an environment where every student feels valued, respected, and empowered. Together, we have cultivated a culture of kindness and empathy that permeates every corner of King Richard School.

As we bid farewell to another academic year, let us cherish the memories we have made and the milestones we have achieved. Let us look forward with optimism to the future, knowing that we have the power to shape it through our collective efforts, guided by the enduring principles of confidence, equity, and curiosity.



I am truly honoured and privileged to be part of such an extraordinary community. King Richard School is not just a place of learning; it is a place where dreams are nurtured, talents are discovered, and futures are forged. Together, we have built a legacy of excellence and a foundation for lifelong success, rooted in the values that define us. This was supported by our recent external inspection by the National Association for Able Children in Education who once again awarded KRS with the coveted NACE Challenge Award.

To the students who will leave over the summer, may your journey beyond King Richard School be filled with endless possibilities and remarkable accomplishments, carried forth by the confidence, equity, and curiosity that have shaped your time with us.

To all returning students, I encourage you to embrace the new academic year with passion, curiosity, and a hunger for knowledge. Seek out new challenges, support one another, and continue to make King Richard School a vibrant and inclusive community, where confidence, equity, and curiosity thrive.

In closing, I would like to express my heartfelt gratitude to every member of the King Richard School community for their unwavering commitment and dedication. Together, we have created a nurturing and inspiring environment where students can learn, grow, and thrive, guided by the values that shape our collective journey.

I wish you all a restful and enjoyable summer break, filled with joy, rejuvenation, and quality time with loved ones. May we return in the next academic year with renewed energy, ready to embark on new adventures and continue our journey of excellence, always guided by the unwavering principles of confidence, equity, and curiosity.

A message to those students leaving KRS:

To the Students from 1 Royal Anglian and all those who will leave for pastures new.

As we approach the end of the academic year and your time at KRS, I want to take a moment to bid a heartfelt farewell to each and every one of you. It has been an honour and a privilege to have you as part of our school community here at King Richard School.

Your time with us has been truly remarkable. From the very beginning, you all brought with you a unique perspective, rich experiences, and a tremendous sense of dedication and resilience. Your presence has enriched our school and touched the lives of all those around you. Throughout your time at King Richard

School, you have embodied the values of Confidence, equity and curiosity.

As you prepare to return to the UK and elsewhere, I want to express my deepest gratitude for the contributions you have made to our school community. Your presence has brought a new perspective to our classrooms, fostering a deeper understanding and appreciation for diversity and cultural exchange.

We have witnessed first hand your dedication to your studies, your involvement in extracurricular activities, and your support for one another. You have been exceptional role models, demonstrating leadership, teamwork, and the ability to overcome obstacles with grace and determination.

As you transition back to your next adventure, I have no doubt that you will carry with you the memories, friendships, and experiences gained during your time here. The bonds you have formed and the lessons you have learned will remain with you, shaping your future endeavours and guiding you on your path to success.

On behalf of the entire King Richard School community, I want to extend my deepest gratitude for your service and sacrifice. We are immensely proud of your accomplishments, and we thank you for your unwavering commitment to defending our shared values and ensuring our safety and security.

Wherever your journey takes you next, know that you will always have a place in our hearts. You leave a lasting legacy at King Richard School, and your impact will be felt for years to come.

As you reunite with loved ones and settle back into life in the UK, please remember that you are always welcome here. Our doors will forever be open to you, and we would be delighted to hear about your future endeavours and accomplishments.

I wish you all the very best as you embark on this new chapter in your lives. May your journey be filled with joy, success, and fulfilment. And please know that you will always have a home here at King Richard School.

Thank you once again for being an integral part of our community. Farewell, and may your future be filled with endless possibilities and remarkable achievements.

With warmest regards,

R Sproson
Headteacher
King Richard School



Art and Design

Our Key Stage 3 students have produced some exceptional artwork this year. All students in Key Stage 3 have worked exceptionally hard this term and have produced self-portraits in year 7, coil pots in year 8 and animal printed collages in year 9.



In year 10, our students have been recently working on the theme of identity. This term each student has experimented with their own ideas and worked towards a final outcome as part of their end of year exam. They have produced some great work and finished the year strongly with a combination of mixed media painting and printmaking techniques.



Art and Design

Our A Level and GCSE students received high praise from those who visited the end of year Summer Exhibition. Mrs Sturgess was in her words, "for once speechless" whilst Mr Prince commented that the exhibition showcased "An amazing display of talent and creativity" A huge thankyou to all those who were able to attend, it was a great afternoon and the work will remain on display until the end of the year and hopefully prove inspiration for the next generation of artists at KRS.



Art and Design

Our Sixth Form students have produced some hugely impressive artwork this year and have been an absolute pleasure to teach. They have impressed me with the highly personalised approaches they have taken to their work. I hope they will all continue to find ways to express themselves as they move onto their respective University courses or into further training and employment.



COMPUTING

Unleashing Detective Skills: Solving Computing Mysteries at KRS!

This term in Computing, our students transformed into detectives, delving into a captivating murder mystery that intertwined their computing skills with the art of investigation. With equity, curiosity, and unwavering confidence, our young sleuths embarked on an journey to uncover the truth. This initiative not only showcased their problem-solving abilities but also exemplified the core values that define our KRS community. The murder mystery activity provided our students with a unique opportunity to apply their computing knowledge in a practical and engaging manner. The challenges they encountered were specifically designed to test their problem-solving abilities, encouraging them to think critically and creatively. Each computing problem they solved or search technique they employed led them one step closer to unravelling the mystery. The activity not only tested their technical skills but also honed their analytical thinking, making it a comprehensive learning experience.



HISTORY

Many people may presume that History Club is just 'another' History lesson, but it is much more than that as you are able to learn about new things then do a fun related experiment with your learning. As well as all that you create a bond with the people who you go with since you are all so passionate about the subject. In History Club we can do plenty of learning, but always with a fun twist such as making paper aeroplanes and seeing how far they land which was linked to Amelia Earharts lesson. Or when we made paper boats and seeing if they would float on water whilst some floated and some sank.

I have learnt over the past year plenty of interesting facts including some about Guy Fawks and the gunpowder plot and plenty of other time periods and their historical event which I have personally loved and enjoyed learning about.

I have enjoyed every step on the way with History Club because you never know what we will be learning next.

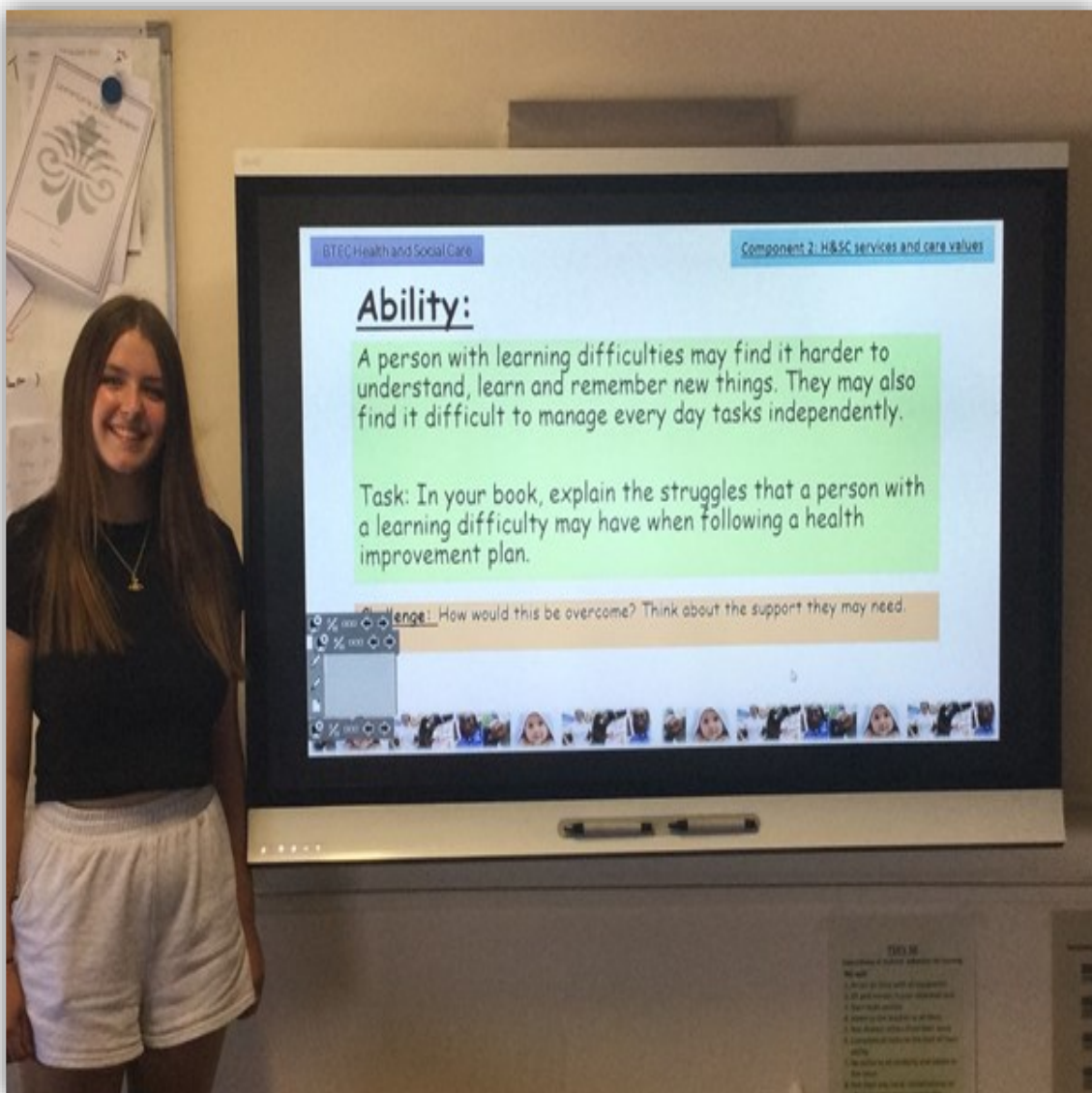
Also, you can talk with Mr Hill about these historical events since he always brings a positive attitude to the club and always makes it enjoyable for everyone.

Lastly, I would one hundred percent recommend this to anyone who wants a new thrilling experience. As well as being able to meet new people who are also passionate about History. Ever since I joined History Club, I knew it would be one of the best decisions I ever made. Do not think twice about joining because it is a once in a lifetime experience.

Health and Social Care

This has been a fantastic year for both Health and Social Care and Business. In Year 13 Business two students successfully completed the Level 3 (A Level equivalent) course, while three students did the same in Year 13 Health and Social Care. This year we had the first student to complete a 1.5 A Level equivalent in Health and Social Care and she achieved a Distinction (A) Grade, which was fantastic. Our Y12 students, in both Business and Health and Social Care also had their work externally marked, with the external verifiers complimenting their work, saying they were amongst the best they had seen. Again, great news.

At Level 2 (GCSE) we again had a large cohort of students complete both Health and Social Care and Business and I am sure their effort will be rewarded in fantastic grades in August. The Year 10 students in Health and Social Care (see picture) achieved top grades in the new exams undertaken in March, with Pearson Edexcel complimenting the students on the maturity and detail in their work that focused on ability, disability and addiction.



PE

KS3 Rounders Competition

On Tuesday 6th June, King Richard School hosted the KS3 Rounders Competition against St. John's School, Episkopi. Both schools had two teams of KS3 students. As we had just completed the rounders unit in Core PE and held a number of extra curriculum sessions, KRS players were full of confidence and raring to go. Both games were played with good sporting etiquette and effort across all teams. However, KRS displayed superior knowledge, skills and teamwork throughout the games, culminating in a brilliant performance and clear victory. All players displayed excellent core values, fantastic sportsmanship and were a true credit to the school. Each student earned themselves 5 praise points for demonstrating outstanding confidence and equity.

A huge well done to all students!



English

In English this half-term, students have been studying an 'Other Voices' unit exploring how literature expresses aspects of heritage, culture and identity. As part of this work, students have been reading and analysing poetry covering these topics as well as the importance of places for people. The poems that follow are examples of students' own identity poems inspired by their study. Students have worked hard to purposely use structure and vocabulary for effect. The final poem is an example of a Shakespearean sonnet using a more complex rhyme scheme and iambic pentametre to create rhythm. Students used our natural surroundings to inspire their sonnets dedicated to the sea and the sun as you can see in the pictures of our students working on their poems.

Miss Dunn and Mrs Smith would like to congratulate Year 8 for showing creativity and maturity in the way they have approached this work.

Old house - New house
By Felicia

The old house is missed,
sorrow is amidst,
many friends lost,
melancholy spreads like frost,
not in Belgium
not anymore,
a new home unwelcome to,
the sadness is venom,
our hearts sore,
a beautiful place,
left with far too much haste.

The new house is grand,
never to move again,
I demand,
sadness for the old house a stain,
to be washed away,
sadness forever to decay,
beautiful trees,
great fruits to behold,
as they ripen my love does too,
for the new house,
in the summer a great breeze,
in the winter the house stays with hot degrees,
the house never to be sold,
not when young,
not when old,
the fruits delicious and sweet,
the trees grow upon the hour,
the house as beautiful as a flower,
the pool shimmers like aquamarine,
the grass is jade green
ever so bold,
a beautiful sight to behold,
it's appearance almost gold,



Euphoria by Beth

The sun shone brightly all across the sea
The rocks were scattered all across the land
As birds flew over smiling bright with glee
Sea foam touched shore like holding out a hand
Fear struck the children who were washed ashore
From dangerous waves that suddenly attacked
The children knew why not to play no more
The shock of crashing waves held children back
The sun was smiling like it didn't care
If moon had shone or even it had spoke
It rose so high giving it's light to share
But now was time and the moon had awoke
Turquoises of all shades gone and forlorn
For eve had slept and night was bound to dawn



My Mirror Poem

I look into your silver depth, and you reflect my
face right back at me,
sometimes I do not like how my face looks but I
cannot change it.

My eyes have three different colours, brown, green
and finally blue. When I cry or I'm in the water
they turn green. My eyebrows are thick and long,
I have a few spots around my face
and I have straight eyelashes.

Yes I am silver you see and yes I do reflect your
face right back at you because

I am a mirror hung on your bathroom wall,
Yes, you may not like what you see, but you are
you

you see, but do you see you're beautiful to me?
You see, you have soft skin and beautiful brown
hair - your eyes are sparkling day and night. You
see, you are beautiful to me, don't you see?

You should look in my silver depths one more time.

by Ashleigh

Identity poem by Cameron

Family and friends from the North
and South,
Been up and down the North and
South,
Family and friends from Scotland
and Poole,
Been up and down to Scotland and
Poole.

Red and green for the tartan I've
worn,
Black, white and brown for the
puppies that dawned
The great big trees show their
growth,
And when I play with them it shows
I
Love them both.

The big blue sea and the big blue
sky,
Sailing on the sea and loving my
life,
Sitting on the beach eating ice
cream,
Going out to restaurants smiling
with glee.

My time in Cyprus is almost over,
I don't know if I will be happy or
sad,
Maybe I could be mad or glad,
But I guess I will find out when my
toes aren't in the sand.

Looking back by Lorenzo

I still remember The Day I left Home,
The Rush,
The Fuss,
And the Goodbyes
All in The space of a week,
I look below and I see The Place I call Home,
Slowly getting further away every time I look
out The Window.
As I see The Green,
The Grey,
The Yellow,
And The Blue,
I remember The memories I made,
The Goals I scored,
The Chats with My Friends,
And The GREGGS I ate.
All Memories Stored in One Place,
Like a book in the Middle of a Library.
The Green Grass,
The Grey Buildings,
The Blue Sky,
The Fluffy Clouds.
Home
Now I'm Here, Toes in The Sand,
Iced Tea in My Hand,
Staring into a Distant Land.
The Sound of The Waves but No Seagulls.
It's not The Same.
The Crash of The Waves, The Cry of The
Seagulls, The Smell of The Chips, The Sight of
The Surfers, The Brush of the Wind.
I call it Home



Into The Distance

The sun shone across the beautiful sea
The sand is touched by the sea as relief
As the cliffs sat there towering with glee
The sun provokes a sudden hurt belief
Fish trying not to give in to the waves.
The pebbles getting washed by sea water
As the waves swashed against the rocky caves
The sky praising the sun like its daughter
The wind blows over me so instantly
As the sun bows down to go to sleep
The moon appears so spontaneously
The sky is full of memories to keep
As far as I look into the distance
I see the clouds set off in an instance.

By Elsie

HISTORY

A student piece...

Securing Pathway	I can identify two or more causes Target- You need to explain the significance of your reasons
Mastery Pathway	I can form a causal explanation Target- You need to justify why one reason is more important than others and reach a conclusion
Excelling Pathway	I can construct an analytical causal argument Target- You need to explain how your main reason links to other reasons

Why did Hitler lose WW2?

Adolf Hitler, the leader of the Nazi Socialist German Workers Party (Nazi Party) and also the dictator of Germany from 1933 to 1945, remains one of the most famous figures in history due to his role in instigating WW2 and also the Holocaust. Despite the initial success of his military campaigns, Hitler's Third Reich ultimately fell in 1945. Hitler's defeat falls into 3 categories, Military, Economic and Political.

Starting with the military factor, my first point is strategic mistakes. Hitler made several strategic blunders that contributed to Germany's defeat in WW2. One notable error was his decision to invade the Soviet Union in 1941 under Operation Barbarossa. This opened up a second front for Germany and stretched its military resources thin. The harsh Russian winter and fierce Soviet resistance led to significant German casualties.

My second point is Hitler's overreliance on Blitzkrieg tactics. The early German victories in Europe were largely due to their innovative use of Blitzkrieg tactics, which involved fast-moving armored units supported by air power. However, as the war progressed, the



effectiveness of these tactics diminished in the face of well prepared defences and unfavorable terrain. This was evident in the Battle of Stalingrad (1942-1943) and the Battle of Kursk (1943), where the German forces suffered heavy losses.

My third point is the Allied Powers Superiority. The allied powers, including the US, the Soviet Union and the UK, eventually gained the upperhand in terms of resources, manpower and industrial capacity. The Lend-lease act for example, allowed the US to provide critical support to its allies. Furthermore, once the US entered the war in 1941, the tide began to turn against Germany, with the allies launching successful campaigns in North Africa, Italy and eventually Western Europe.

Moving onto economic factors, my first point is resource scarcity. Germany faced significant resource shortages during WW2, particularly in oil and raw materials. These shortages hindered military production and contributed to the decline of the German war machine, Adolf Hitler.

My second point is economic mismanagement. Hitler's economic policies, such as the focus on autarky and the diversion of resources to military production, created a fragile economy that was ill-equipped to sustain a prolonged war.

Finally, our political factors. My first point is unpopular occupation policies. Germany's brutal occupation policies in conquered territories fueled resistance movements and undermined the stability of the Nazi regime. This was especially true in Eastern Europe, where anti-Nazi partisans waged a guerrilla war against the German forces.



My second point is diplomatic failures. Hitler's aggressive foreign policy and genocidal ambitions isolated Germany diplomatically, making it difficult to secure allies or negotiate favorable peace terms.

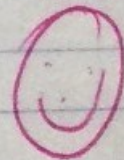
While the factors outlined have contributed significantly to Hitler's defeat, some argue that his actions were not entirely without merit. For instance, some contend that the initial success of the German military campaigns demonstrated the effectiveness of the Blitzkrieg tactics and the well-disciplined German army. Furthermore, Hitler's early conquests of Austria, Czechoslovakia and Poland allowed Germany to expand its territory and resources.

In conclusion, Adolf Hitler's defeat in WW2 was the result of a combination of military, economic and also political factors.

Excellent ++

Fantastic essay
Megar

Thank you!



PE

KRS wins by a stroke!

On Tuesday the 20th of June, KRS hosted a Swimming Gala against St Johns' school. This gala included great swimming from both schools, where students from year 7, 8, 9, and 10 competed. Throughout the day there was music, intense competition and lots of fun. Every student who attended the gala put in 100% effort to beat the opposing school (who doesn't love some friendly competition?)

Some of the races which took place on the day included, freestyle, back stroke, breast stroke and butterfly. All of these races were either performed as 25m or 50m. Another challenge which took place on the day was the 100m swim, which only a few students dared to complete. After the main events had concluded, the scores were extremely close between both schools, so for the final event of the day both schools formed four relay teams per year group, a medley and freestyle team for both boys and girls.

This event was very competitive with all year groups rooting for one another but in the end, KRS took the cup for the Swimming Gala of 2023.



Design and Technology



Year 7

Most students in year 7 had their first experience of using a sewing machine this term. These cute chickens introduced them to pinning, tacking and machine stitching, whilst learning about a new, very important category of material.



Year 8

Year 8 have been learning about biomimicry and how nature can be used to inspire design. They used images from nature to create designs for a pewter keyring.

Year 10 GCSE DT students have finished the year by designing and making afternoon tea stands which will be used by the food class next week.



FOOD PREPARATION AND NUTRITION

Year 7 have been building their skills in food by learning about nutrients and their function in the body. They have been practicing food presentation skills by adapting our basic recipes to their preference.

Year 8 have been learning about special diets and the reasons why people follow them. They have made several dishes including low fat fajitas, gluten free dhal, and vegan Thai curry.

Year 9 have made their own pasta for the first time and then used it to make different pasta dishes. This can be quite challenging but they did a great job. Pasta making will be an essential skill for any student studying GCSE food next year.



Year 7



Year 9

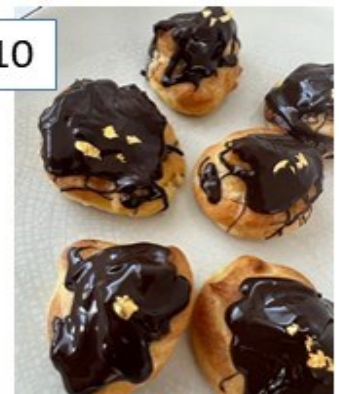
Year 10 GCSE food students have had a fantastic year which has been completed with strong mock exam results. We're excited to see what they achieve next year.



Year 8



Year 10



UKMT Maths Challenge 2023

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, there were many excellent results throughout both year groups.



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 = $2 \times 2 = 4$.



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



©UKMT

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.



3. What is the remainder when 354972 is divided by 7?

A 1 B 2 C 3 D 4 E 5

0743



©UKMT

A B Note that 7 divides 35, 49 and 7, so it divides 354970. So the remainder is 2.



As well as the students getting involved, it was brilliant to have members of the outside community getting involved.

A big shout out to Miss Milner (QBS), Captain Pritchard (1RA) and our very own Dhekelia Tennis Coach, Petros. You all did extremely well in achieving Gold/Silver certificates. Well done!!

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

In June, KRS welcomed the Year 6 students from QBS for a full week of "Induction".

Throughout the whole week, the Year 6 students rose to the challenges offered by each of the school's Faculties.

On the STEM Day, the students engaged in a variety of activities including a Murder Mystery, Maths Relay Challenge, Chris Moyles' Quiz night, a fantastic Bridge Building activity and all of this was topped off with a Kahoot quiz based on the learning of the day's experiences.

Well done to all of the Year 6 students. You were all impeccably behaved throughout the week and consistently displayed the KRS Core Values of Equity, Curiosity and Confidence.



Drama – Summer Term

At KRS, all Key Stage 3 students study Drama to help them to develop our core values of Confidence, Curiosity and Equity as well as develop a love for the arts and communication skills for life.

This term, Year 7 have been learning about non-verbal communication through the genre of Slapstick Comedy, working together to create Slapstick scenes to music before moving on to applying their verbal communication skills to scripted Fairy-tales. Year 8 and Year 9 have been looking at issue-based Drama and working with scripts to create believable characters whilst considering how non-naturalistic styles of working might solve creative problems.

Outside of the Classroom, Drama Club performed a short play about a Doctor's waiting room as part of Dhekelia Theatre Club's 'Tonight's the Night' performance. Some of Drama Club can be seen in rehearsal for this performance in the pictures below.



In addition, we are very proud of the KRS students who took part in Dhekelia Youth Theatre's production of Matilda Jr production performed in The Key Cinema on the 14th and 16th of June. Not only did they show confidence in abundance, but they were fantastic role models for younger members of the Theatre Company. Congratulations to Lily S (Mrs Wormwood), Cooper (Mr Wormwood), Lilly R (Miss Trunchbull), Tia (Mrs Phelps) and Elsie (Escapologist) who you can see in rehearsal for the show below.



MODERN FOREIGN LANGUAGES



Spanish and French

“To inspire independent lifelong language learners who have a love of their chosen languages and the culture of the countries where these languages are spoken”.



This year, for the first time in the history of Defence Children Services, we have managed to establish a specific category for “British Schools Overseas” in The Queen’s College, Oxford University, and run the Anthea Bell Prize for Young Translators.



The competition, which was launched by The Translation Exchange in 2020, is made up of three sets of resource packs on translating poetry, fiction and non-fiction, which build towards a competition task. The resources are targeted at four levels in five languages (French, German, Italian, Mandarin and Spanish). French resources for levels 1 and 2 are also available in Welsh.

This year, over 15,000 students took part in the competition task, and schools submitted the top five entries for each level. A team of 36 judges then assessed 3,500 entries to the competition. Participating schools for Defence Children Services were; our school, King Richard School, Cyprus, St David’s School, Ramstein and Attenborough School, Sennelager.

Next year, we aim to roll out the opportunity for other Defence Children Services schools to take part.



MFL

International Links Club

At the International Links club, students have been busy this term maintaining their developing relationship with schools in Sweden, Spain and France. The students meet weekly to plan and communicate with their international peers on a wide range of subjects.

“The MFL club takes place every Friday after school, in this club we work together with schools from France, Spain, The Netherlands and Sweden. At the moment our club is in contact with France and the Netherlands, and we have just completed a video or voice recording of a selected topic about Bruges which is a city in Belgium. Before this we had selected groups and we completed a



project about awareness around global warming and different things we can put in place in our schools, also we were each given a name of a person in another country, and we created a new year's card for them and vice versa. Overall, the MFL club is a very fun and active club where you can gain opportunities to talk to people you would never have before”.



Cameron, Year 8, International Ambassador for KRS

“This term in the MFL Club we have been learning about Bruges and Brussels which are both cities in Belgium. In groups or pairs we have been given a topic to research about in Brussels and have made a video or presentation on said topic. We had to discover and include; food, drinks, sports, comics ,landmarks and more. There are 5 schools in 5 different countries involved in the project : France, Spain, The

Netherlands, Sweden and Cyprus. Over the term we have also facetedimed the different schools and introduced ourselves in their native language. Next year the club will continue and members in the club have all written down ideas for next year’s activities. We all hope you will join us next term”.

Olivia, Year 8, International Ambassador for KRS



Humanities and Languages Faculty

“Understanding the past, exploring the present and making global citizens of the future”.

Year 4 Hispanic Day

On Monday 3rd July this term, Year 9 students from King Richard School visited Year 4 pupils at Queen Berengaria School to lead a suite of activities based on the subjects in the Humanities and Languages Faculty, as part of the Language Leader Award.

For 4 weeks this term Year 9 students, some of whom will continue with a language option, others who have opted elsewhere, have planned, created and now delivered a lesson based on their area of interest and future study.

The Year 4 students were divided into groups and participated in a carousel of activities which included;

Spanish: Greetings, making conversations with others and how to decipher meanings

English: Instructional writing and imperative verbs (following a recipe to make “bocadillos”)

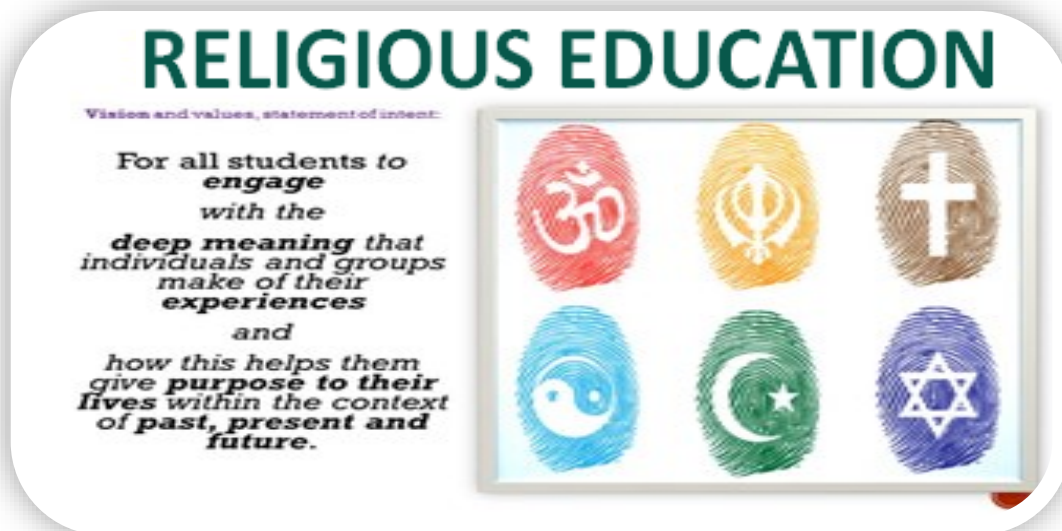
Geography and History: Autonomous regions of Spain and key historical facts/people

RE and SMSC: Building a church - The Sagrada Familia



SMSC

I am Miss Derbyshire and I am the new Head of RE & SMSC here at KRS. Over the past 3 months of teaching here we have been learning about a range of topics and themes in both RE & SMSC. Within SMSC we have been exploring a range of different themes and topics. In KS3 we have been exploring Healthy Relationships, Friendships Staying Safe. Across KS4 we have been exploring the topics of Consent and Healthy Relationships. In KS5 we have been exploring the issues of Consent, Healthy Relationships and Drugs & Alcohol with our year 12s creating their own Consent Campaign to be used across the school in the Autumn term. Throughout this term we have also had visits from Craig (Community Nurse) leading specific workshops on Healthy Relationships, Corporal Collier leading workshops on Sexual Health and Contraception and visits from Corporal Dyson and Corporal Wood (Community Police) leading whole school lessons on how to stay safe online. The pupils at KRS have engaged with these topics with a sense of maturity and reflection and I am looking forwards to the new SMSC curriculum in the Autumn term.



Within our RE lessons we have been exploring a range of topics. In year 7 we have been exploring Buddhism and the impact of the Buddha on religious practice. We have also visited the church to explore religious spirituality and how we can be spiritual as individuals; exploring art, music and drama as a way to express this. In year 8 we have begun to look at ethically themed topics; “how do we know the difference between right and wrong” and “why is there suffering in the world.” These topics have allowed our students to reflect and challenge their own ideas whilst comparing and contrasting different religious and non-religious views and perspectives. In year 9 we have been exploring Religion and Human Rights allowing for debate and discussion whilst reflecting on different beliefs and perspectives.



Geography GCSE trip

Following our work in class, Geography GCSE students had the opportunity to visit Larnaca Marina and Alaminos beach to collect data for our fieldwork. When we arrived at Alaminos beach, we got straight into doing our coursework. We really enjoyed this as we got a chance to learn outside of the classroom. At this point, it wasn't too hot, so it was a win win for us! Later on, after we had completed our data collection, we explored the beach and walked along the harbour.



Later in the day we travelled to Larnaca Marina to complete our human study and data collection. Here we had to complete many tasks, which involved going out of our comfort zone, for example interviewing strangers in multiple different ways, which we wouldn't have done normally. The temperature really started to increase and by this time everyone just wanted a McDonalds and wanted strangers to stop rejecting our questionnaires! Thankfully, we finished our tasks first and had a couple of hours to relax and get our well-deserved McDonalds with some nice air-con.

The trip was a fun, interesting and unique experience, where every pupil was pushed out of their comfort zone and learnt new things, which won't just contribute to our GCSE course but in later life.

Molly and Imogen Y10



The Owl Alliance



This term, the Owl Alliance have been working hard to improve their presentation skills and decision-making abilities.

Firstly, students were set a task to consider and decide which passengers to save from a sinking ship. As they discussed the merits and values, and at times disadvantages of, each passenger they came across further details which would inevitably change their point of view. Sometimes the details regarded hidden talents, criminal records or even abilities which would be useful in an emergency. The students were eloquent and thought-provoking in their considerations and evaluations. The sting in the tale came at the end, when students had to select and agree upon their final five passengers to save. With the bombshell that they too were on the ship, then came the reality of the extent of their empathy and emotional intelligence, and ultimately their humanity. Reflecting directly the King Richard School values of Equity, Curiosity and Confidence, this activity was powerful and made a great impact.



Owl Alliance students also participated in a Dragons' Den activity where they had time to create, design and present a new invention to a panel of Dragons in order to secure investment for their product. They had to plan effectively, considering how to present and convince the panel that their idea was the worthiest product. The students inventions were exceptional and if we had the money, we would have supported all of the ideas presented. A worthy winner was decided upon – well done Sophie Newman with her invention for an adaptable wheelchair made from recycled products. Thank you to our panel; Will Hayes (6th form), Mrs Kennedy (6th form support) and Mrs Smith (School Governor).

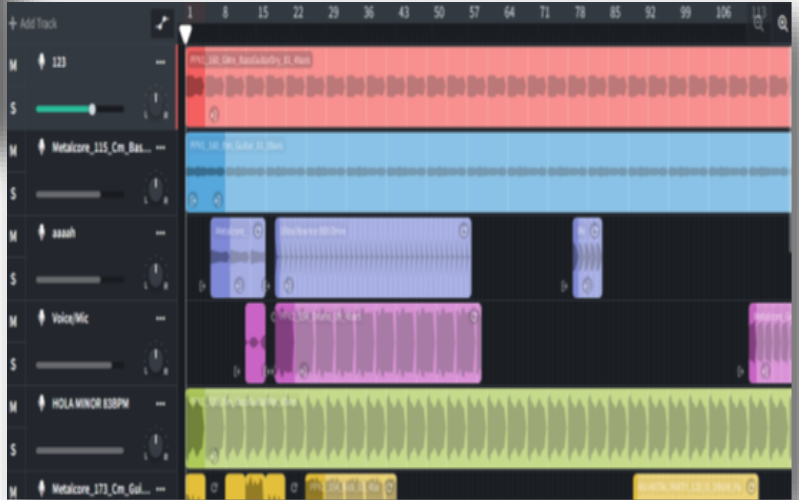


Music



Year 7 had the opportunity to trial learning the violin and cello. This was a fabulous new experience for many of the children. They have also sung and learned to play the 4-chords on the ukulele that allows them to play along to almost any song!

Year 8 have developed their knowledge of Hooks and Riffs and included them in compositions using BandLab and Garageband. A great way to fuse music and technology!



Year 9 have also used Bandlab and Garageband to create a Dance Music track that creates a feeling of suspense and release. The ultimate challenge was deciding which loops and samples to use but they were all successful in their efforts.

Year 10 have had the opportunity to develop their performing skills through their end of year exam and performances at the school rewards ceremony. Along with this, they had the very exciting trip to visit, perform and record their demo track in a recording studio. Something they will remember for a lifetime!



HOUSE CUP 2023

The race for the House Cup for 2023 continues. Students have worked extremely hard, displaying the KRS Core Values of Confidence, Equity and Curiosity.



The current leaders are:



Visit <https://www.kingrichardschoolcyprus.com> to keep update with the House Cup scores

Previous House winners at KRS

Academic Year	House Cup Winners
2016	Apollo
2017	Poseidon
2018	Apollo
2019	Poseidon
2020	Apollo
2021	Apollo
2022	Poseidon
2023	?

