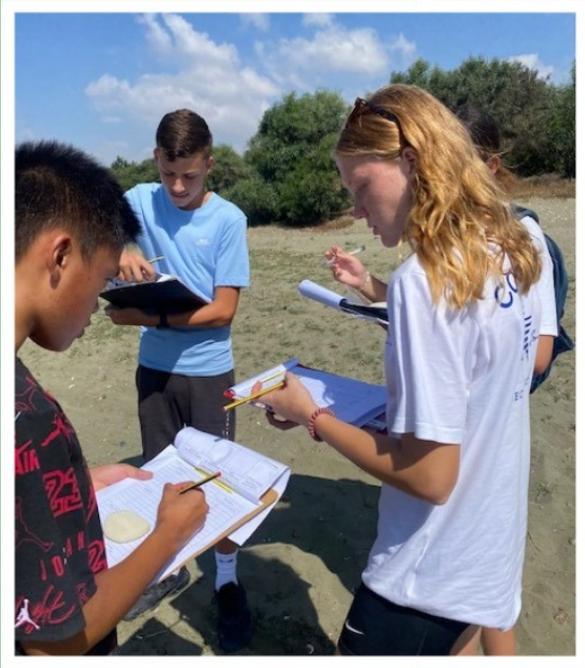


SUMMER  
2024



# THE HEART OF THE MATTER



CONFIDENCE • EQUITY • CURIOSITY

**KING RICHARD**  
SCHOOL

# Welcome

## FROM THE HEADTEACHER



Dear Students, Parents, and Members of the King Richard School Community,

As we draw to the close of another remarkable academic year at King Richard School, I am filled with immense pride and gratitude for all that we have achieved together. Our school's core values of Confidence, Equity, and Curiosity have been at the heart of every endeavor, guiding our students towards becoming well-rounded, thoughtful, and capable young individuals.

This year has been a whirlwind of activity, rich with events and accomplishments that reflect our commitment to challenge in all areas. Our students have excelled not only academically but also in a wide range of extracurricular activities. Our sports teams have represented us with pride across the island, showcasing their skills and sportsmanship in football, netball, swimming, and rounders. Their dedication and team spirit have been truly inspiring.

Academically, we have had the privilege of hosting three STEM days, led by experts from the Royal Navy and RAF, which sparked our students' interest and curiosity in science, technology, engineering, and mathematics. These hands-on experiences have provided invaluable learning opportunities, encouraging our students to explore and innovate.

Our commitment to personal development has been equally strong. Throughout the year, we welcomed various guest speakers as part of our SMSC program,

enriching our students' social, moral, spiritual, and cultural understanding. Additionally, Careers Week was a standout event, offering our students a glimpse into the vast array of career paths available both on Station and beyond. The insights and opportunities provided have undoubtedly broadened their horizons and helped them consider their futures with greater clarity and confidence.

A particularly memorable experience this year was the visit to the field kitchen, where our students gained practical skills and a deeper appreciation for the logistics and teamwork involved in food preparation. Similarly, the Art Exhibition held as part of Armed Forces Day was a tremendous success, showcasing our students' creativity and the support of our wider community in celebrating the artistic talents within our school.

Our commitment to providing an outstanding education for all students has been recognised with an SSAT transforming accreditation in Principled Curriculum Design. This prestigious recognition highlights the strength and quality of our curriculum and pastoral care, and I am delighted to share that we are currently shortlisted for an international award in this area. This achievement is a testament to the hard work and dedication of our staff and the supportive environment fostered by our entire school community.

As we prepare to enjoy a well-deserved summer break, I want to extend my heartfelt thanks to everyone linked to King Richard School. Your support, dedication, and enthusiasm have made this year truly special. I wish you all a very happy and restful summer, wherever you may be spending it. I am already looking forward to welcoming our students back on the 4th of September as we embark on another exciting academic year.

Warmest regards,

Richard Sproson  
Headteacher



# Art and Design

Our Key Stage 3 students have produced some exceptional artwork this year. They 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.

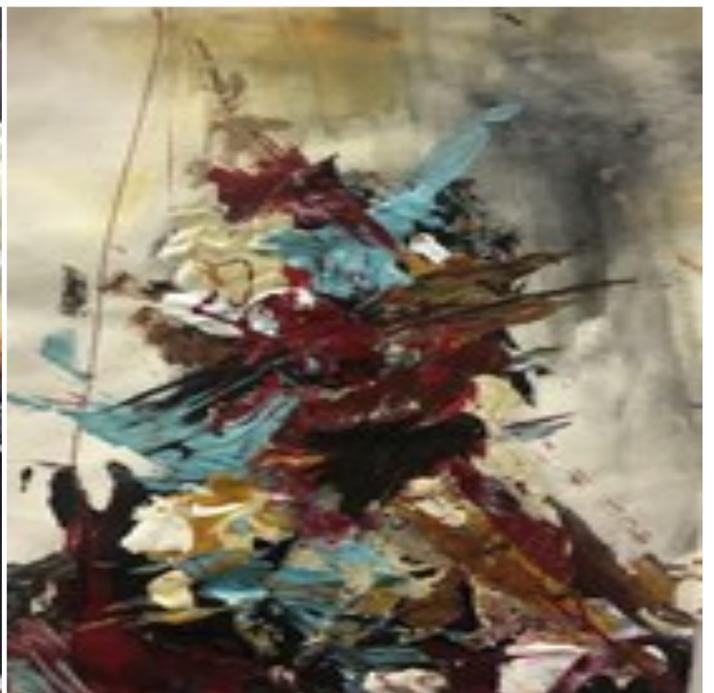


In Key stage 4, our year 10, our students have been recently working on the theme of identity. This term each student has experimented with their own ideas and worked towards a final outcome as part of their end of year exam. They have produced some great work and finished the year strongly with some ambitious acrylic paintings on canvas.



# Art and Design

Our A Level and GCSE students received high praise from those who visited the end of year Summer Exhibition. 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 take their next steps at either university or by returning to KRS to complete their A levels.



# BTEC Health & Social Care and BTEC Business

## **BTEC Business:**

The Year 10 Students completed the first year of the course in May (Theme 1: Investigating Small Businesses) and are well under way with the Year 11 work (Theme 2: Building a Business).

The Year 12 and 13 the students completed a Personal and Business Finance Exam in January and then completed coursework centred around recruitment and the recruitment process. (see the picture below from a mock interview)



## **BTEC Health and Social Care:**

The Year 10 Students have completed Component 1: Human Lifespan Development coursework, and we are awaiting the feedback from the exam board on what were some fantastic pieces of coursework. The students are currently completing Component 2: Health and Social Care Services and Values, ready for the new assignment tasks that will be issued in October.

In January both the Year 12 and 13 Students produced outstanding results in the Unit 1: Human Lifespan Development and the Unit 2: Working in Health and Social Care exams followed by assignment work that the External Assessor described as “exceptional”.

A fantastic year for both subjects, with outstanding results!



# MFL

## Modern Foreign Languages

### Spanish

*"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".*



THE QUEEN'S COLLEGE  
UNIVERSITY OF OXFORD

## THE ANTHEA BELL PRIZE FOR YOUNG TRANSLATORS



For the fourth year, DCS Schools had the opportunity to enter the international Oxford University Anthea Bell Young Translators Award, with fantastic results. With winners and commandees from St. David's School, Ramstein, Attenborough School, Sennelager, Queen Berengaria School, Dhekelia and King Richard School, Dhekelia, the competition was a great success for DCS Schools.

The Translation Exchange launched this competition for schools in 2020. The competition is inspired by the life and work of the great translator Anthea Bell. It aims to promote language learning across the UK and to inspire creativity in the classroom. By providing teachers with the tools they need to bring translation to life, we hope to motivate more pupils to study modern foreign languages throughout their time at school and beyond.

Congratulations to all who took part.



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# MFL



**GrECI**  
Greek Heritage in European  
Culture and Identity

## INVITATION

The GrECI research project (Greek Heritage in European Culture and Identity), of the University of Cyprus' Department of History and Archaeology, invites you to participate in the educational workshop titled:

**GrECI Summer School:  
"The Teaching of Classics, Languages and History in European  
National Curricula"**

**Monday, 10 June 2024, 11:00 -17:00  
and Tuesday, 11 June 2024, 10:30 – 16:00**  
**Room 010, Social Facilities Centre Building (ΚΚΑ 07)**  
University of Cyprus  
(Panepistimiou Avenue 1, 2109, Main Campus, Aglantzia, Nicosia)

The presentations will be given **in English** and the workshop will be open to the public.



RESERVE A SPOT!

FIND THE PROGRAMME OF OUR EVENT HERE:  
[www.greci-twinning.org/events-and-dissemination/](http://www.greci-twinning.org/events-and-dissemination/)



European  
Commission



University  
of Cyprus



UNIVERSITY  
OF OSLO

UNIVERSITÉ  
FRANCHE-COMTÉ

## Twinning Project

'Greek Heritage in European Culture and Identity' (GrECI)

Elizabeth Sturges, Head of Humanities and Languages Faculty at King Richard School Dhekelia was invited to speak at a European funded project at The University of Cyprus in Nicosia this term. The focus of the 2 day seminar, was curriculum design across Europe with Elizabeth representing the British curriculum. An outline of the project is given below.

"Europe without Greece would be like a child without birth certificate."

Valéry Giscard d'Estaing (1926–2020)

**10:30-11:00** Welcome Coffee

### Session IV

**11:00-11:20** Introduction and Summary of the previous day's results

**11:20-11:40** The British National Curriculum (Liz Sturges, *King Richard School, Dhekelia*)

**11:40-12:00** The Spanish National Curriculum (Representative of the Spanish Embassy in Cyprus)

**12:00- 12:20** The Italian National Curriculum (Representative of the Italian Embassy in Cyprus)

**12:20-12:40** Questions and Discussion

*Lunch Break*

### Session V

**13:30-13:50** An Example of a 'Hybrid' Curriculum from a Private School (Alexis Antoniou, *The Senior School, Nicosia*)

**13:50-14:10** European Schools (Eleftherios Klerides, *University of Cyprus*)

**14:10-14:30** Questions and Discussion

*Coffee Break*

**14:50-15:10** The question of Culture and National/ European Identity through the lens of gender' (Miranda Christou, *University of Cyprus*)

**15:20-16:30** Round Table Discussion

End of document ■



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# MFL—CAREERS WEEK

Students in MFL participated fully in all aspects of Careers Week looking at a focus of language skills, their advantages and possible future job opportunities. This widened understanding of the possibilities beyond conventional careers with MFL such as Translator, Interpreter and Teacher to employment such as Sports Physio (Olympic Team), Army negotiator and Customer Manager for a European gaming brand. Students also got to see “unexpected linguists” in action such as Jude Bellingham who is speaking Spanish more fluently whilst learning the language during his current contract with Real Madrid and Tom Daley, Olympic swimmer who is also a Hispanohablante.

## KS3 Spanish Starter: Careers

**Starter:** Follow the weblink to discover a variety of possible job opportunities using modern foreign languages. Ask students to select which videos they want to watch.

<https://www.bbc.co.uk/bitesize/topics/z440y4409>

Below is a range of skills, which you develop when you learn a foreign language. Give an example of a way in which languages could develop each of the following?

Skill	Example
Presentation skills	
Reading & writing skills	
Self-confidence	
Problem solving	
Listening skills	
Teamwork and good communication skills	
Organisational skills	
Solving problems	
Understanding other cultures	
Being able to remember things	

**Homework task:** Watch Tom Daley talking about why learning Spanish is important to his work. Research another celebrity linguist and create a **factbox** about their language knowledge and how this affects their job.

Tom Daley talking about speaking Spanish

[https://www.youtube.com/watch?v=5Stoa\\_4B6o](https://www.youtube.com/watch?v=5Stoa_4B6o)



## KS4 Spanish Starter : Careers

**Retrieval Starter:** Note down key vocabulary to respond to each interrogative

1. ¿Quién?/¿Quiénes? (Who?)

STIMULUS HPG  
Topic: Ambitions



Source: © iStock Images / Alamy Stock Photo

2. ¿Qué? (What?)

3. ¿Dónde? (Where?)

5. ¿Por qué? (Why?)

4. ¿Cuándo? (When?)

**Follow-up task: Prepare a detailed response to each point (8 minutes)**

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre los estudios superiores
- tu experiencia de ganar dinero en el pasado
- un trabajo que te gustaría hacer en el futuro
- !

### Success Criteria

Developed responses: connectives	
Developed responses: sequencers	
Opinions with justifications	
Past tense	
Present tense	
Future tense	
Complex structures	

### Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

### Picture-based task: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1-4	<ul style="list-style-type: none"> <li>• Responds to set questions with some development, some hesitation and some prompting necessary</li> <li>• Some effective adaptation of language to describe, narrate and inform in response to the set questions</li> <li>• Expresses opinions with occasional, brief justification</li> <li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary</li> <li>• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions</li> <li>• Expresses opinions and gives justification with some development</li> <li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary</li> <li>• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions</li> <li>• Expresses opinions effectively and gives justification which is mostly developed</li> <li>• Pronunciation and intonation are intelligible and predominantly accurate</li> </ul>
13-16	<ul style="list-style-type: none"> <li>• Responds to the set questions with consistently fluent and developed responses</li> <li>• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions</li> <li>• Expresses opinions with ease and gives fully-developed justification</li> <li>• Pronunciation and intonation are consistently accurate and intelligible</li> </ul>

**AFL: Now select a suitable band in each category for your response - highlight**

### Picture-based task: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1-2	<ul style="list-style-type: none"> <li>• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity</li> <li>• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity</li> <li>• Responses are generally coherent although errors occur that occasionally hinder clarity of communication</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions</li> <li>• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions</li> <li>• Responses are coherent, any errors do not hinder the clarity of the communication</li> </ul>

### Teacher Feedback:

**Research task:** Look at the MFL Careers Board outside ICT3. Find a job advert online related to your personal area of job interest using languages to add to the advert board.

**Homework task:** Watch Sam's story – RAF Intelligence Analyst – note down 5 surprising facts about what you learn

<https://vimeo.com/684599026>



# MFL—CAREERS WEEK



**The challenge:** To create a "Career in Languages" Advert  
 To create an inspiring A4 poster/advert for people considering a career involving languages. You must include:

- skills and qualities linguists have to offer (include beyond average skill sets)
- possible fields of employment (including some people may not have considered)
- University degree options (including combined studies)

**The research** Use the following as a guide to complement your own research

- <https://successatschool.org/advice/details/397/Careers-in-Languages-Where-Can-Languages-Take-You%3F>
- <https://1240pics.files.wordpress.com/2015/12/languages.pdf>
- [http://www.whystudylanguages.ac.uk/ks3/why\\_languages/](http://www.whystudylanguages.ac.uk/ks3/why_languages/)
- <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/modern-languages>
- <https://target.jobs.co.uk/careers-advice/degree-subjects-your-options/301040-what-can-i-do-with-a-modern-languages-degree>
- <https://www.topuniversities.com/courses/modern-languages/modern-languages-careers>
- <https://www.careers.manchester.ac.uk/whichcareer/languagecareers/>
- <https://www.ucas.com/explore/subjects/languages>
- <https://languageconnect.ie/why-study-a-language/>

## KS3 French Starter: Careers

Watch this video and answer the following questions:

[https://youtu.be/BnaqaL\\_R4Po?feature=shared](https://youtu.be/BnaqaL_R4Po?feature=shared)

1. "Languages will help you gain employment as you are more competitive" – is this statement true or false?
2. How languages could help you in the following careers?

Call operator	
Translator	
Police	
Barristers	
Logistics	
Air stewards	
Medicine	
Teaching	
Marketing	
Pilots	
Politics	
Fashion	

3. Which employability skills will you develop by studying a foreign language?

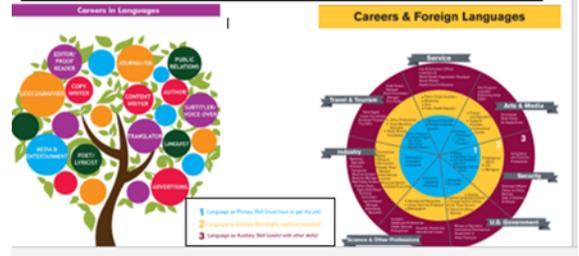
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- 
- 

4. Fill in the blank:  
 Studying an additional language may help you to \_\_\_\_\_ and develop some skills that link to a \_\_\_\_\_.  
 Language can \_\_\_\_\_ that you may not yet have considered.

## KS3 French Homework: Careers

Pick one job from the Boarding Board display outside of the French classroom (C20) or from this website ([Jobs that use Modern Languages - Careers - BBC Bitesize](https://www.bbc.com/news/health-51111111)) and do some research. How would languages help you to pursue this career? Create a poster, fact file, presentation or a podcast explaining this.

Extension: what are the other benefits of languages? 😊



## KS4 Starter: Careers

[Employability | Routes into Languages](#)

Students pick two profiles and explain how languages helped them in their career. Which job would interest you and why?

Card games – one student makes a sentence using the three prompts, the other students need to guess which job it is from the list.

## KS4 French Homework: Careers

<https://youtu.be/DdqZ7cfZtY4?feature=shared>

1. Name the six different career paths in which languages would be helpful that are mentioned at the beginning of the video.
2. How did languages help the musician RTKai in his career?
3. What do RTKai and Captain Oliver Tillard regret?
4. How many nationalities are represented within Arsenal squad?
5. How many languages does Mikel Arteta (Arsenal's manager) speak?
6. Apart from footballer, which other jobs can you do in sports where languages would be important? Why?
7. How can speaking a foreign language help you if you decide to pursue a career in...?

Law	
Literature	
Journalism	
Communication and event	
Army officer	
TV or film director	
PR and communication	
Vlogger / YouTuber	



# SMSC & RE

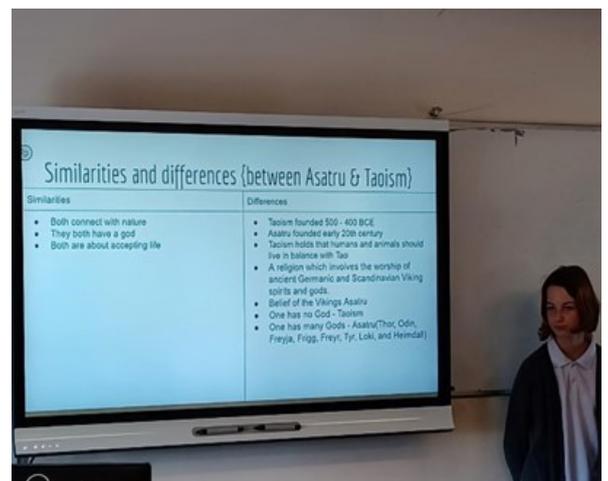
It has been a very busy term across both RE and SMSC.

RE: We have been exploring a range of topics including what it means to be spiritual (year 7) to more ethical and complex lessons linked to Crime and Punishment (year 9) and the issue of suffering (year 8)

Our year 7 classes were able to visit the Church to explore how it can support your spirituality through the art work and the building. It was a wonderful opportunity to explore the building and its key features.



Some of our year 8's also spent time looking and comparing religious and nonreligious beliefs before presenting their thoughts to the rest of the class.



# SMSC & RE

Across SMSC we have been exploring a vast theme of topics and have had a busy term having visits from the Craig, (School Nurse) Molly & Rachel from the Med Centre who led a workshop on Puberty & Menstruation with our Year 7 & 8 classes. Year 7 & 8 learnt basic life support and water safety and across years 9-12 we have had workshops delivered by Sgt Collier exploring the topics of sexual health and healthy relationships.



# STEM

## Junior Maths Challenge and Kangaroo Maths challenge

We had amazing success in the UK Maths Challenge, from our 43 entrants we achieved 1 gold, 3 silver and 11 bronze awards. Our gold winner was invited to complete in the next round, the Kangaroo Challenge. In true KRS style, some of our most competitive students wanted to support and challenge the winner. We also had siblings jointly take on our challenge, huge congratulations to our winners who turned their rivalry into collaboration!

We are super excited for next year's challenges in maths, our students will be working with QBS students to improve our problem solving even further.

## Careers in STEM

In our whole school careers week, our students were looking at careers in STEM and realising just how vital STEM is in almost all careers and vocations. Students investigated a career of interest or passion, and the findings were so informative. We had presentations, posters, PowerPoint entries.

“  
If you have any suggestions to engineering visits or trips to  
find out more please email me with your ideas.

”

I think it is safe to say we have many aspiring engineers and the STEM team will be looking to visit and explore as many engineering avenues as possible.

## End of Year Assessment Feedback

Our End of Year assessments are well underway. This year we have tried to ensure students and parents are supported in their preparation. We have sent home key learning points with how best to prepare in each subject. Once the assessments have been marked, students will receive feedback, a log of this feedback should come home with what and how to improve.

Please ask your child how they performed, especially what they did well in and what area they are looking to improve on. We are hoping to have all students aware of their progress and motivated to improve.

## Primary Transition

We are really excited to welcome QBS Y6 students for their transition days. Each student will experience some of the delights STEM lessons have to offer. After a very successful Science week visit in the Spring term, where students carried out experiments with our 6th form STEM Ambassadors, we know the students will be very hard working and motivated.



# KS3 Rounders Hat Trick!

On Wednesday 12th June, King Richard School travelled to Happy Valley to compete in the KS3 Rounders Competition against St. John's School.

There were three competitions; Year 7 mixed, Year 8 mixed and Year 9 mixed.

The games were played with excellent sporting etiquette and effort across all year groups. KRS displayed great knowledge, skills and teamwork throughout the games, culminating in a brilliant performance and convincing victory.

All players displayed fantastic sportsmanship and represented the school admirably. Each student earned themselves 5 Epraise points for demonstrating outstanding confidence and equity core values.

A huge well done to all students! You smashed it!



# Careers

An insight into careers week at KRS - *Year 12 Student*

Careers week was arranged at KRS for the week beginning the 17th of June. The opportunity gave students the chance to explore careers that they found an interest in and discover careers that they may not have known before.



On Monday 17th Careers week started off, Year 12 and 10 students having the delight of meeting John Walters. He intrigued students with his extensive experience in business sales and his career as a technician. The two years groups then participated in a workshop, understanding and gaining knowledge on the importance of a curriculum vitae and obtaining the skills to try writing our own.

On Tuesday, students got the option to sign up to one of three convocations: Mr Garland-Collin's career in education, Simon Upsons career in the RAF and Captain Amanda Herring's career in the military and physiotherapy. Within these, students were able to understand the different pathways into careers and the different jobs within each career.

On Wednesday, Years 7 and 8 got the opportunity to learn first aid life saving skills.



On Thursday, students were each allowed to explore their own interests at the careers fair. The fair had over 30 different jobs and careers for students to find interest in. The students each got to talk to people in the army, the health industry, finance, trades - plus a special appearance of two ambulances which the pupils were able to explore.

Overall, the week was a success and the students of KRS claimed it was an exciting and valuable week.





## *A poem for our students*

As you stand at this threshold, ready to depart,  
Memories of KRS etched in each and every heart.  
You can look back on the laughter, the challenge and  
the fun,  
Knowing in your souls that the journey's just begun.

Many of you came as strangers, young and unsure,  
Together you grew and learned to endure  
The early morning classes and enjoy Station evenings  
hanging out,  
You wove a tapestry of hopes and dreams that you will  
fulfil – no doubt.

In the outside corridors of KRS, were many friendships  
made,  
It was there you found your voices, and fears began to  
fade.  
Teacher who inspired, with wisdom and care,  
Guided you forward, always aware.

Confidence blossomed, other core values taken in your  
stride,  
With equity as your beacon and curiosity as your guide.  
Here you learned to see the world with different eyes,  
To question, to challenge, to reach for the skies.

Now some will stay and some will roam,  
Taking different paths but never alone.  
For the KRS ties that bind you, strong and true,  
Will forever remain in all that you do.

So as you move on to futures bright and new,  
Remember the lessons, and the friendships too.  
Carry with you the spirits of KRS,  
With confidence, equity and curiosity no less.

The journey's just begun, there's so much more to see,  
With the world wide open and your minds set free.  
So here's to the future, to all you'll become,  
Together you've grown, and now some move on.

In the chapters ahead, you will all find your way,  
With the strength of your past, guiding each day.  
Farewell for now, but there's no need to fuss,  
Be sure to visit KRS whenever you come to Cyprus.

# MUSIC

Since Easter, Year 7 have looked at the instruments of the orchestra and had the opportunity to try a wide variety of instruments in the lesson. It was fabulous to see the enthusiasm for finding out how the instruments work, and just how difficult some of them are to play!

We have also looked at Folk Music, concentrating on the music of the British Isles. We noted how similar instruments were used in its traditional form, and have listened to examples of modern versions as well as modern day folk music that is heard in the charts today.

Year 8 started the term with Bass Line Riffs, learning to play a modern selection from Dr Dre, Eminem and 50 Cent (all censored versions!). This led to being able to look at using the left hand to play more complicated bass lines from both the classical and blues music traditions.

We have finished the term exploring the Djembe Drums. We have learned ways to make different sounds and put together polyrhythms to create a piece based on West African Traditions.

In Year 9, students explored the Samba. Using authentic musical instruments, we were able to perform a full Samba routine with an introduction, Grooves, Breaks and a finale! We followed this with our own version of Samba De Janeiro! The neighbours definitely enjoyed their weekly wake up of Samba sounds from the outside area of the annexe!

To finish the term, students have explored song writing. From writing lyrics, chords and riffs, we have discovered that this is more challenging than it first seemed. We now have a greater admiration for those who have written some of the greatest songs of all time!



Our Year 11 students finished their course with a fantastic performance to their families and some of their peers. It was a brilliant way to showcase the progress they have made as a band over the year. We wish them luck for their results in August!



# Food Preparation and Nutrition



This term has seen some impressive work from our KS4 Food students who have demonstrated a range of high-level practical skills in the creation of these dishes.

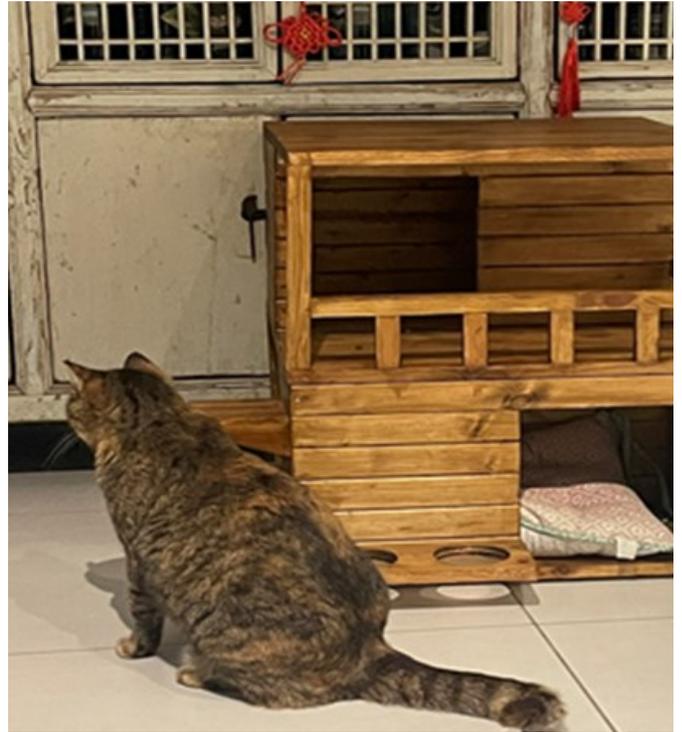


In May and for the second year running, our GCSE food students joined the chefs at Alexander Barracks in the Field Kitchen event.

Over two days, our students learnt about how a military catering department functions and were lucky enough to experience a small glimpse of the hard work that goes into feeding a military unit under the pressures of a field kitchen.



# Design and Technology



We have seen a range of interesting products designed and manufactured by KS4 and KS5 this term. We have a cat house designed as a solution to provide a home for stray cats with a cat already giving it the seal of approval! An upcycled, multipurpose BBQ, manufactured from an old expansion tank and timber reclaimed from old science lab work benches. A key storage solution with built- in wireless charger and a charity collection box which features a pulley-operated tipping platform. Our DT students have clearly applied our core values in the design of products. #confidence #curiosity #equity



# KRS MOCK ELECTION

Boys		Y7		Y8		Y9		Y10		Y12		Staff	
CON:	1	CON	0	CON	0	CON	0	CON	1	CON	0	CON	0
LAB:	0	LAB	0	LAB	0	LAB	1	LAB	4	LAB	0	LAB	2
LIB:	5	LIB	1	LIB	5	LIB	5	LIB	0	LIB	0	LIB	5
GRE:	7	GRE	6	GRE	0	GRE	0	GRE	1	GRE	0	GRE	2
REF:	6	REF	5	REF	6	REF	6	REF	1	REF	1	REF	0
Girls		Y7		Y8		Y9		Y10		Y12		Staff	
CON:	0	CON	0	CON	2	CON	0	CON	0	CON	1	CON	0
LAB:	1	LAB	2	LAB	1	LAB	0	LAB	0	LAB	3	LAB	3
LIB:	10	LIB	2	LIB	8	LIB	4	LIB	4	LIB	2	LIB	1
GRE:	7	GRE	1	GRE	0	GRE	2	GRE	2	GRE	5	GRE	1
REF:	0	REF	5	REF	1	REF	2	REF	2	REF	0	REF	0
Totals		Y7		Y8		Y9		Y10		Y12		Staff	
CON	1	CON	0	CON	2	CON	1	CON	1	CON	1	CON	0
LAB	15	LAB	2	LAB	4	LAB	4	LAB	4	LAB	3	LAB	5
LIB	14	LIB	3	LIB	13	LIB	4	LIB	4	LIB	2	LIB	6
GRE	7	GRE	7	GRE	0	GRE	3	GRE	3	GRE	5	GRE	3
REF	6	REF	5	REF	7	REF	3	REF	3	REF	1	REF	0

**Overall School**  
 LIB: 43  
 CON: 5  
 GRE: 32  
 LAB: 19  
 REF: 27

A Hands-On Lesson in Democracy At KRS, the excitement of a general election was brought to life through our recent Mock Election, where students not only learned about the political process but actively participated in it. The week's long event began with the Year 10 history students selecting their political parties. This choice was a blend of personal interest, party ideology, and the desire to experience political campaigning first hand. With students representing parties across the political spectrum, the stage was set. The 5 UK-wide parties represented were: Conservative, Labour, Liberal Democrats, Reform, Green. Campaigning kicked off on Tuesday's assembly where candidates presented their platforms to the entire school. These presentations were vibrant and engaging, with candidates using their political and historical skills to capture the attention and support of their peers. From impassioned speeches to creative posters, the campaign became a battleground of ideas, where the persuasive skills of each candidate were put to the test. To further extend their reach, candidates and their teams visited different form groups, engaging with students. These visits were crucial for candidates to directly interact with the school, answer questions, and address concerns. The form group visits allowed for a more personalized campaign experience, enabling students to delve deeper into each candidate's policies and visions for the future. The highlight of the Mock Election was undoubtedly the debate. Held in the school hall, the debate featured candidates from each party discussing and defending their policies on various issues. Year 9 and Year 10 students in the audience listened intently, gauging the candidates' ability to articulate their positions and respond to challenging questions. This debate was not only a test of public speaking skills but also of the candidates' knowledge and preparedness. After the week of campaigning, it was time for the students to cast their votes. The atmosphere was charged with anticipation as students lined up to vote at Break time and Lunch time outside of the Hub in a setup that mirrored the actual electoral process. Each vote was a testament to the candidates' hard work and the democratic spirit of the school and I'm delighted to say there was a 97% turnout. The election concluded with a win for the Liberal Democrats. Their campaign stood out for its clear communication, well-researched policies, and a strong connection with the student body. The KRS Mock Election was more than just a school activity; it was a comprehensive lesson in democracy, civic engagement, and the power of informed voting. Students left the experience not only with a deeper understanding of the political process but also with a sense of empowerment, knowing that their voices matter. Well done to all involved!



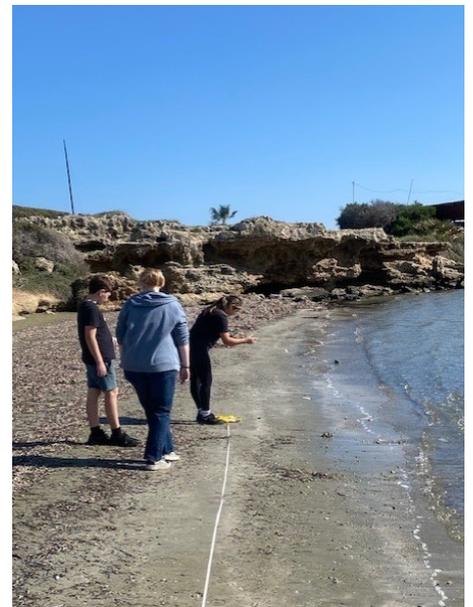
# Geography

This year students have got out and about exploring the Geography around them. From the local environment from the balcony, a short walk to the beach to study the coast, Larnaca and beyond to study tourism and beach management or at A level a trip to Nicosia to study the divided city.

## KS3 - the weather around us...



## Y8&10 - at the beach studying processes and landforms



# Geography

Y10 GCSE - in Larnaca studying tourism and coastal management



Y12&13 A Level studying space and place in Nicosia



CONFIDENCE • EQUITY • CURIOSITY

# English

“To cultivate understanding, knowledge, and appreciation of both the English language and its literature, allowing students to develop their English language skills both creatively and critically, giving students the opportunity to not only make the most of the world they inhabit, but also to explore other worlds and cultures.”

This term, in English lessons, Year 7 students have been studying Shakespeare’s ‘A Midsummer Night’s Dream’. We have seen some truly wonderful performances from both classes as they have attempted to get a grasp of the language through reading aloud and acting out key scenes. Students have also been applying their reading and essay writing skills to their end of year exams in which they analysed an extract from the play which is a challenging task in an exam situation.

In Year 8, students have finished the year studying poetry looking at the theme of identity and ‘other voices’ through reading and studying the work of poetry from typically under represented groups in society. Students have been learning about how poets use language and structure to communicate meaning. This culminated in students writing their own poems about aspects of identity important to them, and performing these poems to their class as part of a speaking and listening assessment. Some examples of students’ poetry writing can be seen below and we hope you will agree that we have seen some very impressive and thought-provoking writing from our year 8s this term.

Year 9 have also been getting to grips with Shakespeare through their study of Macbeth which builds on their knowledge of the Gothic and their study of Susan Hill’s ‘The Woman in Black’ last term. Students sat their first GCSE Style exams and coped really well with an unseen extract from the play and responding to an essay question in exam conditions.

We wish you all a lovely summer and encourage you to continue reading over the holidays whatever your plans.

## Year 8 Poetry Writing on the theme of identity:

I am me

I am an ordinary girl,

Just like every girl in this room.

But a few people don't view me as ordinary

Due to the things I've been told.

My skin, my personality,

My features, my appearance.

Me. I am me but some people can't accept that.

“ Do you eat bats? “

“ She built the great wall of China. “

“ Japanese" and "Chinese" they call me. But I'm not that.

My ethnicity is being assumed, judged.

I'm like a dummy

being punched with words.

“ Lose some weight, you're worse than me. “

“ Stop eating that. “

“ Go pick me some rice. “

“ Sit up properly. “

“ Sit up straight. “

I do my best.

I try, I try, I try.

I try.

But it's never good enough.

People can never feel satisfied with me.

But I am me.

Under all the makeup at 11 to 12 years old.

Under all the bad things people have said about me

Whilst experiencing the life of a teen, bringing me down.

Under all the expectations of society

And wanting people's validation.

Why can't people accept that I am me?!

I'm just me.

