

POLESWORTH MATTERS

ISSUE 19



Competition Time

This year's theme for **LGBT+ History Month** is "Behind the lens" recognising writers, directors, musicians, photographers and designers, and we are running two competitions for all years - 1. **Short-story writing (including animated stories)** and - 2. **Photography competition (or a combination of the two!)** - you can submit as many entries as you wish.

If you are interested in **entering**, please **submit your entries** to **Mr Barber** or **Mrs Starr** in **Tomlinson Hall** or **G1**. The **deadline** for entries is **Friday 10th March**.

Evening of Dance

It was a fantastic turn-out at our **Evening of Dance event** which took place on **Thursday 9th February!**

The show consisted of a mixture of **42 solo and group dances** from our **Yr7-Yr12 students**, including a **variety of dances** from **ballet to hip-hop**.



Holocaust Education

As a Beacon School for **Holocaust Education**, we try to ensure students have access to **different voices from the holocaust** as part of **extending their understanding beyond their curriculum**. In students' **History lessons** across years **9, 10 and 11**, they had the opportunity to listen to the **accounts of two women**: both **daughters of survivors of the holocaust**. It was also an opportunity to develop the work being done in connection with **Holocaust Memorial Day on 27th January**.

The first **speaker was Diana Cook**. Her **mother, Margot Pogorzelski**, came from a small town in **Lower Silesia** which now belongs to **Poland**. Margot **fled to England in 1939**, a few weeks before war broke out. Her **two eldest brothers escaped** to Israel. Their **mother and two younger brothers were 'deported to the East in 1942'** which means they were sent to a death camp and murdered. **Diana's presentation used family photos and voiced extracts** from a brief memoir **Margot wrote describing her childhood and early adult life**. She described how Margot's idyllic childhood changed dramatically after **Hitler came to power in 1933** when her now widowed mother was left with no income and five children to bring up. She told the story of how **Margot moved to Berlin to study nursing and then escaped to England aged just 19**, expecting to be able to send for her mother and her two youngest brothers. After a few months as a student nurse in Leeds she was **arrested and interned on the Isle of Man as an 'enemy alien'**. Diana went on to explore the echoes of the past that resonate today. How **events from her family history are being repeated all over the world**, causing the mass movement of people, displaced from all that is familiar in their homes, their countries and their continents. By telling her family story – of real people with fathers, mothers, brothers, and sisters who lived, loved, existed, and perished – she looked at how **collective sympathy for the plight of refugees can turn to fear and prejudice in no time at all**.

Our **second speaker Debra Barnes** spoke to multiple students across year groups about **her mother Paulette Szklarz**, who lived another fascinating life and whose story has now been made into a book called 'The Young Survivor'. Paulette Szklarz and her twin sister Annette were **born in Metz, France in 1938**, the youngest of five. Their **parents Traitel and Cecile were from Poland**. When war broke out the family was relocated to a small village near Poitiers where they lived contently until the first deportations in July 1942. **First Traitel was arrested. Soon after, Cecile was arrested along with the twins**, aged four. The three sons – Jacques (17), Jean (13) and Nathan (10) – **were not arrested because of their French nationality**. Jacques managed to secure the release of his young sisters the next day, but their mother was not allowed to leave and was deported to Auschwitz.



The five siblings were left alone. They managed with the help of kind Catholic neighbours until June 1943 when Jean, Nathan, **Paulette and Annette were ordered to report to a children's home in Paris "where they would be safe."** Jean was soon sent off to a trade school. The other three were sent to an orphanage outside Paris with an older girl, Denise, acting as monitor to the youngest children.

Just weeks before the **liberation of Paris, all the Jewish children's homes were raided, and the children sent to Auschwitz and directly to the gas chambers**. Nathan and Annette were among the children sent, as was Denise who was selected to work as she was older. Paulette, however, was in hospital with measles when the homes were raided and hidden in a convent for one year until her brothers Jacques and Jean located her. Jacques had been hiding on a farm and then joined the resistance. Jean had hidden in a Catholic boarding school. Traitel, Cecile, Nathan and Annette were all murdered at Auschwitz.

The **stories of survival in the midst of the horrors** provided **students** with a **human connection** and also allowed them to see the process of historical research and **importance of preserving these accounts with individuals** for whom these stories **hold such significance**. It was wonderful to see their engagement, probing questions and wider reflection.



Inter-House Sports

Our **Inter-House Sports competitions** were a huge success which took place for three weeks from **Monday 9th January to Friday 27th January 2023**.

The competitions included a variety of different sports: **Volleyball, Netball, Boys Badminton, Girls Badminton, Mixed Badminton, Futsal and Dodgeball** and involved **all years from Yr7 to Yr13**.

For each competition a **'player of tournament'** was chosen and points were awarded as follows: **10 points bonus** for the **'player of tournament'** then the points for each house went towards a **year group total and house totals**:

- 1st- 40 points
- 2nd- 30 points
- 3rd- 20 points
- 4th- 10 points



House Totals

The House Winner is...
...Arden!



- Arden**
595 points
- Stratford**
580 points
- Warwick**
570 points
- Kenilworth**
565 points

YEAR 7

Year Group Totals

| House | Year | Volleyball | Boys Badminton | Girls Badminton | Mixed Badminton | Netball | Futsal | Dodgeball | Badminton - extra Yr7 & Yr8 combined | Total | Position |
|------------|------|------------|----------------|-----------------|-----------------|---------|--------|-----------|--------------------------------------|-------|----------|
| Arden | 7 | 10 | 30 | 20 | | 50 | 30 | 10 | 30 | 180 | 3rd |
| Kenilworth | 7 | 30 | 30 | 10 | | 20 | 10 | 20 | 10 | 170 | 4th |
| Stratford | 7 | 20 | 50 | 30 | | 30 | 50 | 30 | 20 | 210 | 1st |
| Warwick | 7 | 50 | 10 | | | 10 | 20 | 50 | 40 | 210 | 1st |

YEAR 8

| House | Year | Volleyball | Boys Badminton | Girls Badminton | Mixed Badminton | Netball | Futsal | Dodgeball | Badminton - extra Yr7 & Yr8 combined | Total | Position |
|------------|------|------------|----------------|-----------------|-----------------|---------|--------|-----------|--------------------------------------|-------|----------|
| Arden | 8 | 10 | 40 | 40 | | 50 | 30 | 10 | 30 | 210 | 2nd |
| Kenilworth | 8 | 30 | 35 | 10 | | 20 | 10 | 20 | 10 | 135 | 4th |
| Stratford | 8 | 30 | 25 | 40 | | 30 | 30 | 40 | 20 | 215 | 1st |
| Warwick | 8 | 40 | 10 | 20 | | 10 | 40 | 40 | 40 | 200 | 3rd |

9 YEAR

Year Group Totals Cont'd

| House | Year | Volleyball | Boys Badminton | Girls Badminton | Mixed Badminton | Netball | Futsal | Dodgeball | Badminton - extra Yr7 & Yr8 combined | Total | Position |
|------------|------|------------|----------------|-----------------|-----------------|---------|--------|-----------|--------------------------------------|-------|----------|
| Arden | 9 | | 40 | | | 30 | | 0 | | 70 | 2nd |
| Kenilworth | 9 | | 30 | | | 40 | | 0 | | 70 | 2nd |
| Stratford | 9 | | 10 | | | 10 | | 0 | | 20 | 4th |
| Warwick | 9 | | 20 | | | 20 | | 40 | | 80 | 1st |

10 YEAR

| House | Year | Volleyball | Boys Badminton | Girls Badminton | Mixed Badminton | Netball | Futsal | Dodgeball | Badminton - extra Yr7 & Yr8 combined | Total | Position |
|------------|------|------------|----------------|-----------------|-----------------|---------|--------|-----------|--------------------------------------|-------|----------|
| Arden | 10 | | 30 | | | | | | | 60 | 1st |
| Kenilworth | 10 | | 10 | | | 30 | | | | 50 | 2nd |
| Stratford | 10 | | 40 | | | 10 | | | | 50 | 2nd |
| Warwick | 10 | | 20 | | | 20 | | | | 40 | 4th |

11 YEAR

| House | Year | Volleyball | Boys Badminton | Girls Badminton | Mixed Badminton | Netball | Futsal | Dodgeball | Badminton - extra Yr7 & Yr8 combined | Total | Position |
|------------|------|------------|----------------|-----------------|-----------------|---------|--------|-----------|--------------------------------------|-------|----------|
| Arden | 11 | | | | | | | | | | |
| Kenilworth | 11 | | 30 | | | | | | | | |
| Stratford | 11 | | 50 | | 20 | | | | | | |
| Warwick | 11 | | 20 | | 50 | | | | | | |
| | | | 20 | | 40 | | | | | | |
| | | | | | 10 | | | | | | |
| | | | | | | | | | | 50 | 3rd |
| | | | | | | | | | | 100 | 1st |
| | | | | | | | | | | 60 | 2nd |
| | | | | | | | | | | 30 | 4th |

SIXTH FORM

| House | Year | Volleyball | Boys Badminton | Girls Badminton | Mixed Badminton | Netball | Futsal | Dodgeball | Badminton - extra Yr7 & Yr8 combined | Total | Position |
|------------|------------|------------|----------------|-----------------|-----------------|---------|--------|-----------|--------------------------------------|-------|----------|
| Arden | Sixth Form | | | | | | | 25 | | 25 | 2nd |
| Kenilworth | Sixth Form | | | | | | | 40 | | 40 | 1st |
| Stratford | Sixth Form | | | | | | | 25 | | 25 | 2nd |
| Warwick | Sixth form | | | | | | | 10 | | 10 | 4th |



School Disco

We are running a **School Disco** on **Thursday 9th March 6pm-8:30pm** in the **Main Hall** for **Yr7 & Yr8**. Refreshments will be available (cash only).

Tickets are on **ParentPay £3.00 each** (limited availability, first come, first served basis).

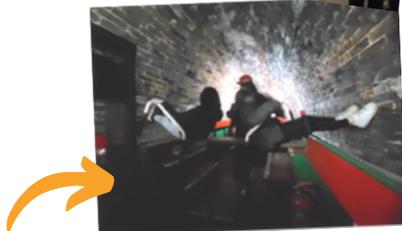
Black Country Museum Trip

Year 8 History students had a fun packed day going back in time to the **1800s at the Black Country Museum**. The students have been studying the **Industrial Revolution in Britain** and have explored the importance of the **midlands during industrialisation**. We had an excellent visit to the museum with a **full day of activities including a canal tour, a mine visit and an 1800s school lesson**. There is so much to see and experience at the museum. Each group had their own personal guide who filled us in with **stories of 19th century life** including the **living conditions and nature of work**.

We got to **visit the general store and pharmacy** where the owners filled us with **tales of how people would purchase in small amounts, have teeth removed before getting married and used coal to brush their teeth**. Visiting the back-to-back houses and hearing about the families that used to live in the buildings is always valuable and the students really started to think about change and continuity along with seeing **first-hand what the homes would have been like**.



Getting ready for heading down the mine...



Students 'legging it' through the tunnel on the Dudley canal.

The **canal ride** was enjoyed by all with an excellent summary of the **history of the Dudley canal** and how **important it was to the mining industry**. Some of our students also got to **try 'legging it' through the tunnel** where they had to use **their legs to power the boat through**. The students did incredibly well and we picked up great speed to get the barge through the tunnel (even though they said it felt like a workout).

The **mine experience** allowed the students to go into the coal mine and hear what it would have **been like to be a coal miner in the 19th century**.

We were able to have **torches with us** but the pupils got a **first-hand experience of just how dark it would have been for the miners** and the different network of tunnels adults and children would have worked in.

To make sure they did not miss out on their education the students also had a **19th century school lesson** where they were **tested on their times tables**. They were taught about the different rules and regulations and how **limited education was in this period**.

The Black Country Museum has expanded and it is adding **new sections that will take it further into the 20th century**. Our focus was on the 19th century however we also saw the **1920s buildings** and it really is an **immersive experience** where you get **as close as you can to the past**.

We have recently looked at the **Baddesley Pit disaster and local mining in lessons and as homework**. Please feel free to **share any local history stories with the department that may link to the Industrial period**. We will also be looking at the **First World War over the next few months** which is also a time when **students can explore local or family history related to this period** or gain a greater international perspective on the conflict.

Key Dates

- **February Half-Term**
Monday 20th-Sunday 26th February
- **Yr9 Parents Evening**
Thursday 2nd March
- **Yr7 & Yr8 School Disco**
Thursday 9th March
- **Yr9 Ice Skating Trip**
Tuesday 21st March
- **GCSE English Trip- An Inspector Calls**
Wednesday 22nd March



Musical Instruments

Interested in starting **music lessons in school time?**

Letters are available from the **Music Office** in **Inigo Building** or **email:**

s.glover@thepolesworthschool.com



Do you have a **musical instrument** that you **no longer use?** or do you have a company that would like to **sponsor** a new set of **classroom instruments** or **recording equipment** to our music department?

If so we would love to hear from you:

Email:

s.glover@thepolesworthschool.com

Yr12 History Guest Speaker

Yr12 historians welcomed a guest speaker from the **Campaign for Nuclear Disarmament (CND)** into their sessions this week. Students engaged in review of their **understanding of nuclear warfare** and their Cold War course thus far. Students considered the **devastation of nuclear use** and the potential for **Mutually Assured Destruction** if nuclear weapons were ever used.



Students were asked to consider the **historical and moral implications of the bomb** as well as then putting **President Truman on trial** for the dropping of the **atomic bombs on Japan**. They role-played prosecution and **defence barristers, witnesses** and a **presiding judge** with each person playing a role in the trial. It was great to see their **ideas** and **engagement** in such a **fascinating topic** area.

Science Poster Competition

The British Science Week 2023 poster competition is now open for all students!

The theme this year is 'Connections', so there are loads of **STEM topics** that could be explored! How about exploring how **our body parts are all connected and work together**, the connection between **our actions and the impact on our environment**, or even how **internet connection has changed the world**.



Please **hand in your entries** to your **Science teacher** by **Friday 24th March** and **include your name and class**.

How will the posters be judged?
Creativity in approach - Innovative angle on the content or creative interpretation of the theme

Content - Clear, accurate and informative about a STEM topic
Effective communication - presented and communicated in an engaging way.

Hampton Court Palace Trip

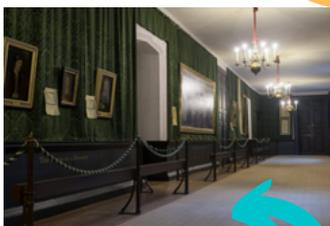
Year 12 and Year 13 History students immersed themselves in **Tudor history** with a visit to **Hampton Court Palace** this term. The **original palace** was started by **Cardinal Wolsey** and soon attracted the attention of **Henry VIII** who brought all of **his six wives here**. With **reports of ghosts** still roaming the grounds students and staff were keen to explore. The day started with an **overview of the history of Hampton Court** and the extension under William and Mary who would have redesigned the whole palace had they not run out of money. Luckily for us they did otherwise the now **iconic Tudor building** would have been lost.

We were fortunate to have an **education session focusing on the Mid-Tudor Crisis** which used the palace itself and contemporary sources to analyse the changing nature of Tudor rule alongside the impact of the **Reformation**.

Year 13 History students are currently **studying Tudor Rebellions** and made fantastic contributions to discussions showing their knowledge and making excellent observations of the sources and evidence. **Year 12 will be learning about this period in the coming months** and have certainly had their interests sparked.

It was wonderful to hear the intriguing stories of **Tudor life at the palace**, warring factions and **how life at court changed under Henry VIII, Edward VI and Mary I**. A particular highlight was sitting in the **Great Hall** surrounded by a series of **Flemish tapestries showing the History of Abraham**. They are woven with silver and gold thread and are, apart from the Crown Jewels, the most **valuable antiquities in the Royal Collection** (they are possibly worth even more than the crown jewels!).

Students had time to explore the palace themselves and see some of the most famous **Tudor paintings** that they have become used to seeing in lessons. The sprawling kitchen was a reminder of just how busy the palace would have been in Tudor times.



The Haunted Gallery at Hampton Court. Catherine Howard's ghost has been sighted here (not by us).

When the **monarch came to stay during a royal progress** they would have about **1500 people with them**. Interestingly the **Tudor kings and queens** would only **stay for six weeks at a time** as they would have thoroughly **exhausted the fresh resources** and the **high number of staff and guests** would put **too much pressure** on the **Tudor sewage system!**

We did not see the **ghost of Catherine Howard, Henry VIII's fifth wife**, who was **executed in 1542** but being at the heart of Tudor life where Henry made decisions that changed the course of English history still gave us chills.

No trip would be complete without a **visit to the gift shop** which our students of course explored. Some of the best buys being the (now compulsory) **sword and shield** and also a **knight puppet** who has now been named after **William Marshal (the greatest knight)**.

Well done to our fantastic **Sixth Form students** who were an absolute pleasure throughout the whole day and during some very long traffic delays. A huge **thank you to Mrs Ridley for organising the trip - we are already looking forward to a future visit.**

Students comments about their visit to Hampton Court...

Hampton Court rendered me speechless. Stunning, picturesque, vivid. If someone asked me the one place worth visiting in England, I would say Hampton Court. It really transported me back in time. The highlight was the gardens and the aggressive swans. - Year 12 student

Riveting, immersive experience. Interesting and inspirational. - Year 13 student

It was as if I was really in Tudor England. - Year 13 student

I thought that the Hampton Court palace building was beautiful and was insightful. - Year 12 student

Hampton Court was so interesting and historically iconic. It is so worth a visit and has an amazing gift shop too! - Year 13 student

It was very interesting to learn about the different periods and when it was built. My favourite bit was seeing Henry VIII's crown in the chapel. The painting rooms were really beautiful and insightful. I was surprised to learn the embroideries were worth more than the crown jewels. Overall I would highly recommend. - Year 12 student

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