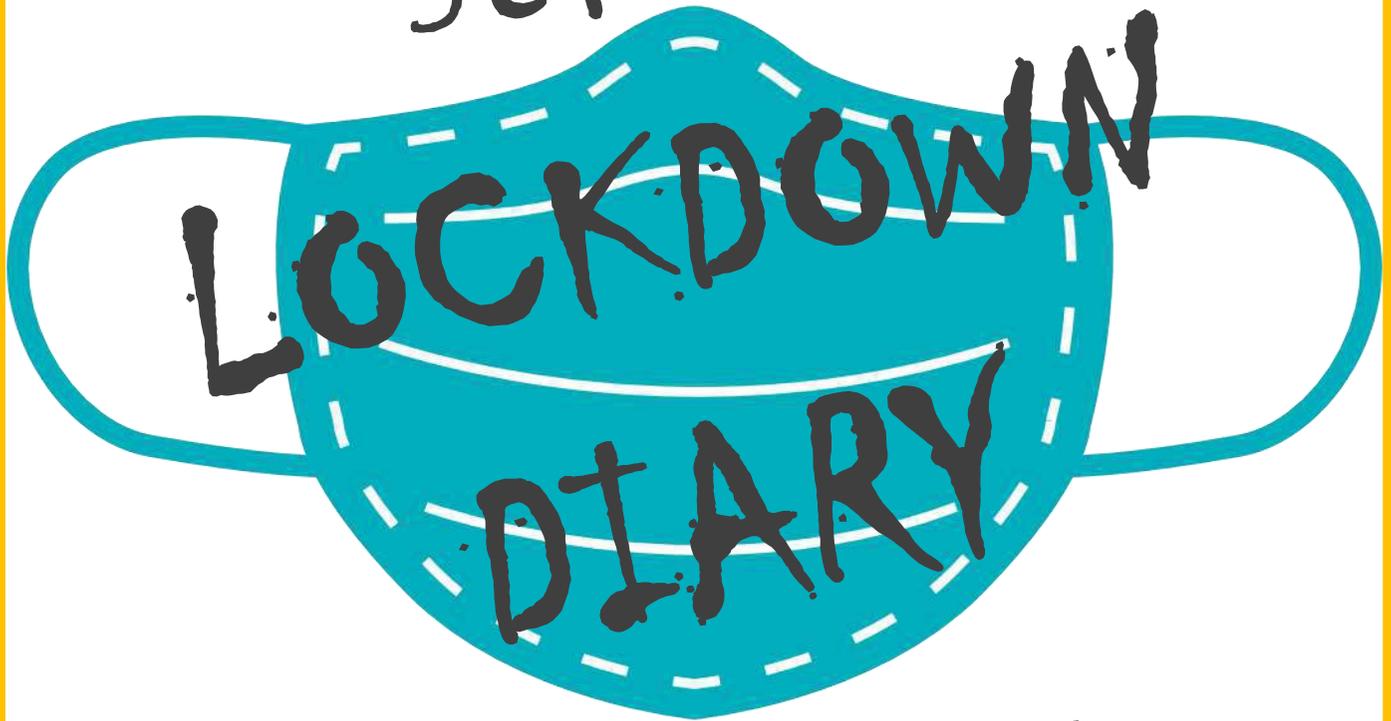
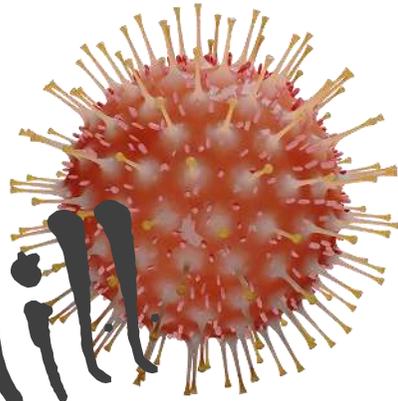




Forest Hill

School



MARCH-JULY 2020

**VIRUS PANIC
HITS SCHOOLS**

Britain in lockdown

**PM: 'Stay at home, this
is a national emergency'**

**STAY AT
HOME** 

**PROTECT
THE NHS**



**save
lives**

EXAMS AXED

**Coronavirus: Now
it's getting serious**

Dear Diary,

On 23 March 2020, all schools across the UK were instructed to close to students until further notice. Forest Hill School closed its doors to all but vulnerable children and those of critical workers. For the coming weeks, we became, for the most part, a virtual school.

We engaged our students with online learning across various platforms and kept in regular contact with the boys to ensure that they continued to receive a high standard of education and the high-quality pastoral support that we pride ourselves on. We organised competitions and house challenges, we shared useful links and resources, and we let the boys know how much we missed them.

In mid-June, we welcomed back students in Years 10 and 12 for face-to-face teaching for the first time in three months. This is when we realised just HOW much we wanted all of the students to return to school!

The last four months have been like no other in the history of Forest Hill School but the passion of our staff, the support of our parents, and the determination of our students has got us to the end of this academic year and we will come out of this an even stronger school community.

Forest Hill School, SE London

Week 1...

In English, Year 10 students were tasked with writing a piece of descriptive text – describing a place they knew well in a positive or negative way.

I stood on a craggy cliff above a choppy sea

I stood on a craggy cliff, about two hundred or so metres above the choppy sea. From here, the wind felt fierce and furious as I was battered with, what I could have only imagined to be, Poseidon himself having an angry fit. I saw further down the coastline streaks of warm, yellowy sunlight break through the overcast of sombre cloud. The clouds encompassed everything, as I felt helpless below this rather harmless ball of floating water vapour. I sat down and felt the moist grass below me tickle my hands; the soggy ground encircling my hands, with hazel coloured mixture of soil and thin blades of grass, like a cake mixture gone wrong. Under me, I heard a crash of waves and then the pitter patter of the small droplets coming back down to earth. This marinated the nearby rocks in water, which slowly ran off into the sea again. I watched as this happened over and over again, as I stood on a craggy cliff above a choppy sea.

By Zachary B

A Place I Know Well

I will never forget it. How could I? It was so beautiful.

I will never forget that brief yet amazing moment in my life where I met one of the greatest people I have ever met: my grandma. I remember walking up the sandy path that had the tiniest rocks which would stab through the sole of my sandals. I walked up to the end of the path, looking at the tall neighbouring houses that were on each side of it. Finally, on the left side there would be a massive charcoal-black gate decorated with golden patterns of flowers towering over me. Wiping off the sweat of Sri Lanka's boiling sun, I pushed open the gate as it creaked loudly. And there it stood. It was magnificent. On the left there was a mini row of garden patches where flowers of the most vivid colours would grow. A grey jeep was parked to the side and behind it were two cages: one holding a huge German Shepherd, the other holding a small adorable Rottweiler. But they weren't what struck me the most. What I saw was a large, rose pink house with an enormous terrace. Inside the house was a spacious living room with two cosy couches, a small kitchen, a dining room with a long glass table and four wooden chairs; three bedrooms that had beds similar to those in a five-star hotel! There were also two large bathrooms with massive bathtubs inside. Up on the terrace there were two comfy armchairs, another dining table and, in each corner, four plant pots with two bright yellow sunflowers growing out of each pot. I remember relaxing in one of those armchairs on the terrace, dreaming that one day I would be the owner of such an elegant, magnificent house. It was perfect!

By Tharshigan S

Day 1.

Start a diary for this monumental time – you could become a historian or author in the future!

Day 9.

Turn your devices off and enjoy spending some time with a sibling or parent/carer

Day 30.

Write down five things you are thankful for in your life.

As part of **PHSCE** we launched the #60dailychallenges – posting a new task on Show My Homework and on social media for students to complete each school day spent at home.

23 - 27 March

In Design Technology, Year 8 students researched the following design movements: Arts and Crafts, Bauhaus, Art Deco, Modernism, Memphis.

Arts and Crafts

Arts and crafts is an interesting form of art. Usually arts and crafts is to cut out colourful pieces of paper and glue things onto it while letting your imagination go wild. Most of the time it is sticking and gluing but sometimes it can be more complicated and you can experiment with clay and many more, the main goal is to have fun while making the product, usually it is for kids.



These products here show how crazy you can get with it, and shows how far the people go to get what they want. I think that this one is my favourite type of art.

Modernism

Modernism is basically abstract art and the meaning behind the art Tracy Emin's unmade bed is an unmade bed and is a part of abstract art. The meaning behind a painting is very important for some people even though most of the time the artist didn't intend any meaning.



The unmade bed by Tracy Emin is quite famous and has a reason to be, lots of people are trying to come up with meanings and are very different from each other.

Artistic Windows
ask for information on any art

By Joseph W

ART DECO

1. Art Deco usually consists of a combination of smoothed out walls with sharp edges, geometric patterns.
2. Art Deco used simple geometry matched with symmetry unlike previous movements.
3. Erté, Jean Dunand, Charles Cateau

4.



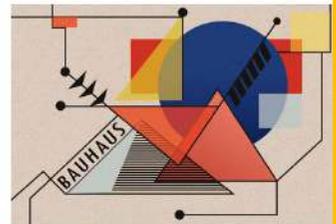
As you can see, a simplistic style, with alternating gold and white sections in a semicircle, is also symmetrical

By Charlie C

Bauhaus

- ▶ Bauhaus was an art and design movement that began in 1919 in Germany. It combined crafts and fine arts. It was an art school in Germany which encouraged teachers and students to pursue their art together.

Some of the main artist in Bauhaus were Walter Gropius, Joseph Albers and Paul Klee



Memphis

- ▶ Memphis was a design movement that started in 1981. It was founded by a group of Italian designers and architects. It is known for its variety of bold, clashing colours.



By Felix De-A

Week 2...

In **Art**, Year 7 students were tasked with creating a shoebox room inspired by a famous artist...



By Arthur C



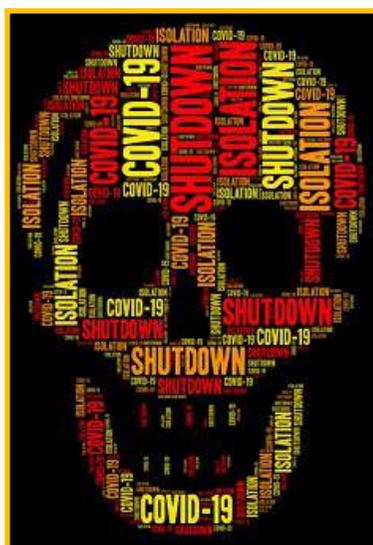
By Howie D



By Benedict B-D



By Oliver C



By Ayub

...while Year 9 students created text based **Art** inspired by the coronavirus pandemic.



By Jack W



By Charlie W

30 March – 3 April

In English, we announced the winners of our Creative Writing Competition, which invited keen writers in Year 9 to enter a creative writing piece under the theme of *My Dreams, My Nightmares*. Many congratulations to Adam P and Angel V-S who will see their work published in an anthology produced by Goldsmiths University.

My Dreams, My Nightmares (Extract)

Tales spread like wildfire, encapsulate the entire city at a moment's notice. In fairness, this is only because there is so much wood to be burned, a hole left in people's hearts by just how boring a place like this gets. To pass the time, people make up stories about the guy in trend to be made fun of at the time. That's how it spreads – this odd need to fuel the flames.

There's only one person immune to the cycle – the type who's intriguing; poses questions without answers. For a city so alive with gossip I've never been given an explanation for why someone like that hasn't captured the imagination of anyone.

Well, that's not strictly true. Perhaps I ought to say 'anyone else'. Though I don't make up ridiculous stories or gossip like most everyone else, I need a way to burn the time. This pointless mystery might be the only thing I ever accomplish at the rate I'm going. Having such a boring place means as soon as they can, people get out of here and leave the rest to try and pick up the pieces...

By Adam P

Dreams

How do you define a dream?

Is it just an illusion in your head? Is it a room full of needles trapping you?

Or is it more than that, is it an ambition you hope to happen, but in reality, you know that it won't be able to happen.

We all have something that we want to happen, however there is always going to be something pushing you down and not letting you accomplish YOUR dream.

However much you try to prove yourself to others around you, you will still be judged on how you look, your preferences, but especially being yourself.

Most of us have been pressured into being someone or something that we are not in order to fit in to the puzzle, which in reality only hurts us more.

Dreams are Dreams, ambitions are ambitions but YOU are YOU.

By Angel V-S

“It is great to see the young men in our school working extremely hard on their creativity during these tough times. Adam and Angel have both excelled in producing thought provoking pieces of work; this competition showcases their talents in expressing themselves through writing and I am so pleased that they are able to represent Forest Hill School in this Goldsmiths publication.”

Mr Davey, Head of Year 9

Weeks 3 and 4...

...It's safe to say that this will be a school holiday like none before, as the days take on a similarity enforced by the absence of leisure activities we normally undertake at such times. At the end of the second week of school closure and lockdown measures, I hope that you and your family are managing to adjust to the new reality of daily life. It is an extreme challenge, but one I know the Forest Hill community is rising to with aplomb.



Taken from Headteacher's Message, Weekly Bulletin, 3 April 2020

The school remained open for vulnerable children and those of critical workers throughout the Easter holidays...



Easter Holidays

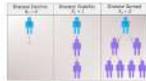
In Geography, Year 11 and 12 students were tasked with submitting a research project on Covid-19.

What is Covid-19?



- Coronaviruses are a **family of viruses** that cause disease in animals. Seven of these have been passed on to people
- Covid-19 is different to other coronaviruses such as MERS and SARS, with around **80% of cases leading to a mild infection**. There may also be many people carrying the disease and displaying **no symptoms**, making it even harder to control
- So far, around 20% of Covid-19 cases have been classed as "severe" and the current death rate varies between **0.7% and 3.4%** depending on the location and access to good healthcare
- Symptoms include a **dry cough, fever, tiredness, loss of taste/smell and stomach problems**.
- The virus has hospitalised thousands who have developed **pneumonia** (which is particularly severe when caused by coronavirus) and other severe respiratory problems

The rate of spread



- Covid-19 has a fairly high transition rate- **R_0 is estimated to be between 1.4 and 2.5 (WHO 2020)**. Other studies have estimated a R_0 between 3.6 and 4.0, and between 2.24 to 3.58. (The R_0 for the common flu is 1.3 and for SARS it was 2.0)
- Initial estimates of the early dynamics of the outbreak in Wuhan, China, suggested a doubling time of the number of infected persons of 6-7 days and a basic reproductive number (R_0) of 2.2-2.7 (Sanche et al 2020)
- At the time of writing (9th April 2020) the disease has infected more than **1,510,928** people, with over **100,000** reported deaths.
- **Europe** has been the worst affected with 1,666,765 confirmed cases and 61,427 reported deaths at the time of writing (10th April 2020)
- The transmission of the flu virus is **most efficient at lower temperatures and when atmospheric humidity is low**- it is too early to know if this will be the case with Covid-19

Covid-19 is an example of 'Contagious Diffusion'

Contagious spread depends on **direct contact**. The process is strongly influenced by **distance** because nearby individuals or regions have a much higher probability of contact than **remote** individuals or regions.

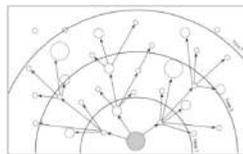


Figure 3.1a Typical contagious diffusion spreading like a virus.

Covid-19: an information pack into the causation, impacts and responses to infectious diseases.

Preface

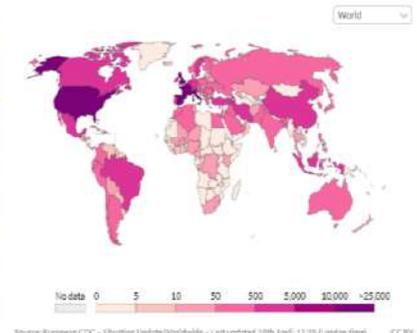
Covid-19, the Coronavirus disease caused by the viral strain SARS-CoV-2 has as of the fourteenth of April 2020 infected an approximate 1,930,780 people globally and claimed 120,863 lives. The global scale and rapidity at which it has spread has deservedly earned it the title of the most serious pandemic since the Spanish-flu. Although still ongoing in its cycle, the zoonotic disease has already become a prolific tool in studying the causes of the outbreak, methods of prevention and mitigation and even the long-term effects of such an event through careful predictions and simulations of what will come next. Within this case study, we will examine these aspects in order to discuss to what extent diseases can be predicted and mitigated using reliable references and a rational presentation of all the information we have to date.

Spread and distribution

From there the virus spread slowly throughout China, then South East Asia until it finally arrived in all 6 major continents, classing it as a Pandemic. Covid-19 has spread with varying success in different parts of the world however, usually the reason for this unequal spread will be down to a number of human and physical influences but the virus has been shown to have no preferential climate to live in by its presence in hotter climates like Brazil and Indonesia to the colder climates of Northern Europe and Canada. Therefore, the main factor in its spread has been migration and trade. China is the largest exporter in the world with \$2.41T worth in goods leaving its ports and borders in 2017 making it possibly the worst possible country for the virus to start in. The global trade dominance of the west felt the worst of this and explains why the 6 countries with the most cases are all in either Europe or the United States. (<https://www.worldometers.info/coronavirus>) Some more minor factors have been shown to also have an effect, for instance physical barriers such as the Himalayas have prevented India from having the much larger rate of infection it would have possessed if not for the impassable mountain range between it and China. Other physical barriers such as large barriers of water have kept countries such as New Zealand with a low proportion of cases.

Confirmed COVID-19 deaths, Apr 18, 2020

Unlabeled testing and challenges in the attribution of the cause of death means that the number of confirmed deaths may not be an accurate count of the true number of deaths from COVID-19.



Source: European CDC - Situation Update Worldwide - Last updated 18th April, 11:35 (London time) CC BY

Extracts from project by Dylan M

Slides taken from project by Abby R

Things I do to keep busy during lockdown...

1. I usually call my friends because it can get boring only talking to my family.
2. I often practice German with my sister's friend.
3. Sometimes I like to cook something different because the same food every day quickly gets boring.
4. Going on walks with my sister and doing exercise is important to stay healthy.
5. I also do homework in the mornings.
6. Finally, I like to play board games with my family and online games with friends to pass time.

Samuel A, Year 10

Week 5...

New teachers joined the English and Maths Departments....



Ms Beth Williams

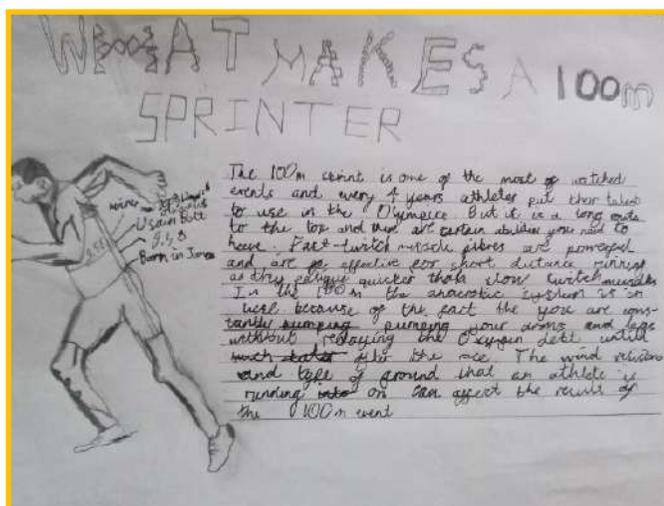


Mr Gary Bellas

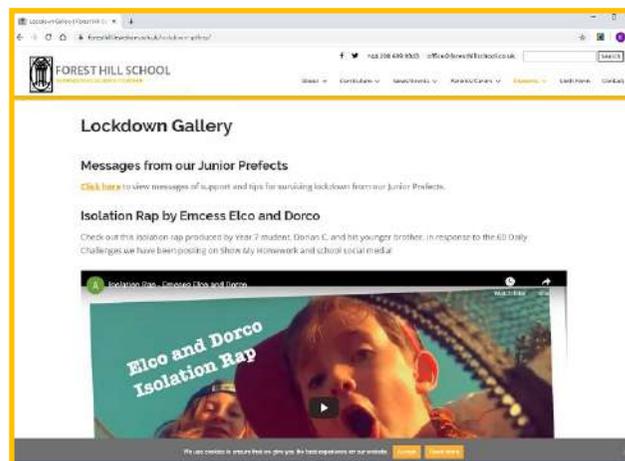
...I love teaching English specifically because I believe that it is a subject that gives us a unique opportunity to step into other people's shoes, and explore a wide range of experiences and opinions.

...I believe that mathematics opens doors and is an aid to problem solving across all aspects of life. For 2000 years mathematics has been part of the human search for understanding the world around us.

In P.E. students learned about the history of the 100m and created posters based on 100m sprinters of their choice.



By Kyle M, Year 8



The Lockdown Gallery was launched....

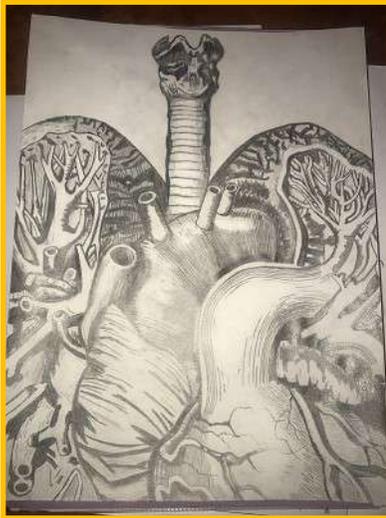
This page was set up on the school website to display and celebrate photos and videos of school work, activities and challenges that students carried out at home during the school closure. Visit <http://foresthill.lewisham.sch.uk/lockdown-gallery/> to see all the amazing contributions!



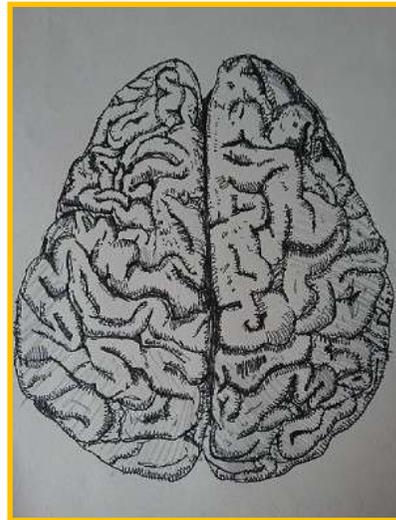
By Matas R, Year 7

20 - 24 April

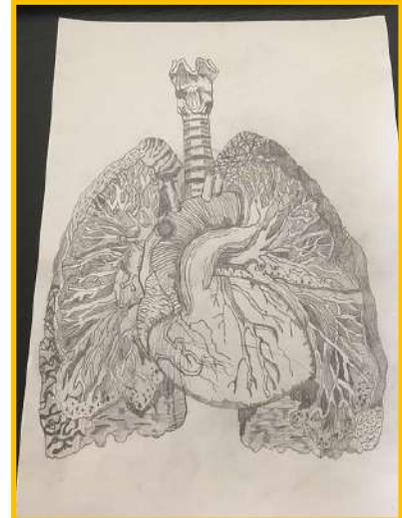
In **Art**, Year 10 students did some observational drawings of organs and body parts...



By Brian D

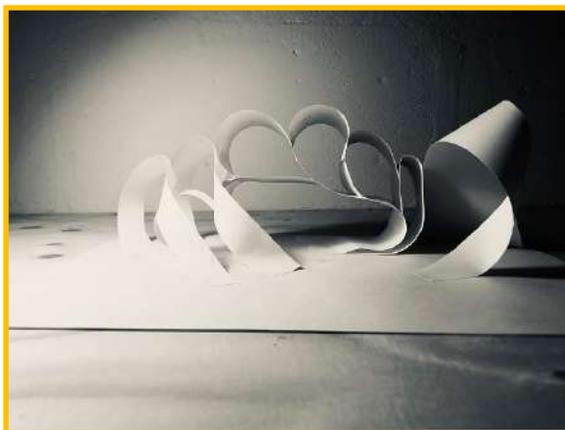


By Gene



By Yusef

...while Year 7 created paper sculptures based on the architecture of Frank Gehry.



By Stanley H



By George W

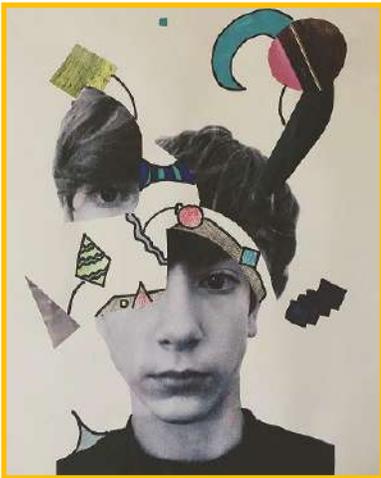


By Ronny M

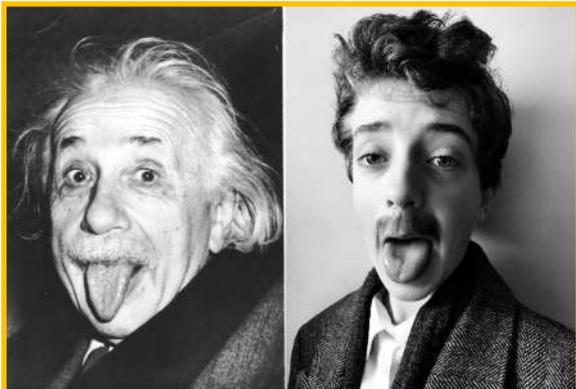
Week 6...

The annual House Reading Championship went virtual as students started posting their book reviews online this year. Week 1 saw Reynolds House take the lead...

In **Art**, Year 8 students created self portraits inspired by famous artists and artworks.



By Felix



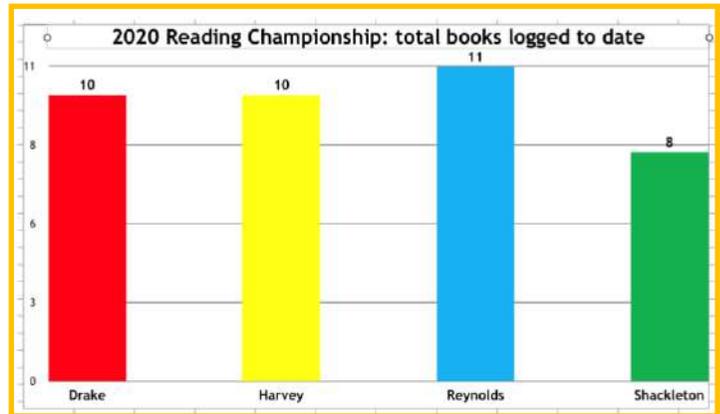
By Joseph W



By Max



By James



In **Dance**, students researched the famous dance crew *The Jabbawockeez* and created leaflets or posters about them.



By Kacey B-R, Year 8

27 April - 1 May

In **Photography**, Year 10 students responded to Uta Barth's work by photographing light in their space.



By Thomas C



By Ernest

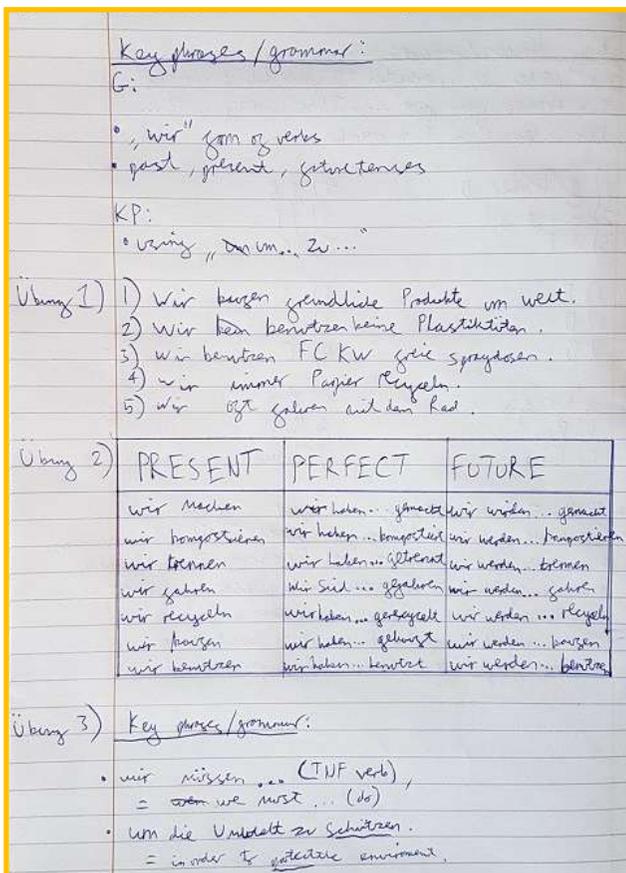


By Anton A

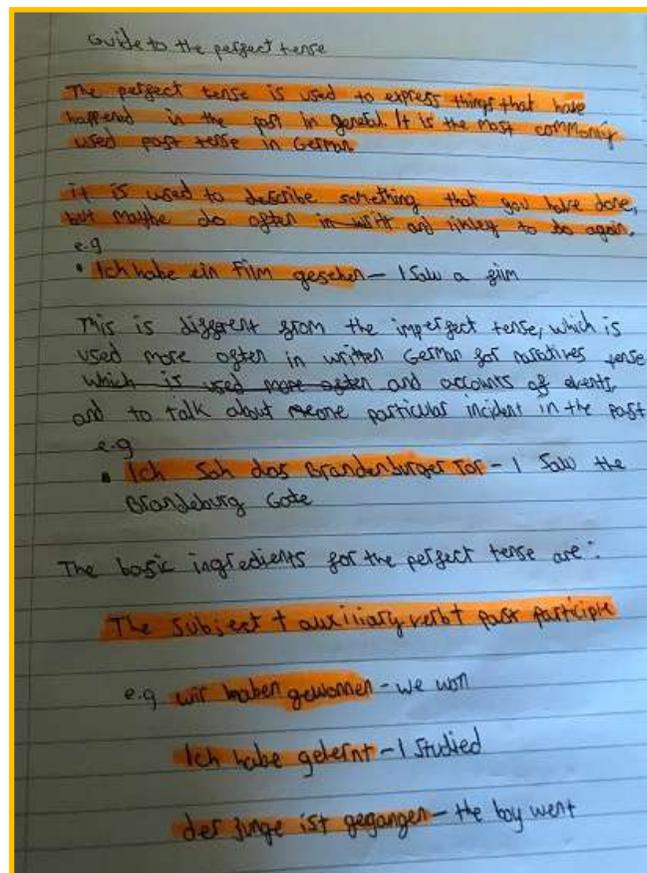


By Charlie

In **German**, Year 9 students created Guides to the Perfect Tense.



By Arthur H



By Marli H

Week 7...



Neev S in Year 7 started running 300 laps of his garden every day (to run a total of 60km) in order to keep himself fit and healthy during lockdown, and to raise as much money as possible for the NHS.



As part of the *Weekly Bulletin*, Mr Sullivan started filming weekly video messages for parents/carers.

In *Design Technology*, Year 8 students worked on an engineering task – to build a sturdy tower out of newspaper.



By Henry F



By Charles E



By James L



By Reuben K

Across the subjects, students and staff marked the 75th anniversary of VE Day on 8 May 2020.

On this day in 1945, German forces surrendered to the Allies and effectively ended World War II (apart from a brief continuation in the far east). We contemplated the hardship and self-sacrifice endured by British people during the six years of World War II, as well as the resilience and spirit they displayed.



"I think this can give us inspiration to brace ourselves and continue to work together to face our current challenges." **Michael Sullivan, Headteacher**

The Sydenham Arts Virtual Artists' Trail 2020 went live and continued to run throughout the summer term. Once again, Forest Hill students' superb GCSE and A Level Art could be viewed in the galleries only this time from the comfort and safety of home... Visit <https://sydenhamarts.co.uk/artist-listings/> for the full exhibition.



By Mujahid A-G

GCSE Art



By Gino J



By JJ B



By Ka Lo B

A Level Art: Figure and Form



By Lilia N



By Joe W



By Valentina D

Week 8...

The new **HOUSE** names were officially announced...



Ofosu-Asare

Drake House will be re-named Ofosu-Asare House after former student, Kwame Ofosu-Asare. Kwame was a much loved and respected student, who tragically lost his life to knife crime in a case of mistaken identity.



Parks

Raymond House will be re-named Parks House after Rosa Parks, one of the most influential figures in the civil rights movement. In 1956, she prompted the Montgomery Bus Boycott which led to the end of segregation and prejudice on buses.



Tull

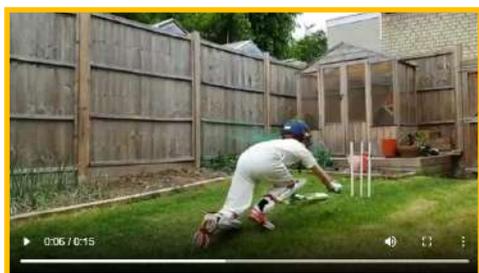
Shackleton House will be re-named Tull House after Walter Tull, a professional footballer and soldier during World War I. He became recognised as the first black officer to lead white British soldiers into battle.



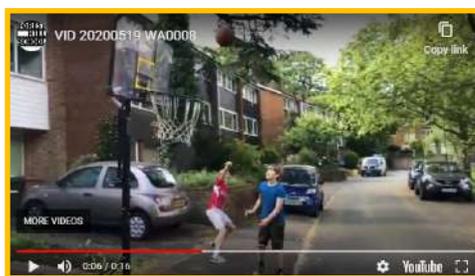
Turing

Harvey House will be re-named Turing House after Alan Turing OBE, who played a crucial role in cracking intercepted code messages that enabled the Allies to defeat the Nazis in World War II.

In **P.E.**, Year 7 students were tasked with re-creating their favourite sporting moments. To view the videos, visit <https://foresthill.lewisham.sch.uk/lockdown-gallery/>. George's video (bottom left) was re-tweeted by Sir Mo Farah himself and viewed over 11, 500 times!



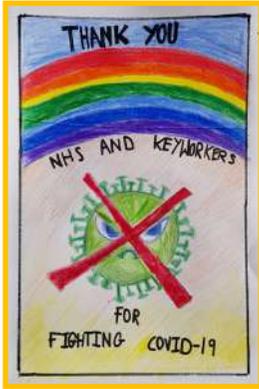
11.5k views!



The **Art** department announced the winners of an art competition to say thank you to all our wonderful key workers across the UK. Prizes included art supplies and an invitation to attend an art workshop with one of our Art teachers.

11 - 15 May

KS3 Winners



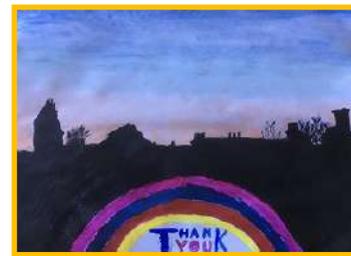
1st: Vedant S



2nd: Xander H



Joint 3rd: Ed F



Joint 3rd: Joseph HP

KS4 Winners



1st: Freddy DT



2nd: Nicks M



3rd: Nye KB

In **Food and Nutrition**, Year 10 students researched sustainable recipes and cooked them for their families.



By Danjan C



By Domenico

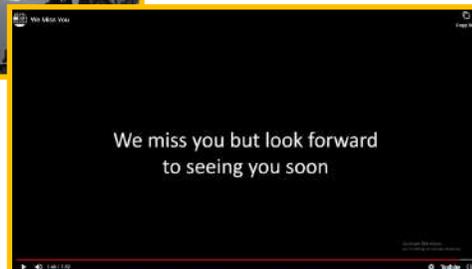
Week 9...

We sent a **video message** to all students from FHS staff to let them know we were missing them.

A new teacher joined the **Maths** Department...
Ms Wendy Smith.



...I am excited to join FHS and am looking forward to teaching Maths here. My previous school was Sydenham, and I have also taught in Botswana.



Staff acted out An Inspector Calls using video conferencing to engage Year 10 **English** students in their GCSE text.



Week 10...

Students in Year 7 took up the challenge to *Grow for Victory* – to grow plants and vegetables, from seeds and from produce in the fridge, and in a variety of pots, from butter tubs to milk bottles.



We live in a flat and have a roof terrace but it didn't have any railings and wasn't safe. At the start of lockdown, my mum and dad built some planters from industrial pallets. We bought bags and bags of soil (believe me, it wasn't easy; everywhere was out of stock!) and some flower seeds. We managed to get some fake grass from people who were throwing it away and laid it on the terrace. Now we can enjoy the sunshine and I like helping my mum water the flowers.

By Matas R



I have planted four lots of seeds – red peppers, pansies, raspberries and tomatoes. My mum got them free from M&S.

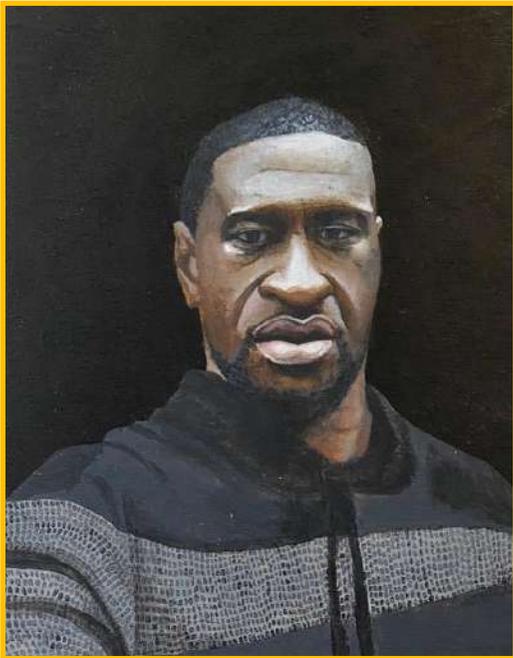
By Jake H



My tomato seeds are doing very well. At first, I planted them in the ground but have since potted them so we can place guards to stop cats and foxes getting them. We don't have any produce yet but two of the plants are blooming. There is the start of a couple of chillis on one plant and a flower bud is appearing on the other.

By Amir B

Half Term



By Stanley M, Year 12

Black Lives Matter

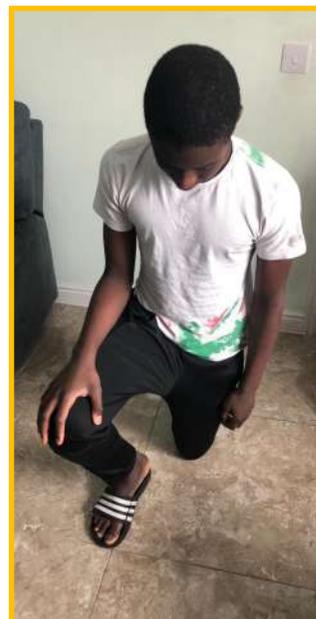
On 25 May 2020, George Floyd was killed by a Minneapolis police officer. Floyd had been arrested after he was accused of buying cigarettes with a counterfeit bill. Floyd was handcuffed and pinned to the ground by arresting officers. One of them knelt on Floyd's neck to hold him down, rendering him unable to breathe. Floyd was ordered to 'relax' as he said 'Please, I can't breathe' and onlookers urged the police to stop. He was later pronounced dead.

At Forest Hill School we condemn all acts of racism and violence and stand united in our commitment to challenge and tackle racism, address inequality and call out discrimination.

Our Black Lives Matter webpage (<https://foresthill.lewisham.sch.uk/black-lives-matter/>) lists recommended books, articles, documentaries, films, petitions, and organisations for our community to read, watch, sign or follow.

...As a school community which has been proud to serve, and welcome the support of, innumerable black families over the years, we stand in abhorrence and outrage at these events. Racism continues to be a blight on society, not only in the USA, but in the UK too. As the head of this organisation, I want to make it clear that we stand united against it and that we will do all in our power to counter it. I completely understand that there is anger in the community about the events. However we want to channel the energy from that anger in a positive direction.

Taken from Headteacher's Message, Weekly Bulletin, 5 June 2020



Week 11...

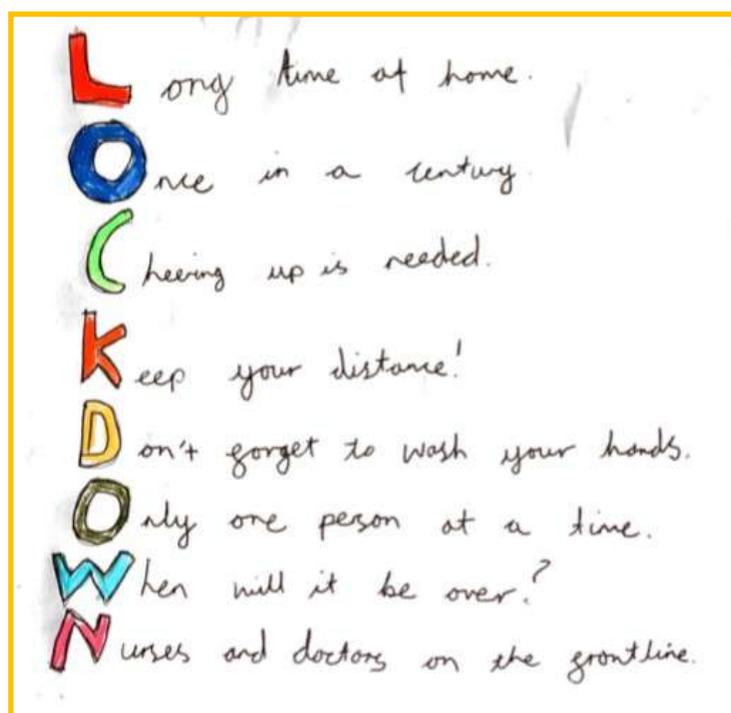
In **History**, Year 7 students wrote essays that answered the question: **How far was having an Empire beneficial for other countries in the world?**

'Empire' refers to a group of countries ruled by one single country. The word colony refers to one country under another country's rule. The British empire colonised all but twenty-two countries in the world! Britain colonised to feel they had more power and to 'own' other countries as though they were possessions. Why Britain became a rich country is because of what they took from others...

By Jim B

...The British Empire spread great benefits or good thing to the areas that were under its influence. First, the British having been ahead in industrial evolution helped spread technology to new places in the world. Particularly, the British Empire was responsible for the development of early industries in their colonies. The British were instrumental to the development of early infrastructure in the colonies. For instance, they constructed roads and rails to ease transportation of goods and services. For instance, the British developed the Suez Canal, an important sea passage from Europe to India; developed 70,000 miles of paved road, 40, 000 miles of railroad in India and others.

By Neer S



By Isaac T, Year 7

...Countries who have been colonised gain protection. This means that you received protection from all the countries involved in the Empire. This helped because if you were under attack from a neighbouring country your allies could come and help you defend your country. This would make the citizens feel safe and protected. This would also mean that the country wouldn't get destroyed by an enemy. However, this protection only lasts while the colony is part of the Empire.

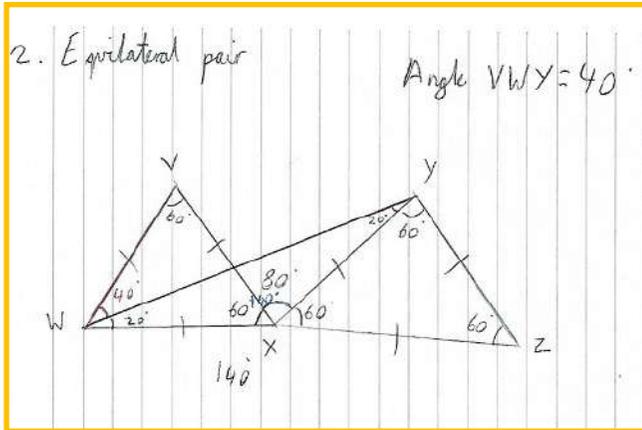
By Charlie P

...As a result of Empire, we are privileged to live in a multi-cultural society. However, the repercussions that came from Empire such as structural racism cannot be minimized. Even last week, with the death of George Floyd many have had to confront the legacy of Empire in their own 'White privilege'. So how far did the British Empire benefit other countries in the world? Well any benefits cannot compensate for the disadvantages and this essay has only scratched the surface of the little-known horrors of Empire such as the Mau-Mau uprising or the partition of India. In some ways it makes me think of a poisoned sweet. Looks good on the outside and perhaps is even sweet for a time. But the bitter effects are death-dealing.

By Jacob P

1 - 5 June

In **Maths**, Year 7 students were tasked with optional extension work of finding a missing angle using geometrical knowledge about triangles, logic and reasoning skills.



By Stanley N

4. Angle please
In the diagram, what is the value of x ?

These problems are adapted from UKMT (ukmt.org.uk) and SEAMC (seamc.org) problems.

mrch.maths.org@2017
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- $180^\circ - 93^\circ = 87^\circ$ Angle A = 87°
- $180^\circ - 100^\circ = 80^\circ$ Angle D = 80°
- $80^\circ + 58^\circ = 138^\circ$ $180^\circ - 138^\circ = 42^\circ$
Angle C = 42°
- Angle C = Angle B Angle B = 42°
- $87^\circ + 42^\circ = 129^\circ$ $180^\circ - 129^\circ = 51^\circ = \text{Angle } x$

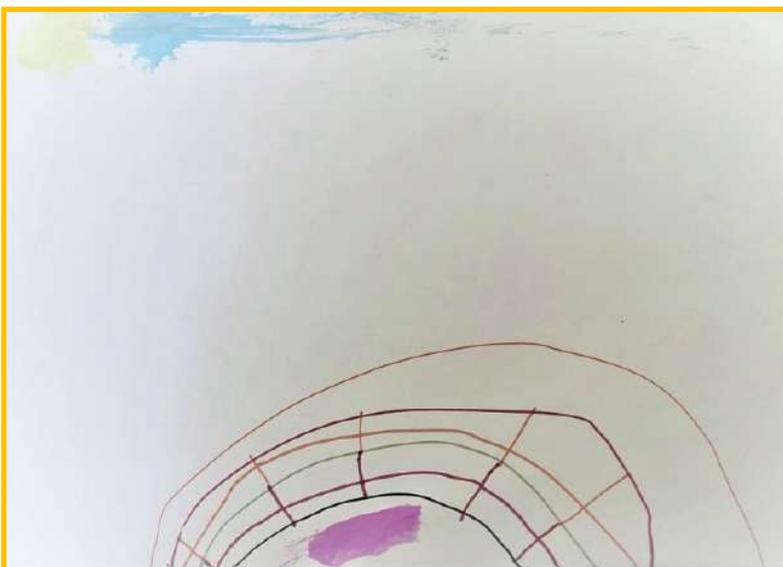
Angle $x = 51^\circ$

By Isaac

Two students had their **Art** selected (from 17,000 entries) for the **Royal Academy of Arts Young Artists' Summer Show 2020**.

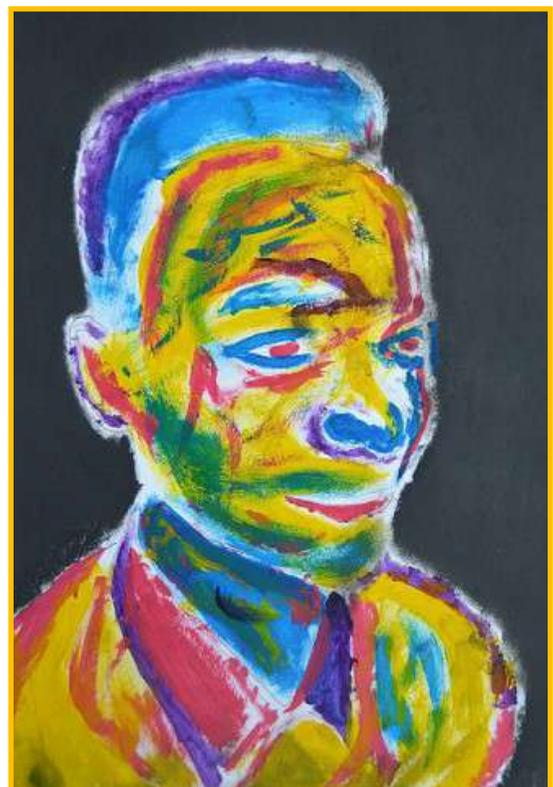
Rainbow Sky

By Amir B, Year 7



Portrait of My Brother

By Reece S, Year 11



Week 12...

In **Music**, Year 7 students listened to a piece of music by a black musician and responded artistically to it.



By Benedict R-D

Joseph Bologne, a black composer.
I do not like violin music, but Joseph Bologne has a sweet harmony to his song and has a very nice tempo and rhythm which controls the music.

People getting killed because of their skin is not fair
we need to support those people because we care
George Floyd couldn't breathe
to the cop who took his life was a criminal
we need to stop this and be friends with all,
black lives matter!

By Otis R



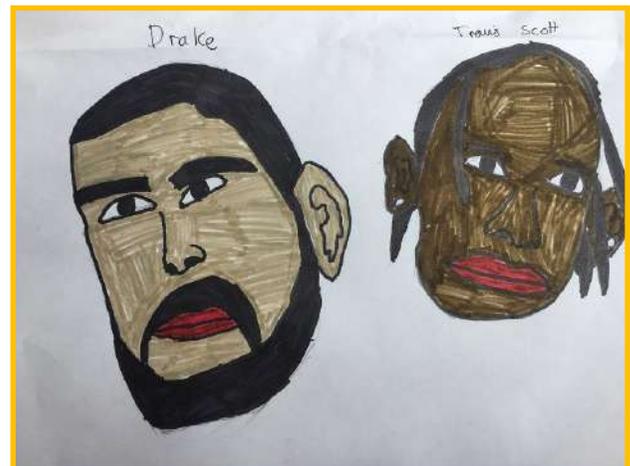
By George W

Cello-a diamante poem

Quiet
Melodic, sharp
Quick, sharp, shrill
Bright, happy, dark, angry
Baritone, sad, soft
Powerful, biting
Loud

I choose Sheku Kanneh-Mason and the cello for 2 main reasons. First of all, I play the cello so I understand its different personalities as the poem highlights and second of all, Sheku is inspirational as he won the young musician of the year in 2016 when he was only 16.

By Jacob P



By Cole H

Our **Junior Prefects** wrote messages to tell our students how they have been coping during lockdown

“Hope everyone is well and staying safe during this unusual time. I wanted to say to the younger years don't fall off, stay on top of work and stay productive during quarantine, also try to utilise your free time to learn something you wouldn't normally be able to learn also staying mentally and physically active, staying ahead of work set by your teachers.”

Avishai

“I have been keeping in touch with my friends and family to see how they are coping and to emotionally support them by keeping them entertained and happy. This has helped me to realise the importance of keeping in touch with others and build stronger relationships with family and friends.”

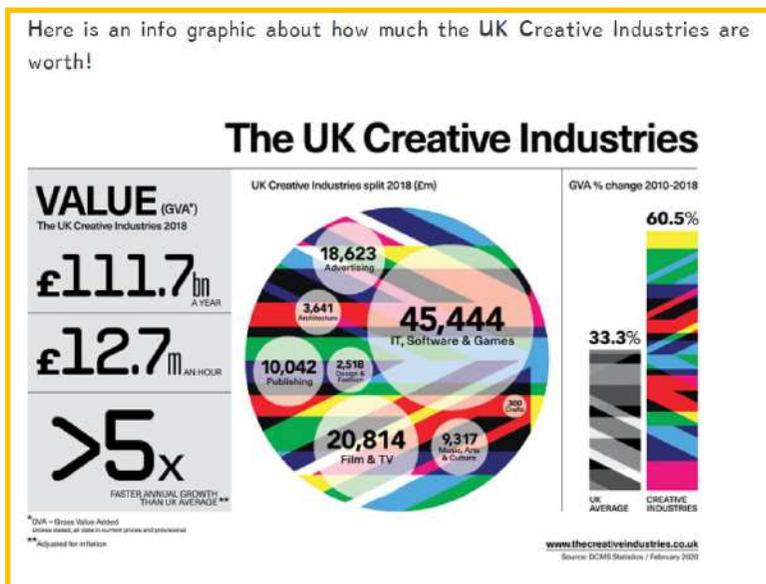
Tharshigan

8 - 12 June

In **Drama**, students across the year groups researched creative careers.



By Aaron A, Year 8



By Anton A, Year 10

Creative Careers - These are some of the jobs that I read about and thought looked interesting.

Photographer

Photographers take pictures of people, landscapes or things.

There are a number of different areas you could be working in as a photographer:

- press and PR photographer – taking news pictures of people and events as they happen.
- wedding or event photographer – taking pictures of weddings and other events.
- portrait photographer – taking pictures of people.
- landscape photographer – taking pictures of landscapes.
- art photographer – taking artistic pictures of people, places or things.
- product photographer – taking pictures of items which are for sale.

I would prefer to be a landscape photographer. I like the idea of this job because I can go outside, see beautiful things and take photos for other people to enjoy.



By George W, Year 7

— and what they have been doing to stay motivated.

“ Being in year 10, I have had a lot of school work to do, so at times I have found it hard to find time to do anything else, however, I have read ‘Noughts and Crosses’ by Malory Blackman and am about to start reading ‘Travellers in the Third Reich.’ I have been on some bike rides and walks with my family. ”

Louis

“ If you are interested in reading, an amazing book that I would recommend would be ‘Rich Dad, Poor Dad.’ It is for any year, not just the older ones. Make sure you are using this quarantine wisely and spending time with the people who are closest to you. I hope to see all of you lot when we come back. ”

Santiago

Week 13...

Students in Years 10 and 12 returned to school! They were placed in pods and seated 2m apart from each other as they resumed face-to-face teaching for the first time in three months...

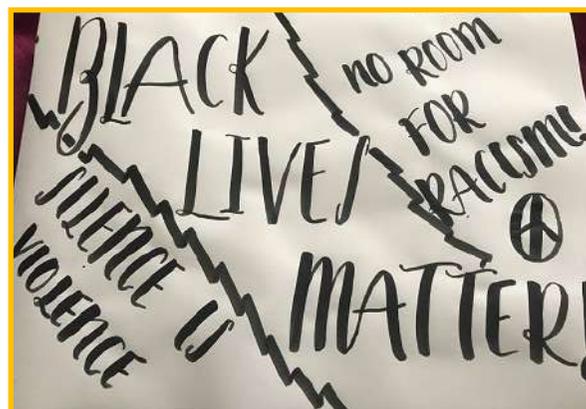
Year 10



Year 12

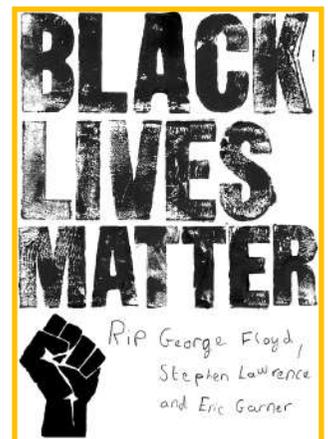


In response to the Black Lives Matter movement, students from across the year groups created a piece of Art, or made protest placards as part of their Design Technology work.



15 - 19 June

In Design Technology, Year 7 students were challenged to make bird feeders from items in their recycling bins.



Week 14...

Joseph H-P in Year 8 was the first student to achieve the gold award in the virtual Reading Championship, having read 12 books. Congratulations!

In **History**, students learnt about Windrush Day (22 June) and produced creative pieces of work to either celebrate the contribution made by the Windrush generation to the UK or to reflect on the various experiences of the Windrush generation.



By Kaecey B-R, Year 8



By Joseph W, Year 8

Worked to the bone,
Chilled to the bone,
Hard to find a home,
Feeling all alone,
Could you face that?
Trying to break free,
From the hypocrisy,
Two-faced society,
Take a knee,
To show respect for the people
who had to face that.

By Adam P, Year 9

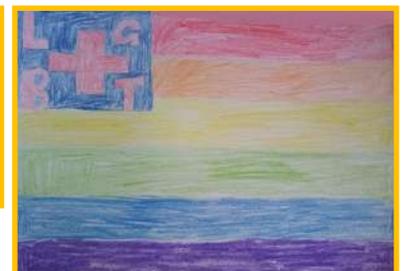
We celebrated **Pride Month** with a competition for students to design a new Pride flag, which celebrated intersectionality.



Winning entry by Stanley H, Year 7



Runner up - Ed F, Year 7



Dylan MB, Year 7



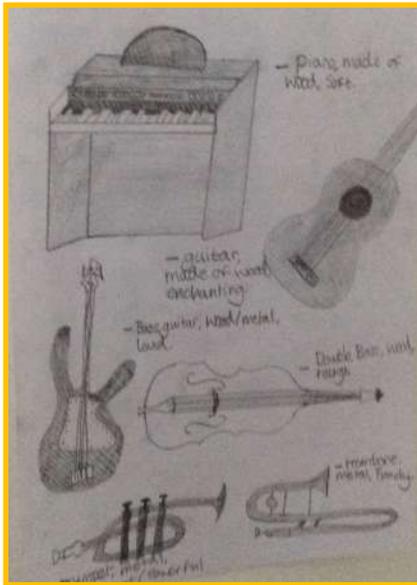
Matas R, Year 7



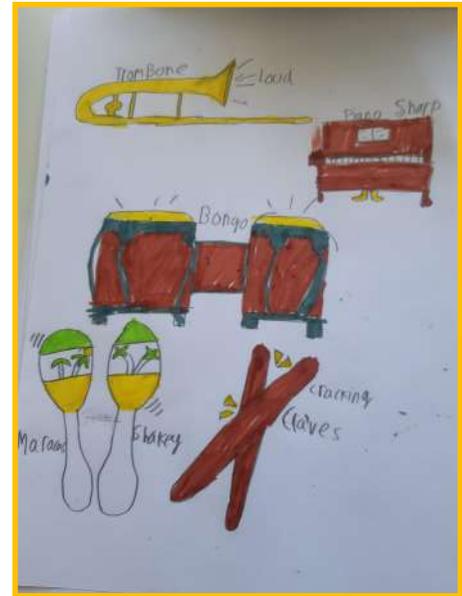
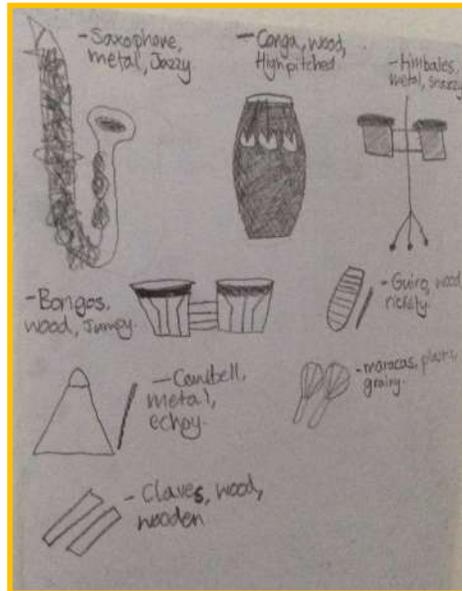
Joseph B, Year 7

22 - 26 June

Having watched a video about Salsa instruments in **Music**, Year 8 students had to draw or find pictures of salsa instruments and choose one word to describe them.



By Kaecey B-R



By Alhar J



In an **English** and **Music** cross-curricular collaboration, Year 8 students chose music to fit the narrative structure of Roald Dahl's short story, *The Landlady*.

For the opening of *The Landlady*, I would use quite ambient, soft music with long, slow, notes. It would consist of mainly piano, possibly with light strings in the back. It would be in a major key, due to the fact that we don't have much information of the story yet, to make it seem innocent with higher pitches.

By Charlie C

...I have chosen "Cannibal Fantasy", by Michael Nyman, from the start of line 363 to the end of line 384: "Now wait a minute... how nice and cosy this is, isn't it?" Here in the story Billy starts to question what happened to the people who had stayed there before and it is quite mysterious, so it matches the music. It is a moment of foreshadowing in the text, this comes across in the music. More instruments are introduced, and the dynamics change and it gets louder.

By Hector P-H

The music I chose for the rising action and introducing the Bed and Breakfast is the Knoddy's Resort level theme from a game called robot 64. The melody of the song is from a Brass instrument, but instead of being used in jazz, is used to give off a different feeling that I think is caused from having a slow tempo and rhythmic bass notes, but more of a random melody. This gives the Bed and Breakfast more of a creepy atmosphere.

By Jonathan S

For the cliff-hanger at the end of the story I have chosen some instrumental Halloween music. The silences during the song make it really quite creepy and the slow tempo really adds to the effect showing how creepy it became as more of the landlady's secrets emerged.

By Henry F

Week 15...

This week was Children's **Art Week** – a UK-wide programme run by Engage, the National Association for Gallery Education. The 2020 themes included: The Natural World; Connecting across Generations; and Literacy and Creative Writing. At Forest Hill School, we ran a whole-school art competition based on the themes and set Art-related tasks for all curriculum subjects.

Art Competition Entries



By Joseph H-P, Year 8



By Joseph H-P, Year 8

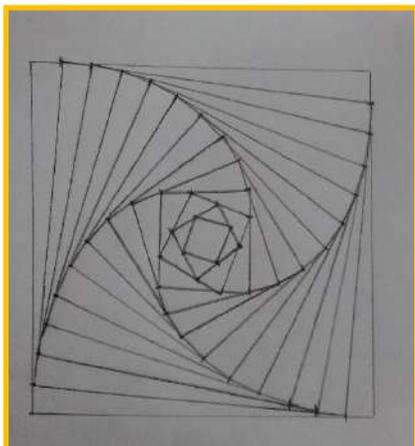


By Dylan B, Year 8

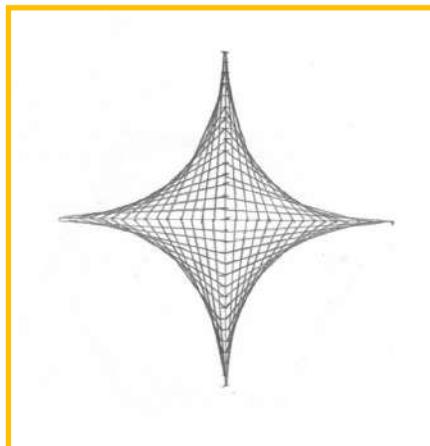


By Amir B, Year 7

Maths – Curves of Pursuit



By Patrick L, Year 7

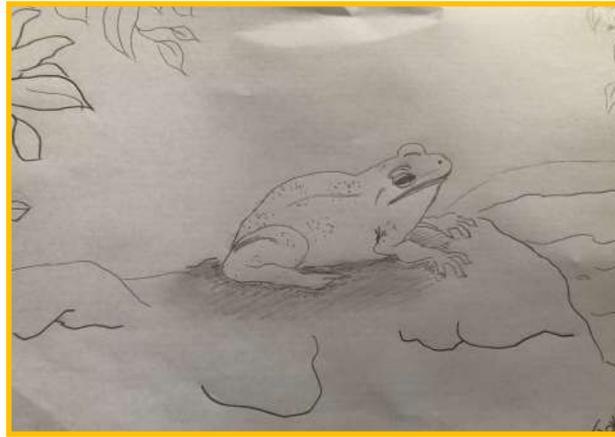


By Stanley H, Year 7

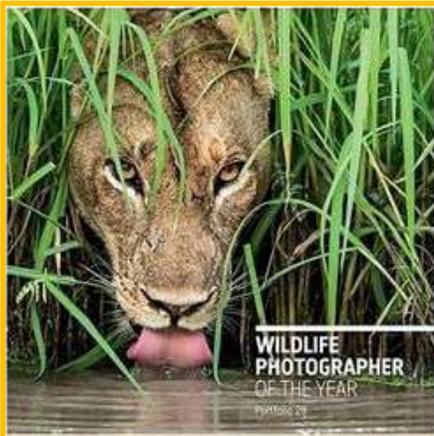
29 June - 3 July



By Matas R, Year 7



By Jake H, Year ?



By Cole H, Year ?



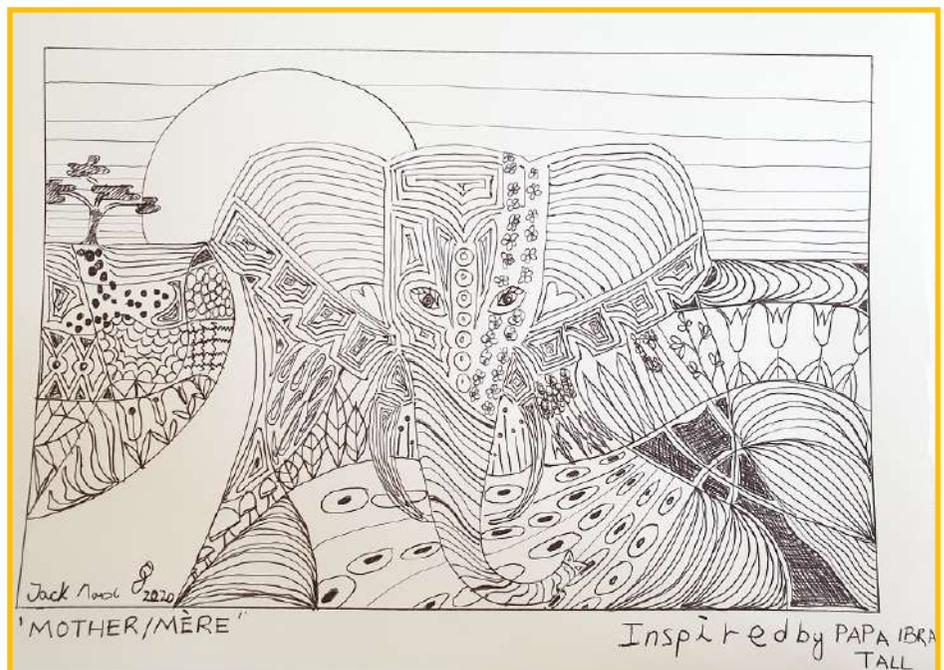
By Isaac T, Year 7

Reading - Re-designed book cover



By Findlay F-S, Year 7

French - Inspired by Senegalese Artist Papa Ibra Tall



By Jack M Year 8

Week 16...

In place of Sports Day, the Expressive Arts department organised a virtual Sports Week for all students in Years 7 to 9. The bingo-style format rewarded students with points for completing single tasks, a line of tasks or the whole grid. The House with the most points will raise the Sports Day trophy in the Autumn Term.



Line 1	PE Walk, run, cycle 5km	Art Create a banner supporting your house
Line 2	Dance Create a celebration dance or opening ceremony dance for the competition	Music Create a song about your time in isolation or school
Line 3	Music Create a theme tune for the FHS Sports Week	PE Complete the alternate hand catch test
Line 4	DT Cook a nutritious meal for your family	Dance Complete a tik-tok dance or dance sequence of your choice



6 - 10 July



Drama Create a promotional video for sports week	Music Create a chant for your house team
PE Complete as many kick-ups with a football as you can	Photography Take an action shot of yourself, a friend, or family member playing sport
DT Create your own piece of sports equipment or footwear for athletes to use	Art Draw or paint a picture of your favourite sports person
Photography Take a picture of your local sports field or venue	PE Take part in a race (adhering to social distancing rules) with a member of your household or a friend



**LOCKDOWN
FREEDOM
BECKONS...**

(We'll hopefully see you soon!)



*Many thanks to the students and staff
at Forest Hill School for all their
fantastic contributions to this diary.*

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