



# MARDEN NEWS

July 2024 End of Term Edition



*The new Year 11 geographers at the coast to complete their GCSE fieldwork*

*Featuring*

Business

English & Media

RE

Message from  
The Headteacher

Design &  
Technology

Geography

Science

Literacy at Marden

Drama

PE



Friday 19th July 2024

Dear All

This year we have continued to have regular governor visits to the school during the working day. During these visits governors tour classrooms and then later spend time in discussion with members of staff, talking about curriculum and learning. Governors' feedback from this year's visits has been very positive, the words "focus" and "enjoyment" often being used when reporting back at governing body meetings. As a number of governors' terms of service come to an end this summer, we have four governor vacancies, three of which are parent governors. For anybody who would like to be involved with the school in this way, I will advertise these vacancies in my newsletter when we return to school for the autumn term, but mention it here to give people the chance to consider the idea over the summer. The role of a governor *is to work with the headteacher and senior leadership team to drive the strategic development of the school and raise standards of achievement. Duties include setting the school's vision, aims and objectives, and approving the school budget.* If anybody has any questions or would like an informal chat about the role, I would be happy for them to contact me by email or at the school.

As we come to the end of another very successful year, we have received our School Development Partner report which is a great reflection of the work that goes on at Marden every day, and by way of celebration, I share a few excerpts from the report:

*"This is a very good school. Pupils are happy, enjoy school life, and staff are very positive about their community. Attainment and progress are very strong. The school team strives to create an excellent learning environment with attention to individuals and diversity.*

*The monitoring and assessment systems for quality of education are exceptional. The school is ambitious and strives to develop teaching and learning. The quality of engagement and expectations are consistently high.*

*There is a strong culture of safeguarding in school. Attendance is everyone's business at Marden High School. In line with school ethos and vision a compassionate approach to the barriers to education is balanced with relentless ambition for pupils to do well."*

I am pleased to report that we have had two very successful educational visits this week, one to France and one to the Isle of Arran. As you can imagine, our students were superb ambassadors for the school during these visits, which can only happen due to the dedication and commitment of the staff who run them. I would like to extend a huge thanks to all staff involved in looking after and supporting the children on these trips.

On Wednesday of this week Year 8 students were involved in our Creativity Day. Students participated in activities ranging from light painting photography to street dance. It was wonderful to see the students approach tasks with such enthusiasm and the work produced was of a very high standard. Guest practitioners leading the activities were extremely complimentary of both staff and students and all expressed their gratitude for receiving such a warm welcome to Marden. A fantastic way to end what has been a wonderful year for our students.

Recently, the Year 10 Girls Network cohort celebrated the completion of their year-long programme, with their final mentoring session and celebration event in school. Students were recognised for their individual successes and personal growth, and advanced to be part of the Girls Network Alumni as Ambassadors for the programme. Students will be able to utilise the skills developed during the programme in future education and employment opportunities, and continue to use their Girl's Network connections to access career support, development opportunities, and access to the wider Girl's Network community.

At the end of this term we say goodbye to Mr Brooks, and to Mrs Eastlake and Miss Boyle, both of whom are going on to well deserved promotions. Our afternoon receptionist Mrs Roberts will also be leaving us and we wish her well for the future. Mr Gibson, cover supervisor, also leaves us to start his teacher training and we wish him well in his future career.

In September we welcome several new staff to the school:

Miss Doneghan - Cover Supervisor

Miss Jones - Specialist Support Assistant  
Mr Townshend - Teacher of Computer Science  
Miss Kingston - Teacher of English  
Mr Turner - Teacher of English  
Mrs Ranson - Pastoral Support Assistant  
Miss Patterson - Pastoral Support Assistant  
Mrs Anderson - Receptionist

Next year we will be trialling no longer having paper based planners for homework. All homework will be set on Google Classroom with a due date. This will mean that you can go through, with your child, the homework that has been set, when it is due and support them with the completion of it. There is a guide [here](#) to how your child can access their homework. It is important that students 'hand in' or 'mark as done' so their teacher knows that it is complete.

I hope that you enjoy the articles in this half term's Marden News, which celebrates what goes on here every day, and features a wide variety of activities and subjects. There are also some excellent reading suggestions for the long summer holidays. As this is the final letter of the academic year I would like to take this opportunity to wish everyone a pleasant and safe summer, and look forward to seeing everybody back in September. Staff start back on Monday 2nd September, and all students begin term at 8.45am on Tuesday 3rd September. GCSE Exam results day is Thursday 22nd August when students will be welcome to come and pick up their results from 9am until 11am. If any parent or carer needs to contact school urgently during the summer holiday, please do so by emailing me at [m.snape@mardenhigh.net](mailto:m.snape@mardenhigh.net).

Thank you for your continued support.



Mr M. Snape  
Head Teacher



As we reach the end of the academic year we are very excited to welcome the new cohort of GCSE Business students into year 10. In order to prepare them for the start of their GCSE we encourage students to complete some preparation work. This will have been shared with the students through the Google Classroom. This work is set to develop curiosity in the subject area and deepen their learning and understanding. It is important they know about the world of work and what happens in the real world. Watching the news or programs such as The Apprentice and Dragons Den is a great start. We also welcome back the year 10 students from their work experience. We are very much looking forward to hearing all about their time out in the real world and having discussion with them.

Miss D Parker



As the year draws to an end as do our current projects, recent weeks have seen students working hard to complete work ahead of the Summer with some fantastic outcomes. Below are just some examples of work produced by students in Year 8 (design movement inspired clocks), Year 7 (Ugly Dolls) and Year 9 (storage solutions).



In KS4 Year 10 Design and Technology students have begun their NEA coursework, this work is a long investigation where students explore one of three contexts assigned by the exam board on June 1st and over the course of the next 9 months identify and explore a related problem and develop a design solution which they then prototype and evaluate. The class have made a fantastic start on this with some very creative and insightful approaches to their chosen contexts.

The Food Preparation and Nutrition students have continued to challenge their making skills ahead of starting the NEA work in the new year with some amazing examples of food preparation and presentation skills.

In KS4 Child Development students have now successfully submitted their first unit of assessed coursework. The students have worked with diligence and dedication and produced some excellent work. We have now started our new unit of work and many students will be using the opportunity of work experience to carry out observations in childcare settings. Meanwhile there are now only a few students left in Year 10 who are yet to take home the electronic baby! We are also looking forward to welcoming the new cohort of students taking Child Development for their options, with the welcome return of the baby egg project!

## GirlsGetSET

Our Girls Get Set STEM teams attended their final graduation in June where they visited Baker Hughes and took part in some STEM challenges and also a factory tour. Prior to this the girls had been tasked with a project linked to carbon capture and linked to Baker Hughes's Flexible Pipe Systems. They had to create a vessel that could transport the most amount of carbon capture in the quickest amount of time that saw all 5 of our teams pitted against each other whilst working with a group of mentors. After a very successful day the students had to present their findings face to face with the CEO and others from Baker Hughes where the girls showed off their confidence in their presenting skills and knowledge of their work. Competing against North Durham Academy, our winning team "The Susan" were victorious in winning the whole competition, having used humour in their presentation to make it very memorable. All of the girls have worked extremely hard and were successful in achieving their Bronze and Silver Cadet Awards.





Students have explored a variety of exciting skills and techniques across both KS3 and KS4. Below are some fantastic examples of practical activities completed by students.



## Ready Steady Cook Challenge Year 10

The new Year 10 Food Prep and Nutrition students took part in an interactive Master Chef style lesson delivered by The Royal Navy Logistics Specialist Recruiting Team.

Students were presented with a box of ingredients for two dishes - Chicken Kiev with Fondant Potatoes and Sticky Toffee Pudding with Toffee Sauce. The aim was for students to create a main dish and a dessert within the time frame, and they exceeded our expectations finishing early! This popular activity is a great way to exercise pupils' initiatives, teamwork, communication and time keeping skills. Below are some examples of the dishes created and the students in action on the day!



Ms K Nicholls



## Another amazing term in Drama!

We are very proud of the creative achievements of Marden High.

School students this term.

It's been a busy term for the drama curriculum with key stage 3 students enjoying learning new skills as they explore 'Our Day Out', 'TWOC' and 'The Crucible'. There have been many examples of excellent work throughout the term ranging from imaginative characterisations to challenging physical theatre pieces.

Now that our Year 11 students have left us our focus is upon our new Year 11's as they prepare for their devised performances in October. Students are working hard to create ideas for original theatre which aims to be dynamic and thought provoking. Further information to follow soon. Meanwhile, we've had an enthusiastic start to Year 10 as students begin to create adaptations of Roald Dahl's Revolting Rhymes. Performances will take place as part of our Year 6 Open Evening in September.

Our Key Stage 3 drama club will resume in September with our Year 9 students leading the way. We're looking forward to welcoming new members and making new friendships along the way.

In June, some of our students performed two songs from 'Matilda' at North Tyneside's Learning Trust Musical Extravaganza at The Glasshouse. It was a great event and such a wonderful opportunity for students to perform at an amazing venue.

As part of our journey towards achieving Artsmark Gold we aim to launch Arts Award Bronze: a new qualification which recognises student achievements in the arts. We look forward to welcoming students and providing opportunities for leadership.

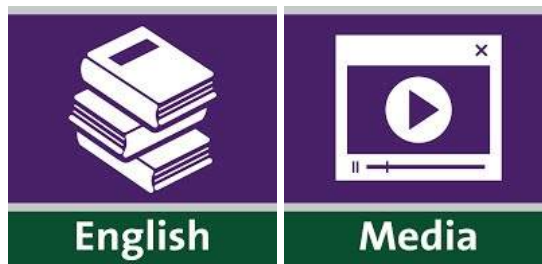
Next term we look forward to welcoming our new students and beginning rehearsals for Marden's Christmas Concert. Following on from this we will be starting the next school production. Once again we will be providing opportunities for students to get involved in the technical aspects of the show too.

A huge thanks to all staff, students and parents for supporting the arts this year at Marden.

We are looking forward to new opportunities in the next academic year.

Enjoy a fabulous summer!

Mrs S Berriman



## Marden She Wrote: A Mug's Life

As part of their Sherlock Holmes unit of work, Year 8 English students were given the task of becoming detectives themselves to solve this year's 'Marden She Wrote' case...*A Mug's Life*.

It all started one Thursday afternoon: Mr Ranson went to the staff room cupboard (the private cupboard to be exact) to collect his personal mug emblazoned with the phrase 'fun and friends' and a picture of a beaver sitting in the centre: but soon realised - it was gone!

Immediately Ranson consulted Mr Horn on the matter (being a successful detective in our previous Marden She Wrote cases: *White-Out* and *Unstuck* to name a few), to enlist his help to solve this shocking case. Why would someone have committed such a petty crime? Was this a personal attack on Mr Ranson? The private mug cupboard? The mug itself? Mr Horn decided to take on the case and find out, so the investigations and interrogations began!

Students were given a selection of suspects and motives and had to use their Sherlock style inference and deduction skills to try to pick the culprit - but did they succeed? There were a number of interesting hypotheses: Miss Fenwick had blue rubber gloves on as she sat in the staffroom; clearly she was trying to cover her tracks! Mrs Cathcart was casually reading *The Communist Manifesto* on her break; obviously this linked to the phrase 'abolition of private property' found in the ransom note. Ms Taylor was packing envelopes supposedly for literacy letters; the same envelopes used to pack the threatening letter addressed to Mr Ranson. But who was to blame?

Our Year 8 students described the scene of the crime in their own creative writing perfectly:

*It was a cloudy day with a light shower of rain and famed detective Mr Horn was sitting back on his office chair without a care in the world. Suddenly, the door swung open and it sounded like a herd of elephants in a stampede. A distressed Mr Ranson pelted into the room and stuttered: "IT'S MY MUG! IT'S GONE!" "CALM DOWN RANSON, IT'S ALRIGHT!". Mr Horn secretly thought about how ridiculous this was. After he calmed down a bit, he explained his story. Horn muttered "So his mug was stolen and a few people were in the staffroom basically. Can't be too hard." Ranson broke down into tears, hoping he would see his yellow beaver mug companion once more. "PULL YOURSELF TOGETHER RANSON!" cried Horn.*

**Liam**

*It was a cold Thursday evening when Mr Horn arrived home. It had been a long, 11 hour day and all he wanted was to sit down and relax. As he carelessly threw his boots down and placed his jacket on the hanger he felt something was off. Whilst there were no visual clues, he felt as though his months without a case were finally coming to a close.*

*He entered the kitchen and began making a vegetable and beef wrap. He always ate that: simple, fast to prepare and high in everything a human needs. As he calmly ate, he continued to think about what this new case could be: a bank heist perhaps? Or maybe a politician had been kidnapped? But he had always trusted his gut, and at that moment it was telling him that it was none of them; it was something far less significant, yet just as challenging. And that's when it came.*

*The call.*

*Mr Ranson was always a rather relaxed person, he enjoyed taking his time and wasn't one to rush into anything. However on a dreary Thursday morning he had one thing on his mind, and it wasn't something he was going to be relaxed about. As he almost sprinted into Detective Horn's office, he was filled with determination to get what was his back.*

*Detective Horn had already received a call about this incident, but to properly assess the damages he chose to meet the victim in person. The theft of one's mug is a serious crime and should not be taken lightly, albeit the cases are generally quite boring. But something felt different about this one.*

### **Sam**

*It was Monday morning. The cool breeze flowing through the school like it always did, the clouds shielding the warmth of the sun away; a tight wall in the sky. The grass was damp and muddy from where it had rained the previous night. It sounded miserable but it wasn't. This was the calm of the school, the norm, it wasn't great weather but it wasn't pouring with rain.*

*Mr Horn walked through the gate to his classroom, English 3 on the top floor. Nothing had changed, not even his clothes. He was wearing the same grey jacket, the same dark green lanyard. Yes, everything was where he left it.*

*And then the day began. As it always does. Hours and hours of the never ending repetition of classes- teaching the same subjects, theories, stories over and over, to another bunch of bored students watching the clock mesmerised, not by Shakespeare, but by the prospect of only five more minutes till they can leave.. But this never affected Mr Horn, on the contrary he quite liked it. He knew who actually liked the subject and who had to like it because it was compulsory.*

### **Matilda**

*As he approached the private mug cupboard, Mr Ranson smiled. The thought of his wonderful beaver mug filled him with joy. As he opened the small wooden cabinet doors, his mouth suddenly dropped with a shock of not seeing his mug anywhere in the cabinet. He sprinted towards Mr Horn's office to tell him the horrible news! "Bang bang" he knocked loudly on Mr Horn's door, Mr Horn got a fright and jumped out of his seat.*

*'Come in' he said with a deep tone in his voice.*

*Mr Ranson raced through the door and ranted about how his mug had gone missing. 'How could someone do this to me?' he cried.*

*'I don't know but I will take this case on and find out for you' replied Mr Horn.*

*Mr Horn pulled out of his draw his notebook and pen to jot down notes about the investigation. 'The first place I need to go to is the scene of the crime, the staffroom,' thought Mr Horn.*

### **Alfie**

*I assured Ranson I would solve the case. No matter what challenges stood in my way. He thanked me and told me that he would stay here for the time being. It was time to get to work. I sprang from my chair and headed up to the crime scene, the staff room. I headed to the mug cupboard, where people who wanted their own private mug kept them. I checked if Ranson's mug was there and sure enough, all that was left was a dark, menacing coffee stain. I started searching for clues, scavenging everywhere, reaching my hands into dark corners, where the sunlight never reached. High and low I searched for any signs of a mug thief, but there were none...*

**Joey**

*Mr Ranson elaborated at great length on the facts of the case, going off on many tangents and taking a long, winding route around the whole story. But, when compressed into Mr Horn's notes, the facts were simple. Mr Ranson owned a mug - pale custard yellow with an image of a beaver on the front and the phrase "Fun and Friends" emblazoned upon it in large black lettering - which, as of yesterday, was missing. Its usual place of residence was the Private Mugs Cupboard in the staffroom (as opposed to the communal mugs cupboard). The only people in the staffroom at the time it went missing were an array of English teachers: Lees, Fenwick, Barnes, Boyle, Cathcart, Taylor, Todd. Nobody else. There were a couple of names that were noticeably missing from this list, but he would interview those two (Laing and Eastlake) later. Miss Seal was also reportedly nearby.*

*"So that's it? That's all the evidence you can give me?"*

*"I never said the case was easy. But I trust that the likes of you should be able to solve it?" Ranson looked hopeful.*

*"Alright," said Horn, "come with me to the staffroom. We have a search to conduct."*

*"I knew you had it in you!"*

**Alice**

So who did it? Well this year it was a dual effort. Miss Lees and Ms Seal were in it together! Being the only other member of the English department with a mug in the private cupboard meant Lees had reason to feel threatened by the new Ranson mug encroaching her space! And being leader of the private cupboard: Ms Seal simply did not want such ridiculous beaver mugs lowering the china quality. They worked together as the 'Porcelain Irregulars' to remove the mug entirely. But will they strike again? Well they're certainly not finished yet...



## The Great Leadership Race

As part of our Year 7 Animal Farm unit, English classes have been taking part in a task to champion to be the next leader of Animal Farm. Groups were tasked to create a promotional campaign including promotional videos, posters, merchandise and any other 'propaganda' they could think of! Groups are then given their chance to present their ideas to the class who then vote for their winner! Students were able to move around school, work independently using a range of materials and really revelled in being able to demonstrate their excellent acting skills to produce high quality campaign videos. Some groups had more challenging characters to champion than others: such as Mollie, the horse who only cares about her appearance and lumps of sugar; Napoleon, the eventual tyrannical leader of the farm and Mr Jones, the former abusive owner of the farm overthrown by the animals at the start of the novel.

Here are some examples of the excellent materials produced by students across the Great Leadership Race campaign:

**A campaign poster championing Napoleon:**



**An extract from a speech championing Snowball:**

*I, Snowball, believe in the power of democracy and the importance of supporting the choices of each and every individual on this farm. I stand for freedom, equality, and justice for all. I refuse to be silenced or intimidated by those who seek to control us through fear and manipulation. It is time for us to rise up and reclaim our farm from the clutches of tyranny. My fellow animals, I urge you to stand with me in solidarity against Napoleon's reign of terror. Together, we can create a better future for all of us. Let us unite in our fight for freedom and democracy. Snowball will make you noble! Thank you!*

An extract from a speech championing Mollie:

*Friends, animals, people of the crowd*

*Today, I stand before you to enlighten you about a candidate who is often overlooked and underestimated—Mollie, the horse from Animal Farm. Many of you might sneer and laugh about why an animal like Mollie would wish to lead us, but, assuredly, I wish to tell you about the great reasons why she should be our leader.*

*Firstly, Mollie embodies a spirit of individuality and self-care. In a society that often demands conformity and self-sacrifice, Mollie reminds us of the importance of personal well-being and happiness. Her love for ribbons and sugar may seem frivolous to some, but it highlights a fundamental truth: a leader who understands and values the simple joys of life can bring balance and contentment to a society. Mollie's leadership would ensure that our needs and desires are not lost in the pursuit of grand ideals, but are cherished and fulfilled.*

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**Here is what your English & media teachers have on their Summer Reading List:**

**Mr Horn:** *Every Man for Himself and God Against All: A Memoir* by Werner Herzog

**Mrs Cathcart:** *Abroad in Japan* by Chris Broad

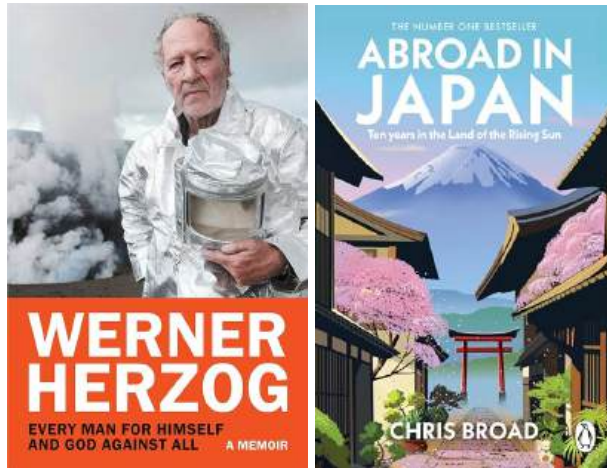
**Miss Laing:** *Look What You Made Me Do* by Kat McKenna

**Miss Boyle:** *Our Wives Under the Sea* by Julia Armfield

**Mr Ranson:** *The Creative Act: A Way of Being* by Rick Rubin

**Ms Taylor:** *The Bandit Queens* by Parini Shroff

**Miss Lees:** *The Bluest Eye* by Toni Morrison



Mrs E Cathcart



Our new Year 11 students have had a busy term completing their assessments. The dedication and preparation the students have shown for these assessments has been exemplary and puts them in an excellent position for their summer exams, keep up the hard work! The students should use these assessments to highlight areas to focus on for their revision in the upcoming year.

Year 11 geographers have been to the coast and completed their GCSE fieldwork. Despite the hot temperatures students enjoyed their day and were a credit to the school.

As fieldwork skills are an integral part of our subject we are hoping to give our KS3 students more opportunities to develop their skills in data collection, cartography and analysing quantitative and qualitative sources.





Our new Year 9 students have been studying development within their Geography lessons looking at the factors that lead to unequal development and the strategies to reduce the development gap. Students have produced some excellent presentations when designing their own bottom up schemes aimed at helping local communities in the Democratic Republic of Congo to improve their quality of life. Students created their own charities/action groups and came up with schemes that enabled lives to be improved long term.

Our new Year 8 students have been looking at the impact of tourism around the world and reflecting on the reasons that people travel. They have been able to spend some time thinking about being more sustainable to reduce the impact on the world through their travel. Some of our students have designed some amazing ecotourism resorts and they have thought about the possibility of working in ecotourism as a future career.

Overall it's been a very productive year, our students have demonstrated commendable levels of resilience this year, they are a credit to the school community and teaching them in Geography has been a real pleasure this year.

Miss C Robson

**Race for life:**

On Friday 12th July, Marden held a series of events to raise funds for Cancer Research. All pupils and staff were encouraged to get sponsorship to run or walk the 3km Race for Life. The participants were encouraged to wear pink for their run / walk, with some interesting outfits on display! Everyone involved did a fantastic job of raising money for this wonderful charity, with the final total raised in excess of £4,000. We would like to thank everyone who donated towards this, and to everyone who took part.

**Extracurricular activities:**

The PE extracurricular activities have proved to be very popular this term, with pupils enjoying taking part in sports such as Cricket, Rounders, Athletics, Tennis, Table Tennis, Volleyball and Badminton.

**Football**

The Football season took slightly longer to finish this year, with some of our teams still having games into the summer term. The Year 8 boys team came runners up in the North Tyneside Schools League beating Churchill 3-0 in their final league game in mid-June, and reached the semi-finals of the cup competition, losing to Valley Gardens. The Year 9 Boys Football team had a very successful CVL 7-a-side season this year. They managed to top the overall table against all schools from North Tyneside. The Year 7/8 Girls football team have enjoyed a spell of warm weather training ahead of a new season. The girls have been training on a Wednesday evening, working hard to improve their fitness and skills as they look forward to the new season in September.

### Cricket

With the warm weather and light nights came the start of the school cricket season. The pupils in Year 8 and 9 were able to get out onto the crease to turn their arm over for the school. The Year 9 team were entered in the Northumberland County School Cup hardball competition, and were handed a tough opening game away to Newcastle School for Boys.

The Marden team produced an excellent attack and managed to restrict NSB to 68. In response, the Marden team chased down the opponents total, winning in the final over with a few balls to spare. Royal Grammar School, Newcastle were the semi-final opponents and proved to be a very tough side to beat, with the RGS team eventually winning by one run.

The Year 8 Boys and Girls teams played in a softball cricket tournament against many other local schools at Tynemouth CC. They played some scintillating cricket and managed to win games against tough opposition.



### Rounders

The rounders season has been hampered by bad weather but some competitions have been able to beat the rain, with groups participating in tournaments at John Spence. The girls that took part really enjoyed the experience and it was lovely to see some pupils that had not represented the school before step up and play brilliantly with their teammates.

## Athletics

Year 9 & 10 pupils travelled to Monkton Stadium for the North Tyneside athletics competition, with many of our pupils qualifying for the North Tyneside team in the next round of competition at Hexham. Here, teams competed against 4 other regions of the county with the top two athletes making it into the county team for the Inter-Counties competition at Gateshead Stadium. Five Marden pupils made it through to compete at this level, helping Northumberland to a 2nd place finish.

The Year 7 & 8 pupils started their athletics season with a competition between the Tynemouth area schools at St Thomas More School, with the top three athletes progressing to the North Tyneside competition, again held at Monkton Stadium. Many Marden pupils were again successful in this event, and progressed to represent North Tyneside in the Northumberland County competition at Gateshead Stadium. In this competition, the success continued with many of our athletes achieving Gold, Silver and Bronze positions in their events.

Three Marden High School pupils were selected to represent Northumberland at the North East Schools Athletics Combined Events competition in Doncaster in June. Teams from Northumberland, North Yorkshire, West Yorkshire, South Yorkshire, Humberside, Durham and Cleveland competed in age-related categories.

In the Under-15s Pentathlon where athletes compete in five events across a single day, two Marden pupils put in strong performances for their teams. Both achieved personal bests in various events, including high jump, 80m hurdles, 70m hurdles and 800m. One Marden pupil competed in the U17 Heptathlon, where athletes compete in seven events across two days finished 9th overall and is part of the winning 4-strong Northumberland team that progressed to the National finals in September where they will compete against winning teams from 5 English regions. The team's points total set a new Northumberland County record for this event. We are all very proud of the outstanding achievements our athletes have produced this season and wish them the very best over the rest of the summer.





### **Volleyball**

The Year 8 and 9 girls Volleyball teams travelled to Monkseaton High for the North Tyneside Schools competition this term. For a lot of the players, it was their first taste of competitive Volleyball and they all thoroughly enjoyed the experience. The Year 9 girls won all of their games, to win their competition, with the Year 8 girls coming 4th in their respective group.

### **Tennis**

The weather seems to have been the winner as far as this season's tennis fixtures go, with only four matches being played across all teams and year groups. However, there have been some successes with the Year 7/8 boys team winning their only fixture comfortably away at Kings Priory, and the Year 9 boys also managing a win at Duchess High School, Alnwick.

Mr G Smith



As we are approaching the end of a busy year, many students are now starting to look towards the new academic year. In RE there are plenty of resources available on the subject cloud to support students in their transition to the following year group including useful websites such as BBC Bitesize and RE Online, and homework support. There is also a reading list of fiction books which feed into learning for the following year. For example, students going into year 8 may like to read 'The Diary of a Young Girl' by Anne Frank ahead of learning about the Holocaust. 'A Brave New World' by Aldous Huxley may be a good choice for students moving into year 9 & 10.

For students beginning the GCSE course the RE subject cloud supplements the guided choices information already shared. Students going into year 10 and 11 have a variety of sources, reading and tasks which could support their learning and preparation over the summer and hopefully give them a great base from which to explore the new GCSE content.

Mrs C MacLeod



## Equinor Partnership- Physics Careers (Year 9)



**Q&A panel-** Colleagues from Equinor came in to speak with year 9 about careers in the renewables sector. This included technicians, supply chain managers and logistical roles. Students explored a range of routes into these careers including apprenticeships and degrees.



3. Q&A panel with employees from Equinor  
 the Q and A pannel was good at equinor. I liked how they came into detail with what they did however I think it would help if they had slides to explain the job roles so just talking went bore the students

**Site Visits-** 20 students got the amazing opportunity to visit Equinor and ORE Catapult. They toured Equinor's new building, seeing the control rooms tracking the turbines on Dogger Bank and saw the blade testing facilities at ORE catapult



**Wind turbine investigation and challenge-** Equinor set the students a challenge to investigate wind turbines and put there maths skills to the test with a business challenge

2. Wind turbine practical investigation  
 I found this very fun because you have to work in teams which is very relevant because in this industry you have to understand the importance of teamwork

4. Visit to Equinor and ORE Catapult  
 It was good but was a bit repetitive at the start could make it more interesting and talk about what a day looks like for them, I had knowing their steps to get where they are know, made me think about what I want to do.



*Space to Learn, part of the National Space centre education programme, came into school and delivered a two hour session with year 7 and 8 this term. Students learned all about how humans survive in space, different microorganisms that could survive and where in our solar system we may find life. Our two classes also learned about launching rockets, with one group launching their paper rocket 59m (a Marden High School Record).*



## Can you survive an asteroid impact?



**Acid from the skies**  
We tested materials to see how they were affected by acid rain using hydrochloric acid and a range of everyday materials

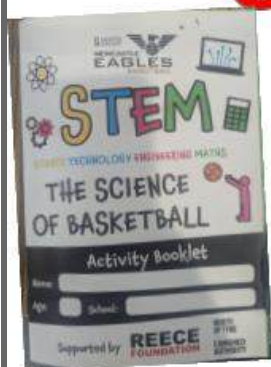
**Artificial suns**  
We grew watercress in the sun, the dark, and in blue, red, and green artificial light to compare if/how quickly they germinate.

**But why is the sun gone?**  
We observed that plants need sunlight to carry out photosynthesis. We counted oxygen bubbles in different light conditions

**Apocalyptic meal**  
We ate crickets and mealworms as an alternative form of protein



# Science of basketball



STEM learning, in partnership with The Newcastle Eagles basketball team came in to deliver a 2 hour workshop to year 7(new year 8) students on the science of basketball. It was absolutely fascinating to hear about the maths, science and technology that is involved in the sport of basketball and the jobs and careers that students can go into if they have a flair for the STEM subjects and/or sport. Chloe, a Newcastle Eagle has been to America to study and play basketball and is now a player and STEM learning presenter. She really knew her stuff!

Mrs C Atkinson



## The Library Book of the Week: Summer Holiday Reads

Each week the *Library Club* selects a book for students to read an extract from together in form time. Literacy Leaders lead the discussion and it offers the opportunity to explore the books we have on offer in the library. Here are all the recommendations that we have had this Summer Term - just in time for some holiday reading!



## Empathy Day 2024

Reading is a powerful way to build the important life-skill of empathy and we celebrated this year in Form Time, English Reading for Pleasure lessons and with a Literacy Challenge.



# EMPATHY DAY 2024



SOPHIE MCNEILL



How do I show my feelings?

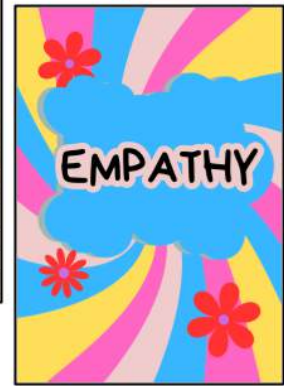
On the inside	On the outside
Sad	Happy
Upset	Smiley
Worried	Cheerful
Uncertain	Excited
Scared	Joyful
Anxious	Satisfied

If you feel like you are hiding your emotions, speak to a trusted adult, it will make you feel much better!

JESS MEADOWS



IMOGEN KINNEY



# EMPATHY DAY 2024



## Empathy

I hope you can feel my empathy

ELODIE PEARSON

I sense something's up,  
 It's a half empty cup,  
 You didn't have to say anything because I could see,  
 I know you feel like you want to quit, trust me,  
 So that's why I'm here to help,  
 Now you don't need to yelp,  
 I'm here to be your remedy,

I hope you can feel my empathy.

Homeless, not heartless.

Wandering through town, I take advantage of the quiet streets to search for a new spot to occupy. The night is young and voices float from the nearby restaurant where I'd normally take food from. I only take enough food to suffice for the week, feeling guilty but desperate with starvation. As I walk along a narrow side street, I feel something brush against my leg and my soul almost leaves my body with the way I jump with shock. Looking down to see the culprit, I take in the sight of a scrawny cat with dirty-crusted fur and eyes too big for its small head. It looks up at me and meows, as if to call my name.

This cat reminds me so much of someone it takes me a minute to realise that someone is myself. I recognised the ravenous look in its eyes, begging me to feed it. So I pull out the last slice of bread from my satchel and kneel down to put it on the ground. The cat instantly devours the bread whilst I scratch behind its ears.

This is the moment I decide that the cat and I should keep each other company whilst we fend for ourselves.

LEILA MANNAN



# EMPATHY DAY 2024



## Empathy

Put yourself in someone's shoes  
 See how they feel  
 Help them  
 Inspire them  
 Comfort them  
 It's all you need for empathy  
 If someone's feeling down  
 Put yourself in their place  
 See how they feel  
 Anxious  
 Scared  
 Sad  
 Make them feel noticed  
 It's all empathy is

ISABELLA BRADBURY



ISLA MACKENZIE



## Refugee Week 2024

Students explored the theme of 'Home' for this year's Refugee Week. There was a special *Reflection Time* session led by Literacy Leaders exploring real life stories, data and artwork relating to the theme. We also had some lovely entries in response to the Literacy Challenge: to create a poem inspired by the word 'home' and what that means to you. Below are a few to read.



# REFUGEE WEEK 2024



**Home**  
 Home.  
 A place where I can go  
 To make me feel assured,  
 To make me feel safe,  
 To make me feel I belong.  
 Home.  
 A place that is mine,  
 Where my family is.  
 Where my pets are.  
 Where my bed is.  
 Home.  
 A place that I am free  
 To do art,  
 To play games,  
 To play in my garden.  
 This is my Home, this is my safe place.

ISLA MACKENZIE

**Home**

Home is where I live.  
 Home is where I sleep every night.  
 Home is where I eat .

But home is so much more than that.

Home is where I talk with my family.  
 Where I laugh, cry and smile.  
 Where I grew up and where I eventually will grow old.  
 My home is a part of me.

HOPE HUTCHINS

**Home is where we feel safe.  
 Our home is cozy and warm.  
 My family lives at home.  
 Enjoying the comfort of my own home.**

MIA PRITCHARD



# REFUGEE WEEK 2024



**Home**  
 A safe space  
 My space  
 A cozy abode  
 The warmth  
 Is like your conscience  
 It's a place to feel good  
 Like you never have  
 Before...

YASMIN DURMUS-JACKSON

**Home**  
 Home is where the heart is,  
 That's what they all say.  
 It's a safe shelter to relax and play,  
 There's no one to judge you,  
 Your house may not have a pretty view,  
 But people provide you a hot meal and tuck you into bed,  
 And you are allowed to express what really in your head.

ELODIE PEARSON

**Home**  
 home means a lot to different people  
 to me it is the shelter at night  
 its those warm lights  
 its my mum, keeping everything bright  
 home

I love the home means a lot to different people  
 to me its the music, the piano, guitar  
 its my 5 year old brother singing along  
 its when our mum drops us out the house at our  
 home

home means a lot to other people  
 but for me its my family  
 my brothers, mother and dad  
 home.

ROSIE DERRINGTON



## The Summer Literacy Challenge

Each week the [Weekly Literacy Challenge](#) is released, offering students the opportunity to respond creatively to the Theme of the Week, become published on the [Literacy Cloud](#), and boost their house points, with 50 house points per entry! Here is a special Summer Literacy Challenge for students to get involved in and start the new year with a house-point-boost!



Earn 50 House Points!

# Summer Literacy Challenge

Theme of the Week...  
*Summer!*

Get published on the  
[Literacy Cloud!](#)



Create your own poetic poster (using images/artwork/poetry) in celebration of **Summer.**  
All entries will be published on the Literacy Cloud and receive 50 house-points!  
[literacycloud@mardenhigh.net](mailto:literacycloud@mardenhigh.net)



## The Literacy Cloud

The Literacy Cloud is the place to visit for tips and strategies, reading recommendations and links and creative challenges to get involved in. It is also where all of our students' winning writing and artwork is published. Take a look over the holiday.



# Get published on the Literacy Cloud!

If you would like to be featured on the [Literacy Cloud](#) then share your reading recommendations and reviews; original creative writing; artwork inspired by your reading; enter competitions and



Literacy

challenges...  
[literacycloud@mardenhigh.net](mailto:literacycloud@mardenhigh.net).  
Each entry wins 50 house points!

LITERACY @ MARDEN

CONTENTS

READING WRITING ORACY

**BBC NEWS**  
Weekly Literacy Mini Challenge!

**Kindness and Empathy Creative Challenge**

CHALLENGE: Create something to inspire empathy and encourage kindness.

Send your creation to [literacycloud@mardenhigh.net](mailto:literacycloud@mardenhigh.net) for a chance to be featured on the Literacy Cloud and receive 50 house points!

# Creative Writing on the Literacy Cloud

Check here for any competitions and events.

Visit the "Writing" section of the [Literacy Cloud](#) to see all of your creative writing!

Send any of your creative writing to [literacycloud@mardenhigh.net](mailto:literacycloud@mardenhigh.net). Each entry wins 50 house points!

LITERACY @ MARDEN

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## Find the Weekly Literacy Challenge

MARDEN WRITES

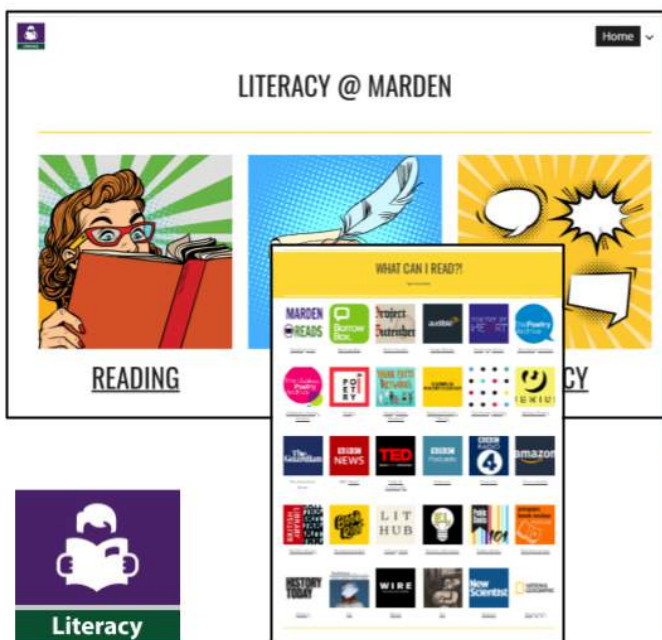
CONTENTS

LITERACY CHALLENGES, COMPETITIONS & EVENTS

YOUR CREATIVE WRITING!

Check here for chances to showcase your writing to real-life readers!

Take a moment to read some of the poems, prose and musings of our Marden community.



Looking for things to read alongside your books?

Visit the "Reading" section of the [Literacy Cloud](#) and find lots of links to explore!



# The Library is also open every day!



OPEN EVERY LUNCHTIME & AFTER SCHOOL.

Browse the shelves.

Take a look on Oliver (the Library website) to check what books we have.

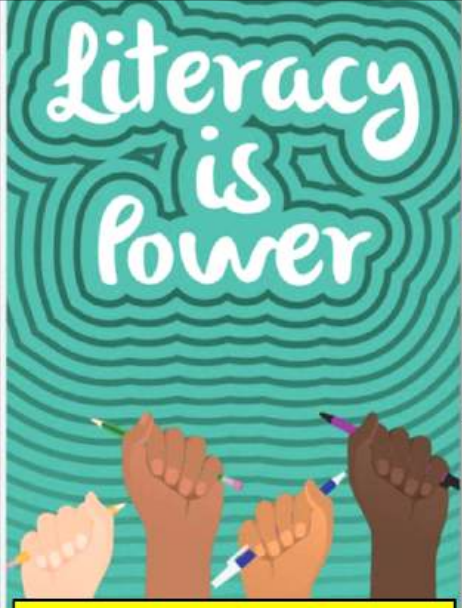
Take a comfy seat and read!

If you have a book you would like to see on the shelves then let the Library Club know! Send them an email [libraryclub@mardenhigh.net](mailto:libraryclub@mardenhigh.net) or leave a note in the box on the LRC desk.



Check out the subject specific sections. Interested in art, music or sport - see what books we recommend!

THE LIBRARY CLUB WILL BE HERE EVERY LUNCHTIME TO HELP WITH RECOMMENDATIONS, SUGGESTIONS OR QUESTIONS! COME AND CHAT TO US!

**Literacy is Power**

Interested in becoming a Literacy Leader?  
Email Ms Taylor [a.taylor@mardenhigh.net](mailto:a.taylor@mardenhigh.net)

**Marden Literacy Leaders**

**Literacy**

We need Literacy Leaders to come up with ways to encourage writers, inspire readers and empower voices!

Are you a voracious reader, a brilliant writer, a superb public speaker? Would you love to be involved in planning events, activities and competitions?

- Mentor younger students
- Create & run literacy events & competitions across the school to get other students interested in reading & writing!
- Create engaging displays.
- Develop the library website!
- Run activities & competitions.
- Develop the Literacy Cloud
- Create reading lists, books of the week & books of the month.
- Run the library & come up with ways to develop the library & make it an exciting place to be!
- Decide on new books for the LRC!

Ms A Taylor

# MARDEN

## READS

### Reading List

Here are some suggestions of books you might want to read over year 7.

(You should be trying to read at least

- The Enemy - *Charlie Higson*
- Cosmic - *Frank Cottrell Boyce*
- Wonder - *R.J Palacio*
- Treasure Island - *R.L Stevenson*
- The Adventure Series *Lee Tony*
- The Adventure of Huckleberry Finn - *Mark Twain*
- Blitzcat - *Robert Westall*
- Holes - *Louis Sachar*
- Stormbreaker - *Anthony Horowitz*
- The Hobbit - *J.R.R Tolkien*
- Madame Doubtfire - *Anne Fine*
- The Edge - *Alan Gibbons*
- Millions - *Frank Cottrell Boyce*

### Want a challenge?

- War Horse - *Michael Morpurgo*
- Great Expectations - *Charles Dickens*
- The Lord of the Rings Trilogy - *J.R.R Tolkien*
- The Book Thief - *Marcus Zusak*
- The Adventures of Sherlock Holmes - *Sir Arthur Conan Doyle*

### Reading List

Here are some suggestions of books you might want to read over year 8.

(You should be trying to read at least one of these per half-term)

- The Adventures of Sherlock Holmes - *Sir Arthur Conan Doyle*
- The Hitchhiker's Guide to the Galaxy - *Douglas Adams*
- The Hunger Games - *Suzanne Collins*
- After the First Death - *Robert Cormier*
- The Universe Versus Alex Woods - *Gavin Extance*
- The Enemy - *Charlie Higson*
- Cosmic - *Frank Cottrell Boyce*
- Carrie's War - *Nina Bawden*
- The Foreshadowing - *Marcus Sedgewick*
- The Northern Lights series - *Philip Pullman*
- Noughts and Crosses - *Malorie Blackman*
- Treasure Island - *R.L Stevenson*
- Martyn Pig - *Kevin Brooks*
- The Ruby in the Smoke - *Philip Pullman*
- Small Steps - *Louis Sachar*

### Want a challenge?

- The Curious Incident of the Dog in the Night-Time - *Mark Haddon*
- Life of Pi - *Yann Martel*
- The Help - *Kathryn Stockett*
- Animal Farm - *George Orwell*
- Jane Eyre - *Charlotte Bronte*



# MARDEN



# READS

## Reading List

Here are some suggestions of books you might want to read over year 9.

(You should be trying to read at least

*Animal Farm - George Orwell*

*The Curious Incident of the Dog in the Night-Time - Mark Haddon*

*Of Mice and Men - John Steinbeck*

*The Absolutely True Diary of a Part-Time Indian - Sherman Alexie*

*Looking for Alaska - John Green*

*Lord of the Flies - William Golding*

*The Help - Kathryn Stockett*

*Life of Pi - Yann Martel*

## Want a challenge?

*Wuthering Heights - Emily Bronte*

*Junk - Melvin Burgess*

*1984 - George Orwell*

*The Catcher in the Rye - J.D. Salinger*

*The Great Gatsby - F.Scott Fitzgerald*

## Reading List

Here are some suggestions of books you might want to read over year 10 & 11.

(You should be trying to read at least

*Tip! Try to get into the habit of reading newspapers too! This will help for your*

*1984 - George Orwell*

*Animal Farm - George Orwell*

*A Room with a View - E.M. Forster*

*The Book Thief - Markus Zusak*

*Brighton Rock - Graham Greene*

*Catch 22 - Joseph Heller*

*The Catcher in the Rye - J.D. Salinger*

*The Color Purple - Alice Walker*

*The Curious Incident of the Dog in the Night-Time - Mark Haddon*

*David Copperfield - Charles Dickens*

*East of Eden - John Steinbeck*

*Frankenstein - Mary Shelley*

*The Grapes of Wrath - John Steinbeck*

*The Great Gatsby - F.Scott Fitzgerald*

*The Help - Kathryn Stockett*

*I Know Why the Caged Bird Sings - Maya Angelou*