




MARDEN NEWS

February 2025 Half Term Edition



GCSE Photography - Edited Photos

Featuring

Message from
The Headteacher

Art &
Photography

History

MFL

Literacy at Marden

Computing

Maths

Music



Friday 21st February 2025

Dear All

World Book Day is coming on 6th March, and this year has the theme 'Read Your Way'. Research into reading for pleasure suggests that children are more likely to enjoy reading when their choices are championed and we make reading fun. With this in mind, students in Year 7 have been piloting Sparx Reader as part of Monday Form Time *Reading for Pleasure* session this year. The online reading programme uses an initial reading quiz to ascertain students' reading ages and provide them with a selection of suitable e-books to choose from, taking into account their interests and age. During reading, they are given regular short quizzes to check their understanding and ensure 'careful reading'. There are also options to alter the text, change the background colour, use a reading guide, or check the meaning of unfamiliar words. For each minute of 'careful reading' completed, students earn 10 Sparx points. This has led to a Year 7 challenge of completing 15 minutes of 'careful reading' (earning 150 Sparx points) , and 7M have been the winners of the Sparx trophy an impressive 5 weeks out of 7 this half term! The challenge continues over the half term holiday and the top 3 Year 7 students will be awarded house points upon their return. As we go forward this year, we are looking at rolling the programme out to other year groups. If you have any questions about the programme, or think your child would benefit from taking part, get in touch with our Literacy Coordinator, Ms Taylor, a.taylor@mardenhigh.net.

I would like to take a moment to give an early notification of the arrangements for Year 11 GCSE exams. Our aim is always to support students in the run up to and throughout the exam season to achieve the best grades they possibly can, which means that once the exam season starts, we require all students to remain in school where they can continue to benefit from their timetabled lessons. That means that from Monday 12th May through until Friday 23rd May all students are required to attend school as normal, starting at 8.45 and finishing at 3.15. When students are not sitting an exam they will be in their normal timetabled lessons, receiving support from their teachers. If there are no more exams in a particular

subject, for example, geography, and it is a geography lesson, then the teacher of that lesson will supervise students with their own private study as they prepare for remaining exams. The half term break is 24th May - 1st June and from Monday 2nd June, as GCSE exams continue, students will still be able to go to their timetabled lessons to benefit from their teachers support when they have not got an exam, though from this date this is not compulsory. They will, in other words, be able to study at home if that is what works best for them and their parents/carers. The final exam is on Wednesday 18th June and the exam boards have designated Wednesday 25th June as a contingency date should they have any issues during this exam season.

Regular readers of my newsletter will be aware that I have mentioned a number of times preparations that are being made for additional students to join us in September. I will continue to update everybody via this newsletter of these developments which include additional buildings, increased recreational space and extra staff, but I would also like to offer parents and carers the opportunity to come into school for my next Parents Forum where I can show people some of the things we are putting in place. Parents Forums are very informal and there is no expectation that anybody brings particular topics. It is really just an opportunity to get together as a community and have a chat about all things Marden. I find the conversations I have with parents and carers invaluable, and often quite influential in terms of future planning, and everyone is welcome. The date of the next Parents Forum is Wednesday 12th March at 4.30. Please let Mrs Scott, my PA, know if you'd like to come along, just so we know how many cups of tea we need!

We had an extra special celebration of our togetherness this week with students becoming contestants as our in-house game show host Mr Richards led our House assemblies with the theme of 'Deal or No Deal'. With the mystery 'banker' hidden in 'The Vault', trying to get students to make a 'Deal' and not win the top prize of 10,000 House Points, it was nail biting stuff. Students had posters in the crowd, staff were urging students to 'deal' at the right time as their knowledge of probability and ratio meant that carrying on held the possibility of losing out on a big win whilst the cheers echoed down the corridors as smaller numbers were swept aside and Houses saw their totals increase by hundreds each time. The House competition is one of the many strands to why our school is a vibrant, exciting place to be where people thrive. Many thanks to Mr Richards for leading these assemblies and congratulations to Bamburgh who currently lead the House competition.



Monday evening saw the Year 7 girls football team make their debut in a game against Valley Gardens. The girls have been training together well and were eager to put that training into practice. On a bitterly cold evening, the girls started the game brightly, playing some neat passes and creating a few chances of opening the scoring. It was the hosts that struck first, but to their credit, the Marden team kept their heads up and in the second half had the better of the play. They were rewarded for their efforts with a goal midway through the half to level the scores. The game finished 1-1, a draw, a fair result on balance.

The Year 10 Girls rugby team played in a three-way game on Tuesday afternoon against Kings and Dame Allen's. In their first game against Kings, the girls played magnificently, producing some fantastic attacking play and eventually winning the game 40-20. In the second game, they continued where they had left off, putting the Dame Allan's team under pressure from the first whistle. After a tough game, the Marden team emerged victorious with a 30-15 win. All of the team played very well, with 3 girls playing their first ever game of rugby.

On Tuesday evening, 30 Marden pupils took part in the North Tyneside Schools Dance Festival held at The Parks leisure centre. They had received expert tuition from a professional dancer from Dance City for the past 6 weeks and had prepared well for their performance. Despite some anxiety on the night, all of the pupils were outstanding and gave a stellar performance. They received praise from many parents present on the night, as well as the dance teachers from other schools. The dancers are looking forward to next year's opportunity.

Thank you for your continued support.

Mr M. Snape
Head Teacher



Year 7 Monsters

This term, our Year 7 students have embarked on an exciting and imaginative journey, exploring the theme of monsters through illustration and design. With the guidance of their teachers, students have had the chance to immerse themselves in a wide range of creative techniques and materials, allowing them to bring their wildest ideas to life.

The project kicked off with an exploration of popular illustration styles, focusing on the unique works of Jon Burgerman and Mr Doodle. These contemporary artists, known for their bold, playful, and often surreal characters, inspired students to think outside the box and develop their own quirky creatures. Students fully embraced the distinctive use of line, shape, and pattern that defines these artists' work, experimenting with their own versions of fantastical monsters. Throughout the project, students are encouraged to imagine not only what their creatures might look like but also where they might live. The idea of habitat played a key role in helping students develop rich backstories and contexts for their characters, fueling their creativity and offering new possibilities for their designs.

The creative process involved experimenting with various materials, including paint, watercolors, ink, and pen, allowing students to push the boundaries of their illustrations. As they worked, they developed a deeper understanding of contour lines, texture, and layering techniques. The final phase of the project will see these imaginative creatures come to life in 3D form. Students will have the opportunity to transform their 2D designs into tangible sculptures, blending their newfound illustration skills with hands-on crafting techniques. This exciting culmination will allow students to see their monsters in a whole new dimension and explore the possibilities of bringing illustration to life.

Overall, this project has been a wonderful opportunity for students to develop their artistic abilities while tapping into their creativity and imagination. We can't wait to see the final monster creations come to life!

YEAR 7 GALLERY



Jon Burger man
 Jon is an English artist who works and lives in NYC. I don't think his work is scary because he also went to a Jewish School.
 When I look at his work I can see both random, coloured monster doodles. The characters that he uses in his work are unique, different and entertaining. I like his work because it is strange, colourful and they pop.

Mr Doodle
 Mr doodle is an artist who doodles in black and white only. When I look at his work I can see different shapes formed to make characters. The characters that he uses make cool looking, unique doodles. I don't think his work is scary as it is too plain to look at.





KS3 Year 8 Students Explore the World of Packaging and Food in Art

This term, Year 8 students are diving into an exciting and appetizing new project centered around packaging and food! As part of this creative exploration, students will not only enhance their photography skills but also develop their drawing abilities through a variety of techniques, all while focusing on popular, recognizable food packages. The project will begin with direct observation studies, where students will look at real food packaging - taking inspiration from the bold designs and vibrant colors that make these products so familiar. Using their observation skills, students will also gather imagery from first-hand resources, allowing them to bring their own perspective into the work.

In addition to refining their photographic skills, students will engage in a range of drawing techniques, capturing the details of packaging and food textures. We will give them a greater understanding of tone, blending and contour line. As part of their exploration, students will then move on to creating watercolor recipe pages based on their favourite foods.

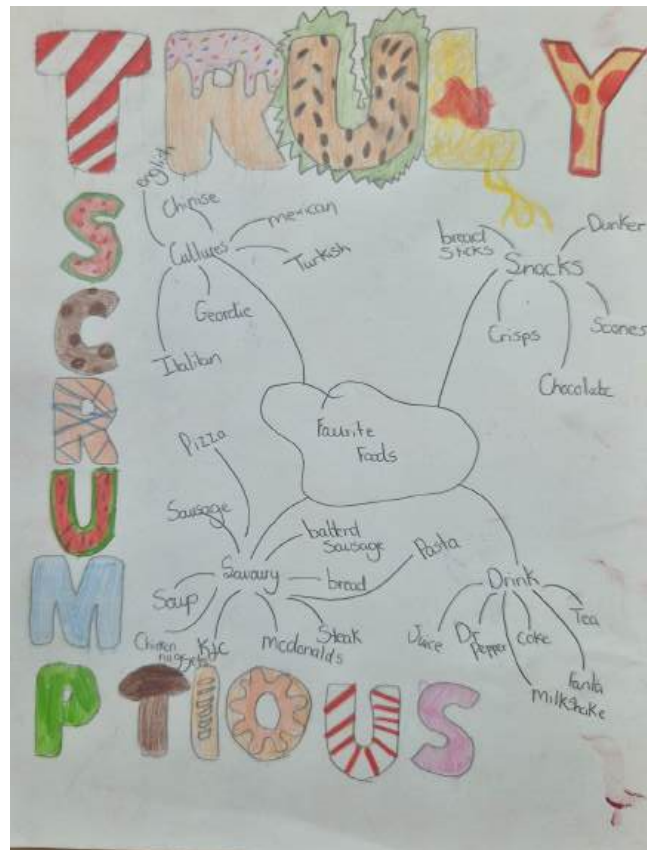
Once the 2D works are complete, students will be challenged to transform them into 3D sculptures, offering a whole new dimension to their food-inspired creations. The scale of these sculptures is yet to be determined - students will later decide whether to create larger-than-life versions or small, dollhouse-sized pieces. This decision will help them explore form, scale, and the importance of detail as they experiment with bringing their drawings to life.

This project is designed to give students a deeper understanding of art principles while encouraging them to think critically about the world of packaging, design, and food. It's a hands-on way to explore both 2D and 3D artwork, all while celebrating food in an exciting and creative context. We can't wait to see how their pieces develop and how they engage with both the details and the larger forms of their sculptures!



YEAR 8 GALLERY





Year 9

Year 9 students have embarked on an important and thought-provoking project that tackles some of the world's most pressing environmental issues, including climate change, biodiversity, and the threat to animal life. This project is designed to raise awareness of endangered species while developing their artistic skills and creativity.

The journey began with a deep dive into global concerns about environmental conservation, giving students the opportunity to explore how climate change and human activities are affecting animal populations around the world. Students then created their own independent title pages, using mixed media techniques to visually express their thoughts and ideas. These pages not only showcase their creative flair but also serve as a powerful introduction to the project, allowing students to reflect on the importance of the cause.

As part of their development, students are focusing on improving their technical skills in pencil, pen, and painting. They are studying three separate images of endangered animals of their choice, paying close attention to the intricate details of texture, tone, and mark-making. This careful study helps them build a greater understanding of how to accurately capture the essence of their animals, bringing their observations to life on paper.

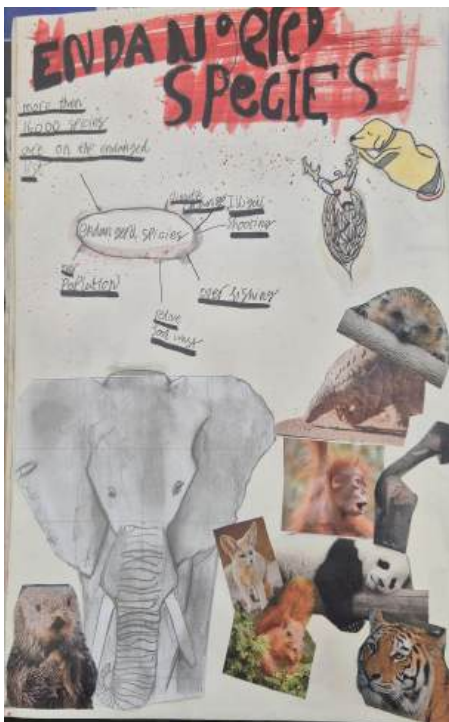
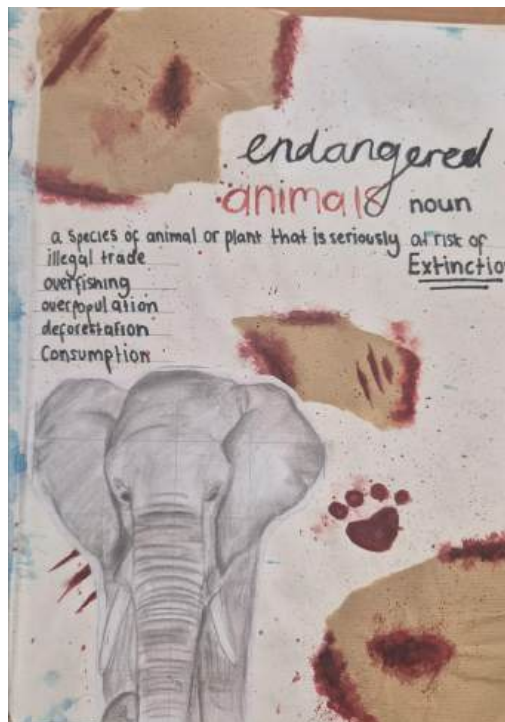
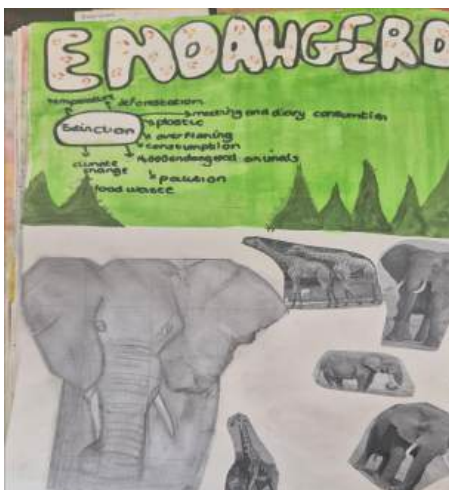
The next phase of the project will see students working with printing materials and exploring abstract painting techniques. These processes will culminate in a final painting that captures the spirit of their chosen endangered species, blending realism with creative interpretation. The final piece will reflect their journey through the project, combining both technical skills and artistic expression.

This Endangered Species project is not only an opportunity for Year 9 students to develop their artistic techniques but also a chance to raise awareness and spark meaningful conversations about the importance of protecting vulnerable wildlife and their habitats. We look forward to seeing how their work evolves as they continue to explore and create!

Students also had the exciting opportunity to take part in our GCSE Photography taster lesson. Please enjoy some of the outcomes in the gallery below.



YEAR 9 GALLERY



GCSE Art and Photography Year 11

Preparing for the Externally Set Exam

Our GCSE Art & Design and Photography students have now received their externally set exam papers, marking a significant step in their journey toward achieving their final GCSE grades. This exam component will account for 40% of their overall grade, so it's crucial that students stay on top of deadlines and consistently produce high-quality work to meet the standards required.

Currently, students are in the exciting phase of concept development and experimentation with various techniques. This stage is all about pushing creative boundaries and refining ideas that will lead to a unique, independent final piece during the 10-hour exam. The work they complete in the lead-up to the exam is essential for showing their progression and creativity, so it's important that they use this time wisely to explore new concepts and improve their technical skills.

Photography students will sit their exam on April 29th and 30th, while Art & Design students will sit theirs on May 6th and 7th. Students have been provided with clear guidance on the expectations of the exam through the AO (Assessment Objectives) standards. These outline what is required at each grading level, ensuring that students understand how to meet the criteria for top marks in all areas of their body of work.

To assist students in staying on track, To-Do lists have been added to Google Classroom. These lists break down tasks and deadlines, allowing students to manage their time effectively and meet the expectations set for them. We encourage parents and guardians to check these lists with students at home to offer support and help keep everything on track.

With continued effort, dedication, and focus, our GCSE Art & Design and Photography students will be well-prepared for the final exam. We're excited to see how their ideas evolve into their final pieces and wish them all the best as they work toward completing this important project!



GCSE PHOTOGRAPHY GALLERY





Building 3 B&W

I have added a sun glare on this and also made it black and white which gives it a old time Feeling

Edited

Building 2 B&W

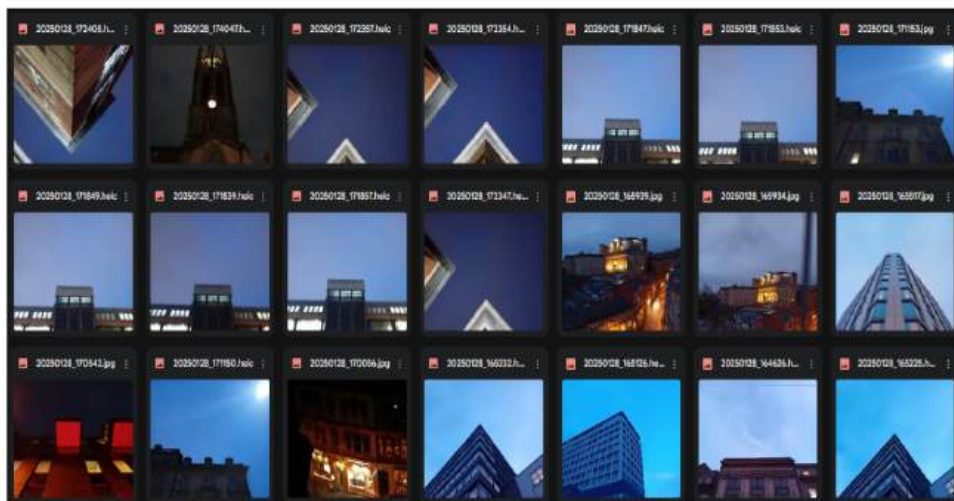
I have made the picture black and white and added a light effect on the second floor

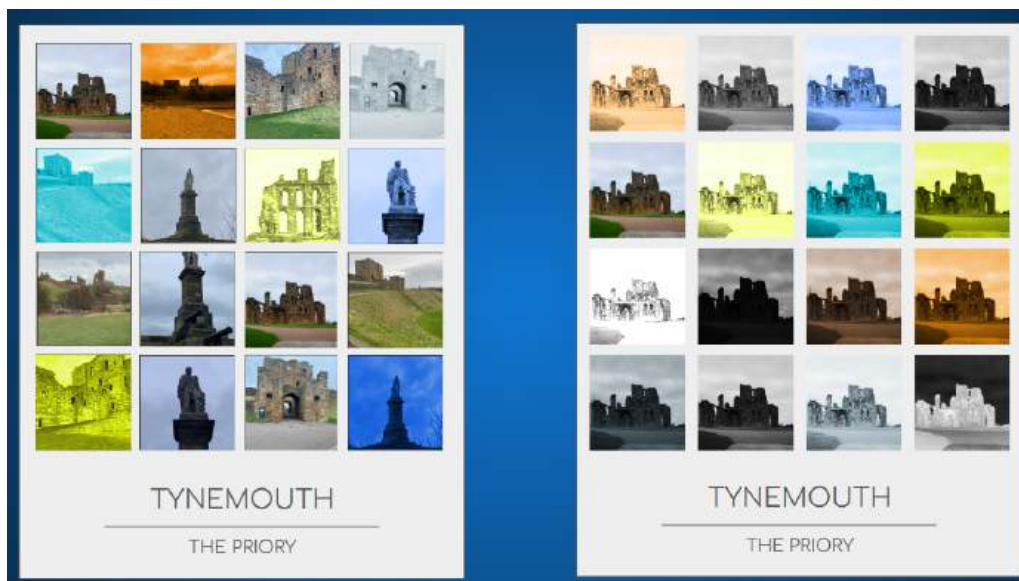


Building 1

Lovely colour all around the Photo and I love how i have added the sun gaere

CONTACT SHEET





Favourite edited photos.



GCSE Photography Year 10

Year 10 Photography: Exploring Creative Camera Settings

Year 10 Photography students are taking their skills to the next level as they learn to better understand the creative settings on their cameras. This term, the focus is on experimenting with slow and fast shutter speeds, opening up new possibilities for capturing light, movement, and artistic effects.

By exploring slow shutter speeds, students are learning how to create dynamic, motion-filled images that convey a sense of time and movement. Whether it's the blur of a moving object or the flowing motion of water, the use of slow shutter speeds adds an exciting layer of creativity to their work. On the flip side, fast shutter speeds are being used to freeze motion, allowing students to capture sharp, detailed moments in time, such as a dancer mid-leap or a cyclist speeding past.

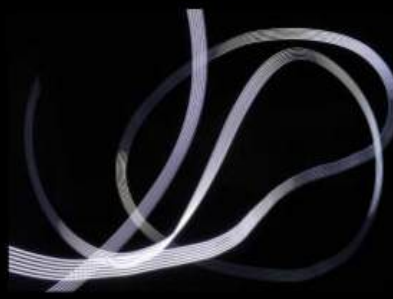
Both techniques give students the opportunity to play with light in new ways. Using long exposures, they can experiment with light trails, capturing the movement of lights as they streak across the frame, or they can create beautifully lit subjects by manipulating how light interacts with their camera settings.

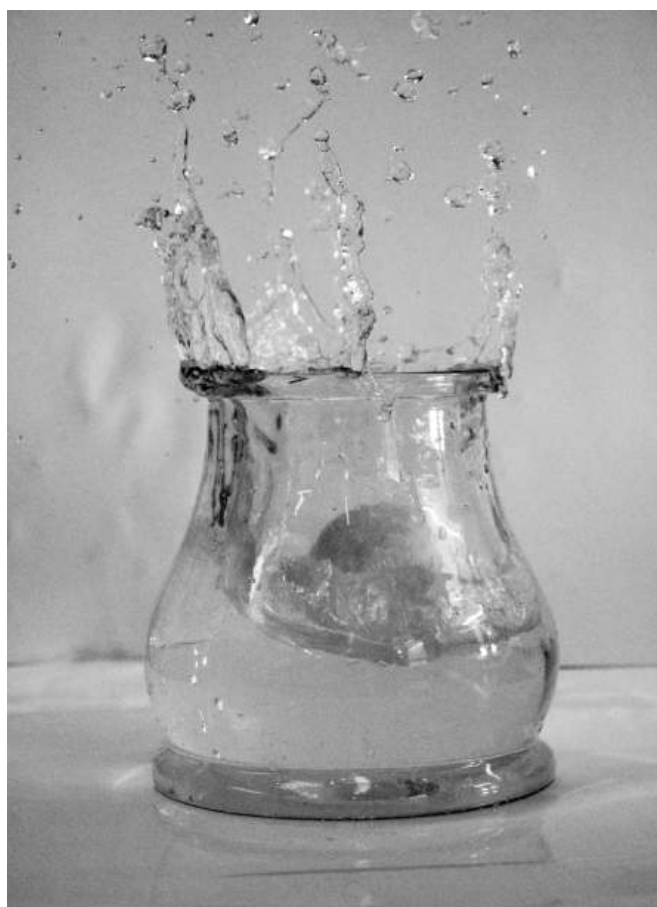
This hands-on work is encouraging students to think outside the box, pushing their creative boundaries and developing their technical understanding of how shutter speed impacts the overall feel of a photograph. As they continue to explore these settings, students are discovering how to create more visually compelling and artistic images that go beyond simple snapshots.

It's an exciting time for Year 10 Photography students as they develop their skills and begin to incorporate more creative techniques into their portfolios. We can't wait to see how their work evolves and how they use these new techniques to express their artistic vision!



Light painting





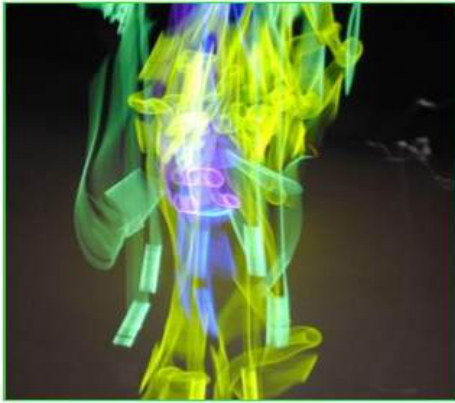
Hope

Agency

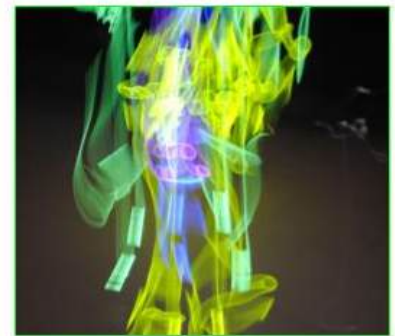
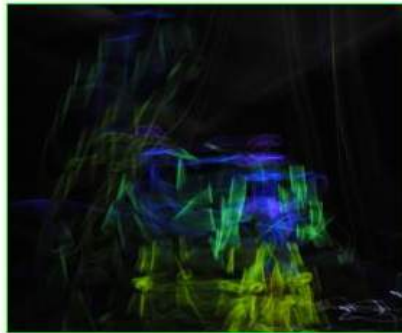
Leadership



Best shots



My favourite picture



Year 10 Art & Design

As we continue through the year, we're excited to share an update on the Year 10 Art & Design curriculum. Our students have been working hard and exploring some incredibly creative themes, and there's much more to come. In the last few weeks, Year 10 students have completed their project on **Natural Forms**, exploring the beauty and intricacies of nature through various artistic techniques. This unit has culminated in a final response, where students demonstrated their understanding of the topic by creating unique, imaginative pieces. We're incredibly proud of how each student has approached this challenge, showcasing their creativity and technical skills.

Now, we're thrilled to introduce a new and exciting theme: **"Destroy and Distort"**. This theme opens up endless possibilities for creative exploration and is sure to engage the students in a fun, experimental way. The beauty of this new project is that the subject matter can be anything the students choose, making it deeply personal and reflective of their own interests.

The first step in this theme is the creation of **Ideas Boards**, where students will brainstorm and gather inspiration. These boards will serve as a visual tool to help them develop their ideas and get the creative process flowing. Alongside this, each student will choose a **title** for their project, adding a personal touch to their work.

Once the ideas are in place, students will begin creating **first-hand resources**. They will explore and capture images and objects that they can manipulate and distort using **Photoshop**. This digital manipulation will be an exciting way to experiment with distortion and enhance their ideas. From here, they will use **mixed media, clay, printing, and drawing techniques** to further distort and develop their concepts.


This project will encourage the students to push boundaries, try new materials and techniques, and develop a deeper understanding of how art can be altered, distorted, and transformed.





GCSE ART & DESIGN GALLERY





ALVIN RICHARD




Alvin's research: Alvin Richard is a self-taught Canadian painter. He was born in 1922, lived in Montreal, New Brunswick. He spent his childhood in a small town in New Brunswick. He was a very hard worker and a very good student. He was very interested in art and painting. He was very talented and he was very hard working. He was very interested in art and painting. He was very talented and he was very hard working. He was very interested in art and painting. He was very talented and he was very hard working.


MY FIRST ATTEMPT:
My first attempt of re-creating Alvin's artwork was very simple. I used acrylic paint. I don't like the look of medium in my piece. The proportions of my piece are also completely off. The edge of the apple is not very sharp. The main part of the apple is not very dark. The background is not very dark. I don't like the look of medium in my piece. The proportions of my piece are also completely off. The edge of the apple is not very sharp. The main part of the apple is not very dark. The background is not very dark.

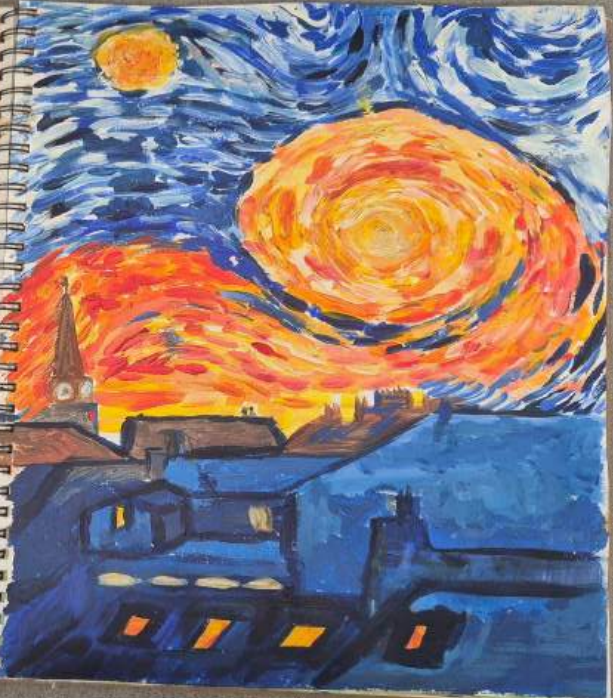
MY SECOND ATTEMPT:
In my second attempt I used acrylic paint. I used a much cleaner and brighter red than my first attempt. I used a much cleaner and brighter red than my first attempt. I used a much cleaner and brighter red than my first attempt. I used a much cleaner and brighter red than my first attempt. I used a much cleaner and brighter red than my first attempt.



Vincent van Gogh

Vincent van Gogh was a Dutch Post-Impressionist painter who is among the most famous figures in history of art. In just over a decade he created approximately 2,100 artworks, including around 860 oil paintings, most of them in the last 2 years of his life. On 29 July 1890, in a field near Auvers-sur-Oise, France, he shot himself in the chest with a Remington-Union Metallic Cartridge Company No. 211 self-loading revolver, a gift from his brother, Jozef van Gogh, and died two days later on 29 July 1890. He was buried in the cemetery of Auvers-sur-Oise, France, where he was a member of the artistic club. He was buried in the cemetery of Auvers-sur-Oise, France, where he was a member of the artistic club.





Miss C Olbrecht



As we move further into the academic year, we would like to take this opportunity to update you on the exciting work happening in the Computing department.

Our Year 11 students should now be well into their revision for their summer GCSE exams. To support them, we are running weekly lunchtime revision sessions, which we strongly encourage all students to attend. Revision guides remain an invaluable resource for independent study and can still be purchased from the main office.

Meanwhile, our KS3 students have been engaging with a variety of fascinating topics, including spreadsheet modelling, HTML web design, and app development. These projects not only build essential digital skills but also encourage creativity and problem-solving.

Miss D Parker



Holocaust Memorial Day

The history department took part in North Tyneside's annual Holocaust Memorial event on Friday 24th January. A group of year 9 students have been working on this year's theme "For a better future." Students have been investigating the Holocaust and other recent genocides. They worked hard to create their presentation that mirrored this year's theme. They presented their findings during the event to a large audience. Their presentation was moving and concentrated on how important it is that we learn from the past. Students spoke with confidence and represented the school exceptionally well. To mark Holocaust Memorial Day as a school, students across all year groups, had an assembly delivered by the history department on this year's theme "For a better future."



Holocaust Memorial Day
"For a better future"

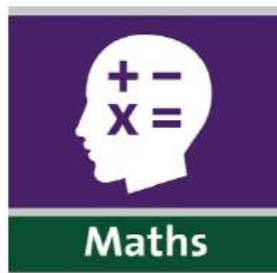
Key Stage 4

Students in year 11 continue to work well in preparation for their exams in the summer. There are a number of different revision sessions that students are able to access either at lunchtime or after school. We would strongly recommend students take advantage of these sessions. Year 10 students have completed the first of the four units they will cover for their GCSE and are now working on Conflict in Asia.

Key Stage 3

Students are continuing to develop their historical skills and fine tuning their source based annotations. Year 9 is continuing to investigate the 20th century, while year 8 will be investigating slavery and year 7 will be looking at the Norman invasion.

Mrs A Thompson



Another busy time within the Maths department with year 11 students looking to make that final push towards their exams starting in May. They should be utilising all of the support available to them and attending every support session they can so a reminder that the aftermath takes place every Monday after school so be there or be a regular quadrilateral.

Mr Hiscock and Mrs Goldie have been working with the Great North Maths Hub and will be looking to develop their understanding of delivering outcomes for lower ability students which will be shared within the department. It is a great opportunity for the school to be involved in and has given us some great ideas moving forward.

The Maths department has welcomed our new student Miss Chapman to the school and Mrs Sloan and Miss Cotterill are mentoring and developing her classroom craft. Miss Chapman has settled in really well and her enthusiasm is contagious. It is a privilege to be involved in the development of new teachers and a role we take extremely seriously to ensure the best outcomes for all involved.

The wonder of maths never ceases to amaze and perplex us, for example, if you are in a room with 22 other people, it's more likely than not that two of them share a birthday. There is a counterintuitive phenomenon known as "**the birthday problem**" or "the birthday paradox", which mathematicians like to use to confound our expectations. The problem is usually phrased along these lines: "How many people do you need to have at a gathering before the probability of at least two people sharing a birthday rises above 50%?" Typically, when people are first posed this problem, they plump for a number like 180, which is roughly half the number of days in the year. This is because we tend to put ourselves in the room and think about the probability of someone else matching our own birthday. 180 is, in fact, way, way too many.

Making the reasonable assumption that birthdays are roughly evenly distributed throughout the year, **the answer is just 23 people**. This is because we are not concerned about the particular day on which the birthday falls, just that there is a match. By the time we have 39 people assembled the probability rises to nearly 90% so the next time you're in a classroom or a meeting with a group of people you may have more in common than you think.



Puzzle time

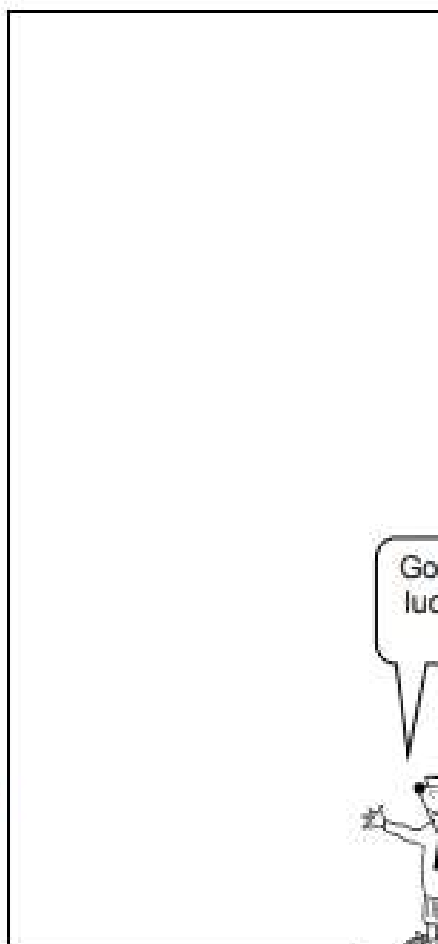
Initial numbers

Have a go at these! Each number has some initials after it. Just work out what the initials mean as the numbers are the clues.

For example: 7 D in a W is 7 Days in a Week.

A good score is 12, but if you get them all right - excellent indeed!

- 26 L in the A
- 7 C in the R
- 6 W of H the E
- 7 S on a F P P
- 1000 M in a K
- 64 S on a C B
- 1066 B of H
- 28 D in F
- 24 H in a D
- 8 L on a S
- 52 C in a P (no J)
- 366 D in a L Y
- 93 M M to the S
- 1760 Y in a M (ask your query)
- 10 G B H on the W
- 200 P for P G in M



Answers. Letters in the alphabet, Colours in the rainbow, Wives of Henry the Eighth, Sides on a fifty pence piece, Metres in a kilometre Squares on a chess board, Battle of Hastings, Days in February Hours in a day, Legs on a spider, Cards in a pack (no jokers!), Days in a leap year
 Million miles to the sun, Yards in a mile, Green bottles hanging on the wall, Pounds for passing go in Monopoly

Mr M Hiscock



AU COLLÈGE

Year 7 students have been learning how to describe their school in French and some classes have produced lovely presentations which were shared in lessons. The students worked well together and were able to show off the vocabulary and phrases they have covered since September.



TU VEUX SORTIR?

Year 8 students are currently learning the key vocabulary needed to invite friends out. As part of the module, they will produce a dialogue with friends as they try to organise a day out. We look forward to seeing the finished conversations and hope that the language covered will be of some benefit in the future as our students travel far and wide.



JOURNÉE MONDIALE DU LIVRE 2025

As World Book Day approaches, how many of the French book titles can you work out in English?

- | | |
|---|-----------------------------------|
| • Le lion, la sorcière et l'armoire magique | • Harry Potter et la Coupe de Feu |
| _____ | _____ |
| • Journal d'un dégonflé | • La Chenille qui Fait des Trous |
| _____ | _____ |
| • Orgueil et Préjugés | • La Seigneur des Anneaux |
| _____ | _____ |
| • Alice au Pays de Merveilles | • La Belle et la Bête |
| _____ | _____ |

GERMAN POETRY

Year 8 German students have been learning to describe themselves and others. They then used the vocabulary they had acquired to produce some lovely poems which they also illustrated. Some fantastic examples of new adjectives and some nice use of comparatives.



Ms L Mulvenney



Mary Poppins Auditions - A massive well done to all involved

The excitement is building as we step into the world of Cherry Tree Lane! Over the past weeks, we have had the pleasure of witnessing some truly fantastic auditions for our upcoming production of *Mary Poppins*, which will take place on the **9th and 10th of July**.

Students from across the school have brought their enthusiasm, talent, and hard work to the stage, making the casting decisions a difficult challenge! The dedication and passion displayed during auditions has been remarkable. We would like to thank every student who auditioned—your commitment and bravery in stepping forward has been inspiring.

We can't wait to bring this much-loved musical to life with the incredible talent of our students. Stay tuned for more updates, and get ready for a *supercalifragilisticexpialidocious* production!

Musical Extra Curricular Activities

<p>Monday Lunch</p>	<p style="text-align: center;">Mary Poppins Dance Rehearsals Preparations are underway for our Mary Poppins. Please check google classroom to make sure you attend when you are needed.</p> <p style="text-align: center;">Practice Rooms Available Practice rooms are available for students to do some private practice.</p>
<p>Thursday AM</p>	<p style="text-align: center;">School Band Come along to play with the school band. We have looked at a range of different music so far this term including Smoke on the Water, A medley of music from Disney's Aladdin and we have just started some music from Moana.</p>
<p>Thursday PM</p>	<p style="text-align: center;">Mary Poppins Rehearsals Please check the rehearsal schedule on google classroom for more information. All main cast and main chorus members are usually required.</p>
<p>Friday AM</p>	<p style="text-align: center;">Samba Band No prior experience necessary, anyone is welcome. Come along to join our Brazilian Samba band to play a selection of drums and percussion.</p>
<p>Friday PM</p>	<p style="text-align: center;">Vocal Group Anyone is welcome and we sing a range of songs across a variety of genres.</p>

Mrs A Gibbings




The Library Book of the Week: Spring Term 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 for the Spring Term!


Reading for Pleasure!

Explore the Spring Term *Library Books of the Week!*

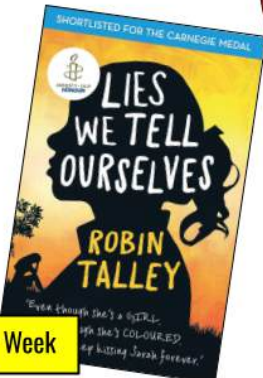
As chosen by the Library Club!



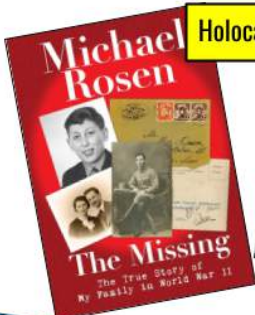
Diversity, Equality & Inclusion




Martin Luther King Jr Week




Carpe Diem




Holocaust Memorial Day




Safer Internet Day



Safer Internet Day



Safer Internet Day





New Young Writers Competition


The organisation Young Writers has a new poetry competition for students to get involved in! Students have been entering their poems inspired by the theme 'Through Their Eyes'. The winning authors will have the opportunity to get their writing published in a real book! We are looking forward to hearing the results. Here are a few of the entries.



YoungWriters

THROUGH THEIR EYES

POETRY COMPETITION FOR 11-18 YEAR-OLDS



WHOSE POINT OF VIEW
WILL **YOU** CHOOSE?

YOU COULD BE PUBLISHED AND EVEN
WIN £50 AND A TROPHY!



BE ANYONE. BE ANYTHING.

WRITE FROM SOMEONE ELSE'S POINT OF VIEW.

STEP INTO SOMEBODY ELSE'S LIFE, EXERCISE BOTH IMAGINATION AND EMPATHY, AND WRITE A POEM ABOUT WHAT YOU IMAGINE THEIR THOUGHTS, FEELINGS AND EXPERIENCES ARE.

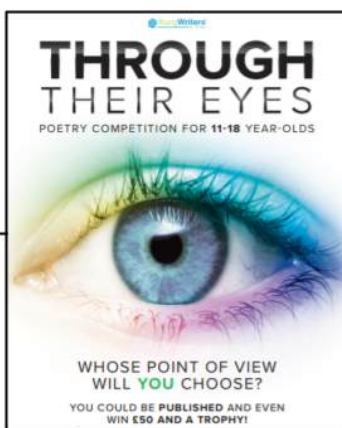
You can write from the **point of view of anyone or anything** using any poetic style or techniques. For example:

- A book character to show their understanding of the text they're studying
- The secret life of a pet
- A historical figure
- The inner thoughts of an inanimate object
- Their idol or hero
- Someone going through hardship e.g. war, bullying, poverty, homelessness

Enter your poem into the Young Writers competition to become a published writer!

Young Writers' top 5 poets in the country will also receive £50 and a trophy!

Click on [this link](#) to enter via the portal. Make sure you click 'finish' when you're ready to submit your poem!



A Villain's View

Why do they tag me
With this awful name?
People think I'm super scary
But to me they're just the same.
I'm always beaten up by guys
In strangely coloured masks,
And so I always try to stop them
But they never fail at their task.
Because whatever I do
My picture's always in a frame
Because me and my crew
Well, we're always just called villains.

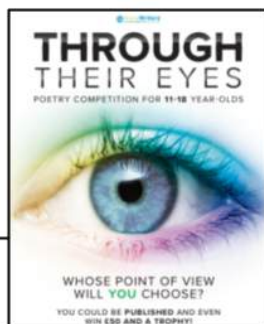
by Nathan McDonald

She is Leaving

She told me was leaving today
She will leave and I will stay
In the same apartment
Same bedroom same floor
I guess it didn't matter when she swore
That we'd be friends forever and ever
That there wouldn't be a day where we weren't together
We'd stay together through peace and war
But she's gone and I must stay

Without her forever more

by Matilda Calboutin



I am a pencil.

I make teachers smile when used properly.
I get chucked into a small space, which I call home.
But when I'm there I'm not alone.
I make children's hands feel sore.
Sometimes I can seem a bore.
I get put down when you're excused.
I get shorter the more I'm used.
And some might say I can make you amused.
When you make a mistake you use my enemy.
When you grow older you use my frenemy.
Some people hate me, some people love me.
But everybody thinks a pen is above me.
What am I?

by Sienna Crick

by Bonnie

Suffragette

Still encapsulated in a prison yet still protesting,
Unhappy the future will be without us,
Fighting for freedom,
Fellow women would put their own life at risk if it would
help our future,
Rage fills our lungs as we speak,
A grinning present if unwrapped would find misery,
Girls and women worked to death,
Even been deprived of my own child,
Too much freedom has been taken,
Toffee hammers, force fed, imprisoned,

Everyday I am beaten, smacked, attacked and abused yet
still carry on.



Holocaust Memorial Day Poetry

We had some beautiful poetry written for Holocaust Memorial Day this year, inspired by the artefacts students explored during [Reflection Time](#). Here are some of the artefacts and two of the poems written in response.



Reflection Time: Holocaust Memorial Day



DRAWINGS BY ELLA LIEBERMANN-SHIBER
LIBERATED FROM NAZI PERSECUTION, AGED 18

You come here as a citizen,
You're just a prisoner to them

Die Kamst ja nimmst Zerst, ...
Auf Mitten, Klaffing mit



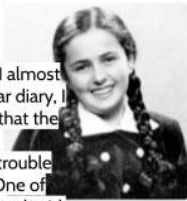
A NOTEBOOK BELONGING TO JOHANN HEYMAN

"THAT IS WHEN THE TROUBLE
STARTED FOR THE JEWS. OUR
FREEDOM WAS SEVERELY
RESTRICTED BY A SERIES OF
ANTI-JEWISH DECREES." ANNE FRANK,

THE DIARY OF ÉVA HEYMAN

April 7, 1944

"Today they came for my bicycle. I almost caused a big drama. You know, dear diary, I was awfully afraid just by the fact that the policemen came into the house. I know that policemen bring only trouble with them, wherever they go [...] One of the policemen was very annoyed and said: [...] No Jewkid is entitled to keep a bicycle anymore. The Jews aren't entitled to bread, either; they shouldn't guzzle everything, but leave the food for the soldiers."



'FRAGILITY OF FREEDOM' IS THE THEME FOR HOLOCAUST MEMORIAL DAY 2024.



- Think
- Discuss in pairs
- Discuss as a class

Holocaust Memorial Day



One day, he will crumble the chains,
Escape the wrath of the virus
That plagues his world.

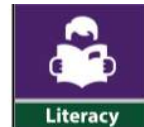
One day, he will capture the sun,
And he, with his brothers and sisters,
Shall breathe in the light so long stolen away.

One day, he will walk the streets,
Smile at his neighbours,
And look down on his persecutors.

Torment's gaze will be snatched from their faces,
Replaced with fear and regret,
Deprived of the mercy they so lacked.

One day, he will pick himself up,
The next, he will move forward,
The next, he will defeat the monster looming over his shoulder,
The monster the world will never forget.

ERIN SHIPPEY

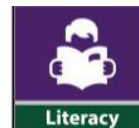




Holocaust Memorial Day



Light a candle
 As you may
 All for those who've been put in dismay
 Those people hurt because of their past
 Their religion
 Themselves in their own skin
 We can't take for granted what we have
 Who we are
 How lucky we may be
 So just think about what they have been through
 And hope that this will not carry on



ISLA MACKENZIE



The Weekly 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!

Every Monday we release the...

Weekly Literacy Challenge!

The challenge will be connected to the Theme of the Week...

- Be creative and use your imagination!
- ★ Write poems, songs, stories, articles, speeches...
 - ★ Draw, design, collage, sculpture, paint...
 - ★ Dance, video, sing, play an instrument...
 - ★ Bake!



All entries will be published on the **Literacy Cloud** and receive **50 house-points!**

Email your creations to literacycloud@mardenhigh.net

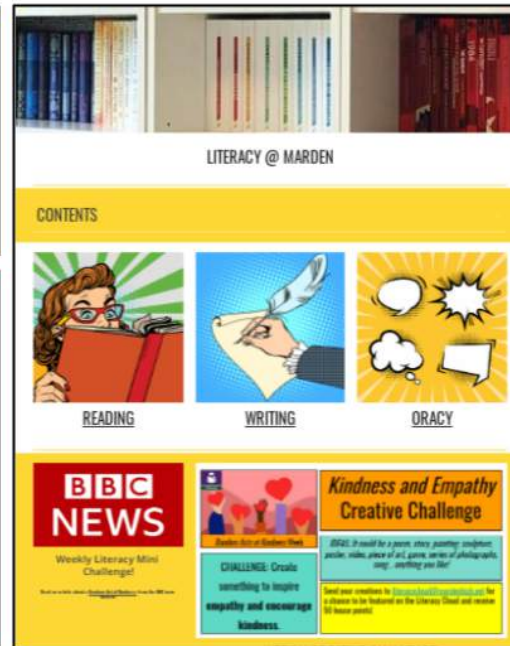


The Literacy Cloud

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 challenges...
literacycloud@mardenhigh.net
 Each entry wins 50 house points!

LITERACY @ MARDEN

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READING WRITING ORACY

BBC NEWS
Weekly Literacy Mini Challenge

Kindness and Empathy Creative Challenge

CHALLENGE: Create something to inspire empathy and encourage kindness.

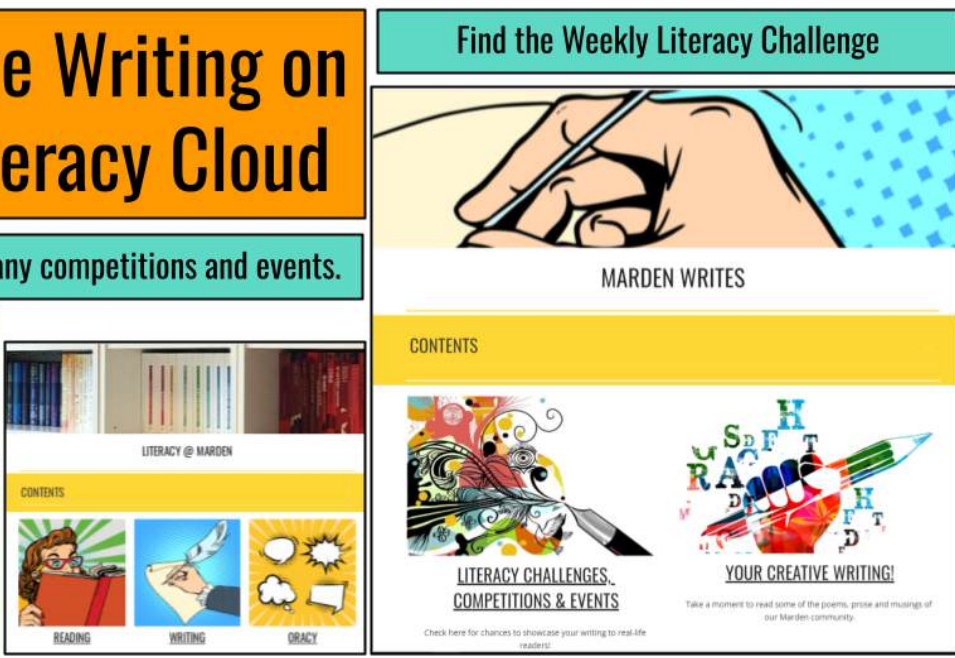
Send your creation to literacycloud@mardenhigh.net for a chance to be featured on the Literacy Cloud and receive 50 house points!

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. Each entry wins 50 house points!



Find the Weekly Literacy Challenge

MARDEN WRITES

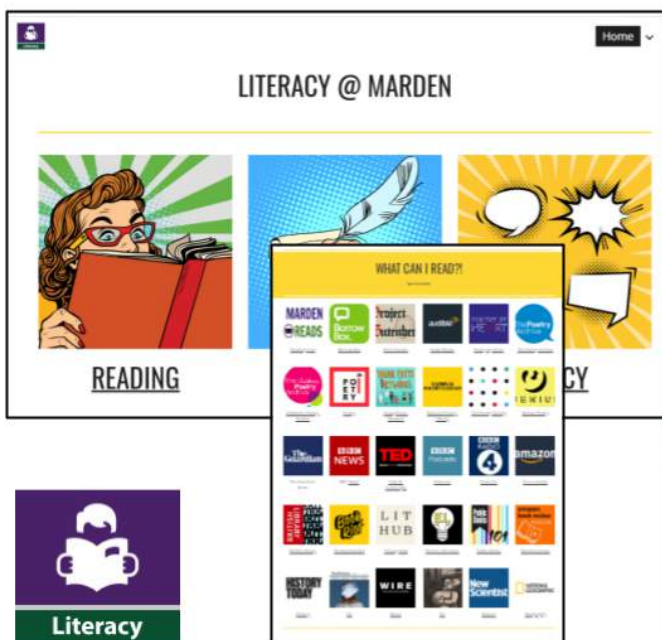
CONTENTS

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 comfy seat and read!

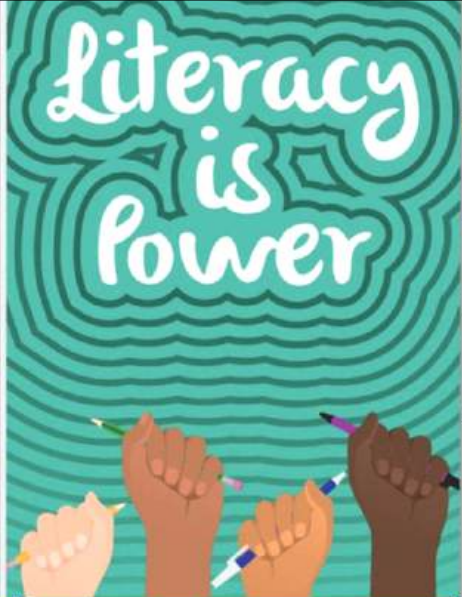
Take a look on Oliver (the Library website) to check what books we have.

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 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

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