



# ROKEBY RECORDER

DARE TO BE THE BEST

Issue 25 | Summer Term 2021



## HUMANITIES WEEK

At Rokeby, Humanities Week is an annual week-long celebration of human society and culture. It is an opportunity for students across the school to take part in special humanities themed learning through history, geography, sociology and religious education.

### WORLD WILDLIFE FUND WEBINAR

Year 9 students participated in a webinar hosted by the World Wildlife Fund UK (WWF), which included a short introductory video by the legendary natural historian Sir David Attenborough. Year 9 students wrote:

*The webinar was very informative. David Attenborough talked about the state of the planet and panellists, which included climate change specialists and directors of programmes at the WWF, talked about their roles and some of the work that they do. In their presentations they highlighted some of the problems the planet is experiencing due to a rise in global temperatures and greenhouse gas emissions. One panellist explained how our diets can affect the planet. He said that we should consume less meat and instead incorporate a variety*

*of plant based foods into our diet. Limiting food waste is another key issue, especially in the developed world. Their messages were clear - even though most emissions and waste come from industry, individuals can make a difference by changing their lifestyles.*

*During the panel discussion one of the questions we put forward was addressed. The session was an eye opener. It gave us an insight into the problems facing our planet and what we can do right now to make change.*



Ahmed, Brendon & Gabriel (9R)

### WATER MANAGEMENT SYSTEMS

In geography we were afforded the valuable opportunity of learning about water management and career opportunities in water science from an engineer, who works on waste water management at Thames Water.

We were taught the arduous procedure which millions of litres of water undergo to make dirty, pungent sewage into the clean purified water that we drink. She explained the science behind water purification and made us aware of the journey the water takes to get to our taps. It made us more appreciative and thankful for the water that we take for granted.

What also came to light was the variety of jobs in the water industry that link to subjects we are taught in school. The presentation influenced our lives with careers information on graduate programmes, apprenticeship routes and careers in the water industry.



Edgar (10E) & Aaryan (10Y)



Respect, Success, Passion for Learning, Personal Challenge, Harmony

# VIRTUAL JOURNEY THROUGH THE DIARIES OF ANNE FRANK



Year 7 students journeyed virtually through the experiences of **Anne Frank** during the **Holocaust** as part of their history lesson. Anne Frank was a young Jewish girl who hid from the Nazis with her family during the Second World War. The family spent over two years in a tiny annex above a factory in Amsterdam, which her father had helped to run.

The Annex has been preserved as it was left when Anne, her family and several other Jewish people were discovered by the Nazis. Year 7 explored the Annex virtually and got an idea of what hiding in cramped conditions and fearing for your life might feel like.

Whilst in hiding Anne kept a diary of what happened, how she was feeling and her hopes and dreams for the future. She died in a Nazi concentration camp in 1945. Her diary was found after the war and her father dedicated the rest of his life to ensuring that Anne's story and the history of the Holocaust were not forgotten.

Students had the opportunity to watch a specially made video diary that faithfully retells Anne's diary entries. Below is some of their feedback.



It was eye-opening to see the virtual tour and to learn about Anne Frank's experiences in hiding. I got to see video diaries of their lives and the many traumatic things they had to go through. Anne Frank had to leave everything behind and I got an idea of how she must have felt. The videos allowed me to see the horrible things that happened to certain ethnic groups during WW2 and the Holocaust.

**Al-Khatib (7O)**

I found it interesting the lengths that people go to in order to survive. Despite the war, despite the fear of the Nazis coming, they persevered and cobbled together their rudimentary resources to make a place of refuge for themselves that lasted for two years. They never gave up.

**Samiul (7K)**

We should learn from stories like Anne Frank's and understand the pain that some humans go through because of hate. Innocent children are killed for their religion or skin colour or because of stereotypes and ignorance. Anne's story shows the sudden change from living a joyful life with a nice education, home and friends to harsh rules, having to go into hiding and we saw how the hope for all Jews was gone.

**Shadel (7K)**

Anne Frank's story inspires people to protest and to support human rights.

**Yunus (7K)**

Anne's story is inspiring because it shows that you should stick to your beliefs.

**Abdul (7B)**



*If we study stories like Anne's we won't make the same mistakes in the future.*

**Ranjod (7B)**

[The Anne Frank House online](#)



# DISCOVERING NEWHAM'S HISTORY, HERITAGE & CULTURE



History students in Years 8 & 9 delved into Newham's rich and fascinating past. By exploring videos on the Newham Heritage Project website students learnt how the borough has been shaped by the docks, local industry, World War II and successive generations of immigration.

In particular, students focussed on the history of the **Newham 7** and the **Newham 8** criminal cases in the 1980s. The Newham community responded to racist attacks on Asian immigrants by demanding change. Policing needed to be with the consent of the community and police misconduct needed to end. The community organised to fight all forms of racial discrimination and violence and to ensure civil rights were protected. Students also explored videos and photos of residents' wartime experiences and the history of music in our local area.

*"Local history helps us remember the people who lived here before us and who worked hard to make Newham a better place. It is important to study local history as it shows us the real world from a working class perspective, instead of through the eyes of the government and the elite who are at the top of the food chain". Julius (8K)*

I found it really interesting because I felt like the young people of the past fought for our rights to have a full and fair education.

**Murtaza (8O)**

It is important to be aware of our surroundings and know what happened here.

**Ishaq (8K)**

Working class history is more relatable than that of kings and queens. We appreciate working class history more because these communities had to fight for what they got.

**Abdi (8K)**

If no one studies local history it might get forgotten, lost or changed. We might never know the truth or the impact working class people had in Newham.

**Orko (8K)**



I learnt that Canning Town used to be an area where racism took place. This is interesting because I never see it happening now.

**Mohammed Aamir (8O)**

The videos inspired me to think about racism and to prevent incidents from happening when I spot them.

**Haris (8K)**

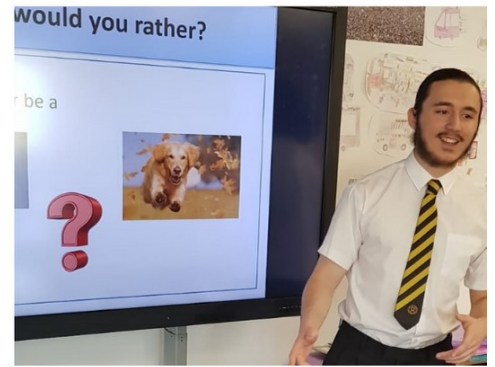
I did not know the true extent of racism that was directed towards the Asian and Black communities. It is important that people learn about the history of racism and discrimination that people in Newham faced.

**Ishaq (9O)**

It made me appreciate how the area is now.

**Seam (9O)**

# PHILOSOPHY 4 CHILDREN (P4C)



Rokeby's **P4C Champions** led an absolutely fantastic session with pupils in Year 5 at Ravenscroft Primary school. The enquiry addressed themes of community cohesion and being resilient in challenging times. Once again our students demonstrated what brilliant ambassadors they are to the school and they impressed with their confidence, leadership and communication skills. They will be returning to Ravenscroft to work with Year 6 pupils, as well as visiting New City, Kaizen and Sandringham primary schools before the end of term.

# YEAR 10 SOCIOLOGY WORKSHOP



Three members of the [Pathways Education Project](#) came to Rokeby to deliver a workshop to our Year 10 class. The workshop was centred around crime & deviance, which is a topic we study in Year 10. Paul, Steve and Tec delivered the session to an excited group of Year 10s as we eagerly wait to begin the crime and deviance topic, usually a student favourite in sociology. The workshop was based on their experience with the criminal justice system and gangs. We found the workshop extremely interesting, motivating and inspiring. **Ramiah & Ishaq (10E)**

# EXPLORING THE WONDERS OF THE WORLD



Year 7 Geography students enjoyed a selection of video highlights from Sir David Attenborough's sixty year career documenting the natural world. Year 9 students took part in virtual tours of World Heritage sites.

On the savage, rocky shores of Christmas Island, vast numbers of crabs arrive all at once to begin laying their eggs.

*I could not believe that over one hundred million crabs head for the shores to lay their eggs. The shore looks murky brown once they lay their eggs.*

**Imtiaz (7B)**

Five million Guanay cormorants once lived on the small islands off the coast of Peru. But today there are hardly any of them left.

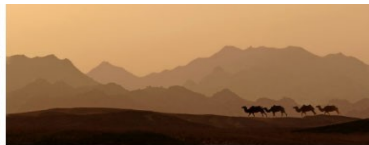
*I find it hard to believe that the sea-bird population is under threat from over-fishing of anchovy, which is the main diet of these birds.*

**Khalid (7B)**

Every year, five million snow geese fly the length of North America, travelling from the Gulf of Mexico to reach the Arctic tundra.

*I liked how the geese were prepared to put up a fight with the arctic fox to protect their eggs.*

**Tahmidi (7B)**



I enjoyed being able to see the most amazing landscapes in the world. Awesome 360° views of the northern lights over Norway, the live camera feed over Niagara Falls in Canada and Victoria Falls in Zambia, as well as exploring the world's largest desert, the Sahara, without getting sand in my eyes.

**Mitchell (9K)**

I thoroughly enjoyed using online sources to assist my education. The engaging visuals helped to convey the importance of real life issues such as global warming and the dangers of erosion.

**Saif (9K)**



In **Religious Education** students took part in virtual tours of five religious sites.

Going on a pilgrimage is an essential part of spiritual growth. Pilgrimage brings religious faith alive. For this reason, COVID-19 restrictions could not stop RE students from visiting five important religious sites.

They visited the Holy Land, which is central to three of the world's major religions, Islam, Christianity and Judaism; the Great Mosque in Mecca; St Peter's Basilica in Rome; Hagia Sophia in Istanbul and Westminster Abbey in London.

Students were blown away with the spectacular landmarks visited and they admired the richness of the histories and religious significance of these places.

[Religion Unplugged](#)



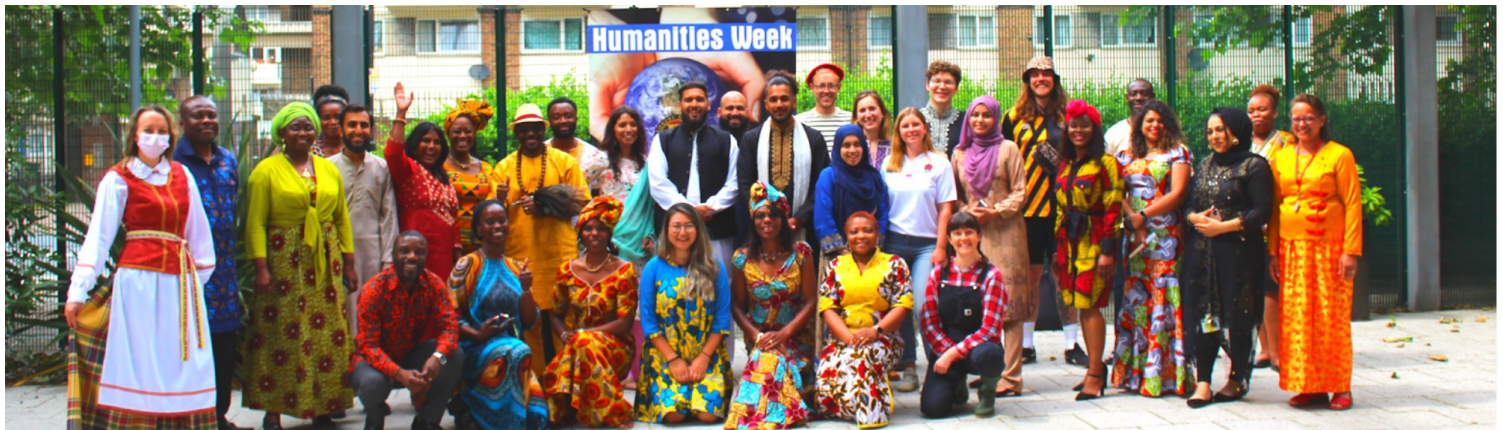
# Refugee Week



## REFUGEE WEEK: WE CANNOT WALK ALONE

The theme of Refugee Week this year was *We cannot walk alone*. This was a powerful reminder that as humans we are all in this together; united we stand and divided we fall. Despite our differences, any one can be displaced by war, anyone can flee from persecution and at some point in time, every single one of us will seek refuge, one way or another.

Through assemblies, displays and discussions, we explored the meaning of the word refugee and what this means in reality for populations around the world. We also appreciated the ways in which refugees have contributed positively to their country of refuge and looked at some current 'mega stars' such as Rita Ora, who have a refugee background. This learning conveyed the message to never look down on an individual based on their circumstances. Refugee Week serves as a bold collective act of reaching out: a space for us all to listen, to exchange and connect and an opportunity to learn from each other and what we can build together.



## INTERNATIONAL CULTURAL DRESSING DAY

What is Rokeby's Humanities Week without International Cultural Dressing Day? For the Humanities department, this is the highlight of our week-long activities that celebrates our humanity, our diversity and our unity.

The day provides the opportunity to celebrate and accentuate culture; the glue that binds us together. The extent to which staff (and students in previous years) go to showcase the beauty of their culture and stand tall and proud in cultural dress is always the winner. It is the acknowledgement of the fact that we are all cultural beings.

During the day, staff embodied the spirit of diversity and tolerance as they actively embraced and identified with other cultures in their dress. This attests to Rokeby's passion of the pursuit of inclusivity and community cohesion; a community where differences in identities and culture are valued and celebrated.

***"Peace is not unity in similarity but unity in diversity, in the comparison and conciliation of differences".***