

Year 8 Scholarship Research Essays

In their journey over the year, the scholars have been resilient, organised and undertaken in-depth research to write their Research Essays. This year, students could choose from the following topics: Security; The Limits of Science or The Influence of the Arts, narrowing down to a question within that area of research. They had to devise their own question and produce a final essay between 2,000 and 3,000 words. This experience of writing such content is not easy and doing this early in their school careers is valuable. The students were working in formats that are often akin to university study.

Naeto commented that 'to choose a topic to write about, I had to do a lot of research and I ended up finding out so many new and useful things. It has also been very educating. From finding information to writing the essay, I think this has been a very useful experience that has taught me many skills.'

Questions ranged from focusing on a person's personal sense of security, to security in sports stadia and online data security. All students challenged their own thinking and evaluated resources, which resulted in pieces that were interesting to read. A special mention should go to Tom H and Sam R, who were commended, and Purnesh who achieved first equal. A huge congratulations to the Research Essay students, as they rose to meet the challenge.

/Miss Mitchell



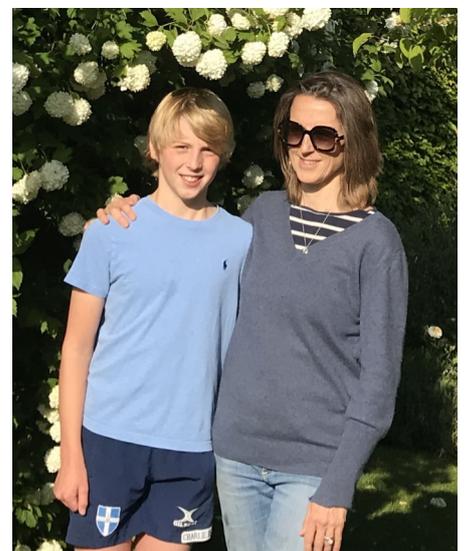
Charlie's Fantastic Fundraising

We would like to say a huge well done to Charlie B (7SK) on his amazing fundraising efforts for Breast Cancer Now. During the lockdown, Charlie and his mum took on the challenge of swimming the equivalent distance of the English Channel in their 12-metre pool to raise money for the charity. The total distance is 21 miles (or 2,817 lengths) and so far they have completed 2,686 lengths, which leaves just 131 to go. To date, Charlie and his mum have raised an amazing total of just over £5,000. They are hoping to complete their challenge this Saturday. Excellent work, Charlie!

From the Head

The last week has flown past and it seems hard to believe that it is already Friday again. You will have received letters this week about the proposed plans we are making for the start of the Autumn Term. We are having to make a number of changes to our normal routines too due to this unprecedented time, and I am grateful for all your support with all the decisions that we are making.

The staff have been very busy planning some fun events for the children for the last few days of term. I have been thinking back to this time last year, when we launched our School's 90th Anniversary and had the pleasure of Sir Michael Morpurgo and his wife Clare's delightful company at Speech Day. In this copy of The Week, you will find further details of our Virtual Speech Day on 1st July which will feature two very special speeches from the Dean and the Bishop of Dover.



On this Day...

In 1846, the first officially recorded, organised baseball game was played, with the New York Baseball Club defeating the Knickerbockers 23-1.



Where in Junior King's is this?

Do you know where you might find this on the school grounds?



Poem of the week

Fireflies in the Garden – Robert Frost

*Here come real stars to fill the upper skies,
That though they never equal stars in size,
(And they were never really stars at heart)
Achieve at times a very star-like start.*

Only, of course, they can't sustain the part.



Virtual Speech Day

We will be holding our Virtual Speech Day on the last day of term, Wednesday 1 July, at 10:30am. The event will include speeches from the Head, the Dean of Canterbury Cathedral, the Bishop of Dover and our outgoing Heads of School, as well as the announcement of this year's prize winners!

Pupils will be invited to watch this together in their Sections at 10:30, but the recording will be available following the event for parents and pupils unable to watch at that time. Further details on how the stream can be accessed will be announced in due course.



Weekly challenge

Don your apron, pre-heat the oven and get out the eggs if you'd like to take part in Mrs Károlyi's optional baking challenge, launched in last week's edition of The Week. There is no theme, so feel free to make whatever you would like! We are running this challenge until the end of term so get baking and sending your creations in to challenge@junior-kings.co.uk. We can't wait to see what you make!

Here are cakes made by Casper & Charlotte in case you need some inspiration. Aren't they fantastic.



The Buzz with Barbara

Hello friends!

This week, I have been into the costume box and dressed up as my favourite Disney characters. I wonder if you can guess them all. I have tried to include props in some of the photos to help you work out who I am! Answers can be found at the end of The Week.

1.



4.



2.



5.



THE MINI WEEK

FROM THE PRE-PREP

3.



6.



7.



Here are two more photos of some beary special friends. I am sure you would all agree that there are some very well-loved teddies and soft toys out there in our school community! Do you have something to share or maybe you would like to write me a letter? I always love hearing from my friends! Please email: clapthorn@junior-kings.co.uk.

Bye for now! Love Barbara xoxo



Weird and Wonderful Words



Below is a list of unusual words and their definitions, which have been jumbled up. Can you match the words in the column on the left with the definitions in the column on the right?

1) Logorrhea

2) Skedaddle

3) Abibliophobia

4) Brouhaha

5) Gongoozle

6) Allegator

7) Argle-bargle

8) Hemidemisemiquaver

9) Gastromancy

10) Collywobbles

A) To stare at

B) Meaningless talk

C) Butterflies in the stomach

D) To hurry somewhere

E) Fear of running out of reading material

F) Telling fortune from stomach rumblings

G) An uproar

H) Talkativeness

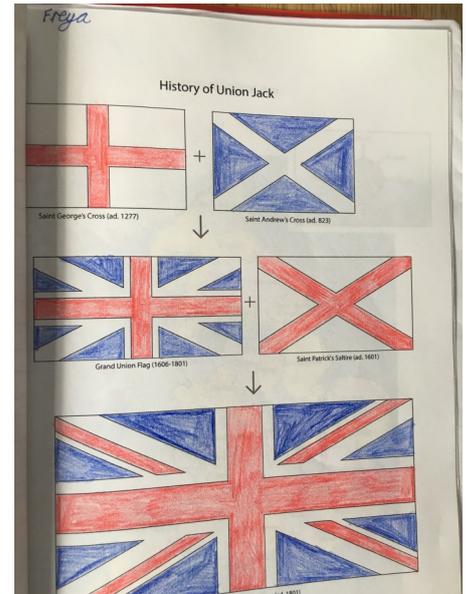
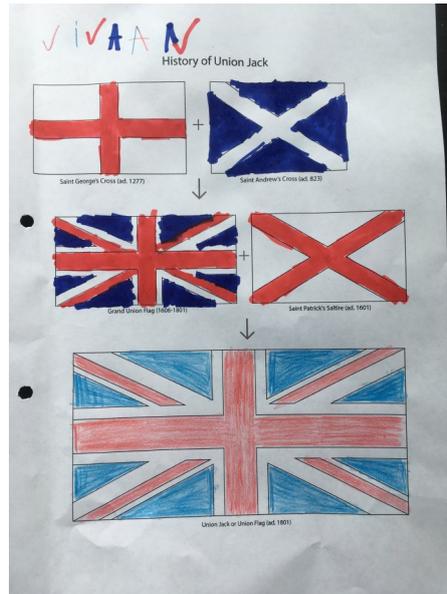
I) Some who alleges something

J) A musical timing of 1/64

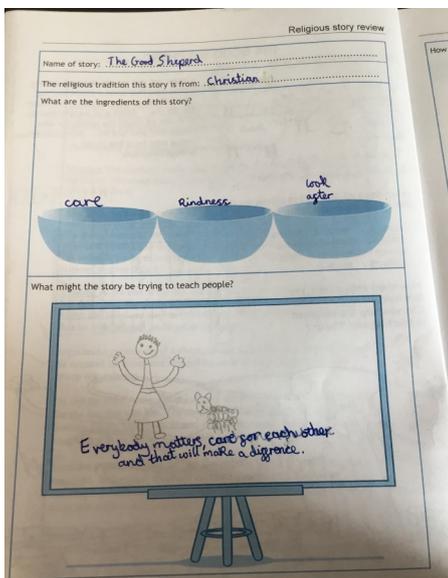
Remote Learning – Pupil Work

We are really enjoying seeing the work that you are doing at home. Please do keep sending in photos to your teachers and form tutors so that we can include as many of them in The Week as possible!

The cut off for any entries into The Week is Thursday afternoon, 3pm. Anything received after that will automatically be saved for the following week's edition. Obviously it won't be possible to include everything we are sent in The Week, so do look on our social media pages, [Facebook](#), [Twitter](#) and [Instagram](#), for more of your work.



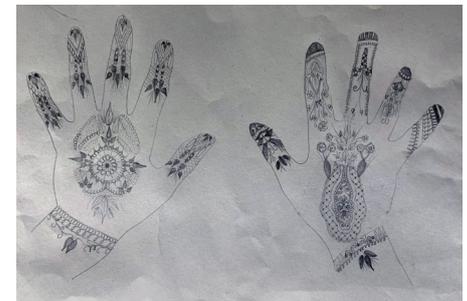
In Geography this week, Year 3 have been learning about the history of the Union Jack. Here are Vivaan and Freya's renditions of the different flags.



Year 4 have been thinking about what they have learned in their recent RS stories and have summarised their favourite tales. Madeline particularly liked the story of the good shepherd.



Congratulations to Alec, who won 7C's Friday fun form time game of 'Who's the Spy' last week. This fun game involved everyone being given a word, with one or two people (the spies) receiving a different word. Everyone then had to describe their words without actually saying them before guessing who the spies were. Alec has won the opportunity to choose next Friday's form activity!



Year 6 have produced some beautiful, intricate designs as part of their henna project in Art. Here is an example from Edward.



Les activités

- Le lundi je fais du sport pour mon activité après le mardi mon activité c'est le foot ensuite le mercredi j'ai pas d'activité. Le jeudi je joue au basket c'est très bien, après le vendredi je suis libre et je peux me détendre c'est très amusant. Au pensionnat, nous faisons beaucoup d'activités le week-end. Nous allons au parc d'attraction ou on va dans le centre de Canterbury.



Maia used the measuring skills she learned in her Reception classes recently to make some delicious oaty bars at home. Mini Miss Moore in the foreground approves!

Eddie (Year 6) produced a PowerPoint project on school life as part of his French work this week. We love this page about the activities he does during the normal school week and as a boarder at the weekends.



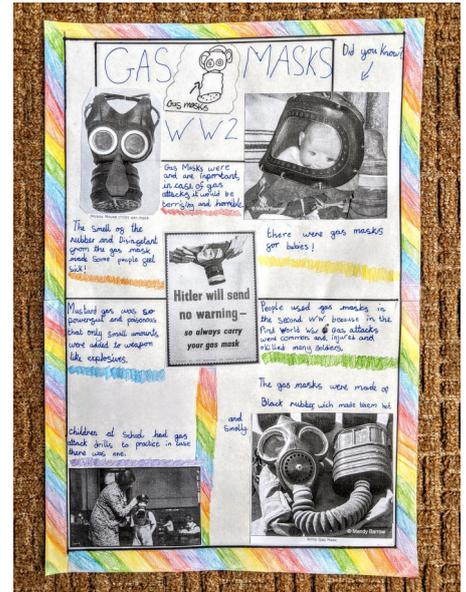
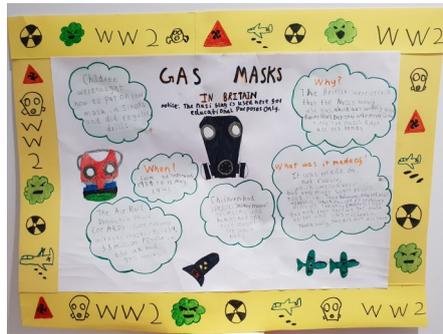
Year 6 have been learning about Roman villas in Latin. Lottie drew this lovely picture and Anouk rolled her learning into Mrs Károlyi's baking challenge and made this stunning Roman villa cake. A real showstopper, it features an atrium, a pool, pillars, a temple, servant quarters, terracotta roof tiles and gardens!



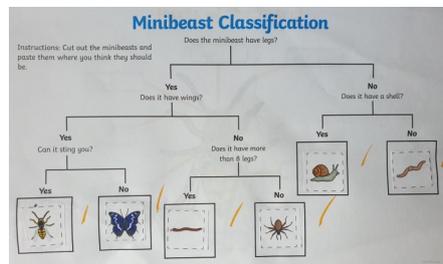
Year 2 have taken their learning on the Great Fire of London into the kitchen to bake delicious 17th century loaves. They were very careful to replicate the bread only and not Thomas Farriner's fire! Lovely loaves here made by Lucinda, Agnes, Findlay, Cassiopea and Oliver.



5C consolidated their learning on the use of gas masks in WW2 by producing their own educational posters. Here are Aadham and Zadie's colourful projects.



In Science this week, Year 3 have been learning about invertebrates. Jingchen has done a great job classifying his minibeasts!



Isabelle (Year 6) performed the song 'Naughty' from Matilda the Musical for Drama this week. [Click here](#) to enjoy her brilliant performance. You will need the password that was included in the email with The Week.

Remote Learning

(Continued)

Reception have been busy finding out about animals that live in the sea. After watching a short video about sea creatures, Amita and her friends wrote their own lists. Then they drew an 'under the sea' picture to accompany their writing.





Year 7 have begun a photomontage project in Art. Charlie B produced this great pencil study of a montage by John Stezaker and Molly and Amina made their own montages.

Ruby (Year 8) has been enjoying some drawing in her downtime. Here's a piece she did last weekend.



Remote Learning

(Continued)

It's a lemony week for Year 1, who have been investigating how the acid in lemons reacts with bicarbonate of soda to erupt into a fizz of bubbles. For extra drama we added some food colouring to give an effect of sizzling hot lava. Note the goggles for health and safety and high expectations!

'BE KIND' POSTER

End of Term Art Challenge!

We would like to set everyone in the school a challenge to create an eye-catching poster to include the lettering 'BE KIND'

We are lucky enough to belong to a rich and varied multicultural community where we celebrate and recognise everyone's differences. We would like to acknowledge this and promote kindness and acceptance of all.



Here are some Artist examples. Look how they have used text, bold colours and powerful imagery.



Date due- Last day of Term, 1st July
Hand in to- Pupil shared 'Be Kind' Folder
Include your name please!



Why We Should Remember the Canterbury and Whitstable Railway

The Canterbury and Whitstable Railway, otherwise known as the ‘Crab and Winkle Way’ was a railway that connected Canterbury to the sea. It was the second passenger railway in the world and it issued the first ever railway season ticket! Many things could be transported to and from, such as people, coal and masses of products, which could be connected onto the back of the locomotive. Before the Railway, Whitstable was a small fishing village with a pebble beach and no harbour. Eventually as Whitstable started to become more mainstream, it was decided that they should build a harbour so that many more large cargo ships and barges could dock there. The harbour opened in 1832, only two years after the railway was opened!

The Crab and Winkle Way was a stunning route. One of the big reasons that this railway was built was because there were 28 local business leaders living in Canterbury at the time, who wanted a way to link their city to the sea. This was because many businessmen’s products were brought into the city of Canterbury by boats (from Ramsgate) and carts so the railway would make transport into the city a lot easier. The first five years of the railway were remarkably successful. However, everything good has to come to an end, and eventually the lack of people visiting or using the railway put it out of business, ready for its next successor, Canterbury West.

Although this railway seemed so perfect for many people, there were some things that... didn’t quite necessarily go to plan. For example, the Canterbury and Whitstable railway made a minute profit of 1% a year which just wasn’t enough to carry on, especially with the lack of passengers visiting made the business side of things turn into a metaphorical landslide. This, of course, was not the only problem with this once amazing railway. The locomotive running this whole operation was called ‘The Invicta’. Its top speed was 12mph which could probably be beaten on horse-back. This journey was efficient in some ways and not so much in other ways. Eventually, after nine years the engine was changed to a stronger version so that the journey would take less time.

I hope that this article inspires you to learn more about the Canterbury and Whitstable Railway.

/Jasper J (Year 7 History)



Year 7 Wax Poetic

Mrs Hopkins' Year 7 English class have been working on their own poetry writing, ready to take part in a class Poetry Slam next week! Having been inspired by poems and performances entitled 'I Come From...', the class spent a lesson writing and editing their own poems, producing some really thought-provoking work. Here's a beautiful example from Hermione and a fantastic poem from Lucas.

I Come From...

*I come from a village
Waiting for the long, late bus
By the side of the road
I come from the fields, all grassy and green
I come from the house upon the green
I come from the place all old and creepy
I come from the place you call safe

I come from shadows in the trees
I come from the silence in the streets
I come from the place where music is played
I come from the place you wait for days
I come from the kindness in your hearts
From all broken parts

I come from the school by the door
I come from the children that want no more
I come from the place you all play
I come from the place we all stay
I come from the place you call second home
I come from the place where you all are known
I come from the place you have been
I come from cars that drive by
I come from the maths and the labs

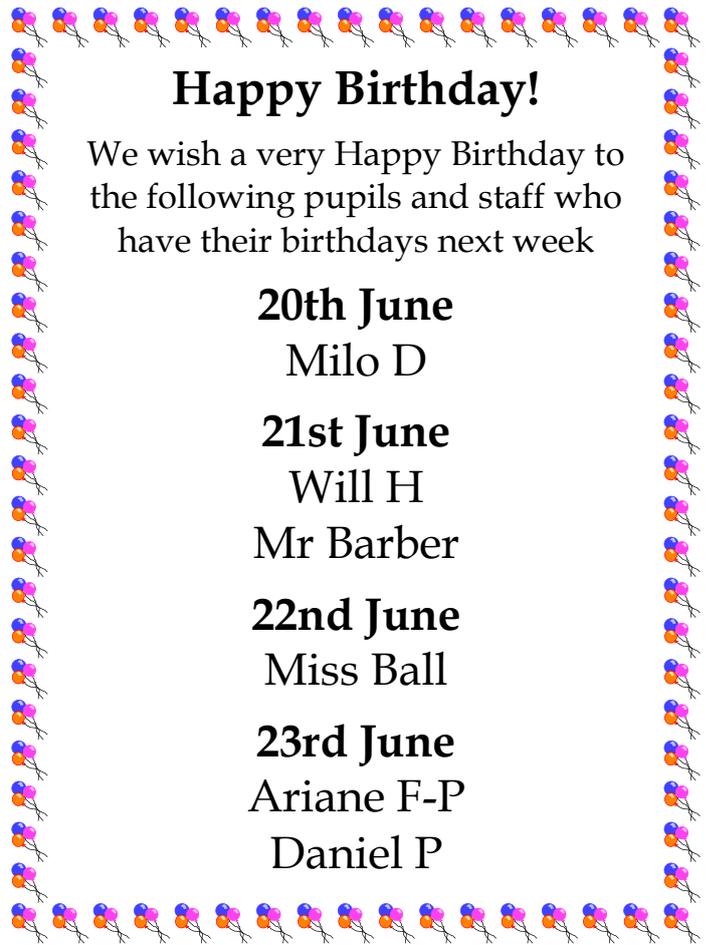
I come from the place you call JKS
I come from the smiles that shine so bright
I come from the place where there is so much love
I come from the place up the stairs
I come from the place in the chairs
I come from the place you like to sleep
I come from the place you go to meet
I come from the manners we keep

I come from the whispers in the night
I come from the place we all love and know
From the place we miss the most
From the place we can't yet be
From the place we all want to see
From the class rooms to the walls
I come from the place we want to be
I come from you and me*

by Hermione

Answers to this week's puzzles.

White, Sofia the First, Jessie (Toy Story), Anna (Frozen), Snow Buzz with Barbara answers: Cinderella, Rapunzel, Anna (Frozen), Snow
Weird & Wonderful Words answers: 1H; 2D; 3E; 4G; 5A; 6I; 7B; 8J; 9F; 10C.



Happy Birthday!

We wish a very Happy Birthday to the following pupils and staff who have their birthdays next week

20th June

Milo D

21st June

Will H

Mr Barber

22nd June

Miss Ball

23rd June

Ariane F-P

Daniel P

I Come From

*I come from a world filled with animals,
Many, few and endangered,
Some that will cuddle you or some that will eat you,
Some that are fluffy and cute like a teddy,
Some that are fierce and aggressive like a fire.

I come from a world filled with sports,
Running, catching and hitting,
Some that will excite you and some that will bore you,
Some that are fast and exhilarating like a sports car
Some that are slow and mundane like a round of golf.

I come from a world filled with people,
Kind, loyal, and caring,
Some that will love you and some that will bully you,
Some that are nice and sweet like chocolate,
Some that are nasty and selfish like criminals.

I come from a world filled with technology,
Laptops, phones and Xboxes,
Some that will be used daily
and some that will be used rarely,
Some that are sick and fun like my Fortnite tribe,
Some that are slow and frustrating like my network connection.*

by Lucas

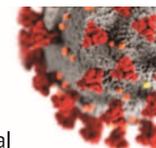
This week's Sports Quiz answers: 1. Goal Shooter and Goal Attack, 2. 4 (2 in London, 2 in Rio), 3. Novak Djokovic, 4. Simona Halep, 5. Michael Phelps (28), 6. New Zealand, 7. Ben Stokes, 8. Wimbledon, US Open, French Open, Australian Open, 9. Tokyo, 10. Video Assistant Referee, 11. Katarina Johnson-Thompson (KJT), 12. Taekwondo.
Where in Junior King's answer: Above the front door to the main school building, near the drop-off zone.



COVID-SAFE charter

All member schools which have adopted the BSA Covid-Safe Charter confirm that they will comply with all government rules and guidance and will meet the following requirements when boarding reopens

Version 3, May 2020



Prior to reopening schools will:

- Conduct a deep-clean of all school indoor environments, including classrooms, bedrooms, kitchens and bathrooms
- Decide on any regular testing procedures and advise pupils and parents accordingly. Support Covid-19 testing wherever possible
- Evaluate and adapt any medical procedures to ensure compliance with the recommendations of public health bodies
- Ensure that staff do not work (or have contact with pupils) if they have symptoms, have tested positive or have been in contact (within the last 14 days) with anyone who has
- Provide a suitable isolation area to care for pupils who show symptoms and/or test positive
- Train staff in the safe management of boarding houses under new guidance and school procedures and in Covid-19 nursing for appropriate staff
- Advise parents, guardians and agents of the school's policies on contact sports, trips and external matches, school assemblies and the provision of boarding during exets and October half-term holiday.

Before departure from home

- Contact each pupil and their family, through their guardian if appropriate, to explain arrangements and answer any questions
- Provide written information on arrival procedures, including restrictions on parents entering the buildings
- For international pupils, confirm the arrangements for collecting the pupil from the point of arrival in the country, transport to school and quarantine procedures
- Provide each international pupil and parent with a letter on school-headed paper confirming those arrangements in line with sponsor requirements
- Provide international pupils and parents with emergency contact details which includes a 24hr out-of-hours service while any pupils are travelling.

www.boarding.org.uk

For international pupils upon arrival in the country

- Ensure the pupil is met by a named person, which could be a guardian, who is aware of, and follows, appropriate social distancing guidance
- Ensure that the named person wears a face covering at all times when in proximity to the student in enclosed areas, especially in vehicles unless screens are provided
- Ensure that the journey to school is direct, that the vehicle contains sanitiser and suitable wipes, and that any required toilet stops are conducted in accordance with relevant safety guidelines
- Depending on the length of journey, provide the student with suitable food and drink and ensure that packets, bottles and containers are sanitised before use.

For all pupils upon arrival at school

- Ensure all changes to routines and all new safety arrangements, which have been previously notified in writing, are fully explained to pupils, with full induction for any pupils new to the school
- Encourage the pupil to contact home shortly after arrival
- Explain the new fire evacuation procedures and conduct a drill soon after arrival
- Ensure the pupil has an opportunity to discuss their fears, worries and concerns with a trusted adult.

bsa

At school

- Require appropriate social distancing in all areas of school
- Guarantee availability of soap and disposable paper towels in all washing areas
- Require regular hand washing by pupils and staff
- Provide hand sanitiser¹ stations at key points in the house and around the campus
- Provide pupils and staff with the opportunity to raise any concerns
- Ensure laundry procedures are clear and safe for staff and pupils
- Ensure appropriate PPE for any staff performing roles which will require it²
- Implement enhanced daily cleaning procedures in the boarding houses and school and ensure all relevant staff have appropriate PPE
- Allow pupils and staff to wear masks or face coverings (other than for activities where this is not advised)³
- Display clear notices explaining new procedures
- Ensure safe occupancy levels of all facilities and areas, including classrooms, dining rooms, bedrooms and bathrooms
- Explain clearly any measures required when pupils are allowed to leave site
- Ensure equipment is not shared between pupils, other than when appropriate cleaning has taken place
- Allocate appropriate recreation areas (inside and outside) for use by designated boarders and ensure they are aware of any new procedures and safe occupancy levels
- Conduct regular temperature checks of all pupils and staff and of any visitors, including parents
- Be very clear that any bullying related to the pandemic will not be tolerated.

¹ Schools are advised to follow public health advice on the suitability and chemical properties of such products

² Schools must take care to ensure the equipment is suitable for the tasks concerned and that staff have been trained in safe use

³ Use of face coverings should be risk-assessed if pupils are undertaking any strenuous activity