

# WOOTTON ACADEMY TRUST

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Wednesday April 1st 2020

Dear Parents and Carers

I imagine that you, like me, were taken aback on Tuesday evening when you learned of the jump in the number of UK deaths, linked to the virus, with the number up to **1,789**. Today, with a further **563** patients dying up to 5 pm yesterday, the total number of UK victims has risen to **2,352**. Although the figure for today, will not be available until tomorrow, we all “know” there is an almost grim inevitability that it is going to continue to increase more quickly, before the “peak” is reached and, God willing, the number of deaths starts to fall, provided we all keep to the rules introduced ten days ago.

Yesterday evening when I watched the television I was truly shocked by the announcement of the death from the virus of **Ismail Mohamed Abdulwahab**, a thirteen-year from Brixton, London - a boy with no apparent underlying health conditions, who died at a London hospital on Monday. Ismail was younger than most of our children and it is therefore, a stark reminder that this virus can affect the very young as well as those much older. Therefore, it is so important we abide by the rules that the government introduced last week, in terms of social distancing, staying at home as much as possible.

News coverage of the new “Nightingale” Hospital, built in ten days and being prepared to receive up to 500 critically ill Coronavirus patients by the end of the week shows just what is possible in a short time frame to make a difference. Within a further two weeks it will be able to treat up to 4,000 patients and it will require 16,000 NHS staff, many of whom have come out of retirement to help and others are St Johns Ambulance volunteers, currently undertaking specialist training. We also know that there will be other Nightingale Hospitals. All of us feel humbled by the courage and sacrifices being made by these magnificent NHS workers and NHS volunteers who really are in the **front-line**, in this ‘war’ as well as the courage of these individuals’ families, literally hundreds of thousands of people who must be so anxious for their loved ones who are doing this critical work.

In times of ‘war’ we are used to recognizing the bravery of our armed forces who put themselves in the front-line. This time, it is our nurses, doctors and many other NHS workers and volunteers who are doing exactly the same. Therefore, **on behalf of our Wootton Academy Trust community I want this evening to once again thank all of our parents/carers in the NHS front line**, as well as other NHS workers who live in our catchment area and elsewhere throughout our country who are working desperately long hours and in very stressful conditions.

**If you work in the NHS and want our help to support your children, because you are a key-worker, we are here for you, and for your children.**

I know that many in our community are really worried by the economic consequences of Coronavirus. We can see lots of companies closing and others which appear to be on the brink. Many of us are now familiar with the word ‘*furloughed*’ and many of our parents/carers have been notified that they are being furloughed, with the consequent reduction in their incomes. Other parents/carers, whose roles mean they are not eligible to be furloughed have had their hours reduced and others have either lost their jobs, or face the imminent threat that this could happen. I know that this is adding to the levels of stress in family homes. Please let us know if you are affected and impacted. We will do whatever we can to help.

The virus is changing all of us, and everyone.

**Another member of staff informed the Trust today that a member of their family has died of Coronavirus; the fifth death from Coronavirus linked to our community of students, parents, staff and governors. On behalf of all of us, I offer our collective condolences.**

### **Year 13 Connolly Foundation Applications – Mrs Ashby Head of Careers and Connolly Co-ordinator**

Mrs Ashby reminds all Year 13 students that today is the date she asked for all students to let her know if they were intending to apply to the Connolly Foundation for a bursary award. Mrs Ashby needs this information to give her an indication as to the level of applications she can expect so she can ensure enough time is set aside to proof read them and to ensure references are completed.

By 6 p.m. today, Mrs Ashby had received responses from **forty-one students, fourteen** intending to apply for the discretionary award and **twenty-seven** for the main award [*we believe seventy-one students are eligible to apply for the main award*]. Six students have already submitted their draft applications and received feedback from Mrs Ashby. There are many other students who are eligible to apply to the Foundation and we would urge all parents/carers to encourage in the strongest possible terms their Year 13 child to apply! Given the substantial sums of money available – up to £1,000 each year of an undergraduate degree course – there is a big expectation from the Foundation that personal statements are really high-quality which allows the Foundation to ‘get to know’ the applicant as a person. Whilst this might take several hours to get right, the financial benefits are such that it *could be* time very well spent for your child and also for you [i.e. “the bank of mum and dad”].

Tomorrow, Mrs Ashby will send another prompt to students who have not realised that she wanted them to let her know their intention to apply. The forty-one students who have indicated their intention to submit applications will hear from Mrs Ashby by the end of this evening and will be added to the applicants group on SMH to see their next steps.

**Parents of Year 13 students with an address in Bedford Borough should be encouraging them to review their eligibility for the Harpur Trust university award and the Alderman Newton Grant.**

### **Communicating with our community – Mrs McMorn, Vice Principal**

The Pastoral Teams across the Trust are busy staying in contact with all our students.

**Why are they doing this?** Wootton is a community made up of our students, staff, and parents and carers, as well as governors and our pyramid of schools. We want to make sure we have open communication to support the learning but also the wellbeing of our students. This is also why we send a newsletter each day.

We are really pleased with the emails, calls and messages we continue to receive from students and their families, maintaining this communication.

**Who is doing this?** Most students at Wootton Upper School are receiving contact via email from their form tutor at least weekly. Most students at Kimberley College receive the same from their Pastoral Tutor. Some students, who have key workers or mentoring in school, are contacted by someone else that they know well, and they may be contacted more frequently. We are personalising our support, as we would usually.

**Emailing parents and carers.** We are available to communicate with you. Staff will contact you by email if we are concerned that your child has not accessed *Show My Homework*. This may be because they are ill, or stuck, so do let us know if we can help.

**What will happen over the Easter holiday?** Over the holidays we are trying to ensure all our staff get a rest.

We will continue to run a provision in school for vulnerable students, and the children of key workers who cannot manage childcare.

We will not email most students over the Easter break but will resume from April 20<sup>th</sup>. We will continue contact with those identified as vulnerable, in agreement with them.

Mrs McMorn would like to remind you that if you have an urgent concern you may contact us, although we would of course encourage you to contact your GP and other local support services.

Safeguarding (Wootton Upper and Kimberley College): [safeguarding@wootton.beds.sch.uk](mailto:safeguarding@wootton.beds.sch.uk)

Mrs McMorn would like to say thank you to all staff who are contacting your children regularly, but in particular the Pastoral Tutors, Teaching Assistants, Pastoral Support Officers and Safeguarding team, each of whom have lists of key students, as well as Mrs Enser, Mrs Genders, Mrs Holmes and Mr Spurling who are coordinating the whole support network.

## Teaching & Learning Update – Mr Frazer, Vice Principal and Dr Mackay, Assistant Principal

Wootton Upper School	Year 9	Year 10	Year 11	Total School
Logged in within the 24-hour period up to 3pm today	79%	81%	58%	73%
Pupils logged in since Monday 30 March up until 3pm today	95%	95%	82%	91%
Not logged in since Thursday 19 March	2%	2%	5%	3%

We are really pleased with the quality of the work we are able to share in the newsletter. When pupils/students are sending their work to their teachers it would be really helpful if they indicate that they are happy for us to share their work. Please keep the work coming in. Feedback on this work will be given after the Easter break.

Kimberley College	Y12	Y13	Total College
Logged in within the 24-hour period up to 3pm today	68%	58%	63%
Pupils logged in since Monday 30 March up until 3pm today	91%	89%	90%
Not logged in since Thursday 19 March	1%	0%	0.4%

Kimberley College had 63% of students logging in today, which is a drop in the daily percentage from yesterday. 90% of our students have logged in since the start of this week. Both of these figures are similar to those that we analysed at the start of last week. The Trust's focus continues to be students logging in each day to Show My Homework and the submission of work to teachers.

Yours sincerely

Michael Gleeson  
**Executive Principal**  
Wootton Academy Trust

NB Please note Mr Detheridge has sent a letter to all Year 13 students tonight concerning the Harpur Trust university award. A copy of this letter will be on both websites as letter **C22a**

Wootton Academy Trust operates:  
Wootton Upper School & Arts College  
Kimberley 16-19 STEM College  
Registered in England and Wales  
Company No. 7740758

Wootton Academy Trust  
Hall End Road, Wootton  
Bedford, MK43 9HT.  
01234 767123  
Email: [wootton@wootton.beds.sch.uk](mailto:wootton@wootton.beds.sch.uk)  
[www.woottonupper.co.uk](http://www.woottonupper.co.uk)  
[www.kimberleycollege.co.uk](http://www.kimberleycollege.co.uk)

# Celebration of Students' Work

Year 9 Geography Sasha Kurz



The animals that inhabit the Arabian desert are the cape hare, the sand cat, the striped Hyena, the red fox, the caracal, the gazelle, the camel and the Arabian wolf.

The insects that roam around are ants, beetles, termites, fleas, mantis and the moth.

Spiders, scorpions, bees and wasps also inhabit the Arabian desert.

The reptiles include snakes, lizards and geckos. There are roughly 100 different types of lizard living in the desert.



## The Arabian desert.

**The Arabian desert is the 4th biggest desert in the world!!**

The average temperature is around 50 degrees Celsius.

The lowest temperature is around 20 degrees Celsius, which is still pretty hot.

Humans have lived in the Arabian desert for about 2.6 million years. The people used to adapt to nomadic life by breeding camels, horses and sheep. They also have crop farms, planting things like dates. The estimated population for the Arabian desert is 77,983,936!

The desert has very limited plant life, the only plants that can survive would be alfalfa, juniper, caper, salt bushes, Jand and acacia.

The Arabian desert stretches out to cover the majority of 7 countries including: Jordan, Iraq, Yemen, Oman, Kuwait, Qatar and the United Arab Emirates. The desert covers roughly 9000,000 square miles.

The Arabian desert features everything from red dunes to deadly quick sand.

The Arabian desert only gets 100 mm of rain a year!

In 1936, oil was discovered underneath the ground and ever since, oil extractions have taken place. The Arabian desert also offers sulfur, phosphates and natural gasses. Animals in the desert are at more risk of dying due to climate change.

They already have limited access to water and if climate change keeps going at the alarming rate it once was, the animals could have no water, this would lead to species dying out and becoming extinct.

This is the same for the humans that inhabit the Arabian desert.

They will have limited water and due to the animals dying out will soon run out of easy accessible food.

If this were to happen, living in a desert would become almost impossible and soon people would have to move.

some of the websites I used are:

<https://animals.mom.me/types-animals-arabian-desert-4812.html>

Wikipedia

<https://www.sciencedirect.com/science/article/pii/S1319562x11000933>

Monday 30th March 2020

Why did the professional & merchant classes grow in the 17<sup>th</sup> century?

The new middle class

- Merchants were those involved in trade, business & commerce.
- Professionals were those dealing in law, medicine, teaching & finance.
- Not all wanted to buy land in the early 17<sup>th</sup> century as land prices were high so it was retained within aristocracy.
- No threat to existing elites as they had a shared belief in order and hierarchy.
- Grammar schools, private schools & boarding schools became common & popular with the middle classes.
- Their attitude was that they strived to be nobles.
- Mercantile classes = backbone of the state's wealth.
- Trade & consumption = basis of the state.
- Merchant navy developed alongside the navy.

## POWER OF THE NOBILITY

- Society in the 17<sup>th</sup> century can be described as strictly hierarchical. It was, however, technically possible to move up/down the social scale in certain circumstances.
- The group which commanded the highest status was the nobility, who made up the class immediately below the monarch. Many of the nobility held land, property & titles that had been in their families for generations and the heads of noble families were often members of the House of Lords.
- The boundary between the nobility & gentry is difficult to define, as it was possible for a 'gentleman' to be wealthier & wield more influence than a noble.
- Only 2% of the population belonged to the nobility & gentry. It was in the latter years of the Elizabethan reign that the nobility began to decline in significance, & this appears to have continued throughout the 17<sup>th</sup> century.
- Inflation had a role in it, as did the high levels of spending expected from an aristocratic family.

## RISE OF THE GENTRY

- During the civil war, the gentry were divided in their loyalties & revisionist historians generally agree that class had little to do with the taking of sides amongst groups.
- The gentry's numbers increased by 300% between the early Tudor period & the middle of the 17<sup>th</sup> century, which is slightly higher than the rate of population growth.
- They were beginning to dominate politics & could be elevated to the peerage for service to the crown - e.g. Thomas Wentworth becoming Earl of Strafford.
- The term 'gentleman' conveyed an air of superiority & helped them to stand apart from the rest of the non-aristocratic group.

## professionals

- Like the merchants, the no. of professionals rose considerably in the Stuart period as a result of the rising living standards experienced by the gentry & merchants.
- Quality of life increased - increased demand for legal services, healthcare, new buildings & education.
  - ↳ led to a growth in the numbers of lawyers, doctors, architects, academics & bankers.
- The only notable profession before this period was the clergy, members of which would usually have a university education. but now doctors & lawyers were beginning to achieve a similar status.
- Like merchants, many of the professional class were from / related to gentry families.
- @ the Inns of Court where lawyers would undertake training, 90% of the 1700 students admitted between 1600-1640 were sons of the nobility & gentry, with the rest being sons of professionals & merchants.
  - ↳ reflect the lack of educational opportunities for the lower orders - entry to grammar schools was not possible for most yeomen farmers & certainly not for girls.

## homework

Did Cromwell have any fixed political principles, or did he simply look for whatever worked?

- England had its first written constitution: "The Instrument of Government", which spelled out the powers of the Protector, the Council of State & Parliament. Cromwell thought the checks & balances that were essential for govt were built into the new system, and he saw this constitutional balance as his fundamental political principle.

Was religion a guiding force for Cromwell, or merely a cover for his personal ambition?

- Hailed as the greatest military hero of the age, he came increasingly to think of himself as God's chosen instrument. Cromwell had a deep belief in divine providence, the idea that God had a plan for what should happen on earth & that it was man's duty to try to understand & advance that plan. Belief in providence was a key element in Cromwell's religious beliefs though there was an element of self-delusion in the way he interpreted God's wishes.

Great paragraph on motivating young people to be interested in politics

Hannah Thomsett - Year 13

### Comment encourager les jeunes à s'engager dans la politique?

Considérez:

- un programme qui cible les jeunes salariés, les jeunes chômeurs et ceux qui se sentent marginalisés
- l'utilisation de la technologie pour rendre la politique plus accessible et plus intéressante pour les jeunes
- la participation des jeunes aux débats politiques.

En utilisant un programme qui cible les jeunes salariés, les jeunes chômeurs et ceux qui se sentent marginalisés, on peut encourager les jeunes à s'engager dans la politique car ils s'intéressent aux discussions au sujet des problèmes qui les touchent. Bien qu'ils soient marginalisés par la société, on peut les aider à travers la politique. La plupart des jeunes croient que les politiciens disent les mensonges et ignorent les préoccupations réelles de la population, par exemple le chômage, donc, si les programmes se concentrent sur les jeunes, ils deviendront plus engagés dans la politique. La plupart des jeunes fréquentent quasiment tous les réseaux sociaux et ne les utilisent pas seulement pour rester connectés, mais aussi pour avoir des informations. C'est souvent difficile de comprendre toutes les informations on voit à la télévision ou dans le journal, donc les applications comme Voxe.org révolutionnent le rapport entre les jeunes et la politique. Elles montrent comment la politique peut toucher les jeunes et pourquoi c'est important de voter. On peut améliorer l'éducation politique à l'école avec l'utilisation de la technologie pour rendre la politique plus accessible et plus intéressante pour les jeunes. Les applications peuvent expliquer beaucoup d'information pour les jeunes plus simplement que les programmes, par exemple. Si les débats politiques étaient à propos de sujets importants pour les jeunes, ils participeraient plus souvent. Ils s'intéressent à l'environnement, leur quartier et les problèmes sociaux, par exemple, et bien qu'ils veuillent participer aux débats politiques, ils se sentent ignorés quelquefois. On doit encourager les débats parmi les jeunes, mais aussi avec les personnes âgées pour gagner des idées différents. Les partis politiques et le gouvernement doivent travailler avec les écoles et les réseaux sociaux pour promouvoir l'engagement des jeunes avec la politique.