



# AROUND THE PALACE

## Fun in the Snow



Snowman made by Maheli and Dimanthi



## Dear all,

Each week, the Bulletin allows us to celebrate all that is going on at Old Palace, both in terms of academic learning and what else the students are doing to keep themselves positive. With the announcement this week that we will be in lockdown for at least another 5 weeks, it is heartening to be reassured that so much is still happening across the whole school community.

This week's edition also contains a very moving piece from Ms Berk and Mr Fuller for Holocaust Memorial Day (page 2 and 3). Thank you to both members of staff for allowing this day to be recognised across the Senior School. On a similar theme, Year 5 pupils have been reading 'After the War' during their English lessons.

I hope everyone has a good weekend. If the weather forecast is accurate, then sadly there isn't a chance to play in the snow this week!

Jane Burton, Head

**Virtual Open Morning  
Live Q&A**

**Seniors**  
Saturday  
6 February  
10.30am

Open  
to families  
looking for a  
Year 7 place in  
September  
2022 or  
2023

[www.oldpalace.croydon.sch.uk/admissions/open-days](http://www.oldpalace.croydon.sch.uk/admissions/open-days)

#HolocaustMemorialDay / 27 January

## We're marking Holocaust Memorial Day



On Tuesday, Old Palace marked Holocaust Memorial Day with a special assembly delivered by Ms Berk and Mr Fuller. The aim of the assembly was to remind students of the real people who suffered during the Holocaust and those who lost their lives. The assembly also explained the history of anti-Semitism in Europe and the events of the Holocaust. Finally, the assembly explored modern examples of genocide and human rights abuses and encouraged students to take action against these atrocities.

The assembly began with Ms Berk sharing her grandfather's story of survival. Below is an excerpt from the transcript of the assembly.



*'My grandfather was born in Czystochowa, Poland. My grandfather's father was a dentist and he and his wife had two children, my grandfather and his younger sister Sonia. His parents had high aspirations for my grandfather and they wanted him to study in France. When the Nazis invaded Poland, my grandfather, who was 13, and his family were put in a ghetto in their town. They were there for 3 years and he worked in a forced labour camp.*



*While living in the ghetto, my grandfather's mother and sister were taken away. He didn't know what happened to them until after the war. They had been taken to Treblinka and they were murdered. The ghetto was liquidated, and my grandfather and his father were sent to several different concentration camps. In 1945, they were both in Buchenwald concentration camp when his father died in a Typhus epidemic.*

*As the allies got closer, my grandfather was taken to his final concentration camp in Czechoslovakia. Life in concentration camps was very difficult and traumatic. My grandfather was beaten, starved, lived in horrible conditions, where he got lice and other diseases, and he was made to work against his will. He saw lots of death. My grandfather had to do lots of things to survive that stripped him of his humanity.*

*When he was liberated, he only weighed 31 kilos. When I was a child and we would go out to eat with my grandfather, he often ate a whole bread basket before his meal. This may sound strange to you, but this is because for him, bread was life. He had been conditioned in the concentration camps to take whatever food he could get, whenever and however - he never escaped that psychology, even up until his death. It was part of his trauma.*

*My grandfather and five of his relatives were the only members of his family to survive the Holocaust. My grandfather was a young teenager when the Holocaust began, just a boy, and he had everything stolen from him by the Nazis – his family, his youth and a part of his humanity. But, he survived.'*

**Ms Berk**



## Old Palace Remembers: Holocaust Memorial Day 2021

*continued*

Mr Fuller then presented students with a contextual history of anti-Semitism in Europe. He began by discussing the Jewish diaspora that saw the Jewish people expelled from their homeland in 70 CE.

He then detailed the difficult Jewish experience during the Middle Ages, such as the 1190 massacre at York. Mr Fuller then discussed the uneasy relationship between the Church and the Jewish community, with many prominent figures, such as Martin Luther, calling for discrimination against the Jewish people.

Mr Fuller then explained how this history fed into the 'Social Darwinism' of the 19th Century, which fueled the anti-Semitism of the time and led to violent massacres (pogroms) and the beginnings of the rhetoric embraced by the Nazis.

Finally, Mr Fuller discussed the rise to power of the Nazis and their systematic persecution of the Jews in Germany, including the 'Night of Broken Glass' (Kristallnacht) in 1938. Mr Fuller then outlined how the Jews, other minority groups and political dissidents were forced into ghettos and later concentration camps. He explained that the horrors of the Holocaust culminated with 'The Final Solution', which sought to eliminate the Jewish people. By the end of the

war, the Nazis had killed 6 million Jews in Europe, along with an additional 11 million others (including Soviet and Polish civilians, Roma people, disabled people and LGBTQ+ people).

Mr Fuller then offered modern examples of genocides, such as Rwanda (1994) and the Rohingyas in Myanmar (2017-) and put these atrocities in the context of the European Convention on Human Rights.

Ms Berk finished the assembly by discussing the human rights abuses against the Uyghur community in China. She encouraged students to be global citizens and stand up for basic human rights.

Ms Berk reminded students that they can do this by educating themselves and others; being responsible consumers; and taking-action, such as signing petitions.

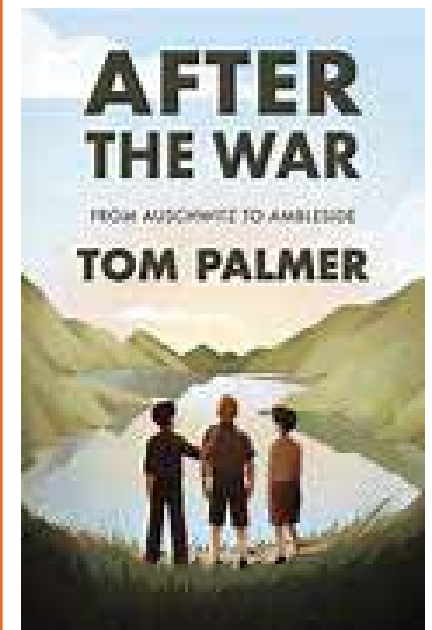
The message of this assembly was that it is important we remember the event of the Holocaust, so that we can stop future genocides and atrocities.

Remember...

'Never again.'

## Year 5: After The War

As part of their English studies, Year 5 pupils read passages from *After the War* by Tom Palmer, which shares the experiences of the Windermere children.



*After the War* is a true story, which captures the memories of three Jewish children on their arrival to Britain, after being liberated from the war.

Here's what some of our Year 5 pupils had to say:

**Lola** - "I really want to know what happens next – I'm going to have to go and buy the book".

**Rachelle** - "If the rest of the book is anything like the passages we read then it will be very emotional. It is a real life story and can teach us so much about the suffering of the innocent people."

**Lydia** - "The passages made me feel scared as this is a real story."

**Amanah** - "The book sounds like it will be an emotional read. I think I will read the whole book."

**Daisy** - "Please keep reading. I really want to know what happens next."

The Windermere Children was broadcast on BBC Two on 27th January 2020 at 9pm to mark the 75th anniversary of the end of the Holocaust.

It was followed by the documentary *The Windermere Children: In Their Own Words* on BBC Four at 10.30pm.

## OP Finalists in the Matrix Challenge Competition



Many congratulations to Shreya in Year 13, Rohaan in Year 11 and Navya in Year 10, who all distinguished themselves in the final of the Matrix Challenge.

The competition for schools is run by the Police's Cybercrimes Unit, which focuses on python programming, cryptography and cyber security.

There were over 65,000 entrants nationally, so our students did amazingly well to get into the final, especially as this our first year of doing it.

## What did you do with your Christmas dinner leftovers? Some kitchen Chemistry perhaps?

Natalie in Year 8, remembering some Chemistry she learnt in Year 7, set up her own investigation with red cabbage:

In Year 7 Science lessons, we learned about acids and alkalis. Acids are things that taste sour and alkalis are their chemical opposites. We also studied the pH scale to show how strong an acid or alkali was. As a fun experiment, my sister and I made red cabbage indicator using leftovers

from Christmas dinner!

We chopped up some cabbage and added a small volume of water. We then collected the liquid. It was a really pretty purple colour!

We measured it into some white mugs and then added different things from around the house that were acid or alkali and some water.

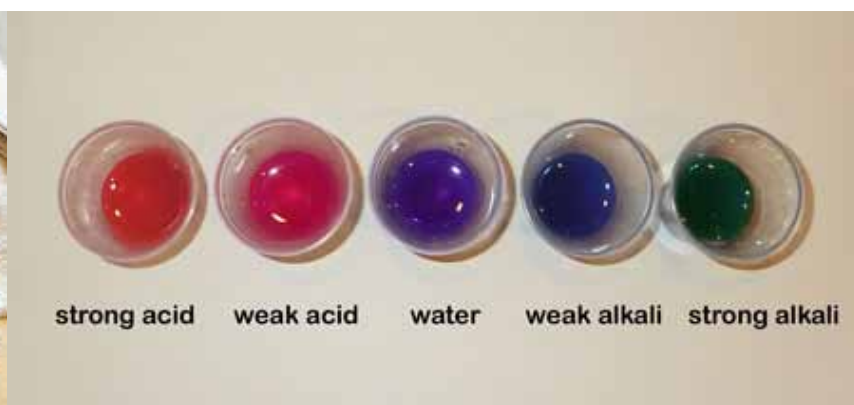
The lemon juice, carbonated water and vinegar made it go pinker because

they were more acidic.

I thought that rainwater that I collected from the water butt would also be acid, but it was difficult to tell. Surface cleaner, which contains alkali, turned the indicator blue. Bubble mix which is also soapy surprisingly did not go blue.

Afterwards we added them all together so that my sister could make a potion.

Look out, Harry Potter!



## Virtual Lunchtime Art Club

The Senior School continues to run clubs and activities – even though they are now virtual.

On Monday, Ms Clauser holds Creative Arts and this week Kulsoom, in Year 10, held an Origami session where she demonstrated how to make dogs out of paper.

Kulsoom said: *"It was a light activity, which was a nice way of distracting ourselves from everything. The Art Club is incredibly engaging and is something to look forward to every week."*





## Change and Empowering Women Video

Mrs Solari would like to recommend this very inspirational video called: Change and Empowering Women.

[https://youtu.be/Xra\\_MNIOpoY](https://youtu.be/Xra_MNIOpoY)



## Year 6: Young Leaders



This week, Year 6 pupils have been focusing on communication in Young Leaders. We looked at the various types of ways we can communicate including; talking, listening, shouting, whistle, clapping, writing, texting, hand signals, emoji's and even Morse Code.

The students enjoyed the challenge of trying to put themselves in birthday order. This proved very difficult to do remotely but allowed many discussions around different ways to approach this task.

With the use of break out rooms, small groups had to then lead a very quick activity using various forms of communication; only talking, use of demonstrations, a mixture of both, the use of the chat function and then finally just written words on a piece of paper.

## Year 11 Sports Leaders



Year 11 Sports Leaders enjoyed sessions delivered by Amy and Lilia this week with the focus on having fun whilst trying to improve co-ordination. It got very competitive between players during the challenges set and there were some very close scores in the quizzes!

Kulsoom led a calming yoga session to Year 10 students, who benefitted from taking time away from their screen to focus on their mental well-being!

## Year 11 Biology: Health and Disease

In our Year 11 Biology lessons, we have been learning about health and disease, which is very topical to the time in which we are living in as well as crucial in aiding our understanding of pathogens including viruses and how we can limit their transmission.



We have learned about antibiotic resistance. This happens when pathogens such as bacteria and fungi develop the ability to defeat the antibiotic drugs that were designed to kill them. The pathogens are not killed and so they continue to reproduce and grow.

The infections caused by antibiotic-resistant pathogens are difficult and at times impossible to treat. In most cases, antibiotic-resistant infections require more consultations with the doctor, longer hospital stays and other costly alternatives. Antibiotic resistance does not mean that the human is becoming resistant to antibiotics but rather that the bacteria have become resistant to the antibiotics designed to kill them.

Just like bacteria, viruses can also change. All viruses can mutate. The molecules that code the genetic sequence can change over time. The viral mutations can result in either no change to the shape of the virus or its



behaviour, a change to the virus shape but no change to its behaviour or a change to both the shape of the virus and how it behaves. Any change in the virus's behaviour can then be classified as either neutral, meaning no difference in how the virus affects us, positive, meaning that the virus is potentially less harmful, or negative, meaning that the virus is potentially more harmful. The new variant of the coronavirus is worrisome because a mutation in its behaviour has caused it to spread more easily. Despite these worries, I must say that learning about how vaccines work has made me feel more reassured since vaccines include harmless proteins from the virus. Once vaccinated, our immune system recognises that the proteins do not belong in the body and so stimulate our lymphocytes to make the appropriate antibodies. If we are infected in the future by the pathogen our memory lymphocytes will recognise and release antibodies to fight the virus.

Overall, Biology is truly a fascinating subject that has allowed students in Year 11 to understand interesting topics such as antibiotic resistance and how vaccines work. The past year has been such a struggle for us all due to the virus.

When you face difficult times, know that challenges are not sent to destroy you. They're sent to promote, increase and strengthen you.

**Gina, Year 11**

## Year 2 Science Project: Can Water Make Music?

Thank you to Safah, Aideen, Marina, Aadya and Nuriya for sending us photos of their Science project.



Safah



Aideen



Marina



Aadya



Nuriya

## Sports Hall Athletics



We have reported in previous bulletins how well those students in Year 6 – Year 8 did in the Sports Hall Virtual Athletics Competition

This week certificates were issued so well done to everyone who took part. Your certificate will be emailed to you throughout the week.

## John Whitgift Foundation Commemorates 425th Anniversary with Daily Posts



*The Old Palace, Croydon: The Residence of the Archbishops of Canterbury, 1273 to 1757.*

J. Bartlett, North End, Croydon.

### #425in365 Day 19:

Croydon Parish Church is the burial place of six Archbishops of Canterbury: John Whitgift, Edmund Grindal, Gilbert Sheldon, William Wake, John Potter and Thomas Herring. Historically Croydon was part of the Diocese of Canterbury, but is now part of the Diocese of Southwark.

john  
whitgift  
foundation



## Week 2: House Challenge to Walk Around the World

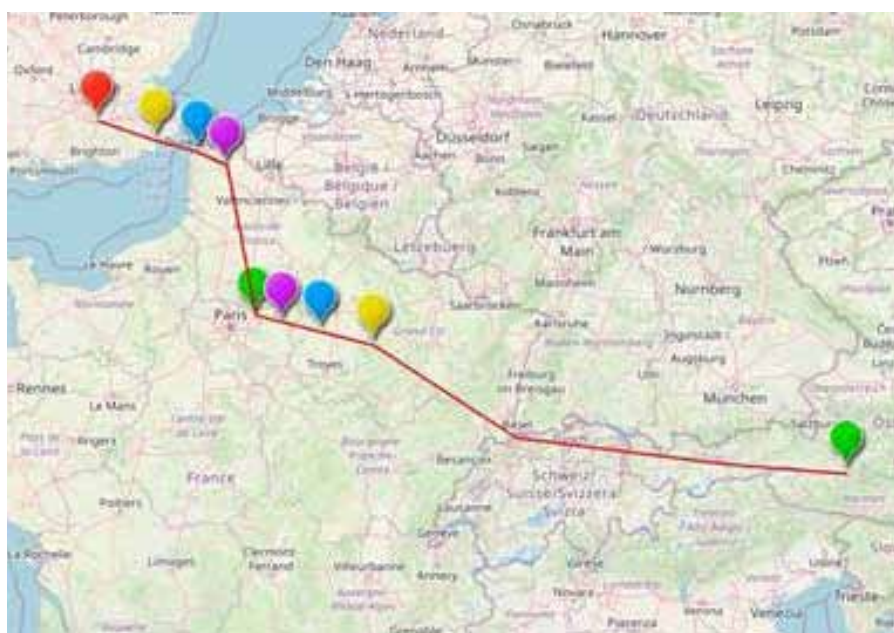


The race is on! Hatton continues to set the pace this week, stretching their lead. But whilst they are enjoying a spot of skiing in Austria, there is plenty of time for Anselm, Laud and Stafford to catch up. All three are now in Eastern France, en route to Switzerland – and you all increased your steps from last week.

You can follow our progress here: <https://arcg.is/1W4m1T>

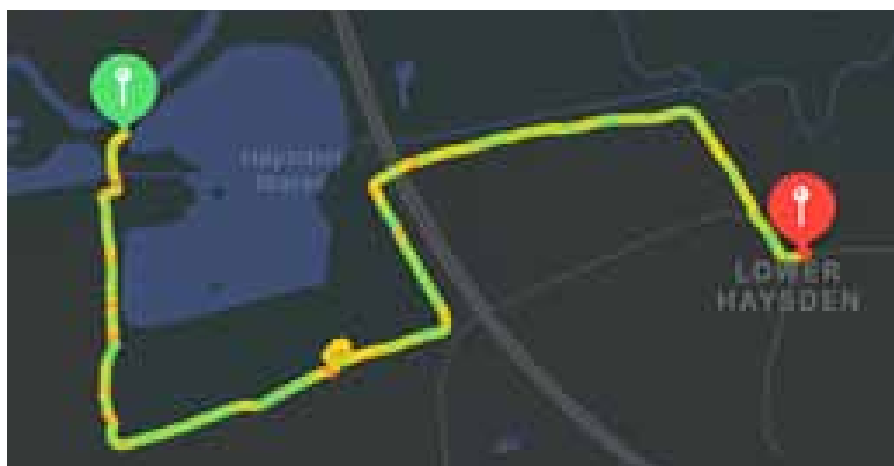
Keep up the great work everyone and keep tracking those steps on your House Team.

House	Total steps walked	Total km walked
Anselm	819,287	529
Hatton	2,001,944	1292
Laud	676,347	436
Stafford	723,401	467



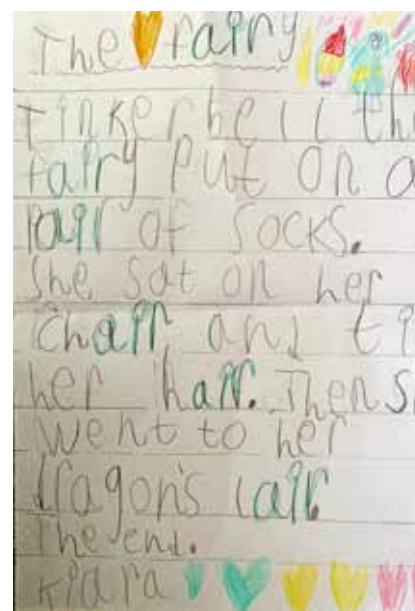
Mrs Broad showed her House colours by walking in an S shape this week.

Why don't you try doing the same?



## Kiara Reception

Kiara has been busy making a model of the Solar System.



She also wrote a story to practise writing words using the phonics sound 'air'.

## Aashita's Sundial



Aashita made a sundial as part of Year 5's Stargazers topic.

## Year 13: Enrichment Programme

Old Palace Year 13 students prepare for University in many different ways. In addition to studying their chosen academic subjects, completing UCAS applications and in some cases interviews, they also participate in an Enrichment programme which allows students to move around a Carousel where they have opportunities to discuss aspects of life that will affect them when they go to University and/or leave home.

One such course is a short Food Course. This course involves some basic theory on nutrition and then students have some practical sessions

where they cook savoury and sweet dishes.

Many of the students have commented on the fact that the lessons offered on the Carousel are not only practical and enjoyable, they also provide a much-needed break from academic studies. Last week, the students made something sweet and here are some of the delicious offerings they sent me. I was just sorry I couldn't sample any of these wonderful dishes, but I am sure that they were enjoyed by their families.

**Mr Talleux, Head of Sixth Form**



Fiona's Cinnamon rolls



Lydia's cupcakes



Charlotte's Blueberry cobblers



Rachel's red bean with cream dori-yaki



Khushi's chocolate fudge brownies



Anushka's vanilla coffee and chocolate custard with layers of biscuit

## Book Balance Challenge

During swimming, Year 7 girls have been trying a book balance challenge as part of their lessons. Lots of girls successfully completed the challenge, many of them making it look quite easy!

The aim is to start from a sitting position, stand and sit down again. It is best to use a book with a little weight to it.

Sit cross legged on the floor balancing the book on your head. Slide one leg around to your side. You should now be able to kneel on both knees. From here lift one knee forward and place your foot flat on the floor. Then gently push yourself up into a standing position. All you have to do now is sit back down again!

If you manage to do this challenge easily why not try the next stage... balance a cup of water on top of the book as well!

Have a go yourself. Good luck!

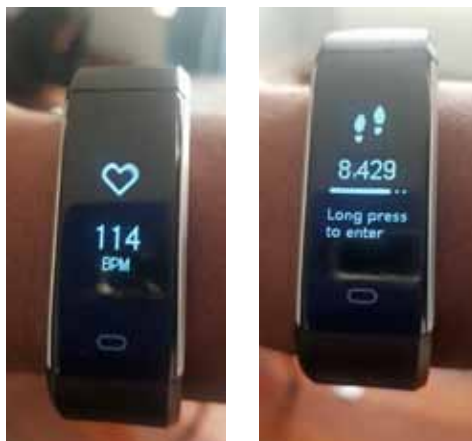


Jada doing the book balance challenge.



## Year 9 Staying Active Challenge

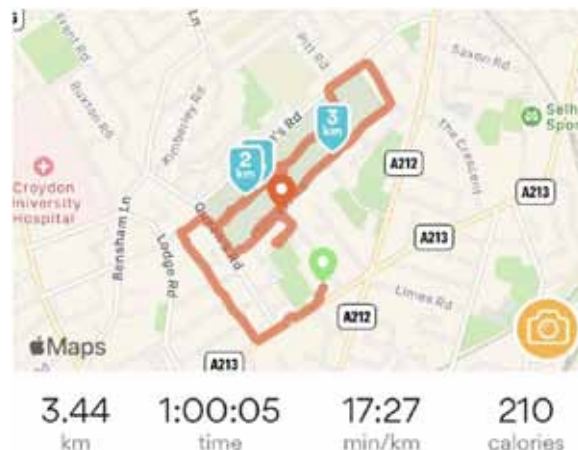
The PE department has set students the task of staying as active as possible for 45 minutes.



These pictures show Tahalia staying active in her PE lesson!



This is Keno in Year 9 staying active during her PE lesson and trying to get as many steps in for the house challenge as she can.



Dilana's route for her Stay Active Challenge.

## Year 8: Drama – Remote Learning

This term has been very exciting for students in Years 8 as they return to remote learning. While remote learning offers challenges, it is also an opportunity for students to focus on different theatre skills.

Year 8 has been exploring a practical scheme of work using the play *Stone Cold*. The play is based on a book of the same title. It is a thriller about teenage homelessness.

Students began the scheme looking at the context of homelessness in the UK. They analysed statistics and considered what causes people to become homeless. For example, they discussed that it wasn't a coincidence that the levels of homelessness in the UK increased in 2010, as it was a consequence of the financial recession.

Students also discussed the problem of homelessness, within the context of Covid-19. They thoughtfully considered the wider issues related to homelessness, such as access to quality housing and the Grenfell tower tragedy.

After the first lesson, students then began to practically explore scenes from the play in breakout rooms. This is an exciting way for students to continue developing their acting skills remotely. Students have also been building upon their understanding of naturalistic acting theory in these rehearsals.


### Context and Plot

LO: To gain an understanding of the context and plot of 'Stone Cold'

- In 2019 Government statistics showed that 4,267 people slept rough on any one night across England - this down from the previous year, but up 141% from 2010
- Over 280,000 homeless people in England, 10,000 in Wales, 18,000 in Scotland
- 14% were women, but it is estimated this may be higher
- And there were about 86,000 young people in the UK who identified as homeless or at risk of homelessness
- 6/10 of teenagers who become homeless do so because their relationships break down with their family

Lesson 1

#### Covid and Homeless



<https://www.youtube.com/watch?v=nl1f1Nv5mHko>

Watch the video and discuss Yusuf's story. Read this article if you can't access the video <https://www.theguardian.com/society/2020/nov/08/anger-fortitude-and-fear-the-workers-left-homeless-by-the-uks-covid-pandemic>



Year 7 is enjoying a Theatre Production scheme of work. This week, they created their own set design drawings for 'Into the Woods'. The above drawing is by Elizabeth M.

## A letter from Mrs Nike



Dear all,

The highlight of my week was watching Elena's first YouTube video. I was so impressed with the clarity in which she explained how to add two digit numbers. She was confident and articulate. We have a teacher in the making. A real star! Well done Elena.

It was lovely to see so many of you out enjoying the snow. At times like this when we are having to spend so much time indoors, it is great to have the opportunity to get out and have a snow adventure. I thoroughly enjoyed watching the snow fall- it really brightened up my day. I hope you enjoyed it too!

Our character development focus for this half term is 'Bravery'. Please check out 'Mrs Nike's Blog' on the VLE for some ideas and information to help you to be brave when you perhaps are feeling a little afraid.

Have a good week.

**Mrs Nike**

*Head of Pre School & Preparatory*

## Preparatory: More Snow Photos!



## Year 2: Star of the Week



**Aadya**, Year 2 with her Star of the week certificate for working hard and not being afraid to make mistakes.

## Year 3: Maths Certificates



**Olivia** with her Batman Certificate.



**Olivia B** with her Thor Certificate.





When we were last at school, Year 3 were asked to find out about volcanoes as part of their topic work on Rocks, Relics and Rumbles. They could choose to either present some information on a poster or to make their own model. The girls brought their volcanoes of various sizes in to school and Mrs Wallis was really impressed with all of their hard work. The posters were full of interesting facts about volcanoes and the models were amazing! They had used a variety of materials to make their volcanoes from papiér mâché to home-made cake volcanoes made by Hiru and Lottie.

During the last few days of term we made our own 'Ring of Fire'. The girls were able to make their volcanoes erupt by adding bicarbonate of soda and vinegar into the bottles which they had set inside their models.

One at a time each volcano erupted!  
We had created our own Ring of Fire!





## Year 1: Elena

We hear that Elena in Year 1 has already written and presented her first YouTube video. Here she is demonstrating how to add 2 digit numbers.

[https://www.youtube.com/watch?v=ElgHaFcIKSQ&list=PLD5CWXPCTb8YXtlyx5p\\_pWqrsBHcNlk&index=6](https://www.youtube.com/watch?v=ElgHaFcIKSQ&list=PLD5CWXPCTb8YXtlyx5p_pWqrsBHcNlk&index=6)



## Puzzle Fun Competition

I saw a 4 digit number the other day but can't remember it... but

- 1) I remember seeing a number 1.
- 2) The 2nd digit, I remember is 3 times the 1st digit.
- 3) The 4th digit is 4 times the 3rd digit.
- 4) Finally, I recall the number 2 is sitting in the thousands' place.

What was the number?

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Answer on page 14

## Year 5: Baking Cupcakes

Year 5 celebrated the end of the week with a cup cake baking session. Their results were very impressive.



Advika



Rachelle



Imaan



Ellie



Riya

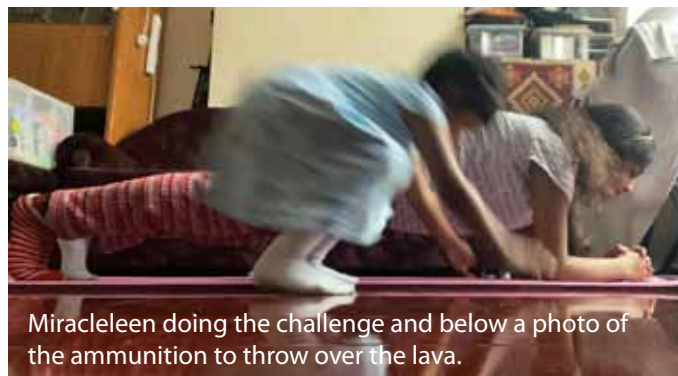


Nikita



## Escape Room Challenge: Help Unlock the PE Staff from Shah PE

Over the next two weeks, some year groups will be taking part in the Escape Room Challenge!



Miracleleen doing the challenge and below a photo of the ammunition to throw over the lava.

Students have had to work on the challenges to obtain the 5 keys needed to let the PE staff out of SHAH PE – including balancing to avoid detection by movement sensors, throwing balls across the lava, climbing to the height of the Addington Hills and unlocking the secret code by doing strenuous fitness challenges

So far each group have managed to do enough to help the staff escape! But what about next week's groups?

Please don't leave us stranded!



## Geography Competition Week 3: Where in the World?

The answer to last week's *Where in the World* was **Turkey** (The picture showed Cappadocia)



**Deadline: Thursday 4th February 2021**

Submit your answer on Forms using this link:

<https://forms.office.com/Pages/ResponsePage.aspx?id=IEPCiFx-EUiUssKSjqGU5CJ4-zx23UVKvh1xAsZm93FUMzY2Nk1DSVc2TEFLS1E1U0IZUFJKOTHLVY4u>



## Where in the World?

Discover the world: use the clues to guess what country this image is from!



1. This country was one of the first countries in the world to have radio broadcasting. The country's first broadcast was made in August 1920. At that time only 20 people had a receiver!
2. Around 97% of this country's population is home to people of European descent.
3. Adults and children both travel home after lunch each day to take a siesta. Siestas are short naps that people all around the country partake in.
4. Over 10% of the world's flora is found in this country.
5. In this country political parties have their own brands of beer.

## Year 9: PE



The PE Department is encouraging students to take a break from their studies and get some fresh air. Here is Phoebe walking in the snow.

## Year 1: The Moon

In English, Year 1 have been doing non-fiction work about the moon. Libby has been looking at the moon through a telescope and identified it as a waxing gibbous.



## Year 10: Lily in the Snow

Here are some great photos of Lily and her dogs in the snow along with her 'snowcat'.



## Last Week's Puzzle Winner

Last week's puzzle was a bit tricky.

The lucky winner is **Fatimah** from Year 7.

## Answer Puzzle Fun Competition on page 12

2	6	1	4
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