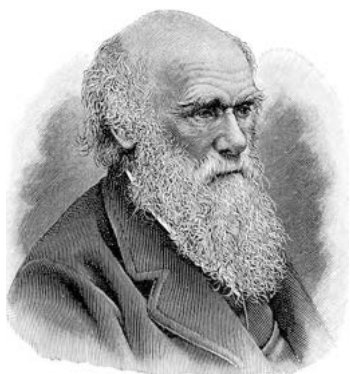


A Moment in Time: Did You Know....?



Charles Darwin.

The Launch of the HMS Beagle

'We must acknowledge that man, with all his noble qualities, still bears in his bodily frame the indelible stamp of his lowly origin.'



On a damp, English morning in 1831, a ship left Plymouth. On board the HMS Beagle was a young naturalist who, bored of his studies, decided to travel the world, and formulate his theories on the origin of humanity. It was on this voyage that the 22-year-old Charles Darwin carried out his observations of the natural world; observations that would inspire him to develop his theory of what he termed 'The Struggle for Existence'.

Several decades later, Darwin released his revolutionary scientific work: 'On the Origin of Species'. A hugely controversial book, Darwin's suggestion that humans were descended from simpler beings threw contemporary Victorian society into turmoil.

It is hard to overstate the significance of Charles Darwin's discoveries. By making people aware of their humble origins and their descent from these simpler life forms into the powerful and intelligent creatures they are today, Darwin revolutionized almost every branch of science. From understanding human nature through the context of the survival of the fittest to overturning traditional theological arguments and dogma, Darwin's discoveries have not only permeated to but have shaped almost every aspect of today's society

Asma Fathima Yr11

women's aid
until women & children are safe

#EndPeriodPoverty

From the 16th of November there will be donation bins located around the school for sanitary product donations. Please bring in unopened boxes of tampons, pads, panty liners or other sanitary products to help support those suffering from period poverty.

Donations will go to Women's Aid and St. Basil's, two charities working towards ending period poverty and supporting those going through it, past and present. More information will be available from the summary sheet distributed to your form tutor.

Black History Month

To mark black history month, we are celebrating the contribution of a lesser known but hugely impactful individual who made a significant contribution to shaping black British history.

Introducing Olive Morris.....



A trailblazer of black rights in the UK, Olive Morris was an influential member of the British Black Panthers from 1968 to 1973. (This was a movement led by Nigerian-born poet and activist Obi Egbuna to protest and campaign against racially-aggravated police brutality). Although she only lived for 27 years, she left a legacy that inspires youth power even today.

The 1970s were a tumultuous time for people of colour in Britain, especially for the black community, who suffered from racial prejudice and violence, especially after the controversial anti-immigration 'Rivers of Blood' speech by right-wing politician Enoch Powell. Indeed, this address is widely regarded as one of the most racially-divisive speeches in modern British history.....

Olive Morris had a very ordinary start in life, being born in Jamaica in 1953 but emigrating to London in 1961. As a teen in South London, she joined local black youth collectives.

Perhaps the most defining moment leading her to activism was when she was physically assaulted and arrested by police at the age of 17 whilst trying to stop the beating of Nigerian diplomat, Clement Gommwalk. He was pulled out of his Mercedes and accused of stealing a car that was actually his own. The fact that a young, black girl took on such systemic racism without even thinking about her own safety is remarkable: she was determined to stand up for equality and do what she could to end racial discrimination. Allegedly, Morris was then fined £10 (the equivalent of £175 today) and given a three-month suspended jail sentence for challenging the officers.

Morris studied Social Sciences at Manchester University and was a member of the city's Black Women Cooperatives - working in the community to end educational disparities for black schoolchildren.

She later co-founded Brixton Black Women's Group and OWAAD (Organisation of Women of Asian and African Descent) running campaigns for women's rights as well among other pressing racial issues.



In her short life, Morris was able to travel widely throughout North Africa, Europe and East Asia. This allowed her to see the magnitude of social inequality and injustice across the world – and she was even more determined to work to combat this.

Unfortunately, Olive's incredible life was cut short when she died from Non-Hodgkin Lymphoma. Though her life was cut tragically so short, Olive Morris showed fearlessness and resilience in the face of resistance. The way she lived her life exemplified that positive change is always possible, and that every small act we carry out can contribute to important social change and improvement. She fought for equality for black people in Britain and gave a more urgent voice, especially, to black women, at a time when society didn't really want to listen.

This month, we remember – and give thanks – for the life and contribution of Olive Morris.

Ileen Sami (Yr11).

Alumnus of the Month: Where are they now?

This month we feature Jayshree Astley (nee Patel)

Years at Camp Hill

1996-2003, (Oh gosh! I started 24 years ago!)

University study (place and course)

The University of Manchester - Master of Town and Country Planning
(I started on Architecture, had a three hour lecture on concrete and changed course the same day!)

Qualifications and any further study

MTCP, MRTPI - Masters in Town Planning and Professional Chartership into the Royal Town Planning Institute who I've been assessing for over the past 10 years.

Current role/job

I now work for myself as an Independent Planning Consultant after working for Property Consultancies across the country including Savills and Indigo. My role is to secure planning permission for developments including retail parks, supermarkets, 500+ residential schemes or planning asset management strategies...

What I love about my job

In my 30's - Not having to ask anyone for holidays! I work when I want, from wherever I want and I work nationally across the UK. I love seeing developments that I've secured permission for being built in different cities. In my 20's and working for major consultancies, I enjoyed all the networking and I was always looking for my next career move.

When I'm not at work, I'm.....

Spending time with the family. It may sound lame in your teens but actually being able to catch up with family and friends is a gift.

Best Camp Hill memory(!)

Far too many to list! Needless to say I truly loved my time at Camp Hill. There was a memorable Geography field trip to Wales and I remember helping to 'rescue' a duck from the long jump pit! On winter days we'd use the ovens to warm the DT room and it would soon feel really cosy in there. And I can still remember the sausage sandwiches from the canteen!....

Advice to your teenage self OR Advice to Camp Hillians today

Buck Up, do your work, make your grades, go home. University, work and life will give you plenty of opportunity to do everything you want to do, there's no need to experience everything RIGHT NOW. Life is about getting to the next stage, don't compromise on your goals: work at them, be sociable, be kind, you never know where your next opportunity will come from or who you'll meet again in twenty years' time. #GIRLBOSS



The University of Manchester



RTPI

Royal Town Planning Institute

Opinion Page

Camp Hill Students speak on important matters affecting young people.

How Technology is Empowering the Youth of Today

A little over two weeks ago David Attenborough joined the social media platform, Instagram, to spread awareness about the climate crisis we are facing and what we can do to tackle climate change. He is now the world record holder for the shortest time to reach a million followers on Instagram, managing to complete the feat in only four hours, surpassing actress, Jennifer Anniston, who previously held the world record.



The majority of Attenborough's devotees are young people. Some may be surprised that a 94 year old has such a large youth following but, in the world of social media, this is not unusual. Social issues, activism and politics are increasingly more popular among young people and they hold a greater interest in such issues than any other generation.



Instagram, like many other social media platforms, is dominated by a predominantly young audience. While this has raised serious concerns over the negative aspects of social media such as unrealistic beauty standards, toxic influencer lifestyles and effects on mental health, it is evident that Generation Z is utilising the global reach of social media in ways that previous generations have not explored.



AKA: iGeneration (iGen)
Post-Millennials
Homeland Generation

Currently, 'Infographic' accounts are on the rise; they show bite-size chunks of information in an accessible form through a slideshow layout, backed up with statistics, references and links to resources. This has greatly encouraged the pursuit of education on topics that are not necessarily in the school curriculum or are not covered in mainstream media ranging from Indigenous history and climate change to the voting history of politicians and explanations of key political terms. Teenagers on social media have been encouraging popular creators to use their large platforms to spread awareness and resources on a range of social issues. In the age of 'fake news', the issue of biased reporting has also been a concern but the fact still remains; the youth of today, nicknamed 'Gen Z', truly are the 'Digital Natives' and are using this new form of globalisation to mobilise the masses by spreading awareness, sharing information and taking effective action.

Gen Z are the first generation to grow up wholly in a digital era. They have a much deeper understanding of the impacts of technology. They have impressed the world with their use of social media in amplifying their activism; successfully advocating for gun control legislation in the United States of America and demanding climate action across the world being a few of their most notable accomplishments so far. (In fact, Birmingham City Council has credited young people in Birmingham for being one of the driving forces behind them declaring a climate emergency). According to an Irregular Labs Survey which was conducted in 7 countries including the United Kingdom, 75% of Generation Z respondents said being politically or socially engaged is very important to their identity compared to 63% of millennials.



GEN Z

Every generation aims to leave the world in a better state to how they found it and this is evident amongst the youth of today. Being more politically and socially aware, along with tools of mass communication at their fingertips, Generation Z has an impressive record and I'm certain there is much more positive change to expect from the so-called 'Internet Generation'.



Sana Pasha - Yr11

Thanks to all your generous donations, we have raised £702.44 for Young Minds! It was lovely to see everyone wearing yellow clothing and accessories, showing that our school community is here to help each other when it comes to mental health. The bursts of yellow everywhere were a wonderful sign of positivity and sunshine - reminding us that there are reasons to be cheerful no matter the less than normal situation. No-one is alone where mental health is concerned, it is our priority as a collective to support the school, better understand the needs of those around us and improve the facilities and methods that are in place.



Following the schoolwide display of support for improving mental health, we want to hear from you. In the next week, we will be sending out a survey asking what you want to see from us as Wellbeing Prefects and from the school as whole in terms of both mental health and covid support.

As always, these helplines are here if you need support:

Young Minds

<https://youngminds.org.uk/find-help/looking-after-yourself/>

This webpage has great resources surrounding mental health and what can impact it, such as struggles with gender/sexual orientation, racism and social media

Mind

<https://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/>

(specifically about coronavirus)

Mind has a huge variety of resources from mental health issues and self care to helping you get the support you need e.g. counselling sessions

Our emails are always available :)

Femi: 14themen392@kechg.org.uk

Aminah: 14rahman088@kechg.org.uk

Flo: 14mcghee951@kechg.org.uk

Grace: 14keast766@kechg.org.uk

PJ: 14rajesh580@kechg.org.uk

Salma: 14berriche248@kechg.org.uk



More poetry success for talented Iona!



Year 10 student, Iona Mandal, has added another poetry accolade to her impressive collection. Having enjoyed much success already this year with various national competitions, Iona was recently selected as one of the 85 commended poets in the prestigious Foyle Young Poets of the Year Award 2020. With over 6,000 entrants and over 15,000 poems this year from across the world, this is an amazing and impressive achievement.

In normal circumstances, the winners would be invited to attend a glittering ceremony in central London. However, the ongoing situation with Covid-19 has meant this had to become an online celebration instead. She says, 'It was disappointing as I am sure it would have been an unforgettable experience. However, the organisers were very gracious and sent me some lovely prizes in the post.'

Iona's winning poem, 'Homecoming' will be published on The Poetry Society's website and featured on Foyle's YouTube and Vimeo channels later in the year, as well as appearing in an online anthology in spring 2021.

She says, 'Homecoming is about the complex and perplexing emotions involved in visiting one's home country and watching your elderly relatives change over time or even find they are no more. This can be quite heart-breaking to witness as they are ones you love and value most. My poem was fuelled from the death of my great-grandmother last year, in West Bengal, eastern India, at the ripe age of one hundred years. During the last 13 years of her life, she was completely bed ridden, paralysed from a stroke and suffering from dementia. Although we usually only met once a year for a few weeks, I was extremely close to her.

'One of her fondest memories was reminiscing about Dhaka, Bangladesh (then undivided Bengal) where she was born and particularly Queen Victoria – Empress of India, whom she adored as a woman reigning power. It was often quite amusing for me to remind her that Queen Elizabeth II was now the Queen and we had a Prime Minister! Just as it was amusing to hear these stories from someone born a century ago, it was kind of surreal to hear her sadly narrate about the Dhaka riots and Partition, having lived through the miseries it brought. It is hard to believe, that when I visit India next, I will not see her anymore.'

Iona has used many contextual references in her mother tongue, Bangla, to enhance the overall wistful yet harsh reality of the poem.

Read "Homecoming" by Iona Mandal on the next page.

Homecoming

by Iona Mandal

Draped in sun-dried cotton sari
Ma spreads turmeric paste on my acne scars.
The heat and sultriness making it crack
in flaxen grains, on the cold tiled floor.
Twiddling a cotton ball soaked in hibiscus red *alta*
between index finger and thumb
she adorns in curlicues the soles of my feet
in neat master strokes.
Thereafter, a crash course on Bengali customs
"Remember the *pranam*, do touch her feet."
And we get ready for grandma's home.

The hinges to the garden gate screech
to welcome us in homecoming.
It has been three years since oiled last.
Ma ushers me to grandma's room.
I expect a family heirloom
of some sorts, to unfold.
Sweetmeats or spicy, mango pickle in oil
left lined in glass jars on the terrace
to dry in the midday sun.
Or perhaps, an old trunk, photographs, and books
opening floodgates of stories untold.

It is dark here. A monastic silence pervades.
My pupils adjust to the gloom.
The street peddler's chant seems distant here
and rickshaw honks certainly not as loud.
Grandma looks up; smiles vaguely,
conceivably, in recognition.
Tries in futile attempts to edge
the stainless-steel glass of lemon juice.
As if, to wash the barriers that bind us.
She is paralysed and bed-ridden,
thirteen years now.



I sip the juice. Hold her cellophane hand in mine.
Nails charred; fingers wrinkled
from centenarian grime.
Old memories line her parched skin,
carrying tales from the crevices.
Queen Victoria, Dhaka, riots, the partition -
"Do steamboats ply on the Buriganga river?"
she suddenly asks. I listen, the sourness from lemon
ferments in my mouth.
I am not sure what to say,
so much has elapsed.

Feeble voice now raised in command
she looks to the metal grille window.
"Kill those soldiers!
They looted us!"
I gently shove the red ants aside. She calms.
I watch her eyes roll, like in a trance.
At times I feel grandma records everything.
Family stock keeping, her responsibility.
Spools of uncoiled tapes
binding her tighter to bed,
her stale recording studio.

And now, we replace chocolates
with chewable vitamin orbs,
Staffordshire pottery for
a feather light bedpan.
More donations than gifts
for a happy house maid and masseur.
Our suitcases grow lighter
with every year that slips by
bags unzip to the stench of expiry
yet, bringing much more
to all that we leave back home.

Spot the Difference!

The black and white photo was taken circa 1958 when the school first moved to this site. The colour photo was taken just a few weeks ago.





The Show Must Go On!

Despite the looming threat of a pandemic, last year's Songs From the Shows was amazing. From the energetic, dancey tunes of Grease, to the sultry, yet poignant atmosphere of Cabaret, the two performances, put on by over 100 pupils (including the band and chamber choir, who were indispensable to the completion of the show), were phenomenal!

For the newer students, and those of you who somehow don't know what it is, Show Choir is a group of non-auditioned students with a passion for musical theatre, who are expertly accompanied, choreographed and supported by Ms Hawthorne and various drama, music, and dance teachers from across the school. Every year, they put on a showcase of different songs from musicals, including combinations of Matilda and Into The Woods, Wicked and Mary Poppins, and From West End to Broadway, a medley of tunes from musicals, old and new.

But with the current social distancing measures, especially between year groups, getting that many students to rehearse together in such a small space is a challenge. So, how is it going to work?

The current schedule is Year 8 from 12:35 to 12:55, Year 7 from 12:55 to 1:15, and Year 9 from 1:15 to 1:35, in order to minimize the mixing of groups as much as possible. Each form is confined to a different section of the hall. For Key Stages 4 and 5, the balcony provides a socially distanced solution, with each year occupying a side and sitting on the back rows to further increase the distances between themselves and the dancers below.

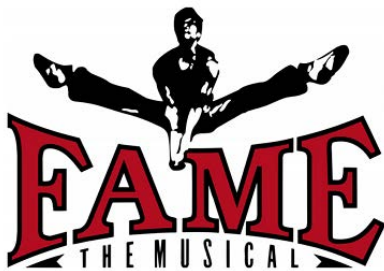
This year is, of course, no exception to the usual energy. Only a few rehearsals in, and the enthusiasm, especially from the older years, who are confined to the balcony and therefore unable to dance, is impressive.

And the theme? The Greatest Show.

No, not the 2017 musical starring Hugh Jackman. This year's show is a medley of different songs about preparing for and performing a show. With classics such as "Fame" from Fame and "You Can't Stop The Beat" from Hairspray, it's guaranteed to be a show to remember!

Here, at Camp Hill, Covid won't stop the music!

Erin Marsh 11C



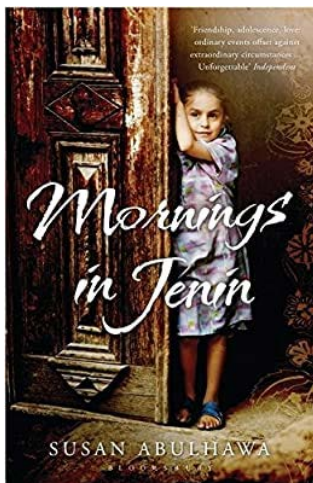
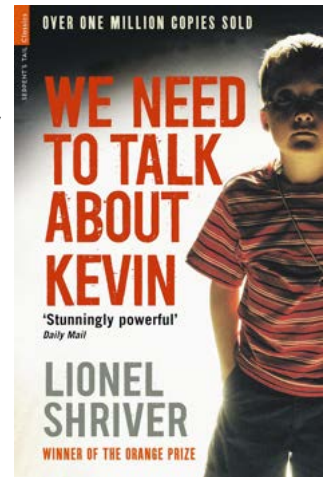
In the Camp Hill Book Corner...

Covid-19 has had everyone hunkering down at home - but after over a month back to the familiar structure of a school day, I fear that many of the unexplored benefits presented by lockdown will become a thing of the past - like having the chance to curl up in a nest of blankets all day with liberal amounts of chocolate and a stack of books by my side. So let's not neglect any new hobbies developed during quarantine in our haste to be thrust back into hectic, rigidly structured lives, and remember to keep taking time off to relax and read! With that in mind, here are some of my top picks for titles to get your nose stuck into this autumn:

KS5

We Need to Talk About Kevin - Lionel Shriver

This is probably my favourite book of all time, and although some people regard it as too dense a read to suit their personal taste, I found it both thought provoking and intelligently written. *We Need to Talk About Kevin* is narrated by a mother, Eva Katchadourian, as she writes to her husband Franklin in a series of correspondences about their son's short and disturbing childhood. It is not a fast, nor a particularly enjoyable read - even though Lionel Shriver writes beautiful prose, she writes about ugly things - but I particularly loved how I was never reading on to find out what happened to Kevin (we all know what the book's climax will be from chapter one), but why he did what he did; the thought process of a sociopathic boy growing up, especially when examined by a relative outsider of a mother, presents the perfect platform on which to debate the nature vs nurture argument. Overall, I would really recommend *Kevin* to anyone interested in a dark, wonderfully written literature or intense food for thought.



KS4

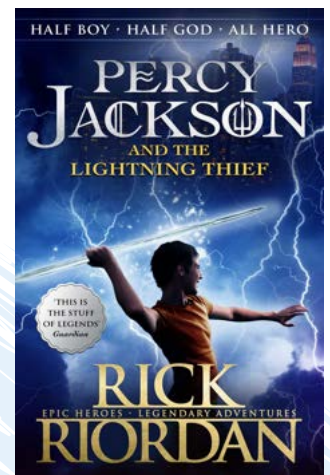
Mornings in Jenin - Susan Abulhawa

This book holds a special place in my heart, because it deals with a conflict that I feel is grossly misrepresented by the media and rarely talked about in the West despite its ongoing protraction for almost a century - the Israeli - Palestinian conflict. Forcibly removed from the ancient village of Ein Hod by the newly formed state of Israel in 1948, the Abulhejas are moved into the Jenin refugee camp, a prison of squalor and constant repression. Despite enduring decades of heartbreak and loss, the family continues to survive as they struggle against tragedy toward freedom, peace, and home. This book makes stunning use of Arabic style ornamental prose similar to Khaled Hosseini's *The Kite Runner*, and I found it one of the most moving novels I've ever read - I would definitely recommend it to anyone looking for a poignant and compelling (albeit heartbreaking) read.

KS3

The Percy Jackson series - Rick Riordan

I remember my year 7 self seeing this book lying in C1 one lunchtime, and thinking "I've got nothing better to do - guess I'll give it a try." Needless to say, the Percy Jackson series did not disappoint, and ended up pretty much defining my early years at Camp Hill; the chatty, humorous dialogue blended with an exciting, action packed plot made for an extremely entertaining read that (at the risk of sounding clichéd) I genuinely could not put down. One of my favourite aspects of the series was the way that it seamlessly incorporated traditional Greek and Roman mythology into modern day American life - and being a GCSE Latin student, it definitely doesn't hurt to have some general knowledge to fall back on! Overall, I would highly recommend the series to anyone looking for a fun, engaging read.



Selection chosen by Jude Shayeb, Yr11

HAUNTED HOUSES

Over half term we're running some halloween themed activities for you to get house points! Every entry (that follows the rules) will work toward helping your house win so get involved and show some house spirit. Additionally in each key stage there will be a first second and third place that will count toward the winning house. House points are available for the winners!

CHALLENGES

- **Best Costume:** Send in photos
- **Best Spooky Bake/Decorations:** Send in photos
- **Best Pumpkin Carving:** Send in photos
- **Best Scary Story Writing Competition:** up to 1000 words (but can be much less if you want!)
- **Group Video Challenge:** This can be ANYTHING (including a TikTok). An original spooky poem, or recitation of a favourite book extract. Perhaps a short spooky film, or a house tour of your eerie house decorations. Get together with some of your friends (socially distanced or remotely)
- **Best Spooky Themed Playlist:** 10 songs MAX. Don't send just playlist links (have a list of songs too)



RULES

- You can enter every category, but you can only enter each one ONCE.
- Send each entry to the House Captains email: housecompetitions@kechg.org.uk
- In the email, put both the CATEGORY and YOUR HOUSE in the SUBJECT section. Make sure you include your KEY STAGE and FULL NAME in the email body.
- We will be accepting entries until November 1st.

IF YOU HAVE ANY QUESTIONS PLEASE CONTACT US USING THE HOUSE CAPTAINS EMAIL (housecompetitions@kechg.org.uk) with 'QUESTION' as your subject.



Recipe Page

Nurture your body!

While eating well is always important, it is also extremely vital to sleep well and exercise regularly. But sometimes, you just want to eat something sweet or deep fried as a treat! Especially in these hard times, it's important to reward and treat yourself for each achievement, however small, to take care of your mental and physical health! And, while Covid means we're limited with where we can head off on our hols, why not have a go at some of the delicious recipes below from around the world this half-term? Send in your pics of your cooking endeavours to: chronicle@kechg.org.uk

by Ileen Sami, Yr11

Ackee and Saltfish

As a traditional Jamaican recipe, ackee and saltfish is usually served as breakfast or dinner alongside breadfruit, hard dough bread, dumplings, fried plantain, or boiled green bananas. Ackee and Saltfish can also be eaten with rice and peas or plain white rice.

Ingredients

Serves 2-4

½-pound salt fish
fresh ackee soaked, or tinned ackee
1 medium onion, chopped
1 small sweet pepper (yellow/red or green), julienned
1 medium tomato, chopped
2 cloves of garlic, minced
1 teaspoon scotch bonnet pepper, chopped finely (omit if you don't want the dish spicy)
2 stalks scallion, chopped
1-2 tablespoons extra virgin olive oil
salt and pepper to taste



Directions:

- 1) Put saltfish to soak in cold water for about 1 hour.
- 2) Pour off water; add fresh water and boil until tender.
- 3) De-bone and flake the saltfish.
- 4) Heat oil and sauté onion, garlic, scallions, tomatoes, scotch bonnet pepper and sweet pepper until tender, about five to six minutes.
- 5) Add flaked saltfish, fresh or canned ackee and black pepper.
- 6) Toss lightly; cover and allow to stand over low heat for about 2 minutes

Chocolate Chip Muffins

This recipe was sent over to us by Ayesha Ahmad.

Makes 8 muffins

100g butter, softened
100g caster sugar
2 large eggs
100g self-raising flour
100g chocolate chips
Cupcake case and oven-proof holder



- 1) First, preheat the oven to 140 degrees C,
 - 2) Secondly, put the muffin cases in the muffin holder,
 - 3) Then, place all the ingredients apart from the chocolate chips in a large bowl,
 - 4) Mix until the batter is thick and smooth,
 - 5) Next, stir in the chocolate chips
 - 6) When you have finished, put the batter into the cupcake holders and place it in the oven,
 - 7) Now, the oven should be at 180 degrees C,
 - 8) After at least 20 mins, when it has risen well and is golden-brown, take out of the oven
- Lastly, leave it to set completely, and enjoy!

FLAGS OF THE WORLD:

CAN YOU NAME THESE FLAGS?

ROUND 1:

EASY:



MEDIUM:



HARD:



CHALLENGE:



ROUND 2:

EASY:



MEDIUM:



HARD:



CHALLENGE:



THE CHRONICLE QUIZ:

COMPILED BY SWETHA PRABAKARAN 11L

WELCOME TO THE CHRONICLE QUIZ! THIS SECTION OF THE CHRONICLE WILL BE DEDICATED TO QUIZZES AND BRAIN TEASERS! HOPE YOU ENJOY AND GOOD LUCK. ANSWERS ARE ON THE NEXT PAGE.

GENERAL KNOWLEDGE:

- 1) WHAT IS THE CAPITAL OF TURKEY?
- 2) WHAT IS THE BIGGEST STATE IN THE USA BY LANDMASS?
- 3) WHO WAS HENRY VIII'S LAST WIFE?
- 4) WHAT DOES 'GIF' STAND FOR?

UNJUMBLE: CAMPHILL EDITION

- 1) LDO LIBL EJSON
- 2) HACMERB IOCHR
- 3) RIIBMHNG
- 4) HET UDOSIT
- 5) GNESEAYL
- 6) RTOSPS YDA

GUESS THE TEACHER BY THEIR BABY/ CHILDHOOD PHOTO!



How many did you get right?

FLAGS OF THE WORLD:

ROUND 1

EASY: SWEDEN

MEDIUM: ARGENTINA

HARD: LIECHTENSTEIN

CHALLENGE: THAILAND

ROUND 2

EASY: AUSTRALIA

MEDIUM: AUSTRIA

HARD: BOTSWANA

CHALLENGE: MYANMAR

**JUMBLE -
CAMPHILL
EDITION:**

**1) OLD BILL
JONES**

**2) CHAMBER
CHOIR**

3) BIRMINGHAM

4) THE STUDIO

5) ANGLESEY

6) SPORTS DAY

GENERAL KNOWLEDGE:

1) ANKARA

2) ALASKA

3) CATHERINE PARR

**4) GRAPHICS
INTERCHANGE FORMAT**

**GUESS THE TEACHER BY
THEIR BABY PHOTO:**

MR BETTISON

ANSWERS:

Word of the Month
FORSLOTH

For anyone who has squandered a morning, afternoon, or evening by fuzzing about and achieving very little, it may be some solace to know that such loafing is nothing new....

In the thirteenth century, the word 'forslothing' evolved: the perfect way to describe wasting time through idleness. To forsloth the day away is to waste it for no other reasons than pure laziness and lack of motivation. Other historical words to describe the art of 'lounging' include: 'tiffing', 'piddling', and 'picking a salad' from the fifteenth century. 'Moodling' made its appearance in the early twentieth century.

Happy forslothing this half-term!!!