

KAS Connected



Tom Y8



Lily-Rae Y8

MONUMENTAL DESIGNS

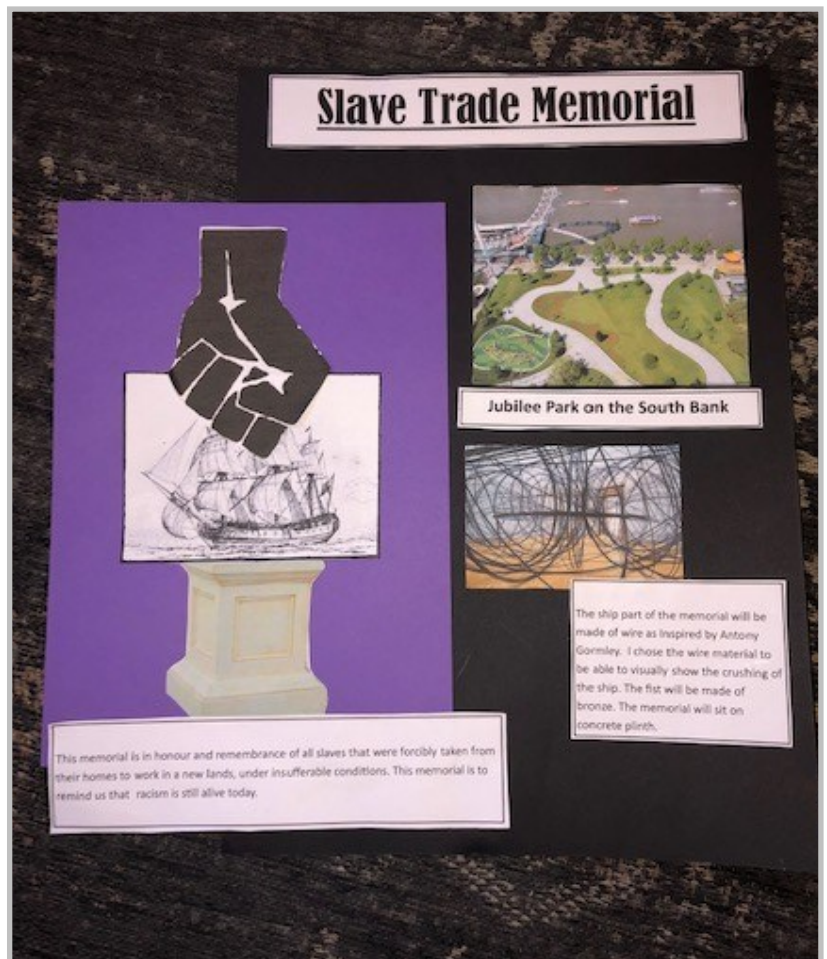
Y8 students have been looking at the slave trade in their History lessons and designing monuments to remember those who suffered.

They were challenged to use materials from around their homes to build models of their designs. Some students then presented their work via video conference to designer and architect Thomas Heatherwick and Andrew Lawrence, a structural engineer from Arup.

Students, staff (and parents) found the session to be collaborative, helpful and fun so thanks to our two visitors for giving their time!

Andrew was impressed with the students, saying: "Their imagination and thought was even more fine tuned than many professional designers would have come up with!"

Thomas said "I really enjoyed collaborating with the students and got a real insight into their hearts and minds."



Arthur Y8

CRUSADING AND CASTLES

Some Year 7s have been virtually sharing their Medieval Castle projects, showcasing a range of skills and teaching Leon much about the historical possibilities of Minecraft! Students designed a model inspired by their research on an actual Medieval castle, with some truly impressive results.



Saffron Y7



Felix Y7



Others have been studying The Crusades. They've discussed why people would choose to go on a Crusade and designed recruitment posters using some of the techniques they'd seen in First World War propaganda posters. They also imagined themselves to be knights on the long journey to the Holy Land and wrote letters home to their wives.

See more of these history projects in the [News & Events section](#) of the school website.

DRAMA COSTUMES

Year 12 Theatre Studies students have been re-imagining and creating their own costume designs for Tennessee Williams' *The Glass Menagerie*. Even if you don't know who's who in the Wingfield Family, it's great to see the different approaches the students took to the project.



Natalie Y12



Yael Y12



Eve Y12

MAKING SPACE

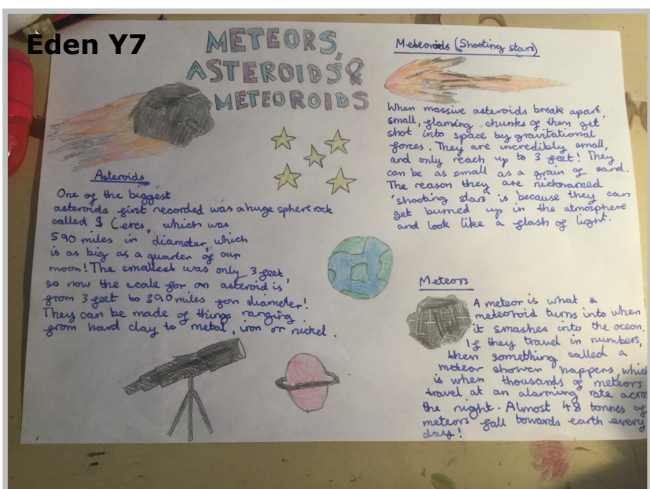
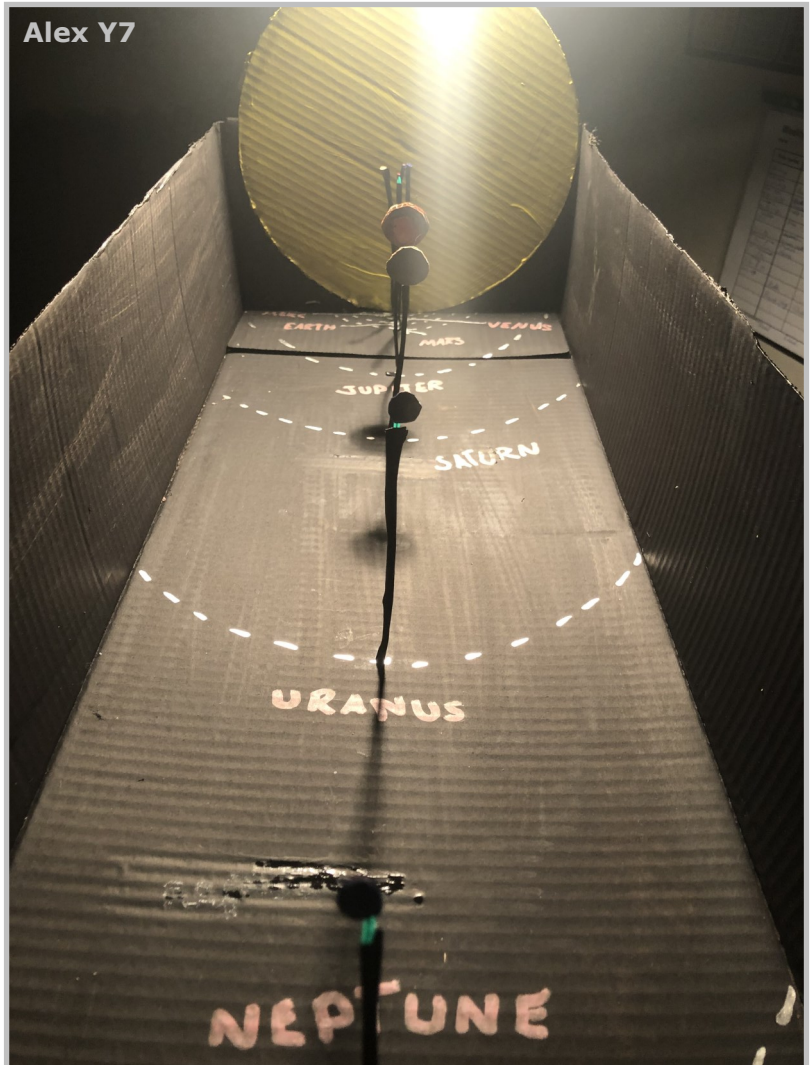
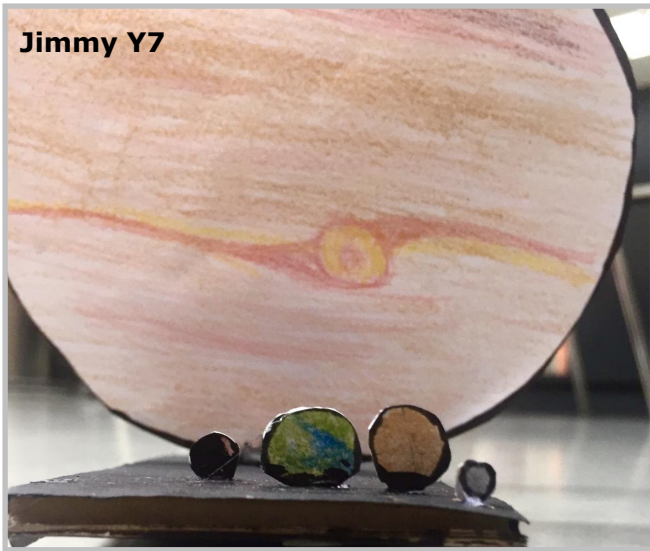
Y7 students were faced with a smorgasbord of subjects when they made a meal out of Space.

Laura created a Nandos-inspired menu of tasks and students picked what they were most interested in. Of the varied and brilliant projects which came back, the Science Department had this to say:
 "The students engaged well with each activity and really enjoyed the freedom that Laura gave them with her wide range of topics. We were all very impressed with the overall effort made by each of our students."

Starter	Main	Dessert
<p>Click here to find the links to video(s) for each topic.</p> <p>Pick one topic and make notes or a poster or a powerpoint on the content of the video.</p>	<p>Pick a task and click on it - then open the PowerPoint for information, links and the details of what to do.</p>	<p>Pick a dessert option to research and create a PowerPoint, an information leaflet, or a video about your chosen topic.</p> <p>Click here to see useful links to get you started.</p>
The Importance of the Moon	Scale Model of the Solar System	Black Holes
Gravity		How will the universe end?
Comets, asteroids and meteors	Was the moon landing faked?	Gravitational Waves
The planets in our Solar System		How did the solar system form?
The Moon's Effect on Earth - Eclipses and Tides	Should Pluto be a Planet?	The Big Bang
Constellations		Telescopes
Days, months, years, seasons	History of Astronomy Timeline	Rockets
Phases of the Moon		How can the stars be used for navigation?
		The Life Cycle of Stars
		Galaxies - What are they? What is ours called?
		Life in the Universe, the Drake Equation, SETI
		Could an asteroid destroy Earth?
		Mission to Mars
		Cassini Mission
		Life on the International Space Station
		How to be an astronaut



See more of their [out-of-this-world-work](#) on the school website.





YEAR TWO TOP TRUMPS


The children in Year 2 are learning about natural habitats and the organisms which live within them. They used their non-fiction reading and writing skills to create Top Trumps cards all about living organisms.


Each card had to include an introductory sentence or interesting fact and a diagram of the organism. They also had to understand and use scientific vocabulary to put facts about their organism's habitat on each card.


The children worked really hard on their cards and they look amazing! Some children are trying to make enough for a whole set so they can play with their families at home.


Name of organism: Butterfly M monarch	
Type of organism (plant, animal, fungi): animal	
Introduction sentences: Butterflies have very colorful wings. When they are first born they are called caterpillars	Picture: 
Habitat: The meadow.	Values: 5
Food/ energy source: nectar	4
Water source: nectar	4
Light needs: they need a lot of sun light.	1
Temperature needs: cold blooded.	1
Shelter: leaves and trees	5

Name of organism: Snail	
Type of organism (plant, animal, fungi): animal	
Introduction sentences: a snail is slow and carries on how much has a byoofit from a male that leaves a trail	Picture: 
Habitat: garden	Values: 5
Food/ energy source: grass	3
Water source: they drink from puddles	5
Light needs: they prefer dachs	1
Temperature needs: moderate	3
Shelter: leaf	4

Name of organism: Jay	
Type of organism (plant, animal, fungi):	
Introduction sentences: Although they are the most common family of crows, jays are hard to see.	Picture: 
Habitat: wood land	Values: 2
Food/ energy source: acorns, nuts, seeds	3
Water source: puddles	4
Light needs: light to live but don't sleep	4
Temperature needs: 20 degrees	2
Shelter: hole	2

Name of organism: Venus fly trap	
Type of organism (plant, animal, fungi):	
Introduction sentences: When it has its prey in its jaws it turns into goo. It eats flies and frogs.	Picture: 
Habitat: forests.	Values: 1
Food/ energy source: Rats, insects, frogs.	1
Water source: rain water.	1
Light needs: IS tap water they die	4
Temperature needs: Sun.	4
Shelter: cool weather, sun, shade.	3
	5

Name of organism: Leatherback turtle	
Type of organism (plant, animal, fungi): Animal	
Introduction sentences: Leatherbacks are the biggest turtles. It weighs 306 kg.	Picture: 
Habitat: Oceanic coastal waters	Values: 4
Food/ energy source: Eats jellyfish	3
Water source: Sea water	3
Light needs: None	2
Temperature needs: 12°C	2
Shelter: None	1

Name of organism: Raccoon	
Type of organism (plant, animal, fungi): animal	
Introduction sentences: Raccoons can make their shelters in trees and logs. They can run very fast like a spider.	Picture: 
Habitat: forest	Values: 2
Food/ energy source: Berries, fish, insects, nuts	24
Water source: Ponds	25
Light needs: not much	4
Temperature needs: warm	20
Shelter: logs + trees.	15

KAS COMMUNITY DELIVERS

Families across the country are volunteering in their local communities and KAS families are no different.

Y8 student Lois has been helping to deliver meals to children from a local primary school where more than 125 kids are eligible for free school lunches.

Each day the family pick up 26 meals from the school in N19 and deliver to 11 families around the Archway area.



Tasty treats are also being cooked up by another KAS family who are volunteering as part of the [You Donate...We Deliver](#) initiative. Sophia N in Y12, and her OA siblings, are helping their mum to cook and bake up to 75 meals a day, six days a week to be delivered to NHS staff who may not have time to shop or cook proper meals because of their busy shifts. Mum, Michelle says: "My children have been very helpful with serving up the meals, checking portion sizes, printing of labels when needed and they are always happy to help when it comes to tasting the food!"

The organisers are looking to raise more money to fund ingredients and food containers, [donate here](#).

KASCADDES CONCERTS

Students across the school are busy preparing musical performances which we will be sharing as part of a series of online concerts. Students will record their performances at home and submit them to the Music Department who will put them together. In the absence of KAS diary highlights like the Unplugged Concert and the Middle Years Play, the KASCades Concerts should bring some music magic into all our lives.

ROBERT AND KAREN'S MESSAGE

Seven weeks into lockdown, KASConnected Learning has become our new 'normal', and everyone continues to rise to the challenge in a remarkable way. The national collective effort to stay home appears to be having the desired effect on the spread of the virus, and means we can now look ahead to the next stage – a phased return to the site. We are now thinking through the physical, mental and emotional hurdles we will all face as we pull the strands of our varied and vibrant lives back together, and the safety of students and staff will be at the forefront of our minds as we put the plan together. Thank you for your continuing support, and we will, of course, keep you fully informed as decisions are made in this rapidly changing landscape.

