

# NEWS@CAM



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The Magazine of Cambourne Village College

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LOCKDOWN SPECIAL EDITION



**MISSING YOU:** The local community showed support for the Cambourne Campus schools early in lockdown.



**NEW NORMAL:** Social distancing guidance on college corridors.

# The strangest of times!

The past four months must be among the most challenging ever experienced in English schools...

In March, COVID-19 drove us out of a normally intensive end of term into a situation of escalating staff absence, remote schooling for all, cancellation of community bookings, a new 'Key Worker School' on site, and the devastating news for Year 11 and their teachers that the 2020 public examination system had been cancelled and their leavers' events postponed indefinitely.

Straight after Easter, teachers were plunged into the unenviable task of producing 'Centre Assessed Grades' for every Year 11 pupil, while the support and pastoral staff provided a fantastic service to help establish home learning.

Remote lessons quickly became the norm, thanks in large part to Years 7 and 9 already having iPads, and any student unable to access a device or internet at home was supported to do this.

A new timetable with fewer lessons and optional extension tasks was launched; Year 9 pupils got going early on their GCSE option subjects and individual contact with pupils via regular welfare phone calls was instigated.

Some groups have been hardest hit by the school closure: Year 11s have had bridging work from Post-16 providers, alongside a range of extension activities provided by CamVC — but no-one would have wished for this end to their time with us.

Meanwhile, Year 6 pupils in our catchment primary schools have been supplied with virtual transition lessons and a virtual school tour as their usual induction activities were impossible.



**GETTING PHYSICAL:** The PE Department's range of sporting challenges have been a welcome diversion.

But as a school, we have remained wonderfully positive.

Year group activities, Mr Yeates' quizzes, the Music Department's competitions and fantastic virtual concert, and non-stop enthusiasm and physical challenges from our tireless PE department have all provided welcome diversion, while examples of some of the fantastic work being done by pupils at home and published as 'Friday Shout-Outs' on our social media pages have inspired throughout the term: <https://www.facebook.com/CambourneVC/> and [twitter.com/cambournevc](https://twitter.com/cambournevc)

And now we're preparing for the joyful prospect of all year groups returning in September! As lockdown eases, have very good summers, take good care of yourselves — and see you soon!

Claire Coates, Principal

## Success rewarded

**SSAT Educational Outcomes Award 2019 for exceptional student attainment**

Awarded to

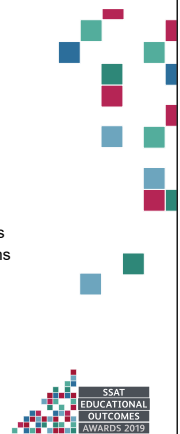
**Cambourne Village College**

In recognition of being in the top 20% of non-selective schools nationally for student attainment in the 2019 end of KS4 exams

*Sue Williamson*

Sue Williamson  
Chief Executive

**ssat** the schools, students and teachers network



We were delighted to receive this recognition from the Schools, Students and Teachers Network for the excellent academic performance of our 2019 Year 11 students. The 'value added' score for previous year groups' examination results is part of the process used by OFQUAL this year when validating the outcomes of the Centre Assessed Grades process undertaken for the current Year 11 cohort. This means that the strong examination performance by last year's Year 11 students — and those of 2018 — may have an entirely unforeseen significance.

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## Recognition for vital volunteer work

Students from Cambourne participating in the Duke of Edinburgh Award scheme have donated more than 750 hours of volunteering.

All those taking one of the DofE awards are required to undertake a minimum period of volunteering (depending on the level) and these have now been totted up.

Across the Central England region, an incredible 596,804 hours of volunteering have been carried out by participants. This has provided £2,596,097 worth of social value back into local communities across the region.

And now Cambourne has received a certificate marking the 767 hours they contributed, providing an estimated social value of £3,336 (based on the minimum wage of £4.35 for under-18s).

DofE programmes at CamVC are important in

supporting the local community through this volunteering. In between homework, revising for exams and hanging out with friends, it can be difficult for young people to find the time to add another thing to their list. But despite all this and the DofE being somewhat curtailed this year, our pupils rose to the challenge.

DofE East Operations Manager Jack Harris said in a letter to the college: "Not only does volunteering provide vital support to local communities across the country, it also provides young people with the opportunity to take part in new experiences, develop new skills and feel a sense of pride in supporting the communities that they live in.

"Your DofE programme plays a significant role in supporting your Licensed Organisation's local community through grassroots volunteering."



## Work experience online

With work experience for Year 10 cancelled this summer, students were encouraged to sign up for a week of virtual work experience through [www.learnliveuk.com/careers](http://www.learnliveuk.com/careers).

They could attend talks either live, where they could ask questions of the presenters, or later on demand.

Parallel to this, the Oak Academy put together a week of career lessons, which pupils also had the option to do, and a couple of these were scheduled to Year 10 for their online remote learning careers sessions in addition to their regular lessons. Two students review their experience.

For work experience I had been looking forward to working with Vitec where I was going to be working in marketing and product design and selling cameras to clients. That was all cancelled because of coronavirus, but the school managed to find some online work experience for us.

I found the online work experience very insightful and interesting because it opened my eyes up to the world of work. I watched many videos showing the inside workings of companies like PEM, who are an accountancy firm, and they had new employees telling me how life was at work.

During the talk you could ask questions to the moderator which were then put to the company. I didn't ask one myself, but people were asking a lot about specific grades and qualifications.

I was quite surprised that the grades you needed for some things were not as high as I expected; it was often about your personal qualities or what you went on to do after GCSEs.

I did know a little about PEM through a relative who worked there, but I hadn't realised how many different locations they operate in.

I also signed up for a talk about apprenticeships as I did not know too much about them. I learnt how they operate and that you can get paid while being trained.

Max (10A)

## Celebrating diversity

CamVC was one of many schools across the country to take part in School Inclusion and Diversity Week, championed by the Charity 'Just Like Us'.

Each year, the charity runs a School Diversity week for Primary, Secondary schools and colleges across the country with the celebration of the week reaching 1.4 million pupils in 2019.

The aim of School Diversity Week is to promote LGBT+ equality in education. Students got involved with activities such as letter writing, rainbow cake baking and various pieces of art work. CamVC is looking forward to doing further work with the charity, 'Just Like Us' next academic year!



**GETTING INVOLVED:** Student activities included art work.

This summer I was supposed to be doing a work experience placement. I had been really looking forward to helping at Jeavons Wood Pre-School. As a languages leader, I have had experience of working with primary pupils and I wanted to have experience with the younger ones and see the difference.

It was all cancelled because of coronavirus. My friends and I were all really disappointed.

Luckily the College got us to do a week of virtual work experience run by Learnliveuk. I watched some online live talks about work in education, medicine and healthcare. It was interesting to see that medicine was not all just about working in a hospital.

People were asking about what qualifications were needed and there were different qualifications for different career paths.

I was fascinated to learn about the different qualities you needed for all the jobs and the different things you needed to study for each field of work.

I can now really see how useful the different areas and roles are in a large organisation. For instance, in a school, it is not all about the headteacher and the teachers.

Although I would still have preferred a hands-on work placement, this was still a similar experience.

Karolina (10A)

## Getting ahead in lockdown



When the lockdown started I decided to make use of the time and explore some of the topics I'm interested in.

One of those is psychology so I was informed of FutureLearn's online courses by a teacher.

FutureLearn is a digital platform that works with universities to provide education and it's the place I found the course Forensic Psychology: Witness Investigation. The course's aim was to discover how forensic psychology helps obtain evidence from eyewitnesses in police investigations, something I'd never even considered studying. I learnt about eyewitness testimony, observation of criminal incidents, and facial recognition.

The skills I was taught were tested throughout the course by a staged crime that I had to solve using only eyewitness evidence.

It was an incredibly exciting course as I'd never done anything like it before and I learnt so much about the psychology of police investigation.

I was also able to experience what criminal investigations are like for police officers and use my own cognitive skills to see whether I'd be able to solve a crime.

I was a little worried when I began the course that I wouldn't understand the terminology or that certain concepts would be too difficult for me, but was pleasantly surprised by how well explained everything was.

I am now going to start a course called Introduction to British Diplomacy, about the UK's Foreign and Commonwealth Office.

Iria (11C)

# Joint working benefits all

## It is worth asking why a school might bother joining a Multi-Academy Trust.

Of course, given current Government policy, this could be an issue forced on some schools. Disregarding that, we would argue that there are very strong, positive reasons for joining a (good!) Multi-Academy Trust. One part of the answer to this has been seen during the current lockdown that we have all found ourselves in since March. Being a strong group of schools with some meaningful central infrastructure to support all schools in the group has been invaluable during this time. Headteachers and other staff have worked closely with each other to develop ideas and appropriate ways of working, given the major changes and challenges that we all face.

This very much includes working and teaching effectively online. This has been strongly supported by the Trust's central IT team. More generally, we strongly believe that, as long as we get it right, we are all far better off when working together rather than seeking to plough our own narrow furrows. This is at the heart of what we seek within our Trust. During recent time, some significant and serious work has begun on developing stronger effective joint working in particular areas of our Trust:

- **Everton Heath/Gamlingay Village/Offord Primary schools joint working.** These three schools are now moving forward to look at how they can operate effectively, working as one larger group where appropriate. This is being led by the Heads of the three schools and supported by Chris Jukes, our Primary Executive Lead.

- **Hartford Infant/Hartford Junior/Thongsley Fields/St Peter's School.** These four Huntingdon-based schools are now looking seriously at working more closely together and moving forward jointly in several significant areas. This includes seeking to drive moves to work positively and support the Oxmoor community that the schools all serve.
- **Trust Sixth Form development.** We are looking seriously at how the Sixth Form provision across our schools can work effectively in a joint way. This most obviously immediately involves St Peter's School and Comberton Sixth Form looking at working together. However, it also involves seeking to develop a Mandarin course in our Sixth Form provision from September 2021 that will need to be staffed by Melbourn teachers. It also involves planning for the hoped-for development of a Sixth Form at Cambourne and that this can become part of this joint working.

**Stephen Munday, CEO**



**EXHIBITION SLOT:** For Rowan's painting of Stephen Munday.

## Royal date for CEO

A portrait of Trust CEO Stephen Munday has been accepted into the Royal Academy Young Artist Exhibition 2020, both online and the onsite. The painting, by Comberton Year 10 student Rowan, to mark Mr Munday's time as Executive Principal of Comberton Village College — a post he relinquished last summer — is due to hang in the school. However, it will now be diverted to the Royal Academy for display at the Young Artist Exhibition, which has been delayed until the autumn due to the Coronavirus pandemic. This is the second successive year that Rowan has had a painting accepted for the exhibition as last year a painting of fellow pupil 'Anna' was shown. The exhibition lasts around six weeks and Mr Munday has plans to surprise his adult children with a visit as they don't know the picture has been selected (unless they happen to read this magazine!) The online exhibition opened on July 12 and Rowan's painting can be viewed here <https://youngartists.royalacademy.org.uk/exhibitions/2020/9627>

## Families given food help

Since lockdown started in late March, the Trust has been proactive in ensuring that the parents and carers of Free School Meal (FSM) recipients, have been helped over the period of closure. Initially meals were distributed by schools, then when the government first announced its intention to set up a national voucher scheme, our Trust was already ahead of the curve. We worked with a local software provider to subscribe and distribute e-gift vouchers on a fortnightly basis for use in local supermarkets. Across all 11 schools in our Trust we assisted more than 820 recipients with a £15 a week voucher. After around eight weeks, the Government released its national platform, which initially was given bad press, but which we had to transition to. This has been running since May and recipients have become very used to the system and there have been few problems. Due to Parliamentary lobbying from Manchester United and England striker Marcus Rashford in a high-profile campaign, the Government then agreed to support the funding of the scheme through to the end of August to ensure children do not go hungry in

the summer holidays. From late March until the end of August, the Trust will have issued more than £290,000 of vouchers to more than 820 recipients thanks to the hard work of Finance teams and delegated representatives in each school. If anyone has any issues with FSM vouchers over the summer break, please contact the Trust on [fsm@catrust.co.uk](mailto:fsm@catrust.co.uk)

**Mark Norman, Director of Finance & Operations**



**TAKEAWAY:** Initially schools prepared food for those entitled to Free School Meals.

## Schools' support for NHS

The Trust's secondary schools helped to ensure NHS staff were properly equipped to deal with patients with Coronavirus at the start of the pandemic. All four — Comberton, Cambourne, Melbourn and St Peter's — donated their science safety goggles to Addenbrooke's Hospital in Cambridge and

Hinchingbrooke in Huntingdon. The decision for the Trust to offer help with PPE equipment for our local hospitals came through Melbourn Village College Deputy Principal Niki Smith, who had a contact at Hinchingbrooke. Initially Nic Johnson, a paediatrician, said the Huntingdon hospital had sufficient PPE equipment so the offer was made to Addenbrooke's and Melbourn's supply of 157 pairs of goggles were delivered there. Then Ms Smith was told Hinchingbrooke staff were running out of PPE so she contacted the other secondary schools in the Trust, who agreed to donate their supplies, and she took in excess of 500 pairs of safety goggles usually used for science at Comberton and Cambourne. The supply of 430 pairs from St Peter's School, Huntingdon, was collected the following week and delivered to Addenbrooke's.



**DIFFERENT USE:** Science goggles were donated to the NHS as PPE.



# New way to share stories

With the school library shut during this period of remote learning, students and staff at CamVC have found a way to continue encouraging reading for pleasure.

Mr Garcia and Miss Clash have set up a virtual book club on Microsoft Teams and students and staff have been encouraged to log on and share their book recommendations.

Students from across the year groups and staff from across departments have been reviewing books and discussing their reading during lockdown.

KS3 favourites included Anthony Horowitz's 'Alex Rider' series, Rick Riordan's 'Percy Jackson' series, and the 'Red Eye' horror series. It's been fantastic to see so many pupils sharing their best books from the last few months.

A special section has been set up to encourage shadowing of the CILIP Carnegie Medal, which celebrates the best in young adult fiction every year. While the winner of the award, 'Lark' by Anthony McGowan, was announced on 17th June, the shadowing scheme has been extended until the end of October, providing students with more opportunities to read and discuss with their peers the books on the shortlist.

We are hoping to run our annual Carnegie Shadowing Club at school in the

autumn term. Until then, several of the shortlisted books can be accessed for free by students and staff on our app, SORA: 'Lampie' by Annet Schaap; 'Lark' by Anthony McGowan; 'On the Come Up' by Angie Thomas (author of 'The Hate U Give'); and 'Patron Saints of Nothing' by Randy Ribay.

Another section was added to showcase books related to the Black Lives Matter campaign. Students and staff have shared their favourite books exploring race and diversity.

Raina in Year 11 recommended 'Americanah' by Chimamanda Ngozi Adichie, a fantastic novel that "addresses Americanisation, and being African (mainly Nigerian) in the West".

Miss Angell shared a series of books that provide a historical viewpoint of the Civil Rights movement, including Robin Talley's 'Lies We Tell Ourselves' and the 'Little Leaders' series by Vashti Harrison.

Mrs Moody recommended the joint Booker Prize 2019 winner 'Girl, Woman, Other' by Bernardine Evaristo and Ms Urtone reviewed 'The Vanishing Half' by Brit Bennett.

We hope that the virtual Book Club has provided a space for students and staff to celebrate and share their love of reading in this difficult period. Take a look now to get some suggestions for your own summer reading!

## Beauty of Maths

Geometry is one of the most beautiful and versatile areas of mathematics, which is why it is my favourite topic to teach.

Shape fills the world around us; just look around you now, how much geometry can you see? During the lockdown period, 30 of our Year 7 mathematicians have been on such a quest.

During each lesson, the students have looked at one key mathematical concept through visual and creative means.

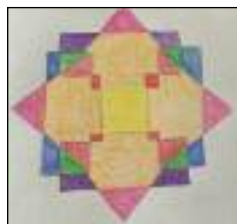
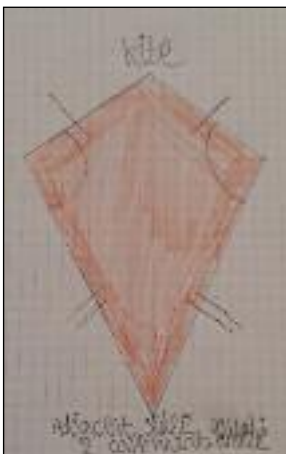
These different representations have included watching videos, playing games, building with lego, unpicking the language, creating fact files and pieces of artwork.

Through continual effort and enthusiasm (even during the heatwave), the accuracy in the students' drawing of 2D shapes has increased and this in turn has enabled them to access more challenging material.

As the end of term approaches we have completed our Geometry quest by looking at the five key properties of each mathematical shape (delving deep into the structure of the maths).

I wonder where the next Geometry adventure will take these students!

Julie Jacques, Maths Department



## Rising to challenge

Every year, students from all year groups at Cambourne Village College compete nationally in the United Kingdom Mathematics Trust (UKMT) individual challenges.

This year, the UKMT moved their Junior Maths Challenge for Year 7 and Year 8 online and, on Tuesday 30th June, 125 selected CamVC students logged on to take part.

Altogether, they achieved 10 Gold, 21 Silver and 27 Bronze awards which is absolutely fantastic!

In the past, more than 260,000 pupils from across the UK have sat the Junior Maths Challenge with roughly the top 6% receiving a gold certificate, the next 13% silver and the next 21% bronze so it really is a great achievement to be awarded these certificates.

Well done to all pupils who competed in this year's challenge!

Congratulations to Amandine (7A) who achieved the 'Best in Year 7' and Year 8 student William (8B), who achieved

the 'Best in the School' awards

The other gold award winners were Sreenidhi (7C), Willow (7B), James S (7O), Khanak (8M), Sophia (8O), Parth (8C), Aaron (8R) and Jasmine (8R).

The UKMT's individual Challenges aim to encourage mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems.

The Junior Maths Challenge is aimed at those in Years 7 and 8 and the Intermediate Maths Challenges are aimed at Years 9, 10 and 11.

During Covid-19, the UKMT have been providing access to their past papers and solutions for free online at [www.ukmt.org.uk](http://www.ukmt.org.uk).

They also release problems and puzzles via their twitter feed @UKMathsTrust.

For more information, contact Mrs Bray.

# Polar day is a big hit!



**GREAT DAY OUT:** Year 7 students on a pre-lockdown trip to Homerton College and the Scott Polar Research Institute.



Before lockdown, 30 Year 7 pupils were taken to Homerton College, Cambridge, and the Scott Polar Research Institute for International Polar Bear Day.

Students had a tour of the college and a talk about higher education at Homerton.

They then went to the Science Teaching Rooms at the Faculty of Education, to solve riddles and problems, in a science escape room activity before experiencing the wonder of Homerton's Great Hall for a complimentary lunch.

The group then walked down Hills Road to the Scott Polar Research Institute on Lensfield Road, where they dressed up as Arctic explorers and carried out an afternoon of workshops.

The aim of the workshops was to celebrate International Polar Bear Day, while exploring KS3 topics on habitats, adaptation, ecosystems, fossil fuels and global warming.

The students really enjoyed themselves and sent lots of positive feedback.

Krishna (7A) said: Thank you for taking us on this very fun and educational trip as I really enjoyed it.

"One of my favourite things about the day was the science session we had (the practical experiments).

"It was a great opportunity as I have never done anything similar. The day itself was very enjoyable."

Gabbie (7O) said: "Thank you for taking me on a really enjoyable trip! I particularly liked the delicious free lunch and the Scott Polar research Institute."

Theo added: "I really enjoyed the trip today and my favourite part was probably the museum (especially the demonstration of arctic clothing)!"

## Physics success

Lockdown didn't manage to stop students from succeeding in the British Physics Olympiad.

This was the first time students from Cambourne had been entered for the national competition. Moving online in response to the lockdown, students had to complete a test on all manner of physics knowledge.

This varied from the names of famous physicists to complex problems requiring multiple equations.

Both Year 10 triple science sets, as well as a few Year 11 students going on to study physics at A Level, were entered for the competition.

Results were very strong, with most students achieving an award. This included 10 Gold awards, 18 Silver awards and 30 Bronze awards.

One student, Alex (11O) finished in the top 50 nationally with Ashish (11U), Bailey (10R), Shaun (11R), Veikka (11U), Goncalo (11A), Arushi (11M), Heather (10O), Erin (11A) and Alvar (11B) also all achieving gold.

Hopefully the delivery of these certificates alongside your exam papers made up for the fact that you also got exam papers!

A big well done to everyone who managed to log in and take part, and I look forward to seeing how next year's students fare.

Callum Farnsworth, Head of Physics



**TROPHY TIME:** CamVC pupils collect their award.

## Fab four win a trophy

Four Year 9 pupils were invited to represent Cambourne Village College at the annual Technology Tournament at the Rotary Club of Cambridge.

Students were chosen based on their diligent and enthusiastic work ethic.

They were required to work together to construct a solution to a problem. The

challenge required the use of imagination, creativity and lateral thinking, using and applying the skills learned in design technology.

The judges were so impressed with our students' planning and design execution that they were awarded a trophy!

## Please stay in touch after you leave College

As Cambourne VC students move on from Year 11, we hope that they will not only be looking forward to the next stage of their lives but also reflecting on what they have achieved and looking back on the friendships forged during their time here.

We very much hope that a relationship with the College and its students will continue.

We are starting up an Alumni Network for Cambourne VC former students and staff. The initial purpose of this will be to enable them to

hear of College news and events and to have a forum to offer to help the College if they wish, perhaps by sharing success stories, speaking to and offering advice to groups of students.

In the first instance we have set up a dedicated section of the College website and updates via email.

As the Alumni Network develops, we will look to add in a social media platform and seek new ways to expand its remit.

We would very much like former students and

staff to stay in touch. For this to happen, we would ask you to give explicit consent for us to hold on to your details.

Former pupils and staff who left before Summer 2020 are asked to complete the form here:

<https://www.cambournevc.org/about-us/alumni>

Current Year 11 who finished this summer have

been contacted separately.

Please do not hesitate to contact [tthomas@cambournevc.org](mailto:tthomas@cambournevc.org) at the College if you have any further questions or suggestions.

# Girls make a difference!

**Mimie (10A) and Hannah (10M) joined the Cambs Youth Panel in October 2019 and have made a profound impact on the group.**

The Cambs Youth Panel has been supporting schools and families across the county by supplying 600 free computers since the outset of the pandemic. Hannah has personally assembled 50 Raspberry Pi computers and packaged them for delivery. She uses her artistic flare to advertise the Youth Panel and she also manages the group's Instagram presence. Mimie is currently leading a mental health project — partnering with registered charities that support young people through the use of the arts. Mimie is leading a bid for funding to create care packages to support teens who feel isolated and anxious as a consequence of COVID-19. High profile individuals have praised the work that Mimie and Hannah have contributed.

They include Eben Upton OBE (CEO of the Raspberry Pi Foundation) who emailed to say "The work you guys have been doing has been absolutely inspirational".

The Minister of State for School Standards, Nick Gibb MP, also contacted the Youth Panel.

He said: "I would like to express my gratitude to the Cambs Youth Panel for their work to provide IT equipment to disadvantaged pupils in Cambridgeshire."

Phil Priestley, who founded the group in 2016, said:

"Mimie and Hannah are a brilliant reflection of Cambourne Village College as a community.

"They bring wonderful values and personal qualities and they have enriched the group as a whole.

"They are absolutely instrumental to what we do".



**IMPACT: By the Cambourne girls.**

## Students celebrate international eco days

This term pupils from CamVC celebrated some UN international days.

Earth Day fell in April, just after lockdown had started. Pupils were encouraged to conserve electricity, go vegan for the day or share art that they made.

World Migratory Bird Day was in May. Students were challenged to get involved by bird-watching and bird-counting, making posters, paintings, and models and sharing the things they did with friends and family.

The Wildlife Trust's 30 Days Wild Challenge took place in June and students were invited to take part by carrying out a different wild challenge every day for 30 days.

STEM, Eco and DT teamed up for a lockdown challenge which saw students asked to design various structures to encourage biodiversity. These included bug hotels, bird boxes, bat hides and squirrel benches. Winning designs in each

category will be made on the return to school and winning entries will receive Eco prizes. These will be made by the DT department and laid out around the school grounds. Eco-club secured 105 saplings from the Wildlife Trust as part of their 'Free Trees for Schools' initiative. These saplings, which arrive in November will do a great deal to encourage

biodiversity in our school grounds. Eco-club also won a huge selection of wildflower seeds, which will be planted in spring. These were specially selected as they are favourites of many bees; a species that has been decimated in recent years due to the use of insecticides and pesticides.



**WORLD DAYS WORK: Bird art by Krisha (7A) and a bug hotel design by Max (9B).**

## Feeling the benefits of gardening

Last year, the students at CamVC were allocated a piece of land in the school grounds to design and develop a sensory garden that could be used for the whole school and the surrounding community.

The project garnered vast interest among the pupils, who have shown great enthusiasm and initiative in different aspects of the project (designing, construction, or media and gardening). With the COVID-19 lockdown, it has been a challenging period for a lot of our students and their families. Our previous gardening work in school and the community has already shown that gardening and horticulture is an excellent method of providing a calm sanctuary and increasing mindfulness to manage mental well-being and coping with reintegration anxiety.

During the lockdown, gardening packs were distributed to the homes of our vulnerable students in Cambourne and neighbouring villages to support them with their mental well-being.

This has brought great enthusiasm and joy and engendered interest in families who did not previously garden at home.

**REWARDS: Students and their families have been helped by horticulture.**



To combat the isolation that the lockdown has brought, a gardening Teams class was established so that they were able to communicate and share pictures of

their gardening with each other.

Students were also able to seek advice from two student mentors, with one of them providing regular gardening blogs to inspire the group.

He has also just completed his level 3 RHS School Gardening Awards and demonstrated his awareness for healthy eating with a dish created using vegetables that he has grown. Several pupils have also celebrated their completion of their RHS School Gardening Awards Level 1 and Level 2.

Gardening has also continued passionately at school with social distancing in place. The key worker children have continued to garden during lockdown, which has been very beneficial to the well-being of the staff and themselves. They have kept everyone updated with regular photographs and have enjoyed the produce that they've harvested.

We are hoping to continue to encourage and engage more students and their families with more gardening opportunities in and out of school.



**INCREDIBLE ZENTANGLES:** Some of the winning entries to the art department's competition.

# Amazing art wows staff

Since going into lockdown and working remotely, we've had some incredible work and wonderful surprises sent into the Art Department.

What a talented school we have!

When Mr Robertson went on paternity leave for a couple of weeks in mid-June, Mr Yeates knew we would need a little breathing space, so he set a two-week Art competition, which gave our students some extra time to work on a single task. They had a choice: To design a "Zentangle"—beautiful images by drawing structured patterns in the shape of an animal—or to design some 'satirical' or 'protest art'.

It was a chance to either relax away from the pressures and complexities of our times or explore and confront them.

Whichever choice pupils needed or wanted to make, making art could offer an opportunity for expression.

We had some fantastic results as you can see and choosing the winners was tough.

Congratulations to Briana (7R), Iqra (7R), Joanna (7O), Mara (7B), Steph (7U), Thomas (7N), George (7E), Fred (7A), Alieshia (7B), Sara (8R), Maaya (8R), Jessie (8O), Scarlett (8O), Emma (8O), Harry (8R), Jack (8R), Samuel (8N), Daisy (8C) and Genevieve (8R).



**ANOTHER OPTION:** Students could enter satirical or protest art.

## Sad not to say a 'proper' goodbye

One of the really sad things about lockdown is not being able to say goodbye in the usual way to a number of staff who are leaving at the end of this term: Miss Coe is leaving her post as SENCo to work for the Cambridge Meridian Academy Trust based at Swavesey Village College; Miss Clash is taking up a post as Head of English at a school near Bristol; Mr Fernandez is moving to Ireland where he will teach while carrying on his research activities; Dr Stephens is taking up a position at Hills Rd Sixth Form College and Miss Holman is leaving teaching to work as a designer. Two teachers who have covered for staff on maternity leave are also leaving this week: Ms Westbrook and Mrs Miquel. We are tremendously grateful to all these teachers for all they have done for the College and they leave us with our very best wishes for their new careers.

We're also saying goodbye to a number of support staff and teaching assistants. Mrs Briggs is planning to move closer to her family, and six

members of staff are leaving to train as teachers, which is a huge compliment to the pupils of CamVC! Miss Coutts, Ms Hennessy, Ms Duncan, Ms Joshi, Miss Harvey and Mr Savill will all be on teacher-training courses around the Cambridge area and we wish them the very best of luck!

Mr Wray, who has been our Campus Manager for many years, is leaving us, as is Mr Hughes of the site team. We wish them both well and are grateful for all of their work in looking after the school.

On a much brighter note, we've been able to recruit qualified teachers to fill the teaching vacancies and we're delighted to welcome back Dr Bertuzzi, Ms Durrant and Ms Ferreira from maternity leave this term and Mrs McWherter in September.

A successful round of teaching assistant and support staff recruitment has also taken place — so some changes for us in September, and the future for Cam VC continues to be bright!

Claire Coates, Principal

## Lockdown highlights IT possibilities

The closure of schools presented everyone (teachers, pupils and parents alike) with some interesting challenges to ensure that learning could continue in such unprecedented circumstances, with so little time to prepare.

Part of the solution had to be IT systems and I am both pleased and relieved to say that across the Trust, and at Cambourne in particular, we had been investing so much time and energy into developing our digital learning strategy that we were in a good place to make the transition.

That does not mean it was easy, however. It is a testament to the dedication and professionalism of the staff that curriculum content was so quickly reimagined for a remote landscape.

Skills and systems that seemed forward thinking were suddenly necessary and relevant and staff did an amazing job of upskilling themselves in such a short period of time, helped in no small part by the Trust IT leads providing excellent advice and

support.

For pupils taking part in the iPad scheme, having those devices proved extremely useful in transitioning to learning digitally. Indeed, with four year groups part of the scheme next year, the iPads will prove invaluable as part of the process of safely returning to full-time schooling.

It is also important to recognise the resilience and hard work of our pupils. They quickly adapted to the new way of working and stuck with us as we experimented with presentations and quizzes and videos to find the best way to ensure knowledge and ideas could be presented to, and digested by, those pupils. As time has gone on, we have moved towards better and fuller use of Teams and the CATalogue and being able to use those systems will provide pupils with a more streamlined learning process and the skills they will need in the modern workplace.



Talking to staff, it is apparent that, while still wishing the closures had not happened, the challenges it presented have made people more confident and more clear about the possibilities and advantages of the technology available to us. That can only benefit everyone as we move forward towards whatever the future may throw at us.

Leigh Bellis, Head of IT

# Concert is online smash

On Thursday 9th July, CamVC enjoyed the Music Department's 'Virtual' Summer Concert and production of *Rapunzel: A Life in Lockdown!*

The concert included the Concert band performing 'Also Sprach Zarathustra' by Richard Strauss (the two-minute famous introduction, rather than the

whole 35-minute epic!)

Various members of the Concert Band recorded their parts at homes, and then sent them in to be assembled into one uplifting performance, starring Nick on the saucepans!

Next we heard some of the entries from the Music Department's Instrumental Composition and Song-writing Competitions.

Lots of students entered fantastic pieces and songs for these competitions, in a range of different styles, and from all year groups — and it was great to see the hard work, and creativity that lockdown life had unleashed!

With so many excellent pieces, choosing the winners and runners-up wasn't easy, but eventually the judges agreed on:

**Instrumental Composition Competition Winner**

'Fast Fury' by Ben (11C)

**Instrumental Composition Competition Runners-Up**

'Locked Down' by Nick (11B)

'Sunset Stroll' by Oli (10M)

**Song-writing Competition Winner**

'Too Young' by Sophia (8U)

**Song-writing Competition Runners-Up**

'A Little Love' by Richa (9C)

'Shooting Star' by Abigail (9C)

One of the highlights of all Music Department concerts and events are the performances of the Jazz Band. And this virtual concert was no exception!

The Jazz Band were virtually performing the phenomenal (and fiendishly-complicated!)

'Adrenaline Junkie' by music teacher and band leader Ben Mulholland.

A more exhilarating four minutes of music is hard to imagine, and it was especially nice to see so many of the departing Year 11s playing with the band for one final performance!

The second half of the concert was made up with the online production *Rapunzel: A Lifetime in Lockdown!* This production told the classic story of Rapunzel, through a sequence of 32 songs, written by Head of Music Geoff Page and each performed by different pupils (so there were six Rapunzels, rather than just one!)

Students practised and recorded their song at home. Then each of the brilliantly performed songs (including an array of colourful costumes and a tower made out of toilet rolls!) were stitched together by a series of narrations read by Cambourne Village College staff!

Of the concert Deputy Principal Emily Moody wrote: "What an absolute joy it is to see our students again, on screen, playing and singing their hearts out, with all the talent we've grown accustomed to on display. "It feels especially precious after not having seen many of them for so long.

"They have, as always, done themselves so proud. It's also a fabulous showcase of their compositional and song-writing skills, which we don't always see. "Huge, huge congratulations to all of the students!"

As a department we have hugely missed all the pupils we teach, and those who regularly attend the bands, groups, clubs, and productions that are usually on offer.

But although this has been a term unlike any other, it has been wonderful to see the talent and creativity of pupils is stronger than ever — and this concert has provided performances and memories that we'll treasure for years to come!

If you haven't yet seen the concert, you can still watch it online: [tinyurl.com/camvcproduction2020](https://tinyurl.com/camvcproduction2020)



**BROUGHT TOGETHER:** The Concert Band in full swing — from home.



**ALWAYS A HIGHLIGHT:** The Jazz Band are a firm favourite at concerts and their rendition of the complicated 'Adrenaline Junkie' was phenomenal.



**VIRTUAL PRODUCTION:** Students performed an online musical reworking of the classic tale of 'Rapunzel'.

# Essay wins a prize

**If 1066 is the most important date in British History, what is the equivalent in another country? Well done to Natty in 10R who won the History SHP essay competition which asked students across KS3-4 to explore a wider history and identify an important date in another country . This was part of a wider national competition and the question was set by the world-leading Oxford history Professor Peter Frankopan and author of *The Silk Roads – A New History of the World*. Natty's essay was submitted into the national competition and she has earned herself a copy of Peter Frankopan's book! All the entries were brilliant and we can't wait to organise more competitions in the future!**

## What happened in the year 1066? Almost anyone in Britain can tell you.

This uncanny remembrance of a date that was almost 1000 years ago seems somewhat ludicrous. But the fact that people still remember it tells us that it was and still is a momentous year for Britain and to find a single 365-day timescale that can mirror its significance on another continent would be extremely challenging. This is where I discovered 202BC. What happened in the year 202BC? Not many people know, but it was one of history's most important moments alongside 1066, leading to a social, political, religious, and economic revolution in Italy: altering both ancient and modern life for good. 1066 was the most important date in British history because it saw the upheaval of every corner of medieval life from the reinventing of the feudal system, the centralisation of the English ruling apparatus and the introduction of new architectural personas like Motte and Bailey castles to the restructuring of the church, the absorption of thousands of French words into the English language and an increase in trade between Britain and Continental Europe. Therefore, for a year that took place away from the borders of Britain to be equated to such importance: its events, consequences, and significance would need to be very similar.

202BC was the year of the Battle of Zama and although more than 1000 years before the Battle of Hastings, shares substantial importance and similarities including the invasion of an entire country made possible by a violent upheaval. The battle took place between the Roman leader: Scipio Africanus and the Carthaginian: Hannibal Barca. Scipio began his

invasion of Italy as the underdog like William and suffered many setbacks along his path to victory including losing vast numbers of his men to a stampede of unexpected Carthaginian elephants. Similarly, William's opposition had the upper hand at the beginning of Hastings after forming an impenetrable shield wall at the top of a hill, leaving the Normans unable to attack. However, both leaders triumphed by coming up with better military tactics. General Scipio outsmarted the Carthaginians by using trumpets to scare their elephants and William called a false retreat of his army which broke the Saxon shield wall. Two similar leaders, securing a similar triumph in very similar circumstances: both the Norman and the Roman army subsequently imposed huge changes which would echo into the present day, making them undeniably significant. The victory at Zama fundamentally altered world history; allowing a new force to take over and introduce a plethora of alterations much like the Norman invasion and this is why it is so important. It changed life for all in Italy due to its immediate, violent prominence such as the subsequent, brutal Roman attacks and also long-term consequences such as Italy's permanent Mediterranean dominance



**IMPORTANT BATTLE:**  
*Artists' impressions of the critical Battle of Zama in 202 BC.*

and historic expansion around the centralised continents. During the next 200 hundred years, further invasions meant that the importance of Zama was even more noticeable because it proved the longevity and permanence of its changes. Roman roads were built and were paramount in extending economic and military control, allowing Rome to lengthen their overseas connections much like England and Continental Europe in 1066. This allowed not just short-term producers to thrive (such as farmers) but also encouraged the long-term economic establishment of Italy in the European trading system. The Battle of Zama also enabled the Romans to integrate a new Latin dialect into Italian culture which dominated literature and language for generations and it also saw the introduction of the Catholic church. Latin is now the main influence for the modern Italian language and the Catholic church is still practicing today with much the same traditions. As well as this, the overarching ruling structure was also changed with Kings being replaced by elected senators which influenced many European democratic structures. Furthermore, large colosseums and sculptures were established into cultural architecture which would remain symbols of design inspiration for years. Zama's importance can also be justified by the combustible speed in which its effects spread past the borders of Italy with countries as far as Britain and Egypt experiencing the changes that the Romans had implemented. All of these features and changes that took place from 202BC onwards, as well as being hugely significant in themselves, also mirror the events of 1066 seamlessly. They both began with one man

and his ambition to invade, were secured by bloodshed, were affecting of all regardless of age or gender, brought violent, control-infused short-term effects and were continued into the future by their long-term implications. Thus, these similarities in events and consequences of such a momentous year for Britain as well as the vast long-term effects that the Battle of Zama brought, prove without doubt that 202BC was the most important year in Italian history. **Nattie (10R)**

## Bronze award for all

All the students involved in the Cambridge Museum of Archaeology and Anthropology Project this year have passed their Bronze Arts Award!

Some 1,400 years ago, a young woman not yet out of her teens was laid to rest in spectacular style close to the River Cam.

Her grave, on the outskirts of a small Anglo-Saxon hamlet, was the final addition to a short row of 7th Century burials, and the most elaborate.

Dressed in fine linens and beautifully crafted gold-and-garnet jewellery, she had been laid out on a wooden bed that was buried with her.

Not long afterwards, though, the community to which she had belonged shifted to the north, and the land where she had lived was given over to early medieval agriculture, never to be resettled — until now...

Fifteen students across KS3 and 4 took part in a rare and exciting project with the Museum of Archaeology and Anthropology to learn more about the teenage girl and her mysterious bed burial and to explore that story through poetry and creative writing with a professional writer.

During the workshops, students learnt more about the History of the Trumpington Cross Project and burial as well as developing their creative writing and curative skills.

Well done to everyone involved — we are thrilled that you represented the school and earned your Bronze Arts Awards!



**LOOKING AT THE PAST:**  
*Unravelling a 7th Century mystery.*

## Info on tap

Each week the History department has conducted short interviews with a range of academics to help students gain a deeper understanding of the way historians work and to introduce them to some exciting new ideas and debates. All of these Q&As have been shared via the school Twitter page and are available to the students via the CATalogue. Also available are a selection of resources for the whole family including weekly suggested podcasts, articles, clips, games, and online courses.



Join us for a series of *free* history lectures

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The lectures are open to all

## FREE LECTURE PROGRAMME

We can't wait to restart our lecture programme –  
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and... **PROF. ANDREW PRESTON**

Follow us on Twitter @CambourneVC for dates and updates

For more information contact:  
jangel@cambournevc.org



# Students in spotlight

During May, Year 9 students were involved in a geography challenge to create a 'Rainforest in a Box' using recycled materials collected from the home and outdoors.

This was for a competition run by Plant Your Future

(<https://www.plantyourfuture.org.uk/>) — a charity that helps restore the Amazon rainforest and reduce poverty among farmers. There were hundreds of entries from around the



**AMAZING ENTRIES:** Tanith and Ji Kay were runners-up in a national contest.

world, including from our own Year 9. Two CamVC students, Tanith and Ji Kay, achieved 'Highly Commended' awards and were runners up. Only five other students received a 'Highly

Commended' award in the competition, so our students have done brilliantly!

Dion Burgess, Head of Geography

## Study of 'stuff' shows world in our homes



**WHERE IT'S FROM:** Year 8 students plotted the origin of 'stuff' in their homes.

Students in Year 8 have been looking at a topic named 'The Geography of My Stuff'.

They have explored how our world works using everyday items in the home like food, fashion items, and chocolate.

Year 8 have been busy mapping where these items in their home have come from and information was collated on a collaborative online map. Look how global they all are!

More than 1,100 items were added and among the more interesting items were a paper mache turtle from India, a boomerang from Australia, a



**THE REAL STORY:** Students were challenged to create a T-shirt design covering at the issues of fast fashion.

Siberian husky from Russia, a wax hand from the Netherlands, school uniform from Vietnam, money from Brazil, Xalwo from Somalia and a stamp collection from the Falkland Islands. Throughout the topic, students have been able to see the connections they have to the global economy, transnational companies, trading systems, and people around the world. Globalisation, business, and the economy are important parts of geography; this topic has introduced students to these concepts. As part of 'The Geography of My Stuff' topic,

students were challenged to create a T-shirt design to cover the issues of fast fashion or show how clothing could be made in a more environmentally friendly way.

The Geography Department debated the merits of all the entries for some time before finally settling on a top 12!

Congratulations to: Freya (8B), Taylor (8B), Kimberley (8B), Holly (8M), Khanak (8M), Emma (8O), Sophia (8O), Alex (8R), Ruby (8R), Havar (8U), Mila (8U) and Serena (8U).

## Webinar gives insight into African life



**LIVE FROM AFRICA:** Joseph Mpoie.

A group of Year 7 students and parents joined a live webinar from Kenya earlier this term.

They listened to Joseph Mpoie talk about life in Kenya, the current conditions there, and his favourite wildlife experiences.

Joseph is a guide on the Maasai Mara, Kenya's most famous nature reserve. It covers more than 700 square miles and is home to tremendous concentrations of wildlife including lion, cheetah, elephant, leopard, black rhino, hippo and more than 500 species of birds. Ewan (7A) reflected on the webinar and the rest of the Africa topic:

"This term in Geography we have been learning about Africa," he said. "I really liked listening to Joseph from the Maasai Mara.

"He is a tour guide who told us about life in

Kenya and being a tour guide which he had to train for.

"He told us about lots of the animals and some of the customs. We learned about the Somali pirates who would board people's ships.

"We also learned about how Coltan in mobile phones is mined in the Democratic Republic of Congo and ruining the gorillas' habitat.

"I think Africa is really interesting and I would love to go there to see all the animals like The Big Five, which are elephant, rhino, Cape buffalo, leopard and lion.

"The Giraffe Hotel sounds lovely and the David Sheldrick Wildlife Trust is amazing. We also learned about the animals' habitats and their food chain and I liked finding out about Ethiopian Airlines."



**PLENTY OF OPTIONS:** Students have found many ways to stay healthy while the college has been closed to most of them.

## A picture of health . . .

**One of the most successful and longest running challenges during school closure has been the Healthy Selfie Challenge!**

Students and staff alike were challenged to send in a 'selfie' of themselves and their families being healthy or active, so that we could share and celebrate them on our department Twitter page (@CamVC\_PE).

What's more, every healthy selfie sent in would earn that student 50 bonus points for the Virtual Interform Week!

The PE Department were truly blown away by the response from the amazing Cambourne VC community and received more than 100 healthy selfies in the first week!

From juggling to kayaking, and dog walking to kick-boxing, it was incredible to see all of the different

things that everybody was doing to stay active.

Receiving and sharing everyone's healthy selfies was a real morale boost for the department and the school as a whole during such a difficult time.

Please do check out our Twitter feed and have a look through all of the healthy selfies we have received over the last few months!



**HOT CONTEST:** There were more than 800 entries for the virtual interform competition.

## Honours for Year 7

Between Monday 1st and Sunday 7th June, CamVC held its first Virtual Interform Competition.

Students, staff and parents were given eight different challenges to complete throughout the week, to earn all-important points for their tutor and year group.

The challenges included keepie-uppies, wall-sit challenge, plank challenge and bottle flipping among others.

The students proved that they were willing to do anything to help their tutor group to win, as we had more than 800 entries submitted throughout the week.

Some notable performances included Sunny (7B), who managed 46 press-ups in 30 seconds, Max (10A), who held the wall-sit for 450 seconds, and Karolina (10A), who danced non-stop for 164 minutes.

Year 7 were clear winners in the year group standings, clocking up an incredible 39,050 points throughout the week, followed by Year 8 with 30,300 points. Year 9 and 10 finished third and fourth with 21,450 and 12,650 points, respectively.

In year 7, 7A were the leaders from start to finish, earning an impressive 10,450 points, while 8C won their competition with 8,400 points. 9R were comfortable winners in their year group standings with a respectable 6,550 points, whilst 10A narrowly beat 10B to first place with 4,100 to 3,750 points. It is incredible to see how competitive the students are, even when competing at home. Impressive!

## Fitness challenge!

One of the first virtual fitness challenges during lockdown was International Sports Week!

Between Monday 4th and Thursday 7th May, students were set a variety of sports/fitness challenges that related to different countries around the world. Day 1 saw students travel to France to ride CamVC's version of the Tour de France. Instead of cycling 2,200 miles like Bradley Wiggins and Chris Froome, students were challenged to complete a

more achievable 22km on their bikes.

Day 2 took them to Cuba, where students had the opportunity to have a go at some online Salsa classes. Wednesday's challenge was to scale Mount Everest by completing a series of gruelling exercises non-stop to reach the summit!

The final day gave students the opportunity to relax their minds with some Tai Chi taster sessions.



**TAKING UP THE CHALLENGES:** Students won all but one of the five contests against staff.

## Students are the best

For a bit of silly fun to lift people's spirits at the end of a very busy summer term, there was a Staff v Students competition. There was a total of six events to compete in, including chopsticks challenge, standing stork balance, sock throw and keepie-ups. Although some challenges were very close, the pupils came away resounding winners, winning five of the challenges. The staff managed to win just one event — keepie ups!

# Awards 'do' goes online

The Cambourne Village College Annual Sports Awards is an event that rewards and recognises the amazing hard work, contribution, talent and dedication of all our students in PE and extra-curricular sport.

Unfortunately the original plans for the celebration evening were curtailed due to Covid-19. However, this year the PE department hosted the awards evening virtually! The video of the awards ceremony is available on the CATalogue.

The awards and winners are as follows:

**BTEC Student of the Year** — Joe (11B)

**GCSE Student of the Year** — Isabella (10M)

**PE Department Merit Award** (This award recognises and celebrates the hard work, dedication and commitment of an individual who has gone above and beyond to help others in sport and PE. Nominees will have given back to others through their contribution to sport and PE) — **Zara (11B), Calla (11M) and Alexandra (11U)** (for all their incredible work throughout the year leading Girls Active and helping out in as many different events as possible)

**Dancer of the Year** — **Louisa (8C)** (incredible commitment to extra-curricular dance both in and out of school)

**Unsung Hero Award** (This award is for students the PE department would like to recognise and reward for their continued hard work in PE and/or extra-curricular sport. Nominees will have shown a commitment to improving their performance in PE and extra-curricular sport) — **Freya (8B)** (for always giving her all in PE and extra-curricular sport, having improved greatly and never giving up)

**Commitment Award** (This award recognises an individual's commitment to extra-curricular sports clubs. Winners will have attended more sessions than any other pupil in the school) — **Max (8M)** (Max attended 52 extra curricular PE clubs, five more than the runner-up)

**Lockdown Champions** (this award recognises pupils who have gone above and beyond to participate in physical activity during the Covid-19 lockdown) — **Ewan (7A), Elliot (7A), Chloe (9R) and Libby (7V)**

**Sporting Excellence Award** (This award celebrates the outstanding achievement of our pupils who represent their county or country outside of school. Nominees will be competing on a regular basis in their chosen sport at an elite level) — **Teegan (10A)** (for her huge success as part of the National Gymnastics squad)

**Sports Leader of the Year** (This award celebrates the hard work of our sports leaders. It is awarded to the sports leader who has worked tirelessly throughout the year to help the PE department with the organising and running of extra-curricular clubs, fixtures and festivals. Nominees must regularly attend and help at extra-curricular clubs. In addition, the winner will have gone above and beyond helping and volunteering in external clubs and festivals) — **Zara (11B)** (for continually going above and beyond, Zara has been a huge asset to the PE department and will be greatly missed)

**Sportsman and Sportswoman of the Year** (These awards recognise the hard work, dedication and commitment of an individual in PE and school sport. Students regularly attend extra-curricular clubs, compete in fixtures, represent the school with honesty, integrity and passion as well as upholding the values of good sportsmanship and fair play) —



**KS3 Sportswoman of the Year** — **Rebecca (8U)**, **KS3 Sportsman of the Year** — **Max (8M)**, **KS4 Sportsman of the Year** — **Elliot (10B)**, **KS4 Sportswoman of the Year** — **Katie (10U)**  
**Team of the Year** (This is awarded to the sports team that worked hard throughout the year to produce some fantastic results) — **Year 9 boys rugby team** (unbeaten for two years running)  
 Pupils who have won their half and full colours were also recognised.

**Half colours** recognises those pupils who regularly attend extra-curricular clubs and have represented the school and fixtures for two years across two sports. Winners this year were:

**Jason (9R), Isabelle (10M), Brandon (9O), Mike (9M), Alice (9A), Lydia (9A), Kiera (9M) Bethan (9A), Huthayfa (9M), Will (9M), Charlie (9A), Junior (9C), Thales (9A), Matthew (9C), Dylan (9M), Nasir (9M), Alex (9M), Dexter (9B), Madison (9R), Chloe (9R), Ash (9R), Oliver (9U), Charlie (9R), Will (9O), Henry (9N), Patrick (9U), Zac (9U), Claudia (10B), Winifred (10C), Temi (11U)**  
**Full colours** recognises those pupils who regularly attend extra-curricular clubs and have represented the school at fixtures for three years, across two sports. This year's winners were:

**Elliot (10B), Katie (10U), Renee (10R), Alexandra (11U), Isabella (10M), Max (10A), Kirsty (10R), Duncan (10C), Oliver (10U), Rose (10B).**

The ceremony also celebrated pupils who had successfully applied to become part of the Sports Activators (Years 7-9) and Sports Leaders (Years 10-11) Academies.

The **Sports Activators** are:

**Alfie (7B), Eliza (7N), Millie (7M), Elliott (7A), Libby (7V), Riona (7A), Mara (7B), Krisha (7A), Ben (7E), Ruby (7E), Harry (7N), Maisie (8N), Rebecca (8U), Ella (8R), Grace (8O), Caitlin (8U), Mila (8U), Louisa (8C), Max (8M), Henry (8C), Bobo (8M), Johannes (8B), Alex (8C), Eddie (8M), Ewan (8C), Serena (8M), Katie (8B), Grace (8C), Georgia (8R), Freya (8B), Olivia (8N), Alisha (8B)**

The **Sports Leaders** are:

**Chloe (9R), Will (9M), Keira (9M), Izzy (9U), Rachel (9M), Dylan (9M), Bethan (9A), Evan (9M), Lydia (9A), Ella (9U), Alex (9M), Charlie (9R), Alice (9A), Renee (10R), Elliot (10B), Isabella (10M), Duncan (10C), Ethan (10O), Amelia (10A), Fernanda (10B), Mia (10U), Posy (10N), Katie (10U), Kirsty (10R), Charlotte (10R), Elena (10C), Rose (10B), Max (10A), Nicole (10M), Elizabeth (10B)**

The awards ceremony was hosted by the PE department with special guest appearances from sports stars such as England rugby player George Furbank and former Arsenal Ladies and England Kelly Smith MBE as well as messages from Amy Williams MBE, George Peasgood, Sean Rose, Tess Howard and Tonia Couch.

Following the awards ceremony, the PE department took to the streets of Cambourne to personally deliver the trophies and medals to the winners.



**ALL DRESSED UP:** Staff presented the awards on camera — then delivered them personally to the winners.





**SPORTS DAYS AT HOME: Getting stuck into the challenges indoors and outside.**



# New look for sports days

**Sports Days are a big tradition at CamVC, and are often the highlight of the year with all students going around the different activities in their tutor groups with their form tutor, giving every event a go.**

There is music, there is laughter, there is face paint, there are giant posters and there is even some sport going on. Each day is such fun.

Obviously, this year it had to be different. We couldn't gather together in our tutor groups, nor dance the 'cha cha slide' as a year group, but the PE department were not deterred and set about planning something different.

This year, there were 15 different events, with five 'track' events — longest continuous walk, longest continuous run, fastest 3km run — five 'field' events — the toilet roll high jump, paper airplane throw, toilet roll agility course — and five 'home' events — step-up balance challenge, speed bounce challenge, teabag into cup challenge, flexibility challenge and sock and spoon spin.

Students participated in as many as they could possibly do to earn points for their tutor groups.

From the feedback received, some of the highlights of the week for the students were the toilet roll high jump, the 3km run, the paper airplane throw, the tea bag challenge and the sock and spoon spin.

Students from all year groups got involved and even managed to persuade their form tutors to get fully involved and complete the challenges for bonus points.

It was a great week and although the weather was not always perfect for the events, students still gave their best, with more than 500 entries received.

7A took the honours for the youngest students, followed by C and V, while B beat U and C for the Year 8 glory, and R took top spot in Year 9 ahead of M and U.

Year 10 don't usually get a sports day as they are on work experience in 'normal' times, but M made the most of the opportunity to take the title from O and A.

## Chance to have a go at some new activities

**GETTING INVOLVED: Students took part in National School Sports Week.**



This year the Youth Sports Trust and Sky Sports teamed up to promote National School Sports Week at Home.

Many students got involved in the annual event, taking part in a variety of activities in their gardens, parks and in their homes.

Students had the chance to challenge themselves in a variety of activities such as athletics, volleyball, rounders, tennis and cricket.

The campaign ran successfully with the help of Cambourne's Sports Leaders and Activators who created fantastic instructional videos for each sport

to help students.

Some students managed to complete all challenges set, a total of 15 activities during the week.

With more than 7,500 schools signed up to take part in the week, Cambourne were proud to be part of such an amazing event and cause.

National School Sports Week allowed students, parents and siblings the chance to be active together, challenge each other and have a laugh.

As a school, we are proud of everyone that gave the activities and challenges a go during this difficult time. Well done Cambourne!

## Something different for Year 6 to try

As with everything this year, the Year 6 Sports Day was completely different, having gone 'virtual'. Nonetheless, the Year 6s were given a range of activities for their sports week that were virtually led by our wonderful sports activators.

There were fun and challenging tasks targeting many of the different components of fitness but in a slightly different form.

With minimal equipment, students were asked to utilise things they already had in the house such as toilet rolls, socks and cushions and logged their results throughout the week to establish the winning primary school during the Year 6 transition sports week.

They tried their hands at challenges such as learning to juggle socks or seeing if they could break the Guinness World Record for how quickly they could put on 10 socks, to learning a TikTok dance and then having to teach it to their families.

With more than double the entries of any other school, Monkfield Park dominated throughout the sports week, not only winning top primary school with the highest number of entries but also having some of the best results throughout the week.

Well done to all Year 6s who took part and we can't wait to meet you in person, ready to get stuck into school sport at CamVC.



**ON THE BALL: A student has a go at one of the transition challenges for Year 6 sports day.**

### Summer special

The PE department has created six weeks' worth of fun challenges to enjoy over the holidays for anyone who wants to keep active and busy. Each week's challenge will have a different focus. Keep an eye on Twitter or the parent bulletin for details.

# Virtual race winners!

Taking inspiration from the BBC travel documentary of the same name, on Monday 15th June the four secondary schools in The Cam Academy Trust set off on a rather marvellous adventure.

The aim was for all four schools — Cambourne, Comberton, Melbourn and St Peter's, Huntingdon — was to 'Race Across The World', logging the number of kilometres they travelled each day by walking, running, cycling and swimming. There were two main competitions, with the total distance being travelled by each school, and also the school which averaged the farthest per entry. Cambourne started off flying (not literally) and on the first day had travelled a massive 680km to Cologne, Germany.

In fact from that moment on, as a school CamVC took an unassailable lead and went on to cover 7546km to reach Altai Tavan Bogd in Mongolia.

As a whole, the Trust travelled a fantastic 19941.26km to reach the beautiful island of Flores in Indonesia.

As we couldn't compete in traditional fixtures this term, beating schools virtually was definitely the next best thing.

Head of PE Hannah Curtis, who organised the competitions, said: "Thank you so



**LOGGING THE DISTANCE:** Students 'race across the world'.

much to all the families who braved all the elements and got out and about walking, cycling and running.

"It was so fabulous to see the whole community supporting our efforts and helping us to become victorious."



**VIRTUAL LEADING:** Sports leaders have done video demonstrations for many activities while the school has been shut.

## Leading through lockdown

Hopefully you will have read and seen this year's cohort of sports leaders and activators in action, and although they haven't been able to do the usual activities, they have risen to the new virtual roles admirably.

Year 7 and 8 students had the chance to apply to become a Sports Activator, which is a role they will hold for the next year.

Sports Activators are students who always give their best in every lesson, they attend clubs and fixtures consistently and always have a positive attitude; they are willing to learn but also keen to help others. They are excellent role models to others within PE.

This is the first step to becoming a sports leader. In the 'normal' world, as a sports activator they will have opportunities to represent the school at Open Evenings and on sports days, will be the first to be invited to the different coaching and officiating courses that we organise and the first to take on such opportunities such as the FA's Game of our Own, which some of our sports activators were due to go on this year.

Instead, what our sports activators have been doing is filming events and challenges for the Year 6 Transition Week Sports Day, as well as creating posters for interform and certificates for effort and achievement.

The coveted role of Sports Leader has been given to 29 Year 9 and 10 students, who have exemplified everything that it is to be a leader and role model.

The Sports Leaders' Academy is incredibly competitive and is aimed at those students who want to develop their own leadership, communication and coaching skills.

This role is not just aimed at talented athletes, but those who are role models in sport at Cambourne Village College.

These are students who are willing to give back and to help out, students who consistently attend school clubs and fixtures and have the right attitude in every aspect of their school and sporting life. Despite the unusual circumstances in which they have become Sports Leaders, this year's cohort have excelled at the new virtual way of presenting.

They have filmed themselves leading and demonstrating a whole range of activities for a whole host of different events — they have virtually led the Interform competition, National School Sports Week, the Year 6 Transition Sports Week, as well as 'Sports Days' Week.

They have been wonderful in front of the camera and the PE Department are certain they are going to be equally wonderful, in person, when they finally get to stand up in front of hundreds of primary school students and lead!

## The benefits of being active

For many of us, lockdown has been particularly difficult. Everyone has missed out on something special to them and the frustrations and difficulties can sometimes be overwhelming.

This is why it is so important that we are still getting out and about and being active.

The guidelines for physical activity for children and young people is that they should engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week. For adults, they should aim to be physically active every day and should accumulate at least 150 minutes of moderate intensity activity across the week.

In a time when it is so easy to stay at home, whether working from home, home-schooling, watching the growing number of TV streaming services or playing computer games, it is essential that we buck the trend in a nation where obesity is on the rise.

The benefits of physical activity are endless and even just a 20 minute brisk walk in the fresh air can help us to reap both the emotional and physical benefits of exercise.



**HEALTHY SELFIES:** Students sent photos of themselves staying active. More on Page 9.